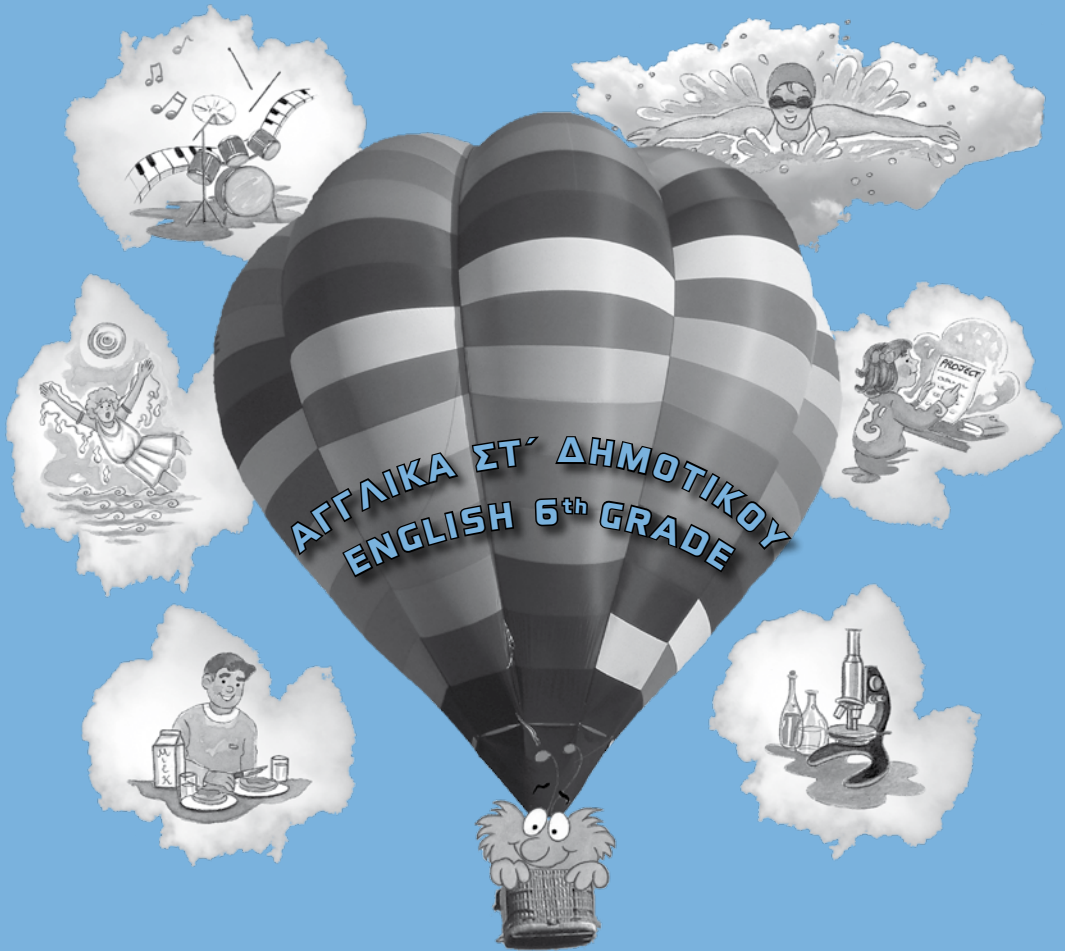


ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ

Ελένη Εφραιμίδου Φιλίτσα Φρουζάκη Ελένη Ζώη-Ρέππα



Βιβλίο καθηγητή

ΟΡΓΑΝΙΣΜΟΣ ΕΚΔΟΣΕΩΣ ΔΙΔΑΚΤΙΚΩΝ ΒΙΒΛΙΩΝ

ΑΘΗΝΑ

ENGLISH 6th GRADE

Teacher's book

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Πράξη με τίτλο:

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

Επιστημονικός Υπεύθυνος Έργου
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Έργο συγχρηματοδοτούμενο 75% από το Ευρωπαϊκό Κοινωνικό Ταμείο και 25% από εθνικούς πόρους.

ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
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ΑΘΗΝΑ

TO THE TEACHER

INTRODUCTION

*This course addresses the 6th Class pupils of the Greek Primary School (11-12 years old). It is intended for learners at Pre-Intermediate level (corresponding roughly to Level A2 of the Common European Framework – CEF) and enables them to use English in real life situations. The pupils' age, needs, interests and prior knowledge have been taken into consideration in the design and planning of this course. Its material aims to distil the best of current classroom practice. The material is divided into **10 well-organized units** each of which is **based on a general topic** and is divided into **3 lessons**. The units balance different elements: both inductive and deductive approaches to grammar awareness; vocabulary, developed and practised through attractive topics and extracts from authentic reading and listening texts. Such texts are effective in motivating learners to speak and write. Apart from that, the texts are carefully chosen so as to disseminate aspects from other subjects and encourage pupils to expand their knowledge (cross-curricular approach). All language skills (reading, listening, speaking and writing) are developed through communicative activities that encourage learner-independence and critical thinking. In addition, graphs, pictures, maps etc. enable learners to realize the present social and cultural environment. Finally, **learning strategies**, can do **statements** and **self-evaluation** tests encourage learners to realize their own style of learning as well as to lead them towards learning autonomy. The material of this book can be covered in **approximately 75 - 80 classroom hours**. This, of course, depends on the level of the pupils.*

COMPONENTS

1. Pupils' book

The pupils' book comprises the following:

- A **Table of contents** presenting the topics, vocabulary, grammar, structures, functions and cross curricular notions dealt with in each unit
- **10 twelve-page Units**, each divided into **3 lessons**, followed by a **self-evaluation** test and **can do statements**
- **2 Revision units**
- **Information for pair-work**/speaking activities (information gap)
- **Grammar section** with tables, examples and rules of the structures dealt with in each unit.
- **Vocabulary section** with the most important expressions and vocabulary dealt with in each unit.
- Differentiated instruction activities / graded tasks (**It's your choice!**)
- **Extra Activities**
- **Bibliographical data and Internet sources.**

2. Recordings

The cassette/ audio-CD contains the recordings of texts, dialogues and listening activities of the pupils' book. It is intended to be used in the classroom.

3. Workbook

The workbook provides support for the pupil's book. It comprises

10 units, which correspond to the 10 units in the pupil's book.

The units contain vocabulary exercises as well as structural and functional exercises for further practice of the main language areas dealt with in the book.

The workbook exercises are meant to be assigned as homework but some of them

can be used for further support in class.

4. **Teacher's book**

The teacher's book contains:

- The **Introduction**
- A **Table of contents**, the same as in the pupils' book
- Teacher's notes corresponding to the **10 units** in the pupils' book. The notes include:
 - The **didactic aims** of each unit
 - Tables with the **vocabulary, structures/functions, reading/ listening texts**, as well as the **speaking and writing activities** of each unit. Information is also given about the relation of the units to **CEF** (Common European Framework)
- The **individual aims of every lesson** in each unit
- A **suggested approach** for the presentation of the material in each lesson

The book provides:

- **Ideas and useful information** on the various language areas presented in each lesson
- An **answer key** to exercises and activities.
- The **recording scripts** for the listening texts
- **Information and support for the project pages.**
- **Answer keys to workbook exercises and to self-evaluation tests.**
- **Notes on the differentiated pedagogy activities.**
- **Section with extra activities**
- **Informational material for some activities**
- **Portfolio section**
- **3 revision tests**

STRUCTURE OF THE UNITS

Each one of the **10 Units** is divided into **3 Lessons** as below:

Lesson 1

The lesson is presented in **5 pages**. **Page 1** contains the aims of the lesson, in a way that is meaningful to pupils. It combines the unit's didactic features based on the cross-cultural and cross-curricular approaches. In addition, it may be used as warm-up for the reading text that follows. Pages 2 and 3 introduce the reading text followed by comprehension questions. Pages 4 and 5 contain the corresponding grammar and practice sections.

Most of the reading texts are authentic or semi-authentic (adapted or simplified). The main purpose is to expose learners to as much real language as possible and to develop reading confidence by giving practice in the main sub-skills e.g. reading for gist, reading for specific information, reading for details. The texts help learners to develop new language from a variety of sources and to consolidate the language, which they already know.

Pupils are asked to do warm-up activities before they read the text. The purpose is to introduce the topic smoothly, present some of the new vocabulary as well as the structures/functions of the lesson. In addition, the warm up activities motivate and give learners a purpose to read.

The comprehension questions that follow aim to help them develop their reading ability as well as to train their reading skills. The lexical items presented in the texts are always related to the topic of the unit. They are also related to the vocabulary pupils may come across in other subjects taught at this level. Pupils are asked (particularly in the workbook) to do tasks such as grouping, classifying, matching etc. These tasks enable them to understand, build up as well as retrieve vocabulary.

Grammar is presented in the **grammar section** of the pupil's book. Its formation and usage are illustrated through tables and examples usually taken from the texts. Learners are actively involved in understanding the grammatical

phenomena. They are usually asked to fill in the table or to complete the rule and to find more examples from the text on their own. Pupils may find a more detailed presentation of the grammatical phenomena or function at the back of the book (**Appendix III – Grammar & Structures**).

The **practice section** contains speaking and writing activities. Speaking practice is fostered through real life purposeful activities. The aim is to put learners into real life situations, to motivate them to use the language they learnt in the lesson as well as to extend it. The activities attempt to provide balance between accuracy and fluency. Learners are encouraged to participate in pairs, groups discussing or exchanging information so as to achieve the goal of the activity. Emphasis has been given to information gap activities. Pupils can find additional information at the special section at the back of the book.

Writing activities are promoted through meaningful contexts, too. Pupils are asked to produce a few sentences, a paragraph, a story etc. related to the topic of the lesson and using the language they have been exposed to. It is very important that learners understand what they have to write. Their work should always be corrected and feedback given. The teacher should try to save time and do some of the writing tasks in class where pupils can be given more attention with problems that may arise. This will encourage them to develop their writing skills further. If time is short, the writing activities can be assigned for homework; however, it is mandatory that all pupils get feedback in due time.

Lesson 2

Lesson 2 is presented in **4 pages**. **Warm-up activities** for the listening which follows are presented on page 1. **Page 2 contains the while-listening activities**. Learners are instructed to look at and understand the activities first, before they listen to the recording. There are visual and verbal clues, which stimulate the pupils' background

knowledge and prepare them for what they are about to hear or the task they have to do.

Listening texts relate to the topic of the lesson and they also present a structure or function. Pupils are usually asked to listen for gist and/or for specific information, which both develop their listening ability. Pupils are encouraged to use listening strategies. The recordings should be played once or twice according to the tasks pupils have to do or according to the difficulty learners find. Pupils should be asked to justify their answers and recordings should be played again until all questions are clarified. Recording scripts can be photocopied and distributed to the pupils for further exploitation.

Pages 3 and 4 feature the grammar & practice sections in the same way as in lesson 1.

Lesson 3

Lesson 3 is spread over one page only and it refers to a project related to the topic and language taught in the Unit. The purpose of the project is to motivate pupils to be creative and use the language in a communicative and meaningful way. Pupils are asked to produce a written text enriched with photographs, drawings, maps etc. Alternatively, they may produce a dialogue or a play that the pupils have to learn, rehearse and present either in class or in front of an audience.

The project information contained in the Pupil's book is meant to familiarize and guide learners in order to produce something similar or to give them ideas about the task. Project work can be done either in class (pair-work or group-work), or if there is not enough time, at home. In both cases, pupils should be given guidance about what they are expected to do. It is also important that all attempts should be encouraged and praised! Pupils' work can be exhibited on boards or walls. This will give them confidence and will motivate them to use the language more!

LEARNING STRATEGIES

All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom.

Wenden and Rubin (1987:19) define learning strategies as "... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information." According to Stern (1992:261), "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques". There are three main types of learning strategies contributing directly to the development of the language system constructed by the learner:

- Cognitive Learning Strategies
- Metacognitive Learning Strategies
- Social Affective Strategies.

Cognitive Strategies

Cognitive strategies involve direct manipulation of the learning material. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies.

Metacognitive Learning Strategies

These strategies are used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritising, setting goals, and self-evaluation.

Social Affective Strategies

These strategies involve interacting with another person to assist learning, or using affective control to assist a learning task. Cooperation and question for clarification are the main social affective strategies. All language learners use language learning

strategies in the learning process. Since factors such as age, gender, personality, motivation, self-concept, life-experience, learning style, excitement, anxiety, etc. affect the way in which language learners learn the target language, teachers should provide a wide range of the above learning strategies in order to meet the needs and expectations of his/her pupils.

DIFFERENTIATED INSTRUCTION -

IT'S YOUR CHOICE

"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer"

Henry David Thoreau

Differentiated pedagogy: a process where the teacher respects and takes into consideration the diversity and the heterogeneity of the class. It implements diversity into the methods of learning and represents the different ways of teaching, according to the needs of the pupil, while also ensuring that all pupils follow. The best differentiated pedagogy is proposing different ways of achieving a new competence so that pupils can discover new abilities for themselves.

Principles of Differentiated Teaching/ Learning

- Differentiation aims at maximising learning and development of each pupil. Differentiation is qualitative rather than quantitative. Differentiation does not mean giving some pupils more work to do, and others less.
- In a differentiated classroom pupils are matched with tasks according to their individual learner needs.
- Pupils are offered individual choice, which, inevitably, needs to be guided.
- Learner differences are celebrated rather than seen as a problem.
- Closed tasks can be turned into 'tiered tasks', that is, to provide versions of the task that are of different levels of

difficulty for the pupils to choose from.

- On the contrary, **open-ended** tasks i.e. tasks that allow for multiple right answers, such as 'predict the content of a text from its title', 'write a paragraph', 'role-play', 'put the items in order of importance or preference', 'projects' etc. are particularly appropriate for mixed-ability classes because pupils can produce language at their own level.
- **flexible classroom organization** is a 'must' for differentiation
- Teachers are diagnosticians, using their findings to guide each pupil's learning choices.
- Giving all pupils equal opportunities does not mean teaching all learners in the same way. It means meeting the diverse needs of all pupils.

It's your choice tasks

"*It's your choice tasks*" in the Appendix are to be used by groups of pupils, individuals or the whole class instead of their versions in the main part of the book. If the class, or some pupils find a task in the lesson too easy or too difficult, they can choose not to do this task and try a more difficult or easier version of the task in the Appendix.

When doing "*it's your choice tasks*" it is advisable for the teacher to split the class in more or less homogeneous groups i.e. groups of pupils of similar competence level in the specific area and objective on which the task focuses.

Projects

Projects are open-ended and therefore provide an excellent basis for differentiated teaching/learning without the need to design different versions of the project. For example, at the research stage of a project, more competent learners can work on more difficult texts, or with less teacher support. Also, some pupils might prefer to work alone, while others might work in groups. Or at other stages, if the teacher wants to guide the pupils towards

working on their weaknesses, learners who tend to neglect editing their written work could prepare the final written product and learners who need to practise speaking could conduct interviews or do an oral presentation of the final product.

Language Focus

In comparison to more traditional grammar and vocabulary exercises, language awareness activities are more appropriate for mixed-ability classes. Language awareness activities guide pupils in **noticing** useful language forms in the text used in the specific lesson or in texts read in previous lessons.

Examples of language awareness activities:

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

Homework

It is obvious that homework provides an excellent platform for differentiation. Teachers can assign different homework to different pupils in response to their needs.

Assessment

Differentiation and alternative assessment

- Differentiation is compatible with alternative assessment and self-assessment e.g. portfolio, learner

diaries, can-do-statements etc. In the book there are sections for portfolio, self-evaluation, "**Now I can do...**" and learning strategies. These forms of assessment give feedback to learners, make them active participants in the assessment process and encourage them to be aware of their strengths and weaknesses. These types of assessment are **growth-referenced**, that is, they function as a progress map recording and monitoring a pupil's improvement over time, and are **not** based on a comparison of each learner's performance with that of the other pupils (norm-referenced assessment).

- In the self-evaluation section learners check their own performance by completing some exercises and then reflecting on their own performance.
- In the learning strategies section, the pupils are encouraged to be aware of **how** they learn. They focus on their own preferences and performance.
- In the **Now I can do** section, the pupils tick the things they can do or cannot do at the end of each unit. Thus, they become aware of what they have learned throughout the unit. You may ask the pupils to photocopy the lists and include them in their portfolio.

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EARNER AUTONOMY - PORTFOLIO ASSESSMENT

Towards Learner Autonomy

The use of portfolios in educational settings has increased tremendously in many countries around the world during the last years – from pre-school to upper secondary school and also university level. Teachers have recognized the portfolio as a powerful learning tool, which helps to develop the learners' metacognitive skills and strengthens learner autonomy. By learner autonomy, we mean the capacity for active, independent learning. The basis of learner autonomy is that the learner accepts responsibility for his/her learning. This acceptance of responsibility has both socio-affective and cognitive implications: it entails at once a positive attitude to learning and the development of a capacity to reflect on the content and process of learning with a view to bringing them as far as possible under conscious control. Pupils who are encouraged to take responsibility for their own work - by being given some control over what, how and when they learn - are more likely to be able to set realistic goals, plan programs of work, develop strategies for coping with new and unforeseen situations, and evaluate and assess their own work. They are able to learn how to learn from their own successes and failures in ways, which will help them to be more efficient learners in the future.

What is a Portfolio?

A portfolio is an organised collection of documents, in which individual learners can assemble over a period of time, and display in a systematic way, a record of

their qualifications, achievements and experiences in language learning, together with samples of work they have themselves produced. (Council of Europe 1997:7)

When designing a portfolio system it is important to ask the following questions:

- What is the purpose of the portfolio?
- What should the portfolio look like – a binder, a folder, or could it be digital?
- What should the contents be?
- How should it be organized?
- Who is the audience?

It is also essential to determine who owns the portfolio, the pupil or the teacher, since it will determine the purpose and the content.

In view of the fact that portfolios are thoughtful collections of pupil work, they are useful tools for active and long-term review. The teacher is initially responsible for introducing the structure of what to collect and why. The pupils must be actively involved when choosing the contents and the teacher should discuss criteria for selection with individual pupils. For each entry, the pupil must motivate his or her selection of work by a reflection tag (e.g. I have chosen this piece of work because ...). The transfer of ownership from teacher to pupil is a gradual process that evolves over time.

No matter what is in the portfolio, the teacher has to communicate the contents clearly to pupils in the beginning of classes to avoid confusion and frustration. At the same time, the teacher has to be sensitive to pupils' adjustments to the idea of the portfolio. Therefore, he / she needs

to introduce the use of portfolios and the materials to be put in the portfolio step by step and should expect some misunderstanding from pupils at the very beginning.

Younger learners naturally need more support and guidance than older learners do. Parents can also be part of the portfolio selection and become involved in their child's learning process. The parents are usually invited to be the audience at pupil-led portfolio conferences at school. This is when the pupils take the lead in telling their story of learning.

Types of Portfolio Content

For the contents of the portfolio, there is not necessarily a set of fixed components to be included. The decision on the components of the portfolio can be made by the teachers, the pupils, or through an agreement between teachers and pupils. As a general guideline, there are five different groups of materials that may be included in the portfolio of pupils:

- a) Class assignments
- b) Pupil work that is previously graded by the teacher
- c) Revisions of pupil work that are graded and then revised, edited, and rewritten

d) Reflections that are associated with the work attached in the portfolio (e.g. Why have I chosen to put this piece of work in my folder? Has this work helped me improve my skills? e.t.c). These reflections give pupils opportunities to identify their own strengths and weaknesses

e) Projects that include work mainly designed for pupils to put into their portfolios.

As a matter of fact, the portfolios could also include materials that have special meaning for the pupils in the process of learning, such as newspaper or magazine articles and pictures, drawings and photos from school activities, school reports, CDs / DVDs with audio or video recordings. *As a guide for the organisation and content of your pupils' portfolio, at this level, we have included some sample pages at the back of the PUPIL'S BOOK. (They can be cut off or photocopied). Below, you can find tasks and activities, from each unit of this book that we suggest being included in the pupils' portfolios. In their book, the pupils are also reminded to put the specific pieces of work in their portfolios, with this clipart sign:*

WORK TO BE INCLUDED IN THE PUPILS' PORTFOLIOS

Unit 1 – lesson 3 – C Report about Greece
Unit 2 – lesson 2 – 5. Writing a poem
Unit 2 – Workbook – D. A shopping list for your birthday party
Unit 3 – lesson 1 – 3. C What am I like?
Unit 3 – lesson 3 Photos of the performance / Recording (DC/DVD)
Unit 4 - lesson 2 – 3. B Biography
Unit 4 – lesson 3 – Project / pictures / poem
Unit 5 – lesson 1 – 3. D
Unit 5 – lesson 2 – 3. E. A letter
Unit 5 – lesson 3 – B. leaflet
Unit 6 – lesson 2 – 3. C New year's resolutions
Unit 6 – lesson 3 – Project A profile of your favourite job

Unit 7 – lesson 3 – C. Your personal record
Unit 8 – lesson 1 – 3. C An e-mail
Unit 8 – lesson 2 – 3. C Class survey
Unit 8 – lesson 3 – The advice letter
Unit 9 – lesson 1 – 3. B What had happened (a copy of the letter)
Unit 9 – lesson 2 – 3. B & D
Unit 9 – lesson 3 – Project (photos of the performance / Video recording)
Unit 10 – lesson 1 – 3. D Signs for an evening event at school
Unit 10 – lesson 3 – A film review

Portfolio as an Assessment Tool

Portfolios are a form of alternative assessment in which a pupil's progress is measured over a period of time in various language learning contexts. Portfolios can include evidence of specific skills and other items at one particular time and language performance and progress over time, in all four skills (reading, writing, listening, and speaking) Portfolio assessment is closely linked to instruction, which has two educational benefits. First, linking assessment to instruction means that you are sure that you are measuring what you have taught. Second, portfolios reveal various weaknesses in instructional practices.

Assessment portfolios promote positive pupil involvement. As pupils create their portfolios, they are actively involved in and reflecting on their own learning. Increased metacognition has a positive impact on a pupil's self-confidence, facilitates pupil use of learning strategies, and increases the pupil's ability to assess and revise work. Pupil motivation to continue studying and succeeding in language learning tends to grow in such an environment.

Portfolios offer the teacher and pupil an

in-depth knowledge of the pupil as a learner. This means that the teacher can individualize instruction for the pupil. Weak areas can be strengthened and areas of mastery built upon. Learners are involved in this process of tracking their learning and can take control of their learning.

Using assessment portfolios gives the teacher opportunities to involve parents in their children's language learning. Parental involvement is an important factor in educational success.

Portfolios can also be a tool for effective teacher development and be used as an instrument to help evaluate teacher's teaching. They provide means for teachers to reflect deeply about their teaching methods and curriculum. When listening to pupils talk about their collections of work a teacher gets a better sense of what his or her pupils are learning, how they are learning and how to help them in that process.

In conclusion, comparing traditional assessment to portfolio assessment, we can undoubtedly produce the differences shown in the table that follows:

Traditional Assessment	Portfolio Assessment
Measures pupil's ability at one time	Measures pupil's ability over time
Done by teacher alone; pupil often unaware of criteria	Done by teacher and pupil; both aware of the criteria
Conducted outside instruction	Embedded in instruction
Assigns the pupil a grade	Involves pupil in own assessment
Does not capture the range of a pupil's language ability	Captures many facets of language learning performance
Does not include the teacher's knowledge of the pupil as a learner	Allows for expression of the teacher's knowledge of the pupil as learner
Does not give the pupil responsibility	Pupil learns how to take responsibility

UNIT 1 OUR MULTICULTURAL CLASS

AIMS OF THE UNIT

- To introduce **vocabulary related to Geography and school subjects and computer vocabulary**
- To revise **Present Simple and Present Continuous**
- To revise **adverbs of frequency**
- To involve pupils in all four skills: **Reading, Writing, Listening and Speaking**
- To encourage **pair- and group-work**
- To make pupils realise other **cultural dimensions**
- To disseminate ideas of other subjects such as **Science, Computer Science, Mathematics, Geography, History**
- To encourage learners read **maps, charts, tables**

Vocabulary	Words related to landforms and geography: peninsula, plains, channel borders, terrain, the river flows, it splits the country, mountainous country. To revise words related to school subjects: physical education, Science, Language, Maths, History, Music. Words related to computers: save, paste, copy, print
Grammar/	Present Simple Adverbs of frequency Present Continuous Describing habits and routines
Functions	Giving personal information Describing present situations
Reading/ Listening	Reading the school newspaper: Meeting the newcomers. Listening: Computer Projects. Reading and listening for specific information
Speaking	Ask and answer about each other's country A Game: <i>charades</i>
Writing	Fill in a diagram about activities of pupils in Greece and in Britain. Write about every day activities. Write a story about the life of a man Project: write a report about your country.
Learning Strategy:	Learning New Words
Relation to CEF (Common Euro- pean Framework for languages)	Students can understand short (Common Euro-simple texts on local and interna-tional geography They can describe living conditions, habits and routines They can write simple sentences linked with simple connectors like <i>and, because, but</i> They can understand and read maps, charts, tables
Cross-curricular connection	Communication, Culture, Interaction, Information, Multiculturalism, Tradition, Similarities and Differences, Science, Computer Science, Mathematics, Geography, History

Lesson 1 - Meeting the Newcomers

Aims of the lesson

- To Revise Present Simple and adverbs of frequency
- To present vocabulary related to geography, landforms and weather
- To get pupils acquainted with other cultural dimensions
- To involve pupils in pair work
- To disseminate aspects of Geography, Mythology, History, Science, Mathematics

Warm up on unit introductory page (p.1)

- Show pupils the map of Balkans and East Europe. Ask them whether they know any countries of the area. If there are any pupils from this area invite them to spot their country on the map. Write some countries and their nationalities on the board (for more information look at the end of this unit). Then present the most important cities, rivers, mountains etc. Write vocabulary on the board. *E.g. The Dnipo flows across Ukraine. Albania borders Greece. Georgia is a mountainous country etc.* Talk about the weather as well and present vocabulary such as: the temperature drops below zero, it rains heavily etc. Instruct them to label the landforms on the map of their book page. Then give them a few minutes to do the geography quiz.

Key to Geography quiz:

1 True, 2 False, 3 True, 4 True, 5 True, 6 False, 7 True (mother Teresa is of Albanian origin but born in Skopje).

1. Reading

Pre-Reading stage:

Before reading the text, invite pupils to look at the picture (pp. 2-3) and comment on what they can see:

1. the pupils of this classroom are reading the school newsletter:
2. reports about the home place of the newcomers.

While-Reading Stage

- Instruct them to read the texts and then write the capital city and nationality next to each country (Task A, p.3).

Country	Capital	Nationality
Ukraine	Kiev	Ukrainian
Albania	Tirana	Albanian
Georgia	T'blisi	Georgian

- Now invite them to read the texts again and working in pairs to fill in the table with the correct information (Task B, p.3).

KEY

Country: Ukraine

Terrain: large plains, high mountains (the Carpathians) river Dnipo

Weather: very cold winters, warm summers, cool along the Black sea.

Problems: environmental problems, Chernobyl power plant, not enough water supplies.

Country: Albania

Terrain: beautiful beaches, a lot of forests.

Weather: hot dry summers, cold and rains in winter

Problems: natural disasters, earthquakes, tsunamis, not rich country

Country: Georgia

Terrain: mountainous country.

Weather: sunny and warm, temperature rarely drops below zero

Problems: people have to leave their place to find a job.

After- reading stage

- Ask pairs to present their findings. Check and consolidate more vocabulary, such as natural disasters, power plant, water supplies.
- You may encourage speaking by asking them if they know anything about Chernobyl disaster (a place in the former USSR where in 1986 an explosion at a nuclear power station caused deaths and illnesses locally as well as pollution over wide areas of Europe)

Learning Strategies: When I learn New Words

Explain that the book suggests some of

the usual ways about learning new words. Encourage pupils to suggest their own way/ ways of learning new words. Perhaps you may invite them to think about the different ways you present vocabulary in class: illustration, mime, synonyms/ antonyms, definition, translation, context, categorization etc. Ask which of these ways help them to understand, remember and use new words.

2. Grammar

- Ask pupils questions referring to the texts they have just read: *Does it often rain in Albania? Where do people work in Georgia?* Write questions and answers on the board. Draw pupils' attention to the verbs of sentences and elicit answers to what the sentences express: something that happens regularly and something true in general.
- Present adverbs of frequency as well. Ask them to find sentences with adverbs of frequency in their texts.
- Instruct them to look at the grammar section of their book. Read together the examples pre-sented. Ask them to write examples of their own and to fill in the blanks.

Key to exercises A and C:

- A** Example **a** refers to something that happens regularly, example **b** refers to something true in general.
- C** We use **an adverb of frequency** to say how often something happens. It comes **before the main verb**. When we have the verb to be or other auxiliary verbs, we put the adverb after the verb.

3. Practice

A. School activities of pupils in Greece and Great Britain.

AIM: to practise the Present Simple tense, to show another dimension of school life
Ask pupils to look at Alice's every day activities. *What does she do at school every day?* Draw pupils' attention to the differences between pupils' life in Greece

and in Great Britain. Example: pupils in Greece eat lunch at home, pupils in Great Britain eat lunch at school. Invite them to fill in the diagram.

Pupils in Greece: They usually do their homework at home, they eat lunch at home, they leave school at 1.30.

Pupils in Great Britain: they usually do their homework at school, they eat lunch at school, they leave school at 3.30.

Both: they visit museums

The teacher may extend the activity by asking the pupils to present more information about other activities and subjects e.g. Pupils in Greece attend music or extra language lessons in private schools in the evenings. Pupils from other countries –if there are any in class– may talk about school activities and lessons in their country.

B. Information Gap. Pair-work.

AIM: To consolidate Present Simple, to ask and answer Wh- questions, to get information about another country.

Pupil A: look at page 135.

Pupil B: look at page 138.

Divide pupils into pairs and invite them to turn to appropriate pages. Explain that pupil A is a reporter and has certain questions to ask and fill in the table. Pupil B has a text with all the necessary information about a country (Poland). He/she has to give answers to pupil A's questions.

If there are pupils from other countries, do this task realistic but be tactful with minority pupils.

KEY

country:	Where do you come from? Poland
brother /sister:	Do you have any brothers or sisters? Yes, I have a brother and a sister.
people work:	Where do people work in / Poland? They work in coalmines.
people	What do people like doing? /

like: They enjoy music and dancing.

father/ free time: How does your father spend his free time? He usually goes to traditional dancing classes.

mother/ spend free time: How does your mother spend her free time? She usually plays the violin.

Now Pupils may work the following exercises in the workbook:
 Vocabulary section: 1&2
 Grammar section: 1b, 4&5
 Mediation activity

Lesson 2 At the School Lab

Aims of Lesson:

- To familiarise learners with the use of Internet.
- To motivate them to spot and search for the information they are interested in.
- To revise Present Continuous
- To revise vocabulary about school subjects
- To introduce new school subjects
- To introduce vocabulary referring to computers: *paste, copy, cut, print, save, search.*

1. Speaking

Warm-up. Pre-listening Stage.

- Ask learners about their favourite school subject. Revise vocabulary writing the words on the board. Invite them to ask each other about their favourite school subject and explain why. Ex-amples: I like Geography because I learn interesting things about different countries or I like English because I want to travel abroad etc.
- Build up vocabulary giving them more school subjects: Religion, Science, Chemistry, Physical Education, Art, Informatics etc.
- Now ask them to look at the picture of the book showing pupils working on computers at the school lab. Ask whether they know the symbols on Microsoft

Office Word™ documents and present new words: *print, cut, copy, paste.*

While-listening Stage

- Ask pupils to listen to the recording and try to understand what subjects the pupils are working on. Give them a couple of minutes to fill in the table:

RECORDING SCRIPT:

Teacher: Good, you all look very busy today! Maria, what are you doing?

Maria: I'm working on a project on music. I am searching for some information on traditional musical instruments of Greece.

Teacher: And you, Markos?

Markos: Well, I'm doing a Geography project on India. I'm saving some photos of New Delhi, the capital. Look! Here's a good one of Taj Mahal, the landmark of New Delhi. I can copy it and paste it in my document.

Teacher: What are you doing, girls?

Anne: We are doing a Science project on molecular structure. Look at these molecules. They are moving around.

Sophia: Oh yes! They look so spectacular! I am printing the picture to use it in our project!

Teacher: Good work, girls!

Key to B

Pupil	Subject
Maria	She is working on a music project
Markos	He is working on a geography project about India
Ann, science	They are working on a Sophie project about molecular structure.

- Invite them to listen once again and tick the activities they hear.

Key to C

1. Maria is searching for some information on musical instruments ✓
2. Markos is searching for some photos of New Delhi × (he is printing some photos)
3. Markos is copying a photo of Taj Mahal ✓
4. Sophia is printing a text for the science project × (is printing a picture not a text)

5. Ann is pasting a photo of molecular structure x

Post-listening Stage

Ask them to present and justify their answers.

Explain any unknown words such as molecular structure.

Give them **background information** about India

A large country in South Asia. Capital New Delhi; the official languages are Hindi and English and most people are Hindu by religion) and Taj Mahal (The most famous of all India's ancient buildings and a prime monument of Mughal art; it was built as the mausoleum of Arjumand Banu Bagam, known as Mumtaz Mahal –the Elect of the Palace– wife of Shah Jahan; she died in 1631, while on a military campaign with her husband; the Taj Mahal took 20 years to construct: 20,000 men were said to have been involved in the project; the tomb itself, over 73 m (240 ft) high, is lavishly decorated with Koranic inscriptions and carved reliefs.

3. Grammar

- Say and write the following sentences on the board. I teach English on Mondays. I am teaching English now. Ask pupils: Do you study English Sophia? Are you studying English now, Spyros? Elicit answers and write them on the board.
- Now invite learners to look at the grammar page of their book. Ask whether they understand the difference between example a: something that is happening right now and example b: something that happens regularly. Then instruct them to complete the rule:

*We use the **Simple Present Tense** to talk about something that happens regularly. We use the **Present Continuous Tense** to talk about something that is happening now.*

4. Practice

A. Speaking – A Game: Charades. Group work.

Aims: *To practise Present Continuous To involve pupils in group work To entertain them.*

Find pictures from magazines or prepare a pile of cards with activities written eg. *You are riding a bicycle, you are holding an umbrella, you are selling flowers, you are watching a horror film etc.*

Divide pupils into two groups. Ask a student from group A to pick up a card and instruct her/him to act it out. Encourage group B to ask questions in order to find out the activity student from group A is miming. The only answers the student from group A can give are: Yes, I am, No, I am not. Example: **Are you holding an umbrella?**

Yes, I am. or No, I am not.

RULES OF THE GAME

The pupil has to keep silent and mime the action to show the other group what he/she is doing.

They can ask him/her questions like: Are you holding an umbrella?

He/she can only answer: No, I'm not. / Yes, I am.

Alternatively, the pupils can think of and suggest their own activities: *riding a motorbike, selling flowers in the street, looking for his/her sunglasses, eating ice cream, flying a kite, watching a horror film on TV, swimming in the sea, singing an opera, buying things at the supermarket, meeting an old friend by accident, taking photographs, ...*

B. Writing: Mr Badluck's day

Aims: *to consolidate Present Simple in contrast to Present Continuous*

Invite learners to look at the pictures.. Ask questions: *What does the man do every day? What is he doing today?* etc. Help them guess the story. Then invite them to write it and give them feedback while they need it in the classroom. If time is not enough, assign the story for homework but make sure the pupils know what they are going to write about, what structures and vocabulary they are going to use.

THE STORY

Mr. Badluck gets up at 7:00 every day but today it's already 7:05 and he is still sleeping. He usually drinks milk in the morning at 7:30 but today the cat is drinking it. At 8.15 he takes the lift to his office but to-day he's using the stairs because the lift is out of order. He at 4:15 usually catches the bus back home but today he's walking home because there is a bus strike.

Encourage pupils to send their story to the newsletter if there is one at school.

Now Pupils can do the following exercises in the workbook:

Vocabulary section: 3

Grammar section: 1a, 2, 3

Lesson 3 A Geography Project

Aims: *To motivate pupils write their own project*

To encourage them search for information

To consolidate structures and vocabulary taught in the unit.

To involve them in group work

To teach them to use paragraphs in their writing

To focus on the information they are interested in

To teach them the use of and in connecting the sentences

To motivate them enrich their knowledge about Great Britain.

Ask whether pupils use paragraphs when they write something in their native language. Explain that each paragraph should have a purpose. Emphasise the importance of paragraphing and their sequence. Emphasise the importance of paragraphing the text in order to produce its summary, a technique used in their Greek lessons. Emphasise also the use of correct tense, spelling, punctuation, the use of and in connecting the sentences. Then instruct them to read the report in

their books and match the topics with the paragraphs.

KEY

Landscape: paragraph 2

Name of country: paragraph 1

The writer's opinion: paragraph 5

People: paragraph 4

Weather: paragraph 3

B

Explain the use of and in connecting sentences and invite them to find examples in their text.



C – A European project

Ask pupils whether they have taken part in a European project or if they have heard about schools visiting each other. What they think they do while visiting each other's school (present projects, visit monuments, exchange ideas and information, stay in foreign families etc.). Ask whether they would like such an exchange and what the benefits might be. Then invite them to work in groups and find information about their country in order to present it to pupils from a European school. Ask to find photos, maps or whatever they like to attach. They may bring pictures from magazines, prior to the activity or find them in the internet. Walk among the groups and help learners while they are working, the time they need your help.

Ask groups to present their work and include it in their portfolio. Then encourage them to stick their project on boards or places where other pupils or parents can see. If pupils have friends in other countries encourage them to e-mail their work. Now Pupils may work out the rest of the activities and exercises in the workbook, that is: Reading and writing sections

FACTS ABOUT SOME BALKAN AND OTHER NEIGHBOURING COUNTRIES

Country	Capital	Location of Nation	Language
Albania	Tiranë	Eastern Europe, between Greece and Albanian, Yugoslavia	Albanian
Bulgaria	Sofia	Eastern Europe, on the Balkan Peninsula, bordering the Black Sea	Bulgarian
Croatia	Zagreb	Southern Europe, south of Hungary	Croatian
Georgia	Tbilisi	Western Asia, south of Russia, on the Black Sea	Georgian, Russian
Moldavia (Moldova)	Chisinau	Eastern Europe, between Ukraine and Romania	Church Slavonic (Old Bulgarian)
Romania	Bucharest	Southern Europe, on the Black Sea, north of Bulgaria	Romanian, Hungarian
Serbia	Belgrade,	Europe, on Balkan Peninsula, west	Serbo-Croatian,
Montenegro	Podgorica	of Romania and Bulgaria	Montenegrin
Turkey	Ankara	On the southern shore of the Black Sea, partly in Europe and partly in Asia	Turkish, Kurdish, Arabic
Ukraine	Kiev	Russia to the east, Belarus to the north, Poland, Slovakia and Hungary to the west, Romania and Moldova to the southwest, and the Black Sea and Sea of Azov to the south	Ukrainian

Reference: www.wikipedia.org

Key to Workbook Exercises

A. VOCABULARY

1. COUNTRIES AND NATIONALITIES

Greece	Greek
Great Britain	British
France	French
India	Indian
Bulgaria	Bulgarian
Albania	Albanian
Poland	Polish
Ukraine	Ukrainian
China	Chinese
America	American

2. Pupils label the landforms using the words below:

river, peninsula, mountain, island, plain, lake, bay, gulf

Alternative activity:

They may also find examples of the above landforms in their Greek Geography book. They write the page number under each of them.

3. Pupils write the name of each school subject under each picture.

B. GRAMMAR

1. TONY PAPADOPOULOS IS YOUR CLASSMATE. MEET HIS FAMILY.

I. What are they doing now? Choose a verb from the list and complete the text.

- Mr Papadopoulos is **looking** after the baby.
- Mrs Papadopoulos is **talking** on the phone.
- Sophia, their daughter is **writing** a letter to her pen-friend.
- Tonny, their son, is **watching** his favourite TV series.
- The grandparents are **sitting** in their armchairs. The grandfather is **sleeping** and the grandmother is **knitting** a pair of socks for the baby.
- Their dog is **running** after a ball.

II. What do they do every day? Choose a verb from the list to complete the text.

You can use the negative, if you want.

- Mr Papadopoulos **gets up** very early. He **makes** breakfast for his wife and

children.

- Mrs Papadopoulos **feeds** the baby before she **leaves** for work at 7.45.
- The grandparents **do not get up** very early. They **stay** in bed until everybody **leaves** and then they **take care** of the baby.
- The children **do not walk** to school because it is not near their house. They **catch** the bus every morning.
- Mr. Papadopoulos **goes** to work on foot. His store is near the house. He **opens** it at 8.30.
- The dog is very lazy in the morning. He **does not want** to get up. He **stretches** his legs on the carpet until 9.

2. PRESENT CONTINUOUS OR PRESENT SIMPLE?

Fill in the dialogue with the correct verb.

George: I like this restaurant!

Helena: Yes, I always **come** here on Saturday nights. The food is delicious.

Oh! Here is Mr. Thanos, the owner of the restaurant.

Mr Thanos: We always **prepare** a variety of meals on Saturday nights. Come and see our cuisine.

Helena and George: Ok.

Mr Thanos: Here we are. This is our chef, Bill. He **is cooking** a chicken soup at the moment.

Bill: Actually, I'm **making** a chicken salad. The soup is ready.

Helena: Is this parsley?

Bill: Yes, I usually **put** onions in but tonight I'm **putting** parsley as well.

George: Oh! It smells nice!

Bill: Thank you.

3. Read the dialogue and underline the correct verbs

— Hi Petros!

— Oh! Hello George!

— What **do you do/are you doing** now?

— Well, I'm **listening/ listen** to music and I'm **playing/ play** video games. I **always**

listen / am always listening to music

when I **play/ I am playing** video games.

— What kind of music **do you usually**

listen/ are you usually listening to?

— I usually listen/ I'm usually listening to classical music but today I listen/ I'm listening to rock music!

— You seem in a good mood. How about inviting me to listen to your music together?

— Oh! That's a good idea. Please come over...

4. Use the following adverbs of frequency to write true sentences about your habits and routines in summer.

usually, often, never, always, sometimes, rarely

Example: I usually swim in summer.

5. You are a reporter. You are interviewing a famous film star / singer. Write your questions.

Suggested questions:

What is your next film about?

When are you getting married?

Where do you usually spend your holidays?

Who do you go with?

How do you usually travel? etc.

C. READING and WRITING

1. Read Helen's letter from Bucksport, Maine, United States. Then answer these questions:

- Where is Bucksport? → Bucksport is in the State of Maine, USA.
- Is Nick alone at Bucksport? → No, he isn't. He is with his friend Helen.
- What is she doing at the moment? → He is having a hot cup of tea and enjoying the fantastic view.
- What is the weather like in Bucksport? → The weather is cold and snowy.
- What kind of work do the people of

Bucksport do? → They work in the paper mill, or run their own business.

f. What do people do in their free time? → They do all kinds of sports or walk along the marina.

g. What places of interest can you visit in Bucksport? → They can see the harbour, Fort Knox or the marina.

2. Writing a letter

Pupils imagine they are on holidays with their parents. They should write a letter to a friend about that place. They should include information about:

the location

the weather

the sights

the people and

their own opinion about the place.

3. Pupils should write their own e-mails describing their school.

D. SPEAKING/WRITING

[If there is not enough time to do this speaking activity in class, then assign it as a writing task for homework.]

Pupils may start like this:

— *Terry, here I am on the beach today.*

You are missing a lot of things. Two blonde girls are passing in front of me. They are so beautiful! ...

E. MEDIATION

Pupils may begin like this:

This is my weekly schedule for school. On Monday I have Greek language, Maths, Citizenship, Science and History. On Tuesday...

UNIT 2 GOING SHOPPING

Aims of the unit

- To introduce vocabulary related to the subject of shopping
- To revise countable and uncountable nouns and how to use a/an, some/any, a few/few, a little/little, how much, how many
- To involve pupils in all four skills
- To encourage pair and group work
- To make pupils realise other cultural dimensions
- To familiarise them with safe Internet sites
- To make pupils smart consumers

Vocabulary	Words related to shopping departments, goods on sale, prices, containers, ingredients, materials of clothes adjectives of description, expressions such as it fits you, it suits you, it matches, it goes with, it looks like, it feels like, it tastes like, it sounds like.
Grammar	Countable and uncountable nouns, how to use a/an, some/any, a few/few, a little/little, how much/how many.
Functions	Ordering and buying goods. Expressing quantity
Reading	Reading to locate specific information/for gist Reading a supermarket flyer, a school canteen menu, an internet site.
Listening	Listening for specific information Listening to people doing their shopping
Speaking	Role play of shopkeepers/assistants and customers Group work : the fashion show
Writing	Write a shopping list Problem solving write the order of the canteen menu Write a poem describing a favourite thing using the senses Project: write an on-line order
Learning Strategy	Class interaction
Relation to CEF	Pupils can understand and extract the essential information from short recorded passages dealing with predictable everyday matters Pupils can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, etc. Pupils can ask and answer questions and exchange ideas and information on familiar topics in predicable everyday situations Pupils can ask for and provide everyday goods and services, can give and receive information about quantities, numbers, prices, etc. Can make simple purchases by stating what is wanted and asking for price, can order a meal etc.
Cross-curricular connection	Organization, Categories, Decision Taking, Reasoning, Information / Mathematics, Computer Science, Internet, Poetry, Health Education, Consumer Education, Citizenship

Warm up, Pre-listening on unit introductory page (p.13)

- a) Ask the pupils why we go shopping (e.g. for needs, pleasure, fashion, etc.).
- b) Ask the pupils to look at the pictures and discuss where these people are and what they are doing. Ask what pupils think they are likely to hear on the tape. Encourage them to think about words or phrases they associate with each of the picture. For example at the supermarket words which have to do with food, at the mall words which have to do with clothes, size etc. Explain that we can do some shopping by ordering items on-line (books, CDs, clothes etc.)

While-listening

Instruct your pupils to listen carefully and try to match each short dialogue with the pictures, which have to do with the three lessons which follow (at the supermarket, at the mall and ordering on-line).

TAPESCRIPTS

*A. At the cashier's desk in a supermarket.
(Background sounds)*

Cashier: Have you got anything else, sir?

Man: Yes, this packet of cornflakes, please.

Cashier: Very good. That's 63 €.

Man: Here, you are...

Cashier: Thank you! Here's your change.

B. At the mall / department store

Girl 1: What do you think?

Girl 2: Well, the sleeves are too long, aren't they? What size is it?

Girl 1: It's medium... You're right. It doesn't fit me!

Girl 2: Let's look for a small one.

C. In an office

Man: Jane, come here a minute! Look! Sting's latest CD is finally out!

Woman: Really? How much is it?

Man: Let me check...

Woman: We can order it on-line can't we?

Man: Yes, of course! Have you got your credit card?

Woman: What? Credit card?

KEY 1. b, 2. a, 3. c

Lesson 1 At the supermarket

Aims of the unit

- To revise countable and uncountable nouns, how to use a/an, some/any, how much/ how many
- To present vocabulary related to departments of a supermarket and containers and items sold at these sections.
- To familiarise pupils with the structure and format of reading texts of various exams for their future participation in them (e.g. KPG, FCE)
- To involve pupils in pair work and role play
- To present a flyer of a supermarket and a school canteen menu
- To prepare a shopping list and
- To make their own budget

1. Reading

A. Pre-reading stage

Before reading the flyer of the supermarket ask the pupils if they like going shopping with their parents. What departments they usually visit, what items they usually buy. Build up new vocabulary on bb. Dairy products, meat, poultry, cut of meat, sweets. Try to elicit what the purpose of a flyer is. Ask them if they have enough information by reading one. You can spend some time looking and talking about the picture. Then explain to them what they have to do.

B. While -Reading stage

Invite pupils to read the headings of the flyer focusing on the products shown in the various departments and then to read the text in order to match the headings with the specific paragraphs. There is one heading which they do not need to use. Tell them that they must find clues they must underline, for example, the clues meat, turkey for the heading "Meat and poultry". Encourage them to deduce the meaning of some words they don't know from the context.

Background Information

Muffin (in British English)= a small, thick, round, bread like cake, usually eaten hot with butter.

Muffin (in American English)= a small sweetened cake which usually has something particular added to give it an interesting taste. E.g. blueberry muffins, chocolate chip muffins.

Fruit flans= small sponge cake (παντεσπάνι) with a filling of fruit.

Pastries = small sweets made by puffing pastry (σφοηιάτα)

Cottage pie= a baked dish made of cut- up cooked meat covered with cooked potato

Organic products= food produced without the help of artificial chemicals.

KEY A. The bakery B. Meat and poultry

C. The greengrocer's

Invite pupils to read the flyer again carefully to locate specific information. Suggest they should associate key words with questions. For example, question one talks about healthy food, so organic products, fresh fruit and vegetables are key words to help them answer correctly the multiple matching exercises.

KEY 1. C, 2. A, 3. C, 4. B, 5. A, 6. C

C. Post- reading stage

Aims

- To make pupils focus on
- 1. the cost of products (currency)
- 2. the use of how much and how many with uncountable and countable nouns.

TAPESCRIPTS

Mom: Look at the strawberries. They are

on special offer.

Mary: How much money do they cost?

Mom: They are only 90p a box.

Mary: That's a real bargain!! Do we need any strawberries for the cake?

Mom: Yes, we need some.

Mary: How many boxes do we need?

Mom: Just one.

KEY They need the strawberries for the cake. The price is 90p a box.

D.

Aims

- To teach containers and quantities
- To classify items of food
- To revise some of the vocabulary of food items pupils have already met in the flyer.

Revise the vocabulary, for example, cheese eggs muesli, tea, muffins, chocolate etc and list the containers or quantity we can buy them in/with, for example, packet, bar, dozen, pound, etc.

Then encourage pupils to organise Mary's shopping list. Remind them how useful it is to organise their shopping by preparing a shopping list as they don't waste time and they don't forget to buy what they really need.

Extra activity: You may write the different categories on the blackboard and each time you read an item from the shopping list, invite a pupil to write it in the correct column. It is a way of dictating the items and a self -check of the pupils if they have classified the items correctly.

KEY

dairy	meat and poultry	fruit & vegetables	sweets	groceries	soft drinks
a carton of milk	2 pounds of pork chops	3 boxes of strawberries	2 packets of muffins	a dozen of eggs	20 cans of cider
2 packets of butter	½ pound of mince	2 pounds of bananas	2 bars of chocolate	1 jar of jam	3 bottles of orange juice
				1 packet of flour	
				1 packet of sugar	

2. GRAMMAR

Ask pupils if they can explain the difference between countable and uncountable nouns and elicit from the grammar box the rule which the pupils may complete individually or work in pairs. The task is designed to help pupils formulate the grammar rules themselves and to see the rules in application. Remind pupils to refer to the Grammar Section at the back of the book (p. 149)

A. Answers: We use a / an before countable nouns in singular

We use some before countable nouns in plural and before uncountable nouns

B. We use some / a lot of in affirmative sentences

We use any / many / much in negative sentences

When we ask questions we use how many / any before countable nouns in plural and how much / any before uncountable nouns

3. PRACTICE

A.

Aims

- To consolidate the use of how much/how many
- To practise turn-taking in a communicative context

This is an information gap exercise which will motivate the pupils to find out what their partner has in the bag. Make sure pupils understand when to use how much /how many etc. Then you can go through the answers as a class.

B.

Aims

- To involve pupils in group work
 - To involve pupils in acting out a dialogue
 - To involve pupils in real life situations
- Divide the class into groups A. shopkeepers (grocer, green grocer, baker, and butcher) and B. customers. Pupils may draw pictures of different items or bring pictures cut from magazines and prepare price tags.

Make sure that you have a supply of pictures for any pupils who don't want to draw or forget to bring their own.

C.

Aims

- To involve pupils in a problem solving task
- To consolidate how much/how many, some, any....and vocabulary related to food

Pupils are involved in a different cultural dimension (different kind of canteen) and they have to do a problem –solving task. Explain to the pupils how important it is to do their shopping staying within their budget. Let them go through the menu of the school canteen compare this menu with the one in their school and choose their treats. You may ask them if there are any unhealthy things they should avoid. Mayo= mayonnaise

Strategy: When I speak English in class

Oral communication is a vital component of the English language classroom and provides the base for growth in reading, writing, and listening abilities. You should create a classroom environment that supports natural speaking activities/tasks by

- Using visuals that reinforce spoken words.

- Employing gestures to add emphasis
 - Adjusting your speech: Speak slowly; use longer natural pauses; repeat words or phrases; include shorter sentences, fewer pronouns, and simpler syntax.
 - Exaggerating intonations at times.
 - Stressing high-frequency vocabulary words.
 - Using fewer idioms and clarifying the meaning of words or phrases in context.
 - Stressing participatory learning.
 - Giving opportunities to all pupils to speak
- Encourage your pupils to come up with their ideas about how they can be helped in order to speak in class. Help them to overcome their difficulties starting from simple tasks.

Extra activity:

Ask pupils to choose the ingredients and order their own pizza:

Tomato Sauce, cheese, chicken, fresh mushrooms, green peppers, red onions, tomato chunks, ham, olives, sardines, pineapple, sausages, turkey, bacon

Start like this: *I'd like a pizza with a little... and a few...*

D.

Pupils can do vocabulary exercises 1, 2, 3, 4, 5 and grammar exercises 1, 2 in the workbook.

Lesson 2 At The Mall

Aims

- To revise the use of **a few/few, a little/little**
- To present the expressions **look/feel/taste/sound/smell like**
- To present vocabulary related to buying items at a mall
- To use adjectives to describe different items
- To involve pupils in pair work and group work
- To write their own poem

Mall= (American English) a large shopping centre, usually enclosed, where cars are not permitted but there is plenty of space to park them outside. These huge stores have become extremely popular because they sell a great variety of products in reduced prices. Shoppers can bring their purchases straight out to their cars and then continue shopping with their hands free or visit restaurants and fast food places.

A. Pre-listening stage

Before listening to the recording, ask pupils to describe the picture and talk about the mall. Ask pupils if they like going shopping to such big stores, what kinds of items they can buy there. Then invite them to look at the receipts let them scan them for some minutes to find the key word so as to be able to reply to the questions. You may spend some minutes to talk about the small texts on the receipts (why they should keep the receipt, how long the

shops are open etc). Key: **1b, 2c, 3a.**

B. While-listening stage

Pupils have to listen for specific details and answer multiple-choice questions. Remind them not to be misled by some words and choose their answer carefully. They may listen to the tape twice.

TAPESCRIPTS

Man: Hi young lady. How may I help you?

Girl: Well... yeah. I'm looking for a Father's Day gift.

Man: OK. How about getting your father a new shirt?

Girl: Hmm. That's a good idea.

Man: What size does he take?

Girl: Well... I'm not sure.

Man: What does he look like?

Girl: He's tall with broad shoulders and hmm... I think he is getting a little overweight now.

Man: Extra large, then. Look at this black one. Do you think it fits him?

Girl: That's all right but the colour doesn't suit him. He's rather dark. I think the striped one suits him better. How much is it, anyway?

Man: Oh. It's only \$30.95.

Girl: Huh? That's too expensive for me. Do you have something cheaper?

Man: Hmm. How about this green T-shirt? It's pure cotton.

Girl: Umm...it feels so soft and I think my father likes this design. It matches his linen jacket, but the price tag says \$13.99, and I know I don't have that much money. I only have \$12, 00.

Man: Well, let me see... You're lucky. This T-shirt just went on sale. It's only \$11.90.

What do you say?

Girl: Oh, thanks. I'll take it.

KEY Answers: 1.b 2.c 3.b 4.c 5.c

After-listening

- Draw pupils' attention to the structure and vocabulary (it feels, it suits...etc) related to the material presented to the listening above. You may discuss where

and what we can buy for a gift, if they offer gifts, what kind of gifts they usually offer.

C. FATHER'S DAY

Tell pupils a few things about Father's Day and the fact that in some countries it is celebrated as much as Mother's Day. Invite suggestions for suitable presents.

Father's Day

Father's Day is a celebration for fatherhood and commemorates fathers and grandfathers. It is celebrated on a variety of days worldwide but in most countries on the third Sunday of June.

D. LISTEN, READ AND ANSWER

The focus of this activity is to test pupils' ability to recognise different items/ foods and identify quantities as necessary.

Tell them first to listen to the recording and tick the items on the tray. Then ask them to turn to the Resource Appendix, p.136, and check their own answers.

Ask them if they ever do the same for their parents/ family/ friends.

Ask pupils to read the script while listening. Draw pupils' attention to the use of *a few*, *few* with countable and *a little*, *little* with uncountable nouns.

TAPESCRIPT

It's Father's Day today. Mary gets up early. Her parents are still asleep, so Mary makes a very rich breakfast for them. She puts a little peanut butter in a bowl and mixes it with a little honey? Yum, yum! What does it taste like? It tastes delicious! Then she puts a few biscuits and a few muffins on a plate. She pours a little coffee in the cups but she knows that dad would like a little milk, too. He doesn't like black coffee. "Wake up both of you! Happy Father's Day!", Mary says.

3. GRAMMAR

A. Present the use of the verbs of senses

B. Revise the use of a few/few, a little /little and let the pupils complete the rules. Then they can write their sentences under the corresponding picture.

- Key: a) We use **a few/few** before countable nouns and **a little/little** before uncountable nouns b) **a few** and **a little** mean that something is enough c) **few/little** mean that something is not enough

4. PRACTICE

A.

Aims

- To practise the use of adjectives and their order in the sentence
- To introduce the use of the expressions *it fits*, *it suits*, and *it matches*.

This is a rather noisy activity but pupils will enjoy it. Encourage your pupils one by one to walk in front of the class while the others comment on his/her clothes using the prompts given to them. Make sure they use the adjectives in correct order though this is not the primary aim of this task. They may use some more adjectives of colours, materials or items.

Game: Time permitting, pupils can play the 20-question guess game "Who is it?" One pupil thinks of someone in the classroom and the other pupils ask questions '*Is he/she wearing (adjective) (colour) (material) (item)?*'. The pupil can only answer 'yes' or 'no' (e.g. *Is he/she wearing a tight denim jacket?*)

B. THE SCHOOL BAZAAR

Aim

To practise negotiating skills (buying and selling)

Pupils will pretend they participate in a school bazaar where they try to find suitable things to buy. Encourage them to ask questions and give answers,

5. WRITING +



Aims

- To consolidate the use of verbs of senses
 - To stimulate pupils' imagination and write their own poem
- Brainstorm what some things look/ taste / feel / smell/sound like, e.g. What does an ice cream look /smell/taste/feel/sound like? Pupils may close their eyes, use their

imagination and answer, e.g. It tastes delicious, it sounds exciting, it feels icy, it smells fresh, and it looks tempting. Ask them to read the poem and encourage them to write their own about anything they want. Finally, invite them to read it out in class and include it in their portfolio. Pupils can now do vocabulary exercises 6, 7 in the workbook.

Pupils can then do grammar exercises 3, 4, 5, 6, 7, 8 in the workbook.

Pupils can now do the writing activity D. in the workbook and put it in their portfolio.

Lesson 3 E-Shopping

Aims

- To familiarise the pupils with a webpage
- To consolidate the vocabulary of the related theme of shopping
- To teach how to fill an order on line

Encourage pupils to talk about e-shopping. Ask them if there are advantages, disadvantages or risks.

Examples:

Pros: It is possible to buy almost everything over the Internet even a house or a car. E-shopping is convenient because people can do it from the comfort of their house and pay by credit card.

Cons: A problem is that you can't see what things really look like, you can't try on the clothes you want to order and sometimes the delivery takes a long time. It is also difficult for children to use this method of shopping as they need a credit card.

Pre-reading stage

If you can take your pupils to the computer lab, they can work in groups or in pairs, otherwise they can turn at the back pages of the book (pp. 136-137) where there is the web page. Make sure all the pupils can understand what a webpage is. Explain to them what www means (World Wide Web) which is always found in the address of a webpage. Explain what e- as prefix means (*electronic*) in the title **e-shopping**

and give them more examples (e-mail, e-learning.) You can also teach some vocabulary associated with Internet such as *surf, browse*, etc.

While reading stage A, B & C

Ask pupils to scan the webpage and decide on the kind of toys John and Mary are looking for. They don't need to worry about unknown words. The pictures will help them to find out the information they need. Then let the pupils decide which one they would like to buy and why. They need more information about the toys so they have the chance either to have a hyperlink to the next page and get more information or to read the page(s) at the end of the book (page no) and answer the questions. Now they have to read more carefully to answer the questions.

D. PROJECT

Aim

- To familiarise pupils with on-line ordering

The project is an enjoyable way for pupils to make practical use of their English taught in the unit. Ask pupils to think of the information they need to fill in the order form. This is a stimulating task as they have the opportunity to take control of their learning and create something of their own. They will choose the present according to their hobbies and interests. It would be ideal to warn your pupils about the consequences of ordering on-line: pupils should always discuss it with their parents if they want to order online. Pupils can do the Mediation activity C in the workbook.

KEY TO WORKBOOK

A Vocabulary

A.1

a. Name the shops: Butcher's, greengrocer's, bakery, clothes department, school canteen, grocer's

b. Free activity Possible answers: Pork chops, lamb etc.

A.2 Match

A. jewellery, B. florist's, C. newsagent's, D. stationer's, E. post office

A.3 Match the following

a bar of chocolate
a loaf of bread
a dozen of eggs
a can of cider
a jar of jam
two pounds of mince
a bottle of orange juice
two packets of muffins
a carton of milk

A.4 Complete the sentences

a. organic, b. chops/ribs, c. flans/cakes, d. minced meat, e. vegetables / fruit

A.5 What is your favourite kind of cake?

A free activity

A.6 Complete the dialogue

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

A.7 Answer the questions

- He comes from Glasgow, UK.
- It is rainy and cold
- Casual clothes — jeans and dark bright t-shirts
- He is rather tall with big green eyes and fair curly hair

B. Grammar

B.1 Complete the dialogue with a, some and any

any
some some any
some a a
a

B.2 Complete the dialogue using how

MUCH/HOW MANY

How much
How many
How many... how much

B.3

There is some
No there aren't any
There is some
No there isn't any
No there aren't any but there is
some ice-cream

B.4

Choose the correct answer

1. c, 2. c, 3. b, 4. c, 5. b, 6. a, 7. b, 8. c, 9. b, 10. a

B.5 Free activity

B.6 Free activity

B.7 Grammatical mistakes

much time > a lot of
many frozen food > much
many different vegetables > a lot of
much apples > many
many meat > much
any fish > some

B.8 Free activity

C. Mediation

Freshly made pastries

Buy-one, get-one-free

Today, tracksuits at half price

We accept credit cards

Special Offers today



D. Writing +

Pupils' own answers. Tell them to include the list in their portfolio.

UNIT 3 IMAGINARY CREATURES

Aims of Unit:

- To revise comparisons of adjectives (comparative / superlative form)
- To introduce the opposites of adjectives with the prefixes –in and -un
- To introduce comparisons with as... as and so ... as
- To introduce the use of adverbs and their comparisons
- To introduce vocabulary related to mythical or fictional monsters and creatures
- To associate the lesson with stories, tales and myths already familiar to pupils
- To familiarise pupils with literature and theatre and involve them in the process of putting a performance on stage and acting (a scene of a play)

VOCABULARY	Nouns: names of fairy tales, heroes, monsters Adjectives describing characteristics, personality and skills (delightful, delicate, loyal, disgusting etc) VERBS: make up a story, keep vigil, overturn, fall in love, put on a play etc.
GRAMMAR	Revision of Comparative and Superlative form of adjectives Opposite adjectives with suffixes –in, –un Comparisons with (not) as / so... as Adverbs and comparisons of adverbs
FUNCTIONS READING	Describing and comparing people and things Reading an acrostic poem, ID cards, reading texts about monsters and imaginary creatures, an adapted scene from Shakespeare’s “Midsummer Night’s Dream”.
LISTENING	Listening to people comparing things Listening to a ghost story in play form
SPEAKING	Ask questions in order to fill in an ID card Discuss similarities and differences of monsters / imaginary creatures Compare people’s appearance and personality Act out a scene of a play Compare comic strip heroes Ask questions in order to identify someone
WRITING	Fill in tables with information about one’s appearance or character Fill in ID cards Write about the appearance of monsters / creatures and compare them Write reports about people’s appearance and personality Describe comic strip characters Write invitations to a theatrical performance
Learning Strategy Relation to CEF	Reading a text in English Pupils can give a simple description or presentation of people Pupils can recall and rehearse an appropriate set of phrases from his/her repertoire Pupils can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension Pupils can describe something in a simple list of points
Cross-curricular connection	Similarities and Differences, Self Awareness, Information, Communication, Culture / Mythology, Literature, Theatre Education

WARM-UP (on cover page)

Exploit the unit introductory page (p.25):

- Explain what an acrostic poem is: a poem with its lines written one below the other in which particular sets of letters – such the first letter of each line – form a word or a phrase
- Ask questions like:

Read the acrostic poem a pupil has made up.

What does it tell us about monsters?

E.g. They are ... (use of adjectives) But also...

Do you know any vicious or friendly monsters? What do they look like? Do you like or dislike them? (Explain words like monster, creature, vicious, frightening, good-hearted, oversized...)

Go through the aims of the unit with the pupils, explaining unknown vocabulary. (literature extract, appearance, play, act out a scene, ghost ...)

Invite pupils to create their own acrostic poem.

PLEASE NOTE: Before going on with the next page, make sure pupils keep record of useful vocabulary in their notebooks. They can start a new page for their portfolio with the new vocabulary of this unit. To involve the pupils more, ask them to bring in class pictures, books, toys, cassettes or CDs of creatures they know of. They may need them for future projects.

Lesson 1 Old and modern monsters

Aims:

- To revise and reinforce comparisons (comparative / superlative form)
- To introduce the opposites of adjectives with the prefixes –in and -un
- To introduce new vocabulary related to monsters
- To connect the lesson with stories, tales and myths already familiar to pupils

1. READING

Pre-reading stage

- Revise the vocabulary on pages 26, 27 eg. vicious, mysterious, good hearted etc. and check if the pupils have made notes on it.
- Go through the introduction with the pupils and explain the new vocabulary
- Discuss the pictures with the pupils who then try to guess the names of the creatures. (The titles of each paragraph will help them) (*definition of Ogre: A fierce creature in children's stories, like a very large person who is thought to eat children*)

Learning Strategy: When I read a text in English

Help your pupils realise that when they are reading something they should know why they are reading, the purpose of reading. Teach them to recognise if they are reading to be informed, reading for literary experience, or reading to perform a task, and help them to name, select, and apply strategies appropriate for each intent. They should look at illustrations, title, subtitle etc. they may exploit the introduction, the end, the first line of every paragraph, they may emphasise key words, use prior knowledge on the topic, try to guess the meaning the title of the texts etc

While-reading stage

A. Pupils read quickly to find the names of the creatures shown in the pictures.

KEY a. Shrek, b. Tinkerbelle, c. Cyclops

B. Pupils read the texts again and put the missing sentences A-D in the correct place

KEY 1-B, 2-A, 3-D, 4-C

C. Pupils work in pairs and fill in the table. Expected answers from the pupils may be the following, but accept any other correct ideas that come from the pupils' knowledge of the creatures. (For more information about the creatures, look at the end of the unit.)

KEY:

Monster/ Creature	CYCLOPES	FAIRIES	OGRE
Name	Polyphemus	Tinkerbell Oberon Titania Puck	Shrek
What they look like	huge, one eye	very small, tiny, beautiful	big, ugly,
What they are like	savage, dangerous	good-hearted, playful, naughty	proud of himself

Post-reading stage

Encourage pupils to talk about any other creatures they know of, such as Medusa, Sphinx, Centaur, Minotaur.

ADDITIONAL HOMEWORK: The pupils can collect all the new vocabulary of the unit and copy it clearly to put it in their portfolios.

2. GRAMMAR

A.

- Play the dialogue, as the pupils follow it in their books.
- Encourage the pupils to make more comparisons by referring to the texts.
- Finally, the pupils fill in the blanks with what they have suggested or what they have heard in the recording.

B. Pupils study the GRAMMAR BOX.

- Draw pupils' attention to the short and long adjective formation of comparisons.
- Invite them to find more adjectives in the texts and form them in the same way.
- Write the examples on the board. Then pupils can copy the correct examples.
- Finally, invite your pupils to complete the rule:

Comparative Form: We add *-er / -ier than* in short adjectives and *more + adjective than* in long adjectives.

Superlative Form: We add the *-est / -iest* of / in in short adjectives and the *most + adjective of / in* in long adjectives.

C & D:

- Instruct pupils to study table C. (irregular forms of comparisons)
- Point out that some adjectives form their opposites with prefixes *un / in* and ask

them to study table D.

- Pupils read the texts about monsters and spot some of the above adjectives there.

3. PRACTICE

A: FAIRY TALE HEROES

Aim: to motivate pupils to use the comparative form of the adjectives

Useful adjectives

Peter Pan: playful, small, smart, good-hearted, young (can be compared with Captain Hook)

Cinderella: pretty, unhappy, poor, delicate, good-hearted, dirty (clothes), pretty (dress) (can be compared with her stepmother and sisters) Snow White: beautiful, young, good-hearted, friendly, small (house) (can be compared with her step mother)

B.

Aims: to revise Wh- questions, to consolidate the use of information for writing a description.

Pupils may ask each other the following questions to fill in the ID cards: What's your monster's name? How old is he? How tall is he? How many eyes has he got? How much does he weigh?

MONSTER WANTED

Encourage pupils to use the information of the ID cards and write police announcement describing a wanted monster

C. WHAT AM I LIKE? WHAT DO THE OTHERS THINK OF ME? +

Aims: to consolidate the use of adjectives, to help pupils realise their own personality

and what the others think of them

Pupils choose 4 adjectives that they think describe their personality best: talkative, (un)friendly, (in)active, moody, anxious, careful, boring, funny, cunning, smart, playful, serious, (un)pleasant, (un)attractive ... Then each one asks a friend what he/ she thinks of him / her. Do you think I am ... What do you think ... Finally, they write both opinions in their copybooks.

- Now pupils may work on the workbook activities: vocabulary 1, 2, 3, 4 – grammar 1, 2, 3, 4

Lesson 2 Do you believe in ghosts?

Aims:

- To introduce comparisons with as... as and so ... as
- To introduce the use of adverbs and their comparisons
- To introduce new vocabulary such as cosy, luxurious, as dark as hell
- To familiarise pupils with literature (Shakespeare's play: *Midsummer Night's Dream*)

1. LISTENING

Pre-listening

- a. Discuss the title of the unit with the pupils: Have you heard / read any ghost stories? Do you believe in ghosts? What do you think ghosts look like? Where do ghosts live? Pupils may remember film characters such as "Ghostbusters", etc. (The aim is the pupils to guess the theme of the listening activity that follows and the teacher to introduce vocabulary like: haunted, scary / scared, spooky, dead, cemetery...)
- b. Go through the introduction with pupils and explain what "fifty-cent piece" means: a fifty-cent coin

A.

- Instruct pupils to read the introduction and answer the questions.

Possible answers:

a. *The travellers are outside New York / Spiegletown / in the countryside ...*

b. *It's a story of the past.*

c. *It's about two travellers / a couple from New York.*

d. *They are returning home from a trip. /*

They are travelling on a horse carriage

- Before listening the pupils look at the scenes of the play (Activity D) and try to guess the plot. If they have difficulty retelling the story in English, ask them to do so in their mother tongue.

- Encourage them to tell the story. Each pupil adds one more piece of information. Elicit the vocabulary: cosy, luxurious, comfortable, helpful, pleasant, exhausted, ruin, guest, turn in, as dark as hell, burnt out

- Write the new vocabulary on the board for the pupils to copy.

THE PLOT

It's dark and the travellers are tired. They look for a place to stay. They go to a house on the hill and they see an old man and a woman, who are wearing their nightclothes. The old couple let them stay for the night and they offer them something to eat and drink. The next morning the travellers leave a fifty-cent coin on the table and go away. They stop at a restaurant and talk to the owner about the house. They are surprised. They go back to the house and they find...

While- listening

B. (listening & writing - Individual work)

Invite your pupils to listen to the play and answer the questions:

KEY

1. The night is extremely dark
2. The old people's house is less luxurious than a hotel.
3. The old lady offers the travellers the most delicious cakes they have ever had.
4. Before they leave, the travellers leave a coin on the kitchen table because the old couple were very helpful
5. When they drive back they realise the house is in ruins

Post-listening

C. Discuss the title of the play with the pupils.

Other possible titles: The haunted house, 'Ghosts of the past', 'The travellers and the ghosts', 'The Brown's ghosts' ...

D. What comes next?

Pupils read the lines of the characters and guess the other character's lines. They may not be the actual lines of the play. Any correct line is acceptable.

Finally they listen to the play again and compare their lines with the actual ones.

POSSIBLE OUTCOMES

George, I'm so tired, I can't stay up longer!

Can you see that house? Let's ride our horse there.

Do you think we could spend the night here?

Please, welcome!

Please, have a cup of hot tea and some cakes! Thank you!

Here, a fifty-cent coin! I'll put in the centre

of the table!

Where do you say that house is? On the hill, just outside Spiegletown.

Look! Look on the kitchen table! A fifty-cent piece!

TAPE SCRIPT THE FIFTY-CENT PIECE

NARRATOR: *The story is about a couple from New York who are returning home from a trip to New England. They are driving in a horse carriage, and are somewhere near Spiegletown when it starts getting dark and they have to seek shelter for the night.*

SCENE 1 *(sound of night, wind in the trees, a horse carriage and horses)*

WIFE: *George, I'm so tired that I can't stay up longer. I want to lie down immediately.*

HUSBAND: *Can you see that light through the trees? It must be a house. Let's ride our horse quickly there.*

WIFE: *Yes. Let's do that. The night is as dark as hell! I'm scared.*

(Sound of night birds, horse carriage and horses)

NARRATOR: *Soon, they reach a little house, and standing at the door, there is an old man and his wife smiling pleasantly.*

SCENE 2 *(sound of a door creaking, a dog*

barking)

WIFE: *Look at those people at the door. They are dressed in nightclothes. Do you think they can give us a room for the night?*

HUSBAND: *Let's ask. Good evening! Sorry for disturbing you so late. It seems that you are about to turn in. Do you think we could spend the night here? We are travelling as far as New York but it's already dark.*

OLD MAN: *We are about to turn in, but please, welcome! You look so exhausted. Our house is not as luxurious as a hotel but it's cosy.*

SCENE 3 *(sound of kitchenware, cups, plates)*

OLD WOMAN: *Please, have a cup of hot tea and some cakes. They are freshly baked.*

WIFE: *Thank you! Really, I haven't tasted cakes as delicious as these before!*

HUSBAND: *Please, allow me to pay you for the room and the food you are giving us.*

OLD MAN: *Oh, no! We could never accept money for a service as small as this! We consider you as our guests.*

NARRATOR: *The next morning, the travellers wake up early and get ready to leave the house quietly.*

SCENE 4 *(morning sounds, birds, the wind)*

WIFE: *(talking quietly) The bed is so comfortable that I can't get out of it.*

HUSBAND: *Very few people are as helpful as this couple. We can't go without leaving them some money. (Sound of coins) Here, a fifty-cent coin! I'll put it in the centre of the kitchen table. They can't miss it.*

NARRATOR: *They get into their carriage and they go a few miles. They stop for a rest at a little restaurant in Spiegletown. The husband talks about the nice old couple to the owner of the restaurant.*

SCENE 5 *(restaurant sounds)*

OWNER: *(scared) Where do you say that house is?*

HUSBAND: *On the hill, just outside Spiegletown.*

OWNER: *You must be mistaken. That house was on fire... It... it... killed the Brown family three years ago!*

HUSBAND: *I don't believe it! Mr. and Mrs. Brown are as alive as you and me.*

OWNER: *Let's drive back there quickly.*

NARRATOR: *There they find a burned out shell of a house. It is obvious that nobody can live in that place.*

SCENE 6 (spooky music)

HUSBAND: *What's that? That place can't be the same! I must have missed the track.*

WIFE: (screams) *Look! Look on the kitchen table!*

NARRATOR: *The husband looks into the ruins and there he sees a burnt table with a shiny fifty-cent piece lying in the centre.*

E. Just for fun

KEY to the quiz:

Monsters read their horror – scope every day. (instead of horoscope)

A friendly and handsome monster is a failure. (Monsters are supposed to be wicked and ugly.)

Monsters eat fish and chips. (instead of fish and chips)

A famous monster is a mon – star (instead of monster)

2. GRAMMAR

A. comparisons with **as... as / so... as**

If the pupils face difficulty in understanding the simple explanations of the table T. may proceed with the suggested presentation below:

- Show two pictures of similar items (or two real, similar items but different in size e.g. pupils' books) and asks:

T.: Are they the same?

P.: No, A is bigger than B.

T.: Yes. B is not as / so big as A. (Write the sentences on the board)

- Now show two of the pupils' drawings (one in black and white and a colourful one) and elicit: A is more colourful than B. B isn't as / so colourful as A. (Write the sentences on the board)

- Then show two identical items (e.g. two new books) and ask:

T.: Are they the same?

P.: Yes, they are. They are new.

T.: A is as new as B.

B is as new as A. (Write the sentences on the board)

- Finally, you may give pairs of sentences

for the pupils to work in their notebooks

MORE SENTENCES:

The train is slow. The horse is slower than the train. *The train isn't as slow as the horse.*

The house is luxurious. The hotel is more luxurious than the house.

The travellers are friendly. The old couple are friendly, too.

The night is dark. Hell is dark, too.

After that pupils should be ready to do Activity A in their books.

KEY

a. Puck is as playful as Tinkerbelle.

b. Shrek isn't as big as Polyphemus.

c. Shrek isn't as horrible as Polyphemus.

d. Shrek is as ugly as Polyphemus.

B.

After the pupils have studied table B, work with the pupils, using the board:

T.: (showing appropriate pictures) the horse is slow. How does it go?

P.: The horse goes slowly. (Write the sentence on the board)

T.: Planes are fast. How do they travel?

P.: Planes travel fast. (Write the sentence on the board)

T.: Nick is a good dancer. How does Nick dance?

P.: Nick dances well. (Write the sentence on the board)

- Then give more examples and the pupils can work with them in their notebooks:

EXAMPLES:

The old people are polite. How do they behave? (*They behave politely.*)

The travellers are quiet. How do they leave the house?

Mr. Brown is a hard worker. How does he work?

Now, the pupils are ready to complete the rule.

C.

Point out that we can make comparisons using adverbs as in the table.

Give more examples, if necessary, and pupils work in their notebooks:

EXAMPLES

Compare race cars, motorbikes and bikes. How slowly / fast do they go? (*Motorbikes go more slowly than race cars. Bikes go the most slowly.*)

Compare pilots, captains and lorry drivers. How dangerously do they live?

3. PRACTICE

A. Cartoon heroes (speaking, writing -pair work)

Aims: to consolidate the use of adverbs, to retrieve the pupils' knowledge about cartoon heroes they know

Pupils answer the questions about the famous cartoon heroes.

KEY a. Roadrunner, b. Batman, c. Superman, d. Obelix, e. Asterix, f. Scrooge Mc Duck, g. Lucky Luke

As a follow up, invite pupils to talk about the characters and give more information about them.

Finally, they choose one of the characters and write a description of him.

For more information look at the following:

Background information

NOTES ON THE CHARACTERS OF THE UNIT
(Some of the notes are taken from *Longman's Dictionary of English Language and Culture*.)

ASTERIX: A cartoon character of French origin, who is a small but humorous Gallic soldier. Along with his companion, the simple-minded but strong and greedy **OBELIX**, fights against the Romans. The cartoon is very popular in book form and also in films made from the stories.

BATMAN: A character found in comics, on television and in films, who fights criminals and protects ordinary people usually helped by his partner, **ROBIN**, who is sometimes called **BOY WONDER**. He wears a large, black cloak and a black mask and has a special car called **BATMOBILE** that can travel very fast and has many special pieces of equipment fitted in it.

LUCKY LUKE: A famous comic strip character, who first appeared in a Belgian magazine (*Le Journal de Spirou*) in 1948. He is a cowboy in the Wild West who travels

around delivering justice wherever he goes, accompanied by his faithful companion, **JOLLY JUMPER**, the smartest horse in the world. His main enemies are the dense but persistent **DALTON COUSINS**. Jolly Jumper is also pretty unique, being able to play Luke at chess, arm-wrestle him and run while asleep. **PETER PAN:** The main character in a story by J. M. Barrie, a young boy who never grows up but lives in a magic land called **NEVER-EVER LAND**. In the story three children, Michael, John and Wendy, go with Peter Pan and the fairy **TINKERBELLE**, to stay in the Never-Ever Land, where they have many adventures. Peter Pan's enemy in the story is **CAPTAIN HOOK**, an evil pirate who has a metal hook in the place of one of his hands. **ROADRUNNER:** A small bird, which runs very fast and lives in the central and western areas of the US. The cartoon character of television is like that bird. It always escapes when a coyote (called **WILEY COYOTE**) tries to catch it.

SCROOGE Mc DUCK: A Walt Disney cartoon character inspired from Ebenezer Scrooge in the story *A Christmas Carol* by Charles Dickens, who is very mean and thinks Christmas is a waste of time and money. The noun 'scrooge' is used for an extremely ungenerous person who keeps all his money for himself.

SHREK: The main character of a computer animated movie adaptation of William Steig's 1990 fairy tale picture book of the same name. It was critically acclaimed as an animated film worthy of adult interest, with many adult-oriented jokes and themes but a simple enough plot and humour to appeal to children. It made notable use of pop music. The film was extremely successful on release in 2001. (From <http://en.wikipedia.org>)

Some words about the plot of the film:
Shrek is a big green ogre whose swamp has been invaded by numerous, annoying fairy tale characters. To get rid of them, he makes a deal with the tyrannical Lord Farquaad, the ruler of Duloc, who had banished the creatures from his wannabe kingdom. Shrek agrees to rescue Princess Fiona, Farquaad's intended bride, from a fire-breathing dragon

and take her to Farquaad. Before his travels begin, Shrek unwittingly rescues a over-talkative Donkey who decides to join him on his quest.

SUPERMAN: An American hero of comic strips and films who fights for truth and justice, using his special powers, such as being able to fly and having great strength. The hero was born on an imaginary planet, Krypton, and was sent to Earth when his planet was destroyed. Most of the time he leads the life of an ordinary man, Clark Kent, but whenever he is needed he quickly changes into a special costume and becomes Superman.

B: A GAME Do it our way (speaking - group work)

Aims: to practise adjectives, to entertain pupils

RULES OF THE GAME

The class is divided in two groups A and B. Pupils from group A choose a player and tell him/her to mime an action, e.g. play football.

The player goes to Group B and asks: "How do you want me to do things?"

Group B gives him/her an adverb, e.g. "quickly". He/She returns to group A and does his/her mime the way Group B told him/her to.

If his/her group guesses the adverb correctly they get one point.

Now pupils may work on the **workbook** activities: vocabulary 5, 6, 7 – grammar 5, 6, 7, 8, 9

Lesson 3 Classroom theatre

Aims:

- To revise structure and vocabulary taught in the previous two lessons related to imaginary creatures.
- To familiarise pupils with theatre and involve them in the process of putting a performance on stage and acting (a scene of a play)

1. Pre-reading stage

- Ask questions like: Do you like the

theatre? Have you ever been to the theatre? What have you seen?

- Invite the pupils to look at the photos and explain that they are from a school performance. The play is William Shakespeare's 'Midsummer Night's Dream' (there's more information below).

- Tell the story in a few words and explain that the pupils have in their books only a short scene from the play, which they can act out.

- Explain that if the class decides to act out the scene, they will also have to decide on things like the setting, the costumes, the roles and also the place, the time and the audience of the performance.

- Point out that all the above acquire a lot of serious and hard work.

While-reading stage

- Ask pupils to read the extract in their books (p.34).

- Help them with difficulties they have in understanding the plot.

- Help them to choose what they best like to work on:

a. acting: Nine roles: Narrator, Oberon & Titania, Puck, Nick Bottom, Lysander & Hermia, Demetrius & Helena

b. setting drawing / designing, c. costume designing / preparing, d. writing invitations

2. Post-reading stage

- Give the pupils time and help them to rehearse and prepare for the performance, which can take place at a later date, when everything is ready.

(You may encourage the pupils to make any changes in the characters, or the dialogues so that they feel more comfortable with acting.)



B.

Ask pupils to take photos or a video of their performance and put it in their portfolios.

Now pupils may work on the workbook activities: Vocabulary 8, Grammar 10, 11, 12, Mediation.

Background Information

WILLIAM SHAKESPEARE: (1564 – 1616)

An English writer of plays, one of the most famous ever, born in Stratford-upon-Avon in Britain. Among the most famous of his plays are the tragedies of Romeo and Juliet, Julius Caesar, Hamlet, Othello, King Lear and Macbeth, the comedies A Midsummer Night's Dream, The Merchant of Venice and Twelfth Night and the historical plays Richard III and Henry V. Many well-known expressions come from Shakespeare and his work is famous for its sensitive view of human nature and for the richness of its language. Shakespeare also wrote some very good poetry, especially the Sonnets and worked as an actor in Globe Theatre in London. He married Anne Hathaway in 1582 and had three children. He is buried at Stratford-upon-Avon and houses connected with him and his family can be visited there, as well as the Royal Shakespeare Theatre where his plays are regularly performed.

A SUMMARY OF SHAKESPEARE'S 'MIDSUMMER NIGHT'S DREAM'

The story takes place in Athens, Greece when the king Theseus is planning his wedding to the beautiful Hippolyta. However, he is trying to settle a dispute between Egeus and his daughter Hermia.

Egeus has promised his daughter, Hermia, to marry the attractive Demetrius but she loves Lysander whom she wishes to marry instead. When Theseus orders Hermia to obey her father, she plans to run off with Lysander to the wood to escape the punishment.

Demetrius learns of their plan, however, and sets after the lovers with Hermia's best friend, Helena who longs for Demetrius. There, into the forest, a small group of actors is

rehearsing a play; they wish to perform at the king's wedding. Among them is Nick Bottom an actor, who's to play the lead.

Unfortunately, the forest is a magical place full of fairies including their king, **OBERON** and queen, **TITANIA** who aren't exactly getting along with one another. Because of Titania's argument with Oberon, the entire human and natural world is in chaos.

On that night, Oberon orders his mischievous sprite, **PUCK** to fetch a powerful love juice from a flower to drop some of it on the eyelids of his wife. If you lay some drops of this juice on the eyelids of those who sleep, they fall in love with the first thing they see when they wake up. The problem is, that Titania, Oberon's wife, wakes up and sees the actor Bottom, whom Puck has dressed up with the head of a donkey and falls in love with him..

The playful Puck plays different tricks with the love juice, which also affects Hermia, her two lovers Demetrius and Lysander as well as her best friend Helena. Puck is responsible for mistakenly dropping the love juice on Lysander's eyelids, which was for Demetrius. Puck enjoys the comedy that follows when Lysander and Demetrius are both in love with Helena. But finally he reunites the correct lovers and the play finishes with 3 weddings.

If you are interested in staging the full play you may need to learn more about other editions of the play, adapted especially for children:

The performance can be accompanied by the music of Felix Mendelssohn's 'A Midsummer Night Dream'.

(From Longman's Dictionary of English Language and Culture)

KEY TO WORKBOOK

A. VOCABULARY

A1:

SIZE: large, tiny, huge, oversized

APPEARANCE: disgusting, unattractive, frightening, monstrous, ugly, horrible, supernatural, hideous, delicate, delightful, mysterious

CHARACTER: vicious, savage, fierce, dangerous, friendly, good-hearted, smart, funny, naughty, cunning, unpredictable, playful

A2

huge	-	tiny
horrible		lovely
vicious		good-hearted
naughty		good
playful		serious

A3

unattractive, unfriendly, inactive, unhappy, inexpensive, unkind, unpredictable

A4

sleep=turn in
very tired=exhausted
warm and comfortable=cosy
track= path
ruins=remains
I am scared=I am afraid

A5

c1, b2, d3, a4

A6

a. Centaurs	b. Medusa
c. Minotaur	d. Sphinx

A7

Free activity.

B. GRAMMAR

B1

Correct comparisons:

- An aeroplane is faster than a train.
- Cinderella's dress is more beautiful than her skirt.
- Polyphemus is heavier than Shrek.
- Shrek is uglier than his princess.

B2

Correct sentences:

- The Amazon River is longer than the Mississippi River.

- India is more populated than Saudi Arabia.
- New York is larger than Los Angeles.
- Antarctica is colder than Canada.
- Mount Everest is higher than Mount Kilimanjaro.
- Lake Baikal is deeper than the Caspian Sea.

B3

Correct sentences:

- Asia is the largest continent in the world? (44,579,000 sq km)
- Africa is the continent with the most counties. (53)
- The Pacific Ocean is the deepest ocean on Earth? (10,924 m)
- The Vatican is the smallest country in the world. (0.44 sq km)
- Luxembourg is the richest country in the world. (GNP \$45,360)
- Mozambique is the poorest country in the world. (GNP \$80)
- The Nile is the longest river on Earth? (6,825 km)

B4

Correct sentences:

- Athens is the largest city in Greece.
- No other Greek city has as many inhabitants as Athens.
- The Athens underground is the newest underground in Europe.
- The Athens Acropolis is one of the most famous sights worldwide.
- Athens is one of the oldest cities in the world.

B5

Possible answers:

Louis Place is older than the Bell House.
The Bell House is bigger than Louis Place.
The Bell House is more expensive than Louis Place.
The Bell House has got as many living rooms as Louis Place has.
Louis Place is not as expensive as the Bell House is.

B6

Correct sentences:

- The lorry driver drives more carefully

- than the taxi driver.
- Sophia sings the most beautifully of all.
 - Peter works harder than Jerry.
 - Aeroplanes travel the fastest of all travel means.
 - Helen dances worse than Sonia.

B7

Correct sentences:

- Markos is as young / old as Dimitris.
- Martha sings the most beautifully of all.
- Terry has got more money than Jim.
- Ted works harder than Alan.
- This beach is the cleanest of the island.

B8

Possible answers:

- The dragon is not as old as the Cyclops.
 The Cyclops is not as heavy as the dragon.
 The Cyclops hasn't got as many feet as the dragon.

B9

Correct sentences:

- Come quickly or we will miss the bus.
- You are driving so dangerously that I am afraid we are going to have an accident.
- Susan works harder than John.
- Roses smell very sweet.
- You look angry. Why?
- She dances very well.
- Which is worse, a toothache or a headache?
- That is the worst thing that could happen to me.
- My mother drinks less beer than me. the least beer in the family
- Steve draws better than Stanley.

B10

Possible answers:

- In picture A the beach is more crowded than in picture B.
 In picture A the boy's ball is smaller than

the ball in picture B.

In picture A the people look more relaxed than the people in picture B.

In picture B the lady under the umbrella is younger than the lady in picture A.

In picture B the boy is shorter than the boy in picture A.

B11

Correct answers:

- There are the widest streets in the world.
 Buses and cars are the fastest in the world.
 Shops are the most interesting in the world.
- In the village, the air is fresher than in the city. The streets are narrower and fewer and the shops are not as interesting as in the city. Life here, however, is more relaxing and children walk to school happily every morning.

In the city, life is busier than life in the village. Streets are wider, buses and cars are more and they travel faster than the cars in the village. However, there are more interesting shops and more restaurants, cinemas, museums and schools and life here is as (fantastic) as in the village, too.

B12 (speaking – pair work)

- The pupils look at the two pictures and compare the means of transport using adjectives like: *safe, dangerous, fast, slow, comfortable, easy, expensive, cheap, tiring...* or the adverbs of the above.

EXAMPLES: In picture 1 the steam train travels more slowly than the train in picture 2. / The train in picture 1 is slower than the train in picture 2.

NOW PUPILS ARE READY TO DO REVISION TEST 1-3 (please refer to the back of this book).

UNIT 4 THE HISTORY OF THE AEROPLANE

Aims of Unit:

- To introduce vocabulary related to the subject of aeroplanes and **flight**
- To revise **Past Simple** (regular and irregular verbs)
- To present **Past Continuous**
- To involve pupils in all four skills: **Reading, Writing, Listening and Speaking**
- To encourage pair and group work
- To make pupils realise other **cultural dimensions**
- To encourage pupils to appreciate **painting**
- To disseminate ideas of other subjects such as **Science, Mythology, History, Environmental Education, Career Guidance, Poetry, Arts and Craft**

Vocabulary	Verbs in past tense (regular and irregular: melted, landed, jailed, took off, made, thought, flew, fell, heard), words related to planes and flight: wings, air pocket, fasten your seatbelts, lift, thrust, gravity, drag, speed of sound, powerful engine, flight, simulator, runway, flight controls, brake pedals
Grammar	Past Simple: regular and irregular verbs Past Continuous: While they were growing, they were repairing and fixing things. We were flying over the ocean, when the plane took a dive Linking words: When, as, after that, while, then, later, first, second, finally
Functions	Talking about events in the past Narrating past events.
Reading	e-mail messages and attached files museum worksheets, biographies, a poem Reading to complete a text Reading for specific information Reading for gist
Listening	Listening to a myth and a dialogue Listening for gist, listening for specific information
Speaking	Role-play: Talking about the myth of Icarus agreeing / disagreeing reporting past events
Writing	a biography, an e-mail, a poem
Learning Strategy	Writing a biography
Project	Pupils find poems, paintings, pictures and information about the fall of Icarus

Relation to CEF	<p>Pupils can understand the main points of straightforward factual information about common everyday or job related topics, identifying both general messages and specific details</p> <p>Pupils can identify unfamiliar words from the context on topics related to his/her field of interest</p> <p>They can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations</p> <p>Pupils can ask and answer questions about past times and past activities</p> <p>Pupils can write short, basic descriptions of events, past activities and personal experience</p> <p>Pupils can write short, simple imaginary biographies and simple poems about people</p>
Cross-curricular connection	Time and Place, Information, Interaction, Communication, Culture, Progress, Change / Science, Mythology, History, Environmental Education, Career Guidance, Poetry, Arts and Craft

Aims of Unit:

- To introduce vocabulary related to the subject of aeroplanes and **flight**
- To revise **Past Simple** (regular and irregular verbs)
- To present **Past Continuous**
- To involve pupils in all four skills:

Reading, Writing, Listening and Speaking

- To encourage pair and group work
- To make pupils realise other **cultural dimensions**
- To encourage pupils to appreciate **painting**
- To disseminate ideas of other subjects such as **Science, Mythology, History, Environmental Education, Career Guidance, Poetry, Arts and Craft**

Exploitation of the unit introductory page (p.37)

Pre-listening Stage

Before asking PUPILS to listen to the myth, ask whether they like travelling by plane or not. Why they like it. Why they don't like it. Ask whether they know the first flight accident. Explain that they are going to listen to the myth of Daedalus and Icarus and that they will have to put the pictures in the right order so as to make the story. Many of them may know the myth and perhaps they are able to

arrange the pictures easily. This is not a problem though, since they are involved in arranging the pictures and recall the story.

While- listening Stage

Play the tape and give them a few minutes to check the order of the pictures.

KEY A2, B3, C5, D4, E6, F1

Post- listening Stage

Finish this stage by asking them to discuss what they liked or they did not like about the myth. Do they know now which the first flight accident was?

TAPESCRIPTS

In ancient times, Minos, the king of Crete, invited the famous Athenian architect Daedalus to build a labyrinth for him. When the labyrinth was ready, King Minos jailed Daedalus and his son Icarus in the labyrinth because he wanted to have this great architect in his island forever. Daedalus thought that the only way to escape was to fly out of prison. He made two sets of wax wings, one for himself and one for Icarus, and so, they flew away. Daedalus told Icarus "Don't fly too close to the sun. The sun melts the wax." Icarus did not remember his father's advice and flew higher and higher until his wax wings started to melt. He moved his arms faster and faster. The fast movement of arms did not help

much and Icarus fell into the deep sea. His father flew over the place where Icarus fell. Daedalus looked hard but he could not find his son. He named the sea "Icarian Sea" after his son's name. Of course this is a myth but it is the first flight accident.

Lesson 1 – A day at the Museum

Aims of the lesson

- To present vocabulary related to airplanes, flying and narration
- To involve PUPILS in pair work
- To present a myth
- To disseminate aspects from Mythology, History, Science, Geography, Poetry, Art
- To make pupils realise the use of Internet and e-mail communication
- To appreciate the exhibits of a museum
- To make them realise the history of the plane
- To revise Past Simple: regular and irregular verbs
- To present Past Continuous (actions happening at the same time)
- To consolidate Past Continuous and Simple Past

1. READING

Pre-reading stage

Activate the pupils' background knowledge on museums. Ask them if they have visited one and encourage them to talk about their experience. In addition, invite them to talk about the use of Internet and e-mail messages. Explain what an attached file is (a file that is connected with an e-mail, marked with the symbol) Some of them might be experts but others might not know much. Let the ones that know to explain what an attached file is.

BACKGROUND INFORMATION

The Fleet Air Arm Museum is situated north of Yeovilton, Somerset, United Kingdom. It houses a very large and well-preserved collection of aircraft and memorabilia.

Inform pupils that there are war museums in Athens, Thessaloniki, Chania. Visit the sites <http://www.athensinfoguide.com.gr>, <http://www.agrotravel.gr>, <http://el.wikipedia.org/wiki>.

If they visit the Athens site they will find information such as:

"The museum has a rich library, whose entrance is in the courtyard with the warplanes, and a photographic archive with over 20.000 photographs of the history of the Greek armed forces..."

Motivate them to visit the museum- if they can- with their parents, friends etc and bring information about the warplanes in class.

A. While reading

Invite pupils to read the e-mail in order to find answers to the specific questions appearing before the text.

KEY

1. They saw 40 historic planes
2. Yes. It was exciting!
3. They learnt about the Wright brothers, about modern airplanes and about the four forces of flight.
4. Joan and Joe sent two attached files with worksheets from the museum.
5. Yes, there is. (E.g. The War Museum in Athens).

B. The Wright Brothers

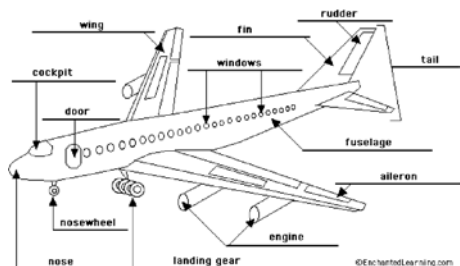
Invite the pupils to read the attached files. Tell them that first they are going to read the story of the Wright brothers, the first flyers. Make sure that they all understand the three sentences that they have to fill in the text they are going to read.

KEY 1 b, 2 a, 3 c.

The second attached file concerns the missing parts of the airplane. Encourage them to learn the vocabulary, write some of the words on the blackboard and make sure that they all fill in the missing ones. Emphasise the ones that the pupils are going to use in their life such as cockpit, engine, wings, tail, and landing gear.

Tell pupils to copy the vocabulary in their notebooks.

KEY Can you label the missing parts of the aeroplane?



Post- reading stage

Ask the pupils to tell you what they think about the future of the plane. They may come up with ideas such as about the speed, the cost, the comfort etc. of planes. They may refer to travelling to space and to other planets etc.

2. Grammar

Aims: To revise and practise the Simple Past of regular and irregular verbs, to revise Past Continuous

Ask pupils whether they watched TV last night. Ask about which film or programme they *watched*. Write answers on blackboard using the verb watched. Then ask another pupil a question using verbs such as see, go, hear etc. Write sentences on blackboard such as: Bill went to the theatre last month etc. Draw their attention to the difference between regular and irregular verbs. Instruct them to look at the verbs of the text and then to look at the grammar box. Motivate them to draw their conclusions about its use and the way the tense is formed. They may remember it from last year's book but it's a chance for revision. Encourage pupils to learn to use their book by looking at all its sections. Tell them that there is a table of irregular verbs at the end of the book (p.159).

Now ask pupils questions such as:
Were you watching TV at 9.00 last night?
Were you studying/reading/playing etc at 8.00 last night? Elicit answers and write

some sentences on blackboard.

Draw their attention to the sentences from the text: **While the boys were growing up, they were repairing and fixing things.** Help them understand that we have Past Continuous in both sentences. Ask pupils what they notice about the formation of the Past Continuous (**was/were+ -ing** form). Instruct them to complete the grammar box and think about when the Past Continuous can be used. Then they may underline the correct tense to form the rule in their grammar page.

KEY

Grammar Box 1: Past Simple

Visited, saw, flew

Grammar Box 2: Past Continuous

Was playing, was watching, were reading

2: The correct tense

- Past Continuous Tense
- Past Simple Tense.

3. PRACTICE

A. Role Play: Talking about Icarus

Aims: To consolidate Past Simple and Past Continuous, to ask questions using *how, when, what, who...?* to work in pairs, to associate the activity with mythology. Assign roles to the pupils. **PUPIL A** assumes the role of **Joe** from Great Britain. Joe has read Icarus' myth and gives information to his friend **John (PUPIL B)** who wants to make a project about the *Fall of Icarus* and asks Joe questions to find out as much information as possible.

Possible questions:

Why did Daidalus and Icarus go to Crete?
 Why did Minos jail them?
 How did they manage to escape?
 Where was Icarus flying when his wings started to melt? etc.

B. The Wright Brothers' story

Aim: To practise the negative Simple Past and Past Continuous, to disagree using expressions such as *No, that's not correct, you are wrong.*

Activity B gives pupils the chance to have

practice on the negative Simple Past and Past Continuous, but also to familiarise themselves with the style of writing a biography.

- KEY:** b) He didn't give them a flying carpet, He gave them a toy helicopter.
c) No, while they were growing up, they were repairing and fixing things.
d) No, that's not correct. They repaired bicycles
e) You're wrong it lasted 12 seconds.

C. Mediation

Aim: To enable pupils, after having read a text written in their language, to write about the book in English, to encourage them to read literature, to give them a chance to get familiar with the work of Julius Verne.

Encourage pupils to read the text about Verne's book "*Από τη Γη στη Σελήνη*". Tell them that in their e-mail to their friends, they don't have to translate everything but the most important things so as to make them realise what the book is all about. Motivate them to find the book and read it. Let some pupils explain the whole story if they have read it.

Possible answer:

Dear Jim and Mary,
I know you are working on a school project about Julius Verne. In one of his books "From the Earth to the Moon" I found in the library, Verne tries to answer if there is life on the Moon.

For this reason, he sends three brave men to explore the satellite. He tries to solve the problem of travelling to the Moon by shooting (launching) a rocket, which is similar to a modern spaceship. The question is whether the explorers will land on the Moon. This is something that takes place 100 years before man put his foot on the Earth's satellite.

I hope this will do.

Best regards,

Now pupils are ready to do Grammar exercises 1, 2, 3, 4, 5 and 6 in their Workbook.

Lesson 2 – An air pocket

Aims of the lesson

- To introduce Past Continuous (interrupted action in the past)
- To inform pupils about air pockets
- To make them realise the jobs of the pilot and the airhostess

1. LISTENING

Pre-listening Stage

Activate pupils' background knowledge on the subject of safety on planes. Encourage them to think of the problems a pilot might face while flying. They may come up with ideas such as weather conditions, engine problems, problems while landing, and sickness of people. Accept all ideas and establish vocabulary by writing it on bb. Emphasise the word *air pocket* (air hole which causes an aeroplane to drop suddenly).

While-listening Stage

A. Dialogue

Ask pupils to listen for gist; to find out what the problem was that the pilot and passengers met. *Was it while they were flying or not?*

Invite them to look at the sentences they have to complete and then let them listen to the tape a second time. Give them a few minutes to fill in the missing information.

KEY

Problem: They fell in an air pocket

Flight: New York to Ireland

B. Complete the sentences:

KEY

1. took
2. was serving, was sleeping
3. was reading
4. was saying

TAPESCRIPT

Jim: How safe are aeroplanes, father?

Father: Very safe. They are the safest means of transport.

Mary: Dad, tell us again about that flight incident with the air pocket.

Father: Yes... it happened in 1985. I was travelling on a Boeing 747 from New York to Ireland.

Mary and Jim: To Ireland!

Father: Yes. It was a business trip. Well, we were flying over the ocean when the plane took a dive. The airhostess was serving coffee and the passenger next to me was sleeping. I was reading a magazine. The cup of hot coffee was spilt on the magazine. The passenger next to me woke up terrified. The plane was shaking and many passengers were screaming. I knew that something was wrong. While I was saying my prayers, I heard the captain's calm voice. "Please fasten your seatbelts. Don't panic. It was only an air pocket. Everything is all right. We are going to land in Dublin, Ireland in about an hour. Enjoy your coffee."

Jim: Oh... planes meet air pockets and they also meet stormy weather.

Father: That's why we should fasten our seatbelts...

C. Picture A. Help Jim match the four forces of planes.

Aim: To make pupils realise how planes fly, to teach relevant vocabulary.

NOTICE:

The picture will aid them to deduce the meaning of the four forces: Lift (άνωση) pulls the plane upward, drag (οπισθέηγκουσα) pushes the plane down and backward, thrust (ώση) pushes the plane forward and gravity (βάρος, βαρύτητα) pushes the plane downward.

Picture B. Types of planes

Aims: To practise reading for specific information

To encourage pupils learn about various types of planes.

Continue by asking your pupils to look at the pictures of various types of planes. Apart from the ones they can see on the pictures pupils may know other types, too. Ask whether they know how fast they are and what they are used for. Invite them to read the text and answer the True/false

questions.

KEY

1. The Boeing travels very fast. **T**
2. Rockets fly 4 times the speed of sound. **F**
3. Seaplanes can land on water. **T**
4. Concorde travel below the speed of sound. **F**

2. Grammar

Aims: To revise Past Continuous vs. Simple Past, to teach linking words such as when, while, as, then, after that, finally.

A. Talking about the Past Time

Let the pupils listen to the dialogue again and draw their attention to the Past Continuous verbs. Encourage them to realise the duration of the one activity and its interruption by the other. Write examples on bb. Invite them to look at the grammar box and the rule and complete them on their own. Walk around, monitoring their work and encouraging the weak ones.

KEY

While I was saying my prayers, I heard the captain's calm voice.

Rule: the Past Continuous describes a **longer activity that sets the scene in the past** and the Simple Past describes a **past event**.

B. Using Linking Words.

Instruct pupils to identify how sentences are linked in the examples about the Wright brothers of this Grammar box. Write the linking words on bb and ask for more examples. Then instruct them to write their own sentences using some of the linking words. Walk around and help the weak ones. Give them the chance to present their sentences.

3. Practice

A. The missing luggage

Aim: to consolidate **Past Continuous** and **Past Simple**, to practise linking words. Make sure that your pupils realise the situation. Find out about their background

knowledge by asking them whether they have ever been at an airport lounge. What is the procedure before boarding the plane? Then set the scene: their handbag is missing; they ask the security officer for help. They have to explain what was happening around them when they lost their handbag. Encourage them to look at the picture and use Past Continuous-Simple Past and linking words.

Examples: *I was looking at a group of pupils when I realised I didn't have my handbag. A man was reading a newspaper; a young girl was playing her guitar...*

Learning Strategy: Writing a biography

Tell your pupils that a biography is simply the story of a life. Biographies can be just a few sentences long, or they can fill an entire book—or two. To write a biography pupils should:

Select a person they are interested in, find out the basic facts of the person's life. What makes this person special or interesting; what events shaped or changed this person's life. They should also organise their information in paragraphs using an introduction, main paragraphs, and conclusion. Draw their attention to linking words in order to connect their information and perhaps some adjectives to describe the person etc.

B. Igor Sikorsky: The father of the helicopter



Aim: To familiarise pupils with a biography text, to enrich their knowledge about helicopters, to practise the use of Past tenses and linking words.

Go through the information about Igor Sikorsky with the pupils. Let them guess the meaning of unknown words. Then instruct them to write the story using the verbs in the parenthesis in the correct tense. Emphasise the linking words and encourage their use.

Try to save time and do most of the writing in the classroom and help the pupils the time they need your help. If there is no time, assign the activity for homework but

make sure that you give feedback in the next lesson.

KEY

People call Igor Sikorsky 'the father of helicopter'. He was born in Kiev, Russia. As a schoolboy, he built several model aircraft and helicopters. He studied in Russia and in Paris, France. Sikorsky built the world's first multi-engine aircraft. In 1919, after the Russian revolution, Sikorsky emigrated from Russia to the USA. As his money was running out, he taught Russian immigrants mathematics, astronomy and aviation. He worked as an aircraft designer, as well. In 1923, Sikorsky started his own aeronautical company, the Sikorsky Aero Engineering Corporation. Between the years 1925 - 1940 he created a series of increasingly successful aircraft, including the first helicopter.

Sikorsky died in USA in 1972. The Sikorsky Aircraft Corporation continues to the present day as one of the world's leading helicopter manufacturers.

Now pupils can do Vocabulary exercises and Grammar exercise 8 from the workbook. They can also do the Reading and Writing section.

Lesson 3 – The Fall of Icarus Project +



Aims: To motivate pupils appreciate art and poetry, to connect the lesson with other school subjects, to consolidate the use of Past tenses.

Let pupils admire this wonderful painting by Peter Brueghel. (Icarus's leg can be seen at the bottom right corner of the painting, near the coast.) Go through the poem and help with vocabulary. Invite them to describe the scene. This may motivate them to write their own poem or draw their pictures. They could also search for more paintings or works of art referring to the story of Icarus. (e.g. Paintings by Rubeus, Mark Chagall, Henri Matisse, wall

paintings in Pompei, Icarus festival in Icaria etc.) They will collect the visuals and paste them on a page or they can come up with a poster which can be hung on a classroom wall.

They may also use information from their History/Mythology book, collect as much information about Icarus and Daedalus. In teams, they may present it in class.

Tell pupils to put their paintings, information and poem in their portfolio.

BACKGROUND INFORMATION

Pieter Brueghel (1525-69), usually known as Pieter Brueghel the Elder to distinguish him from his elder son, was the first in a family of Flemish painters. You'll often find his name spelled as Bruegel (Pieter spelled it like that from 1559 onwards) or Breugel or Breughel.

He was born in Breda in the Duchy of Brabant, which is now part of The Netherlands but back then part of the Flanders.

Brueghel travelled to Italy in 1551 or 1552, completing a number of paintings, mostly landscapes, His paintings, including his landscapes and scenes of peasant life, stress the absurd and vulgar, yet are full of zest and fine detail. They also expose human weaknesses and follies. He was sometimes called the Peasant Brueghel. But it was in nature that he found his greatest inspiration. His mountain landscapes have few parallels in European art. Popular in his own day, his works have remained consistently popular. Brueghel died in Brussels on Sept. 9, 1569.

Now pupils can do exercise 7 in the workbook.

KEY TO WORKBOOK

The workbook exercises can be done either in class or at home depending on the time available and the needs of the pupils. Their degree of difficulty varies.

A. Vocabulary

1. Crossword: The Flight Vocabulary.

Across: 1. Air pocket, 5. seaplane, 6.

Engine, 7. Drag, 9. Gravity, 11. Airplane, 13. Lift

Down: 2. Passenger, 3. Speed, 4. Flight, 8. Rocket, 10. Land, 12. Pilot, 14. Fly

2. Parts of the plane: tail, rudder, fuselage, landing gear, wings, engine, cockpit

Forces of flight: drag, gravity, thrust, lift.

3. Complete the text:

- | | | |
|-----------------|---------------|-------------|
| 1. pilot | 2. airhostess | 3. took off |
| 4. air-pocket | 5. forces | 6. fuselage |
| 7. landing gear | 8. wings | 9. tail |
| 10. landed | 11. cockpit | |

4. Match the information with the types of planes

1. Space shuttle **b**
2. Seaplane **c**
3. Boeing **a**
4. Concorde **d**

B. Grammar

1. Hidden irregular past tenses:

flew	fell	thought
made	said	built

2. Past Simple:

1. broke
2. bought
3. gave
4. went
5. did
6. felt
7. drank

3. Match the question to the answer:

- 1 b 2 d 3 a 4 e 5 c

4. What are the questions?

- a Who organised the party?
- b What kind of birthday was it?
- c Whose party was it?
- d How many children were there?
- e When did the party start?
- f Were Peter and Joan there?
- g What was the music like?
- h Did you eat much?
- i Did you sing?

5 & 6. In Daedalus' time...

people painted on pottery
believed in the 12 gods
played games of marbles.
They didn't fly by plane
didn't eat cheeseburgers
didn't play computer games.

7. Match the pictures and write sentences.

The man was skiing when he broke his leg.

The girl was sleeping when the alarm went off.

The child was working on the computer when the lights went out.

The boys were playing football when it started raining.

8. At the Science museum.

The picture of the museum will aid pupils to describe it using Past Continuous and Simple Past.

KEY

When the pupils arrived

some people were queuing and buying tickets;

some boys were looking at an airplane;

an old woman was sitting on a bench;

a teacher was talking to a group of pupils;

the pupils were writing on their worksheets.

C. Reading and Writing

1. My best holiday

Aims: To give pupils a purpose to read, to think about various places in the world, to practise Past tenses, to motivate them and write about their best holiday.

Give pupils a few minutes to read and decide about the best holiday. All answers are acceptable as long as the pupils support their opinion. Encourage them to think about their best holiday and write about it.

2. Alessandro Volta

Aims: To enrich pupils knowledge about inventions, to familiarise them with biographies, to practice Past tense and consolidate the use of linking words.

BACKGROUND INFORMATION

Alessandro Volta was born in 1745 in Como, Lombardy, Italy, and went to school there. In 1774 he became professor of Physics at royal school in Como. While

he was teaching there, he made various inventions. After that, in 1779 he became professor of Physics at the University of Pavia. A year later in 1789 he developed the voltaic pile, which was the forerunner of the electric battery. In 1794 he married Teresa Peregrini and had three sons. Napoleon made him a Count to honour him in 1810. Volta died in 1827. Many years later, in 1881 an electrical unit, the VOLT, took his name.

Alessandro Volta, Italian physicist, known for his pioneering work in electricity. Volta was born in Como and educated in the public schools there. In 1774 he became professor of physics at the Royal School in Como, and in the following year he devised the electrophorus, an instrument that produced charges of static electricity. In 1776-77 he applied himself to chemistry, studying atmospheric electricity and devising experiments such as the ignition of gases by an electric spark in a closed vessel. In 1779 he became professor of physics at the University of Pavia, a chair he occupied for 25 years. By 1800 he had developed the so-called voltaic pile, a forerunner of the electric battery, which produced a steady stream of electricity. In honour of his work in the field of electricity, Napoleon made him a count in 1810. A museum in Como, the Voltian Temple, has been erected in his honour and exhibits some of the original instruments he used to conduct experiments. Near lake Como stands the Villa Olmo, which houses the Voltian Foundation, an organization which promotes scientific activities. Volta carried out his juvenile studies and made his first inventions in Como.

<http://www.ideafinder.com/history/inventors/volta.htm>

UNIT 5 TRAVELLING THROUGH TIME

AIMS OF THE UNIT

- To introduce vocabulary related to memories of the past and past habits
- To introduce the use of Used to ... past and compare / contrast it with Simple Past Tense
- To revise asking for and giving information / directions
- To involve pupils in listening to songs, museum guides and recorded messages
- To engage pupils in getting information from museum brochures, city maps, diary entries
- To encourage learners fill in questionnaires, write diary entries / informal letters
- To familiarise pupils with British culture and life and involve them actively

Vocabulary	Words related to Clothes and hair styles: high heeled shoes, bell bottomed pants, uniform, ponytail, braids, beard, tunic, toga Food and drink: canapé, fruit punch Museum visits: admission, location, museum guide, reservation, (children) accompanied To revise words related to means of transport: steam train, bus (omnibus), horse carriage
Grammar	Used to ... past vs. Simple Past Tense
Functions	Asking for and giving information / directions
Reading/ Listening	Reading: for gist, reading / listening for specific information (Text types: diary entries, museum brochures, city maps, questionnaire, song lyrics; listening: museum guides, recorded messages)
Speaking	Talking about past habits, asking for and giving information/ directions
Writing	diary entries, informal letters, project: making leaflets
Learning strategy	Writing a letter
Relation to CEF	Pupils can understand simple directions, relating to how to get from X to Y on foot and by public transport They can understand and extract the essential information from short, recorded passages They can find relevant information in simple everyday material such as brochures They can write personal letters describing experiences
Cross-curricular connection	Communication, Culture, Information, Multiculturalism, Internet, Tradition, Similarities and Differences / Music, History, Local History, Road Safety

Lesson 1 - Diaries

Aims of the lesson

- To read diary entries and get information about young people's lives in the 60s
- To present vocabulary related to clothes and hair styles and life style in general of the 60s or earlier times
- To introduce the use of Used to ... Past when talking about past states and habits
- To revise Simple Present and Simple Past and compare / contrast them to Used to... Past
- To familiarise pupils with the music of the 60s by listening to a Beatles' song (Yesterday)
- To encourage pupils recall past memories and talk about them
- To involve pupils in pair work

Exploitation of the unit introductory page (p.49)

- Ask the pupils to tell you things they did when they were 5 years old. Then give them a few minutes to answer the

questionnaire on the introductory page and let them talk about their habits. Make sure the pupils talk about past habits which they no longer have. Explain vocabulary like crawl and bite my nails.

Lesson 1

1. Reading

- Before reading the texts, invite pupils to look at them and guess what kind of texts they are. Ask them to notice the dates on top of each text, the *handwriting*, the *paper* which they are written on. Explain the word *diary*.
- Instruct pupils to read quickly and answer the question in Activity A.

Key to A

Anastasia's grandmother used to go to parties at the weekends.

- Now invite them to read the texts again and fill in the table in Activity B with the correct information.

Key to B			
wear	eat / drink	listen to	dance
high heeled shoes	canapés	Beatles' records	Rock & Roll
mini skirts	fruit punch	Rock & Roll	
school uniforms			
bell bottomed pants			
long hair / ponytails (boys)			

- Finally, tell pupils to read the last diary entry again and do Activity C.

Key to C

- Men and women's clothes used to be linen or wool.
- Women used to have their hair long, in braids or in ponytails.
- Men used to have short hair and beards.
- Both men and women used to wear perfume.

After- reading

- Given the opportunity from the diary entry, let pupils discuss the issue of school uniforms.

2. Grammar

A. Invite pupils to look at the examples in Grammar Box 1, Exercise A. Explain that we use the *Used to ... Past* to talk about states and habits of the past. Compare and contrast this form with the Simple Past tense. (Grammar Box 2)

Tell pupils that we can use both forms in Box 1 but Simple Past also has the function in Box 2.

Encourage the pupils to find similar examples in the texts.

Finally, ask pupils to go on with exercise B

(filling in the rules) and exercise C.

Key to B:

We use **Used to + bare infinitive** to talk about **past habits or states which are no longer true**. We can replace *Used to + bare infinitive* with **Simple Past** without changing the meaning.

We also use **Simple Past** to talk about **something that we did or happened at a specific time in the past**.

Key to C:

AFFIRMATIVE

They used to dance Rock 'n' Roll.

They used to drink fruit punch.

They used to go to parties.

They used to listen to Beatles' songs.

NEGATIVE

They didn't use to dance Rap.

They didn't use to drink Coke.

They didn't use to go to fast food restaurants.

They didn't use to listen to Hip Hop music.

QUESTION

Did they use to dance Rock 'n' Roll?

Did they use to drink fruit punch?

Did they use to go to fast food restaurants?

Did they use to listen to Beatles' songs?

3. Practice

A. Check your memory

AIMS: To motivate them learn about life in Ancient Greece

To talk about past habits using the *Used ... Past and the Simple Past*

Ask pupils to read the diary entries again and summarise what they have learnt.

Then ask pupils individually to tell the rest of the class.

B. What did you use to do when you were 5?

Pair work, information gap

AIMS: To ask and answer questions about pupils' present and past lives

To practise using the Simple Present, the Used to ... Past and the Simple Past in order to talk about present or past habits

Divide pupils into pairs and invite them to ask each other questions, as in the examples. Explain that each pupil should fill in the table in the book with information about his/her partner. Here are more ideas which are also provided in the book:

What kind of clothes / wear at parties?

What / do at weekends?

What games / play?

What / do in the evenings?

Which TV programs / watch?

C. Song listening: 'Yesterday'

AIMS: To familiarise pupils with songs of the 60s

To understand song lyrics

To entertain pupils

Before listening, tell the pupils that this is a famous Beatles' song and ask them to read the lyrics. Go through any vocabulary you think necessary to explain, but do not insist unless the pupils ask you. Ask them to guess the singer's mood:

Is he happy / unhappy?

Can you guess why / not?

Is he happier today than he was yesterday?

Then you can play the song in class (you can find it in Net)

D. Project: When I was 5... +



AIMS: To recall past memories through photos or drawings

To write about past memories and present them in class

To practise the use of Used to ...

Past and Simple Past Tense in the above situations

Invite pupils to find photos or draw pictures of them at the age of 4 or 5 and bring them in class. They may stick them on paper, write about their life at that age and put them up on the classroom announcement board for everybody to see. Later, they can put their profiles in their portfolios.

Now pupils are ready to do Vocabulary Exercise 1 and

Grammar exercises 1, 2, 3, 4, 6 and 7 in their Workbook.

Lesson 2 Transportation

Aims of Lesson:

- To familiarise learners with old and new means of transport and revise related vocabulary
- To introduce new vocabulary related to museum visits e.g. admission, location, museum
- guide, reservation, (children) accompanied
- To revise vocabulary related to asking for and giving directions / information
- To search for information in museum leaflets and brochures and use it for project work
- To practise writing informal letters

1. Listening

- *Pre-listening Stage*

Ask pupils to look at the pictures of vehicles on top of the page and answer the questions in the book: Would you like to travel on these vehicles? Why? Where can you see such vehicles today?

- *While-listening Stage*

Ask pupils to read the museum information table, activity A. Explain unknown vocabulary and then invite them to listen to the recording. Give them a couple of minutes to fill in the table. Finally, check their answers.

TAPESCRIPT: A

(Phone ringing...)

– *Male Voice:* Hello is that the London Transport...

– *Recorded message (female voice):* Thank you for calling the London Transport Museum. In the museum you can find everything about the history of transport in London since the early 1900s.

We are open, Saturday to Thursday, from 10 o'clock in the morning till 6 o'clock in the evening. On Fridays we are open from 11 to 6 o'clock. The museum is closed on 24th 25th and 26th December. Admission is 5.95 for adults and 4.50 for pupils. For school groups and children under 16 who are accompanied admission is free, if pre-booked.

The museum is at the site of the former flower market of Convent Garden and the nearest underground station is "Covent Garden".

For further information or reservations call 0207-379-6344 or visit www.ltmuseum.co.uk.

Key to A

Opening hours	Sat-Thu 10:00 a.m. -6:00 p.m. Fri 11:00 a.m. – 6:00 p.m.
Admission	adults: £5.95 students: £4.50 children under 16 (accompanied by an adult): free
Location	Covent Garden
Nearest Underground Station	Covent Garden
Phone	(0) 207 37 96 344
Website	www.ltmuseum.co.uk

B.

Tell pupils that they are going to listen to a guide in the London Transport Museum. Before listening, ask them to look at the true / false questions, activity B, and then ask them to listen for the specific information. Play the recording as many times as necessary. Finally, give them time to cross check their answers.

TAPESCRIPTS B

Guide: *Now are you ready?*

Voices: *Yes...yes...*

Guide: *Let's start our tour of the museum then. Well, here as the name of the museum tells you, you can find information about the history of transport in London. Let's turn right.... Look, here you can see the first trams. In Victorian time, horses used to....*

Voices: *Horses??*

Guide: *Yes, that's true. Horses used to pull the trams and buses. This is an original horse omnibus.*

Voices: *Oh.....*

Guide: *Come on kids, in this part of the museum you can see the buses and trains people used to have in the old days. You*

can climb on a train and pretend to be a conductor or put yourself in the driver's seat of the London double-decker bus. There are things to push and pull, lights to switch on and off, buttons to buzz.....

Voices: *Oh...oh...let me try...* (sound of bus and train engines)

Guide: *(a few minutes later) Let's go straight in the next room. ...Look! Here we are standing in front of some original steam trains. You can get in a train simulator where you can have the feeling of driving the train yourselves.*

(Sounds of engines)

Now, are you tired?

Voices: *Yes...yes....*

Guide: *Let's play. There are all kinds of games. Let's play the treasure hunt in the rooms of the museum. After that, you can visit the museum gift shop, which has copies of some best posters and books for the transport enthusiast or visit the café overlooking Covent Garden for a range of delicious snacks and drinks.*

Key to B

The guide takes the children to the room with trams. **True**

People used to pull the trains in Victorian time. **False**

Victorian people used to travel by omnibuses. **True**

Children can drive a double-decker bus. **False**

Children can play the treasure hunt game. **True**

The gift shop sells drinks and snacks **False**

• After-listening Stage

Invite pupils to talk about museums they have visited or read about in Greece or abroad. Ask questions: Where are they? What are the exhibits? Invite them to bring in class pictures, posters, brochures, maps etc. from museums and tell them to keep the material for a class project. (See following lesson 3)

2. Functions: Asking for and giving directions / information

Tell pupils to look at the table on p.55.

Revise asking for and giving directions / information. Then invite them to prepare questions and answers about the London Transport Museum using the table and the information of the previous pages. Now they are ready to continue with the practice activities that follow.

Possible questions / answers:

Excuse me, how can I get to the London Transport Museum?

Well, take the underground and go to...

Can you tell me where the London Transport Museum is, please?

Could you show me the way to the London Transport Museum?

Yes, of course! It's...

What time does the London Transport Museum open?

It opens at...

How much is the ticket for the London Transport Museum, please?

It's for adults and.....

3. Practice

A. Visiting a museum, PAIR-WORK

AIMS: To familiarise pupils with places in the centre of London

To enable pupils to read and use maps

To practise the language of asking for and giving directions / information

Invite pairs of pupils to assume the roles of the museum assistant and the London visitor. Give them time to prepare their dialogues and then ask pairs to act out their dialogues in class.

B. The list of rules

AIMS: To recognise acceptable behaviour while travelling on means of public transport

To compare old and new rules of transport

To revise the use of imperative

Explain unknown vocabulary: **alight, impose, spit, straw**

Discuss with pupils the 'RULES OF THE OMNIBUS' and draw attention to the differences between the past and the

present. Invite pupils to write their own rules.
Possible answers: Do not talk to the driver.
 / Keep your feet off the seats. / Leave this seat for the disabled people/the elderly.

C. LONDON UNDERGROUND – ΑΤΤΙΚΟ ΜΕΤΡΟ, MEDIATION – MATCHING

ACTIVITY

AIMS: To draw pupils' attention to the rules of public means of transport. To notice differences and similarities between Greek and British 'transport' culture.

KEY:	
No smoking	Απαγορεύεται το κάπνισμα
Do not consume food or drink	Απαγορεύεται η κατανάλωση φαγητού και ποτού
Don't lean against the door.	Μην ακουμπάτε στην πόρτα.
It opens automatically	Ανοίγει αυτόματα.
MIND THE GAP	ΠΡΟΣΟΧΗ ΣΤΟ ΚΕΝΟ
Keep clear of the doors	ΜΗΝ ΕΜΠΟΔΙΖΕΤΕ ΤΗΝ ΕΙΣΟΔΟ
Wait till the train stops	Περιμένετε μέχρι ο συρμός να σταματήσει
Way out	ΕΙΣΟΔΟΣ

D. Old means of transport

AIMS: To recognise an old means of transport which is still in use.
 To talk about the different uses of this old means of transport nowadays
 To recognise parts of Greece where old means of transport are still used

NOTICE: Horse carriages are still used in many parts of Greece: Corfu, Hydra, Aegina etc. so that visitors can tour the area, take photos and have fun.



E. Letter writing +

AIMS: To read and get information from an informal letter
 To recognise the parts of an informal letter
 To write an informal letter

- Ask pupils to think about the steps they should follow in order to write a letter. Which are the most important things they should consider? Draw their attention to the person they are writing to. If it is a formal letter, they should use formal and polite language. If they are just writing to a friend, they should feel free to be informal or use abbreviations and slang. Invite them to think about possible opening or closing paragraphs. They may learn some of these

by heart.

1. Invite pupils to read the informal letter and notice the different parts. Then they can answer the question. Then ask them to fill in the opening and the closing lines.

KEY *My friend has visited the London Transport Museum. He had a good time there.*

2. They can choose from the table given in the book.
3. As a follow up, they can write their own letter to a friend, telling about a school visit.

Now pupils are ready to do Vocabulary Exercises 2, 3, 4, 5, 6 and

Grammar exercise 5 and Reading / Writing Exercises 1 and 2 in their Workbook.



Lesson 3 +

Project: A museum leaflet

- A. Display the material pupils have collected and brought in class as well as your own material: leaflets, maps, posters, postcards of museum and places of interest, in English or in Greek.
- B. Let pupils use their imagination and make their own leaflets of real or even imaginary museums. They should cut and stick magazine photos on paper or draw

their own pictures. They should think of a slogan and also include any other necessary information.
 Use the leaflet in their book as a guide.
 Go through all the given information.
 Encourage pupils to find more information about museums at the suggested website.

KEY TO WORKBOOK

VOCABULARY

A.1 Crossword

Across

1. bell bottomed
4. high heeled
6. uniforms
7. pony tail
8. records

Down

2. mini skirts
3. rock and roll
5. diaries
7. parties

A.2 Means of transport

- I often use ...
- I think ... is the safest.
- I think ... is the most comfortable.
- I think ... is the cheapest.
- In my area I can find ...

A.3 Matching words

A

transport
 steam
 treasure
 train
 gift
 bus
 opening

B

museum
 train
 hunt
 simulator
 shop
 conductor
 time

A.4 Signs

WAY OUT

DO NOT LEAN OUT OF THE WINDOW

KEEP CLEAR OF THE DOORS

KEEP YOUR FEET OFF THE SEATS

WAIT TILL THE TRAIN STOPS

MIND THE GAP

A.5 The odd word out:

- a. perfume
- b. record
- c. conductor
- d. horse carriage

A.6 Exchanges

Correct answers: 1. Go straight. It's on the corner of this street.

2. It's 5 Euros.
3. It's open every day from 9 am to 6pm.
4. Yes, it is.

GRAMMAR

B.1

Correct verbs:
 used to go
 used to live
 used to walk
 used to tell
 used to make

B.2

Example: When I was 7 years old I used to spend my holidays at a campsite with my parents. There we used to...

B.3

Possible answers:
 People didn't use to travel by underground.
 They used to work in a factory.
 They used to work in farms.
 They used to live in small houses.
 They didn't use to live in blocks of flats.
 They didn't use to do their shopping in supermarkets.

B.4

Possible questions:
 What did you use to look like?
 What did you use to wear?
 How did you use to spend your holidays?
 Where did you use to go at weekends? ...

Example of a report:

In his interview, Sakis, the famous singer said that he used to be different in the past. He used to be slimmer/ fatter and had shorter/ longer hair...

B.5

Possible dialogue:
 — Excuse, can you tell me the way to the London Transport museum?
 — Yes, of course. It's...

B.6

The writer of the diary entry seems to be unhappy and feels lonely because he/she has nobody to talk to.

READING AND WRITING

C.1. Letter

JOE'S NEWS:

He and his family are buying Christmas presents.

They have put up a Christmas tree at home.

He has visited a children's hospital.

C.2 Mediation

Pupils should not translate but give the most important information; e.g. they could start:

Dear...

I was happy to get your letter and learn that you are going to Ioannina. There are many things to see and do in Western Greece, and especially Ioannina. For example, you can visit...

[Include information: Location, opening hours and the rules of the museum.]

I hope you can come and visit me, too.

All the best,

NOW PUPILS ARE READY TO DO REVIEW 1-5 IN THEIR BOOK.

KEY TO REVIEW 1-5

A. VOCABULARY.

1. Food containers – KEY

ACROSS

2. A box of cereal
5. A bottle of wine
6. A kilo of cheese
8. A loaf of bread
9. A tube of toothpaste

DOWN

1. A dozen of eggs
3. A packet of butter
4. A piece of cake
5. A bowl of soup
7. A jar of mayonnaise
10. A bag of rice

2. Odd words:

- a. earthquake, b. drop, c. price, d. jacket, e. delightful, f. simulator, g. wheel

3.

a pair of earrings jeweller's
a newspapers and magazines -
newsagent's
meat and poultry - butcher's
bread and cakes - baker's

notebooks and pens - stationer's

GRAMMAR

1. How many / How much

- How much
- How many
- How many
- How much
- How many

2. Correct verbs:

George: Hi, Nick! What *are you doing / do you do* now?

Nick: *I'm doing / I do* my homework. There is / There was one more exercise for me to finish. What about you?

George: *I'm eating / I eat* an apple. *I am always eating / I always eat* fruit after homework.

Nick: Was Peter calling you / Did Peter call you? I didn't see him / I don't see him at school this morning.

George: Yes, *he does / he did* but my mother *was answering / answered* the phone. *I was having / I had* a bath. I'm going to call him back.

Nick: Good. Ask him if we can go for a walk.

3. Comparisons

Any correct sentences are acceptable
Ex. The dolphin is cleverer than the wolf.
The dolphin is the cleverest of the three.

C. READING

1. true 2. false 3. false 4. false 5. true

D. LISTENING

He used to invite friend at home to play.

Speaker 2

He used to play board games with his brother. Speaker 3

He used to play outdoors. Speaker 1

E. SPEAKING

Pupils may give directions using: go straight, turn left / right, take the first / second ... turning, it's near / opposite ...

TAPESCRIPT:

Speaker 1: When I was young, children used to play in the streets. Fresh air and exercise made us very energetic and all the time we were skipping, chasing or swing-

ing. I remember building a hopscotch grid in the school playground and skipping during the break until the bell rang to go to classes.

Speaker 2: I had a great time with several of the games I used to play as a young child. I invited some of my friends at home and we built our forts and lined our knights and soldiers ready to fight each other. How different they were from Action Man of today!

Speaker 3: I think back to some of my favourite childhood games. In winter when the weather was cold I used to play "Snakes and ladders" with my brother. I remember that he was luckier than me because whenever he rolled his dice he climbed the ladder and reached the final square. I was really disappointed when I landed on the mouth of a snake and I had to slide down.

Key to «check yourself» of the pupil's book of the on pages 46, 47, 48 workbook.

UNIT 6 ME, MYSELF AND MY FUTURE JOB

Aims of Unit:

- To introduce **vocabulary** related to **jobs, personal traits, skills and abilities, interests, working conditions**
- To revise the **Future Simple Tense** for **expressing prediction, decision on the spot, promise, warning, request, offer and going to** for intention and **pre-arranged actions**
- To revise the modal verbs **can** for permission and ability, **may** for permission and possibility and **should** for advice
- To involve pupils in all four skills:

Reading, Writing, Listening and Speaking

- To encourage pair- and group-work
- To make pupils realise other **cultural dimensions**
- To realise the connection between **their school performance** on different subjects and **their desired career**
- To motivate them gather, compile, analyze, and categorise information about **personal interests, skills, activities, careers, and achievements** in order to create and maintain a **career related portfolio**.

Vocabulary	Words related to jobs : ecologist, jewellery designer, air traffic controller etc. personal traits : patient, compassionate, cheerful, concentrated, hardworking, self-confident. Skills/abilities : hand dexterity, artistic ability, speech communication. Working conditions : shifts, work in a lab To revise words related to school subjects: health science, home economics, biology, chemistry, science etc
Grammar	Modal verbs: can, may, should Future tense: will, going to
Functions	Expressing ability, permission, possibility Giving advice, expressing prediction, warning, promise, offer, decision on the spot, intention
Reading/Listening	Reading a self esteem quiz, job advertisements, job profiles Listening: What do they do? Guessing people's jobs Reading and listening for specific information
Speaking	Talking about pupils' interests, skills/abilities Asking questions about one's job
Writing	New year resolutions, safety rules
Learning Strategy	Anticipating and understanding while listening
Project	A job profile
Relation to CEF	Pupils can understand every day signs and notices in public places and in work places such as hazard warnings Pupils can understand regulations e.g. safety, when expressed in simple language Pupils can ask and answer questions about what they do at work and in free time Pupils can write about everyday aspects of their environment e.g. a job and write simple phrases and sentences about recent jobs
Cross-curricular connection	Self Awareness, Personal Development, Information, connection Communication, Interaction, Change, Progress, Reasoning / Career Guidance, Citizenship

Exploitation of the unit introductory page (p.61)

Warm-up

Tell the pupils that this self-esteem quiz will help them to know what they enjoy doing and what their strong and weak points are. Emphasise that it is important to understand that people who know themselves well, may identify the skills they have.

Then give them some minutes to do the quiz and discuss any point they want to talk about.

Lesson 1 – Talking about jobs and careers

Aims of the lesson

- To Revise Modal Verbs can, may, should
- To present vocabulary related to personal traits, skills/abilities/interests and jobs
- To help pupils develop their self-esteem
- To get pupils acquainted with the world of work
- To involve pupils in pair and group work

A. Pre-reading stage

Explain to the pupils what a “Career Day” is in the High school. Every year some schools invite professionals who speak about their jobs.

Before reading the text, invite pupils to look at the pictures and identify the jobs they show and ask them if they know anything about their working conditions, if they know what they do, what abilities they need to have etc. Then they match the pictures with the professions. Invite them to associate the jobs with their school subjects

KEY

A d, Bb, Ca, Dc, Ee.

B. While- Reading Stage

Instruct pupils to read while they listen to the cassette and check their answers. Then invite them to read the text again for detailed information and answer the reading comprehension questions.

KEY

1. Ecologist
 2. Jewellery Designer
 3. Ecologist
 4. Ecologist
 5. Air Traffic Controller
 6. Air Traffic Controller, Hairdresser
 7. Home Health Nurses
- C. Let them complete the table with the personal traits of the *Jewellery Designer* and the *Home Health Nurse*.

If some of the pupils have difficulty understanding the texts on p.63, encourage them to look at the easier version of the texts on p.128 (It's your choice!).

KEY

Jewellery Designer: attention to detail, finger and hand dexterity, good hand-eye coordination, patience and concentration, artistic ability and knowledge about fashion

Home Health Nurse: to like to help people, to be hard working, responsible, compassionate and cheerful.

After- reading stage

• Ask pupils to present their findings. Check and consolidate more vocabulary, such as **working conditions** for each job, **abilities/skills**. Write the vocabulary on the board and instruct the pupils to copy it in their vocabulary note-book.

• Encourage pupils to speak by asking them **if they know anything about the jobs they have just read about**.

2. Grammar

A. Ask pupils questions referring to the texts they have just read: Who can use many hand tools? Who may work in shifts? Draw pupils' attention to the verbs of sentences and elicit answers to what the sentences express: ability and possibility.

• Instruct them to look at the grammar section of their book. Read together the examples presented. Ask them to fill in the blanks with the correct answer.

KEY Which example(s) show(s) ability? **A**
– Which example(s) show(s) possibility? **B & C**

• Ask them to complete what the

following people can do and where they may work:

POSSIBLE ANSWERS:

- A **lifeguard** can swim /dive/ save people in danger, may/can work on a beach/ near a swimming pool.
- A **doctor** can treat/ take care of /operate on a patient, may/can work at the hospital/ clinic/at his surgery.
- A **football player** can train/play/score/ kick the ball, may/can work at the football ground /exercise in the gym.
- A **car mechanic** can check the brakes / fix the engine / change the tyres, may/can work at a garage/company.

B. When the pupils have read the advertisement draw their attention to the use of the modal verbs with bare infinitive.

1. Complete the rule:

Key to the rule: a. Verbs **CAN, SHOULD** and **MAY** are modal verbs. They are followed by the **BARE INFINITIVE** (*the infinitive of a verb without "to"*) such as **dive, be, use, need, have.**

b. Invite them to read the advertisement again and try to understand which modal expresses: **ability CAN, possibility CAN/ MAY, permission CAN/MAY** and **advice SHOULD.**

c. There are three uses of verb can: ability, possibility, permission

3. Practice

A. Pair-work. : FINDING OUT ABOUT THE JOB

AIMS: To consolidate the use of the modal verbs **can, may, should**; to ask and answer questions to get information about a job. Pupils act out the dialogue between the candidate for the job and Mr Antonakis. Instruct them to use the modal verbs **can, may, should.**

Possible questions: Can I work morning/ evening shift? May I take a day off? Which facilities can I use? How many free meals can I have? When can I start the job? etc.

B. PIECES OF ADVICE

AIM: To practise giving advice

Make sure that pupils use *should* with bare infinitive when they give advice.

POSSIBLE ANSWERS: you should be helpful; you should warn the children to be careful; etc.

C. WORK IN GROUPS OF 5

Pupils work in groups of 5. Tell pupils to ask the others in their group about the things they can do.

AIMS: To make pupils realise their abilities/ skills; to make them think about a future job; to practise the use of *can*

Instruct pupils to tick whatever they can do. Explain to them that sometimes our abilities or skills may help us to decide about our future jobs (e.g. if you swim well you can become a life-guard). Finally, invite them to report on their findings.

D. PAIR WORK: LOOKING FOR A JOB

AIMS: To consolidate vocabulary related to jobs,

To make inferences by combining personal traits, skills and interests with job profiles

To read authentic job advertisements and speak expressing their personal opinion

Tell pupils to read the information about Alice and John's personality. Then invite them to read the job advertisements (on p.139) in order to understand which job suits each one. Help them with vocabulary. Any justified answer may be acceptable.

Pupils can now do Vocabulary Activities 1, 2, 3, 4, 5 and Grammar Activity 4 in their Workbook.

Lesson 2 – What do they do?

Aims of Lesson:

- To revise the use of **Future Simple** in predictions, promises, warnings, requests, offers, decisions on the spot and **going to** expressing intention or something pre-arranged
- To introduce more vocabulary about jobs and safety rules
- To introduce new school subjects
- To familiarise learners with the use of

Internet.

- To motivate them to spot and search for the information they are interested in.

Learning Strategies: Before I listen

Help your pupils to use strategies in order to reach the meaning of a listening text. They can use their background knowledge of the topic, the situation, they can draw conclusions from context, they can try to understand the main idea, to listen for specific information. Remember always to give them a purpose for listening. Ask them what else might help them in order to be effective listeners. They may give you their opinion about typescripts, tapes, videos or listening to you or to other people. Perhaps they will come up with the idea that it is easier to understand if they are able to see the person talking (body language, gestures etc. help a lot). From time to time prepare a monologue yourself, ask them to listen to you and give them a purpose.

1. LISTENING

A. Pre-listening – Warm up

Ask the pupils about jobs that their relatives do, what they know about them such as working conditions, if they work shifts, in the open air, or in an office, if their jobs are interesting or boring. It is an opportunity to revise vocabulary taught in the previous lesson.

Then ask pupils to match the jobs with the pictures (*pre-listening stage*).

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

B. While-listening

Ask the pupils to listen to the recordings and try to understand what job every speaker does.

TAPESCRIPIT:

1. Weather forecaster/ meteorologist:

And here is the weather forecast for tomorrow. It will be very windy in the north, especially in Scotland and the southern parts of the country will see some showers. [*on TV*] – [*prediction*]

2. Tour guide: Good morning everyone!

My name is Sally and we are going to visit a lot of places today. First, we are going to look around this wonderful park. There are a lot of birds and animals. There are also some wonderful plants and flowers. In the evening we are going to visit the castle on the top of the hill.

Voices: Oh... Oh... [*tour guide*] – [*intention*]

3. Teacher: Will you close the window, please John? It's very cold in the classroom.

Pupil: Ok. Ms Smith. [*Teacher to pupil*] – [*request*]

4. Waiter: Anything else sir?

Customer: Will you bring a bottle of wine, too?

Waiter: Yes, of course. I'll bring it right away. [*request and immediate offer*]

5. Doctor: Well Alice you have a serious cold... so you have to be very careful. Take your medicine and stay in bed for a couple of days.

Alice: Mm... I don't like staying in bed.

Doctor: If you don't follow my advice you won't get well and you'll miss your trip. [*warning*]

6. Client: Do you think I'll have the car on Thursday?

Car mechanic: Ok. Don't worry. I'll fix your car tomorrow.

Client: Oh. Thanks a lot. [*promise*]

7. Farmer 1: Next week I'm going to plough the field. I hope the weather will be sunny.

Farmer 2: When are you going to water the tomatoes?

Farmer 1: Tomorrow morning. [*something arranged before*]

KEY

tour guide–**speaker 2**

car mechanic–**speaker 6**

teacher–**speaker 3**

weather forecaster/ meteorologist–**speaker 1**

farmer–**speaker 7**

waiter–**speaker 4**

doctor–**speaker 5**

Post-listening Stage

Ask pupils to present and justify their answers.

2. Grammar

A. TALKING ABOUT THE FUTURE

Now invite pupils to look at the GRAMMAR PAGE of their book.

Remind them that they have listened to these sentences spoken by different professionals. Who says what?

1. Try to elicit what each sentence expresses.

KEY

1. Promise: car mechanic
 2. Warning: doctor
 3. Request: customer
 4. Offer: waiter
 5. Prediction: meteorologist
 6. On-the-spot decision: housewife
2. Draw pupils attention to the form of Future Simple in the grammar box and instruct them to complete the exercise
- KEY:** 1. request (given), 2. promise, 3. prediction, 4. on-the-spot decision, 5. warning, 6. offer

3. KEY:

tomorrow ✓
yesterday
next week/month/year ✓
last month/week/year
the day after tomorrow ✓
in an hour ✓
in two years' time ✓
right away ✓

B. BE GOING TO... FUTURE

Now point out the difference between a decision made on the spot and a pre-arranged decision. Then instruct pupils to complete the rule:

We use **BE GOING TO** express **intention** or **something arranged earlier** but we use **WILL + BARE INFINITIVE** to express a **decision made on the spot**.

3. Practice

A. THE GOAL

Aims: To motivate pupils to set goals
To practise the use of BE GOING TO
To involve pupils in group work

It is very important for the pupils to be aware that their education, their

achievements and their goals play a vital role to the occupation they may want to practise as adults. After they have completed their goals, let pupils read them out and discuss them, if they wish so (e.g.

- do well in maths this week.
- get as in aaa subject this year
- be at university in 10 years.

B. PERSONALITY & CAREER

Aims: To motivate pupils realise aspects of their personality

To practise WILL for *predictions*

To involve pupils in group work.

Encourage pupils to realise the relationship between their interests skills/abilities, school subjects and how these will affect their future careers.



C. NEW YEAR RESOLUTIONS

Aims: To motivate pupils to recall last year's actions and make decisions for the coming year

To practise WILL for *decisions made on the spot*

Ask students to write down their resolutions and include them in their portfolio.

D. SAFETY RULES

Aims: To read authentic texts (a notice)

To practise WILL for warnings

To make pupils aware of safety rules at work

These safety rules aim to practise the use of *Future Simple* to warn pupils of what may happen if they don't comply with the safety rules. Teacher should explain some vocabulary as this is an authentic text and may cause some difficulty.

You can extend this activity by asking your pupils to write some basic safety rules for their school. They can work in groups and display their posters on walls, corridors etc. (possible answers: Mind the steps, don't rush to the door when the bell rings, don't throw the ball too high or you will break the window etc).

Pupils can now do Grammar Exercises 1, 2, 3, 5, 6 in their Workbook.

Lesson 3 – What the future holds for you...

Aims: To encourage pupils to conduct an interview

To motivate pupils write their own project

To encourage them search for information

To consolidate structures and

vocabulary related to the topic of jobs

To involve them in group work

To focus on the information they are interested in.

A. Invite pupils to look at the pictures with the various jobs and ask them if they would like to do any of these jobs or the jobs they have already learned about. Let the pupils talk about any job that they think they might like to have as a future career. Encourage them again to think and talk of their likes, their abilities and if they are aware of what these jobs may involve. However, you have to warn them that they might have many careers in their lifetime (lifelong education) and it would be a good idea to conduct a survey by interviewing some people such as their parents, a relative, their teachers or a neighbour and write down their findings about some jobs. It is not necessary for the pupils to ask all the questions of the questionnaire. The man choose accordiny to their level.

They may also review the web page <http://www.scois.org/yourPathwaytoSuccess.pdf> that lists clusters of jobs to find out about more jobs they are interested in.

The pupils will bring the questionnaire completed with the information they need for their option.

Now pupils can do the remaining exercises in their Workbook.

E. A promise, offer, request, warning

Possible answers:

Your friend says

1. My computer isn't working.
2. I have to carry all these boxes.
3. I don't know what to do with my cat when I leave for my holiday

4. Do you like this Heavy Metal Band?

B. PROJECT + 

1. Encourage pupils to talk about their findings and predict what they will do if they make a decision to do this job

2. Then assign them to write the profile of this occupation and make a poster for the classroom. They may copy and paste photos of the occupation by surfing in the Internet and put the poster on the bulletin board of the classroom. Advise them to put works in their portfolio.

3. You may invite parents in class for a career day

KEY TO WORKBOOK

The workbook exercises can be done either in class or at home depending on the time available and the needs of the pupils. Their degree of difficulty varies.

A. Vocabulary

1. Match the jobs to the pictures and write where each professional works

A farmer works in the countryside.

An air-traffic controller works at the airport.

A fire-fighter works at the Fire Brigade.

A hairdresser works in his/her hair/beauty salon.

A vet works in a clinic.

A waiter works in a restaurant.

A tour guide works for a travel agent's.

A weather forecaster works for a TV channel or radio station.

A car mechanic works in a garage.

A chef/ cook works in the kitchen.

2. Complete the sentences with the following jobs:

- | | |
|---------------------------|-----------------------|
| a. chef | b. fire fighter |
| c. architect | d. vet(erinarian) |
| e. air traffic controller | f. ecologist |
| g. hair dresser | h. jewellery designer |

3. Match the jobs with the skills/abilities or personal traits:

- | | |
|-----------|--------------------------|
| Lifeguard | good physical condition |
| Ecologist | ability to work in a lab |

home health nurse	compassionate
car mechanic	understanding how machines work
vet	love for animals
jewellery designer	artistic ability

4. Match the jobs to the school subjects that are necessary:

JOB	SCHOOL SUBJECTS
Air traffic controller	electronics
Home health nurse	health science
Meteorologist	science
Accountant	mathematics
Tour guide	foreign languages

5. Read the following job descriptions and find the job they describe:

- A. Journalist/reporter B. Actor/actress
C. Fashion model

B. Grammar

1. Complete the sentences with: MAY, CAN, SHOULD, WILL, GOING TO or their negative forms:

- John **may** come to the party, but no one is sure.
- You **should** be polite to your classmates.
- Mary **can** play the flute very well.
- I'm very thirsty. **Will you** give me a glass of water?
- You **shouldn't** work so hard. You look tired.
- Oh! It's snowing! I **will put** on my warm coat!
- Look out for the cars or you **will** have an accident.
- Tomorrow I **am going to** visit my friend Bill who lives in Patras.
- I can't lift this heavy suitcase. **Will you** help me please?
- The weather **will be sunny** tomorrow.
- May/can** I go to my friend's birthday party?

2. This is Tom's diary for Monday afternoon and evening.

On Monday afternoon, from 3 to 5 pm I am going to do my homework;
From 5-6 pm I am going to play football with friends;
From 6-7 pm I am going to take a shower and send an e-mail to a pen friend;

From 7-8 pm I am going to go to the dentist; and
From 8-9 pm I am going to watch television.

3. Complete the following situations:

- Your friend:* My computer doesn't work. I can't send the e-mail.
You: **I'll send the e-mail for you.**
- Your friend:* Will you give me a lift/lend me your umbrella?
You: **Of course! It's raining outside!**
- Your friend:* I have to carry all these packets.
You: **Be careful. Don't lift them or your back will ache.**
- Your friend:* I don't know what to do with my flowers when I'm away.
You: **Don't worry. I'll water them.**
- Your friend:* I like using my hands and fixing machines.
You: **I think you will become a mechanic.**

4. Look at the things Peter, Mary, Markos and Helen like.

Possible answers:

Peter may become a musician.
Mary may become an ecologist/a florist.
Markos may become a football player/referee.
Helen may become a librarian/an author/a writer.

5. Think of your interests.

Pupil's own answers.

6. Think about the following situations. What do you say?

- You want to go to your friend's name day party. Ask your parents for permission.
May/can I go to my friend's party?
- Your friend does not study enough. Warn him/her.
Study or you will fail your exams/you won't pass the test.
- Your mother is trying to fix the flat tyre of the car. Offer to help.
Will I change the tyre? /Will I help you?

- d. You are a fortune teller. A young man asks you about his future job. Look at the crystal ball and predict a job for him.
You will become a...
- e. You feel sorry for making your friend wait for you for an hour to arrive. Promise not to do that again.
I won't be late again/I'll always be on time.
- f. Your brother wants to become an actor. Give him a piece of advice.
You should use your imagination/ you should take part in school performances/you should read a lot of books.

7. You want to learn about your uncle's job. Ask him questions.

Pupils can use the questions used in the questionnaire in the pupils' book.

C. Writing

1. Find information (skills/abilities, school subjects, personal traits, working conditions etc) about a job that you like.

Ask pupils to do this activity and monitor their work. Encourage the use of visuals (pictures, posters, texts, etc.) to present their preferred job in class.

2. MEDIATION – The proverb

All work and no play, makes Jack a dull boy
= Η πολλή δουλειά τρώει τον αφέντη.
Make clear to pupils that people should have other interests in life apart from working. Elicit ideas and suggestions about leisure time. Refer pupils to www.lingua.jip.de for more proverbs from European countries.

3. Do you know the following song?

Que Será, Será is a well-known song, written by Jay Livingston and Ray Evans. This song was written for Alfred Hitchcock's 1956 re-make of his 1934 film

"The Man Who Knew Too Much" starring Doris Day & Jimmy Stewart.

Que Será Será
When I was just a little girl
I asked my mother, what will I be
Will I be pretty, will I be rich
Here's what she said to me.

Que Será, Será,
Whatever will be, will be
The future's not ours, to see
Que Será, Será
What will be, will be.

When I was young, I fell in love
I asked my sweetheart what lies ahead
Will we have rainbows, day after day
Here's what my sweetheart said.

Que Ser , Ser ,
Whatever will be, will be
The future's not ours, to see
Que Será, Será
What will be, will be.

Now I have children of my own
They ask their mother, what will I be
Will I be handsome, will I be rich
I tell them tenderly.

Que Será, Será,
Whatever will be, will be
The future's not ours, to see
Que Será, Será
What will be, will be.

<http://www.lyriczz.com/lyriczz.php?songid=12960>

NOW PUPILS ARE READY TO DO REVISION TEST 4-6 (please refer to the back of this book).

UNIT 7 SHARE YOUR EXPERIENCE

Aims of Unit:

- To familiarise pupils with the topic of record making and record holders as well as to introduce relevant vocabulary
- To motivate pupils to make their own records
- To revise Present Perfect Simple vs. Past Simple and introduce Present Perfect Continuous
- To involve pupils in all four skills: Reading, Writing, Listening and Speaking
- To encourage pair- and group-work
- To make pupils respect values such as the Olympic spirit and interest for sports.
- To encourage them consider and respect people with special needs.
- To motivate them talk and write about past experiences and achievements.
- To familiarise pupils with newspaper articles and radio programmes

Vocabulary	Words related to sport events and world records such as race, relay race, freestyle, breaststroke, to break/hold a record, to compete, to lose a game etc.
Grammar	Present Perfect Simple Present Perfect vs. Past Simple Present Perfect Continuous The use of for and since
Functions	Describing past experience Comparing general experience and events that happened at specific time Expressing duration
Reading	A questionnaire: Share your experiences Newspaper reports "Famous record holders" Reading for specific information
Listening	Radio programme: "Top stories on the radio" Listening for specific information Listening for details
Speaking	The hot air balloon competition: What have you done in your life so far? Let's play bingo: Have you ever...? Information gap: Interview with a famous Paralympics champion Act out a dialogue: What have you been doing? Mediation: a newspaper extract
Writing	Write a page for the class book of records Write a report about Konstantinos Fykas to appear in the local newspaper. Project work: make a poster and write about your personal record.
Learning Strategy	Cooperation (working in groups)
Relation to CEF	Pupils can identify specific information in simpler written material such as short newspaper articles Pupils can use an idea of the overall meaning of short texts on everyday topics of a concrete type to derive the probable meaning of unknown words from the context Pupils can understand and extract the essential information from short, recorded passages dealing with everyday matters which are delivered slowly and clearly Pupils can ask and answer questions about pastimes and past activities Pupils can make themselves understood in an interview and communicate ideas and information on familiar topics
Cross-curricular	Sport, Olympic Spirit, Information, Communication, Progress, Team Spirit, Differences & connection Similarities / Physical Education, Citizenship, Environmental Education, Theatre Education

Exploitation of the unit introductory (p.73)

Warm-up

Exploit the lead-in page: Share your experiences

- Before exploring the unit, inform the pupils about its aims. Tell them what they are going to read, to talk about, to listen, to write and to learn going through the aims in the box of the first page.
- Invite them to answer the quiz of their experiences. This will activate their stored knowledge and will help them to deal with the following pages.

Lesson 1 – Famous Record Holders

Aims of the lesson

- To Revise Present Perfect Simple to show past experience
- To revise Present Perfect Simple vs. Simple Past
- To present vocabulary related to sports, world records, swimming styles and theatre shows
- To make pupils respect values such as the Olympic spirit and interest for sports
- To motivate pupils to learn and talk about art and sports.
- To involve pupils in doing pair work: talking and writing about past experiences and achievements
- To motivate them to learn through games: "Let's play"

Pre-reading

- Ask pupils about the World Book of Records. What kinds of achievements are included in this book? Do the pupils know any examples?

Background Information

(Categories of records: Human body (shortest or tallest man, longest hair etc.), amazing feats (unusual skills, test of strength etc.), natural world (extraordinary animals, fantastic pets etc.), science & tech (gadgets, buildings, structures etc.), arts & media (pop stars,

books & magazines etc.), modern society (disasters, war & weapons, big money etc.), travel & transport (aircraft, cars, epic journeys), sports & games)

- Invite them to talk about athletes who have won world records.
(MOST OLYMPIC WEIGHTLIFTING GOLD MEDALS)
The most Olympic weightlifting gold medals won are three by Turkey's Naim Suleymanoglu at the Olympic Games in 1988, 1992 and 1996, and Greece's Pyrrros Dimas in 1992, 1996 and 2000.
MOST OLYMPIC MEN'S ATHLETICS GOLDS
The most Olympic gold medals won by a man are 10, by the USA's Raymond Ewry – who won gold in the standing high, long, and triple jumps in 1900, 1904, in 1906, and 1908)
- Let them name the kind of sport as well. Write some of the vocabulary on bb such as swimming styles: freestyle, butterfly, breaststroke, relay races etc.
- Ask them to talk about their experience concerning theatre. Let them name some theatrical plays. It doesn't matter if the titles are in their native language. Elicit new vocabulary and write it on bb: production, audience, longest running show etc.
- Ask them to look at the two newspaper articles that follow. Comment on the pictures. Then give them a few minutes to read the true/false questions that follow.

While reading

- A. Pupils have to tick the TRUE/FALSE questions in Task A. Let them give their answers and ask them to support their choices. Help weak pupils realise where the answers lie in the texts.
- B. Now ask them to read the text again and find the words in the text that have the same meaning as the words or definitions given in exercise B.

KEY

- A. True/false: a. false (middle distance swimmer), b. true, c. false (800m), d. true e. true f. false (less than half of 2 billion

dollars) g. false, h. true

B. 1. dominated, 2. unprecedented, 3. relay, 4. longest running show, 5. mixed reviews, 6. packed audience 7. post-show party, 8. musicals.

Post-reading

C. Let pupils talk about their swimming preferences and theatre shows and motivate them to use the new vocabulary.

D. This is an extended text for extra reading. If time permits, advise pupils to read about Ian Thorpe and the reasons why he decided to abandon his career.

KEY Swimming is not at the top of his priority list.

2. Grammar

A. Invite pupils to look at the grammar box and notice the formation of Present Perfect of regular verbs. Remind that watched is called past participle. Point out that the past participle of irregular verbs does not have the same form.

B. Ask pupils to complete the sentences in B using the correct form of Present Perfect.

KEY Ian Thorpe has **been** an Olympic gold medal swimmer. He has won both the 200m and the 800m races. He has **pushed** Australian relay teams to success. He **has** broken **22 World records** so far. He **has won** 5 Olympic gold medals. 'Phantom' **has** become the longest running show... It **has made** \$3.2bn.

Instruct them to underline examples of Present Perfect in the texts and help them come up with its use.

C. Invite pupils to read the two sentences in C. Ask what the difference between the two sentences is and elicit their answers. If necessary, refer pupils to grammar section on the back of the book (p.155).

D. Ask pupils to complete the rule in their books.
Pupils may look at their texts and find

examples of the two tenses and let them justify their use in each example.

KEY TO D:

We use the Simple Present Perfect Tense to talk about past activities for which we **don't know or we are not interested** in exactly when they happened. We use the Simple Past Tense to talk about activities in the past for which **we know exactly** when they happened

3. Practice

A. Pair work: speaking

Aims:

- To practise the Present Perfect
- To practise turn-taking through a meaningful and interesting activity. Pupil A is an Oscar winner while pupil B is an Olympic Champion. They have to find out two of the activities that they have done so far.

Example: *Have you played in soap operas?*

– *Yes, I have. Or No, I haven't etc.*

B. The Hot Air Balloon Competition:

Group work

Aims:

- To use the Present Perfect to talk about past experience.
- To motivate them think in order to take decisions.
- To consolidate vocabulary taught in the lesson.
- To entertain pupils through an amusing activity

Divide the class into groups of 4. Explain that each one of them has to say important things that they have achieved so far. E.g.: *I have played the role of Puck in Shakespeare's play "Midsummer night's dream", I have climbed a tree 6 m. high, I have taken part in a chess competition etc.* Let them vote for the person they think should win the trip. At the end they should discuss the reasons they voted for that particular pupil. E.g. *I think Bill should go because he has played one of the most difficult roles and he has done ...*

C. Let's play!

Aims:

- To entertain pupils through a game.
- To have further practice of Present Perfect.

Go through the chart with the pupils and make sure that they understand the

"Bingo" Card

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 in an exam	ridden a horse	done skateboarding	swum in a pool
NAME: _____	NAME: _____	NAME: _____	NAME: _____

Now pupils can work on the following activities in the workbook: Vocabulary: 3 Grammar: 1, 2.

Lesson 2 – Top Stories on the Radio

Aims of the lesson

- To involve pupils in listening activities.
- To listen for the main idea, to listen for specific information.
- To familiarise them with radio programmes.
- To present vocabulary related to unusual record holders (stunt, skateboarding, skewer, ferret race etc)
- To introduce Present Perfect Continuous
- To make pupils think and respect people with special needs.
- To motivate pupils to learn and talk about unusual sports and achievements.
- To motivate them to participate in sports and set their own records.
- To involve them in making the Class Book of Records.

1. LISTENING

Pre-listening Stage – Warm up

Explain that through this lesson pupils will

vocabulary. Make also sure that they understand the rules of the game: They cannot write one pupil's name on the chart in more than one square. The winner is the one to complete the squares first. The class will be noisy as the pupils will be moving around and ask each other!

be involved in finding information about world records. They may also make their own class book of records.

A. Ask whether they have heard about strange records and unusual activities or sports. Instruct them to look at the photos and match them with the titles given. Let them talk about the pictures and try to predict the activities involved.

KEY 1.b, 2.a, 3.c.

Write some words on bb such as ferret, stunt, skewer etc, which the pupils will listen to.

While-listening

B. Invite pupils to go through the questions (B and C) so as to concentrate on finding the answers while they will be listening. Then let them listen to the tape twice. Check their answers.

KEY 1.b, 2.a, 3.b, 4.a, 5.b, 6.b

C.

KEY

Kostas has used 2 tons of meat, Tony has done difficult and dangerous tricks, Warhol has broken a race record, Tony has earned a lot of money doing his hobby, Warhol has managed to beat 150 others to be a champion.

TAPESCRIPITS:

1. Career out of a record

Few people would question Tony Hawk's status as the greatest skater ever. He has been boarding since he was nine and he has taken part in over 100 professional contests since he was 14. Along the way, he's invented dozens of unique stunts, which fellow skaters have rushed to copy. He's made a fortune, lost it, and won it back again. Now he has retired from competitive skating.

'Well Tony did you expect such a success?'

'To tell you the truth I've never dreamt of making a career out of skateboarding.'

'What has your latest record been?'

'I have won the Skateboard Games in San Francisco, California.'

'When was that?'

'It was June 1999. I did the 900 degree spin .That means two and a half airborne rotations off the skateboard ramp.'

'Was it difficult?'

'Well, it took me four years of serious practice.'

Today Hawk's name can be found on boards, clothes, and computer games. Definitely, he has remained the first and only person who has achieved such a record.

2. Record-Breaking Doner

Kostas Dasios, a restaurant owner from Patras, Greece, has prepared and cooked the world's largest doner kebab or gyros, as it is called in Greek. Kostas has put two tons of pork on a giant skewer, 1.73m high, in an effort to break the world record.

'Kostas! Congratulations! Have you prepared everything on your own?'

'No. 32 colleagues have helped me.'

'How long have you been cooking it?'

'For 12 hours.'

'By the way, who was the previous doner kebab record holder?'

'Sami Eid, a Lebanese from Cyprus, but his doner was only measuring 1.51m high. Come on! Let's have some of it while it's

still warm!

Well, revenge may be a dish best served cold, but in the case of Kostas, the saying does not apply.

Adapted from ERA News in English

3. My pet, the champion

In Northumberland, England nothing excites the locals as much as a good ferret race. Our last record holder is a pet and here is Mrs. Adams the owner of Warhol, the ferret.

'What record has he achieved?'

'He has run the 33 feet tube race in 22 seconds at the Ferret Racing Championship in Northern England. He has managed to beat 150 other entrants and become a champion.'

'Obviously Warhol has won his fifteen minutes of fame!'

'That's true!'

'Tell me, how long have you had Warhol?'

'I bought him two years ago.'

'Is it difficult to keep a ferret as a pet?'

'Not at all! Actually, I strongly recommend to keep a pet like this because it is the most loving, playful and anti-depressant pet you can ever keep at home.'

Post-listening

- D. a. Ask pupils to talk about Tony, Kostas and Warhol and say what each of them has done to become a record holder.
- b. Ask your pupils whether they know other record holders and their achievements. Would they like to do something similar? Why yes/no. Accept any ideas as long as they are able to support their opinion.

E. GREEK BOOK OF RECORDS

Aims: to consolidate the use of Present Perfect and vocabulary introduced in the unit and use them in a writing activity. Ask pupils to think about Greek record holders. Ask why they admire him/her. Make them think what this person has done so far to deserve their admiration. Invite them to write a report about this

person's achievements using Present Perfect (they must be alive to be able to use Present Perfect). They may find information about him/her on the Internet or books, magazines etc. For information about record holders like Pyros Dimas, Fani Chalkia, etc, football players or any other personalities, look for their official sites on the Internet, if there are any, or consult <http://www.guinnessworldrecords.com> <http://www.wikipedia.org>

2. Grammar

Ask pupils to look at the two cartoons. Draw their attention to the Simple Present Perfect and the Continuous Present Perfect. The diagram will help pupils realise that the Continuous emphasises actions that started in the past and continue up to the present (the emphasis is on duration). Ask them what the difference between for and since is. Ask pupils to look at the grammar table and say whether they notice the formation of the Present Perfect Continuous. Let them compare it with the formation of the Present Perfect Simple and write several examples on bb. (At this point, give emphasis on the use of since/for and don't insist very much to show them the difference between the use of the two tenses.) Invite pupils to do the since/for exercise and complete the rule.

KEY TO B:

1 for, 2 for, 3 since, 4 since

KEY TO C:

We use **for** with a period of time.

We use **since** with a point in time (day, year, month, etc.).

3. Practice

A. PAIR WORK: The 2004 Paralympics in Athens

Aims:

- To motivate pupils to respect people with disabilities
- To consolidate the use of Simple Past versus Present Perfect

- To practise the Present Perfect Continuous
- To practise the question forms of the tenses and give answers with *since* and *for*.
- To practise turn-taking

Ask pupils to look at the back of their books to the appropriate pages. Pupil A should find his/ her questions on p.139 and be ready to ask Pupil B and find out about Fykas. Pupil B should find his/her information on p.141 and should be ready to answer Pupil A's questions.

Give them some minutes to do the activity.

KEY

A: When was Fykas born?

B: He was born on 25 January 1981.

A: When did he start swimming? How long has he been training?

B: He started swimming when he was 4 years old. He has been training for..... years.

A: How many Olympic Games has he participated in so far?

B: He has participated in three. He swam in Atlanta in 1996, in Sydney in 2000 and in Athens in 2004.

A: How many Olympic medals has he won?

B: He has won 5 so far. 2 gold and 3 silver ones.

A: How long has he been an Olympic champion?

B: (He has been an Olympic champion) since 1996

An article for the school newspaper

AIM: To consolidate structures and vocabulary taught in the unit and use them in a writing activity.

Ask pupils to work in pairs and use the above information in order to write a small article to appear in the school newspaper. They may find pictures as well.

If time is not enough, assign this activity for homework.

Learning Strategy: When we work in groups...

Ask your pupils to talk about their experience working in groups. What are

the things they like/don't like?
Do they learn faster? Some things they should consider, who is going to do what, the group leader, the final product.
Explain that working in groups, involves shared and/or learned values, resources, and ways of doing things and that Interaction within the group is based upon mutual respect and encouragement.

B. PAIR WORK: A DIALOGUE

AIM: to consolidate the use of the Present Perfect Continuous through a communicative activity.

Assign roles to the pupils. Tell them that they haven't seen each other for a long time and that they want to find out about other's whereabouts. The pictures will help them to make the actual dialogue.

KEY

Nick: Hello Betty! How nice to see you again!

Betty: Oh, nice to see you, too, Nick. What have you been doing all this time?

Nick: Oh! I have been very busy! I don't live in the house of Venizelou St. I have moved to a new one.

Betty: That's nice!

Nick: And you know, I like music a lot. I have been practising the piano for 3 months. It's a great experience. What about you? ...

C. MEDIATION

Aim: To enable pupils communicate in English, the gist of a text written in their native language.

Encourage pupils to read the newspaper extract written in Greek. Tell them that they don't have to translate everything but the most important things so as to make Tony realise what the extract is all about.

Possible answer:

This newspaper extract is about Fykas – a Paralympics Greek athlete. Although Fykas didn't manage to get the gold medal in the 2004 Paralympics in Athens, he felt very proud and happy. "It was the happiest moment in my career. I had a great time

tonight" he said after the end of the fight against his Australian friend Ben Osteen.

Now pupils can work on the following activities in the workbook: Vocabulary: 1, 2, 4, 5, 6 Grammar: 3-10

Lesson 3 – Going for the Gold Project

AIMS:

- To encourage pupils set their own records
- To motivate them to think about recycling
- To make their own poster and use language they were taught
- To encourage them keep personal ideas and achievements in their portfolio
- To consolidate the use of Present Perfect tense

Let pupils look at the poster and comment on it. Ask their opinion about these children who had been brushing their teeth for about 60 seconds.

What similar activities have your pupils participated in? Encourage them to set and break their class record. Emphasise the fact that pupils should set goals in their life and that they should always do their best no matter what the result is.

A. Discuss the picture with the pupils.

There are various cans and tins we use everyday. Make them think about making a can-struction so as to set and break a record. Then talk with them about what things we can recycle (paper, cans, bottles, batteries etc). Encourage them to collect their empty cans and paper they do not need. They can give them for recycling or take part in a campaign organised by the State.

B. Invite pupils to make their own poster so as to motivate other pupils to set another record. Use the ideas of the book but of course accept any other ideas that the pupils may come up with. +



C. Your pupils may write their personal achievements in their portfolio. Make sure

that they all write some sentences using Present Perfect tense.

KEY TO WORKBOOK

A. Vocabulary

1. Match the words:

Silver medal, butterfly swimmer, relay race, break a record, recycling bank, record holder

2. Match the following words with their definitions or synonyms:

- Reporter: someone who works for a TV station, or a magazine
- Champion: the best athlete or player
- Longest running show: the play with the most performances
- Packed audience: many spectators
- Composer: music writer
- Achieve: succeed
- Unique: only one of this kind

3. Cross the odd word out:

freestyle, **performance**, backstroke, butterfly, breaststroke
poetry, musical, drama, opera, comedy
succeed, manage, achieve, **fail**, accomplish
win, beat, **lose**, come first/top, succeed

4. Look at the pictures. Write sentences about them using a word from the box.

E.g. *This great athlete has broken the world record in 100m freestyle race.*

World record, Paralympics games, musical, relay race, recycling bin

Any correct sentences are acceptable

5. Match A to B to make sentences.

He has won both 200m and 800m freestyle. That's fantastic! Does he hold the world record then?

What has your last record been? I have won the Elementary School Games in California.

Do you know if relay races and discuss throwing are Olympic Games? Yes, they are.

Well, how long have you been cooking it? I have been cooking it for 12 hours.

Tell me, how long have you had your ferret? I bought him two years ago.

6. Read the following texts and decide who each person is.

A: Madonna , B. Panagiotis Giannakis, C. Maradonna D. Mohamed Ali

B. Grammar

1. It is 10.30 in the morning. Jim is having...

Mother has made a birthday cake.
Father has cooked roast beef and potatoes.
Grandfather has prepared the sandwiches.
Grandmother has bought flowers and candles.

Mary has tidied the rooms.

Jim hasn't done anything. He is still sleeping. It's his birthday today!

2. Present Perfect Simple or Simple Past?

John *has been* a basketball player for 6 years. He *started* playing when he was 5 years old and has *enjoyed* it since then.
John *joined* the local team last year and has *offered* great help so far. Last night John *managed* to score at the very last second and so he has given the victory to his team.

3. For or since?

a for, b since, c since, d for

4. Rewrite the sentences using for and since

a. John moved to Santorini in 2004. *He is still living there. He has been living in Santorini since 2004.*

b. He has had the ferret for two years.

c. They have known the Smiths since 2000

d. He has been playing in Panathinaikos since 2006.

5. Complete the sentences with the correct tense of the verbs

a. has been writing, b. has also been working, c. has been collecting, d. have been watching, e. have been recycling, f. have been writing.

6. Look at the pictures of the things in Jim's room.

a. He has been doing his homework.

b. He has been drawing

c. He has been writing an e-mail message

d. He has been listening to his CD's.

7. Complete the sentences with the

correct tense...

a. has lost, b. has scored, c. has won, d. has never broken, e. has had, f. was, g. have never tried, h. has been swimming, i. went, j. has belonged.

8. Choose the correct answer a, b or c.

1. Have you ever ridden a horse? No I haven't.
2. Have you ever swum in a river? Yes, I have. I swam last summer.
3. Has Tom been studying English for many years? Yes, for 5 years.
4. When did you start piano lessons? Last week.
5. Have you broken a class record? No, I haven't. I think I must try harder.

9. Imagine you are a reporter...

How long/dance? *How long have you been dancing?*

In which places/dance? *In which places have you danced?*

When/best ballet performance *When was your best ballet performance?*

What/do/recently? *What have you been doing recently?*

What/do in the future? *What will/ are you going to do in the future?*

10. Joan is your pen friend from London...

Possible answer:

Hello Joan! How nice to hear from you!

Well, I have been very busy lately. I have been studying for my French language exams and I feel a little tired. I have been studying the guitar, too and I really enjoy it. I can play lots of songs. Our friend Anastasia is fine. I haven't seen her since last Friday because she has been studying for her language exams, too. Will you be with us next month?

Kisses

UNIT 8 BLOW YOUR OWN TRUMPET

Aims of Unit:

- To familiarise pupils with the world of music
- To sensitise them about personal safety
- To talk about pocket money
- To encourage visits to museums
- To teach vocabulary related to music and money
- To teach through entertainment
- To present type 1 and type 2 conditional sentences
- To teach how to give advice
- To encourage pair and group work
- To involve them in all four skills

Vocabulary	Words related to music such as band, instruments, string, wind, percussion, folk music, rhythm etc. Words related to money such as wealthy, pay, waste, owe, borrow, to pest for money, a single penny left, consumer habits etc.
Grammar	Type1 Conditional sentences Type 2 conditional sentences
Functions	Talking about events that depend on a condition Expressing possibility/probability Talking about imaginary situations Asking for and giving advice
Reading	Reading a leaflet: the music education series Reading a magazine article: pocket money and pester power Reading a letter from a problem page of a magazine Reading for specific information Reading for details
Listening	Listening to the sounds of musical instruments Listening to a song: a rich man's world Listening for gist Listening for specific information
Speaking	Speaking about music, festivals and money Speaking about personal safety
Writing	Write an email: the museum of folk instruments A class survey: how pupils spend their pocket money Project: write an advice letter
Learning Strategy	Reading for gist
Relation to CEF	pupils can identify the topic of a discussion pupils can understand short simple personal letters pupils can find and understand relevant information in everyday material, such as letters, brochures etc pupils can derive the probable meaning of unknown words from the context pupils can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations pupils can express their thoughts about cultural topics such as music, films etc.
Cross-curricular connection	Information, Communication, Culture, Personal Safety, Stereotypes, Conflict / Music, Consumer Education , Mathematics, Citizenship

Unit Introductory page (p.85)

Warm-up

A. Discuss the title with the pupils. Explain that to blow your own trumpet means to talk a lot about your own achievements, to praise yourself.

- Ask whether they like music, what kind of music they like. Do they know how to play a musical instrument? Name some and write them on bb. Introduce the words: wind, string, percussion. The pictures of the page will help.
- Invite them to listen to the tape and match the sounds with the musical instruments.

B. After they have listened and have been given feedback, invite them to put the instruments into the right category.

KEY:

wind: flute, clarinet, oboe, trumpet

string: violin, guitar,

percussion: drums, tambourine

Lesson 1 – Harmony, Melody and Rhythm

Aims of the lesson

- To inform pupils about festival, music, concerts.
- To present vocabulary related to music and musical instruments
- To present type 1 conditional sentences
- To learn to fill in a form by identifying the information they need.
- To inform about personal safety
- To get pupils acquainted with other cultural dimensions
- To involve pupils in pair work.

1. Reading

Learning Strategy – Exam Techniques:

When I match headings with paragraphs

Explain your pupils that sometimes they may be asked to reach the meaning of a reading text by matching headings to paragraphs (usually in tests). Ask them to think about the steps they are going to follow. They should read all headings, read paragraphs, underline key words or

sentences etc. They can work the task of their book and talk about their experience.

Give them feedback

Pre-Reading stage:

A. Before reading the leaflet, invite pupils to talk about festivals concerts and singers. Let them talk about their experience and feelings about music and events.

Have they heard of Concert Halls? What opportunities for example, do the Concert Hall (Μέγαρο Μουσικής) of Athens and Thessaloniki offer to people?

Do they know any other music festivals taking place around the world? (e.g. The Festival of Edinburgh)

Background Information

About Edinburgh Festival

The Edinburgh International Festival presents a rich programme of classical music, theatre, opera and dance in six major theatres and concert halls and a number of smaller venues, over a three-week period in late summer each year. In addition to mounting the annual three week programme of events, the Festival has a year-round programme of education aimed at all ages from primary school pupils to adults.

The Festival began in 1947, with the aim of providing 'a platform for the flowering of the human spirit'. Right from the start it inspired people to put on shows of their own out <http://www.eif.co.uk> with the official Festival, and soon these grew into the Edinburgh Festival Fringe. Since then half a dozen or so more festivals have grown up around it in August and early September, and collectively these are often known as 'The Edinburgh Festival'.

For more information: <http://www.eif.co.uk>

- Inform them that today they are going to read a leaflet concerning music education series. Instruct them to go through the questions first and make sure that they understand unknown words. Explain the word venue (meeting place).

While-Reading Stage

B. Make sure that all pupils understand the information needed in the form. Ask them to fill it out with details concerning their

school.

KEY TO QUESTIONS (B):

1. The pupils won't pay any money. The programme is offered at no cost to schools
2. The venue is at the Concert Hall of Thessaloniki.

3. Schools should make reservations. Those who will reserve early will be able to attend. They should also fill out the form of the brochure.

C. Now pupils have to read the events that will take place. Before giving them time to read the different events, let them look at the pictures and introduce the titles. Then ask them to read and match the texts with the titles. Explain that there is an extra title.

KEY (C):

A. *With Strings Inspired*, B. *Little Red Riding Hood*, C. *The Soul of Peru: Music in Motion*, D. *Greek Dances and How to do them*.

D. Now ask pupils to decide about which events they will go to. Give them some time to identify the texts.

KEY (D):

If you are interested in musicals, you can attend the event(s) **B**

If you are interested in folk music, you may book for the event(s) **C & D**

If you are a violin fan, you will attend the event(s) **A**

If you want to change the end of the story, you will go to the event(s) **B**

If you want to learn about other cultures, you can attend the event(s) **C & D**

KEY (E):

a. fan, b. inspire, c. adaptation, d. entertaining, e. dazzling, f. electrifying, g. verse, h. chorus
i. Passionate, j. register.

Post-reading stage

• Ask pupils whether they liked the events. Which one would they like to see and why. Check and consolidate more vocabulary, such as inspire, attend a musical, a performance, etc.

2. Grammar

• Ask pupils questions referring to the texts they have just read: "What will you learn if you choose to attend the musical of Red Riding Hood?" Write the sentence on bb. Draw pupils' attention to the word if in the if-clause as well as the verbs of both clauses: If and result. Give them more examples of sentences **with if+ present—will, must, can, imperative**. Elicit answers to what the sentence expresses: something that is possible to happen in the present or the future.

• Ask them to complete the rule for type 1 Conditionals.

KEY to B: a. Simple Present, b. Simple Future, Imperative, modals.

KEY to C: A.

KEY to D: If + Simple Present → will/can/ must/imperative + bare infinitive.

3. Practice

A. A Game

AIMS:

To practise type 1 conditional

To entertain pupils

To learn through turn- taking

Let them imagine that they are singers.

What will happen if their songs sell well?

Give pupils an example so as to understand what a chain is: pupils have to start a sentence using as "if" clause, the result clause of the previous pupil. Give them an example: S1: *If I sell a lot of CD's, I will become famous*, S2: *If I become famous, people will admire me...etc.*

B. The Red Riding Hood story

AIMS:

To inform pupils about personal safety and health.

To make pupils aware of everyday dangers.

To practise type 1 conditional


a. Remind pupils the story of Red Riding Hood. (The wolf tricks her and goes to her grandmother's house first, tricks the grandmother, too, who opens the door etc.) Ask pupils what Red Riding Hood's mother had advised her. Did the little girl follow her mother's advice? What was the

result of not following the advice?
b. Inform pupils about some dangers that they may come against with. Ask what they will do if a stranger asks them to get into his car. Assign roles and ask them to act out the actual dialogue.

POSSIBLE ANSWERS:

If a stranger asks me to get into his car, I will refuse politely, I will say that I will have to telephone my mother first, I won't get in etc.

C. The Museum of Popular Instruments

Aims + 

To encourage pupils to visit museums
 To inform about what museums can offer
 To identify specific information
 Discuss the picture with your pupils. Have they ever visited such a museum? What did they see there? What do they expect to see in a music museum? Suggest that it would be a nice idea to visit the one in the picture, if they come to Athens. Ask them if they are familiar with folk music of other countries.
 Instruct them to write an email to their friend from Ireland who is coming to Athens and is interested in folk music,

about what he can see and do if he visits the museum.

KEY TO C:

Dear Billy,
 I know you are interested in traditional music, so if you come to Athens, we will visit the museum of folk instruments. You will see many instruments, and you will have lessons in traditional Greek music. There are workshops in the museum.
 Kisses
 X

D. The Matching Game

Aims:

To entertain the pupils
 To teach through a game
 To practise type 1 conditional
 This activity is entertaining and the class will become noisy. It is worthwhile though since the class will be able to realise the structure of type 1 condition.
 Write the sentences of the table below on strips of paper and hand them out to pupils. They will have to read them and move around in order to find their matches.

If I touch that wet paint	won't my fingers be sticky?
If I jump in the sea	won't I get wet?
If he parks too close to that car	won't the door hit it?
If I sneeze again	won't you offer me your handkerchief?
If they can't turn off the car alarm	won't you at least put your fingers in your ears?
If someone copies your exam paper again	won't you report them for cheating?
If I lend you some money	won't you go to the market with me this afternoon?
If I cook you a new dish	won't you even taste it?
If I can't do my homework	won't you help me?
If I introduce you to my new friend	won't you say something nice?
If the teacher gives us another test	won't someone complain?
If I eat your sandwiches	won't you be hungry?

E. Which festival will you choose to go to?

Aims:

To identify information

To guess the meaning of unknown words from context

To consolidate type 1 conditional

To use language taught in the unit.

Let pupils read the festival leaflets. Ask them to decide which one they would like to visit and why. Then instruct them to persuade their friend to visit the one they have chosen and support their opinion.

POSSIBLE ANSWERS:

a. Let's go to the Pop Music Festival. If we choose this one, we will see bands from all over the world. And what's more, the money goes to charities. If we choose this one then, we will help people at the same time.

b. Let's go to the Film Festival and Educational Series. If we go to this one, there will be surprises. We will find smart t-shirts, hats, posters and last year's CD.

Now pupils can work on the following activities in workbook: Vocabulary section: 1, 4

Grammar section: 1, 10

Lesson 2 – Feel the Rhythm

Aims of the Lesson:

- To introduce type 2 conditional.
- To introduce vocabulary related to money
- To motivate pupils to speak about imaginary situations for something unlikely to happen.

- To generate discussions on issues concerning pocket money and young people's consuming habits

- To teach through authentic texts

- To entertain

1. Listening part 1

Pre-listening Stage

- Ask pupils about pocket money. Do they get any? Do they pester for money? Teach the word pester
- Tell them that they are going to listen

to a song sung by Abba, a Swedish group. Pupils may know them from their popular song "Waterloo".

[Background information: ABBA (1972–1982) was a Swedish pop music group. They remain to date the most successful Swedish music act and were one of the most popular groups in the world. The group dominated charts worldwide during the mid-to-late 1970s and early 1980s, selling many hit singles and albums. ABBA's 1974 hit song "Waterloo" was voted the "All-Time Best Song of the Eurovision Song Contest" during a show organised on behalf of the European Broadcasting Union (EBU) in 2005.]

- Give words and expressions on the board (pay the bills, wealthy man etc.) and ask whether they can predict what the song is about. Write their suggestions on the board.

While-listening Stage

Ask pupils to close their books and listen to the song. Ask whether they guessed correctly. Compare their answers to the earlier suggestions on bb.

Invite them to open their books and go through the lyrics. Instruct them to listen and fill in the missing words.

TAPESCRIPTS

I work all night I work all day

To pay the bills I have to pay

Ain't it sad!

And still there never seems to be

A single penny left for me

That's too bad!

In my dreams I have a plan

If I got me a wealthy man

I wouldn't have to work at all

I'd fool around and have a ball (*have a very good time*)

Money, money, money

Must be funny

In the rich man's world

Money, money, money

Always sunny

In the rich man's world

Aha, aha, all the things I could do

If I had a little money

It's a rich man's world...

- Check their findings and ask whether they liked the song. Ask also how they would spend their money if they won some. Don't worry if pupils make grammatical mistakes. The aim of the above listening is to focus on the meaning of the structure.

LISTENING PART 2

A.

- Begin by eliciting from pupils various things they would spend their money on if they won some. Write some of their sentences on bb.
- Tell learners that this time they will listen to what Tom, Sara and Stella would spend their money on. Point out that they have to complete the table. Give them a few minutes to write their answers.

B.

KEY:

Tom: He would buy a hi-fi CD player and CD's

Stella: She would pay all the money she owes and she would also buy a bicycle

Sara: She would help her friends and would give money to charities.

TAPESCRIPTS

Tom: Well, I have a passion for music! The first thing I would do if I won a lot of money...er because I haven't really got a good hi-fi CD player, I'd 'waste' some money on an expensive CD player and I'd buy all the CD's I like.

Stella: If I were you, I'd pay back all the money I owe and I'd never borrow money from people again. Oh, and something else... I can't afford to buy a bicycle today...so, yes, I think, if I won some money...I... I'd buy a bike...

Sara: Well, I think my life wouldn't change much! I wouldn't give up my job; I would lend money to friends who are in need; and I would give some of the money to charity...

- Invite learners to find the opposites of the vocabulary they listened to. Write words on bb.

C.

KEY

Waste/save, win/lose, wealthy/poor, owe/pay back, borrow/lend

- D.** Ask pupils to read a magazine article that their friends Joe and Joan have sent. Point out that they have to concentrate on specific information (let them read the pre-questions)

KEY

- a. pocket money
- b. by pestering their parents. Other sources of income: job earnings, money from friends or relatives, Saturday jobs.
- c. The power to persuade parents to spend money. Children as young as 3 have it. Ask whether they agree on these children's behaviour to pester for money. Generate discussion on money spending issues. Explain a few words that learners may not have understood. Say that a synonym for **pocket money** is **allowance** etc.

Follow up

If there is time the pupils can listen to the song 'If I were a rich man' from the musical 'Fiddler on the roof'. They may write their own lyrics of what they would do if they were rich.

LYRICS OF THE SONG

If I were a rich man,
Ya ha deedle deedle, bubba bubba deedle
deedle dum.

All day long I'd biddy biddy bum.

If I were a wealthy man.

I wouldn't have to work hard.

Ya ha deedle deedle, bubba bubba deedle
deedle dum.

If I were a biddy biddy rich,
Yidle-diddle-didle-didle man.

I'd build a big tall house with rooms by the
dozen,

Right in the middle of the town.

A fine tin roof with real wooden floors
below.

There would be one long staircase just
going up,
And one even longer coming down,

And one more leading nowhere, just for show.

I'd fill my yard with chicks and turkeys and geese and ducks
For the town to see and hear.
And each loud "cheep" and "swaqwk"
and "honk" and "quack"
Would land like a trumpet on the ear,
As if to say "Here lives a wealthy man."

If I were a rich man,
Ya ha deedle deedle, bubba bubba deedle deedle dum.
All day long I'd biddy biddy bum.
If I were a wealthy man.
I wouldn't have to work hard.
Ya ha deedle deedle, bubba bubba deedle deedle dum.
If I were a biddy biddy rich,
Yidle-diddle-didle-didle man.

I see my wife, my Golde, looking like a rich man's wife
With a proper double-chin.
Supervising meals to her heart's delight.
I see her putting on airs and strutting like a peacock.
Oy, what a happy mood she's in.
Screaming at the servants, day and night.

The most important men in town would come to fawn on me!
They would ask me to advise them,
Like a Solomon the Wise.
"If you please, Reb Tevye..."
"Pardon me, Reb Tevye..."
Posing problems that would cross a rabbi's eyes!
And it won't make one bit of difference if I answer right or wrong.
When you're rich, they think you really know!

If I were rich, I'd have the time that I lack
To sit in the synagogue and pray.
And maybe have a seat by the Eastern wall.
And I'd discuss the holy books with the

learned men, several hours every day.
That would be the sweetest thing of all.

If I were a rich man,
Ya ha deedle deedle, bubba bubba deedle deedle dum.
All day long I'd biddy biddy bum.
If I were a wealthy man.
I wouldn't have to work hard.
Ya ha deedle deedle, bubba bubba deedle deedle dum.
If I were a biddy biddy rich,
Yidle-diddle-didle-didle man.

2. Grammar

Draw pupils' attention to type 2 conditionals. Write examples taken from their listening texts on bb. Some pupils have difficulty in grasping the use of type 2 conditions. Point out that in order to use this condition, it depends on how the situation is seen: impossible/ imaginary/ unreal etc. Draw their attention to the verbs used in both clauses. Finally ask them to answer the questions of the grammar box and complete the rule.

KEY

B. Which tense do we use in the If-clause?
Past tense

What verb forms do we use in the result clause? Would+ bare infinitive

C. Tick the correct

The example sentences show that something is **b. very unlikely or impossible to happen in the present or future.**
Which example can express advice? **If I were you, I would pay back all the money I owe.**

D. Complete the rule:

If + Past → would +bare infinitive
We use type 2 conditionals to talk about something very unlikely or impossible to happen in the present or future.

3. Practice

A. Speaking: If I were a millionaire

Aims:

To practise type 2 condition
To involve pupils in turn-taking

communication

To entertain

Give pupils an example so as to understand what a chain is. Try to involve as many as possible and give them a chance to practise.

B. Group Work

Aims:

To consolidate type 2 conditions

To make them think about their school's needs

To allocate money according to priorities

To learn to come to conclusions and take decisions

To connect the lesson with the subject of Mathematics (calculation of their budget)

Invite learners to think of the situation.

What they would spend their money

on? What are the needs of their school?

Divide them into groups of 4-5 and let

them discuss and support their opinion.

It's a demanding activity because it makes learners think and come to conclusions.

Let the leaders of the groups report the group's opinion to the rest of the class.

C. Class Survey

Aims:



To make pupils think about what kind of things they would spend their pocket money on.

To come to conclusions

To involve them in a survey

To disseminate aspects of Maths and Citizenship.

Invite pupils to tick the things they would like to spend their money on. You may divide them into groups. Each group will have to interview other groups about their spending habits and present a class spending report in a graphic form. You may make the graph on bb and help pupils realise how the graph is made. The vertical axis shows the number of pupils and the horizontal the items. Discuss the findings and invite them to think about what kind of things they should spend their pocket money on.

Now pupils can work on the following

exercises from the workbook:

Vocabulary section: 2, 3, 5

Grammar section: 2, 3, 4, 5, 6, 7, 8, 9.

Lesson 3 – The Problem Page Project



Aims: +

To familiarise pupils with a problem page of a magazine

To consolidate structures and vocabulary taught in the unit.

To involve them in an advice letter writing and use language of advice

To teach them the layout of a letter

A. Before asking pupils to read the letter, ask whether they know what a problem page is. What kind of problems do people write about? Let them concentrate on the pre-questions and then give them a few minutes to read the letter.

KEY Maria wants to learn how to play a musical instrument but there are no music schools or teachers nearby. Sonia is Maria's friend (the recipient of the letter).

B. Use the letter as a lead –in discussion to the writing. Pupils may think about solutions to the problem and write the letter. Remind them that they should follow the layout of a letter. They may use the expressions and set phrases given in the pupils' book. Also, group letter writing would be a useful activity to be done in the classroom from time to time. If pupils write the letter in the classroom, give them feedback and help the weak ones.

Letters of advice may be displayed on classroom boards for everyone to see.

Pupils can now do activity 11 and 12 in the Workbook.

Key to workbook

A. Vocabulary

1. Put the following musical instruments into the right category:

Wind: flute, oboe, clarinet, trumpet, saxophone.

String: piano, guitar, violin, lute
Percussion: drums, tambourine

2. Match A with B

dazzling dances, melodic guitar, attend a performance, fairy tale, scary wolf, colourful costumes, first come-first served, wealthy man, borrow money, give up my job

3. Find the opposites of the following:

save money/ waste money, wealthy man/ poor man, lend/borrow, owe money/pay back, win /lose

4. Find synonyms for the following:

dazzling /amazing, colourful / Bright, intelligent /smart, delightful /pleasant, electrifying /thrilling/ exciting, scary/ frightening

5. Circle eight words connected with money...

Allowance, cash, wealth, bill, pay, a single penny, can't afford to buy, lend dollars.

6. Put the sentences in order and form the telephone dialogue. Write 1-9 on the lines.

9 Ok. But wait for me if I'm a little late.

4 We will see dances from various parts of Greece. I heard there are great bands and musicians, too.

3 What will we see if we choose to go there?

1 What are we going to do tonight Peter?

2 Well, there is a music festival in the New Smyrni square tonight. I want to go. Would you like to come?

8 At the corner of Aigaiou and Eleftheriou Venizelou street, at seven.

5 What instruments are we going to hear?

7 It sounds nice. Where shall we meet?

6 All kinds. Most of the bands are led by the clarinet, but we will enjoy the bagpipe, and the lute, too. Well, what do you say?

B. Grammar

1. Complete the sentences with the correct form of the verbs in brackets

a. go, b. don't go, c. will you telephone me?, d. won't forget, e. study, f. practise, g. wait

2. Match sentences from A with

sentences from B to make sentences.

A.

1. If a stranger asked me to get into his car (c.)

2. If I won the lottery (b.)

3. If my best friend wanted to become a singer (e.)

4. If I were you (d.)

5. If I saw the wolf (a.)

B.

a. I'd scream.

b. I'd help the homeless.

c. I'd refuse politely.

d. I'd study harder.

e. I'd advise her not to. I don't think she has a talent.

3. Look at the pictures.

Possible answers:

a. If I were the granny, I would not open the door

b. if I were the lady, I would scream for help

c. If I were the man in the picture, I would be very happy!

4. What advice would you give in these situations?

Possible answers:

1. Your friend Panos... → *If I were you, I would inform my parents.*

2. Your sister wants... → *If I were you, I would save some of my pocket money.*

3. Your sister has started... → *If I were you, I would study more.*

5. Complete the sentences with the correct form of the verbs in brackets

1. sings/ will leave, 2. don't become/ may become, 3. could/would join, 4. doesn't rain/will go, 5. would buy/ had, 6. go/ buy, 7. should study/ want, 8. met/ would ask, 9. were/ would start, 10. saw/would be/ would call.

6. Choose the correct response a, b or c.

1. If Terry comes... → Good idea!

2. If we go to Paris... → That's right.

3. Look, a baby cat! → We will!

4. If I finish my homework... → Good! Try to finish early.

5. If I won a lot of money... → That's not

sensible!

7. Complete the sentences...

- a. I'll go to the festival if the weather is fine
- b. I'll become a singer if I study music.
- c. If you like Greek folk music, visit the museum of traditional instruments in Plaka.
- d. What musical instrument would you choose if you had the chance to buy one?
- e. If I had a lot of pocket money, I would buy a bike.
- f. If I were famous, I would be very proud of myself.

8. Which two of the following sentences are not correct?

- b. If I had all the money that I needed, I will give up my job.
- e. She may visit Big Ben if she will go to London.

9. Write three things that you would do to improve...

Possible answers:

If I were the Minister of Education...

...I would give more money for instruments at schools

...I would appoint more music teachers.

...I would ask all teachers to study music.

They would become better teachers.

10. Your pen friend Emily wants...

If you come, we will visit the music festival, which is in my town every summer. We will learn Greek traditional dances and we will visit my grandparents' village which is on a beautiful island.

11. The wolf's words from the Red Riding Hood story.

This is a nice opportunity to teach children stereotypes. Give the wolf's example. We all believe that wolves are wild and dangerous. The truth is though that they don't attack people without a reason.

- a. What does the wolf mean when he says "don't judge a book by its cover"?

It means that people/ creatures are not always what they look like.

- b. Do you think that the wolf can be sensitive and kind if he wants?

Yes. Everyone can be sensitive and kind.

Ask pupils to write a letter to the wolf.

Remind them to use the language of giving advice and the layout of a letter. They can use the set phrases from the pupils' book.

12. Generate discussion about children's attitude to strangers.

UNIT 9 EARTH DAY EVERYDAY

Aims of Unit:

- To sensitise Pupils about environmental problems
- To inform them about the protection of the environment
- To motivate them to participate in various programmes at school
- To introduce vocabulary related to environment
- To teach Past Perfect Simple
- To teach clauses of result and clauses of reason
- To revise giving advice
- To encourage Pupils participate in theatre plays
- To connect the lesson with other school subjects such as chemistry, Physics, Environmental Education.
- To involve Pupils in pair and group work
- To involve them in all four skills

Vocabulary	Words related to environment: endangered animals, become extinct, dump, industrial waste, pollutants etc. Words related to animals: turtle, seal, starfish, bear etc
Grammar/	Past Perfect Simple Clauses of Reason Clauses of Result
Functions	Sequencing past actions Expressing result and deduction: as a result, so Expressing reason: because, because of, as
Reading	A story: An Earth Day Story A Play: The Awful Five Reading for gist, scanning for specific information, extended reading, making inferences
Listening	A presentation in an environmental Centre Listening for gist, listening for specific information, Listening to identify meaning from context.
Speaking	Asking about events Giving advice about the protection of the environment Information gap: Talking about endangered animals Acting in a play: The Awful Five
Writing	Writing emails about events of a story and about endangered animals Making a poster about the environment
Learning Strategy	Learning new words (refer back to Unit 1)
Relation to CEF	Pupils can write a series of simple sentences linked with simple connectors like "and", "but", "because" etc. Pupils can write a description of an event Pupils can understand the main points of clear standard speech on familiar matters etc. Pupils can follow a lecture or talk provided the presentation is straightforward and clearly structured Pupils can use an idea of the overall meaning of texts on everyday topics of a concrete type to derive the probable meaning of unknown words from the context Pupils can use the most frequently occurring connectors to link simple sentences in order to tell a story
Cross-curricula connection	Information, Communication, Culture, Time and Place / Environmental Education, Science, Literature, Art, Geography, Biology

Exploitation of the Unit introductory page (p.97)

Warm-up

- Discuss the title with the Pupils. Explain why we celebrate Earth's birthday. Tell them to keep in mind that our planet is at risk and that people are responsible for this problem.
- Ask Pupils what they personally do to protect the environment and then help them complete the quiz and check what they do or they should do to protect the environment.

KEY TO THE QUIZ:

1. water; 2. shower; 3. animals; 4. waste; 5. tree; 6. lights / TV; 7. healthy; 8. bird feeder; 9. glass / cans; 10. paper bag

Lesson 1 – An Earth Day Story

Aims of the lesson

- To sensitise Pupils about the extinction of some animals.
- To develop self awareness about environmental problems
- To present vocabulary related to the pollution of the environment
- To help pupils make inferences
- To present Past Perfect Simple
- To learn how to express an action that happened before another one in the past
- To involve pupils in pair work

1. Reading

Learning Strategy: When I learn new words

Revise learning strategies in Unit 1 before proceeding with these.

Pupils learn in various ways therefore you should give a diversity of opportunities in class. Be informed about your pupils' learning styles and adjust your lesson to their needs. Ask them their opinion about presenting and learning new vocabulary. Give them a chance to see how they learn better (using the word in context, putting words in categories, writing them under headings in their notebooks, creating a class dictionary, playing various games etc.)

Pre-Reading stage:

A. Before reading the story, ask Pupils to read the title and look at the picture. Then invite them to make inferences about the story. Teacher may write the key words of Pupils' inference on Bb so that they can check their answers afterwards.

B. Before reading the story, invite them to read the sentence about the main idea of the story and let them guess which might be true.

KEY: 3. We can't change everything, but there are things we can do to protect the environment.

While-Reading Stage:

C. Before reading the text, invite Pupils to focus on the questions on p. 99 (reading for gist).

Then ask them to read the story and spot the answers.

KEY:

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

D. KEY

1. environment; 2. pollution; 3. get rid of; 4. industrial waste; 5. extinct; 6. dumping; 7. starfish; 8. quit

Post reading stage:

Encourage Pupils to discuss whether Mark sends a positive message or not and how they would respond to Mark's last thought: *"So, what it means is that even though I can't change everything, I can make a big difference by doing the little things that matter"*

2. Grammar

• Ask Pupils questions referring to the activities Mark had done before the old man met him. Write the sentence on bb. Ask Pupils which action happened first and write the number 1 and which action happened later and write number 2. Draw pupils' attention to the formation and use of Past Perfect Simple

• Instruct them to complete the rules of the form and use of Past Perfect Simple.

KEY TO RULES B:

We form the **Past Perfect** tense with **had** + **past participle**.

We use the Past Perfect tense

a. for an action that happened before another one in the past.

KEY TO C:

When the old man arrived on the beach, (1) the tide had washed up starfish. (2) The boy had thrown some of the starfish back into the sea. (3) Some of the starfish hadn't died.

3. Practice

A. Pair work

Aims: To practise Past Perfect Simple, affirmative, negative, interrogative

To involve pupils in turn-taking communication

- Instruct pupils to use the information of Ex. C above and make questions.

KEY:

Possible questions: What had happened when you arrived on the beach, what had the boy done? Had all the starfish died?

Answers: The tide had washed all the starfish. The boy had thrown some of the fish in. No, some of them hadn't died.



B. Writing

Aims: To practise Past Perfect Simple

To write an informal letter

Make sure the Pupils understand what they have to do. Set the situation and elicit possible answers.

KEY

*Dear Joan and John,
Yesterday my class visited the nearby beach.
It was a nasty experience because some people had left their litter...*

... a fisherman had thrown away dead fish...

... someone had repaired his boat and had left an oil slick...

I think that all of us can do many things to protect the environment,

Kisses

XXX

C. What can you do if you want to save the planet?

Aims:

- To make Pupils think about what kind of things they can do to protect the

environment

- To disseminate aspects of Environmental Education
- To revise the Conditional Types 1 & 2
- Stick on bb some photos which show environmental issues such as dead fish, city in smog, oil slicks, trees affected by acid rain etc
- Invite pupils to think activities they would do to protect the environment. For example: endangered animals, polluted sea, litter, plants etc. You may divide them into groups. Discuss the ideas and invite them to think what will happen if people go on destroying the planet.

Now Pupils can work on the following activities in the workbook: Grammar 1, 4, 5.

Lesson 2 – Save the endangered species

Aims of Lesson:

- To motivate discussions on issues concerning endangered animals
- To find out the reasons and the results of the extinction of certain species of animals
- To introduce vocabulary related to the extinction of certain species of animals
- To teach through real context
- To entertain them

1. Listening

A. Pre-listening Stage

Ask Pupils if they can recognise the animals in the pictures. What is common with these animals?

Elicit information about the dangers these animals face. Discuss other endangered animals, e.g. wolf, bear, eagle.

B. While-listening Stage

Invite Pupils to listen to the tape concerning a visit to the Environmental Centre, on Zakythos, and find out which animals are presented, choosing from the pictures shown.

KEY The first animal is a **monk seal**. The second animal is a **sea turtle**.

C. Ask Pupils to listen to the tape again and fill in the diagram. The notes will help them.

KEY

Name of animal Caretta-caretta	Common Characteristics Characteristics	Name of animal Monachus-monachus
Sea turtle	Lives in Mediterranean	Monk seal
lays eggs in the sand	tourists disturb its habitat	weighs up to 320 kg.
lives up to 100 years	is becoming extinct	lives only in non-polluted seas

TAPESCRIPTS

Teacher at the centre: Good morning everyone!

We would like to welcome you to our Environmental Centre where you can learn about species, which are becoming extinct. We are talking about the sea turtle Caretta-Caretta and the monk seal Monachus-Monachus.

Well! Let's see. Southern Kefallonia and Zakynthos are among the few natural habitats for the protected loggerhead turtle Caretta-Caretta. Look at this slide. This is caretta-caretta! This sea turtle can reach 1 meter in diameter and can live up to 100 years.

Child: Oh!! Does it live so many years?

Teacher: Yes...that's true...On the sandy beach of Lagana Bay you will find the National Sea Park, where up to 800 turtles each year lay their eggs during the summer months. Unfortunately, many of the baby turtles die on their way to the sea.

Children: How come? Why?

Teacher: At night, baby turtles try to reach the sea. The lights reflect on the sea, they attract them. You see, here is the problem. People have built a lot of hotels and discos near the beach and as a result the baby turtles go the wrong way and so they head for the lights of the hotels. Some of them never reach the sea...

Children: That's awful!! What can we do?

Teacher: European and Greek Environmental laws protect this endangered species, so there are no water sports and no one is allowed on the beach after sunset. Our environmental centre helps, too. We organise educational tours to make people aware of the problem and protect the Caretta-Caretta.

Child: Are we going to see a baby turtle?

Teacher: Come in summer...Who knows, maybe you will be lucky enough to see or swim with one!!

Teacher: In this slide you can see the Mediterranean monk seal (Monachus-monachus), which is one of the most endangered mammals in the world. Small population of monk seals inhabit our seas. These monk seals grow from around 80 cm to about 2.40 m in length and weigh up to 320 kg, with females slightly smaller than the males. Look! Their fur is brown or dark grey, with a paler belly.

Children: Oh!! They are so cute!!

Teacher: Yes, they are...beautiful! And you should know that the Mediterranean seal symbolises the health of the sea, as it can only live in clean, non-polluted waters.

Child: Why is it an endangered species?

Teacher: You see, this species faces a lot of threats: Fishermen kill them because they destroy their fishing nets. They also lose their habitat because of tourism; they get ill and die as a result of the toxic waste in the sea.

Children: Oh...(voices are fading...)

Post-listening

D. Elicit answers about the effect of tourists who do not respect warnings about natural habitats of certain species. People play beach sports, fish, do jet ski near turtles' nests. Also people build hotels and clubs near the coast of the sea and disturb the animals. They also cut trees, they go hunting etc.

ADDITIONAL INFORMATION

The **Mediterranean monk seal** is listed as critically endangered by the International Union for the Conservation of Nature and Natural Resources. Extremely sensitive to human disturbance, today the Mediterranean monk seal numbers between 300- 500 animals. The seal's survival is critical to the protection of all marine life as it is at the top of the pyramid – its extinction will have a catastrophic effect on the rest of sea life.

The Environmental Educational Center of Lithakia was founded with the support of the Hellenic Ministry of Education after being proposed to the European Union. The mansion was provided by the Village of Lithakia. It is the only educational environmental centre in the Ionian Region and it completes the network of the remaining 18 educational environmental centres in Greece.

THE ENVIRONMENTAL EDUCATIONAL CENTER OF ZAKYNTHOS
Messala building, 29092 Lithakia, Zakynthos
Tel.: +30 26950 53417 :: Fax: +30 26950 53418

2. Grammar

A. CLAUSES OF RESULT

Draw Pupils' attention to the sentences which express result Write on bb examples taken from their listening texts. Some Pupils have difficulty in understanding the result and the reason or the cause and the effect of a problem. Point out that in order to express result of an activity we can use the linking words so / as a result.

KEY TO THE RULE: b. the result of an action or a situation

B. CLAUSES OF REASON

Draw Pupils' attention to the sentences which express reason . Point out that in order to express reason or cause of an activity we use the linking words **because/ because of/ as**. Draw their attention to the noun used after because of .

KEY TO THE RULE:

1. a. why something happens or exists
2. b. a noun
3. a. because of b. as / because c. so

3. Practice

A. Pair work – Wolves and bears

Aims:

To raise awareness of animals in extinction
To involve pupils in turn-taking communication

- Ask pupils turn to the appropriate pages (Pupil A: p.144, Pupil B: p.141). Give them some time to study the information and answer the other pupil's questions.
- Have pupils do the activity.

KEY

*Where does the bear live? The bear lives in mountains, in forests and arctic wilderness
What does it look like? It is darkish brown but sometimes it is light cream to black.
They are large, they have strong limbs, dense fur and a short tail.*

Why is it an endangered animal? Because people hunt it and take over its habitat.

Where do wolves live? They live in plains, forests, caves, holes.

What do they look like? They are black grey or brown. They have powerful teeth, bushy tails and round eyes.

Why are they endangered animals? Because people regard them as dangerous animals.

B.

Aim:



To motivate Pupils to look up information in reference books or on the Internet about the endangered species.

- Before doing the activity, motivate Pupils to talk about endangered species. Ask them to name some of them and refer to

information that they know. Encourage them to find more information from books of the Internet and present it in class.

C.

Aims:

To practise vocabulary related to the endangered animals

To practise the reason and result sentences

To write an e-mail

POSSIBLE ANSWER:

There are many problems. The seal dies because the water is not clean. The baby turtles die on their way to the sea because of the hotel lights. The fishermen kill the seals because they destroy their nets. By doing water sports, people put sea animals into danger etc.

D.

Aims:



To involve Pupils in group work

To develop creativity

- Use the poster of the pupil's book as an example and encourage Pupils to make their own using the language taught so far.

Now Pupils can work the following exercises from the workbook:

Vocabulary 1, 2, 3, 4, 5, 6

Grammar: 2, 3, 6, 7

Lesson 3 – The Awful 5



Aims: To encourage Pupils to participate in theatre plays

To connect lesson with other school subjects such as Chemistry, Physics, Environmental Education

To entertain Pupils

Encourage Pupils to describe the pictures and remind them what the different pollutants are: Carbon monoxide (CO), Sulphur Dioxide (SO₂). Then talk about the sources of these pollutants and what kind of problems they cause to people. Go through the play and help Pupils with unknown words.

If you decide to act the play, here are some useful tips:

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.

- o Have the Pollutants make picket signs by pasting large pieces of poster board onto yardsticks and writing slogans on the poster board. (See slogan suggestions in description of the play's setting.)

- o If some kids prefer non-speaking roles, you can let them carry picket signs or be camera people filming the report. They could also take on the responsibilities of stage manager, costume designer or set designer.

- o TV reporters Connie and Harry are at centre stage. In turn, each pollutant comes over to be interviewed, while the other pollutants continue to picket in the background.

- o If your audience is small, have Harry and Connie come up with some ways in which people can help reduce air pollution at the end of the play. Audience may respond with ideas, such as driving cars less, using less electricity, conserving forests, planting trees and so on.)

- o *The play is adapted from the play THE AWFUL 8* <http://www.tnrcc.state.tx.us/air/monops/lessons/awfuleightplay.html> (3 of 8) 9/17/2004

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

- o *More exploitation work can be found at* <http://www.aacog.com/air/curriculum/TheAwfulEightLessonPlan.pdf>

Now Pupils can do the following activities in the workbook: Grammar 8,9,10 and Reading

KEY TO WORKBOOK

A. VOCABULARY

1. Crossword

ACROSS	DOWN
1. environment.	1. Earth
2. forest	3. starfish

- 3. seal
- 4. planet
- 5. beach
- 6. turtle
- 7. Pollutants

2. Match A to B

- | | |
|------------|-----------------|
| Disturb | their habitat |
| Become | extinct |
| Dump | waste |
| Endangered | species |
| Make | a difference |
| Protect | the environment |
| Carbon | dioxide |
| Power | plant |

3. Underline the odd word out in each group.

Sea turtle, male, seal, bear
 Industrial waste, litter, rubbish, species
 Tide, wave, starfish, sea
Pollute, save, protect, clean

4. Match with the synonyms

- | | |
|------------|-----------------|
| quit | give up |
| disturb | upset |
| get rid of | throw away |
| rough | hard, difficult |
| litter | rubbish |
| folks | people |

5. Complete the sentences

a. protect; b. breathe; c. recycle; d dump;
 e. lays; f. weigh; g. grow

6. Complete with a derivative of the word in the parenthesis

a. breath; b. weight; c. pollutant; d. industrial; e. endangered; f. environmental.

B. GRAMMAR

1. Complete the following sentences using the verbs in brackets

a. had cut; b. had fallen down; c. had thrown; d. had flown; e. had sold.

2. A month ago Mr. Green returned to his birthplace... Write 3 sentences.

POSSIBLE ANSWERS:

People had cut down trees. The factories had dumped their waste. Cars had polluted the air.

3. Make one sentence using the words in brackets and the Past Perfect Simple

a. Mark was sad because some companies had dumped toxic waste on the beach....

- b. The tide had washed up the starfish, when Mark arrived
- c. The bears left because people had taken over their natural habitat
- d. The dog was in hospital, because he had broken his leg
- e. The birds left the stream, after factories had dumped waste there.

4. Fill in the blanks with Simple Past or Simple Past Perfect

- a. attacked , had tried
- b. killed, had destroyed
- c. arrived, had thrown
- d. had left, hit
- e. threw, had washed

5. Which of the things on the list below had or hadn't Helen done before she left the beach? Use the Past Perfect.

She had collected plastic bags.
 She hadn't taken her suntan oil.
 She hadn't put her tennis racket in her bag.
 She had put the towel in her bag.
 She had thrown empty bottles and cans in the recycling bin near the beach.
 She had picked up colourful pebbles.

6. because or because of?

- a. because of
- b. because
- c. because.
- d. because of.

7. Arrange the following words or phrases in pairs under the headings:

REASON	RESULT
people play games on the beach	a lot of turtle on eggs break
black smoke comes out of the chimneys	we have headaches
people disturb natural habitats	bears become extinct
we dump toxic waste	fish die
acid rain	trees grow more slowly

Use because, because of, so, as a result of, as to join the sentences

1 People play games on the beach, as a

- result, a lot of turtle eggs break.
2 Black smoke comes out of the chimneys so we have headaches.
3 People disturb natural habitats; as a result bears become extinct.
4 Fish die, because we dump toxic waste.
5 Because of acid rain, trees grow more slowly.

8. Fill in the blanks with,

- a. so; b. as a result; c. because; d. because; e. because of.

9, 10. Free writing activities which practise the vocabulary and grammar of the unit.

C. READING

Read the following story taken from an environmental magazine.

1. Answer the following questions:

- a. What is Bog Creek? *It is a stream.*
b. What was its secret? *Some people used the farm as a place to dump their old chemicals and paints.*
c. Now, can you guess what Bob and his daughter began to notice? Write your answer and finish the story.

POSSIBLE ANSWER:

Plants didn't grow fast, the soil and area was polluted because of the chemicals, people and animals near the area felt sick, etc. People took action to clean the environment, etc.

UNIT 10 TIME FOR FUN

Aims of Unit:

- To read and talk about films, books, actors and film / book heroes
- To read and understand the meaning of signs and notices and film reviews
- To listen to a dialogue about films
- To write e-mails, posters, signs / notices, film reviews
- To express suggestions
- To introduce the Present Simple Passive
- To appreciate artistic work such as films or literature works
- To teach vocabulary related to films and books
- To involve Pupils in pair and group work
- To involve them in all four skills

Vocabulary	Words related to films and books: movie, direct / director, creator, author, bestseller, adventure, animation, drama, science-fiction, thriller, screenplay, setting, background, review, character, exciting (-ed), interesting (-ed), moving (-ed), amusing (-ed)
Grammar/	Passive Voice – Simple Present Tense Using adjectives to describe films / books (amusing) Using adjectives to talk about one's feelings (amused)
Functions	Emphasizing actions; Describing films / books (amusing); Talking about one's feelings (amused); Expressing suggestions – responding to suggestions; Describing a film
Reading	Reading a questionnaire Reading an article about James Bond Reading signs and notices Reading film reviews Reading for gist Reading for specific information
Listening	Listening to a dialogue about going to the cinema Listening for specific information
Speaking	Speaking about films and books Making suggestions to go to the cinema and responding to suggestions
Writing	Writing an e-mail about a book Writing a poster Writing signs and notices Writing film reviews
Learning Strategy	Practising English
Relation to CEF	Pupils can identify the topic of a discussion Pupils can find and understand relevant information in everyday material, such as notices, signs etc. Pupils can derive the probable meaning of unknown words from the context Pupils can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations Pupils can express their thoughts about cultural topics such as books, films etc.
Cross-curricular connection	Culture, Communication, Self-Awareness, Information, Organisation / Art and Literature

Exploitation of the Unit introductory page (p.109)

Warm-up

- Discuss the title with the pupils. Explain that the unit deals with things we do in our free time, such as reading books or going to the movies.
- Ask whether they like going to the movies and what kind of films they like (elicit different genre of movies, adventure, comedy, drama, science-fiction etc.). Ask them to name some films they have seen and they liked. Do the same with books.
- Invite them to answer the questionnaire. The pictures will help them. Let them ask each other to find out about questions they are not sure of.

POSSIBLE ANSWERS:

1. Romeo and Juliet; 2. Oliver Twist; 3. ET; 4. Ice Age; 5. Lion King; 6. The Titanic; 7. Mona Lisa (La Gioconda); 8. James Bond; 9. Madonna; 10. 100 Dalmatians.

Lesson 1 – The Different Faces of a Super Spy

Aims of the lesson:

- To inform Pupils about films and their heroes
- To present vocabulary related to books and films
- To present Passive Voice – Simple present Tense
- To learn to talk about films / books and write film / book reviews
- To inform about rules people should follow in public places
- To get pupils acquainted with other cultural dimensions
- To involve pupils in pair and group work

1. Reading

Pre-Reading stage:

A. Before reading the article, invite pupils to talk about films they have seen and their heroes. Let them talk about their experience and feelings about them. Then they can discuss the questions in A: Have

they heard of James Bond? Which actors have played his role? Invite them to look at the photos and at the list of films. Which James Bond films have they seen?

Inform them that they are going to read an article concerning James Bond at the age of 13. Prepare them to answer question B: They may talk about how children of 13 look like. Elicit some words and write them on bb: mop of messy hair, acne, crooked teeth, handsome, sophisticated, scruffy,

While-Reading Stage:

B. Instruct them to read the article and spot the answer to question in B.

KEY

The young Bond is presented as a tall and scruffy teenager. He wears baggy pants and his hair is messy. He looks quite handsome. He has no acne, or crooked teeth and no other similar teenage problems. He looks slightly like Sean Connery.

C. Now they can go on answering the TRUE / FALSE questions in C.

KEY

a. False; b. True; c. True; d. False; e. False.

D. Now instruct pupils to match the words and expressions from the text with their synonyms given to them.

KEY

<i>chance</i>	<i>opportunity</i>	<i>fan</i>	<i>enthusiast</i>
<i>creator</i>	<i>originator</i>	<i>hit the shelves</i>	<i>went on sale</i>
<i>scruffy</i>	<i>untidy</i>	<i>nasty</i>	<i>horrible</i>
<i>slightly</i>	<i>a little</i>	<i>expertise</i>	<i>know-how</i>

Post- reading stage

E. Ask pupils questions like:

Do you like looking at photos of yourself when you were younger?

What adjectives would you use to describe yourself at the age of 5 and why?

Would you like to be five again? Why / Why not?

Let them talk and express their feelings, using the vocabulary they have just learned.

Encourage pupils to find similar articles about their favourite film characters and prepare questions to interview them. They

may keep their works in their portfolios.

2. Grammar

A. Ask pupils to study the examples from the article: Write the sentence on BB. Draw pupils' attention to the Passive Voice. Give them more examples of sentences with and without an agent.

B. Ask pupils to fill in **RULE 1** about the formation of the Passive: *We form the Present Simple Passive with verb be in the right form and the past participle of the main verb.*

Elicit answers to what the sentences express:

NO – We don't know **who** presents the young Bond as a tall and scruffy teenager.

NO – It doesn't matter **who** presents the young Bond as a tall and scruffy teenager.

YES – We know **who** writes the young Bond books.

Which word is used to show who writes the books? – **BY**

C. RULE 2

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.

D. Finally, ask the pupils to find more passive examples in the article.

E. Now, draw pupils' attention to the notices and signs often seen at cinemas and theatres. (E) Here, they should understand the use of Simple Present Passive and the meaning of the expressions. Tell them that verbs like: allow, permit, forbid, request etc. are often **used with this form**.

SMOKING IS FORBIDDEN – You must not smoke in this area/place.

VIEWERS ARE REQUESTED TO HAVE THEIR MOBILES SWITCHED OFF

– You must switch off your mobile while watching the film/attending the game.

TICKETS ARE SOLD OUT – You cannot buy any tickets, as there are none left.

SNACKS AND SOFT DRINKS ARE ONLY

SERVED AT THE BAR – You cannot buy or eat/drink anything here.

CAMERAS ARE NOT PERMITTED – You cannot/ may not use your camera.

3. Practice

A. WHICH FILM TO SEE?

AIMS:

To practise Passive Voice – Simple Present Tense

To practise using adjectives in order to describe film heroes

To learn through exchanging information

F. Let them remember films they have seen and talk about them. Alternately, they may look at the film information given to them at the back of their book (pp.145-146) (see FILM REVIEWS below) and they may also bring in class film reviews from Greek newspapers or magazines.

S1: Have you seen a good film recently?

S2: Yes, I have seen... It is directed by... It is about a... who...

G. Give them an example:

B. A MOVIE POSTER

AIMS: To inform pupils about the information included in a poster advertising a movie

To use the language taught in the lesson and produce a poster

Movie title

here

Put your

Drawing

here

starring ... (name of film star) in the role of
... (name of main character)

Written by ...

Directed by...

Produced by...

• Draw an example poster on the board and make pupils aware of the information included. They can work in pairs or in groups and produce a poster about a film. They may illustrate their posters with their drawings.

FILM REVIEWS

<i>Title</i>	War of the Worlds (2005)
<i>Genre</i>	Action /Adventure / Sci-Fi / Thriller
<i>Director</i>	Steven Spielberg
<i>Screenplay writers</i>	Josh Friedman, David Koepp
<i>Actor / Stars</i>	Tom Cruise (Ray Ferrier), Dakota Fanning (Rachel Ferrier), Justin Chatwin (Robbie Ferrier)
<i>Setting / background</i>	U.S.A., present time
<i>Play / Story</i>	A contemporary retelling of H. G. Wells's classic: As Earth is invaded by alien tripod fighting machines, one family fights for survival.
<i>Reviews</i>	A brilliantly executed movie. It is considered one of the finest disaster movies of all time.
<i>Title</i>	Ice Age: The Meltdown (2006)
<i>Genre</i>	Animation / Adventure / Comedy / Family
<i>Director</i>	Carlos Saldanha
<i>Writers</i>	Gerry Swallow, Peter Gaulke (screenplay)
<i>Actor / Stars</i>	Voices of: Ray Romano (Manny), John Leguizamo (Sid), Denis Leary (Diego), Queen Latifah (Ellie)
<i>Setting / background</i>	Prehistoric time
<i>Play / Story</i>	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.
<i>Reviews</i>	It is an impressively animated, family-friendly comedy with likeable characters and some terrific comic set-pieces, carrying an ecological message.
<i>Title</i>	Eight Below (2006)
<i>Genre</i>	Adventure / Drama / Family
<i>Director</i>	Frank Marshall
<i>Writers</i>	David DiGilio (screenplay), Toshirô Ishido
<i>Actor / Stars</i>	Paul Walker (Jerry Shepherd), Bruce Greenwood (David McClaren), Moon Bloodgood (Katie), Jason Biggs (Charlie Cooper)
<i>Setting / background</i>	The Antarctic
<i>Play / Story</i>	Heavy cold forces two Antarctic explorers to leave their team of sled dogs behind as they fight for their survival.
<i>Reviews</i>	A moving story of survival, friendship and adventure
<i>Title</i>	The Wild (2006)
<i>Genre</i>	Animation / Adventure / Comedy / Family / Fantasy
<i>Director</i>	Steve 'Spaz' Williams
<i>Writers</i>	Ed Decter, Mark Gibson(written by)
<i>Actor / Stars</i>	Voices of: Kiefer Sutherland (Samson), James Belushi (Benny), Eddie Izzard (Nigel), Greg Cipes (Ryan), Janeane Garofalo (Bridget)
<i>Setting / background</i>	New York, Africa
<i>Play / Story</i>	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.
<i>Reviews</i>	'The Wild' offers consistent laughs, with fresh characters and writing.

C. AN E-MAIL

AIMS:

To encourage pupils visit libraries and read books

To familiarise pupils with the contents front / back pages of a book

To practise the use of Simple Present Passive

To write short reviews of books they have read

- Show pupils a book from the school library. Ask them to notice the information on the front pages: Title, author, publisher, year published, the story etc. Ask them to choose a book and write an e-mail about it to an English friend. Remind them to use the Passive in some sentences.

KEY TO C:

Dear...,

School is over and I'm preparing for my summer holidays. I have just been to the school library and I have borrowed a book to read. It seems to be very interesting. The title is ...

I think you must buy it.

Kisses

XXX

D. AN EVENT



Aims:

To consolidate the use of Passive Voice in notices and signs

To involve pupils in the process of organising a school event

To make pupils think of rules they should ask guests to follow

To prepare signs and put them up on the school walls

- Ask pupils to imagine that their class is organising an evening event at school (a theatre performance, a music concert etc.). Parents are invited, too. They should think of some signs they can put up for the guests. They may also be notices printed on invitation cards such as: *Drinks are offered free.*
- Give them prompts to help them start the activity (e.g. *What can you write about the tickets / mobile phones? ...*) and ask

them to make their signs big enough so that they can put them up on the school walls.

Some ideas:

Tickets are sold at the school entrance.

Guests are expected to arrive on time / before ... (time).

Front seats are left free for parents and teachers.

Guests are requested to keep their mobile phones switched off.

Pupils are not permitted to move around during the performance.

Tell pupils to put their signs in their portfolios.

Now Pupils may work on the following exercises in the workbook:

Vocabulary section: 1, 2, 3, 4, 5, 6

Grammar section: 1, 2, 3, 4, 5, 6

Lesson 2 – The Film Festival

Aims of Lesson:

- To introduce suggestions and responses to suggestions
- To introduce vocabulary related to cinema and films
- To motivate Pupils speak, choose a film and go to the cinema
- To motivate discussions on films, film stars, film plots etc.
- To teach through real context (here films recently produced).

Learning Strategy: When I want to get extra practice in English

Tell your pupils that one of the goals of the English lesson throughout this year was to make them **use** the language. Ask them to evaluate their and your attempts. Did they enjoy the lesson? Can they use whatever they were taught? How can they work on their own in order to discover more? Motivate them to realise that they can become independent learners by getting extra practice through magazines, books, films, writing to pen friends, surfing on the internet etc.

1. Listening

Pre-listening Stage

A. Bring in class Greek cinema guides from newspapers or magazines. Ask the pupils to find out what's on at the local cinemas this weekend.

Tell them that they are going to listen to two friends planning to go to the cinema. Give words and expressions on bb: science-fiction, alien, moving, exciting, have a bite

While-listening Stage

B. Ask pupils to look at the table they have to fill in. Make sure they all understand what they have to do. Invite them to listen twice and fill in the missing information. Give them more time to finish with the activity after listening.

TAPESCRIPTS

Boy: I'm bored. Do you want to do something tonight?

Girl: Sure?

Boy: Well, the film festival is in town. And I'm in the mood for seeing a movie. How does that sound?

Girl: Yea; I could go for a movie.

Boy: E.T., an old Spielberg film, is on at the Cinepolis theatre.

Girl: I haven't seen it?

Boy: It's a sci-fi about an alien baby who is lost on Earth. E.T. is found by a 10-year-old boy, Elliot. They begin to communicate, and become friends. E.T. wants to go home, but if Elliot helps him, he'll lose a friend... It takes place in the U.S.A.

Girl: Who's in it?

Boy: It's starring Henry Thomas. He plays the boy, Elliott, who hides E.T. at home and protects him.

Girl: What do the critics say about it?

Boy: The critics say it's moving and exciting. It won 4 Oscars!

Girl: OK. Let's see that. What time does it start?

Boy: Show times are at 6:45 and 8:30.

Girl: Why don't we catch the 9:30 so that we can have a bite to eat before we go?

• Check whether the pupils have

completed the table correctly. Ask individual pupils to report what they have found in class. Don't worry if they make grammatical mistakes. Check only if they have identified the correct information.

KEY:

Title/ Genre: E.T. / Science Fiction

Plot: It's about an alien baby who is lost on Earth. He is found by a 10-year-old boy, Elliot.

Setting: U.S.A. / modern time

Actor / Character: Henry Thomas is Elliott, the boy who hides E.T. at home.

Show times / Theatre: Cinepolis / 6:45, 8:30

Critics / Awards: moving, exciting / 4 Oscars

C. Post-listening Stage

• The pupils can work in pairs and put the information of the above table in a poster to advertise the film. Let them display their posters.

2. Useful Expressions

• Draw pupils' attention to ways of making suggestions and responding to suggestions which follow:

A. Ask them to study the expressions used in both columns (suggestions and responses).

B. Explain that we use adjectives ending in -ing to describe what something or someone is like, while we use adjectives ending in -ed to talk about how someone feels.

C. Finally, invite them to listen to the dialogue again in pupil's book and spot some of the above expressions and adjectives in it. They fill in the information in the empty space of their book.

Expressions	I'm in the mood for of
preferences	(seeing a movie)
	I could go for (a movie)
-ing adjectives	moving
	exciting
-ed adjectives	bored

3. Practice

A. PAIR WORK

Aims: To express preferences and respond to them

To involve pupils in making decisions
To learn about films

- Ask Pupils to look at the example and remind them which things they should decide about: the film they would like to watch and the time to go. They should also say a few things about the film, genre, actors, plot, etc. If they are not familiar with the films the book is suggesting, encourage them to talk about any other film they have heard of.

B. GROUP WORK

Aims: To practise the use of adjectives ending in -ed / -ing

To make pupils talk about things they enjoy or not on TV

To realise that people react to the same situations differently

To use relevant vocabulary

- Invite learners to think of the situation: They are with their friends, talking about TV. Divide them into groups of 4-5 and let them discuss and express their feelings or talk about their opinion on popular TV shows. Encourage them to talk about real situations. Ex. I was surprised to see my friend.... on TV.

C. MEDIATION

Aims:

To identify information

To transfer information from Greek to English

To consolidate the use of Simple Present Passive for writing short book reviews

To use language taught in the unit.

KEY TO C:

Dear Joan and Joe,

Last week I read an interesting book.

Perhaps you would like to know about it. It is called ... and they are stories from Asia, actually. The book is written by ... and (it) is illustrated by...It was published in Athens in 1986, and this is its 3rd edition. Have a look in your school library. You may find it in English.

Now Pupils can work on the following exercises from workbook:

Vocabulary section: 7, 8, 9, 10

Grammar section: 7, 8



Lesson 3 – A Film Review

Aims: To familiarise pupils with film reviews

To consolidate structures and vocabulary taught in the unit

To involve them in review writing and use the appropriate language

A. Before asking Pupils to write the review, ask whether they have ever read a film review in a newspaper or a magazine.

What kind of information is included in it? Give them a few minutes to study the diagram and answer any questions. Then give them time to answer the questions in the diagram.

B. Invite pupils to look at the examples below the diagram. Point out that they should include that kind of information in their own reviews. Now, they can produce similar sentences to write their own reviews. They may collect photos from the films and add them to their reviews. Finally, they may publish them in the school magazine. Ask them to put their work in their portfolios.

Pupils can now do activity 9 in the workbook

KEY TO WORKBOOK

A. VOCABULARY

1.

Films: actor / actress, star, director, role

Books: illustration, cover, novel, publishing house

Both: adventure, review, plot, science fiction

2.

(Star wars, science fiction), (The meltdown, comedy), (any of Hitchcock's films, horror film), (Nemo, animated film), (Die another Day, adventure), (the Sound of Music, musical), (Love Story, a love story film).

3.

a. hit the shelves b. fan c. nasty d.

scruffy e. mission f. acne

4.

handsome	ugly
evil	good
baggy	tight
nasty	kind
scruffy	tidy
interesting	boring
crooked	straight

5.

Appearance: Crooked teeth, scruffy clothes, baggy pants, sophisticated, acne, a mop of messy hair, handsome, tall

Character: nasty, polite, evil, responsible, clever, kind, friendly

6.

Pupils may give their own descriptions using appearance words.

7.

excited, bored, frightened, surprised, moved, disappointed

8.

a. frightening	b. moved
c. boring	d. interesting
e. excited	f. disappointed

9.

a. disappointed	b. exciting
c. surprised	d. frightening
e. bored	

10.

1. *What would you like to do tonight?*

2. *Well, I'm in the mood for going to the cinema.*

3. *Oh! That sounds great! I could go for a film tonight. Is there a good film on?*

4. *"Ice Age" is on the Village Cinema. Have you seen it?*

5. *No. I haven't. What is it about?*

6. *It's about the Ice Age. Ice is starting to melt and this will destroy the valley of three people, so they must find a way to inform everyone about the situation.*

7. *Who is in it?*

8. *Ray Romano is starring, John Leguizamo and Dennis Leary.*

9. *What do the critics say about it?*

10. *The critics say it's an interesting, family-*

friendly comedy with excellent characters.

11. *Ok. Let's see it. What time does it start?*

12. *Show times are at 7 and 9.30*

13. *Let's take a bus to catch the 7.00 o'clock show.*

B. GRAMMAR

1.

b. is/ are watched; c. is / are played; d. is / are written; e. is / are published; f. is / are used; g. is / are directed

2.

a. are seen; b. are sold; c. are made; d. is shown; e. are published; f. is used; g. are drowned

3.

b. Many portraits are displayed in the Museum of Louvre.

c. Taking pictures is not allowed in museums.

d. Bond is known as the best spy agent.

e. The role of Bond is played by many actors.

f. Smoking is forbidden in cinemas.

4.

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

5.

1 c, 2 d, 3 a, 4 b

6.

cameras are not allowed, pets are not permitted, touching paintings is not allowed, smoking is forbidden

7. EXAMPLE QUESTIONS:

Where is the film set?

Which book is it based on?

Who is starring? etc.

8. EXAMPLE:

Hello Joan,

I am so impressed! Nemo is an exciting animated film. Its moving story will attract you. If I were you, I wouldn't miss this film.

...

9.

The information on the project page (p. 118) in pupil's book will guide them to write their reviews. If Pupils don't know any films tell them to use the information

of the films given at the back of the pupil's book (p.p. 145, 146).

C. WRITING

Pupils can find the information concerning the film 'Eight Below' at the back of their book (p.146). They may use adjectives ending in -ing to describe it.

NOW PUPILS ARE READY TO DO REVIEW 1-5 IN THEIR BOOK.

KEY TO REVIEW 6-10

A. VOCABULARY

1. a. hairdresser b. air traffic controller
c. jewellery designer d. ecologist
e. life-guard f. chef
g. vet

2.

freestyle swimmer, musical instrument, break a record, lose a game, relay race, recycling bank, folk music, protect the environment, pay the bill, borrow money

3.

Animals	Pollution	Books	Films
Turtle	Industrial waste	Nobel	Star
Seal	Litter	Cover	Director
bear	rubbish	page	actress

4.

Words connected with music: band, rhythm, performance, flute, instrument, sing, band, string

B. GRAMMAR

1. Possible answers

- a. she may/will become a computer programmer
b. he may/will become a footballer/referee
c. he may/will become a chef
d. she may/will become a vet/
environmentalist

2. Use the verbs in brackets.

- a. has never swum b. went, c. have been collecting, d. has been practising, e. had arrived, f. attacked

3. a. as a result, b. so, c. because, d. because of.

4. Passive voice.

- a. are made, b. is forbidden, c. is not allowed, d. are published, e. are displayed.

5. Cross out

- a. tiring, b. bored, c. surprising, d. frightening, e. excited

C. READING

- a. F b. T c. F d. T e. T f. F g. F

D. LISTENING

1. b 2. a 3. c 4. b

TAPESCRIPT

RADIO ANNOUNCER: Well, pianos are normally found in buildings for obvious reasons. However there's one piano in our city that has a more unusual home – the street. Why is it in the street? Well, let's listen to Nick who explains everything. Tell me Nick, why is this piano left in the street?

NICK: Well, when we were moving into our new house, my friend Doug couldn't get his piano up the steps 'cos they were too steep. So, we decided to leave it here on the pavement. Since then, people who live nearby have started playing it and now it is known as the "street piano."

RADIO ANNOUNCER: So, everyone seems happy with the piano staying on the pavement...

NICK: No, not everyone... You see... The city council have warned us that they will take it away, if we don't move it into the house. They say the piano is preventing people from walking easily along the pavement.

RADIO ANNOUNCER: Do you think you are going to lose it, then?

NICK: That was what we thought at first, but all the locals want to keep the piano and they are against the council. Look at these messages they have stuck all over it.

DOUG: Here's one of them which says – "Don't get rid of the street piano. It's part of our heritage now", and another one – "We love you, street piano."

RADIO ANNOUNCER: Listen to what an older member of the community has to say:

OLD MAN: I think the street piano is great – I think it's wonderful because as I walk by, young people just seem to come along and have a go on it. And after all, it's better to trip

over a piano than dirty litter bins!

RADIO ANNOUNCER: Well, with all these people up in arms, it looks like you, people, might be able to save the street piano. Good luck!

NICK & DOUG: Thank you.

Adapted from; BBC Learning English, Weekender, *The Street Piano* <http://www.bbc.co.uk/worldservice/learningenglish>

E. SPEAKING

1. Possible answer

If I were the wolf and all animals laughed at my big ears, I would be very angry/sad/unhappy/disappointed....I would never forgive them etc.

2. Possible answers

festival picture: I can/may listen to music, I can buy records/cds etc

gym center picture: I can do a lot of push ups, I may do aerobics etc.

museum picture: I can see statues/drawings/paintings, I may buy souvenirs etc

environmental center: I may learn about endangered animals, I can see a video about animals/plants etc

3. Risk from the students to bring a strange photo to class and say what's wrong with what the picture illustrates

e.g. The monkey has drunk the water from the goldfish bowl.

F. WRITING

1. Advise Pupils to use the first conditional here. Any answers are acceptable depending on the place each pupil lives. They may start:

Dear Joan,
If you visit my village/town this summer, we may/will go to...

2. The descriptions of the pupils depend on the animals that live in their area/ region.

NOW PUPILS ARE READY TO DO REVISION TEST 7-10 (please refer to the back of this book).

IT'S YOUR CHOICE! (DIFFERENTED INSTRUCTION)

Depending on the level /ability and the interest of the pupils, you can do the following activities:

Unit 1: Our Multicultural class

1. A Geography project

KEY Advise pupils to draw information from their Geography book or any other sources available and fill in the tables. Information on Ukraine can be found in Unit One, Lesson 1 of the Pupils' Book.

Country	Greece
Capital	Athens
Location	Albania, Bulgaria, F.Y.R.O.M., Turkey, The Mediterranean Sea, The Adriatic Sea
Climate	Mild in winter, warm in summer
Landmarks	ount Olympus, Mount Taygetos, The Aliakmon River, The Evros River ...

Country	Ukraine
Capital	Kiev
Location	Poland, Moldova, Russia
Climate	Cold winters, warm summers
Landmarks	The River Dnipo, The Carpathians ...

2. Role play: An Interview (Instead the information gap activity)

KEY

What's your name?

Where do you come from?

What do people do / Where do people work?

What do they do / like doing in their free time?

What do your parents usually do at the weekend?

Unit 2: Going Shopping

1. Doctor's advice

Encourage your pupils to go through the menus and the doctor's advice. Key words may help them to match the advice with the menus.

KEY

PATIENT'S NAME	DOCTOR'S ADVICE
Pete	Change your diet now! Eat fruit and vegetables and less sugar.

Sue	You hardly eat any fruit or meat! You need more. Increase the number of meals.
Terry	You need some dairy products in your diet.
Niki	You eat a lot of sweets but not much fruit. Try to eat some fruit for dessert.

Possible Niki's menu

NIKI'S DAILY MENU(schoolgirl, aged 13)

Morning A glass of milk / a slice of bread with butter and marmalade. Two packets of crisps.

Afternoon A salmon sandwich. A piece of chocolate cake

Evening A hamburger / A cup of tea (with sugar) / A piece of apple pie

2. Dietary Habits

It's a chance to discuss healthy diet with your pupils through this activity. Ask them to fill in the table and then invite them to comment on their findings. They may say for example " I drink many soft drinks every day but I don't eat much fruit...."

3. How can you stay healthy?

Familiarize your pupils with the Mediterranean diet pyramid. Then ask them to fill in diagram B. with their opinion about a healthy diet. They may give answers such as fish and poultry, fruits and vegetables, dairy products.

Depending on the level of your pupils, invite them to write a healthy diet for themselves/ athletes/elderly person

Possible healthy diets:

For themselves (11 year olds)

Breakfast: cereals with milk/a slice of bread with cheese, a banana / Lunch: A sandwich with some fresh salad / Evening: a piece of cake / Dinner: A portion of chicken with salad, a slice of bread

For an Athlete

Breakfast: cereals with milk, fruits and nuts or a muffin made of oat, egg, banana and milk /a cup of green tea / Lunch: A steak with peas or any vegetables / Afternoon: nuts and fruit or yogurt and fruit / Dinner: turkey with salad (carrots, spinach, avocado, lettuce)

An elderly person

Breakfast: a glass of milk with a slice of bread / Lunch: a bowl of beans, some salad / Afternoon: a yogurt/ vegetable juice/fruit juice / Dinner: a bowl of chicken soup

Unit 3: Imaginary Creatures.

1. Obelix at the gym

KEY

What's your name? My name is Obelix.

How old are you? I'm 25.

How tall are you? I'm 6 feet tall.

How heavy are you? / How much do you weigh? 250 pounds.

Do you have any health problems?

No, I haven't got any. / No, I've got none.

2. Ancient Greek pottery

A demanding activity! You may ask your pupils to do part of it or all of it depending on

their level. It would be ideal to visit a local museum and discuss other drawings on similar pottery. They may of course use information from the Internet – if available – or any drawings from their history book or other books you may have at school library. Motivate them to look carefully, use the language they know and extend it.

Possible answers: On this pottery we can see Hercules fighting with Centaurs Nessos. We can see Perseas cutting Medusa’s horrible head.

A centaur is half man and half horse. He lives in mountains and forests and eats raw meat. Some centaurs are savage and violent and some are hospitable and good hearted.

Medusa was once a beautiful woman. Now she looks horrible and her hair is a mass of serpents. She is hideous, unfriendly and disgusting.

3. Class comparisons

Ask pupils to work in pairs. They may ask each other their opinion about who runs the fastest, who sings the most beautifully etc. Use the example in their book to guide them. Motivate them to think about other, perhaps unusual abilities that their fellow students have and make sentences. (who jumps the highest, who reads the fastest, who dresses the best, who remembers the best, who talks the most etc.) Finally, ask them to announce their findings and compare with findings of other pairs.

Unit 4: The History of aeroplane

1. Aviation and Space Education Outreach Program

You may assign this activity to pupils who love to learn about aircrafts and planes. They may do it at home independently by searching on the internet (<http://www.faa.gov/education>). They may inform the class about these types of planes or bring pictures.

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

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

KEY

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

3. Story writing competition

Consolidate the use of Simple Past and Continuous tenses through this writing activity. Give feedback to the pupils in the classroom.

POSSIBLE ANSWER

While my uncle and I were flying to (country / city) we had a terrible experience. Suddenly, the plane fell into a heavy storm / an air pocket. At that time, I was watching a video and

my uncle was reading a magazine. The air hostesses were serving tea to some passengers in the front seats. The plane started shaking and everybody was scared. Some children were shouting. I was saying my prayers. Then, we heard the captain's calm voice saying: "Fasten your seat belts, please! It will only take a few more minutes." After a few minutes which seemed like an hour, we were all relieved!!!

Unit 5: Travelling Through Time

1. Means of transport

a. Transport in Greece

Initiate a discussion about transport in Greece (means of transport, problems people face when travelling e.t.c.) and then do the activities:

Possible answer

When you come to Greece, you can visit the islands by boat. You can also take the aeroplane.

You can have the experience of a horse carriage on some of the islands. In the mainland, you can travel by bus or by train. In the city of Athens, you can take also the metro or go by taxi.

b. The Public Transport Company Survey

Invite the pupils to answer the questionnaire and finally express their opinion about the safest means. They may justify their opinion.

2. Personal qualities

This is an excellent activity for pupils to discover how much they have changed over the years as well as to consolidate the use of used to.

Unit 6: Me, Myself and my Future Job

1. Reading (easier version)

If some of your pupils find the reading texts difficult, ask them to read their easier version

2. (Lesson 1, Practice A. Role play)

Key Possible questions/phrases of pupil A:

I'm interested in volunteer work. I'd like to offer my help! May I offer my help in the morning/evening etc. when can I start work? Which facilities can I use? How often should I offer my help? etc.

Possible questions of pupil B:

Can you swim very well? Can you dive? Can you work under difficult conditions? You may need to save people who are in danger. Do you think you can do that?

Can you take care of/ keep an eye on people at the beach? etc.

3. Maria's profile

Invite pupils to read the text and decide about Maria's future job. Pupils may choose any job as long as they can support their answer.

Unit 7: Share Your Experiences

1. Your personal records

Consolidate the use of Present Perfect Tense by encouraging your pupils to write about their personal records.

2. QUIZ

This quiz can be done before the pupils attempt to do exercise p.62 in their workbook. It

will motivate them to go on reading and to find the answers.

KEY

Mohamed Ali, b. Madonna, c. Maradona, d. Panagiotis Giannakis, e. Maradona, f. Mohamed Ali

3. Greek achievements

Encourage pupils to talk about Pyros Dimas

KEY

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

4. You were interested in the 2008 Paralympics in Beijing.

(It's a chance for the class to talk about people with special abilities through activities 3 and 4 of this unit)

Ask pupils to read this text –depending on their level and interest- about the Paralympics in Beijing. Then invite them to talk to the rest of the class about the emblem (the emblem sky, earth and human beings shows an athlete in motion...)

5. Mediation

Familiarize your pupils with mediation activities. Remind them that they do not have to translate every detail of the passage but they should tell the most important information so that another person who does not understand Greek can be informed about what the text is about.

KEY

Anthi Karagianni was the best athlete with disabilities for the year 2007. Anthi got a gold and a copper medal in the world champions for the blind, in Brazil. Second best athlete was Charalambos Taiganidis, a blind swimmer, who got two gold medals and third best athlete was Paul Mamalos, world champion weight lifter.

Additional information about Anthi Karagianni.

Η Ανθή Καραγιάννη γεννήθηκε στις 22 Σεπτεμβρίου 1981 στην Καβάλα. Ξεκίνησε το Στίβο με την παρακίνηση φίλων της και με τη βοήθεια της οικογένειάς της. Άρχισε να προπονείται συστηματικά στο άθλημα του Στίβου που της τις άρεσε ιδιαίτερα. Στο Παγκόσμιο Πρωτάθλημα του 2002 για πρώτη φορά διακρίθηκε διεθνώς κατακτώντας ένα χρυσό και ένα αργυρό μετάλλιο. Στους Παραολυμπιακούς Αγώνες της Αθήνας κατάφερε να κατακτήσει τρία αργυρά μετάλλια στα 100m, στα 400m αήλη και στο Άλημα εις μήκος. Στο Παγκόσμιο Πρωτάθλημα Στίβου 2006 στο Άσπεν της Ολλανδίας η Ανθή ήταν η πιο διακεκριμένη Ελληνίδα αθλήτρια κερδίζοντας 1 χρυσό στα 100m και 1 χρυσό στο Άλημα εις μήκος. Η Ανθή έχει σπουδάσει Λογιστική και μιλά Ελληνικά και Αγγλικά. Αγωνίζεται για το σωματείο Iris Καβάλας και έχει περιορισμό όρασης εκ γενετής (κατηγορία T11).

Unit 8: Blow Your Own Trumpet

1. Family Budget (follow up to Activity C. p.93)

Invite pupils to assume the role of a parent (mother/father). Make them think about what they would spend their money on. Are parents needs/wishes the same with children's? Discuss their answers and compare them with the ones they have given on p. 93

2. Golden rules for living

Revise conditions through this activity.

KEY

1. If you open it, close it. / 2. If you turn it on, turn it off / 3. If you unlock it, lock it up / 4. If you break it, admit it. / 5. If you borrow it, put it back / 6. If you value it, take care of it. / 7. If you make a mess, clean it up / 8. If you move it, put it back. / 9. If it belongs to someone else and you want to use it, get permission. / 10. If you don't know how to operate it, leave it alone

Advise the pupils that they should follow these rules in their life.

3. The story of the Little Red Riding Hood

KEY

The little girl made her way through the wood and stopped to pick up some strawberries for her grandmother.

In the wood, she met a big wolf and talked to him.

The wolf went to grandma's house.

The wolf came into the room and swallowed the old lady.

He slipped into grandma's bed and waited for the little girl.

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.

Suggested (alternative "animal friendly") endings: the hunter operated on the wolf's tummy and took Grandma and the little girl out, still alive. / He opened the wolf's big mouth, wide open, and pulled them out. / He begged the wolf to ...throw them up, because E.t.c.

UNIT 9: Earth Day Everyday

1. Lions

Instruct your pupils to read the information about lions. Remind them to use the notes as a guide to write their reports. They can display their reports in class or put them in their portfolios.

KEY

Lions usually live in cool or warm places. Some lions live in the woods, grassy plains, and places where there is a lot of food.

In ancient times, lions lived in Europe, in the Middle East, India, and much of Africa.

People are afraid of lions because of their big roar and their teeth.

A male lion looks bigger than a female lion because of its mane.

Lions are called 'Kings' because they are big and strong animals.

2. Keep the beach clean (instead of the project on p. 101)

Consolidate Past Perfect by inviting pupils to participate in this activity. The picture and the example of the book will help them

Ex. Swimmers had thrown empty bottles in the litter bin.

They had collected all the cans and plastic bags and had put them in the recycling bin

They had put up "no litter signs" for the swimmers to see.

3. Save the environment (instead of the pair-work Activity B on p. 105)

Ask pupils to do this activity according to their level and interest. They can give their own version of how water or air is polluted by drawing a picture or making a poster. They can draw their conclusions by what they have discussed in science subjects.

Advise them to discuss with their parents at home about the things they throw away. Children may inform their parents that they can store batteries for example, in special bins so that they can be recycled.

UNIT 10: Time for Fun

1. Eight Below

Instruct your pupils to read the information about the film Eight Below and then write an e-mail to Kate concerning the film

KEY

Dear Kate,

I have seen "Eight Below". It is about two Antarctic explorers who left their sled dogs behind in order to survive in the cold. It's an exciting adventure film. I enjoyed this moving story about friendship, love and survival very much.

Love

XX

2. Which film?

Advise pupils to read the example and think about another well known film. They may work in pairs or groups. They can use the clues given. The other pupils have to guess the title of the film.

Possible film to talk about: Lion King, The Lord of the Rings, Home Alone, Harry Potter e.t.c.

EXTRA ACTIVITIES

TO THE TEACHER

The extra activities that follow can be used as supplementary material, depending on the time available or the level or the SS. It is indicated after which unit each one can be used.

1. Read about Sally's family. (UNIT 1)

A. Now read the questions. Mark the correct answer.

a. Does Sally wash the car?

Yes, she does. / No, she doesn't.

b. Does Dad clean the house?

Yes, he does. / No, he doesn't.

c. Does Craig wash the dishes?

Yes, he does. / No, he doesn't.

d. Does Mum go swimming? Yes, she does. / No, she doesn't.

e. Does Joey wash the cat? Yes, he does. / No, he doesn't.

It's Saturday.
On Saturdays, they do jobs at home.
Sally washes the car. Mum goes shopping. Dad cooks dinner. Joey, the parrot, cleans his cage. Craig washes the dishes.

B. Write the answers for Sally and her family.

a. Hello, Sally. What do you do on Saturday mornings?

I wash the car.

b. Hello, Mum. What do you do on Saturday mornings?

c. Hello, Dad. What do you do on Saturday mornings?

d. Hello, Joey. What do you do on Saturday mornings?

e. Hello, Craig. What do you do on Saturday mornings?

KEY

A. a. Yes, she does. b. No, he doesn't. c. Yes, she does. d. No, she doesn't.

e. No, he doesn't.

B. b. I go shopping. c. I cook dinner. d. I clean my cage. e. I wash the dishes.

2. Read the following poem and write about your and your friends' hobbies. (UNIT 1)

My favourite hobby

All of my friends play football.

Some of them like to ski.

Many play chess or piano.

They all do a lot but not me.

Yet, I have a favourite hobby.

You may think it is a curious thing.

I like to sit still in the sunshine

And listen to summer birds sing.

3. What do you want to be? Unscramble the sentences below. (UNITS 1 OR 6)

a. want / be? / What / you / to / do _____

b. I / want / be / teacher. / to / a _____

c. your / does / do? / mum / What _____

d. nurse. / She / a / is _____

e. fire-fighter? / uncle / Is / your / a _____

f. a / teacher. / he / is / No, _____

g. Where / he / work? / does _____

- h. a / works / school. / in / He _____
 i. be /Do / nurse? / to /want / you / a _____
 j. I / I / be / No, / a / don't. / want / police woman / to _____

KEY

- a. What do you want to be?
- b. I want to be a teacher.
- c. What does your mum do?
- d. She's a nurse.
- e. Is your uncle a fire-fighter?
- f. No, he is a teacher.
- g. Where does he work?
- h. He works in a school.
- i. Do you want to be a nurse?
- j. No, I want to be a police woman.

4. Do you have Superpowers? Find out if you are a superhero! Try this quiz. (UNIT 3)

- a. What do you want to be?
- b. I want to be a teacher.
- c. What does your mum do?
- d. She's a nurse.
- e. Is your uncle a fire-fighter?
- f. No, he is a teacher.
- g. Where does he work?
- h. He works in a school.
- i. Do you want to be a nurse?
- j. No, I want to be a police woman.

5. Tick (✓) what you can do! (UNIT 6)

- I can...
- fly
 - swim underwater for long periods
 - move large heavy objects
 - think faster than a computer
 - see through walls
 - change clothes in 3 seconds
 - smash rocks
 - move mountains
 - climb skyscrapers
 - read people's mind
 - spell words backwards

6. Match the words in the first column to the best available answer in the second column. (UNIT 6)

Who works in a ...

- | | |
|----------------------|---------------------|
| 1. restaurant _____ | a. doctor and nurse |
| 2. post office _____ | b. teacher |
| 3. airport _____ | c. cook and waiter |
| 4. school _____ | d. pilot |
| 5. hospital _____ | e. postman |

KEY

- restaurant cook and waiter

post office	postman
airport	pilot
school	teacher
hospital	doctor and nurse

7. Write what other people do. Use the words in the box. (UNIT 6)

windows	roads	hair
bread	rubbish	letters


- The window cleaner cleans our _____
- The hairdresser cuts our _____
- The baker makes our _____
- The postman brings our _____
- The dustman collects our _____
- The workman repairs our _____

KEY

- windows
- hair
- bread
- letters
- rubbish
- roads

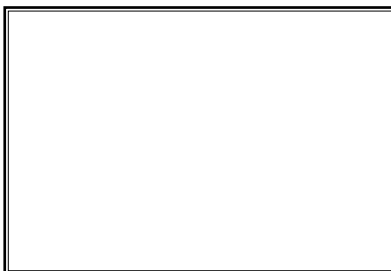
8. A survey (UNIT 6)

Who wants to be?

Do you want to be a ...?	Yes, I do. (write name)	No, I don't. (don't write name)
 <p>1. a/w: more pictures of 2. a teacher, 3. a nurse, 4. a policeman, 5. a car mechanic, 6. a cook, 7. a waiter, 8. a pilot, 9. a doctor, 10. a fireman, 11. air traffic controller</p>		

9. The Hellenic Post has invited young pupils to draw a series of new postage stamps showing animals that live in Greece.

You want to create your own stamp; draw a picture of an animal, which lives in your area. You also need to find information about this animal and present it in a leaflet to accompany the stamp. (UNIT 9)



10. Put the verbs in the correct form: (UNIT 9)

Carlos López Gonzalez, Scientist

I am Carlos López Gonzalez. I (be) a biologist at the Ecology Institute in Veracruz, Mexico. I (study) wild cats and other *predators** in the Mexican tropical dry forest since 1992. Wild cats (be) the top predators in this threatened ecosystem, and if you (protect) them, you (conserve) the rest of the community and the different plants, birds, insects, lizards, and other small animals.

predators: animals that kill and eat other animals

KEY

I am Carlos López Gonzalez. I am a biologist at the (Ecology Institute in Veracruz, Mexico. I have been studying wild cats and other predators* in the Mexican tropical dry forest since 1992. Wild cats are / have been the top predators in this threatened ecosystem, and if you protect them, you will conserve the rest of the community and the different plants, birds, insects, lizards, and other small animals.

Revision test 1-3

A. VOCABULARY

1. Cross the odd word out in each group. (7 points)

- plain, mountain, rain, peninsula, lake
- copy, taste, paste, print, save
- bakery, dairy, money, poultry, groceries
- cotton, socks, leather, silk, nylon
- physical education, history, monuments, chemistry, biology
- good hearted, naughty, playful, friendly, attractive
- cosy, comfortable, pleasant, unattractive, enjoyable

2. Where can you buy the following? Match A and B. (5 points)

A

- a bracelet
- sweets and bread
- meat and poultry
- magazines and newspapers
- pens and pencils

B

- Baker's
- Butcher's
- Jeweller's
- Stationer's
- Newsagent's

3. Put the following words into the right category. Which words can be put into two categories? (8 points)

slowly, attractive, ride, look like, unfriendly, feel like, border, badly, coin, fast awful, landform, weigh, well, ruin.

Nouns verbs adjectives adverbs

B. GRAMMAR

1. Present Simple or Continuous? Use the verbs in brackets in their correct tense. (2.5

points)

- a. Shhh!!! Be quiet! Sonia(do) her homework
- b. Joe is not at home now. He(study) in the library
- c. Marie isn't a Canadian. She.....(come) from France
- d. Bob usually..... (stay) at home on Saturday morning but this Saturday he.....(travel) to Patras with his parents.
- e. Helen(not eat) out very often. She loves eating at home.

2. Read the dialogue and underline the correct verbs. (4 points)

- Hi Petros!
- Oh! Hello George!
- What do you do/are you doing now?
- Well, I'm preparing/ prepare breakfast and I'm listening/ listen to music. I always listen / am always listening to music when I make/I am making breakfast.
- What kind of breakfast do you usually make/ are you usually making?
- I usually fry / I'm usually frying eggs but today I make/ I'm making a cheese toast!
- You seem in a good mood. How about inviting me for breakfast next weekend?
- Oh! That's a good idea. Please come...

3. Choose a, b, c or d to fill in the sentences. (2.5 Points)

- 1. I don't drink.....water
 - a. many b. much c. very d. little
- 2. Are there.....apples in the kitchen?
 - a. some b. much c. any d. little
- 3. I'd like to make a cake. I need a.....of milk.
 - a. packet, b. bar, c. dozen d. carton
- 4. I like chocolate very much. Give me a....
 - a. kilo, b. bar, c. carton, d. packet
- 5. My mother went to the supermarket and bought two....of orange juice
 - a. bottles, b. bars, c. packets, d. pieces

4. How many or How much? (2.5 points)

- 1) _____ milk do you drink every day?
- 2) _____ books have you got in your bag?
- 3) _____ packets of sugar are in the cupboard?
- 4) _____ flour do you need to make the cake?
- 5) _____ slices of bread are there in your lunch box?

5. Fill in the correct form of the words in brackets (comparative or superlative). (2 points)

- a. This red rose is(beautiful) than the yellow one.
- b. This book about ancient creatures is the.....(interesting) I have ever read.
- c. Which is the(fast) animal in the world?
- d. Travelling by boat is(cheap) than travelling by plane.

6. Write down the correct form of the word in brackets (adjective or adverb). (2 points)

- a. Sara is a very careful girl. She climbed up the ladder.....(careful)
- b. This dog is very angry. It barks(angry)
- c. Tom and Mary learn English(easy). They think English is an....(easy) language
- d. Lucy is a good singer. She sings.....(good)

7. Fill in the correct adverb form (comparative or superlative) of the adjectives in brackets.

(2.5 points)

- a. Jim can run(fast) than his brother
- b. Joan dances the.....(beautiful) of all
- c. Cathy's mother had an accident last year. Now she drives.....(careful) than before
- d. Our team played the.....(bad) of all.
- e. Peter speaks French.....(fluent) than last year

Writing

This is an e-mail from your friend Joe from London, UK. Read his message and send him your answer. (2 points)

Hi Kostas,

Do you want to hear about my teacher? Well, Mrs Davis is very friendly. She gives us a lot of examples on the blackboard when she teaches Maths. In the Science lessons she always has something to show us. I love watching her experiments. She also asks us to work in groups and find information about many countries in the geography lesson.

Our teacher loves music very much. She sings beautifully. We have a nice music classroom with many musical instruments. We all enjoy music! We know fantastic songs.

What about you? Tell me about your teacher.

Joe

Your answer

Dear Joe...

KEY TO REVISION TEST 1-3

A. VOCABULARY

1. Cross the odd word out in each group

a. rain, b. taste, c. money, d. socks, e. monuments, f. naughty, g. unattractive.

2. Where can you buy the following? Match

a bracelet - Jeweller's

sweets and bread- Baker's

meat and poultry -Butcher's

magazines and newspapers -Newsagent's

pens and pencils- Stationer's

3. put the following words into the right category. Which one can be put into two categories?

slowly, attractive, ride, look like, unfriendly, mountain, feel like, border, badly, coin, fast, awful, landform, weigh, well, ruin.

Nouns: border, coin, landform

Verbs: feel like, look like, weigh, ruin

Adjectives: attractive, unfriendly, fast, awful

Adverbs: slowly, badly, fast, well

Fast can be put into two categories.

B. GRAMMAR

1. Present Simple or Continuous? Use the verbs in brackets in their correct tense.

a. is doing, b. is studying, c. comes, d. stays, is travelling, e. does not eat.

2. Read the dialogue and underline the correct verbs (give SS half a point for every correct verb)

- Hi Petros!

- Oh! Hello George!

- What **are you doing** now?
- Well, I'm **preparing** breakfast and I'm **listening** to music. I **always listen** to music when I **make** breakfast.
- What kind of breakfast **do you usually make**?
- I **usually fry** eggs but today I'm **making** a cheese toast!
- You seem in a good mood. How about inviting me for breakfast together next weekend?
- Oh! That's a good idea. Please come...

3. Choose a, b, c or d to fill in the sentences

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

4. How many or How much?

1. how much, 2. how many, 3. how many, 4. how much, 5. how many

5. Fill in the correct form of the words in brackets (comparative or superlative).

a. more beautiful, b. the most interesting, c. the fastest, d. cheaper

6. Write down the correct form of the word in brackets (adjective or adverb).

a. carefully, b. angrily, c. easily-easy, d. well.

7. Fill in the correct adverb form (comparative or superlative) of the adjectives in brackets.

a. faster, b. the most beautiful, c. more carefully, d. the worst, e. more fluently

Writing

An e-mail: Possible answer:

Dear Joe,

Thank you for your e-mail. Your teacher seems very nice. Our teacher is very good, too.

Her name is Stella Argyriou. Mrs Argyriou helps us very much in the classroom. We work in teams and prepare projects for many lessons. Yesterday my team prepared a project about Russia and put it on the wall for all the pupils to see.

I like history very much because our teacher organizes visits to museums. Mrs Argyriou sings beautifully, too. We all enjoy her music lessons!! Etc.

Love

Kostas.

Revision test 4-6

A. VOCABULARY

1. Choose one word from each column and write sentences that make sense. (7 points)

Ex. *Planes carry cargo.*

passengers	carry	food
planes	serve	cargo
airhostesses	fly over	planes
pilots	land	their seat seatbelts
passengers	travel	on water
air-pockets	carry	in space
space shuttles	shake	oceans
sea planes	fasten	luggage

2. Find the words. (6 points)

a. You can fly in a ... simulator

h__ a__ b_____

h_____

s_____

s_ _ _ _ s_ _ _ _ _

b. Girls used to wear them in the '60s

m_ _ _ _ s_ _ _ _

h_ _ _ _ h_ _ _ _ _ s_ _ _ _

b_ _ _ _ b_ _ _ _ _ p_ _ _ _

s_ _ _ _ _ u_ _ _ _ _

c. At their work, they help other people

n_ _ _ _ _

l_ _ _ _ g_ _ _ _

d_ _ _ _ _

w_ _ _ _ _

3. Match the words in column A with words from column B. (7 points)

A	B
a. attached	passengers
b. missing	engine
c. powerful	weather
d. safe	file
e. terrified	voice
f. calm	plane
g. stormy	trip
h. double-decker	tour
i. fruit	bus
j. guided	punch
k. air traffic	fighter
l. computer	controller
m. fire	rules
n. safety	science

B. GRAMMAR

1. Use the correct form of Simple Past or Past Continuous to complete the sentences below. (4 points)

a.

A: What(you, do) when the accident happened?

B: I(try) to fix my bicycle chain, which was broken.

b.

Timothy(arrive) at Susan's house a little before 9:00 pm, but she(not be) there. She(study) at the library for her final examination in French.

c.

A: I (call) you last night after dinner, but you(not be) there. Where were you?

B: I(take) a test at my English school.

2. Use the sentences below to write a story about your summer holidays, when you were 5 years old. Be careful to use the correct form of the verbs. You can join the sentences in any way you like. (5 points)

visit my mother's village near the sea

stay with my grandparents

go to the beach with my grandmother

my grandmother *tell* me a lot of tales about sea turtles

build sandcastles with my cousins Jenny and Petros
Start like this: When I was 5 years old, I used to...

3. Study the table and the sentences below. (5 points)

A. Fill in the missing parts:

verb	can	may	may / can	should
meaning	<i>ability</i>			

Ability: Mary can play the flute very well.

Possibility: John _____ come to the party. I'm not sure.

Permission: _____ I go to my friend's birthday party, please, dad?

Advice: Oh! It's snowing! You _____ put on your warm coat!

B. Fill in more sentences with the above verbs or their negative forms:

- You _____ be polite to your classmates.
- I _____ drive a car. I'm too young.
- You _____ work so hard. You look tired.
- Don't worry! You _____ finish this exercise tomorrow.

4. Fill in the missing parts of the dialogue with the following expressions. (6 points)

Yes, of course / walk straight ahead / can you tell me / opposite / until you get to / turn left

- Excuse me, _____ where the post office is, please?
- _____. Go down this street _____ the traffic lights.
- The traffic lights?
- Yes. Cross at the traffic lights and _____ for two more blocks. Then, _____ at the supermarket. The post office is just _____ the supermarket.

You can't miss it.

- Thank you!

KEY TO REVISION TEST 4-6

A. VOCABULARY

1. Choose one word from each column and write sentences, which make sense:

Passengers fasten their seat belts, airhostesses serve food, pilots fly over oceans, air pockets shake planes, space shuttles travel in space, sea planes land on water

2. Find the words:

- simulator, hot air balloon, helicopter, seaplane, space shuttle
- mini skirt, high heeled shoes, bell bottomed pants, school uniform
- nurse, life guard, dentist, waiter

3. Match the words in column A with words from column B

- attached file, b. missing plane, c. powerful engine, d. safe trip, e. terrified passengers, f. calm voice, g. stormy weather, h. double-decker bus, i. fruit punch, j. guided tour, k. air traffic controller, l. computer science, m. fire fighter, n. safety rules

B. GRAMMAR

1. Use the correct form of Simple Past or Past Continuous to complete the sentences below:

- were you doing / was trying
- arrived / was not / was studying
- c.

called / were not / was taking

2. Use the sentences below to write a story about your summer holidays, when you were 5 years old.

When I was 5 years old, I used to visit my mother's village near the sea. There, I used to stay with my grandparents. In the afternoons, I used to go to the beach with my grandmother. My grandmother used to tell me a lot of tales about sea turtles and I used to build sandcastles with my cousins Jenny and Petros.

3. Study the table and the sentences below:

A.

ability: can - possibility: may - permission: may / can - advice: should

Possibility: John may come to the party. I'm not sure.

Permission: May I go to my friend's birthday party, please, dad?

Advice: Oh! It's snowing! You should put on your warm coat!

B.

- a. You should be polite to your classmates.
- b. I can't drive a car. I'm too young.
- c. You shouldn't work so hard. You look tired.
- d. Don't worry! You can finish this exercise tomorrow.

4. Fill in the missing parts of the dialogue with the following expressions:

- Excuse me, can you tell me where the post office is, please?
- Yes, of course. Go down this street until you get to the traffic lights.
- The traffic lights?
- Yes. Cross at the traffic lights and walk straight ahead for two more blocks.
- Then, turn left at the supermarket. The post office is just opposite the supermarket. You can't miss it.
- Thank you!

Revision test 7-10

VOCABULARY

1. Complete the words and match them with their definitions. (3 points)

- | | | |
|-------------------------|---------------------------------------|----|
| a. c_____r | a person who writes music | b. |
| w_____y | rich | |
| c. p____ - s____w party | celebration after the performance | |
| d. sea t_____ | this animal lays its eggs in the sand | |
| e. b_____y | a swimming style | |
| f. p_c____ a_d__n__. | many spectators | |

2. Match the opposites: (4 points)

- A. save, interesting, scruffy, win
B. boring, lose, spend, tidy

3. Put the following words into the right category. (8 points)

swimming styles, musical instruments, books, appearance
drums, plot, trumpet, freestyle, breaststroke, crooked teeth, cover, acne, oboe, scruffy clothes, butterfly, flute, novel, backstroke, messy hair, adventure

4. Match a word from A with a word from B. (2.5 points)

- A. recycling, attend, dazzling, protect, dump
B. the environment, a performance, waste, costumes, bank

5. Cross the odd word out. (2.5 points)

- a. actor, star, baggy, director, role
- b. industrial waste, litter, rubbish, seal
- c. dazzling, colourful, scary, electrifying,
- d. band, allowance, bill, cash, penny,
- e. musical, drama, relay, opera, comedy

GRAMMAR

1. Complete the sentences with the correct form of the verbs in brackets. (5 points)

- 1. If you _____ (buy) this CD, you will pay less. It's an offer.
- 2. The tree outside the house was not there. People _____ (cut) it down
- 3. If I were a musician I _____ play drums
- 4. The wolves left. People _____ (take) over their natural habitat
- 5. How long _____ you (play) the piano? - Since 3 o' clock.
- 6. If the tickets were cheap, I _____ (come) to the rock concert tonight.
- 7. If you like adventure films, _____ (watch) "Below zero"
- 8. If I _____ (not go) to the cinema, I may come to your house.
- 9. My grandfather no longer had his farm. He _____ (sell) it.
- 10. The pupils _____ (break) the record of "recycling waste paper"

2. Complete the sentences with: *because*, *because of*, *so*, *as a result*. (3 points)

- 1. Bears become extinct _____ people hunt them.
- 2. The river wasn't clean and _____ the fisherman didn't want to fish.
- 3. The girls didn't want to swim _____ the polluted water.
- 4. The dog was at the vet's _____ he had a car accident.
- 5. He couldn't stay any longer _____ the awful smell.
- 6. The bear couldn't find any food to eat _____ she feels very hungry today.

3. Complete the sentences with: *for*, *since* and *after*. (3 points)

- 1. He _____ has been fishing _____ nine o'clock
- 2. He bought a new guitar _____ he had broken the old one.
- 3. The pupils have been watching a video about "The Earth Day" _____ one hour.

4. Complete the conversation with the champion's answers. (5 points)

Reporter: When were you born?

Champion: _____ For 8 years

Reporter: When did you start swimming?

Champion: _____ 2 gold and 1 silver

Reporter: Have you been training hard?

Champion: _____ At the age of 8

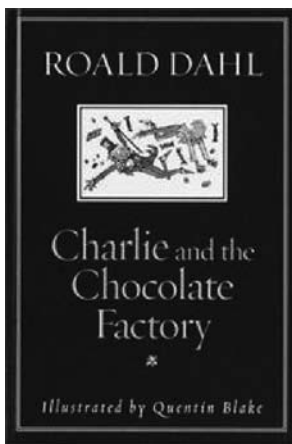
Reporter: How many Olympic medals have you won?

Champion: _____ In 1985

Reporter: How long have you been an Olympic champion?

Champion: _____ Yes. 5 hours a day

5. Use the information below to write about the film 'Charlie and the Chocolate Factory'. Remember to use Passive Voice in some sentences. (4 points)



Writer of the book:
Roald Dahl
Director: Tim
Burton
Genre: adventure

Actors: Johnny Depp (Willy Wonka), Freddie Highmore (Charlie Bucket)

Plot: A young boy wins a tour through the most magnificent chocolate factory in the world, led by the world's most unusual candy maker.

Start like this:

The film 'Charlie and the Chocolate Factory' is based on Roald Dahl's book. It ...

KEY

VOCABULARY

1. Complete the words and match them with their definitions

a. composer, b. wealthy, c. post-show party, d. sea turtle, e. butterfly, f. packed audience

2. Match the opposites

save/ spend, interesting/ boring, scruffy / tidy, win / lose

3. Put the following words into the right category

swimming styles: freestyle, backstroke, breaststroke, butterfly

musical instruments: drums, flute, oboe, trumpet

books: plot, cover, adventure, novel

appearance: crooked teeth, acne, messy hair, scruffy clothes

4. Match a word from A with a word from B

recycling bank, attend a performance, dazzling costumes, protect the environment, dump waste

5. Cross the odd word out

a. baggy, b. seal, c. scary, d. band, e. relay

GRAMMAR

1. Complete the sentences with the correct form of the verbs in brackets

1. buy, 2. had cut, 3. would play, 4. had taken, 5. have you been playing, 6. would come, 7. watch, 8. I do not go, 9. had sold, 10. have broken

2. Complete the sentences with because. because of, so, as a result

1. because, 2. as a result, 3. because of, 4. because, 5. because of, 6. so

3. Complete the sentences with for, since and after (3 points)

1. since, 2. after, 3. for

4. Complete the conversation with the champion's answers: (5 points)

Reporter: When were you born?

Champion: In 1985

Reporter: When did you start swimming?

Champion: At the age of 8

Reporter: Have you been training hard?

Champion: Yes. 5 hours a day

Reporter: How many Olympic medals have you won?

Champion: 2 gold and 1 silver

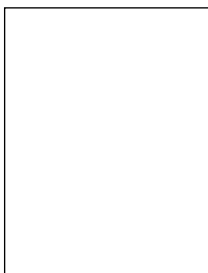
Reporter: How long have you been an Olympic champion?

Champion: For 8 years

5. Use the information below to write about the film 'Charlie and the Chocolate Factory'.

The film 'Charlie and the Chocolate Factory' is based on Roald Dahl's book. It is directed by Tim Burton. It is an adventure story about a young boy who wins a tour through the most magnificent chocolate factory in the world. The factory is led by the world's most unusual candy maker, Willy Wonka. The role of Willy Wonka is played by Johnny Depp, while the role of Charlie is played by young Freddie Highmore. Key to «check yourself» of the pupil's book of the on pages 96, 97, 98 workbook.

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ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ ΕΠΕΑΕΚ

ΕΛΛΑΔΑ
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