

UNIT 8

Tomorrow and... beyond!

LESSON 1: Travel Plans!

LESSON 2: Good for you!

LESSON 3: In the year 2525!


The reporters of 'TEEN LINKS' have added comments under each e-friend's message. Read Thibault, Silou and Daphne's messages (1-3) and choose a comment for each (a-d). There is an extra comment.

Yahoo! - Microsoft Internet Explorer provided by OTEnet
www.thinklinks.gr

Make Y! your home page
Shopping: 50% Off Cameras, Cell Phones, GPS
May 26, 2008 Page Options

TEEN LINKS
Message of the DAY

What is the first thing that comes to your mind when you hear the word **'TOMORROW' ?**
Click here to read your messages.

 Tomorrow won't be that exciting for me. I'm going to help dad tidy our garage. Lots of hard work. Hope you're luckier.
Thibault **1**

When I'm thinking about tomorrow, I always think about modern technology. I'm really curious about what our life will be like in 100 years from now. Aren't you?
Silou **2**

Tomorrow morning we're going to organise our school trip to England with our English teacher. We need to choose museums to visit and a couple of excursions.
Daphne (from Patmos, Greece) **3**

Start Yahoo! - Microsoft Int... EN 18:07

- a. Then, you should see 'BACK TO THE FUTURE' 3 on DVD.
- b. Don't forget to visit the London Zoo!
- c. Don't worry so much!
- d. Good for you! Your parents must be really proud.

In Unit 8 you will...

READ

- information on tickets
- a teenager's diary entry
- an article about life in the future
- an online poll about horoscopes

LISTEN TO

- a telephone conversation about a trip
- a radio teenage programme
- teenagers talking about their birthdays and signs

TALK ABOUT

- your fixed plans
- your future intentions
- suitable jobs for your e-friends
- what your friend's horoscope says

WRITE

- a diary entry
- a magazine horoscope for a celebrity

LINK TO

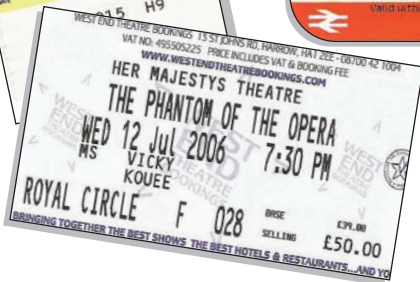
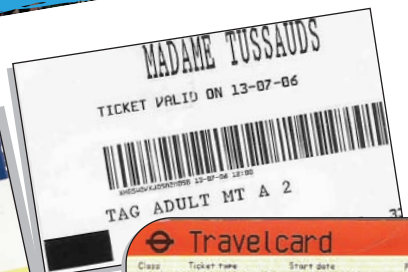
- Geography • History • Art • Maths • Science • Religious Education (RE)

Lesson 1



Speaking

What can you see in the photos? Tell each other and then, discuss in class.



Travel Plans!



Listening

- 1 *Daphne, from Patmos, is going on a summer course in England with her class in July. Listen to her talking to Steve, an English friend, on the phone. Where is she going? Choose from a-c.*
- a. To London
 - b. To Cambridge
 - c. To London and Cambridge



- 2 *Listen to their conversation again and complete Steve's notes about Daphne's trip.*

Daphne in England!

Arrives on: ¹

Stays for: ²

Visits:

- Tuesday, 20: ³ Museum
- ⁴ : Natural History Museum
- Thorpe Park

(I must send information)

Trip to Cambridge:

- on Saturday 24
- Meet: at ⁵ at ⁶ p.m.
- Go punting in the river



- 3 *Do you think Daphne's trip will be interesting? What different things will she see?*
- 4 *Have you ever been on a trip like this? Do you know any other famous sights in the UK?*

Lesson 1



Vocabulary Link

Travelling

1 Work in pairs to put the words in the right **WORD GROUP**. Use your dictionary to find the meaning of the words in the box you do not know. Then, listen and check.



duty free shop	luggage reclaim	validation machine
exit sign	platform	porter
line	train	guest
passenger	room key	double room
single room	boarding pass	check-in desk
station	hotel reception	airline ticket



1 at the airport

.....

2 at the hotel

.....

3 on the underground

.....

2 In groups, prepare **Vocabulary posters** for each **WORD GROUP** in Task 1. You can visit one of these places in your area and take photos to illustrate the vocabulary on your poster.



Grammar Link

Ordinal Numbers

1 Study the table and complete the dates.

Complete:

- 1st - first
- 2nd - second
- 3rd - third
- 4th - fourth
- 5th - fifth
- 9th - ninth
- 12th - twelfth
- 13th - thirteenth
- 20th - twentieth
- 21st - twenty-first
- 22nd -
- 27th -
- 31st -

We write:
 30th June 1998
 or
 30 June 1998

We say:
 the thirtieth of June, nineteen ninety-eight
 or
 June the thirtieth, nineteen ninety-eight

REMEMBER:

We use **ON** with days

- on 1st July
- on my birthday
- on Christmas day
- on Wednesday

Travel Plans!

2 *In pairs, tell each other when:*

- your birthday is
- your next holiday is
- schools finish and exams start
- an important sports event is
- an important event in your area is

e.g. When is your birthday?
It's on 1st January.

3 *Work in groups. Your teacher will give you the names of 5 classmates of yours.*

- For each one find out their name day. You can ask your RE teacher to give you a church calendar.
- Collect all name days and make a 'Happy Name Day' poster for the whole class. Add photos if you like.

Present Continuous - Talking about future arrangements

1 *Look at the example sentences and complete the Grammar table.*

<ul style="list-style-type: none"> • We're flying to London on Monday, 19th. • I'm spending a day at Thorpe Park. 	<ul style="list-style-type: none"> • Mum and Dad aren't coming with me. • When are you coming to Cambridge?
<p>personal arrangements and fixed plans for the future ↓ PRESENT CONTINUOUS</p>	<p>Choose:</p> <ul style="list-style-type: none"> ➤ We are sure these plans/personal arrangements will happen. TRUE / FALSE ➤ We often give the time, date and/or place. TRUE / FALSE ➤ We often note down these plans/personal arrangements in our diaries. TRUE / FALSE

see Grammar Appendix, page 156.

2 *What are your plans for next week / month? Write a date in each box and take turns to ask each other.*

- e.g.
- What are you doing on Tuesday 2nd May?
 - I'm playing chess with Paul at four o'clock.

Lesson 1

Travel Plans!



Speaking

Find the differences

You and your partner have got a copy of two teenagers' diaries. There are 8 differences. Take turns to ask and answer questions to find them. When you finish, check with the class.

Student A: Look at the diaries on page 137.

Student B: Look at the diaries on page 140.



REMEMBER!

You don't want to miss the fun, so..

- Don't show your diary to your partner.
- Answer your partner's questions only.
- Don't give him/her any extra information.



Lesson 2

Good for you!



Listening

1 *Have you got any 'bad' habits? If yes, write them down and then, ask your partner for advice.*

- * I'm late for school.
- * I don't tidy my room.

e.g.

- I can't wake up in the morning and I'm often late for school.
- You should go to bed earlier.

2 *What do the words in bold mean? Match the sentences (1-4) with pictures (a-d).*

1. Always wear a **helmet** when you ride a bike.
2. Drivers and passengers must wear their **seat belts**.
3. Only **adults** can drive a car.
4. People are usually **nervous** before their driving test.



a.



b.



c.



d.

3 *Harry, the presenter of the radio teenage programme 'GOOD FOR YOU!' invited the listeners to announce their good intentions for this month. Listen to 5 of them and circle their names.*

Peter

Silou

Hans

Stavros

Helen

Maria

Thibault

Christos

4 *Who is going to do what this month?*

Listen again and write the name of the teenager under each picture (a-e).

Task 47- p.194



a.



b.



c.



d.



e.

5 *Which ones (a-e) do you also want to do? Tell the class.*

Lesson 2



Grammar Link

Be going to - Talking about future plans and intentions

1 Look at the example sentences and complete the Grammar Table.

- I'm going to wear a helmet when I ride my bike.
- From now on, Silou's going to think PINK!
- I'm not going to give out my name on the Internet.
- What are you going to do?

To talk about what we have decided to do - our future plans and intentions

↓
BE GOING TO

Complete:

☺ : / **is** / + going to +

How do we form questions and negatives?

COMPARE:

I'm going to have a party for my birthday.
(I'm talking about what I want to do)

I'm having a party on Saturday at 8.00.
(I'm talking about a fixed party)

see Grammar Appendix, page 156.

2 Look at your list of bad habits in Listening Task 1. Imagine this weekend is your **GOOD INTENTIONS WEEKEND**. Write down on a piece of paper three things you are going to do and give it to your partner. In the next lesson he/she is going to check on you.

JANE

- I'm going to tidy my room.
- I'm going to study History.
- I'm not going to listen to music all day.

Did you tidy your room?

Yes, I did.

Did you study History?

Actually I didn't.
I went to a party.

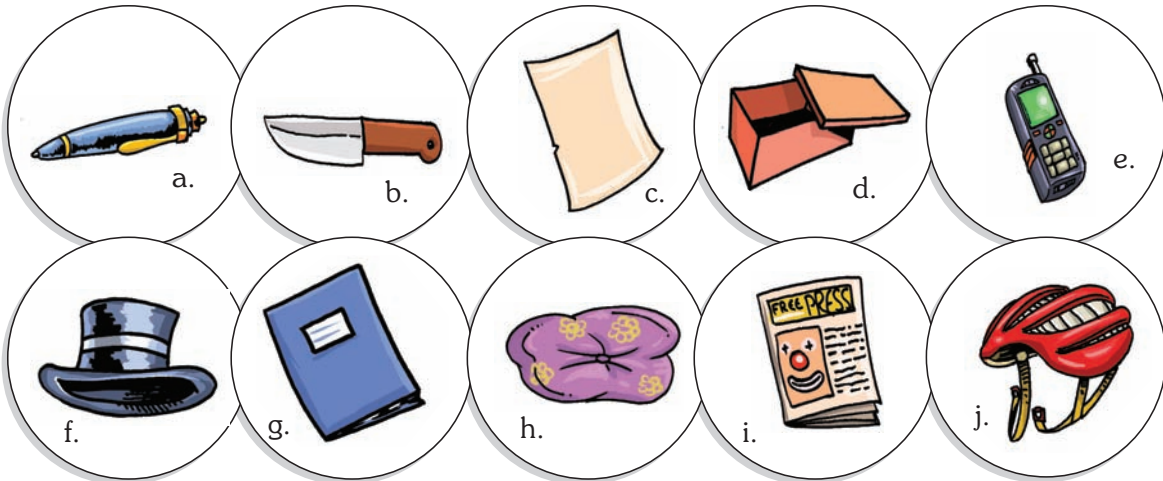


Good for you!



Speaking

1 Look at these drawings. What do they show?



2 Get in pairs. Take turns to do the task.

Students A: Choose one of the objects above and tell your partner what you are going to do with it. Your partner must guess the object. If he/she needs more help, give another clue.

Student B: Listen to your partner and guess what object he / she is talking about. You get one point if you guess right.

e.g.

Student A: I'm going to wear it.

Student B: Is it the hat?

Student A: No, it isn't. Here's another clue. I'm going to wear it when I ride my bike.

Student B: Is it the helmet?

Student A: Yes, it is.



Reading

1 Read this piece of writing and discuss in pairs:

- What type of writing is it?
- How does the writer feel and why?

Friday, May 2nd

11.30 pm

Can't sleep! I'm listening to my favourite radio station, Teen FM. Seven days to the party! I'm going to wear that cool pair of jeans I bought yesterday and I'm going to invite Claire, the girl next door. I see her every morning when her dad takes her to school. She's so cool! I hope she says yes! And guess what! Mum and dad are eating out on the day of the party! Lalalala... life is fabby, fab, fab...

Lesson 2

Good for you!

2 Read the text again, find and underline:

- something that is going on at the moment
- something the writer wants to do, an intention
- a past action
- a habit
- a fixed plan

3 What tenses has the writer used to express the ideas in Task 2?



Writing

1 Write a short diary entry about something you feel excited or sad at the moment. Use the diary entry above as a model. Try to include most of the points (a-e) in Reading task 2.

2 Check your grammar. Have you used the right tense for each of your thoughts? Your partner can help you.



Project

Planning a school trip

Get in groups of six and organise the next school trip.

- Collect data about the place you want to visit. Find a map and information from brochures, websites, travel guides etc.
- Make a list of activities you can do. There must be something for everyone in your group.
- Make a list of the equipment you are going to need. Explain what you are going to do with it.
- Discuss and draw up the itinerary and programme of activities. Remember that your programme must be realistic and practical.
- Write out your plan. Add maps and photographs.
- Present it to your class.
- Vote for the plan and for the best presentation.



Lesson 3 In the year 2525!



Reading

- 1 *Imagine life after 100 or more years! In small groups, describe LIFE IN THE FUTURE. You can write down words or make a drawing. Then, share your ideas with the class.*

TRAVELLING
e.g. helicopters

.....

.....

.....

.....

FASHION

.....

.....

.....

.....

ENTERTAINMENT

.....

.....

.....

.....

EDUCATION

e.g. lots of computers

.....

.....

.....

.....

Lesson 3

- 2 In Silou's class, the students wrote an article about life in the future for their English newspaper. Read it to check if they have included any of your ideas in Task 1.

TEEN newspaper

What will our great-grand children's life be like?

Find out about technological developments in our lifetime - and beyond.



A.
You won't need one. You'll go to your Personal Station and you will type your destination on a special computer. A door will open and a small taxi will take you to your stop.



B.
Huge domes will protect all cities on Earth. In this way, we will enjoy the sun all year round and there won't be any pollution.



C.
Within a thousand years you will just *think* a command and robots or other machines will carry it out. Computers will recognise your voice and your thoughts. For example, you will think "Sit" and your robotic dog will sit immediately next to you.

D.
In some years, you won't need to go to the theatre, to a concert or to a football match. You'll watch any event live on your virtual reality screen and you won't miss a thing. You will feel you are in a crowded stadium, dancing to the rhythm of the latest hit. At the same time, your parents won't worry about their children's safety.



adapted from: <http://www.nationalgeographic.com/ngkids/9901/beyond-2000/>

In the year 2525!

3 The students are thinking about 'catchy' headings for the passages in their article. Read it again and choose the most suitable heading for each technological development (A-D).

Task 48- p.196

Tiny cameras

Away from the city centre

See them live!

No car? No problem!

Brain Power

Future cities

4 Will teenagers have more fun in the future? Share your opinion with the class.



Vocabulary Link

Guessing words from context

Find the following words (1-10) in the text and match them with their meanings (a-j).

Task 49- p.197

1. great-grand children ^{title}	...	a. not in danger
2. beyond ^{title}	...	b. an order
3. destination ^(text A)	...	c. after that time
4. huge ^{text B}	...	d. where you want to go
5. dome ^(text B)	...	e. full of people
6. command ^{text C}	...	f. understand who or what it is
7. recognise ^{text C}	...	g. very big
8. immediately ^{text C}	...	h. right away
9. crowded ^(text D)	...	i. a round roof
10. safety ^{text D}	...	j. our children's kids



Speaking

Guessing Game

Get in two groups. Each group makes a list of films which are about the future. Choose a film on your list and ask a member of the other group to use pantomime in order to help his/her partners guess its title. If they guess right, they get a point. Then, change roles and play the game again.



RULES OF THE GAME!

- Use only sign language to mime the film title. If you speak, your group misses a turn.
- Use only English to guess the title. If you don't, your group misses a turn.

Lesson 3



Grammar Link

Future Simple - Predicting

1 Look at the example sentences and the article and complete the Grammar table.

- | | |
|--------------------------------------------------------|------------------------------------------------|
| a. Huge domes will protect all cities on Earth. | c. Will we have more fun in the future? |
| b. You won't need a car. | d. There won't be any pollution. |

To predict the future -
to say what we think will happen



Future Simple

We can use it with words/expressions like:
I (don't) think, I'm (not) sure, I hope,
perhaps, soon

Complete the form:

☺ : + will + verb ✓

..... + ☺ + verb?

☹ : + / will not + ✗

Short answers

Yes, I will. / No, I won't.

see Grammar Appendix, page 157.

2 What will happen at school tomorrow? In pairs, make a list of guesses. Keep the list until tomorrow to check your guesses.

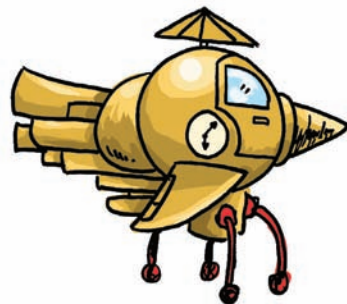
OUR LIST

Tomorrow...

- we'll take a test in English.
- Mary will be late.
-

3 Tomorrow, at the end of the English lesson, join another pair. Look at your lists and check your guesses.

e.g. Did we do a test in English? No, we didn't.
Was Mary late in the morning? Yes, she was.



Reading & Listening



1 Read what some teenagers around the world believe about the topic of horoscopes and star signs. What is your reaction to this topic?

Yahoo! - Microsoft Internet Explorer provided by DTEnet
www.thinkteens.com

Weekly Poll

Do you believe in star signs? Do you read what your horoscope says? Send us your opinion.

"I think we shouldn't take horoscopes seriously. I never read them." **Natasha, 13 (Moscow)**

"I don't believe in star signs of course but I have fun reading horoscopes in magazines with my friends. We laugh a lot." **Demy, 14 (Ankara)**

"When I meet someone for the first time I always want to learn what their sign is. It doesn't mean anything really. I probably do it out of habit." **Helga, 17 (Oslo)**

"I'm a Capricorn and my best friend is a Leo. Everybody says we can't get along well but I think this is silly. We shouldn't take horoscopes so seriously." **Carlos, 14 (Rio de Janeiro)**

"I read my weekly horoscope every Sunday. It quite often proves to be right. My girlfriend laughs at me. I don't care." **Johnny, 16 (Montreal)**

In the year 2525!

2 *What is your star sign? Read the characteristics of it. Do you agree with the description?*



Aries (21/3 - 20/4)
energetic - sports lovers



Taurus (21/4 - 21/5)
dynamic - love money



Gemini (22/5 - 21/6)
lively - adventure lovers



Cancer (22/6 - 23/7)
romantic - want to help



Leo (24/7 - 23/8)
kind - very good on stage



Virgo (24/8 - 23/9)
organised - good with their hands



Libra (24/9 - 23/10)
romantic - like meeting people



Scorpio (24/10 - 22/11)
intelligent - hate lies



Sagittarius (23/11 - 22/12)
honest - love travelling



Capricorn (23/12 - 20/1)
hard working - good leaders



Aquarius (21/1 - 19/2)
inventive - like working in groups



Pisces (20/2 - 20/3)
popular - animal lovers

3 *Listen to the star signs and mark the stress (•) on each word.*

4 *Listen to four of your e-friends. What is their star sign? Write it under their photos.*



a. b. c. d.

5 *Look at the characteristics of your e-friends' star signs. In pairs, talk about what jobs would be suitable for each of them.*

e.g. - I think Antonio will become a manager because Capricorns are good leaders. Do you agree?
- Yes, I do. I also think he'll make a lot of money because Capricorns are hard working.



Culture Corner



There are 12 animal signs in the Chinese horoscope:
Rat, Ox, Tiger, Rabbit, Dragon, Snake, Horse, Lamb, Monkey, Rooster, Dog and Pig.

What sign are you in the Chinese horoscope?

Lesson 3

In the year 2525!



Speaking

Mediation Task

Student A: Look at page 138.

Student B: Look at page 141.



Writing

1 Which famous person do you like?

Which one do you hate?

Write a horoscope for each one of them.

You can have categories like: *Personal Life, Career, Family and Friends, Money etc.*



Tip!

Work in pairs. Read each other's first drafts and make comments.

2 When you finish, prepare a page for an English magazine.

- Work in small groups,
- type your drafts,
- add photos and
- make a collage.

My Portfolio



Self-Assessment

VOCABULARY LINK

1 Delete the odd one out.

- | | | |
|--------------|------------------------|---------------|
| 1. passenger | porter | ticket |
| 2. key | plane | train |
| 3. reception | exit sign | check-in desk |
| 4. nervous | helmet | seat belt |
| 5. robot | virtual reality screen | star sign |

1 POINT FOR EACH CORRECT ANSWERS TOTAL ___/5

2 Complete the sentences with the words from the box. There is an extra word you don't need to use.

behave guest fasten recognise advice intentions

- Why don't you ask your parents for some
- The teachers are often angry with Kate because she doesn't well.
- Good are not always enough.
- your seatbelts now! We're setting off.
- Computers will our voice in the future.

1 POINT FOR EACH CORRECT ANSWERS TOTAL ___/5

3 Match the dates.

- | | | |
|----------|-------|---------------------------------------|
| 1. 12/3 | _____ | a. It's the sixth of January. |
| 2. 20/8 | _____ | b. It's the sixteenth of June. |
| 3. 1/5 | _____ | c. It's the twelfth of March. |
| 4. 23/12 | _____ | d. It's the twentieth of August. |
| 5. 6/1 | _____ | e. It's the twenty-third of December. |
| 6. 16/6 | _____ | f. It's the first of May. |

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/6

GRAMMAR LINK

4 Match the sentence halves 1-5 with a-f. There's an extra half you don't need to use.

- | | | |
|------------------------------------------------|-------|------------------------------------------|
| 1. What are you doing | | a. He's staying at a luxurious hotel. |
| 2. The teacher told us to study hard because | | b. Todd will pass the exams. |
| 3. I'll study biology when | | c. we're going to do a test next Monday. |
| 4. I hope | | d. tomorrow? |
| 5. Look at the postcard I got from my brother! | | e. I finish school. |

1 POINT FOR EACH CORRECT ANSWERS TOTAL ___/5

5 Choose the correct answer.

- | | |
|------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| 1. People live on Mars soon.
a. are going to b. will | 4. What you this evening?
a. will...do b. are ...doing |
| 2. It's raining. We play in the park.
a. aren't going b. won't | 5. Mum looks tired. I think she to bed soon.
a. 's going b. 'll go |
| 3. Don't worry! I give you my umbrella.
a. 'll b. 'm going to | |

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5


Self-Assessment


6 Write sentences for the following situations.

1. I want to ask Jerry something but he's not at home. (I/call him on his mobile)
.....
2. Dad bought four tickets for the football match. (We/see the Finals)
.....
3. Mum's got an appointment with our maths teacher. (She/ask her about my progress)
.....
4. Here are your passports. (when/you/leave?)
.....

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/4

CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 159




0 - 10: 




11 - 20: 

21 - 25 :  

26 - 30 :   

Which is true for you? Put a tick ✓ in the right box.

Can-do Checklist	My opinion		
			
a. I can talk about my fixed plans.			
b. I can understand a radio teenage programme.			
c. I can talk about my intentions.			
d. I can write a diary entry.			
e. I can organise a school trip with my friends.			
f. I can read an article about life in the future and find the information I need.			
g. I can talk about suitable jobs for my e-friends.			

 : I'm very good! What can I revise?	My Notes:
 : I can become better. What should I practise?	
 : I must try harder. What do I need to work on?	

FOCUS ON HOW TO LEARN NEW GRAMMAR

Tick ✓ the grammar strategies that have helped you in this unit. Which strategies do you want to try in the future?

Grammar Learning Strategies	Great help!	I'll try ...
1. Study the example sentences and guess the new rule.		
2. Find examples of the new grammar structures in the texts of your book. Study how they are used.		
3. Complete the Grammar table carefully and clearly.		
4. Check with the Grammar table while you are doing tasks for practice.		
5. Think of what grammar structures you need for a speaking and/or writing task and get help from the Grammar Appendix to use them correctly		



UNIT 9

It's a masterpiece! (Review)

Read the announcement. What is it about?



Look at the e-gallery on page 128. Find which paintings Jennifer, Stavros and René are writing about. Write the name of the painting in the correct gap (1-3).

①
.....
I love it because it looks like a scene
from my favourite science fiction film.
Jennifer (England)

②
.....
It's great. It relaxes me because it
reminds me of holidays.
Stavros (Greece)

③
.....
I like this painting. The women's
faces are so calm.
René (France)

In Unit 9 you will...

READ

- Your partner's short story

LISTEN TO

- Online recorded information about paintings in an e-gallery

LINK TO

- Art • Literature • History • Music • Culture • ICT

TALK ABOUT

- Famous paintings

WRITE

- A short story connected to a painting

It's a masterpiece!



Listening

- 1 Jennifer clicked on three paintings in the e-gallery. Listen to the information she heard about the paintings and complete the notes.

Yahoo! - Microsoft Internet Explorer provided by OTenet
www.thinkteen.gr

e-Gallery

Gloria Ip Tung - Work with others to save the Earth

Georgios Jakovides- Children's Concert

Georges Seurat - A Sunday Afternoon on La Grande Jatte

Eric Wu- Futuristic City

Unknown painter - A Lady Listening to Music

Start Yahoo! - Microsoft Int... EN 18:07

(Review)

1st painting
Name of painting:
 1
Painter: 2
Painted in: 3 century
Style of painting: *Pointillism*

2nd painting
Name of painting:
 4
Painter: 5
Favourite theme: 6
Won: 7 medal in the
 International Exhibition
 in 8 1900

3rd painting
Name of painting:
 9
Painter: 10
Age of painter: 11
Won: 12 prize in the 17th
 International Children's
 13 14

Pointillism noun [U]:
 a style of painting developed in France at the
 end of the 19th century in which a painting is
 created out of small spots of pure colour
 which seem to mix when seen from far away

2 Which of the paintings in the e-gallery do you prefer? Explain why. Do you know anything else about any of them and/or their creators? Which other famous painting do you know?



Vocabulary Link

Word Bank

In pairs, write down any words that come to your mind when you are looking at the paintings in the e-gallery. Look through your coursebook to find useful vocabulary and prepare a WORD BANK for each painting.

Children's Concert
family

**Work with others to
 save the Earth**
recycling

**A Sunday Afternoon on
 La Grande Jatte**
swimming

Futuristic City
space

**A Lady Listening to
 Music**
Indian

It's a masterpiece!



Project

The story behind a masterpiece

- 1 *In pairs, write a short story to accompany your favorite painting in your school newspaper. The Writing Guide and your imagination will help you.*

WRITING GUIDE

STEP ONE

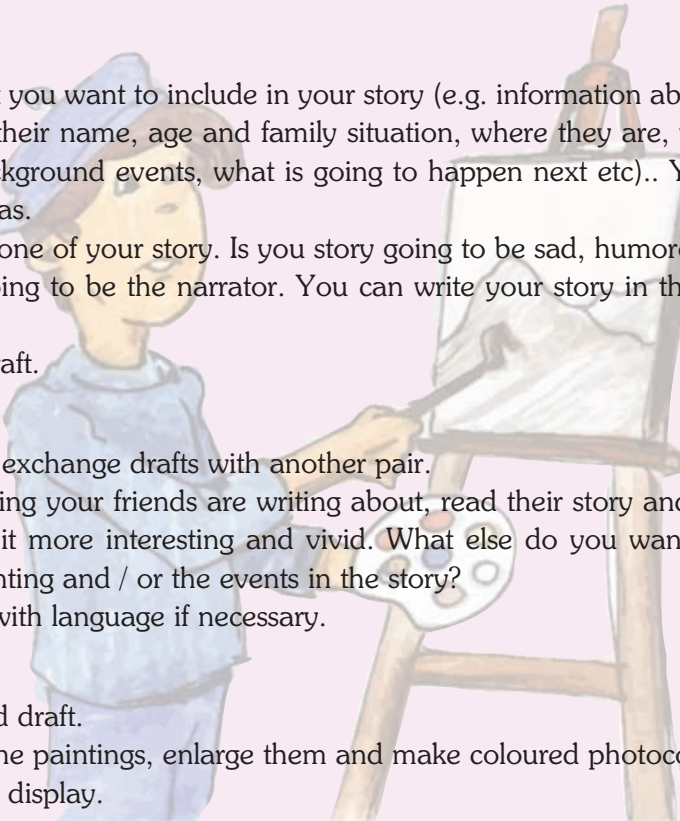
- Think about what you want to include in your story (e.g. information about the people in the painting such as their name, age and family situation, where they are, what they are doing, their feelings, background events, what is going to happen next etc).. Your Word Bank can help you with ideas.
- Think about the tone of your story. Is your story going to be sad, humorous, etc.?
- Decide who is going to be the narrator. You can write your story in the first or in the third person.
- Write your first draft.

STEP TWO

- When you finish, exchange drafts with another pair.
- Look at the painting your friends are writing about, read their story and make comments to help them make it more interesting and vivid. What else do you want to know about the people in the painting and / or the events in the story?
- Help each other with language if necessary.

STEP THREE

- Write your second draft.
- If possible, scan the paintings, enlarge them and make coloured photocopies.
- Put your work on display.



Johannes Vermeer
'Girl with a pearl earring'



Culture Corner



This painting of Johannes Vermeer inspired the American author Tracy Chevalier to write her bestselling novel, 'Girl with a pearl earring'.

Do you know of historic events that inspired a painter, a writer or a poet?

There is a key on page 131

Link to www.e-yliko.gr for the first class of High School:

Atlantis

Projects: Atlantis and Pompeii