

Appendix 1

Unit 1

What a wonderful world!

Task 1

Read texts A and B below and match the missing sentences to the right text.

- i) It was just outside the town and although at times it was a bit too quiet, she felt that there was never any risk and the children were always safe and sound.
- ii) It rained every day, so never again.
- iii) I just want to hang out on a warm sunny beach.

A

A major consideration for me is the weather. Last year I went to New Zealand and I was *sick and tired* of the weather (1)! It was so boring! I work so hard all the year that when I go on holiday, I need to be able to laze around and relax. I do not want to take any tours or see the sights, and I don't want to sunbathe either (2) I intend to have a good time this year so perhaps the Med is my best bet.

B

My sister went to Chania two years ago and said it was the best holiday she ever had. She said she loved the peace and quiet of the small fishing village where she was staying. (3) She especially loved the way all meals were prepared on time in the hotel, and two out of every three meals had fish

Task 2

In pairs read the description of the two trips. Match a trip to the people in the table below. Which of the three people would probably not like these trips? Why?

A.

Trip One

Week long cruise down the Nile to the Valley of Kings in July. All expenses included in the cost. An overnight journey from Cairo leaves you at the entrance to the valley where you are met by your tour-guide and his camels.

B.

Trip Two

Five days and nights skiing and surf boarding on the snow slopes of Parnassos. Take in the historical sights of Delphi, and experience a trip back in time as you wander round the incredible museum and the local sites.

- 1) My grandfather who is 78.
- 2) George who is a sports teacher.
- 3) My cousin Nancy who is at University studying archaeology.



Appendix 1

Task 3 Read the following four short texts and answer the questions.

The 7 wonders of the ancient world

- A.** Although most people know that a list exists of Seven World Wonders, only a few can name them. The first reference to the idea is found in 'History' of Herodotus in the 5th century BC. The number 'seven' appears in many aspects of literature, mythology, geography and religion. We have the seven Dwarfs; the seven continents; the seven Seas.
- How many students in your class can name the wonders of the world?
 - Where was the first historian to mention the Seven Wonders from?
 - List things that we count in seven. Compare your list with your class.

B. The Pyramids

The oldest wonder is the Great Pyramid of Cheops at Giza in Egypt. It is the only surviving wonder. The monument was built by the Egyptian pharaoh Khufu around the year 2560 BC. Although scientists are still arguing about the main reason for the pyramid, we know for certain that it was used as his tomb when he died. Each side measures 229 metres long. It was the tallest building in the world for more than 43 centuries.

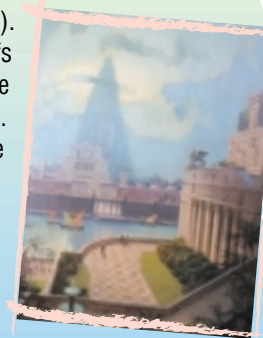
- How many wonders can you see in the world today?
- How old is the Great Pyramid?
- Who was buried inside the Great pyramid?



C. The Hanging Gardens at Babylon

The gardens were the idea of Nebuchadnezzar almost who lived in Babylon (604-562 BC). Historians say that he built the gardens to please his wife. Access to the terraced-roofs was through a huge stone stairway". The plants and grass in the gardens were permanently green as streams of water were running through the gardens all the time. Alexander's soldiers had stories to tell about the amazing gardens and palm trees on the banks of the river Euphrates about 50 kilometres south of modern day Baghdad.

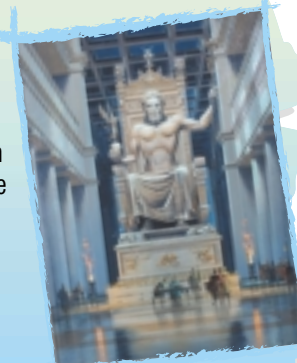
- Why were the Hanging Gardens built?
- Do you think Alexander's soldiers were amazed or not by the gardens? Why?
- In which country is the Euphrates river?



D. The Statue of Zeus

The statue existed near the ancient town of Olympia. The Athenian sculptor Pheidias began working on the statue around 440BC. The statue was 13 metres tall and sat on a 6 metre wide base. The statue was so high that visitors could see it from as far as five kilometres away. The Greek Pausanias wrote "On his head is a wreath of olives. In his right hand he holds a figure made of ivory and gold. His robe and sandals are made of gold, and his throne is decorated with precious stones, ebony and ivory".

- Does the statue exist today?
- Look on the internet to find the name of another monument that Pheidias built.
- What nationality was Pausanias?



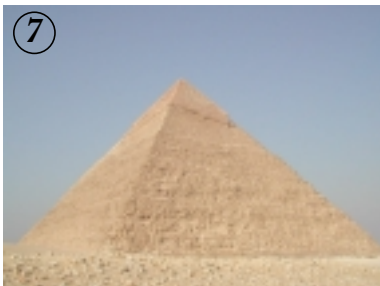
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Task 4

A POSTCARD

Match the famous places with the photograph of each. What do you know about each place? Discuss what you know with your partner. Check on the internet. Type in the name of each site to access the site.

Choose one of the places and imagine you are visiting it. Write a postcard home to your friends. Tell them what you are doing at the moment. Tell them what life is like there.



- Opera House - Sydney
- The Pyramids - Cairo
- Sugar Loaf Mountain -Brazil
- Colosseum - Rome
- Parthenon - Athens
- Skanderberg Square - Tirana
- Dragalevtsi - Sophia
- Stonehenge - England

it's your choice



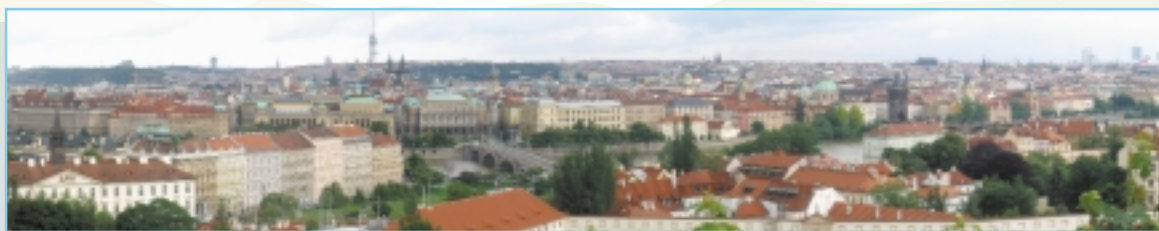
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Project

A COMPETITION

Read the destination guide below. Does it talk about personal information or general information? Does the text sound attractive or not very interesting? Why do you think this?

Use the ideas in the text to create a similar guide for Athens or a city near your home. Include photographs or postcards to show how exciting the place is. Your class can judge the best project.



Destination Guide

Prague

Country code: 420
Currency: Check Koruna

From the airport

Bus Buses run every half hour from the main terminal to the centre of Prague. The journey takes about 40 minutes. The 119 bus connects to the metro line which goes to the centre.

Water taxi An easy way to get to the city is with Cedaz, a private van service. Drivers are usually waiting outside the main terminal and the journey costs about CZK480.

Bon Appétit

Up to €10 Country world. Here you can find all kinds of vegetarian dishes at reasonable prices. The waiters are helpful and the service is fast.

Night Fever

Low key
Café au Lait is a fashion café which is just off Wenceslas Square. It is so large that there is never any problem finding a table. The coffee is good too!

Key Areas

Petrin Hill Hop on the funicular which runs up and down the hill, and check out the observation deck from Prague's mini- Eiffel Tower.

Day tripping

Centrum Babylon Here you experience all kinds of water activities. You can see children splashing around in the pool or sliding down the water slides. The water park is a ten-minute walk from the city centre.

Did you know?

In Texas in the USA, Czech is the third most spoken language after English.

Appendix 1

Task 5

In pairs, match the holidays to the texts A-E on page 4 of your Student's book.

1. Love of the Sea
2. Sun and Beaches
3. High Places
4. The Love of the Old
5. Family Affair

Task 6

Read the postcard on page 10 and look carefully at the words in bold. Decide in pairs which of the words

- a) explain a reason
- b) introduce an opposite idea.

Task 7

In pairs, complete the postcard with the missing words.



Appendix 1

Unit 2

Teen idols

Task 1

Before you read the text look at the following questions. Discuss your answers in pairs.

- Write the names of three teen idols or stars that many young people in Greece like.
- How many of these stars are from Greece? How many are from other countries?
- Which advertisements on TV have got famous stars?
- Are there any politicians who are idols? Why? Why not?

Now, in pairs choose one half of the text to read in order to find out who young people in Asia look up to as idols. Tell your partner the main points in your half of the text.

Idols in other parts of the world - Asia

STUDENT A (First half)

The power of popular culture celebrity has yet to reach China, despite it's opening up of free market ideals in the past decade. But soon it will.

We all know that 'idols' have an influence on young people worldwide. Advertisers, market researchers, and marketing professionals are well aware of the spending power of teenagers, and use idols to get kids to spend their money. But idols are not the same in different parts of the world.

In the naming of "top idols" by a sample of Hong Kong and China teenagers aged 13 to 17, said that 9 of the 'top ten idols' were Chinese pop stars. 'God' came in at a position of 9th.

Students in mainland China, voted for foreign businessmen, elderly local politicians, dead revolutionaries and scientists. Former premier Chou En Lai came in first, followed by US IT businessman and richest man in the world Bill Gates, revolutionary Mao Zedong, scientist Albert Einstein. In atheist China, God didn't even get a look in.

STUDENT B (Second half)

The Chinese list of idols contains various kinds of people with a respect for intellectuals and politicians and 'old guys'. Much of this can be explained by the Chinese education system of highly controlled media. In the Western world, idol status goes far beyond artistic talent only, and moves to a curiosity of their personal lives, opinions, and values. As a result pop celebrities become powerful opinion leaders for their fans. This has a value in advertising, especially for short to medium term products.

Perhaps the first "manufactured" pop idols were the American 1960's pop group "The Monkees" - a group of limited-to-average out of work struggling talents who were developed as a commodity by rigorous selection, training, media exposure and what we know call 'brand guardianship'. They were not only marketed by advertisers, but created and developed by them. It was a multi-media blitz - several singles and record albums and the TV show were the result. But like many modern day idols they did not last long and soon their status was forgotten.

Appendix 1

Task 2

Now tick the right box for each text.

FIRST HALF	TRUE	FALSE
1. European kids have politicians as idols.		
2. Advertisers know that kids have money to spend.		
3. A politician was the most popular idol in China.		

SECOND HALF	TRUE	FALSE
1. Chinese kids have different idols from kids in other countries.		
2. Idols in the Western world are always talented.		
3. The idol of today will not be the idol of tomorrow.		

Task 3

Read the following advice for parents. Do you agree or disagree? Why? Why not? Discuss your ideas with your partner.

Tips for Handling the Teen Idol Craze

- Let's face it, at some point each one of our teenagers will drive us crazy with their adoration of a teen idol. We did it, our parents before us did it and the cycle will continue through the end of time. Here are some tips to handle the teen idol craze:
- You have a world of resources on the Net, you can get information on any teen idol with a minimum of fuss. If you don't approve, then let your teenager know in a respectful, but stern, fashion. If the CDs have parental warnings, remember many can come edited. Ask for the options at the store.
- If you have a teenager that must have every poster in the world up on their walls, ceilings, doors, etc. use wall tack! Tape can rip the drywall and push pins leave holes.
- Let your teen in on just how far you'll go with the teen idol craze. If you don't want half nude posters on the wall, then you need to let them know before the poster is bought. If they are disturbing everyone else in the house with their music, set up an action plan on keeping down the volume.
- CD collections, posters and concert tickets cost money. Suggest a new responsibility for your teenager to take over to make a few extra shillings so they can earn it.
- Yes, they will think that you are so old, but who cares? Share your memories about how you drove your parents crazy with your teen idols and music. This makes a great family dinner conversation.

Appendix 1

Task 4 - Matching the headings

Match these headings to a suitable paragraph of the advice in Task 3:

- a. Share the memories
- b. Wall tack
- c. Money management
- d. Check them out
- e. What to do
- f. Set your expectations

Task 5 - Vocabulary

In pairs, try to guess the meaning of the following expressions as used in the text.

- 1. Let's face it _____
- 2. Drive us crazy _____
- 3. Let her in on it _____
- 4. How far you'll go _____
- 5. Let them know _____
- 6. To make a few shillings _____

Task 6 - Ideas

Write down three pieces of advice you would give your parents on how to deal with your idol craze. Compare your ideas with your partner's.

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Appendix 1

Task 7

Tick true or false

- a. Micha Barton is English.
- b. Leonardo di Caprio starred in Pirates of the Caribbean.
- c. Britney Spears sang the song Baby One More Time.
- d. Sakis Rouvas was once a member of the national Greek pole vaulting team.
- e. Ronaldinho has played for Bayern Munich football club.

T	F



Task 8

Match the adjectives in the box to a star or famous person that you know and then ask your partner if s/he agrees with you.

handsome intelligent talented loveable honest cruel snobbish

Task 9

In pairs, match the meanings of the expressions in column A with those in column B.

A.

- a) Don't let it go to your head
- b) What is on your mind?
- c) Stick with it.
- d) Whatever it takes.
- e) Make a real effort.
- f) Do what you want.

B.

- i) Please yourself.
- ii) Try hard.
- iii) Don't be snobbish.
- iv) What are you thinking about?
- v) Do what you need to do.
- v i) Keep trying.

Task 10

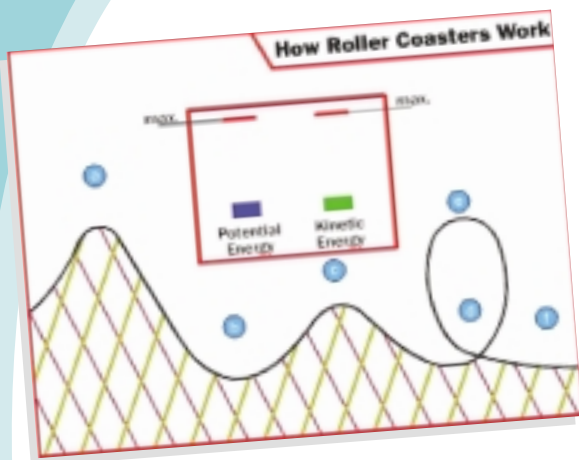
In pairs, use the expressions in column A above to make a suitable response for:

1. you look worried
2. my tennis training is hard
3. I can't decide what to do
4. The head teacher said I am very clever.
5. How can I become successful?

Appendix 1

Unit 3

Thrills and spills!



Task 1 - Design a Roller Coaster

Look at the diagram of a roller coaster. Indicate on the diagram where potential and kinetic energy increase or decrease.

Now check your answers by following the link

<http://www.science.howstuffworks.com/roller-coaster2.htm> or by reading the text below; your partner will read the text on the next page.

Then match the words 1-6 under each text to the correct box on the diagram. Compare your answers with your partner and discuss any differences.

STUDENT A

Did you know that it is easier to get hurt playing sports or riding a bike than on a park ride? Amusement park rides use physics to make you feel as *if* there is danger, but as a *matter of fact*, the rides are very safe. How do the laws of physics affect amusement park ride design? At its most basic level, a roller coaster is a machine that uses gravity and energy to send a train along a twisting track.

The track begins with a steep **ascent**, which builds up energy in the car. Since an object in motion tends to stay in motion (*Newton's First Law of motion*), the coaster car will maintain a forward **velocity** even when it is moving up the track opposite the force of **gravity**. When the coaster ascends one of the smaller hills that follows the first hill, its **kinetic energy** changes back into **potential energy**. In this way the course of the track is constantly converting energy from kinetic to potential and back again. As the train moves, it slowly loses energy to **friction** until it comes to the end of the ride.

Write the words below onto the diagram. Where do forces apply? Compare your answers with your partner and discuss any differences.

- | | |
|-------------------|---------------------|
| 1) kinetic energy | 2) potential energy |
| 3) gravity | 4) friction |
| 5) velocity | 6) first hill |

Appendix 1

STUDENT B

Did you know that it is easier to get hurt playing sports or riding a bike than on a park ride? Amusement park rides use physics to make you feel as if there is danger, but as a matter of fact, the rides are very safe. How do the laws of physics affect amusement park ride design? At its most basic level, a roller coaster is a machine that uses gravity and energy to send a train along a twisting track.

A roller coaster's energy is constantly changing between potential and kinetic energy. At the top of the first hill, there is maximum potential energy because the train is as high as it gets. As the train starts down the hill, this potential energy is converted into kinetic energy and the train speeds up. At the bottom of the hill, there is a maximum of kinetic energy and little potential energy. The kinetic energy propels the train up the second hill. As the train enters the loop, it has a lot of kinetic energy and not much potential energy. The potential energy level builds up as the train speeds to the top of the loop, but it is soon converted back to kinetic energy as the train leaves the loop. The coaster tracks channel this force as they control the way the cars fall.

Write the words below onto the diagram. Where do forces apply? Compare your answers with your partner and discuss any differences.

- | | |
|-------------------|---------------------|
| 1) kinetic energy | 2) potential energy |
| 3) gravity | 4) friction |
| 5) velocity | 6) first hill |

Task 2 - 'As'

1. In pairs, find the phrases and expressions with the word 'as' in them.

2. Which phrases mean the following?

- when
- in fact
- at the highest point
- because
- while (at the same time)

Task 3

In pairs, find the words in both texts which mean the following:

- not straight
- all the time
- changed
- circle
- use

Appendix 1

Task 4 - Project (optional): Design a Roller Coaster



Speaking

A. Look at the drawings below. In pairs, discuss the best drawing for each stage. Use the texts A-E to help you.

1. The height of first hill
 1 2 3

2. The shape of first hill
 1 2 3

3. The exit path
 1 2 3

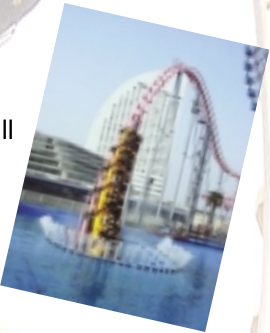
4. The height of the second hill
 1 2 3

5. The loop
 1 2 3



A. The amount of energy the coaster has depends on the potential energy it gets from the height at the beginning.

B. The slope must be safe.



C. The shape of the loop affects the speed and gravity.



D. Remember the relationship between the height of the hill and the energy of the coaster when the car comes out of the loop.



E. The speed is related to the height of the hill.. You need time to slow down at the end.



B. Draw your roller coaster.



Appendix 1

Writing

Write the process of how you made your roller coaster.

First, we choose _____ because _____.

Then, we decided on _____ as _____.

Thirdly, we selected _____.

Fourthly, _____.

And finally, we _____.



Task 5

Decide with your class whether your roller coaster will be a success or failure? Why? not? Decide as a class which is the best design of all the students' work.

See Amusement Park Physics at:
<http://www.learner.org/exhibits/parkphysics/coaster/section1.html>

Appendix 1

In pairs, read and complete Newton's 'Laws of Motion' using the words in the box

moving states lessons amount motion object test forces

Newton's first of motion states that for every force there is an equal and opposite force. These are called action and reaction forces . The second law of states that objects at rest tend to stay at , and that objects that are moving tend to continue The third law that when an unbalanced force is applied to an the object accelerates. The fourth law states that the amount of effort a student makes in affects his or her success in school.

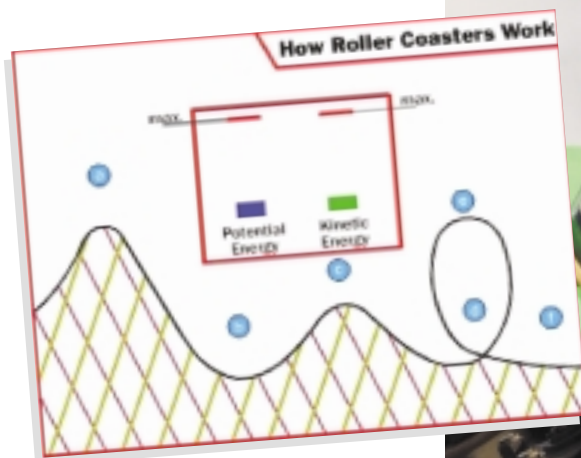
Task 7 - Which Law is not one of Newton's Laws?

Ask your Physics teacher to explain Newton's laws of Motion in Greek to check that the Laws on page 27 are correct. Report back to your class.

Task 8

Read the text and match the letters on the diagram with potential energy (P) and kinetic energy (K). Then compare your answers with your partner.

When the roller coaster car reaches the top of a hill the car has a lot of energy. This is called potential energy. When the car starts moving down the hill it has kinetic energy which keeps it moving until it reaches the top of the next hill.



Appendix 1

Task 9 - Reading



Read about three theme parks and discuss with your partner which one you would like to go to and why.

Pleasureland

Southport's Pleasureland Theme Park has got the biggest and fastest roller coaster ride in the UK. It is called the Traumatizer and has got five loops and rolls and travels at 80 kilometres per hour so don't eat anything before you go on it!



Sea Life

At Sea Life you can walk around the park and see all kinds of fish and sea life. You can hear lectures about the world under the sea and learn some interesting facts about sea creatures. Bring a notebook!



Hello Fun Park

This is a great place for young teenagers to hang out. As well as the rides there are different places where you can eat and drink. Go with your class and the price is cheaper. Frighten your teachers and take them on the vertical drop which falls 40 metres top the ground!



Comprehension

- 1. Which place would be good for a group of school friends?*
- 2. Where would your little 8 year old sister enjoy most?*
- 3. Which one mentions a frightening ride?*



it's your choice

Appendix 1

Unit 4

Task 1

A. Look at the photograph. What is in the glass case?

B. Look at the table and fill in the ways that people use the mobile phone in Greece.

Click on-Line!



At home	At school	At a party	At work
Playing games	Sending messages	Speaking to parents	Ringling family members

Now, compare your answers with three of your classmates to see which uses are the most popular. Compare your ideas with your class.

C. Read the ways some people use the mobile phone and tick if this is right or wrong behaviour. Then in the last column tick the ways you sometimes use your mobile phone. Compare your answers with your partner. Which of you uses the phone in a better way?

Speaking on the phone when they are driving		
Calling friends during a film at the cinema		
Talking to others on the phone when in a bus		
Sending messages to friends during lessons		
Ringling parents to tell them where you are		
Using the phone to keep notes for an examination		

D. Read the following extract from the BBC News site on the web and decide if the writer believes that the telephone has made our lives better. Discuss your answer with your partner.

Whether it's mobile phones that play music, or touch screen computers, the speed of change in technology is growing. But do these gadgets really make any difference to our lives?

Yes, I believe electronics influence how we live and can sometimes help to make our lives easier. For example the mobile phone is useful as we can get in touch with friends or family whenever we want. The phone with a camera is useful to take photographs but I don't agree that our lives are any better than they were before.

All of us can easily think of times when the mobile phone can be annoying. Then there is the danger when people speak on the phone when they are driving. It is a fact, that this behaviour causes many accidents. So, does the phone improve our lives? I am not so sure!

(adapted from) http://news.bbc.co.uk/2/hi/uk_news/magazine/6280715.htm

Appendix 1



Reading

A.

Tick true or false for each of the statements and then compare your answers with your partner. Do you agree or disagree with each other?

	T	F
a. Five years ago 7 children in every class had mobile phones. Today it is 21. This means the numbers have tripled.		
b. Fifty per cent of the people in Greece started going on line in 1971.		
c. Today most people in my class know what an e-mail is.		
d. Every Greek family uses electronic banking (e-banking) to buy clothes and food.		
e. All grandmothers in Greece use chat rooms to talk to their friends.		

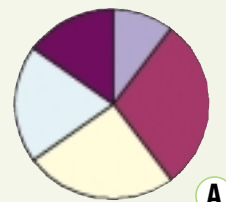
B.

Read the text and match the correct pie chart A-C with the information mentioned in the text.

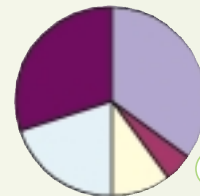
Nearly all kinds of internet use **have grown** over a three year period. The number of school-age children who have access to the web has tripled in the last twelve months, as more and more schools **have been going** on-line. 1) Together with school kids, about 30% of the population uses the web for information. In recent years, more and more people **have been buying** all sorts of electronic gadgets and internet connections which help them to communicate and get information.

(2) In fact, they **have been going** on line since 1971 with the birth of e-mail. Today 35% of the population sends e-mails to each other from the comfort of their own homes.

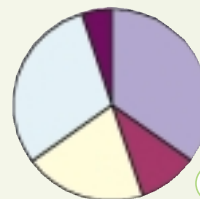
(3) Teenagers find answers for school subjects whereas adults use it to find out about local events or world news. The latest use among young people is meeting new people through chat rooms and interest in this use **has grown** rapidly in recent years to about 15% today. Another popular use is for e-banking with 10% of the people using it for commerce and e-banking. According to statistics, shopping on the internet **has been growing** steadily for the last few years as people discover how easy it is but the numbers are still small and are about 10% of the use.



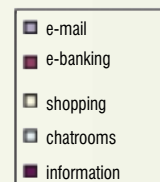
A



B



C



Appendix 1



Writing

Task 1

A. In pairs, read the aunt's letter about a problem she has with her internet and decide if you know how to help. Discuss the possible problems and solutions with your partner.

Dear Eli,

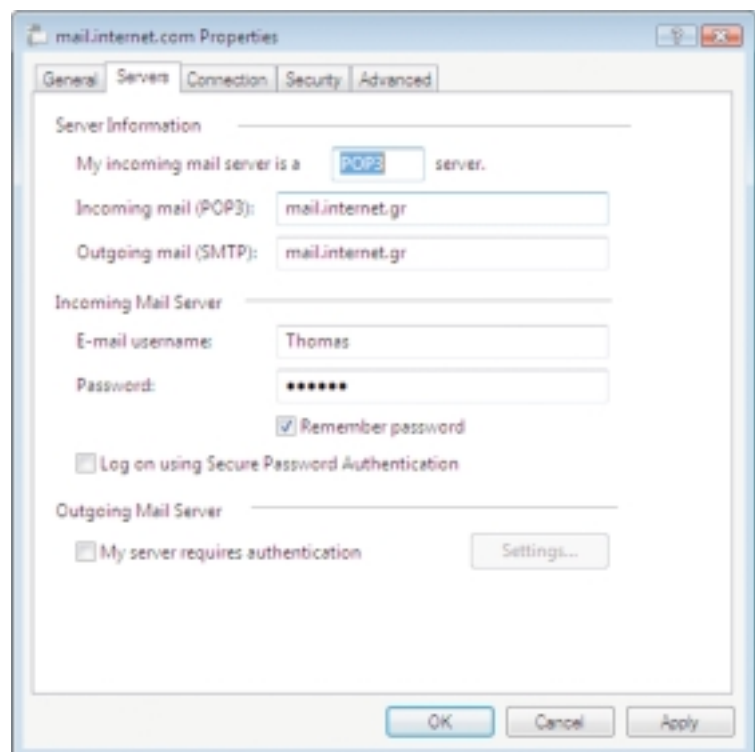
I have been trying to send you an e-mail for the past few days but I haven't been very successful. I have turned on the computer and I have opened Outlook but I have not been able to connect to the mail server. Can you help me, please?

Love, Nora

B. Now read the instructions and decide how to help Auntie Nora. Underline information that can help Nora.

Setting Up Your E-mail

1. To set up your e-mail, you need to open an e-mail account, select 'Tools'.
2. Find e-mail account window and select 'Add new e-mail account'. Then click 'Next'
3. Select 'Pop 3' and the click 'Next'.
4. In the 'Pop3' window, enter the following information:
 - Your first and last name
 - An e-mail address
 - A password
5. Click 'OK'.
6. Click 'Next'
7. Click 'Finish'.
8. Double click on the Internet Icon on your screen to connect to a server.



Appendix 1

Unit 5

The Myths we live by.

Task 1

Complete the sentences by choosing one of the nouns in the box.

- i) The _____ teller told us that we would be lucky in our lives.
- ii) Tyche hated arrogance and preferred people with _____.
- iii) Some of the mythical heroes did great _____ to help others.
- iv) The _____ goes out into the sea and was built by Finn.
- v) Some of the gods took _____ in making people suffer.
- vi) Can you answer this _____? 'What has an eye but cannot see?'
- vii) What is another word for a big wooden box _____?
- viii) The flag at the top of the _____ was all we could see of the ship.

- a. deeds
- b. chest
- c. mast
- d. riddle
- e. causeway
- f. pleasure
- g. modesty
- h. fortune

Task 2 A song

A. In pairs, discuss the meaning of the song. Is it about:

- a) war and death?
- b) love and freedom?
- c) advice against dangers?

B. This song was a Civil Rights anthem in the 1960s. In which country was it used for this purpose? Go to the internet and type in the title: 'If I had a hammer' to find out the answer.

C. Discuss what you think the messages are in the songs below:

We Shall Overcome
Blowing In the Wind
Give Peace a chance

D. Find out more on the internet about these songs and share your information with your class.

If I had a hammer
 I'd hammer in the morning
 I'd hammer in the evening ... all over this land,
 I'd hammer out danger
 I'd hammer out a warning
 I'd hammer out love between all of my brothers and my sisters
 All over this land.

If I had a bell
 I'd ring it in the morning
 I'd ring it in the evening ... all over this land,
 I'd ring out danger
 I'd ring out a warning
 I'd ring out love between all of my brothers and my sisters
 All over this land.

If I had a song
 I'd sing it in the morning
 I'd sing it in the evening ... all over this world,
 I'd sing out danger
 I'd sing out a warning
 I'd sing out love between all of my brothers and my sisters
 All over this land.

If I've got a hammer
 And I've got a bell
 And I've got a song to sing ... all over this land,
 It's a hammer of justice
 It's a bell of freedom
 It's a song about love between all of my brothers and my sisters
 All over this land.



Appendix 1

Task 3

A. Read the texts below and answer the questions.

- i) Who created lightning in the myth?.....
- ii) How many eyes did Gracae have?.....
- iii) How did Midas feel when his daughter turned to gold.....

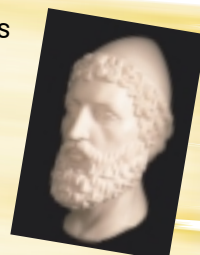
Thor was the son of Odin who was the father of the Norse Gods. The word Norse is the beginning of the name of a northern European country. When Thor rode through the heavens on his chariot he made such a loud noise like the sound of thunder. Sometimes he threw his huge hammer and it created lightning. Today we have the words thunder and lightning which happens when two rain clouds crash into each other. We also remember Thor because one of the weekdays is named after him.



King Acrisius of Argos was afraid that his grandson would kill him one day so when she had her son Perseus, he threw his daughter Danae out of his kingdom. After some time, the king of Seriphus found Danae and fell in love with her. Danae's son, Perseus was jealous and so the king had a plan to send him away. He told Perseus to bring back the head of the gorgon, Medusa and he would not want to marry Danae. He asked the one-eyed Gracae to help him kill the gorgon and then he returned home.



Dionysus gave king Midas a wish as a way of thanking him for his help. Midas asked to be able to turn everything he touched into gold. At the start, Midas loved this wish and became very rich but then he realized that he couldn't touch food or drink because they became gold too. One day, by accident he touched his daughter and she turned to gold. He was very sad when this happened.



Appendix 1

Task 4

Look quickly at the text on Delphi below. How many sites are there to see in Delphi? Read the text carefully and complete the table with the missing information.

Some of the most important monuments in Delphi are:



The Temple of Apollo. The visible ruins belong to the last temple, dated to the 4th century B.C., which was peripteral, in Doric order. It was erected exactly on the remains of an earlier temple, dated to the 6th century B.C. Inside was the "adyton", the centre of the Delphic oracle and seat of Pythia. The monument was partly restored during 1938-1941.

The Treasury of the Athenians. Small building in Doric order, with two columns in antis, and rich relief decoration. It was built by the Athenians at the end of the 6th century B.C. in order to house their offerings to Apollo. After its restoration, in 1903-1906, it is the best preserved building on the site.



The Altar of the Chians. The large altar of the sanctuary, in front of the temple of Apollo, was paid for and erected by the people of Chios, in the 5th century B.C., according to an inscription cut on the cornice. The monument was made of black marble, except for the base and cornice which were of white marble, resulting in an impressive colour contrast. The altar was restored in 1920.

The Stoa of the Athenians. The stoa, built in the Ionic order, has seven fluted columns, each made from a single stone. According to an inscription cut on the stylobate, it was erected by the Athenians, after 478 B.C., to house the trophies taken in their naval victories over the Persians. Excavation began in 1893.



The Theatre of the Sanctuary. It was originally built in the 4th century B.C. but the ruins we see today date from the Roman Imperial period and was built by the Romans. The cavea had 35 rows of stone benches; the foundations of the skene are preserved on the paved orchestra. The theatre was used mostly for the theatrical performances during the great festivals of the sanctuary.

The Stadium was constructed in the 5th century B.C. and was remodelled in the 2nd century A.D. at the expense of Herodes Atticus. Then were added the stone seats and the arched monumental entrance. It was in this Stadium that the panhellenic Pythian Games took place.



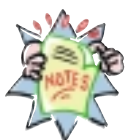
The Tholos. Circular building in Doric order, built in ca. 380 B.C. Its function remains unknown but it must have been an important building, judging from the multi-coloured stone, the fine workmanship and the high-standard relief decoration. The monument was partly reconstructed in 1938.

The Gymnasium was a complex of buildings used by the youths of Delphi for their education and practice. It was constructed in two levels: on the upper was a stoa and a free open space used for running practice, and on the lower was the palaestra, the pool and the baths (thermae).



Appendix 1

SITE	DATE	FEATURES	REASON
1. Temple of Apollo			
2. Treasury of Athens			
3. Altar of the Chians			
4. Stoa of Athenians			
5. Sanctuary Theatre			
6. The Stadium			
7. The Tholos			
8. The Gymnasium			



Writing Task 1

Read through this letter and decide in pairs what the purpose is. Choose from:

- i) to give information
- ii) to ask for help
- iii) to report an event

Dear Andrea,

As you know, our village is having problems and many young people are leaving. The Mayor wants to do something to help solve this problem and has decided to create jobs. He thinks that it would be a good idea to advertise all the ancient sites and history of the area to get tourists to come here. He has asked our school to help find ideas to make a leaflet about the area but we need some help. Have you any ideas? Hope you are well,
Aggeliki.

Task 2

A. Creating a leaflet

In pairs, read through the list of points on how to write a leaflet about the area where you live and decide which are good points and which are not so good. Discuss with your partner why each is good or bad.

- i) talk about the local pollution
- ii) mention the wonderful countryside
- iii) mention the danger of forest fires
- iv) talk about the clean beaches
- v) mention the noise the motorbikes make
- vi) mention historical sites

Appendix 1

B.1 Look at the following words in bold in the two sentences and decide if they mean: *when, and, or because*.

- i) **Since** the ancient site is near the forest, people shouldn't smoke.
- ii) **As** you have a project to do on Mythology, a visit to Delphi might be good.

B.2 Complete each of the following sentences with your own ideas using the words *as and since* in each.

- i) I didn't go to school yesterday _____
- ii) Joseph has always loved history _____

B.3

Your cousin in another part of Greece needs to make a leaflet. Complete the missing parts of this letter of advice to your cousin to tell him or her what to say in the leaflet and why.

Dear _____,

In your letter you asked me what I would say in a leaflet to make the area where I live attractive to tourists. Well, if I were you, I would include as
 Also, it would a good idea to talk about
 since You might also want to mention
 because

I hope that has been of help. Look forward to speaking to you soon.

Cheers!

Andreas

Appendix 1

Unit 6

Keeping traditions and customs alive.

Task 1 - Reading

Read one of the two texts below and then use the questions to report to your partner what each text is about.

Halloween

Halloween is an annual celebration that takes place each year on the 31st of October. The word hallow is an old English word which means Saint. The ending *een* comes from the old word *eve* or *evening*. On the night of 31st October children dress up as ghosts or spirits and go around their area. They knock on the doors of their neighbours' houses and shout 'trick or treat'. The people in the houses usually give the children a treat which is some sweets or candy. People put a candle inside a pumpkin to frighten away the dead spirits.

A. Use the questions below to ask your partner about the text he or she has read:

- i) What does Halloween mean?
- ii) When is Halloween?
- iii) What did people dress up as on Halloween?
- iv) Why did people light bonfires?
- v) What does 'trick or treat' mean?



B. What does the decoration of a key mean on the spoons in Wales?

St. Valentine's Day

One of the most popular customs in England is on 14th February. One story of the origins of Valentine's Day comes from the time of the Roman Empire, under the rule of Emperor Claudius the Second. Because few soldiers wanted to fight in the Roman wars, Claudius had a difficult time to get soldiers to join his army. He believed that Roman men did not want to leave their loves or families. During this time a Christian priest named Valentine decided to defend love in the empire. Valentine began to secretly marry couples despite the emperor's orders. When Emperor Claudius heard about this he sent Valentine to prison where he stayed until his death on February 14 in the year 270. In Wales, young men and women carve wooden spoons and give them as gifts. Hearts, keys and keyholes are favourite decorations on the spoons, meaning "You unlock my heart." Flowers are the most common gift, a dozen red roses or (more romantically and cheaper) just one red rose. Valentine's Day celebrations in Japan are a different affair. Here ladies buy chocolate for men. Then one month later it is the turn of the men to give in return. It is March 14th (the White Day), when men give gifts of chocolate to all the ladies who remembered them on Valentine's Day.

A. Use the questions below to ask your partner about the text he or she has read:

- i) Who was St. Valentine?
- ii) When is St. Valentine's Day?
- iii) Why did the Emperor Claudius put Valentine in prison?
- iv) What do Japanese men do on March 14th?
- v) What might your father give your mother on Valentine's Day?



Appendix 1

Task 2 - Writing a description

Read the following list and tick the things you might see at a wedding.

- | | |
|--------------------------|--------------------------|
| a) a horse | <input type="checkbox"/> |
| b) a church | <input type="checkbox"/> |
| c) a bride | <input type="checkbox"/> |
| d) a black wedding dress | <input type="checkbox"/> |
| e) hamburgers | <input type="checkbox"/> |
| f) drinks | <input type="checkbox"/> |
| g) mice | <input type="checkbox"/> |
| h) decorations | <input type="checkbox"/> |

Task 3

Read through the list and tick the points you would include in a description of a wedding ceremony.

- | | | | |
|----------------------------|--------------------------|-----------------------|--------------------------|
| a) the guests clothes | <input type="checkbox"/> | i) the presents | <input type="checkbox"/> |
| b) the music in the church | <input type="checkbox"/> | j) the weather | <input type="checkbox"/> |
| c) the singing and dancing | <input type="checkbox"/> | k) the new couple | <input type="checkbox"/> |
| d) the party | <input type="checkbox"/> | l) the local streets | <input type="checkbox"/> |
| e) the bride's clothes | <input type="checkbox"/> | m) means of transport | <input type="checkbox"/> |
| f) the groom's mother | <input type="checkbox"/> | n) the groom's job | <input type="checkbox"/> |
| g) the place | <input type="checkbox"/> | o) customs | <input type="checkbox"/> |
| h) the decorations | <input type="checkbox"/> | | |

Task 4 - Organise a description

Look at the ideas you have ticked above and decide with your partner in which order you would talk about each. Write a number beside each of the points you think are important. For example:

- 1. the new couple.

At a Greek wedding, the couple do not come to the church at the same time. The groom arrives first and waits for the bride.

- 2. bride's clothes

The bride usually wears a white dress and she has flowers in her hair.

Task 5

Now, continue with a description of a traditional wedding in Greece.

Appendix 1

Task 6

What decorations do people use for their homes at Christmas time? Find the items on the tree.

Santa
snowmen
tinsel
baubles
lights
balls
star

Task 7

Tick the things that people do during celebrations:

- read books
- sing songs
- watch television
- give presents
- eat and drink
- play sports
- play games

Task 8

In pairs, write down the names of three celebrations that you like.



Appendix 1

Unit 7

Shades of Meaning!



Reading

Task 1A

Look at the picture from page 76. Which century do you think it comes from: the 7th century, the 15th century or the 20th century? Say why.

Look at the timeline below and match the picture to the correct time period

3,000 BC AD 1450 21st CENTURY AD 2500

Task 1B

Which of the following clothes did people wear in the Middle Ages in Greece?

Task 1C

Match the clothes to their names.

- 1.nylons, 2. chlamys, 3. jacket, 4. leggings, 5.T-shirt, 6.anorak 7. petticoat, 8. sandals.

Appendix 1

Task 2A

Read the text below and circle 7 verbs that you like. Then, compare the verbs with your partner and check that you know what they mean. Ask other students for help.

Then choose five of those verbs and write a sentence of your own. Compare your sentences with your partner.

The Colour of Our Environment

The colours that we **wear** and the colours in our homes **tell** a lot about us. People use different colours to **express** moods and feelings and their status in society. Colours also **play** a role in our emotions. Our need for different colours **changes** as we change and while we might **have** a favourite colour, there are times when we **need** a specific colour to make us **feel** better or to **redecorate** our bedroom. It is important to **balance** our lives and colour can help us do this.



Task 2 B

Write down a colour scheme for your bedroom. Write a colour for the walls, the desk, the ceiling, the curtains, the door, the bedclothes, the bed. Ask your partner to guess what this colour scheme says about your character.



Reading 2

Task 1

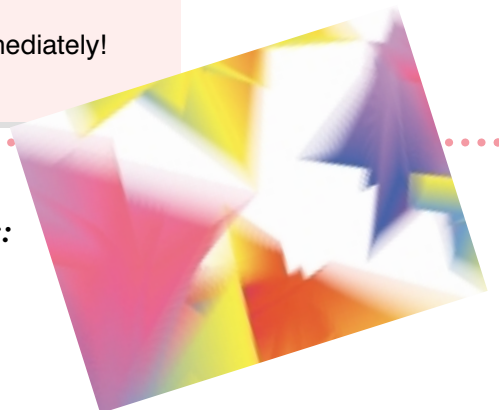
Match the sentences 1-5 with their meaning A-E

- | | |
|--|------------------------------|
| 1. I am always on the go. | A) They're fashionable |
| 2. Let me have a go at that game. | B) Very busy and active |
| 3. Think twice before you act! | C) I want to try it! |
| 4. The idea is universal. | D) Don't decide immediately! |
| 5. Nose rings are all the go nowadays. | E) it's everywhere |

Task 2

Read the texts A-C on page 77 and find which text says:

- a) colour for the face is not a new idea
- b) bright colours are dynamic
- c) the colours we see in food is not always the true colour.



Appendix 1



Vocabulary

Task 1

A. Complete the following statements about word types with NOUN or ADJECTIVE.

A/An is a word that tells you something about the person or thing or place in a sentence

A/An is the person, thing or place in a sentence

B. Read the following sentences and write NOUN /ADJECTIVE for the underlined word in the space beside each.

- a) Grey is a very stylish and classy colour. It never ages.....
- b) When we think of green, we associate it with health.
- c) Joseph is a very mature young man and would never do anything silly.
- d) Martina's mother loves to wear pure silk blouses.
- e) The warmth of the room is created by the red walls.
- f) An important quality in a friend is loyalty.
- g) There was heavy security for the President's visit to the school.
- h) The Orthodox religion is one of the oldest in the world.
- i) The big boys were very aggressive and wanted to fight.

C. In pairs, use the sentences from B and write a new sentence using the word underlined. Then compare your sentences with the class.

Task 2 - Idioms

A. In pairs, look at the five pictures and try to make an idiom for each.

For example. My grandmother has greenfingers and her balcony is full of new flowers and plants.



a.



b.



c.



d.



e.

B. In pairs, try to guess the meaning of the idiom underlined in each sentence and match it to a meaning a-c.

- i) When we discovered my uncle told lies we stopped speaking to him. He was the black sheep of the family.
 - a) liked
 - b) ignored
 - c) hungry
- ii) To waste so much money on that empty building is a white elephant.
 - a) clever idea
 - b) useful idea
 - c) totally stupid and useless
- iii) We go to the theatre once in a blue moon but we want to go more often.
 - a) very rarely
 - b) two times a month
 - c) always
- iv) James was green with envy when he saw his neighbour's new Ferrari.
 - a) happy
 - b) rich
 - c) jealous
- v) Nefeli saw red when her brother Christos broke her mobile.
 - a) laughed
 - b) was afraid
 - c) became angry

Appendix 1

Task 3

A. In pairs, decide what the following words mean

i) in isolation:	a) with everyone else	b) away from everyone else
ii) turning up:	a) arriving	b) leaving
iii) dye:	a) colouring	b) old hair
iv) individuality:	a) character	b) colour
v) proper:	a) terrible	b) suitable
vi) prevent:	a) allow	b) stop
vii) penalize:	a) reward	b) punish
viii) regulations	a) rules	b) questions
ix) beard	a) face hair on men	b) head hair

B. Use the words in the left hand column to best complete the following sentences.

- a) As he grew older, John's father grew a big white on his chin.
- b) When you do the examination, the say you cannot have a mobile phone with you.
- c) Sharon uses a blonde to hide the brown bits in her hair.
- d) The way to paint a room is to remove all the furniture first.
- e) Bill's father him from painting the walls of his bedroom orange.
- f) The driver was for parking on the pavement.
- g) What time did your friend for your meeting last night?
- h) When the child was very ill, the doctor put him away from all the other patients.
- i) Some young people dye their hair a strange colour to give themselves a sense of
..... .

Appendix 1

Unit 8

Food for thought.

Task 1

Twenty questions Game

Work in pairs. Choose one of the items in the box and ask each other the twenty questions to find the food item your partner is thinking about. Tell him/her to ask you yes/no questions to find out what the food item is.

e.g. Can it be eaten raw?

olives	lettuce	cheese	mustard	eggs
nuts	strawberry	lemon	garlic	peas
steak	rice	macaroni	pepper	cucumber
potato	fish	octopus	cream	potato chips
yoghurt	ice cream	onion	chicken	grapes

The student who finds the item with the fewest questions is the winner.



Questions

1. Can it be eaten raw?
2. Can it be fried?
3. Can it be boiled?
4. Can it be roasted?
5. Can it be used in salad?
6. Can it be used as a dessert?
7. Can it be used as a starter?
8. Can it be stewed?
9. Can it be toasted?
10. Can it be sliced?

11. Can it be eaten as a main meal?
12. Can it be drunk?
13. Can it be baked?
14. Can it be eaten in a sandwich?
15. Can it be used to flavour meat?
16. Can it be eaten alone?
17. Can it be mixed with sauce?
18. Can it be eaten with fish?
19. Can it be used in making soup?
20. Can it be eaten with sweet things?



Appendix 1

Task 2

You decide to surprise your parents and cook them a meal. You look in the cupboard and fridge and find:

six eggs	a tin of tuna fish	a few onions	olive oil	4 apples
flour	a packet of rice	a tin of milk	green peppers	some cheese

In pairs, decide what to cook. Then compare your answers with the class. The class then decides which meal is best.



Reading 1

Task 2a

Before you read the text make a short list of the different ways in which olive oil is used around the house. Compare your list with your partner. Then read the text quickly to check your answers.

Olive Oil

Olive oil is obtained from the olive tree. It is used in cooking, cosmetics, pharmaceuticals, and soaps and as a fuel for traditional oil lamps. To make olive oil, you grind olives. First the olives are ground into an olive paste using large millstones. Then the olive paste is spread on disks. These disks are stacked on top of each other, and then placed into the press. Then, pressure is applied onto the disk to separate the oil from the paste. Water is run down the sides of the disks.

Olive oil has a high content of **monounsaturated** fat. Doctors say that monounsaturated fats in the diet is linked with a lower risk of heart disease.

Adapted from: http://www.tuscany-in-abottle.com/about_olive_oil.htm

Task 2 b

Read the text carefully and put the sketches into the correct sequence



Task 2c

Which words from the text mean:

- i) make-up for the face
- ii) medicine

Appendix 1



Reading 2

Task 3

A. Read quickly through the text and find four uses of sugar.

- a) _____ b) _____
c) _____ d) _____

Sugar cane is a grass. Sugar was first found in New Guinea then with Arab farmers to the Mediterranean. The word 'candy' is derived from the Arabic word qandi, meaning a sweet. Apart from being used to make sweets and cakes, it is an important source of ethanol fuel in countries like Brazil today which is one of the largest producers of sugar. It has also been used to treat a wide variety of health problems. A common remedy is to mix fresh stem juice with dry ginger in order to relieve hiccups.

Pieces of sugar cane are chewed for their syrup. This was the original use of sugar cane. Traditional methods are still used to produce Indian sugars such as gur.

http://www.plantcultures.org/themes/food_landing.html

B.

- a) Why do you think Brazil is one of the largest producers of sugar in the world?
b) For people with cars, what fuel can they use in Brazil?
c) Which phrase in the second paragraph means 'a great number of'?

Task 4

Complete the following sentences with the correct word.

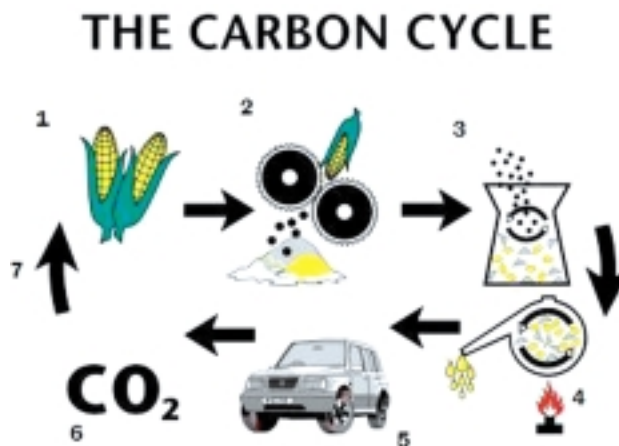
- i) A sponge _____ water.
a) drinks b) uses c) absorbs
- ii) The criminal was _____ from prison last week.
a) taken b) released c) put
- iii) My dad prefers to drink _____ coffee beans and not powder.
a) brown b) round c) ground
- iv) Uncle Vassilis _____ his own tsipouro.
a) distils b) cooks c) creates
- v) There are many different _____ inside a computer.
a) fuels b) components c) keys

Appendix 1

Task 5 - Alternative Sources of Energy

Look at the diagram on the right and the processes a-g below. Can you put the processes in order 1-7?

- a) CO₂ is re-absorbed by the crops
- b) CO₂ is released from the fuel
- c) Crops are collected
- d) Ethanol is used to make alternative fuel
- e) Grains are finely ground
- f) Sugars are distilled to make ethanol
- g) The powder is separated into component sugars



<http://www.eia.doe.gov/kids/energyfacts/sources/renewable/ethanol.html>



Writing

Read the review and decide if you like to go to this restaurant. Tell your partner why.

Review

Dinner at **Le Pont de la Tour** may be a bit expensive but there's a marvellous view of Tower Bridge in the background. I was surprised when we were given a table in the window with a great view even though we booked the special deal of 3 courses for £25. They accept credit card. We had to pay some extra money for service but it was worth it.

In pairs, look at the restaurant details and the review. How accurate is the review? Discuss with your partner and note the errors.

Restaurant Details	Le Pont de la Tour, London
Address:	The Butlers Wharf Building, 36d Shad Thames, London, SE1 2YE
Tube:	London Bridge
Cuisine:	Regional French with Italian influences
Opening times:	Sun - Fri: 12pm - 3pm 6pm - 11pm Sat: 6pm - 11pm
Average price:	£ 25 / € 40 and over
Dress code:	Smart
Payment options:	cash only
Special offers for students:	2 courses: £ 20 from a set menu 3 courses £ 25; includes service



Appendix 1

Unit 9

What's the weather like?



Reading

Task 1

In an international project, schoolchildren were asked to send in letters and pictures that describe how energy sources are used in their community and the impact on the environment and their lives.

A. Look at the three texts and find the names of the capital cities in each. Then write down the name of each country. Ask your classmates to help you or look in your Geography book.

B. In groups of three, choose one of the texts A, B or C and skim quickly through it to find the energy sources mentioned. Then report back to your group.

Beijing bicycles

Hello! My name is Jiang An Li. I live with my mum and dad in Beijing. My mum says that everyone should go on bicycles because then the air would be cleaner. When I asked her how this could happen, she said that the government should ban all cars. When I don't have school or things to do around the house, I go for a ride on our bikes with my sister and friends. Our electricity comes from a power station outside Beijing that burns coal. My cousin Zhi Xian lives in Shanghai. Her house also has electricity, but it comes from hydro-power which comes from the water falling over the big Three Gorges dam, which has been built across the Yangtze River.



A

Task 2a

Draw a line to match each photograph with the corresponding part of the text.

Boiled alive!

Hello! My name is Brynja. I live in Reykjavik. In winter we have only four hours of daylight. When my cousin from Spain visited us last year he said it felt strange to have the lights on during the day. He told me that in Spain people used solar power to heat their houses and for showers. There is hot underground water in Iceland because of the volcanoes that are in our country. Even in winter, it's still really hot, so we can go swimming in it. We all love to spend our free time in this way. My mum asked me if I wanted to go swimming this afternoon at an outdoor pool. Of course, I agreed.



B

Task 2b

Draw a line from the photographs to the corresponding parts of the text.

Appendix 1

An Indian summer

Hello, my name is Lalita. I live in Delhi. We use a horse and cart to travel around. I have never been to Delhi but my mum told me that it was a huge city. Mum cooks in the small room using a wood fire. We don't have enough wood to heat water to wash in, so I wash under the pump in the yard. Dad has told us that one day he would build us a new house. After school I collect firewood or help mum with dinner. When it gets dark we light our kerosene lamp, which lights our room with a bright flame. Mum sings and dad tells stories, when I told her they weren't as good as mine, she laughed.



C

Task 2c

Draw a line from the photographs to the corresponding parts of the text.

Task 3

Find the countries where the speakers live on the map in the Appendix. What else do you know about these countries (e.g. famous sites and landmarks, lifestyle, food, means of transport)? Do you know any other countries using the same energy sources and with the same lifestyle? Would you rather live in one of these countries or in your own? Why? Which of these countries would you like to visit? Why? Discuss as a class.

Task 4

Look at the following pictures and decide with your partner which three are the most important. Say why. Then, write a number beside each one in order of importance in our lives. Compare your answers with your partner.



Appendix 1

Unit 10

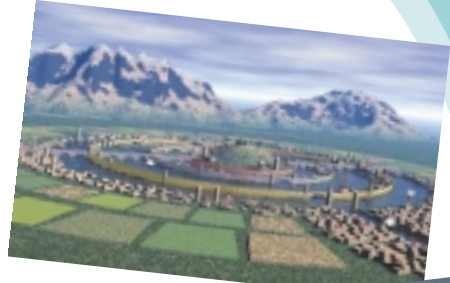
Natural phenomena.



Reading 1

Task 1

What do you know about the lost world of Atlantis? Which of the visuals might be Atlantis? Why? Read the short text below to check your answers



Atlantis

Plato described Atlantis as a place that must have been very beautiful. There were palaces, harbours, temples and docks. There were beautiful and buildings, fountains that had both hot and cold water. The capital city was built on a hill and surrounded by rings of water, which were joined by tunnels. These were large enough for a ship to sail through. A huge canal connected the outer rings of water to the ocean. Outside the city there were huge fields where farmers grew the city's food.

Adapted from:

<http://www.kidzworld.com/article/960-history-the-lost-city-of-atlantis>

Task 2

Read the short text and then write two statements about what you think life must have been like on Atlantis:

<i>in a building</i>	
<i>in a harbour</i>	
<i>in tunnels</i>	
<i>in the fields</i>	

Appendix 1

Task 3

Write answers to the following questions:

i) What do you think could have caused Atlantis to disappear?

ii) What do you think might have happened to Atlantis?



Reading 2

Read the title of the text and look at the picture of Pompeii. What might 'THE UNWELCOME NEIGHBOUR' refer to?

'An Unwelcome Neighbour'

Around noon on 24th August AD 79 Vesuvius awoke. During the previous months there were usual signs of an eruption and so the locals must have known that something terrible was going to happen. The first eruption must have happened around 1 o'clock as the marketplace was full of dead bodies. The people can't have made any preparations to protect themselves from the flowing lava and burning ash. The local authorities should have had plans ready for the evacuation of the town but they didn't pay attention to the danger. What is certain is that it all must have happened so quickly that 2,000 people couldn't have predicted that day would turn into night in a matter of seconds.

Adapted from

http://www.windows.ucar.edu/tour/link=/earth/interior/Mt_Vesuvius_ad79.html&edu=high



Task 1

- i. Why do you think it is possible to mean 'Vesuvius awoke'?
- ii. Circle a verb phrase which shows a strong possibility.
- iii. Find a verb phrase which shows that something is almost certain.
- iv. Find a verb phrase which shows that something most likely didn't happen.
- v. What signs do you imagine the people may have seen before the eruption?

Appendix 1

Task 1

Read the three texts on natural disasters below and complete the table with signs of disaster.

DISASTER	earthquake	hurricane	tsunami
SIGNS			

Warning signs are often there! Learn to recognise them and be prepared.

A. Hurricanes

When the skies turn dark and begin to change colours to yellow or green, it is time to find somewhere to run. The rise in ocean temperatures causes strong winds to blow, as happened with hurricane Katrina in August 2007. As pressure falls and temperatures rise a stillness settles over the sea. These are all signs that a hurricane is coming.



B. Tsunamis

Tsunamis are perhaps the most difficult to prepare for. An earthquake near water may be sign that a tsunami will shortly follow. In an area where the sea suddenly draws back many survivors say they heard a sucking sound. The Indian Ocean tsunami of 26th December 2004, was one of the worst disasters in history.



C. Earthquakes

Before an earthquake the temperature of the earth rises between 5 and 9 degrees Celsius. This causes negative effects on the radio, television and telephone. Before an earthquake, mobile telephones stop working. Some hours before an earthquake, animals become restless. Animals like cows, dogs, cats struggle against being tied up, and even attack the owner.



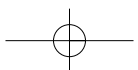
Source: <http://www.unesco.org/csi/pub/papers/glimpse6.htm>

Appendix 2





Appendix 2



Appendix 2



ENGLAND



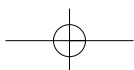
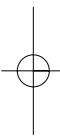
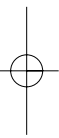
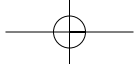
Appendix 1

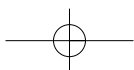
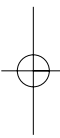
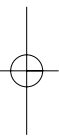
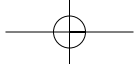


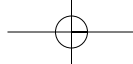
EUROPE

Maps

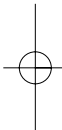
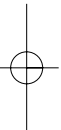
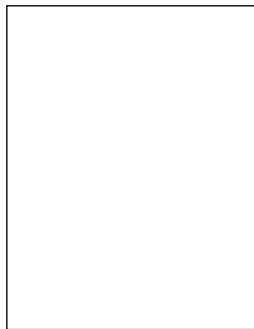








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