

**C. Put the adjectives in the correct form (comparative, superlative):**

- Her dress is (pretty) ..... than mine.
- Cheetahs are (fast) ..... animals we can find.
- Eating fruit and vegetables is (healthy) ..... than eating hot dogs.
- I like milk (good) ..... than coffee.
- China has (many) ..... people than any other country in the world.
- The blue whale is (heavy) ..... animal in the world.
- Which is (big) ....., Portugal or Spain?
- Travelling by plane is (comfortable) ..... than travelling by car.
- He is (untidy) ..... person in class.
- Buying things from plastic is (bad) ..... than buying things from recycled paper.
- The Nile is (long) ..... river in the world.
- In Mark's opinion History is (difficult) ..... than Geography. However, it is (interesting) .....
- Antarctica is one of (cold) ..... places on Earth.
- Greece is (hot) ..... than England.
- Mirror, mirror on the wall, who's (pretty) ..... of them all?
- Elvis Presley is one of (popular) ..... rock singers ever.
- Jenny is (tall) ..... than Alice even though she is (young) .....
- Switzerland is one of (rich) ..... countries in the world.
- People in Africa are the (poor) ..... in the world.
- Alexander the Great was a (good) ..... leader than Xerxes.



Points: ..... / 40

**D. Put in than, of, in:**

- Who's the tallest boy ..... class?
- Her shoes are prettier ..... mine.
- Parachuting is the most exciting sport ..... all.
- Which is the hottest month ..... the year?
- Mt Olympus is higher ..... Mt Parnassos.



Points: ..... / 15

Tick what's true for you:

**Now i can:**

- compare between two things or people
- compare between things/persons
- make knowledge quizzes
- answer or write a geography questionnaire
- use the Internet to get information about things

**Learning strategies in English****LISTENING...**

- I try to understand the general meaning
- I try to understand every word
- I daydream
- I like it when my teacher speaks English

# Unit 7

## GOING BACK IN TIME

- In this unit:**
- ✓ We read about William Shakespeare
  - ✓ We write about a famous person
  - ✓ We listen to people talking about two famous theatres
  - ✓ We speak about Alexander the Great

*Changes: from the past to the present.*



*1. Experiences*



*2. Daily Life*

### THE PAST

*3. Historical Events*



*4. Changes*



# 7 Unit

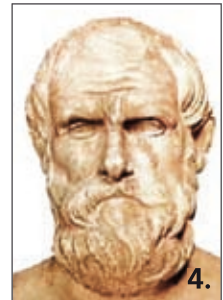
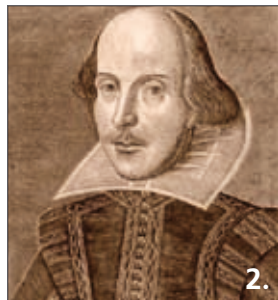
## Lesson 1

## FAMOUS PEOPLE OF THE PAST

### A LEAD-IN: FAMOUS THEATRES & PLAYWRIGHTS ▶▶

Nadine is doing some research on the theatre. She downloaded some photos but forgot who/what they were. Can you help her and match the names to the photos?

a. Aristophanes, b. Epidavros Ancient Theatre, c. The Globe Theatre, d. William Shakespeare



### B READING: ALL ABOUT SHAKESPEARE

Nadine is studying about William Shakespeare. She has some information about him, but she isn't sure. She writes to Mark and asks for help.

Mark,

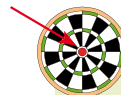
Help! I must present something about Shakespeare but I don't know anything about him.

Thanks, Nadine

Mark sends Nadine this information.

We don't know a lot about Shakespeare but we do know the following.

- He was born in 1564 in Stratford-upon-Avon, about 150 km north west of London. He died in 1616, aged 52.
- He wrote 37 plays, one every 18 months. He wrote his first play when he was 25.
- He worked as an actor. Many times he acted in his own plays.
- He had his own theatre, The Globe in London.



#### Learning strategies

##### TO BE BETTER AT READING

- I read with a clear aim in mind
- I imagine what is coming next
- I get a good understanding of the detail

- Shakespeare wrote Comedies, Histories and Tragedies. His most famous plays are: Hamlet, Romeo and Juliet and The Merchant of Venice.
- There are over 60 films based on his plays.

 Go to the Appendix, page 145, Activity A, for extra work and an explanation of "To be or not to be".

## Preparing her presentation

Write some sentences for Nadine to help her with the presentation. Use the topics listed.

Topics	Statements
Place of Birth	Shakespeare was born in Stratford-upon-Avon
Date of Birth	He was born in 1564.
Plays	
How long to write a play	
Theatre	
Famous plays	

## C TWO FAMOUS THEATRES



Listen and fill in the missing information about the Globe Theatre.

The Globe Theatre we see in London today is a copy of Shakespeare's theatre. Mark goes to the Globe Theatre. He listens to a guide who gives more information about this theatre.



	Epidaurus	The Globe Theatre
<b>Location</b>	Epidaurus, Argolida	Southwark, London
<b>Date built</b>	360 BC	1599
<b>Seats</b>	14,000	
<b>Rows</b>	55	
<b>Open or closed</b>	Open	
<b>Shape</b>	Semi-circular	Circular
<b>Made out of</b>	Stone	
<b>Acoustics</b>	Excellent	
<b>Women's roles</b>	Played by men with masks	Played by young men

Kostas finds out Mark and Nadine are talking about theatres. There are many beautiful ancient theatres in Greece. He adds information in the same chart about the most famous ancient theatre in Greece, the Theatre of Epidaurus.

Do you remember the comparatives you studied in Unit 6? Write 3 sentences comparing and contrasting the 2 theatres.

e.g. *Epidaurus is much older than The Globe.*

1. ....
2. ....
3. ....

## Simple Past Tense (Affirmative)

Study the following sentences to learn how we can talk about people of the past.

### El Greco (Doménikos Theotokópoulos)

El Greco **was born** in Hania, Crete in 1541. At that time Crete **was** part of the Republic of Venice.

As a young man he **studied** Byzantine icon painting in Hania. He **moved** to Venice in 1567 where he continued to study painting. In 1570 he **went** to Rome. He **lived** and **worked** in Rome until 1577.

In 1577 he **moved** to Spain in Toledo, near Madrid where he **lived** and **worked** until the end of his life. He **died** in 1614 at the age of 73.

El Greco **had** a very individual style. His paintings show both Byzantine and Italian styles. They also show strong Catholic religious elements from Spain.

He is one of the most famous painters of the 16th century. His paintings **influenced** many famous artists after him, for example Picasso and Cézanne.

In honour of El Greco, Nikos Kazantzakis **called** his autobiography "A Tribute to Greco".

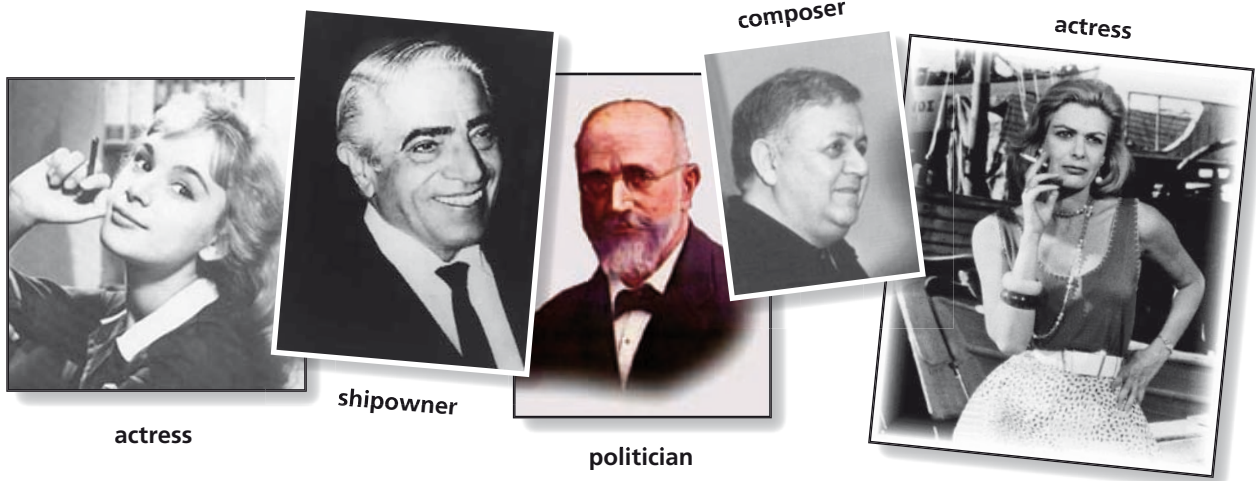


	Present	Past
<b>Most regular verbs</b>	work	<b>worked</b>
	call	<b>called</b>
	show	<b>showed</b>
<b>Verbs ending in "e"</b>	live	<b>lived</b>
	move	<b>moved</b>
	die	<b>died</b>
<b>Verbs ending in consonant +-y</b>	study	<b>studied</b>
<b>Verbs ending in one stressed vowel</b>	shop	<b>shopped</b>
<b>+ one consonant (except w and y).</b>	stop	<b>stopped</b>
	plan	<b>planned</b>
	refer	<b>referred</b>

## D MORE FAMOUS PEOPLE FROM THE PAST



Work in groups. One pupil, the game leader, chooses a famous person. The rest of the group make statements and must find out who the person is. For each correct statement the game leader says yes and for each wrong statement he/she says no.  
E.g. (for Onassis): "He was a famous shipowner"; "Yes".



actress

shipowner

politician

composer

actress

## E SPEAKING: PREPARE A PRESENTATION

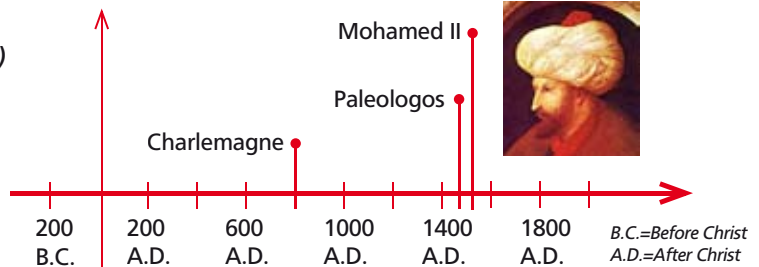


In small groups choose one of the following famous leaders and prepare a presentation about them:

1. Charlemagne (747-814)
2. Konstantinos Paleologos (1404-1453)
3. Mohamed II (1432-1481)

Use the following guidelines.

- How did he become famous?
- What did he do during that period?
- What was life like in that period?



- From the Internet find and print out an image of the person.
- During the presentation other pupils should keep notes. Then ask each other questions and discuss.



## Lesson 2

## PAST EXPERIENCES



## A LET'S PLAY A DETECTIVE GAME ▶▶



A picture is a thousand words. Look at the following picture and answer the questions below.

## 1. Where?

- Is this person in London or Athens?
- Is this person at the Post Office or Police Station?

## 2. What?

- This man has done something wrong. What? Do you have any ideas?

Find out more in the rest of this lesson!



## B WHAT JACK SMITH SAYS



You are watching a crime series on TV. The title of tonight's episode is "The Alibi". In this episode the scene takes place at the Police Station in Central London. It is Tuesday, 5th May.

Yesterday there was a bank robbery at twenty past four in the afternoon. The policeman is interrogating Jack Smith about the robbery.

Read the following sentences about what Jack Smith said he did between 3.30 and 5.00 pm. Jack Smith often changes his mind!!



1. He says he left the restaurant where he works at 3:30 pm.
2. First he says he got back to the restaurant at 4:00, then he agrees it maybe was 5:00.
3. First he says he stayed in his boss's brother's office for 45 minutes; then he agrees it maybe was only a couple of minutes.
4. First he says he had a chat with his girlfriend in his boss's brother's office, then he says he stayed with her for a long time out of the office, maybe for 1 hour.

Then listen to the conversation between the policeman and Jack Smith. Are all the above sentences correct?

## C ROLE-PLAY

*In pairs, one of you is the policeman and the other Jack Smith. Match and act out the questions and answers.*

1. Where were you during the afternoon of May 4th	a. I left at 3.30.
2. What time did you leave the restaurant?	b. We went to a café.
3. Why did you go out ?	c. I left some documents.
4. What time did you get back to work?	d. I went out to buy some doughnuts.
5. What did you do in the office of the boss's brother?	e. I was out of the restaurant.
6. Where did you and your girlfriend go?	f. I got back at 5.

## D LISTENING: SUE'S VERSION OF THE STORY

*The police are interrogating Jack's girlfriend, Sue Adams. Listen to the conversation and put the events in the correct order, according to what she says.*

- (a) ..... Then he suggested going out for a cup of coffee.
- (b)..... He didn't say anything, he just told me he was tired.
- (c)..... He was a bit silent while we were there.
- (d).....<sup>1</sup> Jack turned up at my office at about half past three.
- (e)..... I asked him what the matter was.
- (f)..... He rushed out of the café.
- (g).....<sup>2</sup> He looked concerned about something, so I was worried about him.
- (h)..... We went to his favourite café opposite my office.
- (i)..... It was a quarter to four!!!
- (j)..... Suddenly, he said that he had to leave.





# 7 Unit

## E WRITING: JACK AND HIS GIRLFRIEND'S VERSION

Compare and contrast the two versions and fill in the chart below.

The same	Different

## F GROUP WORK: GIVE YOUR OWN ENDING

What do you think really happened? Does what Sue Adams say support Jack's alibi? Is Jack innocent or guilty after all? Decide in groups and explain your arguments to the other groups.



### Simple Past – Negatives and Questions

Read and study the following sentences and learn how we can ask and answer questions in the past.

#### Can you guess who he is: El Greco or Theophanis the Greek?

- Where **was** he born? He **wasn't** born in Hania and he lived in Russia for 40 years.
- **Was** he a playwright? No, he **was** a painter!
- What **did he paint**? He **Painted** religious images in churches and portable icons.
- **Did he live** in Crete all his life? No, he **lived** in Novgorod, in Volotov and in Moscow.
- **Did he paint** in a Byzantine style? Yes, his pictures are famous for the peaceful look on their faces and their heavenly characteristics. His pupil Andrei Roublev was also a great Byzantine painter.



Mount Athos

## G SPEAKING & LISTENING: ANOTHER WITNESS



Mrs White is being interrogated by the police about a bank robbery in London. Work in pairs and use the pictures. What do you think Mrs White said to the policeman?



Now listen to the cassette and see if you were right.

## H MRS. WHITE'S STORY: DIFFERENT ENDINGS



The teacher will now provide you with information for different endings to the story.

- Write a short passage describing what happened.
- Then read your passage out to the class.
- Discuss the different endings and decide which is the most likely to happen.



Mrs White

## Lesson 3

## ALEXANDER THE GREAT



## A WHY WAS HE "THE GREAT"?

Mark asked Kostas why Alexander was such a great leader. Kostas found this text.

Alexander was born in 356 BC in Pella, Macedonia to King Philip II. At 20, after his father's murder, he became king. From the age of 22 until his death at 33 he conquered most of the known world, reaching as far as India.

1. The Persians were his major enemy. They were very strong in sea power. Alexander did not have a strong navy. He was afraid of the Persian navy. In order to stop the Persian navy he did not attack the ships. Instead he destroyed their ports.
2. In the battle of the river Issus, he did not feel strong. So he changed tactics. He himself led a focussed attack on Darius, the Persian king. Darius's personal guard did not hold the attack. Darius withdrew and his troops followed.
3. Alexander wanted to capture Tyre, a city on an island very near to the coast of today's Lebanon. Tyre was very difficult to conquer. After several months of attack by sea Alexander changed tactics. He built a causeway. This way his troops marched up to the walls. They used land attack tactics Tyre was captured soon afterwards.
4. Alexander wanted to control the lands he had conquered. In order to do so, he told his troops to live there. This way the ancient Greek culture and language spread to those lands.

Choose one of the following statements which show Alexander was a great leader. Explain why.

- a. Alexander did not have a navy. Nevertheless he stopped the Persian navy.
- b. At the battle of the River Issus he defeated the Persians, who had a bigger army.
- c. Alexander captured the town of Tyre, which everyone thought impossible.
- d. He controlled the lands he conquered well.



## CROSS CURRICULAR PROJECT

1. Do you remember a film about Alexander the Great? Was it a good representation of Alexander the Great and his life? Discuss with your teacher and classmates. How about Robin Hood or King Arthur? Do the films represent the historical truth?
2. Choose a personality from your History book and say what makes them unique.
  - a. Use other sources to find out more about them.
  - b. Work in groups and present the information on a cardboard using pictures and short texts giving an outline of his/her life and deeds.
  - c. You may use the above text for guidance.