

Check yourself

A. Put the words in the box in the right column:

ponytail
 blue uniform
 hair brush
 bell bottomed pants
 braids
 high-heeled shoes

hairstyle and accessories	clothing and shoes

___ / 3 points

B. Complete the missing information:

_____	Sat-Thu: 10 am - 6 pm Fri: 11 am - 6 pm	
_____	adults: £ 5.00 students: £ 3.50 children under 16 (accompanied by adult): FREE	
_____	Covent Garden	
Nearest Underground Station	Covent Garden	
_____	(0) 207 37 96 344	
_____	www.ltmuseum.co.uk	

___ / 5 points

C. Match the English with the Greek signs:

Do not consume food or drink

Don't lean against the door. It opens automatically.

Mind the gap

Wait till the train stops

Way out →

Keep clear of the doors

Keep your feet off the seats

ΜΗΝ ΕΜΠΟΔΙΖΕΤΕ ΤΗΝ ΕΞΟΔΟ

ΕΞΟΔΟΣ

Περιμένετε μέχρι ο συρμός να σταματήσει

ΜΗ ΒΑΖΕΤΕ ΤΑ ΠΟΔΙΑ ΣΑΣ ΣΤΑ ΚΑΘΙΣΜΑΤΑ

Απαγορεύεται η κατανάλωση φαγητού και ποτού στους χώρους του ΜΕΤΡΟ

Μην σπηρίζετε στην πόρτα. Ανοίγει αυτόματα.

Προσοχή στο διάκενο

___ / 3 points

D. Write 3 things Anastasia used to do and 3 things she didn't use to do in the past:



Then

Now



1. Anastasia used to wear glasses.
2. _____
3. _____

4. She didn't use to _____
5. _____
6. _____

___ / 5 points

E. Put the following dialogue in the correct order:

- 1. The nearest underground station is *Omonia Square*.
- 2. What time does the film start?
- 3. Excuse me, how can I get to the Rex Theatre?
- 4. It starts at eight and it finishes at ten.
- 5. It's seven Euros.
- 6. Take Panepistimiou Street, it's on your left hand, next to the *Titania Hotel*.
- 7. Thank you.
- 8. How much is it?



___ / 4 points
My total score is ___ / 20 points

See p. 48 Workbook

**NOW TICK
WHAT YOU CAN DO**

REMEMBER when you write a letter, include
 • an opening paragraph
 • the main part of the letter
 • and a closing paragraph

- I can talk about
 - My memories and habits of the past
 - My visits to museums / places of interest
- I can ask for and give information / directions
- I can read
 - diaries
 - museum leaflets.....
 - maps.....
- I can express my feelings about
 - Things that happened in the past.....
 - Places I have visited
- I can write
 - A letter to a friend.....
 - A description of a place I have visited



Unit 6 Me, Myself and my Future Job

We are here to READ

job profiles, job advertisements, safety rules in a working environment, and a job interview questionnaire

and TALK about

skills/abilities, interests, personal traits, future careers, a job interview

and LISTEN TO

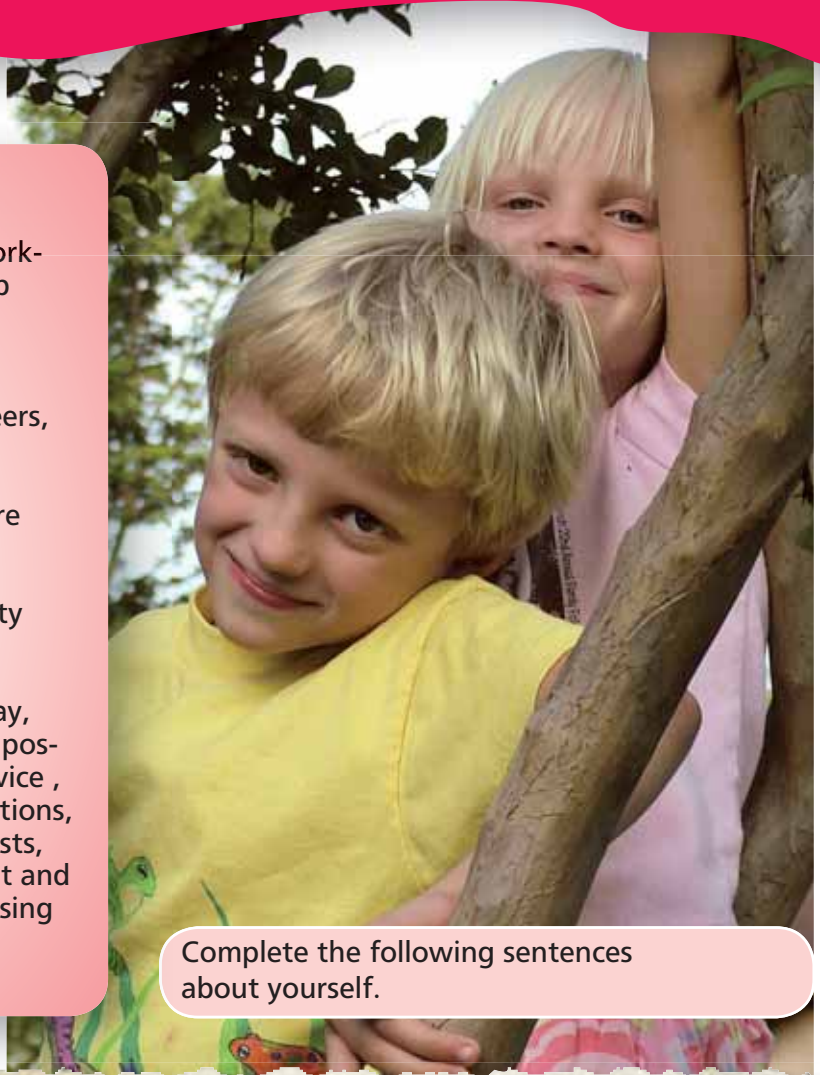
professionals while they are working

and WRITE

new year resolutions, safety rules, job profiles

and LEARN about

the use of modals (can, may, should) expressing ability, possibility, permission and advice, the use of Future in predictions, promises, warnings, requests, offers, decision on the spot and the use of going to expressing intention or something pre-arranged.



Complete the following sentences about yourself.

1. When I was younger I wanted to be a: _____
2. Today, I would like to be: _____
3. My favourite subjects at school are:
Most favourite: _____
Second most favourite: _____
4. Two things I like to do in my spare time:
a. _____
b. _____
5. What I can do best is: _____
6. My friends think I'm very good at: _____
7. My teachers think I'm very good at: _____
8. My parents think I'm very good at: _____



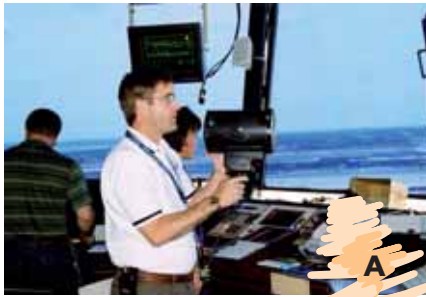
Lesson 1 Talking About Jobs and Careers

1. Reading



A. An English High School in Thessaloniki organised a "Career Day" event. The pupils of the 6th Class have visited it and listened to the professionals talking about their jobs.

Look at the pictures below and match them to these jobs:



- a. nurse
- b. ecologist
- c. jewellery designer
- d. air traffic controller
- e. hairdresser

What school subjects do they need to be good at in order to do these jobs?



B. Listen and read the texts on the opposite page and say for which of these professions it is necessary:

It's your choice: You can find a different version on page 128

- | | |
|---|-------|
| 1. to work outside | _____ |
| 2. to be good at working with their hands | _____ |
| 3. to work in a lab | _____ |
| 4. to work in a team | _____ |
| 5. to work shifts | _____ |
| 6. to have good communication skills | _____ |
| 7. to care for and show love to people | _____ |

A. Jewellery Designer

I'm a jewellery designer. I take metal and precious stones and create rings, necklaces, earrings and other jewellery. I can use loads of hand tools to make the jewellery. Sometimes, I may use computers and laser to design these delicate pieces. My work requires attention to detail. It also requires finger and hand dexterity, good hand-eye coordination, patience and concentration. Artistic ability and knowledge about fashion are very important.

B. Air Traffic Controller

I'm an air traffic controller. My job is to co-ordinate the movement of aeroplanes, and direct them to keep flying schedules on time. An air traffic controller handles every plane that is taking off or landing. I usually work forty-hour weeks. I may work night or weekend shifts. It is a very stressful occupation. Speech communication, mathematics, science, foreign languages, and electronics are helpful for this career.

E. Ecologists

I'm an ecologist. Ecologists can work in a lab but also go out to the area in which a plant grows or an animal lives and study them. I may do some volunteer work, too. Next summer I'm travelling to the Amazon to study certain types of plants there.

Working as part of a team and independently are good skills for someone who wants to be an ecologist. Good communication skills are also important. Useful subjects are biology, mathematics, and computer science.

C. Home Health Nurses

I'm a home health nurse. I go to patients' homes to care for them. I also instruct family members on how to take care of the patient who may need help for many different reasons. Some may be ill and some may be getting better from an accident. I spend a lot of time travelling to different locations. I may visit many patients in a single day. My hours may vary depending on the needs of the patients. It is important for nurses to like to help people, to be hard working, responsible, compassionate and cheerful. Classes in first aid, health sciences, home economics and nutrition are helpful for this career.

D. Hairdresser

I'm a hairdresser. I cut and style hair using a variety of tools such as scissors, razors, rollers, hot brushes and dryers. I can use gel, mousse, wax or spray. I may colour, perm or straighten hair using shampoos, conditioners, lotions etc. It is important for hairdressers to be creative, able to work quickly, hardworking and self-confident. Biology, chemistry, science courses and communication skills are helpful.



C. What traits of personality are important for a JEWELLERY DESIGNER and a NURSE?

jewellery designer

nurse

2. Grammar



Look at these examples

Which example(s) show(s) ability? _____

Which example(s) show(s) possibility? _____

- a. I can use a lot of hand tools.
- b. Ecologists can work in a lab.
- c. I may work night shifts.



A. Write what the following people can do and where they can or may work:

Profession	what he/she can do	where he/she works
lifeguard		
doctor		
football player		
car mechanic		

B. Read this job advertisement and pay attention to the underlined verbs. What are they followed by?



LIFEGUARD WANTED FOR ALIMOS BEACH
 Are you strong and healthy? Can you dive and swim fast? Then you are our man/woman! The job of the lifeguard can be dangerous. That's why you should be brave and well trained. You may need to save people's lives. You can use the facilities of the beach and you can have free meals. For more information contact Mr Antonakis, tel. 2109600000.

a. Complete the rule:

Verbs **can, should** and **may** are **modal verbs**. They are followed by the **bare infinitive** (the infinitive of a verb without "to") such as _____, _____, _____, _____, _____.

b. Read the advertisement again and try to understand which modal expresses:

ability _____ possibility _____

permission _____ advice _____

c. How many uses of the verb CAN are there?



3. Practice



A. ROLE PLAY: FINDING OUT ABOUT THE JOB

Pupil A

You are a candidate for the job. You are interested in the job. Call Mr. Antonakis to find out more about it.

Pupil B

You are Mr Antonakis. Answer the phone and give the candidate the information he/she needs.



Act out the telephone dialogue



B. PIECES OF ADVICE:

Imagine that you are the candidate who got the job as a lifeguard at Alimos Beach. Write some instructions that Mr Antonakis gave you about the job.

Example:
You should use your binoculars all the time.

C. Work in groups of 5. Ask the others in the group about the things they can do.

	Pupil A	Pupil B	Pupil C	Pupil D	YOU
play sports (basketball, football etc.)					
write poems and stories					
play an instrument (e.g. piano)					
repair things					
dance					
design and construct things					

Now report your group's answers to the class. Then decide about a job that each of you can do in the future.

Example:
Stephanos can play football very well. He may/can become a football player.

D. PAIR-WORK: Looking for a job

Imagine that Alice and John are looking for a job. Read the information below about their personality and interests and the job advertisements on p.139.

Say which job they could choose and why.

Example:
Student A:
Alice may become a...
because she can...
What do you think?
Student B:
I think that...

ALICE	JOHN
good at mathematics	loves children
good speech	likes long holidays
communication skills	patient
polite	hardworking
likes sports	can't do many things
able to work quickly	at the same time
cheerful	able to work under pressure

Lesson 2 What do they do?



LEARNING STRATEGIES

- a. **Before I listen...**
I make sure I know what I have to do
I look at the pictures and think what I know about them
I think of relevant words
- b. **While I am listening...**
I don't worry if I don't know all the words
I try to pick up the key words.

1. Listening

A. Who in your family or relatives has the most interesting job? What about the most boring one?

Look at these photos 1-7 and match them to the jobs a-g below. What does each job involve?



- | | | | |
|---|--------------------------|-----------|--------------------------|
| a. tour guide | <input type="checkbox"/> | e. farmer | <input type="checkbox"/> |
| b. car mechanic | <input type="checkbox"/> | f. waiter | <input type="checkbox"/> |
| c. teacher | <input type="checkbox"/> | g. doctor | <input type="checkbox"/> |
| d. meteorologist/
weather forecaster | <input type="checkbox"/> | | |

B. Now, listen to the recording and match each speaker to the job he/she does.

1st speaker _____

2nd speaker _____

3rd speaker _____

4th speaker _____

6th speaker _____

7th speaker _____

2. Grammar

A. TALKING ABOUT THE FUTURE

1. Look at the verbs in the following examples. Which of them expresses an **OFFER**, a **PROMISE**, a **THREAT**, a **REQUEST**, an **ON-THE-SPOT DECISION**, a **PREDICTION**?

Can you tell who can say these: a) a doctor, b) a housewife, c) a meteorologist, d) a car mechanic, e) a customer or f) a waiter?

2. Study the form of future tense in the **Grammar Box** below.



Grammar Box



AFFIRMATIVE	INTERROGATIVE
I/you/he/etc. will fix the car.	Will I/you/he/etc. fix the car?
NEGATIVE	SHORT ANSWERS
I/you/he/etc. will not fix your car.	Yes, I/you/he/etc. will fix your car.
won't	No, I/you/he/ etc won't fix your car.

Now complete sentences 1-5. What does each sentence express?

- Will you buy a newspaper for me when you go out?
- I won't tell anyone.
- You can cook very well! You will become a great chef!
- Oh. It's raining! I'll take my umbrella.
- Watch out! You will hurt yourself!
- I'll carry the suitcase for you!

request



UNIT 6

3. Which of the following words do we use with future tense? Write for RIGHT, for WRONG.

tomorrow	<input type="checkbox"/>	the day after tomorrow	<input type="checkbox"/>
yesterday	<input type="checkbox"/>	in an hour	<input type="checkbox"/>
next week/month/year	<input type="checkbox"/>	in two years' time	<input type="checkbox"/>
last month/week/year	<input type="checkbox"/>	right away	<input type="checkbox"/>



B. BE GOING TO FUTURE
Read the example:

Next week
I'm going to plough
the field.



Is this an on-the-spot decision or something arranged earlier? Complete the rule:

We use _____ to express intention or something arranged earlier and we use _____ to express a decision on the spot.

3. Practice

A. THE GOAL

This is a goal, a football goal! There are other "goals", too! "Goals" can be things you want to accomplish.



Decide on the goals you want to accomplish:

1. a goal *you are going to reach* at school this week _____
2. a goal *you are going to accomplish* at school this year _____
3. a goal *you are going to reach* in ten years' time _____



B. PERSONALITY & CAREER

Work in groups of 5. Ask your fellow pupils about their FAVOURITE SUBJECTS at school, INTERESTS, and ABILITIES/SKILLS.

Example:
Maria will probably become an artist.

Can you predict a career for each pupil? What career can the others predict for you?

Name	Favourite Subjects	Interests	Abilities/ Skills
e.g. Mary	art	drawing, decorating her room	dancing, performing

C. NEW YEAR'S RESOLUTIONS

At the beginning of the year we usually make resolutions to improve our life. Think of some resolutions that will help you to improve your skills. Include your resolutions in your portfolio.



Example:
I'll take up computer lessons this year!
I'll join the drama club! Or, I'll take up windsurfing! etc.

SAFETY RULES

- Do not wear loose clothing or jewellery around machinery. It may catch on moving equipment and cause a serious injury.
- Where required, you must wear protective equipment, such as goggles, safety glasses, masks, gloves, hair nets, etc. appropriate to the task.
- Keep FIRE DOORS and aisles clear!
- Keep your work area clean.
- Observe "NO SMOKING" regulations.
- Do not tamper with electric controls or switches.
- Help to prevent accidents.
- Lift properly—use your leg muscles, not your back muscles. For heavier loads, ask for assistance.
- Clean up spilled liquid, oil, or grease immediately.
- Wear hard-sole shoes and appropriate clothing.

www.nonprofitrisk.org

E. In groups, write your own SAFETY RULES for the pupils of your school lab. Create a poster and put it up on the corridor wall. Try to obey the rules.

D. These are the SAFETY RULES of a new lab. A member of your family wants to work there. What do you say to warn him/her?

Example:
You should not wear loose clothing or you will get injured.

Lesson 3 What the future holds for you...

The Questionnaire

A. Will you be an architect, a mechanic, a vet, an accountant, a nurse, a firefighter, a pilot, a policeman/policewoman, an actor/actress, a waiter/waitress, a cook/chef...?



In today's world, there are hundreds of careers to choose from and it will be a smart idea to spend some time looking closely at the options before you. You may have many careers in your lifetime. But the decisions you make soon will be key ones.

To get the necessary information, use the questionnaire on the right and interview a professional about his/ her job. You may talk to your parents, teachers, neighbours, or other people.



Questionnaire

Name of person you interviewed: _____

Their Job Title/ Position: _____

1. What is your typical day like?
2. What kind of personality does well in a career like this?
3. What two or three abilities/skills help you the most in your job?
4. What kind of education/training did you need for this job?
5. What kind of education/training will I need after high school?
6. What do you like the most about this career?
7. What's the hardest part of your job?
8. What do you think the future looks like for this kind of career?

Be sure to thank them for their time! It's a very good idea to write them a thank you note by regular mail or by e-mail

B. PROJECT

Now that you have the information you need, try to see yourself in that job:

- Take yourself through an imaginary day in the job
- Predict what you will do there and who you will work with
- Write the profile of the person who does this job (personality, skills/ abilities, education/ training), and
- Make a poster of this job for your classroom.



Put your project work in your portfolio

Check yourself

A. What are their Jobs? / What do they do?



1. Science was my favorite subject in school. As a(n) _____ I'm challenged every day to use my scientific background to make diagnoses and determine treatments for my patients.
2. I've always been fascinated with skyscrapers and how beautiful they can be. Now as a(n) _____ I get a chance to actually design and develop building plans.
3. Mathematics was always my favourite subject in school. I'm really happy in my job as a(n) _____ because I get to work with numbers all day long. I decide how to share the budget in my company.
4. I always dreamt of opening my own restaurant. Now as a(n) _____, I cook and prepare a wide range of foods and create recipes.
5. We help protect the public from fires and other emergencies. The best part about being a(n) _____ is that you know you're doing something that really makes a difference. It's hard work and sometimes I finish a shift exhausted.
6. I have always loved animals. Now as a(n) _____ I feed, water, and examine pets and other non-farm animals for signs of illness, or injury in laboratories and animal hospitals.

___ / 3 points

B. Match the predictions:

- | | |
|---|----------------------------------|
| 1. We bought a new computer. | a. We will be late for school. |
| 2. The teacher gave us a new project to do. | b. Our bill will be very high. |
| 3. My father started a new job. | c. We will be busy next weekend. |
| 4. The bus drivers are on strike. | d. We will need some training. |
| 5. We made a lot of telephone calls. | e. Profits will increase. |
| 6. We sold a lot of books last week. | f. He won't have any free time. |

___ / 3 points

C. What can/may/will they do or say?

- a. He feels very tired. He _____.
- b. "It is dangerous to wear high heeled shoes in the factory. You _____".
- c. "Don't buy this huge Christmas tree, it _____".
- d. "Take your umbrella with you, it _____".
- e. The door is locked so the thief _____.

___ / 5 points

D. These are Mr Badluck's diary pages for next week. He is talking to his colleague about his schedule:



Now, write what he has definitely planned to do and it is probable to do.

On Monday he _____

___ / 5 points

E. Write: a promise, an offer, a request and a warning you make to your friend.

Your friend says:	You say to him:
1. My computer isn't working.	_____
2. I have to carry all these boxes.	_____
3. I don't know what to do with my cat when I leave for my holiday.	_____
4. Do you like this Heavy Metal Band?	Yes, but _____ because I have to study for school.

___ / 4 points
My total score is ___ / 20 points

See p. 96 Workbook

NOW TICK WHAT YOU CAN DO

REMEMBER when you listen to a dialogue in English:
 • Don't worry if I don't know all the words and try to pick up useful key words.

I can read about

- Job profiles _____
- Job advertisements _____
- Safety rules in a working environment _____

I can write

- Job profiles _____

I can talk about

- My skills and abilities/ interests/ personal traits/ future careers _____
- A job interview _____

I can make

- Predictions/ promises/ warnings/ requests/ offers/ on the spot decisions and express intentions and something pre-arranged _____



Unit 7 Share your Experiences

You are here to READ

a questionnaire / newspaper extracts / a poster

and TALK about

swimming styles / theatre shows / world and Olympic records / past experiences

and LISTEN TO

a radio programme

and WRITE

a report about a Paralympics Champion / a page of the class book of records / about your personal records

and LEARN about

the World Book of Records and famous record holders / how to set a class record / how to play BINGO / how to protect the environment / about past experiences and activities connected to the present



THE QUIZ OF YOUR EXPERIENCES

Tick the facts that apply to you:



1. Have you ever gone skiing? _____
2. Have you ever done something silly? _____
3. Have you ever eaten frog legs or Chinese food? _____
4. Have you ever fallen down the stairs? _____
5. Have you ever been on TV? _____
6. Have you ever ridden a horse? _____
7. Have you ever swum in a river? _____
8. Have you ever seen a car accident? _____
9. Have you ever had an electricity blackout while taking a shower? _____
10. Have you ever shaken hands with a monkey? _____

Lesson 1 Famous Record Holders

1. Pre-reading



The teacher has asked you to work on a project to make a "CLASS BOOK OF RECORDS".

- a. Do you know any athletes who have won world records? Name some.
- b. Have you been to the theatre? Have you seen a theatrical play on TV? What have you seen / watched?



Here are two extracts from a newspaper article that your teacher has brought to class. Read them and answer the TRUE / FALSE questions that follow:

Ian the 'Thorpedo'

Ian James Thorpe, nicknamed 'Thorpedo', has been an Olympic Gold Medal swimmer and one of the world's best-ever middle-distance swimmers.



Born October 13, 1982, in Sydney, Australia, Thorpe has completely dominated the 400 meter freestyle event since 1998, winning the event at the 2000

Summer Olympic Games, the 2001 Fukuoka World Championships and again in Athens. He has also won both the 200m and 800m freestyle (for which he holds the world record), and he is one of the fastest 100m freestylers in the world. Thorpe has pushed Australian relay teams to exceptional success, winning 4x100 and 4x200 freestyle relay golds in Sydney. In total, Thorpe has broken 22 world records so far.

Thorpe won the 200 and 400 meter freestyle races at the 2004 Olympics in Athens, Greece. He has won five Olympic gold medals, more than any other Australian.

'Phantom of the Opera' success

After eighteen years the Andrew Lloyd Webber musical, 'Phantom of the Opera', has become the longest running show in Broadway history.



Besides being the longest-running show in Broadway history, the 'Phantom of the Opera' is also among the most successful entertainment productions of any kind ever. Across the world, 'Phantom' has made

three point two billion dollars. You can compare that to the Hollywood movie, Titanic, which has made less than half of that figure.

'Phantom' originally opened to mixed reviews here, but eighteen years later it is still playing to packed audiences every night.

For Andrew Lloyd Webber, last night's record-breaking performance was a sweet moment.

At a post-show party at the Waldorf Astoria, where the British composer met his guests has said he was really excited by the production's success and noted that 'Phantom' had taken the longest-running Broadway record from 'Cats' - another of his own musicals.

2. Grammar



A. SIMPLE PRESENT PERFECT TENSE

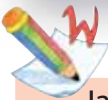
Do you remember?



Grammar Box



POSITIVE	I / you/ we / they	have	watched	a musical on TV.
	He / she	has		
NEGATIVE	I / you/ we / they	haven't	watched	a musical on TV.
	He / she	hasn't		
QUESTION	have	you/ we / they	watched	a musical on TV?
	Has	he / she		



B. Complete the sentences about *Ian Thorpe* and the '*Phantom of the Opera*':

Ian Thorpe	has _____	an Olympic gold medal swimmer.
He	has won	both the 200m and the 800m races.
He	has _____	Australian relay teams to success.
He	_____ broken	_____ so far.
He	_____	five Olympic gold medals.
'Phantom'	_____ become	the _____ in Broadway history.
It	_____	\$3.2bn (three point two billion dollars).

C. Study these examples:

Present Perfect Simple

	Action	Time
Ian Thorpe	has dominated	the 400m freestyle. X

Past Simple

	Action	Time
Ian Thorpe	won	the 400m freestyle in 2004 Athens Olympics.

- D. Now fill in the rule with the following phrases:
we don't know
we know exactly
we are not interested

We use the **Simple Present Perfect Tense** to talk about past activities for which we _____ or _____ in exactly when they happened.
 We use the **Simple Past Tense** to talk about past activities for which we _____ when they happened.

3. Practice



A. PAIR WORK



Student A

Imagine you're an Oscar winning actor/actress. Look at the list of activities below and tick two things that you have done but don't tell your partner.

- play *Romeo / Juliet*
- perform on stage
- play in soap operas
- take part in adventure films
- be on a magazine cover

Student B

Imagine you're an Olympic Champion. Look at the list of activities below and tick two things that you have done but don't tell your partner.

- win gold medal(s)
- lose a game/ race, etc.
- make a world record
- be injured during a game/ race, etc.



Have you played *Romeo/Juliet*?

Yes, I have.
/ No, I haven't.



Take turns to ask and find out about each other.



B. THE HOT AIR BALLOON COMPETITION



Your class is going to enter the *Hot Air Balloon competition*. Work in groups of 4, take turns and tell the others what you have achieved in your life so far (using the Present Perfect). At the end of the discussion, write on a piece of paper which one should go on the trip. (Don't vote for yourself). Discuss your reasons afterwards.

E.g. I believe John should go because he has...



C. LET'S PLAY!

Go round the class. Ask the other pupils: "Have you ever...?" and complete the game Cards on p.140. Put ONE NAME ONLY in each square. The first one to complete all the squares shouts "Bingo!" and is the winner!