

UNIT 5

Times change!

LESSON 1: Fancy ancient history?


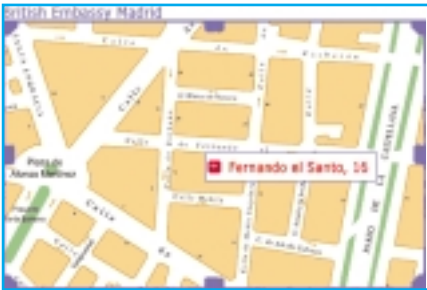

LESSON 2: A nation in brief!

LESSON 3: From generation to generation!

Match the pictures (1-3) with the notices (A-C)

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

**DO YOU GO ON EDUCATIONAL SCHOOL TRIPS?
WHAT KIND OF PLACES DO YOU USUALLY VISIT?
JOIN OUR E-DISCUSSION ABOUT INTERESTING SCHOOL VISITS!**



A
Invitation
School exhibition
'From Generation to Generation'
Venue: 1st Junior High School - Nafplio
Date: 15/1 - 22/1
Entrance: Free
Organisers: 1st grade students and the English Dept.

B
Escuela Cervantes
Tuesday 1st February -
All classes visit the
British Embassy in
Madrid.
For more information,
contact your English
teacher.

C
Notting Hill School
Re: School Trips
To: 1st year students
Friday
10th January
Destination:
British Museum
Departure time: 9.15

In Unit 5 you will...

READ

- museum guide book texts
- a student's article about the UK

LISTEN TO

- a recorded message of a museum
- an Embassy official talking about British superstitions
- an interview with an English teacher about teenage life in the past
- a song about learning English

LINK TO

- History • Geography • Culture • Maths • Technology • Music

TALK ABOUT

- ancient Rome and Egypt
- important historical figures
- similarities & differences between the British and the Greeks
- photos suitable for an exhibition
- your past habits and states
- your learning habits

WRITE

- a history quiz
- a paragraph about your partner's past habits

Lesson 1



Listening

We are in David and Susan's school in Notting Hill. Their class is organising a school trip to the British museum. David called the museum for more information. Listen to the recorded message and complete his notes.

Task 22- p.194-5

School Trip to the British Museum

Date: Friday 10th Jan

Open: from ¹am to ²pm

Get tickets for the guided tour at the ³

Buy books from the ⁴ shop

For information about activities, call ⁵



LISTENING STRATEGIES
see page 82



Fancy ancient history?



Vocabulary Link

History 1

- 1 The students of Notting Hill School are at the museum. Before they go into the different galleries, the guide asks them to complete the two theme worksheets. Can you help them? In pairs, match the words (1-6) with the pictures (a-f) on worksheets A and B. Then, listen and check.

Worksheet A
Ancient Egypt

¹crops ²hunting ³desert
⁴temple ⁵statue ⁶mummy

a. b. c.

d.

e. f.

Worksheet B
The Roman Empire

¹emperor ²trade ³wall
⁴beard ⁵gladiator ⁶helmet

a. b.

c. d.

e. f.

- 2 Choose 4 of the words above and tell us what they remind you of.
e.g. The word 'gladiator' reminds me of the film. It was a box office hit.

Lesson 1



Reading

Notting Hill school students are divided into two groups. Do the same. Students A, follow David's group. Students B, follow Susan's group.

1 STUDENT A

David's group is reading this text about Ancient Egypt in the museum guide book. Read it quickly to find:

- a very important river in Egypt
- a great pharaoh
- a famous museum

Ancient Egypt

Five thousand years ago, Egypt was a rich country because of the River Nile. Around the river, the farmers grew crops and raised animals. The Nile was also home to lots of fish, birds and wild animals which people hunted for food and sport. Travelling by land was difficult in the hills and deserts of ancient Egypt, so people travelled by boats.

The ancient Egyptian pharaohs built temples and put up huge stone statues. Rameses II was the pharaoh who ruled for sixty-seven years and put up more statues of himself than any other pharaoh.

The ancient Egyptians believed in life after death. That's why they became very good at mummification. Nowadays, with modern technology, we can look inside mummies. There are lots of them in the British Museum.

adapted from 'The World of the British Museum' - C. Whitaker, 2000; London: British Museum Press

2 Read the text more carefully to complete David's notes.

Ancient Egypt

- A lot of farming around the ¹
- People hunted for ² and sport.
- People travelled by ³
- Rameses II ruled for ⁴ years.
- ⁵ was an Egyptian technique.
- Modern technology helps us
- ⁶

3 Check your answers with another Student A.

4 Pair up with a Student B. Turn to page 146 to do the Speaking task.



Fancy ancient history?



Reading

STUDENT B

1 Susan's group is reading this text about the Roman Empire in the museum guide book. Read it quickly to find:

- a. two languages
- b. a great emperor
- c. a type of gladiator

The Roman Empire

At the end of the first century AD the Roman Empire covered most of Europe, North Africa and parts of Asia. The Roman Emperors built excellent roads which people used to trade and communicate. There were two official languages, Latin and Greek.

Emperor Hadrian travelled all over his empire and studied all the cultures. He built an eighty-mile-long wall in Britain to keep out the 'barbarians', the people who were not under Roman rule. Hadrian was the first Roman emperor who had a beard. He made beards popular among the Romans.

Every important Roman town had an amphitheatre where people watched gladiators and wild animals fight to death. Professional gladiators trained in special schools. The murmillo gladiators wore bronze helmets which protected the face and neck.



adapted from 'The World of the British Museum' - C. Whitaker, 2000; London: British Museum Press



2 Read the text more carefully to complete Susan's notes.

The Roman Empire

- It covered big parts of three continents, ¹....., ²..... and Asia.
- Emperor Hadrian's wall was ³..... miles long.
- The emperors didn't want the ⁴..... in their empire.
- The Romans liked watching fights between ⁵..... and ⁶..... animals

3 Check your answers with another Student B.

4 Pair up with a Student A. Turn to page 146 to do the Speaking task.



Fancy ancient history?



Grammar Link

Relative Clauses - Who / Which / Where

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

- **Hadrian** was the first Roman emperor **who** had a beard.
- **The Nile** is the river **which** passes through Egypt.
- There were **amphitheatres** **where** the Romans watched the gladiators.

In **relative clauses**, we use

- to talk about **people**
- to talk about **things** and **animals**
- to talk about **places** where something happens

see Grammar Appendix, page 170

2 Do you fancy ancient Greek history? Use information in Boxes B and C to talk about the people, things and places in Box A.

Minos was the Greek king who lived in Knossos.

| Box A | Box B | Box C |
|---------------|------------------|--|
| Minos | | had a lot of power. |
| Athens | Greek general | the ancient Greeks built for Athena. |
| Athens | Greek king | people lived a strict and simple life. |
| The Minotaur | temple | Socrates lived. |
| Sparta | monster | lived in Knossos. |
| Miltiades | Greek city-state | fought in Marathon. |
| The Parthenon | | half-man and half-bull. |

Link to www.e-yliko.gr
for the first grade of Junior
High School:
Underwater Exploration



Project

History

A. An Ancient History Quiz

Work in groups of three.

- Look at your history textbook.
- Find information about other people, things or places of importance in ancient history.
- Choose 6 to 8 pieces of information.
- Write an ancient history quiz.
- Prepare the key to your quiz.
- Give it to other groups to find the answers.

OR

B. A Local History Poster

Work in groups of three.

- Find out about the history of your area. Your history teacher can help you.
- Choose an important person or event.
- Collect information.
- Write a short text and add pictures.

5. Prepare a Local History Poster and present it to your class.



ANCIENT HISTORY QUIZ - THE ANCIENT GREEKS

- a. Achilles was the warrior who fought in Salamina. T / F
- b. Leonidas died in Thermopyles. T / F
- c.

Lesson 2



United means 'joined together'.
Do you know any **united** countries?

- 1 *Nadia's class is at the British Embassy, in Madrid. Mrs Jones, an embassy official, is showing them the map of the United Kingdom (the UK). Look at yours on page 158. Which countries make it up? Circle.*

ENGLAND WALES DENMARK SCOTLAND
REPUBLIC OF IRELAND NORTHERN IRELAND

- 2 *Where are these big cities? Find them on the map. Which ones are capital cities?*



- 3 *Which two cities in England are very famous for their universities?*



Reading

- 1 *Look at these key words. In pairs, write down two things on each topic, related to the UK.*

Geography

Leisure Time

Arts

Schooling

Sport

e.g. Sports: 1. Football 2. Beckham

- 2 *After their visit to the embassy, Nadia wrote an article about the UK for her e-friends. Scan it to check if any of your ideas from Task 1 are in the article.*

- 3 *Read Nadia's article and answer her quiz questions.*

Task 23- p.195

- | | |
|---|--|
| a. How many people live in the UK: | 23, 48 or 59 million? |
| b. A plane travels at 750 km per hour. How long does it take to fly from the south to the north of Great Britain: | 1 hour and 20 min / 15 min / 20 min? |
| c. How many people use public libraries in the UK: | 3 / 6 / 9 out of 10? |
| d. What is Shakespeare's theatre called? | ..... |
| e. At what age can British children leave school: | 14 / 16 / 18? |
| f. Which three subjects do British children spend most time studying? | ..... |
| g. What is the Grand National? A | tennis tournament / a horserace / a golf tournament? |

A nation in brief!

Yahool - Microsoft Internet Explorer provided by DTHout
www.thinkteen.com

The UK - Land and People

by Nadia Garcia

GEOGRAPHY

The United Kingdom includes Great Britain (England, Scotland and Wales) and Northern Ireland. It is 500km wide and 1,000 km long. It has a population of about 59 million. Great Britain is the largest island in Europe and the eighth largest in the world. English is the official language.



LEISURE TIME

The most common leisure activities among people in the UK are home-based, like entertaining or visiting relatives and friends. Watching television is by far the most popular leisure pastime. They also like listening to the radio or to music and reading books (6 out of 10 people are members of public libraries). Finally, they are good at gardening and do-it-yourself activities.

THE ARTS

London is one of the biggest cultural centres in the world. It has around 100 theatres which show musicals, modern dramas, classical plays and comedies. At the famous Globe Theatre, where William Shakespeare performed, visitors can enjoy one of his plays and feel the atmosphere of his time.



SPORT

About 29 million people over the age of 16 in the UK take part in sport or exercise. Walking is the most popular physical activity. The sport which the British love watching is football. The Football Association Cup Final, the Wimbledon tennis tournament, the Open Golf Tournament and the Grand National (a world-famous horserace over fences) are the most important sporting events in the UK.



EDUCATION

Children in Britain must attend school from the age of 5 until they are 16. Around 93% of children in the UK get free education. The rest attend private schools. The average weight of a British child's school bag is 5.5 kilos. There is a National Curriculum for all pupils. English, mathematics and science are 'core' subjects and students spend more time on them.



information taken from: The Foreign and Commonwealth Office Britain in Brief; London Crown

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

4 Find the following numbers in the article and say what they refer to.

Task 24 - p.195

500km

100

5

93%

5.5

Lesson 2

5 Compare the British with the Greeks. Find two similarities and two differences.

e.g. In both countries, people love football.

British children go to school at the age of 5 but Greek children go to school at the age of 6.



Vocabulary Link

Guessing words from context

Task 25- p.197

1 Find words in the article that mean:

- a. the number of people who live in a country: GEOGRAPHY
- b. offer food and drink to visitors in your house: LEISURE TIME
- c. something you like doing when you aren't working: LEISURE TIME
- d. about art, music and/or theatre: ARTS
- e. go to: EDUCATION
- f. the group of subjects children study at school: EDUCATION

.....

.....

.....

.....

.....

.....

Education

2 Collocations with SCHOOL. Find 5 types of schools in the word-snake and then say what type of school you go to.

I go to a **stateprivatemixedpublicboarding** school.

A public school in England is a very expensive private school for students of high society.

Public schools in the US, Scotland and Australia are state schools.

What is a public school in your country?



Numbers

3 To talk about a nation, you need numbers. Listen to these numbers and repeat. What do they refer to?

3,000 2,917 11,000,000 98% 1.5

4 In pairs, write simple sentences which will contain different kinds of numbers. Help each other to read them accurately.

e.g. 45% of our classmates play a sport.

5 Listen to Nadia talking to people she knows and circle the numbers you hear.



- | | |
|------------|------------|
| a. 13 / 30 | d. 16 / 60 |
| b. 15 / 50 | e. 19 / 90 |
| c. 18 / 80 | f. 14 / 40 |

A nation in brief!



Grammar Link

Gerunds

1 Study the example sentences and complete the Grammar table.

- They like **listening** to the radio.
- Walking** is the most popular physical activity.
- They are good at **gardening** and do-it-yourself activities.

| | |
|--|--|
| <p>Gerund ↓ Verb + _____ e.g. visiting</p> | <p>Match the sentences (a-c) with the rules (1-3).</p> <p>A gerund...</p> <ol style="list-style-type: none"> can be the subject of a sentence: can be the object of verbs like love / like / enjoy / hate / prefer: comes after expressions like good / bad at, crazy about, interested in: |
|--|--|

see Grammar Appendix, page 170

2 Teenagers like different things. Get in groups of 4 and talk about:

- | | |
|--------------------------|---|
| the most popular pastime | what you enjoy doing |
| what you're crazy about | what you're good / not so good at doing |
| what you hate/love doing | the most boring activity |

3 Are there any similarities and/or differences? Tell the class.



Listening

1 Nadia's last question is about superstitions in the UK. Which superstitions is Mrs Jones talking about? Listen and tick the pictures (a - f). There is one extra picture.



a.



b.



c.



d.



e.



f.

2 Listen again and write Good Luck (GL) or Bad Luck (BL) next to the pictures. Do the Greeks have the same superstitions? Are you superstitious?

Lesson 2

A nation in brief!



Project

About a nation

- Choose a nation you want to learn more about.
- Find information about these topics:

geography

leisure time

arts

education

sports

- Use the article 'The UK - Land and People' as a model to write a short paragraph about each topic.
- Find pictures to go with each topic.
- Prepare your presentation. You can record it to practise.
- Present it to the class.
- Put your projects on display.



Dubai, United Emirates



Tour, France



New York,
United States of America



London, United Kingdom



Amsterdam, Holland

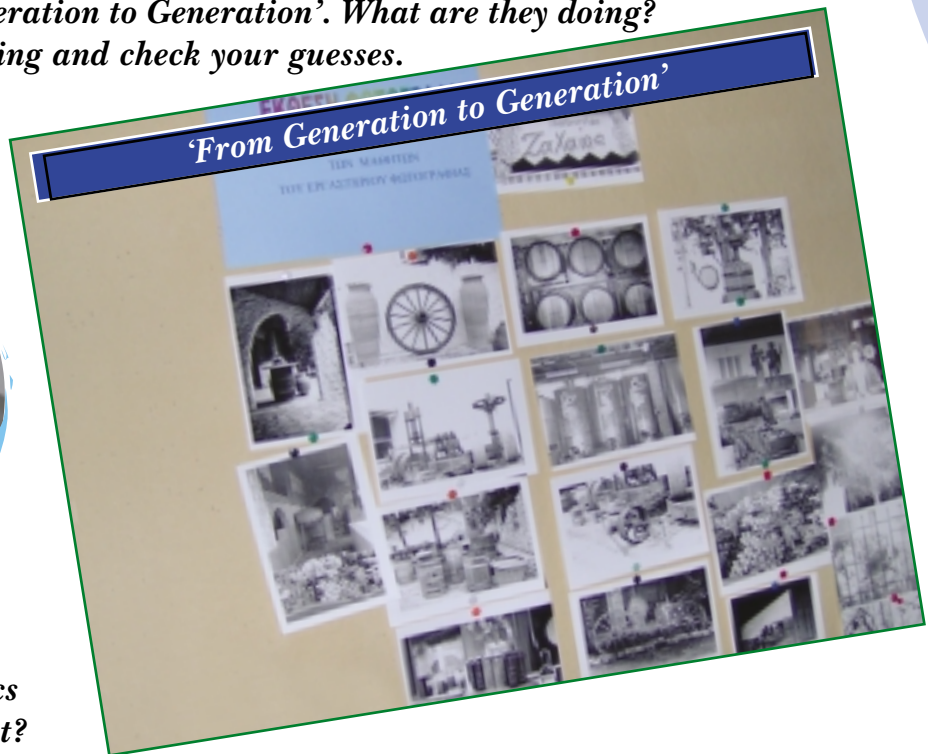
Lesson 3

From generation to generation!



Listening

- 1 We are in Nafplio, Greece. Magda's class is organising the exhibition 'From Generation to Generation'. What are they doing? Listen to Magda talking and check your guesses.



- 2 Listen to the whole interview. What topics are they talking about? Tick (✓) from a-h.

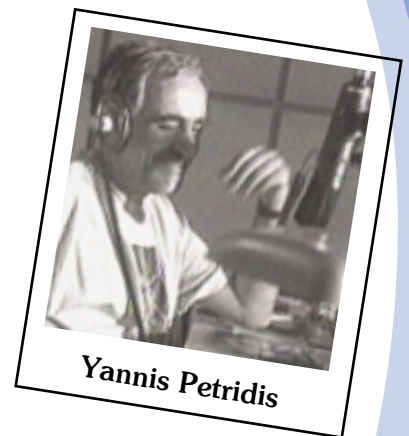
| | | | |
|----------------------|-----|-----------------|-----|
| a. Home | ... | e. Going out | ... |
| b. School | ... | f. Watching TV | ... |
| c. Hobbies | ... | g. Traffic | ... |
| d. Modern technology | ... | h. School tests | ... |

- 3 Listen again and complete Magda's notes.

Interview with Mrs. Ioannou - Notes

- School on ¹
- Only ² wore a school uniform.
- No ³ / used encyclopaedias for school projects.
- Best part of the week: ⁴
- Usually went to ⁵
- TV: ⁶ & / ⁷ channels
- ⁸ stations: not all professional
- Played the listeners' ⁹
- Usually fought with ¹⁰

Task 26- p.197



Yannis Petridis

Lesson 3



Speaking

- 1 The students are looking at some photos for the exhibition. What do the photos (a-f) show?



a



b



c



d



f



e

- 2 The students need your help to choose photos. In pairs, discuss how suitable photos a-f are for the exhibition and how they can use them. The Language Bank can help you. Then, tell the class.

Language Bank

1. What do you think of photo a?
2. What does photo b show?
3. Let's talk about photo c.
4. This is an interesting photo. It shows ...
5. How about photo d? They can use it to show...
6. Do you agree? / What's your opinion?
7. Photo e is (not) really useful because ...
8. A good idea is to use photo f to show...
9. What about a photo of ...?
10. I believe they should also show how our parents ...

- 3 What other photos can they look for? Explain why.

From generation to generation!



Vocabulary Link

- 1 Put the following words in three groups: **On TV / On the radio / On both.**
Then, listen and check.

soap opera / police drama / cartoon / quiz show / chat show / documentary /
music programme / sports programme / game show / the news / commercials /
breaking news / phone-in programmes / viewers / listeners

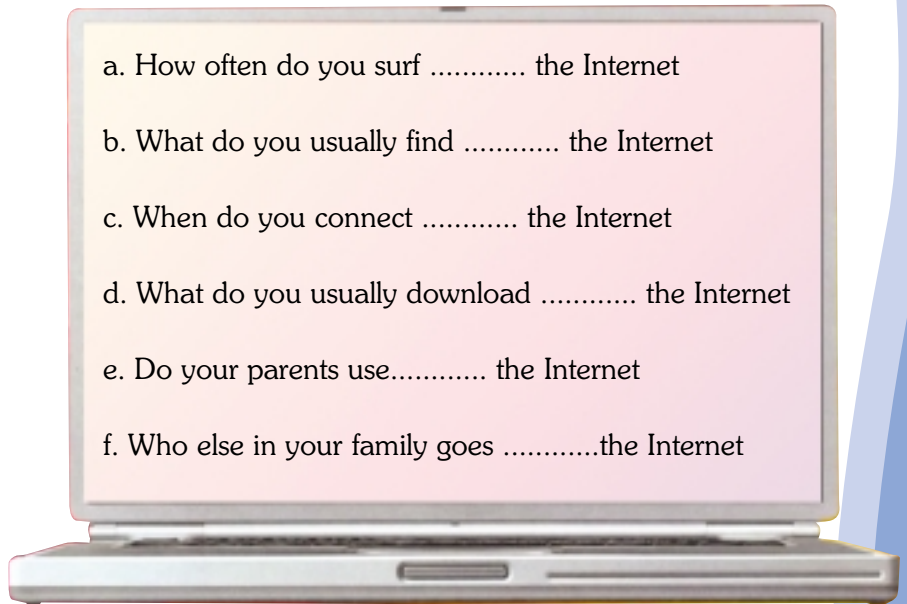
- 2 Which programmes do you prefer? Which ones do you never watch or listen to? Tell each other.

Technology

- 3 Choose from **on/ from / to / -**
to complete questions a-f.
Then, listen to check.

- 4 In pairs, ask and answer questions a-f.
Then, tell the class what you have learnt about your partner.

- a. How often do you surf the Internet
b. What do you usually find the Internet
c. When do you connect the Internet
d. What do you usually download the Internet
e. Do your parents use..... the Internet
f. Who else in your family goesthe Internet



Grammar Link

Talking about past habits and states - Past Simple / used to

- 1 Study the example sentences and complete the Grammar table.

- a. We **looked** for information in encyclopaedias.
b. All girls **hated** their uniform.
c. TV **used to** be black and white.
d. **Did** you **use to** go out with your classmates? Yes, I **did** / No, I **didn't**.
e. Boys **didn't use to** wear a school uniform.

Habits and states in the past



- Past Simple
- Used to

Choose from a-e:

- Past Habits: sentences / /
- Past States: sentences /

How do we form the negatives, questions and short answers of **used to**?

Lesson 3

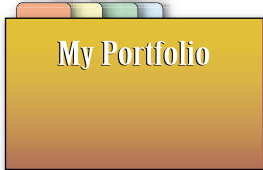
- 2 Ask each other about your life when you were in the first grade of primary school. Here are some ideas. Add yours.



Writing

- 1 Write a paragraph about your partner when he/she was in the first grade of primary school. Draw a picture of him / her.
- 2 Read each other's paragraphs. Check Past Simple and 'used to' forms for past habits and states.
- 3 Put your work on display.

| Did you (use to) | ✓ / ✗ |
|-----------------------------------|-------|
| have a pet? | ✓ / ✗ |
| buy food from the school canteen? | |
| go to amusement parks? | |
| play a sport at school? | |
| wear a school uniform? | |
| have long / short hair? | |
| | |
| | |
| | |
| | |



From generation to generation!



Listening & Reading



1 Listen to the song and say:

a. Who is singing?

b. To whom?

c. What for?

My English is great
I studied it at school
I used to write letters
To friends from Liverpool

I bought English comics
And listened to rock songs
I learnt by heart the lyrics
And used to sing along

We didn't have computers
Or DVDs at school
Our English-English dictionary
Was our greatest tool

Follow your dad's advice
Grammar is not enough
Put English in your life
And you can have great fun!

2 Listen again and read the song. Tick ✓ what the singer used to do to learn English?

Task 27- p.198

He used to ...

- a. read English books / mags.
- b. travel abroad.
- c. listen to English songs.
- d. keep a diary in English.
- e. watch films with English subtitles.
- f. practise with his friends.
- g. use an English-English dictionary.
- h. play Scrabble® in English.
- i. have an English key pal.
- j. send text messages in English.

Ideas Bank

If you play a musical instrument, your teacher can give you the music score. Your music teacher can help you play and sing the song.

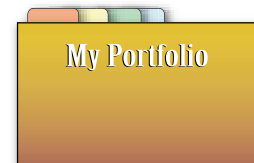
3 What about you?

- a. Do you do any of these activities? How often?
- b. Do you want to try any others? Which ones?



Project

My learning routine



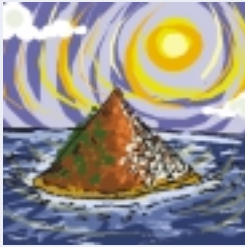
- Choose one of the activities in Task 2 above which you like.
- Add this activity to your daily routine for three weeks. For example, keep a diary in English almost every day or arrange to watch two films with English subtitles every week.
- At the end of the first week, discuss in class how you feel about the activity. Is it...?

| | | | | | | | |
|-------|---------|-------|------------------|-------|-----------|-------|-------------|
| _____ | helpful | _____ | difficult / easy | _____ | enjoyable | _____ | interesting |
|-------|---------|-------|------------------|-------|-----------|-------|-------------|
- Share ideas and advice with your classmates and your teacher and take notes of your thoughts.
- Do the same at the end of each of the two following weeks. What new is there to say?
- At the end of the project, write down your thoughts about this new activity. Will you adopt it in your learning routine?

Self-Assessment

VOCABULARY LINK

1 Write the words below the pictures.



1



2



3



4



5



6



7



8



9



10

1. i _ _ _ _

2. c _ _ s _ _

3. s _ _ _ _

4. t _ _ _ _

5. d _ _ _ _ _ _

6. c _ _ _

7. c _ _ _ _ _ _

8. g _ _ _ _ _ _

9. g _ _ _ _ _ _

10. b _ _ _ _

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

2 Complete the sentences with the correct word.

Example: We visited the ancient *temple*/island of Poseidon last week.

- Rameses II *traded/ruled* Egypt for sixty-seven years.
- Text-messages are a modern way to *communicate/entertain* with your friends.
- What's the *ancient/official* language in Spain?
- We've got a project in biology class. I need to *surf/download* the Internet for information.
- Can you *download/connect* this song from the Internet for me?
- Let's watch "The Young and the Restless". It's my favourite *chat show/soap*.
- Farmers in ancient *Egypt grew/hunted* crops and raised animals.

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/7

3 Write the numbers.

1,678 =

64% =

3.32 =

4,980,060 =

206,612 =

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

Self-Assessment

GRAMMAR LINK

4 Complete the sentences with **who/which/where**.

1. John is the teacher taught us Latin.
2. Athos Camp was the camp I spent my holidays.
3. Mark Twain is the author wrote Oliver Twist.
4. Indigo Blue is a book is about the life of a young girl.
5. The Parthenon is the temple the Greeks built for the goddess Athena.

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

5 Rewrite the sentences using the words in bold.

e.g.: I woke up at **11.00** when I was five years old. **USED TO**

When I was five years old, I *used to wake up at 11.00.*

1. Playing football is my favourite pastime. **LOVE**

.....
.....

2. I don't like watching horror films. **HATE**

.....
.....

3. My parents went to discos on Saturdays. **USED**

.....
.....

4. Boys didn't wear uniforms at school. **USE**

.....
.....

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/8

TOTAL SCORE ___/30

CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 176-177

0 - 10: 




11 - 20: 




21 - 25:  

26 - 30:   

Self-Assessment

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

| Can-do Checklist | My opinion | | |
|--|---|---|---|
| |  |  |  |
| a. I can complete my notes with information from a guide book text. | | | |
| b. I can ask for and give information about ancient civilisations. | | | |
| c. I can write a history quiz for my classmates. | | | |
| d. I can find similarities and differences between the British and the Greeks. | | | |
| e. I can read numbers. | | | |
| f. I can understand numbers in spoken language. | | | |
| g. I can talk about suitable photos for an exhibition with my partner. | | | |
| h. I can write a paragraph about my partner's past habits and states. | | | |
| i. I can talk about what helps me learn English. | | | |

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

FOCUS ON LISTENING SKILLS

Tick ✓ the listening strategies that have helped you in this unit. Which other(s) do you want to try in the future?

| Listening Strategies | Great help! | I'll try ... |
|---|-------------|--------------|
| 1. Read the task carefully to understand the context and what you have to do. | | |
| 2. Look at the material that goes with the listening (photos, tables, titles etc) to guess what it is about and what to expect. | | |
| 3. Think of words / ideas you might hear and make a list. | | |
| 4. Focus on what you have to do. Don't worry if you don't understand everything on the recording. | | |
| 5. Listen to the recording more than twice if necessary. Focus on difficult parts. | | |



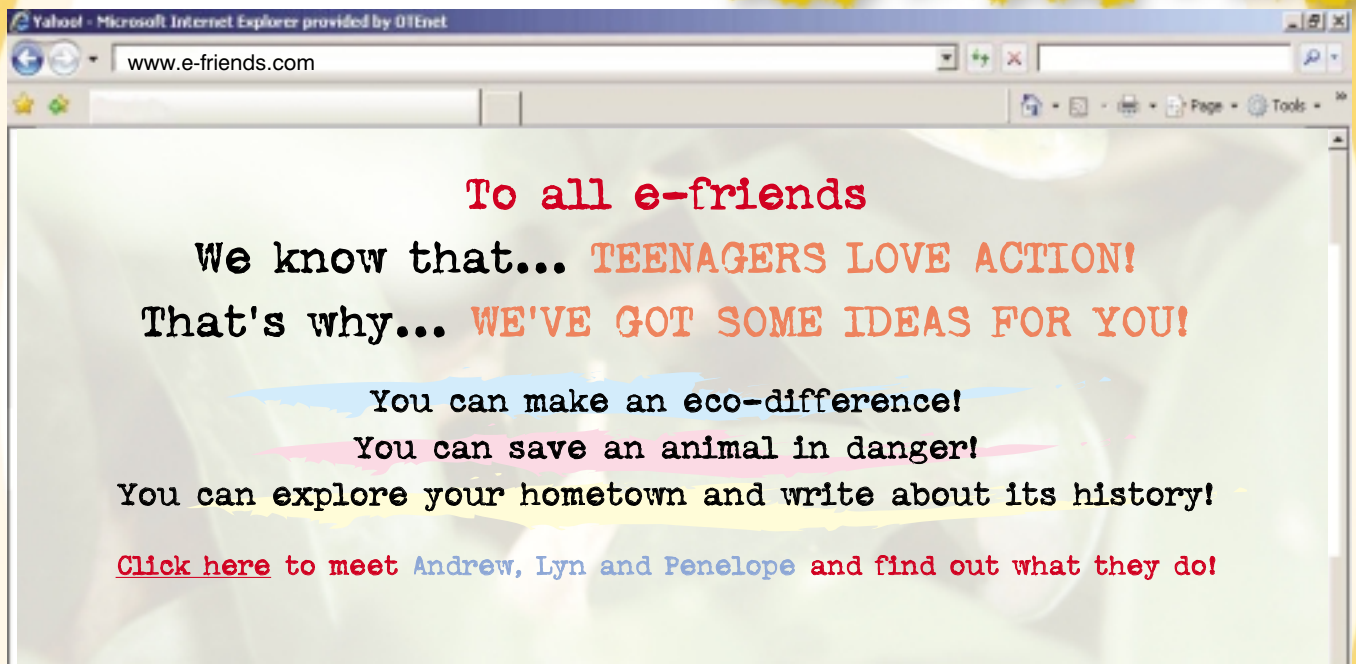
UNIT 6


Teens in action

LESSON 1: Let's go green!

LESSON 2: Many hands make light work!

LESSON 3: Learn by doing!



 Listen and match the speakers (1-3) with the ideas in the photos (A-D). There is one extra photo.



A ...

B ...



School Club - Junior Archaeologists

C ...

D ...



In Unit 6 you will...

READ

- a poster about recycling
- school environmental schemes on the Internet
- an advertisement for volunteers
- a quiz on a historical area in Athens
- a student's letter of application and CV
- an online article about the Kazantzakis museum

LISTEN TO

- a radio news report on a school trip

LINK TO

- Environmental Studies • History • ICT • Modern Greek • Geography

TALK ABOUT

- your experiences
- voluntary work
- learning by doing

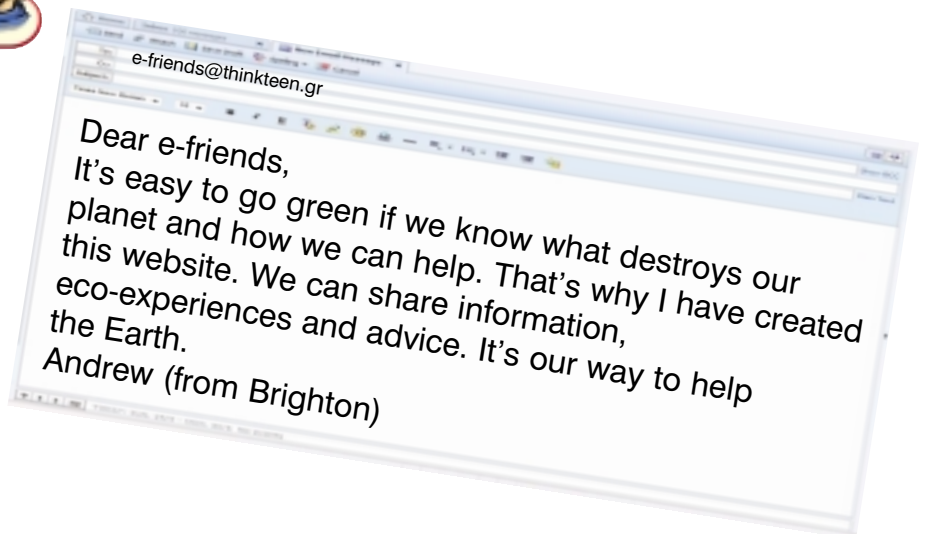
WRITE

- a letter of application
- your CV
- a Treasure Hunt task sheet

Lesson 1



Reading & Speaking



1

Recycling

- What does it mean?
- What Greek word does 'Recycling' remind you of?
- What can we recycle? Find out in the word-snake. Can you add anything else?

glassbottlescansbatteriesmagazinesplasticbagsbooksnewspapers



2

Do Andrew's quiz to learn more about the environment. Then, check with the key on page 141. How does it make you feel? Do you know any other environmental facts?

Quiz - The Environment

- Recycling one aluminium can save enough energy to power a television for....
a. one hour b. three hours
- do not rot. They will stay in the ground forever.
a. Glass bottles b. Plastics
- The average family uses trees worth of paper a year.
a. six b. three
- Newspapers contain about of recycled paper.
a. 50% b. 10%

3

Andrew's class made this poster. Read the text on it. What is it about?

4

How can students help protect the environment? In pairs, make a list of ideas.

We must all help
to save our planet.

Our motto is:

Think before you bin!

Have you ever heard of the three Rs ?

Reduce
Reuse
Recycle



Join a school environmental scheme now!

Let's all go green!

Let's go green!

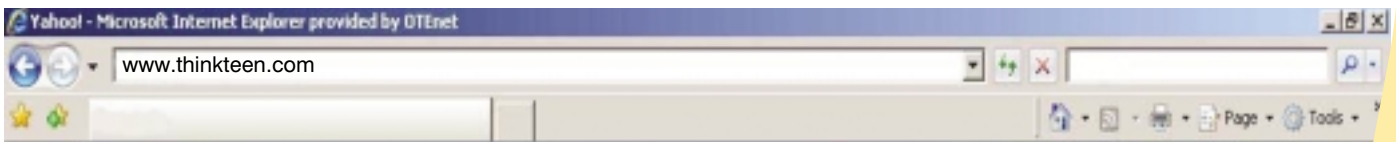


Reading

- 1 Lots of students take part in school environmental schemes. Read quickly what some of them wrote for Andrew's site. Are there any of your ideas?
- 2 Decide on a suitable name for each school scheme. Choose from a-e. There is one extra.

Task 28- p.198

- a. 'Zero Waste Day' ...
- b. 'Clean-up Day' ...
- c. 'Draw to Help!' ...
- d. 'Cash for Cans' ...
- e. 'Recycle Paper' ...



Green Schools ↔ Green Communities

Andrew, 15 ¹
"Recycling a can is 20 times cheaper than making a new one, so manufacturers are happy to buy used ones. I've joined an eco team which collects cans students usually throw away and takes them to the nearest recycling point. It's really cool! We've bought three new basketballs with the money they've given us for the used cans so far. Have you ever volunteered for your community?"

Sheila, 12 ²
"We've started a Waste Reduction Week at our school. Today, we've removed the waste-paper bins from all classrooms and the headmaster has given each student a bag where we must put all the litter we produce during the day. At the end of the day, the student with the smallest bag will get a prize! So, let's get down to work!"

Bettina, 14 ⁴
"My team has designed recycling posters which encourage people to sort the paper, glass and cans from their rubbish. We've also made a poster with the names and addresses of phone and computer stores which take old mobiles and computers and give them to people in poor countries or recycle them. Have you ever heard of that?"

Tony, 13 ³
We've teamed up with other schools in our area and we've formed eco teams. We're trying to recycle as much paper as possible. We've asked the local council for extra recycling bins and they've given us green flags to fly! It's a good start but we haven't gone green yet. We must keep working."



ideas taken from:

www.ci.fort-collins.co.us, www.kidsrecycle.org/index.php, www.metrokc.gov/dnr.kidsweb/index.htm

Lesson 1

3 Read the students' text in more detail. Find the team that....

- a. needs something extra at their school. ...
- b. has unusual bins today. ...
- c. has bought something new. ...
- d. uses its members' artistic skills. ...
- e. has organised a special week. ...

Task 29 - p.198

4 Which of these schemes would you like to join? Say why.



Vocabulary Link

Guessing words from context

1 Find the words (1-8) in the students' texts (Texts 1-4). In pairs, guess what they mean and match them with their meanings (a-h).

Task 30- p.200

| | | |
|----------------------------------|-----|--|
| 1. manufacturer (Text 1) | ... | a. start |
| 2. volunteer (Text 1) | ... | b. the people who live in a place |
| 3. community (Text 1) | ... | c. shops |
| 4. waste reduction week (Text 2) | ... | d. offer to work without getting any money |
| 5. remove (Text 2) | ... | e. a person or company that makes sth |
| 6. get down to (Text 2) | ... | f. to take sth off or away |
| 7. sort (Text 4) | ... | g. put things in groups |
| 8. stores (Text 4) | ... | h. we throw less rubbish away during this week |

The Environment

2 Match the signs (a - e) with the pictures (1 - 5). Then, listen and check.

a. A new recycling point in our area!

b. Join the school eco team!

d. Take the rubbish out!

c. Don't drop litter!

e. Use the waste paper bin when you sharpen your pencils.



1.



2.



3.



4.



5.

Let's go green!

3 'ENVIRONMENT' collocations. Put the verbs in the right box.

waste / save

plant / cut down

recycle / throw away

protect / destroy

take care of / kill

clean up / pollute

pick up / drop

park / use



| | | | |
|---|-----------------------------------|---|-----------------------------------|
| trees | water / energy | animals | cars / bicycles |
| environment / forests | beaches / parks | paper / glass / aluminium | litter |



Grammar Link



Present Perfect Simple (1)

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

PRESENT PERFECT SIMPLE

Finished actions that are important NOW

*They are fresh NEWS
or personal EXPERIENCES*

- We've **formed** eco teams in our community.
- **Have you ever heard** of the three R's?

They have RESULTS in the present

- They've **given** us green flags to fly.
- We **haven't gone** green yet.

Do we mention the exact time? YES / NO

Is the exact time important? YES / NO

*We use **Have you ever ...?** to ask
about NEWS / EXPERIENCES*

see Grammar Appendix, page 171

Present Perfect Simple

☺ + / has + past participle ✓

Have / + ☺ + p.p ?

☺ + / + ✗

Short answers

Yes, I have / No, I haven't

Past Participle

Complete with verbs from the texts on p. 85

regular: verb - ed

e.g. formed , ,

irregular:

e.g. gone, ,

see Grammar Appendix, page 168

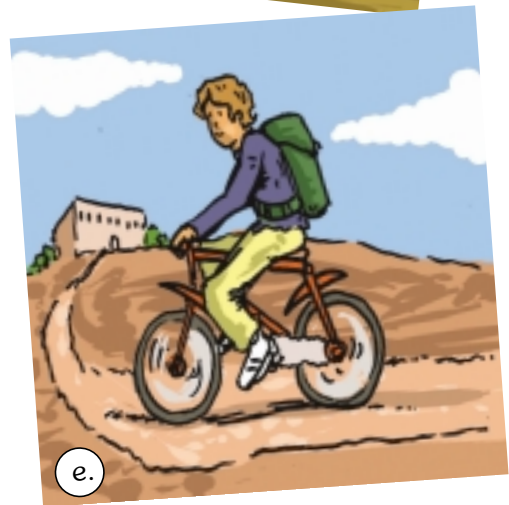
2 In pairs, make a list of what the students on Andrew's site have done for the environment.

e.g. Andrew has / At Sheila's school, they have

Lesson 1

Let's go green!

- 3 Today is a 'Let's go green' school day in the UK. Say what the students in the drawings have done to help.



Speaking

- 1 Find someone who....

Look at page 147. The student who will be the first to complete their questionnaire correctly is the winner.

Task 31- p.200

- 2 Based on your answers, do you think that your class care about the environment?

Lesson 2 Many hands make light work!



Reading & Speaking



- 1 Read Lyn's e-mail to Andrew. Why is she writing?
- 2 Read the advertisement. What kind of work is it about?



Volunteers Wanted

- Are you interested in animals and conservation?
- Do you like working with people?

If you have some spare time and you're over 18, we'll be happy to hear from you.

Typical activities

- Answering visitors' questions about the animals or giving them directions
- Playing games and making badges with our young visitors
- Helping out at special events
- Taking visitors on guided tours
- Helping our librarians (some experience in a library is useful)

Join us now! Post your CV to:

Volunteer Recruitment
Wild Zoo
Regent's Park
NW1 4RY

- 3 What kind of voluntary work would you like to do for the zoo? Are you good at/with any of the following? Discuss in pairs and then tell the class. The Language Bank can help you.

foreign languages

animals

talking to people

art and crafts

children

computers

singing and dancing

cooking

Language Bank

- I love animals so I could... / I'm good at drawing so I can ...
- I would like to help out at special events because I like ...
- You need to / should / must speak foreign languages to ...
- I don't like ..., so it's difficult to / I can't ... because...
- I think taking visitors on guided tours is enjoyable / interesting / boring because...
- If you like children, it's easy / fun to
- What about you?
- Are you good at / Do you like playing games?

Lesson 2

4 Do you know what a CV is? What information is there? Check with Lyn's CV.

5 Read Lyn's letter to the Wild Zoo and her CV to find:

- a. when she was born
- b. what she wants to become in the future
- c. where she has worked
- d. what kind of person she is

Link to www.e-yliko.gr for the first grade of Junior High School: Our Restaurant: Staff - Level 3 - Curriculum Vitae

15 June, 2006

Dear Sir/Madam,

I am writing to answer your advertisement for voluntary work in the Wild Zoo ¹.....
I have just finished school but I have not started my studies yet. I have always loved animals so I want to become a vet. The college I want to go to has already accepted me ²
..... So, I think it is a wonderful idea to spend the summer months as a volunteer for the zoo.

I speak French very well. ³
..... for the last three years. I believe I am a friendly person and I learn fast. ⁴
..... and spending time with children. I am sending you my application form and my CV. I look forward to your answer.

Yours faithfully,
Lyn Elliot

CURRICULUM VITAE

| | |
|----------------------|--------------------------------------|
| Name | Lyn Elliot |
| Address | ⁵ |
| Tel. Number | 020 7798 098 |
| Nationality | British |
| Date of Birth | 11 May 1988 |
| Education | |
| 1999-2006 | Oatridge Secondary School |
| Languages | French (Level C1) |
| Skills | Computer literate (Word, PowerPoint) |
| Experience | Assistant in school library |
| Interests | ⁶ |

6 Complete the gaps (1-6) with one of the following phrases (a-g). There is one extra.

Task 32- p.201

- a. 8 Milton Road, SE1 London
- b. but classes start in September.
- c. so I received very good grades.
- d. I also like meeting new people
- e. I have also worked in the school library
- f. reading, dancing
- g. which I read on your website

7 What voluntary activity can Lyn do for the Zoo? Explain why.

8 Have you ever done any voluntary work? Tell the class.



Many hands make light work!



Vocabulary Link

Work

1 Match the words (a-j) with their meanings (1-10). Lyn's letter and CV can help you.

Task 33- p.202

| | | |
|-----------------------|-----|--|
| a. skills | ... | 1. a talk with a company about a job you want to get |
| b. experience | ... | 2. things you can do (type, drive etc.) |
| c. qualifications | ... | 3. your character (if you are polite, friendly etc.) |
| d. voluntary work | ... | 4. work of the same type you've done before |
| e. interview | ... | 5. work done for no pay |
| f. personal qualities | ... | 6. the money you get for your work every month |
| g. working hours | ... | 7. certificates and exams you've passed |
| h. salary | ... | 8. it gives information about you |
| i. application form | ... | 9. a special form you complete to get a job |
| j. CV | ... | 10. the hours when you work |

2 Which of the above (a-j) does Lyn mention in her letter and CV?

3 Complete the cards with information about you. You don't have to fill in all of them.

QUALIFICATIONS

.....

.....

.....

SKILLS

.....

.....

.....

PERSONAL QUALITIES

.....

.....

.....

EXPERIENCE

.....

.....

.....



Grammar Link

Present Perfect Simple (2)

1 Match each word in bold with what it shows (a-d).

| | | |
|---|-----|-------------------------------|
| 1. I have just finished school. | ... | a. a period of time up to now |
| 2. I haven't started my studies yet . | ... | b. finished a short time ago |
| 3. The college has already accepted me. | ... | c. not finished |
| 4. I have worked in the school library for three years . | ... | d. finished |

see Grammar Appendix, page 172

2 Think about today or this week. Tell each other about something you or a member of your family

a. have / has **just** done

c. have / has **already** done

b. haven't / hasn't done **yet**

d. have / has done **for some time**

and what the results are in the present.

e.g. I've just eaten a sandwich so I'm not hungry right now.

Dad hasn't bought tickets for the match yet so I don't have any.

Lesson 2 Many hands make light work!



Writing & Speaking

Volunteers Wanted for this year's local *BAZAAR*

We need students to

- talk to shop owners and collect products to sell
- type invitations
- draw posters
- prepare a play
- decorate classrooms
- visit Greek and foreign sites for ideas
- play music for our visitors
- cook for our visitors (mums should help)
- play games with young visitors

The money from the bazaar will go to the local children's hospital!

- 1** You have just seen this advertisement in the local newspaper. Write a letter to the council to volunteer. Use Lyn's letter as a model.

Follow this plan:

- Par. 1: Say why you are writing and how you feel about the idea of the bazaar.
- Par. 2 & 3: Give some information about you and your skills / experience / personal qualities (use the information about you in Vocabulary Link Task 3) and say how you could help out.
- Par. 4: Close your letter

- 2** Prepare a short CV. Use Lyn's CV as a model.

- 3** When you finish, get in groups, read letters and CVs and decide how each person can help.



Language Bank

- Areti is good at ... so she can Do you agree?
- I think that Manos can because....
- I can see here that you have studied / know ... so do you want to ...?
- I don't want to I prefer to
- I find ... boring. Can I ...?
- What about Antigoni?

e.g. We think that Manos and Antigoni can play music for our visitors because they play the synthesizer and the guitar in a band.

Areti is great at drawing so she can prepare the posters for the bazaar.

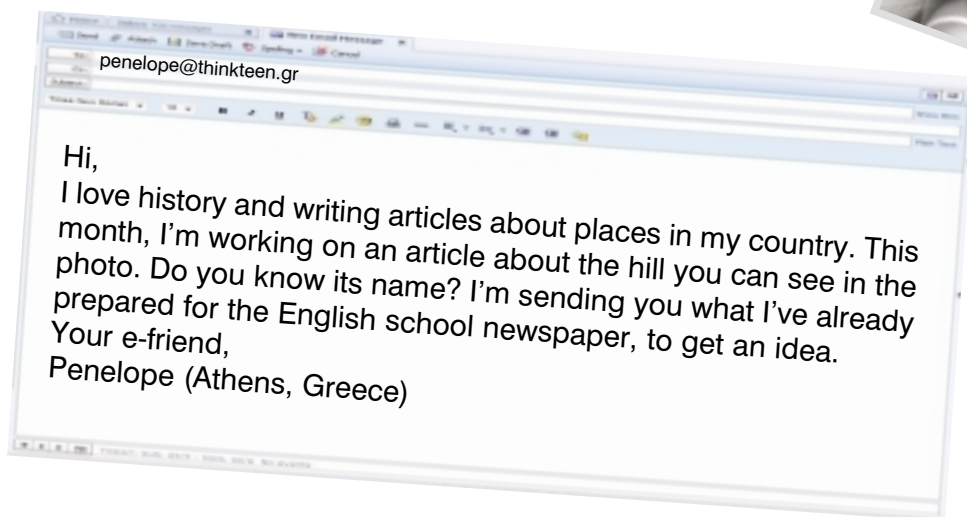
Lesson 3

Learn by doing!



Reading

- 1 *Penelope is writing an e-mail to the e-group. Read it to find out about her and her hobby.*



- 2 *Can you do this quiz? If you need help with the language, look at the HELP BOX first.*

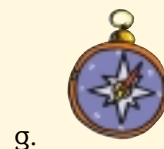
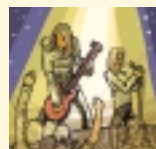
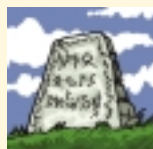
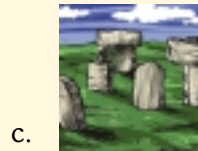
QUIZ

1. Philopappos Hill is in the city of...
a. Kalamata b. Athens c. Alexandroupoli
 2. On Philopappos Hill there is a
a. church b. wall c. monument
 3. Demosthenes in ancient Greek history was a(n)
a. orator b. general c. tyrant
 4. The Assembly of the Athenians met at ...
a. Plaka b. the Acropolis c. the Pnyx
 5. What live performances take place on Philopappos Hill?
a. ancient drama b. ballet c. traditional Greek dances
- key on page 141

Link to www.e-yliko.gr for the first grade of Junior High School: **Underwater Exploration**

- 3 *HELP BOX! Match the words (1-7) with the pictures (a-g). Then, listen and check.*

1. monument
2. inscription
3. orator
4. treasure
5. compass
6. live performance
7. assembly



Lesson 3



Listening

- Penelope is going to write an article about a piece of news she heard on Omega Radio, a radio station for English-speaking people who live in Athens. Look at the pictures she is going to use (a-f in Task 3) and think about:
 - Who the people are
 - Where they are
 - What they are doing
- Listen to the first part of the news report. Check your guesses in Task 1 and choose the best title for the news report.

Places popular with tourists Junior Archaeologists in action Students help archaeologists

- Listen to the whole news report and help Penelope put the pictures (a-f) in the correct order (1-6).

Task 34- p.202



- Listen again and help Penelope complete her notes for the article. Task 35- p.203

14th Junior High School of Athens

The Event: **School Trip to Philopappos Hill**

Time spent: ¹

Name of game: treasure hunt

Work in ²

A questionnaire about ³
in ancient Athens.

1st task: Find where Greek orators stood to

⁴

2nd task: ⁵ on the
Philopappos monument

Equipment: ⁶ and ⁷

Main Organiser: Mr Ravasopoulos,
the ⁸ teacher

Total number of ss this year: ⁹

- Have you ever been on a trip like this? When was it? What did you do? Tell the class. If you haven't, do you like the idea of it? Why / Why not?

Learn by doing!



Grammar Link

Present Perfect Simple vs Past Simple

Study the example sentences and complete the Grammar table.

- Yesterday, students of the 14th Junior High School of Athens **visited** the Philopappos Hill.
- Our teachers **have given us** a questionnaire to complete.
- At the end of the day, all of them **wanted** to repeat it next year.
- The school **has organised** this game four times so far.

In which of the above sentences:

- We are **not** interested in when an action happened. and
- We **are** interested in when an action happened. and
- We talk about a **repeated** action up to now.

What tense have we used in each case?

"Mum, I've had a wonderful day on the school trip. We found all the answers to that questionnaire and we won the first prize!"

What tense do we use to give more details about a past event?

see Grammar Appendix, page 172



Speaking

- The students of the 14th Junior High School played treasure hunt and learnt history. In what other occasions do we learn new things by doing something? In pairs, look at the pictures and make a list. Add your own ideas.*

e.g. We learn (how to) by ... / When I ..., I learn about / how to...



a.



b.



c.



d.



e.

- Find someone who..... AGAIN!
Look at page 148. Go around the class, ask and take some notes.*

- When you finish, tell the class which answers amused you the most.*

e.g. I found someone who has It happened He / She

Task 36- p.203

SPEAKING STRATEGIES
see page 100

Lesson 3



Reading & Writing



- 1 *Read this extract from an article about the Kazantzakis museum. In small groups, discuss what you could look for in this museum if you played Treasure Hunt.*
- 2 *Prepare a short Treasure Hunt Task Sheet for the rest of the class. You can ask for information or ask students to find something if they visit the museum.*

e.g.

- Find one of the writer's photographs with someone else. Who is he with and where?
- Find two of his personal belongings a visitor can find in the museum.



The Kazantzakis Museum is in Varvaroi, a place about 20 kilometres to the south of Herakleion. In the museum, there are some of the Cretan writer's personal things, documents, letters, the first Greek editions of his books, translations in 49 languages, photographs, theatrical works and costumes. There is also a collection of press reviews which refer to Kazantzakis and have appeared in Greek and foreign newspapers. Visitors can enjoy learning details about the famous writer's life and career during an audiovisual presentation in five languages: Greek, French, English, German and Dutch.



Project

A Treasure Hunt Game

You are going to organise a Treasure Hunt Game for the students of your school. Work in groups of five and do the following:

- Choose a place of interest in your area. It can be an archaeological site, a museum, an old building still in use, a port, a monument etc.
- Learn more about this place. You can visit it or find out more about it on the Internet or in encyclopedias.
- Select interesting information you can use to prepare a Treasure Hunt Task Sheet. Include some easy tasks and some more demanding ones.
- Write the Treasure Hunt Task Sheet.
- Form groups to play the game. Exchange task sheets with another group.
- In order to win, you must find all the correct answers on the other group's task sheet and present them to the rest of the class.



Rhodes



The Parthenon, Athens



the Kozani Museum



Rio

Self-Assessment

VOCABULARY LINK

1 Match the words (1-10) with their meaning (a-j).

| | | |
|-----------------------|-------|--|
| 1. community | ..... | a. a collection of valuable things |
| 2. throw away | ..... | b. a group of people living in the same area |
| 3. volunteer | ..... | c. a person or company that makes something |
| 4. manufacturer | ..... | d. an old building important in history |
| 5. sort | ..... | e. offer to work without getting any money |
| 6. personal qualities | ..... | f. put something in the bin |
| 7. salary | ..... | g. put things in groups |
| 8. inscription | ..... | h. the money you get from your job every month |
| 9. monument | ..... | i. words written in stone or metal |
| 10. treasure | ..... | j. your character (if you are polite, friendly etc.) |

½ POINT FOR EACH CORRECT ANSWER TOTAL ___/5

2 Complete the sentences with the correct word from the box. There is an extra word you do not need to use.

orator spare guided tour compass
 throw away application form

1. Don't things you can use again!
2. If you have some time, you can join us!
3. If you want to get the job, you must first fill in a(n)
4. We need a(n) to find our way back to the camp.
5. Demosthenes was a famous in ancient Greek history.
6. What about a(n) around the island?

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/6

GRAMMAR LINK

3 Complete the table.

| VERB | PAST SIMPLE | PAST PARTICIPLE |
|-------|-------------|-----------------|
| be | | |
| | broke | |
| come | | found |
| keep | | |
| | lost | |
| | | met |
| write | | |

½ POINT FOR EACH CORRECT ANSWER TOTAL ___/8

Self-Assessment

4 Complete the sentences using Present Perfect or Past Simple.

1. Our class (just/join) an eco team.
2. He (collect) 100 aluminium cans last week.
3. you (volunteer) for the "Clean-up Day"?
4. Margaret (already/do) her homework.
5. Sheila (get) a prize for her empty waste paper bag yesterday?

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5


5 Delete the extra word in each sentence.


1. I have known my best friend for ten years yet.
2. Has Terry have adopted a stray dog?
3. My dad is very happy. He has just not won the lottery.
4. I've got some bad news! I've already lost my MP3 player.
5. We have visited a wax museum last summer.
6. Were you been at home five minutes ago?



1 POINT FOR EACH CORRECT ANSWER TOTAL ___/6

TOTAL SCORE ___/30

CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 177

0 - 10: 




11 - 20: 




21 - 25 :  

26 - 30 :   

Self-Assessment

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

| Can-do Checklist | My opinion | | |
|--|---|---|---|
| |  |  |  |
| a. I can read a 'green' poster to find out what it is about. | | | |
| b. I can say which environmental scheme I would like to join and why. | | | |
| c. I can read an advertisement to find out what kind of work it is about. | | | |
| d. I can talk about what kind of voluntary work I can do. | | | |
| e. I can find the information I want in a letter of application and a CV. | | | |
| f. I can write a letter of application to do voluntary work for a bazaar. | | | |
| g. I can write my CV. | | | |
| h. I can talk about what voluntary work each of my classmates can do for the bazaar. | | | |
| i. I can read a text about a place of interest to prepare a Treasure Hunt Task Sheet for the visitors. | | | |

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

FOCUS ON SPEAKING SKILLS

Tick ✓ the speaking strategies that have helped you in this unit.
Which other(s) do you want to try in the future?

| Speaking Strategies | Great help! I'll try ... | |
|--|--------------------------|--|
| 1. Read the task carefully to understand the context and what you have to do. | | |
| 2. Use English as much as possible. Don't miss your chance to practise. | | |
| 3. Think of the language you need. If there is a Language Bank, study it and use the words and phrases in it. You can go back to Language Banks in previous units if you think they will help you. | | |
| 4. In pair-work, listen to what your partner says and make a comment. | | |
| 5. Help your partner with language. | | |
| 6. Ask your partner to repeat, rephrase or explain if necessary. | | |
| 7. Try to paraphrase if you can't find the right word. | | |
| 8. Give an example to support your idea. It's easy to find one. | | |
| 9. Don't worry about mistakes. Practice makes perfect. | | |

