

Think Teen!

2nd Grade of Junior High School

TEACHER'S BOOK

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Έργο συγχρηματοδοτούμενο 75% από το Ευρωπαϊκό Κοινωνικό Ταμείο και 25% από εθνικούς πόρους.

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ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ

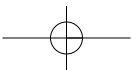
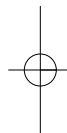
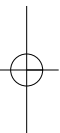
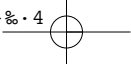
Μιχαήλ Λεβής Α.Ε.

 **Linguaphone**

**2nd Grade of Junior High School
Teacher's book**

ΟΡΓΑΝΙΣΜΟΣ ΕΚΔΟΣΕΩΣ ΔΙΔΑΚΤΙΚΩΝ ΒΙΒΛΙΩΝ

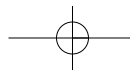
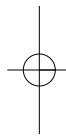
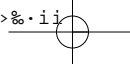
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INTRODUCTION

The materials in this course not only follow the instructions of the PI with respect to the fundamental concepts and the cross-curricular approach, but are also written with a view to furthering students' existing language awareness to a more advanced level of competence which roughly corresponds to A2 Level of the Council of Europe Framework within a year's study. Considering the limited classroom time according to the analytical schedule (2 hours of tuition per week), a holistic didactic approach has been adopted - rather than insisting on isolated language patterns- so as to enable students to develop AUTHENTIC language comprehension skills to the greatest extent, while at the same time fostering thorough development of production skills.

The philosophical orientation of THINK TEEN

The book THINK TEEN for Junior High School students has been written according to the specifications of the Pedagogical Institute provided by the revised unified Greek curriculum for English in the Junior High School (FEK 304/13-03-03). The innovation of the book is based on the teaching of English as a school subject through the use of other school subjects ie., the cross-curricular methodology. The cross-curricular methodology is implemented by means of the project method as students are invited to cooperate and collect information in order to prepare their projects. Students' progress is monitored by tests and mainly by self-evaluation. Self-evaluation can help students identify their strengths and weaknesses while they make steps towards the acquisition of English. The students assess what they can do and good points can be gathered in portfolios which show the profile of the individual student.

The four innovative procedures suggested by the book THINK TEEN include:

- a. the crosscurricular methodology (FEK 304/13-3-2003)
- b. the project method
- c. self-assessment tasks according to the CEFR, 2001 and the ELP, 2001
- d. differentiated instruction

a. The Cross-curricular methodology to the Teaching and Learning of English as a Foreign Language

The cross-curricular methodology in the revised unified Greek curriculum (FEK 304/13-3-2003) within the framework of innovative actions and propositions regarding the teaching of foreign languages in state schools constitutes a basic prerequisite for the promotion of concepts for holistic learning in the 21st century. The cross-curricular methodology promotes the cooperation in the teaching of the school subjects and the diffusion of cultural and social elements. In addition, the concept of the European dimension is enhanced. The Greek educational system becomes more and more pluralistic in order to respond to new societal changes and developments. Within this framework, the exploitation of elements from different school subjects (eg., History, Art, Career Guidance, Music, etc) in the teaching of English can help students not only to acquire knowledge in the so-called information society but also to develop skills and adopt attitudes that can assist them in dealing with social conflicts and in communicating successfully.

The term cross-curricular methodology to teaching is used broadly to mean the scientific study of a topic from different angles / sciences. To this end, water is not only restricted to its chemical formula H_2O but it also means sea, swimming, rain, etc. Therefore water can be studied by science but it also includes poetry, art, philosophy, etc. Likewise the chemical formula of plastics can be studied by chemistry but it can also be seen from its economical dimension in the market. The student has the chance to conceive the mutual elements of different subjects, their extensions and consequences in other fields and scientific branches.

As a result, learning that does not follow the parceling out of school reality into separate school subjects, like History, Sociology, Physics etc but examines each unit in the present textbook THINK TEEN from all possible aspects. Therefore, the subject of transport can be examined from the technological, historical, economical, psychological aspect, etc. The cross-curricular approach to learning is based on procedures of generalization and, abstraction and is in accordance with the principle of 'paedo'-centrism as the thematic units to be taught in THINK TEEN are chosen from the student's circle of interests and are organized based on the student's cognitive, perceptive, affective and other skills.

A second characteristic of the cross-curricular methodology is the exploratory procedure of finding and elaborating on the teaching material. The student is actively invited to

acquire knowledge and skills through dealing with things / objects in the social environment.

b. The Project method

The project method is central in the cross-curricular methodology since it creates the field for the application and expression of small scale research, discovery learning and creative thinking. Students through collaborative work in pairs or groups explore a topic from different perspectives. According to the principles of the project method and following the cross-curricular methodology, students can study the century of Pericles or the Greek Revolution for liberation and at the same time they can study literature, fine arts, architecture, sculpture, paintings and the philosophy of the corresponding era. This can be achieved with experiential learning through a visit to a museum or a gallery where they can work on the project and make observations which are useful for them in order to complete certain tasks. This personal educational experience offers a framework within which students acquire knowledge and perceive unexplored positive learning opportunities, broadening their horizons. This can further be explored through an exchange study visit supported by the European Socrates programmes.

An example of a cross-curricular project

The teacher of English, the philologist, the sociologist at school through a number of relevant topics that can be provided from a 'bank of topics' or ideas suggested in the textbook can help students cooperate and elaborate on the subject: "Stereotypes and their role". The topic can really contribute to a dialogue and the clarification of the students' attitudes towards people. The topic should be studied in groups. This means that the school library and the computer laboratory become the main sources of gathering information concerning the term 'stereotype' which is generally used to define a category of common beliefs which refer to a country, institution, idea, value, etc. things that are confronted one-sidedly and generally to a degree that they undergo significant distortions. Students gather information, exchange views and then they order and categorize their information. The topic is crucial as it brings forth certain 'social attitudes' which are defined as 'prejudice' - something which can influence the people's choices and create specific behavioral attitude as regards people, groups, etc. It is known therefore that stereotypes can influence to a large extent at least our first or immediate attitude towards an issue / topic.

Similarly in an informative, communicative text our thoughts and behavior are influenced in multiple cultural levels. The stereotype expressions, 'Women do not know how to drive' or 'Boys do not know sewing' or 'The British are phlegmatic' or the phrase '...do you take me for a ninny?' are results of stereotype prejudice and characterize several small or big communities. Stereotypes therefore are generalizations which people end up believing after attributing specific characteristics to others on the basis of their participation in groups. Stereotypes are the total amount of characteristics which we consider that are attributed to the members of a social group. It is thought that stereotypes derive to a large extent from the cognitive procedure of the categorization of things in our brain. The external reality of things shapes our perception to make it concrete. However contemporary educational research has shown basic characteristics of stereotypes. They are the result of cognitive prejudice that derives from deceptive correlations between the participation of someone being a member in a team and certain psychological characteristics. Stereotypes can influence the way in which we work out the information. For example, we remember more positive information for members of teams to which we belong. More negative information is attributed to members of teams to which we do not belong or which for some reason we do not face positively. Stereotypes create expectations and assumptions for others and people tend to confirm these expectations. Stereotypes restrict the communication models aiming at the confirmation of stereotypes. Therefore the topic of stereotypes can surely be a topic of common discussion of similar or different subjects at school, like psychology, sociology, etc. Students gather information following the steps of small scale research. The aim is for them to realize the role of stereotypes in our life. This can lead to estimation and appreciation of human values and culture.

Classroom techniques of the topic under investigation

Methodologically the choice of the topic should be consistent with the specific unit in THINK TEEN and the students' interests and needs. The topic is written on the board and it is supported with the use of the brainstorming technique. The students can draw up a list of their views. Following successive combinations, views are set forth and there is a grouping of the similar and different views. A cross-checked presentation follows where each member of the group is called to present his/her views. The use of the technique of gathering ideas that express the students' views, stances, values and attitudes is an element of active participatory learning. Moreover, the use of supplementary materi-

al with teaching aids and the use of realia, video, the internet, information from the school library, etc can contribute greatly to the implementation of the session. We should point out here that the description of foreign customs in civilizations included in THINK TEEN is a very fine issue. Prejudice and stereotypes interfere in people's relations. Therefore, in the cases where different cultures meet more importance should be attributed to the factual rules and social codes. The rules of grammar are peripheral. If there is no specific sensitization to the cultural dimension of the language, the student tends to interpret whatever is said to him/her according to his/her own behavioral rules, thus ending up misinterpreting the real meaning of the interlocutor's words. Great attention should be paid here so as to have a balance of attitudes and positions which will maintain the national and cultural heritage and customs of nations / countries and at the same time will acknowledge and perceive the cultural elements of the foreign civilization. The first and most effective step towards the implementation of the cross-curricular methodology is the strategy of discovery learning coupled with team teaching. Active, collaborative teaching in teams is based on theoretical and didactic practices that help students develop exploration skills and communicative strategies that are essential for autonomous learning. Learning after all is a time-consuming process supported by participation in authentic situations where students think critically and develop skills and abilities taking advantage of previous personal educational experiences. The student experiments on and risks proposing solutions and propositions, which s/he is finally called to verify and systematize. Teaching can start with the location of the problem, continue with the formulation and checking of assumptions and be concluded with the systemization of conclusions. The teacher's role is to lead the students' exploratory procedures. As a result, the project method contributes to holistic learning and the development of social skills, stances, attitudes and values that are essential in order for the students to become socially autonomous and able to intervene in the democratic procedures. Experiential learning is based on projects that start with its definition by the group, continue with the collective processing of valued information and conclude with its announcement in class and overall evaluation.

c. Self-evaluation

The Common European Framework of Reference for Languages: learning, teaching, assessment (2001) Cambridge: CUP

The CEFR, 2001 provides a common basis for the elaboration of curricula, coursebooks and examinations across Europe. It describes in a comprehensive way what learners have

to learn to do in order to use a language for communication. The CEFR defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

The aim of the 'can-do statements' is to develop and validate a set of performance related scales, describing what learners can actually do in English. The 'can-do statements' can be used as a checklist of what language users can do. They also define the stage they are at. Below is the table that specifies what is expected by learners at A2 level.

Common Reference Level A2: self-assessment grid, CEFR, 2001

		A2
U N D E R S T A N D I N G	Listening	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). can catch the main point short, clear, simple messages and announcements.
	Reading	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
S P E A K I N G	Spoken Interaction	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken Interaction	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
W R I T I N G	Writing	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

The European Language Portfolio, 2001

The European Language Portfolio is an educational tool established by the Council of

Europe in order to help learners to document their progress towards plurilingual / pluricultural competence by recording learning experiences of all kinds.

The European Language Portfolio consists of three parts:

The Language Passport	The Language Biography	The Dossier
<p>In the language passport, the learner provides a general picture of his knowledge and skills in various languages.</p> <p>The language passport includes:</p> <ol style="list-style-type: none"> a profile of language skills a self-assessment grid 	<p>In the language biography, the learner presents his personal strategies in developing 'life skills' and describes his/her most important language and cultural experiences.</p> <p>The language biography includes:</p> <ol style="list-style-type: none"> personal strategies self-assessment pages experiences outside the school curriculum 	<p>In the dossier, the learner provides evidence illustrating / supporting what was included in the language passport and the language biography.</p> <p>The dossier may include:</p> <ol style="list-style-type: none"> certificates quizzes, tests tasks tape-recorded activities projects any kind of documented experience

The European Language Portfolio enables the learner to

- develop a communicative ability in using English and various other languages
- assess his/her skills in different languages according to the descriptors in the scales of the Common European Framework of Reference (CEFR, 2001)
- develop strategies and life skills through the motto 'learn how to learn'
- record the development of knowledge and skills through self-assessment procedures

d. Differentiated Instruction

Think Teen series incorporates the principles and practices of Differentiated Instruction, as it takes for granted that all classes are mixed ability, as each student is unique. However, each student comes to the classroom with the ability to learn. By incorporat-

ing the principles of Differentiated Instruction, Think Teen aims at individual progress and development of each and every one of the students in the class. To maximize the development of students of diverse needs and language levels in the class, most of the tasks in Think Teen are open-ended i.e. allow for a variety of correct answers, and thus enable individual students or groups of students to perform the tasks at their language level. Moreover, flexible classroom organisation (pair-work, group-work, as a class, individually) is promoted throughout the book. In addition, in the Appendices with the title 'It's your Choice' in the student's book and the workbook, additional tasks or alternative versions of the same task have been provided for the teacher to use where necessary. Where there are alternative versions of the same task, the teacher should guide individual students or groups of students to choose which version of the task they will do, according to their needs and language level.

2nd Grade of High School

Introduction

1) The student's book comprises 10 Units. Each Unit consists of three lessons each. A typical sequence of lessons in each unit is as follows:

Cover page: Raising awareness of the topic through visual stimulation

Lesson One Reading/ Listening

Lesson Two Grammar/ Listening/Speaking/Writing

Lesson Three Project

Self-evaluation Test

Can-do statements

Focus on learning strategies

Appendices with:

- listening scripts

- a key for self-assessment

- tiered tasks for differentiated instruction: easier or more difficult tasks based on the same theme, and easier or more difficult versions of the same tasks as set in each unit. In mixed ability classes the teacher can guide individual students or groups of students to

choose the easier or the more difficult version of the task according to their needs and language level.

The workbook contains a variety of language activities to help learners consolidate their learning. At the end of the workbook, there is a variety of tasks for differentiated instruction.

The Teacher's book has been developed and presented so that it can assist the teacher to exploit the ideas in each lesson and to encourage the teacher to expand on various suggestions. It contains detailed step-by-step procedural notes on how each lesson can be taught in an effective manner. It also provides the teacher with sufficient linguistic information and explanations to assist students' acquisition of new grammatical forms and lexis. Cross cultural information is also provided to enable the teacher to add additional interest. Where possible, Internet addresses are provided for supplementary information. The teacher's book also contains a key to the tasks in the student's book; the key for the activities in the workbook; transcripts of the audio CD listening tasks and songs.

Using the Student's Book

Cover Page

The cover page contains:

1. the title of the unit
2. visuals concerning the main topic
3. statements or short texts to raise students' interest in the topic
4. the structural and lexical aims of the unit
5. language functions associated with the topic
6. list of learning strategies

The cover page aims to:

1. create an interest in the topic
2. activate learners' background knowledge and relevant cognitive schemata
3. present some key vocabulary through visuals and short texts
4. present and enhance a holistic approach to knowledge
5. function as an advance organiser for the whole unit
6. activate learners' grammar knowledge and help them understand the relation of language functions to the discourse type and grammar structure

Process:

Students

- look at the cover page and predict what each unit is about
- use the visuals to support guesses and ideas
- check the information given in the box to see the link between the topic and other school subjects

Vocabulary

The book incorporates a lexical approach exposing students to both passive and active vocabulary. The teacher should give students the opportunity not only to be exposed passively to the wealth of the English language but mainly to be involved in learning and using active vocabulary.

Vocabulary can be best learned and remembered

- when presented in association with specific themes
- when students are made aware of surrounding words
- when taught in lexical units
- when taught in collocations
- when recycled in different contexts
- when students have to perform a task using new words

To these ends, a number of activity types have been included in the workbook.

Topic vocabulary:

Topic vocabulary is presented and elicited through visuals and pictures. The procedure is as follows:

- students suggest words that they know in English or equivalent Greek words for the various items needed to find an answer or to discuss the question or visual
- students can match new words to visuals
- students should use their knowledge of the topic to help them guess answers
- students should try to associate the sound of the new word with something in their world
- students should try to use the known words in the context to help guessing general meaning
- students should think of and try to remember which words the new word collocates with

While the teacher should encourage students to guess the meaning of a new word from context, it must be remembered that understanding what a word means is different from remembering the meaning. The teacher needs to encourage students to do something with the new word to help memorization. Help in memorization can occur through encouraging students to discuss the new word and the kinds of problems there might be in remembering it. Although the form and the meaning are important to know about a new word, there are many other kinds of information that can be learned from context and can help receptive and productive use of the word.

It is important for students to know how the word is pronounced; how the word is spelled; the word parts: affixes and stems that are already known from Greek; what other words the word is associated with; the syntactic patterns the word is used in; associating the word to a specific meaning to be used in a specific context.

For students to be able to guess from context, it is expected that they will already know the majority of the running words in the text. It is not necessary for students to work out exactly and completely what an unknown word means. Learning by guessing from context is a cumulative process whereby learners learn more information about a word each time they meet it in new contexts. As all contexts are not always helpful, the teacher can help students by creating a useful context for the new word and allow students to guess the meaning.

The teacher should encourage students to memorise useful lexical chunks. The teacher should not analyse chunks. Chunking will aid fluency.

It is very important that students be encouraged to use and enrich their vocabulary learning strategies. To this end, the teacher should present and practise a variety of vocabulary learning strategies.

Grammar

One major grammatical structure is presented and taught in each Unit. To demonstrate and highlight the grammatical structure for students to see how the form is used, there are various instances in the main reading text in each Unit. The approach to teaching grammar in this book is inductive in that the students should be encouraged to work out the grammatical rule for themselves. This involves students completing rules given in

grammar boxes. At the end of the book there is a Grammar Appendix with completed tables and rules, which students can use to check their answers. Teachers should encourage students to notice main grammatical forms in each unit, to underline the forms, to find similarities and differences from their mother tongue and to understand the relation between function and structure in any language.

Reading

Reading texts in the coursebook come from a variety of registers and styles. They are all authentic texts written for a native-speaker audience. Several texts have been adapted through removal of redundant information but without any major changes to the structure or linguistic integrity of the texts. In this way, we can still provide learners with comprehensible input to deal with real world reading tasks that a native speaker might have to face.

Teachers are advised to follow the suggested procedure for each reading lesson:

The reading lesson is structured along three stages. The first stage - comprises a set of pre-reading tasks - encourages students to use their own background knowledge to the theme before they read the main text. The second stage - while reading requires students to interact with the text. Task types in this stage vary with students reading the complete text individually or having to read part of the text. The third stage - post reading requires students to use the information and knowledge they have learned from reading the text to solve a real world type task. The tasks aim at integrating reading with speaking or listening for the purpose of solving a real-world task.

Reading tasks include matching visuals to text, sequencing parts of text, general comprehension questions and multiple matching.

The teacher should supplement the book with a variety of authentic texts with relevant topics and expose students to a variety of text types (articles, advertisements, poems, short stories etc.)

Listening

A wide variety of text types have been selected for the listening sections of each Unit. These include monologues and speeches; dialogues involving teenagers and adults; radio interviews, songs and lectures. The listening texts are authentic although semi-scripted

and include natural features of oral discourse such as formulaic chunking, pauses, false starts and rephrasing.

Students are required to complete a wide variety of task types such as completion of tables, matching, labelling, sequencing, etc.

Whenever possible, it is advisable that native speakers are invited to class, for example in the framework of project work. In addition, the teacher could use radio programmes in English that are broadcast by Greek national or private radio stations.

Speaking

A wide variety of speaking tasks are used throughout the course. These aim to:

- engage learners in pair and group work discussions
- provide students with opportunities for role play
- involve students in activities and tasks where the focus is on the outcome rather than the language per se.
- create a need to provide information across a knowledge gap
- integrate speaking with other language skills, e.g. reading and listening.

The teacher's role in speaking tasks:

The teacher should plan and organize speaking activities carefully by:

- * arranging pairs or groups in such a way that stronger and weaker students work together
- * allow students time to prepare for the task
- * provide a non-threatening environment
- * encourage students not to be afraid of making mistakes
- * play the recorded examples of the speaking tasks where possible
- * ask more confident learners to demonstrate speaking tasks in class

Teachers should be concerned with fluency as well as accuracy while students are performing the task. The teacher should monitor classroom activities and note possible errors. At the end of the task session, teacher should direct students' attention to the various errors that have been noted.

The teacher should create real life situations so that students have an authentic reason to communicate with each other in English.

Writing

The course includes a wide range of writing skills which students are required to use the language items from the unit to communicate with and inform a specific audience for a specific purpose. Students are asked to write formal and informal letters, postcards, stories, e-mails and reports. Writing tasks are staged to guide the student through the process of composing their own texts. Writing tasks should be introduced and discussed in class with students completing the set pre-tasks. The main writing task should not be set as homework. When students write a text in class, the teacher can ask them to exchange their pieces of writing with their partners' and to comment on each other's work. Students should be encouraged to explain any weaknesses or errors in each other's writing and to work collaboratively to produce an improved version. The teacher should teach students a variety of writing strategies for different text types.

Projects

Each Unit contains a project which requires students to work in small groups to develop a topic and then present their work to the rest of the class. The teacher should always assign a specific role to each member of each group to avoid confusion and lack of direction. Students should be allowed to choose tasks for the project that best suits their abilities and interests. The teacher can act as a group advisor in this. It is important that students know what the aim of the project is and the stages they need to follow to realize this aim. Therefore, the teacher needs to provide guidance on how the project can be realized.

Self-evaluation

At the end of every unit there is a formative self-assessment scheme. This comprises:

- an informal test of linguistic features students have met in the unit
- a table with can-do statements for students to complete by ticking how well they feel they can perform in certain linguistic tasks and skills

The self-assessment test can be marked by students themselves. Students can use the key in the appendices to check their answers and calculate their score. It is important that the teacher informs students that these self-assessment tests are success orientated and there is no pass or fail criteria. It is an opportunity for the student to correct his/her mistakes and learn from them.

Can-do Statements

The can-do statements allow students to assess themselves in each of the four language skills. Students read each of the statements and tick the appropriate box on how well they feel they can perform in each area.

Portfolio

The work that students produce for particular tasks can go into their portfolios, that is folders where students keep their work. Portfolios enable teachers to assess students' progress & plan future teaching & learning but also allow students to take pride in their work and encourage student, teacher and parent cooperation and reflection.

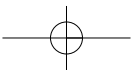
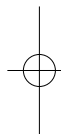
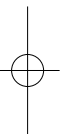
Differentiated Learning - It's Your Choice

Differentiated instruction requires teachers to be flexible in the teaching approach, and adjusting teaching materials to suit the diverse abilities, needs and preferences of each student. Each student learns in a different way and to maximize learning, the teacher needs to be aware of this. To assist in this, most the tasks are open-ended i.e. allowing for a variety of correct answers, and thus enabling individual students or groups of students to perform the tasks at their language level. In addition, in the 'it's your choice' Appendix in the student's book and the workbook, additional tasks or alternative versions of the same task and graded materials have been provided for the teacher to use where necessary.

Workbook

The aim of the workbook is to help to consolidate what has been focused on during the lesson. The workbook contains accuracy activities for students to practice using the main grammatical forms. The teacher should feel free to use the workbook either as an additional classroom practice or for homework activities.

The workbook is closely integrated with the coursebook and recycles vocabulary items and grammatical structures taught in each unit. The workbook activities may best be set as homework to allow students time to go back to the coursebook to discover the answers for each activity. Teacher can assign activities according to the main focus of each lesson so that when students are focusing on vocabulary, the homework can comprise vocabulary activities from the workbook.



UNIT 1 I'M ONLY HUMAN

Topic:	I'm Only Human
Grammar:	Present Simple and Present Continuous; State verbs: want, like, believe, have, see, feel, look
Reading Skills:	Scanning for specific information
Listening Skills:	Listening for Detail
Writing Skills:	Letter responding to a text
Vocabulary:	Nouns associated with tribes, geography, natural features, races of people around the world
Aim:	To introduce students to everyday scenes in different places and cultures from around the world. To make students aware of the contrast of the life of primitive societies with the modern world the students live in.

Lesson 1

Aim: To raise student awareness of contrasts of tribal life with modern day life.

Lead-in

1. Direct students to the picture of the Amazon Basin on the right hand side of page 2.

Ask students what they remember from their geography class of last year about this area of the world. Ask students what the Amazon Basin is famous for. Ask if they know what is happening to the forest in the Amazon basin today. Tell students in Greek if necessary that the Amazon rain forests are called 'the lungs of the world'. Ask students to speculate why this is so.

Most of the products listed in question 2 are found in the Amazon Basin. The aim of the question is to focus students' attention on the area and the wide variety of products found there to show that it is an important part of the world for many different reasons.

3. Write the following two examples on the B/B.

- I feel disgusted when I hear about the destruction of the Amazon Rain Forests.
- I think it is disgusting to destroy the Amazon rain forests.

Ask students what they notice about the word 'disgust' in each of the sentences. Point out that it is not possible to say 'I feel disgusting'. Point out to students that we say '*I think something is ...-ing*'. Provide further examples like: I think it is interesting; I think

something is frightening. The aim in this activity is to present and use an *-ing adjective form* at the same time as students are learning about *The Present Continuous*.

Go through the facts with the class. Check that the vocabulary items are known by asking for a Greek translation equivalent of 'species, insects, surface, the size of'.

Ask students how they feel when they read these facts, and what they think about them. Ask students if they know of any other facts about *The Amazon Rain Forest*.

Task 1 - Mini Project

The questions involve simple mathematics and reference to the students' geography book which gives facts about the size of Greece, the size of the Balkan countries and Indian tribes in South America.

ANSWERS

- a) 4 times the size of Greece = 527,828 sq kilometres
- b) Peru (see your geography book)
- d) Amazonia contains 20% of all the fresh water on earth; it is equal to $\frac{2}{3}$ the size of Europe; big companies are destroying the forest to take the minerals, wood, and valuable plants to make medicines; the big companies are forcing the tribes to leave the forest; tribal life is dying out; people in the tribes become ill because of the white man's diseases.

Task 2

Direct students to the picture of tribal life in *The Amazon Rain Forest*. Tell students to ask and answer questions about the people in the picture by using the example and the verbs in the box on page 3.

Vocabulary

1. Tell students to look at the words in the box. Check that they know what these words mean by asking for a quick translation equivalent in Greek. Students write any new words in their notebooks with the Greek equivalent meaning. Tell students to use the nouns in the box to match them with the picture of the tribal village.
Check that students have found all the items after they have completed the activity.
2. Read out the list of verbs to the class and check that the students know the meaning of each verb.
Then direct students to the phrases in the light green box and check that they understand the meaning of each.

Explain to students that they are to make up a sentence using words from each of the three coloured boxes. Direct students to the example given or write it on the B/B. Ask

students what they notice about the pattern of the sentence. Explain that this is called ‘an infinitive of purpose’; that the final part of the sentence tells you why someone does something.

Suggested ANSWERS for ‘Infinitive of purpose’

- They light fires to keep warm.
- They build huts to live in.
- They use spears to hunt animals.
- They plant seeds to grow vegetables.
- They burn vegetation to clear the forest.
- They collect fruit to eat.
- They boil plants to make medicine.
- They wear necklaces and beads to look attractive.

Reading

Task 1

1. Tell students to look at the title of the text. ‘Tribes of the forest’. Ask them what they think the text will be about. Ask them to say why they think this. Elicit the meaning of the word ‘tribe’ and ask students if they know the name of any tribes. Tell students to read the text quickly and to ignore any words they do not understand. The aim is to find out if the story is a happy or sad one. Tell students to underline the words which give the answer to this. Check answers as a class and discuss with students their answers.
2. in line 1 ‘they’ refers to *The tropical rainforests*
in line 9, ‘they’ refers to *The Yanomami*
in line 12 ‘these’ refer to *the gardens*

Task 2

The students can do the activity individually or in pairs. Read out the questions to the class and check that they understand what they mean. Tell students to underline the answers to each question.

ANSWERS

- a) People destroy their forests every day
- b) To hunt for food
- c) To make roads and to use the wood paper

- d) To stop the destruction of the forest.
- e) They are writing letters to their governments.
- f) i. Does not have, provide, help, use, need, do not care.
ii. The companies are cutting down trees.

Grammar - Present Simple and Present Continuous

Introduce the grammatical form of *The Present Continuous* by eliciting the form from the class. Explain to students that the *Present Continuous* has got three different uses.

Elicit from students what they know about the *Present Continuous*: most probably the students will tell you 'Be + -ing' to describe an action for now. Accept this answer but explain that a grammatical structure can have different meanings and *The Present Continuous* is an example of this.

Read through the different uses of *The Present Continuous* on page 5. Elicit from students an example for each use and write the example on the B/B. Ask class members if they all agree on the examples.

Read through the uses of *The Present Simple*. Elicit from students examples for each use. Write some examples on the B/B. Ask the class members if they agree with the examples.

Direct students to the **Practice section** on the page. Allow 4-5 minutes for students to find examples of the *Present Simple* and the *Present Continuous*. Discuss their answers as a class. Direct students to the rules of use for the Present Simple for positive, interrogative and negative forms. Point out that some verbs do not take *-ing*. These are called State Verbs. For a list of these State Verbs refer students to the *Grammar File in the Appendix II*.

ANSWERS FOR QUESTION 2

- a) Present Continuous: to describe change
- b) Present Simple: to refer to a simple truth

Speaking

Direct students to the photographs of the tribesmen. Ask them how they are different to people in our culture.

Tell the students to use these differences to make up strange or true things about the men in the photograph. T. can model the responses to show the attitude of a speaker to hearing a strange or unusual comment or fact.

Lesson 2

Listening Speaking

T focuses Ss attention on the pictures and elicits and revises the vocabulary of tribal items met in the previous lesson, plus an axe, a canoe, a hut, a bow and arrow, sticks, head dress. Check that students know the meaning of these words.

Direct students to the pictures and ask them what is happening in each. Explain to students that they are going to listen to a radio interview which relates to the Amazon Indians.

T writes on the B/B any vocabulary that Ss might find difficult. Introduce new vocabulary through focusing on the items in the pictures.

T plays the dialogue.

Tell students to listen to the interview and do task 1 individually.

Task 1

Explain to students that they are to put the pictures into the order in which they hear them mentioned in the dialogue.

Check answers as a class and take feedback.

ANSWERS : 2, 4, 5, 3, 1.

Task 2

Tell students to listen again for detail. Tell students to tick the correct box according to what they hear.

ANSWERS

1. True 2. We don't know 3. True 4. False 5. True

Check answers as a class.

Task 3

SUGGESTED ANSWERS

- a. They are fishing.
- b. They hunt for food.
- c. They plant seeds.
- d. They use wood for paper.
- e. They use animal skin for clothes.

Task 4 - Pair-work

Tell students that it is their turn to speak to each other about the Indians in the forest. Direct students to the questions on page 7 and check that students understand each question. Allow about 4 minutes for students to complete this task and then take feedback. Compare student answers with class members.

Recording script

- Presenter:** And... tonight our programme is about the disappearing tribes of the world and I am sitting here with the famous anthropologist, David Greene who is here to tell us about his travels in South America. Welcome to our show, David.
- D.G.:** Thank you Bill.
- P.:** Now, David, I am sure our listeners are waiting to hear what you have to say.
- D.G.:** Well Bill, The Amazon Indians are nomadic tribes of people who live in the Amazon Rain forest in South America. They get their name, of course, from the river Amazon which runs through the forest. Both the river and the forest are very important for the Indians and they need both to survive.
- P.:** What exactly do you mean, Bill?
- D.G.:** Hm. Well, first of all, they use the wood from the trees to build their homes. These are usually big round huts. They cut down the trees with their axes and then make the huts with tree trunks, mud, grass and leaves.
- P.:** That sounds interesting David. Now let me move on to how they get about. Do they have any means of transport except their feet?
- D.G.:** Actually, they use the river, Bill. They cut canoes from the tree trunks. Here in this picture the man is holding a huge axe and he is cutting down a tree.
- P.:** Oh, I see. And what about food? Do they grow anything?
- D.G.:** That's a good question Bill. Yes, some Indians grow plants but they also hunt wild animals and catch fish. They usually use spears. Here in this picture the man is fishing from his canoe with a long spear.
- P.:** Oh Yes. And in this other picture I see that they are not wearing many clothes. Is this normal?
- D.G.:** Yes, it is Bill. The Indians believe they do not need clothes in the forest
- P.:** Hm, not like us in Europe then, eh? Tell me, how do they relax?
- D.G.:** Well Bill, amazingly, they do not have much free time. But when they want to relax they sit around a fire. As you see in this picture, which is my favourite, they like to sing and dance or talk with their friends. Obviously, they do not have television or electronic games or things like that. There is no electricity in the forest Bill!
- P.:** I think that maybe they are lucky, David.

- D.G.:** Yes, I sort of agree with you Bill. But remember that they do have a very difficult life. But, I believe that they do not want to change the way they live and that it is wrong when others try to make them change. This is why I want to inform people about the problems different tribes face because of the modern world. I want to let people know that the indigenous tribes of the world do not need our modern way of life.
- P.:** Well, thank you very much for your interesting talk tonight David and we look forward to seeing you again on our show sometime soon.
- D.G.:** Thank you too, Bill.
- P.:** That's about all for tonight so I leave you with this music from the Amazon jungle...
[fade out with tribal music]

Listening 2

Introduce the listening by asking students about the kinds of things two girls might talk about in class. Tell Ss that the two girls on the tape are talking on the phone about a new boy in class. One girl is teasing the other about the boy.

Tell Ss that they will read the dialogue and listen to the tape at the same time. Tell Ss to complete the gaps with the missing words that the girls use.

Recording script

- A: There's a boy in my class and I think he likes you.
- B: Oh, who?
- A: I'm not telling you!
- B: Oh, go on!
- A: No, but he has got brown hair and blue eyes.
- B: Is it Marios?
- A: No. He isn't Greek. He comes from Latin America.
- B: Does he play basketball with John?
- A: Sometimes.
- B: Is he going out with Anna at the moment?
- A: No. He doesn't have a girlfriend.
- B: Oh, I don't know who it is. Tell me.
- A: He likes Olympiakos.
- B: So, what does that tell me?
- A: It's someone who sits behind you in the Geography lesson.
- B: You're pulling my leg.
- A: No, seriously, he likes you a lot.
- B: But I don't like him!
- A: Oh, now you sound angry.
- B: I am!

Compare your answers with your partner.

T sets the scene and lets Ss listen to the dialogue and fill in the missing words

SUGGESTED ANSWERS

- | | | |
|------------|------------|-------------|
| 1. likes | 5. does | 9. does |
| 2. telling | 6. going | 10. sits |
| 3. has | 7. doesn't | 11. pulling |
| 4. comes | 8. know | 12. likes |

T lets Ss answer the questions in pairs, goes through them in class and then they practise the dialogue with their partners.

Task 1 - Practice

SUGGESTED ANSWERS

- | | |
|---------------------------|-----------|
| a. yes, they are | b. no |
| c. she wants to tease her | d. nobody |
| e. yes | f. no |
| g. we don't know | |

Task 2 - Phrases

- | | |
|---------------------------|--------------------------------|
| i) you are pulling my leg | ii) is he going out with ... |
| iii) go on | iv) so what does that tell me? |

Task 3 - Interview

Tell students the aim of the task is to gather information about class members. Tell students to ask full questions. Write an example on the B/B. *'Do you?'*, *'Are you thinking of...?'*

Check the students' findings when all the class has filled in their chart with a name. T could bring in a sample completed bar chart to show Ss how a bar chart looks.

Mini Project

Direct students to the map of the world and the places marked on it. Elicit which countries are marked. Direct students to the geography questions about different tribes around the world. Check that students know the vocabulary in the questions. Read out the questions and ask students if they know any of the answers.

Do not accept answers from the students yet. Direct students to use their geography books or to ask a subject teacher to help them find the answers to the questions. Encourage the notion of collaborative learning.

ANSWERS

Aborigines - Australia
 Pygmies - West Africa
 Yamanami - Brazil
 Lapps - Finland
 Karen Hill Tribe - Thailand

Writing

Teacher elicits from class what life might be like for a young girl who lives in a tribal village in Africa. Ask students what kind of things she might ask a girl in Greece about her life.

Task 1

Tell students to read the letter quickly and decide on the order of the parts of the letter where each bit of information is given.

SUGGESTED ORDER

b, c, a, d, e

Task 2

Before writing the letter T helps Ss with the layout out of the letter.

T makes three boxes on B/B for the introduction, the main theme and the conclusion and then asks Ss to put in the boxes a summary of the paragraph and writes it on the boxes drawn on the B/B. T can also give the Ss some help with the vocabulary they might need using the visual of the previous page.

T can encourage a class discussion about life in the modern cities.

Lesson 3**Project**

Preparation for the project to be done in class. Allow students time to complete the table on page 10. Encourage students to create a visual of the life of the tribe they have selected.

T explains the aim of the project; to discover about the life of different tribes around the world. T directs students to Geography books, Internet sites like www://rainforests.net, National Geographic magazines or other internet sites.

Allow time in follow up lesson for students to present their project. Create a panel to select the most visually appealing poster; and to select the most interesting project.

SUGGESTED ANSWERS

1. They use them as tourist attractions
It destroys their natural habitat.
2. a) Zulu
b) Aborigines
c) Yanomami

Self-evaluation

ACTIVITY A

1. area / size
2. rubbish / pollution
3. habitat / homes
4. tribes / people
5. species / kinds

ACTIVITY B

a-	iv	b-	vii	c-	viii
d-	iii	e-	ii	f-	i
g-	ix	h-	v	i-	vi

ACTIVITY C

1. To burn vegetation.
2. To make “gardens” for themselves.
3. To live in.
4. To make their medicine.
5. To plant seeds.
6. To look pretty
7. To hunt animals

ACTIVITY D

Teacher can point out how people despite their situations have got similar things in their lives.

ANSWERS

tribesman: hut, canoe, sandals, head-band, earrings.
 student in Greece: necklace, basin, sandals, head-band, earrings, iPod.
 girl in tribe: necklace, basin, sandals, head-band, earrings.

ACTIVITY E

1. believes
2. says
3. are doing
4. doesn't find
5. doesn't believe
6. tells, gets, does not do,

Workbook**Grammar****ACTIVITY A****ANSWERS**

- | | | | |
|------------|---------------|------------|--------------------------|
| picture a. | the Bushman | picture b. | the Aborigine |
| picture c. | the Zulu girl | picture d. | the Amazon Kayapo Indian |
| picture e. | the Arab | | |

ACTIVITY 2**POSSIBLE ANSWERS**

1. He looks very tired. He has a difficult life.
2. He is looking at the camera.
3. He dreams of wild animals.
4. Perhaps they are thinking about hunting or dancing.
5. I feel angry, sad.

ACTIVITY 3**ANSWERS**

- a. He is a singer and activist for the tribes in the Amazon Rain Forests!
- b. They live in the Arctic
- c. We are having a lesson.
- d. The teacher is sitting, talking, reading.
- e. I feel happy, sad, okay, angry.

ACTIVITY 4**SUGGESTED ANSWERS**

1. I am doing my homework.
2. I see the window / the blackboard.
3. I am thinking about food / my homework / school.
4. I feel fine / well/ happy/ anxious.

The verbs are in the Simple Present and Present Continuous forms.

ACTIVITY 5 - Game**SUGGESTED QUESTIONS**

Is s/he sitting near the window?

Does s/he live near here?

Has s/he got black hair? etc.

ACTIVITY 6**ANSWERS**

am sitting

am thinking

look

see

is playing

think

is enjoying

feel

are destroying.

ACTIVITY 7**SUGGESTED ANSWERS**

Eskimos	igloos	the Arctic	sleighs
Masai	tents	the bush	feet
Indians	tepees	plains	horses
Bedouin	tents	desert	camels
City People	blocks of flats	city	cars

ACTIVITY 8

Read the following letter and correct the mistakes by writing the correction on the line given.

ANSWERS

want

live

have

hunts

does not make

like

do not go

try

need

do not know

ACTIVITY 9

ANSWERS

1. c 2. b 3. d 4. a 5. b 6. d 7. a

ACTIVITY 10

ANSWERS

Aborigines - b

Zulu - d

Lapps - c

Xavante - a

Vocabulary

ACTIVITY 1

ANSWERS

Tropical rainforest

Terrible destruction

Natural habitat

Tall vegetation

Air pollution

ACTIVITY 2

ANSWERS

Play a role

Recycle water

Make roads

Cut down vegetation

Slash and burn method

ACTIVITY 3

SUGGESTED ANSWERS

Destruction of the forests

ACTIVITY 4

SUGGESTED ANSWERS

- 1) e 2) c 3) f 4) a 5) d 6) b

It's Your Choice - Student's Book

Reading

Lead-in

T. elicits from Ss the names of any tribes that they know from their Geography lessons.

T. elicits from class information about the way people in the forests of the world live and how their lives are different from those of people who live in Greece or in Europe.

T. asks Ss if they know the names of any tribes of people who live in Burma or Thailand.

T. asks Ss if they know where these two countries are on a world map.



T. directs Ss to a world map and elicits or shows Ss where they are.

T. could find a picture from the internet on the Karen Hill tribes and elicit from Ss what

can be inferred about the way of life of these people from the picture.

Or, T. could direct Ss to look for information about the Karen on the site:

http://en.wikipedia.org/wiki/Karen_people

T. could bring a photograph of a Padaung woman to show Ss or make a copy of this photograph from the internet.

T. could ask Ss if they think they could wear rings like these on their necks. Why? Why not? Ask Ss why they think the girls wear so many rings on their necks. The answer is to make themselves look beautiful. Ask Ss if they think the rings make the girls look beautiful or not.

T. could expand the discussion about the reason why people wear rings.

http://www.karenhilltribes.org.uk/index.php?option=com_content&task=view&id=98&Itemid=130

This is an excellent site for teachers to exploit and make Ss aware of the plight and problems of other peoples around the world. T. should encourage Ss to think of how people in Europe take many things like water and electricity for granted, while so many other peoples around the world have to face difficulties in finding clean water just to drink. T could print out or photocopy the following what volunteers who had gone to live with the Karen Hilltribe have said...

"Living and working with the Karen was a magical experience. It was a time that will remain with me forever."

"The trip was incredible, both at the time and even more in retrospect."

"An amazing experience... more significant and life-changing than an essay on 19th-century French literature!"

T. could generate class discussion on why it is good to help others who do not have as much as you.

T. directs Ss to the questions a-e and elicits from Ss what they notice about the questions. The questions ask about colours or numbers.

T. tells Ss that they are going to read a text about hill tribes in the Far East and to find the answers to the questions a-e. Take class feedback and check answers.

ANSWERS

- | | | |
|----------|----------------|-----------------------|
| a. white | b. 4 years old | c. bright red or blue |
| d. blue | e. 50 years | |

Task 1

T. tells Ss to re-read the text more carefully and to decide if the statements a-f under the text are true or false according to the text. T tells Ss to check their answers with their partner. T takes class feedback and checks answers as a class.

ANSWERS

- | | |
|----------|--|
| a. True | b. False (only the women wear rings round the necks) |
| c. False | d. True |
| e. True | f. False |

Task 2

T. tells Ss that they are going to read a dialogue with two people talking about a trip to Thailand.

T. explains to Ss that they need to choose the correct form of the words in italics to make the dialogue complete.

T. tells Ss to work with their partner to complete the dialogue and then to practice the dialogue.

T. can ask some pairs of Ss to act out the dialogue in front of the class.

ANSWERS

mountains/ fascinating/train/strong/lift/farming/frightened/rings/long/tribes

Task 3

T. instructs Ss to work in pairs to find out about another tribe and report back to the class in the next lesson. T tells Ss to ask Geography teacher for help.

Reading

Lead-in

The Children of the Forest

T. points out to Ss that there are many tribes of people living in different continents. In the Amazon Rain Forest there are the Amazonian Indians; in Australia there are Aborigines; in Africa there are tribes such as the Zulus. T elicits from Ss the names of any tribes they know or have heard of. To help the Ss, T could write the following on the B/B and ask Ss which ones are the names of native tribes that they know of and to decide which one is not a tribe.

- 1) The Pygmies
- 2) The Hillybillies
- 3) The Aborigines
- 4) The Masai

T. points out to Ss that *The Hillybillies* is not a tribe. T could ask Ss to find out more what Hillybillies are.

ANSWER

Hillybillies is a name used to describe people who live in country areas in different parts of the United States.

Elicit from students what they know about Pygmies.

Read the questions a-e aloud to the class and check that the students understand what each question means. T instructs class to read quickly through questions a-e on page 123 and checks that Ss understand each. T explains to Ss that they are going to read the first part of a text on a native forest tribe. T tells Ss to read through the text quickly and to find the answers. T tells Ss to compare answers with their partner. T takes class feedback and checks answers as a class.

ANSWERS

- a. 120-130 centimetres tall
- b. Africa
- c. Singing and dancing
- d. 'people'
- e. the forest spirit

Task 1

How do they live

T. explains to Ss that they are going to read the second part of the text on the Pygmies. T. could divide the class into three groups with each group reading one paragraph of the

text. Each group can then share information and then report back to the class what they discovered.

T. tells Ss to tick True or False to the statements a-e. Take class feedback and check as a class.

ANSWERS

- a. False b. True c. True
d. False e. True

Task 2

Instruct students to look at the table and check that they understand all the words. Explain that they should read the text again more carefully and complete the table with the information about the lives of The Pygmies.

T. tells Ss to work in pairs and to read the text to find information to complete the table on page 124.

Location	Food	Transport	Problems	Tools/weapons
Forests	crops	on foot	companies are cutting down trees	bow
villages	pigs		forests are becoming parks	arrow
	monkeys			
	honey			

T. asks Ss to use the chart and to discuss as a class whether the Pygmies have a difficult or easy life.

T. could set an extra task to class to find out where three tribes: The Zulu, The Karen, The Aborigines live and to find some pictures from the internet or an encyclopedia for next lesson. Ss report back to class next lesson and compare findings.

T. could encourage discussion on some of the points mentioned in the text. T could ask one of the taller boys or girls to stand up and then to compare their height with the typical Pygmy height of 120-130 centimetres.

Task 3

T goes through the questions a-c with the class and asks class how they think their lives are different from those in the picture of young teenagers in Ancient Greece.

T. tells Ss to look at the picture and elicits from class what they think the text is going to be about.

Task 4

T. divides class into two groups. T tells group A to read text A and group B to read text B.

T. explains to Ss that the sequence of words in the questions in a-f must be re-arranged to make them correct questions. T explains to Ss that they can use these questions to ask their partner for information about the text they read.

ANSWERS

- a. Did Spartan girls go to school?
- b. Did Spartan girls do athletics?
- c. Did women have a lot of free time?
- d. Was life easy for Spartan boys?
- e. What did Spartan boys learn at school?
- f. Did boys play many games?

T. instructs Ss to work in with their partner to fill in the grid to show what boys and girls did each day in Sparta and Athens more than two thousand years ago.

Task 5

	Athenian boys	Athenian girls	Spartan boys	Spartan girls
Go to school				
Play an instrument				
Play sports				
Learn to read				

T. instructs Ss to re-arrange the words in the questions a-f and then checks as a class that the syntax is correct.

T. tells Ss to ask and answer the questions about each text to help them find the information they need to complete the table.

After Ss have completed their tables, T takes class feedback and discusses as a class what life was like for young teenagers in ancient times in Sparta and Athens.

Spartan boys were sent to military school at age 6 or 7. They lived, trained and slept in buildings with the other boys. At school, they were taught survival skills and other skills necessary to be a great soldier. School courses were very hard and often painful. Although students were taught to read and write, those skills were not very important to the ancient Spartans.

T. could ask Ss a variety of questions about this text. Then T reads the text about girls in Sparta. Questions should range from general information to opinion questions.

In Sparta, girls also went to school at age 6 or 7. They lived, slept and trained in buildings with other girls. No one knows if their school was as cruel or as tough as the boys' school, but the girls were taught wrestling, gymnastics and combat skills.

The aim of the schools was to train the girls as well as they trained the boys. The Spartans believed that strong young women would produce strong babies.

T. asks class a variety of questions about this text.

Questions should range from general information to opinion questions.

T. takes class feedback and discusses how school for children today is different from school in ancient Sparta and Athens.

Task 6

T. elicits from class some of the things they do at school in a typical day. T. then explains to Ss that they should copy the table from the B/B and to work in pairs to think of the things that young people in Sparta and in Athens did in school each day of the week.

T. can encourage Ss to find out more about life for young people in ancient Greece by directing Ss to the web site: <http://www.crystalinks.com/greekeducation.html>

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					

T. generates a class discussion about comparing life today and life in ancient times, could read out the following information to Ss if there is no access to computers.

It's Your Choice - Workbook

ACTIVITY 1

- 1-c
- 2-b
- 3-d
- 4-a
- 5-b

ACTIVITY 2

- 1-c
- 2-d

3-e

4-a

5-b

ACTIVITY 3

1. They live in the tropical rainforests in Brazil.
2. They need the forest to hunt for their food and a place to live.
3. They boil plants to make medicine.
4. Children are writing letters to their governments.

ACTIVITY 4

1. Do the Zulu live in America?
2. Does Anna like Geography?
3. What is happening to the forests?
4. What do you know about Lapps?
5. Is your father sleeping right now.

ACTIVITY 5

SUGGESTED ANSWERS

1. She is thinking about her husband.
2. She is thinking about going home.
3. She is thinking about going on holiday.

ACTIVITY 6

SUGGESTED ANSWERS

1. I think it is shocking.
2. I think it is amazing.
3. I think it is worrying.

UNIT 2 MAKING A DIFFERENCE

Topic	Making a difference
Grammar	Past Simple (affirmative, negative, interrogative); Regular and Irregular Verbs;
Time words	
Reading Skills	Raising awareness of how the sentences in a text fit together to be logical and appropriate (coherence and cohesion)
Listening Skills	Listening for phrases which express the speaker's attitude. Listening to specific details
Writing Skills	Learning how to write a short report; conducting a class survey; filling in a questionnaire; preparing a statistical graph; compiling a report from data
Vocabulary	Highly frequent adjectives: generous, gentle, wonderful, kind, marvellous, lonely, poor, busy, desperate, brave

Lesson 1

Aim To introduce the concept of Past time through reference to historical figures whose actions affected the lives of others.

Lead-in

Introduce the topic by directing students to the drawings on page 13. Ask class to tell you who each character is and why they were important historical figures.

Characters in the sketches:

Neil Armstrong - first man to walk on the moon;

Alexander Graham Bell - invented the telephone;

Constantine Karamanlis - Greek Prime Minister who took Greece into the European Community;

Leonardo da Vinci - an artist, scientist and engineer;

Homer - wrote *The Iliad*;

Tomas Edison - invented the electric light bulb;

Leonidas - fought against the Persians at Thermopylae.

1. Tell students to think of three other historical figures then to compare their answers with the partner's list. Take a quick poll from the class to see who the most well-known historical figure is. Ask the class what they know about this person.

2. Tell students to choose one person from their list and to tell their partner what they know about this person. Encourage students to ask questions about the person. On the B/B write the following model questions: *When did s/he live? / What did s/he do?*
3. T. elicits from class the kind of things people do that make them famous. T. could ask class the following: *Can you become famous because you built a building?* T. elicits class response. T. can lead a class discussion of why this person is famous.

Task 1

Tell the students to look at the names of the people on the cards on page 14. Elicit what the students know about these people. Tell the students to do the task in pairs, to read the biographical information to match it to each person. Take feedback when students have completed the task and compare answers with the class.

ANSWERS

- a. *Eleftherios Venizelos* became Prime Minister of Greece in 1910 when he was 46 years old.
- b. *Wolfgang Amadeus Mozart* began composing in 1761 when he was 5 years old.
- c. *William Shakespeare* wrote *Romeo and Juliet* in 1595 when he was 31 years old.
- d. *Madonna* made her first record in 1982 when she was 23 years old.
- e. *Leonardo da Vinci* painted *The Mona Lisa* in 1503 (you could elicit the name *The Mona Lisa* is known in Greece by 'La Gioconda') when he was 51 years old.
- f. *Marie Curie* discovered radium in 1898 when she was 29 years old.
- g. *Pyros Dimas* was a gold-medal winner in the Olympic Games in 1996 when he was 25 years old.

Vocabulary

ANSWERS

- | | | |
|-----------------|-------------|---------------|
| a. politician | b. composer | c. playwright |
| d. singer | e. artist | f. scientist |
| g. weightlifter | | |

Point out that Shakespeare was a 'playwright'. Explain that although this is not a very usual word today, it is still the best word to describe someone who writes plays. The more frequent word used today is 'writer'. Also point out that Leonardo did much more than paint. He also made statues from marble and invented different engines. There are designs by Leonardo for machines like the helicopter.

Encourage students to express their ideas by eliciting the qualities of greatness that people need to have to become famous. You could ask students if there are any people on the list A-G who they do not think should be on such a list. For example, some students

might disagree with *Madonna* or *Pyros Dimas* appearing on the same list as *Leonardo* or *Shakespeare*.

ANSWERS

- | | |
|-------------------------|--------------------|
| a. charity organization | b. marvellous idea |
| c. desperate people | d. brave woman |
| e. lonely life | f. world famous |

ANSWERS

Save lives, die in peace, feed the hungry, look after the sick, pay respects, collect money, become a citizen

Reading

Pre-reading

Ask the class if they know of any person in history who is or was famous because they did good things for other people. Encourage students to elaborate on their ideas by asking questions such as: what kind of good acts can someone do to help other people in need? Ask: Would you be willing to spend your life helping people in need?

Direct students to look at the photograph on page 15. Students may not know this person but encourage them to work out different things about the person from the things they see in the photograph. For example, she is a nun, she is very old and tired, she looks kind and caring. Write the following details on the B/B and ask students to guess the missing word. The answers are in parenthesis.

The nun's name is Mother Anna / Teresa / Christina. (Teresa)

She was born in Albania / France / Russia. (Albania)

The title 'Mother' means she was a teacher / grandmother / nun. (nun)

Task 1 - Read the text

Instruct the class to look quickly at the pictures beside the text on page 16. Ask the class: What kind of things do you think this woman did in her life?

Write the following words on the B/B: *poverty*, *suffering*, *hunger*. Check that students understand the meaning of these words and then elicit what they think the text will say about the woman. Individual words from a text presented before the text is read are useful for schema building and hence are useful for comprehension.

Tell the class they are going to read a text about the life of this woman. Direct students to the text title. Ask students to guess what the title means.

Elicit from the students what they think a 'charity organization' does. Ask if any members of the class give anything to charity organizations? Encourage students to think of the idea of philanthropy and helping others. Point out that English uses this Greek word

to describe helping others.

Ask students where they think Calcutta is. Do not give the answer. Instruct students that the text will provide them with the answer.

Tell students that the paragraphs of the text are not in the correct order but that will not make the text difficult to understand. Tell students that they are reading for factual information and the order is not that important at this moment. Explain that the order of a text is important when we want to organise a sequence of events to make a story.

Task 2

T. directs Ss to read the saying in bold and elicits from Ss what it means. Suggested interpretation: 'Kind words have a lasting effect'.

Direct students to the B/B details of the woman. Allow students a short time to find information about the woman from the text. At first all that the students need to find out is the woman's full name and where she was born.

Do not tell the students these details but encourage them to discover the information from the text. In this way, we can show students one of the major benefits of reading - to discover new information.

Discuss the text with the class. Ask students what they learned from reading the text. The woman's original name was *Agnes Gonxha Bejaxhiu* and she was from Albania.

Task 3

Ask students which tense was used mostly in the text. Then tell students to find the past tense verbs and underline them.

Write the question on the B/B: *How many verbs did you find?*

Check that students have found all the verbs at the end of the task. Check that students know the meaning of all the verbs. Elicit some sentences from the students to demonstrate their knowledge. Teacher can write some example sentences on the B/B given by students for students to notice the pattern. Draw attention to the difference between regular and irregular verbs.

Direct students to your question on the B/B. Ask students what they notice about the question form. Then tell students to read the comprehension questions quickly without trying to find the answers. Ask what students notice about the question forms. All the questions have 'did'.

Task 4

Tell students to write out full answers to the questions in their notebooks.

ANSWERS

1. She became a nun in 1931
2. She talked about becoming a nun
3. No, she taught in a school.
4. She started in Calcutta.
5. She won the Nobel Prize in 1979
6. Yes, it did. It was enough money to feed 400 poor children in India for a year.
7. She died of pneumonia.
8. She took care of them; she fed the hungry; she looked after the sick.

Check the students' answers and point out how the past tense verbs are used in each answer.

Task 5

The aim of this task is to develop awareness in the students of how to organize a text so that it makes sense like telling a story in a sequence of events. Explain to students that it is important to organize a text like a biography as it tells the story of a person's life from when the person was born until the person became old or died.

Take class feedback when students have completed the task. Discuss any unusual answers as a class.

Task 6

Encourage students to think about different charity organisations and the work they do. Discuss as a class why it is a good thing that charity organizations exist. Ask if the students have ever helped any charity and what they did to help.

1. Elicit from students what each of the charities listed does to help people. Tell students it is possible to work out what each charity does by reading the title carefully.
2. Role Play:
Explain the aim of this task is to discover information about the work of each organization. Tell students there is further information about each organization on page 156. Tell students to take turns asking and giving information.

Lesson 2**Listening & Speaking****Pre-listening**

1. Elicit from students that the time period is Roman. Ask students how they know it is from Roman times. There are two objects in the picture which have nothing to do with

the Roman period. Tell students to find the two objects. Ask students if they think films are good at telling history. Ask *Why? Why not?*

2. Spartacus was a slave from Thrace who led a revolt against Rome in 72 BC. Take class feedback on other things they know about *Spartacus*. Tell students to watch the film, or get the film and watch it with the class. This is a very long film so it might be best to watch certain parts with the class. The key parts of the story are how *Spartacus* became a slave, how he started the revolt and how he died.

Listening 1 Task 1 - Listening for detail

- a) T instructs Ss to read the text in the Appendix 155 about the slave revolt in Ancient Rome and then tell Ss that they are going to listen to a monologue about a historical film called '*Spartacus*'.
- b) Tell Ss to put a number in the boxes beside each picture in the order they are mentioned. Explain to Ss that there is one extra picture they don't need to use.

ANSWERS

1-e 2-b 3-d 4-a 5-c (picture 6 is not mentioned)

T could explain to students that very often history is different according to who tells the story and that's why in films history and historical facts are frequently shown differently.

Recording script

In the mid 70s BC, two important figures emerged in Roman politics: *Marcus Crassus*, who was the richest man in Rome and a great General, and *Gnaeus Pompey*, who had been a General under Sulla.

At the same time, in 73 BC a Thracian slave called *Spartacus* from a town in the Peloponnese, escaped from a gladiatorial school with 70-80 gladiators by taking the knives in the kitchen and a wagon full of weapons like, spears, swords and shields. They camped on Mount Vesuvius and were joined by other slaves to fight against the Romans. He made a difference by fighting against slavery of poor people. To show he was their leader, he wore a crown of laurels on his head.

The Senate in Rome sent *Claudius Glaber* against the rebel slaves with about 3,000 soldiers but *Spartacus* tricked the Romans and attacked them from behind. *Spartacus* wanted to lead his men across the Alps to escape from Italy but the Gauls and the Germans wanted to stay and rob and steal. They separated from *Spartacus* who spent the winter near Thurii in southern Italy.

By 72 BC *Spartacus* had an army of about 70,000 slaves. There were no Roman citizens in this army. *Spartacus* held the Romans at bay for over two years before they finally defeated him. They crucified him on the Appian Way outside Rome.

Task 2**ANSWERS**

It was an ancient theatre or arena. The Romans hold games and gladiator contests here. The ancient Greeks used places like these for plays.

Listening 2 - Answer the questions

Tell students they are going to hear a dialogue between two friends. The friends are discussing a film that one of them has seen. Students do the task individually and then compare their answers with their partner's.

ANSWERS

- a. Yes, he did.
- b. It was about a slave revolt against the Romans.
- c. It referred to the Roman period.
- d. No, it wasn't.
- e. He died in a battle against Crassus

Recording script

N: Hi George. Seen any good films recently?
 G: Yeah, I saw one last night and it wasn't that bad.
 N: Oh what was that?
 G: It was called Spartacus.
 N: Spartacus? You must be joking!
 G: No, it was about the slave revolt against the Romans in 70 BC.
 N: Ah! I can't stand historical films.
 G: Actually I usually like them but in parts this one was a bit poor.
 N: Why'd you say that?
 G: Well, the film..... I think it was different from what we learnt at school.
 N: Yeah, many films are like that.
 G: And also, it was far too long. It lasted nearly 3 hours
 N: Oh God! Boring!
 G: What I didn't like most was having characters which didn't exist in history.
 N: Yea, I agree, that's totally stupid.
 G: Yea, there was a woman called Varinia. She was supposed to be the wife of Spartacus.
 N: Didn't Plutarch just say he had a wife but we don't know her name?
 G: Yes, that's right. Then according to the film Spartacus dies on the cross
 N: No, he didn't. That's so wrong!
 G: Yeah, I know but I still enjoyed the film!
 N: Oh, you're impossible.

Task 1

Play the dialogue again. This time the students listen for specific language forms. Tell students to listen for expressions that show the speaker's feelings.

ANSWERS

1. that
2. joking
3. stand
4. poor
5. too
6. totally
7. so
8. impossible

Task 2

Tell students that some of the phrases can be used in different situations so there is not always a specific answer. Suggested answers are:

- a. it wasn't that bad
- b. you're impossible / that's totally stupid
- c. that's totally wrong / you must be joking
- d. far too long!
- e. I can't stand them
- f. it wasn't that bad / a bit poor

Task 3a and 3b

T instructs Ss to create a short dialogue between the two characters in the pictures.

T directs Ss to the notes in the task for them to use to create a dialogue.

Tell students to act out their dialogue in pairs. Take feedback as a class and compare dialogue ideas.

T instructs Ss to imagine that they have seen a play about the Revolt in Nikaia and that they have to write a review of the play for their school magazine. T can set this task as homework.

Task 4

Ask students if they know of any films about The Romans and Byzantium. Ask them to find out by looking on the internet or asking friends and teachers how many different films they know which were about the Romans and Byzantium.

It seems that there were not so many films made about Byzantine times. You could ask students to speculate why this was so.

Writing

Explain to students the purpose of a report; to describe a situation. Explain to students that to write a report it is necessary to collect information about the subject. Tell students that the aim of this report is to collect information about the films students in their class like. Tell students that they have to go round the class to ask their fellow students about likes and dislikes of different kinds of films. Check that students understand the different kinds of films in the questionnaire. Explain to students that they have to write numbers of students in each of the boxes under each kind of film.

When students have filled in the questionnaire, quickly check that the task has been completed successfully by asking students for some numbers of each category. Then direct students to part 2 where they have to transfer the information they collected. As an example, draw a graph on the B/B to show students what their graph should look like. Explain how to add data onto the graph lines.

When students have completed their graph, graph up data from one of the students on the B/B for students to compare their results.

Direct students to activity 3. Tell students that now they have to use the information from the questionnaire and the graph to help them complete the text in activity 3. Read the text with the gaps aloud to the class. Check that students understand the purpose of the activity - to transfer information from one medium to another so that they prepare a written report.

Tell students to read out their report for the class to hear. Ask the class to judge if the data sounds surprising, true or very strange.

Lesson 3

Project work

Explain to students that they are going to do a project on someone in history who made a difference. The Project is called '*That was his/her life*'. Divide into groups of four and decide what kind of information they need to find out about the person.

Explain to students that they should find out information about the person and what the person did in his or her life that made him such a great person.

Explain to students that they need to collect personal information, pictures and visuals about the person's life. They could add some anecdotes to show how the person was different and how the person helped others.

Self-evaluation

ACTIVITY A

Built centres
Fed the hungry
Saved lives
Made a difference
Took care of
Asked for permission
Caught pneumonia
Spent her life
Paid their respects

ACTIVITY B

1. Where did Maria grow up?
2. Did she have a pet when she was young?
3. When did she leave her village? Or, How old was she when she left her village?
4. Why did she become famous?
5. How did she die?

ACTIVITY C

SUGGESTED ANSWERS

- a) the period is incorrect
- b) the costumes are not appropriate
- c) the technology is different
- d) historical events are wrong

ACTIVITY D

If you are interested in using this film and you would like extra work pages to edit and print for additional work, they are all available on the site in the student's book page 23 as Rich Text Format files in one relatively small WinZip package. Alternatively, if you only want a few of the files, each page has a download link for that RTF WinZip file alone (usually 3 or 4 K).

ACTIVITY E

1 was	2 wanted	3 began	4 returned	5 taught	
6 refused	7 lived	8 made	9 wore	10 ate	11 died

Workbook

Vocabulary

ACTIVITY 1

ANSWERS

- | | | | | |
|-------------|----------|---------------|-------------|------------|
| 1 ceremony, | 2 ruins, | 3 nun, | 4 ambition, | 5 charity, |
| 6 war, | 7 care, | 8 permission, | 9 citizen, | 10 poverty |

ACTIVITY 2

ANSWERS

1. Neil Armstrong landed on the Moon in 1969.
2. Alexander Graham Bell invented the telephone in 1876.
3. Leonardo da Vinci painted The Last Supper in 1497.
4. Thomas Edison made the first electric lamp in 1879.
5. Homer wrote the Iliad in 720 BC.
6. Konstantinos Karamanlis became Prime Minister in 1955.
7. Leonidas fought against the Persians in 480 BC.

ACTIVITY 3

ANSWERS

- a) was; came; lived; built; captured; wanted; saved; placed; took; learnt; wore; became; had; died

Explain to students that some variation is possible in some of the answers.

ANSWERS

- b) 1. at the age of
 2. during this time
 3. after a few months
 4. on 27th August
 5. in 1997

ANSWERS

- c) 1. make a difference - affected people's lives
 2. made a decision - decided
 3. made an impression on - impressed or influenced
 4. made time for - had time for
 5. made a promise - promised herself

ACTIVITY 4

ANSWERS

- 1 go, 2 as, 3 after, 4 mind, 5 although, 6 invented, 7 last, 8 win, 9 made, 10 paid

ACTIVITY 5**ANSWERS**

A	S	W	C	Y	R	U	E	N	G	R	M	B
B	R	T	H	I	E	R	N	U	A	L	B	S
O	B	O	U	B	O	U	L	I	N	A	K	O
M	T	A	R	J	N	M	A	N	D	E	L	A
B	S	A	C	O	S	B	L	S	H	E	O	S
Y	M	Q	H	I	K	O	A	O	I	K	E	T
V	E	N	I	Z	E	L	O	S	A	T	K	L
N	Y	O	L	T	N	D	R	D	E	M	B	E
O	E	K	L	V	N	V	B	T	A	K	S	L
J	A	U	A	M	E	R	O	M	V	O	A	K
A	M	T	L	K	D	T	V	T	S	D	M	S
M	T	X	E	U	Y	M	O	D	S	D	O	M

ACTIVITY 6**ANSWERS**

grew
told
heard

said
thought
knew

threw
made
fought

won
wrote
flew

ACTIVITY 7

Set the task to the students to find visuals for each of the 6 questions, and stick them into their notebook.

ANSWERS

1. No;
2. Neil Armstrong;
3. In December 1903;
4. Mercedes Benz;
5. Polish;
6. 1926

ACTIVITY 8

Students can prepare their quiz by using encyclopaedias, the internet, or quiz books.

ACTIVITY 9**ANSWERS**

1. in; 2. when; 3. after; 4. at; 5 during; 6. throughout; 7. later

ACTIVITY 10**ANSWERS**

1 d, 2 a, 3 c, 4 b, 5 d, 6 d, 7 d, 8 a

ACTIVITY 11**ANSWERS**

1. hungry; 2. lonely; 3. marvellous; 4. comfort; 5. gentle; 6. brave; 7. pain.

ACTIVITY 12

Open answers

It's Your Choice - Student's Book

T can introduce the concept of famous women who made a difference by eliciting from Ss the names of any great women in history who did something to influence or improve the world. Or, T could write the names of the following six great women on the B/B and tells Ss to match the area that they were important in.

Possible answers

Marie Curie (Medicine), Laskarina Bouboulina (Politics), Florence Nightingale (Nursing), Ann Frank (War), Amelia Earhart (Flying), Rosa Parks (Civil Rights in the USA).

T asks Ss to look at the picture and to imagine what kind of people lived in this house. T asks Ss what they know about Laskarina Bouboulina.

T tells Ss that they can find out different information about Bouboulina by reading the texts and asking their partner information. T explains to Ss that the two texts contain different bits of information and each student must ask their partner questions to find out about Bouboulina.

Elicit from students who Bouboulina was. Ask: Where did she come from? What did she do that made her famous? Divide the students into pairs. Student A reads one part of the text and student B reads the second part. The answers for the missing information in

each text are found in the other half of the text. The students have to ask and answer questions on Bouboulina to complete the missing information in their text. Explain to students that they have to use Past Simple form questions to elicit the information they need.

Students A & B ask questions using the question words in brackets.

STUDENT A ANSWERS

1. May 12 1771
2. four years
3. played by the seashore
4. eight (half-brothers and sisters)
5. Dimitrios Yiannouzas
6. in sea battles with pirates
7. seven children
8. 300,000 tallara
9. successful trading
10. they would not accept women

STUDENT B ANSWERS

1. Constantinople
2. Spetses
3. freedom for the country
4. twice married
5. 30
6. from her husbands
7. in 1818
8. Filiki Etairia
9. the Greek armies
10. seven years

When Ss have completed the task and filled in the missing information in each text, T takes class feedback to check that Ss have completed the texts correctly.

Making a difference

T can tell Ss that one way that many young people make a difference in the lives of others is to volunteer and go to work in different parts of the world where the local people need help. T can inform Ss that many young people spend time living and helping poor people and tribes around the world. T could elicit from class what kinds of help young people from rich Western countries could do to help poor people around the world. To show what kinds of help we can give to people like tribes in the forest, T could direct Ss to the site:

It's Your Choice - Workbook

ACTIVITY 1

ANSWERS

1-b 2-a 3-d 4-d 5-c 6-b 7- d 8-a 9-c 10-b

ACTIVITY 2a**ANSWERS**

a-v; b- iii; c-ii; d-i; e-iv

ACTIVITY 2b**ANSWERS**

In the 8th century BC	Homer	wrote	The Iliad
In 1876	Bell	invented	The phone
In 1969	Armstrong	landed	The moon
In 480 BC	Leonidas	fought	The Persians
In 1498	Leonardo Da Vinci	painting	The Last Supper

ACTIVITY 3**ANSWERS**

1. was 2. came 3. lived 4. built 5. killed 6. wanted 7. saved

ACTIVITY 4**ANSWERS**

- Who designed the Parthenon?
- When did Greece win the European football championship?
- Who was the first Greek Prime Minister?
- When did Justinian become Emperor?
- Where was Spartacus born?

ACTIVITY 5**ANSWERS**

1. c 2. b 3. a 4. a 5. c

ACTIVITY 6

ANSWERS

1. c
2. g
3. a
4. i
5. f
6. b
7. d
8. e
9. j
10. h

ACTIVITY 7

ANSWERS

1. B
2. D
3. A
4. C
5. E

ACTIVITY 8

ANSWERS

- | | | | | |
|-----------|-----------|-----------|------------|-----------|
| 1. woke | 2. saw | 3. jumped | 4. started | 5. rushed |
| 6. picked | 7. looked | 8. felt | 9. was | 10. began |

UNIT 3 TECHNOLOGY IN OUR LIVES

Topic	Technology in our lives
Grammar	Comparative and superlative adjectives
Reading Skills	Making students aware of the difference between fact and opinion in written text
Listening Skills	Listening for gist; listening for detail and opinion
Speaking	Language forms for suggesting and responding
Writing Skills	Introducing two kinds of writing: e-mail requesting help; friendly letter giving personal information
Vocabulary	Shopping: <i>discount, goods, cash, credit card, brand names, customer, receipt, queue, faulty, refund, assistant</i> ; Household gadgets and personal technology items; Expressions of quantity.
Aim	To show students how our daily lives frequently involve the skills of comparison and decision based on comparison.

Lesson 1

Lead-in

1. Ask students to comment on these inventions and how they changed the world at the time. Ask students what they think the best invention is. Discuss ideas as a class.

Direct students to the advertisements. Tell students to look quickly at the ads (point out that 'ads' is often used instead of the full word 'advertisements'). Ask students for their opinion on each item. Ask students to tell you one fact about each item.

ANSWERS

- A (biggest memory)
- A (lightest)
- A and B (longer lasting batteries)
- C (colour screen / remote control)

Ask students which question a-d, asks about an opinion. (d).

2. Tell students to discuss the items and decide on their answers in pairs. Take class feedback when students have finished the activity.

4. Teacher can direct Ss to the acronyms in the chart and elicit from students the meaning:

ANSWERS

a) SMS= short message service b) MB = Megabyte c) Mp3 = Moving Picture Layer 3
d) DVD= Digital viewing device e) www= world wide web f) e-mail = electronic mail
g) iPod =internet portable media player

Explain to students that many electronic gadgets are called by their acronym. Explain that an acronym is a short form of the name of the gadget. The iPod does not follow the acronym rule.

Explain that the acronym **MP3** comes from **MPEG** which stands for **Moving Picture Experts Group**. This group has developed a system used for video data. The **MPEG** system includes a system to compress sound, called **MPEG audio Layer-3**. We know it by its abbreviation, **MP3**.

Task 1

Ask students to tell you the words which show comparison. Tell students to copy the first two sentences from the statements in Task 1 into their notebook in a grammar section. Explain that these are the forms we use to compare different things.

Grammar

Direct students to Task 1 and instruct them to complete the grammar task in pairs. Tell them to form a rule for comparing two or more things. Explain that they can use the sentences in Task 1 to work out the answers.

Task 2 - Vocabulary

Open answers.

Reading

Introduce the reading by asking students if they think they are good at shopping or if they buy things which are expensive and not good value for money.

Explain to the class the difference between fact and opinion.

Write the following two sentences on the board and elicit from students which they think is a fact and which is an opinion:

- A fact is a statement that we can prove to be true.
 - The Parthenon is more than 2300 years old.
 - Michael Jordan was born on February 17, 1963

- An opinion expresses someone's belief, feeling, view, idea, or judgment about something or someone.
 - A DVD player is much better than a CD.
 - Sony makes the best video-phone in the world.

Task 1

Explain that the reading text is a quiz that the students can do with their partner. Tell students to try to do the quiz even though there might be some new vocabulary in the text. Remind them that it is not always necessary to know every word in a text to be able to understand the different points in the text.

Task 2

1. Comparison words

Tell students to look through the quiz to find words which compare two or more things.

2. T. tells Ss to think of three gadgets they have at home and to write down their names. T. instructs Ss to compare their small list of gadgets to see which gadgets they have in common and how their gadgets are better or worse than their partner's. T tells Ss to write their opinions of their partner's gadgets. T. take class feedback and discuss which gadgets make our lives better, easier, more efficient.

Lesson 2

Listening & Speaking

Pre-listening

T directs Ss to the visuals of gadgets on page 30 and elicits from class where they think each item comes from.

T. could write the model on the B/B for Ss to use their answers.

T. should check that class knows the names of each item before asking where each one comes from.

Task 1

1. Tell students to skim over the quiz to see if there are any words that they do not understand. Explain any unknown words. Check that students know: install, download, log onto.

Tell students to do the quiz individually and then add up their scores - one point for each tick. Ask for feedback to discover the student who knows most about technology in the class.

2. Items: **MP3 Player; MP3 Watch; Pocket knife with flash drive; iPod.**

Task 2a

Texts for Listening

Listen to the ads of each product and fill in the missing information for each product on the chart.

Product	Manufacturer	Model	Battery life	Price	Advantages
DVD Player	Panasonic	DVD-LA 95 EBS	15 hours	€ 550	Excellent picture
iPod	Apple	6 GB	12 hours	€ 300	poor sound quality
Digital Camera	Canon	SD20	20 hours	€ 297	portable
MP3	Samsung	YH-925	7 hours	€ 276	attractive
MP3 Watch	nTren technologies	nTren MP3 Watch	10 hours	€ 295	Stores 40 songs

DVD Player

With Panasonic's latest DVD Player DVD-LA 95 EBS, you get an excellent picture all the time. At a price of €550 it isn't as expensive as similar models. The new player has a battery pack which lasts up to 15 hours. A great buy at a really incredible price.

iPod

At €300 Apple have a most wonderful bargain on offer in their new iPod model 6GB. Much better than all the rest, the iPod has much clearer sounds. Although there is some poor sound quality, it is less than 0.1 percent. With a battery that lasts longer than the previous model, you can now listen to your favourite music for up to 12 hours non-stop. The best you can buy at such a price.

Digital camera

A brand new camera for less than €300, the easy to use Canon SD 20 camera costs just €297. It is portable so take it with you everywhere. The battery lasts up to 20 hours of continuous use. This smaller-than-pocket-size beauty takes a lovely, clear picture. A truly valuable companion.

MP3

Samsung's new MP3 Player, model YH-925 is good value at €276. It's most attractive feature is it's very attractive photo display. With a battery life of up to 7 hours, you can enjoy all your favourite tunes together. The perfect item for all.

MP3 Watch

A high-tech watch that is elegant enough for a night out. The advantage of the nTren MP3 watch is that it has an MP3 player which can store up to 40 songs. It is available in most huge electronic stores at around €295, but can be bought cheaper from the internet. An exciting new experience.

Task 2b**Which product**

Tell students to listen for words which show how the speaker feels about the item.

ANSWERS

Who says what?

Speaker 1: A great buy at a really incredible price.

Speaker 2: The best you can buy at such a price.

Speaker 3: A truly valuable companion.

Speaker 4: The perfect item for all.

Speaker 5: An exciting new experience.

Task 3

1. T. directs Ss to look at the sketch of the boy and elicit what the advantages of this chair are.

ANSWERS

a) fan b) play station c) computer

2. T. instructs Ss to decide on what they think is the most useful feature of the chair for a teenage student. Take class feedback and discuss the benefits of technology. T. could also ask Ss to discuss the negative aspects of technology.

Task 4

Direct students to the photographs of the six items. Elicit from students what each item is. Ask which item they would like as a present and which they would not like. Why? Take class feedback and allow discussion as a class.

Explain to students that they have to match these items with a family member or friend you wish to give a Christmas present to. Allow 4-5 minutes for this task and then take feedback. Ask some students how they decided to spend their money and why they decided as they did.

Writing

Ask students what kind of problems they have had with different electronic gadgets, or what problems might occur with such gadgets. Then, direct students to the list of faults and tell them to match the fault / problem with an electronic gadget. Check that students understand all the words in each fault.

Task 1

T. tells class to read the letter quickly and to decide in pairs what the purpose of the letter is.

Take class feedback and ask Ss to justify their answer by using expressions from the letter.

ANSWER

Reason for writing is to complain

Expressions:

It didn't work

I feel very angry

I would like an explanation

It is your responsibility to refund my money

T. elicits from class if they have ever bought an item that they were not happy with and what they did about it. T. could generate class discussion on shopper's rights. T. could set a mini-project to get Ss to find out what rights the customer has when they buy something that is faulty. For example, in the UK the shop has to offer a refund. T. can ask Ss if shop

keepers give a refund in Greece when an item is faulty. T could elicit from class how they feel about this situation.

Task 2

Direct students to the photographs on page 33. Ask students what life is like in this place. Ask, where they think the photographs come from. Ask if they think the place is in Europe or Asia. The country is Uzbekistan in Asia.

Ask students if they have a pen-friend in another country. Ask why it might be a good idea to have a pen-friend in another country. Encourage students to see how discovering about other cultures is good for everyone. Tell students to read the letter individually to understand what the writer's problem is. Discuss the students' answers as a class.

Task 3

Tell students to work in pairs to decide which model of phone to tell Yuri to buy for his brother. Tell students to think about mobile phones they know of and perhaps have and to use their experience to base their decisions.

Task 4

Explain that a letter to a pen-friend is different from an e-mail to a company as we see from the model given in Task 1 on the B/B. Elicit from students how the two letters are different. Ask what kinds of things might be in a letter to a friend. Remind students to try to use in their letter, the grammar and expressions of comparison that they met in the unit. The letter can be assigned as a homework task.

Lesson 3

Project

- 1-4. Explain to students that the aim of the project is for them to design an advertisement to make the products sound attractive.

First elicit from students what they notice about advertisements; *are they long, short, catchy, memorable, colourful, modern, with music, etc.?* Explain that there are many different techniques that advertisers use. Ask them what kind of ad they like.

Divide the class into groups of four. Instruct each group to complete the table. Encourage students to discuss their answers as a group. Each group must decide on which group member is responsible for a different part of the project. Student A might be responsible for visuals; Student B could be responsible for the text;

Student C could be responsible for the layout and presentation; Student D could be the presenter either as a spoken voice to support the ad and s/he has to prepare the text with Student B.

Create a sense of competition by telling students that there will be a competition for the most appealing ad to be judged by a panel from the class.

You could provide the following instructions on how to develop an ad on the B/B.

Steps to create an ad:

1. decide on your aim: is it shock, persuade, inform, warn?
2. decide on your target audience: kid audience requires kid language.
3. decide on how it will look: - the format - size - colours - print size.
4. develop a concept: fun, fear, guilt, etc?
5. what visual support do you need: text, visual, or both?
6. the headline: short, snappy, memorable.
7. keep it clear and simple: clear, precise, appealing positioning of text.

5. Activity 5 could be set as a writing task for homework.

Self-evaluation

Activity A

1. False
2. False
3. True
4. True
5. True
6. True

Activity B

Student's own answers.

Activity C

- Customer: I would like to see one of those new iPods please.
 Sales Assistant: Yes, sure. Any particular brand?
 Customer: Not really, just one that isn't too expensive.
 Sales assistant: Oh, I see. Well, here's the cheapest model we have.
 Customer: Can you tell me something about it?
 Sales Assistant: Well, it plays music and that's about it.
 Customer: Actually, I wanted something a bit better than that.
 Sales Assistant: How about this one? Only €350.

Customer: Oh no, that's far too much. Maybe, I will leave it for a while.
 Sales assistant: Okay, suit yourself. Bye.

Activity D

Troubleshooting solutions

1. Check that the mouse is connected properly.
2. Check that the keyboard cable is connected to the computer.
3. Double-click the recycle bin icon. Select the file. Click on Menu and then click restore.
4. Turn off the computer and then turn it on again. If it still doesn't work install the program all over again.
5. You might have no paper, or the paper is stuck. Check the paper and then check the connection.
6. There is a software problem. Press Ctrl+ Alt+ Delete then End the task to close the program. Then try to move the cursor.
7. The disk might be full or damaged.

Activity E

Suggested Answers

- a. best
- b. better than
- c. cheapest / most expensive ... best / worst
- d. cheapest
- e. better / more expensive

Workbook

Activity 1a

ANSWERS

1. c 2. d 3. b 4. e 5. a

Activity 1b

ANSWERS

1. c 2. d 3. a 4. e 5. b

Activity 2

Remind students that there are three kinds of adjectives. The first group consists of the irregular words like 'good' - better - best - not as good as - less-least. The second group consists of short adjectives that become comparative by adding **-er** and **-est**.

The third group consists of the longer adjectives, usually containing three or more syllables.

bles, although there are some two syllable words like *'famous'* that need *'more'* and *'most'* in the comparative and superlative. To form the comparative and superlative of longer words we need to use the words *'more'* and *'most'* respectively.

Point out to students that we often use the word *'than'* with comparative adjectives, but this is not always the case. For example we could say, *'of the two, your phone is better'*.

ANSWERS

far; further; the furthest; not as far as (point out how *'far'* has an irregular spelling)

good; better; the best; not as good as

bad; worse; the worst; not as bad as

expensive; more expensive; the most expensive; not as expensive as

easy; easier; the easiest; not as easy as

famous; more famous than

cheap; cheaper; the cheapest; not as cheap as

wonderful; more wonderful; the most wonderful; not as wonderful as

useful; more useful; the most useful; not as useful as

Point out that the superlative form is always preceded by *'the'*.

Activity 3

Check that students understand all the words in the task by quickly going through the statements with the class.

ANSWERS

The answers are open.

Activity 4

ANSWERS

ITEM	VIDEOPHONE	DVD Recorder	Laptop	CD Player
PRICE	125	275	565	97
FEATURES	Colour screen	Remote control	Infra red	Holds ten discs
DISCOUNT	5%	8%	12%	10%
FREE	Leather case	3 DVDs	Internet connection	5 music CDs
OFFER UNTIL	Jan 5th	Jan 19th	Jan 3rd	Jan 12th
GUARANTEE	18 months	24 months	24 months	12 months

Activity 5

Explain that this is a research task where students have to collect information to report back to the group.

Activity 6**ANSWERS**

- | | |
|----------------------------------|--|
| a. How much does this cost? | 1. Oh! It's too dear! |
| b. How about this black? | 2. Actually, I wanted something cheaper! |
| c. Which is the cheapest? | 3. This one! |
| d. Which batteries should I get? | 4. Well, these are the best. |
| e. What do you think of this? | 5. It's not as good as that one. |

Activity 7

This is open for the students to write whatever they wish.

Activity 8**ANSWERS**

1 odd, 2 right, 3 best, 4 expensive, 5 useless, 6 priced

Activity 9**ANSWERS**

As soon as I	hear
As far as I	know
As well as I	could
As sure as I	can
As good as	new
As sound as	a bell
As fresh as	the day
As good as	gold
As white as	a sheet
As right as	rain

Activity 10**ANSWERS**

1 - SMS; 2 - money; 3 - present; 4 - change; 5 - MMS; 6 - ever; 7 - pen

Activity 11**ANSWERS**

a) plug in, b) calls, c) file, d) install, e) log, f) store, g) last, h) crashes, i) download

It's Your Choice Student's Book

Reading 1

Lead-in

T. directs Ss to the questions a-e and tells class to discuss the questions in pairs.

Task 1

Answers: easier/more/better/faster/more/most/cheaper/best.

Task 2

Answers: new / most/ lighter / smaller / most / bigger

Task 3

T. instructs students to find information about computer games. T. tells Ss to ask four classmates the questions a-d and to complete the table by putting a tick beside each of the four names.

Task 4

T. directs Ss to report back to the class what they found out about the four classmates. T. directs Ss to the example sentences a-c to use in their report.

Task 5

Direct students to look at the cartoon sketch. Tell students to read the caption in the sketch and suggest what the aim of the sketch is. Elicit that the aim of the sketch is to poke fun at the way people let TV control their lives. They will watch it even when there is nothing interesting on. Ask students about the look on the two people's faces. Ask: Are the people interested or bored? Ask, what does this show us about TV?

Task 6

Instruct students to read the statements about the role of TV in pairs. Tell them to discuss the points in the statements. Then discuss as a whole class the students' views on the statements. Does the class mainly agree or disagree with the statements?

Task 7

Direct students to the Kaufman Spectrum chart. Explain that this chart can show whether people are watching too much TV and suggests ways how to control their TV viewing.

Tell students to read through the chart and discuss the ideas and description of viewing habits.

Task 8

Instruct students to use the chart to interview some family members or friends to see if they are watching too much TV. Tell students to write a short report on their findings and report back to the class in the next lesson.

It's Your Choice Workbook

Activity 1

ANSWERS

1. when 2 where 3. who 4. which

Activity 2

ANSWERS

(a) most expensive (b) best (c) cheaper (d) good (e) worst

Activity 3

ANSWERS

1. discount
2. brand
3. faulty
4. excuse
5. refund

Activity 4

ANSWERS

1. b 2. c 3. a 4. a 5. c 6. b 7. a 8. b

Activity 5

ANSWERS

1. 7. 4. 6. 2. 5. 3.

UNIT 4 COMMUNICATION

Topic	Communication
Grammar	The modal verbs: will, won't, have to, don't have to, should, shouldn't.
Reading skills	Skimming through a text and ignore unknown vocabulary to understand the general meaning.
Listening skills	Recognizing what someone means from the way they use their intonation.
Writing skills	Learning how to write a narrative through retelling what happened in a dream they have had.
Vocabulary	Verbs related to gestures and body movements
Aim	To show students how communication is much more than using language: people use their facial expressions, their body, the clothes they wear.

Cover page

Communication

Direct Ss to the title of the Unit. Ask Ss what they think the Unit is going to be about. Encourage a brief discussion on the different ways people communicate. Ss may refer to the use of phones and letters and e-mail. Encourage Ss to think situations where there is face to face communication and how people show how they feel.

Cross-cultural aspect of signs and signals.

Introduce the lesson on communication by asking Ss to state the different ways people communicate with each other. Ask: 'what does communication' mean?' 'How do people communicate with each other? Ask Ss if they have ever seen a portrait or painting with people. Ask: 'How do we know how the people in the painting feel?' Ask Ss: 'Have you ever heard of La Gioconda/ Mona Liza, a painting by Leonardo da Vinci which is in the Louvre Museum in Paris?' If possible, bring a copy of this to class to ask Ss to speculate on the woman's expression. If there is access to computers, the Mona Liza is available on the internet. Encourage Ss to think about all the various ways that people communicate: speaking, gestures, body language and writing.

Write the words: angry, happy, surprised, sad, excited, on the B/B. Ask Ss to guess how you feel. Use facial expressions to show: anger, happiness, surprise, excitement.

Select some Ss from the group and ask them to show the same emotions. Encourage a

brief discussion on how we can express how we feel without using words. Ask Ss if it is only humans who can show expressions on their faces. Ask Ss how they know when their dog or pet is happy or angry or sad. Ask Ss if they have ever heard of Mr. Bean (Rowan Atkinson). Mr. Bean is an English comedian who does not use speech in his comedy. All the comedy is in his expressions and the things he does. T could try to get a video of Mr. Bean and show one of the episodes to the class. Tell Ss to think of how people use their body and facial expressions in advertisements to show how they feel about a product. Ask Ss if they can remember any TV commercial where the gestures or expressions make them think of the product. Ask Ss ‘Which do you think is more important in a TV commercial - the words or the behaviour of the actors?’ Ask Ss where they can see people using gestures and facial expressions today as a form of entertainment. If the Ss reply in the theatre, encourage a discussion on the art of pantomime. Explain or elicit from Ss the value of pantomime.

Cartoons and communication

T could also elicit or ask Ss how cartoons communicate their message. Ask Ss if they like cartoons and why. Allow a brief class discussion on why cartoons are effective in telling a story. T could photocopy the cartoon below or any other from a daily newspaper and ask Ss what they understand from the cartoon. T could explain to Ss that cartoons are used in many different ways in society. For example, cartoons are used to show stereotypes of the characters of people from different countries. Cartoons are also used by newspapers to make comments about politicians or famous people. Cartoons are usually funny and so people enjoy reading them. T could make a photocopy of the cartoon below and ask Ss what the joke is. T will need to explain the phrase ‘to be into something’ meaning ‘to like’. T can give an example. “My friend is into tennis. He plays every day” .



<http://www.cartoonstock.com/directory/i/introduction.asp>

Direct Ss to the internet to find information on famous cartoonists. One of the most famous in Britain is a man called Hargreaves. He published books with cartoons where he mocks personality and stereotypes from different cultures.

Other forms of communication: The Morse Code

Ask Ss if they have seen the film Titanic. Ask if they can know or can remember from the

film how ships communicated with each other a hundred years ago before we had the phone and radio. The ships used Morse code.

Ask Ss how people like Indian tribes in America communicated with each other before the invention of mail and telephones. The Red Indians used smoke signals. In Ancient Greece people communicated with each other over long distances using flames from the tops of towers to make signals as a form of communication. This was called frikoria. It was a beacon (a fire lit on a hilltop or tower) as a signal, for example to warn of invasion. T could read out the following information in Greek to the Ss and ask them to find more information from the encyclopaedia or their history teacher or from the internet.

Ο πύργος - φρουκωρία είναι σε περίβλεπτο σημείο, έχει οπτική επαφή με άλλα τρία οχυρά. Θα μπορούσε να είναι ένας απλός watchtower, αλλά αφού λέει πύργος - φρουκωρία σημαίνει ότι επικοινωνούσε με φωτιές με τους άλλους πύργους (τα καθρεφτάκια στη διάρκεια της ημέρας, ίσως μετά τον Αρχιμήδη).

A. Direct Ss to the pictures on page 37. Ask Ss how each character shows how they feel. Ask Ss what other expressions or gestures show feelings. Encourage Ss to demonstrate some of these in class. Ask Ss what it is called when we express ourselves without using words:

ANSWER

Body language.

B. Suggested ideas for each picture: Picture 1 with the dog: the dog looks sad and unhappy; picture 2 with the girl jumping: she seems amazed or shocked; picture 3 with the girl who has her arms folded: she appears to be thinking about something; picture 4 with the ape: it seems to be afraid

C. Write the percentages: 7%, 55%, 38% on the B/B. Ask Ss which of these they think match with: a) the way we use our body to communicate, b) the way we speak, c) the actual words we use. Tell Ss to help them work out the percentages, to think of how they might tell their friend a story and what they do as they tell the story. Tell Ss that they will be able to check their answers when they read the text in the reading lesson.

As an extra activity T could set up a short pantomime to demonstrate the importance of expressions and gestures. T gives some situations. For example, how would someone's face look if s/he were afraid of something; if they had to meet the headmaster because they broke a classroom window; they had to tell their parents that they failed a test; they had to go to school when they felt ill. Tell Ss to mime the actions and get their partner to guess what they mean by the mime.

Lead-in

Task 1

Ask Ss what they can tell by the way someone is dressed, from the facial expression and the way they stand or sit. Ask Ss if they have ever seen someone and thought I like or don't like the person just from the appearance of the person. Ask Ss if they later changed their opinion.

To introduce a cross cultural aspect bring into class some pictures of people from other cultures, or create different images by giving Ss examples. For example: Tell the class. 'There is a man with a black beard wearing a turban and a long white robe' Ask Ss 'What can you tell about him?'

Ask Ss what they know about the religious sect 'Hari Krishna'? Show Ss a picture of a group from this sect and ask Ss to speculate why they are dressed as they are. Encourage Ss to realize that just because someone dresses differently, it doesn't mean anything bad.



<http://images.google.co.uk/images?hl=en&q=Hari%20Krishna>

Ask Ss to look at their history books and find a picture of someone from Byzantium. Ask Ss what we can tell about the way people are dressed.

Suggested ideas: The way someone is dressed gives us information about where they are from. It tells us in which period of time and history a person lives in; it tells us how wealthy someone is; it can even tell us about a person's education and job.

Ask Ss for examples of how clothes give us information about jobs, nationality, beliefs, wealth. Suggested ideas: If a man is wearing a suit and tie and carrying a briefcase, we can assume that he works in an office or uses his brain in his work. If we see a young woman in a mini-skirt wearing high heels and lots of fake jewellery, we might assume that she is not the President of the country, or even the Manager of the local bank. If we see a young man with tattoos on his arms and a stud in his nose or an earring in his ear, we can assume that he is trying to be trendy and fashionable or wants to look the same as his friends.

T gives Ss examples of people dressed in a different way and asks Ss to speculate what they can say about that person. If possible, it would be useful to bring into class some photographs of different people from magazines and use these to stimulate ideas.

Additional expressions to teach:

from the look of someone - what we can tell according to someone's appearance
 the look on his face - someone expresses some emotion and we can see it on his face
 strange looking - unusual
 to look after someone - to take care of someone
 to look down on someone - to behave in a snobbish way to someone
 to look up to someone - to admire someone
 to look forward to something - to be waiting impatiently for something to happen
 have a new look - to change appearance by changing dress style
 to look happy - to appear happy
 to take a look - to check something by looking at it carefully
 to look out! - be careful!
 You look as if you have seen a ghost - you appear to be frightened

Task 2

a) Direct Ss to the picture of the two people. Ask Ss to guess what the relationship is between the two people. Ask Ss to justify their opinions. Encourage Ss to notice the facial expressions, the closeness of the two people, the way the hands are used when talking, and any other gestures or physical information.

The relationship is mother and son and the mother is telling her son off. Encourage Ss to talk about the gestures, facial expressions and tone of voice their own parents use when they are angry or upset with them.

b) Answer: threat, promise, fact, offer, prediction

Grammar**Task 1**

Explain to Ss that the grammar in this Unit focuses on some of the Modal Verbs. Explain that we use modal verbs to show how we feel about something. Point out to Ss or elicit from Ss that the modal verb is followed by the base form of a verb. To get Ss to notice the form, write two or three sample sentences containing will, should, on the B/B. Explain to Ss that 'have to' is an irregular form of a modal verb and takes 'to' followed by the base form of the verb. Elicit from Ss some of the functions of the modal verb 'will', and 'should'. 'Will' is used: to make a promise; to offer help; 'should' is used to offer advice. To elicit the functions write three sentences on the B/B and ask Ss what they think the speaker means by the sentence. Write the function words on the B/B to help the Ss choose the functions. Go through the list of modal verbs on Task 1 and ask Ss if they know what the verbs mean. If Ss do not know the meaning of the verbs, give the following example sentences to guess the meaning or make up your own.

“Bye, John, I will see you next week”

“You don’t have to go to school next Monday. It’s a holiday”.

“You shouldn’t point your finger at the teacher. It’s not polite!”

Tell Ss to work in pairs to do the sentences. Allow a couple of minutes for this task and then take class feedback. Point out to Ss that the negative of ‘will’ is ‘won’t’.

Task 2

Direct Ss to the sketch of the cafeteria and the people who are doing different things. Tell Ss to look at the sketch and find six examples of wrong behaviour; what the people should or shouldn’t be doing in the cafeteria. Take class feedback of what the Ss have found. Tell Ss to make short dialogues in pairs like the example. Write the following dialogue on the B/B and model it with two Ss.

A: The boy with the glasses **shouldn’t push** the boy in front of him

B: Yea, you’re right. He **should be** more careful.

Point out to Ss that they need to indicate which person they are talking about and that this can be done with the structure: The boy with the; or, the boy on the right/left, etc. Elicit from Ss what verb form follows the modal ‘should, shouldn’t’.

Draw Ss attention to the fact that the bare infinitive follows the modal verbs like ‘will’ and ‘should’.

For more advanced groups T could write the following example dialogue:

A: The girl with the tray **shouldn’t be sitting** at a table.

B: Yea, he **should be taking** orders from customers.

T can ask Ss what they notice about the verb form in this dialogue. Elicit that the bare infinitive is still used but because the verb is ‘be’ it is necessary to have ‘ing’ on the verb. T should provide further practice on the should be + ...ing form by giving example sentences for Ss to transform. The first sentence leads the Ss to produce the ...ing form of the verb. For example:

A: The girl **is chewing** gum.

B: She shouldn’t **be chewing** gum.

With weaker classes, T should get Ss to notice the form first and then provide four or five sentences like in ‘A’ for Ss to transform.

Task 3

Explain to Ss that there are only two modal verbs which take 'to'. One of these is 'have to', and the negative 'don't have to'. Write the following statement on the B/B.

In Arab countries, children **have to** go to school on Sunday

Cultural Corner

T asks Ss: Do you know of any other habits or customs around the world where people have to or don't have to do specific things? For example, Chinese school children have to learn English at school. For further information on China T can direct Ss to the site: <http://depts.washington.edu/chinaciv/>

T asks Ss some questions like: 'Do young people in other countries have to learn English at school?'; 'Do English kids have to learn any foreign languages?'

Tell Ss to find the answers to these questions on the internet or by asking friends or relatives who have been abroad.

Elicit from Ss what they think 'have to' means. Elicit from Ss different things that they *have to do* in their everyday life. Then ask Ss to give examples of things that they *don't have to do*. T tells Ss to imagine that they are the following people. Tell Ss to imagine what kinds of things these people have to do or don't have to do each day. Students take different roles each time: employee, taxi-driver, teacher, son, daughter, father, mother. Take class feedback.

Pronunciation

Point out to Ss that the pronunciation of 'have' in 'have to' is different from the normal pronunciation of 'have'. Here, 'have to' is pronounced like 'haf' to'. Choral drill 'haf to' by asking Ss what they have to do each day. T quickly goes round the class and asks Ss to say something that they have to do each day. For example: 'I have to go to school'.

Tell Ss in pairs to complete the dialogue in Task 3 and to practice the dialogue. Ask a pair of Ss to model their dialogue.

As a check of comprehension of form of the three modal verbs they have met, elicit from the class one sentence for each verb in the affirmative and negative form.

Pre-reading

The teacher could introduce the topic by reading the following text to the class and ask Ss what gestures they know to show different emotions and feelings. Ask Ss to listen for words to do with parts of the body as you read out the text.

Most of the basic communication gestures are the same all over the world. When people are happy they smile; when they are sad or angry they frown. Nodding the head is almost used everywhere to show that you mean 'Yes' or that you agree with the speaker. It is also used by deaf and blind people. Shaking the head from side to side to indicate 'no' is almost universal although in Greece many people raise their forehead and eyebrows to say 'no'. The evolutionary origin of some gestures goes back to our primitive past. Baring the teeth comes from the act of attacking and is still used by modern man when he is very angry although he will not attack with his teeth. Smiling was originally a threat gesture, but today people smile to show friendship. Another gesture is the shoulder shrug which means 'I don't know' or "I don't care'. It has three main parts: open palms of the hands up, hunched shoulders and raised eyebrows. However, just as verbal language may differ from culture to culture, so too does body language.

Adapted from:

Alan Pease (2003:11) *Body Language: How to read others' thoughts by their gestures.* Sydney: Sheldon Press.

Check what words Ss heard and ask them if they heard the verbs that go with each part of the body. Check as a class.

T goes through the leaflet by reading it aloud to class. Tell Ss that there are some things mentioned in a-f which the seminar will NOT cover. Ask Ss to skim the statements to find which the seminar will not include.

ANSWERS

a, c.

Encourage class discussion why topics a and c will not be in the seminar.

T reads out the information on the leaflet. Ask Ss to guess what kinds of topics the seminar will cover. Elicit the meaning of the word 'admission'. Teacher gives an example. Teach the meaning of the word 'gestures' by demonstrating what a gesture is with your hand. Ask Ss if they think it would be useful or interesting. Ask, Ss to justify their answers.

SUGGESTED ANSWERS

The seminar will help people discover the hidden secrets of others through understanding the way they move and sit.

Reading

Direct Ss to the title of the leaflet on page 40.

Ask Ss if they know of any songs with the words 'Body Talk'.

There are different songs with the Body Talk theme by Donna Summers, Selena and another by Kylie Minogue. Ask Ss if they have heard any of these songs and if they liked or disliked them. T could play the first verse of the song by Selena to set the scene for the reading.

Selena 'Body Talk'

I know that you've got my lead
Am I so easy to read
My eyes must be speaking your name
My touch must burn like a flame
I believe
That love doesn't come when you planned
Here I am
Caught up with these feelings I don't understand

Ask Ss to think of how they use their body to show how they feel. Spend a few minutes brainstorming body movements with class. Write some of the gestures and body movements on the B/B.

Reading Text

Direct Ss to the pictures at the side of the text. Encourage student feedback on how they think each person feels and which part of the body the person uses to show these feelings. Discuss Ss answers as a whole class.

Task 1

Tell Ss to **scan** through the text individually to see who can find the answer to the question in Task 2 on page 41. Remind Ss that they are looking at the text for specific information so they do not need to worry about the meaning in general.

ANSWERS

1. False
2. False
3. True
4. False
5. True

Task 2

ANSWERS

- 55% - communication with body language
- 38% - communication with our tone of voice
- 7% - communication with the words we use

Tell Ss to read the text quickly to find examples of body language and to compare their findings with the gestures and body movements on the B/B.

Take class feedback to check the answers.

Task 3

SUGGESTED ANSWERS

amazing
pleasant
happy
sad
curious
admire
smile
frown
shrug

Vocabulary

Task 1

Teach the words: frown, gaze, stare, glare, peep, smile, cold look through demonstration of your own facial features. Or, elicit the meaning of the ways of looking from the class. Ask Ss what makes people frown, stare, smile, etc. Tell Ss to think of examples of different situations from everyday life.

ANSWERS

1-c; 2-i; 3- g; 4-b; 5- f; 6- d; 7-a; 8- j; 9-e; 10-h.

Shrug shoulders - picture (raise both shoulders at the same time)

Nod the head - picture (move the head up and down)

Point the finger - picture (point at someone)

Raise the eyebrows - picture - (keep the eyes still and raise the eyebrows)

Bite the lip - picture (usually to bite the bottom lip from fear or anxiety)

Twist the face - picture (to raise one side of the face to show dislike of something)

Squeeze the nose - picture(to squeeze the nose between two fingers)

Fold the arms - picture (put one arm over the other)

Clench the teeth - picture (put the top row of teeth on top of the bottom row and show the teeth to another person)

Clear the throat - picture (to cough in an almost false way)

Task 2

Tell class to find the verbs: seems, sounds, looks, feels. Elicit from the Ss what words follow each verb. They are followed by an adjective. Discuss as a class what words usually follow a verb - the adverb. Get Ss to notice that these verbs take an adjective.

T. writes the following example on the B/B.

Perhaps it sounds, but James ate frog legs for lunch yesterday.
(disgusting / disgusted)

Ask Ss for the correct answer.

ANSWER

1. disgusting

More examples:

The weather feels..... tonight.

John seems..... today.

Martin sounds

Andy looks

SUGGESTED ANSWERS

cold, happy, sad, afraid

T asks Ss which school subject involves body movement: the answer is Physical Education. T checks that Ss know what yoga is. T asks Ss how yoga could be useful form keeping our bodies in good shape. T could ask the Physical Education teacher to include some yoga in a lesson and to tell the Ss the names of each position. Some yoga positions are:



Make a photocopy of these positions to show to class or to give out to each student and ask Ss to find out what they are and why we should do them. Tell Ss to ask their Physical Education teacher. Or, tell Ss to check the internet site <http://www.lhj.com/home/Yoga-Positions-and-Stretches.html>

2a

The aim here is to get Ss to notice the difference between Present and Past participle adjectives.

Write the following on the B/B:

Bill is bored.

Bill is boring.

Discuss as a whole class the difference in meaning between the two sentences.

Give Ss some Past Participle adjectives and elicit 'ing' adjectives and tell them to write down three pairs of sentences to show the different meaning of the adjectives when they are used in both the Past Participle and Present Participle.

ANSWERS

1. disgusting
2. tired
3. excited
4. shocking
5. surprised

2b

To check that Ss have understood the rule for the verbs: sound, look, feel, seem, appear. Tell class to complete the rule by putting a circle around the word: adverb or adjective. Check answers as a class.

Task 3

Remind Ss that people use facial expressions to show emotions. Tell class to work in pairs to show how they express the emotions in task 3. Tell Ss to compare their facial expressions. T could make a game from this activity by making the groups of 3 with the third Ss acting as a judge to say which student's expression shows the emotion. This activity will add some fun to the lesson.

Other fun tasks include the following:

T could set an extra task for the Ss to play a game whereby students pretend to be famous celebrities with distinct facial expressions of well-known personalities. The others try to guess who it is.

Or, students play a game called 'Charades' whereby the student has the title of a film or TV series or book and mimes the title for the other students to guess what the title is.

Teacher can write the name of a film title on a piece of paper and give it to one of the Ss. Explain to the student that s/he has to mime the title but not use any words. Set a time limit on how long the student has to try to mime the title.

Lesson 2

Write the following words on the B/B. disappointment, apathy, boredom, guilt, jealousy. Demonstrate the meaning of the words but do not tell Ss which word you are demonstrating. Tell Ss to guess how you feel. Then tell Ss to match the words to the pictures. Check answers as a class.

PRE-LISTENING ANSWERS

1. disappointment
2. apathy
3. boredom
4. guilt
5. jealousy

Listening Script

Tell Ss to look at the picture and say who they think the people are - what is their relation? Ask Ss to guess how the people feel at that moment.

Tell Ss that they are going to listen to a dialogue between two boys. Tell Ss to listen to the way the students talk to each other and to decide if it was a good conversation.

T asks Ss what it is the Clark wanted to know more about: a) a football game, b) a charity c) a film. T can write these a,b,c options on the B/B.

ANSWER

Clark wanted to find out about a charity.

T elicits or explains to Ss what charities do. T can direct Ss to the differentiated pedagogy activity on page 156, and explain about the Charity organization OXFAM.

Adapted from:

<http://www.bteducation.org/>

Clark:	<i>I was in my dad's car with my cousin Andy and I really wanted to know about this charity project he was involved in. It seemed like a great opportunity to find out about it.</i>
Clark:	How did that charity thing go the other week; you know helping out with the adventure playground?

Andy: Oh,...., it was eh..... alright. [**bored response - unwilling to talk**]
 Clark: I mean.... What were the other people like? I was thinking about doing something like that myself.
 Andy: Well,... it wasn't too bad. [**bored response**]; you know helped out.
 Clark: Will you be doing it again?
 Andy: Maybe, I dunno.
 Clark: Did you have to spend a lot of time there.
 Andy: Hm! Kinda!
 Clark: I think I'll ring up to find out more.
 Andy: Yea, you should.

Task 1

ANSWERS

1. c 2. b 3. c

Tell Ss that they are going to listen to a conversation Clark had with his mother when he told her how he felt about Andy.

Clark: **Later on when my mum asked me how I got on with Andy, I decided to try and explain how I felt properly.**
 Mum: Well, how was your day out with Andy?
 Clark: Actually mum, I didn't really enjoy it.
 Mum: Oh, I'm surprised to hear that, why?
 Clark: It's Andy mum. I asked him about the charity work he did on the adventure playground and he didn't put any effort into answering my questions. In fact, he was a bit rude, I thought.
 Mum: Oh dear! That's a shame! Didn't he apologise?
 Clark: Yea, I know. The problem is I want to find out how I can do it too but now....
 Mum: I know, I'll call Andy later and ask him.
 Clark: Oh no mum, you don't have to do that! I don't want to bother with Andy anymore. I think what he did was rude. And anyway, I'll ask someone else at school.
 Mum: Okay, fine, but I still think Andy should apologise to you.
 Clark: No mum, leave it. It'll be alright. It's no big deal anyway.
 Mum: Alright, whatever you want! But from now on, I think you shouldn't hang out with him anymore.

Clark: Yea mum, Maybe you're right! Or perhaps I should just explain to how I felt the next time we meet.

Mum: Sure, that's a good idea too, but I still think it would be better not to have him as your friend.

Later

Clark: **I think that conversation worked out a lot better because I tried to I let mum know what was going on and what I was worried about. In fact, we found a solution and I managed to find out more about the charity.**

Task 2

ANSWERS

1. a 2. b 3. a

Speaking

Task 1 & 2

Make the following statement to the class with the stress on HAT: 'Your **HAT** is on the floor'.

Elicit from Ss how you feel and what the main point of your statement is. The main point is that the HAT is on the floor so the emphasis is on giving information about the hat. Repeat the same statement with the stress on different words and ask Ss to work out what the main point of each utterance is. The aim is to show Ss how intonation and stress shows how we feel about a particular situation.

Tell Ss to try to vary the meaning of a statement by changing the stress and intonation on different words when they repeat the same utterance. Tell Ss to write out a statement and read it aloud to their partner. The partner should guess what the main focus of the statement is.

Take class feedback and allow a short time for class discussion on the importance of intonation and stress.

Remind Ss that people use more than words to show how they feel. Remind Ss of the words and expressions they met in the reading text. Tell Ss to use these words and expressions in their discussion with their partner.

Tell Ss to mime the emotions in task 2 to each other for their partner to judge if they are good at showing the emotion or not.

Task 3 & 5

Remind Ss of the main grammar points in the Unit: will, have to and should.

Explain to Ss that they are going to read some situations and that they should make a response to each using the words in italics in Task 5. T should read out the first situation as an example:

Situation: Your little brother is playing football in the sitting room.

Response: You'll break something. Stop it!

Take class feedback.

Task 4 a

Ask Ss if they know of any gestures that people make in other countries. For example, are there other countries where the people raise their eyebrows and lift their head up to mean 'No' like people do in Greece?

Read through the descriptions of the gestures with the class and elicit from Ss what they think each one means.

- i) a sign that someone feels sleepy
- ii) telling someone to come closer to you for you to say something
- iii) indicating that you are feeling hungry

Ask Ss to mime or demonstrate other gestures and facial expressions they know of which mean different things. Allow class activity.

T can get Ss to think of all the different kind of gestures they have seen people use and suggest what the expressions and gestures mean. T tells Ss: For example: if someone touches the side of his head with his first finger and twists his face slightly at the same time, it probably means he is saying to the other speaker, "See? I told you so!"

Task 4 b

Tell Ss to look at the photographs and say what they think each person means by their body language, gestures and facial expressions.

Tell Ss to guess which photograph was taken in each of the countries: India, Turkey and Albania. The meaning of the gesture in each photograph is:

Pic 1. Turkey

Pic. 2. Albania

Pic. 3. India

i. Hello!

ii. It's round

iii. Peace and love

Ask Ss to justify their choices.

Writing

Dreams as Communication to Ourselves

Ask Ss if they can remember any dreams they have had. Allow a few minutes for class discussion of the dreams Ss remember and get the class to speculate on what the dreams mean. Tell Ss to look at the photograph of the man. Ask Ss if they know who the man is. Tell Ss that the man is Sigmund Freud. Ask Ss if they know anything about Freud. Read out the short text on Freud and discuss as a class the work Freud did on psychoanalysis and dreams. Ask Ss how they think that dreams can be like messages to ourselves. Ask Ss what they do to find out what a dream means. Explain to Ss that in the past people looked at specific books like Dream Almanacs to find out what the message in their dreams was. Ask Ss where they find out the information today. Ask Ss if they believe that dreams have any value as messages or that they are just something else.

Add suggestions for explaining dreams: dreams and explanations - examples.

Task 1

Ask Ss where they could find out what a dream means. T explains to Ss that the explanation of dreams is not scientific and is only based on what people associate with different scenes. T can elicit from Ss if there are other people who believe they can tell us about our future. T leads short class discussion on fortune telling and how it cannot be proved to be true. T should lead Ss to the conclusion that dreams and fortune telling are not reliable as ways of predicting the future and that people find it amusing to hear what other people say dreams and different star signs mean. T should lead Ss to see that dreams and fortune telling have no scientific basis and can therefore not be trusted to be true.

Task 2

Explain to Ss that although it is impossible to say that dreams can tell us what will happen in the future, it is possible, according to psychologists, that dreams are our brain's way of helping us to make sense of the world we live in. Explain to Ss that the Aborigines (the first native peoples in Australia) believed in dream sequences to help them understand their lives. Tell Ss that the Aborigines painted scenes on the walls of their caves of the dreams they had. Tell Ss to look at their encyclopaedia or the internet for more information about the Aborigines and their dreams at the address: <http://www.dreamhawk.com/oz.htm>

T tells Ss some dream scenes and asks Ss to interpret them to arrive at a meaning: For example:

- a) To dream of the colour black shows you are afraid to be on your own. It also shows that you have some kind of problem with friends.

- b) To dream of brown means that you feel free; you will be successful with lots of money and happiness.

T tells Ss that they can find further information about the meaning of dreams at the following web address: <http://petrix.com/dreams/>

Task 3

Tell Ss to look at the sketches inside the bubbles of some dreams. Ask Ss to guess what the dream in each sketch means. Allow a short class discussion on the meaning of dreams.

ANSWERS

- i. a ii. c iii. b iv. e v. f vi. d

Task 4

Explain to Ss that they are going to read 3 letters to a magazine asking for an interpretation to dreams. In pairs, the Ss try to find the correct response for each letter.

A-2

B-3

C-1

Task 5

Explain the task to the class and tell Ss to use the information and model responses to help them to write their letter describing a dream they had. Tell Ss to exchange their dreams and give their partner an explanation for the dream.

Ss can use any dream theory or explanation they want.

Project

Elicit from Ss what our clothes tell other people about us. Use one or two Ss from the class as an example or bring in some photographs of eccentric people who are dressed in unusual ways. Ask Ss to speculate what they can tell about the people in the photographs. Stereotypes: woman with a short skirt and man with an earring, model.

Direct Ss to the words in the box and check that they know all the words. If necessary, use the visuals of the people to explain the meanings of plait and beads.

Task 1

Direct Ss to the visuals of the people from different countries. Ask Ss to describe the pictures.

Remind Ss of the form they used earlier in the Unit in Grammar Task 2 to specify which person they refer to. For example: 'The woman with the ...'

Project: Make your own clothes

Tell Ss in their groups to write a description of someone in the class and then to design clothes for him or her for a fashion magazine. Tell Ss to create a collage poster and ask the person for a photograph to include in the collage. Ss could have a show to see which the best design is.

Self-evaluation

- A. a) will b) have to c) shouldn't d) won't e) needn't f) must
- B. a) pointed a finger b) shrugged their shoulders c) clenched his fist
d) folded their arms e) was biting her lip f) raised his eyebrows
- C. i) stare ii) squint iii) peep iv) glare v) gazing
- D. promise
- E. Complete the statements by using words from the box.
1. suit 2. nightmare 3. promised 4. facial 5. communicate 6. terrible
- F. Match the people to their body language and the clothes they are wearing.
1- b 2- c 3 - a

Workbook

Activity 1

1.E 2.G 3.B 4.F 5.A 6.D 7.C

Activity 2

1. impression	4. personal	7. emotions
2. tone of voice	5. relationship	
3. communication	6. body language	

Activity 3

1. shouldn't	3. don't have to	5. won't
2. will	4. should	6. have to

Activity 4**SUGGESTED ANSWERS**

- | | |
|----------------------|-----------------------------------|
| 1. You don't have to | 4. You should get here a CD. |
| 2. I will. | 5. No, you shouldn't. |
| 3. No, I won't. | 6. We have to read pages 4 and 5. |

Activity 5

- a) disgusted when she heard about John's terrible behaviour
- b) tired after running 5 kilometres.
- c) excited when her dad gave her the present.
- d) angry because her sister broke her mobile.
- e) shocked when Nora kissed him.
- f) surprised when his mum made lunch.
- g) indifferent when they heard there was a cat in the tree.
- h) sympathetic when she told him the bad news.

T. should point out to Ss that 'sympathetic' in English means to 'feel sorry for someone'. It does not mean that you 'like' someone, as it means in Greek.

Activity 6

- A. stare B. squint C. glare D. gaze E. peep

Activity 7

- a) staring b) peep c) glared d) gazes e) squint

Activity 8

- a) twist the face
- b) shrug the shoulders
- c) point a finger
- d) nod the head
- e) bite your lip
- f) raise eyebrows
- g) fold your arms
- h) clench your fist
- i) squeeze your nose

Activity 9**SUGGESTED ANSWERS**

- | | | |
|-----------------------|----------------|--------------------|
| a) Shrug my shoulders | b) Nod my head | c) Point my finger |
| d) Raise my eyebrows | e) Bite my lip | f) Twist my face |
| g) Hold my nose | | |

Activity 10

amazing excited shocked relaxed embarrassed

Activity 11

- | | | | |
|-------------------|--------------|--------------|--------------|
| 1. disappointment | 3. guilty | 5. curiosity | 7. jealousy. |
| 2. bored | 4. apathetic | 6. happiness | |

Activity 12

- | | | | | |
|--------------|-----------|---------|----------|--------|
| a) fail | b) show | c) feel | d) judge | e) had |
| f) interrupt | g) ignore | | | |

Activity 13

- i) a
- ii) c
- iii) e
- iv) b
- v) d

Activity 14

- | | | | | |
|-----------------|------------|------------|--------|--------------|
| a) conversation | b) gesture | c) message | d) had | e) nightmare |
| f) yawn | g) pretty | h) pay | i) up | j) outfit |

Activity 15

Word search for 10 articles of clothing

sweatshirt	v	S	W	E	A	T	S	H	I	R	T	s
earrings	B	e	a	b	e	h	o	l	r	t	R	e
skirt	E	A	R	R	I	N	G	S	r	f	A	t
tracksuit	L	e	a	d	J	A	C	K	E	T	C	e
belt	T	u	h	y	C	H	A	I	N	e	K	a
necklace	s	e	a	r	t	h	e	R	g	u	S	s
bracelet	B	R	A	C	E	L	E	T	a	u	U	d
chain	g	h	r	u	i	l	a	d	c	e	I	r
hairband	f	f	u	i	k	r	e	b	h	n	T	f
jacket	N	E	C	K	L	A	C	E	a	r	E	h
	b	k	f	r	t	u	l	e	i	t	u	l
	e	r	H	A	I	R	B	A	N	D	d	e

Activity 16

1. a. 2. e. 3. d. 4. c. 5. b

It's Your Choice - Student's Book**Quiz**

T divides class into groups and tells them that they are going to play a quiz. T can make sure that there should be at least one student in every group who is good at Geography and draws on B/B as many columns as the groups. Ss do the quiz in their groups and one from each group gives the class the answers the group has decided on. T writes the answer on B/B and the group that has most correct answers wins.

Answers: 1a, 2c, 3a, 4b, 5b, 6c

Reading

Task 1

T tells Ss that they are going to read 4 short paragraphs. They can read them and then in pairs decide which heading corresponds to each paragraph. T takes feedback from each pair asks them to justify their answers. Then T. writes the correct answers on the B/B.

ANSWERS

1. b 2. c 3. d 4. a

Task 2

T tells Ss to work in pairs again and fill in the gaps. T makes sure Ss know the meaning of the missing words

Answers: 1.dream, 2.shoes, 3.trees, 4.arms, 5.bag, 6.bees

Task 3

T directs Ss attention to what they had read in their coursebook about the interpretation of dreams (page 44), and encourages Ss to talk about the different elements of the dream. For example T can ask Ss “What is a bee for you?” “Is it something useful, something annoying or, something dangerous?” T. Can write a list of the different elements of the dream on B/B and what they represent for the Ss. For example: Countryside (How does the countryside make you feel?)

How do you feel when you do not wear shoes? = It means you’ll do well in your career

Olive trees= you’ll have many children

Long arms = you’ll become rich

A big bag=you’ll become poor

Bees = you’ll have a successful family life

Once T has asked the class questions about each component of the dream then T divides Ss into groups and allows 5 min to discuss and decide on the meaning of the dream. T gets group feedback and involves the while class to discuss the different interpretations and finally helps Ss to decide on best interpretation.

It's Your Choice - Workbook

Activity 1

- 1- f
- 2- e
- 3- b
- 4- a
- 5- g
- 6- c

Activity 2

1. shrug my shoulders
2. raise my eyebrows
3. fold my arms
4. bite my lips
5. clench the teeth

Activity 3

1. surprised
2. disgusting
3. shocked
4. exciting

Activity 4

1. you will be rich
2. you will have a successful life
3. you will have many children
4. you will always have money

UNIT 5 CHANGE AND EXPERIENCE

Topic	Change and Experience
Grammar	Introducing Present Perfect; Past Simple and comparing their uses.
Reading Skills	Recognizing features of informal language in postcards.
Listening Skills	Listening for detail or specific places
Writing Skills	Using visual stimulus to write a postcard.
Vocabulary	Time phrases: at the age of, for, over the years, until now, since, in her life.
Aim	To describe changes and experiences.

Set the scene

Change - Experience

T asks class: *"Who has bought something new recently?" "What have you bought?"*

T accepts any answers from class and writes the items on the B/B.

T asks class: *"Who has seen a good film recently?" "Which film have you seen?"*

T takes feedback and writes the name of two or three films.

T divides the B/B into two columns and asks the class to decide which column each answer fits into.

SUGGESTED ANSWER

The items the Ss have bought fit into the change column.

The films the Ss have seen fit into the experience column.

Ask Ss to justify their choices. Ask Ss: How is buying a new item a change, and how seeing a film is an experience?

SUGGESTED ANSWER

A new item means that something has changed in their lives.

Going to see a film is something we experience. It is not a change.

Change

T brings into class a photograph or picture which shows something different in the area where the Ss live. It could be a photograph of a new building, a new park, or a demol-

ished building. Or, the T could ask Ss to look around the room and see if any of their friends have changed their appearance recently. Perhaps one of the students has got a new earring, or a nose stud. Or, perhaps someone has dyed her hair. The aim is to demonstrate 'change'.

Experience

T tells Ss about something s/he has done recently. "*I have been to the cinema*"; "*I have eaten some salad*". T could ask Ss to say what they have done recently.

T asks Ss: "*Have you eaten any junk food recently?*", "*Have you seen any good films recently?*" Take class feedback and check that Ss have understood the difference in concept between change and experience. T tells Ss: "*Tell me something that has changed in your life recently*"; "*Tell me about something that you have done recently*".

Cover page

Direct Ss to the sketches on page 49. Ask Ss which scene shows something which has changed and which scene shows an experience.

SUGGESTED ANSWERS

The young man has *bought* a bike. That is a change in his life.

The young girl has *been* to the dentist. That is a bad experience in her life.

The man has just *finished* eating lunch. That is a good experience in his life.

The man has just *missed* the bus. That is a bad experience in his life.

The girl has just *dyed* her hair. This is a change in her life

Ask Ss to explain their answers by saying which is a change and which is an experience.

Briefly explain to Ss that we use the Present Perfect when we focus on the action and not on when the action happened. Remind Ss that when we want to focus on when the action happened, we use the Simple Past tense. Remind Ss of the verb form for the Present Perfect. Write the following verbs on the B/B under Infinitive - Past Simple - Past Participle.

	Infinitive	Past simple	Past participle		Infinitive	Past simple	Past participle
A.	play	played	played	B.	see	saw	seen
	walk	walk	walked		do	did	done
	close	closed	closed		eat	ate	eaten

Explain to students that the verbs in A are regular verbs, (verbs that have the same form as the infinitive but add 'ed' to the Past Simple and to the Past Participle), and that the verbs in B are irregular verbs (verbs that have different forms from the infinitive and the Past Simple and Past Participle). Elicit from class if Ss know the Past Simple and Past Participle of other verbs. Write the following verbs on the B/B: have, go, steal, write, take, make, know, find, know. Ask Ss to write the verbs in the other two forms: Past Simple and Past Participle.

Lesson 1 - Change and experience

Lead-in

The Lead-in focuses on examples of both change and experience. Sometimes it is very difficult to say which is which as in '*she has cleaned her shoes*' is a change as the shoes are different. It is also an experience as it is something she has done.

But point out to Ss that the action of 'cleaning the shoes' is the main point. It does not matter WHEN the shoes were cleaned.

Ask Ss: "*Have you ever been on a trip or holiday?*" Ask Ss. "*What kinds of things do you take with you when you go on holiday? What do you prepare before you go?*"

1. The aim is to familiarise students with the different uses of the Present Perfect and to contrast the Present Perfect form with the Simple Past. Direct the students to the sketches on page 50. Elicit information about the sketches from the students. E.g., What time is it? What's happening at this time?
2. Tell the students that Rose is about to go on a trip and that the sketches show what she has done to prepare for her trip.
3. Tell students to circle what Rose has done.
4. Check answers with the class.
5. Ask questions in Present Perfect about the pictures. E.g., "Has Rose..." If students simply answer "Yes" or "No" at this stage, repeat the answer in the appropriate form, i.e., "Yes, she has"/ "No, she hasn't" and encourage students to answer in this way.
 - Tell students to discuss the differences between the two sketches in pairs. Give them an example: "At two o'clock, Rose's shoes are dirty but, at 7 o'clock, her shoes are clean".
 - Get feedback from the class by eliciting answers from various students.
 - Hold the sketches up in front of the class so that the students can see them clearly. Point to and describe one example from each sketch. E.g., "At 2 o'clock, the window is open but, at 7 o'clock, the window is closed." "Why?" "Because Rose has closed the window". Repeat this with other examples from the sketches. Give students the opportunity to offer answers themselves using the Present Perfect.

Task 1

A. Find the differences

Tell Ss to find the differences in the two pictures on page 50. The differences are: the shoes are clean; her hair is short; some cake is missing; the computer is off; the window is closed; there's a message on the notepad; the car is clean.

Tell Ss to use the differences to make a statement using the Present Perfect as in the following example. Write the example on the B/B.

She has cleaned her shoes.

Allow a few minutes for Ss to write out their sentences. Tell Ss to compare their answers with their partner. Check as a class.

B. Explain to students that they have to match each part on the left with a suitable ending from the list on the right. Read a. aloud to the class and elicit the correct response. Tell students to continue the task.

ANSWERS

- a. She has cleaned her shoes.
- b. She has cut her hair.
- c. She hasn't packed her suitcase yet.
- d. She has eaten some cake.
- e. She has turned off her computer.
- f. She hasn't closed the window yet.
- g. She has written a note to Thanos.
- h. She has washed her car.

T writes the following statement on the B/B.

In the sentences in Task 1 there are / there aren't any time words. (*there aren't*)

Take class feedback and discuss what the statement means. Ask Ss why there are no time words in any of the sentences in Task 1.

It is important that Ss understand that the Present Perfect does not have any specific time reference. T writes the following sentence on the B/B and asks Ss why it is not correct. *Chrissa has bought a new car last week.*

Ask Ss to make up a sentence of their own and compare their sentence with their partner. T tells Ss to write their sentence in their notebook.

T points out to Ss that The Present Perfect is called the PRESENT Perfect because it has

something to do with an action or situation in the PRESENT. This is one of the reasons why you do not need a past time word.

Task 2

Explain to Ss that they have to make statements to their partner about the things they have done or haven't done today. Direct Ss to the example sentences on page 50 Task 2. Elicit from students what they think 'already' and 'yet' mean. Tell Ss to use 'already' and 'yet' in their sentences. For weaker Ss T could ask questions: *Have you telephoned your friend yet? Have you read the newspaper yet?*

T goes round the classroom and offers help to students with the intonation pattern of the question form. Point out to Ss that the intonation pattern of a Have + Present Perfect + yet question falls off towards the end of the question with the voice going down: *HAVE YOU EATen any CHOcolate yet?*

Task 3 - Cultural experiences

T writes the verb be. *be-was- been; go - went - gone* on the B/B. Give the following example. *"Today, I have been to the headmaster's office and he was very happy"*.

Elicit from Ss answers to the following: *Where am I now? Where have I been this morning?* The Ss will say you are HERE now. You have BEEN to the headmaster's office. Explain to Ss that the verb 'go' becomes 'have/has been' when we mean that someone has travelled to a place and has come back. Ask the class members: *Where have you been this morning?*

Now write the following sentence on the B/B. *'My sister has gone to London but she doesn't like it there'*. Elicit from Ss answers to the following questions: *Where is my sister?* The Ss will say she is IN London.

To emphasise the point, send one of the Ss outside the classroom. Ask the class. *'Where is X?'* Then tell X to come back into the classroom. Ask the Ss. *'Where has X been?'*

Now T directs Ss to the examples in Task 3 on page 51. Get two students to read out the example sentences. Then ask Ss to tell you their own sentences about someone they know. For example, *'My father has been to Rhodes'; 'My uncle has gone to Sydney'*

T asks Ss: what can you think of as a cultural experience?

Suggested answers: Food, buildings, habits, daily life.

Tell Ss to read the sentences on page 51 Task 3 to decide where the speaker in each is at the moment she is speaking. Where is the friend now? Which words tells you the answer?

been = someone has been somewhere but they have returned
gone = someone has gone somewhere and they have not returned

- a) *"I have been to Rhodes but I prefer it here in Thessaloniki".*
 b) *"Here I am at home, but my friend has gone to Santorini and I miss him."*

1. Write the two examples sentences on the B/B. Ask the students: *'In a), where is the speaker?'* (She's in Thessaloniki) *'Where has she been?'* (She's been to Rhodes). Point out that *"I have been to ..."* shows that she WAS in Rhodes but now she has returned. For b), ask the students: *'Where is the speaker?'* (She's at home) *'Where is her friend?'* (He's in Santorini). Elicit from the students how they know this (*'my friend has gone to...'*) Point out that *'has gone'* shows that he went to Santorini and he is still there.

Direct Ss to the Grammar box and ask them if they can add any other verbs: regular and irregular to the list of verbs in the box.

Pre-reading

Task 4

Explain to Ss that this task relates to cultural experiences people have when they travel to a new city or country. Ask Ss what is the best way to learn about the culture of a city that you visit. Take class feedback and discuss Ss ideas. Ask Ss how a museum could give information about a country or city. Ask Ss if they have ever been to a museum. Ask Ss what kinds of things they saw and did. T goes through the vocabulary items in the box and checks that Ss understand the meaning of each item. For example, with some words, T explains the meanings to Ss: For example: *fossils* are the bones of very old animals; *artefacts* are different objects; minerals are things like gold, iron, salt. The task can be expanded to allow Ss to ask and answer other questions with *'Have...?'* like: *'Have you ever been to (an island)?'* etc. Tell Ss to write down some of their findings about their partner and then report to the class.

Explain to Ss that many people say *'I have to see her for a long time'*. What they mean to say is: *'I haven't seen her for a long time'*. Use this as an example sentence to provide a drill for Ss to practice.

Task 5 - Mini project

T. could show class a picture from the Goulandris Museum of Natural History and elicit from class what they can see there. T can find photographs of the museum at the site: <http://www.gnhm.gr/>

T. instructs Ss to go to this site address to find out more about the museum and to use

the information to write a note to a pen-friend called Paul who is interested in going to visit the museum.

T. can instruct Ss to download some photographs that would help Paul understand about the museum artifacts and exhibits.

Task 6 - Reading

Direct Ss to the visuals on page 52. Ask Ss if they know which museums these photographs show.

ANSWERS

- a) ii
- b) iii
- c) i

Elicit from Ss the meaning of Tsar. Ask Ss if they know the names of any Russian Tsars. T reads out the following list of names and asks Ss to guess which of the names they think were Russian Tsars and which were not.

ANSWERS

The names with X were not Russian Tsars.

Ivan
Jason X
Peter
Demetrius
Nectarios X
Catherine
Alexander
Nicholas
James X

Tell Ss to check their answers by asking their history teacher or by looking up an encyclopaedia or going on the internet at site: <http://www.cartoonbuddy.com/russia.htm>

Task 7

Direct Ss to the comprehension questions and tell Ss to find the answers in pairs.

ANSWERS

Comprehension questions

- a) There are wheelchairs and lifts available

- b) Bristol Museum
- c) They have never been to London
- d) £ 1.20

Task 8

Postcards

Tell Ss to read through the postcards in pairs and find one example of change in each.

ANSWER

Postcard 1: a new bus route has started

Postcard 2: the curators of the museum have built a new room

Task 9

T. instructs Ss to read closely through the two postcards and to put a circle around the different changes that the postcards mention. T. tells Ss to use the examples and to tell their partner about changes that they have seen. T takes class feedback.

Task 10

Vocabulary

Explain to Ss that fluency in a language is the result of knowing lots and lots of expressions and phrases. Tell Ss that this task is on examples of phrases and expressions in the reading texts. Tell Ss to practice saying these phrases aloud in pairs. Tell Ss to complete the task and then compare their answers with their partners.

ANSWERS

- | | | |
|----------------|-----------------|---------------------|
| a. as you know | b. as for | c. that's about all |
| d. for now | e. all the best | f. in fact |
| | | g. for ages |

Ask Ss in pairs, to make up their own sentences to include these phrases.

Take class feedback and write some examples of Ss sentences on the B/B for Ss to copy in their notebooks.

Lesson 2 - Changes and Experiences

Pre Listening

The aim of this task is to show Ss that the Present Perfect has something to do with the Present. It links a past action or situation to the present result.

T reminds Ss that the Present Perfect is used to talk about change and experience but it combines the action of a present situation with something which has to do with the past.

This is why it is called the Present Perfect. T writes an example of the Present Perfect on the B/B.

Dimitris has broken his arm so he can't play basketball with us today.

T elicits from Ss why Dimitris cannot play basketball today.

'He has broken his arm'.

A.

T tells Ss to re-read the texts on page 53 to find three sentences which have something to do with a past action but they have a present effect or result.

ANSWERS

- a) He has been here for three years and so he likes it a lot
- b) I have been to the local museum and so I have learned a lot about natural history
- c) This is the first time these objects have been outside Russia until now so the government is a bit worried.

B.

T tells Ss to use the example sentences they found to help them complete task B. Tell Ss to look at the sentences in B and match the two parts of each sentence.

ANSWERS

- i) He has been to many places so he is very interesting
- ii) The student has lived in London so he can speak English well
- iii) Dimitra has lost her passport so she can't go abroad
- iv) Stella has taken lots of photographs so her album is almost full.

T asks Ss to think of sentences like the example sentence on the B/B.

Take class feedback and ask Ss to read out some of their sentences to check that they have understood the concept.

Grammar rules

Write two sentences on B/B.

I haven't seen Annie Robinson since Christmas.
I haven't seen Annie Robinson for two months.

Tell Ss in pairs to look carefully at the sentences and try to work out the grammar rules on page 54.

ANSWERS

for; since.

Task 1 - Changes

Tell Ss to imagine that they haven't seen one of their relatives for some time. Tell Ss to ask their relative about the changes in their lives. Elicit from Ss the kind of things they

would ask their relative.

For example:

Have you finished school yet?

Have you bought any new CDs?

T reads through the first question (a) with the class and takes feedback as a whole class. Tell Ss to take turns to use the questions b-f to find out about changes in their partner's life recently. Do you have any relatives abroad? Tell class some changes you have noticed in their lives recently (Greek migration).

Task 2 Experiences

Tell Ss to look at the cartoon on page 55. Elicit from Ss what they think has just happened. Ask Ss if this was a good or bad experience. Remind Ss that the Present Perfect is used to describe experiences. These experiences can be good or bad. Elicit from class different bad experiences Ss have had. Then tell Ss in pairs to tell each other about some of the bad experiences they have had. Tell Ss to use the following language. T writes on B/B. *'One of the worst experiences I have had was when I broke my arm'*. This task will provide practice in using *'have had'*.

Take class feedback and decide as a class which is the worst experience.

Task 3

A.

Direct Ss to the map of the centre of London. Do not tell Ss which city it is. Ask Ss: *'Have you ever heard of any of these places?' 'Have you ever been to any of these places?'* Ask Ss to guess the name of the city. Tell Ss to justify their answers by referring to what they have heard or what they know about the different famous sites.



The place which has something to do with Greece is the Statue of Eros.

Eros was the Greek God of Love.

B.

Explain to Ss that they are going to listen to a telephone conversation between two friends. One is telling the other what he has done on his trip to London. Tell Ss to listen carefully to the conversation and put a number in the box beside each place. For example, the boy went to Greenwich first, so tell Ss to put number 1 in the box beside Greenwich.

Tapescript

- Katerina:** Hi Toni, how has your trip been so far?
- Adonis:** Well, it has been great and I have been really busy.
- K:** Well, tell me, what have you seen so far?
- A:** Hm! Yesterday, we went down to Greenwich, you know where Greenwich Mean Time starts.
- K:** And what about the centre of the city? Have you been anywhere exciting yet?
- A:** Actually, I have. In fact, I have just come back from The Tower of London and a visit afterwards to Tower Bridge. That was really cool. I enjoyed standing on the Bridge and watching the boats passing underneath. We saw the HMS Belfast in the river but we haven't been to visit it yet. Then, after that, we took the underground to Marylebone Station to see Madame Tussaud's. It was interesting to see all the famous wax figures there.
- K:** And what about shopping? Have you done any yet?
- A:** I must say, I haven't managed to do any real shopping yet as I have been so busy. But I have managed to get a couple of souvenirs from Harrod's for mum and dad, and you, of course!
- K:** Yea, sure! What about The London Eye? I have heard that it is fantastic.
- A:** Oh yes! We went there last Saturday. It was really brilliant. You can see all over London when you are on the top of the wheel. After that we walked down the river towards Buckingham Palace. That was neat. There were these guards dressed in funny hats outside. We took some great photographs. Then we walked back along the Mall to Trafalgar square where they have Nelson's column.
- K:** I have heard that it is really crowded there with lots of tourists.
- A:** Yes, you're right, it was busy. We sat there for a while and then walked over to Leicester Square and Piccadilly Circus. It's not really a circus, of course. It's another Square and in the middle there is the statue of Eros. The God of Love. I didn't think much of the statue though. It was nothing special.
- K:** So, what are your plans for today?
- A:** Well, we need to find time to see Big Ben, so maybe we will go there later, and perhaps tomorrow we'll go to St. Paul's Cathedral as we haven't been there yet.
- K:** Don't forget to get lots of photographs?
- A:** Yes, of course I will. Listen, I have to go, someone is knocking at the door.
- K:** Okay, speak to you later. Bye.
- A:** Bye.

ANSWERS

Trafalgar Square	9	Statue of Eros	10	Madam Tussaud's	5
Big Ben	11	The London Eye	7	Greenwich	1
St. Paul's Cathedral	12	The Tower of London	2	HMS Belfast	4
Tower Bridge	3	Buckingham Palace	8	Harrod's	6

Tell Ss that the boy has not visited some places. Tell Ss to listen to discriminate between the places he HAS seen or been to and the places he HASN'T been to yet.
For example: He has been to Greenwich. He hasn't been to St. Paul's Cathedral yet.

Task 3 C

ANSWERS

He has been to:

Trafalgar Square	The London Eye	Madam Tussaud's
Tower Bridge	The Tower of London	Greenwich
Statue of Eros	Buckingham Palace	Harrod's

He hasn't been to:

Big Ben	St. Paul's Cathedral	HMS Belfast
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Tell Ss to listen again to check their answers and to listen for the young man's feelings about 4 of the places he has visited in London. Direct the Ss to Task 2 and the 4 sites.

Extra activity

T plays the recording again for Ss to find the names of the places the boy hasn't been to yet and to listen for the word or words that the man uses to describe what he feels about the sites.

ANSWERS

- i) cool ii) nothing special iii) neat iv) brilliant

T explains to Ss that Greenwich is the place where the 24 hour clock starts. It is 0 in London and all times in the world are calculated from London. So, if it is 12 o'clock in London, it is + 2 hours in Greece, so it is 2 o'clock in Greece. T can explain the pronunciation of 'Leicester' in Leicester Square. It is pronounced as 'Lester'.

T. can also explain the pronunciation of Greenwich. It is pronounced 'grenn-itch' [gr nɪtʃ], or [grɪnɪtʃ]. The 'w' is silent.

T can explain to Ss that the word 'Square' with a capital 'S' in English is the same as 'Πλατεία' in Greek.

Ask Ss if they know the name of any Squares in their area, or any other famous Squares in Greece. Suggested answer: Syntagma (Constitution) Square, Omonia (Concord) Square in Athens.

Also explain that ‘Circus’ in Piccadilly Circus comes from the fact that when it was built in 1819 it was an open round area where different roads met. Today it is not round or even square and links three famous streets in the centre of London. Tell Ss to check the names of these streets by looking at the Wikipedia.org site.

Cultural information

After the listening, T could explain that Big Ben is not really the name of the clock. It is the name of the bell inside the tower at the Palace of Westminster where you can find the British Houses of Parliament.

Speaking - Experiences

Task 1

A

T models the language pattern by asking class members:

“Have you ever visited a Greek island?”

T can expect answer *“Yes, I have”,* or *“No, I haven’t”.*

T tells Ss to ask questions using the Simple Past question form: *“When did ...?”*

How much did ...? Which ... did ...? Where did ...?”

T points out to Ss to notice the question form for ‘Which’. T explains to Ss that they need to say *‘Which (object) did?’*

Set up the task by explaining to Ss that they are going to do a small survey on classmate’s experiences. The aim is to find a student who has done the things in the survey questions. To find the information Ss need to use the question form on the BB.

B. Reporting

T writes the model answers on the B/B

I have found that Gerasimos has visited Kastelorizo. He went there in 2003. I have found out that John bought a souvenir when he was on holiday and he paid €2.50 for it. I have found out that Maria has taken photographs of the Parthenon in Athens. I have found out that Dimitra has lost her English notebook recently.

Allow a few minutes for Ss to go round the class to complete their survey card. Then T asks class what they have found out. T invites one or two Ss to report to the class what they have found out about their class members.

Task 2

Direct Ss to the pictures on page 56.

Tell Ss to use the pictures to make questions using the Present Perfect. Tell Ss that the answer is in two parts. The first part is 'Yes, I have' or, 'No, I haven't'. Explain to Ss that if the answer is 'Yes' that the second part of the answer is with the Simple Past.

A: *Have you ever eaten hamburger?*

B: *Yes, I have. I ate one yesterday.*

Elicit from Ss if the questions refer to change or experience. T asks Ss to justify their answer.

ANSWER

All the questions refer to experiences. To consolidate the use of Present Perfect for change, T asks Ss to make two questions about change and to ask their partner to answer.

Writing**Task 1**

T directs Ss to the language inside the box on page 57. Read out the sentences and utterances or get one of the better Ss to read out the language items. Ask class if Ss think this language is used more for writing or speaking. Check that Ss understand all the phrases. Discuss Ss answers and reasons. T. asks Ss if they have ever written postcards. Elicit the kinds of things they wrote in their postcards.

SUGGESTED ANSWERS

People send postcards to friends when they are on holiday. They usually tell them about the weather and the places they have been to and seen. They tell them about the museums and the shops and what they have bought.

Task 2

Tell Ss to read the utterances inside the box and to tick those utterances that they might use when they write a postcard to a friend. T. discusses choices with class.

The utterances that you would probably not see in a postcard are:

To the best of my knowledge...

- is normally used in a formal situation

<i>Bless you!</i>	- is only used when you are speaking to someone
<i>It seems so long since we met.</i>	- is normally used in a letter to a friend
<i>How are you doing?</i>	- is used only in speech
<i>Could you pass me the salt, please?</i>	- is a request and is only used in speech.

T can elicit when it is possible to use *'Bless you!'* Tell Ss to find out why people say *'Bless you'* when someone sneezes. T could ask Ss to find out and report to the class what people in other countries say when someone sneezes.

In English *'Bless you'* is a short form of *'God bless you!'*

Task 3

T asks Ss: *'Do you ever send postcards?'; 'Have you sent a postcard recently?'; 'Who did you send it to?'; 'Did you write about your school lessons on the last postcard you sent?'; 'Why not?'*

T. tells Ss to read quickly through the postcard on page 57. *'Dear Donna...'*

B:

ANSWERS

wrong	- correct
haven't gone	- haven't been
have had	- had
was	- has been
have bought	- bought

Task 4

Direct Ss to the photographs. Elicit from Ss what they can see in each photograph and ask Ss to speculate where the person has been on holiday.

Direct Ss to the postcard on page 57 to help them write their answer.

Lesson 3 - Mediation

T explains to Ss that an English-speaking friend who lives near you wants information about El-Greco. Tell Ss that they have heard about a film about El Greco which is on at the local cinema. Tell Ss to read the Greek extract and to tell their English-speaking friend what it says about the film. Tell Ss to write a short note or send an e-mail to their friend.

Tell Ss to exchange notes with their classmates to compare their interpretation of what the extract says.

Film about El Greco

Ξεκινούν τη Δευτέρα 9 Οκτωβρίου τα γυρίσματα της πολυαναμενόμενης ταινίας **EL GRECO** του Γιάννη Σμαραγδή πάνω στη ζωή και το έργο του οικουμενικού Κρήτα ζωγράφου Δομήνικου Θεοτοκόπουλου.

Στο Ηράκλειο της Κρήτης - απ' όπου θα αρχίσουν και τα γυρίσματα - στο παλαιό τμήμα της πόλης, το ενετικό φρούριο Κούλε και η προβλήτα του παλιού λιμανιού θα "μεταμορφωθούν" για τις ανάγκες της ταινίας και μαζί με τα άγρια βουνά της Κρήτης θα αποτελέσουν τους φυσικούς χώρους όπου θα γίνουν τα γυρίσματα της υπερπαραγωγής.

Project

Explain to Ss that the project requires them to find information about famous people and to report back to the class with their findings.

Direct Ss to the visuals on page 58. Ask Ss if they know anything about the man in the pictures. Tell Ss that the man was called Henry the Eighth. Explain to Ss that Kings and Queens often have the same name as their father or mother or grandfather or grandmother. This means that you need to put numbers after the name. So, for Henry he was written as Henry VIII with Roman numerals. T could teach Ss the Roman numerals from 1 - 12 and lead a short class discussion on why they are useful in English.

Tell Ss that Henry VIII (1491-1547) had six wives. Ask Ss if they know the names of any of the wives. Tell Ss to ask their history teacher or to look in an encyclopaedia or on the internet to find out about Henry VIII and his wives.

1	2	3	4	5	6	7	8	9	10	11	12
I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII

Tell Ss that English children have to learn about King Henry VIII in history and because he had six wives it is difficult to remember what happened to each one of them. Children in England learn the following:

Divorced, beheaded and died. Divorced, beheaded, survived.

T can ask Ss how many wives Henry divorced.

How many wives did he behead?

How many wives died?

How many wives did not die?

His wives were:

Catherine of Aragon

Ann Boleyn

Jane Seymour

Anne of Cleves

Catherine Howard

Catherine Parr

Extra activity

Tell Ss to try to find information about a museum in their town or near their homes and to write about their experience of visiting the museum. Write a report saying what you learned from your visit and why you think it is a good idea to visit museums.

Self - evaluation

Activity A

- | | |
|------------------------|--------------------------|
| 1. have visited Greece | 5. have been |
| 2. have you known | 6. your friend ever seen |
| 3. has been to | 7. has gone |
| 4. hasn't taken | 8. ever bought |

Activity B

treasures artefacts coins statues souvenirs

Activity C

ANSWERS

A. of

B. 1. collection of

2. Tower of London

3. at the age of

4. works of art

5. development of

Activity D

- | | | |
|--------------------|---------------|-----------------|
| 1. has become | 5. discovered | 9. has received |
| 2. have discovered | 6. made | 10. has helped |
| 3. inhabited | 7. became | |
| 4. have lived | 8. have used | |

Activity E

- | | | |
|--------------|---------|------------|
| 1. knowledge | 3. hope | 5. haven't |
| 2. met | 4. Wish | 6. doing |

Workbook**Activity 1**

have, given, been, haven't, made packed.

Activity 2

1- e, 2-c, 3- d, 4- b, 5- a

Activity 3

Open answer

Activity 4

1. She is in pain because she has eaten a lot
2. He is sad because his team has lost
3. She is tired because she has painted her room
4. They are happy because they have won the Cup
5. He is worried because he has lost his dog
6. She is pleased because she has just arrived

Activity 5

- a) in my life
- b) yet
- c) three years ago
- d) for a long time

T can tell Ss that b and d are interchangeable.

Activity 6

1- a 2-f, 3-d, 4-e, 5-b, 6-c.

Activity 7

- | | | |
|-----------|-----------|------------|
| 1. lost | 3. missed | 5. bought |
| 2. booked | 4. closed | 6. checked |

Activity 8

1. washed her clothes
2. hasn't found her passport
3. hasn't charged the camera battery
4. hasn't packed her suitcase
5. has checked her flight time
6. she hasn't bought a travel plug for her phone
7. she hasn't washed her hair

Activity 9**Questions of experience:****SUGGESTED ANSWERS**

1. Have you ever eaten chocolate pizza?
2. Have you ever bought any souvenirs?
3. Have you ever been in hospital?
4. Have you ever bought a laptop computer?
5. Have you ever broken your arm?
6. Have you ever seen a ghost?
7. Have you ever found any money?

Activity 10

Open answer

Activity 11

1. D (Van Gogh)
2. C (Le Rapide train)
3. B (St. Mark's Square, Venice)
4. A (Barcelona Club badge)
5. E (The Hermitage Museum St. Petersburg)

Activity 12a

- 1) Taj Mahal 2) St. Sophia 3) Eiffel Tower 4) Colloseum 5) St Petersburg

Activity 12b - Linking ideas LEXICAL PHRASES

- | | | |
|----|-------------------------|---|
| 1. | at the age of seventeen | ... I left home |
| 2. | for twenty five years | ... I have known my wife |
| 3. | since I was born | ... I have lived in this area |
| 4. | so far in my life | ... I have been to most European capitals |
| 5. | over the years | ... I have taken lots of photographs |
| 6. | until now | ... my life has been boring |
| 7. | in her life | ... she has done many interesting things |

Activity 12 C

Match the people to a place in the photographs.

- | | | |
|----|--------------------|------------------------|
| a. | old man | - Taj Mahal |
| b. | young teenage girl | - Saint Sophia Church |
| c. | middle aged-couple | - The Eiffel tower |
| d. | young man | - The Colloseum |
| e. | young woman | - The Hermitage Museum |

Activity 12 D

- The Taj Mahal is near the Nile False
- A rickshaw is some kind of vehicle True
- The PET Certificate is a language examination True
- The Colloseum is in Rome True
- The Hermitage Museum is in Moscow False

Activity 13a - Transformations

- | | |
|---------|--------|
| 1 - iv | 3 - i |
| 2 - iii | 4 - ii |

Activity 13b

1. b; 2. d; 3. e; 4.c; 5. f; 6. a

Activity 14

- | | |
|----------|--------------------------------|
| Gerhard: | Greece; France; England; Italy |
| Erica: | London; Athens; Rome; Paris |

It's Your Choice Student's Book

Task 1

T. directs Ss to look at the table on page 136 and check that they understand the questions. T. directs Ss to go round the class and to find out how many Ss have done the things listed in the table. T. sets a time limit of 2-3 minutes to create a sense of competition. T. takes class feedback when Ss have completed the task

Task 2

T. could use the numbers Ss have found from task 1 and tell the class to create a bar chart or graph to use to make a presentation about the behaviour of their class. Ss can report to class in the next lesson.

Task 3

T. directs Ss to the spidergram on page 137 and elicits some ideas what kinds of things it is possible to see in a Goulandris museum of Natural History. For example: bones from dinosaurs, coins, pieces of buildings. T. tells Ss in pairs to complete the spidergram and then takes class feedback. T. instructs Ss to complete the spidergram for the things that you might see in the Acropolis museum. Compare answers as a class (page 138).

Task 4

T. instructs Ss to imagine that they are visiting a foreign city and that they want to write a postcard to a friend. T. instructs Ss to use the ideas from the two spidergrams to help them to write their postcard. T. asks some class members to read out their postcards and for the rest of the class to evaluate how interesting the place in the postcard is.

Task 5

T. directs Ss to the two pictures on page 139 and elicits what they can see in each. T. elicits from class the extent of the Hellenistic world in the past.

T. instructs Ss to read the two texts 1-2 on page 139 and to search on the internet to find a suitable visual to match each text. T compares Ss findings in the next lesson and has class discussion on the appropriateness of the visuals for the texts.

T. instructs Ss to find out where each ancient site is and to mark each site on a map of Greece. T. checks answers in the next lesson.

It's Your Choice Workbook

Activity 1

1. c
2. e
3. d
4. f
5. b
6. g
7. a

Activity 2

1. seen
2. gone
3. walked
4. had
5. taken
6. decided
7. studied
8. heard
9. been
10. lost

Activity 3

1. been
2. lost
3. decided
4. walked
5. had
6. studied
7. gone
8. seen
9. taken
10. heard

Activity 4

1. B
2. C
3. A

Activity 5

has done
has been
has met
went
visited
was
bought
sent

UNIT 6 WHAT A WASTE!

Topic	The Environment and waste
Grammar	Introducing the zero and first conditional and teaching the use of unless with conditionals.
Reading Skills	Identifying what the writer wants to say from the actual words used. To learn how to work out what the writer's opinion about the topic is.
Listening Skills	Making deductions based on information someone gives. To learn to follow a sequence of instructions from a listening text.
Writing Skills	Writing a letter to express an opinion on a specific topic.
Vocabulary	Words and phrases associated with environmental issues: litter, pollution, environment, rubbish, waste; words to do with things that people throw out and the material they are made of.
Aim	To raise awareness of environmental problems and how each individual can play a part in helping to find solutions.

Set the scene: Cover page

T introduces the concept of 'litter' by either holding up or pointing to the litter or waste bin in the class and asking Ss to guess the kinds of things it contains.

T writes items that Ss guess on B/B.

Then T tells one student to have a look in the bin to check to see if they are right in their guesses.

T asks Ss what they think will happen to this litter when the cleaner takes it away.

T allows a brief class discussion to introduce concept of waste and recycling.

T directs Ss to the title of the Unit and asks Ss what they think the title means. Take class feedback on the Ss answers. T asks Ss what kind of litter or rubbish they see around the school or around the area where they live. T asks Ss how they feel when they see the area where they live and go to school dirty. T asks Ss what kind of solutions they think are possible to clean up the rubbish in our cities and schools. T asks Ss why they think it is a good idea to keep the place where we live and study clean. T asks Ss: *'If we throw plastic bags*

into the sea, what will happen?' Take class feedback and lead a short discussion as a class on the problems associated with pollution. T asks Ss to list the different kinds of pollution that exist today. Help Ss to think about the different areas of modern day life where pollution exists. T could lead Ss by asking questions like: *'Why do many fish die in the sea? What kinds of things can make the sea dirty?'* T could use the same approach for the different areas of pollution.

SUGGESTED ANSWERS for types of pollution:

Sea and water pollution

Land pollution

Air pollution

Noise pollution

T directs Ss to look at the photograph with the children from different countries T tells different Ss to read out the children's questions. T asks class to guess the answers to the questions. Take class feedback and tell Ss that they will find the answers later in the lesson. Do not tell Ss where the answers are. The answers are in the Grammar section of the lesson on page 63.

Lesson 1

Reading

Lead-in

T asks Ss to think of the kinds of things that they and their family throw away each day. T tells Ss to quickly note down six items of family rubbish and waste, and then compare their list with their partners. T tells Ss to have a brief discussion on who throws out which item. Tell Ss to work out who is the worst offender for rubbish in the family. Tell Ss to discuss in pairs how they feel when they realize who throws away the most rubbish in their family. Ask Ss if they are surprised or not Ask Ss to justify their answers. Tell Ss to look at the list of words in the box. T goes through the list with the class to check that all the words are known. Ss may not know the word *'traffic cones'*. T elicits from class or draws a cone on the B/B and asks Ss if they have seen any item on the roads that look like this shape. T tells Ss to compare their lists of household rubbish with the words in the box. T asks Ss if it seems unusual that any of the items in the box are thrown out. T takes class feedback to determine which the most frequent item of household rubbish is. T elicits from class what possible solutions there are to reduce this particular item of rubbish. Encourage a brief class discussion.

1. T asks class if they and their family throw away everything that they don't need anymore or if they do something with it, like give it for recycling. Ask class if there are any members who re-use the old items as something else. T explains to Ss that it is possible to re-use many old items for another purpose. For example: it is possible to use a shoe box to store photographs or any other small items. T tells Ss that it is possible to decorate the shoe box with coloured wrapping paper or even with paint. Then the appearance of the shoe box is different.
2. T asks class how they feel when they see rubbish in different public places like the beach or the countryside or on the roads where they live. Encourage class discussion on why Ss think people throw away rubbish in public places. Lead Ss to think about how people are selfish and have no respect for the environment and for others. T asks Ss for suggestions to solve this problem. Take class feedback.
3. T asks Ss if they act and do something when they see someone dropping rubbish in public places or if they just ignore it and believe it is someone else's problem to deal with. Take class feedback and encourage Ss to think of the concept of civic responsibility and pride in where we live. Ask Ss if the local Town Council organizes any events or programs to educate people on the benefits of looking after the area where they live. Ask Ss if they think such programs would be useful for the community. Ask Ss to justify their answers.

Task 2 - What a load of rubbish!

T directs Ss to the title of the sketch. T elicits from Ss what they think the title means. T explains to Ss that it is possible to use words metaphorically.

The title has two meanings: one of these is a real pragmatic meaning which means *'Wow! Look at that pile of rubbish!'* And the metaphoric meaning means *'What we are talking about is a waste of time'*. T explains to Ss that learning metaphors can make the language and the vocabulary easier to remember.

T explains what 'metaphor' is. T uses Ss existing knowledge of Greek to help arrive at an understanding of the term 'metaphor'. T explains to Ss that English uses lots and lots of metaphors.

T explains that there are many metaphors in English where we refer to parts of the body. T writes the following example on the B/B. *'John and Mary don't see eye to eye on the problem of pollution'*. T elicits from Ss what they think this sentence means. T asks: *'Do John and Mary agree or disagree about the problem?'*

T can write some more metaphors to do with parts of the body and tells Ss to work in pairs to work out what each one means. After the Ss have completed the task take class

feedback and check answers.

- a) Bill is head of the company.
- b) There is a little house at the foot of the hill.
- c) Can you give me a hand to collect this rubbish?
- d) Kim didn't have the heart to tell Niki the bad news.
- e) The pilot sits in the nose of the plane.
- f) Dad has to shoulder all the responsibility for the family.

T tells Ss to add these metaphors to Unit 4 vocabulary notes on Body language.

As an additional task, and if there is time, T could write the following expressions with 'What a... ' on the B/B.

What a waste!
 What a smell!
 What a place!
 What a day!
 What a shame!

T elicits or explains that this format with '*what a...*' expresses surprise.

T tells Ss to look at the sketch of the kinds of things that people throw in places like rivers. Tell Ss in pairs to find 10 items of rubbish and then to briefly discuss what damage these items cause to the environment.

Grammar

T explains to class that there are four main types of conditional sentences; sentences with '*if*' or '*unless*', and that they are going to learn about the first two types of Conditional sentences and the word *unless*.

Tell Ss that they will learn first about the zero conditional. T tells Ss that zero here means that the second part of the conditional does not have a modal verb like '*will*'.

Zero conditional

T writes the following sentence on the B/B.

'If you want any more information, ring this number.'

T asks class: *'What does this sentence mean?'*

- i) the speaker is telling someone to do something
- ii) the speaker is saying something will happen.

T asks Ss to justify their answer.

Explain to Ss that this conditional is used to state facts or to tell someone to do some-

thing.

T writes the following mixed up sentences on the B/B and asks class to match an ending for each sentence.

- | | | |
|----|----------------------------|---------------------------------|
| a) | If Joanne rings, | put an extra blanket on the bed |
| b) | If you feel cold at night, | don't go out without a coat. |
| c) | If it rains, | say that I am not at home. |

Take class feedback and check the correct answers.

ANSWERS

- | | |
|----|---|
| a) | If Joanne rings, say that I am not at home. |
| b) | If you feel cold at night, put an extra blanket on the bed. |
| c) | If it rains don't go out without a coat. |

T directs Ss to the 5 visuals on page 63 T elicits from Ss what they see in each of the five scenes. T directs Ss in pairs to look at the statements underneath the scenes and to match the two halves of each statement. Then T tells Ss to match the statements to each of the scenes. Take class feedback and check answers.

ANSWERS

zero conditional

1- c 2- e 3- a 4- d 5- b

T elicits the form of the structure for the zero conditional from Ss.

ANSWER

If + Present - imperative [base form of the verb (without 'to')]

T directs Ss back to the cover page to re-read the children's questions.

T tells class to read the sentences in the grammar zero conditional under the 5 pictures to find the answers to the children's questions. Take class feedback and ask Ss how they feel about these facts.

ANSWERS to children's questions on cover page:

- | | | |
|--------------------------------|--------------------|----------|
| 1. 300 years | 2. a million years | 3. paper |
| 4. We save a 1,000 trees a day | 5. 5 cents | |

First Conditional

T explains to Ss that the first conditional links two facts. The second fact is the result of the first fact. T writes on B/B.

If you go out without a coat in the rain, you will get wet.

T elicits from Ss what the first and second fact is. T elicits how the two facts are linked.

T asks class in pairs to write down one sentence each of their own like the example on

the B/B.

Take class feedback and check answers as a class.

T directs Ss to the 5 visuals on page 63 and elicits the scene in each. T explains to Ss that these scenes show the results of pollution and rubbish. Tell Ss in pairs to match the result in the scene to the questions under each scene.

Take class feedback and check answers as a class.

ANSWERS

First conditional

1- C 2- E 3- A. 4- B 5- D

T directs Ss again to the 5 questions '*What will happen if...?*'

T tells Ss to make up their own question to ask their partner. T tells Ss to ask and answer each other's questions like the following example:

Q: *What will happen if you write on the school walls?*

A: *The teacher will be angry.*

T allows class three or four minutes for this activity and then takes class feedback. Ask Ss if they received any strange or unusual answers to their questions.

T elicits the form of the structure for the First conditional from Ss.

ANSWER

If + Present Simple - will + infinitive

Check that Ss have noticed the difference in form between the zero and first conditional sentences by asking a concept question like:

- What do you do if you forget what homework you have to do for the next day at school?*
- What will you do if your dad asks to help him clean up the garden?*

Unless

Explain to Ss that the word '*unless*' means '*εκτός*'.

For example: '*You can leave now, unless you want to wait for me*'.

Explain to Ss that we also use *unless* with conditional sentences to show something negative. Write the following examples on the B/B.

- The school will be filthy unless we clean up the litter.*
- The school won't be clean, unless we clean up the litter.*

T asks Ss: 'What will happen if we don't clean up the litter? [the school will be filthy]

T asks Ss: 'What will happen if we clean up the litter?' [the school will be clean]

T asks Ss if they think *unless* means 'if' or 'if not'.

T writes the following sentence on B/B and elicits from Ss how it could be rephrased using *unless*.

Example: *We can't go out if we don't finish clearing up the rubbish.*
We can't go out....

T writes three more sentences on B/B and asks Ss to rewrite the sentences to keep the meaning the same.

T elicits the form of the structure for the conditional sentence with 'unless' from Ss.

Task 1

Direct Ss to the sentences in Task 1 and tell Ss that they have to find which grammatical form each sentence is.

ANSWERS

- a) will - unless+ present
- b) if + present - imperative
- c) if + present - will
- d) if + present - present

Task 2

Tell Ss to look at the rules of use inside the box in Task 2. Tell Ss to read the example sentences carefully and to decide on the answer to the questions a and b.

Take class feedback and discuss Ss answers. Ask class which example is an example of a zero conditional and which is an example of the first conditional. A simple show of hands should indicate if the Ss have acquired an understanding of the structure.

ANSWERS

- a) the yard will be dirty
- b) ring the hotline

Review of three conditional forms.

T writes the following sentences on the B/B.

- a) *If Tony wants any help, he will call me.*
- b) *If Tony wants any help, call me.*
- c) *Unless Tony wants my help, don't call me!*

T elicits from Ss the difference in meaning between the three sentences. T asks class to say what each sentence means. T tells Ss the following 1-3 and asks Ss if the explanation is right or wrong. T can ask Ss to justify their answers.

1. Sentence (a) **means that Tony will call**
In sentence (a) the speaker knows a fact and tells someone else what will happen.
2. Sentence (b) **means that someone else will call.**
In sentence (b), the speaker is asking someone else to do something.
3. Sentence (c) **means that the speaker tells someone not to do something.**
In sentence (c) the speaker tells someone else to do something only if something else happens.

Reading

T explains to Ss that they are going to read some short texts about pollution and the environment but first they should read the three statements 1-3 about environmental problems that exist in different parts of the world.

Pre-reading:

Task 1

T directs Ss to the statements 1-3 and gets individual students to read out the statements to the class. T asks Ss what each statement means. T asks Ss if they are surprised by these statements or not. Why? Why not? T asks Ss what kind of environmental problems each statement refers to. Ask Ss which statement refers to: rubbish, air pollution, litter? T tells Ss in pairs to match the statement to one of the newspaper headlines in Greek below. Take class feedback and check answers

ANSWERS

1. B 2. C 3. A

Task 2

T tells Ss to say if **THEY** think the answer will be true or false. Explain to Ss that they will be able to check their answers when they read the text.

T leads short class discussion on the ideas mentioned in the statements. T asks Ss if the ideas sound good solutions to help with the problem of pollution.

SUGGESTED ANSWERS

- i) Probably false because governments do not usually tell people not to use their cars
- ii) Perhaps true because the government wants to solve the problem of pollution which the old cars cause
- iii) Probably false because the facilities that the gypsies have are usually not part of the town services
- iv) Probably true because it's a good idea
- v) Perhaps true they want to make the city clean for the tourists.

Task 3

Briefly recap the problems the three headlines refer to.

- a) too many cars cause air pollution
- b) people are becoming ill from rubbish
- c) people are throwing rubbish and cigarette ends in the streets.

T asks Ss if they have seen or experienced any of these environmental problems. T leads a short class discussion on the possible solutions to these kinds of problems.

Explain to Ss that they are going to read three letters from three young people who live in different parts of the world.

T divides the class into three groups: A, B and C. T tells each group to read a different part of the text and then to tell Ss in other groups what the answers are to the questions in task 2.

Take class feedback and check the answers.

ANSWERS

- i) False
- ii) True
- iii) False
- iv) True
- v) False

T explains to Ss that there is one solution mentioned in each of the three texts. Ask Ss to find this one solution and then take answers from the class.

ANSWER

The three texts all mention paying a fine.

Task 4**ANSWERS**

- i) c
- ii) b
- iii) a
- iv) a

Lesson 2

Lead in**Task 1**

T asks Ss if the situation each child describes is pleasant or unpleasant. T asks Ss if the children express their feelings in the text about the situations in their cities. Tell Ss to find the phrases in pairs which show how the children feel about the situation in the places where they live.

Take class feedback and check the answers.

ANSWERS

This is absolutely terrible.

It's a crying shame.

This is a disgrace.

T tells Ss that the phrases express how the writer feels about the situation; they express an opinion.

T gives Ss some situations to elicit responses from class. T tells Ss that s/he will make a statement about an environmental problem and Ss have to make a comment to show how they feel.

- i) the bears in Greece are disappearing because of hunters
- ii) the rubbish collectors go on strike in the summer
- iii) people do not throw their rubbish into recycling bins
- iv) some children in schools throw litter on floors in the classroom
- v) there is graffiti all over the walls of some schools

T can allow time for a brief discussion on Ss responses.

Task 2

T elicits from Ss the meaning of the following words: a packet, a can, a tube, a loaf, a slice. Then T asks Ss to match the words to:

- bread
- a soft drink
- toothpaste
- crisps

Take class feedback and then tell Ss to look at the pictures in Task 2 and complete the expressions.

When Ss have completed the task take class feedback and check the answers as a class.

ANSWERS

1. bar of soap
2. tube of toothpaste
3. packet of crisps
4. carton of milk
5. loaf of bread
6. can of coke
7. slice of cheese

Pre- listening

T asks Ss if there are any shows on TV or the radio which give people ideas on how to make things. T asks Ss if they have ever watched a show where someone gives the public ideas on how to re-use old things from around the house.

T explains to Ss that there are shows like this on British TV. T asks Ss if they think shows like this are a good idea. Ask: Why? Why not?

T directs Ss to look at the TV screen with the presenter. T tells Ss to look carefully at the items they can see on the screen and elicit from Ss what they think the presenter is doing. Ask Ss what kind of show this is.

ANSWER

c)

Listening

Task 1

T writes the list of the items below on the B/B and asks Ss how they think they could re-use them:

- glass jars
- cardboard boxes
- cereal packets
- margarine tubs

Take class feedback and have class discussion on different ways to re-use these items.

1. Tell Ss they are going to hear a part of a radio programme where someone is giving instructions on how to re-use waste items from around the house.

Direct Ss to the items in list A and check that Ss understand what each item is. Tell Ss to listen to the radio speaker and tick the items he mentions.

When the listening segment is finished, check the Ss answers as a class.

ANSWERS

cans margarine tubs cereal boxes shoe boxes

2. Tell Ss that it is possible to re-use old items to create a piece of art. Tell Ss that there are sites on the internet which show you how to make pieces of art from waste. Tell Ss that one site address where they can get ideas is:

<http://www.smm.org/sln/ff/worms/worms/junk.html>

Tell Ss to look at the objects in List B and in small groups decide or think about which of these objects could be made from the items of rubbish in List A.

Tell Ss to discuss their ideas with their group members and then make a note of their ideas. When the Ss have completed the task take class feedback and discuss as a whole class how the Ss believe they could re-use the rubbish items to create new useful objects.

Direct Ss to the picture beside list B and ask them if they can see any items which have been re-used to create this piece of art.

SUGGESTED ANSWER

There is an old plastic container; bits of coloured paper; pieces of coloured plastic.

Listening**Task 2**

The listening text will focus on what we can do with waste. A TV show with someone giving information about how to re-use old things around the house.

The song is the intro to the listening for the TV show - the song fades out then the TV show starts. - After the listening task on the TV show, the students listen to the song from the intro and discuss what it is about and then do other listening tasks on the song.

T explains to Ss that they are going to listen to the second part of the radio programme where the presenter is giving instructions on how to make a kite from an old plastic bag. Tell Ss to listen to the instructions and put numbers beside each of the sketches of the kite. Tell Ss that they will have to listen very carefully as the presenter uses similar words each time so they should not let these words confuse them.

Listening script**Listening 1st part**

Good evening everyone, this afternoon we are going to show you how to reuse some of that old junk that is lying around your house. Did you know, that if you have any old cans, you can make lovely pencil holders? For example, if you cut the top off the can you have something to put your pencils in. And, if you have any old shoe boxes, use these to store things. Just think of all those little objects sitting on your desk. You can tidy up the desk if you put these things into a desk box that you made yourself. Use the old margarine tubs as vases for plants to decorate your desk. As for the extra papers you have lying around on the desk, make files from old cereal boxes. If you cut the top

of the cereal packet diagonally, this will give you a box file for papers. To make them look attractive, cover the boxes with coloured paper and then, if you want, put labels on them to say what is in each file. PAUSE

Listening 2nd part

If you want to make something to play with, try making a kite. The Chinese were the first to make kites and they made them from silk but here is another way to make a kite. First of all, cut down one side of the bag very carefully with scissors. Then fold the ends to a point to form a diamond shape. You will need to glue the ends together if you want to make it strong. When you have done this, tie two sticks in the shape of a 'T' onto the back using string. You will need to tie a piece of string onto the four corners of the 'T'. Then, you join them in the front with a knot and tie a long piece of string to the middle of the knot. Add a tail, and you have a kite. Simple! Well, next week we will show you how to reuse your old T-shirts so for now byeeeeeeee!

[Music of song plays out the show]

Instructions: [arrangement of kite sections artwork to follow the following sequence] C, A, E, D, F B

Listening

Tell Ss that they are going to listen to a song about litter.

Task 3

T asks Ss to look at the items of rubbish in the visual. Ask Ss if they can remember which item the song does not mention.

ANSWERS

- a) the song does not mention glass bottles
- b) the title of the song: Only a Dream!

"Only A Dream"

*The woman screams at the windy day;
Her children play in the acid rain.
The water is green and the sky is brown;
the cars and buildings, all broken down.*

*Now what in the world is happening here?
Will somebody please explain?
Nothing I see makes sense to me —
Maybe it's only a dream.*

*The deer in the forest or the eagle in the sky,
They see Man coming and they run to hide.
The birds on the shore will no longer fly,
they're covered in oil and they're bound to die*

*Now how in the world does that make sense –
The killing of innocent beings?
What in the world is wrong with us?
Maybe it's only a dream.*

*The air we breathe and the food we eat;
Poor Mother Earth was poisoned in her sleep.*

*Now what in the world is happening here?
Will somebody please explain?
Nothing I see makes sense to me –
Maybe it's only a dream.*

*The woman screams at the wind and rain –
It's only a dream . . .
Just a bad dream . . .
What a bad dream . . .*

Artist: **Adrian Belew**, Album: **Inner Revolution**

T leads class discussion on how successful the song will be to get people to stop throwing litter and rubbish in the streets. As an additional task T could tell Ss to work in pairs or small groups to write the lyrics for a song about keeping the environment clean. Tell Ss that they could use a simple rap beat or make up a tune of their own to match the lyrics. Tell Ss they can perform the song in class next lesson.

Speaking

Task 1

T tells Ss to read through the newspaper headlines quickly to understand what they are saying. Take feedback and lead a short class discussion on the problems stated in each headline. Then, tell Ss in pairs to read the comments on the right to find a matching solution for each of the problems in the headlines.

ANSWERS

i. b ii. e iii. a iv. d v. c

Task 2

A. T reads the short text in Task 2 aloud to the class. T checks that Ss have understood the content of the text by asking Ss: 'According to the short text, are people in Greece aware of environmental problems and do they try to do something to help?'
Tell Ss that the environmental organisations WWF, ARCHELON, Greenpeace and

FERN, want to improve their poster to make people aware of the problems the environment faces. Tell Ss to look carefully at the existing posters and discuss how each could be improved.

Direct Ss to look at the pictures of different environmental problems. Ask Ss what they think the environmental problem in each picture is. Ask Ss which international or national organisation would be most interested in helping to find a solution to each of the problems. Tell Ss to look at the names of four environmental organisations to help them decide which is best for each problem. Tell Ss in pairs to write one sentence for each situation saying what will happen if we are not careful about the environment in each situation. Allow two or three minutes for Ss to think of answers.

Take class feedback of the sentences the Ss have written.

- B. Elicit from Ss the full name of each organisation and what they do to help protect the environment: WWF (*World Wildlife Fund*); ARCHELON (*The Sea Turtle protection society of Greece*); Greenpeace (*International Environmental Organisation*); FERN (*Forests and European Resources Network*).

Write the internet addresses of each of the organisations on the B/B for Ss to find out more information at home or during computer lessons.

<http://www.greenpeace.org/greece/>

<http://www.fern.org/>

<http://www.archelon.gr/>

<http://www.wwf.gr/>

- C. Tell Ss to imagine that they want to do something to help with the environmental problems from Task 1. Tell Ss in pairs to decide which problem they think is important and to find out more about how they can help. Tell Ss to discuss how they can find out more information about each organisation.

SUGGESTED ANSWERS

Tell Ss they can find more information from the site addresses on the internet or by going to the local library to ask for information or to look at the telephone directory to find the telephone numbers of each organisation.

Task 3

Explain to Ss that they are going to read about a problem that a man has with some rubbish in his house. Tell Ss that they have to help the man find a solution for his rubbish problem. Tell Ss to read through the problem or T reads the problem aloud to the class. T asks Ss if they think the solutions A-C are good or bad. Lead brief class discussion on the solutions.

T tells Ss to read the example and then to complete the solutions a-g by using the correct grammatical form in each.

ANSWERS

- a) If he burns the boxes, there will be a lot of smoke
- b) If he leaves the tomatoes, they will smell
- c) If he doesn't clean the rubbish, the neighbours will complain
- d) If he leaves the boxes, they will attract mice
- e) If he re-uses the boxes, he can store other things
- f) If he re-uses the bottles, he can create a piece of art
- g) If he throws the tomatoes in his garden, they will help the soil.

Task 4

T directs Ss to the picture of the pile of rubbish and the headings in each category. T tells Ss to decide in pairs where to put each item for recycling.

T goes through each item quickly to check that Ss understand what each one is.

Allow two or three minutes for Ss to complete the task and then take class feedback to check answers.

ANSWERS

GLASS	PLASTIC	PAPER/CARDBOARD	METAL
Bottles	containers	newspapers	cans
light bulbs	bottles	boxes	tins
broken glass	toys	books	computers

The difference between a 'tin' and a 'can': nowadays people use the word 'can' for a drink. The word 'tin' refers to food products.

Pre-writing - Recycling**Task 1**

T elicits from Ss different solutions to dealing with the waste that people throw out. Write a couple of the suggested answers on the B/B then ask Ss if they recycle any of the waste from their homes. Ask Ss what they do to recycle waste products. T elicits from Ss the steps.

For example:

Ask Ss: who separates the different waste products into different categories. Ask: Who takes the items to a recycling bin and puts the items in the appropriate bins.

Ask Ss what THEY do to help with recycling old waste and rubbish. T leads short class discussion.

T directs Ss to the picture of the recycling bins on page 69 T elicits from Ss what these bins are for. T asks Ss when was the last time they took something to the recycling bin. T asks Ss if they know of many people who recycle their waste. T leads a short class discussion on who recycles waste in their community. T asks Ss why many people don't recycle. T asks Ss how the local Mayor could encourage people to recycle their waste. T leads class discussion on the benefits of recycling.

Task 2

T directs Ss to the recycling leaflet on page 69 T. asks Ss if they can explain the process of recycling. Take feedback as a class. T tells Ss to read the Facts in the texts on the leaflet

T tells Ss to use the information in the facts and to make statements about the advantages of recycling. T pre-teaches the following vocabulary through example and using Ss existing knowledge.

one twentieth
species

dump
affected

percentage

To help Ss make statements, T writes following example on B/B.

Unless we collect all the waste glass and recycle it, we will have terrible environmental problems.

Task 3

Explain to Ss that they have to write a letter to an English-speaking friend who wants some information about recycling.

Tell Ss to use the information in the leaflet and write a short letter of about 50-60 words on the subject of recycling to their friend.

T tells Ss to discuss their ideas in pairs and to make notes in class. Then T sets writing task as homework. T tells class that there will be a competition among the answers to see whose ideas are the most useful.

Project

Task 1

T asks or elicits from class what kind of environmental problems they know about in different places around the world. Take class feedback and allow a short discussion on the

different environmental problems in different places. T could write a list of the kinds of environmental problems Ss suggest. To stimulate ideas T could ask Ss what environmental problems exist in their area: the sea, the mountains, the cities. T tells Ss to look at the pictures of different environmental issues in different parts of the world, and a recycling idea. Decide as a group which you think is the most serious and which you think you can do something to help. T explains to the class that they have to imagine that they want to get involved in helping solve a specific environmental problem in another part of the world. T asks or elicits from Ss what they could do to help.

T could have a world map or direct Ss to the world map in the Appendix and ask Ss to say where in the world each problem exists.

T asks class if they think that we can do anything to help to find a solution to the different environmental problems.

T asks Ss: Do you think the photographs on page 70 are good photographs for a poster to get people interested in the problem? Why? Why not? Discuss your ideas as a group. T tells Ss that the aim of the project is to create a campaign to get people interested in the environmental problem. T tells Ss in groups of three, to create a poster for their school to encourage people to get involved in the issue they have chosen. T explains to Ss that each member of the group of three will have a specific role. For example, one student will be responsible for finding a strong image for the poster; a second student will be responsible for the text for the poster, and the third student will be responsible for making a presentation to the class.

Task 2

T asks Ss what they think we mean when we say something is a piece of art. T leads class discussion on the meaning of the word 'art'.

Tell Ss to look carefully at the three pictures. Ask Ss what old junk items they can see in each picture. Ask Ss what each picture shows. Ask Ss if they like or dislike the work of art in the picture. Ask: *Why? Why not?* T leads a short class discussion on the benefits of using old household items to create a piece of art.

T explains to Ss that they want to give an English-speaking friend some information about how to re-use waste items in a creative way. T tells Ss to write a short note to their friend to tell them what kinds of things s/he can do with old junk from around the house.

<http://entertainment.webshots.com/album/68791034Fhwhcw>

Tell Ss that creating junk art is an enjoyable and interesting way to see how much talent they have at creating things. Explain to Ss that it is possible to use different materials and bits of objects to create something new as a piece of art. What they create does not have to make sense to anyone else. It is their interpretation on how something looks and what it is.

As an additional task the T could organize an art exhibition with a small prize for the most interesting piece of art.

Activity D

- | | | | | |
|--------------|----------|----------|---------|--------------|
| a. wrapping | b. bulb | c. tins | d. cans | e. container |
| f. cardboard | g. paper | h. tyres | i. bags | j. magazine |

Activity E

- | | | | | |
|------|-------|--------|-------|------|
| i) b | ii) d | iii) a | iv) e | v) c |
|------|-------|--------|-------|------|

Workbook**Activity 1**

- | | | | | |
|---------|----------|---------|---------|----------|
| 1. True | 2. False | 3. True | 4. True | 5. False |
|---------|----------|---------|---------|----------|

Activity 2

- | | | | | | | |
|-----------|-------|-------------------|--------|-----------|---------|-------|
| 1. unless | 2. if | 3. will tell/ ask | 4. put | 5. unless | 6. take | 7. if |
|-----------|-------|-------------------|--------|-----------|---------|-------|

Activity 3**SUGGESTED ANSWERS**

1. we will soon have rubbish mountains / people will get ill
2. the streets will become dirty
3. put your wrappings in the bin / ask the teacher for information
4. we will have problems and everything will be dirty
5. people continue to throw away so much rubbish
6. my mum will not let me go out to play

Activity 4

- | | | | | |
|---------|-----------|-------------|---------------|---------|
| 1. bags | 2. scraps | 3. products | 4. appliances | 5. cans |
|---------|-----------|-------------|---------------|---------|

Activity 5

Where	When	Why
On my way to school In the city centre On the ground	in the 1980's just before dawn over a period of time	out of laziness for their own good to help

Activity 6

Think of different ideas how to reuse these items and write it on the space provided. For example, we can use a small cardboard box to put our CDs in.

Activity 7 - Word square - Find the missing words.**Across**aluminium
rubbishlandfills
resourcespollution
litter**Down**glass
plasticmetal
wasteenvironment
bins**Activity 8**

1. d 2. b 3. c 4. f 5. e 6. g 7. a

Activity 9 - Questionnaire

Mostly A: You care a lot about the place where you study and live

Mostly B: You care a little but do not do anything to help the environment

Mostly C: You care a bit about the environment

Activity 10

1. a 2. c 3. b 4. c 5. c

Activity 11

- a) incorrect. Answer: ...if we throw...
- b) Correct
- c) Incorrect. Answer: If I see...
- d) Correct
- e) Incorrect. Answer: ...if you leave...

Activity 12

a) heavy b) light c) bitter d) strong

Activity 13

- i) someone throws litter on the street
- ii) I see an empty can in the school yard
- iii) I have old clothes
- iv) I collect them to make things
- v) unless we do something soon

It's Your Choice - Student's Book

Lead-in

SUGGESTED ANSWERS

- a) I will stay at home and read a good book
- b) I will read a lot tonight
- c) I will tell him that it is not right to do this

Task 1

- 1. old tyre: you can paint it; you can hang it by a rope on to a tree and make a swing; you can sell them to fishermen to make bumpers for their boats
- 2. plastic bags: you can use them as kneel pads to protect your knees
- 3. pieces of wood: you can make puzzles; you can build games.
- 4. plastic containers: you can cut them in half and make flower vases.

Task 2

T. elicits from class the uses they have thought of for different waste products and takes class feedback to check if class agrees or disagrees with the uses. T. directs class to select one of the items and to draw a picture of the original item and a sketch of how the item can be used as a piece of art or for another use.

Task 3

T. directs Ss to read the comments from different teenagers from around the world about environmental problems in their area. T. instructs Ss to work in pairs to think of solutions for the problems the teenagers mention. Take class feedback and discuss ideas.

Task 4

T. directs class to separate into small groups to create a wall-poster showing problems and solutions for waste. T. selects the most powerful poster to use for the class wall.

It's Your Choice - Workbook

Activity 1

Open answer

Activity 2

1. c
2. d
3. e
4. b
5. a

Activity 3

1. aluminium
2. rubbish
3. landfills
4. resources
5. pollution
6. litter
7. glass
8. plastic
9. waste
10. bins

Activity 4

- 1.- c
- 2.- d
- 3.- e
- 4.- b
- 5.- a

UNIT 7 MAGNETISM AND THE WORLD WE LIVE IN

Topic	Magnetism and its effects on our lives
Grammar	Past Continuous vs. Past Simple; Used to
Reading Skills	Reading for gist to match headings of texts
Listening Skills	Understanding implied information Listening for details about the lives of famous scientists Listening for information to label a diagram
Writing Skills	Writing a story about a mythical situation
Vocabulary	Science and explanations of magnetism and magnetic processes
Aim	To make students aware of magnetism and the role it plays in our lives

Cover page

Magnetism

T. writes the word 'magnetism' on the B/B and asks Ss what Greek word this sounds like. T. asks Ss what they know about magnetism. Use different objects from the classroom and ask Ss if they are magnetic or not.

T. could use a balloon and rub it on the head of one of the Ss to see how the hair will stand up on end and that the balloon will then stick to a wall. T asks Ss why the balloon sticks to the wall and why the hair stands up. The same experiment can be done with different bits of cloth and a balloon. T could bring some balloons into the classroom and involve the Ss in the experiment.

To add more interest and excitement to the experiment, time how long the balloon stays on the wall. T could tell Ss to try different bits of cloth and different wall surfaces to see which makes the balloon stick the longest.



ANSWER

By rubbing a Sticky Balloon on your head, you cause it to grab negative charges out of your hair. When the negative charge goes away, your hair is left with an excess of positive charges. Opposite charges attract, so the negative balloon stuck to the positive wall surface. So, a charged object can stick to a neutral object by producing an opposite charge

Cross curriculum aspects of Unit

Ask Ss in what school subject they learn about magnetism. Ask Ss if magnetism is important in our lives. Elicit from Ss examples where magnetism exists in their daily lives and why it is important and useful for our lives.

Magnets are used in many appliances and industrial machines. The teacher could guide the students to make a list of appliances in which magnets are used. These should include mobile phones, compasses, radios, clocks, refrigerators, motor cycles, cars, electric motor and generators.

T encourages class discussion on the role of magnetism in our modern lives. T asks Ss how the world would be different if we had not discovered magnetism.

Magnetic recording media: Common VHS tapes contain a reel of magnetic tape. The information that makes up the video and sound is encoded on the magnetic coating on the tape. Common audio cassettes also rely on magnetic tape. Similarly, in computers, *floppy disks* and *hard disks* record data on a thin magnetic coating. *Credit, debit, and ATM cards*: All of these cards have a magnetic strip on one of their sides. This strip contains the necessary information to contact an individual's financial institution and connect with their account(s). Common televisions and computer monitors: The majority of TVs and computer screens rely in part on an electromagnet to generate an image--see the article on cathode ray tubes for more information. Loudspeakers and microphones: Loudspeakers rely on a combination of a permanent magnet and an electromagnet. A speaker is a device to convert electric energy (the signal) into mechanical energy (the sound). The electromagnet carries the signal, which generates a changing magnetic field that pushes and pulls on the field generated by the permanent magnet. This pushing and pulling moves the cone, which creates sound. Microphones are based upon the same concept, but run in reverse. A microphone has a cone or membrane attached to a coil of wire. The coil rests inside a specially shaped magnet. When sound vibrates the membrane, the coil is vibrated as well. As the coil moves through the magnetic field, a voltage is generated in the coil (see Lenz's Law). This voltage in the wire is now an electric signal that is representative of the original sound.

For more information and other experiments on electricity and magnetism, T could direct Ss to the site on the internet:

<http://home.howstuffworks.com/science-projects-for-kids-current-electricity1.htm>

On this site Ss can see how the principle of electromagnetism works. Or, T could explain or ask Physics teacher to explain that the basic idea behind an electromagnet is extremely simple: By running electric current through a wire, you can create a magnetic field.

T explains that by using this simple principle, you can create all sorts of things, including motors, solenoids, read/write heads for hard disks and tape drives, speakers, and many other electrical gadgets.

A.

T directs Ss to the three visuals and asks Ss what each one is.

T elicits from Ss that the items are: plastic and metal toy; roller coaster ride; magnet

ANSWER

ii)

T elicits from Ss how magnetism exists and works in each of the objects.

B.

- i) In picture **a**, the pyramid is held together with magnetised balls
- ii) In picture **b**, the roller coaster stays on the track because of a magnetic current in the rails.
- iii) In picture **c**, there is a magnet with iron filings attracted to its north and south poles.

If possible, T could bring a magnet and some iron filings into class. Perhaps these can be obtained from the Physics teacher. T asks class how a compass can show us a magnetic field. T can then scatter filings on a desk and place the magnet in the centre of the filings to demonstrate to Ss what happens. The filings will be attracted to the north and south poles of the magnet forming magnetic fields.

C.

- i) Direct Ss to the picture of the world and elicit how each of the items is influenced by magnetism. For example, animals migrate long distances and magnetism is known to help guide them to their destination. CDs store information using magnetic fields. The speakers on a stereo use magnetic fields to produce sound.
- ii) Words that are associated with magnetism: magnet, magnetic, field, poles, current, attract, repel.

Lesson 1**Lead-in****A.**

T directs Ss to look at the visuals a, b, and c and to match the words in the box to each.

ANSWERS

a-magnetic field

b-magnetism

c-migrating animals

Elicit from Ss which animals they know of that migrate each year. Elicit from Ss why animals migrate. They migrate in search of food. T. asks class how animals know which way is north and south. T. elicits from class how magnetic fields might help animals when they migrate.

T. informs Ss that animals have a magnetic sense in their head and this helps them follow the magnetic fields of the earth to help them migrate to a specific part of the world.

T. could also inform class that migratory birds use magnetic clues in addition to light, star signs, the position of the sun to find their way south in autumn and north in the spring.

Extra: T could ask Ss to find some other reasons for the migration of different animals. For example, some animals migrate because the cold and hot weather. T. could set a task of a mini-project and ask Ss to create a collage or poster about the migration of different animals with a world map showing which animal travels where.

B.

T. directs Ss to the picture of the people in the mountains. T. elicits from Ss what they people are carrying, why the people are there, where they might be going and why they might be leaving one place to go to another. T. should encourage Ss to think about different reasons why people migrate.

Listening

A.

Direct Ss to the cartoon sketch and elicit from Ss where the young people might be and what they might be talking about.

Instruct Ss that they are going to listen to a discussion between the people in the sketches and they have to listen carefully to find out what the mystery is.

Listening script for cartoon sketches

Pic 1

A: Ah! Look at those birds

B: Yeah! They are migrating.

Pic 2

C: How do you know?

B: When I lived in Africa, we **used to** see the birds flying over our village at this time of year.

A: Yeah. They **were going** north for the winter.

Pic 3

C: How do they know it's north?

B: It's their instinct.

A: No, it's not only that, it's also because of magnetism.

B/C What? [surprised tone]. How do you know?

Pic 4

A: I **was watching** a documentary about migration of birds last week and it said it there.

B: But the old men in our village **used to** tell me it was their instinct.

A: No, it's a mystery why, but the birds follow some kind of magnetic field to migrate when they fly south each winter.

Pic 5

C: And what about other animals like turtles and whales and deer?

A: Apparently, it's the same for most animals.

B: Yeah, that kind makes sense.

A: Yes, people **didn't use to** know about magnetic fields but now scientists tells us that the fields help the animals find their way when they migrate.

B: Wow! I didn't know that! So they know which way is north and south because of magnetism?

A: Yes, exactly. They know where to migrate because they can feel magnetic forces.

C: Amazing!

A: Not really! Just physics!

Solution to the mystery:

Birds use magnetism when they migrate and fly south each winter and north each summer.

B.

Tell Ss that they are going to listen to the recording again and that they can also read it if they want. Direct Ss to the questions about the recording.

ANSWERS

1. B.

2. It was the birds' instinct that made them migrate

3. South

C.

T could use follow up questions to the cartoon task like:

Which of the boys probably lived in another country when he was small?

Can you think of some reasons why sometimes people leave their own country or move around the world? Can you remember some cases in the history you have learned in A or B class in high school? Discuss as class.

T could set the class a mini project task where the Ss ask their family members to inform them of any case of migration of their family in the past. Instruct Ss to bring some photos in class and write on a piece of paper the reasons that enforced their family members to migrate for example to Germany or to America. Then gather all the possible reasons and write them on a poster, including some illustrations.

As extra interest T could inform Ss that there was a film about the migration of Greeks from Asia Minor in the 60's by Elia Kazan in a well known and extremely graphic and interesting film called America- America.

SUGGESTED ANSWERS

Some people are driven out of their country while others are attracted to certain countries because of what the new country offers. The main reasons people move from one country to another are: to find jobs, to get away from a bad situation politically, to discover new ways of life, for adventure, in search of food, shelter, safety, and hospitable weather, overpopulation.

Develop the concept of migration by following the steps:

Opening:

Ask students to look at a world map and think about two places they would like to move to after graduation from university or when they get older. Have them create a list of reasons why they think they would like to move there. Then discuss why they chose these locations. What would be the downside of moving?

Ask students how they define migration, and keep track of their answers on a large piece of paper or poster board.

Development:

Have students look at a map of world population density at sites on the internet like: National Geographic's MapMachine. Ask Ss about what their impressions are of how the world's population is spread out.

Elicit answers from Ss for the following questions:

Why do people move? Ask students to think about the forces that drive human migration. Have students look at this overview of the human migration and explore the "push" and "pull" factors involved. What are some examples of things that push or pull people away from their homeland? Ask students to think about real world examples of some of these situations. The examples should cover historical (e.g., Africans brought to America for slavery) and current (e.g., the Kurds in Iraq) examples, as well as situations that illustrate both voluntary (e.g., moving to another city because of a job transfer) and forced (e.g., displacement by a natural disaster) migration.

Closing:

Have students return to their discussion about where they think they would like to move someday. Have they changed their minds since the beginning of this lesson? How would they feel if they were forced to move somewhere, even if it were somewhere they thought they might want to live? How have their ideas of migration changed since they first defined it in the opening?

Suggested Student Assessment:

In their small groups, have students select a migration in history to study further. Ask them to conduct research to answer the following questions:

When did the migration occur?

From where to where did the migration occur? Give each group a blank outline map of the world where they can illustrate the migration.

What were the characteristics of the people who migrated (e.g., race, gender, and religion)?

Why did the group migrate? Was it a forced or voluntary migration?

Did the group face difficulties adjusting to their new environment? What were they?

Did they resolve them? How?

Did the migrants stay in their new land or return home? Why or why not?

What kinds of problems do people who migrate face; language, culture, missing family and friends, educational inequality in diplomas

Grammar

Explain to Ss that the grammar in this Unit focuses on the Past Continuous and Used to. Introduce the form of Past Continuous write the following example on the B/B:

While I was coming to school this morning, I saw a very strange thing.

T elicits from Ss which verb is continuous and which is not continuous. T elicits from Ss what the continuous action was.

T elicits from class the form of the verb: **be+ verb+ing**. T briefly goes over the past form of the verb '**be**'. (**was/were**).

T asks various class members: What were you doing at 8 o'clock last night?

It is always a good idea to create a natural language situation when T takes responses from Ss to make some kind of comment like:

How interesting!

Really! That sounds nice!

I don't believe you!

Or, any kind of appropriate comment.

T then moves on to explain the difference between State verbs and event verbs. T asks Ss if it is possible to say '*I was seeing*'. Ask Ss why this is not possible.

ANSWER

it is not possible because 'see' is a State verb which means the action does not change. For example: '*I see you*' cannot change by saying '*I am seeing you*'.

Elicit from Ss what other State verbs they know.

Write class suggestions on B/B.

Verbs of emotion: like, dislike, love, hate, mind;

Verbs of mental processes: feel, remember, believe, realise, suspect.

T could have a photograph of some major event. For example, the sinking of a ship like the Sea Diamond. T elicits from Ss what they think different people on board the ship were doing at the time of the accident. For example: *The captain was eating. The crew were checking the ship.*

T tells class to write down two more sentences in their notebook. Tell Ss to check their partners' sentences to see if they are correct. T asks class to read out some of their sentences.

Used to

T elicits from Ss the fact that **used to** refers to past habits and states. If we say that somebody used to do something, we mean that some time ago he was in the habit of doing this, but he no longer does it now. For example:

- My grandfather **used to** smoke 30 cigarettes a day, but he stopped when he realised that smoking causes cancer
- I didn't **use to** like school, but now I do.
- 'Didn't your uncle **use to** be a policeman?' 'Yes, he did, but now he works for a security company.'

To reinforce the concept, tell Ss about where you **used to** live. Then, elicit from Ss where they **used to** live. Establish the concept of a past event which does not exist any longer. Many students in Greece tend to make a mistake over **used to** and *usually*. T should point out to Ss that **used to** is very different from *usually*. T elicits from class two example sentences to show the difference and writes the example sentences on B/B. T sets up pair activity for Ss to ask and answer questions with used to. T writes on B/B.

A: Where did you use to live?

B: I used to live in Bulgaria.

Game: Fact or Myth

Task 1

Ask class what they know about the following people:

Einstein, Planck, Newton, Maxwell, Galileo.
Ask Ss what they think these people have in common.

ANSWER

They were all Physicists.
Direct Ss to the statements in Task 1 and set the task in pairs.
Take feedback and compare answers as a class.

ANSWERS

i) fact ii) myth iii) myth iv) fact v) fact

Check that Ss have understood the difference between ‘invent’ and ‘discover’ by asking a concept question like: Did Columbus discover or invent America?

Task 2

A. Direct Ss to the photographs of the famous scientists and their names in the box on the right. Allow Ss a short period of time to match the names to the photographs. Take feedback and check answers as a class.

ANSWERS

a. Planck b. Einstein c. Newton d. Maxwell e. Galileo

ANSWERS

1- Einstein 2- Galileo 3- Maxwell 4- Newton 5- Planck

B. Listening

Guide from the Planetarium talking about the lives of 6 famous physicists.

Museum Guide script:

Today we are going to look at the lives of six famous physicists whose ideas have changed the world. Here we see

1) A man that Einstein called the father of modern science, Galileo Galilee was an Italian physicist, astronomer, and astrologer,. In order to perform his experiments, Galileo had to set up standards of length and time. For measurements of particularly short intervals of time, Galileo sang songs with whose timing he was familiar.

2) Many people regard Newton, as the greatest person in the history of science From 1670 to 1672, Newton taught courses at Cambridge University. Newton died in London on March 20, 1727, and was buried in Westminster Abbey.

3) James Clerk Maxwell was a Scottish mathematician and physicist. He is also known for creating the first true colour photograph in 1861. At school in Edingburgh his thought he wasn't very clever and so they called him 'Dafty'.

4) Max Karl Ernst Ludwig Planck was a German physicist and one of the most important physicists of the twentieth century. At first, he didn't accept Einstein's theory of light and this put the theory of electrodynamics back by decades. His family say that he used to read a lot in bed and kept his glasses on while he was sleeping.

5) Albert Einstein, a German-born theoretical physicist. He is best known for the theory of relativity (and specifically mass-energy equivalence, $E=mc^2$), but when he left university he could not find a teaching post and so the father of a classmate helped him to get a job as a technical assistant examiner at the Swiss Patent Office in 1902.

Task 3

Check that Ss know what each scientist was famous for. Ask Ss to name a scientist that has greatly influenced the world with his ideas. Instruct Ss to choose a Greek scientist they know or admire from newspapers or magazine articles and to ask the Ss to bring in photographs of a Greek scientist and to report their findings to the class in English.

T. could use this as a Mediation activity.

Reading

Lead-in

A. Direct Ss to the three pictures a-c. Elicit from class the content of the pictures. Elicit from class how these pictures are related to magnetism. Tell class to read the clue in the box to help them guess their answers.

B. Direct Ss to the headlines and ask them to guess what the story behind each headline is. Discuss as a class Ss ideas.

C. Instruct Ss to read the text in the box.

D. Tell Ss to make small groups of three or four and discuss the content of the text. Ask Ss if they think it is possible to make anything disappear. Elicit from Ss what advantages there might be if people could disappear and reappear at will. Ask Ss if they have ever seen a film in which people could disappear. Instruct Ss to search the internet for films or stories about people who can become invisible. Ask Ss if they have ever heard of a writer called H.G.Wells. Tell Ss that H.G. Wells wrote a science fiction novel called *The Invisible Man* in 1897. Instruct Ss to find out more about other books that H.G. Wells wrote.

A film of the same title was produced in 1933. A film which is based on the original H.G. Wells story is *Hollow Man* which is a 2000 Academy award-nominated science fiction thriller film.

Take class feedback on the possibility and advantages and disadvantages of making things and people invisible.

Task 1

Direct Ss to the two headings i) magnetism -ii) migration and then tell them to read the two texts A and B quickly to get the general idea in each. Tell Ss not to worry about words that they do not understand. Encourage Ss to read for gist to get the overall idea of texts. Tell Ss to match the headings with a correct text. Ask Ss to justify their answers with words or phrases from each text to support their views.

Add some element of competition and speed in the reading by setting a time limit or by rewarding or praising the student who finds the correct answers first.

ANSWERS

Text A- magnetism;

Text B - Migration

Task 2

A. Direct Ss to work in pairs and decide the role of magnetism in each of the stories. Take class feedback and discuss answers as a class.

B. Instruct Ss to re-read the texts but more slowly and carefully. Direct Ss to the questions in Task 2B.

ANSWERS

- a) text A (television or computer screen shaking)
- b) text B (navigation in animals)
- c) text A (fridge)

C. Text B

Task 3

Tell Ss to work in small groups of three and make a list of all the things at home which they think operates with magnetism. Remind Ss of the items mentioned in the introduction to the Unit.

VHS tapes contain a reel of magnetic tape; **audio cassettes** also rely on magnetic tape. **floppy disks** and **hard disks** record data on a thin magnetic coating. **Credit, debit,** and **ATM** cards; **televisions** and **computer monitors**; **Loudspeakers** and **microphones**.

Lesson 2

Vocabulary

Task 1

A. Explain to Ss that many words are not just black marks on a paper but have a meaning because there was some practical reason. Write the word 'autograph' on the B/B and ask Ss to guess the parts of the word and how it means what it means. Explain to Ss that there are many English words like this which are made up of parts of words. For example: *bicycle* means a cycle with two wheels; *tricycle* means a cycle with three wheels. Elicit from Ss what words they know that are similar in form to the examples.

Tell Ss to work in small groups and write as many compound words that they can think of. Give Ss some help by telling them that many words in English come from words combined from the same language or even different languages. In the case of the example *television*, a Greek-based word.

Instruct Ss to use a dictionary or the internet dictionary to complete the table. Tell Ss to look carefully at the table to understand what they have to do. Explain or elicit from Ss that the first column is a part of the word. The second column is an explanation of the first column. Column three is an example of the word.

T. tells Ss to look closely at the words *monotony*, *aeroplane*, *microphone*, *microscope* and to say what the Greek equivalent of each is.

T. could elicit other words in English that come from Greek. For example: taxi, horizon, epiphany, metal, know, telescope.

ANSWERS

mono- alone - monotony

aero - air - aeroplane

micro- small - microscope

ANSWER

The word *magnes* comes from the Greek word *Magnesia*, a region in Thessaly where magnetized ore was obtained.

B.

Greek	Turkish	English
Spartan	araba (car)	sandwich
aerobic	irgat (worker)	hooligan
physics	kasap (butcher)	pullover
mystery	kutu (box)	house

C.

T. elicits from Ss who they think Xenophon Zolotas was. T. can tell Ss that Zolotas was an economist and politician who had made a speech in English which contained mostly Greek words. T. can direct Ss to the speech on page 159 and tell them in pairs to circle all the words which come from Greek. Take class feedback and ask Ss to find other words in English which come from Greek. Compare answers in the next lesson. T can tell Ss that there are over 50,000 English words which come from Greek.

Task 2**A.**

Explain to Ss that the aim of the task is to complete a definition of words associated with magnetism.

Direct Ss to the words in the box and explain that these are the missing words from the definitions. Elicit from class the words that they already know the meaning of. Then tell Ss to guess or find the meaning of the remaining words in their dictionaries.

ANSWERS

- | | | | | |
|----------|--------------|--------------|------------|-----------|
| i) force | ii) iron | iii) attract | iv) repel | v) needle |
| vi) flow | vii) compass | viii) poles | ix) closer | x) away |

B.

Direct Ss to look at the diagram. Elicit what it is a diagram of. Answer: It is a diagram of a magnet and a compass and the attraction and repulsion of north and south poles of a compass.

Encourage a class discussion on why the north part of the magnet is attracted to the south needle of the compass.

C.**How to do the experiment:**

1. Your compass will work better if you first run a magnet over the needle a few times, always in the same direction. This action 'magnetizes' it to some extent. Drive the needle through a piece of cork. Cork from wine bottles works well. Cut off a small circle from one end of the cork, and drive the needle through it, from one end of the circle to the other, instead of through the exact middle - be careful not to stick yourself!
2. Float the cork + needle in your cup of water so the floating needle lies roughly parallel to the surface of the water.
3. Place your 'compass' on a still surface and watch what happens. The needle should come to point towards the nearest magnetic pole - north or south as the case may be.
4. If you want to experiment further, try placing a magnet near your compass and watch what happens. How close/far can the magnet be to cause any effects?

Explanation:

The earth produces a magnetic field. This field, although weak, is sufficient to align iron and your needle within it. By floating the needle on the cork, you let it rotate freely so it can orient itself within the earth's magnetic field, to point toward the north or south poles of the planet.

Listening and Speaking

Task 1**A.**

Direct Ss to the five pictures. Elicit from class what they think each one contains.

Picture 1. A paper clip attracted to the speaker of a mobile phone.

T can allow Ss to try this with their own mobile phone and a paper clip.

Picture 2. An electric charge in a ball which attracts hair. Explain to Ss that hair contains static electricity. Ask Ss what effect static electricity has on their hair. Ask Ss why their hair stands up when they get up in the morning.

Picture 3. Aurora Borealis or Northern Lights.

Ask Ss to find out as much as they can about the Northern Lights for the next lesson.

Direct Ss to use the internet or to ask their Geography or Physics teachers.

As an additional task, assign small groups of students to produce oral and/or written reports on some of the people whose cultures have been influenced by the Northern Lights, a phenomenon caused by Earth's magnetic field. Students should identify the cultures geographically and include various names, legends, and beliefs associated with the aurora in each culture. Students may also wish to compare the cultural influences of the aurora with those of other natural phenomena such as volcanic eruptions, solar eclipses, and comets

Picture 4. Magnetic balloons.

Picture 5. Migrating turtles

B.**SUGGESTED ANSWER**

The cloth from the pillow rubs against the hair and creates a static charge. Electrons move from pillow to the hair. A static charge builds up and now each of the hairs has the same positive charge. Remember, things with the same charge repel each other. So the hairs try to get as far from each other as possible. The farthest they can get is by standing up and away from the others. And that is how static electricity causes a bad hair day!

SUGGESTED ANSWER

Get a spray bottle, fill it up with tap water, put about 2 tablespoons of your favourite conditioner in it. Mix it up. When you get up in the morning, spritz your hair a bit. Comb it through. You should be static free all day.

Task 2 Static Electricity

Inform Ss that they are going to listen to a guide from the planetarium in Athens talking about magnetism. First, Ss should read through the list of statements in the box and check that they understand the meaning of each. T can ask comprehension questions on the statements or explain unknown words.

Listening script

Static Electricity means an imbalance of electric charge. An electrically "charged" object contains more protons than electrons, or it contains more electrons than protons. This is experienced when you try to separate clean clothes. They make a crackling sound. Sparks and lightning are "static electricity," and the "static" inside the clothes, which creates the cling effect, is electricity. The same static electricity or high voltage exists around a balloon. The air around the balloon feels really strange when you rub the balloon against a cloth or hair. Whenever we have high voltage, then we also have electrostatic attraction and repulsion. High voltage can attract cloth or tiny bits of paper and it can even make hair stand up. With high voltage we also get long sparks, crackling noises, and blue glows and flashes. Sometimes doorknobs contain static and can make a spark when you touch them. High voltage makes ozone; the stuff that gives that funny chlorine smell.

ANSWERS

Task 2

1. False 2. True 3. False 4. False 5. True

Task 3 - Song

Inform Ss that they are going to listen to a song by a singer called Debbie Harry or Blondie.

Tell Ss to listen for the general meaning without paying attention to specific word meaning. Tell Ss to listen carefully for words that they might already know and to use these to guess the general meaning of what the song is about.

*Flight 45, last seen alive on the runway
Leaving for some fun in the hot tropic sun back next Monday
And our friends are at the airport
Cousin Bill says, "Enjoy the water sports"
As we fly into the mystery
The film comes on and the Earth recedes
Several hours out - 20 minutes south of Bermuda
The communication's gone - something has to be so wrong
And it must be Jesus calling*

*The silver ship, the blue sea falling
Death was in that poison wave and in its gulf a fitting grave*

*The coast guard said they might be found
They know just where the plane went down*

When the song is finished, take class feedback about its meaning.

The song is about a plane which disappears over Bermuda.

The topic of the song is a fact as the song tells a story about people who went on a trip by plane but disappeared. T could ask Ss to point out on a world map where they think Bermuda is. Ask Ss what they heard happened to the plane. Focus on detail questions:

i) Where did the plane disappear? ii) How far away was it from Bermuda?

Write the words of the song on the B/B and ask Ss to infer what the singer implies by some of her lyrics. For example:

'Cousin Bill says "enjoy the water sports" implies that *the people in the plane are going on holiday and that a relative took them to the airport to see them off.*

'the silver ship, the blue sea falling' implies that the plane is high over the sea as they can see a ship in the distance.

Elicit from Ss what they know about this area of the world. For example, it is a tropical area; there are stories about ships and planes that have disappeared in an area of the sea near the island of Bermuda. It is called the Bermuda Triangle.

Ask Ss if they know of any other songs by Blondie (Debbie Harry). Ask Ss to find some of her songs on the internet and even to download one to let the class hear it next lesson.

Speaking

T maintains the focus on the concept of mystery by eliciting from class what other events can be mysterious. Ask Ss if they have ever read any mystery stories, crime stories or seen any mystery films. Encourage class discussion on what kind of things creates mystery.

Explain to Ss that crime stories are often mysterious. Elicit from Ss the association between crime and mystery. **Suggested idea:** People who commit crimes do not want others to know who did it. Therefore it is usually a mystery who committed a crime.

Explain to Ss that the aim of the task is to find out who committed the crime of stealing turtle eggs from a nest in Cephalonia. Briefly remind Ss of the connection between turtles and Cephalonia. Elicit from class where Cephalonia is.

Draw a table on the B/B and tell Ss to copy it in their notebooks to help them with the listening task:

Name s/he said s/he was ing

Spanish tourist

Stranger

Freddie

B. Role Play

Listening script

Sherlock was eating cold pizza for lunch at home one hot July day. His assistant Watson came in looking warm and exhausted.

"I'm so disgusted," he said. "Remember those eggs we saw in the turtle nest on the beach yesterday? I went over and covered it early this morning. While I was doing that I saw Freddie Stapleton. He was playing football on the beach with some friends. I just walked by now and the eggs are gone. This is the third time this week that eggs have disappeared."

"Why would anyone steal turtle eggs?" Sherlock asked. "What would anybody do with them?"

"Who knows?" Watson poured himself a glass of lemonade. "Probably some kids with nothing better to do. I suppose they don't understand how valuable the eggs are.

Sherlock looked at Watson. "Want to walk over and see what we can find out?"

"Not much there to see, only two tents on that whole beach, down at the end. Some young Spanish guy is staying in one and nobody knows anything about the other red one. "Maybe he saw something," Sherlock said. "Let's go ask."

Half an hour later the two men were walking toward the end of the beach. A pick-up truck was sitting on the road behind the beach. A stranger was standing nearby. He was taking photographs of the beach. They asked him what he was doing and he told them that he was a photographer and that he was interested in wildlife. Sherlock told him that he was trying to find out who took some turtles eggs from a nest on the beach. As soon as Sherlock told him this he drove off. Sherlock stared after the truck. "Know what? He might have taken the eggs. Maybe he didn't want us to think he was a thief and told us he was taking photographs as a cover. You can put lots of things in the back of a truck."

Watson nodded. "Let's ask the Spanish guy if he saw anything this morning."

The Spanish guy came out of the tent as soon as the two called out. He was quite young and cheerful. "Oh, I think I know who might have taken those eggs," he told them. There is a guy called "Freddie something. I heard a noise while I was cleaning my tent earlier and when I looked out I saw him walking along the beach. He lives nearby, but I believe he's always up to mischief."

He held the tent flap open as he was talking and Sherlock looked inside. He saw a heavy jacket rolled up in the corner and there was some sand falling out of it. The Spanish man's bags were sitting on the floor as if he was ready to leave but the tent was a mess.

"I know Freddie," Watson said. "And I know where he lives. Let's go see him."

Freddie was putting a lawn mower in the garage when they reached his house. He wiped the sweat from his brow, as he talked to them. "Why would I take turtle eggs?" he asked. "Besides, I am a member of the Turtle Protection Society" Sherlock stared past him and noticed a nest in a small tree in the yard. There were no eggs in it.

As he and Watson were walking back to her house Sherlock thought hard about the missing eggs. His housekeep was washing the lunch dishes when they entered the house. "We think we know who took the eggs."

Who took the eggs? Do you know?

Solution

The Spanish guy had taken the eggs.

There was no evidence to show that Paul had actually used his truck to transport the eggs. There were no eggs in the nest in Freddie's tree. But the Spanish guy's bags were packed and he was ready to leave. The tent was a mess but he had said he was cleaning the tent earlier. His jacket was rolled up and there was sand falling out of it. He probably had the eggs there to keep them safe. "That jacket was proof," Sherlock said.

Speaking - Re-telling a short story

Direct Ss to look at the four photographs of a compass, a mariner, a sailing ship, a lady from many years ago.

Elicit from Ss what each picture contains and ask Ss to imagine a possible connection between the four pictures. Establish the period of the previous century or more because of the clothes, the ship, the compass.

Writing

Task 1

Elicit from class any mythical stories they know. Ask one or two Ss to relate their stories. Establish with class the distinction between myth and fact. Ask Ss how they think myths begin. Ask Ss why people like to believe in myths. Encourage class discussion on general concept of myths and mythology.

Tell Ss to look at the cartoon sketches and to try to guess what the story is about. Ask some Ss to express their ideas to the class.

Write the name *Marie Celeste* on the B/B. Elicit from class what this name could be.

SUGGESTED ANSWER

it was the name of a ship from which the captain and crew mysteriously disappeared while it was sailing across the Atlantic towards Spain in 1872.

T asks Ss if they believe everything they hear or read in newspaper reports. Ask, Why? Why not? Encourage free discussion on fact or invented stories
The aim is to encourage Ss to think critically about things that they read in newspapers.

Task 2

A.

Explain to Ss that they need to read the statements from witnesses about the mystery of the Marie Celeste and then read the newspaper report to find inconsistencies in the newspaper report.

Take class feedback and encourage discussion of differences. Elicit from Ss their ideas on why there are differences between what newspapers report and the real story.

The **Mary Celeste** was a brigantine discovered in the Atlantic Ocean unmanned and under full sail heading towards the Strait of Gibraltar in 1872. The fate of the crew is the subject of much speculation: theories range from alcoholic fumes to underwater earthquakes, along with a large number of fictional accounts. The *Mary Celeste* is often described as the archetypal ghost ship.

B.

Tell Ss to read the newspaper report again carefully and underline the incorrect things in the report. Tell Ss to use these underlined points to tell their partner why they think they were said.

Task 3

T could bring in a short extract from a story from two different newspapers to show Ss how the same facts are not reported in the same way. Encourage Ss to think critically about what they read in newspapers.

T could make photocopies of the two stories and read through them as a class. Ss should try to find differences in the two versions of the same story.

Take class feedback and ask Ss why the same story might appear differently in two different newspapers. Elicit from Ss aspects like control of newspaper content - who controls the news? Encourage Ss to think of the relationship between newspaper ownership and political parties and other interest groups and what is reported and how it is reported in the press.

Instruct Ss to write their report and then compare the reports as a class in the next lesson. Encourage, where possible, Ss to give their opinion about issue of freedom of the press. Ask Ss if there is actual freedom in the press or if it is just a myth.

Lesson 3

Task 1

Direct Ss to the map. Elicit which part of Greece this might be. Tell Ss to open Geography books to find the area in the map.

Elicit from Ss what they know about Zakynthos and turtles.

Elicit from Ss what dangers they think turtles might have in a tourist resort like Zakynthos.

T writes responses on B/B. Tell Ss to look at the words in the box to check with the ideas on the B/B. Check that Ss understand the words in the box. Give words in example sentences for Ss to guess meaning of unknown words. Elicit from Ss why the ideas expressed in these words might be a problem for turtles in Zakynthos.

Take class feedback and discuss as a class.

Task 2

Direct Ss to look at the photographs and tell them to separate them into those that show problems and those that show solutions. Elicit reasons for Ss answers and discuss as a class.

Problems: pictures: a; c; d

Solutions: pictures: b; e.

Task 3

Direct Ss to pictures and ask which picture would be good for a poster for a program to save turtles. Take class feedback and encourage free expression of ideas.

Task 4

Tell Ss to divide into groups of four to make teams to do a project together. The project is about helping turtles. Direct Ss to read through the information about turtles in the box. Check that Ss understand all the vocabulary. Give unknown vocabulary in contextualised sentences for Ss to guess the meanings.

Task 5

Explain the procedures for the project to class. Explain that there is a sponsor form (elicit or explain the meaning of 'sponsor') at the back of their book. Tell Ss to copy this form onto different pages or photocopy them and to use them to ask for support for your project about the problems turtles face. Direct Ss to the form and elicit what the form is to be used for. Ask Ss to ask their family members and friends how much each would give to sponsor the turtle research. Tell Ss to return the completed forms for five people and to tell the class how much money they can raise for the sponsorship for the turtles. T can make this competitive by informing class that the 'winner' will be announced in class next lesson.

Self - evaluation

Activity A

were having / told / invented / thought / was joking / showed / proved / was trying / tried / leaked

Activity B

a) invented b) discovered c) invented d) discovered e) invented

Activity C

i)- d ii) - e iii) - c iv) a v)- b

Activity D

a) emigrants b) immigrants c) migrate d) emigrate e) immigrate

Activity E

i-c ii)-e iii)-d iv)-b v)-a

Workbook

Activity 1A.

Example:

I was drying my hair; my hair was standing up;
I felt so embarrassed; my friends laughed

Activity 1B

Open answer

Activity 2

1-C 2- D 3- E 4 - A 5- B

Activity 3

1. were walking	2. looked	3. got	4. didn't know
5. were dreaming	6. were browsing	7. found	8. discovered

Activity 4

1. Q. What are the Auro Boreallis or Northern Lights?
 - A. They are solar flares coming in contact with the earth's magnetic field.
2. Q. Where can I go to see the Northern lights?
 - A. To see them you need a clear, dark sky far away from the light of towns and cities.

3. Q. Do the magnetic poles of the earth change place?
 - A. Yes, they move tens to hundreds of kilometres because of daily variations and magnetic storms
4. Q. How can we check that there is a magnetic field?
 - A. Easy. Just put a bar magnet on a piece of paper and sprinkle some iron filings and you can see the shape they make.
5. Q. In which direction do magnetic fields run?
 - A. From the north to south.
6. Q. Where is the magnetic field strongest?
 - A. The magnetic field is strongest at the poles, where the field lines are most concentrated
7. Q. Which CDs hold the most data?
 - A. Optical and Magnetic Drives. MP3-CDs contain about 10 times as much music as one ordinary CD. These devices electronically convert sound waves to magnetic pulses.

Activity 5

Writing: e-mail
Open answer

Activity 6A

Situations for static electricity

Activity 6B

1. They were playing with balloons and the girl stuck a balloon on her hair
2. She was touching the magnetic ball and her hair rose up
3. He pushed the bell and got a shock
4. She opened the car door and felt a small current of electricity

Activity 7A

achievement
advertisement
agreement
alignment
amazement
arrangement
development
government
measurement
movement

Activity 7B

Open answers

Activity 8A

i)-c) ii)-e) iii)-d) iv)-a) v)- b)

Activity 8B

Open answers using the compound words in 8a

Activity 9

1. compass	3. screen	5. navigation	7. pigeon	9. amount
2. fridge	4. instinct	6. needle	8. minerals	10. military

Activity 10

1. I have told you time after time not to throw your Physics books on the floor.
2. The Caretta Caretta turtles return to Cephalonia year after year.
3. The female turtles lay their eggs and after some time they hatch and the baby turtles appear.
4. Soon after the ship disappeared, the coastguard sent out a rescue mission.
5. Einstein moved to Zurich to work and after a while he invented the fridge.
6. At the beginning the crew was afraid but soon they realized that there was nothing wrong after all.
7. Seven ships mysteriously disappeared after one another.
8. The students studied hard for the test for months and after all that they teacher didn't test them.
9. The female turtle looks after the eggs until they hatch.
10. History says that Galileo was called after his mother's father.

Activity 11

1. in a way 2. no way 3. which way 4. had a way 5. find your way

Activity 12

1.tale	4. field	7. brain	10.working
2.amount	5. related	8. like	11. shaking
3.floating	6. suggests	9. way	12. similar

Activity 13A

regard as know about relate to aligns with result in

Activity 13 B

1. resulted in 2. know about 3. regard / as 4. related / to 5. aligns with

It's Your Choice - Student's Book

Reading

A. Read the three texts below and find an example in each of the effects of magnetism. Compare your answer with your partner.

Text A

Our planet has a magnetic field. On the earth's surface, it is weaker than the typical magnet you find on your fridge door. We see the affect of magnets in our everyday lives. It is common to see a television or computer screen shaking when a mobile phone rings next to it.

Text B

Scientists used to believe that animals used their instinct to migrate but now they know that they also use magnetic fields. Scientists believe that animals like turtles or birds have a magnetic sense. Cells in an animal's brain contain magnetite that acts like a compass needle. This helps birds to find their way when they fly north or south.

Text C

In December 1947 five military planes took off from Ft Lauderdale, Florida at just after 2 pm. An hour later the pilot sent a radio message. He said that the compasses were broken and they didn't know where they were. The mystery is why ships and planes disappear in the area of the Atlantic Ocean near Bermuda. Scientists believe that iron ore under the surface of the earth can cause a false compass reading.

ANSWERS

1. television screen shaking
2. helping birds to find their way
3. create a false compass reading

B. Read the o texts again carefully and discuss with your partner which text mentions: a) the negative effects of magnetic fields, b) something electrical in a kitchen c) animals and magnetism

ANSWERS

- a) C
- b) A
- c) B

C. In pairs, decide which of the texts mentions something mysterious.

ANSWER

Text C

Task 1

ANSWER

There is a magnet in:

- a mobile phone
- a fridge door
- a music cassette
- a speaker

T. can direct Ss to check their answers by looking on the internet at the site:
<http://www.howstuffworks.com/web-page.htm>

Writing

A.

T. directs Ss to the Greek newspaper headlines and asks them to give a general translation of each headline in English.

T. then asks Ss to translate the English headlines into Greek.

Tourists destroy beaches

Dead turtles in fishermen's nets

T. should encourage class discussion on the problems referred to in each of the headlines and ask Ss if they have ever seen such things.

B.

T. informs class that they are going to write a newspaper article on the problems mentioned in the headlines and how people in Greece can help the turtles. T. can elicit from Ss how they think this article should be arranged. For example: it is important to make a strong statement at the beginning of the article. Then this statement should be followed by examples. After that there should be reference to the effects on the turtles if nothing is done to help them.

C.

T. directs Ss to the layout of a page from a tabloid newspaper and generates discussion on what kind of information they should include in each section.

It's Your Choice - Workbook

Activity 1

1. was staying
2. were telling
3. came
4. were listening
5. felt
6. laughed

Activity 2

Open answer

Activity 3

1- c 2- b 3- e 4- f 5- a

Activity 4

- | | | | |
|----------|-----------|------------|----------|
| 1. tale | 2. amount | 3. flowing | 4. field |
| 5. brain | 6. way | 7. working | |

Activity 5

1. suggestion
2. amazement
3. government
4. reflection
5. agreement
6. description
7. migration
8. movement

Activity 6

1-c 2-b 3-c 4-c 5-a
6-c 7-a 8-a 9-c 10-d

Unit 8 GETTING AROUND

Topic:	Means of transportation
Grammar:	Question tags; Relative pronouns: who, whose, which, where, when.
Reading Skills:	Finding information to complete a chart Reading different texts to find common information
Listening Skills:	Completing a chart with information about travelling Inferring the meaning of different sounds
Writing Skills:	Writing a semi-formal letter to make suggestions
Vocabulary:	Transportation and ways of travelling worldwide
Aim:	To show Ss how it is possible to add information to a statement by using relative pronouns.

Cover Page

Introduce the Unit by eliciting from Ss what kind of public transport means there are in their area. Ask Ss if they feel the public transport system is efficient or inefficient. Why? Take a quick show of hands in class of which Ss have bikes.

Ask Ss if they think a bicycle is a useful means of transport. Ask Ss if it would be possible for them to cycle to school, to their friends' homes, or to different kinds of places. Why? Why not? Ask Ss what they think the government could do to help and encourage people to use bicycles.

SUGGESTED ANSWER

bicycle lanes as there are in different European countries like Germany, Austria, Switzerland, Holland and Denmark, where there is an enormous network of mostly-paved bike paths and country roads that make it unnecessary to pedal on main roads at all. Local bike clubs have linked these bike paths and small roads together to form dozens of long-distance bike touring routes.

Ask Ss what benefits there are from using bicycles:

SUGGESTED ANSWERS

health, financial, environmental.

Ask Ss if there are any disadvantages of using bicycles:

SUGGESTED ANSWER

rain, hills, can't take friends with you on the bike, you need to be fit.

Direct Ss to photograph A and ask what they see and where this photograph might be from. Ask Ss to suggest why there are so many people on the back of the truck. Ask Ss if they have ever seen anything like this anywhere else. Tell Ss

Direct Ss to photograph B and ask if the bikes would be a good transportation solution for the people in photograph A. Why? Why not?

Tell Ss to look at the captions under the photographs. Ask Ss to match a caption to photograph A, and to give reasons for their answers. Take a show of hands for each caption. Check that Ss understand what each caption means.

Photograph caption competition: Tell Ss to work in pairs to create a new caption for photograph A. Take class feedback and compare Ss ideas. Ask class to vote for the best caption.

T elicits or explains the meaning of : there's no room ; room for one more; standing room only.

T should introduce and write on B/B the following expressions:

give me a lift pick me up on the right track let off steam hit the road

Greek equivalent of expressions:

T could elicit what each expression means and ask Ss to write a Greek equivalent. Explain to Ss that they need to know these to be able to complete an activity in the workbook.

Lesson 1**Lead-in**

Remind Ss about the initial question at the start of the Unit focusing on public transport in their area. Tell Ss to complete the chart with different kinds of transportation they can use where they live. Tell Ss to list the reasons why they use each kind of transportation means.

Take class feedback to do a survey on which is the most popular or least used means of transport in their area. Elicit from Ss reasons for these facts.

Task 1

Direct Ss to the pictures a-f and ask Ss to describe what they see in each. Tell Ss to match the statements underneath the pictures to the appropriate picture. Check answers as a class.

Elicit from class if they notice any grammatical feature that each of the statements has.

ANSWER

Each statement contains a relative pronoun.

Elicit from Ss what the linguistic function of the relative pronoun is in each statement.

ANSWER

The pronoun phrase adds more information about the subject in each sentence.

Task 2

A. Direct Ss to the photographs A-F and ask Ss what each photograph has in common.

ANSWER

They are all means of transport

Tell Ss to complete the table. Take class feedback and compare answers.

Ask Ss which means of transport they would or would not like to try. Why? Why not?

B.

T elicits from Ss what the word 'port' means. Elicit from Ss the name of the biggest port in Greece. If Ss do not know the word 'port' use the following example: Piraeus has a port. Patras has a port but Karditsa does not have a port. Ask Ss if they know of any other ports. Tell Ss to write down any other words they know with 'port' in them. Take class feedback and write the words on the B/B. T asks Ss to say what each word means.

Passport

Transport

Import

Export

Airport

'Passport' originally meant 'to pass through the port' because people only travelled around the world by ship at that time. T explains the etymology of 'port' to Ss.

Port (left) starboard (right) of a ship or plane

Some people believe that 'port' comes from the Latin and Greek word 'porta' which means door. Others believe it comes from the French word 'porte' to carry.

Encourage class discussion on which meaning sounds more satisfactory.

Task 3

Encourage class discussion on the various means of transport in each of the photographs A-F. Tell Ss to match the means of transport with different countries. Ask Ss why these means of transport are best suited for each of the countries.

Task 4

Explain to Ss what a 'principle' is.

ANSWER

A principle tells us of the normal behaviour of some situation or action.

T could ask Ss in what way there are 'principles' of behaviour in each family. Encourage a brief discussion of ethics. T could tell Ss that the way people behave may be seen as a set of principles that the individual obeys in the form of rules, as guidance or law. These principles form the basis for such ethics. T could ask Ss if they agree or disagree with this statement and why.

A.

Tell Ss to read the principle in the box. Elicit answers on what the principle refers to. Ask Ss to guess what the most important principle might be for modern means of transportation.

ANSWER

They all have wheels.

B.**ANSWER**

picture c.

Task 5

Mini-project: make your own poster

Instruct Ss to work in pairs to create a poster with the title Means of Transport. Suggest to Ss that they could find photographs or visuals for their poster on the internet, newspapers, magazines, books and family photographs. Tell Ss that there will be a class competition to see which pair can best present their topic to the class in the next lesson.

Task 6 Idioms

Elicit from class what they think idioms are. Ask Ss why they think idioms exist in the language. Ask Ss to suggest some idioms they know in their own language. If possible, tell Ss a similar idiom in English. Explain to Ss that many idioms have similar concepts. For example in English there is an idiom 'Don't look a gift horse in the mouth'. The Greek equivalent is:

«Καποριανού χαρίζαν γαίδαρο και τον κοίταζε στα δόντια».

T could tell Ss the following Greek idioms and ask Ss what they think they mean in English.

«Κάλιο πέντε και στο χέρι παρά δέκα και καρτέρι», «το βάζω στα πόδια», «ελεύθερος σαν πουλί».

ANSWERS

'A bird in the hand is worth two in the bush; take to your heels; as free as a bird'

Direct Ss to the sketches i) -iii). Explain or elicit from Ss what they mean. Tell Ss to match the meanings with the sketches. Check answers and take class feedback on any

other idioms that Ss know in English. T could look at the internet to find different kinds of idioms to show to the class. Idioms are memorable and can help to add the element of fun to the lesson. In addition, idioms are an important part of natural language use and so should be mentioned regularly when teaching English.

ANSWERS

i- Don't put the cart before the horse - b

ii) Hold your horses! - a

iii) Don't look a gift horse in the mouth! - c

Task 7

Ask Ss in pairs to think of situations when they could use these idioms and write sentences using them.

Pre-reading

1. Explain to Ss that the aim of the task is to think of the different mechanical inventions in history and to decide which they think are the most important for human development. Take class feedback and compare answers.
2.
 - a) Tell Ss to think of all kinds of mechanical devices (make sure Ss understand the difference between electronic device and mechanical device), and to think of an important part in every mechanical device. Answer; the part that exists in almost every mechanical device is the wheel.
 - b) Encourage Ss to think of the role the wheel has played in the history of mankind. Ask Ss who they think invented the wheel. How long has mankind been using the wheel?
3.
 - a. Direct Ss to look at the history of the wheel in the pictures. Elicit from Ss which they think was first. Why?

ANSWER

The first wheel was the wooden Mesopotamian wheel in picture 5.

b. Answer: iii

c. Answer: picture 1. The bicycle looked like two coins: a penny and a farthing. A penny was much bigger than a farthing.

d. Answer:

Another option might be to tell Ss to work in groups of four to think of a suitable title for the collection of pictures. Take class feedback and discuss as a class reasons for ideas.

ANSWERS

3500 Mesopotamia (5)

290 BC Rome (4)

1818 France (3)

1885 Germany (1)

1975 USA (2)

Extra activity

Ask Ss what they think the name of the first car inventor was.

Write the following on the B/B and ask Ss to guess who invented the car engine principle which most cars use today.

Karl Marx (1880)

Mercedes Benz (1935)

Albert Einstein (1948)

Henry Ford (1915)

Gottlieb Daimler (1889).

ANSWER

Daimler (1889) invented a 4-step combustion engine that is the direct ancestor of the engine we find in our cars today.

Further explanation: In 1862, the French engineer Alphonse Beau de Rochas invented the principle of the 4-step combustion engine. In this engine, a fuel-air mix is introduced in the engine and the explosion of this mixture pushes directly on the piston but this was different from Daimler's principle.

Reading**Task 1**

Direct Ss to the pictures a-c and ask them to guess what each one shows. Encourage class discussion on the three modes of transport. Ask Ss what the purpose of each mode is. Ask Ss for their opinions on which mode they like best.

Tell Ss to look closely at picture c and to find similarities and differences between ordinary bicycles and the one in the picture.

ANSWER

The bike in the picture is to be ridden sideways.

Ask class for a volunteer to explain how a sideways bike might be ridden.

Ask Ss if they think this would be a good idea. Instruct Ss to read the short text in A to check their ideas and then take class feedback to compare and contrast Ss ideas with text.

Task 2

Instruct Ss to read the remaining two texts B and C on means of transport and to decide in pairs which they find most exciting. Tell Ss to make notes in the notebook about why they find this means of transport most exciting.

T could write the definitions of idioms on the B/B to help Ss with the meaning of the idiomatic phrases.

ANSWERS

hit the road - let's get moving/leave

backseat driver- some who gives unwanted advice

public transport - a means of transport for everyone's use

rock the boat - cause trouble

take for a ride - to be fooled

get seasick - become ill on a boat or other vehicle on water

tread water - not move forward

plain sailing - easy

'drive someone crazy' means to make someone angry

'hold your horses' means wait

'the end of the road' means something is over; finished,

Task 3**Comprehension****ANSWERS**

1 A

2 C

3 B

4 A

5 A

6 A

Task 4**SUGGESTED ANSWERS**

	Advantages	Disadvantages
A	it's fun	it is different and difficult to ride
B	you keep fit	it can be dangerous
C	you can cross rivers	it's expensive

Lesson 2

T explains to class that the grammar point of the lesson is how to use Relative pronouns.

T writes the following or own examples on B/B and asks Ss to identify the relative pronoun in each.

The public means of transport which I use frequently is the bus.

The boy whose bike is lying on the ground is in this school.

That's the place where Dimitris parks his car.
 I was five when I first learned to ride a bicycle.
 Martin doesn't know how to use a skateboard.

Task 1

Instruct Ss to look at the Grammar task to complete the missing relative pronoun in each sentence. Then tell Ss to try to work out a rule for use of relative pronouns.

ANSWERS

1 whose 2 who 3 which 4 where 5 when 6 how

Task 2

Explain to Ss that there are six responses given on the right and that the aim is for them to make a suitable question to match that response.

Ss complete the task in pairs and then compare answers as a class.

Ask concept questions to check Ss have understood the use of Relative pronouns. For example:

Tell Ss to give a complete answer to the following questions.

Where does my great aunt Joanna live?

I don't know where your great aunt Joanna lives.

When Ss ask any questions, the T should always complete the exchange by providing some sort of realistic follow-up response. In the case of the example, the response could be:

I shall ask my mother / Oh now, I have problem.

And/ Or, to help introduce the Tag Questions, T could use the following questions

'You know where Joanna lives, don't you?

'Maria understands how to do the exercise, doesn't she?'

'Vassilis has a new skateboard which his dad gave him, hasn't he?'

Mari knew when to catch the bus, didn't she?'

You know whose car that is, don't you?'

Grammar tag questions

Task 1

T could write the example sentences from the above task on the B/B and elicit grammatical information about each.

Direct Ss to consider the tag form for each different tense used. Elicit from Ss which tense in each tag question goes with each statement.

Choral drill the form by making statements to the class like the example statements above.

Instruct Ss to make similar statements in pairs for pair drilling.

T points out to Ss the use and importance of intonation when using tag questions.

Rule

ANSWERS

- a) positive - negative or negative - positive
- b) we expect - agree

Intonation rules:

- a) know
- b) aren't sure

T can give a model to the Ss of the tag question form and ask Ss if they expect the answer to be Yes or No.

For example:

'Your name is Paul, **isn't it?**'

When the **intonation** of the tag is falling, then the speaker is asking for confirmation of the statement that she knows is true. If it is rising, then the speaker is unsure and is in fact asking a question.

T. can elicit or remind Ss that the rules for forming tag questions 'Your name is Paul, **isn't it?**' is formed by using the verb 'to be' and changing the positive statement to a negative question.

Task 2

T. directs Ss to the unfinished sentences and tells class to complete the task in pairs.

ANSWERS

- a) isn't it?
- b) doesn't she?
- c) is she?
- d) does he?

T. should point out to Ss that the auxiliary verb is used for the different tenses to form tag questions.

For example:

She went there, didn't she?

He didn't go, did he?

Vocabulary

Idioms of travel

Task 3

Matching the cartoons to an idiom.

to take someone for a ride: περιγελώ κάποιον

drive someone crazy: εκνευρίζω κάποιον

rock the boat: δημιουργώ αναταραχή

miss the boat: χάνω την ευκαιρία

hold your horses: συγκρατήσου

hit the road: ας ξεκινήσουμε

Task 4 Pre-listening

Direct Ss to look at the photograph. Elicit from Ss what kind of transport it is and if they know anything about it.

Tell Ss to read the short description about the train and try to work out the meaning of its name. Remind Ss of how many English words are made up of parts of words.

Ask Ss if they notice anything unusual about this kind of train. Give Ss a clue by telling them that it doesn't use the same principle as most other forms of transport today.

Answer: it doesn't have any wheels

Answer: Mag comes from, magnet; lev comes from levitation which means to rise up

Ask Ss how they think this train works.

Answer: it 'flies' over rails with the use of a magnetic current.

Listening 1

Listening script [background Chinese music]

A: Hi Joe! How was your trip to China?

B: Absolutely brilliant. I had a wonderful time.

A: In what way?

B: As you can imagine, I was on the move over the Chinese New Year in 2008 and managed to get around quite a bit.

A: Did you get to Shanghai?

B: Yea and while I was there I travelled on the new Maglev train.

A: Oh yeah! I've heard about that new magnetic train in China. What was it like?

B: It was like no other kind of train on tracks. In fact it was a flight.

A: A flight? How do you mean?

B: We lifted off early on the morning of the Year of the Horse and landed at the airport eight minutes later. But we never left the ground!

A: A flight in a train. Wow! That sounds amazing!

B: Yes, my flight was aboard Shanghai's brand-new Maglev (magnetic levitation) train, the world's fastest, most futuristic passenger line.

A: The train runs from the city centre to Pudong airport across the river from Shanghai.

B: Pu..... what airport?

A: Pudong. P-U-D-O-N-G.

B: so what else is special about this flying train?

A: Well, the train rockets to 300 kilometres per hour in two minutes flat. Overhead, like a giant scoreboard, an LED blinks out our record-breaking progress till we top 430 kph.

B: That's faster than our local train!

A: Actually, the Maglev is faster than any speeding locomotive precisely because it's as much like a plane as any railroad we've known.

B: But why do you say it was a flight? Surely the train didn't have any wings?

A: No, nor wheels or engine either!

B: So, how does it work?

A: With magnets. First, powerful magnets lift the entire train about 10 millimetres above the special track, called a guideway. This directs the passage of the train. Other magnets provide the drive and braking, and the speeds - up to 500 km/h in test runs.

B: Is there a need for such speed?

A: Certainly not on such a short sprint, barely 30 kilometres from the subway in Pudong to the airport.

B: And where might this new train take us?

A: Athens to Thessaloniki in a flash at hyper speeds.

B: What are the disadvantages?

A: None yet! The Maglev is pollution-free, with no exhaust and almost no noise so I can't see anything wrong in that.

Source: Adapted from: <http://www.gluckman.com/Maglev.html>

ANSWERS for missing information

Top speed: 430kmph

Year: 2008

Airport: Pudong

City: Shanghai

Countries: China

Distance: 30 kilometres

Listening 2

Ask Ss what they think decibel means.

ANSWER

It means a unit of measurement to measure the degree of sound

Tell Ss to close their books. Write the following on the B/B and ask Ss to rank the sounds each makes according to the loudness of each sound.

car horn 110 DB

train horn 140 DB

helicopter 75 DB

motor scooter 115 DB

skateboard 70 DB

bike bell 78 DB

train engine 125 DB

car engine 45 DB

tram 75 DB

Now tell Ss to open their books at Task 2 listening A to check if they were correct in their ranking.

A.

Tell Ss that they are going to hear different sounds from a busy city and they have to tick the boxes on page 92 for the sounds they hear.

Ask Ss to find out what level is dangerous to the human ear.

Tell Ss to ask their Physics teacher or to look on the internet.

ANSWER

People start to feel pain at 120 decibels.

B.

Ask Ss to be quiet for a few seconds and to listen for the different sounds they hear. Tell Ss to note down the sounds and then take class feedback. Discuss what Ss have heard. Ask Ss to decide if there were pleasant sounds that they have heard. T encourages Ss to discriminate between pleasant and unpleasant sounds. For example if a dog barks, is that pleasant or unpleasant? If a baby cries, how does that make people feel?

Speaking

Instruct Ss to look at the road traffic signs. Elicit from Ss what each sign means. Ask Ss if they can decide in pairs how to group the signs into those which mean you have to; those which warn; those which give information

A.

ANSWERS

Meaning of signs:

No cars or bikes allowed - 1

Road works - 2

Allow cars to pass - 3

No vehicles allowed - 4
 Bikes and buses only - 5
 Bikes only - 9
 Dead end street - 6
 Bus lane - 12
 Road closed so take another route - 8
 Go straight - 10
 Turn left - 11
 Pedestrians walking so be careful - 7

T. tells Ss the following and asks class to classify each sign.
 Signs inside a triangle are warning signs
 Signs inside a circle means you have to do something
 Sign which are square give information

B.

Direct Ss to the description of signs in the box. Instruct Ss to complete the statements on the left with these words.
 Take class feedback and check answers.

Check that Ss understand the word derivations from circle - circular; rectangle - rectangular; triangle - triangular. Ask concept questions like:
 Is this room circular or rectangular? Is a basketball hoop triangular or circular?

ANSWERS

circular
 blue
 red
 warning
 triangular
 rectangular

C.

Direct Ss to the cartoon and ask what the character is requesting people to do with his sign. Inform Ss that they can find information about road signs at the site:
 HYPERLINK "<http://www.aptransport.org/html/info.htm>"
<http://www.aptransport.org/html/info.htm>
 Ask Ss if there are traffic problems near their school or where they live that might be helped with a sign. Discuss ideas as a class.
 Instruct Ss to make a new road sign to help with the problem they have mentioned. Tell Ss to ask their art teacher to help them. Create a competition for the most effective road sign.

Writing

Task 1

Instruct Ss to look at the map and legend on page 93 and to find the following: i) a castle ii) a main road iii) a church.

Ask Ss to imagine the different kinds of signs they might see on a map like this. Compare answers as a class.

Ask Ss if this is a city, a small town or a village. How do they know? Ask Ss if they think this would be a good area to go on a school day trip. Why? Why not? Ask Ss what places and sights might be interesting, not so interesting. Why?

Take class feedback and discuss as a class.

Task 2

Instruct Ss to find the answers for the questions and to write them in their notebooks. Take class feedback and compare answers.

Task 3

T. should elicit from Ss if they think a letter to a teacher would be formal or informal.

T should give the following examples to help Ss decide.

For example T could write on the B/B.

a) *Dear George,*

I want to tell you about the schools trip. You know, we need some information and so..... b)

b) *Dear Mr Karageorgis,*

I am writing in reply to your letter regarding the school day-trip and would like to make the following suggestions. First of all,.....

T. needs to remind Ss that it is necessary to look at different kinds of information for transactional writing. They need to look at the map, read the notes and the information on the leaflet to get the relevant information. Tell Ss to work in pairs to find all the information and then to write the letter together.

Lesson 3

Task 1

Direct Ss to work in groups of three to look at the picture of the situation. Elicit from Ss what purpose the bike is being used for.

ANSWER

As an ambulance to transport sick people to the hospital.

Instruct Ss to read the short text in the box and to say what the text is asking people to do. Ask Ss how the text is connected to the picture.

ANSWER

The aim is to collect unused and unwanted bicycles and to send them to poor countries in Africa so that the local people can have a means of transport to get from place to place. Elicit from Ss if they think this is a good idea or not. Why? Why not?

Task 2

Ask Ss what they know about Namibia. Which part of the world do they think it is in. Tell Ss the picture on the cover page is a clue.

Then instruct Ss to look at their geography books to find Namibia. How much bigger is Namibia than Greece? Elicit from Ss the kinds of problems the local people in Namibia might have getting around their country and from place to place in the area where they live. Instruct Ss to look on the internet or ask their geography teacher to find out more information about Namibia and to report back to the class next lesson.

Project

Divide Ss into groups of three. Tell Ss to assign roles for each member of the group so that each group member has specific responsibilities for the project. For example, one member might be the one who is responsible for making a poster. The other member of the group might be responsible for collecting the information. The third member may be responsible for writing the report.

Tell Ss to use the questionnaire with different friends and neighbours. Then to use the completed questionnaire to complete the chart in Step 2

Tell Ss to use the completed chart to write a report what can be done in their area to help send bikes to Namibia.

Tell Ss to present their report and poster presentation to the class in the next lesson.

Self-evaluation

Activity A

a) who b) whose c) when d) where e) which

Activity B

A - c B- d C- e D- b E - a

Activity C

1. No vehicles 2. Dead end 3. Men at work/Roadworks 4. Turn left
5. Buses only

Activity D

i)-e ii) - a iii) - d iv) - c v)-b

Activity E

i) hit the road ii) horses iii) drives my dad crazy iv) boat v) lift

Activity F

a) on foot b) by boat / by plane c) by taxi / by car d) by car
e) by plane

Culture Corner

A favourite hobby in England is train-spotting. Which of the following do you think would be interesting for a train-spotter and why?

age of the train
train timetables
train colours
type of train
late arrival of train

Read the following to check your answers.

Most people think it is a very strange hobby, and in everyday English, "train-spotter" means "a boring person". The British have a reputation for being a little bit eccentric, and we can see that in what they do in their spare time. From going for picnics in the rain (not usually planned) to playing cricket, they do many things which confuse people from other countries. There are some sports and hobbies, however, which confuse even British peo-

ple, perhaps the strangest being trainspotting. It is the name of a hobby popular with several thousand people around Britain, known as trainspotters, or sometimes as 'anoraks' because of their choice of clothing, whatever the weather. These people can be found most often standing at the ends of platforms at major stations in the U.K., clutching notebooks and pens and sometimes pairs of binoculars, but they can also be seen staring over railway bridges or sitting on fences by the railway. The question is: 'What on Earth are they doing?' Trainspotters are people who go down to train depots with a list of the day's scheduled arrival times and record whether the trains come in late or early, just for fun.

'All roads lead to Rome'

HYPERLINK "<http://library.thinkquest.org/C0122667/rome/transport.html>"

The Romans used their roads to much greater potential than the Greeks; they needed good roads mainly for the movement of armies but also for swift dispersion of official messages from Rome to all the other parts of their vast empire and, significantly, to favour the collection of taxes. The phrase, "all roads lead to Rome", was in no way an understatement. By the second century BC, the Romans had built around 78,000 kilometres of roads.

Roman road-building technique

After a straight course was laid out, the ground was dug until solid bedrock was reached and a solid foundation of rocks and clay was laid. Over this a surface of flat polygonal rocks was laid as the paving. The paving was of durable rock such as basalt, granite or porphyry. The rocks were laid out like a jigsaw puzzle for an overall smooth surface. For less important roads, gravel was sometimes used as the finishing surface. This system of a multilayered construction of road surfaces was adopted continually through history, and today's tar MacAdam (tarmac for short) roads are similarly built with a solid foundation and successive layers of different grades of gravel, though asphalt is now used to bind the material together.

A major invention of the Greeks which was to influence seafaring a great deal was the lighthouse. In 270 BC, the world's first known lighthouse, the Pharos at Alexandria, was built by architect Sostratus to guide ships to the port. The 350 foot high structure had a fire kept near its top which could be seen up to thirty miles (48 km) out to sea. Later, the Romans began to build a network of lighthouses, around thirty in number, many with metal mirrors to further reflect the light from their fire. Lighthouses have evolved today to be a major safety requirement for shipping, thus the impact of the Greeks and Romans on navigation is deep even when the ships themselves are not considered...

Workbook

Activity 1

1-C 2-D 3-B 4-E 5-A

Activity 2 A

1. don't you?
2. didn't she?
3. can't she?
4. doesn't he?
5. isn't he?
6. aren't we

Activity 2 B

1. did you?
2. does she?
3. is he?
4. can we?
5. are you?
6. do you?

Activity 3

A suitable idiom for each of the sketches:

ANSWERS

1. Don't put the cart before the horse 2. Hold your horses 3. Don't look a gift horse in the mouth

Activity 4

1.b 2.h 3.f 4.c 5.e 6.g 7.i 8.d 9.a

Activity 5

ANSWERS

1. inflate	3. steer	5. skid	7. create	9. float
2. place	4. operate	6. pedal	8. attach	10. enable

Activity 6

Magnetic levitation

Further explanation:

A magnet moving over a piece of metal causes electrical currents to flow in the metal that

produce forces that push the magnet upward. If the force is large enough, the moving magnet can float (be levitated). Magnetic levitation (or maglev) is used in a new generation of trains that will have cruising speeds of up to three hundred miles or 470 kilometres per hour.

Activity 7

SUGGESTED ANSWERS

cars, bikes, skateboard, bus, train. / hydrofoil, plane, ship, helicopter

Activity 8

1. no left turn; no U-turn
2. only the police can turn right
3. road narrows; drive at 20 miles per hour
4. rocks falling
5. kangaroos, ostriches and camels for 150 kilometres

Activity 9

- a) public transport
- b) means of transport
- c) backseat driver
- d) travel sickness
- e) top speed
- f) plain sailing

Activity 10

1. a 2. d 3. b 4. c 5. d 6. c 7. c 8. a 9. c 10. a

Activity 11

- a) Helicopter b) dog sled c) hang glider d) ice skates e) jet ski

Activity 12

- | | | | | |
|------------|---------------|------------------|--------------|---------------|
| 1. bicycle | 2. train | 3. airplane | 4. tow truck | 5. boat |
| 6. car | 7. motorcycle | 8. rubbish truck | 9. metro | 10. submarine |

Activity 13

1. 6.00 am. 2. 4 hours 3. 7.00 pm. 4. two 5. 7.30 pm.

Activity 14

1. She was speeding
2. She should slow down

3. You were speeding, weren't you?
4. A fine

Activity 15

Walking tour of Athens

Activity 16

1. a 2. c 3. a 4. a 5. b 6. a 7. a

It's Your Choice - Student's Book

T writes on the B/B 'Means of transport' and elicits from Ss what this means. T elicits from Ss the different means of public transport in Greece. T makes sure that Ss understand the concept of 'public transport'. Public transport: buses, underground trains, trains, ferries.

T directs Ss to the adverts for public transport in Athens: (metro, tram, bus)

T instructs Ss to decide in pairs which would be the best means of transport for a tourist to see a city like Athens or Thessaloniki. T tells Ss to give reasons for their answers. T instructs Ss to write a short note to someone who wants to come to their city or town and wants to know how to get around the town easily and cheaply.

T asks Ss to read out their notes. The rest of the class can ask questions to encourage the Ss who read out their notes to justify their answers.

Listening

Pre-listening

T asks Ss to work in small groups to think of the name for a fast train in each of the countries in the grid. If there is no direct access to computers and the internet, T could bring in a laptop and get one of the Ss to find the names of trains on the internet at the site: <http://www.o-keating.com/hsr/>. This site lists High Speed trains around the world.

Or, T. can set the task as homework for Ss to report back with their findings next lesson.

Greece	India	France	England	Japan
Intercity	Shatabdi Express	TGV	Eurostar	Shinkansen
140 kmph	140 kmph	515 kmph	208 mph	300 kmph

Task 1

Ask Ss to think of the different means of transport that they and their family uses and write their responses on B/B. T ask Ss to think of other means of transport and also to look through Unit 8 of their coursebook to help them fill in the spidergram “traveling in the city”. T asks Ss to draw other spidergrams: For example: ‘Travelling in the Aegean’ ; ‘Travelling on water’ or ‘Getting around is fun’

Task 2

Ask Ss to fill in the missing words and act out the dialogue in pairs.
Take class feedback and check the dialogue. T asks Ss to role play the dialogue.

ANSWERS

1. driving me 2. don't 3. ride 4. is 5. horses 6. rock 7. didn't 8. can

Task 3

T elicits from Ss words that they have learnt that have to do with travel and then tell them to read the short texts and circle all the words that refer to travel. Make sure they know the meaning of the words they find and if they don't, explain the meaning.

Words that have to do with travel: getting around, public transport, to get lifts, underground train station, high speed trains, transport, tram, takes you around the centre, by car, walk, local bus service, to cycle.

T. instructs Ss in pairs to choose five of these words and to write their own sentences.
Take class answers and provide correction where necessary.

Task 4

T ask Ss to fill in the table with the words they found in task 3

T. divides the class into two groups. Each group asks the other how they travel and complete the chart

It's Your Choice - Workbook

Activity 1A

1-c 2-a 3-b

Activity 1B

3, 1, 2

Activity 2

- 1-e
- 2-a
- 3- d
- 4- b
- 5- c

Activity 3

- 1. inflate
- 2. steer
- 3. skid
- 4. pedal
- 5. float

Activity 4

Answer: Maglev

Activity 5

with wheels

waterbike
skateboard
plane
metro
coach

without wheels

hot air balloon
ferry
sleigh
camel
magnetic train

Activity 6

Open answer

Unit 9 Keeping up appearances

Topic	Keeping up appearances
Grammar	2nd Conditional; wish+ past simple for present situations
Reading Skills	To read a text to check information that was heard To read to find specific adjectives to describe people
Listening Skills	To listen and match a visual to a text To match bits of songs to clothes styles
Writing Skills	To write short letters to reassure and to give advice to a friend
Vocabulary	Describing personality and appearance
Aim	To raise awareness of the various levels of meaning behind dress codes.

Cover page

Introduce the lesson by asking Ss to read the title of the Unit and elicit from Ss what they think it means.

T writes two proverbs on the B/B: 'Beauty is in the eye of the beholder' and 'Beauty is only skin deep' and elicits from Ss what they think they mean. Ask Ss if they agree or disagree with the two proverbs. Why? Why not?

'If you were a famous star, would you care how you looked when you went out in public?' Why? Why not?

Then ask Ss how long they take each day to get ready to go to school; how long they spend to get ready when they are going out with their friends to a party. Find out which student seems to spend the longest or the shortest time getting ready. Take class feedback on the importance of looking good to go out in public. Take a show of hands. How does the show of hands compare with the time Ss claim to take to get ready?

A.

Direct Ss to look at the big picture on the right. Ask Ss what they think about the person in the picture. Is she pretty or not? Ask Ss to justify their answers and then instruct Ss to find the same person from the three smaller pictures. Elicit from Ss in what ways the two pictures are different. Encourage Ss to think of the role make up plays in creating a new person.

ANSWER

picture c

Ask Ss what kind of things can change about the appearance when people wear make-up. Ask Ss if they think it is necessary for people to wear make-up and use clothes and accessories to make themselves look different. Why? Why not? Ask Ss what they think about boys wearing make-up. Ask boys in the class if they would ever wear any kind of make-up, where and when.

B.

Instruct Ss to read carefully through the idiomatic expressions and to discuss what they think each means.

Money talks! - *with money it is possible to do anything and even change your appearance*

Beauty is in the eye of the beholder: *beauty is a personal opinion. (This saying first appeared in the 3rd century BC in Greek).*

Plain Jane: *a woman or girl who is ordinary looking*

A face only a mother could love: *someone who is unattractive*

Take class feedback.

C.

Instruct Ss to read the short text in the box 'The Unreal Image'

Instruct Ss to choose a title for 'The Unreal Image' -

ANSWER

a: (Money Talks!)

T elicits from Ss why this is the most appropriate answer

D.

T instructs Ss to read quickly through the article in the box.

T asks the following questions about the text:

- a) Where do you think you would find this text? (Answer- in a magazine article)
- b) What is the general point of the article?
- c) Do you agree or disagree with the article? Why? Why not?

T checks that Ss understand 'touch-ups' and wigs.

ANSWER

b: (don't let fashion models influence you)

Take class feedback why this might be good advice.

Lesson 1

Lead-in

Task 1

A.

Direct Ss to the list of words in the box on the right. Check that Ss understand these words. Explain or elicit words that Ss do not know by providing example sentences for Ss to guess meaning

Direct Ss to look at the picture of the girl in the school uniform and the same girl dressed up. Elicit from Ss in what ways the girl looks different. Ask Ss which of the two pictures they think the girl looks best.

Instruct Ss to discuss in pairs the adjectives that would go with each picture and then ask each pair to tell the class their choices. Ask Ss to justify their choice of adjectives for each picture. Ask Ss in which picture they think the girl looks like '*a plain Jane*' and in which one might you say '*money talks!*'

B.

Direct Ss to look at the dream bubbles of the character Ann-Li. Instruct Ss to read her dream bubbles and take class feedback on what Ann-Li's problems are. Teach the meaning of the word 'ringlets' through description or example. Ask Ss if they like ringlets in their hair. Why? Why not? Instruct Ss to use the adjectives in the box to make statements about how Ann-Li feels before and after.

Develop the concept of *before* and *after* as principles by which the modern world seems to operate. For example: ask Ss what kind of TV commercials and advertisements are based on the concept of *before* and *after*. Encourage Ss to be critical of advertisements and the techniques ads use to influence people to buy products. Ask Ss to make a list of commercials or products that use the principle of *before* and *after*. Then compare ideas as a class.

C.

T should encourage Ss to see how attractiveness is only superficial and real beauty means something deeper than what we see on the surface. T could elicit ideas from Ss about judging people by appearances and if it is possible to misjudge people from appearances only. T should encourage Ss to think about how inappropriate it is to judge people by appearances

D.

Ask Ss questions based on the concept of stereotypes. For example: When you see someone with ringlets, what impression do you have of her? Is this justifiable or not? Why? Encourage Ss to think critically about the negative aspects of stereotyping people. T

explains or elicits the meaning of the term 'stereotype' from class.

Tell Ss to work in pairs to make a list of the kinds of things that people use to stereotype others with. For example: colour.

Take class feedback and discuss Ss ideas.

Task 2

Ask class how clothes reflect something about character. For example, do famous people wear the same clothes as the rest of the population or are their clothes different? In what ways are their clothes and their appearances different?

Encourage class discussion on the psychological importance of clothes. For example asks Ss:

Do you feel different or better if you wear special kinds of clothes?

Do the clothes you wear say anything about your character or your mood?

If you wore a certain colour or style would you feel any different? How would the colour or style affect your mood? Why?

Task 3

Continue with the concept of clothes people wear and the impression they make on others. Direct Ss to look at the words in the box. Elicit from Ss what kind of words they are.

ANSWER

They are all adjectives

Check that Ss understand all the adjectives through giving them examples in context or by getting Ss to guess or say what each word means

Tell Ss to tick the adjectives they think show how clothes make people look to others.

Take class feedback and discuss ideas as a class.

Task 4

A.

Instruct Ss to skim the lists of Ins and Outs. Either, tell Ss that the list of Ins and Outs appeared in a fashion magazine or, elicit from Ss where they think these lists might be found. Ask Ss if they agree or disagree with the ideas expressed in the list. Are these ideas applicable to Greece today? Why? Why not? Take class feedback.

B.

Tell Ss to work in pairs to create a list of clothes items and accessories that are fashionable in Greece today. Take class feedback and compare lists. Generate class discussion on fashions in Greece today. Ask Ss who or what determines if something is fashionable or not. Ask Ss if they believe it is important or not to keep up with the latest fashion. Why? Why not?

C.

Direct Ss to the spidergram and explain that the aim is to complete the spidergram with the different things that influence fashion and what people wear. Tell Ss to use their own experiences about what to choose what clothes and accessories to buy and wear.

D.

Instruct Ss to look again at the in column in task A and to tell their partner how their family members would feel if they wore any of the items from the In column. Tell Ss to say to their partners why their family members might feel the way they did.

Explain to Ss to use the ideas in the box to help them.

Take class feedback and compare ideas.

Task 5

T asks class members if there is anything they would like to change about their appearance.. Why? Why not? Briefly review names of various items of clothing. For example: Jeans, T-shirt, top, blouse (*point out to Ss that a blouse is only worn by females*), shirt (*normally worn by males*), tights, socks, stockings, leggings, skirt, belt, nose rings, earrings, hair clasp, bracelet, trainers, shoes, boots, sandals.

T writes the following on the B/B and checks that Ss understand the meaning of each through example or demonstrating each.

tight-fitting

low-neck

waist high

shoulder-length

short-sleeved

long-sleeved

loose fitting,

baggy

Instruct Ss to work in pairs to use these words to make a wish about clothes and items they could wear if their parents allowed them to. Direct Ss to the examples in the box.

Mini-project

Direct Ss to their completed spidergram and take class feedback for further ideas. Tell Ss to make notes of points they had not initially included in their own spidergram

Separate Ss in groups of 4 and tell each group to choose ONE factor from the spidergram and to try to find out as much as they can about it. Inform each group that they should decide on different areas of responsibility to find the information.

Tell each group to report their findings back to the class. Tell each group to create a poster about fashion trends to display their findings.

Arrange a display of posters in next lesson and decide as a class which one is most impressive or interesting.

Pre-reading**Task 1**

Play the first part of the song until the refrain and ask Ss to guess what the song is about.

A.**'You're so Vain by Carly Simon'**

*You walked into the party
Like you were walking onto a yacht
Your hat strategically dipped below one eye
Your scarf it was apricot
You had one eye in the mirror
As you watched yourself gavotte
And all the girls dreamed that they'd be your partner
They'd be your partner, and*

*You're so vain
You probably think this song is about you
You're so vain
I'll bet you think this song is about you
Don't you? Don't you?*

*You had me several years ago
When I was still quite naïve
Well, you said that we made such a pretty pair
And that you would never leave
But you gave away the things you loved
And one of them was me
I had some dreams they were clouds in my coffee
Clouds in my coffee, and*

*You're so vain
You probably think this song is about you
You're so vain
I'll bet you think this song is about you
Don't you? Don't you?*

*I had some dreams they were clouds in my coffee
Clouds in my coffee, and*

*You're so vain
 You probably think this song is about you
 You're so vain
 I'll bet you think this song is about you
 Don't you? Don't you?*

*Well, I hear you went up to Saratoga
 And your horse naturally won
 Then you flew your Lear jet up to Nova Scotia
 To see the total eclipse of the sun
 Well, you're where you should be all the time
 And when you're not, you're with
 Some underworld spy or the wife of a close friend
 Wife of a close friend, and*

*You're so vain
 You probably think this song is about you
 You're so vain
 I'll bet you think this song is about you
 Don't you? Don't you?*

Instruct Ss to make a list of the kinds of features that people are vain about. For example, some people have a nice smile and they think they look attractive because of their smile. Tell Ss to compare their lists as a class. Take class feedback and discuss the features and whether these features really do make people look better.

ANSWER

The song is about vanity (how much a person loves looking at himself or herself because they think they are attractive).

B.

Read through the sentences with the class. Tell Ss to match the sentences with the sketches:1-3. Take class feedback and discuss reasons for choices as a class.

Ask Ss if they know of other people who have the characteristics described in the three sentences in B. Ask Ss how they think the people with these characteristics feel.

Ask Ss what kinds of advice they would give people with the problems shown in the pictures in Task B.

Elicit from Ss other kinds of problems that some people might feel they have about their appearance. Ask Ss if these things really are problems or they are just issues of vanity.

Task 2

Direct Ss to look at the photographs A-E and ask Ss if they would dress like the people in the photographs or not. Why? Why not?

Ask Ss to speculate who, where, each photograph is and when and why each one was taken. Ask Ss to speculate why the people in each photograph are dressed as they are. Ask Ss what they feel about having to wear clothes because of religion. Ask Ss if they know of any countries where people have to wear certain kinds of clothes because of their religion. As an extra task T could instruct Ss to look on the internet to see the kind of swimming costumes that have been designed for Muslim women.



T could make copies of this photograph or show the class. T could ask class if they would wear swimming costumes like this. T should encourage the positive aspects of such costumes. Introduce the concept of morality in dress codes.

Encourage Ss to think about how clothes reflect more than one's ideas on fashion.

Task 3

Instruct Ss to look at the girl in the picture and elicit why the girl might be dressed differently in each pose. Elicit from Ss if there is a connection between the clothes someone wears and the type of music they like to listen to. For example do people who like to dress *Emo* style like any particular kind of music? Take class feedback and encourage Ss to think about the meaning people want to show to others through their clothes and the music they listen to. Ask Ss if the idea of clothes and music is a modern phenomenon or if there has always been some kind of connection between the music one listens to and the clothes they wear.

Tell Ss to find out more about clothes and music for the next lesson. Tell Ss to ask their parents about when they were younger or tell Ss to look on the internet for information about the following: Punks, Heavy Metal, Rock and Roll.

Instruct Ss to listen to bits of different kinds of music and to say what music type each one is. Then ask Ss to look at the girl in the picture and to match the music to the girl's style of dress. Compare answers and discuss ideas.

Elicit from Ss the meaning of the different kinds of music underneath each picture. Ask Ss if they know of any singers or groups who sing each kind of music. Conduct a quick class survey to see which kind of music is the most popular. Ask Ss for their opinions on different kinds of music and why they like or don't like each.

Elicit from Ss the meaning of the four types of music: hip hop; folk; pop; rock. Do a quick class survey to see what is the most popular type of music among class members. Explain any unknown words to Ss or encourage them to guess the meanings in context. Tell Ss to copy new words into their notebooks to learn for next lesson.

Instruct Ss to read the texts underneath the girl on four different types of music to check

their ideas. Take class feedback and explain any unknown vocabulary or encourage Ss to guess the meaning of unknown words from context.

Reading

Task 1

Instruct Ss to carefully read the four texts on music again and to check if the statements 1-4 are True or False.

ANSWERS

1-T 2- F 3- F 4- T

Task 2

Tell Ss to read quickly through the descriptions a)-d and match a music type to each. Take class feedback and compare answers.

ANSWERS

a) 3 b) 2 c) 4 d) 1

Task 3

Ask Ss to say which type of character they think they really belong to from the four types described in the texts. Ask Ss to justify their answers. Ask Ss what their opinion of the quiz results are for their character.

Instruct Ss to look at the expressions in the box and to use these to make a comment about how they feel about the results described in the quiz.

T should point out the importance of intonation and stress in the use of these expressions:

I TOTally agree

THAT'S for sure!

That's a load of RUBBish!

I don't agree at ALL with that.

There is some TRUth in that.

Perhaps I AM a bit like that.

Task 4

Instruct Ss to do a survey of their fellow Ss' preferences in music and if they dress to suit their favourite music.

A quiz

Ask Ss if they believe what they read about personality and character descriptions in magazines. Ask Ss how many of them like to do quizzes and tests in magazines. Take a

show of hands. Ask Ss why many people like to do quizzes and tests when they see them in magazines. Take class feedback and discuss the reasons for their answers. Explain to Ss that they are going to do a quiz to find out more about their personality and music tastes. Instruct Ss to read through the quiz questions and circle the answer they think best suits their character. Tell Ss to add up all the A's, B's C's and D's when they have completed the quiz and then to check what kind of character they have against the scores information in the box underneath the quiz.

Take class feedback and ask Ss if they agree or disagree with the result of the quiz for them. Why? Why not?

Encourage Ss to think of the lack of seriousness behind such quizzes in magazines and periodicals.

Lesson 2

A.

Culture corner

Instruct Ss to look at the three pictures a, b and c and to guess what the three pictures have in common. Answer: The pictures all have to do with education and learning.

The British school student is picture a). She is wearing a typical school uniform. Ask class to describe the girl's uniform. Ask Ss if they would like to go to school wearing such a uniform. Why? Why not? Take class feedback and discuss as a class.

ANSWERS

Picture a) is a typical high schools students in England. Picture b) is a Greek student from the 1970's. Picture c) is a Turkish classroom today.

B.

Ask Ss if they know what kind of clothes their parents wore to school. Ask Ss which of the pictures shows a Greek student from the past. How can they tell?

Ask Ss to work in pairs. Student 1 will write down some reasons why High School students should wear uniforms at school and student 2 will make a list of why students at High School shouldn't wear uniforms at school. Tell Ss to use their lists to discuss the benefits and drawbacks of wearing a school uniform.

Take class feedback then write on B/B 'uniforms are a way for people to show they belong to a group'. Ask Ss if they agree or disagree with this statement.

Ask Ss to look around the room and check how many of their fellow Ss are wearing the same type of clothes. Ask Ss if they don't feel that they are wearing a form of uniform. Now ask Ss again if they feel that they are wearing a uniform or not. Take feedback and discuss. Encourage Ss to think about uniforms in general. Ask Ss what the purpose of uniforms is. Ask Ss to what extent a uniform has to do with group identity.

Ask Ss what other groups of people wear uniforms in society. Tell Ss to make a list of the different groups who wear a uniform and to compare their list as a class. Ask Ss how these groups would look different if they didn't have to wear a uniform.

Extra task

Tell Ss to find out how many different clothes/shoes their partner has for different occasions. Tell Ss in pairs to make a list of the different kinds of clothes they have in their wardrobe and match the clothes to specific occasions. Then ask Ss to compare their lists to see who has the most interesting, boring, usual, unusual, range of clothes.

Vocabulary

A.

Write the following Greek idioms on the B/B and ask Ss to guess what their equivalent meaning might be in English.

«Μου πέταξε το γάντι»

He provoked me

«Του βγάζω το καπέλο»

I respect him

«Βγήκα από τα ρούχα μου»

I was furious

Direct Ss to look at the sketches to check if any of the idioms they have suggested are shown in the sketches. Ask Ss to draw a sketch to represent one of the Greek idioms given as examples.

Direct Ss to look at the sketches A-E and to find a matching idiom from the five given. Elicit from Ss what they think each idiom means. If Ss have difficulty, put the idiom into a sentence and then ask Ss to guess the general meaning of each.

ANSWERS

1-b 2-e 3-d 4-a 5-c

B.

Now tell Ss to match the idioms 1-5 to the meanings a-e.

ANSWERS

1-c 2- e 3- a 4- b 5 - d

C.

Elicit from Ss any idioms in Greek that they know to do with clothes. Tell Ss to ask their parents or teachers in school to help them find idioms in Greek about clothes. Then ask Ss to try to find equivalent English idioms by looking at the internet or in dictionaries. Tell Ss to make a list and compare their findings in the next lesson.

Grammar

A.

Write the following example sentence on the B/B.

If I were tall, I would wear long dresses to school.

Elicit from Ss the type of grammatical form this might be. Elicit from Ss if the situation in the sentence is real or not. For example, ask: is the person tall or not?

Write the model on the B/B and ask Ss to write down two statements using the form:

If I were (adjective), I would (do something).

Take class feedback and compare answers as a class.

Write the following sentence on the B/B:

If I had a million Euro, I would buy expensive clothes.

Tell Ss to write down two sentences each with this pattern and then to compare their sentences with their partner. Take class feedback and check that Ss have understood the concept.

Write the following sentence on the B/B.

I wish my eyes were black

Ask Ss if the speakers eyes are black or not. How do we know?

Tell Ss to write a new sentence like the example in their notebooks. Tell Ss to compare their sentences with their partner. Then T takes class feedback.

Write the following sentence on the B/B.

I wish I had long eyelashes.

Ask Ss if the speaker has got long eye lashes or not. How do we know?

Tell Ss to write a new sentence like the example in their notebooks. Tell Ss to compare their sentences with their partner. Then T takes class feedback.

Write the following sentence on the B/B.

I wish that dog would stop barking

Elicit from Ss which word shows that the speaker wants very much for the dog to do something.

ANSWER

would

Tell Ss to write a new sentence like the example in their notebooks. Tell Ss to compare their sentences with their partner. Then T takes class feedback.

Second Conditional

1. *imaginary / unlikely*
2. *would + infinitive*

Wishes

Wish + past / now

Wish + would + infinitive

B.

T might need to explain the words: plaits; pony tail; spike. To demonstrate word meanings, T could use Ss in the classroom or bring in a photograph of people with these features.

**ANSWERS**

1- D 2-E 3- F 4- G 5- B 6- C 7 -A

C.

Ask Ss what kind of advice they would give to people with these problems. They can use the advice given in the book or their own

Listening

Pre-listening - quiz

Direct Ss to the quiz. Ask Ss if they think they know a lot or a little about fashion. Tell Ss that they are going to do a quiz which will show how much they know about fashion. Instruct Ss to complete the quiz individually and then to compare their answers as a class.

ANSWERS

1. correct	3. correct	5. incorrect	7. correct
2. incorrect	4. correct	6. incorrect	8. correct

Tell Ss to add up their marks and compare total marks as a class to see who knows most about the history of fashion.

Task 1

Direct Ss to look at the items of clothing in the box and to write what each item is in Greek in their notebooks.

If Ss have difficulty in understanding the words, put each word into a short sentence to exemplify and for Ss to guess the meaning.

Task 2**A.**

Instruct Ss to look at the picture of people and to circle the items of clothing from those given in the box that the people are wearing. Ask Ss which of these items are worn by people today. Ask Ss what this might tell you about certain kinds of clothes.

B.

Open ended answer. Ss can dress the various individuals as they wish and then compare their answers with their partner.

In the Museum**Task 3****A.**

Tell Ss that they are going to listen to a museum guide talking about clothes that people wore in the Middle Ages. Ask Ss to listen carefully and decide in pairs which of the pictures the museum guide is describing.

Listening script

The way we dress is an expression of our self-image. While looking at the clothes people wore in the past, we also see the ideals of their times.

The way people dressed in late Roman and "Byzantine" dress was to cover their body more than the earlier Roman times. The Byzantine dress code usually included long sleeves and long hems just below the knee. This was a reaction to the growing Christian view that the body was not beautiful.

This mosaic from the Kahriye-Cami or Chora Church in Constantinople gives an excellent view of a range of costumes from the late Byzantine period. From the left, there is a soldier on guard with the governor in one of the large hats worn which was worn by important officials. On the right of the governor there is a middle-ranking civil servant holding the register roll. He is wearing a long tunic with a wide border, probably embroidered, over a tunic, which also has a border. Then comes a higher-ranking soldier, with a sword in his left hand. He has an untied belt or baldric. The Virgin and St Joseph are in their normal iconographic dress, and behind St Joseph a queue of respectable citizens wait their turn to register. The icon shows how male hem lengths of the dalmatics drop as the status of the person increases. All the exposed legs of the ordinary lower classes of people have leggings. The soldiers have tights above their leggings, and probably wear sandals on their feet. The ordinary people wear short tunics with a wide border around the neck and hem, and a cape over one shoulder. Women's dress simply consisted of a long tunic with a more tight-fitting sleeved one beneath. Married women, with the exception of queens, generally veiled their hair.

**ANSWER**

icon 5

B.**ANSWERS**

1. b

2. e

3. a.

4. d.

5. c

Speaking

Task 1

T asks Ss what items of clothes or accessories that people wear today were like those worn in the Middle Ages. Lead Ss to see that many modern fashions have much in common in terms of style with clothes from the past. Ask class if they would wear clothes like those worn in the Middle Ages - Why? Why not? A Clothing How-To for Garments of the Byzantine Empire Men's: Men's costume in Byzantium didn't change too much over the centuries. It consisted of the *tunica*, the *dalmatic*, the *cloak* and *shoes* or *boots*. The shapes of the garments were consistent throughout the classes, only the quality of the fabric and trimming distinguished them. *Tunica*: The tunica was the basic article of clothing in Byzantium. For the lower classes, it was the everyday working garment. For the upper classes, it was the undergarment for some of the richest clothing in history. The

tunica was a derivation of the ancient Roman *tunica talaris*, or tunic to the ankles. They were trim in the sleeve and mostly loose in the body. The more active wearer would gird it up to the shins or knees with a thin belt. The bodice or the skirt could be the same or different colors, and were made of wool. The bodice buttoned all the way down the front. The skirt was ankle-length and gathered at the waist.

T could direct Ss to internet sites or ask Ss to find information about the influence of Byzantine ideas on clothes and fashion today.

T can find ideas and information about the history of fashion to develop a project for class on the site: <http://www.costumes.org/classes/fashiondress/byzantium.htm>
<http://nota.triwe.net/teachers/tolstikova/students06.htm>

Task 2 Role-play

Direct Ss to look at the sketch of clothes on display. Elicit Ss opinions about the items and the prices for each. Ask Ss if they think the items are: expensive; reasonable, cheap. Explain the term 'reasonable' to Ss through examples.

Instruct Ss to separate into two groups. Group A are the shop assistants; group B are the shoppers. Tell Ss to make pairs of shop assistants and shoppers and to role play a situation where the shop assistants have to persuade the shoppers to buy some items of clothing from the sketch. Instruct Ss to look at the model. Ask two Ss to model the model dialogue for the class. T should ensure that Ss have the correct intonation and stress patterns for the advice: If I were you, I'd.....

Also, point out to Ss to make a personal comment to justify their advice.

Task 3 - Guessing game

Direct Ss to quickly read through the list of situations in the box. Check that Ss understand all of the vocabulary. Tell Ss to work in pairs and to use the prompts from the dialogue in A and B. Use two Ss to model the dialogue as an example.

Allow some time for Ss to perform task and then select some Ss to act out their dialogues.

Writing - Teen worries

Task 1

Elicit from Ss what kinds of things teenagers of their age worry about in their lives. Make a list on the B/B. Ask class to explain or justify the worries listed. Elicit from Ss the worries in the list that have to do with appearance.

Tell Ss to look at the cartoon pictures 1-4 and in pairs to write down three things that young people worry about. Ask Ss if they feel the young people are justified in the worries or not. Why? Why not?

Tell Ss to write a short dialogue like one of the cartoon sketches to show a typical teen worry. Tell Ss to add a response to the worry.

Take class feedback and ask some Ss to model role play their dialogue to the class.

Task 2

A.

Ask Ss if they read any teen magazines and which ones. Do a quick class survey to see which is the most popular magazine in the class. Elicit from Ss if they would ever write to a magazine to ask for advice about a problem. Why? Why not?

Ask Ss if teen worries are serious or not. Why? Why not?

Instruct Ss to read the four letters i)-iv) which appeared in a teen magazine and

In pairs decide how serious they think each problem is according to the list 1-5. Compare answers as a class.

Then tell Ss to read Liza's reply at the bottom of the page and decide if they think the advice is useful or not. Why? Why not?

Encourage Ss to see that advice columns like these are often so general that they are meaningless and therefore not very helpful.

B.

Instruct Ss to create small groups of three and to choose one of the problems in the texts to provide more useful advice to the problem than Liza has given..

Instruct Ss to use the format of Liza' advice to add their own points and ideas. When Ss have finished writing their advice take class feedback and compare ideas to see which group has provided the most useful advice.

Lesson 3

Task 1

Instruct Ss to look at the map and to say what they notice about each of the people in the pictures. What characteristics tell you about the people: where they came from; what life was like there; what kind of work they did; how they spent their free-time, etc.

Tell Ss to choose one of the pictures each and to make a spidergram. Then tell Ss to find other Ss in the class who have chosen the same picture and to compare what they have noticed about each picture. Take feedback and discuss as a class.

Task 2 Mediation

Remind Ss that the purpose of a mediation task is to use their knowledge of Greek and English to perform a language task in English.

Ask Ss to look at the leaflet and ask them to describe what they see.

Explain to Ss that they have to imagine that a foreign friend of theirs wants to visit Athens and would like some information about The Byzantine period and what is to see at the Benaki Museum in Athens. Ask one student to read out the leaflet and elicit from class what it says about the artefacts and the museum. Ask Ss if the leaflet sounds interesting. Ask if they would like to go to visit this museum. Why? Why not?

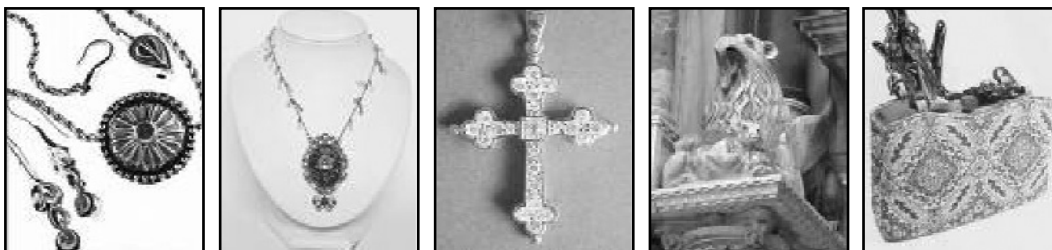
Inform Ss that there is a magnificent Byzantine Museum in Thessaloniki: site: <http://www.mbp.gr/html/en/index.htm>, where they can find additional information to add to their note to the Australian friend. Ask Ss if they have ever been to this museum and how they felt when they visited it. Ask Ss if they have ever been to any Byzantine Museum. Ask Ss what they saw. Ask how they felt.

Encourage a general discussion about the advantages of museums.

Project

T could find a visual of modern clothes or accessories which are based on a Byzantine motif, and show this to the class. T could ask class which aspects of the clothes, jewellery, accessories, and art and architecture remind them of the Byzantine period.

For example the following examples are from the internet site: <http://images.byzantine fashions>



Explain to Ss that they have to work in groups of four to create a design for accessories or clothes based on the Byzantine period. Explain to Ss to read the instructions for the project carefully and to ask T to explain any questions.

Self-evaluation

A.	1. d	2. c	3. b	4. e	5. a
B.	a) iii	b) v	c) iv	d) ii	e) i
C.	1-a	2- c	3- d	4- a	5 b
D.	a-ii	b-v	c- i	d- iii	e iv
E.	1. d	2. a	3. e	4. b	5. c

Workbook

Activity 1A

Money talks!

SUGGESTED ANSWERS

Because people can change their appearance when they have lots of money.

Activity 1B

T could read out the following answers and take class feedback. Then tell Ss to complete activity 1B.

'If i had lots of money, i would change my nose because i think it is too small. I would buy new clothes and lots of jewellery to make myself look attractive.'

Or,

'I wouldn't change anything because I think I look well as I am. I have a good character and people value me for this more than how I look so I don't want to change anything.'

Activity 2A

- | | | | | |
|------|------|------|------|-------|
| 1. c | 2. a | 3. d | 4. b | 5. d |
| 6. a | 7. c | 8. b | 9. b | 10. d |

Activity 2B

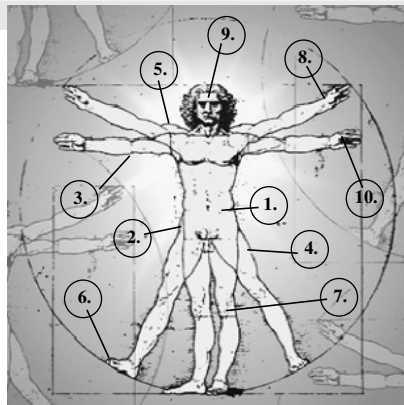
- | | | | |
|------|------|------|------|
| 1. g | 2. e | 3. a | 4. f |
| 5. d | 6. c | 7. b | 8. f |

Activity 2C

- | | | | | |
|------------|---------------|-----------------|-------------|----------------|
| a) genuine | b) confident | c) disappointed | d) shy | e) stuffy |
| f) trendy | g) aggressive | h) immature | i) arrogant | j) responsible |

Activity 3

1. waist
2. hips
3. elbow
4. thigh
5. shoulder
6. toes
7. knee
8. wrist
9. forehead
10. thumb



Activity 4 a

i) 4 ii) 3 iii) 1 iv) 5 v) 2 vi) 6

Activity 4 b

i)	talking through her hat	ii)	wears his heart on his sleeve
iii)	as mad as a hatter	iv)	be in his shoes
v)	dressed to kill	vi)	pull my socks up

Activity 5**SUGGESTED ANSWERS**

- a) were you, I would tell her the truth
- b) were older, he could
- c) lived in Greece/Europe, they would be able to
- d) were you, I would change my shampoo
- e) he were taller, he could

Activity 6

Girl: I wish I were rich; I wish I had a huge mansion; I wish I could travel

Boy: I wish I were tall; I wish I had a beard; I wish I could play tennis.

Activity 7A

civil servant
curly hair
sweet face
floor-length
head scarf
metal braces

Activity 7B

a) head scarf	b) sweet face	c) floor-length
d) curly hair	e) civil servant	

Activity 8

Open Answers

Activity 9

1. F	2. T	3. F	4. T	5. T	6. F
7. T	8. T	9. T	10. F	11. T	12. F

Activity 13

pair size medium waist lower changing try on tight

It's Your Choice - Student's Book

T elicits from class their favourite kinds of clothes. T encourages class discussion on the social role of clothes and what clothes say about a person's character, likes and interests. T. should ask Ss what they can tell about each other from the way they are dressed.

Task1

T tells Ss to look at the pictures on page 148 and to label the photograph with clothing words.

gelled hair

wearing earrings

hipster jeans

a cut-off top

a jacket with a zip

athletic shoes

Task 2

T directs Ss to the idioms on page 102 and elicits from Ss what each idiom might mean. T then tells Ss to read through the mini-dialogues in pairs and to complete each with a suitable idiom from page 102.

To make the task easier for Ss to manage, T. could write the following words on the B/B: socks, sleeve, shoes, dressed, hat

ANSWERS

1. pull my socks up
2. wears her heart on her sleeve
3. be in your shoes
4. dressed to kill
5. talking through her hat

Task 3

T instructs Ss to look at the list of clothes and to check how many classmates are wearing each. Ss can add other accessories and items of clothing that are not on the list. Then T tells Ss to use the numbers relating to the clothes and accessories and to make a short report about the clothes Ss wear in their class. T can asks Ss to read out their report and allow class to comment.

Task 4

T instructs Ss to work in pairs to create a pie chart or a bar chart to show statistically the numbers of students who wear different items of clothing.

The items of clothing can be along the X axis (horizontal axis) and the numbers of students on the Y axis (vertical axis).

Writing 'Teen worries'

Task 1

T directs Ss to the cartoon and elicits the different fears and worries that young people have concerning their appearance. T can generate class discussion on the validity of these fears and worries.

T could ask Ss to work in pairs to draw their own cartoons to express different fears and worries of older school students in their final year of school.

T takes class feedback and compares ideas as a class.

Task 2

A.

T elicits from Ss the different things young could do if they had a problem and needed some advice. For example: ask their mother or father; ask a school teacher; write to a teenage magazine. T could tell Ss that many young people in the UK write to magazines and ask for help or advice about different personal problems. T elicits from class if they know of anyone who has written to a Greek magazine to ask for advice. Take class feedback and discuss as a class.

B.

T instructs Ss to work in pairs to read the advice from a magazine and to decide how serious each problem is and to decide if they agree or disagree with the advice.

T can explain to Ss that this is an alternative project that they can do instead of the project on page 106 on fashion.

T goes through the rubric of the project and checks that Ss have understood the aim of the project.

Alternative Project (optional)

The National Radio Station has organised a competition which invites young people to write a song to see if they have the talent to be good songwriters.

Task 1

Look at the poster. What is it advertising? How important are each of the following for writing a song?

- knowledge of music
- a musical ear

- finding a rhythm
- finding rhyming words
- a strong subject.

Discuss your ideas as a group.

T can elicit from Ss the musical notes from the Byzantine chant. T could write the notes on the B/B and ask Ss what the musical scale for modern music is. Take class feedback and discuss the differences.

Mini-Quiz

- a) Answer: *ni, pa, vu, ga, di, ke, zo.*
- b) Beethoven was deaf from childhood

Task 2

T could explain to Ss that it is not so difficult to write a song. T could elicit from Ss what modern songs try to tell a story; what songs describe a situation.

T instructs Ss to work in groups of three and to decide on a topic area that they want to write a short song about. T tells Ss that once they have decided on the topic area for the song, they should write four short statements about that topic. Then the group can think of a beat and music for the statements and make their story into a song.

T can ask different groups to volunteer to sing their song. This can be made into a competition to select the best song to represent their class.

Extra material

T. could use this text with more advanced Ss and ask them to read it and give a summary for the whole class.

The dangers of being a fashionable teen

Some of the things kids wear today are unreal. Back in the olden days when my mum was a teenager (1980s), **if you wore clothes which didn't cover your tummy, people would stare at you.** Then, the more you covered the better and cooler you looked. Mum says, there were no bare midriffs, no belt-miniskirts and there was certainly much less skin on show than there is now. Times have certainly changed but I **would never dress** like some of the kids today, **even if my mum let me.** I suppose it is mostly a sign of the times and the generation gap but the gear of most teenagers nowadays makes me wonder what they are thinking. I know that **if I wore** short skirts and small tops, my friends **wouldn't like** it. In any case, I have short legs. I **don't wish I was** different though and I feel happy with how I look. Of course, in general, I think it is great that young people have confidence to wear whatever they want, and sometimes I **wish I had** this kind of confidence but I am not sure it is a good idea to show your mid-riff at the age of 13 or 14. I worry about the

messages teenagers are getting from fashions and trends. With advertisers using models and stars it is hard for young people to get the message that respect for yourself and your body is one of the most important values we should have. It is a fact that young people are hearing one message from their parents, another from the music they listen to, another from their own peers, from television, from newspapers. Yes I am probably a bit prudish but **if anything happened** to any of my friends **I'd feel** terrible. Our clothes say a lot about us and so we need to be careful how we dress if we don't want others to think badly about us.

Adapted from *Parenting Today's Adolescent: Helping Your Child Avoid the Traps of the Preteen and Teen Years*. Copyright 1998 by Dennis and Barbara Rainey. Used by permission of Thomas Nelson, Inc., Publishers

It's Your Choice - Workbook

Activity 1A

1. v) 2. iv) 3. vi) 4. i) 5. ii) 6. iii

Activity 1B

1. slippery
2. pavement
3. walkway
4. submarine
5. arrival
6. departure

Activity 2A

- T
- 1-c
 - 2-a
 - 3-c
 - 4-a
 - 5-c
 - 6-a
 - 7-b
 - 8-b
 - 9-a
 - 10-b

Activity 2B

1. sleeved
2. length
3. fitting
4. tail
5. neck

Activity 2C

- a. confident
- b. disappointed
- c. trendy
- d. immature
- e. responsible

Activity 3

Open answer

Activity 4

- a) had clothes to wear / go
- b) my little brother / wear
- c) have / could
- d) become a male model

Activity 5

1. e 2.a 3. b 4.c 5. d

UNIT 10 A MATERIAL WORLD

Topic:	A Material World
Topic	Making a difference
Grammar	Passive voice: Present and Past tenses
Reading Skills	Matching information from a text to a map Noticing grammatical forms (Passive) in a text
Listening Skills	Following sequence of events Noting dates in a listening script
Writing Skills	Giving explanations in an e-mail Vocabulary Words and expressions associated with materials and processes of production
Aim	To teach the Passive Voice form through the concept of different products and processes.

Cover Page

Direct Ss to look at the picture montage on page 109 and ask them what they see. Tell Ss to make a list of the things they see and then compare as a class.

Lesson 1

Lead-in

1. Direct Ss to look at the picture in the frame. Elicit from Ss what the picture shows and to justify why they feel the picture is of a scene in The Middle Ages.

Introduce the term 'raw materials' which refers to material before it has been processed. T could spend some time on teaching the difference between raw material process and product through selecting different products and asking to Ss to think of the materials from which these products originally came.

Take class feedback.

2. Check as a class that Ss understand and know the meanings of the words in the box. Elicit sentences from Ss to show that they know the word meanings. Have a class discussion on the function and use of these materials in the past.

3. Ask Ss which materials from those in the box did not exist in the Middle Ages. Why not? Get Ss ideas.

4. Tell Ss to try to work out the source of each of the materials. For example: leather comes from the hide of cattle.

T could explain that cattle is the generic term used for cows and bulls.

Ask Ss if they know which countries or places in Greece produce the raw materials for these products.

For example: a lot of bauxite in Greece comes from Parnassos mountain.

Elicit from Ss various products that are made from the materials in the box.

For example: leather jackets; leather belt.

5. Instruct Ss to look closely at the pictures and in pairs to list the various raw materials used in each of the products. Ask Ss what other materials could be used to make these products. Tell Ss to make a note of the alternative materials in their notebooks. Explain that they can use these ideas to compare with new information that they will read later in the Unit.

T could explain the different meanings for the word 'material': meaning i) cloth or fabric used to make clothes, curtains, dresses. ii) a substance like wood, metal, plastic. iii) information or ideas used in a story or book.

T could point out that 'raw material' refers to the substance in its natural state before it has been processed.

Pre-reading

1. Tell Ss to look at Task 1 and write down in pairs a list of the different objects that exist in their kitchen and the materials the objects are made of.

To provide Ss with an example, write the model on the B/B

The microwave - it's made of plastic and glass

Ask Ss to report back to the class about their kitchen objects and materials they are made of.

T could conduct a class survey to see what the most common material is in each kitchen. Encourage a class discussion on why this material is so common in the kitchen.

2. Ask Ss if *metal, rubber, leather, glass*, were invented or discovered. Take a show of hands for each item.

Tell Ss to read the question in 2 very carefully to try to guess whether plastic is a natural material or made from some scientific process.

ANSWER

Invented: plastic, glass. Discovered: rubber, leather.

Elicit from Ss the difference in meaning between invented and discovered. Ask Ss to write down an item which was discovered and one which was invented. Take class feedback and check answers.

3. Tell Ss to work with their partner to guess what plastic is made from.

T could give Ss some clues like:

It is a liquid which comes from the ground

It is used to drive many machines

ANSWER

oil

T could elicit from Ss the different products that come from oil or write a list of products mixed up with non oil-based products on the B/B and ask Ss to guess which ones are made from oil. **Oil-based:** *candles, cosmetics, soap, margarine, petrol, benzene, ink, security tags, lipstick, eye shadow, colours, dyes.*

T writes on B/B. petrol diesel benzene gasoline

T asks class if they know what these words mean. Then ask: “What’s the difference between these three words?”

T could ask Ss to find out the meaning and examples of these fuels for the next lesson and to report back to the class with their information.

T should point out to Ss that petrol in English is used for cars.

Benzine is used to light cooking stoves and lamps.

Diesel is a fuel which is used by trucks and buses and in lots of new cars today. It was invented by a German engineer called Rudolf Diesel in 1893.

T could point out to Ss that if their father drove his car in England, he should ask for petrol for his car if he means the Greek word ‘benzine’

T could explain that oil/petrol are called ‘fossil fuels’. T could explain the connection between fossil fuels and the dinosaurs and other large mammals that mysteriously disappeared. Fossil fuels were formed from decayed plants and animals that lived up to 300 million years ago. T could ask Ss to use this information to work out why fossil fuels will be depleted one day in the future.

Task 1

Tell Ss to look at the title of the text and to guess what the text might be about.

Elicit examples of the uses of plastic in our world.

Encourage Ss to read for general meaning. Advise Ss not to panic if they do not know specific words.

T allows Ss to read quickly through the text individually and put the products on the map.

ANSWERS

1. Ships and planes are built in USA.
2. Mobile phones are made in Finland.
3. Toys and games are made in China.
4. Athletic shoes are made in India.
5. Plastic bags are made in Indonesia.

Direct Ss to the map of the world and check that they know where Greece is. Tell Ss to look at their Geography books to find the countries mentioned in the text. Explain to Ss that they should write the name of a **PRODUCT** which is made in each country in the box beside each country on the map.

Check answers as a class and develop the discussion to include different products which are made in each of the countries mentioned.

Tell Ss to make statements about each of the products.

Write example sentence on the B/B: Mobile phones are made in Finland.

Instruct Ss that they should write their answers on the lines provided.

Tell Ss to compare their answers with their partner. Then take class feedback and check answers as a class.

Task 2

Elicit from Ss what they know about oil and which countries produce oil. Ask Ss if there will always be oil or if it is finite.

Write the following dates on the B/B and ask Ss when they think there will be no oil left in the world.

2015 **2050** **2150** **2200**

Write on the B/B or read out the following statement to the class and ask Ss if this is good for us or bad. Why? Ask Ss to work out from the statement when the oil is expected to run out.

“We are looking at more than four and a half trillion barrels of potentially recoverable oil. That number translates into 140 years of oil at current rates of consumption, or to put it another way, the world has only consumed about 18 percent of its conventional oil potential.”

ANSWER

The expected year is 2150.

Ask SS if they think this statement is too optimistic or could it be a fact.

ANSWER

The above statement is true and has been said by the President of Saudi Aramco oil company.

T could inform Ss that although this statement had been made by Saudi Arabia, we are really not sure about the future oil supplies and that they can find information about this on the site:

<http://www.runet.edu/~wkovarik/oil/>

Ask Ss what they think will happen to industry, the cars we drive, central heating in homes when the oil has finished. Ask Ss what we could do to make the oil we have last longer.

Instruct Ss in pairs to make a list of the things that people can do not to use so much oil and a list of raw materials we can use to replace plastic in everyday objects. Tell Ss to compare their list with the class.

Task 3

Write the following words on B/B: clay, wood, aluminium. Elicit from Ss which countries produce these products. Tell Ss to write two countries bauxite for each product. Then tell Ss to look at the table in task 3 to compare their answers.

Tell Ss in pairs to decide on three countries and to look at their Geography books to find out what products the countries they have chosen produce. Tell Ss to report back to the class with their findings.

Tell Ss to use the information and the example sentence to write a short country profile about one of the countries they have chosen.

Ask Ss to read out their country profile in class.

SUGGESTED ANSWERS

COUNTRY	MATERIAL	PRODUCT
China	clay	porcelain
Finland	wood	homes
Greece	bauxite	aluminium

Grammar

The aim is to raise Ss' awareness that natural products can be used instead of synthetic ones to cover the needs of the modern world.

1. T could bring in visuals of different products made from hemp and put them up on the wall or B/B and ask Ss what they think the original product for each of the items was. (T can get further information and visuals by going to the internet and typing in hemp which leads to many sites on hemp).

Direct Ss to look at the photographs and ask them to guess what each item is. Then tell Ss to look at the list of natural products in the box. Check that they know what each product is. T could bring some photographs of each product to help Ss with the word meanings. Ask Ss what items could be made from these products. Tell Ss in pairs to make a spidergram and then compare their answers with the class.

Instruct Ss to use the words in the box to complete the statements a) - d).

Take class feedback and check answers.

Tell Ss to check the internet or to ask their geography teacher for help.

SUGGESTED ANSWERS

a) hemp b) bamboo c) nettles d) soybeans

2. Tell Ss to look carefully at their completed statements about each product. Write one of the completed statements on the B/B and elicit from Ss what grammatical form this statements is. Elicit from Ss what verb form follows the subject in each sentence.

Answer: are made of; can be made of.

Ask Ss to make statements about the clothes or accessories or items they have with them using the model sentence on the B/B.

T could follow up the introduction of the grammatical point with the extension:

Ask Ss: 'Where was your made in?'

Take class feedback..

Instruct Ss to complete the rules in the box.

ANSWER

Rule 1: 'be'

Rule 2: 'the result of the action'

Ask Ss if they know of any other Passive sentences

Write a model sentence on the B/B and ask SS to change the sentence into different tenses. Check that Ss have understood that the tense of the passive Voice is determined by the change in the verb 'be'.

Grammar point to note.

The passive voice needs an object. The verb must be transitive to be made passive.

So: it is based on; it is used for; it is considered to be (can all be made passive);

Grammar:

Raise awareness in Ss that the Passive Voice form is commonly used in English in expressions like: it is connected with; it is known that; it is believed that.

T should raise Ss awareness of the common uses of Passive without object.

For example: The milk is kept in the fridge; the thief was named as Joe; the photograph was taken last year; she was given a medal for bravery; the thief was jailed; it is expected that, was raised in, was born in, is supposed to,

T elicit from class if they know other expressions like these.

T writes the expressions on B/B for class to copy in their notebooks.

T could point out that forms like: *she is interested; he is excited; it is broken, seem to be passive but they are adjectives.*

Extra information: T could point out to Ss that there are verbs which can not be used in the passive Voice: (intransitive verbs: arrive, cry, die, fall, happen, talk, live, go, remain, stay, run).

An **intransitive verb** is an action verb (that is, it is neither a linking verb nor an auxiliary verb) which does not have a direct object.

The action is still being done, but it is not being done to anything or anyone else. Transitive verbs are verbs that have subjects or objects that receive the action. They are either active voice or passive voice. Transitive active verbs are the verbs in sentences with a direct object. Example: The boy kicked the ball. The subject is the doer and the direct object is the receiver of the action. Transitive passive verbs have the subject receiving the action with the doer in a prepositional phrase or omitted in the sentence. Examples: The ball was kicked by the boy. The ball was kicked hard. The verb in the transitive passive voice always has is, am, are, was, were, be, being, or been as an auxiliary or helping verb. Transitive active sentences can be changed to transitive passive sentences by making the direct object the subject and putting the subject either in a prepositional phrase or omitting it. Example: The daughter kissed her mother on the cheek. The mother was kissed on the cheek by her daughter. The mother was kissed on the cheek. (Mother is the receiver of the action in all three sentences, but in the last two sentences mother is the subject of the sentences.)

3. Direct Ss to the sketches 1-5 and ask Ss which items were introduced during the Byzantine period. Tell Ss to ask history teachers or to check in an encyclopedia or on the internet.

ANSWERS

forks, passport, street lighting.

4. Tell Ss to think of five objects and write them in their notebooks. Then their partner must ask them questions to guess what each object is.

Student A describes the object but doesn't say what it is. Student B must guess the object as quickly as s/he can.

5. Direct Ss to look at the sketch. Elicit from Ss what items they see and to guess what materials they are made of. Tell Ss to discuss their ideas with their partner. Then take class feedback and compare answers as a class. Encourage class discussion on the feasibility of using alternative materials for everyday items.

Lesson 2

Listening and Speaking

Pre-task

T could hold up a silk scarf, tie, or blouse and ask, "How far do you think I travelled to buy this item?" (Allow students to guess.) Tell the students that there was a time when people were willing to travel 7,000 miles to buy an item made from this material.

1. Direct Ss to look at the pictures and ask what they think the pictures show. Help Ss to work out what they see by telling them the pictures have something to do with silk.

Elicit the meaning of the word silk by giving an example. Ask Ss to make a list of the different things they have seen in their house which are made of silk. Tell Ss to compare their lists with their partners. Check that Ss have understood what silk is by asking for the Greek meaning.

T asks Ss why they think silk was so valuable and regarded as a special material.

2. Tell Ss to work in pairs to complete the spidergram with items that can be made from silk.

Ask Ss to say what items they have found and compare their answers as a class.

3. Direct Ss to the questions and tell them to write their answers in their notebook. Tell Ss that they can check if they were right or not by listening to the teacher on the recording talking about the History of Silk.

The aim of this lesson is for Ss to identify the natural, capital, and human resources used in the silk industry in the first century. T should encourage Ss to explain how the physical features of the land influenced the location of the trade route. Ss could be helped to explain the growth of settlements along the silk route and to describe examples of cultural diffusion along the silk route

Explain to Ss that they are going to listen to a school lesson on the History of silk and that they should put the events mentioned in the recording into the correct sequence as they hear them.

<http://www.pulseplanet.com/pulsepicks/silk/index.php>

The History of Silk Listening text.

Teacher: China has given the world many gifts. Everybody knows the big four: gunpowder, compass, paper and printmaking. Actually, the list is vast and ranges from primal gifts: paper money and wheelbarrows, kites, whiskey and chess - to contemporary contributions: hybrid rice and agricultural techniques, cast iron, parachutes, decimal mathematics and laser technologies. But truly, the Middle Kingdom's most ancient and most valuable gift to the world was and in many people's minds, still remains silk. Our lesson today is on the history of silk and how it was brought to Europe.

When silk was first discovered in China about 3000 years BC, it was used only by the emperor and his close family.

As you all know, silk is a very beautiful and fine material, but its long and interesting history is unknown to most people. The Silk Road linking northern China with the West played a vital role in moving trade goods, people and ideas for 2,000 years. In 70 BC the Roman historian Piny, wrote that silk was obtained by removing soft hair from the leaves with the help of water. Of course, now we know that this is not true and that silk was produced by using silkworms. We know that silkworms weave webs, like spiders, that became a luxurious cloth-

ing material for Roman women at the time. Legend has it that around 500 A.D., Holy Roman Emperor Justinian, desperate to learn the secrets of silk, hired two Persian monks to do a little undercover work in China. Many months later the monks reappeared in the Holy Roman capital Constantinople dressed in rags and carrying only their bamboo staffs. But hidden inside each hollow stick were silkworm eggs and shoots of the mulberry tree, the worms' favorite food. Soon after this, the first Silkworm farms appeared in Europe.

At the time of the fall of the Byzantine Empire Lyon became a silk manufacturing Center.

Anna: Sir? the history is fascinating, but how was the silk produced by the silkworms?

Teacher: That's an interesting question Anna. What happened was that the caterpillar or silkworm built a cocoon around themselves until they looked like fluffy white balls. After eight or nine days the cocoon was unwound and then it was baked to kill the worms. The cocoons were then taken out of the ovens and were dipped into hot water to loosen the threads. These threads were then put on to a spool.

Brian: Sir Why were they put onto a spool?

Teacher: Well, Brian, amazingly, each cocoon was made up of a thread which was between 600 and 900 metres long so the spool was used to roll up the thread.

Colin: And how was the thread made into silk?

Teacher: Good question. Each thread of silk was very fine and so it was very easy to break so between five and eight of the threads were twisted together to make one big thread.

Anna: Sir, ... How was the silk cloth made?

Teacher: Okay, Anna. These threads were then woven into cloth. When this process was finished the cloth was dyed to give it beautiful colours. Apart from being very beautiful it is also a tough material and it was used during the second world war in Europe to make parachutes.

Brian: Is it produced with raising silkworms today, Sir?

Teacher: No, Brian. The process is very different today but I shall talk about that at another time. As for what silk is used for today, we can include many things including bed sheets which you can find on many beds around the world.

Check answers as a class and discuss the different aspects that Ss have learned about the process of silk making.

Task 1

ANSWERS

- | | |
|-----------|--|
| picture 1 | a) twisting five or more threads to make one thick thread; |
| picture 2 | b) silkworm builds a cocoon; |
| picture 3 | c) threads are put on a spool; |
| picture 4 | d) cocoon is baked in ovens; |
| picture 5 | e) cocoons are dipped into water |
| picture 6 | f) threads are woven into cloth |

Task 2

Direct Ss to the map. Elicit from Ss what they think the red and blue lines symbolise.

Ask Ss what some of the countries on the map are known as today. Ask Ss what Greek city was the most important on the Silk Route. Ask Ss what advantages the Silk Route connection had for this city.

Ask Ss what they think the connection between the Byzantine emperor and the Silk Route might have been.

Elicit from Ss the advantages of having a fixed route between the Far East and Europe. Tell Ss to try to work out how many kilometres the Silk Route was.

ANSWER

About 10,000 kilometres.

Ask Ss to guess how long it might take to travel from Constantinople to China by camel? Tell Ss to write down their guess. Tell Ss to listen to the short text that you will read about the silk route to check their answers. (Answer: around 14 months)

Have the students use an atlas to locate China on a political map. Help them to identify some of the cities in China. Have them locate the western part of China. Ask them to think of reasons why there are not many major cities in western China. Have the student turn to the physical map of China in the atlas. Help them to read the elevation key to discover that there are very high mountains and plateaus in the western part of China. Ask them to use information from the map to explain why few major cities developed in this part of China. (The mountains are too hard to cross; it is difficult to build well on steep slopes; it is hard to transport goods over the mountains.)

Have the students work in pairs to point to the far western edge of Turkey and mark the location with a small button. Have them point to the curved part of the Huang He (Yellow River) west of Beijing, China and mark it with a second button.

Say: "We are going back in time to the year 700, about 1,300 years ago. Suppose you wanted to travel between the places that you have marked on the map. There are no cars, trains, buses or airplanes. With your partner, plan a route that will let you travel from one of the locations to the other. Remember, there are physical obstacles in your way."

Allow time for the pairs of students to discuss the different routes that they could use. When they are ready, have some groups share their plans. Discuss which routes might take the shortest or longest time, which might be most dangerous, and which might be impossible at different times of the year because of climate.

Tell the students that some traders in the year 700 were making this very same decision about ways to travel in that part of the world. Show the map of the silk route in The Silk Route and ask students to explain why the traders did not travel in a straight path between the two locations. (There were high mountains and deserts in the way of a straight path. The traders would try to follow the easiest path through or around the barriers.)

Text for extra information:

The ancient trade route linking China to the West originated in Xi'an; it was actually a caravan route and played an important part in the exchange of both goods and thought between the two great civilizations of the time, China and Rome.

Read text to class:

*For many centuries the Great Silk Road connected a complex network of trade routes from Europe with Asia. It was a way to establish contact with the great civilizations of China, India, the Near East and Europe. Trade caravans, diplomatic missions, merchants representatives of religious circles, dervishes, warriors - millions people have passed on this road through time with nothing frightening these brave travellers, neither the difficult roads, nor the waterless deserts. In 1997 a group of explorers walked on the Silk Road trying to imitate ancient caravans with their camels. It took them **around 14 months** to travel from China to Turkey.*

Ask Ss to look at their Geography books and find the town of Soufli. Ask Ss what they know about Soufli. Tell Ss to listen to the short text that you will read to check their answers.

Read text to class:

*Soufli is a small town in the north-eastern region of **Thrace** where sericulture (the raising of silkworms, and silk production) began in the last century and still continues today. A traditional mansion here has been transformed into a museum of silk which explains its history and manufacture. Cocoon houses have been converted into guest houses*

Tell Ss to listen to the lesson again and this time to listen for major events and dates.

Extra information:

T writes the name Marco Polo on the B/B. Elicit from Ss what they know about him. Tell Ss to find out in what way Marco Polo is associated with silk.

Marco Polo (1254-1324), is probably the most famous Westerner who travelled on the Silk Road from China to Europe. Marco Polo travelled in great deal in China. He was amazed with China's enormous power, great wealth, and complex social structure. China under the Yuan (The Mongol Empire) dynasty was a huge empire whose internal economy dwarfed that of Europe. He reported that Iron manufacture was around 125,000 tons a year (a level not reached in Europe before the 18th century) and salt production was on a prodigious scale: 30,000 tons a year in one province alone. A canal-based transportation system linked China's huge cities and markets in a vast internal communication network in which paper money and credit facilities were highly developed. The citizens could purchase paperback books with paper money, eat rice from fine porcelain bowls and wear silk garments, lived in prosperous city that no European town could match.

<http://www.silk-road.com/artl/marcopolo.shtml>

Mini-project

Instruct Ss to create groups of three and to decide on another product. The aim is to use an outline map and draw in the route that product takes from the source to the final market.

T should encourage Ss to find any anecdotes that might find interesting about each of the products. For example with silk, it is said that in order to bypass the Persian land- route, Justinian established friendly relations with the Abyssinians, whom he wanted to act as trade mediators by transporting Indian silk to the empire; the Abyssinians, however, were unable to compete with the Persian merchants in India. Then, in the early 550s, two monks succeeded in smuggling eggs of silk worms from Central Asia back to Constantinople, and silk became a locally produced Byzantine product.

The potato:

In 1589 - Sir Walter Raleigh (1552-1618), British explorer and historian known for his expeditions to the Americas, first brought the potato to Ireland and planted them at his Irish estate at Myrtle Grove, Youghal, near Cork, Ireland. Legend has it that he made a gift of the potato plant to Queen Elizabeth I (1533-1603). The local gentry were invited to a royal banquet featuring the potato in every course. Unfortunately, the cooks were uneducated in the matter of potatoes, tossed out the lumpy-looking tubers and brought to the royal table a dish of boiled stems and leaves (which are poisonous), which promptly made everyone deathly ill. The potatoes were then banned from the royal court

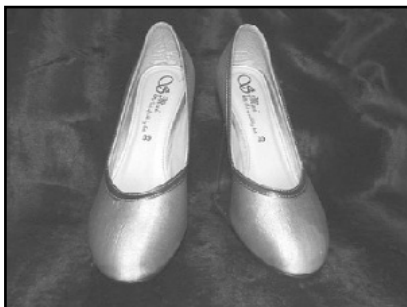
Task 3

1. Instruct Ss in pairs to look at the table with the possible uses of silk. Tell Ss to decide which uses sound correct. Then take class feedback and ask Ss to justify their answers from different facts that they know or have heard of.

Fishing lines:

Silk Lines are designed for fishing fast water where short casts are required. The lines are made from top quality silk.

Shoes



ladies silk shoes made in Thailand

Clothes: Pashminas, dressing gowns, sheets.

Musical instruments cannot be made from silk

Roads cannot be made from silk

String: bracelets and string to add to clothes

Money: money cannot be made from silk but it is possible to make a silk money belt

Paintings: works of art can be made of silk

Gifts: can be made from silk

2. Tell Ss that they can find amazing facts about silk on the internet or ask their Home Economics or Geography teachers.

Extra task

Tell Ss to find more amazing facts about silk and to report them to class next lesson.

Task 4

Elicit from Ss how many items of silk clothing they think a normal student in Greece might have in their wardrobe. Ask Ss if they have anything made of silk. Ask Ss if they think silk is a common or uncommon material for clothes today. Ask Ss why they think silk is not very common with school children.

Direct Ss to an icon from Byzantine times or the Middle Ages and ask Ss what they notice about the different kinds of clothes the people are wearing. Ask Ss what they can tell about the people from the clothes they are wearing.

Speaking

1. The aim is to make students aware of the difference between invented, produced, made, grown, discovered.

Hold up a pen and ask Ss if it was invented or if it was discovered. Ask Ss if oil for cars and heating was invented or discovered. Elicit from Ss the meaning of the two verbs. Instruct Ss to write about two more products and to compare their answers with their partners.

T writes the following example on B/B:

Wheat is grown, Flour is produced. Bread is made.

Asks Ss to work in small groups to do the same with two other products.

Take feedback and compare answers as a class.

Directs Ss to the materials and products in the sketches under the table. Check that Ss know the meaning of all the vocabulary items. Tell Ss to complete the table. Look at the table below to match the products to the correct verb in each column.

Allow some minutes for Ss to complete the table.

Tell Ss to compare their answers with their partner. Check answers as a class.

SUGGESTED ANSWERS

Invented	Discovered	Produced	Made	Grown
bicycle	oil	olive oil	wine	olives
plane	gold	paper	bread	melons
car	rubber	steel	leather	grapes
camera	chocolate	milk	clothes	wheat

2. Instruct Ss to use the completed table and the model questions in the box to ask and answers questions about different products. Allow a few minutes for Ss to perform the task and then take class feedback and compare answers as a class.

Grammar

The aim of this grammar section is to introduce the agent with 'by' when using the Passive Voice.

1. Direct Ss to read the sentences a) b) and c) in the box/ Elicit from Ss the purpose of 'by' in each. 'By' shows the agent or who does the action in each sentence. Tell Ss to rewrite each of the sentences a) b) and c) to make the sentence Active voice sentences.
2. Tell Ss to work in pairs and then check answers as a class. Instruct Ss in pairs to complete the rules of use for the Passive Voice with an agent in the box.
Check answers as a class and tell Ss to copy the rules in their grammar notes in their notebook.

ANSWERS

- Rule 1: by
Rule 2: only if it is

Writing**1. Transactional writing.**

T asks Ss to look at the short letter and the form with notes underneath it. Elicit from Ss what the relationship between the two might be. Take class feedback. Instruct Ss to read the letter and to underline what the main points of the letter are. Elicit from Ss or explain that the letter must have a purpose. Ask Ss what the purpose of this letter is. Take class feedback.

1. T tells Ss to read the letter to find out what the problem is.
Check as a class

Direct Ss to the Product Order Form. Check that Ss understand the details on the form. Check Ss comprehension by asking:
What did Christos order?

What is it made of?
 How much did he pay?
 Take class feedback.

2. Explain to Ss to imagine that they are the company manager and that they have to write an e-mail using the information in the letter Christos wrote to the company, the order form and the notes beside the order form.

Allow Ss about 10-15 minutes to write the e-mail.

Tell Ss to compare their letters in pairs and correct or add to their letters to make them more suitable for the task.

Ask Ss to read out their e-mails for class to judge which is most effective as a response to Christos' letter of complaint.

Lesson 3

Tell Ss that there was a dig at Stonehenge in April 2008. The text is in the workbook.
 Ask Ss to check the site bbcnews.com to find information about the dig in April 2008.

Project

1. Introduce the project by eliciting from Ss information about any ancient construction and mysteries that they know.

Direct Ss to the photographs on page 118 and ask Ss what the constructions are
 Answers: Easter island in the Pacific Ocean; Stonehenge in Wiltshire in the west of England.

Ask Ss if they can guess what these monuments were used for

Suggested answer: they were probably used for some kind of religious ceremonies.

2. Instruct Ss in small groups to create a timeline starting from 2500 years BC (Before Christ) until 1500 AD (Anno Domini - after Christ)

Then tell Ss to look on the internet or to ask their teachers of other subjects like History and geography to find out what amazing and wonderful constructions were built during those years. Tell Ss to mark in when each construction was built and to write a statement about what it was used for.

T could ask Ss to use the timeline to report their findings to the class

3. T asks Ss who they think invented the computer. T should point out the difference in concept between the computer and the principles of the computer. T may want to elaborate on this distinction as a topic for a short class discussion.

Tell Ss to read the short text in the box to check their ideas on who invented the principles of the modern day computer.

T could inform Ss that Babbage worked on the computer with Ada Byron who was the daughter of Lord Byron who supported Greece in their fight for independence from Turkey in 1821.

Task

a) Ask Ss what they know about the Antikythera Mechanism. If Ss have not heard of this mystery, write the name Antikythera on the B/B and ask Ss where or in which country they think this might be.

Direct Ss to the picture and ask Ss to speculate what it is in the picture.

If possible in class time and Ss have access to computers and the internet, instruct Ss to find more information about the Antikythera Mechanism on the internet. If not, direct Ss to the text in the Appendix page XXX.



The Antikythera mechanism is an ancient mechanical calculator (also described as the first "mechanical computer" designed to calculate astronomical positions. It was discovered in the Antikythera wreck off the Greek island of Antikythera, between Kythera and Crete, in 1900. Subsequent investigation, particularly in 2006, dated it to about 150-100 BC, and hypothesised that it was on board a ship that sank en route from the Greek island of Rhodes to Rome, perhaps as part of an official loot. Technological artifacts of similar complexity did not appear until a thousand years later.

a) T explains the aim of the task to Ss which is to devise a project about the Antikythera Mechanism. Tell Ss to read the rubric in a) and check that Ss understand the aim of the task which is to prepare a talk on the Antikythera Mechanism and present it to the class. Tell Ss to create groups of four and to assign different roles and responsibilities to each member of the group. Tell Ss that they will have to present their findings to the class in the next lesson.

b) Ask Ss to present their project to the class for the class to decide which is the best talk. Tell Ss to use visuals and maps to create a strong visual support for their talk. Take class feedback and ask class to judge which the best talk is.

Self-evaluation

Activity A.

1. bamboo furniture
2. porcelain
3. leather
4. stone
5. silk

Activity B.

Suggested answers although there may be some variations

- | | | | | |
|-----------|---------|---------|------------|----------|
| a)-v) | b)-iii) | c) - i) | d)- vi) | e) - ii) |
| f) - vii) | g)- ix) | h)- iv) | i) - viii) | |

Activity C.

1. to make bedsheets, ties, blouses.
2. make-up, candles, margarine, plastic
3. porcelain cups, saucers and plates
4. bamboo
5. aluminium
6. sugar cane
7. leather
8. swords
9. clay

Activity D.

SUGGESTED ANSWERS

Toys - China Greece Italy

Cars - China Italy

Thread - China Greece Italy

Ships - China Greece

Weapons - China Italy

Clothes- China Italy Greece

Porcelain - China - Italy Greece

Parachutes - China - Italy

Activity E.

- | | | |
|----------------|-----------------|-----------------|
| 1. is believed | 3. is used | 5. was invented |
| 2. were built | 4. are imported | 6. are grown |

Workbook

Activity 1

SUGGESTED ANSWERS

Tobacco - Messologi
 Fish - The Greek islands
 Cheese - Thessaly
 Wine - Crete
 Clothes - Athens/Salonica
 Cotton - Levadia
 Bauxite - Parnassos
 Silk - Souli
 Leather - Kastoria

Activity 2

1. used 2. by 3. word 4. natural 5. rubber

Activity 3

Spices
 Porcelain
 Product
 Rubber
 Corn
 Wool
 String

P	S	P	I	C	E	S	P	I
P	O	R	C	E	L	A	I	N
R	B	F	L	L	C	O	T	L
O	S	T	A	M	O	F	E	N
D	R	T	Y	Y	R	D	M	L
U	S	T	R	I	N	G	S	O
C	R	U	B	B	E	R	E	O
T	N	E	T	T	L	E	S	W

Activity 4

SUGGESTED ANSWERS

aluminium

Greece
 Australia
 Russia

wood

Finland
 Nigeria
 Canada

rubber

Indonesia
 Brazil
 Malaysia

wool

New Zealand
 Argentina
 Scotland

Activity 5

1. B 2. B 3. C 4. A 5. C

Activity 6**SUGGESTED ANSWERS**

Silk is used to make ties and blouses.
Mobile phones are produced in Finland.
Wheat is used to make flour and bread.
Lipstick is made from oil.
Basketballs are made of plastic
Sugar is produced in Cuba.

Activity 7

- a) port
- b) transport
- c) passport
- d) exports
- e) imports
- f) airport
- g) deport

Activity 8

Open answers

APPENDIX**Extra Listening Two.**

Teacher: As I said at the start, when silk was first discovered, it was kept only for the beautiful clothes of the rulers of the country. Then after some years, it was put to industrial use by the Chinese. In fact, silk quickly became one of the main materials used in the Chinese economy from which many things were made. It was used for musical instruments, fishing-lines, bow-strings, string to tie up packets, and even cloth paper. It was the world's first luxury paper which ordinary people used to write on.

Colin: But was it not a very valuable material?

Teacher: Yes, Colin, it was. During the Han Dynasty, silk was used for paying people who worked for the emperor. Then it became a currency which was used like gold in trade with foreign countries.

Anna: How were people paid?

Teacher: They were paid in different lengths of silk, Anna. Silk was so valuable and important to the Chinese that the word silk is found as the base word in many Chinese

words today.

Brian: How did silk come to Europe, Sir?

Teacher: Well, around AD 550, two monks came to Constantinople to meet the Byzantine Emperor Justin. They had brought silkworm eggs as a gift for Justin. The eggs were hidden in hollow bamboo shoots. So you can say that the silk business was started in Byzantium by the two monks at that time. And it was because of this that the Silk Road was opened from China to Constantinople in the second century AD. From about the fourth century BC, Serres, in northern Greece was known by the Greeks and Romans as the Kingdom of Silk.

Colin: And is Serres still known as the Kingdom of Silk?

Teacher: Actually, no, it is not a kingdom, but there is still a very busy silk centre near Serres. The town is called Soufli and is near the Greek Turkish border in Thrace.

Task 4.

Tell sts to write 5 sentences about the uses of silk in the past using the information in the box.

Allow about four minutes. Check the answers as a class.

It's Your Choice - Student's Book

Reading

T tells class to make a short list of five items that they know is made from oil.

T. tells Ss to compare their lists with their partner.

T directs Ss to look at the visuals of items. T goes through the items and checks that Ss understand what each one is in English. T elicits from Ss which of the items they believe are made from oil. Take class feedback and discuss answers as a class. The items that are not made from oil are: the paper balloons, the fridge, the CD.

Tell Ss to check their answers with their Physics teacher and report back to the class next lesson.

Task 1

T tells Ss to read the text 'A Plastic World' to find the different objects made from oil and to match each object to a country on the world map. T tells Ss to compare their

answers. T checks answers as a class and elicits from Ss what other products they know of that comes from each of the countries mentioned.

T. directs Ss to the map of the world and instructs class to write in the boxes provided the product that is produced or comes from each country.

ANSWERS

Pennsylvania in the USA - oil

Finland - mobile phones (the name 'cellphones' is used in the USA and Canada because the phone connection comes from the waves traveling one radio cell to another). In other parts of the world like Greece and England, it is called a 'mobile phone' because it can be transported around. It isn't stuck in one place.

Toys and games are produced in China / Athletic shoes in India

Ships and planes are built in the USA

Plastic supermarket bags are made in Indonesia

Writing

T asks Ss if they have ever bought something and they weren't satisfied with it. Ask Ss what they did when this happened. Ask Ss if they or anyone they know has ever bought anything by mail order. T can ask Ss if they have seen any companies which sell things through the television. T might need to explain the concept of mail order whereby the buyer sends off an order for a product and then the company sends the product some days later to the buyer's home. T elicits from Ss the different kinds of problems that can arise when you buy something from a mail order company. T then tells Ss to read Christos letter to the company and to say what his problem is.

Then T directs Ss to the Product Order Form and the notes made beside it. T goes through the form and notes with the class and checks that Ss understand the concept and the vocabulary. T uses the notes and order form to generate discussion of the reasons why Christos had a problem with the CD he wanted to buy.

T explains to Ss to imagine that they work for the company that makes the CDs that Christos wanted and that they have to write an e-mail explaining to Christos what happened. T tells Ss to use the information in Christos letter, the Order Form and the notes to create an e-mail. This task can be set as a homework activity.

It's Your Choice - Workbook

Activity 1

1. b 2. c 3. c 4. a 5. c 6. c

Activity 2

Spices
Porcelain
Cotton
Rubber
String
Nettles
Product
Wool

P	S	P	I	C	E	S	P	I
P	O	R	C	E	L	A	I	N
R	B	F	L	L	C	O	T	L
O	C	O	T	T	O	N	E	N
D	R	U	B	B	E	R	M	L
U	S	T	R	I	N	G	S	O
C	P	A	V	Z	G	H	E	O
T	N	E	T	T	L	E	S	W

Activity 3

1. F 2. T 3. T 4. T 5. F

Activity 4

1. of 2. in 3. from 4. for 5. by 6. with

Activity 5

1. c 2. e 3. g 4. d 5. f 6. b 7. a

Activity 6

1. stock 2. hand 3. breath 4. fashion 5. time

REVISION TESTS

Units 1 & 2

Activity 1

1. disgusting
2. shocked
3. frightened
4. amazing
5. worried

Activity 2

1. to eat
2. to keep warm
3. to look attractive
4. to live in
5. to hunt animals

Activity 3

1-e 2-c 3-d 4-b 5-a

Activity 4

1. composer
2. playwright
3. artist
4. weightlifter
5. scientist
6. singer

Activity 5

1-b 2-c 3-d 4-e 5-a

Activity 6

1. Did you enjoy the book?
2. Where did he grow up?
3. How long did the game last?

4. Was the film good?
5. What did you watch on TV last night?

Activity 7

Open answer.

For example.

Last week I went to the cinema and I saw The Hobbit. I thought it was a good film because there was a lot of adventure and excitement. The actors were very brave.

Units 3 & 4

Activity 1

Open answers.

Activity 2

1. faulty
2. discount
3. refund
4. brand
5. guarantee
6. model

Activity 3

1. c 2. a 3. d 4. c 5. b

Activity 4

- 1-d 2-e 3-a 4-c 5-f 6-b

Activity 5

Open answers,

For example:

Olive oil is a Greek product.

Ford is a huge manufacturer of cars.

Activity 6

- 1-c 2-a 3-c 4-c 5-b

Activity 7

1-f 2-d 3-e 4-c 5-a 6-b

Activity 8

nightmare
 dreamt
 disgusting/dead
 means
 become
 successful

Units 5 & 6**Activity 1**

1. told 2. went 3. haven't been 4. have heard 5. flew
 6. enjoyed 7. was 8. were 9. bought 10. took

Activity 2

1-e 2-a 3-b 4-c 5-d 6-g 7-f

Activity 3

1. for ages
 2. that's all for now
 3. in fact
 4. as for
 5. as you know
 6. all the best

Activity 4

1-d 2-f 3-a 4-g 5-b 6-c

Activity 5

1. walk around
 2. stays with
 3. wide range of
 4. queue up

5. in advance
6. on show

Activity 6

1. This is the first time I have visited a museum
2. I have never bought souvenirs before
3. Is this the first time you have been on the underground?
4. This isn't the first time these objects have been on display.
5. Has Joseph sent you a postcard before?

Activity 7

- 1- litter
- 2- Unless
- 3- junk
- 4- dump
- 5- saves
- 6- bins

Activity 8

1. a packet of crisps
2. bar of soap
3. a slice of bread
4. a can of coke
5. a tube of toothpaste

Units 7 & 8

Activity 1

1. was walking
2. met
3. was
4. asked
5. was going
6. said
7. wasn't
8. didn't like

Activity 2

1. c 2. c 3. a 4. b 5. a

Activity 3

1. The Wright brothers invented the airplane
2. Marie Curie discovered radium
3. My dog found a bone in the garden
4. God created the world in seven days
5. They built the pyramids nearly 5,000 years ago

Activity 4a

1-c 2-d 3-b 4-e 5-a

Activity 4b

1. captain's log
2. everyday lives
3. atomic power
4. light bulb
5. magnetic fields

Activity 5

1. volunteer
2. nickname
3. instinct
4. needle
5. field
6. surface

Activity 6

of

Activity 7

1-d 2-e 3-a 4-b 5-c 6-d

Activity 8

- | | | | |
|------------|------------|------------|---------|
| 1. repels | 2. sponsor | 3. regard | 4. work |
| 5. consist | 6. report | 7. attract | |

Units 9 & 10**Activity 1**

1. of 2. from 3. in 4. by 5. to 6. to

Activity 2**Suggested answers**

1. What can be made from bauxite?
Aluminium cans can be made from bauxite.
2. What can be made from grass?
Huts and some grass skirts can be made from grass.
3. What can be made from silk?
Clothes like blouses and ties can be made from silk.
4. What are made from wood?
Pencils are made from wood.
5. What can be made from metal?
Cars and other vehicles can be made from metal.

Activity 3

- | | | |
|------------|------------|--------------|
| 1. lines | 2. engine | 3. shoes |
| 4. threads | 5. process | 6. materials |

Activity 4

1. furniture
2. cups and saucers
3. doors
4. walls
5. shoes

Activity 5**Suggested answers**

1. Oranges are grown in many parts of Greece.
2. Olive oil is produced in areas like Kalamata and in Amfissa.
3. Many people believe that the light bulb was invented by Edison but it wasn't.
4. The cake was made by mother.
5. Australia was discovered by Cook in 1770.
6. Most cars are imported into Greece.
7. Honey is used in tea to make it sweet.

Activity 6

1. d 2. c 3. e 4. b 5. a

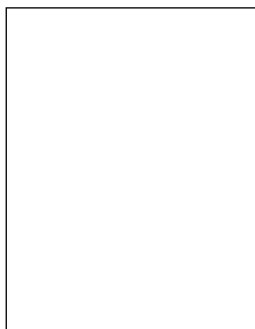
Activity 7

1. If I didn't have so much homework I would be able to go out with my friends.
2. If I had the money I would buy a new ipod.
3. If my friend read more she would get good marks.
4. If Irene liked eating junk food she would go to fast food places.
5. If my sister didn't tell lies my mother wouldn't get annoyed
6. I wish I didn't have such curly hair.

Activity 8

1. a load of rubbish
2. wear your heart on your sleeve
3. dressed to kill
4. stands out
5. pull up your socks
6. drives all the music fans wild
7. in search of

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