

UNIT 7

Magnetism and the world we live in

A. What do the pictures a, b and c have in common?

- they are all made of plastic
- they involve magnetism
- they are about enjoyment.



B. Discuss the following questions:

- Why don't the pieces of the pyramid fall?
- How do the roller coaster cars stay on the track?
- How does the item in picture 'c' work?

C. Look at the sketch of the world and say how magnetic fields influence our world. Make a list and compare it with your class.



Grammar:

Past Continuous
Used to
Past Continuous vs. Past Simple

Functions:

Narrating an event from the past

Vocabulary:

Science and explanations

Learning strategies:

When I want to remember new words I...

- associate new words with similar words in Greek
- imagine the words in a context
- put the word in a phrase or sentence
- repeat the word to myself in my room

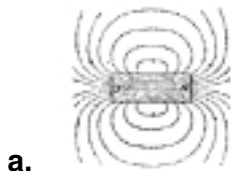
Lesson 1

AIMS

- To listen for implied information
- To guess the main story from headlines

Lead-in

A. Match the pictures with the words in the box.



migrating animals
magnetic field
magnetism

B. Look at the picture on the right. What do you think the people are doing? Why?



Listening

A. Listen to the conversations between some teenagers and find out what the mystery in the picture is. You can find the answer written backwards below.



remmus hcae htron dna retniw hcae htuos ylf dna etargim yeht nehws msitengam esu sdrilb

B. Listen to the children's conversation again and answer the following questions. You can also read the cartoon script in the Resource Material on p. 158.

1. Which of the boys probably lived in another country when he was small? What does he say that tells you the answer?
2. What did the old men in the village use to tell the boys about the birds?
3. Where were the birds going for the winter?

C. Think of some examples of people leaving where they live or moving around the world. For example, Africans taken to America for slavery; the Kurds in Iraq; moving to another city because of a job transfer; having to move because of a natural disaster.

Who?
When?
Where?
Why?

Use the words in the box to ask and answer questions about the migration of people.

Bring a photo to the class of a member of your family who has emigrated to another country. Tell his/her story to the class. Use the questions in the box to tell your story.



Past Continuous

In pairs, find an example of something that was happening in the past in the cartoon script in the Resource Material on p. 158 in the Appendix.

Then use the dialogue examples to help you complete the rules below with the missing words and circle the correct word in italics.

Rule 1: We use **was/were** + **verb** + _____ when we talk about a *continuous* action in the past.

Rule 2: We use the **time** word _____ when we want to talk about an action that was happening at the same time as another action in the past.

Usage rules:

In pairs, circle the correct word in the following rules.

When is used to say that something *never/always* happens or happened in particular circumstances.

While is used to *combine/ separate* a continuous action in the past with a specific action.

Used to

*In pairs, circle the verb **used to** in the cartoon script on p. 158. Then complete the rules about when we use **used to**.*

Rule 1: **Used to** is used to say that something happened *regularly /rarely* in the past but _____ happen now.

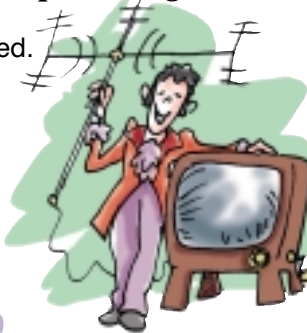
Rule 2: **Used to** describes *past / present* situations.

Game: Fact or Myth?

Task 1

In pairs, decide which of the following statements is a fact or a myth. Ask your physics teacher or do a web-search on the internet to check your answers. You can also look up the names at <http://www.wikipedia.org/>.

- Einstein invented the fridge but the gas leaked.
- Planck discovered electricity.
- Newton invented the television
- Maxwell discovered magnetism
- Galileo invented the thermometer



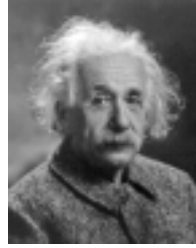
Lesson 1

Task 2

A. Match the names of the scientists in the box with the pictures below. Use the dates to help you. Then match the scientists with the statements 1-5 below.



a 1858-1947



b 1879-1955



c 1642-1727



d 1831-1879



e 1564-1642

Galileo
Newton
Planck
Maxwell
Einstein

- 1) He used to work in the Patent Office in Zurich before he developed $E=Mc^2$. He did not agree with using the atomic bomb.
- 2) An Italian scientist who used to sing songs to measure short intervals of time. He proved that the earth revolves around the sun.
- 3) He used to have the nickname 'Dafty' Max when he was at school in Edinburgh. He described the laws of electricity and magnetism.
- 4) He used to teach in Cambridge before he moved to London in 1696. He invented the reflecting telescope in 1668.
- 5) He discovered that energy of electromagnetic waves consists of small packets. He used to wear his glasses in bed.

B. Listen to the guide in the Planetarium describing the life and work of the scientists and check your answers.

Why were these scientists important in world development? Find out how their work changed the world. Use the words in the word bank to help you.

WORD BANK
atomic power
improved telescope
laws of motion
light-bulbs
electric fields
magnetic fields

Task 3

Use photos of the scientist you admire most and present them in class. Tell the class where he used to work, where he spent his life, why he became famous.



Reading: Facts or Myths?

Lead-in

A. Look at the pictures below. What do you think they have to do with magnetism?



Clues:

What did sailors use in the past to find out which direction they were travelling in?

- a) the sun b) the wind c) compass

B. What do you think the story for the following headlines is? Discuss your answers.

The Philadelphia Experiment

Turtles coming home

Plane disappears near Bermuda

C. Now read the short text below to check your answer for the ship.

The **Philadelphia Experiment** was a secret magnetic experiment by the American Navy on October 28th, 1943. Scientists used magnetic fields to make a ship called *The Eldridge* disappear. The American government said that the experiment did not happen but sailors on the ship said it did.

http://www.world-mysteries.com/philadelphia_e.htm

D. In small groups discuss if you think this story is real or if it is just a myth.

Task 1

Read the two texts below quickly and decide which of them is about:

- i) magnetism ii) migration

Text A

Almost everyone who has used a compass knows that our planet has a magnetic field. On the earth's surface, it is weaker than the typical magnet you find on your fridge door. But even today, most people regard magnetism as a mystery which we know very little about. 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. Although it is a mystery, many scientists now believe that animals like turtles or the simple pigeon have a magnetic sense which they use for navigation to find their way. Cells in an animal's brain contain magnetite, an iron oxide crystal that aligns with magnetic north similar to a compass needle. This guides them when they migrate.

Task 2

A. Tell your partner if you think magnetism played a role in each of these stories. Why?

B. Read the two texts again carefully and discuss with your partner which text mentions: a) the negative effects of magnetic fields, b) the positive uses of magnetic fields, c) an electrical appliance in our kitchens.

C. In pairs, decide which of the texts mentions mysterious behaviour.

In **Appendix I (IT'S YOUR CHOICE)** you can find another article about a sea mystery to do with magnetism.

Task 3

Magnetic tapes (such as the VHS tape or a music cassette) use magnetism to record sound or pictures.

Look around your house and make a list of all the items that operate because of magnetism. Ask your Physics teacher for information about the magnetic materials used in different household items.



Lesson 2

AIMS

- To raise awareness of word origins
- To listen and label a diagram



Vocabulary

Task 1

A. Use your dictionary to make a word tree for each of the words: *monotony*, *aeroplane*, *microscope*. In pairs, complete the table:

-graph	(write)	Photograph
bi-	(two)	Bicycle
		Monotony
		Aeroplane
		Microscope

Can you guess what scientific words come from *Magnesia* and *Magnes*?

B. Match the words in the box to the origins

physics	araba
Spartan	kutu
pullover	aerobic
house	mystery
irgat	hooligan
kasap	sandwich

Greek	Turkish	English

C. Read the text by *Xenophon Zolotas* (26/9/1957) in *Appendix II* (p. 159) and circle all the Greek words in the text. Then, in pairs, write a sentence in English with 10 of these words. Compare your answers with the rest of the class.

Task 2 - Useful Words

A. Use your dictionary to help you complete the definition of the words in bold with words from the box.

- attract
- away
- closer
- compass
- flow
- force
- iron
- needle
- poles
- repel

magnetism: the (i)..... of substances like (ii)..... or some other metals to (iii)..... or (iv)..... each other because of electric charges.

compass needle: a (v)..... which moves according to the (vi)..... of the magnet field. The (vii)..... needle tells us where north and south (viii)..... are.

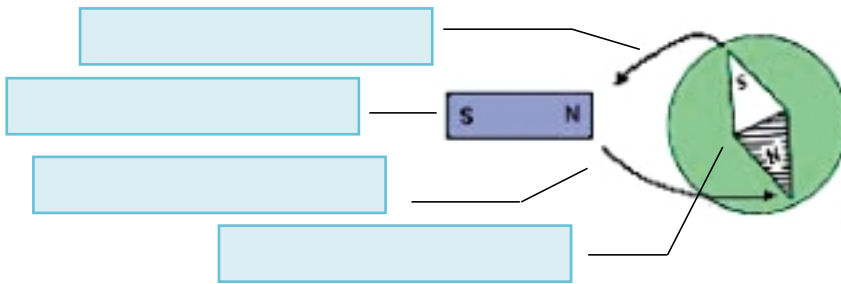
attract: to make something come (ix)

repel: to push something (x).....

Magnetic fields

B. In pairs, label the diagram with the words:

magnet, attract, repel, compass needle.



C. In pairs, look at the items on the right. Discuss how you can use these items to make a compass. Use your compass to find north. In which direction is your house from your classroom?



Listening &



Speaking

Listening 1 - Magnetic Fields

Task 1

A. Match the list of natural phenomena a-e in the box to the pictures 1-5 below.

- a) magnetic fields in mobile phones
- b) the Aurora Borealis
- c) magnetic balloons
- d) migrating turtles
- e) electricity in hair

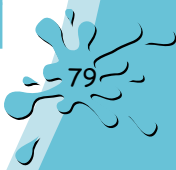


B In small groups discuss what causes hair to stand up in the morning when people get out of bed. Think of ways to control this static electricity in people's hair.

Task 2 - Static Electricity

Listen to the lecture on static electricity and tick the statements as TRUE or FALSE. Use the information in the table to give advice to your partner about static electricity.

	TRUE	FALSE
1. Because similar charges repel, every hair wants to leave your head.		
2. The northern lights are the result of two magnetic fields.		
3. When you separate newly washed clothes that are stuck, they make a popping sound.		
4. The air rubbed around a balloon feels strange.		
5. You can sometimes make a spark when you touch a doorknob.		



Lesson 2

Task 3 - A song

Listen to a song and, with your partner, decide what the song is about. Is the topic of the song a myth or a fact? How do you know?

What does she imply by some of the lyrics in the song?



Listening &



Speaking

Sherlock Holmes and Dr. Watson are having a holiday in Cephalonia. They heard about the mystery of the missing turtle eggs on a beach nearby and decided to help the locals.

Task 1

A. Listen to the story and make notes about what each person was doing that day and try to find out who stole the eggs.

B. Role Play

The Missing Eggs

In groups of four take roles for i) Sherlock Holmes, ii) the Spanish tourist, iii) the stranger, and iv) Freddie.

You can use the sketches for ideas.

Sherlock asks questions like: What were YOU doing when...?



Speaking - Retelling a story

Look at the photographs below. In pairs, discuss what you can tell from each photograph about the people, the clothes, the items, the period in history. In pairs, create a short story using the four pictures. Share your story with the class.



Tip: Think of when, where, what, who, why, how.



Writing

Task 1

Discuss in pairs how you think myths begin. For example: was the story of Heracles a myth or a fact or part myth part fact?

Task 2

In pairs, look at the speech bubbles from the sailors of a ship that found the *Marie Celeste* and find the differences between what the sailors said and the newspaper. Then compare your answers and report to the class.



a
When I entered the captain's cabin, I saw two cups of coffee sitting on his desk

b
While I was looking in the hold, I saw that the cargo was oranges and fruit

c
The crew's boots and jackets were lying on the deck but everything else was in perfect condition

d
The stove was still warm and so I think the cook was preparing lunch when they disappeared

e
The compass needle was working perfectly crazy and pointed North

f
Some ropes were hanging over the side of the ship. I counted them twice to double check

g
The ship's log said that the ship was heading for Italy

New York Herald

Feb 26th, 1873

The Ghost Ship: the Mystery of the Mary Celeste

According to the captain's log, the ship was heading for Spain when the mystery occurred. It was carrying a cargo of alcohol. The captain liked to drink whiskey and this was probably the cause of the mystery. Reports from the first sailors

on board said that there was no food on the ship and that everything was a mess. They said that clothes and books were lying on the deck. Many ropes were hanging over the side of the ship. Another sailor reported that the compass was working properly.

Task 3 - Story writing competition

In groups of three, find an unusual story that is reported in the news. Find two newspapers which report the same story. Each member of the group reads a different newspaper. Compare the stories in the newspapers to find the differences and similarities and then combine the facts from them to write your own account of the story for the school newspaper. Present it as a group to the rest of the class.

Lesson 3

Save the turtle

Task 1

Look at the map on the right. In which part of Greece is this place?

In groups of three, decide why the following are a problem for migrating turtles laying eggs.

beach parties sun beds seabirds
tourists fishermen



Source: <http://www.archelon.gr/index.htm>

Task 2

Look at the photographs and decide which pictures show problems and which ones show things that people can do to help the turtles. Add any other ideas you have to help the turtles.



Task 3

In your group, decide if the pictures are good for a poster to help save the turtles. Why? Why not?



What photographs might be better for this project? Decide with your group and find photographs to make people more aware of the problems turtles face.

In what ways could we help the turtles? Make a list of your ideas to help save the turtles then read the ideas below to compare your answers.

Task 4

In your group read the information in the leaflet on 'How you can help'. Decide as a group how you can make a visual to add to a poster for each point in the box to attract people to help the turtles.

- Adopt a sea turtle
- Buy turtle products
- Make a donation of €5 each year
- Become a volunteer to write articles
- Get friends to sponsor a turtle
- Tell friends about the problem

Task 5

Make copies of the sponsor form in Appendix, p. 159 and go round your friends and family and ask them to sponsor a turtle. Use your poster to explain to your friends and family the problems turtles face and the solutions.

Each group then reports back to class how much money they have raised from sponsors.

Self-evaluation

Activity A

Put the verbs in parentheses into the past simple or past continuous.

While we (have)..... a physics lesson yesterday, the teacher (tell)..... us that it was Einstein who (invent)..... the fridge. We (think)..... he (joke)..... and that this was a myth. But then he (show)..... us a page from a web site which (prove)..... that this was not a myth but a fact. The site said that Einstein invented the fridge as he (try)..... to help his student Leo Szilard to make some money. When they (try)..... the fridge, there were problems because the gas (leak).....

___/5 points

Activity B

Complete the following sentences with 'invent' or 'discover'.

- Newton the telescope.
- No one has if the Philadelphia Experiment was fact or myth.
- Alfred Nobel dynamite in 1866.
- Max Planck the quantum nature of energy in 1899.
- Marconi how to use electromagnetic waves to send radio signals.

___/5 points

Activity C

Match the following halves of the dialogues.

- | | |
|------------------------------------------------------------|------------------------------------|
| i) George used to like History. | a) They do now, though. |
| ii) Is it true that Newton used to play the violin? | b) No, we know they use magnetism. |
| iii) Did you use to live in Berlin? | c) No, Munich, actually. |
| iv) People didn't use to know much about magnetism. | d) But now he prefers physics. |
| v) People used to think animals used the stars to migrate. | e) Yes, and the piano too. |

___/2.5 points

Self-evaluation

Activity D

Complete the following sentences with words from the box.

migrate
immigrate
emigrate
immigrants
emigrants

- a) Thousands of Greeks went to live in America in the 1960s.
- b) There are many who have come to live in Greece.
- c) Many animals and birds each year in search of food or to lay their eggs.
- d) There are different reasons why people from their country.
- e) Some people from other countries have decided to into Greece in search of work.

___/5 points

Activity E

Match the pairs of words in the two lists:

- i. compass
- ii. iron
- iii. radio
- iv. magnetic
- v. turtle
- a) eggs
- b) field
- c) needle
- d) message
- e) ore



___/2.5 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can read and understand texts related to magnetism or two versions of the same incident and find differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to and understand scientific talks and stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can talk about past situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can write a report of an incident using facts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNIT 8

Getting around

In which part of the world do you think the people in photograph A live? What can you say about photograph B?



Choose a caption to match the newspaper photograph A and give the reasons for your choice.

Can we give you a lift?

Room for one more...

Standing room only!

Grammar:

Question tags

isn't it / is he/ she? don't you? does he? doesn't he?

Revision of Relative pronouns: *who, which, whose, where, when*

Functions:

Adding extra information using relatives

Vocabulary:

Transportation and ways of travelling worldwide

Learning strategies:

When I read a text I...

- try to imagine I am talking to the writer
- imagine that I ask the writer questions
- read the text carefully to check for answers to the questions
- try to summarize what I read by thinking of headings for each paragraph.

Lesson 1

AIMS

- To read and identify topic vocabulary
- To read for detailed understanding and main ideas
- To raise awareness of idiomatic expressions about 'travel'

Lead-in

Imagine you are preparing a speech about people's use of different means of transport in your area.

Make a list of four ways people get around in your town or city and write down the main reason why they use this form of transportation.

Transportation	Reason
1.	
2.	
3.	
4.	

Task 1

Look at the situations 1-6 below and decide what the best means of transport for each person would be. Match the sketches to the descriptions below.



- a young girl **who** lives in the centre of a big city
- a father of three children **who** lives in a village in Macedonia
- a young working mother **who** lives in a place **where** there are no buses
- a young man **who** doesn't know **when** he will get a car
- a 13 year old boy whose school is in a village **which** is 2 kilometres away..
- a man **whose** job takes him into the mountains a lot

Task 2

A. Look at the photographs A-F below and decide what they have in common.

Complete the table on the right with examples of means of transport for each category.

most exciting	most unusual	most useful

Would you like to try any of these means of transport? Why? Why not?



B. Look at the word 'transport'. In pairs, decide what the two parts of the word are. In pairs, make a list of other words with 'port' in them and then compare your list with the class. What do you think 'passport' first meant?



Speaking

Getting around

Task 3

In which countries do people use the means A-F in Task 2 to travel? Tell the class why these means of transport are best suited for each of the countries. Can you find these countries on the map in Appendix V on p. 177?

Example: The camel is best suited for the desert because it can travel long distances without water.

Task 4 - The 'principle'

A. In pairs, read the following statement and decide what the 'principle' is.

Nearly every machine built in the last 250 years involves a single, basic principle.

B. Which picture from A-F in Task 2 uses this principle?

Task 5 - Mini-project

Make your own poster: Changes in means of transport through time

In pairs, make a list of other means of transport that you can think of. Find photos about different means of transport and make a poster to use to talk about transportation.

Task 6 - Idioms *Look at the sketches 1-3 and match each one to an idiom about horses. Then match them to the explanation a-c.*

- 1) Don't look a gift horse in the mouth!
 - 2) Hold your horses!
 - 3) Don't put the cart before the horse.
- a) Don't rush.
 - b) Do things in the right sequence
 - c) Don't waste an opportunity.



Task 7

Write a sentence to use each of the idioms and compare your answer with your class.

Example: The team management **put the cart before the horse** when they let Ronaldo go before finding a replacement first.

Pre-reading: Getting around

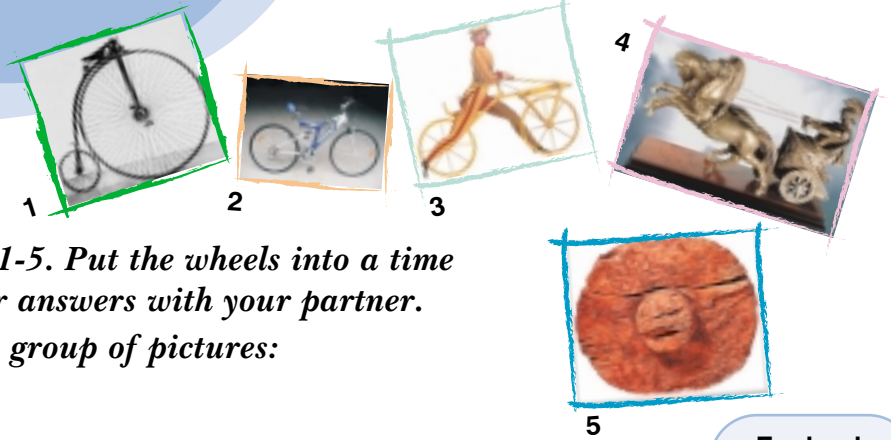
1. Complete the chart with three things that you think have been the most important mechanical inventions in the history of mankind (e.g. the wheel). Compare your answers with the rest of the class and find out which your class thinks is the most important. Discuss your answers as a class.

FIRST	
SECOND	
THIRD	

2. Answer the following questions:

- a) What simple object exists in almost all mechanical devices?
- b) How would our lives be different without the invention of the wheel?
- c) In pairs, make a statement about the importance of the wheel to our lives.

Lesson 1



3. a) Look at the pictures 1-5. Put the wheels into a time sequence. Compare your answers with your partner.

b) Choose a title for the group of pictures:

- i) The World Around us.
- ii) The History of Man.
- iii) The History of the Wheel.

c) One of the bicycles is called a Penny-farthing in the UK. Which one and why? Check your answers on the web at: www.britannica.com.

d) In pairs, complete the time chart using the areas in the box on the right.

England
USA
Germany
Mesopotamia
Rome

Mesopotamia invention of the wheel				
3,500 BC	290 BC	1818	1885	1975



Reading

Task 1

Look at pictures a-c. What does each vehicle have in common? Would you like to try any of these means of transportation? Why? Why not?

a



b



c



How is the bike in picture c different from an ordinary bike? In pairs, write down the differences and then read text A below quickly to check your answers.

A The Sideways Bike

An inventor has made a bike that travels sideways. It might drive some people crazy when they try to ride it, but they soon get used to it. The cyclist sits sideways and operates a wheel with each hand, and pedalling makes the whole bike travel sideways. But, hold your horses! It's very like snowboarding or sailing, isn't it? "Yes", says the inventor, Michael Killian who is an engineer from Dublin. "And it's not a normal bike, is it?" "No", he replies. Is this the end of the road for the ordinary bike? Perhaps not! It's just that this way of travelling by bike is much more fun. So, don't miss the boat, go and get one now!

http://news.bbc.co.uk/2/hi/uk_news/magazine/6375259.stm

Task 2

Read two more articles about transport and find out which of the three sounds the most exciting. Why?

Innovative means of transport

B Skateboarding

The good weather's here and you just want to get the skateboard out and hit the road, don't you? Well, go on! With your skateboard you're free to go wherever you want. You don't have any backseat driver telling you where to go. Another advantage is that you don't need to use public transport and it's good fun and keeps you fit, too. But you don't want to get hurt when you do those flips, do you? So, be careful and not take any risks doing complicated flips and turns at top speeds.

Adapted from: <http://en.wikipedia.org/wiki/Skateboarding>

C Biking on water

A new water bike which will not rock the boat in the shipping world, but will be a great form of enjoyment to many people, was tested in Portsmouth last week. No, I am not taking you for a ride. It sounds strange, doesn't it, but, a new invention means cyclists do not have to pedal for miles along a river bank looking for a bridge. Italian designers have created a plastic kit which, when attached to any bike, enables it to float and ride. It is not cheap but the invention gives a whole new meaning to treading water. Getting the bike ready for the water is plain sailing. So, next time you go on holiday, ask your travel agent for a beach resort with water bikes.

Adapted from: <http://news.bbc.co.uk/2/hi/science/nature/93655.stm>

Task 3 - Comprehension

Circle the answer for each statement. Right (A), Wrong (B), or Doesn't say (C).

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1) The sideways bike is not a normal bike.
A B C</p> <p>2) Riding a sideways bike is like riding a horse.
A B C</p> <p>3) With the skateboard you go uphill easily.
A B C</p> <p>4) You can take your skateboard on the bus.
A B C</p> | <p>5) A skateboarder uses the laws of physics to jump.
A B C</p> <p>6) With the water bike, an ordinary bike sits on top of a sailing kit.
A B C</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Compare your answers with your partner.

Task 4

Read texts A, B and C again and complete the table on the right with the advantages and disadvantages of these innovative means of transport.

	Advantages	Disadvantages
A		
B		
C		

Lesson 2



Grammar

Aims

- To raise awareness of sounds and their effect
- To provide a context for writing a report
- To introduce and teach idioms about travel and means of transport

Relative Pronouns: *who, which, where, when, how*

Task 1

Complete the following sentences with a suitable word: *when, where, how, which, who, whose*. Then, match the sentences to one of the sketches a-f.

1. Mary, _____ sister is a pilot, lives in Crete, doesn't she?
2. Joe, _____ likes sailing, has got a boat, hasn't he?
3. You'll get the scooter _____ is smaller, won't you?
4. You know _____ Marcus keeps his car, don't you?
5. He didn't say _____ he learned how to roller-skate, did he?
6. Irene doesn't know _____ to ride a bike, does she?



a



b



c



d



e



f

Grammar rule

In pairs, complete the rule for the use of relative pronouns in the sentences for each of the sketches above.

Rule:

We use relative pronouns when we want to add extra information about the _____ or the _____ of the sentence.

Task 2

In pairs, complete the mini-dialogues 1-6 by writing the questions (A) for each of the responses (B).

A

E.g. Where does Marcus park his car?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

B

I don't know where he parks his car.

I don't know when the bus leaves.

I don't know how to fix a puncture on a bike.

I don't know whose car crashed into the wall.

A bike or a skateboard? I don't know which is faster.

I don't know where Anna goes on holiday.

I don't know who owns the skateboard.



Grammar - Tag questions

Task 1

In pairs, look at the sentences *i* and *ii* below from the **READING** texts and use them to complete the rules for the use of **TAG QUESTIONS** in the box. Circle the correct option in *italics* for each rule.

- i. And it's not a normal bike, is it?
- ii. It sounds strange, doesn't it?

Rule:

- a) When the first part of the sentence is *positive* /*negative*, the second part is *negative/positive*.
- b) We use a tag question when we *expect* / *don't expect* the person we are talking to *agree/disagree* with what we are saying.

Intonation Rules

- a) We use **falling intonation** in question tags when we *know/don't know* the answer to the question.
- b) We use **rising intonation** when we *are/aren't* sure of the answer.

Task 2

In pairs, use the tags in the box to complete the following sentences.

- a) This is your bus, _____
- b) Your uncle drives a red car, _____
- c) Your sister isn't a pilot, _____
- d) Your dad doesn't have a Ferrari, _____

- does he?
isn't it?
doesn't he?
is she?



Vocabulary

Task 3 - Idioms of travel

Look at the cartoons and match an idiom to each one. Match each idiom to its greek equivalent

- ___ to take someone for a ride
- ___ drive someone crazy
- ___ hit the road
- ___ rock the boat
- ___ hold your horses
- ___ miss the boat

- i) εκνευρίζω κάποιον
- ii) χάνω την ευκαιρία
- iii) ξεγελώ κάποιον
- iv) συγκρατήσου
- v) δημιουργώ αναταραχή
- vi) ας ξεκινήσουμε



Lesson 2



Task 4 - Pre-listening

Look at the picture. What can you see in it? Is it like any means of transport that you have ever seen?

Fast Means of Transport

This is **The Maglev** train.

What word does 'Mag' in *Maglev* come from?

'Lev' comes from the word *levitation* which means to raise something from the ground.



Listening 1

Listen to the dialogue between the man and the woman describing the world's fastest train and complete the chart with the missing information.

Top speed :	
Year :	
Airport :	
City :	
Countries :	
Distance :	



Listening 2

A. Listen to the noises from a busy street in a big city. What sounds can you hear? Tick the appropriate box for the sounds that you hear.

- | | | | | | |
|------------------|--------------------------|--------|-----------------|--------------------------|--------|
| a) car horns | <input type="checkbox"/> | 110 dB | f) bike bell | <input type="checkbox"/> | 78 dB |
| b) train horns | <input type="checkbox"/> | 140 dB | g) train engine | <input type="checkbox"/> | 125 dB |
| c) helicopter | <input type="checkbox"/> | 75 dB | h) car engine | <input type="checkbox"/> | 45 dB |
| d) motor scooter | <input type="checkbox"/> | 115 dB | i) tram | <input type="checkbox"/> | 75 dB |
| e) skateboard | <input type="checkbox"/> | 70 dB | | | |

Search your Physics book or ask your Science teacher to find out what the decibel level is where we start to feel pain.

B. Listen as a class for the different sounds you hear around you and write them down in your notebook. Rank the sounds in order of loudness. Which of these sounds are dangerous? What can you do about them?



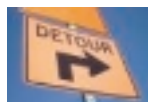
Speaking



A. Look at the signs on the right.

Do you know what they mean?

You can ask your parents or friends to help you.



Signs and travel

B. Complete the description of the signs with words from the box.

- Signs giving orders are mostly
- Signs with circles usually tell you what you must do.
- Signs with circles usually tell you not to do something.
- signs are usually triangular.
- signs usually warn of potential dangers ahead.
- signs usually contain information.

circular
red
warning
blue
triangular
rectangular



C. Mini Project

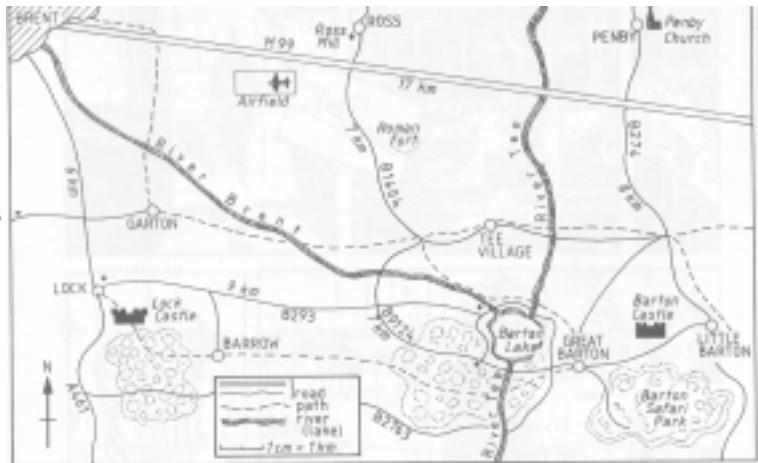
How many other road signs can you think of? In small groups, share your ideas and then make a poster with signs and their meaning and put it up on the school walls for the other students to see.



Writing - Find the way

Task 1

Look at the map on the right and list the kind of information we can get about this place.



Task 2

You are a tourist in Britain and you want to visit some places on the map. Mark the routes below:

- How do you get from the airfield to Lock Castle?
- What's the quickest way to go from Brent to Penby Church?
- What's the most interesting route from Brent to Great Barton?

Task 3

You have recently received a letter from an English teacher who wants help to arrange a day trip for her class. Read the advertisement for a day out, on which you have made some notes.

- Good time; fewer people
- Learn about local history
- Take sandwiches
- Suitable clothes
- Minimum 10 students



Then using your notes, write a semi-formal letter to her to say why you think this would be a good idea.

Lesson 3

Bikes for the world

Bikes for the World

Bikes for the World is a simple project that rescues unwanted bicycles and sends them to other countries.



Task 1

Work in groups and decide how Bikes for the World could help the people in Namibia. Make a list of your ideas (a relevant internet site can be found on page 190).

Task 2

Look at the World map in the Appendix and see where Namibia is. Find out as much as you can about Namibia (e.g. language, natural features, currency). People in Namibia face problems similar to those that people face in other countries. What kind of problems does Namibia have? How can a bike help to solve them? For more information and ideas check p. 160.

Namibia has a population of 2 million people who live all over a very big country.

Project - How can we help people in Namibia to get more bikes?

In groups of three, think of the different steps you need to make a plan to get bikes for the people in Namibia. Compare your ideas with the steps below. Do you agree or disagree? Why?

Step 1: Create a questionnaire like the example below to ask your friends and neighbours about unused bikes in your area and then write a short report:

Name: _____

Circle the answer which best suits you.

- | | |
|----------------------------------------------------------|--------------------------------------------|
| - Do you have a bike? | Yes / No |
| - How often do you use your bike? | Everyday/ Once a week / Very rarely/ Never |
| - Would you be willing to give it away for a good cause? | Yes/ No |
| - How much money can you give to this organisation? | €0 / €1 / €2 / _____ |

Step 2: Complete the chart:

..... people have bikes
..... people use their bikes
..... people would/ wouldn't give their bikes away
..... people can give Euros to help.

Step 3: In your group, write your ideas and present them to the class. Include drawings, posters and photographs to support your project.

Activity A

Complete the sentences a-e with a suitable relative pronoun.

- a) That's the girl won the skating championship.
- b) Is that the boy father drives a tram?
- c) Do you know the next train leaves for Drama?
- d) The place, my dad parks his car, is next to the station.
- e) Thanassis lives in a village is miles from anywhere.

___/5 points



Activity B

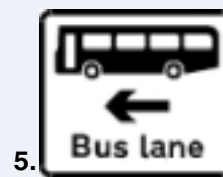
Match a suitable question tag to the statements.

- | | |
|---------------------------------------------|----------------|
| 1. You know where she lives, | a) do you? |
| 2. Marina was here yesterday, | b) isn't it? |
| 3. Bill got lost in the metro, | c) don't you? |
| 4. The Maglev is the world's fastest train, | d) wasn't she? |
| 5. You don't know the way, | e) didn't he? |

___/2.5 points

Activity C

Write what each sign means.



___/5 points

Self-evaluation

Activity D

Match the compound nouns.

- | | |
|--------------|-------------|
| i) picnic | a) church |
| ii) historic | b) park |
| iii) Gothic | c) lake |
| iv) scenic | d) building |
| v) safari | e) area |

___/2.5 points

Activity E

Complete the idioms.

- Goodness, we're late!. Let's the road!
- Hey wait! Hold your
- The noise from the traffic dad crazy.
- Do it now or you'll miss the
- Can you give me ato school, dad?



___/2.5 points

Activity F

You would like to go to the following places. How would you travel?

- | | |
|----------------------|-------|
| a) school | _____ |
| b) a Greek island | _____ |
| c) the local airport | _____ |
| d) the mountains | _____ |
| e) a foreign country | _____ |

by boat
by plane
by car
by train
by taxi
on foot

___/2.5 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can read texts related to travel and understand travel idioms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to descriptions of public means of transport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can talk about travel experiences and use tag questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can write a letter to express my opinion on places to see	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>