

UNIT 9

'Keeping up appearances'

A. What do the photographs tell you about appearances?

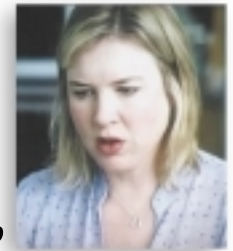
B. What do you think each of the following sayings means?

1. Money talks!

2. Beauty lies in the eyes of the beholder

3. Plain Jane

4. A face only a mother could love



C. Choose a title for the article which goes with the 4 photos.

D. Read the following text and decide if the advice it gives says:

- a) don't let friends upset you
- b) don't let fashion models influence you

The Unreal Image

Do you care about what clothes you wear? Do you try to look good to please people? If your answer is **Yes** to any of these questions, read on.

Body image is a dangerous trap for teenagers. Young people are the victims of TV and advertisements and try to copy models and stars. But it is not necessary to wear fancy clothes for people to like you. If your friends are genuine, they won't care what you wear. And remember, what you see in the models is not real. It is all fantasy. If you saw the models before the make-up, you would think twice. Most photographs are the result of photo touch-up, wigs and expensive clothes.

Grammar:

2nd Conditional for imaginary situations

Wish + past simple for present desires

Functions:

Making hypotheses (unreal present situations) and expressing desires

Vocabulary:

Describing personality and appearance

Learning strategies:

When I speak to other people in English I ...

- listen carefully to key words in their speech
- look at their faces to try to understand how they feel
- use question words to ask for clarification
- use words in the speaker's questions to help me answer.

Lesson 1

AIMS

- To use adjectives to describe character
- * To talk about hypotheses about how someone might feel
- To introduce expressions of agreement / disagreement

Lead-in

Task 1

A. Look at the pictures of the girl. Which of the two pictures do you think is more attractive? Why?

Use the adjectives to describe how the girl feels in each of the pictures.

- i) _____
ii) _____
iii) _____

B. Look at Ann-Li's dream.

Ann-Li's dream



anxious
confident
cool
disappointed
excited
fashionable
old fashioned
relaxed
shy
stuffy
thrilled
trendy
unhappy

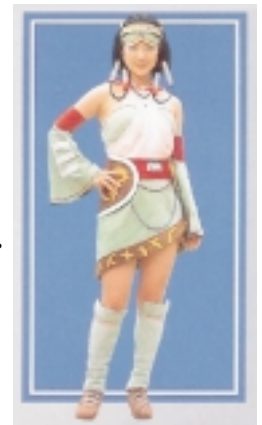
http://www.supersentai.com/database/2003_abaranger/allies.html

Have YOU ever felt like Ann-Li? What did you do about it?

C. Find out how many people in your class judge people by their appearance. Have they ever found that they were wrong? Make a histogram of the results and discuss the findings in class.

D. Class Debate

Do you think it is right or wrong for us to stereotype people? Why?



Task 2

Does the way you dress show people how you feel about yourself? Use the adjectives below to talk about yourself and your self image.

Task 3

How do you think clothes make someone look to others? Tick the boxes:

- | | | | |
|-------------------------------------|----------------------------------|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> confident | <input type="checkbox"/> shy | <input type="checkbox"/> cool | <input type="checkbox"/> friendly |
| <input type="checkbox"/> aggressive | <input type="checkbox"/> nervous | <input type="checkbox"/> arrogant | <input type="checkbox"/> angry |
| <input type="checkbox"/> serious | <input type="checkbox"/> mature | <input type="checkbox"/> immature | <input type="checkbox"/> responsible |

Show your answers to your partner and ask him or her if s/he agrees with you.

Task 4

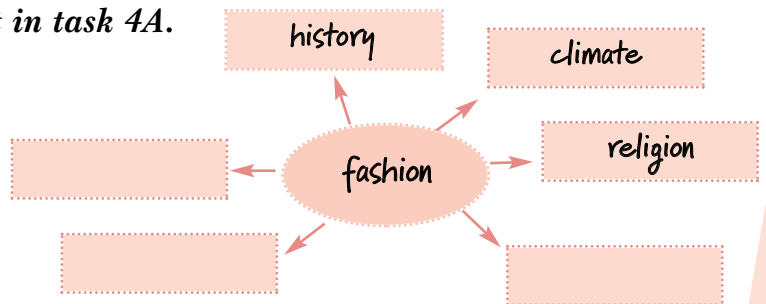
A. Look at the list of features from a magazine article called 'Looking Good'. Do you agree with this list of items which are 'in' and those which are 'out'? Why? Why not?

| IN | OUT |
|----------------------|-----------------------|
| knee length skirts | hipster jeans |
| waist high jeans | nose rings |
| plain tie | athletic shoes |
| smart trousers | jackets with zips |
| round-neck pullovers | sandals |
| long-sleeved shirts | T-shirts with slogans |
| spiked hair | gelled hair |
| two earrings | short T-shirts |



B. Make a list of items that are the latest fashion for young people today. Compare your list with the 'IN' list in task 4A.

C. Complete the spidergram to show the things that influence fashion and what people wear. Use what you know to find examples. Are your examples stereotypes?



D. Tell your partner how your dad, your teacher, your grandmother, would react if you wore items from the 'IN' column above?

For example:

If I wore ..., my ... would be angry / happy / surprised / pleased / okay
 would scream at me / hit the roof / be mad / not mind at all.

E. You have to go to your cousin's wedding. Look at the Resource Material (page 161) and choose the appropriate pieces of clothing.

Task 5 - Game

Work in groups.

- Ask your partner what he/she would like to change about his/her appearance.
- What items of clothing do you wish you could wear? Why?

Put all your answers for a) in one basket, and all b) answers in another basket. Try to combine a) and b) sentences to work out the cause and a solution for each.

For example:

I wish I wasn't so thin.
 I wish I could wear short skirts.

Mini project

Look at the factors that influence fashion and what people wear in the spidergram in Task 4C.

Work in groups of four. Choose one factor and find as much information about it as you can. Present your findings to the class.

Make a poster about trends in fashion.

Lesson 1

Pre-reading

Task 1 - Look! Awful me!

1



2



3



A. Listen to the piece of a song and guess what the song is about. In pairs, make a list of the feature that people are "vain" about. Compare your list with your class.

B. Match these problems to the sketches 1-3.

- a) My ears stick out b) I have greasy hair c) I have a spot on my nose

Task 2 With your partner look at the photographs a, b, c, d and e and tell him/her why you would or wouldn't dress like the people in the photographs.

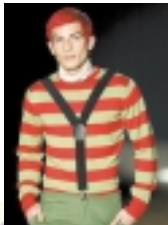
a.



b.



c.



d.



e.

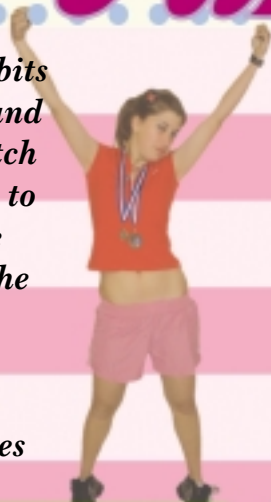


Fantasy Role

Task 3

Listen to bits of songs and try to match the music to one of the styles in the pictures.

Read the text on music types to check your ideas.



R&B

You just love yourself and are so trendy. No anorak and sweat-shirt for you! Everywhere you go, you are dressed to kill in the latest fashion. If you could, you would spend hours in front of a mirror. You could become a great piano player if you spent more time practising each day, but you are a bit lazy. You sometimes wish you had stronger fingers. You believe that if your fingers were stronger, you could play rap music on your keyboard. To become a success, you need to pull up your socks and get practising more.

POP

You're a sparty person who likes a challenge. You like to wear tracksuits and trainers, although you are not the sunglasses type. If you were an actor or actress, you would be the Tom Cruise or Lara Croft-type who always loves adventure. You would be the one who goes in search of the Holy Grail which the Crusaders took from Constantinople in 1095. You say that if you became super-rich, you wouldn't change very much about your life as you would miss your friends and family. Your friends think you are talking through your hat and that you would change. It's in your character, they say.

FOLK

The main characteristic about you is that you wear your heart on your sleeve and everyone knows what you are feeling. You prefer to be in the background. If you were a fantasy character, you'd be the one at the back of the group where the cameras couldn't see you. If you could, you would prefer to just make music in a studio and not perform in front of an audience. If the group was very successful, you would buy yourself a house in the countryside to get away from the cameras. As for your appearance, no jeans for you; always a pair of cotton or woolen trousers.

ROCK

You're a rocking rebel! If you were in a rock group like the Rolling Stones, you would sound brilliant and drive everyone wild, although I wouldn't like to be in your shoes when stardom comes! It's not as easy as it looks. You love to be different and if you had a wish, you would wear bright colourful clothes and a long scarf around your neck. You like to stand out. If you played in a band, all the fans would be able to see you easily and you would become more famous. If you became famous, you would move to Hollywood and live in Beverly Hills.



Reading: Psychology in our lives

Do the quiz with your partner to find out how accurate or unrealistic magazine quizzes are about character and personality.

Task 1 Read the 4 texts to find if these statements are true or false.

| | TRUE | FALSE |
|--|------|-------|
| 1. Pop fans like challenges and they are close to their family and friends. | | |
| 2. Rock fans prefer the casual look and shy away from the centre of attention. | | |
| 3. Folk fans love the spotlight and wearing the latest gear. | | |
| 4. The Hip-Hop fan is a little narcissistic and also lazy. | | |

Task 2

In pairs find which text mentions a music type who is:

- a) a sensitive and shy person
- b) a dynamic person
- c) a person who likes change
- d) a person who likes attention

Task 3

According to the text, which type a-d do you think you really belong to?

Do you agree or disagree with the descriptions of the four types of music fans? Why? Why not?

Choose one of the phrases from the box which shows your opinion.

- I totally agree.
- That's me, 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

What kind of music do you like? Do you dress according to the music idols you like? Do a survey of class members' preferences to see i) which music is the most popular; ii) how many students dress to suit their music.

Class discussion: Are there any problems among students because of appearances like Emo or Trendy? Why? How can you solve these problems?



Do our quiz and see what your character is!

1. If I was overweight, I
 - a) would learn a new sport
 - b) would go on a diet
 - c) would eat more
 - d) would start crying
2. If I had a fat turned up nose, I would think,
 - a) I wish people weren't so silly
 - b) I wish I could change my nose
 - c) I wish I didn't have to meet people
 - d) I wish I were invisible
3. If someone told me I wasn't attractive, I...
 - a) would ignore them
 - b) would look in the mirror when I got home
 - c) would become red
 - d) would start to cry
4. If I forgot to brush my hair in the morning, I would ...
 - a) ask my schoolmates if they liked my new hairstyle
 - b) ask my friend for her brush
 - c) feel embarrassed and say nothing
 - d) worry about how I looked all day
5. If I had spots on my face, I would think...
 - a) I wish my skin was clear
 - b) I wish I could wear makeup
 - c) I wish I was older
 - d) I wish I didn't have to go to school
6. If you could have a super-power, what would it be?
 - a) to be able to fly
 - b) to always look perfect
 - c) to have perfect rhythm
 - d) to be invisible

Scores:
 Mostly A's: POP
 Mostly B's: RAP
 Mostly C's: ROCK
 Mostly D's: FOLK

Lesson 2

AIMS

- To teach idioms about clothing
- To raise awareness of the meaning, use and symbolism of clothes in the past and today

Culture Corner

A. Look at the three pictures and write a sentence to describe each picture. Which picture shows a British student? How do you know? Tell your partner.



a)



b)



c)

B. What do you think about school uniforms? Is it a good or bad idea?

Apart from school, in what other situations is it necessary to wear a uniform? What are the advantages and disadvantages in each situation?

| Advantages | Disadvantages |
|------------|---------------|
| | |



Vocabulary

A. The idioms below were in the reading texts. In pairs, look at the sketches and the idioms in B 1-5 and find a suitable match.



A



B



C



D



E

B. In pairs, match each idiom (1-5) with a meaning (a-e):

1. to talk through your hat
2. to be dressed to kill
3. to pull up your socks
4. to wear your heart on your sleeve
5. to be in someone else's shoes

- a) try harder
- b) show feelings openly
- c) say something without knowing the facts
- d) in another's place or position
- e) wear stylish and attractive clothes

C. Do you know any idioms in Greek about clothes? Make a list and compare your answers with your class.

Example; «Φύλαγε τα ρούχα σου νάχεις τα μισά.»



Grammar

A. Use the examples below in the boxes to help you complete the rules by circling the correct words in italics and filling in the gap with a correct word.

Second Conditional:

Examples: If I had spots on my face, I would think I was ugly
 If I were tall, I would feel more confident.

1. We use the **second conditional** to talk about *real /imaginary* or *unlikely/possible* events.
2. We use '**would**' + to describe the result.

Wishes:

Examples: I wish I had blonde hair. I wish my parents weren't so strict with me.
 I wish my dad would let me have a nose ring.

We use **wish** + to describe a desire for something we want *in the past / now*.
 We use **wish** + + **infinitive** when we would like someone else to behave in a different way.

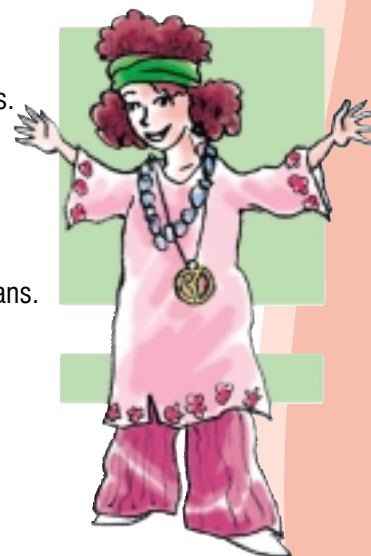
B. Match the two sets of comments:

- | | |
|--------------------------------------|---|
| 1. I wish I had long hair. | A. If I hadn't, I could plait it. |
| 2. I wish I had clear skin. | B. If I didn't, people wouldn't call me four eyes. |
| 3. I wish my nose wasn't fat. | C. If I could, I would spike it. |
| 4. I wish my parents weren't strict. | D. If I had, I could make a pony tail. |
| 5. I wish I didn't have glasses. | E. If I had, I wouldn't need face cream. |
| 6. I wish I could cut my hair short. | F. If it wasn't, I would have a sweeter face |
| 7. I wish I didn't have curly hair. | G. If they weren't, I could wear knee-length jeans. |

C. What advice would you give to people with these problems?

Choose from the advice below:

- a) if I were you, I would use *Clearasil* to get rid of it.
- b) if I were you, I would grow my hair long to cover them.
- c) if I were you, I would change my shampoo.



Listening

Pre-listening - A project: History of Fashion

How much do you know about fashion? Tick ✓ the correct statements and then add up your scores to see who knows the most in your class. Two marks for each correct answer.

1. In the time of Robin Hood, men wore a shoulder cape.
2. Women started wearing tights in the 1980's.
3. In the early 60's, Mary Quant created the mini-skirt.
4. It is not unusual to see women wearing leggings today.
5. Today, it is normal to see a man wearing a head-scarf in church.
6. A *chlamys* is a dress that people wore last century.
7. In the Middle Ages, soldiers wore tunics as part of their uniform.
8. Ladies in the 1300's wore floor-length dresses.

| | |
|---------------|--------------------|
| leggings | shoes |
| shoulder cape | floor-length dress |
| head-scarf | dress |
| cloak | knee-length tunic |
| boots | baldric |
| sandals | chlamys |
| tights | |

Lesson 2

Task 1

Write the Greek equivalent for each of the items of clothing in the box on the previous page and check your answer with your partner.

Example: boots = *μπότες*

Task 2

A. In pairs, look at the drawings on the right and compete with your partner to see who can find and circle the items of clothing in the box on page 103 first. Compare your answers with your partner to see who has found the most.

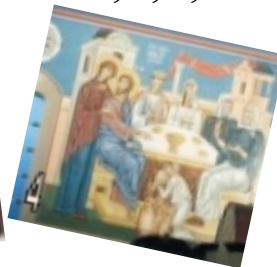


B. Which clothes would best suit the following people in the Middle Ages? Tell the class which you chose and why.

- a) a teacher _____
- b) a school girl _____
- c) a farmer _____
- d) a rich lady _____

Task 3 - In the museum

A. Listen to the guide of the Byzantine Museum talking about the clothes that the people in the Byzantine period wore. Which icon 1, 2, 3, 4 or 5 is he referring to?



B. Listen to the recording again and write the number beside each person in the order you hear.

- a. civil servant _____
- b. low ranking soldier _____
- c. citizens _____
- d. high ranking soldier _____
- e. governor _____



Speaking

Task 1

In pairs, discuss the following questions:

- a) If you wore a chlamys today, would you look strange if you went on a bus?
- b) Are there any accessories or clothes that people wear today that are similar to those people wore in the Middle Ages?

Task 2 - Role play: Buying clothes

Divide into two groups. Group A play the role of the shop assistant and group B are the shoppers. Group A try to persuade group B to buy a certain item of clothing from those in the sketch in Appendix on p.

161. Use the model dialogue:

Customer: These look nice.
Assistant: Yes, but, if I were you, I'd buy those. They are nicer.
Customer: Those are too expensive for me!
Assistant: You're right. But their quality is the best!

Task 3 - A guessing game

In pairs, decide where the girl would be going, if she wore the clothes a-g. Use the example for the question and answer:

A: If you saw a girl in ..., where would you think she would be going?

B: I would think she would be going to ...

- a suit with a shirt and tie
- a tracksuit and athletic shoes
- a long dress with high heel shoes
- a T-shirt, clean jeans and trainers
- a short skirt, a blouse and nice shoes
- fancy clothes with lots of make-up
- a uniform



Writing - 'Teen worries'

Task 1

In pairs, look at the cartoons and write down things that teenagers worry about concerning their appearance.



Task 2

A. Read the short texts i-iv from a teen magazine where young people write about their worries and then read the advice from the magazine columnist. In pairs, rate these worries according to how important you think they are.

- | | |
|--------------------------|---|
| 1. very serious: | — |
| 2. quite serious: | — |
| 3. not very serious: | — |
| 4. a little bit serious: | — |
| 5. not serious at all: | — |

i) Dear Liza,

There's a girl at my school who always copies what I wear. I don't know what to do. I am afraid that if I told her that I didn't like it, she would be upset. Help!

Ashley

ii) Dear Liza,

I wish I knew how to match my clothes. I can never get it right with the clothes to wear at parties. I need some help. Thanks!

Hannah

iii) Dear Liza,

My mum makes me feel awful about my hipster jeans and short T-shirt. I wish she didn't go on at me all the time. The thing is I agree with her but all the other kids in my class are wearing their clothes like this.

Suzanna

iv) Dear Liza,

I wish I looked different. I am thinking of getting four rings in my ears to look different from the rest of the kids but I am a bit scared. What do I do?

Gus.

B. Work in groups. Choose a problem from i-iv above, and write some advice for the problem. Use the example below to help you. Discuss your ideas with your group.

Dear ...,

If I were you I would think twice about changing the way you look. If you did something unusual, you would not be able to fix it later, so be careful.

Hope that helps. Liza.

Lesson 3

Byzantine and the Present

Task 1

From your history lesson, what can you tell about the people on the map? What kind of work did they do? How rich were they? Discuss your ideas in small groups and then look at your history books on Byzantine history to compare your answers.

As a group, find out as much information as you can for these people in the Middle Ages (you can also search online at a relevant site given on page 190).



Task 2 - Mediation

An Australian friend of yours, who wants to visit Athens, is interested in the Middle Ages and the Byzantine period. S/he wants to know what s/he can see at the Benaki Museum in Athens. Look at the museum leaflet and write a short note to tell your friend where the museum is and what kinds of things s/he can see there.

Project

Modern fashion designers use motives from previous historical periods. The Benaki museum has invited young people to design their own outfits based on motives from previous periods of history and to send them to the museum. The three best outfits will be displayed for a year.

You have decided to send your own designs as a class to the Benaki Museum.

- 1. In groups of four, decide on the period of history on which you will base your designs.*
- 2. Research the period and find as much information as you can about the outfits worn in those days. Find pictures and sketches and cut out the relevant motives.*
- 3. Design your clothes using the cut-out motives. Present your designs to the class. As a class, choose the best outfit to send in for the competition.*

Μουσείο Μπενάκη

Βασ. Σοφίας & Κουμπάρη 1
Μετρό: Σταθμός Σύνταγμα



Εργαστήριο Υφάσματος

Στο εργαστήριο συντηρούνται υφάσματα της Κοπτικής, της Ισλαμικής, της Βυζαντινής και της Λαογραφικής συλλογής του Μουσείου.

Activity A

Match the two halves of each statement.

- | | |
|-----------------------------|-------------------------------|
| 1. I wish | a) was taller. |
| 2. I would never | b) I would get a new outfit. |
| 3. If I had enough money | c) have a nose ring. |
| 4. I could buy a new outfit | d) I didn't have curly hair. |
| 5. James wishes he | e) if Dad gave me some money. |

___/5 points

Activity B

Complete the following dialogues with responses from those in the box.

- a) What size are you?
- b) Does black suit you?
- c) What size shoes do you wear?
- d) Would you like to try on my jacket?
- e) This pullover doesn't fit me.

- i) I think it's too small.
- ii) Yes, it looks lovely.
- iii) Medium.
- iv) 38.
- v) Yes, and so does navy blue.

___/5 points

Activity C

Choose the word which best completes each sentence.

- 1. Angela wore the most T-shirt to the party
a) trendy b) handsome c) arrogant d) good-looking
- 2. Dimitris is a very student and his parents trust his decisions.
a) pretty b) lovely c) mature d) attractive
- 3. If Daniel was more, he would feel really confident.
a) lovely b) pretty c) cuter d) attractive
- 4. Celia is extremely and would never sing in front of the class
a) shy b) good-looking c) confident d) excited
- 5. Do you agree with the saying that beauty is only skin?
a) position b) deep c) level d) thick



___/5 points

Self-evaluation

Activity D






Match the two columns A and B.

- | A | B |
|-------------|-------------|
| a) spiked | i) trousers |
| b) nose | ii) hair |
| c) smart | iii) labels |
| d) designer | iv) shoes |
| e) athletic | v) ring |

___/2.5 points

Activity E

Match the situations a-e to the person 1-5 being described.

| | | | | |
|--|--|--|---|--|
|  1. |  2. |  3. |  4. |  5. |
| sportsman | bank employee | shop assistant | school student | actress |

- a) He likes wearing a shirt and tie with a dark blue suit.
- b) He has three rings in his ears and one in his nose.
- c) With the period costume and wig, you wouldn't recognise her.
- d) He's always in his tracksuit and athletic shoes.
- e) She wears denim jeans and a shirt under her work uniform.

___/2.5 points

Now tick how well you can do the following:

| | With difficulty | Quite well | Easily |
|--|--------------------------|--------------------------|--------------------------|
| ✓ I can read a text in Greek and explain it in English | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ✓ I can listen to a talk and select which items the speaker mentions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ✓ I can talk use English to persuade someone to buy something | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ✓ I can write a note to give advice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

UNIT 10

A Material World

Grammar:

Present Passive/ Past Passive (Affirmative, Negative, Interrogative)

Functions:

Focusing on the action rather than the person who did the action when using the Passive

Vocabulary:

materials and objects related to development and technology

Learning strategies:

In order to:

- be able to take part in a conversation with confidence I:
- listen carefully to key words in their speech
- look at their faces and try to understand how they feel
- use question words (How, Where, When, Why) to ask for clarification
- use words in the speaker's questions to help me answer

Lesson 1

AIMS

- To introduce the concept of focusing on what happens to something
- To relate materials people used in the past with how the same materials are used today

Lead-in



1. In pairs, look at the photo on the right. Which historical period is it from?

2. Look at the soldier's weapons and uniform. What are they made of? Choose among the materials in the box below.



Why did people use these materials? What was their function? Discuss it as a class.

| | | | | |
|--------|---------|--------|-------|-----------|
| wool | plastic | cotton | wood | aluminium |
| rubber | metal | glass | stone | leather |

3. Which materials from the box did not exist in those times? Why not?

4. Where do you think these materials came from? What do people use these materials for today? Make a list with your partner.

5. Look at the items below. What materials do we use to make these items?



1



2



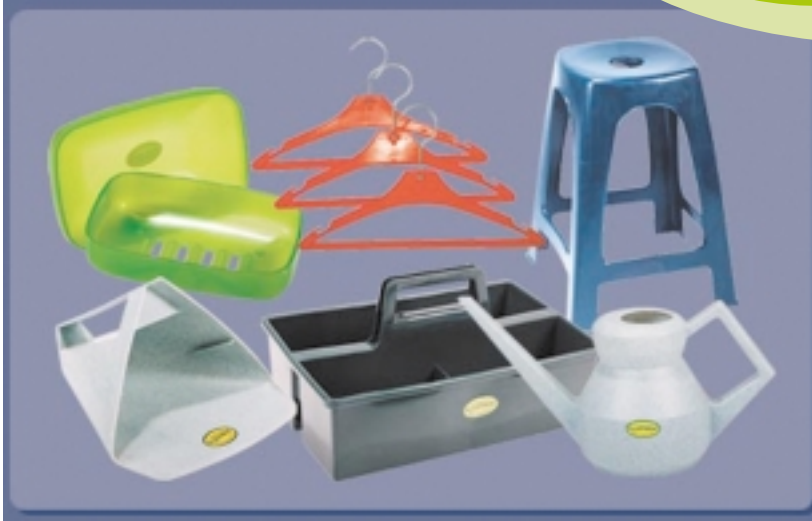
4



5



3



Pre-reading

1. *Think about your home. What material is used for most things? Tell the class.*
2. *Discuss the following question with your partner.*
Is plastic a natural material that we can find growing on trees or is it a material that is made from some scientific process?
3. *Write the answer to the following question:*
What is plastic made from? Choose from: vegetables, oil, sand.
It is.....

You can check your answer by reading the text below.

Task 1

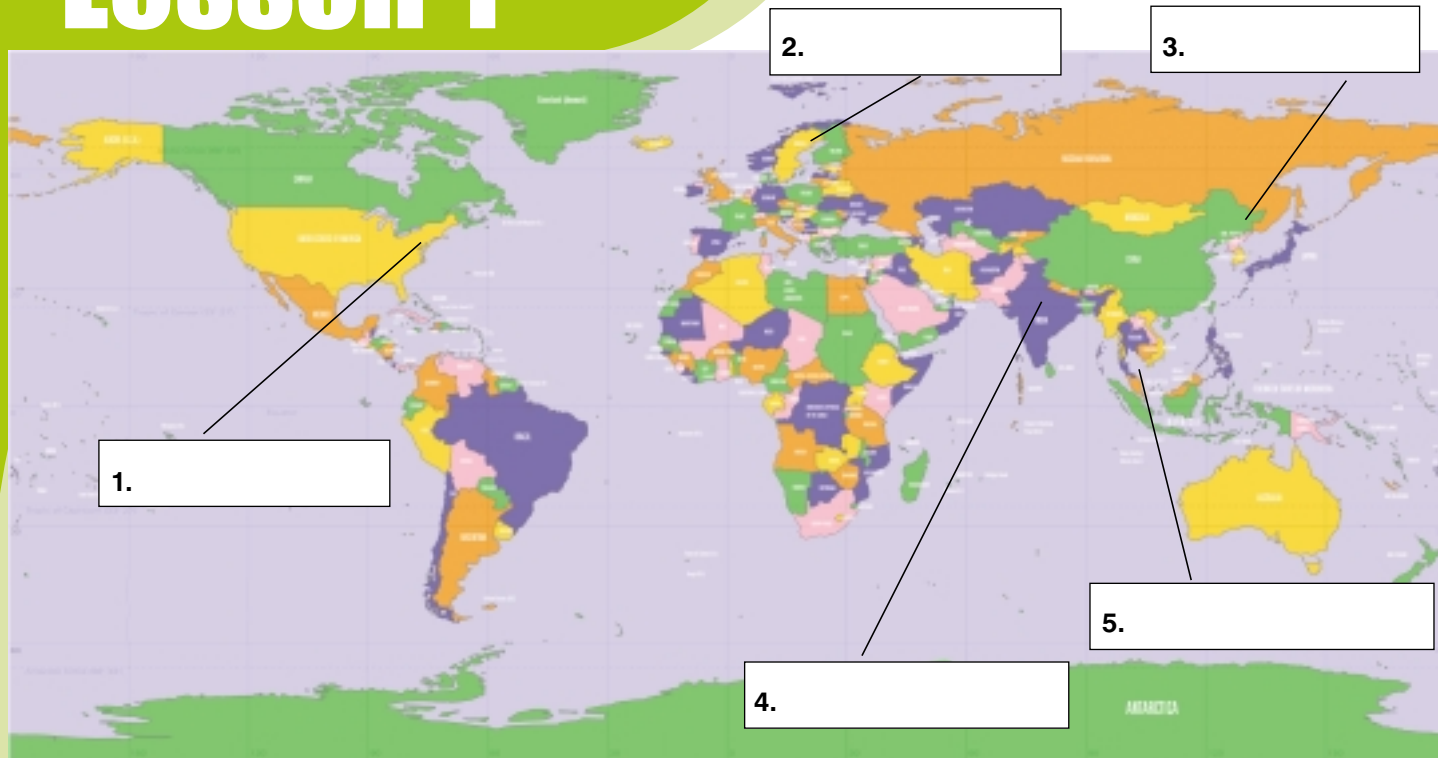
Read the text on plastic and match the objects to a country on the World map. Write the name of the object in the space for each of the six countries.

A Plastic World

Oil was first discovered in Pennsylvania in 1839. Many of the inventions we have today could not work if we did not have oil. It is used to drive many kinds of transport like cars, buses, planes, and ships which are built in the USA. Oil is also used to heat our houses. Plastic is used in Indonesia to make everything from supermarket bags to computers and mobile phones. In fact, most of the things we use in our lives are made of plastic.

Plastic is used because it is cheap and tough, and can last a long time. New products are invented almost every day. Most toys and games today are produced in China and then they are sent to different parts of the world. Many other more expensive items like mobile telephones are made by big companies in Finland. Look around your house. How many electrical items are made in Japan? Look at your athletic shoes. Maybe they were made in India or Korea. But where does plastic come from? The answer is that plastic is produced from oil.

Lesson 1



In pairs, use the information in the text to write statements about each of the products below:

- Mobile phones
- Plastic bags
- Toys and games
- Ships and planes
- Athletics shoes

Task 2

Plastic is made from oil. When we have run out of oil, what will be used in the future to make different products? In pairs, write a list of raw materials we can use to replace plastic in everyday objects. Then, compare your ideas as a class.

Task 3

Look at your Geography book to find what raw materials are produced in different countries. What products could be made from them?

E.g. China produces clay, which is used to make porcelain.

| COUNTRY | MATERIAL | PRODUCT |
|---------|----------|---------|
| | | |
| | | |
| | | |



Grammar

1. In pairs, look at the objects and complete the following statements using the words in the box. Ask your teacher to tell you if you were right.

- hemp
- bamboo
- pine
- soybeans
- nettles
- corn

- a) Parts of mobile phones **are made of**
- b) Parts of cars **are made of**
- c) Designer clothes **can be made of**
- d) Handbags **are made of** or

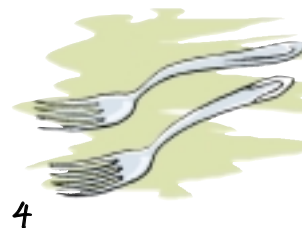


2. Look at the sentences above and complete Rule 1 in the box below. Then, circle the right option in italics in Rule 2.

Rule 1: We use the verb _____ (in the right tense)
+ **past participle** to form passive sentences.

Rule 2: We use a passive sentence when we are interested in
the result of the action / who is responsible for it.

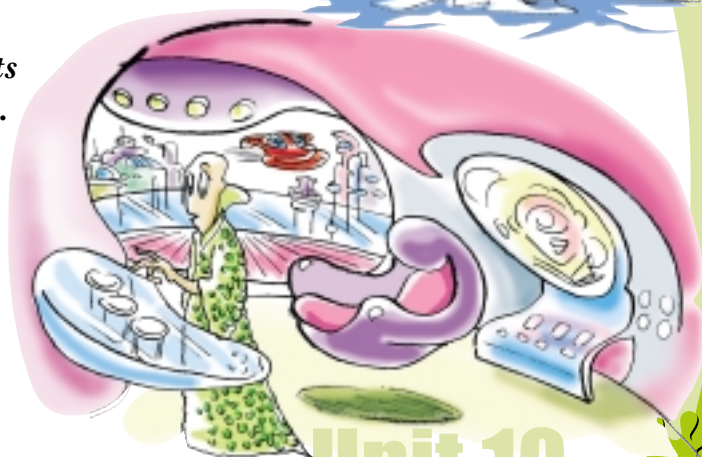
3. Look at the sketches 1-5 below. Which of the objects were introduced during the Byzantine period?



4. In pairs, take turns and think of 5 objects each. Your partner must guess the object. Use the expressions in the box.

- It's made of...
- It's used to/for...

5. What materials will be used in future? Look at the drawing and discuss your ideas with your partner.



Lesson 2

AIMS

- To listen in order to follow the sequence of events
- To listen for dates



Listening &



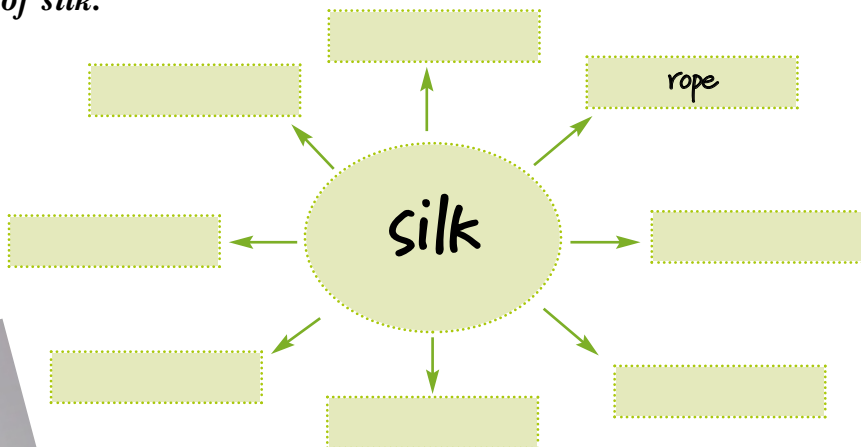
Speaking

Pre-task



1. Look at the pictures on the left. What do you see?

2. In pairs, complete the spidergram below with objects made of silk.

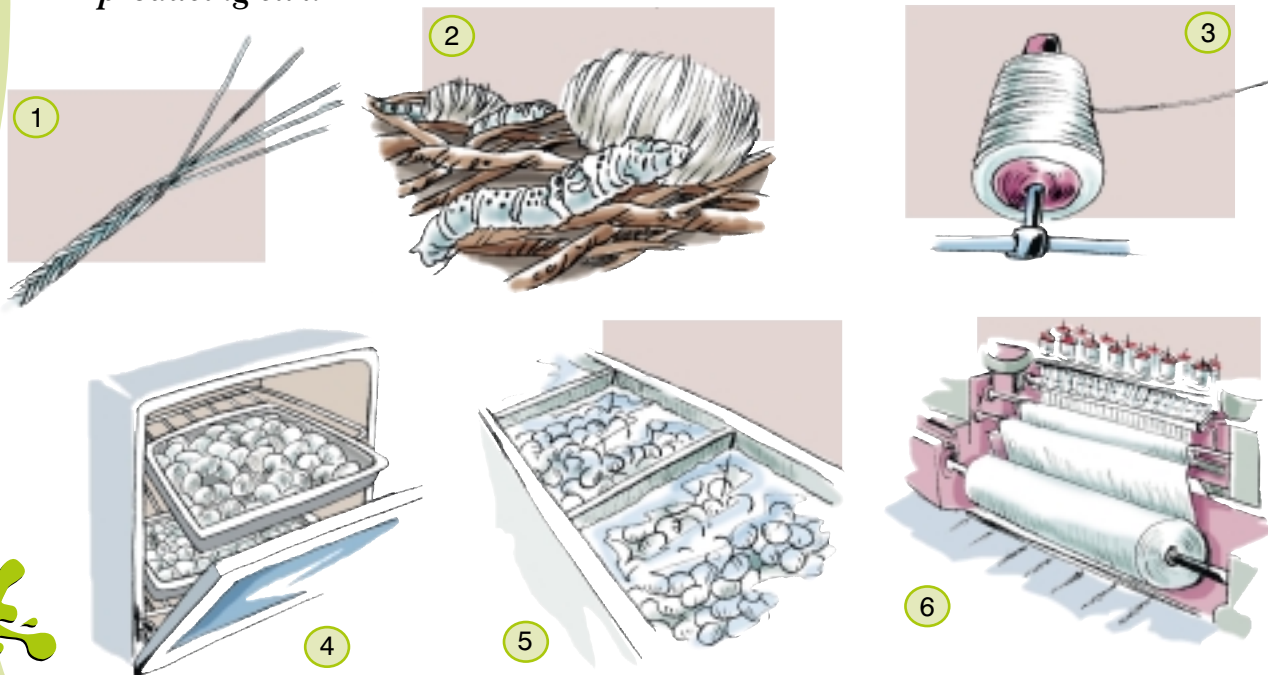


3. What do you know about silk? In pairs, write down your answers to the following:

- Where does silk come from?
- How is it made?

Task 1

You are going to hear a school lesson on the History of Silk. Listen to the recording and write the order in which you hear the following stages in producing silk.





Task 2

Listen again to the lesson on the History of Silk and complete the timeline below with the area and the use of silk.

In pairs, compare your answers.

| | | | | | |
|----------|-------|--------|------|------------|------|
| | | | | Europe | |
| | | | | parachutes | |
| 3,000 BC | 70 BC | AD 500 | 1453 | 1940 | 2008 |

Mini project

The picture above shows the Silk Route across the centuries. In groups of three, use your Geography book and the Internet to find the Route taken for other products, e.g. spices, potatoes, cotton, tea, coffee. Draw your own map and a timeline and present it in class.

Task 3

1. Look at the following uses of silk. In pairs, tick ✓ the possible uses.

| USES OF SILK | | | | | | | | |
|---------------|-------|---------|---------------------|-------|--------|-------|-----------|-------|
| fishing lines | shoes | clothes | musical instruments | roads | string | money | paintings | gifts |
| | | | | | | | | |

2. Look on the Internet to check your answers. Are there any AMAZING FACTS about the use of silk? Report to the class.

Task 4

How was silk connected with social status in the past? Look at your History book and write statements about the use of silk to show social ranking.

E.g. In ancient China, silk was only used by the Emperor and his family.



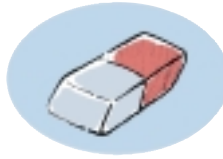
Lesson 2



Speaking

1. Look at the table below. Match the products in the visuals to the correct verb in each column.

| Invented | Discovered | Produced | Made | Grown |
|----------|------------|----------|------|-------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |



2. In small groups, ask and answer questions about the products in the table. What else do you know about them? Use the language forms in the box to help you find the information you need.

Asking questions:

When was ... discovered/invented?

Where is it produced/made/grown?

Answering questions:

Gold was discovered in California over 100 years ago.

Jewellery is made of gold. Milk is produced in Thessaly.

The steam engine was invented by James Watt in 1769.



Grammar

1. In pairs, look at the sentences below. The words in bold say WHO the “doer” of the action (the agent) is. Use the agent to form ACTIVE sentences meaning the same.

a) The first walkie-talkie was developed **by Motorola**

for military purposes in 1940.

Motorola _____.

b) In China, silk was used only **by the emperor and his family**.

_____.

c) Silk is produced **by silkworms**.

_____.

2. Look at the sentences above and complete Rule 1 in the box below. Then circle the right option in italics in Rule 2.

Rule 1: In a *passive sentence*, when we want to mention WHO did the action we use the preposition _____ before the **agent**.

Rule 2: We mention the agent only if it *is / is not* important.



Writing

1. Read the information in the letter below and in the Product Order Form about an order sent to Amazon internet service. A school boy ordered CDs but he hasn't received them yet.

Dear Sir or Madam,

Three weeks ago, on the 18th of March, I ordered a new CD album from your company but it still hasn't arrived.

Could you please check when it was sent?

Yours thankfully,

Christos Paparisteidis



Product Order Form

Product: Music Vibes CD
Album #5

Ordered: 18th Mar

Sent: 29th Mar / Express

Paid: 20 Euros / credit card

Out of stock.
Arrived on 28th Mar.

Courier services on strike
for 5 days.

Package sent to wrong
address.

Resent on 10th Apr.
Discount 20%.



2. Now look at the notes made by the Amazon staff on the Product Order Form and write an email from the company manager to explain what has happened. Begin your email like this:

Dear Christos,

We are sorry about the delay in sending the CD's ordered.

Unfortunately,

.....

.....

.....

.....



Lesson 3

Ancient constructions

Project - Ancient Constructions & Mysteries

1. *It is a mystery how certain ancient constructions were built or what their purpose was. No one can imagine the technology people used in those days to build the Pyramids, Stonehenge, the Moai on Easter Island, or even the Lighthouse of*



Alexandria.

What do YOU know about these constructions? Who were they made by? What were they used for?

In groups of four, try to find relevant information and present it in class.

2. *What other impressive constructions, discoveries or inventions from around the world do you know of? Draw a relevant timeline with the place they were found.*

3. *Read the text on the right about the invention of the first computer. Was the computer really invented by Charles Babbage? What do you know about the Antikythera Mechanism? (You can find more information from a relevant internet site given on p. 190).*

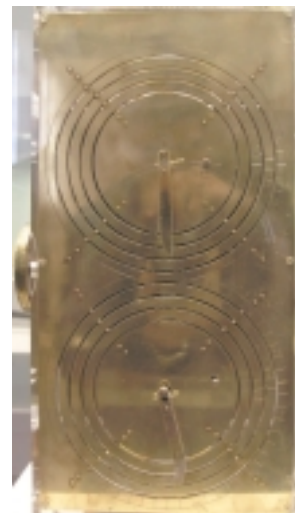
Computers are sold all over the world today and we cannot live without them. Many people believe that the computer was invented by a man called **Charles Babbage**. His first computer was made of wheels and lots of mechanical parts. It was driven by petrol because there was no electricity at the time.

Task

When the Antikythera Mechanism was discovered in 1901, it was at least 2,000 years old. The Mediterranean Youth Forum is organising a lecture on this early type of computer and has invited teenagers from the Mediterranean countries to prepare a lecture for their next meeting.



- a. *In groups of four, collect as much information as you can about the Antikythera Mechanism. You can search online or visit the National Archaeological Museum; you can also visit the National Technical University and interview a specialist about the mechanism.*



- b. *Then prepare your lecture and present it in class. The best lecture will be sent to the Mediterranean Youth Forum.*

Activity A

Complete the following sentences by choosing an appropriate word from each pair in the box. The pairs of words are not in the same order as the sentences.

- furniture is imported into Greece from Indonesia.
- Tea sets and other Chinese are considered to be of high quality.
- Greece is famous for many goods, such as belts and shoes.
- In many villages in the Greek mountains, traditional houses are built of
- The Emperors of Byzantium all wore purple

leather / plastic

stone / wood

silk / clay

porcelain / pine

bamboo / corn

___/4 points

Activity B - Collocations

Match a noun from the list on the right with an adjective on the left.

- | | |
|---------------|---------------|
| a) fishing | i) status |
| b) mechanical | ii) process |
| c) social | iii) parts |
| d) natural | iv) engine |
| e) scientific | v) lines |
| f) athletic | vi) material |
| g) everyday | vii) shoes |
| h) steam | viii) threads |
| i) silk | ix) objects |

___/4.5 points

Activity C

Answer the questions using information from the STUDENT'S BOOK.

- What is silk used for today?
- What can be made from oil?
- What is produced from clay?
- What material is most garden furniture made of?
- What material is made from bauxite?
- What crop can be used to make petrol?
- What is a soldier's belt made of?
- What were Byzantine weapons made of?
- What are porcelain cups and plates made from?

Self-evaluation

Activity D

Tick the things which you think are produced in each country.

| | China | Greece | Italy |
|------------|-------|--------|-------|
| Toys | | | |
| Cars | | | |
| Thread | | | |
| Ships | | | |
| Weapons | | | |
| Clothes | | | |
| Porcelain | | | |
| Parachutes | | | |

___/4 points

Activity E

Complete the following sentences by choosing the correct form of the verb in brackets.

1. It (believe) _____ that silk was first imported into Europe by the Emperor Justin.
2. The pyramids (build) _____ by the ancient Egyptians.
3. In Brazil, sugar cane (use) _____ to produce petrol for cars.
4. A great many plastic products (import) _____ from China nowadays .
5. The steam engine (invent) _____ by James Watt in 1769.
6. Olives (grow) _____ in many parts of Greece.

___/3 points

Now tick how well you can do the following:

| | With difficulty | Quite well | Easily |
|---|--------------------------|--------------------------|--------------------------|
| ✓ I can read a text and find specific details about places around the world | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ✓ I can listen to a report and follow the sequence of events | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ✓ I can talk about products and how things are made | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ✓ I can write a letter asking for action to be taken | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |