

Lesson 22 Breaking the Boundaries

1. Vocabulary: ON THE GO

1.1 Find the expressions in the text (S's book p.140) and match them with their meaning.

1. be on the go		a. begin to breathe regularly again
2. catch my breath		b. go across
3. set off		c. go quickly
4. zip on		d. really enjoy myself
5. cross over		e. start a journey
6. have a ball		f. go round a place with someone who hasn't visited it before
7. show somebody around		g. be very busy

1.2 Complete the sentences with an appropriate expression from 1.1 in the right form.

- I all day, so I'm going to bed as soon as I get home.
- They just on a round-the-world cruise.
- Don't try to talk. Sit down and first!
- that bridge and you will see the gift shop right in front of you.
- Let me know when you're coming to Cambridge and I
- I'm just going to to the shops. Don't wait for me.
- It was the most exciting trip we'd ever had. We



2. Vocabulary: FAVOURITE PASTIMES

2.1 Use the clues below to find out which activity each one refers to.

- travelling in a boat using the wind:
- travelling in a boat using a paddle:
- getting up a mountain:
- looking at birds:
- going for a long walk in the countryside:
- travelling on snow using a sledge:
- lying in the sun:
- running for exercise:



LESSON 22 • BREAKING THE BOUNDARIES

2.2 Complete the dialogue using an appropriate phrasal verb in the right form. There is one extra verb you do not need to use.

- come across
- come round
- take up
- look up to
- make up
- put up with
- turn into
- turn down



Dana: You know, John, I really (1) explorers because they're brave people. And you know what? I'm thinking about (2) rock climbing and hiking. This way I'll have the chance to explore new places and meet new people.

John: It sounds interesting.

Dana: Would you like to join me? What do you say?

John: Well, I've been very busy lately.

Dana: Oh! Come on. Don't (3) excuses.

John: To be honest, I'm not very fond of heights. I get dizzy. But I (4) a very interesting site with new adventure games on the Net. Fancy?

Dana: Oh! You're unbelievable! I can't (5) you any more. You're always (6) my suggestions. I'm going to join a climbing club on my own.

John: Don't get upset! I just don't feel like spending my free time rock climbing!

Dana: Fine! You can (7) some day to see the photos of the wonderful places I'm going to explore. Good luck with your computer games!...

2.3 Find ten words that are related to travel in the puzzle below. Do you remember their meanings?

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

LESSON 22 • BREAKING THE BOUNDARIES

3. Vocabulary: 'WHEN IN ROME, DO AS THE ROMANS DO'

3.1 Greetings are an important part of social culture. They are more than just words. They involve touching or movement like waving or bowing. Look at the pictures and find in which countries people greet each other in the following ways.

Japan
France
England
New Zealand
Africa
Italy
Thailand



GREETINGS ALL OVER THE WORLD!

1. In people bow.
2. In people kiss three times.
3. In people join their hands and raise them to a position between the chest and forehead.
4. In people snap their fingers when shaking hands.
5. In people kiss on the cheek four times.
6. In people press their noses together.
7. In people formally greet each other saying 'How do you do?' and shaking hands.



3.2 When you are in another country you should adapt to its culture. For example, in Japan, slurping noodles is a compliment to the cook. It shows that you like your meal! In Canada burping is considered a sign of thanks!



Read the list of European table manners to give advice to your Chinese friend who has visited your country and wants to go to a fancy restaurant.

European Table Manners: DOs and DON'Ts

Be on time!

Turn off your mobile phone when at the table.

When someone approaches the table, it is polite to stand up.

Sit upright and keep your elbows off the table.

Ask for salt and pepper to be passed.

Don't make noise eating.

Never put your knife to your mouth.

Chew with your mouth closed.

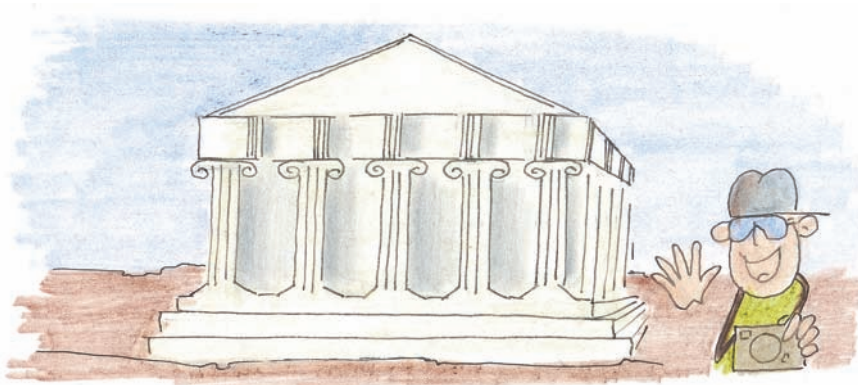


4. Quiz: CHECK YOUR MEMORY

4.1 Read the following sentences about famous buildings around the world. Which are true and which are false? Where are these buildings? You can check your answers in Unit 1, Lesson 3 in the S's book.

	T	F
1. Agia Sophia was built in AD 532 by the Emperor Justinian.		
2. The Leaning Tower of Pisa is the tower of a castle.		
3. The Leaning Tower of Pisa took 20 years to complete.		
4. The Sydney Opera House has 100 rooms.		
5. The Sydney Opera House was built on a lake.		
6. The Kallimarmaron Stadium was built in 330 BC.		
7. The Taj Mahal is a cathedral. It was a present from an emperor to his children.		
8. The Parthenon is made of white marble and was built about 2,500 years ago.		

4.2 Have you visited any of these wondrous buildings? What were your impressions? Share your experience with your classmates.



LESSON 22 • BREAKING THE BOUNDARIES

5.  **Vocabulary:** COINS AND FLAGS

5.1 The British currency is the pound sterling (£) or GBP = Great British Pound. It is also referred to as 'quid'. The pound is made up of 100 pence, exactly as the euro is made up of 100 cents. All the coins bear the Queen's head on one side.

Match the coins to their descriptions.



a.



b.



c.



d.



e.



f.



g.



h.

1. It pictures a rose, the national flower of England. ➔
2. It shows the symbol of Scotland, the thistle. ➔
3. It pictures the lion which was the symbol of Britain's strength. ➔
4. It shows the picture of Britannia and a lion. ➔
5. It shows the three lions of England. ➔
6. It pictures the portcullis of Westminster Palace. ➔
7. It shows the Prince of Wales' feathers. ➔
8. It represents technological development. ➔

5.2 National flags carry symbolism for the countries they represent. For example, in the flag of South Africa, the colours symbolise the unity of the nations' races.



The flag of South Africa



The flag of the United Kingdom

In the flag of the United Kingdom, the crosses represent England, Scotland, Wales and Northern Ireland. What does the flag of your country represent?

Choose one of the countries the students visited in this Unit, draw its flag, colour it and find out information about its symbols and its history. Present it to your class.


Lesson 23 It's a Small World after All

1. Language Focus: WATCHING THE WEATHER

1.1 Look at the weather forecast for the places the students visited (S's book p.144-145) and write sentences comparing them. You can use some of the adjectives below.

dry wet pleasant agreeable good
bad cool warm high low

Tokyo, Japan




Mostly cloudy 20°C

Sydney, Australia




Light showers, rain 10°C

Beijing, China




Clear 20°C

Delhi, India



Partly cloudy 30°C

Helsinki, Finland



Mostly cloudy 19°C

Moscow, Russia



Clear 12°C

e.g. Tokyo, Japan is cloudier than Delhi, India.

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



LESSON 23 • IT'S A SMALL WORLD AFTER ALL

- 1.2 Complete the following text about weather around the world with a suitable word from the box below.

flooding	blizzards	dry	climate	Equator
vegetation	glaciers	wet	droughts	temperatures

Different parts of the world have different weather. Weather describes the daily changes in sunshine, clouds, temperature and rainfall at any one place. The average weather of a place is called its (1)

In deserts, the weather is very (2), but it is not always hot. Some deserts are cold places because they are situated at high altitudes. A desert is anywhere with less than 25 centimetres of rain per year.

In tropical rainforests, it's very (3) It rains nearly every day, and there are no summer or winter seasons. Rainforests are located near the (4), where it's hot all the time. Mountain climates change the higher up you go. Lower down, there is a lot of (5) and trees. Higher up there are only

ground plants. Some mountains reach higher than the clouds. At this altitude the extreme cold and high winds cause (6) In some mountainous areas the rivers are permanently frozen and are called (7)

In Antarctica, around the South Pole, (8) can fall to -60° Celsius in the winter. The snow rarely melts. The Arctic region in the North Pole is not quite as cold, because it is made up of frozen ocean and in the summer the snow melts.



Extreme weather affects people and places. Great amounts of rainfall may result in (9) When it does not rain for a long time, you get (10) and crops do not grow. Hurricanes and other violent storms destroy people's homes. But perhaps we should count ourselves lucky we don't live on Saturn. Scientists have detected a 300-year-old storm there that is so powerful, it would flatten a big city!



2. Language Focus: MAKING OUR TOWN A BETTER PLACE

City planners want to reduce pollution, congestion, traffic and accidents in your town. They are going to:

- provide more ramps for people who need them
- provide more buses and trains
- provide safe footpaths away from traffic
- build special lanes for cyclists
- build by-passes so that traffic doesn't have to pass through the town centre

What do the people of your town think about these changes? Write their views in the speech bubbles below.

1. I think, if more buses are provided

.....

.....

.....



John Pavlidis

2.

.....

.....

.....



Mrs. Kalogeropoulou

3.

.....

.....

.....



Dr. Maria Roussou

4.

.....

.....

.....



Peter

5.

.....

.....

.....



Mr. Vassiliou

6.

.....

.....

.....



Mr. Daskalakis

LESSON 23 • IT'S A SMALL WORLD AFTER ALL

3.  **Listening:** ANOTHER KIND OF CUISINE

3.1 During their stay in Australia the students visited a local school. That day a group of international students presented traditional dishes from their countries as part of a project on cultures. Listen to their presentations and write the name of the country each speaker comes from.

Speaker 1:

Speaker 2:

Speaker 3:

Speaker 4:

Speaker 5:



3.2 Now listen again and find which speaker...

1. says that his/her favourite food is easy to make ➔
2. recommends the food for picnics and parties ➔
3. says the food has to be put in the fridge ➔
4. talks about the shape of the food ➔
5. says restaurants in other countries offer a different version of his/her food ➔

3.3 Read part of an e-mail written by one of the students during their stay in China. There are 10 mistakes in the verb forms used. Find them and correct them.



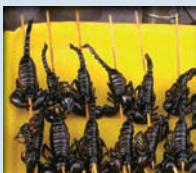
My biggest worry about my trip to China was what I will eat after hearing so many horror stories about the Chinese eating anything that move. But the food was the biggest surprise - I loved it! In fact, I felt lighter and more active than I was for a very long time. There was such a variety of dishes that we didn't eat the same thing twice.

Luckily, I have practised my chopstick skills before the trip, so I could use them perfectly. We went to tea houses and are given demonstrations on how to make and serve tea.

What really impressed me though, was the Beijing Night Food Market. While I am strolling among the stalls, I have seen cooks making the local specialties such as starfish, snakes and scorpions!

Most of the snacks were neatly arrange, kebab-style, on wooden skewers.

There were plenty of tourists biting into these things and having their photos taken. A Chinese friend of mine had a scorpion! 'Go ahead! Perfectly safe! It is tasting like a potato chip', he cried, grinning. It was an offer I refused! If you will visit the Night Market one day, will you try an insect? Crunch! Crunch!...



4. Vocabulary: SOUVENIRS

4.1 When travelling to new places we usually buy local things to remember the place and its culture. Look at the pictures of the souvenirs the children bought from the countries they visited. Match each one with its name from the list below. Then choose a word from the list to complete the information about the souvenirs.

d.



f.



b.



e.



c.



a.



g.



h.



- a boomerang
- tatami mats
- a nesting doll
- Beijing tea cups
- a samovar
- eucalyptus soap
- a kimono
- a brass dragon

1. are a traditional type of Japanese flooring. They are made of soft, woven rush straw. They are associated with Japanese religious rites and the tea ceremony.
2. is a heated metal container traditionally used to heat and boil water in and around Russia.
3. is known for its medicinal properties. It contributes to a feeling of freshness, cleanliness and well-being.
4. is a Chinese gift that is supposed to bring good fortune to its owner and protect him from harm.
5. or 'Matreshka' is probably the most popular Russian souvenir. It is a symbol of motherhood and fertility. The smaller doll fits inside the larger one, the next one fits within the next one, and so on.
6., meaning clothing in Japanese, is perhaps one of Japan's most beautiful treasures. Traditionally, the art of wearing it is passed from mother to daughter. Today, there are also special schools that teach the proper techniques of how to wear it.
7. is a kind of throwing stick that, when thrown correctly, travels in a curved path and returns to its point of origin. It is primarily associated with Australian Aborigines. It has been used for hunting and recreational activities.
8. are made of exclusive porcelain, have no handles and are used for drinking tea.

4.2 Which souvenir would you suggest that tourists buy from your country? Discuss with your partner and decide on three popular souvenirs that are representative of your country. Choose one and write a short paragraph about it.

Lesson 24 A World without End

1. Game: BINGO!

How many connections do your friends have with the rest of the world? Play this game of 'global bingo' to find out!

Below there are 16 questions and on the next page there are 16 squares on the Bingo Card. Ask your friends one question each. Put their names in the corresponding square and tick 'YES' or 'NO'. When you have 4 'YES' boxes ticked in a line (vertical, horizontal or diagonal), you have a bingo!

1.	Have you ever travelled to another country?
2.	Have you ever sent a letter to another country?
3.	Have you ever telephoned or e-mailed a person in another country?
4.	Do you have a relative living in another country?
5.	Have you ever spoken to a visitor from another country in his/her language?
6.	Do you own CDs with music from another country?
7.	Are you wearing anything made in another country?
8.	Do you like food from another country?
9.	Can you name a sports star from another country?
10.	Does your family have a car that was made in another country?
11.	Do you have an electrical appliance at home that was made in another country?
12.	Do you live in a home where the language of another country is spoken?
13.	Have you recently read a newspaper story about another country?
14.	Have you recently seen a television programme about another country?
15.	Do you have an e-friend you communicate with in another country?
16.	Do you have a relative who was born in another country?



LESSON 24 • A WORLD WITHOUT END

BINGO CARD

1. NAME:
.....
YES NO

2. NAME:
.....
YES NO

3. NAME:
.....
YES NO

4. NAME:
.....
YES NO

5. NAME:
.....
YES NO

6. NAME:
.....
YES NO

7. NAME:
.....
YES NO

8. NAME:
.....
YES NO

9. NAME:
.....
YES NO

10. NAME:
.....
YES NO

11. NAME:
.....
YES NO

12. NAME:
.....
YES NO

13. NAME:
.....
YES NO

14. NAME:
.....
YES NO

15. NAME:
.....
YES NO

16. NAME:
.....
YES NO



2. Quiz

Answer the questions to fill in the boxes in the puzzle. All the answers are found in different lessons of your book. The first letter of each answer forms a message. Can you find it?



Where is the famous statue called 'The Corcovado Christ'?

What's the capital of Finland?

1

FINLAND

What's the name of the mythical land Plato mentioned in his dialogues?

Hidden

1 2 3 4

What's the name of the volcano which destroyed Pompeii?

3

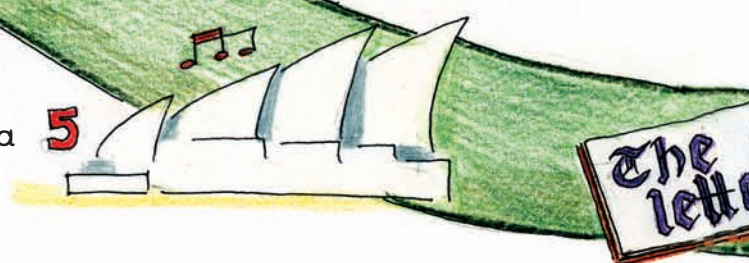
Who wrote the well-known poetic cycle 'To Axion Esti'?

4

5

Where is the Sydney Opera House?

5



6

LESSON 24 • A WORLD WITHOUT END

15 What is the most famous landmark in Paris?

14 What did archaeologists find in the pyramids?

13 Who composed 'The magic Flute'?

12 Which country consists of England, Scotland, Wales and N. Ireland?

11 Where was Picasso born?

10 What else did Shakespeare write besides sonnets and comedies?

9 Which mountain range stretches across five countries?

8 Who invented the phonograph?

7 Which style of art shows things as they exactly appear in life?

6 Who invented printing?

6.

7. !

8.

message...

IT'S UP TO YOU

UNIT 1 – UNITY IN DIVERSITY

LESSON 1 – PEOPLE AND PLACES

workbook

Extra – Vocabulary, activity 1.10, p. 9

**
Use four of the adjectives and make sentences that explain their meaning. Replace each adjective with a gap and ask your partner to guess the missing word.

e.g. *She's very She never does what her parents ask her to do. (disobedient)*

1.
2.
3.
4.

Extra – Vocabulary, activity 1.11, p. 9

Complete the texts with a suitable word from the boxes below. There are two extra words you do not need to use.

dry	breeze	temperature	terrain
altitudes	blizzards	vegetation	heat

icy	barren	rocky	scorching
regions	drought	harsh	frostbite

Have you ever wondered what it would be like to live in a place like the Sahara? There, the (1) heat of the desert can reach a (2) of over 60° C! In some parts it is very (3) because it almost never rains and there are long periods of (4) So, there is very little (5) The sandy ground is almost (6) and almost no plants grow. The strange thing is that at night temperatures may drop to below 0° C!

On (7) mountaintops at very high (8) the climate is not mild at all; it is (9) The air is (10) and it is hard to breathe. The (11) is rough and difficult to cross and there are often strong winds and heavy snowstorms which are called (12) If you don't have suitable protective clothing, in this kind of weather, you may get (13) Not many people live in (14) like this, with such extreme weather.

Did you know?
The South American Uru tribe have larger hearts and lungs to breathe the thin air at high altitudes.

- What do mountaineers use to breathe at high altitudes?

Activity 2.2, p. 10

**
Put the words in the right order to write questions and then answer them using short answers.

1. saris / always / Indians/ wear /
.....?
No, Only on special occasions.
2. eat / often / your Italian friend / pasta
.....?
Yes, It's his favourite food.
3. tonight / bags / you / pack /
.....?
Yes, I'm leaving tomorrow.
4. computer games / play / the children / at the moment?
.....?
No, They're studying.
5. it / today / hot
.....?
No, The weather is cooler today.
6. usually / you / abroad / travel
.....?
Yes, Once or twice a month.

LESSON 2 – JOINED IN OUR DIFFERENCES

Extra – Language focus, activity 2.1, p. 13

**
Read the following text about strange places people live in. Fill in the gaps with verbs from the list below in the appropriate form.

live	like	own	prefer
exist	think	sound	need

(1) you the place you live? (2) you that everyone (3) in a home like yours? It (4) unbelievable, but there are people who (5) homes that are completely underground. They (6) these underground homes to regular ones, because they're safe and cool. Many homes like this (7) in Tunisia. They may look strange to you, but just think: if you (8) more room, all you have to do is dig!

Extra – Language focus, activity 2.2, p. 14

**
Put the stative verbs in the Simple Present or the Present Continuous depending on the meaning they have in the sentences below.

1. You look sad. What (you / think) about?

2. The ice-cream (taste) delicious! What flavour is it?
3. Helen and Dimitris (have) a party on Saturday. Can you come?
4. (you / think) I (look) good in this traditional costume?
5. (Nicki / see) Mr. Johnson about the interview tomorrow?
6. That perfume (smell) terrible! Wash it off!
7. The chef (taste) the curry to check if it is too spicy.
8. Look! The dog (smell) the food. I (not / think) he likes it.
9. I (have) two friends from France. We often send each other e-mails.
10. Who this coat (belong) to? Is it Mary's?

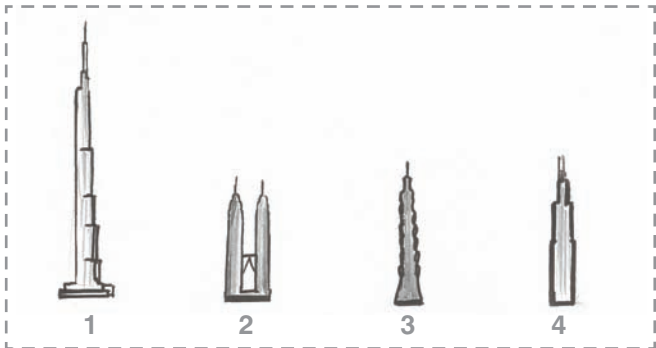
LESSON 3 – DIFFERENT PLACES – DIFFERENT BUILDINGS

Extra - Language focus, p. 21

**

Read the information below about some of the world's great towers and compare them.

Sizing Up: Towers



1. **Burj Dubai**
Location: Dubai, United Arab Emirates
Estimated Height: 3,000 feet
Completion Date: 2009
2. **Petronas Towers**
Location: Kuala Lumpur, Malaysia
Height: 1,483 feet
Storeys: 88
Completed: 1998
3. **Taipei 101**
Location: Taipei, Taiwan
Height: 1,671 feet
Storeys: 101
Completed: 2001
4. **Sears Tower**
Location: Chicago
Height: 1,451 feet without antenna
Completed: 1703

UNIT 2 - ECHOES OF THE PAST

LESSON 4 – MYSTERIES OF OUR WORLD

Activity 1.2, p. 22

Look at the sentences below and write the questions.

1. ?
In Central America, hundreds of years ago.
2. ?
Yes, some of them have.
3. ?
It is known for its unique pyramids.
4. ?
Yes, they were taller than the tallest trees in the jungle.
5. ?
To worship the gods.
6. ?
Some gods were partly human, some were nature gods and some were animals.
7. ?
They had two things in common with the Egyptians. They buried their kings in pyramids and they used picture writing.

Extra – Vocabulary, p. 23

*

Look at the words below and find a word from the same family in the text on page 22 of your workbook.

1. depth (n) / (adj)
2. religion (n) / (adj)
3. survival (n) / (v)
4. knowledge (n) / (v)
5. lead (v) / (n)
6. natural (adj) (n)
7. civilised (adj) (n)
8. mystery (n) (adj)

LESSON 5 – ACROSS THE AGES

Extra – Vocabulary, p. 26

*

1. Choose words from the two lists below to make more compound words. Can you explain what they mean?

1. grand — a. fish
2. song — b. teller
3. story — c. light
4. night — d. writer
5. gold — e. child

IT'S UP TO YOU

workbook

2. Combine words from list A with words from list B to make as many compound words as possible. Then use some of these compound words to match the definitions.

A	B
foot	prints
bank	note
note	book

- Marks left by someone's feet
- A piece of paper used as money
- A book recording money put in or taken from a bank
- A note at the bottom of a page
- A small book in which to write notes

3. Complete each compound word with the missing part.

Compound Nouns

fall, ache, cut, time, man, ~~work~~, seeing

e.g. housework

- head
- over
- rain
- chair
- sight
- hair

Compound Adjectives

kind, home, time, ~~middle~~, well, right, take

e.g. middle - aged

- - known
- - made
- - handed
- - hearted
- - away
- - consuming

4. Which compound word from the two lists above would you use to describe:

- a person who writes with his / her right hand
- a person who has a kind heart
- a meal that you take with you
- what tourists do when they see sights
- something that takes a long time to do
- the amount of rain that falls
- extra time that you work
- made at home and not bought from a shop

Activity 1.3, p. 26

**

Use an appropriate phrasal verb with **break** in the right form to complete the sentences.

- Many people were trapped in the building when the fire
- If your computer ever, call my brother. He's an expert.
- Jim and Sandra Don't mention I told you about it. It's a secret.
- The criminal managed to the maximum security prison.
- I heard the alarm and thought that someone my car.

Activity 1.5, p. 27

**

Add the words in the box below to the lists on page 27 of your workbook.

tremor	extinguish	rumble	sparks
sink	perish	victim	smoke

Activity 2.6, p. 30

**

Read what a young potter from Santorini said about the eruption of the volcano there. Put the verbs in brackets in the right tense to complete the story.

I slowly (1) (lift) my head from the pots I (2) (make) and listened carefully. I (3) (go) to the doorway and I (4) (look) out. People (5) (run) everywhere in panic. Some men next to me (6) (close) up their shops. I (7) (decide) to leave too. As I (8) (go) back in to get my things, there (9) (be) a tremendous rumble and the walls around me (10) (begin) to crack. The volcano (11) (erupt)! I (12) (reach) for my bag and quickly (13) (get) out. I (14) (not / know) what to do. As I (15) (try) to decide which way to go, a beautiful young girl (16) (take) my hand and (17) (pull) me away from my workshop. We (18) (start) running towards the beach. I (19) (not/know) her, but she (20) (look) familiar. Suddenly, I realised who she was ...

LESSON 6 – LIFE ON THE WATER

Activity 1.3, p. 31

Use the words in the box to fill in the blanks in the sentences below. One word will be used twice.

imposing **dragged** **wrapped** **preserved**
managed **dedicated** **constructed**

- The dead pharaoh's body was (1) in linen bandages which (2) it from decay.
- Thousands of workers (3) heavy granite blocks up dirt ramps and (4) giant tombs (5) to their pharaohs and life after death.
- No matter how (6) and secure the pyramids look, thieves and plunderers have (7) to break into them and steal the riches.
- The myth of the secret powers of pyramids will always be (8) in mystery.

Extra - Language focus, activity 2.4, p. 35

**

Read the text about a fatal voyage and put the verbs in the right tense.

If you believe in the curse of the Pharaohs, then here is one case which overshadows all others. In 1912 a liner (1) (cross) the Atlantic with a valuable cargo on board – an Egyptian mummy. None of the passengers (2) (know) about the mummy because it was said to carry a curse. It was the body of a prophetess who (3) (live) during the reign of Tutanhamun's father-in-law, Akhenaton. An ornament found with the mummy (4) (have) a spell on it. It (5) (say) that whoever (6) (dare) to disturb the mummy's sleep would suffer the horrible revenge of the mummy.

Because of its value, the captain (7) (order) his crew not to place the mummy in the hold but in the compartment behind the bridge on which the captain (8) (stand). Unknowingly, it was he who (9) (seal) the fate of 1,513 passengers. Most of them (10) (die) while the ship (11) (sink).

- Can you guess the ship's name?

UNIT 3 - TIME OUT!

LESSON 7 – GET ON BOARD!

Extra - Language focus, activity 3.1, p. 38

**

Fill in the blanks in the sentences below using either **(to) infinitive** or the **-ing** form of the verbs in the box.

join **travel** **watch** **stay** **splash**
eat **wait** **book** **visit** **go**

- Tony can't stand in queues.
- The baby enjoyed in the water.
- Would you like us at the theatre tonight?

- I fancy Chinese food for lunch. I'll order Peking duck, my favourite!
- John is keen on to far away places. He's going to India next month.
- Joan doesn't mind films on TV but she prefers to the cinema.
- I'd prefer my grandparents rather than at home.
- I'd rather the tickets today. There may not be any left tomorrow.

Activity 5, p. 40

**

Look at the map and the expressions on page 28 of your workbook. You are a stranger in town and you ask someone the way to the following places from the bus station.

- the cinema
- the shops
- the library
- the post office

Work in pairs, taking turns to ask for and give directions. Act out the dialogues.

LESSON 8 – WHAT AN EXPERIENCE!

Extra - Language focus, activity 2.1, p. 46

**

You are at a big shopping mall with some of your friends. Complete the dialogues with the appropriate future forms of the verbs in brackets.

- A.
- When (1) (the mall / close)?
 - All the shops (2) (close) at 8:30.
 - (3) (you / buy) more things?
 - Yes. I think I (4) (get) something for my friend Zoe. It's her birthday tomorrow.
 - I (5) (help) you choose something for her! I know just the shop!
- B.
- Wow! What a big bookstore. I'm sure you (6) (find) that book on cultures you wanted. Look at those over here.
 - Yeah! There are lots! As soon as I (7) (decide) which one I want, we can leave.
 - Don't worry! I (8) (wait)! Take your time.
- C.
- Oh no! Look at the time! I (9) (be) late! What time (10) (the last train / leave)?
 - Don't worry. Tony (11) (take) us home. Finish your shopping.
 - I think I (12) (come) back tomorrow. It doesn't really matter.

IT'S UP TO YOU

Activity 4, p. 48

*
Work in pairs. Use the prompts below and act out the dialogue.

Person A	Person B
Ask your friend what he/she wants to do.	Ask your friend to suggest something.
Suggest going swimming in the morning.	Accept the suggestion. You say you love it.
Suggest eating out for lunch.	Agree. Suggest going to Italian restaurant.
You don't like Italian food very much. Suggest a fish taverna instead.	Accept the suggestion.
Suggest going to a local concert in the evening.	Refuse. You want to buy souvenirs, see a film and wake up early in the morning.
Accept the suggestions. Finish the conversation.	

LESSON 9 – ...LET THE GAMES BEGIN!

Extra - Vocabulary p. 49

- Form derivatives from the following words?
 - wide (adj) (n) (v)
 - long (adj) (n) (v)
 - high (adj) (n) (v)
 - weigh (v) (n)
 - broad (adj) (n) (v)
- Complete the sentences below with a suitable word from the list above.
 - How much does a curling stone? 19 kg.
 - The of the mountain we're going to climb is 945 m.
 - Do you know the of this river? I think it's one of the longest.
 - The of this motorway is unbelievable. There are 5 lanes.
 - Athletes must watch their diet so as not to put on
 - Travel helps you your horizons.
 - You need to your trousers. You've grown tall lately.

Extra – Vocabulary, activity 1.3, p. 49

*
Complete the sentences with a suitable word from the box.

court pool course rink centre pitch

- At the end of the game, the football fans ran into the football
- Let's meet at the tennis for a game.
- I've just started learning ice-skating. I can't cross the yet.
- It's a great gym with its own heated swimming
- We can do a lot of sports at the new sports
- We can't go to the golf It admits only club members.

UNIT 4 – LET'S CHANGE OUR SCHOOLS

LESSON 10 – LOOKING AT OTHER SCHOOLS

Extra – Language focus, p. 58

*
Complete the sentences with **must**, **have to**, **should** in the right form.

- You drive when you feel tired. It's dangerous.
- I wear glasses for reading.
- Liz work on Saturdays, so she usually goes on trips.
- Why you leave early last night?
- You stay up late again. You need a rest.
- George work from 7:30 to 5:00 every day.
- 'You write in ink', the teacher told the students.
- You keep it a secret. You tell anyone else.
- Your salary is very low. You look for another job.
- we invite Jim to the party?

LESSON 11 – CHANGE THROUGH TIME

Extra – Vocabulary, activity 1.4, p. 60

Make or Do? Complete the blanks and match with the right definition.

1. your duty
 2. the most of something
 3. room for
 4. somebody a favour
 5. sure
 6. a fool of
 7. good
 8. a fortune
 9. a remark
- ___ a. to take advantage of
 ___ b. to be certain
 ___ c. to find room for
 ___ d. to make somebody look silly
 ___ e. to do what is expected of you
 ___ f. to benefit somebody
 ___ g. to do something for somebody to help him
 ___ h. to say something
 ___ i. to make a lot of money

Activity 3.3, p. 64

*

Work in pairs. Look at the job advertisement on page 64 of your workbook, complete the following interview and then act it out.

Interviewer: What (name)?

You:

Interviewer: How old

You:

Interviewer:

(you / work / group leader / before)?

You: Yes,

..... (work / group leader / summer camp / Kalamata /last year).

Interviewer: And

(what / you / know / sports / games)?

You:

..... (play football / volleyball / tennis, swim very well, organise / interesting games and activities).

Interviewer:

..... (have / other / hobbies)?

You:

..... (like music / have / a lot / CDs, member / drama club).

Interviewer:

..... (speak languages)?

You:

..... (English very well, also German and French).

Interviewer: Why

(think / you be / good / this job)?

You:

..... (love children, get on well with them, have / a lot / patience).

Interviewer:

(you / ask / anything / the job)?

You: Yes,

(what / be / my duties)?

Interviewer:

(you / accompany / children, help / if have / problem, organise / interesting activities).

..... (other / questions)?

You: Well, how much

..... (I / get / for job)?

Interviewer: 500 €. So, if that's all, you

..... (hear / us / soon). Goodbye.

You: Thank you very much. Goodbye.

LESSON 12 – CHANGE: AN ONGOING PROCESS

Extra – Vocabulary, activity 1.1, p. 66

**

The words below can be used both as nouns and as verbs.

copy view hand book use

Read the pairs of sentences below and decide which word is suitable for each pair.

1. a. Can you please me that newspaper?
 b. All books used to be written by in older times.
2. a. The from the top of the mountain is breathtaking.
 b. If you these DVDs on a traditional DVD player, they will not be very clear.
3. a. There are some people who can both hands.
 b. Don't touch this printing press when it is in It can be dangerous.

Extra - Language focus, activity 2.2, p. 68

**

Complete with the appropriate relative. Omit it where possible.

1. Here are the keys I lost last week.
2. The person wrote this book is very talented.
3. Our teacher is a man has a great sense of humour.
4. The scribes lived in ancient Egypt were considered very talented.
5. This is the man invention changed the world.
6. Hieroglyphs are a kind of script is difficult to read.
7. The boy wants to be a writer is in my class.
8. Was the book I lent you interesting?
9. The museum she visited is very well-known.

IT'S UP TO YOU

10. Katerina is the only student compositions are excellent.

UNIT 5 – THE ARTS!

LESSON 13 – QUITE AN ART!

Extra – Vocabulary, activity 1.1, p. 70

*

1. Use the words below to fill in the blanks.

violence numerous trapped images

- There were people waiting to see the president.
- Mary was terrified by the of the storm.
- Music often creates in our minds.
- The young boy was in the lift for two hours before the firemen got him out.

2. Use the words below to fill in the blanks.

**civilians brutal criticised define
interpret exact**

- “Can you the word ‘nuclear’?” asked the teacher.
- All were ordered to leave their homes in the war zone.
- Paintings of scenes from battles often include images.
- Please give me the amount. I haven’t got change.
- Whenever leaders from foreign countries meet, there is always someone there to from one language to the other.
- The journalist was for not being objective.

Extra – Vocabulary, activity 1.3, pp. 70-71

Look at the words in the box and explain what they mean. Then use them to fill in the blanks in the texts that follow. There is an extra word you do not need to use.

Prehistoric Art

**successful mixed stored pierced
found accepted depict believed
known natural symbolic**

The very first paintings (1) to archaeologists are those which were (2) on walls of caves in France and Spain. They are (3) to be over 20,000 years old. Most of the paintings (4)

..... animals and this has given experts a clue to their meaning.

It is now generally (5) that these images had (6) or magical functions. Palaeolithic man believed that by painting a picture of a bison (7) with arrows, he would have a (8) hunt. The images were painted in red, brown, yellow and black with brushes or fingers. The colours were made from (9) materials – such as rust or soot from fires – and were (10) with water. They were stored in bones and skulls.

Extra – Language focus, activity 2.2, p. 72

Use the passive voice to write full sentences from the prompts below. Make any other necessary changes.

- Ancient coins / exhibit / in the museum.
.....
- Paintings / sell / for great amounts of money.
.....
- The colours / must mix / before the artist starts.
.....
- Gifts and souvenirs / sell / in the museum’s gift shop.
.....
- Leonardo da Vinci and Michelangelo Buonarroti / believe / to be two of the greatest artists that ever lived.
.....
- People / fascinate / their work and some of their masterpieces / consider / to be priceless.
.....
- Many of their paintings and sculptures / find / in museums and churches along with works of other artists. All these works of art / guard / very carefully and complex security systems / use / for their protection.
.....
.....
.....
- If a work of art / consider / to be invaluable, it / put / in a special room where the temperature and even the humidity / control.
.....
.....
.....

LESSON 14 – IT'S MUSIC TO MY EARS

Extra - Language focus, activity 2.2, p. 78

*

1. Use Simple Past passive voice to complete the gaps.

Did you know?

Music for Shakespeare's play 'A Midsummer Night's Dream' (1) (write) by the famous composer Mendelssohn. Unfortunately, all his papers (2) (lose) when they (3) (leave) by the composer in a taxi. Thankfully, every note (4) (rewrite) from memory!

2. Use Simple Present or Simple Past passive voice to complete the gaps.

A violin that (1) (make) in the 18th century by Antonio Stradivari of Italy can be worth as much as \$1 million. These violins are so valuable because they (2) (consider) to be the finest violins ever produced. Stradivari's two sons (3) (train) to make stringed instruments as well. What made these violins so extraordinary? Specialists suspect the varnish that (4) (use). Stradivari's formula for the varnish (5) (write) on a page of the family Bible, but unfortunately, it (6) (destroy) by one of his descendants.

LESSON 15 – ACTING UP!

Extra – Reading, activity 1.2, p. 80

**

Read through the advertisements on p. 80 to find

- how many animals are mentioned.
.....
- which performance may be scary.
.....
- where a mother leaves her child.
.....
- who has a horrible voice.
.....
- which performance features someone in a mask.
.....
- which two performances are about kings.
.....

Extra – Vocabulary, activity 2.3, p. 82

Choose a suitable word from the box below to fill in the blanks.

scenery dialogue culture lines
performers special effects original
characters

The Japanese (1) has produced two (2) forms of theatre – Noh and Kabuki. Noh is very simple and formal. There is little spoken (3) and no (4) or (5) The (6) are all men wearing masks to represent their (7) A chorus sings the main performer's (8) while he executes the ritual movements of a dance.

Activity 5, p. 87

*

Your English friend is on holiday in Greece. You want to go to the cinema together. Look at the film summaries and complete the dialogue. Then act it out.

ZATHURA, ΜΙΑ ΠΕΡΙΠΕΤΕΙΑ ΣΤΟ ΔΙΑΣΤΗΜΑ ★
ZATHURA, A SPACE ADVENTURE, 2005 (103')

Αμερικανική ταινία σε σκηνοθεσία Τζον Φαβρό, με τους: Τιμ Ρόμπινς, Τζος Χάτσερσον, Τζόνα Μπόμπο. Δύο αδέρφια που δεν έχουν την ιδανικότερη σχέση μεταξύ τους ανακαλύπτουν το Zathura, ένα μαγικό παιχνίδι που τους μεταφέρει μαζί με το σπίτι τους στο Διάστημα και τους θέτει αντιμέτωπους με αληθινούς διαστημικούς κινδύνους.

ΤΟ ΧΡΟΝΙΚΟ ΤΗΣ ΝΑΡΝΙΑ: ΤΟ ΛΙΟΝΤΑΡΙ, Η ΜΑΓΙΣΣΑ ΚΑΙ Η ΝΤΟΥΛΑΠΑ ★★

THE CHRONICLES OF NARNIA: THE LION, THE WITCH AND THE WARDROBE, 2005 (140')

Αμερικανική ταινία σε σκηνοθεσία Άντριου Άνταμσον, με τους: Τίλντα Σουίντον, Τζόρτζι Χένλι, Σκάνταρ Κέινς. Τέσσερα αδέρφια ανακαλύπτουν σε ένα βρετανικό πύργο μια μαγική ντουλάπα που τους οδηγεί στην παραμυθένια χώρα της Νάρνια.

A: What's on at the cinema?

B: Let's look in the magazine. There's and

A: What's the Space Adventure about?

B:

A: Who's starring?

B:

A: Is it an English film?

B:

A: What's the plot of 'The Chronicles of Narnia'?

B:

A: That sounds interesting. What do the reviews say about them?

B:

A: OK. Shall we go and see

'.....' then?

IT'S UP TO YOU

UNIT 6 – HEALTHY LIVING

LESSON 16 – YOU ARE WHAT YOU EAT!

workbook

Extra – Vocabulary, activity 1.7, p. 91

**

This is a recipe for a yummy sandwich which is tasty and healthy. Choose the appropriate verbs from the list below to fill in the blanks. There are two extra verbs.

grate	chop	flake	slice
put	open	sprinkle	add
spread	drain	mix	bake

Ingredients

- 1 tin of tuna
- 3 tablespoons of mayonnaise
- 1 celery stalk
- bread
- Salt and pepper

- (1) the tin of tuna and (2) the oil.
- (3) the tuna into a bowl and (4) it with a fork.
- (5) the celery into small pieces, and (6) it to the tuna.
- (7) in the mayonnaise.
- (8) the bread and (9) the tuna filling onto one slice.
- (10) salt and pepper on it and enjoy.

Activity 2.2, p. 92

*

Complete the sentences in an appropriate way. The ideas in the box will help you.

eat / dairy products
become / fitter
not like / fresh
parents / help / them
your body / get / variety / nutrients
have / orange juice

- If you eat different kinds of food,
- If you don't like milk,
- You can have dried fruit if
- If somebody needs calcium,
- If you take regular exercise,
- Children will make healthier choices if

LESSON 17 – THE 'GREENEST' WAY TO SCHOOL

Extra – Language focus, activity 3.1, p. 98

*

- Put the verbs in brackets in the appropriate form for the second conditional.
 - If more students used bikes to get to school, the streets (have) fewer cars.
 - If you and your friends (walk) to school, it takes longer to get there.
 - Fotis would be in better shape if he (not / eat) so much junk food.
 - If I lived closer to school, I (wake) up later!
 - If Danae took up swimming, she (be) fitter and healthier.
 - If I (be) you, I wouldn't worry about my weight.
 - Erica (join) the new gym if it didn't cost so much.
 - If everyone (have) alternative vehicles, our cities would be ideal places to live in.

**

2. Match the two halves to make correct sentences.

- If the air becomes too polluted,
 - If you throw plastic into the sea,
 - Your meals will be healthy
 - If children are informed about recycling
 - Fewer children would eat unhealthy snacks
 - If more people worked at home
 - I would exercise more
 - If the world population keeps growing
- _____ a. we will have to find other places to live.
 _____ b. the streets would have less traffic.
 _____ c. they will grow up to be conscientious citizens.
 _____ d. if you grow your own vegetables.
 _____ e. it takes hundreds of years to disappear.
 _____ f. if I had a stationary bike at home.
 _____ g. if school canteens served fresh food.
 _____ h. the temperature will rise a lot.

LESSON 18 – GOING 'GREEN'

Extra – Writing, activity 3.4, pp. 102-103

Work in pairs or groups to create an advert for a new ecological product for TV, a billboard or a magazine. Your aim is to persuade other young people to become more environmentally conscientious.

Extra – Vocabulary, activity 4, p. 103

**

1. Look at the following ways of saving energy and complete the blanks with a suitable verb from the box below.

turn off	repair	recycle	walk
use	unplug	take	install
plant	collect	recharge	

- showers, not baths and a water-saving showerhead.
- the water while you're brushing your teeth.
- any electrical device that's not being used.
- reusable containers for food storage instead of wrapping food in foil or plastic wrap.
- your batteries, don't throw them away.
- paper products, glass, tin, plastic, aluminum, printer's toner cartridges.
-, cycle or carpool to reduce carbon dioxide pollution in the air.
- and mend rather than discard and replace.
- rainwater to water your plants.
- a tree. One well placed shade tree can reduce the cooling costs of your home by 25%.

2. Match the words with their definition.

- greenhouse effect
- smog
- endangered species
- insecticide
- habitat
- atmosphere
- evolution
- biosphere
- conservation
- extinct

- a. a species of plant or animal that is in danger of becoming extinct.
- b. the continuous modification and adaptation of organisms to their environments.
- c. no longer existing as an animal species.
- d. the warming trend on the surface and in the lower atmosphere of the planet, which occurs when solar radiation is trapped, as by emissions from the planet.
- e. the natural environment of a plant or animal.
- f. a substance used to kill insects.
- g. the mass of gases surrounding the earth.

- h. the act of preserving and protecting from loss, destruction or waste.
- i. the part of the earth's atmosphere and surface in which animals and plants can exist.
- j. a haze caused by the effect of sunlight on foggy air that has been polluted by vehicle exhaust gases and industrial smoke.

UNIT 7 – EMBRACING OUR WORLD

LESSON 19 – AGAINST THE ODDS

Activity 2.3, p. 106

**

Use a suitable word from the box below in the appropriate form to complete the sentences.

surface	head	scream	crack	grip	panic
---------	------	--------	-------	------	-------

- When Bethany saw the shark, she didn't She calmly swam towards the shore.
- The alligator and started going after the animal that was drinking water.
- Pericles got a good on the rope and slowly pulled the girl out of the water. He saved her life.
- If a river is frozen, don't try to walk on its because it may
- Although it was dark, the boy managed to read the map and for home.
- I heard a terrifying in the middle of the night, and went outside to see what was going on.

Extra - Language focus, activity 3.1, p. 107

**

Put the following sentences into the reported speech.

- "Don't worry, I'm all right", said Sarah.
Sara told her mother
- "I can't leave Fay all alone", Jenny said.
Jenny said that
- "You must ask mother before you leave the house", Ben said.
Ben told Jacob that
- "Sylvana invited me to her party yesterday", Irene said.
Irene said that
- "George is definitely a true hero", Said Pamela.
Pamela said that
- "Nick is eating all the ice-cream, mother", said Alex.
Alex told his mother that

IT'S UP TO YOU

workbook

LESSON 20 – SEEING THROUGH A FRIEND'S EYES

Extra – Vocabulary, activity 1.3, p. 110

**

What do the things in the chart below feel like? Put a tick under the appropriate touch characteristic. Then write down 4 more items and ask your partner to complete the chart.

	ice	flour	steel	jelly
WET				
DRY				
HOT				
COLD				
HARD				
SOFT				
ROUGH				
SMOOTH				
WET				
DRY				
HOT				
COLD				
HARD				
SOFT				
ROUGH				
SMOOTH				

1. Carla told me that
2. She said that
3. She told me that and that
4. She said that
5. She added that and that
6. She told me that
7. She said that
8. She wanted to know if
9. She asked me and

LESSON 21 – FRIENDS WITHOUT FRONTIERS

Extra - Language focus, activity 2.1, p. 116

*

Read the e-mail from your Italian friend and report back to your friends what she wrote to you.

Hi there,
 I've just arrived home and I'm getting ready to unpack! I can't believe my holiday is over! I had a great time and everything we did and saw was amazing! I can't thank you enough!
 I'm very lucky to have you as my friend and I feel I've known you for all my life. It's important to have good friends even if they live in other countries. I truly hope that I will be able to do the same for you one day. Will you think about coming next summer? Don't forget to say hello to your brother Mike for me and e-mail me soon.
 Love,
 Carla

Προέλευση φωτογραφιών

«Μια ζωή σαν τη δική μου», Εκδόσεις Πατάκη, [σελ. 11: (1)], «Μεγάλα θαύματα του κόσμου», Ερευνητές, [σελ. 17: (1), σελ. 21: (4)], «Σχολική Εγκυκλοπαίδεια Πατάκης-Oxford», [σελ. 20: (1), σελ. 21: (3), σελ. 84: (1)], «Μάγια & Αζτέκοι», Εκδόσεις Καρακώτσογλου, [σελ. 22: (1), σελ. 23: (1)], «Ίνκα», Εκδόσεις Καρακώτσογλου, [σελ. 24: (1), (2)], «Χαμένοι πολιτισμοί», Εκδόσεις Καρακώτσογλου, [σελ. 25: (1)], «Μάγια & Αζτέκοι», Εκδόσεις Καρακώτσογλου, [σελ. 22: (1), σελ. 23: (1)], «Αρχαία Ελλάδα», Εκδόσεις Καρακώτσογλου, [σελ. 29: (1)], «Αρχαία Ρώμη», Εκδόσεις Καρακώτσογλου, [σελ. 29: (2)], «Αρχαία Ελλάδα», Εκδόσεις Καρακώτσογλου, [σελ. 29: (1)], «BHMAGazino», Το Βήμα της Κυριακής, [σελ. 36: (3), σελ. 52: (1), σελ. 53: (1)], «Το μεγάλο εικονογραφημένο λεξικό σε έξι γλώσσες», Εκδόσεις Δομή, [σελ. 39: (1), (2), σελ. 52: (2)], www.free-photo-download.com, [σελ. 41: (1), (2), (3), (4), (6)], «Λονδίνο», Explorer, [σελ. 41: (5), σελ. 122: (1)], «Ελληνική μυθολογία», Εκδοτική Αθηνών, [σελ. 71: (1)], «El Greco» ArtBook, [σελ. 73: (3)], «Αρωματική κουζίνα», Βαγγέλης Δρίσκας, Εκδόσεις Πατάκη, [σελ. 88: (2), (3)], *Fooding*, τεύχ. 8, [σελ. 91: (2)], «Κινέζικη κουζίνα», Βαγγέλης Δρίσκας, Εκδόσεις Πατάκη, [σελ. 91: (3), σελ. 126: (3), (4), (5)], «Οικολογική πρόκληση», Πήγασος εκδοτική, [σελ. 100: (1), σελ. 101: (1)], «Ιστορία της γραφής», Ερευνητές, [σελ. 113: (2)]

