C. COMPARISON OF ADVERBS

Grammar Box

Study these examples

<table>
<thead>
<tr>
<th>The black horse runs more quickly than the white horse. It runs the most quickly of all.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUT</td>
</tr>
<tr>
<td>Tom works harder than Mary. He works the hardest of all.</td>
</tr>
<tr>
<td>George plays football better than his brother. He plays the best of all.</td>
</tr>
<tr>
<td>The plane travels faster than the train. It travels the fastest of all.</td>
</tr>
</tbody>
</table>

3. Practice

A. PAIR-WORK: Cartoon heroes
Which famous cartoon hero does the following?

| a. Runs in the desert the fastest. | Road runner |
| b. Fights for justice in Gotham City the hardest. |
| c. Flies in the air of Metropolis the highest. |
| d. Eats the most greedily. |
| e. Thinks the most cleverly. |
| f. Keeps his money the most safely. |
| g. Draws his gun the most quickly. |

Ask your teacher if you don’t know the answer. What special abilities or skills does each one have? Write about your favourite cartoon hero.

B. A GAME: Do it our way

Read the instructions to play the game.

GROUP A
- Choose a player and tell him/her to mime an action, e.g. play football.
- The player goes to Group B and asks: “How do you want me to do things?”
- Now return to your group and do your mime the way Group B told you to.
- If your group guesses the adverb correctly you get a point.

GROUP B
- A player from Group A comes and asks you “How do you want me to do things?”
- Give him/her an adverb, e.g. “quickly”.
- The other player goes to his/her group and tries to do the mime in the way you asked.

Play the game in turns.
1. Puck’s tricks

A. Listen and read the dialogues from the adapted play. Choose a character and learn his/her part by heart.

Narrator:
In Ancient Greece there is a girl named Hermia who loves a young man Lysander. However, her father says she must marry Demetrius but she does not want to. She and Lysander escape to a forest. Helena is Hermia’s friend and loves Demetrius. Helena and Demetrius also run away to the forest. Soon, they get tired and they fall asleep under the trees. In the forest, there is Nick Bottom, an actor and his group, who are putting on a play. Farther through the forest the queen of fairies Titania is arguing with her husband, Oberon who is very angry with her. So, he sends Puck, the playful sprite, to bring the juice from the love flower to make her love him again.

Puck:
Ha, ha! I’ll play a trick on all these people! I’ll turn this man to a donkey. Abracadabra! You, Nick Bottom, are a donkey! (Nick becomes a donkey)

Oberon: (angrily)
Give me the magic juice. I’ll put some of it in Titania’s eyes myself. When she wakes up, she will fall in love with the first one she sees. This will be me.

Titania:
Where am I? (Looking at Nick Bottom) Oh, my love! Who are you? You are so handsome!

Nick: (running away)
Help! Help!

B. PROJECT: Prepare and perform the scene from “A midsummer night’s dream”:

Work in groups to play the scene before an audience. Make preparations:

a. choose your role and learn your part
b. set the scenes
c. draw posters and masks
d. choose appropriate music
e. choose your costumes, and
f. announce your performance.

Take pictures or a video of the performance and include them in your portfolio.
Check yourself

A. CROSSWORD: Complete with “monster adjectives”

B. Write the opposite of these adjectives:
   - kind __________________________
   - predictable ____________________
   - sensitive ______________________
   - friendly _________________________
   - expensive _______________________
   - attractive _______________________

___ / 5 points

___ / 3 points
C. Look at the chart below and complete the sentences using the correct form of the adjectives warm and cool:

1. Monday is _____________ Friday.
2. Thursday is _____________ Tuesday.
3. Friday is the ________ day of the week.
4. Wednesday is ________ day of the week.
5. Monday is _____________ Thursday.
6. Monday isn’t _____________ Tuesday.

D. The table below shows some pupils’ performances at sports. Look at the information and fill in the sentences using the correct form of the adverbs: quickly, high, far, well:

<table>
<thead>
<tr>
<th>PUPIL’S NAME</th>
<th>100 m SWIMMING RACE</th>
<th>HIGH JUMP</th>
<th>DISCUS THROWING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Markos</td>
<td>1 min 30 sec</td>
<td>1,35 m</td>
<td>15 m</td>
</tr>
<tr>
<td>Peter</td>
<td>1 min 29 sec</td>
<td>1,50 m</td>
<td>16 m</td>
</tr>
<tr>
<td>Steven</td>
<td>1 min 34 sec</td>
<td>1,35 m</td>
<td>14,50 m</td>
</tr>
</tbody>
</table>

1. Peter runs _____________ of all.
2. Markos runs _____________ Steven.
3. Peter throws the disc _____________ of all.
4. Steven jumps _____________ Markos.
5. Steven doesn’t throw the discus _____________ Markos.
6. Peter is _____________ athlete of the three.

**My total score is ___ / 20 points**

---

**NOW TICK WHAT YOU CAN DO**

I can talk about
- Similarities and differences
- People’s appearance and personality
- Parts in plays (act out)

I can listen to and understand
- A ghost story

I can read and understand
- Long stories and literature extracts about creatures

I can write about
- The appearance/ personality/ skills of people and creatures

**REMEMBER when you read a text in English:**
- Don’t worry about unknown words and try to guess their meaning from context.

See p. 47 Workbook
We are here to READ biographies of inventors, an e-mail and attached files and a poem about the “Fall of Icarus”

and TALK about Deadalus and Icarus and a painting

and LISTEN TO the myth of Deadalus and Icarus and a dialogue about an incident during a flight

and WRITE a biography and a poem

and LEARN about the technology of aeroplanes and how to use Simple Past, Past Continuous and linking words

A. Do you remember the story of Daedalus and Icarus? Put the pictures A-F in the right order. Write 1-6 in the boxes.

B. Now listen to the story and check your answers.
Lesson 1  A day at the Museum

1. Reading

A. Jim and Mary received an e-mail message from their pen friends Joan and Joe from London, UK. Read the e-mail and answer the following questions:

1. What did Joan and Joe see in the Fleet Air Museum?
2. Did they enjoy the visit?
3. What did they learn?
4. What else did they send Jim and Mary?
5. Is there a similar museum in Greece? Organise a visit with your class.

Dear Jim and Mary,

Yesterday, our class visited the Fleet Arm Museum outside London near Yeovilton. We saw over 40 historic planes there and we heard a lot about the history of planes and the Wright brothers, the first fliers. We also saw modern aeroplanes and then we flew on a helicopter in a simulator! It was exciting! We learnt about the four forces of flight, too.

Open the attached files:
These are the worksheets we worked on in the museum. Do you want to try them, too?

Kisses
Joan and Joe
The Wright Brothers

Wilbur and Orville Wright invented the first aeroplane in the United States of America in 1903. The Wright brothers thought of the flight when one day their father returned from a trip and surprised the boys with a small toy. .................. (1) The boys admired the toy very much and they said that they wanted to fly. While the boys were growing up, they were always repairing and fixing things. .................. (2) and sold them to classmates. Later, .................. (3) and repaired bicycles. They used the money from the bicycle shop for their first flight experiments. The historic flight lasted for just 12 seconds and covered about 120 feet. This changed the world forever.

Sources: http://www.nasm.si.edu/wrightbrothers/, www.wright-house.com/wright-brothers

Can you label the missing parts of the aeroplane?

aileron
rudder
fin
fuselage
nose wheel
landing gear
2. Grammar

Do you remember?

A. TALKING ABOUT THE PAST TIME

1. Complete the sentences in the Grammar Boxes:

Grammar Box 1

**Past Simple**
The Wright Brothers invented the first plane in 1903.
We saw historic planes and we heard about the first flyers, the Wright brothers.
We _____________ the Fleet Arm Museum, we _____________ modern aeroplanes
and then we _____________ on a helicopter, in a simulator.

Grammar Box 2

**Past Continuous**
While the boys were growing up, they were always repairing and fixing things.
While Mary _____________
_____________ computer games, Jim _____________
_____________ TV and their parents _____________
_____________ books.

2. Now underline the correct tense to form the rule:

a. We use the Past Simple / Continuous Tense for actions that continued for some time in the past.

b. We use the Past Simple / Continuous Tense for a series of actions that took place at a certain time in the past.
3. Practice

A. ROLE PLAY: TALKING ABOUT ICARUS

<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are talking to your friend Jim. You read Icarus’ story in your history book and now you are telling it to your friend who needs to find information about Icarus and his accident for a project at school. Answer your friend’s questions, using Past Simple and Continuous.</td>
<td>You are Jim from London. You need to learn about Icarus and his accident for a project at school. Ask about the flight, the fall and how it all started. Use question words: how, when, what, who, etc., with verbs in Past Simple and Continuous.</td>
</tr>
</tbody>
</table>

B. Jim is telling you the story of the Wright Brothers. He doesn’t remember it well and makes a few mistakes. Correct him.

Example:

a. The Wright brothers invented the first plane in France in 1903.  
   No, they didn’t invent it in France. They invented it in the USA.

b. Their father gave them a flying carpet.  
   No, he didn’t…

c. While the two brothers were growing up, they were working with their father.  
   No, while they…

d. When the boys were young, they made keys and sold them to classmates.  
   No, that’s not correct. They…

e. The historic flight lasted 13 seconds.  
   You’re wrong…

C. MEDIATION

Jim and Mary are working on a school project and want to find information about Julius Verne and his books. Look at the book summary on the cover of one of his books you found at the school library. Write an e-mail to Jim and Mary telling them about the book and the story.
Lesson 2  An air pocket

1. Listening / Speaking

Before you listen, discuss the following questions:

1. Is travelling by aeroplane safe?
2. What problems do pilots face while they are flying? Name some.

A. Jim, Mary and their father are travelling on an aeroplane. Listen to their dialogue. What was the in-flight problem discussed? Where was the plane travelling to?

Problem _______________________________________
___________________________________________
Flight _______________________________________
___________________________________________

B. Listen again and complete the sentences:

1. While the plane was flying above the ocean, it _____________ a dive.
2. The airhostess _________________ coffee and the passenger next to Jim’s father _________________.
3. Jim’s father _________________ a magazine.
4. Jim’s father _________________ his prayers when he heard the captain’s voice.

C. The next day Jim went to the school library to find more information about planes and how they fly. Here are some pictures he found:

PICTURE A
Can you help Jim match the four forces with the correct direction?

Drag pushes the plane _________________
Lift pulls the plane _________________
Thrust pushes the plane _________________
Gravity pushes the plane _________________

The four forces of flight
PICTURE B

Look at the pictures of the planes below, read the information and write **T** (true) or **F** (false) next to statements 1-4:

**TYPES OF PLANES**

**Boeing 747**

These planes carry passengers and cargo. Their speed is just below the speed of sound (350-750 MPH). Their engine is very powerful and they can travel very quickly with many people and goods.

**Seaplane**

Most of the early planes can fly at 100-350 MPH. Examples of this kind of planes are the two- and four-seater passenger planes and seaplanes that can land on water.

**The Concorde**

760 MPH is the speed of sound. These planes can fly up to five times the speed of sound (760 - 3500 MPH). They have a special engine and they are designed with lightweight materials. Do you know why? To have less drag.

**Rocket**

Rockets fly at speeds 5 to 10 times the speed of sound (3500 - 7000 MPH) as they orbit. They have a very powerful engine in order to travel at this speed.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Truth</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Boeing travels very fast.</td>
<td>T</td>
</tr>
<tr>
<td>Rockets fly 4 times the speed of sound.</td>
<td></td>
</tr>
<tr>
<td>The seaplane can land on water.</td>
<td></td>
</tr>
<tr>
<td>The Concorde travels below the speed of sound.</td>
<td></td>
</tr>
</tbody>
</table>
2. Grammar

**A. TALKING ABOUT THE PAST TIME**

1. Complete the sentence in the Grammar Box:

   **Grammar Box**

   **Past Continuous – Past Simple**

   I was **flying** over the ocean **when** the plane **took** a dive.
   
   **While** I ____________________ my prayers, I ____________________ the captain’s calm voice.

   I was flying over the ocean when...  ...the plane took a dive

2. Now complete the rule with **a** or **b**:

   a. a past event  
   b. a longer activity that sets the scene in the past

   When the *Past Continuous* and the *Past Simple* appear in the same sentence the *Past Continuous* describes __________ and the *Simple Past* describes __________

**B. USING LINKING WORDS**

(at) first, then, after that, when, while, as, later, finally, (at) last

1. Study the examples in the Grammar Box to see how to use linking words:

   **Grammar Box**

   **Linking words**

   *As* the Wright brothers were growing up, they were repairing and fixing things.
   
   *First*, they made kites and sold them to classmates.
   
   *Then*, they opened a bicycle shop and repaired bicycles.
   
   *Later*, they used the money for their first flight experiments.
   
   *Finally*, they flew the first plane in 1903.

2. Now, write your own sentences using the linking words that don’t appear in the Grammar Box: after that, when, while, in the end.
3. Practice

A. THE MISSING LUGGAGE
You are waiting for your flight at the airport when you realise that your handbag is missing. Ask a security officer for help. Tell him/her what you and the people around you were doing.

I was... when...

B. IGOR SIKORSKY: The father of the helicopter
Your teacher has asked you to write the biography of another inventor: Igor Sikorsky. Here are some notes about him. Read the notes and write his biography using linking words to join the sentences. Then present it in class.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1889</td>
<td>Born in Kiev, Russia</td>
</tr>
<tr>
<td></td>
<td>As a schoolboy, he (build) several model aircraft and helicopters</td>
</tr>
<tr>
<td></td>
<td>(study) in Russia and Paris, France</td>
</tr>
<tr>
<td></td>
<td>(build) the world’s first multi-engine aircraft</td>
</tr>
<tr>
<td>1919</td>
<td>After Russian revolution (emigrate) to USA</td>
</tr>
<tr>
<td></td>
<td>his money (run out), (teach) Russian immigrants mathematics, astronomy and aviation</td>
</tr>
<tr>
<td></td>
<td>(work) as an aircraft designer</td>
</tr>
<tr>
<td>1923</td>
<td>(start) his own aeronautical company, the Sikorsky Aero Engineering Corporation</td>
</tr>
<tr>
<td>1925-1940</td>
<td>(create) a series of increasingly successful aircraft, including the first helicopter</td>
</tr>
<tr>
<td>1972</td>
<td>(die) in USA</td>
</tr>
</tbody>
</table>

You can start and finish like this:
Put his biography in your portfolio.

People call Igor Sikorsky ‘the father of helicopter’. He was born...

The Sikorsky Aircraft Corporation continues to the present day as one of the world’s leading helicopter manufacturers.
Lesson 3  The Fall of Icarus

The Project

A. Look at the painting and read the poem below it.
What do they have in common? Can you spot Icarus in the picture?

According to Brueghel, when Icarus fell...

It was spring.
A farmer was working in his field.
A shepherd was looking after his sheep.
A fisherman was catching fish near the edge of the sea.
All were sweating in the sun that melted the wings’ wax.
Off the coast there was a splash quite unnoticed.
This was Icarus’ drowning.

B. Draw your own picture or write your own poem about the fall of Icarus.
Follow the steps on the right:

• Try to find as many pictures / texts about the fall of Icarus as you can
• Study them and try to find a way to express your own feelings and ideas
• With your partners in your group, draw your picture or write your poem
• Present it in class

Landscape with the Fall of Icarus
Pieter Brueghel
Landscape with the Fall of Icarus created in 1558
Oil on canvas, Musées Royaux des Beaux-arts de Belgique, Brussels
Check yourself

A. Let's solve the riddles

1. Where do the pilots fly the plane from? ____________________________ cockpit
2. It runs when you have a cold but it’s the front part of a plane, too. ____________
3. Dogs shake it when they are happy but it’s also the back part of a plane. __________
4. These help birds and planes to lift into the air. _______________________________
5. What is the force that pushes the plane downwards? __________________________
6. What is the force that pushes the plane upwards? ____________________________

B. Complete the text using the verb in parenthesis in the right tense:

THE MONTGOLFIER BROTHERS
Joseph (1740-1810) and Jacques Etienne (1745-1799) Montgolfier were two French bothers who (invent) the first successful hot-air balloon. They (launch) their first balloon in December, 1782. Almost a year later, the first trip (be) possible.

Joseph and Jacques Etienne (make) a paper balloon, they (burn) wet straw and (fill) it with hot air. It (begin) to rise because hot air is lighter than the rest of the air. The first passengers in a hot-air balloon (be) a rooster, a sheep, and a duck, whom the Montgolfier brothers (send) up to an altitude of 1,640 ft (500 m) on September 19, 1783.

The trip (last) for 8 minutes. The animals (survive) the landing. King Louis XVI and Queen Marie Antoinette of France (watch) this event.

C. Join the sentences:

1. King Minos jailed Daedalus and Icarus a. but that didn’t help much.
2. Daedalus thought that the only way to escape b. into the deep sea.
3. Daedalus made c. in the labyrinth.
4. Icarus didn’t remember d. but he couldn’t find his son.
5. Icarus flew higher and higher until e. the wax started to melt.
6. Icarus moved his arms faster and faster f. was to fly out of prison.
7. Icarus fell down g. two sets of wings.
8. Daedalus looked hard h. his father’s advice.
D. Look at the pictures and write the story using Past Simple and Past Continuous and the linking words as, when, after that, then, while:

Mr Badluck was packing his suitcase to go to the airport when ___________ ____________ ____________ ____________ He left in a hurry ____________________________________________________________________________ ____________________________________________________________________________ ____________________________________________________________________________ ____________________________________________________________________________ ____________________________________________________________________________ ____________________________________________________________________________ ____________________________________________________________________________ ____________________________________________________________________________ ____________________________________________________________________________ ____________________________________________________________________________ ____________________________________________________________________________ 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You are here to READ
a questionnaire / a diary / the lyrics of a song / a museum leaflet

and TALK about
memories of the past / past habits / photos of the past

and LISTEN TO
a song / a museum guide / a recorded message with museum information

and WRITE
an informal letter

and LEARN about
how to ask for information or directions / how to give information or directions / how to talk about past habits with used to … / about the public transport system in London

MEMORIES
What did you use to do when you were 5 years old?

Tick ☑ the correct facts:

- I used to crawl
- I used to play with my Lego
- I used to be afraid of the dark
- I used to believe in Father Christmas
- I used to bite my nails
- I used to drink a lot of milk
Lesson 1  Diaries

1. Reading

A. Anastasia’s grandmother was a young girl in the 1960’s and lived in the UK with her parents. These are a few pages from her diary Anastasia found.

Read the pages quickly to find out how her grandmother used to spend her weekends.

**Tuesday, November 5, 1968**
I am very happy today! I bought a nice mini skirt and a pair of high heeled shoes to wear at Angie’s party on Saturday. I also bought her a present: a record of The Beatles!

**Sunday, November 10, 1968**
Angie’s party last night! It was fantastic! We all danced rock and roll and sang The Beatles’ song “Yesterday”.
Angie was beautiful in her new pair of bell bottomed pants and everyone seemed to admire my mini skirt!
I met Andreas, her cousin. He wore his hair in a pony tail. It was really cute! The food was delicious and the drinks, too. I had a lot of canapés and fruit punch.

**Monday, November 11, 1968**
It’s too bad I can’t wear my new mini skirt at school but it’s Catherine’s name day party next weekend. I can wear it then.
Anyway, I look nice in my blue uniform! That’s what my mum says!
I saw Andreas on the way from school. I was too shy to talk to him!

**Wednesday, November 13, 1968**
I learned very interesting things during the history lesson today. Our teacher explained that in Ancient Greece both men and women used to wear linen in summer and wool in winter. Their clothes were simple tunics and warm togas. They also enjoyed using mirrors and hairbrushes. Women kept their hair long, in braids, or wore it in ponytails. Men used to have their hair short and they usually had a beard, too. Both men and women used to wear perfume. How interesting!
B. In the 1960’s

Read the diary entries again and complete the following table with the correct information about young people in the 1960’s.

<table>
<thead>
<tr>
<th>wear...</th>
<th>eat / drink...</th>
<th>listen to...</th>
<th>dance...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. In Ancient Greece

Anastasia’s grandmother learned about Ancient Greece at school. Use the information in her diary to complete the phrases below:

In Ancient Greece...

a. Men and women’s clothes used to be __________

b. Women used to have their hair __________

b. Women used to have their hair

_______________________________

c. Men used to have __________

___________________________

___________________________

d. Both men and women used to __________

___________________________

___________________________

D. Anastasia’s grandmother used to wear a blue uniform at school.

Did she like it or not? What do you think? What is your opinion about pupils wearing uniforms at school?
2. Grammar

A. TALKING ABOUT STATES OR HABITS IN THE PAST

Study these boxes:

**Grammar Box 1**

<table>
<thead>
<tr>
<th>used to + infinitive OR Past Simple</th>
<th>linen clothes in summer. <em>(A past state that is not true now)</em></th>
<th>rock music. <em>(An old habit that has now stopped)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>In Ancient Greece, people</td>
<td>used to wear or wore</td>
<td>Whatever they wore in summer.</td>
</tr>
<tr>
<td>When I was fifteen I</td>
<td>used to listen to or listened to</td>
<td>Whatever they listened to in their youth.</td>
</tr>
</tbody>
</table>

**Grammar Box 2**

<table>
<thead>
<tr>
<th>BUT</th>
<th>a linen jacket at the party last night. <em>(Something we did at a specific time in the past)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>My cousin Suzan wore</td>
<td>wore</td>
</tr>
</tbody>
</table>

B. Now fill in the rules with **used to, bare infinitive** and **Past Simple**:

We use **used to** + _______ ______ to talk about past habits or states which are no longer true. We can replace **used to** + _______ ______ with **Past Simple** without changing the meaning.

C. Read the examples below and complete the table:

<table>
<thead>
<tr>
<th>AFFIRMATIVE</th>
<th>NEGATIVE</th>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>They used to dance Rock ‘n’ Roll. <em>(They don’t dance it any more)</em></td>
<td>They didn’t use to Rap. <em>(They sang love songs instead)</em></td>
<td>Did they use to dance Rock ‘n’ Roll?</td>
</tr>
<tr>
<td>____________</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>____________</td>
<td>____________</td>
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<tr>
<td>____________</td>
<td>____________</td>
<td>____________</td>
</tr>
</tbody>
</table>
3. Practice

A. CHECK YOUR MEMORY
Tim, your pen friend from Ireland, wants to know what you learned in your last lesson. Tell him about people’s habits in the 1960’s and in Ancient Greece:

B. WHAT DID YOU USE TO DO WHEN YOU WERE 5?
You want to find out about your partner’s present and past life. Ask each other questions and fill in the table (NOW - THEN):

<table>
<thead>
<tr>
<th>Now</th>
<th>Then</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She does his/her homework.</td>
<td>He/She used to go to his/her grandparents’.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You can ask:
What kind of clothes / wear at parties?
What / do at weekends?
What games / play?
What / do in the evenings?
Which TV programs / watch?

C. Read the lyrics of The Beatles’ song ‘Yesterday’. Is the singer happier today than he was yesterday?

D. Find a photo of you at the age of 4 or 5 and bring it in class. Don’t worry if you don’t have one; draw a picture of you at that age. Use this photo or drawing and the information in exercise B to write about you at that age. Add more information if you like and put it in your portfolio.

Begin like this: This is a photo of me when I was... years old. At that age, I used to...
Lesson 2 Transportation

1. Speaking

A. Listen to a recorded message, which gives information about the London Transport Museum and complete the table with the information you need to visit the Museum. You will listen to the message twice.

<table>
<thead>
<tr>
<th>Opening hours</th>
<th>Sat-Thu ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fri ________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Admission</th>
<th>adults: £______________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>students: £______________</td>
</tr>
<tr>
<td></td>
<td>children under 16 (accompanied by adult): __________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>__________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nearest Underground Station</td>
<td>Covent Garden</td>
</tr>
<tr>
<td>Phone</td>
<td>(0) 207 37 96 344</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.ltmuseum.co.uk">www.ltmuseum.co.uk</a></td>
</tr>
</tbody>
</table>

B. Anastasia’s class is going on a guided tour to the London Transport Museum. Listen to the guide. Are the sentences below TRUE or FALSE?

<table>
<thead>
<tr>
<th>Sentence</th>
<th>T/F</th>
</tr>
</thead>
<tbody>
<tr>
<td>The guide takes the children to the room with trams.</td>
<td>T</td>
</tr>
<tr>
<td>People used to pull the trains in Victorian time.</td>
<td></td>
</tr>
<tr>
<td>Victorian people used to travel by omnibuses.</td>
<td>F</td>
</tr>
<tr>
<td>Children can drive a double-decker bus.</td>
<td></td>
</tr>
<tr>
<td>Children can play the treasure hunt game.</td>
<td></td>
</tr>
<tr>
<td>The gift shop sells drinks and snacks</td>
<td></td>
</tr>
</tbody>
</table>
2. Asking for and giving directions / information

Everyday expressions

<table>
<thead>
<tr>
<th>Asking for directions / information</th>
<th>Giving directions / information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excuse me, how can I go/ get to...</td>
<td>Go up/down... street until you get to...</td>
</tr>
<tr>
<td>Can/could you tell me where... is, please?</td>
<td>Go straight...</td>
</tr>
<tr>
<td>Can/Could you show me the way to...?</td>
<td>Walk as far as...</td>
</tr>
<tr>
<td>What time...?</td>
<td>Take the bus/ train to...</td>
</tr>
<tr>
<td>How much...?, please?</td>
<td>Turn right/left...</td>
</tr>
<tr>
<td>It's on the corner of...</td>
<td>It's on the corner of...</td>
</tr>
<tr>
<td>Take the first/second turning...</td>
<td>Take the first/second turning...</td>
</tr>
<tr>
<td>It is near/opposite/behind/in front of/ between...</td>
<td>It is near/opposite/behind/in front of/ between...</td>
</tr>
<tr>
<td>You can’t miss it!</td>
<td>You can’t miss it!</td>
</tr>
</tbody>
</table>

3. Practice

A. PAIR WORK: VISITING THE MUSEUM

**Student A**

It is Tuesday 9.00 a.m.
You are at BOND STREET Underground station in London, and you want to go to the London Transport Museum. Phone the Museum and ask them for directions how to get there. Ask information about the times and cost of admission.

**Student B**

You are working at the ticket office in the London Transport Museum. You answer the phone and give all the information and directions Student A is asking for.

Use the map on the right to give and follow the instructions.
B. THE LIST OF RULES
Read the List of Rules the students found in the museum. Are they different from today’s rules?

Write a list of rules you can find in today’s trains or buses. What other rules can you add to this list?

C. LONDON ‘UNDERGROUND’ AND ATHENS ‘ATTIKO METRO’
You are in London with your parents and friends who cannot understand English signs. Match the following rules you found in the London ‘tube’ with the ones from Athens ‘Attiko Metro’ to explain their meaning. How are they different?

- No smoking
- Do not consume food or drink
- Don’t lean against the door. It opens automatically.
- Mind the gap
- Keep clear of the doors
- Wait till the train stops
- Way out →

RULES OF THE OMNIBUS
(Published in “THE TIMES” 30 Jan. 1836)

• Keep your feet off the seats.
• Have your money ready when you desire to alight.
• Do not impose on the conductor the necessity of finding you change. He’s not a banker.
• Do not spit on the straw.
• Behave respectfully to females.
• If you bring a dog let him be small.
Dear...

I’ve great news to tell you.

Last week my class went to the London Transport Museum to see the trains. You can have a go at operating a tube train on the simulator. It’s not real, but you can see what the driver sees when he’s driving the train and there are the real levers and buttons. In another part of the museum you can see how the tracks and the signals work. It was really interesting.

The buses and trains they had in the old days were very smart inside. The Victorians had buses pulled by horses but they didn’t have real horses in the museum.

The café was nice but the toilets were disgusting, they stank. Yuck! But I still thought it was really fantastic. I really had a great time!

Yours,
Joe

---

**D. PAIR WORK: OLD MEANS OF TRANSPORT**

Your friend Joe from Britain is visiting you in Greece. He sees the photo below and wants to know where he can find a horse carriage like this. With your partner, give him the information he needs and explain why and where it is still used.

**E. LETTER WRITING**

1. This is part of a letter you received yesterday from your pen friend in Britain. What news does he give you?

---

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Yours,
Joe

---

**LEARNING STRATEGIES**

When I write a letter...

- I decide who I am writing to
- I decide why I am writing
- I decide what I am going to write about.

- I include a salutation
- I include an opening paragraph
- I include the main part of the letter
- I include a closing paragraph
- I end my letter and sign it.

---

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Yours,
Joe

---

2. The opening and the closing paragraphs of the letter are missing. Choose one from the following table and write it in.

<table>
<thead>
<tr>
<th>Opening paragraphs</th>
<th>Closing paragraphs</th>
<th>Endings</th>
</tr>
</thead>
<tbody>
<tr>
<td>I hope you are well...</td>
<td>That’s all for now. Take care and write soon.</td>
<td>Cheers, Love, Lots of kisses, Yours, Best wishes,</td>
</tr>
<tr>
<td>Thanks for your letter...</td>
<td>It was nice to hear from you...</td>
<td></td>
</tr>
<tr>
<td>I’m looking forward to hearing from you.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Now send a letter to Joe and tell him about a school visit to a museum or place of interest. Tell him about it, what you saw and did there, and if you liked it or not. Follow the layout of the letter in Task 1 and choose phrases from the box above to begin and end your letter. Put it in your portfolio.
Lesson 3 The Museum Leaflet

The London Transport Museum

A. Look at the front and back page of the London Transport Museum leaflet. What information can you find in it?

B. PROJECT: Make your own leaflet about a local museum

- Visit a local museum or find information about it on the internet
- Try to find leaflets, posters, postcards, etc. from other museums (you can visit the webpage http://www.e-yliko.gr/physmuseums.htm)
- Find relevant pictures to put on your leaflet or draw your own
- Think of a slogan or a smart phrase to attract people
- Write the text, including all relevant information (opening hours, admission, etc.).

Include your leaflet in your portfolio.