Check yourself

A. Put the words in the box in the right column:

ponytail
blue uniform
hair brush
bell bottomed pants
braids
high-heeled shoes

<table>
<thead>
<tr>
<th>hairstyle and accessories</th>
<th>clothing and shoes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Complete the missing information:

| ___________________________________________ | Sat-Thu: 10 am - 6 pm  
Fri: 11 am - 6 pm |
|___________________________________________|_________________________|
|                                           | adults: £ 5.00          
students: £ 3.50
children under 16 (accompanied by adult): FREE |
|__________________________|_________________________|
| Nearest Underground Station | Covent Garden         |
| ________________________| ________________________|
| (0) 207 37 96 344        | www.ltmuseum.co.uk     |

C. Match the English with the Greek signs:

Do not consume food or drink

Don’t lean against the door.  
It opens automatically.

Mind the gap

Wait till the train stops

Way out ➔

Keep clear of the doors

Keep your feet off the seats

ΜΗ ΒΑΖΕΤΕ ΤΑ ΠΟΔΙΑ ΣΤΑ ΚΑΘΙΣΜΑΤΑ
ΕΞΟΔΟΣ
ΠΕΡΙΜΕΝΕΤΕ ΜΕΧΡΙ Ο ΣΥΡΜΟΣ ΝΑ ΣΤΑΜΑΤΗΣΕΙ
ΜΗ ΕΜΠΟΔΙΖΕΤΕ ΤΗΝ ΕΞΟΔΟ
ΠΡΟΣΟΧΗ ΣΤΟ ΔΙΑΚΕΝΟ
ΜΗ ΒΑΖΕΤΕ ΤΑ ΠΟΔΙΑ ΣΤΑ ΚΑΘΙΣΜΑΤΑ
ΠΡΟΣΟΧΗ ΣΤΟ ΔΙΑΚΕΝΟ

___ / 3 points

___ / 5 points
D. Write 3 things Anastasia used to do and 3 things she didn’t use to do in the past:

1. Anastasia used to wear glasses.
2. _____________________________
3. _____________________________
4. She didn’t use to _____________________________
5. _____________________________
6. _____________________________

___ / 5 points

E. Put the following dialogue in the correct order:

1. The nearest underground station is Omonia Square.
2. What time does the film start?
3. Excuse me, how can I get to the Rex Theatre?
4. It starts at eight and it finishes at ten.
5. It’s seven Euros.
6. Take Panepistimiou Street, it’s on your left hand, next to the Titania Hotel.
7. Thank you.
8. How much is it?

See p. 48 Workbook

___ / 4 points

My total score is ___ / 20 points

NOW TICK WHAT YOU CAN DO

I can talk about • My memories and habits of the past......
I can ask for and give information / directions
I can read • diaries ...........................................
• museum leaflets ......................................
• maps ....................................................
I can express my feelings about • Places I have visited .........................
I can write • A letter to a friend ..........................
We are here to READ
  job profiles, job advertisements, safety rules in a working environment, and a job interview questionnaire
and TALK about
  skills/abilities, interests, personal traits, future careers, a job interview
and LISTEN TO
  professionals while they are working
and WRITE
  new year resolutions, safety rules, job profiles
and LEARN about
  the use of modals (can, may, should) expressing ability, possibility, permission and advice, the use of Future in predictions, promises, warnings, requests, offers, decision on the spot and the use of going to expressing intention or something pre-arranged.

Complete the following sentences about yourself.

1. When I was younger I wanted to be a: ___________________
2. Today, I would like to be: ___________________
3. My favourite subjects at school are:
   Most favourite: ___________________
   Second most favourite: ___________________
4. Two things I like to do in my spare time:
   a. ___________________
   b. ___________________
5. What I can do best is: ___________________
6. My friends think I’m very good at: ___________________
7. My teachers think I’m very good at: ___________________
8. My parents think I’m very good at: ___________________
Lesson 1  Talking About Jobs and Careers

1. Reading

A. An English High School in Thessaloniki organised a “Career Day” event. The pupils of the 6th Class have visited it and listened to the professionals talking about their jobs.

Look at the pictures below and match them to these jobs:

a. nurse
b. ecologist
c. jewellery designer
d. air traffic controller
e. hairdresser

What school subjects do they need to be good at in order to do these jobs?

B. Listen and read the texts on the opposite page and say for which of these professions it is necessary:

1. to work outside
2. to be good at working with their hands
3. to work in a lab
4. to work in a team
5. to work shifts
6. to have good communication skills
7. to care for and show love to people

It’s your choice: You can find a different version on page 128
C. What traits of personality are important for a JEWELLERY DESIGNER and a NURSE?

<table>
<thead>
<tr>
<th>jewellery designer</th>
<th>nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Grammar

Look at these examples
Which example(s) show(s) ability? _______
Which example(s) show(s) possibility? _______

a. I can use a lot of hand tools.
b. Ecologists can work in a lab.
c. I may work night shifts.

A. Write what the following people can do and where they can or may work:

<table>
<thead>
<tr>
<th>Profession</th>
<th>what he/she can do</th>
<th>where he/she works</th>
</tr>
</thead>
<tbody>
<tr>
<td>lifeguard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>doctor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>football player</td>
<td></td>
<td></td>
</tr>
<tr>
<td>car mechanic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Read this job advertisement and pay attention to the underlined verbs. What are they followed by?

LIFEGUARD WANTED FOR ALIMOS BEACH
Are you strong and healthy? Can you dive and swim fast? Then you are our man/woman! The job of the lifeguard can be dangerous. That’s why you should be brave and well trained. You may need to save people’s lives. You can use the facilities of the beach and you can have free meals. For more information contact Mr Antonakis, tel. 2109600000.

a. Complete the rule:
Verbs can, should and may are modal verbs. They are followed by the bare infinitive (the infinitive of a verb without “to”) such as ______, ______, ______, ______, ______.

b. Read the advertisement again and try to understand which modal expresses:
ability ________________ possibility ________________
permission ________________ advice ________________

c. How many uses of the verb CAN are there?
3. Practice

A. ROLE PLAY: FINDING OUT ABOUT THE JOB

Pupil A
You are a candidate for the job.
You are interested in the job. Call Mr. Antonakis to find out more about it.

Pupil B
You are Mr. Antonakis.
Answer the phone and give the candidate the information he/she needs.

Act out the telephone dialogue

B. PIECES OF ADVICE:
Imagine that you are the candidate who got the job as a lifeguard at Alimos Beach. Write some instructions that Mr. Antonakis gave you about the job.

C. Work in groups of 5. Ask the others in the group about the things they can do.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pupil A</th>
<th>Pupil B</th>
<th>Pupil C</th>
<th>Pupil D</th>
<th>YOU</th>
</tr>
</thead>
<tbody>
<tr>
<td>play sports (basketball, football etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>write poems and stories</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>play an instrument (e.g. piano)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>repair things</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>design and construct things</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now report your group’s answers to the class. Then decide about a job that each of you can do in the future.

D. PAIR-WORK: Looking for a job
Imagine that Alice and John are looking for a job. Read the information below about their personality and interests and the job advertisements on p.139.

Say which job they could choose and why.

<table>
<thead>
<tr>
<th>ALICE</th>
<th>JOHN</th>
</tr>
</thead>
<tbody>
<tr>
<td>good at mathematics</td>
<td>loves children</td>
</tr>
<tr>
<td>good speech</td>
<td>likes long holidays</td>
</tr>
<tr>
<td>communication skills</td>
<td>patient</td>
</tr>
<tr>
<td>polite</td>
<td>hardworking</td>
</tr>
<tr>
<td>likes sports</td>
<td>can’t do many things at the same time</td>
</tr>
<tr>
<td>able to work quickly</td>
<td>able to work under pressure</td>
</tr>
<tr>
<td>cheerful</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2  What do they do?

1. Listening

A. Who in your family or relatives has the most interesting job? What about the most boring one?

Look at these photos 1-7 and match them to the jobs a-g below. What does each job involve?

1. tour guide  
2. car mechanic  
3. teacher  
4. meteorologist/weather forecaster  
5. farmer  
6. waiter  
7. doctor

B. Now, listen to the recording and match each speaker to the job he/she does.

1st speaker  
2nd speaker  
3rd speaker  
4th speaker  
5th speaker  
6th speaker  
7th speaker

LEARNING STRATEGIES
a. Before I listen…
I make sure I know what I have to do
I look at the pictures and think what I know about them
I think of relevant words
b. While I am listening…
I don’t worry if I don’t know all the words
I try to pick up the key words.
2. Grammar

A. TALKING ABOUT THE FUTURE

1. Look at the verbs in the following examples. Which of them expresses an OFFER, a PROMISE, a THREAT, a REQUEST, an ON-THE-SPOT DECISION, a PREDICTION?

Can you tell who can say these: a) a doctor, b) a housewife, c) a meteorologist, d) a car mechanic, e) a customer or f) a waiter?

2. Study the form of future tense in the Grammar Box below.

Grammar Box

<table>
<thead>
<tr>
<th>AFFIRMATIVE</th>
<th>INTERROGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/he/etc. <strong>will</strong> fix the car.</td>
<td>Will I/you/he/etc. fix the car?</td>
</tr>
<tr>
<td>NEGATIVE</td>
<td>SHORT ANSWERS</td>
</tr>
<tr>
<td>I/you/he/etc. <strong>will not</strong> fix your car.</td>
<td>Yes, I/you/he/etc. <strong>will</strong> fix your car.</td>
</tr>
<tr>
<td><strong>won’t</strong></td>
<td>No, I/you/he/etc. <strong>won’t</strong> fix your car.</td>
</tr>
</tbody>
</table>

Now complete sentences 1-5. What does each sentence express?

1. Will you buy a newspaper for me when you go out? [request]
2. I won’t tell anyone. [request]
3. You can cook very well! You will become a great chef! [request]
4. Oh. It’s raining! I’ll take my umbrella. [request]
5. Watch out! You will hurt yourself! [request]
6. I’ll carry the suitcase for you! [request]
3. Which of the following words do we use with future tense? Write ✓ for RIGHT, ✗ for WRONG.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>tomorrow</td>
<td>the day after tomorrow</td>
</tr>
<tr>
<td>yesterday</td>
<td>in an hour</td>
</tr>
<tr>
<td>next week/month/year</td>
<td>in two years’ time</td>
</tr>
<tr>
<td>last month/week/year</td>
<td>right away</td>
</tr>
</tbody>
</table>

B. BE GOING TO FUTURE
Read the example:

Next week I’m going to plough the field.

Is this an on-the-spot decision or something arranged earlier? Complete the rule:

We use _____________to express intention or something arranged earlier and we use _____ _______ to express a decision on the spot.

3. Practice

A. THE GOAL

This is a goal, a football goal! There are other “goals”, too! “Goals” can be things you want to accomplish.

Decide on the goals you want to accomplish:

1. a goal you are going to reach at school this week

2. a goal you are going to accomplish at school this year

3. a goal you are going to reach in ten years’ time
SAFETY RULES

- Do not wear loose clothing or jewellery around machinery. It may catch on moving equipment and cause a serious injury.
- Where required, you must wear protective equipment, such as goggles, safety glasses, masks, gloves, hair nets, etc. appropriate to the task.
- Keep FIRE DOORS and aisles clear!
- Keep your work area clean.
- Observe “NO SMOKING” regulations.
- Do not tamper with electric controls or switches.
- Help to prevent accidents.
- Lift properly—use your leg muscles, not your back muscles. For heavier loads, ask for assistance.
- Clean up spilled liquid, oil, or grease immediately.
- Wear hard-sole shoes and appropriate clothing.

www.nonprofitrisk.org

Example: You should not wear loose clothing or you will get injured.

B. PERSONALITY & CAREER

Work in groups of 5. Ask your fellow pupils about their FAVOURITE SUBJECTS at school, INTERESTS, and ABILITIES/SKILLS.

Can you predict a career for each pupil? What career can the others predict for you?

<table>
<thead>
<tr>
<th>Name</th>
<th>Favourite Subjects</th>
<th>Interests</th>
<th>Abilities/ Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Mary</td>
<td>art</td>
<td>drawing, decorating her room</td>
<td>dancing, performing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. NEW YEAR’S RESOLUTIONS

At the beginning of the year we usually make resolutions to improve our life. Think of some resolutions that will help you to improve your skills. Include your resolutions in your portfolio.

Example:
I’ll take up computer lessons this year! I’ll join the drama club! Or, I’ll take up windsurfing! etc.

D. These are the SAFETY RULES of a new lab. A member of your family wants to work there. What do you say to warn him/her?

Example:
You should not wear loose clothing or you will get injured.

E. In groups, write your own SAFETY RULES for the pupils of your school lab. Create a poster and put it up on the corridor wall. Try to obey the rules.
Lesson 3  What the future holds for you...

The Questionnaire

A. Will you be an architect, a mechanic, a vet, an accountant, a nurse, a firefighter, a pilot, a policeman/policewoman, an actor/actress, a waiter/waitress, a cook/chef…?

In today’s world, there are hundreds of careers to choose from and it will be a smart idea to spend some time looking closely at the options before you. You may have many careers in your lifetime. But the decisions you make soon will be key ones.

To get the necessary information, use the questionnaire on the right and interview a professional about his/her job. You may talk to your parents, teachers, neighbours, or other people.

B. PROJECT
Now that you have the information you need, try to see yourself in that job:

- Take yourself through an imaginary day in the job
- Predict what you will do there and who you will work with
- Write the profile of the person who does this job (personality, skills/abilities, education/training), and
- Make a poster of this job for your classroom.

Put your project work in your portfolio
Check yourself

A. What are their Jobs? / What do they do?

1. Science was my favorite subject in school. As a(n) ______ I'm challenged every day to use my scientific background to make diagnoses and determine treatments for my patients.

2. I've always been fascinated with skyscrapers and how beautiful they can be. Now as a(n) ______ I get a chance to actually design and develop building plans.

3. Mathematics was always my favourite subject in school. I'm really happy in my job as a(n) ______ because I get to work with numbers all day long. I decide how to share the budget in my company.

4. I always dreamt of opening my own restaurant. Now as a(n) ______, I cook and prepare a wide range of foods and create recipes.

5. We help protect the public from fires and other emergencies. The best part about being a(n) ______ is that you know you're doing something that really makes a difference. It's hard work and sometimes I finish a shift exhausted.

6. I have always loved animals. Now as a(n) ______ I feed, water, and examine pets and other non-farm animals for signs of illness, or injury in laboratories and animal hospitals.

B. Match the predictions:

1. We bought a new computer. a. We will be late for school.
2. The teacher gave us a new project to do. b. Our bill will be very high.
3. My father started a new job. c. We will be busy next weekend.
4. The bus drivers are on strike. d. We will need some training.
5. We made a lot of telephone calls. e. Profits will increase.
6. We sold a lot of books last week. f. He won’t have any free time.

C. What can/may/will they do or say?

a. He feels very tired. He ____________________________.

b. “It is dangerous to wear high heeled shoes in the factory. You ____________________”.

c. “Don’t buy this huge Christmas tree, it ____________________________”.

d. “Take your umbrella with you, it ____________________________”.

e. The door is locked so the thief ____________________________.

___ / 3 points

___ / 3 points

___ / 5 points
D. These are Mr Badluck’s diary pages for next week. He is talking to his colleague about his schedule:

Now, write what he has definitely planned to do and it is probable to do.

On Monday he _______________
____________________________
____________________________
____________________________
____________________________

E. Write: a promise, an offer, a request and a warning you make to your friend.

<table>
<thead>
<tr>
<th>Your friend says:</th>
<th>You say to him:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My computer isn’t working.</td>
<td></td>
</tr>
<tr>
<td>2. I have to carry all these boxes.</td>
<td></td>
</tr>
<tr>
<td>3. I don’t know what to do with my cat when I leave for my holiday.</td>
<td></td>
</tr>
<tr>
<td>4. Do you like this Heavy Metal Band?</td>
<td>Yes, but __________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>because I have to study for school.</td>
</tr>
</tbody>
</table>

MY TOTAL SCORE IS ___ / 20 POINTS

See p. 96 Workbook

NOW TICK
WHAT YOU CAN DO

I can read about
- Job profiles ____________
- Job advertisements ____________
- Safety rules in a working environment ____________

I can write
- Job profiles ____________

I can talk about
- My skills and abilities/ interests/ personal traits/ future careers ____________
- A job interview ____________

I can make
- Predictions/ promises/ warnings/ requests/ offers/ on the spot decisions and express intentions and something pre-arranged ____________

REMEMBER when you listen to a dialogue in English:
- Don’t worry if I don’t know all the words and try to pick up useful key words.
### THE QUIZ OF YOUR EXPERIENCES

Tick ☑ the facts that apply to you:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever gone skiing?</td>
<td></td>
</tr>
<tr>
<td>Have you ever done something silly?</td>
<td></td>
</tr>
<tr>
<td>Have you ever eaten frog legs or Chinese food?</td>
<td></td>
</tr>
<tr>
<td>Have you ever fallen down the stairs?</td>
<td></td>
</tr>
<tr>
<td>Have you ever been on TV?</td>
<td></td>
</tr>
<tr>
<td>Have you ever ridden a horse?</td>
<td></td>
</tr>
<tr>
<td>Have you ever swum in a river?</td>
<td></td>
</tr>
<tr>
<td>Have you ever seen a car accident?</td>
<td></td>
</tr>
<tr>
<td>Have you ever had an electricity blackout while taking a shower?</td>
<td></td>
</tr>
<tr>
<td>Have you ever shaken hands with a monkey?</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1  Famous Record Holders

1. Pre-reading

The teacher has asked you to work on a project to make a “CLASS BOOK OF RECORDS”.

a. Do you know any athletes who have won world records? Name some.

b. Have you been to the theatre? Have you seen a theatrical play on TV?

What have you seen / watched?

Here are two extracts from a newspaper article that your teacher has brought to class. Read them and answer the TRUE / FALSE questions that follow:

Ian the ‘Thorpedo’

Ian James Thorpe, nicknamed ‘Thorpedo’, has been an Olympic Gold Medal swimmer and one of the world’s best-ever middle-distance swimmers.

Born October 13, 1982, in Sydney, Australia, Thorpe has completely dominated the 400 meter freestyle event since 1998, winning the event at the 2000 Summer Olympic Games, the 2001 Fukuoka World Championships and again in Athens. He has also won both the 200m and 800m freestyle (for which he holds the world record), and he is one of the fastest 100m freestylers in the world.

Thorpe has pushed Australian relay teams to exceptional success, winning 4x100 and 4x200 freestyle relay golds in Sydney. In total, Thorpe has broken 22 world records so far.

Thorpe won the 200 and 400 meter freestyle races at the 2004 Olympics in Athens, Greece. He has won five Olympic gold medals, more than any other Australian.

‘Phantom of the Opera’ success

After eighteen years the Andrew Lloyd Webber musical, ‘Phantom of the Opera’, has become the longest running show in Broadway history.

Besides being the longest-running show in Broadway history, the ‘Phantom of the Opera’ is also among the most successful entertainment productions of any kind ever. Across the world, ‘Phantom’ has made three point two billion dollars. You can compare that to the Hollywood movie, Titanic, which has made less than half of that figure.

‘Phantom’ originally opened to mixed reviews here, but eighteen years later it is still playing to packed audiences every night.

For Andrew Lloyd Webber, last night’s record-breaking performance was a sweet moment.

At a post-show party at the Waldorf Astoria, where the British composer met his guests has said he was really excited by the production’s success and noted that ‘Phantom’ had taken the longest-running Broadway record from ‘Cats’ - another of his own musicals.
A. TRUE or FALSE? Write T or F in the blanks.
   a. Ian has been a long distance swimmer. ___
   b. At the age of eighteen he won the 400m race in 2000 Summer Olympic Games. ___
   c. Ian holds the world records for 200m freestyle. ___
   d. Ian has helped the team of his country win gold medals in relay races. ___
   e. The ‘Phantom of the Opera’ has been on stage more than any other show. ___
   f. The ‘Titanic’ has brought more money than the ‘Phantom’. ___
   g. The show has received excellent reviews since it started. ___
   h. ‘Phantom’ has been on stage longer than ‘Cats’. ___

B. Here are some definitions / synonyms of words in the texts. Find the words as in the example:

1. had the most important position ________________________ dominated
2. never happened before ________________________
3. swimming race between two or more teams where each member of a team swims part of the total distance ________________________
4. the play with the most performances ________________________
5. good and bad articles about it ________________________
6. full of people ________________________
7. celebration after the performance ________________________
8. theatrical plays with songs ________________________

C. Talk about the following:
   a. SWIMMING STYLES: Which ones do you like? Which ones are you good at?

D. HEADLINE NEWS: Why is Ian Thorpe retiring?
   Ian Thorpe announced his retirement at the age of 24. You can find out about the reasons for his choice by reading the complete article on p.140.
2. Grammar

A. SIMPLE PRESENT
PERFECT TENSE

Do you remember?

Grammar Box

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>I / you / we / they</th>
<th>have</th>
<th>watched</th>
<th>a musical on TV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He / she</td>
<td>has</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEGATIVE</th>
<th>I / you / we / they</th>
<th>haven’t</th>
<th>watched</th>
<th>a musical on TV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He / she</td>
<td>hasn’t</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>have</th>
<th>you / we / they</th>
<th>watched</th>
<th>a musical on TV?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has</td>
<td>he / she</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Complete the sentences about Ian Thorpe and the ‘Phantom of the Opera’:

<table>
<thead>
<tr>
<th>Ian Thorpe</th>
<th>has ________________</th>
<th>an Olympic gold medal swimmer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>has won</td>
<td>both the 200m and the 800m races.</td>
</tr>
<tr>
<td>He</td>
<td>has ________________</td>
<td>Australian relay teams to success.</td>
</tr>
<tr>
<td>He</td>
<td>___________ broken</td>
<td>______________ so far.</td>
</tr>
<tr>
<td>He</td>
<td>___________ __________</td>
<td>five Olympic gold medals.</td>
</tr>
<tr>
<td>‘Phantom’</td>
<td>___________ become</td>
<td>the __________ in Broadway history.</td>
</tr>
<tr>
<td>It</td>
<td>___________ __________</td>
<td>$3.2bn (three point two billion dollars).</td>
</tr>
</tbody>
</table>

C. Study these examples:

<table>
<thead>
<tr>
<th>Present Perfect Simple</th>
<th>Action</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ian Thorpe</td>
<td>has dominated</td>
<td>the 400m freestyle.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past Simple</th>
<th>Action</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ian Thorpe</td>
<td>won</td>
<td>the 400m freestyle</td>
</tr>
</tbody>
</table>

D. Now fill in the rule with the following phrases: we don’t know we know exactly we are not interested

We use the **Simple Present Perfect Tense** to talk about past activities for which we ___________ or ___________ in exactly when they happened.

We use the **Simple Past Tense** to talk about past activities for which we ___________ when they happened.
3. Practice

A. PAIR WORK

Imagine you’re an Oscar winning actor/actress. Look at the list of activities below and tick two things that you have done but don’t tell your partner.

- play Romeo / Juliet
- perform on stage
- play in soap operas
- take part in adventure films
- be on a magazine cover

Student A

Imagine you’re an Olympic Champion. Look at the list of activities below and tick two things that you have done but don’t tell your partner.

- win gold medal(s)
- lose a game/ race, etc.
- make a world record
- be injured during a game/ race, etc.

Student B

Take turns to ask and find out about each other.

B. THE HOT AIR BALLOON COMPETITION

Your class is going to enter the Hot Air Balloon competition. Work in groups of 4, take turns and tell the others what you have achieved in your life so far (using the Present Perfect). At the end of the discussion, write on a piece of paper which one should go on the trip. (Don’t vote for yourself). Discuss your reasons afterwards.

E.g. I believe John should go because he has...

C. LET’S PLAY!

Go round the class. Ask the other pupils: “Have you ever...?” and complete the game Cards on p.140. Put ONE NAME ONLY in each square. The first one to complete all the squares shouts “Bingo!” and is the winner!