APPENDIX I - IT’S YOUR CHOICE

UNIT 3 Imaginary creatures

1. Obelix at the gym
   (Instead of the pair work: A Monster’s ID, page 29)
   Obelix wants to lose weight. He is talking to the receptionist of a gym centre. Look at his ID card, complete the dialogue and act it out.

   Receptionist: ___________________________ ?
   Obelix: My name is ______________________
   Receptionist:  __________________________ ?
   Obelix: I’m _____________________________
   Receptionist:  __________________________ ?
   Obelix: I  ______________________________
   Receptionist:  __________________________ ?
   Obelix:  _______________________________
   Receptionist: Do you have any ________ ?
   Obelix: _______________________________

   Member’s ID
   Name: Obelix
   Age: 25
   Height: 6 feet
   Weight: 250 pounds
   Health problems: none

2. Ancient Greek pottery
   A. Look at the Ancient Greek pottery below and describe the monsters on it.
      Use the Greek text on the left if you need help.

   What do you know about the creatures shown? What do they look like? Find more information about them in your workbook (Unit 3 - Exercise 6).

   B. Search the Internet to find other pottery showing the same or similar creatures. If possible, organize a visit to the local museum and look for similar items.

   C. After your research, write your report and present it in class.
3. Class comparisons
Work in pairs. Ask each other about the following and find a classmate who:

- runs the **fastest**
- sings the **most beautifully**
- plays football the **best**
- solves a math problem the **most quickly**

NAME

Example:
Pupil 1: Who do you think runs the fastest in class?
Pupil 2: I think Tom does.

Find more facts about these people and present your findings in class. Speak about their unusual abilities or skills using comparatives and superlatives.

### UNIT 4 The history of the aeroplane

1. Aviation and Space Education Outreach Program*
Work in pairs to find the right answer to the following ‘AVIATION TRIVIA’ questions from [http://www.faa.gov/education](http://www.faa.gov/education).

1. Which of these is a military aircraft?
   a. F-17
   b. A-300
   c. Boeing 727

2. What does supersonic mean?
   a. Faster than the speed of sound.
   b. Really loud.
   c. Faster than the speed of light.

3. Which one of these aircraft is supersonic?
   a. Learjet
   b. Concorde
   c. Boeing-747

4. Which aircraft is known as “Hercules”?
   a. C-5
   b. KC-135
   c. C-130

5. Which aircraft has a motor but no wings?
   a. Rocket
   b. Glider
   c. Blimp

6. Which aircraft has wings but no motor?
   a. Helicopter
   b. Glider
   c. Blimp

7. In the late 1920’s **dirigibles** were known as:
   a. Flying balloons
   b. Zeppelin
   c. Kasseplins

8. Who invented the kite about 2,000 years ago?
   a. The Chinese
   b. The Japanese
   c. The Russians

9. Who invented the rocket?
   a. The Chinese
   b. The Japanese
   c. The Russians

**KEY to AVIATION TRIVIA**

1a, 2a, 3b, 4c, 5b, 7b, 8a, 9a
APPENDIX I - IT'S YOUR CHOICE

2. A Quiz
Match the columns and make true statements about famous travellers you have read about.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marco Polo</td>
<td>managed to travel around the world in 80 days.</td>
</tr>
<tr>
<td>Gulliver</td>
<td>flew on a golden-haired ram to Colchis.</td>
</tr>
<tr>
<td>Captain Nemo</td>
<td>shipwrecked on the Lilliputian island.</td>
</tr>
<tr>
<td>Phrixos and Ellie</td>
<td>crossed the continent of Asia all the way to India.</td>
</tr>
<tr>
<td>Phileas Fogg</td>
<td>travelled on a magic carpet.</td>
</tr>
<tr>
<td>Marco Polo</td>
<td>captained Nautilus in 2000 leagues under the sea.</td>
</tr>
<tr>
<td>Aladdin</td>
<td>started travelling when he was 15.</td>
</tr>
</tbody>
</table>

3. The Story Writing Competition
You are taking part in story writing competition. Here is the beginning and the end of the story. Complete it.
The clues will help you.
bad weather / air pocket / serve passengers / watch video / scared / shout / say prayers / fasten seat belt / …

Beginning: While my uncle and I were flying to... we had a(n)... experience.

End: After a few minutes which seemed like an hour, we were all relieved!!!

UNIT 5 Travelling through time

1. Means of Transport

a. Your friend Tony from U.S.A. is coming on a tour around Greece. How can he travel while in Greece? How many different types of transport can you think of? Tell him.

b. The Public Transport Company is carrying out a survey about people's opinion on safe means of transport. Here is a questionnaire travellers have to answer.
Differentiated instructions

Answer it yourself.

Now write your opinion:

_________________________________

is the safest way of travelling.

2. Personal Qualities

Think about your own personal qualities. Have you changed over the past few years? Write as many sentences as you can to complete the table

<table>
<thead>
<tr>
<th>I used to be like this:</th>
<th>Now, I’m like this:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I used to get into trouble for being late.</td>
<td>Now, I’m trying to be punctual.</td>
</tr>
<tr>
<td>I used to be very noisy in the classroom.</td>
<td>Now, I’m calm and quiet.</td>
</tr>
<tr>
<td>I used to ask my mother to help me with my homework.</td>
<td>I can do my homework alone now. I am more independent/ confident.</td>
</tr>
<tr>
<td>I used to...</td>
<td>Now, I’m...</td>
</tr>
</tbody>
</table>

QUESTIONNAIRE

Tick P or Cross O

Travelling by train is more dangerous than cycling. _________

Cycling is less dangerous than flying. __________

Driving a car is more dangerous than travelling by train. _________

Motorcycling is more dangerous than flying. _________

Travelling by train is less dangerous than motorcycling. _________

Flying is not as dangerous as driving a car. _________
A. Jewellery Designer
I’m a jewellery designer.

I take metal and expensive stones and make rings, necklaces, earrings and other jewellery. I can use many hand tools to make the jewellery. Sometimes, I may use computers and laser to design these fine pieces.

When you work, it is necessary to look at every detail. It is also important to use your hands skilfully, to synchronize your eyes, to be patient and be careful in what you are doing. You must also know everything about art and fashion.

B. Air Traffic Controller
I’m an air traffic controller. My job is to direct the movement of aeroplanes, and make sure that they keep flying programmes.

An air traffic controller takes care of every plane that is taking off or landing. I usually work forty-hour weeks. I may work night or weekend shifts. It is a very stressful job.

Speech communication, mathematics, science, foreign languages, and electronics are helpful for this career.

C. Home Health Nurses
I’m a home health nurse. I go to patients’ homes to care for them. I also advise family members on how to take care of the patient who may need help for many different reasons. Some may be ill and some may be getting better from an accident. I spend a lot of time travelling to different places. I may visit many patients in one day.

The time I spend with the patients depends on their needs. It is important for nurses to like to help people, to be hard working, responsible, caring and cheerful. Classes in first aid, health sciences, home economics and diet are helpful for this career.

D. Hairdresser
I’m a hairdresser.

I cut and style hair using different tools such as scissors, razors, rollers, hot brushes and dryers.

I can use gel, mousse, wax or spray. I may colour, perm or straighten hair using shampoos, conditioners, lotions etc.

It is important for hairdressers to be creative, able to work quickly, hardworking and self-confident. Biology, chemistry, science courses and communication skills are helpful.

E. Ecologists
I’m an ecologist. Ecologists can work in a lab but also go out to the place where a plant grows or an animal lives and study them. I may do some work without taking any money, too. Next summer I’m travelling to the Amazon to study some kinds of plants there.

Working in a team and working alone are good skills for someone who wants to be an ecologist. Good communication skills are also important. Useful subjects are biology, mathematics, and computer science.
Differentiated instructions

2. Role play
Lesson 1, Practice A
You read the following information on a poster in your neighbourhood:

Pupil A: You see the above information and want to work as a life guard volunteer. Call the Town Hall, ask for information and offer to help.

Pupil B: You are a clerk at the Town Hall. The Town Council wants a volunteer life guard. Answer the telephone and give the volunteer life guard all the information he asks for.

3. Maria’s Profile
Read Maria’s profile. Which of the jobs do you think she will choose to do in future? Discuss it with your partner and decide.

Maria is interested in many things. She likes machines very much and wants to learn how they operate. She also likes reading many books and she is very good at maths and science at school. She is a brave girl and always helps other people. Maria’s dream is to travel to many countries and make a lot of friends all over the world.

Answer: I think she will choose to be a __________________________
UNIT 7 Share Your Experiences

1. Your personal records
   Tick which of the following are your personal records and write your sentences below:

   - eat... ice-creams
   - score... goals
   - collect... stickers/stamps/CDs/coins etc.
   - read... books
   - watch... films
   - buy... pair of shoes in a year
   - write... poems
   - sing... pop songs
   - visit... museums in a year
   - be to a funfair... times
   - What else?

Example:
I have eaten five ice-creams in an hour.

2. Questionnaire Do you know...

   a. Which American World Champion has taken a Muslim name?
   b. Which singer has been No 1 in both America and Britain for many years?
   c. Which famous football player mostly used this left foot to kick the ball?
   d. Which basketball coach has led his team beat the USA Dream Team at the World Championship in Japan?
   e. Which South American football player has also played for an Italian team?
   f. Which American World Champion has also worked for peace?

For the answers, read the TEXTS on pp.64-65 in your Workbook.
3. Greek achievements

What have other Greeks achieved in recent years? Here is a report about Pyrros Dimas.

Fill in the gaps to complete the report and present it to your class.

Pyrros Dimas has been the best Greek ................... of all times. He ......

His birthplace created his ................. “The Lion of Himara”. He .............. ..............
3 Olympic Gold ................. and 1 bronze. This number of gold medals has given him another nickname “Midas”. Dimas .............. ..............
his career as a ...................... hero.

For his successes, the Government of Greece has awarded him the distinction of a ......................... in the Hellenic Army.

4. Beijing 2008 Paralympic Games

You were interested in the 2008 Paralympics in Beijing. Read the following newspaper extract and tell your class about the emblem of the Beijing Paralympics (talk about the figure, the colours etc.).

“Sky, Earth and Human Beings,” the emblem of the Beijing Paralympics is a figure of an athlete in motion, showing the tremendous efforts a disabled person has to make in sports as well as in real life. With the harmony of “sky, earth and human beings,” the emblem joins Chinese characters, calligraphy and the Paralympic spirit. It embodies the Paralympic motto of “Spirit in Motion” and shows the integration of heart, body and spirit in human beings - the core of the philosophy of Chinese culture. The three colours in the emblem represent the sun (red), the sky (blue) and the earth (green).


5. Mediation

You and your English-speaking friend Joan are talking about athletes with special abilities. Read the following newspaper extract and tell your friend about the success of some athletes with special abilities.

APPENDIX I - IT’S YOUR CHOICE

UNIT 8 Blow Your Own Trumpet

1. Family Budget

Follow up to Activity C. p.93
If you were a parent (mother/father) what would you spend money on? Choose from the following:

- newspapers / magazines
- food
- presents
- sweets
- bills
- holidays
- other

- children’s education
- clothes
- doctors / medicine
- transportation
- books
- rent

Now compare with your class list on page 93.

2. Golden rules for living

Do you want to get along well with your family and friends?
Complete the following Decalogue:

1. If you open it, _close it._
2. If you turn it on, ________________
3. If you unlock it, ________________
4. If you break it, ________________
5. If you borrow it, ________________
6. If you value it, ________________
7. If you make a mess, ________________
8. If you move it, ________________
9. If it belongs to someone else and you want to use it, ________________
10. If you don’t know how to operate it, ________________

Now remember to follow the rules.
Differentiated instructions

3. The story of the Little Red Riding-Hood

Your friend has taken notes about the story of the Little Red Riding Hood but he / she has mixed them up and has forgotten to write the end. Read the notes, put them in the right order and give your ending. The first one is done for you.

1. One day, Little Red Riding Hood decided to go her Grandma’s house because she was ill.
   - The wolf went to grandma’s house.
   - In the wood, she met a big wolf and talked to him.
   - He slipped into grandma’s bed and waited for the little girl.
   - The little girl made her way through the wood and stopped to pick up some strawberries for her grandmother.
   - The wolf jumped out of bed and swallowed the little girl, too.
   - A hunter looked through the window and saw the large wolf, with a fat full tummy, sleeping in Grandma’s bed.
   - The wolf came into the room and swallowed the old lady.
   - “Got you at last!” the hunter shouted and he ________________________

One day, Little Red Riding Hood decided to go her Grandma’s house because she was ill. __________________________________________________________

“Got you at last!” the hunter shouted and he ________________________

UNIT 9 Earth Day everyday!

1. Lions

You have found information about lions on the Internet. Read it and inform your class about lions by writing a report. You can add photos or drawings in it. The notes below will help you.

A lion is a very powerful animal. It is related to the cat family. Most people are afraid of lions because of their big roar and their teeth. Lions can live in cool or warm places. Some lions live in the woods, grassy plains, and places where there is a lot of food. In the ancient times, lions lived in Europe, in the Middle East, India, and much of Africa. Lions are very strong but not very fast animals. Male lions are the only cats with manes. Male lions look bigger because of their manes. Lions are called “The King of Beasts”. They are also called the “King of the Jungle”. Lions do not allow strange animals to hunt in their territory and they may kill them.

Write about …
• Where lions usually live
• Where lions lived in the ancient times
• Why people are afraid of lions
• Why a male lion looks bigger than a female lion
• Why lions are called ‘Kings’
APPENDIX I - IT'S YOUR CHOICE

2. Keep the beach clean!

Alternative activity
With your partner, look at the picture. Find out what the swimmers had done before leaving the beach. Think about: empty bottles / cans, cigarette ends, plastic bags, etc.

3. A Project: Save the environment!

ALTERNATIVE PROJECT ABOUT THE ENVIRONMENT (instead of project on p.106)
A. Draw a picture or make a poster. Show some of the ways the air or water is polluted. Show the results of pollution on animals / plants / people. Give a title to your work.
B. Discuss with your family about the things you throw away (batteries, chemicals, detergents, old gadgets etc.) Suggest ways you can protect the environment.
C. Finally, present your ideas in class and display your works on your classroom walls.

UNIT 10 Time for fun

1. Eight below
Your friend Kate is interested in going to the cinema to see the film ‘Eight Below’ but she doesn’t know much about it. Look at the back of your book p. 146 and find information about the story and the reviews. You may use adjectives ending in –ing /–ed to describe it. Now send an e-mail to Kate explaining what the film is about. Start like this:

2. Which film? Make a movie riddle using the following clues. Read the riddle to the class and let your classmates guess the film.

Title ______________________ (keep it secret) CLUES: a. It’s a/an … (genre), b. It takes place in…, c. (Who) is in it., d. It’s about…, e. In the end…

EXAMPLE CLUES:
a. It’s an animated comedy.
b. It takes place in Central Park Zoo in New York and in the jungle of Madagascar
c. The voices of Ben Stiller, Chris Rock, David Schwimmer, Jada Pinkett Smith, Sacha Baron Cohen, Cedric the Entertainer and Andy Richter are heard in it.
d. It’s about four zoo animals that find themselves in the wild jungle of Madagascar and don’t know how to take care of themselves.
e. In the end …
TITLE: Madagascar

3. Signs
Where can you see the following signs? Match A with B:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tickets are sold here.</td>
<td>Hotel</td>
</tr>
<tr>
<td>Audience is requested to have their mobiles switched off.</td>
<td>Beach</td>
</tr>
<tr>
<td>Breakfast is served between 7-9 a.m.</td>
<td>Cinema box-office</td>
</tr>
<tr>
<td>Taking photos is not allowed.</td>
<td>Theatre</td>
</tr>
<tr>
<td>Throwing rubbish is strictly forbidden.</td>
<td>Museum</td>
</tr>
</tbody>
</table>
**UNIT 1 Our multicultural class**

**p. 5: Lesson 1 – 3B (Pupil A: QUESTION SHEET)**

Look at the table below. Use the prompts to ask 5 questions then complete the table.

<table>
<thead>
<tr>
<th>Country</th>
<th>brother / sister</th>
<th>people / work</th>
<th>people / like</th>
<th>father/ spend free time</th>
<th>mother/ spend free time</th>
</tr>
</thead>
</table>

**UNIT 3 Imaginary creatures**

**p. 29: Lesson 1 – 3B**

A MONSTER’S ID: Pupil B

**SCHOOL CANTEEN MENU**

**SANDWICHES**
- Tomato, cucumber, lettuce, carrot, onion € 0.50
- EXTRA Cheese € 0.60
- Egg € 0.80
- Ham € 1.20

**PITA ROLLS**
- Salad (tomato, lettuce, cucumber, carrot, mayo) € 1.00
- Ham Salad € 1.30
- Chicken Salad € 1.30

**SALAD PLATES**
- Plain (lettuce, tomato, cucumber, carrot, apple, onion) € 1.50
- Ham Salad (as per plain salad plus ham) € 1.80
- Chicken Salad (as per plain salad plus chicken) € 2.00

**SOMETHING HOT**
- Meat Pie € 1.70
- Chicken Pie € 1.50
- PIZZA – Ham & Pineapple or Supreme € 1.80

**MILK**
- Chocolate, strawberry, iced coffee € 0.40

**DRINKS (Please return containers for 5c deposit)**
- Fresh fruit juice (Orange or Apple) € 0.70
- 100% fruit juice (Orange/ Tropical/ Apple) € 0.50
- Fruit Box (assorted flavours) € 0.30

**THE LITTLE EXTRAS**
- Chocolate Cake € 0.60
- Carrot & Walnut Cake € 0.60
- Sultana Cake € 0.60
- Fruits in season € 0.50
- Popcorn € 0.50
- Chips (plain, light, salt & vinegar, oregano) € 0.30

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**UNIT 2 Going shopping**

**p. 17: Lesson 1 – 3C**

(AT THE SCHOOL CANTEEN)
It's Father's Day today. Mary gets up early. Her parents are still asleep, so Mary makes a very rich breakfast for them. She puts a little peanut butter in a bowl and mixes it with a little honey? Yum, yum! What does it taste like? It tastes delicious! Then she puts a few biscuits and a few muffins on a plate. She pours a little coffee in the cups but she knows that dad would like a little milk, too. He doesn't like black coffee.

"Wake up both of you! Happy Father's Day!", Mary says.

"Sniff, sniff! Mmm! Coffee? It smells nice!", father says.
UNIT 1 Our multicultural class

p. 5: Lesson 1 – 3B
(Pupil B: INFORMATION)

Read the information below and answer the reporter’s questions:

My name is Chris / Christina. I come from Warsaw, Poland. I have a brother and a sister. People work hard in coal mines in Poland. They are outgoing people. They enjoy music and dancing. My mother usually plays the violin and my father goes to traditional dancing classes at the weekend.

UNIT 3 Imaginary creatures

p. 29: Lesson 1 – 3B
A MONSTER’S ID: Pupil A

p. 31: Lesson 2 – 1E (Answers to QUIZ)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do monsters read everyday?</td>
<td>Their horror-scope</td>
</tr>
<tr>
<td>What do we call a friendly and handsome monster?</td>
<td>A failure</td>
</tr>
<tr>
<td>What do monsters eat for lunch?</td>
<td>Fish and ships</td>
</tr>
<tr>
<td>What do we call a famous monster?</td>
<td>A mon-star</td>
</tr>
</tbody>
</table>
UNIT 6  Me, myself and my future job

p. 65: Lesson 1 – 3D (Looking for a job)

**TEMPORARY PART TIME HOTEL RECEPTIONIST**
We are looking for a part time hotel receptionist to work for approx 2 weeks:
3-5 evenings a week 4.00pm - 11.00pm.
(Could be weekends)

To answer hotel telephone, to check clients in and out & take payment for the rooms.

Live in position

**PRACTICE NURSE**
There is an opportunity for a Practice nurse to work in a health centre in Manchester.

Candidates should have a post graduate Diploma and several years experience.

They must show ability to work under pressure.

Excellent salary and benefits package.

To find out more please contact Anthony Reilly at Medacs International at 02074387200 or Anth.reil@medacs.com

**SWIMMING INSTRUCTORS**
Do you love working with people?
Are you a great team player?
Do you have loads of energy and enthusiasm?
Do you enjoy teaching swimmers of all ages, helping our members to learn to swim in a fun and caring way?

Then contact Cannons Swimming School in Reading

We are looking for swimming teachers to work in our new swim school pool. You need to be qualified and have experience in teaching both adults and children.

**PRIMARY SCHOOL TEACHER**
Our dynamic and well organized school is looking for a primary school teacher for September start.

We are happy to interview not qualified teachers and teachers that are more experienced as well.

The support at the school is fantastic and the facilities are excellent.

If you are interested, please email your CV to sleth@prot.-teachers.com or call 020 8203 0860.

UNIT 7  Share your experiences

p. 81: Lesson 2 – Practice A. PAIR WORK

**PUPIL A**

When / born?

When / start? How long … training?

How many Olympic Games / participate?

How many Olympic medals / win?

How long / be an Olympic champion?

…
### UNIT 7 Share your experiences

**p. 75: Lesson 1 – Reading D**  
(Why is Ian Thorpe retiring?)

> November 21, 2006  
Australia's greatest Olympian Ian Thorpe has announced his retirement from competitive swimming.

The five-time Olympic gold medallist, and multiple world record holder, has told the audience at a press conference in Sydney that he is quitting the pool at the age of 24. He told today of the dizzying heights and setbacks that marked his career as he announced that he is stopping his professional swimming career.

He said swimming was no longer at the top of his priority list, saying there were other things more important in his life.

Thorpe said he made the decision on Sunday shortly after deciding he would not compete at next year's world championships in Melbourne.

"As of 2:53 on Sunday afternoon I decided I would not be swimming the world championships again," Thorpe said. "I also made a very difficult decision that day that I am actually going to discontinue my professional swimming career…"


### UNIT 7 Share your experiences

**p. 77: Lesson 1 – Practice C: BINGO**

<table>
<thead>
<tr>
<th>Broken a bone</th>
<th>Won a competition</th>
<th>Sung karaoke</th>
<th>Slept in a tent</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME:_________</td>
<td>NAME:_________</td>
<td>NAME:________</td>
<td>NAME:_________</td>
</tr>
<tr>
<td>Been on a plane</td>
<td>Done volunteer work</td>
<td>Climbed a tree</td>
<td>Gone surfing</td>
</tr>
<tr>
<td>NAME:_________</td>
<td>NAME:_________</td>
<td>NAME:________</td>
<td>NAME:_________</td>
</tr>
<tr>
<td>Played hopscotch</td>
<td>Eaten Chinese food</td>
<td>Kept a dog as a pet</td>
<td>Been to a theater</td>
</tr>
<tr>
<td>NAME:_________</td>
<td>NAME:_________</td>
<td>NAME:________</td>
<td>NAME:_________</td>
</tr>
<tr>
<td>Cheated on an exam</td>
<td>Ridden a horse</td>
<td>Done skateboarding</td>
<td>Swum in a pool</td>
</tr>
<tr>
<td>NAME:_________</td>
<td>NAME:_________</td>
<td>NAME:________</td>
<td>NAME:_________</td>
</tr>
</tbody>
</table>
UNIT 7  Share your experiences

p. 81: Lesson 2 – Practice A. PAIR WORK

PUPIL B

<table>
<thead>
<tr>
<th>NAME</th>
<th>Konstantinos Fykas</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE OF BIRTH</td>
<td>25 Jan 1981</td>
</tr>
<tr>
<td>STARTED SWIMMING</td>
<td>4 years old</td>
</tr>
<tr>
<td>OLYMPIC MEDALS</td>
<td>5 (2 gold, 3 silver)</td>
</tr>
<tr>
<td>OLYMPIC CHAMPION</td>
<td>Since 1996</td>
</tr>
</tbody>
</table>

UNIT 9  Earth Day everyday

p. 105: Lesson 2 – Practice A. PAIR WORK

PUPIL B

QUESTIONS:
- Where do wolves live?
- What do they look like?
- Why are they endangered animals?

INFORMATION about BEARS:
BEARS are usually darkish brown but they can vary from very light cream to black. They have a large body, powerful limbs, dense fur and a short tail. Despite their large size, bears are extremely fast. Bears live in North America, South America, Europe, and Asia, where they occupy a wide range of habitats, including mountains, forests, and Arctic wilderness. They dine on insects, fruits, nuts, fish and small animals. Bears are endangered species because people hunt them and they take over their habitat.

UNIT 9  Earth Day everyday

p. 106: Lesson 3 – Project A. A Play

The Awful 8: The Play (A play about eight major air pollutants)

Setting: In front of the Environmental Protection Agency (EPA) building. The air pollutants are picketing the EPA. Some carry picket signs with phrases such as “Dirty Air! Let’s Keep It That Way,” “Down with the Clean Air Act” and so on. TV reporters Connie Lung and Harry Wheezer are at center stage. In turn, each pollutant comes over to be interviewed, while the other pollutants continue to picket in the background.

(http://www.esi.utexas.edu/outreach/gk12/docs/lessons/eight.pdf)
Pupil's Book • APPENDIX II - Resource materials

APPENDIX II - RESOURCE MATERIALS

Connie: Hi! I’m Connie Lung.
Harry: And I’m Harry Wheezer. We’re here at the Environmental Protection Agency to cover a late-breaking story. Eight of the world’s worst air pollutants are picketing the EPA to protest against clean-air legislation.
Connie: In tonight’s special report, we’ll give you the scoop on where these pollutants come from and the ways they can hurt people and other living things.
Harry: Our first interview is with the Particulates.
(Particulates walk over, carrying signs and chanting.)
Particulates: Dust, soot and grime.
Pollution’s not a crime
Soot, grime and dust,
The EPA’s unjust!
Connie: (coughs) So-- you’re the Particulates.
Particulates 1(Soot): Yeah- I’m Soot, this is Grime
and this is Dust.
Harry: You guys are those tiny bits of pollution that make the air look really dirty?
Grime: Yeah! Some of us are stirred up during construction, mining and farming. (throws some dirt in air).
Soot: But most of us get into the air when stuff is burned-- like gasoline in cars and trucks or coal in a power plant and even wood in a wood-burning stove!
Dust: And we just love to get into your eyes and make them itch and make your throat hurt and...
Grime: (interrupts) Come on, Dust, quit bragging! We gotta get back to the picket line. (Particulates return to picket line. Carbon Monoxide sneaks up behind Harry.)
Harry: Let’s introduce the folks at home to our next pollutant, Carbon Monoxide. (Turns to face Carbon Monoxide) I understand you just blew in from the Midwest.
Carbon Monoxide: Hey, I wouldn’t miss this for all the pollution in New York City!
Harry: I’m sure the folks at home would like to know how you get into our air.
Carbon Monoxide: Well, heck, don’t they read the newspapers? I’ve been making the front page at least once a week! Most of the time, I shoot out of smokestacks when power plants burn coal to make electricity.
Connie: And what kinds of nasty things do you do?
Carbon Monoxide: Nasty-- that’s me! (snickers) I think it’s cool to make it hard for some people to breathe. And I can make trees and other plants grow more slowly. But here’s the most rotten thing I do: When I get way up into the air, I react with oxygen in water in the sky, and presto! You get acid rain! (sprays water at audience)
Harry: Acid rain is a big problem. It can hurt or kill fish and other animals that live in lakes and rivers and some scientists think it makes trees sick. Acid rain can even eat away at statues and buildings.
Sulphur: (proudly) That’s right. Hey, I can even
travel a long way to do my dirty work. If I get pumped out of a smokestack in Ohio, I can ride the wind for hundreds of miles and turn up as acid rain in Vermont!

Connie: I sure hope we can get rid of you soon, Sulphur Dioxide!

Sulphur: Good luck, guys! I gotta do some more picketing before I catch the next east wind! (Sulphur Dioxide returns to picket line. Nitros walk over.)

Harry: (to the audience) He’s really rotten!

Nitros: (all together) You think Sulphur Dioxide is rotten? You haven’t met us!

Connie: You must be the Nitrogen Oxides.

Nitro 1: Just call us the Nitros for short. (turns to audience) Give me an “N”!

Audience and other Nitros respond: “N”!

Nitro 2: Give me an “I”!

Audience and other Nitros respond: “I”!

Nitro 3: Give me an “T”!

Audience and other Nitros respond: “T”!

Nitro 4: Give me a “R”!

Audience and other Nitros respond: “R”!

Nitro 5: Give me an “O”!

Audience and other Nitros respond: “O”!

Nitro 1: What’s that spell?

Audience and other Nitros: NITRO!

Nitro 2: What’s that mean?

Other Nitros: DIRTY AIR!

Harry: Hey, I didn’t know pollutants could spell.

Nitro 4: Very funny, Harry.

Connie: So, how do you Nitros get into the air?

Nitro 5: We get airborne when cars, planes, trucks and power plants burn fuel.

Harry: And what happens once you’re in the air?

Nitro 1: We can make people’s lungs hurt when they breathe—especially people who already have asthma.

Nitro 2: And, like Sulphur Dioxide, we react with water in the air and form acid rain.

Nitro 3: But we also make another form of pollution. And here she is—BAD OZONE! (Bad Ozone waves and walks over. Nitros return to picket line.)

Bad Ozone: Well, my friends, the Nitros, pour into the air, they get together with some other pollutants. As the sun shines on all these lovely pollutants, it heats them up—and creates me, Bad Ozone. And where there’s ozone, there’s smog.

Harry: (to audience) Smog contains a lot of ozone.

Connor: That’s right, Harry. And smog can really make city life miserable. It can make your eyes burn, your head ache and it can damage your lungs.

Harry: But what I want to know is, if ozone is so bad, why are people worried about holes in the ozone layer? (Good Ozone walks in from offstage.)

Good Ozone: That low-level ozone is my rotten twin sister—she’s just a good gas turned bad! I’m the good ozone that forms a layer high above the Earth. I help absorb the harmful rays of the sun.

Bad Ozone: (nastily to Good Ozone) So what are you doing here, sis?

Good Ozone: I’m here to support the clean air laws. If certain chemicals keep getting pumped into the atmosphere, I’ll disappear. And without me, the harmful rays of the sun will kill some kinds of plants and give many more people skin cancer and eye disease!

Harry: But what kinds of chemicals are making you disappear?

Good Ozone: It’s those terrible CFCs! (CFCs walk over from picket line.)

CFC 1: Hey, we’re not so bad! People have used us CFCs in coolants for refrigerators and air conditioners for your home and car.

CFC 2: So what if we destroy a little bit of ozone? There’s enough to last for years!

CFC 3: Yeah— who needs ozone anyway?

Good Ozone: People do! Tell them what else you CFCs are doing!

CFC 4: What’s Ozone complaining about now—global warming? (EPA scientists walk in from offstage. Good and Bad Ozone walk offstage.)

Scientist 1: Excuse me, but did I just hear someone mention global warming?

CFC 2: Yeah. What do you want?

Scientist 2: We just happen to be experts on global climate change.

Connie: Are CFCs really changing the world’s climate?

Scientist 1: Well, we’re not positive. But over the past 100 years or so, people have been pouring gases, such as CFCs and carbon dioxide, into the air.

Scientist 2: And as they build up in the atmosphere, these gases may be acting like the glass in a greenhouse.

Scientist 1: That’s right. They let the radiation
from the sun in -- but they keep the heat from getting out. And this may be causing the Earth’s climate to become warmer.

Harry: I’ve read that if the temperature goes up, sea levels may rise. Wow, some cities on the coast might be flooded some day!

Scientist 1: Well, nice talking with you all, but we’ve got to do some more research so that we can really nail these pollutants. (Points to CFCs. CFCs give scientists a dirty look, stick out tongues. Scientists walk offstage.)

CFC 1: Hey, we’re not even the biggest cause of global climate change. You gotta talk to another of the big pollutants about that.

Harry: (checks notes) There’s only one other pollutant on the list: Carbon Dioxide. (CFCs return to picket line. Carbon Dioxide 1 and 2 walk over.)

Dioxide 1: Did we hear you mention our name? We aren’t really a bad gas, in the right amount. About a hundred years ago, there was just the right amount of us in the air.

Dioxide 2: But then people started burning more and more things -- they built power plants that burn coal, and cars and trucks that burn gasoline. And they started cutting down and burning forests! Every bit of that burning releases extra amounts of us into the air.

Dioxide 1: As more and more of us got into the air, people started saying that the Earth was warming up -- because of us!

Dioxide 2: Yeah -- as if it’s our fault! (to audience) The reason you’re in such a mess is because you use so much fuel and cut down so many trees!

Connie: You’re right, Carbon Dioxide. Maybe we should be doing a special report on people -- we’re the ones who are really causing most air pollution.

Harry: But people can change! (turns to audience) How about you? Can you think of some ways that people can help fight air pollution? (Audience responds with ideas, such as driving cars less, using less electricity, conserving forests, planting trees and so on.)

Connie: And that’s the end of our special report. The bottom line? These air pollutants are a pretty tough bunch -- but people help create many of them, and people can reduce the amounts that are in our atmosphere. Thank you and good night.

Pollutant curtain call.

The End.

Acknowledgments
Lois Myers, Stephen F. Austin University Nacogdoches TES Course, 1994; Pollution: Let’s Clean Up Our Act, National Wildlife Federation, 8925 Leesburg Pike, Vienna, Virginia, 22184, 1-800-822-9919, the Environmental Protection Agency’s Guide to Environmental Issues and What You Can Do To Reduce Air Pollution.

p. 105: Lesson 2 – Practice A. PAIR WORK

Where does the bear live?
What does it look like?
Why is it an endangered animal?

INFORMATION about WOLVES:
WOLVES are black-grey or brown. They have powerful teeth, bushy tails, and round eyes. Their habitat is in plains or forests and their den may be a cave, or a hole in the ground. They eat small animals and birds. Wolves are becoming extinct because people regard them as dangerous animals. The fact is that few, if any, healthy wolves have attacked humans. Actually, they try to avoid them. Wolves are valuable animals in the FOOD CHAIN.
### UNIT 10  **Time for fun**

#### p. 113: Lesson 1 – Practice A. PAIR WORK

<table>
<thead>
<tr>
<th>Title</th>
<th>War of the Worlds (2005)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genre</strong></td>
<td>Action /Adventure / Sci-Fi / Thriller</td>
</tr>
<tr>
<td><strong>Director</strong></td>
<td>Steven Spielberg</td>
</tr>
<tr>
<td><strong>Screenplay writers</strong></td>
<td>Josh Friedman, David Koepp</td>
</tr>
<tr>
<td><strong>Actor / Stars</strong></td>
<td>Tom Cruise (Ray Ferrier), Dakota Fanning (Rachel Ferrier), Justin Chatwin (Robbie Ferrier)</td>
</tr>
<tr>
<td><strong>Setting / background</strong></td>
<td>U.S.A., present time</td>
</tr>
<tr>
<td><strong>Play / Story</strong></td>
<td>A contemporary retelling of H. G. Wells’s classic: As Earth is invaded by alien tripod fighting machines, one family fights for survival.</td>
</tr>
<tr>
<td><strong>Reviews</strong></td>
<td>A brilliantly executed movie. It is considered one of the finest disaster movies of all time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Ice Age: The Meltdown (2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genre</strong></td>
<td>Animation / Adventure / Comedy / Family</td>
</tr>
<tr>
<td><strong>Director</strong></td>
<td>Carlos Saldanha</td>
</tr>
<tr>
<td><strong>Screenplay writers</strong></td>
<td>Gerry Swallow, Peter Gaulke (screenplay)</td>
</tr>
<tr>
<td><strong>Actor / Stars</strong></td>
<td><strong>Voices of:</strong> Ray Romano (Manny), John Leguizamo (Sid), Denis Leary (Diego), Queen Latifah (Ellie)</td>
</tr>
<tr>
<td><strong>Setting / background</strong></td>
<td>Prehistoric time</td>
</tr>
<tr>
<td><strong>Play / Story</strong></td>
<td>Diego, Manny and Sid return in this sequel to the hit Ice Age. This time the Ice Age is over and is starting to melt, which will destroy their valley. So they must unite and warn everyone about the situation.</td>
</tr>
<tr>
<td><strong>Reviews</strong></td>
<td>It is an impressively animated, family-friendly comedy with likeable characters and some terrific comic set-pieces, carrying an ecological message.</td>
</tr>
</tbody>
</table>
**APPENDIX II - RESOURCE MATERIALS**

<table>
<thead>
<tr>
<th>Title</th>
<th>Eight Below (2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genre</strong></td>
<td>Adventure / Drama / Family</td>
</tr>
<tr>
<td><strong>Director</strong></td>
<td>Frank Marshal</td>
</tr>
<tr>
<td><strong>Screenplay writers</strong></td>
<td>David DiGilio (screenplay), Toshirô Ishido</td>
</tr>
<tr>
<td><strong>Actor / Stars</strong></td>
<td>Paul Walker (Jerry Shepherd), Bruce Greenwood (David McClaren), Moon Bloodgood (Katie), Jason Biggs (Charlie Cooper)</td>
</tr>
<tr>
<td><strong>Setting / background</strong></td>
<td>The Antarctic</td>
</tr>
<tr>
<td><strong>Play / Story</strong></td>
<td>Heavy cold forces two Antarctic explorers to leave their team of sled dogs behind as they fight for their survival.</td>
</tr>
<tr>
<td><strong>Reviews</strong></td>
<td>A moving story of survival, friendship and adventure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>The Wild (2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genre</strong></td>
<td>Animation / Adventure / Comedy / Family / Fantasy</td>
</tr>
<tr>
<td><strong>Director</strong></td>
<td>Steve ‘Spaz’ Williams</td>
</tr>
<tr>
<td><strong>Screenplay writers</strong></td>
<td>Ed Decter, Mark Gibson (written by)</td>
</tr>
<tr>
<td><strong>Actor / Stars</strong></td>
<td>Voices of: Kiefer Sutherland (Samson), James Belushi (Benny), Eddie Izzard (Nigel), Greg Cipes (Ryan), Janeane Garofalo (Bridget)</td>
</tr>
<tr>
<td><strong>Setting / background</strong></td>
<td>New York, Africa</td>
</tr>
<tr>
<td><strong>Play / Story</strong></td>
<td>A lion, a giraffe, an anaconda, a koala, and a squirrel discover what a jungle the city can be when one of their own is mistakenly shipped to the wild and they embark on a dangerous mission to rescue him.</td>
</tr>
<tr>
<td><strong>Reviews</strong></td>
<td>‘The Wild’ offers consistent laughs, with fresh characters and writing.</td>
</tr>
</tbody>
</table>
UNIT 1

Simple Present

FORM

+ I, you, we, they
   He, she, it
   like
   likes

- I, you, we, they
   He, she, it
   do not
   does not
   like

? Do
   Does
   I, you, we, they
   he, she, it
   like
   milk?

SPELLING RULES

For the 3rd person singular (he, she, it)

We add **s** to the main verb

**work + s = he works**

Exceptions

We add **es** in verbs ending in **sh, ch, ss, o, x**

**wash + es = he washes**

We add **ies** in verbs ending in **consonant + y**

**study + ies = he studies**

Examples of **vowels**: a, e, o, i, u

Examples of **consonants**: b, c, d, f, g, etc.

USE

We use the simple present tense when:

- something happens regularly
- something is true in general

EXAMPLES

I **live** in Patras.
The Moon **goes** round the Earth.
John's father **drives** a taxi.
He **does not drive** a bus.
My sister and I do **not watch** TV after 10.00 at night.
**Do you always** play football on Saturdays?
Wh... questions / How... questions with Simple Present

**EXAMPLES**

<table>
<thead>
<tr>
<th>What</th>
<th>have</th>
<th>for breakfast?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What time</td>
<td>go</td>
<td>to school?</td>
</tr>
<tr>
<td>Where</td>
<td>spend</td>
<td>holidays?</td>
</tr>
<tr>
<td>When</td>
<td>come home</td>
<td>from school?</td>
</tr>
<tr>
<td>Who</td>
<td>play</td>
<td>tennis with?</td>
</tr>
<tr>
<td>How often</td>
<td>meet</td>
<td>friends?</td>
</tr>
<tr>
<td>do you / they</td>
<td></td>
<td></td>
</tr>
<tr>
<td>does he / she / it</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Present Continuous

**FORM**

<table>
<thead>
<tr>
<th>+</th>
<th>I am</th>
<th>speaking</th>
<th>to you.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You are</td>
<td>reading</td>
<td>this.</td>
</tr>
<tr>
<td>-</td>
<td>She is</td>
<td>not staying</td>
<td>in London.</td>
</tr>
<tr>
<td></td>
<td>We are</td>
<td>playing</td>
<td>football.</td>
</tr>
<tr>
<td>?</td>
<td>Is he</td>
<td>watching</td>
<td>TV?</td>
</tr>
<tr>
<td></td>
<td>Are they</td>
<td>waiting</td>
<td>for John?</td>
</tr>
</tbody>
</table>

**SPELLING RULES**

We add -ing to the main verb: work + ing = working

Exceptions

a. If the main verb ends in **consonant + stressed vowel + consonant**, we double the last letter: stop + p + ing = stopping / cut + t + ing = cutting

b. If the main verb ends in **ie**, we change the ie to y: die = die + y + ing = dying

c. If the main verb ends in **vowel + consonant + e**, omit the e: come + ing = coming

**USE**

We use the present continuous tense to talk about:

a. an action happening exactly now
b. an action happening around now

**EXAMPLES**

Look! The bus *is coming*.

*Are you learning* French or English?

*We are not having* breakfast at the moment.
## UNIT 2

### Countable / Uncountable nouns

#### EXAMPLES

<table>
<thead>
<tr>
<th>Countable Nouns</th>
<th>Uncountable Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td>a banana</td>
<td>some bananas</td>
</tr>
<tr>
<td>an apple</td>
<td>a lot of bananas</td>
</tr>
<tr>
<td></td>
<td>(a) few bananas</td>
</tr>
<tr>
<td></td>
<td>any bananas</td>
</tr>
<tr>
<td></td>
<td>many bananas</td>
</tr>
<tr>
<td></td>
<td>not any bananas</td>
</tr>
<tr>
<td></td>
<td>not many bananas</td>
</tr>
</tbody>
</table>

### Containers / Units of weight

#### EXAMPLES

<table>
<thead>
<tr>
<th>Containers</th>
<th>Units of weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A can / a tin</td>
<td>A kilo</td>
</tr>
<tr>
<td>A box</td>
<td></td>
</tr>
<tr>
<td>A packet</td>
<td></td>
</tr>
<tr>
<td>A bar</td>
<td></td>
</tr>
<tr>
<td>A bottle</td>
<td></td>
</tr>
<tr>
<td>A jar</td>
<td></td>
</tr>
<tr>
<td>A carton</td>
<td></td>
</tr>
<tr>
<td>of</td>
<td></td>
</tr>
<tr>
<td>cider</td>
<td></td>
</tr>
<tr>
<td>strawberries</td>
<td></td>
</tr>
<tr>
<td>sugar</td>
<td></td>
</tr>
<tr>
<td>chocolate</td>
<td></td>
</tr>
<tr>
<td>orange juice</td>
<td></td>
</tr>
<tr>
<td>jam</td>
<td></td>
</tr>
<tr>
<td>milk</td>
<td></td>
</tr>
<tr>
<td>of</td>
<td></td>
</tr>
<tr>
<td>of</td>
<td></td>
</tr>
<tr>
<td>A kilo</td>
<td></td>
</tr>
<tr>
<td>A pound</td>
<td></td>
</tr>
<tr>
<td>meat</td>
<td></td>
</tr>
<tr>
<td>of</td>
<td></td>
</tr>
<tr>
<td>mince</td>
<td></td>
</tr>
</tbody>
</table>

## UNIT 3

### Comparisons of adjectives and adverbs

#### FORM

<table>
<thead>
<tr>
<th>SHORT ADJECTIVES</th>
<th>POSITIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong</td>
<td>...-er than</td>
<td>the ...-est of/in</td>
<td></td>
</tr>
<tr>
<td>big</td>
<td>stronger than</td>
<td>the strongest of/in</td>
<td></td>
</tr>
<tr>
<td>ugly</td>
<td>bigger than</td>
<td>the biggest of/in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>uglier than</td>
<td>the ugliest of/in</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LONG ADJECTIVES</th>
<th>POSITIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horrible</td>
<td>more ... than</td>
<td>the most ... of/in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>more horrible than</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX III - GRAMMAR FILE

USE

In the Comparative form we add \(-er\) \(\text{than}\) in short adjectives and \(\text{more} + \text{adjective} + \text{than}\) in long adjectives.
In the Superlative form we add \(\text{the} -\text{est}\) in short adjectives and \(\text{the} \text{most} + \text{adjective}\) in long adjectives.

Irregular adjectives

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better than</td>
<td>the best of/in</td>
</tr>
<tr>
<td>bad</td>
<td>worse than</td>
<td>the worst of/in</td>
</tr>
<tr>
<td>far</td>
<td>farther/further than</td>
<td>the farthest/furthestof/in</td>
</tr>
<tr>
<td>much/many</td>
<td>more than</td>
<td>the most of/in</td>
</tr>
<tr>
<td>little</td>
<td>less than</td>
<td>the least of/in</td>
</tr>
</tbody>
</table>

Comparisons of adjectives with \(\text{as...as}\) and \(\text{not so...as}\)

EXAMPLES

\(\text{The night}\)  \(\text{is}\)  \(\text{as}\)  \(\text{dark}\)  \(\text{as}\)  \(\text{hell.}\)

\(\text{noun or pronoun}\)  \(\text{positive verb}\)  \(\text{as}\)  \(\text{adjective}\)  \(\text{as}\)  \(\text{noun or pronoun}\)

\(\text{Our house}\)  \(\text{is not}\)  \(\text{as / so}\)  \(\text{luxurious}\)  \(\text{as}\)  \(\text{a hotel.}\)

\(\text{noun or pronoun}\)  \(\text{negative}\)  \(\text{as / so}\)  \(\text{adjective}\)  \(\text{as}\)  \(\text{noun or pronoun}\)

Comparisons of adverbs

FORM

To form a regular adverb we add \(-ly\) \(-ily\) to an adjective

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>quiet</td>
<td>quietly</td>
</tr>
<tr>
<td>happy</td>
<td>happily</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXCEPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast</td>
</tr>
<tr>
<td>hard</td>
</tr>
<tr>
<td>good</td>
</tr>
</tbody>
</table>

EXAMPLES

The children are quiet. They are playing quietly.
That is a happy boy. He is singing happily.
That is a fast horse. It runs fast.
This exercise is hard. Tom is working hard on this exercise.
Jim is a good football player. He plays football well.

USE

We use adverbs when we want to answer the question \(\text{HOW}\).
UNIT 4

Simple Past

FORM

<table>
<thead>
<tr>
<th></th>
<th>I worked</th>
<th></th>
<th>very hard</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>You</td>
<td>went</td>
<td>to school</td>
</tr>
<tr>
<td>-</td>
<td>He/She</td>
<td>did not</td>
<td>go with me</td>
</tr>
<tr>
<td></td>
<td>We</td>
<td></td>
<td>work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>yesterday</td>
</tr>
<tr>
<td>?</td>
<td>Did</td>
<td>you</td>
<td>go</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to London</td>
</tr>
<tr>
<td></td>
<td></td>
<td>they</td>
<td>work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>at home</td>
</tr>
</tbody>
</table>

USE
We use the simple past tense to talk about an action, a situation or an event, short or long, that
• happened in the past
• is completely finished
• we say (or understand) the time and/or place it happened

EXAMPLES
I lived in that house when I was younger.
He didn’t like the movie.
What did you eat for dinner?
John rode his bike to school on Monday.
Mary did not go to school yesterday.
Did you play tennis last week?

Past Continuous

FORM

<table>
<thead>
<tr>
<th></th>
<th>I/He/She</th>
<th>was</th>
<th>watching</th>
<th>TV</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>You</td>
<td>were</td>
<td>working</td>
<td>hard</td>
</tr>
<tr>
<td>-</td>
<td>I/He/She</td>
<td>was</td>
<td>not</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>helping</td>
<td>Mary</td>
</tr>
<tr>
<td></td>
<td>We</td>
<td>were</td>
<td>joking</td>
<td></td>
</tr>
<tr>
<td>?</td>
<td>Was</td>
<td></td>
<td>studying</td>
<td>Maths</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Were</td>
<td>you</td>
<td>playing</td>
<td>football</td>
</tr>
</tbody>
</table>

USE
The Past Continuous tense expresses an action that happened at a particular moment in the past and it continued for some time.

EXAMPLES
I was doing my homework at 6.00 in the evening.
They were not playing football at 9am this morning.
What were you doing at 10pm last night?
Tony went home early because it was snowing.
APPENDIX III - GRAMMAR FILE

Past Continuous + Simple Past

USE
We often use the Past Continuous tense with the Simple Past tense. We use the Past Continuous tense to express a **long** action. And we use the Simple Past tense to express a **short** action that happens in the **middle** of the long action. We can join the two ideas with **when** or **while**.

We use:
• **when** + short action (Simple Past tense)
• **while** + long action (Past Continuous tense)

EXAMPLES

<table>
<thead>
<tr>
<th></th>
<th>I was watching TV</th>
<th>when</th>
<th>the telephone rang.</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>the telephone rang</td>
<td></td>
<td>I was watching TV.</td>
</tr>
<tr>
<td>The telephone rang</td>
<td>while</td>
<td>I was watching TV.</td>
<td></td>
</tr>
<tr>
<td>While</td>
<td>I was watching TV</td>
<td></td>
<td>the telephone rang.</td>
</tr>
</tbody>
</table>

UNIT 5

Used to…

FORM

| In Ancient Greece, people used to | wear | linen clothes in summer. |
| When I was fifteen I listen to | listen to | rock music. |

USE

We use **used to + infinitive** to talk about a past state that is not true now or about an old habit that has now stopped.

**REMEMBER**
We can use either **used to…** or **Past Simple** to talk about a past state or habit that is no longer true, but we can only use Past Simple to talk about things we did at a specific time in the past.

Asking for and giving directions / information

<table>
<thead>
<tr>
<th>When we ask for directions / information we use the following</th>
<th>When we give directions / information we use the following</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excuse me, how can I go/ get to… Can/could you tell me where… is, please? Can/Could you show me the way to…? What time…? How much…, please?</td>
<td>Go up/down… street until you get to… Go straight… Take the bus/ train to… Turn right/left… It’s on the corner of… Take the first/second turning… It is near/opposite/behind/in front of/ between…</td>
</tr>
</tbody>
</table>
UNIT 6

Modal verbs: can, may, should

FORM

<table>
<thead>
<tr>
<th>+</th>
<th>I</th>
<th>you</th>
<th>he</th>
<th>she</th>
<th>we</th>
<th>they</th>
<th>can</th>
<th>may</th>
<th>should</th>
<th>ride</th>
<th>this bike.</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>cannot / can’t</td>
<td>may not</td>
<td>should not / shouldn’t</td>
<td>ride</td>
<td>this bike.</td>
</tr>
<tr>
<td>?</td>
<td>Can</td>
<td>May</td>
<td>Should</td>
<td>I / you</td>
<td>he / she</td>
<td>we / they</td>
<td>can</td>
<td>may</td>
<td>should</td>
<td>ride</td>
<td>this bike?</td>
</tr>
</tbody>
</table>

USE

CAN: Possibility / Ability
We use can to talk about what is possible or what we are able or free to do:

EXAMPLES

She can fly a plane.
John can speak Spanish.
I cannot hear you. (I can’t hear you.)
Can you hear me?

CAN, MAY: Permission
We sometimes use can to ask or give permission for something:

Examples

Can I leave early today? May I leave early today?

SHOULD: Advice
We sometimes use should to give advice to someone:

Example

You should be brave and well trained, if you want to be a lifeguard.
APPENDIX III - GRAMMAR FILE

Simple Future

FORM

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>will</th>
<th>open</th>
<th>the door.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You</td>
<td>will</td>
<td>finish</td>
<td>before me.</td>
</tr>
<tr>
<td></td>
<td>We</td>
<td>will</td>
<td>be</td>
<td>at school tomorrow.</td>
</tr>
<tr>
<td></td>
<td>She</td>
<td>will</td>
<td>not</td>
<td>leave yet.</td>
</tr>
<tr>
<td>?</td>
<td>Will</td>
<td>you</td>
<td>arrive</td>
<td>on time?</td>
</tr>
<tr>
<td></td>
<td>they</td>
<td>want</td>
<td>dinner?</td>
<td></td>
</tr>
</tbody>
</table>

For negative sentences in the simple future tense, we contract with won’t, like this:

<table>
<thead>
<tr>
<th>I will not</th>
<th>I won’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>you will not</td>
<td>you won’t</td>
</tr>
<tr>
<td>he/she/it will not</td>
<td>he/she/it won’t</td>
</tr>
<tr>
<td>we will not</td>
<td>we won’t</td>
</tr>
<tr>
<td>they will not</td>
<td>they won’t</td>
</tr>
</tbody>
</table>

USE

We use the Simple Future tense to show prediction, offer, promise, warning, decision on the spot and request.

EXAMPLES

It will rain tomorrow. (prediction)
I’ll bring it right away! (offer)
I’ll fix your car tomorrow. (promise)
If you don’t follow my advice, you won’t get well. (warning)
Will you bring a bottle of water? (request)
There is no bread left. I’ll go and buy some! (decision on the spot)

be going to...

USE

We often use be going to...

- when we have the intention to do something before we speak. We have already made a decision before speaking.

EXAMPLES

I have won €1,000. I am going to buy a new TV.
We’re not going to see my mother tomorrow.
When are you going to go on holiday?
### UNIT 7

#### Present Perfect Simple

**FORM**

<table>
<thead>
<tr>
<th></th>
<th>subject</th>
<th>auxiliary verb</th>
<th>main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>I / You / We / They</td>
<td>have</td>
<td>played football.</td>
</tr>
<tr>
<td></td>
<td>He / She</td>
<td>has</td>
<td>visited Rome.</td>
</tr>
<tr>
<td>-</td>
<td>I / You / We / They</td>
<td>haven’t</td>
<td>won the 200 m. race.</td>
</tr>
<tr>
<td></td>
<td>He / She</td>
<td>hasn’t</td>
<td>seen ET.</td>
</tr>
<tr>
<td>?</td>
<td>Have</td>
<td>you / we / they</td>
<td>finished?</td>
</tr>
<tr>
<td></td>
<td>Has</td>
<td>he / she</td>
<td>done it?</td>
</tr>
</tbody>
</table>

**USE**

We use the Present Perfect Simple tense to talk about *past activities*, which we are not interested in *when* they happened. We only want to know *if they happened*.

**EXAMPLES**

- I *have seen* ET.
- He *has lived* in Paris.
- *Have you visited* Rome?
- They *have never broken* a world record.

**NOTE:** If we are interested in *when* an action happened we use Simple Past tense. Example: Ian Thorpe *won* the 400 m freestyle *in 2004 Athens Olympics*.

#### Present Perfect Continuous

**FORM**

<table>
<thead>
<tr>
<th></th>
<th>I / You</th>
<th>have</th>
<th>waiting</th>
<th>for one hour.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>He / She</td>
<td>has</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>It</td>
<td>has</td>
<td>not been</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We</td>
<td>have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>?</td>
<td>Have</td>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>they</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We use *for* to talk about a period of time. (for 5 minutes/ 2 weeks/ 6 years)
We use *since* to talk about a point in past time. (since 9 o’clock/ 1st January/ Monday)
APPENDIX III - GRAMMAR FILE

USE

We use the Present Perfect Continuous

- to talk about an action that started in the past and has just stopped. There is usually a result now.
- to talk about an action that started in the past and is continuing now. This is often used with for or since.

EXAMPLES

I have been reading for 2 hours. [I am still reading now.]
We’ve been studying since 9 o’clock. [We’re still studying now.]
How long have you been learning English? [You are still learning now.]
We have not been watching TV. [And we are not watching TV now.]
He has broken many records since he was 14. [He is still breaking records.]

UNIT 8

Conditional Sentences

FORM

<table>
<thead>
<tr>
<th>Type</th>
<th>IF-clause</th>
<th>Result clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type 1</td>
<td>Simple Present tense</td>
<td>will, can, must, + bare infinitive or imperative</td>
</tr>
<tr>
<td>Type 2</td>
<td>Simple Past tense</td>
<td>would + bare infinitive</td>
</tr>
</tbody>
</table>

USE

We use Type 1 Conditional Sentences to show that something is possible to happen in the present or future.

We use Type 2 Conditional Sentences to show that something is very unlikely to happen in the present or future.

This kind of sentences often expresses a wish or advice.

EXAMPLES

Type 1
If you choose to attend this excellent musical, you will learn the importance of personal safety, proper diet, and good health.
If you like Greek folk music, register for this event.
If you want to learn about other cultures, you can attend the dances from Peru.

Type 2
If I won a lot of money, I would (I’d) buy a lot of CD’s.
If I were you, I’d pay back all the money I owe.

NOTE: When we use Type 2 Conditional we prefer to use were instead of was.
UNIT 9

Past Perfect

FORM

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>had</th>
<th>finished work.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You</td>
<td>had</td>
<td>stopped before me.</td>
</tr>
<tr>
<td></td>
<td>He</td>
<td>hadn’t</td>
<td>gone to school.</td>
</tr>
<tr>
<td></td>
<td>She</td>
<td>left.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>?</td>
<td>you</td>
<td>arrived?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>they</td>
<td>eaten dinner?</td>
</tr>
</tbody>
</table>

USE

We use the Past Perfect tense to talk about an action that happened in the past before another action. This is ‘the past in the past’.

EXAMPLES

The tide had washed up thousands of starfish, when he arrived.
They were hungry. They had not eaten for five hours.
I didn’t know who he was. I had never seen him before.
“Mary wasn’t at home when I arrived.” “Really? Where had she gone?”

Clauses of result / reason

The clauses of result express the result of an action or a situation.
They start with …so and …as a result.

EXAMPLES

People have built a lot of hotels near the beach so baby turtles head for the lights of the hotels.
People have built a lot of hotels near the beach and as a result, baby turtles head for the lights of the hotels.

The clauses of reason tell us why something happens or exists.
They start with …because, …because of and …as.

EXAMPLES

Fishermen kill them because they destroy their fishing nets.
They lose their habitat because of tourism.
The Mediterranean seal symbolizes the health of the sea, as it can only live in clean non polluted waters.
APPENDIX III - GRAMMAR FILE

UNIT 10

Passive Voice – Simple Present Tense

FORM We form the Simple Present Passive with the verb to be in the right form and the Past participle of the main verb.

<table>
<thead>
<tr>
<th>Simple Present of verb ‘to be’</th>
<th>past participle of main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td>used/ washed/ finished/ written/ done etc.</td>
</tr>
<tr>
<td>is</td>
<td></td>
</tr>
<tr>
<td>are</td>
<td></td>
</tr>
</tbody>
</table>

USE We use the Passive Voice when we are more interested in the action than in who is responsible for it (agent). When we want to mention who does the action the word by comes before it. We also use Passive Voice in notices and signs.

EXAMPLES

The young Bond *is presented* as a tall and scruffy teenager.
The young Bond books *are written by* Charlie Higson.
Smoking *is forbidden*.
Tickets *are sold* out.
## APPENDIX IV

### Irregular Verbs

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past Simple</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was/were</td>
<td>been</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>blow</td>
<td>blew</td>
<td>blown</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>bought</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>caught</td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td>chosen</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>come</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td>draw</td>
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</tr>
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<td>drink</td>
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<td>drunk</td>
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<tr>
<td>drive</td>
<td>drove</td>
<td>driven</td>
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<td>eat</td>
<td>ate</td>
<td>eaten</td>
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<td>fall</td>
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<td>fallen</td>
</tr>
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<td>feel</td>
<td>felt</td>
<td>felt</td>
</tr>
<tr>
<td>fight</td>
<td>fought</td>
<td>fought</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>flown</td>
</tr>
<tr>
<td>forget</td>
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<td>forgotten</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>got</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
</tr>
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<td>grow</td>
<td>grew</td>
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</tr>
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<td>have</td>
<td>had</td>
<td>had</td>
</tr>
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<td>hear</td>
<td>heard</td>
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<td>hide</td>
<td>hid</td>
<td>hidden</td>
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<td>know</td>
<td>knew</td>
<td>known</td>
</tr>
<tr>
<td>lead</td>
<td>led</td>
<td>led</td>
</tr>
<tr>
<td>learn</td>
<td>learnt</td>
<td>learnt</td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
<td>left</td>
</tr>
<tr>
<td>light</td>
<td>lit</td>
<td>lit</td>
</tr>
<tr>
<td>lose</td>
<td>lost</td>
<td>lost</td>
</tr>
<tr>
<td>read</td>
<td>read</td>
<td>read</td>
</tr>
<tr>
<td>ride</td>
<td>rode</td>
<td>ridden</td>
</tr>
<tr>
<td>ring</td>
<td>rang</td>
<td>rung</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>run</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
<td>said</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>shake</td>
<td>shook</td>
<td>shaken</td>
</tr>
<tr>
<td>sing</td>
<td>sang</td>
<td>sung</td>
</tr>
<tr>
<td>sit</td>
<td>sat</td>
<td>sat</td>
</tr>
<tr>
<td>smell</td>
<td>smelt</td>
<td>smelt</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>spoken</td>
</tr>
<tr>
<td>steal</td>
<td>stole</td>
<td>stolen</td>
</tr>
<tr>
<td>stand</td>
<td>stood</td>
<td>stood</td>
</tr>
<tr>
<td>swim</td>
<td>swam</td>
<td>swum</td>
</tr>
<tr>
<td>take</td>
<td>took</td>
<td>taken</td>
</tr>
<tr>
<td>teach</td>
<td>taught</td>
<td>taught</td>
</tr>
<tr>
<td>throw</td>
<td>threw</td>
<td>thrown</td>
</tr>
<tr>
<td>wake</td>
<td>woke</td>
<td>woken</td>
</tr>
<tr>
<td>wear</td>
<td>wore</td>
<td>worn</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
<td>written</td>
</tr>
</tbody>
</table>
APPENDIX VI - MAP
My portfolio
by
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil’s personal information</td>
<td></td>
</tr>
<tr>
<td>All about me</td>
<td></td>
</tr>
<tr>
<td>All about my friend</td>
<td></td>
</tr>
<tr>
<td>All about my family</td>
<td></td>
</tr>
<tr>
<td><strong>Reading activities</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking &amp; listening activities</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing activities</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision units</td>
<td></td>
</tr>
<tr>
<td>Projects</td>
<td></td>
</tr>
<tr>
<td><strong>My best / my favourite pieces of work</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
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*What I have learnt so far*  
*My weak points, my strong points*
All about me

MY NAME: ___________________
My nickname: ___________________
MY BIRTHDAY: _______________
MY PHONE NUMBER: __________
MY SCHOOL: _________________
MY CLASS: _________________
MY ADDRESS: ___________________
_____________________________
MY ENGLISH TEACHER:
Mr/Ms ___________________

WHAT KIND OF LEARNER I AM: Tick ✓ what suits you.

I learn new words better when I...
translate them in Greek ____________
see or draw pictures of them __________
write sentences with them ___________
play games with them _____________

I enjoy my English lesson more when I work...
on my own ________________________
with another pupil __________________
in a group _________________________

I enjoy my English lesson more when I...
do listening activities _____________
read English texts____________________
speak English with my classmates ______
write things in English __________________

When I need help with English, I prefer to...
ask my teacher ____________________
ask a friend in class __________________
look it up and find out myself __________

When I make mistakes I...
want my teacher to correct them ______
don’t want my teacher to correct all the mistakes ________________
want my classmates to check my work ______
All about my Friend

His/Her Name: ____________________
His/Her Nickname: ________________
His/Her Birthday: ________________

Describe your friend:

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

His/Her School: _____________
His/Her Class: ________________
His/Her Phone Number: ________
All about my Family

A photo of my family

father - mother
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