

IT'S UP TO YOU

UNIT 1 – UNITY IN DIVERSITY

LESSON 1 – PEOPLE AND PLACES

* Activity 2.2, p. 11

Nikos, a student reporter, interviewed an anthropologist about the way people look. Complete the table below with information from the article Nikos wrote for his school newspaper.

people's characteristics	scientists' opinion
(1) skin / hair	Protection against the sun and the heat.
Fair skin	(2).....
(3) faces / noses	Protection against the cold.
Tall and thin bodies	Protection against (4)
(5) bodies	Protection against (6)

* Activity 6, p. 14

You have decided to enter a creative writing competition. The title of the competition entry is the following: **“Describe an interesting person you know or a person who makes you happy”**.

Use the ideas below as a general plan for your writing.

Paragraph 1:

Write about this person's physical details (eyes, hair, face), size and body.

e.g. She's got small, slanted eyes, and long, straight hair. / He's short and thin.

Paragraph 2:

Write about his / her family and background.

e.g. She comes from ... / He has got a large family ...

Paragraph 3:

Write about the person's hobbies and interests.

e.g. She loves chess. / He's keen on computer games.

Paragraph 4:

Write about the person's character. Try to give an example to show what you mean.

e.g. She's very polite. She always gives up her seat

to the elderly. / He's very patient. He helps everybody without a word of complaint.

Paragraph 5:

Write your general opinion about this person.

e.g. I'm really happy she's my best friend. / I really like him. He always makes me laugh.

LESSON 2 – JOINED IN OUR DIFFERENCES

* Extra – Vocabulary, Activity 1.2, p. 15

Match the words with their definitions and then use them to complete the sentences below.

- | | |
|--------------|---|
| 1. diversity | a. allowing people to do or believe what they want |
| 2. unity | b. when different types of things or people are included in something |
| 3. harmony | c. agreement of feelings, interests, opinions |
| 4. tolerance | d. being joined together as a group |

- They can live together in although they come from different countries.
- National is essential in time of war.
- In this country there is racial They respect other people's opinions, customs and beliefs.
- Some countries like the USA have a great deal of cultural

*** Extra - Organising information, Activity 3.1, p. 16

Choose an appropriate diagram from pp.161-162 to organise the information you've read in the texts about the Japanese and the French.

LESSON 3 – DIFFERENT PLACES – DIFFERENT BUILDINGS

* Activity 2.3, p. 21

You are a member of a committee preparing the questions for a quiz show about famous buildings. Read the answers and write the questions. Don't forget to include the name of the building in each question.

e.g. When was Agia Sophia built?

It was built after the riots of AD 532.

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1. What?
Its most striking feature is its huge, shallow dome.
2. How?
It's over 45m tall.
3. Where?
It is in Italy.
4. How many?
It has got 294 steps.
5. Where?
It is in Australia.

UNIT 2 - ECHOES OF THE PAST

LESSON 4 – MYSTERIES OF OUR WORLD

**** Extra - Reading, p. 32**

Read the text and fill out the 5Ws chart below with the relevant information. Then work in pairs and use the chart to ask and answer questions about the statues.

How did the Easter Island sculptors create their statues?

Hundreds of gigantic statues - some standing on stone platforms, others buried up to their necks in the soil or lying broken on the ground - dominate a small remote Pacific island. The island has been known to the outside world as Easter Island since it was discovered by Europeans on Easter Day in the year 1722.

The statues were carved by inhabitants of the island to decorate coastal temples. It has been estimated that a team of 90 men would have taken about 18 months to carve each statue and get its position! The statues were apparently created over a period of several hundred years, ending about 200 years before the first Europeans arrived in the 18th century.

There are about 1,000 of the giant Easter Island statues. They range from 3ft (1m) to 70ft (21m) high and probably represent famous chiefs or long-dead ancestors of the islanders who erected them. The statues were carved from stone composed of compressed volcanic ash using primitive tools.

Who?	When?
Where?	What?
Why?	

LESSON 5 – ACROSS THE AGES

**** Activity 2.2, p. 34**

Read the text on page 34 of your book and answer the questions.

1. What were some of the occupations of the citizens of Pompeii?
2. How did people entertain themselves?
3. What happened to Pompeii after the volcano had erupted?
4. When did excavations begin?
5. What did the archaeologists find inside the houses?

**** Extra - Language focus, Activity 6, p. 37**

Read the text about Spartan boys and girls in ancient Greece to find out what they used to do. Write 6 sentences.

Spartan boys were sent to military school at age 6 or 7. At school, they were taught survival skills to become great soldiers. School courses were very hard and often painful. They walked barefoot, slept on hard beds, and did a lot of exercise and other physical activities such as running, jumping, javelin and discus throwing, swimming, and hunting. At 18, Spartan boys became military cadets and learned the arts of war.

In Sparta, girls also went to school at age 6 or 7. The girls were taught wrestling and gymnastics. The Spartans believed that strong young women would produce strong babies. At age 18, if a Spartan girl passed her skills and fitness test, she would be assigned a husband and allowed to return home. If she failed, she would lose her rights as a citizen, and become a member of the middle class.

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

*** Activity 8, p. 38**

Match the words on the left with their meanings on the right.

1. ειδώλια	a. clay vessels
2. κοκάλινες φλογέρες	b. bottles
3. πήλινα αγγεία	c. beads
4. μαγειρικά σκεύη	d. markings
5. φιάλες	e. figurines

6. κοσμήματα	f. wooden tablet
7. χάντρες	g. bone flutes
8. κοχύλια	h. shells
9. ξύλινη πινακίδα	i. jewellery
10. σήματα	j. utensils

Now use the vocabulary to answer Bjorn's first question.

LESSON 6 – LIFE ON THE WATER

**** Activity 2.4, p. 41**

Read the article and tick whether the statements are True (T), False (F) or Not Mentioned (NM).

	T	F	NM
1. There are other civilisations that lasted longer than the Egyptian.			
2. The water of the Nile made the fields very fertile.			
3. The Sphinx was dedicated to their Gods.			
4. The Egyptians practised medicine.			
5. The pyramids were guarded against thieves.			
6. Only mummies were placed in the pyramids.			

**** Extra – Language focus, Activity 5, p. 42**

Write the part of your article that refers to the ancient Celts. Number the sentences to put them in the right order.

Mining for salt

- They [put] many pine torches in their backpacks so they [can] light their way / they [start] going deep into the earth (before)
- The miners [prepare] themselves carefully and they [wear] special leather caps to protect their heads / they [enter] the dark tunnels (after)
- The miners [strike] the hard rock carefully with their picks / they [remove] blocks of salt that [weigh] about 12 kg each (after)

UNIT 3 - TIME OUT!

LESSON 7 – GET ON BOARD!

**** Extra - Vocabulary, p. 49**

Match the items in list A with the ones in list B. You can check your answers in the text on p. 49 of your book. There may be more than one correct combinations.

1. tropical	a. safari
2. exotic	b. crafts
3. rapid	c. heat
4. scorching	d. destinations
5. haunted	e. plains
6. exciting	f. paradise
7. icy	g. safari
8. handmade	h. towns

LESSON 8 – WHAT AN EXPERIENCE!

**** Extra – Writing, pp. 53-54**

Choose one of the following:

- Theme parks, cinemas, sports centres are entertainment facilities. How good are entertainment facilities in your area?
- Some people believe that leisure should be looked on as a challenge and not as a chance to do nothing. Do you agree? Why / Why not?

LESSON 9 - ...LET THE GAMES BEGIN!

***** Activity 2.2, p. 59**

Look back at the text on pages 57-58 of your book and write three questions of your own for your partner to answer.

-
-
-

*** Extra – Reading, Activity 4, p. 59**

- Look at the titles of the articles below and guess what the articles are about.
- Read the extracts from the articles and answer the following questions:
 - What section of the newspaper are they from?
 - What is the first article about?
 - What is the second article about?

**Banned Irish rider
to be considered for Beijing**

Showjumper, Michael Hutton, stripped of an Olympic gold medal over a horse-doping scandal, will be considered for the Irish team which will travel to the Beijing Games in 2008. Hutton was stripped of his gold medal from Athens and given a three-month ban after an International judicial committee ruled his horse had tested positive for two drugs.

Adapted from: The Scotsman, 29.3.2005

**Seven Players to donate \$1,000
a point for tsunami victims**

Tracy McGrady, Kobe Bryant, Jermaine O'Neal and four other NBA players have promised to donate \$1,000 for every point they score in a game later this week to help victims of the Indian Ocean tsunami. "I first talked about it with Jermaine and Tracy right before New Year's. We talked about different ideas, and that's how it started," said agent Arn Tellem, who said he would match the highest donation made by any of the players.

Adapted from: Stars and Stripes, 6.1.2005

UNIT 4 – LET'S CHANGE OUR SCHOOLS

LESSON 10 – LOOKING AT OTHER SCHOOLS

* **Activity 4.3, p. 67**

Complete the following sentences to compare your school with the Strömberg School.

Similarities

Like my school, the Strömberg School
.....
Both the Strömberg School and my school
.....

Differences

The Strömberg School whereas
my school
The Strömberg School
However,
The Strömberg School but my
school
The Strömberg School My school,
on the other hand,

LESSON 11 – CHANGE THROUGH TIME

* **Activity 7.3, p. 75**

The headmaster of your school has asked you to write a short report suggesting what new equipment your school needs. As member of the student committee, write your report describing the present situation and suggesting what equipment you would like to have. Justify your choices. The following plan will help you write your report.

Our school

Paragraph 1:

Write what your report is about.

e.g. The purpose of this report is to suggest

Paragraph 2:

Describe the present situation. Write about what equipment your school already has.

*e.g. To begin with, our school has
Furthermore, However, a common complaint
is that For example, many students*

Paragraph 3:

Write your suggestions about what equipment your school needs.

*e.g. Some students also mention that, so
it would be a good idea to Moreover,
most students also, that is why we need
..... It might also be a good idea to have,
where students could Finally, we would like to
suggest*

Paragraph 4:

Summarise the things you want to emphasise.

*In conclusion, everyone and we all hope to
make our school a better place.*

**LESSON 12 – CHANGE:
AN ONGOING PROCESS**

** **Extra - Language focus, Activity 6, p. 79**

Complete the following sentences. The words in brackets might help you.

1. My best friend is a person
(make / me / laugh / all / time).
2. English is a language
(help / people / all / over / world / communicate).
3. Do you remember the year
(we / first / meet)?
4. My home is a place (relax).
5. A scientist is a person
(interested / natural / physical laws).

6. A dictionary is a book
(contain / list / words and their meaning).
7. This school is only for children
(first language / not Greek).
8. The place
(we / spend / our holidays / wonderful).

1. The Capella Sixtina
.....
2. Julius Caesar
.....
3. The first tragedies and comedies
.....
4. The Greek National Anthem
.....
5. Coca Cola
.....
6. St. Paul's Cathedral
.....

UNIT 5 – THE ARTS!

LESSON 13 – QUITE AN ART!

**** Activity 7, p.87**

A new art centre has opened in your area. Your class wants to visit it and your teacher has asked you to call and get some information about it. Look at the notes you took over the phone and inform your class about the regulations of the art centre.

*e.g. Touching / paintings / forbid
Touching the paintings is forbidden.*

1. Children under 12 / not admit / without / adult
2. Tickets for concerts / book / in advance
3. No food / drink / allow
4. Exhibition books / sell / the entrance
5. Taking photos / not permit
6. Pets / not / allow / on / premises
7. Smoking / forbid / in all areas / art centre
8. Mobile phones / not permit / in / concert hall
9. Teachers / kindly request / to confirm group arrivals one day / advance

LESSON 14 – IT'S MUSIC TO MY EARS

Extra – Language focus, Activity 5, p. 92

* 1. Make full sentences using the prompts below.

1. Mount Everest / climb / Sir Edmund Hillary.
2. The Inca and Maya civilisations / destroy / Spanish explorers.
3. Hamlet / perform / Sir Lawrence Olivier.
4. The Parthenon / design / Iktinos and Kallikrates.
5. "The Odyssey" and "The Iliad" / write / Homer.

*** 2. Combine the information from the list and the box below to make true sentences. You will have to provide the verbs yourself.

Brutus Michelangelo Jogh Pemberton (1886)	Nikolaos Mantzaris the ancient Greeks the Great fire of London
---	--

LESSON 15 – ACTING UP!

**** Extra – Reading, p. 94**

THE BARD FACTS

Read the text about Shakespeare quickly to find out what the following numbers refer to.

The next time you see a production of Shakespeare's 'Hamlet' remember: In this, the longest of the bard's plays, the actor playing the hero has to speak 1,530 lines - a total of 11,610 words. By comparison, 'Comedy of Errors', Shakespeare's shortest play, is only 1,778 lines long, less than half the length of Hamlet (3,931).

Between about 1590 and 1610, Shakespeare wrote over 100,000 lines of drama and brought to life 1,277 characters. His vocabulary was one of the richest of any English writer and there are over 30,000 different words used in his works, double the average vocabulary for an educated individual in the late 20th century.

1,277	1.	1,530	6.
1,778	2.	1590	7.
(over) 30,000	3.	3,931	8.
11,610	4.	100,000	9.
1610	5.		

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** Extra - Language focus, p. 96

Choose an appropriate verb from the lists below and put it into passive form to complete the 'Did you know' facts.

think **call** **believe** **consider** **curse**

A. Did you know that 'Macbeth (1) an unlucky play? It (2) that the text includes a magic spell and that it (3)! Even the name of the play (4) to be unlucky. Many times it (5) 'the Scottish play' instead!

find **write** **bring**
murder **discover**

B. Did you know that the oldest known play is a religious drama which (1) in ancient Egypt in 3200 BC, more than 5,000 years ago? It tells the powerful story of how the god Osiris (2) by his brother Seth. His body (3) by his wife Isis and his son Horus and he (4) back to life. The text of this drama (5) by archaeologists at Luxor in 1895.

UNIT 6 – HEALTHY LIVING

LESSON 16 – YOU ARE WHAT YOU EAT!

*** Extra – Vocabulary, Activity 2.1, p. 103

The underlined words in the sentences below are idioms about food. Read them carefully and match each food idiom to its meaning.

1. You'd better stay away from Peter. No one trusts him; he's a bad egg.
2. I'm furious! I paid a lot of money for this car and it's a lemon.
3. I'm trusting you with my secret. Please promise me you won't spill the beans by mistake.
4. Mark is nuts about his new computer! He sits in front of it all day and doesn't let anyone touch it.
5. Using this new appliance is a piece of cake. A baby could do it.
6. Don't tell the whole story. Give it to me in a nutshell.

- a. to reveal a secret:
- b. briefly, in a few words:.....
- c. something worthless:
- d. very easy:.....

- e. not a nice person:.....
- f. to really like something:

* Activity 7.3, p.108

Look at the following set of phrases and choose the ones you would like to include in your reply. Write your reply.

How to begin:

- Dear
- I was sorry to hear about your problem but don't worry. Here is my advice.
- You know I had a similar problem. It wasn't easy to deal with but I'm sure my advice will help you.
- You asked for my advice. Well, I thought about your problem and here's what you can do.

How to give advice:

- First of all, you should/ you'd better
- The next thing you can do is
- Why don't you
- If I were you, I would also
- Finally, it would be a good idea to

How to give encouragement

- If you follow my advice, you will soon feel better.
- Don't worry so much. Every problem has its solution.
- I'm sure everything will go well.

How to end:

Write soon to tell me how you're doing.
Let me know if my advice worked.
Waiting for your next e-mail.

LESSON 17 – THE 'GREENEST' WAY TO SCHOOL

* Extra - Reading - Activity 2.2, p. 110

Read the text below and answer the questions.

Walking School Bus - it's great fun walking to school

There are so many good reasons to encourage children to walk to school. Walking school buses help families work together to make it happen. Just like a real bus, a walking school bus follows a pre-determined route. It's 'driven' by parents who ensure children are safe on their way to school. It's entirely up to the families on the route whether the same parents will drive the bus every time or whether families on the route will take turns. Walking school buses can be flexible, as they can run on one day or up to five times a week.

1. What is a walking school bus?
2. What are the advantages of the walking school bus?

*** Activity 6, p. 112**

Your computer has mixed up the **problems** that cyclists in Karditsa face with the **suggestions** they have made to solve these problems. Can you unscramble them and write them under the appropriate headings?

1. The behaviour of drivers at crossroads.
2. The police should not allow drivers to park on the special lanes.
3. Too much traffic.
4. The community should persuade more people to use bicycles.
5. Many pedestrians use the special bicycle lanes.
6. Motorbikes use the bicycle lanes.
7. Many drivers park their cars on the bicycle lanes.
8. More bicycle lanes should be constructed.
9. Bicycle lanes should be made inaccessible to cars.

PROBLEMS	SUGGESTIONS
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Now use the above information to write your e-mail to your German friends.

LESSON 18 – GOING ‘GREEN’

***** Extra – Reading, p. 114**

1. Read the article below to find out which vehicles
 - a. run on electricity
 - b. keep people healthy
 - c. cost little to maintain
 - d. produce less or no pollution

ALTERNATIVE VEHICLES

Virtually all cars, trucks, and buses on the road today are designed to operate using gasoline or diesel fuel. These are non-renewable fossil fuels that won't last

forever. Finding alternatives is a sensible way to plan for future transportation needs. Unless we realise the importance of using a means of transport that is friendly to the environment, big cities will slowly suffocate. Alternative fuel vehicles are designed to run on fuels other than gasoline or diesel fuel. Some of these vehicles are already on the road. Others are still in the research and development stage.

A. Battery Electric Vehicles

Electric vehicles (EVs) run on electrical energy. Instead of a fuel tank, batteries store the electricity that is used to operate them. In order to charge these batteries, you plug the vehicle into a charging station or a 220V outlet at a home or office. EVs have a top speed of 25 mph and are perfect for short trips in the traffic of a large city. Most importantly, though, driving an EV produces no pollution at all.

B. Hybrid Electric Vehicles

A hybrid vehicle is any vehicle that uses two or more power sources. The most common hybrids on the road today are gasoline-electric hybrids. A gasoline engine and an electric motor power these vehicles. Hybrid EVs use more efficient gasoline engines than conventional vehicles and also burn less fuel. As a result, they produce fewer pollutants. Hybrids don't have to be plugged in. Their batteries are charged by the gasoline engine and the electric motor or generator.

C. Biodiesel Vehicles

Biodiesel is a cheap fuel that can be made from vegetable oils, recycled cooking oils from fast food restaurants, and certain animal fats. Biodiesel can be used in any diesel engine in place of diesel fuel. Biodiesel is easy to make and store, and is safer to transport than diesel fuel. It helps increase engine life. Compared to diesel fuel, biodiesel produces almost no pollutants and significantly reduces carbon dioxide emissions. It's also more pleasant to use, as the exhaust from a biodiesel vehicle often smells like popcorn or French fries!

D. People-Powered Vehicles

Some vehicles run solely on people power. Wheelbarrows, rickshaws, and bicycles are just a few examples of transportation devices powered by people. In many parts of the world, especially in places where vehicles and fuel are expensive and difficult to obtain, people depend on their own two feet for transportation. Using people power whenever possible makes a lot of sense. Walking and bicycling produce no pollutants and help keep the environment healthy. They also contribute to personal health - getting plenty of exercise can lengthen a person's life span and help avoid health

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problems. And people are easy to fuel - all it takes is food!

*Adapted from:
www.midamericanenergy.com*

2. The text mentions some of the advantages of using alternative fuel vehicles. Can you think of any disadvantages? Work in pairs to complete the table below.

DISADVANTAGES
.....
.....
.....
.....
.....
.....

** Extra – Writing, p. 115

Make a pledge (a serious promise) about how you will use your school building in a more environmentally friendly way. You can write your pledges on green paper leaves and display them in your classroom.

3. Choose one of the two words to fill in the blanks in the sentences below. Make a sentence of your own using the other word. The words are from the text on page 157.

1.	store charge	You need to the battery of the car with electricity.
2.	plug operate	We have to find out how these machines
3.	exhaust pollutants	Many are released into the atmosphere by the power stations.
4.	efficient conventional	The city's transport system is one of the most in Europe.
5.	hybrid fossil	An animal that comes from parents of two different species is called a
6.	emissions devices from cars are dangerous because they contain carbon dioxide.
7.	obtain suffocate	You can more information on alternative vehicles from the Internet.
8.	fuel span	Some alternative forms of energy increase the life of a car's engine.

UNIT 7 – EMBRACING OUR WORLD

LESSON 19 – AGAINST THE ODDS

**** Extra – Vocabulary, p. 123**

Match the idioms about relationships with their meaning.

1) We get on well with each other	a. We are really alike
2) We don't get on	b. I find him irritating
3) He gets on my nerves	c. We're completely different
4) We're like chalk and cheese	d. We have had an argument
5) We're like two peas in a pod	e. We have a friendly relationship
6) We have fallen out	f. We had an argument but now we're friends again
7) We have made up	g. We don't have a friendly relationship

***** Extra – Writing, p. 125**

Write about the following topic. Your partner can read it and give you feedback. Rewrite it if necessary.

Write about one of the characters from your favourite TV programme. Is that person a good friend to any of the other characters? Explain. Would you like to have this character for a friend? Why or why not?

LESSON 20 – SEEING THROUGH A FRIEND'S EYES

***** Activity 2.2, p. 128**

Answer the following questions.

1. Why do you think Abram gave the boy a free ice-cream?
2. What do you think the boy's dream symbolises?
3. At the end of the extract, why does the boy feel that he doesn't need to touch the cages any more?

***** Extra – Writing, p. 128**

Choose one of the following topics to write about.

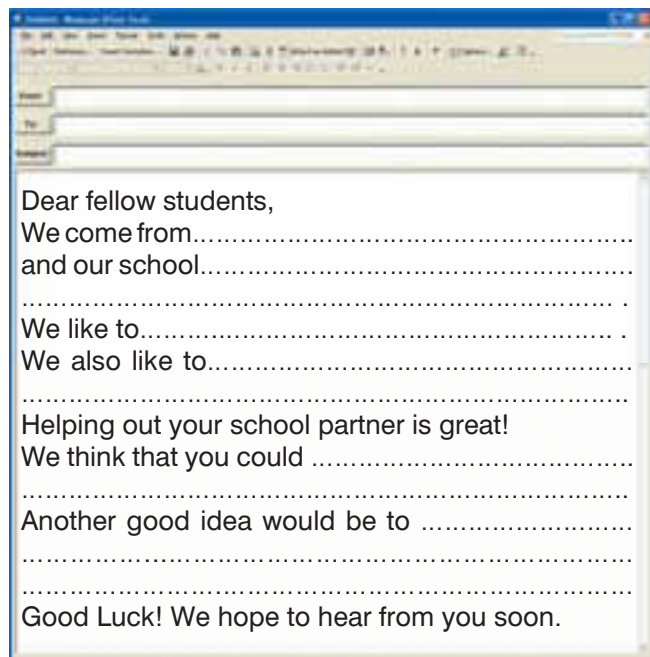
1. Imagine that you have just inherited 20,000 € and you want to spend it all to help other people. What would you do with it, and why? What effect would

- it have on the people you would be helping?
2. Describe the most caring thing anyone has ever done for you. What effect did that have on you?
3. What are the benefits of having friends who are different from us?

LESSON 21 – FRIENDS WITHOUT FRONTIERS

*** Activity 6.3, p. 134**

Write an e-mail replying to Class 8a. Give them information about your school and your class and suggest how you could help them raise more money. The following plan will help you write your e-mail.



DEBATE

UNIT 4 – Lesson 12, p. 80

Debate

HELPFUL TIPS

- Speak clearly and loudly so that you can be heard by everyone.
- Be polite and stay calm. Respect your opponent and your opponent's position.
- Give good reasons for your point of view. Use opinions and facts.
- Try to avoid monotone. If you want to make an important point use your voice to stress it. Slowly increase the stress as you go through your speech.
- Keep eye-contact with the audience.
- Use your arms and facial expressions to back up your speech.
- Use humour to help win over the audience.

JUDGING

Some of you will be the judges. During the debate, you will fill in the judging form below. Study it carefully before you listen to the speeches. At the end of the debate you will add up the scores and announce the winner. Remember: you must be objective!

CLASSROOM DEBATE EVALUATION FORM				
	Levels of Performance			
Criteria	Low level (1)	Fair (2)	Good (3)	Very good (4)
1. Organisation and Clarity: speeches are presented both clearly and orderly				
2. Use of Arguments: reasons are given to support or oppose opinion				
3. Use of Examples and Facts: examples and facts are given to support reasons				
4. Use of Final Speech: arguments made by the other teams are responded to and dealt effectively				
5. Presentation Style: tone of voice, use of gestures, and level of enthusiasm are convincing to audience				

UNIT 5 – Lesson 13, act. 2.1, p.85



UNIT 7 – Lesson 20,
act. 5.3, p.130



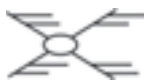
DIAGRAMS FOR ORGANISING INFORMATION



STAR: Use a star diagram if there are a number of different characteristics or “sub-topics” associated with your main topic. Example: *Finding methods to help someone improve his fitness (have a balanced diet, exercising more, etc.)*



CHAIN: Use a chain of events diagram if your topic involves a series of events, with a beginning, a middle and an end. Example: *Analysing the plot of a story.*



SPIDER: Use a spider diagram if there are a number of different characteristics or “sub-topics” associated with your main topic but you must also get some more details on each of these “sub-topics”. Example: *Finding methods to help someone improve their diet and investigate each point in detail.*



FISHBONE: Use a fishbone diagram if you have to investigate many causes and effect factors and how they are related to each other on a complex topic. Example: *Explaining the Greenhouse effect.*



CLOUD/CLUSTER: Use a cloud diagram if you have to generate a “web” of connected ideas based on a main topic. Example: *Brainstorming.*



TIMELINE: Use a timeline if your topic has definite beginning and ending points and a number of sequences in between. Example: *Displaying key points of the civilisation of a country.*



CLOCK: Use a clock diagram if your topic involves a clock-like cycle. Example: *Recording the events in someone’s day.*



VENN: Use a Venn diagram if your task involves finding the similarities and differences between 2 or 3 items. Example: *Comparing your country with another one.*



CHART/MATRIX: Use a matrix graphic organiser if you must organise information about the characteristics of many items. Example: *Creating a display of important discoveries. Who discovered them, When, Where, How, etc.*

PEER FEEDBACK



FACT/OPINION: Use a fact / opinion chart if you must separate the facts from the opinions in a theme or text. Example: *Separating the facts from the opinions in a news article.*



PIE CHART: Use a pie chart if your task is to show divisions within a group. Example: *Showing what percentages of the students of your class also speak English, German, French and Italian.*



VOCABULARY MAP: Use a vocabulary map if you want to learn new vocabulary. Example: *List the word, its part of speech (noun, verb, adjective, etc.), a synonym, an antonym, a drawing that represents the word and a sentence using it.*



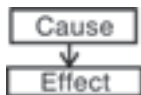
5 Ws: Use a 5 Ws chart if you have to analyse the five Ws (Who, When, Where, What, Why) of a story or event. Example: *Understanding the major points of a story.*



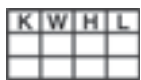
TREE: Use a tree diagram if your topic involves a “chain of events”, one event happening after another with many outcomes at each “branch”. Example: *Outlining an “Action Plan” and the detailed steps involved.*



DECISION MAKING: Use a decision making diagram if your topic involves making a decision, mentioning possible alternatives and their pros and cons. Example: *Deciding on what course of action to take on a specific issue.*



CAUSE AND EFFECT: Use a cause and effect diagram if your task is to examine possible causes and effects in a process. Example: *Talking about what causes pollution and its effects to the environment.*



KWHL: Use a KWHL diagram if you have to analyse and organise what you know and what you want to learn about a topic. K stands for what you already KNOW about the subject. W stands for what you WANT to learn. H stands for figuring out HOW you can learn more about the topic. L stands for what you LEARN as you investigate the topic. Example: *Investigating the legend of Atlantis.*

GIVING PEER FEEDBACK

Choose a partner to work with. Read your partner’s work. Try to answer the following questions.

✓ CONTENT / IDEAS

1. Do you like the piece of writing? Why? Why not?
2. Is there something more you would like to know?
3. Is there anything that is not clear or difficult to understand?
4. Can you suggest a more suitable beginning or ending?
5. Do you think it is too long or too short?
6. Is there anything unnecessary?

✓ PURPOSE AND ORGANISATION

1. Has the writer written what (s)he was asked to do?
2. Are the thoughts of the writer well-organised?
3. Does the written work have a clear beginning, middle and end?
4. Are there parts that need to be reordered or rewritten?
5. Are there paragraphs?

✓ LANGUAGE

1. Are there any words / phrases that are not clear to you?
2. Can you suggest any better words for saying what the writer has in mind?
3. Are there any grammar mistakes?
4. Are there any spelling or punctuation mistakes (capital letters, full stops, etc.)

UNIT 1 – Self-assessment, pp. 25-26

1. VOCABULARY

1.1

Skin: slanted
 Hair: slim
 Body: fair
 Character: pale
 Landscape: pillar
 Climate: region
 Buildings: modest

1.2

1f, 2g, 3a, 4e, 5d, 6c, 7h, 8b

2. LANGUAGE FOCUS

2.1

1. They don't usually visit museums.
2. Does he often go out to restaurants?
3. She is never rude.
4. They are looking at the paintings now.
5. She looks wonderful today.
6. Is Maria coming to the theatre tonight?
7. My friend practises judo twice a week.

2.2

- | | |
|-------------------|-----------|
| 1. the highest | 4. as old |
| 2. more colourful | 5. better |
| 3. more | |

3. EVERYDAY ENGLISH

Suggested answers:

Pretty good. Thanks. And you?
 This is (my friend...)
 Nice to meet you Helen.

4. WRITING

Consider the following:

- Have you written about the person's specific physical details, character details, interests, family? Give yourself **4 points**.
- Have you mentioned special incidents / your general opinion about this person? Give yourself **1 point**.
- Have you used an interesting beginning or ending? Give yourself **1 point**.
- Have you put the information into paragraphs? Give yourself **1 point**.
- Do you have few grammar / spelling mistakes that do not stop the reader from understanding what you want to say? Give yourself **3 points**.

UNIT 2 - Self-assessment, pp. 45-46

1. VOCABULARY

1.1

- | | |
|--------------|---------------|
| 1. eruption | 5. location |
| 2. challenge | 6. construct |
| 3. prove | 7. remarkable |
| 4. collapse | 8. discovery |

1.2

- | | |
|---------------|---------------|
| 1. broke into | 3. broken up |
| 2. broke out | 4. broke down |

1.3

Suggested answers:

1. Oh, no. What a shame!
2. That's a great relief!
3. That's a pity!
4. How terrible!

2. LANGUAGE FOCUS

2.1

1c, 2e, 3g, 4d, 5h, 6b, 7f, 8a

2.2

- | | |
|--------------------|-------------------------------------|
| 1. ✓ | 4. arrived |
| 2. for three years | 5. ✓ |
| 3. visit | 6. didn't read / didn't use to read |

3. WRITING

Consider the following:

- Have you given specific information about when, where and how your story took place? Give yourself **3 points**.
- Have you used an interesting beginning? Give yourself **1 point**.
- Have you used time words to show the order in which the events happened? Give yourself **1 point**.
- Have you used past tenses? Give yourself **1 point**.
- Have you described your feelings? Give yourself **1 point**.
- Have you used dialogue, action and detailed description to make your story more vivid? Give yourself **1 point**.
- Do you have few grammar / spelling mistakes that do not stop the reader from understanding what you want to say? Give yourself **1 point**.

KEY TO SELF-ASSESSMENT

UNIT 3 - Self-assessment, pp. 63-64

1. VOCABULARY

1.1

1d, 2a, 3e, 4c, 5f, 6b

1.2

- | | |
|------------|------------------|
| 1. resort | 4. spectacular |
| 2. book | 5. destination |
| 3. variety | 6. accommodation |

1.3

- | | |
|----------|----------|
| 1. court | 4. track |
| 2. pitch | 5. gym |
| 3. court | |

1.4

- | | |
|-----------|-------------|
| 1. racket | 4. trainers |
| 2. boots | 5. gloves |
| 3. club | |

2. LANGUAGE FOCUS

1a, 2b, 3b, 4b, 5a, 6a, 7a, 8a, 9b, 10b

3. EVERYDAY ENGLISH

1. Do you enjoy doing
2. am keen on rafting
3. would like to try
4. Do you fancy coming
5. I would love to join
6. would rather/'d rather try

4. WRITING

Consider the following:

- Have you used an appropriate greeting and ending? Give yourself **1 point**.
- Have you stated the reason why you are writing in the opening paragraph? Give yourself **1 point**.
- Have you included all the information concerning your arrangements? Give yourself **4 points**.
- Have you put the information into paragraphs? Give yourself **1 point**.
- Do you have few grammar / spelling mistakes that do not stop the reader from understanding what you want to say? Give yourself **3 points**.

UNIT 4 - Self-assessment, pp. 81-82

1. VOCABULARY

- | | |
|-----------------|-------------------|
| 1. motivating | 5. cooperate |
| 2. progress | 6. attend |
| 3. conventional | 7. underestimated |
| 4. take in | 8. disciplined |

2. LANGUAGE FOCUS

2.1

1f, 2b, 3a, 4c, 5g, 6e, 7d

2.2

1. ... don't have to wear ...
2. ... mustn't miss ...
3. ... may make ...
4. ... might go on ...
5. ... should borrow some ...
6. ... ought to help mum with the ...
7. ... 'd better hand in your assignments ...

3. EVERYDAY ENGLISH

Suggested answers:

1. Can I borrow your history book?
Yes, of course. I don't need it today.
2. Could I / we invite some friends for the weekend?
No, I'm sorry. I'm very busy this weekend.
3. Is it OK if I go cycling after school?
Yes, that's fine, but don't be late.
4. May I use your phone?
Yes, go ahead.

4. WRITING

Consider the following:

- Have you written about the facilities there are in the sports centre of your area? Give yourself **2 points**.
- Have you mentioned what needs to be done to improve the sports centre? Give yourself **3 points**.
- Have you put different ideas into different paragraphs? Give yourself **1 point**.
- Have you given your report a general title? Give yourself **1 point**.
- Have you used formal language? Give yourself **1 point**.
- Do you have few grammar / spelling mistakes that do not stop the reader from understanding what you want to say? Give yourself **2 points**.

UNIT 5 - Self-assessment, pp. 99-100

1. VOCABULARY

1.1

- | | |
|---------------|-------------|
| 1. landscape | 5. joy |
| 2. drummer | 6. band |
| 3. scenery | 7. audience |
| 4. percussion | |

1.2

- | | |
|---------------|----------------|
| 1. playwright | 5. critic |
| 2. interpret | 6. came across |
| 3. inspired | 7. choir |
| 4. compose | |

2. LANGUAGE FOCUS

- The students create all the works of art.
- The school orchestra performs music.
- Short speeches are given by the art teachers.
- Last year, a play was performed by the drama club students.
- This year, a party will be held after the exhibition.
- We always provide refreshments and snacks.
- Posters of famous paintings are sold every year.
- We sold books last year.
- So far, we have given the money to the local hospital.
- This year, the money will be offered to the Children's Home.

3. EVERYDAY ENGLISH

1e, 2a, 3f, 4c, 5b, 6d

4. WRITING

Consider the following:

- Have you written enough facts about this person's life to make the reader understand why you admire him / her? Give yourself **4 points**.
- Have you mentioned special incidents / your general opinion of this person? Give yourself **1 point**.
- Have you put the information into paragraphs? Give yourself **1 point**.
- Have you used linking words to show the order in which the events happened? Give yourself **1 point**.
- Do you have few grammar / spelling mistakes that do not stop the reader from understanding what you want to say? Give yourself **3 points**.

UNIT 6 - Self-assessment, pp.119-120

1. VOCABULARY

- | | |
|--------------|----------------|
| 1. alert | 7. ban |
| 2. fitness | 8. community |
| 3. provide | 9. emissions |
| 4. sensitise | 10. congestion |
| 5. monitor | 11. active |
| 6. consume | |

Hidden word: environment

2. LANGUAGE FOCUS

2.1

- ... if he took ...
- What would you eat ...
- ✓
- Unless we use ...
- ... wouldn't die.

2.2

- | | |
|---------------|-------------------|
| 1. will be | 4. would come |
| 2. would cook | 5. doesn't change |
| 3. had to | |

2.3

- We buy environmentally friendly products in order to save the environment.
- We are using up all our natural resources. As a result, our planet is in danger.
- Seals are killed for their skin and meat, therefore, they're becoming extinct.
- He takes regular exercise to keep fit.

3. EVERYDAY ENGLISH

1b, 2a, 3c, 4d, 5e

4. WRITING

Consider the following:

- Have you used an appropriate greeting and ending? Give yourself **1 point**.
- Have you given your friend advice and encouragement to deal with the problem? Give yourself **4 points**.
- Have you put different ideas into different paragraphs? Give yourself **1 point**.
- Have you used expressions such as: *you should*, *If I were you...*, *You'd better* etc. Give yourself **1 point**.
- Have you used abbreviations? Give yourself **1 point**.
- Do you have few grammar / spelling mistakes that do not stop the reader from understanding what you want to say? Give yourself **2 points**.

UNIT 7 - Self-assessment, pp.137-138

1. VOCABULARY

1.1

- | | |
|------------|----------|
| 1. scared | 4. rough |
| 2. whisper | 5. snap |
| 3. sigh | |

1.2

- | | |
|----------|----------|
| 1. eager | 4. glare |
|----------|----------|

KEY TO SELF-ASSESSMENT

2. risk
3. impact
5. grip

1.3

1. look after
2. exchange
3. fundraising
4. hardship
5. bravery

Extra word: approach

2. LANGUAGE FOCUS

2.1

1. She said she had called her best friend twice that day.
2. They said that their community was sponsoring a concert for people in need.
3. She asked us if we cooperated well with each other.
4. He asked me where I had been the night before.
5. She said that we would always be friends.

2.2

1. "You will do an e-project", the teacher explained.
2. "Write short e-mails but don't include many details".
3. "Are you interested in participating?"
4. "You can choose the topic of the project".
5. "I think it will be a great experience for everyone".

3. EVERYDAY ENGLISH

1. Not at ...
2. appreciate
3. ... very kind of you
4. It was the least / This is the least
5. ... mention it.

Extra word: approach

4. WRITING

Consider the following:

- Have you used an appropriate greeting and ending? Give yourself **1 point**.
- Have you thanked your friend and have you talked about your feelings? Give yourself **4 points**.
- Have you put different ideas into different paragraphs? Give yourself **1 point**.
- Have you used expressions such as: it was very kind of you, I really appreciate your help, I'm grateful, etc.? Give yourself **1 point**.
- Have you used abbreviations? Give yourself **1 point**.
- Do you have few grammar / spelling mistakes that do not stop the reader from understanding what you want to say? Give yourself **2 points**.

UNIT 1

SIMPLE PRESENT

FORM

Affirmative

I live
He lives

Negative

I do not (don't) live
He does not (doesn't) live

Question

Do you live?
Does he live?

Short answers

Yes, I do /No, I don't
Yes, he does /No, he doesn't

USE: to talk about

- habits and routines
They usually go to concerts.
- permanent situations
She works in a ship company.
- general truths, facts
The sun sets in the west.
- timetables
The film starts at 8:00.

TIME EXPRESSIONS *

always, usually, often, sometimes, rarely, never,
every day / week / month / year, in the morning
/ afternoon / evening, at night / the weekend, on
Mondays, once a month, twice a year, etc.

* ADVERBS OF FREQUENCY

We use the Simple Present with Adverbs of Frequency to express habits and routines:
always, often, usually, sometimes, rarely, never, seldom, frequently, occasionally, etc.

WORD ORDER

The adverbs of frequency come **after** the verb 'to be'
(He is always late)
and **before** all the main verbs
(They never go out late)

Note: every day, week, etc., are used at the beginning or at the end of the sentence.

PRESENT CONTINUOUS

FORM

Affirmative

I am (I'm) living
He is (he's) living

Negative

I am not (I'm not) living
We are not (aren't) living

Question

Are you living?
Is she living?

Short answers

Yes, I am /No, I'm not
Yes, he is /No, he isn't

USE: to talk about

- actions in progress at or around the time of speaking
Listen! They are singing a traditional song.
- temporary situations
Where are you staying at the moment?
- developing and changing situations
The population of the world is growing.
- future arrangements
We are moving house next month.

TIME EXPRESSIONS

now, at the moment, at present, today, these days, nowadays, tonight, etc.

STATIVE VERBS

Stative verbs describe a state rather than an action, so they do not usually have a continuous tense.

Some of these verbs are:

- like, want, wish, love, hate, prefer
- hear, see, smell, taste, feel
- agree, believe, know, understand, think, mean, suppose
- look, seem, appear
- belong, contain, need, own, have

!!! NOTE

Some stative verbs can be used in continuous tenses but there is a difference in meaning.

SEE

I see someone in the park. Is it Mark?

(I can see him)

I'm seeing my dentist tomorrow. (I'm visiting)

HAVE

I have a flat. (I own)

We're having dinner. (We are eating - expression)

THINK

What do you think? (What's your opinion?)

What are you thinking? (What's on your mind?)

TASTE

The cake tastes delicious. (It has a flavour)

She is tasting the food. (She is trying)

SMELL

The rose smells nice. (It has the smell)

He is smelling the rose. (He is sniffing)

LOOK

You look tired. (seem)

You're looking out of the window.

COMPARISONS

FORM

- **One syllable** adjectives and **two-syllable** adjectives ending in **-ly, -y, -w**.

GRAMMAR REFERENCE

We add **-er** for the Comparative form and **the -est** for the Superlative form.

old - older (than) - the oldest (of / in)

narrow - narrower (than) - the narrowest (of / in)

SPELLING

big - bigger - biggest

tidy - tidier - tidiest (consonant + y)

- **Two or more syllable** adjectives.
We add **more (less)** before the comparative adjectives and **the most (the least)** before the superlative adjectives.
beautiful - more / less beautiful - the most / the least beautiful
- The comparative is followed by **than** to introduce the other element in the comparison.
I'm younger than you.
- The superlative is preceded by **the** and is followed by **of** or **in** (especially with places)
It's the most interesting of all the subjects.
It's the noisiest place in Europe.
- **Irregular adjectives**
good - better - best
bad - worse - worst
much / many - more - most
little - less - least
far - farther / further - farthest / furthest

USE:

We use the **Comparative** to compare one person / thing with another. One is viewed as separate from the other.

We use the **Superlative** to compare one person / thing in a group with the other persons / things in that group.

!!! NOTE

- (not) so / as + adjective + as
He's not so / as tall as his brother.
- (not) nearly as + adjective + as
It is nearly as cold as it was yesterday.
- much + comparative + than
She's much cleverer than her friends.

AS / LIKE

We use **as** to say what someone really is.

He works as a teacher.

We use **like** to show similarity.

He works like a slave (He isn't a slave).

UNIT 2

PRESENT PERFECT SIMPLE

FORM (have + past participle)

Affirmative

I have ('ve) worked

He has ('s) written

Negative

I have not (haven't) worked

He has not (hasn't) written

Question

Have you worked?

Has he written?

Short answers

Yes, I have / No, I haven't

Yes, he has / No, he hasn't

USE: to talk about

- things that started in the past and continue up to the present
She's been in Rome since December.
I've known her for 5 years.
- an action that happened in the past but we do not know 'when'
They've bought a new house.
- finished actions that have results now
He's lost the map. Now he can't find the way.
Have you heard? They've found new artifacts.
- actions repeated in an unfinished period of time
He's been to Asia several times this year.
- recent actions
I have just finished my school project.

TIME EXPRESSIONS

for (to talk about length of time), since (to say when something started), already, always, just, ever / never, lately, recently, so far, today, still, yet (at the end of the sentence), this year, How long ... ?

!!! REMEMBER

go - went - gone / been

He's gone to Italy (He isn't home. He's in Italy)

He's been to Italy (He went to Italy but he's back now)

He's been in Italy (He lives in Italy)

SIMPLE PAST

FORM

Affirmative

I worked

I wrote

Negative

I did not (didn't) work

I did not (didn't) write

Question

Did I work?

Did you write?

Short answers

Yes, I did / No, I didn't

USE: to talk about

- finished actions at a definite time in the past. The time is stated, known or implied
He left at 7 o'clock yesterday.

- actions that happened immediately one after the other in the past
*She **came** into the room and **turned on** the light.*
- actions of people who are no longer alive
*Papadiamantis **wrote** many books about his island.*
- habits or states in the past
*They **went** out a lot when they were younger.*

!!! NOTE

- **Used to + verb** can replace the **Simple Past** for habits or repeated actions in the past that are no longer happening.
*When I was younger, I **went** to school by bike.*
*When I was younger, I **used to go** to school by bike.*

PRONUNCIATION

There are three ways to pronounce ‘-ed’ at the end of the regular verbs in the Past Simple:

- verbs ending in sounds /t/, /d/ are pronounced /ɪd/
start – started
- verbs ending in /k/, /p/, /s/, /ʃ/, /tʃ/ are pronounced /t/
stop – stopped, watch – watched
- all the other verbs are pronounced /d/
learn – learned

TIME EXPRESSIONS

yesterday, a week **ago**, a long time ago, when I was ..., **last** year / week / month, **in** 1990, **When** ...?

PAST CONTINUOUS

FORM (was / were – ing)

Affirmative	Negative
I was working	I was not (wasn't) working
You were writing	You were not (weren't) writing

Question	Short answers
Was I working?	Yes, I was / No, I wasn't
Were you writing?	Yes, you were / No, you weren't

USE: to talk about

- an action that was in progress around a particular time in the past
*At the time of the eruption some children **were playing**.*
- an action that was in progress when another action interrupted it
*As they **were walking** in the ruins, a rock **fell off**.*
- for two or more actions happening at the same time in the past

*I **was digging** in the garden while my mum **was making** lunch.*

- to describe the setting of a story
*Jason **was sitting** at his desk. Suddenly, ...*

TIME EXPRESSIONS

when, while, as, all day / morning / week, etc.

!!! REMEMBER

Some verbs are not used in continuous forms.
*He ~~was seeming~~ / **seemed** happy when I met him.*

PAST PERFECT SIMPLE

FORM (had + past participle)

Affirmative	Negative
I had worked	I had not worked
He had written	He hadn't written
Question	Short answers
Had you worked?	Yes, I had / No, he hadn't
Had he written?	

USE: to talk about

- an action that happened before another action or before a certain time in the past (the second action is in the **Simple Past**)
*After he **had finished** his homework, he **realised** how tired he was.*
- an action that finished in the past and the result was visible then
*She **was very happy** because she **had met** an old friend of hers.*

TIME EXPRESSIONS

by, by the time, before, after, for, since, already, just, never, till / until, etc.

UNIT 3

EXPRESSING PREFERENCE / LIKES / DISLIKES

General Preference

I like I enjoy I'm fond of I'm keen on I love I'm crazy about	}	+ ing	I like <i>visiting</i> museums. I love <i>staying</i> at hotels. I enjoy <i>sunbathing</i> . I'm fond of <i>doing</i> water sports. I'm keen on <i>playing</i> tennis.
I dislike I can't stand I hate I don't mind	}		I hate <i>being</i> in overcrowded places. I dislike <i>shopping</i> . I can't stand <i>listening</i> to loud music. I don't mind <i>travelling</i> by coach.

Specific Preference

- would like to + verb
I would like to make a reservation.
- would rather + verb
I would rather (I'd rather) stay home than go out tonight.
- would prefer to + verb
I'd prefer to read rather than watch TV.
- fancy + ing
I fancy eating out tonight.

VERB + -ing

The **-ing form** can be used as a verbal noun (gerund) to talk about things we do in the following cases:

- as the subject or object of a sentence
Reading is fun.
I like swimming.
- after prepositions and verbs followed by prepositions
He left without saying a word.
She gave up teaching.
- after certain verbs: enjoy, like, prefer, hate, fancy, mind, avoid, deny, involve, suggest, finish, risk, keep (continue)
I suggest going out tonight.
Don't keep looking at me.
- after certain expressions: be used to, can't help, can't stand, it's no fun/good/use, it's worth, spend/waste time/money
It's worth having a look at this monument.
- after **go** and **come** when used in expressions connected with sports and activities
I go shopping every week.
Why don't you come skiing with me?

!!! NOTE

Common verbs and expressions followed by an infinitive: agree, arrange, afford, decide, want, manage, refuse, can't wait, expect, would like, would love, would hate
I can't afford to buy this video camera.
We managed to climb to the top of the mountain.

SIMPLE FUTURE

FORM (will + verb)

Affirmative	Negative
I will (I'll) work	I will not (won't) work

Question	Short answers
Will I work?	Yes, I will / No, I won't

USE: to talk about

- things you decide to do at the time of speaking
"We are going out". / "Great! I'll come with you".
- things that are certain to happen (will definitely happen in the future and we cannot control)
It'll be winter soon.
He'll be 20 next April.
- promises, offers, threats, warnings, hopes
I will buy you a present.
I will help you with the housework.
- predictions (usually with: think, believe, expect, be sure, probably, perhaps, etc.)
I'm sure she will be very successful one day.

TIME EXPRESSIONS

tomorrow, next week / month / year, in a week / month, the day after tomorrow, soon, tonight, etc.

BE GOING TO + VERB

FORM

Affirmative	Negative
I am going to work	I am not going to work

Question	Short answers
Am I going to work?	Yes, I am / No, I'm not
Is he going to work?	Yes, he is / No, he isn't

USE: to talk about

- future plans and intentions
She's going to book a ticket tomorrow.
- predictions based on what we see / know, especially when there is evidence something is going to happen
Look at those clouds! It's going to rain.
Look out! You're going to fall.

!!! REMEMBER

- **Time words** such as **before, after, when (όταν), till / until, as soon as, once, by the time,** etc. are not followed by Simple Future. Instead, we use **Simple Present** or **Present Perfect Simple**.
*He will call you **as soon as** he comes home.*
*They will watch TV **after** they **have finished** lunch.*
- Use **shall** with **I** or **we** to make suggestions or ask for information.
***Shall we go out** tonight?*
*Where **shall I** park?*

!!! NOTE

- The **PRESENT CONTINUOUS** is often used for **fixed arrangements** in the near future.
***We're having** a party on Saturday evening. **Would you like to come?** (everything is arranged)*
***I'm seeing** the doctor next week. (we have an appointment)*
- The **SIMPLE PRESENT** is also used with future meaning for **timetables or programmes**.
***His flight arrives** at 6:00 tomorrow morning.*
***Christmas Day falls** on a Sunday this year.*

TOO / ENOUGH

Too and **enough** are adverbs of degree. **Too** expresses an excessive degree and **enough** expresses a sufficient degree.

- **too** + adjective / adverb + to -infinitive
***I'm too unfit to do** windsurfing.*
- **too** + adjective ... for (somebody) (+ to -infinitive)
***This sport is too demanding for me** (to do).*
- adjective / adverb + **enough** + to -infinitive
*He's **strong enough to win** the game.*
- **enough** + noun
*I've got **enough money to go** on holiday.*

!!! NOTE

*This car is **very** expensive, but I'll buy it.*
*This car is **too** expensive. I can't afford it.*

SO / SUCH

So and **such** can be used as adverbs of degree. They express a high degree of intensity. In this case the sentences with **so** and **such** are followed by an exclamation mark.

*His story was **so** funny!*
*It was **such** a funny story!*
*She has **such** beautiful eyes!*

So and **such** are also used with **that** to express cause and effect.

- **such** a / an + adjective + countable noun (singular) [+ that ...]
*It was **such an exhausting day** that I went straight to bed.*
- **such** + adjective + countable (plural) / uncountable noun [+ that ...]
*There were **such noisy parties** that we complained to the police.*
*It was **such cold weather** that we cancelled the race.*
- **so** + adjective / adverb [+ that ...]
*She's **so determined** that she will succeed.*
*He runs **so fast** that no one can compete with him.*

So is used with quantifiers like: much, many, few, little. However, we say: such a lot of...

*I'm sorry I'm late. There was **so much** traffic.*
*I'm sorry I'm late. There was **such a lot of** traffic.*

QUESTION TAGS**FORM**

We form question tags by using the **auxiliary verb** of the statement (if there is not one, we use **do / does** for Simple Present and **did** for Simple Past) and the appropriate **personal pronoun**.

*She **can** dance well, **can't she?***
*The boys **like** football, **don't they?***

USE:

We use **question tags** to ask for agreement. After **positive** statements we use negative question tags and after **negative** statements we use positive question tags.

*The match was great, **wasn't it?***
*They **will not** reserve tickets, **will they?***
*She **likes** tennis, **doesn't she?***

!!! NOTE

*I **am** clever, **aren't I?***
*Let's have a break, **shall we?***
*He **has got** a boat, **hasn't he?***
*He **has** tennis lessons every week, **doesn't he?***
Don't** tell anyone, **will you?
*This is a thrilling sport, **isn't it?***

UNIT 4**MODAL VERBS****OBLIGATION / DUTY / NECESSITY**

- **must:** expresses strong obligation to do something, duty and strong necessity
*I **must** do my homework.*

GRAMMAR REFERENCE

- **have to:** expresses necessity, an obligation caused by an external authority or circumstances
*I will **have to** go soon.*
*You **have to** stop when you see that sign.*
- **mustn't:** expresses prohibition
*You **mustn't** drink and drive.*
- **don't have to:** expresses lack of necessity, absence of obligation
*You **don't have to** come with us if you don't want to.*
- **should / shouldn't / ought to / oughtn't to:** expresses advice, weak obligation in the sense of something that is good or right to do
*He **should** see a doctor if he's not feeling well.*
*They **shouldn't** buy expensive clothes if they can't afford them.*
*They really **ought to** visit their grandparents.*

POSSIBILITY

- **can:** expresses general possibility
*The city **can** be dangerous at night.*
- **may:** expresses possibility in a specific situation
*Father **may** be late today.*
- **might, could:** express possibility in a specific situation (less possible than **may**)
*This painting **might** be worth a lot of money one day.*
*It **could** get colder later on.*

PERMISSION

- **can, could, may:** are used to ask for permission
- **can, may:** are used to give permission
*Can I use your pen? - Yes, you **can**.*
*Could I call you tomorrow? - Yes, of course you **can**.*
*May I leave now? - Yes, you **may** go.*

When we refuse permission we use expressions like **sorry / I'm afraid** and **actually**.

- *Can I borrow your CD?*
- ***Sorry** but you can't. **I'm afraid** I've already promised it to someone else.*

REQUEST

- **can, could:** are used to make requests
Can you lend me one euro?
Could you turn down the radio?

ABILITY

- **can:** expresses ability in the present or the future
*I **can** speak English but I **can't** speak German.*
- **could:** expresses ability in the past
*He **could** play the violin when he was 8.*
- **be able to:** expresses ability. It is used to refer to ability in situations where there are no equivalent

structures with **can/could** (infinitive, perfect tense)
*Have you **been able** to solve the problem yet?*
*I **can/will be able** to do it tomorrow.*

!!! NOTE

- **could:** expresses general ability in the past
*He **could** play the piano when he was 5.*
- **was able to:** expresses ability in a specific situation in the past.
*I **was able** to repair my car yesterday.*

!!! REMEMBER

Modal verbs are followed by a bare infinitive.

- She **must** go on a diet.*
- They **may** come to the party.*
- He **has** to work late. He **can't** come with us.*

RELATIVE CLAUSES

Relative clauses are used to give more information about nouns. They are introduced with a relative pronoun or a relative adverb.

RELATIVE PRONOUNS

- **who / that** is used for people
*The man **who** lives next door is a doctor.*
- **which / that** is used for animals and objects
*The car **which** was stolen was very expensive.*
- **whose** is used for people, animals and objects to show possession
*The woman **whose** cat is missing is very sad.*

!!! NOTE

- **who, which** and **that** can be omitted when they are the object of the relative clause
*The boy (**who / that**) you saw at my house is my best friend.*
- **who, which** and **that** cannot be omitted when they are the subject of the relative clause
*The dog **which / that** is running is not mine.*
- **whose** is never omitted
*The teacher **whose** students broke the window was fired.*

RELATIVE ADVERBS

- **when / that** is used to talk about time
*The day **when** I was born was a Sunday.*
- **where** is used to talk about a place
*The restaurant **where** we usually have dinner is not far from our house.*
- **why** is used to give a reason
*The reason **why** she's crying is because she fell off her bike.*

UNIT 5

PASSIVE VOICE

FORM

verb 'to be' (in the appropriate tense) + past participle

- The 'Mona Lisa' is kept in the Louvre.*
- This seat isn't taken.*
- Hip hop music was played at the concert.*
- A new bridge will be built soon.*
- Has the house been sold?*
- The radio had been turned off.*
- The letters must be delivered tomorrow.*

USE

We use the **passive voice** when:

- the action is more important than the person who does it
The painting will be displayed at the National Gallery next month.
- the person who does the action is unknown or obvious
The statue was stolen last week. (unknown)
The play will be performed in an open-air theatre. (by the actors – obvious)
- we want to avoid saying who did something wrong
The CD player is broken.

Passive voice tends to be used more in writing and in formal speech.

CHANGING FROM PASSIVE TO ACTIVE

- the **object** of the sentence in the active becomes **subject** in the passive.
- the passive structure is formed by using the verb **be** in the same tense as the verb in the active sentence followed by the **past participle** of the active verb.
play – is / are played
sang – was / were sung
has / have painted – has / have been painted
will direct – will be directed
is / are composing – is / are being composed
was / were collecting – was / were being collected
had sculpted – had been sculpted
(must) rehearse – (must) be rehearsed
- the **subject** of the active sentence is introduced using the preposition **by**. This person, thing, organisation, etc. is called the agent.

ACTIVE: *Vivaldi composed 'The Four Seasons'.*

PASSIVE: *'The Four Seasons' was composed by Vivaldi.*

!!! NOTE:

- Only verbs that have an object (transitive) can be turned into passive voice. Here is a list of some verbs that do not have passive forms:
look, happen, occur, (dis)appear, vanish, seem, consist of, emerge, resemble
- We use **by + person**
with + instrument / material
The painting was painted by Salvatore Dali.
The painting was painted with watercolours.
- The **by-agent** can be omitted when the subject in the active voice is *he, they, someone, people*, etc.
Someone stole an expensive work of Art.
An expensive work of Art was stolen.
- With verbs that have two objects we have two passive forms.
My friend gave me a new CD on my birthday.
I was given a new CD on my birthday. (more common)
A new CD was given to me on my birthday. (less common)
- When a verb in the active voice is followed by a preposition, the preposition goes immediately after the verb in the passive.
The students put up a Christmas play.
A Christmas play was put up by the students.
- When we ask about the person who does something, the passive question form is:
Who was this piece of music composed by?
- The verbs **made** and **let** change as follows:
My mother made me tidy my room.
I was made to tidy my room.
My teacher let me go out.
I was allowed to go out.

UNIT 6

CONDITIONALS

TYPE 0

FORM

If / When + Simple Present → Simple Present

USE

Type 0 is used to express a general truth or a scientific fact.

If you leave ice in the sun, it melts.

TYPE 1

FORM

If + Simple Present → Simple Future, imperative, can / must / may, etc. + infinitive

GRAMMAR REFERENCE

USE

Type 1 is used to express a real situation in the present or future.

*If she **invites** me, I **will go** to the cinema with her.*

!!! NOTE

Unless = If not: expresses negative conditions

*I won't go shopping **unless** you come with me.*

*I won't go shopping **if** you **don't** come with me.*

!!! REMEMBER

The verb is usually affirmative after unless.

TYPE 2

FORM

If + Simple Past → would, could, might + infinitive

USE

Type 2 is used to express an unreal or imaginary situation, something unlikely to happen in the present or future.

*If they **had** more free time, they **would go** to the art exhibition.*

!!! NOTE

In Type 2 conditional **were** is often used instead of was.

*If I **were** you, I **would tell** them the truth.*

TYPE 3

FORM

If + Past Perfect → would, could, might + perfect infinitive (have + past participle)

USE

Type 3 is used to express an imaginary situation in the past, something that can no longer happen in the present or future. It is also used to express regret.

*If I **had known** your phone number, I **would have called** you. (I didn't know it so I didn't call you)*

*If I **had studied** more, I **wouldn't have failed** the test.*

!!! REMEMBER

When the **If-clause** is before the **main clause** we separate them with a comma. When it is after the main clause we don't put a comma.

If it rains, I will stay home.

I will stay home if it rains.

CLAUSES OF RESULT

They are introduced with:

- **so**
*I was ill, **so** I didn't go to school yesterday.*
- **such (a / an) + adjective + noun (that)**
*It was **such a nice day** that we went for a picnic.*
*They were **such expensive clothes** that we didn't buy them.*
- **so + adjective / adverb (that)**
*She was **so tired** that she went to bed early.*
*He plays the piano **so well** that we all admire her.*
- **As a result**
*People hunt animals. **As a result**, some animals are in danger.*

CLAUSES OF REASON

They are introduced with:

- **the reason for + noun**
***The reason for** his delay was the bad weather.*
- **the reason why + clause**
***The reason why** he was late was the bad weather.*
- **because of + noun**
*He was late **because of** the bad weather.*
- **because + clause**
*He was late **because** the weather was bad.*

CLAUSES OF PURPOSE

They are introduced with:

- **to + infinitive**
*They studied hard **to pass** the exams.*
- **in order (not) to + infinitive**
*They studied hard **in order to pass** the exams.*
*I shut the door quietly **in order not to wake** him up.*
- **so as (not) to + infinitive**
*They have used new systems **so as to improve** road safety.*
- **so that + can / will / could / would**
*He sent us a map **so that we could find** the way easily.*
- **in order that + can / could / might / should**
*They sold the old house **in order that they should have** some cash available.*

CLAUSES OF CONTRAST

They are introduced with:

- **but**
*She was very tired, **but** she went to the cinema.*
- **although + clause**
***Although** she was tired, she went to the cinema.*
- **However**
*She was tired. **However**, she went to the cinema.*

- **Despite** + noun phrase / -ing form
Despite her illness, Mary went to school.
Despite being ill, Mary went to school.
- **In spite of** + noun phrase / -ing form
In spite of his terrible headache, he still studied until late.
In spite of having a terrible headache, he still studied until late.

UNIT 7

DIRECT / REPORTED SPEECH

USE

Direct speech is the exact words someone said. The sentence is put within quotation marks ('...')
Ann: 'It's very cold outside.'

Reported speech is the exact meaning of what someone said, but not his / her exact words. The sentence is not put within quotation marks. There is an introductory verb (say, tell), after which we can put the word **that** or we can omit it.
Ann said (that) it was very cold outside.

SAY - TELL

'Say' and 'tell' are used both in **direct** and in **reported speech**. **Tell** must be followed by an indirect object. **Say** is not followed by an indirect object but can be followed by **to + personal pronoun or noun**.

She said, 'I'm tired.'
She said (that) she was tired.

She said to me, 'I'm tired.'
She said to me (that) she was tired.

She told me, 'I'm tired.'
She told me (that) she was tired.

EXPRESSIONS WITH 'SAY' AND 'TELL'

SAY: *good morning, hello, something / nothing, a few words, so, a prayer, goodbye, etc.*
TELL: *the truth, a story, a lie, a secret, the time, somebody the way, the difference, a joke, etc.*

REPORTED STATEMENTS

In reported speech:

- personal / possessive pronouns, and possessive adjectives change according to the meaning of the sentence.
Jerry said, 'I don't want to go out with my parents.'

Jerry said (that) he didn't want to go out with his parents.

- When the introductory verb is in a past tense, the tenses in the reported sentence change as follows:

DIRECT SPEECH	REPORTED SPEECH
Simple Present → Simple Past	
<i>'My dance class starts at 7:00.'</i>	<i>She said (that) her dance class started at 7:00.</i>
Present Continuous → Past Continuous	
<i>'I'm moving house very soon.'</i>	<i>He said (that) he was moving house very soon.</i>
Present Perfect → Past Perfect	
<i>'We have finished our homework.'</i>	<i>They said (that) they had finished their homework.</i>
Simple Past → Simple Past / Past Perfect	
<i>'Dad came home early today.'</i>	<i>He said (that) Dad had come home early that day.</i>
Past Continuous → Past Continuous / Past Perfect Continuous	
<i>'I was sleeping'</i>	<i>She said (that) she had been sleeping.</i>
Simple Future → Conditional (would)	
<i>'We will have a party soon.'</i>	<i>They said (that) they would have a party soon.</i>

- The same rule applies to modal verbs, if they have a past form:
can → could
may → might
shall → should
will → would
- Certain words and time expressions change according to the meaning of the sentence as follows:

now	→	then
today	→	that day
yesterday	→	the day before, the previous day
tonight	→	that night
tomorrow	→	the next / following day
this	→	that
last month	→	the previous month, the month before
next week	→	the following week, the week after
ago	→	before
here	→	there
come	→	go

NOTE!

- The verb tenses do not change when the introductory verb is in the present, future or present perfect.
*Jim says, 'I **am** very tired'.*
*Jim says (that) **he is** very tired'.*
- The verb tenses may not change when we report a general truth.
*Georgia said, 'It **rains** a lot in March'.*
*Georgia said that it **rains** a lot in March.*
- **could, might, should, ought to, had better, would, used to** remain unchanged
*'I **could** do it'.*
*He said he **could** do it.*
- **must** can remain unchanged or be replaced by **had to**
*'I **must** leave'.*
*She said she **must** leave / **had to** leave.*

REPORTED ORDERS / REQUESTS

- When we report orders, we use the introductory verbs: 'tell', 'order' + someone + (not) to -infinitive.
'Get into groups and don't make a lot of noise', the teacher told us.
*The teacher **told us to get into groups and not to make a lot of noise.***
- When we report requests, we use the introductory verb 'ask' + (not) to -infinitive and we omit words such as 'please'.
'Help me carry this desk, please', the teacher told me.
*The teacher **asked me to help** her carry that desk.*

REPORTED QUESTIONS

- Reported questions are usually introduced with the verbs / expressions: ask, wonder, inquire, want to know.
'What time does the play start?'
*He **wanted to know** what time the play started.*
- When the direct question begins with a question word (who, where, why, when, how, etc.), the reported question is introduced with the same word.
'What time does the play start?'
*He **wanted to know** **what** time the play started.*
- When the direct question begins with an auxiliary or modal verb (be, do, can, etc.), the reported question starts with 'if' or 'whether'.
'Do you like helping others?'
*He **asked me if / whether** I liked helping others.*
- The word order is the same as in an affirmative sentence. The verb tenses, pronouns and time

expressions change as in statements. The question mark is omitted.

*'What time **does the play start?**'*

*He **wanted to know** what time **the play started.***

INTRODUCTORY VERBS

- Here is a list of verbs used to introduce reported statements:
explain, mention, point out, reply, state + (to + personal pronoun / noun) + that...
'It's about 10 km away'
*He **explained (to me)** that it was 10 km away.*
believe, think, imagine, suppose
'It's an easy job'
*She **believed** it was an easy job.*
- Here is a list of introductory verbs used to report advice, agreement, commands, suggestions, etc.

VERB + (NOT) TO -INFINITIVE

- agree
*He **agreed to help** me with my project.*
- demand
*Dad **demanded to tell** him the truth.*
- offer
*She **offered to pick** me up from the airport.*
- promise
*They **promised not to make** too much noise.*
- refuse
*The boy **refused to go** inside.*

VERB + SB + TO -INFINITIVE

- advise
*My friend **advised me to eat** healthy food.*
- ask
*He **asked his teacher to explain** again.*
- encourage
*Mary **encouraged her son to try** harder.*
- invite
*We **invited them to spend** the weekend together.*
- remind
*She **reminded me to pay** the bills.*
- warn
*Mum **warned me not to cross** the street.*

VERB + -ing FORM

- accuse sb of
*They **accused us of cheating** in the test.*
- apologise for
*He **apologised for breaking** the CD.*
- suggest
*She **suggested going** to the cinema the next day.*

UNIT 1**LESSON 1**

absorb
adaptation
altitude
barren
diversity
evolve
eyelids
frostbite
harsh
insulation
layer of fat
marshes
plains
rays
regions
scorching heat
sturdy
substance
surroundings
survive
terrain

LESSON 2

appreciate
body language
bordering
bow
chopsticks
convey a message
cuisine
customs
joined
landmarks
lyrics
mats
mural
physical contact
producers
thrive
tolerance
tribe
unity
wrestling

LESSON 3

arch
awe-inspiring
breathtaking
concrete
construction
distinctive
foundations
granite

install
limestone
marble
massive
piers
pillars
remarkable
shallow dome
soil
spectacular
stable
storeys
striking feature
vertical

UNIT 2**LESSON 4**

appalling
challenge (v)
eruption
excavate
inspire
locate
long to
named after
preserve
proof
sanctuary
seek out
site
tidal wave
volcanic ash
wash away
wealth

LESSON 5

artifact
break out
calendar
clay
collapsed
commercial
excavations
exhibit
geologist
gladiators
harden
lava
lively
plaster
potters
pour
tremendous
turn into

LESSON 6

accountants
crane
dawn
decay
fertile
internal organs
mud
observatories
overflow
recede
remove
sophisticated
superb
surgeons
tombs
valley
wrap

UNIT 3**LESSON 7**

bargaining
canoeing
confident
destination
eye-catching
haunted
head for
hiking
maze
package holiday
sledging
sunbathing

LESSON 8

admit
attractions
dimension
firework display
giggles
sensational
slides
spin
thrills
tumble down
unlimited
vary
water rides

LESSON 9

achievement
alleys
amateur

broom
concentric
demanding
financial reward
granite
grip
lanes
professional
referee
slide off
sweep
teammates
violation

UNIT 4**LESSON 10**

aquarium
campus
depressing
discipline
elect
extract
extracurricular
handicrafts
impact
journal
jumpy
keep sb in line
mob
overcrowded
pick and choose
underestimate

LESSON 11

digital
gadget
innovative
interactive whiteboard
lifelong learning
motivate
projector
reduce
tablet PC
tech devices

LESSON 12

advance
carvings
consumers
convenient
conventional
convert
cuneiform
debate

BRITISH AND AMERICAN ENGLISH

deliver
durable
estimate
format
goldsmith
mankind
movable
printing press
revolutionise
time-consuming

UNIT 5

LESSON 13

brutality
civil war
civilians
crammed
cubist
define
eyewitness
helplessness
imitate
immense
impressionism
interpret
massacre
pierced
realism
restore
reveal
stunned
surrealism

LESSON 14

committee
compose
distinctive
era
gold-plated
launch
percussion

LESSON 15

chorus
confess
dedicate
despair
hatred
in disguise
make peace
misfortune
noble
playwright
prominent

UNIT 6

LESSON 16

affect
balanced diet
campaign
deafening
disgust
dominate
nutrients
promote
take action

LESSON 17

alert
awareness
benefits
brainy
congestion
dry up
emissions
exhausted
global warming
independent
keep up with
resources

LESSON 18

conservation
distribute
ecological
give out
impact
involved
monitor
natural resources
recycle
research
run out
sensitise
solar panels
value
waste

UNIT 7

LESSON 19

compassionate
considerate
contribution
deadly
dip
give up
instant
miraculously

petrified
qualify
spin
surface (v)
take the risk

LESSON 20

cart
curb
dime
dispute
eager
folks
inclined
tap (v)

LESSON 21

attach
bustling
chatrooms
fundraising
hardships
register
vibrant
well-informed

UNIT 8

LESSON 22

consensus
embark on
emotional
highlights
last (v)
negotiation
observatory
set off
that's settled
trace
vast

LESSON 23

currency
majestic
mild
recipient
updated
virtual

LESSON 24

encounter
hemisphere

BRITISH AND AMERICAN ENGLISH

VOCABULARY



aerial
angry
bill (restaurant)
biscuit
car park
chemist
chips
city centre
clever
crisps
cupboard
flat
garden
handbag
holiday
lift
lorry
mad
mark
motorway
pavement
petrol
post
queue
rubber
rubbish
shop assistant
sweets
tin
torch
trousers
underground

SPELLING

centre / theatre
cheque
colour / humour
jewellery
licence
practise (v)
programme
realise
travelling



antenna
mad
check
cookie
parking lot
pharmacy
french fries
downtown
smart
chips
closet
apartment
yard
purse
vacation
elevator
truck
crazy
grade
highway
sidewalk
gas
mail
line
eraser
garbage
sales clerk
candy
can (of food)
flashlight
pants
subway

center / theater
check
color / humor
jewelry
license
practice (v)
program
realize
traveling

IRREGULAR VERBS

INFINITIVE	PAST	PAST PARTICIPLE	INFINITIVE	PAST	PAST PARTICIPLE
be	was / were	been	lie	lay	lain
become	became	become	light	lit	lit
begin	began	begun	lose	lost	lost
bite	bit	bitten	make	made	made
blow	blew	blown	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
burn	burnt (burned)	burnt (burned)	ride	rode	ridden
burst	burst	burst	ring	rang	rung
buy	bought	bought	rise	rose	risen
can	could	(been able to)	run	ran	run
catch	caught	caught	say	said	said
choose	chose	chosen	see	saw	seen
come	came	come	seek	sought	sought
cost	cost	cost	sell	sold	sold
cut	cut	cut	send	sent	sent
deal	dealt	dealt	set	set	set
dig	dug	dug	shake	shook	shaken
do	did	done	shoot	shot	shot
dream	dreamt (dreamed)	dreamt (dreamed)	show	showed	shown
drink	drank	drunk	shut	shut	shut
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sit	sat	sat
fall	fell	fallen	sleep	slept	slept
feed	fed	fed	speak	spoke	spoken
feel	felt	felt	spend	spent	spent
fight	fought	fought	stand	stood	stood
find	found	found	steal	stole	stolen
fly	flew	flown	swim	swam	swum
forget	forgot	forgotten	take	took	taken
forgive	forgave	forgiven	teach	taught	taught
get	got	got	tell	told	told
give	gave	given	think	thought	thought
go	went	gone	throw	threw	thrown
have	had	had	understand	understood	understood
hear	heard	heard	wake	woke	woken
hide	hid	hidden	wear	wore	worn
hit	hit	hit	weave	wove	woven
hold	held	held	win	won	won
hurt	hurt	hurt	write	wrote	written
keep	kept	kept			
know	knew	known			
lay	laid	laid			
learn	learnt (learned)	learnt (learned)			
leave	left	left			
lend	lent	lent			
let	let	let			





MAPS



Προέλευση φωτογραφιών

«Πρόσωπα του κόσμου», Κ. Γιατράς, Εκδόσεις Πατάκη, [σελ. 10: (2), (3), (4)], «Signature exclusive», τεύχ. 96, Diners Club, [σελ. 19: (5)], «Αρχαία Ελλάδα», Εκδόσεις Καρακώτσογλου, [σελ. 19: (4), σελ. 62: (2), (3)], «Αρχαία Ρώμη», Εκδόσεις Καρακώτσογλου, [σελ. 27: (2), σελ. 37: (1), σελ. 42: (3)], *National Geographic*, Μάιος 2006, Ιανουάριος 2008, Φεβρουάριος 2006, [σελ. 20: (1), σελ. 31: (1), σελ. 74: (1)], «Ολυμπιακοί αγώνες», Εκδόσεις Αντ. Ν. Σάκκουλα, [σελ. 23: (2)], «Σχολική Εγκυκλοπαίδεια Πατάκης-Οxford», [σελ. 27: (1), σελ. 47: (1), σελ. 85: (1), σελ. 128: (3)], «Μάγια & Αζτέκοι», Εκδόσεις Καρακώτσογλου, [σελ. 27: (3), σελ. 37 (6)], «Οι εβδομήντα μεγάλες επινοήσεις του αρχαίου κόσμου», Εκδόσεις Βασδέκη, [σελ. 27: (4), σελ. 37: (2), (3), (5), (7), σελ. 78: (1)], *Experiment-Γαϊόραμα*, τεύχ. 20, [σελ. 29: (1), σελ. 30: (1)], «Χαμένοι πολιτισμοί», Εκδόσεις Καρακώτσογλου, [σελ. 32: (1), (2), (3), (5), σελ. 34: (1), σελ. 42: (1)], «Αρχαιολογία», Εκδόσεις Σαββάλα, [σελ. 33: (2), (3), (4)], «e.εγκυκλοπαίδεια», τ. Ι', Ελληνικά Γράμματα, [σελ. 35: (1), (2), (3)], «Ταξίδι στο χρόνο», Ερευνητές, [σελ. 36: (1)], *Στρατιωτική Ιστορία*, τεύχ. 56, [σελ. 37: (4)], «Λιμνών Περιήγηση», Γ. Φατούρος, Εκδόσεις Πατάκη, [σελ. 38: (2)], «Θησαυροί της Αιγύπτου», Η Καθημερινή [σελ. 39: (3), σελ. 41: (2), (3), (4), σελ. 43: (1), (2), (3)], «Αρχαία Ελλάδα και Αίγυπτος», Εκδόσεις Π. Κουτσουμπός, [σελ. 42: (2)], «Ολυμπιακοί αγώνες», Ερευνητές, [σελ. 47: (2), σελ. 59: (1), (2)], «Ενέργεια», Εκδόσεις Πατάκη, [σελ. 47: (3)], «Αξέχαστα πράγματα που πρέπει να κάνετε στη ζωή σας», Εκδόσεις Ορφέας, [σελ. 48: (3), σελ. 52: (6), σελ. 145: (2)], Άγγ. Κοκολάκης, [σελ. 47: (2)], «Κυκλάδες», *National Geographic Traveller* [σελ. 51: (3), (4)], «Σποράδες», *Explorer*, [σελ. 51: (1)], «Το μεγάλο εικονογραφημένο λεξικό σε έξι γλώσσες», Εκδόσεις Δομή, [σελ. 58: (1)], «Από το κοντύλι στον υπολογιστή», Εκδόσεις Μεταίχμιο, [σελ. 65: (1)], κατάλογος, Διερευνητική Μάθηση Α.Ε. [σελ. 72: (1)], «Ιστορία της γραφής», Ερευνητές, [σελ. 77: (1), (2)], «Art Gallery, J.F. Millet», Deagostini Hellas, [σελ. 84: (1)], «Art Gallery, Picasso», Deagostini Hellas, [σελ. 86: (1), σελ. 88: (3)], «Art Gallery, E. Delacroix», Deagostini Hellas, [σελ. 87: (1)], «Εθνική πινακοθήκη, 100 χρόνια», Εθνική Πινακοθήκη και Μουσείο Αλέξανδρου Σούτζου, [σελ. 88: (2), σελ. 89: (2), (3), (4), (5), (6), (7)], «Γύζης», Εκδόσεις Αδάμ, [σελ. 89: (1)], «Φερνάντο Μποτέρο», Εθνική Πινακοθήκη και Μουσείο Αλέξανδρου Σούτζου, [σελ. 91: (1)], *LIFO*, τεύχ. 127, [σελ. 98: (1), (2)], «Ο Jamie Oliver μαγειρεύει στο σπίτι» (VCD), Η Καθημερινή, [σελ. 105: (1)], «Ο Κολόμβος και οι εξερευνητές της αναγέννησης», Εκδόσεις Πατάκη, [σελ. 140: (2), (5)], «Ο πλοίαρχος Κουκ και η εξερεύνηση του Ειρηνικού», Εκδόσεις Πατάκη, [σελ. 140: (6), (7)], «Λονδίνο», *Explorer*, [σελ. 141: (6)], www.free-photo-download.com, [σελ. 146: (1)], «The travel book», Εκδόσεις ΚΟΑΝ / Βιβλία του κόσμου, [σελ. 141: (1), (4), σελ. 144: (1), (2), σελ. 147: (1), (3), (4), (6)], «Μόσχα», *Explorer* [σελ. 145: (1)]