

Lesson 2 Top Stories on the Radio

1. Pre-listening / Speaking

A. MAKE A REPORT ABOUT WORLD RECORDS



Before you listen to the radio programme about unusual record holders look at these pictures and decide which of the titles below is the most suitable for each record holder.



- a. World Record Doner
- b. Career out of a record
- c. My pet, the champion



B. Listen to the radio programme and circle the correct answer. Remember the LEARNING STRATEGIES in Unit 6, p.66.

- | | | |
|---|------------------------|----------------|
| 1. Tony has taken part in over 100 professional contests since he was | a. 12 | b. 14 |
| 2. Tony won the skateboard games in San Francisco in | a. June 1999 | b. July 1999 |
| 3. Kostas has made a skewer | a. 1.51m. high | b. 1.73m. high |
| 4. Kostas has prepared the kebab | a. with his colleagues | b. on his own |
| 5. Warhol, the ferret has run 33 feet in | a. 23 seconds | b. 22 seconds |
| 6. Mrs. Adams has had the ferret for | a. ten years | b. two years |



C. Listen to the radio programme again and tick who:

	Tony	Kostas	Warhol
has used 2 tons of meat			
has done difficult and dangerous tricks			
has broken a race record			
has earned a lot of money doing his hobby			
has managed to beat 150 others to be a champion			



D. Do you know any other record holders? What have they achieved?



E. GREEK BOOK OF RECORDS



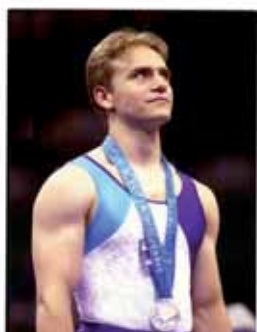
Dimitris Sgouros (Pianist)



Eugene Trivizas (Children's bookwriter)



What have other Greeks achieved in recent years? Try to find relevant information (from books, on the Internet, etc.) of other record holders (sportspeople, artists, scientists, authors, poets, etc.).



Dimosthenis Tabakos (Gymnast)

Write a report about their achievements (using Present Perfect) and present it to your class.

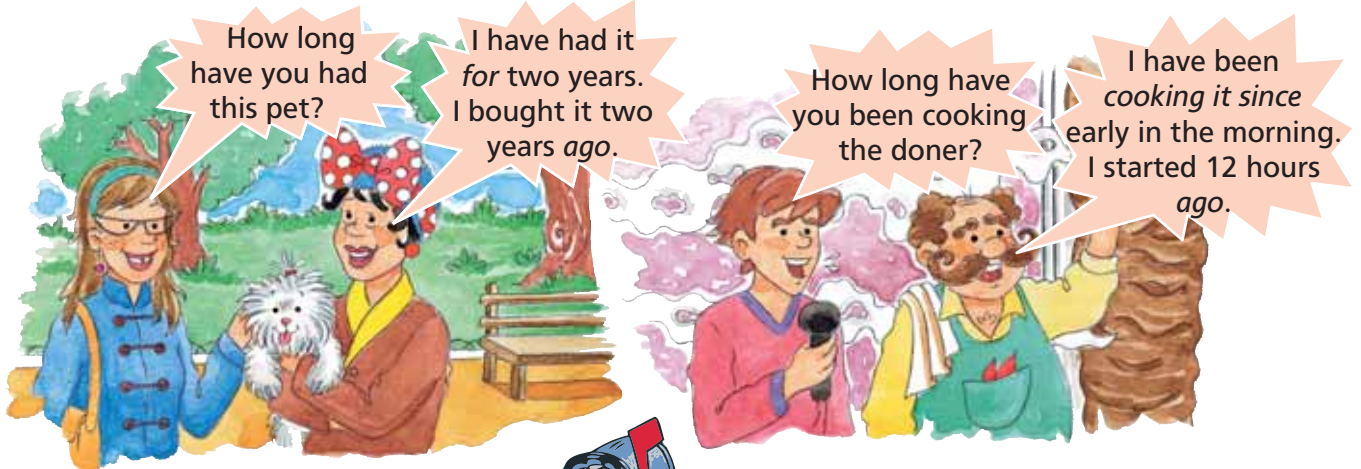


Kiki Dimoula (Poet)



2. Grammar

A. Read the cartoons and then study the **Grammar Box** and the diagram below.



Grammar Box



POSITIVE	I / you/ we / they	have been	boarding	since Tom was/you were/ we were nine.	
	He / she	has been	cooking it	since early in the morning.	
NEGATIVE	I / you/ we / they	haven't been	boarding	since Tom was/you were/ we were nine	
	He / she	hasn't been	cooking it	since early in the morning.	
QUESTION	have	you/ we / they	been	boarding	since Tom was/you were/ we were nine?
	Has	he / she	been	cooking it	since early in the morning?

PRESENT PERFECT SIMPLE:

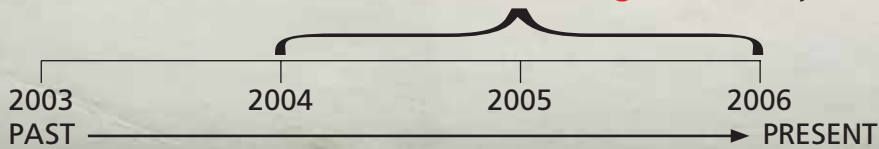
I **have had** this habit **for** two years.

I **have had** this habit **since** 2004.

PRESENT PERFECT CONTINUOUS:

I **have been cooking** it **for** 12 hours.

I **have been cooking** it **since** early in the morning.



B. FOR or SINCE?

1. He has been a champion _____ 20 years.
2. Has he been studying French _____ 5 months?
3. I haven't seen him _____ Christmas.
4. He has broken many records _____ he was 14.

We use _____ with a period of time.
We use _____ with a point in time (day, year, month, etc.).

C. Now fill in the rule in the box on the right:

3. Practice



A. PAIR WORK: THE 2004 PARALYMPICS IN ATHENS

Pupil A

You are a reporter and you are interviewing the famous Paralympics champion Konstantinos Fykas. Look at p.139 and use the information.

Pupil B

You are the famous Paralympics champion Konstantinos Fykas. Look at p.141 and use the information to answer the reporter's questions.



Now work together and write an article about Konstantinos Fykas for the school newspaper.

LEARNING STRATEGIES When we work in groups we agree...

- what we are going to do
- how much time we are going to spend
- who is going to do different parts of the group work.



B. PAIR WORK: A DIALOGUE



Imagine that you meet your friend Betty you haven't seen for a long time. Tell each other about what you have been doing since you last met.

Act out the dialogue.

Start like this:

YOU: Hello, Betty! How nice to see you again!

BETTY: Oh, nice to see you, too, Nick. What have you been doing all this time?

C. MEDIATION

You and your English-speaking friend Tony are talking about the 2004 Paralympics in Athens.



Read the newspaper extract on the right and tell your friend how Kostas Fykas felt after his success.

Σε μια συγκλονιστική μονομαχία με τον Αυστραλό φίλο του Μπεν Όστιν, ο Κωνσταντίνος Φύκας πάλεψε με πάθος για το χρυσό... αλλά τον πρόδωσε η κόουραση στα τελευταία μέτρα. Μόλις τελείωσε ο αγώνας, ο Κώστας Φύκας άρχισε να ανταποδίδει τους χαιρετισμούς αλλά και την αποθέωση του κόσμου και ουσιαστικά έδωσε ένα σόου μαζί του. «Κολύμπησα γι' αυτόν τον υπέροχο κόσμο, την οικογένειά μου και τον προπονητή μου που τόσο με έχουν στηρίξει. Είναι αναμφίβολα η πιο ευτυχισμένη στιγμή στην καριέρα μου και σίγουρα η πιο συγκινητική», ήταν τα πρώτα λόγια του Κωνσταντίνου Φύκα. «Λίγες είναι οι στιγμές στην καριέρα ενός αθλητή που μπορεί να περάσει καλά και εγώ πέρασα απόψε υπέροχα».

Lesson 3 Going for the Gold

PROJECT

You have seen the following poster at your school. Being the best in the world at something—whether it is sports or any other aspect of life—is a REAL accomplishment. The most important thing, however, is to always do your personal best.



A. Set your group record and protect the environment.

Work in groups. Collect as many tins as you can to build the highest and strongest tower and break your class record.

In the end send your 'tower' to the recycling bank.

B. Make a poster to invite other pupils to set another record.

- Decide on the record (stand on one leg, walk with books on head, spell long words backwards, etc.)
- Perform it in class
- Take photos if possible
- Write about your record on a poster (number of pupils, time you spent, etc.)
- With the poster, invite other pupils to break their class record
- Put up the poster on the wall for the other pupils to see.

C. YOUR PERSONAL RECORD

On a piece of paper, list several of your personal bests and include it in your **portfolio**. Use some of the following ideas and the table below.

(E.g. *I have collected different telecards; I have read a book of... pages; I have done... pushups in a minute; I have eaten... ice creams/ apples in an hour.*)

A LIST OF MY OWN PERSONAL RECORDS

NAME: _____

Record	Comment
I have eaten 5 ice creams in an hour.	They were vanilla flavour; delicious!

Check yourself

A. Match the words:

- | | |
|-----------------|----------------|
| 1. freestyle | a. a record |
| 2. relay | b. performance |
| 3. musical | c. race |
| 4. skateboard | d. medals |
| 5. achieved | e. swimmer |
| 6. recycling | f. ramp |
| 7. record | g. holder |
| 8. playful | h. dollars |
| 9. gold | i. bank |
| 10. two billion | j. pet |
- ___ / 5 points**

B. Going away on holidays!

You are going away on holidays. Before you leave, write a note to the other members of the family saying what you have done and what you haven't done before you leave. Use the following topics:

1. clean the room	_____
2. leave the key	_____
3. do some shopping	_____
4. buy a new...	_____
5. take the cat to the vet	_____
6. pay the electricity/ telephone bill	_____
7. water the plants	_____
8. send a message to grandmother	_____

___ / 4 points

C. Complete the best things that you have ever done or have ever happened to you:

Example: It's the most dangerous thing _____ *I've ever heard of* _____.

1. It's the most interesting book _____.
2. She's the kindest person _____.
3. He's the cleverest man _____.
4. That's the most beautiful song _____.
5. It's the most expensive prize _____.
6. It's the worst film _____.
7. It's the saltiest soup _____.

___ / 3½ points

D. Circle the correct expression:

- | | |
|----------------------|---------------------|
| 1. a. for 6 years | b. since 6 years |
| 2. a. for 1999 | b. since 1999 |
| 3. a. for a week | b. since a week |
| 4. a. for 8 months | b. since 8 months |
| 5. a. for 18th March | b. since 18th March |

___ / 2½ points

E. The leaflet about Olympia

Read this leaflet about Olympia, the birthplace of the Olympic Games and complete the gaps with the correct form of one of the following verbs: *host, visit, arrive, be (X2), revive, build, compete, start, return*.

The Olympics back to their birthplace



Olympia _____ (1) a popular tourist destination for years. In the antiquity it _____ (2) the most important sanctuary of Zeus. The Olympic Games _____ (3) there in 776 BC. Athletes from all over the Greek world _____ (4) to take part in the Games. Many countries _____ (5) the modern Olympic Games since 1896. Now, the Games _____ (6) to Greece. Athletes _____ (7) in the ancient stadium at Olympia, so the spirit of the ancient contest _____ (8). Hundreds of tourists _____ (9) the home of the first Olympic Games by land and by sea. The inhabitants _____ (10) a lot of shops, cafes and restaurants.

___ / 5 points
My total score is ___ / 20 points

See p. 96 Workbook

NOW TICK WHAT YOU CAN DO

REMEMBER when you work in groups:

- Agree how much time you are going to spend and who is going to do different parts of the group work.

I can read about

- world record holders and champions
- athletic events

I can listen to

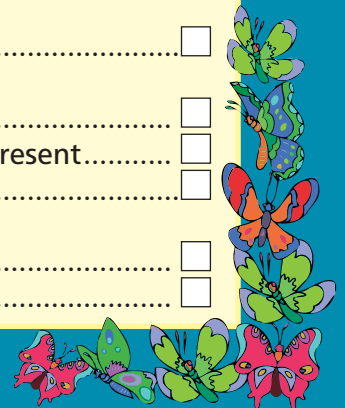
- radio programmes

I can talk about

- past experiences
- past experiences connected with the present
- Olympic records

I can write

- reports about champions
- my personal achievements



Unit 8 Blow your own Trumpet*

* to talk a lot about your own achievements

You are here to READ

a music festival leaflet /
a magazine article about
pocket money

and TALK about

musical instruments / festivals
/ money / personal safety

and LISTEN to

different musical instruments /
a song about money / people
talking about what they would
spend their money on

and WRITE

an e-mail about a museum of
musical instruments / a letter
to a magazine advice page

and LEARN

how to express something
likely to happen now or in
the future / how to express
something impossible or
unlikely to happen now or in
future / how to give advice

MUSICAL INSTRUMENTS



A. Listen to the recording and match
the sounds with the musical
instruments: flute, tambourine,
clarinet, trumpet, guitar, oboe,
drums, violin.



B. Now put the instruments in the
correct category: WIND, STRING,
PERCUSSION.

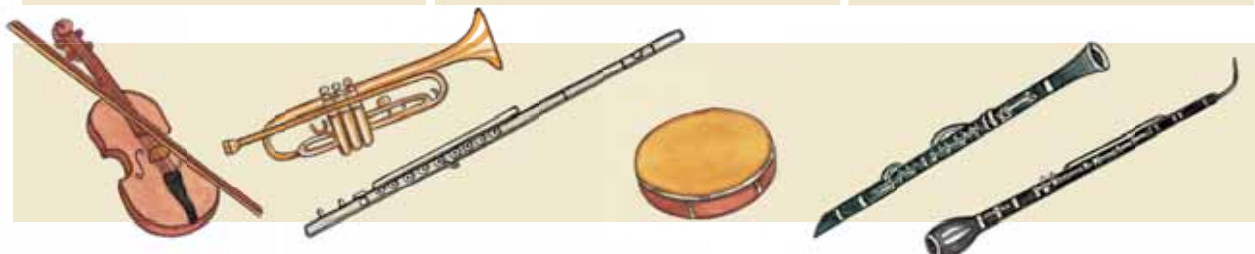


WIND

STRING

PERCUSSION

oboe



Lesson 1 Harmony, Melody and Rhythm

1. Reading

- A.** Have you ever attended a music festival or a concert? What was it like? Who's your favourite singer? What is your favourite band?

LEARNING STRATEGIES: EXAM TECHNIQUES
When I match headings with paragraphs...



- I read the headings and underline the most important words
- I read each paragraph carefully
- I underline important words in the paragraph
- I check the extra heading does not match any of the paragraphs.



- B.** Read the leaflet about the Music Education Series and answer these questions:
1. How much will the students pay to attend the events?
 2. Where is the venue?
 3. What preparations should the school make to attend an event at the festival?

The **Music Festival of Thessaloniki** is pleased to offer four free educational concerts to students through the **Cultural Music Education Series**. Each concert will take place at 11:00 am at the downtown venue of the **Concert Hall of Thessaloniki**.

International artists and local music instructors will perform on stage and describe their vocal or instrumental background, the history of their music and the professional experiences that have led to their success.

Each age-specific event is approximately 50 minutes in length. Teachers and students should not want to miss these exciting educational performances. **Each performance is offered at no cost to schools.**

Reservations for performances will be taken on a "first-come, first-served" basis. A study guide will be offered for each show. Schools must provide transportation and chaperones for the students.

All performances begin at 11:00 am.

For more information, please call (2310 234567). If you wish to register for one or more of the concerts, simply fill out the form of this brochure and return it. We look forward to seeing you at the **Cultural Music Education Series**.

MUSIC EDUCATIONAL SERIES ORDER FORM

School Name _____

Address _____

City _____ Postal Code _____

Teacher Name _____

Form _____ Total No of Students _____

Title of Performance you wish to attend _____

Please mail form to **Thessaloniki Music Festival**,
20 Areos Street, 512 34 Thessaloniki
 or phone at 2310 234567, fax: 2310 345678



- C.** Now read the programme on the right and match the titles with the events. There is an extra title you don't need to use.
- | | |
|--------------------------------------|------------------------------------|
| 1. The Soul of Peru: Music in Motion | 4. The African Ballet |
| 2. Little Red Riding Hood | 5. Greek Dances and How to do them |
| 3. With Strings Inspired | |

A. _____

FRIDAY, MARCH 21

for forms 2-6



Research has shown that if children listen to classical music at an early age they will become very intelligent. Students will have the chance to attend pieces of music from all periods of music history, on piano and string instruments. Great violinists will inspire students with their performance.

B. _____

THURSDAY, MARCH 22

for forms 2-4

The local cultural centre presents a delightful adaptation of the fairy tale classic, in which the scary wolf turns into a comic character and students learn important lessons about life. An entertaining musical with two different endings: One, the audience decides to forgive the wolf, the second, the audience does not trust that the wolf will mend his ways.

If you choose to attend this excellent musical you will learn the importance of personal safety, proper diet, and good health...

C. _____

MONDAY, MARCH 23

for forms 5-6

Peru Negro is a thrilling 26-member group presenting dazzling dances, colourful costumes, electrifying rhythms, and historic verses. They perform music that originated in Colonial Peru and they have passed it down through generations. Peru Negro performs all over the world and their fans consider them as "Ambassadors of Peruvian Culture." They sing out in a chorus: "Black is my color, and proud I feel." You will never forget their melodic guitar and passionate singing if you choose to attend their performance.

D. _____

TUESDAY, MARCH 24

for forms 2-6

The concert will present Music and Dance from Macedonia and Thrace. Both regions are exceptionally rich in folk music, song and dance. The concert will open with a traditional 'zournades' trio from the village of Goumenissa in Central Macedonia. Two zournas players, accompanied on the daouli (large drum), commonly perform this kind of music at weddings and festivals throughout the Balkans. If you like Greek folk music, register for this event.



D. Which event(s) will you go to: A, B, C or D?

- If you are interested in musicals, you can attend the event(s) _____
- If you are interested in folk music, you may book for the event(s) _____
- If you are a violin fan, you will attend the event(s) _____
- If you want to change the end of the story, you will go to the event(s) _____
- If you want to learn about other cultures, you can attend the event(s) _____



E. Find words from the leaflet which mean:

- a. someone who admires a famous person or team
- b. to give someone the idea for something
- c. a performance based on a book or a play
- d. enjoyable
- e. very attractive and impressive
- f. very interesting and exciting
- g. words arranged in the form of poetry
- h. a large group of people who sing together
- i. showing very strong feelings
- j. to put people's names on a list

2. Grammar

CONDITIONAL SENTENCES

A. Study the following TYPE 1 conditional sentences:



Grammar Box



IF-clause	Result clause
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.



B. Now answer these questions:



Tick the correct phrase **a** or **b**:

a. Which tense do we use in the IF-clause?

b. What verb forms do we use in the result clause?

The example sentences show that something is...

- a. possible to happen in the present or future
- b. unlikely to happen in the present or future



C. Complete the rule for TYPE 1 CONDITIONALS:

If + _____ → { will, can, must, imperative } + bare infinitive

When we start with the result clause, we don't use a comma (,).

You can attend the dances from Peru if you want to learn about other cultures.



3. Practice



A. A GAME

You are a singer. Take turns to tell your friends what will happen if your songs sell well? Start a chain as in the example:

- S 1: If I sell a lot of CD's, I'll become famous.
- S 2: If I become famous, people will admire me.

- S 3: If people admire me, I'll feel happy.
- S 4: If I am happy, my family will be happy, too. Etc.



B. Do you remember the story of Little Red Riding Hood?

She goes to visit her grandmother. On the way to her house she meets the wolf who tries to trick her. Remember what happens next? Tell your class about it.

Now think about the following: Your father asks you to go to the supermarket and buy a few things. On the way home, a stranger stops his car and asks you to get in and give you a ride home. Take turns to tell your classmates what you will do.

Start like this: *If a stranger asks me to get into his car, I'll...*



C. Your pen friend Billy from Ireland is coming to Athens next month and he is interested in Greek traditional music.



Send him an e-mail telling him what he can do and see if he visits the Museum of Popular Instruments. Put your e-mail in your **portfolio**.

D. THE MATCHING GAME

Your teacher will give you a strip with an IF-CLAUSE or a strip with a RESULT CLAUSE.

Go around the class and match your clause with another student's so that they make sense.

E. There is a festival in your area. Read about the different activities. Which one will you choose to go to? Try to persuade your friend to

Example:

If we go to... we will...

The Museum of Popular Instruments
Athens



If you want to know more about Greek musical instruments and traditional Greek music, our museum has a wide collection of them available.

If you are interested in taking lessons in traditional Greek instruments and traditional Greek singing, our museum organises evening workshops for you.

Location

We are in Plaka, bottom and of Aiolou Street, near the *Tower of the Winds*

Opening hours

We are open

Tuesday, Thursday-Sunday: **10.00-14.00**

Wednesday: **12.00-18.00**

Monday: closed

Admission Free

The festival's motto "Music, Love, and Flowers"

The Pop Music Festival is celebrating and showcasing the pop music of New England. This year bands from all over the world perform full sets each evening and all the benefits go to charity. The festival runs in three evenings, Thursday through Saturday. Tickets are now available from the usual outlets.

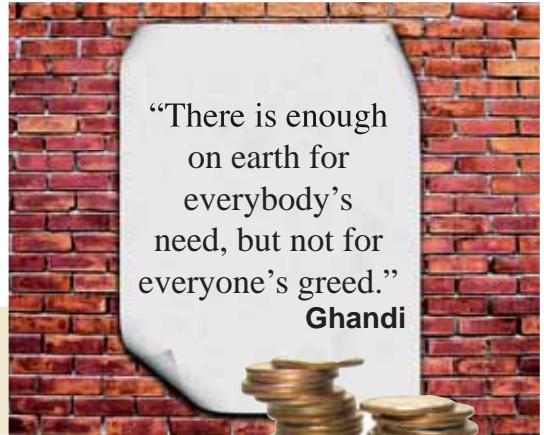
Film Festival and Educational Series

This year's festival will once again feature the popular Film Festival and Educational Series. We also have a few new tricks up our sleeve, which we'll be announcing soon. You can find on all those smart t-shirts, hats, or posters you've been eyeing from the last festival. And don't forget last year's 10th anniversary double CD compilation.

Lesson 2 Feel the Rhythm

1. Listening Part 1

Do you know what pocket money is?
Do you get any? Is it a good idea?



A. Here are some expressions taken from a song. Can you guess what the song is about?

- pay the bills
- have to work
- a single penny left
- wealthy man
- rich man’s world



B. Listen to the following song by ABBA, a Swedish pop group. Have you guessed correctly?

C. Now, listen to the song again and try to fill in the missing words.

A RICH MAN'S WORLD

I work all night I work all day
To _____ I have to pay
Ain't it sad!
And still there never seems to be
_____ *for me*
That's too bad!
In my dreams I have a plan
If I got me a _____
I wouldn't _____ at all
I'd fool around and have a ball
(have a very good time)
Money, money, money
Must be funny
In the _____
Money, money, money
Always sunny
In the rich man's world

Aha, aha, all the things I could do
If I had a little money
It's a rich man's world...

Listening Part 2



A. Imagine that suddenly you won a lot of money. What would you spend the money on?

What would they spend the money on?

Tom _____

Stella _____

Sara _____

B. Listen to how Tom, Sara and Stella would spend *their* money and complete the box.



C. What is the opposite of the expressions that you have just listened to?

1. waste money _____

2. win money _____

3. wealthy man _____

4. owe money _____

5. borrow money _____



D. Joe and Joan have sent you an article from a magazine. Read the article and answer these questions:

- Where does most of children's spending money come from?
- What other ways do they use to get some more money?
- What is pester power? Who has it?



POCKET MONEY AND PESTER POWER

Big companies and advertisers know that children aged between 3 and 14 are the most powerful consumer group. The total spending power of children in this age group is over sixty million pounds per year! So, how do they get so much money? How do they persuade their parents to spend so much money on things for them? Weekly pocket money or a monthly allowance is one way for children to get some money to spend. The other way is by asking again and again, in other words, by pestering their parents until the parents buy what they want.

Young people's consumer habits - Fact File

Sources of income

Parents give 60% of pocket money.

Other sources of money are:

- Odd job earnings (helping with chores around the house for money, a *paper round* delivering newspapers to houses in their area, cleaning Dad's car, babysitting)
- Handouts such as presents of money from friends or relatives
- Saturday jobs (some teenagers work on Saturdays e.g. in clothes or music shops, supermarkets, sports centres).

Pester power is increasing every year. Children as young as three years old pester their parents to buy the latest videos, sweets and toys.

2. Grammar

CONDITIONAL SENTENCES

A. Study the following TYPE 2 conditional sentences:



Grammar Box



IF-clause	Result clause
<i>If I got</i> me a wealthy man,	<i>I wouldn't have</i> to work at all.
<i>If I won</i> a lot of money,	<i>I would (I'd) buy</i> a lot of CD's.
<i>If I were</i> you,	<i>I'd spend</i> less money on sweets.



B. Now answer these questions:

Which tense do we use in the IF-clause? _____
 What verb forms do we use in the result clause? _____

C. Tick the correct phrase **a** or **b**:

The example sentences show that something is...

- a. possible to happen in the present or future
- b. very unlikely to happen in the present or future

Which example can express ADVICE? _____



D. Complete the rule for TYPE 2 CONDITIONALS:

If + _____ → would + bare infinitive

We use type 2 conditionals to talk about something _____



When we use the second conditional, we prefer to use **were** instead of **was**.



3. Practice



A. If I were a millionaire...
Take turns to tell your friends what would happen if you were a millionaire. Start a chain as in the example:

"If I were a millionaire,
I would go to London."

Then the other student has to start by saying:

"If I went to London, I'd..."



B. GROUP WORK



You are watching a programme on TV in which pupils from different schools are participating in a quiz to win 10,000 Euros. What would you spend the money on if you participated in this programme now and won this amount of money? (Think about books, computers, equipment, excursions etc.). Discuss and report to your class.

Cinema / Theatre visits	
Clothes / Shoes	
Sweets or chocolate	
Computer Games	
Books	
Phone cards	
Magazines	
Toiletries	
CD's / DVD's	
Other _____	

C. CLASS SURVEY

If you had some pocket money what would you spend it on? Tick the things you most like to spend your money on:

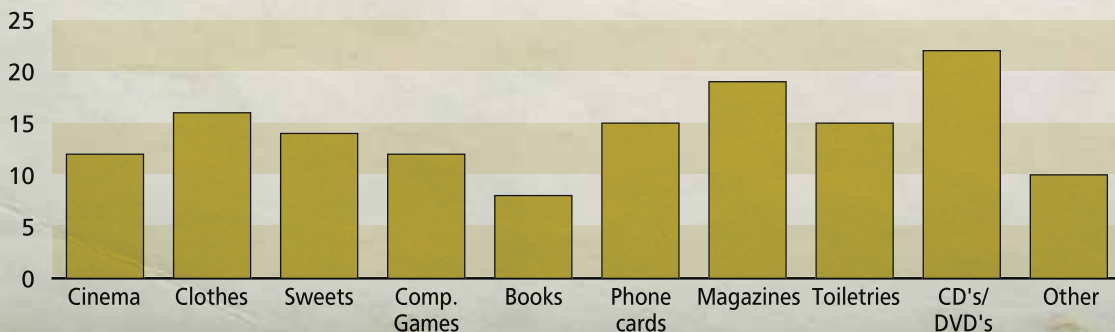
Go round the class and ask the other pupils what they would spend their money on?

Then make a graph like the one below. (The vertical axis shows the number of pupils and the horizontal axis the 10 questions.) You may use a computer if you can.



Include the graph in your **portfolio**.

Can you draw any conclusions about how the students of your class would spend their pocket money?



Lesson 3 The problem page



A. This is a problem page from a children’s magazine. Read the letter.
 What is Maria’s problem?
 Who is Sonia?



B. Imagine you are Sonia. Send Maria a letter giving her some advice and ideas on what to do (think about placing an advert for a music teacher or visiting the local cultural centre etc.).

Dear Sonia,
 I am writing to you for advice because I don’t know what to do. I am 11 years old and I like music a lot. I really want to learn to play a musical instrument... I would like to learn to play the guitar but I live in a remote village and there are neither music teachers nor any musical instruments in my school. The nearest big city is about eighty kilometres far from where I live.
 My class visited a music festival in Thessaloniki a week ago and I was so pleased to listen to musicians play so many different instruments. I also heard that if children listen to classical music, they become smarter. I know that if I had money, I would buy many musical instruments for my school.
 This is my problem. What could I do? I really want to learn to play the guitar.
 Please answer as soon as possible.

Yours,
 Maria

Follow the layout of a letter of advice:

- greeting
- an opening paragraph
- main part
- closing paragraph
- signing off

Remember to give advice using expressions such as:

If I were you, I would...
 You could...
 You should... if...
 Why don’t you...

Set phrases for the opening paragraph:

I am writing to give you some advice about...
 I hope I can help you with your problem...

Set phrases for the closing paragraph:

Well, that’s what I believe...
 I really hope everything goes well.
 Keep in touch. ...
 I am looking forward to hearing from you.



Put your letter in your **portfolio**.

Check yourself

A. WHAT AM I? Find the musical instrument each box A-D describes:

___ / 2 points

<p>I have four strings Played with a bow. Can you guess what I am? Do you think you know? _____</p> <p style="text-align: center;">A</p>	<p>I am very large I have black and white keys Can you guess what I am? Do you think you know? _____</p> <p style="text-align: center;">B</p>	<p>I have a skin on me you usually beat me with two little sticks Can you guess what I am? _____</p> <p style="text-align: center;">C</p>	<p>I have a long neck You strike my strings On my wooden body. You guess what I am? _____</p> <p style="text-align: center;">D</p>
---	--	--	---

B. Match the verb on the left with a noun on the right to make set phrases:

- | | |
|------------|------------------|
| 1. present | a. a trombone |
| 2. write | b. an instrument |
| 3. attend | c. lyrics |
| 4. play | d. a music event |
| 5. blow | e. a song |
| 6. sing | f. a performance |

___ / 3 points

C. Fill in the blanks with a word from B above (put the verbs in the right form):

- Don't you think the music event we _____ was boring?
- John Lennon _____ the lyrics to many of the Beatle's best songs.
- Most musicians _____ their instruments up to five hours a day!
- When my brother _____ the saxophone I can't sleep
- Our class _____ the famous play "A midsummer night dream"
- Some of the best rock singers don't _____ their songs, they shout them!

___ / 3 points

D. Fill in the blanks with the correct word or phrase from the box on the right:

- Don't _____ your money on that junk!
- I usually _____ my CD player to Dave and he never gives it back on time.
- He left as a poor boy and returned as a _____ man.
- You can only _____ six books from the library at a time.
- His father gives him a monthly _____ of 20 Euros.
- Mum never _____ any money on herself.
- They _____ my brother \$50.
- I'll _____ you _____ on Friday, I don't have any money now.

___ / 4 points

lend
owe
spend
waste
wealthy
allowance
borrow
pay back

E. Complete the sentences with an appropriate phrase:

1. If you had a million euros, what _____ ?
2. If you buy a car, _____.
3. If you can't make a reservation for the musical _____.
4. If the performance is boring, _____.
5. If he goes to the festival, _____.
6. If she knew the lyrics, _____.
7. If I were you, _____.
8. He wouldn't miss the show if _____.
9. If you pay for the ticket, _____.
10. He would enjoy the musical if _____.

___ / 5 points

F. Match the sentences to make short dialogues:

1. I'd like to become a pianist _____
2. I will spend my pocket money on expensive clothes. _____
3. I want to attend the music festival. _____

- a. You should book early.
- b. If I were you I would practise harder.
- c. Why don't you buy a computer?

___ / 3 points

My total score is ___ / 20 points

See p. 97 Workbook

**NOW TICK
WHAT YOU CAN DO**

REMEMBER when you match headings with paragraphs in an English text:
• Read the headings and underline the most important words.

I can read

- a music festival leaflet.....
- a magazine article about pocket money

I can listen to

- different musical instruments
- a song about money
- people talking about spending money

I can talk about

- musical instruments
- festivals
- money
- personal safety

I can write

- an e-mail about a museum of musical instruments ..
- a letter to an advice page of a magazine



Unit 9 Earth Day Everyday

We are here to READ

a questionnaire, an earth day story and a play about pollutants

and TALK ABOUT

pollution, endangered species and protection of the environment

and LISTEN TO

a presentation about endangered species in an environmental centre

and WRITE

emails about environmental problems and a poster

and LEARN ABOUT

how to describe activities that happened before another action in the past, how to explain why something happens and how to express the result of an action or a situation.



Earth Day is a Birthday! Just like a birthday is a special day to celebrate a person, *Earth Day* is a special day that celebrates the Earth. *Earth Day* was born on April 22, 1970, in San Francisco, California. Every year, different countries join together in the celebration of *Earth Day* on April 22nd.

Earth Day is the largest, most celebrated environmental event worldwide. On *Earth Day*, we remember to appreciate nature and learn ways to protect our environment. Find ways that you can help keep the planet clean and help protect our environment.

animals
healthy
bird feeder
tree
paper bag
lights
shower
cans
waste
TV
water
glass



HOW GREEN ARE YOU?

Fill in the blanks with the correct word from the box and tick what you do to protect the environment:

1. Don't leave the _____ running when you are brushing your teeth.
2. Take a _____ instead of a bath.
3. If you litter, _____ will eat the garbage and get sick.
4. Don't _____ paper. You can write on both sides of it.
5. Planting just one _____ can save the sky from smoke from factories.
6. Turn off the _____ and _____ when you are not in the room.
7. Keep the oceans clean so the fish will stay _____ and safe.
8. Make a _____. The birds in the city have a hard time finding enough food to eat.
9. Recycle your _____ and _____.
10. Use a _____ instead of a plastic one.

Lesson 1 An Earth Day Story

1. Reading



A. Look at the picture and read the title of the story. What do you think the story is about?



LEARNING STRATEGIES When I learn new words...

- I draw a picture to remind me every new word
- I write words/ sentences on pieces of paper and stick them on the wall
- I use the new words in a song/ story
- I play word games with my friends (hangman, scrabble, etc.)

What Can I Do?

Mark came back from school very sad. His mother looked at him and said: ‘You look very sad. It seems that you had a rough day. What happened?’

“Today, in science, the teacher was talking about Earth Day and the environment. Earth Day is a day when every person promises to do something to protect our world from pollution. Mrs. Green was telling us that many companies do not do their best in order to get rid of their industrial waste. She said that our world is getting dirtier and that many animals and plants are becoming extinct. She wants us to think of something we can do to help. On the way home, I thought that there is nothing I can do. I can’t stop the companies from polluting our air and dumping toxic waste in the sea and I can’t save all of the animals! There is not anything that I can do to make a difference.”

Mark’s mother sat for a minute, thinking. “Let me tell you a story that your grandfather told me. I don’t know where he heard it, but I think that it might help you think about the problem in a different way.” She began:

“One morning a man was walking down a beach covered with dying starfish.

The night before the tide had been especially strong and had washed up thousands of starfish on shore. The man was sorry that all the starfish would die on the beach. He came upon a boy who was throwing starfish back into the ocean as fast as he could. The boy was out of breath and it was obvious that he had done a lot of work as he looked tired.

“Son,” the man said, “you might as well quit. There are thousands of them. There is no way you can make any sort of a difference.”

The boy did not even stop in what he was doing. He kept bending and throwing but as he did, he spoke to the man: “I can make a difference to this one, and this one, and this one.”

And the man knew the boy was right. He began to help return the animals to their home, and kept thinking that sometimes little children can teach elderly people real lessons in life.

Mark stared at his mother. “But he did make a difference, didn’t he? To every starfish that he threw back in?” His mother nodded, smiling. He sat for a moment, thinking about what his mother had said.

“So, what it means is that even though I can’t change everything, I can make a big difference by doing the little things that matter?”



B. Read the story and the following sentences.
Which one summarises the main idea of the story?


1. There is nothing we can do to save the world.

2. Animals and plants will disappear in a few years

3. We can't change everything, but there are things we can do to protect the environment.



C. Read the text again and tick the correct answer.

	1. What were Mark and his classmates learning about in school? a. maths b. history c. grammar d. protecting our environment	3. What did Mark's Mom do to help him understand how he could help to save the environment? a. She talked to him. b. She called his grandfather. c. She told him a story about a boy on the beach. d. She took him for a walk.
	2. Why was Mark sad when he went home from school? a. He didn't know how to do long division. b. He didn't think he could help our environment. c. He wanted to go for a walk to the beach. d. He was disappointed with his friends.	4. When the old man saw the boy on the beach a. the boy had already thrown some starfish in the sea. b. the boy was resting. c. the boy had caught some fish. d. the boy had given up.



D. Find words from the story which mean:

- The air, water, and land on Earth. _____
- When air, water, soil etc. are dangerously dirty and not suitable for people to use.

- Throw away. _____
- Chemical material that factories throw away. _____
- Type of animal or plant that does not exist any more. _____
- Putting something somewhere in a careless, untidy way. _____
- A flat sea animal that has five arms forming the shape of a star. _____
- To give up. _____

2. Grammar



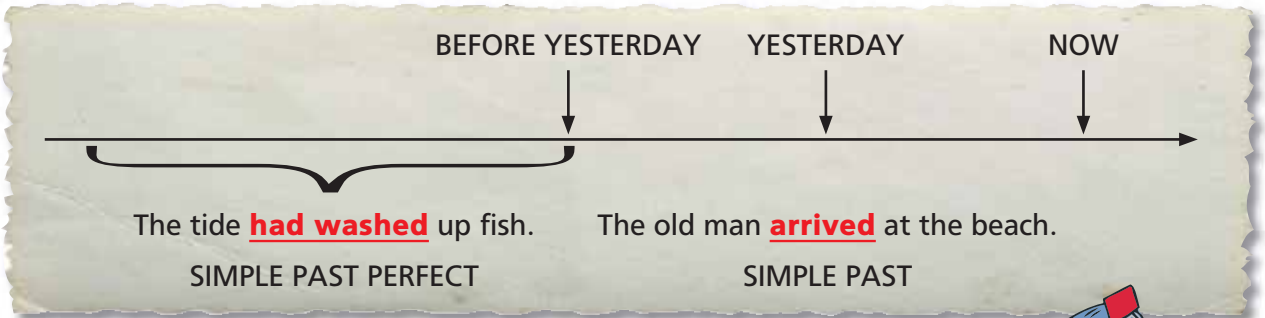
A. Look at these examples

When the old man arrived, the tide **had washed up** thousands of starfish on shore.

When did the tide happen? Before the man arrived, at the same time or now?

The man **had done** a lot of work as he looked tired.

When did the man do the work? Before he was tired or after?



Grammar Box



Simple past perfect tense

POSITIVE	I / you / we / they	had	arrived	early.
	He / she			
NEGATIVE	I / you / we / they	hadn't	arrived	early.
	He / she			
QUESTION	had	you / we / they	arrived	early?
		he / she		



B. Complete the rule:

We form the Past Perfect tense with _____ + past participle.

When do we use the Past Perfect?

Choose the correct phrase to complete the rule:

We use the Past Perfect tense...

- a. for an action that happened before another one in the past.
- b. for two actions that happened at the same time.



C. Read the story again and write all the things that had /had not happened before the old man arrived on the beach. Start like this:

When the old man arrived on the beach _____

3. Practice



A. PAIR WORK



Pupil A

You are a young reporter working for a local TV channel. Ask the man, of the story on page 98, 3 questions to find out what had happened before you arrived on the beach.

Pupil B

You are the man of the story. Answer the 3 questions of the reporter.



B. WHAT HAD HAPPENED?

Example:
Q: Had the people left the beach when you arrived?
A: Yes. All of them had left.

Yesterday your class went on a day trip to the beach. There, you saw dead fish and birds. You also saw *starfish* and *shells* out on the beach. You found a lot of *litter*, as well. Imagine what had happened the day before you went there and write to your pen-friends *Joan* and *John* in Great Britain about this awful experience. Start like this:



Dear Joan and John,
 Yesterday my class visited the nearby beach. It was a nasty experience because _____



Put your letter in your portfolio.



C. What can you do if you want to save the planet?
 A reporter from a TV channel is doing a survey on how to save the planet. He asks you what you can do if you want to save the planet. What is your answer?
 Think about **endangered animals, polluted sea, litter, plants**, etc.

Lesson 2 Save the Endangered Species

1. Speaking



A. Do you recognise these animals? What do you know about them? What problems do they face?



B. The 6th Class of 1st Primary School is hosting a group of British pupils. Today they are visiting the Environmental Centre in Zakynthos. Listen to the centre guide and answer the question:

Which two animals is he talking about?

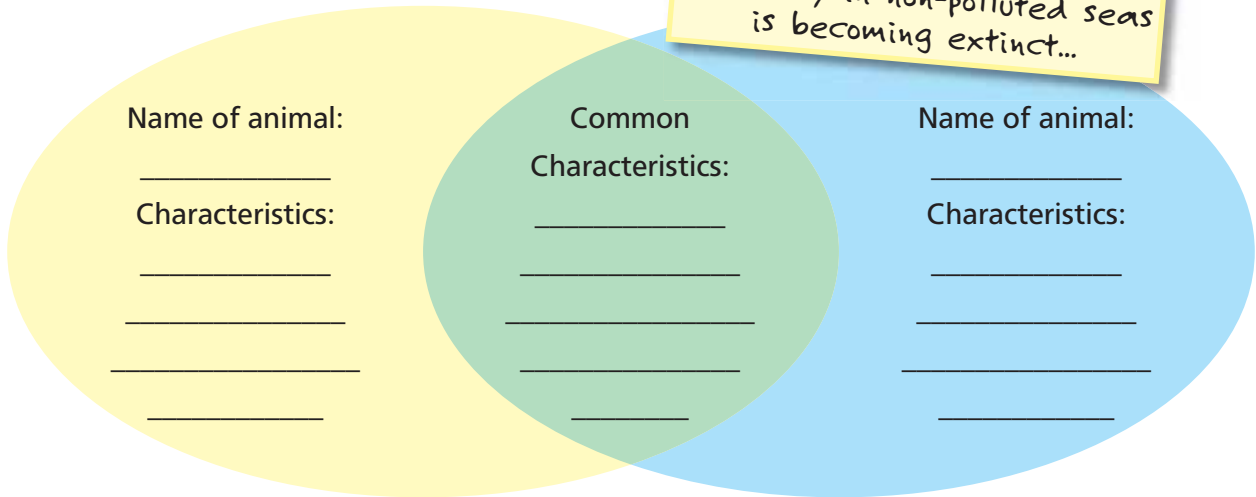
The first animal is a(n) _____

The second animal is a(n) _____



C. Now listen again and fill in the diagram. The notes on the right will help you:

lives in the Mediterranean
lays eggs in the sand
lives up to 100 years
tourists disturb its habitat
weighs up to 320 kg.
lives only in non-polluted seas
is becoming extinct...



D. The teacher in the environmental centre said: 'They also lose their habitat because of tourism.' What do you think? How do people disturb animal habitats? The pictures below will help



Animals living in the mountains: People disturb their habitats by going hunting
 in the forest: People disturb their habitats by _____
 in the rainforests: People disturb their habitats by _____
 in the rivers/lakes: People disturb their habitats by _____
 in the sea: People disturb their habitats by _____
 in the ground: People disturb their habitats by _____

2. Grammar

A. CLAUSES OF RESULT

Read the following sentence taken from the listening:

People have built a lot of hotels and discos near the beach

so baby turtles head for the lights of the hotels and discos.

and **as a result**, baby turtles head for the lights of the hotels and discos.

The clauses starting with **so** and **as a result** are called **clauses of result**.



What do clauses of result express? Tick the correct phrase.

- a. the way someone does something
- b. the result of an action or a situation

B. CLAUSES OF REASON

Now, read these sentences:



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.



The clauses starting with **because**, **because of** and **as** are called **clauses of reason**.

1. What do clauses of reason tell us? Tick the correct phrase.

- a. why something happens or exists
- b. when something happens or exists

2. What do we use after **because of**? Tick the correct phrase.

- a. a verb
- b. a noun



3. Fill in the blanks with *so*, *because*, *as* or *because of*:

- a. The baby turtle couldn't find his way to the sea _____ the hotel lights.
- b. The baby turtle couldn't find his way to the sea _____ there were hotel lights.
- c. The baby turtle couldn't find his way to the sea, _____ it died.

3. Practice



A. PAIR WORK – WOLVES AND BEARS

Learn about WOLVES and BEARS by asking each other questions.

Pupil A

Look at p.144. Read the information about the WOLF and answer PUPIL B's questions. Then ask PUPIL B questions to find out about the BEAR.

Pupil B

Look at p.141 and ask PUPIL A questions to find out about the WOLF. Then read the information about the BEAR and answer PUPIL A's questions.



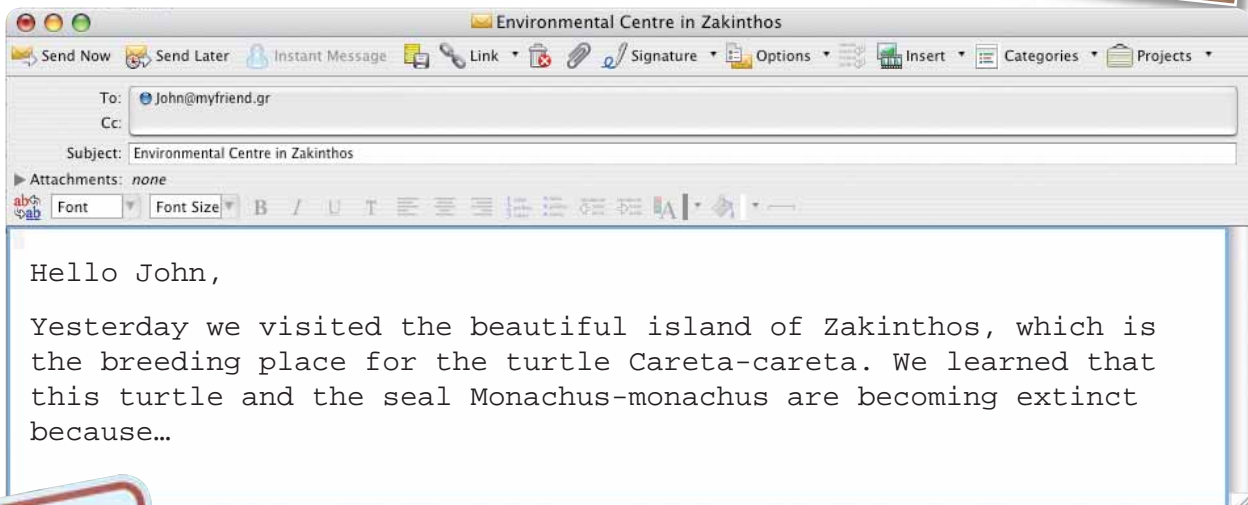
B. Your teacher has asked you to find information about another endangered species. Find information about another animal and write a short report explaining why and how it is endangered. Put your report in your portfolio.



C. Your friend John hasn't been to Greece and so he hasn't visited the ENVIRONMENTAL CENTRE in Zakynthos. Send him an e-mail explaining why *Careta-careta* and *Monachus-monachus* are becoming extinct.



Start your e-mail like this, and use linking words (*because, because of, so, as, etc.*):



D. You are members of an environmental team in your school, and this year you are working on a project about taking action to save the environment. You want to inform and sensitize the other pupils. Make a poster to put it on a board in your class.

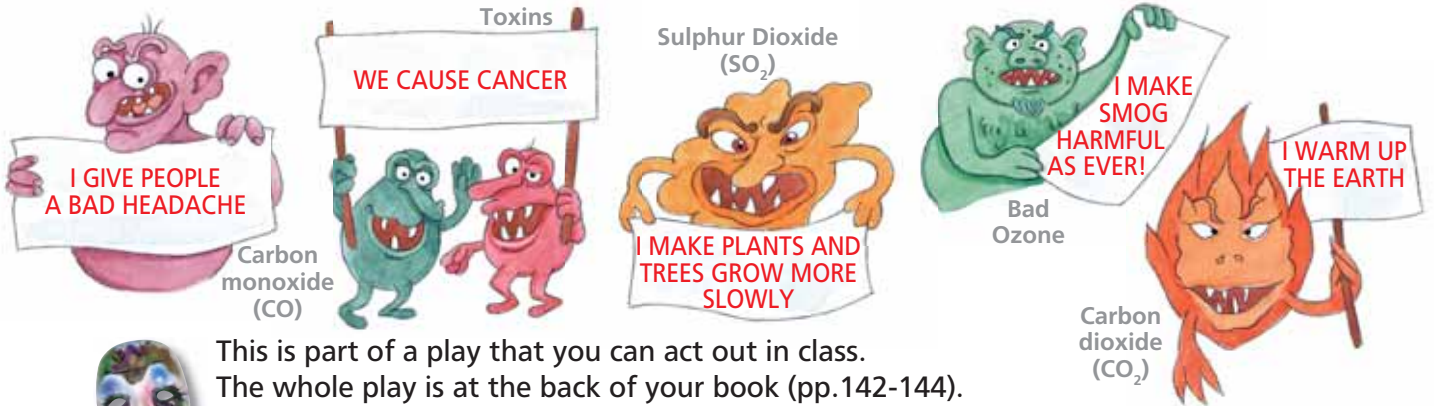
This is an example



Include your poster in your portfolio.

Lesson 3 The Awful 5

A. Look at the pictures and find out who The Awful 5 are. What do they do to people? Get more information about them from the Science lesson.



This is part of a play that you can act out in class. The whole play is at the back of your book (pp.142-144).

A Play – The Awful 5

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. Some of the world's worst air pollutants are picketing the EPA to protest clean-air legislation.

Connie: In tonight's special report, we will tell you where these pollutants come from and the ways they can hurt people and other living things.

Harry: Let's introduce the folks at home to our pollutant, Carbon Monoxide.

Carbon Monoxide: Yeah, what I do best. I get into the air when cars and trucks don't burn fuel well – but you can't see or smell me.

Connie: Then how can we tell when you're around?

Carbon Monoxide: You'll find out when you breathe me in! I can give you a bad headache and make you really tired (gives an evil laugh).

Harry: Next we'd like you to meet some of the most dangerous air pollutants – the Toxins. (Toxins walk over, carrying posters and chanting.)

Harry: You Toxins are made up of all kinds of poisons. How do you get into the air?

Toxin 1: Hey, man, we come from just about everywhere. Chemical plants, dry cleaners, dangerous-waste sites, paint factories...

Toxin 2: Yeah, and cars and trucks dump a lot of us into the air, too.

Connie: Scientists say you cause cancer and other kinds of diseases.

Toxin 3: Yea, but they can't prove a thing!

Connie: Next we'd like you to meet Sulphur Dioxide.

Harry: I'm sure the folks at home would like to know how you get into our air.

Sulphur: Well, don't they read the newspapers? I've been making the front page at least once a week! Most of the time, I come out from chimneys when power plants burn coal to make electricity.

Connie: And what kinds of nasty things do you do?

Sulphur: 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 you get acid rain! (Sprays water at the audience).

B. If you decide to act out the whole play:

- choose your roles
- choose your costumes
- learn your parts
- draw posters and masks
- set the scenes
- find music to accompany your play.



Take photos or a video of your performance and put them in your portfolio.

It's your choice: Look at page 106 and do a different Project

Check yourself

A. Fill in the blanks with a suitable word:
waste, pollution, habitat, lay, endangered, extinct



1. We must do something to protect our world from _____.
2. Some factories pollute the air and dump their _____ in the sea.
3. Many plants, animals and fish are becoming _____.
4. The turtle Careta-careta and the seal Monachus-monachus are _____ species.
5. These animals lose their natural _____ because of tourism.
6. We must not disturb the turtles when they _____ their eggs.

___ / 3 points

B. Match the words or phrases in **A** with those in **B** to form correct expressions:

<p>A.</p> <ol style="list-style-type: none"> 1. fishing 2. toxic 3. sea 4. to make 5. air 6. endangered 7. carbon 8. Monk 9. acid 10. natural 	<p>B.</p> <ol style="list-style-type: none"> a. pollution b. species c. rain d. net e. habitat f. a difference g. seal h. dioxide i. turtle j. waste
--	---

___ / 5 points

C. REASON and RESULT

Arrange the following words or phrases in pairs under the right heading:

REASON	RESULT

baby turtles take the wrong way
 people disturb habitats
 hotels on the beach
 have headaches
 dump industrial waste
 smog
 animals become extinct
 trees grow more slowly
 fish die
 acid rain

Now, use **because, because of, so, as a result** and **as** to join the sentences:

1. _____
2. _____
3. _____
4. _____
5. _____

___ / 5 points



D. Your class went to this beach yesterday. Imagine what people had done some days before. Write 3 sentences:

1. _____
2. _____
3. _____

___ / 3 points

E. Read Mark's story below about a bad experience he had yesterday. Help him write his story correctly.

Hi! My name is Mark and I want to tell you my sad story. Yesterday I _____ (go) for a walk in the forest. I felt very upset when I _____ (see) that some people _____ (cut) down a lot of trees. The forest sounded silent because the birds _____ (fly) away and many small animals _____ (leave). The water in the little river was purple as the people _____ (throw) some toxic waste in it. I _____ (never feel) so disappointed and I _____ (decided) to do something to protect the forest. Do you want to help me?

___ / 4 points

My total score is ___ / 20 points

See p. 97 Workbook

NOW TICK WHAT YOU CAN DO

REMEMBER when you want to learn new words in English:

- Use them in a song or a story and play word games with your friends.

I can read and understand

- A questionnaire
- A story
- A play

I can listen to

- A presentation about endangered species in an Environmental Centre

I can talk about

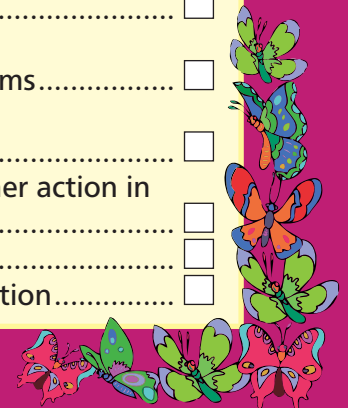
- Pollution, endangered species and protection of the environment

I can write

- An e-mail about environmental problems

I can also

- Create a poster
- Describe what happened before another action in the past
- Explain why something happens
- Express the result of an action or situation



Unit 10 Time for Fun

We are here to READ

a questionnaire, an article about James Bond, signs and notices, film reviews

and TALK ABOUT

films and books

and LISTEN TO

a dialogue about films

and WRITE

an e-mail about a book, a poster, signs and notices, a film review

and LEARN

how to express suggestions, how to emphasise the action rather than the doer.

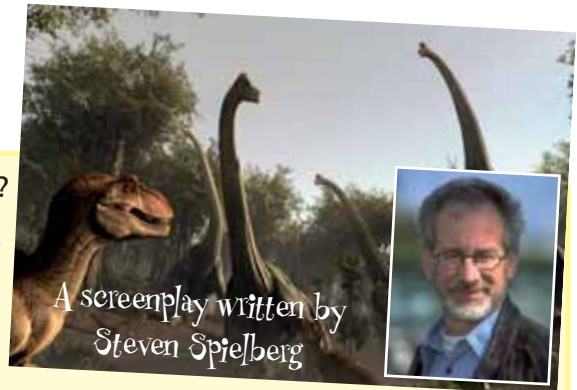


CAN YOU NAME...

A novel written by Charles Dickens



A play written by William Shakespeare



A screenplay written by Steven Spielberg

1. a play that is written by William Shakespeare?

2. a novel that is written by Charles Dickens?

3. a film that is directed by Steven Spielberg?

4. a film that is set in Prehistoric time? _____
5. a film that is set in the jungle? _____
6. a film in which hundreds of passengers are drowned? _____
7. a famous portrait in the museum of *Le Louvre*? _____
8. an actor who is known as the best spy agent? _____
9. a blond singer who is paid a huge amount of money? _____
10. 101 famous dogs? _____

Lesson 1 The Different Faces of a Super Spy

1. Speaking



A. Talk to your partner about James Bond, the British Super Spy.
Who is your favourite actor to play 007? Why?

Have you seen any Bond films? Which is your favourite one?

Actors from the James Bond films:



- a. George Lazenby
- b. Sean Connery
- c. Timothy Dalton
- d. Pierce Brosnan
- e. Daniel Craig
- f. Roger Moore

Some James Bond films:

- Dr. No (1962)
- Moonraker (1979)
- From Russia With Love (1963)
- For Your Eyes Only (1981)
- Goldfinger (1964)
- Never Say Never Again (1983)
- Thunderball (1965)
- Octopussy (1983)
- Casino Royale (1967-2006)
- A View To A Kill (1985)
- You Only Live Twice (1967)
- The Living Daylights (1987)
- On Her Majesty's Secret Service (1969)
- Licence To Kill (1989)
- Diamonds Are Forever (1971)
- Golden Eye (1995)
- Live And Let Die (1973)
- Tomorrow Never Dies (1997)
- The Man With The Golden Gun (1974)
- The World Is Not Enough (1999)
- The Spy Who Loved Me (1977)
- Die Another Day (2002)
- Quantum of Solace (2008)



B. Reading an Article

Read the magazine article quickly and find out what James Bond looked like at the age of 13:

Breaking News

James Bond, aged 13

Have you ever wanted to know what a teenage James Bond looked like? Well now you have your chance to find out. The family of Ian Fleming, creator of 007, has approved of a drawing of the super spy in his schoolboy days. The illustration is used on the cover of a new set of children's books about the young Bond. James, aged thirteen, is very different from the handsome and sophisticated man he grows up to be. The young Bond is presented as a tall and scruffy teenager. He wears baggy pants and has a mop of messy hair. He looks quite handsome and has no acne, no crooked teeth, not any other teenage problems. If you look closely enough at him, you'll see he looks slightly like Sean Connery.

The young Bond books are written by a Fleming fan, Charlie Higson. Mr Higson said that the picture of James as a schoolboy greatly helped him develop the character: "Now I know what he looks like. Young Bond and his world have really come alive". His first novel, *Silver Fin*, was a bestseller as soon as it hit the shelves in early April. James is described as a public schoolboy at Eton. His first mission is to end the evil actions of a scientist who experiments on human beings. The scientist's son is one of James's classmates and is also a nasty character. The book does well in showing how the young James Bond gained his expertise in becoming a super spy.

(Sun. 24 Apr., 2005)

Source: <http://www.breakingnewsenglish.com/0504/050424-jamesbond-e.html>



C. Read the article again to find out if the following sentences are **TRUE** or **FALSE**.

- The family of 007's creator is angry about a drawing of James, aged 13.
- The young James Bond looks a little like Sean Connery.
- A picture helped an author write a book about the young James Bond.
- The book didn't sell well in the bookshops.
- Young James's first mission is to help a scientist create a human being.



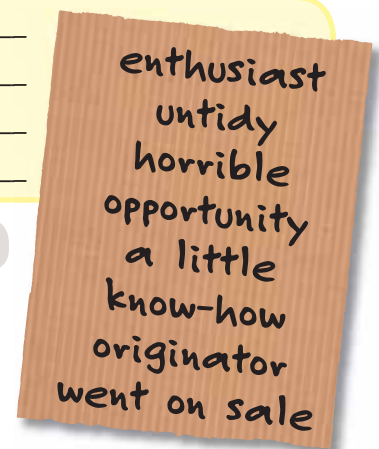
D. Match the words / expressions from the text with their synonyms in the box:

chance _____	fan _____
creator _____	hit the shelves _____
scruffy _____	nasty _____
slightly _____	expertise _____



E. Now discuss the following:

- Do you like looking at photos of yourself when you were younger?
- What adjective would you use to describe yourself at the age of 5 and why?
- Would you like to be five again? Why / Why not?



2. Grammar

A. PRESENT SIMPLE IN PASSIVE VOICE

Study these examples from the article



Grammar Box



The young Bond	is	presented	as a tall and scruffy teenager.
The young Bond books	are	written	by Charlie Higson.
	↓ verb 'to be'	↓ past participle of verb	↓ agent



B. Complete RULE 1:

We form the Present Simple Passive with verb _____ in the right form and the _____ of the main verb.

CIRCLE **Yes** OR **No**

- Do we know who presents the young Bond as a tall and scruffy teenager? Yes / No
- Does it matter who presents the young Bond as a tall and scruffy teenager? Yes / No
- Do we know who writes the young Bond books? Yes / No
- Which word is used to show who writes the books? _____



C. Now complete RULE 2:

We use the _____ 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 _____ comes before it.



D. Now, find the passive verbs in your text and underline them.



E. The Passive Voice is often used in notices and signs. Here are some of them found at a cinema / theatre hall. What do they mean?



3. Practice



A. PAIR WORK – Which film to see

Exchange ideas about a film that you have seen and liked. (You can also use the information in the Resource Appendix, pp.145-146).
 Persuade your partner to go to the cinema and see it. Tell each other about the main hero(es) of the film. Use Passive voice.

Example:
 In the film ..., X is presented as a nice policeman who tries to save the people from... He looks handsome and he is brave at the same time...



B. Choose a film that you know or find information about one that you want to see. You can look at a TV programme, a newspaper etc.

Write some information about it and make a poster for your classmates to see. Use Passive voice for some sentences. Add pictures –if you can find some– or draw pictures matching the title.



C. Before summer holidays you visit your school library and find a book that you would like to read. It may be an adventure, a science fiction, a mystery book etc.

Write an e-mail to your friend in Britain telling him / her about it. (Who is it written by? Who is it published by/ Who is it illustrated by? What is it about?)



D. PAIR WORK – An event

Your class is organising an evening event at school (theatre performance, music concert etc.). Your parents are invited, too. Think of some signs you can put up for the guests.

Example:
 If you offer free drinks, then your notice is:

DRINKS ARE OFFERED FREE!



Make your signs and put them in your portfolio.

Lesson 2 The film Festival

1. Speaking



A. You want to go to the cinema next Saturday. Find out what films are on. Ask your classmates if they know.

LEARNING STRATEGIES

When I want to get extra practice in English...

- I do more grammar exercises
- I read magazines/ books in English
- I correspond with a pen friend from another country
- I watch films in English
- I use a computer/ surf on the internet.



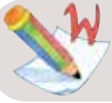
Listening



B. Listen to the dialogue between two friends and complete the following table:

Title / Genre	
Plot	It is about an alien baby who is lost on Earth. He is found by a 10 year old boy, Elliot.
Setting	
Actor / Character	
Show times / Theatre	
Critics / Awards	





C. The film E.T. is advertised in the following poster. What kind of information do you think is missing? Fill it in.



2. Useful Expressions

GOING TO THE CINEMA

A. Study the use of these EXPRESSIONS OF PREFERENCES:



These are various expressions for saying 'I want to see a movie':
 I'd like to see a movie.
 I feel like seeing a movie.
 I'm in the mood for seeing a movie.
 I wouldn't mind seeing a movie.
 I could go for a movie.

Here is how we can respond to that:
 Good idea! What would you like to see?
 Great! Let's see... How does that sound?
 OK! We can go to... theatre.
 Have you seen...? It's on at... cinema.
 Is there a good film on?

B. Study the use of these adjectives:

THE FILM -ing ending	THE PEOPLE WHO WATCH THE FILM -(e)d ending
The film is really boring .	Many people are bored .
The film is quite interesting .	Young people are interested in watching it.
The film is very exciting .	The children are all excited to see the end.
The film is moving .	The children are moved by the story.



C. Which of the above expressions or adjectives did you notice in the dialogue on p. 114? Listen again and find out. Write them in the box below:

expressions of preferences	
-ing adjectives	
-ed adjectives	I'm bored

3. Practice

A. PAIR WORK



Talk to your friend and choose one of the films on the right that you would like to watch next Saturday. Decide on the time you can go, too.

Begin like this:

Pupil A: I'd like to see a movie, this Saturday.

Pupil B: OK. Let's go to the Galaxy Cinema. There's a...

Galaxy Cinema Complex
MOVIES & SHOW TIMES
Saturday _____

Ice Age: The Meltdown
11:00 am
1:00, 3:00, 5:00, 7:00, 9:00, 11:00 pm

Inside Man
11:35 am
2:10, 4:45, 7:20, 10:00 p.m. 12:30 am

Akeelah and the Bee
7:30 p.m.

ATL
9:30, 11:30 pm



B. GROUP WORK

You are with your friends talking about TV.

a. Tell them how you feel in the following situations:

1. You see your friend on TV.
2. You have watched a thriller and you are alone at home.
3. You watch your favourite team winning the match.
4. There is a chat show on TV where everyone is arguing.
5. You watch your favourite actor in a chat show.

b. Now tell your friends what you think about the following:

1. The thriller you watched was very...
2. The match that your favourite team won was very...
3. The chat show was..., because everyone was arguing.
4. Your favourite TV soap opera was...



C. MEDIATION

Your English-speaking friends Joan and Joe are interested in children's books. You have read the following book in Greek.

Send them an e-mail to give some information about it. Write about the title, the writer, the publishing house, illustration, etc. Use Passive voice in some sentences and -ing/-ed adjectives.



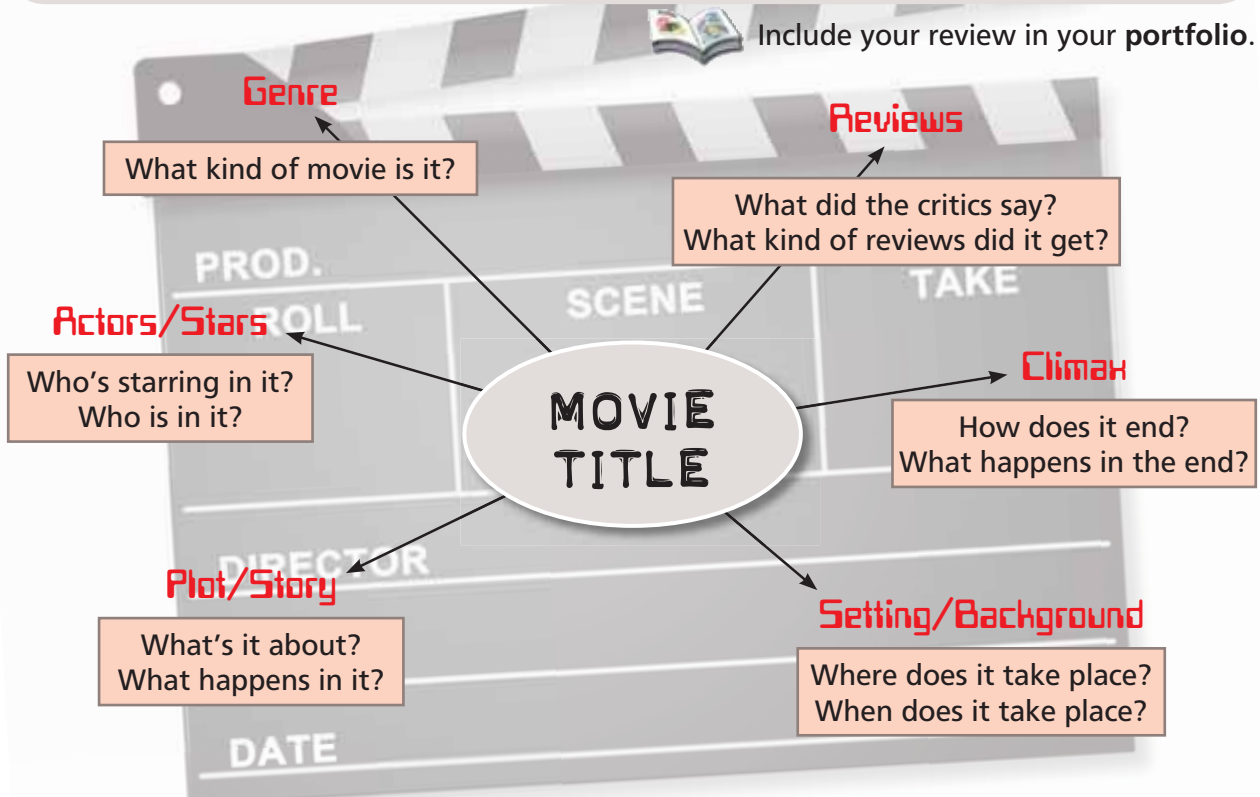
Example:
It is written by...

Lesson 3 A Film Review

The Project

A. Work in groups. Think of a movie you have recently seen. Answer the questions in the diagram. Then write a film review. Finally, publish your reviews in the school magazine.

Include your review in your **portfolio**.



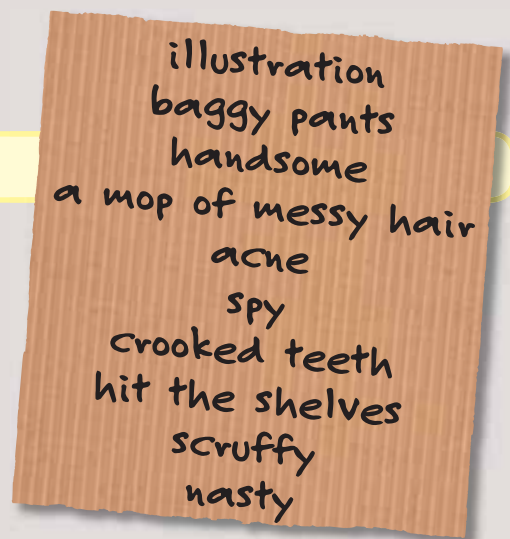
B. You can use this kind of language in your review:

It's a...	e.g. <i>It's a comedy. It's a sci-fi. It's a horror. It's an action movie. It's a romantic comedy.</i>
...is in it. / ...is starring in it.	e.g. <i>Orlando Bloom is in it.</i>
It's set in ... / It takes place in...	e.g. <i>It's set in New York in the 60s. / It takes place on the moon in the future. / It takes place in a prison.</i>
It's about... who...	e.g. <i>It's about two young people who fall in love on a sinking ship. It's about a meteor that is going to destroy the Earth.</i>
In the end, ...	e.g. <i>In the end, the ring is destroyed. / In the end, Harry decides he really loves Sally.</i>
The critics... / It got... reviews.	e.g. <i>The critics panned it. The critics raved about it. It got great reviews. It got poor reviews.</i>

Check yourself

A. Put the right words in the following sentences

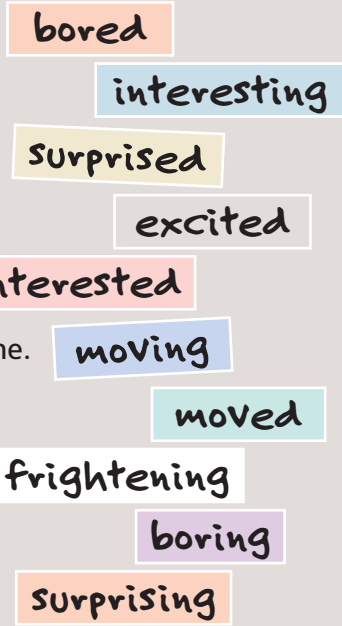
I found two very interesting _____ of the heroes of the book. One of the heroes was a super _____. He was very _____ and he was wearing trendy _____. A _____ and his glasses made him look very attractive. On the other hand, his enemy looked so _____, with _____ on his face and his _____. He looked even worse in his _____ clothes. It was sure that the book would _____.



___ / 5 points

B. Put one of the adjectives into each gap

- Are you _____ in extreme sports?
- The game was so _____ so everybody was cheering all the time.
- The lesson was so _____ that I fell asleep
- I saw a horror film and I was _____.
- I was really _____ when I heard his voice on the phone.
- I have nothing to do. I feel so _____!
- The film was _____ I kept crying all the time
- What _____ news! When are you coming?
- This is a really _____ book. I couldn't put it down till the end.
- I was very _____ when I saw that the hero died in the end of the film.



___ / 5 points

C. Match the sentences:

- | | |
|--|--------------------------|
| 1. AFTERNOON TEA IS SERVED | a. a pub |
| 2. VISITORS ARE REQUESTED TO KEEP SILENT | b. a park |
| 3. CYCLING IS NOT PERMITTED ON THE FOOTPATHS | c. a hotel |
| 4. YOU ARE NOT ALLOWED TO WRITE IN PENCIL | d. an examination centre |
| 5. SMOKING IS FORBIDDEN | e. a hospital |
| 6. UNDER 18'S ARE NOT SERVED | f. a library |

___ / 3 points

D. Complete the following sentences with the correct form of the Present Simple in Passive Voice:

1. Most songs _____ in a studio.
2. Some books _____ by great artists.
3. Supplement DVDs _____ on TV.
4. The lyrics of Madonna's songs _____ by herself.
5. Young children _____ to watch horrifying films.
6. _____ tickets _____ outside the Concert Hall?
7. Some invitations _____ to the celebrities to attend the festival.
8. The autograph of the writer _____ on the cover of the book.

write

illustrate

advertise

sign

sell

not allow

send

record

___ / 5 points



E. Rearrange the dialogue

- ___ Peter: "Finding Nemo".
- ___ Mary: What do you feel like doing tonight?
- ___ Mary: I haven't seen it? What's that about?
- ___ Peter: I am in the mood for going to the cinema.
- ___ Peter: It is a computer-animated film about the adventures of the fish Nemo.
- ___ Mary: What's on?

___ / 2 points

My total score is ___ / 20 points

See p. 97 Workbook

NOW TICK
WHAT YOU CAN DO

I can read

- A questionnaire, signs and notices
- An article about James Bond
- Film reviews

I can listen to

- Dialogues about films.....

I can talk about

- Films and books.....

I can write

- An e-mail about a book that I have read.....
- A poster
- Signs and notices.....
- Film reviews

I can also

- Express suggestions.....
- Emphasise the *action* rather than the '*doer*'.....

REMEMBER when you want to get extra practice in English:

- Read English magazines or books and watch films in English.



APPENDIX I

Differentiated instructions

It's your choice!

UNIT 1 Our multicultural class

1. A Geography project

Your teacher has asked you to work on a project about the following countries of Europe. Look at the two tables below and fill in the missing information:

Country	
Capital	<i>Athens</i>
Location	
Climate	
Landmarks	

Country	
Capital	
Location	
Climate	
Landmarks	<i>The River Dniro, The Carpathians</i>



2. Role play – An interview

(Instead of the information gap activity, page 5)

You are a reporter. You are interviewing a pupil from Poland. What are your questions? Complete the dialogue: (map of Poland showing Warsaw, rivers e.t.c, possible drawings of people's activities such as playing music, dancing...)

.....?

My name is...

.....?

I come from Warsaw, Poland.

.....?

People work in coal mines in Poland.

.....?

They like music and dancing.

.....?

My parents usually play the violin at the weekend.

Now act the dialogue out.



APPENDIX I - IT'S YOUR CHOICE

UNIT 2 Going shopping



1. Doctor's advice

The following 3 patients are worried about their diets and are asking for doctor's advice. Below you can see their daily menus and the doctor's advice. Put the names next to the advice. There is an extra piece of advice which fits Niki's menu. Find it and write a suitable menu for her:

PATIENT'S NAME	DOCTOR'S ADVICE
	Change your diet now! Eat fruit and vegetables and less sugar.
	You hardly eat any fruit or meat! You need more. Increase the number of meals.
	You need some dairy products in your diet.
	You eat a lot of sweets but not much fruit. Try to eat some fruit for dessert.

PETE'S DAILY MENU
(student, aged 19)

Morning
 2 cups of tea (with sugar)
 4 slices of toast

Afternoon
 1 cup of milk (with sugar)

TERRY'S DAILY MENU
(farmer, aged 50)

Morning
 1 large cup of white coffee (with some honey)
 2 small slices of toast
 1 large cup of tea (with no sugar)

SUE'S DAILY MENU
(nurse, aged 25)

Morning
 1 thin slice of brown bread
 1 glass of apple juice
 1 banana
 ½ cup of black coffee
 3 glasses of mineral water

Evening
 1 piece of white fish
 some brown rice and potatoes
 1 tomato
 1 small packet of nuts

NIKI'S DAILY MENU
(schoolgirl, aged 13)

Morning

Afternoon

Evening

Differentiated instructions



2. Dietary habits

Fill in the table below about your dietary habits. Then, in groups, discuss your answers and suggest ways to improve your diets.

FOOD	Every day	...times a week
Green and other vegetables		
Fruit (fresh or fruit-juice)		
Milk and dairy products		
Meat (veal, pork, lamb, etc.)		
Poultry		
Fish (fresh or frozen)		
Bread and pasta (spaghetti, pizza, etc.)		
Dried seeds and fruit		
Soft drinks (still and carbonated)		
...		

3. How can you stay healthy?

Study the Mediterranean Diet Pyramid (you can find it on the internet or in your science book) and complete the diagram with your ideas on healthy diet.

