

Think Teen!

3rd Grade of Junior High School

TEACHER'S BOOK

ΣΥΓΓΡΑΦΕΙΣ	Patrick Mc Gavigan
ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ	Μαρία Σεπυγιώρη , Εκπαιδευτικός Στεργία Δαφοπούλου , Εκπαιδευτικός Γεώργιος Σαββόπουλος , Εκπαιδευτικός
ΕΙΚΟΝΟΓΡΑΦΗΣΗ	Θεόδωρος Πιακής , Σκιτσογράφος-Εικονογράφος
ΦΙΛΟΛΟΓΙΚΗ ΕΠΙΜΕΛΕΙΑ	Γεώργιος Τζανετάτος , Εκπαιδευτικός
ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΜΑΘΗΜΑΤΟΣ ΚΑΙ ΤΟΥ ΥΠΟΕΡΓΟΥ ΚΑΤΑ ΤΗ ΣΥΓΓΡΑΦΗ	Ιωσήφ Ε. Χρυσόχοος , Πάρεδρος ε.θ.του Παιδαγωγικού Ινστιτούτου
ΠΡΟΕΚΤΥΠΩΤΙΚΕΣ ΕΡΓΑΣΙΕΣ	Αφοί Ν. Παππά & Σία Α.Ε.Β.Ε.

Γ' Κ.Π.Σ. / ΕΠΕΑΕΚ II Ενέργεια 2.2.1 / Κατηγορία Πράξεων 2.2.1.α: «Αναμόρφωση των προγραμμάτων σπουδών και συγγραφή νέων εκπαιδευτικών πακέτων	
Πράξη με τίτλο:	ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ Δημήτριος Γ. Βλάχος Ομότιμος Καθηγητής Α.Π.Θ. <i>Πρόεδρος του Παιδαγωγικού Ινστιτούτου</i>
	«Συγγραφή νέων βιβλίων και παραγωγή υποστηρικτικού εκπαιδευτικού υλικού με βάση το ΔΕΠΠΣ και τα ΑΠΣ για το Γυμνάσιο»
	Επιστημονικοί Υπεύθυνοι Έργου Αντώνιος Σ. Μπομπέτσης <i>Σύμβουλος του Παιδαγωγικού Ινστιτούτου</i> Γεώργιος Κ. Παληός <i>Σύμβουλος του Παιδαγωγικού Ινστιτούτου</i>
	Αναπληρωτές Επιστημονικοί Υπεύθυνοι Έργου Ιγνάτιος Ε. Χατζηευστρατίου <i>Μόνιμος Πάρεδρος του Παιδαγωγικού Ινστιτούτου</i> Γεώργιος Χαρ. Πολύζος <i>Πάρεδρος ε.θ.του Παιδαγωγικού Ινστιτούτου</i>

Έργο συγχρηματοδοτούμενο 75% από το Ευρωπαϊκό Κοινωνικό Ταμείο και 25% από εθνικούς πόρους.

ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ

Patrick Mc Gavigan

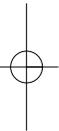
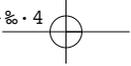
ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ

Μιχαήλ Λεβής Α.Ε.

 **Linguaphone**

**3rd Grade of Junior High School
Teacher's book**

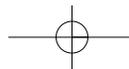
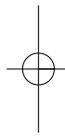
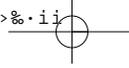
ΟΡΓΑΝΙΣΜΟΣ ΕΚΔΟΣΕΩΣ ΔΙΔΑΚΤΙΚΩΝ ΒΙΒΛΙΩΝ
ΑΘΗΝΑ



Contents

Think TEEN

Introduction		1
Unit 1	What a wonderful world!	2
Unit 2	Teen idols	13
Unit 3	Thrills and Spills!	27
Unit 4	Click on-Line	41
Unit 5	The myths we live by	63
Unit 6	Keeping traditions and customs alive	87
Unit 7	Shades of meaning!	105
Unit 8	Food for thought!	127
Unit 9	What's the weather like?	145
Unit 10	Natural Phenomena	161
Revision Tests		177



INTRODUCTION

EDITOR'S FOREWORD:

The materials in this course not only follow the instructions of the PI with respect to the fundamental concepts and the cross-curricular approach, but are also written with a view to furthering students' existing language awareness to a more advanced level of competence which roughly corresponds to *B1 Level* of the *Council of Europe Framework* within a year's study. Considering the limited classroom time according to the analytical schedule (2 hours of tuition per week), a holistic didactic approach has been adopted -rather than insisting on isolated language patterns- so as to enable students to develop **AUTHENTIC** language comprehension skills to the greatest extent, while at the same time fostering thorough development of production skills.

At the beginning of each Unit in the Student's Book there is a box summarizing its content and aims which the teacher should consult before teaching the Unit. Each Unit consists of three lessons and self-evaluation. After every second Unit there is a revision test. The Teacher's book contains the answers to the tasks in the lessons, the self-evaluation, the activities in the workbook, the revision tests, as well as in the activities in the differentiated pedagogy "It's your choice".

The philosophical orientation of **THINK TEEN** can be studied in the Teacher's Book of the 2nd Grade of Junior High School.

UNIT 1 WHAT A WONDERFUL WORLD!

Lesson 1 - Finding the right holiday

Lead-in p. 2

T introduces the subject of holidays and asks Ss what they like doing when they go on holiday, and what makes them decide on a certain kind of holiday. Explore the topic with the class introduce useful words and phrases. On the board write jumbled words and phrases connected with the topic and task. T. talks about the words as s/he writes on B/B. Encourage Ss to call out other phrases related to the pictures.

Introduction of useful phrases such as expressions with 'go' and 'do' e.g. *to go skiing/do some shopping* etc. T writes some of them on the B/B. T also asks what kind of things can make a holiday worth remembering and what they would choose to take a photo of when on holiday. T goes through the Qs of the lead in section and directs Ss's attention to the pictures and asks Ss to match the phrases with the right picture.

LEAD-IN ANSWERS

1. Athens 2. London 3. Sydney 4. Venice 5. Paris

T asks Ss to justify their choice and tell the class what they know about the places shown in the pictures. Associate place with specific site, buildings or situation.

Task 1 p. 2

- | | | |
|------------|------------|-------------------|
| a - Sydney | c - London | e - New York |
| b - Athens | d - Venice | f - not necessary |

Task 2 p. 3

T asks what the Ss would like to know before they visit a place so that they can decide whether it would be worth visiting or not.

Suggested answers: Are you happy living there? Are there any historical sites? Are there any places of interest? How do you spend your free time?

Reading: Pre reading p. 3

T focuses on the expressions written on the B/B and asks Ss to describe the pictures as well as some of the activities taking place. T asks Ss to write at least five things down and compare them with the rest of the class. T exploits the picture to elicit vocabulary expressing the feelings of the people involved. (eg. How does the woman feel? How do you know?)

Tasks 1 & 2 p. 3

T asks Ss to look at the pictures of the people and suggest where each would like to go and why. Then ask Ss to read the texts and try and match the texts with the people.

TASK 1 SUGGESTED ANSWERS

- a. Because it rained every day on her last holiday.
- b. Travelling to new places.
- c. That a place is safe.
- d. To spend some quality time with each other.
- e. At school because he loved geography.

TASK 2 ANSWERS

The professional woman - Santorini

The rugged young man - Everest

The family with the children - Crete

The retired couple - Egypt

The university student - Rio

Extra Vocabulary work

T. writes the synonyms of possibly difficult words from the text on the B/B and ask Ss to find words with similar meaning in the text.

- | | |
|--------------------------|-----------------------|
| 1. very important =major | 4. danger= risk |
| 2. I plan =I intend | 5. to absorb=take in |
| 3. my choice= my bet | 6. light wind= breeze |

T writes on B/B “made a promise” and asks Ss what other expressions they know that have “make” in them.

- E.g. *Make a mess*
Make a mistake
Make friends
Make a decision
Make a complaint

Task 3 p. 5

T asks Ss to report to the class the similarities they have found. T. points out that the similarities may not be evident. Tell Ss that if they cannot see any similarities, to imagine what similarities there are among all holidays. (For example: free time; leisure activities; rest; walking; interesting daily activities and nightlife activities.)

The aim is to encourage Ss to focus on holidays. Ask Ss to think of the variety of things that happens on their own holidays; what they do; who they meet; the weather, food, and problems.

Task 4 p. 5

T asks Ss to find expressions that have to do with time in the text and in pairs try to guess the meaning from the context. T writes the following expression on the B/B and then makes sure that Ss know the right meaning. Check meaning by asking some questions either with the phrases included or to elicit responses which require the phrases. Ss may act out a role play

game using the following phrases. T should point out the importance of intonation in speech.

Have a good time

At one time

At times

On time

All the time

From time to time

Task 5 p. 5

The aim is to encourage students to work out the grammar rule rather than the teacher providing it for them. This is called inductive learning. For further practice of the Grammar (Past Simple and Past Continuous, direct the students to the workbook.

T. could provide further examples of the contrast between Past Simple and Past Continuous on B/B. Elicit some examples from Ss.

- a. it is something that was happening all the time while I was at school.
- b. it is something that happened once in the past when I went to school.

Vocabulary p. 5

1. T encourages Ss to try and remember how the words go together in the text and then checks Ss answers.

- a. *Laze around*
- b. *Make a promise*
- c. *Change your mind*
- d. *Go sightseeing*
- e. *Go on a tour*

T can ask students if they can think of any other verb + noun phrase. List the ideas on the bb for students to copy in their notebooks.

2. T. asks Ss what they notice about the phrases. The fact that they all contain 'and'. These are called binomials and are frequently used in everyday English. Check that Ss understand the meaning. T. models the pronunciation of each phrase with appropriate intonation and stress patterns. A rising tone stress is on first part of the second word of each binomial phrase.

- a. *peace and quiet*
- b. *bright and early*
- c. *now and then*
- d. *safe and sound*
- e. *hustle and bustle*
- f. *sick and tired*
- g. *bed and breakfast*

Lesson 2 - The 7 wonders of the world

Listening 1

Pre-listening p. 6

T. asks Ss what makes them feel happy and what makes them think something is wonderful. How would they draw a picture of the world to show that our world is a wonderful place?

-colours, flowers, trees, etc

Encourage students to write their sentences with the Gerund form.

Task 1 p. 6

T asks Ss to listen to the song and fill in the missing words.

T. checks answers as a class.

Discuss with Ss whether their idea of a beautiful world is similar to the one the singer has.

Missing words:

<i>roses</i>	<i>night</i>	<i>do</i>
<i>think</i>	<i>wonderful</i>	<i>saying</i>
<i>clouds</i>	<i>rainbow</i>	<i>watch</i>

Task 2 p. 6

T asks Ss to find what it is that makes their everyday life happy. They have to write down two things and then to report to the rest of the class. Suggested answers: sunshine; birds singing; fields; colours; food. T. can ask Ss to find a re-release of this song by a young English girl. T tells Ss that they can find this young girl singing on You tube.

Task 3 p. 6

T separates the class in groups and then they try to form and add another verse to the song. Encourage all Ss to try to do this. Point out how certain words in songs rhyme. Suggest some simple rhyming word pairs as an example.

Listening 2**Pre-listening p. 7**

T. directs Ss. to the list of Seven Wonders on page 7.

Ask Ss if they can name these structures. Ask students why these sites are important. Do not give correct answers to class. T asks students why they think there are only seven wonders? Why specifically this number?

Tell students that there is no specific reason, although the number "seven" appears in many aspects of mythology and religion. People always talk about the seven gates of heaven, the seven days of the week, and the seven seas. It appears this number is somehow part of Mediterranean and Middle Eastern tradition and history. Ask students what they think makes all these structures "wonders".

SUGGESTED ANSWERS

These structures were viewed at the time when they were compiled as the greatest structures on earth. They combine elements of architecture, engineering, and religion, and in most cases (e.g. the Pyramid, the Colossus) symbolize the unity of the people who built them.

Task 1 p. 7

Direct students to the map in the Appendix V and ask them to find the countries where the sites are. Encourage a sense of competition among the members of the class to see who gets all of the sites correct.

Tell Ss that they will listen to a lecture on the Seven Wonders. Tell Ss. to listen to check if they were correct with the names.

Task 2 p. 7

ANSWERS

Listening text

Wonder	Name	Date of Construction	Reason
The Great Pyramid at Giza	Cheops	2560 BC	Tomb
The Colossus of Rhodes	Chares of Lindos	282 BC	Symbol of unity
The Temple of Artemis at Ephesus	Croesus	550 BC	To honour a goddess
The Hanging Gardens of Babylon	Nebuchadnezzar	580 BC	Gift
The Mausoleum at Halicarnassus	Mausollos	350 BC	Tomb
The Lighthouse of Alexandria	Ptolemy Soter	290 BC	Lighthouse
The Statue of Zeus at Olympia	Phedias	440 BC	Decoration

Contrary to common belief, only the Great Pyramid of Cheops is on top of the list of the Wonders of the World. The Egyptian pharaoh built the monument around the year 2560 BC to serve as a tomb when he died. The Great Pyramid took over 20 years to build and consists of over 2 million blocks of stone. For more than 43 centuries it was the tallest building in the world. / From its building to its destruction the Colossus of Rhodes lasted only 56 years. Chares of Lindos from Rhodes, built the gigantic statue in 282 BC as a symbol of unity of the people who lived on the island. It stood near the entrance to the harbour in Rhodes and was 30 metres high. People in the Ancient world considered this to be the most beautiful structure on earth. / The Temple of Artemis at Ephesus was built in 550 BC to honour the Greek goddess of hunting, wild nature, and fertility. The temple, designed by Croesus, served as both a marketplace and a place of religion. People who visited it left gifts as a way of showing their respect for the goddess. / The fourth wonder of the world is The Hanging gardens of Babylon. Built by the king of Babylon, Nebuchadnezzar as a gift for his wife in 580 BC, the gardens contained fruit, flowers, exotic animals and waterfalls. / Next, we have the Mausoleum at Halicarnassus. It was similar to the Great Pyramid and was the burial place of an ancient king. It was the beauty of the tomb rather than its size that fascinated visitors for years. Maussollos' Mausoleum was completed around 350 BC, three years after his death. / Of the seven wonders of the world, only one had a practical use

in addition to its beauty. This was the Lighthouse of Alexandria. Shortly after the death of Alexander the Great, his general Ptolemy took power and founded the city of Alexandria. He had the idea to build the lighthouse in 290 BC because sailing conditions near the coast were dangerous. / The final wonder of the Ancient world is The Statue of Zeus at Olympia inside the Temple to the same God. People felt that the Doric-style of the temple was too simple and so Pheidias began working on the statue around 440 BC. The aim was to make the temple look more attractive and decorative. In his right hand, the statue held a figure of victory made from ivory and gold, and in his left hand an eagle was on top of his sceptre. The sandals and robe of the god were made of gold.

Speaking

Task 3 p. 8

T. directs Ss to look back at the map with the Seven Wonders. Point out that these were Ancient Wonders and that there are also Modern Wonders. Elicit from Ss what some of these are. Generate a class discussion about what might qualify a structure as a Wonder of the World.

SUGGESTED ANSWERS for Modern Wonders

The Taj Mahal The Parthenon The Eiffel Tower
Encourage students to look up modern wonders on the internet.

Task 4 p. 8

Allow 10-15 minutes for this activity. T. monitors the activity.

Task 5 p. 8

Ss could be asked to write out their findings and report to the group in the next lesson.

Writing

Lead-in p. 9

T. directs Ss to different postcards and exploits scene on the cards to generate vocabulary and interest in the activity.

Task 1 The right place p. 9

Elicit from students the positive and negative aspects of each type of holiday. Ask students to give their opinion about which holiday they would prefer to go on.

Task 2 p. 9

Allow students to complete this task in pairs. Go around the class helping students with unknown vocabulary items.

Task 3 p. 9

T instructs Ss to use the words in the box to help them write three short sentences about the pictures on page 9. T. takes class feedback and compares answers. As a follow-up activity, T tells Ss to refer back to the pictures on page 9 of the book and to imagine that they are writing a postcard back to their family and friends. Ss can start this activity in pairs in class and then complete the task as homework.

Lesson 3 - A Postcard Home p. 11

1. T directs Ss to read through the postcard quickly and find out how the writer feels. T. directs Ss to underline expressions of feelings and to compare answers in pairs.
2. T elicits from Ss the purpose of the word 'and'. T directs Ss to task 2 and asks class to find expressions with 'and' in the text. Compare answers as a class.
3. T elicits from Ss any other linking words that they can see in the postcard on page 10. T checks that Ss have found all the linking words: but, although, because, so, and. T directs Ss to task 3 and instructs them to complete the task with the correct linking words

ANSWERS

a. but b. although c. because d. so

4. SUGGESTED ANSWERS

busy beach: I went to the beach but I didn't go swimming. Although there were interesting places around, I didn't visit any. It was very hot so I stayed indoors. We drank lots of water because we were thirsty.

5. ANSWERS

(name), are having; wonderful/fantastic/ great/ so, because/as, although, was, (name).

Alternative Project

Direct students to the World Heritage site of UNESCO:

<http://www.whc.unesco.org/en/list/>

Divide students into groups of three and ask them to decide on a heritage site. The project is to find out as much as they can about the site and prepare a poster to present to the class. The class can then decide which the best poster is.

Self-evaluation - UNIT 1**Activity A p. 11**

1. - h / d / f 2. - e 3. - c 4. - b 5. - a 6. - d / h

Activity B

- | | | |
|-----------------------|----------------------|----------------------|
| 1. bright and early | 4. bed and breakfast | 7. hustle and bustle |
| 2. first and foremost | 5. sick and tired | |
| 3. peace and quiet | 6. now and then | |

Activity C

- London (outside Buckingham Palace)
- New York (The Statue of Liberty)
- Iraklion (Knossos)
- Egypt (Cairo)
- Santorini (Thira)
- Rio de Janeiro (Brazil)

Activity D p. 12

- | | | |
|-------------|--------------------|-----------|
| a) Pyramids | d) Hanging gardens | g) Statue |
| b) Colossus | e) Mausoleum | |
| c) Temple | f) Lighthouse | |

Activity E

- | | | |
|-----------------|-----------|--------------|
| a) exciting | d) wet | g) expensive |
| b) crowded | e) chilly | |
| c) disappointed | f) sunny | |

Workbook - UNIT 1**Activity 1 p. 2**

Encourage Ss to use their own experiences of holidays and memories they have of places in Greece. Elicit ideas from class. Write some ideas on the B/B.

- Mykonos (beach holiday)
- Parnassos (skiing)
- Rodopi (wild life 200,000 water birds spend their winters there)
- The Parthenon (historical site)
- Meteora (monasteries)
- Faragi gorge Crete (hiking)
- Aliakmonas-Grevena (rafting).

Activity 2 p. 2

Quiz:

- | | | | | |
|----------|----------|----------|---------|-----------|
| 1. False | 2. True | 3. True | 4. True | 5. True |
| 6. False | 7. False | 8. False | 9. True | 10. True. |

Activity 3 p. 3**ANSWERS**

was; saw; looked; know; thought; want; say; hope.

Activity 4 p. 4

Encourage Ss to write an open reply. Tell Ss to use the information in the model letter in their workbook to help them.

Activity 5 p. 5**ANSWERS**

was, got, went, enjoyed, had, arranged, found, asked, had, were going, overturned, managed, am sitting, am thinking, is calling.

Activity 6 p. 6**ANSWERS**

1. Although 2. because 3. As 4. but

Activity 7 p. 6**1. ANSWERS**

a iii b i c vi d ii e iv f v

Point out to Ss that 'every now and then' is synonymous with 'sometimes'

2. ANSWERS

1. behind the times 3. for the time being 5. at times
2. from time to time 4. just in time 6. time and time again

Activity 8 p. 7**1. ANSWERS**

expensive wonderful professional healthy

2. ANSWERS

-al	-y	-ful	-ive
historical	smokey	painful	attractive
economical	sunny	colourful	communicative
intentional	rainy	careful	active

3. ANSWERS

1. historical 4. economical 7. colourful 10. active
2. smoky 5. attractive 8. careful 11. intentional
3. sunny 6. painful 9. communicative 12. rainy

Activity 9 p. 8

1. afford 3. sights 5. guards 7. mind
2. statue 4. bet 6. moment 8. breeze

Activity 10 p. 8

France - French	Scotland - Scottish (<i>not 'Scotch'! That is a whisky!</i>)
China - Chinese	Sweden - Swede
England - English	Denmark - Danish
Switzerland - Swiss	Portugal - Portugese
Holland - Dutch	Austria - Austrian

Activity 11 p. 8

Open answers

Activity 12 p. 9

1. boring 2. anyone 3. either 4. than 5. of 6. other 7. though

Activity 13 p. 9

- | | |
|-------------------------------------|--------------------------------------|
| 1. Cambridge University - Cambridge | 5. Aghia Sophia - Constantinople |
| 2. Loch Ness - Scotland | 6. Hermitage Museum - St. Petersburg |
| 3. Eiffel Tower - Paris | 7. Warsaw Royal Castle - Warsaw |
| 4. Temple - Delphi | 8. Rialto Bridge - Venice |

Activity 14 p. 9

1. so cold that 2. so expensive that 3. so cheap that

Activity 15 p. 10

Welcome aboard	a ship
Exotic holiday destinations	travel agents
Please knock before entering	doctor's office
No visitors allowed after 6pm	museum
Book now and get one free!	travel agents
Closed for lunch	shop
Low cost hotels	travel agents
20% discount on magazines	bookstore
Family entertainment	fun park

Writing p. 10

1. 1. a 2. c. 3. a. 4. b. 5. b.

It's Your Choice - Student's Book**Task 1**

1. ii 2. iii 3. i

Task 2

1. A 2. B 3. A or B

Task 3

- A. a. Only a few b. The Greek Historical "Herodotus" c. Open to students
 B. a. Only one b. It was built in around 2560 BC c. The Egyptian pharaoh Chufu
 C. a. They were an idea of Nebuchadnezzar to please his wife.
 b. They were amazed
 c. In Baghdad, Iraq.
 D. a. No b. open to students c. Greek

Task 4

1. Parthenon 2. Stonehenge 3. Colosseum 4. Opera House
 5. Skanderberg Square 6. Dragalevtsi 7. The Pyramids 8. Sugar Loaf Mountain

Task 5

1. B 2. C 3. E. 4. D 5. A

Task 6

Open to students.

It's Your Choice - Workbook

Activity 1

Past continuous	Past simple	Past simple	Present simple
Present simple	Present simple	Present simple	Present simple

Activity 2

was	got	went	enjoyed	arranged	found
asked	had	overturned	managed		

Activity 3

a-iii b-i c-ii d-vi e-iv f-v

Activity 4

1. 1. expensive 2. wonderful 3. professional 4. healthy
- 2.
- | | | | | |
|--|-------------|--------|-----------|---------------|
| | -al | -y | -ful | -ive |
| | economical | sunny | careful | attractive |
| | intentional | smokey | painful | active |
| | historical | rainy | colourful | communicative |
3. 1. historical 2. smokey 3. sunny 4. economical 5. attractive
 6. painful 7. colourful 8. careful 9. communicative 10. active
 11. intentional 12. rainy

UNIT 2 TEEN IDOLS

Lesson 1

Background information:

The idea is to introduce the concept of idols in society. The Romans had stars who they loved to watch and they even bought toy dolls which looked like their stars.

Direct students' attention to the visual of the Roman gladiator. Elicit from students who the gladiators were and why they did what they did. Encourage students to think about the notion of stardom and all that goes with it: fame, money, glory. Elicit from students how gladiators in Roman times were the same as famous stars today. Get students to think about why people liked the gladiators and why people today like stars so much. Point out that gladiators earned money from fighting. Sometimes a top gladiator earned 12 times the annual salary of a normal person. Ask students if they think stars should earn so much money for their work. Encourage a class discussion on the idea of stardom and wealth and fame.

Note

The four people are famous and wealthy.

The four stars are famous actors and actresses. *Michael Jordan* is a basketball player.

Ask students how *Michael Jordan* might be like the gladiators of Roman times.

SUGGESTED ANSWERS

The Roman gladiators fought in the arena where fighting was a spectator sport.

Lead-in p. 14

Direct students' attention to the four photographs and elicit what they know about each one. For example, *Tom Cruise* is famous for different films like *Mission Impossible*; *Brad Pitt* has played in *Alexander the Great*, *Ocean's Eleven*, and he was married to *Jennifer Aniston*. *Teri Hatcher* played the role of *Lois* in the TV series *Superman*. She has also starred in *Desperate Housewives*. *Jennifer Aniston* has Greek parents and she spent the first year of her life in Athens. She has starred in the situation comedy *'Friends'*. *Michael Jordan* is the most famous basketball player in the world. He has played basketball with *Chicago Bulls* and *Philadelphia Wizards*.

Instruct students to read the short texts on each star to check if the information is correct or incorrect. Ask the class to provide the correct information.

ANSWERS

Brad Pitt - he starred in *Mission Impossible* in 1966. (incorrect)

Teri Hatcher has appeared in ten films with Bruce Lee. (incorrect)

Jennifer Aniston has been married to Johnny Depp since 2005. (incorrect)
Tom Cruise has lived in New York all his life. (incorrect)

Task 1 p. 14

Encourage students to notice the grammar patterns in the statements. Each statement contains a Present Perfect or Past Simple form.

Allow a couple of minutes for the task and then ask students for their ideas. Get different students to read each statement aloud to model the intonation and pronunciation. Encourage students to read the utterances with a slight lilt (almost how a poem would be read).

2. I have known her since she was a young girl.

Task 2 p. 14

“I have been to Greece and I enjoyed myself very much”

Task 3 p. 15

Test your knowledge:

- a) Misha Barton b) Leonardo di Caprio c) Sakis Rouvas
d) Britney Spears e) Ronaldinho
f) Students can make up a quiz question to ask their partner.

1. Divide the blackboard into two columns. On one side make a list of the reasons why people like certain stars. On the other side, make a list of the reasons why students do not like certain stars.

2. Ask student to read out their questions. Decide as a class which are the three most interesting questions.

SUGGESTED ANSWERS

3. Vassiliki Apostolopoulou who developed the breast cancer vaccine

4. Harilaos Trikoupi who was a great politician who helped to modernise Greece and opened the Corinth Canal. He is considered the founder of the modern Greek State.

Task 4 p. 15

Direct students to the history books and to write down the names of two people they think were idols at the time they lived. Tell them to add one more name of a famous idol from history. Compare the students' answers as a class. Make a note of the most frequent names students give, and write these on the board. Use these as a class discussion on the idea of idols and fame.

Task 5 p. 15

Leonardo di Caprio

Direct students to the internet site of Leonardo Di Caprio to check the statement.

Reading - pre-reading p. 16

'So, you want to be famous?' Direct students to the title and elicit discussion about the use of the question mark - there is no auxiliary verb so why the question mark? Point out that in speech, the language is not the same as when it is written. The title is meant to be spoken. The question here is a form of tag question without the tag added on. You could ask students to provide the tag. 'Do you?'

Make sure that the students as a class know the names of all the stars in the photographs. Elicit the star's names and provide those who are unknown. From left to right along the page the stars are:

- | | | | |
|---------------------|-----------------|-----------------------|-----------------|
| 1. Orlando Bloom | 2. Beyonce | 3. Angelina Jolie | 4. Cameron Diaz |
| 5. Tom Cruise | 6. 50 cent | 7. Jennifer Lopez | 8. Johnny Depp |
| 9. Britney Spears | 10. Madonna | 11. Brad Pitt | |
| 12. Renee Zelwegger | 13. Hilary Duff | 14. Scarlet Johansson | |

Task 2

- | | |
|--|---|
| 1. I have just won an award. | c. Don't let it go to your head! |
| 2. I feel like I want to give up. | h. No, stick with it! |
| 3. How did you manage to succeed? | e. I just kept trying. |
| 4. I have something to say about that. | g. Whatever is on your mind. |
| 5. Mary is worried about her audition. | i. Tell her a joke to make her laugh. |
| 6. How can I become famous? | j. Do whatever it takes. |
| 7. Everyone gives me different advice and I am lost. | f. Do what you want to do. |
| 8. Have you made up your mind about the role? | a. Not yet. |
| 9. Sheena isn't very passionate about acting. | d. She can forget fame and fortune, then. |
| 10. Angelina was excellent in the film. | b. Yes, she made a real effort. |

Sts should take roles. For example, one could be Johnny Depp and the other a journalist. T encourages Ss to act out their roles.

Grammar

Explain to the students that it is nearly always possible to say the same thing in different ways and that they should try to do this as it gives them the ability to sound native-like when they speak English.

You could write a short statement on the B/B and ask students to suggest other ways of saying the statement. As an example, write: 'Don't be afraid to say something' - 'Don't be afraid to speak up!'

ANSWERS - p. 17

1 - b 2 - c 3 - a 4 - a 5 - b

Provide students with some further sentences to practice transforming them. You could write the following on the blackboard.

1. My dad didn't let me watch Friends last Saturday - I wasn't allowed to watch Friends last Saturday.
2. This is the first time Mary has met a star. - Mary has never met a star before.
3. I ran out of time. - I didn't have time.

Lesson 2**Listening**

Before listening to the people speaking write the two statements on the B/B and elicit from the students whether they think the statements are positive or negative:

"I think Paul gets frightened easily"

"Anna is too confident"

Ask students to say why they think as they do.

Direct students to the task. Tell them they are going to listen to five different speakers expressing how they feel about certain people and things. The task is for the students to put **P** (positive) or **N** (negative) in each box

Recording script

- i) (male professional voice - a TV critic) "She started off well but at the end her voice wasn't so strong. She definitely needs more work" {negative attitude}
- ii) (young person who is also a participant in a TV show making a comment about a fellow performer) "He moved brilliantly and was easily better than the rest of us. I think he was the best" {positive attitude}
- iii) (parent) "She spent all the money I gave her last week on CDs and posters; her room is full of posters and things" { annoyed voice- negative attitude}
- iv) (TV interviewer) "Well, done! But tell me, how did you feel when you heard you won?" {positive attitude}
- v) (star manager) "You were a bit nervous, but I think you have managed to impress the judges" {positive attitude}

Listening 1 p. 18**ANSWERS**

1 N 2 P 3 N 4 P 5 P

Listening 2 p. 18

Direct students to the words in the box on page 18. Let students help each other find the meanings and then check that students know what the adjectives mean in Greek. Tell students to note the unknown words and write the meaning in Greek beside them in their notebook.

sociable shy educated confident ambitious caring
energetic cheerful attractive tough

Instruct the students to listen to the statements by seven different people to check if they were right about the meanings.

- a) Simon is great in groups and just loves meeting people.
- b) Maria spends most of her free time trying to help others.
- c) Whenever you see Anna, she is always smiling.
- d) Jo has great plans and aims to be rich and famous one day.
- e) George is very sure of himself.
- f) Many people believe Brad is one of the best looking men around.
- g) It is difficult to believe that when he was younger he was afraid to mix with others.

ANSWERS

1 sociable 3 cheerful 5 confident 7 shy
 2 caring 4 ambitious 6 attractive

Drill the following adjectives with the class to focus on word pronunciation and stress.

Listening 3 p. 18

Listen for detail / specific items. Look at the notes about *Willie Robinson*.

Some information is missing. For each question, fill in the missing information in the spaces.

Interview with a famous idol. Students listen to the dialogue and complete the missing words. Then they use the prompts from the lead-in to make other similar dialogues.

Recording script:

Presenter: Well, pop fans, tonight we have on our show the one and only Willie Robinson. Welcome Willie, it's great to speak to you again.

Willie: Thank you Jo. It's good to be here!

Presenter: Well, first of all Willie, I would like to ask you some questions about your life and how you got into acting.

Willie: Sure Jo, Fire away!

Presenter: First of all, just for the record, Willie, how long have you been an actor?

Willie: Actually, although I started as a singer, I have been in the film industry now for **14** years.

Presenter: We all know, Willie that you were a very successful singer so why did you decide to become **an actor**?

Willie: Because I was curious to test myself.

Presenter: Despite your various awards Willie, have you ever felt you made a mistake by becoming an actor?

Willie: No, never. This is the best thing I have ever done.

Presenter: I have heard some people say that you were jealous of your younger brother for his role in Friendly Neighbours?

Willie: Hm! Jealous? Maybe, once when I was shooting on a set next to his.

Presenter: With regards your successes Willie, tell us how many **awards** have you got so far in your career?

Willie: Awards, well, I have four for singing and two for acting, so that makes six..

Presenter: Everyone knows, Willie that you got your big break on Fame Story. What was it that made you decide to go on the show?

Willie: Well, I sort of knew I could **sing** well so I thought let's have a go.

Presenter: And, Willie, you now live in Athens I believe. How long have you lived there?

Willie: Actually, since I was **12** years old.

Presenter: And finally, Willie, tell us about the tattoo on your shoulder. How long have you had it?

Willie: Yea, I got that about ten months ago just after a film I did in Argentina.

Presenter: Thank you Willie, for taking this time to talk to us today. We hope all goes well in your career and we look forward to speaking with you again soon.

Willie: Great, Jo. It was a pleasure to be here.

Presenter: And now we turn to...

ANSWERS

14, an actor, curious, younger brother, acting, many awards, sing, twelve, a tattoo.

Speaking - Fact file planner p. 19

1. Elicit orally from students the names of each type of star. Ask students which they like and why.
2. Ask students to tell the class their choices and reasons. Set the students a listening and note taking task to work out who is the most liked star.
3. Ask students to read out the things they do not know for other classmates to provide the information. If unanswered questions remain, direct students to internet sites where they can find answers to what they want to know.

4. ANSWERS - p. 19

A	B
1. Daniel Jacob Radcliffe	full name
2. 23rd July 1989	date of birth
3. London, England	place of birth
4. British	nationality
5. 1m 73 cm	height
6. green	eyes
7. brown	hair
8. playing tricks on friends	favourite hobbies
9. no brothers or sisters	family members
10. 2 Terrier dogs	pets
11. pizza	favourite food
12. America and Europe	places where he has travelled

Speaking p. 20

Tell students to look at the pictures of the famous people. Ask them to say why each one is famous. Ask for a show of hands to see which star is the most popular in the class group.

1. Ask students to note down as many difficulties as they can think of. Ask students if they have heard of any problems different famous people have faced in their lives.
2. Give the students a brief example of the task. Tell them that you are someone famous. Get them to ask you some questions and tell them to try to guess who you are.
3. Either do this activity as teacher-led or divide the class into groups to discuss the questions. Tell students to make notes and then report back to the class.

Survey

Elicit from students what they think a survey is. Explain to the students the purpose of a survey. Ask students why someone would want to do a survey.

Writing p. 21

1. Explain what a biography is. Ask students what kind of information they might read in a biography. Ask students what kind of person might have a biography. Introduce the famous character *Ziggi* and explain the task.

ANSWERS

have been - have made - have visited - wanted - decided - had - thought - made - had

2. Check students have understood the concepts by asking them to explain their answers.
 3. The aim of this task is to check that the students have understood the concept of the difference between Simple Past and Present Perfect
- 3A. (a)

Letter writing p. 21

Provide students with a short statement and explanation of that statement on the B/B. For example: *'Margaret is just wonderful in many ways. Yesterday, she bought her mother some lovely roses. She made her a cake too.'*

Then ask students to combine these two ideas to form one sentence.

'Margaret is just wonderful in many ways. First of all, yesterday, she bought her mother some lovely roses, and additionally, she made her a cake too.'

Explain to students that it is always important in writing to explain what you want to say. This can be done by examples or by giving a simple explanation.

Linking words:

Elicit from students what they understand by the headings in each column of the box.

List idea	Introduce reasons	Add more reasons	Opposite points	Conclusion
<i>Firstly</i>	<i>because</i>	<i>also</i>	<i>but</i>	<i>to conclude</i>
<i>Secondly</i>	<i>so</i>	<i>furthermore</i>	<i>although</i>	<i>to sum up</i>
<i>Finally</i>	<i>therefore</i>	<i>what's more</i>	<i>however</i>	<i>in conclusion</i>

Lesson 3 - Project work - p. 22

Direct students to the visuals on page 22. Ask students for their opinion of the people in the photographs. Elicit the situation in each visual. Ask students what kind of things go into making a TV or theatre show.

Make a list of their suggestions on the B/B for them to copy in their notebooks.

Encourage students to think of all the different aspects of creating a show: stage scenery, music, costumes, presenter, concept, etc.

Self-evaluation - UNIT 2 - p. 23**Activity A**

- | | | |
|-----------------------|--------------------------|----------------------|
| 1. has met | 3. a long time preparing | 5. wasn't allowed to |
| 2. since we have seen | 4. have you been | |

Activity B

- | | | | | | |
|------------|--------|------------|--------|--------------|---------|
| 1 handsome | 2 cool | 3 snobbish | 4 daft | 5 successful | 6 cruel |
|------------|--------|------------|--------|--------------|---------|

Activity C

- | | | |
|------------------|--------------------------------|-------------|
| 1. A priest | 3. in a fast food restaurant | 5. New York |
| 2. Chicago Bulls | 4. mathematics and engineering | 6. has been |

Activity D

- | | |
|---------------------------------------|---|
| 1) Why? It's not heart surgery! | 4) I just crack 'em up! |
| 2) Yes, without it, forget fame. | 5) I just bounced back with the next one. |
| 3) It was much harder than I thought. | 6) In fact, I am very humble. |

Activity E

Students can use the stars in this Unit for information.

Workbook - UNIT 2**Activity 1 p. 12**

- | | |
|--------------------|----------------------|
| 1. grew | 6. appeared |
| 2. has not decided | 7. played |
| 3. has starred | 8. had |
| 4. have been | 9. has not made |
| 5. started | 10. has never played |

Activity 2 p. 12**SUGGESTED ANSWERS**

- a) Yes it does
 b) They are attractive; they are rich; they have some special talent
 c) Clothes, because they wear brand names.

Activity 3 p. 13

Jade Henderson - a	Toni Gilbert - c	Evaggelia Ioannou - d
Shauna Jones - b	Efi Dimitriou - e	Craig Byers - f

Activity 4 (Phrasal Verbs / synonymy) p. 13

- | | |
|------------------------|-------------------------------|
| a) text 6 - look up to | d) text 5 - took to |
| b) text 2 - to be into | e) text 4 - comes across (as) |
| c) text 3 - went off | f) text 1 - grow up |

Activity 5 p. 14

- | | | | | | |
|------|------|------|------|------|------|
| 1. e | 2. c | 3. a | 4. b | 5. g | 6. d |
|------|------|------|------|------|------|

Activity 6 p. 15

- | | | |
|-------------------|----------------------|-----------------|
| a) Jade Henderson | c) Evaggelia Ioannou | e) Toni Gilbert |
| b) Craig Byers | d) Efi Dimitriou | f) Shauna Jones |

Activity 7a p. 15

By far	in tears	on holiday
By chance	in a way	on the whole
By heart	in addition	on my mind

Activity 7b p. 16

by far	- more than anything	in a way	- sort of
by heart	- without thinking	in tears	- crying
by chance	- by luck	in addition	- also
on my mind	- in my thoughts		
on holiday	- having a break from work or school		
on the whole	- in general		

Activity 7c p. 16

i) on the whole	ii) in tears	iii) by far
iv) by heart	v) in a way	vi) on my mind

Activity 8 p. 16

admire	(admiration)	fashionable	(fashion)
inspire	(inspiration)	confident	(confidence)
famous	(fame)	snobbish	(snob)
popular	(popularity)	respectful	(respect)

Activity 9 p. 17

a) respect	c) confidence	e) fashionable
b) popularity	d) snobbish	f) inspiration

Activity 10 p. 17

1 experience	2 mates	3 had	4 time	5 since
6 way	7 invited	8 have decided	9 release	10 home

Activity 11 p. 18

1 became	2 made	3 has insisted	4 won	5 has become
6 played	7 has become	8 was		

Activity 12 p. 18

1 long time getting	2 allowed to leave	3 she went
4 have ideas	5 have seen her	

Activity 13 p. 19

1. had an idea	5. won a prize	9. wrote a letter
2. made an agreement	6. bought a new dress	10. seen his bus
3. had a baby	7. sat down on the chair	
4. lost his temper	8. said something	

Activity 14 p. 19

Students' own answers.

Activity 15 p. 19

Students' own answers.

Activity 16 p. 20

Students' own answers.

Activity 17 p. 20

- a) Sakis Rouvas b) Gallis c) Halle Berry d) Ronaldinho
e) Madonna f) Johny Depp g) Elena Papparizou

Activity 18 p. 20

- Q: What was it like working with your girlfriend Chiara?
A: Believe it or not, we didn't record the song at the same time. I was out of town when she came in to sing her part.
Q: Is it true that you have made over ten million dollars in your career?
A: To be honest, I haven't got a clue about that stuff but maybe it's right.
Q: What kind of people did you hang out with when you were young?
A: I played sports so I tended to be with boys of my same interests all the time. In fact I have kept in touch with all of them since then.
Q: Did you get along well with your teachers?
A: For the kid who didn't have enough ability I have done really well in life. Then I got low grades and they said they didn't expect me to do much.
Q: Did you ever feel like you belonged?
A: Yea, junior year I became friends with a group of kids from my school.
Q: What's the best present you have ever received?
A: I was in the sixth grade and I was really into music. My family didn't have a lot of money, so they put all their cash together and got me a keyboard. I wrote my first song on it!

It's Your Choice - Student's Book

Briefly elicit from students the different kinds of idols that exist in the Western World. For example, pop stars, film stars, sports stars. Ask students if they think there are other kinds of people who should be considered as idols? Discuss feedback as a class.

Direct students to the questions in Task 1. Read the questions aloud or let students do the task in pairs and then discuss responses as a class.

Task 1

- T directs Ss to look at the questions a-d and elicits answers as a class. T leads class dis-

discussion on their own idols and stars that they like. T could ask Ss if there are any politicians or businessmen who could be idols. Take class feedback and discuss ideas. Ask Ss to make a quick list of the qualities that make someone an idol. Take class feedback and compare ideas as a class.

When Ss have completed Task 1, T asks the class what they know about China. T asks Ss if they think Chinese teenagers have the same kind of idols as people in the western world like in Europe or America. Why? Why not?

T. tells students that young people in Asia do not always have the same criteria for idols as people do in Western Europe or America. (Check that students know some of the countries in Asia: China, Korea, Japan, Indonesia, Malaysia). Ask students if they can guess why young Chinese people might have different criteria to choose an idol.

Explain that the system of government in China is different from the West. It is a Communist country with different organising principles from countries in the Western World. Ask students what they know about China.

T explains to Ss that they have to decide in pairs to choose to read one of the texts each. T tells Ss to underline any ideas that they think are important in each text and then to report their findings to their partner.

Task 2

Explain to students that they are going to read only half of the text on Idols in Asia, each and then they are going to tell their partner what they read.

First half : 1 False, 2 True, 3 True

Check the answers as a class.

Second half: 1 True, 2 False, 3 True

When Ss have completed Task 2 by ticking True or False, T. checks answers as a class and takes feedback.

Then T asks Ss further comprehension questions about the two texts:

- i) How do young students differ in ideas about idols from older students in China?
- i) Why do you think University students prefer businessmen and scientists to pop and sports stars as idols?
- ii) Who were the Monkees?

Check the answers as a class.

Task 3

Ask students how they think their parents feel about young people having idols.

Ask, if the students agree or disagree with their parents' ideas.

Ask, what kinds of things students have in their rooms to remind them about idols? Ask, do these things annoy their parents?

Take feedback and discuss.

T encourages Ss to give their own opinion. Choices are based on the psychology of each student.

T explains that Ss are going to read a text about the different ways parents can deal with young people who have idols.

Task 4

ANSWERS

What to do 1. Check them out 2.
Wall tack 3. Set your expectations 4.
Money management 5. Share the memories 6.

Task 5 - Vocabulary

Explain to students that there were some useful expressions in the text. Briefly discuss the difference between a single word and an expression.

Point out that an expression is complete in meaning whereas single words usually need other words to help them make a meaning.

ANSWERS

1. we must be realistic 2. makes me angry or upset
3. tell someone something (like a secret) 4. how much you can take
5. tell them 6. earn some money

Task 6

Tell Ss to read the text carefully and select three pieces of advice that they would give to parents who have a teenager who has a teen idol. Tell Ss to write down the advice and then to compare their reasons for their choices as a class.

Ask students to tell the class their ideas. Allow a class discussion of the ideas students give. Set homework for students to write a list of points of advice for their parents. Tell students to prepare their list to make it look appealing as if it were an advertisement or poster.

Task 7

Quiz

a. T b. F c. T d. T e. F

Task 8

Open answers. For example: Sakis Rouvas is handsome.

T elicits from Ss the meaning of the adjectives in the box. T elicits from Ss different people that they think these adjectives can describe. Take class feedback. T tells Ss to write a sentence to describe three people but not to use the adjective. Tell Ss to exchange their sentences with their partner and their partner can guess what adjective best describes the

person in the sentence.

T takes class feedback and compares answers

Task 9

T instructs Ss to match the meanings of the expressions with a suitable definition or explanation on the right. T could provide further situations for Ss to respond using the expressions on the left.

ANSWERS

a)- iii b) iv) c) - vi) d)- v) e) ii f) i)

Task 10

1-b 2-c 3-f 4-a 5-e

It's Your Choice - Workbook

Activity 1

a. look up to b. be into c. went off d. took to e. comes across as f. grow up

Activity 2

i) on the whole ii) in tears iii) by far iv) by heart v) in a way vi) on my mind

Activity 3

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

Activity 4

1. became 2. made 3. insisted 4. won 5. has become 6. played 7. has become 8. was

Activity 5

1. long time getting 2. allowed to leave 3. she has been to
4. have ideas 5. have seen her

Activity 6

1. They have won a prize
2. She / he has written a letter.
3. She / he has seen her / his bus.
4. They have made an agreement. / They have had an idea. / They have said something.
5. She has had a baby.
6. She has bought a new dress. / She has lost her temper.
7. They have sat down on the chair

Activity 7

b c a d

UNIT 3 THRILLS AND SPILLS!

Lesson 1

Introduction p. 25

T introduces the subject of free-time activities and asks Sts how they feel when they go on a fun-park ride. T. focuses attention on the visual on page 25 to elicit ideas from students. Direct students to the title of the Unit and elicit the connection between fun-fair rides and 'Thrills and spills'. Explore the topic with the class introduce useful words and phrases. On the board write jumbled words and phrases connected with the topic and task. T. talks about words as s/he writes on B/B. Encourage Ss to call out other phrases related to the pictures.

Lead-in p. 26

Direct students' attention to the expressions in the box and check that they know the meanings. Listen to the tape of how each one is said. Get class to repeat the drill with the tape. Direct students' attention to the word stress and intonation pattern in each expression.

Task 1

A - Bumper cars B - Roller coaster C - Vertical drop
D - Spinning car ride with many arms E. Carousel

Allow 3 - 4 minutes for this activity and then ask class for their appraisal of the partner.

Task 2 - Newton's Laws p. 27

1. Remind students that it is NOT necessary to know every word in a text to be able to understand what it is about. The purpose of this text is to train students to get the general meaning from a text using knowledge they have of the subject in their own language.

Encourage the whole class to offer suggestions to answer the question. Write down any words students provide which relate to Laws of Motion. If students provide the word in Greek, give the Greek equivalent. Write these words on the B/B for students to copy in their notebooks. The main words to elicit are: motion, forces, object, acceleration, accelerate. Make sure students know the meaning of these words in Greek.

2. Tell students to skim through the four short texts and decide which one is not a Newton Law. When students have discovered the rogue law, elicit why this law does not fit in with the others. Tell students about the different levels of expression. This is called register, and it is important to be aware of different registers when we speak and write. Elicit from students why knowledge of different registers might be important.

Text on Newton's laws with answers

Newton's first law of motion states that objects at rest tend to stay at rest, and objects that are moving tend to continue moving. This tendency of objects to resist changes in motion is called inertia.

Newton's second law of motion states that when an unbalanced force is applied to an object the object accelerates. The law goes on to say that the amount of acceleration depends on the mass of the object and the amount of force applied to it. A greater force applied to an object results in greater acceleration. Increases in mass result in less acceleration.

Newton's third law of motion states that for every force there is an equal and opposite force. These forces are called action forces and reaction forces.

Text for answers for Newton's Laws

The basic elements of a roller coaster: kinetic energy and friction.

The coaster cars ride along on a long winding track. The track begins with a steep ascent, which builds up a reservoir of potential energy in the coaster car. The rest of the track's hills and valleys, twists and turns serve to change the built-up energy back and forth between potential energy to kinetic energy. As the train moves, it gradually loses energy to friction until it reaches the end of the ride.

Direct students to the visuals of Newton's Laws. Encourage a class discussion on how each visual is representative of each Law.

3. Either read out the more informal way of expressing Newton's Laws or allow students time to read them in pairs. By reading the laws out aloud the teacher can infuse some more energy into the activity. This will help maintain a dynamic momentum for the lesson.

KEY: Law 1 c, Law 2 a, Law 3 b.

4. Tell students to refer to their Physics books to help them draw diagrams to demonstrate Newton's 3 Laws of Motion. Provide the element of competition by telling the students the best drawing will be displayed on the classroom wall. Collect the drawings and pin them on the classroom wall. All time for students to see all the drawings and then to vote for the winner.

Task 3 - The roller coaster p. 28

1. Direct students to the visual. Ask them to speculate what it represents. Write kinetic and potential energy on the B/B. Check that students know the meaning of these words in Greek. Demonstrate both forms of energy by explaining how you fly off a skateboard or bicycle when you hit the side of the pavement head on. The pavement stops your forward motion. Ask students for their own examples of Newton's laws.

2. Allow students 2 minutes to read the text to check their knowledge of potential and kinetic energy. Check comprehension of concepts when students have read the short text. Elicit responses on the information in the text.

Task 4 p. 28

Ask students to tell you the name of the rides in the visuals. Tell students that many words in English are made up of two words. Simple examples are 'remote control, virtual reality', etc.

ANSWERS

theme	park	kinetic	energy
roller	coaster	meeting	point
human	being	virtual	reality
science	fiction	bumper	cars
paper	bag		

Reading

Direct students to the pictures of the different rides. Discuss the question why young people like these rides. Elicit vocabulary associated with the different rides and how people feel. Write these words on the B/B for students to copy in their notebooks.

Task 1 p. 29

Ask students to glance at the texts on pages 29 and 135. Elicit why some words are in bold. Elicit the answer that these are compound nouns.

Tell students that they will do the task in pairs. Student A reads the text about the three Theme Parks on page 29. Student B reads the shorter texts about the three Theme Parks on page 135. Explain that the aim of the task is to read for information and then persuade your partner that one particular Theme Park is worth visiting.

Task 2 p. 29

Before students start Task 2 allow a couple of minutes to get students feedback on their general opinion of the rides. Ask if the rides sound interesting, exciting, boring, frightening.

Tell students to write down the answers to their questions and then report the answers to his or her partner.

COMPREHENSION ANSWERS

1. They were scared.
2. They are going to go over the edge and fall.
3. The ride has water.
4. You will be sick if you do.
5. *Sea Life.*
6. *Hello Fun Park.*

Lesson 2 - Quiz - p. 30

1. Direct students to the quiz on page 30. Read out the statements for each type of ride, or play the recording of each one. Check that students know an equivalent meaning for each statement in Greek. Ask students which phrases they like and which they might want to use. Students tend to have favourite phrases to express specific feelings or attitudes. T. should encourage the students to learn the expressions they like best and then try to provide opportunity for use in the classroom.

Tell students to do the quiz alone.

Elicit the meaning of the scoring: *Tarzan, Quite brave, Chicken*. (Explain to students that in English, someone is called a chicken when s/he is very afraid to do something.)

2. Write the following examples on the B/B for students to use in their classroom survey:
Do you like...? How do you feel about...? What do you think of...?

Allow 3-4 minutes for students to complete their survey.

T. goes around the class monitoring the activity and offering support on intonation and pronunciation of questions and answers.

Bring the group back together and ask students to report on their findings. Collate all the information from the group to find out which is the most popular or least popular ride. Allow some minutes for class discussion of the findings.

Vocabulary p. 31

1. ANSWERS

One of the ... (best)

Booked in ... (advance)

The whole ... (family)

At speeds of up to ... (80 kmph)

Head down to ... (Pleasureland)

A great day ... (out)

Over you ... (go)

What seems to be ... (forever)

Tell students to copy the phrases and write down a Greek equivalent meaning in their notebooks.

2. Direct students back to the reading texts to complete the activity. Tell students that each explanation in activity 2 matches with a short phrase in the reading texts. Tell students that each short text contains one phrase.

Check that students have found the six phrases and then elicit their meaning.

ANSWERS FOR PHRASE MEANINGS IN READING TEXTS

- | | | |
|----|---------------------------------|-------------------|
| a) | <i>what is going to happen</i> | - what lies ahead |
| b) | <i>be part of</i> | - take part in |
| c) | <i>something that shows you</i> | - a sign of |

- d) *plenty for* - a lot
 e) *something scary* - a white-knuckle experience
 f) *every day of the year* - throughout the year

3. Direct students to the boxes A and B. Elicit from the class what kind of words these are. They are compound nouns and collocations. Explain that a huge amount of English is based on the notion of collocation. A collocation is where two or more words go together to form a natural pair. T. gives the example of a strong collocates on the B/B: *freezing cold, slight headache, no way!*

Instruct students to complete the activity. Tell students they can look back at the texts in Lesson 1 if they need to.

ANSWERS FOR COMPOUND NOUNS

A	B
key	feature
treasure	hunt
computer	game
baby	brother
protective	clothing
tagging	pads
3-d	glasses
fighter	pilot
gift	shop
food	places
ten per-cent	discount

Reading

Extra Vocabulary work

Elicit from class any phrases or expressions that they have heard of with the word *'fun'*. Write some of the following expressions on the B/B and ask students to guess what they might mean. Then ask students to suggest where and when you could use these expressions.

For fun: 'I hid the book from the teacher, just for fun'

Fun fair: 'Did you go to the fun fair last weekend?'

In fun: 'We looked to be angry with each other but we were only shouting in fun'

For the fun of it: 'We hadn't really wanted to go, but we went anyway, just for the fun of it.'

A funny thing happened: (unusual incident) 'A funny thing happened to her on her way to the cinema'

Where's the fun in it?: 'You like watching historical films, but, where's the fun in it?'

Funny business: 'No funny business in there while you are alone!'

Fun and games: (*exciting but not always pleasant*) 'There will be fun and games if her dad finds out what she did.'

Make fun of: 'It is wrong to make fun of people who are not as lucky as you.'

Good fun: 'My uncle is good fun and always makes us laugh.'

Full of fun: 'John was full of fun at the party and had everyone laughing at his jokes.'

Don't be funny (*ironic*): 'Okay so my team lost, but there's no need to be so funny!'

Practice of intonation and stress patterns used in making suggestions.

Grammar p. 31

Encourage the students to try to work out the rule for themselves. It is important that the students try to work out the rule for themselves to develop learner independence and the ability to generalize in an inductive manner.

The rule is that with verbs of emotion like: *hate, enjoy, fancy, love*, etc. and certain other verbs like *avoid, mind, deny, risk, can't help*, etc. the verb which follows takes -ing. This is called *the Gerund*.

Listening and Speaking

Task 1 p. 32

Tell students to keep their books closed.

Making suggestions and responding. Elicit from students different expressions to make a suggestion. Write their ideas on the B/B. Elicit from students various expressions to respond to a suggestion. Write these on the B/B.

Tell students to open their books at page 32.

Allow a short time for students to compare the expressions on the B/B and the expressions given on page 32.

Direct students to the brochure of the fun-park. Have they ever been to a fun-park? What was it like? What rides did the park have?

Task 2 p. 32

Role play. Ask students if €40 is a lot of money to spend on a day out at a fun-fair. Ask them how they might spend this money. Then direct students to Task 2 and explain the idea of role play where each student plays a role. In this task, student A is the customer and student B is the Theme park employee. Check that students understand the meaning of 'employee'.

Allow 3-4 minutes for this task. At the end of the task, ask students how they spent their money. Compare ideas as a class.

Task 3 p. 32

Read the note from Emilia to Marios with the class or get one of the better students to read it aloud. Ask students what the purpose of the note is. Tell students that they are going to listen to a recorded message from the Fun Park and that they have to complete the table with the missing information. Check that students know the meaning of the headings in the table.

Tell students that they are to use the completed chart/table and the short note to write an e-mail in answer to the note. Tell students that e-mail writing is very much like a form of written speech and does not appear in the same form as writing on paper.

Pre-listening

Ask students what kind of information they might hear on a recorded message when they ring up a cinema. Then ask them to suggest the kinds of things they might hear on a recorded message at a Fun-Park.

The aim is to develop an ability in the students to listen and make notes at the same time.

Listening text:

This is a recorded message. You have rung 'Have Fun Park'. We are open daily throughout the year from 5.00 to 10.00, and at weekends 9.00 to 12.00 midnight.

Our latest addition is the Water Drop, which can only be used in the company of an adult. Entrance for everyone is €6 and that includes two free rides. Only for this weekend, children up to 13 pay half price on all rides. Snacks and beverages such as burgers and soft drinks are available at our brand new canteen.

Task 4 p. 33

Tell students that they will now listen to the rest of the recorded message. Ask them what other kind of information they might find on a recorded message. Listen to check if they were right in the ideas.

Tell students to listen for factual information and do not pay great attention to any words they do not understand. Remind students not to feel anxious over unknown vocabulary. Remember, it is important that students feel secure that they can get the gist of something spoken without needing to know all the vocabulary.

Listening text:

A must for all, is our Big Wheel which is found just next to the entrance. A good ride to get you going! Demand for rides is heavy on Saturdays and Sundays so get here early. Visitors are reminded that safety is our main priority so no standing allowed on any rides. For safety reasons, children under five should be accompanied at all times.

ANSWERS

1 c

2 a

3 b

4 c

Task 5 - Speaking p. 33

The aim of this task is to provide students with an opportunity to plan and negotiate meaning and opinions. T should try to encourage students to use the language presented and taught throughout the unit. Direct students to the rubric for planning a visit to an amusement park. Go through the list of important steps and explain each one. Arrange the class into groups of four and let the students negotiate the role each group member has.

Writing

This task can be done in class with the teacher providing support and encouragement to the class. Go through the rubric of the letter task with the class. Check that students understand what is expected of them by first eliciting the kind of things that they might suggest doing with a friend who is coming to visit their area. Ask the class questions like: do you enjoy it when people come to stay with you? What kind of places are there to see and visit in your area? If you go to the Fun Park, what kind of things could you do?

Remind students that a good way to persuade people to accept your suggestions is by giving examples and simple explanations of your ideas.

Lesson 3 - Project: Create a Theme Park - p. 34

1. The aim of the project is to provide students with the opportunity to use all the language and skills they have learned in the Unit.
Direct students to the visuals of the 2 *Theme Parks* A and B. In pairs, students discuss the questions in activity 1 and when they have finished this ask for feedback as a whole group.
2. Tell students to look carefully at picture B. Ask for their reactions to the layout of the Park.
3. Explain that the task requires students in groups of four to design a Theme Park. Explain that each member of the group has a specific responsibility. Provide the students with suggestions for things they might need to know to create their new Theme Park.
4. Organise a competition which will be judged by you and a panel consisting of one group member from each group to decide which is the best Theme Park.

You could also ask a member of each group to present the new Theme Park in such a way as to persuade the class that this is the best design.

Tell Ss they can find information on theme parks on the internet at <http://www.themeparksonline.org>.

Self-evaluation - UNIT 3 - p. 35

Activity A

1 c 2 a 3 b 4 d 5 c 6 d

Activity B

head	down to
upside	down
the whole	family
over	a drink
one	of the best
a day out	for all
a good	time
book	in advance

Activity C

1. bumper cars	2. science fiction	3. virtual reality
4. meeting point	5. kinetic energy	

Activity D

1 going 2 laughing 3 trying 4 coming 5 seeing 6 feeling

Activity E

Open answers from page 33 of the Student's Book.

Workbook - UNIT 2

Activity 1

track ascent potential energy kinetic friction

Activity 2

With so many amusement centres around nowadays, it seems that **1 human beings** just love being frightened and feeling ill. At school recently, we learned about **2 kinetic energy** and how all the rides in **3 theme parks** work. What I found really interesting was how the **4 roller coaster** cars don't have an engine or brakes but use the energy from the hills and loops to drive them forward. But not all rides use this kind of energy. For example, the **5 bumper car** ride which moves with electric energy. My own favourite ride is the **6 virtual reality** ride where you feel as if you are really in the place on the screen in front of you. Most of these rides use ideas from **7 science fiction** and scenes from the future. On some of them, it might be a good idea to take a **8 paper bag** in case you get sick.

ANSWER

Not used - meeting point.

Activity 3 p. 27**ANSWERS**

litter bin	film star	street lights
human race	magazine article	meeting point
letter box	junk food	security guard
bus stop	blood pressure	pocket money

Activity 4 p. 27

Rebecca	- <i>Alton Towers Oblivion Ride</i>
Christos	- <i>Camelot - Tomb Raider</i>
Anna	- <i>Thorpe Park</i>
Ali	- <i>Pleasureland</i>
Zeta	- <i>Sea Life</i>
Helen	- <i>Hello Fun Park</i>

Activity 5 p. 28

Answers for workbook task on signs:

1. A _____
2. B _____
3. B _____
4. A _____
5. C _____

Activity 6 p. 29

- | | |
|------------------------|--------------------|
| a) baby sitter | e) a day out |
| b) gift shop | f) advance booking |
| c) protective clothing | g) bank holiday |
| d) treasure hunt | |

Activity 7 p. 29

1. I can't help laughing
2. would you mind if you came / would you mind coming
3. don't fancy going on
4. quite enjoy seeing people
5. avoid going on the

Activity 8 p. 30

Scoring: 1 b/c 2 a 3 b 4 c 5 c 6 b.

Activity 9 p. 31

- | | | | |
|---------------|-----------|-------------|----------|
| 1. inertia | 2. motion | 3. force | 4. state |
| 5. unbalanced | 6. speed | 7. opposite | 8. rest |

Activity 10 p. 32

T. elicits from Ss the different reasons why they might want to spend a weekend at a Leisure Centre or a Fun-Park. T writes ideas on B/B. T then tells Ss to choose the best ideas and to use them to write a letter to enter the competition. T explains to Ss that the letter they write must be interesting. T explains to Ss that the letter should sound like an advertisement for the Fun-Park or Leisure Centre. T. tells Ss to use the information in the advertisement in their letter.

It's Your Choice - Student's Book

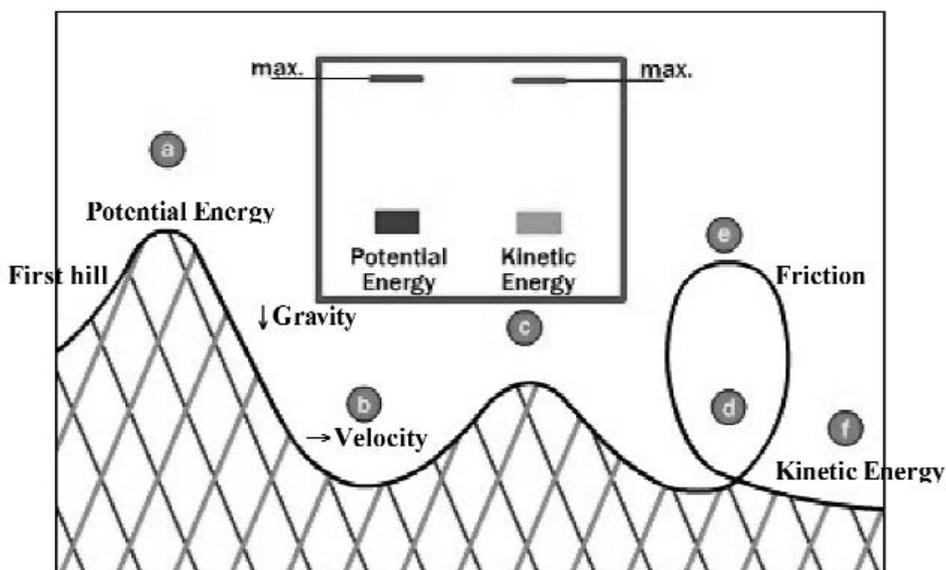
Task 1

Tell students to look at the diagram of the roller coaster and to try to match the words in the box to the correct letter in the diagram.

Then tell students to read the text and check if they were correct. The students should compare their answers in pairs and discuss any differences.

Task 2

1. Tell students that there are various expressions and phrases with the word 'as' in them in the text. Tell students to find the words and in pairs try to work out the meaning of



each. Instruct students to write a Greek equivalent for each, and if necessary provide the Greek equivalent meaning. Teacher can use this task to demonstrate that word for word translation is not always possible. Students should always be encouraged to think in terms of equivalent meanings when it comes to expressions and phrases in English. Point out to the class that the idiomatic nature of expressions and phrases makes it difficult and frequently nonsensical to give word for word translations.

ANSWERS

<i>As if</i>	<i>As a matter of fact</i>	<i>As the train moves</i>
<i>As high as it gets</i>	<i>As the train starts down</i>	<i>As the train enters</i>
<i>As the train speeds to</i>	<i>As the train leaves</i>	<i>As they control</i>

2. Encourage the students to work out meanings of expressions and phrases with ‘as’ in them. Then provide answers if necessary.

ANSWERS

- As the train leaves / As the train enters / As the train speeds up
- as a matter of fact
- as high as
- as
- as the train moves

3. The Greek equivalent of the expressions in 2.

Task 3

ANSWERS

- twisting
- continuously
- converted
- loop
- channel

T. should point out to Ss that the word *channel* is both a verb and a noun. T. could elicit from Ss other words that can be used as both verbs and nouns.

For example: drive (verb); go for a drive (noun). Place (verb); a place (noun).

Task 4a: Project (optional) - Design a roller coaster

Speaking

A. T. explains to Ss that they can design their own roller coaster. T. directs Ss to the stages 1-5 and the visuals under each stage. T. tells Ss to decide which of the three visu-

als under each stage is the correct one. T. tells Ss to read the texts A-E to check their answers.

B. T. instructs Ss to draw their own roller coaster according to the information and sketches.

Task 4b. - Writing

T. elicits from Ss the number of stages they had in the creation of the roller coaster. T. elicits from Ss why it is important to have the stages in the correct order. T elicits from Ss words they might use to organize different stages. Suggested answers: First, second, then, after that, finally.

T. instructs Ss to write out in full what they did to decide on each of the stages to create their roller coaster. T. directs Ss to the chart.

Task 5

T. tells class to compare roller coasters and to decide which one is the most exciting; the most frightening; the safest; the longest.

The Ss decisions depend upon different criteria:

- i) how safe the ride is
- ii) how exciting the ride is
- iii) how frightening the ride is

Task 6

ANSWERS

forces/motion/rest/moving/states/object/lessons

Task 7

Law 4: It is a joke

Task 8

a-P b-K c-P d-K e-P f-K

Task 9

a. Hello Fun Park b. Sea Life c. Pleasureland

It's Your Choice - Workbook

Activity 1

bus stop
film star
magazine article
junk food
blood pressure
street lights
security guard
pocket money

Activity 2

A A B A B

Activity 3

baby sitter
gift shop
protective clothing
treasure hunt
a day out
advance booking
bank holiday

Activity 4

1.a 2.a 3.b 4.a
5.b 6.a 7.a 8.b

Activity 5

Open answer

UNIT 4 CLICK ON-LINE

Goals

The material in this Unit is meant to help provide the teacher with a range of possibilities which can be adapted according to each teaching style or methodology. The general philosophy is to provide the teacher with much more material than may be needed for each lesson and it is up to the discretion of each teacher to exploit the material in an appropriate manner according to time, class, facilities and opportunity.

Lead-in

T directs Ss to the title of the unit '**Click-on-Line**'. T elicits from Ss what the title has to do with computers and the internet. T asks Ss what they would '*click*' when they use a computer. T asks Ss what '*to be on-line*' means when you are talking about computers. T asks Ss what the sound is when you push the top of the mouse on the computer to select a point or function on the computer screen. T can explain that nowadays, the mouse does not make a loud '*clicking*' sound but in the past it did, and people still use the term '*click*'. T can explain to Ss that '*click*' is a verb which is used to say '*click your fingers*'. T can show Ss this action to the class.

Set the scene

T explains to Ss that Man has always wanted to communicate over long distances. Elicit from Ss what means people used to communicate with each other over long distances in the past. To help Ss T writes the following on the B/B: smoke signals, mirrors, drums, carrier pigeons, semaphores, and asks Ss to think of how people used these to send messages. T asks Ss to guess what kind of things people could say in messages using these methods. For example: *Could people arrange a meeting? Could they apologise for not coming to a party? Could they tell each other the local gossip?*

T writes on B/B:

It is used for transmitting vocal and other sounds telegraphically.

T asks Ss to guess what they think the object is. T asks Ss what they think these words mean. T elicits the answer from Ss by telling them to guess by using the words they know in the statement. T can elicit or tell Ss that the word telephone comes from the Greek word *tele-*, meaning from afar, and *phone*, meaning voice or voiced sound. Generally, a telephone is any device which conveys sound over a distance.

ANSWER - p. 37

The telephone.

T asks Ss how important the different types of mass communication are in their lives. T asks Ss if they think that the media influences people in the ways they think and decide about things like buying products, politics, eating habits, lifestyle, clothes, stereotypes. T asks Ss if they are influenced by means of mass communication. For example: 'Do you

buy things because you see them advertised or do you buy things because you have an opinion of your own about the thing?' T asks Ss which means of communication they think influences their lives most. T asks Ss: 'How important is the telephone, television, newspapers, internet in your lives?' 'Do you think your life would be different without any of these means of communication? Why? Why not? Which of these would you miss most if you didn't have it?'

T asks Ss in what ways they think that mass communication media have changed people's lives. T asks Ss to suggest different ways they think life has changed in recent years because of the phone, the mobile phone, the internet, television and radio. T asks Ss how their lives would change if they didn't have a phone at home or if they didn't have a mobile phone. T asks Ss when they think the telephone was invented: two hundred years ago; fifty years ago; a hundred and fifty years ago? Take class feedback but do not tell Ss the answer. Answer: 1876. Tell Ss to find the answer for the next lesson or to check an encyclopaedia or the internet at the following web address:

<http://www.sln.fi.edu/franklin/inventor/bell.html>

Task A

T directs Ss to look at the photograph of the man on page 37 and elicits from Ss who the person might be. Tell Ss to look carefully at the picture for clues. T can ask Ss if they know who invented the telephone.

ANSWER

Alexander Graham Bell was born in 1847 in Edinburgh, Scotland but went to live in Canada in 1870. Tell Ss that the American government does not agree that Bell invented the phone and have said that a man called Antonio Meucci invented the phone.

T leads a short discussion on why the American government might say that Bell did not invent the telephone. T could ask Ss to check this fact by asking a science teacher or by looking on the internet on sites which mention the name of Alexander Graham Bell, and report back to the class in the next lesson.

T elicits from Ss what they know about Alexander Graham Bell. T asks Ss: "*Where was Bell from? In which period did he live? What was happening in Greece at the time Bell invented the phone?*"

Alexander Graham Bell was born on March 3, 1847 in Edinburgh, Scotland. In 1870, Bell and his family moved to Canada.

T can tell Ss that on March 7, 1876, the U.S. Patent Office allowed Bell a patent for a communication device for "transmitting vocal or other sounds telegraphically." However, in 2002, the United States House of Representatives passed a bill conferring recognition for the invention of the telephone to Antonio Meucci.

Task B p. 37

T directs Ss to the diagram. T elicits the meaning of each of the parts of the telephone system in the diagram. T leads class discussion on the physics of how a phone works.

T can explain to Ss that telephone microphone have been as simple as carbon granules compressed between two thin metal plates. T explains that carbon (a substance like graphite or a form of coal). T tells Ss to ask their physics teacher to explain what 'carbon' is). T can explain to Ss that when we speak into the microphone on the phone sound waves from the voice compress (press hard together to become smaller) and decompress (release pressure on) the granules, (small pieces of something) changing the resistance (the degree of electricity that can be stopped passing through) of the granules and modulating (changing the strength of) the current flowing through the microphone. T can explain to Ss that if they wanted to make a simple phone system in their house, all they need is a simple carbon granule microphone. All it does is modulate the current (letting more or less current through depending on how the sound waves compress and relax the granules), and the speaker at the other end "plays" that modulated signal.

ANSWER

The diagram shows how a telephone works.

T asks class how many of them have a mobile phone; how many of them have access to internet? How many of them have used the internet? T takes a show of hands from the class. T elicits from Ss what is the connection between Bell and the internet. T points out to Ss that their ability to access information on-line relies upon telecommunications technology. T explains to Ss that it was Bell's "electrical speech machine" which made it possible for the world to have the Information Superhighway. T writes the term '*information superhighway*' on the B/B and asks Ss what '*a highway*' is. [Answer: a big road which is usually very straight which allows traffic to go very fast.] Then ask Ss how the internet can be like an 'information highway'. T tells Ss to guess what the expression means.

T tells Ss that it was not possible to build a telephone until just over 140 years ago. T asks Ss why they think we didn't have phones before then. Answer: We did not have electricity. T asks Ss what other modern day inventions could not exist without electricity. T allows a few minutes for Ss to brainstorm their ideas and then take class feedback.

T elicits from Ss other methods of transferring information which exist for us to learn about our world. T encourages Ss to think of the various forms of mass media: newspapers, cinema, television, the internet. T asks class which forms they use to get new information and which forms their parents use. T asks Ss what other uses of the media exist apart from getting information. T can encourage brief class discussion on the benefits of the different kinds of media. For example, the different forms of media provide us with information, education, entertainment, like music, films, and ways to communicate with each other. T can explain that people use the internet for 'networking'. T can write 'network' on the B/B and ask Ss to guess what the word means.

Task C p. 37

ANSWER

The sequence is: b e c d a

T can tell Ss that they can find out more about how telephones work at the web address: <http://www.electronics.howstuffworks.com/telephone1.htm>

In the past, some people used flags with different shapes and colours to represent different letters of the Roman alphabet and today, we still have the international flag code. There is also the Morse Code that was used in ships and semaphore signalling. T asks Ss what they know about these different means of communication and tells Ss to try to find out how each system communicates ideas and messages. For example: the Morse code is a system of dots and dashes.

T directs Ss to the title of the Unit and asks Ss what they think 'Click-on-line' means. T elicits from Ss what they think the subject of the text will be about. T asks Ss: "*What is the connection between telephones and 'click-on-line'?*"

T elicits from Ss different means of mass communication. T asks Ss if they think mass communication has increased in Greece in recent years. T asks Ss to justify their answers. (see Georgia's data and graph) source: Attica Publications.

T asks class if they know how a telephone works. Take class feedback. Ask volunteer Ss to use the diagram on page 37 to describe the speaking and hearing process to the class. Ask class to judge how effective the description was.

Extension:

As an extra writing activity at home, Ss could write a description of the process of how a telephone works.

T directs Ss to look for further information about telephone development at the web address <http://www.privateline.com/TelephoneHistory/History1.htm>

Lesson 1

T tells Ss to look at the different pictures on page 38 and elicits from Ss what the different gadgets and devices have in common. T writes the words gadgets, devices on the B/B and explains to Ss that we use these words when we talk about something is mechanical or operates with electric.

ANSWER

They are all ways of communicating information (means of communication).

T can ask Ss: '*Have you used any of these gadgets recently?*' T takes feedback and does a quick survey with a show of hands. T reports back to class which gadget is the most popular. T elicits from class why they believe this gadget is the most frequently used. T asks class which member of their family uses the different gadgets to get or give information. T asks Ss what benefits there are of using the different gadgets. T asks Ss to name each device or gadget.

ANSWER - p. 38

- | | | |
|------------------|-----------------------|----------------|
| 1. eyeBeam Phone | 2. video mobile phone | 3. Fax machine |
| 4. Computer | 5. Newspapers | 6. TV screen |

T asks Ss how many of them read magazines or newspapers or comics each week.

T asks Ss if they think the print media as a means of communication to find out information is more or less important today than in the past. Ask Ss to justify their answers.

A. T directs Ss to the questions a-e and leads a class discussion on each question.

T asks Ss to justify their answers for a-e.

B. T asks Ss if they feel that people use their mobile phones too often. Ask Ss, for example: *‘Should young people have their mobile phones at school? Should people who drive not use mobile phones? Should people turn off their mobile phones in public places like cafeterias, buses, metro, trains? Why? Why not?’* T leads class discussion on these questions.

T tells Ss to imagine that their parents have decided that they spend too much time on technological gadgets and so they have told their children that they can choose only one gadget. T takes a show of hands for each gadget and then leads a class discussion on the gadget the Ss feel they could or could not live without.

C. T elicits from Ss if they think TV and internet are useful to learn things. Ask Ss if they have used the internet or watched anything educational on TV recently. Ask Ss what they have learned from the TV or the internet recently. T could ask: *‘Have any of you learned anything new from the TV or the internet recently? What did you learn?’*

D. T asks class how many Ss have used the internet this past week. Take a show of hands. T asks Ss what they have used the internet for recently. T writes the uses and numbers beside each use on B/B. T asks Ss if life was easier or more difficult for people to communicate and learn things before the internet. T asks Ss to justify their answers. T asks Ss if they think life was better or the same without the internet. T encourages class discussion on the value of the internet and the impact it has made in our lives today.

E. T asks Ss if they think there are any dangers of young people using the internet. T leads a brief class discussion on the possible dangers for young people and the internet. T directs Ss to look at the newspaper headlines. T asks Ss to read the headlines and try to guess what the article under each headline is about. T may need to explain to Ss that Bebo (pronounced "Bee-bo") is a social networking website. T can read out the following information about the BeBo site as it contains examples of the Present Perfect Simple and Continuous.

*The site was designed to allow friends to communicate in various ways. It **has developed** into an online community where users can post pictures, write blogs and send messages to one another, and is similar in format to MySpace, hi5.com, Xanga and Yahoo! 360. The site has been increasing in popularity, with over 22,000,000 registered members. It is estimated that about 5 people register every second.*

T explains the word *‘blogs’*. Blogs often provide commentary or news on a particular subject, such as food, politics, or local news; some function as more personal online diaries. A typical blog combines text, images, and links to other blogs, web pages, and other media related to its topic. The ability for readers to leave comments in an inter-

active format is an important part of many blogs. Most blogs are primarily textual although some focus on photographs (photoblog), sketchblog, videos (vlog), or audio (podcasting), and are part of a wider network of social media.

The term "blog" is derived from "**Web log**." "Blog" can also be used as a verb, meaning to maintain or add content to a blog.

Source: <http://www.en.wikipedia.org/wiki/Blog>

- a) T writes the word 'alert' on B/B and elicits or explains the meaning. It means 'to be careful or aware of something'.

T elicits from Ss why schoolgirls might need to be careful about using a networking site. T asks Ss what kind of information they think they should not tell a stranger on the internet. T asks Ss to justify their answers. T leads class discussion on the dangers and problems of giving personal information over the internet.

SUGGESTED ANSWERS

- i) the person you give the information may be not be a good person ii) the person may try to find out where you live and find you iii) the person may be a criminal and ask you questions for a bad purpose.
- b) T asks Ss in pairs to list the kinds of things they never do if they go into a chat room or blog. T tells Ss to think of different things young people could do to make sure that they are safe when they go into a chat room or give information in a blog.

T can elicit from Ss what kinds of tips might be useful for people who go into chat rooms. T asks Ss "*Have any of you ever been in a chat room?*" T encourages Ss to report their experiences to the class.

E. p. 38

- a) Alert over schoolgirls' use of Bebo

The head teacher of a Kent girls' school has written a letter to parents raising concerns about pupils' use of the teenage networking website, Bebo. Tunbridge Wells Girls' Grammar has banned the site but children can still log on at home.

- b) Safety tips for networking

1. Tell your parents when you are on-line
2. Post your family's e-mail address, not your own
3. Do not give out your home address
4. Do not use your real name
5. Never agree to meet anyone without telling your parents
6. Don't reply to strange e-mails
7. Don't send photographs of yourself
8. Stop right away if you read something upsetting

Listening

Internet use

Task 1 p. 39

A. T directs Ss to the pictures of the seven people and asks Ss what they see in each picture. T asks Ss if any of the pictures show how they use the internet. Take class feedback and lead short discussion on the ways Ss use the internet. T explains to Ss that they are going to listen to seven short dialogues with people talking about how they use the internet. T tells Ss to listen to match the person in the picture to the internet use. Check answers as a class.

ANSWERS

1. office employee; e-banking (9)
2. man in mid-20's chat room (3)
3. young boy playing games (1)
4. housewife shopping (5)
5. a 7 year old child looking up info on mythology (8)
6. girl of 18 downloading music (2)
7. businessman writing e-mail (4)

B. T tells Ss that the recording does not include two of the people. T tells Ss to listen to find out which two people the recording does not include.

ANSWER

The recording does not include the people in pictures 6 and 7.

Recording script

1. Office employee
I have been really happy with my internet connection as it lets me sort out my bills on-line. I can check how much I have spent each month and I don't even need to go to the bank. I have a dial-up connection as I don't need to be on-line all the time.
2. Sure, this is a good way to socialize and meet people but you need to be careful what information you give out. I never give my real name or telephone number and we only really meet on cyber-space.
3. We have ADSL with 24 hour on-line connection and so I can download all the games I want very quickly. Of course, my mum complains that I spend too much time playing and not enough studying. Maybe she is right as I have been spending a lot of time recently on the net.
4. At first, I thought it was a bit dodgy and didn't like to risk buying things with my credit card. But now, I use it for all the things I need. Sure, I don't buy food and things like that, but for other things, it's brilliant.

5. Mum says I can use it but only to find stuff for school homework. Of course, I also like to look at the cartoons and sometimes I play games.
6. With the price of CDs nowadays, this is just great to get all the music I want free. There is the fear that you might get a virus with these programs though so I am bit careful what I download.
7. At the start I stuck with using a pen and paper, but since my secretary showed me how easy it is, I have been using it all the time for all my correspondence to different people all over the world.

Task 2

Pre-reading - internet use p. 39

A. T refers Ss to the data on the B/B for internet use of class members. T explains to Ss that they are going to look at some data about the internet use in the whole of Greece. Tell Ss to look at the class data on the B/B and compare the data for the whole country to find out if the internet behaviour of their class is similar to the whole country. If there are big differences, T leads a short class discussion on the reasons why the class data is different.

SUGGESTED ANSWERS

The Ss in this class may prefer to read more than use computers and the internet. The Ss in this class may not have access to the internet.

T directs Ss to the bar chart and legend on page 39. T elicits from Ss what the bar chart represents. T elicits from Ss what each bar represents. T asks Ss: “*What is the internet used most for in Greece according to the chart?*”

ANSWER - p. 39

fun and play

T asks Ss if they have used the internet for any of the activities shown on the bar chart, or if they have used the internet for anything else.

T explains to Ss that they have to match the activities to the internet uses shown on the bar chart. T goes through the list of activities and checks that Ss understand all the vocabulary. T directs Ss to the model dialogue A and B and instructs Ss to use this language in their discussion of the uses of the internet in Greece. T directs Ss to work in pairs to complete the task.

T tells Ss that there is also a serious mathematical mistake in the data. T can challenge the Ss to see who can find the mathematic error.

B. ANSWER - p. 39

The percentages add up to 105. T could use this error to remind Ss that the data in a statistical chart must always add up to 100% only.

Reading:

The Bug Spreads p. 40

A. T directs Ss to the title of the text. T elicits from Ss the meaning of the word *'bug'* when we talk about computers. T explains to Ss that *'bug'* is a synonymous word for *'virus'*; if someone has a cold they might say *'I have a bug of some kind'*, but when we say someone has got **the** *'bug'* it can also mean that someone has become fanatical about doing something that s/he likes doing. T elicits from Ss if they think *'the bug'* in this text will mean a *'virus'* or not. T asks Ss if any of them have the bug for any hobby or interest. Take class feedback.

T tells Ss that they are going to read a text about internet use in Ireland. T asks Ss if they think people use the internet for the same purposes in Ireland as they do in Greece, or if they think the text will show different uses.

T elicits from Ss if they know where Ireland is and what they know about Ireland. T could ask Ss to locate Ireland on the map of the world in the Appendix. T could explain that there are similarities between Ireland and Greece. One major similarity is that the people of both countries lived under the rule of a foreign power for hundreds of years: Greece lived under Turkish rule from 1453 until the declaration of Independence in 1821. Ireland lived under British from 1171 when King Henry II of England declared himself 'Lord of Ireland'. After 750 years of English rule, most of Ireland became the Irish Free State in 1922. In 1937 Ireland (Eire) declared itself to be a 'sovereign independent state'. In 1949 Ireland broke away from British rule completely but English remains the language that almost everyone speaks. The national language of Ireland is Gaelic but very few people speak the native language nowadays.

T could tell Ss to ask their history teacher to help them with more information about Ireland. Or, direct Ss to the web site:

<http://www.pages.britishlibrary.net/empirehist/history.htm>

T tells Ss to look at the pie graphs. T asks Ss what each section of the pie graphs represent. T asks Ss which pie chart they think is the most accurate description of the way people use the internet according to what they know about internet use in Greece. T tells Ss that they are going to read the text and see which pie chart matches the information given about uses of the internet in Ireland. T tells Ss to read through the text quickly and to focus on the numbers and percentages only. T tells Ss not to focus on the general meaning of the text. T checks the answers as a class.

B. ANSWER - p. 40

The correct pie chart is B. T elicits from Ss their reasons why B is the correct pie chart.

If a computer is available, T can allow Ss to check the pie chart by inserting the data into the Excel programme. Or, if Ss have access to a computer at home, T tells Ss to check the pie chart for homework.

As an additional activity T could focus briefly on the use of the definite article (**the**) and indefinite article (**a/ an**). T writes the following sentences on the B/B and elicits from Ss the difference between *'the'* and *'a'*: I want **the** red shirt. / I want **a** red shirt. T takes class feedback and elicits from Ss further sentences to show the difference.

T could raise Ss awareness of **metaphoric use** of language using **'the'** and **'a'** by writing the following pairs of phrases on the B/B. T elicits the difference in meaning between each pair of phrases:

1. in the way/ in a way; 2. at the moment / in a moment; 3. at the time / at a time
4. in the world / in a world of his own; 5 the other day/ twice a day.

T asks Ss to guess what the difference in meaning between each pair of expressions is. Take class feedback and discuss the differences in meaning of each pair.

SUGGESTED ANSWERS

- a. *'in the way'* means causing a barrier or obstruction; *'in a way'* means kind of or like that what the person is speaking about.
- b. *'at the moment'* means right now as I speak; *'in a moment'* means very soon after I have finished speaking.
- c. *'at the time'* means the time when something happens or happened; *'one at a time'* means each time.
- d. *'in the world'* means from all over the world; *'in a world of his own'* means someone is in a fantasy world and not paying attention to reality.
- e. *'the other day'* means some days ago; *'twice a day'* means two times each day (the number can be any number)

Grammar p. 40

T directs Ss to the text and asks them to find the words: **'since'** and **'for'** in italics to notice how they are used. T tells Ss to complete the rules and then checks as a class.

Task 2 - Comprehension p. 41

A. T tells Ss to read the sentences A-E on page 41 and put the missing sentences A-E into the correct spaces 1-5. T checks that Ss understand the vocabulary in each sentence. T tells Ss to read through the text again carefully and to match the missing sentences to the right part of the text. T tells Ss to look carefully. T should explain to Ss that the sentences in a text fit together because of grammar, syntax and meaning. T tells Ss to work in pairs to find the correct answers. T checks the answers as a class and elicits from Ss the reasons for their answers. T cross-checks the reasons for each answer with the class.

ANSWERS

- 1 - E The following sentence explains the *'other things'*.
- 2 - C It gives synonymous words for communication and information.
- 3 - D The link is to the following sentence which gives examples of information.

- 4 - B The answer is found in the pronoun 'these' which refers to people using it for business.
- 5 - A The link is semantic as it connects 'buying things in this way', 'this purpose' and 'shopping'.
- B. T leads a discussion on what the Ss think about the uses of the internet in Ireland. T encourages Ss to share their knowledge about internet use in Greece and how it compares to that in Ireland.

Task 3 - Negative aspects of internet use p. 41

- A. T asks class if they feel the internet has any negative uses. T tells Ss in pairs, to write down two negative uses of the internet. T takes class feedback and leads short class discussion on Ss opinions. To help Ss, T could ask questions like: *Do you think it is a good idea for young people to use the internet without their parents knowing what sites they are going to? Would it be a good idea to start talking to a stranger in a quiet lonely street? Why? Why not? What kind of problems could a young person have if a stranger started talking to them in a park with no one around?*
- B. T directs Ss to newspaper headlines. T elicits what Ss know about the following:
 - chain e-mails - spam - chat rooms

T elicits or explains what each of the following is: *chain e-mails, spam, chat rooms.*

Chain e-mails are e-mail messages which people send and tell the person who has received them that they must pass it on to several other people or they will have bad luck. T explains to Ss that this is a load of rubbish and that they should just ignore these e-mails.

Spam is the e-mail people receive from companies which advertise different products. T can explain to Ss that it is a good idea to have a strong filter on their computer to prevent spam mail coming to their computer as spam mail often carries viruses and bugs which can harm their computers.

Chat rooms are sites where people can enter and become involved in conversations with many other people. T should elicit from Ss the different potential risks of starting conversations with someone from another part of the country or the world.

T encourages Ss to think of the problems linked to each use of the internet.

Task 4 - Speaking p. 41

T directs Ss to the three pictures. T tells Ss that the three headlines were written by each of these people. T elicits from Ss who they think wrote each headline.

ANSWERS

- 1- Reporter - chain e-mails
- 2- 18 year-old young man - spam
- 3- Teenage girl - dangerous rooms

Lesson 2

Listening

Task 1 p. 42

Tell Ss that they are going to listen to a recording of a telephone conversation between two women. T asks Ss to look at the visual on page 42. T asks Ss how the woman on the left feels. T elicits from Ss that the woman feels flustered. Once T has established that the woman is flustered, T can ask Ss why the woman might be flustered with her son. T tells Ss to look at the questions i) -iv) and to check that they understand what each one asks. T tells Ss to listen to the recording to find answers for the questions. T plays the recording. T checks Ss answers as a class.

ANSWERS

i) b ii) c iii) c iv) a

Task 2 p. 42

T asks Ss how they know the answer for i) is angry. T elicits from Ss which expressions the woman used to show her anger and her feelings about her son's behaviour. T tells Ss that they are going to listen to the recording again and that this time they should tick each expression they hear the woman is using. T plays the recording again. T checks the answers as a class.

Recording script

- A: Oh hello Rose, how have you been?
 B: Hi Annie, actually I haven't been very well recently. I am really fed up!
 A: Oh why is that?
 B: It's James; he has been driving me crazy recently.
 A: What do you mean?
 B: Well, he has been coming home from school each day and going straight to his room.
 A: So? What's so wrong with that?
 B: He hasn't been doing his homework for the past week, and his teachers have told me his marks aren't very good.
 A: Oh! I see!
 B: It's the computer. It makes my blood boil! Recently, he has been playing on it every day and I have had enough! He hasn't been doing a stroke of work for school.
 A: Have you spoken to him about it?
 B: Yes, I have been trying all week but he doesn't listen.
 A: Has Bill tried?

- B: Yes, but he hasn't been successful either. James just tells us to go away!
And when I hear this, I just see red!
- A: Hm! So, what has he been doing on the computer all this time?
- B: He says, he has been looking for information for school.
- A: Then, what's the problem?
- B: I told you, his teachers have said that he hasn't been doing ANY homework.
- A: Oh dear!

Task 2 p. 42

T points out to Ss that they only need to listen for expressions which show how Rose feels. Tell Ss that there are only 5 expressions which talk about her feelings.

ANSWERS

a b e f h

Speaking

Speak your mind

Task 1 p. 42

T tells Ss to look at the sketches 1-5. T elicits from Ss if they ever do any of these things. T tells Ss in pairs to discuss how their parents react whenever they do the things in the sketches. T tells Ss to use the expressions from the listening in Task 2 of the listening.

Task 2 p. 42

T asks Ss: *'What kinds of things have you done recently which upset your parents?'*
T leads short class discussion on why parents get upset with kids. T tells Ss to discuss why their parents get angry or upset with them. T tells Ss to try to include the expressions of feelings from the listening.

Grammar p. 43

T should point out to Ss the differences between the **Present Perfect Simple** and the **Present Perfect Continuous**. T points out to Ss that the *Continuous* is only used with ACTION verbs. T tells Ss that another important difference is that we use the *Simple Perfect* forms to talk about something that is finished, and that we use the *Continuous* form when we want to talk about how long something happened.

T can write the following example on the B/B to demonstrate the difference.

'Joe has been reading all morning. He has read ten chapters so far and he has another three to go.'

T can elicit from Ss that Joe has not completed the book yet. But, he has completed 10 chapters of the book.

Task 1 p. 43

- A. T directs Ss to pictures A and B. T elicits from Ss what they can see in each picture. T elicits from Ss what hobby the girl has. T elicits from Ss why they think the girls' hair is wet in picture A. Then T elicits from Ss what the cup on the girl's shelf is a prize for.
- i) the girl has been swimming
 - ii) the girl has won a cup for swimming
- B. T elicits from Ss what they think 'continuous' means. T elicits from Ss why 'she has been swimming' is Present Perfect Continuous? T explains to Ss that the results of the action in the past are clear to see now in the Present.
- The answers for B are: Present Perfect Simple: She has won a cup.
Present Perfect Continuous: She has been swimming.
- C. T tells Ss to look at the sentences in C. T elicits which sentence describes an activity that might still be continuing or that we can see the result in the present as we speak.
- D. T tells Ss to use the information from A, B and C to complete the rule for the Present Perfect Continuous.
- The rule is that 'we use the Present Perfect Continuous to show the duration of an action'.
- T explains to Ss that the Present Perfect Continuous has something to do with the present time. It describes an action that started in the past and is still continuing or has just finished.
- E. T tells Ss to read the two sentences a and b and decide which one uses the Present Perfect Continuous. The answer is b.

Task 2 p. 43

T tells Ss to read the unfinished rule for the Present Perfect Continuous and complete it.

ANSWER

- i) T asks Ss to give example sentences of things that they have done this week.
- For example: They have eaten some pizza this week.
- T asks Ss to give example sentences of things that they started doing in the past and they are still doing them. For example: *They have been learning English for 3 years.*

Task 3 p. 44

T writes the following sentence on the B/B.

Jack has been playing football for the past two hours and he looks very tired.

T elicits from Ss if Jack is still playing football or not.

T directs Ss to the two pictures. T elicits from Ss the time in picture A. The time is 12.30. T elicits from Ss what the different family members are doing. T then directs Ss to picture B. T elicits the time in picture B. It is 14.00pm. T asks Ss: 'What has the man been doing for the past one and a half hours?' Ss should respond: 'He has been washing / cleaning the car'. T tells Ss to look at the two pictures and ask and answer questions like the example given.

Mini-project p. 44

- A. T tells Ss to look at the bar chart for the way people in Bulgaria use the mass media. T tells Ss to look at the chart to find comparisons between the way Bulgarian people use the mass media and the way people in Greece use the mass media. T leads class discussion on Ss ideas.
- B. T tells Ss that they are going to do a mini-project to find out about media habits in Greece. T tells Ss to ask 5 people about their media habits and to complete the chart with the numbers. For example: Ss might find that 3 people use video, 4 people read books etc. T tells Ss to write these numbers into the space on the chart. If it is possible T should tell Ss to prepare their findings in the form of a bar chart. If Ss do not have access to computers, T can tell Ss to draw a line graph to show their findings. The numbers from 1-5 can be on the vertical axis and the medium on the horizontal axis.
- C. T should encourage Ss to report their findings back to the class in the next lesson. T elicits or explains to Ss that the letters Mags on the bar chart on page 44 means 'magazines'.

Writing**Task 1 p. 45**

T tells Ss to look at the words in the box. T elicits from Ss which words express the order something is in. T tells Ss to decide in pairs which words from the box can be used to talk about the order or sequence of an event: first, then, after that, before.

T tells Ss that these words are useful when you want to give someone instructions on how to do something.

Task 2 p. 45

- A. T sets the task by telling Ss that an aunt wants to learn how to set up an e-mail account and so she writes a letter to her niece Eli for help. T tells Ss to read the aunt's letter to find out what she knows or doesn't know about computers.
- B. T tells Ss in pairs to read through the leaflet of instructions for setting up an e-mail account. Before they read, T checks that Ss understand the following words in the instructions: select, add, password. T tells Ss to underline the words in the instructions that are useful and to ignore the other words. T reminds Ss that it is not always necessary to understand all the words in a text to be able to get the information they need.

Setting Up Your E-mail

Set Up Your E-mail Account in Soft Outlook

1. In Soft Outlook, select "Tools" > "E-mail Accounts".
2. On the E-mail Accounts wizard window, select "Add a new e-mail account" and click "Next".
3. For your server type, select "POP3" and click "Next".
4. On the Internet E-mail Settings (POP3) window, enter your information as follows:

Your Name

Enter your first and last name.

E-mail Address

Enter your e-mail address.

User Name

Enter your e-mail address, again.

Password

Enter the password you set up for your e-mail account.

Incoming mail server (POP3)

Your incoming server is *mail.example.com*, where "example.com" is the name of your domain.

Outgoing mail server (SMTP)

Your outgoing server is *mail.example.com*, where "example.com" is the name of your domain.

5. Click 'OK'.
6. Click 'Next'.
7. Click 'Finish'.

Double click on the Internet Connection icon and then click "Dial" to establish a connection before you attempt to send and/or receive e-mail using Soft Outlook or Outlook Express.

- T tells Ss to imagine that an auntie of theirs want to set up an e-mail account. T tells Ss to use the words and instructions in the text on page 45 to help them write to their aunt to give her instructions how to set up her e-mail account. T tells Ss to swap their answers when they have finished and see if their partner can understand their instructions.

Lesson 3: Project

Task 1 p. 46

T tells Ss that they are going to do a survey about which media source is the most useful for doing a project. T elicits from class which media source they believe would be the most useful to find the answer to: How do young people spend their Saturday evenings? T directs Ss to the different media sources in the pie chart and encourages Ss to discuss their choices. T then tells Ss that this pie chart was prepared by a group of Ss in England who wanted to find out how young people spend their Saturday evenings. T asks Ss if they think that the findings would be the same for Greece.

Task 2 p. 46

T divides class into groups of 5. T tells each group to decide on a project title of their own. T directs Ss to the example project: How do young teenagers in Greece spend their Saturday evenings?

T tells Ss to discuss as a group which source they think would give them the most useful information. T tells Ss to read the instructions of how to do a project. T asks Ss to read through the instructions and decide as a group which order the instructions should be in. When class has completed this, T cross-checks answers with the class.

The best order would be: e, b, a, f, d, c.

Task 3 p. 46

T tells Ss that their project is to find out the sources their family and friends use to get information. Tell each group of 5 to interview 20 people each. T explains to Ss that this will mean that each group will end up with 100 people altogether. T tells Ss to compile their data by using the Excel program to create a graph. Then each group reports back to the class to compare their findings.

Self-evaluation - UNIT 4

T explains to Ss that the purpose of the self-assessment is for the Ss to find out for themselves what they have learned. T explains to Ss that each activity has a specific number of points and that the total is 20. T tells Ss they can measure how much they know by adding up their scores out of a total of 20 points.

Activity A p. 47

- A. The person has been painting
- B. The person has been watching TV
- C. The person has been listening to music
- D. The person has been using the phone a lot

Activity B p. 47

- i) fed ii) driving iii) boil iv) had v) sees

Activity C p. 47

- a) he sees red / Tony's blood boils
 b) it's been driving her crazy (it has been)
 c) I get fed up
 d) it makes his blood boil
 e) she has had enough

Activity D p. 47

- 1) of 2) in 3) in 4) to 5) in / of 6) in

Activity E p. 48

- a) have known ... since d) have they been trying
 b) have been using ... for e) has been thinking ... for
 c) has had ... for f) have you downloaded ... since

T directs Ss to the assessment boxes. T tells Ss to read through the statements and put a tick in the box that they think shows how well they know how to do each of the things in the list. T can take class feedback or go around the class to check what Ss have ticked and use the Ss answers to decide if the Ss need to do further work on any of the areas covered.

Workbook - UNIT 4**Activity 1 p. 34**

- | | | |
|----------------|-------------------------|--------------------|
| 1. have become | 5. have been monitoring | 9. has said |
| 2. has written | 6. have realised | 10. have contacted |
| 3. have signed | 7. have put | |
| 4. have felt | 8. has given | |

Activity 2 p. 35

- | | | | | |
|------------|-------------|------------|---------------|----------------|
| 1. media | 2. rapidly | 3. tripled | 4. pastimes | 5. common |
| 6. connect | 7. download | 8. gadgets | 9. revolution | 10. influenced |

Activity 3 -Idioms p. 35

- | | |
|---------------------------|---------------------------|
| a) I am fed up | b) I see red |
| c) I have had enough | d) It is driving me crazy |
| e) It makes my blood boil | |

Activity 4 p. 36

- | | | |
|------------------------|--------------------|------------------|
| 1. in causing problems | 3. in the internet | 5. in the number |
| 2. of using | 4. to the web | 6. of technology |

Activity 5 p. 36

- | | | |
|------------------------|------------------------------|-----------------|
| 1. have had | 3. has been working here for | 5. has not read |
| 2. have known John for | 4. has been living in Greece | |

Activity 6 p. 37

- i) she has been reading a book about electronics
- ii) she has been writing an e-mail
- iii) she has been listening to music
- iv) she has been drawing a picture
- v) she has been making plans

Activity 7 - Collocations p. 37

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

Activity 8 Verb+ noun collocations p. 38

- | | | | | | | | | | |
|------|------|------|------|------|------|------|------|------|-------|
| 1. k | 2. j | 3. b | 4. e | 5. a | 6. i | 7. c | 8. g | 9. f | 10. d |
|------|------|------|------|------|------|------|------|------|-------|

Activity 9

T can explain to Ss that this is a real e-mail taken from an internet blog between two English speaking friends. T could exploit the poor level of expression in the e-mail and lead class discussion on the difference between written and spoken language. T could elicit from Ss if the e-mail sounds like written or spoken language.

Answer with correct punctuation.

Hey Maria! What's up?

It's been going pretty good with me and what not. I have been working and hanging out with friends.

Also, I've been trying to get myself a part-time job but I haven't been successful so far. I have applied to different places but haven't heard anything yet. I have been looking for about a month now and I still haven't had any word. But besides that, I haven't been up to much.

How about you? How's the boyfriend and the work going?

It was nice hearing from you, Maria.

Take it easy!

Activity 10 p. 39

- | | | | | | |
|------|------|------|------|------|-------|
| 1. c | 2. g | 3. f | 4. a | 5. b | 6. d. |
|------|------|------|------|------|-------|
- mouse is not mentioned in the text.

Activity 11 p. 40

- a. inventions b. influence c. chat d. access e. survey f. attitude
g. belief h. period i. events j. media

Activity 12 A - compound nouns p. 40

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

Activity 12 B p. 40

1. password 2. e-mail 3. network 4. website 5. newspaper 6. headlines

Activity 13 p. 41**Notes for reading text**

T directs Ss to the questions underneath the text. T tells Ss to read in order to find the answers to the questions in the first task. Take class feedback and check the answers as a class.

ANSWERS

- a) newspapers; cinema, television, telephone, internet.
b) Yes, it has.
c) She thinks it is useful
d) To build personal pages and to communicate with friends

Activity 14 p. 41

- E C D A B

Additional activity if time allows:

Acronym Game

Find the acronym for the following items, then compare your answers with your partner. Who knows the most?

- a) Compact Disc Read Only Memory (CD-ROM)
b) Modulator-Demodulator (Modem)
c) Very High Frequency (VHF)
d) Liquid Crystal Display (LCD)
e) Frequency Modulation (FM)
f) Central Processing Unit (CPU)
g) Light Application by the Stimulated Emission of Radiation (Laser)
h) Personal Identification Number (PIN)
i) Personal Computer (PC)
j) (MP3 Player)
k) World Wide Web (www)
l) Internet Service Provider (ISP)
m) Local Area Network (LAN)
n) Bytes per second (bps)

It's Your Choice - Student's Book

Task 1

A. T. directs Ss to look at the picture of the people standing / looking at the glass case. T. elicits from class what they see in the glass case (the electronic gadget in the glass case is a new type of cell-phone).

B. T should encourage Ss to think of the different ways people use their mobile phones. T. instructs Ss to make a list of the uses of cell-phones and then to compare their list with their partner. T. instructs Ss to complete the table with the use of the mobile phone in the different places in the table.

C. T. directs Ss to the table with different uses of the mobile phone. Some of the uses are incorrect behaviour. T. should elicit from Ss why some of these are considered as incorrect social behaviour. T. can lead a class discussion on correct phone behaviour.

D. T. directs Ss to read the extract from the BBC News site on technological gadgets to find out if the writer is in favour or against technological gadgets.

ANSWER

the writer believes the cell-phone is useful for some things but not totally good.

Reading

A. SUGGESTED ANSWERS

a) T b) F c) T d) F e) F

B. ANSWERS

1-b 2-c 3-a 4-b

Writing

Task 1

A.

Aunt Nora has a problem with setting up her e-mail.

T. explains to Ss that Eli's aunt has sent her a letter to ask her how to set up an e-mail account. T explains that the steps for setting up the account are given and that the class has to read the instructions and re-write them in a way that Aunt Nora can understand.

B.

SUGGESTED ANSWER

Dear Aunt Nora,

To set up your e-mail account, first, you need to go on-line and open an e-mail account. Then, select 'Tools'. After that, find

It's Your Choice - Workbook

Activity 1

1. have become
2. has written
3. have signed
4. have felt
5. have been monitoring
6. have realized
7. have put
8. has given
9. has said
10. have been contacting

Activity 2

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

Activity 3

1. has been reading a book
2. has been writing e-mails
3. has been listening to music
4. has been drawing a picture
5. has been making a list of plans

Activity 4

1. password
2. e-mail
3. network
4. website
5. pastime
6. newspaper
7. headlines

Activity 5

1. F 2. F 3. T 4. F

UNIT 5 - THE MYTHS WE LIVE BY - p. 49

Cover page

T introduces the Unit by eliciting from Ss what they understand by the word 'myth'. Take class feedback and then ask the class if they agree or disagree with the definition on page 49. T writes the following words on B/B and elicits meanings from class by putting each of the words into a simple sentence and context: **revenge, suffering, caring, greed, jealousy, love, respect**. T asks Ss what these words have to do with mythology. Suggested answers: They are all to do with human characteristics and qualities. The characters in mythology all had certain human strengths and weaknesses. T elicits from Ss why they think stories about Gods and Goddesses also talk about their strengths and weaknesses.

SUGGESTED ANSWER

To help human beings understand their own lives; the problems they face and how they can deal with them.

T can explain to Ss that the Greek gods were created by man to explain the world around them, act as a means of exploration, provide legitimacy and authority to ancient Greek aristocracy, and provide entertainment for the masses. The religion of the ancient Greeks did not have a single source of written scripture such as the Bible or the Qur'an. Furthermore, the ancient Greeks did not believe in absolute truth as practiced by modern faiths such as Christianity and Judaism. Generally, a Greek city-state would devote itself to a particular god or a set of gods and, depending on the location of the city-state, the characteristics of the gods could vary widely. Many city-states erected temples to their particular gods, and these gods were honoured in festivals and animal sacrifices. The ancient Greek gods normally took on human form and lived in a society similar to human society. They exhibited all the emotions of human beings and frequently intervened in human history. The most significant difference between the Greek gods and humans was that the gods were immortal and could never die, and human beings were not. For more info at: <http://www.allabouthistory.org/greek-gods.htm>

T explains to Ss that *a myth* is a term commonly used to describe ideas and tales that are widely accepted as being untrue. Usually, and especially in the distant past, a myth usually referred to a supernatural story involving gods, spirits, the origin of the world, but sometimes myth and reality cross over and it is difficult to say how much of the myth is true. T can elicit from Ss if the story about Heracles was completely true or not. T elicits from Ss what they know about Heracles. T elicits from Ss any other stories that they have heard which are part history and part mythology. Take class feedback and discuss possible reasons why the myth and historical story get mixed up so much that we don't know how much is myth and how much is fact.

SUGGESTED ANSWER

Myth and history become mixed up as the myth is a story which has been handed down by word of mouth. It is like a rumour that gets built up into a story that people repeat so often that they think it is true. There are different parts of the myth that refer to real characters or real situations or places and this creates the idea that it is true. For example, in England, we have the story of Robin Hood from Nottingham who robbed the rich to help the poor. He fought against the wicked king to help the ordinary people. In fact, history shows that there was someone who fits this description.

Or, in Greece, when Homer wrote about Paris, Hector, Achilles, Helen, Agamemnon and others in the *Iliad*, did they really exist, and was there a place called Troy? T can set the task for Ss to find out from other teachers or parents how much of Homer's story is fact and how much is myth. T can explain to Ss that the extent of the historical basis of the *Iliad* has been debated for some time, and recent discoveries have fuelled more discussion. The events described in Homer's *Iliad*, even if based on historical events that preceded its composition by some 450 years, will never be completely identifiable with historical or archaeological facts, even if there was a Bronze Age city on the site now called Troy, and even if that city was destroyed by fire or war at about the same time as the time postulated for the Trojan War.

It is not really possible to say how much historical knowledge is present in Homer. The story of the *Iliad* is not an account of the war, but a tale of the psychology, the revenge and death of individual heroes that assumes common knowledge of the Trojan War to create a backdrop. Nobody really assumes that the individual events in the tale (many of which centrally involve divine intervention) are historical fact.

http://www.en.wikipedia.org/wiki/Historicity_of_the_Iliad

T directs Ss to the title of the Unit and asks class what myths they have heard of or know about. T takes show of hands to determine the most well-known myth. T asks one of the class members to report the most well-known myth in the class. T tells class to listen and add details where necessary. T asks Ss *'What purpose did the myths have in the past?'*

Myths helped people make some sense of the world they lived in; they helped people explain:

Personal problems: suffering, death, bad luck, loss, expectations;

Human qualities: respect, caring, greed, jealousy, anger, fear;

Natural phenomena: to understand issues like nature, bad weather, day and night, the seasons, the stars and planets, eclipses, floods, drought, disaster.

Then, T asks Ss which gods, goddesses, heroes or heroines they know of. Take class feedback and write responses on B/B. T asks class what kind of information would be helpful to know about each of these characters if you wanted to write a biography of one of them.

SUGGESTED ANSWERS

Where does the character come from?

What are the superhuman qualities, strengths or talents they possess?

What strange or unusual personality weaknesses do they have?

What is the area of influence they have over people?

T explains the concept of **Urban Myths** which are similar to the legends of older times. T explains to Ss that urban myths or legends also concern unexplained phenomena, like ghosts or the supernatural. T tells Ss that most urban legends are explained as stories, with plots and characters. The compelling nature of the story and its elements of mystery, horror, fear, or humour are part of what makes the tales so attractive. Many of these legends are presented as warnings or cautionary tales. While such "facts" may not have the narrative elements of traditional legend, they are passed from person to person and generally have the elements of horror, humour or caution found in legends. Other myths are everyday stories that people believe to be true because they have heard them from friends or relatives or people they knew.

T asks Ss if they know of any stories that they have heard which they are not 100% sure they are true or not. Take class feedback and discuss some of the stories suggested by Ss.

Extra task

T writes the following on B/B and asks Ss if these are myths or facts.

- a) Atlantis existed as a place (myth)
- b) Chocolate is toxic to dogs and can kill them (fact)
- c) Elephants are afraid of mice (myth)
- d) People at the beach are more likely to be struck by lightning than being attacked by a shark (fact)
- e) Green was once considered an unlucky colour for cars (fact)
- f) Green potatoes are poisonous (fact)

T can direct Ss to the site:

<http://www.dsc.discovery.com/fansites/mythbusters/quiz/green/green.html>

to find out the true story behind many urban myths.

A. p. 49

T directs Ss to the 3 visuals on page 49 and asks class to describe what they see.

T asks class to use any information in the picture to help them match the scenes with a different culture.

B. ANSWERS

- a) - 1 Hindu b) - 2 Viking c) - 3 Roman

D. p. 49

T asks Ss about the myths they know of. T leads class discussion about two or three of the most common myths the Ss know and asks Ss if they think that myths have any purpose or they are just simple stories to entertain.

T reads the short text with the class and then asks Ss if their ideas about the purpose of myths are similar to the ideas in the text. T asks Ss if they agree or disagree with the definition of myths. Take class feedback on Ss ideas and discuss as a class.

Lesson 1

Lead-in p. 50

- A.** T tells Ss to write down the names of the mythical characters they know. Give class 90 seconds then tell Ss to compare their list as a class to see who has written the most names. Take class feedback and check by show of hands which 2 characters are the most well known.
- B.** T tells Ss to look at the sketches of mythical characters and discuss what they know about each one. T gives Ss clues to help them guess information. For example T asks Ss:
- Which mythical character was responsible for the Oracle in Delphi?
 - Which mythical character has given the name to the Icarian Sea?
 - Which mythical character had a head with snakes coming out of it?
 - Which mythical character had the head of a lion?
 - Which mythical character opened a box with all the gifts the Gods had given to the world?

ANSWERS

- a. Pythia b. Icarus c. The Sphinx d. Medusa e. Pandora

- C.** T reads the statements aloud to the class or asks some of the students to read the statements aloud to the class. T tells Ss to match the statements to the pictures of each of the characters. T takes class feedback and asks Ss to justify their answers.

ANSWERS

- i) The Sphinx ii) Medusa iii) Pandora iv) Icarus v) Pythia

T asks Ss what kind of people might make statements like these in magazines or on television.

T tells Ss to read through the statements in C. T elicits from Ss how each statement is like what you might hear from a fortune teller. T asks Ss: *“What do you notice about the grammatical form of each of the statements?”* Direct Ss to the fact that each statement contains ***If*** and ***will***.

Grammar rules - First Conditional

T directs Ss to the *“Grammar rules”* box and reads the rules aloud to the class. T tells Ss to complete the rules by looking at the statements in C.

T elicits from Ss the form of the 1st Conditional and asks Ss to make a sentence of their own. T takes class feedback on the sentences Ss have written and then leads a brief class discussion on the meaning of the 1st Conditional in a range of their sentences. T checks with a Grammar book the use and functions of the 1st Conditional.

Task 1 p. 50

T instructs Ss to use the model sentences on page 50 to help them write a first conditional sentence of their own. Tell Ss to compare their sentences with their partner and then take class feedback to check answers as a class. T leads brief class discussion on any errors.

Task 2 p. 50

T directs Ss to the beginning of the sentences in Task 2 and instructs Ss to complete the sentences using the First Conditional form. Take class feedback and discuss Ss answers.

Task 3 - An ancient 'Fortune Teller' p. 51

T directs Ss to the picture of the Pythia and Apollo. T elicits from Ss what they think is happening. T elicits from Ss what they think Apollo is asking the Pythia. T takes class feedback. Suggested answers: Apollo wanted to know the future.

T asks Ss: *"If you wanted to know how your future will be, where do you look for information?"*

POSSIBLE ANSWER

In a magazine.

T asks Ss if they think many people actually believe fortune tellers and the horoscopes that they read in magazines. T asks Ss why they think some people believe such things. T asks Ss if they believe that someone can tell you what is going to happen in the future. Take class feedback and lead a short discussion on fortune telling. T asks Ss: *"If someone can foretell the future, why don't they help people to avoid danger and harm?"*

T asks Ss if they believe that fortune telling can have negative affects. T leads a short discussion on the negative side of fortune telling. T elicits from Ss how fortune telling can have a negative side.

SUGGESTED ANSWERS

people waste a lot of money; people believe what fortune tellers tell them and this can be dangerous. T asks Ss why they think many people believe in horoscopes and fortune tellers. T elicits from Ss how certain we can be about what we read in horoscopes or what fortune tellers might say is true and is going to happen. T can explain to Ss that fortune tellers' predictions are made on conditions of something else happening. *'If one thing happens, a second thing will happen'.*

T encourages Ss to give their opinions of the stories in the headlines.

Reading**Pre-Reading p. 51**

The focus of this section is to encourage Ss to think about historical legends that exist in other civilizations. T directs Ss to the names of the mythical characters. T asks Ss if they think that the Gods in different cultures had any common elements.

For example: T asks Ss what Demeter was the Goddess of.

ANSWER

The Goddess of the earth and fertility. T explains to Ss that many civilizations had Gods or Goddesses of the earth and fertility. T reads out the names of the four deities in the pictures and elicits from Ss what they can tell about these Gods and Goddess from the pictures. If Ss have access to computers, T tells Ss to go to the internet or to an encyclopedia to find information about these deities in other civilizations. T can set this as an out-of-class activity and ask Ss to report their findings in the next lesson.

Information on each of the deities

Demeter is the Greek earth goddess par excellence, who brings forth the fruits of the earth, particularly the various grains. She taught mankind the art of sowing and ploughing so they could end their nomadic existence. As such, Demeter was also the goddess of planned society. She was very popular with the rural population. As a fertility goddess she is sometimes identified with Rhea and Gaia.

Cybele embodies the fertile earth, a goddess of caverns and mountains, walls and fortresses, nature, wild animals (especially lions and bees)

Geb was worshipped in lower Egypt as the earth god. Geb was depicted as a bearded man with a goose on his head. He was the provider of crops and a healer. Egyptian people believed that Geb's laughter caused earthquakes.

Citlalicue, from Aztec mythology, whose name means "Serpent Skirt," was the Earth goddess of life and death. She created the stars along with her husband. Citlalicue had a horrible appearance. She was depicted as a woman wearing a skirt of snakes and a necklace of hearts torn from victims.

Lono, in Hawaiian mythology, is a fertility and music god who descended to Earth on a rainbow to marry Laka. In agricultural and planting traditions, Lono was identified with rain and food plants. He was one of the four gods (with Ku, Kane, and his twin brother Kanaloa) who existed before the world was created. Lono was also the god of peace.

Source: <http://www.windows.ucar.edu/tour/link=/mythology/planets/Earth/earth.html>

As an additional task, T could elicit from Ss the names that the Greek names that the Romans had for the following God: T writes the Greek Gods on the B/B as a list.

Greek	- Roman
Zeus	- Jupiter
Artemis	- Diana
Aphrodite	- Venus
Ares	- Mars
Nike	- Victoria
Tyche	- Fortuna

T could set the task as homework for Ss to find out three more Greek Gods and their Roman counterparts. T tells Ss to look in an encyclopaedia or on the internet at the web site: <http://www.geocities.com/athens/troy/2774/mythgods.html>

Task 1A p. 51

T directs Ss to the pictures of the mythical characters. T elicits from Ss who they think each one was, or if they can see any clues to help them decide which part of the world each character existed in.

Answers

- | | |
|--------------------------|------|
| 1. Thor - Norway | 1. a |
| 2. Perseus - Greece | 2. d |
| 3. Midas - Persia | 3. b |
| 4. Finn McCool - Ireland | 4. e |
| 5. Pandora - Greece | 5. c |
| 6. King Arthur - England | 6. f |

Task 1B

T directs Ss to look closely at each of the pictures and tells Ss to guess what they can tell about each of the mythical characters. T can make this a competition among the class members. T divides the class into six groups and assigns one character to each group. T then tells Ss in their groups to work out from the visuals as much as they can about the character. T allows three or four minutes and then takes class feedback from each of the groups to see which group has the most information. T leads Ss to associate the size, artifacts, posture of each character to help them make intelligent guesses about each character. T could set a follow up task for the next lesson by giving Ss the web addresses of the characters and telling Ss to find out as much as they can and then report back to the class.

- <http://www.en.wikipedia.org/wiki/Midas>
- <http://www.en.wikipedia.org/Thor>
- http://www.en.wikipedia.org/wiki/Fionn_mac_Cumhaill
- <http://www.en.wikipedia.org/wiki/Perseus>
- http://www.en.wikipedia.org/wiki/King_Arthur
- <http://www.en.wikipedia.org/wiki/Pandora>

Additional information

Thor is the Norse god of thunder. He is a son of Odin and Jord, and one of the most powerful gods. He is married to Sif, a fertility goddess. Thor is helped by Thialfi, his servant and the messenger of the gods. Thor was usually portrayed as a large, powerful man with a red beard and eyes of lightning. Despite his ferocious appearance, he was very popular as the protector of both gods and humans against the forces of evil.

Perseus was the son of Danae. She was the only daughter of Acrisius, King of Argos. Disappointed by his lack of male heirs, Acrisius consulted the oracle at Delphi, who warned him that although destined to remain without a son himself, he would one day be killed by his daughter's child. Danae was childless and to keep her so, he shut her up in a bronze chamber underground.

Midas was king of Phrygia in the late eighth century BC; he could transform everything he touched to gold.

Pandora, in Greek mythology, was the first woman, fashioned by Zeus as part of the punishment of mankind for Prometheus' theft of the secret of fire. According to the myth, Pandora opened a container releasing all the miseries of mankind-greed, vanity, slander, envy, pining-leaving only hope inside.

Finn McCool was a mythical hunter-warrior of Irish mythology.

King Arthur if he existed, his power base would probably have been in the Wales, Cornwall, Northern England and Southern Scotland.

Task 2 p. 52

Match the statements to the relevant characters on page 51. T tells Ss to read the statements and to guess in pairs who each statement refers to. T takes class feedback and asks Ss to justify their answers.

Answers:

- | | | |
|------------------|-------------------|--------------|
| a) - Pandora | b) - Midas | c) - Thor |
| d) - King Arthur | e) - Finn Mc Cool | f) - Perseus |

T tells Ss that they can check their answers when they read the texts on each character.

Task 3 p. 52

- A.** T directs Ss again to the statements in Task 2. T tells Ss to underline the 'if' clause and also the 'main verb' clause. T elicits from Ss what tense follows the 'if' clause. The verb is in the Past Tense. T elicits from Ss what they notice about the verb form in the main clause. The verb form is '**would + infinitive**'.
- B.** T elicits from class if the statements refer to real or unreal situations. T leads short class discussion on the meaning of 'unreal' situations. T asks Ss how the following example refers to an 'unreal' situation: 'If I were you, I would visit the museum'. T discusses the example with Ss and asks class to think of their own statement and write it down in their notebooks. T takes class feedback on Ss statements and compares answers as a class.

Grammar rules p. 52

T directs Ss to the box with grammar rules for the second conditional. T tells Ss to read through rule 1 and complete the rule by looking at the statements on page 52 Task 2. T tells Ss to complete rule 2.

ANSWER

- | | |
|----------------|---|
| Rule 1: | The verb in the If clause is always in the Simple PAST tense
The verb in the main clause is WOULD + infinitive . |
| Rule 2: | We use the 2nd Conditional to talk about a situation that is UNREAL |

T explains to Ss that we ALWAYS use a modal when talking about a situation that does not exist.

For example: *If I were like Heracles, I would rule the world.*

Extension

As an additional task to reinforce the concept, T could elicit from class the kind of problems young people might have in their lives. T writes six of these on the left hand side of the B/B. T elicits from class solutions to these problems. T explains to class that you are going to divide them into two groups. One group has a problem and the other group gives advice.

1. Divide the class into two groups: *'problem people'* and *'advice givers'*.
2. Ask the problem people to think of a small problem they have.
3. Tell the advice givers to use the form *"If I were you, I'd..."*
T models the intonation pattern: *'If I were you, I'd ...'*
T points out to Ss that 'would' is usually shortened to 'd when speaking.
4. Get the class moving around the room. Tell each problem person to pair off with an advice giver. The problem person explains the problem and the other person gives two bits of advice.
5. Each person moves on to another advice giver. The problem people get advice from four advice givers.
6. Call the class back into plenary. Ask some people to state their problem and report to the whole group on the best and the worst piece of advice.

Student A: My problem is that I am getting too fat.

Student B: If I were you, I would go on a diet.

T could write the following on the B/B to help generate ideas.

Problem	Advice
My sister wears my clothes	talk to her about it
I think I am too fat	eat less chocolate
I never have enough time	organize your day

Task 4 - Myths and Legends p. 52

T tells Ss to look back at the visuals of the mythical characters on page 51 to help them to decide on an answer.

ANSWERS

A. b

B. how we learned to live in our world; myths help people understand and learn about their world.

Task 5 - Skim reading p. 52

Divide the class into two groups. Group A reads the first three texts on page 53. Group B reads the three texts on page 140 of the Appendix. T explains to Ss that they are going to read for information and that their partner is going to ask them questions. Tell Ss not to read their questions yet until they have read the texts.

T reminds Ss that they are reading to find general information and they should not pay attention to any words which they do not know the meaning of. T explains to Ss that they will be able to find the answers to the questions even though there might be words in the texts which they do not understand.

ANSWERS - Student A - p. 52

- i) Lightning was caused when Thor threw his hammer
- ii) To bring back the head of the Gorgon
- iii) He turned his daughter into gold and killed her

ANSWERS - Student B - p. 140

- i) Thor
- ii) One eye
- iii) Sad

Task 6 p. 53

T tells Ss to look at the questions in pairs and decide which is the correct answer to describe each character.

A. ANSWERS

- i) a
- ii) c
- iii) c
- iv) a
- v) b
- vi) a

NOTE: Explain the difference between *egoist* (a person who thinks only of him/herself = *selfish*) and *egotist* (a person who believes he/she is the "centre of the world" = *egocentric*).

B. SUGGESTED ANSWERS - p. 53

- a) No, I wouldn't. They would be too difficult for me / Yes, I would.
- b) He would call Thor.
- c) Yes she was clever. We can learn that it is better not to fight but to use your head instead to avoid conflict.
- d) King Arthur because we can see from his clothes that they are from The Middle Ages.
- e) The Byzantine Empire

Culture Corner

Explain to Ss that Mc means ‘son of’ so Mc Cool means son of ‘Cool’. Elicit from Ss other names with Mc. Also, explain to Ss that Mc is usually for people from Ireland or Irish descent and that Mac is usually for people from Scottish descent. T can also inform Ss that ‘O’ has the meaning - *grandson of*. T elicits from Ss what names they know with **Mc** and **O**. The author of this book is Mc Gavigan - what does this tell you about the author?

ANSWERS

He’s Irish.

T can ask Ss if there are any prefixes or suffixes on Greek family names like those in the Celtic tradition. T can direct Ss to the BBC website which talks about family names and their importance. In Greece the ending of the surname immediately identifies the area of origin, e.g. -idis originally from Pontus but now mostly in northern Greece, -akis from Crete. The great number of names with that ending in the area of origin demonstrates the low mobility in Greece compared to countries like the UK.
http://www.news.bbc.co.uk/2/hi/uk_news/magazine/4620786.stm

T could also direct Ss to the web address: <http://www.mayrand.org/meaning-e.htm> for information on the importance of family names and what it tells you about the family.

T tells Ss that myths have influenced the English language and exist in different names or expressions today in English. Many texts contain the names of mythical characters; some of the names are used as adjectives: **it was a titanic** effort which means it took a great deal of effort; he has got **an Achilles heel** which means it is weak point. Thor is remembered in **Thursday**;

T elicits from Ss the meaning of modern-day words and expressions like those below and then let them check their definition with dictionaries. Tell Ss to record words in a notebook or compile a mythological dictionary.

T gives Ss the following list of mythological references and some words they have inspired to help them.

Atlas: A mythical giant who supported the heavens on his shoulders. (The book of maps known as an atlas is named after a legendary African king, sometimes thought to be descended from the Atlas of Greek myth.)

Hercules: Also known as Heracles, the greatest hero of Greece. (A particularly great exertion is said to be a Herculean effort.)

Labyrinth: A dangerous maze built for King Minos. Sacrificial victims were sent into the Labyrinth from which it was almost impossible to escape. At the center was the monstrous Minotaur. (The English words labyrinth and labyrinthine may derive from certain double-headed axes, archaeological examples of which have been found on the Greek island of Crete, site of the kingdom of mythological King Minos and the Labyrinth.)

Midas: A king who had the power to change all he touched to gold. This blessing became a curse. (The Midas’ touch.)

Pan: Shepherd god, son of Hermes, with legs and horns of a goat. (Pan was considered to be the cause of the sudden fear that sometimes comes for no reason, especially in lonely places. That's why it's called "panic".)

Procrustes: Man who offered his "one-size-fits-all" bed to passing travelers, adjusting his guests to the bed by stretching or chopping them as appropriate. (An article in The New York Times refers to art historians who try to force the famous painter Pablo Picasso into "the Procrustean bed of theories.")

Sisyphus: Sinner condemned to roll a rock uphill for eternity. (A Sisyphean task.)

Tantalus: A king allowed to partake of the nectar of the gods. He abused this privilege by stealing the divine beverage to share with his human friends. For this sin he was condemned to the Underworld, where he stood in fresh water that receded whenever he tried to drink and under a tree filled with ripe fruit always just beyond reach. (tantalize)

Titans: An ancient race of giants who were overcome by Zeus in a struggle that shook the world. (titanic)

Lesson 2

Vocabulary

Task 1A. - Word formation: suffixes p. 54

T directs Ss to the rubric in Task 1 and points out that *-ic* and *-ment* are suffixes. T elicits from Ss what a suffix tells you about a word. T writes the following words on the B/B and elicits from Ss which letters make up the suffix of the word: fantastic; government; romantic; argument; specific.

T elicits from Ss which words are nouns and which words are adjectives.

-ic endings are **adjectives**; ***-ment*** endings are **nouns**.

T tells Ss in pairs to write down any words they know in two columns under *-ic* and *-ment*.

T takes class feedback and compares answers as a class.

ANSWERS

telepathic	improvement	employment	development
advertisement	investment	enjoyment	touristic
realistic	titanic	artistic	teutonic

B. - prefixes

T tells Ss to look carefully at the pairs of words and asks class if they can make a general rule on how we can form the negative of adjectives beginning with 'p' and 'm'. T takes class feedback and elicits rule from Ss. T asks Ss if they can think of any other adjectives which begin with *p* or *m*. T explains to Ss that there are some adjectives which begin with P or M which do NOT follow the rule of adding 'im' as a prefix.

For example: pleasant - unpleasant;

Task 2 A. - Prepositional phrases p. 54**ANSWERS**

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

Task 2 B. p. 54**ANSWERS**

- | | | |
|------------------------------|-------------------------|----------------------|
| 1. from morning to night | 2. from hand to mouth | 3. from bad to worse |
| 4. from head to toe | 5. from start to finish | 6. from time to time |
| 7. from strength to strength | 8. from A to Z | |

Task 3 - If I were... p. 54

T explains to Ss that they have to imagine that they are the headmaster of the school, some other powerful person for a day. Tell Ss to take roles. Student A is a reporter and Student B is the powerful person. Student A asks B what s/he would do, if he were that person for a day. Tell Student A to make notes and report back to the class. Expected answers would be to focus on how the person would change or improve the area where they live, change his or her life or the lives of others. Take class feedback and compare answers as a class.

Listening**Pre-listening p. 55**

Tell Ss to write down the name of one famous person that they would like to be for a day. Then take show of hands to discover who the most popular famous person is.

Task 1 - A radio interview p. 55

T explains to Ss that they are going to listen to a radio show in which a famous actor is being interviewed. T directs Ss to the questions a-c and checks that Ss understand what each means.

ANSWERS

- a) Bill Gates
 b) He could do lots of things. He would give five million euros to help all the immigrants in his country
 c) Ss' own answers.

Tapescript

Show host:	Well, tonight's guest is well known actor and political activist James Clemens. Welcome James to the show.
James Clemens:	Thanks Bill. It's good to be here.
Show host:	James, I have heard that you are very interested in helping immigrant from other countries, is that right?

James Clemens:	Actually Bill it is and I would like to try and do some more. But it's difficult as I don't have enough power to really change things.
Show host:	What exactly IS the problem?
James Clemens:	The problem is money, Bill. Now, if I were Bill Gates, then I think I would be able to make a difference. I like the fact that he has loads of money.
Show host:	What exactly would you do, if you had the money you needed?
James Clemens:	Well, I would do a lot of things. For example, I would give five million Euros to help all the immigrants in our country. They need better accommodation so if I could, I would give a lot of money for housing projects.
Show host:	Sure James; that sounds great but would that be enough?
James Clemens:	Well, perhaps not but we could ask ordinary people to help too. For example, if people used their mobile phones less and gave money to help others, we would be able to make a real difference.
Show host:	James, do you really believe if you asked people to stop using their phones and give money to others, this would happen?
James Clemens:	Okay, maybe this is a bit too much, but at least we could ask.
Show host:	Well, James, you sure do have some interesting ideas and thank you for coming on the show tonight.
James Clemens:	No problem Bill. I enjoyed being here.
Show host:	And next week we have... (fade out)

Task 2 - Six problems p. 55

A. T tells Ss to look at the six pictures a-f and elicits from class what they can see. T asks Ss what is common to all the pictures. Answer: they all deal with an environmental problem. T reads through the problems 1-6 and asks Ss to match the problems to the pictures.

ANSWERS

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

T directs Ss to the solutions beside each problem and tells class to read through the solutions. T tells Ss in pairs to match the solutions with each problem.

- B.** T writes the model of discussion of a possible solution on the B/B to help Ss.
- A: (State the problem): Recently, there have been a lot of accidents outside the school.
- B: (Offer solution 1): If I were the headmaster, I would close off the road for a while after lessons finish each day.
- A: (Give alternative solution): I don't think that that would be possible. I think that if they put traffic lights outside the school it would help.

Task 3 - Predicting p. 55

A. T tells Ss that they are going to listen to a villager telling a friend about what he would do about the local problems if he was the Mayor.

T directs Ss to the boxes with the solutions. T goes through the solutions and checks that Ss understand the vocabulary: *install*, *drains*, *dam*, *fences*.

T elicits meaning for each through contextualizing each word. For example:

I have just installed a new program on my computer.

The drains are blocked with rubbish so the water can not go down.

When the government built the Mornos dam to collect water from the rivers in Fokida, they flooded many villages.

There are fences between all the gardens in the street.

T tells Ss to tick which solutions for problems in the village that they think the villager will mention.

T leads a brief class discussion on the kinds of problems that exist in a village. T could elicit some problems from the Ss and write them on the B/B. T tells Ss to work in pairs to think of solutions to the different kinds of problems. Take class feedback and lead short class discussion on the feasibility of the solutions for the village problems.

Tapescript

As you know Thanassis, life here isn't the same as it was some years ago. The young people are growing up and leaving the village to go to the big cities. If I were the Mayor, I would ask the government to create jobs for the young people when they leave school or finish university to try to encourage them to stay in the village. For example, they could bring some of the government offices to the village and that would create work. Another serious problem is that there is nothing for the young people to do in their free time. If we opened a new leisure centre they could spend their time playing different sports or doing something creative. Of course, if we had a couple of cinemas, that would help also. Then there is the problem of the beautiful old houses which are falling into ruin and there is no one to fix them. I would ask the locals to help by giving money. If they gave some money to fix the old buildings, we could turn them into guest houses for tourists to stay in. Unfortunately, there would be nothing for tourists to do if they came, so perhaps we need to do something about that also. I suppose we could turn one of the houses into a museum and put all the historical artefacts we can find in the area into it. We could even make a special room for our local hero Heracles and tell people about his twelve labours. If we did that, we could charge people to pay to enter the museum and therefore raise money for the village. So, the best thing is to let me be the Mayor and I will solve all the problems.

B. ANSWERS - p. 55

a) 2

b) 4

c) 5

d) 3

e) 6

f) 1

Speaking

Task 1 - School problems p. 56

- A. T elicits from Ss the kind of problems that might exist in a school. T writes Ss ideas in a list on B/B.
T directs Ss to the list of problems on page 56 and asks Ss to compare the list on the B/B with this list. T asks Ss what differences there are. T tells Ss to work in pairs and to play each of the roles listed. T tells Ss to use the structure of the second conditional.
- B. T takes class feedback on all the solutions. T leads class discussion on the best solutions for each of the problems.

Task 2 - Analyse this! p. 56

- A. Tell Ss to decide as a class on which of the problems they feel is the most serious. Take a show of hands to decide on the problem to discuss. Divide the class into four groups and tell Ss to discuss the problem and why they think the problem exists. Allow four or five minutes for Ss to discuss their ideas and then take class feedback from all the groups.
- B. T leads a class discussion on Ss' ideas and tells Ss to decide on the best solution from the whole class.

Task 3 - Future problems p. 56

Divide the class into four groups. T tells Ss to imagine three possible problems they might face later in their lives. Then each student tell their group the problem and the group members respond with advice about the problem. Tell Ss to look at the model sentence to help them. Take class feedback from Ss and ask which was the best piece of advice they received and from whom.

Task 4 - Making conjectures p. 56

- A. T directs Ss to the situations 'what would happen if...?'
T goes through the list of situations with the class and checks for unknown vocabulary. T divides the class into four groups and tells each group to select four situations and discuss what would happen if.....
T takes class feedback and lead brief class discussion on each of the situations Ss have selected.
- B. T tells Ss to use the ideas in A to help them think of situations that they would want to have ideas about what would happen. Tell Ss to work in pairs and discuss the situations they have decided upon. Take class feedback and discuss as a whole group.

Writing

Lead-in p. 57

A. T directs Ss to look at the photograph of the statue of a famous Greek politician. Tell Ss that this man was important in the creation of the State of Greece after the Revolution against the Ottoman rule. Answer: The statue of the man is Ioannis Kapodistrias. T can elicit from Ss what they know about Kapodistrias and if they have heard of any story which people are not sure about associated with his name or actions. T can ask Ss to say when the Revolution began and ask Ss what they know about the Greek revolution and what the first capital of modern Greece was. Answers: The Revolution began in 1821; the first capital was Nafplion.

Fact or Myth

B. T reads the short story to the class and elicits from Ss if they have ever heard the story before. T elicits from Ss if they think this story is possible or does sounds fake. T tells Ss to check if the story is true or not by asking their history teacher. Tell Ss to report their findings back to the class in the next lesson.

Task 1 - An Ancient Site p. 57

A. T directs Ss to the photograph and elicits what they think the photograph shows and where they think it is. T asks Ss if they have ever been to this place or a place like this. T elicits from Ss how they felt and what they experienced if and when they visited this place or a place like it. Take class feedback and briefly discuss as a class the importance of ancient sites for the culture of each country.

ANSWER

The site is the ancient theatre at Epidaurus in the prefecture of Corinth.

B. T tells Ss to read the short letter below the photograph. T asks Ss who wrote the letter and to whom is it addressed. T elicits from Ss what the purpose of the letter is. Take class feedback and lead a short discussion on the issues mentioned in the letter. T asks Ss what solutions they would offer Aggeliki. Take class feedback.

C. Answers: As, since.

T provides some further example sentences with *As* and *Since* to show how they are used to mean 'because'. For example:

As you speak English, could you help me with this word?

Since she doesn't like mythology, I don't think she will go to watch the film on Midas.

D. T explains to Ss that they have to write a letter to respond to Aggeliki's problems and offer her advice on how she could make a leaflet to attract tourists to her area. T elicits from class the kinds of things they might include in an information leaflet. Include: information about the sites; about famous local people; local traditions. T writes Ss ideas on B/B. T tells Ss to use these ideas and their own ideas to write the letter to Aggeliki to give her advice on how to create a leaflet.

Project

Make a leaflet about an area you are interested in

Task 1 p. 58

T. elicits from Ss where Epidaurus is and why it is famous. T directs Ss to look at the school library for information.

Task 2 p. 58

She can see the historical sites and go to the Ancient theatre

Task 3 p. 58

T directs Ss to the brochure and asks Ss how it is organized. T asks Ss how many parts there are to the leaflet. T elicits from Ss why it is important to separate different points when you organize a leaflet with information. T asks Ss to say what kind of information they expect to read about under each of the headings.

Self - evaluation - UNIT 5

Activity A p. 59

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

Activity B p. 59

Ss have to find the objects in the picture and circle them. They are:
guards, advertisement, oracle, bonnet, Medusa's head, thunder and lightning, hammer, chariot, leaflet.

Activity C p. 59

a) noun b) noun c) verb d) noun e) adjective f) verb/noun g) adjective h) noun

T checks Ss the reasons for their choices by asking Ss to put each word into their own sentences.

Activity D p. 60

i. series	ii. predict	iii. a look	iv. abilities
v. hopes	vi. titanic	vii. grateful	viii. laboured

Activity E p. 60

i) protect your friend, your eyes.	v) attempt a difficult situation
ii) destroy evidence, a book	vi) solve a problem
iii) perform a play	vii) raise a child; a question.
iv) guess the answer	viii) cover your face, your book, your head.

Activity F p. 60

- | | | |
|-----------------|--------------------|-------------------------------|
| a) I could | c) were you | e) had it in my power / could |
| b) would you do | d) will ask for it | f) did not solve |

Workbook - UNIT 5**Activity 1A - First Conditional sentences p. 47**

1. If you download a virus, you will destroy your computer. (strong possibility)
2. If you aren't careful, then you will have a problem. (warning)
3. I will be there to help you, if you want me. (promise)
4. If you do that again, I will be very angry with you. (threaten)
5. If you work hard at school, I believe you will have a good future. (prediction)

Activity 1 B - Second Conditional sentences p. 47

1. If I were you, I would think twice about playing tricks on your teacher. (giving advice)
2. If I were rich, I would buy all kinds of electronic gadgets. (daydreaming)
3. If Mary won the lottery, she would help all her family. (an unlikely event)

Activity 2 - Verb + noun collocations p. 48

- | | | |
|---------------------------|--------------------|-----------------------|
| a) steer the ship | b) perform tasks | c) fall under a spell |
| d) find the answer | e) solve a problem | f) waken the baby |
| g) install traffic lights | h) turn down music | i) do a project |

Activity 3 - Sentence transformations 'The old wives' tales' p. 48

1. If you buy a brush in May, you will brush your love away.
2. If a girl pricks bread with a fork or a knife, she will never become a wife.
3. If you spill the milk, you will have seven days of bad luck.
4. If your right eye twitches, you will have good luck for a week.
5. If you sing before breakfast, you will cry before night.

Activity 4 p. 49

The God of Light and the Sun	-	Apollo
The Goddess of Hunting	-	Artemis
The God of Wine	-	Dionysus
Goddess of Order	-	Hera
God of War	-	Ares
Goddess of Wisdom	-	Athena
Goddess of Beauty	-	Aphrodite
God of the Underworld	-	Hades
God of the Sea	-	Poseidon
Goddess of Fertility	-	Demeter
Messenger of the Gods	-	Hermes

Activity 5 p. 49

1- b 2- a 3- c

Activity 6 p. 50

Achilles heel

Herculean effort

Pandora's box

The Midas touch

Halcyon day

Oedipus complex

Olympian task

Siren's song

Procrustean bed

Amazon.com

A	C	H	I	L	L	E	S	D	O	H	F
M	O	E	D	I	P	U	S	P	L	M	D
A	E	R	K	A	H	J	F	N	Y	A	E
Z	D	C	B	G	A	S	I	H	M	S	B
O	L	U	C	R	L	E	M	Z	P	L	I
N	O	L	S	I	C	X	I	T	I	O	A
F	G	E	M	A	Y	R	D	M	A	G	K
D	P	A	N	D	O	R	A	R	N	L	F
H	Y	N	I	B	N	X	S	T	C	P	E
S	I	R	E	N	W	L	F	Q	J	H	Y
J	P	R	O	C	R	U	S	T	E	A	N
A	E	I	C	O	E	K	A	I	T	G	B

Activity 7 p. 50

1. c; 2. b; 3. a; 4. a; 5. b; 6. c; 7.b; 8. a; 9. a; 10. b

Activity 8 p. 51

Song lyrics: Indigo Girl
 Film: Hercules and the Twelve labours
 Literature: Tolkein, T.S. Eliot; George Seferis
 Company names: Heracles Cement
 Names: Danae; Aphrodite; Hermes.
 Products: Mythos beer

Activity 9 p. 52

1. Triton 2. Pegasus 3. Nereid 4. Lamia 5. Erichonius
 6. Centaur 7. Cerebus

Activity 10 p. 52

1. Odysseus a. Travel agent 5. Aphrodite e. Beauty centre
 2. Hermes b. Delivery Service 6. Orpheus f. Music school
 3. Dionysus c. Wine Merchant 7. Hephaestos g. Metals
 4. Poseidon d. Shipping Company

Activity 11 p. 53

T tells Ss that they should make up their own answers.

SUGGESTED ANSWERS

1. I would stop being her friend.
2. I would give it to the church or the police.
3. I would go to Paris.
4. I would feel upset or angry or embarrassed.
5. I would ask my father or mother.

Activity 12 p. 53**SUGGESTED ANSWERS**

1. What would you do if you saw a robbery?
2. What would you do if you broke your arm?
3. Who would you ask for help?
4. Who would you talk to if you had a problem?
5. How would you feel if your team lost?

Activity 13 p. 54

- a) They have many meanings
- b) To explain why our world is full of pain and suffering
- c) Open answer: Apollo, Zeus, Chaos.

Activity 14 p. 55**The Labours of Heracles**

1. Slay the Nemean Lion and bring back its hide.
2. Slay the 9-headed Lernaean Hydra.
3. Capture the Golden Stag of Artemis.
4. Capture the Erymanthian Boar.
5. Clean the Augean stables in a single day.
6. Slay the Stymphalian Birds.
7. Capture the Cretan Bull.
8. Steal the Mares of Diomedes.
9. Obtain the Girdle of the Amazon warrior Queen Hippolyte.
10. Obtain the Cattle of the Monster Geryon.
11. Steal the Apples of the Hesperides, which were strictly guarded by a 100-headed dragon called Ladon.
12. Capture Cerberus, the guardian dog of Hades, using no weapons and bring him back.

It's Your Choice - Student's Book

Task 1 p. 139

T should elicit the meanings of the words and write them on the B/B. T. tells Ss to look at the words in the box and to use the Greek translations to help them complete the sentences i)-viii).

ANSWERS

i-h ii-g iii-a iv-e v-f vi-d vii-b viii-c

Task 2 p. 139

Tell Ss that they are going to listen to a song about a hammer. Check that Ss understand the meaning of *hammer*. T elicits from Ss if they know of any mythical gods who carried a hammer. Answer: The Norse God of Thunder, Thor. T directs Ss to the lyrics of the song and then T plays the recording. After the recording finishes, T asks Ss what they think the song is about. Take class feedback and generate a brief discussion. T goes through questions A - D with class.

ANSWERS

A. -b

B. - It was a Civil Rights anthem of the American Civil Rights movement in the 1960s.

T. could elicit from Ss or explain the uses of songs as anthems. T. should ask Ss the name of the Greek National Anthem, and then T. could ask Ss to find out the National Anthem for different countries.

For example: England: God Save the Queen; Ireland: The Soldier's Song;

France: La Marseillaise Albania: Hymn to the Flag; China: March of the Volunteers.

C. T could point out to Ss that the 1960s was a time of rebellion and change around the world. T. could ask Ss why people might have started demonstrating in the 1960s? To add more interest to the lesson, T. could bring in a recording of 'We Shall Overcome' or any of the songs below and play the song for the class (the song can be downloaded from the internet on www.limewire.com)

T. directs Ss to the titles of the songs and encourages a class discussion on the message of each.

We Shall Overcome - Charles Tindley

Blowing In the Wind - Bob Dylan

Give Peace a chance - John Lennon (The Beatles)

Task 3 p. 140

T instructs Ss to read the texts. T asks class for answers.

ANSWERS

i) Thor ii) One iii) Very sad

Writing

Task 1

T elicits from Ss the different reasons why someone might write a letter.

T instructs Ss to read through the letter and to decide in pairs what the purpose of the letter is. Check answers as a class and ask Ss to explain the reason for their choice.

ANSWER

ii)

Task 2 Creating a leaflet p. 143

A. T explains to Ss that they are going to create a leaflet that will help to make the area where they live attractive for visitors and tourists. T tells Ss that the list of points contains some ideas which might be useful to attract tourists and visitors. T goes through the points i-vi with the class and takes class feedback and ideas on each.

B.1. T directs Ss to read the two sentences in B.1. and to look carefully at the words in bold and to decide what the words mean.

B.2. T asks Ss to write two sentences of their own with the words in bold. Compare answers as a class.

B.3. T explains to Ss that they are going to make a leaflet by completing the missing parts of the text in B. 3.

ANSWERS

A. (free choice)

B1. i) because ii) because

B2.

SUGGESTED ANSWER

i)since I wasn't feeling very well ii) as his mother is a historian

B3.

SUGGESTED ANSWER

(name) information about the historical sites tourists find these very interesting. beaches and the weather many people like to relax when they visit a place on holiday. the Byzantine Church it is one of the oldest in Greece.

Task 4

T asks class if any of them has been to Delphi. T elicits where Delphi is located and what it is famous for. T explains to Ss to work in pairs to read the text on Delphi and to find information to complete the table. Tell Ss to use the completed table to write a short text that they would include in a tourist leaflet. T can create choose the best leaflet in the next lesson.

POSSIBLE ANSWERS

SITE	DATE	FEATURES	REASON
1. Temple of Apollo	4th century B.C.	It was peripteral	Place of the Oracle
2. Treasury of Athens	6th century B.C.	Two columns	To house offerings
3. Altar of the Chians	5th century B.C.	Black marble	unknown
4. Stoa of Athenians	478 B.C.	Fluted columns	To house trophies
5. Sanctuary Theatre	4th century B.C.	35 rows of stone benches	Theatrical performances
6. The Stadium	5th century B.C.	Stone seats	Pythian Games
7. The Tholos	380 B.C.	Multi-coloured stone	unknown
8. The Gymnasium		Two levels	educational practice

It's Your Choice - Workook**Activity 1A**

1. a 2. b 3. a 4. c 5. b

Activity 1B

1. b 2. c 3. a

Activity 2A

1. e 2. d 3. h 4. g 5. a 6. i 7. b 8. f 9. c

Activity 2B

1. waken the baby	2. did a project	3. turn down the music
4. solve a problem	5. installed traffic lights	6. perform tasks
7. steered the ship	8. find the answer	9. fall under a spell

Activity 3

1. Myths are possible ways of explaining the truth.
2. Myths provide us with answers to the basic questions of why and how we exist.
3. Myths explore the mysteries of life and death through stories, poems, songs and symbols.
4. Good and evil always appear in the form of a God.

Activity 4

Open answers

Activity 5

Open answers

UNIT 6 - KEEPING TRADITIONS AND CUSTOMS ALIVE

Cover Page

T directs Ss to the visual on page 61 and elicits from Ss what they can see. T asks Ss what they see happening. T asks: How does this scene make you feel? Have you ever been in a situation like the one in the picture? Take class feedback and lead a short discussion on how people feel at celebrations.

T introduces the topic of the Unit by asking Ss about any traditions or customs they know of that exist in the area where they live. T elicits from Ss what kinds of clothes people wear, what food they eat, what kinds of things they do, what kind of music is played, where the custom or tradition takes place. T asks Ss what differences there are between celebrating something as a family and celebrating in the community. Suggested answers: Celebrating as a family is important for the family as it brings the family members together where they can share and enjoy the family atmosphere. In community celebrations, the atmosphere is different. T could bring in a photograph of a carnival scene in Greece and elicit from Ss what they think is happening and where. T can ask Ss if they like special events like carnivals. T elicits from Ss the importance of keeping customs and traditions alive.

Lead-in p.62

T or a student reads out the statement '*Society passes social and family values to future generations through customs and traditions*'. T elicits from Ss what social and family values they know of. T makes Social and Family Values heading on B/B with two answers and then elicits further answers from class to add to the list.

ANSWERS: Social and Family Values

Honesty Respect Acceptance (of other races)

If class finds it difficult to come up with ideas, T can write the following on the B/B and ask Ss to decide which is a value and which is not:

support others; control over others; love others; give help; dignity; pride; understanding; selfishness; eating together; discussing; charity; peace; humility; equality; faith; decency

T may need to explain some of the terms to Ss. T should provide Ss with example situations for Ss to understand the meaning of each word. For example: *dignity* means the quality of being worthy of someone thinking good about another person.

T could use this task as an opportunity for Ss to use dictionaries in class to find the words. T could lead a class discussion on the definitions and meanings for each of the words. T will need to ensure that Ss have access to sufficient numbers of dictionaries for at least each pair of Ss.

T leads class discussion on the role of values and how important they are to families and society. T elicits from Ss if relationships in the family and society would be different if there were no values for people to live up to.

Task 1 p. 62

- A. T tells Ss to read the definitions of the two words: ‘custom’ and ‘tradition’ and checks that Ss understand the meaning of the explanation for the words. The aim is to make Ss aware that the words are different in meaning although they are often used together as if they mean the same thing. T points out to Ss that the custom is the act, and the tradition is the act of doing the custom every year.
- B. T tells Ss to work in pairs and write down in two columns any customs and traditions that they know of. T allows Ss a few minutes for this activity and then takes class feedback.

SUGGESTED ANSWERS

The Carnival: people are wearing masks; there is a parade; people are playing music and singing and dancing in the streets; everyone seems to be having a good time.

Task 2 p. 62

- A. T tells Ss that they are going to hear a piece of music. T writes the names of musical instruments on the B/B: flute, bagpipes, lyre, castinettes, accordion, harmonica, harp, drums. T checks that Ss know what each instrument is. There are visuals of each instrument at the internet site below: <http://www.si.umich.edu/chico/instrument/>

ANSWERS

castinettes, accordion, flute, drums

- B. T explores the Ss feelings to the music. T elicits if the music makes Ss feel happy, sad, excited, bored, apathetic and any other feelings that might arise. T establishes with class that the music is different from modern, jazz or classical or pop music. It is traditional music. T can ask class about music preferences. T leads Ss to understand the importance of hearing and listening to different sorts of music and the music from different cultures.
- D. T introduces the question of the benefits we get from having celebrations and keeping traditions. T can ask Ss what benefits they feel the local celebration in their area brings to the community and to each person who lives there. T. leads a class discussion on the usefulness of these events.

POSSIBLE ANSWERS

Local celebrations are useful as they give people a reason to enjoy themselves; they are safe events and everyone can join in; they exist to keep the community spirit alive; young people can learn something about their local history; they involve members of the community in doing something together which helps develop a community spirit of respect, love, caring, and sharing.

Pre-reading p. 62

A. T directs Ss to the two pictures at the bottom of page 62 and asks Ss what celebrations they think the pictures represent.

SUGGESTED ANSWERS

St Valentine's Day / Halloween: people send each other cards with romantic poems; people write short notes to the one they love; people give small gifts to the one they care for or love; sometimes the couples buy each other chocolates.

B. T elicits from Ss what they know about Halloween and St. Valentine's Day.

T leads class discussion on the two celebrations to elicit what happens in each and why these customs exist.

Reading**Task 1 A p. 63**

A. T tells Ss that they are going to read two texts. One text is about Halloween and the other is about St. Valentine's Day. T divides the class into two groups. Group A reads the Halloween text and group B reads the St. Valentine's Day text in the Appendix. T should explain to Ss that they need to read and remember some of the details as their partner will want to ask them questions when they have finished reading the text. T tells Ss to look briefly at the questions at the bottom of page 63 and the appendix page 144 to help them focus on the kind of information they need to find out. T tells Ss to make some notes or underline certain words as they read to help them remember. T can elicit from Ss the kinds of things which might be important to remember in a text. For example, if a text has lots of dates and names, it might be useful to note these down. If a text has facts and events, it might be useful to note these down. T could point out to Ss that it is important when reading to discriminate between important and not so important information and details.

- B.
- i) A Christian priest
 - ii) 14th February
 - iii) because he secretly married couples (disobeyed his orders)
 - iv) Japanese men give gifts of chocolate to all the ladies who remembered them on Valentine's Day
 - v) a kiss

C. 'you unlock my heart'

Task 1 B p. 63

- 1) ..young people visit houses and call out 'trick or treat'
- 2) people pretend to be afraid
- 3) the people give the children some chocolates or biscuits

Task 2 p. 64

T elicits from class information about Emperor Claudius. Then T tells Ss in pairs to find the answer to question A. Claudius was emperor from AD 41-AD 54. Claudius I (*Tiberius Claudius Nero Germanicus*) was the fourth Roman emperor, in succession to Gaius ('*Caligula*'). He is most famous as the emperor who added Britain to the Roman Empire. T points out to Ss that there is a variety of aims and reasons behind customs. In the Halloween and St. Valentine's Day custom, the meanings are very different. T leads class discussion on the differences of both customs. T might want to direct Ss towards thinking of the commercialisation of many customs such as St. Valentine's Day. T can elicit or explain to Ss what the term commercialisation means - a reason for buying and shopping. T should try to raise Ss awareness that the original reason for the custom has disappeared and the custom is now used for another purpose. T can elicit from Ss any customs they know which still have their original meaning. Then leads class discussion on the importance of having these traditions.

Vocabulary p. 64**Task 1**

T directs Ss to the set phrases from the texts. T elicits from Ss what each phrase has in common. Each phrase has 'the + noun'. T can explain to Ss that this is a quite a common structure in English and that they should try to notice phrases with 'the + noun' when they listen to natural spoken English. T explains to Ss that they need to complete the task with a correct phrase. T points out that there is one extra phrase that Ss do not need for the task.

ANSWERS

- | | | |
|-------------------------|---------------------------|-------------------|
| a) in the past | b) on the night of | c) in the dark |
| d) in the dead of night | e) on the 5th of November | f) over the years |
| g) the top of | | |

The extra phrase is '*at the turn of*'. T can explain to Ss that this phrase is usually used when we refer to the end or beginning of a year or century.

For example: *At the turn of the century, a new tram line was built in Athens.*

Task 2 p. 64**Word formation**

A. T elicits from Ss which part of speech words which end in: *-age, -ment, -ion* are. T writes example words on the B/B: *management, damage, invention.*

T tells Ss that these words in the texts were nouns which ended in **-age; -ment; -ion**. T writes these suffixes on the B/B or underlines the endings of the words: *management, damage, invention.*

Note: '*damage*' is not a root word + a suffix but it is used as an example of a noun that ends in **-age**.

T explains to Ss that the spelling of the words changes when you add a suffix. T explains to Ss that it is very important to remember how to spell the different forms of the words. T goes through each of the words as a class and directs Ss to the different spellings. T elicits from Ss what changes are needed for each word. T could use these forms as a dictation activity for the next lesson.

ANSWERS

A. marriage, engagement, decoration, celebration, cancellation.

B. T elicits from Ss if they know of any nouns with these suffixes. T directs Ss to the words in Task 2A. T elicits from Ss the part of speech each word is. They are all verbs. T goes through the words with the class and checks that Ss know what each word means.

T tells Ss to use the endings from the B/B to make the verbs nouns. T tells Ss to use their dictionary to help them find the words that they do not know.

ANSWERS

excitement, instruction, procession, argument, carriage, agreement, invention, spillage

Grammar p. 65

The grammar aim of this Unit is to demonstrate to Ss how verbs have different syntactic patterns. It may appear difficult for this level but it is important to make Ss aware of the different verb patterns that can exist in sentences. T explains to Ss that all verbs do not have the same syntactic pattern.

A. T directs Ss to the example in A. and elicits from Ss what they notice about the pattern. T asks Ss what part of speech, 'People' is. T asks: who does the action in the sentence?

T elicits from Ss if the following sentence is possible:

T writes on B/B: Joseph goes home.

T takes class feedback and elicits from Ss what kind of word 'home' is. Answer: it is a noun. Elicit from class sentences with the verb 'go' for Ss to notice that the verb 'go' cannot take an object.

ANSWERS

Verbs which do NOT HAVE an object in the text on Halloween: howl, dress up, go, dance, hope, parade, laughs, call out, pretend, stay out.

B. T directs Ss to the example sentence. T elicits from Ss what word refers to the object in the sentence. Answer: 'this'.

T elicits from Ss what other words can follow 'believe'. Answer: Mary, the story, the answer, etc.

T tells Ss to look through the text on St. Valentine and to find other verbs with take an object. Then compare answers as a class.

ANSWERS

Verbs which HAVE an object in the text on St. Valentine: join (his army); leave (their loves or families); made (a law); ordered (the cancellation); defend (love); marry (couples); give (them); unlock (my heart); buy (chocolate); remembered (them); pay (attention).

- C. T directs Ss to the verbs in the box and checks that they know the meaning of each. T tells Ss in pairs to use these verbs to complete the sentences i-vi. Take class feedback and discuss answers.

ANSWERS

i. f ii. e iii. b iv. c v. d vi. a

- D. T tells Ss to use the verbs from the box to write a simple sentence and then to compare their sentences with their partner. Take class feedback and check answers.

Grammar rules p. 65

T tells Ss that they can recognise the syntactic pattern of the verb by finding the verb in each sentence. T tells Ss in pairs, to look at the sentences a)-e) in the box and to match the verbs in each sentence. T then leads a short class discussion on the different verbs patterns of each sentence. T elicits from Ss examples which follow the same pattern in each of the sentences a) - e). T points out that although the patterns are different in each a-e, the basic difference is in the sentences a and e where there is no object. b, c, and d HAVE an object.

ANSWERS

a) try, seem, agree c) remind, allow, advise e) happen, cry, fall
b) enjoy, own, build d) give, show, tell

T checks the Ss answers and leads a brief class discussion on the answers.

Task

T tells Ss to read the sentences in Task 1 and to circle the correct verb in bold in each.

ANSWERS

1. disappeared 3. asked 5. told
2. invited 4. prefer

Lesson 2

Pre-listening p. 66

- | | |
|---|------------------|
| A.
Halloween; Guy Fawkes; New Year's Eve. | B.
iii |
|---|------------------|

Task 1

- A.** T could bring into class a picture of a bonfire and the burning of an effigy to set the scene. **Answer:** Guy Fawkes' Night.

T elicits from class what English or American customs or traditions they have heard of. T asks Ss what they know about Halloween.

Information about Halloween (celebrated in the USA):

People dress up in scary costumes like ghosts and witches. People light bonfires and children go around the neighbourhood knocking on doors. They ask people for sweets by saying 'trick or treat'. 'Trick or treat' means 'give me some sweets or I will do something to frighten you'. The children put a 'dummy' or another word is 'effigy' which is a doll of old clothes and paper on top of a bonfire and then they light it.

T can explain to Ss that the word '*dummy*' comes from the meaning of '*not real*'. For example, '*dummy run*' which means practice before the real event. '*Dummy*' also means '*stupid*'. "*She's a real dummy*", meaning *she knows nothing*.

Information about Guy Fawkes' Night:

T can tell Ss that Guy Fawkes' Night is popular in the United Kingdom and Ireland and in Sweden children dress up as witches and go Trick-or-treating on Maundy Thursday Easter Thursday. For further information T can direct Ss to the web address:

<http://www.en.wikipedia.org/wiki/Trick-or-treating>

Information about Greek celebration:

The celebration of St. John in Greece; 23rd June Bonfire Night in Antiparos, Cyclades; Easter celebrations in the village of Chersonissos: this picture can be found at the address:

<http://www.gogreece.about.com/od/photogallery/ig/Pictures-of-Greece/Bonfire-Preparations.-2F.htm>

- B.** T directs Ss to the pictures a-g and elicits what they see in each picture. T tells Ss that they are going to listen to a short documentary about a traditional English custom. T asks Ss if they know what the custom is.

ANSWER

Guy Fawkes' Night

T directs Ss to task B and tells Ss that while they listen they should put the pictures in the sequence they hear them mentioned. T tells Ss to write the appropriate number 1-7 in the box beside each picture a-g. T plays the recording once. T takes class feedback of the answers. T does not provide the correct answers yet as the Ss will hear the recording again and so have a second chance to find the correct sequence.

ANSWER

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

C. T tells Ss that they are going to listen to the recording again and that this time they should find out if the statements a-e are true or false. T tells Ss to read through the statements a-e and check that they understand each one. T plays the recording.

ANSWERS

a- False b- False c- True d- True e- True

T directs Ss to the rhyme at the top of the listening script and explains to Ss that this is a traditional rhyme that all school children learn to remember the 5th of November. T asks Ss if there are any rhymes or short songs that they learn at school to remember a special historical event in Greece or in any other country. The T might wish to remind Ss of the song 'Ah Tsiano' for the celebration of 'Ohi Day' which they might have learned as small children.

Listening script

***Remember, remember the 5th of November
Gunpowder, treason and plot.
I see no reason that gunpowder treason
Should ever be forgot.***

Guy Fawkes' Night also known as 'Bonfire Night' or 'Fireworks Night' is on the 15th November. It is celebrated from year to year all over England. Four hundred years ago, in 1705, a man called Guy Fawkes and a group of his friends made a decision to kill King Henry I. They wanted to do this because the King hated Catholics and made laws against them. Guy Fawkes and his friends were not in agreement with these laws and so they rented a house which was next to the Houses of Parliament in Manchester. This house had a door to connect it to the Houses of Parliament, so Fawkes and his friends put gunpowder in the cellar of the Houses of Parliament. Before the King arrived, soldiers discovered Guy Fawkes and arrested him and took him by carriage to the Tower of London. This prevented the spillage of blood. They tortured him from morning to night for twenty-five days and forced him to tell them the names of his friends.

In celebration that he did not die, King James ordered that the people of England should have a bonfire on the night of November 5th. Today, people light bonfires and burn effigies on them. People use old clothes or straw to make an effigy of Guy Fawkes. The effigy reminds people of the story of Guy Fawkes. The fireworks are a reminder of the gunpowder that Guy Fawkes used in his plot. As well as burning an effigy, people use the bonfires to cook potatoes and to heat soup for the crowds that come to watch. The traditional cake on Bonfire Night is Parkin Cake. This is a sticky cake containing oatmeal, ginger, treacle and syrup. In main towns and cities, torch-lit processions are also popular on this night. The procession leads to where the bonfire and firework displays are. During the days before Bonfire Night, children used to take their homemade effigy around the streets and ask people for 'a penny for the Guy'. They used this money to buy fireworks.

Task 2 p. 67

T tells Ss that the listening script contains 5 factual errors. T tells Ss in pairs to read through the text on page 67 to find the errors. T allows time for Ss to read through the text on page 67. T explains to Ss that s/he will play the recording again for Ss to listen to spot the errors. T can help Ss by saying that factual errors might be in the dates or in the names of people and places.

T plays the recording again. Then allows Ss some time to find the answers. T takes class feedback and checks the answers as a class.

ANSWERS - Factual errors

1. 15th November should be '5th' November
2. 1705 should be 1605
3. King Henry should be King James
4. Manchester should be London
5. twenty-five should be five

Speaking

Lead-in p. 68

The aim is to encourage Ss to discuss celebrations that take place in their area and to think about the reasons for these celebrations. T asks Ss if they know of any celebrations which may appear cruel or dangerous. T elicits from Ss why they think these celebrations are cruel or dangerous. T leads class discussion on celebrations which involve animals or explosives and asks Ss if they think these should be allowed. T directs Ss to the visuals on page 68 and asks Ss what they can see in each visual. T asks Ss what each visual has in common. T tells Ss in pairs to use as much information as they can see in each set of pictures to try to match the pictures to the name of the celebration.

ANSWERS**A:** open-ended answer**B:** open-ended answer**C:** 1-b 2-c 3-a**The Pamplona Bull Run**

A Spanish fiesta (celebration) in Pamplona Spain, begins each morning at eight, when six bulls are released from their corral near the Plaza Santo Domingo, and run wildly through the streets to the bullring. Running in front, beside, and sometimes below the beasts, are hundreds of locals and tourists wearing traditional white outfits with red bandanas.

St Patrick's Day

It is held on the 17th of March each year and it is celebrated in many countries all over the world: Ireland, America, Austria. The traditional icon of the day is the shamrock. People celebrate the day with parades, wearing of the green and drinking beer. One reason St. Patrick's Day might have become so popular is that it takes place just a few days before the first day of spring. One might say it has become the first green of spring.

New Year's Eve Hogmany

The celebration is held on the last day of the year and people go out into the streets waiting for the new year to come. The word 'Eve' means 'the evening before' and this is why it is called 'New Year's Eve'. There are many curious customs associated with Hogmany which includes preparing for the New Year by cleaning the house. On Hogmany it is believed lucky if the first person to cross the threshold of your home is a tall dark handsome lad. This person, known as a "first footer" arrives after midnight bearing gifts which include a lump of coal, black bun, shortbread and whisky.

Task 1 - Experiences p. 68

T tells Ss that they are going to listen to three people talking about their experiences at each of the three celebrations above. T explains to Ss that they only need to understand if the speaker enjoyed the celebration or not and to put Y for Yes, and N for No in the appropriate box beside each name. T plays the recording. T checks answers with class and asks Ss to justify their answers.

ANSWERS

Emilia N Tracy Y Julio N.

T can play the recording a second time for Ss to hear the expressions the speakers use to show their attitude and give their opinion to the celebrations.

Emilia: I wouldn't miss it for the world!

Julio: A bit pointless really.

Tracy: We really enjoy ourselves.

Recording script

Emilia: Scotland on the 31st of December is just great. Everyone is in a good mood, dancing and singing and waiting until midnight. Then they all sing Old Lang's Ayne. At least they try to. I wouldn't miss it for the world!

Julio: I just do not understand why this festival happens. Last year there were massive crowds lining the narrow streets of Sanfermin just to see people risking their lives. Also, it is dangerous for the poor animals. I think the authorities should put a stop to it before it is too late. A bit pointless really.

Tracy: Although we live in New York, every year on the 17th of March we are out in our green Irish T-shirts. The streets are crowded as people stand watching the parades and bands that go down 5th Avenue. We really enjoy ourselves.

Task 2 - Giving opinions p. 68

- A.** T explains to Ss that they are going to have short discussions and to express their opinions about different celebrations. T should read out the model answer with a stronger student. T directs Ss to the forms of: i) giving opinion ii) agreeing iii) disagreeing and models each orally for Ss to hear.
- B.** T tells Ss in pairs to play a game whereby each partner has to guess which celebration is being described. T could provide a list of celebrations on the B/B with the location and purpose. These can be found on the internet at site:
<http://www.library.thinkquest.org/10007/>
 T tells Ss that this site contains information on celebrations in different countries around the world.

Task 3 - Mini project p. 68

T divides class into small groups of 3 or 4. T tells Ss to think of a country or place and find out what kinds of events they celebrate each year as a family, community or as a country. T tells Ss to search for information about a celebration that they have chosen to learn more about in encyclopaedias or on the internet. T instructs Ss that they should write two short paragraphs to describe the celebration they have chosen. Each paragraph should contain about 20-30 words. T tells Ss to use the reading texts to help them organise their ideas. T can elicit from Ss how they think a description of a celebration might be organised. For example, would it be better to organise the celebration according to events that take place; would it be better to organise the description according to the time each event took place, or would it be better to say where things happened. T elicits from Ss how important it might be to include how they might feel if they attended such a celebration. T tells Ss that each group will make a short presentation of what they discovered to the class.

Writing

Task 1 p. 69

A. T explains to Ss that they are going to prepare to write a longer piece on a traditional wedding in Greece. T tells Ss to look at the pictures 1-5. T elicits from class what they can see and what they think is happening. T asks Ss if they have ever been to a wedding. T asks questions like: *'Did you like it? Why? Why not? What happened?'*

T encourages Ss to compare the wedding in the pictures and a wedding that they have been to in Greece. T leads a short class discussion on traditional weddings.

For example: *people don't prepare any special bread in a Greek wedding; a Greek wedding involves a best man (koumbaros) and the bridesmaid (koumbara). People do not always dress up the wedding car with ribbons in Greece.*

B. T tells Ss in pairs to decide on what they think the correct sequence for the wedding pictures in A is.

Correct sequense:

3, 1, 4, 5, 2.

Task 2 p. 69

T plays the music from a wedding in the Czech Republic from an internet site:

<http://www.iarerelative.com/czech/>

T asks Ss which of the six pictures they think the music goes with. Use the music to generate discussion about the kinds of music played at weddings in different cultures. T asks Ss what music or songs were sung at any weddings they have been to. Ask Ss if they have heard of the song *'Here Comes the Bride'*? T can tell Ss that this is a traditional song or piece of music that used to be played at very traditional weddings in the UK or in other English-speaking countries.

T tells Ss to look at the pictures 1-5 and describe what they can see. T elicits from Ss what each of the pictures has in common. They are all wedding ceremonies and customs from different countries.

T encourages Ss to justify their answers. T tells Ss to look carefully at the clothes and faces of the people in each picture to help them work out in which country each wedding is taking place.

ANSWERS

1. Japan - d 2. Egypt - a 3. China - b 4. India - c 5. Bulgaria - e

Task 3 p. 69

T explains the task to Ss. T elicits from Ss what kinds of things happen in a traditional Greek wedding in the villages and countryside. T asks for example if they think a wedding in a village in Crete is the same as a wedding in Thessaloniki or Athens. T leads a

brief discussion on the kinds of differences between weddings in different parts of Greece. T explains that the Ss are going to write a letter to a family friend so the letter is going to be informal and friendly. T reminds Ss to organise their letter in a way that it will be easy to follow. T could elicit from Ss the best way to organise a letter describing a wedding. T elicits the sequence of events that take place in a wedding and encourage the Ss to use the sequence of events to organise their writing.

Lesson 3

Lead-in p. 70

The aim is to raise Ss awareness that celebrations lose their meaning. T could suggest that this is most clear in the celebration of Christmas which has now become just an excuse for shopping. T leads a brief class discussion on this opinion. T reminds Ss of the discussion in the earlier lesson on the importance and usefulness of traditions and customs and now directs the Ss to think about the tradition of celebrating Christmas. T should point out to Ss that although Christmas is a Christian tradition, people in many cultures and countries around the world celebrate the 25th of December in their own way. In Australia, for example, many people have barbeques and go to the beach on Christmas Day.

Task 1 - Christmas around the world p. 70

T explains that the aim of the task is to discuss the meaning of Christmas for them.

T explains that Ss are going to read various opinions and discuss them to help them get ideas.

T directs Ss to the statement. *“Baubles, tinsels, snowmen and the sound of piped carols”*.

T reads out the statement and explains each of the unknown words:

‘baubles’ are the small Christmas decorations which include coloured balls;

‘tinsel’ are the thin strips of shiny paper used in decorations;

‘carols’ are the religious songs people sing at Christmas time.

‘no getting away from Christmas’ means that it is impossible to avoid. T helps Ss understand the phrasal verb. T provides an example: *‘You have homework to do. There is no getting away from it!’*

T asks Ss what Christmas means for them. T tells Ss in pairs to write down three things that Christmas means for them. Then T takes class feedback and leads a short class discussion on the meaning of Christmas. T then directs Ss to the comments from different people on the meaning of Christmas for them. T tells Ss to read these comments in pairs and discuss what each one says. T explains any unknown vocabulary items in each statement.

Then T tells Ss to discuss in groups of three what Christmas means to them.

Task 2 p. 70

T elicits from Ss if they think that the Easter celebration in Greece is important for the country, for their area, for their family, for them. T elicits from Ss why they believe as they do. T leads class discussion on the celebration of Easter. T elicits from Ss what the purpose of the Easter celebration is. T asks Ss about the different parts of the tradition. T elicits words like: procession, candles, food and drink, customs. T elicits from class if they know of any specific customs in different parts of Greece or in other countries at Easter. T leads class discussion. T tells Ss that they are going to work in groups of four to write an article about the way people celebrate Easter in their area. T points out to Ss that the article is not only a description of the things that happen but also about the meaning of the celebration. T reminds Ss to give their opinion about how people see this celebration. For example: T asks; *'Has Easter lost its meaning and become just a reason to eat and drink and have a good time with family and friends?'*

Self-evaluation - UNIT 6 - p. 71**Activity A**

- | | | |
|-----------------|-----------------|-------------|
| 1. argument | 3. excitement | 5. marriage |
| 2. instructions | 4. celebrations | 6. package |

Activity B

- | | | | | |
|------|------|------|------|-----|
| 1-e; | 2-c; | 3-d; | 4-b; | 5-a |
|------|------|------|------|-----|

Activity C

- | | | | | |
|-----|-----|-----|-----|-----|
| 1-c | 2-a | 3-e | 4-b | 5-d |
|-----|-----|-----|-----|-----|

Activity D

- | | | | | |
|-----------|------------|----------|-------------|----------|
| 1 - tried | 2 - advise | 3 - fall | 4 - enjoyed | 5 - give |
|-----------|------------|----------|-------------|----------|

Activity E

- | | | | | |
|------|------|------|------|------|
| 1 b. | 2 c. | 3 a. | 4 c. | 5 d. |
|------|------|------|------|------|

T tells Ss to read through the statements and tick how well they think they know how to do each one. T can then check what Ss have written to get an indication of how successful the Unit was.

Workbook - UNIT 6

Activity 1 p. 57

- | | | | | |
|------|------|------|------|-------|
| 1. B | 3. D | 5. C | 7. D | 9. A |
| 2. C | 4. A | 6. D | 8. B | 10. D |

Activity 2 p. 58

Writing an e-mail to invite a friend to come to visit you at Carnival time. Describe what happens during the carnival.

Activity 3 - Grammar p. 58

- | | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 1. told | 2. seem | 3. remind | 4. showed | 5. allow |
| 6. happen | 7. agreed | 8. cried | 9. owned | 10. build |

Activity 4 p. 59

- | | | | | |
|------|------|------|------|------|
| 1. B | 2. C | 3. B | 4. C | 5. A |
|------|------|------|------|------|

Activity 5 p. 60

- | | | | |
|------------------------|---|----------------------|---|
| 1. The 28th of October | g | 5. Apokries/Carnival | e |
| 2. 25th of March | h | 6. Clean Monday | c |
| 3. 25th December | a | 7. Chikno Thursday | f |
| 4. 31st December | d | 8. Easter | b |

Activity 6 p. 60

- | | | |
|---------------|----------------|--------------|
| 1. REFLECTION | 4. INSTRUCTION | 7. INVENTION |
| 2. EXCITEMENT | 5. AGREEMENT | 8. ARGUMENT |
| 3. CARRIAGE | 6. BREAKAGE | 9. SPILLAGE |

Activity 7 p. 61

- | | |
|------------------------|--------------------------|
| a) from door to door | e) from morning to night |
| b) from time to time | f) from one to the other |
| c) from year to year | g) from dusk to daybreak |
| d) from place to place | |

Activity 8 p. 61

- | | | | | | |
|------|------|------|------|------|------|
| 1. e | 2. c | 3. f | 4. d | 5. b | 6. a |
|------|------|------|------|------|------|

Now, complete the following sentences using the phrases.

- | | | |
|------------------|--------------|-----------------|
| 1. hollow out | 3. keep away | 5. dress up |
| 2. join together | 4. put out | 6. frighten off |

B: “You unlock my heart”

Halloween

ANSWERS

- i) The Holy Evening ii) 31st October iii) As ghosts and spirits
 iv) To frighten away the dead spirits
 v) To do something naughty or to get a small gift or sweets

T could tell Ss that boys and girls sometimes write little poems to each other on 14th February. An example which T could write on B/B is:

Roses are red, violets are blue

Sugar is sweet, what happened to you?

Task 2

Writing

T tells Ss that they are going to write a description of a typical wedding in Greece. T tells Ss to look at the list a-h and to tick the things that they think they might see at a wedding. Compare answers as a class and then ask Ss to justify their answers.

SUGGESTED ANSWERS

- a) b) c) f) h)

Task 3

T directs Ss to the list a)-o) of the different points that might be useful to include in a description of a wedding. Ask Ss to justify their choices. Compare answers as a class.

SUGGESTED ANSWERS

- b) c) d) e) g)
 h) j) k) o)

Task 4

T instructs Ss to think about the way they should organize a description of an event. T could write on B/B: place, time, people, events, and elicit from Ss which one or which combination might be good to organize a description of a wedding. T. instructs Ss to use the points they have ticked and to decide the order of importance for each.

T directs Ss to the example sentences 1 and 2 and asks Ss in pairs to number the ideas in an order that might be useful for the organization of a description. T takes class feedback and discuss Ss answers.

Task 5

T. instructs Ss to use the points they have ticked and to use the sequence of importance to help them to write a description of a traditional wedding that they have been to or seen.

Task 6

T. directs Ss to look at the Christmas tree and to find different items that are used to trim (*dress*) the tree with baubles and tinsel and coloured balls. T. could write the phrase '*to trim a Christmas tree*' on the B/B for Ss to copy.

T. should teach the word '*baubles*' meaning all the little decorative items that people hang on a Christmas tree. '*Tinsel*' is the silver paper that shines when light reflects on it.

To help weaker Ss with lesson 3, T could direct them to look at the visual of the Christmas tree and instruct them to find the different items from the boxed words on the tree. Make this activity competitive by challenging Ss to see who can find all the items first.

Note: On the christmas tree there is no tinsel and there is no star.

Task 7

T. instructs Ss to tick the activities that people do during celebrations from the list. Then, T. instructs Ss to discuss with their partner the different kinds of activities they do when there is a celebration.

Task 8

T tells Ss to write down the names of their favourite three celebrations. Then T tells Ss to compare what they have written with the rest of the class to find the three most popular celebrations. T leads class discussion why these are the most popular celebrations.

It's Your Choice - Workook

Activity 1A

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

Activity 1B

1. effigy 2. ceremony 3. straw 4. towels 5. homemade 6. odd 7. torchlight

Activity 2

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

Activity 3

1. hollow out 2. join together 3. keep away 4. put out 5. dress up 6. frighten off

Activity 4

Carnival - costume, fancy dress, partying, parade

Bonfire night - fireworks, Guy Fawkes, spooky, gunpowder

Christmas - Santa, reindeer, gifts, decoration

Activity 5

1. unique 2. annual 3. place 4. up 5. costumes 6. attraction

UNIT 7 SHADES OF MEANING!

Cover Page p. 73

T. can ask Ss what the title of the unit has to do with the picture. T. takes class feedback and T can encourage a discussion of the word 'shade'. T. can elicit from Ss the different shades of strong colours like: blue (light blue, dark blue, navy blue).

-Encourage Ss to think of the world without specific colours for different objects. For example, ask Ss how they would feel if ketchup was just a grayish colour; what might happen if traffic lights did not have colours.

-Ask Ss to identify different shades of various colours around the class. Take class feedback to check that Ss understand the meaning of 'shades'

-Ask Ss how meaning can have different shades. Take class feedback and expand the concept of metaphor in language. T should point out to Ss that much of the English language is used metaphorically; that is the words with the same orthography do not always have the same meaning. As an example, T could write on the B/B.

race - to run a race; race - the human race;

T could elicit from Ss other concrete nouns and ask them what possible meanings they could have metaphorically. Point out to Ss that the metaphor in words can come about as a result of changing the form of the word. For example face - the front part of the head - *to face a problem* - to tackle and deal with a problem

Point out to Ss that there are two meanings of *shade*. The first meaning relates to the shade from light (a lamp shade). The second refers to the various hues of colours so that colours like blue have different shades: dark, light, pale, etc.

Direct Ss to diagram A and ask them to look at the centre of it for a few seconds. Then take class feedback on the colours Ss see in the diagram. T conducts a short discussion on the reason why it is possible to see colours from a black and white picture.

ANSWER

By looking at the centre of this diagram (A), it is possible to see the colour blue in the centre. Then direct Ss to diagram B and ask them to stare at it for a few seconds. Ask Ss how many shades of green they see.

ANSWER

By looking at the centre of this diagram (B), it is possible to see different shades of green.. Tell Ss they will find out how this is possible from information they read in this Unit.

Tell Ss that they can find further information at the site:

<http://www.faculty.washington.edu/chudler/eyecol.html>

Lesson 1 Lead-in - Colour in our lives

Task 1 p. 74

T asks Ss what their favourite colour is. Ask Ss to justify their choices by explaining to class why they like a particular colour or colours. Ask Ss if any particular colours make them feel angry, sad, happy, hungry, excited, warm, free, energetic, optimistic, calm, etc. Take class feedback and then instruct Ss to read the short text on page 74 and to decide if they agree or disagree with what it says. Discuss ideas as a class. Direct Ss to the three photographs and ask Ss what rooms they show. Elicit from Ss which kitchen they prefer and ask them to justify their choices to their partner. Allow some moments for this and then take class feedback.

Task 2 A p. 74

Tell Ss to look at the example in Task 2 and to write down their opinion about the rooms and to say which colour scheme they prefer and then to compare their answers with the class.

Task 2 B p. 74

Instruct Ss to work in pairs to describe their own bedroom. Tell each pair to say what impression their partner's bedroom makes. Take class feedback by asking Ss who they believe has a cosy, cold, peaceful, bright, lively bedroom.

Task 3 p. 74

Elicit from Ss what the terms Primary, Secondary, and Intermediate mean.

T can explain to Ss that these words are used to organise schools/ Children in the UK start Primary School at the age of 5. They go to Secondary School at the age of 11. Now tell Ss to apply this grading to colours and in pairs to complete the table. Take class feedback and compare ideas.

ANSWERS

Primary colours: red, yellow, blue

Secondary colours: green, purple, orange

Intermediate colours: greenish yellow; greenish blue; bluish violet

Primary colours are not a fundamental property of light but are often related to the physiological response of the eye to light. A secondary colour is a colour made by mixing two primary colours in a given colour space. For example in painting: blue+ yellow = green; blue+ red=purple; yellow + red= orange.

ANSWERS

Intermediate (tertiary) colours are those colours that you get by mixing secondary and primary colours: yellow - green; blue - green ; blue - violet.

For more information on colours, T could direct Ss to the site:

http://www.alifetimeofcolor.com/study/g_tertiary.html

Task 4 p. 75

T asks class to guess how objects have a colour. Take class responses. T. then directs Ss to the boxed information and read it aloud with the class. T could expand on the concept of definition by asking Ss to give the definition of different objects. Instruct Ss to do Task 4 in pairs. Allow some moments for the task and then take class feedback to check answers.

ANSWER

a) Encourage Ss to explore and elaborate on how objects obtain their colour. Take class feedback of the definition of colour in a).

T might want to copy the complete definition below on the B/B for Ss to discuss briefly as a class and then to copy into their notebook.

Colour is the visual perceptual property corresponding in humans to the categories called *red, yellow, blue, black*, etc. Colour derives from the spectrum of light (distribution of light energy versus wavelength) interacting in the eye with the spectral sensitivities of the light receptors.

<http://www.en.wikipedia.org/wiki/Color>

T could explain the following to Ss about the physics of colours:

The colour of grass is green because grass absorbs all the colours from the spectrum and only transmits or reflects the wavelength corresponding to green. A sheet of white paper reflects all the colours of the spectrum from its surface; black objects absorb all the colours of the spectrum.

Task 5 p. 75**A.**

T. elicits from Ss what they know about the formation of rainbows. Ask class what creates a rainbow and then instruct Ss in pairs to write a definition of a rainbow. Take class responses and compare definitions to find the clearest and most accurate.

ANSWER

The rainbow's appearance is caused by dispersion of sunlight as it goes through raindrops. The light is first refracted as it enters the surface of the raindrop, reflected off the back of the drop, and again refracted as it leaves the drop.

B.

T asks class if they have ever seen a rainbow. T asks class questions about rainbows: When do they appear? Why only at these times? T elicits from class the colours of the rainbow and then tells Ss to check if they were right by looking at the picture of the rainbow over the waterfall.

T. can elicit from class if they know of any poems about rainbows. Take class feedback and discuss why someone might write a poem about a rainbow. T. directs Ss to the poem

in the box and can read it aloud with the class. T. can ask Ss how they feel when they see a rainbow. T. could give personal opinion. For example, a rainbow might make someone feel impressed by the beauty of the colours; someone might feel sad because it is raining; someone might feel happy because it is a beautiful sight. T. asks Ss to write a short paragraph to say how they feel when they see a rainbow and why they feel like this.

Extra task

T writes 'Rainbow Warrior' on B/B and asks Ss to find out what this name refers to.

ANSWER

It is the name of the Greenpeace Ship that travels around the world going to different places where companies of governments are polluting the sea. It is named after a Cree Native American prophecy that stated: "When the world is sick and dying, the people will rise up like Warriors of the Rainbow."

Task 6 p. 75

Ask Ss if any of them has ever written a poem. Ask Ss if any of them has ever written the lyrics for a song. Ask Ss what a poem and song lyrics might have in common. T could help Ss by asking them about Hip Hop or Rap songs. Ask Ss if they like poetry and what the purpose of a poem might be. Take class feedback and discuss responses as a class.

T asks class what features they would expect to see in a poem. Take class feedback. Ask class to share any poems they have written. Ask class if they think they could write a poem. Elicit from class what stages or steps they would need to go through if they decided to write a poem. T could help Ss by writing various ideas on B/B and asking Ss to sequence the ideas. For example: words that rhyme; topic; number of stanzas; tone; etc

T could read out the humorous line or ask one of the stronger Ss to do so. Ask Ss to create their own one line rhyme and then take class feedback. T could show Ss how the same rhyming pattern can work for a number of changes in the words to replace 'sister' and the second part of the rhyme.

Ask class to read the poem silently and then ask one of the stronger Ss to read the poem aloud. T asks class what the poem is about. T asks class how the writer of the poem feels when he sees a rainbow. T asks class if they like the poem. Why? Why not?

Reading 1

Task 1 p. 76

A. Tell Ss to look at the picture that goes with the text in B and to use the time line and sketches to help them decide which time period they think it represents.

ANSWER

15th century (1450)

T could use the other sketches on the timeline to generate class discussion on the use of colour in each century. For example: The Egyptian Queens and Pharaohs used make-up on their faces.

B. Again direct Ss to the picture in B and ask Ss if they would wear any of the clothes that they see the people wearing in the picture. Why? Why not? Ask Ss if the clothes they wear say anything about their character, their mood, their opinions, their social status. Ask Ss to justify their responses.

Task 2 p. 76

2A. Instruct Ss to read the text and when they have read it, tell them in pairs to decide what the main idea in the text is. Take class feedback.

ANSWER

iii)

2B. Tell Ss to complete task 2 individually and then to compare their answers with their partner.

ANSWERS

i) balance ii) a great deal

2C. Open answer

Task 3 p. 76

Ask Ss to imagine what kind of clothes/gear people will be wearing in 500 years' time. Tell Ss to work in pairs to create a wardrobe for a teenage boy and girl in Greece in 2500. Tell Ss to draw a sketch of the characters and the kind of things they will wear. When Ss have completed their design take class feedback and compare ideas. Ask Ss to decide which are the most interesting or unusual designs. Exhibit these on the wall of the classroom.

Reading 2 - Colours Everywhere

Task 1 p. 77

Explain to Ss that they need to skim through the three texts A-C to get a general idea of the content to help them match a suitable heading. Direct Ss to the headings and elicit what each heading means. Encourage Ss to speculate what the possible content of a text under this title might be. Take class feedback. Direct Ss to look at the visuals beside each text. Tell Ss that the visuals can help them to find the correct match for the text and heading. Tell Ss to read quickly through the texts individually and to choose the correct headings. Take class feedback and compare answers.

ANSWERS

- A. Colour in the Home
- B. Colour and shopping
- C. Colour in Cosmetics

T then tells class to re-read the texts more carefully and to underline any words or phrases that they find difficult to guess. T goes through the text with the class and elicits or explains unknown vocabulary. Ss should write vocabulary in notebooks. T should ensure that Ss understand the meaning of: exploits, naturally, myth, shocking, human nature.

Task 2 Comprehension p. 77

Tell Ss to write down their answers to the questions A-D. Check answers as a class.

ANSWERS

- 1: a) A b) B c) C
- 2: exploits
- 3: C
- 4: margarine is black

T should expand the idea that certain verbs can imply various opinions. For example, if we use the verb '*exploit*' it implies that the writer or speaker does not agree with the view. T could elicit other verbs from class to focus and expand on the concept of implied meaning through specific verbs.

Task 3 p. 77

T. instructs Ss to imagine that they want to create a new advertisement for a specific product. T. divides the class into small groups and tells each group to decide on a colour scheme for this product. For example. Ask Ss how they would feel if they saw black butter. T. instructs Ss to discuss their ideas for colours for the product they have chosen and then to prepare a short presentation on what each group has decided.

Lesson 2**Listening 1****Task 1 Song p. 78**

A. Tell Ss to look at the pictures 1-5 and while they listen to the song to number the pictures in the sequence that they hear them

Check answers as a class. Elicit from Ss what the theme of the song is. Ask Ss if they liked the song. Why? Why not?

Ask Ss about the music they like. Ask Ss if they know of any songs which talk about colours. Take class feedback.

Song lyrics

*You'll never see a dark cloud hanging round me.
 You'll never see a dark cloud hanging round me.
 Now there is only blue skies to surround me.
 There's never been a gray day since you found me.
 Everything I touch is turning to gold.*

*Oh, you can colour my world with sunshine yellow each day!
 Oh, you can colour my world with happiness all the way!
 Just take the green from the grass and the blue from the sky up above!
 And if you colour my world just paint it with your love!
 Just colour my world.*

*Just as long as I know you're thinking of me,
 there'll be a rainbow always up above me.
 Since I found the one who really loves me,
 everything I touch is turning to gold.*

*So you can colour my world with sunshine yellow each day!
 Oh, you can colour my world with happiness all the way!
 Just take the green from the grass and the blue from the sky up above!
 And if you colour my world just paint it with your love!
 Just colour my world.*

*Um.
 Sunshine yellow.
 Orange blossoms.
 Laughing faces
 everywhere!
 Yeah!*

*Oh, you can colour my world with sunshine yellow each day!
 Oh, you can colour my world with happiness all the way!
 Just take the green from the grass and the blue from the sky up above!
 And if you colour my world just paint it with your love.
 Just colour my world.
 Colour my world.
 Oh, colour my world.
 Colour my world!*

ANSWER

2, 1, 5, 4, 3

B. Ask Ss if the colours the singer mentions are happy or sad colours. Ask Ss to justify their answers. Ask Ss what colour they associate with love. Ask Ss if they think the singer is in love. Why? Why not?

Suggested answer: the singer associates the yellow of the sun with joy and happiness and love for her partner.

T could explain or elicit from Ss that yellow is the colour of sunshine, lemons and custard and it's got the power to help us chill out during the dark days of winter, according to a survey. T could tell Ss that in a recent survey in the UK 32% of people chose yellow as their favourite colour. Red came second with 14%. Purple was third on 7%, with green and orange each getting 6%. A psychologist said we associate yellow with warmth, relaxation, days on the beach and the coming of summer. These are positive images which help to lift our mood.

Creative

Yellow suggests we are becoming more creative and trying harder to please ourselves. Yellow is the colour of the imagination, novelty and the quest to find ourselves, according to psychologists.

Task 2 p. 78

Tell Ss to look on the internet or ask their parents and teachers if they know the singers of the songs for the next lesson.

ANSWERS:

Roses are Red: Vinton Bobby

Yellow submarine: The Beatles

White Christmas: Perry Como

Goodbye Yellow Brick Road: Elton John

Blue Suede Shoes: Elvis Presley

Brown-Eyed Girl: Jackson Brown

T. elicits from Ss the names of any Greek songs with colours.

Vocabulary p. 78

Task 1

A and B:

Red	Aggressive & strong	adjective
Blue	Loyalty & security	noun
Yellow	Spring & brightness	noun
Green	Health, food & nature	noun
Brown	Mature, aged, & eccentric	adjective
Orange	Warmth, excitement, & energy	noun

Pink	Soft & feminine	adjective
Purple	Royalty & religion	noun
Black	Dramatic, classy & serious	adjective
Gray	Cold & distinctive	adjective
White	Clean, pure & simple	adjective

T checks that Ss understand the meaning of all the words in the chart through providing simple sentences for Ss to guess or by asking Ss for meaning of the words in Greek. Take class feedback and generate class discussion on the interpretation of colours. Ask Ss if they agree or disagree. Why? Why not?

C: Direct Ss to the photographs of the people in 1-3. Ask Ss to make a comment about each person about the clothes and colours each person has chosen to wear. Direct Ss to the example and tell them to write a sentence for each of the people in 1-3. Compare Ss answers with the rest of the class. Discuss answers.

Task 2 Idioms p. 78

T should remind Ss about the idioms they met in previous units. Elicit from Ss if there are any idioms in Greek with different colours. Then tell Ss to complete task 2.

ANSWERS

- | | | |
|---------------------------------|-----------------|--------------------|
| a) see red | d) red handed | g) blue moon |
| b) white elephant | e) feeling blue | h) green with envy |
| c) black sheep (of the family) | f) red faced | i) green fingers |

Grammar p. 79

Modal verbs

Elicit from Ss the Modal verbs that they know and check that class can use the Modal verbs in their simple form: *verb + infinitive*

Task 1 p. 79

Direct Ss to the Task 1 and explain that they should read the sentences a)- h). Tell Ss to role play the questions and answers in turn.

For example:

- a) A: When might you wear a red T-shirt with a pink pair of jeans?
 B: I could never wear a red T-shirt with a pink pair of jeans

Take class feedback when Ss have completed the task to check that Ss have understood and used the modal verbs appropriately

Task 2 p. 79

Encourage Ss to work out the syntax pattern in the each of the model questions in Task 2. Take class feedback. The point to note is the position of the modal verb in the question form.

T elicits from Ss model sentences and writes one on the B/B. T should highlight modal + infinitive by underlining the pattern. *Model verb + infinitive*. Use this pattern to elicit from Ss some further example sentences to check Ss have understood concept.

Task 3 p. 79

Direct Ss to the situations in the box and go through each as a class. Elicit from Ss what clothes and colours they might expect each of the people in each situation to wear. Instruct Ss to use the modal verbs in bold italics to help them. Take class feedback and discuss.

T should point out to Ss that modal verbs express how someone feels about a situation - a mood, hence Modal verbs. T could write the following on the B/B: *must* = obligation, requirement, no choice); (*should* = recommendation); (*can/could* = it is possible); and (*may/might* = option, choice). The English *could* is the past tense of *can*, *should* is the past tense of *shall* and *might* is the past tense of *may*. T could explain that these verbs have acquired an independent, present tense meaning and are not always used with a past tense meaning. For example: *Could you help me?*

Task 4 p. 79**SUGGESTED ANSWERS**

a) should
b) could

c) would
d) might

e) shouldn't
f) would

Listening 2**Lead-in p. 79****A.**

Direct Ss to the picture of the teenager and elicit what Ss think is happening
Answer: it may be a carnival or fancy dress party. Explain to Ss the meaning of '*fancy dress*' and '*getting dressed up*' to look very unusual.

B.

Use question B to generate class discussion on how Ss use colours, make-up and when.
Take class feedback

Tell Ss to make a short list of the events or times in their area, city or even all over the country, when someone might get dressed up or get dressed in colourful clothes.

Take class feedback and compare answers

Task 1 p. 80

T. elicits from Ss the kinds of colours they like to dress up in and what colours they have put on their faces when they dressed up. T. directs Ss to look at the picture on page 80. T could explain that it is the Holi colour festival in India.

Holi takes place over two days in the later part of February or March according to the Hindu calendar. On the first day, symbolic burning of evil takes place, while the fun part of playing with colours takes place on the second day.

Task 2 p. 80

A. T. informs Ss that they are going to listen to some people talking about a traditional celebration in India. T. instructs Ss to listen and check their ideas

B. Tell Ss to tick True or False for each of the statements 1-5. Before Ss listen, tells Ss to read through the statements to check that they understand each. T might have to explain the meaning of: squirt, rub.

ANSWERS

1. T 2. F 3. F 4. T

T. should wherever possible draw Ss attention to the way language is used metaphorically. For example in the listening script there is the expression 'a riot of colour'. T. should write the expression '*a riot of colours*' on the B/B and elicit from Ss what this expression means. To help Ss T. could elicit from class if there is one colour used in the Holi celebration or many colours. If there are many colours it is possible to say '*a riot of colours*'. T. might also want to explain to Ss that the word '*riot*' is used to describe a group of people who are breaking windows and smashing different things in a violent demonstration. It usually involves violent demonstrators and the police. T. might want to ask Ss if they have ever seen a riot in Greece or in other countries.

Listening text

The colourful festival of Holi is celebrated on Phalgun Purnima which comes in February end or early March. Holi festival has an ancient origin and celebrates the triumph of 'good' over 'bad'. The colourful festival bridges the social gap and renews sweet relationships. On this day, people hug and wish each other 'Happy Holi'.

This festival of joy, mirth and buoyancy is celebrated when both Man and Nature cast off their winter gloom. Holi heralds the arrival of Spring - the season of hope and new beginnings and marks the rekindling of the spirit of life. Gulmohurs, corals, silk-cottons and mango trees start flowering, gardens and parks present a glorious spectacle of a riot of colours - crimson, red, pink, orange, golden yellow, lemon and a variety of glittering greens. Men who remained indoors during the cold months of winter emerge out to see a new sparkling world of colour and gaiety. The flowers breathe out their fragrance into space and brooks and streams leap in the valleys. Men rejoice with brilliant light of day and the eloquent silence of night. And then the joy bubbling in their hearts find expression in dance,

drama and music. Holi also puts an end to the days of trials and tribulations for the poor who remained ill-clad and without adequate shelter during the chilling cold of the winter season. Packer Kashif lives in Delhi and told us all about his preparations for the festival. "Holi is the Indian festival where everyone gets covered in colour. It is a really fun and messy day. It is celebrated every year in March to welcome the beginning of spring and the power of good over evil. The day before, I go to the market to buy my colour, which is a powder called gulal. I bought red, green, yellow, pink and blue and I got loads as I didn't want to run out. Next I bought my pitchkari - a water pistol for squirting the colour with. The colour powder is mixed with water and then sucked up into the pitchkari to spray. Traditionally, powder is rubbed onto each others faces and you say 'happy holi' and hug. The adults still do this but spraying coloured water is much more fun! It goes on for hours - until we are worn out. On Monday at school everyone has still got colour on them - even the teachers! The longest my colour stayed on was three days. This year was better than ever - there were so many of us. It is definitely the most fun we have all year and I wish it could be every week."

Kashif, 12, Delhi, India

http://www.news.bbc.co.uk/cbbcnews/hi/sci_tech/newsid_1910000/1910535.stm

Task 3 p. 80

T. explains or elicits from Ss what colours are used on the buildings of different areas of Greece. For example, elicit from Ss the colours of homes and buildings on the Cycladic Islands. Ask Ss why these colours are used there. Elicit from Ss about the colours of the buildings in the area where they live and how the colours reflect the area and its natural environment. For Ss who live in large cities which are not so distinctive or whose buildings have become dull due to pollution, T could encourage Ss to talk about how the area could be improved by adding colour. T asks Ss what colours they would like to paint the buildings in their area - why?

Speaking

Task 1 - A survey p. 80

Ask Ss if they think we can understand an emotion with a colour. For example, what emotion is represented by red? Take class feedback and discuss other colours and emotions as a class. Ask Ss if they feel that certain colours influence their mood. Elicit moods and colours from class.

Task 2 p. 80

Tell Ss to look at the list of adjectives in the box on the right. Check that Ss understand all the adjectives by asking concept questions or asking for a Greek translation for each. Tell Ss to work with their partner to decide if the words are positive or negative and to tick the boxes appropriately. Take class feedback and compare answers as a class.

Tell Ss in pairs, to use 5 or 6 of the adjectives to make statements about different colours make them feel. Direct Ss to the example.

Task 3 p. 80

Direct Ss to the photographs of natural phenomena from around the world. Tell Ss in pairs to make notes about the feelings each photograph creates for them. Tell Ss to use the model statement in the example to make their own statements.

Ask Ss where they think each of the scenes might be from. Tell Ss to look at the names of the places and try to match the place with a name. If Ss have access to computers in class, tell certain Ss to check the names on the Google Images site and report back to the class.

Task 3 p. 81

ANSWERS

- | | |
|--|------------------------------------|
| a. Niagara Falls (Canada) | b. The Grand Canyon (USA) |
| c. The Giant's Causeway (Northern Ireland) | d. Uluru / Ayer's Rock (Australia) |
| e. The Great Rift Valley (East Africa) | |

T. could elicit from Ss what they know about these different places and if they think they would like to visit them and why/why not.

Task 5 - Mini-project p. 81

T. informs class that they have to imagine that they are going to take part in a European Project that aims to attract people to travel to different EU countries.

Elicit from Ss what scenes of Greece they think would look good and attractive on a poster to attract visitors to come on holiday to different parts of Greece.

T. tells class in small groups to create a poster that would attract people to their area to enjoy the natural beauty and sights that exist around where they live. T. tells class to use a poster with visuals and short descriptions under each. T. tells class the best poster will be put up on the classroom wall.

Writing

Pre-writing p. 81

T. elicits from Ss if they feel that school students have a right to wear whatever colours they want in their clothes, hair, make-up at school. Why? Why not?

Direct Ss to the photograph of the girl with the pink hair. Ask Ss if they would like to have hair like this. Why? Why not? Ask Ss if they would be allowed to wear their hair like this at their school. Explain to Ss that they are going to read a newspaper article about the girl in the photograph and what happened to her when she arrived at school with her hair like this.

T. tells Ss to read quickly through the article beside the photograph and to find the main topic of discussion. Take class feedback and discuss the topic briefly as a class. T. then directs Ss to read the two letters from two students in Britain to help them decide if they agree or disagree with the school. Take class feedback and compare ideas.

Check vocabulary items from text and tell Ss to copy new words into their vocabulary notebook:

isolation, highlights, strict, dye, individuality, copy, preventing, ridiculous, regulations, affect, as long as.

Task p. 81

A. Role-play

T. directs Ss to look at the picture of the boy on page 81 and to say how they feel about the boy wearing tattoos. T. elicits from Ss if they think young people should wear tattoos. T can generate a discussion about tattoos and the dangers of having them. T could ask Ss if they know of anyone who has a tattoo and why this person has a tattoo. T. could elicit the names of famous people who have tattoos. For example the footballer Beckham has tattoos. Work in groups, taking the different roles to discuss if school students should be allowed to have tattoos.

B.

T. instructs Ss to use the ideas in the text together with the language from the letters from Emily in Cardiff and Simon in Birmingham to write a report about allowing school students to have tattoos

Lesson 3

Task 1 Game p. 82

Instruct Ss to close their eyes and to imagine they are in their favourite place in the countryside. Explain that they are walking through a forest. Tell Ss to imagine all the colours they see. Then tell Ss to open their eyes and make a quick note of the colours and how they felt.

Task 2 - Personality test p. 82

Explain to Ss that they are going to do a psychology test to see what kind of character they have. Tell Ss to write a number 1-8 beside each of the colours in the sequence in which they like each colour. For example, if they like blue most, they put 1 beside blue. If they like red least, they put 8 beside red.

Ask Ss to say if they agree or disagree with what the test says about them. Why? Why not? Tell Ss that they find more information about their personality and colour on the site: http://www.colour-experience.org/matching/matcol_fashion_1/matcol_fashion_1.htm

ANSWERS

The following is the explanation of the different permutations for colour and personality.

Number sequence and meaning:

12345678: Appreciate and sensitive but you do not wish for great responsibility. You desire to be viewed as fascinating and charming by others. You are an active and outspoken person who can be independent.

87654321: you are a calm and quite person with a need to be trusted. You are relaxed and do not care about your future. You are creative and need a quiet place to work.

35812674: You are an active person with the desire and will to win. You desire excitement and enjoy your life to the full. You want things to stay the way they are. You don't like change.

41653827: You don't like your life. You feel that nothing is going well at the moment. You tend to underestimate yourself and don't appreciate your abilities and talents.

46825173: You like to show a perfect image of yourself to others. You don't think ahead and don't expect too much from life.

67815342: You are an active person with the desire and will to win and achieve success. You like excitement and want to enjoy life to the full. You are competitive and productive.

48732165: You are never selfish. You always have a positive attitude and do not like negativity.

81457236: You like having responsibility. In relationships, you tend to be the leader. You are realistic and do not place much hope in dreams.

Project p. 82

Explain to Ss that they are going to do a project on ways to improve their school by adding some colour to it. Introduce the project by eliciting from class what kinds of colours they would like to see in the school in different rooms and spaces. Ask Ss to justify their responses. Direct Ss to the stages of the project and divide the class into small groups of three. Tell Ss to prepare their project as a poster with a written report. Tell Ss they could support their views by adding a questionnaire to give to other students in the school and using the data on their poster.

Tell Ss to present their report to the class in the next or subsequent lesson.

Culture corner - p. 82

Direct Ss to the photograph of the soldiers. Elicit from class where they might see such soldiers dressed like this.

Answer: these soldiers stand outside Buckingham Palace to guard the Queen of England.

Ask Ss if there are any soldiers who guard a special building in Greece. Ask Ss where you might find these soldiers in Constitution Square.

Explain to Ss that the soldiers in London perform a ceremony called 'Trooping the Colour'. Ask Ss to check on the internet to find out what Trooping the Colour means.

ANSWER

The custom of Trooping the Colour dates back to the time of Charles II in the 17th. Century when the Colours of a military regiment were used as a rallying point in battle and were therefore trooped in front of the soldiers every day to make sure that every man could recognise those of his own regiment. In London, the Foot Guards used to do this from 1755 onwards as part of their daily Guard Mounting on Horse Guards and the ceremonial of the modern Trooping the Colour parade is along similar lines. In 1805 the parade was for the first time carried out to celebrate the Sovereign's birthday. It is now held on the Queen's Official Birthday which takes place in June each year. It is carried out by her personal troops, the Household Division, on Horse Guards Parade, with the Queen herself attending and taking the salute.

Direct Ss to the dollar note and inform Ss that the American dollar is also known as the greenback. Elicit from Ss why they think the dollar is called the greenback. T explains or elicits from Ss that the name is slang for the dollar bill (note) and comes from the fact that the dollar is green.

Self-evaluation - UNIT 7 - p. 83

Activity A

a) calmness b) friendliness c) cheerfulness d) sadness e) peacefulness

Activity B

red, orange, yellow, green, blue, indigo and violet.

Activity C

Nouns	Adjectives	Verbs
importance	specific	chose
balance	cosy	attract
environment	airy	express

Activity D

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

Activity E

1. blue 2. red 3. orange 4. green 5. purple

Workbook - UNIT 7

Activity 1 p. 69

Nouns	Adjectives	Verbs
mixture	airy	recognise
colorants	classy	exploit
balance	primary	judge
individuality	cosy	trigger
festival	upbeat	influence

Activity 1 B p. 69

a) mixture	d) upbeat	g) cosy
b) festival	e) balance	h) judge
c) recognize	f) primary	i) exploit

Activity 2 A p. 69

warmth	depression	optimism	importance
inspiration	enthusiasm	expectation	depth
calmness			

Activity 2 B p. 69

Open answers

Activity 3 A p. 70

Icelandic Flag Meaning:

The colours are blue for the mountains, white for ice and snow and red for fire and lava as Iceland has much volcanic activity. The Icelandic flag is a reversed version of the Norwegian flag and it reflects Iceland's early ancestral link to Norway.

Activity 3 B p. 70

a) Ireland	b) Italy	c) South Africa	d) Greece
------------	----------	-----------------	-----------

Activity 3 C p. 71

The Greek flag symbolizes:

Blue and white, symbolizes the blue colour of the sea that surrounds the land and the whiteness of the restless Greek waves. In addition, it reflects the blue of the Greek sky and the white of the few clouds that travel in it. According to another interpretation the blue and white symbolizes the similar colours of the clothing of the Greek sailors during the Greek War of Independence.

Activity 4 p. 71

a) strong b) feminine c) royalty d) health e) distinctive f) serious g) spring

Activity 5 p. 71

- | | | |
|------------------------|------------------------|----------------------|
| a) white elephant | d) out of the blue | g) green with envy |
| b) as white as a sheet | e) once in a blue moon | h) red faced |
| c) saw red | f) with flying colours | i) caught red handed |

Activity 6 p. 72

- i) e ii) b iii) a iv) c v) d

Activity 7 p. 72**Richard of York gave battle in vain**

T could explain to Ss that the mnemonic is a rhyme that British students use to learn the order of colours of the rainbow.

T should point out to Ss that in Greek the rainbow is learned with six colours as the colour indigo does not exist as a basic colour.

Activity 8 p. 73

- | | | | |
|-------------------|----------------|---------------------|------------------|
| a) fear = yellow | b) love = red | c) jealousy = green | d) death = black |
| e) sadness = blue | g) anger = red | | |

Activity 9 p. 74

Summary of text in English

Activity 10 p. 74

business : dark blue, grey

school : blue, black, grey

army: green

police: black

hospitals: white, green

chef: white

martial arts: white.

Activity 11 p. 74

- | | | | |
|------------|--------------|--------------|------------|
| a) reflect | b) suggest | c) match | d) express |
| e) convey | f) represent | g) recognise | |

Activity 12 p. 75

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

Activity 13 p. 75

light: not dark

dynamic: energetic

tense: anxious

ridiculous: not logical

airy: open and free

complex: difficult and mixed up

homesick: sad

Activity 14 p. 75

- a) It's your business! b) tell a great deal c) think twice d) a great deal
 e) in tune with f) aware of g) as long as

Activity 15 p. 76

- a) might b) could c) could d) should
 e) would f) should g) might

It's Your Choice - Student's Book

Reading

Task 1 p. 147

A. T directs Ss to look at the picture on page 76 and to guess which century it comes from: the 7th, the 15th, the 20th? Elicit the reasons from Ss for their answer.

T tells Ss to look at the visuals in the timeline to help them guess their answer.

ANSWER

15th century

B. T. directs Ss to the pictures of clothing on page 147 and asks class if they think people in Greece wore any of these clothing items in the Middle Ages.

SUGGESTED ANSWER

Ss do not need to say what the clothes are but to indicate their answers using the letter beside each item.

People probably wore, chlamys, sandals, petticoats, tights.

C. T directs Ss to the items of clothing and tells them in pairs to match the clothes to the names. Compare answers as a class.

ANSWERS

- a. chlamys b. nylons c. leggings d. anorak e. petticoat f. sandals
 g. T-shirt h. jacket

T. could explain to Ss that the word petticoat comes from the 15th century from the French words: petty (small) and cote (coat). The petticoat was a short tunic but over time women wore them under their skirts and dresses to give them a shape. They were also used to keep the women warm.

Task 2

A. T tells Ss that they are going to read a text about colour and the environment. T

instructs Ss to find and circle 7 verbs in the text that they like. T tells Ss to compare their answers with their partner and to check that they know the meaning of all the verbs. T then instructs Ss to choose 5 of the verbs and to write their own sentence using these verbs. T compares answers.

- B.** T tells Ss to imagine that they can paint their bedroom in any colour they want and that their parents have asked them to think of a colour scheme. Tell Ss to make notes about the items and walls in their bedroom and the colours they would like to have each. Then tell Ss to compare their ideas with their partner and ask their partner to guess what the colours say about their character.

Tell Ss that they can check their ideas about colour and character at the site:

http://www.colour-experience.org/matching/matcol_psych_tests/matcol_psych_test2.htm

Reading 2 p. 148

Task 1

T can inform Ss that English is full of short expressions that people use all the time. T explains that the expressions 1-5 are examples of everyday language. T instructs Ss to match the expressions 1-5 with an appropriate meaning A-E.

ANSWERS

1-B 2-C 3-D 4-E 5-A

Take class feedback and check answers. Then T tells Ss in pairs to think of and write mini-dialogues and try to use the expressions in each.

Task 2 p. 148

T instructs Ss to read the texts A-C on page 77 and find the answers for questions a)-c).

ANSWERS

a- C b- A c- B

Vocabulary p. 149

Task 1

A. T writes on B/B a sentence like: *Michael rides a grey bike.* T elicits from Ss the noun and the adjective in the sentence. Then instruct Ss to read Task 1 A and complete the statements.

ANSWERS

Adjective Noun

T can ask Ss to write two more sentences in their notebooks: one including a noun; the other including an adjective.

B. T directs Ss to read the sentences a-i and to write noun or adjective for the underlined word in each. Compare answers as a class.

ANSWERS

a. adjective b. noun c. adjective d. adjective e. noun
f. noun g. noun h. noun i. adjective

C. T instructs Ss to use the underlined words in Task B and to write their own sentences using these words.

Task 2

Idioms

T instructs Ss to look at Task 2 and in pairs to try to guess the meaning of each idiom and then to match it to a suitable explanation.

ANSWERS

the black sheep - ignored
a white elephant - totally stupid and useless
once in a blue moon - very rarely
green with envy - jealous
see red - became angry

Writing p. 150

1A

T explains to Ss that this activity will help them to understand the meaning of the words before they do the role play and writing task. T tells Ss to work in pairs to find the meanings of the words i-ix).

i)-b ii)-a iii)-a iv)-a v)-b vi)-b vii)-b viii)-a ix)-a

1B

T instructs Ss to use the words from 1A to complete the activity 1B. Check answers as a class.

ANSWERS

a) beard b) regulations c) dye d) proper e) prevented
f) penalized g) turn up h) isolation i) individuality

It's Your Choice - Workbook

Activity 1

1. T 2. T 3. F 4. F 5. T

Activity 2

i. shy away from ii. turn up iii. slow down
iv. jazz up v. goes on

Activity 3

a) iv b) ii c) i d) v e) iii

Activity 4

a) ii b) vii c) iv d) vi e) v f) i g) iii

Activity 5

A

a) v b) vii c) iii d) iv e) i f) ii g) vi

B

1. tense 2. homesick 3. dynamic 4. ridiculous
5. airy 6. light 7. complex

UNIT 8 FOOD FOR THOUGHT!

Cover Page p. 85

- Direct Ss to the title of the Unit and generate a brief class discussion of what the title might mean. Remind Ss of the concept of metaphor in language. Take class feedback.

- Direct Ss to look at the picture on page 85 and elicit from Ss what the artist is trying to show with this piece of art.

Ask Ss if they know the name of the artist. Tell Ss to look carefully at the collar of the jacket to try to make out his name.

ANSWER

The painting is based on summer. Ask Ss why they think this painting is called 'Summer'.

Answer: The artist's name is Giuseppe Archimboldo. He was born in 1527 and grew up during the Renaissance. His natural artistic talent landed him a place as student to the painter Leonardo Da Vinci. Later Archimboldo accepted a position as Royal Painter in the imperial court. Archimboldo even tried to devise a system of musical notation based on colours.

T asks Ss to find the date when the painting was painted.

ANSWER

1573

- Instruct Ss to look closely at the painting and see how many different kinds of food they can find. Tell Ss to compare their answers with their partner to see who has found the most.

ANSWER

cucumber, aubergine, wheat, figs, plums, pomegranates, peaches, pear, melons, berries, garlic, beans, artichoke, olives, grapes.

T could set class a task to find out where the painting is kept today.

ANSWER

City Art Gallery, Civic Centre, Southampton, England.

T could ask Ss if they like or dislike the painting. Why? Why not? T could also set an extra task for Ss to find out as much as they can about Arcimboldo and to report back to the class in a subsequent lesson.

Lesson 1

Lead-in p. 86

Task 1 p. 86

Explain or elicit from Ss if texts are always written in a positive way about a topic. Elicit from Ss how they might be able to say if a text was positive or negative towards a topic. Take class feedback. Instruct Ss to read the text on page 86 to check their ideas about the painting by Archimboldo. T should teach the following words: *contemporaries*, *debated*, *whimsical*, *deranged* through example sentences for Ss to guess the meanings.

Task 2 p. 86

A. B. Direct Ss to the paintings 1-5 and ask Ss to guess what the theme of each painting is. Ask Ss to justify their answers. Ask Ss if they know the names of each of the paintings. T could set a task for Ss to find the names of the paintings and report back to class next lesson.

Tsarouhis - 4 Seasons - Greek

Van Gogh - Wheatfield - Dutch (impressionist)

Botticelli - The Triumph of Spring - Italian

Pissaro- The Apple Orchard - French (impressionist)

C. For example: To my mind, the painting has a wonderful range of colours. I would love to have it in my bedroom.

Task 3 p. 86

Ask Ss what are the main products grown in Greece. Ask Ss to say the areas in Greece which are well known for different products. Then, tell Ss to read the statements and with their partner to decide which part of the world each statement describes.

ANSWER

a) Japan/ South Pacific Ocean b) USA c) Greece d) North Pacific Ocean
e) Brazil f) China

T could explain to Ss what 'driftnet fishing' is and ask Ss to express their opinions about this method of fishing. A *drift net* is a type of fishing net used in oceans, coastal seas and freshwater lakes. They can range in length from 25m to 2.5 miles, although this upper limit is a recent development, and nets of up to 50km have been set in recent times. The term "drift" comes from the way these nets are used.

Task 4 p. 87

A. Direct Ss to the pictures of the animals. Ask Ss if they would ever like to eat the meat of one of these. Why? Why not? Ask Ss if they know of any cultures which eat what they think might be unusual or strange food. T could point out that in some Asian

countries, people eat dogs. Ask Ss how this makes them feel. Allow brief class discussion.

- B.** Tell Ss to read the text to compare their ideas with what people eat around the world. For example, in Australia, people eat kangaroo. In South Africa, people eat ostrich and springbok

Task 5 p. 87

- A.** Elicit from Ss what different factors influence what they eat each day. Tell Ss to make a short list and to compare their list with their partner. Tell Ss to look at the spidergram and in pairs to complete the spidergram with the range of factors that influence what people around the world eat each day.

T could inform Ss that in each culture there are both acceptable and unacceptable foods, though this is not determined by whether or not something is edible. For example, alligators exist in many parts of the world, but they are unacceptable as food by many persons. Likewise, horses, turtles, and dogs are eaten (and even considered a delicacy) in some cultures, though they are unacceptable food sources in other cultures. There are also rules concerning with whom it is appropriate to eat. For example, doctors in a health facility may eat in areas separate from patients or clients.

- B.** Tell Ss to write a sentence about how these factors influence what people eat. Ask Ss how important world trade is to what people eat. Ask Ss if they have eaten any food products recently which do not come from Greece. Tell Ss to make a list and compare their answers with the class.

Reading 1

Task 1 p. 87

Direct Ss to the four pictures and instruct them to tell their partner in turns where each of the products is grown.

SUGGESTED ANSWERS

olives - Greece; wheat - Russia; sugar- Cuba; cocoa - Brazil

Task 2 p. 87

- A.** Instruct Ss to quickly read through the text and underline the things that they didn't know about olive oil. Take class feedback and compare answers. Ask Ss what they think the scene in the picture beside the text shows. Teach or elicit the meanings of: obtained, ground, spread out, stacked, applied, percolation, monosaturated fat, evidence, linked, proportion.

- B.** Ask Ss if they think that olive oil is healthy. Ask Ss what they know about health and olive oil. Ask Ss if they know how olive oil is produced. Take class feedback and dis-

cuss. Then tell Ss to compare their knowledge with the ideas in the text. Explain to Ss that they need to read the text again carefully to match the sequence of sketches to the procedure for making olive oil.

ANSWERS

3 2 1

Task 3 p. 88

Tell Ss to work in pairs to write a slogan to promote a product. Tell Ss that they could draw a picture or make a collage with scenes and ideas to support their slogan. Compare Ss ideas and slogans and decide as a class on the best slogan. For example: a slogan must be funny to make people remember it; it must be interesting to make people want to know more about the topic.

Reading 2

Task 4 p. 89

a) sweets b) cakes c) fuel d) medicine

B.

ANSWERS

- a) sweets, cakes, fuel.
- b) Brazil has large sugar plantations and lots of space to grow sugar.
- c) a wide variety of

Task 5 p. 89

Direct Ss to the diagram and elicit what it represents. Tell Ss to look carefully at the diagram and to use it to say what the carbon cycle is. Take class feedback and compare ideas.

ANSWERS

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

SUGGESTED ANSWER

Natural products do not cause pollution and damage the environment.

Lesson 2

Lead-in

Task 1A p. 90

Direct Ss to the photograph and elicit what the situation is. Ask Ss who and where the people might be. Ask Ss to find the differences between a family meal in their home and in the photograph.

ANSWERS

The family is sitting on the floor; the food is laid out on a huge cloth on the floor.

SUGGESTED ANSWER

It is a family mealtime in a village in Eastern Iran.

B. Ask Ss if they know what a “σοφράς” is. Tell Ss to ask family friends or other teachers what this is. Or, they can find what this is in a Greek dictionary or on the internet. Tell Ss to draw one of these in the blank space provided.

C. Ask Ss if they have all their meals with all their family members. Ask Ss when the whole family eats together. Ask Ss if it is important that the family eats meals together. Why? Why not?

Discuss answers as a class.

Cultural Corner - p. 90

A. Direct Ss to the photograph of the man dressed in the blue and red uniform. Ask Ss where they think this picture was taken. Ask Ss what they think the man does for a living; what’s his job?

B. Tell Ss to listen to the short extract about the history of the job these people do and to complete the table.

The Beefeaters or Yeoman Warders were formed by Henry VIII. In 1509, Henry VIII decided to leave twelve of his old sick and infirm Yeomen behind in the Tower of London to protect it. Their name has been used since the middle of the 17th century. Their name is a literal reference, as they were well-fed members of the royal household. They are known as beefeaters. T could explain to Ss that in principle the Beefeaters or Yeoman Warders were responsible for looking after the Tower and protecting the British crown jewels, but in practice they acted as tour guides.

ANSWER

Place: Tower of London

Job: Guard at the Tower of London

Name: Beefeater

Grammar

Task 1 p. 90

Instruct class to read the short text in the box on page 90 and to guess the name of the product being described.

ANSWER

potato

Task 2 p. 90

A. Explain to Ss that they need to refer back to the text to find the part of each sentence which expresses the same meaning as that in the ideas i, ii, iii. Tell Ss to write out the parts of the sentences in the text on the lines provided.

ANSWERS

- i) It was first discovered thousands of years ago
- ii) it has been called by different names
- iii) food that is served in all fast food restaurants

Elicit from class which of the two sentences on each line is the Passive form. Ask Ss what features of the sentence tell them that the sentence is Passive.

B. T could write the following on the B/B:

‘people discovered it thousands of years ago’ and

‘it was discovered thousands of years ago’ and ask Ss to say how each sentence is different.

T elicits from Ss what they see as the Grammar pattern for these sentences and then

T should write the grammar pattern on B/B.

Subject + be + Past Participle verb

T should elicit from Ss the different tense use in the three example sentences.

- i) Past Simple ii) Present Perfect iii) Present Simple

T elicits from Ss other sentences with these tenses.

T could find examples of how the passive voice is used in everyday speech.

Newspapers of news articles tend to use a lot of Passive forms. For example:

The programme is aimed at young people; The thief was shot during the robbery; He was given a reward for his courage.

C. Instruct Ss to look back at the text and find two more Passive Voice sentences and to write them out in their notebook.

Task 3 p. 91

Explain to Ss that the words are in a mixed up order. Tell Ss to put the words into the correct order to express an idea.

ANSWER

Olive oil is produced in Greece

Task 4 p. 91

Instruct Ss to read the two sentences i) and ii) and to discuss in pairs which of the sentences is in the Passive form. Tell Ss to tick the Passive form sentence and then to use the sentences in the text in the box to help them complete the rules 1 and 2.

How to form the Passive Voice

1. be 2. i) we do not need ii) object / subject

Task 5 p. 91

A. Tell Ss to write a sentence in the Passive Voice.

B. Start a discussion on the difference between the Passive Voice in English and in Greek

In Greek the verb **be** is not always part of the Passive construction while in English it is imperative to have **be** in various tenses.

Encourage Ss to understand that the Passive Voice is not only a transformation technique which is often used in examinations but is a very common pattern in everyday speech.

Listening

Task 1 p. 91

Instruct Ss to listen to the recording and write in the dates for each food. Tell Ss that they will listen to the recording again and fill in the second row with details relating to events that had to do with the introduction of these foods.

Time line - food:

http://www.learner.org/channel/courses/worldhistory/unit_video_16-1.html

Listening Script**1 Coffee**

Goats will eat anything. Just ask Kaldi the legendary Ethiopian goatherd. Kaldi, who in AD 800, the story goes, noticed his herd of goats dancing from one coffee shrub to another, grazing on the **fresh** cherry-red berries containing the beans. It was his curiosity that led him to cut a few berries himself and eat them **raw**. **He** was soon jumping and dancing with his flock of goats.

2 Sugar in Europe

Sugar was discovered by western Europeans as a result of the Crusades in the 11th Century AD. Crusaders returning home talked of this "new spice" and how pleasant it was. The first sugar was recorded in England in 1099. The success comes from making money as bakers realised they could become rich from this product and soon started making jams, candy and other sweets in greater numbers

3 Tea into England

In 1662 Catherine of Braganza of Portugal married Charles II and brought with her the preference for tea. It was boiled in front of the Queen and became her drink of choice. It soon gained social acceptance among the aristocracy as it replaced wine, ale and spirits as the drink of the aristocracy.

4 Earl of Sandwich

The first written usage of the word sandwich appeared in Edward Gibbon's journal, referring to "bits of cold meat" as a 'Sandwich.' It was named after John Montagu, 4th Earl of Sandwich, an 18th-century English aristocrat. It is said that in 1762 Lord Sandwich was fond of this form of food because it allowed him to continue playing cards, while eating without getting his cards greasy from eating meat with his bare hands. Clearly, he had a creative mind and today we have the sandwich which we all love.

5

The political problems in France in 1789 were caused by the people not having food to eat. It has been said that the Queen Marie Antoinette when she was told that there was no bread for the people suggested to her Ministers to "Let them eat cake," When the people heard this they became very angry. It is not certain that she said this but she definitely did not understand economic problems.

6

According to some historians, the way Ioannis Capodistrias introduced the cultivation of the potato remains a famous anecdote till today. To help feed the people, Capodistrias ordered a shipment of potatoes in 1829 but he found that the potatoes were met with indifference by the population and the whole scheme seemed to be failing. To help people develop a taste for the new potatoes, Capodistrias ordered that the whole shipment of potatoes be unloaded in public display on the docks of Nafplion, and placed severe-looking guards guarding it. Soon, rumours circulated that for the potatoes to be so well guarded they had to be of great importance and so people decided to eat potatoes.

http://www.learner.org/channel/courses/worldhistory/unit_video_16-1.html

Task 2 p. 91**ANSWERS**

AD 800	coffee	curiosity
1099	sugar	money
1662	tea	human nature
1762	sandwich	creativity
1789	cake	politics
1829	potatoes	new tastes

Task 3 Mini-project p. 91

Instruct Ss in groups of 5 to choose a product from the timeline and to do some research to find out more about that product. Tell Ss to report their findings to the class.

Vocabulary - Idioms p. 92

A. Direct Ss to the sketches on page 92 and ask Ss to guess what a Greek idiom for each sketch might be. Take class feedback.

B. Instruct Ss to read through the list of idioms 1-10 in pairs and to find a suitable match of the food from i - x.

1. g 2. e 3. i 4. h 5. j 6. c 7. b 8. a 9. d 10. f

Speaking**Task 1 p. 92**

Instruct Ss that they need to complete the spidergram with different information. Tell Ss to discuss with their partner the possible answers for the spidergram. Tell Ss to ask use as many sources as they need like looking in a geography book, asking other class members or their teacher if they have difficulties. Instruct Ss to work with their partner to create a spidergram like the example for two European countries.

Task 2 - Mediation p. 92

Elicit from Ss if they eat fruit and how often they eat fruit. Ask Ss if they like eating fruit. Why? Why not? Write on B/B: 'an apple a day, keeps the doctor away' and ask Ss to guess what this proverb might mean. Ask Ss if there is a similar proverb in Greek.

Writing Reviews**Task 1 p. 93**

T should elicit or explain to Ss the purpose of a review. Ask Ss if they have ever seen a film and then told their friends about why they liked or didn't like it. Explain to Ss that what they did was to review the film. Ask Ss to list other things that people give a review

of or write a review of. Ask Ss if it is a good thing to believe everything we read in a review. Why? Why not?

Ask Ss about the last restaurant or taverna they ate at. Ask Ss if they liked it or not. Why? Why not? Take class feedback and write headings on B/B as suggested by class and then ask Ss to make comments under each heading.

For example:

service	quality	cost	location	cleanliness
poor	good	expensive	central	very

Direct Ss to look at the photograph of the restaurant and ask Ss if they think this would be a nice place to eat in. Why? Why not?

Encourage class discussion on what makes a restaurant good.

Task 2 p. 93

Ask Ss to look quickly at the leaflet and to guess what kind of food is served there. For example: Italian, Chinese, Turkish, British, French, Greek.

ANSWER

It's a French restaurant - the name 'Le Pont de la Tour'. Ask Ss if they know what the name for the restaurant would be in English. Answer: The Bridge of the Tower / Tower Bridge

Tell Ss to read through the restaurant details. Ask Ss if they would like to eat in this restaurant. Why? Why not? Take class feedback. Then ask Ss to read the review of the restaurant to compare the review with the details. Then, tell Ss to make a list of the factual errors in the review and compare them with their class.

Task 3 p. 93

Ask Ss what kind of places they like to eat at when they go out. Ask Ss to say why they like these places. Ask Ss what makes this place good. Tell Ss to imagine that they have to write a review of a place to eat for their friend from London who wants to go somewhere to eat in Greece.

Lesson 3

Lead-in

Task 1 p. 94

-Ask Ss what foods they think are particular to the Mediterranean and Aegean area. Tell Ss to make a short list of foods that are eaten regularly in Greece. Ask Ss if there are any benefits from eating these foods. Ask: What are the benefits to our health?

-Direct Ss to look at the food pyramid and to explain what each level on the pyramid means. Ask Ss which of the food on the pyramid they like or dislike. Why? Why not?

Task 2 A p. 94

Tell Ss to listen to the recording and tell you what the words “anorexia” and “bulimia” mean.

Task 2 B p. 94

Tell Ss to listen to the recording again and write the percentages in the boxes.

<http://www.news.bbc.co.uk/2/hi/health/2264529.stm>

Listening Script

Lesson 3, Tasks 2A/2B (p.94) <http://www.news.bbc.co.uk/2/hi/health/2264529.stm> -
Adapted

A: On our programme today we have Dr. Brown, an endocrinologist, expert in food-related health problems, who is going to talk about some of the health problems you mention in your letters. Good morning Doctor.

B: Good morning.

A: Some of our listeners want to know why they love eating certain foods and they hate others.

B: Our body normally knows which foods are good or bad for us and “urges” us to consume or avoid them. In a recent survey, the majority of the people asked reported that changing their diet improved their mental health significantly.

A: So you mean that our choice of food is controlled by our body?

B: Exactly! And not only that, according to the survey, cutting down on food "stressors" and increasing the amount of "supporters" people eat had a beneficial effect on their mood. Stressors highlighted included sugar (80%), caffeine (79%), alcohol (55%) and chocolate (53%). Supporters included water (80%), vegetables (78%), fruit (72%) and oil-rich fish (52%). Moreover, eating regularly and not skipping breakfast were also highlighted as ways to boost mental health.

A: But then, what happens when we overdo it with food? I mean, there are people who cannot stop eating and others who don't want to eat any food at all.

B: You are right there! When the brain sends the wrong signals, then the balance can be reversed. In the first case, people who cannot stop eating suffer from **bulimia**, which is related to deep psychological issues and feelings of lack of control. Sufferers *wrongly* use the destructive eating pattern to feel in control over their lives. In the other case, known as **anorexia** or **anorexia nervosa**, people, *wrongly* again, think they are fat and unattractive. One of the most well-known findings is that people with anorexia tend to over-estimate the size or fatness of their own bodies.

A: You mean, they think they're fat but others don't?

B: Exactly! A recent review of research in this area suggests that this is not how people see it, but how the affected person sees it.

A: Back to what we discussed before, do you think that careful selection of the foods we eat can make a difference in the way we feel?

B: According to the survey, over a third of the people asked said they were *very certain* that the improvements they had seen to their mental health were directly linked to the changes they had made to their diet.

A: It's been a very interesting and enlightening discussion. Thank you very much Dr. Brown for being with us today.

B: My pleasure!

B. Answers as in the box

Task 3 - Project p. 94

T explains that the aim of the project is to create a menu for a British friend who is coming to spend some time in Greece.

The friend likes to keep fit and stay healthy.

T ask Ss what kinds of food a healthy person should eat; should not eat. Why? Why not?

Tell Ss they have to write a menu for their friend to follow when they come to Greece.

Food 'stressors'	Food 'supporters'
Sugar 80%	Water 80%
Caffeine 79%	Vegetables 78%
Alcohol 55%	Fruit 72%
Chocolate 53%	Oil rich fish 52%
Wheat-containing foods	Nuts and seeds
Additives	Wholegrain food
Dairy	Fibre
Saturated fats	Protein
	Organic food

Self-Evaluation - UNIT 8 - p. 95

Activity A.

a) roasted b) distilled c) ground d) forbidden e) processed

Activity B.

i) b ii) d iii) d) iv) c) v) a vi) d)

Activity C.

development farmers percentage disturbance

Activity D.

i) c ii) a iii) b iv) course v) d

Activity E.

- a) They are being hunted and killed
- b) a ground apple
- c) it is derived from the Arabic word 'gandi' which means 'sweet'
- d) the Prairies
- e) vegetables and fruit

Activity F.

- a) cake
- b) beans
- c) potato
- d) butter
- e) tea
- f) cucumber

Workbook - UNIT 8**Activity 1 p. 78**

s	u	v	e	g	e	t	a	b	l	e	s
g	a	r	T	i	c	h	p	k	e	h	k
d	r	m	i	g	a	r	p	i	c	e	f
c	u	e	b	t	h	o	l	i	v	e	s
b	u	a	h	e	a	t	e	p	l	n	y
p	o	t	a	t	o	e	s	d	d	e	b
c	d	h	u	b	b	g	r	a	p	e	u
f	s	d	g	m	y	h	c	s	a	r	t
r	e	c	n	l	b	e	a	n	s	t	t
u	l	n	e	t	r	e	k	j	e	v	e
i	e	a	c	r	i	c	e	i	e	s	r
t	a	t	u	r	d	a	y	n	o	w	s

Activity 2 p. 78

Open answers

For example: There is a tin of dog food so the man has got a dog.

Activity 3 p. 79

c

Activity 4 p. 79

2, 3 5 7 8 9 10

Activity 5 p. 79

The butter is melted
 The juice is poured
 The potatoes are sliced
 The sauce is stirred
 The honey is spread
 The water is drained

Activity 6 p. 80

- | | | | |
|-------------------|--------------------|---------------------|-----------------|
| 1. is made | 2. is done | 3. was used | 4. to be chewed |
| 5. was discovered | 6. can be boiled | 7. was believed | 8. was urged |
| 9. was sold | 10. was opened | 11. were published. | |
| 12. were reported | 13. was frequented | 14. is grown | |

Activity 7 p. 80

- | | | |
|---------------|---------------------|-------------------|
| 1. are eaten | 3. have been opened | 5. is used |
| 2. was served | 4. was eaten | 6. will be opened |

Activity 8 p. 81

- i. Wheat is used for many kinds of food
- ii. Olive oil is produced in Crete
- iii. Most of the country is covered by rice fields

Activity 9 p. 81

According to the picture

Activity 10 p. 81

- | | | |
|-------------------|----------------------|--------------------------|
| 1. My cup of tea | 4. Sweet tooth | 7. Piece of cake |
| 2. Appleeye | 5. Spice of life | 8. Bread and butter |
| 3. Couch potato | 6. Spilled the beans | 9. As cool as a cucumber |

Activity 11 p. 82

- | | | |
|------------|-------------|-----------------|
| A. Risotto | B. Tiramisu | C. Rice pudding |
|------------|-------------|-----------------|

Activity 12 p. 82

- Wild elephants were electrocuted after drinking rice beer
- New food rules were announced by the school head
- The fast food chain will possibly close
- The new brand of chips is banned from next month
- The fast food outlet was found guilty of serving bad meat
- Bad diet is linked to obesity
- Diet choices are 'written in genes'
- Having a sweet tooth is determined by bacteria

Activity 13 + 14

1. a Doro Wat -Ethiopia - chicken dish
2. c Jerk Fish - Jamaica -bread with lemon rind
3. e Taco - Mexico - tortilla
4. g Borscht - Russia - beetroot soup
5. h Kolache - Poland - steamed dumplings
6. f Stew - Ireland - beef in oven
7. d Vindaloo - India - pork
8. j Shish Kebab - Turkey - grilled meat
9. b Sushi - Japan - raw fish
10. a Dimsum - China - light dishes to go with tea

Activity 15 p. 83

Encourage Ss to use verbs such as *eat, serve, make, prepare grill, etc* to form the passive

1. Doro Wat is eaten in Ethiopia and it is made with chicken.
2. Jerk fish is eaten in Jamaica it is made of bread with lemon rind.
3. Tacos are eaten in Mexico. They are tortillas which are stuffed with beef.
4. Borscht is eaten in Russia, it is a soup which is made with beetroot.
5. Kolache is eaten in Poland and it is a dish served with steamed dumplings.
6. Stew is eaten in Ireland and it is made with beef and vegetables baked in an oven.
7. Vindaloo is eaten in India and the pork is fried with chilli powder.
8. Shish kebab is eaten in Turkey. The meat is grilled over a charcoal fire.
9. Sushi is eaten in Japan and it is made of pieces of raw fish on fried rice.
10. Dimsum **is eaten** in China. It is different light dishes which **are prepared** to go with tea.

Activity 16 p. 83

Open answers

Activity 17 p. 84

Writing

Activity 18 p. 84

- | | | | | | |
|----------|----------|----------|----------|-----------|----------|
| 1. True | 2. true | 3. false | 4. true | 5. true | 6. false |
| 7. false | 8. false | 9. true | 10. true | 11. false | 12. true |

Activity 19 p. 85

- a) 10 b) 5

Activity 20 p. 85

Open answer

It's Your Choice - Student's Book

Task 1 p. 151

20 Questions Game

T explains to Ss that they are going to play a game in which they have to guess the name of the fruit or food that their partner is thinking about. T explains to Ss that they should ask questions 1-20. T explains that the winner is the student who asks the fewer questions to find the food or fruit so it is necessary to be careful when selecting a question each time. For example: If student A asks *Can it be drunk?* And student B says *Yes*, the next question should not be *Can it be baked?* Before starting the game, T could check that Ss know what each of the items in the box is. T provides meaning where necessary.

Task 2 p. 152

T elicits from Ss what they could cook with different ingredients. For example: T asks class: 'What could you cook with eggs?'

Expected response: omelette, boiled eggs, fried eggs.

T explains to Ss that they have to work in pairs to decide what they could cook with the ingredients in the box. T tells Ss to imagine that they want to cook a surprise meal for their parents and that these are all the ingredients that they have. T checks that Ss understand the meaning of the words in the box. T then instructs Ss to think about what they could cook with these ingredients. When Ss have decided on a meal, T takes class feedback and discusses Ss meals to decide which is the most interesting.

Reading 1 p. 152

Task 2a

T directs Ss to look at the picture and to guess what the picture shows. T could elicit from Ss what the different items in the picture is used for in making olive oil. T elicits from Ss what they know about how olive oil is made. T then instructs Ss to make a list of the different ways they can think of how oil is used. T tells Ss to compare their list with their partner to see who has the most ideas. Then instruct Ss to read the text to check their ideas.

Task 2b

T instructs Ss to read the text again carefully and to put the sketches of olive oil production into the correct sequence.

ANSWERS

3 2 1

Task 2c

T tells Ss to find the words in the text which mean

ANSWERS

- i) make-up for the face - cosmetics
- ii) medicine - pharmaceuticals

Reading 2**Task 3 p. 153**

T elicits from Ss how many of their parents take sugar in their tea or coffee. T asks Ss if they like things with sugar in them. T elicits from Ss what things that they drink and eat contain sugar. Then, T could tell Ss that all the elements of junk food including potatoes contain sugar. T could explain to Ss that the addiction people have to junk food is mainly because of the sweet taste of the food and the drinks. T could point out to Ss that high calorie content with sugar can lead to obesity and that is why so many young Europeans and Americans are becoming fat so quickly.

A. T instructs Ss to read quickly through the text to find four uses of sugar.

ANSWERS

- a) sweets and cakes
- b) fuel
- c) health remedy
- d) syrup

B. T tells Ss to read the text again more carefully and to find the answers to the questions a) - c). T explains to Ss that the answers to the questions may not be stated and that they need to work out the answer for themselves using the information given in the text.

ANSWERS

- a) Brazil has got a tropical climate.
- b) Ethanol from sugar
- c) A wide variety

As a follow-up discussion point, T could ask SS what the advantages of using ethanol from sugar in cars would be.

Task 4**ANSWERS**

- 1) c
- ii) b)
- iii) c)
- iv) a)
- v) b.

Task 5 p. 154

T goes through the stages in the diagram with the class and elicits the items each stage shows and what is happening. Then T tells class to work in pairs to match the stages with the descriptions a) - g).

ANSWERS

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

Writing

T asks class if they prefer expensive restaurants, fast food places, tavernas or home cooking. Why? T directs Ss to the restaurant details on page 155 and asks Ss if they think this would be a cheap or expensive restaurant. Why?

T asks Ss for their opinion about a taverna or restaurant that they have eaten at. T elicits from Ss what kinds of things they could include in a description of a restaurant or taverna. Take class feedback and discuss. T asks Ss what a review contains. Then T instructs Ss to look at the name of the restaurant in the review and elicits from Ss what the name might mean in English. T can give Ss some help by telling them that the restaurant is in London and it is near a famous London bridge. T instructs Ss to read the review of the restaurant 'Le Pont de la Tour' and to decide if the reviewer likes or dislikes the restaurant and why. T takes class feedback.

T then directs Ss to look at the Restaurant Details and to use it to find errors in the review. T takes class feedback and discusses why a reviewer might want to write things which are not true in a review of a restaurant.

It's Your Choice - Workbook**Activity 1**

1.b 2. a 3. a 4. a 5. b

Activity 2

1. is grown 2. is done 3. was used 4. was believed 5. was sold
6. was opened 7. were believed 8. was drunk 9. can be bought 10. is drunk

Activity 3

1. fried chicken 2. chopped mince 3. heated pie
4. broken eggs 5. spilled milk 6. roasted nuts

Activity 1

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

UNIT 9 WHAT'S THE WEATHER LIKE?

Cover Page p. 97

- Direct Ss to look at the sketch on page 97 and to say what the sketch shows. Tell Ss to make statements about how the characters are feeling. Ss should justify their answers. Tell Ss to look at the words in bold italics and check that they know what each means. T could explain or elicit word meanings through examples.

- Instruct Ss to look at the sketch carefully and in pairs to decide on a suitable title. Elicit from Ss any areas of the world that they have heard or know about which suffers from these kinds of extreme weather conditions. Take class feedback.

- Check that Ss understand the meaning of the words: drought and flood. Elicit from Ss if they have ever experienced a flood. Where? When? How did they feel? Instruct Ss to form small groups of three to make a chart with the causes of droughts and floods. Allow Ss a few minutes and then take class feedback to compare ideas.

Lesson 1

Lead-in

Task 1 p. 98

A. Elicit from Ss the different sources of energy that they know of. Take class feedback and write Ss ideas on B/B. Direct Ss to look at the sketch with different kinds of energy sources. Ask Ss to think of as many energy sources as they can and then compare their answers with their partner. Then tell Ss to compare their ideas with the energy sources list in the box on page 98.

ANSWERS

1. wind 2. steam 3. water 4. sun 5. petrol 6. biomass

B. Ask Ss how energy sources are used in every day life. For example, ask Ss how water for showers is heated in their home. Ask Ss if there is any other way that they could heat water in their homes. Encourage class discussion on ways to heat water at home. Then tell Ss to look at the sketch again and list the ways the energy sources are used in the sketch.

Check that Ss understand the term 'fossil fuels'. T should explain how fossil fuel developed over time and why the term 'fossil' fuel is used to describe gas and oil.

T could ask Ss to check on the internet or to ask their Physics teacher to explain the term fossil fuel. Ss could report to the class back next lesson.

Task 2 p. 98

A. Tell Ss to use the information from page 98 to complete the statements in Task 2. Tell Ss to compare their answers. Take class feedback and check answers.

ANSWERS

a) steam b) electricity c) Solar d) electricity e) thermal

B. Instruct Ss to work in pairs to use words from task A to create a new sentence about an energy source.

Task 3 - Speaking p. 99

A. Direct Ss to look at the photographs and ask Ss which one shows a source of energy. Ask Ss if they have ever seen energy sources like these in Greece. Ask Ss what the energy source in the picture is. Ask Ss why certain places in Greece could be able to use this energy source and how this energy source could be used to help the life of the area.

Tell Ss to think of different ways these energy sources could be used in different places. For example: Wind power could be used to drive turbines to make electricity on the island of Crete. Tell Ss to make a list and then to compare their list with their class members.

B. Ask Ss to think of different advantages and disadvantages of using different energy sources. Tell Ss to make brief notes under the headings advantages and disadvantages and to then compare their lists with their class. T could write the energy sources with two columns underneath each source on B/B and elicit from Ss the advantages and disadvantages of each.

Reading**Task 1 - Pre-reading p. 99**

Direct Ss to the photograph of the dam on page 99. Ask Ss if they know what this is and where they might see one of these. Ask Ss what such a construction is used for.

i), ii), iii): Elicit from Ss answers to the questions. Or, tell Ss to work in small groups to find the answers and then report back to the class.

SUGGESTED ANSWERS

i) water ii) it is very far north and the further north we go in winter, the shorter the daylight hours. iii) computer

Elicit from Ss how most electricity in Greece is produced. Ask Ss if Greece uses water power to generate electricity. Ask Ss what benefits there might be for Greece to harness the sea to create electricity.

T could inform Ss that if the tidal water that flows between Halkida and the mainland were harnessed, it is believed that it could produce enough energy to light all the lights in Athens for a week. T might need to ask Ss where Halkida and Euboea are, and to explain that this is the only part of the Mediterranean that has a tide.

T may need to explain what a tide is. T could explain to Ss that the tidal effect observed in the Evripos straits in Halkida have been studied by scientists for years. This is a strip of sea with a width of 40 meters which separates Euboea from Beotia.

T could explain to Ss that a tide occurs when there is a periodical change in the water level. This change lasts less than a day and is called the phenomenon of tide and ebb. When the level of the water rises it is the tide and when it drops, the ebb. The overall phenomenon is called tide and is due to the pull of the moon on various parts of the earth's atmosphere.

Task 2 p. 99

Divide class into groups of three and tell each group member to select a text from A, B or C to read. Tell Ss to read their text and report back to their group to say what the main topic of the text is. Tell Ss to then look carefully at the visuals in each text and to draw a line to the part of the text that describes the situation in the visual.

Check that Ss understand the following words: hurries, seats, grumbles, ban, coal, dam, boiled, run on, exhaust pipes, smelly, refreshing, fans, ponds, tiled, pump.

T should write the following words on the B/B to show Ss examples of words with the same spelling but a different meaning (homographs): capital, fan, etc (see Activity 14 A p. 105 in the workbook). T could ask Ss in pairs to think of other words that are homographs and make a list of them. Then Ss could compare their lists with the class.

As a way of encouraging productive knowledge of vocabulary, T should always ask Ss to write a sentence for each of the unknown words that they meet.

Task 3 p. 100

Tell Ss to find where each of the people in the texts live, and what life is like in each. Compare answers as a class.

Task 4 p. 100

Instruct Ss to read the texts carefully to complete the blank chart with information from the texts. Tell Ss to discuss with their partner the similarities and differences between the places in the texts and Greece and to write these in the chart.

ANSWERS

Country	Difficulties	Source of Problem	Pastime activity
China	dirty air	cars	ride bike
Iceland	pipes freeze	low temperature	swimming
India	travelling around	no car	singing songs and telling stories

Task 5 p. 101

A. T asks Ss if they like the weather outside today. Why? Why not? Ask Ss what kind of weather they like best. Why? Ask which season they like best. Why?

Direct Ss to the map on page 101 and ask Ss to find Greece, England, Iceland. Ask Ss which part of Europe is the warmest, the coldest. Ask Ss if they find anything unusual about the weather around Europe in this map.

Ask Ss what the C and the F mean under the map. Ask Ss if they know the formula to convert Centigrade to Fahrenheit. Ask Ss which countries use Fahrenheit as a measure of temperature.

ANSWER

The Fahrenheit scale was the primary temperature standard for climatic, industrial and medical purposes in most English-speaking countries until the 1960s.

T could ask Ss to find out what the formula to convert F to C is by looking in their Physics books or asking their Physics teacher or looking on the internet.

ANSWER

Convert Fahrenheit to Centigrade: the formula is $C = (F - 32) / 1.8$ or $F = 1.8(C) + 32$

As an extra task, T could set the task for Ss to find out who invented Fahrenheit

ANSWER

Fahrenheit is a temperature scale named after Daniel Gabriel Fahrenheit (1686-1736), the German physicist who proposed it in 1724.

In this scale, the freezing point of water is 32 degrees Fahrenheit (written "32°F"), the boiling point is 212 degrees, placing the boiling and freezing points of water exactly 180 degrees apart. On the Celsius scale, the freezing and boiling points of water are exactly 100 degrees apart, thus the unit of this scale, a degree Fahrenheit, is 5/9 of a degree Celsius. The Fahrenheit scale coincides with the Celsius scale at -40°F, which is the same temperature as -40°C.

Task C: Mini-project - Mediation p. 101

Tell Ss that they have to imagine that they are taking part in a European project to predict what the weather will be like in Europe in the summer of the year 2100. Instruct Ss to read the weather report for Greece today and ask Ss to say what the weather is like around Greece today according to this report. T elicits from Ss if they think Greece will have the same kind of weather in 2100. Why? Why not?

Tell Ss to draw a map of Greece and use the symbols from Task 5 to show how they think they weather will be like around Greece in the summer of 2100. As a class, compare completed maps and encourage a class discussion on Ss ideas.

Game - Chinese whispers

Tell Ss that they are going to play a game called Chinese whispers. The aim of the game is to pass a message around the class. Direct Ss to the example and then nominate one student to start the game. Tell the student that s/he has to make a statement about the weather in Greece according to the map. T asks the last student to receive the message what s/he heard and then asks the first student what the original message was. T could ask different Ss to start subsequent rounds of the game.

Lesson 2**Listening****Task 1 p. 102**

Direct Ss to look at the visuals 1-7 and ask class what they think the talk is going to be about. Why?

Tell Ss to listen to the statements that the T will read to check their ideas.

Strange facts

1. If we cover 1% of the Sahara Desert with solar panels, we can generate enough electricity for the whole world.
2. In the UK an average home uses 70 Kilo Watts of energy each day.
3. Natural gas has no smell, but it is very explosive.
4. Holland has historically been the leader in windmill technology.
5. One recycled aluminium can saves enough electricity to run a computer for three hours.
- 6 A fully grown eel can produce 600 volts which is five times an electrical socket.
7. Gas is a fossil fuel. It comes from sea creatures that died millions of years ago and were buried under layers of rock.

Task 2

- A. Treads the statements again and Ss complete the statements in the table with the correct data.

ANSWERS

a) used 70 b) had / was c) produce d) comes

B. T asks Ss if they think the facts they heard were very interesting, interesting or not important, and to justify their answers. Take class feedback and discuss Ss ideas.

Task 3 p. 102

A. T explains task to Ss. Tell Ss that they should read through the questions on page 102 Task 3 and match each question with a writing strategy. T directs Ss to the example and checks that Ss understand the aim of the task.

ANSWERS

i) - 2 ii) 3 iii) - 2 iv) - 4 v) - 2 vi) - 3 vii) - 1

B. Instruct Ss to find the answers to the questions and to use reported structures when they report back to the class. For example: The Physics teacher said that it would be a good idea to have solar panels in the Sahara Desert because we would save energy.

C. Instruct Ss to use the writing strategies to write a short paragraph about an energy source. This can be done in class or as a homework task. Take class feedback and discuss ideas as a class. T could reinforce the reported structure by asking Ss to read out partner's paragraph and to prefix the report by saying: S/he said that

Grammar**Task 1 p. 103**

A. T directs Ss to the sketch on page 103 and then to the reported statement in Task A. T elicits from Ss how the reported speech is different from the direct speech.

B. ANSWER

Past

C. Instruct Ss to compare the direct statement in the speech bubble with the reported statement and to circle the correct rule for use of reported speech.

ANSWER

would

D. ANSWER

The rule is true

Grammar Notes:

To consolidate the grammar point, T writes the following on the B/B and elicits rules of use from class

Type**Example****Direct speech**

“It is hot in summer in Latvia”

Reported speechShe **says** it **is** hot in summer in Latvia**Reported speech with backshift**She **said** it **was** hot in summer in Latvia

Take class feedback and then inform Ss that there were examples of reported structures in the reading texts. T writes the example structures from Boiled alive on the B/B

he said it felt strange to ...

he told me that in Spain people used solar power

my mum asked me if I wanted to go swimming

T elicits from Ss what the Direct speech statements were in each of the examples.

Answers

“it feels strange”

“people in Spain use solar power”

“do you want to go swimming?”

T elicits from Ss the two parts of the structure in the reported structures. T should point out that the report structure contains two parts. T elicits from Ss what each part of the structure is. T asks which part is the reporting clause containing a reporting verb, and which part is the reported clause.

T elicits from Ss other reporting verbs and writes them on the B/B for Ss to copy in their notebook.

Suggested Answers:

said, thought, believed, reply, felt, suggested, decided, etc.

T should inform Ss that report structures are sometimes called Indirect Speech.

T should tell Ss to scan through the reading texts on pages 99 and 100 to find reported speech structures.

T should point out to Ss that we also use a report structure when we report what someone thinks:

He thought it was a good idea

T should point out to Ss that the general rule for reported speech is that when the reporting verb is in a past tense, a past tense is also usually used for the verb in the reported clause even if the reported situation still exists. However, whatever the tense of the reporting verb, you put the verb in the reported clause into the tense that is appropriate at the time of speaking.

T should explain to Ss that the verbs in the answers in Task 2A page 102 could be in the present tense and be correct as the situation still exists.

T should explain to Ss the variations in time reference in reported structures:

1. When something was said or happened in the past, both verbs must be in the past tense.

She said that you threw away her book.

He told her what happened

2. If you report something that someone believes in the present, you use a present tense. A present tense is used to emphasise that the situation still exists.

T explains the concept of backshift. T should point out to Ss that the backshift rule applies for all tenses when using reported structures. T should write on B/B and elicit from Ss the changes in the reported structure.

“Martin bought a new battery”

I said that Martin had bought a new battery.

T could prepare a table on the B/B and ask Ss to copy it into their notebook and ask Ss to write their own examples of direct speech and reported speech under each tense heading:

Present

“I like solar energy”

Past

“ They installed a new generator last week”

Present Perfect

“We have used all our sources”

Past

He said he liked solar energy

Past Perfect

He said that they had installed a new generator the previous week.

Past Perfect

He said they had used all their sources.

Task 2 - Mediation p. 103

Direct Ss to the picture in Task 2 and elicit from Ss what they see and what they think has happened. T should inform Ss that this is a scene after the great fires in the Peloponnese in 2007. T asks class how they feel when they see scenes like this. Instruct Ss that they have to read the text of the Greek President’s speech in 2008 to find information to report to a group of which they are members. Tell Ss to make some notes about the main points on of the speech and then to report their notes to the class.

Speaking

Task 1 p. 104

Direct Ss to the diagram and elicit from class what its aim is. Ask class what they understand by the term ‘greenhouse effect’. Instruct Ss to divide into groups of three and to create a description of the diagram. Take class feedback and decide as a class on the best description of the diagram.

Task 2 p. 104

Direct Ss to the five pictures of ways to reduce greenhouses gasses and ask Ss which method would be best for Greece. Tell Ss to divide into small groups of three and to decide on the best idea.

Task 3 p. 104

Tell Ss to make notes and to remember the strategies from writing to help them organise their ideas. Take class feedback.

Pictures: wind power vegetable oil solar panels electricity bicycle power

Ask Ss what they know about the symbols and signs in Task 3. Tell Ss to find out information about these for the next lesson and to report their findings to the class.

Listening 2**Task 1 p. 104**

T could introduce the task by showing Ss some pictures of electrical appliances that exist in homes. Ask Ss if they think these appliances use a lot of electricity. Ask Ss which they think costs more to run. Tell Ss to separate into groups of four and in their group to make a list of the different electrical appliances that exist in their homes. Tell Ss to discuss as a group to decide the order in which each appliance uses electricity. For example: the hairdryer uses the most electricity. The fridge uses the least electricity.

Task 2 p. 104

Compare Ss ideas as a class and then tell class to listen to the electrician discussing the consumption of electricity by each of the different appliances.

Listening text

Although solar electricity seems the most glamorous way to do your bit for the environment, the most effective to reduce waste and use is to cut down on the amount of electricity we use each day. Did you know for example that every kilowatt hour of electricity saved reduces the production of 0.43 kilograms of CO₂?

To help you reduce electricity consumption I shall tell you how much electricity some appliances in your home use each month.

One of the biggest users of electricity in the home is the **clothes dryer** which can consume almost 4,000 Watts. Next comes the **dishwasher** which consumes up to 1500 Watts each time you use it. Another high consumer is the **hairdryer** with an average of 1200 Watts. This is followed by the **microwave** which consumes about 1000 Watts per use. The middle range of consumers includes the **vacuum cleaner** at 800 Watts, the **coffee maker** at 700 Watts, the **washing machine** at 500 Watts. At the lower end of the scale are the **fridge** at 150 Watts, the television with 150 watts and the **CD player** on 35 Watts.

The main thing to remember about electrical appliances is to switch them off when not in use. Do not leave appliances in standby mode as this means they are consuming electricity.

Average Power Consumption of Common Appliances

Appliances	Watts	Appliances	Watts
Blender	300	Refrigerator (20 cf.)	150
CB radio	5	Satellite dish	30
CD player	35	Sewing machine	100-500
Ceiling fan	10-75	Table fan	1-25
Clock radio	1	Toaster	800-1500
Coffee maker	800-1200	TV: 25" colour	150
Computer	80-150	TV: 19" colour	70
Dishwasher	1200-1500	TV: 12" B & W	20
Dryer (elec.)	4000	Vacuum cleaner	200-1200
Dryer (gas)	300-400	VCR	40
Elec. blanket	200	Waffle iron	1200
Elec. Clock	3	Washing machine	500
Evap. cooler	300-1000	" Drill	900
Frying pan	1200	7/4" Circ. saw	750
Furnace blower	300-1000	Lights:	
Garage door opener	350	100W Incandescent	100
Garbage disposal	450	60W Incandescent	60
Hair dryer	900-1500	25W Incandescent	25
Iron	900-1200	25W Comp. fluorescent	28
Laptop	20-50	15W Comp. fluorescent	18
Microwave	600-1500	42W Halogen	42
Printer: laser	300-475		
Printer: ink jet	60-75		

Tell Ss to complete their missing information by asking their Physics teacher or by checking on the internet. Or, T could photocopy the consumption chart and give it to Ss to use.

Task 3 p. 105

Direct Ss to the photographs of the electrical appliances and check that Ss know what each item is and what it is used for. Ask Ss which device they think they could not live without. Why? Why not? Discuss as a class the negative effects of these appliances.

Task 4A p. 105

Direct Ss to the box on page 105 and check that Ss what understand each type of lighting is. T explains to Ss that the aim is to find the best lighting arrangement for a particular building: a castle. T should encourage Ss to think of what the castle is to be used for; a home, a restaurant, a reception centre, a hotel, a function centre, etc. Take class feedback and discuss Ss ideas as a class.

Task 4B p. 105

T instructs Ss to create a poster to attract people to come to visit the castle. T could tell Ss to draw a scene inside the castle or in the castle grounds and to use different types of lighting in their drawing to make the castle look attractive.

Mini-project p. 105

Direct Ss back to page 104 and the logos for Kyoto, 2004 and the UN Climate change conference in 2007 at Bali, Indonesia. Tell Ss to find out as much as they can about these events by checking on the internet. Tell Ss to create a leaflet to advertise the work on the Kyoto and Bali conferences on global warming.

Writing**Transactional writing p. 105**

Explain to Ss that they have to use information from different sources to help them write a report about the events from the skiing holiday. Tell Ss to use reported structures in their report. Explain to Ss that the reported structures will make their points sound stronger to their audience.

Lesson 3**Project****Lead-in p. 106**

Direct Ss to the electricity bill and elicit from class what the numbers and data on the bill mean. Take class feedback. Tell Ss that the aim of the project is to raise awareness of how much electricity is used and wasted in their homes. Tell Ss that they should create a poster with a bar diagram or chart to show different uses for each appliance in each home. Explain to Ss that their poster should include advice on how to reduce waste in electricity and how to reduce consumption in general.

Task p. 106**Step 1**

T could discuss the questions as a class first.

Step 2

Instruct Ss to discuss and decide which electrical appliances use most or least electricity in their homes. Tell Ss to use the data from the listening on page 104 to help them.

Step 3

Divide the class into groups and go through the different areas of responsibility for each student.

Self-evaluation - UNIT 9

Activity A p. 107

- i) thermal ii) solar iii) methane iv) natural v) fossil

Activity B p. 107

1. stinky smell heavy rain bright flame
 thick smoke extremely poor
2. a) heavy rain c) extremely poor e) bright flame
 b) stinky smell d) thick smoke

Activity C p. 107

1. electrical methane solar fuel fossil

Activity D p. 108

- i) CFC gases iii) public transport v) fossil fuels
 ii) combustion engine iv) exhaust fumes

Activity E.

Open answers

Workbook - UNIT 9

Activity 1 p. 91

Sketches to match words

Activity 2A p. 91

- | | | |
|------------------|----------------------|---------------------|
| 1. fossil fuels | 4. sugar cane | 7. oil spill |
| 2. methane gas | 5. exhaust fumes | 8. coal fires |
| 3. power station | 6. greenhouse effect | 9. public transport |

Activity 2B p. 91

- | | | |
|-----------------|----------------------|---------------------|
| 1. fossil fuels | 4. sugar cane | 7. public transport |
| 2. oil spill | 5. greenhouse effect | 8. methane gas |
| 3. coal fires | 6. exhaust fumes | 9. power station |

Activity 3 p. 92

- A. you operate water pump
 you heat water
 you convert wind into electricity
 you spin a wheel

you generate electricity
you light a room

B. Complete the sentences 1-6 with a suitable verb noun combination.

- | | | |
|-------------------------|-------------------------|------------------|
| 1. operate a water pump | 2. light a room | 3. spins a wheel |
| 4. heat water | 5. generate electricity | 6. convert wind |

Activity 4 p. 92

SUGGESTED ANSWER

Solar power would be useful in Mykonos as the sun shines throughout the year

Activity 5 A p. 93

- 7. spend:** a) to use money or resources / to pass time
5. save: b) to make someone safe / to use less of something
6. wood: c) a piece of a tree / a small forest
2. station: d) a place where trains stop / a place where some kind of activity happens
4. run: e) to move quickly on foot / to operate or function
3. fans: f) supporters of a sports team / a machine that blows cool air
1. wave: g) a line of sea water / the movement of the hand

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

Activity 5B p. 93

1. wave 2. spend 3. station 4. wood 5. run 6. fans 7. save

Activity 6A p. 93

a) - ii) b) - iv) c) - v) d) -iii) e) - i)

Activity 6 B

- | | | |
|--------------------------|--------------------|-------------------|
| a) thermal energy | b) organic waste | c) global warming |
| d) electrical appliances | e) solar radiation | |

Activity 7 p. 94

she wants to tell me something about energy
she saw windmills in Crete the previous month
her parents don't use solar energy
her uncle wants to live on an island

Activity 8 p. 94

that was a good energy saving device
she didn't waste electricity
he was doing an energy project the following day
you would turn off the lights in the bathroom

she wasn't cold then
 they had never had a power cut there before
 they had been in Larissa the previous week

Activity 9 p. 94

can becomes could	is becomes was
will becomes would	are becomes were
does becomes did	have becomes had

Activity 10 p. 95

a) sunlight	c) candle-light	e) moonlight
b) daylight	d) fluorescent light	

Activity 11 p. 95

A.

1- a	2- c	3- a	4- b	5 - c
------	------	------	------	-------

B.

i) have on	ii) gets heated	iii) go on	iv) comes from	v) bubbles up
------------	-----------------	------------	----------------	---------------

Activity 12 p. 96

1.	F	Install energy-saving light bulbs
2.	G	Turn off appliances when you have finished
3.	C	Switch to renewable electricity supplier
4.	D	Actively monitor your energy use
5.	A	Insulate your house
6.	I	Turn down your heating
7.	H	Use a modern and efficient boiler
8.	B	Use low-emission forms of transport
9.	J	Cut down on unnecessary flights
10.	E	Don't buy things you don't really need

Activity 13 p. 97

A. a-ii)	b-i)	c-i)	d- iii)	e- ii).
-----------------	------	------	---------	---------

B. 1- grumble	3. pretend	5. create
2. ban	4. produce	

Activity 14 p. 98

a) hair-dryer	b) microwave	c) dishwasher
d) fridge	e) battery charger	f) stove
g) fan	h) washing machine	

It's Your Choice - Student's Book

Reading p. 155

Task 1 p. 155

T asks class what they know about China, Iceland and India. T could ask Ss what the capitals of the countries are:

Answers: China- Beijing Iceland- Reykjavik India -Delhi

To generate a discussion on Iceland, T could photocopy the following chart of monthly temperatures in Iceland and ask Ss to imagine what life is like there at different times of the year.

Mean daily maximum and minimum temperatures (°C)														
Location	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec		All
Reykjavik ^[12]	1.9	2.8	3.2	5.7	9.4	11.7	13.3	13.0	10.1	6.8	3.4	2.2	High	7.0
	-3.0	-2.1	-2.0	0.4	3.6	6.7	8.3	7.9	5.0	2.2	-1.3	-2.8	Low	1.9
Akureyri ^[13]	0.9	1.7	2.1	5.4	9.5	13.2	14.5	13.9	9.9	5.9	2.6	1.3	High	6.7
	-5.5	-4.7	-4.2	-1.5	2.3	6.0	7.5	7.1	3.5	0.4	-3.5	-5.1	Low	0.2

Task 1a

Answers: China, Iceland, India

Task 1b

electricity, geothermal power, kerosene lamps.

Task 2a, 2b, 2c p. 156

T tells Ss to work in groups of three and for each student to select one of the texts A-C to read. T tells Ss to read their text and to then report to their group what the text is about. The group can work together to find the parts of each text that matches the pictures. This will encourage discussion among each group. When Ss have completed the task take class feedback and discuss answers.

Task 3

T asks Ss to find the three countries on a map of the world. Check as a class.

Task 4

T generates discussion about the uses of electricity in our lives by directing Ss to the pictures on page 156. T asks Ss what all of the pictures have in common (they all depend on

electricity to work). T elicits from Ss what each item is and how it uses electricity. T asks Ss in pairs to put a number beside each of the items in the pictures in order of importance in our lives. T takes class feedback and compares Ss answers as a class. T generates discussion on how our lives would be different without these objects in our lives.

Extra work

As a mini-project T could ask Ss to find out more about Iceland and its use of natural resources. T can find photographs of geysers in Iceland. Also, T could point out to Ss that Iceland is one of the most geologically active areas on Earth and this means that there are many underground sources of energy. T could tell Ss to find out more about Iceland from their Geography teachers and to report back to the class next lesson.

T could tell Ss that they can find information on the site:

<http://www.en.wikipedia.org/wiki/Iceland>

It's Your Choice - Workbook

Activity 1a

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

Activity 1b

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

Activity 2

1. waved 2. wood 3. save 4. fans 5. run 6. spend

Activity 3

2. didn't waste electricity
3. that he was doing an energy project soon.
4. you would turn off the lights in the bathroom
5. that she was cold
6. that she had a new electric heater in her bedroom

Activity 4

a- ii b- i c- ii d- iii e- ii

UNIT 10 NATURAL PHENOMENA

Cover Page

- Direct Ss attention to the pictures on page 109 and ask them what they think each picture might depict. Discuss each picture separately and then ask Ss to say what these pictures have in common. T. can teach the words natural disaster, avalanche, snowstorm, volcano, tornado, hurricane. Then T. asks Ss if they have ever seen heard or experienced any of the disasters the pictures depict.

To introduce the concept of possibility, T should provide model response forms on the B/B:

It might be.....; it could be.....

Take class feedback and generate a short discussion on what each picture shows.

- T should encourage Ss to distinguish between natural disasters and those created or caused by man. T. directs Ss to the pictures of Task 1 and Ss discuss as a class what they can see in pictures, the results of the catastrophe. T. encourages Ss to think of the possible consequences of the catastrophes and then writes some of the results on B/B. People and animals are killed, houses are destroyed and crops are damaged. Then ask Ss whether these are disasters incurred by man. Then ask them to find and write down in pairs three catastrophes caused by man. T directs Ss to the pictures and asks Ss which is natural and which is caused by man. Ask Ss to justify their answers.

Instruct Ss to write three disasters that have been caused by man. Compare answers as a class.

- Discuss as a class how far the damages from a catastrophe can spread. Some concern only us or our family whereas others can affect a country or the world. T. elicits from Ss different kinds of disaster, International, National or Personal. E.g., a nuclear bomb explosion -the radiation can spread over different countries and affect people's health-, an earthquake -it can affect the citizens of a whole country with thousands of casualties, a car crash that can kill people we love). T creates a table on the B/B depicting Ss' answers and discusses the impact these disasters have on our lives.

Direct Ss to the table in Task 3 and check that they understand the difference in the three terms. Take class examples of events for each.

Lesson 1

Lead-in

Task 1 p. 110

Tell Ss to look at the pictures 1-6 and to describe the scene in each. Ask Ss to explain in what ways each situation is a disaster. Take class feedback and discuss as a class.

Task 2 p. 110

T. writes the modal verbs *must be*, *can't be*, *might be* on the B/B, and asks Ss to look at the pictures of Task one. Then T asks Ss to describe them using an adjective. T. elicits the adjectives from the Ss and writes them on B/B. Then Ss make statements about the pictures using the modal verbs and the adjectives (e.g. look at the fire it *must be* dangerous to be near there).

T tells Ss the situations like those in the example below to class:

- a) living in an area with volcanoes
- b) searching for treasure
- c) going to school by bus

Then T directs Ss to look at the adjectives: *dangerous*, *crazy*, *terrible*, *frightening*, *scary*, *exciting*, and checks that class understands the meaning of each. T instructs class to work in pairs to make statements about each of the situations in the pictures 1-6 using these adjectives and the modal verbs on the B/B. Take class feedback and compare answers

Task 3 p. 110

T. Tells Ss to look at the pictures and establishes the concept of the past. Whatever is in the pictures has already happened and each picture has a different degree of probability. T. elicits which of the pictures show something that has or hasn't definitely happened and others are not as definite.

Ask Ss whether the first picture shows definitely the result of a volcanic explosion and elicit the degrees of certainty for every picture. Ask Ss to work in pairs and give reasons to each other for their opinion.

e.g. There *must* have been a volcanic eruption because the person on the ground is covered in ash etc.

T writes one of the Ss' statements on the B/B. For example:

/It must be frightening/ and checks that Ss understand that the time relates to the present by asking a simple concept question such as: How do you think the people feel in scene 6? T elicits from class if they know when any of these events happened? T must clarify that each of the events occurred at some time in the past.

T direct Ss to look at the example: There *might* have been a volcanic eruption and asks class which word informs us that the event happened in the past.

ANSWER

have

The pictures present:

1. Vesuvius eruption / Pompeii destruction, AD79
2. Challenger explosion, 1986 (the only one that is not a natural phenomenon)
3. Sea Diamond sinking, 2006
4. Flooding in Gloucester, England, 2007

5. Tsunami tidal wave destruction in Bande Ache, Indonesia, 2004
6. Extensive forest fires in Greece, 2007.

T asks Ss to make statements like the example to describe what they think might have happened in each picture 1-6. Take class feedback and write some of the Ss responses on the B/B.

Task 4 p. 110

T asks: What do you they think the people in one of the pictures might have been doing before the catastrophe? T asks Ss to work in groups, to choose one of the pictures and try to work out what might have been happening before the catastrophe happened. Then each group reports to the class their deduction about the picture they have chosen. They can also try to understand and state whether this could have been avoided or not and how. T could provide one or two suggested answers to help Ss

Suggested Answers: they might have been lying on the beach; they might have been swimming; they might have been sleeping.

Tell Ss to make statements about all of the pictures and imagine what the people in each might have been doing.

Task 5 p. 110

T writes the following model statements on the B/B:

1. a) At that time, the passenger should have listened to the captain.
b) They shouldn't have taken their suitcases on the rescue boats.
2. a) The crew could have done more to help the passengers
b) The crew couldn't have saved everyone.

T elicits from Ss the time of the event: present or past and then asks Ss which word in the statements shows the time. T elicits from Ss the difference in meaning between the two sentences in 1 and the two sentences in 2. T establishes the difference between should and could. T tells Ss to write statements as in the examples about each of the pictures 1-6. Take class feedback and compare answers

Grammar - Modal verbs

Task 1 p. 111

A. Ask Ss which of the sentences refer to the present and which refer to the past. Elicit answers and ask them how they understood it.

Ask Ss which sentence shows a continuous act in the present (ii a) and which shows a continuous act in the past (ii b)

Direct their attention to the difference between the present form (might be, must be, can't be) and the past (might have, must have, can't have) as well as the simple perfect form (can't have been) and the perfect continuous form (must have been raining).

Tell Ss to underline the part of each statement which refers to the past (have + past participle in ii). T elicits from Ss which statement refers to a possible situation; which one to a likely situation, which one to an unlikely situation.

ANSWER

Possible - i)

Likely - ii)

Unlikely - iii)

B. T writes on the B/B the modal verbs might, must, and can't and ask the class to decide which expresses certainty, which possibility and which expresses the idea that it is totally impossible. T should ensure that Ss understand that these modal verbs express degrees of certainty. To reinforce the concept of degrees of certainty T could write some statements on the B/B and elicit how certain the speaker is about each situation using the explanation in each statement to help. For example:

Joanna might go to Mykonos, if she has enough money

Suzanna must have a lot of money as she has a Ferrari car

Michael can't be in Athens because his jacket is here.

Task 2 p. 111

Tell Ss to look closely at all the pictures and to guess what might have happened in each. Take class feedback and allow a general discussion on the different kinds of problems associated with disasters. T could elicit ideas from Ss and write them on the B/B. T could create a table with headings on the B/B and ask Ss for ideas and examples to complete the table. For example:

Personal	National	International
loss	destruction	environmental destruction
stress	financial crisis	economic problems

Task 3 p. 111

ANSWERS

1b

2c

3d

4a

Task 4 p. 111

A.

i) have / past participle

ii) have / been

B.

must have

can't have

Task 5

SUGGESTED ANSWER

He can't have seen the rock

The people must have been afraid

Pre-reading**Task 1 p. 112**

Direct Ss to look at the pictures a-c and ask them to speculate what the situation in each might be. Explain to class that one of the visuals shows the lost city of Atlantis. Ask class what they have heard or know about Atlantis. Tell class to read the text individually to find information to help them to match the picture to the text. Take class answers and discuss Ss reasons for their choice.

ANSWER: c

From the volcano

a) Vesuvius in Pompeii b) destruction caused by tsunami c) Atlantis

Check that Ss understand the following words: spectacular, harbours, docks, fountains, precious. Tell Ss to add new vocabulary items to their vocabulary notebooks.

Task 2 p. 112

Tell Ss to read the text again carefully and to make notes about life in Atlantis. Tell Ss to use the words in bold in the table to help them to use the notes to make two statements for each area of life in Atlantis. Check answers as a class.

Task 3 p. 112

Tell Ss to work in pairs to write answers for questions i) and ii). Take class feedback and check answers

SUGGESTED ANSWERS

i) a volcano could have erupted ii) it might have sunk to the bottom of the sea

Reading 1

Ask Ss to guess what the title of the text might mean. Tell Ss to look at picture b on page 112 to help them guess. Take class discussion on the title and discuss as a class why the volcanic eruption was unwelcome. Instruct Ss to read the text individually and to then discuss the questions i)-v) in Task 1.

Task 1 p. 113**SUGGESTED ANSWERS**

- i) It is common to say that a volcano is asleep. The same metaphor is used in the expression 'a sleeping giant'. When the giant awakes, he brings fear and destruction. In the same way, Vesuvius brought destruction when it erupted.
- ii) may have been expecting
- iii) must have happened
- iv) can't have made
- v) smoke, loud noises, animals running away

Task 2 p. 113

- A.** Tell Ss to work in pairs to imagine what life was like in Pompeii in AD 79. Tell Ss to look at the pictures of the artefacts that were found there to help them. Tell Ss to make some notes and then to report back to the class.
- B.** Ask Ss how they might feel if they lived near a volcano or some other natural danger. Why? Ask Ss how they think the people in Pompeii must have felt when the volcano erupted. Why? Ask Ss what they think the people could have done to escape from the danger? Ask Ss what the people should have done before the volcano erupted.

Reading 2

Direct Ss to the three photographs and the short text underneath each. Ask Ss what they know about each of these places. Tell Ss to make a comment about the situation and people in each photograph. Direct Ss to the example comment as a model. Take class feedback and discuss Ss ideas.

- T asks class if there are always warning signs before a natural disaster. Take class feedback and develop a discussion. Ask Ss what kinds of signs might there be before an earthquake; before a tsunami; before a volcanic eruption.

Lesson 2

Tell Ss to look at the table on disasters and signs and to read the texts A, B, C, on page 114 to find information to complete the table. T tells Ss to compare their answers with their partner.

After class has read the texts, T should conduct class discussion on each of the natural disasters. Ask Ss if they have ever witnessed or experienced any of these disasters. Ask Ss how they felt and what they did. Ask Ss how they think they could have prepared for these disasters.

Task 1 p. 114**SUGGESTED ANSWERS**

disaster	earthquake	hurricane	Tsunami
signs	temperatures rise	sky becomes dark	the sea draws back

Speaking

Direct Ss to the picture on page 115 and elicit from Ss what has happened and how the boy must have felt when this event happened. Ask Ss how they think others could have

helped to make the boy feel better or stronger again after the disaster. Take class feedback and discuss ideas as a class.

Tell Ss to read the bullet points and also at the three headings A, B and C. Tell Ss to match a suitable heading for the bullet points. Tell Ss to justify their choice. Take class feedback and discuss as a class.

ANSWER: B

Task 1 p. 115

Direct Ss to the table with signs of stress and tell Ss to read the list of points carefully. Tell Ss in pairs to complete the table with their own ideas about the causes of each sign of stress and ways to overcome each type of stress.

Task 2 p. 115

A Instruct Ss to look at their completed table and discuss how useful each point might have been for people who have suffered a forest fire like the one that happened in the Peloponnese in 2007.

B Word formation

Tell Ss to look at the list of verbs and to guess what ending they would need to make each verb a noun. Take class feedback. Then tell Ss to use the words in capitals to write the noun form for each of the headlines. Tell Ss to be careful with the spelling of each noun.

ANSWERS

destruction, eruption, explosion, evacuation, protection, attention, assumption

Listening 1

Pre-listening p. 116

Tell Ss in pairs to complete the table with the names of any famous sea disasters where ships have sunk. Tell Ss to write down the year of the disaster and in which sea the disaster happened. If Ss do not know any, T could write the names of the following ships, years, and seas in a mixed up order for Ss to match.

Titanic	1912	Atlantic ocean
Estonia	1994	Baltic sea
Express Samina	2000	Aegean sea

As an additional task T could instruct Ss to create a timeline of sea disasters in the Aegean Sea in the last 50 years.

T directs Ss to the picture of the ship and asks Ss what they think happened. T asks Ss if they know the name of this ship and where the accident occurred.

ANSWER

Sea Diamond; Santorini, 2007, (the ship sank).

Task 1 p. 116

A.

Ask Ss what they think the passengers might have been doing before the ship hit the rock. How might the passengers have been feeling?

B.

Ask Ss: What might the passengers have been doing when the ship started to sink? How might they have been feeling then?

Take class feedback and discuss ideas.

Task 2 p. 116

Listening script 1 and answers

1. g I have a strong suspicion the captain was lying down at the time.
2. e We saw some of crew in front of the telly
3. c I just jumped into the cold sea
4. a I heard this tremendous bang
5. b We got lost when everyone started running everywhere
6. d The crew just looked after the older passengers
7. f The first officer wasn't very experienced

Listening 2 ANSWERS - p. 116

1. remote control
2. deep sea divers
3. watching basketball
4. life vests
5. environmental disaster

Listening 2**Adapted from BBC news**

According to legend, Santorini was home to the lost city of Atlantis, which was destroyed and submerged following a giant earthquake and volcanic eruption. What should have been a luxury cruise to this wondrous island ended up as a disaster for nearly 1600 foreign tourists on board the Sea Diamond which hit rocks off the coast of the Greek island and then sank at 7 am nearly 15 hours after the accident happened. All of the passengers were evacuated safely from the liner except 2 who, some survivors claim, may have jumped into the sea and swum ashore. The owners of the cruise liner admit that human error may have been the cause. A remote control submarine searched the sunken ship recently and zoomed back pictures of ropes and escape ladders hanging from the decks. Deep sea divers continue to look for clues which they believe could provide answers as to who is to blame for the accident. Some say that the captain has claimed that underwater currents must have pushed the ship onto the rocks. It is believed that he may have

been trying to get the ship close to the rocks to allow passengers a better view of the island. He and 5 other crew members have been charged with negligence. Different passengers suggested that members of the crew may have been watching basketball on TV at the time of the accident. The passengers were rescued from the sinking ship in a three-hour operation, but some passengers complained of an insufficient supply of life vests, little guidance from crew members and being forced into a steep climb down rope-ladders to safety. Meanwhile on the surface, a clean up operation is underway as tons of oil escaped from the Sea Diamond. There are fears that the damage to the ship may have been so severe that she may have started to break up and cause a major environmental disaster. The evacuation was the largest Greek rescue operation since September 2000 Express Samina ferry disaster, which killed 80 people near the holiday island of Paros when the ferry struck rocks and sank.

Task p. 116

Tell Ss to listen to the recording again and to listen for information to complete the spidergram. Tell Ss to compare their answers with their partner. Check answers as a class.

Writing p. 117

Tell Ss that they will need to use information from different the listening script and the written Greek newspaper report to write their own report of the Sea Diamond disaster. Tell Ss to present their report to the class. This could happen in a subsequent lesson.

Role play p. 117

Direct Ss to the picture of the ship and elicit from class if they know the name of the ship. It was the Titanic. T explains aim of task to Ss which is to imagine they play the role of a survivor from the Titanic and the role of an interviewer and to use the information given in each list (Situation, Comment) to make statements like the example in the speech bubble.

Task p. 117

Direct Ss to the situations a-f and tell Ss in pairs to make a comment about each using the Modal verbs in bold.

For example: a) it **must** have run away

- b) you **might** have left it at home
- c) Paul **could** have taken it
- d) something bad **must** have happened
- e) he **should** have asked for help
- f) everyone **can't** have survived

Lesson 3

Task 1 p. 118

Introduce the concept of stereotypes by asking Ss if they feel anyone they know judges others by their beliefs, their colour, their background. Explain to Ss that judging others according to certain criteria is called stereotyping. Ask Ss to say who might do the action in the following situations:

- a) a bank robbery b) selling drugs
c) playing golf d) driving an expensive car

Then ask Ss what they know about Aesop and the fables he wrote. Explain or elicit from Ss that Aesop used the nature of animals as a way to stereotype them. Explain to Ss that this stereotyping is sometimes used in language in similes. Ask Ss to complete the similes in Task 1.

Answers:

as quiet as a mouse	as busy as a bee	as blind as a bat
as sneaky as a fox	as slippery as an eel	as wise as an owl
as happy as a lark	as stubborn as a mule	as gentle as a lamb
as strong as an ox	as sick as a dog	

Task 2 p. 118

Ask Ss if they or their family or friends have ever stereotyped anyone. Ask Ss to justify how they have stereotyped that person. Ask Ss what qualities that person has to justify this stereotyping.

Instruct Ss in pairs to use the table to fill in the different qualities and features that people use to stereotype people from: Western Countries (Western Europe, America); Eastern Europe (Ukraine, Albania, Bulgaria, Romania); Asia (China, Malaysia, Philippines).

Take class feedback and compare answers.

Project p. 118

Ask Ss if there is anything we can learn from different kinds of catastrophes.

Task Ss what could be learned from disasters like the terrible fire in the Peloponnese in 2007, or the sinking of the Sea Diamond in 2006.

Tell Ss to divide into small groups and prepare a report on the causes and consequences of natural disasters in Greece. Direct Ss to the different stages and tell Ss to assign different responsibilities to each group member. Tell Ss to present their project in a subsequent lesson.

Self-evaluation - UNIT 10 - p. 119

Activity A

- a) she could have burned herself b) he should have phoned the police
c) he must have forgotten the meeting d) he can't have seen them
e) he must have been angry

Activity B

- i) because you don't hear a mouse when it runs
ii) no; a mule is stubborn;
iii) they are always active collecting nectar from flowers
iv) no
v) a bird

Activity C

1. attention 2. information 3. protection 4. precautions 5. confusion

Activity D

- a) fear of an eruption b) traffic jams; arriving late
c) accidents and danger to the safety of the passengers
d) fires e) tsunami

Activity E

Suggested answer: animals are very sensitive and can sense movement in the earth long before humans can understand anything.

Workbook - UNIT 10

Activity 1 p. 100

- A. an earthquake and a flood
B. Suggested answers: windows break, bookcases fall, the ground opens up, animals are killed, people are injured.

Activity 2A p. 100

- i) flood ii) earthquake iii) volcanic eruption

2B

- i) they could have worked as teams to support each other
ii) they could have tried to find their possessions for emotional support
ii) they could have joined clean-up groups to have the feeling that they can do something positive.

Activity 3 p. 101

1. can't have known 2. must have done 3. might have been watching

Activity 4 p. 101

1. earthquake 2. tsunami 3. hurricane 4. volcano 5. fire.

Activity 5 p. 101**SUGGESTED ANSWERS**

1. You can't have seen him, he was in Crete
2. They might have been injured.
3. They should have run away to safety.
4. There must have been an accident
5. He shouldn't have stayed there

Activity 6 p. 102

- a) on the outskirts of b) around noon c) on guard d) in a panic
e) at a low height f) off shore g) at the top of

Activity 7 p. 102

- | | |
|---------------------|-------------------------|
| A. | B. |
| precious metals | i) precious metals |
| continuous noise | ii) destructive volcano |
| restless children | iii) fatal disaster |
| fatal disaster | iv) shrill voice |
| gloomy weather | v) gloomy weather |
| shrill voice | vi) restless children |
| destructive volcano | vii) continuous noise |

Activity 8 p. 103

- | | |
|-------------|----------------|
| A | B |
| tied up | a) set off |
| set off | b) went onto |
| went onto | c) prepare for |
| draw back | d) tied up |
| prepare for | e) slow down |
| slow down | f) find out |
| find out | g) draw back |

Activity 9 p. 103

- a) warning b) assumption c) inferno d) ash e) inhabitants
f) shelter g) winds h) survivors i) seabed j) coast

Activity 10 p. 104

a) shouldn't b) should c) can't d) might e) should

Activity 11 p. 104

Complete the text by changing each of the words in bold capitals into a noun.

PREDICTIONS, INDICATION, OCCURRENCE, EVACUATION, ERUPTION
SUSPICION, CONFUSION, PROTECTION, DISTURBANCE.

Activity 12 p. 104

a) tsunami b) floods c) volcanoes

Activity 13 p. 105

1. must 2. with 3. both 4. to 5. on

Activity 14 A p. 105

Same spelling with a different meaning

sign: something that represents something / a movement of the hands

capital: money to invest / the most important city in a country

hints: small parts / bits of information

blow: a lost chance / a hard hit with the hand

cycle: repeated events / a period of time

area: part of a country / part of a house

matter: something wrong / issue

field: a piece of land / a subject of study

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

Activity 14 B p. 105

Same spelling different meaning

i) capital

ii) field

iii) area

iv) blow

v) matter

vi) hints

vii) sign

viii) cycle

Activity 15 p. 106

A. matching

B. Suggested answers:

Patrick, the author of the book is as busy as a bee and has very little time to relax.

It's Your Choice - Student's Book

Lesson 2

Reading

Task 1 p. 157

T directs Ss to look at the three visuals a,b and c. and to imagine what each one shows. T elicits from Ss what they have heard or know about the lost world of Atlantis. T asks Ss to say which of the visuals might be Atlantis and why.

Visual 'a' shows Vesuvius and Pompeii just outside the city of Naples in southern Italy. Visual 'b' shows the scene of the destruction caused by a tsunami, and visual 'c' shows an artist's impression of what Atlantis looked like according to the description by Plato.

T tells Ss to read the text on Atlantis and to decide which of the visuals best suits the text.

ANSWER: c

Task 2

T tells Ss to work in pairs and to use the information in the text to make notes about life in Atlantis according to the headings in the table.

In a building: it must have been very beautiful and amazing

In a harbour: it must have been very busy

In tunnels: it must have been very dark

In the fields: they must have been full of vegetables and plants

T takes class feedback and compares answers.

Task 3 p. 158

T instructs Ss to work in pairs to find and write the answers for the questions i) and ii).

Suggested answers

i) I think an earthquake could have caused Atlantis to disappear

ii) I think it might have fallen under the sea.

Reading 2

'An Unwelcome Neighbour'

T directs Ss to read the title of the text and to guess what the title means. T tells Ss to look at the visual on page 158 to help them. T elicits from Ss why someone might be an unwelcome visitor.

T explains to Ss that English speakers use a lot of metaphors in their language. T could ask Ss to explain why people might use the metaphor 'Time is money'. Take feedback and discuss as a class.

T tells Ss to read the complete text and to work in pairs to find the answers to the questions i) - v).

T explains to Ss that Modal Verbs are not always clear in the degree of certainty and that 'must have' can be used for strong possibility and almost certain.

Task 1

ANSWERS

- i) It is a metaphor and imagines the volcano as a real thing which was asleep until now
- ii) must have known
- iii) must have known
- iv) can't have made
- v) smoke coming from the volcano; animals feeling restless.

Lesson 2

T elicits from class if they remember seeing news of any earthquakes, hurricanes or tsunami. T elicits from Ss how people might feel when these disasters happen. T asks Ss if any of them have experienced any of these disasters. T asks Ss how they felt and what they did.

T directs Ss to the visuals and asks class to explain what they see in each visual.

T elicits from Ss where Greece is located in the last visual C.

Task 1 p. 159

T explains to Ss that they are going to read three texts which talk about natural disasters and the signs that occur before each type of disaster. T tells Ss to work in pairs and to read the texts A-C to complete the table with information about signs of disaster. Take class feedback and check answers as a class.

disasters	earthquake	hurricane	tsunami
signs	temperature rises; mobile telephones stop working; animals become restless	dark skies turn yellow or green; a stillness over the seas	an earthquake near the water; the sea suddenly draws back

It's Your Choice - Workbook

Activity 1a

1. can't have known 2. must have done 3. might have been

Activity 2

- a) outskirts b) noon c) guard
d) height e) in shore f) panic

Activity 3

1. find out 2. draw back 3. slow down
4. prepare for 5. set off 6. tied up

Activity 4

1. PREDICTIONS
2. INDICATIONS
3. OCCURRENCE
4. EVACUATION
5. ERUPTION

Activity 5

1. b 2. d 3. a 4. d 5. c

Activity 6

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

REVISION TESTS

Units 1 & 2

Activity 1

A-5 B-1 C-4 D-2 E-3

Activity 2

1. hustle 2. bright 3. safe 4. first 5. sick

Activity 3

1. by the time, 2. one at a time, 3. for the time being, 4. just in time, 5. from time to time

Activity 4

Open answer

Activity 5

Suggested answers

1. They have opened a new taverna
2. Some people from China have moved into our building
3. The school has opened a new canteen
4. Someone has painted graffiti on the walls of an old house
5. My father has bought a new car

Activity 6

Open answers

Activity 7

- | | | |
|----------------------|------------------------------|-------------------|
| 1. have never | 2. have not eaten hamburgers | 3. took us a long |
| 4. did not let me go | 5. this the first time you | |

Activity 8

1. has been 2. has made 3. have never seen 4. had 5. have helped

Units 3 & 4

Activity 1

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

Activity 2

1. virtual 2. science 3. bumper 4. theme 5. kinetic

Activity 3

1. F 2. T 3. F 4. F 5. T

Activity 4

1. going 2. taking 3. eating 4. sitting 5. paying

Activity 5

1. have become 2. has tripled 3. have been studying 4. have found 5. have been using

Activity 6

1. d 2. c 3. a 4. c 5. b

Activity 7

1. She has been swimming
 2. He has been playing football
 3. He has been working in the garden.
 4. She has been sleeping
 5. She has been phoning her friends too much.

Activity 8

1. server 2. account 3. password 4. incoming 5. click

Units 5 & 6**Activity 1**

1. a 2. b 3. b 4. a 5. a

Activity 2

1. love 2. traffic lights 3. rumours 4. potatoes 5. messages

Activity 3

1. mortal 2. temper 3. teller 4. site 5. sector

Activity 4

1. c 2. a 3. b 4. b 5. c

Activity 5

1. beliefs 2. custom 3. celebrations 4. festivals 5. traditions

Activity 6

1. fires 2. spirits 3. ghosts 4. gold 5. area

Activity 7

1. good fun 2. dozen roses 3. present day 4. fancy dress 5. annual holiday

Activity 8

1. b 2. d 3. b 4. a 5. c

Units 7 & 8**Activity 1**

a) represents b) tell c) expresses d) redecorate e) feel

Activity 2

1. jazz 2. slows 3. shy 4. dress 5. turned

Activity 3a) She saw red b) They were green with envy c) Once in a blue moon
d) Like a black sheep e) It's a white elephant**Activity 4**

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

Activity 5

1. into 2. onto 3. of 4. down 5. by

Activity 6

1. product 2. risk 3. piece 4. variety 5. source

Activity 7

1. b/d 2. a/e 3. e 4. c 5. b

Activity 81. olives were grown 2. is known as 3. from sweets
4. is produced in 5. the pricey side**Units 9 & 10****Activity 1**

1.b 2.c 3. b 4. c 5.a

Activity 21. in the yard 2. in the winter months 3. in this way
4. in the mountains 5. in a small town**Activity 3**1. on an island 2. outside Beijing 3. across the river
4. around the house 5. over the dam

Activity 4 a

i) - c ii) - e iii) - a iv) - b v) - d

Activity 4 b

1. exhaust fumes, 2. fossil fuels, 3. water pump, 4. power station, 5. methane gas

Activity 5

1. c 2. a 3. d 4. a 5. c
6. b 7. b 8. c 9. a 10. d

Activity 6

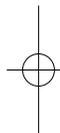
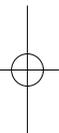
1. They should have moved out earlier
2. The car could have hit him
3. She might have been asleep
4. You must have been angry
5. You can't have seen her in Athens.

Activity 7

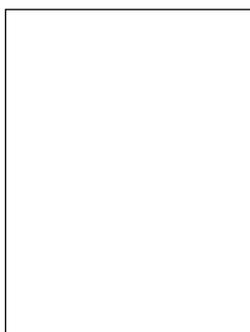
1. it is time to
2. what is certain
3. in a matter of seconds
4. some hours before
5. on its way

Activity 8

1. occurrence
2. investigation
3. survivors
4. pressure
5. stillness



Με απόφαση της Ελληνικής Κυβέρνησης τα διδακτικά βιβλία του Δημοτικού, του Γυμνασίου και του Λυκείου τυπώνονται από τον Οργανισμό Εκδόσεως Διδακτικών Βιβλίων και διανέμονται δωρεάν στα Δημόσια Σχολεία. Τα βιβλία μπορεί να διατίθενται προς πώληση, όταν φέρουν βιβλιόσημο προς απόδειξη της γνησιότητάς τους. Κάθε αντίτυπο που διατίθεται προς πώληση και δε φέρει βιβλιόσημο θεωρείται κλεψίτυπο και ο παραβάτης διώκεται σύμφωνα με τις διατάξεις του άρθρου 7 του νόμου 1129 της 15/21 Μαρτίου 1946 (ΦΕΚ 1946, 10, Α').



Απαγορεύεται η αναπαραγωγή οποιουδήποτε τμήματος αυτού του βιβλίου, που καλύπτεται από δικαιώματα (copyright), ή η χρήση του σε οποιαδήποτε μορφή, χωρίς την γραπτή άδεια του Παιδαγωγικού Ινστιτούτου.