



**2nd Grade of Junior  
High School**

**STUDENT'S BOOK**

**Τόμος 2ος**

# ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

## ΣΥΓΓΡΑΦΕΙΣ

**Patrick Mc Gavigan**

## ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ

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Σχολικός Σύμβουλος

**Χαριτίνη Καρλιαύτη,**

Εκπαιδευτικός

**Βασίλειος Τσελεμπάνης,**

Εκπαιδευτικός

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**2.2.1 / Κατηγορία Πράξεων**  
**2.2.1.α: «Αναμόρφωση των**  
**προγραμμάτων σπουδών και**  
**συγγραφή νέων εκπαιδευτικών**  
**πακέτων»**

**ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ**

**Δημήτριος Γ. Βλάχος**

Ομότιμος Καθηγητής Α.Π.Θ.

Πρόεδρος του Παιδαγωγικού  
Ινστιτούτου

**Πράξη με τίτλο:**

«Συγγραφή νέων βιβλίων και  
παραγωγή υποστηρικτικού  
εκπαιδευτικού υλικού με βάση  
το ΔΕΠΠΣ και τα ΑΠΣ για το  
Γυμνάσιο»

**Επιστημονικοί Υπεύθυνοι Έργου**  
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Σύμβουλος του Παιδαγωγικού  
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**Γεώργιος Κ. Παληός**

Σύμβουλος του Παιδαγωγικού  
Ινστιτούτου



**Αναπληρωτές Επιστημονικοί  
Υπεύθυνοι Έργου  
Ιγνάτιος Ε. Χατζηευστρατίου**

**Μόνιμος Πάρεδρος του  
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**Γεώργιος Χαρ. Πολύζος**

**Πάρεδρος ε.θ. του Παιδαγωγικού  
Ινστιτούτου**

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

## — ΣΤΟΙΧΕΙΑ ΕΠΑΝΕΚΔΟΣΗΣ —

Η επανέκδοση του παρόντος βιβλίου πραγματοποιήθηκε από το Ινστιτούτο Τεχνολογίας Υπολογιστών & Εκδόσεων «Διόφαντος» μέσω ψηφιακής μακέτας, η οποία δημιουργήθηκε με χρηματοδότηση από το ΕΣΠΑ / ΕΠ «Εκπαίδευση & Διά Βίου Μάθηση» / Πράξη «ΣΤΗΡΙΖΩ».



Οι διορθώσεις πραγματοποιήθηκαν κατόπιν έγκρισης του Δ.Σ. του Ινστιτούτου Εκπαιδευτικής Πολιτικής

**Η αξιολόγηση, η κρίση των  
προσαρμογών και η επιστημονική  
επιμέλεια του προσαρμοσμένου  
βιβλίου πραγματοποιείται από τη  
Μονάδα Ειδικής Αγωγής του  
Ινστιτούτου Εκπαιδευτικής Πολιτικής.**

**Η προσαρμογή του βιβλίου για  
μαθητές με μειωμένη όραση από το  
ΙΤΥΕ – ΔΙΟΦΑΝΤΟΣ πραγματοποιείται  
με βάση τις προδιαγραφές που έχουν  
αναπτυχθεί από ειδικούς  
εμπειρογνώμονες για το ΙΕΠ.**

**ΠΡΟΣΑΡΜΟΓΗ ΤΟΥ ΒΙΒΛΙΟΥ  
ΓΙΑ ΜΑΘΗΤΕΣ  
ΜΕ ΜΕΙΩΜΕΝΗ ΟΡΑΣΗ**

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**ΙΤΥΕ - ΔΙΟΦΑΝΤΟΣ**



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ  
ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ  
ΠΟΛΙΤΙΚΗΣ

**Patrick Mc Gavigan**

**ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ**

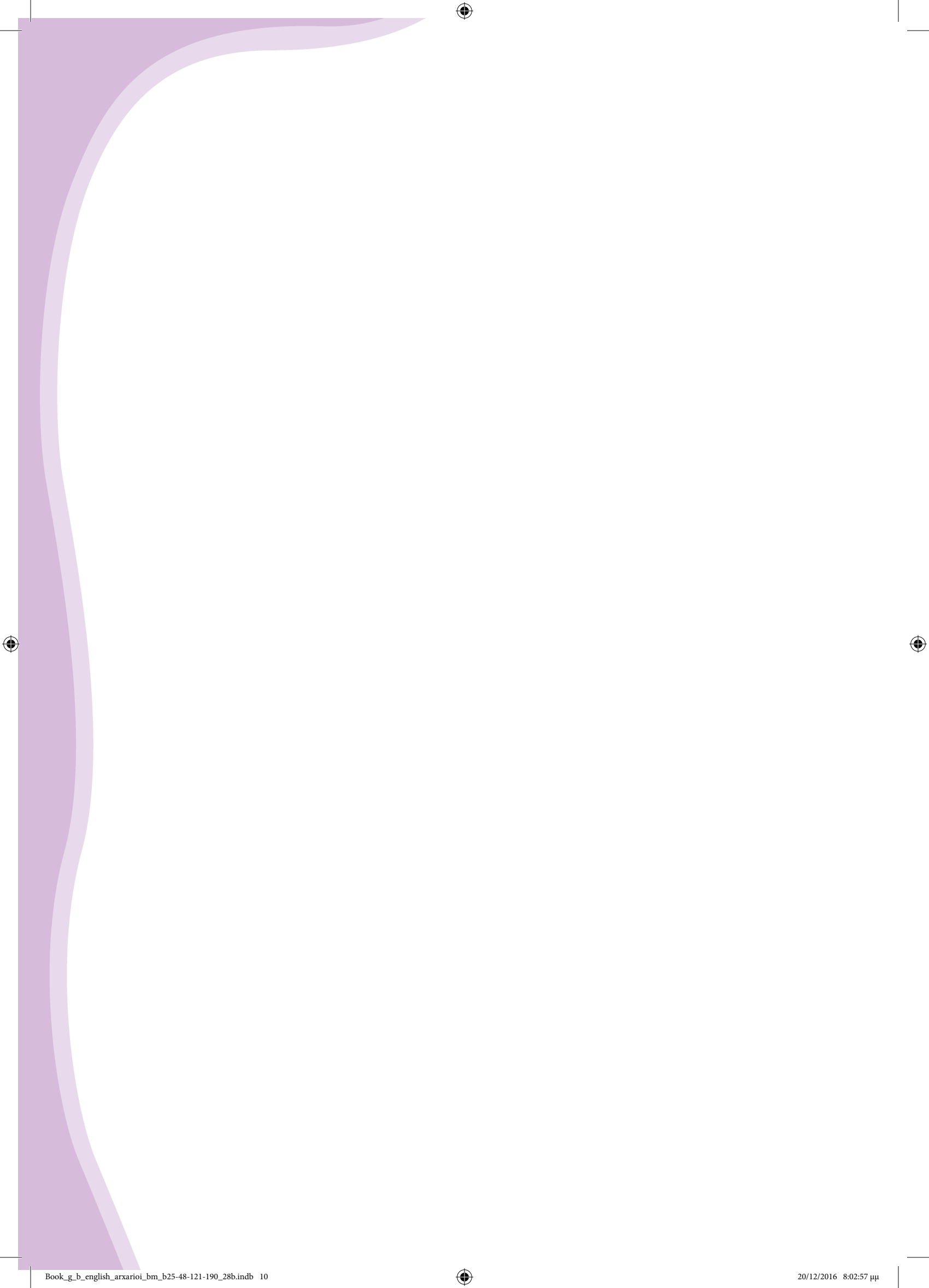
**Μιχαήλ Λέβης Α.Ε.  Linguaphone**

Η συγγραφή και η επιστημονική  
επιμέλεια του βιβλίου  
πραγματοποιήθηκε υπό την αιγίδα  
του Παιδαγωγικού Ινστιτούτου

**2nd Grade of Junior High  
School**

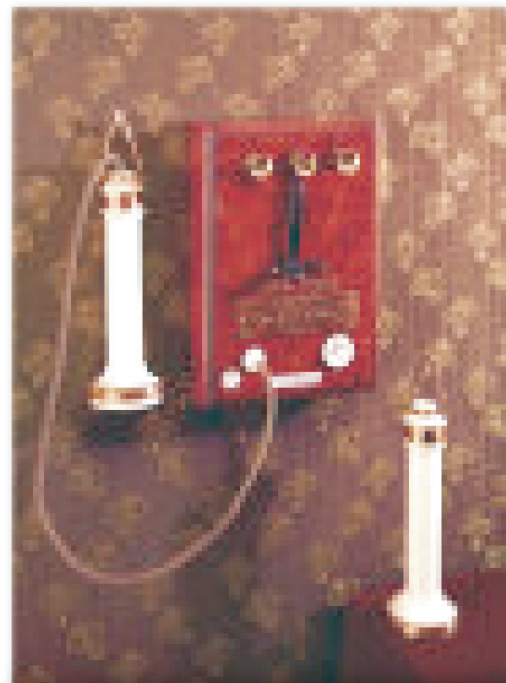
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ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ  
ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ  
«ΔΙΟΦΑΝΤΟΣ»



# UNIT 3

## Technology in our lives



## **Grammar:**

**Comparative and superlative adjectives**

**Relative clauses: which, who, where, when**

## **Functions:**

**Talking about new technology and modern facilities**

## **Vocabulary:**

- shopping
- household gadgets and personal technology items
- quantity expressions

## **Learning strategies:**

**When I read a text, I try to...**

- predict vocabulary by looking closely at the visuals in the unit



## **When I speak, I try to...**

- **recognise words which express opinion**
- **use set phrases to participate in a conversation**
- **use other people's opinion to make a decision**

# Lesson 1

## Technology in our lives

### AIMS

- To identify words to compare things
- To predict vocabulary
- To make students aware of the difference between fact and opinion
- To use the comparative and superlative.


### Lead-in

- 1. Many people believe the phone was a good invention. What do you believe is the best invention? Why?**

**2. Look at the advertisements for three portable multimedia players. How are they different? Compare your ideas with your partner. Then, find the following information:**

- a. Which has the biggest memory?**
- b. Which is the lightest?**
- c. Which two have longer lasting batteries?**
- d. Which has the best features?**

**A** **Memory 256 MB**  
**62 g**  
**battery 40 hours**  
**guarantee 2 years**  
**counter**



**119 €**

**B**

**Memory 20 GB**  
**115 g**  
**battery 40 hrs**  
**guarantee 1 years**  
**big keyboard**


**359 €**
**C**

**Memory 20 GB**  
**200 g**  
**battery 5 hrs**  
**colour screen**  
**remote control**


**299 €**

**3. In pairs, read the description of each item and discuss the following: Why is C the most expensive? Which is the best buy? Why? Which has a better keyboard, A or B? Why? Why**

is **C** more expensive than **A**?  
Which has more features than the others?

4. We use **CD** for Compact Disc; **GB** means gigabyte; What do the following mean?

a) SMS

\_\_\_\_\_

b) MB

\_\_\_\_\_

c) Mp3

\_\_\_\_\_

d) DVD

\_\_\_\_\_

e) www

\_\_\_\_\_

f) e-mail

\_\_\_\_\_

g) iPod

\_\_\_\_\_

## **Task 1**

**Read the statements below and then in pairs make similar statements about electronic items you have at home such as the television, the CD player, the video recorder, the mobile phone, the computer.**

**A is good but B is better and C is the best.**

**The batteries in A and B last longer than the battery in C.**

**B is heavier than A and C is the heaviest.**

**B is more expensive than A and C is the most expensive.**

**My phone is bad, but John's is worse, and Rena's is the worst. It doesn't work at all!**



## Grammar

### Comparative and superlative adjectives

**Look carefully at the example sentences in TASK 1 and in pairs complete the following grammar rules for the Comparative and Superlative forms.**

**You form the comparative by adding \_\_\_\_\_ to any one-syllable adjective. The following adjectives are exceptions to this rule:**

- **good becomes** \_\_\_\_\_
- **bad becomes** \_\_\_\_\_

**When the adjective is long (with two syllables or more) use \_\_\_\_\_ in front of the adjective.**

To form superlative add \_\_\_\_\_ to any one syllable adjective at the end of the word. The following adjectives are exceptions to this rule:

- good becomes \_\_\_\_\_
- bad becomes \_\_\_\_\_

Any longer adjective (two syllables or more) use \_\_\_\_\_ in front of the word. Usually we use before the superlative adjective.



## Task 2

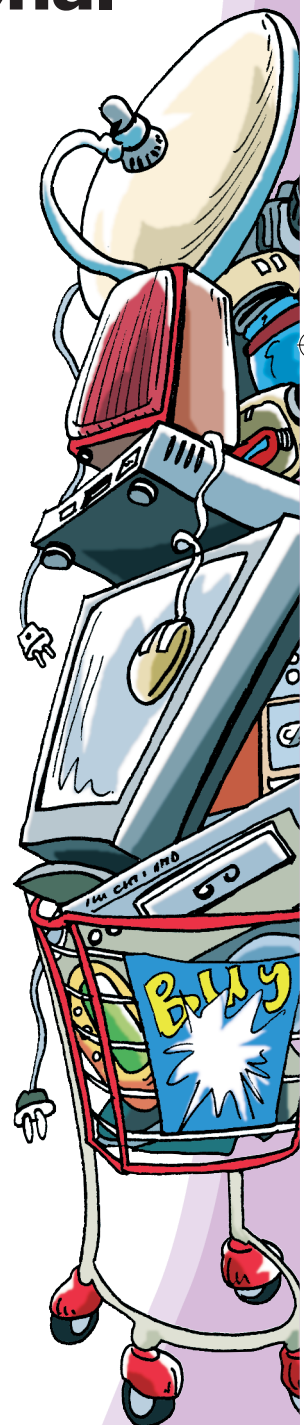


### Vocabulary

On a trip abroad, you went to an electronics shop at an international airport to buy an electronic item. You don't understand electronics jargon very well. Try to guess what the salesperson said and translate the words in **bold italics** into Greek. Then compare your answers with your partner. Write the meaning on the line provided.

- a) I have got the iPod Nano.  
Which **model** do you want?

---



b) This **mobile phone** has got a video recorder.

---

c) When you buy two of the same product, you get a **discount**.

---

d) You have to wait in the **queue** to pay. \_\_\_\_\_

e) If it's **faulty**, you can take it to any shop in your country to replace it.

---

f) This stereo has a two-year **guarantee** and we repair it free of charge.

---

g) We sell a range of quality **brand name** products at reasonable prices.

---

h) We stock a variety  
of electronic **gadgets**.

---

i) If it doesn't work, you can get a  
**refund**.

---



## Reading

### Quiz: Let's buy it!

**Do Part 1 of the following shopping quiz with your partner to find out who knows more about shopping. In order to find your score, give each answer a 1 point and each answer b 2 points. Check what the scores mean by looking at the scoring on page 22.**

**Compare your scores with your partner. Do you agree with the results of the quiz?**

## **quiz**

### **Part 1**

**What kind of shopper are you?**

**1**

**When you buy a new cell phone, you choose**

- a. A model which is better than your friend's**
- b. A model that isn't as expensive as your friend's**

**2**

**You believe that**

- a. Mobile phones are too expensive nowadays**
- b. Mobile phones are cheaper than a year ago**

**3** When something is faulty with something you bought, you

a. Feel too shy to go to the shop to complain

b. Go back to the store and ask for a refund

**4** When shopping for something you really like, you

a. Ask for more discount than the shop is offering

b. Don't care how much it costs and buy it any way

**5** In a huge store

a. Queue up and wait your turn for someone to serve you

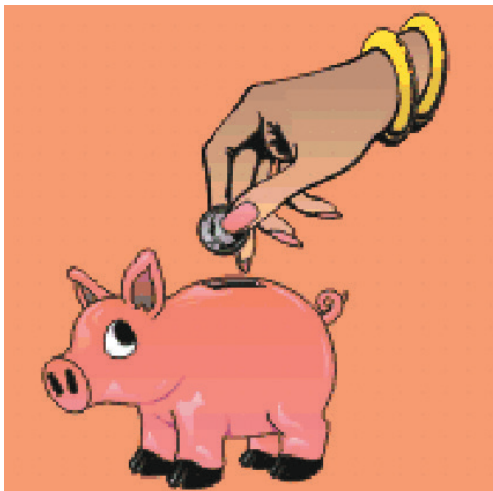
b. Push your way through to the front and ask for service

**6** The last time you went shopping, what you bought was

- a. The best model in the shop
- b. The least expensive model in the shop

**7** When buying presents for friends, you

- a. Buy something because it has a brand name
- b. Buy something which is not too expensive but looks okay



**8** A family member gives you a new mobile phone which you do not like, you

- a. Tell him it is wonderful
- b. Take it back to the shop and get it changed

**9** When buying presents for your family members, you

- a. Buy the first thing you see
- b. Spend a long time looking around

**10** What is a good excuse for not buying your brother or sister a present

- a. I didn't have enough money
- b. What I wanted to get you was too expensive

## scoring

**20 - 17  
points**  
You are  
very careful  
shopper and  
do not waste  
your money

**16 - 13  
points**  
You cannot  
live without  
electronic  
gadgets

**12 - 8 points**  
You love  
shopping

**7 - 3 points**  
You are not  
very good at  
shopping

### Task 1

**Tick the statements in PART 2 of the quiz that are TRUE for you. Are they TRUE for your partner too?**



## **PART 2**

**Tick the statements that you think are TRUE.**

- a. Cassete players are not as good as CD's.**
- b. Laptop computers are far too expensive for most young people to buy.**
- c. More people have mobile phones in Greece than in England.**
- d. I spend too much money on electronic goods.**
- e. I do not have enough time to play games on my computer.**
- f. Most high school kids don't know how to send an e-mail.**
- g. SMS messages are quicker than e-mails.**

- h. I know what SMS means.**
- i. Not so many people know what www means.**
- j. Watching television is a waste of time.**

**In pairs, read through the questions in PART 1 and the statements in PART 2 and explain to your partner the reason for your answers.**

## **Task 2 - Comparison words**

- 1. Circle the words in the quiz which compare size and number.**

**Compare your answers with your partner's.**

**2. Think of three gadgets you have at home and compare them with three similar gadgets your partner has. Use the words you circled in the text to compare the gadgets.**

**Write your opinions in your notebook.**

**For example:**

**Is your... better/worse?**

**Was it more expensive?**

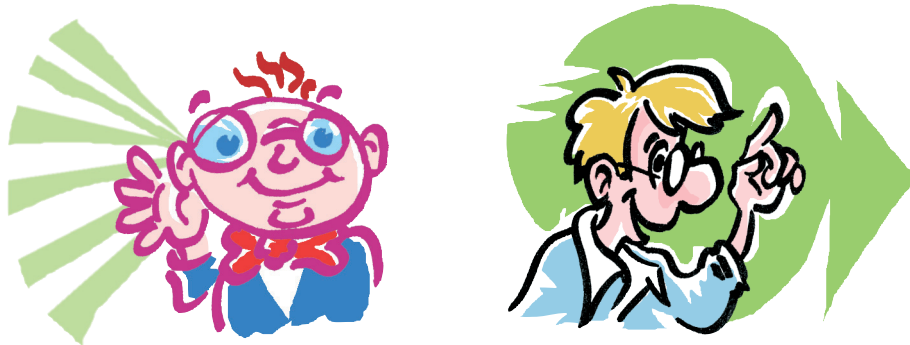


# Lesson 2

## Gadgets

### AIMS

- To listen for gist
- To listen for detail
- To recognise words which express opinion



### Listening & Speaking





## Pre-listening

- 1. Look at the pictures of the electronic products above. Which countries produce these products?**
- 2. Which do you think is the most useful for young people today?**

## **Task 1 - Quiz**

**1. Your cousin got a new job with an electronics shop and she needs to become an expert in technology and its uses as soon as possible. Find out which of your classmates is the best to teach her.**

**Do the following quiz: Tick the facts about your knowledge of the different new technology items. You score a point for each one you tick.**

**30 / 30**

## **I know how to:**

- use a computer**
- plug in a printer**
- install a program**
- charge batteries**
- download music from the web**
- log onto the internet**
- send e-mail messages**
- copy files on a CD**
- store addresses on mobile phones**
- send SMS messages**
- change ink cartridges**
- copy images from phone to computer**
- copy images from internet**
- find missed calls**
- download programs from internet**
- know what an mp3 is**



**Now, go around the class to find out who has the most points. Don't cheat!**

**2. Look at the pictures of the electronic items. Do you know what each one is?**

**Discuss your ideas with your partner. Write down your ideas for each item.**





**Task 2a - Listen to the advertisements**  
**Listen to the advertisement of each product and fill**  
**in the missing information on the chart below.**

<b>Product</b>	<b>Manufacturer</b>	<b>Model</b>	<b>Battery life</b>
<b>DVD Player</b>			
<b>Ipod</b>			
<b>Camera</b>			
<b>MP3</b>			
<b>MP3 Watch</b>			

Product	Price	Advantages
DVD Player		
Ipod		
Camera		
MP3		
MP3 Watch		

### Task 2b - Listen again

- a. Listen to the ads again. Choose the phrase which each speaker uses to make each item sound attractive.
- b. Compare your answers with your partner



## Who says what?

- Speaker 1  a. A truly valuable companion.
- Speaker 2  b. The perfect item for all.
- Speaker 3  c. An exciting new experience.
- Speaker 4  d. A great buy at a really incredible price.
- Speaker 5  e. The best you can buy at such a price.

## Task 3

1. Look at the sketch of the boy.

In pairs, find:

- something that keeps him cool
- something that he uses to play games
- something that can help him at school



**2. Decide with your partner what feature of the chair is most useful for a teenage student. Why?**



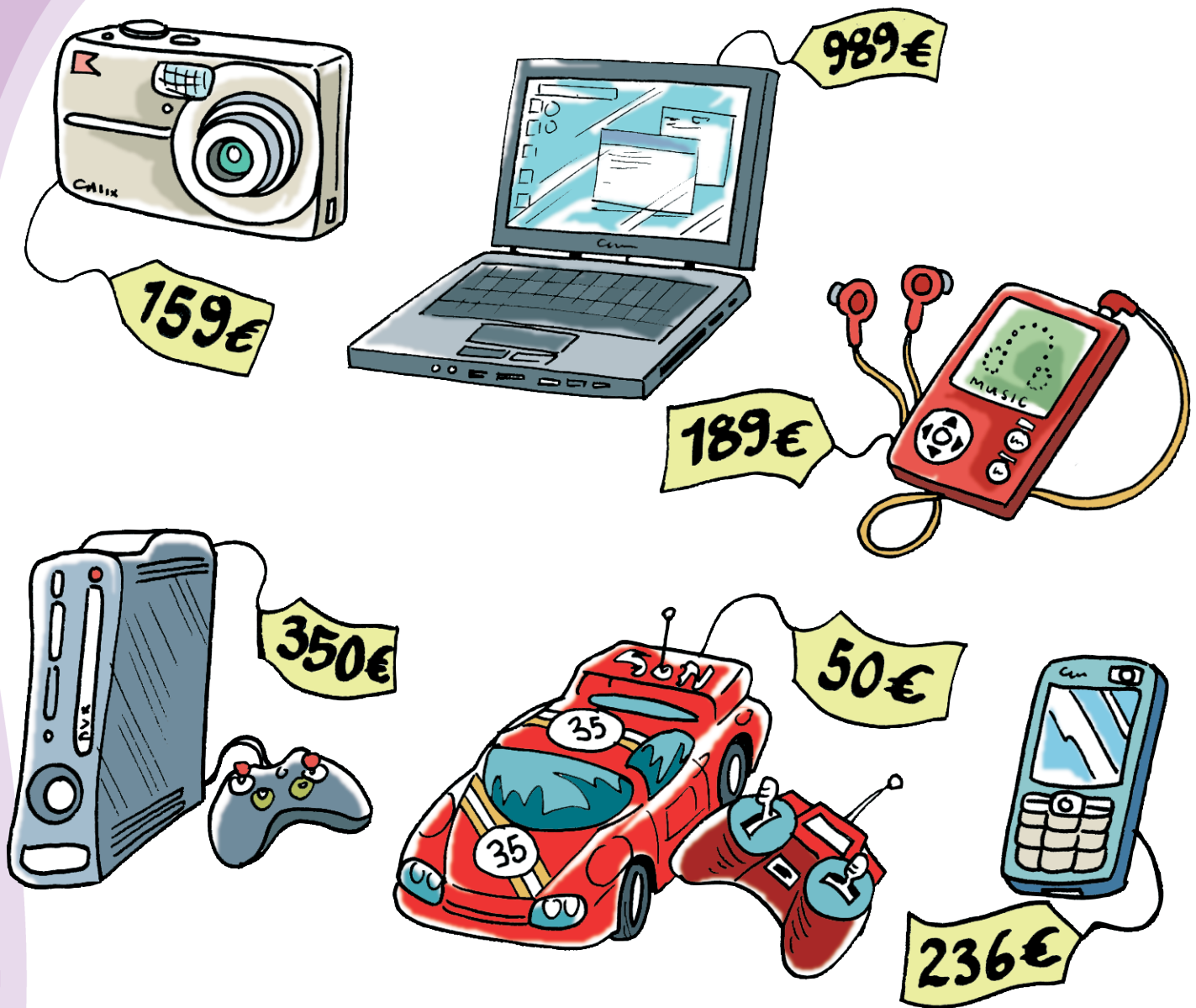
## **Task 4 - Speaking**

**You want to buy presents for your family. Look at the seven items**



**in the photographs. With your partner, decide who to give each present to at Christmas. You only have €350 to spend. Try, as much as possible, to use the language given in the box below.**

**35 / 31 - 32**



## Suggestions:

How about... for...?

We could give...

Why not give...?

I think... would like the...

Has... got a...?

Well, what about the... for...?

## **Responses:**

**Hm... I'm not so sure, as she...**

**Ah yes, you're right!**

**Sure. She might like that.**

**I don't think so.**

**I think... would like...**

**Perhaps, but she...**

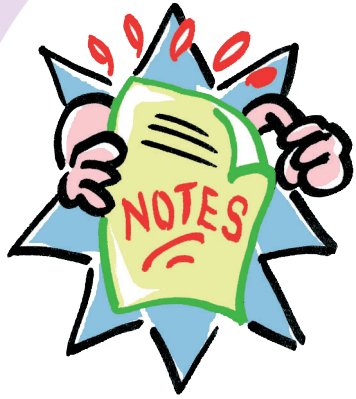
**Yes, that's not a bad idea!**

**Explain your choices for each.**

**With your partner, make a list of the things you look for when you buy a new product.**

**Compare your answers with the rest of the class. Who's the 'smartest consumer' of all?**





## Writing

### Pre-writing

**Which electrical or electronic items might have the following problems?**

- x it doesn't start when you switch it on
- x the sound from the speakers isn't very good
- x the battery is always dead
- x it stops with no reason
- x the volume control doesn't work
- x the screen/monitor is not clear
- x it makes a noise when you turn it on
- x the buttons stick

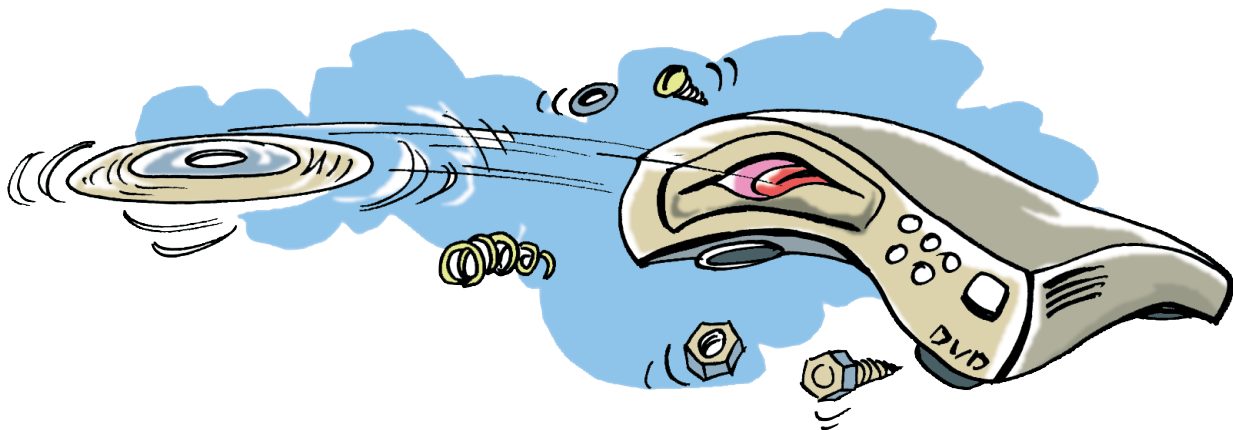


- x the keyboard is very stiff
  - x the battery doesn't last long
  - x the hard drive crashes a lot
- 

## Task 1 - Writing a letter

**1. In pairs, read the formal letter on the right. Decide why the person is writing:**

- x to say hello
- x to ask for advice
- x to complain



Dear Sir or Madam,  
I recently bought a new DVD player which your assistant told me was the best on the market and excellent value for money. But when I brought it home and plugged it in, it didn't work. When I took it back to your shop, your assistant told me that there was no guarantee with this model and that there was nothing he could do. Obviously, I feel very angry with this situation and I would like an explanation.

I believe that it is your responsibility to refund my money or to replace the faulty DVD with a new one. I look forward to hearing from you.

Yours faithfully,  
May Nicholls

**2. In what order are the following points mentioned in the letter? Write 1, 2, 3 in the appropriate boxes.**

**Asking that the company does something about the problem**

**Complaining and expressing feelings**

**Explaining the situation**

**Underline the expressions in the letter that the writer uses to complain.**

**3. How is a formal letter different from an e-mail? Discuss your answers in pairs. Use the information in the letter to write an e-mail. Compare your answers with your class.**

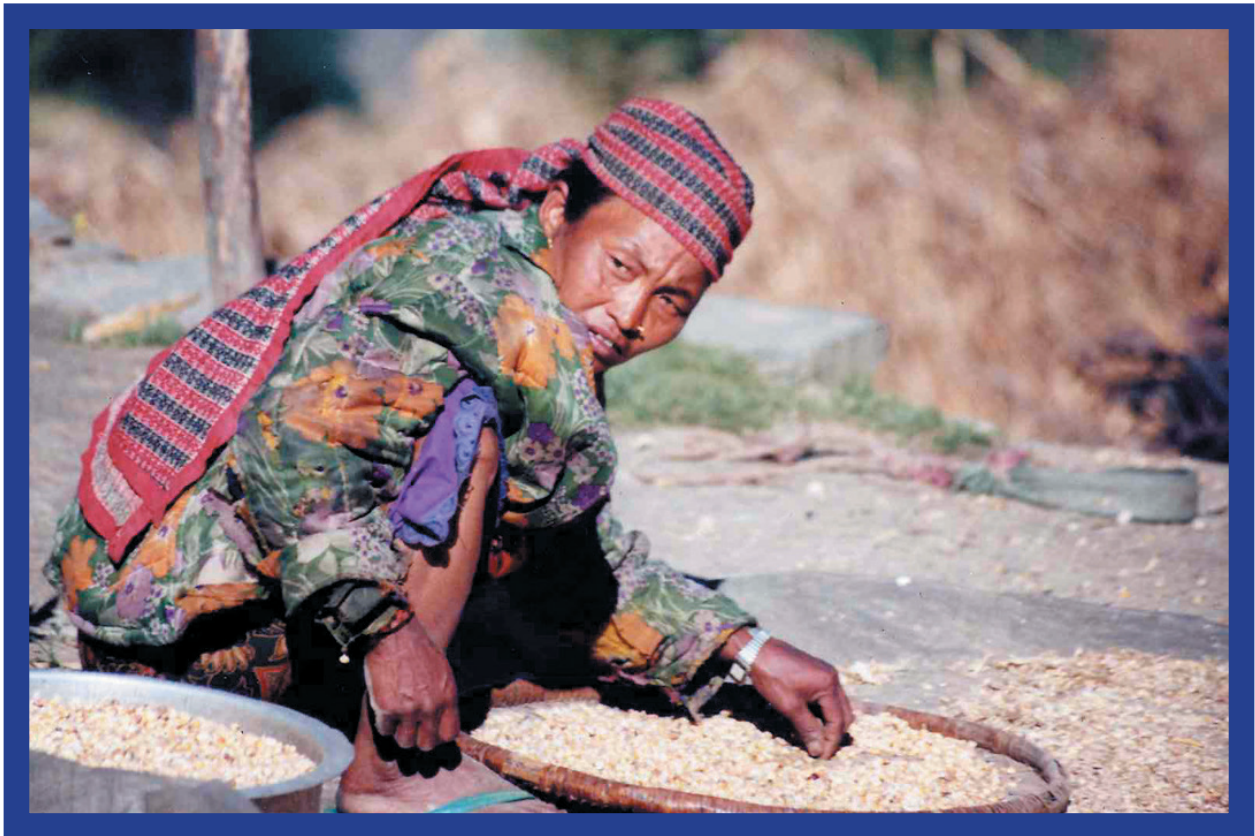
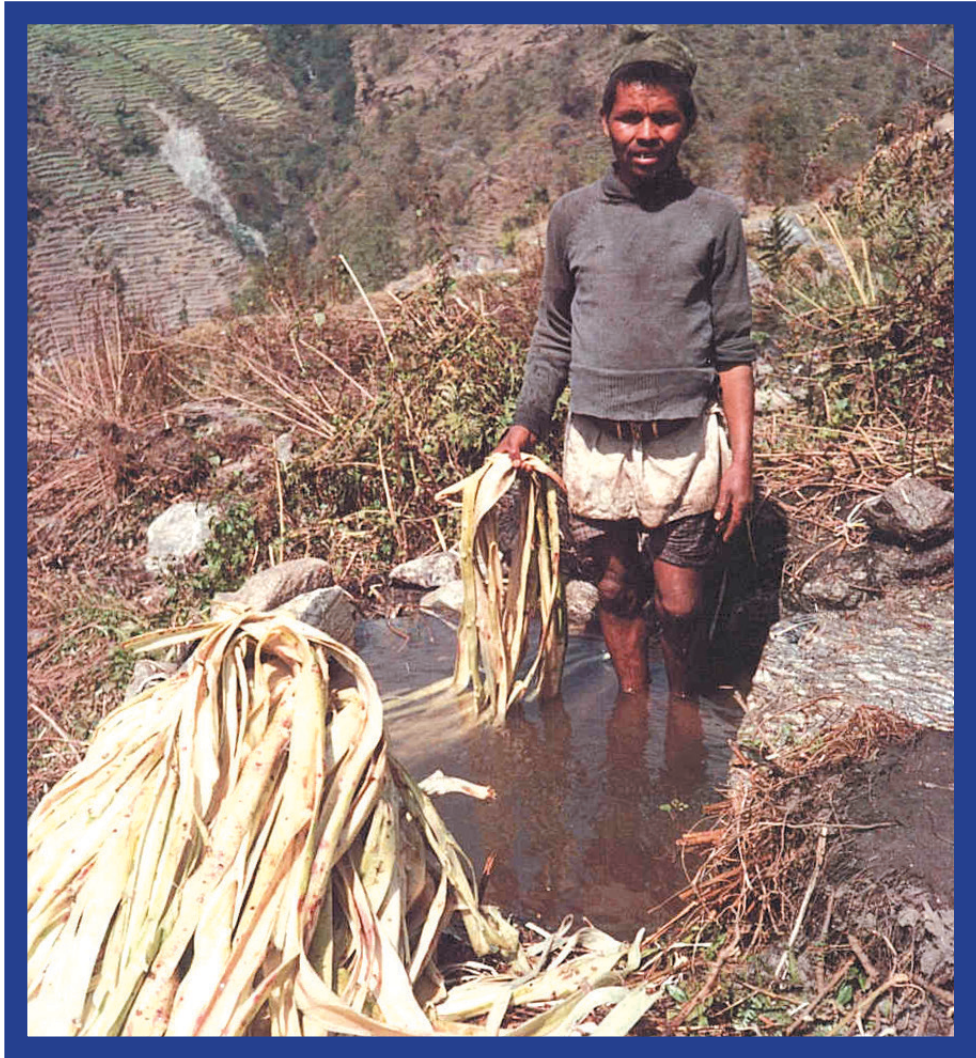
**4. Choose one of the problems in the PRE-WRITING activity and use the model letter to write an e-mail to complain about something you bought. Compare your letter with your partner. Does he/she feel your letter is good enough to get the manager to act?**

---

## **Task 2 - Different lives**

**Look at the photographs below. Do you think life in this country is easier or more difficult than your life? Why? Why not? Why might a mobile-phone be a good present for someone who lives in this country?**









## Task 3 - Yuri's problem

**Yuri is your pen-friend who lives in this country. Read his letter below to see what his problem is.**

Dear Angelos,

Here are some photos of where I live. Although they are not very clear, I hope you like them.

In your last letter you suggested I buy my brother a mobile phone for his birthday but I don't know anything about them. Can you help me please to decide which one to get him?

Best wishes,  
Yuri.



**Briefly discuss Yuri's problem with your partner. Then decide which model of mobile phone you think is the best for him to buy.**

---

### **Task 4 - Write a note**

**Write a short note to your pen-friend. Thank him for his letter and photographs and tell him why you think one cell-phone is better than another.**

**Start your note like this:**

**Dear Yuri,**

**Thank you for ...**

**You can end your note with:**

**All the best for now,**



# Lesson 3

## Making an advertisement

### Project work - Make an advertisement

**1. An electronics company has asked your class to redesign some of their advertisements to make them more interesting and attractive for young people.**

**You must use the basic information about the items but write them to appeal to young readers/shoppers.**

**You must decide which aspects of the product to include as you only have limited space.**

## 2. Preparation

**Work in groups of 4 and appoint an editor in each group. In your group choose some products and discuss the following questions to complete the chart.**





## New Advertisement

**What product?**

**Who for?**

**What style?**

**What theme?**

**What photos?**

## New Advertisement

What words?

What colours?

What font?

51 / 34

**Use your notes to guide you to make an ad for one of these products.**

### **3. Research**

**Look for similar ads in newspapers and magazines, on television or on the Internet.**

**What techniques do they use to make the product attractive?**

**List the techniques of persuasion and advertising used in the adverts. Which ads use the following:**

- **music, humour, fame, guilt, stars, location, jingles, science**
- **association of ideas; before and after, desires, needs.**

## **4. The advertisement**

**Make your own advertisement using your notes and the findings from your research. When your advertisements are complete, decide as a class which is the most appealing.**

## **5. Discuss with your partner the following question:**

**Are adverts on TV more successful than adverts in magazines and newspapers? Why? Why not?**

# Self-evaluation

## Activity A - Comparing electrical goods

Find out if the following are **TRUE** or **FALSE**. Look at a prospectus from an electronics shop, or ask your friends for their opinions.

	TRUE	FALSE
1. A DVD player can cost as much as an IPOD.		
2. A hard drive is bigger than a floppy.		



	TRUE	FALSE
3. A computer keyboard is easier to use than a typewriter.		
4. A laptop is smaller than a notepad.		
5. The most expensive gadget is not always the best.		
6. Batteries in iPods last longer than batteries in mobiles.		

\_\_\_\_/3 points

55 / 35

## Activity B

**Write five new facts about electronic gadgets. Then ask your partner if he/she thinks your facts are true or not. Ask him/her why.**

1. ....

2. ....

3. ....

4. ....

5. ....

\_\_\_\_/2.5 points

## Activity C

**Complete the following conversation by choosing the correct phrase from the box.**

- Okay, suit yourself. Bye.
- Oh, I see. Well, here's the cheapest model we have.
- How about this one? Only €350.
- Yes, sure. Any particular brand?
- Well, it plays music and that's about it.

**Customer:** I would like to see one of those new iPods please.

**Sales Assistant:**

---

**Customer:** Not really, just one that isn't too expensive.

**Sales Assistant:**

---

**Customer:** Can you tell me something about it?

**Sales Assistant:**

---

**Customer:** Actually, I wanted something a bit better than that.

**Sales Assistant:**

---

**Customer:** Oh no, that's far too much. Maybe, I will leave it for a while.

**Sales Assistant:**

---

\_\_\_\_/2.5 points

## Activity D

**Match the solution to the problem with the computer. Look at the drawings and the text and match the solutions to the problems. Add one more problem that can happen with a computer system and find the solution.**



## **Troubleshooting problems**

- 1. The mouse doesn't move the cursor on the screen**
- 2. When you type something, there is nothing on the screen.**
- 3. You delete a file by mistake.**
- 4. A message saying 'System Error' appears on the screen.**
- 5. The printer doesn't print the document.**
- 6. The cursor suddenly stops moving.**
- 7. You can't save anything on the floppy disc.**

## **Troubleshooting solutions**

- A. There is a software problem.  
Press Ctrl+Alt+Delete then End the task to close the program.  
Then try to move the cursor.**

- B. Check that the keyboard cable is connected to the computer.**
- C. The disk might be full or damaged.**
- D. Double-click the recycle bin icon. Select the file. Click on Menu and then click restore.**
- E. You might have no paper, or the paper is stuck. Check the paper and then check the connection.**
- F. Check that the mouse is connected properly.**
- G. Turn off the computer and then turn it on again. If it still doesn't work, install the program all over again.**

**\_\_\_/7 points**

## Activity E

**Complete the following questions with any suitable word or words from the Unit.**

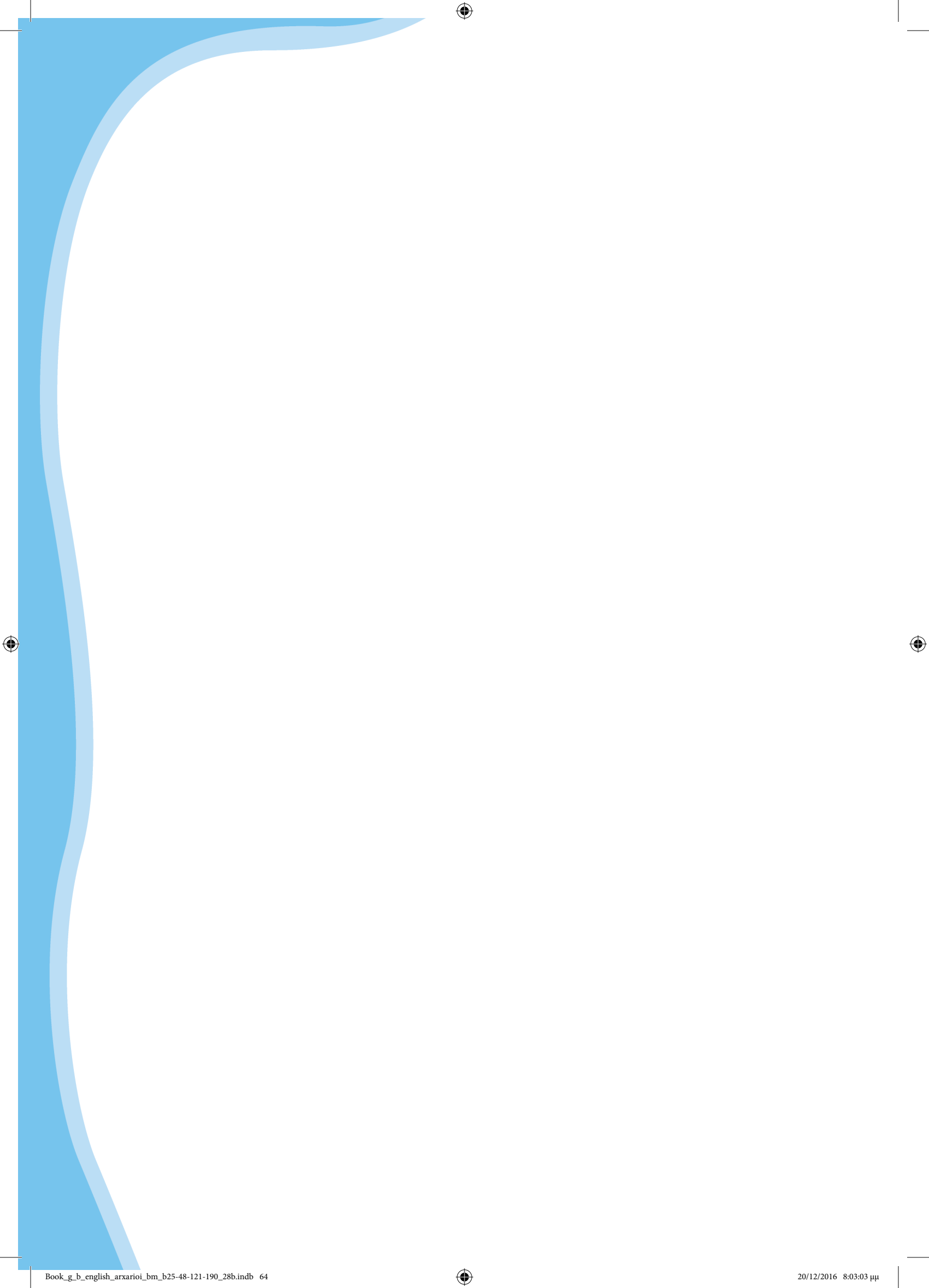
- a. What is the ..... gadget you have at home?
- b. Do you think a digital camera is ..... a camera with film?
- c. Is the ..... gadget always the .....?
- d. Your phone cost €35. Is that the ..... phone there is?
- e. Which is .....; a CD or a DVD player?

**\_\_\_/5 points**



## Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can read a text to select specific information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to dialogues to recognise attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can take suggest and respond to ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can write a letter to complain about a faulty item	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# UNIT 4

## Communication

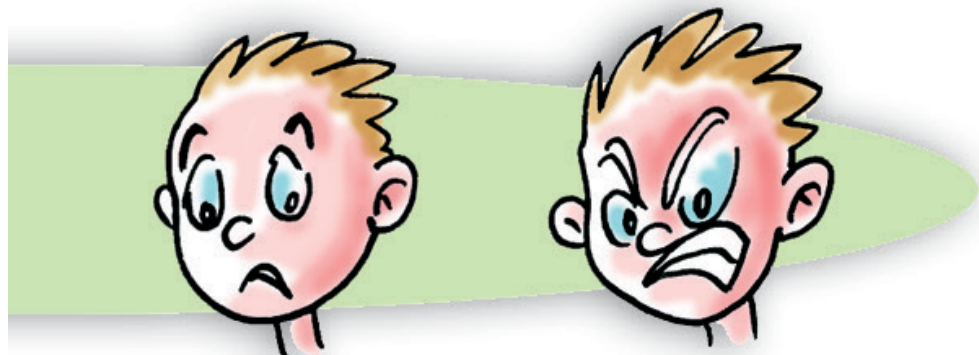
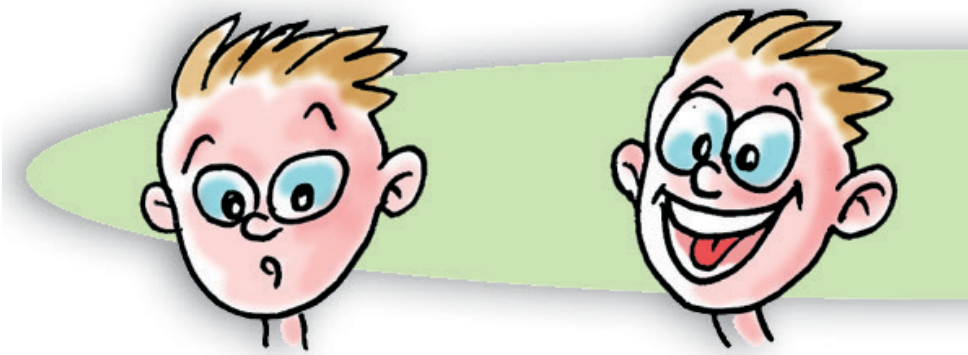
A. Each picture tells a story. Can you tell which story is in each of them?



How do you know how each character feels? What do they use to show how they feel and think? Choose from one of the following:

- a) 'head' language
- b) 'eye' language
- c) body language

**B. Make funny faces and ask your partner to say what you're thinking.**



**C. Can you guess what the correct percentages for each of the following statements are? You can check your answers in the reading text on page 79.**

**7%      55%      38%**

- ..... of our communication is through body language
- ..... of our meaning is through tone of voice
- ..... of our communication is through words

---

## **Grammar:**

**will, won't/ have to, don't have to/  
should, shouldn't**

## **Functions:**

**Using modal verbs to show  
promise, fact, threat, obligation,  
advice, suggestion**

## **Vocabulary:**

**Body language**

## **Learning strategies:**

- I listen carefully to another speaker's intonation to understand what the purpose is
- I use visuals to help me make statements about people

**When I learn new language,...**

- I use mime to help me learn and remember new words
- I practise reading statements aloud to express different emotions



# Lesson 1

## Communication

### AIMS

- To raise awareness of the importance of communication through body language
- To present and practise the modal verbs: will, won't have to, don't have, should, shouldn't.

### Lead-in

#### Task 1

**Do you ever judge people by the first impression you have of them?**

**Is this a good or a bad way to judge people you don't know? Why?**



## Task 2

- a. Look at the scene in the sketch. What is the relationship between the two people? How does the boy feel? How does the woman feel towards the boy? How do you know?**





**b. Now read the following statements and indicate if they show PROMISE, THREAT, OFFER, PREDICTION or FACT.**

**I'll tell your father if you do it again.**

---

**You know I'll always be there for you.**

---

**You'll have to start working seriously, for a change.**

---

**I'll help you if you want.**

---

**You'll fail if you don't study seriously.**

---



## Grammar

### Task 1

**Imagine yourself in the following situations. What do you say to your friend? Use the ideas in parentheses.**

- 1. Your friend's phone doesn't work. (offer/ give yours)**
- 2. Your friend is anxious you'll be late again. (promise/ be on time)**
- 3. Your friend hasn't studied for the test tomorrow. (fact/ fail)**
- 4. Your friend is a very good singer. (prediction/ become a star)**
- 5. Your friend has shouted at you. (threat/ be angry/ do it again)**



## Task 2

### Use 'should' or 'shouldn't'

Look at the picture. Find six things people should or shouldn't do in a cafeteria.

---

## Task 3

Complete the dialogue with have to / don't have to.

A: Oh look! We ..... to come to school on Monday.

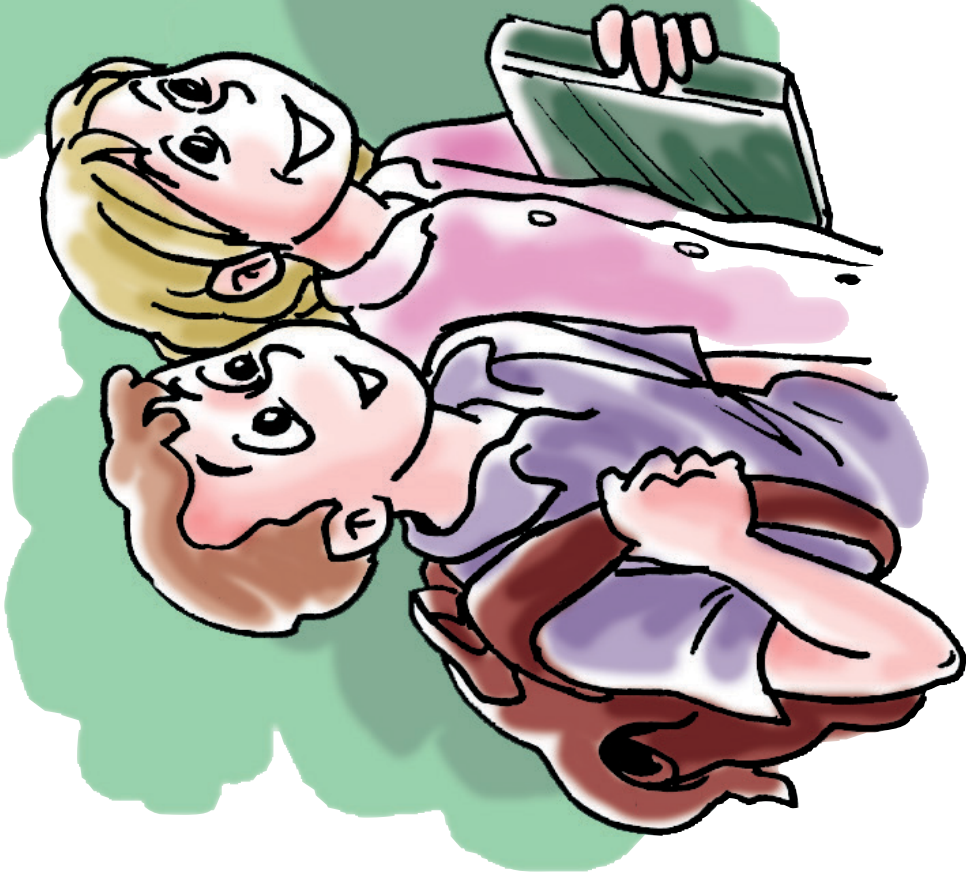
B: Yes, but look at that! We ..... to have lessons on Saturday.

A: No, you ..... come for the lessons. Only if you want to.

B: I'll not be coming!



**TEACHER'S  
ASSEMBLY  
ON MONDAY  
MONDAY'S  
CLASSES  
MOVED TO  
SATURDAY**



# Pre-reading

## Task

Your friend Paula got a leaflet from a seminar she went to in Dublin recently. Look at the leaflet on the right and the ideas below to discuss in pairs what you will learn if you attend a seminar like this.

- a) You will learn how to explain your problems
- b) You will learn about the importance of smiling
- c) You will learn how to describe a personal situation
- d) You will learn the meaning of different hand movements
- e) You will learn how to understand what someone means by the way they stand

f) You will learn the meaning of eye movement.

**Do you want to know what  
“BODY LANGUAGE” is?  
Do you want to learn how  
to communicate better with  
others? Do you want to discover  
what’s hidden behind gestures?**

**THEN THIS SEMINAR  
IS FOR YOU!**

**When: 25th November,  
11:00 am**

**Where: Town Hall  
Seminar Room**

**Admission: Free to under  
16 year- olds.**





## Reading

### **BODY TALK**

**Read the extract from the leaflet to check for the answers to Task 2 on page 85 / 41 and then match the sketches to the body movement in the text. Compare your answers with your partner.**



**If you sometimes feel you do not explain yourself well, come to the local Town Hall next Saturday. You will learn how to become a better**

**communicator. You will also learn to understand the way people use their body when they talk to you.**



**Communication goes on all the time, even when the people are not talking. It sounds amazing but did you know that nearly 55% of the way we communicate with others is through the way we use our body to**

**show how we feel? This seems unbelievable but it is true. What do we do when the sun is in our eyes? We squint, and this shows that the situation is not very pleasant for us. When someone feels excited, their facial expressions are signs to show us. People can appear happy but they are in fact sad. When they are curious, they will stare at the person or object for some time. An angry look is when someone glares at you with that cold look. When we admire someone we gaze at him or her, and when you want to look at something quickly, you take a peep. People communicate with their body language. Most of us are not aware of it but we spend a lot of time trying to understand body language. In this course, you will learn to start thinking more about**

**the meaning of a happy smile or an angry frown. We will show you what someone means when they shrug their shoulders to show that they don't care, or nod their head to agree, or point their finger. You will understand why people raise their eyebrows, bite their lip in anger or pain, twist their face when they are unhappy about something, or squeeze their nose at a bad smell, or have their arms folded when they listen to a teacher. We will teach you how to read the messages people give when they clench their teeth, when getting an injection, or when they clear their throat to get ready to talk to a group. These kinds of behaviour show how people feel. It seems unbelievable that only 7% of our communication is with words.**

**The way we use these words through our tone and voice makes up another 38% of our communication tools. To show this in action in our course, you will practise watching people and learn to imagine their problems and their thoughts. To be a good communicator, you need to be a good reader of body language; to be able to get the message someone wants to send. All you need to do is watch! To be good at understanding the meaning of body language, you should watch the speaker carefully. You should show respect for the other person's point of view. You should use your own body to communicate your feelings and emotions too. The course begins at 11 am November 25th at the Town hall. Admission free to all**

students under 16.

[http://  
changingminds.  
org/explanations/  
behaviors/body\\_  
language/](http://changingminds.org/explanations/behaviors/body_language/)

---



## Task 1

Read the text again. Are these statements TRUE or FALSE? Circle your answer and then compare your answers with your partner.

1. We gaze at someone when we are angry. **T / F**
2. We frown when we are happy. **T / F**
3. The words we use are less important than our body language. **T / F**



4. The course will teach you how to clench your teeth. T / F

5. We shouldn't try to be better than the people we speak to. T / F

---

## Task 2

Use the information in the text to complete the table on the right.

### COMMUNICATION TOOLS

body	%
words	%
other tools	%

---

## Task 3

How many words showing feelings (e.g. excited) can you find in the text? In which situations do you feel this way?



# Vocabulary

## Task 1

**Collocation - body movements.**  
**Match the verb with the body movement.**





- |            |                  |
|------------|------------------|
| 1. raise   | a) the throat    |
| 2. nod     | b) the nose      |
| 3. point   | c) the eyebrows  |
| 4. squeeze | d) the teeth     |
| 5. bite    | e) the arms      |
| 6. clench  | f) the lip       |
| 7. clear   | g) the finger    |
| 8. twist   | h) the shoulders |
| 9. fold    | i) the head      |
| 10. shrug  | j) the face      |

**In groups of three, mime to your partners the action in task 1. Your partners will try to guess what the action means.**

---

## **Task 2**

- a. In pairs, decide which word is correct to complete each sentence.**

**disgusted**

**tired**

**excited**

**shocked**

**surprised**

**disgusting**

**tiring**

**exciting**

**shocking**

**surprising**

1. **Yeuch! Tea with milk! That sounds .....**
  2. **John ran all the way home and you can see he looks .....**
  3. **The children don't have to go to school today and they feel .....**
  4. **It seems ..... that he put out his tongue at the teacher.**
  5. **The boy appeared ..... to hear that he was the winner.**
- b. Decide with your partner what kind of words these are: Are**

they **NOUNS, ADVERBS** or **ADJECTIVES**? In pairs, circle the correct word to complete the rule below on how we should use the verbs in italics. The verbs 'sound', 'look', 'feel', 'seem', 'appear' take an **ADVERB / ADJECTIVE**.

---

### Task 3

How do you show the following emotions?

**anger, fear, sadness,  
embarrassment, surprise,  
happiness**

In pairs, think of two more emotions and show your partner your expressions. Show your partner what s/he did. How does your expression differ from your partner's? In pairs, discuss the differences or similarities.

# Lesson 2

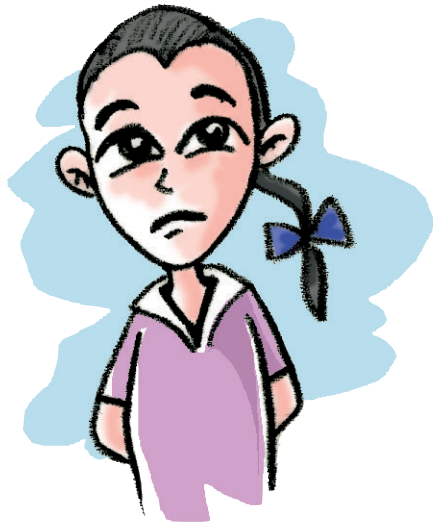
## Expressing Attitude

### AIMS

- To recognise the use of intonation for meaning
- To recognize polite or rude behaviour from speech

### Pre-listening

**Look at the photographs of young people in different situations. In pairs, decide which scene shows you that one of the speakers is disappointed, apathetic, bored, guilty, jealous?**





# Listening

## Task 1

**Listen to the dialogue between two schoolmates and decide on answers for the questions.**



- 1. How did Andy behave towards Clark?**
  - a) Andy failed to express himself clearly.**
  - b) Andy spoke too quickly.**
  - c) Andy didn't want to talk about it because he was angry or bored.**
  
- 2. How did Clark feel?**
  - a) Clark felt sorry for Andy because he seemed bored.**
  - b) Clark wanted Andy to say more.**
  - c) Clark was unhappy that Andy liked the project.**
  
- 3. How did Andy feel towards Clark?**
  - a) He had feelings of jealousy.**
  - b) He felt disappointed with Clark.**
  - c) He felt apathetic and didn't care about Clark.**

## **Task 2**

- 1. Listen to what Clark said to his mother after his meeting with Andy and decide what Clark thought about his chat with Andy.**
  - a) Andy didn't give him any details**
  - b) Andy was angry**
  - c) Andy didn't like Clark**
- 2. What did Clark's mother tell him to do the next time?**
  - a) he should ask him questions**
  - b) he shouldn't hang out with Andy**
  - c) he should ignore Andy**
- 3. Clark's mother felt that Andy was**
  - a) rude**
  - b) curious**
  - c) pleased**





## Speaking

### Task 1

**In pairs write one statement each and give it to your partner to read aloud in different ways to show different emotions.**

---

### Task 2

**In pairs, discuss how you know when your best friend is: angry, afraid, sad, embarrassed, surprised, happy.**

---

### Task 3

**In pairs, read the following situations and make a statement using will, won't, have to, don't have, should, shouldn't.**

- 1. Your little brother is playing football in the sitting room.**
  - 2. Tomorrow is Saturday and there is no school.**
  - 3. You are ill and can't come to your friend's party on Saturday.**
  - 4. Your sister is sad because she hasn't enough money to go to the cinema.**
  - 5. Your friend didn't do his homework for school today.**
  - 6. Your friend broke the teacher's pen.**
- 

## **Task 4a**

### **Gestures in other cultures**

**What do the following gestures mean in a non-English speaking country?**

- pressing the hands together and resting the head on the back of the hand?
  - waving the hands flat up and down when someone sees a friend?
  - taking the hand and making a circular movement over the stomach?
- 

## **Task 4b**

**What do the gestures in the photographs from India, Turkey and Albania below mean?**

**In pairs decide on the country for each photograph.**



i.



ii.



iii.

## **Task 5 - Role-play**

**Work in pairs. Think of a situation like the ones in Task 3 and tell your partner about it. Your partner then responds with a suitable answer using the words in italics below.**

**You/(s)he should(n't)...**

**I/We will...**

**You/(s)he'll...**

**I/you/(s)he will have to...**

**Don't worry! You/we don't have to...**

**Change roles and respond to your partner's situation.**

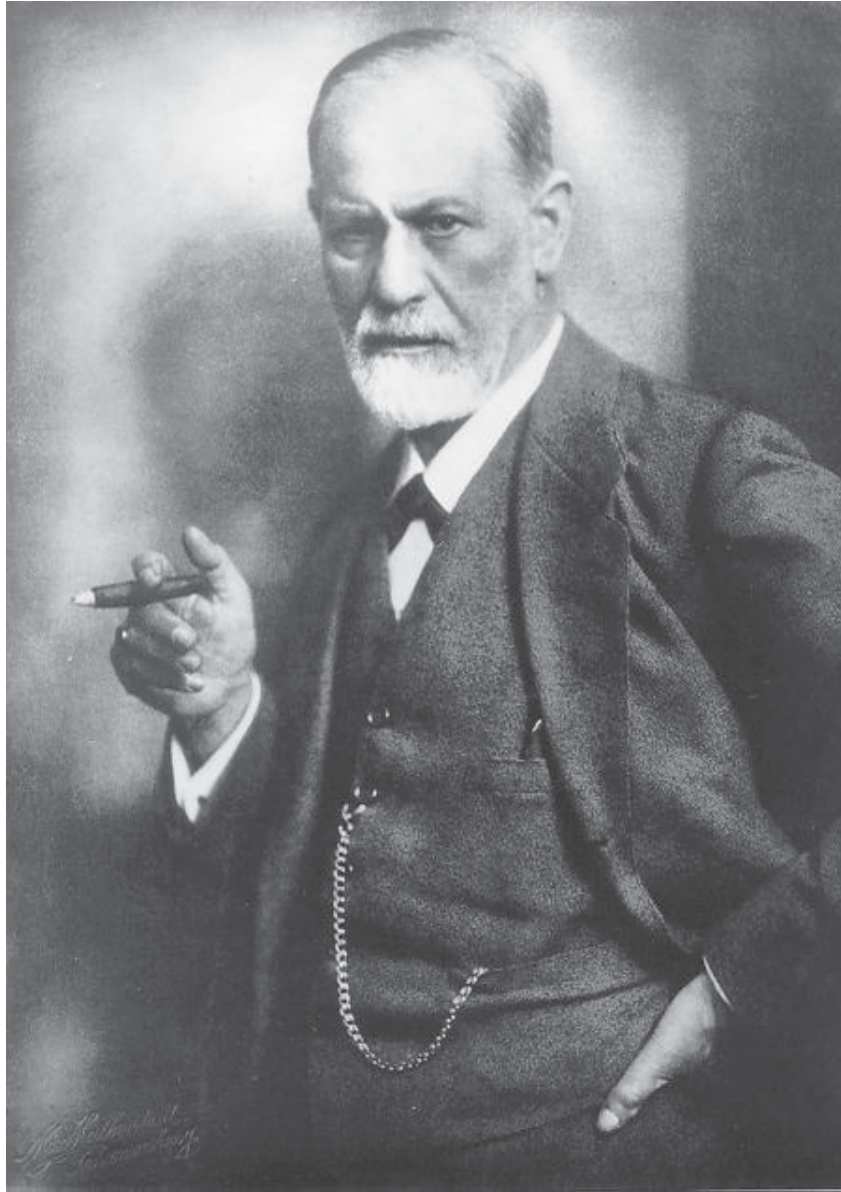
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## **Dreams as Communication to Ourselves**

**Look at the photograph and the text below. Do you know anything about this man? Can you guess**



**what a psycho-analyst does?  
Discuss as a class how a dream  
can be a message to ourselves.**



**Sigmund Freud (1856-1939) was a  
famous psycho-analyst who looked  
at the meaning of people's dreams.**

**According to Freud, the analysis of dreams is an important tool in helping people to understand their lives. Freud also explained the dreams of people, who did not suffer from mental illness, in a psychoanalytic way. Today, many people use Freud's ideas to explain dreams to make people aware of how they feel and how to solve their anxieties.**

## **Pre-writing**

**Years ago when people had dreams they looked at a Dream book to find out what the meaning was. Today, where can you find information about the meaning of dreams?**

## Task 1

**Do you ever dream? Tell your partner about a dream you had recently.**

**What do you think your partner's dream means?**

## Task 2

**Dreams are a form of communication with ourselves.**

**What do your dreams mean? For example, last night you dreamed of a big fish. What does that tell you?**

**ONEIPOKPITHΣ**

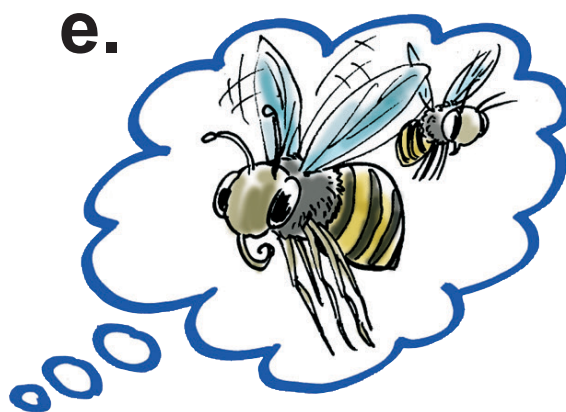
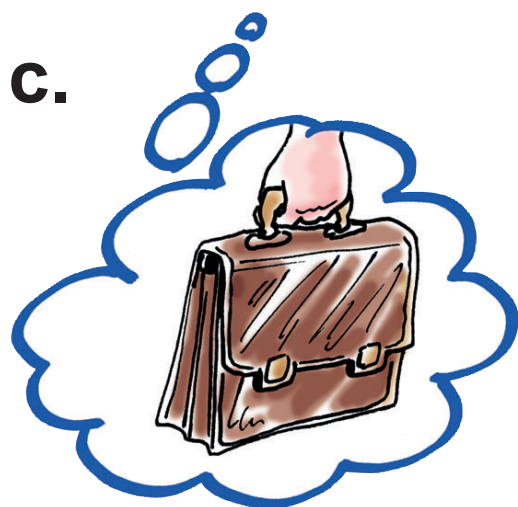




## **Task 3**

**In pairs, match the sketches to the meaning of the dreams.**

- i) To dream of long arms means your friends will help you become rich.**
- ii) To dream that you are carrying a bag means that you will never be poor.**
- iii) To dream that you are not wearing shoes means that you will do well in your career.**
- iv) To dream of bees means that you will have a successful family life.**
- v) For a girl to dream of her brother, she will meet a new boy soon.**
- vi) To dream of olive trees means the person will have many children.**



## **Task 4**

**Read the letters A, B, and C. Then, in pairs match the responses from Margie about what the dreams mean.**

### **A. Letter A**

**Dear Margie, last night I had a dream that I went to school without brushing my teeth. I felt terrible because my breath wasn't fresh. What does this dream mean?**

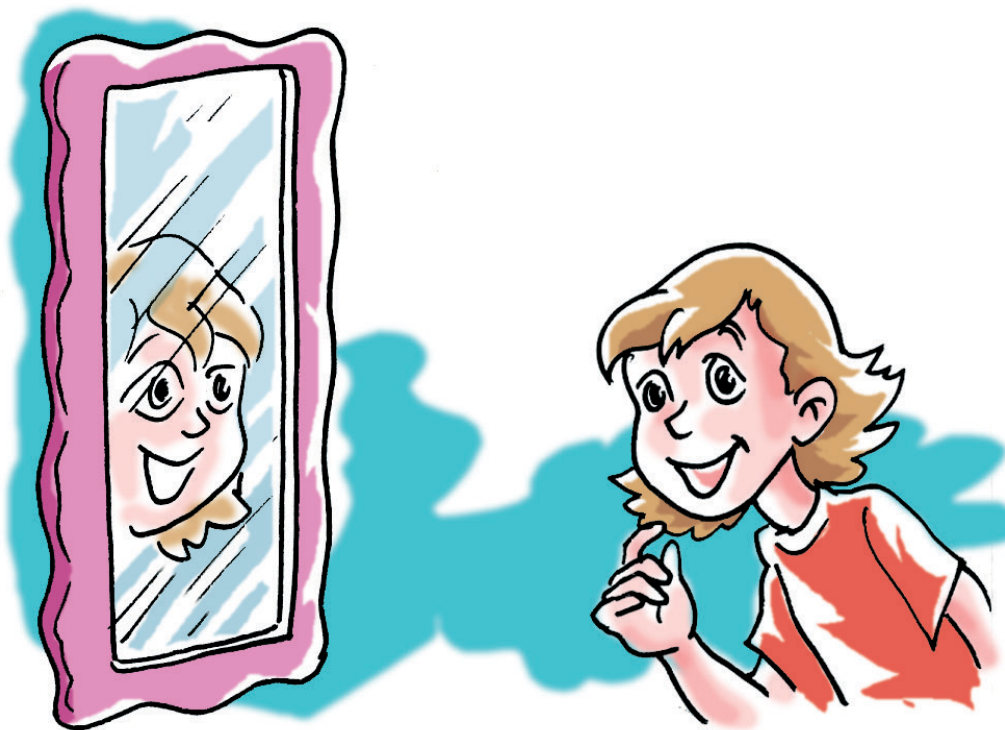
### **A. Letter B**

**Dear Margie, I usually have a dream where I am looking at myself in a mirror. My mum says that I have the dream because I think I am pretty. Help me please!**



## **A. Letter C**

**Dear Margie, I often have this terrible nightmare where I never have enough time to do my homework and I am afraid to go to school the next day. In my dream I decide to stay up late and finish the homework. It is true that I never manage to get all my homework done each night. Help!**



## **Response 1**

**Dear Andrea, don't pay too much attention to the meaning of this dream. For sure you don't have to stay up late every night to do your homework. What I think you have to do, is to go to bed earlier and get up earlier, then you will have time for everything you want to do.**



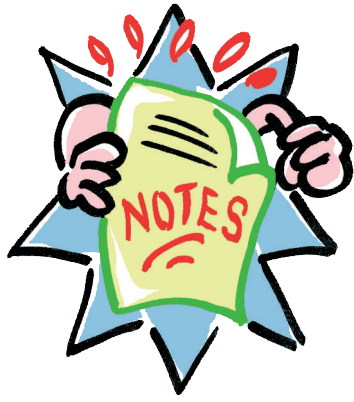


## Response 2

Dear reader, first of all, you **shouldn't worry too much about this dream.** Lots of people have this dream all the time. You should think of this dream as a message to yourself to tell you to stop worrying about little things that are not really important.

## Response 3

For a girl to dream of a mirror, it means she is shy and she is afraid her friends **will see this side of her character.** She is the kind of girl who **won't talk about her secrets.**



## Task 5 Writing

**Write a short description of a dream you had recently. Exchange dreams with your partner and write what you think the dream means. Give your partner some advice (should, shouldn't, have to, don't have) about what to do about the things he or she dreamt about.**

# Lesson 3

## Clothes and Communication

**Clothes can be another form of communication**

### Lead in

**In pairs, look at the words on the right and point to someone in the class that has or is wearing the items.**

**T-shirt**

**makeup**

**belt**

**watch**

**sandals**

**beads**

**sweatshirt**

**plait**

**necklace**

**chain**

**jeans**

**wrist-band**

**earrings**

**tracksuit**

**bracelet**

**hairband**

**jacket**

**head-dress**



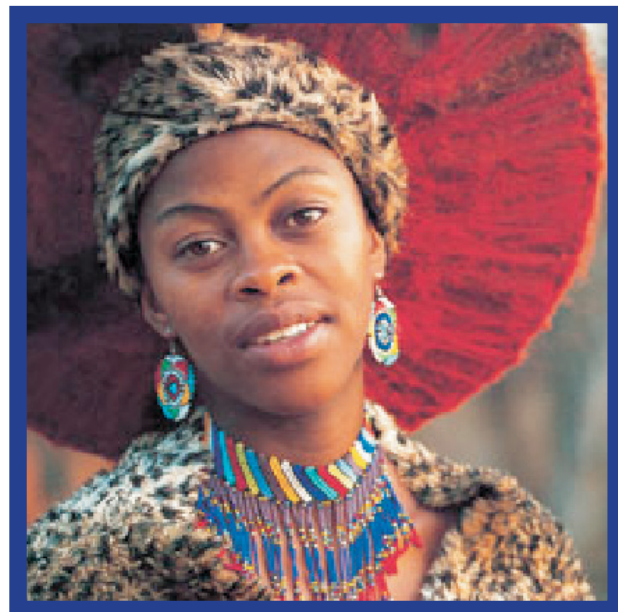
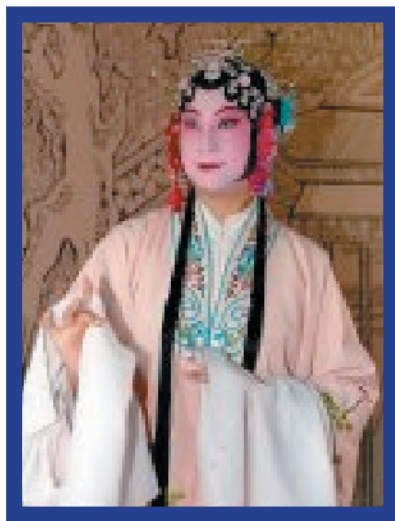
## **Task**

**Look at the short text below. In pairs decide which photograph the text refers to. What do the things the people wear say about them?**

**Traditional dress and ornaments are very important for members of the Turkana tribe in Kenya. The things she wears show a lot about her status. The traditional hairstyle for a woman is a braided Mohawk.**

**Reading text adapted from the site:  
[http://changingminds.org/  
explanations/behaviors/body\\_  
language/mehrabian.htm](http://changingminds.org/explanations/behaviors/body_language/mehrabian.htm)**

**In one of the pictures there is a Japanese girl. Which one? Why? What has the girl got in common with the African girl?**



**What similarities do you see in the things people wear in different parts of the world and what some people wear in Greece?**

**Look around the class to see what kinds of things people wear that tell you about them.**

---

## **Project: Make your own clothes**

**The clothes and accessories we wear tell others things about us. In groups of three, design an outfit for a 13-year-old school student for a fashion magazine. Your teacher will judge the best outfit to send to the magazine.**

## Steps to follow:

1. Decide with your partners what items of clothing to design
2. Sketch the item on a long piece of paper (1 or 2m x 0.5m) or newspaper to create the clothes in real-life dimensions
3. Cut out the item and colour it
4. Choose a model to wear the outfit you created and show it to your teacher.



# Self-evaluation

## Activity A

**Complete the sentences with the correct modal verb: will / won't, should / shouldn't, have to / don't have to.**

- a) Don't worry! I ..... be on time for the game.
- b) Do I ..... do all these exercises tonight?
- c) You ..... shout at your little sister. It's wrong!
- d) You will help me with my mathematics homework, ..... you?
- e) Because you have no school tomorrow, you ..... go to bed early tonight.

f) Jim wants to become a scientist, so he ..... study hard at school.

\_\_\_/6 points

## Activity B

Complete the sentences with the right expression.

shrug shoulders      raise eyebrows  
clench a fish        fold arms  
bite a lip            point a finger

a) When I asked her who broke the window, she ..... at Jim.

b) Nobody knew the answer and they all .....

c) He was so angry that he ..... and wanted to punch someone.

- d) The children sat down at their desks and .....
- e) I saw that she was nervous. She .....
- f) When the teacher asked him for money, he ..... in surprise.

\_\_\_/3 points



## Activity C

Complete the statements with one of the following verbs of looking.

gaze  
stare

squint  
peep

glare

- i) Don't ..... at her. She will feel embarrassed.



- ii) You don't have to .....  
Here, use my sunglasses.
- iii) Can I have a ..... at  
what you have in your bag?
- iv) Susan was so angry and we  
knew it from the ..... in  
her eyes.
- v) Dan was in another world  
and he sat ..... out the  
window.

\_\_\_/2.5 points





## Activity D

Tick the box beside the different meanings this statement can have "I'll be there tomorrow"

offer  promise  advice   
threat  prediction

\_\_\_\_/2.5 points

## Activity E

Complete the statements by using words from the box.



terrible,  
nightmare,  
communicate,

suit,  
facial,  
promised

1. That dress doesn't ..... you. You should wear a lighter one.

2. I had a ..... last night and dreamed that my teacher lived in the same house as me.
3. Jim ..... to help me clean up our garden next Monday.
4. Our ..... expressions tell people what we are thinking.
5. People use their body, voice and eyes to ..... with others.
6. It is difficult to hide it when you feel .....

\_\_\_/3 points

## Activity F

Match the people to their body language and the clothes they are wearing.

**1. She is wearing a tracksuit and a pair of athletic shoes. She has a big smile on her face.**

**2. He is wearing an old T-shirt and jeans. He is holding his head in his hands.**

**3. S/he is wearing a hairband and has got lovely hair. Her hand is up to her mouth and she seems to be looking into the distance.**

**a) s/he is thinking about something**

**b) s/he is very relaxed and easy going**

**c) s/he is very worried about something**

**1. \_\_\_\_\_**

**2. \_\_\_\_\_**

**3. \_\_\_\_\_**

**\_\_\_\_\_/3 points**

## Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can read a text and match the ideas to sketches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to a dialogue and understand how the speaker feels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>With difficulty</b>	<b>Quite well</b>	<b>Easily</b>
✓ <b>I can say something in English and change my intonation to mean different things</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ <b>I can write a short description of a dream</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Appendix I

**It's your choice!**

## Unit 3

### Technology in our lives



#### Reading 1

#### Lead-in

**Discuss these questions with your partner.**

- a. Have you got a computer?
- b. Have you got a play station or a game boy?
- c. Have you got a mobile phone?
- d. Do you play computer games?
- e. What's your favourite computer game?



## Task 1

**Complete the following e-mail by choosing the correct word from the words given in italics.**

Times New Roman 18 B I U 

Hi Jim,

How are you? I'm using my dad's new laptop computer to send you this e-mail! It's easier/easy than writing a letter and it's also most/more fun! Computers are amazing, aren't they?

This laptop is much better/best than my dad's old computer. It's fastest/faster than the old one and the graphics are more/most colourful. My dad's really interested in new technology now and he says he might even buy me a play station. The problem is that I want

**the PS 3 which is the more/most expensive model and dad says he'll only buy the PS 2 which is cheapest/cheaper than the PS 3. But I want one like yours - it's the good/best!**

**How about coming over to my house tomorrow? Don't forget to bring your PS 3 - if my dad likes it, he might buy me one too!**

**See you soon,  
Mark**

---

## **Task 2**

**You would like to buy a new mobile phone. Look at the information below and then write an e-mail to your friend telling her/him about why you'd like to buy the new model. Use the e-mail above to help you.**

**127 / 129**

## **My mobile phone**

- 1. Very big and heavy**
- 2. It's black and it's ugly**
- 3. It's old**
- 4. It hasn't got an MP3 player**
- 5. It's got a very small memory**

## **The one I want to buy**

- 1. It's small and light**
- 2. It's red and beautiful**
- 3. It's new**
- 4. It's got an MP3 player**
- 5. It's got a big memory**

**Hi Maria,**

**Guess what?! My parents say that I can buy a new mobile phone - at last! The one I've got is so old, I hate it. The one which I want to buy is a ..... model and it's the ..... beautiful mobile phone I've ever seen! It's**

red and it's ..... and  
..... than this old  
thing that I've got now. But the  
..... important thing  
for me is that the one I want to  
buy has got an MP 3 player, which  
is fantastic. Also, it's got a much  
..... memory than my  
old one so I can have lots of songs  
on it.

I can't wait to show it to you when I  
get it.

Love,

Martina

---

### Task 3

**Work in pairs. Go around the class and ask your classmates about computer games. You can ask:**

- a. Do you play computer games?
- b. How many hours a week do you play computer games?
- c. Why do you like computer games?
- d. What's your favourite game?

**Make a table like this and tick the boxes with the information you find out.**

<b>Name</b>				
<b>Play games?</b>				
<b>Hours a week</b>				
<b>Favourite game</b>				
<b>Reasons why</b>				

## Task 4

**Tell the class about what you found out in Task 3. Tell them: a) how many hours your classmates usually play computer games each week; b) why computer games are popular in your class; c) what the most popular game is.**

**You can start like this:**

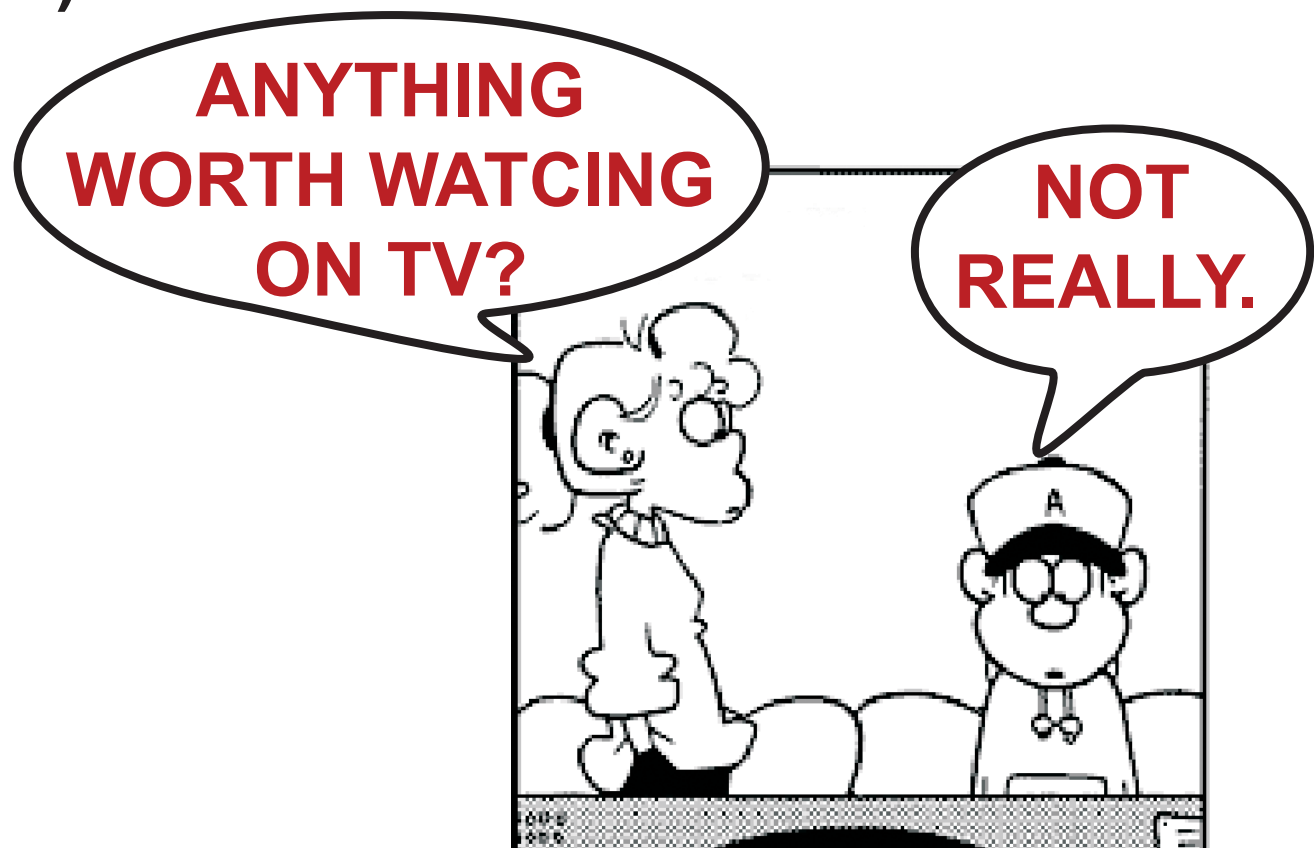
- a. The children in the class usually play computer games for.....**
- b. Computer games are popular because.....**
- c. The most popular computer game is.....  
because.....**

## Task 5

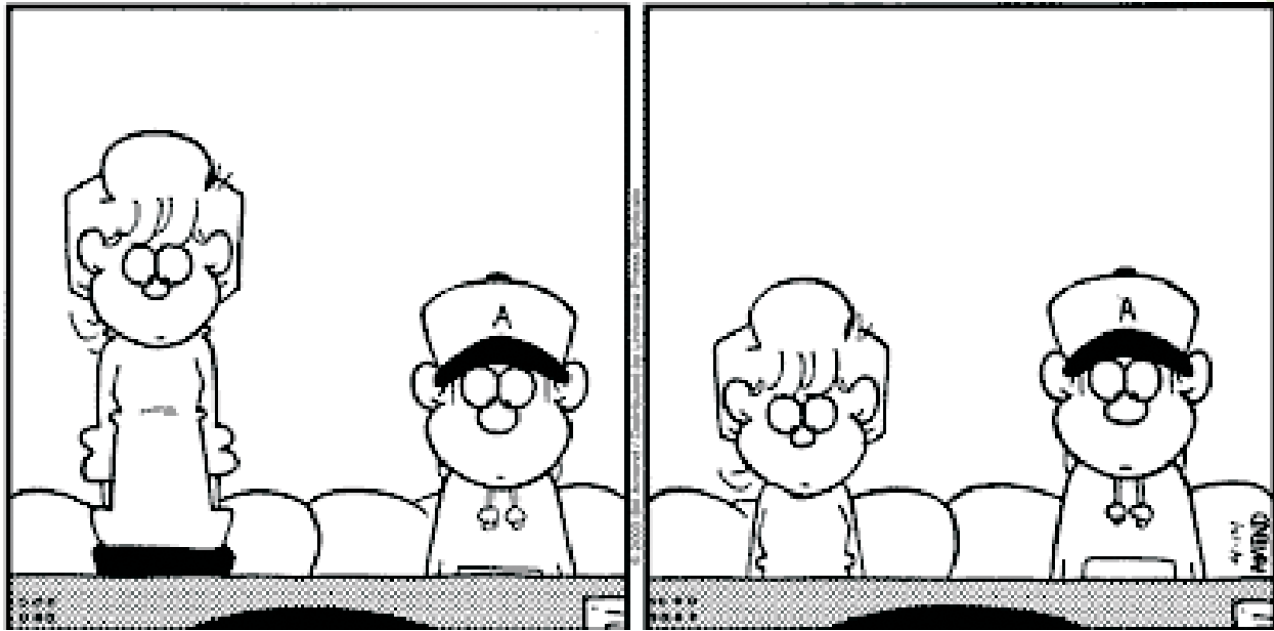
**Look at the cartoon below. What is the point the cartoonist is making?**

**Discuss the ideas given and choose one you think fits best, or decide on your own title with your partner.**

- a) TV is interesting.
- b) The best form of entertainment is TV.
- c) Our need of the TV.







## Task 6

**Read the following statements in pairs. Do you agree or disagree with each statement? Discuss your ideas with your partner and say why you agree or disagree.**

## **STATEMENTS**

- 1. “We are ruled by TV”.**
- 2. “They put an off button on the TV for a reason. Turn it off.”**
- 3. “If you spend 20 hours per week watching television, by the age of 70 you will have spent 7 years of your life watching TV.”**
- 4. “You watch television to turn your brain off and you work on your computer when you want to turn your brain on.”**
- 5. “Television is leading people in each country becoming more dumb and unable to think critically”.**
- 6. “Divorce, negative influences from the media, and materialism are the three greatest threats to families in society.”**

## Task 7

**The chart below is 'The Kaufman Spectrum of Television Addiction' and is intended to help those people who wish to escape from the grasp of television. The spectrum shows four phases and by moving up or down the scale we can change our viewing habits. Read the chart and find what kind of viewer you are. Compare your viewing habits with your partner. Which of you needs more help to stop watching so much TV?**

---

## Task 8

**Use the chart to interview four friends or family members to see how much help they need with their TV viewing habits.**

# The Kaufman Spectrum of Television Addiction

<b>Viewing Frequency</b>	<b>No TV Watching</b>	<b>Sporadic TV Watching (watch one of two particular shows each week)</b>
<b>Television Habits</b>	<b>TV set remains off</b>	<b>Programs are watched in their entirety, then TV set is turned off.</b>
<b>Social Habits</b>	<b>Involved with many non-TV activities. Have many hobbies and interests. Read a lot.</b>	<b>Watch TV out of interest and curiosity. Many non-TV interests and hobbies. Enjoy reading</b>
	<b>Phase 0</b>	<b>Phase 1</b>

© 2005 by Ron Kaufman  
 @TurnOffYourTV.com

<b>Moderate TV Watching (watch at least one program per day)</b>	<b>Heavy TV Watching (more than 4 hours per day)</b>
<b>Will research programs before watching. Balance between watching entire programs and channel surfing.</b>	<b>Watch TV out of habit, not interest. Heavy channel changing.</b>
<b>Watching TV high on list of favorite activities. Will plan social activities around TV schedule.</b>	<b>Frequent feelings of boredom. Will opt out of social events to watch television. Poor diet, exercise and readings habits.</b>
<b>Phase 2</b>	<b>Phase 3</b>

# Unit 4

## Communication

### Quiz

Work with a partner to answer the questions in the quiz. Look at p. 140 / 134 to check your answers.



138 / 133

- 1. The capital of Japan is ...**
  - a. Tokyo**
  - b. Beijing**
  - c. Sony**
  
- 2. Traditional Japanese houses were made of**
  - a. metal and glass**
  - b. wood and glass**
  - c. wood and paper**
  
- 3. The Japanese flag is**
  - a. white with a red circle on it**
  - b. red with a blue circle on it**
  - c. red with a white circle on it**
  
- 4. Japanese people enjoy eating meat from**
  - a. crocodiles**
  - b. whales**
  - c. horses**



**5. You must take off your .....  
before you go into a Japanese  
house.**

- a. hat**
- b. shoes**
- c. gloves**

**6. One of the most popular sports in  
Japan is**

- a. boxing**
- b. basketball**
- c. football**

**Quiz key: 1. a 2. c 3. a 4. b 5. b 6. c**



## Reading 1

### Task 1

**Read the following text about life in Japan. Then, choose a suitable heading for each paragraph.**



**a) Food**

**c) At home**

**b) Body Talk**

**d) At work**

1. ....

**The Japanese are very polite and they nearly always bow to people when they meet them. They don't touch each other very often and, sometimes, they don't even look at the person they're talking to!**

2. ....

**If a Japanese person invites you to his house, you must be sure to take your shoes off before you go in. The Japanese don't wear shoes at home because shoes aren't clean enough.**

3. ....

**A Japanese person usually arrives early for work and doesn't usually leave until his boss has already left. When the worker is leaving to go**



home, he says to the others “Sorry to leave before you”.

4. ....

The Japanese eat with little wooden sticks called chopsticks. They eat a lot of fish and they often eat fish which isn't even cooked. One of their traditional foods is whale meat.



## Task 2

**Read the description of a dream and fill the gaps with the words given.**

**Last night I had a very strange (1)**

**..... I dreamt that it was a beautiful day and I was walking in the countryside but I wasn't wearing any (2) .....**

**Strangely, my feet didn't hurt me. I walked for a long time until I saw a little forest of olive (3)**

**..... and I went to pick some olives. The funny thing was, I could even pick the olives from the highest branches because my (4)..... were so long!**

Then, I put all of the olives into a big (5) ..... that I was carrying with me. I felt tired suddenly and decided to go home. When I got there, I saw lots of (6) ..... all flying around my house. It was amazing!

arms  
bag  
trees

bees  
dream  
shoes

---

### Task 3

**Work with a partner and talk about what the dream means. If you don't remember, look back at p. 103 / 44.**





## **Task 4**

**Find a song with the title 'Sweet Dreams are made of this' and report to the class what the song is about.**

**146 / 135**



# Appendix II

## Resources

**p. 110 / 46: UNIT 4, LESSON 3:  
Project**

## Alternative Project

### **Project 2**

**You have to create an outfit for a young schoolgirl who wants to go to her friend's birthday party next Saturday. In your group, read the text to help you decide what kind of clothes Nefeli will wear to her friend's party next Saturday.**

**Discuss in your group the kinds of things Nefeli should or shouldn't wear. Discuss what you will have to do to make clothes to suit her.**

**147 / 158**

## **New Young Designers Competition**

**Nefeli is a 14 year old girl who is 1.68 tall and has got long black hair. She is a bit shy and doesn't like to wear clothes that show her to be different from all her friends. When she goes to a party she likes to mix in with all the other kids and doesn't like clothes that are different from all the other kids at the party. Because she is quite tall and slim, she likes loose clothes and shoes with low heels.**

# Appendix III

## SELF-EVALUATION

### UNIT 3

#### ACTIVITY A

1. False
2. False
3. True
4. False
5. True
6. True

#### ACTIVITY B

You own answers.

#### ACTIVITY C

Sales Assistant:

Yes, sure. Any particular brand?

Oh, I see. Well, here's the cheapest model we have.

**Well, it plays music and that's about it.**

**How about this one? Only €350.**

**Okay, suit yourself. Bye.**

## **ACTIVITY D**

- 1. F**
- 2. B**
- 3. D**
- 4. G**
- 5. E**
- 6. A**
- 7. C**

## **ACTIVITY E**

### **Suggested Answers**

- a. best**
- b. better than**
- c. cheapest / most expensive ...  
best / worst**
- d. cheapest**
- e. better / more expensive**

# UNIT 4

## ACTIVITY A

- a) will
- b) have to
- c) shouldn't
- d) won't
- e) needn't
- f) has to / must

## ACTIVITY B

- a) pointed a finger
- b) shrugged their shoulders
- c) clenched his fist
- d) folded their arms
- e) was biting her lip
- f) raised his eyebrows

## **ACTIVITY C**

- i) stare**
- ii) squint**
- iii) peep**
- iv) glare**
- v) gazing**

## **ACTIVITY D**

**promise**

## **ACTIVITY E**

- 1. suit**
- 2. nightmare**
- 3. promised**
- 4. facial**
- 5. communicate**
- 6. terrible**

## **ACTIVITY F**

- 1 - b**
- 2 - c**
- 3 - a**

# Appendix IV

## GRAMMAR

### UNIT 3

#### Comparisons of adjectives and adverbs



# FORM

	POSITIVE	COMPARATIVE	SUPERLATIVE
1.	strong big ugly	... -er than	the ... -est of/in
		stronger than	the strongest of/in
		bigger than uglier than	the biggest of/in the ugliest of/in
2.	horrible	more ... than	the most ... of/in
		more horrible than	the most horrible of/in

## 1. SHORT ADJECTIVES    2. LONG ADJECTIVES

### USE

In the Comparative form we add **-er than** in short adjectives and **more + adjective + than** in long adjectives.

In the Superlative form we add **the -est** in short adjectives and **the most + adjective** in long adjectives.

## Irregular adjectives

Adjective	Comparative	Superlative
good	better than	the best of/in
bad	worse than	the worst of/in
far	farther/further than	than the farthest/ furthest of/in
much/many	more than	the most of/in
little	less than	the least of/in

# Comparisons of adjectives with **as ... as** and **not so ... as**

## EXAMPLES

**The night** **is** **as** **dark** **as** **hell.**

noun or pronoun	positive verb	as	adjective	as	noun or pronoun
-----------------	---------------	----	-----------	----	-----------------

**Our** **house** **is not** **as / so** **luxurious** **as** **a hotel.**

noun or pronoun	negative verb	as / so	adjective	as	noun or pronoun
-----------------	---------------	---------	-----------	----	-----------------

# Adverbs

## FORM

To form a regular adverb we add **-ly** / **-ily** to an adjective

ADJECTIVE	ADVERB
quiet	quietly
happy	happily
EXCEPTIONS	
fast	fast
hard	hard
good	well

## EXAMPLES

The children are **quiet**. They are playing **quietly**.

That is a **happy** boy. He is singing **happily**.

That is a **fast** horse. It runs **fast**.

This exercise is **hard**. Tom is working **hard** on this exercise.

Jim is a **good** football player. He plays football **well**.

## **USE**

We use adverbs when we want to answer the question **HOW**.

	<b>ADVERB</b>	<b>COMPARATIVE</b>	<b>SUPERLATIVE</b>
<b>1.</b>	soon early	sooner earlier	the soonest the earliest
<b>2.</b>	carefully	more carefully	the most carefully

## 1. SHORT ADVERBS    2. LONG ADVERBS

	<b>ADVERB</b>	<b>COMPARATIVE</b>	<b>SUPERLATIVE</b>
<b>3.</b>	well badly little many / much	better worse less more	the best the worst the least the most

## 3. IRREGULAR FORMS

# UNIT 4

## Modal verbs: can, may, should

### FORM

<b>+</b>	<b>I</b> <b>you</b> <b>he</b> <b>she</b> <b>it</b> <b>we</b> <b>you</b> <b>they</b>	<b>can</b> <b>may</b> <b>should</b>	<b>ride</b>	<b>this</b> <b>bike.</b>
<b>-</b>	<b>we</b> <b>you</b> <b>they</b>	<b>cannot /</b> <b>can't</b> <b>may not</b> <b>should not</b> <b>/ shouldn't</b>	<b>ride</b>	<b>this</b> <b>bike.</b>
<b>?</b>	<b>Can</b> <b>May</b> <b>Should</b>	<b>I / you</b> <b>he / she</b> <b>we / they</b>	<b>ride</b>	<b>this</b> <b>bike?</b>



# USE

## **CAN: Possibility / Ability**

**We use CAN to talk about what is possible or what we are able or free to do:**

Examples

**She can fly a plane.**

**John can speak Spanish.**

**I cannot hear you. (I can't hear you.)**

**Can you hear me?**

## **CAN, MAY: Permission**

**We sometimes use CAN to ask or give permission for something:**

Examples

**Can I leave early today?**

**May I leave early today?**

**The use of CAN for permission is informal.**

## SHOULD: Advice

We sometimes use **SHOULD** to give advice to someone:

Examples

You **should be** brave and well trained if you want to be a lifeguard.

## Simple Future

### FORM

+	I You	will		open	the door.
				finish	before me.
-	We She	will	not	be	at school tomorrow.
				leave	yet.
?	Will	you they		arrive	on time?
				want	dinner?

For negative sentences in the **Simple Future tense**, we contract with **won't**, like this:

<b>I will not</b>	<b>I won't</b>
<b>you will not</b>	<b>you won't</b>
<b>he/she/it will not</b>	<b>he/she/it won't</b>
<b>we will not</b>	<b>we won't</b>
<b>they will not</b>	<b>they won't</b>

## USE

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

## EXAMPLES

**It will rain** tomorrow. (prediction)

**I'll bring** it right away! (offer)

**I'll fix** your car tomorrow. (promise)

If you don't follow my advice, you

**won't get** well. (warning)

**Will you bring a bottle of water?**  
(request)

**There is no bread left. I'll go and buy some!** (decision on the spot)

**Note that when we have a plan or intention to do something in the future, we usually use other tenses or expressions, such as the Present Continuous tense or be going to.**

# Vocabulary

## unit three

abroad

ads

advertisement

assistant

brand

buttons

chart

compact disc

companion

comparative

copy

cursor

desires

discount

document

drive

exceptions

expensive

experience

explanation

ame

faulty

floppy disc

gadgets

guarantee

guilt

humour

incredible

ink

cartridges

international

jargon

jingles

keyboard

least

location

**log onto  
memory  
model  
multimedia  
persuasion  
portable  
predict  
queue**

**refund  
salesperson  
situation  
superlative  
valuable  
value  
volume**

## **unit four**

**admission  
apathetic  
behaviour  
bite  
braided  
breath  
clench  
communicator  
course  
curious  
decoration**

**distance  
dreams  
embarrassment  
emotions  
facial expression  
fold  
frown  
gaze  
gestures  
glare  
hairstyle**

**injection**  
**jealousy**  
**mental**  
**illness**  
**mirror**  
**municipality**  
**nightmare**  
**nod**  
**object**  
**ornaments**  
**outfit**  
**pay**  
**attention**  
**peep**  
**pleasant**  
**point**  
**point of view**  
**prediction**  
**pretty**  
**shrug**  
**shy**

**signs**  
**squeeze**  
**squint**  
**suit**  
**sweatshirt**  
**take a peep**  
**teenagers**  
**tools**  
**tracksuit**  
**unbelievable**  
**warrior**  
**wrist band**



# Appendix V

## IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
be	was/were	been
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
buy	bought	bought

## **Past Participle**

## **Past Simple**

## **Infinitive**

<b>catch</b>	<b>caught</b>	<b>caught</b>
<b>choose</b>	<b>chose</b>	<b>chosen</b>
<b>come</b>	<b>came</b>	<b>come</b>
<b>do</b>	<b>did</b>	<b>done</b>
<b>draw</b>	<b>drew</b>	<b>drawn</b>
<b>drink</b>	<b>drank</b>	<b>drunk</b>
<b>drive</b>	<b>drove</b>	<b>driven</b>
<b>eat</b>	<b>ate</b>	<b>eaten</b>

# Infinitive      Past Simple      Past Participle

<b>fall</b>	<b>fell</b>	<b>fallen</b>
<b>feel</b>	<b>felt</b>	<b>felt</b>
<b>fight</b>	<b>fought</b>	<b>fought</b>
<b>fly</b>	<b>flew</b>	<b>flown</b>
<b>forget</b>	<b>forgot</b>	<b>forgotten</b>
<b>get</b>	<b>got</b>	<b>got</b>
<b>give</b>	<b>gave</b>	<b>given</b>
<b>go</b>	<b>went</b>	<b>gone</b>

# Past Participle

# Infinitive      Past Simple

<b>grow</b>	<b>grew</b>	<b>grown</b>
<b>have</b>	<b>had</b>	<b>had</b>
<b>hear</b>	<b>heard</b>	<b>heard</b>
<b>hide</b>	<b>hid</b>	<b>hidden</b>
<b>know</b>	<b>knew</b>	<b>known</b>
<b>lead</b>	<b>led</b>	<b>led</b>
<b>learn</b>	<b>learnt</b>	<b>learnt</b>
<b>leave</b>	<b>left</b>	<b>left</b>

# Infinitive      Past Simple      Past Participle

<b>light</b>	<b>lit</b>	<b>lit</b>
<b>lose</b>	<b>lost</b>	<b>lost</b>
<b>read</b>	<b>read</b>	<b>read</b>
<b>ride</b>	<b>rode</b>	<b>ridden</b>
<b>ring</b>	<b>rang</b>	<b>rung</b>
<b>run</b>	<b>ran</b>	<b>run</b>
<b>say</b>	<b>said</b>	<b>said</b>
<b>see</b>	<b>saw</b>	<b>seen</b>

# **Past Participle**

# **Past Simple**

# **Infinitive**

<b>shake</b>	<b>shook</b>	<b>shaken</b>
<b>sing</b>	<b>sang</b>	<b>sung</b>
<b>sit</b>	<b>sat</b>	<b>sat</b>
<b>smell</b>	<b>smelt</b>	<b>smelt</b>
<b>speak</b>	<b>spoke</b>	<b>spoken</b>
<b>steal</b>	<b>stole</b>	<b>stolen</b>
<b>stand</b>	<b>stood</b>	<b>stood</b>
<b>swim</b>	<b>swam</b>	<b>swum</b>

# Infinitive      Past Simple      Past Participle

**take**

**took**

**taken**

**teach**

**taught**

**taught**

**throw**

**threw**

**thrown**

**wake**

**woke**

**woken**

**wear**

**wore**

**worn**

**write**

**wrote**

**written**



# Appendix VI

## MAPS

175 / 186

# WORLD MAP









# ENGLAND

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**ICELAND**

**EUROPE**

**SWEDEN**

**FINLAND**

**NORWAY**

**RUSSIA**

**ESTONIA**

**LATVIA**

**LITHUANIA**

**DENMARK**

**BELARUS**

**UNITED KINGDOM**

**IRELAND**



**NETHERLANDS GERMANY POLAND UCRRAINE**

**BELGIUM**

**CZECH REPUBLIC SLOVAKIA**

**LUX.**

**FRANCE**

**MOLDOVA**

**AUSTRIA HUNGARY**

**SWITZ.**

**SLOVENIA ROMANIA**

**CROATIA SERBIA**

**BOSNIA & HERZEGONINA BULGARIA**

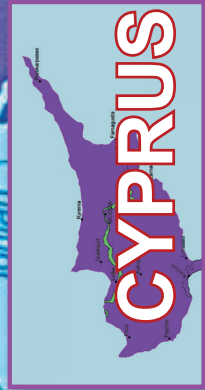
**SPAIN**

**F.Y.R.O.M.**

**ITALY ALB.**

**PORTUGAL**

**GREECE**





# SOURCES AND RELEVANT INTERNET SITES:

## UNIT 4

- **Lesson 1** - Σελίδα 79 / 40,  
Reading - Προσαρμοσμένο  
κείμενο από: [http://www.  
lichaamstaal.com/english/](http://www.lichaamstaal.com/english/)
- **Lesson 3** - Πληροφορίες από:  
[http://www.changingminds.org/  
explanations/behaviors/body\\_  
language/mehrabian.htm](http://www.changingminds.org/explanations/behaviors/body_language/mehrabian.htm)



# Contents

# Think TEEN!

<b>UNIT</b>	
<b>THEME</b>	<b>Three</b> <b>Technology in our lives p. 5</b>
<b>LESSON</b>	<b>1. Technology in our lives</b> <b>p. 8</b>
<b>GRAMMAR</b>	<b>Comparative and superlative</b> <b>adjectives</b>
<b>VOCABULARY</b>	<b>Electronic gadgets</b>
<b>SKILLS</b>	<b>Predicting vocabulary</b>

# Contents

# Think TEEN!

<b>UNIT</b>		<b>Three</b>
<b>LESSON</b>		<b>2. Gadgets p. 26</b>
<b>GRAMMAR</b>		<b>Relative clauses</b>
<b>VOCABULARY</b>		<b>Computers and accessories</b>
<b>SKILLS</b>		<b>Identifying speaker</b>
<b>LESSON</b>		<b>3. Making an advertisement p. 47</b>
<b>GRAMMAR</b>		<b>Review of Present and Past Simple tenses</b>
<b>VOCABULARY</b>		<b>Words of persuasion</b>
<b>SKILLS</b>		<b>Making an advertisement</b>

# Contents

# Think TEEN!

<b>UNIT</b>	
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