



**2nd Grade of Junior
High School**

STUDENT'S BOOK

Τόμος 3ος

ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

ΣΥΓΓΡΑΦΕΙΣ

Patrick Mc Gavigan

ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ

Θεόδωρος Σκενδέρης,

Σχολικός Σύμβουλος

Χαριτίνη Καρλιαύτη,

Εκπαιδευτικός

Βασίλειος Τσελεμπάνης,

Εκπαιδευτικός

ΕΙΚΟΝΟΓΡΑΦΗΣΗ

Θεόδωρος Πιακής,

Σκιτσογράφος - Εικονογράφος

ΦΙΛΟΛΟΓΙΚΗ ΕΠΙΜΕΛΕΙΑ

Γεώργιος Τζανετάτος,

Εκπαιδευτικός

**ΥΠΕΥΘΥΝΟΣ ΤΟΥ
ΜΑΘΗΜΑΤΟΣ ΚΑΤΑ ΤΗ
ΣΥΓΓΡΑΦΗ**

Ιωσήφ Ε. Χρυσόχοος,

Πάρεδρος ε.θ. του Παιδαγωγικού
Ινστιτούτου

ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΥΠΟΕΡΓΟΥ

Αικατερίνη Λιάτσικου,

Εκπαιδευτικός

ΠΡΟΕΚΤΥΠΩΤΙΚΕΣ ΕΡΓΑΣΙΕΣ

Αφοί Ν. Παππά & Σία Α.Ε.Β.Ε.

Γ' Κ.Π.Σ. / ΕΠΕΑΕΚ ΙΙ Ενέργεια

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
Αντώνιος Σ. Μπομπέτσας

Σύμβουλος του Παιδαγωγικού
Ινστιτούτου

Γεώργιος Κ. Παληός

Σύμβουλος του Παιδαγωγικού
Ινστιτούτου

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

Μόνιμος Πάρεδρος του
Παιδαγωγικού Ινστιτούτου

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**

ΙΤΥΕ - ΔΙΟΦΑΝΤΟΣ



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ
ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ
ΠΟΛΙΤΙΚΗΣ

Patrick Mc Gavigan

ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ

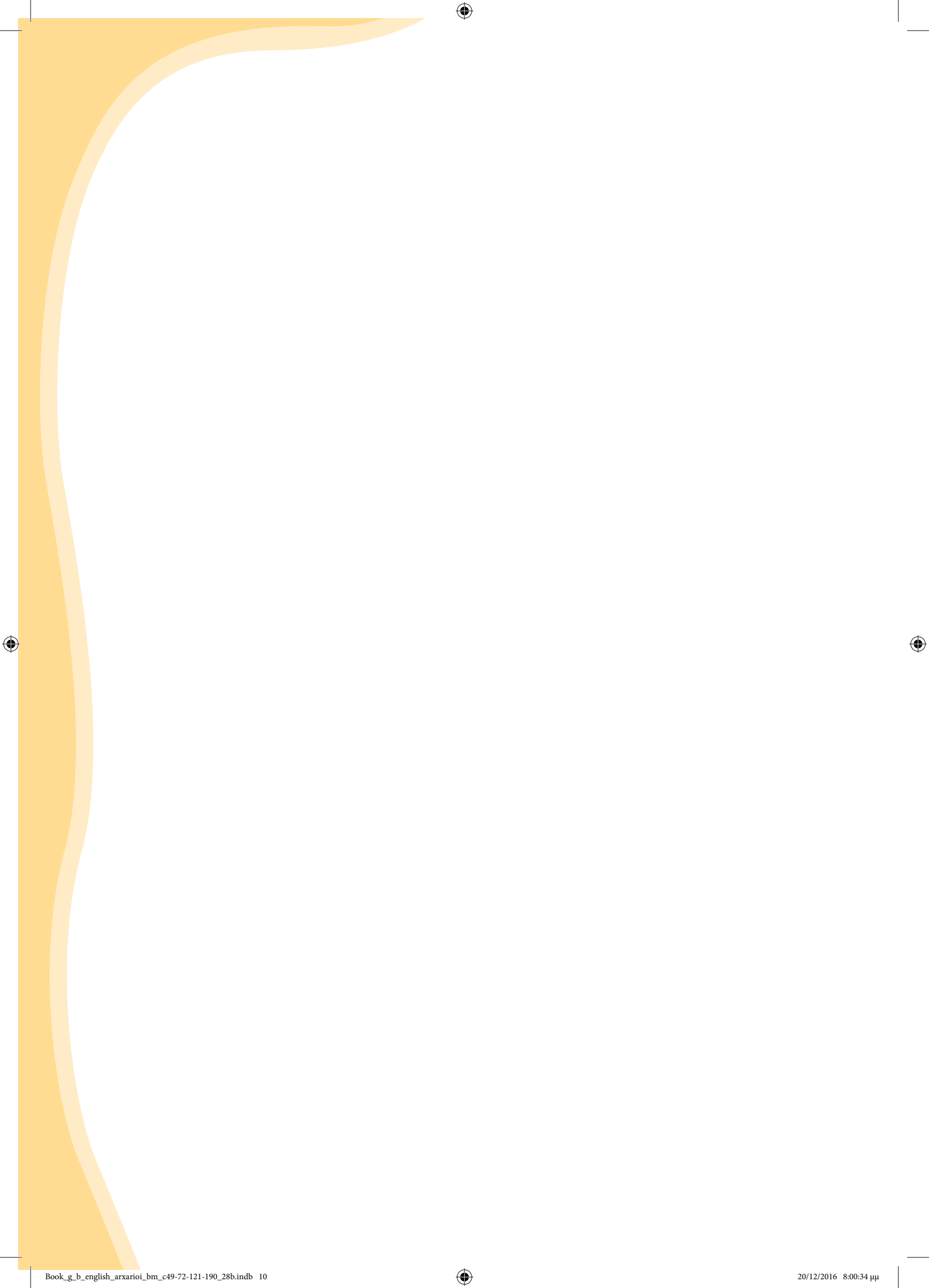
Μιχαήλ Λέβης Α.Ε.  Linguaphone

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

**2nd Grade of Junior High
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STUDENT'S BOOK

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ
ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ
«ΔΙΟΦΑΝΤΟΣ»

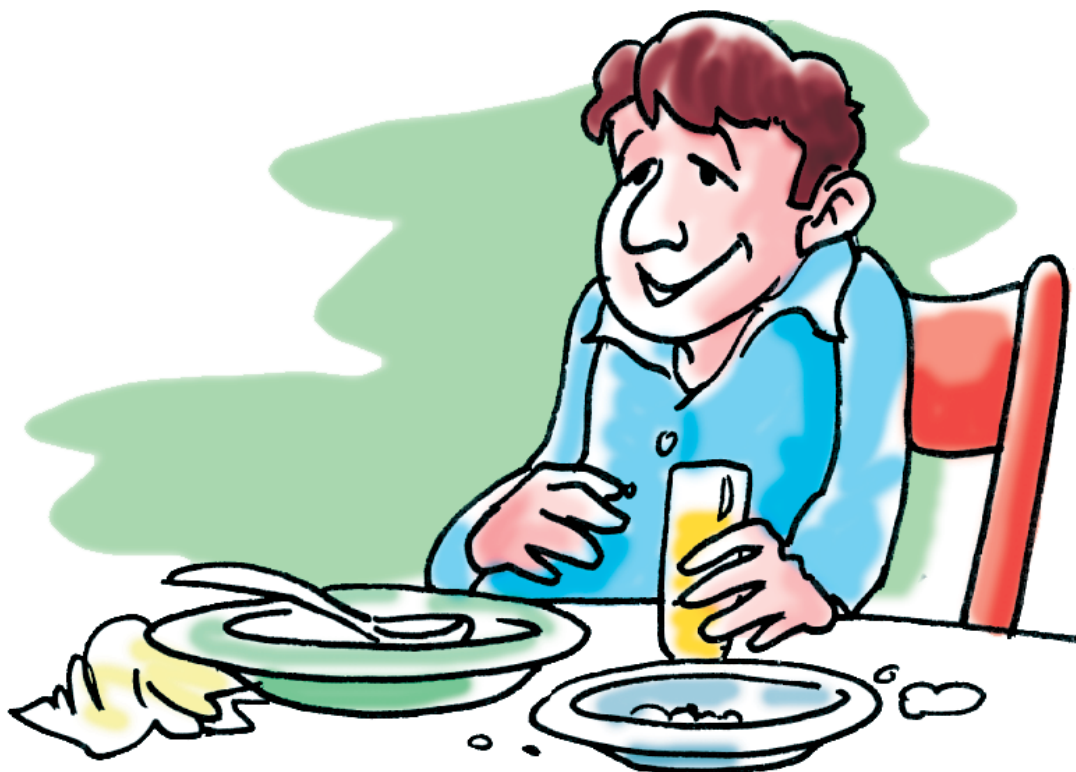


UNIT 5

Change and experience

In pairs, look at the sketches and make the statements about each using the endings given in the box.

**missed the bus
dyed her hair
finished eating lunch
been to the dentist's
bought a bike**







Grammar:

Present Perfect vs. Past Simple

Present Perfect for experiences and changes

‘have been’ vs. ‘have gone’

Functions:

Expressing experience and description of change

Vocabulary:

Travel and holidays; museums; lexical phrases.

Learning strategies:

When I read a text in English

- I read all the text quickly to get the general idea
- I do not try to understand every word
- I use any visual support to help me guess what the text is about

- **I use what I know in Greek about the topic to help me understand the text.**

Lesson 1

Everyday experiences

AIMS

- To introduce the form of Present Perfect
- to raise awareness of the difference between “have been” and ‘have gone’

Lead-in

Rose is getting ready to go away on a trip. She has had different things to do before she leaves at 7 o'clock. It is now 7 pm. Look at pictures A and B below and circle the things she has managed to do since 2 pm in picture B.

Picture A



- the shoes are dirty
- her hair is long
- the suitcase is open and empty
- there is a full cake
- the computer screen is on
- the window is open
- a notepad on the desk is blank
- her dirty car is outside the window

Picture B



- the shoes are clean
- her hair is short
- the suitcase is still empty
- the cake has a couple of pieces missing
- the computer screen is off
- the window is closed
- a notepad on the desk with a message
- her car is clean

Task 1

A. A game: Find the differences in the pictures A and B above.

B. Look again at Picture B. Match the two parts of each of the sentences below.

- a. She has cleaned
- b. She has cut
- c. She hasn't packed
- d. She has eaten
- e. She has turned off
- f. She hasn't closed
- g. She has written
- h. She has washed

- her computer
- a note to Thanos
- her car
- her suitcase yet
- her shoes
- her hair
- some cake
- the window yet

Compare your answers with your partner.

Task 2

Use the verbs in the note on the fridge door and write about things that you have already done or haven't done yet today.



Examples:

I have already eaten lunch.

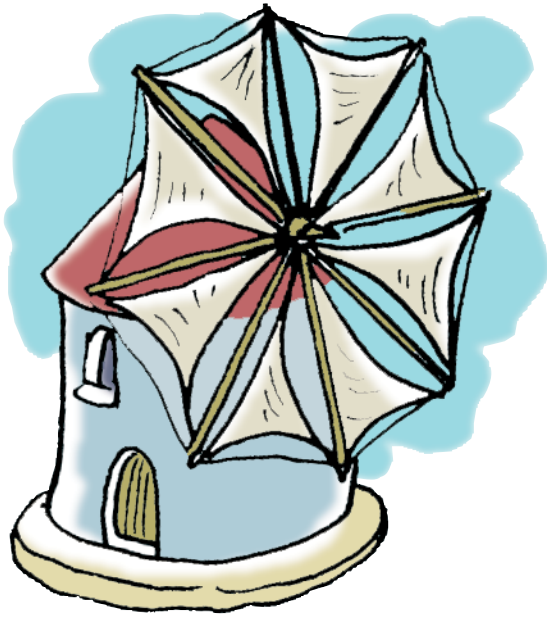
I haven't eaten lunch yet. It's only 11 am.

Task 3 Cultural experiences

Read the following sentences to decide where the speaker is in each case at the moment she is speaking. Where is your friend now? Which words tells you the answer?



a. "I have been to Rhodes but I prefer it here in Thessaloniki".



b. “Here I am at home, but my friend has gone to Santorini and I miss him”.

have/has been to =

someone has been somewhere but they have returned

have/has gone to =

someone has gone somewhere and they have not returned

The Present Perfect has two parts:

have/has + past participle (affirmative); have/has not + past participle (negative);

Have/has... + past participle...? (interrogative)

Circle the correct word in *italics* to complete the rules:

- i. Words like **been, broken, eaten, had, lost, been, made, taken, found, given, heard, seen**, are **regular/irregular** past participles.
- ii. Words which end in 'ed' or 'd' like **walked, arrived, decided, used, studied, played, helped**, are **regular/irregular** past participles.

Pre-reading

Task 4

Your pen-pal Paul is coming to Greece on a school trip to visit museums and galleries and learn about the Greek culture. He has asked for your suggestions.

With your partner, look at the leaflets on the right and use the words in the box to discuss what Paul and his schoolmates can see there.

artifacts

gallery

jewellery

exhibits

clothes

treasure

paintings

displays

souvenirs

photographs

documents

collection

fossils

minerals

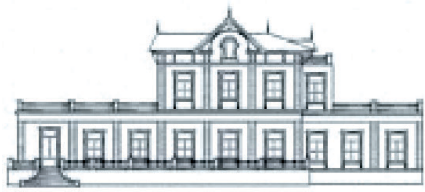
coins

Συνομιλώντας με το παρελθόν: Μια φανταστική γνωριμία με τον κόσμο των αρχαίων μορφών



ΜΟΥΣΕΙΟ ΜΠΕΝΑΚΗ - ΕΚΠΑΙΔΕΥΤΙΚΑ ΠΡΟΓΡΑΜΜΑΤΑ





ΜΟΥΣΕΙΟ
ΓΟΥΛΑΝΔΡΗ
ΦΥΣΙΚΗΣ ΙΣΤΟΡΙΑΣ



**ΑΡΧΑΙΟΛΟΓΙΚΟ ΜΟΥΣΕΙΟ
ΘΕΣΣΑΛΟΝΙΚΗΣ**
Μ. Ανδρόνικου 6, 54621
Θεσσαλονίκη

Task 5 - Mini Project

You have decided to visit the Goulandris Museum of Natural History with Paul. Write him a note saying what you can see there.

Visit its site on the internet at <http://www.gnhm.gr/MuseumSelect.aspx?lang=en-US>.

Task 6



Reading

a) Look at the pictures. They are from different kinds of museums. In pairs, find a museum for the following:

i) machines

ii) archaeology

iii) nature

Would you like to visit any of these museums? Why? Why not?

a.



b.





C.

b) Read quickly through the texts in the leaflets below and match one of the pictures to the texts. Say which text mentions:

a. a Greek artist

b. a Russian Tsar

c. a place to have a drink

d. the price of a ticket

This magnificent building houses important collections of minerals and fossils, natural history, eastern art, world wildlife, archeology galleries of works of art. In the past we exhibited great masters like El Greco.

The museum shop stocks a wide range of souvenirs and gifts, and the café offers refreshments in a beautiful environment.

Open: daily 10am - 5pm, Schools FREE

Tel: 0117 922 3571 Website:

www.bristol-city.gov.uk/museums

Email: general_museum@bristol-city.gov.uk

Access: Lifts to some floors; not art galleries or first floor displays. Ground floor toilet. Wheelchairs available.

Dazzling treasures of fantastic beauty from one of the world's most famous museums are on display to mark the 300th anniversary of Peter the Great's visit to England at the age of 25. This is the first time that all the Kremlin artifacts have come to London. Focusing on the 17th and 18th centuries, the exhibition covers one of the most brilliant periods in the development of Russian art and works of silver and gold. Coins from the period are also on show. Admission is included in the price of a ticket to the Tower of London. Tickets bought two days in advance are £1.20 cheaper than normal.

Task 7 - Comprehension

Work in pairs. Read one of the leaflets and your partner will read the other.

Ask each other questions.

- a) **Why is Bristol a good museum for people with physical difficulties?**
 - b) **Which museum has shown works by a Greek painter?**
 - c) **What has never happened to the Kremlin works of art before?**
 - d) **How much cheaper is the ticket when you buy it before going to the Kremlin exhibition?**
-

Task 8

Read the two postcards in pairs, and find an example of change in each.

Postcard 1

ENGLAND



Dear Thanassis,
I am having a great time here with my brother in the west of England. I think it is the most interesting place I have ever visited. As you know, Stephanos is at university here and so I am staying with him. He has been here for three years and he says the town is not the same since he first arrived here and things have changed. He says that when he first came here it was difficult to get around but over the years that has changed and now they have started new bus routes.

As for my news, so far, I have been to the local museum and have learned a lot of things about natural history and wild animals. The paintings in the different rooms were wonderful too. And it didn't cost anything either! After walking around all the galleries, I had a soft drink and a snack. That was good too. I haven't bought any souvenirs yet, but perhaps I will get some tomorrow. Anyway, that's about all for now.

**All the best,
Paris.**

Task 9

In pairs, circle the different changes in each postcard. Then use two of the changes as

examples to tell your partner about changes you have seen.

For example:

They have started a new bus route in our area.

Postcard 2

LONDON



Dear Maria, I have just been to an amazing exhibition in the Tower of London. The curators of the museum have built a new room only for this exhibition. In fact, I have never seen anything like it before. It is full of all kinds of objects and statues. This is the

first time these objects have been outside Russia until now. The exhibition includes priceless objects used in military processions. One of these is the Tzar's Jerico Cap (helmet), which is richly decorated with gold, silver and precious stones. It is exactly as it was when the Tsar wore it and nothing has changed. Admission is included in the price of a ticket to the Tower of London, so it's a good deal. Because I didn't want to queue up for ages, I bought the ticket in advance from the Underground tube station. I saved myself £1.50 by doing this. Anyway, I must go. Speak to you soon!

Gerasimos.

Task 10



Vocabulary

Complete the statements with a suitable expression:

for ages
in fact
that's about all
for now
as you know
all the best
as for

- a., I have never been to the Acropolis museum.**
- b. Simon has visited Paris but his brother, I don't know.**
- c. I have nothing left to say so**
- d. Let's go home. I have seen enough of this gallery**
- e. It has been good to talk to you.**
- f. Irene has never wanted to go to Paris. she dislikes France.**
- g. We haven't been to a museum**

Lesson 2

A Change

AIMS

- To listen in order to check information
- To provide practice in writing about experiences

Pre-Listening

A. In pairs, find examples in the reading texts of a present situation that has something to do with a past action or situation.

B. Match the two parts of each sentence.

- i) He has been to many places**
- ii) The student has lived in London**
- iii) Dimitra has lost her passport**
- iv) Stella has taken lots of photographs**

- so her album is almost full.**
- so she can't go abroad.**
- so he can speak English well.**
- so he is very interesting.**



Grammar rules

Look for the words 'for' and 'since' in the postcards opposite, and complete the Grammar rules below.

We use **ago** with the Simple Past to refer to a specific time in the past.

We use _____ with the Present Perfect to refer to a period of time.

We use _____ with the Present Perfect to refer to a specific time in the past.

Task 1 - Changes

In pairs, find the answers to the following questions about changes in your partner's life and in the area where you both live.

- a) Has anyone built a new block of flats recently?
- b) What new shops have opened in the last few months?
- c) Have your parents changed anything in the house in recent months?
- d) Have you bought any new clothes recently?
- e) Have you bought any new gadgets in the last few months?
- f) How did these changes affect your life?

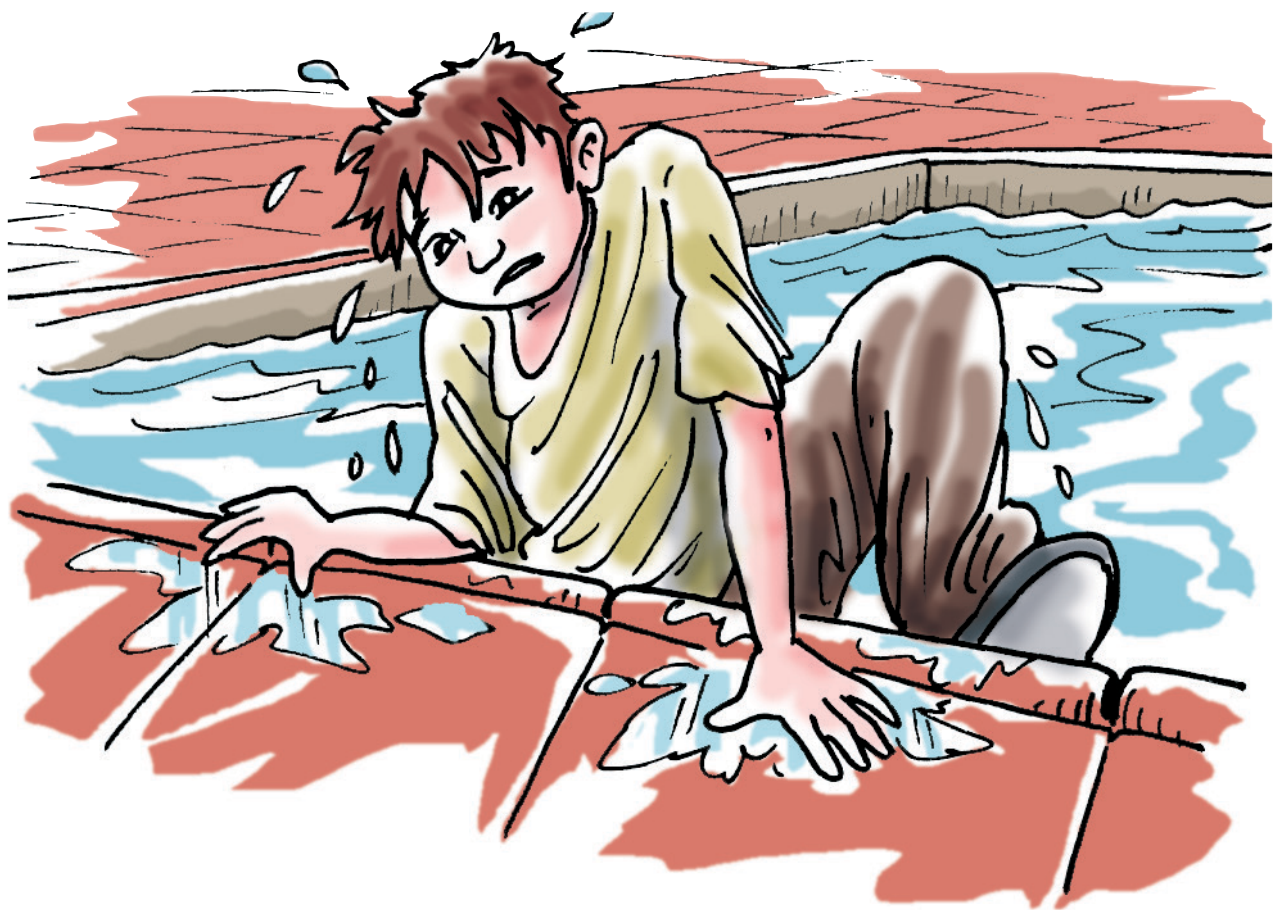


Task 2

Look at the cartoon. What has just happened? How do you think this happened?

Now, tell your partner about a bad experience that you once had.

Decide whose experience was worse.



Task 3 - Moving around London

A. With your partner, find these places on the map. Pick one and find out more information about this place. Use the internet and encyclopaedias. Which of them has something to do with Greece?

Trafalgar Square

Tower Bridge

Big Ben

St Paul's Cathedral

Statue of Eros

Greenwich

The London Eye

HMS Belfast

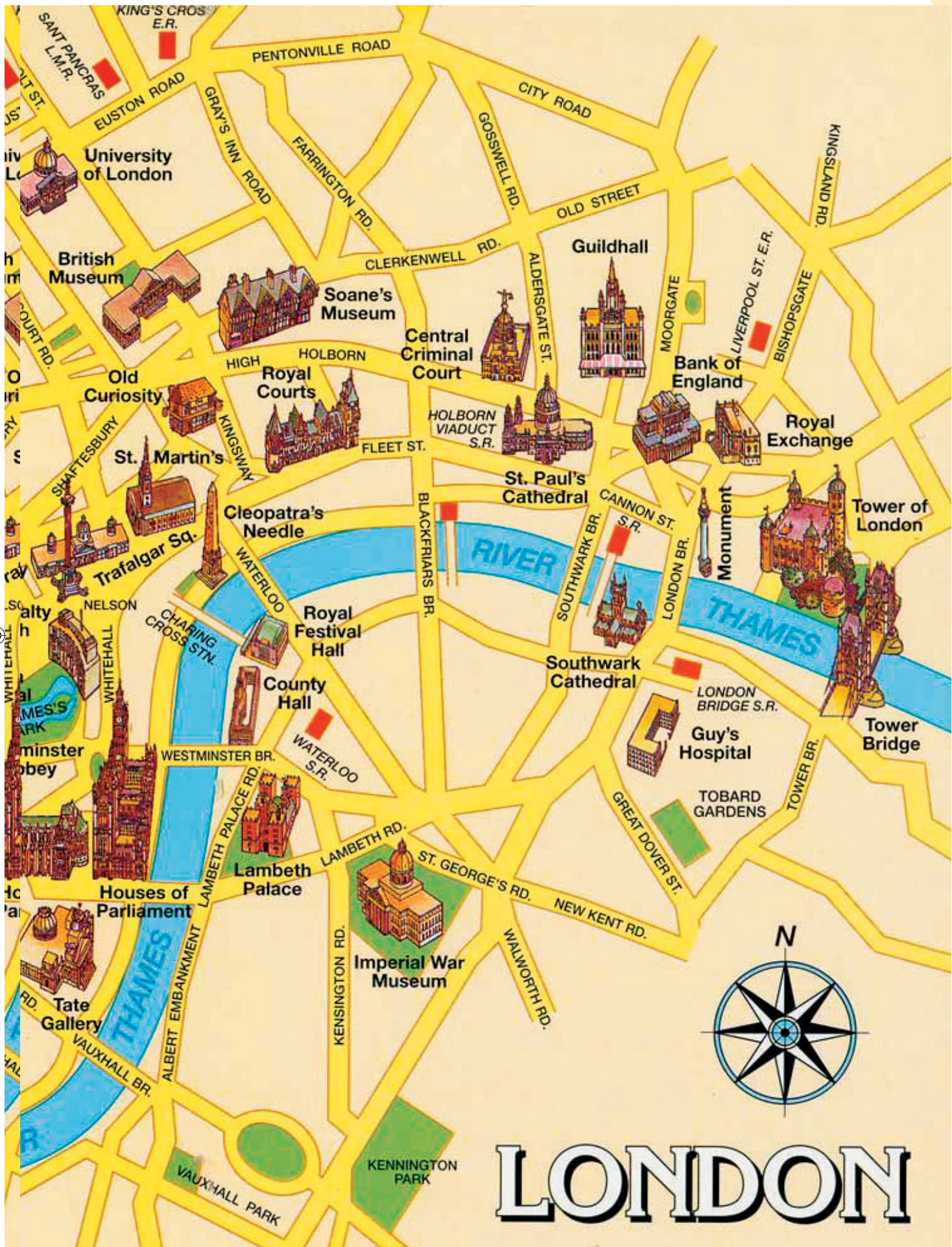
Tower of London

Harrod's

Buckingham Palace

Madam Tussaud's





B. Listen to a telephone conversation between two friends. One is telling the other what he has done in London on his trip there.

Put numbers in the boxes for each of the places you hear mentioned in the conversation.



C. Mark on the map which places Antonis has already visited and which ones he hasn't visited yet .



Speaking - Talking about your experiences

Task 1

A. Go round the class and ask the students questions to find someone who... Write the student's name in the space provided. Use the Past Simple with 'did' to ask the second question.

1. has visited Kastelorizo.

Name.....

When _____ ?

**2. has bought a souvenir
on holiday.**

Name.....

How much _____ ?

**3. has taken photographs
of a famous site.**

Name.....

Which _____ ?

4. has eaten foreign food.

Name.....

Where _____ ?

5. has lost something recently.

Name.....

What _____ ?

**B. Report to the class what you
have found out about some of
your classmates.**

Task 2

In pairs, ask each other questions using the pictures on the right and the prompts below. The possible answers are:

Yes, I have. or No, I haven't.

Yes, s/he has. or No, s/he hasn't.

If the answer is "Yes", say "when".

Example:

-Have you ever lost any money?

-Yes, I have. I lost 2 Euros last week.

a. ...you / walk...?

b. ...family member / eat...?

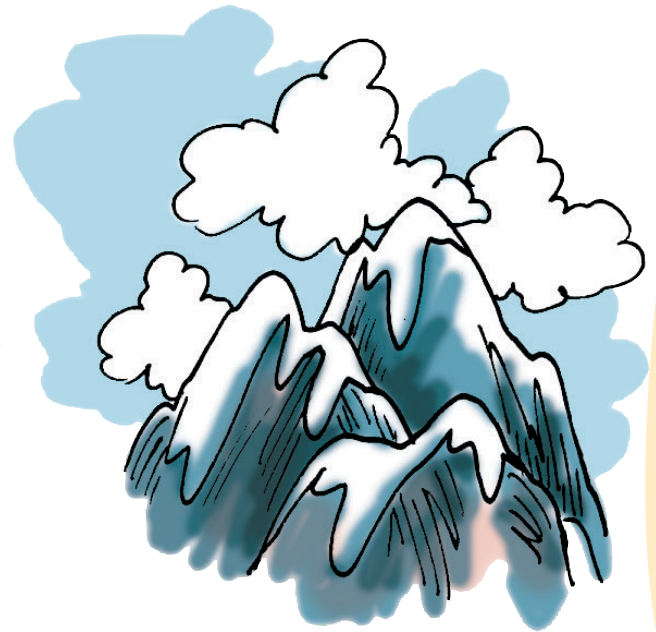
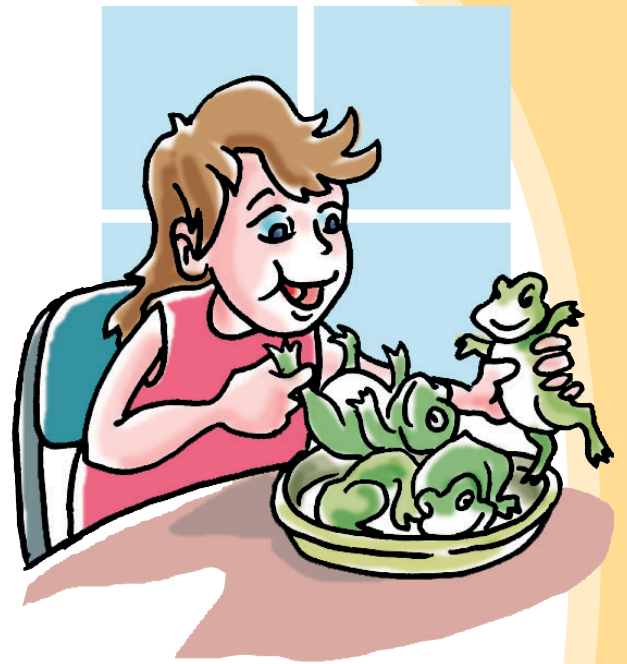
c. ...your friend / be to...?

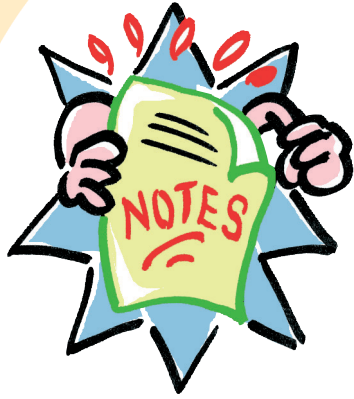
d. ...you / play...?

e. ...you / see...?

f. ...you / hear...?

g. ...you / climb...?





Writing

Task 1

**Before you read the postcard below, discuss these questions:
Why do people send postcards?
What kinds of information do they include?**

Task 2

Look at the expressions on the right. In pairs, tick which expressions you might find in a postcard to a friend?

Let me start with...

To the best of my knowledge...

It has rained every day...

Hope to see you soon.

- Bless you!**
- That's all for now...**
- It seems so long since we met...**
- What's up?**
- How are you doing?**
- I bought you something
yesterday...**
- Sorry I haven't written for
so long...**
- Wish you were here...**
- Could you pass me the salt,
please?**
-

Task 3

Your English-speaking friends are on a European tour and have just come to Athens. Read their postcard to their friend Donna; find and correct the grammatical mistakes they've made.

GREECE



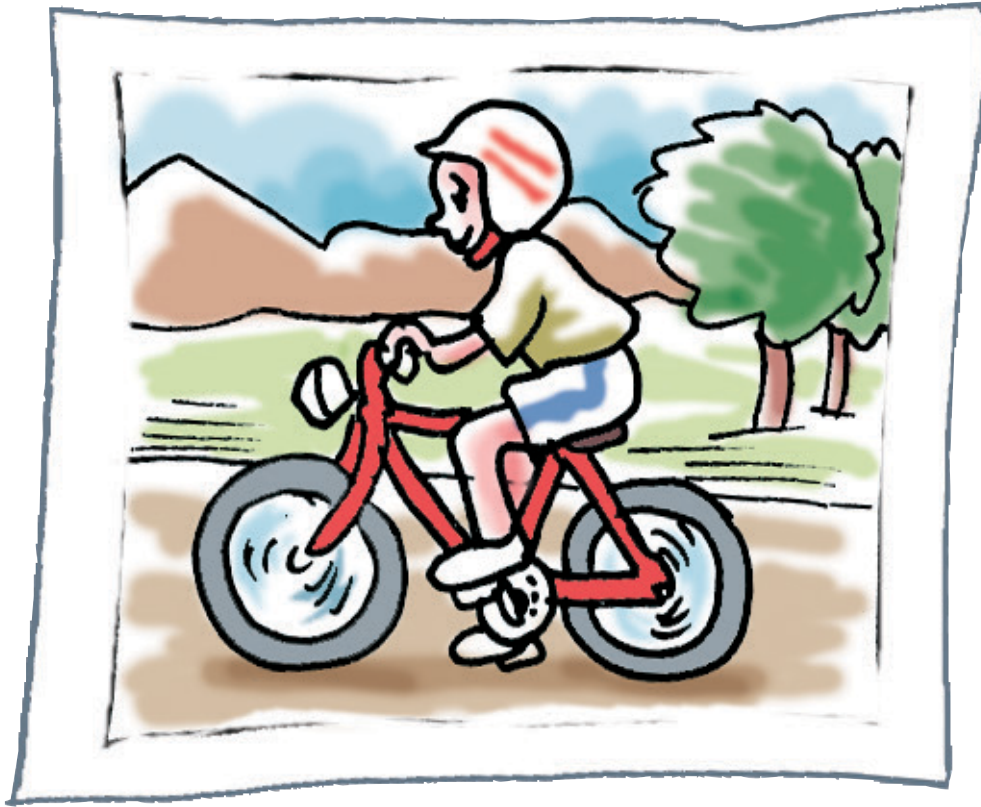
**Dear Donna,
We just arrived in Athens but we haven't gone to the Acropolis yet. We have been to the Acropolis Museum though. It was full of works of art from all over Greece and I must say, we have had a great time there. In fact, everything seems lovely here and the sun makes it even better. The receptionist in the hotel says that the weather was very good recently and everyone hopes it stays that way. As for other news, I have heard that a new adventure park has just opened outside Athens, and perhaps we will go there later this week. By the way,**

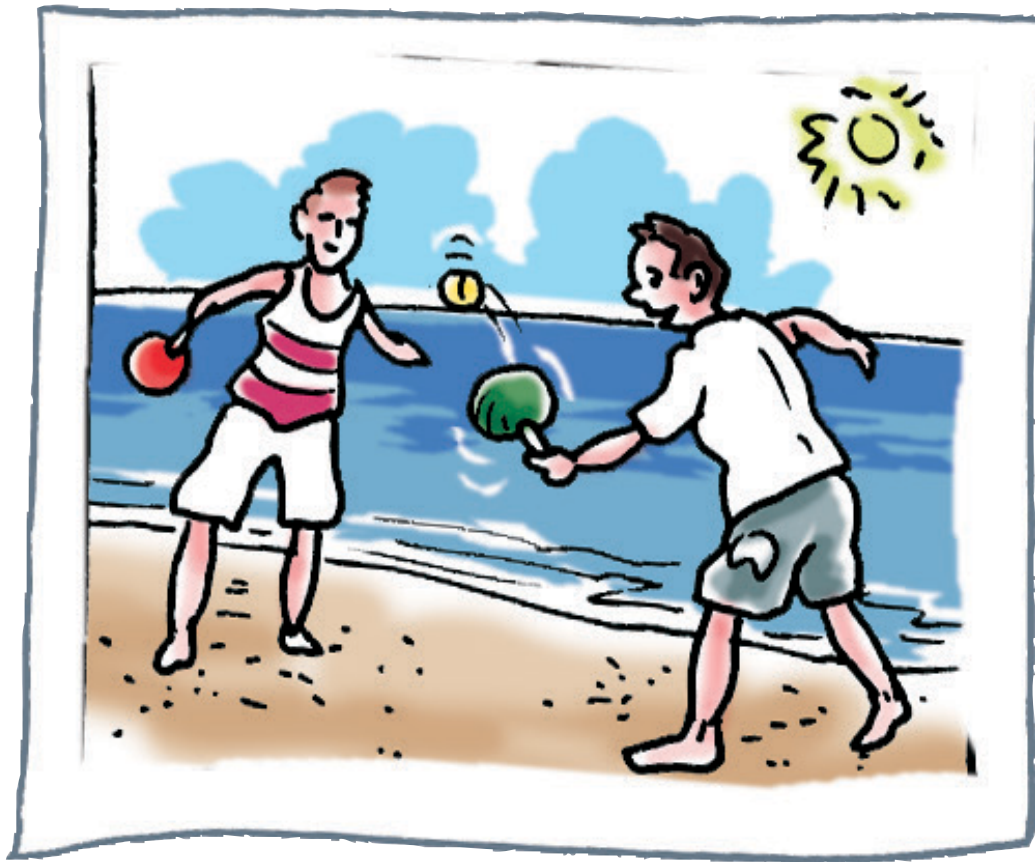
I have bought some souvenirs when I was at the museum, so you can expect a gift when I get back home. After Athens we'll visit some other countries in Europe.

Love, Erica and Gerhard

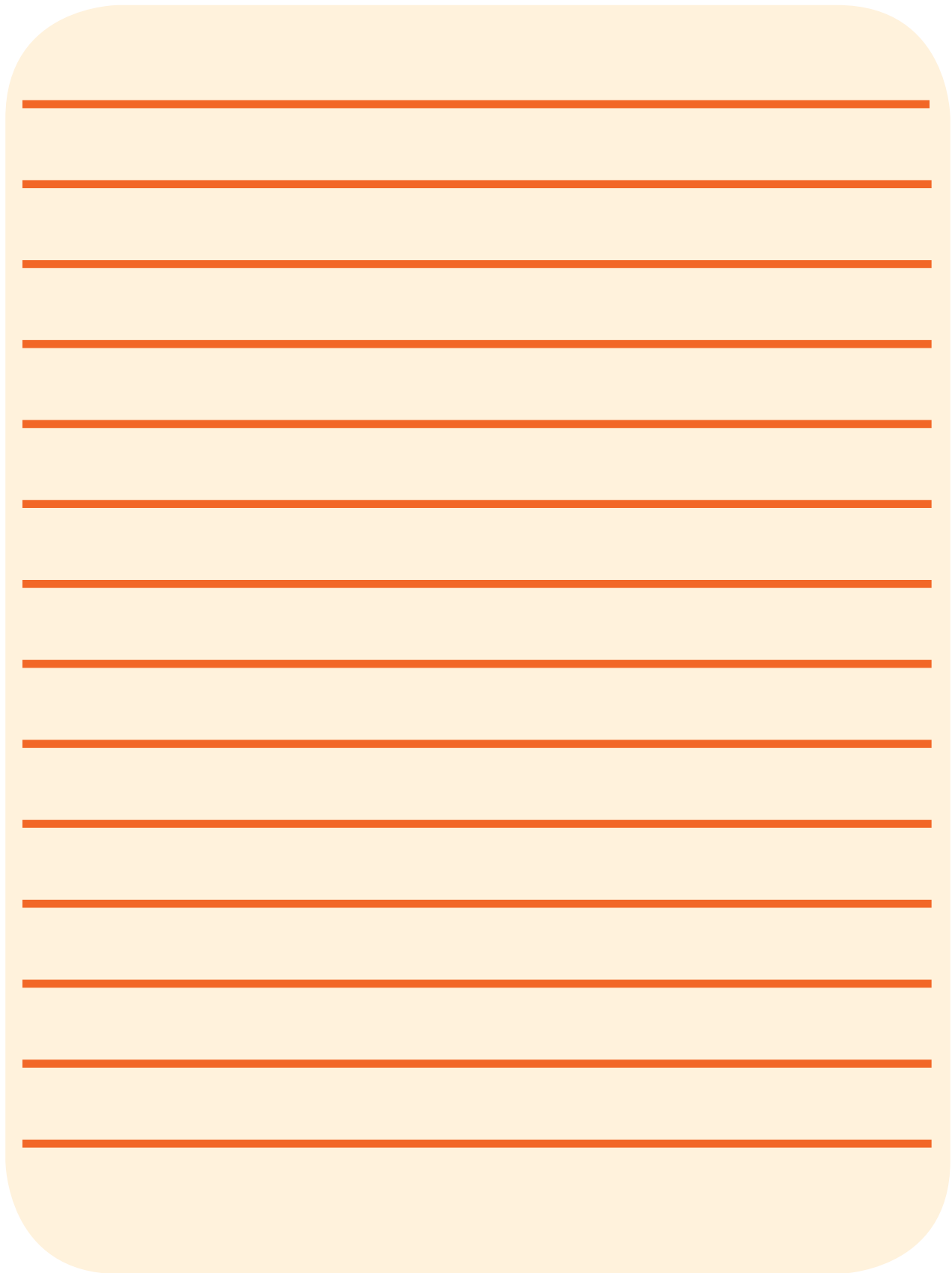
Task 4

You are on holiday and have taken these photos. Use some of them to make your own postcard to send to your friend. Tell your friend about your experiences: write about the places you have been to, what you have seen, what you have done, what you have bought so far and anything else you want to say.





**Remember to finish the postcard
in a suitable way.**



Lesson 3

Famous people

Mediation

Your English-speaking friend wants to learn about El Greco and you have heard that they are making a new film about him. You have found this text from a newspaper. Use the information to write a short e-mail or note to your friend about the film.

Ξεκίνησαν τη Δευτέρα τα γυρίσματα της πολυαναμενόμενης ταινίας **EL GRECO** του Γιάννη Σμαραγδή πάνω στη ζωή και το έργο του οικουμενικού Κρήτα ζωγράφου **Δομήνικου Θεοτοκόπουλου**.

Στο Ηράκλειο της Κρήτης -απ' όπου άρχισαν τα γυρίσματα- στο παλαιό τμήμα της πόλης, το ενετικό φρούριο Κούλε και η προβλήτα του παλιού λιμανιού “μεταμορφώθηκαν” για τις ανάγκες της ταινίας και μαζί με τα άγρια βουνά της Κρήτης θα αποτελέσουν τους φυσικούς χώρους όπου θα γίνουν τα γυρίσματα της υπερπαραγωγής.

Project - Famous people

A) In groups of three, look at the leaflet and pictures below. Who is the person in the leaflet? What can you tell about this person from the objects in the pictures?

Cathrine of Aragon

**Katherine
Parr**

**Ann
Boleyn**

**Katherine
Howard**

**Jane
Seymour**



Ann of Cleves

Henry VIII

while the Castle owes much of its current splendour to Henry VIII, for whom it was both palace and playground. He added the Henry VIII Banqueting Hall, now with its superb ebony wood floor and carved oak

ceilings; and there is the Queen's Bedroom and Bathroom - prepared as they might have been for



the importance of wildlife conservation. Children especially love the topiary Castle Maze with its castellated hedges forming towers and bastions which leads to a secret underground Grotto, a place of magic, mystery and legend.

Take a tour of the Castle defences, established by Edward I, which

B) The 6 wives of Henry VIII: Divorced, beheaded, died, survived. Put the wives in the correct order. Use the internet or ask your History teacher.

C) Famous Women in History: a Biography

Find information about one of the women on the right -or any other famous woman in history- and use it to write a short report about their lives and their role in history.

Steps to follow:

- 1) Decide on the person you want to write about**
- 2) Find information about the person (from your History books, your teacher, on the internet, etc.) and make notes**



- 3) Compare your notes as a group**
- 4) Write the biography of the woman and present it to the class.**

**Irene the Athenian
Bouboulina
Theodora
Jeanne d'Arc
Marie Curie
Mother Theresa**

Self-evaluation

Activity A

Complete the following sentences using have/has/haven't/hasn't + past participle.

1. Thousands of tourists
.....
Greece in the past few years.
2. How long
you
the girl from Santorini?
3. My friend Thanassis
.....
many Greek islands.
4. Simon
..... any photographs
of his cousins in Karditsa.

5. We
..... to a little
village near Patras but not to
the city itself.

6. Has
ever a
dolphin jumping out of the
water?

7. My best friend Eugenia
.....
to visit her cousin in America
and I miss her.

8. you
..... something silly
while you were on holiday?

___/4 points

Activity B

Complete the postcard about a visit to the Acropolis Museum in Athens. There are two words you do not need to use.

statues

souvenirs

treasures

paintings

fossils

artifacts

coins

Dear Christine,

I have just been to the Acropolis museum and liked it very much.

There are so many

to see. For example, there are metal, which Athenians

used for eating; there are gold

..... which they used

for money, and lots of amazing
..... of Greek Gods and
Goddesses. Oh, by the way, I have
bought some from
the gift shop.

Speak to you soon, Henrietta.

___/2.5 points



Activity C

a) Look at the following groups of words. Which preposition is missing?

collection
works art
development
Tower London
at the age

b) Put the phrases into the sentences below.

1. There is a huge
..... statues in the
Parthenon Museum.
2. The was
used as a prison for Henry's
wives.

3. The Tsar visited London

..... **25.**

4. The Hermitage Museum

houses

from all over the world.

5. The exhibition shows the

..... **the culture**

of the country.

____/2.5 points

Activity D

Read the text below and complete the gaps with the correct form of the verb in parentheses.

The Greek island of Crete

1.(become)

a popular tourist destination in

recent years. Many foreigners
2.(discover).....
the wonders of this island
and go back year after year.
The Minoans first 3.(inhabit)
..... this island
around 2500 years ago, and
people
4.(live) there
ever since. It was in 1878 that
Minos Kalokairinos
5.(discover)
two of the palace storerooms but
the Turkish owners of the land
6.(make) him
stop digging. It wasn't until 1900
that the Minoan civilization
7.(become)

famous when Sir Arthur Evans excavated the site of a Minoan palace near Heracleon. The Palace today is different from what it was when Evans excavated it. The people who have restored it **8.(use)** materials that had nothing to do with the Minoan civilization. This method of restoration **9.(receive)** criticism from many Greek archaeologists, but it **10.(help)** many visitors who come to see the palace to understand the Minoan civilization.

___/5 points

Activity E

Complete the expressions with one of the words in the box.

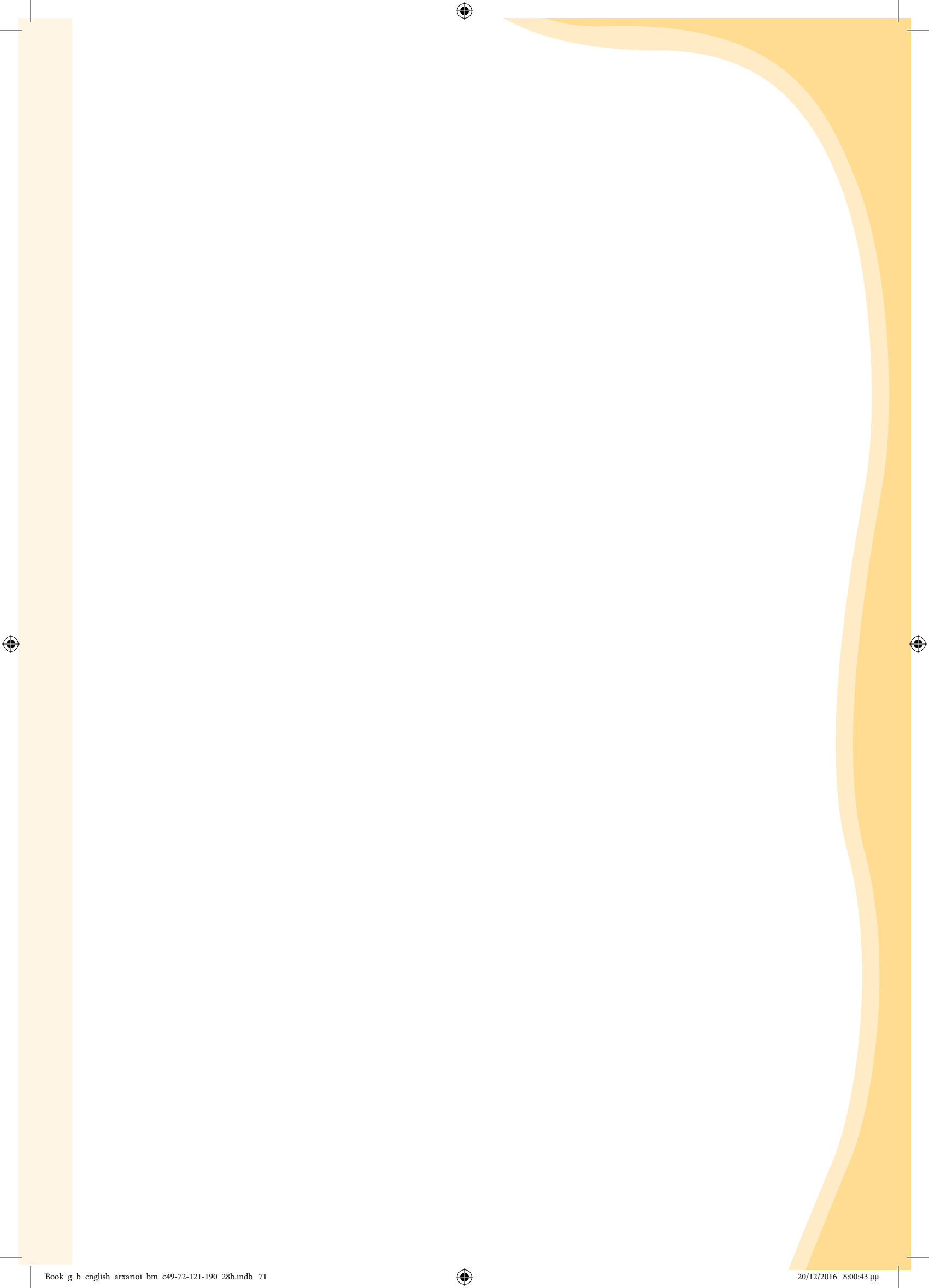
| | | |
|------|---------|-----------|
| hope | haven't | doing |
| met | wish | knowledge |

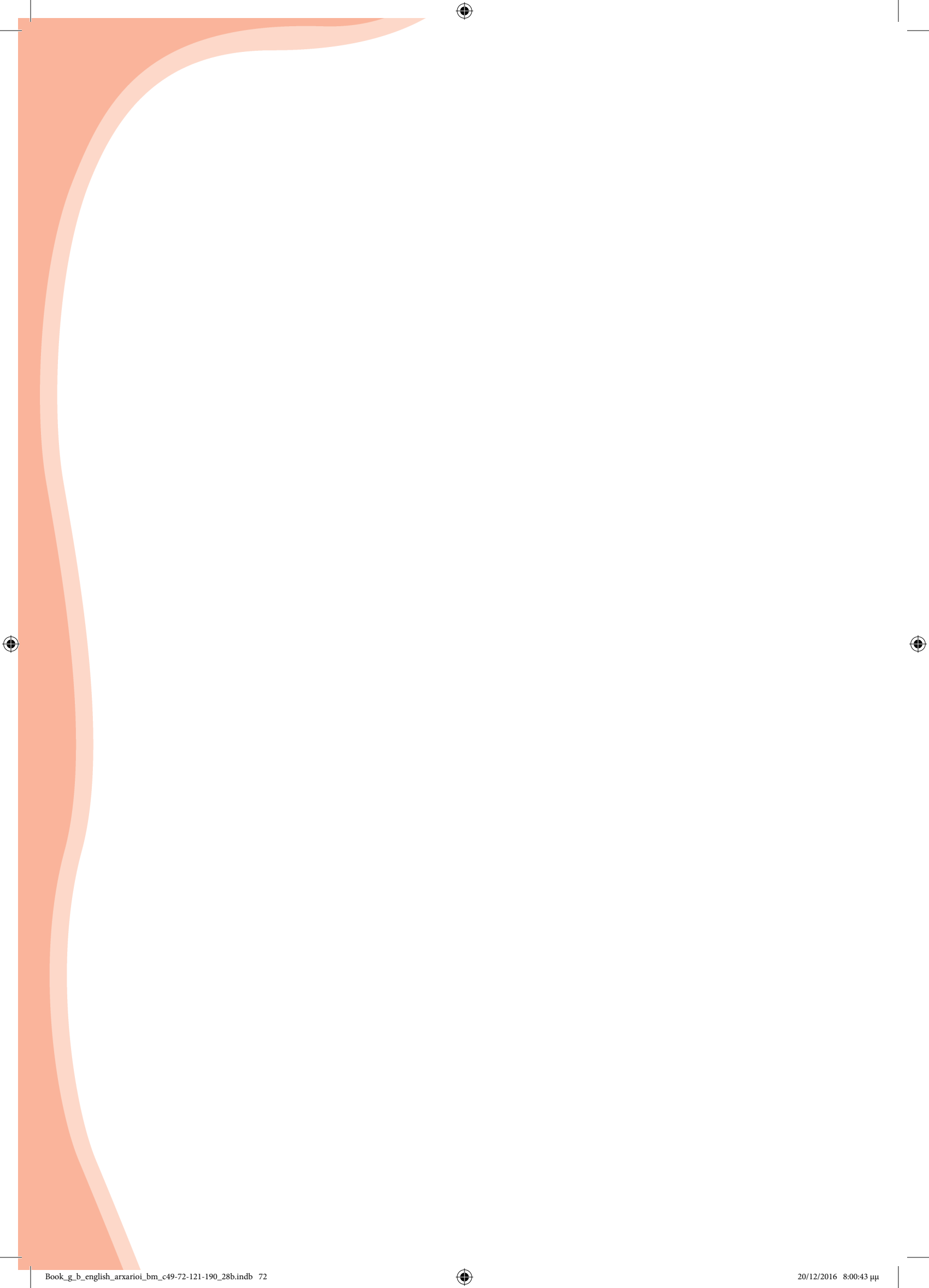
1. To the best of my,
Andreas has never seen the
pyramids.
2. My dear friend Mary, it all seems
so long since we last
3. Don't forget, we
to see you here soon!
4. We are having a wonderful time.
I you were here!
5. Dear Markos, Sorry, I
written for so long.
6. Hi! How are you

___/6 points

Now tick how well you can do the following:

| | With difficulty | Quite well | Easily |
|---|--------------------------|--------------------------|--------------------------|
| ✓ I can read a postcard to understand how nice a place is | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ✓ I can listen to check for correct information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ✓ I can talk about my experiences and changes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ✓ I can write a postcard to describe holiday experiences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

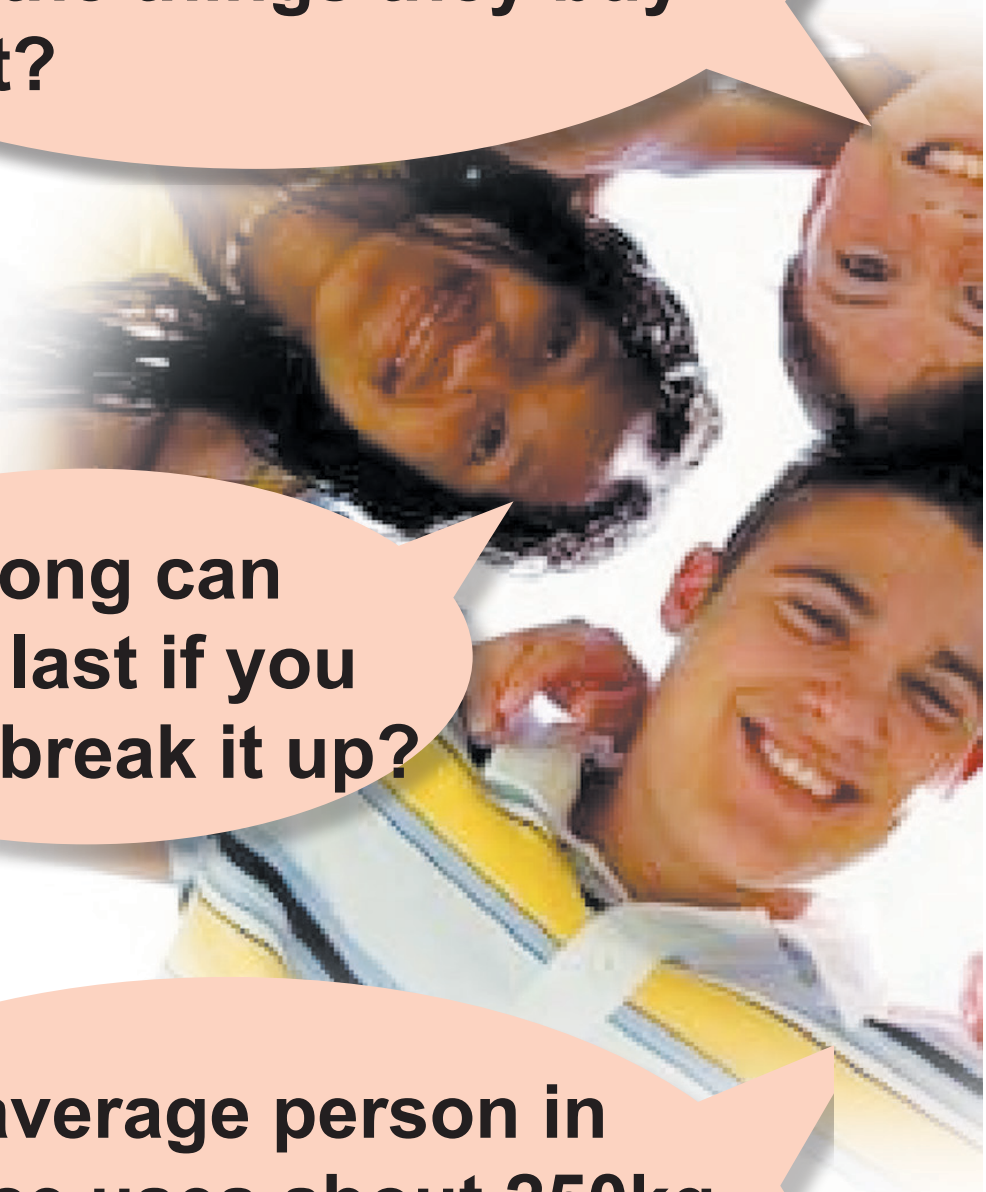




Unit 6

What a waste!

These children from around the world want to know some things about waste and the environment. Try to guess the answers to their questions. You can check the answers by doing the first Grammar activity on page 80 / 63.



If people re-use plastic bags, how much cheaper will the things they buy cost?

How long can glass last if you don't break it up?

The average person in Greece uses about 250kg of paper each year. If we recycle this paper, how many trees do we save?



If we put an aluminum can in the ground, how long will it take to break down?

Which item makes up the largest amount of our house rubbish?

75 / 61

Grammar:

Zero conditional, First conditional
Unless + first conditional = if not

Functions:

Stating a fact;
making statements about possible
future situations

Vocabulary:

Pollutants, waste and recycling

Learning strategies:

When I study a written text, I...

- use my world knowledge to guess facts
- read texts in Greek to help me understand the concepts of the topic in the unit
- use the grammar in the lesson to test hypotheses
- use it for ideas to make my own suggestions.

Lesson 1

Rubbish and pollution

AIMS

- To teach the first and zero conditionals
- To teach 'unless'
- To predict key points of information in a text
- To find solutions in a text

Lead-in

Task 1

What kinds of things do you and your family throw away? Write down six things and then compare your answers with your partner. Who do you think throws away the most rubbish in your family? Why do they do

this? Discuss your ideas with your partner.

Look at the words in the box. How many of these items have you got on your list?

**old tyres
cans
boots
bottles
traffic cones
umbrellas
dolls
old pieces of wood
plastic bags
magazines
plastic containers**

1. Where do you and your family put the old things that you don't use anymore?

2. How do you feel when you see litter like old cans, bottles, plastic and paper, on beaches and in the countryside? Why?

3. What do you do if you see someone dropping litter in the street or on the beach?

Task 2

Look at the picture below. In pairs, find ten examples of things that people throw away in public places like rivers.

Make a list of the consequences from this behaviour.

Use the Internet to find examples of rivers which suffer from this kind of behaviour.

What a load of rubbish!



Grammar

Zero conditional

Look at the pictures below to help you match 1-5 with a-e and say what happens in each of the situations.

A.



B.





C.



D.



E.

- 1. If we recycle paper**
- 2. If we reuse our plastic bags**
- 3. If we examine our waste,**
- 4. If we throw away cans,**
- 5. If we don't break up glass**

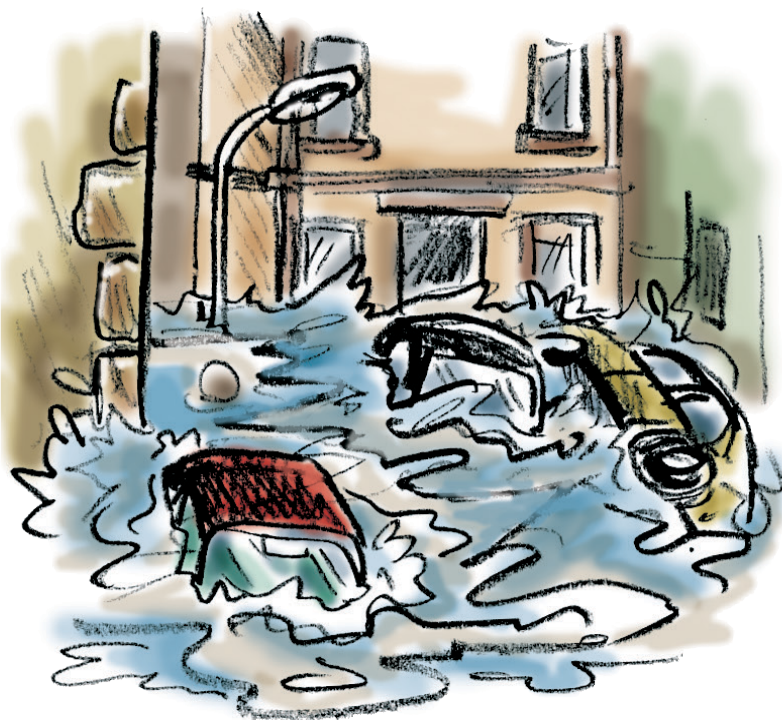
- a) we see that most of it is paper**
- b) it takes a million years to decompose**
- c) we save 1,000 trees a day**
- d) it takes 300 years for them to decompose**
- e) we save 5 cents on our shopping bill.**

First conditional

In pairs, use the pictures a-e to help you think of an answer to each of the questions:



A.



B.



**NO
SWIMMING**

C.



D.



E.

1. What will happen if we don't clean the beaches?
2. What will happen if the headmaster sees you dropping litter in the school?
3. What will happen if we don't recycle?
4. What will happen if we throw plastic bags in the streets?

5. What will happen if we dump our junk like old wood and metal in the countryside?

Unless

Look at the two example sentences. In pairs, underline the word which means 'if not'.

I can't have a school party unless the classroom is clean.

Unless I tidy my room, my mum won't let me go out.



Conditional sentences

Zero Conditional:

If + Present → Present / Imperative

Unless + Present → Present

We use Zero Conditional to state a fact or a truth, and to give instructions.

First Conditional:

If + Present → will + infinitive

Unless + Present → will + infinitive

We use First Conditional to state or predict the future result of a present action.

Task 1

Match the grammatical form to the sentences below.

- a) We will live in a rubbish dump unless we recycle now.
 - b) If you see litter on the street, pick it up and throw it in a rubbish bin.
 - c) If we recycle today, the world will be a cleaner place tomorrow.
 - d) If I eat an ice cream, I put the wrapping in the bin.
-

Task 2

Read the information and answer the questions in bold.

A. We use if + present to talk about possibilities in the future and their results

If + present tense → will + infinitive

Example:

If we put our litter in the bin, the school yard will be clean.

What will happen if we don't put our litter in the bin?

B. We use if + present → present to talk about a fact or to give instructions.

If + present tense → present tense

Example:

If you want more advice about recycling, ring our hotline
801 11 111111

What do you do to get more information?



Reading

Pre-reading

Task 1

The three teenagers below wrote letters to the local newspapers about problems caused by pollution and litter that exist in the area where they live.

In pairs, match the following statements according to the titles of these Greek newspapers.

- 1. Unless the new Mayor succeeds in his effort to restore the original architecture, the city will suffer.**
- 2. Supermarkets and other shops will have to pay a huge fine if**

they dump their rubbish in the streets.

3. Many people will become ill and die if infected mosquitoes bite them.

A **Επιδημία δάγκειου πυρετού**
Θύμα του η νοτιοανατολική
Ασία και «ένοχες» η αστυφιλία
και η μετανάστευση...

B **Τα Τίρανα πληρώνουν**
το τίμημα της
περιβαλλοντολογικής
ελευθερίας

C **Μεγάλα πρόστιμα για τα**
σκουπίδια επιβάλλει ο
Δήμος Αθηναίων

Task 2

Do you think the following statements are true or false? Why?

- i) The Albanian government will not allow people in Tirana to use cars.**
- ii) The Albanian government will encourage people to throw away their old cars.**
- iii) There are clean toilets and washing areas in the Gypsy camps in Aspropirgos.**
- iv) You will pay 50 Yuan if a policeman sees you throwing rubbish in the street in Beijing.**
- v) People in Beijing will change their habits because of the Olympic Games.**

Task 3

Read these 3 letters quickly to check if you are right. Then read the texts again and the possible solutions for each problem more carefully. In pairs, discuss the three solutions and then decide which you think the best solution for each problem is.

A.

I'm called Agnieska and I live in the centre of Tirana. Some days on my way to school the smoke from the cars makes me feel dizzy and sick. It sounds incredible but in the 1980's there were only 2000 cars in Tirana. Now there are 300,000 and most of them are in the city centre each day. Unless the government does something about the smoke and the smog,

and the smog, many people will have breathing problems. The result is terrible air pollution and some times during the day the air is so full of dirty smoke that we can't breathe. This is absolutely terrible and according to the European environment agency, traffic in Tirana produces 50kilograms of pollution for every Albanian each year. What people do not realize is that lead in fuel causes a decrease in intelligence and if the government does not test to see if this is the case with children in Tirana, the children will have problems in school. The mayor says that, if necessary, he will stop people driving old cars and make drivers pay fines if their car creates pollution. I quite like

**this idea and I think it will work.
Solutions: a) get newer cars b)
ask the European environment
agency for help, c) test children
to see how much lead they have.**

B.

**I'm Marios and I live near the town
of Aspropirgos outside Athens.
There is a camp of Gypsies near
us. The people who live there have
to live under terrible conditions.
For example, there is nowhere for
them to put their rubbish and so it
piles up. Some people throw litter
out of laziness but others do it
because there are no bins. There
is so much waste like empty cans
of coke, packets of crisps and**

other waste that even with a light breeze all the litter blows everywhere. There are no proper bathrooms or places to wash themselves and many children get ill. Over a period of time, this will get worse. It's a crying shame to see this in our country. If you walk around the camp, you see all kinds of things like empty tubes of toothpaste or old bars of soap lying on the ground. Sometimes when it rains the drains get blocked and the camp floods making the place a mess. Do the mayor and government not understand that people get ill if where they live is dirty? He even says that the people in the camps will have to pay a fine if they

don't clean up the rubbish. This is not right and local people should write to the government or environmental organization and ask them for support. Solutions: a) build a better camp, b) get the government to build bathrooms, c) encourage people in the area to take action to help.

C.
My name is Deng and I come from China. I live in Beijing, which is a city of over 15 million people. Just before dawn each morning, the streets are clean but by the end of the day there is enough litter to fill an Olympic sized swimming pool! Because of the

Olympic Games in 2008 the government wants to make the city clean and it is trying to encourage people to change their bad habits and to be more responsible for their rubbish. Now it is a crime to throw rubbish or litter in the street. For example, if you drop litter or throw cigarette butts on the road, the police can fine you 500 Yaun on-the-spot. Although this is a good idea and they do it to help, I don't think it will change anything. In a big city people always think someone else will clean up the mess. This is a disgrace. They don't understand that it is everyone's responsibility to keep their city clean. Unless people learn to respect where they live, nothing will change and the

problem will remain the same. We need to educate people about the importance of living in a clean environment. After all, it's for their own good, so why don't people want to change their bad habits? Solutions: a) make people pay a fine if they throw litter in the street, b) tell people to stop producing rubbish, c) teach people about the importance of keeping their city clean.

Task 4

Which child i) lives in a city which is bigger than Athens; ii) wants the government to help solve the problems; iii) likes the idea of fines; iv) talks about children in schools?

Lesson 2

Eco-art

AIMS

- To follow a sequence of instructions
- To express your opinion in letters

Lead-in

Task 1

In pairs, look through the Reading texts on pages 95 - 101 / 65 and find 3 negative phrases which show how the children feel about the situation.

Task 2

Complete the sentences using the following words: loaf, slice, can, carton, packet, tube, bar. Then use the ideas in the statements to make an anti-litter slogan for a poster to keep the school tidy.



1. Don't use chemicals! Buy a natural of soap on-line.
2. The fluoride in your of toothpaste may not be healthy.
3. When you finish eating your of crisps, put the bag into the rubbish bin.
4. You can use your empty of milk to make cardboard items like small toys.
5. At the bakery, a fresh of bread doesn't have a plastic wrapping.
6. Reuse your empty of coke to make a pencil holder for your desk.
7. Don't throw that of cheese on the ground. It will attract mice.

Pre-listening

Look at the picture. What does the man have in his hands? What do you think he is doing? What kind of TV show do you think this is?

- a) a show for adults
- b) a show for old ladies
- c) a show for young people





Listening

You are going to listen to a radio programme with someone explaining how to reuse old things that we have around the house.

Task 1

A. Which items in list A does the speaker mention. Tick the boxes.



List A

- Toothpaste tubes
- Aluminium cans
- Margarine tubs
- Cereal packets
- Shoe boxes
- Plastic bags

List B

- a jar
- candle holders
- a mask
- box files
- a kite
- a book cover

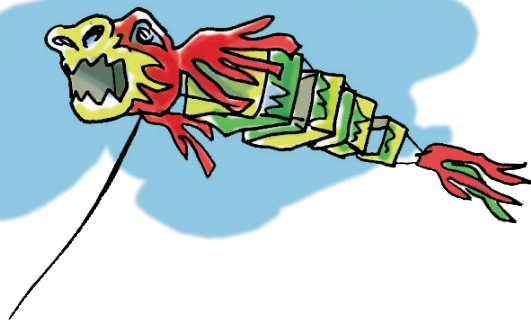
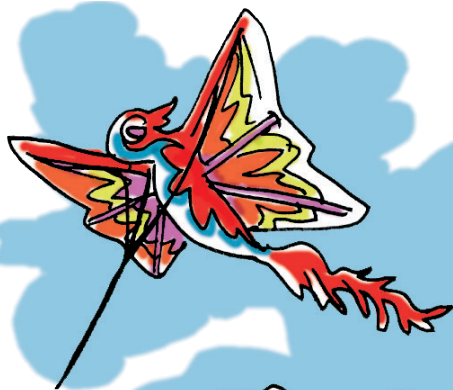
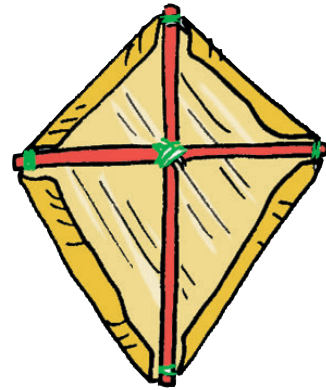
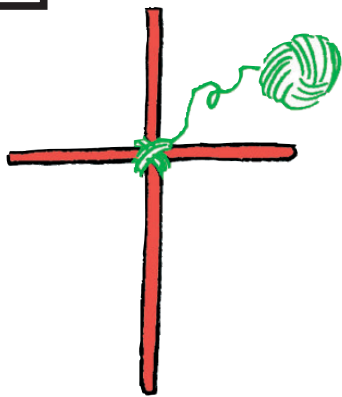
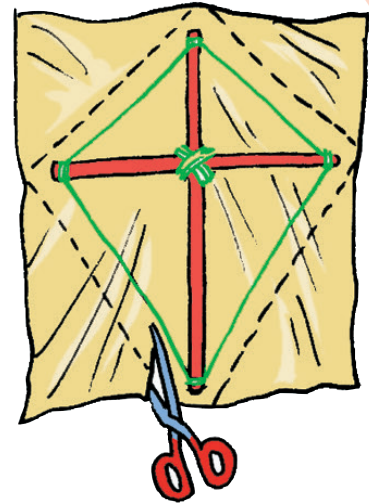
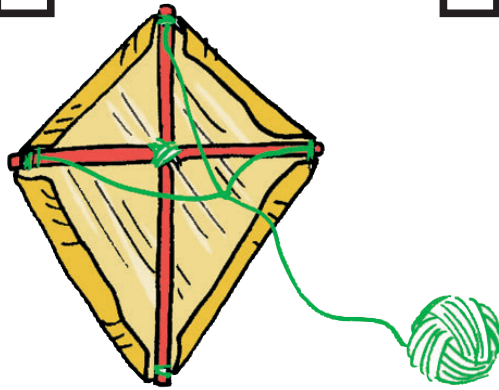
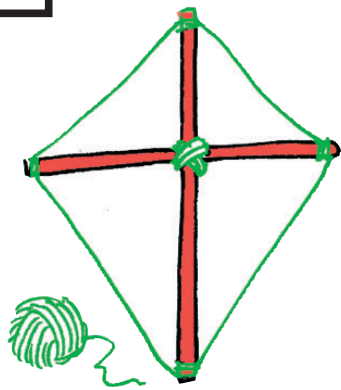
B. 'Be an Artist': Which two things in list B can you make with the materials in list A? Tick the boxes.



Which of the things can you see in this recycled item from rubbish in the picture above?

Task 2

You are going to listen to the second part of the programme about making a kite from an old plastic bag. Listen and put the pictures 1-6 in the right order.



Task 3

Listen to a song and answer the following questions:

A. Listen to the song and tick the correct title.

Don't Dream!

Dream Time!

Only a Dream!

B. Discuss your answer with the class.

What is the message in the song? Will it be an effective message to get people to stop throwing litter? Why? Why not?

Lesson 3

Recycling as art



Speaking

Task 1

In pairs, read the newspaper titles and think about what you can do to help. Match the titles to the responses.

- a) Yes, and if we don't do something about it, people will have breathing problems.
- b) Good idea! If we don't, the drains will block and we'll have floods.
- c) If the Town council puts more bins, the problem will stop.
- d) Well, if we use the two sides of every page of paper, that's a start.

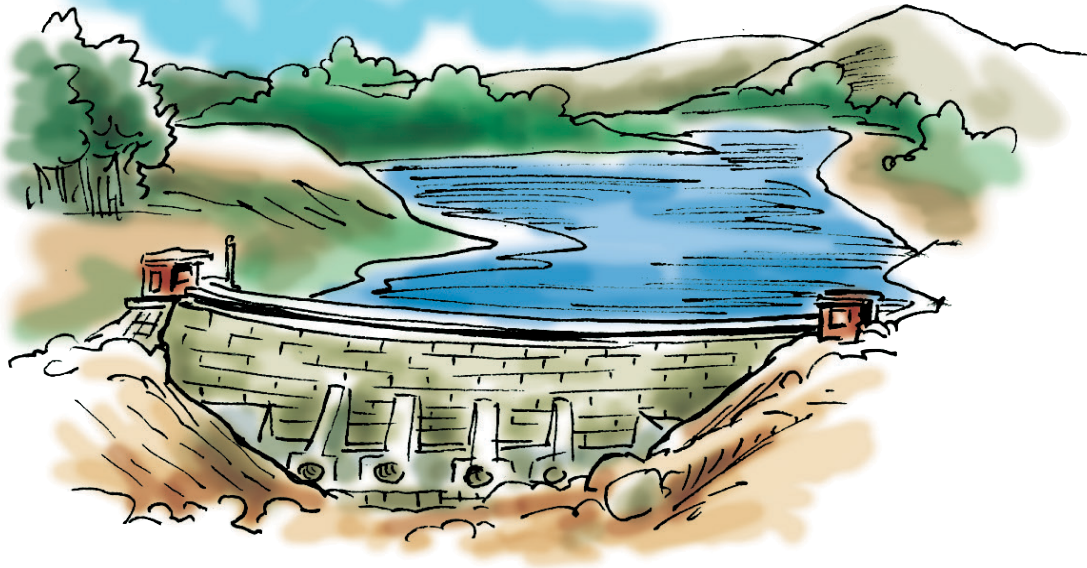
- e) If people buy presents without wrapping, that'll help.

THE NEWS

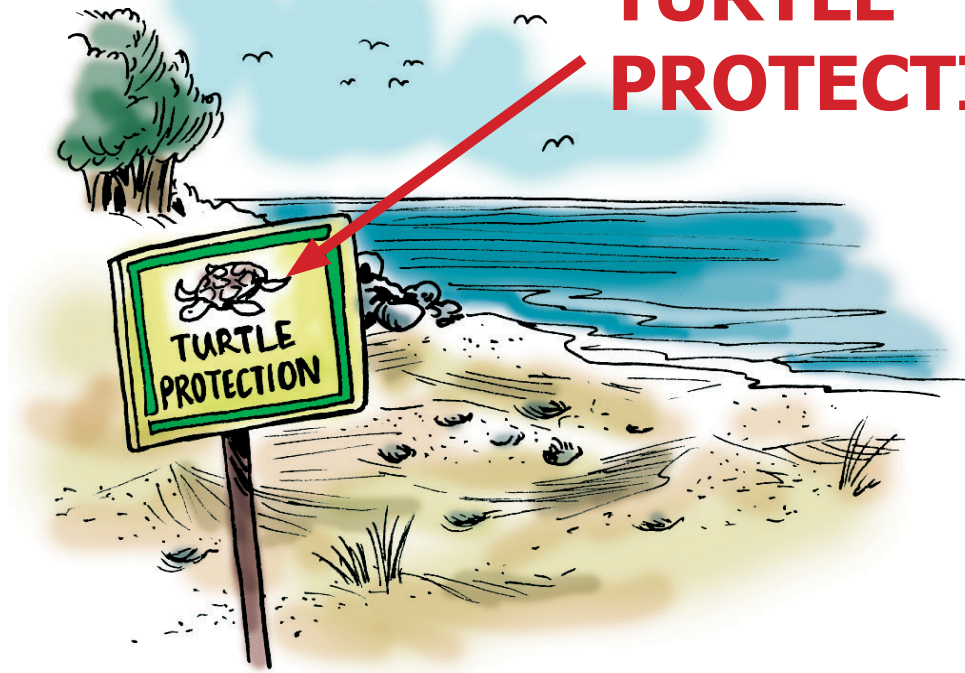
- i) **Winter is coming, clean up all the rubbish in your area.**
- ii) **Any solutions for the cardboard mountains?**
People continue to chuck out boxes and cartons.
- iii) **Air pollution in our city is really terrible.**
People can hardly breathe.
- iv) **How do we save paper at school?**
The paper waste is a worry for all. We need to act now!
- v) **Tourists leave litter on beach!**
The main reason is that there are no bins for people to put their rubbish!

Task 2

A) Greece has an excellent record in environmental protection and people want this to continue. To help in this aim, an environmental group in Greece wants to make a poster with these photographs below. In pairs discuss the environmental problem each picture shows from other parts of the world. Then write a sentence for each picture saying what you think will happen if we are not careful with our own country.



TURTLE PROTECTION



B) Look at the environmental organization titles and logos and match the organization to what they do.



C) In pairs, choose one of the problems that you want to support. You want to contact an international organization for information. Which organization will you contact?

Task 3

Problem - give the man solutions

A man has got some old rubbish in his yard. He has bottles, old tomatoes and cardboard boxes. He lives in a block of flats near the centre of the town. He is thinking of different solutions like:

- A - burning everything**
- B - leaving it in a pile in the corner of his balcony**
- C - reusing everything**

What will the results or consequences be? Use the example to make correct sentences.

Example:

If he /try to burn/ the glass / not burn.

If he tries to burn the glass, it won't burn

a) If he /burn/ the boxes / a lot of smoke

b) If he /leave / the tomatoes / smell

c) If he / not clean / the rubbish / neighbours complain

d) If he leave / boxes / attract mice

e) If he reuse/ the boxes / store other things

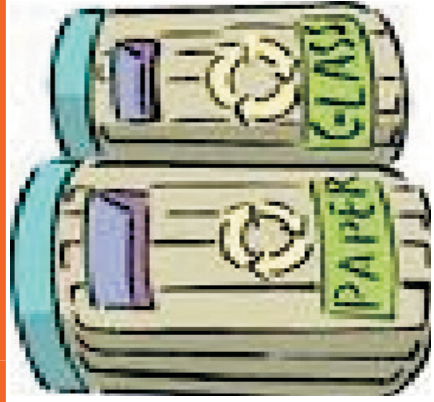
f) If he / reuse/ the bottles / create a piece of art

g) If he throw/ tomatoes / in garden / help the soil

Task 4

Complete the diagram below with waste items in the right bin.

| GLASS | PLASTIC | PAPER/ CARDBOARD | METAL |
|---------|------------|---------------------|-----------|
| Bottles | containers | | |
| | | | |
| | | books | computers |



Recycling - Pre writing

Task 1

Look at the photograph. Is there one of these bins near your house? What does the poster tell people to do with their rubbish? How does recycling help the environment?

What other advantages does recycling offer the local council?

RECYCLE



Task 2

In pairs, look at the facts on recycling and decide what we SHOULD do to help the environment. What will the results be if we don't? Try to use 'if' and 'unless' in your statements.

FACT

More than half the paper and cardboard in the UK is made from recycled paper

FACT

Life in water is often most strongly affected because water spreads pollution easily and because we often dump our waste in water

FACT

The human race drinks six hundred million cans of coke a day! If an empty can weighs 2 grams, think of how many thousands of kilos that is each day.

FACT

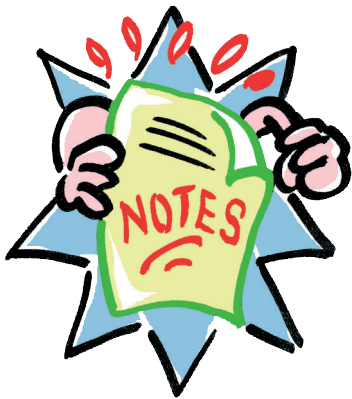
Making an aluminium can from recycled material uses one twentieth of the energy needed to make a new can

FACT

People in the UK recycle ten times more glass today than 5 years ago and the cost of drink in bottles is lower.

FACT

Less pollution is not only good for wildlife and nature - human health benefits from less pollution as well. That means lower medical bills, and a better quality of life.

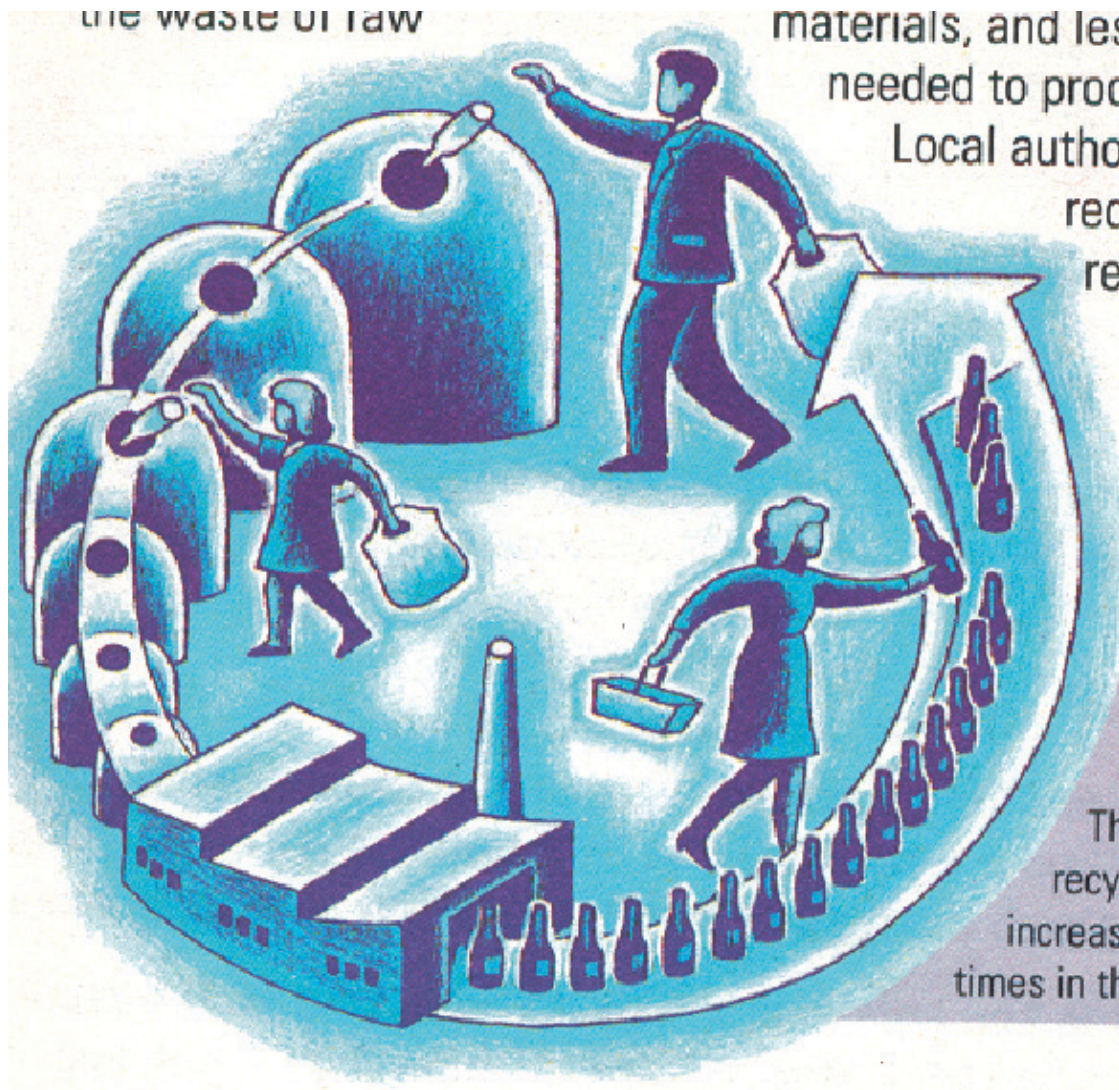


Writing

Task 3

An English-speaking friend is thinking of starting a recycling club in the area where s/he lives. Your friend wants to know if it is a good idea. Look at the leaflet

and write a letter to give your opinion.



Project

Task 1

Your class wants to get involved in the campaign to make people aware of the dangers our planet faces. Look at the pictures of environmental issues in different parts of the world, and a recycling idea. Decide as a group which idea you think will be most helpful. Decide in your group the roles you need to create an awareness campaign.

(See relevant site on page 186 / 190)

Example:

- The Aral Sea will disappear.
- You can recycle wherever you are; at home, school or outside. If each of us recycles, we can make a difference to our world.



Task 2

In the listening lesson, you heard about using old rubbish to create art. Look at this picture from the site: www.ecoart.gr. Discuss as a group the things the artist used to create a piece of art.



Imagine an English-speaking friend of yours wants to start creating art from junk. Write a short note to your friend telling him/her what you know about this kind of art (you can get ideas online at www.ecoart.gr or www.johndahlsen.com). In pairs, decide what the steps to follow are to create a piece of art from waste and junk.

Make your own work of eco-art.

Step 1:

.....

Step 2:

.....

Step 3:.....

.....

Step 4:

.....

Step 5:

.....

Step 6:

.....

Self-evaluation

131 / 71

Activity A

Find the missing words about the environment for sentences 1-8 in the word square. The first letter of each word is given.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| F | A | D | E | A | L | M | B | N | F | L | A |
| A | H | U | B | C | H | G | H | D | O | I | T |
| E | N | V | I | R | O | N | M | E | N | T | A |
| E | F | A | P | E | D | O | E | L | P | T | W |
| O | P | D | B | C | W | A | S | T | E | E | G |
| C | F | A | C | Y | D | I | S | L | F | R | S |
| D | R | I | G | C | J | U | N | K | R | U | A |
| A | P | O | L | L | U | T | I | O | N | E | T |
| E | F | I | B | E | R | U | B | B | I | S | H |
| C | H | A | D | L | F | A | C | S | F | A | S |

1. If you want to help the planet
r..... as much as you can.

2. Unless we reduce the p..... we create, the world will face problems.
3. Another word for things we throw out is w.....
4. Each house in Greece throws out a hundred kilos of r..... each month.
5. If school kids put their l..... in the bins, the schools will be cleaner.
6. The Town Council collects all the old j..... people throw in the streets.
7. It is important to keep our e.....clean.
8. After the heavy rain, the camp was a real m..... with litter and cans everywhere.

___/4 points

Activity B

Put the verbs in brackets into the correct form.

- a) We (have)
mountains of rubbish unless
people become responsible for
their environment.
- b) If you want information about
recycling, (ring) 801
11 111111
- c) If someone (pollute)
..... the environment,
the police (fine) him.
- d) Unless we all do
something soon, the world
(suffer)..... from
pollution.
- e) People don't care about a
problem unless it (affect)
..... their lives.

___/6 points

Activity C

Complete the following sentences with one of the words from the box.

dawn time centre good laziness

- i) She threw the wrapping on the ground out of
- ii) The worst pollution is in the city
- iii) The problem of pollution will get worse over a period of
- iv) People need to understand that a clean environment is for their own
- v) There is no smoke or smog in the air just before

____/2.5 points

Activity D

**Words connected with litter.
Find the words connected with rubbish in the word-snake which are similar in meaning to the explanations in a-j.**

**bag styres paper tinns bulb
magazine ewrapping cans card
board container**

- a. What we put around a present**
- b. What lights a room**
- c. Where you find tomato sauce**
- d. Soft drinks come in these**
- e. Where you can put food for the fridge**
- f. A hard material made of paper**
- g. What you write a letter on**
- h. These are on the wheels of your bicycle**

- i. The supermarket puts food into these
- j. Your aunt probably reads one of these each month

___/5 points

Activity E

Match the verbs on the left with the words on the right.

i) educate

a) clean

ii) drop

b) people

iii) keep

c) respect

iv) change

d) litter

v) learn

e) habits

___/2.5 points

Now tick how well you can do the following:

| | With difficulty | Quite well | Easily |
|---|--------------------------|--------------------------|--------------------------|
| ✓ I can read a text and decide on a solution | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ✓ I can listen to a radio programme and follow instructions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ✓ I can talk about the threat of pollution to our environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | With difficulty | Quite well | Easily |
|--|--------------------------|--------------------------|--------------------------|
| ✓ I can write a letter to express my opinion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Appendix I

It's your choice!

Unit 5

Change and Experience

Task 1

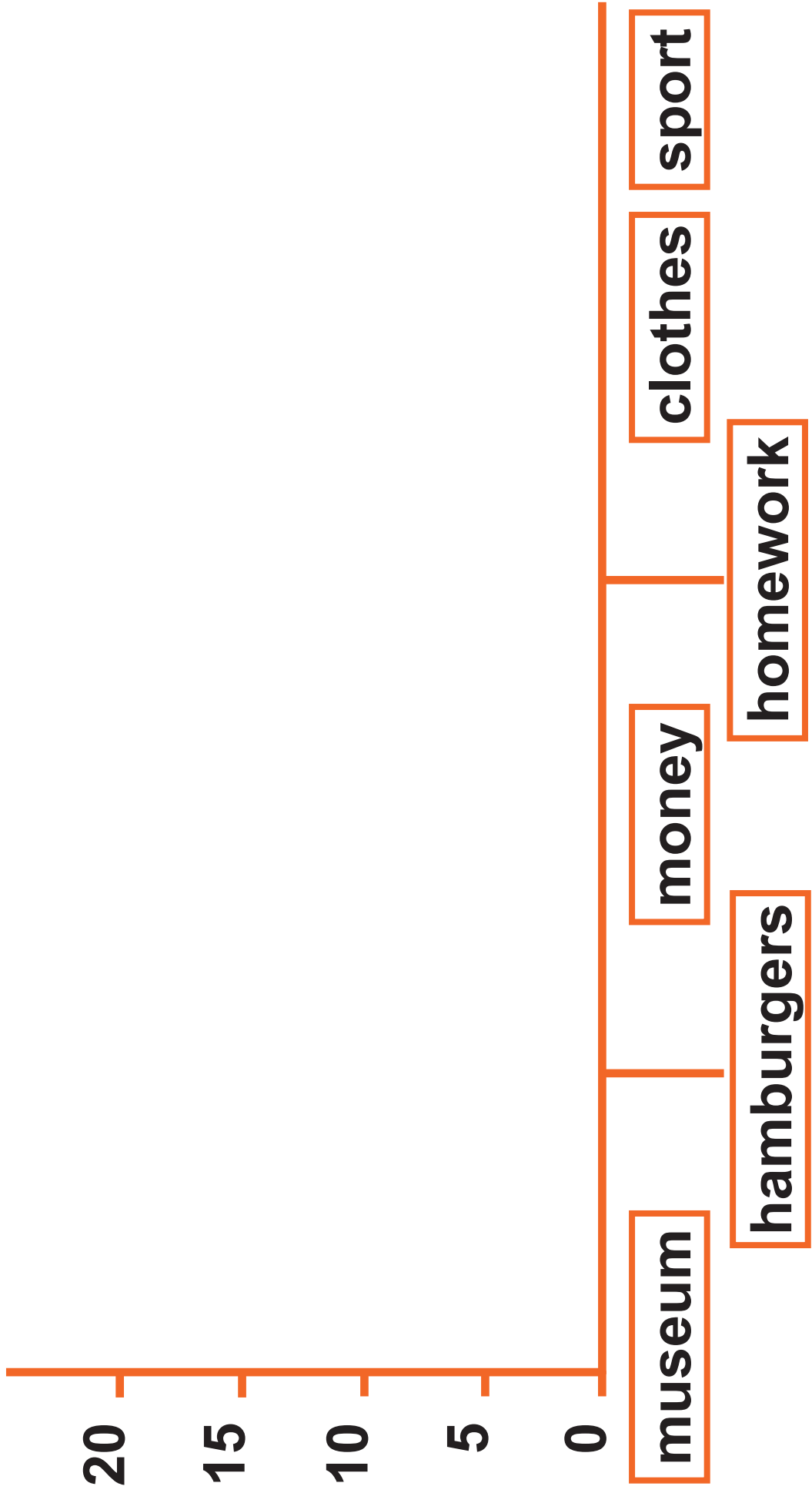
In pairs, go around the class and find out how many children have done these things in the last month. Fill in the table.

| In the last month, have you ... | Number of children |
|---------------------------------|--------------------|
| ... been to a museum? | |
| ... eaten a hamburger? | |

| In the last month, have you ... | Number of children |
|---------------------------------|--------------------|
| ... saved some money? | |
| ... done your homework? | |
| ... bought new clothes? | |
| ... played a sport? | |

Task 2

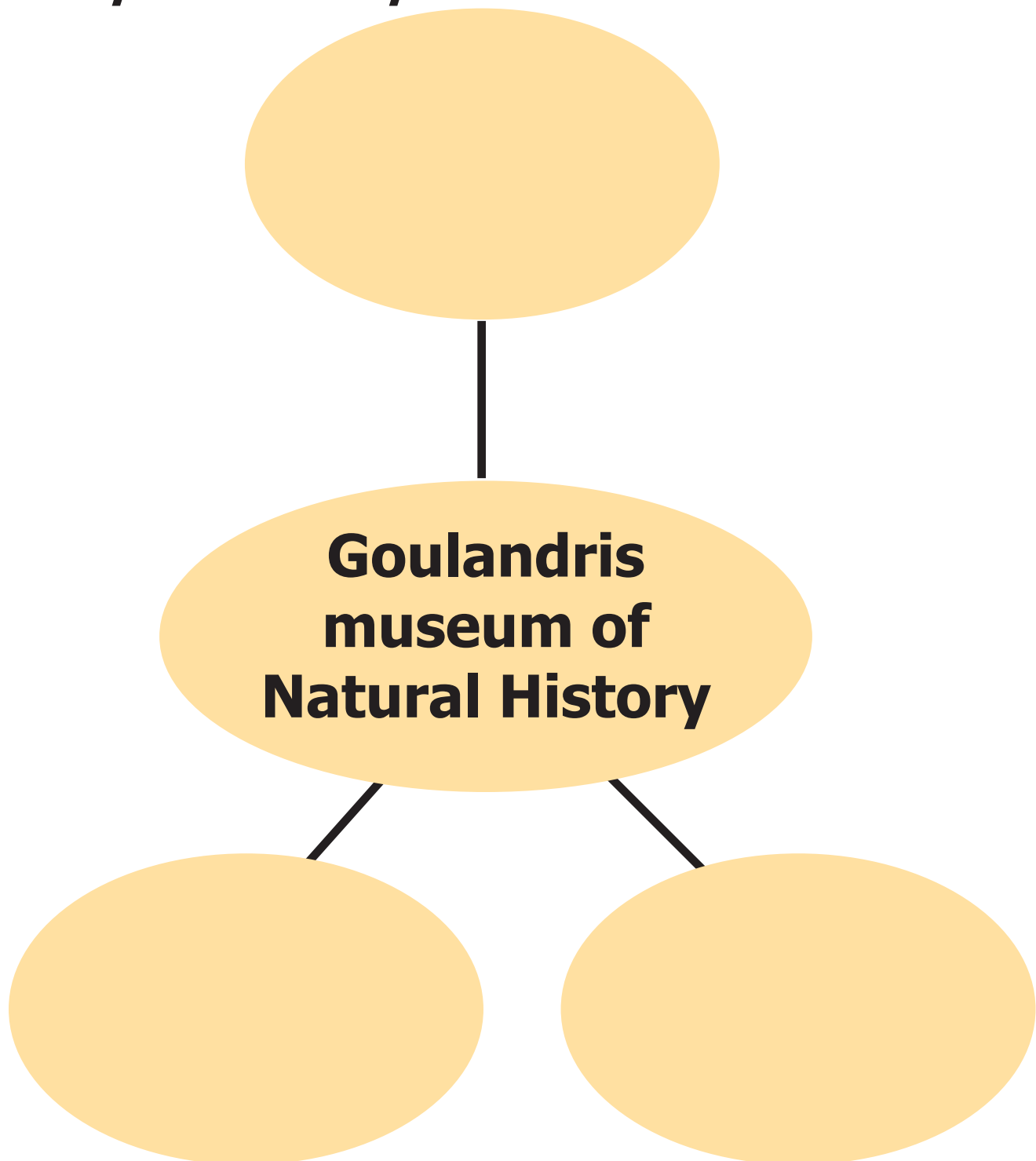
Use the information you found out in Task 1 to make a bar chart showing the number of children who have done each of the activities in the questions.



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Task 3

Fill in the spidergrams below with things that you can do or see in each place. You can look at pages 22 / 52 - 33 / 53 for ideas.

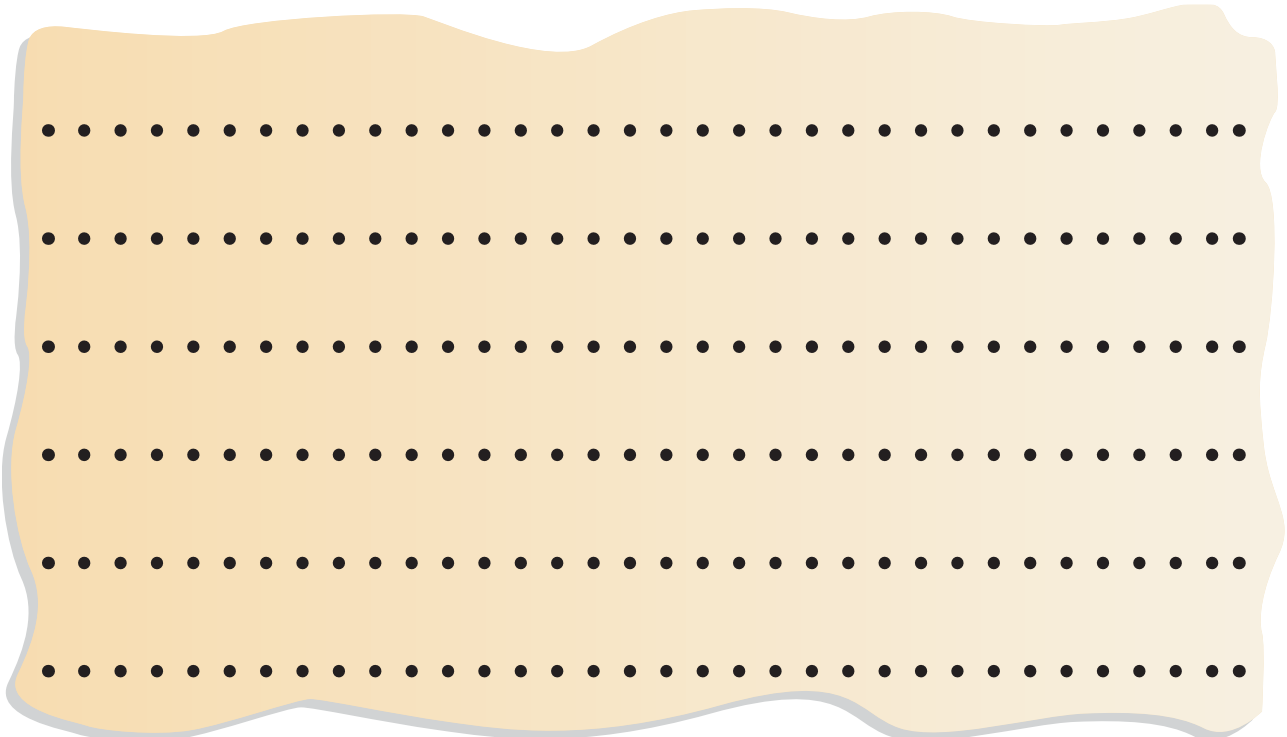


**The Acropolis
museum**

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Task 4

Think of a capital city (eg. London). Find information about what you can do there by looking it up on the Internet. When you find the information, imagine that you are on holiday in that city and write a short postcard to a friend telling him/her what you've been doing there since you arrived. Look at pages 28 - 30 / 53 to get some help with writing postcards.

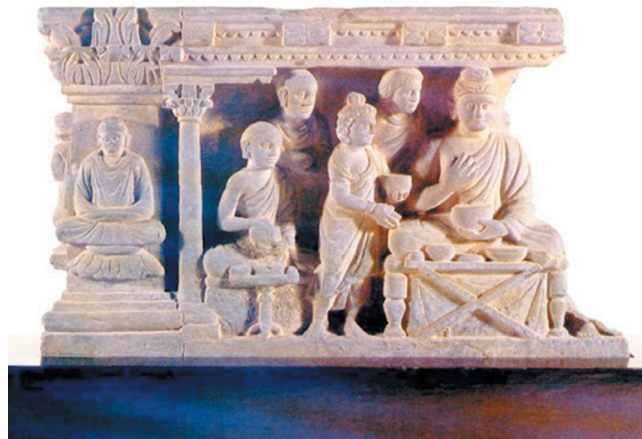


Task 5



This exhibition presents the influence of Hellenism in central Asia, India and the Gaddara region in particular, from the first to the fifteenth centuries BC. The ancient Indian province of Gaddara is currently divided between Pakistan -for its greater part- and Afganistan. This region was conquered by Alexander the Great in the fourth century BC and subsequently

saw the emergence of a Greco-Buddhist art - mostly sculpture - strongly influenced by Hellenistic artistic trends. The art of Gaddara spread with Buddhism to central Asia, China and Japan, where local artistic production showed Hellenistic elements for many centuries.



The exhibition includes photographs, texts and sculptures from the Manos and Chatzivasileiou collections, and occupies three rooms in the museum's ground floor. The exhibits are grouped in subject units and presented

in chronological order, and supplemented by profuse instructive material, which introduces the visitor to this little known aspect of Greco-Buddhist art.

http://odysseus.culture.gr/h/4/eh42.jsp?obj_id=3588

Read the texts below and find a suitable visual for each.

1. The Olympic Games began at 776 B.C. in ancient Olympia. They were carried out every four years and they were part of celebrations in honour of Zeus. The winners took as awards olive branches that were the symbol of life.

2. The return of sculptures of Parthenon concerns all civilized

world. Only the mutilated figures of Cecrops and one of his daughters, last remains of the ancestral glory and guards of their native land, are seen at the monument!

Read the list of sites and mark where each one is on the map of Greece.

| | |
|-------------|---|
| 1986 | Temple of Apollo Epicurius at Bassae |
| 1987 | Archaeological Site of Delphi |
| 1987 | Acropolis, Athens |
| 1988 | Mount Athos |
| 1988 | Meteora |
| 1988 | Paleochristian and Byzantine Monuments of Thessaloniki |

| | |
|-------------|---|
| 1988 | Archaeological Site of Epidaurus |
| 1988 | Medieval City of Rhodes |
| 1989 | Archaeological Site of Olympia |
| 1989 | Mystras |
| 1990 | Delos |
| 1990 | Monasteries of Daphni, Osios Loukas, Nea Moni of Chios |
| 1992 | The Pythagoreion and the Heraion of Samos |
| 1996 | Archaeological Site of Vergina |
| 1999 | Archaeological Sites of Mycenae and Tiryns |

1999

**Historic Centre (Chora)
with the Monastery of Saint
John “the Theologian” and
the Cave of the Apocalypse
on the Island of Patmos**

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Unit 6

What a waste!

Lead-in

In pairs, ask and answer these questions.

What will you do if:

- a) it rains all day tomorrow?**
 - b) your teacher says the class will have a test tomorrow?**
 - c) you see someone throwing a lot of litter in the street?**
-

Task 1

Look at the vocabulary in the box on p. 78 / 62. Choose four of the items and write them in a list in your notebook. Write what you can make from each one.

For example:

1) Old tyres -
you can paint them in bright
colours and plant flowers in
them.

2) _____

3) _____

4) _____

5) _____

Task 2

Go around the class and ask your classmates for their ideas on what you can use each of the things for. For example, you can ask:

- 1) What can you make from old tyres?



Create a piece of eco-art.

Task 3

Read what the children from around the world say about environmental problems in their area.



- 1) An Eskimo child from Greenland - “The ice is melting because of global warming so it’s more difficult for us to hunt for food.”**
- 2) A Chinese child - “I live in Beijing and there are so many factories**

near the city that we can't even see clearly because of the air pollution."

3) A British child - "In Britain, too many people use plastic bags to carry their shopping"

4) A Mexican child - "In Mexico City, there are too many cars so the air is always polluted".

5) An Indian child - "I live in Mumbai and they are building so many new buildings that there aren't any parks where we can play."

Work with a partner to think up solutions to the problems which the children talk about. Write the solutions using first conditional.

**You can get ideas on pages
80 / 63 - 93 / 64.**

For example:

- 1) If we all look after the environment, the ice will stop melting.
-

Task 4

Work in a group in the class to make a poster showing the problems and solutions from Task 3. Put your poster up on the wall in your classroom.

Appendix III

SELF-EVALUATION

UNIT 5

ACTIVITY A

1. have visited
2. have ... known
3. has been to
4. hasn't taken
5. have been
6. your friend ... seen
7. has gone
8. ever ... done

ACTIVITY B

treasures

artefacts

coins

statues

souvenirs

ACTIVITY C

Answers:

a) of

- b) 1. collection of
2. Tower of London
3. at the age of
4. works of art
5. development of**

ACTIVITY D

- 1. has become**
- 2. have discovered**
- 3. inhabited**
- 4. have lived**
- 5. discovered**
- 6. made**
- 7. became**
- 8. have used**
- 9. has received**
- 10. has helped**

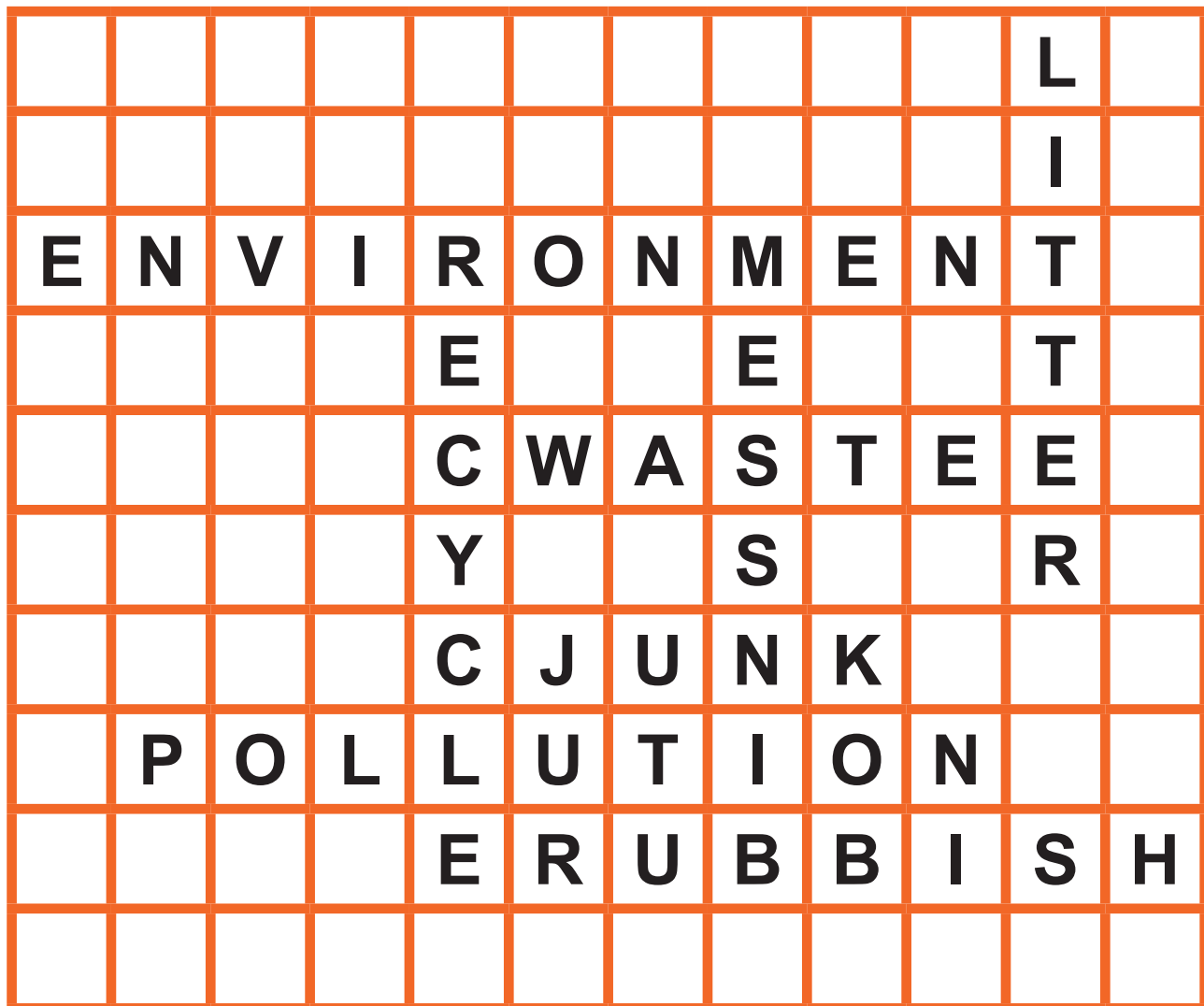
ACTIVITY E

- 1. knowledge**
- 2. met**
- 3. hope**
- 4. wish**
- 5. haven't**
- 6. doing**

UNIT 6

ACTIVITY A

1. recycle
2. pollution
3. waste
4. rubbish
5. litter
6. junk
7. environment
8. mess



ACTIVITY B

- a) will have**
- b) ring**
- c) pollutes / fine / will fine**
- d) will suffer**
- e) affects**

ACTIVITY C

- i) laziness**
- ii) centre**
- iii) time**
- iv) good**
- v) dawn**

ACTIVITY D

- a. wrapping**
- b. bulb**
- c. tins**
- d. cans**
- e. container**
- f. cardboard**
- g. paper**
- h. tyres**
- i. bags**
- j. magazine**

ACTIVITY E

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

Appendix IV

GRAMMAR

UNIT 5

Present Perfect Simple

FORM

| | subject | auxiliary verb | main verb | |
|---|------------------------|----------------|-----------|-----------|
| + | I / You / We / They | have | played | football. |
| | He / She | has | visited | Rome. |

| | subject | auxiliary verb | main verb | |
|----------|--------------------------------|----------------------------|------------------|-----------------------------|
| - | I / You / We / They | haven't | won | the 200 m. race. |
| | He / She | hasn't | seen | ET. |
| ? | Have | you / we / they | finished? | |
| | Has | he / she | done | it? |

USE

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

EXAMPLES

I have seen ET.

He has lived in Paris.

Have you visited Rome?

They have never broken a world record.

NOTE: If we are interested in **When** an action happened we use **Simple Past tense**.

Example: **Ian Thorpe won the 400 m freestyle in 2004 Athens Olympics.**

UNIT 6

Conditional Sentences

FORM

| | IF-clause | Result clause |
|---------------|-----------------------------|---|
| Type 1 | Simple Present tense | will, can, must, + bare infinitive or imperative |
| Type 2 | Simple Past tense | would + bare infinitive |

USE

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

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

This kind of sentences often expresses a wish or advice.

EXAMPLES

Type 1

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

If you like Greek folk music, register for this event.

If you want to learn about other cultures, you can attend the dances from Peru.

Type 2

If **I won** a lot of money, I **would (I'd)** buy a lot of CD's.

If **I were** you, **I'd pay** back all the money I owe.

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

Vocabulary

unit five

a wide range

admission

all the best

artifacts

bus routes

civilization

coins

collection

dazzling

destination

displays

documents

dye

exhibits

for ages

fossils

in advance

jewelry

knowledge

leaflet

minerals

objects

on display

on show

passport

souvenirs

treasure

works of art

unit six

aim

bakery

bill

bins

breeze

candle holder

cans

cardboard

conditions

container

dawn

decompose

dizzy

eco art

environment

files

finer

floods

fluoride

habits

junk

laziness

litter

magazines

mess

mice

on-the-spot

packets of

crisps

pieces of wood

rubbish

smog

toothpaste

town council

traffic cones

tub

tubes of

toothpaste

tyres

waste

wrapping

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

| | | |
|---------------|---------------|---------------|
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |
| do | did | done |
| draw | drew | drawn |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |

Infinitive Past Simple Past Participle

| | | |
|---------------|---------------|------------------|
| fall | fell | fallen |
| feel | felt | felt |
| fight | fought | fought |
| fly | flew | flown |
| forget | forgot | forgotten |
| get | got | got |
| give | gave | given |
| go | went | gone |

Past Participle

Infinitive Past Simple

| | | |
|--------------|---------------|---------------|
| grow | grew | grown |
| have | had | had |
| hear | heard | heard |
| hide | hid | hidden |
| know | knew | known |
| lead | led | led |
| learn | learnt | learnt |
| leave | left | left |

Infinitive Past Simple Past Participle

| | | |
|--------------|-------------|---------------|
| light | lit | lit |
| lose | lost | lost |
| read | read | read |
| ride | rode | ridden |
| ring | rang | rung |
| run | ran | run |
| say | said | said |
| see | saw | seen |

Past Participle

Past Simple

Infinitive

| | | |
|--------------|--------------|---------------|
| shake | shook | shaken |
| sing | sang | sung |
| sit | sat | sat |
| smell | smelt | smelt |
| speak | spoke | spoken |
| steal | stole | stolen |
| stand | stood | stood |
| swim | swam | swum |

Past Participle

Past Simple

Infinitive

take

took

taken

teach

taught

taught

throw

threw

thrown

wake

woke

woken

wear

wore

worn

write

wrote

written

Appendix VI

MAPS

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WORLD MAP





RUSSIA

CHINA

PACIFIC OCEAN

INDIAN OCEAN

AUSTRALIA

THE WORLD

| VAN DER GRANTEN PROJECTION | | EQUATORIAL SCALE 1:30,000,000 | |
|---------------------------------------|-----------------------------------|-------------------------------|------------------------|
| Shanghai 01° 49' 30" N 121° 02' 00" E | London 01° 30' 00" N 0° 00' 00" E | — | International boundary |
| Amsterdam 05° 22' 30" N 04° 52' 30" E | London 01° 30' 00" N 0° 00' 00" E | — | National boundary |
| Amsterdam 05° 22' 30" N 04° 52' 30" E | London 01° 30' 00" N 0° 00' 00" E | — | Other boundary |
| Amsterdam 05° 22' 30" N 04° 52' 30" E | London 01° 30' 00" N 0° 00' 00" E | — | Major city |
| Amsterdam 05° 22' 30" N 04° 52' 30" E | London 01° 30' 00" N 0° 00' 00" E | — | Highway or road |
| Amsterdam 05° 22' 30" N 04° 52' 30" E | London 01° 30' 00" N 0° 00' 00" E | — | Highway or road |
| Amsterdam 05° 22' 30" N 04° 52' 30" E | London 01° 30' 00" N 0° 00' 00" E | — | Other path |
| Amsterdam 05° 22' 30" N 04° 52' 30" E | London 01° 30' 00" N 0° 00' 00" E | — | International boundary |

ENGLAND

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ICELAND

EUROPE

NORWAY

SWEDEN

FINLAND

RUSSIA

ESTONIA

LATVIA

LITHUANIA

IRELAND

UNITED KINGDOM

DENMARK

BELARUS

NETHERLANDS GERMANY POLAND UCRRAINE

BELGIUM

CZECH REPUBLIC SLOVAKIA

FRANCE

MOLDOVA

AUSTRIA HUNGARY

SWITZ.

SLOVENIA ROMANIA

CROATIA SERBIA

BOSNIA & HERZEGONIVA BULGARIA

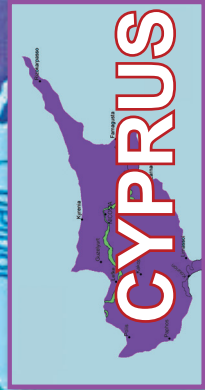
SPAIN

F.Y.R.O.M.

ITALY ALB.

PORTUGAL

GREECE



SOURCES AND RELEVANT INTERNET SITES:

UNIT 5

- **Lesson 1** - Σελίδες 25 - 26 / 52,
Reading - Προσαρμοσμένο κείμενο
από:
<http://www.bristol.gov.uk>
- **Lesson 3** - Σελίδες 55 - 56 / 58,
Διαμεσολάβηση - Προσαρμοσμένο
κείμενο από:
<http://www.cinemad.gr>

UNIT 6

- **Lesson 3** - Σελίδα 126 / 70
<http://www.redcross.org/news/in/asia/020410aral.html>

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| LESSON | 1. Everyday experiences p. 11 |
| GRAMMAR | Present Perfect |
| VOCABULARY | Museums and artifacts |
| SKILLS | Reading for gist |
| LESSON | 2. A Change p. 34 |
| GRAMMAR | Present Perfect Vs Past Simple with 'ago' |

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Think TEEN!

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|-------------------|-----------------------------|
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| SKILLS | Listen to check information |
| LESSON | 3. Famous people p. 55 |
| GRAMMAR | Review of Past Simple |
| VOCABULARY | Postcard expressions |
| SKILLS | Writing a biography |

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|-------------------|---|
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| THEME | 1. Rubbish and pollution p. 77 |
| LESSON | First Conditional If + Present - will If + Present - Present |
| GRAMMAR | Pollution and rubbish |
| VOCABULARY | Reading for detail |
| SKILLS | |

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| VOCABULARY | Bi-nomial nouns |
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