

Think Teen!

3rd Grade of Junior High School

STUDENT'S BOOK

Τόμος 5ος

ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

ΣΥΓΓΡΑΦΕΑΣ

Patrick Mc Gavigan

ΚΡΙΤΕΣ - ΑΞΙΟΛΟΓΗΤΕΣ

Μαρία Σεπυργιώτη, Εκπαιδευτικός
Στεργία Δαφοπούλου - Μπαλτιράνη,
Εκπαιδευτικός
Γεώργιος Σαββόπουλος, Εκπαιδευ-
τικός

ΕΙΚΟΝΟΓΡΑΦΗΣΗ

Θεόδωρος Πιάκης,
Σκιτσογράφος - Εικονογράφος

ΦΙΛΟΛΟΓΙΚΗ ΕΠΙΜΕΛΕΙΑ
Γεώργιος Τζανετάτος,
Εκπαιδευτικός

ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΜΑΘΗΜΑΤΟΣ
ΚΑΙ ΤΟΥ ΥΠΟΕΡΓΟΥ ΚΑΤΑ ΤΗ
ΣΥΓΓΡΑΦΗ

Ιωσήφ Ε. Χρυσόχοος, Πάρεδρος
ε.θ. του Παιδαγωγικού Ινστιτούτου

ΠΡΟΕΚΤΥΠΩΤΙΚΕΣ ΕΡΓΑΣΙΕΣ
Αφοί Ν. Παππά & Σία Α.Ε.Β.Ε.

**Γ' Κ.Π.Σ. / ΕΠΕΑΕΚ ΙΙ Ενέργεια
2.2.1 / Κατηγορία Πράξεων 2.2.1.α:
«Αναμόρφωση των προγραμμά-
των 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 παρα-
γωγή υποστηρικτικού εκπαιδευ-
τικού υλικού με βάση το ΔΕΠΠΣ
και τα ΑΠΣ για το Γυμνάσιο»**

Επιστημονικοί Υπεύθυνοι Έργου

Αντώνιος Σ. Μπομπέτσης

**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 Παιδαγωγι-
κού Ινστιτούτου

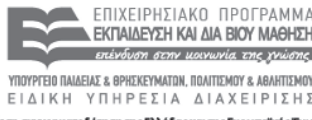
**Έργο συγχρηματοδοτούμενο 75%
από το Ευρωπαϊκό Κοινωνικό
Ταμείο και 25% από εθνικούς
πόρους.**

— 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 «Στηρίζω»



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ
ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ
επένδυση στην κοινωνία της γνώσης
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΣΠΑ
2007-2013
πρόγραμμα για τη γνώση
ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ

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 **Μιχαήλ Λεβής Α.Ε.**
ΣΥΓΓΡΑΦΗΣ ** Linguaphone**

**«Η συγγραφή και η επιστημονική
επιμέλεια του βιβλίου πραγματο-
ποιήθηκε υπό την αιγίδα του Παι-
δαγωγικού Ινστιτούτου»**

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

Ι.Τ.Υ.Ε. «ΔΙΟΦΑΝΤΟΣ»

**How are the characters in the sketch feeling? Why?
Which of the following do you see in the sketch: oil spill, drought, volcanic eruption, flood, melting ice?**



**With your partner, decide on a suitable title for this picture.
What is causing drought and flooding in different parts of the**

world? Discuss your answers in small groups and compare your ideas with the class. Make a list of other problems caused by climate change.

Topic

What's the weather like?

Grammar

Using Reported speech

Reading Skills

Skimming through a text and make brief notes to report to a group

Matching photographs to text

Listening Skills

Predicting what the speaker is going to say

Listening for specific words

Writing Skills

Writing a report of events

Functions

Reporting facts

Vocabulary

Weather, climate, energy sources; environmental damage, power resources and energy consumption

Strategies:

I can write a text and expand it by giving examples, explanations and personal evaluation of how I feel about the situation

I can talk about people and places in a picture

I can report what somebody said

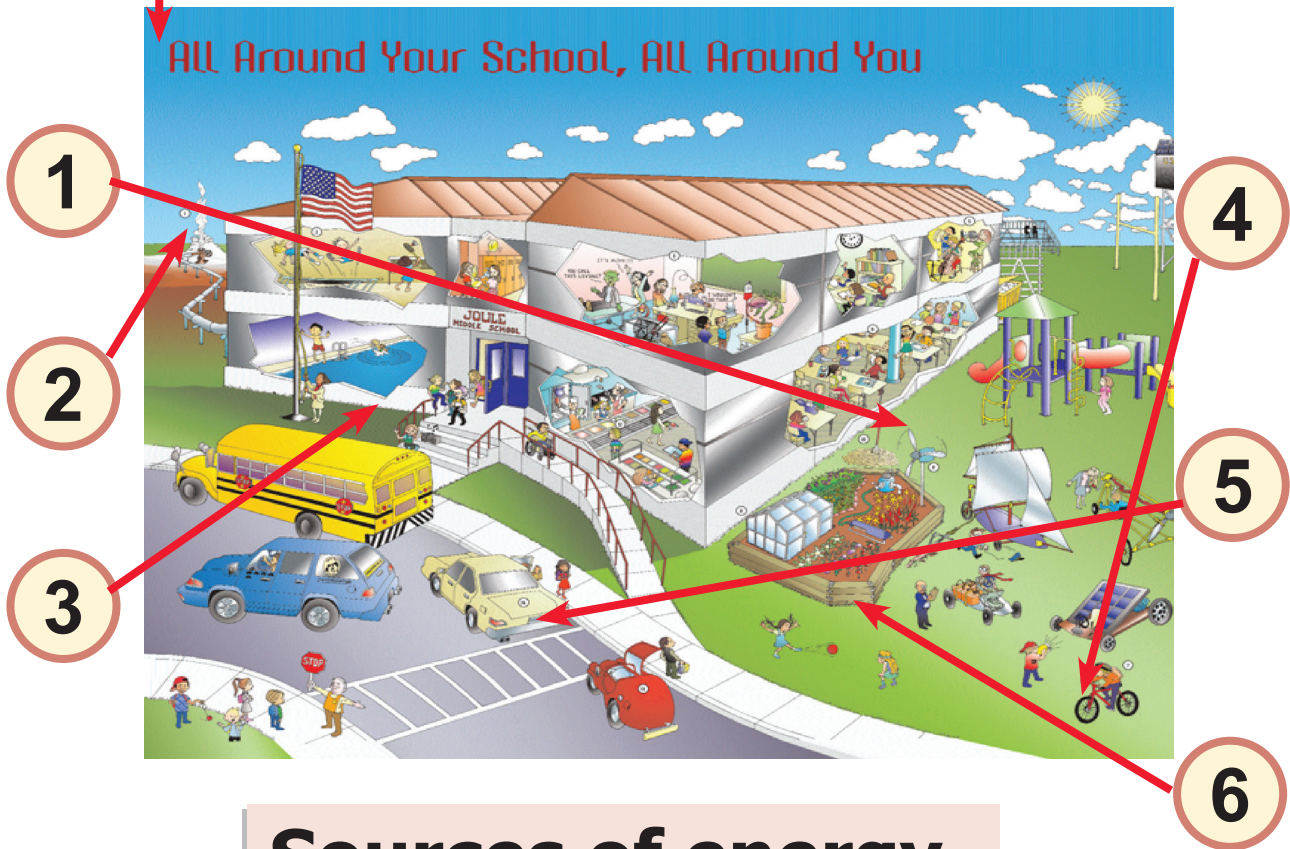
AIMS

- **To provide opportunities to discuss energy sources and possible solutions.**
- **To skim through a text and make brief notes to report to a group.**

Lead-in**Task 1**

- A. With your partner, look at the picture below. Which sources of energy from those in the box can you find? Match them with numbers 1-6.**
- B. How are these sources of energy used in the picture?**

**All around your school,
All around you**



Sources of energy
sun (solar)
wind (Aeolian)
steam
gas
petrol
biomass
sugar cane
water

Task 2

A. Use your ideas from Task 1 to choose the right option in the statements below.

- a. Underground water from a geyser is used to make (steam / tea / wind).**
- b. The gerbil spins a wheel to produce (steam / chemical energy / electricity)**
- c. (Solar / Wind / Water) panels on the scoreboard collect energy and convert it into electricity.**
- d. The wind moves the windmill which produce (gas / fuel / electricity) to operate a water pump.**
- e. Organic material in the garden produces (thermal / heat / solar) energy as well as methane gas.**

B. In pairs, use the words in the sentences above to help you make one more statement about an energy source in the picture

(e.g. Electricity is produced by a windmill).



Speaking

Task 3

A. With your partner, discuss which source of energy (wind, wave, sun, fossil fuels) you could use if you lived:

- i) on a Greek island?**
- ii) in the mountains in Greece?**
- iii) in a big city?**
- iv) in a small town?**

Example:

In Tinos, wind can be used as a source of energy, because Tinos is a very windy place and wind power is environmentally friendly.

B. With your partner, think of the advantages and disadvantages of using each of the above sources of energy. Think about: how renewable each one is; how environmentally friendly it is; the cost; the problems.





Reading

Task 1 - Pre-reading

- i) What is the main element in hydro-power?**
- ii) Why does Iceland only have a few hours of sunlight everyday in the winter months?**
- iii) Which of the following would you NOT expect to see on a farm in India? Why?**
 - a) gas lamp**
 - b) wood**
 - c) computer**



Task 2

In an international project, schoolchildren were asked to send in letters and pictures that describe how energy sources are used in their community and the impact on the environment and their lives. In groups of three, choose one of the texts A, B or C and skim quickly through it to find the energy sources mentioned. Then report back to your group.

A.

Beijing bicycles

Hello! My name is Jiang An Li. I live with my mum and dad in Beijing, which is the capital of our country. Because the streets are polluted from the cars, mum says that everyone should go

on bicycles because then the air would be cleaner.

When I asked her how this could happen, she said that the government should ban all cars. When I don't have school or things to do around the house, I go for a ride on the bike with my sister and friends.

Our electricity comes from a power station outside Beijing that burns coal. This makes the air very dirty, but at least it's not in our house. In Shanghai people also have electricity, but it comes from hydro-power. The hydro-power comes from the water falling over the big Three Gorges dam, which has been built across the Yangtze River.



Draw a line to match each photograph with the corresponding part of the text.

B.

Boiled alive!

Hello! My name is Brynja. I live in the capital of Iceland. In winter we have only four hours of daylight. When my cousin from Spain visited us last year he said it felt strange to have the lights on during the day. He told me that in Spain people used solar power to heat their houses and for showers. The water for the shower in our house comes from underground, where it gets heated by lava. The pipes sometimes freeze because of the low temperatures and we have no hot or cold water.

This water also bubbles up and fills the lakes and ponds. In winter, the water is really hot, so

we can go swimming. We all love to spend our free time in this way. My mum asked me if I wanted to go swimming this afternoon at an outdoor pool. Of course, I agreed. As for public transport here, our new buses run on electricity instead of petrol and they don't produce exhaust fumes. It is much cleaner than the combustion engine which runs on fossil fuels like petrol.





Draw a line from the photographs to the corresponding parts of the text.

C.

An Indian summer

Hello, my name is Lalita. I live in India. Our farm is miles away from everywhere and we use a horse-driven cart to get around because we don't have a car. Travelling around is a real problem. The capital Bombay is nearly 1,000 kilometres away. I have never been there but my mum told me that it was a huge city. Horrible smoke and fumes come out of the exhaust pipes of old buses and cars. This pollution is really smelly.

Although we are extremely poor, we are happy. Mum cooks in the small room using a wood fire. We don't have enough wood to heat water to wash in, so I wash under the pump in the yard. Dad has told

us that one day he would build us a new house. Each day, after school I collect firewood or help mum with dinner. When it gets dark we light our kerosene lamp, which lights our room with a bright flame. Mum sings and dad tells stories.





Draw a line from the photographs to the corresponding parts of the text.

Task 3

Find the countries where the speakers live on the map.

What else do you know about these countries (e.g. famous sites and landmarks, lifestyle, food, means of transport)? Do you know any other countries using the same energy sources and with the same lifestyle?

Would you rather live in one of these countries or in your own? Why? Which of these countries would you like to visit? Why? Discuss as a class.

Task 4

Complete the following chart with information from the texts.

25 / 100

COUNTRY	DIFFICULTIES	SOURCE OF PROBLEM	PASTIME ACTIVITY
China			
Iceland			
India			
Greece			

Task 5

What's the weather like today?

A. In pairs, look at the weather map and make a short list of the information the map gives about climate. What season is it? How do you know?

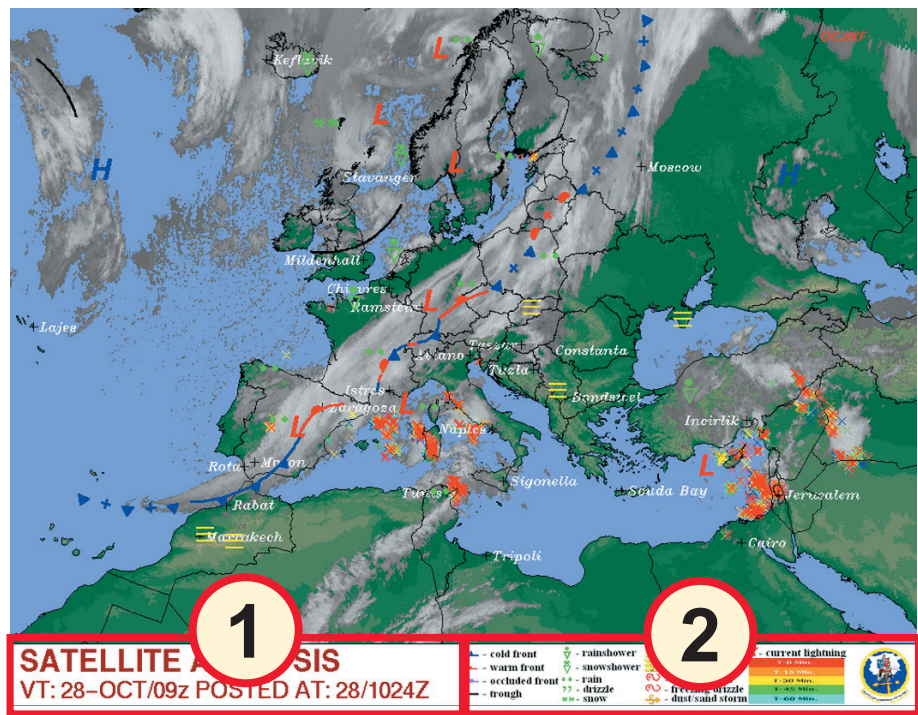
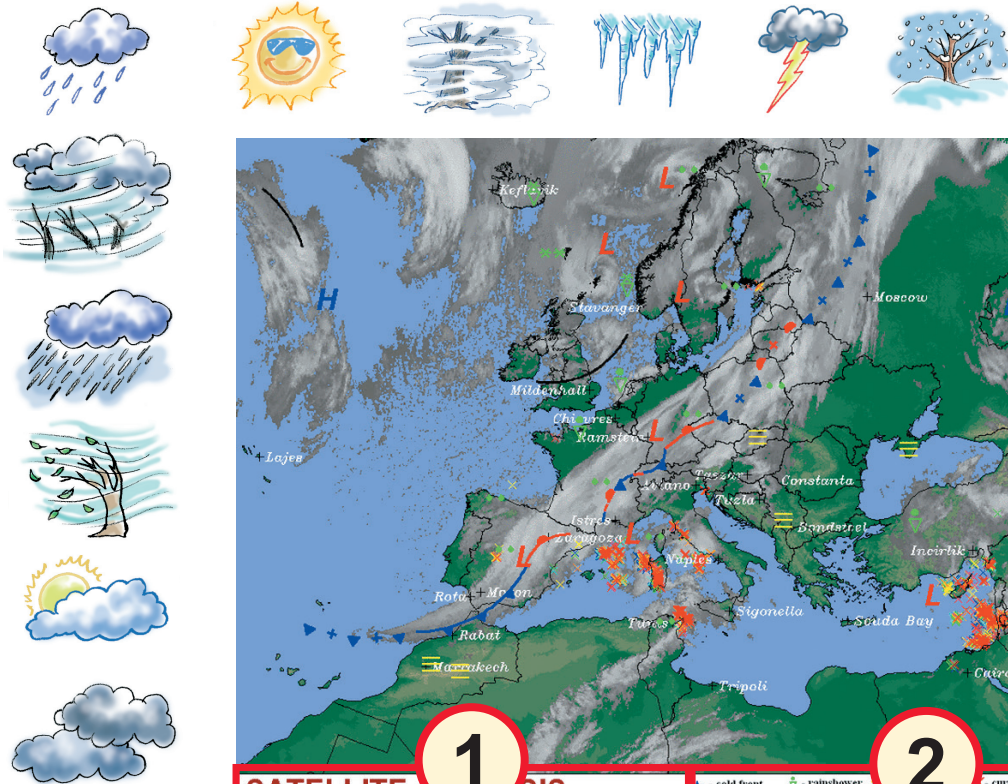
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<http://www.bbc.co.uk/weather/>



**1 SATELLITE ANALYSIS VT:
28-OCT/09z POSTED AT: 28/1024Z**

2

- | | |
|--|--|
|  - cold front |  - rainshower |
|  - warm front |  - snowshower |
|  - occluded front |  - rain |
|  - trough |  - drizzle |
| |  - snow |

-
-  - fog
 -  - freezing fog
 -  - freezing rain
 -  - freezing drizzle
 -  - dust/sand storm

X - current lightning

T-0 Min.

T-15 Min.

T-30 Min.

T-45 Min.

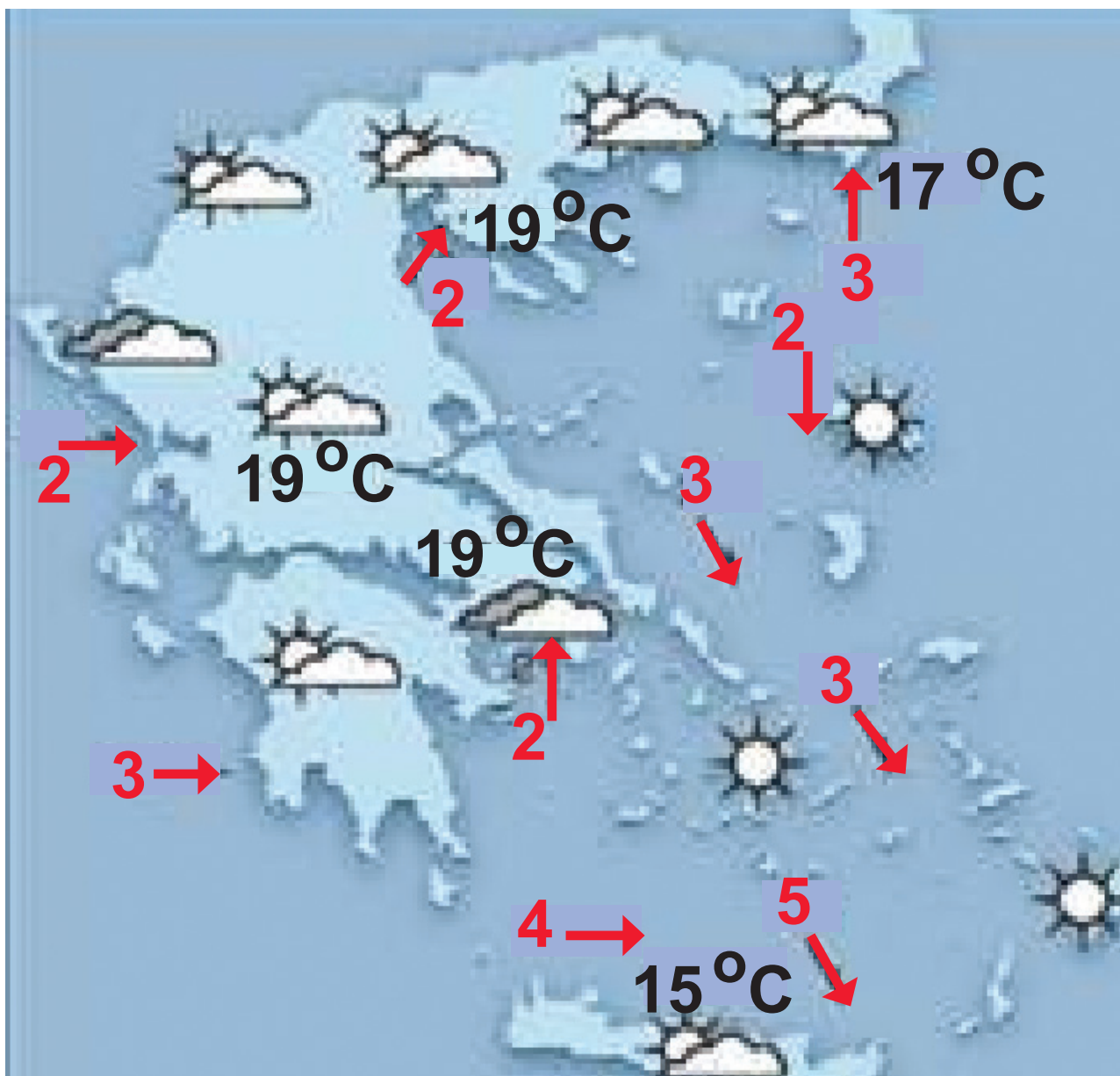
T-60Min.

Task 6: Mini-project - Mediation

The weather in 2100

Your class is participating in a European project to prepare a weather forecast for 2100. Use the weather report for Greece on the right to help you prepare a weather report for winter 2100. Draw a map of Greece and add symbols for the weather. Present your report to the class.

ΕΛΛΑΔΑ



Σήμερα

Αραιές νεφώσεις και μέτριες θερμοκρασίες στο μεγαλύτερο μέρος της χώρας.

ΑΤΤΙΚΗ

Λίγες νεφώσεις. Η θερμοκρασία θα φτάσει στους 19 βαθμούς. Ασθενείς μεταβλητοί άνεμοι στον Σαρωνικό και τον Νότιο Ευβοϊκό.

Θεσσαλονίκη

Λίγες νεφώσεις. Η θερμοκρασία θα φτάσει στους 19 βαθμούς. Ασθενείς άνεμοι μεταβλητών διευθύνσεων στον Θερμαϊκό.

Game - Chinese whispers

Use the completed weather map in Task 5 to make a statement about the weather in ONE European country. Then whisper the statement to the next student. Continue like this until all the class has passed it on it. The last student says what was said aloud.

Example:

Student 1:

It's raining in Scandanavia.

Student 2:

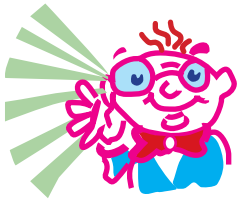
He says that it is raining in Scandanavia.

Lesson 2

Alternative sources of energy!

AIMS

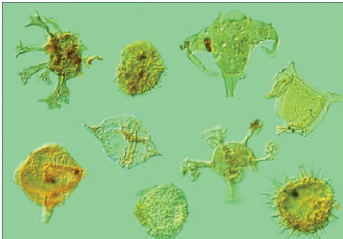
- **To use visuals to predict what is going to be heard on a recording**
- **To listen for specific words to complete a task**



Listening

Task 1

Look at the pictures.



Do you think the science teacher is going to talk about

- alternative sources of energy,
- environmental protection,
- natural history?

Listen and check your ideas.

Task 2

A. Listen to the science teacher again and complete the statements below with the missing words.

a) She said that in the UK an average home Kilowatts of energy every day.

b) She said that gas no smell but it very explosive.

c) She said that one recycled aluminium can enough energy to run a computer for three hours.

d) She said that gas is a fossil fuel that from dead sea creatures.

B. Which facts are: a) very interesting b) interesting c) not interesting? Tell your partner your reasons.

Task 3

A. In pairs, look at the writing strategies and match the questions on the right with each strategy.

- 1) make a statement**
- 2) explain the statement**
- 3) give an example**
- 4) say how you feel about the statement.**

Example:

1 matches with vii because the answer to vii is a statement.

- i) Why would the idea of putting solar panels in the Sahara Desert be good?**
- ii) Which parts of your home is energy used most.**
- iii) Why do gas companies put a stinky smell into the gas?**
- iv) Why might Holland be a good country for windmill technology?**
- v) Why would recycling save so much energy?**
- vi) What animals produce electricity and methane?**
- vii) What is the most widely used fossil fuel today?**

B. With your partner, find the answers to the questions and report back to class. Use the internet or an encyclopaedia or ask your Physics or Geography teacher.

C. Use the writing strategies to write a short paragraph of 20-30 words about an energy source.

If we cover 1% of the Sahara Desert with solar panels, we can generate enough electricity for the whole world!



We will have no oil left in 30 years' time.



Grammar - Task 1

A. What did the teacher say?

She said that if we covered 1% of the Sahara Desert with solar panels, we could generate enough electricity for the whole world.

B. What happens to the verb in the reported statement?

It is in the tense.

C. Look at the statement on the right and circle the correct form of the verb in italics:

The teacher said that we will/would have no oil left in 30 year's time.

D. Decide if the rule is true or false.

When we report what someone said in the past the verb in the reported statement is always one tense back.



Task 2 - Mediation

In a speech in 2008, the President of the Hellenic Republic talked about the environment and what needs to be done.

You are a member of an International Green Group and you need to report some facts about the disasters caused by fire in Greece.

Read what the President said and then choose some of the facts to report them in writing to the International Green Group. Ask questions about the facts: who, where, when, why, what?

«Η χρονιά που πέρασε σημαδεύτηκε ανεξίτηλα από τις φονικές πυρκαγιές του καλοκαιριού. Τα σπίτια θα ξαναφτιαχτούν αλλά οι άνθρωποι που χάθηκαν δε θα επιστρέψουν και η οικολογική καταστροφή που συνέβη θεραπεύεται πολύ δύσκολα. Χρειάζεται πάθος και αφοσίωση για να ξαναγίνει η καμμένη γη δάσος. Χρειάζεται μια νέα αντίληψη για το περιβάλλον για να μην ξαναζήσουμε τέτοιο όλεθρο. Το φετινό καλοκαίρι αλλάξαμε. Χάθηκε η ψευδαίσθηση ότι η κλιματική αλλαγή είναι φαινόμενο που δεν μας αφορά άμεσα και προσωπικά. Αυτή η αφύπνιση ας είναι η αρχή για τον επαναπροσδιορισμό του κοινωνικού μας πολιτισμού. Η οικολογική συνείδηση του κάθε πολίτη και η στράτευσή του στην

προστασία του περιβάλλοντος είναι ο μόνος δρόμος για τη σωτηρία της φύσης. Κληρονομήσαμε ένα υπέροχο φυσικό περιβάλλον και θα είμαστε υπόλογοι απέναντι στις επόμενες γενιές και στην ιστορία, εάν δεν το παραδώσουμε όπως το παραλάβαμε.»

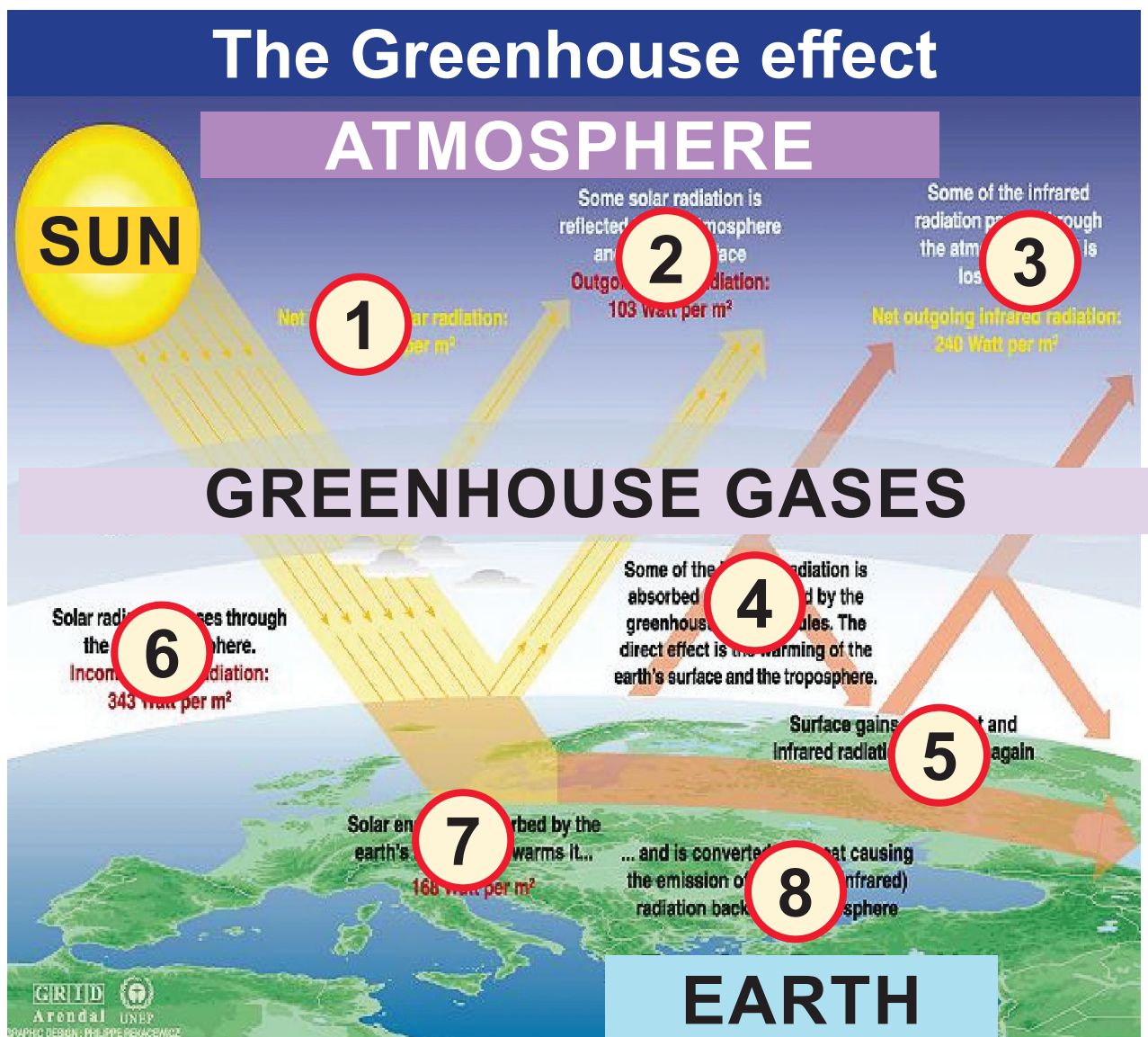


Speaking

Task 1

Look at the diagram. What does it show?

In groups of three, take turns to explain each part of the diagram.



1. **Net incoming solar radiation: 240 Watt per m²**
2. **Some solar radiation is reflected by the atmosphere and earth's surface. Outgoing solar radiation: 103 Watt per m²**
3. **Some of the infrared radiation passes through the atmosphere and is lost in space. Net outgoing infrared radiation: 240 Watt per m²**
4. **Some of the infrared radiation is absorbed and re-emitted by the greenhouse gas molecules. The direct effect is the warming of the earth's surface and the troposphere.**
5. **Surface gains more heat and infrared radiation is emitted again.**
6. **Solar radiation passes through the clear atmosphere. Incoming solar radiation: 343 Watt per m²**

7. Solar energy is absorbed by the earth's surface and warms it...

168 Watt per m²

8. ...and is converted into heat causing the emission of longwave (infrared) radiation back to the atmosphere

Task 2

Look at the pictures below and decide why these ideas might be used to reduce greenhouse gases. In your group, decide on one idea that would be best.



Task 3

Write a short note about the best idea saying why you think it would be good. Pass your note to one of your partners. He/She will read your note and then report what you said to the other students in the group.

.....

.....

.....

Kyoto 2004



**UN Climate Change
Conference 2007
Bali - Indonesia**





Listening 2 - Task 1

In groups of four, make a list of the electrical appliances that you have in your house. Then compare your list. Discuss in your group which you think costs more to run- e.g. a washing machine, or a fridge? Write a number beside each item according to how much electricity it uses. For example, number 1 uses the most electricity.

Task 2

Check your answers by listening to an electrician talking about energy consumption in the home. Write the kilowatts each appliance uses beside each of the items on your list that he mentions. How close were you to the right answer?

Task 3 - CFC (chlorofluorocarbon) gas

Now look at these electrical devices. How have they improved people's lives? Which one gives off the most CFC gas? Ask your Physics teacher.



Task 4

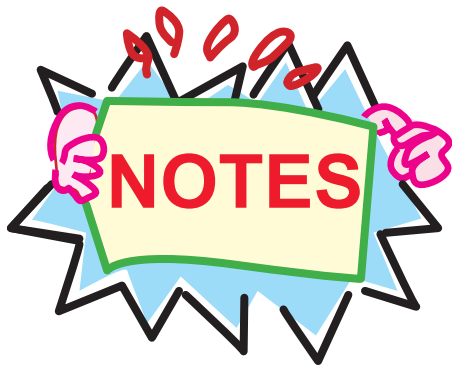
- A. Look at the box and decide which of the lighting ideas would be popular with the owners of a castle. Why? Which three would be the most popular?**
- B. In your group, create a small poster advertising the castle. Say what the castle has that makes it attractive to: an ecologist, a tourist, a historian, a group of school students.**

**candle light
gas light
firelight
fluorescent
lights
chandeliers
bonfires
bulbs**

Mini-project

Look at the logos for Kyoto and Bali on the opposite page. What do you know about Kyoto and Bali? Search on the internet to find information on these projects.

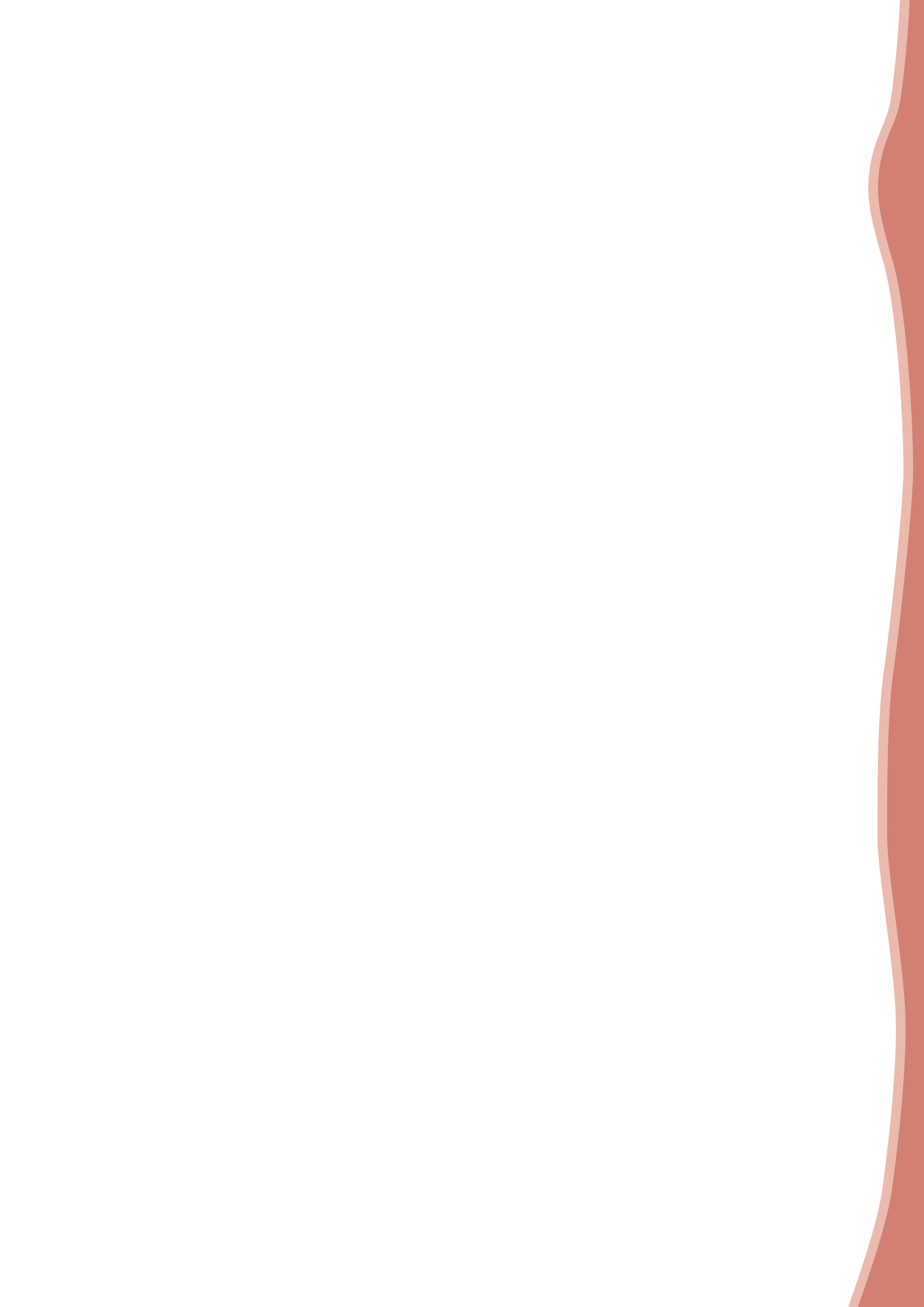
With your partners, use this information and the pictures in Task 2 above to create a leaflet to inform the students of your school about global warming.



Writing

You have seen this advertisement for a skiing holiday in Austria and decided with your class to spend a week there. An English-speaking friend of yours went there last winter, and told you that things were not exactly as promised. Read the advertisement and the notes he has made for you.

Using this information, write a report for your class describing what happened.



Weather was cold

We didn't have a good time!

Snow was hard; not suitable for beginners

No instructor to teach us how to sky!



We needed gloves.

Passport for lifts was not necessary.



Skiing Holiday in Austria

- weather always warm
- you will have a good time
- snow suitable for beginners
- you can learn to snowboard

you don't need gloves

**must have passport
to go on lifts**

Project**Lead-in**

In groups of four, look at an electricity bill. How much is the bill? What do all the numbers mean?

Task

You will create a poster to make students in your school aware of how they use and waste electricity.

The poster should contain advice on how to reduce energy consumption in the home.

ΛΟΓΑΡΙΑΣΜΟΣ ΗΛΕΚΤΡΙΚΟΥ ΡΕΥΜΑΤΟΣ

ΕΚΚΑΘΑΡΙΣΤΙΚΟΣ

ΑΝΑΛΥΣΗ ΧΡΕΩΣΕΩΝ

ΔΕΗ ΛΟΓΑΡΙΑΣΜΟΣ ΗΛΕΚΤΡΙΚΟΥ ΡΕΥΜΑΤΟΣ

ΕΚΚΑΘΑΡΙΣΤΙΚΟΣ

ΑΝΑΛΥΣΗ ΧΡΕΩΣΕΩΝ

ΠΑΓΙΑ ΧΡΕΩΣΗ	6,01
ΜΕΙΟΝ ΑΣΙΑ ΡΕΥΜ. ΕΝΑΝΤΙ	-3,00
ΠΟΣΟ ΣΥΝΤ. ΠΡΟΗΓ/ΝΟΥ ΛΟΓ.	0,04
ΕΣΤΡΟΓΓΙΣΤΗΡΩΝ ΠΡΩΤΕΥΟΥ ΠΟΣΟΥ	0,08

1

ΓΙΑ ΤΟ ΗΛΕΚΤΡΙΚΟ ΡΕΥΜΑ ΠΛΗΡΩΝΕΤΕ	3,13
ΦΠΑ 3,00%	0,27
2	
ΤΕΛΙΚΟ ΠΟΣΟ ΗΛΕΚΤΡ. ΡΕΥΜΑΤΟΣ ΚΑΙ ΦΠΑ	3,40

ΚΤ	ΤΕΛΕΥΤΑΙΑ	ΠΡΟΗΓΟΥΜΕΝΗ	ΔΙΑΦΟΡΑ	ΠΡΟΣβ. ΚΩΗ	ΣΥΝΟΛΟ
10	11027	11024	3	0	3

3

ΚΩΔ. ΤΙΜ. Τ1 ΣΛ ΚΥΑ ΣΥΝΤ. ΚΩΗ ΧΡ. ΖΗΤ. ΚΩ
 ΕΡΩΜΕΝΗ ΜΕΤΡΗΣΗ: 09/11/2005

ΛΟΓΑΡΙΑΣΜΟΙ ΔΗΜΟΥ - ΕΡΤ - ΚΑΠ

ΑΝΑΛΥΣΗ ΧΡΕΩΣΕΩΝ

ΔΗΜΟΤΙΚΑ ΤΕΛΗ - ΦΟΡΟΣ

Μ ²	ΕΥΡΩ/Μ ²	ΣΥΝΤ. ΗΜΕΡΩΝ	
Δ.Τ. 87 x 0,83 x 63/365 =			12,46

4

ΤΕΛΟΣ ΑΚΙΝΗΤΗΣ ΠΕΡΙΟΥΣΙΑΣ

Μ ²	ΤΙΜΗ ΖΩΝΗΣ	ΠΑΛΑΙΟΤΗΤΑ	
87 x 44,00 x 0,60 x			
ΣΥΝΤ. Τ.Α.Π. ΣΥΝΤ. ΗΜΕΡΩΝ			0,14
0,00035 x 63/365 =			

- ΓΙΑ ΤΟ ΔΗΜΟ ΠΛΗΡΩΝΕΤΕ: 12,60
- ΓΙΑ ΤΗΝ ΕΡΤ ΠΛΗΡΩΝΕΤΕ:

ΓΙΑ ΔΗΜΟ - ΕΡΤ - ΚΑΠ ΠΛΗΡΩΝΕΤΕ	12,60
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ΑΝΕΞΟΦΛΗΤΟΙ ΛΟΓΑΡΙΑΣΜΟΙ

ΤΕΛΙΚΟ ΠΟΣΟ ΠΛΗΡΩΜΗΣ *16,00 €

5

ΚΑΤΕΑΡΗΣ ΙΩΑΝΝΗΣ ΘΕΟΔ
 ΠΛΑΤΑΝΟΣ
 300 22 ΠΛΑΤΑΝ
 Α.Φ.Μ. 0999999
 Τ.Π. 9 38812427-01 5

ΚΩΔΙΚΟΣ ΗΛΕΚΤΡ. ΠΛΗΡΩΜΗΣ 938812427014

Σας παρακαλούμε να εξοφλήσετε το λογαριασμό σας μέχρι τη
 ΑΛΗΘ. ΠΡΟΘΕΣΜΙΑΣ ΠΛΗΡΩΜΗΣ: 08/08/2005

1	ΠΑΓΙΑ ΧΡΕΩΣΗ	6,01
	ΜΕΙΟΝ ΑΞΙΑ	
	ΡΕΥΜ. ΕΝΑΝΤΙ	-3,00
	ΠΟΣΟ ΣΤΡΟΓΓ. ΠΡΟΗΓ/ΝΟΥ	
	ΛΟΓ.	0,04
	ΣΤΡΟΓΓ/ΣΗ ΠΛΗΡΩΤΕΟΥ	
	ΠΟΣΟΥ	0,08

2	ΓΙΑ ΤΟ ΗΛΕΚΤΡΙΚΟ ΡΕΥΜΑ	
	ΠΛΗΡΩΝΕΤΕ	3,13
	ΦΠΑ 3,01 X 9% =	0,27
	ΤΕΛΙΚΟ ΠΟΣΟ ΗΛΕΚΤΡ.	
	ΡΕΥΜΑΤΟΣ ΚΑΙ ΦΠΑ	3,40

3	ΕΝΔΕΙΞΕΙΣ ΜΕΤΡΗΤΗ	
	ΚΤ	10
	ΤΕΛΕΥΤΑΙΑ	11027
	ΠΡΟΗΓΟΥΜΕΝΗ	11024
	ΔΙΑΦΟΡΑ	3
	ΠΡΟΣΘ. Κ	0
	ΣΥΝΟΛΟ	3
	ΚΩΔ. ΤΙΜ	Γ1
	ΕΠΟΜΕΝΗ ΜΕΤΡΗΣΗ:	09/11/2005

4

ΛΟΓΑΡΙΑΣΜΟΙ ΔΗΜΟΥ - ΕΡΤ - ΚΛΠ

ΑΝΑΛΥΣΗ ΧΡΕΩΣΕΩΝ

ΔΗΜΟΤΙΚΑ ΤΕΛΗ - ΦΟΡΟΣ

Μ³ ΕΥΡΩ/Μ² ΣΥΝΤ. ΗΜΕΡΩΝ

Δ.Τ. 87 Χ 0,83 Χ 63/365 = 12,46

ΤΕΛΟΣ ΑΚΙΝΗΤΗΣ ΠΕΡΙΟΥΣΙΑΣ

Μ³ ΤΙΜΗ ΖΩΝΗΣ ΠΑΛΑΙΟΤΗΤΑ

87 Χ 44,00 Χ 0,60 Χ

ΣΥΝΤ. Τ.Α.Π. ΣΥΝΤ. ΗΜΕΡΩΝ

0,00035 Χ 63/365 = 0,14

ΓΙΑ ΤΟ ΔΗΜΟ ΠΛΗΡΩΝΕΤΕ: 12,60

ΓΙΑ ΤΗΝ ΕΡΤ ΠΛΗΡΩΝΕΤΕ:

ΓΙΑ ΔΗΜΟ - ΕΡΤ - ΚΛΠ

ΠΛΗΡΩΝΕΤΕ

12,60

ΑΝΕΞΟΦΛΗΤΟΙ ΛΟΓΑΡΙΑΣΜΟΙ

5

**ΤΕΛΙΚΟ ΠΟΣΟ
ΠΛΗΡΩΜΗΣ**

***16,00 €**

**ΚΑΤΣΑΡΗΣ ΙΩΑΝΝΗΣ ΘΕΟΔ.
ΠΛΑΤΑΝΟΣ**

300 22 ΠΛΑΤΑΝΟΣ

Α.Φ.Μ. 099999999

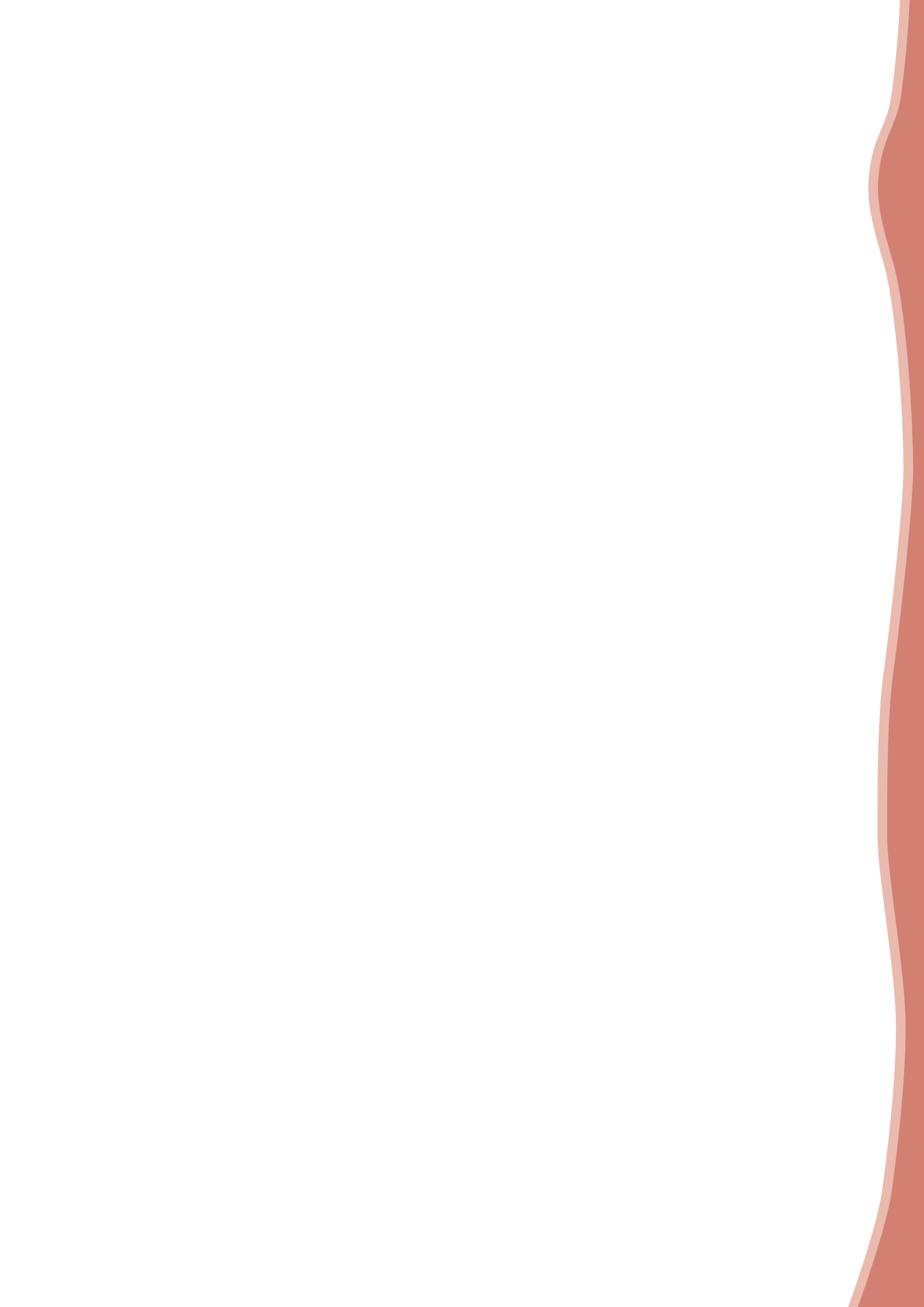
Α.Π. 9 38812427-01 5

**ΚΩΔΙΚΟΣ ΗΛΕΚΤΡ. ΠΛΗΡΩΜΗΣ
938812427014**

**Σας παρακαλούμε να εξοφλήσετε
το λογαριασμό σας μέχρι τη
ΛΗΞΗ ΠΡΟΘΕΣΜΙΑΣ**

ΠΛΗΡΩΜΗΣ:

08/08/2005



Step 1

Find out the following:

- What is a unit of electricity called?
- How much is the cost per unit?
- What is the average electricity bill for each household in the class?

Step 2

Discuss as a class:

- which appliances are used the most in each house
- which appliances they think are the most expensive and the least expensive to run.

Use the information in Tasks 2 & 3 in Listening 2 (p. 46/104).



Step 3

In your group find out as much as you can about electricity consumption in the house. Each member of the group will be responsible for different areas:

Student 1

has to find out about the number of hours the TV, computer, stereo, is on each day.

Student 2

has to find out the numbers of hours the cooker, dishwasher, washing machine or microwave is used in a week.

Student 3

has to think of ways that could reduce the electricity bill from the ways the parents use electricity in the house.

Student 4

has to think of ways to reduce how the children in the family use electricity.

Each student will report back to the group in the next lesson. The group will then prepare a poster project on Electricity Consumption and how to save it.

See this site for ideas on uses of electricity: <http://www.teachnet.ie/pcoakley/consumers.htm>

Self - evaluation

Activity A

Complete each sentence with a word from the box

methane
fossil
natural
solar
thermal

- i) energy comes from steam.
- ii) energy from the sun is clean and efficient.
- iii) Organic waste and many animals produce gas.

iv) Many homes in Greece now use gas for heating and cooking.

v) Most cars and lorries use a fuel source of energy.

___/2.5 points

Activity B

1) Match the words in the two boxes.

stinky

poor

heavy

smoke

bright

smell

thick

flame

extremely

rain

___/2.5 points

2) Use the pairs above to complete each of the sentences.

a) We couldn't play tennis because of the

b) The gas from the factory gave off a which made us feel sick.

c) Many people who live in the shanty towns are

d) The from the chimneys blocked out the rays of the sun.

**e) The oil burned with a
..... which lit up the whole area**

____/2.5 points

Activity C

1) Find words from the Unit which go with the following words a-e.

- a) appliances
- b) gas
- c) panels
- d) consumption
- e) fuels

____/2.5 points

2) Write the Greek equivalent for each expression from C1 below.

- a) b)
- c) d)
- e)

____/2.5 points

Activity D

Complete the following sentences with a suitable word pair (noun+noun).

public transport

exhaust fumes

fossil fuels

combustion engine

CFC gases

- i) One of the major causes of global warming is the increase in from sprays and air conditioning units.
- ii) Gottlieb Diesel invented the for cars and trucks.
- iii) In recent years in many Greek cities has improved greatly.

iv) People in Tirana have breathing problems because of the from the cars.

v) One day the world will have no left and we shall need to find other energy sources for our vehicles.

____/2.5 points

Activity E

Write five sentences about what someone you know said to you recently.

For example: My mother said that I needed to clean my room more often.

.....
.....
.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

___/5 points

Total ___/20 points

Now tick how well you can do the following:

✓ I can recognize common word pairs

✓ I can infer information and talk about a picture

✓ I can report what somebody said

✓ I can read facts and understand if they are important or not

**With
difficulty**

Quite well

Easily



What do you think the natural phenomenon in each picture might be?



Are these natural disasters or are they caused by man?

Complete the table with an example of a phenomenon in each then compare your answers with the class.

International	National	Personal

Topic

Natural phenomena

Grammar

Using Modal Verbs referring to past time (Perfect simple and continuous)

Reading Skills

**Looking for implied information
Reading for detail**

Listening Skills

Listening for sequence of events

Writing skills

Writing about an imaginary situation

Functions

Degrees of possibility and probability; deduction

Vocabulary

Natural disasters; safety; stereotypes

Natural phenomena, noun formation, similes

Strategies:

When I speak, I...

- **can memorise phrases and expressions**
- **am not afraid to make a mistake**
- **can listen carefully to others**
- **try to use collocations and similes**

Lesson 1

Such things happen all the time!

AIMS

- To use Modal verbs + have + past participle to express deduction and degrees of probability in the past.

Lead-in

Task 1

Look at each of the pictures 1-6 below and describe each one.

Task 2

In pairs, match the verbs must be, can't be, might be with an adjective (dangerous, crazy, terrible, frightening, scary, exciting) to make a statement about each picture.

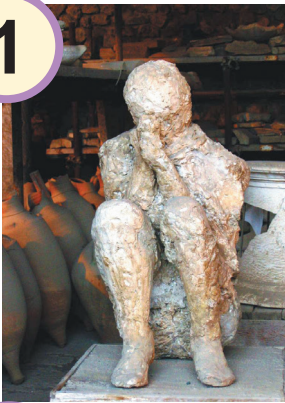


Task 3

What do you think might have happened in each of the pictures below?

Example: There might have been a volcanic eruption.

1



2



3



4



5



6



Which of the pictures above isn't about a natural phenomenon?

Task 4

Look at the pictures and say what you think might have been happening before each catastrophe happened. Compare your answers with your partner.

Task 5

Write a statement about any of the pictures to say what the people should/ shouldn't or could/ couldn't have done.

.....

.....

.....

.....





Grammar - Modal verbs



Task 1

A. Read the following statements and underline the verb phrases which refer to a past time.



- | | |
|--------------------------------|-------------------------------------|
| i) a) It might be a cart. | b) It might have come from Pompeii. |
| ii) a) It must be raining. | b) It must have been raining. |
| iii) a) It can't be dangerous. | b) It can't have been dangerous. |

B. Which sentence expresses more certainty? In what way are the sentences in ii) different in meaning from those in iii)?

Task 1

Look at the pictures and guess what they might be. Then say in which picture it might have been raining? Compare your answers with your partner. Justify your answers.



1



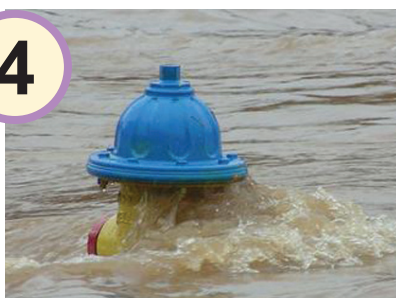
2



3



4



5





Task 3

Read the following statements and decide which explanation best matches: A, B, C or D. Then compare your answers with your partner.

1. It was 8 o'clock so people can't have been sleeping.

2. The fire must have started in the forest.

3. The sailors should have checked the doors.

4. It might have happened in London.

A. it is very likely

B. it is almost 100% unlikely

C. it is almost 100% sure

D. it was very necessary

Task 4

A. Complete the rule for forming the Modal verb in the past.

B. Complete the description of use of the modal verbs must have and can't have.

- i) To form a Modal verb to refer to a past situation, add + the participle of the verb.
- ii) To form a Modal verb to refer to a continuous past situation, add + + verb (-ing).

We use when we are almost sure something did happen

We use when we are almost sure something didn't happen.

Task 5

In pairs complete the following statements using the grammar forms above. Then compare your answers.

The captain was asleep in his cabin when the ship hit the rock.

He

It was in the middle of the night when the volcano erupted that night. The people

.....

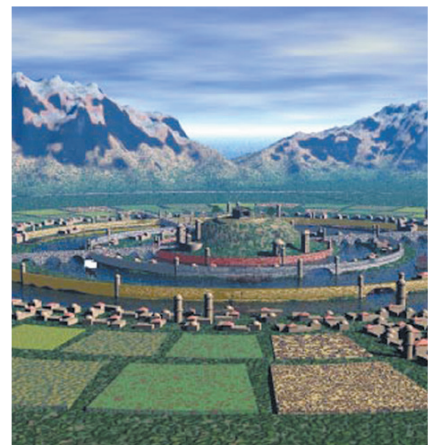




Reading - Task 1

What do you know about the lost world of Atlantis?

Which of the visuals might be Atlantis? Why? Read the short text below to check your answers.



Atlantis

Around 350BC Plato described Atlantis as a place that must have been very beautiful. There were palaces, harbours, temples and docks. There were spectacular

buildings, fountains that had both hot and cold water, stone walls covered with precious metals and huge statues made of gold. The capital city was built on a hill and surrounded by rings of water, which were joined by tunnels large enough for a ship to sail through. A huge canal connected the outer rings of water to the ocean. On the outskirts of the capital city there were vast fields where farmers grew the city's food. The people had no warning and the city disappeared in a day and a night!

Adapted from: <http://www.kidzworld.com/article/960-history-the-lost-city-of-atlantis>

Task 2

Read the short text and then write two statements about what you think life must have been like on Atlantis:

in a building	
in a harbour	
in tunnels	
in the fields	

Task 3

Write answers to the following questions:

i) What do you think could have caused Atlantis to disappear?

ii) What do you think might have happened to Atlantis?



Reading 1

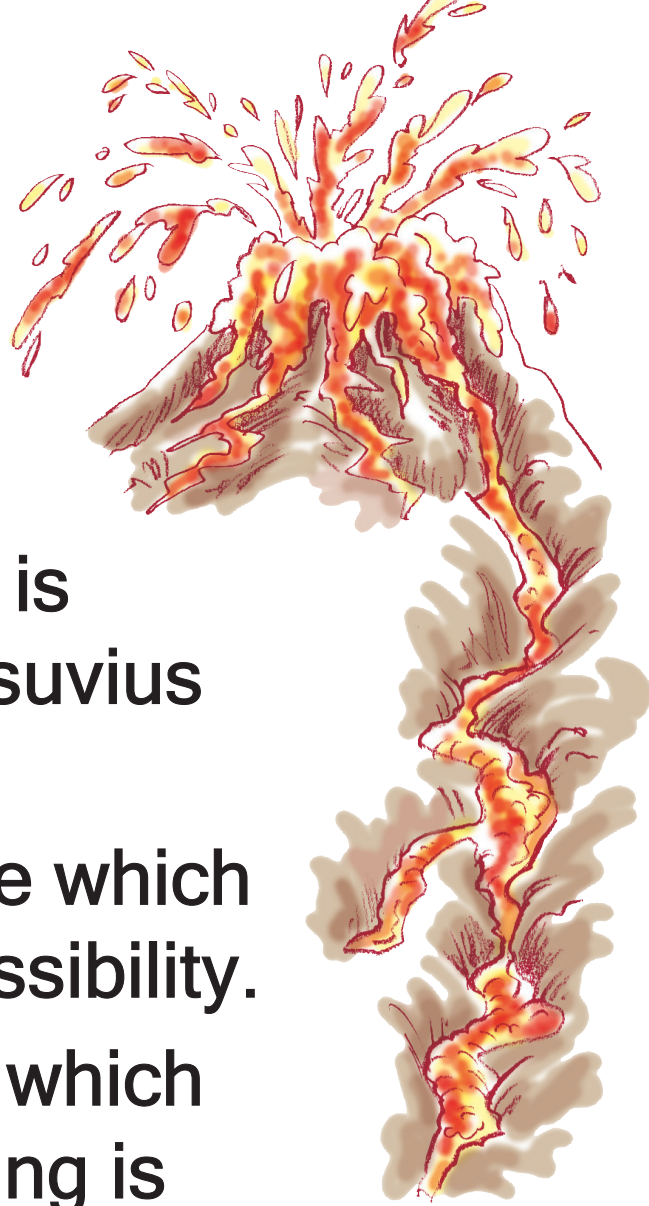
Read the title of the text and look at the picture of Pompeii in a above. What might 'THE UNWELCOME NEIGHBOUR' refer to?

'An Unwelcome Neighbour'

After many centuries of quiet, Vesuvius awoke at around noon on 24th August AD 79. At different times during the previous months there were usual signs of the forthcoming eruption and so the locals must have known that something terrible was going to happen. It is a scientific assumption that the first eruption must have happened around 1 o'clock as the marketplace was full of dead bodies. Others think that the town's inhabitants may have been expecting

the danger but hadn't realised it would happen so quickly. From excavations of Pompeii and evidence found, it is obvious that the people can't have made any preparations to protect themselves from the flowing lava and burning ash. With some planning, many people could have escaped the inferno. The local authorities should have had plans ready for the evacuation of the town but they didn't pay attention to the danger. What is certain is that it all must have happened so quickly that 2,000 people couldn't have predicted that day would turn into night in a matter of seconds.

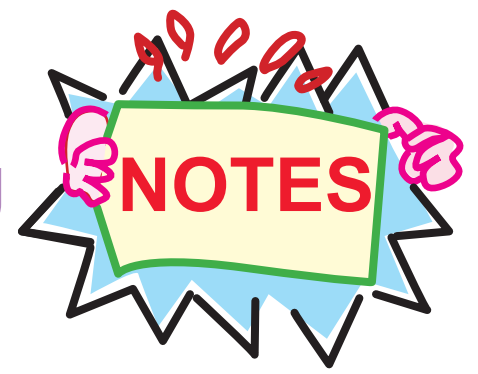
Adapted from http://www.windows.ucar.edu/tour/link=/earth/interior/Mt_Vesuvius_ad79.html&edu=high



Task 1

- i.** Why do you think it is possible to say 'Vesuvius awoke'?
- ii.** Circle a verb phrase which shows a strong possibility.
- iii.** Find a verb phrase which shows that something is almost certain.
- iv.** Find a verb phrase which shows that something most likely didn't happen.
- v.** What signs do you imagine the people may have seen before the eruption?





Task 2

- A. Look at the artefacts that were found in Pompeii. What can you imagine about life in Pompeii in 79 AD?**
- B. Write a short description of how you think the people might have felt when they heard and saw the volcano erupting.**







Reading 2

In pairs, read the short texts under the pictures and make comments about the people in them.



**WELCOME TO
GIZO HOTEL**

A. Just before the tsunami, tourists rent a boat to go sightseeing in Indonesia on 26/12/04.



B. A homeless man stands in New Orleans before the arrival of Hurricane Katrina on August 28, 2005.



C. A tourist stands at the top of the crater on the Bromo volcano East Java 8/06/04.

Example: The man on the volcano must have been crazy to go so near it.

AIMS

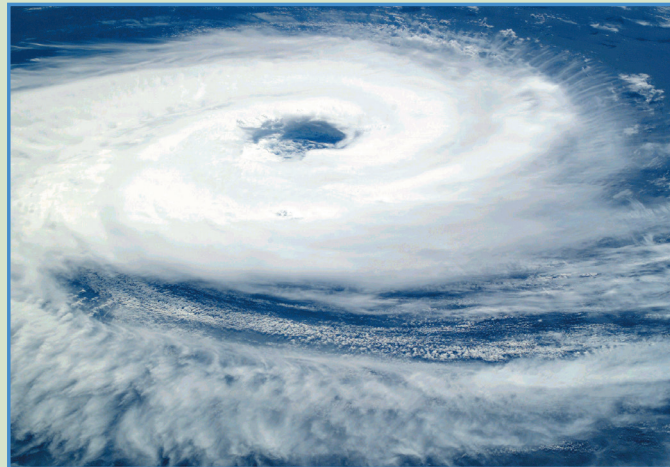
- **To read for detail**
- **To make hypotheses about the past**
- **To use general knowledge about a local event to discuss in English**

Task 1

In pairs, read the three texts on natural disasters below and complete the table with the signs of disaster.

DISASTER	earthquake	hurricane	tsunami
SIGNS			

**Warning signs are often there!
Learn to recognise them and be
prepared.**



A. Hurricanes

When the skies turn gloomy and begin to change colours or become very dark with hints of yellows or greens, it is time to seek shelter. The rise in ocean temperatures causes strong upper tropospheric winds to blow, as happened with hurricane Katrina in August 2007. As barometric

pressure falls, and temperatures rise and stillness settles over the sea. These are all signs that a hurricane is on its way.



B. Tsunamis

Tsunamis are perhaps the most difficult to prepare for. An earthquake near water may be an indication that a tsunami will shortly follow. In a coastal area where the sea suddenly draws back many survivors report a sucking sound. During the Indian

Ocean tsunami of 26th December 2004, the sea withdrew and many people then went onto the exposed sea bed to investigate just before the fatal tsunami struck.



C. Earthquakes

Before the occurrence of an earthquake the subsurface temperature of the earth rises between 5 and 9 degrees Celsius. This causes negative effects on electromagnetic waves of the

radio, television and telephone. Before the earthquake, mobile telephones start malfunctioning. 10 to 20 hours before the occurrence of an earthquake, animals become highly disturbed and restless. Domestic animals like cows, dogs, cats struggle against being tied up, and even turn on the owner.

Source: <http://www.unesco.org/csi/pub/papers/glimpse6.htm>



Speaking

Speaking

Look at the picture. How do you suppose the boy must have felt after the earthquake? How could people have helped him to feel better?

Read the bullet points to check your ideas and then decide on a heading from A-C for the points.

- **Difficulty sleeping**
- **Difficulty maintaining balance in life**
- **Limited attention span**
- **Disorientation or confusion**
- **Depression, sadness**
- **Guilt**

B. Recognize Signs of Disaster Related Stress

C. Understand Disaster Events

A. Ways to ease Disaster- Related Stress



Task 1

In pairs, read the points and think about the different problems that might have caused the stress. Then think about the different signs of stress and ways to overcome stress to help you complete the table.

SIGNS OF STRESS

Difficulty sleeping

Difficulty maintaining balance in life

Limited attention span

Disorientation or confusion

Depression, sadness

Guilt

Source: <http://www.fema.gov/rebuild/recover/cope.shtm>

	CAUSES OF STRESS	WAYS TO OVERCOME STRESS

Task 2

A. Look at the completed box and in pairs discuss your ideas about each point. Do you think they would have been useful for people who suffered in the fires in the Peloponnese in the summer of 2007? Why? Why not?

B. Word Formation

Make new words from the words in CAPITALS to complete the statements.

DESTROY

Fires cause of villages in Peloponnese

ERUPT

New of Mt St. Helen's.

EXPLODE

Causes discovered for the on Challenger in 1986.

EVACUATE

Floods result in the of village.

PROTECT

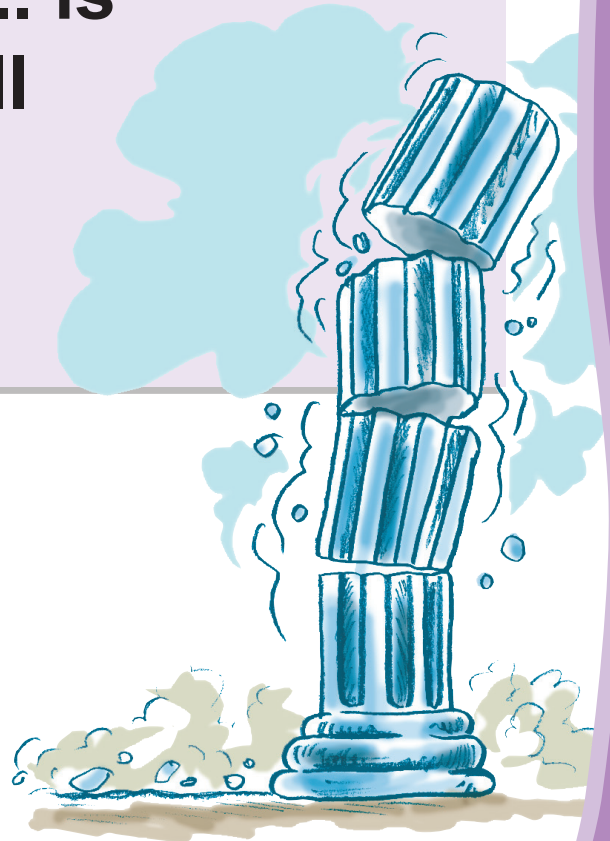
Locals need greater against hurricanes.

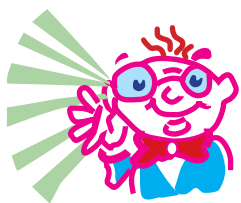
ATTEND

Children are urged to pay to safety measures.

ASSUME

The latest is that earthquake will strike soon.





Listening 1 - Pre-listening

With your partner write down the names of any ships you might have heard of that sunk. Compare your answers.

NAME	YEAR	SEA

Look at the picture of this ship. What do you think has happened? Do you know the name of this ship? What else do you know about this disaster? Discuss in pairs.



Task 1

- A. How might the passengers have been feeling?**
- B. What might the passengers have been doing when the ship started to sink? How might they have been feeling?**

Task 2

Listen to the seven comments from rescue workers and survivors on that night. In pairs, use the phrases a-g to match a comment for each situation 1-7 to how they felt when the accident happened.

- a. you must have been scared to death
- b. you should have stayed with your group
- c. you could have drowned
- d. they should have been helping everyone
- e. they shouldn't have been watching TV
- f. he might have been looking at the wrong chart
- g. he can't have been sleeping



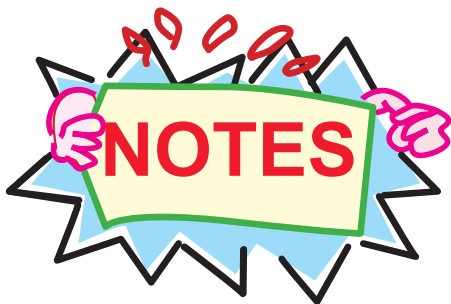
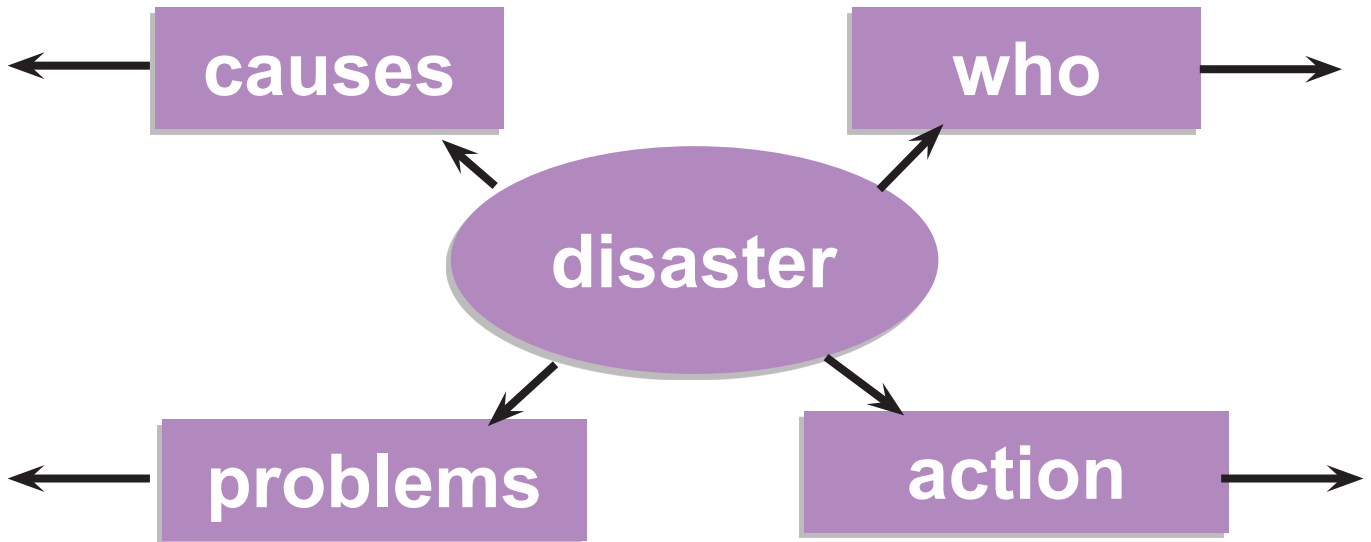
Listening 2

Listen to the radio report on the accident and write a number in the box beside each picture as you hear it on the tape.



Task

Listen to the radio report again and complete the spidergram with the missing information:



Writing

Use the information in Listening 2 and the information from the Greek newspaper below to make a report about what happened. Include what you think might have happened to cause the

accident and what the captain and crew should have done or could have done to save the ship.



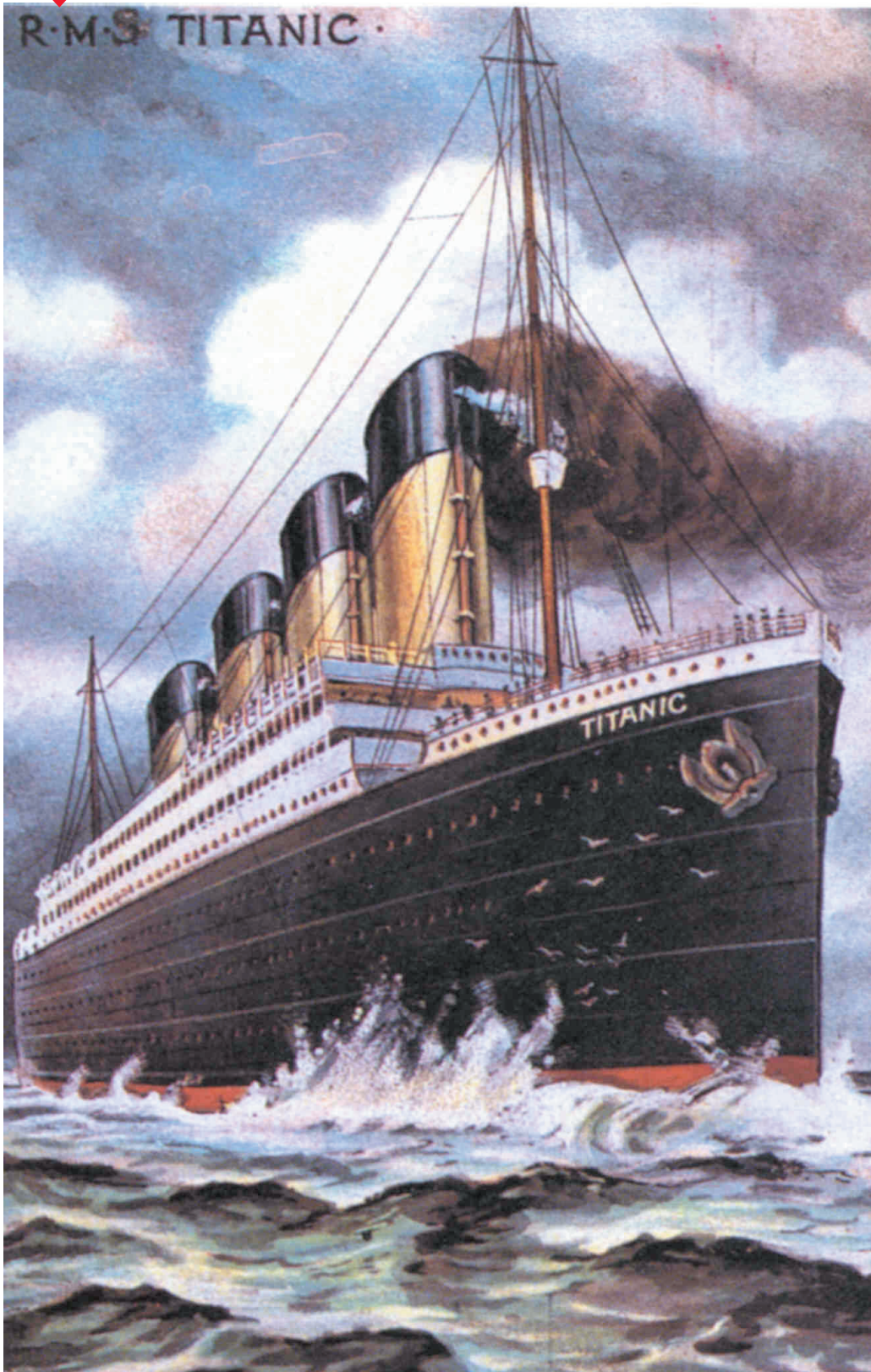
Με εργασίες απορρύπανσης γιόρτασαν, χθες, στη Θήρα την Ημέρα Περιβάλλοντος. Στις νότιες περιοχές της Καλντέρας εντοπίζεται η ρύπανση. «Αν και συμπληρώνονται δύο μήνες, δεν έχει παρουσιαστεί ακόμα κανένα σχέδιο άντλησης», λέει ο δήμαρχος του νησιού.



Role-play

The sinking of the Titanic was one of the greatest disasters ever. One of the survivors gave an interview to a journalist after the disaster. Look at the situations he describes below and the comments made by the Interviewer. In pairs, take turns and use the information below to make short dialogues and play the roles of the survivor and the interviewer. Look at the example.

R-M-S TITANIC



The ship was eleven storeys high.

Survivor

Situation

- a. We were on the bottom deck and water was coming in fast.**
- b. The sea was icy cold.**
- c. The captain knew about the icebergs.**
- d. He didn't read the weather report.**
- e. Everyone was going about their daily life as normal.**
- f. We knew there were few lifeboats.**
- g. In the end I found my mother alive.**
- h. Researchers found children sitting at a kitchen table.**
- i. The crew knew the weather was going to be bad soon.**
- j. A boy was stuck up on a ladder for hours.**

It must have been amazing.

Interviewer

Comment

- 1. He shouldn't have been climbing alone.**
- 2. You can't have felt very safe.**
- 3. He might have forgotten.**
- 4. You must have been freezing.**
- 5. They must have been having lunch.**
- 6. You must have felt pleased.**
- 7. That must have been very frightening.**
- 8. They should have left days earlier.**
- 9. They can't have known it would happen so suddenly.**
- 10. He could have slowed down.**

Task

Take turns with your partner. Use must have, can't have, should have, might have, could have with your own ideas to suggest a reason for the following situations.

- a. We couldn't find our dog.**
- b. I lost my bag.**
- c. I can't find my pen.**
- d. Everyone was crying.**
- e. He didn't know what to do.**
- f. There were lifeboats for only 700 passengers.**

Task 1

Aesop was the first to stereotype animals. Today, his stereotypes are accepted as representative of various animals' "true" natures. Look at the pictures of the animals. How do we stereotype them?

For example, what would you say for a fox: sneaky/happy?



Complete the similes with the qualities you know about animal behaviour:

happy gentle sick busy strong
stubborn wise blind slippery
sneaky quiet

- as as a mouse
- as as a fox
- as as a lark
- as as an ox
- as as a bee
- as as an eel
- as as a mule
- as as a dog
- as as a bat
- as as an owl
- as as a lamb



Task 2

We stereotype animals. In what way do we stereotype people? In small groups, decide on someone you know who has the qualities of the animals. Say why. In your group, make a list of the ways in which we stereotype people from different countries.



**Western
Countries**

**Eastern
Europe**

Asia

Project

What can we learn from catastrophes?

Your school is participating in an environment protection project and you have to write a report on the causes and consequences of natural disasters in your country. Use newspapers, magazines, the internet or historical data to create a list of three natural disasters that have occurred in Greece in recent years.

- 1 Make a list of the things that may have caused the disaster.**
- 2. Make a list of the things that people should have done before the disaster.**
- 3. Make a list of the new precautions that are in place to prevent such further disasters.**
- 4. Draw a map of the location for each of the three disasters.**
- 5. Find out the damage that the disaster caused to the environment and loss of life.**
- 6. Find out how much money the disaster cost.**
- 7. Find out how the disaster might have affected different people.**

<http://www.lpb.org/education/classroom/itv/envirotacklebox/teacherguide/module4/4natln1.htm>

Self-evaluation

Activity A

Make a statement about each of the following situations using a Perfect Modal form with the verb in brackets.

a) Margaret was playing with matches when her parents were out. (burn)

b) Simon saw a group of boys breaking the shop window. (phone)

c) John didn't turn up for the meeting. (forget)

d) The captain hit the rocks at night. (see)

e) Xenophon's team lost the match. (angry)

___/5 points

Activity B

Write an answer for each of the following questions.

- i) Why do we stereotype a mouse as 'quiet'?**
- ii) Can a bat be stubborn?**
- iii) Why do we say 'busy bees'?**
- iv) Do you think bats are actually blind?**
- v) A 'lark' is: a cow, a sheep, a cat, a bird, a rabbit?**

____/2.5 points

Activity C

Complete the headlines with a noun from the Unit.

1. Crew doesn't pay
to passenger demands.

2. Researchers looking for more
..... about causes
of disaster.

3. of the local
beaches from oil spills is a must.

4. New in
place to warn ships of the rocks.

5. Great among
passengers when ship struck
iceberg.

___/2.5 points

Activity D

What are the causes of stress for people who

a) live in an area where there is a volcano

b) have to travel long distances to work each day

c) control ships and planes

d) live in a forested area

e) people who live in an earthquake zone near the sea

____/5 points

Activity D

Use the information from the texts in the Unit to explain the following:

Hours before an earthquake, domestic animals like cows, dogs, cats struggle against being tied up, and even turn on the owner.

.....

.....

.....

.....

.....

___/5 points

Total ___/20 points

Now tick how well you can do the following:

✓ I can make statements of deduction

✓ I can compare things using similes

✓ I can understand the main story from reading newspaper headlines

✓ I can infer information from visuals

**With
difficulty**

Quite well

Easily



Unit 9

What's the weather like?



Reading

Task 1

In an international project, schoolchildren were asked to send in letters and pictures that describe how energy sources are used in their community and the impact on the environment and their lives.

A. Look at the three texts and find the names of the capital cities in each. Then write down the name of each country. Ask your classmates to help you or look in your Geography book.

B. In groups of three, choose one of the texts A, B or C and skim quickly through it to find the energy sources mentioned. Then report back to your group.

A Beijing bicycles

Hello! My name is Jiang An Li. I live with my mum and dad in Beijing. My mum says that everyone should go on bicycles because then the air would be cleaner. When I asked her how this could happen, she said that the government should ban all cars. When I don't have school or things to do around the house, I go for a ride on our bikes with my sister and friends. Our electricity comes from a power station outside Beijing that burns

coal. My cousin Zhi Xian lives in Shanghai. Her house also has electricity, but it comes from hydro-power which comes from the water falling over the big Three Gorges dam, which has been built across the Yangtze River.

Task 2a

Draw a line to match each photograph with the corresponding part of the text.



B Boiled alive!

Hello! My name is Brynja. I live in Reykjavik In winter we have only four hours of daylight. When my cousin from Spain visited us last year he said it felt strange to have the lights on during the day. He told me that in Spain people used solar power to heat their houses and for showers. There is hot underground water in Iceland because of the volcanoes that are in our country. Even in winter, it's still really hot, so we can go swimming in it We all love to spend our free time in this way. My mum asked me if I wanted to go swimming this afternoon at an outdoor pool. Of course, I agreed.

Task 2b

Draw a line from the photographs to the corresponding parts of the text.



An Indian summer

Hello, my name is Lalita. I live in Delhi. We use a horse and cart to travel around. I have never been to Delhi but my mum told me that it was a huge city. Mum cooks in the small room using a wood fire. We don't have enough wood to heat water to wash in, so I wash under the pump in the yard. Dad has told us that one day he would build us a new house. After school I collect firewood or help mum with dinner. When it gets dark we light our kerosene lamp, which lights our room with a bright flame. Mum sings and dad tells stories, when I told her they weren't as good as mine, she laughed.

Task 2c

Draw a line from the photographs to the corresponding parts of the text.



Task 3

Find the countries where the speakers live on the map in the Appendix.

What else do you know about these countries (e.g. famous sites and landmarks, lifestyle, food, means of transport)? Do you know any other countries using the same energy sources and with the same lifestyle?

Would you rather live in one of these countries or in your own? Why?

Which of these countries would you like to visit? Why? Discuss as a class.



Task 4

Look at the following pictures and decide with your partner which three are the most important. Say why. Then, write a number beside each one in order of importance in our lives. Compare your answers with your partner.





Unit 10

Natural phenomena.



Reading

Task 1

What do you know about the lost world of Atlantis?

Which of the visuals might be Atlantis? Why? Read the short text below to check your answers





Atlantis

Plato described Atlantis as a place that must have been very beautiful. There were palaces, harbours,

temples and docks. There were beautiful and buildings, fountains that had both hot and cold water. The capital city was built on a hill and surrounded by **rings** of water, which were joined by tunnels. These were large enough for a ship to sail through. A huge canal connected the outer rings of water to **the ocean**. Outside the city there were huge fields where farmers grew the city's food.

Adapted from:
[http://www.kidzworld.com/
article/960-history-the
-lost-city-of-atlantis](http://www.kidzworld.com/article/960-history-the-lost-city-of-atlantis)

Task 2

Read the short text and then write two statements about what you think life must have been like on Atlantis:

in a building

in a harbour

in tunnels

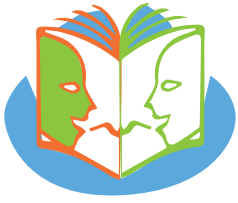
in the fields

Task 3

Write answers to the following questions:

i) What do you think could have caused Atlantis to disappear?

ii) What do you think might have happened to Atlantis?



Reading

Read the title of the text and look at the picture of Pompeii. What might 'THE UNWELCOME NEIGHBOUR' refer to?

'An Unwelcome Neighbour'

Around noon on 24th August AD 79 Vesuvius awoke. During the previous months there were usual signs of an eruption and so the locals must have known that something terrible was going to happen. The first eruption must have happened around 1 o'clock as the marketplace was full of dead bodies. The people can't have made any preparations to protect themselves from the flowing lava and burning ash. The local

authorities should have had plans ready for the evacuation of the town but they didn't pay attention to the danger. What is certain is that it all must have happened so quickly that 2,000 people couldn't have predicted that day would turn into night in a matter of seconds.

**Adapted from
http://www.windows.ucar.edu/tour/link=/earth/interior/Mt_Vesuvius_ad79.html&edu=high**



Task 1

- i. Why do you think it is possible to mean 'Vesuvius awoke'?**
- ii. Circle a verb phrase which shows a strong possibility.**
- iii. Find a verb phrase which shows that something is almost certain.**
- iv. Find a verb phrase which shows that something most likely didn't happen.**
- v. What signs do you imagine the people may have seen before the eruption?**

Task 1

Read the three texts on natural disasters below and complete the table with signs of disaster.

DISASTER	earthquake	hurricane	tsunami
SIGNS			

**Warning signs are often there!
Learn to recognise them and be prepared.**



A. Hurricanes

When the skies turn dark and begin to change colours to yellow or green,

it is time to find somewhere to run. The rise in ocean temperatures causes strong winds to blow, as happened with hurricane Katrina in August 2007. As pressure falls and temperatures rise a stillness settles over the sea. These are all signs that a hurricane is coming.



B. Tsunamis

Tsunamis are perhaps the most difficult to prepare for. An earthquake near water may be sign

that a tsunami will shortly follow. In an area where the sea suddenly draws back many survivors say they heard a sucking sound. The Indian Ocean tsunami of 26th December 2004, was one of the worst disasters in history.



C. Earthquakes

Before an earthquake the temperature of the earth rises between 5 and 9 degrees Celsius. This causes negative effects

on the radio, television and telephone. Before an earthquake, mobile telephones stop working. Some hours before an earthquake, animals become restless. Animals like cows, dogs, cats struggle against being tied up, and even attack the owner.

Source: <http://www.unesco.org/csi/pub/papers/glimpse6.htm>

Appendix 2

5

7

8

2

3

11

THE WORLD

World Map





10

13

9

1

12

4

6

- 1. NORTH ATLANTIC OCEAN**
- 2. NORTH PACIFIC OCEAN**
- 3. SOUTH PACIFIC OCEAN**
- 4. SOUTH ATLANTIC OCEAN**
- 5. ARCTIC OCEAN**
- 6. INDIAN OCEAN**

- 7. CANADA**
- 8. UNITED STATES OF AMERICA**
- 9. RUSSIA**
- 10. GREENLAND**
- 11. AUSTRALIA**
- 12. BRAZIL**
- 13. GREAT BRITAIN**





1 England

2 London

3 Scotland

4 Edinburgh

5 Northern

Ireland

6 Belfast

7 Wales

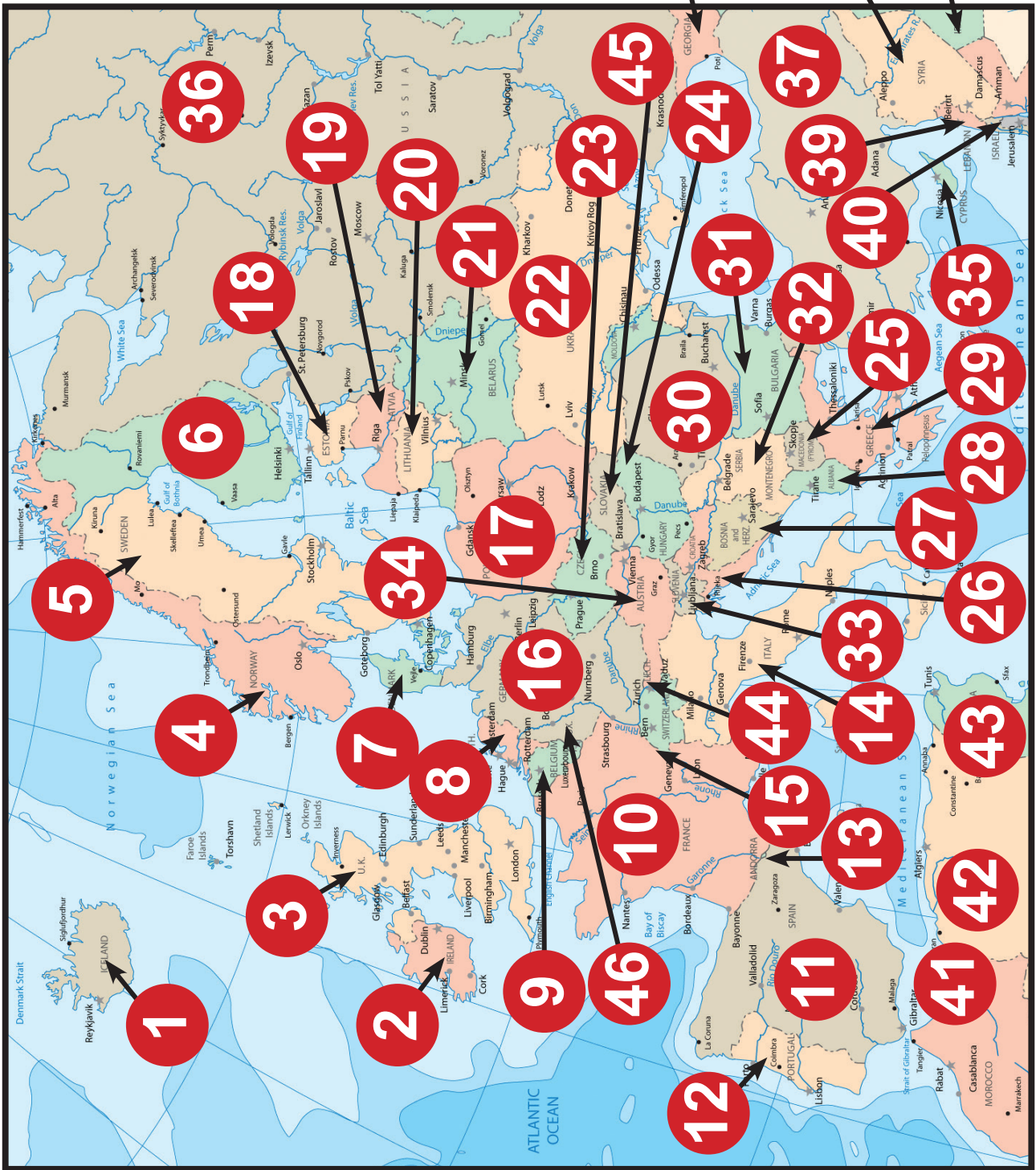
8 Cardiff

9 Ireland

10 Dublin

11 France





Europe

- | | | |
|--------------------|-----------------------|----------------------|
| 1 ICELAND | 14 ITALY | 27 BOSNIA and |
| 2 IRELAND | 15 SWITZERLAND | HERZ. |
| 3 U.K. | 16 GERMANY | 28 ALBANIA |
| 4 NORWAY | 17 POLAND | 29 GREECE |
| 5 SWEDEN | 18 ESTONIA | 30 ROMANIA |
| 6 FINLAND | 19 LATVIA | 31 BULGARIA |
| 7 DENMARK | 20 LITHUANIA | 32 SERBIA |
| 8 NETH. | 21 BELARUS | MONTENEGRO |
| 9 BELGIUM | 22 UKRAINE | 33 SLOVENIA |
| 10 FRANCE | 23 CZECH | 34 AUSTRIA |
| 11 SPAIN | 24 HUNGARY | 35 CYPRUS |
| 12 PORTUGAL | 25 FYROM | 36 RUSSIA |
| 13 ANDORRA | 26 CROATIA | 37 TURKEY |

- 38 SYRIA**
- 39 LEBANON**
- 40 ISRAEL**
- 41 MOROCCO**
- 42 ALGERIA**
- 43 TUNISIA**
- 44 LIECH.**
- 45 SLOVAKIA**
- 46 LUX.**
- 47 IRAQ**
- 48 GEORGIA**



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VOCABULARY	Types of energy sources
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GRAMMAR	Conditional forms in reported speech
VOCABULARY	Uses of electricity
SKILLS	Speaking to give opinion

LESSON	3. Electricity bills
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VOCABULARY	Forms of lighting
SKILLS	Writing to describe events

Unit 10, p.67, Natural phenomena

LESSON	1. Such things happen all the time!
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Appendix 1: It's your choice p. 133

Appendix 2: Maps p. 156

Βάσει του ν. 3966/2011 τα διδακτικά βιβλία του Δημοτικού, του Γυμνασίου, του Λυκείου, των ΕΠΑ.Λ. και των ΕΠΑ.Σ. τυπώνονται από το ΙΤΥΕ - ΔΙΟΦΑΝΤΟΣ και διανέμονται δωρεάν στα Δημόσια Σχολεία. Τα βιβλία μπορεί να διατίθενται προς πώληση, όταν φέρουν στη δεξιά κάτω γωνία του εμπροσθόφυλλου ένδειξη «ΔΙΑΤΙΘΕΤΑΙ ΜΕ ΤΙΜΗ ΠΩΛΗΣΗΣ». Κάθε αντίτυπο που διατίθεται προς πώληση και δεν φέρει την παραπάνω ένδειξη θεωρείται κλεψίτυπο και ο παραβάτης διώκεται σύμφωνα με τις διατάξεις του άρθρου 7 του νόμου 1129 της 15/21 Μαρτίου 1946 (ΦΕΚ 1946,108, Α').

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