

Think Teen!

**1st Grade of Junior High  
School**

**STUDENT'S BOOK**

**Προχωρημένοι**

**Τόμος 3ος**

**Γ' Κ.Π.Σ. / ΕΠΕΑΕΚ II / Ενέργεια 2.2.1 /  
Κατηγορία Πράξεων 2.2.1.α:**

**«Αναμόρφωση των προγραμμάτων  
σπουδών και συγγραφή νέων  
εκπαιδευτικών πακέτων»**

**ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ**

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βιβλίων και παραγωγή υποστηρικτικού  
εκπαιδευτικού υλικού με βάση το  
ΔΕΠΠΣ και τα ΑΠΣ για το Γυμνάσιο»**

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

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**ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ:  
Ελληνικά Γράμματα**

**1st Grade of Junior High  
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**Τόμος 3ος**



## Unit 5

## Times change!

**LESSON 1: Fancy ancient history?**

**LESSON 2: A nation in brief!**

**LESSON 3: From generation to generation!**

**Match each photo (1-3) to the e-mails (A-C).**



**Do you go on **educational** school trips?**

**What kind of places do you usually visit?**

**Join our e-discussion about interesting school visits!**



**A**

## **Invitation**

**School exhibition**

**'From Generation to Generation'**

**Venue: 1st Junior**

**High School - Nafplio**

**Date: 15/1 - 22/1**

**Entrance: Free**

**Organisers: 1st grade students and  
the English Dept.**

**B**

## **Escuela Cervantes**

**Tuesday 1st February -**

**All classes visit the British  
Embassy in Madrid.**

**For more information,  
contact your English teacher.**

**C**

## **Notting Hill School**

**Re: School Trips**

**To: 1st year students**

**Friday 10th January**

**Destination: British Museum**

**Departure time: 9.15**

## **In Unit 5 you will**

### **READ**

- museum guide book texts
- a student's article about the UK

### **LISTEN TO**

- a recorded message of a museum
- an Embassy official talking about British superstitions
- an interview with an English teacher about teenage life in the past
- a song about learning English

### **TALK ABOUT**

- ancient Rome and Egypt
- important historical figures
- similarities & differences between the British and the Greeks
- photos suitable for an exhibition
- your past habits and states
- your learning habits

## **WRITE**

- a history quiz
- a paragraph about your partner's past habits

## **LINK TO**

- History • Geography • Culture • Maths • Technology • Music

# Lesson 1: Fancy ancient history?



## Listening

**We are in David and Susan's school in Netting Hill. Their class is organising a school trip to the British museum. David called the museum for more information. Listen to the recorded message and complete his notes.**



**Task 22-p.144**

### **School Trip to the British Museum**

**Date: Friday 10th Jan**

**Open: from 1.....am to 2.....pm**

**Get tickets for the guided tour at the 3.....**

**Buy books from the 4..... shop**

For information about activities, call  
5.....

## LISTENING STRATEGIES

see page 63-64



Vocabulary Link

### History 1

**1** The students of Notting Hill School are at the museum. Before

they go into the different galleries, the guide asks them to complete the two theme worksheets. Can you help them? In pairs, match the words (1-6) with the pictures (a-f) on worksheets A and B. Then, listen and check.

## Worksheet A

### Ancient Egypt

1 crops      2 hunting      3 desert  
4 temple    5 statue      6 mummy



a. ....    b. ....    c. ....    d. ....



e. ....    f. ....

# Worksheet B

## The Roman Empire

1 emperor    2 trade    3 wall  
4 beard    5 gladiator    6 helmet



a. ....    b. ....    c. ....    d. ....



e. ....    f. ....

**2** Choose 4 of the words above and tell us what they remind you of.

e.g. The word 'gladiator' reminds me of the film. It was a box office hit.



Reading

Notting Hill school students are

**divided into two groups. Do the same. Students A, follow David's group. Students B, follow Susan's group.**

## **STUDENT A**

**1** David's group is reading this text about Ancient Egypt in the museum guide book. Read it quickly to find:

- a. a very important river in Egypt**
- b. a great pharaoh**
- c. a famous museum**

### **Ancient Egypt**

**Five thousand years ago, Egypt was a rich country because of the River Nile. Around the river, the farmers grew crops and raised animals. The Nile was also home to lots of fish, birds and wild animals which people hunted for food and sport. Travelling by land was**

difficult in the hills and deserts of ancient Egypt, so people travelled by boats.

The ancient Egyptian pharaohs built temples and put up huge stone statues. Rameses II was the pharaoh who ruled for sixty-seven years and put up more statues of himself than any other pharaoh. The ancient Egyptians believed in life after death. That's why they became very good at mummification. Nowadays, with modern technology, we can look inside mummies. There are lots of them in the British Museum.

adapted from 'The World of the British Museum' - C. Whitaker, 2000; London: British Museum Press

**2** Read the text more carefully to complete David's notes.

## Ancient Egypt

- A lot of farming around the 1 .....
- People hunted for 2 ..... and sport.
- People travelled by 3.....
- Rameses II ruled for 4..... years.
- 5..... was an Egyptian technique.
- Modern technology helps us
- 6 .....

**3** Check your answers with another Student A.

**4** Pair up with a Student B. Turn to page 122 to do the Speaking task.





## Reading

### STUDENT B

**1** Susan's group is reading this text about the Roman Empire in the museum guide book. Read it quickly to find:

- a. two languages
- b. a great emperor
- c. a type of gladiator

### **The Roman Empire**

At the end of the first century AD the Roman Empire covered most of Europe, North Africa and parts of Asia. The Roman Emperors built excellent roads which people used to trade and communicate. There were two official languages, Latin and Greek.

Emperor Hadrian travelled all over his empire and studied all the

**cultures. He built an eighty-mile-long wall in Britain to keep out the ‘barbarians’, the people who were not under Roman rule. Hadrian was the first Roman emperor who had a beard. He made beards popular among the Romans.**

**Every important Roman town had an amphitheatre where people watched gladiators and wild animals fight to death. Professional gladiators trained in special schools. The murmillio gladiators wore bronze helmets which protected the face and neck.**

**adapted from ‘The World of the British Museum’ - C. Whitaker, 2000; London: British Museum Press**

**2 Read the text more carefully to complete Susan’s notes.**

## The Roman Empire

- It covered big parts of three continents, 1....., 2..... and Asia.
- Emperor Hadrian's wall was 3..... miles long.
- The emperors didn't want the 4..... in their empire.
- The Romans liked watching fights between 5..... and 6..... animals

**3** Check your answers with another Student B.

**4** Pair up with a Student A. Turn to page 122 to do the Speaking task.



**5** After their visit, Susan and David prepared this ancient history quiz for the school newspaper. Can you do it? You need information from both texts.

## **Ancient History Quiz: How MUCH Do You know ABOUT...**

### **THE EGYPTIANS?**

- |   |       |
|---|-------|
| 1. They had animals on the farms.           | T / F |
| 2. They had an excellent road system.       | T / F |
| 3. They put up marble statues.              | T / F |
| 4. They thought there was life after death. | T / F |

### **THE ROMANS?**

- |   |       |
|---|-------|
| 1. Latin was one of their main languages.           | T / F |
| 2. The emperors before didn't Hadrian have a beard. | T / F |

3. All Roman towns had an amphitheatre. T / F

4. Murmillo was a kind of helmet. T / F

**6** What else do you know about the Egyptian/Roman civilisation?



**Vocabulary Link**

## History 2

**1** People who made history.  
Match the people (1-8) with what each one was (a-h). Then, listen and check.

1. Socrates	...	a. an English admiral
2. Napoleon	...	b. a Scottish warrior
3. Hitler	...	c. a French general
4. Nelson	...	d. a French king
5. Victoria	...	e. a German dictator

6. Wallace	...	f. a Greek philosopher
7. Louis XIV	...	g. a Greek goddess
8. Athena	...	h. an English queen

**2 Write: after or before**

- a. **AD**:..... Christ was born
- b. **BC**:..... Christ was born

**3 Collocations.**

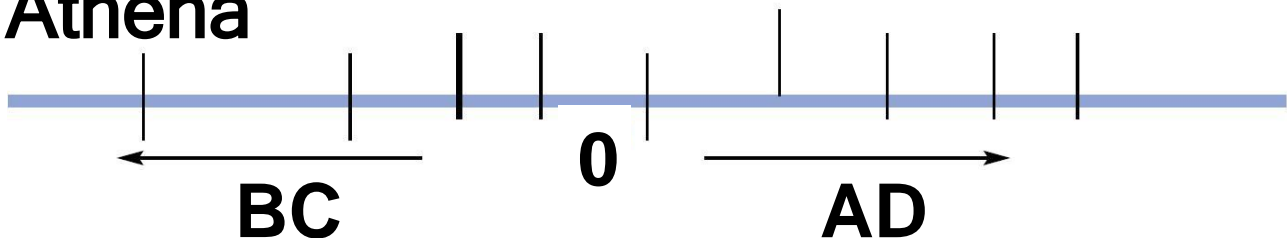
**In the first word-snake find words that collocate with 'statues' and in the second words that collocate with 'battle'.**

bronzestonemarblegold statues  
 fightwinlosediein a battle

**4 Do some research to find the date of birth and death of the people in Task 1 above. Put their names in chronological order on the Time Line below. Which of these people lived in the same**

**century?**

**People  
Worshipped  
Athena**



**Grammar Link**

**Relative Clauses –  
Who / Which / Where**



**1** Look at the example sentences and complete the Grammar table.

- **Hadrian was the first Roman emperor who had a beard.**
- **The Nile is the river which passes through Egypt.**
- **There were amphitheatres where the Romans watched the gladiators.**

**In relative clauses, we use**

- ..... to talk about people

- ..... to talk about **things and animals**
- ..... to talk about **places where something happens**

see Grammar Appendix, page 131

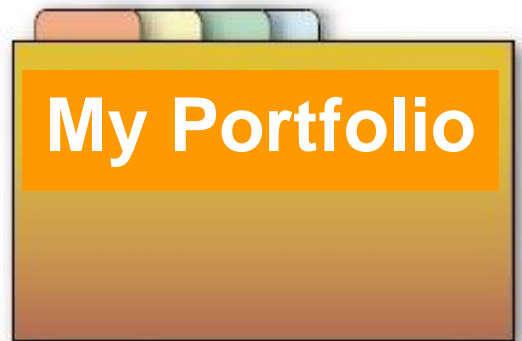
**2** Do you fancy ancient Greek history? Use information in Boxes B and C to talk about the people, things and places in Box A.

Minos was the Greek king who lived in Knossos.

<b>Box A</b>	<b>Box B</b>	<b>Box C</b>
<b>Minos</b>	<b>Greek general</b>	<b>had a lot of power.</b>
<b>Athens</b>		<b>the ancient Greeks built for Athena.</b>
<b>Athens</b>	<b>Greek king</b>	<b>people lived a strict and simple life.</b>

<b>The Minotaur</b>	<b>temple</b>	<b>Socrates lived.</b>
<b>Sparta</b>	<b>monster</b>	<b>lived in Knossos.</b>
<b>Miltiades</b>	<b>Greek</b>	<b>fought in Marathon.</b>
<b>The Parthenon</b>	<b>city-state</b>	<b>half-man and half-bull.</b>

Link to [www.e-yliko.gr](http://www.e-yliko.gr) for the first grade of Junior High School:  
[Underwater Exploration](#)



## History

### A. An Ancient History Quiz

Work in groups of three.

- Look at your history textbook.
- Find information about other people, things or places of importance in ancient history.

- **Choose 6 to 8 pieces of information.**
- **Write an ancient history quiz.**
- **Prepare the key to your quiz.**
- **Give it to other groups to find the answers.**

**OR**

## **B. A Local History Poster**

**Work in groups of three.**

- **Find out about the history of your area. Your history teacher can help you.**
- **Choose an important person or event.**
- **Collect information.**
- **Write a short text and add pictures.**

**5. Prepare a Local History Poster and present it to your class.**

## **ANCIENT HISTORY QUIZ – THE ANAGENT GREEKS**

**a. Achilles was the warrior who fought in Salamina. T / F**

**b. Leonidas died in Thermopyles. T / F**

**c. ....**

## Lesson 2: A nation in brief!

**United** means ‘joined together’. Do you know any united countries?



**1** Nadia’s class is at the British Embassy, in Madrid. Mrs Jones, an embassy official, is showing them the map of the United Kingdom (the UK). Look at yours on page 100 (του 1ου τόμου). Which countries make it up? Circle.

**England      Wales      Denmark**  
**Scotland      Republic of Ireland**  
**Northern Ireland**

**2** Where are these big cities? Find them on the map. Which ones are capital cities?

**London      Edinburgh      Cardiff**  
**Manchester      Glasgow      Belfast**

**3** Which two cities in England are very famous for their universities?



## Reading

**1** Look at these key words. In pairs, write down two things on each topic, related to the UK.

**Geography**   **Leisure Time**   **Arts**  
**Schooling**   **Sport**

e.g. Sports: 1. Football 2. Beckham

**2** After their visit to the embassy, Nadia wrote an article about the UK for her e-friends. Scan it to check if any of your ideas from Task 1 are in the article.

**Task 23-p.145**

**3** Read Nadia's article and answer her quiz questions.

- a. How many people live in the UK:  
23, 48 or 59 million?
- b. A plane travels at 750 km per hour. How long does it take to fly from the south to the north of Great Britain:  
1 hour and 20 min / 15 min / 20 min?
- c. How many people use public libraries in the UK:  
3 / 6 / 9 out of 10?
- d. What is Shakespeare's theatre called? .....
- e. At what age can British children leave school: 14 / 16 / 18 ?
- f. Which three subjects do British children spend most time studying?  
.....
- g. What is the Grand National?  
A tennis tournament /  
a horserace / a golf tournament

## The UK - Land and People

by Nadia Garcia



### GEOGRAPHY

The United Kingdom includes Great Britain (England, Scotland and Wales) and Northern Ireland. It is 500km wide and 1,000 km long. It has a population of about 59 million. Great Britain is the largest island in Europe and the eighth largest in the world. English is the official language.

### THE ARTS

London is one of the biggest cultural centres in the world. It has around 100 theatres which show musicals, modern dramas, classical plays and comedies. At the famous Globe



**Theatre, where William Shakespeare performed, visitors can enjoy one of his plays and feel the atmosphere of his time.**

## **EDUCATION**

**Children in Britain must attend school from the age of 5 until they are 16. Around 93% of children in the UK get free education. The rest attend private schools. The average weight of a British child's school bag is 5.5 kilos. There is a National Curriculum for all pupils. English, mathematics and science are 'core' subjects and students spend more time on them.**



## **LEISURE TIME**

**The most common leisure activities among people in the UK are home-**



based, like entertaining or visiting relatives and friends. Watching television is by far the most popular leisure pastime. They also like listening to the radio or to music and reading books (6 out of 10 people are members of public libraries). Finally, they are good at gardening and do-it-yourself activities.



## **SPORT**

About 29 million people over the age of 16 in the UK take part in sport or exercise. Walking is the most popular physical activity. The sport which the British love watching is football. The Football Association Cup Final, the Wimbledon tennis tournament, the Open Golf Tournament and the Grand National (a world-famous horserace over fences) are the most

**important sporting events in the UK.**



**information taken from: The Foreign and Commonwealth Office Britain in Brief; London Crown**

**4 Find the following numbers in the article and say what they refer to.**

**Task 24-p.146**

**500km    100    5    93%    5.5**

**5 Compare the British with the Greeks. Find two similarities and two differences.**

**e.g. In both countries, people love football.**

**British children go to school at the age of 5 but Greek children go to school at the age of 6.**



## Vocabulary Link

### Guessing words from context

**1** Find words in the article that mean:

**Task 25-p.150**

a. the number of people who live in a country: GEOGRAPHY

.....

b. offer food and drink to visitors in your house: LEISURE TIME

.....

c. something you like doing when you aren't working: LEISURE TIME

.....

d. about art, music and/or theatre: ARTS

e. go to: EDUCATION

.....

f. the group of subjects children study at school: EDUCATION

.....

## Education

**2** Collocations with SCHOOL.  
Find 5 types of schools in the word-snake and then say what type of school you go to.

I go to a  
**stateprivatemixedpublicboarding**  
school.

A public school in England is a very expensive private school for students of high society.

Public schools in the US, Scotland and Australia are state schools.

What is a public school in your country?



## Numbers

**3** To talk about a nation, you

**need numbers. Listen to these numbers and repeat. What do they refer to?**

**3,000 2,917 11,000,000 98% 1.5**

---

**4 In pairs, write simple sentences which will contain different kinds of numbers. Help each other to read them accurately.**

**e.g. 45% of our classmates play a sport.**

**5 Listen to Nadia talking to people she knows and circle the numbers you hear.**

**a. 13 / 30**

**b. 15 / 50**

**c. 18 / 80**

**d. 16 / 60**

**e. 19 / 90**

**f. 14 / 40**





## Grammar Link

### Gerunds

**1** Study the example sentences and complete the Grammar table.

a. They like **listening** to the radio.

b. **Walking** is the most popular physical activity.

c. They are good at **gardening** and do-it-yourself activities.

### Gerund



Verb + \_\_\_\_\_

e.g. **visiting**

Match the sentences (a-c) with the rules (1-3). A gerund...

1. can be the **subject** of a sentence:

.....

2. can be the **object** of verbs like love / like / enjoy / hate / prefer:.....

**3. comes after expressions like good / bad at, crazy about, interested in: .....**

---

**see Grammar Appendix, page 132**

**2 Teenagers like different things. Get in groups of 4 and talk about:**

**the most popular pastime**

**what you enjoy doing**

**what you're crazy about**

**what you're good / not so good at doing**

**what you hate/love doing**

**the most boring activity**

**3 Are there any similarities and/or differences? Tell the class.**



**Listening**

**1 Nadia's last question is about superstitions in the UK. Which**

**superstitions is Mrs Jones talking about? Listen and tick the pictures (a - f). There is one extra picture.**



a. ....



b. ....



c. ....



d. ....



e. ....



f. ....

**2 Listen again and write Good Luck (GL) or Bad Luck (BL) next to the pictures. Do the Greeks have the same superstitions? Are you superstitious?**



**Project**

**My Portfolio**

### **About a nation**

- Choose a nation you want to learn more about.

- Find information about these topics:

**geography   leisure time   arts  
education   sports**

- Use the article 'The UK - Land and People' as a model to write a short paragraph about each topic.
- Find pictures to go with each topic.
- Prepare your presentation. You can record it to practise.
- Present it to the class.
- Put your projects on display.

**Dubai,  
United Emirates**



**Tour, France**

**New York,  
United States  
of America,**



**London,  
United Kingdom**

**Amsterdam, Holland**

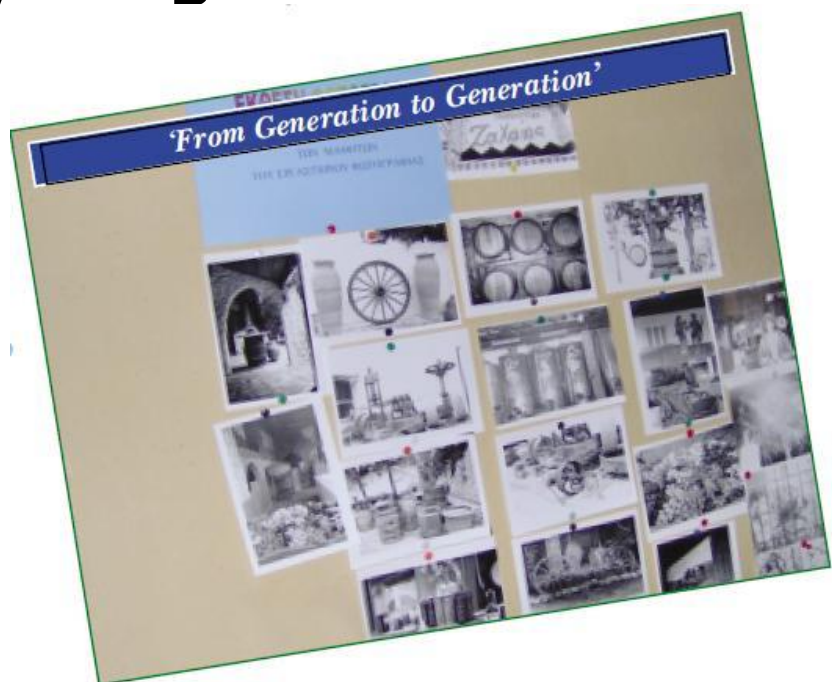


## Lesson 3: From generation to generation!



### Listening

**1** We are in Nafplio, Greece. Magda's class is organising the exhibition 'From Generation to Generation'. What are they doing? Listen to Magda talking and check your guesses.



**2** Listen to the whole interview. What topics are they talking about? Tick (✓) from a-h.

a. Home	...	e. Going out	...
b. School	...	f. Watching TV	...
c. Hobbies	...	g. Traffic	...
d. Modern technology	...	h. School tests	...

**3 Listen again and complete Magda's notes.**

**Task 26-p.151**

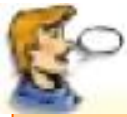
**Interview with Mrs. Ioannou - Notes**

- School on 1.....
- Only 2..... wore a school uniform.
- No 3..... / used encyclopaedias for school projects.
- Best part of the week: 4.....
- Usually went to 5 .....
- TV: 6..... & .....
- /7..... channels
- 8 ..... stations: not all

professional

- Played the listeners' 9 .....
- Usually fought with 10 .....

Yannis Petridis



Speaking



**1** The students are looking at some photos for the exhibition. What do the photos (a-f) show?



**2** The students need your help to choose photos. In pairs, discuss how suitable photos a-f are for the exhibition and how they can use them. The Language Bank can help you. Then, tell the class.

### **Language Bank**

1. What do you think of photo a?
2. What does photo b show?
3. Let's talk about photo c.
4. This is an interesting photo. It shows ...
5. How about photo d? They can use it to show ...
6. Do you agree? / What's your opinion?
7. Photo e is (not) really useful because ...
8. A good idea is to use photo f to show...
9. What about a photo of ....?

**10. I believe they should also show how our parents ...**

**3 What other photos can they look for? Explain why.**



### Vocabulary Link

**1 Put the following words in three groups: On TV / On the radio / On both. Then, listen and check.**

soap opera / police drama / cartoon  
/ quiz show / chat show /  
documentary / music programme /  
sports programme / game show /  
the news / commercials / breaking  
news / phone-in programmes /  
viewers / listeners

**2 Which programmes do you prefer? Which ones do you never**

**watch or listen to? Tell each other.**

## **Technology**

**3** Choose from **on/ from / to / -** to complete questions a-f. Then, listen to check.

- a. How often do you surf .....the Internet
- b. What do you usually find ..... the Internet
- c. When do you connect.....the Internet
- d. What do you usually download ..... the Internet
- e. Do your parents use ..... the Internet
- f. Who else in your family goes ..... the Internet

**4** In pairs, ask and answer questions a-f. Then, tell the class

**what you have learnt about your partner.**



## **Grammar Link**

**Talking about past habits and states - Past Simple / used to**

**1 Study the example sentences and complete the Grammar table.**

- a. We looked for information in encyclopaedias.
- b. All girls hated their uniform.
- c. TV used to be black and white.
- d. Did you use to go out with your classmates? Yes, I did / No, I didn't.
- e. Boys didn't use to wear a school uniform.

**Habits and states in the past**



- **Past Simple**
- **Used to**

**Choose from a-e:**

- **Past Habits:** sentences .... / .... / ...
- **Past States:** sentences .... / ....

**How do we form the negatives, questions and short answers of used to?**

see Grammar Appendix, pages 133

**2** Ask each other about your life when you were in the first grade of primary school. Here are some ideas. Add yours.

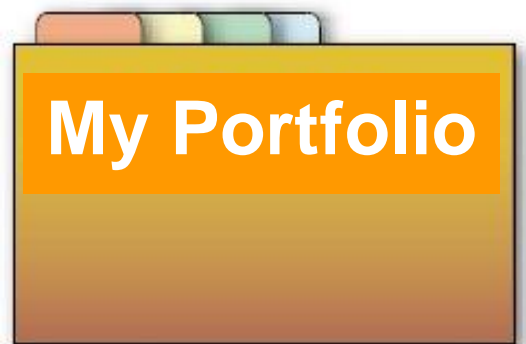
<b>Did you (use to).....</b>	
<b>have a pet?</b>	<b>✓ / X</b>
<b>buy food from the school canteen?</b>	
<b>go to amusement parks?</b>	
<b>play a sport at school?</b>	
<b>wear a school uniform?</b>	
<b>have long / short hair?</b>	

..... ..... ..... .....	
----------------------------------	--



## Writing

- 1 Write a paragraph about your partner when he/she was in the first grade of primary school. Draw a picture of him / her.**
- 2 Read each other's paragraphs. Check Past Simple and 'used to' forms for past habits and states.**
- 3 Put your work on display.**





## Listening & Reading



**1** Listen to the song and say:

a. Who is singing?

b. To whom?

c. What for?

**My English is great  
I studied it at school  
I used to write letters  
To friends from Liverpool**

**I bought English comics  
And listened to rock songs  
I learnt by heart the lyrics  
And used to sing along**

**We didn't have computers  
Or DVDs at school  
Our English-English dictionary  
Was our greatest tool**

**Follow your dad's advice  
Grammar is not enough  
Put English in your life  
And you can have great fun!**

**2 Listen again and read the  
song. Tick ✓ what the singer used  
to do to learn English?  
He used to ...**

**Task 27-p.152**

**a. read English books / mags.**

**b. travel abroad.**

**c. listen to English songs.**

**d. keep a diary in English.**

**e. watch films with English subtitles.**

**f. practise with his friends.**

**g. use an English-English dictionary.**

**h. play Scrabble® in English.**

**i. have an English key pal.**

**j. send text messages in English.**

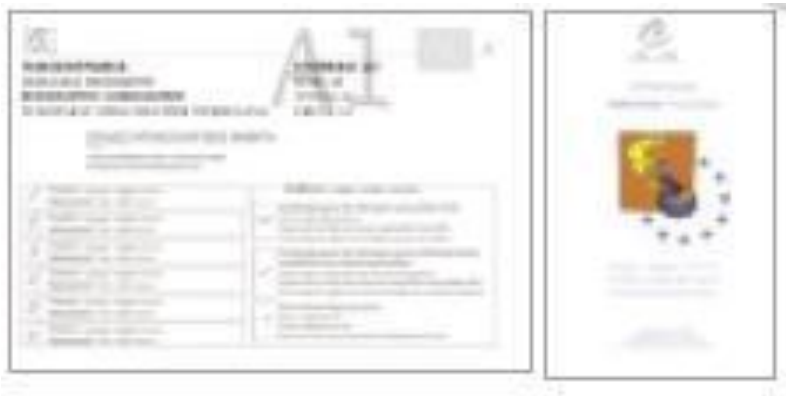
### **3 What about you?**

**a. Do you do any of these activities? How often?**

**b. Do you want to try any others? Which ones?**

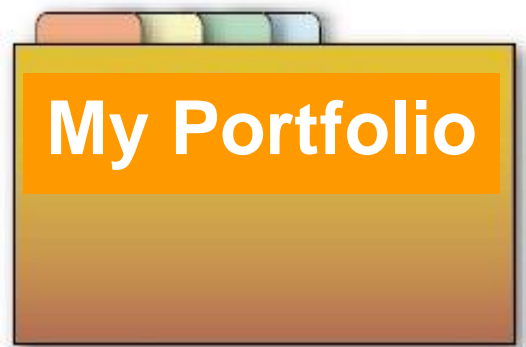
## Ideas Bank

If you play a musical instrument, your teacher can give you the music score. Your music teacher can help you play and sing the song.



**Project**

**My learning routine**



- Choose one of the activities in Task 2 above which you like.



# Self-Assessment

## VOCABULARY LINK

**1** Write the words below the pictures.



1. i \_ \_ \_ \_

2. c \_ \_ s \_ \_

3. s \_ \_ \_ \_

4. t \_ \_ \_ \_

5. d \_ \_ \_ \_ \_

6. c \_ \_ \_ \_

7. c \_ \_ \_ \_ \_ \_ \_

8. g \_ \_ \_ \_ \_

9. g \_ \_ \_ \_ \_

10. b \_ \_ \_ \_

**1 POINT FOR EACH CORRECT ANSWER TOTAL \_\_\_/5**

**2 Complete the sentences with the correct word.**

Example: We visited the ancient **temple** /island of Poseidon last week.

1. Rameses II **traded/ruled** Egypt for sixty-seven years.
2. Text-messages are a modern way to **communicate/entertain** with your friends.
3. What's the **ancient/official** language in Spain?
4. We've got a project in biology class. I need to **surf/download** the Internet for information.
5. Can you **download/connect** this song from the Internet for me?
6. Let's watch "The Young and the Restless". It's my favourite **chat show/soap**.
7. Farmers in ancient **Egypt** **grew/hunted** crops and raised

animals.

**1 POINT FOR EACH CORRECT  
ANSWER TOTAL \_\_\_/7**

**3 Write the numbers.**

1,678 = .....

64% = .....

3.32 = .....

4,980,060 = .....

206,612 = .....

**1 POINT FOR EACH CORRECT  
ANSWER TOTAL \_\_\_/5**

## **GRAMMAR LINK**

**4 Complete the sentences with  
who/which/where.**

1. John is the teacher..... taught  
us Latin.

2. Athos Camp was the camp  
..... I spent my holidays.

3. Mark Twain is the author .....  
wrote Oliver Twist.

4. Indigo Blue is a book ..... is  
about the life of a young girl.

5. The Parthenon is the temple  
..... the Greeks built for the  
goddess Athena.

1 POINT FOR EACH CORRECT  
ANSWER TOTAL \_\_\_/5

**5** Rewrite the sentences using  
the words in bold.

e.g.: I woke up at 11.00 when I was  
five years old. **USED TO**

When I was five years old, **I used to  
wake up at 11.00.**

1. Playing football is my favourite  
pastime. **LOVE**

.....  
.....

2. I don't like watching horror films.  
**HATE**

.....  
.....  
**3. My parents went to discos on Saturdays. USED**  
.....  
.....

.....  
.....  
**4. Boys didn't wear uniforms at school. USE**  
.....  
.....

**2 POINTS FOR EACH CORRECT ANSWER TOTAL \_\_\_/8**




**TOTAL SCORE \_\_\_/30**

**CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 140**



**0 - 10:**  **11 - 20:**  **21 - 25:**  

**26 - 30:**   

**Which is true for you? Put a tick ✓  
in the right box**

<b>Can-do-Checklist</b>			
<p><b>a. I can complete my notes with information from a guide book text.</b></p> <p><b>b. I can ask for and give information about ancient civilisations.</b></p> <p><b>c. I can write a history quiz for my classmates.</b></p> <p><b>d. I can find similarities and differences between the British and the Greeks.</b></p> <p><b>e. I can read numbers.</b></p>			

<p>f. I can understand numbers in spoken language.</p> <p>g. I can talk about suitable photos for an exhibition with my partner.</p> <p>h. I can write a paragraph about my partner's past habits and states.</p> <p>i. I can talk about what helps me learn English.</p>			
---	--	--	--

 : I m very good! What can I revise?	<b>My Notes:</b> ..... ..... ..... ..... .....
 : I can become better. What should I practise?	



**: I must try harder. What do I need to work on?**

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

## **FOCUS ON LISTENING SKILLS**

**Tick ✓ the listening strategies that have helped you in this unit. Which other(s) do you want to try in the future?**

<b>Listening Strategies</b>	<b>Great help!</b>	<b>I'll try</b>
<b>1. Read the task carefully to understand the context and what you have to do. 2. Look at the material that goes with the listening (photos, tables,</b>		

**titles etc) to guess what it is about and what to expect.**

**3. Think of words / ideas you might hear and make a list.**

**4. Focus on what you have to do. Don't worry if you don't understand everything on the recording.**

**5. Listen to the recording more than twice if necessary. Focus on difficult parts.**



## Unit 6

## Teens in action!

**LESSON 1: Let's go green!**

**LESSON 2: Many hands make light work!**

**LESSON 3: Learn by doing!**



**To all e-friends**  
**We know that... TEENAGERS LOVE ACTION!**

**That's why... WE'VE GOT SOME IDEAS FOR YOU!**

**You can make an eco-difference!**  
**You can save an animal in danger!**  
**You can explore your hometown and write about its history!**

**[Click here](#) to meet Andrew, Lyn and Penelope and find out what they do!**

 Listen and match the speakers (1-3) with the ideas in the photos (A-D). There is one extra photo.



**A...**

**B...**

**D...**

**School Club –  
Junior Archaeologist**

**C ...**

**In Unit 6 you will...**

## **READ**

- a poster about recycling
- school environmental schemes on the Internet
- an advertisement for volunteers
- a quiz on a historical area in Athens
- a student's letter of application and CV

- an online article about the Kazantzakis museum

## **LISTEN TO**

- a radio news report on a school trip

## **TALK ABOUT**

- your experiences
- voluntary work
- learning by doing

## **WRITE**

- a letter of application
- your CV
- a Treasure Hunt task sheet

## **LINK TO**

- Environmental Studies • History
- ICT • Modern Greek • Geography

# Lesson 1: Let's go green!



## Reading & Speaking



Home | Inbox: 926 messages | New Email Message

Send | Attach | Save Draft | Spelling | Cancel

To: **e-friends@thinkteen.gr**

Cc:

Subject:

Times New Roman | 18 | B | I | U | T | P | E | L | R | G | H | J | K | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | [ ] | { } | ~ | |

Plain Text

**Dear e-friends,  
It's easy to go green if we know what destroys our planet and how we can help. That's why I have created this website. We can share information, eco-experiences and advice. It's our way the Earth.  
Andrew (from Brighton)**

### 1 Recycling



- What does it mean?
- What Greek word does 'Recycling' remind you of?
- What can we recycle? Find out in the word-snake. Can you add anything else?

**glassbottlescansbatteriesmagazine  
splasticbagsbooksnewspapers**

**2 Do Andrew's quiz to learn more about the environment. Then, check with the key on page 121. How does it make you feel? Do you know any other environmental facts?**

### **Quiz - The Environment**

- 1. Recycling one aluminium can save enough energy to power a television for....**
  - a. one hour**
  - b. three hours**
- 2. .... do not rot. They will stay in the ground forever.**
  - a. Glass bottles**
  - b. Plastics**
- 3. The average family uses .... trees worth of paper a year.**
  - a. six**
  - b. three**
- 4. Newspapers contain about ..... of recycled paper.**

a. 50%    b.10%

**3** Andrew's class made this poster. Read the text on it. What is it about?

**4** How can students help protect the environment? In pairs, make a list of ideas.

**We must all help to save our planet.**

**Our motto is:**

**Think before you bin!**

**Have you ever heard of the three Rs ?**

**Reduce Reuse Recycle**

**Join a school environmental scheme now!**

**Let's all go green!**





## Reading

- 1** Lots of students take part in school environmental schemes. Read quickly what some of them wrote for Andrew's site. Are there any of your ideas?
- 2** Decide on a suitable name for each school scheme. Choose from a-e. There is one extra.

### Task 28-p.153

- 'Zero Waste Day' ...
- 'Clean-up Day' ...
- 'Draw to Help!' ...
- 'Cash for Cans' ...
- 'Recycle Paper' ...



Yahoo! - Microsoft Internet Explorer provided by OTEnet

[www.thinkteen.com](http://www.thinkteen.com)

**Green Schools <=> Green Communities**



**Andrew, 15** 1

**“Recycling a can is 20 times cheaper than making a new one, so manufacturers are happy to buy used ones. I’ve joined an eco team which collects cans students usually throw away and takes them to the nearest recycling point. It’s really cool! We’ve bought three new basketballs with the money they’ve given us for the used cans so far. Have you ever volunteered for your community?”**

**Sheila, 12** 2

**“We’ve started a Waste Reduction Week at our school. Today, we’ve removed the waste-paper bins from all classrooms and the headmaster has given each student a bag where we must put all the litter we produce during the day. At the end of the day, the student with the**

**smallest bag will get a prize! So, let's get down to work!"**

**Tony, 13** 3

**"We've teamed up with other schools in our area and we've formed eco teams. We're trying to recycle as much paper as possible. We've asked the local council for extra recycling bins and they've given us green flags to fly! It's a good start but we haven't gone green yet. We must keep working."**

**Bettina, 14** 4

**"My team has designed recycling posters which encourage people to sort the paper, glass and cans from their rubbish. We've also made a poster with the names and addresses of phone and computer stores which take old mobiles and computers and give them to people**



in poor countries or recycle them. Have you ever heard of that?"

ideas taken from:

[www.ci.fort-collins.co.us](http://www.ci.fort-collins.co.us),  
[www.kidsrecycle.org/index.php](http://www.kidsrecycle.org/index.php),  
[www.metrokc.gov/dnr.kidsweb/index.htm](http://www.metrokc.gov/dnr.kidsweb/index.htm)

**3** Read the students' text in more detail. Find the team that....

**Task 29-p.153**

- a. needs something extra at their school. ...
- b. has unusual bins today. ...
- c. has bought something new. ...
- d. uses its members' artistic skills. ...
- e. has organised a special week. ...

**4** Which of these schemes would you like to join? Say why.



## Vocabulary Link

### Guessing words from context

**1** Find the words (1-8) in the students' texts (Texts 1-4). In pairs, guess what they mean and match them with their meanings (a-h).

### Task 30-p.157

1. manufacturer (Text 1)	...	a. start
2. volunteer (Text 1)	...	b. the people who live in a place
3. community (Text 1)	...	c. shops
4. waste reduction week (Text 2)	...	d. offer to work without getting any money

5. remove (Text 2)	... e. a person or company that makes sth
6. get down to (Text 2)	... f. to take sth off or away
7. sort (Text 4)	... g. put things in groups
8. stores (Text 4)	... h. we throw less rubbish away during this week

## The Environment

**2** Match the signs (a - e) with the pictures (1 - 5). Then, listen and check.

a. A new recycling point in our area!

b. Join the school eco team!

c. Don't drop litter!

d. Take the rubbish out!

e. Use the waste paper bin when you sharpen your pencils.



1. ...

2. ...

3. ...

4. ...

5. ...

**3 'ENVIRONMENT' collocations.  
Put the verbs in the right box.**

**waste / save**      **plant / cut down**  
**recycle / throw away**      **protect /**  
**destroy**      **take care of / kill**  
**clean up / pollute**      **pick up / drop**  
**park / use**

<p><b>trees</b></p> <p>.....</p> <p>.....</p>	<p><b>water /</b></p> <p><b>energy</b></p> <p>.....</p> <p>.....</p>	<p><b>animals</b></p> <p>.....</p> <p>.....</p>
<p><b>environment /</b></p> <p><b>forests</b></p> <p>.....</p> <p>.....</p>	<p><b>beaches</b></p> <p><b>/ parks</b></p> <p>.....</p> <p>.....</p>	<p><b>paper /</b></p> <p><b>glass /</b></p> <p><b>aluminium</b></p> <p>.....</p> <p>.....</p>

**cars / bicycles**

.....

.....

**litter**

.....

.....



## Grammar Link

### Present Perfect Simple (1)

**1** Look at the example sentences and complete the Grammar table.

#### **PRESENT PERFECT SIMPLE**

**Finished actions that are important NOW**

**They are fresh NEWS or personal EXPERIENCES**

- We've formed eco teams in our community.
- Have you ever heard of the three R's?

## **They have RESULTS in the present**

- They've given us green flags to fly.
- We haven't gone green yet.

**Do we mention the exact time?**

**YES / NO**

**Is the exact time important?**

**YES / NO**

**We use Have you ever ....? to ask about NEWS / EXPERIENCES**

### **Present Perfect Simple**

 + ...../ has + past participle ✓

**Have /..... +  + p.p ?**

 + ...../..... + ..... X

### **Short answers**

**Yes, I have / No, I haven't**

### **Past Participle**

**Complete with verbs from the texts on p. 73**

**regular: verb - ed**

e.g. formed, ....., .....

**irregular:**

e.g. gone, ....., .....

see Grammar Appendix, page 156  
(τόμος 2ος)

see Grammar Appendix, page 134

**2** In pairs, make a list of what the students on Andrew's site have done for the environment.

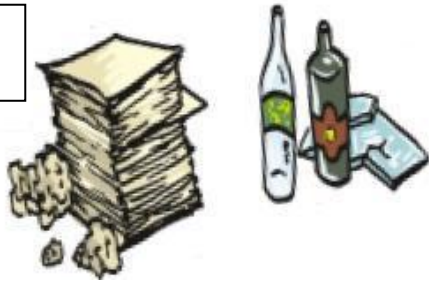
e.g. Andrew has...../ At Sheila's school, they have ....

**3** Today is a 'Let's go green' school day in the UK. Say what the students in the drawings have done to help.

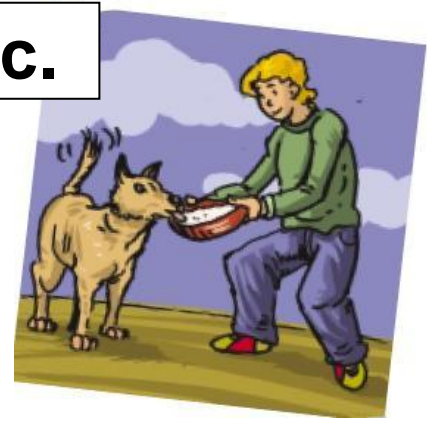
a.



b.



c.



d.



e.



**1 Find someone who.....**

**Look at page 125. The student who will be the first to complete their questionnaire correctly is the winner.**

**Task 31-p.158**

**2 Based on your answers, do you think that your class care about the environment?**

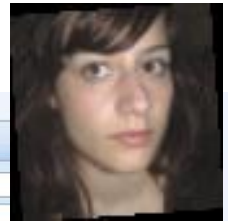
# Lesson 2: Many hands make light work!



## Reading & Speaking



**1** Read Lyn's e-mail to Andrew.  
Why is she writing?



The screenshot shows an email client window with the following details:

- Home | Inbox: 926 messages | New Email Message
- Send | Attach | Save Draft | Spelling | Cancel
- To: anderson@thinkteen.gr
- Cc: andrew@thinkteen.gr
- Subject: (empty)
- Plain Text
- Times New Roman | 18 | Bold | Italic | Underline | Text Color | Background Color | Bulleted List | Numbered List | Indent | Decrease Indent | Increase Indent

**Dear Andrew,**  
**I'm Lyn and I live in London. I'm sending you this advertisement for your site. I'm sure lots of people will find it interesting.**  
**You're doing a great job.**  
**Congratulations!**  
**Lyn Elliot**

**2** Read the advertisement. What kind of work is it about?

## **Volunteers Wanted**

**Are you interested in animals and conservation?**

**Do you like working with people?**

**If you have some spare time and you're over 18, we'll be happy to hear from you.**

### **Typical activities**

- **Answering visitors' questions about the animals or giving them directions**
- **Playing games and making badges with our young visitors**
- **Helping out at special events**
- **Taking visitors on guided tours**
- **Helping our librarians (some experience in a library is useful)**

**Join us now! Post your CV to:  
Volunteer Recruitment Wild Zoo  
Regent's Park NW1 4RY**

**3** What kind of voluntary work would you like to do for the zoo? Are you good at/with any of the following? Discuss in pairs and then tell the class. The Language Bank can help you.

**foreign languages**      **animals**  
**talking to people**      **art and crafts**  
**children**      **computers**      **singing and dancing**  
**cooking**

### **Language Bank**

- I love animals so I could... / I'm good at drawing so I can ...
- I would like to help out at special events because I like ...
- You need to / should / must speak foreign languages to ...
- I don't like ..., so it's difficult to / I can't ... because...
- I think taking visitors on guided

**tours is enjoyable / interesting / boring because...**

- **If you like children, it's easy / fun to ....**

- **What about you?**

- **Are you good at / Do you like playing games?**

**4 Do you know what a CV is? What information is there? Check with Lyn's CV.**

**5 Read Lyn's letter to the Wild Zoo and her CV to find:**

**a. when she was born**

**b. what she wants to become in the future**

**c. where she has worked**

**d. what kind of person she is**

**15 June, 2006**

**Dear Sir/Madam,**

**I am writing to answer your advertisement for voluntary work in**

**87 / 89-90**

**the Wild Zoo 1..... I have just finished school but I have not started my studies yet. I have always loved animals so I want to become a vet. The college I want to go to has already accepted me 2**

**..... So, I think it is a wonderful idea to spend the summer months as a volunteer for the zoo.**

**I speak French very well. 3..... for the last three years. I believe I am a friendly person and I learn fast. 4..... and spending time with children.**

**I am sending you my application form and my CV. I look forward to your answer.**

**Yours faithfully,  
Lyn Elliot**

Link to [www.e-yliko.gr](http://www.e-yliko.gr) for the first grade of Junior High School:  
**Our Restaurant: Staff - Level 3 - Curriculum Vitae**

## **CURRICULUM VITAE**

<b>Name</b>	<b>Lyn Elliot</b>
<b>Address</b>	<b>5 .....</b>
<b>Tel. Number</b>	<b>020 7798 098</b>
<b>Nationality</b>	<b>British</b>
<b>Date of Birth</b>	<b>11 May 1988</b>
<b>Education</b>	
<b>1999-2006</b>	<b>Oatridge Secondary School</b>
<b>Languages</b>	<b>French (Level C1)</b>
<b>Skills</b>	<b>Computer literate (Word, PowerPoint)</b>
<b>Experience</b>	<b>Assistant in school library</b>
<b>Interests</b>	<b>6 .....</b>

**6** Complete the gaps (1-6) with one of the following phrases (a-g). There is one extra.

**Task 32-p.160**

- a. 8 Milton Road, SE1 London
- b. but classes start in September.
- c. so I received very good grades.
- d. I also like meeting new people
- e. I have also worked in the school library
- f. reading, dancing
- g. which I read on your website

**7** What voluntary activity can Lyn do for the Zoo? Explain why.

Ever want to be a  
**KEEPER**  **FOR A DAY**

**8** Have you ever done any voluntary work? Tell the class.



## Vocabulary Link

### Work

**1 Match the words (a-j) with their meanings (1-10). Lyn's letter and CV can help you.**

**Task 33-p.162**

<b>a. skills</b>	...
<b>b. experience</b>	...
<b>c. qualifications</b>	...
<b>d. voluntary work</b>	...
<b>e. interview</b>	...
<b>f. personal qualities</b>	...
<b>g. working hours</b>	...
<b>h. salary</b>	...
<b>i. application form</b>	...
<b>j. CV</b>	...

**1. a talk with a company about a job you want to get**

**2. things you can do (type, drive etc.)**

- 3. your character (if you are polite, friendly etc.)**
- 4. work of the same type you've done before**
- 5. work done for no pay**
- 6. the money you get for your work every month**
- 7. certificates and exams you've passed**
- 8. it gives information about you**
- 9. a special form you complete to get a job**
- 10. the hours when you work**

**2 Which of the above (a-j) does Lyn mention in her letter and CV?**

**3 Complete the cards with information about you. You don't have to fill in all of them.**

<b>QUALIFICATIONS</b> ..... ..... .....	<b>SKILLS</b> ..... ..... .....
--	--

<b>Personal Qualities</b> ..... ..... .....	<b>EXPERIENCE</b> ..... ..... .....
--	--



**Present Perfect Simple (2)**

**1** Match each word in bold with what it shows (a-d).

1. I have just finished school.	...	a. a period of time up to now
2. I haven't started my studies yet.	...	b. finished a short time ago
3. The college has already accepted me.	...	c. not finished

**4. I have worked in the school library for three years.**

**... d. finished**

**see Grammar Appendix, page 137**

**2 Think about today or this week. Tell each other about something you or a member of your family**

**a. have / has just done**

**b. haven't / hasn't done yet**

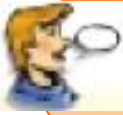
**c. have / has already done**

**d. have / has done for some time**

**and what the results are in the present.**

**e.g. I've just eaten a sandwich so I'm not hungry right now.**

**Dad hasn't bought tickets for the match yet so I don't have any.**



### **Volunteers Wanted for this year's local **BAZAAR****

**We need students to**

**talk to shop owners and collect  
products to sell type invitations  
draw posters prepare a play  
decorate classrooms visit Greek  
and foreign sites for ideas play  
music for our visitors cook for our  
visitors (mums should help) play  
games with young visitors**

**The money from the bazaar will  
go to the local children's hospital!**

**1** You have just seen this advertisement in the local newspaper. Write a letter to the council to volunteer. Use Lyn's letter as a model.

## **Follow this plan:**

- **Par. 1: Say why you are writing and how you feel about the idea of the bazaar.**
- **Par. 2 & 3: Give some information about you and your skills / experience / personal qualities (use the information about you in Vocabulary Link Task 3) and say how you could help out.**
- **Par. 4: Close your letter**



**2 Prepare a short CV. Use Lyn's CV as a model.**

**3 When you finish, get in groups, read letters and CVs and decide how each person can help.**

## **Language bank**

- **Areti is good at ... so she can ....  
Do you agree?**
- **I think that Manos can ....  
because....**
- **I can see here that you have  
studied / know ... so do you want to  
...?**
- **I don't want to .... I prefer to ....**
- **I find ... boring. Can I ...?**
- **What about Antigoni?**

**e.g. We think that Manos and Antigoni can play music for our visitors because they play the synthesizer and the guitar in a band. Areti is great at drawing so she can prepare the posters for the bazaar.**

# Lesson 3: Learn by doing!



## Reading

**1** Penelope is writing an e-mail to the e-group. Read it to find out about her and her hobby.





The screenshot shows an email client window with the following details:

- Home | Inbox: 926 messages | New Email Message
- Send | Attach | Save Draft | Spelling | Cancel
- To: Penelope@thinkteen.gr
- Cc: (empty)
- Subject: (empty)
- Times New Roman | 18 | Bold | Italic | Underline | Text color | Background color | Bulleted list | Numbered list | Indent | Decrease indent | Link | Unlink

**Hi,**  
**I love history and writing articles about places in my country. This month, I'm working on an article about the hill you can see in the photo. Do you know its name? I'm sending you what I've already prepared for the English school newspaper, to get an idea.**

**Your e-friend,**  
**Penelope**  
**(Athens, Greece)**



**2** Can you do this quiz? If you need help with the language, look at the **HELP BOX** first.

## **QUIZ**

1. Philopappos Hill is in the city of...
  - a. Kalamata
  - b. Athens
  - c. Alexandroupoli
2. On Philopappos Hill there is a ....
  - a. church
  - b. wall
  - c. monument
3. Demosthenes in ancient Greek history was a(n) ....
  - a. orator
  - b. general
  - c. tyrant
4. The Assembly of the Athenians met at ...
  - a. Plaka
  - b. the Acropolis
  - c. the Pnyx
5. What live performances take place on Philopapos Hill?
  - a. ancient drama
  - b. ballet
  - c. traditional Greek dances

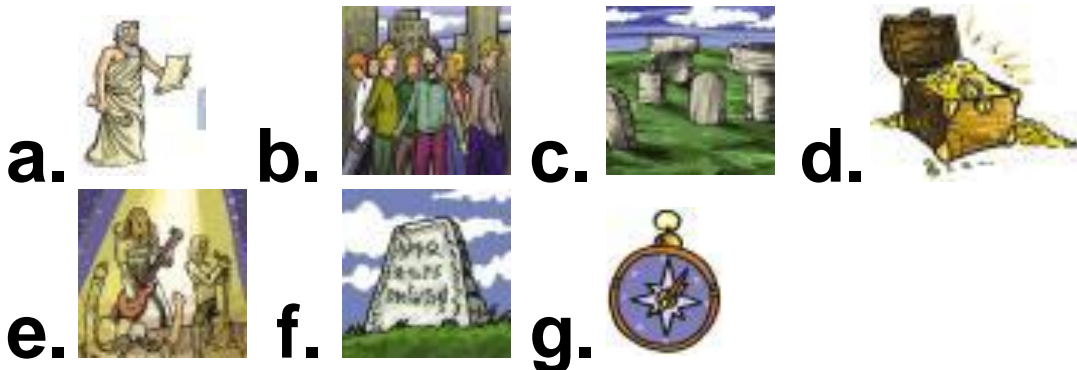
**key on page 121**

**Link to [www.e-yliko.gr](http://www.e-yliko.gr) for the first**

## grade of Junior High School: Underwater Exploration

**3 HELP BOX! Match the words (1-7) with the pictures (a-g). Then, listen and check.**

1. monument ....
2. inscription ....
3. orator ....
4. treasure ....
5. compass ....
6. live performance ....
7. assembly ....



### Listening

**1 Penelope is going to write an article about a piece of news she**

**heard on Omega Radio, a radio station for English-speaking people who live in Athens. Look at the pictures she is going to use (a-f in Task 3) and think about:**

**a. Who the people are      b. Where they are  
c. What they are doing**

**2 Listen to the first part of the news report. Check your guesses in Task 1 and choose the best title for the news report.**

**Places popular with tourists**

**Junior Archaeologists in action**

**Students help archaeologists**

**3 Listen to the whole news report and help Penelope put the pictures (a-f) in the correct order (1-6).**

**Task 34-p.164**

**4** Listen again and help Penelope complete her notes for the article.

**Task 35-p.165**

**14th Junior High School of Athens**  
**The Event: School Trip to Philopappos Hill**

**Time spent: 1.....**

**Name of game: treasure hunt**

**Work in 2.....**

**A questionnaire about**

**3..... in ancient Athens.**

**1st task: Find where Greek orators stood to 4.....**

**2nd task: 5..... on the Philopappos monument**

**Equipment: 6.....and 7.....**

**Main Organiser: Mr Ravasopoulos, the 8.....teacher**

**Total number of ss this year:**

**9.....**

**5** Have you ever been on a trip like this? When was it? What did you do? Tell the class. If you haven't, do you like the idea of it? Why / Why not?



**Grammar Link**

## **Present Perfect Simple vs Past Simple**

**Study the example sentences and complete the Grammar table.**

**a. Yesterday, students of the 14th Junior High School of Athens visited the Philopappos Hill.**

**b. Our teachers have given us a questionnaire to complete.**

**c. At the end of the day, all of them wanted to repeat it next year.**

**d. The school has organised this game four times so far.**

**In which of the above sentences:**

- 1. We are not interested in when an action happened. ... and**
- 2. We are interested in when an action happened. ... and**
- 3. We talk about a repeated action up to now. ...**

**What tense have we used in each case?**

**"Mum, I've had a wonderful day on the school trip. We found all the answers to that questionnaire and we won the first prize!"**

**What tense do we use to give more details about a past event? .....**  
**.....**

**see Grammar Appendix, page 138**



## Speaking

**1** The students of the 14th Junior High School played treasure hunt and learnt history. In what other occasions do we learn new things by doing something? In pairs, look at the pictures and make a list. Add your own ideas.

e.g. We learn (how to) by .... /  
When I....., I learn about / how to...



**SPEAKING STRATEGIES**

see page 118

**2** Find someone who.....**AGAIN!**  
Look at page 148. Go around the class, ask and take some notes.

**Task 36-p.166**

**3** When you finish, tell the class which answers amused you the most.

e.g. I found someone who has .....It happened .... He / She



**Reading & Writing**



**1** Read this extract from an article about the Kazantzakis museum. In small groups, discuss what you could look for in this museum if you played Treasure Hunt.

**2** Prepare a short Treasure Hunt Task Sheet for the rest of the class. You can ask for information

**or ask students to find something if they visit the museum.**

**e.g.**

- **Find one of the writer's photographs with someone else. Who is he with and where?**
- **Find two of his personal belongings a visitor can find in the museum.**



**The Kazantzakis Museum is in Varvaroi, a place about 20 kilometres to the south of Herakleion. In the museum, there are some of the Cretan writer's personal things, documents, letters,**

the first Greek editions of his books, translations in 49 languages, photographs, theatrical works and costumes. There is also a collection of press reviews which refer to Kazantzakis and have appeared in Greek and foreign newspapers. Visitors can enjoy learning details about the famous writer's life and career during an audiovisual presentation in five languages: Greek, French, English, German and Dutch.

adapted from <https://www.culture.gov.gr/el/SitePages/default.aspx>



**Project**

**My Portfolio**

## **A Treasure Hunt Game**

**You are going to organise a Treasure Hunt Game for the students of your school. Work in**

## **groups of five and do the following:**

- **Choose a place of interest in your area. It can be an archaeological site, a museum, an old building still in use, a port, a monument etc.**
- **Learn more about this place. You can visit it or find out more about it on the Internet or in encyclopedias.**
- **Select interesting information you can use to prepare a Treasure Hunt Task Sheet. Include some easy tasks and some more demanding ones.**
- **Write the Treasure Hunt Task Sheet.**
- **Form groups to play the game. Exchange task sheets with another group.**
- **In order to win, you must find all the correct answers on the other group's task sheet and present**

**them to the rest of the class.**

## **Rhodes**



## **The Parthenon, Athens**

## **the Kozani Museum**



## **Rio**

# Self-Assessment

## VOCABULARY LINK

**1** Match the words (1-10) with their meaning (a-j).

1. community	.....
2. throw away	.....
3. volunteer	.....
4. manufacturer	.....
5. sort	.....
6. personal qualities	.....
7. salary	.....
8. inscription	.....
9. monument	.....
10. treasure	.....

**a. a collection of valuable things**

**b. a group of people living in the same area**

**c. a person or company that makes something**

- d. an old building important in history
- e. offer to work without getting any money
- f. put something in the bin
- g. put things in groups
- h. the money you get from your job every month
- i. words written in stone or metal
- j. your character (if you are polite, friendly etc.)

**1/2 POINT FOR EACH CORRECT ANSWER    TOTAL \_\_\_/5**

**2** Complete the sentences with the correct word from the box. There is an extra word you do not need to use.

**orator   spare   guided tour   compass  
throw away   application form**

**1. Don't.....things you can use again!**

2. If you have some ..... time, you can join us!
3. If you want to get the job, you must first fill in a(n) ..... !
4. We need a(n) ..... to find our way back to the camp.
5. Demosthenes was a famous ..... in ancient Greek history.
6. What about a(n) ..... around the island?

**1 POINT FOR EACH CORRECT ANSWER    TOTAL \_\_\_/6**

## GRAMMAR LINK

**3** Complete the table.

<b>VERB</b>	<b>PAST SIMPLE</b>	<b>PAST PARTICIPLE</b>
be		
	broke	
come		
		found

keep		
	lost	
		met
write		

**1/2 POINT FOR EACH CORRECT ANSWER TOTAL \_\_\_/8**

**4 Complete the sentences using Present Perfect or Past Simple.**

1. Our class .....  
(just/join) an eco team.

2. He ..... (collect) 100  
aluminium cans last week.

3. .... you .....(volunteer)  
for the “Clean-up Day”?

4. Margaret .....  
(already/do) her homework.

5. .... Sheila .....(get) a  
prize for her empty waste paper bag  
yesterday?

**1 POINT FOR EACH CORRECT ANSWER TOTAL \_\_\_/5**





**5 Delete the extra word in each sentence.**

- 1. I have known my best friend for ten years yet.**
- 2. Has Terry have adopted a stray dog?**
- 3. My dad is very happy. He has just not won the lottery.**
- 4. I've got some bad news! I've already lost my MP3 player.**
- 5. We have visited a wax museum last summer.**
- 6. Were you been at home five minutes ago?**

**1 POINT FOR EACH CORRECT  
ANSWER    TOTAL \_\_\_/6**




**TOTAL SCORE \_\_\_/30**

**CHECK YOUR ANSWERS WITH  
YOUR PARTNER. THEN LOOK AT  
THE ANSWER KEY ON PAGE 141**

0 - 10:  11 - 20:  21 - 25:  

26 - 30 :   

**Which is true for you? Put a tick ✓ in the right box.**

<b>Can-do-Checklist</b>			
<p>a. I can read a 'green' poster to find out what it is about.</p> <p>b. I can say which environmental scheme I would like to join and why.</p> <p>c. I can read an advertisement to find out what kind of work it is about.</p> <p>d. I can talk about what kind of voluntary work I can do.</p>			




**e. I can find the information I want in a letter of application and a CV.**

**f. I can write a letter of application to do voluntary work for a bazaar.**

**g. I can write my CV.**

**h. I can talk about what voluntary work each of my classmates can do for the bazaar.**

**i. I can read a text about a place of interest to prepare a Treasure Hunt Task Sheet for the visitors.**

 : I m very good! What can I revise?	<b>My Notes:</b>
 : I can become better. What should I practise?	..... ..... ..... ..... .....
 : I must try harder. What do I need to work on?	..... ..... .....

## FOCUS ON SPEAKING SKILLS

**Tick ✓ the speaking strategies that have helped you in this unit. Which other(s) do you want to try in the future?**

<b>Speaking Strategies</b>	<b>Great help!</b>	<b>I'll try</b>
<p><b>1. Read the task carefully to understand the context and what you have to do.</b></p> <p><b>2. Use English as much as possible.</b></p> <p><b>3. Think of the language you need. If there is a Language Bank, study it and use the words and phrases in it. You can go back to Language Banks in previous units if you think they will help you.</b></p>		

**4. In pair-work, listen to what your partner says and make a comment.**

**5. Help your partner with language.**

**6. Ask your partner to repeat, rephrase or explain if necessary.**

**7. Try to paraphrase if you can't find the right word.**

**8. Give an example to support your idea. It's easy to find one.**

**9. Don't worry about mistakes. Practice makes perfect.**



# Quiz Key

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## UNIT 6

## Lesson 1

### Answers to Andrew's quiz

1. b 2. b 3. b 4. a

## UNIT 6

## Lesson 3

### Answers to Penelope's quiz

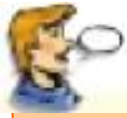
1. b 2. c 3. a 4. c 5. c

# Speaking Appendix

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## UNIT 5

## Lesson 1



### Speaking

**Take it in turns to do the task.**

#### **STUDENT A**

**Use the text and your notes to tell your partner about Ancient Egypt.**

- **Make sure you give him / her all the information you have found.**
- **Use WORKSHEET A in Vocabulary Link (History 1) to explain some new words.**
- **Help your partner by repeating or explaining but don't show your notes.**

**Now change roles.**

**Listen to your partner and complete the notes about the**

# Roman Empire.

## The ROMAN EMPIRE

- Big parts of Europe, 1..... and 2..... belonged to the Roman Empire.
- Emperor 3..... built a wall.
- it was 4..... miles long.
- The wall protected the empire from the 5.....
- Gladiators fought with 6 .....

## Language Bank

My text says that ... Can you repeat the (name), please? Say that again, please. What do you mean? How do you spell that?

## Tip!

Ask your partner to repeat or rephrase. Don't look at each other's notes because you'll miss the fun!

## STUDENT B

**1** Use the text and your notes to tell your partner about the Roman Empire.

➤ Make sure you give him / her all the information you have found.

➤ Use WORKSHEET in Vocabulary Link (History 1) to explain some new words.

➤ Help your partner by repeating or explaining but don't show your notes.

**2** Listen to your partner and complete the notes about Ancient Egypt.

### ANCIENT EGYPT

■ An important river: 1 the River

.....

■ People hunted for food but also for 2.....

■ People travelled by 3.....

- Rameses II ruled for 4.....years.
- The Egyptians were very good at 5.....
- Today, we can look inside the 6.....

## UNIT 6

## Lesson 1



### Speaking

#### Ask and answer

e.g. -Have you ever taken care of a stray dog?

- Yes, I have / No, I haven't.

#### Write:

Maria has taken care of a stray dog. /  
No one in the class has taken care of a stray dog.

#### Find Someone Who .....

1. Find someone who has taken care of a stray dog.

Name:

.....

.....  
**2. Find someone who has cleaned up a beach.**

**Name:**  
.....  
.....

.....  
**3. Find someone who has planted a tree.**

**Name:**  
.....  
.....

.....  
**4. Find someone who has worked in an eco team.**

**Name:**  
.....  
.....

.....  
**5. Find someone who has collected cans for recycling.**

**Name:**  
.....  
.....

**6. Find someone who has helped put out a fire in a forest.**

**Name:**

.....  
.....

**7. Find someone who has recycled their mobile phone or their computer.**

**Name:**

.....  
.....

**8. Find someone who has dropped litter in the street.**

**Name:**

.....  
.....

**UNIT 6**

**Lesson 3**



**Speaking**

**Go around the class, ask and take notes.**

e.g. Have you ever cooked on your own?

- Yes, I have. I've cooked on my own many times.

- When did you last cook on your own?

- Last week.

- What did you cook?

- I made meat balls.

- Did your family like them?

- To be honest, not much

**Find Someone Who.....AGAIN!**

1. has cooked on their own.

Name:.....

(Find out when it was, what they cooked and if their family liked it)

.....  
.....

2. has done an experiment in chemistry. Name: .....

(Find out when it was, what it was

**about and if it went well)**

.....  
.....  
**3. has played Trivial Pursuit  
(Find out when he played, who with  
and if he won)**

**Name: .....**

.....  
.....  
**4. has heard stories about the past  
from old people. Name: ....  
(Find out who told the stories,  
where they were and what the story  
was about)**

.....  
.....  
**5. has visited a foreign country.**

**Name:.....**

**(Find out where they went, who  
they went with and what they did on  
the first day)**

.....  
**6. has performed on stage.**

**Name: .....**

**(Find out when it was, where it was  
and what they did)**

.....  
.....

# GRAMMAR APPENDIX

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## UNIT 5

### Lesson 1

## RELATIVE CLAUSES - WHO / WHICH / WHERE

We often join sentences by using relative pronouns such as who, which and where. We use:

- **who** to talk about **people**

Hadrian was the first Roman emperor who had a beard.

- **which** to talk about **things and animals**

The Nile is the river which passes through Egypt.

- **where** to talk about **places where something happens**

There were amphitheatres, where the Romans watched the gladiators.

## UNIT 5

### Lesson 2

## GERUNDS

### FORM

We form gerunds by adding the ending **-ing** to the verb.

e.g. dance - dancing

### USE

- A gerund can be the **subject** of a sentence

Walking is the most popular physical activity.

- A gerund can be the **object** of verbs like: **love / like / enjoy / hate / prefer**

They like listening to the radio.

- A gerund comes after expressions like: **good at / bad at / crazy about / interested in**

They are good at gardening and do-it-yourself activities.

## Unit 5

### Lesson 3

## TALKING ABOUT PAST HABITS - PAST SIMPLE / USED TO

To talk about past states or past habits, we can use:

- **the Past Simple**

When I was a student, I hated my uniform.

When we needed information, we looked for it in encyclopaedias.

- **used to**

We used to go to school on Saturdays.

We form negatives, questions and short answers of used to using **did / didn't**.

Boys didn't use to wear a school uniform.

Did you use to go out with your classmates? Yes, I did / No, I didn't.

## Unit 6

### Lesson 1

## PRESENT PERFECT SIMPLE (1) FORM

Statements	
Full form	Short form
I have helped	I've helped
You have helped	You've helped
He has helped	He's helped
She has helped	She's helped
It has helped	It's helped
We have helped	We've helped
You have helped	You've helped
They have helped	They've helped

## Negatives

Full form	Short form
I have not helped	I haven't helped
You have not helped	You haven't helped
He has not helped	He hasn't helped
She has not helped	She hasn't helped
It has not helped	It hasn't helped
We have not helped	We haven't helped
You have not helped	You haven't helped
They have not helped	They haven't helped

Questions	Short Answers
Have I helped?	Yes, I have.
Have you helped?	Yes, she has.
Has he helped?	Yes, we have.
Has she helped?	
Has it helped?	

Have we helped?	No, you haven't.
Have you helped?	No, he hasn't.
Have they helped?	No, they haven't.



**have / has + past participle**

**Regular past participles: verb - ed**

e.g. play - played

**Irregular past participles**

e.g. go – gone, take – taken

see list of irregular verbs on page  
155 (του 2ου τόμου).

## **PRESENT PERFECT SIMPLE - USE**

**We use the Present Perfect Simple to talk about finished actions that are important in the present. We don't mention when they happened.**

- **They may be fresh news or personal experiences.**
  - **They have results in the present.**
- e.g. We've formed eco teams in our

community. They've given us green flags to fly.

- We use **Have you ever ...** to ask about experiences.

e.g. Have you ever heard of the 3R's?

## Unit 6

### Lesson 2

#### **PRESENT PERFECT SIMPLE (2)**

We use the **Present Perfect Simple** with

- **just**

e.g. I have just finished school (i.e. a very short time ago).

- **yet**

e.g. I haven't studied yet (i.e. it is not finished).

- **already**

e.g. The college has already accepted me (i.e. it is finished).

- **for**

e.g. I have worked in the school library for three years (i.e. for a period of time up to now)

- **ever**

e.g. Have you ever worked in a library?

- **never**

e.g. Mary has never written a CV.

## Unit 6

### Lesson 3

## PRESENT PERFECT SIMPLE VS PAST SIMPLE

We use the Past Simple to talk about:

- actions that happened in the past and we usually know when they happened. They have no connection with the present.

e.g. Yesterday, students of the 14th

**Junior High School of Athens visited the Philopappos Hill.**

- **details (time, place etc.) of news**  
e.g. **I've been on a school trip. We met at school and went to the Philopappos Hill.**

**We use the Present Perfect Simple to talk about:**

- **finished actions with results in the present**

e.g. **The teachers have given us a questionnaire to complete. Here it is.**

- **news**

e.g. **We've won the first prize!**

- **personal experiences**

e.g. **I have never visited the Philopappos Hill.**

- **repeated actions up to the present**

e.g. **Our school has organised this game four times so far.**

# Self-assessment Key

---

## Unit 5

### VOCABULARY LINK

#### Task 1

1. island
2. chat show
3. statue
4. temple
5. documentary
6. crops
7. commercials
8. gladiator
9. gardening
10. beard

#### Task 2

1. ruled
2. communicate
3. official
4. surf
5. download
6. soap
7. grew

#### Task 3

1,678 = one thousand, six hundred and seventy-eight

64% = sixty-four per cent

3.32 = three point three-two

4,980,060 = four million, nine hundred and eighty thousand, and sixty

**206,612 = two hundred and six thousand, six hundred and twelve**

## **GRAMMAR LINK**

### **Task 4**

- 1. who**
- 2. where**
- 3. who**
- 4. which**
- 5. which**

### **Task 5**

- 1. I love playing football.**
- 2. I hate watching horror films.**
- 3. My parents used to go to discos on Saturdays.**
- 4. Boys didn't use to wear uniforms at school.**

## **Unit 6**

## **VOCABULARY LINK**

### **Task 1**

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

## Task 2

1. throw away
2. spare
3. application form
4. compass
5. orator
6. guided tour

## GRAMMAR LINK

## Task 3

VERB	PAST SIMPLE	PAST PARTICIPLE
be	was/were	been
break	broke	broken
come	came	come
find	found	found
keep	kept	kept
lose	lost	lost
meet	met	met
write	wrote	written

## Task 4

1. has/have just joined
2. collected
3. Have you volunteered
4. has already done
5. Did/get

## **Task 5**

**1. yet 2. have 3. not 4. already  
5. have 6. been**

# It's up to you!

---

## Appendix

### Unit 5

### Lesson 1



### Listening

**22** We are in David and Susan's school in Notting Hill. Their class is organising a school trip to the British museum. David called the museum for more information. Listen to the recorded message and complete his notes (1-10).

### School Trip to the British Museum

• Opening hours:  
Mondays, Tuesdays, Wednesdays,  
1..... and Sundays from  
2.....am to 3.....pm  
4..... and Fridays from 10  
am to 5.....pm

- The 6..... desk is in the Great Court
- Get tickets for the guided tour at the 7.....
- Buy books from the 8.....
- Special activities for children, families and 9.....
- For information about activities, call 10.....



## Unit 5

## Lesson 2

**23** Read the text and answer these questions. How quickly can you find the answers?

a. How many people live in the UK:  
..... million

b. A plane travels at 750 km per hour. How long does it take to fly from the south to the north of Great

**Britain: 1 hour and ..... minutes**

**c. How many people use public libraries in the UK?**  
.....

**d. What is the Globe Theatre?**  
.....

**e. At what age can British children leave school? .....**

**f. How many children go to private schools? .....**

**g. Which are the three most important school subjects?**  
.....

**h. What is the Grand National?**  
.....

**i. Name two more sporting events in the UK: .....**

**24 Find the following numbers in the article and say what they refer to.**

**100**

**5**

**5-5**

## The UK - Land and People

by Nadia Garcia



### GEOGRAPHY

The United Kingdom includes Great Britain (England, Scotland and Wales) and Northern Ireland. It is 500km wide and 1,000 km long. It has a population of about 59 million. Great Britain is the largest island in Europe and the eighth largest in the world. English is the official language.

### THE ARTS

London is one of the biggest cultural centres in the world. It has around 100 theatres which show musicals, modern dramas, classical plays and comedies. At the famous Globe



**Theatre, where William Shakespeare performed, visitors can enjoy one of his plays and feel the atmosphere of his time.**

## **EDUCATION**

**Children in Britain must attend school from the age of 5 until they are 16. Around 93% of children in the UK get free education. The rest attend private schools. The average weight of a British child's school bag is 5.5 kilos. There is a National Curriculum for all pupils. English, mathematics and science are 'core' subjects and students spend more time on them.**



## **LEISURE TIME**

**The most common leisure activities among people in the UK are home-based, like**



entertaining or visiting relatives and friends. Watching television is by far the most popular leisure pastime. They also like listening to the radio or to music and reading books (6 out of 10 people are members of public libraries). Finally, they are good at gardening and do-it-yourself activities.

## **SPORT**

About 29 million people over the age of 16 in the UK take part in sport or exercise.



Walking is the most popular physical activity. The sport which the British love watching is football. The Football Association Cup Final, the Wimbledon tennis tournament, the Open Golf Tournament and the Grand National (a world-famous horserace over fences) are the most important sporting events in the UK.

information taken from: The Foreign and Commonwealth Office Britain in Brief; London Crown



## Vocabulary Link

### Guessing words from context

**25** Find words in the article on page 147 that mean:

a. the number of people who live in a country: **GEOGRAPHY**

— — — — —  
b. give food and drink to visitors in your house: **LEISURE TIME**

— — — — —  
c. something you like doing when you aren't working: **LEISURE TIME**

— — — — —  
d. about art, music and theatre: **ARTS** — — — — —

e. go to: EDUCATION \_ \_ \_ \_ \_

f. the group of subjects children study at school: EDUCATION  
\_ \_ \_ \_ \_

**Unit 5** **Lesson 3**

 **Listening**

**26** Listen again and complete Magda's notes.

**Interview with Mrs. Ioannou - Notes**

- School on 1.....
- Only 2..... wore a school uniform.
- Used encyclopaedias for school 3.....
- Best part of the week: 4.....
- TV was 5..... & 6.....
- Radio stations: played the listeners' 7 .....
- Usually fought with 8 .....



## Listening & Reading



**27** Listen again and read the song. Tick ✓ what the singer **DID NOT** use to do to learn English? He didn't use to ...

a. read English books / mags.

b. travel abroad.

c. listen to English songs.

d. keep a diary in English.

e. watch films with English subtitles.

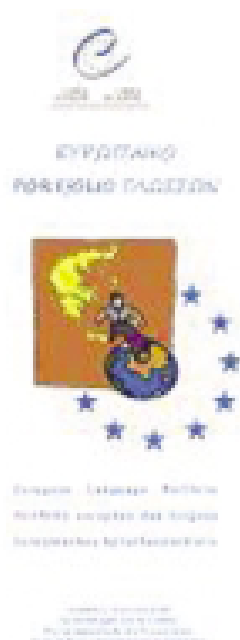
f. practise with his friends.

g. use an English-English dictionary.

h. play Scrabble® in English.

i. have an English key pal.

j. send text messages in English.



## Unit 6

## Lesson 1

**28** Decide on a suitable name for each school scheme. Choose from a-d.

a. 'Zero Waste Day' ...

b. 'Draw to Help!' ...

c. 'Cash for Cans' ...

d. 'Recycle Paper' ...

**29** Read the texts again in more detail. Find the team that....

a. needs something extra at their school. ...

b. has unusual bins today. ...

c. has bought something new. ...

d. uses its members' artistic skills.

e. does a different thing every day.

f. tells you where to take your old computer.

g. believes they need to work harder.



## Green Schools <=> Green Communities



Andrew, 15

“Recycling a can is 20 times cheaper than making a new one, so manufacturers are happy to buy used ones. I’ve joined an eco team which collects cans students usually throw away and takes them to the nearest recycling point. It’s really cool! We’ve bought three new

**basketballs with the money they've given us for the used cans so far. Have you ever volunteered for your community?"**

**Sheila, 12** 2

**"We've started a Waste Reduction Week at our school. Today, we've removed the waste-paper bins from all classrooms and the headmaster has given each student a bag where we must put all the litter we produce during the day. At the end of the day, the student with the smallest bag will get a prize! So, let's get down to work!"**

**Tony, 13** 3

**"We've teamed up with other schools in our area and we've formed eco teams. We're trying to recycle as much paper as possible. We've asked the local council for**

extra recycling bins and they've given us green flags to fly! It's a good start but we haven't gone green yet. We must keep working."

Bettina, 14 4

"My team has designed recycling posters which encourage people to sort the paper, glass and cans from their rubbish. We've also made a poster with the names and addresses of phone and computer stores which take old mobiles and computers and give them to people in poor countries or recycle them. Have you ever heard of that?"





## Vocabulary Link

### Guessing words from context

**31** Find the words (1-8) in the students' texts (Texts 1-4). In pairs, guess what they mean. Then, match (1-4) with (a-d) and (5-8) with (e-h).

1. manufacturer	...	a. the people
2. volunteer	...	who live in a
3. community	...	place
4. waste reduction week	...	b. a person or company that makes sth
		c. we throw less rubbish away during this week
		d. offer to work without getting any money

5. remove

6. get down to

7. sort

8. stores

... e. put things in

... groups

... f. start

... g. shops

h. to take sth off  
or away



## Speaking

**31** The student who will be the first to complete their questionnaire correctly is the winner.

### Find Someone Who .....

1. Find someone who has taken care of a stray dog.

Name:

.....

2. Find someone who has cleaned up a beach.

Name:

.....

**3. Find someone who has planted a tree.**

**Name:**

.....

**4. Find someone who has helped put out a fire in a forest.**

**Name:**

.....

**5. Find someone who has recycled their mobile phone or their computer.**

**Name:**

.....

**Ask and answer:**

e.g. Have you ever taken care of a stray dog? Yes, I have / No, I haven't

**Write:**

e.g. Maria has taken care of a stray dog. / No one in the class has taken care of a stray dog.

**Reading**

**32** Complete the gaps (1-6) with one of the following phrases (a-f).

- a. 8 Milton Road, SE1 London
- b. but classes start in September.
- c. I also like meeting new people
- d. I have also worked in the school library
- e. reading, dancing
- f. which I read on your website

15th June, 2006

Dear Sir/Madam,

I am writing to answer your advertisement which is about voluntary work in the Wild Zoo and 1.....

I have just finished school but I have not started my studies yet. I

have always loved animals so I want to become a vet. The college I want to go to has already accepted me 2..... So, I think it is a wonderful idea to spend the summer months as a volunteer for the zoo.

I speak French very well.

3 ..... for the last three years. I believe I am a friendly person and I learn fast.

4..... and spending time with children.

I am sending you my application form and my CV. I look forward to your answer.

Yours faithfully,  
Lyn Elliot

## CURRICULUM VITAE

<b>Name</b>	Lyn Elliot
<b>Address</b>	5 .....
<b>Tel. Number</b>	020 7798 098
<b>Nationality</b>	British
<b>Date of Birth</b>	11 May 1988
<b>Education</b>	
1999-2006	Oatridge Secondary School
<b>Languages</b>	French (Level C1)
<b>Skills</b>	Computer literate (Word, PowerPoint)
<b>Experience</b>	Assistant in school library
<b>Interests</b>	6 .....



Vocabulary Link

**Work**

**33** Match the words (a-e) with

162 / 201-202

**their meanings (1-5) and the words (f-j) with (610). Lyn's letter and CV can help you.**

<p><b>a. skills</b>  <b>b. voluntary work</b>  <b>c. personal qualities</b>  <b>d. working hours</b>  <b>e. CV</b></p>	<p>... <b>1. things you can do (type, drive etc.)</b>  ... <b>2. your character (if you are polite, friendly etc.)</b>  ... <b>3. work done for no pay</b>  ... <b>4. it gives information about you</b>  <b>5. the hours when you work</b></p>
<p><b>f. interview</b>  <b>g. experience</b>  <b>h. salary</b>  <b>i. qualifications</b>  <b>j. application</b></p>	<p>... <b>6. work of the same type you've done before</b>  ... <b>7. certificates and exams you've passed</b>  <b>8. a talk with a</b></p>

form

company about a job you want to get  
9. a special form you complete to get a job  
10. the money you get for your work every month

## Unit 6

## Lesson 3



### Listening

**34** Listen to the whole news report and help Penelope put the pictures (a-d) in the correct order (1-4).



a. ....



b. ....



c. ...



d. ...

**35** Listen again and choose the correct information to help Penelope with the article.

14th Junior High School of Athens

The Event: **School Trip to Philopappos Hill**

- Time spent: **1 two hours / three hours**
- Name of game: treasure hunt
- Work in **2 in pairs / in groups**
- A questionnaire about **3 daily life / monuments** in ancient Athens.
- 1st task: Find where Greek orators stood to **4 meet the public / speak to the public.**
- 2nd task: **5 copy the numbers / copy the names** on the Philopappos monument
- Equipment: **6.....** and compasses
- Main Organiser: Mr Ravasopoulos,

the **8 history / biology** teacher

• Total number of ss this year: **9 120**  
**/ 110**



## Speaking

**36** Go around the class, ask and take notes.

### Find Someone Who ..... AGAIN!

1. has cooked on their own. (Find out when it was and what they cooked)

Name:.....

.....

.....

2. has done an experiment in chemistry. (Find out when it was and if it went well)

Name:.....

.....

.....

3. has played Trivial Pursuit.

**(Find out when he played and if he won) Name:.....**

.....  
.....

**4. has heard stories about the past from old people. (Find out who told the stories and what the story was about) Name:.....**

.....  
.....

**5. has visited a foreign country. (Find out where they went and who they went with) Name:.....**

.....  
.....

**6. has performed on stage. (Find out when it was and what they did) Name:.....**

.....  
.....

**e.g.**

**Have you ever cooked on your own?**

**Yes, I have. I've cooked on my own many times.**

**When did you last cook on your own?**

**Last week.**

**What did you cook?**

**I made meat balls.**

**\* ΠΗΓΕΣ ΚΕΙΜΕΝΩΝ & ΕΙΚΟΝΩΝ  
ΠΟΥ ΧΡΗΣΙΜΟΠΟΙΗΘΗΚΑΝ ΓΙΑ:  
Αγγλικά Α Γυμνασίου - Επίπεδο  
Προχωρημένων - Βιβλίο Μαθητή  
ΚΕΙΜΕΝΑ**

**Unit 5**

• **Lesson 1 - Listening** - σελίδα 11,  
βασίστηκε σε πληροφορίες από:  
'The World of the British Museum'  
(The British Museum Press)

**Reading: Ancient Egypt / The  
Roman Empire**, σελίδες 15-16,  
προσαρμοσμένα κείμενα από:  
'The World of the British Museum'  
(The British Museum Press)

• **Lesson 2 - Reading -The UK -  
Land and People**, σελίδα 32,  
βασίστηκε σε πληροφορίες από:  
'Britain in Brief' (The Foreign and  
Commonwealth Office)

**Listening: Superstitions in the UK,**

σελίδα 40, βασίστηκε σε πληροφορίες από: 'Britain in Brief' (The Foreign and Commonwealth Office)

• **Song:** σελίδα 53, My English is great, Στίχοι: Βίκυ Κουή

## UNIT 6

• **Lesson 1 - Reading:** Green Schools / Green Communities, σελίδα 73, βασίστηκε σε πληροφορίες από:

1. [www.ci.fort-collins.co.us](http://www.ci.fort-collins.co.us)
2. [www.kidsrecycle.org/index.php](http://www.kidsrecycle.org/index.php)
3. [www.metrokc.gov/dnr.kidsweb/index.htm](http://www.metrokc.gov/dnr.kidsweb/index.htm)

• **Lesson 3 - Listening:** Junior Archaeologists, σελίδα 101, βασίστηκε στο άρθρο «Μικροί αρχαιολόγοι εν δράσει», Τύπος της Κυριακής - 4.6.2006

**Reading & Writing: Kazantzakis Museum, σελίδα 107, βασίστηκε σε πληροφορίες από [www.culture.gr](http://www.culture.gr)**

## **ΦΩΤΟΓΡΑΦΙΕΣ**

### **Unit 5**

- Φωτογραφία χάρτη, σελίδα 7 από Βρετανική Πρεσβεία Μαδρίτης
- Φωτογραφία The Death of Socrates, painting by Jacques-Louis David σελίδα 23 από [www.wikipedia.org](http://www.wikipedia.org)
- Φωτογραφία Γιάννη Πετρίδη σελίδα 75 από [http://www.zaffy.net/petridis\\_main.htm](http://www.zaffy.net/petridis_main.htm)
- Φωτογραφία ασπρόμαυρης τηλεόρασης σελίδα 46 από [http://news.bbc.co.uk/2/hi/uk\\_news/magazine/7291578.stm](http://news.bbc.co.uk/2/hi/uk_news/magazine/7291578.stm)

## UNIT 6

- Φωτογραφίες b & d, σελίδα 95 από αρχείο Λεοντείου Λυκείου
- Φωτογραφία σελίδα 96 από [www.culture.gr](http://www.culture.gr)
- Φωτογραφία Μουσείου Σύγχρονης Τοπικής Ιστορίας Κοζάνης σελίδα 97 από [www.kozanh.gr](http://www.kozanh.gr)

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