

ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΓΕΝΙΚΗ ΓΡΑΜΜΑΤΕΙΑ ΕΚΠΑΙΔΕΥΣΗΣ ΕΝΗΛΙΚΩΝ
ΙΝΣΤΙΤΟΥΤΟ ΔΙΑΡΚΟΥΣ ΕΚΠΑΙΔΕΥΣΗΣ ΕΝΗΛΙΚΩΝ

Ευρωπαϊκές γλώσσες - Ευρωπαϊκή Ιστορία



Βασικά Αγγλικά

ΚΕΝΤΡΑ ΕΚΠΑΙΔΕΥΣΗΣ ΕΝΗΛΙΚΩΝ



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Η ΠΑΙΔΕΙΑ ΣΤΗΝ ΚΟΡΥΦΗ
Επιχειρησιακό Πρόγραμμα
Εκπαίδευσης και Αρχικής
Επαγγελματικής Κατάρτισης

Επιστημονική Ευθύνη	Ευανθία Τσιούρη, Διδάκτωρ Εφαρμοσμένης Γλωσσολογίας, Σχολική Σύμβουλος ΠΕ6 ΥΠ.Ε.Π.Θ.
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UNITS	READING	VOCABULARY & FUNCTIONAL LANGUAGE
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SPEAKING & LISTENING	WRITING	LANGUAGE FOCUS
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Ask & answer about films		Simple Future
choosing a TV programme, free conversation	Group work report. Our favourite TV programmes	
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• Listening to short texts, matching holidays with pictures, 1 min talk	• writing a postcard	• Simple Past (2) - Irregular verbs (1)
• discussing experiences, • listening for specific information, true/false		• Present perfect Simple - Irregular verbs (2)
• discussing historical events, inventions, discoveries	• description of a historical event	• Present perfect vs Simple Past
• asking for and giving directions, • listening: understanding directions	• informal letter: giving directions	• prepositions to/at/in/by
• shopping clothes & accessories		• comparative forms of adjs and advs
• Discussing our shopping habits		• Formation of advs from adjs, superlative forms of adjs & advs.
• Discussing ways to protect the environment	• A questionnaire: how people's hobbies affect the environment	• 1st conditional, Passive Voice. - Simple Present
Self assessment (3)		

UNIT 1

ENGLISH IS EVERYWHERE

TASK 1



Look at these photos. Can you read?



Remote Control for TV



Fig. 1. The Emerson model 1155 remote-control unit shown here is capable of duplicating all of the TV set's front panel adjust-ments for picture and sound.

By
WALTER H. BUCHSBAUM
Television Consultant
RADIO & TELEVISION NEWS

In many cases these units are furnished with the set, but, they can be installed by any service technician.

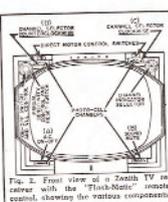


Fig. 2. Front view of a Zenith TV receiver with the "Flash-Note" remote control, showing the various components.

TASK 4

Answer this questionnaire with your teacher's help.

1. People learn English for various reasons. Why do you want to learn English?

- a. because it's an international language
- b. because I want to study
- c. because I want to travel
- d. because it's important for my career/future career

2. What do you expect from this course?

- a. easy tasks that can help me to speak English in everyday situations
- b. to understand grammar and syntax
- c. to learn new vocabulary
- d. all of the above

3. What about your feelings towards this new course?

- a. I hope everything will be fine
- b. I'm not sure if I'll be good, but I am going to try
- c. I've tried to learn English before but I wasn't good
- d. I'm feeling rather nervous

4. How much time are you planning to study English every week?

- a. about 3 hours
- b. about 1 hour
- c. I have no idea
- d. I have very little free time. This is my main problem

5. Have you tried learning English before?

- a. yes
- b. no

6. If you answered "yes", go on to the next question.

Why did you stop?

- a. because the course was not interesting
- b. because I didn't have enough time
- c. because it was very difficult
- d. for other reasons

7. From your experience as a language learner, what do you think is the most difficult part in learning English?

- a. vocabulary
- b. grammar
- c. spelling
- d. pronunciation
- e. prepositions and phrasal verbs
- f. speaking

TASK 5

Here are the days of the week. How much time do you need to work, travel to work, have meals, etc? How much time is there for your English?

TIME ORGANISER

<i>Example</i>	<i>Travel to work</i>	<i>work</i>	<i>have meals</i>	<i>sleep</i>	<i>family time</i>	<i>study English</i>	<i>other</i>
	1 hour	8 hours	1 hour	8 hours	3 hrs	1 hr	1 hr
Mon.							
Tues.							
Wed.							
Thur.							
Frid.							
Sat.							
Sun.							

TIP: ORGANISE YOUR TIME. SAVE TIME FOR YOUR ENGLISH!

TASK 6

How do you feel about learning English? Keep a diary of your feelings.

Keep notes like this:

1st lesson: I don't understand a word of English.

I am very nervous.

2nd lesson: I can read and I can say who I am. That's good.

TASK 7

Look at your partner's diary. How does she/he feel about learning English? Tell her/him how you feel.

UNIT 2

LET'S GET TO KNOW EACH OTHER

TASK 1



Think about the following in your language:

- What do you say when you meet someone for the first time?
- Do you always use the same phrases?

TASK 2



Look at the two photos. Match the dialogues with the photos.



A.



B.

1. Sarah: Hi, I'm Sarah. Sarah Johnson.
Ian: Nice to meet you Sarah. I'm Ian Fawcett.
2. Mr Brown: Mr Fawcett, let me introduce you to Ms Doreen Hussley.
Mr Fawcett: How do you do, Ms Hussley.
Ms Hussley: How do you do, Mr Fawcett.

TASK 3



Read the dialogue. Tick (✓) the right box. True (T) or False (F).

Andreas, Maria and Anna are TEI students. It's their first day of the term and they meet outside their English classroom.

Maria: - Hello. I'm Maria Athanasiou.

Andreas: - Hi, Maria. My name is Andreas Papadopoulos. This is my sister Anna.

Maria: - Hi, Anna. Nice to meet you.

Anna: - Nice to meet you too.

Andreas: - Come on! Let's find a seat in the classroom.

	True	False
1. Andreas and Maria are friends.	<input type="checkbox"/>	<input type="checkbox"/>
2. Andreas and Maria are classmates.	<input type="checkbox"/>	<input type="checkbox"/>
3. They are outside the classroom.	<input type="checkbox"/>	<input type="checkbox"/>

TASK 4

Step 1

Fill in this chart with phrases from the dialogues.

Step 2

<i>Greetings</i>	<i>Phrases I use to introduce myself</i>	<i>Phrases I use to introduce others</i>	<i>Phrases I use when I'm introduced to others</i>
Good morning
Good afternoon	Let me introduce myself	This is.....	Pleased to meet you
Good evening
...
...

Now think about the following:

- Which phrases do we use when we talk to people we meet for the first time?

- a) outside our English classroom?
- b) in a reception?
- c) in both situations?

Mark the phrases a) F (Formal)*
 b) I (Informal)*
 c) N (Neutral)*

Note: { *Formal: επίσημη και τυπική γλώσσα.
 *Informal: ανεπίσημη καθημερινή γλώσσα.
 *Neutral: ουδέτερη γλώσσα. Χρησιμοποιείται και στις δύο περιπτώσεις. }

Think about the difference in the way people talk to each other. Is there a difference in your language or in other languages you know? Discuss.

TASK 5

Put the phrases in the correct order.

1. Nicky: Hello, Helen. Helen, this is Mirella. She is a friend from my English class.
Mirella: Pleased to meet you, too.
Nicky: Come on, girls! It's coffee time.
Helen: Pleased to meet you, Mirella.

2. Sarah Dasiotis: Pleased to meet you, Mr Marsalis. I'm Ms Sarah Dasiotis. I'm the College Principal. Have a seat, please.
Peter Marsalis: Good afternoon, Ms Davis. Let me introduce myself. I'm Peter Marsalis, the new English teacher.
Sarah Dasiotis: Thank you.

TASK 6

Step 1

Form groups of 4-5 people. Introduce yourself to your partners. Use informal language.

Step 2

One person from another group moves to your group. Introduce her/him to your partners.

TASK 7

Form groups again. All of you work for the "Photosmart" advertising company. Use Formal / Neutral language.

1.	2.	3.
Student A	Students B & C	Student D
It's your first day at work.	You are the employees.	You are the Head of the company.
Say who you are.	Greet and introduce yourselves.	Introduce the newcomer.

TASK 8

Copy this chart in your notebook.

<i>Greetings</i>	<i>Phrases I use to introduce myself</i>	<i>Phrases I use to introduce others</i>	<i>Phrases I use when I'm introduced</i>	<i>Classroom language</i>



Listen to your teacher. She / he will read aloud 10 phrases. Write them in the right column.

TASK 9

You are a group and you really want to get to know each other. Practise these activities. Stand up and form a circle. Take a few deep breaths. Relax. Now, each one at a time, take a step forward and say who you are while the rest of the group greet and respond with body language. Feel your words. Feel the sound of your names. Feel your “English-speaking identity”.

IT'S REALLY GREAT TO BE HERE!
IT'S REALLY GREAT TO MEET YOU!

LANGUAGE FOCUS

A. In this task you will learn how to organise a phrase book.

Organising a phrase book.

a) Classroom language.

Match phrases from column A with phrases from column B to form sentences your teacher uses in classroom.

A	B
Look at	these phrases (F) or (I)
Read	this chart
Tick	the following questions
Match	the phrases in the correct order
Think about	the right box
Fill in	groups
Put	the photos
Mark	the dialogue
Form	the dialogues with the photos.

Write them in your phrase book. Write the meaning of these phrases in your language.

b) Here are some more phrases you can use to ask your teacher for help.

Write them in your phrase book, with their meaning in your language. Can you add a simple sketch or a drawing?

Can you repeat this, please?
What does mean?
What's in English?



e.g. I don't understand.

c) Add your own notes.

B. Use a bilingual dictionary. Find the meaning of these words in your language. Write a small phrase in English with each word.

difference, meaning, communication, dictionary, pronunciation, language, verb, noun, adjective

eg.

word

meaning

example

difference

διαφορά

He' s /he is: there is no difference

UNIT 3

ON THE PHONE

TASK 1



Discuss with your partners.

- **What do you say when you answer the phone, in your language?**



- **Look at the two photos. Match the dialogues with the photos.**



1. - Can I speak to Ms Thomas, please?
- No, I'm sorry. She's not here.
2. - Hello. Jean Andrews, speaking.
- Hi, Jean. It's Mary. I'm calling from London.

TASK 2



Read the dialogue and underline:

- a) greetings
- b) phrases we use to ask for somebody
- c) phrases we use to ask for information



Receptionist: Hello, the Edelweiss Hotel.
Mr Papazisis: Hello. Can I speak to Ms Helen Konstantinidis, please?
Receptionist: No, I'm sorry, she isn't here.
Mr Papazisis: Well, I'm calling from Greece and it's important.
Receptionist: Can I have your name and phone number, please?
Mr Papazisis: Yes, it's Harris Papazisis and my number in Athens is 030 210 6816795
Receptionist: 0-3-0-2-1-0-6-8-1-6-7-9-5. And how do you spell your surname?
Mr Papazisis: Papazisis, P-A-P-A-Z-I-S-I-S.
Receptionist: Thank you, Mr Papazisis. I will pass on your message.
Mr Papazisis: Thank you. Goodbye.
Receptionist: Goodbye.

TASK 3

Describe the pictures to your partner. Point and say the correct sentence.

- 1. He's Mr Papazisis.
- 2. She's not in Greece.
- 3. It's a telephone.
- 4. She's a receptionist.
- 5. He's in Greece.
- 6. It's a pen.

TASK 4

Here's the phone message card. Help the receptionist complete the message.

HOTEL EDELWEISS
PHONE MESSAGES
DATE: 18/10/2006
FOR:
FROM:
Please phone back: YES <input type="checkbox"/> / NO <input type="checkbox"/>
Phone number:

TASK 5

Step 1



Practise saying the numbers:

1 one	11 eleven	30 thirty
2 two	12 twelve	40 forty
3 three	13 thirteen	50 fifty
4 four	14 fourteen	60 sixty
5 five	15 fifteen	70 seventy
6 six	16 sixteen	80 eighty
7 seven	17 seventeen	90 ninety
8 eight	18 eighteen	100 a hundred
9 nine	19 nineteen	200 two hundred
10 ten	20 twenty	900 nine hundred

Step 2



Don't forget the 'n' with these numbers

Pronunciation / i : n /

thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen

These numbers haven't got an 'n'.

Pronunciation / i /

thirty, forty, fifty,,,,, ninety

Step 3



a) Listen to your teacher and tick the number you hear.

13 , 30 , 14 , 40 , 15 , 50 , 16 ,
60 , 17 , 70 , 18 , 80 , 19 , 90 .

Now add (+) the numbers with a tick.

What's the total? _____

b) Your teacher has got a really big telephone number from Northumberland.
Listen carefully and write it.

TASK 6

Form pairs. Talk to your partner like this:

Student A: What's your name? Student A: How do you spell that? Student A: What's your telephone number?	Student B: I'm Chrysa Antoniou. Student B: C-H-R-Y-S-A A-N-T-O-N-I-OU Student B: 6944798190
---	---

Write your partner's name and phone number:

First name

Surname

Phone number

TASK 7

Step 1



Look at the English alphabet.

A a, B b, C c, D d, E e, F f,
G g, H h, I i, J j, K k, L l, M m,
N n, O o, P p, Q q, R r, S s, T t,
U u, V v, W w, X x, Y y, Z z

Write the vowel sounds:

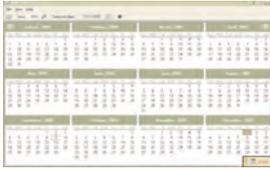
Write the consonant sounds:



Step 2

Match the words with the pictures:

a pen, a pencil, a rubber, a book, a notebook, an envelope, a calendar, a telephone, a desk, a chair, a bag, an overcoat, an umbrella



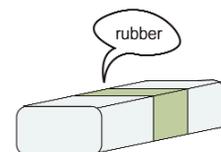
Step 3

Form groups of 4 – 5 people. One of you is the teacher. He/she will spell 3 words for you from Step 2. Write them down. Change roles. Check your spelling.

My score : _____ out of _____ My mistakes: _____, _____, _____ _____, _____, _____
--

CLASS PROJECT

Use paper, glue and coloured markers. Make tags for all the objects you can see in your classroom. Remember to write a/an, too! Use a bilingual dictionary for the ones you don't know. Stick them on the objects. Your classroom can speak English, too!



LANGUAGE FOCUS

A. The article a/an

We use a/an before singular nouns. e.g. It's a pen.	
Circle the right answer.	
We use a before:	1. consonant sounds 2. vowel sounds e.g. He's a waiter
We use an before:	1. consonant sounds 2. vowel sounds e.g. She's an actress

Fill in the gaps with a/an.

- The Hilton Hotel is _____ international hotel company.
- Antonio Banderas is _____ actor.
- It's _____ envelope.
- It's _____ rubber.
- It's _____ calendar.
- It's _____ umbrella.
- It's _____ English book.
- She's _____ receptionist.
- Ms Rowlands is _____ English writer.
- It's _____ desk.

B. Question words

Write the correct question word to complete the questions:

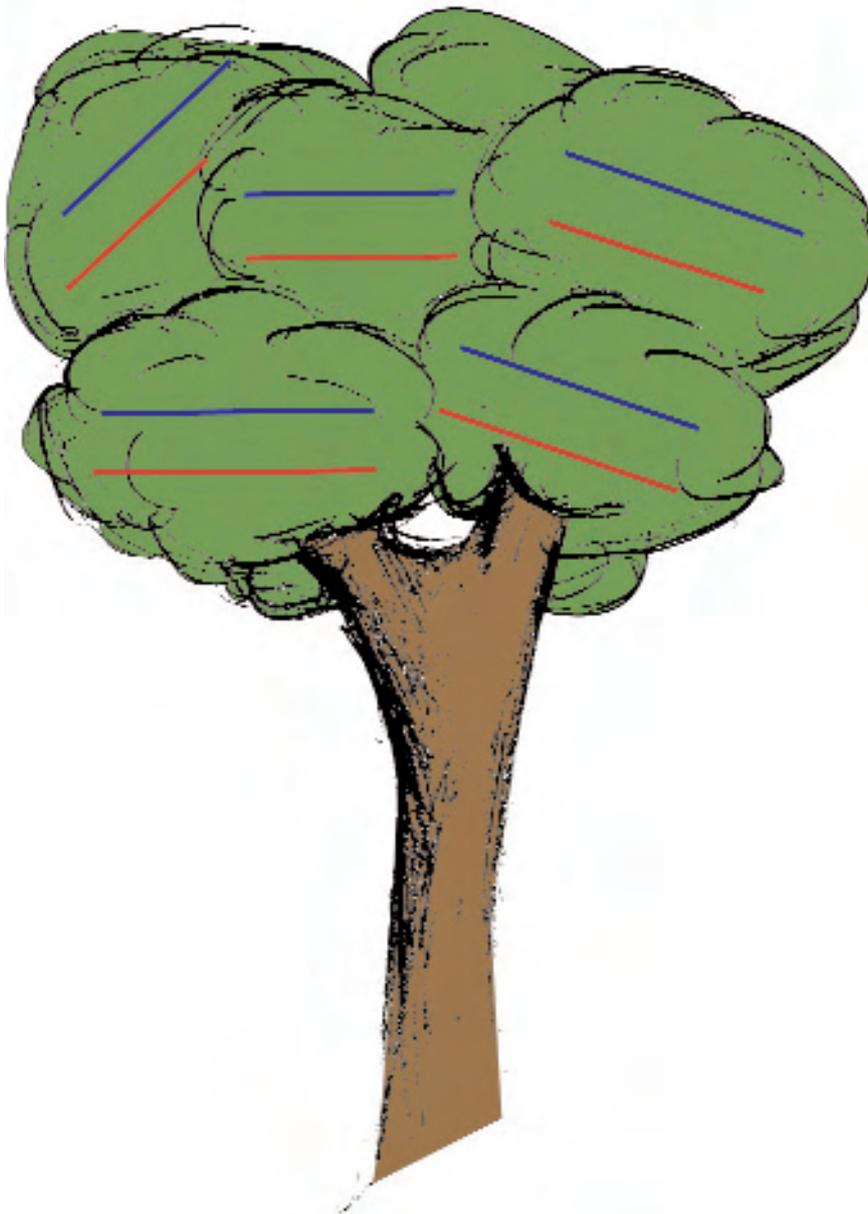
- _____ 's your name? Ann Dalta.
- _____ 's she? She is in Paris.
- _____ do you spell "scene"? s-c-e-n-e.
- _____ 's your teacher? Ms Antoniadi.
- _____ 's this? It's a calendar.

UNIT 4

I WANT TO KNOW MORE ABOUT YOU

TASK 1

You want to know more about someone you meet for the first time. Ask the questions in English or in your language. Use blue pen for your language and red or green for English.



TASK 2

Step 1



George, Anna and Lisa are classmates at the Adult Education Centre. They meet outside their English classroom.

Read the dialogue. How many of your questions in the tree are in this dialogue?

G: - Hi, Anna. How are you?

A: - Fine thanks. And you?

G: - Fine.

E: - Hello, Anna.

A: - Hi. Elisa this is George Papadakis. George, this is my friend Elisa Carminio Zoidakis.

G: - Nice to meet you, Elisa. Where are you from?

E: - I'm Greek – Spanish. My mother is from Spain but my father is Greek.

G: - That's interesting. Are you a student?

E: - No, I'm too old. I'm 33 (laughs). I'm a telephone operator for Phone Omega.

G: - You are not too old. I'm 36 but I'm a student.

E: - That's great for you George.

A: - Let's meet at the Italian restaurant after class.

G: - Great idea! Pizza is my favourite dish. What's your favourite dish, Elisa?

E: - Pizza is not bad, but my favourite dish is paella.

Step 2

Choose the right answer.

1. Who is Greek-Spanish?

- a. Anna b. Elisa c. George

2. Who is 33 years old?

- a. Anna b. Elisa c. George

3. What's Elisa's favourite dish?

- a. pizza b. paella c. don't know

4. What's Anna's favourite dish?

- a. pizza b. paella c. don't know

5. Where's George from?

- a. Greece b. Spain c. don't know

TASK 3

Form groups of 6 – 8 people. You are invited at a friend's birthday party, but you don't know each other. Your friend gives you this pack of “ice – breaker” cards. They help “break the ice” (=feel friendly) and start conversation. “Pick up” a card and ask your partner(s) questions.

What's your name?

Where are you from?

What's your favourite dish?

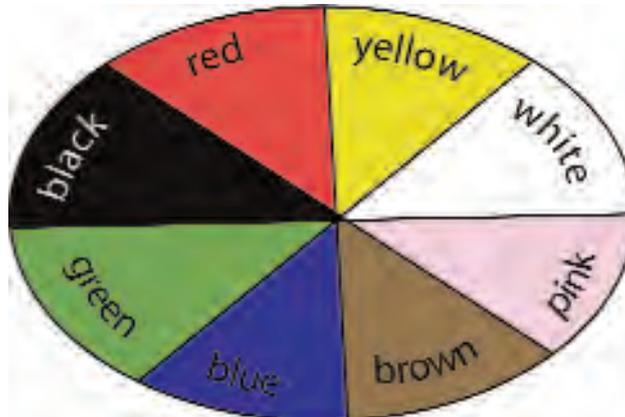
What's your favourite colour?

Are you a?

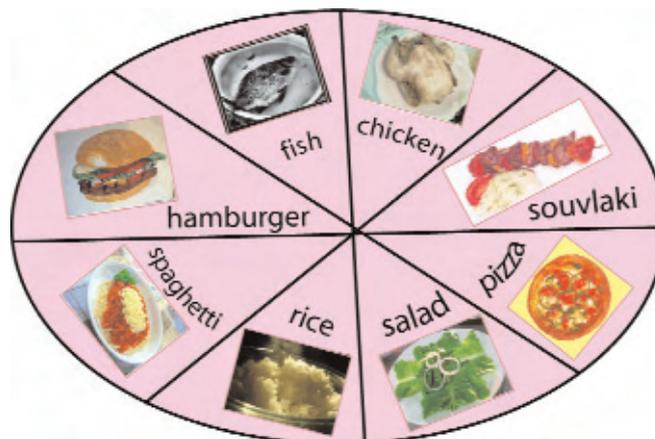
How old are you?

The “colour – pie” and the “dish – pie” can help you.

black, green, blue, brown, pink, white, yellow, red



rice, spaghetti, salad, hamburger, fish, souvlaki, chicken, pizza



TASK 4

Step 1



Practise saying the countries, with your teacher's help.





Step 2

Look at the stress marks. Practise saying these countries after your teacher.

●	● ■	■ ●	● ■■
France	England	Brazil	Germany
Spain	Russia	Japan	Hungary
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Step 3

Put these countries in the right column. Practise saying them again.

Belgium, Sweden, Norway, Finland, Poland, Croatia, Luxemburg, Turkey, Greece, Austria, Portugal, Italy, Switzerland, India, Pakistan.

TASK 5

Step 1

Match the names of the countries with the nationalities.

Country

France
 Japan
 Turkey
 Switzerland
 Portugal
 Sweden
 Norway

Nationality

Swedish
 Norwegian
 Portuguese
 Turkish
 French
 Swiss
 Japanese

Step 2

Pick up a “new” nationality. Let your partner guess (3-4 guesses).

Follow the example:

Student A

Are you Canadian?
 Where are you from?

Student B

Yes, I am / No, I'm not.
 I'm from France.

TASK 6



Listen and pronounce correctly what you hear. Your teacher will read aloud five (5) sentences.

Tick the sentence you hear.

- a.** She's from Brazil.
He's from Brazil.
- b.** They're from Britain.
They're from Brazil.
- c.** Where's he from?
Where's she from?
- d.** Are you a student?
Are you students?
- e.** We're Greek.
We aren't Greek.

LANGUAGE FOCUS

A. THE VERB “TO BE” (PRESENT SIMPLE)

Affirmative		Negative	
Full form	Short form	Full form	Short form
I am	I'm	I am not	I'm not
You are	You're	You are not	You aren't
He is	He's	He is not	He isn't
She is	She's	She is not	She isn't
It is	It's	It is not	It isn't
We are	We're	We are not	We aren't
You are	You're	You are not	You aren't
They are	They're	They are not	They aren't

Fill in : 'm, 's, 're, 'm not, isn't or aren't.

- a. She isn't from Spain. She _____ from Portugal.
- b. You _____ Austrian. You are Hungarian.
- c. My favourite colour is green. It _____ red.
- d. We _____ teachers. We're students of English.
- e. I' _____ 29 years old. I'm not 30.
- f. They aren't from Norway. They _____ from Sweden.

B. Study the table of questions and short answers.

<u>Interrogative</u>	<u>Short Answers</u>
Am I?	Yes, I am / No, I'm not
Are you?	
Is he?	Yes, he is / No, he isn't
Is she?	Yes, she is / No, she isn't
Is it?	Yes, it is / No, it isn't
Are you?	Yes, we are / No, we aren't
Are they?	Yes, they are / No, they aren't

C. Look at the photos. What are they saying?



- Hi. _____ Manuel.
- Are you from Brazil?
- No, _____. I'm from Spain.



- This is Janos and Miklos.
- _____ from Hungary?
- Yes, _____



- This is Sakuro.
- Is she from Japan?
- Yes, _____.



- This is Johan.
- _____ from Germany?
- No, _____. I'm from Austria.



- We're Mike and Lynne.
- Are you American?
- No, _____ English.



- This is my cat.
- _____ a Persian cat?
- No, _____ a Siamese.



- This is Aleka.
- _____ from Italy?
- No, _____ from Greece.



- Hi, I'm Jean Paul.
- _____ French?
- Yes, _____.



- This is Ivan.
- _____ from Russia?
- Yes, _____.



- Are you European?
- Yes, _____.

UNIT 5

MEET MY FAMILY

TASK 1

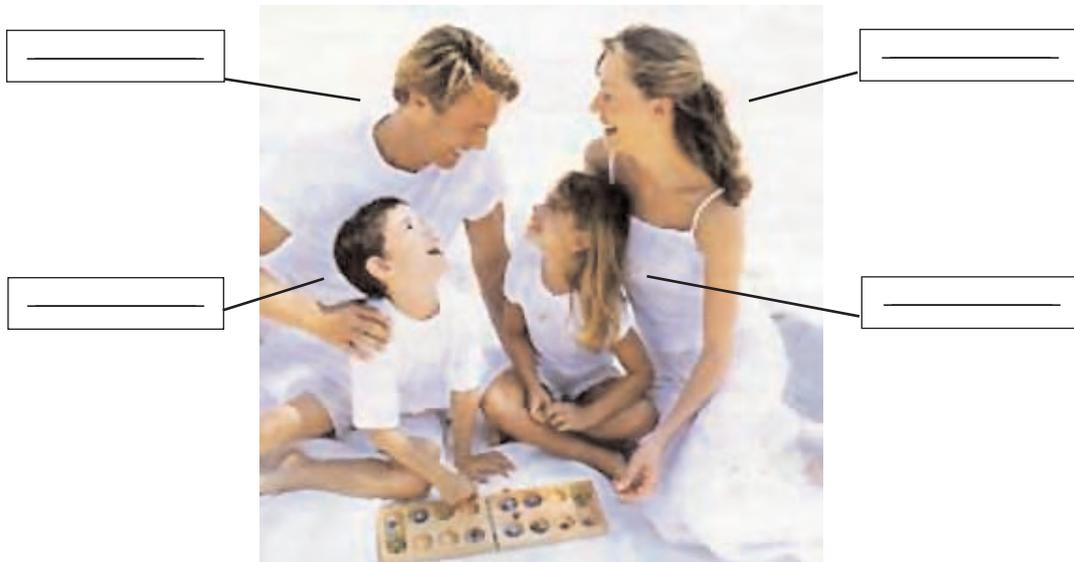
Talk with your partner:

- Are you married?
- What's your wife / husband's name?
- What's your mother / father's name?
- How old is she / he?

TASK 2



Look at the photos of Aleka Markakis with her family. Read carefully. Then, write their names and ages in the correct place.



This is a family photo of Aleka Markakis, her husband and their two children. Her husband's name is Panayiotis. He's 33 years old. Their daughter's name is Elli and she's 8 years old. Their son's name is Nisk and he's 6 years old.

TASK 3

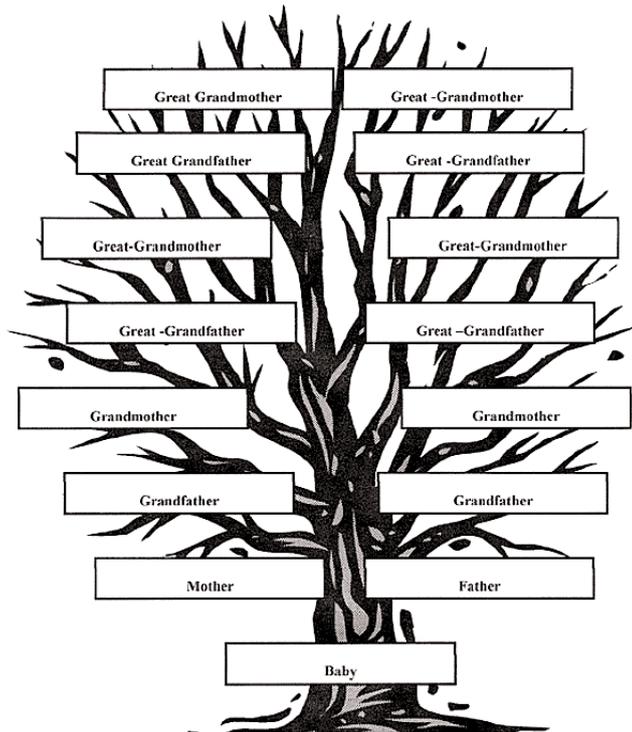
Draw your family tree on a piece of paper the way you wish. Then, present your family to your partners.

Follow the example:

My wife's / husband's /
brother's / sister's
name is _____

She's / He's _____ years
old.

This is my mother / father
Her / his name is _____



TASK 4

Stephen Markakis is Aleka's brother. Read his identity card and fill in the gaps with the right word.

married, what's (3), where, his (4), address, is (2), he

	SURNAME : MARKAKIS
	FIRST NAME : STEPHEN
	COUNTRY : GREECE
	JOB : WAITER
	ADDRESS : 36, Kolokotroni Str, Kolonos
	PHONE NUMBER (mobile) : 6976722308
	PHONE NUMBER (home) : 210 5816704
	AGE : 24
MARRIED : NO	

- What's _____ surname? Markakis
- _____ his first name? Stephen
- _____ he from? Greece
- _____ job? He's a waiter
- What's _____? 36, Kolokotroni str, Kolonos
- _____ mobile phone number? 6976722308
- How old _____? 24
- Is he _____? No, he isn't

TASK 5



Step 1

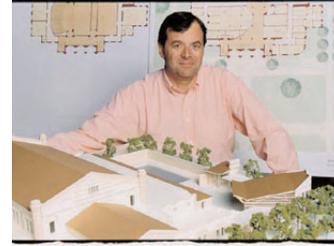
Work in pairs. With the help of your dictionary match the jobs with the right picture.

carpenter, plumber, repairsperson, mechanic, architect, lawyer, engineer, pharmacist, travel agent, dentist, vet, surgeon, greengrocer, fashion designer, optician









Step 2

On a piece of paper or card create your own false identity. It can be funny or serious. Take turns and ask each other questions to find out who you are. Keep your “identity card”. Don’t throw it away. Use one of the jobs above. Have fun with your new “selves”.

LANGUAGE FOCUS

A POSSESSIVE ADJECTIVES

A1

Look back at these phrases from the text about Aleka's family and then circle the correct answer: Look at *her* husband. What's *his* name?

<i>Possessive adjectives always come</i>	a) <i>before nouns</i>
	b) <i>after nouns</i>
<i>They answer the question :</i>	a) <i>"Whose ?"</i>
	b) <i>"What ?"</i>

A2

Now have a good look at this box.

<i>my, your, his, her, its, our, your, their</i>
--

Complete with the right possessive adjective.

- _____ name's Mary. I'm 30.
- _____ name's Jenny. You're 26.
- _____ name's Alkis. He's my brother.
- _____ name's Sabena. She's my sister.
- _____ name's Spot. It's my dog.
- _____ names are Nick and Billy. We are brothers.
- _____ names are Elli and Sophia. You are sisters.
- _____ names are Bruno, Barbara and Irene. They're Italian.

A3

1. Put *am / is / are* or *your / his / her / their* in the gaps.

- Where _____ you from?
- I _____ from Spain.
- "What's _____ name?" "Peter"
- Aleka _____ twenty – nine years old. _____ address is 13 Zaimi str., Athens.
- Mike and Lynn _____ from London.
- Aleka _____ married. _____ son's name is Nick.
- Aleka and Panayiotis _____ married. _____ daughter's name _____
Elli.

B

POSSESSIVE CASE

B1

Look again at these phrases from the text.

her <u>husband's</u> name
their <u>daughter's</u> name
their <u>son's</u> name
<u>Elli and Nick's</u> grandmother

Can you say the underlined words in your language?

Now, read the rule:

Use 's to show that <i>someone/something</i> belongs to <i>someone/something</i> else.
--

e.g.

Aleka's	brother
the cat's	tail

B2



A group of eight people speak to the Lost Property officer about things they lost. Read what they're saying and label their things.

- Alex: My suitcase is brown. e.g. Alex's suitcase
- Maria: My bag is red.
- Nick: My laptop computer is an ACER WLMI.
- George: My mobile phone is Sony Ericsson T300.
- Fiona: My umbrella is orange and yellow.
- Martha: My suitcase is blue.
- Patrick: My briefcase is black.
- Lucy: My camera is a JVC 723 model.



B3

Now ask and answer as in the example:

- Whose is the ACER laptop?
- It's Nick's.

A GAME

Form groups of five – six. One of you collects personal items from the rest of the group (eg. pens, mobile phones, bags, books,). The “collector” points to each item and asks: “*Whose is this*?” A member of the group –but not the one who owns the item– answers: *It's Lisa's* or *The green pen is Lisa's*. If he / she gets it right, the collector gives back the item to the owner. Continue until you return all the items.

UNIT 6

CELEBRITIES

TASK 1

Discuss with your partners:

Do you know these people? Are they famous?



Match the descriptions with the photos.

- Julia Roberts has got long curly dark hair and brown eyes.
- Brad Pitt has got short straight blond hair and blue eyes.
- Angelina Jolie has got long brown hair, dark eyes and full lips.

TASK 2



Read the text about Antonio Banderas.

Antonio Banderas

Antonio Banderas is a famous actor. He was born in Malaga in 1960. He is married to Melanie Griffith and they have got two children.

He is tall and slim. He's got dark brown eyes and short curly dark hair. He's got a great talent and he can sing very well, too. Some of his films are:

The Mambo Kings (1992), Interview with a Vampire (1994), Desperado (1995), Evita (1996), The mask of Zorro (1997).

Antonio Banderas is very successful and he's got fans all over the world.

Now tick the correct True or False.

	True	False
1. Julia Roberts has got blond hair.	<input type="checkbox"/>	<input type="checkbox"/>
2. Antonio Banderas has got blue eyes.	<input type="checkbox"/>	<input type="checkbox"/>
3. Brad Pitt has got green eyes.	<input type="checkbox"/>	<input type="checkbox"/>
4. Antonio Banderas hasn't got two children.	<input type="checkbox"/>	<input type="checkbox"/>
5. Angelina Jolie has got red hair.	<input type="checkbox"/>	<input type="checkbox"/>
6. Julia Roberts has got brown eyes.	<input type="checkbox"/>	<input type="checkbox"/>
7. Antonio Banderas has got dark hair.	<input type="checkbox"/>	<input type="checkbox"/>
8. Antonio Banderas has got straight hair.	<input type="checkbox"/>	<input type="checkbox"/>

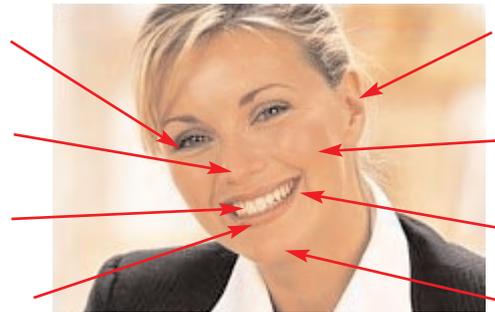
TASK 3

Step 1 face and head



Write the words next to the face parts.

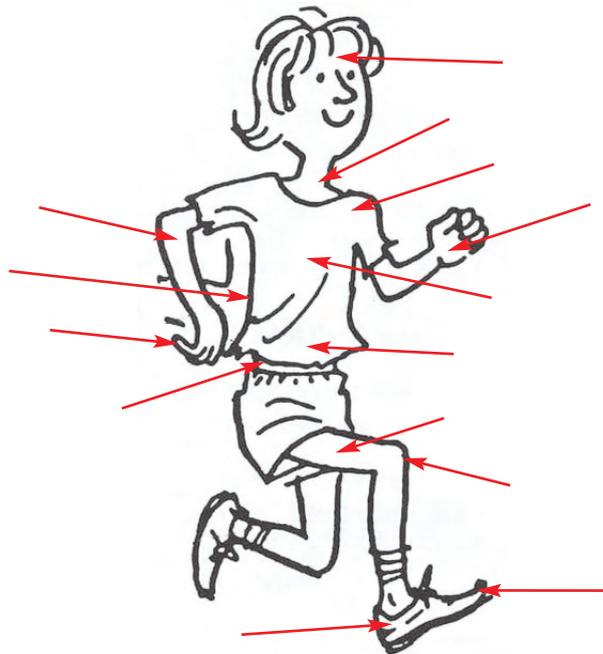
eyes, nose, mouth, teeth, lips, ear, cheek, chin



Step 2 body

Write the words next to the body parts.

head, neck, shoulder, arm, hand, finger, chest, back, stomach, leg, foot, toe, knee, waist



WATCH OUT:



arm, hand, finger



leg, foot, toe

TASK 4

Step 1

Read the descriptions of these famous people again. Find the words we use to describe: hair, face, eyes and body.

Write them in the right column.

Eyes	Hair	Body	Face

Step 2

Add these words to the above chart:

wavy, fair, grey, thin, fat

Are there any other face or body parts you want to know? What are they called in English?

Step 3

Use your bilingual dictionary or a photo dictionary. Find the words you need to describe your partner.

TASK 5

Form groups of 4-5 people. One of you describes another member of the group. Guess who! Follow the example:

- She's tall and thin.
- She's got short straight hair.
- Is she Irene?
- Yes, she is / No, she isn't.

TASK 6

Play a game:

As your teacher calls out face and body parts, try to sketch them fast, very fast. You can have two teams and see which is faster! Whose is the funniest sketch?

TASK 7

Form groups. One of you writes down the name of a celebrity.

The others try to guess who.

Ask questions:

Is he a man or is she a woman?

Is she/he tall/short?

Has she/he got..... ?



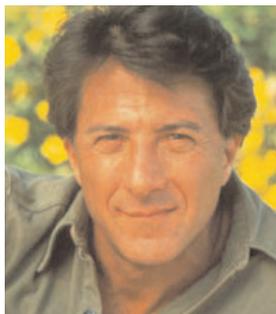
Hugh Grant



Diane Keaton



Kevin Costner



Dustin Hoffman



Demi Moore



Gwyneth Paltrow



Meryl Streep



Tom Cruise



Nicol Kidman

TASK 8

Looking for an e-mail friend?

Write your e-mail now.

Follow Pedro's example.

Hi! How are you?

My name is Pedro and I'm Spanish. I live in Madrid
and I'm 23 years old. I'm tall and thin.

I've got straight dark hair and brown eyes.

I like sports and I love playing computer games.

Please e-mail me today!

pedrogarcias@hol.esp

LANGUAGE FOCUS

A

Have got

A1

Fill in the gaps:

Affirmative	Negative	Question
I've got	I haven't got	Have I got?
You _____	You _____	_____
He's got	He hasn't got	Has he got?
She _____	She _____	_____
It _____	It _____	_____
We've got	We haven't got	Have we got?
You _____	You _____	_____
They _____	They _____	_____

WATCH OUT:

I've got < I have got
He's got < He has got
You haven't got < You have not got
She hasn't got < She has not got

Write short answers for these questions.

Have you got black hair?	Yes, I _____.
Have you got long hair?	No, I _____.
Has he got green eyes?	Yes, he _____.
Has she got brown eyes?	No, she _____.

A2

Fill in the gaps with the correct form of 'have got'.

1. John _____ a sister and a brother.
2. My parents _____ a house in Mykonos.
3. Mary _____ long hair. Her hair is short.
4. They _____ a car. They can't drive.
5. _____ (you) a big family?
6. _____ (Mark) two cars?
7. We _____ an English lesson from 17:00 to 19:00.
8. Film stars _____ a quiet lifestyle. Their lives are exciting!

B

PLURALS

B1

Look back at the body and face vocabulary:

We've got a mouth, but we've got 2 eyes.

Complete the rule:

We use _____ to form the plural
eg. eyess, earss, lipss, cheekss

WATCH OUT:

We say:	boy	boys
But:	body	bod <u>ies</u>
	family	famil <u>ies</u>

Can you form a rule for nouns ending in-y?

We use _____ when the letter before y is a _____ .
We use _____ when the letter before y is a _____ .

B2

Write the plural form of these nouns:

1. city _____

2. flower _____

3. phone _____

4. pencil _____

5. baby _____

6. holiday _____

7. umbrella _____

8. suitcase _____

9. lady _____

10. week _____

B3

Listen to your teacher and put the words in the right place. Practice saying them after you teacher.

	<u>/s/</u>	<u>/z/</u>	<u>/ɪz/</u>
arms			
toes			
cheeks			
ears			
noses			
faces			
lips			
necks			

Now add the plural forms from B2.

UNIT 7

TIME TO MOVE AND TIME TO REST



TASK 1

Are you a gym member?

Complete the form and join the ACTION gym now!

ACTION!

Name:

Date of Birth :

Job / Occupation :

Address :

Telephone Number :

Mobile Phone Number :

TASK 2

Step 1



Read and find out what an aerobics class is like:

These days, more and more people join sports clubs in their spare time. A very popular kind of gymnastics is aerobics.

A typical aerobics programme is usually 20 minutes of continuous exercise, three to five times a week.

Because of the music (during the session) aerobics combines exercise with fun. That's why it is so popular all over the world!



Now, let's do aerobics!

This is Linda Brown.
She is your personal gym trainer!

Step 2

Read the text about aerobics and label the sketches with the instructions in bold letters.

1. Stand up, please! Listen to the music! Are you ready? Smile, please!

2. **Raise your arms.** Up and down! Up and down! 1, 2, 3,, 8. Good!

3. Now, **raise your knees.** Left, right! Left, right! Don't hurry!

4. **Run on the spot!** Let's count again: 1, 2, 3,, 8. Good!



5. **Put your hands on your waist.**
Stand with your feet apart. Bend your left knee to the back and step on to the right.
 Now, let's do the opposite!
 Left, right!
 Left, right!
 Very good, don't stop!



6. Now, let's run on the spot again!
 Don't forget to breathe! In, out, in, out,



7. Now, **walk on the spot!** 1, 2, 3,, 8



8. OK! Let's stop now. **Sit down!**
 Relax! Well done!

TASK 3

Here are some verbs the gym trainer can use:

sit, stand, run, walk, raise, listen, smile, stop, hurry, bend, turn, touch, jump

Form groups of 4-5 people. One member of the group is the "good robot". The other members give instructions to the robot! The robot follows the instructions.

e.g.: Walk – Touch the door – Turn right – Jump – Stop

TASK 4

Let's make a Board Game. You need a square piece of cardboard, paper, glue, coloured markers and a dice.

Step 1

Fill in the chart

Affirmative

Stand up!

.....

.....

.....

Negative

Don't stand up!

..... sit down!

..... talk!

..... run!

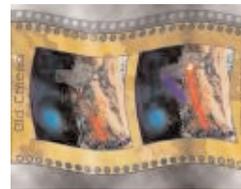
Step 2

Fill in the missing words:

watch, make, order, play, go



a. Let's to the cinema!



b. Let's a film!



c. Let's a pizza!



d. Let's some tea!



e. Let's a board game!

Step 3

Cut square pieces of paper. Write orders or make suggestions. Put them on the Board Game upside down. Take turns and throw the dice. Pick up the card and do what it tells you to do.

TASK 5

Step 1

Do you know what the words in a box mean and when do we use them? Talk to your partner about things in the classroom.

e.g There's a book **next to** the bag.

next to	between
behind	on the right
in front of	on the left

Step 2

Look at the photo of John and Maria's wedding. Complete the sentences using the prepositions.



1. John is his sister and Maria.
2. Maria's mother is her husband.
3. John's brother is John.
4. John's sister is John.
5. John is of his brother.

TASK 6

This is a photograph from Helen's and George's 20th wedding anniversary. Read the photographer's instructions and write the names next to the people.

1. Helen, sit down **next to** George.
2. Joanna, stand **behind** Helen.
3. Kostas, stand **behind** George.
4. Chris, stand **on the right, next to** Kostas.
5. Natalia, stand **on the left, next to** Joanna.



TASK 7



**Read this dialogue between a doctor and his patient.
Put the words in the right place:**

pressure, throat, antibiotics, temperature, nose, juices, cough, vitamin, cold, pain

Doctor: So, what's the matter?

Bill: Oh, doctor, I feel terrible! I've got a _____, a sore _____ and a runny _____.

Doctor: Have you got any headaches?

Bill: Oh, yes! And I've also got a terrible _____ in my chest!

Doctor: Have you got any stomachaches?

Bill: Oh, no! Thank, God!

Doctor: OK, then. Let's take your _____ and your blood _____.

Hmmm. Normal.
Now, let's examine your chest. Breathe in, please! Out!
Now, cough! That's fine, stop now!

Bill: What's the matter with me, doctor?

Doctor: Oh, nothing serious. You've got a _____.

Bill: What should I do?

Doctor: Well, you should take some _____ C.
You should drink lots of water and fruit _____.

Bill: Should I take any _____?

Doctor: No, don't do that. You should eat light meals, take some rest and you shouldn't go to work tomorrow. You'll be fine in 2-3 days.



TASK 8

Step 1



Here are some English sayings with parts of the body:
Fill in the gaps with the right word.

eye, face, stomach, nose, ears, tongue, tooth, feet, hand

One hand washes the other and both wash the _____.

An eye for an _____, a tooth for a _____.

The way to a man's heart is through his _____.

The _____ are the mirror of the soul.

The walls have _____.

It's on the tip of my _____.

Don't stick your _____ in my business.

I know it like the back of my _____.

She's got the world at her _____.

Step 2

Discuss in which occasions we use them.

TASK 9

Step 1



Practice saying these words.

a) We pronounce **th**

b) We pronounce **ch**

/θ/ or /ð/
tooth teeth
breath breathe

/k/ or /tʃ/
back cheek
ache children

Step 2



Now put these words in the right column. Practise saying them after your teacher.

chest, neck, teacher, chin, thanks, this, mouth, that

<u>/θ/</u>	<u>/ð/</u>	<u>/k/</u>	<u>/tʃ/</u>

LANGUAGE FOCUS

A

SHOULD

A1 Look at these phrases from the dialogue:

You **should** take some vitamin C.

Should I take any antibiotics?

You **shouldn't** go to work tomorrow.

Circle the correct answer:

We use should to:	a. to give advice
	b. to give information

A2 Work in pairs.

Student A: Use the words from TASK 7 to talk about your symptoms.

Student B: Use these ideas to give advice to your friend who feels sick. Remember to use should / shouldn't

Symptoms

I've got

a runny nose
a sore throat
a backache
a stomachache
an earache
a toothache
a temperature
a headache
a cold
a cough
a pain in the chest

Advice

You should /shouldn't

drink hot tea
go to work
go to a party
lie down
take an aspirin
go out
drink a eucalyptus beverage
drink alcohol
take vitamin C
take antibiotics

UNIT 8

READY TO COOK?

TASK 1

Discuss in class.

- What's your favourite food?
- Do you eat all kinds of food?
- Can you cook?

TASK 2

Step 1



It's Saturday morning. Kosta and Monika are in the kitchen. They are looking at a recipe book. Kosta's parents are coming for dinner on Sunday.

Monika: Hmm. Let's see. What should we cook?
Should we serve fish or meat?

Kosta: Meat! We all love meat!

Monika: Right. How about mousaka then? Your father's favourite.

Kosta: Great! And what about those baked potatoes stuffed with cheese and bacon?

Monika: Good idea! And you can make that Chinese fried rice with vegetables! Oh, and some spring rolls!

Kosta: OK, but if I make those can you, please, make that omelette with spinach?

Monika: Which one? The smoked salmon and spinach frittata you mean.

Kosta: Oh, yes, please! And can you bake some olive bread, too?

Monika: OK, I suppose I can prepare that tonight.

Kosta: Oh, thank you!

Monika: Yeah, right. And we'll have greek salad, of course.

Kosta: Of course. And what about a dessert? Baclava, chocolate cake, or perhaps a fruit tart?

Monika: Look, Kosta. I don't want to spend two days in the kitchen! Let's buy a chocolate cake or a baclava or anything else you want, OK?

Kosta: OK, dear, you're right!



Step 2

Read the dialogue between Monika and Kosta again and tick (✓) True or False.

	True	False
1. There is some fish in the menu.	<input type="checkbox"/>	<input type="checkbox"/>
2. There are Greek foods only.	<input type="checkbox"/>	<input type="checkbox"/>
3. Kostas can cook.	<input type="checkbox"/>	<input type="checkbox"/>
4. Monika can make a baclava.	<input type="checkbox"/>	<input type="checkbox"/>
5. There are a lot of vegetables in the menu.	<input type="checkbox"/>	<input type="checkbox"/>

TASK 3

Step 1

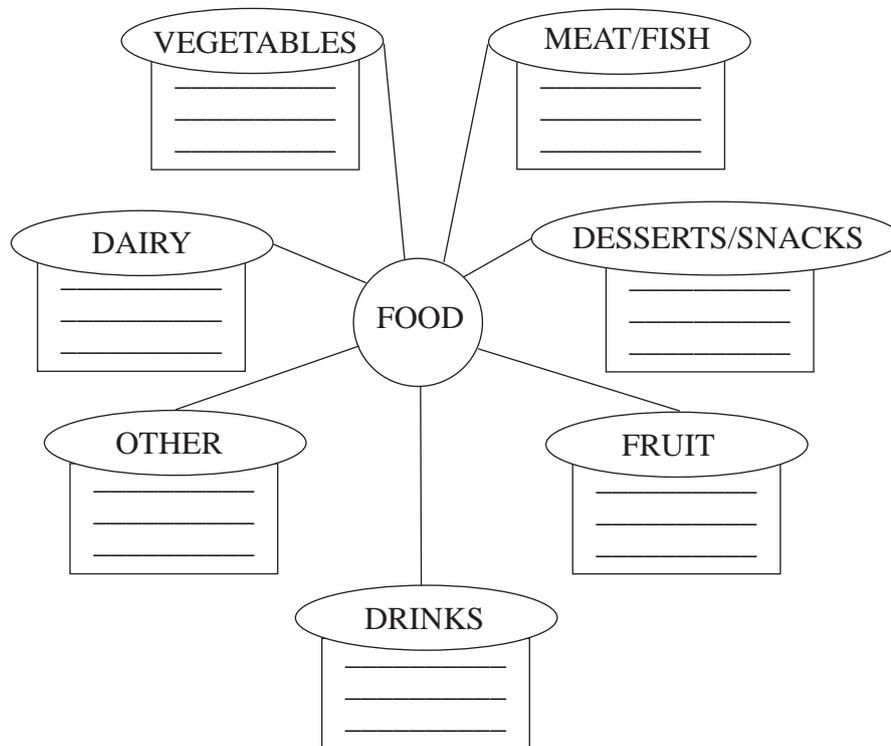
Put a tick next to the food you can see in the picture.

- strawberries
- lettuce
- onions
- water
- wine
- tuna
- beef
- cucumbers
- chicken
- peaches
- cauliflower
- salmon
- eggs
- sugar
- butter
- yoghurt
- cheese
- soft drinks
- apricots
- pears
- cereal
- orange juice
- milk
- chocolate
- jam
- crisps
- honey
- crackers
- rice
- nuts



Step 2

Put the words in the right circle of this spidergram.



TASK 4



Read the second part of the dialogue between Kosta and Monika. They want to go to the supermarket. Put the words in the right place and help them make a shopping list:

tomatoes, flour, cheese, list, aubergines, olives x 2, fridge, bacon, spinach, salmon, eggs, feta, rice, cream

M: Let's make a shopping _____ so that we don't forget anything.

K: OK. You write and I check the _____ and cupboards.

M: Well then. I know we've got some _____ and onions for the salad. Have we got any _____ cheese?

K: We've got a lot of feta cheese. But we haven't got any yellow _____ or _____ for the stuffed potatoes.

M: OK. Are there any eggs?

K: There aren't many _____. There are only three. So write eggs. There isn't much _____, either.

M: We also need some _____ and carrots. I remember we've got some _____ for the mousaka.

K: Yes, I can see some aubergines. Don't forget, there's no _____, Monika.

M: Oh, yes, of course, salmon. And we've also got a lot of _____ in the cupboard. Are there any _____ for the bread?

K: No, there aren't many _____ and there isn't much _____, either.

M: OK. We should buy some olives and some flour, then.

TASK 5

Complete the shopping list with words from the dialogue in TASK 4.

SHOPPING LIST

- | | |
|----------------------|----------------------|
| 1. a kilo of | 2. a jar of |
| 3. 1/2 kilo of | 4. 1/2 kilo of |
| 5. 1/4 kilo of | 6. 10 |
| 7. a packet of | 8. a kilo of |

TASK 6



Look again at the shopping list and the food diagram in TASK 2.
Act out the dialogue with your partner.

STUDENT A

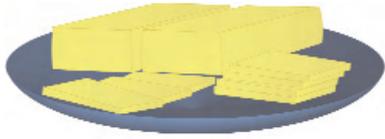
Make your shopping list
(3-4 items).
Go to the grocer's.
Ask: **Can I have some**?
1/2 kilo of
a jar of
a packet
....

STUDENT B

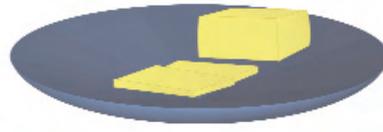
You are the grocer
Help your customer
Say: **Here you are, Sir/Madam**
or
Sorry, we haven't got any

TASK 7

Study these pictures and write *some, any, many, much, a lot of*.



There is _____ cheese.



There isn't _____ cheese.



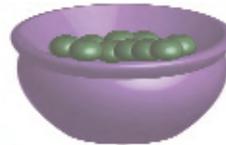
There is _____ cheese.



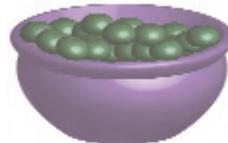
There isn't _____ cheese.



There are _____ olives.



There aren't _____ olives.



There are _____ olives.

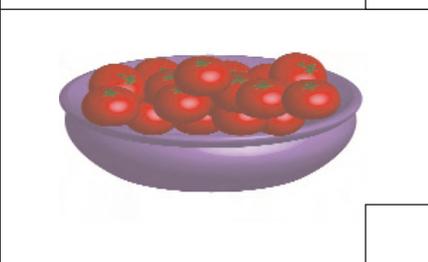
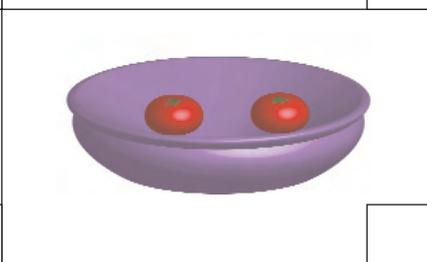


There aren't _____ olives.

TASK 8



Your teacher will read aloud six sentences. Listen carefully and tick the correct picture.

LANGUAGE FOCUS

A COUNTABLE AND UNCOUNTABLE NOUNS

Look back at the the dialogue in TASK 4. Study the phrases with: **some, any, much, a lot of**. Fill in the gaps with words from the spidergram in TASK 2 or the dialogue.

Discuss with your teacher and classmates your noun choices.

Countable Nouns	Uncountable Nouns
We've got a lot of _____.	There is a lot of _____.
We've got some _____.	There is some _____.
Have we got any _____?	
There aren't many olives	There isn't much flour
There aren't any _____.	There isn't any _____.
There are no _____.	There is no _____.

WATCH OUT

Think about the difference between “olives” and “flour” or ‘tomatoes’ and ‘cheese’. Are there countable and uncountable nouns in your language?

A1

Match the words form column A with the phrases from column B to form the rules.

- | | | |
|-----------|-------------|----------------------------|
| 1. We use | a) much | i) with countable nouns |
| | b) many | ii) with uncountable nouns |
| | c) a lot of | iii) in positive sentences |
| | d) some | iv) in questions |
| | e) any | v) in negative sentences |
| | f) no | |

WATCH OUT

There isn't any milk. = There is no milk.

A2

Fill in the gaps with: some, any, no, much, many, a lot of.

- a. I always put _____ sugar in my coffee. I like it sweet.
- b. Is there _____ cola in the fridge?
- c. There aren't _____ biscuits in the box. There are only two.
- d. There is _____ milk. Can you go to the supermarket?
- e. We haven't got _____ bread. Only three slices.
- f. I want to make _____ tea.

UNIT 9

YOU ARE WHAT YOU EAT!

TASK 1

Discuss in class:

- Do you eat fast food?
Hamburgers, pizza, souvlaki?
- Do you buy organic vegetables or meat? Why?



TASK 2



a) Read this text and find out how you can eat a healthy hamburger!

The Green burger revolution

Just like you, I don't eat in fast food places any more. That was in the old days, before the "green food" **revolution**.

But every now and then, I still want to **sink my teeth** into the delicious soft beef with mayonnaise and the soft bun that makes me feel like a child again.

So do you. Admit it. And that is why the greenburger restaurants are here.

The high streets of London are now full of smart little restaurants, decorated fashionably, serving green burgers made from organic meat in a soft bun made from **organically grown wheat**.

A greenburger is **built from** fresh ingredients. The meat is organic, certainly **free range**, and it sometimes comes from something more exotic than just a cow. A deer or a lamb, for example, even a tuna. It is served with unusual lettuce and a slice of a large tomato. Instead of the milkshakes you have at the typical fast food restaurants, greenburger companies, offer you a choice of expensive beers and fresh orange juice. And the burgers..., well, they really taste great. Take Klara's burgers, for example. They are big, **tender** and juicy. They come with an interesting **range** of toppings : blue cheese, avocado and bacon, garlic mayonnaise. You can even have a kiwiburger, with beetroot, egg, cheese and pineapple. The burgers cost between six and eight quid and you can choose how the meat is cooked.

(adaptation of the article: "the gourmet burger revolution",
by Josh Locey, The Guardian, Jan 2, 2006)

b) Read the text again tick (✓) True or False.

	True	False
1. There are a lot of restaurants that serve greenburgers in London.	<input type="checkbox"/>	<input type="checkbox"/>
2. A greenburger is only made with beef.	<input type="checkbox"/>	<input type="checkbox"/>
3. You can't have any mayonnaise in a greenburger.	<input type="checkbox"/>	<input type="checkbox"/>
4. Greenburgers are made from fresh ingredients.	<input type="checkbox"/>	<input type="checkbox"/>
5. The writer doesn't want to eat the usual hamburger now.	<input type="checkbox"/>	<input type="checkbox"/>
6. Greenburgers are too expensive.	<input type="checkbox"/>	<input type="checkbox"/>
7. There are no milkshakes served in a Greenburger restaurant.	<input type="checkbox"/>	<input type="checkbox"/>
8. You can have fruit with your greenburger.	<input type="checkbox"/>	<input type="checkbox"/>
9. You can't drink alcohol in a Greenburger restaurant.	<input type="checkbox"/>	<input type="checkbox"/>
10. You can eat a greenburger made with fish.	<input type="checkbox"/>	<input type="checkbox"/>
11. The writer likes greenburgers.	<input type="checkbox"/>	<input type="checkbox"/>

TASK 3

Find words in bold from the text and match with the definitions.

- 1 _____ vegetables or cereal grown without chemicals
- 2 _____ variety/choice
- 3 _____ farm animals that eat natural food without chemicals/hormones
- 4 _____ soft
- 5 _____ made from
- 6 _____ taste
- 7 _____ very important event that changes our life.

TASK 4

Make a list of healthy and unhealthy food items with words from the text. Then discuss with your partners:

- What can you eat on your way to work or at lunch break? Is it healthy or unhealthy?

TASK 5



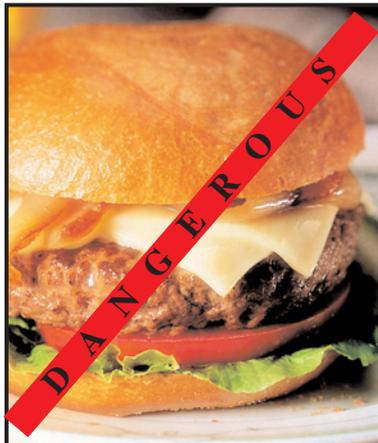
Form groups of five. You are at the Greenburger Restaurant. One of you is the waiter/waitress. Act out the conversation. Look at the phrases in the box for help.

- Can I have....?
- What kind of topping.....?
- Anything else?
- I'd like.....
- How much is it?



TASK 6

Look at this poster:



too many fats, too many carbohydrates, a lot of sugar & salt, not much fibre, not many vitamins

Find the meaning of the words you don't know in your dictionary. Now make your healthy food basket. Talk about it like this:

Example: Lettuce is healthy. There are a lot of vitamins in it.



TASK 7

Here are three recipes for a healthy menu.

a) Match the verbs from column A with the items in column B.



b) Read the instructions and put them in the right order.

Enjoy your meal with friends.

Brown rice salad

A

boil
add
slice
cut
mix

B

- 1/2 kilo of brown rice
- 2 medium sized tomatoes into small pieces
- well
- salt, olive oil, lemon juice
- 1 fresh onion



Green omelette

A

Fry/or bake
beat
cut into small pieces
mix

B

- the eggs
- well
- the omelette
- fresh vegetables (fresh onions and aubergines)



Soft cookies

A

Add slowly
pour
form
add
cut
stir
bake
beat

B

- the mixture well
- 2 eggwhites with 1/2 kilo of brown sugar
- 1 kilo of organic flour
- at 180 C
- 250gr olive oil
- some dried fruit into small pieces
- round or oval cookies
- the fruit to the mixture



TASK 8

What ingredients do you need to make your favourite omelette?



INGREDIENTS

Write your recipe. Bring it to class and exchange recipes with your partner.

LANGUAGE FOCUS

A

Study these phrases from the text and discuss the use of 'can' with your partners and your teacher.

You *can* even have a kiwiburger, ... and you *can* choose how the meat is cooked.

A1

Work in pairs.

Student A: **Use the prompts to ask questions.**

Student B: **Use the short answers: "Yes, I can", "No, I can't" to answer your partner's questions.**

e.g. Can you eat soup with a fork? No, I can't.

drive a car / ride a bike / speak Chinese / tell me where the Nile is / slice meat with a fork / beat eggs with a knife / cook / eat rice with chopsticks / buy organic vegetables at your grocer's / eat greenburgers in a Greek restaurant

B

In the dialogue at the Greenburger restaurant -TASK 5- you asked the waiter-tress:

'Can I have some orange juice, please?'

The use of the verb 'can' in this phrase is different from the use of 'can' in A and A1.

Discuss it with your teacher and classmates. Keep notes in your grammar notebook.

B1

Use the question form 'Can I' to ask for something politely or to ask permission in the following situations:

1. You're at the restaurant. Your fork is on the floor.
2. You're in class. You haven't got a blue pen.
3. You want to talk for a minute to your teacher.
4. You don't know the way to the airport. Your friend has a map.
5. You're at the restaurant. You want another glass of beer.

UNIT 10

HOME SWEET HOME



TASK 1

Discuss with your partner:

- **Do you live in a house or a flat?**

I live in a _____, on the _____ floor.

- **Is your house in a busy or a quiet street?**

I live in a _____ street in _____.

- **What's your address?**

My address is _____.

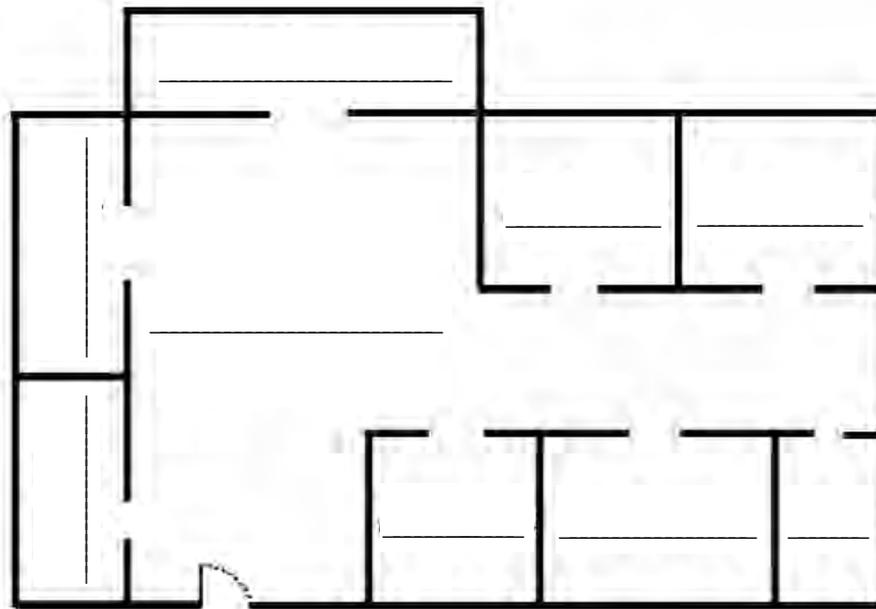
TASK 2



Read about Mary's home and label the rooms of their house.

I live in a quiet street in Alimos. I live in a flat on the second floor. It's quite a big flat with three bedrooms, a living room, a kitchen, a bathroom and a WC. As you come in through the front door, the first room you see is a big living room: That's where we spend most of the day. We sit, we talk and we watch TV of course. Next to the living room, on the left, there is a small kitchen. It is small but modern and it's always sunny in the mornings. There isn't a dining room, so we usually eat in the kitchen or in the living room. Next to the living room, on the right, there is a big bathroom.

Next to the bathroom on the right, there are three bedrooms. Our bedroom is the first one. Next to it there is a small toilet and then opposite that is my children's bedroom. We use the third bedroom as a study. There are also two balconies with a nice view.



TASK 3

Answer the questions.

1. How many bedrooms are there in Mary's flat?
2. How many bedrooms are there in **your** flat?
3. Is there a dining room in Mary's flat?
4. Is there a dining room in **your** flat?
5. Is there a study in Mary's flat?

TASK 4



Act out the conversation in groups of four. Listen to a model dialogue.

Students A and B: You want to rent a flat. Decide on:
How many bedrooms you need. Ask questions to your partners who rent a flat.

Students B and C: You have a flat for rent. Decide on:
How many rooms / bedrooms there are in the flat you rent, and answer your partners' questions.

TASK 5

This is Mary's kitchen. Put the right number next to the words in the list.

Cooker, cupboard, dishwasher, drawer, fridge-freezer, sink, shelf, washing machine, microwave



TASK 6

Find words in your dictionary and fill in the gaps in these sentences. You can use a bilingual or a photo dictionary.



2. We use a _____ - to drink coffee



1. We use a _____ to eat soup



3. We use a _____ to cut bread



4. We use a _____ to dry dishes



5. We use a _____ to cook spaghetti



6. We use _____ to drink water

7. We use a _____ to put our food



8. We use a _____ to fry an omelette

LANGUAGE FOCUS

A

PLURALS

A1



Study the three groups of nouns.



1 cup



2 cups



1 plate



2 plates



1 glass



2 glasses



1 dish



2 dishes



1 watch



2 watches



1 box



6 boxes



1 potato



2 potatoes



1 knife



2 knives

A2**Now, let's work out the rule.**

1. Nouns ending in , take to form their plural
2. Nouns ending in , take to form their plural

Watch out for irregular plural forms.

Man	men
Woman	women
Foot	feet
Tooth	teeth
Child	children
Person	people
Mouse	mice
Fish	fish
Sheep	sheep
Deer	deer

A3**Write these nouns in plural and put them in the right group.**

Brush, shelf, child, towel, tomato, video, woman, fridge, stereo, tooth, person, sandwich, leaf, language, wife, lamp, table

-s	-es	-ves	Irregular

A4.**Fill in with the right form *is / are*.**

- a. My feet ___ cold
- b. Who ___ that woman?
- c. Deer ___ beautiful animals
- d. There ___ some children at the park
- e. Where ___ my camera?
- f. Where ___ my keys?
- g. There ___ a cat under the car
- h. There ___ a church next to my house
- i. My address ___ Akropoleos street
- j. Your glasses ___ on the table

UNIT 11

HOUSES AND FURNITURE

TASK 1



Talk with your partner.

Are you tired of your home?

What kind of things can you change in it?

What's your favourite colour for living rooms/ bedrooms?

TASK 2



Read this text to find out how to redecorate your home. Underline the words for furniture/things you can see in the pictures (TASK 1).

The quick guide to redecorating your home

Are you tired of a room? Are you looking for nice and easy ideas to redecorate it? You're in the right page. Have a look at this simple advice that can help you without spending a lot of money.

1. Make the room look really large. Pull the furniture away from the walls. Place your sofa(s) and armchair(s) away at new positions. Paint one of the walls your favourite colour. It can be dark or light. Just make sure that the rest of the walls go with this colour. Now, hang a new painting on your freshly painted wall.
2. Bring nature inside your home. Look through some magazines to get ideas on using plants to decorate. Green plants or silk plants can do the trick.
3. A new carpet is a great way to make the living-room look soft. Find one that matches with the colours in your room, but also looks modern. Put it under a coffee – table or dining – room table.
4. Is your bathroom dark and boring? A new shower curtain together with some new bathroom towel in interesting colours can change the appearance of your bathroom.
5. Modernize the look of your kitchen with some new knobs for the cupboards.
6. Mix and match lamp bases and shades for a new lighting solution in any room

TASK 3

Find words in the text that match with the definitions.

1. _____: a book (or website) that gives you ideas and advice or tells you how to do something
2. _____: change the look of a room
3. _____: make something look modern
4. _____: the way somebody / something looks
5. _____: go with
6. _____: change the colour
7. _____: move
8. _____: put

TASK 4

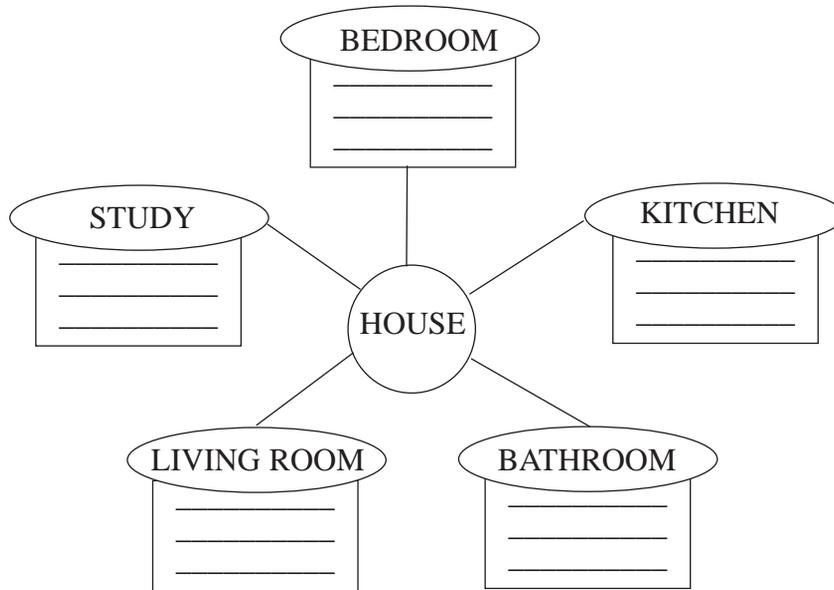
Find the opposites of these adjectives from the text.

1. soft _____
2. light _____
3. large _____
4. interesting _____
5. new _____
6. easy _____

TASK 5

Make a spidergram of rooms and furniture. Follow the example.

Find words from the text. Use a bilingual or a photo dictionary for other words you want to know.



TASK 6

Here are three funny drawings. Children make mistakes! Find them and describe them!

e.g. There is a shower in the kitchen!



TASK 7



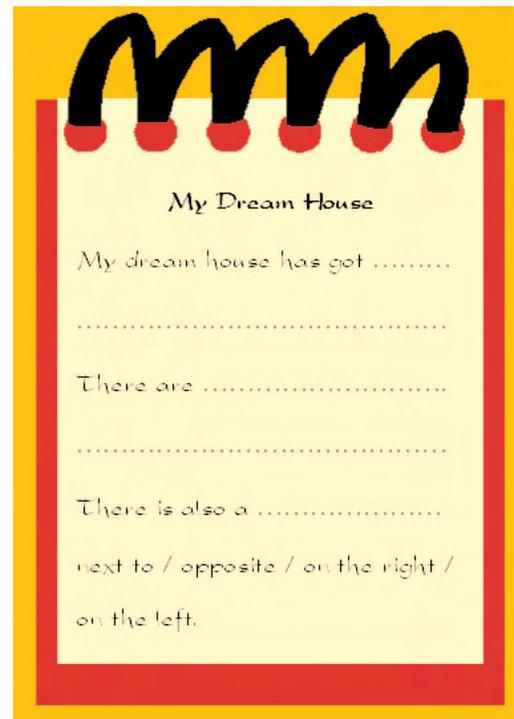
Form groups of five. One of each group reads aloud the short text from APPENDIX I. Listen carefully. Which room is your partner describing?



TASK 8

Write about your "Dream House".
Write about the rooms and the furniture.
Use vocabulary from the UNITS (10-11)
about houses.
Remember to use the plural forms correctly.

Here's an example:

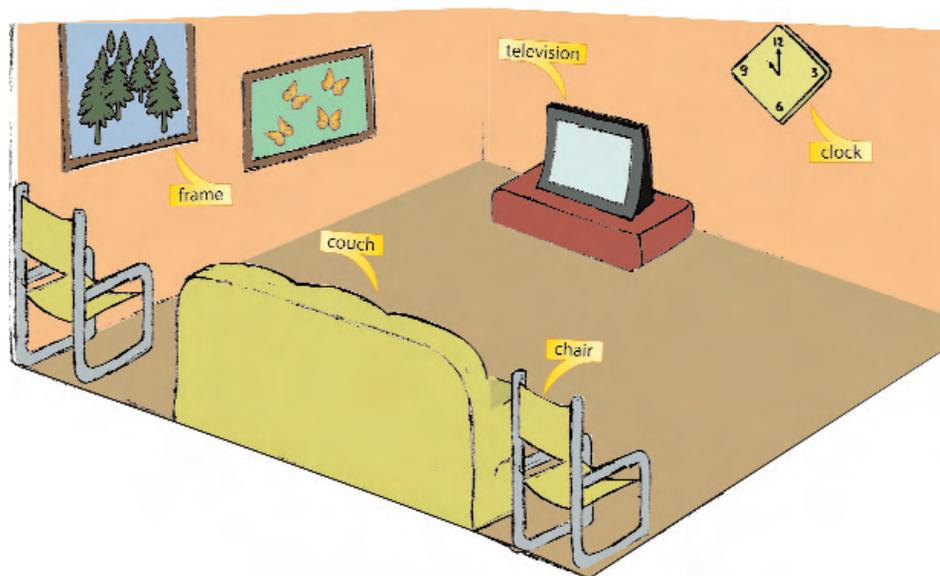


A GAME

Play a memory game in teams. Your teacher says the name of a room. Write down words about furniture or things in this room in 30 sec. The team that has got more words wins!

A PROJECT

Use coloured markers, paper and blue tac or glue. Make tags for all the furniture and things in your house. Stick them. Get around your English-speaking house for one or two weeks. How do you feel about it?



LANGUAGE FOCUS

A THERE IS / THERE ARE

A1

Fill in this chart with the right form of the verb 'be'.

	SINGULAR	PLURAL
Affirmative	There _____ a living room.	There _____ 3 bedrooms
Question	_____ there a living room?	_____ there 3 bedrooms?
Negative	There _____ a living room	There _____ 3 bedrooms

A2

Work in pairs. Ask and answer questions about your partner's house. Follow the example:

Student A: How many bedrooms **are** there in your house?

Student B: Three. There **are** three bedrooms.

B1

Study these phrases from the text in TASK 2.

Mix **and** match lamp bases **and** shades.

Find one that matches with the colours in your room, **but also** looks modern.

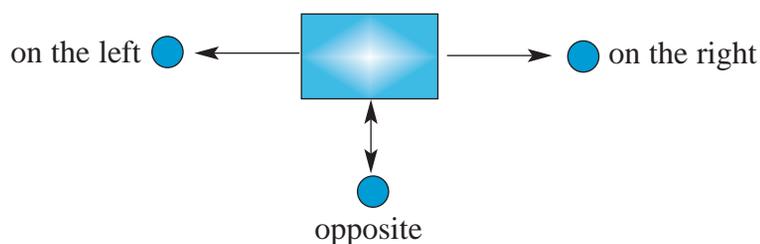
B2

Put the words *and*, *but*, *also* in the phrases below.

- a. There is a big sofa _____ two armchairs.
- b. There is a big bathroom. There is _____ a W.C.
- c. There is a big bathroom _____ there is no W.C.

C1

Study this diagram. What do these words mean?



C2



Look at the picture and read this description of Maria's house. Then put the words in the right place.

Also, on the right, but x 2, next to, on the left, opposite

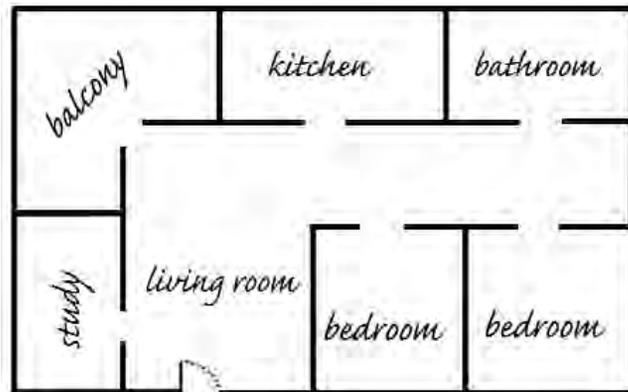
There are four rooms in my house. As you come in, you can see the living room. There is a sofa and two chairs and _____ the sofa there is a large television.

There are some paintings on the walls and on the wall there is a big clock.

_____ of the living room there is my study, with my computer and my books.

_____ of the living room, there are two bedrooms. There is _____ a big bathroom _____ there is no W.C.

The kitchen is _____ the living room. It's nice and big _____ I don't cook very often!



UNIT 12

TIME FOR REVISION

A. Let's practise our grammar.

1. **Put in *am, is, or are*.**

- a. I ____ not busy
- b. This bag ____ heavy
- c. Look! There _____ Jane
- d. My sister and I ____ good chess players
- e. Lisa ____ at home. Her children ____ at school

2. **Make questions with the words in brackets. Use the right question word (who, what, where, how...).**

- a. (name) _____
- b. (from) _____
- c. (age) _____
- d. (job) _____
- e. (husband/wife) _____

3. **Write the short form on the verb.**

- a. We have got _____
- b. He has got _____
- c. They have got _____
- d. She has not got _____
- e. I have not got _____

4. **Write the plural form.**

- | | | |
|-------------------|----------------|----------------|
| a. Lady _____ | b. Baby _____ | c. Bus _____ |
| d. Tooth _____ | e. Child _____ | f. Brush _____ |
| g. Sandwich _____ | h. City _____ | i. Foot _____ |
| j. Knife _____ | | |

5. **Write the correct word or phrase in the gap.**

there, their, they're

- 1 Please put that over _____ .
- 2 I like them. _____ very nice.
- 3 I like them but I don't like _____ father.
- 4 _____ is someone at the door.

- 5 _____ isn't any sugar.
 6 _____ here, now.
 7 _____ from Italy, I think.
 8 I don't know _____ names.

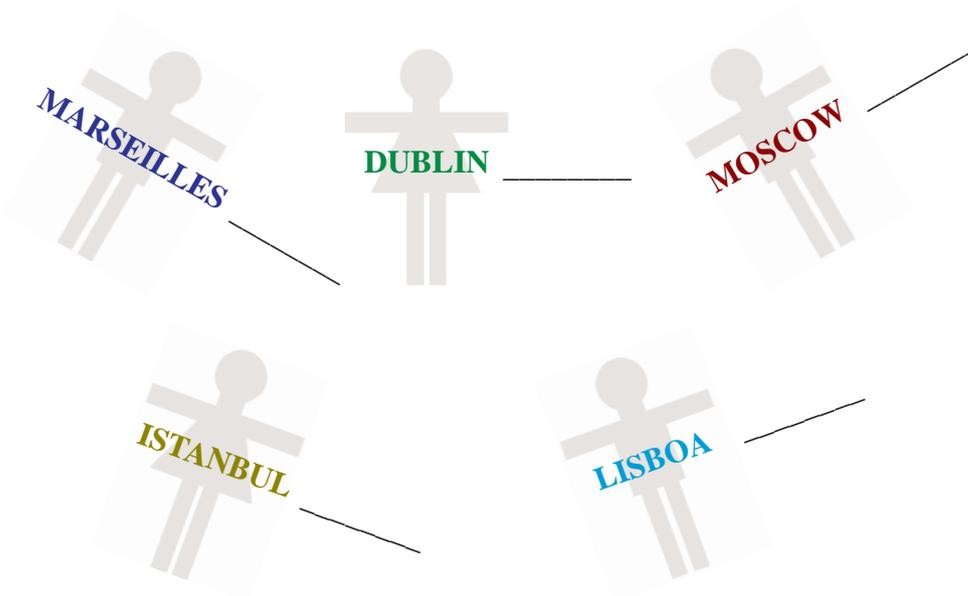
B. Let's check our vocabulary.

1. Choose the correct word.

Chinese, English, Belgian, Canadian, Dutch, Australian, German, American, Swiss, Greek, Japanese, Spanish, Russian, Swedish, Turkish, Iranian, Irish, Brazilian

- a. He's from Shanghai. He's _____
 b. He's from Sydney. He's _____
 c. He's from Brussels. He's _____
 d. He's from Tokyo. He's _____
 e. He's from Valencia. He's _____
 f. He's from Teheran. He's _____
 g. He's from Amsterdam. He's _____
 h. He's from Berne. He's _____
 i. He's from Vancouver. He's _____

2. Are you geographical? Find their nationalities.

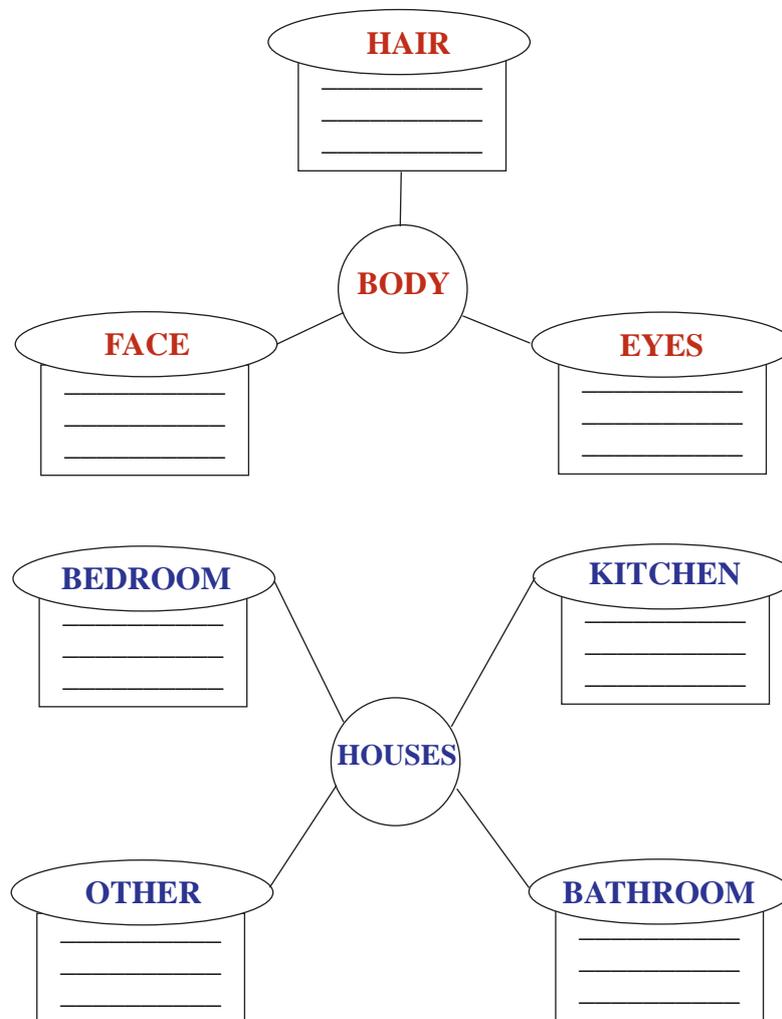


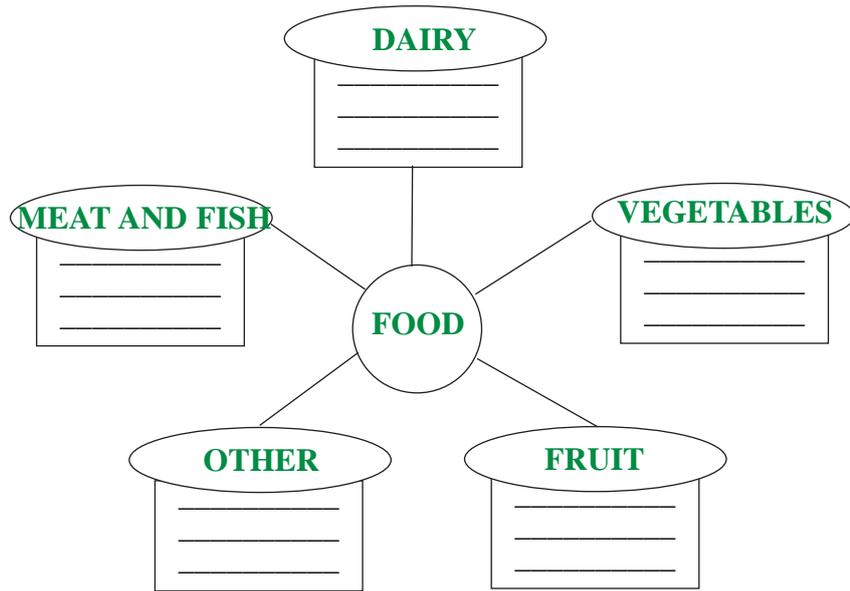
3. **Read the sentences 1-8. Write your own sentences with the right form of the verb 'have got' and vocabulary from UNITS 7, 8 and 9.**

1. I'm not feeling well. I _____
2. She's going to the dentist. She _____
3. Give me the thermometer. I _____
4. Can you buy MUCOCURE for Ann? She _____
5. Have you got a handkerchief? I _____
6. We're running out of milk. We _____
7. He wants to buy some bread. He _____
8. They want to buy some meat. They _____

4. **Here's a box full of words from Units 6-11. Put them in the right part of the spider-grams below. Add more words. Compare with your partner and find out what you remember.**

Nose, dining table, study, cake, knee, bedroom, toes, rag, lettuce, yoghurt, neck, soup, aubergines, bacon, shower, bed, salmon, leg, finger, pear, tuna, lamp, sofa, cupboards, lips, eggs, bed, chocolate, olives, peach, wavy, fair, grey, thin, fat, cheek, chest, curly, dark brown.





C.

Let's answer honestly.

1. Tick the true answer for you:

NOW I CAN

- Ask and answer about names/ages/nationalities
- Talk about my family
- Describe people
- Describe houses and furniture
- Buy food – make shopping lists
- Read recipes

VERY WELL	WELL	NOT BAD	TOO BAD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Compare your answers with your partner's. Discuss in groups. What can you do to learn better and more English? Exchange ideas.



Remember:

Learning English is fun and creative.

D. PROJECT.

Our class magazine

In groups decide on the topics of your magazine. You can write about:

Families and people or Celebrities you know about.

Homes and furniture or food.

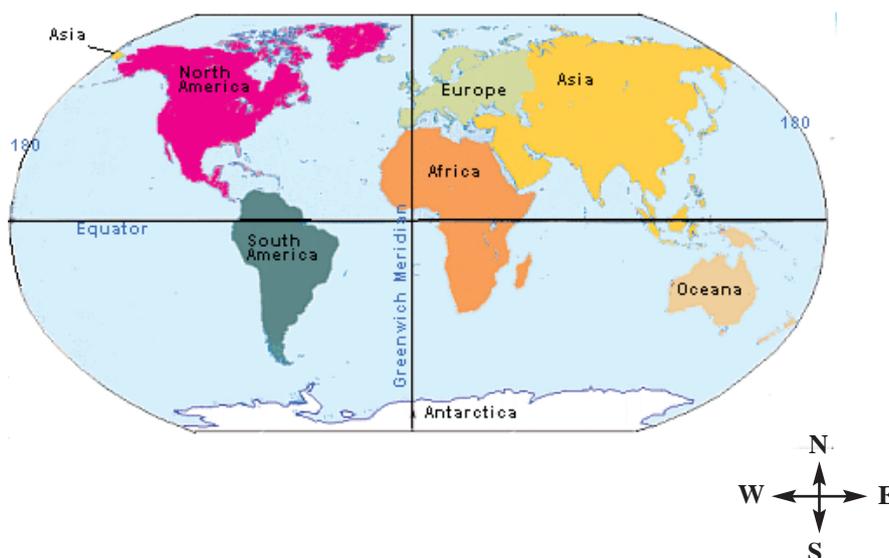
Decide what each one of you can write and what other material you can bring for your magazine.

(e.g. photos, funny sketches, magazine/internet pages, recipes from books, ...)

Μπορείτε να κόψετε ένα φαρδύ (ύψος A4) και αρκετά μακρύ κομμάτι στρατσόχαρτου και να το διπλώσετε σαν φουσαρμόνικα. Κολλήστε στις δύο άκρες σκληρό χαρτόνι (από υλικά συσκευασίας) και ντύστε το με κάτι χρωματιστό (χαρτί περιτυλίγματος). Τρυπήστε στις δύο άκρες και περάστε κορδονάκι ή κορδέλα. Κολλήστε μέσα τις εργασίες και το υλικό σας.

UNIT 13

WHAT'S THE WEATHER LIKE IN...?



TASK 1

Look at the map and discuss these questions.

1. What are the names of the continents?
2. What are the parts of the horizon?
3. Where is Australia?
4. Where is your country?

TASK 2



Read this text about the weather in Australia.

Then find words from the text to put in the chart below.

Australia is a really big country. It's also one of the five continents. Australia has everything you can think of. It's got mountains, lakes, deserts, forests and rivers.

A **great number** of people live in those parts where it often rains and where **food can grow**. This is in the southwest and the southeast. Australia has snow, rain, strong winds and a lot of sun.

Some parts don't get any rain or they get very little. In Darwin the **average temperature** is about 26° C in July and about 31° C in January. They get 386mm of rain in January but they don't get any rain in July.

Melbourne, on the southeast, has a lot of Greek people who live there with their families. Here the weather is very **wet**. They get about 50mm of rain every month. The temperatures are usually about 10° C and 24° C.

Other parts of Australia are very hot during the day and very cold during the night. Temperatures can **rise** to 52° C and **drop below** 0° C at night.

Geographical characteristics	Weather	Parts of the Horizon	Months

TASK 3

In small groups work out the meaning of the phrases in bold in the text. Don't use a dictionary. Write them in your language. Compare your answers. Then check your answers with the help of a dictionary.

TASK 4



Step 1

Put the phrases about the weather next to the right picture.

It's rainy / It's windy / It's sunny / It's cloudy / It's snowy / It's cold / It's hot

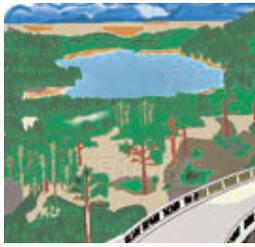




Step 2

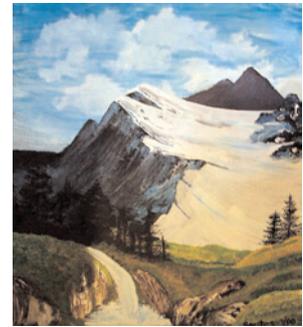
Put the words next to the right picture.

Mountain / river / lake / desert / forest / hill / field

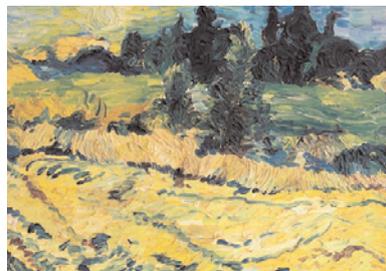














TASK 5

Find the names of the months in this puzzle.

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

Two months are missing.

What are they?

_____ and

TASK 6



Study this table about the weather in Thessaloniki. The city experiences a Mediterranean climate. Talk with your partners about the weather in Thessaloniki, or your town.

e.g. It's rainy in December in Thessaloniki.

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Average temperature	5	6	9	12	13	22	25	24	20	21	10	6
Rainfall	40	38	43	35	43	30	22	20	27	45	58	50
Record Temperature	20	22	25	31	36	39	42	39	36	32	27	26

TASK 7



Read this song by Buddy Holly, and discuss these questions in class. These are the lyrics of one of his songs.

Raining in my heart

The sun is out, the sky is blue,
there's not a cloud to spoil the view,
but **it's raining**, raining in my heart.
The weatherman says "Clear today".
He doesn't know, you've gone away,
and **it's raining**, raining in my heart.

Oh misery, misery! What's going to become of me?
I tell my blues they mustn't show,
but soon these tears are bound to flow
'cos **it's raining**, raining in my heart.

But **it's raining**, raining in my heart.
And **it's raining**, raining in my heart.

Oh misery, misery! What's going to become of me?
I tell my blues they mustn't show,
but soon these tears are bound to flow
'cos **it's raining**, raining in my heart.

- What kind of song do you think it is?
- How does the singer feel? Happy? Or sad? Why?
- Do we use weather words to talk about our feelings in Greek?
- Do you know any Greek songs that talk about the weather? Do they talk about sad or happy feelings?

A GAME!

Now play a game. Draw a ten – grid square in your notebook and write one word in each box. The words must be months, continents, geographical characteristics or weather words. One student calls out a word and if you have the word, put a X in the box. The student who crosses out all his words first, is the winner.

LANGUAGE FOCUS

A

PRESENT CONTINUOUS

A1



Maria, Grigoris and their teenage son Dimitris are on holiday in Mykonos. Maria is calling her sister, Tina who has a job in London. Read their dialogue and answer the questions that follow.

Tina : Oh, hi! Where **are you phoning** from?

Maria : **I'm calling** you from my mobile! Right now **I'm sitting** in the sun, relaxing by the pool. The hotel is fantastic! What **are you doing**?

Tina : **I'm cooking** something for dinner and **I'm watching** a show on TV. So, **are you enjoying** your holiday?

Maria : Yes, we are! It's wonderful here! **We're having** a great time!

Tina : Lucky you! What's the weather like?

Maria : It's very sunny and hot. What's it like in London?

Tina : Oh, **it's raining** – as usual! **What's Grigoris doing? Is he sunbathing** with you?

Maria : No, he isn't. He's in our room. I think **he's surfing** on the Internet!

Tina : ...and Dimitris?

Maria : He's got a new girlfriend!

Tina : Really?

Maria : Yes. She's called Kim and she's American! I think **they're playing** tennis on the beach at the moment

Tina : I bet she's gorgeous!

Maria : She is! Now, you tell me about your new boyfriend. **Are you two doing** well?

Tina : Oh James? Very well! But he's not in London at the moment. **He's travelling** to Scotland for a business meeting.

Maria : Now I see why **you're watching** TV at home!

Tina : Well, what else can I do? Oh, I think **I'm burning** dinner! Sorry, I must go!

Maria : Ok, talk to you tomorrow! Bye!

Tina : Bye!



Questions

1. What's the weather like in Mykonos?
2. What's the weather like in London?

What are these people doing now?

Maria: _____

Tina: _____

Grigoris: _____

Dimitris and Kim: _____

James: _____

A2

Study and write the words missing in the 3 columns. When do you think we use each one? Discuss it in pairs.

Present Continuous

Affirmative	Negative	Question
I'm playing	I'm not playing	Am I playing?
You're playing	You aren't _____	Are ____ playing?
He's playing	He isn't _____	Is he playing?
She's _____	She _____ playing	Is she _____?
It's _____	It _____	____ it _____?
We're _____	We aren't _____	Are we _____?
You're _____	You _____	Are _____
They're _____	They _____	____ they _____?

A3

Discuss in class and circle the correct answer.

We use the **Present Continuous** to talk about:
 a. what's happening now
 b. our routines

Study the three groups of sentences and discuss the spelling rules with your teacher.

I phone	I'm phoning	
I dance	I'm dancing	
I have	I'm having dinner	

I run	I'm running	
I stop	I'm stopping at the traffic lights	
I swim	I'm swimming	
I travel	I'm travelling by plane	

A4

Complete the sentences with the Present Continuous of the right verb:

cook, rain, play, read, have (x2), come, wash, work, watch do

1. Listen! John _____ the piano
2. Hurry up! The bus _____.
3. Mum is in the kitchen. She _____.
4. You can't talk to Mary. She _____ a bath at the moment
5. You can turn off the TV now. We (not) _____.
6. Where are you Kostas? _____ (you) the car?
7. The children are at their room. They _____ their homework.
8. It's cloudy right now but it (not) _____
9. What (you) _____? A magazine.
10. We're at the office but we (not) _____ now. We're _____ a break.

A5

Form two groups.

Group A: You are the actors. Stand up and go to the front part of your classroom. You have 1 min to play **pantomime** e.g. (someone sleeping or running or laughing etc)

Group B: What are your partners doing? You score 1 point for every correct sentence. Use the **Present Continuous** and have fun.

UNIT 14

DAILY ROUTINES

TASK 1

Write 4 of your daily activities, in English or in Greek. Use blue pen for Greek and red pen for English.

- _____
- _____
- _____
- _____

TASK 2



Now read this text about Liz Roberts, a TV star and find out about her daily programme. Are there any activities you share?

A day with Liz

Liz Roberts, the star of the TV show “Round the Corner” has a very busy daily routine.

In the morning, she gets up at 6:30, puts on a tracksuit and takes her dog for a walk. After that, she goes to the gym for an hour. She has breakfast at 8:30 and then she goes to the TV studio. “Sometimes there is a lot of traffic, but I usually get there on time”, she says. Liz starts work at 10:30 a.m.

She works on the show until 1:00 a.m. then she has a lunch break in the canteen. During lunch, she reads the scripts for the next show. She leaves the studio at about six o’ clock.

Liz meets her friends at about 7:00 at her favourite restaurant and they have dinner together. She usually goes home at 9:30 and watches TV, reads a book or magazines. She sometimes listens to music and answers her fans’ letters! She goes to bed at about 11:00.

Liz’s lifestyle is really busy, but she enjoys every minute of it.



TASK 3

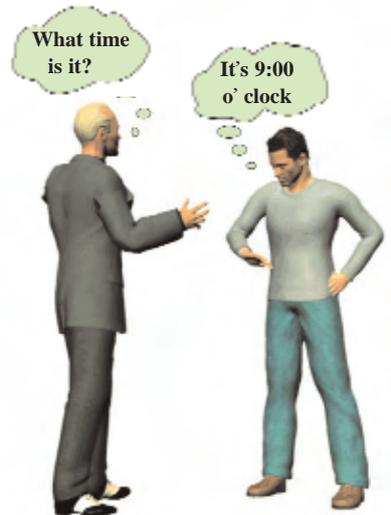
Read about Liz again and complete this timetable of her activities.

Time	Activity
1. 6:30	She gets up
2. 8:30	She _____ breakfast
3. --	She _____ work
4. --	She _____ a break
5. --	She _____ the studio
6. --	She _____ her friends
7. --	She _____ home
8. --	She _____ to bed

TASK 4

Study the picture. Discuss what happens in it, in class. Then complete the time chart.

Watch out: What's different between Greek and English time?



one o'clock



five past one



ten past....



a quarter past....



twenty past...



... past....



half past one



twenty five to two



twenty to ...



a quarter to....



... to



... to ...



two.....

TASK 5

Work in pairs.

Student A asks:
“What time is it now?”

Student B answers:
_____ o'clock
half past _____
a quarter past _____
a quarter to _____
_____ to _____
_____ past _____

Student A.
Write down the time your partner tells you.

TASK 6

Read about Liz Roberts again and answer the questions.

What time does she get up in the morning?

What time does she go to work?

What time does she have dinner?

What time does she go to bed?

TASK 7

Work in groups. Ask questions and find out how many people in your class do these activities. Fill in the grid with ✓ or ✗.

DO YOU...	ME	MY PARTNER	MY PARTNER
a. get up at 7:00					
b. go to work at 9:00					
c. come home at 17:00					
d. have dinner at 21:00					
e. go to bed at 00:00					

Tell the class about your findings.

e.g. 5 people in my class come home at 17:00 p.m

TASK 8

Look at some sketches about Nicky's daily activities. What does she do every day? Complete the short sentences.



1. she _____ up



2. she _____ breakfast



3. she leaves _____



4. she _____ to _____



5. she _____ lunch



6. she _____ home



7. she _____ a shower



8. she has _____



9. she _____ to _____

TASK 9

You are studying or working in a new town/city. Write a letter to a friend. Describe your new house in the first paragraph and your daily routine in the second.

Dear Tim,

Here I am in London. I live in

.....

I have a very busy day. Everyday I

.....

.....

Love

Jenny

LANGUAGE FOCUS

A

THE PRESENT SIMPLE

A1

Work in pairs and complete the missing words in this chart.

Affirmative	Negative	Question
I work	I don't work	Do I work?
You _____	You _____	__ you __?
He works	He doesn't work	Does he work?
She _____	She _____	__ she __?
It _____	It _____	__ it __?
We work	We don't work	Do we work?
You _____	You _____	__ you __?
They _____	They _____	__ they __?

A2

Choose the correct sentence to form the rule.

- We use the **Present Simple** to talk about
- what's happening now
 - our daily routine, programme, habits

A3

Study this table and discuss the spelling rules:

You work	he works
BUT	
you go	he goes
You kiss	he kisses
You watch	he watches
You wash	he washes
You fix	he fixes

You try	he tries
BUT	
You play	he plays

A4

Step 1

These are questions about Liz Roberts. Answer them with Yes, she does / No, she doesn't.

	get up at 6:30?
	have breakfast at 10:00?
	start work at 10:30?
Does she...	have lunch at 2:00?
	meet her friends at 8:00?
	go home at 9:00?
	go to bed at 00:00?

Step 2

Now ask your partner the same questions. You can change the times.

e.g. Do you...? Yes, I do / No, I don't.

A5

Put the verbs in brackets in the correct form.

1. She (get up) early in the morning?
2. We (not go) to bed before 11.00 p.m.
3. My kids (not watch) TV after 9.00 p.m.
4. She (fix) an appointment with the hairdresser every week.
5. We (meet) after work at the pub.

UNIT 15

FAMILY TIME



TASK 1

Discuss with your partner.

- Do these children in the photos have a good time?
- Do you have young children in your family?
- Do you think it's easy to look after young children?

TASK 2



Read this text about children and ways you can keep them busy and happy at home! Then tick (✓) True or false the statements that follow.

For parents – and parents to be – of little (2-10) angels (or devils!)

It's winter. It's cold and rainy and you have to entertain your little "troops". They're bored with TV shows. They're bored with DVDs. But they're full of energy! So, what do you do on those endless winter weekends? Is there a way to spend time indoors with your little ones and have fun at the same time? Katerina Mousouli, a kindergarten teacher, and a mother of two boys, 4 and 6 years old, has got some ideas. Here's what she says:

"Well, it is sometimes very difficult to keep them busy but there are some nice things my



children like doing. For example, we often play with playdo¹, make a papier-mache² mask, or we bake some cookies. Another good idea is non toxic paint! I give them large sheets of paper and they usually paint with their hands and feet! We always do that in the kitchen, of course!

We often play “Pantomime”. It is great fun for children and adults, as well! All you need is imagination and some free space in your living room.

You can also organize your own “Hall of Fame”. There are always lots of clothes and accessories in our wardrobes. Help the children dress up just like a famous person. This is usually great fun for girls but at home we rarely do that because it doesn’t work very well with two boys!

We sometimes do a combination of aerobics and dance. If you’re not very tired from work, it can be as entertaining as a real party. So, give it a try!”

So, next time your kids start to complain or fight with each other, remember: it’s because they don’t know what to do! Just keep them busy!

	True	False
1. Children always like television shows	<input type="checkbox"/>	<input type="checkbox"/>
2. Katerina doesn’t have girls	<input type="checkbox"/>	<input type="checkbox"/>
3. Her boys often help her make biscuits	<input type="checkbox"/>	<input type="checkbox"/>
4. The boys don’t like painting in the kitchen	<input type="checkbox"/>	<input type="checkbox"/>
5. They never play “Pantomime”	<input type="checkbox"/>	<input type="checkbox"/>
6. They don’t play “Hall of Fame” very often	<input type="checkbox"/>	<input type="checkbox"/>
7. The boys like dancing	<input type="checkbox"/>	<input type="checkbox"/>
8. Children often get bored	<input type="checkbox"/>	<input type="checkbox"/>

TASK 3

Match the words from the text with their definitions.

1. kids	a. talk like crying, because you’re not happy about something
2. imagination	b. things (like hats, shoes, gloves) which we wear
3. moan	c. when you use two things at the same time
4. entertaining	d. children
5. accessories	e. if you have this, you can “see” things in your head and you are good at making stories
6. combination	f. something which is great fun

1. playdo: μαλακό υλικό για πλάσιμο αντικειμένων.
 2. papier-mache: χαρτοπολτός.

TASK 6

Form groups of 4-5 people. Ask your partners: "How often do you...?"

Write *always, usually, often, sometimes, rarely* or *never* in the boxes.

How often do you...?	Name	Name	Name	Name	Name
<ul style="list-style-type: none">• go to the cinema• listen to music• watch TV• travel• read• talk on the phone• surf on the Net• dance• _____• _____• _____					

TASK 7

Now write a paragraph about yourself. Use the Present Simple and the adverbs in TASK 5. You can also use: **and, but, or**

e.g. I don't often go to the cinema. I usually listen to music and watch TV.

Write 3-4 sentences about your partner(s).

e.g. Kostas rarely watches TV or video. He always listens to music but he never surfs on the Internet.

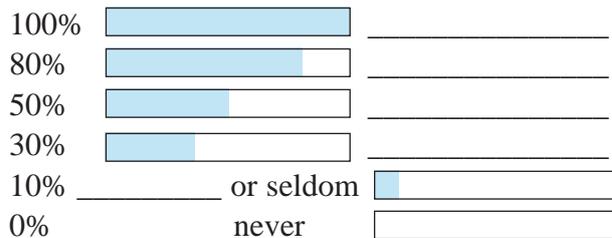
LANGUAGE FOCUS

A

ADVERBS OF FREQUENCY

A1

Look at the phrases in bold from the text. Find words from the text that answer the question “How often?” Then write them in the chart that follows.



A2

Check the words again and see where we can put them in the sentence. Choose the correct phrase.

- a. before the verb
- b. after the verb
- c. at the end of the sentence

Remember:

We **often** go to the cinema
Do you **often** go to the cinema?
We don't **often** go to the cinema

but

We go to the cinema, once a week.
I visit my aunt, once a month.
We go to work, every morning.

A3

Rewrite the sentences and put the time phrase(s) in the right place.

1. John takes the metro to work. (every morning)
2. We go to Chalkidiki on holidays. (usually)
3. Maria goes to an English class. (twice a week)
4. Helen and George don't go to clubs. (often)
5. We visit our grandparents. (on Sundays / sometimes)
6. Pavlos goes to the hairdresser's. (once a month)
7. We go camping; we don't like it! (never)
8. I like going shopping with my friends. (every Saturday)
9. Markos goes to the gym. (three time a week)
10. We prefer going out so we don't watch TV. (very often)

B**PREPOSITIONS OF TIME****B1**

Study this table with time expressions.

in the morning in the afternoon in the evening	but	at noon at night at midnight
on Christmas day	but	at Christmas at Easter
on my birthday on Monday morning	but	at the weekend

B2

Fill in the gaps with *at/on/in*.

- I didn't watch the film because it started late _____ night.
- Rita is having a party _____ her birthday.
- They often go to the beach _____ the weekend.
- They're leaving for Paris _____ 5th May, _____ 8:00 _____ the morning.
- I have a date with Chris _____ noon today.
- Children always wish for snow _____ Christmas day.
- In Greece we usually have dinner late _____ the evening.
- I have a job interview _____ Friday morning, _____ 10:00.
- We like going to our village _____ Easter.
- Our class is taking a test _____ 15th December.

UNIT 16

MY FAVOURITES



TASK 1

Talk about you and your family.

In your family who likes:

no one! Me! Everybody!
My daughter!

The cinema

Music

Football

Politics

Travelling

Reading magazines

Surfing on the Internet

Talking on the telephone

Watching television

Gardening

Taking photos

Decorating

Do it yourself

Playing computer games

TASK 2

Step 1



This is Yiannis Stefanopoulos. Read his e-mail and find out about his favourite things in life.

From: yian@stef.
Subject: My favourite things
To : yahoo.e-mailpals.



Good food is very important for me. I really enjoy eating Chinese and Italian Food (especially pizza), and my wife's food is fantastic, too!

I've got a great collection of CD's, over 2000, so you can guess that I just love listening to music. I really like the Rolling Stones and Jazz. I love looking round music shops.

I'm also very fond of dogs – I've got a Labrador and I call her Laika. I like actors who are also good comedians like Tom Hanks and Pierce Brosnan in James Bond films. I enjoy watching police programmes on the television, as well. I like reading comics too, some of them are brilliant. Also on my list of likes I must add Greek islands. I love going on holiday and I visit one island every summer.

I like wearing good clothes – maybe because I couldn't afford them when I was a child. I like wearing nice suits and leather shoes but I usually wear jeans and shirts.

On the other hand, there are lots of things I don't like. I can't stand violence, and the idea of nuclear war is very frightening. I don't mind politics, but I get really annoyed with political scandals. I absolutely hate racist jokes because they promote ignorance. I'm also not too keen on rude people and Latin American soap operas – they're really boring.

E-mail me soon!

Yian@Stef

Step 2

Answer these questions about Yiannis.

1. Does he like his wife's cooking?
2. Does he like music?
3. What television programmes does he like?
4. Where does he like going on holiday?
5. Does he like nice clothes?
6. Does he like politics?
7. Does he like watching soap operas? Why?

TASK 3

Underline these words in the e – mail and then use an English to English or a Greek to English dictionary and write their definitions.

Collection _____
Afford _____
Violence _____
Nuclear war _____
Promote _____
Ignorance _____
Rude _____
Racist _____

TASK 4

Yiannis used some of these phrases to talk about his likes and dislikes. Read Yiannis e – mail again and complete the phrases.

I love _____ ♥ ♥
I (really) like _____ ♥
I enjoy _____ ♥
I'm fond of _____ ♥
I'm keen on _____ ♥
I don't mind _____ ✓
I don't like _____ ✕
I hate _____ ✕ ✕
I can't stand _____ ✕ ✕

TASK 5

Step 1

Think about your likes and dislikes and write sentences in your notebook with the phrases Yiannis used.

Step 2

Work in groups.

Ask your partners about their likes / dislikes.

e.g. Do you like _____?
Are you keen on _____?

Keep notes and report to class.

e.g. Maria _____
Kostas _____

LANGUAGE FOCUS

A ADJECTIVES -ED AND -ING.

A1

Which of these adjectives have a positive meaning? Put a tick (✓) next to them. Which of them have a negative meaning? Put a cross (✗) next to them.

I'm bored	I'm frightened
I'm interested	I'm depressed
I'm excited	I'm amused / entertained
I'm annoyed	

A2

Now choose the correct phrase.

These adjectives describe:
a. people's character
b. people's feelings

A3

Use some of the adjectives to answer these questions.

- e.g. 1. How does a good book make you feel?
I feel... / It makes me feel excited...
2. How does a horror film make you feel?
 3. How does a comedy make you feel?
 4. How does a tragic story / drama make you feel?
 5. How does the housework make you feel?

A4

Yiannis says that soap operas **are boring**

Think and underline the correct word, in these phrases:

1. Can a TV show be **bored or boring**?
2. Nuclear war is **frightening or frightened**?
3. Soap operas are **bored or boring**?

A5

Now choose the correct phrase.

Adjectives ending in -ing describe:
a. people's feelings
b. the things (or person) that gives us feeling.

A6

Read the sentences and write -ed or -ing at the end of the adjectives.

1. – This book is interest____.
– Yes, I am very interest___ in it.
2. – Vampires is really frighten___ film.
– I'm not frighten___ at all.
3. – The trip to Spain sounds so excit____
– Yes! I am very excit_____ about it
4. – I am so bor___ that I don't want to do the housework today.
– You're right. It's so bor___!
5. – Political scandals are annoy____. I get so annoy___ every time there's a new one.
– Me too.

A PROJECT

'Do you really know me?'



Now, you know a lot of things about your partners. Choose someone and write about him / her. Use your notes from TASK 6. Use the adjectives from the Language Focus. Give your piece of writing to your partner. Does he/she agree? Do you really know him / her well?

UNIT 17

LET'S PARTY

FANCY DRESS PARTY!!!

On 25th February

At 22:00 pm

At John Georgiou's, 58 Ralli Road,

Athens 210 3653545

TASK 1

Talk with your partner.

- Do you like fancy dress parties?
- What's your favourite costume for a fancy dress party?

TASK 2



Eleni and Dimitris have got an invitation for a party.

Read their telephone conversation and circle the words that describe clothes.

Eleni: So, what are you going to do at the weekend?

Dimitris: Well, actually, I've got an invitation to a party at John's

Eleni: Oh, good! Me too!

Dimitris: The problem is, I can't go. I've got important work to do

Eleni: Come on, Dimitri. You can't miss it. We're going to have a great time. And all our friends are going to be there!

Dimitris: Alright, alright. I'm going to try. But, it's a fancy dress party, so what are you going to wear?

Eleni: I'm going to wear a long black skirt, a black shirt and a pointed black hat. I'm going to be a witch! And I've got a great idea for you. You can be Zorro! You can wear black trousers and shirt, a hat and a mask, of course. It's easy.

Dimitris: Mmm, I don't know.

Eleni: Or you can be a cowboy. You can wear jeans, boots, a checked shirt and a cowboy hat!

Dimitris: All right Eleni. I'm going to come and I'm going to dress up too. What about buying a present?

Eleni: Yes, some wine. Or a latin music CD.
 Dimitris: Good. I'm going to buy some wine and you can bring the CD
 Eleni: OK! Can you pick me up so that I don't take a taxi dressed as a witch?
 Dimitris: Sure, no problem.
 Eleni: Thanks! What time are we going to meet?

TASK 3

Step 1



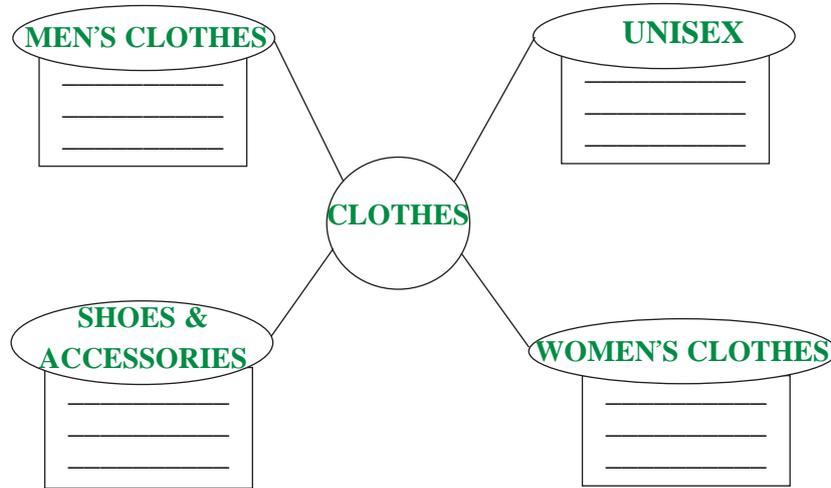
Here are some more words that describe clothes. Match the photos with the right word. Use a bilingual dictionary for help.

jumper, trainers, T-shirt, tie, tracksuit, jacket, coat, dress, shoes, blouse, shirt.



Step 2

Now put the words in the right place in the clothes spidergram.



TASK 4

In pairs keep short notes about what your classmates are wearing.

Make sentences like this: Nikos is wearing _____.

Memory game: **Close your eyes!**

Do you remember what your classmates are wearing?

TASK 5



Form groups. Choose which party you're going to. In groups discuss what you're going to wear, what presents you're going to bring, what time you're going to meet. You can look back at the dialogue and previous tasks for help. You can also use a class dictionary. Use:

the vocabulary of clothes and colours.

Ideas for presents: books, CD, wine, toys, computer games etc.

You can talk as in the example:

- I'm going to go are you going to...?
- I'm going to wear....

Wedding Reception

On 11th March

At 20:00 p.m

At Semiramis Hotel



LANGUAGE FOCUS

A

AM / IS / ARE GOING TO

A1 Look back at the dialogue. Underline forms of the verb “going to”.

Fill in the table:

Affirmative	Negative	Question
I'm going to wear	I'm not going to wear	Am I going to wear?
You're _____	_____	_____ you _____
He's going to wear	He isn't _____	Is he _____
She's _____	_____	_____
It's _____	_____	_____
We're going to wear	We aren't _____	Are we _____
You _____	_____	_____
They _____	_____	_____

Now, choose the correct phrase.

We use *am, is, are, going to* to talk about:

- a. what's happening now
- b. the past
- c. our future plans

A2 What are these people going to do?



1. They _____



2. They _____



3. She _____



4. He _____



5. She _____

A3

Complete the sentences use *am, is, are going to* and one of these verbs *take, win, rain, make, move, cook, visit, get, go, study*.

1. I'm hungry. I _____ a sandwich
2. What _____ you _____ for dinner?
3. Look at all those black clouds. It _____
4. I'm tired. I _____ (not) out tonight.
5. The score is 4-0! We _____ the game!
6. When _____ Katerina _____ us again?
7. I've got a headache. I _____ an aspirin.
8. They _____ to Patras next month.
9. She _____ (not). She doesn't want to be a doctor.
10. What time _____ you _____ up tomorrow morning?

UNIT 18

LET'S TALK ABOUT OUR HOBBIES

TASK 1

Talk with your partner.

Do you read magazines?
What kind of magazines do you usually buy?

TASK 2



Read these short descriptions of magazines and match them with the photos.



MODERN WOMAN

- Health matters, delicious ways with food, the best in home styling, fashion and beauty. Modern Woman helps you to enjoy new experiences in life.

INDOORS, OUTDOORS

- In the very best of classic British style, enjoy houses, gardens and the newest classic and contemporary products for your home.

GOLF COURSE

- Instruction on how to improve your game, equipment and course reviews as well as all the latest golf news.

COMING SOON

- Uncut covers all that is best on music and movies, cult and classic. It presents the latest top ten charts for films and music.

TOP DESIGN

- The best in International design, architecture, interiors, travel, fashion and beauty, by the world's leading writers, photographers, designers and illustrators.

THE DECORATOR

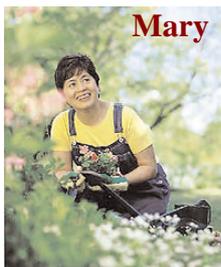
- Britain's best-selling homes magazine. This magazine is your guide to creating a beautiful welcoming home. More ideas more tips, more style!

TASK 3

Step 2



Read about these people's interests and hobbies and fill in the chart that follows with their interests and hobbies.



Mary

“I'm 45 years old and I live in a small town. I'm bored with all those women's magazines about clothes and make-up. My hobby is gardening – I have a beautiful garden!”



John

“I'm 30 years old and I work as a photographer. I love travelling to other countries and I'm very interested in architecture. I've got a new flat and I'd like to get a few ideas on decoration”



Kostas and Lydia

“We are going to get married next summer. We'd like to get ideas on decoration so that we can make a beautiful home!”

I'm 22 years old and a university student. I like playing the guitar and I love going to the cinema. My hobby is dancing. I hate talking about fashion, it's so boring!"



Eleni



Spyros

I'm 20 years old and I work in a café. I'm a sports fan! I like all team sports and I play football in a local team. Unfortunately, I'm going to give it up because of a problem on my knee. I would like to take up a new sport.

Mary	John	Kostas and Lydia	Eleni	Spyros

Step 2

Discuss in groups which magazine(s) they would like to read and why.

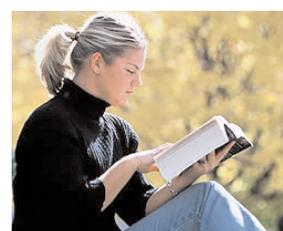
- I think (Mary) would like to read _____ because she likes _____
- I'm sure (Mary) would prefer to read _____
- I think (Mary) would like to read _____ - because she's interested in _____ / because her hobby is _____

TASK 4



Write the words next to the hobbies. Tick (✓) the ones you are interested in and you would like to take up.

Reading, cooking, dancing, photography, interior decoration, playing the piano, football, swimming, fashion, watching films, gardening, watching TV, listening to music.





TASK 5

Step 1

Ask your partners about their hobbies and fill in the chart with their names and their answers.

Name	Age	(S)he likes	(S)he hates	(S)he's interested in	(S)he'd like to take up

Step 2

Now talk to the class about one or two of your partners.

e.g. Irini is _____ years old. She likes ___ but she hates _____.
 She's interested in _____ and she'd like to take up _____.

PROJECT

Bring to class some magazines. They can be Greek or English ones. Discuss in groups which magazine is good for your classmates. Use language from all the previous tasks.

LANGUAGE FOCUS

A

EXPRESSING PREFERENCES

A1 Choose the correct option a or b.

I (don't) like

I love

I prefer

I hate

I'm interested in

I'm bored with

a) football /playing the guitar/dancing

b) to play football/to play the guitar/to dance

I'd like

I'd prefer

a) to watch TV

b) watching TV

Note: I'd like → I would like
I'd prefer → I would prefer

Now read to find out more about the -ing form and the infinitive.

They have the same meaning but you must watch out when we use **-ing** and when we use the **infinitive**.

A2 Fill in the sentences with the -ing form (playing) or the infinitive (to play).

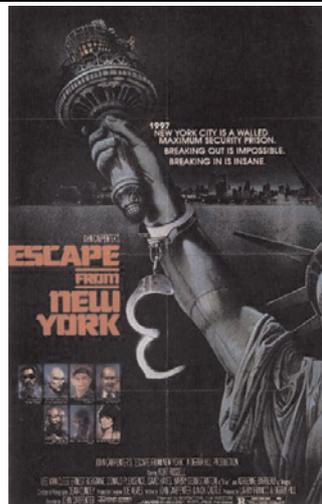
1. I'm very interested in _____ (garden). I'd like _____(read) a magazine about it.
2. Mary loves _____ (cook).
3. Petros would like _____ (take up) guitar lessons but he doesn't have the time
4. Ioanna is very bored with _____ (watch) TV. In fact, she hates _____ (sit) at home all day.
5. Tom doesn't like _____ (play) football. He'd prefer _____ (go) to the cinema.

A GAME

Use the information about your partners and their hobbies and write a paragraph about one of them and a paragraph about your hobbies and interests. Put your work in a box. Then read one of the descriptions. Can the class guess who the person is?

UNIT 19

ARE YOU A CINEMA GOER?



TASK 1

Talk with your partner.

- Do you like going to the cinema?
- How often do you go?
- What's your favourite film?
- Who's your favourite film star?

TASK 2



Read these film descriptions. Discuss with your partners: Which film would you like to watch, why?

DEAD MAN

Johnny Depp stars in Jim Jarmusch's fantastic dream – like western together with a supporting cast including Iggy Pop and Robert Mitchum

WILD AT HEART

A David Lynch rock'n' roll road movie, with Nicholas Cage and Laura Dern as the lovers on the run.

ESCAPE FROM NEW YORK

A science fiction classic comes back.
By John Carpenter, starring Kurt Russel. Don't miss it!

THE WEDDING CRASHERS

Vince Vaughn and Owen Wilson are the cynical duette who gate-crash weddings to pick up "chicks". Two hours of unending humour and fun.

TASK 3

Step 1

Fill in the chart with information about the films.

FILM TITLE	FILM TYPE	ACTORS – ACTRESSES	DIRECTOR
DEAD MAN			
WILD AT HEART			
ESCAPE FROM N.Y			
THE WEDDING CRASHERS			

Step 2

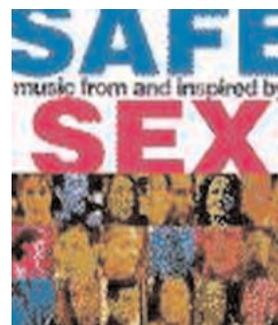
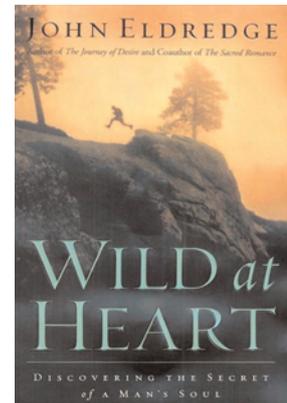
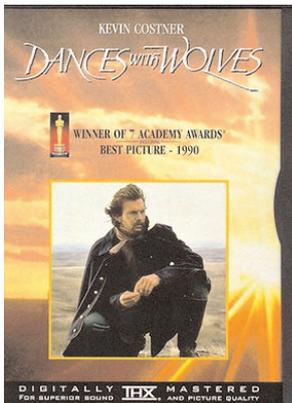
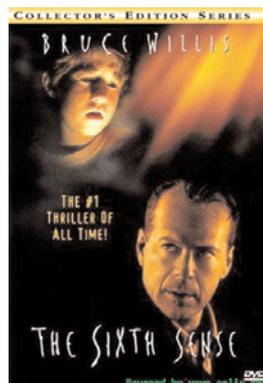
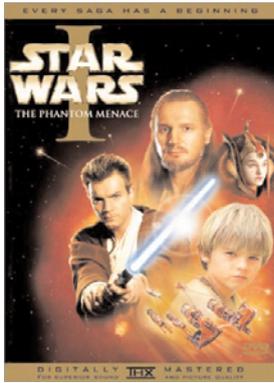
Find the words- phrases from the texts that match with the definitions.

WORD	DEFINITION
1.	Something that doesn't stop
2.	To find a girlfriend
3.	To go to a party/wedding without an invitation
4.	Actors and actresses playing in a film
5.	With no tact

TASK 4

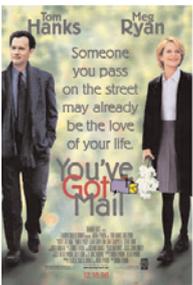
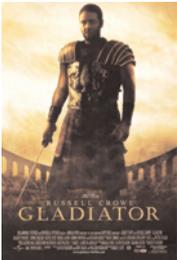
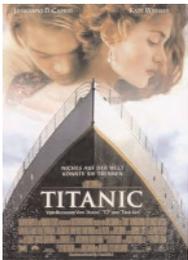
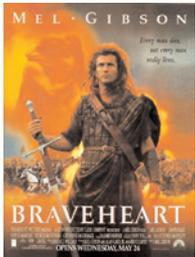
Check your knowledge about films. What kind of film are these? Compare your answers with your partners'.

comedy, horror film, action and adventure, road movie, romance, western, science fiction, thriller, drama, musical



TASK 5

a. Look at this table with information on some popular films.

Title	Place	Time	Actors
 <p>You've got mail</p>	New York	In modern times	Tom Hanks / Meg Ryan
 <p>Gladiator</p>	Rome	In Roman times	Russel Crowe
 <p>Casablanca</p>	Morocco	During the II World War	Humphrey Bogart / Ingrid Bergman
 <p>Titanic</p>	On a ship	In 1912	Leonardo Di Caprio, Kate Winslet
 <p>Braveheart</p>	Britain	The 13th century	Mel Gibson

b. Work in pairs. Ask and answer questions about the films as in the examples.

- Where is "The Gladiator" set? - It's set _____
- When is _____ set? - _____
- Who stars in _____? - _____

TASK 6

Step 1

Make notes about your favourite film(s).

Film	Place	Time	Actors	Director

Step 2

In pairs ask questions to find out information about your partner's favourite film(s).

TASK 7



Anastasia and Christos are two friends. They are talking about their weekend plans. Read their conversation and fill in the gaps with the words given.

time, films, going to, kind, western, cinema, meet, don't know, would you like

Anastasia: So, what are you _____ (1) do on Saturday?

Christos : I _____ (2). Have you got any plans?

Anastasia: Nothing special. **I'll probably go to** the _____ (3) _____ (4) to come with me?

Christos : Great idea. What's on?

Anastasia: There are one or two good _____ (5). What _____ (6) of films do you like?

Christos : Well, I don't like westerns very much, but I like all other kinds.

Anastasia: OK then, **we won't watch** a _____ (7). What _____ (8) **will we meet?**

Christos : At 9:00?

Anastasia: How about 8:00? Because, **it'll take us** 10-15 minutes to get the tickets.

Christos : OK. We'll _____ (9) outside the cinema at 8:00 then.

Anastasia: Good. See you then.

LANGUAGE FOCUS

A Future Simple: WILL

A1

Read again the phrases in bold from the dialogue. Think and choose the correct option.

Anastasia and Christos are talking about:

- a. the past
- b. the present
- c. the future

A2

Fill in the chart.

AFFIRMATIVE		QUESTION	NEGATIVE	
Written form	Short form		Written form	Short form
I will go	I'll go	Will I go?	I will not go	I won't go
You will go	You 'll go	Will you go?	You will not go	You won't go
He _____	He'll _____	Will he _____?	He will not _____	He _____
She _____	She'll _____	_____	She _____	She won't
It _____	It'll _____	_____	It _____	It _____
We _____	We'll _____	_____	_____	_____
You _____	You'll _____	_____	_____	_____
They _____	They'll _____	_____	_____	_____

A3

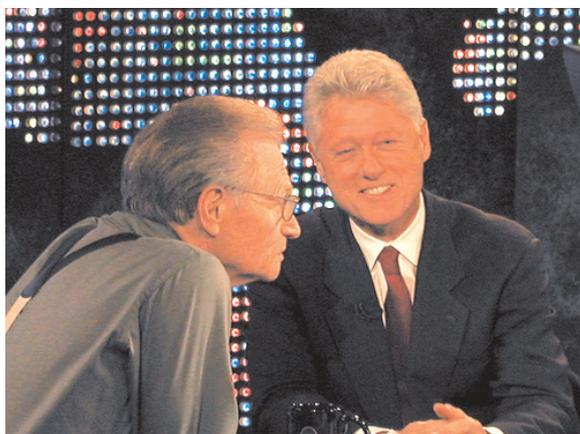
Use one of these verbs in the right form to complete the sentences. You'll need to use one verb twice.

Rain, help, go, be, come, see, tell, study, close

1. I think John _____ to see us tomorrow.
2. She _____ (not) to school today. She's ill.
3. I don't think the test _____ difficult.
4. Don't worry. I _____ you with the housework.
5. When _____ (you) for the test?
6. I promise I _____ (not) your secret.
7. – Do you think it _____ ?
– No, there are no clouds in the sky.
8. Goodbye now. I _____ you tomorrow.
9. It's cold in here. _____ (you), please, _____ the window for me?
10. He says he _____ (not) to the cinema, because he's got a lot of homework to do.

UNIT 20

TELEVISION PROGRAMMES



TASK 1

Talk with your partner.

- Do you like watching TV?
- How many hours a day do you watch TV?
- What's your favourite programme?
- Why do you like it?

TASK 2

Step 1



Look at the TV guide. Can you guess what type of programmes these are?

TV 1	TV 2
7:00 News	7:00 Winter Olympic Games
8:00 Mickey Mouse	(Yesterday's review)
10:00 Goodmorning to you all	10:00 The Eskimoos
13:00 News	11:00 Disney Fun
14:00 The Young and the Restless	13:00 Showbusiness
15:00 Dynasty	15:00 News
16:00 Recipe Book	16:00 The Bold and the Beautiful
17:00 Winter Olympic Games (Snowboard, Curling)	17:00 Albert Einstein
19:00 The Wheel of Fortune	18:00 You can become a Millionnaire
20:00 News	19:00 Winter Olympics (Figure Skating)
21:00 The Friends	21:00 News
22:00 Don't say goodbye	22:00 Pop Star!
23:00 Die Hard II	23:00 Looking for the truth
01:00 News	01:00 James Bond. Die another Day

Step 1

These are different types of TV programs. Write the titles of the TV1 and TV2 programmes next to them.

TYPE OF TV PROGRAMME	TITLE
Documentary	_____
Game show	_____
Soap opera	_____
Cook show	_____
Sports programme	_____
Current affairs programme (talk show)	_____
Sitcom	_____
Talent show	_____
Cartoons	_____
Film	_____

TASK 3

Step 1

Brainstorm some adjectives we can use about a TV programme. Use a bilingual dictionary for help. Think of adjectives with a good or a bad meaning.

e.g boring, monotonous, interesting, exciting

Step 2

Look at the TV programme again and act out short dialogues as in the example. Use the adjectives from Step 1.

You: What's on (TV1) at (6:00)?

Your partner: _____

You: What type of programme is it?

Your partner: It's a _____.

You: I don't want to watch a _____ / I'd like to watch _____. It's **quite** interesting./ It's **too** boring.

TASK 4

Step 1

Think about the words in bold.

Too boring
Quite interesting

When do we use **too**?

When do we use **quite**?

Write your answers here and then discuss in class.

Step 2

Fill in the gaps with *too* or *quite*.

1. I don't like the film. It's _____ boring.
2. I love this book. It's _____ interesting.
3. These shoes aren't good for me. They're _____ small.
4. These shoes are OK for me. They're _____ nice.
5. I can't drink this coffee. It's _____ sweet.
6. This cup of coffee is OK for me. It's _____ good.

TASK 5

Look at the photo and answer the questions:

Where are they?

What are they doing?

Guess: What are they going to do next?



Read Spyros and Katerina's dialogue and fill in the gaps with the words given.

fantastic, on, watch, miss, game show, T.V. guide, turn to, too

Katerina : Is there anything good on TV1 tonight? You've got a _____ (1) haven't you?

Spyros : Yeah! Just let me get it. Right. There's a ___ (2) on TV1 now. You like game shows, **don't you?**

Katerina : Yes, they're OK. But I think, the Olympics are ___ (3) TV2, **aren't they?**

Spyros : Oh, yes! Sure, they are! So, we'll ___ (4) that and then we'll _____ (5) "The Friends" at 21:00 **won't we?**

Katerina : Absolutely. I never (6) _____ that! There aren't any films on tonight, **are there?**

Spyros : There are! In fact, there are two great films! "Die Hard" and "James Bond".

Katerina : Oh. I love James Bond! He's ___ (7), **isn't he?**

Spyros : Yes, but it starts at 01:00!

Katerina : Well, we can't watch it then, **can we?** We'll be _____ (8) tired tomorrow!

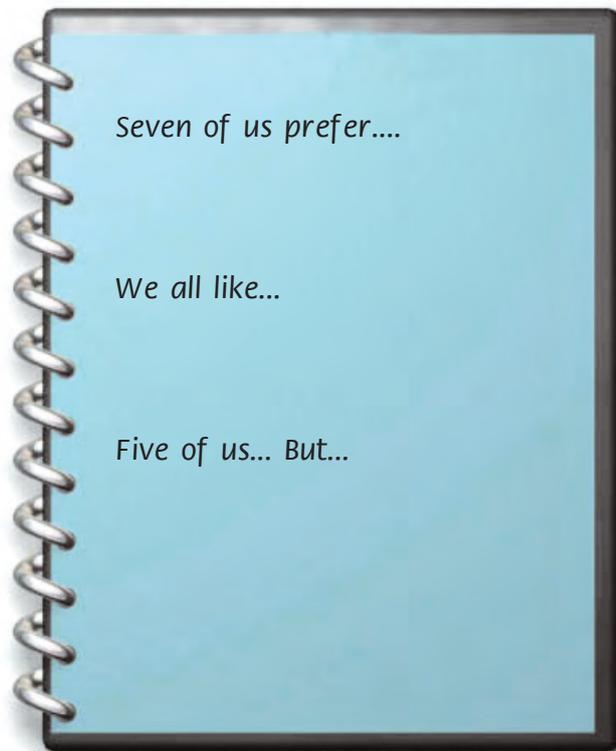
Spyros : You're right. But Die Hard doesn't finish too late, **does it?** We can watch that!

Katerina : Of course, we can!

A PROJECT

Bring a Greek TV guide to class.

Form two groups and have a free conversation about TV programmes. Use language from the previous units to talk about likes / dislikes, types of TV programmes or films, how often you watch certain programmes and your opinion about them. Report your group preferences in a common piece of writing.



LANGUAGE FOCUS

A

Tag questions

A1 Look at the words in bold in the dialogue. Think and answer. Are they real questions? Is the person asking these questions looking for information? Is (s)he waiting for an answer?



A2 Study carefully these examples and complete the rules.

1. He's a doctor, isn't he?
He isn't a doctor, is he
2. You can come, can't you?
You can't come, can you?
3. We've got, haven't we?
We haven't got, have we?
4. You like films, don't you?
You don't like films, do you?

When the sentence is affirmative, the question tag is _____

When the sentence is negative, the question tag is _____

A3 Write the question tags.

1. It's a beautiful day, _____?
2. You don't speak German, _____?
3. You'll come to the party, _____?
4. We can meet tomorrow _____?
5. The film isn't very good, _____?
6. John doesn't work, _____?
7. Those shoes are nice, _____?
8. You can't play the piano, _____?
9. Mary works in Athens, _____?
10. You smoke, _____?
11. He won't leave tomorrow _____?
12. Susan has got 2 brothers, _____?
13. They haven't got a car, _____?
14. You're angry now, _____?
15. He's going to call me, _____?

UNIT 21

TIME FOR REVISION

A. PRESENT CONTINUOUS - PRESENT SIMPLE

1. Put the verbs in the verbs in brackets in the Present Continuous form.

1. The thieves _____ (run) away.
2. Be careful! You _____ (spill) wine on my dress.
3. It _____ (rain) now in London.
4. Lily _____ (make) coffee. Would you like some?
5. Lisa _____ (come) to see us.

2. Put the verbs in the Present Simple or the Present Continuous.

1. Mary _____ (have) a bath at the moment
2. They _____ (not/buy) newspapers very often.
3. Listen! Somebody _____ (sing)
4. She's tired. She _____ (want) to go home now.
5. You can turn off the TV. I _____ (not/watch).
6. Peter can't come to the phone right now. The boss _____ (talk) to him
7. Hurry up! The bus _____ (come)!
8. She _____ (speak) Spanish but she (not / speak) Italian.
9. I _____ (not/usually/drive) to work because the traffic _____ (be) terrible in the morning.
10. John _____ (usually/take) the train to work but this week he _____ (take) a taxi.

3. Write 6 sentences about your daily routine.

B. INFINITIVE - GERUND

1. Use the verbs in brackets in the right form:

1. Sue is interested in _____ (collect) stamps.
2. I'm bored with _____ (watch) TV.
3. We'd like _____ (see) a comedy tonight.
4. Bob is keen on _____ (make) papiermachØ masks.
5. We really want _____ (start) a new hobby.
6. I can't stand _____ (wait) for the bus.
7. She hopes _____ (pass) the exam.

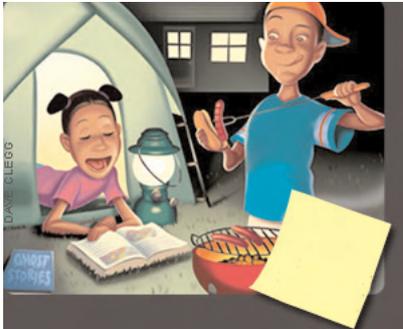
2. Write (5) five things you like doing in your free time.

1. _____
2. _____
3. _____
4. _____
5. _____

C.

GOING TO WILL

1. Look at this sketch and think about the difference between "going to" and "will". Write the rule in your language below.



- I've already decided what to do. I'm going to buy a new computer
- I haven't decided what to wear for the party. Hmm! Yes, I think I'll wear my new jeans!

2. Fill in the gaps with the "will" or "going to" form of the verbs.

- What are your plans for the weekend? What ____ (do)?
I don't know yet. I think I ____ (go) to the cinema.
- George has decided that he ____ (be) a doctor
- What shall we do this evening?
Oh, I know! We ____ (go) dancing!
- We ____ (visit) the city museum with our class tomorrow.
- Did you buy milk?
Oh no! I forgot! I ____ (go) now.
- They ____ (marry) next summer
- I don't think John ____ (come) to the party.
- I've thought about carefully; I ____ (not / take) that job in Thessaloniki.

D.

TAG QUESTIONS

1. Form Tag Questions.

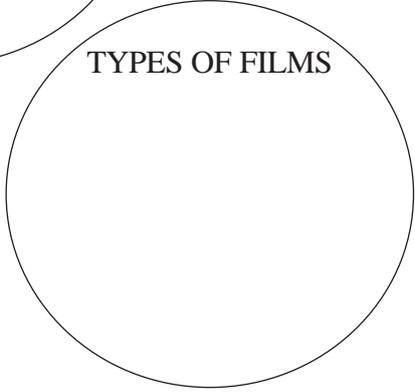
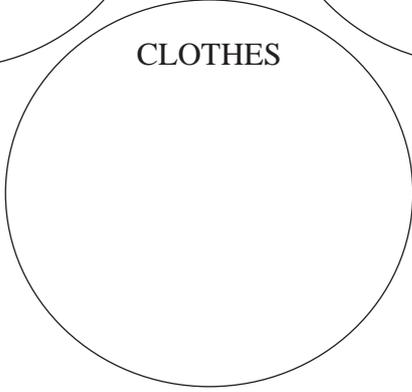
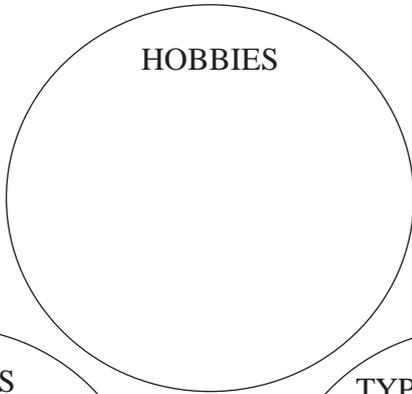
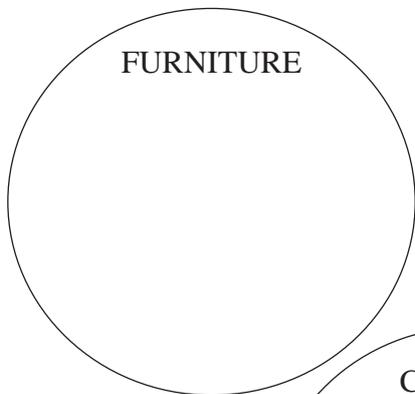
- They aren't coming, _____?
- The film was great, _____?
- He didn't understand _____?
- I'm not fat, _____?
- I'm your best friend, _____?
- We haven't got any chocolate, _____?
- Jack doesn't eat meat, _____?
- She has moved to Paris, _____?
- You haven't read this book, _____?
- Michael loves water sports, _____?
- We/re going to leave soon, _____?
- You won't tell him, _____?
- You'll be back tomorrow, _____?
- You can't ski, _____?
- You like the cinema, _____?

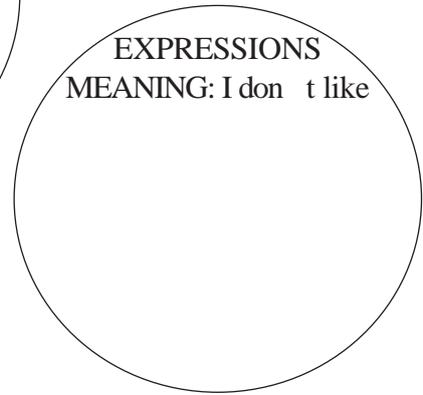
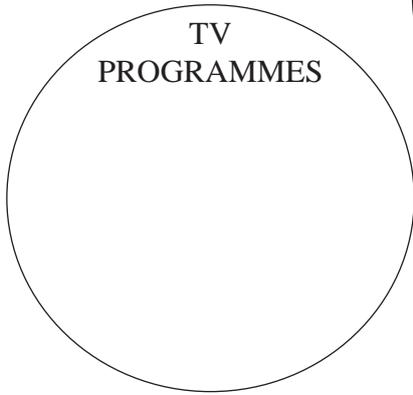
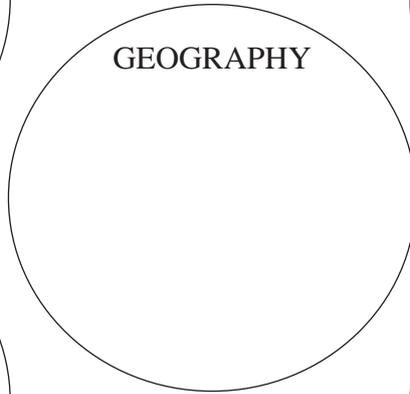
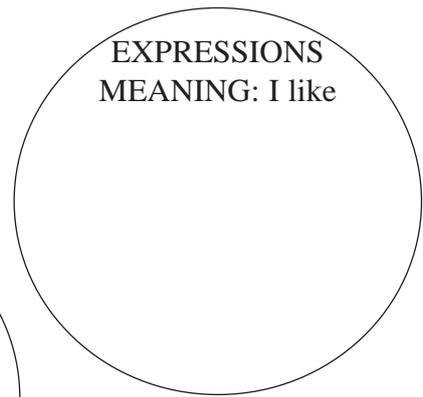
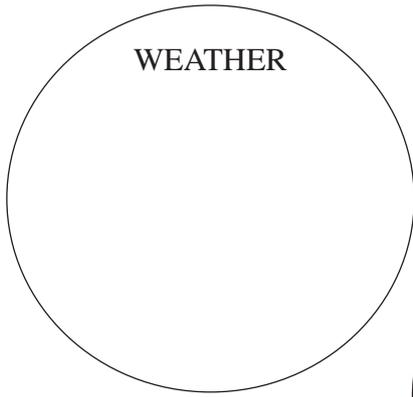
E.

VOCABULARY

Put these words in the right category. If you are not certain about their meaning use a dictionary to help you.

sofa, pullover, science fiction, documentary, snowy, tracksuit, photography, I'm fond of, morning, breakfast, cloudy, cupboards, surfing, T-shirt, forest, rainy, wardrobe, sitcom, dinner, windy, coffeetable, lake, romance, pyjamas, lunch, hill, sunny, gameshow, decorating, I can't stand, evening, carpet, dessert, keen on, trainers, horror film, armchair, I hate, gardening.





F.

PRONUNCIATION



There are three different pronunciations for the sound /e/ in English. Your teacher will read aloud the examples to you. Listen and repeat.

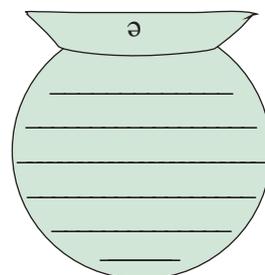
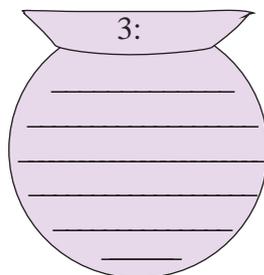
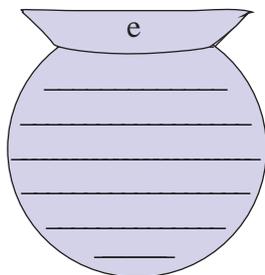
/e/: red, bed, dead

/3:/: burn, turn, earth

/ə/: writer, driver, caller

Then put these words into the three different 'vases' below, according to the way /e/ is pronounced.

answer, birth, third, desert, set, painter, hurt, sir, heavy, let, father, diapers, pet, bird, fur, net, petrol, head, mother, friend



Check your work in your English to English dictionary. Add more words into each group. Practise saying them aloud.

G.

LET'S ANSWER HONESTLY

Step 1

Colour the square: **red**=very well **blue**=not bad
 purple=pourly **grey**=not at all

How well do you know and can you use:

THESE VOCABULARY AREAS?

- Days / months / the time
- Geographical characteristics
- Weather words
- Verbs & expressions to talk about everyday events
- Hobbies / fanourites
- Clothes and accessories
- Types of films / TV programmes

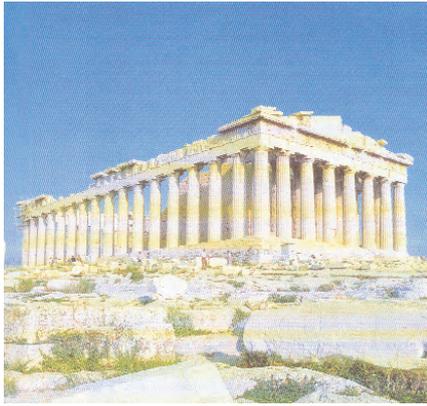
THESE GRAMMATICAL PHENOMENA

- Present Simple
- Present Continuous
- Adverbs of Frequency
- Prepositions of Time
- Simple Future / going to
- The 'ing' form of the verb / the infinitive
- Adjectives in -ed / -ing

**Discuss with your partners what you can do for better English. Plan your revision time.
Ask your teacher for help, advice and extra material for practice.**

UNIT 22

WE HAD A GREAT TIME!



TASK 1

Talk to your partner.

- Do you go on holiday every year?
- Which time of the year do you usually go?
- Do you prefer summer or winter holidays?
- Which of the places in the pictures would you like to visit? Why?

TASK 2

Step 1



Read quickly this dialogue between two friends.
You have 1 minute.



Now answer:

- Who went on holiday?
- Where / When did she go on holiday?

Meg: Meg Johnson speaking.

Irene: Hello, Meg. It's me, Irene.

Meg: Hi, Irene. I called you yesterday and the day before but you didn't answer.

Irene: Guess what! I was on holiday!

Meg: On holiday in the middle of February?

Irene: Yes! You see, there was a very good **offer** from a **travel agency** for a **3-day trip** to Rome last Saturday and we took it.

Meg: You mean you were in Rome with Michael?

Irene: Yes! We had a great time!

Meg: Oh! I don't believe you. That's amazing!

Irene: Sure it was! We stayed in a **first class hotel**, 40 kilometres from the centre of Rome. But luckily, there was an **express bus** to the city and we had a terrific **guide** who took us to almost all the important sights.

Meg: Wasn't it tiring to go round the city in 3 days?
It was exhausting but at the same time fantastic!

Meg: What about entertainment?

Irene: We had some **typical** Italian food at a traditional **restaurant** and on Saturday evening they took us to a famous **nightclub** with **live** modern Italian **music**.

Meg: We must get together. I want to hear all the details!

Irene: Sure! Let's meet in the afternoon at 4.00 p.m.



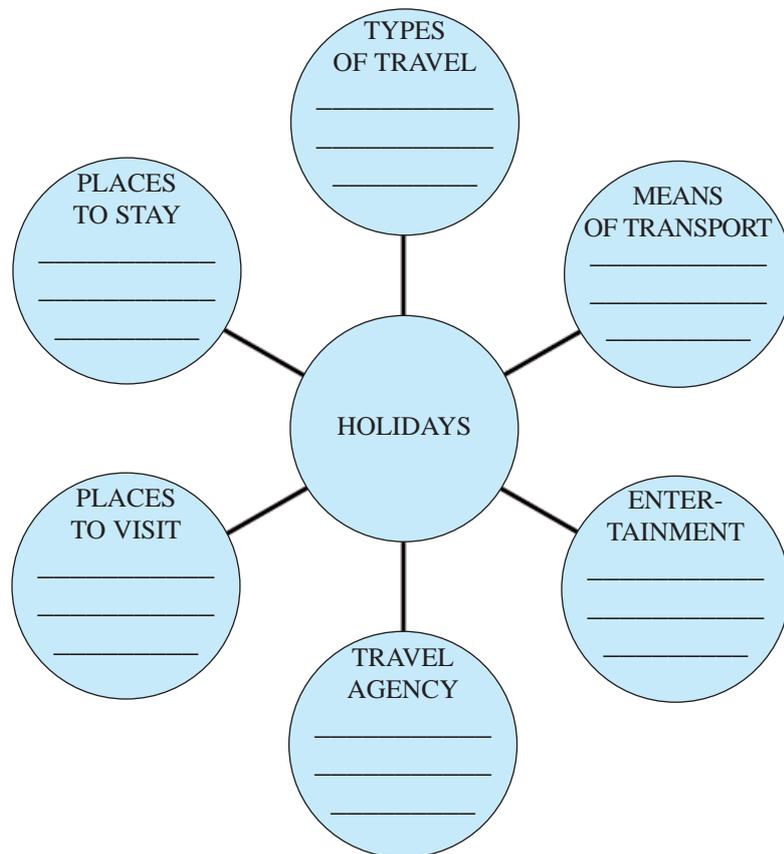
Step 2

Now read carefully Meg and Irene’s dialogue again. Tick (✓) True or False and correct the False statements.

	True	False
1. Meg stayed in Rome for 3 days.	<input type="checkbox"/>	<input type="checkbox"/>
2. She stayed in a good hotel in Rome.	<input type="checkbox"/>	<input type="checkbox"/>
3. She did a lot of sightseeing.	<input type="checkbox"/>	<input type="checkbox"/>
4. She didn’t get tired during her trip.	<input type="checkbox"/>	<input type="checkbox"/>
5. She listened to some traditional Italian music.	<input type="checkbox"/>	<input type="checkbox"/>
6. She didn’t like her holiday.	<input type="checkbox"/>	<input type="checkbox"/>
7. She was alone.	<input type="checkbox"/>	<input type="checkbox"/>
8. She used a car to get around in Rome.	<input type="checkbox"/>	<input type="checkbox"/>

TASK 3

Put the words in bold from the text in the right box in the spidergram below.



TASK 4

Work in pairs. With the help of your dictionary use these words to fill in the gaps in the sentences.

Museum, campsite, shopping centre, underground, journey, book, exhibition, youth hostel, train, monument, cruise

1. The Acropolis is a famous_____.
2. We didn't want to spend much money, so we stayed in a _____.
3. Don't forget to _____ the hotel room!
4. They are going on a _____ round the Ionian islands.
5. The _____ is a fast way to travel from one place of the city to another
6. We like staying in a _____ because we want to be close to nature.
7. Tomorrow we are going to visit the War _____ because we want to see the _____ of military uniforms from World War II.
8. How was your _____ to Patras?
9. They are going to open a new _____ with shops, cafes and restaurants.
10. Did you take the plane to Thessaloniki?
No, we travelled by_____.

Now add the new words in the right box of the 'holiday spidergram'.

TASK 5

Step 1

Verbs and nouns in English form **word combinations**.

Match these words with the verbs below.

Photographs, sightseeing, luxury hotel, shopping, a room, a museum, on holiday, plane, on a cruise, train, one week, bed - and - breakfast, money, souvenirs, a holiday.

- Visit _____.
- Travel by _____, _____.
- Take _____.
- Buy _____.
- Book _____, _____.
- Spend _____, _____.
- Go _____, _____, _____, _____.
- Stay in a _____, _____.

Step 2

Then use the word combinations to make your own sentences.

TASK 6

Read Meg and Irene's dialogue again.

- i. Find 4 adjectives that mean "very good".
 - a. _____
 - b. _____
 - c. _____
 - d. _____

- ii. Find the antonyms of these adjectives.
 - a. unimportant \neq _____
 - b. old - fashioned \neq _____

- iii. Find the synonyms of these adjectives.
 - a. well - known = _____
 - b. very tiring = _____
 - c. usual, common = _____

TASK 7

Step 1

Work in pairs.



Ask and answer with your partner as in the example.



– Where **did** you travel?
– Where **did** you stay?
– How long **did** you stay?

– I travelled to (Cairo)
– I stayed (at a luxury hotel)
– I stayed (7 days)

Step 2



Listen to your teacher and repeat the questions after him/her. Notice how *did you* is pronounced.

Did you have a good time?
Where did you stay?
What did you do?

Practise saying the questions in *Step 1* again.

LANGUAGE FOCUS

A

PAST SIMPLE - REGULAR VERBS

A1

Study these sentences from the dialogue.

“I called you yesterday but you didn’t answer.”

“Where did you stay?”

A2

Choose the correct answer.

We use the Past Simple (-ed) to talk about

- a) The future (tomorrow)
- b) The present (today)
- c) The past (yesterday)

Complete the rules.

- We use ___ to form the Simple Past of regular verbs.
- We use did / ____ to form the question and the negative form.

A3

Fill in the table.

Affirmative	Negative	Question
I watched	I didn't watch	Did I watch?
You _____	You _____	_____ you _____?
He watched	He didn't watch	Did he watch?
She _____	She _____	_____?
It _____	It _____	_____?
We _____	We _____	_____?
You _____	You _____	_____?
They _____	They _____	_____?

A4 Spelling rules

Study the examples and write the spelling rules, in your Grammar notebook.

Work → worked
Start → started

Live → lived
Dance → danced

Stop → stopped
Plan → planned

Study → studied
Marry → married

But
Play → played
Stay → stayed

A5 Short answers

Ask and answer with your partner as in the example.

- e.g. – Did you visit the museum?
– Yes, I did. / No, I didn't.

- Buy souvenirs
- See the sights
- Try the local food
- Visit the Pyramids
- Book a room

A6

Use these verbs to fill in the gaps in the sentences.

Watch, enjoy, do, finish, die, arrive, start, cook, rain, play

1. William Shakespeare _____ in 1616.
2. _____ you _____ the game last night? Manchester _____ against Liverpool.
3. What time _____ you _____ in London?
4. I _____ (not) the party last Saturday.
5. Today the weather is nice but yesterday it _____.
6. The meeting _____ at 12:00 and _____ at 14:00.
7. I _____ (not) the housework yesterday.
8. Helen _____ a wonderful meal.

GAME!!!

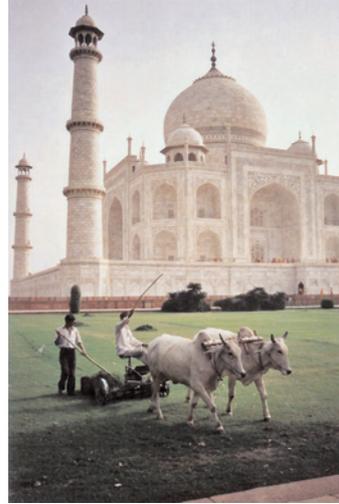
Write a story!

Form two groups. Each group is going to “make” a holiday story!

- a. Choose a title: **The best holiday!** **The worst holiday!**
- b. One student writes one sentence and then passes it on to his / her partner in the group. Then he / she writes one sentence and so on.
- c. Your story can be real, crazy or funny! In the end, you read your stories in class.
- d. Remember to use the Past Simple and vocabulary from this unit.

UNIT 23

GREETINGS FROM ROME



TASK 1

Discuss in pairs or in class.

- Do you know where these places are?
- Do you like travelling to foreign countries?
- Do you prefer exotic / adventurous / relaxing holidays?

TASK 2

Step 1

Read these postcards from Maria, Diana and Alexis, and match them with the photographs in TASK 1.



1.

Dear John,
We are in Constantinoupoli!
It's a strange city, but so interesting! It's like going back decades. We visited Agia Sofia, the biggest Orthodox church in the world. It's a unique monument! We went for a walk to Taksim's square and then to the big market. It's huge! We bought nice presents and souvenirs and we paid less money than we expected. Yesterday, we went on a boat trip to Vosporos. It was amazing!

See you soon
Maria





2.

Dear Helen,

Hi! We are in India and it's one of the most fascinating countries in the world. It's both very rich and very poor at the same time. Next to our luxury hotel there are people living on the street. It's quite sad! Yesterday, we saw the Taj Mahal. It's an amazing monument! Did you know that the Maharaja built it for his dead wife? That's so romantic! When I first heard the story, I almost cried!

Love from
Diana





3.

Dear Michael,

Hi there! How are you? I'm sending this from Rome. I arrived five days ago to visit my cousin Dimitris and I'm having a great time! The food is delicious! We had pizza in a traditional restaurant, we drank wine and grapa! And guess what! I also met an Italian girl. Her name is Sofia and she is gorgeous! I went sightseeing, visited the Colosseum and ate pasta next to the Tiberis. It's so great that I don't want to come home!

Ciao!
Alexis



Step 2

Read the post cards again and write M (for Maria), D (for Diana) and A (for Alexis) next to the sentences.

This person

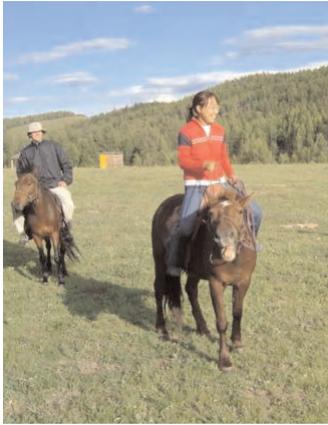
1. found out about an old love story _____
2. saw a religious monument _____
3. tried the local food _____
4. went shopping _____
5. travelled to see a relative _____
6. feels sorry about the local people _____
7. met someone very interesting _____
8. bought souvenirs at cheap prices _____
9. visited Roman Time monuments _____
10. visited Byzantine monuments _____

TASK 3

Match the holiday activities with the sketches.

1. Go swimming
2. Go diving
3. Go surfing
4. Go skiing
5. Go horse-riding
6. Go (latin-american) dancing
7. Go snorkelling
8. Sunbathing
9. Climbing
10. Hiking





TASK 4

Step 1

Maria, Diana and Alexis use a lot of adjectives to describe the places they visited, the food and so on. Go through the texts and place all the adjectives they use in one of the columns.

Positive	Negative	Neutral

Step 2

Write any other adjectives you know (in English) or you want to know (in Greek) to talk about your holiday. Find the English words you want to know in a bilingual dictionary. Compare your list with that of your partner's.

TASK 5



Step 1

What kind of holiday did they have? Match the descriptions of holidays with the words.
sightseeing, relaxing, adventure, camping, package

1. **John:** It was great. We set up our tents next to the river and we made a fire and cooked sausages. _____
2. **Susan:** We stayed in a first - class hotel, we ate in the restaurant and we went on tours of the city in only 3 days. _____
3. **Elizabeth:** We set out in the morning and we spent hours exploring the forest. We went rock - climbing and white - water rafting. It was fascinating! _____
4. **Kostas:** I spent most of the time at the beach, swimming and sunbathing. I ate in great restaurants but I didn't go round much. _____
5. **Kelly:** We visited all the historic buildings. We saw an ancient temple and lots of monuments. We took great pictures! _____

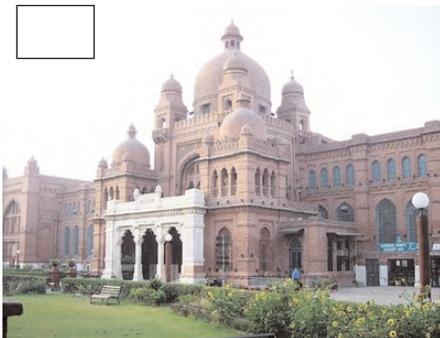
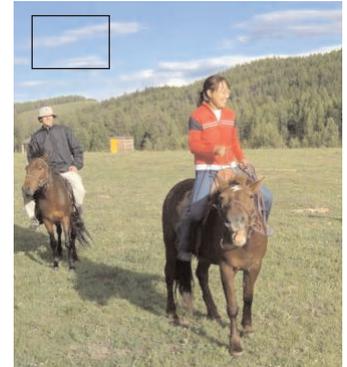
Step 2

Play a game. Who had the greatest adventure holiday? Form groups. Only one person in the group can keep the book open. You have 1 minute to say what you did in your adventure holiday without looking in your book. Your partner keeps the time and gives you 1 point for every activity you remember. End of game. Who scored more points?

TASK 6



Listen to this description of holidays and match them with the pictures .



TASK 7

Bring photographs of your holidays to class and talk about them with your partners and your teacher.

TASK 8

Now you can use the Simple Past and get to know more about your partner's past (holidays, activities, experiences). Here are some questions you can ask.

- How did you spend the weekend?
- Where did you go last summer?
- Did you go to the cinema last Saturday?
- Did you watch the football game on Sunday?

Put them in the chart and add your own questions. Form groups and write your partners' names in the chart too. Ask questions to find out who did what.

	I	My partner
• Have a holiday last month	✓ _____	_____ _____	_____ _____	_____ _____
• Go surfing in the summer	✗ _____	_____ _____	_____ _____	_____ _____
• Go to the cinema last Saturday	_____ _____	_____ _____	_____ _____	_____ _____
• Visit an island	_____ _____	_____ _____	_____ _____	_____ _____
• Watch football yesterday	_____ _____	_____ _____	_____ _____	_____ _____

Report to the other group(s).

E.g: Maria had a holiday.
She didn't go to the cinema
She didn't watch football

PROJECTS

a. Make up a story of a terrible holiday. You can use these ideas:

The hotel / dirty
Souvenir prices / expensive
The weather / terrible
Local food / too hot
The guide / rude
The beach / not clean

b. Choose one of your holiday photographs and "send" a postcard to your classmates!

LANGUAGE FOCUS

A PAST SIMPLE - IRREGULAR VERBS

A1

We normally make the Past Simple with **-ed**.
But there are irregular verbs, too!

You can find a list of them at the end of the book.

Notice the irregular past form of the verb “to be”.

Affirmative	Question	Negative
I _____	_____ I?	I _____
He was	Was he?	He wasn't
She _____	_____ she?	She _____
It _____	_____ it?	It _____
We _____	_____ we?	We weren't
You were	Were you?	You _____
They _____	_____ they?	They _____

A2

Match the past form with the infinitive form of these verbs. They are all from this unit.

*Went, found, had, ate, drank, took, saw, made, spent, was,
met, bought, built, paid, heard*

Infinitive form	Past form
Be (am - is - are)	___/ were
Buy	
Build	
Drink	
Eat	
Find	
Go	
Have	
Hear	
Make	
Meet	
Paid	
See	
Spend	
Take	

A3

Copy the infinitive forms in your notebook. Write the past forms with your books closed. Check your spelling.

A4

Fill in the gaps with the correct form of the irregular verbs.

- a. We ate pasta. And you? Did you _____ pasta?
- b. We _____ wine. And you? Did you drink wine?
- c. We went to Hawai. And you? Did you _____ to Hawai?
- d. We _____ souvenirs. And you? Did you buy souvenirs?
- e. We took pictures. And you? Did you _____ pictures?
- f. We _____ the sights. And you? Did you see the sights?
- g. We spent a lot money. And you? Did you _____ money?
- h. We _____ a great time. And you? Did you have a great time?
- i. We met ___famous people. And you? Did you _____ anyone famous?
- j. We _____ new friends. And you? Did you make friends?

UNIT 24

I'VE BEEN THERE BEFORE!



TASK 1

Work in groups.

1. Look at the couple
 - a. What are they doing?
 - b. What are they going to do?
2. Have you been to the Dodecanese Islands?
 - a. When did you go?
 - b. Which islands did you visit?
3. Have you been to Chios or Mytilini? Would you like to go there (again)?

TASK 2



George and Anna are a young couple. They are reading travel brochures at the moment because they want to choose a holiday. Read their conversation and answer the questions.

Anna: A 7-day trip to the three smallest Dodecanese islands: Tilos, Simi and Kastellorizo! Isn't it fantastic?

George: Sure it is, but I've been there before.

Anna: Oh, have you? When did you go there?

George: More than 5 years ago. That was long before I met you, honey.

Anna: You know I'm not jealous, but who did you go with?

George: Come on, Anna! We're choosing a holiday - our holiday! Who cares what happened years ago?

Anna: Perhaps you're right. So, what about this offer? A 7 day trip to Chios and Mytilini, first - class hotels. You haven't been there, have you?

George: No dear, I haven't and I'd very much like to go. I've heard lots of good things about the villages of Chios and the clean beaches of Mytilini.

Anna: Yes, indeed. The cleanest and the coolest, too!

George: You've been there before?

Anna: Er, yes, but that was long before I met you and I don't mind having a holiday in Mytilini for a second time.

George: Well, I do! I want to find a place where we've never been before. It will be more interesting for both of us.

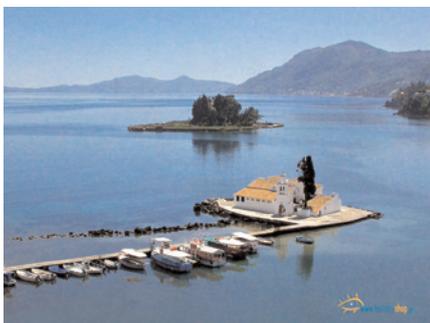
1. Has George been to Tilos, Simi and Kastellorizo before?
2. When did he go?
3. Has George been to Chios and Mytilini?
4. Has Anna been to Chios and Mytilini?
5. When did she go?
6. Have they decided where they want to go?

TASK 3

Step 1

These photographs show famous places in Greece and abroad.

- ✓ Do you know where these places are?
- ✓ Have you ever been to any of them?
- ✓ If yes, when did you go?



Step 2

Ask and answer with your partners about these places. Add your own favourite holiday places.

Example:

- Have you ever been to Crete?
- Yes, I have.
- When did you go?
- I went last year / 3 years ago / in 2004.

TASK 4

These are some things you have just done. Ask and answer with your partner. You can use some of these adjectives in your answers: fantastic, excellent, superb, terrific.

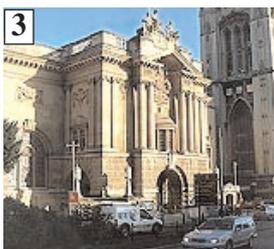
e.g.

- Have you read "The Lord of the Rings"?
- Yes, I have just read it. It is great!



- _____ you _____ "The New World"? (watch)
- Yes, _____. It is _____!

- _____ you _____ Madonna's latest album? (hear)
- Yes, _____. It is _____!



- _____ you _____ the City Museum? (visit)
- Yes, _____. It is _____!

- _____ you _____ "Life" magazine? (buy)
- Yes, _____. It's _____!



TASK 5

You and your friends are planning a party. Look at the list of things to do and say which you have already done (✓) and which you haven't done yet (✗).

Checklist for the party!!!

- | | |
|-----------------------------|---|
| 1. write the invitations | ✓ |
| 2. send out the invitations | ✗ |
| 3. arrange the date | ✓ |
| 4. inform the neighbours | ✗ |
| 5. decorate the house | ✗ |
| 6. choose music | ✓ |
| 7. order food | ✗ |
| 8. buy drinks | ✓ |

Ask and answer:

- Have we ordered the food **yet**?
- Yes, we have **already** done that or
- No, we haven't done that **yet** / we haven't ordered the food **yet**.

TASK 6



Look at the sketches and answer the questions.

- What has just happened?
- Write the sentences.

e.g. They have just had dinner.





TASK 7

Match the phrases from Column A with the phrases from Column B.

A	B
<ol style="list-style-type: none"> 1. John is happy because 2. Mary is worried because 3. The children are excited because 4. Kostas is sad because 5. Mum is angry because 6. I am hungry because 7. They are tired because 8. Irene is frightened because 	<ol style="list-style-type: none"> a. the children have broken the vase b. she has just watched a horror film c. I haven't eaten anything today d. they have just run 3 kilometres e. she has lost her handbag f. he has just won the lottery g. he has failed his driving test h. they have just heard they are going on a school trip

TASK 8

Work in pairs.

<p style="text-align: center;">Student A</p> <p>Ask questions as in the examples to find out how long your partner has done these things. You can change or add to the prompts.</p>	<p style="text-align: center;">Student B</p> <p>Answer your partner's questions using the prompts below. You can also change or add to them.</p>
<ul style="list-style-type: none"> • work in an office • live in your present address • have a car • know your teacher • study English • have a driving licence 	<ul style="list-style-type: none"> • three months • 6 years • last year • September • 6 months • last September

Example



Tom: How long have you been in New York?

Mary: Since Monday.



John: How long have you been in Paris?

Georgia: For three days.

TASK 9



Ann has just met her old school friend, Mary. They haven't seen each other for five years. Listen to Ann's news and tick (✓) TRUE of FALSE, next to these statements.

	True	False
1. They last met in 2000.	<input type="checkbox"/>	<input type="checkbox"/>
2. Ann has just got married.	<input type="checkbox"/>	<input type="checkbox"/>
3. She has worked in a bank for two years.	<input type="checkbox"/>	<input type="checkbox"/>
4. She has moved to Patras.	<input type="checkbox"/>	<input type="checkbox"/>
5. She has just been to the doctor's.	<input type="checkbox"/>	<input type="checkbox"/>
6. She has just learnt she is going to have a baby.	<input type="checkbox"/>	<input type="checkbox"/>

LANGUAGE FOCUS

A

THE PRESENT PERFECT

A1

Form: “have + past participle”

Note: Past Participle of regular verbs: -ed

Irregular verbs have their own forms e.g.: write - written

Affirmative	Negative	Question
I've worked/written	I haven't worked/written	Have I worked/written?
You _____	You _____	_____ you _____?
He has worked/written	He hasn't _____	Has he worked?
She _____	She _____	_____ she _____?
It _____	It _____	_____
We have _____	We _____	Have _____?
You _____	You _____	_____ you _____?
They _____	They _____	_____ they _____?

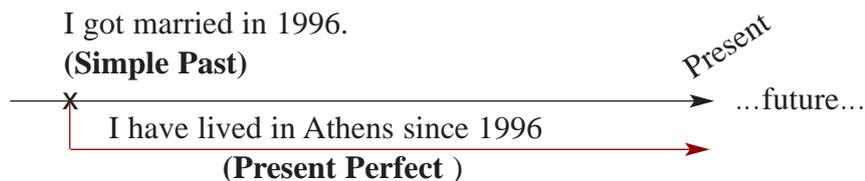
A2

1. Circle the correct item a or b.

We use the Present Perfect for something that:

- a. happened in the past (yesterday)?
- b. is going to happen in the future (tomorrow)?
- c. started in the past and it is still true in the present?

2. Study this diagram.



3. Complete the rules:

We use time words:

Yesterday / last week / two years ago
last month

With the _____ tense

We use time words:

Just
Already
Yet
Since / for

With the _____ tense

A3

It is very important to learn the irregular verb forms. There is a list of irregular verbs at the end of the book. Use it and put in these categories below as many irregular verbs as possible.

1. All three parts are the same.

Cost cost cost

Cut

2. Changes: **-a-** **-u-**

Begin began begun

Swim

3. Changes: **-ought/aught** **-ought/-aught**

Bring brought brought

Catch

4. Simple past and past participle are the same.

Sell sold sold

Find

Hear heard heard

Hold

Build built built

Leave

5. Simple past: Vowel change **o**

Past participle: vowel change **o, i**, suffix **-en**

Break broke broken

Choose _____

Speak _____

Steal _____

Wake _____

Drive _____

Ride _____

Write _____

6. Vowel changes in the Simple Past / Past participle **-en**

Eat ate eaten

Forget

Grow _____

7. Simple past: **-ew**. Past Participle **-own / -awn**

Blow blew blown

A4

Fill in the gaps with the Present Perfect of the right verb.

*Go, watch, taste, write, read, live, send, decide, try, know,
lose, play, call*

1. My aunt and uncle _____ in Australia for 15 years.
2. Harry is my best friend. I _____ for 10 years.
3. My sister isn't at home at the moment. She (just) _____ out.
4. I think I _____ my keys. I can't find them anywhere.
5. How many books (you) _____ this year?
6. My cousin has been on holidays for two weeks but he _____ any postcards yet.
7. Not that film again! We (already) _____ it so many times.
8. _____ (you/ever) golf? Yes I have, many times.

9. Thank you for your offer, but I _____ (not) to accept it.
10. Do you know where Helen is? I _____ her five times this morning and there was no answer!
11. I am so tired! I _____ twelve letters today.
12. _____ (you/ever) snails?
No, I (never) _____ them. Are they good?

UNIT 25

GREAT EXPLORERS



TASK 1

Exchange information in class or find out in class.

- Who are the people in the pictures?
- What do you know about them?

TASK 2



Read this text about great explorers and answer the questions following it.

One of the greatest explorers who have ever existed is certainly Marco Polo. His name has become synonymous to travel and exploration since the 13th century. Polo was a young man of only 17 when he set out from his home in Venice, a little more than 700 years ago. What he discovered, far away from the last edge of Europe, was not just a country different from his own. It was a whole new world, somewhere between legend and reality.

Cathay and its Emperor Kublai Khan, who ruled the country from his mythical Palace at Xanadu, was a world of knowledge and inventions of technologies and strange philosophies.

Marco Polo's description of the 25 years he spent in the service of Kublai Khan has been a best seller for more than six centuries. This was the book that gave the idea to Christopher Columbus to follow the setting sun looking for a sea route to the riches of Cathay. Explorers and travellers like Marco Polo changed the history of Europe and the whole world.

1. How old was Marco Polo when he started his journey?
2. Did he travel in Europe?
3. Was Cathay an exciting place?
4. How long did Polo stay in Cathay?
5. How did Columbus get the idea to follow the setting sun?

TASK 3

Step 1

Find words about *travel* in the text and make a list of them. Work with your partner and with the help of your dictionary find their meaning.

Step 2

Add 3-5 more English words of *Greek origin* in your list. Compare with your partner's list.

Step 3

Find a word or phrase in the text that means:

- Somebody who travels (far away) to discover and learn about new places _____
- The "end" of something, where the next thing starts.
e.g. The end of the forest / country _____
- Saying what somebody or something looks like _____

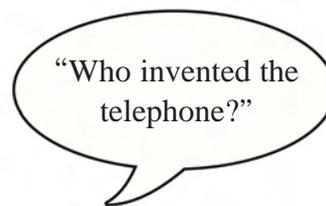
- Something new (a machine) to use, a new idea _____
- To be alive / real, to live _____
- A myth, an epic story _____
- Another word for “king” _____
- To govern a country, to be the “king” or the “president” _____
- The things that we know _____
- To leave a place, to start a journey _____

TASK 4

Step 1



Test your knowledge. Work in groups. Ask and answer the questions until you find all the answers. Compare your answers with the other group. Do you all agree?



Match:

1. Marie Curie	discovered invented	a. the principle of lightning conductor (electricity)
2. Christopher Columbus		b. penicillin
3. Alexander Graham Bell		c. the phonograph and the light bulb
4. Alexander Fleming		d. the cinema
5. Leonardo Da Vinci		e. America
6. Isaac Newton		f. gravity
7. Thomas Edison		g. the scissors, the helicopter
8. Benjamin Franklin		h. the telephone
9. The Lumiere Brothers		i. the aeroplane
10. The Wright Brothers		j. king Philippos' II tomb in Vergina
11. Manolis Andronikos		k. radium

Step 2

Underline the correct word. Cross out the wrong one.

You can **discover** / **invent** something for the first time.

You can **invent** / **discover** something when you find it first.

Step 3

Extra: Make your own quiz with inventions and discoveries and bring it to class to test your classmates.

TASK 5

Find all the verbs in the text and put them in the right column. Then fill in the other two columns. Mark the irregular verbs with (ir).

Infinitive	Past form	Past Participle

A PROJECT

a) Present a historical event in any way you like (poster, collage, paragraph, newspaper page, etc.).

or

b) a great man's deeds.

LANGUAGE FOCUS

A SIMPLE PAST / PRESENT PERFECT SIMPLE

A1

Study these sentences from the text.

1. Marco Polo **set out** on his journey 700 years ago (past simple).
2. His book **has been** a best seller for 600 years (present perfect).

Circle the correct answer:

- a. Which of the two sentences talks about something still true in the present, **1 or 2**?
- b. Do we know **when** did Polo set out? **Yes or No**?
- c. Do we know **when** the book became a best seller? **Yes or No**?
- d. We say **when** something happened with **the Past Simple / the Present Perfect**.

A2

Put these words or phrases in the right column.

*Already, yesterday, yet, just, 2 weeks ago, for, since, in 2001,
last month, ever, how long, in September, when*

Past Simple	Present Perfect

A3

Put the verbs in the Past Simple or the Present Perfect.

1. John _____ (work) in a bookshop for 3 years.
2. We _____ (play) tennis yesterday afternoon but I _____ (not / win).
3. What time _____ (get up) this morning?
4. He _____ (live) in the same house since 1995.
5. – _____ (ever / eat) Chinese food?
– Yes, actually we _____ (have) Chinese yesterday evening.
6. – Natalia _____ (break) her leg.
– Really? How _____ (break) it?
7. I'm getting ready for a short trip to Paris.
I _____ (buy) the tickets yesterday but I _____ (pack) my suitcase yet.

8. Nikos doesn't want to go to Paros again.
He ____ (already / be) there 5 times.
9. – Where ____ (go) on holiday last summer?
– We ____ (go) on a cruise of the Ionian islands.
10. I ____ (meet) Tom at the party last month, but we ____ (not/see) each other since then.

B

WORD BUILDING

Fill in the table.

Verb	Noun (person) -er / -or
Invent	
Discover	
Paint	
Explore	
Travel	
Follow	
Rule	
Write	
Play	

UNIT 26

MEANS OF TRANSPORT



TASK 1

Discuss in groups.

- Which means of transport do you use more often?
- Which means of transport is the fastest? The most comfortable?
- Is your house / work place near a Metro station?

TASK 2

Step 1



Read this text about the metro and use green, blue and red pencil to colour the lines.

The Public Transport System in Athens

The Athens metro is one of the most modern systems in the world. It has four lines; you can see three of them in green, blue and red colour in the map.

The green line, which is the oldest and for the most part runs on the ground, connects Piraeus to Kifisia. The other two lines run underground. The blue line goes from Monastiraki to Doukissis Plakentias and the Eleftherios Venizelos International Airport. The red line goes from Aghios Antonios to Aghios Dimitrios. The fourth line is the Proastiakos (suburban) which runs from the Airport to Athens Central train station.

The bus service includes a network of lines on which normal buses, electric buses and natural gas buses run. There are lots of bus lines serving Athens and the suburbs and they connect the centre of the city with most of the suburbs and neighbourhoods.

The tram runs from Syntagma Square to Paleo Faliro and from there to Glyfada and Neo Faliro.

There are many taxis in Athens. Visitors can recognize them by the yellow colour of the vehicles. They are quite cheap and they can be very helpful during rush hours.

Step 2

Tick (✓) the right box. True (T) or False (F).

- | | True | False |
|--|--------------------------|--------------------------|
| 1. the Athens Metro has three lines | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. the green line is underground | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. the blue line takes you to the airport | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. the fourth line connects the airport to the train station | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. there are three kinds of buses | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. the tram starts from Paleo Faliro and ends in Glyfada. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Taxis are practical during rush hour. | <input type="checkbox"/> | <input type="checkbox"/> |

TASK 3

Step 1

Label the means of transport, with the help of your dictionary.





Step 2

Match the verbs with means of transport. Fill in the columns.

Use these words:

aeroplane, bus, taxi, motorbike, train, tram, car, helicopter, ship, underground (metro), bike

Take	Ride	Drive	Fly	Catch	Miss	Get on/off

Step 3

Ask and answer with your partner. Use vocabulary from steps 1, 2.

e.g.

– How do you usually go to work / school?

– I _____ by _____

or I catch the _____ train _____.

TASK 4

Use the adjectives *fast, reliable, safe, comfortable* to compare means of transport.

e.g. I think the Metro is faster than _____

I think the Metro is more reliable than _____

TASK 5

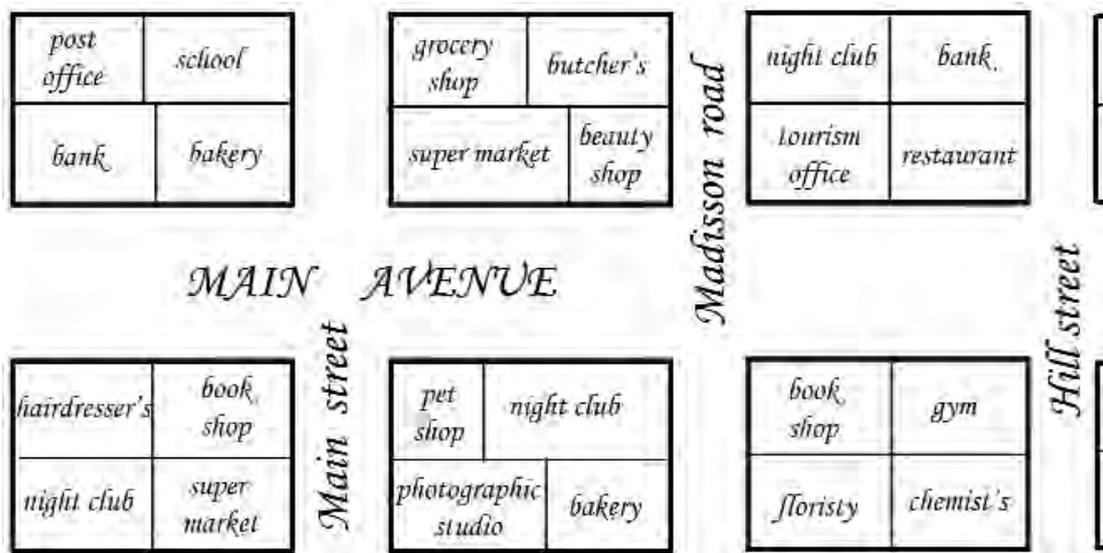
Work in groups. Two of you are asking directions and two of you are giving directions. Find a position on the Athens Metro map and talk as in the example.

– How can I get to **the airport**?

– Take the _____ from _____ and change line at _____ station.

TASK 6

HOLYSTONE TOWN



Step 1



Study the dialogues and answer these questions for all of them. Then act out the dialogues in pairs.

- Where is the person asking for directions?
- Where does she / he want to go? Mark the points in the map.

Dialogue 1

- Excuse me. Where can I find a post office?
- Go up Main Street and take the second turning on the left. The post office is next to the school
- Thank you

Dialogue 2

- Excuse me. Is there a bookshop near here?
- Yes, there is. Go straight and cross Main Avenue, opposite the night club
- Thanks a lot

Dialogue 3

- Excuse me. Can you please tell me where the chemist's is?
- Go along Madisson Road and turn left into Main Avenue. Go up the Street and turn right into Hill Street. The chemist's is next to the gym
- Thank you very much

Step 2

Underline and copy in your notebook the useful phrases from the dialogues. Now take turns to ask for and give directions to different places.

LANGUAGE FOCUS

A PREPOSITIONS

A1

Write *to, at, in, by*, where necessary.

Go on foot

Go _____ work / school Come _____ work / school Walk _____ work / school	Arrive _____ the cinema / the airport Arrive _____ London / Athens
Go _____ home Arrive _____ home Walk _____ home	Am / is / are _____ home Stay _____ home
Am / is / are _____ New York Stay _____ New York	Travel _____ bus/ train Travel _____ my car

A2

Fill in the gaps with the right preposition or no preposition.

- a. Would you like to go _____ the cinema tonight?
- b. We arrived ___ Spain yesterday.
- c. We weren't tired so we walked _____ home.
- d. I go _____ work _____ bus.
- e. Would you like to live _____ another country?
- f. A new student has come _____ our class.
- g. Do you like travelling _____ ship?
- h. We arrived _____ the train station on time.
- i. The children go _____ school _____ foot.
- j. I'm not going out this evening. I'll stay _____ home.

B THE DEFINITE ARTICLE - *THE*

B1

Study this sentence from the text.

The green line, which is the oldest and for the most part runs on the ground, connects Piraeus to Kifisia.

When do we use 'the'?

Discuss in class this question and with your teacher's help write Y for Yes and N for No in the boxes.

- a. When it is clear which person or thing we mean
- b. Before the superlative forms of adjectives
- c. Before the word "television"
- d. Before the word "radio"
- e. Before meals (breakfast, lunch, dinner)
- f. Before names of things which are unique
- g. Before adverb combinations showing place or position
- h. Before names of families in plural
- i. Before musical instruments

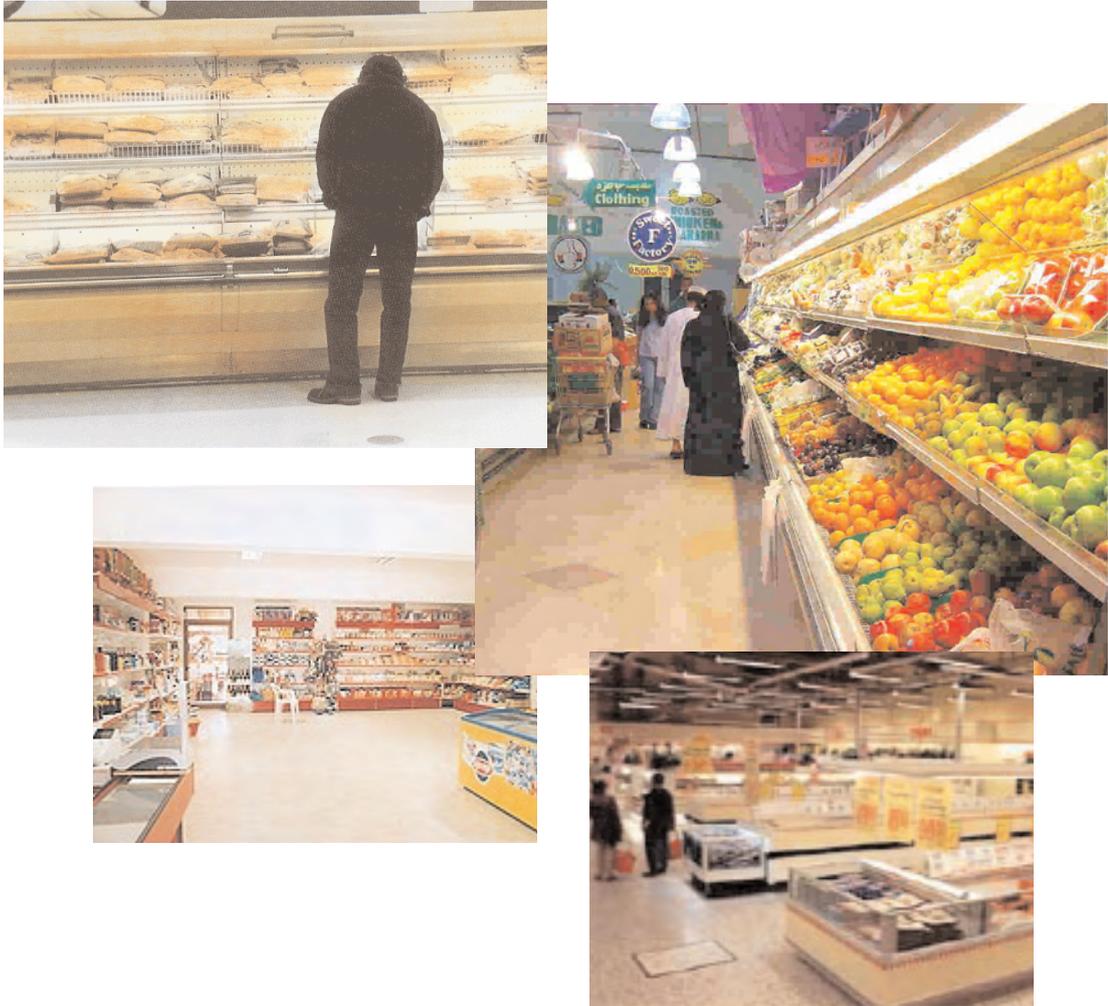
B2

Put "the" where necessary.

- a. Our flat is on ___ third floor.
- b. Which is ___ best hotel in this town?
- c. The table is in ___ middle of the room.
- d. ___ Johnsons live next door.
- e. Come on! ___ dinner is ready.
- f. How far is it to ___ city centre?
- g. The dictionary is on ___ top shelf on ___ right.
- h. What's on ___ TV tonight?
- i. Would you like to go to ___ moon?
- j. Do you live in ___ city or in ___ country?

UNIT 27

LET'S GO SHOPPING



TASK 1

Discuss with your partners.

- Do you like going to super markets?
- How often do you go?
- Is there a super market near your house?

TASK 2

Step 1

This is the map of a big super market with 3 floors. Study the diagram. Does it look like the super market you go to?

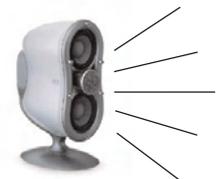


Step 2



This is a super market announcement. Read it and tick (✓) True or False, next to the statements following.

Dear customers,



- Today there's a 10% discount on all our kitchenware
- You can find organic vegetables on the ground floor at low prices
- For every two bags of "SPARKLE" washing powder, you get one bottle of "CUDDLY" fabric softener.
- Don't buy one packet of "PASTA ITALIANA" spaghetti; buy two and you'll get a can of "POMMO ROSSO" tomato juice.

	True	False
1. There is a special offer on organic vegetables today	<input type="checkbox"/>	<input type="checkbox"/>
2. You'll pay less money if you buy things for the kitchen today	<input type="checkbox"/>	<input type="checkbox"/>
3. You'll get one bottle of fabric softener if you buy one bag of washing powder	<input type="checkbox"/>	<input type="checkbox"/>
4. You'll get one can of tomato juice if you buy an Italian sweet	<input type="checkbox"/>	<input type="checkbox"/>

Step 3

You are going shopping. This is your shopping list. Which floor should you go for every product? Which section?

Shopping list

- | | |
|------------------|------------------|
| ✓ Cola, biscuits | ✓ Shampoo |
| ✓ Bubble bath | ✓ Chicken |
| ✓ Toilet paper | ✓ Feta cheese |
| ✓ Carrots | ✓ Potatoes |
| ✓ 3 CD's | ✓ Sausages |
| ✓ Olive oil | ✓ Milk |
| ✓ Chocolate | ✓ Washing powder |
| ✓ Beer | ✓ Lentils |
| ✓ Coffee | ✓ Toothpaste |
| ✓ Corn flakes | |

TASK 3

Step 1

Check what you know about shopping. Write your answers in the boxes.

What is a department store?

What is a shopping centre?

Step 2

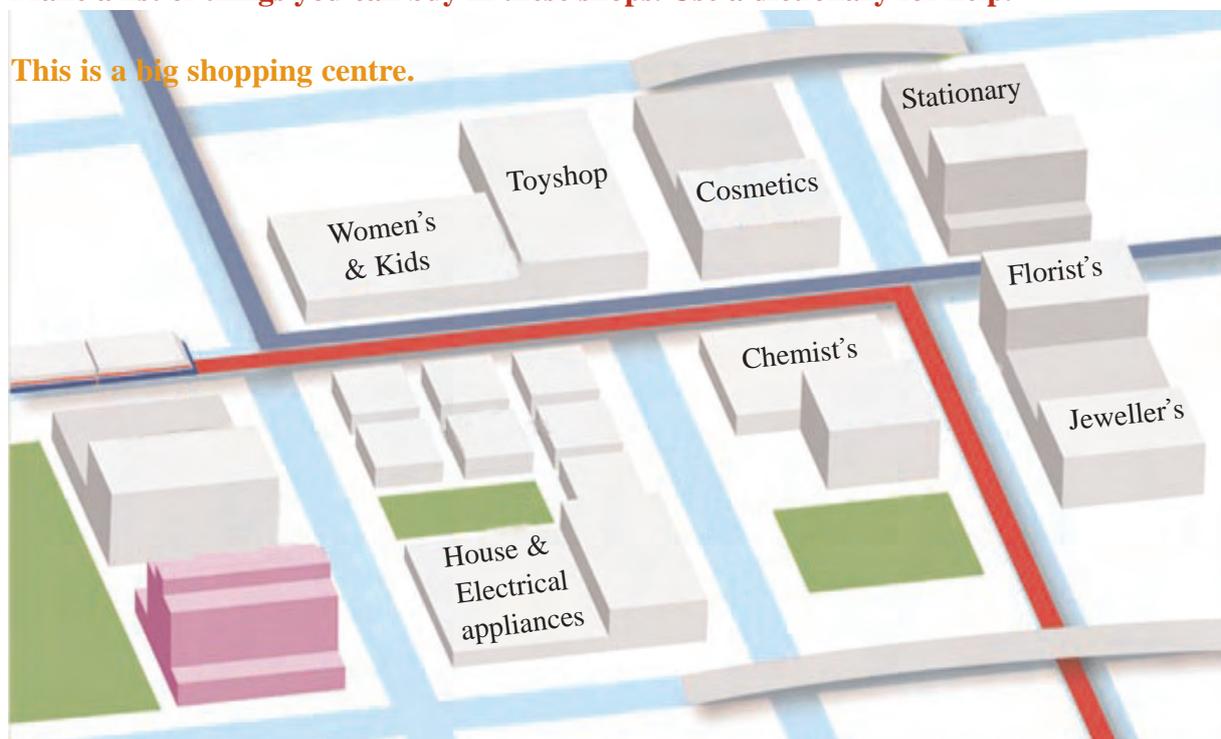
Discuss in pairs / in class.

- Do you prefer shopping in a department store or small shops?
- Are there any department stores or shopping centres near your house?

TASK 4

Make a list of things you can buy in these shops. Use a dictionary for help.

This is a big shopping centre.



e.g.

Toyshop dolls toycars ...	Jeweller's	Cosmetics	Stationary
House & Electrical appliances	Women's & Kids	Florist's	Chemist's

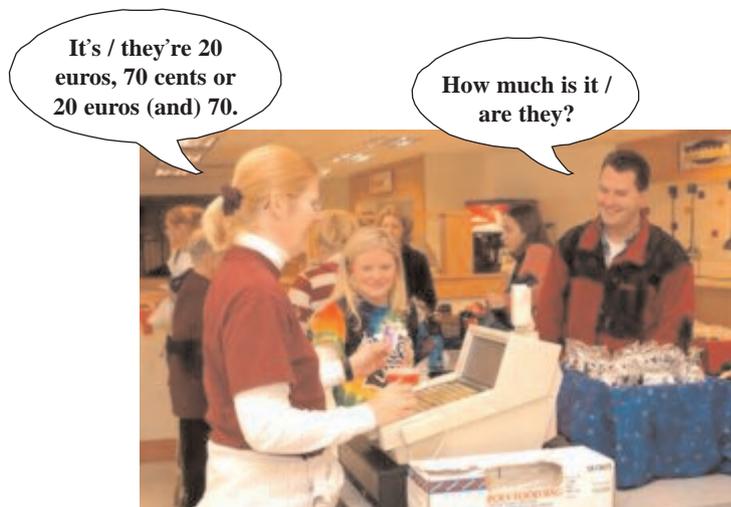
TASK 5

Step 1

What do you know about money? Match the country with the currency.

United States € (Euro)
Greece £ (Pound)
Great Britain \$ (Dollar)

1€ = 100 cents



Step 2



George wants to buy a pair of shoes. Read his dialogue with the shop assistant. Fill in the gaps with these phrases:

please, small, much are they, goodbye, size, of shoes, perfect, credit, can I help you

George: Hello.
 Assistant: Hello, sir, How _____?
 George: I'd like to try on that brown pair _____, please.
 Assistant: Certainly. What _____?
 George: 42, please.
 Assistant: Here you are. How do they feel?
 George: Hmm... They are too tight, I think. And rather _____.
 Assistant: Shall I get you size 43?
 George: Yes, _____. Thank you.
 Assistant: Here you are. Are these OK?
 George: Yes, _____. How _____?
 Assistant: Let me see...58 euros.
 George: Great! I'll take them.
 Assistant: Cash or _____?
 George: I'll pay in cash.
 Assistant: Thank you, Sir. Have a nice day.
 George: Thank you.

Step 3

Write here the Key language:

SHOP ASSISTANT	CUSTOMER
How can _____? Here you are. _____ 50 euros, _____. Cash or _____?	I'd like to _____ (or Can I, please, try _____?) How much _____?

TASK 6

Work in pairs and act out similar dialogues. Use language from the previous tasks.

STUDENT A	STUDENT B
You are a shop assistant in a: <ul style="list-style-type: none"> • Clothes shop • Butcher's • Florist's • Baker's • Cosmetics shop 	You are the customer. You want to buy: <ul style="list-style-type: none"> • flowers • bread and rolls • suntan cream • steaks and sausages • clothes

TASK 7

Step 1



Listen carefully to your teacher pronouncing the following words:

/ə/	/e/	/ɜ:/
Hotter Bigger	Pen Ben	Turn Burn

Step 2

Listen carefully and write the words in the right column. Repeat them in groups after your teacher.

Smaller, ten, pet, mother, hen, fur, cheaper, painter, murmur, lever, vertical, murder, vet, lens, sir

Step 3

Learn by heart this poem.

Good, better, best
Never, never, rest
Till your good is better
And your better best

A PROJECT

Visit a super market near your house or school and note down as many products as you can. Put the products into categories according to the section they belong to. Use your dictionary to find the names of any products you don't know. Bring your project to class, discuss and compare with your partners.

LANGUAGE FOCUS

A ADJECTIVES, THE COMPARATIVE FORM

A1 Study these examples.



- The Modus blender is cheaper **than** the Super blender.



- The red toy car is bigger **than** the blue toy car.



- The second box is heavier **than** the first box.

SANY TV



MORRIS TV



- The SANY TV set is **more expensive than** the MORRIS TV set.

A2

Now read and complete the rule.

We compare two people or things using adjectives. We form the Comparative form of adjectives:

- a. _____
b. _____

WATCH OUT:

big - **bigger**
hot - **hotter**
thin - **thinner**
heavy - **heavier**
funny - **funnier**

Irregular comparative forms

Good - **better than**
Bad - **worse than**
Far - **further than**

WATCH OUT:

It's larger **than** ...
It's different **from**...

A3

Fill in the gaps with the comparative form of the adjectives. Don't forget to use *than*.

1. A car is _____ (expensive) a motorbike.
2. My grandfather is _____ (old) my grandmother.
3. Chinese is _____ (difficult) English
4. The weather today is _____ (cold) yesterday.
5. This restaurant is _____ (good) the other restaurant.
6. Geography is _____ (easy) Algebra.
7. Julia is _____ (beautiful) Susan.
8. A football player is usually _____ (short) a basketball player.
9. Belgium is _____ (small) Switzerland
10. You are _____ (thin) your sister.

UNIT 28

YESTERDAY'S MUST HAVES



TASK 1

Think about these questions. Then discuss with your partners.

- Do you always buy the latest gadgets for your home / office?
- What is a “must - have”?
- When you go shopping, do you look for cheaper prices, famous brands, good quality?

TASK 2



Read the text about Yesterday's must - haves and do the task following it.

YESTERDAY'S MUST - HAVES

Are you a keen shopper?

Do you always look for the trendiest gadgets one “must - have” to be fashionable? Perhaps you already know what the “must - haves” for the year 2006 will be. But what do you know about the past?



1920's

There was great demand for electrical gadgets. A **toaster** was a must - have. The first pop - up toaster appeared in America in 1919.

1930's

Before **television** found its place in our homes, everyone wanted a high quality **radio**. By the end of the 1930's, the BBC attracted 15 million listeners every night.



1940's

During World War II, wood was very **expensive**. **Furniture** designs followed the most modern movements on the continent. These simple shapes and looks are still fashionable today.

1950's

Formica was the most practical material in the 1950's and its bright colours and easy - to - clean surfaces decorated **kitchen tables** and **worktops** all over the country.



1970's

The 1960's gave us the Kenwood Chef, but the 1970's Magicmix was something else - a clever combination of **blades, slicers, graters** and whisks. It appeared in the UK in 1974 and **cost** £79 when the average **weekly wage** was just £41,70. Two years later it was a "must - have" for everyone's kitchen.

1980's

An **affordable home computer** was the aim of Clive Sinclair, who produced the ZX -80 in 1980 for £99,95 (the average weekly wage in that year was £110,20)



(Adapted from 'British Ideal Home' Jan. 2006)

Tick (✓) True or False.

- | | True | False |
|--|--------------------------|--------------------------|
| 1. The radio wasn't very successful | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Furniture had a simple design in 1945 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. People used Formica in the bathroom | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The Magimix was very expensive | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Electrical gadgets weren't very popular in the 1920's | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The first home computer wasn't very expensive. | <input type="checkbox"/> | <input type="checkbox"/> |

TASK 3

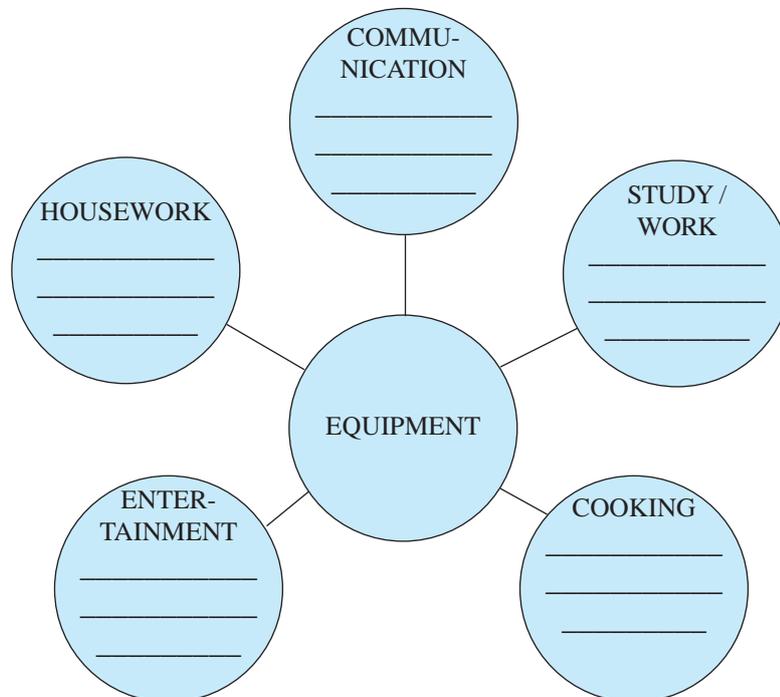
Read the text again and put the words in bold into these categories.

Kitchen equipment	For the study or living room	Words or phrases about money
1	7	11
2	8	12
3	9	13
4	10	14
5		
6		

Discuss in class what you can do with these things.

TASK 4

Work in pairs. Think about our lifestyle today. Fill in the spidergram with Today's must-haves. Use a dictionary for help.



TASK 5

Find adjectives in the text that match with the following definitions.

1. something that is easy to use _____
2. something that is modern _____
3. something that costs a lot of money _____
4. something that doesn't cost so much money _____
5. something in the middle, not the highest or the lowest _____

TASK 6

Antonyms

a) Look:

Happy ≠ un happy
Direct ≠ in direct
Patient ≠ im patient

b) Do the same with the rest of the adjectives. Underline the part you will add.

- Capable ≠ _____
- Expensive ≠ _____
- Formal ≠ _____
- Healthy ≠ _____
- Interesting ≠ _____
- Important ≠ _____
- Lucky ≠ _____
- Natural ≠ _____
- Patient ≠ _____
- Popular ≠ _____
- Possible ≠ _____
- Practical ≠ _____
- Secure ≠ _____
- Sensible ≠ _____
- Visible ≠ _____

TASK 7

Answer the questionnaire and then, in groups, discuss your shopping habits.

HOW SHOPAHOLIC ARE YOU?

1. What's your average weekly wage?

- a. €150
- b. €250
- c. more

2. How much of it do you spend on

- a. Clothes?
- b. Cosmetics?
- c. Gadgets?
- d. Magazines?
- e. Food?
- f. Other items?

3. Do you buy things because

- a. You like them?
- b. You need them?
- c. They are fashionable?

4. Do you plan your shopping?

- a. Yes
- b. No

5. Do you try to do your shopping in the sales period?

- a. Yes
- b. No

6. Do you ever look for bargains in the market?

- a. Yes
- b. No

LANGUAGE FOCUS

A

ADVERBS



It's a slow animal. It walks slowly.



He is a careful driver. He drives carefully.



There is heavy rain. It is raining heavily.

WATCH OUT

Good > well

Fast > fast

Hard > hard

A1

Choose the right word - adjective or adverb.

1. He always works *hard* / *hardly* every day.
2. You should speak *nice* / *nicely* to older people.
3. He sings very *bad* / *badly*.
4. Mum is very *angry* / *angrily* with you now.
5. Cats walk very *quiet* / *quietly*.
6. We speak English very *good* / *well*.
7. It's *dangerous* / *dangerously* to drive when it's raining so *heavy* / *heavily*.
8. He can run really *fast* / *fastly*.
9. Be *careful* / *carefully* at school. Listen to the teacher *careful* / *carefully*.
10. They ate their breakfast *quick* / *quickly* and then went to school.

B

ADJECTIVES

The Superlative Form

B1

Study these examples.

- The Nile is **the longest** river in Africa.
Everest is **the highest** mountain in the world.
Jupiter is **the largest** planet in the solar system.
The cheetah is **the fastest** animal in the world.
What is **the most expensive** diamond in the world?

B2

Now complete the rule.

We use **-est** or **the most** _____, to form the _____ form of adjectives.

WATCH OUT

Irregular superlative forms

Good - **the best**

Bad - **the worst**

B3

This is an advertisement of a very modern PC / TV. Read it and put the adjectives in the superlative form. Don't forget to use "the".

The PC-HOME ENTERTAINMENT CENTRE now offers a range of flat panel televisions to add style to your digital home:

- _____ (late) screen technology offers _____ (bright) and _____ (sharp) pictures.
- _____ (large) viewing angle - ideal for surfing the Internet or online games.
- _____ (slim) screen, great for placing anywhere - even on a wall!

The Living Room PC offers:

- Computer Media Center Edition 2005 for digital entertainment at your fingertips.
- _____ (powerful) PC performance with only one remote control.
- Powerful graphics for you to play _____ (trendy) games.
- Full Internet access from your sofa.



UNIT 29

RECYCLING OR PRE – CYCLING?



TASK 1

Discuss with your partner(s).

- How often do you use plastic bags / glasses / plates ...?
- Do you look for products with little or no packaging?
- Do you use your own bags when you go shopping or plastic ones?



TASK 2

Read this text and tick the correct statement (T/F).

Recycling is practiced in almost every European country. But there are many environmentalists who argue that recycling is not the solution to our “garbage problem”.

They say that if we continue to produce so much garbage, then recycling won't give any definite solutions. Unless our lifestyles are changed, the amount of garbage will not be decreased.

“That's easier said than done”, you may think. Here are a few simple examples:

1. If you bring your own bags to the store with you, you won't need any plastic bags.
2. If you use less disposable items (cloth napkins instead of paper ones), you won't need to throw away or even recycle so much paper and plastic.
3. If you buy “long life” products, you won't buy unnecessary packaging (and you will buy products less often!).
4. If you have to buy products in a container, this may be a “green” one made of recycled material.
5. If you save your organic garbage to make compost for your garden, you can grow organic vegetables.

Try these and add your own methods. We all have to try hard if we want to live on a clean Earth!

- | | True | False |
|---|--------------------------|--------------------------|
| 1. Recycling is the only thing we can do to protect the environment | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. We produce too much garbage | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. We should avoid using plastic bags. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Paper napkins are better for the environment than cloth ones | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. We must change our lifestyles and try to produce less garbage | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. We should buy products which will last as long as possible | <input type="checkbox"/> | <input type="checkbox"/> |

TASK 3

Match these words from the text with the following definitions.

environmentalist	argue	solution	definite	amount
decrease	disposable	unnecessary	container	organic garbage

1. to make something smaller or less, reduce
2. something you throw away after you have used it
3. disagree, quarrel, have a different opinion
4. final, clear, sure
5. things such as fruit skins or vegetables that we throw away
6. an expert on environment issues
7. a box, a bottle, etc
8. quantity, how much/many of something we have
9. the key, the answer to a problem
10. something we can do without, something we don't need

TASK 4

Step 1



Words often go with other words to form phrases.

Use the words in the bubble to make phrases. Follow the example.

organic, pollution, toxic, amount, paper, disposable, container

1. paper cups / plates / napkins
2. a _____ of food / paint / beer
3. _____ cups / plates / bottles
4. _____ vegetables / meat / fertilizer
5. _____ gases / fumes / waste
6. noise _____
 water
 air
7. _____ of garbage / energy / time

Step 2

Now make your own sentences with some of them. Write them in your notebook. Read them aloud to your classmates.

TASK 5

Work in groups.

Prepare a *questionnaire* that will help you to find out what your friends or neighbours usually do and how their habits affect the environment.

QUESTIONS	A friend	A relative	Someone you know	A neighbour
e.g. How often do you water your garden in summer?				

Bring the answer to your class and report.

e.g. Most / Some / Only 1-2 / people water their garden every day.

TASK 6

Work in pairs. Think of more ways we can produce less garbage or save energy. They can be simple, funny or extreme.

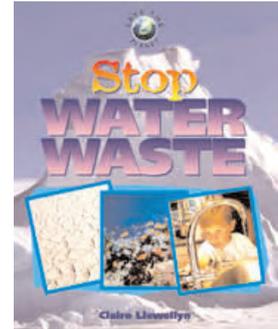


Examples:

If we buy long life pens, we won't throw them away.

If we organize more barbecue parties, and cook on fire, we may pay less money to the electricity company (ΔEH)!!!

If we go everywhere on foot and never use our cars again, we won't have air pollution.



Discuss your ideas and decide which ones are the most practical. Put them to use.

TASK 7

Pronunciation



Your teacher will read aloud these words to you. Listen carefully and put them in the right "column" according to the way the letters in bold are pronounced.

e.g. /S/ /s/ /g/ /dz/
 Shampoo **s**oup **g**irl **an**gel

Sick, garden, bags, garbage, shock, shoe, solar, organic, change, packaging, shower, she, ski, solar, grade, cage, rubbish, shiny, skin, salad, vegetables, greek, soap, shock, ship, orange, argue, bedsheet.

/S/	/s/	/g/	/dz/
Shampoo	soup	girl	angel

LANGUAGE FOCUS

A

1st CONDITIONAL

Study this sentence from the text:

If you bring your own bags to the store, you won't need any plastic bags.

Now read the rule:

This sentence structure is the first Conditional.

We use it to express a condition which is possible and probable to come true in the present or in the future.

Study again the sentences 1,2,3,4,5 from the text and Complete this rule:

We use **if** + _____ tense in the 'if part' of the sentence.

We use **will** + **infinitive** in the second part of the sentence

We use _____ + **infinitive** in the _____ part of the sentence

We use _____ + **infinitive** in the _____ part of the sentence

Make your own sentences using the prompts below.

If

- buy long-life light bulbs (fluorine)
- don't wash clothes at more than 40°C
- use the washing machine only when it's full
- use the air-conditioning wisely (no less than 20°C)
- unplug electrical appliances when you don't use them
- use solar power to heat water
- wash your car with buckets of water –not a hose
- water the plants with water in which you washed vegetables
- try to avoid chemicals as detergents, use natural products
- car-sharing

B

PASSIVE

B1 Look at these sentences from the text in Task 2.

- Recycling is practised in almost every European country.

Now tick the right answer to the following question:

- | | True | False |
|--|--------------------------|--------------------------|
| 1. Do we know the names of the people who practise recycling | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is it really important to know their names? | <input type="checkbox"/> | <input type="checkbox"/> |

Now read the information in the box to learn more.

Verbs describe actions. When we do not know or we do not really need to know **who** caused an action to happen, we use the **Passive Voice**.

B2 In all these sentences that follow it is not important to know who did the action. You can make them **Passive Voice Constructions** as in the example.

ACTIVE VOICE	PASSIVE VOICE
<ul style="list-style-type: none">• They throw rubbish• They burn forests• They kill wild animals	<ul style="list-style-type: none">• Rubbish is thrown• Forests are _____• Wild animals are _____

B3 Study your new **PASSIVE VOICE** sentences. Work in small groups. Think of more example sentences to describe pollution causes and write them down in a common piece of paper. Use these prompts and your dictionary for help.

Dangerous chemicals/use – oil/spill
Pounds of rubbish/throw – old clothes/throw away
Millions of cars/use

UNIT 30

TIME FOR REVISION

A. PAST SIMPLE

Fill in the gaps with the Past Simple of one of the verbs.

1. We _____ (not/study) Geography yesterday.
2. _____ (you/go) to work on Saturday?
3. The students _____ (stand) up when the teacher arrived.
4. How many mistakes _____ (you/make) in the test?
5. John _____ (invite) lots of people to the party.
6. We _____ (have) dinner in that new restaurant last night. The food _____ (be) great!
7. What _____ (you/buy) for Tania's birthday?
I _____ (buy) her a silver bracelet.
8. I _____ (make) a chocolate cake but I don't think they _____ (like) it.
9. Where _____ (you/meet) Kostas?
Oh, we _____ (go) to the same school.
10. How much _____ (you/pay) for your car?
Not much. My cousin _____ (sell) it to me at a very good price.

B. PAST SIMPLE - PRESENT PERFECT

1. Use the Past Simple or the Present Perfect of the verbs to complete the sentences.

1. What time _____ (you/finish) work yesterday?
2. Lisa _____ (come) to see you in the morning. I _____ (tell) her you were at the supermarket.
3. Can you help us? Our car _____ (break) down.
4. _____ (you/send) the letters yet?
5. They _____ (get) married in 1995.
6. I _____ (just/have) a call for a job interview.
7. Albert Einstein _____ (be) the scientist who _____ (develop) the theory of relativity.
8. How many plays _____ (Shakespeare/write)?
9. How long _____ (John/work) in this company?
10. I _____ (never/travel) abroad but I _____ (be) to lots of places in Greece.

2. Fill in the gaps with the Past Simple or the Present Simple of the verbs.

1. Eleni ___ (speak) French very well because she ___ (take) lessons when she was at school.
2. Why ___ (come) home so late yesterday?
There ___ (be) a lot of work at the office.
3. Mary ___ (work) for a shipping company but she ___ (not/like) it very much
4. I was very tired so I ___ (leave) the party early.
5. How long ___ (it/take) you to go to work every day?
Too long! Yesterday, for example, it ___ (take) me 1 hour!
6. Wolfgang Amadeus Mozart ___ (be) born in 1756 and ___ (die) in 1791.
7. What time ___ (the banks/close) on Fridays?
8. Paul is never late. He ___ (always/get) to work on time.

C. ADVERBS

Fill in the gaps with adjectives (slow) or adverbs (slowly).

1. Nick is a very *careful* / *carefully* driver
2. We had a map, so we found the house *easy* / *easily*.
3. He can work very *fast* / *fastly*.
4. She can sing *beautiful* / *beautifully*
5. She bought a very *nice* / *nicely* dress
6. Your test results were very *good* / *well*.
7. The little boy ran *quick* / *quickly* to his mum.
8. Please, be *polite* / *politely* when you talk to your teacher
9. It was so dark that I couldn't see *clear* / *clearly*.

D. ARTICLES

Fill in the gaps with a / an / the.

1. Have you ever been to ___ Italy?
2. Mary hasn't found ___ job yet.
3. We missed ___ beginning of ___ film.
4. Can you borrow me ___ pen, please?
5. I'd like to eat something sweet. ___ ice - cream or ___ chocolate.
6. Jerry has visited ___ USA lots of times.
7. We went to Patras by ___ bus.
8. They live in ___ small flat near ___ city centre.
9. I had ___ egg and toast for breakfast.
10. It was sunny so we decided to sit in ___ garden.
11. Peru is ___ country in ___ South America.

E. COMPARISONS

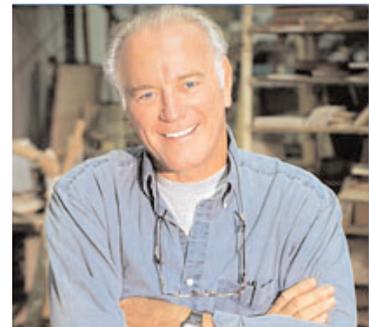
Write the Comparative (taller / more interesting) or the Superlative (tallest / most interesting) form of the adjectives.

1. I like both films. But "Braveheart" is _____ (exciting) than "Zorro". On the other hand, "Zorro" is _____ (funny).
2. Everest is the _____ (high) mountain in the world.
3. I think Julia Roberts is a _____ (good) actor than Catherine Zeta Jones.
4. Madonna is one of the _____ (famous) people in the world.
5. What is the _____ (expensive) thing you have ever bought?
6. The Nile is the _____ (long) river in Africa but the Mississippi is _____ (long) than the Nile.
7. Did you know that a rhino is _____ (fast) than a person?
8. That was the _____ (bad) film I've ever seen!
9. Good looking actors are usually _____ (successful) than unattractive ones.
10. What is the _____ (large) city in your country?

F. GAP FILING

Read what Mr Theodosios Vlahakis, 66 years old, says about shopping in his days and choose the correct card to fill in the gaps.

Things (1)_____ much (2)_____ in my days. The shop owner (3)_____ me by my first name and that (4)_____ things easier. There (5)_____ any shopping centres or department stores. Actually we (6)_____ shopping. We just (7)_____ to the shops to buy some things we (8)_____ for us and the family. You (9)_____ find anything you (10)_____ at the small corner shop, from cheese and yoghurt to pins and needles. I think it was (11)_____. Today you must have a car to go to the (12) _____ supermarket. Of course we (13)_____ lots of things but we (14)_____ afford them. I remember my surprise when I (15)_____ the first TV set in my life!

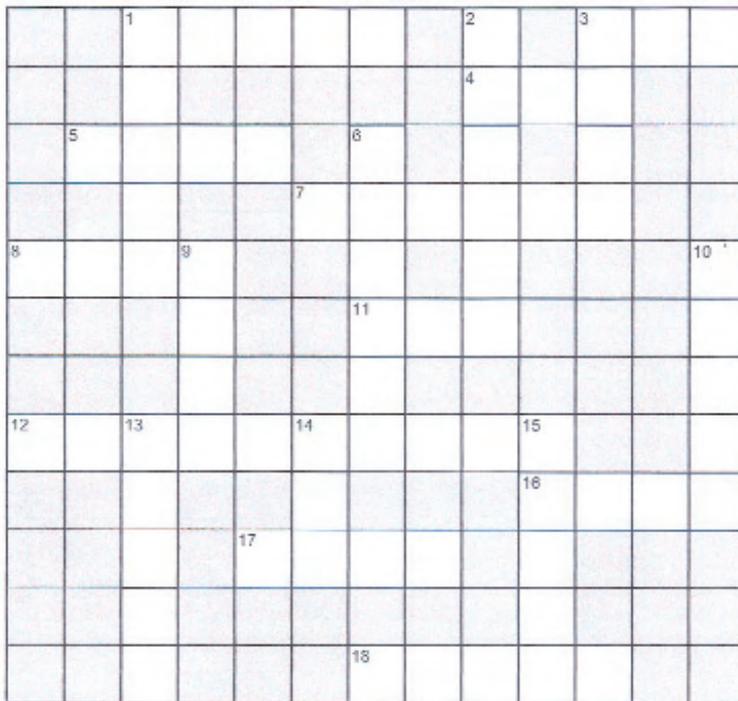


- | | | |
|-----------------|--------------|--------------|
| 1. a. had | b. were | c. did |
| 2. a. good | b. better | c. best |
| 3. a. knows | b. will know | c. knew |
| 4. a. made | b. is making | c. will make |
| 5. a. were | b. are | c. weren't |
| 6. a. didn't go | b. not went | c. went |
| 7. a. didn't go | b. not went | c. went |
| 8. a. need | b. needed | c. needn't |

- | | | |
|---------------------------|----------------|-------------------|
| 9. a. can't | b. couldn't | c. could |
| 10. a. wanted | b. want | c. didn't want |
| 11. a. the most practical | b. practically | c. more practical |
| 12. a. nearest | b. nearer | c. near |
| 13. a. likes | b. liked | c. didn't like |
| 14. a. could | b. couldn't | c. cannot |
| 15. a. seen | b. see | c. saw |

G. A CROSSWORD PUZZLE

Study the sentences and finish the Crosswords with the help of the APPENDIX or Irregular verbs.



Across

1. The weather was fantastic. The sun _____
3. I _____ 10.000 euro in the Lotto
4. I _____ lunch at 3.00 am yesterday
5. My leather jacket _____ 200 euros
7. The Greek _____ against the Trojans in the Trojan War
8. I _____ Olympic Airways to Paris last month.
11. Mary _____ up very early yesterday
12. I _____ the lesson
16. She _____ the newspaper before going to bed.
17. He _____ in the hotel swimming pool.
18. My little son _____ my mobile phone.

Down

1. I _____ to an English person on the phone yesterday.
2. She threw the pencil and I _____ it
3. They _____ shopping yesterday
6. I _____ a new computer yesterday
9. He _____ up late because it was Sunday
10. I _____ 50 euros in the bus
13. He _____ to work in his new car
14. I _____ a good film last weekend
15. My boss _____ too much at the office party.

H. CONDITIONAL

Use the first Conditional type to write sentences as in the example:

e.g. you go / party / you / meet my brother

If you go to the party you will meet my brother

1. I / e-mail you / you let me know / electronic address
2. we / miss the train / we / have to wait / 2 hours / the railway station
3. the weather / be / fine / we / go surfing / next Saturday
4. you meet Jennifer / ask her to call me / the office
5. you tooth / hurt / you / go / the dentist
6. you have a temperature / you / drink an aspirin
7. I / get the job / I / invite all of you / an evening out
8. they / offer me the job / I / accept it.

I. LISTENING



You will listen to a radio programme. Ms. Burton, secretary of the Consumers Rights Association, gives some helpful advice. Fill in the gaps with the missing words.

complaints, quality, need not, need, should (x2), should not (x2), might, chemicals, can (x2), list, shopping, will, buying cheapest

First of all, make a _____(1) of the things you _____(2) to buy before going out _____(3). This will stop you _____(4) unnecessary things. Big supermarkets are not the only place you _____(5) shop. You _____(6) also find cheap good _____(7) products in small neighborhood stores. You _____(8) definitely find more friendly people.

Before buying a product you _____(9) take a good look at the list of ingredients. You _____(10) buy products containing _____(11). High prices do not necessarily mean good quality. You _____(12) buy the most expensive products but, on the other hand, you _____(13) always choose the _____(14) ones.

Finally, don't forget to inform us of any _____(15) you _____(16) have.

J. Choose one of the two topics.

- (a) Write a short letter to a friend to describe a good/bad holiday you had.
- (b) Write a short letter to a friend to tell him about you new job/neighbourhood

H. LET'S PLAY A GAME

You can have fun and at the same time revise your English. Form groups and get ready. Your teacher will photocopy these pages for you and you will cut out the squares. Put them face down in the center of your table. Take turns to pick up a card. Answer the questions or do what it tells you and score 1 point for each card. At the end count your scores.

How did it go?
MY SCORE:

1

Are you going to have a holiday this year? When?

2

Where did you go to school? Who was your favourite teacher? When did you finish school? Did you like it?

3

You're the shop assistant out a clothes shop. A new customer comes in. What do you say?

4

You've just bought a new pair of shoes. Ask about the price.

5

You're in London. You want to go to Trafalgar Square. Ask for directions.

6

Your friend is visiting you. Give her / him directions to your new house.

7

Think of a great movie you have seen. Tell us about it in 3 sentences.

8

Have you ever been to the U.K? Have you ever met a famous person? Have you ever been skiing / rafting / horse riding?

9

Where do you live? What time do you get up? How often do you go to the cinema?

10

What are your hobbies and interests (use 2 expressions). What do you usually do at the weekends?

11

How much television do you watch? What kind of programmes? What kind of music do you like?

12

Your friend doesn't want to read Women's magazines any more. Use 2 expressions to say how she feels.

13

You're at a clothes shop. Buy 3 items for a woman.

14

You're at clothes shop. Buy 3 accessories for men or women

15

You're at the supermarket. Which section will you go to buy a) milk, b) washing powder, c) soap and shampoo.

16

You're on an adventure holiday. Say 4 things you do.

17

You're going on holiday. Say 3 places where you can stay.

18

How many people do you think will come to class next week? (Full answer)

19

How long have you studied English? How long have you known your English teacher?

20

Are you going to meet a friend after class? What are you going to do?

21

Take a breath. You win a point!

22

Free question. Ask your partner any question you like.

23

Free question. Ask your teacher any question you like.

24

What are you doing right now? What is your teacher doing?

25

How long have you lived at your present address for? Are you going to move to a new house?

L. LET'S ANSWER HONESTLY

Step 1

Colour the square:

red=very well

blue=not bad

purple=pourly

grey=not at all

How well do you know and can you use:

THESE VOCABULARY AREAS?

- Holidays / Types of travel
- Means of transport
- Places to visit
- Places to stay / Holiday activities
- Verbs of traveling / getting around
- Asking and giving directions
- Inventions
- Shops and things you can find in them
- How to go shopping
- House equipment / Adjectives to describe things
- Recycling - environment

THESE GRAMMATICAL PHENOMENA

- The Simple Past tense / Irregular verbs
- The Present Perfect tense
- Adjectives and adverbs / Comparisons
- Prepositions
- 1st Conditional
- Passive Voice

Step 2

Now make a plan of what you need to learn better and how you can do it. Follow this example.

UNIT 27

Verbs of travelling / getting around ■

What can I do?

- Write the words in my notebook with their Greek meaning.
- Make 6 small paper cards with the verbs and 10 small paper cards with means of transport. Combine the cards and make my own sentences. e.g. I **missed** the **bus**

Discuss your ideas with your partners and plan your revision timetable.

APPENDIX I

IRREGULAR VERBS

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
be	was/were	been	είμαι
beat	beat	beaten	χτυπάω, δέρνω, νικάω
become	became	become	γίνομαι
begin	began	begun	αρχίζω
bite	bit	bitten	δαγκώνω
blow	blew	blown	φυσάω
break	broke	broken	σπάζω
bring	brought	brought	φέρνω
build	built	built	χτιζω
burn	burnt/burned	burnt/burned	καίω
buy	bought	bought	αγοράζω
catch	caught	caught	πιάνω
choose	chose	chosen	διαλέγω
come	came	come	έρχομαι
cost	cost	cost	κοστιζω
cut	cut	cut	κόβω
dig	dug	dug	σκάβω
do	did	done	κάνω
draw	drew	drawn	σχεδιάζω
dream	dreamt/dreamed	dreamt/dreamed	ονειρεύομαι
drink	drank	drunk	πίνω
drive	drove	driven	οδηγώ
eat	ate	eaten	τρώω
fall	fell	fallen	πέφτω
feed	fed	fed	ταΐζω
feel	felt	felt	αισθάνομαι
fight	fought	fought	πολεμάω, τσακώνομαι
find	found	found	βρίσκω
fly	flew	flown	πετάω
forget	forgot	forgotten	ξεχνώ
forgive	forgave	forgiven	συγχωρώ
freeze	froze	frozen	παγώνω, καταψύχω
get	got	got	αποκτώ
give	gave	given	δίνω
go	went	gone	πηγαίνω
grow	grew	grown	μεγαλώνω, καλλιεργώ
have	had	had	έχω
hear	heard	heard	ακούω
hide	hid	hidden	κρύβω
hit	hit	hit	χτυπάω
hold	held	held	κρατάω

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
hurt	hurt	hurt	πληγώνω
keep	kept	kept	κρατάω
know	knew	known	ξέρω
lay	laid	laid	τοποθετώ, βάζω
learn	learnt/learned	learnt/learned	μαθαίνω
leave	left	left	αφήνω, φεύγω
lend	lent	lent	δανείζω
let	let	let	αφήνω, επιτρέπω
lie	lay	lain	ξαπλώνω
lose	lost	lost	χάνω
make	made	made	κάνω, φτιάχνω
mean	meant	meant	εννοώ
meet	met	met	συναντώ
put	put	put	τοποθετώ
read	read	read	διαβάζω
ride	rode	ridden	κάνω ιππασία, ποδήλατο, κλπ.
ring	rang	rung	χτυπώ (το κουδούνι)
rise	rose	risen	σηκώνομαι, ανατέλλω
run	ran	run	τρέχω
send	sent	sent	στέλνω
set	set	set	τοποθετώ
sew	sewed	sewn/sewed	ράβω
shake	shook	shaken	κουνώ, τρέμω
shine	shone/shined	shone/shined	λάμπω [-ed = γυαλίζω]
shoot	shot	shot	πυροβολώ
show	showed	shown/showed	δείχνω
shut	shut	shut	κλείνω
sing	sang	sung	τραγουδώ
sit	sat	sat	κάθομαι
smell	smelt/smelled	smelt/smelled	μυρίζω
speak	spoke	spoken	μιλάω
spell	spelt/spelled	spelt/spelled	ορθογραφώ, συλλαβίζω
spend	spent	spent	ξοδεύω, περνάω (χρόνο)
stand	stood	stood	στέκομαι
steal	stole	stolen	κλέβω
stick	stuck	stuck	κολλάω
strike	struck	struck	χτυπάω
swim	swam	swum	κολυμπώ
teach	taught	taught	διδάσκω
tell	told	told	λέω
think	thought	thought	νομίζω, σκέφτομαι
throw	threw	thrown	ρίχνω, πετάω (κάτι)
understand	understood	understood	καταλαβαίνω
wake	woke	woken	ξυπνάω
wear	wore	worn	φοράω
win	won	won	νικάω (αθλητικά), κερδίζω
write	wrote	written	γράφω

APPENDIX II

UNIT 2

TASK 10

1. Tick the right box
2. Hello!
3. My name is Kostas.
4. Pleased to meet you.
5. Tom, this is Susan.
6. Read the dialogue.
7. Nice to meet you.
8. Goodbye!
9. This is my brother, Dimitris.
10. I'm Georgia!

UNIT 3

TASK 5

Step 3

13, 40, 15, 16, 70, 18, 90

UNIT 8

TASK 8

1. There isn't much wine.
2. There is a lot of soup.
3. There are a lot of olives.
4. There aren't many tomatoes.

UNIT 11

TASK 7

There's a brown rug under the coffee-table.

There are some magazines on the coffee table

There is a VCR and a DVD player under the TV

There is a plant next to the bookcase

There is a boat in the painting above the sofa

UNIT 23

TASK 6

- a. On the first night I couldn't sleep in the sleeping bag but then it was OK.
- b. I love sunbathing by the pool. That's exactly what I did 6 hours a day.
- c. We visited the Old Cathedral and the National Museum and the Art Gallery. Interesting yes, but exhausting too.
- d. 5 nights in a first class hotel, breakfast included, touring coach and guide too, at the price of €450. That was a real offer.
- e. I did things I could never imagine. Take horse riding for example, or rafting, for a city boy like me, everything was difficult!

UNIT 24

TASK 9

Mary: Hey, Ann! Is that you?

Ann: How are you, Mary? You're right! We haven't seen each other since 2001.

Mary: So, tell me all your news Do you still live in Athens?

Ann: No, I have moved to Patras. I also got married two years ago.

Mary: Oh! That's great! Well done! Do you work?

Ann: Yes, I work in a bank. In fact, I've just started working. But I am going to stop soon.

Mary: Why? Don't you like it?

Ann: Well, you see, I went to the doctor's last week and did some tests and I have just learnt I am going to have a baby!

Mary: Oh really? That's excellent! Congratulations!

UNIT 30

I. LISTENING

Consumer's Guide

First of all, make a list of the things you need to buy before going out shopping. This will stop you from buying unnecessary things. Big supermarkets are not the only place you can shop. You can also find cheap good quality products in small neighbourhood stores. You will definitely find more friendly people. Before buying a product, you should take a good look at the list of ingredients. You shouldn't buy products containing chemicals. High prices do not necessarily mean good quality. You needn't buy the most expensive products but, on the other hand, you should not always choose the cheapest ones. Finally, don't forget to inform us of any complaints you might have.