

# Think Teen!

3rd Grade of Junior High School

**STUDENT'S BOOK**

**Τόμος 2ος**

# ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

## ΣΥΓΓΡΑΦΕΑΣ

**Patrick Mc Gavigan**

## ΚΡΙΤΕΣ - ΑΞΙΟΛΟΓΗΤΕΣ

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

## ΕΙΚΟΝΟΓΡΑΦΗΣΗ

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**Σκιτσογράφος - Εικονογράφος**

**ΦΙΛΟΛΟΓΙΚΗ ΕΠΙΜΕΛΕΙΑ**  
**Γεώργιος Τζανετάτος,**  
**Εκπαιδευτικός**

**ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΜΑΘΗΜΑΤΟΣ**  
**ΚΑΙ ΤΟΥ ΥΠΟΕΡΓΟΥ ΚΑΤΑ ΤΗ**  
**ΣΥΓΓΡΑΦΗ**

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

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**Αφοί Ν. Παππά & Σία Α.Ε.Β.Ε.**

**Γ' Κ.Π.Σ. / ΕΠΕΑΕΚ ΙΙ Ενέργεια  
2.2.1 / Κατηγορία Πράξεων 2.2.1.α:  
«Αναμόρφωση των προγραμμά-  
των σπουδών και συγγραφή νέων  
εκπαιδευτικών πακέτων»**

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**Ομότιμος Καθηγητής Α.Π.Θ.**  
**Πρόεδρος του Παιδαγωγικού**  
**Ινστιτούτου**

**Πράξη με τίτλο:**

**«Συγγραφή νέων βιβλίων και παρα-  
γωγή υποστηρικτικού εκπαιδευ-  
τικού υλικού με βάση το ΔΕΠΠΣ  
και τα ΑΠΣ για το Γυμνάσιο»**

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**Αντώνιος Σ. Μπομπέτσης**  
**Σύμβουλος του Παιδαγωγικού**  
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Ινστιτούτου

**Αναπληρωτές Επιστημονικοί  
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Μόνιμος Πάρεδρος του  
Παιδαγωγικού Ινστιτούτου

**Γεώργιος Χαρ. Πολύζος**

Πάρεδρος ε.θ. του Παιδαγωγι-  
κού Ινστιτούτου

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

## — ΣΤΟΙΧΕΙΑ ΕΠΑΝΕΚΔΟΣΗΣ —

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



Ευρωπαϊκή Ένωση  
Ευρωπαϊκό Κοινωνικό Ταμείο



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



ΕΣΠΑ  
2007-2013  
Πρόγραμμα για την ανάπτυξη  
ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ

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

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

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

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

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**ΙΤΥΕ - ΔΙΟΦΑΝΤΟΣ**



# UNIT 3

## Thrills and Spills!



**Look at the picture on this page.  
Why do you think the Unit has  
the title 'Thrills and Spills'?  
Discuss as a class.**

## **Topic**

**Thrills and Spills**

### **Grammar**

**Using verbs of emotion + gerund: like, love, hate, can't stand, fancy, mind. Other verbs which are followed by a gerund: avoid, imagine.**

### **Reading Skills**

**Learning about different registers in reading texts. Using text information to provide an exchange of information. Understanding implied information in a text.**

### **Listening Skills**

**Listening for language of suggestion and response.**

### **Writing Skills**

**Letter writing using information from the listening activity.**

## **Vocabulary**

**Formulaic expressions:**

**Collocations and compound nouns associated with free time activities. Additional vocabulary exercise with the word fun'**

### **Strategies:**

**I can understand how things work using Laws of Physics**

**I can use set phrases to say how I feel**

**I can recognise word pairs (collocations)**

**AIMS**

- **To become aware of different text types (formal/ informal)**
- **To learn the vocabulary of Physics (Newton's Laws)**
- **To learn how to interact through suggestion and response**

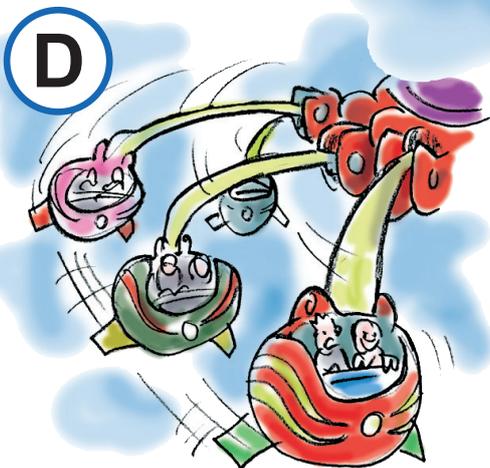
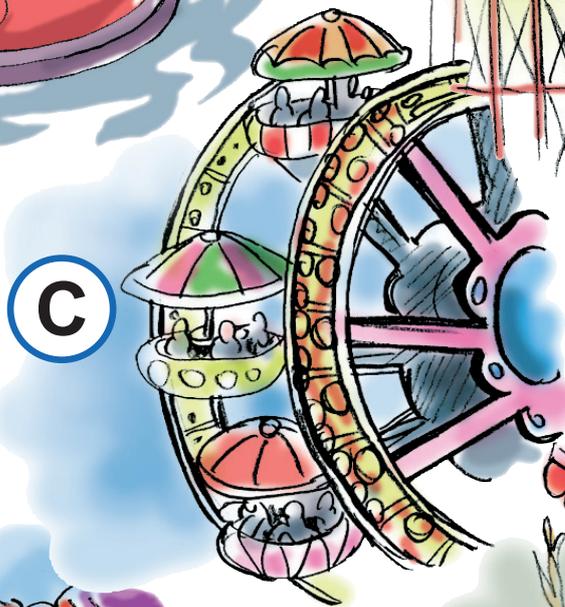
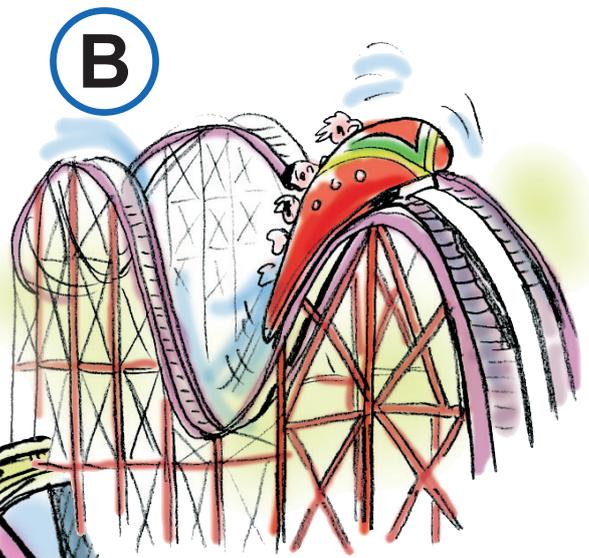
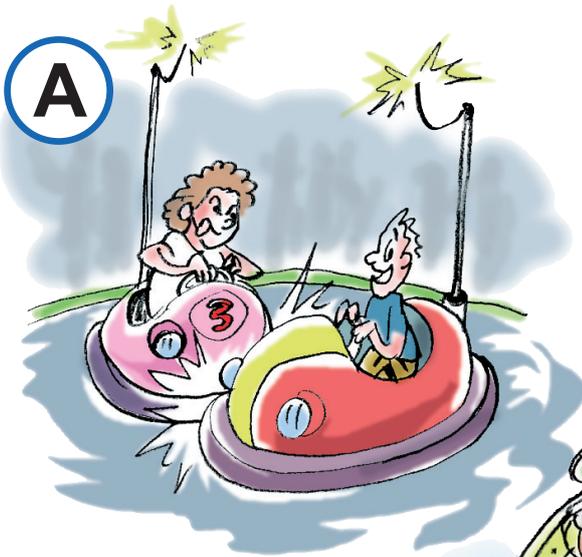
**Lead-in**

- 1. Look at the picture on page 5 / 25. Is it a scene from a Funny Park, a Theme Ride, a Theme Park or a Fun Park?**
- 2. Look at the picture again and the expressions in the box below. Listen to the expressions and then use them to say what you feel about rides like the one in the picture:**

<b>It would be really exciting.</b>	<b>I can't stand going on these things.</b>	<b>It's too scary.</b>
<b>The thrill would be great!</b>	<b>I can't imagine going on one.</b>	<b>I'd be sick.</b>
<b>I love going fast.</b>	<b>I'm scared of heights.</b>	<b>I hate feeling dizzy!</b>
<b>It's great fun.</b>	<b>I wouldn't fancy going on it.</b>	<b>No way!</b>
<b>I wouldn't mind going on one. Oh,</b>	<b>I always avoid going on these rides.</b>	<b>It's really dangerous.</b>

## Task 1

1. Alone, look at the five pictures on the left and match them to the rides below. Then compare your answers with your partner.



**1. Scared to death!**  
**2. Nothing special**

**3. Sick**  
**4. Really excited**

Type of ride	1	2	3	4
Bumper cars				
Cable-car ride				
Carousel (merry-go-round)				
Ferris wheel				
Free falling ride				
Vertical drop				
Virtual reality ride				
Roller coaster that goes upside down				
Roller coaster				

<b>Spinning car ride with many arms</b>				
<b>Spinning ride that tips on its side</b>				
<b>Centrifugal force ride</b>				
<b>Swinging ship ride</b>				

- 2. Ask your partner if s/he has ever ridden these rides. How did s/he feel? Put a tick ✓ in the right box.**
- 3. Look at your partner's answers. What can you tell about his/her character?**
  - a) S/he loves danger.**
  - b) S/he hates being frightened.**
  - c) S/he doesn't like Theme Parks.**

**4. Which ride would you never go on? Why? Discuss it with your partner.**

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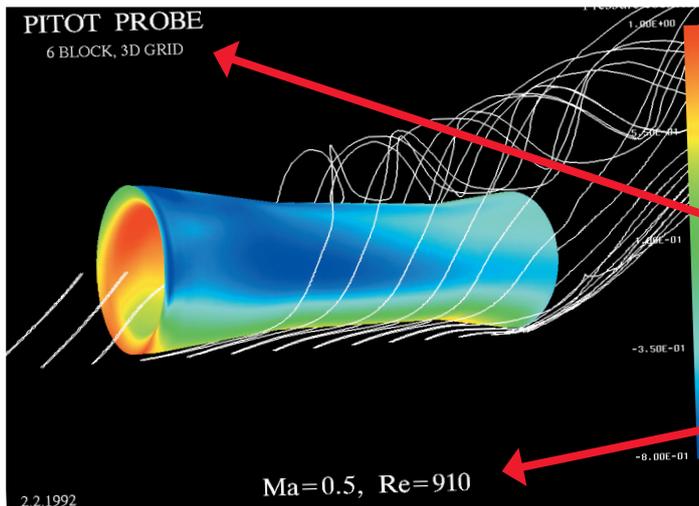
## **Task 2 - Newton's Laws**

**1. Read the following question. Do you know the answer? Tell your partner. Read the text below quickly to check if you were correct.**

**"They don't have engines, they don't have brakes so, what makes a roller coaster speed up, slow down, and loop upside down?"**



2. Read Newton's 'Laws of Motion'. Which law does not belong to Newton? Which words and ideas give you the answer?



**PITOT PROBE  
6 BLOCK,  
3D GRID**

**Ma = 0.5,  
Re = 910**

### Law 1.

Newton's ..... law of motion states that for every force there is an equal and opposite force. These forces are called action forces and reaction forces.

### Law 2.

Newton's ..... law of motion states that objects at rest tend to stay at rest, and objects that are

**moving tend to continue moving. This tendency of objects to resist changes in motion is called inertia.**

### **Law 3.**

**Newton's ..... law of motion states that when an unbalanced force is applied to an object the object accelerates. The amount of acceleration depends on the mass of the object and the amount of force applied to it. More force to an object results in greater acceleration. Increases in mass result in less acceleration.**

### **Law 4.**

**Newton's ..... law of motion states that the amount of effort a student makes in lessons affects his or success in school.**

**3. In pairs, match Newton's Laws of Motion to the more simple way of saying them. Then match the Laws to each drawing.**



**U.S. AIR  
FORCE**

- a. An object moving in a straight line will keep moving in that direction unless acted on by an outside force.**
- b. If an object is moved by a force, it will move in the direction of the force. Also the greater the force, the faster the object moves.**
- c. For every action there is an equal and opposite reaction.**

**4. Draw a simple diagram to show Newton's Laws and ask your partner to tell you which Law matches your drawings. You can find examples in your Physics books.**

## **Task 3 - The roller coaster**

- 1. In pairs, discuss how Newton's laws are used in the design of roller coasters? Use the Laws to help you and write down two things that make roller coasters move along the track.**
- 2. Look at the drawing on the right and in pairs decide at which points a-f the cars have the most kinetic energy and the most potential energy waiting to be used. Tell your friend the reason for your answers.**

**Now read the text below to check if you were right.**



## Task 4 - Vocabulary

Look at the words on the left and match them to a suitable word on the right.

theme	point
roller	bag
human	energy
science	park
paper	fiction
kinetic	being
meeting	coaster
virtual	cars
bumber	reality



**TYPHOON  
LAGOON**



## Reading

**Look at the pictures of the different rides below. Why do young people like these rides?**

**Which ride do you like best? Why?**

### Pleasureland



**Roller coaster fanatics who are desperate to ride the biggest and best should head down to Southport's Pleasureland Theme park where Britain's tallest and fastest coaster ride has just opened. The Traumatizer ride swings victims throwing five**

**terrifying loops and rolls at speeds of up to 80 km before throwing them upside down and then over again with a G-force of 4.5 on your face. This white-knuckle experience is the closest you'll ever get to being a fighter pilot. Just don't eat before you ride!**

## **Sea Life**



**At Sea Life you learn that an octopus has not only got eight legs but three hearts and a brain the size of a dog's, that a star fish can regrow a leg if one gets**

**damaged. There's plenty for the whole family at Sea Life with a full programme of entertainment and talks. And afterwards, you can relax over a drink or meal in our restaurant before browsing in our special gift shop.**

## **Hello Fun Park**



**The Hello Fun Park is a unique theme park and one of the best in Europe. Whatever your taste, we have it. We offer a great day out for all. Open throughout the year, Hello is the place to visit for a good time**

**offering numerous thrilling rides. Feel the adrenalin flow as you fall 40 metres to the ground; for those with a strong stomach why not try the shock tower? And afterwards, relax in a variety of food places where you can have anything from pizza and burger to ice-cream and waffles. Ten percent discount for groups of seven or more if booked in advance.**

## **Task 1 - Jigsaw reading**

**Student A, read about the three Theme Parks above. Student B, turn to page 132 -134/137 and read the sorter version of the texts.**

**After you read the texts tell your partner about the Theme Parks you read and what rides they have.**

**After that decide with your partner which one sounds the most scary or interesting. Try to convince him or her why they should go there.**

## **Task 2 - Comprehension**

**In pairs, answer the following questions about the Theme Parks.**

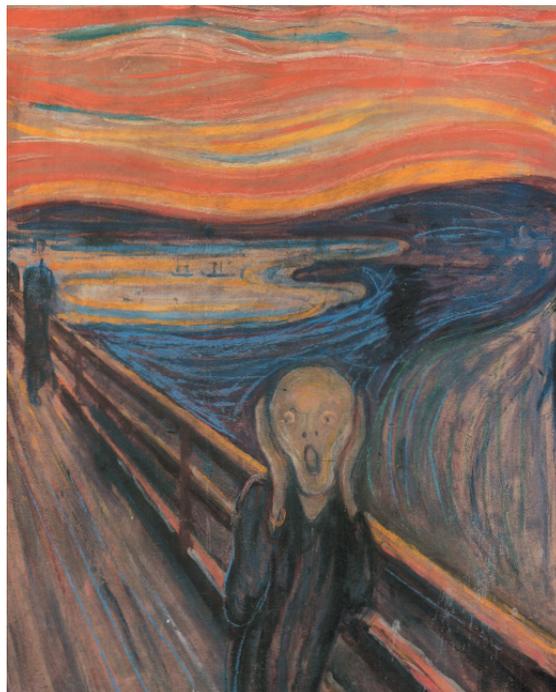
- 1. In the Pleasureland text, why does the writer say "Just don't eat before you ride"?**
- 2. At which place can you learn interesting things about animals?**
- 3. Which place would be good for a school day trip?**



**AIMS**

- **To listen for detail**
- **To make notes on what people say**

**1. Read the quiz below and tick the right box. Be honest! Don't cheat!**



**The student with the most points can think of themselves as very brave.**



## Who's the bravest student?

1. TRUE    2. FALSE    3. HALF-TRUE

Type of ride	1	2	3
1. The Big Dipper! A piece of cake!			
2. I am scared stiff of heights.			
3. The reality ride? No bother!			
4. The vertical drop? Kids stuff!			
5. Heights frighten me to death.			

<b>6. Alone on a ride? You must be joking!</b>			
<b>7. My bravery! It's all put on!</b>			
<b>8. Heights don't bother me.</b>			
<b>9. Me, bungee jumping? Not in a million years!</b>			
<b>10. Fear? Yes, I get a kick out it!</b>			

## Score

**3 points for TRUE**

**2 points for HALF-TRUE**

**1 point for FALSE**

**25-30: Tarzan!**

**17-24: Quite brave!**

**10-16: Chicken!**

## 2. Now, find someone who

1. likes 2. dislikes 3. is afraid of 4. gets sick on

	1	2	3	4
the Free Fall				
the Roller Coaster				
the Virtual Reality ride				
the Water Slide				
the Spinning Car				
the Vertical Drop				
the Bumper Cars				

**Report to class which is the most popular or least popular ride.**



## Vocabulary

**1. In pairs decide which word on the right column collocates with the words on the left column.**

One of the

...

forever.

Booked in

...

go!

The whole

...

out!

At speeds of  
up to

...

family.

Head down to

...

advance.

A great day

...

80 kmph.

Over you

...

best!

What seems  
to be

...

Pleasureland.

**2. In pairs, skim through the six texts on the different rides in Lesson 1 and find phrases which mean the following:**

**a) what is going to happen**

---

**b) be part of**

---

**c) something that shows you**

---

**d) plenty for**

---

**e) something scary**

---

**f) every day of the year**

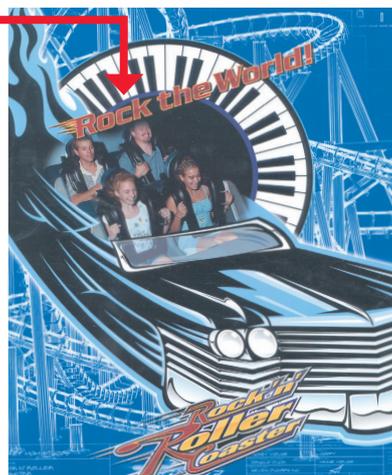
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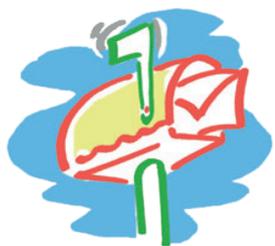
**3. Use a word or phrase from BOX A and one word from BOX B to form expressions from the texts in LESSON 1.**

**A** key  
treasure  
computer  
baby  
protective  
tagging  
3-d  
fighter  
gift  
food  
ten per-cent

**B** discount  
pads  
feature  
places  
hunt  
shop  
brother  
clothing  
glasses  
game  
pilot

**Rock the World!**





## Grammar

**1. Read the following dialogue with your partner. Then underline the ending of the verbs after the expressions in bold.**

**What do you notice about the verb endings? Can you make a rule about these expressions?**

**Compare your answer with your partner. Does s/he agree or disagree? Why?**

**A: I absolutely hate going on the Big Wheel.**

**B: Why? When I go, I can't help laughing all the time.**

**A: It scares me to death, that's why.**

**B: Really? I quite enjoy going on all the rides.**

**A: You're not well!**

**B: What about the Vertical Drop?**

**A: That? I avoid going on that like the plague.**

**B: How about trying something less dramatic?**

**A: No. I don't fancy paying to become sick.**

**B: Isn't there anything you like doing?**

**A: Actually, I don't mind going on the bumper cars, but that's about all.**

**B: There, you see! There is something you like, after all.**

## **2. Complete the rule:**

**When we use verbs like hate, avoid, fancy, mind, try, the next verb ends in \_\_\_\_\_.**

**In pairs, try to find 2 more words that follow this rule.**

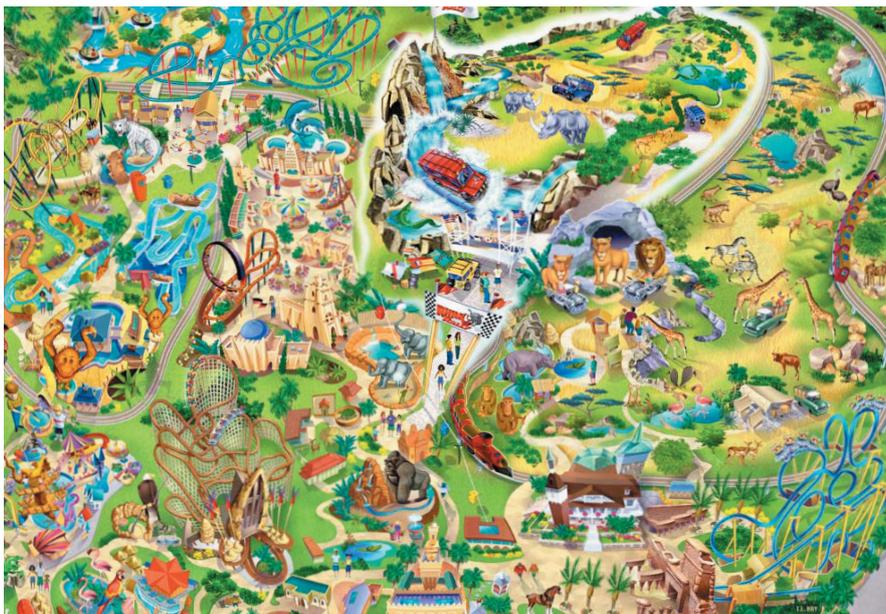


## Listening & Speaking



### Task 1 - Making suggestions and responding

**In pairs look at the map of the fun fair and practice making and responding to suggestions. Use the expressions in the boxes.**



#### **SUGGESTIONS**

How about going on the...?

Let's try the...

Shall we have a go on the...?

What do you fancy going on...?

Do you feel like giving the... a go?  
Why don't we check out the...?

## RESPONSES

Sure, why not!

Yes, okay, let's try that.

I don't fancy that.

Hm... Alright then!

I'm not really sure about that.

No! I'm not into that ride.

Yes, that's a good idea.

That might be good.

---

### Task 2 - Role-play

**You are at a fun fair. You have € 40 to spend.**

**Find out prices of rides, food, drinks, souvenirs and decide what things to do during the day.**

**STUDENT A is a customer.**

**STUDENT B is a Theme Park employee.**

### **Task 3 - Listening and writing**

**Imagine that your friend has asked you to get him or her some information about the funfair.**

**Read their note to you.**

**Now phone 'Have Fun Park' and listen to the recorded message.**

**As you listen, make notes for your friend and complete the chart below.**

**Dear Marios,**

**I was wondering if you could ring 'Have Fun Park' to get me some information about the opening times, how much different rides cost, and if there is any discount for my two children who are under 12.**

**I would also like to know if there is anywhere to eat when we are there.**

**Many thanks,**

**Emilia.**

Opening times	New Rides	Prices	Special offers	Type of Food / drink

**Use the notes to write an e-mail to your friend to tell him/her what you learned about the funfair.**

## **Task 4 - The rides**

**1. Listen to the recorded message and choose the best answer to these questions:**

**1. What can you do first?**

- a. The Roller Coaster**
- b. The Wheelers**
- c. The Big Wheel**

**2. It is a good idea to arrive early at weekends because**

- a. many people come.**
- b. the food is good.**
- c. there are many heavy people.**

**3. Why should you not play around on the rides?**

- a. It is exciting**
- b. It is dangerous**
- c. You pay more**

- 4. What is the advice given for people with young children?**
- a. Let them go alone**
  - b. Tell them about safety**
  - c. Stay with them always**

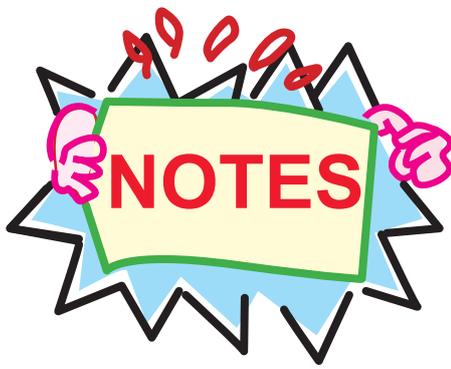
## **Task 5 - Speaking** **(planning and negotiating)**

**Planning a visit to an amusement park: Work in groups of four. Imagine that you are planning a day trip for your class to an amusement park. Think about some of the tasks that need to be done to prepare for the trip, and who would be responsible for each task: an ideas person, a coordinator, or a team worker. Consider these questions:**

- Where are you going to go?
- How are you going to get there?
- What information do you need to know?
- What advice must you give to the group?
- How much money should each student take?



**When you are ready, report your ideas to another group. Each person describes one or more tasks, and explains why it should be done by the ideas person, the coordinator or the team worker.**



**NOTES**

## **Writing - Letter writing**

**We'll go to the fun-fare!**

**A friend is coming to spend an exciting weekend with you! Write a letter to him/her to suggest what to do. Describe where you plan to go and what you can do there. Say why you think your friend will enjoy it. Write about 100 words.**

### **Plan your writing:**

- Tell your friend how happy you are he/she is coming.**
- Write about the place to go. Who else will go with you?**
- Write about two or three rides or things your friend will enjoy.**
- Write the reasons why your friend will like/enjoy those rides.**

- Close your letter by writing that you are 'looking forward to spending the weekend together'



# Open Studios



**Eighth Annual Tour  
Roanoke, VA 2008  
Saturday April 26 / 10 a.m. - 5 p.m.  
Sunday April 27 / Noon - 5 p.m.**

## **Project work - Create a Theme Park**

- 1. Look at picture A. What do you think is the theme of the park? Is it a good or bad theme? Why? Discuss with your partner.**
- 2. Now look at picture B. What does it show? Do you like the way the park is arranged? Why? Why not?**

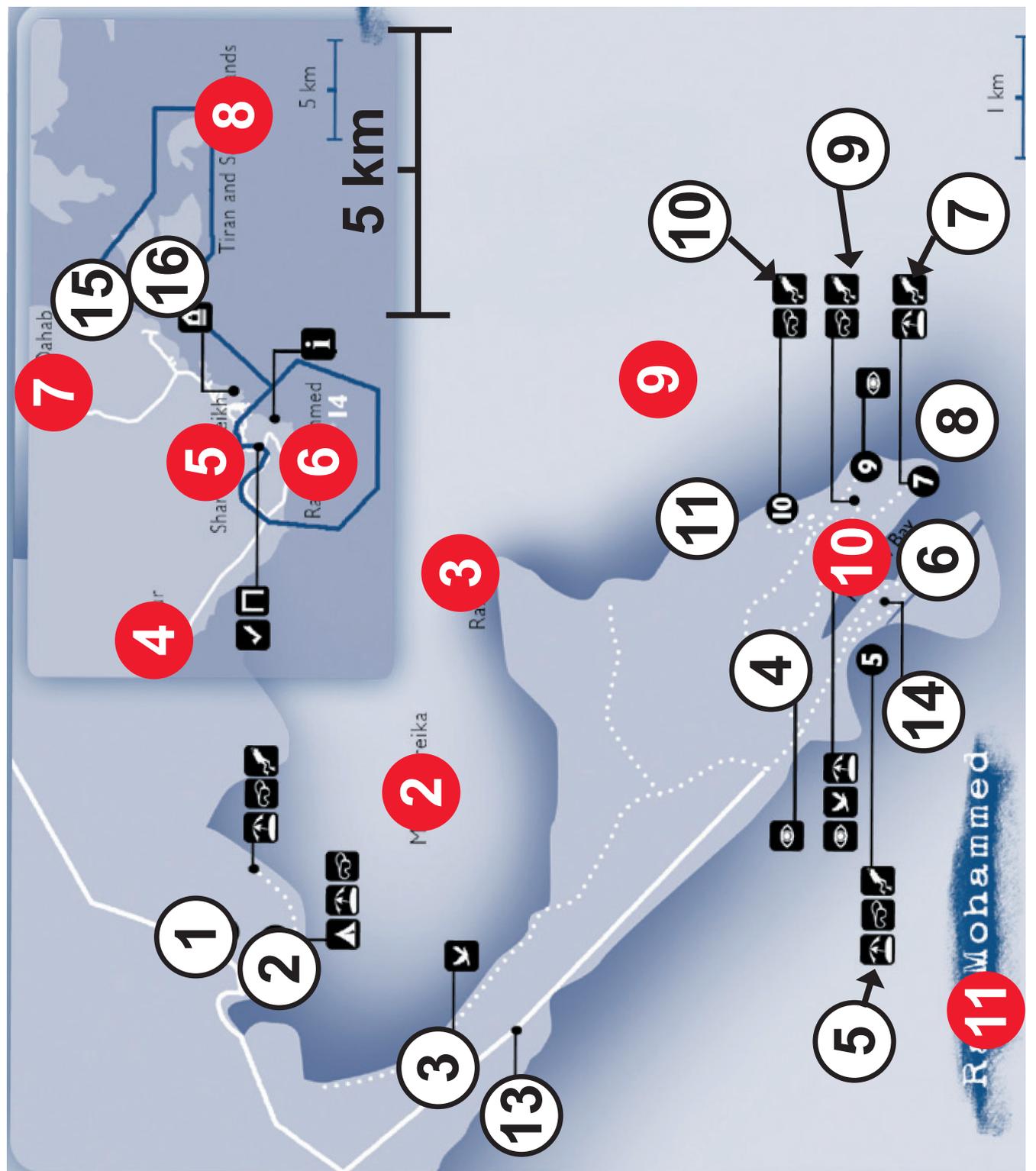
A



**B**

**1**

- Park area
- Main road
- Track
- Park office
- Tickets
- Visitor centre
- Main gate
- Camping area
- View point
- Birdwatching
- Beaches
- Snorkeling
- Diving



1



Park area  
Main road  
Track



Park office  
Tickets  
Visitor centre  
Main gate  
Camping area



View point  
Birdwatching  
Beaches  
Snorkeling  
Diving

2. Marsa Bareika
3. Ras Attar
4. to El Tur
5. Sharm Ele Sheriki
6. Ras Mohammed
7. To Dahab
8. Tiran and Sanafir Islands
9. Red Sea
10. Hidden Bay
11. Ras Mohammed

### **3. In groups of four, design the new theme park.**

**Student A is the planner for the whole park and decides where to put each ride and food places.**

**Students B and C are responsible for deciding on new rides.**

**Student D is responsible for the prices of everything.**

**As a group, decide on a name; decide on the rides to include; decide on where your park will be. Decide on the rides; draw sketches of new rides and decide with your group if they are suitable.**

**4. Present your theme park to the class. The students will vote which park is the most interesting and the most exciting of all.**



## Self-evaluation

### Activity A

**Complete the following sentences with a word from those given underneath.**

- 1. Newton's first Law ..... that for every force, there is an equal and opposite force.  
a) tells      b) makes  
c) states    d) informs**
- 2. The amount of ..... depends on the mass of the object.  
a) acceleration    b) quickness  
c) speed      d) fastness**
- 3. More ..... to an object results in greater acceleration.  
a) power              b) force  
c) strength          d) speed**

**4. Objects at rest tend to stay at**

.....

- a) place
- b) once
- c) home
- d) rest

**5. On a roller coaster, the energy changes between potential and**

.....

- a) energetic
- b) active
- c) kinetic
- d) friction

**6. At the top of each roller coaster hill there is .....  
potential energy.**

- a) little
- b) some
- c) no
- d) maximum

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

## Activity B - Collocations

Match the two halves of the phrases.

Head

Upside

the whole

Over

One

a day out

a good

Book

in advance

family

for all

time

a drink

down to

down

of the best

\_\_\_/4 points

## Activity C - Compound nouns

Use compound nouns from page 20 / 28 of the **STUDENT'S BOOK** to complete the following sentences:

1. The .....  
are really great fun and I enjoy crashing into the others.

2. In some Theme parks, the theme is based on fantasy and .....
3. I can't stand the ..... rides where you feel you are somewhere else.
4. If you get lost in a Theme park, there is always a ..... for people to come to find you.
5. Without ..... a roller coaster cannot move.

\_\_\_/5 points



## Activity D - Expressions

Change the first verb in the second half of each sentence so that it is the correct grammatical form.

1. I absolutely hate (go) .....  
..... on the Vertical Drop
2. I can't help (laugh) .....  
..... when people  
scream out.
3. I would fancy (try) .....  
..... the Big Dipper.
4. My sister always avoids (come)  
..... with  
us to the Fair.
5. I can't imagine (see) .....  
..... my mother at a  
Theme Park.
6. Joanna hates (feel) .....  
..... dizzy.

\_\_\_\_/3 points

## Activity E - Making suggestions and responding

Match the sentences with responses from page 36 / 32 of the **STUDENT'S BOOK** to make short dialogues:

1. How about going on the Big Wheel?  
.....
2. Do you feel like giving the Bumper cars a go?.....
3. Shall we have a go on the Roller Coaster? .....
4. Do you fancy going on the Ghost Train?.....
5. Let's try the Vertical drop.  
.....

\_\_\_\_/5 points

Total \_\_\_\_/20 points

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

- ✓ I can read formal and informal texts and understand the differences in style

---

- ✓ I can read a text on physics in English

---

- ✓ I can listen to recorded messages and make notes

---

- ✓ I can use spoken forms to express my emotions

---

- ✓ I can use, make and respond to suggestions

---

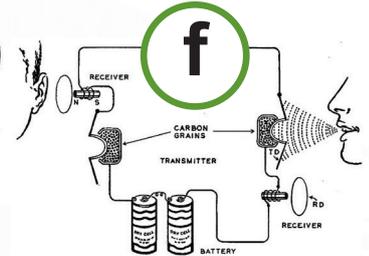
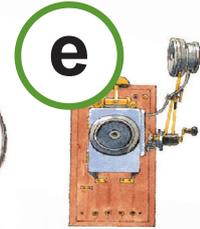
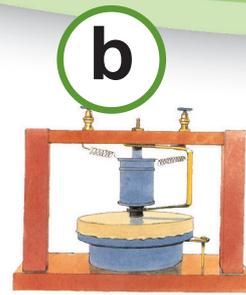
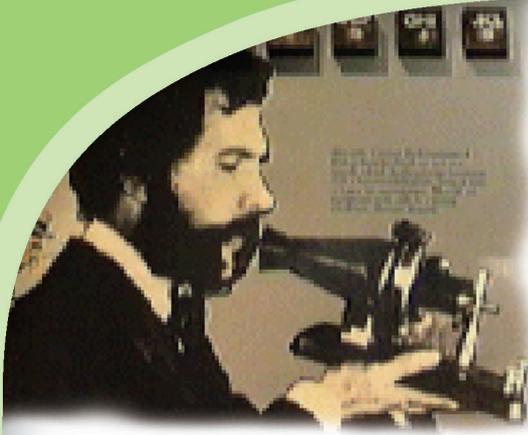
- ✓ I can write a letter to a friend suggesting things to do

**With  
difficulty**

**Quite well**

**Easily**





## Task A

Look at the photograph of the man and the visuals. What do you think the connection is?

## Task B

Look at diagram f. What is this a diagram of? How do you know?

## Task C

The pictures a-e show the history of the telephone but they are in the wrong order. In pairs decide on the correct order.

## **Topic**

**Click on-line!**

### **Grammar**

**Using Present Perfect Simple and Present Perfect Continuous**

### **Reading skills**

**Interpreting meaning in a text in a visual form Identifying features which link a text**

### **Writing skills**

**Using connectors to sequence ideas**

### **Speaking skills**

**Using expressions to show attitude**

### **Listening skills**

**Identifying speakers attitude Identifying implied information**

### **Functions**

**Relating a past action with duration and a present result**

## **Strategies:**

**When I read a text in English**

- **I look at the heading and try to guess what the text will be about**
- **I look for clues about the meaning in visuals like: pictures, graphs and diagrams to help me to understand the text**
- **I try to understand the sequence in the text by looking carefully at different kinds of linking words**
- **I try to find what the pronoun in each sentence refers to, to help me understand the text and how it links together**
- **I ask my teacher to help me when I have difficulties.**

**AIMS**

- **To focus on the role of electronics in communication**
- **To identify cohesive features in a reading text to match missing sentences**

**A. Look at these pictures and say what each item is. Compare your answers with your partner.**



- a) Which of these do you use to talk to your friends?**
- b) Which of these do your parents use to learn the news?**
- c) Which of these do you use to find information?**
- d) What kind of magazines do you read?**
- e) Which of these would you like to have? Why?**

# The SIP Softphone for your communication needs!

1

**eyeBeam™** The SIP Softphone for your communication needs!



- QOS / STUN / ICE / TURN
- 6 Lines + Conferencing
- Security (TLS & SRTP)
- Zero-Touch Config
- Do Not Disturb
- Address Book
- Auto-Answer
- Record
- and much, much more!



**B. Which of these gadgets and machines could you not live without? Why? Compare your answers with your class.**

**Which of the items could you live without? Discuss your answers with your class.**

**C. Is it better to learn things from the TV or the internet? Discuss your ideas with your partner.**

**D. Do you think the internet has changed peoples' lives? Discuss your ideas with your class.**

**E. In pairs look at the following newspaper headlines. Discuss what you think the article is about.**

**a) Alert over schoolgirls' Bebo use**

**b) Safety tips for networking**



## Task 1- Listening Internet: use

A. Listen to seven short dialogues with people talking about internet use and match the people in the pictures to the ways they use the internet.



5



6



7



8



9



**B. Which two people from 1-9 above did the recording NOT include? Are the above uses similar to how YOU use the internet? Discuss your answer with your class.**

## Task 2 - Pre-reading

**A. In pairs, look at the bar chart and match the categories of use of the internet in Greece to the different sections of the bar chart. Discuss the reasons for your choices. In pairs write a use beside each colour in the legend.**

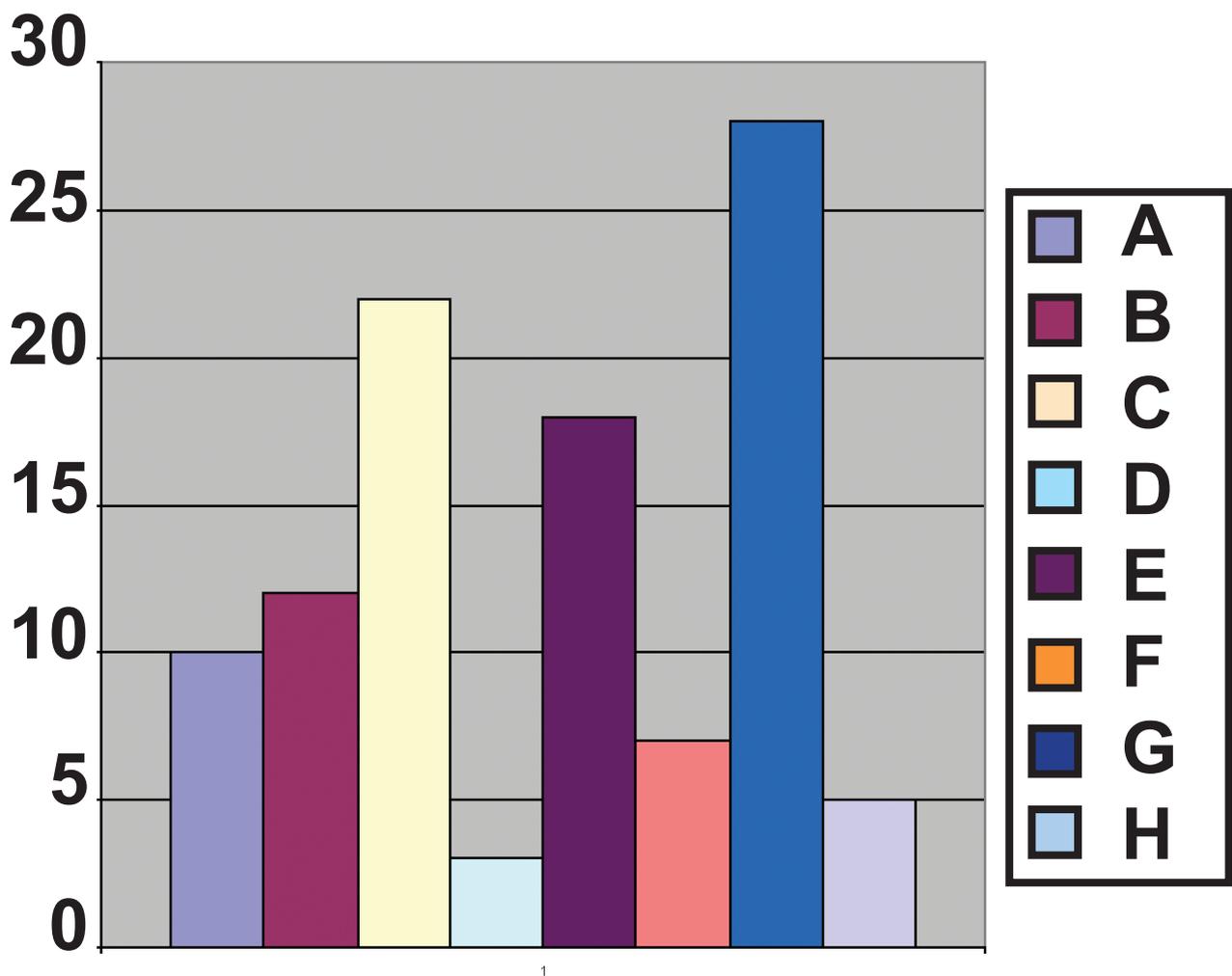
The lowest use is to buy things  
28% use it for fun and play  
18% to find out what's happening  
5% chat to friends and strangers  
e-mail use is 7%  
Educational use is 10%  
Free downloads and entertainment  
is 22%  
12% book holidays and flights

**Use the example to help you:**

**A:** ...seems about right/ a bit too high/ a bit too low.

**B:** Yes, I agree with you./ No, I don't agree with you.

**B. Can you find the statistical error?**





## Reading

**A. Look at the title of the text below. What do you think the text is going to be about?**

### The Bug Spreads

**B. Now, read the text on Internet Use in Ireland by the journalist Irene Robinson and choose the correct pie chart A-C on the right which represents the percentages she mentions in her article.**

Life today is very different from what it was like some years ago. One of the greatest differences is in the mass media and communication techniques. The main **reason** for this is that

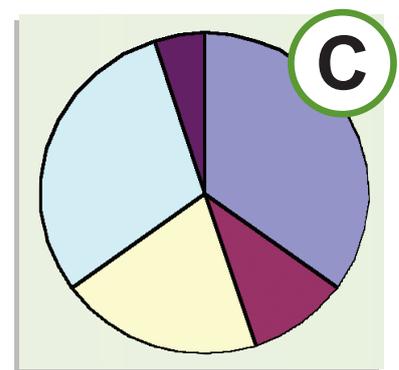
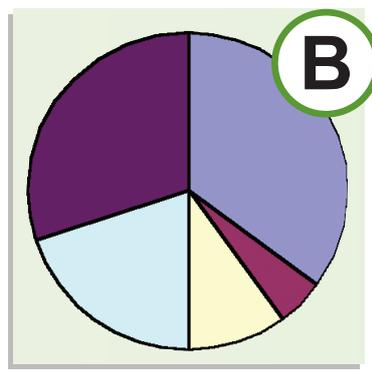
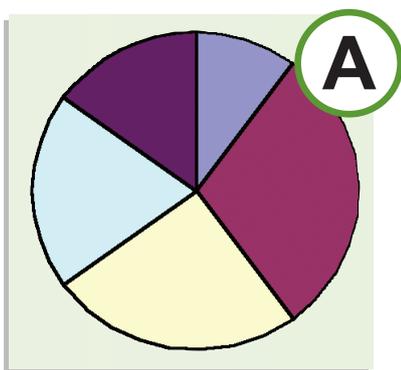
technology has become so much cheaper to buy. Nearly all kinds of internet use have grown over a three year period. For some, it offers an **escape from** reality, but for others it brings the real world into their homes. With the **use of** the computer to go on-line, people can now communicate with each other and also do many other things. (1) □ The number of school-age children who have **access** to the web has tripled in the last twelve months, as more and more schools have **been going on-line**. Together with school kids, about 30% of the population uses the web for information. Today, people have much more **control over** what they

**pay for goods. In recent years, more and more people have been buying all sorts of electronic gadgets and internet connections which they believe help them to communicate and get information.**

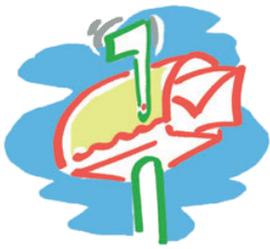
**(2) □ In fact, they have been going on line since 1971 with the birth of e-mail. Today 35% of the population sends e-mails to each other from the comfort of their own homes. Even though surfing the net clearly remains a more common pastime for younger age groups, there has been a clear increase in the numbers of people using cyber technology for learning about different things.**

**(3) □ Teenagers find answers for school subjects whereas adults use it to find out about local events**

or world news. The latest use among young people is meeting new people through chat rooms and **interest** in this use has grown rapidly in recent years to about 20% today. Another popular use is for e-banking with 5% of the people using it for commerce and e-banking. (4) □ According to statistics, shopping on the internet has been growing steadily for the last few years as people discover how easy it is.



- e-mail
- chatrooms
- e-banking
- information
- shopping



## Grammar

**Look at the text above and find two sentences which follow the same pattern as a and b below:**

**a) Irene has been living in Crete since 1998.**

.....

**b) Irene has had her MP3 Player for the last three months.**

.....

**In pairs, complete the rule for using 'since' and 'for'.**

**RULE:**

**We use..... when we know the specific time something started.**

**We use.....when we talk about a period of time up to know.**

## **Task 2 - Comprehension**

**A. Sentences A-E below have been removed from the reading text. Read the text again and, with your partner, try to put the missing sentences into the right spaces 1-5.**

**A. Buying things in this way is often cheaper and easier than going to the shops.**

**B. The attraction of the internet for these people is that it saves them time and money.**

**C. For example, many people in Ireland have been using the internet for years to send messages to their friends and learn about the local news.**

- D. In Ireland, for instance, as many as 25% of the population has realized that they can use the internet to find information.**
- E. These are things like finding information from websites, e-mail, shopping, enjoyment and electronic banking.**

**Compare your answers with your partner. Discuss any differences.**

**B. How are the ways people in Ireland use the internet different from the ways people use it in Greece? Discuss your ideas in small groups.**

## **Task 3 - Negative aspects of internet use**

**A. In pairs, write down two negative aspects of using the internet.**

---

---

**B. Now look at the newspaper headlines below. Decide with your partner what the story for each headline is.**

**The truth about chain e-mails**

**Dangerous ...rooms**

**Stop the spam**

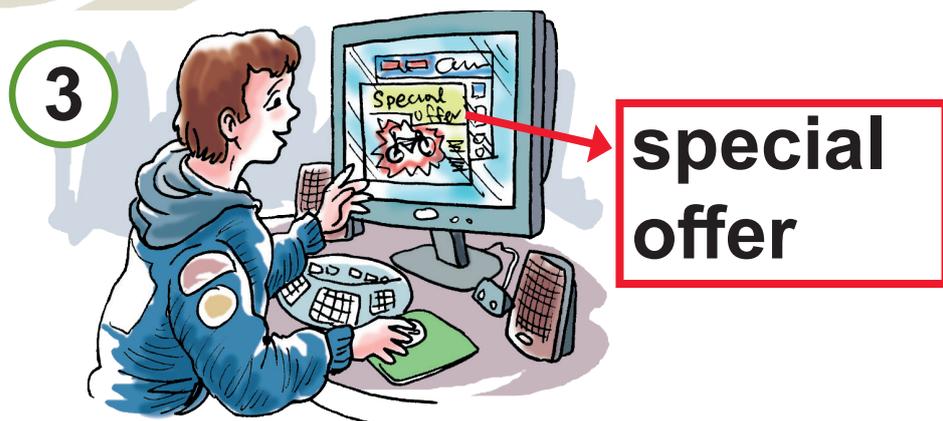
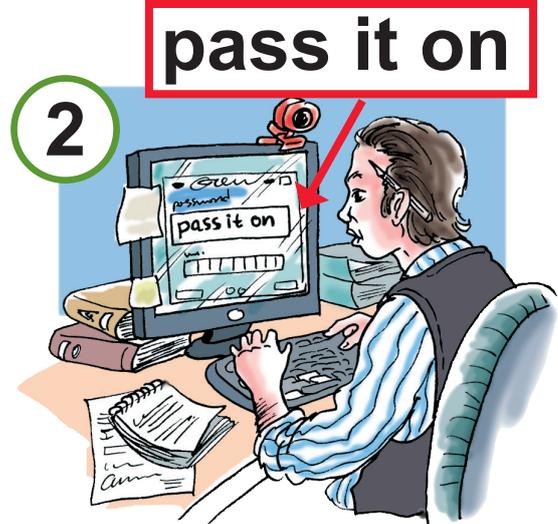
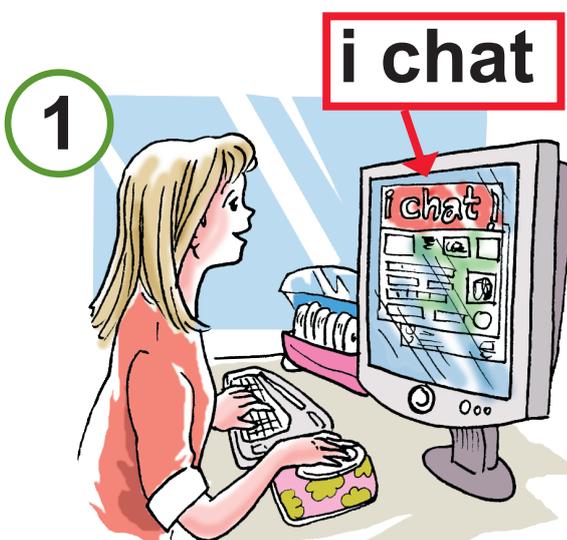
## Task 4



## Speaking

Match the headlines to the people in pictures 1-3

Work in groups and discuss the issues that you think are mentioned in each of the newspaper articles. Tell the rest of the class what other problems may be associated with internet use.



### **AIMS**

- **To identify and use expressions of attitude**
- **To understand implied information**
- **To provide controlled practice for the Present Perfect Tense**



## Listening

### Task 1 - Talking on the phone

**Listen to two women talking on the phone and choose the correct answer a, b or c in the sentences i-iv below:**

- i) How does Rose feel about the boy's behaviour?  
a. sad      b. angry      c. pleased
- ii) The two women are  
a. colleagues      b. sisters  
c. friends
- iii) What relation is Rose to the boy?  
a. sister      b. aunt      c. mother
- iv) What has the boy been doing?  
a. nothing      b. singing  
c. his homework



## Task 2 - Expressions to show attitude

Listen again and put a tick ✓ beside each of the phrases that show how Rose feels:

- a) I'm really fed up!
- b) He's been driving me crazy!
- c) He goes straight to his room.
- d) His marks are falling.
- e) It makes my blood boil!
- f) I've had enough!
- g) I've been trying all week!
- h) I just see red!
- i) He'll be OK!
- j) It does get me down.



## Speaking

### Task 1 - Speak your mind

**In pairs, use the phrases you have ticked in Task 2 above to say how your parents feel when you do the following:**

1



2



3



4



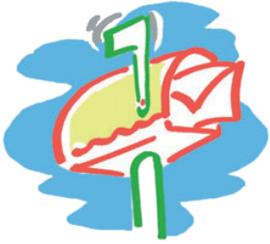
5



**Remember, you will have to change the form of the phrases. For example: 'It gets my Mum down'.**

## **Task 2 - Have you been a good child recently?**

**Think of some of the things that you have done recently or that you do which make your parents unhappy. Make a short list and then discuss in pairs why these things make your parents unhappy.**

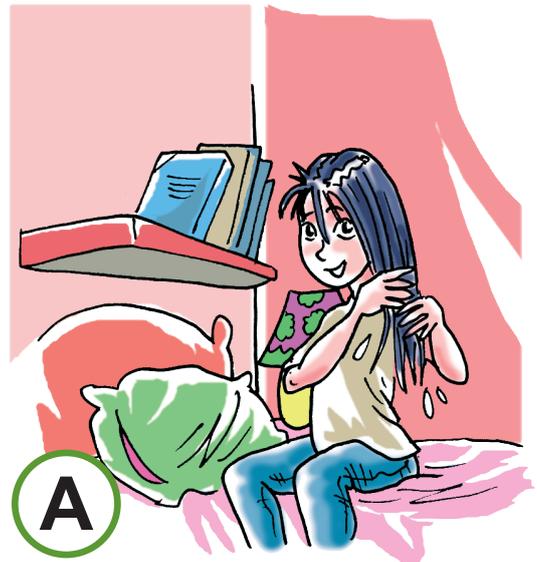


## Grammar - Present Perfect

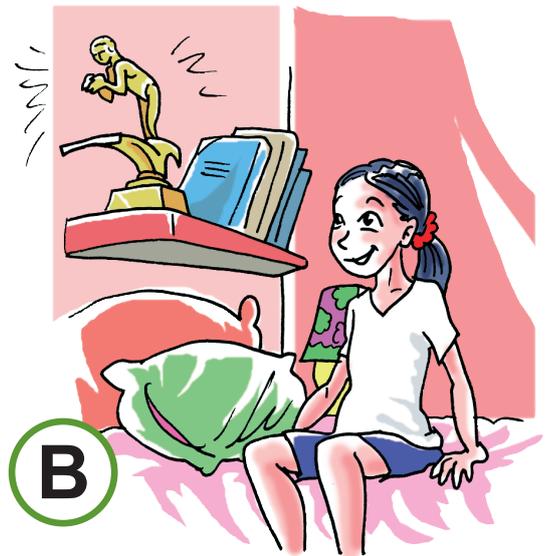
### Task 1

**A. In pairs, look at the pictures A and B and match sentences i-ii to them.**

- i) She has been swimming.**
- ii) She has swum in a race.**



**B. In pairs, match the sentences i-ii to the right tense.**



**Present Perfect Simple:**

**Sentence** .....

**Present Perfect Continuous:**

**Sentence** .....

**Compare your answers with your partner.**

**C. In pairs, look at the two sentences below. Which sentence tells you the activity might still be continuing?**

- a. He has been playing on the computer all morning.**
- b. He has played on the computer this morning.**

**D. Underline the rule for use of the Present Perfect Continuous.**

**We use the Present Perfect Continuous to show**

- that the action has stopped.**
- the duration of the action.**

## **E. Tick the sentence a or b with the Present Perfect Continuous.**

- a. I have worked on this project but I am not happy about it.**
- b. I have been reading this book for three days and I have only finished three chapters.**

## **Task 2**

**In pairs, choose i or ii below to complete the rule for the use of Present Perfect Continuous.**

**RULE:** We use the Present Perfect Continuous when we focus on the...

**i) continuing activity    ii) the object**

## **Task 3 - What have they been doing?**

**Work in pairs. Ask and answer questions about what each member of the family has been doing.**

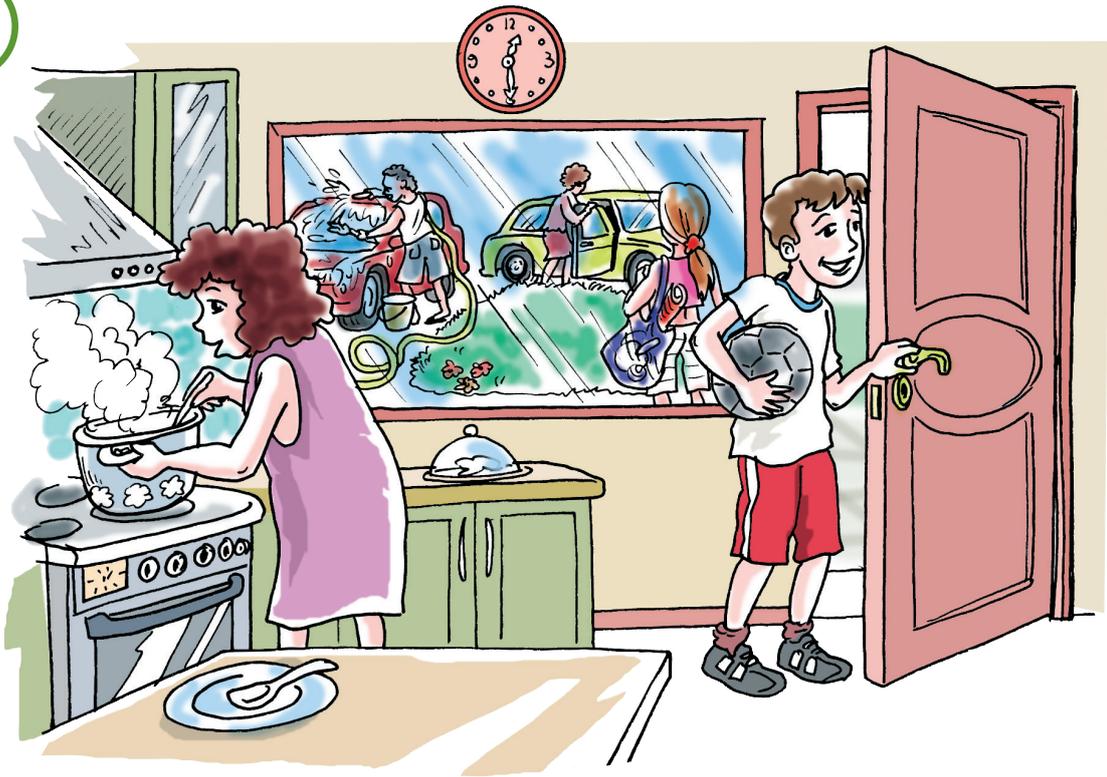
**Use the example dialogue:**

**A: She has been swimming.**

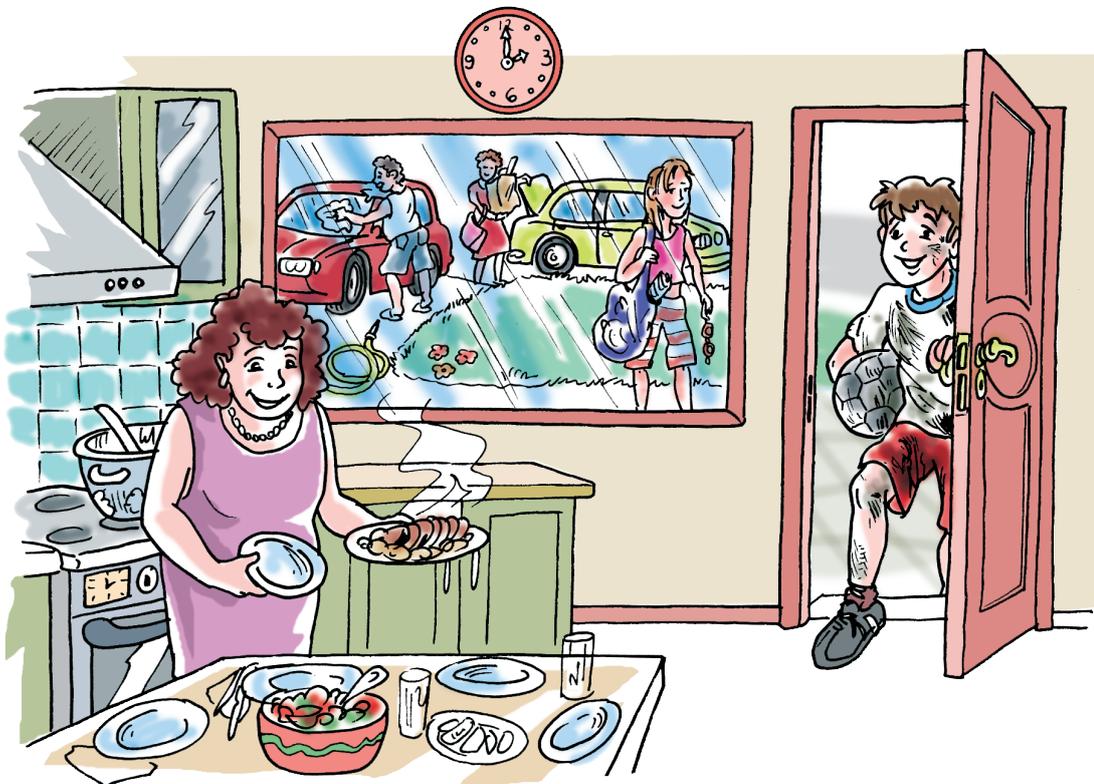
**B: How do you know?**

**A: Her hair is wet.**

A



B



## MINI-PROJECT

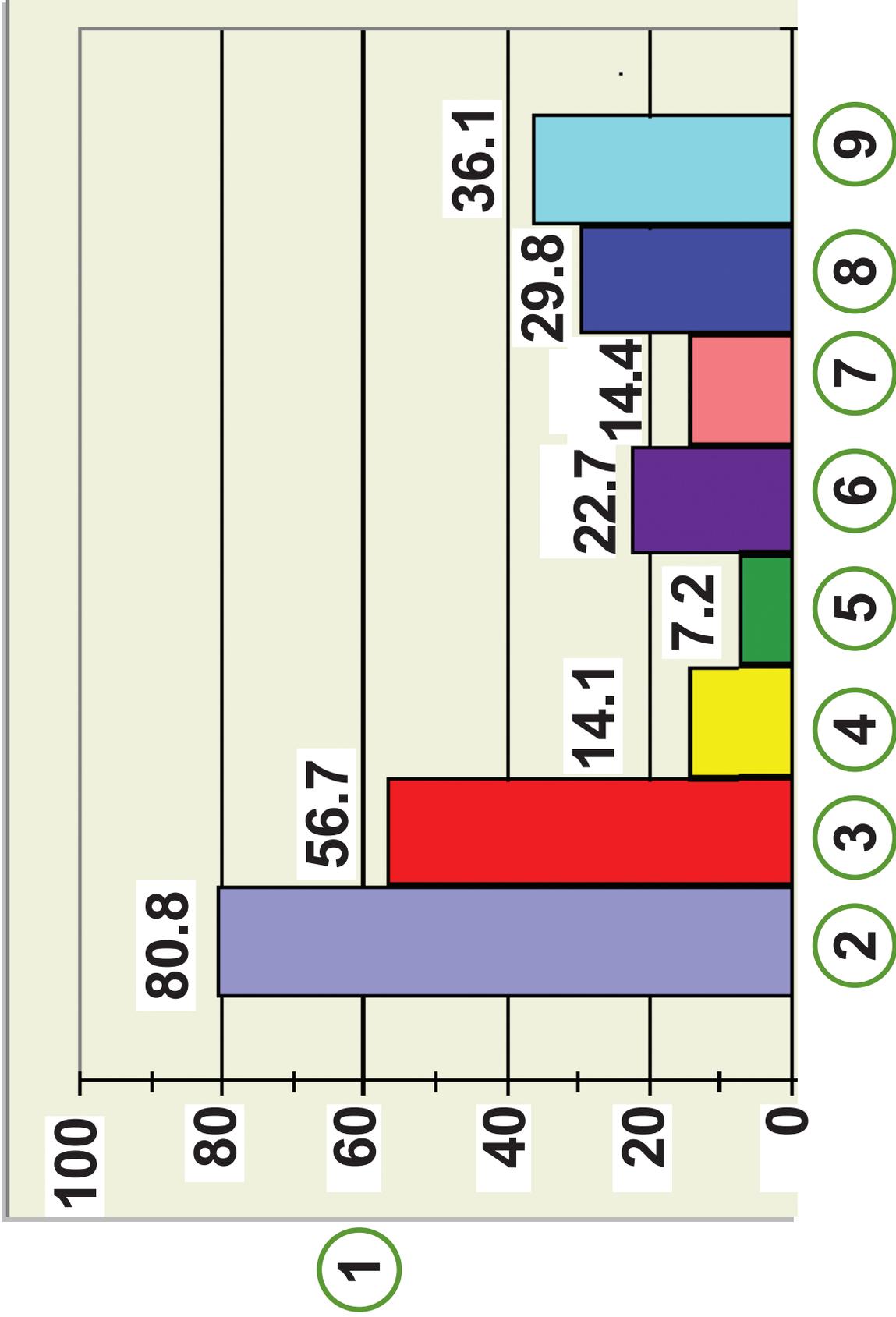
**A. Look at the bar chart below for the way people in Bulgaria use the mass media. Discuss the chart as a class. Do you think people in Greece use it in a similar or different way?**

**B. Ask five people about their media habits. Ask them the following question and write down the numbers in the table.**

**- Which of the following do you use to learn new things each week: radio, TV, Video, movies, comics, magazines, newspapers or books?**

Medium	Number
Radio	
TV	
Video	

<b>Movie</b>	
<b>Comics</b>	
<b>Mag(azine)s</b>	
<b>Newspaper</b>	
<b>Books</b>	



Medium

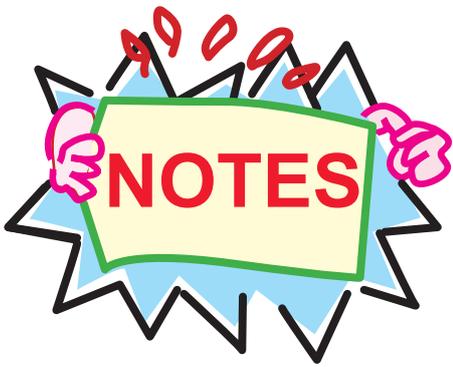
**1. Percent / 2. Radio / 3. TV / 4. Video /  
5. Movie / 6. Comics / 7. Mags /  
8. Newspaper / 9. Books**

**Now, enter the data into the Excel programme and create a statistical chart to show the data.**

**Look at the pie charts and the bar charts in the lesson. Which do you think is easier to understand? Decide on the clearest way to present your data: a bar graph or a pie chart?**

**C. Present your data to the class using your graph or chart. Use the model on the right:**

**I asked 5 people about their media habits and I discovered that  
... percent like..., while  
... percent prefer...**



## Writing

soon	first
clearly	then
after that	because
when you have	before

### Task 1 - Connectors

**In pairs, look at the phrases in the box and decide which of them show sequence.**

---

## **Task 2 - Writing instructions**

**A. In pairs, read the aunt's letter about a problem she has using the Internet.**

Dear Eli,  
I have been trying to send you an e-mail for the past few days but I haven't been very successful. I have turned on the computer and I have opened Outlook but I have not been able to connect to the mail. Can you help me, please?  
Love,  
Auntie Nora

**B. Now, read the instructions on the right and decide on the best and easiest way to explain to Auntie Nora. Underline**

**the relevant parts on the leaflet. Some parts have been underlined already.**

## **Setting Up Your E-mail**

### **Set Up Your E-mail Account in Soft Outlook™**

- 1. In Soft Outlook, select “Tools” > “E-mail Accounts”.**
- 2. On the E-mail Accounts wizard window, select “Add a new e-mail account” and click “Next”.**
- 3. For your server type, select “POP3” and click “Next”.**
- 4. On the Internet E-mail Settings (POP3) window, enter your information as follows:**
  - Your Name**  
**Enter your first and last name.**

## **E-mail Address**

**Enter your e-mail address.**

## **User Name**

**Enter your e-mail address, again.**

## **Password**

**Enter the password you set up for your e-mail account.**

## **Incoming mail server (POP3)**

**Your incoming server is mail.example.com, where "example.com" is the name of your domain.**

## **Outgoing mail server (SMTP)**

**Your outgoing server is mail.example.com, where "example.com" is the name of your domain.**

- 5. Click 'OK'.**
- 6. Click 'Next'.**
- 7. Click 'Finish'.**

**Double click on the Internet Connection icon and then click "Dial" to establish a connection before you attempt to send and/or receive e-mail using Soft Outlook or Outlook Express™.**

**C. Your Aunt Jane has had a similar problem. Write a note to her to explain how to use e-mail.**

- You need to decide on what points are important to tell her.**
- Then you have to decide on the order you need to tell her**

**so that she can follow the instructions.**

- **Remember, your aunt does not know anything about the internet so you need to use simple language for her to understand.**

**Dear Auntie,**

.....

.....

.....

.....

.....

.....

.....

.....

.....

**I hope you have understood my instructions. Love,**

**Give your note to your partner  
and ask him/her to read it.  
Can he/she understand the  
instructions?**

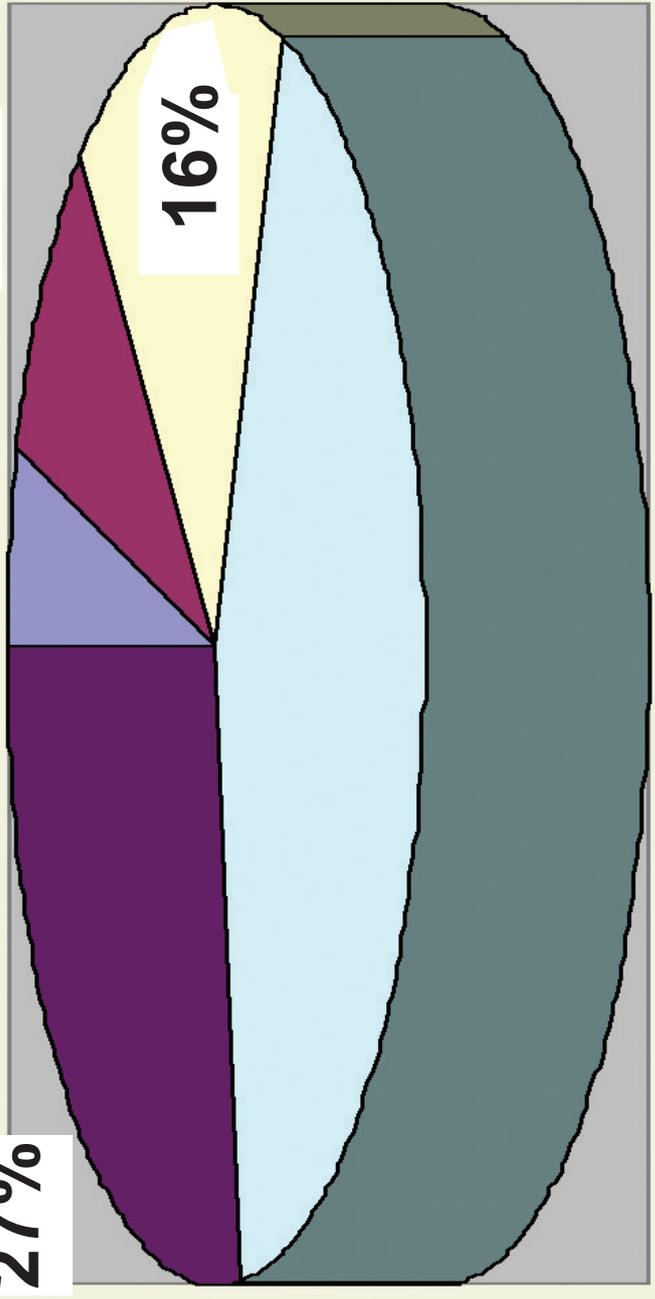


### Project work

#### Task 1 - A pie chart

**You want to find out which media source is the best for different school projects. Look at the pie chart of the usefulness of different media to find information about the way young people in England spend their Saturday evenings.**

**Discuss as a group how you think these figures compare to Greece. What other sources could you use to find this information?**



- land phone
- DVD
- magazines
- TV
- internet

## Information & Media

## **Task 2 - Collecting the necessary information**

**In groups of five decide on a school project that you need to find information about.**

**For example: How do young teenagers in Greece spend their Saturday evenings?**

**Discuss as a group which media source you think will be most helpful. Write down your ideas as a statement. For example: 'DVD provides most information'.**

**Now, decide on the stages for the project. Put the ideas a-f opposite in the right order which you can follow for your project.**

- a) Write an answer for the project**
- b) Go to each source to find information**
- c) Report back to the class**
- d) Create a pie-chart on Excel**
- e) Decide on a project title**
- f) Measure the percentage of the text which gave the information**

## **Task 3 - Completing the project**

**Each student in the group will have to interview twenty people (family, friends, etc.) to find out how many of them use the media listed opposite to get information. Each group must interview 100 people altogether.**

**Put your findings together and complete the chart with the corresponding figures.**

**With your partners, feed the information into an Excel programme and create a pie chart to illustrate your findings. Then, present your findings to the class.**

**Make a list of the most frequently visited sites or favourite sites. Share your list with your class to**

**see what interests you have in common.**

<b>Medium</b>	<b>%</b>
<b>Radio</b>	
<b>TV</b>	
<b>Mobile phone</b>	
<b>Computer software</b>	
<b>Land phone</b>	
<b>Video</b>	
<b>Internet</b>	

## Self-evaluation

### Activity A

**Guess what each person has been doing. Find the activity each statement describes.**

**A**

**My hands and fingers are full of paint. There are spots of paint on my clothes, too.**

**a.** \_\_\_\_\_

**B**

**Of course, your eyes are tired. What do you expect if you sit there for so many hours?**

**b.** \_\_\_\_\_

**C**

**If she has a headache it's because of those earphones over her ears all the time.**

**c.** \_\_\_\_\_

**D**

**We have a huge telephone bill this month. Dad is going to be mad when he sees it.**

**d.** \_\_\_\_\_

\_\_\_\_/6 points

## Activity B

Complete the expressions with the missing word.

- i) I get \_\_\_\_\_ up
- ii) It's been \_\_\_\_\_ her crazy
- iii) It makes his blood \_\_\_\_\_
- iv) She has \_\_\_\_\_ enough
- v) He \_\_\_\_\_ red

\_\_\_\_/2  $\frac{1}{2}$  points

## Activity C

Use one of the expressions i-v in Activity B above to complete the sentences a-e below.

- a) When his sister plays with his computer, Tony .....
- b) Since Mary's modem started breaking down every day, .....
- .....
- c) The internet is OK but sometimes .....
- as it's a bit boring.
- d) He gets lots of stupid spam mail everyday and .....
- e) Her internet provider isn't very good and Anna has decided that .....
- and she's going to change.

\_\_\_\_/2  $\frac{1}{2}$  points

## Activity D

**Complete the following sentences with the appropriate preposition.**

- 1. One of the advantages ..... using the internet is that it is fast.**
- 2. Changes in mass media have resulted ..... people communicating more easily.**
- 3. In recent years, there has been a huge increase ..... the number of people who use the web.**
- 4. Now that so many people have access ..... modern technology, life is very different.**
- 5. With the increased use ..... technology, life has become easier for many people.**

**6. As interest ..... going on-line grows, costs for connection will fall.**

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

---

### **Activity E**

**Put the verbs in parentheses into the correct form Present Perfect Simple or Present Perfect Continuous, AND choose since or for to complete the rest of the gaps.**

- a) I (know) \_\_\_\_\_  
how to use a mobile phone  
since/for I was ten years old.
- b) We (use) \_\_\_\_\_  
the same programme since/for  
the past two years.
- c) Bill (have) \_\_\_\_\_  
his connection to the internet  
since/for five months.

d) How long (try) \_\_\_\_\_  
to get on-line today?

e) Anna (think) \_\_\_\_\_  
of changing her web provider  
since/for a couple of months now.

f) How many games (you download)  
\_\_\_\_\_  
since/for last week?

\_\_\_\_\_/6 points

Total \_\_\_\_/20 points



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

- ✓ **I can use the Present Perfect Simple and Continuous Tenses**
- ✓ **I can use the words 'since' and 'for' appropriately**
- ✓ **I can listen to a phone conversation and understand how the speakers feel**
- ✓ **I can write instructions on how to do something in a structured way**

**With  
difficulty**

**Quite  
well**

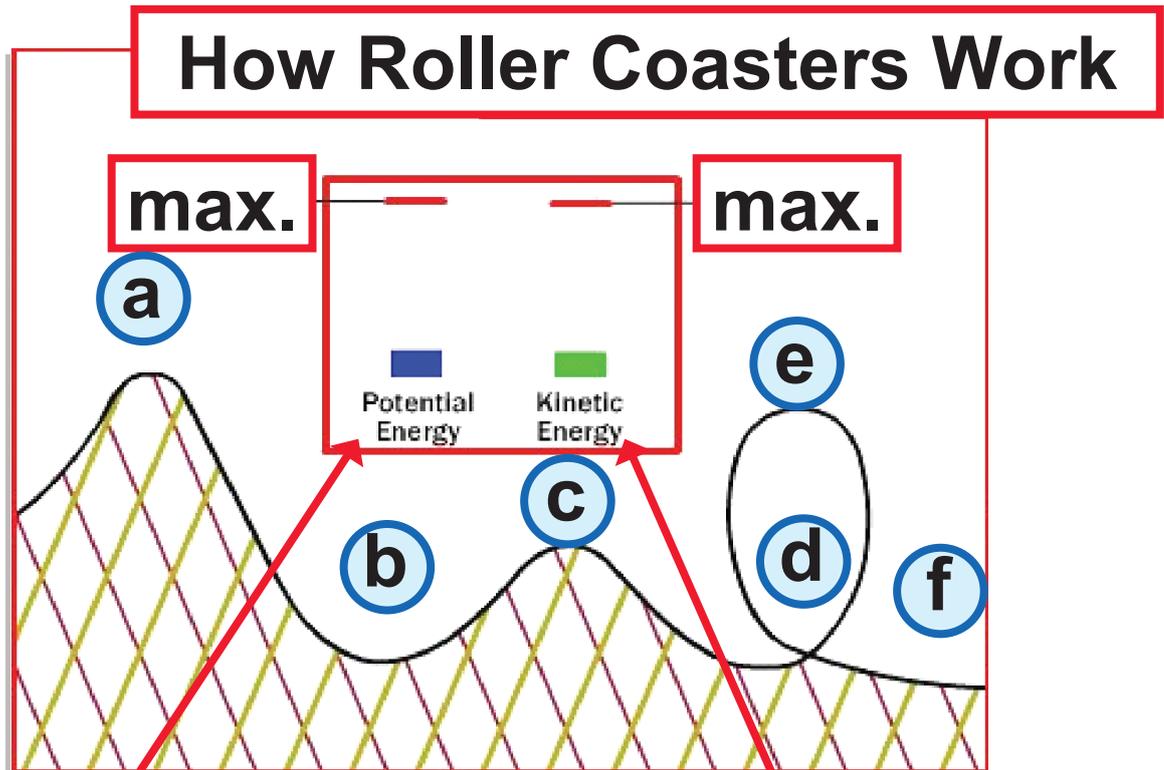
**Easily**



Unit 3

Thrills and spills!

How Roller Coasters Work



Potential Energy

Kinetic Energy

## **Task 1 - Design a Roller Coaster**

**Look at the diagram of a roller coaster. Indicate on the diagram where potential and kinetic energy increase or decrease.**

**Now check your answers by following the link <http://www.science.howstuffworks.com/roller-coaster2.htm> or by reading the text below; your partner will read the text on the next page. Then match the words 1-6 under each text to the correct box on the diagram. Compare your answers with your partner and discuss any differences.**



## **STUDENT A**

**Did you know that it is easier to get hurt playing sports or riding a bike than on a park ride? Amusement park rides use physics to make you feel as if there is danger, but as a matter of fact, the rides are very safe. How do the laws of physics affect amusement park ride design? At its most basic level, a roller coaster is a machine that uses gravity and energy to send a train along a twisting track.**

**The track begins with a steep ascent, which builds up energy in the car. Since an object in motion tends to stay in motion (Newton's First Law of motion), the coaster car will maintain a forward velocity even when it is moving up the**

**track opposite the force of gravity. When the coaster ascends one of the smaller hills that follows the first hill, its kinetic energy changes back into potential energy. In this way the course of the track is constantly converting energy from kinetic to potential and back again. As the train moves, it slowly loses energy to friction until it comes to the end of the ride.**

**Write the words below onto the diagram. Where do forces apply? Compare your answers with your partner and discuss any differences.**

- |                          |                            |
|--------------------------|----------------------------|
| <b>1) kinetic energy</b> | <b>2) potential energy</b> |
| <b>3) gravity</b>        | <b>4) friction</b>         |
| <b>5) velocity</b>       | <b>6) first hill</b>       |

## **STUDENT B**

**Did you know that it is easier to get hurt playing sports or riding a bike than on a park ride? Amusement park rides use physics to make you feel as if there is danger, but as a matter of fact, the rides are very safe. How do the laws of physics affect amusement park ride design? At its most basic level, a roller coaster is a machine that uses gravity and energy to send a train along a twisting track.**

**A roller coaster's energy is constantly changing between potential and kinetic energy. At the top of the first hill, there is maximum potential energy because the train is as high as it gets. As the train starts down**

**the hill, this potential energy is converted into kinetic energy and the train speeds up. At the bottom of the hill, there is a maximum of kinetic energy and little potential energy. The kinetic energy propels the train up the second hill. As the train enters the loop, it has a lot of kinetic energy and not much potential energy. The potential energy level builds up as the train speeds to the top of the loop, but it is soon converted back to kinetic energy as the train leaves the loop. The coaster tracks channel this force as they control the way the cars fall.**

**Write the words below onto the diagram. Where do forces apply? Compare your answers with your partner and discuss any differences.**

- 1) kinetic energy**
- 2) potential energy**
- 3) gravity**
- 4) friction**
- 5) velocity**
- 6) first hill**

---

## **Task 2 - 'As'**

- 1. In pairs, find the phrases and expressions with the word 'as' in them.**
- 2. Which phrases mean the following?**

- a) when
  - b) in fact
  - c) at the highest point
  - d) because
  - e) while (at the same time)
- 

### Task 3

**In pairs, find the words in both texts which mean the following:**

- a) not straight
- b) all the time
- c) changed
- d) circle
- e) use



## Task 4 - Project (optional): Design a Roller Coaster



### Speaking

**A. Look at the drawings below. In pairs, discuss the best drawing for each stage. Use the texts A-E to help you.**

**1. The height of first hill**

1             2             3

**2. The shape of first hill**

1             2             3

**3. The exit path**

1             2             3

**4. The height of the second hill**

1             2             3

**5. The loop**

1             2             3

**A. The amount of energy the coaster has depends on the potential energy it gets from the height at the beginning.**

**B. The slope must be safe.**

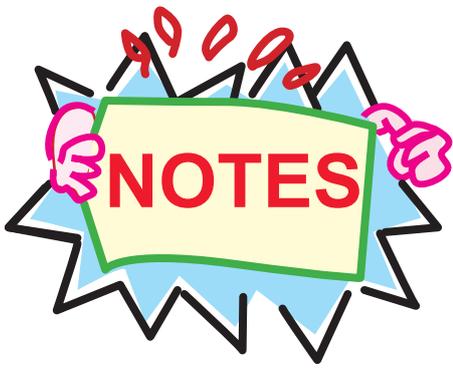
**C. The shape of the loop affects the speed and gravity.**

**D. Remember the relationship between the height of the hill and the energy of the coaster when the car comes out of the loop.**

**E. The speed is related to the height of the hill.. You need time to slow down at the end.**



**B. Draw your roller coaster.**



## Writing

**Write the process of how you made your roller coaster.**

First, we choose \_\_\_\_\_  
because \_\_\_\_\_.

Then, we decided on \_\_\_\_\_  
as \_\_\_\_\_.

Thirdly, we selected \_\_\_\_\_  
\_\_\_\_\_.

Fourthly, \_\_\_\_\_  
\_\_\_\_\_.

And finally, we \_\_\_\_\_  
\_\_\_\_\_.





## Task 5

**Decide with your class whether your roller coaster will be a success or failure? Why?**

**not? Decide as a class which is the best design of all the students' work.**

**See Amusement Park Physics at:**

**<http://www.learner.org/exhibits/parkphysics/coaster/section1.html>**

**In pairs, read and complete  
Newton's 'Laws of Motion' using  
the words in the box**

**moving      states      lessons  
amout      motion      object      test  
forces**

**Newton's first of motion states  
that for every force there is an  
equal and opposite force. These  
..... are called action and  
reaction forces . The second law of  
..... states that objects  
at rest tend to stay at ....., and  
that objects that are moving tend  
to continue ..... . The  
third law ..... that when  
an unbalanced force is applied to  
an ..... the object  
accelerates. The fourth law states**

**that the amount of effort a student makes in ..... affects his or her success in school.**

---

## **Task 7 - Which Law is not one of Newton's Laws?**

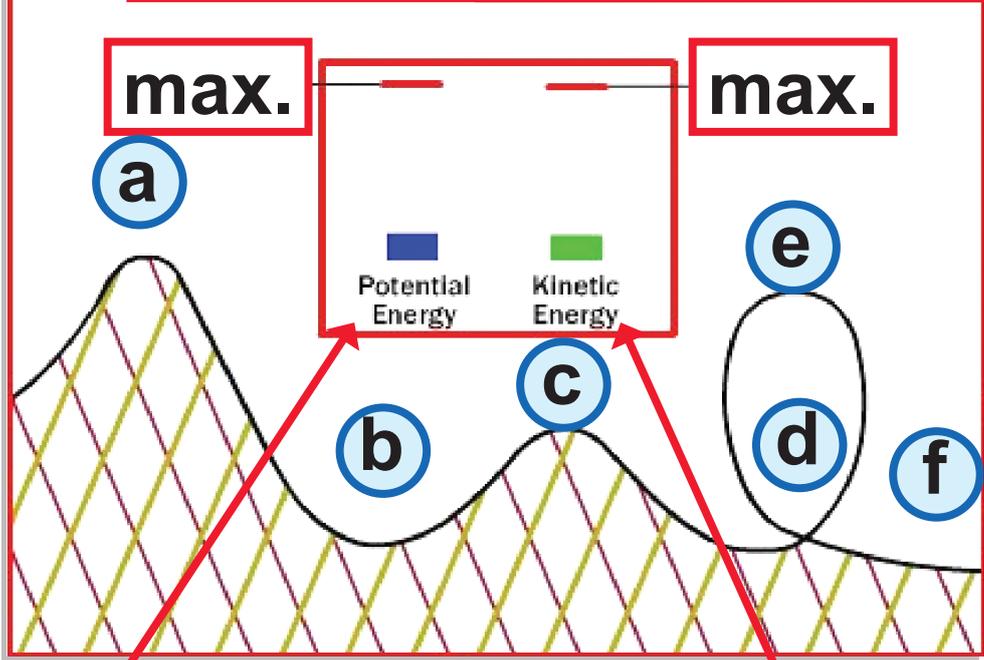
**Ask your Physics teacher to explain Newton's laws of Motion in Greek to check that the Laws on pages 14 - 15 / 27 are correct. Report back to your class.**

## Task 8

**Read the text and match the letters on the diagram with potential energy (P) and kinetic energy (K). Then compare your answers with your partner.**

**When the roller coaster car reaches the top of a hill the car has a lot of energy. This is called potential energy. When the car starts moving down the hill it has kinetic energy which keeps it moving until it reaches the top of the next hill.**

# How Roller Coasters Work



**Potential Energy**

**Kinetic Energy**





## Task 9 - Reading

**Read about three theme parks and discuss with your partner which one you would like to go to and why.**

### Pleasureland



**Southport's Pleasureland Theme Park has got the biggest and fastest roller coaster ride in the UK. It is called the Traumatizer and has got five loops and rolls and travels at 80 kilometres per hour so don't eat anything before you go on it!**

## Sea Life



**At Sea Life you can walk around the park and see all kinds of fish and sea life. You can hear lectures about the world under the sea and learn some interesting facts about sea creatures. Bring a notebook!**

## Hello Fun Park



**This is a great place for young teenagers to hang out. As well as**

**the rides there are different places where you can eat and drink. Go with your class and the price is cheaper. Frighten your teachers and take them on the vertical drop which falls 40 metres top the ground!**

## Comprehension

- 1. Which place would be good for a group of school friends?**
- 2. Where would your little 8 year old sister enjoy most?**
- 3. Which one mentions a frightening ride?**



## Unit 4

### Click on-Line!

#### Task 1

**A. Look at the photograph. What is in the glass case?**

**B. Look at the table and fill in the ways that people use the mobile phone in Greece.**

At home	At school
Playing games	Sending messages

**Now, compare your answers with three of your classmates to see which uses are the most popular. Compare your ideas with your class.**



**At a party**

**At work**

**Speaking to  
parents**

**Ringling family  
members**

**C. Read the ways some people use the mobile phone and tick if this is right or wrong behaviour. Then in the last column tick the ways you sometimes use your mobile phone. Compare your answers with your partner. Which of you uses the phone in a better way?**

<b>Speaking on the phone when they are driving</b>		
<b>Calling friends during a film at the cinema</b>		
<b>Talking to others on the phone when in a bus</b>		
<b>Sending messages to friends during lessons</b>		

<b>Ringling parents to tell them where you are</b>		
<b>Using the phone to keep notes for an examination</b>		

**D. Read the following extract from the BBC News site on the web and decide if the writer believes that the telephone has made our lives better. Discuss your answer with your partner.**

**Whether it's mobile phones that play music, or touch screen computers, the speed of change in technology is growing. But do these gadgets really make any difference to our lives?**

**Yes, I believe electronics influence how we live and can**

**sometimes help to make our lives easier. For example the mobile phone is useful as we can get in touch with friends or family whenever we want. The phone with a camera is useful to take photographs but I don't agree that our lives are any better than they were before.**

**All of us can easily think of times when the mobile phone can be annoying. Then there is the danger when people speak on the phone when they are driving. It is a fact, that this behaviour causes many accidents. So, does the phone improve our lives? I am not so sure!**

**(adapted from) [http://news.bbc.co.uk/2/hi/uk\\_news/magazine/6280715.htm](http://news.bbc.co.uk/2/hi/uk_news/magazine/6280715.htm)**



## Reading

**A.**

**Tick true or false for each of the statements and then compare your answers with your partner. Do you agree or disagree with each other?**

	<b>T</b>	<b>F</b>
<b>a. Five years ago 7 children in every class had mobile phones. Today it is 21. This means the numbers have tripled.</b>		
<b>b. Fifty per cent of the people in Greece started going on line in 1971.</b>		
<b>c. Today most people in my class know what an e-mail is.</b>		

d. Every Greek family uses electronic banking (e-banking) to buy clothes and food.		
e. All grandmothers in Greece use chat rooms to talk to their friends.		

**B.**  
**Read the text and match the correct pie chart A-C with the information mentioned in the text.**

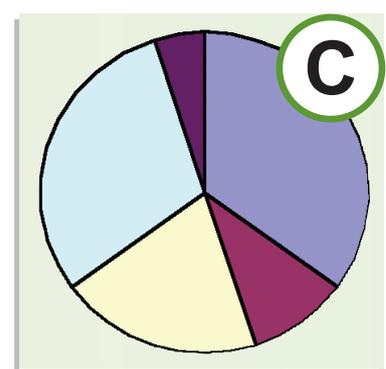
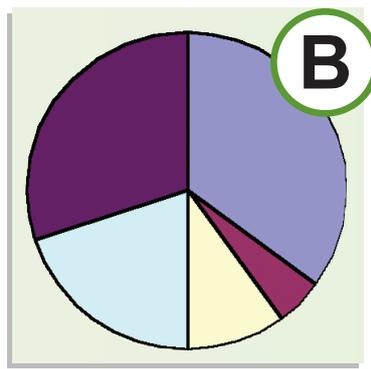
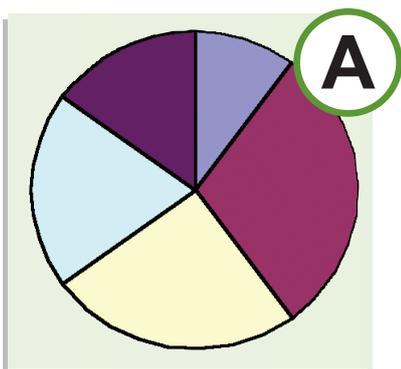
Nearly all kinds of internet use have grown over a three year period. The number of school-age children who have **access** to the web has tripled in the last twelve months, as more and more schools have been going on-line.

**1) ☐ Together with school kids, about 30% of the population uses the web for information. In recent years, more and more people have been buying all sorts of electronic gadgets and internet connections which help them to communicate and get information.**

**(2) ☐ In fact, they have been going on line since 1971 with the birth of e-mail. Today 35% of the population sends e-mails to each other from the comfort of their own homes.**

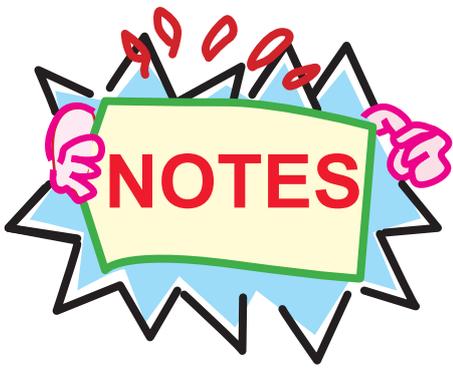
**(3) ☐ Teenagers find answers for school subjects whereas adults use it to find out about local events or world news. The latest use among young people is meeting new people through**

chat rooms and **interest** in this use has grown rapidly in recent years to about 15% today. Another popular use is for e-banking with 10% of the people using it for commerce and e-banking. According to statistics, shopping on the internet has been growing steadily for the last few years as people discover how easy it is but the numbers are still small and are about 10% of the use.



- e-mail
- e-banking
- shopping

- chatrooms
- information



## Writing

### Task 1

**A. In pairs, read the aunt's letter about a problem she has with her internet and decide if you know how to help. Discuss the possible problems and solutions with your partner.**

**Dear Eli,**

**I have been trying to send you an e-mail for the past few days but I haven't been very successful.**

**I have turned on the computer and I have opened Outlook but I have not been able to connect to the mail server. Can you help me, please?**

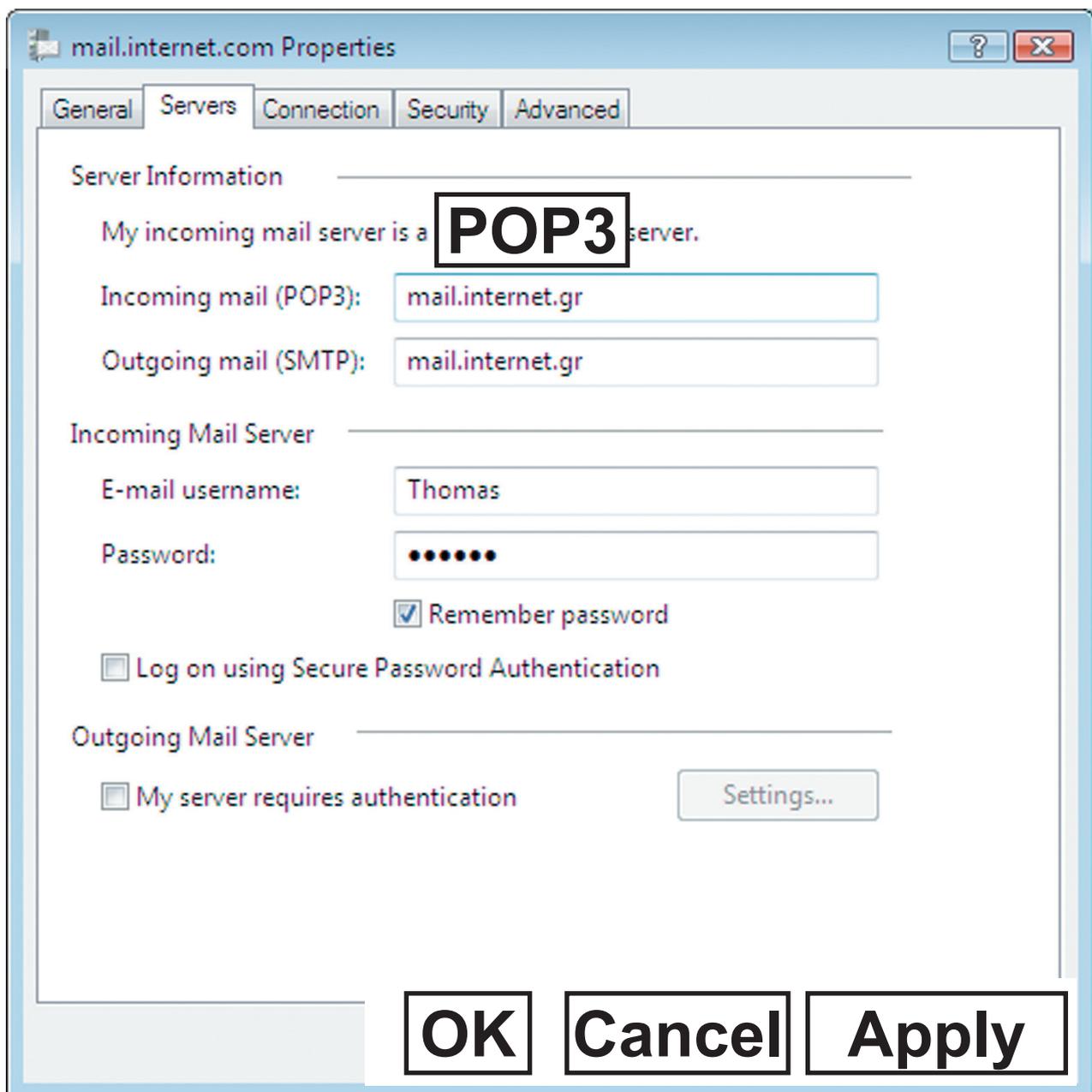
**Love, Nora**

**B. Now read the instructions and decide how to help Auntie Nora. Underline information that can help Nora.**

## **Setting Up Your E-mail**

- 1. To set up your e-mail, you need to open an e-mail account, select 'Tools'.**
- 2. Find e-mail account window and select 'Add new e-mail account'. Then click 'Next'**
- 3. Select 'Pop 3' and the click 'Next'.**
- 4. In the 'Pop3' window, enter the following information:**
  - Your first and last name**
  - An e-mail address**
  - A password**
- 5. Click 'OK'.**
- 6. Click 'Next'**
- 7. Click 'Finish'.**

## 8. Double click on the Internet Icon on your screen to connect to a server.



# Appendix 2

5

7

8

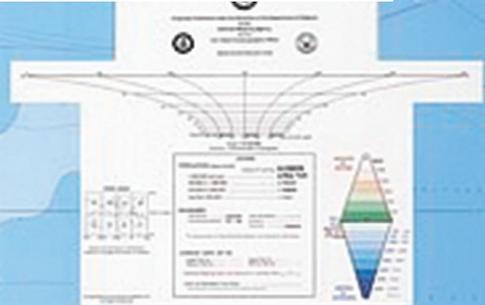
2

3

11

# THE WORLD

# World Map





10

13

9

1

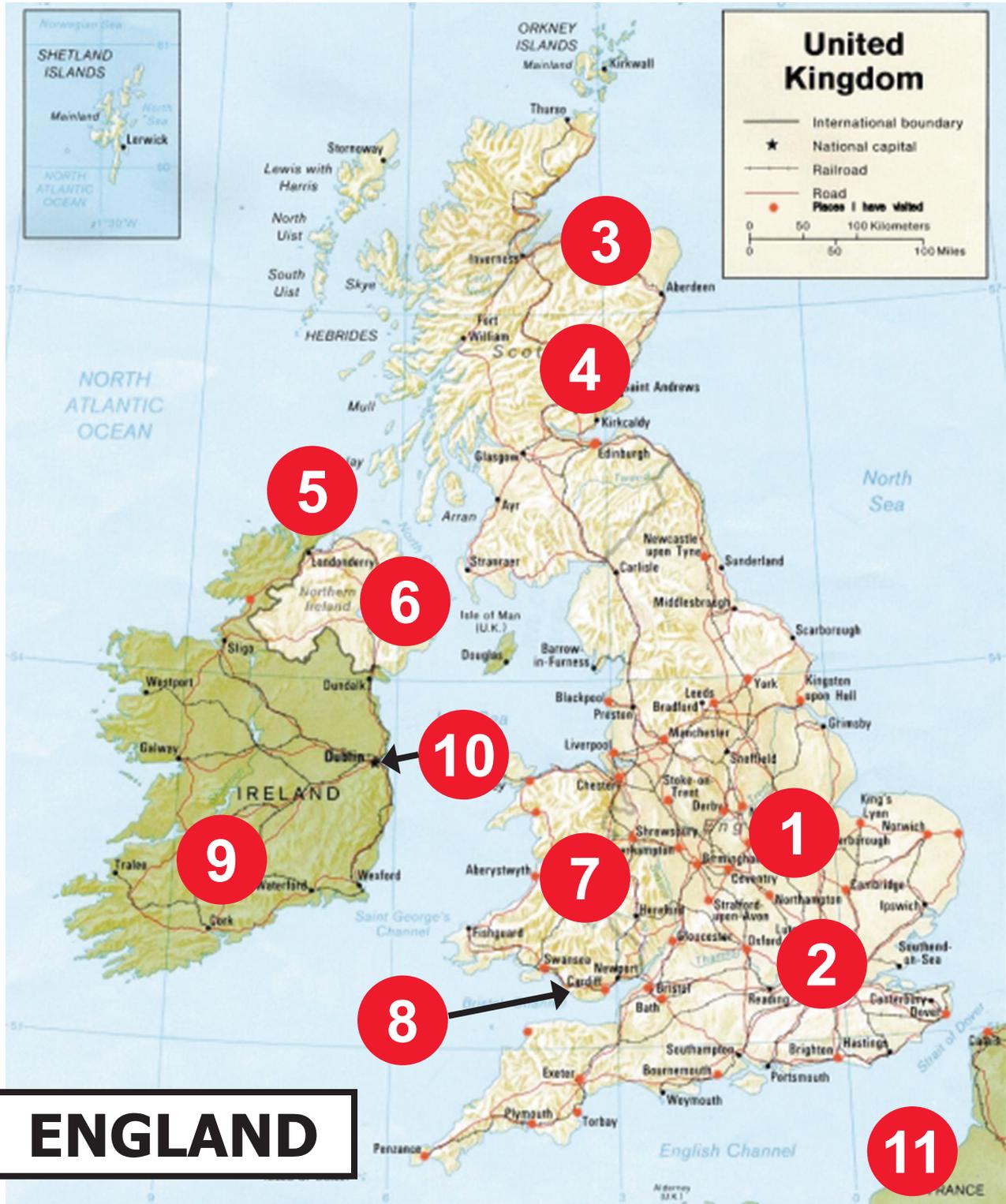
12

4

6

- 1. NORTH ATLANTIC OCEAN**
- 2. NORTH PACIFIC OCEAN**
- 3. SOUTH PACIFIC OCEAN**
- 4. SOUTH ATLANTIC OCEAN**
- 5. ARCTIC OCEAN**
- 6. INDIAN OCEAN**
  
- 7. CANADA**
- 8. UNITED STATES OF AMERICA**
- 9. RUSSIA**
- 10. GREENLAND**
- 11. AUSTRALIA**
- 12. BRAZIL**
- 13. GREAT BRITAIN**





**1** England

**2** London

**3** Scotland

**4** Edinburgh

**5** Northern

Ireland

**6** Belfast

**7** Wales

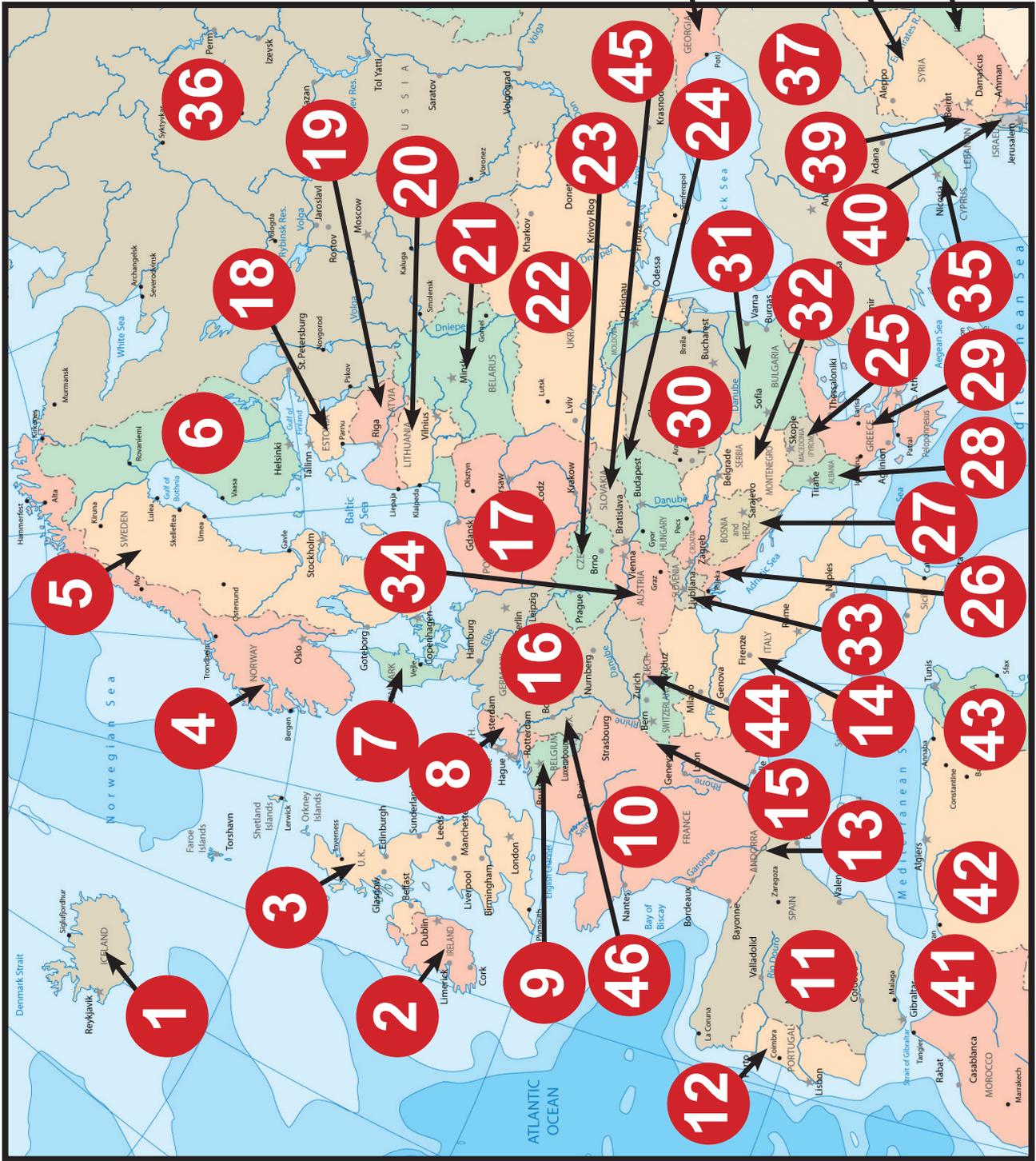
**8** Cardiff

**9** Ireland

**10** Dublin

**11** France





# Europe

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

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



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<b>SKILLS</b>	Reading: distinguishing between formal and informal texts
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<b>VOCABULARY</b>	Compound nouns
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**Click on-Line!**

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**Appendix 1: It's your choice p. 118**

**Appendix 2: Maps p. 152**



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

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