

Μαρία Παπαβασιλείου

Αγγλικά Β' Γυμνασίου

Advanced level – Προχωρημένοι

Απαντήσεις στις ασκήσεις του Βιβλίου μαθητή
και του Τετραδίου Εργασιών

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Unit 1

Unity in Diversity

Απαντήσεις στις ασκήσεις του Βιβλίου μαθητή

Cover page, p. 9

1. Lesson 1 is about people and their characteristics.
Lesson 2 is about different cultures.
Lesson 3 is about great buildings around the world.
Οι εικόνες βρίσκονται στις σελίδες 21, 16, 12, 11, 17, 15, 14.
2. The largest country in the world is Russia, with an area of 17,075,200 km².
The most populous country in the world is China, with a population of 1,338,612,968.
The least populous country is Vatican City, with a population of 800 and an area of 0.44 km².
3. Unity in diversity is about the co-operation between different groups of people in a single society despite their physical, cultural and social differences. The words in the globe show that people can be different (for example, they might have different customs and traditions, eating habits, school experiences, families and friends, homes and lifestyles), and yet be united in their decision to live and work together.

Lesson 1 – People and Places

1. You and me, p. 10

- 1.1**
1. I think the girl in picture 1 comes from Scandinavia, because she has golden-blond hair and a fair complexion.
 2. The child in picture 2 must come from an African country, because he has a dark complexion and full lips.
 3. In my opinion, the boy in picture 3 comes from China or another Asian country, because he has got slanted/narrow eyes.
 4. I think the girl in picture 4 comes from India, because she is dark-skinned, with long black hair, big almond-shaped black eyes, and thick eyebrows.
 5. The boy in picture 5 must come from northern Europe (e.g. Germany), because he has got fair hair and a freckled face.



6. I think the boy in picture 6 comes from a country in Central Europe, because he is fair-haired, with a fair complexion and freckles.
7. The girl in picture 7 must come from England, because she is red-haired, and has got a ruddy face and freckles.
8. In my opinion, the girl in picture 8 comes from a Mediterranean country (e.g. Greece), because she has got dark brown hair, brown eyes and an olive-skinned complexion.

1.2 Αυτή η δραστηριότητα σου ζητάει να συγκρίνεις τον εαυτό σου με τα παιδιά στις φωτογραφίες όσον αφορά στα χαρακτηριστικά του προσώπου. Η απάντηση εξαρτάται από τα δικά σου φυσικά χαρακτηριστικά. Αν υπάρχουν κοινά χαρακτηριστικά, η απάντηση μπορεί να περιλαμβάνει φράσεις όπως:

Both the boy/girl in the picture and I have got ...

The boy/girl in the picture is ... like me.

The boy/girl in the picture has got ... and I have got ... too.

Αν υπάρχουν διαφορές, τότε η απάντηση μπορεί να είναι:

The boy/girl in the picture is ... but/whereas/while I am ...

Although the boy/girl in the picture has got ..., I have got ...

2. The way we look, pp. 10-12

- 2.1**
1. Nuru lives in Africa.
Tikki lives in Alaska/Antarctica/the Arctic.
 2. Nuru is wearing a loincloth* around his waist.
Tikki is wearing thick clothes and a heavy parka with thick fur around the hood.
**loincloth = πανί-κάλυμμα γεννητικών οργάνων*
 3. In Africa it's sunny and scorching hot.
In Alaska it's snowing and it's freezing cold.
 4. Nuru is walking through the desert to get water from a spring.
Tikki is fishing in the Arctic Sea.

2.2 People's characteristics	Scientists' opinion
1. dark skins/dark curly hair	offer protection against the burning rays of the sun/good insulation from the sun and the heat
2. fair skin	allows the skin to absorb the rays of the sun in order to make vitamin D
3. flat faces/small and flat noses/slanted eyes	offer protection against the cold/help people survive the harsh weather
4. tall and thin bodies	offer protection against the heat/help heat escape more quickly
5. sturdy bodies	offer protection against the cold



- 2.3** 1. What makes people look the way they do/what affects people's physical characteristics.
 2. People's bodies and characteristics have changed throughout the years because people have had to adapt to their surroundings and to the climatic conditions of the place where they live.

3. Language focus, p. 12

- 3.1 Present Continuous:** an action happening now.
Present Simple: a habit/routine.

- 3.2** 1c, 2d, 3a, 4b, 5f, 6e

- 3.3** Usually and often are adverbs of frequency. They are placed **before** the main verb and **after** the auxiliary verbs.

5. A child's life in ..., p. 13

- 5.1** 1. 4:00, 2. wash dishes/carry dishes to the lake to wash them, 3. arrive at school, 4. 7:30, 5. have a break, 6. 1:15, 7. cook lunch, 8. go to the lake, 9. 8:45, 10. bedtime

- 5.2** Στο σχεδιάγραμμα με το ρολόι μπορείς να βάλεις φράσεις όπως:

Get up at 7:00, start school at 8:00, finish school at 14:30, have lunch at 15:00, do homework, have English/French/German lessons, do sport, play computer games, text friends, listen to music, watch TV, go to bed

Στην ερώτηση «Τι κοινό έχετε;» μπορείς να απαντήσεις:

We both go to school, do our homework, play games, etc.

Στην ερώτηση «Τι σου αρέσει από τη ζωή της;» μπορείς να απαντήσεις:

I like the fact that she lives close to nature and that she can go to the lake every day.

Στην ερώτηση «Τι δε σου αρέσει από τη ζωή της;» μπορείς να απαντήσεις:

I don't like that she has to carry the dishes to the lake to wash them and that she has to cook lunch.

6. Writing a description, p. 14

- 6.1** 1. not very tall/slim/fit
 2. long, fair hair/brown eyes/friendly face/beautiful smile
 3. dad has got a business/mum works in a supermarket/brother is called Alex
 4. lived in Kiev
 5. maths/music
 6. boys made fun of her but she still talks to them
 7. friendly/understanding/helpful/shy
 8. she's great

6.2 Περιγραφή προσώπου

Σ' αυτό το μάθημα πρέπει να περιγράψεις ένα πρόσωπο που σου προκαλεί ενδιαφέρον ή σε κάνει ευτυχισμένο.

Κάθε πρόσωπο που συναντάμε είναι μοναδικό. Κανένας δε μοιάζει με κανέναν άλλον και κανένας δε φέρεται ακριβώς όπως κάποιος άλλος. Γι' αυτό, όταν περιγράψουμε κάποιον, πρέπει να προσπαθήσουμε να αποδώσουμε με λέξεις όλα εκείνα τα χαρακτηριστικά που τον κάνουν μοναδικό.

Πριν ξεκινήσεις να γράφεις, είναι χρήσιμο να κάνεις ένα σχεδιάγραμμα. Για παράδειγμα:

1. Όνομα και σχέση με το συγκεκριμένο πρόσωπο
2. Επάγγελμα ή κοινωνική θέση
3. Ανάστημα, μέγεθος και γενική εντύπωση
4. Συγκεκριμένα φυσικά χαρακτηριστικά (λεπτομέρειες για μάτια, μαλλιά, μύτη, στόμα, αυτιά, εκφράσεις προσώπου, επιδερμίδα, σώμα, κτλ.)
5. Χαρακτήρας (είναι ευγενικός, αισιόδοξος, αστείος, κτλ.)
6. Ποιες λεπτομέρειες αξίζει να αναφέρεις για τη συμπεριφορά και τις συνήθειές του (τι συνθιίζει να ήξει, πώς κινείται, πώς ντύνεται, πώς φτιάχνει τα μαλλιά του, πώς συμπεριφέρεται, κτλ.)
7. Σύγκριση με άλλους (σου θυμίζει κάποιον ή κάτι)
8. Άλλες λεπτομέρειες της προσωπικότητας ή της εμφάνισης

Αφού συμπληρώσεις το σχεδιάγραμμα, σκέψου ποιες πληροφορίες θα βάλεις σε κάθε παράγραφο. Για παράδειγμα, θα μπορούσες να βάλεις το 1 και το 2 στον πρόλογο.

Πώς όμως θα κάνεις τον πρόλογό σου ενδιαφέροντα; Μπορείς να ξεκινήσεις με την εντύπωση που σου έχει κάνει αυτό το πρόσωπο. Αυτό θα προκαλέσει το ενδιαφέρον του αναγνώστη και θα τον βοηθήσει να «δει» αμέσως τον χαρακτήρα που περιγράφεις. Μπορείς όμως να ξεκινήσεις και με μια ιστορία ή με κάτι που έχει πει αυτό το πρόσωπο.

Θυμήσου: Η περιγραφή ενός ατόμου πρέπει να έχει λεπτομέρειες για την εμφάνιση και την προσωπικότητά του. Διάλεξε λεπτομέρειες που κάνουν αυτό το άτομο ξεχωριστό. Χρησιμοποίησε συγκεκριμένες λέξεις για να κάνεις την περιγραφή ζωντανή και ενδιαφέρουσα.

Τελείωσε την περιγραφή σου ξαναμιλώντας είτε για την εντύπωση που σου κάνει αυτό το πρόσωπο, όπως στον πρόλογο, είτε για τα συναισθήματά σου γι' αυτό.



Λεξιλόγιο για την περιγραφή προσώπου**Πρόσωπο/επιδερμίδα**

- rosy (ροδαλό)
- ruddy (ροδοκόκκινο, κοκκινισμένο)
- spotless (αψεγάδιαστο)
- silky/smooth (απαλό)
- rough (τραχύ)
- dry (ξηρό)

Μάτια

Εκφράσεις ματιών:

- piercing (διαπεραστικά)
- sad (θυπημένα)
- expressive (εκφραστικά)
- twinkling (σπινθηροβόλα)
- lively (ζωντανά)
- laughing (γελάστ)

Σχήμα και μέγεθος ματιών:

- large (μεγάλα)
- small (μικρά)
- round (στρογγυλά)
- squinty (αηλιθήωρα)
- bright (φωτεινά)
- narrow (στενά)

Έκφραση προσώπου

- smile (χαμογελάω)
- beam (χαμογελάω με χαρά)
- grin (δείχνω τα δόντια γελώντας)
- frown (συνοφρυώνομαι)
- scowl (κατσουφιάζω, είμαι μουτωμένος)

Προσωπικότητα

hard-working (εργατικός), cheerful (γελάστος), broad-minded (ανοιχτόμυαλος), active (δραστήριος), curious (περίεργος), secretive (εξέμυθος), aggressive (επιθετικός), tough (σκληροτράχηλος), practical (πρακτικός), sensible (λογικός), independent (ανεξάρτητος), strong-minded (αποφασιστικός), imaginative (ευφάνταστος), ambitious (φιλόδοξος), crafty (πολυτεχνίτης), sensitive (ευαίσθητος), gentle (ευγενικός), naive (αφελής), generous (γενναιόδωρος), loyal (πιστός), self-controlled (αυτοκυριαρχούμενος), modest (μετριοφρων), tolerant (ανεκτικός), friendly (φιλικός), energetic (ενεργητικός), confident (με αυτοπεποίθηση), shy (ντροπαλός), reliable (αξιόπιστος), intelligent (έξυπνος)

Μαλλιά

Γενικά:

- thick/full (πυκνά)
- thin (λεπτά, λίγα μαλλιά)
- receding (αραιωμένα)

Στιλ μαλλιών:

- braids (πλεξούδες)
- pigtails (κοτσίδες)
- bun (κότσος)
- ringlets (μπούκλες)
- gelled (με ζελέ)
- shaved (ξυρισμένα)
- parted (με χωρίστρα)
- neatly-combed (καλοχτενισμένα)
- cropped (κοντοκουρεμένα)
- dyed (βαμμένα)
- highlighted (με ανταύγειες)

Χρώμα μαλλιών:

- black, brown, honey-blond (μελί), golden-blond, auburn (καστανοκόκκινα), grey, white

Τριχοφυΐα στο πρόσωπο:

- beard, moustache, sideburns (φαβορίτες), unshaven, clean-shaven

Ρούχα

- smartly/casually/simplely dressed in (jeans, dresses, etc.)
- wears casual/scruffy/shabby/smart clothes



6.3

One of the most interesting people I know and a person who makes me happy is my mum. I personally admire her a lot, because she is a very intelligent woman, with many talents and goals in her life.

Her name is Christina. She is 42 years old and she is a teacher. She is an everyday person on the outside: not very tall, with an oval face, almond-shaped brown eyes, shoulder-length dark hair, a straight nose and full lips. She has a soft complexion and a beautiful smile. Some people say I look like her. I think that's true and I am happy for that.

Because Mum is slim and slender, she looks good in almost everything. Generally, she enjoys wearing smart clothes and that's why she usually dresses in skirts and elegant suits.

However, her greatest qualities lie within. She is a wonderful mother, very patient, sensitive and warm-hearted. She thinks that family is the most important thing in her life. She always says how proud she is of me and my brother, and she is there to support us all the time.

Mum is not just a great supporter. She's caring and trustworthy, as well. When I have a problem, I share it with her and she advises me what to do to solve that problem. One time, when I had an argument with a friend of mine, I asked her what she thought about it. She said I should find out the real reason why my friend was upset with me. And it happened that way. I knew I could trust her.

Generally, my mum is a gentle and friendly person who loves social life, inviting people home, and going out with friends. She is also great fun to be with, because her sense of humour is wonderful. I like to sit with her and have a talk, but because she works hard every day, I have to wait for the weekend, when we can spend time together.

I also admire my mum because she stands up for what she believes in, and never backs down. She always likes to help others, and doesn't expect anything in return. Mum treats everyone with respect and often tells me to be honest and respect others' opinions.

Because of her determination, her open mind, her ability to connect with others and her compassion, she sets an important example for all of us. I hope one day I'll be a great mum like her!

Lesson 2 – Joined in our Differences

1. Different but alike, p. 15

1.1 Culture refers to the everyday aspects of people's lives: sports (games, entertainment), arts (tastes in music, literature, painting), religion (the set of shared



values, attitudes, beliefs, morals that characterise a society), traditions (celebrations, festivals, customs, manners, habits, clothing). Culture refers to any other habits acquired by the members of a society.

1.2 Unidad: unity (ενότητα, αρμονική συνεργασία, ενοποίηση, ομόνοια)

Tolerancia: tolerance (ανεκτικότητα, ανοχή)

Diversidad: diversity (διαφοροποίηση, ποικιλία)

Armonia: harmony (αρμονία)

1.3 This bright and colourful mural depicts a beautiful landscape with a big tree in the foreground. The roots and branches of this tree are in fact different hands, black and white, big and small. The tree means that we are all the roots, leaves and fruits of one tree. Around the tree there are different people, black and white, rich and poor, but they are all in groups and they are doing things together: dancing, playing games, playing music, eating together. This means that despite the differences (in colour, national origin, language etc.) the members of this society have a strong sense of unity: they know each other, care about each other, spend time together, treat each other with respect and as equals. They accept people who are culturally and racially different from them. This is a picture of a harmonious, multicultural society.

1.4 Mini-project: Cultures on my street

Αν πραγματικά γνωρίζεις κάποιον που κατάγεται από μια άλλη χώρα, θα πρέπει να του κάνεις πρώτα κάποιες ερωτήσεις για να μάθεις την ιστορία του. Για παράδειγμα:

- Πώς ήρθες στην Ελλάδα;
- Πόσα χρόνια μένεις εδώ;
- Πώς έμαθες ελληνικά;
- Πού πηγαίνεις σχολείο/πού δουλεύεις;
- Πώς ήταν παλιά η ζωή σου σε σχέση με σήμερα; (το σχολείο, η δουλειά, το σπίτι)
- Ποιο είναι το μεγαλύτερο πρόβλημα που αντιμετωπίζεις;
- Πώς νιώθεις εδώ;
- Ποια είναι τα χόμπι σου;
- Ποια η γνώμη σου για την Ελλάδα πριν έρθεις εδώ/πώς βλέπουν οι συμπατριώτες σου την Ελλάδα;
- Ποια είναι η μεγαλύτερη πολιτιστική διαφορά ανάμεσα στην Ελλάδα και τη χώρα σου;
- Τι σου αρέσει/δε σου αρέσει στους Έλληνες;

Nimit, who is 17, comes from Zambia, Africa, and now lives in Athens. His family decided to leave their country in 1993, when more and more riots were taking place in Zambia.

His dad was the owner of a clothing factory, but he closed it and decided to start a new life in Greece. Nimit's parents worked in different jobs, and even worked night shifts sometimes. Nimit would rarely see his parents at the same time, as one came home and the other went to work. After a few years of hard work, his parents were able to buy a mini-market.

Growing up, Nimit often felt the struggles that his parents faced. Learning the Greek language has probably been the hardest obstacle to overcome for his family. They had difficulty understanding what others said, making it hard to communicate. But for him, this wasn't such a big problem, because he went to a Greek school from a very early age. Now he speaks Greek better than his first language. Another small obstacle has been discrimination. Fortunately, it's not bad enough to complain about.

Even though life for Nimit and his family has been difficult at times, he has always had the essentials, including food, clothing and a home to live in. Today he feels that his parents' hard work has really paid off. He knows that where they stand now is, by far, better than where they would stand in Africa. He enjoys the freedom they have and hopes that there will be more opportunities and privileges for them in the future.

2. Welcome to my world, p. 16

- | | |
|---|----------------|
| 1. Spain | 5. restaurants |
| 2. say <i>Hola</i> /shake hands/exchange two kisses | 6. golf |
| 3. tapas | 7. flamenco |
| 4. wine | 8. museums |

3. A glimpse into my country, pp. 16-17

3.1 They are talking about: greetings, food and drinks, entertainment.

3.2 1.Y, 2.B, 3.B, 4.P, 5.Y

3.3 Hello in different languages

Albanian – <i>tungjatjeta</i> or <i>c'kemi</i>	Italian – <i>ciào</i>
Armenian – <i>barev</i> or <i>parev</i>	Polish – <i>dzień dobry, witaj</i>
Bulgarian – <i>zdravei</i>	Portuguese – <i>oi, boas, olá</i> or <i>alô</i>
Croatian – <i>bok</i>	Romanian – <i>salut</i>
Dutch – <i>hoi, hallo</i>	Russian – <i>privet</i>
English – <i>hello, hi</i>	Serbian – <i>zdravo, čao</i>
French – <i>salut</i>	Spanish – <i>hola</i>
Georgian – <i>gamardjoba</i>	Swedish – <i>tja, hej</i>
German – <i>hallo</i>	Turkish – <i>merhaba selam, selam</i>
Indonesian – <i>halo</i>	

<http://www.wikihow.com/Say-Hello-in-Different-Languages>



- 3.4 Chinese – do je Italian – grazie
 Danish – tak Norwegian – takk
 Dutch – danku Russian – spasibo
 Finnish – kiitos Spanish – gracias
 German – danke Swedish – tack

http://wiki.answers.com/Q/How_do_you_say_'thank_you'_in_different_languages

4. Language focus, p. 17

- 4.1 like, want, prefer, wish, love, hate, understand, believe, know, think, hope, belong, seem, need, look, see, hear, taste, smell, etc.
- 4.2 1. a. **Έχουμε** πολλή ενδιαφέροντα έθιμα στη χώρα μου.
 b. **Θα φάμε** σουσι και νουντλς για μεσημεριανό.
 2. a. **Νομίζουμε** πως οι Γιαπωνέζοι είναι πολύ ευγενικοί.
 b. **Σκέφτεται** να μάθει καράτε.
 3. a. Το ισπανικό φαγητό **έχει** πολύ ωραία **γεύση**.
 b. **Δοκιμάζει** την παέλια.
 4. a. Οι Ισπανοί χορευτές **φαίνονται** σε καλή φυσική κατάσταση.
 b. **Κοιτάζουμε** τις παραδοσιακές στολές.

5. In my country..., p. 18

- People look friendly and outgoing.
- People enjoy going out late in the evening.
- They like doing sport and keeping fit.
- They believe that it is important to keep traditions.
- Greek food tastes great!
- The Greeks love the sun and the sea.
- Many Greeks own a house in the countryside.

6. Mini-project: A song for us, p. 18

- 6.1 The joined hands show that we are all members of one tribe, and therefore, the differences in colour, race, language etc. should not separate but unite us.

Lesson 3 – Different places – Different buildings

1. Built to last, p. 19

- 1.1 **Materials:** stone, marble, metal, iron, steel, granite, glass, brick, cement, concrete, wood.

Factors that have affected the choice of materials: availability and sustainability of materials, naturally occurring materials and man-made products, styles of buildings, tradition, climate and local weather conditions.

1.2 The **Erechtheion** was built as a replacement for the “Old Temple” and housed all the shrines (βωμοί) and rituals (ιεροτελεστίες) that once took place there. The east end of the Erechtheion was dedicated to Athena Polias (protector of the earth and fertility) and housed her statue.

In 1631 the emperor Shah Jahan built the **Taj Mahal** in memory of his wife Mumtaz. Mumtaz had given her husband 14 children in eighteen years, and died at the age of 39 during the birth of the last child.

The **Colosseum** was built primarily to honour the Flavian dynasty of three Roman emperors. The first in the Flavian dynasty was Titus Flavius Vespasianus. He started the amphitheatre in the year 70. His son, Titus Flavius Vespasianus, completed it and his other son, Titus Flavius Domitianus, added some finishing touches. The amphitheatre was expected to honour its imperial builders and to entertain the people of ancient Rome.

1.3

The Eiffel Tower, Paris

The Eiffel Tower was built between 1887 and 1889. Eiffel originally planned to build the tower in Barcelona, for the Universal Exposition of 1888, but those responsible at the Barcelona city hall thought it was a strange and expensive construction, which did not fit into the design of the city. After that, Eiffel submitted his draft to those responsible for the Universal Exhibition in Paris, where he built his tower a year later, in 1889. Three hundred workers joined together 18,038 pieces of iron, in a structural design by Maurice Koechlin.

The tower was met with much criticism from the public when it was built, with many calling it an eyesore. Novelist Guy de Maupassant –who claimed to hate the tower– supposedly ate lunch in the Tower’s restaurant every day. When asked why, he answered that it was the only place in Paris where one could not see the structure. Today, the Tower is widely considered to be a striking piece of structural art.

www.en.wikipedia.org

2. Amazing structures, pp. 20-21

2.1 • Agia Sophia

a. Constantinople/Istanbul, b. 1,500 years old, c. Greek architects (Anthemios and Isidoros), d. Its huge, shallow dome

• The Tower of Pisa

a. Italy, b. 800 years old, c. Unknown, d. It leans

• The Sydney Opera House

a. Australia, b. 30 years old, c. Jørn Utzon, d. Its spectacular roof

2.2 They are very impressive and are symbols of human power and desire to create beautiful and amazing things that will last forever.



- 2.3** 1. Which is Agia Sophia's most striking feature?
 2. How tall is Agia Sophia?
 3. Where is the Leaning Tower of Pisa?
 4. How many steps has the Leaning Tower of Pisa got?
 5. Where is the Sydney Opera House located?
 6. What does the roof of the Sydney Opera House look like?

3. Language focus, p. 22

3.1 Comparative:

taller than/more impressive than

1 or 2 syllables: adjective + er than

more than 2 syllables: more + adjective + than

Superlative:

the oldest of... / the most famous ...

1 or 2 syllables: the + adjective + est (of/in)

more than 2 syllables: the most + adjective (+ of/in)

More examples from the text:

- Of all its fascinating the most remarkable is its huge, shallow dome.
- There are also smaller half domes around the largest
- Today we are sometimes even larger.
- The latest attempt was completed
- ... and is one of the most distinctive

- 3.2** The **comparative** is used to compare two people or things.
 The **superlative** is used to compare one person or thing with more than one person or thing in the same group.

- 3.3** (b)

- 3.4** (b)

- 3.5** No, there is no difference between these two sentences.

4. Modern and old, p. 23

1. The Maracanã Stadium can hold more spectators than the Panathenaic Stadium.
2. The Panathenaic Stadium is more impressive than the Maracanã Stadium.
3. The Maracanã Stadium is larger than the Panathenaic Stadium.
4. The Maracanã Stadium is more modern than the Panathenaic Stadium.
5. The Panathenaic Stadium is much older than the Maracanã Stadium.

5. Mini-project: Story competition, p. 23

This beautiful and historic house, located in the woods near Oaksvillage, in Minnesota, USA, was built in 1876. It was a two-storey wooden house, based on the local building tradition of the time. It had large windows, a simple roof, ceilings with beams, windows with shutters, and a large front porch. The walls were built of wood. At some point around the turn of the century, it was doubled in size by the construction of a large addition to the rear.

The house was home to Penelope Smith, a writer, who lived there for the greater part of her life. Penelope grew up in this place and went to school in the nearby village. At the time the house was an impressive building and the location was idyllic. In the spring, she explored the dark woods, in the summer she walked through the hayfields, and in the winter she walked on the frozen lake and the snow-covered hills. Penelope was inspired in this beautiful place, and her love of the countryside was reflected in her work.

6. Project time: Our multicultural fair!!, p. 24

Αυτό το project σου δίνει τη δυνατότητα να εξερευνήσεις διαφορετικές χώρες, και πιο συγκεκριμένα τα σπίτια, το φαγητό και το ντύσιμο των ανθρώπων που ζουν σε αυτές. Οι παρακάτω ερωτήσεις θα σε βοηθήσουν να σκεφτείς τι πρέπει να βρεις.

ΣΠΙΤΙΑ

Πώς είναι τα σπίτια σ' αυτή τη χώρα;

Γιατί είναι έτσι;

Από τι είναι φτιαγμένα;

Πώς τα επηρεάζουν το κλίμα, η γεωγραφική θέση, η δομή της οικογένειας, η κουλτούρα;

Τι είναι σημαντικό για τους ανθρώπους που ζουν εκεί;

ΦΑΓΗΤΟ

Ποια είναι τα παραδοσιακά φαγητά αυτής της χώρας;

Από τι υλικά παρασκευάζονται;

Γιατί επιλέγονται τα συγκεκριμένα υλικά;

Θα είχε ενδιαφέρον να παρουσιαστεί η συνταγή ενός φαγητού;

ΡΟΥΧΑ

Πώς ντύνονται οι άνθρωποι σ' αυτή τη χώρα;

Γιατί ντύνονται έτσι;

Πώς επηρεάζεται το ντύσιμό τους από το κλίμα, τη θρησκεία, τις παραδόσεις, τις άλλες κουλτούρες;

Για να βρεις τις πληροφορίες που χρειάζεσαι, είναι καλύτερα να ψάξεις τη συγκεκριμένη χώρα και κουλτούρα σε μια μηχανή αναζήτησης και να κλικάρεις τους συνδέσμους που υπάρχουν εκεί. Διαφορετικά, μπορείς να δοκιμάσεις στη Wikipedia και να δεις τι θα βρεις εκεί.

Μερικοί ιστότοποι που μπορεί να σε βοηθήσουν είναι:

<http://www.everyculture.com/>

<http://library.thinkquest.org/J001272F/folklife/recipes/recipes.htm>

<http://life.familyeducation.com/cross-cultural-relations/behavior/48976.html>

<http://shrpnet.umdj.edu/iniglossary/cultures/index.html>

<http://www.mnsu.edu/emuseum/cultural/foods/culture.html>

<http://en.wikipedia.org/wiki/Clothing>

Unit 2 Echoes of the Past

Απαντήσεις στις ασκήσεις του Βιβλίου μαθητή

Cover page, p. 27

The pictures show images from the daily life of ancient people.

The civilisations: 1. Ancient Greeks, 2. Ancient Romans, 3. Maya, 4. Ancient Egyptians

The destruction of Helike may have inspired the myth of Atlantis.

Lesson 4 – Mysteries of our World

1. The legend of Atlantis, p. 28

1.1 Atlantis (“island of Atlas”) is a legendary island first mentioned in Plato’s dialogues *Timaeus* and *Critias*. In Plato’s account, Atlantis was a naval power lying “in front of the Pillars of Hercules” that conquered many parts of Western Europe and Africa 9,000 years before the time of Solon, or approximately 9600 BC. After a failed attempt to invade Athens, Atlantis sank into the ocean “in a single day and night of misfortune”.

Scholars dispute whether and how much Plato’s story or account was inspired by older traditions. Some scholars argue Plato drew upon memories of past events such as the Thera eruption or the Trojan War, while others insist that he took inspiration from contemporary events like the destruction of Helike in 373 BC or the failed Athenian invasion of Sicily in 415-413 BC.

<http://en.wikipedia.org/wiki/Atlantis>

1.2 1. Egypt, 2. gold, 3. horses, 4. earthquake, 5. waves

2. A myth or not?, p. 29

2.1

K	W	L
<p>Atlantis was first mentioned in Plato's dialogues <i>Timaeus</i> and <i>Critias</i>. Plato learnt the story from Solon. Atlantis was described as an island with alternating rings of sea and land. There was a temple with a gold statue on the island. Atlantis was named after Atlas. It was destroyed by an earthquake.</p>	<p>Did Atlantis really exist or is it a myth? Where was it located?</p>	<p>According to Plato, Atlantis lay in the Atlantic Ocean, near the Rock of Gibraltar. Some people think Thera could be Atlantis. Plato described Atlantis as a land of wealth, beauty and advanced civilisation. There is no archaeological proof that Atlantis really existed.</p>

A Maths problem for you, p. 29

4,5 metres (1 foot = 0.30 m)

3. Language focus, p. 30

3.1 These actions happened in the past. In the first two sentences, we know exactly when they happened. In the last two sentences, we don't know exactly when they happened.

We use the **Simple Past** to talk about actions that happened at a specific time in the past.

We use the **Present Perfect** to talk about actions that happened at an indefinite time in the past.

3.2 The second sentence means that he still works as an archaeologist.

We use the **Simple Past** to talk about an action that started and finished in the past.

We use the **Present Perfect** to talk about an action that started in the past and continues in the present.

4. Found!, pp. 30-31

4.1 I have discovered the ruins of ancient temples and I have excavated amazing statues and pots. I have also found gold coins and jewellery and I've seen beautiful wall paintings and carvings.

4.2 Reporter: And what did you discover there?

Mr. Brown: I discovered the ruins of ancient temples.

Reporter: Did you excavate anything interesting?

Mr. Brown: Yes, I excavated some amazing statues and pots.

Reporter: What else did you find?

Mr. Brown: I found lots of gold coins and jewellery.

Reporter: Did you see anything interesting?

Mr. Brown: Yes, I saw some beautiful wall paintings and carvings.

5. Mini-project: A natural disaster, p. 31

A tsunami is a series of water waves, caused by the displacement of a large volume of water, such as an ocean. Tsunamis frequently occur in Japan; approximately 195 events have been recorded. Due to the immense volumes of water and energy involved, tsunamis can devastate coastal regions. Casualties can be high because the waves move faster than humans can run. A tsunami can be caused by earthquakes, volcanic eruptions, underwater explosions, landslides and other mass movements.

In 2004, a large earthquake occurred off the west coast of Sumatra, Indonesia. The earthquake triggered a series of tsunamis with waves up to 30 metres high, along the coasts of 14 countries in the Indian Ocean, killing nearly 230,000 people. It was one of the deadliest natural disasters in history. Indonesia, Sri Lanka, India and Thailand were the hardest hit.

<http://en.wikipedia.org/wiki/Tsunami>,

http://en.wikipedia.org/wiki/2004_Indian_Ocean_earthquake

6. Project: Unsolved mysteries!!!, p. 32

Chichén Itzá, Mayan culture, 11-13th AD

Chichén Itzá is the most impressive and intact monument of the Maya civilisation that the modern world has. This popular tourist attraction is located on the Yucatan Peninsula of Mexico and has become the best restored record of the lives of these people.

Around 550 AD, the Maya settled Chichén (which means "the mouth of the well") around two wells; one sacred and one for everyday use. The early inhabitants were the Itzá, a Maya group. Chichén Itzá was a rainforest area, full of rain and run off water for the Maya's living needs.

Chichén Itzá, like most Maya centres, was primarily a religious site instead of a commercial area. The Maya communities went there for offerings, sacrifices and

ceremonies. In the sacred well, archaeologists found many ceremonial objects, skulls, and entire skeletons.

Evidence suggests that Chichén Itzá was abandoned by the Maya in the tenth century. The abandonment has not yet been fully explained. The Maya returned and resettled their cities around 1000 AD.

The Maya culture finally collapsed in between 1196 and 1441. When the Spaniards arrived at Chichén Itzá, they found the buildings of the city partially in ruins.

http://www.world-mysteries.com/chichen_index.htm

Lesson 5 – Across the Ages

1. What was life like in the past?, p. 33

- 1.1** Things from people's life in the past: every day items, tools, furniture, jewellery, utensils, etc.
- 1.2**
1. He is talking about Pompeii.
 2. It was a lively city near the sea, with a mild climate and fertile land. It had 20,000 residents, a large amphitheatre, theatres, bars and taverns, temples, a courthouse and a bank. The streets were paved and there were many beautiful homes.
 3. It was destroyed by the eruption of Mt. Vesuvius, in AD 79, and buried under the ashes.
 4. We can see plaster casts of people's bodies.
- 1.3** The pictures show plaster casts of people's bodies and artifacts found in Pompeii: (from left to right) a person sitting on the ground, a woman sleeping with her child and another person trying to reach them, a bowl of olives, a bowl of eggs, a dog.

2. It was an ordinary day..., p. 34

- 2.1** When the volcano erupted and the town disappeared under the ashes, those who survived went away to make new homes and never returned. As a result, life, and therefore time, stopped forever in Pompeii.

- 2.2** 1. III, 2. II, 3. I, 4. IV

A science problem for you, p. 35

Volcanoes are cracks in the earth's surface where rock, steam and other materials are ejected. In general, volcanoes are created when magma, or molten rock, rises through the earth's crust to the surface. The main reason magma is able to rise to the surface to create volcanoes is due to tectonic plates. When tectonic plates are diverging, this leaves an opening in the earth's crust which allows the liquid magma to flow up creating volcanoes. This normally happens in the ocean and creates underwater volcanoes and islands. When tectonic plates are converging, normally one plate goes under the other. When the lower plate goes low enough, it begins to melt, creating magma. Eventually the magma is ejected through the crust as a volcanic eruption.

<http://library.thinkquest.org/03oct/00758/en/disaster/volcano/dynamics.html>

3. What do you think?, p. 35

The pictures show tools of modern meteorology.

Computers: By using high-speed computers, meteorologists can process and analyse information on atmospheric conditions.

Aircraft: Special airplanes equipped with measuring instruments are used to observe many kinds of weather and other atmospheric phenomena.

Satellites: Today's satellites use advanced techniques to measure temperature, winds, and other qualities of the atmosphere at many levels. Satellites are among the most valuable tools of meteorology, because they can cover the entire surface of the earth, including vast ocean areas where no weather stations exist, and can monitor changes in global climate.

Modern technology in weather forecasting provides us with essential information, which is applied in agriculture, air pollution, air and sea transportation, and in the study of trends in the earth's climate such as global warming. This way we can predict natural disasters and take measures. For example, a weather forecast that predicts drought can help us take measures about water shortage, increased fire potential, and crop damage.

4. Language focus, pp. 35-36

4.1 1b, 2a, 3c – Past Continuous

4.2 (a) – Simple Past

4.3 (a)

4.4 There is no difference in meaning between Simple Past and "used to".



5. What were the people doing?, pp. 36-37

- 5.1**
1. Children were playing games.
 2. A woman was buying fruit.
 3. A baker was baking bread.
 4. A man was selling drinks.
 5. Some men were talking.
 6. Some men were reading the news.

5.2 Mini-project: A street from the past comes to life, p. 37

Μπορείς να ζωγραφίσεις αυτόν τον δρόμο και να τον γεμίσεις με εικόνες ανθρώπων της αρχαίας Πομπηίας σε διάφορες δραστηριότητες. Μπορείς επίσης να κάνεις αναζήτηση στο διαδίκτυο και να εκτυπώσεις έναν δρόμο της Πομπηίας, τον οποίο θα ζωγραφίσεις. Για να πάρεις ιδέες, μπορείς να διαβάσεις την παρακάτω παράγραφο:

The shopping street was busy. A man was riding a horse-drawn cart filled with fruit and vegetables. There were stall holders on both sides of the street. They were selling herbs, fruit, vegetables, baskets and tools. There were also merchants selling oil, wine, wood and fabrics. Lots of people were walking past the stalls and buying goods. Sailors from other countries were walking along the street. Some women were collecting water from a public fountain and others were buying bread from a baker's shop. An artist was painting a fresco outside a tavern and two actors were reciting lines from an epic. A musician was playing music and singing. Some children were going to the gymnasium for running and wrestling and some men were going into the public baths to take a warm bath.

6. What did they use to do?, p. 37

1. Ancient Greek women used to weave.
2. The ancient Egyptians used to gather grapes and make wine.
3. The Aztec children used to go to school.
4. The Maya used to play football.
5. The ancient Romans used to watch gladiator fights.

7. Mini-project: The Roman calendar, p. 38

January – translation of Latin Januarius, named after Janus, god of beginnings.

February – Februarius, named after Februa, the feast of purification.

March – from Latin Martius, (month of) Mars.

April – from Latin Aprilis. The name may have derived from the Greek goddess of love, Aphrodite.

May – from Latin Maius), named after the Greek Maia, goddess of spring (growth).

June – from Latin Junius, named after the goddess Juno, Queen of the gods.

July – from Latin Julius (Caesar), after whom it was named in 44 BC.

August – from Latin Augustus (Caesar), 8 BC.

September – from Latin September, seventh month in the early Roman calendar.

October – from Latin October, eighth month in the early Roman calendar.

November – from Latin November, ninth month of the early Roman calendar, from novem (nine).

December – from Latin December, tenth month of the early Roman calendar.

www.calendar-origins.com

8. A city under water, p. 38

... found in Dispilio are ceramics, wooden structural elements, seeds, bones, figurines of men, women and animals, personal ornaments, flutes, and an inscribed tablet with some markings. All these findings reveal an early civilisation with amazing achievements. They show us that the people who lived in this lake settlement were hunting, fishing, cultivating the earth, breeding animals, making tools and utensils, and they were familiar with writing and music. The water played an important role in the development of this early civilisation, because people used it for agriculture and stockbreeding, as well as for personal use.

Lesson 6 – Life on the Water

1. The dawn of civilisation, p. 39

1.1 Early civilisations began with agriculture. With agriculture, humans could grow food on their own and so they could live in permanent settlements, without moving from place to place in order to hunt for animals and gather food. After learning how to grow crops and breed animals, humans began to live in small groups. Soon they built homes and cities, made works of art, learnt to write, and made laws that would protect these more complex societies.

1.2 1. 300 m, 2. 1989, 3. glass/metal, 4. 2720 BC, 5. stone

2. A glance back in time, pp. 39-41

2.1 1. a pyramid 2. the Sphinx 3. a mummy
They come from the ancient Egyptian civilisation.



2.2 1, 3, 5, 2, 4, 6

2.4 1.NM, 2.T, 3.T, 4.F, 5.NM, 6.NM

A science problem for you, p. 41

Salt preserves food in the following ways:

1. **Salt dries food.** Salt draws water out of food and dehydrates it. All living things require water and cannot grow in the absence of water.
2. **Salt kills microbes.** High salt is toxic to most microbes because of the effect of osmosis, or water pressure. In very high salt solutions, many microbes will die due to the difference in pressure between the outside and inside of the organism.

<http://infectiousdiseases.about.com/od/prevention/a/salt.htm>

3. What do you think?, p. 41

1. The river provided ancient Egyptians with food, water, shelter and transport. They could get food either from animals living in the water or plants growing along the river banks. They could also grow their own food because the land was fertile. Also the river provided them with natural materials such as sticks, branches, mud, etc. with which they could build a home. As the civilisation matured, they began to trade goods and supplies with other groups. The easiest way to transport those goods was on the water.
2. Geographical location can affect the way people live in various ways. It can affect people's food, cuisine, clothing, architecture, social life and customs, crops and agricultural fields, transportation systems, sports and recreational facilities. Some geographical characteristics can become physical barriers. For example, living on a small island, or a mountain, can isolate some communities. However, nowadays, such problems are minimised by modern means of communication, such as television, mobile phones, Internet, aeroplanes etc.

4. Language focus, pp. 41-42

4.1 "The pharaohs used these things during their lives" happened first.

4.2 The **Past Perfect** is used to describe the action that happened first.
The **Simple Past** is used to describe the action that happened second.
We use the **Past Perfect** to talk about: (c).

5. How did they do it?, p. 42

1. Egyptian farming

The Egyptian farmers cleared away the stones and branches from their fields after the floods had gone down. They had cleared the soil before they ploughed it. After they had ploughed the soil, they scattered seeds.

2. Wall paintings in Santorini

Theran artists had already thought carefully about what images to draw before they began a wall painting. After they had rubbed the plaster walls with pebbles to make them smooth, they drew ideas directly onto the wall. They had made sure all the details were accurate before they used colours to fill in the sketches.

6. A trip down the Nile, p. 43

- | | |
|--------------------------|---------------------------|
| 1. over 6,600 | 7. (special) oils |
| 2. a human | 8. the pharaoh's servants |
| 3. a lion | 9. Valley of the Kings |
| 4. 23 | 10. 1922 |
| 5. (more than) 2,000,000 | 11. archaeologist |
| 6. (fragrant) spices | |

7. Writing a story, p. 44

7.1 1. Minoas

2. An earthquake and the tsunami that followed destroyed Minoas's village in Crete.
3. In 1470 BC
4. In Malia, Crete
5. The earth started to shake and giant waves crashed onto the shore.
6. A volcanic eruption on Thera caused the earthquake.
7. They had to rebuild their village.
8. Frightened, shocked, worried.

- 7.2**
1. The first paragraph includes information about time and place as well as background information on the story. The last paragraph includes a wish for the future.
 2. He uses his mother's actual words to make his story more interesting and convincing.
 3. *It was a little after noon, suddenly, before, at the very last moment, a few days later, in the days that followed:* they are used to describe the chronological order of events in the story.

7.3 Αφήγηση προσωπικής εμπειρίας

Σ' αυτό το θέμα, πρέπει να γράψεις μια φανταστική προσωπική αφήγηση μιλώντας στον αναγνώστη για τη συγκεκριμένη εμπειρία που σου άλλαξε τη ζωή. Στόχος σου είναι να βάλεις τον αναγνώστη μέσα στη δράση με τέτοιο τρόπο ώστε να ζήσει αυτή την εμπειρία.

- Πρώτα απ' όλα, πρέπει να βρεις την εμπειρία για την οποία θα μιλήσεις. Πρέπει να είναι ένα σημαντικό γεγονός, που σου άλλαξε τη ζωή, και να έχει σχέση με κάποια περίοδο της αρχαίας Ελλάδας ή ενός άλλου πολιτισμού. Μπορείς να διαλέξεις τέχνη, αρχιτεκτονική, σημαντικές προσωπικότητες, πολέμους ή φυσικές καταστροφές.
- Σκέψου γιατί η εμπειρία αυτή είναι σημαντική.
- Συγκέντρωσε ιδέες με λεπτομέρειες από αυτή την εμπειρία.
- Φτιάξε ένα περίγραμμα με τις βασικές λεπτομέρειες.
- Με βάση το περίγραμμα, γράψε την ιστορία. Αντί απλώς να γράφεις τι έγινε, προσπάθησε να αναπλάσεις την ιστορία με εικόνες και λεπτομέρειες.
- Συχνά είναι αποτελεσματικό να ξεκινάς την αφήγηση με μια παράγραφο που δείχνει τη σημασία του γεγονότος.
- Άλλη αποτελεσματική μέθοδος είναι να ξεκινάς κατευθείαν με την αφήγηση και να τελειώνεις με μια παράγραφο που εξηγεί τη σημασία της εμπειρίας και γιατί αυτή σου άλλαξε τη ζωή.
- Δείξε τη σειρά των γεγονότων. Μπορείς να αφηγηθείς την ιστορία σου με χρονολογική σειρά ή με αναδρομή στο παρελθόν.
- Χρησιμοποίησε διάλογο. Αυτό θα αποκαλύψει περισσότερα πράγματα για τους χαρακτήρες της ιστορίας σου και θα την κάνει πιο ζωντανή.
- Οι περισσότερες προσωπικές αφηγήσεις γίνονται στο πρώτο πρόσωπο.
- Διάλεξε τον κατάλληλο χρόνο: Χρησιμοποίησε παρελθοντικούς χρόνους ή ενεστώτα για πιο δραματική αφήγηση.

I will never forget the day when we fought against the Persians in the battle of Marathon, and defeated them. It was September 490 BC when the Persians with 600 ships and approximately 20,000 men attacked us in Marathon. I was a young soldier of the Athenian army.

When we arrived at the battlefield and saw the Persian army, we couldn't believe our eyes. There were thousands of them and too few of us. We were really

frightened. For five days, our generals were trying to decide what to do. Then Miltiades, one of the generals, convinced the others to attack: "If we bow our necks to the Persians," he said "the woes which we will have to suffer are already determined. If, on the other hand, we fight and overcome, Athens may rise to be the very first city in Greece".

Miltiades had a plan. He reinforced our wings by weakening the centre. I was fighting in the middle. When the battle began, we attacked the enemy running. Before I had time to think, I fell upon them, and fought bravely. The battle was very tough. Luckily I didn't suffer any serious injuries. Soon we gave way, but the men who were fighting on the two sides were able to surround and trap the Persians. About 6,400 Persians were killed, while only 192 of us died. The rest of the Persians escaped on their ships.

The Battle of Marathon had changed my life for ever. It was our first major victory over the Persians. It gave me more confidence that we could defeat them. A few days later, I heard that a herald called Pheidippides had run from the battlefield to Athens to announce the Greek victory and, when he did so, he dropped dead.

Απαντήσεις στις ασκήσεις του Βιβλίου μαθητή

Cover page, p. 47

Get on Board!: picture 4 (Lesson 7 is about travelling)

What an Experience!: pictures 1 and 5 (Lesson 8 is about sports and fun activities)

...Let the Games Begin: pictures 2 and 3 (Lesson 9 is about unusual sports and the Olympic Games)

Lesson 7 – Get on Board!

1. On the road, p. 48

1.1 People travel for the following reasons: holidays, entertainment, sightseeing, business, shopping, studies, medical reasons, visiting friends or relatives, sports events, concerts, festivals, etc.

1.2 1. To Greece.

2. It was an amazing trip./It was probably the best trip of his life.

3. She feels jealous and upset because he didn't invite her to go with him.

1.3 1. canoeing, rafting 2. ice-skating, sledging 3. climbing, hiking
4. sailing, sunbathing 5. bargaining, shopping

2. Anchors away!, p. 49

1. rafting (Ladonas), sailing (the Aegean Sea), climbing (the Himalayas), bargaining (Morocco), shopping (Canada), sledging (Alaska).

2. Because more and more people are turning down the traditional package holiday and searching for something more adventurous.

3. What do you think?, p. 50

1. Kenya – Africa

Madagascar – an island off the south eastern coast of Africa

Ladonas – Greece

The Aegean Sea – Greece

The Taj Mahal – India

The Himalayas – Asia
Morocco – Africa
Canada – North America
The Great Wall – China
Alaska – North America (belongs to the USA)
The Far West – USA
The Atacama desert – South America

3. Travelling enables people to broaden their minds in various ways. They see new countries, meet new people, experience new things, learn a different style of life. They get to know different cultures, languages, and histories. They exchange thoughts, ideas and skills with people from other places.

4. Language focus, p. 50

- 4.1 Exploring, climbing and swimming are used as **nouns** to talk about things we do. The verbs like, hate, prefer and love are followed by an **-ing form** to express general preference.

Other verbs: enjoy, I'm fond of, I'm keen on, I'm crazy about, I dislike, I can't stand

- 4.2 There is no difference in meaning but there is a difference in form. 'Would prefer' is followed by a full infinitive (*to + verb*), whereas 'would rather' is followed by a bare infinitive (verb without *to*).

5. What would you like?, p. 50

- Would you like to experience an exotic safari in Kenya or visit the tropical paradises of Madagascar?
- I'd rather visit Kenya, because I would like to see wild animals in their natural habitat.
- Would you prefer to go rafting in Ladonas or go sailing through the islands of the Aegean?
- I'd prefer to sail through the islands, because I'm really keen on sailing.
- Would you like to do your shopping in a street market or a big shopping mall?
- I'd prefer to buy something from a street market, because I enjoy bargaining.
- Would you prefer to walk alongside the Great Wall of China or sledge across Alaskan plains?
- I'd rather sledge across Alaska, because I love doing winter sports.



6. Project time: Fun with friends!!!, p. 51

Ακολουθήσε το μοντέλο και συμπλήρωσε τα στοιχεία που θα δώσουν τις πιο ενδιαφέρουσες πληροφορίες για τον τόπο σου. Οι παρακάτω σημειώσεις θα σε βοηθήσουν. Διάλεξε αυτές που περιγράφουν τις δυνατότητες διαμονής, τα αξιοθέατα, το φαγητό, τη διασκέδαση, τις αγορές στην πόλη σου.

Where to stay

There is a huge range of accommodation available in ...

A large selection of hotels, apartments, rooms to rent, and private villas with pools can be found in ...

For your stay, choose one of our hotels that will really leave you with the best impressions for their traditional character, modern conveniences and the warm hospitality.

Where to go/What to see

Have a look at the things you can do and see while being on this magnificent island!

This most cosmopolitan island boasts over 70 beaches that tempt visitors with their golden sand and crystal clear water.

The archaeological sites are tempting for those interested in cultural and historical explorations.

... offers endless choices of attractions appealing to all age groups.

... offers a wide variety of activities and sites of interest.

There are plenty of things to see and do in ..., such as visiting one of the many old churches or monasteries or taking a day trip around the island by boat.

All the villages have maintained their traditional character with the stone houses, the cobbled paths and the roofs covered with black stone.

The old stone bridges preserved in a very good condition until today, the old mansions, the traditional watermills and the unspoiled natural environment, really make you feel that time in ... has stopped.

There are trekking paths in ... which give the walker the opportunity to admire the unique fauna and flora, as well as rare species of the vegetable and animal kingdom.

Where/What to eat

There is a fantastic range of restaurants and taverns in the city, beach bars on the sandy beaches, seaside clubs and bars outside the city.

During your visit in ... you shouldn't miss trying the unique Kikitsa's pie, which is continually made since 1958 with the same secret recipe, using pure ingredients produced in the area.

... offers a great variety of restaurants for superb dining.

A few of the most important appetizers are: olives, dolmades (stuffed vine leaves), keftedes (meatballs), kalamaraki (squid), saganaki (baked cheese), tiropitakia (small cheese pies) or fasolia (white beans).

Here you'll find a choice of main dishes at reasonable prices.

Where to shop/What to buy

The wines produced by the local wineries have received awards at many international wine exhibitions.

The island has many ceramic factories selling hand painted pottery, typically vases, plates and ash trays which are a favourable souvenir item bought by visitors.

There are a number of established sweet shops which produce traditional sweets, such as halvas, baklavas and galaktobouriko.

Where to have fun

For those seeking an active night life, ... will not disappoint you. Here you will find a huge selection of bars, cafés, taverns, restaurants and night clubs for all tastes.

Apart from the many elegant restaurants in the city and the suburbs, there are also numerous "ouzeries" and taverns. Excellent grilled meat and chicken are served at the popular shops along the coast on the outskirts of the town.

Lesson 8 – What an Experience!

1. The time of your life!, p. 52

1.1 rock climbing, skateboarding, canoeing, mountain biking, going on rides in a fun park, horse riding, windsurfing

1.3 3, 4, 6, 7

1.4 a. the water rides, b. the pet farm

2. Where the magic never ends..., pp. 53-54

2.1 riding a rollercoaster, going on water rides, riding on rubber rafts, visiting the animal farm, listening to live music, watching shows, exploring a tropical playground

2.3 1. T, 2. NM, 3. NM, 4. T, 5. F, 6. NM, 7. T, 8. F



3. Language focus, pp. 54-55

3.1 'be going to': 1a, 2b Simple Future: 1d, 2b, 3a, 4c

- 3.2
1. **I'm going to visit:** definite arrangement, plan / **I'll come:** decision at the moment of speaking
 2. **will be, will rain:** prediction in weather forecasts
 3. **It's going to rain:** prediction based on evidence, expressing the speaker's feeling of certainty.

3.3 We use **Simple Present** to talk about future events that are part of a **timetable** or programme.

We use **Simple Present** or **Present Perfect** tense to talk about future with time words such as: when, before, after, as soon as. [**more time words:** once, by the time, whenever, the minute, as, while]

We use **Present Continuous** to talk about future arrangements.

4. A summer camp adventure, p. 55

I'm going to join the drama club. This will give me more confidence to take part in a school performance.

I'm going to take up tennis. It's a very popular sport, so I'll find lots of people to play with.

I'm going to do gymnastics. This will help me keep in good shape.

I'm going to improve my French. I think speaking French with other kids will help me become more fluent.

I'm going to do track and field events. I will surely improve my speed.

5. Writing a personal letter, p. 56

- 5.1
1. Emma wants to inform her friend about her travel arrangements and ask for information concerning her trip.
 2. Dear Myrto/Lots of kisses
 3. 1st par.: inform about travel arrangements
2nd par.: ask about plans, express preferences
3rd par.: ask for information, close the letter
 4. The letter is informal: Dear + first name, lots of kisses, short forms, informal language.

5.2 Dear Emma,

Thank you for your last letter. I am very happy that you are coming to Greece for your holiday. My family is also excited to have you here. My mum is already preparing your room and I am planning our holiday to make it more interesting.

There are plenty of things to do here, such as sightseeing, shopping and of course skiing. I am looking for some interesting places to go sightseeing. The new Acropolis museum is a must see, but, since you've keen on visiting some ancient monuments, we can take a day trip to Delphi or Olympia and visit the archaeological sites there. What do you think?

We can also go skiing in Parnassos ski centre and then visit some of the villages in the area. You can buy some souvenirs for your friends from the shops that sell traditional hand made products.

You don't have to worry what to bring with you. A couple of sweaters and a jacket will be fine. It isn't so cold after all.

I have to go now. Send me another letter before you come and tell me what you think. I look forward to our holiday.

Your friend,

Myrto

P.S. My family and I will pick you up from the airport.

Lesson 9 – ...Let the Games Begin!

1. Ready ... Set ... Go ..., p. 57

- 1.1 1. bobsledding, 2. luge, 3. ice-hockey, 4. ice skating, 5. skiing
They are all winter sports.

2. A sport on ice, pp. 57-59

- 2.1 Curling is like chess on ice.
The stone weighs 19 kilos.
Players wear two different shoes: one with a rubber sole and the other covered with a smooth material.
They sweep the ice with a broom.
There isn't a referee.
- 2.2 1. Because the players must use strategy in order to play well.
2. The curling stone, special shoes, special brooms and gloves.
3. To clear the path of the stone and make it travel further.

- 2.3 1. three, 2. 19 kg, 3. two, 4. four, 5. two, 6. 1500, 7. 1998

3. Remarkable athletes, p. 59

1. Protesilaus – discus
Chionis – long jump
2. Their records remained unbroken for over 2,000 years.
3. By using the modern style of throw, they would certainly break the records they set.

4. The true meaning of sports, p. 59

- 4.1** The Olympic winners in ancient Greece received a wreath made of an olive tree branch. The branches were cut from the sacred tree which grew in the Temple of Zeus in Olympia. The fact that the athletes competed for a symbolic prize means that they competed with one another not for money, but for honour, glory and pride.
- 4.2** Today, athletes compete in the Olympic Games more for publicity and fame, than honour. Many top athletes resort to doping in order to enhance their performance, because they want to win a gold medal and stand on the rostrum as the flag is raised and the national anthem played. Other athletes want to be successful so that sponsors will invest in them and in this way they can make a lot of money. No matter what their motives are, the truth is that many athletes resort to drugs or performance-enhancing substances to achieve their goal. Fortunately, there are still athletes who are committed to fair play.

5. Language focus, p. 60

5.1 so + adjective

such + (a/an) + (adjective +) **noun**

5.2 (b)

Too comes **before** an adjective. It has a **negative** meaning.

Enough comes **after** an adjective and **before** a noun. It has a **positive** meaning.

5.3 Form

We form question tags with the auxiliary or the modal verb of the main sentence and an appropriate subject pronoun. After positive statements, we use the negative interrogative, e.g. *Helen helped you, didn't she?* After negative statements, we use the positive interrogative, e.g. *Ann can't swim, can she?*

The subject of a question tag is always a pronoun.

Intonation

When question tags are used, the speaker doesn't normally need information but simply expects agreement. These tags are usually said with a falling intonation, as in statements. Sometimes, however, the speaker does want information. He is not sure

that the statement is true and wants to be reassured. In this case, the question tag is said with a rising intonation and the important word in the first sentence is stressed, usually with a rise of pitch.

6. Let's talk about sports, shall we?, p. 61

A: You started training at the age of 7, didn't you?

B: Yes, I did, but only for an hour a day.

A: You train more hours now, don't you?

B: Yes, I train 5 hours a day.

A: You enjoy training, don't you?

B: Yes, I like it a lot, because I love snowboarding.

A: It's too difficult to train and do schoolwork at the same time, isn't it?

B: Yes, it is quite difficult, but not impossible.

A: You have enough free time left, don't you?

B: No, I'm afraid I don't have enough free time to do other things.

A: You participated in a national event last month, didn't you?

B: Yes I did. I was very nervous, but I won the gold medal.

7. Sports quiz, p. 61

1.b, 2.a, 3.c, 4.a, 5.c, 6.b, 7.a

8. Project time: More about sports!!!, p. 62

Παρακάτω θα βρεις τέσσερα από τα mini-projects που βασίζονται σε πληροφορίες:

1) An unusual sport: Luge

Does sliding down an icy track at 150 km per hour on a sled with no brakes sound like fun? Welcome to the world of luge.

A luge is a small one- or two-person sled on which one sleds face up and feet-first. Luge is also the name of the sport which involves racing with such sleds. It is a competition in which these sleds race against a timer.

The sport of luge is named after the French word for "sled". In artificial tracks, the athletes ride in an aerodynamic and flat position on the sled, keep their heads low to minimise air resistance. It takes a precise mix of shifting body weight, applying pressure with feet and rolling the shoulders to steer the sled. There are also handles for minor adjustments.

The craziest thing about racing on a luge track is that there are no brakes on the luge sled! Athletes stop by holding the front of the sled up, which pushes the back into the ice. The average length of a luge run is 40 to 60 seconds with most tracks having between 14 and 20 curves. The athletes race at speeds averaging

from 120–160 km/h. Some luge athletes experience G-forces in some curves on a luge track comparable to that of jet fighter pilots!

Natural tracks are adapted from existing mountain roads and paths, while artificially banked curves are not permitted. They must be naturally iced, so the use of artificial refrigeration is forbidden. Braking is often required in front of curves and is accomplished by the use of spikes built on the bottom of the athlete's shoes.

The first official luge competition was held in Switzerland in 1883 and the sport became an Olympic event for the first time at the 1964 Winter Olympics. As with many extreme sports, lugging is not without its risks. The most recent fatality was Georgian luger Nodar Kumaritashvili, who suffered a fatal crash during a training run for the 2010 Winter Olympics in Canada.

www.kidzworld.com/article/5314-learn-about-luge
en.wikipedia.org/wiki/Luge

2) Sports and Art in ancient Greece

Greeks had many athletic competitions, which were part of religious festivities. Only Greeks could participate in these, and usually only men. The most known among these are the Olympic games, which took their name from the place of Olympia in Peloponese. They were part of the fest in honour of Zeus. They were organised every four years and they began in 776 BC. Other well known competitions were Pythia (in Delphi, in honour of god Apollon), Nemea (in Nemea, Peloponese), Isthmia (in Corinthos, Peloponese, where the god of sea Poseidon was celebrated), and Panathenaea (in Athens, in honour of goddess Athena). The usual sports were footraces, the long jump, discos and javelin throwing, wrestling, pentathlon (a combination of these five sports), boxing, pangration (a combination of wrestling and boxing), horse and chariot races. The athletes were competing naked; they were *gymnoi*. From this greek word derive the words *Gymnastics*, *Gymnasium*. The winner of a race did not receive any money or anything of value. Instead, he received an olive wreath to be worn on his head.

Φωτογραφίες για αθλήματα και αθλητές στην αρχαία Ελλάδα μπορείς να βρεις στις παρακάτω ιστοσελίδες:

cecileboddaert.googlepages.com/.../Race-full.jpg

- Foot race in an ancient vase
- Pangration
- Discobolos

scienceblogs.com/gregladen/bull_jumping_instr...

- Bull jumping in ancient Crete

www.richeast.org/htwm/Greeks/running/olympics.gif

- Man running

<http://www.fjkluth.com/olympic.html#Pics>

- Woman training athlete, Louvre
- Women swimming, Louvre
- Atalanta wrestling Peleus, Munich
- Bronze figure of a running girl, London, The British Museum
- A Heraria Spartan woman and a sculpture for a victress around 460 BC, Vatican Museum

<http://www.mlahanas.de/Greeks/GreekSportImages.html>

- Pictures of Greek athletes
- http://en.wikipedia.org/wiki/Ancient_Greek_boxing
- Minoan youths boxing (1500 BC), Knossos fresco.

3) Curling and Science

The sport of curling revolves around friction on ice. Unlike friction on other surfaces, like carpet or wood, friction on ice changes with the velocity of the sliding object. This is because the heat produced by the rubbing motion of the sliding object melts the surface of the ice and produces a layer of lubricating water. The heat produced is the same as that produced when you rub your hands together on a cold day; the faster you rub, the warmer your hands become. Likewise, an object sliding faster over ice produces more heat and therefore more lubricating water so the friction is reduced.

Another factor that is important to friction is the temperature of the ice. Friction decreases as the temperature of ice approaches its melting point (0°C), because more lubricating water is produced by the same amount of heat from rubbing. Curlers use this to change the paths of curling stones by vigorously sweeping and adding their own heat from rubbing to the ice. Stones that have their paths swept can travel around three metres further, which is critical in a target-based game such as curling. The amount of heat from sweeping varies depending on

the amount of pressure the curlers apply and the velocity of their sweeping action.

4) Demetrios Vikelas

Demetrios Vikelas (February 15, 1835– July 20, 1908) was a Greek businessman and writer; he was the first president of the International Olympic Committee (IOC), from 1894 to 1896.

After a childhood spent in Greece and Constantinople, he found fortune in London, where he married. He then moved to Paris, on account of his wife. Abandoning business, he dedicated himself to literature and history, and published numerous novels, short stories and essays, which earned him a distinguished reputation. Because of his reputation and the fact that he lived in Paris, he was chosen to represent Greece in a congress called by Pierre de Coubertin in June 1894, which decided to re-establish the Olympic Games and to organise them in Athens in 1896. Vikelas presided over the organisation committee and after the Games were over, he remained in Athens until his death in 1908.

Originally, it had been De Coubertin's idea to hold the first celebration of the modern Olympics in Paris in 1900, but Vikelas convinced him and the newly created International Olympic Committee that they should be held in Athens, in order to symbolically link them to the original Games. As the constitution of the IOC at that time required the IOC president to be from the country which would host the next Games, Vikelas became the IOC's first president.

en.wikipedia/wiki/Demetrius_Vikelas