

Interactive Skills B1 – B2

Speaking and Writing
for teenagers and adults

Teacher's book

Student's book page 5 - Introductory page for Logbook 1

Ask the students to cover the page and elicit its possible content. Allow students to browse through the pages of **Logbook 1** to increase motivation. Make sure that they all have a clear idea of the content in this Logbook.

At the end of **Logbook 1** (page 38, student's record page) ask students to evaluate themselves for each unit separately. This can be the initiation for revision and extra practice, where needed.

Unit 1A

Student's book page 6 - Speaking through Reading and Listening

TASK 1: INVESTIGATION You may elicit possible unit content by asking students to see page 6. Pre-teach any vocabulary items the students may not be familiar with, encourage discussion about famous people and particularly about Whitney Houston and her life.

A. COMPREHENSION TASK 1. F 2. F 3. T 4. T 5. F 6. T

B. In the student to student questions encourage full answers. Ask students for justification in every question and highlight the answers in the text.

Student's book page 7 - Speaking through Reading and Listening

TASK 2: SPEAKING PAIR WORK When students role-play the dialogue, you may record or allow them to record their pair work using their mobile phones or any other available recording device in order to get phonology and natural sound right. You may add your questions and / or ask the learners to come up with their own on the text of page 6.

TASK 3: SUMMARY WRITING / SPEAKING Work with the students to identify the key points in the text in order to prepare a summary. Encourage students to practise reading their summary, paying attention to speed, fluency, pronunciation, etc. While a student presents his / her summary, the rest of the class may take notes on accuracy, pronunciation, etc. Then, they give their feedback.

Student's book page 8 - Writing through Reading and Listening

TASK 1: VOCABULARY BANK (You may photocopy the glossary to give it to the students)

People - Appearance adjectives

Height

extremely tall = υπερβολικά ψηλός
above average height = πάνω από το κανονικό ύψος
of average height = μετρίου αναστήματος

tallish = ψηλούτσικος
of medium built = μεσαίου αναστήματος
below average height = κάτω από το κανονικό ύψος

Weight

slim = λεπτός
plump = παχουλός
skinny = κοκαλιάρης

thin = αδύνατος
overweight = υπέρβαρος

Hair

jet black = κατάμαυρα
auburn = πυρόξανθα
with highlights = με ανταύγειες

brown = καστανά
ash blonde = πλατινέ ξανθά

Hair styles

a crew-cut = κοντοκουρεμένα
shoulder-length = στο ύψος του ώμου
swept back = τραβηγμένα πίσω
in plaits = κοτσίδες
back-combed = χτενισμένα πίσω

spiky = με καρφάκια
wavy = κυματιστά
with a fringe = με φράντζα
in a bun = (χτενισμένα) σε κότσο
with a ponytail = αλογοουρά

Parts of the face

forehead = μέτωπο
chin = πηγούνι
eyebrows = φρύδια

cheeks = μάγουλα
eyelashes = βλεφαρίδες
jaw = σαγόνι

Special features of the face

moustache = μουστάκι
wrinkles = ρυτίδες
beauty spot = ελιά (στο πρόσωπο)
spots = κηλίδες
beard = γένι

sideburns = φαβορίτες
bags under the eyes = σακούλες κάτω από τα μάτια
freckles = φακίδες
scar = ουλή
dimples = λακκάκια

Complexion

fair-skinned = ανοιχτόχρωμος-η-ο
swarthy = μελαμψός-ή-ό
tanned = μαυρισμένος (από τον ήλιο)

dark-skinned = μελαχρινός-ή-ό
olive-skinned = αυτός που έχει χρώμα ελιάς
rosy-cheeked = ροδοκόκκινος-η-ο

Compound adjectives about the body

left-handed = αριστερόχειρας
dark-skinned = μελαχρινός-ή-ό

big-headed = με μεγάλο κεφάλι
fair-haired = ξανθός-ά-ό

People – Character adjectives

absent minded = αφηρημένος
arrogant = υπερόπτης
conscientious = ευσυνείδητος
generous = γενναϊόδωρος
humble = ταπεινός
jealous = ζηλιάρης
loyal = πιστός
narrow minded = στενόμυαλος
offensive = προσβλητικός
stubborn = πεισματάρης
trustworthy = έμπιστος
outgoing = εξωστρεφής
ambitious = φιλόδοξος
selfish = εγωιστής
unpredictable = απρόβλεπτος
unreliable = αναξιόπιστος

antagonistic = ανταγωνιστικός
broad minded = προοδευτικός
efficient = ικανός
hopeless = απελπισμένος
ignorant = ανίδεος
liberal = φιλελεύθερος
modest = σεμνός
nosy = αδιάκριτος
quarrelsome = καβγατζής
tolerant = ανεκτικός
carefree = ανέμελος
strong-willed = με δυνατή θέληση
energetic = ενεργητικός
snobbish = σνομπ
dishonest = ανειλικρινής, ανέντιμος

Student's book page 9 - Writing through Reading and Listening

TASK 2: MODEL TEXT Pre-teach any vocabulary items which the students may not be familiar with. Encourage discussion about the topic and ask your students to give a brief description of their friends, etc. Use the Text Analysis to make sure students understand the way to highlight the important features in the text.

TEXT ANALYSIS 1. b 2. a 3. b 4. A 5. b 6. B

7. b (Note the use of adjectives with justifications and compare the following:

a. Mary is generous and friendly. Moreover, she is lively. b. Mary is generous. She always loves giving people gifts. Moreover she is friendly and that is why she is so popular at school. Her best quality though is that she is lively, she is the heart and soul of school parties)

Ask your students to justify their answers. When discussing question 7, ask for a good number of examples in class.

Student's book page 10 - Writing through Reading and Listening

TASK 3: PRACTICE Use the text as a second model where task analysis of page 9 also applies.

1. very much 2. most 3. are 4. dressed 5. many 6. her 7. do 8. at 9. much
10. kindness

TASK 4: WRITING TIPS Encourage students to give examples using words from the vocabulary bank on page 8.

Student's book page 11 - Writing through Reading and Listening

TASK 5: WRITING Work in class to build a similar model composition with your students focusing on key language features as presented in the Text Analysis. Make use of the **HELP BOX** to help them prepare their composition.

FURTHER PRACTICE Use the topics provided for further practice, revision and consolidation and allow students to choose which of the topics they prefer to write about at home.

FUN WORK Students prepare their own investigations / projects on famous people they admire. You can ask them to bring their work printed or stored in USB devices or to email it to the school. Ask them to present their work on the interactive board, if available.

Unit 1B

Student's book page 12 - Speaking through Reading and Listening

TASK 1: SEMI-AUTHENTIC TEXT Pre-teach any vocabulary items the students may not be familiar with, encourage discussion about the book and film characters asking them to talk about those they like or hate most.

A. COMPREHENSION TASK

1. F 2. T 3. F 4. T 5. T 6. F

B. In the student to student questions encourage full answers. Ask students for justification in every question and highlight the answers in the text.

Student's book page13 - Writing through Reading and Listening

TASK 1: MODEL TEXT Make sure students understand that this composition is based of the text of page 12.

TEXT ANALYSIS Explain that the students have seen these questions in unit 1A and this exercise serves as a revision.

1. b 2. a 3. b 4. A 5. b 6. B 7. b

Ask your students to justify their answers. When discussing question 7, ask for a good number of examples in class.

Student's book page14 - Writing through Reading and Listening

TASK 2: PRACTICE Use the text as a second model where task analysis of page 13 also applies.

1. in 2. adorable 3. a lot of 4. year 5. blonde 6. treats
7. kindness 8. very 9. to 10. be 11. trouble 12. sweet
13. very 14. loving / loveable

TASK 3: WRITING TIPS Encourage your students to give examples using words from the vocabulary bank on page 8, unit 1A. Get your students to build a list of common compound adjectives in class.

a. 2 b. 4 c. 1 d. 3 (Explain that non-stopped is a mistake and the correct answer is **non-stop**)
e. 6 f. 5

Student's book page15 - Writing through Reading and Listening

TASK 4: WRITING Work in class to build a similar model composition with students focusing on key language features as presented in the Text Analysis. Make use of the **HELP BOX** to help them prepare their composition.

FURTHER PRACTICE Use the topics provided for further practice, revision and consolidation and allow the students to choose which of the topics they prefer to write about at home.

FUN WORK Ask your students to get involved in designing an investigation (project) about a well known book, film or cartoon character they like. Encourage the use of the internet when they need to find relevant information. You can ask them to bring their work printed or stored in USB devices or to email them to the school. Ask them to present their work on the interactive board, if available.

Unit 2A

Student's page 16 - Speaking through Reading and Listening

TASK 1: BOOK / READER You may elicit possible unit content by asking students to see page 16. Pre-teach any vocabulary items the students may not be familiar with and encourage discussion about the topic.

A. COMPREHENSION TASK

1. F 2. T 3. T 4. F 5. F 6. T

B. In the student to student questions encourage full answers. Ask students for justification in every question and highlight the answers in the text.

Student's page 17 - Speaking through Reading and Listening

TASK 2: SPEAKING PAIR WORK When students role-play the dialogue, you may record or allow them to record their pair work using their mobile phones or any other available recording device in order to get phonology and natural sound right. You may add your questions and / or encourage them to come up with their own on the text of page 16.

Key: huge square garden

TASK 3: SUMMARY WRITING / SPEAKING Work with the students to identify the key points in the text in order to prepare a summary. Encourage them to practise reading their summary, paying attention to speed, fluency, pronunciation, etc. While a student presents his / her summary, the rest of the class may take notes on accuracy, pronunciation, etc. Then, they give their feedback.

Student's page 18 - Writing through Reading and Listening

TASK 1: VOCABULARY BANK (You may photocopy the glossary to give it to the students)

BUILDINGS & HOUSES = Κτίρια & Σπίτια

LOCATION = Τοποθεσία

X is located in / situated to the (east, west, south, north of Athens, Hellas) = βρίσκεται στα (ανατολικά, δυτικά, νότια της / του...)

X is in the centre of = είναι στο κέντρο του...

X is surrounded by = είναι τριγυρισμένο από...

HISTORY OF PLACES = ιστορία των τόπων

X was built in = χτίστηκε στα

X dates from = χρονολογείται από

SPECIAL PLACES, APPEARANCE & ATMOSPHERE = Ιδιαίτερα μέρη, η εμφάνιση και η ατμόσφαιρά τους

bare = γυμνός

shabby = τριμμένος, παλιός

spacious = με χώρο

elegant = κομψός

charming = γοητευτικός

warm and cosy = ζεστό και άνετο

functional = λειτουργικό

cramped = στενάχωρος

spooky = τρομακτικό

luxurious = πολυτελής

impressive = εντυπωσιακός

picturesque = γραφικός

trendy = μοντέρνο

peaceful = ήρεμο

TYPES OF 'HOMES' = Τύποι σπιτιών

castle = κάστρο

mansion = έπαυλη

apartment = διαμέρισμα

semi-detached = μεσοτοιχία

tent = σκηνή κάμπινγκ

palace = παλάτι

cottage = αγροτικό σπίτι

detached house = ανεξάρτητο σπίτι

terraced houses = σπίτια το ένα κολλημένο στο άλλο

TOURISM / WHY WE TRAVEL = Γιατί ταξιδεύουμε

to escape the rat race = για να δραπετεύσουμε από την καθημερινότητα
to enjoy the natural beauty of a place = για να απολαύσουμε τη φυσική ομορφιά ενός τοπίου
to visit places of historical interest = για να επισκεφτούμε μέρη με ιστορικό ενδιαφέρον
to explore = για να εξερευνήσουμε
because it's trendy = γιατί είναι στη μόδα
to wind down = για να χαλαρώσουμε
to broaden our knowledge = να διευρύνουμε τις γνώσεις μας

REASONS FOR VISITING A PLACE = Λόγοι επίσκεψης ενός τόπου

it's famous for = φημίζεται / είναι γνωστό για
it's a sight not to be missed = ένα αξιοθέατο που πρέπει να δούμε
it appeals to / it's a must for (sun lovers) = είναι ελκυστικό, πρέπει να το επισκεφτούμε απαραίτητως
it caters for (families) = ικανοποιεί όλα τα γούστα
it's worth visiting = αξίζει να το επισκεφτείς
it boasts the (most exotic beaches) = καυχιέται για (τις πιο εξωτικές παραλίες)

THINGS FOR TOURISTS TO DO = Πράγματα για να κάνουν οι τουρίστες

to stroll along the beach = κάνω περίπατο στην παραλία
to bask under the hot sun = λιάζομαι στον καυτό ήλιο
to wander through the streets = να περιπλανηθούμε στους δρόμους
to mingle with the locals = να αναμειχθούμε με τους ντόπιους
to buy souvenirs = να αγοράσουμε ενθύμια
to soak up the sun = να "μαζέψουμε" ήλιο
to go sightseeing = πάμε να δούμε τα αξιοθέατα
to sample the local cuisine = να δοκιμάσουμε την τοπική κουζίνα
to dance the night away = να χορέψουμε όλη νύχτα

USEFUL PREFIXES = Χρήσιμα προθέματα

dis, il, im, in, un = χωρίς	out- = περισσότερος, καλύτερος	over = παραπάνω
mal = κακό	pre = πριν από	pseudo- = ψευδής
re = ξανά	a = χωρίς	under = κάτω ή ανεπαρκής
hyper = υπέρ	fore = μπροστά	neo- = νέο

Student's page 19 - Writing through Reading and Listening

TASK 2: MODEL TEXT Pre-teach any vocabulary items which the students may not be familiar with. Encourage discussion about the topic and ask your students to give a brief description of their home town, a place they like, etc. Use the Text Analysis to make sure they understand the way to highlight the important features in the text.

TEXT ANALYSIS

1. b 2. B 3. a 4. b 5. b 6. A 7. b

Student's page 20 - Writing through Reading and Listening

TASK 3: PRACTICE Use the text as a second model where task analysis of page 19 also applies.
1. to 2. winding 3. to 4. am 5. full 6. isn't 7. tasting 8. far

TASK 4: WRITING TIPS

Encourage the learners to give examples using words from the vocabulary bank on page 18.

Student's page 21 - Writing through Reading and Listening

TASK 5: WRITING Work in class to build a similar model composition with students focusing on key language features as presented in the Text Analysis. Make use of the **HELP BOX** to help them prepare their composition.

FURTHER PRACTICE Use the topics provided for further practice, revision and consolidation and allow the students to choose which of the topics they prefer to write about at home.

Unit 2 B

Student's book page 22 - Speaking through Reading and Listening

TASK 1: BOOK / READER Pre-teach any vocabulary items the students may not be familiar with and encourage discussion about book and film characters they like.

A. COMPREHENSION TASK

1. F 2. T 3. DS 4. F 5. F 6. T 7. DS

B. In the student to student questions encourage full answers. Ask students for justification in every question and highlight the answers in the text.

TASK 2: SPEAKING / PAIR WORK Encourage discussion on the plot and the main characters of the book as presented in the text. You may also encourage discussion on another book you or the students are familiar with.

Student's book page 23 - Writing through Reading and Listening

MODEL TEXT Make sure the learners understand that this composition is similar to the text on page 22.

TEXT ANALYSIS

1.a 2.b 3.a 4.a 5.b 6.b 7.a 8.b

Student's book page 24 - Writing through Reading and Listening

TASK 3: PRACTICE

Use the text as a second model where task analysis of page 23 also applies.

1.in 2. about 3. of 4. on 5. stony 6. to 7. very 8. visit

TASK 4: WRITING TIPS Encourage your students to give examples using the words given.

Student's book page 25 - Writing through Reading and Listening

TASK 5: WRITING Work in class to build a similar model composition with students focusing on key language features as presented in the Text Analysis. Make use of the **HELP BOX** to help your students prepare their composition.

FURTHER PRACTICE Use the topics provided for further practice, revision and consolidation and allow them to choose which of the topics they prefer to write about at home.

FUN WORK Ask your students to read a book or download a summary of a book they have already read. Encourage the use of the internet to find the necessary information.

Unit 3

Student's book page 26 - Speaking through Reading and Listening

TASK 1: NEWS STORY You may elicit possible unit content by asking students to see page 26. Pre-teach any vocabulary items the students may not be familiar with and encourage discussion about technology.

A. COMPREHENSION TASK

1. T 2. T 3. F 4. F 5. F

B. In the student to student questions encourage full answers. Ask students for justification in every question and highlight the answers in the text.

Student's book page 27 - Speaking through Reading and Listening

TASK 2: SPEAKING PAIR WORK When students role-play the dialogue, you may record or allow them to record their pair work using their mobile phones or any other available recording device in order to get phonology and natural sound right. You may add your questions and / or ask them to come up with their own on the text of page 26.

TASK 3: SUMMARY WRITING / SPEAKING Work with the students to identify the key points in the text in order to prepare a summary. Encourage students to practise reading their summary, paying attention to speed, fluency, pronunciation, etc. While a student presents his / her summary, the rest of the class may take notes on accuracy, pronunciation, etc. Then, they give their feedback.

Student's book page 28 - Writing through Reading and Listening

TASK 1: VOCABULARY BANK (You may photocopy the glossary to give it to the students)

Objects

Parts of machines = Μέρη μηχανών

knob = χερούλι

plug = πρίζα

fuse = ασφάλεια

spare parts = ανταλλακτικά

dial = καντράν

cord / wire = καλώδιο

gauge = μετρητής

Bags / Cases = Τσάντες / Βαλίτσες

pocket = θήκη

strap = λουρί

lock = κλειδαριά

handle = χερούλι

buckle = μεταλλικό κλείδωμα

Jewellery = Κοσμήματα

chain = καδένα

clasp = κούμπωμα / πιαστράκι

Watch / clock = Ρολόι

face = πλάκα ρολογιού

strap = λουράκι

hands = δείκτες

pendulum = εκκρεμές

Things that can go wrong = Πράγματα που μπορούν να πάνε 'στραβά'

to come off = βγαίνω από τη θέση μου

to come apart = διαλύομαι

to break down = χαλάω

to be out of order = είναι εκτός λειτουργίας

to overheat = υπερθερμαίνω

to be within / out of guarantee = εντός / εκτός

εγγύησης

to get stuck = κολλάω

to burst = σκάω

not to work = δεν λειτουργεί

to flood = πλημμυρίζω

to go off (of food) = χαλάει

Make = Η μάρκα

it's a Philips ... model number = είναι ένα Philips ... αριθμός μοντέλου

Shape = Σχήμα

circular = κυκλικό
square = τετράγωνο

oval = οβάλ
rectangular = ορθογώνιο

Material = Υλικό

stainless steel = ανοξείδωτο ατσάλι
gold = χρυσό
bronze = χάλκινο
denim = τζην
imitation leather = απομίμηση δέρματος

plastic, PVC = πλαστικό
silver = ασημένιο
cotton = βαμβακερό
leather = δέρμα

Age = Παλαιότητα

brand new = ολοκαίνουργιο

antique = αντικά

Value = Αξία

priceless – ανεκτίμητο
of sentimental value – συναισθηματικής αξίας

invaluable – μεγάλης αξίας

Decoration = Διακόσμηση

intricate design = πολύπλοκο σχέδιο
striped = με ρίγες
flowery = με λουλούδια
engraved on metal = χαραγμένο σε μέταλλο
logo = λογότυπο

spotted = με βούλες
checked = καρό
carved on wood = σκαλισμένο σε ξύλο
initials = αρχικά
brand name = όνομα μάρκας

Student's book page 29 - Writing through Reading and Listening

TASK 2: MODEL TEXT Pre-teach any vocabulary items which the students may not be familiar with. Encourage discussion about the topic and ask your students to describe their friends, etc. Use the Text Analysis to make sure they understand the way to highlight the important features in the text.

TEXT ANALYSIS

1. a 2. B 3. B 4. B 5. A 6. b

Ask students to justify their answers.

Student's page 30 - Writing through Reading and Listening

TASK 3: PRACTICE Use the text as a second model where task analysis of page 29 also applies.

1. is 2. sized 3. on 4. gold 5. find

TASK 4: WRITING TIPS Go through the task and discuss each point in class.

1. F 2. F 3. T 4. F 5. T 6. T

Student's book page31 - Writing through Reading and Listening

TASK 5: WRITING Work in class to build a similar model composition with the learners focusing on key language features as presented in the Text Analysis. Make use of the **HELP BOX** to help your students prepare their composition.

FURTHER PRACTICE Use the topics provided for further practice, revision and consolidation and allow students to choose which of the topics they prefer to write about at home.

FUN WORK Encourage your students to find news stories from the internet, magazines etc. about any topic they are interested in. Help them find the most important information in their news stories as you practised in this unit. Ask them to bring their work printed or stored in USB devices or to email them to the school. Ask them to present their work on the interactive board, if available.

Unit 4

Student's book page 32 – Speaking through Reading and Listening

TASK 1: COMMUNICATION Explain the task to the learners and help by pre-teaching some of the words the learners may need to use while speaking. Encourage discussion on the topic (festivals and celebrations) making notes on the whiteboard based on students' input.

Student's book page 33 – Speaking through Reading and Listening

TASK 2: SPEAKING PAIR WORK When students role-play the dialogue, you may record or allow them to record their pair work using their mobile phones or any other available recording device in order to get phonology and natural sound right. You may add your questions and / or ask your students to come up with their own.

TASK 3: DISCUSS FURTHER Encourage pair work and help turn taking, pausing, natural language flow, etc. Ask the pairs to repeat the procedure several times and make their own questions on the pictures.

Student's book page 34 - Writing through Reading and Listening

TASK 1: VOCABULARY BANK (You may photocopy the glossary to give to the students)

CELEBRATIONS

Customs – traditions = Έθιμα - Παραδόσεις

New Year's Day = Πρωτοχρονιά	we make New Year's resolutions = παίρνουμε αποφάσεις για τη νέα χρονιά
April Fool's Day = Πρωταπριλιά	we make a fool of someone by playing a practical joke = κάνουμε φάρσα σε κάποιον
Good Friday = Μεγάλη Παρασκευή	Easter Sunday = Κυριακή του Πάσχα
May Day = Πρωτομαγιά	we make a wreath of flowers = κάνουμε στεφάνι από λουλούδια
Christmas Eve = Παραμονή Χριστουγέννων	we sing carols = λέμε τα κάλαντα
Christmas Day = Χριστούγεννα	we exchange presents and we eat turkey = ανταλλάσσουμε δώρα και τρώμε γαλοπούλα
on National Holidays = στις εθνικές εορτές	we have parades and wear traditional costumes = έχουμε παρελάσεις και φοράμε παραδοσιακές στολές
we sing the national anthem = τραγουδάμε τον εθνικό ύμνο	politicians lay wreaths at the foot of war memorials = πολιτικοί καταθέτουν στεφάνια στη βάση των μνημείων
a two-minute silence is observed = τηρείται δύο λεπτών σιγή	a 21-gun salute is fired = ρίχνονται είκοσι ένας κανονιοβολισμοί

Wedding = Γάμος

wed = παντρεύομαι	get married = παντρεύομαι
marriage = γάμος	married - unmarried = παντρεμένος - ανύπαντρος
single = ελεύθερος	groom = γαμπρός
bride = νύφη	bouquet = ανθοδέσμη, μπουκέτο
flower arrangement = σύνθεση από λουλούδια	wedding cake = γαμήλια τούρτα
reception = δεξίωση	propose a toast = Κάνω πρόταση
wedding ceremony = Γαμήλια τελετή	invitation = Πρόσκληση
best man = κουμπάρος	bridesmaid = Παράνυμφος
wedding dress = νυφικό	

May Day = Πρωτομαγιά

pick = μαζεύω (για λουλούδια)	wild flowers = αγριολούλουδα
wreath = στεφάνι από λουλούδια	Maypole = γαϊτανάκι της Πρωτομαγιάς

Christmas = Χριστούγεννα

stocking = μακριά κάλτσα

carols = κάλαντα

present = δώρο

colourfully wrapped (present) = με πολύχρωμο

περιτύλιγμα

hang up (stockings) = κρεμάω

New Year's Eve = Πρωτοχρονιά

gift - δώρο

exchange (presents) = ανταλλάσσω

Carnival = Καρναβάλι

dress up = μεταμφιέζομαι

parade = παρέλαση

fireworks = πυροτεχνήματα

colourful procession = πολύχρωμη παρέλαση

fancy dress = αποκριάτικη στολή

streamer = σερπαντίνα

floats = άρματα

Congratulate - Greetings Cards = Συγχαίρω - Ευχετήριες κάρτες

Congratulations! = Συγχαρητήρια!

Hats off! = Συγχαρητήρια!

Season's Greetings = Καλές Γιορτές

speedy recovery = γρήγορη ανάρρωση (Best wishes for a...!)

Best wishes for a Happy New Year! = Τις

καλύτερες ευχές για τη Νέα Χρονιά

Congratulations on the birth of your son! =

Συγχαρητήρια για τη γέννηση του γιού σας

All the best for your future! = Ευχόμαστε τα

καλύτερα για το μέλλον σας

Well done! = Μπράβο!

That's great! - That's fantastic! = Αυτό είναι

υπέροχο! - φανταστικό!

cordially = εγκάρδια

Get well soon! = Γρήγορη ανάρρωση

Happy silver anniversary! = Ευτυχισμένη 25^η

επέτειος

Best wishes for your future together! = Τις

καλύτερες ευχές για το μέλλον σας

Student's book page 35 - Writing through Reading and Listening

TASK 2: MODEL TEXT Pre-teach any vocabulary items which the students may not be familiar with. Encourage discussion about the topic and ask them to give a brief description of their friends, etc. Use the Text Analysis to make sure they understand the way to highlight the important features in the text.

TEXT ANALYSIS

1. b 2. B 3. b 4. B 5. B 6. a

Ask your students to justify their answers.

Student's page 36 - Writing through Reading and Listening

TASK 3: PRACTICE Use the text as a second model where task analysis of page 35 also applies.

1. hear 2. place 3. before 4. churches 5. Good 6. dyes
7. home 8. dishes 9. outdoors 10. great

TASK 4: WRITING 'TIPS'

Encourage your students to make their own examples using relative pronouns to link sentences.

Student's book page 37 - Writing through Reading and Listening

TASK 5: WRITING Work in class to build a similar model composition with students focusing on key language features as presented in the Text Analysis. Make use of the **HELP BOX** to help your students prepare their composition.

FURTHER PRACTICE Use the topics provided for further practice, revision and consolidation and allow students to choose which of the topics they prefer to write about at home.

FUN WORK Encourage your students to find pictures from the internet, magazines etc. on topics they are interested in. Encourage them to work on their pictures, find the necessary vocabulary and present their ideas in class. The sets of pictures the students have chosen can be used in class for further practice.

Student's book page 39 - Introductory page for Logbook 2

Ask the students to cover the page and elicit its possible content. Allow students to browse through the pages of **Logbook 2** to increase motivation. Make sure that they all have a clear idea of the content in this Logbook.

At the end of **Logbook 2** (page 72, student's record page) ask students to evaluate themselves for each unit separately. This can be the initiation for revision and extra practice, where needed.

Unit 5A

Student's book page 40 - Speaking through Reading and Listening

TASK 1: INVESTIGATION You may elicit possible unit content by asking students to see page 40. Pre-teach any vocabulary items the students may not be familiar with and encourage discussion about the topic (films and books).

A. COMPREHENSION TASK

1. F 2. F 3. T 4. T 5. F 6. T 7. T

B. In the student to student questions encourage full answers. Ask students for justification in every question and highlight the answers in the text.

Student's book page 41 - Speaking through Reading and Listening

TASK 2: SPEAKING PAIR WORK When students role-play the dialogue, you may record or allow them to record their pair work using their mobile phones or any other available recording device in order to get phonology and natural sound right. You may add your questions and / or ask the learners to come up with their own on the text of page 40.

Key: The film came out in February 2010, His father is Poseidon, this film combined modern characters

TASK 3: SUMMARY WRITING / SPEAKING Work with the students to identify the key points in the text in order to prepare a summary. Encourage students to practise reading their summary, paying attention to speed, fluency, pronunciation, etc. While a student presents his / her summary, the rest of the class may take notes on accuracy, pronunciation, etc. Then, they give their feedback.

Student's book page 42 - Writing through Reading and Listening

TASK 1: VOCABULARY BANK (You may photocopy the glossary to give it to the students)

Book – Film Reviews = Κριτικές βιβλίων – ταινιών

Books

fiction = μυθιστόρημα
murder – mystery = φόνος - μυστήριο
a ghost story – ιστορία φαντασμάτων
a fairy tale = παραμύθι

plot = πλοκή
to be set in = λαμβάνει χώρα

author = συγγραφέας
publisher = εκδότης
poet = ποιητής

a book comes out = ένα βιβλίο κυκλοφορεί

Types

romance = ειδύλλιο
historical novel = ιστορική νουβέλα
an adventure story = περιπέτεια
science fiction = επιστημονικής φαντασίας

Story

to be based on = βασισμένο σε

People

writer = συγγραφέας
editor = συντάκτης

Success

a best seller = με τις μεγαλύτερες πωλήσεις a blockbuster = υπερπαραγωγή
a flop = αποτυχία

Adjectives

brilliant = λαμπρό
fascinating = γοητευτικό
absorbing = απορροφητικό
fast - moving = με γρήγορη εξέλιξη
action - packed = γεμάτο δράση

inspiring = εμπνευσμένο
unforgettable = αξέχαστο
moving = με κίνηση
gripping = συναρπαστικό

Films - ταινίες

a film is released = μια ταινία κυκλοφορεί

a romance = ρομάντζο
a thriller = θρίλερ
a fantasy = φανταστικό
science fiction = επιστημονικής φαντασίας

Types - Είδη

a comedy = κωμωδία
a sequel = έργο με συνέχειες
an adventure = περιπέτεια

script/ plot = κείμενο / πλοκή
to be set in = λαμβάνει χώρα

Story

to be based on = βασισμένο σε
to tell the story of = να πει την ιστορία του / της

director - σκηνοθέτης
stuntman = κασκαντέρ
the cast = το γκρουπ των ηθοποιών

People

producer = παραγωγός
the star = η φήμα
the extras = κομπάρσοι

Work

to shoot a film = κινηματογραφώ μια ταινία
somebody plays the part of = κάποιος παίζει το ρόλο του / της
to have special effects = να έχει ειδικά εφέ

Success

a box office hit = μια ταινία που 'σπάει τα ταμεία'
a blockbuster = υπερπαραγωγή

Useful noun phrases

a race against time = αγώνας κόντρα στο χρόνο
a battle between good and evil = μάχη ανάμεσα στο καλό και στο κακό
a struggle for survival = μάχη επιβίωσης

Student's book page 43 - Writing through Reading and Listening

TASK 2: MODEL TEXT Pre-teach any vocabulary items which the students may not be familiar with. Encourage discussion about the topic and ask your students to give a brief description of book or film characters they like. Use the Text Analysis to make sure students understand the way to highlight the important features in the text.

TEXT ANALYSIS

1. b 2. A 3. A 4. b 5. b 6. a

Ask your students to justify their answers.

Student's book page 44 - Writing through Reading and Listening

TASK 3: PRACTICE Use the text as a second model where task analysis of page 43 also applies.

1. watched 2. on 3. romance 4. who 5. in 6. plot 7. action - packed
8. performed 9. groups

Student's book page 45 - Writing through Reading and Listening

TASK 5: WRITING Work in class to build a similar model composition with your students focusing on key language features as presented in the Text Analysis. Make use of the **HELP BOX** to help them prepare their composition.

FURTHER PRACTIC Use the topics provided for further practice, revision and consolidation and allow students to choose which of the topics they prefer to write about at home.

Unit 5B

Student's book page 46 - Speaking through Reading and Listening

TASK 1: SEMI-AUTHENTIC TEXT You may elicit possible unit content by asking students to see page 46. Pre-teach any vocabulary items the students may not be familiar with and encourage discussion about the topic (films and books).

A. COMPREHENSION TASK

1. F 2. T 3. T 4. F 5. F 6. F 7. F

B. In the student to student questions encourage full answers. Ask students for justification in every question and highlight the answers in the text.

Student's book page 47 - Writing through Reading and Listening

TASK 2: MODEL TEXT Explain to your students that this composition is similar to the text on page 46. Use the Text Analysis to make sure they understand the way to highlight the important features in the text.

TEXT ANALYSIS

1. a 2. b 3. a 4. a 5. b 6. a

Ask your students to justify their answers.

Student's book page 48 - Writing through Reading and Listening

TASK 3: PRACTICE Use the text as a second model where task analysis of page 48 also applies.

1. in 2. tells 3. away 4. from 5. trying 6. in 7. full 8. give 9. quite 10. young
11. unsuitable

TASK 4: WRITING TIPS

1. by 2. plot 3. adventure 4. In 5. story

Ask your students to practise using the sentences when talking or writing about books they like, making the necessary changes about characters, plot, time, etc.

Student's book page 49 - Writing through Reading and Listening

TASK 5: WRITING Work in class to build a similar model composition with your students focusing on key language features as presented in the Text Analysis. Make use of the **HELP BOX** to help them prepare their composition.

FURTHER PRACTICE Use the topics provided for further practice, revision and consolidation and allow students to choose which of the topics they prefer to write about at home.

FUN WORK Ask your students to read a book or download a summary of a book they have already read. Encourage the use of the internet where they can find summaries for most books as well as comments and recommendations.

Unit 6

Student's book page 50 - Speaking through Reading and Listening

TASK 1: BOOK / READER Pre-teach any vocabulary items the students may not be familiar with and encourage discussion about the topic (book covers and blurbs).

A. COMPREHENSION TASK

1. John 2. Tania 3. Ruth 4. T 5. T 6. Open answer, encourage discussion.

B. In the student to student questions encourage full answers. Ask students for justification in every question and highlight the answers in the text.

Student's book page 51 - Speaking through Reading and Listening

TASK 2: SPEAKING PAIR WORK When students role-play the dialogue, you may record or allow them to record their pair work using their mobile phones or any other available recording device in order to get phonology and natural sound right. You may add your questions and / or ask them to come up with their own.

Student's book page 52 - Writing through Reading and Listening

TASK 1: BOOK / READER Pre-teach any vocabulary items the students may not be familiar with and encourage discussion about the topic.

A. COMPREHENSION

1. T 2. F 3. F 4. T 5. F 6. T

B. In the student to student questions encourage full answers. Ask students for justification in every question, encouraging them to highlight the answers in the text.

TASK 2: SUMMARY WRITING / SPEAKING Work with the students to identify the key points in the text in order to prepare a summary. Encourage students to practise reading their summary, paying attention to speed, fluency, pronunciation, etc. While a student presents his / her summary, the rest of the class may take notes on accuracy, pronunciation, etc. Then, they give their feedback.

Student's book page 53 - Writing through Reading and Listening

TASK 3: MODEL TEXT A Pre-teach any vocabulary items the students may not be familiar with and encourage discussion about the topic. Use the Text Analysis to make sure students understand the way to highlight the important features in the text.

TEXT ANALYSIS

1. b 2. a 3. b 4. b 5. a 6. a

Ask your students to justify their answers.

Student's page 54 - Writing through Reading and Listening

TASK 4: PRACTICE A Use the text as a second model where task analysis of page 53 also applies.
1. tells 2. control 3. fight 4. looks 5. character 6. with 7. holding 8. attacking 9. in 10. fun

TASK 5: PRACTICE B

1. led 2. flowing 3. out 4. was 5. would

TASK 6: PRACTICE C

1. by 2. to 3. with 4. into 5. out

Ask your students to practise using the sentences when talking or writing about books they like.

Student's book page 55 - Writing through Reading and Listening

TASK 7: MODEL TEXT B Pre-teach any vocabulary items the students may not be familiar with and encourage discussion about the topic. Use the Text Analysis to make sure students understand the way to highlight the important features in the text.

TEXT ANALYSIS

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

Ask you students to justify their answers.

Student's book page 56 - Writing through Reading and Listening

TASK 8: PRACTICE B Use the text as a model where task analysis of page 55 also applies.

1. about 2. at 3. interesting 4. fourth 5. against 6. drew 7. see 8. would
9. about 10. enough

TASK 9: WRITING TIPS

1. dull 2. unrealistic 3. funny 4. moving 5. scary

Ask your students to practise using the sentences when talking or writing about books they like.

Student's book page 57 - Writing through Reading and Listening

TASK 10: WRITING Work in class to build a similar model composition with your students focusing on key language features as presented in the Text Analysis. Make use of the **HELP BOX** to help them prepare their composition.

FURTHER PRACTICE Use the topics provided for further practice, revision and consolidation and allow students to choose which of the topics they prefer to write about at home.

FUN WORK Encourage your students to choose a book or graded reader they want to talk and write about and ask them to present a summary of the book in class as well as the back and front cover of it. Scanned covers can be presented on the whiteboard, if available. There are summaries for most books on the internet that you can use to help your students.

Unit 7

Student's book page 58 - Speaking through Reading and Listening

TASK 1: NEWS STORY Pre-teach any vocabulary items the students may not be familiar with and encourage discussion about the topic (release of a new book).

A. COMPREHENSION TASK 1. F 2. F 3. T 4. T 5. F 6. F

B. In the student to student questions encourage full answers. Ask students for justification in every question and highlight the answers in the text.

Student's book page 59 - Speaking through Reading and Listening

TASK 2: SPEAKING PAIR WORK Ask your students to read and find the wrong information in the text and underline it. When students role-play the dialogue, you may record or allow them to record their pair work using their mobile phones or any other available recording device in order to get phonology and natural sound right. You may add your questions and / or ask them to come up with their own.

Key: I read Eragon directed - **written**, a mysterious kind of wood - **stone**, in an effort to free (**capture**) them, who is very shy - **brave**, the book which was very complicated - **easy**, apart from some easy (**difficult**) names

TASK 3: SUMMARY WRITING / SPEAKING Work with the students to identify the key points in the text in order to prepare a summary. Encourage students to practise reading their summary, paying attention to speed, fluency, pronunciation, etc. While a student presents his / her summary, the rest of the class may take notes on accuracy, pronunciation, etc. Then, they give their feedback.

Student's book page 60 - Writing through Reading and Listening

TASK 1: SEMI-AUTHENTIC TEXT Pre-teach any vocabulary items the students may not be familiar with and encourage discussion on the topic (book plots).

Student's book page 61 - Writing through Reading and Listening

TASK 2: MODEL TEXT Pre-teach any vocabulary items the students may not be familiar with and encourage discussion about the topic. Use the Text Analysis to make sure students understand the way to highlight the important features in the text.

TEXT ANALYSIS 1. a 2. b 3. a 4. b 5. b Ask your students to justify their answers.

Student's page 62 - Writing through Reading and Listening

TASK 3: PRACTICE Use the text as a second model where task analysis of page 61 also applies.
1. classic 2. which 3. true 4. begins 5. hatch 6. ugly 7. up 8. fed 9. leaves 10. on
11. decides 12. at

TASK 4: WRITING TIPS Go through the task and discuss each point in class. Encourage your students to give their own examples.

1. He drives carefully
2. He listened sympathetically.
3. He lived honestly.
4. He dressed smartly.
5. He looked at me angrily.
6. Ioanna sings well.
7. He solves problems brilliantly.

Student's book page 63 - Writing through Reading and Listening

TASK 5: WRITING Work in class to build a similar model composition with your students focusing on key language features as presented in the Text Analysis. Make use of the **HELP BOX** to help them prepare their composition.

FURTHER PRACTICE Use the topics provided for further practice, revision and consolidation and allow students to choose which of the topics they prefer to write about at home.

FUN WORK Encourage your students to choose a book or graded reader they like and find the summary of the book on the internet. The summaries can be presented in the whiteboard, if available with students asking questions on them.

Student's book page73 - Introductory page for Logbook 3

Ask the students to cover the page and elicit its possible content. Allow students to browse through the pages of **Logbook 3** to increase motivation. Make sure that they all have a clear idea of the content in this Logbook.

At the end of **Logbook 3** (page 96, student's record page) ask students to evaluate themselves for each unit separately. This can be the initiation for revision and extra practice, where needed.

Unit 9

Student's book page 74 - Speaking through Reading and Listening

TASK 1: INVESTIGATION You may elicit possible unit content by asking your students to look at page 74. Pre-teach any vocabulary items which the students may not be familiar with and encourage discussion on the topic (environmental issues).

A. COMPREHENSION TASK

1. T 2. F 3. F 4. F 5. T 6. T

B. In the student to student questions encourage full answers. Ask students for justification in every question and highlight the answers in the text.

Student's book page75 - Speaking through Reading and Listening

TASK 2: SPEAKING PAIR WORK Ask your students to work on the answers taking notes. Encourage exchange of ideas and after they have reached a satisfactory level allow the students to record their pair work, using their mobile phones etc to get phonology and natural sound right.

Student's book page76 - Writing through Reading and Listening

TASK 1: VOCABULARY BANK (You may photocopy the glossary to give to the students)

Informal letters

How to start your informal letter = Πώς να αρχίσεις ένα ανεπίσημο γράμμα σου
Dear Martin / Dear Kate ... = Αγαπητέ / ή ...

How to finish your informal letter = Πώς να τελειώσεις ένα ανεπίσημο γράμμα σου

* Yours, = Δική σου / Δικός σου ...
Amalia

* Lots of love, Με πολλή αγάπη
Tom

* Best wishes, = Τις καλύτερες ευχές ...
John

* Love from = Με αγάπη από ...
Chrysa

Expressions asking for advice = Εκφράσεις για να ζητήσει κάποιος συμβουλές
Shouldn't I ... = Δεν θα έπρεπε ...

What shall I do about it? = Τι θα πρέπει να κάνω για αυτό;

If you were in my shoes what would you do? = Αν ήσουν στη θέση μου τι θα έκανες;

Could you give me some advice on ... = Μπορείς να μου δώσεις κάποια συμβουλή για ...

Please let me know what you think about... = Ενημέρωσέ με τι νομίζεις για ...

What can I do about it? = Τι μπορώ να κάνω για αυτό;

If you were me what would you do? = Αν ήσουν στη θέση μου τι θα έκανες;

I am not sure what to do about... = Δεν είμαι σίγουρος τι να κάνω για ...

Do you think it'd be a good idea to ... = Νομίζεις ότι θα ήταν καλή ιδέα να ...

Expressions giving advice = Εκφράσεις για να δώσει κάποιος συμβουλές

Take my advice and... = Δέξου τη συμβουλή μου και ...	Can I give you a piece of advice? = Μπορώ να σου δώσω μια συμβουλή;
How about +ing? = Τι θα έλεγες να ...;	Why don't you? = Γιατί δεν ...;
Perhaps / Maybe you should = ίσως θα έπρεπε να ...	I think / I reckon you should... = Νομίζω ότι πρέπει να...
If I were in your shoes, I'd... = Αν ήμουν στη θέση σου ...	Don't you think it'd be a great idea to ... = Δεν νομίζεις ότι θα ήταν υπέροχη ιδέα να ...
Wouldn't it be better to...? = Δεν θα ήταν καλύτερα να ...;	Have you tried +ing? = Έχεις προσπαθήσει να ...;

Student's book page 77 - Writing through Reading and Listening

TASK 2: MODEL TEXT Pre-teach any vocabulary items which the students may not be familiar with and encourage discussion about the topic. Use the Text Analysis to make sure students understand the way to highlight the important features in the text.

TEXT ANALYSIS Many of the answers in the Text Analysis do not apply on this model but they are true in a different approach of the same task.

1. a. T b. F c. F d. F e. F
2. a. T b. F
3. a. F b. T
4. a. F b. T
5. a. T b. F
6. a. F b. F c. T d. F e. T

Student's book page 78 - Writing through Reading and Listening

TASK 3: PRACTICE Use the text as a second model. Ask your students to compare the structure and the findings in the text with the findings in the Text Analysis in Task 2, page 77.

1. glad 2. receive 3. got 4. a lot of 5. going 6. on 7. worse 8. calling 9. stealing 10. up 11. worse 12. sick 13. over

TASK 4: WRITING TIPS

1. look after 2. give up 3. get over 4. break up 5. make up 6. put on 7. take up 8. cheer up

Student's book page 79 - Writing through Reading and Listening

TASK 5: WRITING Work in class to build a similar model composition with your students focusing on key language features as presented in the Text Analysis. Make use of the **HELP BOX** to help them prepare their composition.

FURTHER PRACTICE Use the topics provided for further practice, revision and consolidation and allow students to choose which of the topics they prefer to write about at home.

FUN WORK Ask your students to bring their investigation and present it in class on the interactive board, if available. Classmates ask questions and discuss the investigations as in task 2, page 75.

Unit 11

Student's book page 86 - Speaking through Reading and Listening

TASK 1: NEWS STORY You may elicit possible unit content by asking your students to look at the title of the text on page 80. Pre-teach any vocabulary items which the students may not be familiar with and encourage discussion about the topic (the Olympic games, sports).

A. COMPREHENSION TASK 1. F 2. T 3. T 4. F 5. F 6. T

B. In the student to student questions encourage full answers. Ask students for justification in every question and highlight the answers in the text.

Student's book page 87 - Speaking through Reading and Listening

TASK 2: SPEAKING PAIR WORK Ask your students to work on the answers taking notes. Encourage exchange of ideas and after they have reached a satisfactory level allow them to record their pair work using their mobile phones, etc to get phonology and natural sound right.

Student's book page 88 - Writing through Reading and Listening

TASK 1: VOCABULARY BANK (You may photocopy the glossary to give to the students)

Asking for information = Ζητώντας πληροφορίες

Can you tell me about...? = Μπορείς να μου πεις για ...;	Can you explain how...? = Μπορείς να εξηγήσεις πως ...;
Can you let me know...? = Μπορείς να μου πεις;	Do you mind letting me know...? = Θα σε πείραζε να μου πεις;
Is there any chance you could tell me...? = Υπάρχει πιθανότητα να μπορείς να μου πεις ...;	There are a few things I'd like to know... = Υπάρχουν μερικά πράγματα που θα ήθελα να ξέρω
It'd be a few things I'd like to know... = Θα ήταν μερικά πράγματα που θα ήθελα να ξέρω	It'd be a big help to me if... = Θα ήταν μεγάλη βοήθεια για μένα εάν ...
I need some help with... = Χρειάζομαι λίγη βοήθεια με ...	I need some information about/ on... = Χρειάζομαι κάποιες πληροφορίες για ...

Giving Information = Δίνοντας πληροφορίες

Here's the information you wanted = Να οι πληροφορίες που ζητησες
I'm sending you the information you asked for = Σου στέλνω τις πληροφορίες που ζητησες
I hope this information will help = Ελπίζω οι πληροφορίες να βοηθούν
I hope this information will be of help = Ελπίζω αυτές οι πληροφορίες να είναι χρήσιμες
Let me give you some ideas as to how you ... = Άσε να σου δώσω μερικές ιδέες για το πώς ...
I've come up with a few things you may find helpful = Σκέφτηκα κάποια πράγματα που μπορεί να σου φανούν χρήσιμα

Student's book page 89 - Writing through Reading and Listening

TASK 1: MODEL TEXT A Pre-teach any vocabulary items which the students may not be familiar with and encourage discussion about the topic. Use the Text Analysis to make sure students understand the way to highlight the important features in the text.

TEXT ANALYSIS

1. a. T b. T
2. a. T b. F
3. a. T b. F
4. a. F b. T
5. a. T b. F c. T Ask your students to justify their answers.

Student's page 90 - Writing through Reading and Listening

TASK 3: PRACTICE A Use the text as a model where task analysis of page 89 also applies.

1. so 2. did 3. hard 4. feel 5. of 6. information 7. long 8. Changing 9. there 10. sport 11. to 12. with

TASK 4: WRITING TIPS

1. in 2. on 3. of 4. to 5. along 6. up 7. to 8. in 9. away

Student's page 91 - Writing through Reading and Listening

TASK 5: MODEL TEXT B Pre-teach any vocabulary items which the students may not be familiar with and encourage discussion about the topic. Use the Text Analysis to make sure students understand the way to highlight the important features in the text.

TEXT ANALYSIS

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

Student's book page 92 - Writing through Reading and Listening

TASK 5: PRACTICE B Use the text as a model.

1. so 2. visit 3. than 4. information 5. with 6. provincial 7. built 8. medieval
9. below 10. narrow 11. restaurants 12. since 13. Lively 14. to 15. non- existent

TASK 6: WRITING TIPS

1. The captain ordered them to stand in attention.
2. His classmates shouted to him to be careful.
3. Her mother explained to her how to do it.
4. His grandmother laughed at him.

Student's book page 93 - Writing through Reading and Listening

TASK 7: WRITING Work in class to build a similar model composition with your students focusing on key language features as presented in the Text Analysis. Make use of the **HELP BOX** to help them prepare their composition.

FURTHER PRACTICE Use the topics provided for further practice, revision and consolidation and allow students to choose which of the topics they prefer to write about at home.

FUN WORK Ask your students to find news stories from the internet, magazines etc. about any topic they are interested in. Ask them to bring their work in class and present it on the interactive board, if available. Classmates ask questions and discuss the news stories as in task 2, page 87.

Student's book page 97 - Introductory page for Logbook 4

Ask the students to cover the page and elicit its possible content. Allow students to browse through the pages of **Logbook 4** to increase motivation. Make sure that they all have a clear idea of the content in this Logbook.

At the end of **Logbook 4** (page 124, student's record page) ask students to evaluate themselves for each unit separately. This can be the initiation for revision and extra practice, where needed.

Unit 13

Student's book page 98 - Speaking through Reading and Listening

TASK 1: INVESTIGATION You may elicit possible unit content by asking your students to look at page 98. Pre-teach any vocabulary items which the students may not be familiar with and encourage discussion about the topic (the Internet, technology).

A. COMPREHENSION TASK

1. T 2. F 3. T 4. T 5. T

B. In the student to student questions encourage full answers. Ask students for justification in every question and highlight the answers in the text.

Student's book page 99 - Speaking through Reading and Listening

TASK 2: SPEAKING PAIR WORK Ask your students to work on the answers taking notes. Encourage exchange of ideas and after they have reached a satisfactory level allow the students to record their pair work, using their mobile phones etc to get phonology and natural sound right.

Student's book page 100 - Writing through Reading and Listening

TASK 1: VOCABULARY BANK (You may photocopy the glossary to give to the students)

Giving solutions to problems = Δίνοντας λύσεις σε προβλήματα

Presenting a problem = Παρουσίαση του προβλήματος

to threaten = απειλώ

to put in jeopardy = βάζω σε κίνδυνο

leads to ... = οδηγεί σε

results in... = έχει σαν αποτέλεσμα

to endanger = θέτω σε κίνδυνο

causes... = προκαλεί

is a cause of ... = είναι μια αιτία που ...

Useful phrasal verbs

run out of = ξεμένω

close down = κλείνω για πάντα

give off (fumes) = αναδίδω, βγάζω (καπνούς)

get rid of = ξεφορτώνομαι

deal with = αντιμετωπίζω

use up - χρησιμοποιώ ολόκληρο - όλο

face up to = ανταποκρίνομαι

come up with = καταλήγω

bring about = δημιουργώ, προξενώ

Giving solutions - Δίνοντας λύσεις

laws should be introduced = νόμοι πρέπει να εισαχθούν

steps should be taken = 'βήματα' πρέπει να γίνουν

Another idea would be ... = Μια άλλη ιδέα θα ήταν ...

measures should be taken = μέτρα πρέπει να ληφθούν

An idea to put this situation right would be = Μια ιδέα για να τακτοποιηθεί η κατάσταση θα ήταν

A solution would be ... = Μια λύση θα ήταν ...

Result - Αποτέλεσμα

The result would be ... = Το αποτέλεσμα θα ήταν ...

The consequences would be ... = Οι συνέπειες θα ήταν ...

This can result in = Αυτό μπορεί να έχει σαν αποτέλεσμα ...

Student's book page 101 - Writing through Reading and Listening

TASK 2: MODEL TEXT A Pre-teach any vocabulary items which the students may not be familiar with and encourage discussion about the topic. Use the Text Analysis to make sure students understand the way to highlight the important features in the text.

TEXT ANALYSIS Many of the answers in the Text Analysis do not apply on this model but they are true in a different approach of the same task.

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

Student's book page 102 - Writing through Reading and Listening

TASK 3: PRACTICE A Use the text as a second model. Ask your students to compare the structure and the findings in the text with the findings in the Text Analysis in Task 2, page 101.

1. up 2. at 3. of 4. of 5. smoking 6. being 7. of 8. potential 9. about 10. quit
11. make 11. on

TASK 4: WRITING TIPS

- a. 3 b. 1 c. 2 d. 4

Student's book page 103 - Writing through Reading and Listening

TASK 5: MODEL TEXT B Pre-teach any vocabulary items which the students may not be familiar with and encourage discussion about the topic. Use the Text Analysis to make sure students understand the way to highlight the important features in the text.

TEXT ANALYSIS Many of the answers in the Text Analysis do not apply on this model but they are true in a different approach of the same task.

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

Student's book page 104 - Writing through Reading and Listening

TASK 6: PRACTICE B Use the text as a second model. Ask your students to compare the structure and the findings in the text with the findings in the Text Analysis in Task 5, page 103.

1. on 2. many 3. ensure 4. built 5. dangerous 6. can 7. respond 8. better 9. keep
10. fewer

TASK 7: WRITING TIPS

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

Student's book page 105 - Writing through Reading and Listening

TASK 7: WRITING Work in class to build a similar model composition with your students focusing on key language features as presented in the Text Analysis. Make use of the **HELP BOX** to help them prepare their composition.

FURTHER PRACTICE Use the topics provided for further practice, revision and consolidation and allow students to choose which of the topics they prefer to write about at home.

FUN WORK Ask your students to bring their investigation and present it in class on the interactive board, if available. Classmates ask questions and discuss the investigations as in task 2, page 99.

Unit 14

Student's page 106 - Speaking through Reading and Listening

TASK 1: BOOK / READER You may elicit possible unit content by asking your students to look at page 74. Pre-teach any vocabulary items which the students may not be familiar with and encourage discussion on the topic.

A. COMPREHENSION TASK

1. F 2. F 3. T 4. F 5. T 6. T

B. In the student to student questions encourage full answers. Ask students for justification in every question and highlight the answers in the text.

Student's book page 107 - Speaking through Reading and Listening

TASK 2: SPEAKING PAIR WORK Ask your students to work on the answers taking notes. Encourage exchange of ideas and after they have reached a satisfactory level allow the students to record their pair work, using their mobile phones etc to get phonology and natural sound right.

Student's book page 108 - Writing through Reading and Listening

TASK 1: VOCABULARY BANK (You may photocopy the glossary to give to the students)

Giving opinions – Δίνοντας γνώμες

To my mind ... = Κατ' εμένα ...

To my way of thinking ... = Με τη δική μου λογική ...

In my opinion ... = Κατά τη γνώμη μου ...

In my view ... = Κατά την άποψή μου ...

I believe ... = Πιστεύω ...

I am convinced that ... = Είμαι πεπεισμένος ότι ...

I agree with ... - Συμφωνώ με ...

My opinion is that ... = Η γνώμη μου είναι ότι ...

I definitely feel ... = Σίγουρα αισθάνομαι ...

I definitely think ... = Σίγουρα σκέφτομαι ...

It seems to me ... = Μου φαίνεται ...

It appears to me ... - Μου φαίνεται ...

As far as I am concerned ... = Όσο με αφορά ...

To introduce an example = Για να δώσουμε ένα παράδειγμα

For example ... = Για παράδειγμα ...

For instance ... = Για παράδειγμα ...

The fact that... shows that ... = Το γεγονός ότι ...

δείχνει ότι ...

To emphasise a point = Για να τονίσουμε ένα σημείο (να δώσουμε έμφαση)

clearly ... = ξεκάθαρα ...

obviously ... = είναι προφανές ...

of course ... = φυσικά ...

indeed ... = πράγματι

To explain a point = Για να εξηγήσουμε ένα σημείο

In other words ... = Με άλλα λόγια ...

That is to say ... = Αυτό σημαίνει ...

This means that ... = Αυτό σημαίνει ότι ...

Student's book page 109 - Writing through Reading and Listening

TASK 2: MODEL TEXT A Pre-teach any vocabulary items which the students may not be familiar with and encourage discussion about the topic. Use the Text Analysis to make sure students understand the way to highlight the important features in the text.

TEXT ANALYSIS Many of the answers in the Text Analysis do not apply on this model but they are true in a different approach of the same task.

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

Student's book page 110 - Writing through Reading and Listening

TASK 3: PRACTICE A Use the text as a second model. Ask your students to compare the structure and the findings in the text with the findings in the Text Analysis in Task 2, page 109.

1. one 2. as 3. naive 4. Most 5. on 6. of 7. make 8. persuade 9. get 10. entirely

TASK 4: WRITING TIPS

A 1a 2e 3b 4f 5c 6d

B 1. come in for 2. made up 3. clean up 4. brought back 5. be on 6. get away with

Student's book page 111 - Writing through Reading and Listening

TASK 5: MODEL TEXT B Pre-teach any vocabulary items which the students may not be familiar with and encourage discussion about the topic. Use the Text Analysis to make sure students understand the way to highlight the important features in the text.

TEXT ANALYSIS

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

Student's book page 112 - Writing through Reading and Listening

TASK 6: PRACTICE B Use the text as a model. Ask your students to compare the structure and the findings in the text with the findings in the Text Analysis in Task 5, page 111.

1. are 2. a lot 3. away 4. meet 5. unacceptable 6. being 7. to 8. unfair 9. peers
10. somebody's 11. cannot 12. serve 13. well 14. blindly

TASK 6: WRITING TIPS (Suggested answers can be different according to your students views)

1. I am not convinced that the Internet has a negative effect on society.
2. To my mind carrying out experiments on animals is wrong.
3. My opinion is that zoos are beneficial for the endangered species.
4. I feel that the public is not aware of the recycling facilities.
5. I think that the alternative sources of energy are the only solution to environmental problems.

Student's book page 113 - Writing through Reading and Listening

TASK 7: WRITING Work in class to build a similar model composition with your students focusing on key language features as presented in the Text Analysis. Make use of the **HELP BOX** to help them prepare their composition.

FURTHER PRACTICE

Use the topics provided for further practice, revision and consolidation and allow students to choose which of the topics they prefer to write about at home.

FUN WORK Ask your students to present their book in class uploading the summary on the interactive board, if available. Classmates ask questions and discuss the books as in task 2, page 107.

Unit 15

Student's book page 114 - Speaking through Reading and Listening

TASK 1: NEWS STORY You may elicit possible unit content by asking your students to look at page 74. Pre-teach any vocabulary items which the students may not be familiar with and encourage discussion on the topic (Olympic Games, doping).

A. COMPREHENSION TASK

1. T 2. F 3. T 4. F 5. T 6. T

B. In the student to student questions encourage full answers. Ask students for justification in every question and highlight the answers in the text.

Student's book page 115 - Writing through Reading and Listening

TASK 2: SPEAKING PAIR WORK Ask your students to work on the answers taking notes. Encourage exchange of ideas and after they have reached a satisfactory level allow the students to record their pair work, using their mobile phones etc to get phonology and natural sound right.

TASK 1: VOCABULARY BANK (You may photocopy the glossary to give to the students)

For and Against / Advantages and Disadvantages

To list points = κάνεις μια λίστα ζητημάτων

Firstly = κατ' αρχήν

Secondly = δεύτερον

to begin with = για να αρχίσουμε

finally = τελικά

To list advantages = κάνεις μια λίστα πλεονεκτημάτων

One advantage of...is = Ένα πλεονέκτημα ...

Another advantage of ...is = Ένα άλλο πλεονέκτημα ...

An additional advantage of...is = ένα επιπλέον πλεονέκτημα του ... είναι

The main advantage of...is = Το κυρίως πλεονέκτημα του ... είναι

The greatest advantage of... is = Το πιο σπουδαίο πλεονέκτημα του ... είναι

To list disadvantages – κάνεις μια λίστα μειονεκτημάτων

One disadvantage of...is = Ένα μειονέκτημα του ... είναι

Another disadvantage of ...is = ένα άλλο μειονέκτημα του ... είναι

A further disadvantage of...is = ένα επιπλέον μειονέκτημα του ... είναι

A major disadvantage of...is = ένα σπουδαίο μειονέκτημα του ... είναι

The most serious disadvantage of...is = Το πιο σοβαρό μειονέκτημα του ... είναι

To introduce points for and against – Για να παρουσιάσεις τα υπέρ και τα κατά

A point in favour of... / against... = Ένα σημείο υπέρ / κατά

A common criticism of... = μια κοινή κριτική

It is often .. claimed/ argued / believed that = Συχνά ... ισχυρίζεται κάποιος / αμφισβητείται / πιστεύεται ότι

Some claim / suggest / argue that – Μερικοί ισχυρίζονται / προτείνουν / αμφισβητούν

Student's book page 117 - Writing through Reading and Listening

TASK 2: MODEL TEXT A Pre-teach any vocabulary items which the students may not be familiar with and encourage discussion about the topic. Use the Text Analysis to make sure students understand the way to highlight the important features in the text.

TEXT ANALYSIS

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

Student's book page 118 - Writing through Reading and Listening

TASK 3: PRACTICE A Use the text as a second model. Ask your students to compare the structure and the findings in the text with the findings in the Text Analysis in Task 2, page 117.

1. lives 2. main 3. is 4. raises 5. competing 6. does 7. too 8. on 9. trying 10. is

TASK 4: WRITING TIPS

1. Pets are good for children. **Not only** are they good companions but they teach a sense of responsibility.
2. Mobile phones are really beneficial. **Apart from** helping us keep in touch with friends and relatives, they also help us call for help in difficult situations.
3. School uniforms should be reintroduced. **Even though** students hate them, they are good for the poorer ones.
4. Many people feel that testing products on animals is cruel. **Despite** having some benefits, it is causing insufferable pain to innocent creatures.

Student's book page 119 - Writing through Reading and Listening

TASK 5: MODEL TEXT B Pre-teach any vocabulary items which the students may not be familiar with and encourage discussion about the topic. Use the Text Analysis to make sure students understand the way to highlight the important features in the text.

TEXT ANALYSIS

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

Student's book page 120 - Writing through Reading and Listening

TASK 6: PRACTICE B Use the text as a second model. Ask your students to compare the structure and the findings in the text with the findings in the Text Analysis in Task 5, page 119.

1. sixties 2. travelling 3. recent 4. major 5. make 6. lives 7. resorts 8. ugly 9. from
10. on 11. whose

TASK 7: WRITING TIPS

1. Indeed 2. Needless to say 3. In general 4. In fact

Student's book page 121 - Writing through Reading and Listening

TASK 8: WRITING Work in class to build a similar model composition with your students focusing on key language features as presented in the Text Analysis. Make use of the **HELP BOX** to help them prepare their composition.

FURTHER PRACTICE Use the topics provided for further practice, revision and consolidation and allow students to choose which of the topics they prefer to write about at home.

FUN WORK

Ask your students to bring their news story and present it in class on the interactive board, if available. Classmates ask questions and discuss the news stories as in task 2, page 115.

Unit 16

Student's book page 122 - Speaking through Reading and Listening

TASK 1: COMMUNICATION Explain the task to the learners and help by pre-teaching some of the words the learners may need to use while speaking. Encourage discussion on the (types of holidays) making notes on the whiteboard based on students' input (types of houses and living styles).

Student's page 123 - Speaking through Reading and Listening

TASK 2: SPEAKING PAIR WORK Ask your students to work on the questions and answers taking notes. When students role-play the dialogues, you may record or allow them to record their pair work using their mobile phones or any other available recording device in order to get phonology and natural sound right. You may add your questions and / or ask your students to come up with their own.

OPTIONAL: DISCUSS FURTHER Encourage pair work and help turn taking, pausing, natural language flow, etc. Ask the pairs to repeat the procedure several times and make their own questions on the pictures.