

Interactive Skills

C1 – C2

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 30, 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 1

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 important people and particularly about Che Guevara or other well known personalities.

A. COMPREHENSION TASK 1. T 2. F 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 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.

KEY

one of the most famous politicians
Guevara comes from Cuba
a martyr who was easily forgotten

on TV describing how he committed suicide
in Mexico City he met Jacobo Arbenz
Hero or villain he once was the symbol

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 read 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 to the students)

Character adjectives

blunt - απότομος
avid - άπληστος
brush - σκληρός
blatant - κραυγαλέος
calculating - υπολογιστής
lenient - επιεικής
callous - τυλώδης
impeccable - άψογος
cantankerous - δύστροπος
arduous - επίπονος
cheerful - χαρούμενος
astute - έξυπνος
curt - απότομος
crafty - μάγκας
fickle - άστατος
argumentative - διαλεκτικός
inquisitive - περιέργος
decisive - αποφασιστικός

meticulous - λεπτολόγος
discreet - διακριτικός
persistent - επιμονος
assertive - κατηγορηματικός
reckless - ριψοκίνδυνος
knowledgeable - γνώστης
ruthless - αδίστακτος
obedient - υπάκουος
squeamish - σιχασίάρης
practical - πρακτικός
sullen - αγέλαστος
precise - ακριβής
unscrupulous - ασυνείδητος
gullible - εύπιστος
volatile - ασταθής
sensible - λογικός
withdrawn - εσωστρεφής
vindictive - εκδικητικός

Types of people

a daredevil – παλαβός
an opportunist – καιροσκόπος
a snob – σνομπ
a troublemaker – παραγοποιός

a has-been - πρώην
a smart-alec - εξυπνάκιας
a spoilsport - σπασίκλας
a bookworm - βιβλιοφάγος

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

KEY 1. read 2. engrossing 3. characters 4. nothing 5. who 6. but
7. in 8. In 9. character 10. at

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

KEY 4a

1. Crazy though it sounds, I think ...
2. Although he tried hard, he ...
3. She knew the truth but she didn't say anything
4. Much as I sympathise with his problems, ...
5. Despite the terrible weather ...

KEY 4b

1. attribute ... to
2. due ... to
3. resulted in
4. triggered off
5. responsible for

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. 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 2

Student's page 12 - Speaking through Reading and Listening

TASK 1: BOOK / READER You may elicit possible unit content by asking students to look at page 12. Pre-teach any vocabulary items the students may not be familiar with and encourage discussion about the topic.

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 page 13 - Speaking through Reading and Listening

TASK 2: SPEAKING PAIR WORK First, elicit the incorrect information in the dialogue. 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 12.

KEY

| | |
|---|---|
| a science fiction book by Martin King | It starts in ancient time America |
| Despite the sophisticated equipment he uses, he succeeds in his mission | |
| Apart from it being boring | and the story is in itself very indifferent |
| the plot might be quite easy to follow | People enjoy romantic movies |

Student's page 14 – Writing through Reading and Listening

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

Describing Places / Buildings

Adjectives

Places - Μέρη

| | |
|--|----------------------------|
| bustling - πολυσύχναστη | dark and dingy - σκοτεινός |
| draughty – με ρεύματα | gloomy - ζοφερός |
| god forsaken - εγκαταλειμμένο και από το Θεό | musty - μπαγιάτικο |
| picturesque - γραφικό | plush - βελούδινο |
| remote - απομακρυσμένο | seedy - ελεεινό |
| sleepy- νυσταγμένο | spacious - ευρύχωρο |
| stuffy - αποπληκτικό | touristy - τουριστικό |
| unspoiled - παρθένο | |

Buildings - Κτήρια

| | |
|------------------------------|----------------------------|
| bare - γυμνό | cramped - πυκνός |
| shabby - ευτελής | squalid - άθλιο |
| spacious - ευρύχωρο | luxurious - πολυτελής |
| slegant - κομψό | grand -μεγαλειώδες |
| ostentatious - επιδεικτικό | charming - γοητευτικό |
| warm and cosy - θαλπωρή | sophisticated - εξελιγμένο |
| light and airy - ευάερο | functional - λειτουργικό |
| forlorn - άθλιο | derelict - ετοιμόρροπο |
| dilapidated - σαραβαλιασμένο | |

Atmosphere – ατμόσφαιρα

| | |
|---------------------------|--------------------------------|
| chaotic - χαοτική | a hive of activity - δραστήρια |
| solemn - επίσημη | peaceful - γαλήνια |
| forbidding - απαγορευτική | spooky - στοιχειωμένη |
| eerie - μυστηριώδης | sinister - απαίσια |
| formal - επίσημη | dignified - αξιοπρεπής |
| tense - τεταμένη | impersonal - απρόσωπη |

Reasons for visiting a place - Λόγοι να επισκεφθείς ένα τόπο

renowned – φημισμένο
to have a reputation for ... - έχει τη φήμη του ...
a sight not to be missed - ένα αξιοθέατο που δεν πρέπει να παραλείψεις
to be a must for (art) lovers - απολύτως απαραίτητο για όσους αγαπούν (τη τέχνη)

Things for tourists to do - Πράγματα που μπορούν να κάνουν οι τουρίστες

to stroll along the beach - να κάνουνε ένα περίπατο στη παραλία
to soak up the sun - να ρουφήξουν τον ήλιο
to go sightseeing - να δουν τα αξιοθέατα
to wander through the streets - να περιπλανηθούν στους δρόμους
to sit and watch the world go by - να κάθονται και να χαζεύουν τον κόσμο να περνάει
to sample the local cuisine - να δοκιμάσουν τη ντόπια κουζίνα
to dance the night away - να διασκεδάσουν όλη τη νύχτα

Advertising a place - Διαφημιζοντας ένα τόπο

to take an unforgettable trip to ... - να κάνεις ένα αξέχαστο ταξίδι ...

to whet your appetite for ... - να ετοιμάσεις τη διάθεσή σου για ... / τη γεύση σου για ...

to conjure up pictures of ... - να πλάσεις εικόνες από ...

if you like ... then ... is just your cup of tea - αν σου αρέσει ... τότε ... είναι για σένα

memories of your holiday will linger long after it is over - οι αναμνήσεις των διακοπών θα σε συνοδεύουν πολύ μετά το τέλος τους

Student's page 15 - 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. a 2. b 3. b 4. a 5. a 6. b 7. b 8. a

Student's page 16 - Writing through Reading and Listening

TASK 3: PRACTICE Use the text as a second model where Text Analysis of page 15 also applies. 1. steep 2. overlooks 3. out 4. in 5. most 6. to 7. of 8. above 9. main 10. clean 11. among

TASK 4: WRITING 'TIPS' Encourage the learners to give examples using words from the vocabulary bank on page 14.

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

Student's page 17 - 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 or consolidation and allow the students to choose which of the topics they prefer to write about at home.

FUN WORK Encourage the students to read a book or download a summary of a book which they have already read (preferably including a place or a description of a building). Encourage the use of the internet to find the necessary information.

Unit 3

Student's book page 18 - Speaking through Reading and Listening

TASK 1: NEWS STORY You may elicit possible unit content by asking students to see page 18. Pre-teach any vocabulary items the students may not be familiar with and encourage discussion about sports and doping.

A. COMPREHENSION TASK 1. F 2. F 3. F 4. abuse 5. jeopardy 6. recuperate

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 19 - 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 18.

KEY

since I am not a keen fan of football

to read that every single footballer starts the game

I also felt really proud because,

I will not be more patient

Hopefully they will see that it is not in their interest to allow

football lovers were aware of the fact

pressure on their teams to push the athletes below their limits

Student's book page 20 - Writing through Reading and Listening

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

Describing Objects

| | |
|---|----------------------------------|
| stainless steel – ανοξιδωτό | tiny - πολύ μικρό |
| cast iron – χυτοσίδηρο | rocket-sized - σε μέγεθος τσέπης |
| porcelain – πορσελάνινο | china - πορσελάνη |
| giant-sized - γιγαντιαίο | crystal - κρυστάλλινο |
| It's a Sony ... model number ... - είναι ένα Sony ... αριθμός μοντέλου | |
| wood (walnut, mahogany, oak, pine) – ξύλο (καρυδιά, μαόνι, δρυς, πεύκο) | |
| bamboo – μπαμπού | light - weight ελαφρύ |
| rubber – καουτσούκ | cumbersome - δυσκίνητο |
| pear-shaped, star-shaped etc.- σε σχήμα αχλαδιού, σε σχήμα αστεριού | |
| bronze-μπρούτζινο | brass - ορείχαλκος |
| gold / silver plated – επιχρυσό / επάργυρο | off white - υπόλευκο |
| woolen-μάλλινο | cotton-βαμβακερό |
| denim – τζιν | nylon - νάιλον |
| brand new- εντελώς καινούργιο | second-hand - μεταχειρισμένο |
| antique – αντικά | priceless - ανεκτίμητο |
| invaluable – ανεκτίμητο | |
| in pristine condition - σε άριστη κατάσταση | |
| flawless – άψογος | flexible - ευέλικτος |
| versatile – πολύπλευρο | portable - φορητό |
| genuine – αυθεντικό | state-of-the art - πολύ μοντέρνο |
| obsolete - παρωχημένο | |

Damage and Conditions

| | |
|-------------------------------|-------------------------------|
| blocked – μπλοκαρισμένο | blunt - στομωμένο |
| burnt – καμένο | frayed – πελεκημένο |
| grime – λερωμένο | cracked - ραγισμένο |
| grubby – βρώμικο | crumbing - σε κατάρρευση |
| moth-eaten – σκοροφαγωμένο | dented - χτυπημένο |
| mouldy – μουχλιασμένο | falling to pieces - διαλυμένο |
| peeling off – ξεφλουδισμένο | filthy - βρώμικο |
| rickety – ξεχαρβαλωμένο | rusty - σκουριασμένο |
| stained – χρωματισμένο | stale - μπαγιάτικο |
| thread bare -εντελώς τριμμένο | |

Student's book page 21 - 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 toys, 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. a 3. b 4. b 5. A Ask students to justify their answers.

Student's page 22 - Writing through Reading and Listening

TASK 3: PRACTICE Use the text as a second model where task analysis of page 21 also applies.

1. growing 2. in 3. lid 4. to 5. Princess 6. say 7. opening 8. could
9. been 10. makes

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

1. hedge 2. invaluable 3. wet 4. coat 5. leeks

Student's book page 23 - 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 24 – 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 (entertainment) making notes on the whiteboard based on students' input.

Student's book page 25 – 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 26 - Writing through Reading and Listening

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

Describing events and festivals

Observing: παρατηρώντας

to gaze at – ατενίζω
to notice - να παρατηρήσετε
something catches your eye - κάτι τραβάει τη προσοχή
to study - να μελετήσει

Being part of a crowd: To να είσαι μέρος ενός πλήθους

to mill around - να τριγυρίζουντο surge forward - να ξεχυθεί προς τα εμπρός
to cheer - επευφημώ
to push and shove - να προωθήσει και να σπρώξουν
to boo - γιουχάρω

Signaling to beckon - γνέφω

to nudge - να ωθήσει
to wink - να κλείνει το μάτι

Festivals - εορτασμοί

floats – πλωτήρες
procession – πομπή
costumes – ενδυμασίες
lanterns – φανάρια
banner - πανό
parade- παρέλαση
stalls - στάβλοι
tent - σκηνή

Events - Γεγονότα

groom – γαμπρός
veil – βέλο
family gathering - οικογενειακή συνάντηση
reception - γαμήλια δεξίωση
bride - νύφη
bouquet - ανθοδέσμη
chanting - ψαλμωδία

Types of walking - τρόποι περπατήματος

to race – τρέχω
to scuttle - τρέχω με μικρά βήματα
to dawdle - χαζολογώ περπατώντας
to dash - τρέχω γρήγορα
to stroll - περπατάω χαλαρά

Showing boredom - δείχνοντας βαριεστημένος

to yawn – χασμουριέμαι
to lounge around - αράζω

to fidget - κινούμαι συνεχώς (νευρικά)

Showing interest - δείχνοντας ενδιαφέρον

to be engrossed / absorbed in- είμαι αφοσιωμένος

to be intrigued by - με παραξενεύει κάτι

to be spellbound – μαγεμένος

to be mesmerized - έχω μείνει έκθαμβος

to be captivated - με έχει μαγνητίσει

Student's book page 27 - 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. Use the Text Analysis to make sure they understand the way to highlight the important features in the text.

TEXT ANALYSIS 1.b 2.a 3.a 4.b 5.a 6.b 7.b

Ask your students to justify their answers.

Student's page 28 - Writing through Reading and Listening

TASK 3: PRACTICE Use the text as a second model where task analysis of page 27 also applies.

1. most 2. takes 3. pretty 4. in advance 5. tables 6. in 7. By 8. awakens
9. a few 10. revenue

TASK 4: WRITING 'TIPS' Encourage your students to make their own examples using relative pronouns to link sentences.

1. had already fallen 2. was lit up 3. were flashing 4. was blaring 5. was wafting

Student's book page 29 - 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 31 - 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 58, 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 5

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

TASK 1: INVESTIGATION You may elicit possible unit content by asking students to see page 32. Pre-teach any vocabulary items the students may not be familiar with, encourage legends and Western films in general.

A. COMPREHENSION TASK

1. F 2. T 3. T 4. F 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 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 the learners to come up with their own on the text of page 32.

KEY

I am a great fan of Western films
the Wild West would be of such short duration
The cowboy is a legendary figure promoted through films
I realised that being a cowboy was a lowly job done by blacks
they worked in the big cattle ranches in the South.
By the turn of the century even the West was orderly and law abiding

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 34 - Writing through Reading and Listening

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

Giving Advice – Παροχή Συμβουλών

Formal - Επίσημο

I would suggest that you – Θα ήθελα να προτείνω να
I feel that the best course of action would be to – Πιστεύω ότι η καλύτερη πορεία δράσης θα ήταν να
I would recommend – Θα ήθελα να συστήσω
I would strongly suggest – Θα ήθελα να υποδείξω έντονα
I would advise you to – Θα σε συμβούλευα να
It might be useful if you ... - Θα μπορούσε να είναι χρήσιμο αν ...
The best thing to do would be ... - Το καλύτερο πράγμα να κάνεις θα ήταν ...
I strongly recommend that ... - Συνιστώ ανεπιφύλακτα

Showing the result – Δείχνοντας το αποτέλεσμα

consequently – συνεπώς
therefore – ως εκ τούτου
as a result – ως αποτέλεσμα

Informal - Ανεπίσημο

Why don't you – Γιατί δεν κάνεις/κάνετε
If I were you – Αν ήμουν στη θέση σου
If I were in your shoes – Αν ήμουν στη θέση σου / σας
The best thing to do, given the circumstances - Το καλύτερο πράγμα να κάνεις, λαμβανομένων υπόψη των περιστάσεων
Try ... (+ing) – Προσπάθησε ...

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 your students to describe situations when they needed to give or ask for advice. Use the Text Analysis to make sure students understand the way to highlight the important features in the text.

TEXT ANALYSIS Ask your students to justify their answers.

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

Student's book 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. in reply | 2. experiencing | 3. assure | 4. language | 5. tutor |
| 6. make | 7. be | 8. stay | 9. of | |

TASK 4: WRITING 'TIPS' Encourage your students to give examples using words from the vocabulary bank on page 8. 1. d 2. c 3. b 4. a

Student's book page 37 - 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 a legend or a well known historical person. 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 6

Student's page 38 - Speaking through Reading and Listening

TASK 1: BOOK / READER You may elicit possible unit content by asking students to look at page 38. Pre-teach any vocabulary items the students may not be familiar with and encourage discussion about the topic.

A. COMPREHENIOSN TASK 1. T 2. F 3. 4. T 5. 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 39 - Speaking through Reading and Listening

TASK 2: SPEAKING PAIR WORK First, get your students to find the incorrect information in the dialogue. When students role-play it, 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 38.

KEY

a play written by Bernard Shaw
Greek myth of Pygmalion, a famous
that I watched "My fair Lady", the movie which
She is a poor, uneducated but
She's naive and innocent
She remains aware of who she is
attracted Eliza but he has never

TASK 3: SUMMARY WRITING / SPEAKING Work with the students to identify the key points in the text in order to prepare for the oral exam. Encourage them to practise reading their summary paying attention to speed, fluency, natural sound, pronunciation etc. While one students reads, the rest of the class may take notes on accuracy, pronunciation etc. Then, they may give feedback.

Student's page 40 – Writing through Reading and Listening

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

Giving News – Δίνοντας Νέα

Expressions – Εκφράσεις

as I said before – όπως είπα και πριν
come to think of it – τώρα που το σκέφτομαι
by the way – παρεμπιπτόντως
anyway – οπωσδήποτε/Πάντως
mind you – σε πειράζει
to tell you the truth – να σου / σας πω την αλήθεια
what with ... and – τι γίνεται με ... και
I could do with – θα μπορούσα να τα βολέψω
to come up – να καταλήξει
to let sb down – να απογοητεύσει κάποιον
to look sb up – να ψάχνει κάποιον
to pick sb up – να φτιάξει την διάθεση κάποιου / Να πάρει κάποιον (π.χ με το αυτοκίνητο)
to put paid to – να αποτελειώσει

Idioms

a dream come true – Ένα όνειρο που έγινε πραγματικότητα
life's ups and downs – Σκαμπανεβάσματα της ζωής
sb's pride and joy – Υπερηφάνεια και χαρά κάποιου
a piece of cake – Πολύ εύκολο
just the job – Ακριβώς ότι χρειαζόμουν/ήθελα
a hell of a time – Περάσαμε φανταστικά
out of the blue – Απρόβλεπτα
a blessing in disguise – Μία ευλογία μεταμφιεσμένη
put your mind to sth – Αφοσίωση σε κάτι
to see eye to eye – Έχω τις ίδιες απόψεις / Βλέπω τα πράγματα με το ίδιο μάτι με κάποιον
to lose face – Λιγότερο σεβαστός
to take to heart – Το έλαβα υπ' όψιν σοβαρά
to be in two minds – Είμαι σε δίλλημα

Student's page 41 - 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 what they would do if a friend was planning to visit them. Focus on preparations, suggestions, etc. Use the Text Analysis to make sure they understand the way to highlight the important features in the text.

TEXT ANALYSIS

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

Student's page 42 - Writing through Reading and Listening

TASK 3: PRACTICE Use the text as a second model where Text Analysis of page 41 also applies.

1. missed
2. on
3. didn't I?
4. holiday
5. over
6. at
7. hadn't
8. stuffy
9. ruined
10. tell

TASK 4: WRITING 'TIPS' Encourage the learners to give examples using words from the vocabulary bank on page 40.

- 4a, 6b, 7c, 2d, 1e, 8f, 5g, 3h

Student's page 43 - 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 or consolidation and allow the students to choose which of the topics they prefer to write about at home.

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

Unit 7

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

TASK 1: NEWS STORY You may elicit possible unit content by asking students to see page 44. Pre-teach any vocabulary items the students may not be familiar with and encourage discussion about sports and doping.

A. COMPREHENSION TASK

1.F 2.T 3.F

vaccine - εμβόλιο

staggering - σοκαριστικό

mutates - μεταλλάσσεται

targets - στοχεύει

unprecedented - πρωτοφανής

diverse - ποικιλόμορφος

thwart - ματαιώνω

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 45 - 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 44.

KEY

in the Health section

that protects us against HIV is so hard

To say the truth ... very pessimistic

with this scourge for almost 30 years

for around 30 years now

HIV is still here and going strong

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

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

Offers and requests – Προσφορές και αιτήσεις

To do sb a favour – Κάνω μία χάρη σε κάποιον

To put sb up – Προσφέρω σε κάποιον ένα μέρος για να κοιμηθεί

To pick sb up – Να φτιάξει την διάθεση κάποιου / Να πάρει κάποιον (π.χ με το αυτοκίνητο)

Help yourself to ... - Πάρε ότι θέλεις

Feel free to ... - Αισθάνσου ελεύθερος να ...

Make yourself at home – Σαν το σπίτι σου

Leave it to (me, etc...) – Άφησέ το σε μένα

Refusals – Αρνήσεις

I won't be able to make it / I can't make it – Δεν θα μπορέσω να τα καταφέρω

There is no way ... - Δεν υπάρχει περίπτωση

Acceptance – Αποδοχή

To take sb up on their offer – Αποδοχή προσφοράς

Excuses – Δικαιολογίες

It's just one of those things – Είναι ακριβώς ένα από εκείνα τα πράγματα

It can't be helped – Χωρίς ελπίδα

Something came up – Κάτι προέκυψε

I'll make it up to you – Θα επανορθώσω

Suggestions – Προτάσεις

Drop me a line – Γράψε μου ένα σύντομο γράμμα / μείλ

Give me a ring – Τηλεφώνησέ μου

Let me know – Ενημέρωσέ με

Keep in touch – Κρατάω επαφή

Look me up – Αναζήτησέ με

Have a word with ... - Να μιλήσω με ...

Why don't we ... - Γιατί εμείς δεν ...

Student's book page 47 - 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 for examples of accepting and refusing an invitation. Use the Text Analysis to make sure they understand the way to highlight the important features in the text.

TEXT ANALYSIS KEY

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

Ask students to justify their answers.

Student's page 48 - Writing through Reading and Listening

TASK 3: PRACTICE Use the text as a second model where task analysis of page 47 also applies.

1. I'm thrilled
2. you've decided
3. has been
4. you're keeping
5. I'm leaving
6. I've made
7. in
8. eating
9. on
10. I hope

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

KEY (Suggested answer)

Dear Kate,

Thank you for your recent letter. I was really glad to get it. Sorry for not writing sooner but I was up to my eyes with the school exams.

I would love to come and stay with you for two weeks in the summer but I do hope I won't put your parents out. Talk to them and let me know.

Student's book page 49 - 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 practiced 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 8

Student's book page 50 – 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 (city transportation) making notes on the whiteboard based on students' input.

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 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 52 - Writing through Reading and Listening

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

Opinion expressions – Εκφράσεις Γνώμης

I think / believe / feel (that) – Νομίζω / Πιστεύω / Αισθάνομαι ότι

I strongly believe that – Πιστεύω έντονα ότι

In my opinion / view – Κατά τη γνώμη μου

The way I see it – Όπως το βλέπω εγώ

It seems/appears to me that – Μου φαίνεται ότι

In my mind – Στο μυαλό μου

I (do not) agree with / that – (Δεν) συμφωνώ με / ότι

As far as I am concerned – Σε ό,τι με αφορά

I completely / fully agree that – Συμφωνώ απολύτως ότι

I am totally against – Είμαι απολύτως εναντίον

I strongly disapprove of – Αποδοκιμάζω έντονα

I completely agree with (the idea, suggestion, statement, proposal, etc...) – Συμφωνώ απολύτως με (την ιδέα, πρόταση, δήλωση, κλπ ...)

I fully support – Υποστηρίζω πλήρως

I am entirely in favour of – Είμαι απολύτως υπέρ του

According to me – Κατά τη γνώμη μου

Connectors – Συνδετικές λέξεις

Consequently – Συνεπώς

Given – Δεδομένου

Admittedly – Ομολογουμένως

In addition to – Επιπροσθέτως

In case – Σε περίπτωση

In opposition – Σε αντιπολίτευση

In the event of – Σε περίπτωση

The key point – Το βασικό σημείο

Much as – Όσο

Particularly – Ιδιαίτερα

For instance – Για παράδειγμα

Granted – Χορηγούνται

In accordance – Σύμφωνα

In all – Σε όλες

In comparison with – Σε σύγκριση με

In order to – Όστε να

In the light of – Υπό το φως των

Largely – Σε μεγάλο βαθμό

On top of – Στην κορυφή του

While, yet – Ενώ, ακόμη

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

TASK 2: MODEL TEXT A Pre-teach any vocabulary items which the students may not be familiar with. Encourage discussion about the topic and ask them to give an opinion about computerised education. Use the Text Analysis to make sure they understand the way to highlight the important features in the text.

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

Ask your students to justify their answers.

Student's page 54 - Writing through Reading and Listening

TASK 3: PRACTICE A Use the text as a second model where text analysis of page 53 also applies.

1. to 2. affects 3. another 4. educational 5. say 6. in 7. importance

8. may 9. assess 10. this

TASK 4: WRITING 'TIPS' Encourage your students to make their own examples using relative pronouns to link sentences.

1. In spite of 2. furthermore 3. so that 4. as well as 5. yet 6. In contrast to

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

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

TEXT ANALYSIS 1. a 2. a 3. b 4. b 5. b 6. a Ask your students to justify their answers.

Student's page 56 - Writing through Reading and Listening

TASK 6: PRACTICE B Use the text as a second model where text analysis of page 55 also applies.

- | | | | | | |
|---------|--------------------|----------------|----------------|------------|-----------|
| 1.in | 2.I will recommend | 3. I have seen | 4. effectively | 5.narrated | 6. laughs |
| 7.watch | 8.I feel | 9.in | 10.I hope | | |

TASK 7: WRITING 'TIPS' Encourage your students to make their own examples using relative pronouns to link sentences.

- | | | | | | |
|--------------|--------------|------------|----------------|-----------|-------------|
| 1. e. while | 2. h. though | 3. d. even | 4. b. contrary | 5. c. all | 6. f. apart |
| 7. g. result | 8. a. more | | | | |

Student's page 57 - Writing through Reading and Listening

TASK 8: 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 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 59 - 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 86, 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 60 - Speaking through Reading and Listening

TASK 1: INVESTIGATION You may elicit possible unit content by asking students to see page 60. Pre-teach any vocabulary items the students may not be familiar with, encourage discussion about films and books which the students might have read.

A. COMPREHENSION TASK 1. F 2. T 3. F 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 61 - 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 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 texts of page 60.

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 62 - Writing through Reading and Listening

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

Reviews -Types

TV/Films

an epic – επικό

a comedy – μια κωμωδία

a remake of – μια επανέκδοση

non-fiction – ντοκιμαντέρ

a thriller – ένα θρίλερ

a sequel – η συνέχεια

Story

script – σενάριο

to be based on – βασισμένο σε

to deal with – να ασχοληθεί με

to tell the story of – για να πω την ιστορία από

plot – πλοκή

to be set in – διαδραματίζεται

Praise

outstanding – εξαιρετικός

superb – υπέροχο

spectacular – θεαματικός

haunting – που σε σημαδεύει

compelling – που σε κάνει να το βλέπεις

poignant – πολύ λυπητερό

witty – πνευματώδης

action packed – γεμάτο περιπέτεια

brilliant - λαμπρός

inspired - εμπνευσμένο

original - πρωτότυπος

gripping - που κρατάει το ενδιαφέρον

moving - συγκινητικό

stirring - που σε ξεσηκώνει

fast-moving - σε γρήγορη δράση

Types of books

fiction – φαντασία

a romance – ένα ειδύλλιο

a thriller – ένα θρίλερ

non-fiction – ντοκιμαντέρ

a murder mystery – ένα μυστήριο φόνου

a historical novel – ένα ιστορικό μυθιστόρημα

People

Scriptwriter – σεναριογράφος

Producer – παραγωγός

Stuntman – κασκαντέρ

the protagonist – ο πρωταγωνιστής

author – συγγραφέας

editor – συντάκτης

Director – σκηνοθέτης

Cameraman – εικονολήπτης

the cast – ο θίασος

the extras – οι κομπάρσοι

publisher – εκδότης

Criticism

poor – φτωχό

to leave sb cold – να αφήνεις ασυγκίνητο

humorless – έλλειψη χιούμορ

to fail to live up to sb's expectations – να αποτύχει να ανταποκριθεί στις προσδοκίες κάποιου

boring – βαρετό

unamusing – μη διασκεδαστικό

slow-moving – αργοκίνητο

Student's book page 63 - 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 provide ideas of what is included in a book or film review. 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 7. a 8. a

Ask your students to justify their answers.

Student's book page 64 - Writing through Reading and Listening

TASK 3: PRACTICE Use the text as a second model where task analysis of page 63 also applies.

1. have

2. with

3. over

4. who

5. we follow

6. that

7. is

8. its

9. by

10. at

TASK 4: WRITING 'TIPS' Encourage your students to give examples using words from the vocabulary bank on page 62.

1. recommend

2. version

3. story

4. extra-ordinary

5. possesses

6. leads

7. changes

8. tutelage

9. explore

Student's book page 65 - 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 books they have read or films they have watched. 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 10

Student's page 66 - Speaking through Reading and Listening

TASK 1: BOOK / READER You may elicit possible unit content by asking students to look at page 66. Pre-teach any vocabulary items the students may not be familiar with and encourage discussion about the topic (book covers and blurbs).

A. COMPREHENIOSN TASK 1. A 2.NM 3.M 4.M 5. NM

Student's page 67 - 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 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 texts of page 66.

TASK 3: SUMMARY WRITING / SPEAKING Work with the students to identify the key points 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 page 68 – Writing through Reading and Listening

TASK 1: BOOK / READER You may elicit possible text content. 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.T 2.F 3. F 4. T 5. F

Student's page 69 - 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. 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. a

Student's page 70 - Writing through Reading and Listening

TASK 3: PRACTICE Use the text as a second model where Text Analysis of page 69 also applies.

1. romantic 2. of 3. effort 4. informative 5. make 6. from
7. abused 8. rare 9. tea 10. surrounded 11. fun

TASK 4: WRITING 'TIPS' Encourage the learners to give examples.

A. 1. a. book 2. a. finish 3. b. dessert 4. b. dress 5. a. comedy
6. b. parents 7. b. scream 8. b. bus journey 9. a. collision 10. a curs

- B.** 1. throat 2. eyelid 3. shoulders 4. muscles 5. heart 6. legs
7. arms 8. toe 9. teeth 10. head

Student's page 71 - 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 or consolidation and allow the students to choose which of the topics they prefer to write about at home.

FUN WORK Encourage the students to read a book or download a summary of a book which they have already read (Preferably including a cover page and a blurb). Encourage the use of the internet to find the necessary information.

Unit 11

Student's book page 72 - Speaking through Reading and Listening

TASK 1: NEWS STORY You may elicit possible unit content by asking students to see page 72. Pre-teach any vocabulary items the students may not be familiar with and encourage discussion about the topic (Columbus, exploration, etc.)

A. COMPREHENSION TASK 1. T 2. F 3. F 4. F 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 page 73 - 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 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 texts of page 72.

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 74 - Writing through Reading and Listening

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

Collocations

| | |
|--|--|
| Breeze → whistles – αέρας → σφυρίζει | thunder → roars – κεραυνός → βροντάει |
| Waves → lap / splash – αέρας → σφυρίζει | rain → pours / trickles – κύματα → παφλάζουν |
| Engines → purr / roar – μηχανές με βόμβο | wood → creaks / snaps → ξύλο → τρίζει / σπάζει |
| Siren → wails – σειρήνα ουρλιάζει | blazing / warm sun → πολύ καυτός / χλιαρός ήλιος |
| Flash of lightning → αστραπή | brilliant lights → λαμπερά φώτα |
| Cracked tarmac → σπασμένη πίσσα | Heavy / fluffy clouds → βαριά / αφράτα σύννεφα |

Ways of moving

| | |
|------------------------|------------------------|
| rush – βιάζομαι | creep – έρπω |
| crawl – μπουσουλάω | sprint – τρέχω γρήγορα |
| dart – φεύγω σαν βέλος | |

Ways of speaking

| | |
|----------------------------------|--------------------------------|
| yell – φωνάζω δυνατά | scream – ουρλιάζω |
| whisper – ψιθυρίζω | moan – παραπονιέμαι χαμηλόφωνα |
| groan – γκρινιάζω χαμηλόφωνα | stutter – τραυλίζω |
| stammer – περιστασιακό τραύλισμα | |

Ways of seeing

glance – ρίχνω μια ματιά
peer – κρυφοκοιτάζω
gaze – ατενίζω

glimpse – φευγαλέα ματιά
peer into – περιεργάζομαι
squint – ζαρώνω τα μάτια μου για να δω

Ways of walking

trudge – περπατάω βαριά
plod – περπατάω βαριά σε υγρό έδαφος
wander - περιπλανιέμαι

saunter – βολτάρω χαλαρά
stride – περπατώ με μεγάλα βήματα

Facial expressions

grin – χαμογελώ πλατιά δείχνοντας τα δόντια μου
pout – σουφρώνω χείλια
blush - κοκκινίζω

frown – κατσουφιάζω
grimace - κάνω γκριμάτσα

Ways of holding

cling – αρπάζω
squeeze - ζουλάω

grab – αρπάζω και φεύγω

Student's book page 75 - Writing through Reading and Listening

TASK 2: MODEL TEXT A Pre-teach any vocabulary items which the students may not be familiar with. Encourage discussion about the topic and books which have to offer a moral. 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. a 5. a

Ask students to justify their answers.

Student's page 76 - Writing through Reading and Listening

TASK 3: PRACTICE A Use the text as a second model where task analysis of page 75 also applies.

1. classic 2. on 3. take 4. advance 5. on 6. for 7. theme
8. heart 9. to 10. story line

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

A. 1. on 2. with 3. of, of 4. to

B. 1. bragging about 2. aside from 3. absorbed in 4. bombarded with 5. abiding by

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

TASK 5: MODEL TEXT B Pre-teach any vocabulary items which the students may not be familiar with. Encourage discussion about the topic and ways of narrating events. 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. a 5. a 6. b 7. a

Ask students to justify their answers.

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

TASK 6: PRACTICE B Use the text as a second model where task analysis of page 77 also applies. 1. up 2. in 3. In 4. slipped 5. brewing 6. down 7. pored 8. sauntered 9. flicker light 10. sealed

TASK 7: WRITING 'TIPS' Go through the task and discuss each point in class.

A. 1. Do 2. Do 3. Do 4. Make 5. Make 6. Do 7. Do 8. Make 9. Do

B. 1. do 2. Point 3. likewise 4. world 5. most

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

TASK 8: 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 practiced 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 12

Student's book page 80 – 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 (famous landmarks) making notes on the whiteboard based on students' input.

Student's book page 81 – 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 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 information of page 81.

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 82 - Writing through Reading and Listening

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

Verb combinations

| | |
|---|---|
| to arouse suspicion – κινώ υποψίες | to cut a long story short – εν συντομία |
| to cut corners – κάνω κάτι βιαστικά | to draw a crowd – έλκω πλήθος |
| to jump to the conclusion that – βιάζω αυθαίρετο συμπέρασμα | |
| to keep abreast of – προηγούμαι | to keep sth at bay – κρατώ υπό έλεγχο |
| to keep sb in the dark – κρατώ στο σκοτάδι | to lose touch – χάνω την επαφή |
| to lose track of time – χάνω την αίσθηση του χρόνου | to lose my way – χάνω το δρόμο μου |
| to meet one's death – σκοτώνομαι | to raise the alarm – εγείρω συναγερμό |
| to run rings around sb – παγιδεύω | to throw a punch – ρίχνω μπουριά |

Prepositional phrases

| | |
|---|--|
| to disapprove of – δεν εγκρίνω | to elaborate on – δίνω λεπτομέρειες |
| to excel at – αριστεύω σε | judging by – κρίνοντας από |
| information on / about – πληροφορίες για | to be indicative of – δείγμα του / της |
| to be impressed about – εντυπωσιάζομαι | to be engrossed in – είμαι απορροφημένος |
| to have a flair for – έχω έφεση σε | to be justified in doing sth – δικαιώνομαι για |
| to be reckless with – είμαι απρόσεκτος | a reflection on – αντανάκλαση |
| to be related to sb – έχω σχέση με κάποιον | a struggle for – αγώνας για |
| to keep sth at bay – κρατώ υπό έλεγχο | to be translated into – μεταφράζεται σε |
| to hold at gunpoint – κρατώ όμηρο | to be at stake – διακυβεύεται |
| at a loss to explain – δεν μπορώ να εξηγήσω | at the latest – το αργότερο |

Student's book page 83 - 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 discuss about a book or film which they would or would not recommend to their friends, parents 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. A Ask your students to justify their answers.

Student's page 84 - Writing through Reading and Listening

TASK 3: PRACTICE Use the text as a second model where task analysis of page 83 also applies.

- | | | | | | | |
|--------------|------------|---------|-------------|--------|---------|-------|
| 1. thrilling | 2. devoted | 3. the | 4. revolves | 5. By | 6. whom | 7. is |
| engrossing | 8. has | 9. have | | 10. on | | |

TASK 4: WRITING 'TIPS' Encourage your students to make their own examples using relative pronouns to link sentences.

- | | | | | | |
|-----------|-----------|---------|-------------|----------|---------|
| A. | 1. broach | 2. draw | 3. dropping | 4. finds | 5. earn |
| B. | 1. out | 2. upon | 3. for | 4. on | 5. up |

Student's book page 85 - 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 87 - 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 118, 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 88 - Speaking through Reading and Listening

TASK 1: INVESTIGATION You may elicit possible unit content by asking students to see page 88. Pre-teach any vocabulary items the students may not be familiar with, encourage discussion about animals which have influenced mythology, tales they know including animals, etc.

A. COMPREHENSION TASK 1. F 2. T 3. T 4. F 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 page 89 - 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 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 texts of page 88.

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 90 - Writing through Reading and Listening

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

Expressing opinion

In my opinion / view ... - Κατά τη γνώμη μου ... To my mind ... - κατά την κρίση μου ...
According to my way of thinking ... - Κατά τη λογική μου ...
I am convinced that ... - είμαι πεπεισμένος ότι ... It strikes me that ... - μου φαίνεται σαν να ...
It's my firm belief that ... - είναι η πεποίθησή μου... I am inclined to believe that ... - τείνω να πιστέψω ...
It seems to me that ... - μου φαίνεται ότι ... As far as I am concerned ... - σε ότι με αφορά ...
I think that... - νομίζω ότι ... I firmly believe ... - Πραγματικά πιστεύω ...
I am not convinced that ... - δεν είμαι πεπεισμένος ότι ...
I do not agree that ... - δεν συμφωνώ με ... I definitely feel... - σίγουρα νομίζω ...
I definitely think – σίγουρα πιστεύω ... It appears to me – μου φαίνεται ...

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 δώσουμε έμφαση ...

clearly ... - ξεκάθαρα ... obviously ... - είναι προφανές ...
of course ... - Φυσικά ... indeed ... - πράγματι

To explain a point – Για να εξηγήσουμε

in other words ... - με άλλα λόγια ... that is to say ... - αυτό σημαίνει ...
this means that ... αυτό σημαίνει ότι ...

Student's book page 91 - Writing through Reading and Listening

TASK 2: MODEL TEXT A Pre-teach any vocabulary items which the students may not be familiar with. Encourage discussion about the topic and ask your students to discuss about crime among youngsters. 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. a 5. b

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

TASK 3: PRACTICE A Use the text as a second model where task analysis of page 91 also applies.

1. neither 2. would 3. being 4. has 5. quite 6. in 7. make
8. quest 9. wives 10. out

TASK 4: WRITING 'TIPS' Encourage your students to give examples using words from the vocabulary bank on page 90.

1. He confirmed that he had been asked to mediate in the dispute.
2. He categorically denied having had anything to do with the theft of the paintings.
3. She said I was to blame for our missing the train.
4. It was suggested that the product be withdrawn from the market.
5. He assured them that they would succeed.

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

TASK 5: MODEL TEXT B Pre-teach any vocabulary items which the students may not be familiar with. Encourage discussion about the topic and ask your students to discuss about education. 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 6. b

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

TASK 6: PRACTICE B Use the text as a second model where task analysis of page 93 also applies.

1. to 2. easier 3. been 4. online 5. on 6. has 7. has 8. would
9. has 10. in

TASK 7: WRITING 'TIPS' Encourage your students to give examples using words from the vocabulary bank on page 90.

1. Society nowadays does not tolerate failure.
2. A lot of emphasis is placed on communicative skills.
3. The new law is believed to act as a deterrent to potential criminals.
4. The press were very critical of the way the police handled the matter.
5. If we don't find a solution to this problem in the next few days we are going to lose the contrast.
6. Political analysts believe that we will have an election in May.

Student's book page 95 - 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 Students prepare their own investigations / projects. 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 14

Student's page 96 - Speaking through Reading and Listening

TASK 1: BOOK / READER You may elicit possible unit content by asking students to look at page 96. Pre-teach any vocabulary items the students may not be familiar with and encourage discussion about the topic.

A. COMPREHENIOSN TASK 1. F 2. T 3. F 4. F 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 page 97 - 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 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.

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 page 98 – Writing through Reading and Listening

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

To list points – να παραθέτεις επιχειρήματα

firstly – κατά πρώτον

secondly – κατά δεύτερον

first of all - πρώτα απ' όλα

to begin – για αρχή

to start with - αρχίζοντας

finally - τελικά

To list advantages / disadvantages – να παραθέτεις πλεονεκτήματα / μειονεκτήματα

One ... - ένα

Another ... - άλλο ένα

A further... - ένα επιπλέον

An additional ...- ένα επιπρόσθετο

The main... - το βασικό

The greatest... - το μεγαλύτερο

The most serious ... - το πιο σοβαρό

advantage / disadvantage of is –
πλεονέκτημα / μειονέκτημα του ... είναι

To introduce for/ against arguments – για παράθεση επιχειρημάτων υπέρ και κατά

One argument in favour of ... - ένα επιχείρημα υπέρ του ...

One argument against ...is ... - ένα επιχείρημα κατά του ...

A common criticism of....is ... - μια κοινή κριτική για το ... είναι ...

It could be argued that... - θα μπορούσε κάποιος να ισχυριστεί

| | |
|---|--|
| It is often ... / widely ... / generally ... - είναι συχνά ... - είναι κοινά αποδεκτό ... - είναι γενικώς ... | claimed that ... - ισχυριζόμενο ... suggested that... - προτεινόμενο argued that...- ισχυριζόμενο ... maintained that...-υποστηριζόμενο felt that... - η αίσθηση believed that ... - το πιστεύω ... |
|---|--|

| | |
|---|--|
| Some ... - μερικοί Many ... - πολλοί People... - οι άνθρωποι Experts ... - οι ειδικοί Scientists ...- οι επιστήμονες Proponents ... - οι υποστηρικτές Opponents ... - οι αντίπαλοι Critics ... - οι κριτικοί | claim that... - ισχυρίζονται suggest that... - προτείνουν argue that... - ισχυρίζονται feel that... - αισθάνονται maintain that... - υποστηρίζουν ότι believe that... - πιστεύουν point out that... - σημειώνουν agree that... - συμφωνούν ότι hold ... advocate - συνηγορούν support that... - υποστηρίζουν are in favour / against ... - είναι υπέρ / κατά are of the opinion that ... - έχουν τη γνώμη are convinced that ... - είναι πεπεισμένοι ότι are opposed to ... - είναι αντίθετοι με |
|---|--|

Student's page 99 - Writing through Reading and Listening

TASK 2: MODEL TEXT A Pre-teach any vocabulary items which the students may not be familiar with. Encourage discussion about the topic related to the press, the media and freedom of speech. 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. b 5. b

Student's page 100 - Writing through Reading and Listening

TASK 3: PRACTICE A Use the text as a second model where Text Analysis of page 99 also applies.

1. could 2. most 3. could 4. on 5. control 6. do
7. would 8. will 9. wise 10. of

TASK 4: WRITING 'TIPS' Encourage the learners to give examples.

To begin with, it benefits both boys and girls if they attend mixed schools.

Furthermore, a mixed education enables boys and girls to socialize normally.

However, there is a strong case for the argument that members of the opposite sex distract pupils from their studies.

What is more, boys and girls are often interested in learning different subjects.

Student's page 101 - Writing through Reading and Listening

TASK 2: MODEL TEXT B Pre-teach any vocabulary items which the students may not be familiar with. Encourage discussion about the topic related to the use of computers. 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.a 5.b

Student's page 102 - Writing through Reading and Listening

TASK 3: PRACTICE B Use the text as a second model where Text Analysis of page 101 also applies.

1. in 2. could 3. on 4. on 5. could 6. whole 7. in
8. in 9. would 10. could

TASK 7a: WRITING 'TIPS' Encourage the learners to give examples.

1. Apparently, couples these days are thinking twice about starting a family.
2. Theoretically, the government is encouraging people to have more children.
3. Inevitably, this demographic trend will have consequences for the country.
4. Generally, life expectancy has increased in Europe.

TASK 7b: WRITING 'TIPS' Encourage the learners to give examples.

1. Naturally some people believe that we have evolved from apes.
2. Evolution in a nutshell, is a scientific theory used by biologists to explain how animals and plants changed over a period of time.
3. Apparently, evolution mainly works by natural selection. In other words, it is a process of elimination.
4. The theory of evolution, in brief, is an explanation of our origin.

Student's page 103 - Writing through Reading and Listening

TASK 8: 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 or consolidation and allow the students to choose which of the topics they prefer to write about at home.

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

Unit 15

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

TASK 1: NEWS STORY You may elicit possible unit content by asking students to see page 104. Pre-teach any vocabulary items the students may not be familiar with and encourage discussion about education.

A. COMPREHENSION TASK 1. T 2. F 3. T 4. F 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 105 - 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.

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 106 - Writing through Reading and Listening

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

Making suggestions

giving reasons – αιτιολογώντας

in view of – ενόψει της

due to – λόγω

resulting in – με αποτέλεσμα

not surprisingly – χωρίς να αποτελεί έκπληξη

regrettably – ατυχώς

in the light of – υπό το φως των

considering – λαμβάνοντας υπ' όψιν

on account of – εξαιτίας

commenting – αρχίζοντας

predictably – προβλέψιμα

interestingly – με ενδιαφέρον

Making observations

it appeared to – φάνηκε να
it is felt – υπάρχει η αίσθηση
it is proposed – προτείνεται
it is found to – διαπιστώνεται ότι

it seemed to – φαίνονταν να
it is thought – πιστεύεται
it is considered – θεωρείται

Making recommendations

Would be well advised to – θα ήταν καλό να
It is proposed – προτείνεται
It is advisable to – είναι σκόπιμο

it is recommended – συνιστάται
it is suggested – προτείνεται

Linking

this would mean - αυτό θα σήμαινε
if we (they, you) were to... - αν επρόκειτο να
one /another solution is to – μια / μια άλλη λύση είναι να
one /another recommendation is to – μία / μια άλλη πρόταση είναι να
steps should be taken - πρέπει να ληφθούν μέτρα
measures should be taken - θα πρέπει να λαμβάνονται μέτρα

consequently - συνεπώς
this would... - αυτό θα

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

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

TEXT ANALYSIS

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

Ask students to justify their answers.

Student's page 108 - Writing through Reading and Listening

TASK 3: PRACTICE A Use the text as a second model where task analysis of page 107 also applies.

1. rise
2. with
3. aggressive
4. in
5. be
6. factor
7. to
8. so
9. is taking
10. maybe
11. enable
12. up

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

1. The problem, apparently, cannot be solved.
2. There has been an increasing incidence of vandalism in schools.
3. Water your plants regularly and they should flourish
4. There has been a gradual decrease in the number of homeless people in the region.
5. Lack of rain coupled with high temperatures led to the crops failing.

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

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

TEXT ANALYSIS

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

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

TASK 6: PRACTICE B Use the text as a second model where task analysis of page 107 also applies.

1. reconsider
2. close
3. blow
4. first
5. allocate
6. raising
7. charged
8. become
9. raise
10. Receiving
11. information
12. reversed

TASK 7: WRITING 'TIPS' Go through the task and discuss each point in class.

1. Insurmountable though the problem seems, it can be solved.
2. Such a pressing problem is it that we cannot afford to ignore it.
3. Not only have their misguided attempts to help failed but they actually aggravated the situation.
4. Contrary to being real criminals, drug addicts are victims.
5. Cigarettes damage your health to say nothing of the cost.

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

TASK 8: 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 practiced 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 16

Student's book page 112 – 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 (famous landmarks) making notes on the whiteboard based on students' input.

Student's book page 113 – 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 114 - Writing through Reading and Listening

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

Reporting and body expressions

to accuse - κατηγορώ
to beg - παρακαλώ
to claim - διεκδικώ
to compliment - επαινώ
to congratulate - συγχαίρω
to deny - αρνούμαι
to predict - προβλέπω
to suggest - προτείνω

to assure - διαβεβαιώνω
to blame - κατηγορώ
to complain - διαμαρτύρομαι
to confirm - επιβεβαιώνω
to demand - απαιτώ
to dissuade - αποθαρρύνω
to swear - ορκίζομαι
to threaten - απειλώ

to warn – προειδοποιώ
to curl up – κουλουριάζομαι
to fidget – νευριάζω
to frown - συνοφρυώνομαι
to nod -νεύω
to clear your throat - να καθαρίσεις το λαιμό σου
to cross your legs - σταυρώνεις τα πόδια σου
to fold your arms - να σταυρώνετε τα χέρια σας
to sit back – ξεκουράζομαι
to pluck your eyebrows – να βγάζεις τα φρύδια σου
to shrug your shoulders - να σηκώνεις τους ώμους

to crouch - ζαρώνω
to duck - βουτώ
to flinch - δειλιάζω
to kneel - γονατίζω
to shiver -τρέμω
to clench your fist - να σφίγγεις τη γροθιά σου
to flex your muscles – να λυγίσετε τους μυς σας
to grit your teeth - να σφίξετε τα δόντια σας
to lean forward γέρνω μπροστά
to shake your head κουνάς το κεφάλι σου

Student's book page 115 - 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 elicit ideas about the content of interviews with well known people. 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.a 5.a 6.b 7.b

Ask your students to justify their answers.

Student's page 116 - Writing through Reading and Listening

TASK 3: PRACTICE Use the text as a second model where task analysis of page 115 also applies.

1. a 2. said 3. being 4. received 5. head 6. few 7. realise 8. on
9. choosing 10. are 11. live 12. working 13. how 14. detached 15. healer

TASK 4: WRITING 'TIPS' Encourage your students to make their own examples using relative pronouns to link sentences.

A.

1. Knowing that we did not want to offend him he took advantage of us.
2. Being habitually lazy he never offered to help.
3. Having assumed that father would not mind he did ..
4. Staying at someone else's house you ought to be considerate.
5. Being insensitive he never realised that he was putting us out.

B.

1. On hearing a noise, she called the police
2. Knowing he'd be late, he phoned his wife
3. Having lost her coat, she bought a new one.
4. Taken aback by his question, she could not answer him.

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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.