

C. COMPARISON OF ADVERBS

Grammar Box

Study these examples



The black horse runs more quickly than the white horse. It runs the most quickly of all.
BUT
Tom works harder than Mary. He works the hardest of all.
George plays football better than his brother. He plays the best of all.
The plane travels faster than the train. It travels the fastest of all.

3. Practice



A. PAIR-WORK: Cartoon heroes
Which famous cartoon hero does the following?

a. Runs in the desert the fastest.	Road runner
b. Fights for justice in Gotham City the hardest.	
c. Flies in the air of Metropolis the highest.	
d. Eats the most greedily.	
e. Thinks the most cleverly.	
f. Keeps his money the most safely.	
g. Draws his gun the most quickly.	



Ask your teacher if you don't know the answer. What special abilities or skills does each one have? Write about your favourite cartoon hero.



B. A GAME: Do it our way

Read the instructions to play the game.

GROUP A
<ul style="list-style-type: none"> Choose a player and tell him/her to mime an action, e.g. <i>play football</i>. The player goes to Group B and asks: "How do you want me to do things?" Now return to your group and do your mime the way Group B told you to. If your group guesses the adverb correctly you get a point.

GROUP B
<ul style="list-style-type: none"> A player from Group A comes and asks you "How do you want me to do things?" Give him/her an adverb, e.g. "quickly". The other player goes to his/her group and tries to do the mime in the way you asked.

Play the game in turns.

Lesson 3 Classroom theatre

1. Puck's tricks

An adaptation of Shakespeare's *Midsummer Night's Dream*



A. Listen and read the dialogues from the adapted play. Choose a character and learn his/her part by heart.

Narrator:

In Ancient Greece there is a girl named Hermia who loves a young man Lysander. However, her father says she must marry Demetrius but she does not want to. She and Lysander escape to a forest.

Helena is Hermia's friend and loves Demetrius. Helena and Demetrius also run away to the forest. Soon, they get tired and they fall asleep under the trees.

In the forest, there is Nick Bottom, an actor and his group, who are putting on a play. Farther through the forest the queen of fairies Titania is arguing with her husband, Oberon who is very angry with her. So, he sends Puck, the playful sprite, to bring the juice from the love flower to make her love him again.

Puck:

Ha, ha! I'll play a trick on all these people! I'll turn this man to a donkey. Abracadabra! You, Nick Bottom, are a donkey! (Nick becomes a donkey)

Oberon: (angrily)

Give me the magic juice. I'll put some of it in Titania's eyes myself. When she wakes up, she will fall in love with the first one she sees. This will be me.

Titania:

Where am I? (Looking at Nick Bottom) Oh, my love! Who are you? You are so handsome!

Nick: (running away)

Help! Help!

On May 16 and 18, 2000, the pupils of Crichton Park School performed "A Midsummer Night's Dream"

Titania:

Where are you going my love! Come back to me!

Puck:

Ha, ha, ha! Let me put some flower juice in Lysander's eyes now.

Lysander: (wakes up and sees Helena)

Oh, I am desperately in love with you! How beautiful you are!

Helena:

What's wrong with you? Don't you love Hermia any longer?

Lysander:

Hermia? Who is she? You are my love!

Puck:

Ha, ha, ha! Let me put some flower juice in Demetrius' eyes now.

Demetrius: (wakes up and sees Hermia)

Oh, my darling Hermia! You are the prettiest girl in the world. I love you deeply and truly!

Hermia: (sadly)

Oh, where is Lysander? Why isn't he with me? He is my true love! (She is crying)

Oberon: (angrily)

Come here Puck! Put everything back to normal.

Puck:

All the play is just a dream! Everything that happens on a midsummer night in a magic forest is a dream.



B. PROJECT: Prepare and perform the scene from "A midsummer night's dream":

Work in groups to play the scene before an audience. Make preparations:

- a. choose your role and learn your part
- b. set the scenes
- c. draw posters and masks
- d. choose appropriate music
- e. choose your costumes, and
- f. announce your performance.



Take pictures or a video of the performance and include them in your **portfolio**.

Check yourself

A. CROSSWORD: Complete with "monster adjectives"

___ / 5 points

B. Write the opposite of these adjectives:

kind _____

friendly _____

predictable _____

expensive _____

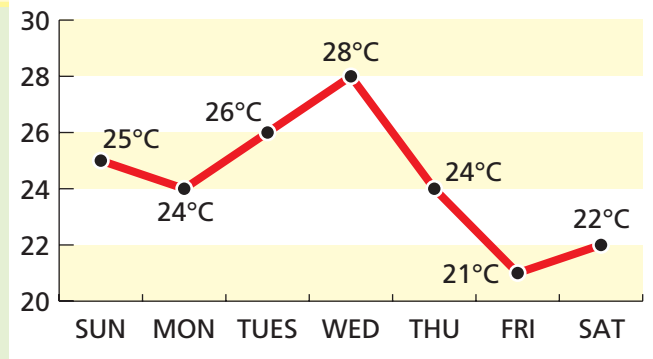
sensitive _____

attractive _____

___ / 3 points

C. Look at the chart below and complete the sentences using the correct form of the adjectives *warm* and *cool*:

- Monday is _____ Friday.
- Thursday is _____ Tuesday.
- Friday is the _____ day of the week.
- Wednesday is _____ day of the week.
- Monday is _____ Thursday.
- Monday isn't _____ Tuesday.



___ / 6 points

D. The table below shows some pupils' performances at sports. Look at the information and fill in the sentences using the correct form of the adverbs: *quickly*, *high*, *far*, *well*:

PUPIL'S NAME	100 m SWIMMING RACE	HIGH JUMP	DISCUS THROWING
Markos	1 min 30 sec	1,35 m	15 m
Peter	1 min 29 sec	1,50 m	16 m
Steven	1 min 34 sec	1,35 m	14,50 m

- Peter runs _____ of all.
- Markos runs _____ Steven.
- Peter throws the disc _____ of all.
- Steven jumps _____ Markos.
- Steven doesn't throw the discus _____ Markos.
- Peter is _____ athlete of the three.



___ / 6 points
My total score is ___ / 20 points

See p. 47 Workbook

NOW TICK WHAT YOU CAN DO

REMEMBER when you read a text in English:
• Don't worry about unknown words and try to guess their meaning from context.

I can talk about

- Similarities and differences
- People's appearance and personality
- Parts in plays (act out)

I can listen to and understand

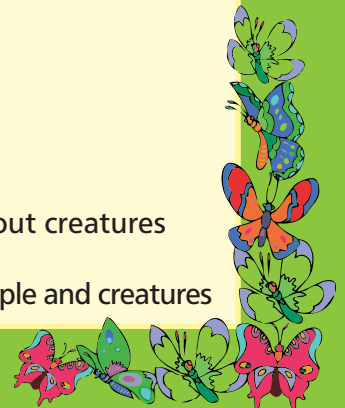
- A ghost story

I can read and understand

- Long stories and literature extracts about creatures

I can write about

- The appearance/ personality/ skills of people and creatures



Unit 4 The history of the aeroplane

We are here to **READ**

biographies of inventors, an e-mail and attached files and a poem about the "Fall of Icarus"

and **TALK** about

Daedalus and Icarus and a painting

and **LISTEN TO**

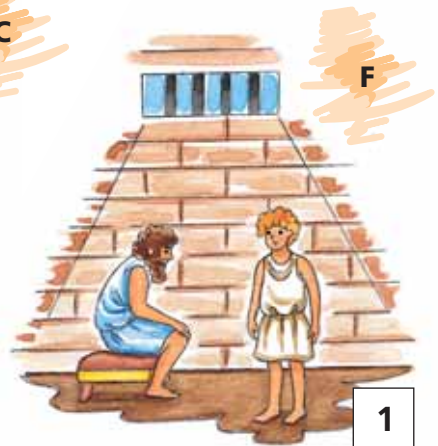
the myth of Daedalus and Icarus and a dialogue about an incident during a flight

and **WRITE**

a biography and a poem

and **LEARN** about

the technology of aeroplanes and how to use Simple Past, Past Continuous and linking words



A. Do you remember the story of Daedalus and Icarus? Put the pictures A-F in the right order. Write 1-6 in the boxes.

B. Now listen to the story and check your answers.

Lesson 1 A day at the Museum

1. Reading



A. Jim and Mary received an e-mail message from their pen friends Joan and Joe from London, UK. Read the e-mail and answer the following questions:

1. What did Joan and Joe see in the Fleet Air Museum?
2. Did they enjoy the visit?
3. What did they learn?
4. What else did they send Jim and Mary?
5. Is there a similar museum in Greece? Organise a visit with your class.



Message from Joan + Joe

Reply Reply All Forward Link Flag Print Junk Move Categories Projects

From: <abcd@asd.uk...>
Date: Saturday, Jan. 31, 3:56 p.m.
To: <...efgh@thl.gr >
Subject: Message from Joan + Joe

Attachments: merchandising.doc

Worksheet 1; Worksheet 2	87 K	<input type="button" value="Open"/> <input type="button" value="Save"/> <input type="button" value="Remove"/>
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Dear Jim and Mary,

Yesterday, our class visited the Fleet Arm Museum outside London near Yeovilton. We saw over 40 historic planes there and we heard a lot about the history of planes and the Wright brothers, the first fliers. We also saw modern aeroplanes and then we flew on a helicopter in a simulator! It was exciting! We learnt about the four forces of flight, too.

Open the attached files:
 These are the worksheets we worked on in the museum.
 Do you want to try them, too?

Kisses
 Joan and Joe

Schedule "Send & Receive All" will run in 4 minutes

B. Attached File: (Worksheet 1)



Here is the story of the Wright Brothers. Read the sentences on the right and put them in the right place in the text:

- a. They made kites.
- b. It was a toy helicopter.
- c. They opened a bicycle shop.

The Wright Brothers

Wilbur and Orville Wright invented the first aeroplane in the United States of America in 1903. The Wright brothers thought of the flight when one day their father returned from a trip and surprised the boys with a small toy. (1) The boys admired the toy very much and they said that they wanted to fly. While the boys were growing up, they were always repairing and fixing things. (2) and sold them to classmates. Later, (3) and repaired bicycles. They used the money from the bicycle shop for their first flight experiments. The historic flight lasted for just 12 seconds and covered about 120 feet. This changed the world forever.



Sources: <http://www.nasm.si.edu/wrightbrothers/>, www.wright-house.com/wright-brothers

C. Attached File: (Worksheet 2)

Can you label the missing parts of the aeroplane?



2. Grammar

Do you remember?

A. TALKING ABOUT THE PAST TIME



1. Complete the sentences in the Grammar Boxes:



Grammar Box 1

Past Simple

The Wright Brothers **invented** the first plane in 1903.
 We **saw** historic planes **and** we **heard** about the first flyers, the Wright brothers.
 We _____ the Fleet Arm Museum, we _____ modern aeroplanes
and then we _____ on a helicopter, in a simulator.



Grammar Box 2

Past Continuous

While the boys **were growing** up,
 they **were** always **repairing**
 and **fixing** things.

While Mary _____
 _____ computer
 games, Jim _____
 _____ TV and
 their parents _____
 _____ books.



2. Now underline the correct tense to form the rule:



- a. We use the **Past Simple / Continuous Tense** for actions that continued for some time in the past.
- b. We use the **Past Simple / Continuous Tense** for a series of actions that took place at a certain time in the past.

3. Practice



A. ROLE PLAY: TALKING ABOUT ICARUS

Student A

You are talking to your friend Jim. You read Icarus' story in your history book and now you are telling it to your friend who needs to find information about Icarus and his accident for a project at school. Answer your friend's questions, using Past Simple and Continuous.



Student B

You are Jim from London. You need to learn about Icarus and his accident for a project at school. Ask about the flight, the fall and how it all started. Use question words: how, when, what, who, etc., with verbs in Past Simple and Continuous.



B. Jim is telling you the story of the Wright Brothers. He doesn't remember it well and makes a few mistakes. Correct him.

Example:

a. The Wright brothers invented the first plane in France in 1903.

No, they didn't invent it in France. They invented it in the USA.

b. Their father gave them a flying carpet.

No, he didn't...

JIM

c. While the two brothers were growing up, they were working with their father.

No, while they...

YOU

d. When the boys were young, they made keys and sold them to classmates.

No, that's not correct. They...

e. The historic flight lasted 13 seconds.

You're wrong...



C. MEDIATION

Jim and Mary are working on a school project and want to find information about Julius Verne and his books. Look at the book summary on the cover of one of his books you found at the school library. Write an e-mail to Jim and Mary telling them about the book and the story.

ΑΠΟ ΤΗ ΓΗ ΣΤΗ ΣΕΛΗΝΗ

Ιουλίου Βερν

Υπάρχει ζωή στη Σελήνη; Κατοικούν εκεί άνθρωποι; Μπορούμε να επικοινωνήσουμε μαζί τους; Μπορούμε να ζήσουμε εκεί;

Για χρόνια, οι επιστήμονες ζητούσαν απαντήσεις στα καίρια αυτά ερωτήματα χωρίς να μπορούν να δώσουν μια θετική απάντηση. Ο Ιούλιος Βερν, με την ασύλληπτη φαντασία του, δίνει τη δική του απάντηση στέλνοντας τρεις τολμηρούς εξερευνητές να γνωρίσουν από κοντά το δορυφόρο της Γης. Αλλά πώς θα ταξιδέψουν στη Σελήνη; Ο προφητικός αυτός συγγραφέας έχει τη λύση: μια οβίδα που μοιάζει πολύ με τα σημερινά διαστημόπλοια, εκτοξεύεται από ένα τεράστιο κανόνι. Θα φτάσουν άραγε οι εξερευνητές μας στον προορισμό τους; Ποια θα είναι η μοίρα τους σε ένα εγχείρημα που διαδραματίζεται εκατό χρόνια πριν από την προσελήνωση του σύγχρονου ανθρώπου;

Lesson 2 An air pocket

1. Listening / Speaking



Before you listen, discuss the following questions:

1. Is travelling by aeroplane safe?
2. What problems do pilots face while they are flying? Name some.



A. Jim, Mary and their father are travelling on an aeroplane. Listen to their dialogue. What was the in-flight problem discussed? Where was the plane travelling to?

Problem _____

 Flight _____

B. Listen again and complete the sentences:



1. While the plane was flying above the ocean, it _____ a dive.
2. The airhostess _____ coffee and the passenger next to Jim's father _____
3. Jim's father _____ a magazine.
4. Jim's father _____ his prayers when he heard the captain's voice.

C. The next day Jim went to the school library to find more information about planes and how they fly. Here are some pictures he found:

PICTURE A

Can you help Jim match the four forces with the correct direction?

- | | | |
|---------------------------------|---|-------------------|
| <u>Drag</u> pushes the plane | → | forward |
| <u>Lift</u> pulls the plane | → | down and backward |
| <u>Thrust</u> pushes the plane | | downward |
| <u>Gravity</u> pushes the plane | | upward |



The four forces of flight



PICTURE B

Look at the pictures of the planes below, read the information and write **T** (true) or **F** (false) next to statements 1-4:

These planes carry passengers and cargo. Their speed is just below the speed of sound (350-750 MPH). Their engine is very powerful and they can travel very quickly with many people and goods.



Boeing 747

TYPES OF PLANES

760 MPH is the speed of sound. These planes can fly up to five times the speed of sound (760 -3500 MPH). They have a special engine and they are designed with lightweight materials. Do you know why? To have less drag.

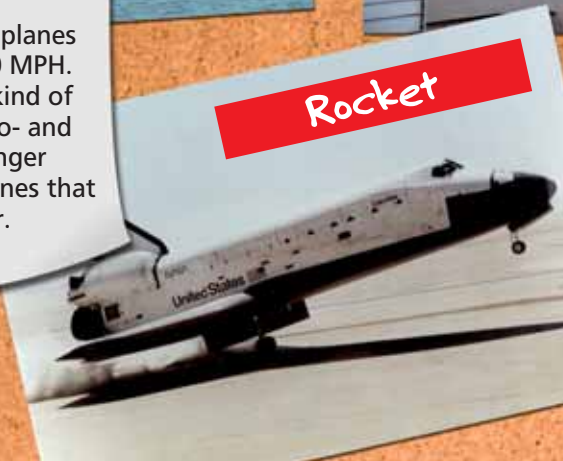


Seaplane



The Concorde

Most of the early planes can fly at 100-350 MPH. Examples of this kind of planes are the two- and four-seater passenger planes and seaplanes that can land on water.



Rocket

Rockets fly at speeds 5 to 10 times the speed of sound (3500 - 7000 MPH) as they orbit. They have a very powerful engine in order to travel at this speed.

1.	The Boeing travels very fast.	T
2.	Rockets fly 4 times the speed of sound.	
3.	The seaplane can land on water.	
4.	The Concorde travels below the speed of sound.	



2. Grammar



A. TALKING ABOUT THE PAST TIME

1. Complete the sentence in the Grammar Box:

Grammar Box



Past Continuous – Past Simple

I **was flying** over the ocean *when* the plane **took** a dive.

While I _____ my prayers, I _____ the captain's calm voice.

I was flying over the ocean when...

...the plane took a dive



2. Now complete the rule with **a** or **b**:

- a. a past event
- b. a longer activity that sets the scene in the past

When the *Past Continuous* and the *Past Simple* appear in the same sentence the **Past Continuous** describes _____ and the **Simple Past** describes _____

B. USING LINKING WORDS

(**at**) **first**, **then**, **after that**, **when**, **while**, **as**, **later**, **finally**, (**at**) **last**

1. Study the examples in the Grammar Box to see how to use linking words:



Grammar Box

Linking words

As the Wright brothers were growing up, they were repairing and fixing things.

First, they made kites and sold them to classmates.

Then, they opened a bicycle shop and repaired bicycles.

Later, they used the money for their first flight experiments.

Finally, they flew the first plane in 1903.



2. Now, write your own sentences using the linking words that don't appear in the **Grammar Box**: **after that**, **when**, **while**, **in the end**.

3. Practice

A. THE MISSING LUGGAGE



You are waiting for your flight at the airport when you realise that your handbag is missing. Ask a security officer for help. Tell him/her what you and the people around you were doing.

*I was...
when...*



B. IGOR SIKORSKY: The father of the helicopter

Your teacher has asked you to write the biography of another inventor: *Igor Sikorsky*. Here are some notes about him. Read

the notes and write his biography using linking words to join the sentences. Then present it in class.

LEARNING STRATEGIES

When I write a biography...

- I decide who I want to write about
- I collect information about him/her
- I organise my information into paragraphs
- I use linking words to connect my sentences
- I check my writing for mistakes (grammar, spelling etc.)



1889	Born in Kiev, Russia
	As a schoolboy, he (build) several model aircraft and helicopters
	(study) in Russia and Paris, France
	(build) the world's first multi-engine aircraft
1919	After Russian revolution (emigrate) to USA
	his money (run out), (teach) Russian immigrants mathematics, astronomy and aviation
	(work) as an aircraft designer
1923	(start) his own aeronautical company, the <i>Sikorsky Aero Engineering Corporation</i>
1925-1940	(create) a series of increasingly successful aircraft, including the first helicopter
1972	(die) in USA



You can start and finish like this:



Put his biography in your portfolio.

People call Igor Sikorsky 'the father of helicopter'. He was born...

...
The Sikorsky Aircraft Corporation continues to the present day as one of the world's leading helicopter manufacturers.

Lesson 3 The Fall of Icarus

The Project



A. Look at the painting and read the poem below it. What do they have in common? Can you spot Icarus in the picture?

Landscape with the Fall of Icarus
 Pieter Brueghel
 – Landscape with the Fall of Icarus created in 1558
 Oil on canvas, *Musées Royaux des Beaux-arts de Belgique, Brussels*



According to Brueghel, when Icarus fell...

It was spring.
 A farmer was working in his field.
 A shepherd was looking after his sheep.
 A fisherman was catching fish near the edge of the sea.
 All were sweating in the sun that melted the wings' wax.
 Off the coast there was a splash quite unnoticed.
 This was Icarus' drowning.



B. Draw your own picture or write your own poem about the fall of Icarus. Follow the steps on the right:

Include your picture or poem in your portfolio.



- Try to find as many pictures / texts about the fall of Icarus as you can
- Study them and try to find a way to express your own feelings and ideas
- With your partners in your group, draw your picture or write your poem
- Present it in class

Check yourself

A. Let's solve the riddles

1. Where do the pilots fly the plane from? _____ **cockpit**
2. It runs when you have a cold but it's the front part of a plane, too. _____
3. Dogs shake it when they are happy but it's also the back part of a plane. _____
4. These help birds and planes to lift into the air. _____
5. What is the force that pushes the plane downwards? _____
6. What is the force that pushes the plane upwards? _____

___ / 5 points

B. Complete the text using the verb in parenthesis in the right tense:



THE MONTGOLFIER BROTHERS

Joseph (1740-1810) and Jacques Etienne (1745-1799) Montgolfier were two French brothers who _____ (invent) the first successful hot-air balloon. They _____ (launch) their first balloon in December, 1782. Almost a year later, the first trip _____ (be) possible.

Joseph and Jacques Etienne _____ (make) a paper balloon, they _____ (burn) wet straw and _____ (fill) it with hot air. It _____ (begin) to rise because hot air is lighter than the rest of the air. The first passengers in a hot-air balloon _____ (be) a rooster, a sheep, and a duck, whom the Montgolfier brothers _____ (send) up to an altitude of 1,640 ft (500 m) on September 19, 1783. The trip _____ (last) for 8 minutes. The animals _____ (survive) the landing. King Louis XVI and Queen Marie Antoinette of France _____ (watch) this event.

___ / 6 points

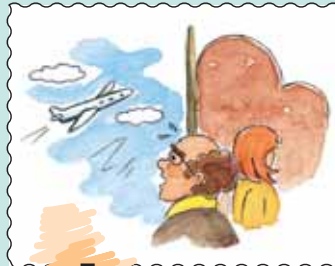
C. Join the sentences:

1. King Minos jailed Daedalus and Icarus
 2. Daedalus thought that the only way to escape
 3. Daedalus made
 4. Icarus didn't remember
 5. Icarus flew higher and higher until
 6. Icarus moved his arms faster and faster
 7. Icarus fell down
 8. Daedalus looked hard
- a. but that didn't help much.
 - b. into the deep sea.
 - c. in the labyrinth.
 - d. but he couldn't find his son.
 - e. the wax started to melt.
 - f. was to fly out of prison.
 - g. two sets of wings.
 - h. his father's advice.

___ / 4 points



D. Look at the pictures and write the story using Past Simple and Past Continuous and the linking words *as, when, after that, then, while*:



Mr Badluck was packing his suitcase to go to the airport when _____

_____ He left in a hurry _____

Finally, he changed his ticket for the next flight.

___ / 5 points
My total score
 is ___ / 20 points

See p. 47 Workbook

**NOW TICK
 WHAT YOU CAN DO**

REMEMBER when you write a biography of a personality:

- Collect information about him/her, organize your information into paragraphs and use linking words to connect the sentences.

I can talk about

- Events in the past.....
- Types and parts of planes
- Flight problems.....

I can read

- E-mails and attached files

I can listen to and understand

- Descriptions and dialogues about flights

I can write

- A biography and a poem.....
- My feelings about a painting/ a poem



Unit 5 Travelling Through Time

You are here to READ

a questionnaire / a diary / the lyrics of a song / a museum leaflet

and TALK about

memories of the past / past habits / photos of the past

and LISTEN TO

a song / a museum guide / a recorded message with museum information

and WRITE

an informal letter

and LEARN about

how to ask for information or directions / how to give information or directions / how to talk about past habits with used to ... / about the public transport system in London



MEMORIES

What did you use to do when you were 5 years old?

Tick the correct facts:



I used to crawl	<input type="checkbox"/>
I used to play with my Lego	<input type="checkbox"/>
I used to be afraid of the dark	<input type="checkbox"/>
I used to believe in Father Christmas	<input type="checkbox"/>
I used to bite my nails	<input type="checkbox"/>
I used to drink a lot of milk	<input type="checkbox"/>

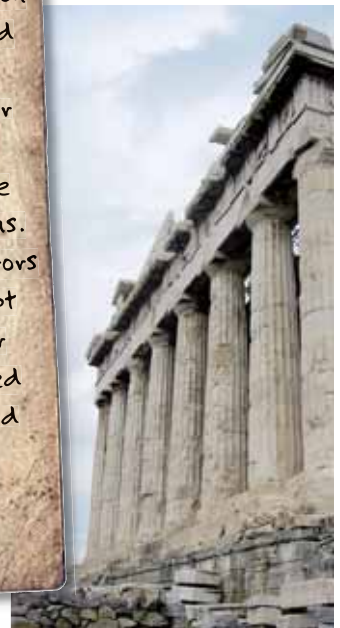
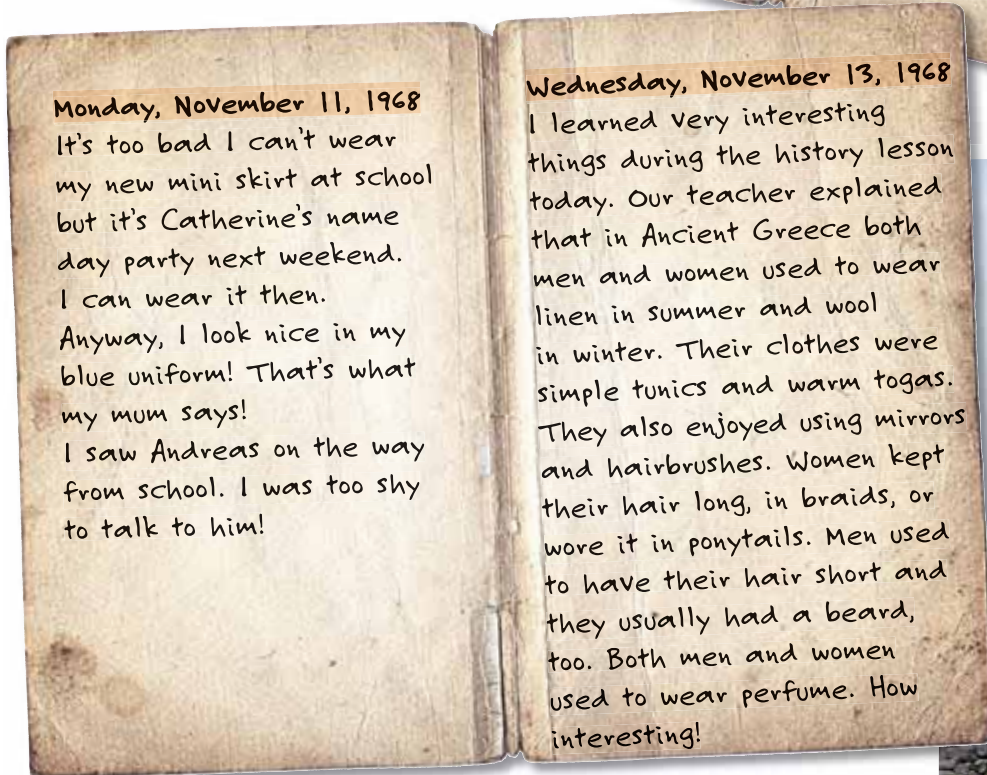
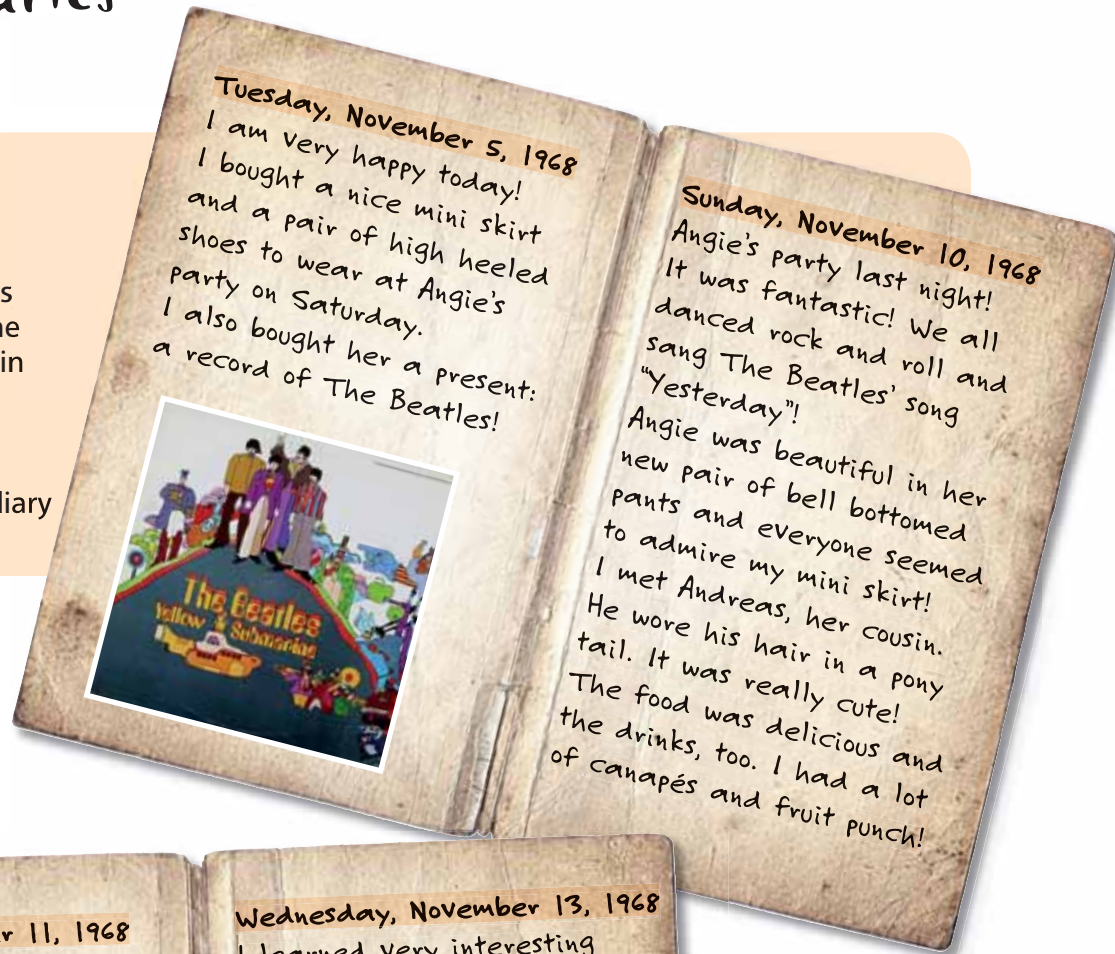
Lesson 1 Diaries

1. Reading



A. Anastasia's grandmother was a young girl in the 1960's and lived in the UK with her parents. These are a few pages from her diary Anastasia found.

Read the pages quickly to find out how her grandmother used to spend her weekends.



B. In the 1960's



Read the diary entries again and complete the following table with the correct information about young people in the 1960's.

They used to...



wear...	eat / drink...	listen to...	dance...

C. In Ancient Greece



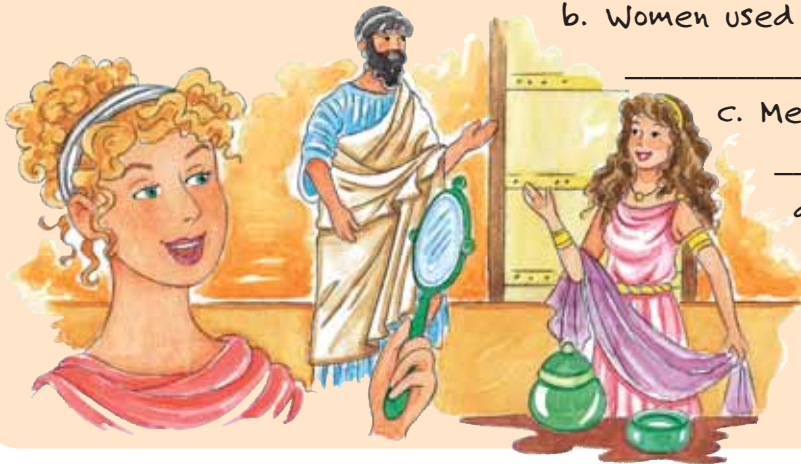
Anastasia's grandmother learned about Ancient Greece at school. Use the information in her diary to complete the phrases below:

In Ancient Greece... a. Men and women's clothes used to be _____

b. Women used to have their hair _____

c. Men used to have _____

d. Both men and women used to _____



D. Anastasia's grandmother used to wear a blue uniform at school.



Did she like it or not?
What do you think?
What is your opinion about pupils wearing uniforms at school?



2. Grammar

A. TALKING ABOUT STATES OR HABITS IN THE PAST

Study these boxes:



Grammar Box 1



	used to + infinitive OR Past Simple	
In Ancient Greece, people	used to wear or wore	linen clothes in summer. <i>(A past state that is not true now)</i>
When I was fifteen I	used to listen to or listened to	rock music. <i>(An old habit that has now stopped)</i>

Grammar Box 2



	BUT	
My cousin Suzan	wore	a linen jacket at the party last night. <i>(Something we did at a specific time in the past)</i>



B. Now fill in the rules with used to, bare infinitive and Past Simple:

We use _____ to talk about something that we did or happened at a specific time in the past.

We use _____ + _____ to talk about past habits or states which are no longer true. We can replace _____ + _____ with _____ without changing the meaning.



C. Read the examples below and complete the table:

AFFIRMATIVE	NEGATIVE	QUESTION
They used to dance Rock 'n' Roll. <i>(They don't dance it any more)</i>	They didn't use to Rap. <i>(They sang love songs instead)</i>	Did they use to dance Rock 'n' Roll?
_____	_____	_____ drink fruit punch?
_____ parties.	_____ fast food restaurants.	_____
_____ listen to Beatles' songs.	_____	_____

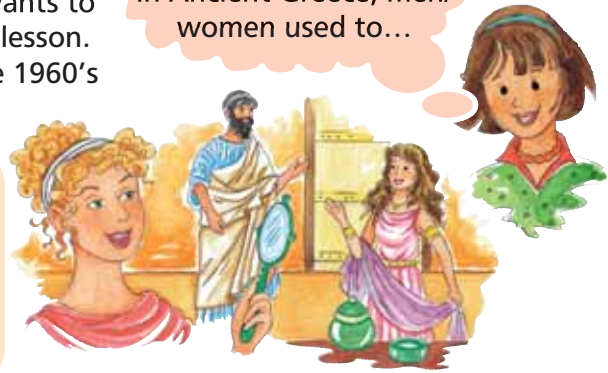
3. Practice

A. CHECK YOUR MEMORY



Tim, your pen friend from Ireland, wants to know what you learned in your last lesson. Tell him about people's habits in the 1960's and in Ancient Greece:

Young people in the 1960's used to...
In Ancient Greece, men/women used to...



B. WHAT DID YOU USE TO DO WHEN YOU WERE 5?



You want to find out about your partner's present and past life. Ask each other questions and fill in the table (NOW - THEN):

Now	Then
He/She does his/her homework.	He/She used to go to his/her grandparents'.

Example:

What do you usually do at weekends?

What did you use to do at weekends when you were 5 years old?

You can ask:

What kind of clothes / wear at parties?
What / do at weekends?
What games / play?

What / do in the evenings?
Which TV programs / watch?

Yesterday all my trouble seemed so far away.
Now it looks as though they're here to stay.
Oh, I believe in yesterday.
Suddenly I'm not half the man I used to be.
There's a shadow hanging over me.
Oh, yesterday came suddenly.
Why she had to go I don't know, she wouldn't say.
I said something wrong. Now I long for yesterday,
Yesterday...

C. Read the lyrics of The Beatles' song 'Yesterday'.



Is the singer happier today than he was yesterday?

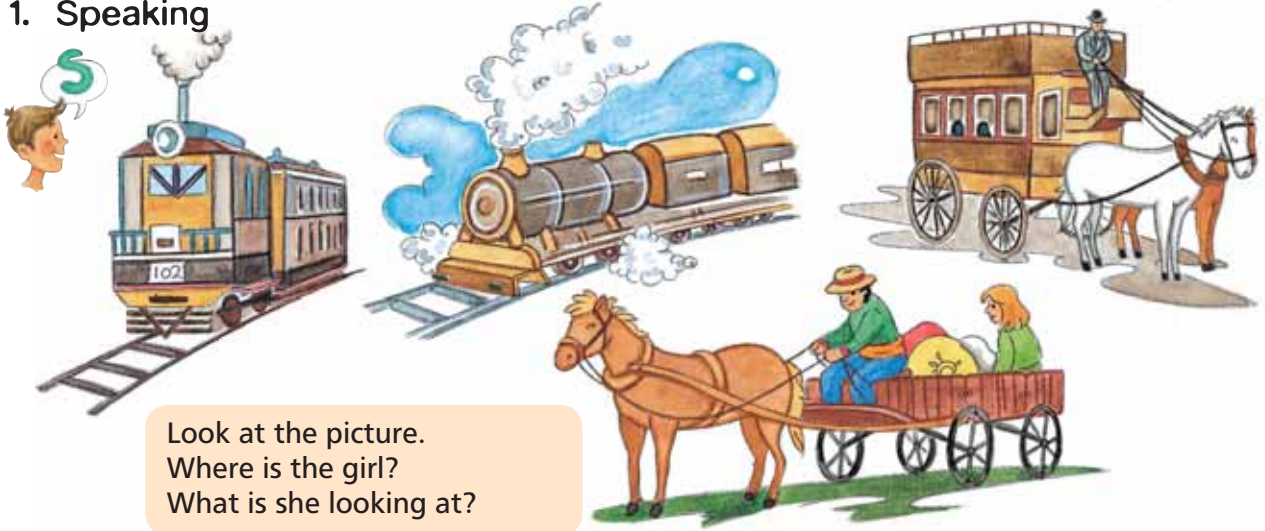


D. Find a photo of you at the age of 4 or 5 and bring it in class. Don't worry if you don't have one; draw a picture of you at that age. Use this photo or drawing and the information in exercise B to write about you at that age. Add more information if you like and put it in your portfolio.

Begin like this: This is a photo of me when I was... years old. At that age, I used to...


Lesson 2 Transportation

1. Speaking



Look at the picture.
Where is the girl?
What is she looking at?

A. Listen to a recorded message, which gives information about the London Transport Museum and complete the table with the information you need to visit the Museum. You will listen to the message twice.

Opening hours	Sat-Thu _____ Fri _____	
Admission	adults: £ _____ students: £ _____ children under 16 (accompanied by adult): _____	
Location	_____	
Nearest Underground Station	Covent Garden	
Phone	(0) 207 37 96 344	
Website	www.ltmuseum.co.uk	

B. Anastasia’s class is going on a guided tour to the London Transport Museum. Listen to the guide. Are the sentences below TRUE or FALSE?

The guide takes the children to the room with trams.	T
People used to pull the trains in Victorian time.	
Victorian people used to travel by omnibuses.	
Children can drive a double-decker bus.	
Children can play the treasure hunt game.	
The gift shop sells drinks and snacks	



Do you remember how we ask for and give directions? Here are some useful expressions.



2. Asking for and giving directions / information

Everyday expressions

Asking for directions / information	Giving directions / information
<p>Excuse me, how can I go/ get to... Can/could you tell me where... is, please? Can/Could you show me the way to...? What time...? How much..., please?</p>	<p>Go up/down... street until you get to... Go straight... Walk as far as... Take the bus/ train to... Turn right/left... It's on the corner of... Take the first/second turning... It is near/opposite/behind/in front of/ between... You can't miss it!</p>

3. Practice



A. PAIR WORK: VISITING THE MUSEUM

Student A

It is Tuesday 9.00 a.m.
 You are at BOND STREET Underground station in London, and you want to go to the London Transport Museum. Phone the Museum and ask them for directions how to get there. Ask information about the times and cost of admission.

Student B

You are working at the ticket office in the London Transport Museum.
 You answer the phone and give all the information and directions Student A is asking for.

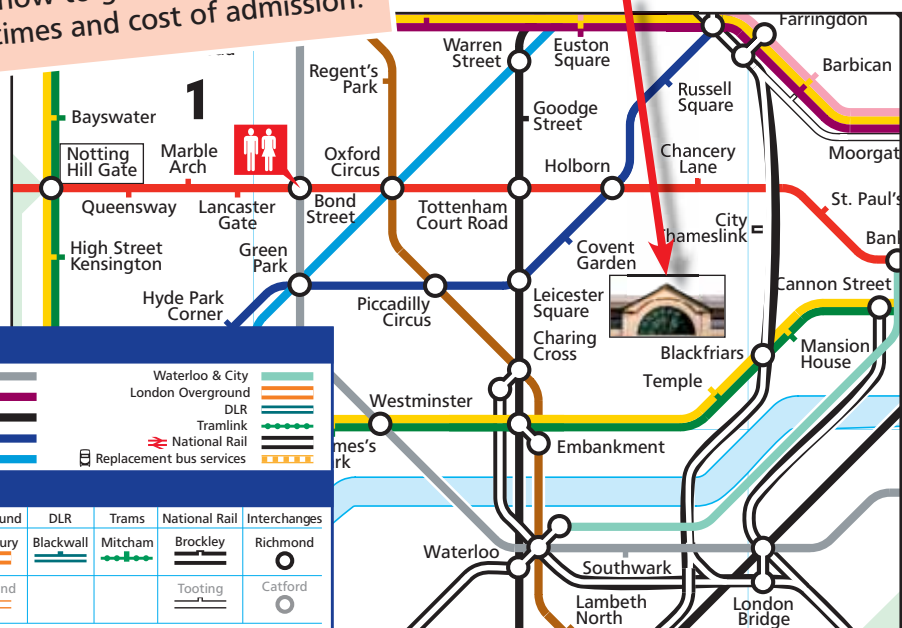
Use the map on the right to give and follow the instructions.



Key to lines						
Bakerloo	Jubilee	Waterloo & City				
Central	Metropolitan	London Overground				
Circle	Northern	DLR				
District	Piccadilly	Tramlink				
Hammersmith & City	Victoria	National Rail				
		Replacement bus services				

Key to stations and frequencies						
Stations with at least 4 trains per hour from 0930 to 1600, Mondays to Fridays	Underground Leyton	Overground Canonbury	DLR Blackwall	Trams Mitcham	National Rail Brockley	Interchanges Richmond
Stations with fewer than 4 trains per hour from 0930 to 1600, Mondays to Fridays	Chigwell	Hatch End		Tooting	Catford	

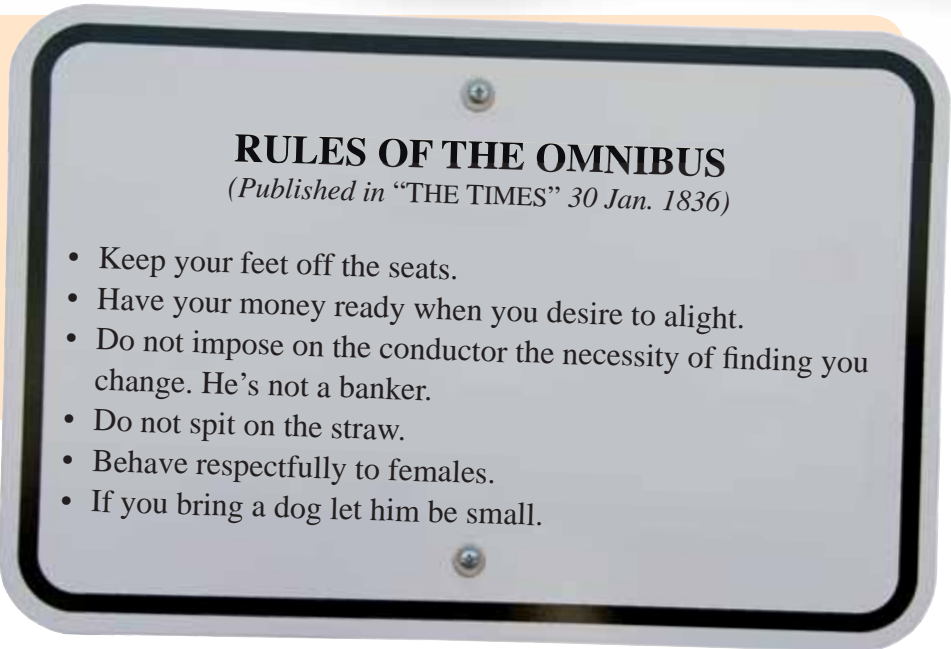
London Transport Museum





B. THE LIST OF RULES
Read the List of Rules the students found in the museum. Are they different from today's rules?

Write a list of rules you can find in today's trains or buses. What other rules can you add to this list?



C. LONDON 'UNDERGROUND' AND ATHENS 'ATTIKO METRO'
You are in London with your parents and friends who cannot understand English signs. Match the following rules you found in the London 'tube' with the ones from Athens 'Attiko Metro' to explain their meaning. How are they different?

No smoking → Απαγορεύεται το κάπνισμα

Do not consume food or drink → Απαγορεύεται η κατανάλωση φαγητού και ποτού στους χώρους του ΜΕΤΡΟ

Don't lean against the door. It opens automatically.

Mind the gap → ΜΗΝ ΕΜΠΟΔΙΖΕΤΕ ΤΗΝ ΕΞΟΔΟ

Keep clear of the doors

Wait till the train stops → Περιμένετε μέχρι ο συρμός να σταματήσει

Way out → → Προσοχή στο διάκενο

ΕΞΟΔΟΣ

Μην στηρίζετε στην πόρτα. Ανοίγει αυτόματα.

D. PAIR WORK: OLD MEANS OF TRANSPORT



Your friend Joe from Britain is visiting you in Greece. He sees the photo below and wants to know where he can find a horse carriage like this. With your partner, give him the information he needs and explain why and where it is still used.

E. LETTER WRITING



1. This is part of a letter you received yesterday from your pen friend in Britain. What news does he give you?



LEARNING STRATEGIES

When I write a letter...



- a. I decide...
 - who I am writing to
 - why I am writing
 - what I am going to write about.
- b. I include...
 - a salutation
 - an opening paragraph
 - the main part of the letter
 - a closing paragraph
- c. I end my letter and sign it.

Dear..., **Your name (salutation)**

I've great news to tell you.

Last week my class went to the London Transport Museum to see the trains. You can have a go at operating a tube train on the simulator. It's not real, but you can see what the driver sees when he's driving the train and there are the real levers and buttons. In another part of the museum you can see how the tracks and the signals work. It was really interesting.

The buses and trains they had in the old days were very smart inside. The Victorians had buses pulled by horses but they didn't have real horses in the museum.

The café was nice but the toilets were disgusting, they stank. Yuck! But I still thought it was really fantastic. I really had a great time!

Ending Yours,
Joe

Opening paragraph

Main part of letter

Closing paragraph

Writer's signature



2. The opening and the closing paragraphs of the letter are missing. Choose one from the following table and write it in.

Opening paragraphs	Closing paragraphs	Endings
I hope you are well...	That's all for now.	Cheers,
Thanks for your letter...	Take care and write soon.	Love,
It was nice to hear from you...	I'm looking forward to hearing from you.	Lots of kisses,
		Yours,
		Best wishes,



3. Now send a letter to Joe and tell him about a school visit to a museum or place of interest. Tell him about it, what you saw and did there, and if you liked it or not. Follow the layout of the letter in Task 1 and choose phrases from the box above to begin and end your letter. Put it in your portfolio.

Lesson 3 The Museum Leaflet

The London Transport Museum



A. Look at the front and back page of the London Transport Museum leaflet. What information can you find in it?



Include your leaflet in your portfolio.

B. PROJECT: Make your own leaflet about a local museum

- Visit a local museum or find information about it on the internet
- Try to find leaflets, posters, postcards, etc. from other museums (you can visit the webpage <http://www.e-yliko.gr/physmuseums.htm>)
- Find relevant pictures to put on your leaflet or draw your own
- Think of a slogan or a smart phrase to attract people
- Write the text, including all relevant information (opening hours, admission, etc.).