



# TEACHER'S MANUAL FOR THE ENGLISH SUBJECT

### Leisure Word Search

WORD LIST

- MOOD
- MOVIES
- TASTE
- NOVELS
- NOVELS
- SATYR
- AUDIENCE
- THEATRE
- ONLINE
- WEBSITE

A 15x15 grid of letters for a word search puzzle.

### Jobs and Computers

Image Editing Software    Architect

Computer Aided Design    Teacher

Enterprise Resource Planning System    Manager

Text Processor    Graphic Designer

A 3D illustration of a modern office environment with multiple computer workstations.

University of Edinburgh

University of Manchester

University of Oxford

University of Bristol

University of Cambridge

### Music and Learning

Rock music is defined by its strong rhythmic tempo and ...

Pop music is defined by its upbeat rhythm and conventional melodies.

Jazz music first appeared in the African American communities.

Hip hop, or rap music, is a vocal style in which the artist speaks.

One of the first and most important methods of teaching and learning is the...

The Socratic Method

The Montessori Method

Self-regulation

Electronic learning is a kind of learning where technology is used to support the...

### Holidays in Europe

London

Amsterdam

The Rhine Valley

The Alps

Rome

Moscow

### Food Pyramid

Fats, Oils & Sweets  
USE SPARINGLY

Milk, Yoghurt & Cheese Group  
2-3 SERVINGS

Vegetable Group  
3-5 SERVINGS

Meat, Poultry, Fish, Dry Beans, Eggs & Nuts Group  
3-5 SERVINGS

Fruit Group  
2-4 SERVINGS

Bread, Cereal, Rice & Pasta Group  
6-11 SERVINGS

### Your Bedroom

### The European Union

What is the European Union?

Europe Day

The European Anthem

Flag of the EU

How does it work?

What has been achieved?

Please click on an image.

September 2011



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# 1.PURPOSE

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The purpose of this document is to describe the different user scenarios and functionalities of the DEC.

## 2.GENERAL TECHNICAL CHARACTERISTICS

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### 2.1. GLOSSARY

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**Interaction:** A recognized and recordable input or group of inputs from a learner to a content object.

**Learner:** An individual engaged with the LMS in order to acquire knowledge or skills.

**Learner attempt:** A tracked effort by a learner to satisfy the requirements of a learning activity that uses a content object. A learner attempt may span one or more learner sessions and may be suspended between learner sessions. See also: learner session. (The learner attempt begins with the beginning of the first learner session and continues until the learning activity terminates.)

**Learner session:** An uninterrupted period of time during which a learner is accessing the DEC.

**Learning Object:** Any resource that is part of the DEC package and has a distinct role in the learning process.

**Reusable Learning Object:** Any learning object that can function independently of other learning objects or elements present in the DEC package. Reusable learning objects still function as intended even when used standalone or part of another content package.



**Learning Management System (LMS):** A computer system that may include the capabilities to register learners, schedule learning resources, control and guide the learning process, analyze and report learner performance, and schedule and track learners. See also: runtime service.

**Runtime Service (RTS):** Software that controls the execution and delivery of learning content and that may provide services such as resource allocation, scheduling, input-output control, and data management. See also: learning management system.

**Score:** A numerical value or a point on a descriptive scale. A score may be the result of a learner assessment

**Section:** a part of the DEC and it contains subsections

**Sub-section:** part of a section that can be accessed either by direct student selection in asynchronous mode or by a teacher in a Virtual Classroom instance.

## 2.2. ABBREVIATIONS AND ACRONYMS

---

**DEC:** Digital Educational Content

**RLO:** Reusable learning object

**CMI:** computer managed instruction

**RTS:** runtime service

**SCORM:** Sharable Content Object Reference Model

**ADL:** Advanced Distributed Learning

**LMS:** Learning Management Systems

**LCMS:** Learning Content Management System

**LO:** Learning object

**SCO:** Sharable Content Object



## 2.3. GENERAL USAGE GUIDELINES

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### 2.3.1. Recommended Display Resolution

---

The recommended viewing resolution for the DEC is 1024x768, with a colour depth of 32 bits per pixel. At this resolution, the size of the content area of the SCORM Player is about 900x660 pixels when the player is run in full screen. This also applies to offline content.

The correct way to view both the SCORM version and the offline version is in full screen mode, using the web browser's full screen mode functionality.

When using full screen mode, the maximum available space is used to display the DEC. To enter in full screen mode press F11 after launching the DEC.

### 2.3.2. Content Layout

---

The DEC has been developed following usability guidelines, to offer a steep learning curve, thus facilitating overall usage.

This is achieved by using a consistent layout across all DEC packages, creating an educational environment that only needs to be discovered once.

### 2.3.3. Content Navigation

---

Both the SCORM and offline versions offer two ways of navigating the DEC: by choice - via the navigation pane – and sequential – by using the Forward and Back buttons present in the content interface.

The navigation pane is a collapsible region present at the left of the DEC interface that contains a hierarchy of sections and subsections, thus outlining the structure of the DEC.

The navigation buttons are present in the bottom right side of the DEC. The navigation buttons will appear disabled in the SCORM version of the DEC if no more subsections are available before or after the current subsection.



## 2.4. SPECIFIC DIGITAL EDUCATIONAL CONTENT (DEC) FUNCTIONALITIES

### 2.4.1. The Educational Assistants

In order to create a pleasant and instructive environment, the DEC makes use of educational assistants, which instruct the learner throughout the lesson.

The educational assistants are present in most of the DEC, on the left of the content area, as depicted in the image below.

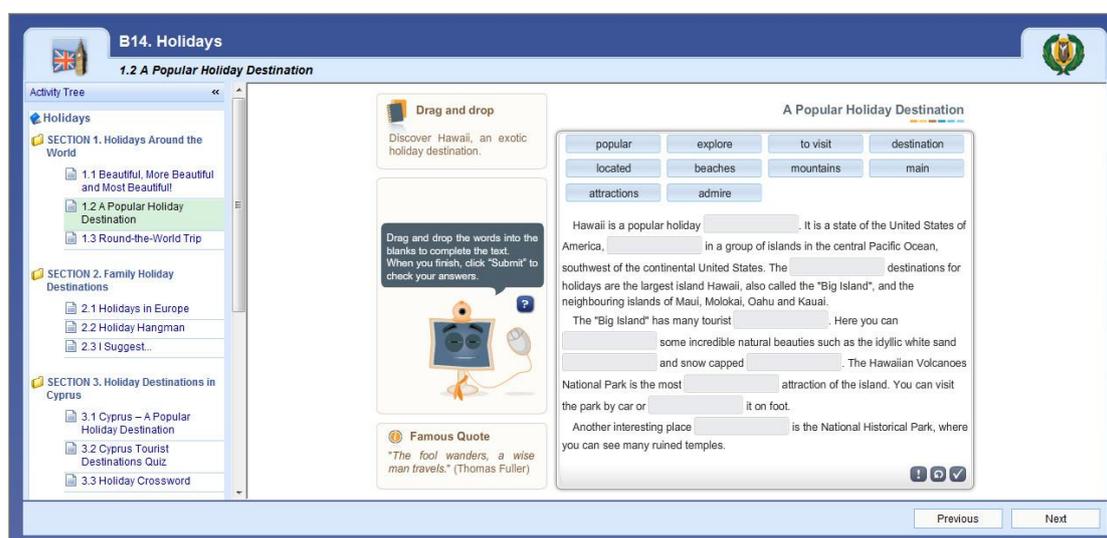


Figure 1 - Educational assistants

### 2.4.2. Learner Instructions

To come in the aid of the learner and to ease the learning process, the DEC contains clear instructions on how to use special interactive elements, wherever such elements exist.

The instructions pane can be found in the left side of the content area, as described in the figure below.



The screenshot shows a digital learning environment. On the left is an 'Activity Tree' with a 'Holidays' section expanded to 'SECTION 3.1 Cyprus - A Popular Holiday Destination'. The main content area is titled 'Cyprus - A Popular Holiday Destination' and contains a 'Presentation' section with instructions to click on landmarks on a map of Cyprus. The map labels Pafos, Larnaka, Protaras, and Lefkous. A text box asks 'Which is the most popular tourist attraction in Cyprus?'. Below the map is a 'Did you know!' section stating 'Cyprus is on Facebook and has thousands of fans: http://www.facebook.com/The.Cyprus.Island#f'. At the bottom right are 'Previous' and 'Next' buttons.

Figure 2 – Learner Instructions

### 2.4.3. Printing Learning Objects

The learning objects available in the DEC packages can be printed using the following procedures:

When using the offline versions of the DEC, the learning objects can be printed using the default printing functionality of Flash or by navigating in the Resources folder present in each of the subsection folders of the DEC package.

When using the SCORM version of the DEC, the learning objects can be printed either by using the default printing functionality of Flash or by navigating through the Workspaces section of the LMS, selecting the desired learning object, opening it and using the printing function of the browser.

Please take notice that some of the learning objects, such as audio and video cannot be printed.



Figure 3 – Printing Learning Objects

### 2.4.4. Zooming Learning Objects

By using the default functions offered by flash, learning objects can be enlarged and decreased at user request.

To enlarge or decrease the size of the content area, right click on the content area and select Zoom in or Zoom out, until the required size is reached.

This is a default function of Flash and is available in all versions of the content package.



Figure 4 – Zooming Learning Objects



### 2.4.5. Saving Learning Objects

---

The learning objects available in the DEC packages can be saved locally for any purpose, including reuse in other learning content package.

When using the offline version of the DEC package, all learning objects are available in the resources folder of every subsection.

The resources folder contains folders for every learning object type. For example, image learning objects can be found in the resources/images folder of every subsection.

The learning object files can be copied from their respective folders and used directly.

When using the SCORM version inside the LMS, learning objects can be saved by navigating to the resources folder that contains the desired learning object in the Workspaces folder, opening it by double clicking and using the browser's save functionality to copy the learning object locally.

### 2.4.6. Copying / Pasting Learning Objects

---

In order to provide fast learning object reuse, several means of copying and pasting learning objects are available.

Depending on the learning object type, the following ways of using copy/paste are available:

For copying text learning objects, navigate to the desired text learning object, available in the resources/text folder of any subsection, open the text learning object, select the desired text and paste it wherever necessary. In the DEC, paste is only available in editable text areas.

For other types of learning objects navigate to the specific learning object, right click on the learning object and select Copy. To paste the learning object, right click in the desired location and click Paste.

These functions are available for both versions of the DEC packages, in the LMS and in offline version folders.

When using the LMS, Copy / Paste functionality is also available in the HTML editor.

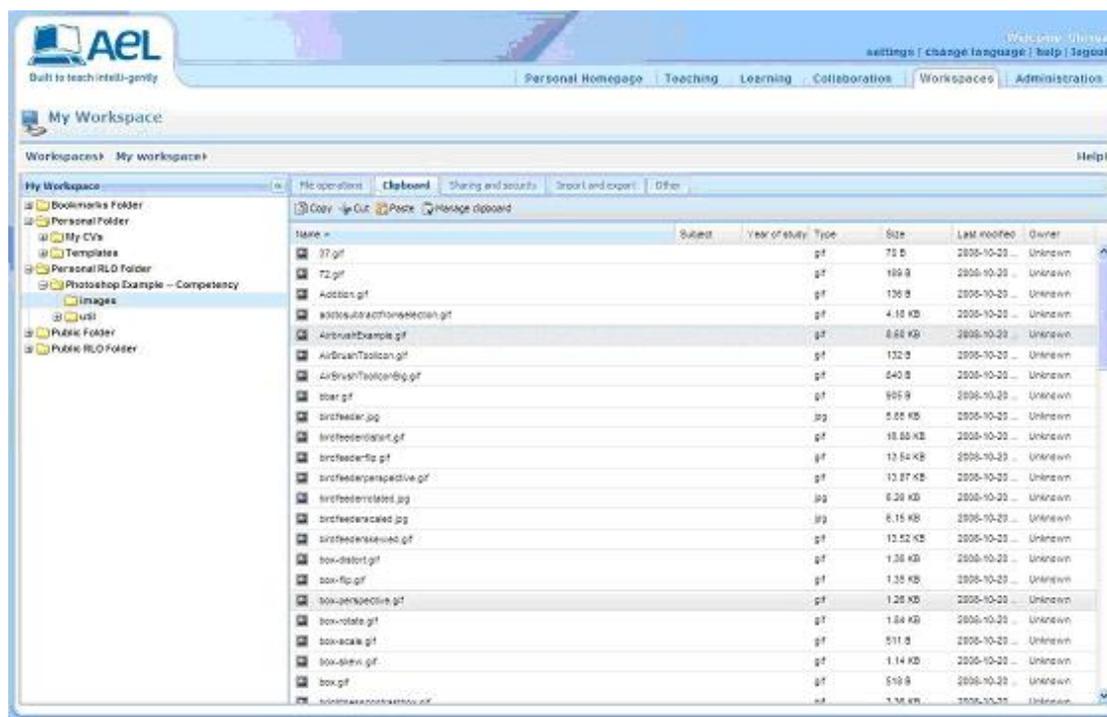


Figure 5 - LMS Draft Functionality (Clipboard)

At DEC or subsection level, Print Screen functionality can be used to capture an image of the entire DEC screen.

## 2.5. USING DIGITAL EDUCATIONAL CONTENT (DEC) PACKAGES

DEC packages are available in two versions (SCORM and offline) and can be used in three ways, depending on the version.

SCORM version of the DEC packages can either be used in synchronous mode, also known as the Virtual Classroom, where the teacher controls the educational experience, or asynchronous, through the LMS SCORM Player.

The offline version of the DEC can only be used asynchronously, in offline mode.



### 2.5.1. The Virtual Classroom

The Virtual Classroom present in the LMS provides synchronous, teacher-oriented learning, using the SCORM version of the DEC packages.

This teaching method is very similar to the traditional method, where a teacher or tutor trains a group of learners the same concepts synchronously.

While in the Virtual Classroom, the learner interface lacks navigation features, whereas the teacher interface contains all navigation features and currently connected learners.

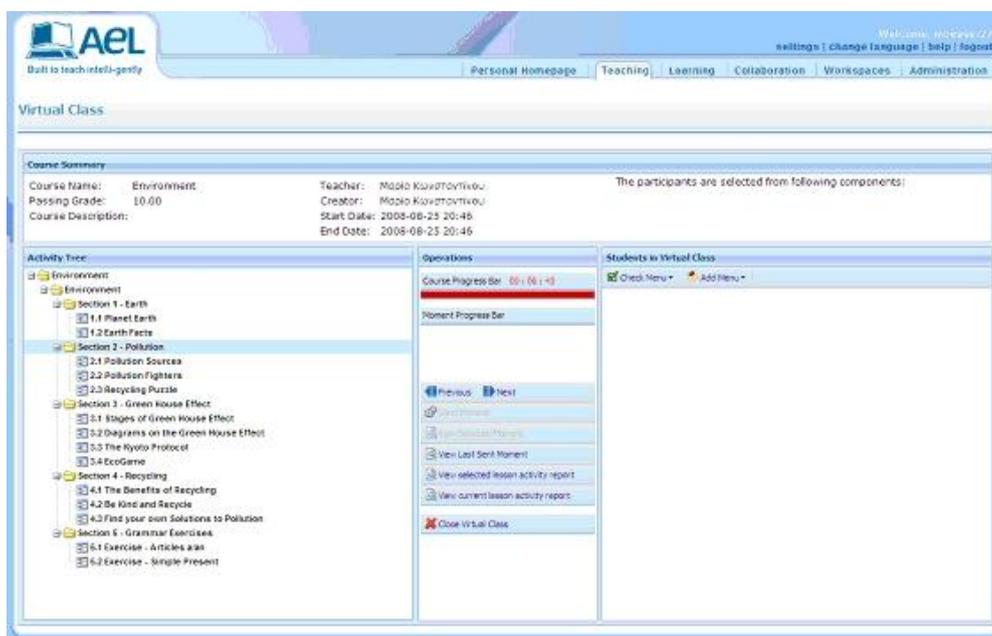


Figure 6 – Virtual Class teacher interface

### 2.5.2. The SCORM Player

The LMS SCORM Player offers a unique, asynchronous learning experience, where the learner can learn at it's own pace, regardless of location or time.

Navigation is done through the navigation features of the SCORM player, as described in chapter 4.3 Content navigation.



Figure 7 – SCORM Player interface

### 2.5.3. Offline Mode

Offline mode enables the learner to use the DEC anywhere, anytime, regardless of the availability of an Internet connection.



## 2.6. BUTTONS AND CONTROLS

Throughout the DEC subsections, buttons and controls facilitate interaction between the learner and the DEC. The most important buttons are:



Figure 8 – Main buttons

The reset button is available in evaluation activities and will clear the response given by the learner if used.

The validate/check button will validate learner response and it will transmit this information to the LMS if the SCORM version of the DEC package is used.

Besides the common set of buttons, some other specific controls may appear depending on the content of the given RLO. The most important are:

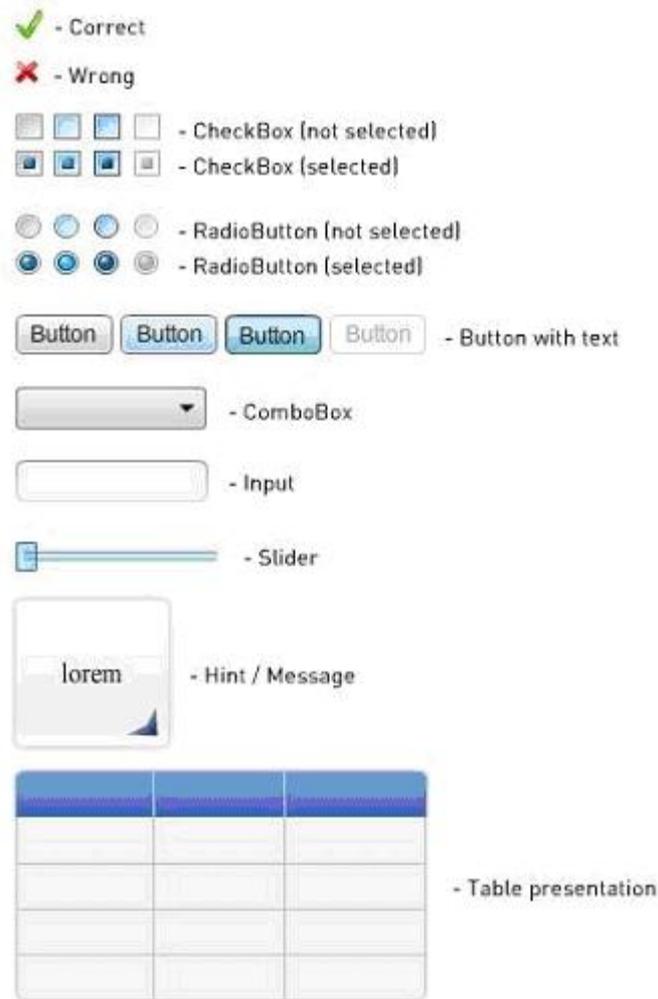


Figure 9 – Content controls

The icons, buttons and controls are explained in tool tips, help pop-ups or assistant guidelines.

Besides the controls described above, the following set of controls is available for multimedia content:



Figure 10 – Multimedia content controls



## 3. DIGITAL EDUCATIONAL CONTENT (DEC) IN THE TEACHING AND LEARNING PROCESS: PEDAGOGICAL APPROACH, ADDED VALUE AND WAYS OF INCORPORATING THEM

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### 3.1. INTRODUCTION

---

Creating DEC to support teaching English is an attempt to use IT in teaching and learning English. A DEC for English is made up of a number of activities whose texts and instruments are digital. The digital instruments of the DEC contain simulations, animations, videos and different ways of expressing ideas (semantic maps). The aim of incorporating DEC in the educational system is to add teaching and learning value in ways teachers and students have never been exposed to before.

This manual has been created to support the attempt of the teachers to incorporate the DEC in the educational system. The manual is divided into two parts. The first part (Chapter 1 and 2) describes the principles and the philosophy underlying the structure and the development of the DEC whereas the second part (Chapter 3) refers to the content of each DEC and the added value of the DEC as well as to the ways of incorporating the DEC in the process of teaching and learning English.

The DEC teacher's manual contains details about all the subjects (sections) and activities (subsections) of a DEC (see chapter 3.3). More specifically, the following information is provided for each subject:

- the title of the lesson
- the grade
- the subject (short description)
- timing



- scientific knowledge (for the teacher)
- methodology

Equally, the following information is provided for each DEC activity (subsection):

- its content
- its objectives
- class management
- methodology
- necessary points to be developed by the teacher
- evaluation hints

## 3.2. PEDAGOGICAL APPROACHES

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### 3.2.1. The Communicative Approach

---

People learn languages for different reasons: some want to read literature, others want to get a job or get by on their trips abroad. There might also be some others who learn English just for fun. Each of them have a different internal drive, a motivation, and the method teachers use has to be flexible in order not to de-motivate them. For years, researchers have advised teachers to adopt a series of approaches that were too restrictive: e.g. grammar translation (using extensive translation) or the audio-lingual approach (focusing on drills) to address all the needs of the learners. The communicative approach that emerged in the 70's is a combination of different methods that have the same underlying philosophy: the language is mainly learned for communication in real contexts. The approach also includes the teaching of functions, task-based learning and humanistic approaches. Stephen Krashen maintained that language acquisition (the language you acquire through comprehensive input and practice) is different and more productive than language learning (the language you learn through drills and conscious study). The main features of the approach are a re-interpretation of the teacher and learner's roles, a balance between the different categories of input and output and emphasis placed on controlled and semi-controlled communicative activities meant to lead the students from the presentation stage to the production stage in a logical, organized way.



## 3.2.2. Class Management

---

### 3.2.2.1. The Role of the Teacher

---

Teachers should:

- be aware of their students' motivation
- know the students' level
- set tasks which are appropriate to the level of the students
- provide interesting activities
- vary the activities to stimulate the students' interest
- give clear instructions
- develop students' responsibility for their learning
- assess students' work

The teacher has to play the role of an organizer and a facilitator of the activities (that they sometimes invent or find in resource materials). Thus the speaking time of the teacher is reduced to the minimum, giving the students more time to express themselves. The teacher is there for information and support whenever the students feel they need backup.

Even if teachers have lost something of their role as controllers, they are still very important when it comes to assessing students' work. They should know to keep the balance between activities focusing on accuracy (where correction has to come as immediate feedback) and those focusing on creativity and fluency (where correction is delayed and places emphasis on general things to be improved).

### 3.2.3. The Role of the Student

---

Students should:

- make the most of the time in class
- combine class work and self-study
- become more responsible for their own learning

Although the teacher is responsible for most of the attitude of the learners to make them more aware of the whole process of learning through interaction with peers and support, the students also have a great contribution to creating the class atmosphere necessary for communication.



### 3.2.3.1. Student Groupings

---

Lockstep is the traditional way of organizing the class where all the students are interacting with the teacher. It has a number of advantages, such as:

- the teacher can control the class easier
- all the students are provided with a language model
- it can be very dynamic
- students find it very comfortable as they speak when ready
- it is very productive during the feedback stages.

On the other hand, there are some disadvantages:

- students practice a lot less than necessary due to their large numbers
- it does not follow the pace of the weak students
- is embarrassing for weak or shy students

Analysing the flaws of lockstep, communicative language learning encourages students to develop by taking an active part in their training. They no longer sit and listen to the teacher and repeat vocabulary and grammar structures. They are asked to sit in pairs and groups to solve a task that involves an information gap, a decision to be made or a problem to be solved.

Pairwork can be used for question/answer and information gap activities, as well as for simulation. It encourages student practice, motivation and involvement. Weaker students can get help and shy ones are no longer stressed by the exposure to class evaluation. The most important drawbacks are the noise, the incorrectness of the language the teacher can no longer control and the lack of discipline it can cause. However, teachers should know that these problems can be overcome with good right organization and the right attitude.

Groupwork determines the growth of student talking time, interaction and cooperation. Its dynamism is stronger than that of pairwork and problems are likely to be solved more efficiently. The problems can be identical to those of pairwork, to which a new one is added: size. Groups having more than 7 members are hard to manage and thus inefficient. The success of groupwork relies on the managerial ability of the teacher, on their experience and on the clarity of the task set. Both pairwork and groupwork should be strictly timed and always followed by feedback. Groupwork can be used for oral interaction, listening tasks, team writing, preparing debates, project preparation and presentation.



### 3.2.3.2. Teaching Skills

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Language learning is based on skills acquisition. A thorough analysis has revealed four main skills that all native speakers use:

- reading
- listening
- speaking
- writing

The first two are called receptive, as they offer the main information, while the latter two are called productive, as they facilitate the production of messages. Native speakers use a combination of the two, as for example when taking notes or having a conversation.

Receptive skills have some features in common: they both provide information that people need in order to solve tasks (e.g. you can read or listen to an audio book in order to find out about the main characters and write the summary of the book). Therefore, their teaching should follow basically the same lines:

- I. predicting,
- II. getting the general picture (gist),
- III. extracting specific information,
- IV. recognizing function and discourse patterns,
- V. deducing meaning from context.

Managing to teach receptive skills well is very important for the development of the student as a good reader and listener. The job of the teacher is to organize the activity in such a way as to follow a logical path from the simplest to the more complicated tasks. The model represents the methodological pattern underlying the process and teachers have the freedom to alter it as long as they respect its main principles.

### 3.2.4. Teaching receptive skills

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#### 3.2.4.1. Reading

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Stages:

##### I. Lead-in

This stage is necessary for the preparation of the task. The teacher uses this moment to arouse the students' interest in the topic by presenting pictures, half of the title, some intriguing words, a motto, a riddle, anything that can put the students in the mood.



## **II. Getting the general picture (skimming)**

The teacher gives clear instructions for the task to be performed by the students. The text is read in order to get the main idea (called gist).

## **III. Extracting specific information (scanning)**

The teacher gives clear instructions for the task/s (fill in a grid, fill in sentences, complete open-ended sentences, etc). The students read to get the details and solve the tasks set by the teacher.

## **IV. Deducing meaning from the context**

The teacher organizes some follow up tasks related to the text that gives them more freedom to interpret the data recorded in the previous exercise (asking questions, matching sentences).

### **3.2.4.2. Listening**

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Stages:

#### **I. Lead-in**

This stage is necessary for the preparation of the task. The teacher uses this moment to arouse the students' interest in the topic by presenting pictures, half of the title, some intriguing words, a motto, a riddle, anything that can put the students in the mood.

#### **II. Getting the general picture (first listening)**

The teacher gives clear instructions for the task to be performed by the students. The text is listened to in order to get the main idea (called gist).

#### **III. Extracting specific information (second listening)**

The teacher gives clear instructions for the task/-s (fill in a grid, fill in sentences, complete open-ended sentences, etc). The students listen to get the details and solve the tasks set by the teacher.



#### IV. Deducing meaning from the context (third listening)

The teacher organizes some follow up tasks related to the listening text that gives them more freedom to interpret the data recorded in the previous exercise (asking questions, matching sentences).

**Note.** Each stage presented above (both in teaching reading and teaching listening) should be followed by feedback, where the teacher checks the completion of the tasks. The last stage is usually followed by a task that moves from reception to production (e.g. after the students read a letter, they have to write their letter in response).

### 3.2.5. Teaching Productive Skills

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Spoken and written English are set apart by a number of differences that must be reflected in the type of exercises used in practicing the language. In speaking, intonation is very important to convey the meaning as well as pronunciation. A speaker can always rephrase something perceived as wrong or in need of completion. The message can be modified according to the feedback received from the interlocutor. Body language is another element that can help face-to-face communication. Conversation can also take place over the phone, in which case another type of language is necessary. And last but not least, accuracy is not so much a must in speaking.

On the other hand, writing requires accuracy and half-finished sentences are not acceptable unless they are written for a literary purpose. The feedback of writing is either delayed or absent. Body language is impossible to show. Therefore, correctness is paramount as well as spelling and handwriting.

#### 3.2.5.1. Teaching Speaking

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If speaking activities represent a variety that any teacher can develop according to their own imagination and creativity, any successful speaking task must be based on the principle of information gap existing between the interlocutors. The activities are also placed on a continuum that leads from controlled practice to free production.

**Communication games:** ask/answer questions; find the differences / similarities, story/poem reconstruction.

**Discussions:** dialogues based on hints, buzz groups, debates.



**Reaching a consensus:** choosing the idea/picture/text that best illustrates a concept.

**Problem solving:** discussing to find a solution to a problem

**Simulation and role-play:** creating the pretense of a real-life situation and set roles clearly described for the students to act.

**Note.** The feedback organized after this kind of activities should focus both on the language and on the content.

### 3.2.5.2. Teaching Writing

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Choosing the writing task depends on the sub skills the teacher wants to develop. The language as well as the layout varies according to the purpose of the piece of writing and to the audience it addresses. Thus there appear terms such as register (formal or informal), format (letter/article/review), paragraphing (coherence, cohesion, connectors).

- Writing leaflets/advertisements
- Writing letters
- Writing reports
- Writing articles/reviews/journals
- Writing references
- Writing essays (narrative, descriptive, opinion, for and against, reflective)
- Co-operative writing (exchanging letters, story reconstruction)

### 3.2.5.3. Integrating Skills

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Treating skills like separate entities, is far from being realistic. In everyday life, people use all four skills or at least two of them at the same time. It is impossible to speak in a conversation without listening to your interlocutor and writing is also done as a response to reading. As a result, lessons should contain at least three skills, with an emphasis on one of them. As we have mentioned before, a speaking or writing task to enhance learning/acquisition should follow a piece of reading.



### 3.2.6. Integrating Skills

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There are differences between the attitude of the teacher correcting oral and written work, deriving from the very nature of the two skills.

#### 3.2.6.1. Correcting Oral Work

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There are some situations in which teachers should refrain from correcting, as interruptions can impede on communication. Corrections in mid-speech, for example, can discourage rather than provide help. However, there is a number of techniques showing incorrectness, such as:

- repeating (asking the student to repeat);
- echoing (repeating what the student said), use gestures (e.g. for expressing present, past, future actions), put mistakes down and address them during feedback;
- questioning (the question 'Is that correct?' addressed to other students)
- expression (gestures).

The correction can be done by the teacher or by another student. In the letter case, the correction might be seen as a humiliation if it is repeated extensively.

#### 3.2.6.2. Correcting Written Work

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Correcting writing can be done in the same way, if the focus is on accuracy. Sometimes, however, the teacher needs to focus on content or organization. A variety of symbols can be used on the margin of the sheet to signal mistakes to the student (the student must be familiar with the code in order to understand):

WO - word order

T- wrong tense

S - spelling

L - linkers

P - new paragraph

V - something is missing

A - agreement between subject and verb

IL - inappropriate language, etc.



### 3.2.7. Teaching Vocabulary

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Vocabulary has always come after structure as far as language teaching is involved. It has often been considered that if the students can use correct grammar structures, vocabulary will follow eventually. However, in real life, vocabulary is very important, as the choice of the proper word makes the difference between understanding and failing to understand a certain idea in a certain context.

When deciding what words to teach, their frequency must be taken into consideration. The second element that can create problems is the multiple meanings of the same word, depending on the context and the situation. Thus, students have to know the meaning in context. Word meaning can also be extended through the use of metaphor and idiom and is governed by collocation (the environment of the word). The use of a word in social contexts is called style or register. Word formation is another important element in teaching vocabulary.

Vocabulary can be taught using:

- realia (objects used to present concrete words)
- pictures
- mime, action and gesture
- contrast (synonyms, antonyms)
- enumeration
- explanation
- translation
- mind maps (words connected in a vocabulary network)
- matching words and definitions/descriptions

The use of dictionaries is important, but there must be kept a fair balance between clarifying meaning and overusing them for each and every new word when general understanding is concerned.

### 3.2.8. Teaching Grammar and Function

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Teaching grammar was overused in the past, as most teachers considered structure to be the most important element in language learning. The path followed was the one starting from the structure to its usage and then to its insertion in the context. The communicative approach, however, has decided that language structures and functions are better learned when supported by a context. The pattern followed has five main stages:



### **I. Lead-in**

The teacher uses this stage to introduce the context that helps to place emphasis on the meaning. The students are exposed to the structure in a real life situation.

### **II. Elicitation**

The stage is necessary to make the teacher realize if the students can produce the new language. If the structure is recognized easily, the teacher can decide that the stage can be skipped and in this way precious time can be saved.

### **III. Explanation**

The stage contains the explanation of how the structure is formed.

### **IV. Accurate reproduction**

The teacher needs to focus on usage here. The students practice the structure in different contexts to reveal all possibilities of expression.

### **V. Creativity**

The students are encouraged to use the structure in a context of their own.

## **3.2.9. Planning**

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Planning is one of the activities teachers have to do in order to ensure a well-paced development of the school syllabus and student progress. Teachers should start from the objectives set for the level and work the long-term and the short-term plan to match them. Any lesson plan should include the following points:

- I. Description of the class
- II. Recent work
- III. General objectives (aims)
- IV. Contents
  - Activity 1/2/3....
  - Estimated time
  - Objective
  - Class organization
  - Aids
  - Language



- Possible problems

Planning must be characterized by variety and flexibility. Variety prevents lessons from being monotonous and boring whereas flexibility allows the teacher to change the lesson plan if the situation requires it. However, flexibility does not mean lack of organization. The success of any activity lies in its roundness. Skipping stages or random practice is evident in the outcome. Therefore, lessons have to follow a pattern:

Presentation - Controlled practice - Semi-controlled practice - Freer practice.

### 3.3. USING THE DIGITAL EDUCATIONAL CONTENT (DEC) IN ENGLISH AND LEARNING

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The DEC is the product of an attempt to use IT modern technology in teaching and learning English. Efforts have been made to have this digital material work as a support for the English lessons as they are presented in the syllabus.

#### 3.3.1. General Information about the DEC and its Learning Objects

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Creating DEC to support teaching English is an attempt to use IT in teaching and learning English. A DEC for English is made up of a number of activities whose texts and instruments are digital. The digital instruments of the DEC contain simulations, animations, videos and different ways of expressing ideas (semantic maps).

A DEC is made of a series of Learning objects. Several Learning objects form a subsection. A subsection is represented by a screen. For example, a screen can contain texts, pictures, questions for the texts, Internet links, etc. More subsections form a section (a section usually has a common theme). Several sections form a DEC. The objectives of each DEC are represented by the 13 Learning objects.

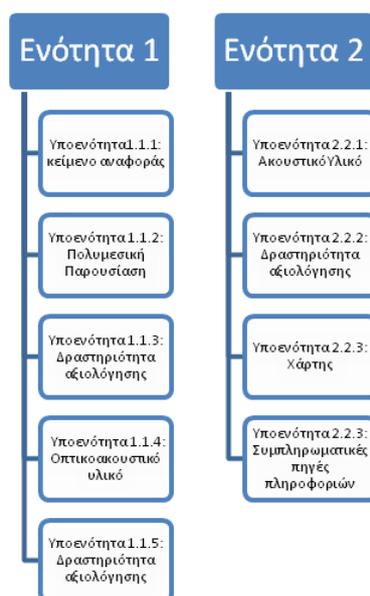


Figure 1 The structure of a DEC

The smallest component of a DEC is the Learning object. There are several Learning objects, which are going to be analysed below:

- Text: short descriptions whose content covers one or more objectives.
- Additional information sources: they send to internet pages giving extra information on the things the DEC can do or give the opportunity to extend and apply knowledge.
- Pictures: pictures that support certain objectives of the DEC and present applications.
- Map: This Learning object shows countries, towns, geographic regions that are related to the objectives. The map can be static or interactive. The interactive one gives the user the opportunity to perform actions, as for example to change its size or choose points that offer further information etc.
- Diagram: The diagram, which covers certain objectives, can be static or interactive. The interactive one gives the user the opportunity to intervene and make choices.
- Audio material: contains recorded messages that are related to a certain lesson objective. When the DEC is used in class, the voice often has to be turned off.
- Audio-visual material: contains videotaped discussions or the presentation of a certain theme related to an objective.
- Animation: this Learning object presents themes that cover the objectives, such as movies or cartoons. They are made of a succession of two-dimensional and three-dimensional images.
- Simulation: is the Learning object that offers students the possibility to experiment virtually things that cannot be performed in real life



- Problem solving: is the Learning object where an activity is presented in the shape of a problem to solve individually, in pairs or in groups. These activities usually contain several stages of collecting info and info interpretation that lead to solutions.
- Educational game: they are games that involve students in the script to achieve the objectives.
- Evaluation activities: this Learning object involves multiple choice, true/false, fill in exercises and open-ended questions that lead to the achievement of the objective. The student is given multiple choices in all these types of activities. The feedback is provided either automatically by the system or by the teacher.

### 3.3.2. Analytical Description of the Learning Objects

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#### 1. Text

The text can be used to teach most of the skills (verbal info, intellectual skills, learning strategies and some kinesthetic skills) except the case in which the student does not possess the ability to read very well. As a result, the text should combine with other Learning objects.

The text can be:

- better than the video and audio material when the theme is complex
- very efficient for developing verbal skills. For good readers, verbal information can be easier learned through reading than through other Learning objects.

#### 2. Additional sources of information

Additional sources of information can be used to offer extra information for a theme. It is a very useful material, as long as the users can find it quickly and connect it to other information coming from different sources. The teacher can ask the students to do research using the Internet and then record the data in groups or individually.

Some advice for successful searches (with search engines such as Google):

- Mind the spelling
- Use different key words to get more reliable results
- Crosscheck data results.



### 3. Pictures

The pictures can be represented by images on a theme related to the lesson (for example, types of kitchens).

The pictures can be used to:

- Present the real objects that are impossible to bring into the class.
- Present a thing or a place from different points of view to allow comparison.
- Make group projects.
- Spot details.

### 4. The map

The map can be used to show countries, towns, rivers etc. This material helps develop space perception, as far as its dimension and content are concerned. If the map is interactive, the students can alter its size, find more information on the themes they are studying etc. Maps are useful when:

- We want to represent a country/town visually
- The form of communication contains information about space that cannot be rendered or conveyed by words (for example, the map of a region, the picture of a remote place etc.)

### 5. The diagram

The diagram can be used:

- To present an object visually
- When the form of communication contains information about a space that cannot be rendered by words (for example, the diagram of a city or an object etc.)

### 6. Audio material

The audio material is enough when the theme is simple, concrete and structured, as for example the vocabulary of a foreign language.

The audio material:

- Can be extremely efficient when it is combined with other means, because it shows the message from two angles.
- Can be efficient for the students whose reading skill is poor
- Is adjusted by the sound control, therefore it is more efficient than individual reading, as students' reading speed is different.



## 7. Audio-visual material

The audio-visual material can be used for the presentation and comparison of real facts and arouse students' interest. Teachers are the most important element in using video recordings in class. They can use them for presentations, revision, practice and explanations.

### 1. Before watching the video:

- The students have to be told what to focus on while watching. Considering the complexity of the content, they can also be given the questions they have to answer.
- The educational video contains a lot of information usually. Considering the complexity of the content, the teacher needs to pay attention to the number of video recordings the students are asked to watch.

### 2. While watching:

- The students have to be told that the advantage of the video recording is that of being stopped and resumed where and when needed.
- The students have to be told that it is important to make notes. They develop critical thinking.
- In some cases, the teacher has to allow the students to use the video (forward, stop, play). It is very necessary to revise and retain information.

### 3. After watching:

- The complex problems should be clarified to revise the information.
- A discussion can be organized
- The evaluation activities have to be explained and defined
- The watching must be followed by assessment activities. They will help the students to improve their skills if they use the new information while it is still fresh.

## 8. Animation

Animation is a series of images that form a continuous image when presented in a certain order and at a certain speed. Animation can be graphic representation done on the computer. The difference between animation and simulation is that in the former the user cannot alter variables to see how that influences the results.



Animation can be used to present experiments and facts necessary to understand the functioning of a system, which cannot be presented in the class by video or audio materials.

For example:

- They present connections between objects and ideas.
- They present the steps of an activity
- They help explain difficult notions.

## 9. Simulation

Simulation can be used to make experiments by patterns that lead to the understanding of a system, which cannot be done in the class because of costs or dangers.

Simulation allows students to:

- study the hypotheses regarding the phenomena happening in a system
- control time. In a few seconds the students can analyse systems that have been working for months or years.
- slow down phenomena to study them.
- experiment new and unknown facts so as to answer hypothetical questions.

## 10. Problem solving

The students need to be told about the problem solving process by the teacher. It is very important to follow a structure so as not to omit important elements from the answer. Problem solving is used for group projects as well as for individual ones.

## 11. Educational games

Educational games are a form of electronic learning. The purpose of an educational game is to focus on the student. Learning by educational games means getting new knowledge, developing intellectual skills - creating strategies, problem solving - and developing attitudes and behaviour.

The teacher can use the educational game to:

- develop multiple analytical skills as well as problem solving skills when under pressure
- encourage co-operation inside the group
- encourage student interaction



revise the lesson in class.

## 12. Evaluation activities

Evaluation can be introduced as a Learning object through simulation, problem solving and educational games or different multiple choice, true/false, fill in exercises or open-ended and closed questions. The activity determines the choice of an individual or a group activity. The student receives feedback from the system (directly within the DEC) or from the teacher (verbally).

### 3.3.3. The Added Value of the DEC in the Teaching – Learning Process

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The use of the **Learning objects** of the DEC's can support teaching and learning in different ways due to their varied nature (involving several senses) and can support learning notions, phenomena, abstract or unknown processes and complex connections.

Advantages of the DEC's:

1. they stimulate the students' interest because they combine texts, diagrams, images and sounds
2. they help students focus and concentrate
3. they create clear representations especially when they show or represent notions or difficult processes
4. they erase time and space limits
5. they contribute to a better understanding of the lesson, because the combination of the different ways of presenting an object can clarify things better than any other simple presentation
6. they save precious time and help the teacher to organize activity better
7. they promote students' involvement in the learning process and lead to self-learning
8. they make learning actual, as they can be included in the real life. The knowledge gets synchronized to action in the real life.
9. they help training and education provided activities are ranked according to their logical importance and help to choose the means and the material to serve the objectives set.



### 3.3.4. Including the DEC in the Process of English Teaching - Learning

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As we have mentioned before, creating the DEC provides IT support to learning English by additional materials. The teachers are expected to choose the themes and the materials to correspond the teaching interests and necessities as well as the students' interests and necessities so as to support the learning process.

The DEC does not contain a complete series of lessons ready to be applied nor do they cover the whole range of syllabuses. On the contrary, given the nature of their structure, they have been created to be used by the teachers as tools to enrich their training. It is important to emphasize that the DEC can contain a series of activities that must be completed if we want to achieve the objectives and obtain the best results. To put it differently, in a lot of cases, it is impossible to isolate some subjects and use them irrespective of the content and the material accompanying them or irrespective of other previous or following subjects related to them. Therefore, it is important to use the guide created for teachers for each and every DEC (see the DEC teacher's manuals).



## 4. LIST OF DIGITAL EDUCATIONAL CONTENT (DEC) UNITS FOR THE ENGLISH SUBJECT

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The subject of English includes the following DEC units:

DEC Code	Title of the DEC
P04_A_01	<a href="#">ΛΤ_ΑΓΓ_Α_ΨΕΠ01_Friendship_2.0</a>
P04_A_02	<a href="#">ΛΤ_ΑΓΓ_Α_ΨΕΠ02_Films_2.0</a>
P04_A_03	<a href="#">ΛΤ_ΑΓΓ_Α_ΨΕΠ03_Festivals_2.0</a>
P04_A_04	<a href="#">ΛΤ_ΑΓΓ_Α_ΨΕΠ04_Planning Your Holidays Abroad_2.0</a>
P04_A_05	<a href="#">ΛΤ_ΑΓΓ_Α_ΨΕΠ05_Technology_2.0</a>
P04_A_06	<a href="#">ΛΤ_ΑΓΓ_Α_ΨΕΠ06_Environment_2.0</a>
P04_A_07	<a href="#">ΛΤ_ΑΓΓ_Α_ΨΕΠ07_Education_2.0</a>
P04_A_08	<a href="#">ΛΤ_ΑΓΓ_Α_ΨΕΠ08_Jobs_2.0</a>
P04_A_09	<a href="#">ΛΤ_ΑΓΓ_Α_ΨΕΠ09_Athens 2004_2.0</a>
P04_A_10	<a href="#">ΛΤ_ΑΓΓ_Α_ΨΕΠ10_The Diary Of A Young Girl: Anne Frank_2.0</a>
P04_A_11	<a href="#">ΛΤ_ΑΓΓ_Α_ΨΕΠ11_Countries - Nationalities - Languages_2.0</a>
P04_B_01	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ01_Homes_2.0</a>
P04_B_02	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ02_Schools In The Future_2.0</a>
P04_B_03	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ03_Food &amp; Drinks_2.0</a>
P04_B_04	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ04_Healthy Mind - Healthy Body_2.0</a>
P04_B_05	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ05_Weddings_2.0</a>
P04_B_06	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ06_Leisure Activities_2.0</a>



P04_B_07	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ07_Special Days_2.0</a>
P04_B_08	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ08_The Life of Native American Indians_2.0</a>
P04_B_09	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ09_The World Around Us_2.0</a>
P04_B_10	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ10_Life Today_2.0</a>
P04_B_11	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ11_Secondary Education_2.0</a>
P04_B_12	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ12_Careers_2.0</a>
P04_B_13	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ13_Life at Work_2.0</a>
P04_B_14	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ14_Holidays_2.0</a>
P04_B_15	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ15_Connecting Cultures_2.0</a>
P04_B_16	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ16_Tolerance vs. Conflict_2.0</a>
P04_B_17	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ17_Jane Eyre_2.0</a>
P04_B_18	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ18_Addictions_2.0</a>
P04_B_19	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ19_Equality for All_2.0</a>
P04_B_20	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ20_Natural Disasters_2.0</a>
P04_B_21	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ21_Museums Around the World_2.0</a>
P04_B_22	<a href="#">ΛΤ_ΑΓΓ_Β_ΨΕΠ22_Theatres and Plays_2.0</a>
P04_C_01	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ01_Fashion_2.0</a>
P04_C_02	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ02_Disasters_2.0</a>
P04_C_03	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ03_The Generation Gap_2.0</a>
P04_C_04	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ04_Consumerism_2.0</a>
P04_C_05	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ05_Poverty_2.0</a>
P04_C_06	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ06_Crime And Punishment_2.0</a>
P04_C_07	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ07_Equal Opportunities For All_2.0</a>
P04_C_08	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ08_Human Rights - Prejudices_2.0</a>



P04_C_09	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ09_Examinations_2.0</a>
P04_C_10	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ10_Alternative Medicine_2.0</a>
P04_C_11	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ11_Mass Media_2.0</a>
P04_C_12	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ12_Advertising_2.0</a>
P04_C_13	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ13_Computers_2.0</a>
P04_C_14	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ14_Endangered Species_2.0</a>
P04_C_15	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ15_Saving Private Ryan_2.0</a>
P04_C_16	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ16_Music_2.0</a>
P04_C_17	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ17_Cinema_2.0</a>
P04_C_18	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ18_Euro In Our Life_2.0</a>
P04_C_19	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ19_Mobile Phones_2.0</a>
P04_C_20	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ20_The World in the 20th Century_2.0</a>
P04_C_21	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ21_Friendship_2.0</a>
P04_C_22	<a href="#">ΛΤ_ΑΓΓ_Γ_ΨΕΠ22_Anorexia Nervosa_2.0</a>



## 5. APPENDIX – DETAILED PRESENTATION OF THE DIGITAL EDUCATIONAL CONTENT (DEC)

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### 5.1. ΑΤ\_ΑΓΓ\_Α\_ΨΕΠ01\_Friendship\_2.0

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#### Basic General Information

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<b>Subject</b>	English
<b>Class</b>	A' Lyceum / Technical
<b>S/N DEC</b>	DEC 01
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Α_ΨΕΠ01_Friendship_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Friendship, diagram, friend, brainstorming, vocabulary, infer meaning, interaction, salute, behavior, quote, poem, song, movie, writing, inspiration, song, lyrics, gaps, international, celebration, pen pal, purpose, letter, greeting, theory, evaluation.
<b>Scientific / Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>DEC provides information about types of friendship and how to write a letter to pen pal.</li> </ul>

#### Tutorial Goals

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S/N	Tutorial Goals
Learners should be able to read, listen and view in order to:	
TG1	grasp the gist and the details



TG2	scan for specific information
TG3	ignore unknown words using context to infer their meaning
TG4	use vocabulary related to friendship
TG5	talk and write about their ideal friend.

Evaluation activities' solutions and answers for open – ended questions.

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## SUBUNIT 2

### 2.1. Friendship in Literature and Music.

#### **Poetry.**

The Haiku should consist of 3 lines.

The first line should have 5 syllables.

The second line should have 7 syllables.

The third line should have 5 syllables.

The Haiku does not need to rhyme.

#### **Writing and Inspiration.**

The poem should:

be about a friend.

include vocabulary related to friendship.

include nice things about a friend.

## SUBUNIT 3

### 3.2. Create a Greeting Card for a Friend.

The card should:

1. be addressed properly and include recipients name, address, city, zip code and country.
2. describe the trip the student is taking.
3. include vocabulary related to friendship.

**SUBUNIT 3****3.3. Pen Pals.**

(The letter should be between 180 and 200 words).

The letter should:

- include things about Cyprus such as its history, culture and traditions and geography.
- should include vocabulary related to friendship.

**SUBUNIT 4****4.1 Matching Activity**

Match the paragraphs with the titles.

**Answer:**

More successful than we thought - "When people first started to use computers, some thought that we would forget how to talk to each other..."

Getting together - "Alice Thompson, 23, is known as the Text Queen to her friends because she sends so many messages. 'My friends and I...'"

Brave enough to start talking - "Alice has found that text messaging has other advantages too. 'If there's a guy I like, I find it easier to...'"

Staying Friends - "Text messaging and email also help Alice keep in touch with old schoolmates she would probably have lost contact with..."

Helping us to learn - "The fact that text messages are so quick and easy is a big part of why they are popular. Many people also find text..."

Something we have been waiting for - "Even if we didn't know it, these kinds of communications are what we have always been waiting for..."

**SUBUNIT 5****5.1 Evaluation: Question 1: Multiple choice**

Your friend is the person who knows all about you and still...

**Answer:**

likes you.

**5.2 Evaluation: Question 2: Multiple choice**

When you meet or congratulate someone, you may

**Answer:**

Shake hands

**5.3 Evaluation: Question 3: Multiple choice**

Giving a hug to support someone means:

**Answer:**

holding that person close to your body with your arms

**5.4 Evaluation: Question 4: Multiple choice**

A fair-weather friend is someone who supports others only when:

**Answer:**

It is easy and convenient to do so

**5.5 Evaluation: Question 5: Multiple choice**

Friends are God's ...

**Answer:**

way of taking care of us

**5.6 Evaluation: Question 6: Multiple choice**

Which of the following adjectives can be used to describe friends:

**Answer:**

Helpful, Loyal, Trusting

**5.7 Evaluation: Question 7: Multiple choice**

The World Friendship Day is celebrated every year on the first Sunday in the month of ...

**Answer:**

August

**5.8 Evaluation: Question 8: Multiple choice**

People who regularly write to each other are called:

**Answer:**

pen pals



### **5.9 Evaluation: Question 9: Multiple choice**

People say that the most difficult things to say are:

**Answer:**

I love you, Sorry, Help Me

### **5.10 Evaluation: Question 10: Multiple choice**

At the end of a letter, you write:

**Answer:**

I am looking forward to hearing from you

## 5.2. ΛΤ\_ΑΓΓ\_Α\_ΨΕΠ02\_Films\_2.0

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### Basic General Information

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<b>Subject</b>	English
<b>Class</b>	A` Luceym / Technical
<b>S/N DEC</b>	DEC 02
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Α_ΨΕΠ02_Films_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Movie, love, hate, like, dislike, actor, fan, paparazzi, rating, director, film editing, producer, CGI, Cinematography, camera operator, Action!, vocabulary, evaluation, moments, the Oscar ceremony, speech, Academy Awards, Oscar, simulation, scene, team, crew, cast, edit, producer, CGI, cinematography, the dialogue, reported Speech, review, screenshots, genre, science fiction, poster, trailer, horror, drama, romance, comedy, western, animation, test, film stars, characters, Chaplin, silent film, tramp, Disney, motion picture, first film, Lumiere.
<b>Scientific/ Theoretical Knowledge for the</b>	DEC provides information about: <ul style="list-style-type: none"> <li>• The Beginning of Cinematograp some interesting facts about</li> </ul>



<b>Teacher</b>	<p>animated filmhy some interesting facts about animated film</p> <ul style="list-style-type: none"> <li>• The First Animations</li> <li>• Some interesting facts about the silent film</li> <li>• some interesting facts about the animated film</li> <li>• some interesting facts about the western film</li> <li>• some interesting facts about the comedie film</li> <li>• some interesting facts about the romance film</li> <li>• some interesting facts about the drama film</li> <li>• some interesting facts about the horror film</li> <li>• some interesting facts about the science fiction film</li> <li>• The American Academy Awards</li> </ul> <p>Grammar refers to:</p> <ul style="list-style-type: none"> <li>• Reported Speech</li> <li>• Expressing Likes and dislikes</li> </ul>
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## Tutorial Goals

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S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	report a dialogue they have heard
TG3	write a dialogue on a trailer they have watched
TG4	use vocabulary related to films orally and in writing
TG5	express their likes and dislikes.



## Evaluation activities' solutions and answers for open – ended questions.

### SUBUNIT 2

#### 2.9 Film Review

(The essay should be between 150 – 200 words).

The students should be able to:

- use vocabulary related to films orally and in writing.
- express their likes and dislikes.
- use vocabulary related to films.
- express their likes and dislikes.

#### 2.10 Reported Speech

The students should be able to:

- report a dialogue they have heard.

### SUBUNIT 3

#### 3.2 Screenwriting

The students should be able to:

- use vocabulary related to films.
- create a basic screenplay.

### SUBUNIT 4

#### 4.2 Oscar Speech

Listen to the audio file and fill in the blanks with the missing words. Click the "Submit" button when you have finished. If you're right, the word will go green, if you're wrong, red.

#### Answer:

"The only way in which we could find human dignity and peace was through the philosophies and teachings of Gandhi. It's not me you truly honour."

"Gandhi simply asked that we should examine the criteria by which we judge the manner of solving our problems. Surely in the 20th century, we human beings, while searching for our



human dignity, could find other ways of solving our problems instead of blowing the other man's head off. He begged us to re-examine those criteria."

Richard Attenborough for "Gandhi" (1983)

## SUBUNIT 5

### 5.1 Match Definitions with Specific Film Vocabulary

Complete the passage with the correct terms.

#### Answer:

The process of making a film.

Filmmaking involves a large number of people and can take between a few months to several years to complete. Called by some the seventh art, cinematography is the art of motion pictures.

The producer handles all the organization of a movie shooting. Actors take their cues and directions from the film director. Costume designers are responsible for the clothes the cast wears in a movie. The process of manipulating film sequences is called film editing. Rating determines the age of audience that can view the film. Of course, the base of a successful movie is a very good script. Filmmaking takes place all over the world and the best movies receive awards. The most famous film awards are the Academy Awards or Oscars.

### 5.2 Interviewing a Film Star

Complete the interview below.

#### Answer:

Interview with a movie star.

1. Do you usually like giving interviews?

That's a tricky question! I don't mind giving interviews. I actually enjoy talking about the movies I play in. It's only normal for fans to have questions about the scenes, the actors etc; and of course I like answering these questions.

2. As a child, did you enjoy being the centre of attention?

Absolutely, who didn't? I loved creating different situations and acting like I knew nothing. I used to call restaurants and order food to be delivered at home. My parents hated giving explanations to the delivery people or paying for my silliness.

3. What do you think about the paparazzi? Do you dislike them?

Well, it depends. If I am making a movie and they want to take some photos before the movie is released, I don't mind. But I don't like strangers in my back yard; do you know what I mean? I hate waking up in the morning and seeing someone through the window. I get scared at first and then very angry!



Thank you for your time. I definitely enjoyed this interview. Did you enjoy it too?

## SUBUNIT 6

### 6.1 Evaluation: Question 1: Multiple choice

A ..... film is a film with no sound:

Answer:

silent

### 6.2 Evaluation: Question 2: Multiple choice

Animations, comedies and dramas are film

Answer:

genres

### 6.3 Evaluation: Question 3: Multiple choice

A film in which emotions and people's reactions to problems are very important is called a:

Answer:

drama

### 6.4 Evaluation: Question 4: Multiple choice

I don't like ..... movies. They involve too much technology.

Answer:

science fiction

### 6.5 Evaluation: Question 5: Multiple choice

A director guides the technical crew and the .....

Answer:

actors

### 6.6 Evaluation: Question 6: Multiple choice

A ..... handles the organization of a movie shooting.

Answer:

producer

**6.7 Evaluation: Question 7: Multiple choice**

I enjoy ..... the Academy Awards every year.

**Answer:**

watching

**6.8 Evaluation: Question 8: Multiple choice**

She wants to be an actress. She really ..... acting.

**Answer:**

likes

**6.9 Evaluation: Question 9: Multiple choice**

I really ..... horror films. I watched one last summer and I couldn't sleep at night for a week!

**Answer:**

hate

**6.10 Evaluation: Question 10: Multiple choice**

My brother wants to be a film editor. He loves ..... the scenes that he records from parties from parties and family occasions on his computer.

**Answer:**

Editing



## 5.3. ΛΤ\_ΑΓΓ\_Α\_ΨΕΠ03\_Festivals\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	A` Lyceum/ Technical
<b>S/N DEC</b>	DEC 03
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Α_ΨΕΠ03_Festivals_2.0
<b>Version</b>	2.0
<b>Keywords</b>	festival, celebration, fireworks, carnival, balloon, feast, Christmas, Easter, listening, winter, gaps, types, festivals, definitions, Leird, summer, music, theatre competitions, religion, tradition, death, Hangman, Catrina, Mexican.altar, tomato, La Tomatina, food fight, tradition, Tomatina, jigsaw, puzzle, film, description, Cyprus, worldwide, letter, support, form, passive, reasons, active, tense , voice, verb.
<b>Scientific / Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about: <ul style="list-style-type: none"> <li>▪ Today's Festivals and celebrations around the world</li> <li>▪ Festivals and feasts</li> <li>▪ Types of festivals</li> <li>▪ Leird summer</li> <li>▪ The day of the Dead</li> <li>▪ Catrina Doll</li> <li>▪ La Tomatina Throwing Festival</li> <li>▪ Film Festivals</li> </ul> </li> <li>• Grammar refers to <ul style="list-style-type: none"> <li>▪ Passive Voice</li> <li>▪ adjectives to describe festivals</li> </ul> </li> </ul>



## Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use prepositions of locations to talk about places
TG3	use adjectives to describe festivals
TG4	use the present Passive Voice to talk about various events
TG5	use vocabulary related to festivals
TG6	talk and write about festivals.

Evaluation activities' solutions and answers for open – ended questions.

### SUBUNIT 3

#### 3.2 The Running of the Bulls

Drag-and-drop the prepositions in the blanks.

#### Answer:

Spain is famous for its festivals. Apart from La Tomatina, another famous one is the "Encierro" or in English, "The running of Bulls". This festival takes place in Pamplona. Over 1000 people come to watch this festival. The runners gather in an area at the beginning of the route called *Cuesta de Santo Domingo*. At 8:00 a.m. the first firecracker is lit to announce the release of the bulls. The bulls start running after people. One street called Mercaderes became famous for injuries on its sharp turn. On rainy days the bulls cannot turn well on the streets, and often crash on the wall. Often people get tired or hurt as well and many of them are found lying on the ground. The course concludes at Pamplona's Plaza de Toros and the bulls are led in the arena. Some participants remain in the arena as well and young cows with wrapped horns are released among them and throw the participants around while the crowd laughs. Though this festival attracts thousands of people, it is considered one of the most dangerous ones the in world.



### 3.4. Letter Writing.

(The essay should be between 150 – 200 words).

The students should be able to:

- write about a festival he/she has attended in Cyprus or abroad.
- use prepositions of locations to talk about places.
- use adjectives to describe festivals.
- use the Present Passive Voice to talk about various events.
- use vocabulary related to festivals.

## SUBUNIT 4

### 4.1 Active or Passive?

Active voice or Passive voice

#### Answer:

Oktoberfest

Oktoberfest or Beer Festival in English is a sixteen-day festival. It **is organized** each year in Munich, Germany during early October. It is one of the most famous events in the world and millions of people **attend** every year.

The beers **are supplied** by 6 famous breweries: Spate, Löwenbräu, Augustiner, Horbräu, Paulaner and Hacker-Pschorr. The festival **is held** in the Theresienwiese area. Visitors also **eat** huge amounts of food such as chicken, sausages and potato pancakes. The original "Oktoberfest" **took place** in Munich, in 1810. King Ludwig and his wife **celebrated** their wedding in the Theresienwiese area.

There are many problems every year with young people, who **drink** large amounts of alcohol and often pass out. They **are brought** by staff to a medical tent where drunks and sick people **are treated**.

### 4.2 Tense and Voice

Choose the correct form at the verbs.

#### Answer:

Festivals.

Festivals, of different types, **are organized** around the world. They **provide** entertainment to crowds. They also **offer** a sense of belonging to religious or social groups. In the past, festivals were times when the elderly **told** stories to the next generations. Modern festivals **are planned** for



people to have fun. Many festivals are local but some *enjoy* international fame and *attract* many visitors, like La Tomatina festival. During La Tomatina festival in Spain, hundreds tons of tomatoes *are thrown* in the streets. People *attack* each other with over-ripe tomatoes. The town square *s cleaned* after the event by fire fighters who spray water in the streets.

## SUBUNIT 5

### 5.1 Evaluation: Question 1: Multiple choice

At ..... people usually wear masks.

Answer:

a carnival

### 5.2 Evaluation: Question 2: Multiple choice

People organise.....to celebrate saints.

Answer:

feasts.

### 5.3 Evaluation: Question 3: Multiple choice

Festivals that celebrate the harvest are ..... and have been organised for centuries.

Answer:

seasonal festivals

### 5.4 Evaluation: Question 4: Multiple choice

The Catrina Doll is connected with .....known as the "Day of the Dead".

Answer:

a religious festival.

### 5.5 Evaluation: Question 5: Multiple choice

The Venice festival is.....which is extremely famous.

Answer:

a film festival

### 5.6 Evaluation: Question 6: Multiple choice

The Limassol municipality.....the largest annual carnival in Cyprus.

**Answer:**

organises.

**5.7 Evaluation: Question 7: Multiple choice**

The Shakespearean Nights Festival in Cyprus.....in June.

**Answer:**

is held

**5.8 Evaluation: Question 8: Multiple choice**

During the "Day of the Dead" celebrations in Mexico the graves ..... with offerings.

**Answer:**

are decorated.

**5.9 Evaluation: Question 9: Multiple choice**

The plans for the "Day of the Dead" ..... throughout the year.

**Answer:**

are made

**5.10 Evaluation: Question 10: Multiple choice**

In Mexico, an altar.....in many homes, public schools and government offices.

**Answer:**

is built.



## 5.4. ΛΤ\_ΑΓΓ\_Α\_ΨΕΠ04\_Planning Your Holidays Abroad\_2.0

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### Basic General Information

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<b>Subject</b>	English
<b>Class</b>	A` Lyceum/ Technical
<b>S/N DEC</b>	DEC 04
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Α_ΨΕΠ04_Planning Your Holidays Abroad_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Holiday, airport, conversation, plane, plan, hostel, passenger, luggage, accommodation, passport, London, tourism attractions, wax museum, weather, clothes. Forecasts, USA, facts, wonders, modern world, state, name, word search, Australia, interesting facts, tourist, spots, Tasmania, New Zealand, interesting, main cities, collaborative learning, trip, tour, present continuous, simple future, verb tenses, future, arrangements.
<b>Scientific / Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about <ul style="list-style-type: none"> <li>▪ London with its main attractions.</li> <li>▪ The Madame Tussauds Wax Museum</li> <li>▪ Some interesting facts about the U.S.A</li> <li>▪ Australia and its main attractions.</li> <li>▪ Some interesting facts about New Zealand</li> </ul> </li> <li>• Grammar refers to <ul style="list-style-type: none"> <li>▪ "Going to" Future</li> <li>▪ Forms of the Future</li> <li>▪ Present Continuous to express arrangements.</li> </ul> </li> </ul>



## Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use the Present Continuous to talk about future arrangements
TG3	use the Simple Future and going to talk about plans for holidays
TG4	use vocabulary related to holidays
TG5	talk and write about holidays.

Evaluation activities' solutions and answers for open – ended questions.

### SUBUNIT 1

#### 1.1 Planning a Trip

Listen to the conversation and then answer the questions.

#### Answer:

- How will they get to the airport? *Taxi*
- What time does the plane leave? *9:30 pm*
- What time is the check-in? *8:30 pm*
- Where have they put their hotel booking information? *Handbag*
- What famous building is near their hotel? *Opera House*

### SUBUNIT 6

#### 6.1 'Going to' Future Exercise

Test your knowledge of Future Tense expressions.

#### Answer:

John and Angela are going on a holiday. They've considered many tourist attractions and decided



that they are **going to visit** Disneyland. They don't live far away so they are **going to drive** there. They looked for places to stay on the Internet and they are **going to stay** at a hotel. The hotel is not far from Disneyland so they are **going to walk** there. The weather in California can be cold at this time of year, so they are **going to take** some warmer clothes with them. They both like Disney cartoons so they know they are **going to have** a lot of fun.

### 6.2 'Will' Future Exercise

Find the right verb.

#### Answer:

We're going on holiday in June and we hope the weather **will be** fine in June. I can't wait to go to Australia. I **will see** kangaroos, dingoes, and koalas. We have some friends in Sydney. Maybe we **will visit** them when we go to Australia. The sights will be fantastic. I **will take** a lot of pictures. There are so many places to see there. I think I **will go** to the mountains too. I want to bring back a souvenir. Maybe I **will buy** a boomerang.

### 6.3 Present Continuous for Future Arrangements

Use the Present Continuous to express future arrangements.

#### Answer:

I **am meeting** my friend Paul at 2 o'clock tomorrow. We **are spending** a few days in the mountains. John **is coming** with us to the mountains too because he **is going** to France in September. We **are leaving** at 8 o'clock in the morning. We **are meeting** John in front of the bus station at 9 a.m. We **are having** breakfast at the Pancake Café. After that, we **are driving** to the Snowy Mountains.

## SUBUNIT 7

### 7.1 Evaluation: Question 1: Multiple choice

The visiting of interesting places, especially when you are on holiday, is called:

#### Answer:

sightseeing

### 7.2 Evaluation: Question 2: Multiple choice

A place to stay when you are on holiday or when you are travelling is called:

#### Answer:

accommodation

**7.3 Evaluation: Question 3: Multiple choice**

A schedule is a list of:

**Answer:**

planned activities or things to be done and the times when they are intended to happen

**7.4 Evaluation: Question 4: Multiple choice**

The Chamber of Horrors is one of the main attractions in the:

**Answer:**

Madame Tussauds Wax Museum in London

**7.5 Evaluation: Question 5: Drag and Drop**

We.....her this coming April.

**Answer:**

are going to visit.

**7.6 Evaluation: Question 6: Drag and Drop**

The train.....at 11:45 every day.

**Answer:**

leaves.

**7.7 Evaluation: Question 7: Drag and Drop**

It..... in the mountains tomorrow evening.

**Answer:**

will snow.

**7.8 Evaluation: Question 8: Multiple choice**

I.....my friend next Sunday at 8 o'clock.

**Answer:**

am meeting.

**7.9 Evaluation: Question 9: Multiple choice**

They.....at a campsite on their holiday.

**Answer:**

are going to stay.

**7.10 Evaluation: Question 10: Multiple choice**

They.....to London on Friday evening.

**Answer:**

are flying.

## 5.5. ΛΤ\_ΑΓΓ\_Α\_ΨΕΠ05\_Technology\_2.0

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### Basic General Information

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<b>Subject</b>	English
<b>Class</b>	A` Lyceum/ Technical
<b>S/N DEC</b>	DEC 05
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Α_ΨΕΠ05_Technology_2.0
<b>Version</b>	2.0
<b>Keywords</b>	The Present Perfect Simple, The Past Simple, Present Perfect Simple, test, sentences, internet, exposure, communication, dependence, isolation, personality, machine, computer virus threats, monsters, electronic mail ,the Internet, information, modem, router, history, computers, evolution, microprocessor, desktop computer, laptop computer, PDA functions, digital camera, digital cameras, digital cameras, work, video, normal photographs, phone, mobile phone, daily conversations, cellular phone, technology words, hangman, inventions, inventors, technical discoveries, ancestors, digital gadgets, technical developments, facts, technology, concept, science fiction.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about: <ul style="list-style-type: none"> <li>▪ Technology in the past and in the future</li> <li>▪ Inventions and Inventors</li> <li>▪ Mobile Phones</li> <li>▪ Digital Cameras</li> <li>▪ Computers</li> <li>▪ The Internet</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>▪ Personality Test</li> </ul> <ul style="list-style-type: none"> <li>• Grammar refers to:             <ul style="list-style-type: none"> <li>▪ Present Perfect Simple</li> <li>▪ Past Simple.</li> </ul> </li> </ul>
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## Tutorial Goals

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S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use vocabulary related to technology
TG3	use the Simple Present Perfect to talk about how things have changed
TG4	talk and write about technology.

## Evaluation activities' solutions and answers for open – ended questions.

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SUBUNIT 3
<p><b>3.3. The Internet.</b></p> <p>The essay should have 4 paragraphs arranged as follows.</p> <ul style="list-style-type: none"> <li>• Paragraph 1: Introduction – Should state the topic; explain what the student is going to talk about in his/her essay in 2-3 lines.</li> <li>• Paragraph 2: Advantages – Should justify choice and give examples.</li> <li>• Paragraph 3: Disadvantages – should justify choice and give examples.</li> <li>• Paragraph 4: Conclusion – Should give a summary of the main body of the essay in 2-3 lines.</li> </ul> <p>The students should be able to:</p> <ul style="list-style-type: none"> <li>• write about the advantages and disadvantages of Computers and the Internet.</li> <li>• use vocabulary related to technology</li> <li>• use the Simple Present Perfect to talk about how things have changed.</li> </ul>



## SUBUNIT 4

### 4.1 Present Perfect Simple Test

Read the text carefully. Then choose from the drop down menu the correct form of the verbs and fill in the blanks.

#### Answer:

Dear John,

Hi! How are you? I'm on holiday, at last! My dad has just bought a cottage on the mountains. We have been here since last Monday!

I'm having a great time! Mum has just given me a new camera, so I'm going to take lots of photos.

I have eaten lots of fresh fruit since we came here and my brother has taught me how to catch fish on the lake! We have met many new people here and made new friends!

What about you, John? Have you made any plans for the weekend?

Write and tell me your news!

Love,

Sophie

### 4.2 Present Perfect and Past Simple Test

Read the text carefully. Then choose from the drop down menu the correct form of the verbs and fill in the blanks.

#### Answer:

The Internet **started** in the early 1960s. It **has changed** our lives in many ways. It **has impacted on** the way we work and do business, the way we communicate and stay in touch and the way we spend our leisure time.

Originally, it **was** limited to research, education and government uses. In the late 1980s, it **opened** to commercial interests.

It **has made** possible entirely new forms of social interaction, activities and organising since it **began** to be widely used. Moreover, the Internet **has encouraged** the development of other technologies. The Internet **has grown** over the years and today it is a world open to everybody.

The "Web" is now so popular that it **has become** a part of our everyday life. Sending e-mails, making phone calls, sharing information, on-line shopping and on-line banking are just few of its many uses.

**SUBUNIT 5****5.1 Evaluation: Question 1: Multiple choice**

Technology deals with:

**Answer:**

how we use scientific knowledge

**5.2 Evaluation: Question 2: Multiple choice**

A digital camera can take:

**Answer:**

normal photographs

**5.3 Evaluation: Question 3: Multiple choice**

A PDA is:

**Answer:**

a hand-held computer

**5.4 Evaluation: Question 4: Multiple choice**

eWaste is a term used to refer to:

**Answer:**

old computers and hardware

**5.5 Evaluation: Question 5: Multiple choice**

@ is short for:

**Answer:**

at

**5.6 Evaluation: Question 6: Multiple choice**

During the last few years, mobile phones ..... an important part of our lives.

**Answer:**

have become.

**5.7 Evaluation: Question 7: Multiple choice**

Recent technological developments ..... the way we communicate.

**Answer:**

have changed.

**5.8 Evaluation: Question 8: Multiple choice**

The first mobile phones ..... In the market in the 80's.

**Answer:**

appeared.

**5.9 Evaluation: Question 9: Multiple choice**

Nicola Tesla ..... the induction motor in 1882.

**Answer:**

invented.

**5.10 Evaluation: Question 10: Multiple choice**

The Internet ..... fast in the last years.

**Answer:**

has grown.

## 5.6. ΛΤ\_ΑΓΓ\_Α\_ΨΕΠ06\_Environment\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	A` Lyceum/ Technical
<b>S/N DEC</b>	DEC 06
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Α_ΨΕΠ06_Environment_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Solar system, sun, moon, liquid water, ozone layer, natural satellite, third, satellites, life, continents, blue, air pollution, deforestation, water pollution, land pollution, oil spills, pollution, an inconvenient truth,



	Nobel prize, 11 <sup>th</sup> hour, puzzle, recycling, green house effect, solar rays, warming, CO2 emissions, ice, diagram, temperature, Kyoto protocol, agreement, global warming, waste minimization, paper, plastic, metal, domestic waste, soil contamination, energy-based pollution, solutions, grammar, a/an article, Simple Present Tense.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about the environment, Planet Earth, pollution sources and fighting against them, the benefits of recycling.</li> <li>• Grammar refers to the Simple Past Tense, obligations (must, must not, should, should not, have to, don't have to) and The Articles (a/an/the).</li> </ul>

## Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use the Simple Present to talk about the environment
TG3	use obligations (must, must not, should, should not, have to, don't have to) to talk about things we must or mustn't do
TG4	use articles (a, an, the)
TG5	use vocabulary related to the environment
TG6	talk and write about the environment.

## Evaluation activities' solutions and answers for open – ended questions.

<b>SUBUNIT 2</b>
<p><b><u>2.3. Recycling Jigsaw Puzzle.</u></b></p> <p>(The essay should be about 150 words.)</p>



The student should be able to:

- use the Simple Present to talk about the environment.
- use obligations (must, must not, should, should not, have to, don't have to) to talk about things we must or mustn't do.
- use articles (a, an, the).
- use vocabulary related to the environment.
- talk and write about the environment.

## SUBUNIT 5

### 5.1 Simple Present Tense

Drag the verbs from above and drop them into the blanks to complete the text.

Answer:

Greenpeace *is* an international environmental organization. It *consists* of 40 national and regional offices around the world. Greenpeace *wants* to protect the environment. The national and regional offices *wants* local groups of volunteers. Local groups *participate* in many campaigns about the environment in their area, and *inform* people about environmental pollution. The global organization *receives* money through donations from charitable foundations or individuals. Local governments *don't give* money to Greenpeace, because very often they *don't agree* with its campaigns. Greenpeace *exposes* problems such as over-fishing and threats relevant to nuclear power; this is why very often their campaigns are opposed to some governments' interests.

### 5.2 Obligations

Choose the correct modal verb from the dropdown menu to express obligation, duty, necessity and lack of obligation.

Answer:

Environmental SOS: We can all help!

Governments *must* do something to reduce pollution. People *should* care more about the environment. There are many things that we can do in our everyday life to reduce environmental pollution. We *mustn't* throw everything we don't need away. We *must* recycle paper, plastic, metal and glass. Before we take our empty containers to the recycling bank, we *must* make sure that they are clean. We *should* inform our parents about the benefits of recycling. Very often, parents don't realise how damaged our environment is and *have to* do something before it's too late. In Cyprus, supermarkets use plastic bags, which are very bad for the environment. We shouldn't throw these bags away. We *should* reuse them next time we go to the supermarket.

Other things we can recycle are the cans or plastic bottles that contain soft drinks. After we finish



our favourite soft drink, we *shouldn't* throw its container in the dustbin. We can recycle it!

### 5.3 The Articles a/an/the

Select among the articles "a", "an" or "the" from the dropdown menu to complete the text.

#### Answer:

My sister Andrea went to *a* party last week and had *an* interesting time. *The* party was on Saturday at *a* new lounge bar in the city centre. The music was great and she was dancing and having fun with her friends, when *a* boy came up to her and asked her to dance. But Andrea, didn't like *the* boy so she stayed with her friends. After a while *a* good looking boy approached their table. My sister didn't know his name but she saw him at school before. He played basketball for *the* school team. *the* boy introduced himself and asked my sister to dance. They danced and talked for over two hours. Andrea decided to go on *a* date with him next week!

## SUBUNIT 6

### 6.1 Evaluation: Question 1: Multiple choice

An oil ..... is an accident in which materials like oil, petrol and diesel are released into the sea.

#### Answer:

spill.

### 6.2 Evaluation: Question 2: Multiple choice

..... warming is the increase in the average temperature of the earth's atmosphere.

#### Answer:

Global.

### 6.3 Evaluation: Question 3: Multiple choice

Human or machine created sound that causes discomfort to humans is called ..... pollution.

#### Answer:

noise.

### 6.4 Evaluation: Question 4: Multiple choice

Many fruit and vegetables ..... pesticides.

**Answer:**

contain

**6.5 Evaluation: Question 5: Multiple choice**

The rise in temperature when certain gases in the atmosphere trap energy from the Sun is known as the ..... Effect.

**Answer:**

Greenhouse".

**6.6 Evaluation: Question 6: Multiple choice**

The ozone layer ..... the harmful light of the Sun.

**Answer:**

blocks

**6.7 Evaluation: Question 7: Multiple choice**

Factories and companies ..... eco-friendly packaging.

**Answer:**

should use

**6.8 Evaluation: Question 8: Multiple choice**

We ..... our habits if we want to protect the environment.

**Answer:**

have to change

**6.9 Evaluation: Question 9: Multiple choice**

You ..... pollution problems if you want a better future.

**Answer:**

shouldn't ignore

**6.10 Evaluation: Question 10: Multiple choice**

It takes between 80 and 100 years for ..... aluminium can to decompose.

**Answer:**

an



## 5.7. ΛΤ\_ΑΓΓ\_Α\_ΨΕΠ07\_Education\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	A` Lyceum/ Technical
<b>S/N DEC</b>	DEC 07
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Α_ΨΕΠ07_Education_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Education, training, skills, system, subjects, examinations, game, hangman, primary education, secondary education, higher education, UK, Scotland, university, listen, audio file, e-learning, education system, Finland, U.S.A., Canada, diagram, graduation, ceremony.
<b>Scientific / Theoretical Knowledge for the Teacher</b>	DEC provides information about education in modern societies: Great Britain, Cyprus, Finland, USA, Canada.

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	compare various educational systems
TG3	use vocabulary related to education
TG4	talk and write about various educational systems/education.



## Evaluation activities' solutions and answers for open – ended questions.

### SUBUNIT 2

#### 2.2 Education in Cyprus and the U.K.

Drag the correct word from above and drop them into the blanks to complete the text.

##### Answer:

In England, Wales and Scotland, education is **compulsory** for the ages 5 to 16, while in Northern Ireland, compulsory education is for the ages 4 to 16. Unlike England, Wales and Northern Ireland, there are no sixth form **colleges** in Scotland. The **school** year begins in early September both in England and Northern Ireland. There are three key stages of compulsory **education** in Northern Ireland, whereas in England and Wales there are only two. In Cyprus, children go to a **primary** school at the age of 5 and 8 months, whereas in Northern Ireland, children begin school at the age of 4. Unlike Cyprus, England, Wales and Northern Ireland, the school **year** in Scotland begins in August. Most children in primary and **secondary** education go to public schools both in Cyprus and the U.K. Students in Cyprus have to **attend** school up to the age of 15, whereas in the U.K. they have to go to school up to the age of 16.

#### 2.4 eLearning

Select the missing words from the drop down lists.

##### Answer:

Technology facilitates **learning** in many ways. People can study anywhere and at any time with the help of computers and the Internet.

Many British universities offer online courses which **cover** a wide variety of **subjects** like languages and literature, arts, technology, history and **economics**. Many of these courses lead to university **qualifications**. The online courses represent a new way of combining innovative learning and teaching techniques with interaction between tutors and students from all over the world.

Besides online courses, faculties and **colleges** have developed many other **resources** to support student's learning such as laboratories, online **libraries**, and specific computer applications.

Technology also facilitates communication within the **academic** communities, supports **research** and encourages creativity.



**SUBUNIT 3**

**3.3 Education in Finland and the U.K.**

Drag and drop the statements on the correct picture.

**Answer:**

UK	Finland
Children go to school at the age of 5.	After comprehensive school students go to a General Upper Secondary School.
After secondary education students continue their education at a college, also known as the sixth form.	Children go to a comprehensive school at the age of seven.
At the end of the sixth form, students take qualifications called A-Levels.	Education is compulsory for nine years of basic education.

**SUBUNIT 5**

**5.1 Evaluation: Question 1: Drag and Drop**

We can acquire knowledge and skills through ..... and through education.

**Answer:**

Experience

**5.2 Evaluation: Question 2: Multiple choice**

Education helps us learn how to ....., work and live together with others.

**Answer:**

communicate

**5.3 Evaluation: Question 3: Drag and Drop**

In Cyprus, ..... offers a three year education programme for students between fifteen and eighteen.

**Answer:**

lyceum

**5.4 Evaluation: Question 4: Multiple choice**

In Cyprus, higher education institutions can be ..... or private.

**Answer:**

public

**5.5 Evaluation: Question 5: Multiple choice**

In the U.K., all state schools have to follow the National .....

**Answer:**

Curriculum

**5.6 Evaluation: Question 6: Drag and Drop****Answer:**

qualifications

**5.7 Evaluation: Question 7: Multiple choice**

The University of Cambridge is famous for its academic heritage, historic role and magnificent .....

**Answer:**

architecture

**5.8 Evaluation: Question 8: Multiple choice**

When students in the U.S.A. complete the 12th grade, they get a high school .....

**Answer:**

diploma

**5.9 Evaluation: Question 9: Multiple choice**

In Canada, ..... school contains two levels, middle school and high school.

**Answer:**

secondary

**5.10 Evaluation: Question 10: Drag and Drop**

The University of Toronto is Canada's most important ..... institution.

**Answer:**

Research



## 5.8. ΛΤ\_ΑΓΓ\_Α\_ΨΕΠ08\_Jobs\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	A` Lyceum / Technical
<b>S/N DEC</b>	DEC 08
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Α_ΨΕΠ08_Jobs_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Jobs, profession, history, hangman, names, engine, difficult, dangerous, employment, unemployment, modern job, doctor, IT specialist, characteristics, good job, famous, joy, healthy, career, information, self-assessment, salary, position, quiz, future jobs, debate, information, advice, grammar, paid, choice, money, options.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• Jobs in the past</li> <li>• Jobs in the present</li> <li>• Solutions for unemployment</li> <li>• Jobs characteristics</li> <li>• Future job</li> <li>• Quiz, Hangman</li> <li>• Grammar and vocabulary – evaluation test</li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use expressions of giving advice
TG3	use vocabulary related to jobs



TG4

talk and write about various jobs.

Evaluation activities' solutions and answers for open – ended questions.

## SUBUNIT 1

### 1.4 Jamie Oliver and the Joy of Cooking

Click on the "Play" button in the audio player, listen to the speaker carefully and fill in the blanks with the missing words. Use only one word for each blank.

#### Answer:

As soon as I was old enough to peer over the worktops, I **remember** being fascinated by what went on in the **kitchen**. It just seemed such a **cool** place, everyone working **together** to make this lovely stuff and having a **laugh** doing it.

From quite an early age I realised the effect that good **food** can have on others.

What I've enjoyed most, though, is meeting **people** who have a real interest in food and sharing **ideas** with them. Good food is a **global** thing and I find that there is always something **new** and amazing to learn - I love it!

## SUBUNIT 4

### 4.1 Giving Advice 1

Match each half of a sentence on the right with the correct half of the sentence on the left.

#### Answer:

You should choose **your future job carefully**.

I believe **you should be better paid for what you do**.

If I were you, **I would study harder for the exams**.

I think you could make **a much better choice than that**.

In my opinion having **more job options is very important**.

You had better **keep your options open**.

### 4.2 Giving Advice 2

Select the correct word from each drop down list to complete the text.

**Answer:**

What's the matter? Why are you crying?

I failed my maths test and I'm devastated. What am I going to do?

If I were you, I would **study** harder and I wouldn't **stay** until the last minute to study.

I promise I will study harder in the future. But what am I going to tell mum and dad?

If I were you, I **would be** honest about it. And you had better **assure** them that this won't happen again.

Do you think so?

Of course. I believe you should **tell** them the truth. They will understand.

But I've never failed maths before.

That's another reason why you should **talk** to them about it. They had better **find out** about it from you rather than from the teacher.

You're right, I already feel much better! I had better **go** home. Thanks for the advice!

**SUBUNIT 5****5.1 Evaluation: Question 1: Multiple choice**

Almost all jobs today need people with ..... .

**Answer:**

basic computer skills

**5.2 Evaluation: Question 2: Multiple choice**

Employment refers to people who:

**Answer:**

have a job

**5.3 Evaluation: Question 3: Multiple choice**

Unemployment can lead to ..... .

**Answer:**

depression

**5.4 Evaluation: Question 4: Multiple choice**

Teenagers today get many ..... jobs.

**Answer:**

part-time

**5.5 Evaluation: Question 5: Multiple choice**

A water caddy was a person that

**Answer:**

carried water into town

**5.6 Evaluation: Question 6: Multiple choice**

A good chef should know recipes from different .....

**Answer:**

cuisines

**5.7 Evaluation: Question 7: Drag and Drop**

You are late again! If I were you I ..... earlier.

**Answer:**

would wake up

**5.8 Evaluation: Question 8: Drag and Drop**

Your room is a mess! You should ..... shouting! The baby is sleeping.

**Answer:**

tidy up

**5.9 Evaluation: Question 9: Drag and Drop**

You had better

**Answer:**

stop

**5.10 Evaluation: Question 10: Drag and Drop**

I believe you should ..... her and apologise. It was your fault you had an argument.

**Answer:**

call



## 5.9. ΛΤ\_ΑΓΓ\_Α\_ΨΕΠ09\_Athens 2004\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	A` Lyceum / Technical
<b>S/N DEC</b>	DEC 09
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Α_ΨΕΠ09_Athens 2004_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Olympic Games, Ancient Olympic Games, Modern Olympic Games, symbol, stadium, host, game, athlete, record, archery, athletics, aquatics, cycling, wrestling, gymnastics, canoe, skiing, skating, ice hockey, ceremony, competition, pentathlon, swimming, running, shooting, fencing, riding, winner, runner, sprinter, thrower, jumper, exercise, health, healthy lifestyle, fit, ball, soccer, basketball, hockey, volleyball, tennis, golf, stadium, arena, grammar, evaluation, adverb, tense.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>DEC provides information about The Olympic Games – Athens 2004.</li> <li>Grammar refers to the Present Simple Tense, Present Continuous Tense, Past Simple Tense, Past Continuous Tense, Present Perfect Tense and adverbs.</li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	talk and write about sports, games and athletes
TG3	use vocabulary related to the Olympic Games



TG4	use various tenses and adverbs to talk and write about the Olympic Games.
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### Evaluation activities' solutions and answers for open – ended questions.

#### SUBUNIT 2

##### 2.2. Modern Pentathlon.

The student should be able to:

- talk and write about sports, games and athletes.
- include vocabulary related to the Olympic games.
- use various tenses and adverbs to talk and write about the Olympic Games.

#### SUBUNIT 3

##### 3.1 Move and Keep Fit!

Listen carefully to the text about physical activity and choose the best answer to fill in the blanks.

##### Answer:

Physical activity is very important to your *health*. Physical activity in the form of exercise and sports has many benefits. Exercise and sports help you *manage* your weight and *strengthen* your bones and muscles. They can also prevent many diseases like cancer, diabetes, and heart *diseases* and are particularly good for some organs like the lungs and the heart.

Sports are an excellent way of getting the physical activity you need. Playing a *team* sport can be both healthy and fun. You do not need to join a professional team to enjoy the benefits of sports. You can play games like football, *basketball*, volleyball or *handball* at school or on a sports *field*. You can even plan a football game in your neighbourhood.

If you don't like team sports, you can try other activities. Consider *playingsports* like tennis or badminton, or activities like swimming, *diving*, or cycling. Whatever you choose, the important thing is to be active.



## SUBUNIT 4

### 4.1 Adverbs

Select the correct word from the drop down menus to complete the text.\

#### Answer:

Although the national football team participating at the Olympic Games lost the game, they played *well*. They had trained *hard* for the game. However, the opposing team played *more carefully* and won rather *easily*. The fans were cheering *loudly* throughout the match. *Luckily*, when the game was over, everyone left the stadium *quietly*.

### 4.2 Tenses

Select the correct word from the drop down menus to complete the text.

#### Answer:

Wrestling is recognized as the world's oldest competitive sport. When the games were first held on the plains of Olympia, wrestling *was* already an ancient game.

In the ancient Games, wrestling was one of the main events. Greeks *valued* it as a form of military exercise without weapons. At the ancient games, athletes *were competing* in two styles of wrestling: Kato Pale, in which the opponents *fought* until one of them *admitted* defeat, and Orthia Pale, in which a wrestler *had to* throw his opponent to the ground three times in order to win the match.

Wrestling *has been* a modern Olympic sport since 1986. It *includes* three disciplines: freestyle, Greco-Roman and women's wrestling.

Over the years, wrestling *has attracted* more and more athletes and its popularity *is increasing* these days.

## SUBUNIT 5

### 5.1 Evaluation: Question 1: Multiple choice

The ..... are a symbol of the Olympic Games.

#### Answer:

Olympian Gods

### 5.2 Evaluation: Question 2: Multiple choice

The first modern Olympic Games were held in ..... In 1896.

**Answer:**

Athens

**5.3 Evaluation: Question 3: Multiple choice**

At the Athens 1896 Olympics, 241 athletes ..... in 43 events.

**Answer:**

competed

**5.4 Evaluation: Question 4: Multiple choice**

Barcelona

**Answer:**

hosted

**5.5 Evaluation: Question 5: Multiple choice**

..... is an Olympic sport which includes five disciplines.

**Answer:**

The modern Pentathlon

**5.6 Evaluation: Question 6: Multiple choice**

The athlete who wins most points is ..... the gold medal.

**Answer:**

awarded

**5.7 Evaluation: Question 7: Multiple choice**

10,625 athletes ..... in the Athens 2004 Olympic Games.

**Answer:**

participated

**5.8 Evaluation: Question 8: Multiple choice**

The Olympic Games ..... One of the world's major media events.

**Answer:**

have become

**5.9 Evaluation: Question 9: Multiple choice**

In modern pentathlon, the athletes ..... in five disciplines.

**Answer:**

compete

**5.10 Evaluation: Question 10: Multiple choice**

In the ancient speed contest, the athletes ..... a 200 m race.

**Answer:**

ran

## 5.10. ΑΤ\_ΑΓΓ\_Α\_ΨΕΠ10\_The Diary Of A Young Girl: Anne Frank\_2.0

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### Basic General Information

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<b>Subject</b>	English
<b>Class</b>	A` Lyceum/ Technical
<b>S/N DEC</b>	DEC 10
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Α_ΨΕΠ10_The Diary Of A Young Girl: Anne Frank_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Holocaust, Nazi, genocide, Jews, World War II, vocabulary, death camp, children, map, concentration camps, Anne Frank, diary, quiz, simulation, grammar, simple past, past continuous, used to
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about the Holocaust, Anne Frank's life and how to write a diary.</li> <li>• Grammar refers to the Simple Past Tense, Past Tense Continuous.</li> </ul>



## Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use the past tenses (Simple Past, Past Continuous, Used to)
TG3	use vocabulary included in diaries
TG4	talk and write about past events and past habits
TG5	write pages from their own diary.

Evaluation activities' solutions and answers for open – ended questions.

### SUBUNIT 2

#### 2.2 Diary Entry

Click on the "Play" button in the audio player, listen to the speaker carefully and fill in the blanks with the missing words. Use only one word for each blank.

#### Answer:

"It's really a wonder that I haven't dropped all my *ideals*, because they seem so absurd and *impossible* to carry out. Yet I keep them, because in spite of everything I still *believe* that people are really good at *heart*. I simply can't build up my *hopes* on a foundation consisting of confusion, misery, and *death*. I see the *world* gradually being turned into a wilderness, I hear the ever approaching *thunder*, which will destroy us too, I can feel the sufferings of *millions* and yet if I look up into the heavens, I think that it will all come right, that this cruelty too will end, and that *peace* and tranquillity will return again."

Saturday, 15th of July, 1944

#### 2.3 Anne's Life

Select the correct word from the drop down lists to complete the paragraph about Anne Frank's life.

**Answer:**

Anne Frank was a Jewish girl born in **Germany** in 1929. When her parents gave her a diary as a present it soon became her way to **express** her feelings and dreams. In 1942 Anne and her family went into **hiding** to escape from the Nazis who **persecuted** Jews. In 1944 the Nazis discovered their hiding place and **arrested** Anne and her family. They took them to a concentration **camp**. There, Anne became ill and **died**. Her father, Otto, who was the only one who **survived** from Anne's family, found her diary when he returned home. He decided to **publish** it in honour of his daughter.

"Diary of a **Young Girl**", as it was the name of the book has become one of the most famous books and it has been translated into many languages.

**SUBUNIT 3****3.2. Creative Writing.**

The students should be able to:

- use the past tenses (Simple Past, Past Continuous, Used to).
- use vocabulary included in diaries.
- talk and write about past events and past habits.
- write pages from their own diary.

**SUBUNIT 4****4.1 Past Simple and Past Continuous**

Select the correct form of the verb from the drop down lists to complete the text.

**Answer:**

Between the age of 13 and 15, Anne **wrote** short stories, fairy tales, essays, and the beginnings of a novel. Five notebooks and more than 300 pages **survived** the war. They reveal a young woman who **had** great ambition to be a writer and **was exploring** her craft.

Her works **combined** adolescent imagination and playfulness with mature thinking. Her famous novel is the story of a young girl during World War II. While Anne and her family **were hiding** in a building in Amsterdam, the Nazi soldiers **were trying** to exterminate the Jewish people living in Europe. Eventually, the Nazi soldiers **was discovered** Anne and her family and **sent** them all to



concentration camps. Her father the only member of the family to survive.

#### **4.2 Past Simple, Past Continuous, Used To**

Select the correct form of the verb from the drop down lists to complete the text.

##### **Answer:**

Anne's diary entries tell us much about her character. We see that Anne **was** confident, thoughtful, and creative. Anne also **seemed** disciplined since she wrote lengthy diary entries quite often. We assume that she was afraid to confide in people because she was scared that she would hurt her friends and family. That's why she **used to write** in her diary instead. Anne **used to be** very honest about her feelings and opinions for other people. While they **were hiding** from the Nazis, she **was thinking** that she didn't fit in with her mother and sister who were both very sentimental. She felt that her father was the only one who **understood** her. Despite the difficulties she remained hopeful and **used to dream** of many things.

### **SUBUNIT 5**

#### **5.1 Evaluation: Question 1: Multiple choice**

Hitler believed that the Polish and the Jews were ..... to German people.

##### **Answer:**

inferior

#### **5.2 Evaluation: Question 2: Multiple choice**

The places where the Jewish people were kept were called

##### **Answer:**

concentration camps

#### **5.3 Evaluation: Question 3: Multiple choice**

Anne's dream was to become a

##### **Answer:**

writer

#### **5.4 Evaluation: Question 4: Multiple choice**

In her diary Anne wrote about her ..... .

##### **Answer:**

life in hiding

**5.5 Evaluation: Question 5: Multiple choice**

The beauty of a diary is that it will never .....you.

**Answer:**

judge

**5.6 Evaluation: Question 6: Multiple choice**

Keeping a diary is a way of ..... yourself.

**Answer:**

expressing

**5.7 Evaluation: Question 7: Multiple choice**

When the Nazis discovered Anne and her family, they ..... them to a concentration camp.

**Answer:**

took

**5.8 Evaluation: Question 8: Multiple choice**

Germany ..... Poland in 1939.

**Answer:**

invaded

**5.9 Evaluation: Question 9: Multiple choice**

Anne Frank used to ..... in her diary every day.

**Answer:**

write

**5.10 Evaluation: Question 10: Multiple choice**

While the Nazis were looking for Jews, Anne's family ..... to escape Hitler's persecution.

**Answer:**

was hiding



## 5.11. ΛΤ\_ΑΓΓ\_Α\_ΨΕΠ11\_Countries - Nationalities - Languages\_2.0

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### Basic General Informatio

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<b>Subject</b>	English
<b>Class</b>	A` Lyceum/ Technical
<b>S/N DEC</b>	DEC 11
<b>Title fo the DEC</b>	ΛΤ_ΑΓΓ_Α_ΨΕΠ11_Countries - Nationalities - Languages_2.0
<b>Version</b>	2.0
<b>Keywords</b>	country, presentation, map, countries, world, quiz, Cyprus, video, pen pal, countries, hangman, European Union, flags, nationalities, European, Belgium, Spain, Eiffel Tower, France, english, language, history, facts, words, classes, question, logic, difficult, crossword, grammar, if, when, unless, first conditional.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about <ul style="list-style-type: none"> <li>▪ the main topics of The United Kingdom</li> <li>▪ Cyprus</li> <li>▪ Greece</li> <li>▪ The United States of America</li> <li>▪ the European Union</li> <li>▪ History of the English language.</li> </ul> </li> <li>• Grammar refers to the <ul style="list-style-type: none"> <li>▪ “If’ and ‘When’ constructions</li> <li>▪ First Conditional</li> </ul> </li> </ul>



## Tutorial Goals

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S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use vocabulary related to countries, nationalities and languages
TG3	use the Conditionals: Zero, First and When + Present to talk and write about languages
TG4	talk and write about their own country.

## Evaluation activities' solutions and answers for open – ended questions.

---

### SUBUNIT 1

#### 1.4. Hello from Cyprus.

(The letter should be between about 150 words).

The student should be able to:

- use vocabulary related to countries, nationalities and languages.
- use the Conditionals: Zero, First and When + Present to talk and write about languages.
- include information/facts about Cyprus.
- write a letter inviting a friend to Cyprus.

### SUBUNIT 2

#### 2.3. I Feel like a European

Click on the "Play" button. Listen to the speaker carefully and fill in the blanks with the missing words. Use only one word for each blank.

**Answer:**

I am European. That means my *country* is part of the European Union. I also feel like a *european* as most of the things I like come from Europe. For example, I like *pizza* and spaghetti and they come from Italy. Also, I love the *chocolate* from Belgium. Spain has nice *music* and dances, like flamenco.

The place that I want to *visit* most is the Eiffel Tower in France.

It is great that we have the *euro*. Wherever you go, you don't have to change *money*. This means that I don't have to wake up *early*.

My *dream* is to someday visit all the countries in the EU.

**SUBUNIT 4****4.1 Zero Conditional**

Click on the first half of the sentence on the left. Drag the line to match it with the correct half of the sentence on the right.

**Answer:**

1. If there is no air, *wood doesn't burn*.
2. My boss gets angry *if I'm late for work*.
3. If you don't eat, *you die*.
4. The grass gets *wet if it rains*.
5. When you put sugar in coffee, *it tastes sweet*.
6. I get angry *if I don't eat dinner*.
7. If you warm ice, *it melts*.
8. If you don't drive carefully, *you have an accident*.

**4.2 First Conditional**

Select the correct tense from the drop down lists to complete the text.

**Answer:**

If I do well in my exams this year, my parents *will buy* me a new lap top.

That's great!

There is a problem, though. If I spend all my time studying I *won't have* time to play anymore.

Well, if you really *want* it, you can find time for both.

I will try. If I *don't spend* so much time talking on my phone, I can have more time to revise. If you *need* any help, I will help you.



Thanks! If you **help** me with maths, I can save a lot of time.  
Sure, I'm good at maths.  
If we get together everyday we can **revise** everything in no time!  
I **won't be able** to do my homework if we get together everyday.  
But I really need your help.  
I might help you if you **ask** me nicely.  
Oh, please! If I get the new lap top, I will **share** it with you!  
Okay, then. Where are your math books?

## SUBUNIT 5

### 5.1 Evaluation Test: Drag and Drop

Cyprus became a(an) ..... naton in 1960.

Answer:

independent

### 5.2 Evaluation Test: Multiple choice

The history of a country is the study of its

Answer:

past

### 5.3 Evaluation Test: Drag and Drop

The European Union is a ..... between 27 democratic European countries.

Answer:

partnership

### 5.4 Evaluation Test: Multiple choice

European day is important because it brings Europe ..... to its citizens.

Answer:

closer

### 5.5 Evaluation Test: Multiple choice

We call Middle English the language that was created with the \_\_\_\_\_ of the Normans.



**Answer:**

invasion

**5.6 Evaluation Test: Drag and Drop**

Many ..... of English are used internationally today.

**Answer:**

varieties

**5.7 Evaluation Test: Multiple choice**

If you ..... water to 100 degrees, it boils.

**Answer:**

heat

**5.8 Evaluation Test: Multiple choice**

If we ..... Our exams, our teacher will be sad.

**Answer:**

don't pass

**5.9 Evaluation Test: Multiple choice**

If you don't water the plants, they \_\_\_\_\_ .

**Answer:**

die

**5.10 Evaluation Test: Drag and Drop**

If the weather is good, we ..... to the beach.

**Answer:**

can go



## 5.12. ΑΤ\_ΑΓΓ\_Β\_ΨΕΠ01\_Homes\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC01
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Β_ΨΕΠ01_Homes_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Home, architecture, population, density, Europe, dream house, place, live, log cabins, wood, structures, culture, igloo, chimney, bidet, doormat, sofa, feng shui, art, object, relative clause, grammar, exercise, correct, wrong.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about the evolution of households from shelter to economically generated estates, uncommon dwellings, log cabins, igloos, Feng Shui.</li> <li>• Grammar refers to the Relative pronouns and clauses.</li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use vocabulary related to homes
TG3	use relative clauses (who, which, where) to give additional information about places using present and past tenses
TG4	talk and write about homes.



## Evaluation activities' solutions and answers for open – ended questions.

### SUBUNIT 2

#### 2.4 Matching Activity

Click on each picture and drag to match it with the corresponding type of house.

Match each picture with the corresponding type of house.

**Answer:**



### SUBUNIT 3

#### 3.3. Your Dream House.

(The essay should describe the student's dream home and should be about 100 words).

The students should be able to:

- include vocabulary related to homes.
- use relative clauses (who, which, where) to give additional information about places using present and past tenses.

### SUBUNIT 4

#### 4.1 Grammar Test

Choose the correct answer from the drop-down lists to fill in the blanks.

**Answer:**

Spain, **which** is on the Iberian Peninsula, is a beautiful country. The people **who** live in Spain are called Spaniards. We first went to Madrid, **which** is the capital of Spain. Madrid is **where** Ernest Hemingway, the famous writer, lived and worked. Two days later, **when** we finished with Madrid, we visited Barcelona. Barcelona is a city **that** most people know because of its football team. A very famous player **who** plays for Barcelona is Leo Messi. The post card **that** I sent you was from Barcelona.

**SUBUNIT 5****5.1 Evaluation: Question 1: Multiple choice**

The ..... style was influenced by the Romans.

**Answer:**

Renaissance

**5.2 Evaluation: Question 2: Multiple choice**

..... are movable Native American houses.

**Answer:**

Tepees

**5.3 Evaluation: Question 3: Multiple choice**

A ..... house is made of a mixture of clay, sand, straw, hay and earth.

**Answer:**

cob

**5.4 Evaluation: Question 4: Drag and Drop**

A log cabin is a small house built from large pieces of

**Answer:**

wood

**5.5 Evaluation: Question 5: Multiple choice**

A house made of snow is called a (an)

**Answer:**



igloo

**5.6 Evaluation: Question 6: Multiple choice**

The art of placing things is called .....

**Answer:**

Feng Shui

**5.7 Evaluation: Question 7: Multiple choice**

The people ..... houses are made of snow are called Eskimos.

**Answer:**

whose

**5.8 Evaluation: Question 8: Drag and Drop**

The house ..... They moved in is built in Georgian style.

**Answer:**

that

**5.9 Evaluation: Question 9: Multiple choice**

They stopped living in a hut and moved into a flat, ..... was a step forward.

**Answer:**

which

**5.10 Evaluation: Question 10: Drag and Drop**

My mother, ..... is an interior designer, decorates many houses according to the Feng Shui art.

**Answer:**

who



## 5.13. ΛΤ\_ΑΓΓ\_Β\_ΨΕΠ02\_Schools In The Future\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC 02
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Β_ΨΕΠ02_Schools In The Future_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Scientist, Albert Einstein, Isaac Newton, Max Weber, Marie Curie, Charles Darwin, education, Ancient Greece, famous scholar, greatest, minds, Socrates, philosophy, Odyssey, game, Achaean, Homer, prestigious universities, rethinking, Einstein's brain, famous mind, documentary, Microsoft, future, park side, avenue, e-learning, distance, course, programme, listening, comprehension, robot, robotics, artificial intelligence, AI, Isaac Asimov, avatar, simple future, future continuous, grammar.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about the importance of education, education in Ancient Greece, the evolution of education, e-Learning, Einstein's Brain Game, School of the Future Documentary, Robots and Robotics.</li> <li>• Grammar refers to the Simple Future and Future Continuous.</li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use vocabulary related to schools
TG3	use Simple Future and Future Continuous to talk about schools in the



	future
TG4	talk and write about schools.

Evaluation activities' solutions and answers for open – ended questions.

## SUBUNIT 2

### 2.3. A Different Kind of School.

(The essay should be about 100 words).

The students should be able to:

- describe how the learning and teaching style at Summerhill School differs from your school.
- use vocabulary related to schools.
- use Simple Future and Future Continuous to talk about schools in the future.
- talk and write about schools.

## SUBUNIT 3

### 3.3. Robot Teacher.

(The essay should be about 200 words).

The students should be able to:

- describe whether or not he/she would like his/her teacher replaced by a robot.
- use vocabulary related to schools.
- use Simple Future and Future Continuous to talk about schools in the future.
- talk and write about schools.

## SUBUNIT 4

### 4.1 Simple Future and Future Continuous

Select the correct word from the drop down lists to complete the text.

**Answer:**

I **will not be coming** to the party tomorrow.

That's a pity! Why not?

I **will be studying** for our maths test all day tomorrow.

Oh, I totally forgot about the test. I think I **will go** home and start revising.

That's a good idea. Let's study together. I'm sure the test **will be** easy, though.

I hope so. Do you have the material we have to revise for the test?

Yes, I **will give** it to you as soon as we get home.

Thanks, you are the best!

So, if we start revising now, I suppose we **will make** it to the party after all, don't you think?

I bet! And **I will be wearing** my new black dress at the party tomorrow night!

**SUBUNIT 5****5.1 Evaluation: Question 1: Multiple choice**

Education is the process of

**Answer:**

acquiring knowledge.

**5.2 Evaluation: Question 2: Multiple choice**

In Contemporary learning, ..... .

**Answer:**

there are activities that promote discussion and critical thinking

**5.3 Evaluation: Question 3: Multiple choice**

Socrates taught by ..... .

**Answer:**

asking questions to draw out answers from his pupils

**5.4 Evaluation: Question 4: Multiple choice**

The Summerhill is a school where ..... learning takes place.

**Answer:**

self-regulated

**5.5 Evaluation: Question 5: Multiple choice**

Robots are used in the classroom as a way of using technology to teach children about

**Answer:**

science, programming and maths

**5.6 Evaluation: Question 6: Multiple choice**

Through the DIA.S project students are given the opportunity to ..... .

**Answer:**

better understand the material taught in the classroom

**5.7 Evaluation: Question 7: Multiple choice**

At this time next Thursday I ..... For the school play.

**Answer:**

will be rehearsing

**5.8 Evaluation: Question 8: Multiple choice**

I think I ..... the blue dress. It suits me better.

**Answer:**

will buy

**5.9 Evaluation: Question 9: Multiple choice**

I ..... a break between 4 and 5 tomorrow afternoon, so we can meet then.

**Answer:**

will be having

**5.10 Evaluation: Question 10: Multiple choice**

I'm sure he ..... here any minute now.

**Answer:**

will be



## 5.14. ΛΤ\_ΑΓΓ\_Β\_ΨΕΠ03\_Food & Drinks\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC03
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Β_ΨΕΠ03_Food & Drinks_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Nutritional facts, food pyramid, calories, cuisine, survival, wilderness, water, food, restaurant, fast food, junk food, health, blood type, vegetarian, vegan, animal cruelty, environment, animals, cruelty, cooking, aliment, kitchen, ingredients, mediterranean recipe, passive, appropriate, subject, diet, Bs, carbohydrates, junk.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about the nutritional facts, national cuisines, survival skills, fast food, direct connection between blood type and the food a person should eat, ingredients.</li> <li>• Grammar refers to the forms of Passive.</li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use passive sentences to talk about eating and drinking habits
TG3	use vocabulary related to food and drink
TG4	talk and write about food and drink.



## Evaluation activities' solutions and answers for open – ended questions.

### SUBUNIT 2

#### 2.3 Drag and Drop

Drag and drop the statements on the correct picture.

Answer:

<i>PROs of consuming fast food / junk food.</i>	<i>CONs of consuming fast food / junk food.</i>
<p>Costs less than traditional food.</p> <p>Easy to purchase, requires little or no preparation and has lots of flavour.</p> <p>Has a long shelf life and may not require refrigeration.</p>	<p>Has been associated with obesity, heart disease, Type 2 diabetes and dental problems.</p> <p>Is unhealthy and has poor nutritional value.</p> <p>Contains high levels of saturated fat, sugar and additives and lacks protein, vitamins and fibre.</p>

### SUBUNIT 3

#### 3.2. Omnivore Vs Vegetarian.

(The essay should about 150 to 200 words).

The students should be able to:

- describe the advantages and disadvantages of being a vegetarian and an omnivore.
- use passive sentences to talk about eating and drinking habits.
- use vocabulary related to food and drink.
- talk and write about food and drink.

### SUBUNIT 3

#### 3.4 Guess the Ingredients!

Match the ingredient on the left with the dish in which it is the main ingredient.

**Answer:**

Tomato sauce	Vegetable Pizza
Vegetables	Vegetable salad
Cheese	Greek salad
Fresh fruit	Fruit salad
Feta Cheese	Spaghetti

**SUBUNIT 4****4.1 Passives**

Select from the drop down lists the correct passive form to complete the text.

**Answer:**

Pizza *is made* with an oven-baked, flat, generally round bread that *is covered* with a tomato-based sauce and cheese. Other toppings *are added* according to region or personal preference. Pizza *has been characterised* as a dish of the poor people as it used to be sold in the street and *was not considered* a kitchen recipe for a long time. Before the 17th century, pizza *was covered* with white sauce. Later, this *was replaced* by oil, cheese, tomatoes or fish. In restaurants, pizza *can be baked* in an oven with stone bricks or in an electric deck oven.

**SUBUNIT 5****5.1 Evaluation: Question 1: Drag and Drop**

Many dairy products are high in fat. That's why ..... products are recommended.

**Answer:**

Skimmed

**5.2 Evaluation: Question 2: Multiple choice**

..... Products include foods such as cereal, bread, pasta and rice.

**Answer:**

Grain

**5.3 Evaluation: Question 3: Drag and Drop**

Traditionally, France has been a culture of ..... consumption.

**Answer:**

wine

**5.4 Evaluation: Question 4: Multiple choice**

Type As should avoid meat, since they have a hard time ..... it.

**Answer:**

digesting

**5.5 Evaluation: Question 5: Multiple choice**

An advantage of a (an) \_\_\_\_\_ diet is that it can help eliminate toxics from the body.

**Answer:**

vegetarian

**5.6 Evaluation: Question 6: Drag and Drop**

..... is very high in protein, and in most cases is a good source of vitamin B12, phosphorus, vitamin B6 and iron.

**Answer:**

Meat

**5.7 Evaluation: Question 7: Multiple choice**

Chocolate ..... From coca seeds.

**Answer:**

is made

**5.8 Evaluation: Question 8: Multiple choice**

The food at the dinner party will be prepared

**Answer:**

by my mother

**5.9 Evaluation: Question 9: Multiple choice**

3-5 servings of vegetables per day ..... by my nutritionist.

**Answer:**

were recommended



### 5.10 Evaluation: Question 10: Drag and Drop

At the moment the food ..... in the kitchen. We want to be ready when the guests arrive.

**Answer:**

is being prepared

## 5.15. ΛΤ\_ΑΓΓ\_Β\_ΨΕΠ04\_Healthy Mind - Healthy Body\_2.0

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### Basic General Information

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<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC 04
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Β_ΨΕΠ04_ Sound Mind In Sound Body _1.0
<b>Version</b>	2.0
<b>Keywords</b>	healthy food, sports, people, happy, pyramid, gym, jogging, likes, dislikes, healthy, lifestyle, sport, nutrition, body, non-health, disorder, anorexia, bulimia, diabetes, daily planner, balance, habits, yoga, Hinduism, spirituality, must, have, allowed to, supposed to, not, can, obligation, speaker, rule, letter, have to, not, modal verb, blank, fill in.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• Healthy lifestyle, human body, specialists' advice</li> <li>• An ideal diet</li> <li>• The benefits of physical activity</li> <li>• Yoga and its regular meditation</li> <li>• Evaluation test (exercises related to texts and grammar)</li> </ul>



## Tutorial Goals

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S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use obligations (must, must not, have, have got to, don't have to, can't, needn't, allowed to, supposed to) and the first conditional to talk about things you must do to keep fit
TG3	use vocabulary related to healthy living, fitness and dieting
TG4	talk and write about healthy living, fitness and dieting.

Evaluation activities' solutions and answers for open – ended questions.

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### SUBUNIT 1

#### 1.2 Healthy Lifestyle in Short

Drag and drop the 8 words from the box to complete the sentences.

Answer:

A **balanced** diet, **physical** activities and **relaxation** are important to a healthy lifestyle. We need **nutrients** from all food groups. Physical activity can **prevent** chronic health conditions and **improve** self-esteem. Relaxation can reduce **anxiety** and help our body from **recover** stress.

### SUBUNIT 4

#### 4.1 Expressing Obligations

Select the correct answers from the drop down menus to complete the text.

Answer:

NUTRITIONIST: You **should not** eat so much sugary food. It's not good for you.

CLIENT: I know, but I feel I **must** eat it in order to feel more energetic.



NUTRITIONIST: You **have to** think about your health. You **should** try to get fit.

CLIENT: I know, but I'm usually too tired to go to the gym. What do you suggest?

NUTRITIONIST: You **don't have to** cut out treats completely but you **must not** overdo it.

#### **4.2 The First Conditional**

Complete the dialogue by choosing the correct form of the verb from the dropdown menu.

##### **Answer:**

NUTRITIONIST: If you want to avoid heart disease and obesity, you **should exercise** for 90 minutes a day.

CLIENT: How **will I benefit** if I exercise regularly?

NUTRITIONIST: Well, if you **go** jogging every day, you will feel better both physically and psychologically.

CLIENT: If I **need** to lose weight, what should I eat?

NUTRITIONIST: Eat five portions of fruit or vegetables every day if you **want** to keep healthy.

CLIENT: **Will I lose** weight if I choose a balanced diet?

NUTRITIONIST: If you **try** to lose weight, you should keep your fat intake low.

CLIENT: Thank you. If I follow your advice, I'm sure I **will become** fit and healthy!

## **SUBUNIT 5**

### **5.1 Evaluation: Question 1: Multiple choice**

Relaxation activities help ..... from every day stress, tension and anxiety.

##### **Answer:**

recover

### **5.2 Evaluation: Question 2: Multiple choice**

The Food Guide Pyramid recommends the number of ..... from each food group that you



need in a day.

**Answer:**

servings

**5.3 Evaluation: Question 3: Multiple choice**

Physical activity ..... your mood.

**Answer:**

improves

**5.4 Evaluation: Question 4: Multiple choice**

Regular exercise ..... your body.

**Answer:**

strengthens

**5.5 Evaluation: Question 5: Multiple choice**

Exercise can help ..... many chronic diseases.

**Answer:**

prevent

**5.6 Evaluation: Question 6: Multiple choice**

When you exercise, you ..... calories.

**Answer:**

burn

**5.7 Evaluation: Question 7: Multiple choice**

You should eat a ..... Diet if you want to be healthy.

**Answer:**

balanced

**5.8 Evaluation: Question 8: Multiple choice**

I ..... follow a low-salt diet. I don't like it but that's what my doctor recommended.

**Answer:**

should

**5.9 Evaluation: Question 9: Multiple choice**

I will go to the gym if you ..... with me.

**Answer:**

come

**5.10 Evaluation: Question 10: Multiple choice**

You ..... better if you exercise regularly.

**Answer:**

will feel

## 5.16. ΛΤ\_ΑΓΓ\_Β\_ΨΕΠ05\_Weddings\_2.0

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### Basic General Information

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<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC 05
<b>Title fo the DEC</b>	ΛΤ_ΑΓΓ_Β_ΨΕΠ05_Weddings_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Wedding ceremonies, brides, party, guests, exotic, clothing, clothes, customs, vows, ceremony, wedding, Jewish, customs, quiz, divorce, monogamy, marriage, famous, Las Vegas Chart, rates, animals, interracial, same sex, homosexual, get married, honeymoon, rings, family.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• Wedding around the world, a dream wedding, exotic wedding costumes &amp; customs</li> <li>• Celebrity marriages</li> <li>• Jewish wedding customs /Marriage in Cyprus</li> <li>• Educational games &amp; crosswords</li> <li>• Evaluation test (exercises related to texts and grammar)</li> </ul>



- Evaluation test (exercises related to texts and grammar).

## Tutorial Goals

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S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use present tenses to describe events
TG3	narrate
TG4	use vocabulary related to weddings
TG5	talk and write about weddings.

Evaluation activities' solutions and answers for open – ended questions.

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### SUBUNIT 1

#### 1.2 Exotic Wedding Costumes & Customs

The students should be able to:

- describe which part of the world the student would like to go and attend a traditional wedding.
- use present tenses to describe events.
- narrate.
- use vocabulary related to weddings.

#### 1.3. A Dream Wedding.

The students should be able to:

- use the template to describe the plan for the wedding.
- use present tenses to describe events.
- narrate.
- use vocabulary related to weddings.



### SUBUNIT 3

#### 3.4 Animal Couples Matching Activity

Match the animals with the fact that is true about them!

Answer:

<i>Swans</i>	The male of the couple protects the nest against enemies.
<i>Prairie voles</i>	The female of this animal shows aggression to males she doesn't know.
<i>Wolves</i>	This animal will take a new partner if the former one dies.
<i>Albatrosses</i>	This animal starts "dancing" and "singing" to attract the ideal partner.
<i>Dikdiks</i>	This animal will share the same territory with its partner forever if all goes well.

### SUBUNIT 4

#### 4.1 Simple Present

Drag the verbs from the upper part of the screen and drop them on the gaps in the text.

Answer:

The wedding ceremony **takes** place at a church or other location, such as an outdoor venue. The bride usually **wears** a white dress and "something old, something new, something borrowed, and something blue". The bride and groom **say** their vows and **exchange** rings. The guests sometimes **throw** rice at the newlyweds as they **leave** the ceremony. A reception usually **follows** the ceremony. The bride and groom **cut** the first pieces of the wedding cake. The bride **throws** her bouquet over her shoulder to the assembled unmarried women; it's believed that the woman who **catches** it, will be the next to marry!

#### 4.2 Simple Present and Present Continuous

Read the sentences carefully. Then choose the correct form of the verb from the dropdown menu to complete them.

Answer:

Marriages in Cyprus used to be arranged by a woman named proxenitra.

Not anymore! The couple today **meets** on its own and **announces** the news to their parents. That is exactly what I **am doing** next week. I couldn't be happier that Giorgos and I **are getting** married, though I have to admit we are going to have some trouble dealing with tradition!



In Cyprus, for example there are a lot of customs that I'd rather do without. It is customary to "lay the bed". Young girls . *gather* around the couple's bed and the whole family *throws* money on the bed. They even throw a baby boy on it! No way! Nevertheless, I *am keeping* the custom of "the dressing of the bride". It is so sweet that the grandmother *sings* to the bride! I *am looking* for a wedding dress these days, but I still hesitate on the colour. One thing is for sure: if I step on Giorgos' foot when the priest says "and the woman shall fear the man" he *is leaving* and never coming back, he said!!!

## SUBUNIT 5

### 5.1 Evaluation: Question 1: Multiple choice

In ..... weddings can last several days or even weeks.

Answer:

India.

### 5.2 Evaluation: Question 2: Multiple choice

The participants in a wedding ceremony ..... the beginning of a marriage.

Answer:

Celebrate.

### 5.3 Evaluation: Question 3: Multiple choice

The couple's first dance as husband and wife is a wedding

Answer:

Custom.

### 5.4 Evaluation: Question 4: Multiple choice

The bride and groom in a Jewish wedding wear no

Answer:

Jewels.

### 5.5 Evaluation: Question 5: Multiple choice

In Scotland, grooms appear in a

Answer:

Kilt.

**5.6 Evaluation: Question 6: Multiple choice**

The ..... is a ceremonial cloth. The wedding takes place under it and it symbolizes the new home.

**Answer:**

Chuppah

**5.7 Evaluation: Question 7: Multiple choice**

Swans usually form ..... for life.

**Answer:**

pairs

**5.8 Evaluation: Question 8: Multiple choice**

In Northern India, brides often ..... a traditional red wedding dress.

**Answer:**

wear

**5.9 Evaluation: Question 9: Multiple choice**

Look! The bride and the groom ..... their first dance.

**Answer:**

are dancing

**5.10 Evaluation: Question 10: Multiple choice**

In Europe and the USA, the bride usually ..... her bouquet over her shoulder to the group of unmarried women.

**Answer:**

throws



## 5.17. ΛΤ\_ΑΓΓ\_Β\_ΨΕΠ06\_Leisure Activities\_2.0

### Βασικές γενικές πληροφορίες

<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC 06
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Β_ΨΕΠ06_Leisure Activities_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Culture, movie, book, theatre, indoor, outdoor, sport, comparatives, superlatives.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about:           <ul style="list-style-type: none"> <li>▪ Some facts about leisure time.</li> <li>▪ Some facts about cultural activities.</li> <li>▪ Some facts about keeping fit while having fun.</li> <li>▪ Leisure Time in Cyprus</li> </ul> </li> <li>• Grammar refers to           <ul style="list-style-type: none"> <li>▪ Comparatives and Superlatives</li> </ul> </li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use comparatives & superlatives (both ... and, whereas, according to, however) to compare and contrast leisure activities
TG3	use vocabulary related to extreme/leisure activities



TG4

talk and write about leisure activities.

## Evaluation activities' solutions and answers for open – ended questions

### SUBUNIT 3

#### 3.2. My Leisure Time.

(The essay should be about 200 words).

The students should be able to:

- describe how the student spends his/her free time and include reasons for the choice.
- use comparatives & superlatives (both ... and, whereas, according to, however) to compare and contrast leisure activities.
- use vocabulary related to extreme/leisure activities.
- talk and write about leisure activities.

### SUBUNIT 4

#### 4.1 Comparatives and Superlatives 1

Choose the correct Comparative and Superlative form for the adjectives listed.

Answer:

	Adjectives	Comparatives	Superlatives
1.	Good	<i>. better</i>	<i>the best</i>
2.	Bad	<i>worse</i>	<i>the worst</i>
3.	Happy	<i>happier</i>	<i>the happiest</i>
4.	Ugly	<i>uglier</i>	<i>the ugliest</i>
5.	Light	<i>lighter</i>	<i>the lightest</i>
6.	Thin	<i>thinner</i>	<i>the thinnest</i>
7.	Beautiful	<i>more beautiful</i>	<i>the most beautiful</i>
8.	Interesting	<i>more interesting</i>	<i>the most interesting</i>



## 4.2 Comparatives and Superlatives 2

Form correct sentences.

Drag and drop the text bubbles above to their corresponding gaps in the sentences below.

### Answer:

I believe that active leisure time activities have as many benefits *as* passive ones. I like watching sports, however I prefer *quieter* activities. I don't think one leisure activity is *better* than the other. I believe that windsurfing is one of *the most competitive* sports. It is also *more* enjoyable than other water sports because you can aim for *faster* speeds. Beach Volley is *easier* to do than windsurfing. For both sports the *hottest* part of the day must be avoided, else sun may burn your body. The *worst* thing you can do is waste your leisure time watching TV. Whatever you decide to do in your leisure time, if you are *happier* at the end of the day, it is worth it.

## SUBUNIT 5

### 5.1 Evaluation Test: Multiple choice

The free time you have in a day is called ..... time.

#### Answer:

leisure

### 5.2 Evaluation Test: Drag and Drop

Reading a book is a(n) ..... leisure activity.

#### Answer:

passive

### 5.3 Evaluation Test: Multiple choice

Football is a(n) ..... leisure activity.

#### Answer:

active

### 5.4 Evaluation Test: Multiple choice

Comedies are of the most successful types of films because they make people laugh and help them .....

#### Answer:

relax

**5.5 Evaluation Test: Multiple choice**

..... is a form of expression that relies on body movements and expresses moods and feelings.

**Answer:**

Dancing

**5.6 Evaluation Test: Drag and Drop**

Karate is a great form of exercise because it involves vigorous body movements that stimulate your body's ..... and flexibility.

**Answer:**

strength

**5.7 Evaluation Test: Multiple choice**

Staying at home and watching TV all day must be ..... Way to spend your free time.

**Answer:**

the most boring

**5.8 Evaluation Test: Multiple choice**

Both girls are beautiful, but I think Angie is ..... than Anna.

**Answer:**

prettier

**5.9 Evaluation Test: Drag and Drop**

All leisure time activities are good, but ..... one for me is swimming.

**Answer:**

the best

**5.10 Evaluation Test: Multiple choice**

Comedies are one of ..... Types of films.

**Answer:**

the most successful



## 5.18. ΛΤ\_ΑΓΓ\_Β\_ΨΕΠ07\_Special Days\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC 07
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Β_ΨΕΠ07_Special Days_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Special days, world, holiday, celebrate, hangman, days, party, special day, globalization, education, society, politics, trend, internet, Valentine's day, Valentine, song, love, word, poem, Halloween, true, false, win, candy, special event, festival, Cyprus, letter, friend, country, foreign, events , evaluation, grammar, exercise.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• Special days</li> <li>• Globalize the special</li> <li>• Valentine's Day</li> <li>• Celebrating special events</li> <li>• Grammar and evaluation test</li> </ul>

### Tutorial Goals

<b>S/N</b>	<b>Tutorial Goals</b>
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use vocabulary related to Special Days
TG3	use the Present Simple to describe Special Days/events
TG4	talk and write about Special Days.



## Evaluation activities' solutions and answers for open – ended questions.

### SUBUNIT 1

#### 1.3. Organize a Party.

The students should be able to:

- describe plans for a party to celebrate the end of the school year.
- use vocabulary related to Special Days.
- use the Present Simple to describe Special Days/events.
- talk and write about Special Days.

### SUBUNIT 2

#### 2.5 Be My Valentine, My Love

Read this poem and fill in the gaps.

#### Answer:

Be my Valentine, my love,  
As I *will* be for you,  
And we will *love* the whole day long,  
And love our *whole* lives through.

For love has no *parameters*  
And does not end with *time*,  
But is the gift of paradise,  
A *pinch* of the sublime.

So let us *take* this holiday  
To resubmit our love  
To those *within* that know no sin  
And with the angels move.



### SUBUNIT 3

#### 3.2. Write a Letter.

(The essay should be about 200 words.)

The students should be able to:

- include the following expressions:
  - Amazing event
  - Don't miss it!
  - I know you'll love this because...
  - Spectacular
  - Impressive
- use vocabulary related to Special Days.
- use the Present Simple to describe Special Days/events.
- talk and write about Special Days.

### SUBUNIT 4

#### 4.1 Understanding Present Simple Tense

Fill in the text with the correct answers!

Read the text carefully!

#### Answer:

St. Valentine's Day *is* a holiday celebrated on February 14th. In America and Europe, St. Valentine's *reminds* us of the traditional day on which lovers *express* their love for each other. They *send* Valentine's cards, *exchange* flowers, or *offer* sweets and chocolate. Now, Valentine symbols *include* the heart-shaped outline and the cherub figure of Cupid. People usually *associate* it with the mutual exchange of love notes and messages. Since the 19th century, handwritten notes have largely given way to mass-produced greeting cards. The U.S. Greeting Card Association *estimates* that approximately one billion Valentine cards *are* sent each year, worldwide, making this day the second largest card-sending holiday of the year after Christmas.

**SUBUNIT 5****5.1 Evaluation: Question 1: Multiple choice**

April's fool day is a time for people to ..... jokes and pranks on people they know.

**Answer:**

play

**5.2 Evaluation: Question 2: Multiple choice**

The Notting Hill festival takes place every

**Answer:**

August

**5.3 Evaluation: Question 3: Multiple choice**

In the U.S., people celebrate Thanksgiving by having a .....

**Answer:**

feast

**5.4 Evaluation: Question 4: Multiple choice**

Mother's day is a time to honour

**Answer:**

mothers

**5.5 Evaluation: Question 5: Multiple choice**

..... has promoted some globalised special days.

**Answer:**

Consumerism

**5.6 Evaluation: Question 6: Multiple choice**

Throwing water at people is a ..... New Year's custom.

**Answer:**

Thai

**5.7 Evaluation: Question 7: Multiple choice**

The Limassol wine festival takes place in .....

**Answer:**

late August

**5.8 Evaluation: Question 8: Multiple choice**

The Limassol Carnival parade takes place along the coastal street so the ..... can participate.

**Answer:**

public

**5.9 Evaluation: Question 9: Multiple choice**

The Children's Festival events in Ayia Napa don't include .....

**Answer:**

egg throwing

**5.10 Evaluation: Question 10: Multiple choice**

- Who is your favourite singer?
- Right now, I think I ..... Pink best!

**Answer:**

like



## 5.19. ΑΤ\_ΑΓΓ\_Β\_ΨΕΠ08\_ The Life of Native American Indians\_2.0

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### Basic General Information

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<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC 08
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Β_ΨΕΠ08_ The Life of Native American Indians_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Ingenuous, tribes, colonization, history, Indian prayers, conflicts, land, region, US territory, Indian territories, area, famous, Indian chiefs, pictures, culture and housing, hair and clothing, pottery and baskets, masks and pipes, ceremonies, art, culture, tradition, native Americans, people, live, medicine, Indian, spirituality, herbalism, shamanism, spirit, Chinese medicine, dream, totem, zodiac, culture life, listening activity, story, totem, war, Western Expansion, Trail of Tears, exodus, civilization, massacre, process, people, Cherokee, Sioux, Apache, tribes, simple past tense, past tense continuous, grammar, evaluation.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• The native Americans – Indians of the west</li> <li>• Indian culture</li> <li>• Indian wars</li> <li>• Grammar and evaluation tests</li> </ul>

### Tutorial Goals

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S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use the Simple Past, Past Continuous and Simple Past Perfect to



	describe past events
TG3	use vocabulary related to customs
TG4	talk and write about customs.

### Evaluation activities' solutions and answers for open – ended questions.

#### SUBUNIT 2

##### 2.4 Totem Story

Listen to the passage about young Indians and fill in the blanks with a suitable word.

##### Answer:

As soon as manhood is attained, the young *indian* must secure his "charm," or "medicine". After a sweat-bath, he retires to some lonely spot, and there, for four days and nights, if necessary, he remains in *solitude*. During this time he eats nothing; drinks nothing; but spends his *time* invoking the Great Mystery for the *blessings* of a long life. In this state of mind, he at last sleeps, perhaps *dreams*. If a dream does not come to him, he abandons the task for a time, and later will take *another* sweat-bath and try again.

At last the dream comes, and in it some bird or animal appears as a *helper* to the dreamer, in trouble. Then he seeks that bird or animal and *kills* it; and if a bird, he stuffs its body with moss and keeps it near him forever. If an *animal*, instead of the bird, appears in the dream, the Indian takes the hide, the claws and the teeth; and throughout his life they will *never* leave him.

#### SUBUNIT 4

##### 4.1 Past Tenses Exercise

Use the Past Simple, Past Continuous and Past Perfect Simple to fill in the gaps in the text.

##### Answer:

Pocahontas *was* the daughter of a Native American chief in Virginia at the time of its colonization by the British. As a child, they *called* her Pocahontas, meaning "playful one". In 1607 English colonists *founded* Jamestown. Pocahontas often *played* at the fort. In 1608 she *saved* the life of Capt. John Smith, who *had been* captured by Powhatan's warriors. Relations between the Native Americans and the colonists *were* not smooth in Virginia. In 1613, while Pocahontas *was visiting*



the village of the Potomac Indians, Capt. Samuel Argall **took** her prisoner as security for the tools and supplies which the Indians **had stolen**. In Jamestown, Sir Thomas Dale, the governor, touched by her gentility and intelligence, **treated** her with courtesy. After baptism, she **took** the name Rebecca. Rolfe, a gentleman at Jamestown, **fell** in love with her and asked Dale for permission to marry her. Both Native Americans and Englishmen apparently **considered** this a bond between them, and it **brought** eight years of peaceful relations in Virginia.

## SUBUNIT 5

### 5.1 Evaluation: Question 1: Multiple choice

Who named the Native American Indians?

Answer:

Columbus

### 5.2 Evaluation: Question 2: Multiple choice

The Apache and the Comanche tribes lived in the:

Answer:

South

### 5.3 Evaluation: Question 3: Multiple choice

..... was the leader of Nez Perce.

Answer:

Chief Joseph

### 5.4 Evaluation: Question 4: Multiple choice

Which of these are not related to Native American customs?

Answer:

Tea making

### 5.5 Evaluation: Question 5: Multiple choice

What was the "Trail of Tears"?

Answer:

A forced relocation of the Cherokee Nation

**5.6 Evaluation: Question 6: Multiple choice**

What was the "Declaration of Independence"?

**Answer:**

A document symbolizing that the American colonies were Independent

**5.7 Evaluation: Question 7: Multiple choice**

Indian women ..... baskets when they saw a wolf in the distance.

**Answer:**

were making

**5.8 Evaluation: Question 8: Multiple choice**

Indians ..... in America long before the settlers arrived.

**Answer:**

had lived

**5.9 Evaluation: Question 9: Multiple choice**

Tecumseh, who was a famous Shawnee leader, ..... In 1812.

**Answer:**

died

**5.10 Evaluation: Question 10: Multiple choice**

While some Indians ..... food, some others were hunting animals.

**Answer:**

were gathering



## 5.20. ΑΤ\_ΑΓΓ\_Β\_ΨΕΠ09\_The World Around Us\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC 09
<b>Title fo the DEC</b>	ΑΤ_ΑΓΓ_Β_ΨΕΠ09_The World Around Us_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Ecosystem, Earth, microorganism, millennium, Ecosystem Assessment biodiversity, diversity, environment, pollution, deforestation, pesticides, Green House Effect, global warming, overpopulation, environmentalism, Kyoto agreement, listening, comprehension, prairie grasses, soil type, exercise, choose, overpopulation, biological diversity, habitat, poaching, conservationism, endangered species, gene, pool endangered species, industrialization, agricultural , overexploitation, loss of habitat, climate, change, crossword, puzzle, expressions.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• Types of ecosystems</li> <li>• Environmental concerns</li> <li>• Conservationism</li> <li>• Climate change</li> <li>• Grammar and evaluation test</li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	offer advice using should, ought to, if I were you, why don't you it's a good idea, recommend, advise, suggest



TG3	use vocabulary related to the environment
TG4	talk and write about the environment.

Evaluation activities' solutions and answers for open – ended questions.

## SUBUNIT 2

### 2.3 Environmental Concerns

Click on the "Play" button in the audio player, listen to the speaker carefully and fill in the blanks with missing the words. Use only one word for each blank.

#### Answer:

When we see all around us the effects of *overexploitation*, industrial agriculture and *overpopulation* on our home planet, what can we do to help Earth? Some of us believe that it might go away by itself, or the planet will self-regulate and in the end it will all have been just a big scare promoted by the media. But what if it isn't? Consider the scientific projections of Arctic ice *melting*, the ocean level rising to the point it covers entire islands and coastal lines, huge *hurricanes* and storms that devastate the land, even scarcer food and energy resources, harmful *solar* rays... Are you prepared to let that happen and not do anything about it? Because you can *help!* Everybody can do their part in saving energy and limiting *pollution* and fighting for a better tomorrow. All it takes is the *will* to do it and the firm belief that this is the best cause of all: *saving* our home. Because, remember, there is "just one *planet!*"

## SUBUNIT 4

### 4.2 Doing My Part to Save the Environment.

(The essay should be about 200 words.)

The students should be able to:

- include the following expressions:
  - Should
  - Ought to
  - If I were you
  - Why don't you
  - It's a good idea



- Recommend
- Advise
- Suggest
- use vocabulary related to the environment.
- talk and write about the environment.

## SUBUNIT 5

### 5.1 Giving Advice

Select the correct answers from the drop down menus to complete the text.

#### Answer:

A. In my opinion, people *should not talk* so much about the environment without actually doing something about it.

B. You do have a point. *In my opinion*, it's a good idea to make people aware of environmental matters.

A. Well, most people don't care. We *should change* our way of living if we want to protect the environment.

B. What would you *suggest we do* about it?

A. I *would advise* people to start acting more maturely.

B. What do you mean?

A. I think they *had better realise* the damage they cause the environment and start doing something about it.

B. Like what?

A. I *would advise* everyone to start recycling for example or walk and use a bicycle instead of using a car every day.

B. You are right! We *ought to respect* the environment if we want to continue breathing fresh air and drinking clean water.

### 6.1 Evaluation: Question 1: Multiple choice

Humans have changed their ecosystem more than ever in the last ..... years.

#### Answer:

50

**6.2 Evaluation: Question 2: Multiple choice**

The ecosystem includes:

**Answer:**

all the living organisms

**6.3 Evaluation: Question 3: Multiple choice**

Pesticides are ..... that can harm the ecosystem.

**Answer:**

poisonous substances

**6.4 Evaluation: Question 4: Multiple choice**

Some "Greenhouse Gases" occur naturally in the Earth's

**Answer:**

atmosphere

**6.5 Evaluation: Question 5: Multiple choice**

A conservationist is somebody who:

**Answer:**

saves nature

**6.6 Evaluation: Question 6: Drag and Drop**

..... is one of the most important ecosystems in North America.

**Answer:**

The prairie

**6.7 Evaluation: Question 7: Multiple choice**

Which of the following species is not endangered:

**Answer:**

the mosquito

**6.8 Evaluation: Question 8: Multiple choice**

How many threatened animal species are there?

**Answer:**

Almost 8,500.

**6.9 Evaluation: Question 9: Multiple choice**

I suggest you ..... deforestation if you want to prevent animal extinction.

**Answer:**

stop

**6.10 Evaluation: Question 10: Multiple choice**

They ..... inform the authorities about any potential poachers.

**Answer:**

ought to

## 5.21. ΛΤ\_ΑΓΓ\_Β\_ΨΕΠ10\_Life Today\_2.0

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### Basic General Information

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<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC 10
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Β_ΨΕΠ10_Life Today_2.0
<b>Version</b>	2.0
<b>Keywords</b>	City, urbanism, Dubai, China, overpopulation, immigration, United Arab Emirates, life, today, technology, technological, breakthroughs, EON Touch Light, satellite, system, speed, screen, Google, facts, aspects, internet, information, moral values, inventions, genetics, hangman, father, Gregor Mendel, selection, global warming, ozone layer, environment, climate, pollution, planet, environment pollution, present continuous, active voice, passive voice, organic food.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>DEC provides information about the life today: the urbanism of the cities, the overpopulation of them, the latest technological breakthroughs, the main Google fun facts, the Internet, interesting information concerning the moral values of our</li> </ul>



	<p>daily life</p> <ul style="list-style-type: none"> <li>Grammar refers to the Present Continuous Tense, the active voice and the passive voice.</li> </ul>
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## Tutorial Goals

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S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use the Present Continuous, Active and Passive Voice to talk about changes being made in our life today
TG3	use vocabulary related to changes in our life
TG4	talk and write about changes being made in our life.

## Evaluation activities' solutions and answers for open – ended questions.

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SUBUNIT 2
<p><b><u>2.4. Creative Writing.</u></b></p> <p>(The essay should describe the advantages and disadvantages of the internet and should be about 250 words).</p> <p>The students should be able to:</p> <ul style="list-style-type: none"> <li>describe the advantages and disadvantages of the internet.</li> <li>use the Present Continuous, Active and Passive Voice to talk about changes being made in our life today.</li> <li>use vocabulary related to changes in our life.</li> <li>talk and write about changes being made in our life.</li> </ul>

**SUBUNIT 4****4.2. A Better Place For You and Me.**

The students should be able to:

- describe why the student believes we should stop global warming.
- include 3 new ideas.
- use the Present Continuous, Active and Passive Voice to talk about changes being made in our life today.
- use vocabulary related to changes in our life.
- talk and write about changes being made in our life.

**SUBUNIT 5****5.1 Present Continuous**

Read each sentence carefully and choose the correct verb form from the dropdown lists.

**Answer:**

More and more people **are competing** for the country's limited resources. As a result, the urban growth rates that we **are experiencing** today are higher than ever. Nowadays, many people **are moving** to big cities in order to have a better life. Because of this, many problems **are being created** at the moment. These days, people who still live in countryside areas **are struggling** to make ends meet. They **are trying** to survive but it is difficult since work is now hard to find. On the other hand, people who are today living in the big cities **are also having** a difficult time. At the moment, the government **is announcing** a campaign that aims at reducing urbanisation.

**5.2 Organic Food: Is it Worth Paying More for It?**

Drag and drop the words into the blanks to complete the text.

**Answer:**

The number of those who ask for a return to traditional farming **is increasing**. People **are blaming** modern agriculture for many of today's problems like obesity and pollution.

In Europe, the market for organic food **is expanding** rapidly now. More and more people **are choosing** organic food these days and they are ready to pay more for it. Many organizations **are promoting** the consumption of organic foods. Governments **are also organizing** seminars in order to inform the public about organic agriculture.

With all this popularity of organic food, there are still some questions that **are being asked**: Is organic food healthier? Do organic foods taste and smell better? Some studies conclude that



organic foods are more nutritious and safer, while others find no proof of such "merits".

## SUBUNIT 6

### 6.1 Evaluation Test: Drag and Drop

When we talk about 'urbanisation', we talk about the movement of people from ..... to urban areas.

Answer:

rural

### 6.2 Evaluation Test: Multiple choice

Some of the ..... of living in a city are the number of facilities and the good work opportunities.

Answer:

advantages

### 6.3 Evaluation Test: Drag and Drop

Touch screen phones give users the opportunity to ..... many of the phone's applications by touch.

Answer:

activate

### 6.4 Evaluation Test: Multiple choice

The Global Positioning System (GPS) is a global satellite system, which is used to provide ..... to people around the world.

Answer:

navigation

### 6.5 Evaluation Test: Multiple choice

It is believed that stem cell therapy can be used to change the..... of human disease, such as leukemia.

Answer:

treatment

**6.6 Evaluation Test: Drag and Drop**

Organic food, is food that is grown without the use of conventional pesticides, artificial ..... and food additives.

**Answer:**

fertilizers

**6.7 Evaluation Test: Multiple choice**

I ..... of buying a GPS for my car.

**Answer:**

am thinking

**6.8 Evaluation Test: Multiple choice**

At the moment, new technologies

**Answer:**

are being invented

**6.9 Evaluation Test: Multiple choice**

Our planet's global warming ..... right now, as we speak.

**Answer:**

is taking place

**6.10 Evaluation Test: Drag and Drop**

Problems that have to do with overpopulation and global warming ..... more serious day by day.

**Answer:**

are becoming



## 5.22. ΛΤ\_ΑΓΓ\_Β\_ΨΕΠ11\_Secondary Education\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC 11
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Β_ΨΕΠ11_Secondary Education_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Secondary, education, primary, school, UK, fun, facts, place, tourist, attractions, subjects, learning, sports, science, electronic learning, multimedia, virtual learning environments, interactive whiteboard, audience response system, true story, scientist, poet, personality test, e-learning, advanced learning technology, virtual learning, distance learning, personal, web site, background, images, think, believe, opinion, computers, stages, optional.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about City and Urbanism, Technological Breakthroughs, main Google fun facts, the Internet, information concerning the moral values of our daily life. The Father of Genetics - Gregor Mendel, Global Warming,</li> <li>• Grammar refers to the Present Continuous Tense.</li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use I think, I believe, would rather, prefer, like, etc to express opinion
TG3	use vocabulary related to education



TG4

talk and write about Education.

Evaluation activities' solutions and answers for open – ended questions.

## SUBUNIT 4

### 4.1 Expressing Opinion

Select the correct word from the drop down lists to complete the text.

#### Answer:

1. I like science classes very much.

I *think* science classes are very interesting.

2. I prefer going to the gym to playing football.

I *would rather* go to the gym than play football.

3. His essay on pollution was not that bad.

I *don't think* his essay on pollution was so bad.

4. I don't want to watch that movie. It's boring.

I *would rather* choose another movie. This one is not so interesting.

5. The documentary we saw last week was very bad.

I *think* that the documentary we saw last week was terrible.

6. I doubt that their presentation about ancient civilisations is based on archaeological evidence.

I *don't believe* that their presentation about ancient civilisations is based on archaeological evidence.

## SUBUNIT 5

### 5.1 Evaluation: Question 1: Multiple choice

Secondary education in Cyprus takes place over two three-year cycles: Gymnasium and

.....

#### Answer:

Lyceum

### 5.2 Evaluation: Question 2: Drag and Drop

During the years of Secondary Education in England, Wales and Northern Ireland, students are



required to specialize in three to five subjects in order to pass their A-Level

**Answer:**

exams

**5.3 Evaluation: Question 3: Multiple choice**

Learning styles refer to various approaches and different ways of

**Answer:**

learning

**5.4 Evaluation: Question 4: Multiple choice**

Visual learners learn best by seeing and ..... what goes on in the classroom.

**Answer:**

observing

**5.5 Evaluation: Question 5: Multiple choice**

Someone who likes reading books, writing poetry and wearing colourful clothes has a(n) ..... personality.

**Answer:**

artistic

**5.6 Evaluation: Question 6: Drag and Drop**

The children in Scotland start secondary school at the age of twelve for a ..... four year period.

**Answer:**

compulsory

**5.7 Evaluation: Question 7: Multiple choice**

I ..... computers are a bad invention. If they are used correctly they have more advantages than disadvantages.

**Answer:**

don't think

**5.8 Evaluation: Question 8: Multiple choice**

I ..... studying on my own to studying with other people.

**Answer:**

prefer

**5.9 Evaluation: Question 9: Drag and Drop**

..... about distance learning?

**Answer:**

What do you think

**5.10 Evaluation: Question 10: Multiple choice**

I ..... that all the children have the right to education.

**Answer:**

believe

## 5.23. ΑΤ\_ΑΓΓ\_Β\_ΨΕΠ12\_Careers\_2.0

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### Basic General Information

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<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC12
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Β_ΨΕΠ12_Careers_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Job, career, education, skills, jobs, process, decision, impact, teacher, manager, architect, graphic designer, career opportunities, commercial, company, test, quiz, opportunities, CV, employment, opportunities, equal opportunities employment, unemployment, gender, map, reported speech, grammar, exercise.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• Explore careers – traditional careers, jobs, steps to success</li> <li>• Equal opportunities or not and employment in EU</li> <li>• Grammar – indirect speech – ask for and give information</li> <li>• Evaluation tests</li> </ul>



## Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use Reported Speech to ask for and give information
TG3	use vocabulary related to career opportunities
TG4	talk and write about career opportunities.

Evaluation activities' solutions and answers for open – ended questions.

SUBUNIT 2											
<p><b><u>2.1. Career Opportunities at LND Computers.</u></b></p> <p>The student should be able to:</p> <ul style="list-style-type: none"> <li>• use Reported Speech to ask for and give information.</li> <li>• use vocabulary related to career opportunities.</li> <li>• talk and write about career opportunities.</li> </ul>											
<p><b><u>2.3 Steps to Success</u></b></p> <p>Click on the "Play" button. Listen to the speakers carefully and choose either True or False for each of the statements.</p> <p><b><u>Answer:</u></b></p> <table border="1"> <tbody> <tr> <td>1. The student has just finished her university studies.</td> <td><b>False</b></td> </tr> <tr> <td>2. According to the career adviser, the student's interests are less important than other aspects such as values and skills.</td> <td><b>True</b></td> </tr> <tr> <td>3. The career consultant suggests that a part-time job would be more suitable if the student intends to continue her education.</td> <td><b>True</b></td> </tr> <tr> <td>4. According to the career consultant, people who have more skills also have more career opportunities.</td> <td><b>True</b></td> </tr> <tr> <td>5. The student says that she is not interested in continuing her</td> <td><b>False</b></td> </tr> </tbody> </table>		1. The student has just finished her university studies.	<b>False</b>	2. According to the career adviser, the student's interests are less important than other aspects such as values and skills.	<b>True</b>	3. The career consultant suggests that a part-time job would be more suitable if the student intends to continue her education.	<b>True</b>	4. According to the career consultant, people who have more skills also have more career opportunities.	<b>True</b>	5. The student says that she is not interested in continuing her	<b>False</b>
1. The student has just finished her university studies.	<b>False</b>										
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3. The career consultant suggests that a part-time job would be more suitable if the student intends to continue her education.	<b>True</b>										
4. According to the career consultant, people who have more skills also have more career opportunities.	<b>True</b>										
5. The student says that she is not interested in continuing her	<b>False</b>										



education.		
6. The career consultant will indicate to the student where she can start looking for a job.	<b>True</b>	

## SUBUNIT 4

### 4.1 Reported Speech (1)

Read the conversation. Then select the correct missing words from the drop down lists to complete the passage.

**Answer:**

**Young man:** I want to change my job.

**Career adviser:** Why?

**Young man:** Because I think I don't like what I'm doing now.

**Career adviser:** Let's find out what you really like then.

**Young man:** How are we going to do to find out what I really like?

**Career adviser:** We should find out what you like by doing a simple test.

**Young man:** Oh! This sounds easy.

**Career adviser:** Yes, it is easy and it will be a better start.

The young man **said** he wanted to change his job. The career adviser **asked** him why. The young man **answered** that he didn't like what he was doing at that moment. The career adviser **suggested** finding out what he really liked. Then, the young man **asked** how they were going to find out what he really liked. The career adviser **suggested** finding out what he really liked by doing a simple test. The young man **said** that that sounded easy. The career adviser **agreed** that it was easy and it would be a better start.

### 4.2 Reported Speech (2)

Read the sentences carefully. Then, choose the correct form of the verbs from the drop down lists to complete them.

**Answer:**

"Have you seen my glasses?", my mother asked.

My mother asked me if I **had seen** her glasses.

"The neighbours are making too much noise", my father complained.

My father complained that the neighbours **were making** too much noise.

"They called me for an interview tomorrow", my friend told me.

My friend told me they **had called** him for an interview the next day.

"You will get a bonus if you finish your project on time", my boss told me.



My boss told me I *would get* a bonus if I finished my project on time.  
“Job satisfaction is more important than money”, our teacher told us.  
Our teacher told us that job satisfaction *was* more important than money.  
“How did you find your job?”, my uncle asked me.  
My uncle asked me how I *had found* my job.

## SUBUNIT 5

### 5.1 Evaluation: Question 1: Drag and Drop

Sometimes police officers offer ..... services, such as in football matches or big concerts.

Answer:

emergency

### 5.2 Evaluation: Question 2: Multiple choice

Bioinformaticians ..... our understanding of biological processes.

Answer:

increase

### 5.3 Evaluation: Question 3: Drag and Drop

The main ..... of a shop assistant is to assist customers in finding the desired products in the shop.

Answer:

responsibility

### 5.4 Evaluation: Question 4: Multiple choice

A career ..... provides information, advice and guidance to help people make realistic choices about education, training and work.

Answer:

adviser

### 5.5 Evaluation: Question 5: Multiple choice

The company's ..... is to ensure equal opportunities for all job applicants.

Answer:

policy

**5.6 Evaluation: Question 6: Drag and Drop**

Women are often ..... from managerial positions.

**Answer:**

excluded

**5.7 Evaluation: Question 7: Multiple choice**

"I want an interesting job." He said that he ..... an interesting job.

**Answer:**

wanted

**5.8 Evaluation: Question 8: Multiple choice**

"What kind of job are you interested in?" She ..... me what kind of job I was interested in.

**Answer:**

asked

**5.9 Evaluation: Question 9: Multiple choice**

"I left the company two years ago."

He said he had left the company two years .....

**Answer:**

before

**5.10 Evaluation: Question 10: Drag and Drop**

"I will start work tomorrow." She told me that she ..... start work the next day.

**Answer:**

would



## 5.24. ΑΤ\_ΑΓΓ\_Β\_ΨΕΠ13\_Life at Work\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC 13
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Β_ΨΕΠ13_Life at Work_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Work, company, business, workplace, crosswords, communication, conversation, people, meeting, listening, grammar, expressing emotions/ likes/dislikes, pleasure/ displeasure.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• The lesson provides information about working at multinational companies and communication at work (tips for better communication, issues for communication, how to prepare a meeting).</li> <li>• The grammar structures refer to adjectives that express emotions and phrases of likes &amp; dislikes.</li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use adjectives (-ed, -ing) to express emotions
TG3	use phrases (like, love, enjoy, hate + Gerund or noun to express pleasure/displeasure , likes/dislikes



TG4	use vocabulary related to communication at workplace
TG5	talk and write about life at work.

Evaluation activities' solutions and answers for open – ended questions.

## SUBUNIT 1

### 1.2 Multinational Companies - Quiz

Decide whether the statements are True or False.

#### Answer:

Multinational companies are companies that have production units or deliver services on least two different continents.	<b>False</b>
Multinational companies usually have many resources at their disposal.	<b>False</b>
Cultural diversity is often a reality in multinational companies.	<b>True</b>
MNCs have no interest in developing the skills of their employees.	<b>True</b>
No one needs good communication skills when they work for a multinational company.	<b>False</b>
Management is regarded by some people as a type of leadership.	<b>True</b>

### 1.3. MNCs – An Attractive Option?

(The essay should be about 350 words).

The students should be able to:

- explain why he/she would or would not like to work for a multinational company.
- use adjectives (-ed, -ing) to express emotions.
- use phrases (like, love, enjoy, hate + Gerund or noun to express pleasure/displeasure , likes/dislikes.
- use vocabulary related to communication at workplace.
- talk and write about life at work.



## SUBUNIT 2

### 2.3 Issues of Communication

Select the correct word from the drop down lists to complete the text.

#### Answer:

In any type of **business** effective communication is essential. This is why it is worthwhile to take some time to think about how to better achieve it in the **workplace**. First of all, we need to be direct and clear with our **client** and our co-workers so that they are able to understand us. Secondly, we need to remember that **communication** is not a one-way street. You have to be willing to listen as well as to speak. Another way to avoid **misunderstandings** is to think about what to say before you say it. Finally, don't be too negative. It is **necessary** to solve problems, but we must also take time to stress the positive. By being too negative, you may destroy a person's **desire** to work. But by being positive, you can **encourage** others to work to their full potential. Effective communication between **co-workers** is good for both the individuals and the business. So be clear, get to the point, be personal, listen, think before you speak, and **avoid** any negative behaviour.

## SUBUNIT 3

### 3.1 Are You Ready for the Meeting?

Listen to the dialogue between two co-workers. Then read the sentences on the screen and decide whether they are true or false.

#### Answer:

Sarah says she is not prepared for the upcoming meeting.	<b>False</b>
Daniel doesn't like meeting with his co-workers.	<b>False</b>
Sarah gets bored when the managers present their ideas.	<b>True</b>
Daniel is annoyed when the managers say they do not do their best to meet the objectives.	<b>True</b>
Sarah liked the last meeting.	<b>True</b>
The managers concluded that the publicity campaign had poor results.	<b>False</b>



## SUBUNIT 4

### 4.1 Adjectives Ending in –ing and –ed

Select the correct word from the drop down lists to complete the text.

Answer:

Yesterday the boss called me in his office to inform me that he was very *satisfied* with the results of my work. I was happy to hear that and I told him that I found the project *exciting*. I also mentioned that the participants were *pleased* with the final result. My co-workers however, didn't feel the same; they wanted a more *rewarding* prize. They had some *interesting* ideas like having an office party but the boss was not at all *amused* by what they were saying. In fact he was quite *disgusted* by their behaviour and left. When he asked them to think of more *inspiring* suggestions they didn't like it. They found his behaviour *disturbing*. I thought this whole situation was very *tiring*.

### 4.2 Expressing Likes and Dislikes, Pleasure and Displeasure

Select the correct word from the drop down lists to complete the text.

Answer:

We have a meeting tomorrow at 11. Our boss says that meetings are very useful but many people don't *like* them. I don't mind them at all. I *enjoy* them the most when other people give their presentations. I also *love* it when the presentations are over and all of us have a coffee break, without the boss. The part that I am not *keen on* is when I have to give a presentation myself. I *hate* it when people ask me questions at the end of the presentation. Some of my co-workers actually *don't mind* this; they say they *enjoy* it. My boyfriend also *hates* it when we have meetings at work. He says he *doesn't like* waiting for me when I am late. I don't *enjoy* that I am sometimes late either.

## SUBUNIT 5

### 5.1 Evaluation: Question 1: Drag and Drop

Good communication ..... are often a condition for people who are looking for a job with a multinational company.

Answer:

skills

**5.2 Evaluation: Question 2: Multiple choice**

The managers are the people who ..... and control a company.

**Answer:**

run

**5.3 Evaluation: Question 3: Drag and Drop**

Some people use less obvious methods of ..... to make the others do what they want.

**Answer:**

coercion

**5.4 Evaluation: Question 4: Multiple choice**

Communication in the workplace is sometimes difficult because the ..... often don't know each other very well.

**Answer:**

employees

**5.5 Evaluation: Question 5: Multiple choice**

The boss hopes we will be able to ..... our objectives this year.

**Answer:**

meet

**5.6 Evaluation: Question 6: Drag and Drop**

You should be polite at workplace when you tell others you don't ..... with them.

**Answer:**

agree

**5.7 Evaluation: Question 7: Multiple choice**

I was very ..... by the outcome of the meeting.

**Answer:**

disappointed

**5.8 Evaluation: Question 8: Multiple choice**

I think this is a very ..... conversation.

**Answer:**

boring

**5.9 Evaluation: Question 9: Multiple choice**

She doesn't ..... organising meetings. She thinks this is a boring job.

**Answer:**

like

**5.10 Evaluation: Question 10: Multiple choice**

I enjoy ..... to my new colleagues. They are interesting people.

**Answer:**

talking

## 5.25. ΛΤ\_ΑΓΓ\_Β\_ΨΕΠ14\_Holidays\_2.0

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### Basic General Information

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<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC 14
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Β_ΨΕΠ14_Holidays_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Destination, tourism, holiday, beautiful, more beautiful, most beautiful, popular, tourist destinations, world, destination, exotic, Hawaii, Trip, travel, journey, countries, holiday package, Australia, Sydney, Melbourne, Europe, places, London, Amsterdam, Rome, Moscow, Cannes, The Alps, The Rhine Valley, hangman, game, shall, suggest, could, Venice, carnivals, gondola, the Tour Eiffel, interesting, facts, nature, environment, environmentally, attitude, should, Cyprus, travelling, quiz, museum, exhibits, collection, antiquities, crosswords, vocabulary, expressing, wishes, regrets.



<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about holidays and tourist destinations.</li> <li>• The grammar structures refer to suggestions using <i>lets, shall we, we could, why don't we, what about, I suggest...</i>, to wishes or regrets using <i>I wish, if only</i> and to the use of <i>more/most</i>.</li> </ul>
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## Tutorial Goals

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S/N	Tutorial Goals
Learners should be able to read, listen and view in order to:	
TG1	Grasp the main ideas of the subject and correctly use the material at hand in its entirety
TG2	Make suggestions using <i>lets, shall we, we could, why don't we, what about, I suggest...</i>
TG3	Make wishes or regrets using <i>I wish, if only</i>
TG4	Use vocabulary related to holidays
TG5	Talk and write about holidays.

## Evaluation activities' solutions and answers for open – ended questions.

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<b>SUBUNIT 1</b>
<p><b><u>1.2 A Popular Holiday Destination</u></b></p> <p>Drag and drop the words into the blanks to complete the text.</p> <p><b><u>Answer:</u></b></p> <p>Hawaii is a popular holiday <i>destination</i>. It is a state of the United States of America, <i>located</i> in a group of islands in the central Pacific Ocean, southwest of the continental United States. The <i>main</i> destinations for holidays are the largest island Hawaii, also called the "Big Island", and the neighbouring islands of Maui, Molokai, Oahu and Kauai.</p>



The "Big Island" has many tourist *attractions*. Here you can *admire* some incredible natural beauties such as the idyllic white sand *beaches* and snow capped *mountains*. The Hawaiian Volcanoes National Park is the most *popular* attraction of the island. You can visit the park by car or *explore* it on foot.

Another interesting place *to visit* is the National Historical Park, where you can see many ruined temples.

### 1.3 Round-the-World Trip

Click on the "Play" button in the audio player and listen to the speaker carefully. Click to select the correct answer for each question.

#### Answer:

1. How long is the holiday?

20 days

2. How many countries does the holiday package include?

Six

3. How many cities can you visit?

Eight

4. Which city will you visit first?

Paris

5. What cities can you visit in Australia?

Sydney and Melbourne

6. Where can you try the Thai cuisine?

Bangkok

## SUBUNIT 3

### 3.2 Cyprus Tourist Destinations Quiz

Decide whether the statements are True or False. Click to select the correct answer for each question.

**Answer:**

In Nicosia one can admire both churches and mosques.	True
The House of Dionysos is decorated with well preserved Roman mosaics.	True
Larnaka is the second largest city in Cyprus.	False
Lemesos hosts a famous carnival in spring and a wine festival in late summer.	True
Tourists visiting Cyprus can admire the beautiful Church of Profitis Ilias in Pafos.	False
Saint Lazarus is the patron Saint of Lefkosia.	False

**SUBUNIT 4****4.1 Expressing Wishes and Regrets (1)**

Select the correct word from each drop down list to complete the text.

**Answer:**

I *wish* you had come with us on holiday. We saw so many interesting places and we had such a good time. I *regret* I didn't insist that you come with us. I am sure you would have loved London. There are so many attractions and plenty of things you can do. I wish we *had stayed* a little bit longer but unfortunately, we had to return home. We spent our day at the airport because our flight was delayed. As soon as we passed passport control we heard from the speakers: "Cyprus Airways *regrets* to announce the delay of flight CY342 to Cyprus. Departure time will be announced later on."  As soon as I heard the announcement I wish we *hadn't come* to the airport so early. Anyway, we want to go to London again in January. I want to go shopping too, this time. I *wish* that my boss gives me some days off after New Year's. You can come with us if you *want*. If *only* you can make it, we are going to have a great time together.

**4.2 Expressing Wishes and Regrets (2)**

Select the correct answer from each drop down lists to complete the text.

**Answer:**

Ever since my parents got a divorce, things have changed and I feel depressed. I wish my Mom *didn't* have such high expectations of me. I wish my dad would *call* me more often. I *wish* my best friend would hang out with me more often. I wish we *could* live in a bigger house. There are 3 things I don't regret though. I don't regret my parents' *decision* to separate; they were very unhappy. I also don't regret *having* hobbies; they keep me fit and energetic. And finally, I don't *regret* having a sister. We share secrets and discuss our problems. I wish though I hadn't



*been* so jealous of her when we were younger.

## SUBUNIT 5

### 5.1 Evaluation Test: Drag and Drop

Paris, also called the "city of light", is a popular ..... destination.

Answer:

tourist

### 5.2 Evaluation Test: Multiple choice

You can do a lot of ..... in London.

Answer:

sightseeing

### 5.3 Evaluation Test: Drag and Drop

The main destination for holidays is the ..... of Hawaii, also called the 'Big Island'.

Answer:

island

### 5.4 Evaluation Test: Multiple choice

Rome is the home of one of the world's greatest ..... civilizations.

Answer:

ancient

### 5.5 Evaluation Test: Multiple choice

While in the Alps you can ..... skiing or snowboarding.

Answer:

go

### 5.6 Evaluation Test: Drag and Drop

Lefkosia is the ..... of Cyprus.

Answer:

capital

**5.7 Evaluation Test: Multiple choice**

I wish the weather ..... better when we went on that cruise last summer.

**Answer:**

had been

**5.8 Evaluation Test: Multiple choice**

Olympic Air regrets ..... the cancellation of OA335 to Athens.

**Answer:**

to announce

**5.9 Evaluation Test: Multiple choice**

They regret ..... ignored the warnings when they visited the park.

**Answer:**

having

**5.10 Evaluation Test: Drag and Drop**

I wish she would stop ..... all the time during the movie.

**Answer:**

talking



## 5.26. ΑΤ\_ΑΓΓ\_Β\_ΨΕΠ15\_Connecting Cultures\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC15
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Β_ΨΕΠ15_Connecting Cultures_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Culture, subculture, counterculture, introduction, definition, manifestations, cultural differences, reconciliation, cultural communication, language, vocabulary, belief, diversity, greetings, identity, origin, rituals, traditions, value, cultural word search communicate, cultural areas, globe, world, map, cultural trip, Clothing, country, traditional, main religions, Islam, Taoism, Christianity, Buddhist, Judaism, Shinto, famous, foods, crossword, British, life, Savvy, globalization, Cyprus, lifestyle, global world, teenager, cultures, celebrate, New Year's Eve, multiculturalism, excuses, apologies, grammar, apologise, make excuses, sorry, forgive, beg, regret, amends.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about <ul style="list-style-type: none"> <li>▪ the cultures in different places around the globe,</li> <li>▪ about cultural differences,</li> <li>▪ some of the most famous traditional clothes</li> <li>▪ the main religions in the world</li> <li>▪ British Culture</li> <li>▪ Cultural impacts of globalization</li> </ul> </li> <li>• Grammar refers to the apologies and make excuses constructions.</li> </ul>



## Tutorial Goals

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S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use apologise and make excuses
TG3	use vocabulary related to misunderstandings
TG4	talk and write about lifestyles.



Evaluation activities' solutions and answers for open – ended questions.

**SUBUNIT 2**

**2.3 Country Clothes**

Click and drag to connect a type of clothing with the country that it originates from.

**Answer:**

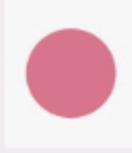
Flamenco dresses 	Kilt 	Kimono 	Eskimo coat 	Poncho 
Scotland	Russia	Mexico	Japan	Spain

*Note: Green lines connect Flamenco dresses to Spain, Kilt to Scotland, Kimono to Japan, Eskimo coat to Russia, and Poncho to Mexico.*

**2.4 World Religions**

Link the country to its main religion and find out what you know! Click and drag to connect each name of a country with its main religion.

**Answer:**

Laos 	Japan 	China 	Israel 	Pakistan 	Italy 
Islam 	Taoism 	Christianity 	Buddhist 	Judaism 	Shinto 

*Note: Green lines connect Laos to Buddhism, Japan to Shinto, China to Taoism, Israel to Judaism, Pakistan to Islam, and Italy to Christianity.*

**SUBUNIT 4****4.1 Apologising, Making Excuses, Accepting an Apology**

Read the sentences carefully. Click on the dropdown menu for each gap. Then choose the correct form from the dropdown menu to complete the sentences.

**Answer:**

Helen: Tim, have you got a minute?

Tim: Well, it's not like I've got a ton of things to do, is it?

Helen: No, no, it's not. Tim, I want to *apologise* for the way I spoke to you the other day.

Tim: Well, I have to admit you really hurt my *feelings*... but thanks, Helen. Well I should say sorry, too. I didn't *mean* to put you in a difficult position.

Helen: Actually it was me who was out of *order*. I've been having a hard *time* lately, but that's no excuse. I'm sorry for *shouting* at you.

Tim: That's OK. Don't *worry* about it! It was all a huge *misunderstanding*. Would dinner make us friends again?

Helen: Sure would! My treat!

**SUBUNIT 5****5.1 Evaluation: Question 1: Multiple choice**

Culture varies ..... .

**Answer:**

In time and space

**5.2 Evaluation: Question 2: Multiple choice**

The degree of ..... in a culture is an important matter to consider when defining differences between cultures.

**Answer:**

Inequalities

**5.3 Evaluation: Question 3: Multiple choice**

One should ..... a culture before they form an opinion on it.

**Answer:**

Study

**5.4 Evaluation: Question 4: Drag and Drop**

..... manners are important in every culture.

**Answer:**

Table.

**5.5 Evaluation: Question 5: Multiple choice**

..... is a sport invented in England.

**Answer:**

Cricket.

**5.6 Evaluation: Question 6: Drag and Drop**

The new global world has also been called the global .....

**Answer:**

Village

**5.7 Evaluation: Question 7: Multiple choice**

I ..... for being late, I was at an English exam.

**Answer:**

Apologise.

**5.8 Evaluation: Question 8: Drag and Drop**

I'm really sorry that I hurt your feelings. It was a terrible .....

**Answer:**

Misunderstanding.

**5.9 Evaluation: Question 9: Multiple choice**

She is sorry for not ..... there on time. There was a terrible traffic jam.

**Answer:**

Being.

**5.10 Evaluation: Question 10: Multiple choice**

Please send my apologies to her mother, I didn't mean to be out of ..... at dinner.

**Answer:**

Order.



## 5.27. ΛΤ\_ΑΓΓ\_Β\_ΨΕΠ16\_Tolerance vs. Conflict \_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC 16
<b>Title fo the DEC</b>	ΛΤ_ΑΓΓ_Β_ΨΕΠ16_Tolerance vs. Conflict _2.0
<b>Version</b>	2.0
<b>Keywords</b>	Tolerance, discrimination, diversity, equality, pluralism, rights, essay, writing, war, conflict, cooperation, competition, racism, segregation, listening, meet, talk, school, students, game, stereotype, tolerance, video, jigsaw puzzle, matching, communication, evaluation, grammar, verb, tenses.
<b>Scientific/ Theoretical Knowledge for the Teachers</b>	<ul style="list-style-type: none"> <li>• The lesson provides information about the importance of tolerance, dealing with conflicts and working together.</li> <li>• The grammar structures refer to tenses.</li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use vocabulary related to socializing
TG3	revise tenses
TG4	talk and write about cooperation, tolerance, conflict and racism.



## Evaluation activities' solutions and answers for open – ended questions.

### SUBUNIT 1

#### 1.3 The Story of Rosa Parks

Click on the "Play" button in the audio players and listen carefully. Decide whether the statements are True or False.

#### Answer:

Mrs. Rosa Parks, an Afro-American woman, was arrested because she refused to give up her seat to a white bus rider.	<b>True</b>
When she was asked to stand and give up her seat, Mrs. Rosa Parks addressed offensive remarks to the white bus rider.	<b>False</b>
The pastor Dr. Martin Luther King Jr. was very angry with Rosa Parks because of what she had done.	<b>False</b>
Dr. Martin Luther King Jr. and other leaders of the African-American community decided to organize a boycott of the bus company.	<b>True</b>
The members of the white community in Montgomery completely ignored the boycott because all the seats in the buses were only theirs now.	<b>False</b>
The United States Supreme Court decided that the segregation on buses was illegal.	<b>True</b>
The boycott was a complete failure.	<b>False</b>

### SUBUNIT 2

#### 2.3. An Essay on Tolerance.

(The essay should be about 200 words).

The student should be able to:

- explain how the student tolerates other people's views.
- how they deal with conflict in their daily life.
- use vocabulary related to socializing.
- talk and write about cooperation, tolerance, conflict and racism.



## 2.2 Conflicts - A Fact of Life

Read the text carefully. Click on the dropdown menu. Click on the correct answer.

### Answer:

When you consider what a *multicultural* society we live in, with so many different backgrounds and perspectives, it is not surprising that *conflict* is a part of our everyday life. This is because people have *different* perspectives in relation to the same issues. The idea of having a society with no conflict is clearly a fantasy. However, this is not necessarily a *problem*, as conflict can also be positive. Many important changes in our society have occurred as a result of conflicts. The important *question*, then, is not: 'How do we *create* a world without conflict?', but, rather: 'How do we manage conflict positively?'

## SUBUNIT 4

### 4.1 Martin Luther King Jr.

Drag the correct words from above and drop them into the blanks to complete the text.

### Answer:

Dr. Martin Luther King, Jr. *is* a symbol of the civil rights movement. He *was* a pastor in Alabama. He and other members of the Afro-American community decided to boycott the bus company when Rosa Parks was arrested because she *had refused* to give up her seat to a white bus rider. The white community to the boycott with violence. Dr. King's house was bombed. When Dr. King arrived home after his house *responded* bombed, he found a crowd of angry men who *had been*. He told them: "We must learn to meet hate with love".

Dr. King continued to work against racial discrimination in the USA. In his historic "I *were waiting* Have a Dream" speech he gave in 1963, he said: "I *have* a dream that my four little children will one day live in a nation where they *will not be* judged by the colour of their skin, but by the content of their character."

### 4.2 Tenses

Read the sentences carefully. Then choose the correct form of the verb from the dropdown lists to complete them.

**Answer:**

Nelson Mandela *is* a symbol of equality and freedom. Mandela *was* the first democratically elected president in South Africa. He *became* president in 1994, in the country's first multi-racial elections. Before that, Mandela *had spent* 27 years in prison. He became widely known for his willingness to unite South African people. After he was released from prison, he *initiated* the design of a new flag for South Africa. He wanted the new flag to reflect the union of the South African black and white population. In 2009, a film *was released* to tell the inspiring true story of how Nelson Mandela joined forces with the captain of South Africa's rugby team to help unite their country. In 2004, at the age of 85, Mandela *announced* that he would be retiring from public life. His health *had declined*, and he wanted to enjoy more time with his family.

**SUBUNIT 5****5.1 Evaluation Test: Drag and Drop**

Tolerance is the willingness of individuals to accept behaviour and ..... Which are different from their own.

**Answer:**

beliefs

**5.2 Evaluation Test: Multiple choice**

The European Union with its 27 members is an excellent example of a ..... society.

**Answer:**

multicultural

**5.3 Evaluation Test: Drag and Drop**

The best way to ..... Conflicts is patience and honest discussion.

**Answer:**

resolve

**5.4 Evaluation Test: Multiple choice**

The ..... of wars between countries can be political, religious or economic.

**Answer:**

causes

**5.5 Evaluation Test: Multiple choice**

Cooperation is often seen as the ..... of competition.

**Answer:**

opposite

**5.6 Evaluation Test: Drag and Drop**

Competition ..... Individuals to compete with each other to achieve a goal.

**Answer:**

motivates

**5.7 Evaluation Test: Multiple choice**

I think diversity is important because it ..... life more interesting.

**Answer:**

makes

**5.8 Evaluation Test: Multiple choice**

There ..... many conflicts between the management and the workers over the years.

**Answer:**

have been

**5.9 Evaluation Test: Multiple choice**

They ..... about a solution to the conflict when a bomb exploded in the centre of the city.

**Answer:**

were discussing

**5.10 Evaluation Test: Drag and Drop**

We ..... Together these days to find a solution to internet crimes.

**Answer:**

are working



## 5.28. ΑΤ\_ΑΓΓ\_Β\_ΨΕΠ17\_Jane Eyre\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC 17
<b>Title of the DC</b>	ΑΤ_ΑΓΓ_Β_ΨΕΠ17_Jane Eyre_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Queen Victoria, unemployment, industry, upper class, victorian costume, game, hangman, Victorian, England, Jane Eyre, characters, relations, evil, good, summary, Cinderella, Bluebeard, Arabian Nights, Beauty and the Beast, love, adjectives, pleasant, rich, emotion, strong, Jane, Rochester, femininity, masculinity, letter, friend, description, masculinity, word search, features, people, governess.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• Facts about Victorian England</li> <li>• Plot and characters in Jane Eyre novel</li> <li>• Grammar and evaluation tests</li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	describe people using be like, look like , look + adj. , look as if
TG3	express surprise, anger, indignation
TG4	use definite and indefinite articles
TG5	use vocabulary to describe people



TG6

make descriptions of people orally and in writing.

Evaluation activities' solutions and answers for open – ended questions.

## SUBUNIT 2

### 2.2 Summary

Drag the correct word from above and drop them into the blanks to complete the text.

#### Answer:

The book follows the heroine through her *troubled* childhood and life as a young woman. She begins her life as a *poor* orphan. Mrs Reed, her *hard-hearted* aunt, takes care of her but treats her in an *unfriendly* and often *cruel* manner. Jane goes to the *charitable* Lowood Institution. There she meets the *kind* Miss Temple and then moves to a post teaching the child of Mr Rochester. He is a *dark,passionate* man who is attracted to Jane not for her appearance but for her intellect. Soon the truth of Mr Rochester is revealed: he is married to a *mad* Creole woman who is kept in his tower. Jane thinks that Rochester is evil and leaves him. Finally, he manages to bring her back, convince her of his good intentions and marry her.

### 2.3 Love Stories

Select the correct article from the drop down lists to complete the text.

#### Answer:

Beauty and the Beast is quite well known in *the* world of *[no article]* fairy tales. Beauty's father has lost his wealth and travels in *the* hope of a good business venture. Beauty wants her father to bring her a rose from his journey. He gets to the castle of *the* Beast and takes *a* rose. The Beast forces him to promise he will send one of his daughters. Beauty chooses to go. Once at the castle she finds that the Beast is very kind hearted and treats her like *the* queen of the castle. Through a magic mirror she sees that her father is very ill, and the Beast agrees to let her go home. Beauty stays longer than promised and when she reaches his castle she finds the Beast on *the* ground. After Beauty confesses her love for him, he is turned into a prince. *A* fairy explains to Beauty that *the* prince is alive because she chose *[no article]* virtue over beauty. Jane does the same with Mr. Rochester. After getting to know Rochester, Jane comes to realize that it's what's on the inside that counts.



### SUBUNIT 3

#### 3.2 Describing People

Click on the "Play" button in the audio player and listen to the speaker carefully. Decide whether the statements are True or False.

#### Answer:

1. Mr. Rochester stretched his hand to touch Jane.	<b>False</b>
2. Jane was invisible to Mr. Rochester.	<b>True</b>
3. Mr. Rochester was very much changed.	<b>False</b>
4. Mr. Rochester climbed the stairs.	<b>False</b>
5. It was night.	<b>False</b>
6. It was raining.	<b>True</b>

#### 3.3. Letter Writing.

The student should be able to:

- describe people using be like, look like , look + adj. , look as if.
- express surprise, anger, indignation.
- use definite and indefinite articles.
- use vocabulary to describe people.
- make descriptions of people orally and in writing.

### SUBUNIT 4

#### 4.1 Descriptions

Click on the words on the left. Drag to match them with the correct definitions on the right.

#### Answer:

1. Poor - *not having money.*
2. Unpleasant - *the opposite of pleasant.*
3. Warm-hearted - *close to people and helpful.*
4. Generous - *giving.*
5. Passionate - *having intense feelings.*
6. Evil - *harmful.*
7. Troubled - *having a lot of worries.*



#### **4.2 Expressing Indignation, Surprise or Anger**

Select the correct word from the drop down lists to complete the text.

**Answer:**

John, have you tidied up your room yet? *I don't believe it!* What a mess!

*You're joking*, mum! I've just tidied up!

*That can't be true*, John! I can see socks on the floor and your clothes are all over the place! I'm *fed up with your lies!* your lies! You can forget about this week's pocket money.

*How can you?* You know I've been saving to buy a new mobile phone. *You can't be serious!*

Well, I am serious. *I've had just about enough of* your behaviour!

### **SUBUNIT 5**

#### **5.1 Evaluation: Question 1: Drag and Drop**

The Industrial Revolution brought changes that affected the socioeconomic and ..... conditions in Victorian England.

**Answer:**

cultural

#### **5.2 Evaluation: Question 2: Multiple choice**

During Victorian times, lower and middle class women worked as domestic servants, washerwomen or..... .

**Answer:**

seamstresses

#### **5.3 Evaluation: Question 3: Multiple choice**

Mr Rochester is attracted to Jane for her

**Answer:**

intellect

#### **5.4 Evaluation: Question 4: Drag and Drop**

Jane ..... society's attempts to restrict women's intellectual activities.

**Answer:**

opposed

**5.5 Evaluation: Question 5: Multiple choice**

After he had met Jane, Mr. Rochester was not afraid to ..... social conventions.

**Answer:**

defy

**5.6 Evaluation: Question 6: Drag and Drop**

Jane is filled with ..... compassion and generosity.

**Answer:**

kindness

**5.7 Evaluation: Question 7: Multiple choice**

..... is someone who expresses strong emotions.

**Answer:**

Passionate

**5.8 Evaluation: Question 8: Multiple choice**

He is the most ..... person I have ever met. He is always willing to give whatever he can to the poor.

**Answer:**

generous

**5.9 Evaluation: Question 9: Multiple choice**

..... He is so cruel that he refused to talk to her for two weeks after their argument!

**Answer:**

I don't believe it!

**5.10 Evaluation: Question 10: Multiple choice**

..... Stop talking to each other and go on with the test!

**Answer:**

I'm fed up with you!



## 5.29. ΛΤ\_ΑΓΓ\_Β\_ΨΕΠ18\_Addictions\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC 18
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Β_ΨΕΠ18_Addictions_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Addictions, smoking, chocolate, caffeine, drinking, sadness, heart disease, liver, failure, obesity, cancer, drugs, diagnosis, marijuana, dependence, cannabis, LSD, amphetamines, mushrooms, mushrooms, addiction, effects, drug, daily activities, excess, "addictive" passions, books, work shop, shop addict, computer addiction, friends , drug addiction, myths, prevent, abuse, rehabilitation, treatment, heroin, health, think, should, ought to, ought not to, recommend, consequence, first conditionals, if.
<b>Scientific/ theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• Kinds of addictions</li> <li>• The negative effects produced by smoking , drinking and drugs.</li> <li>• Grammar structures and evaluation tests (give advise and possible consequences).</li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the main ideas of the subject and correctly use the material at hand in its entirety
TG2	express and seek approvals or disapprovals



TG3	describe possible consequences (conditionals)
TG4	use vocabulary related to addictions
TG5	talk and write about addictions
TG6	give advice using recommend, advise, suggest, should, ought to.

Evaluation activities' solutions and answers for open – ended questions.

#### SUBUNIT 4

##### 4.2 How He Will Move Forward

Click on the "Play" button in the audio player, listen to the speaker carefully and fill in the blanks with the missing words. Use only one word for each blank.

##### Answer:

I started taking **heroin** when I was 14, out of curiosity. When I was younger, I didn't really know what heroin was. No one told me that heroin was **dangerous**, so it didn't scare me. My **friends** talked about good things when they talked about heroin. They didn't talk about the **bad** side.

Kicking the **habit** was something I had to do for myself, but I wish my friends had told me that I shouldn't use drugs. They never told me that it was bad for my health. I also **wish** my dad had realized that I had a **problem** sooner than he did. It would have made a difference.

Overcoming my **addictions** was the hardest thing I've ever done. I am still working on it. You have to want to do it. It's a lot of **change** It has been hard for me. You've got to want to do it.

I look forward to my **future** now. I want to be a cook and live in a nice place without any problems. I just want to live a trouble free life.

#### SUBUNIT 5

##### 5.1 Give advice

Click on the first half of the sentence on the left. Drag the line to match it with the correct half of the sentence on the right.

##### Answer:

1. I suggest - ***you reconsider your position about smoking.***
2. We ought not - ***to neglect the fact that society is at the root of the problem with addictions.***



3. Governments ought - *to protect children and young people from drug dealers.*
4. I strongly advise you - *to seek professional help for your drug addiction.*
5. I don't think you should - *neglect your bad habit; it may turn into an addiction.*
6. The doctor recommended - *that we all reduce caffeine and chocolate.*
7. We should - *not treat drug addicts like freaks; they need our help.*

### 5.2 Possible Consequences

Drag the words from the upper part of the screen and drop them in the gaps in the text.

#### Answer:

I have been smoking for a year now. My friends don't like it. They always tell me "if *you respect* yourself, you *must give up* smoking" and "if *you care* about our health, you *will get rid* of your bad habit." Sometimes, I think they exaggerate but they are probably right. I know that if I *don't take* my bad habits seriously today, tomorrow it *will be* too late. If *I try* on my own, it *will be* too difficult! Maybe I should get some professional help. If *I go* to the counselling clinic, *I am going to* get professional help and have better chances of giving up smoking.

## SUBUNIT 6

### 6.1 Evaluation: Question 1: Multiple choice

A safer alternative to regular coffee is ..... coffee.

#### Answer:

decaffeinated

### 6.2 Evaluation: Question 2: Drag and Drop

Cannabis is considered to be a light drug, that's why it is ..... in some countries.

#### Answer:

legal

### 6.3 Evaluation: Question 3: Multiple choice

To be near a smoking person in a closed environment is called ..... smoking.

#### Answer:

passive

### 6.4 Evaluation: Question 4: Multiple choice

A workaholic is a person who is addicted to .....

**Answer:**

work

**6.5 Evaluation: Question 5: Multiple choice**

Food ..... is also called bulimia.

**Answer:**

addiction

**6.6 Evaluation: Question 6: Drag and Drop**

People don't always need treatment. They can stop using drugs if they really ..... to.

**Answer:**

want

**6.7 Evaluation: Question 7: Multiple choice**

I ..... you go back to the clinic and give it another try.

**Answer:**

suggest

**6.8 Evaluation: Question 8: Multiple choice**

The doctor ..... that we use decaffeinated coffee from now on.

**Answer:**

recommended

**6.9 Evaluation: Question 9: Drag and Drop**

If you don't do something about your addiction today, tomorrow it ..... be too late.

**Answer:**

will

**6.10 Evaluation: Question 10: Multiple choice**

If you talk to her today, you ..... tell her that her drug problem can be treated.

**Answer:**

should



## 5.30. ΑΤ\_ΑΓΓ\_Β\_ΨΕΠ19\_Equality for All\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC 19
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Β_ΨΕΠ19_Equality for All_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Equality, the declaration of human rights, race, sexuality, age, belief, gender, inequality, equal treatment, equal opportunities, rights, access, love, protection, responsibility, respect, discrimination, barrier, segregation, hate, aggression, people, society, disabled, opportunities, job, education, help, work, children, special needs, exclude, care, support story, needs, impairment, likes, barrier, struggle game, school, diversity, paralympics, Olympic sports, Olympic games, disability, dislikes, grammar, verb, drag-and-drop.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• To understand and promote equality</li> <li>• People's life with special needs</li> <li>• Race and nationality</li> <li>• Grammar and evaluation tests (expressing likes and dislikes, pleasure and displeasure)</li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	express capability or incapability using can, cannot, able to, not able to, unable to



TG3	express pleasure or displeasure, likes or dislikes
TG4	use vocabulary related to people with Special Needs talk and write about people with Special Needs.

### Evaluation activities' solutions and answers for open – ended questions.

#### SUBUNIT 1

##### 1.2 Helen Keller

Read the paragraph about Helen Keller. Choose the correct answer from the drop-down lists to fill in the blanks.

##### Answer:

Helen Keller was a **remarkable** person who is admired all over the world for her strength and courage. Before she became two years old, she became very ill and almost died. The **illness** did not last for a long time and she survived, but it left her deaf and blind. Doctors today **claim** that the illness was either scarlet fever or meningitis.

Helen Keller is a(n) **inspiration** to everyone. She was a very bright, sensitive, and **determined** woman. Even though she had two **disabilities**, she never gave up and lived a very successful life. She **dedicated** her life to helping people.

She travelled the world, and raised money for the **handicapped**. She fought for women's **rights** and birth control and she was against capital punishment and child labour.

Helen Keller's **contributions** will always be remembered and she is considered a hero for many people throughout the world.

#### SUBUNIT 3

##### 3.3. Unified in Diversity.

The students should be able to:

- express capability or incapability using can, cannot, able to, not able to, unable to.
- express pleasure or displeasure, likes or dislikes.



## SUBUNIT 2

### 2.2 Special Needs Vocabulary

Click on each word on the left and drag the line to match it with the correct definition on the right.

Answer:

1. Paralympian - *Someone who competes in the Paralympic Games.*
2. Improve - *To get better.*
3. Treatment - *The use of drugs or exercise to cure a person of an illness or injury.*
4. Interaction - *The situation where two or more people communicate with each other.*
5. Acceptance - *General agreement that someone should be included in a group.*

## SUBUNIT 3

### 3.1 Are You a Good Listener?

Click on the "Play" button in the audio player and listen carefully to the speakers. Select the correct word from the drop down lists to fill in the blanks.

Answer:

I had a very difficult time when I began to lose my *sight* at the end of my sixth form. I felt scared, alone, and I saw no *hope* for the future. I had so many plans. I intended to go to university and start my own business. All these plans were suddenly ruined when I *couldn't* see anymore. I needed someone to help me with everything I *did*. But, somehow, I've *managed* to get through it and keep a balance in my life. I've learned to accept my limitations. I *cannot* see, but I am still able to do many things. I learned the Braille alphabet and when I was 20, I took a foreign language course. Now I can speak Spanish fluently. I still need *support* from my family to *complete* some of the household tasks and to drive me around, but I try to be as independent as I can. I like to go out walking, I meet my friends and I go swimming twice a week. My plans have changed and I want to be a teacher now. Maybe I will soon be *able* to have my own *income*.

## SUBUNIT 4

### 4.1 Expressing Likes and Dislikes, Pleasure and Displeasure

Complete each sentence by selecting the correct answer from the drop down lists.

**Answer:**

**A:** How do you usually spend your free time?

**B:** I *like* sports. I like *playing* basketball and volleyball.

**A:** Do you enjoy *watching* action movies?

**B:** No, I *don't*. I can't *stand* action movies.

**A:** Does he like travelling?

**B:** Yes, he *does*. He loves *seeing* new places.

**A:** How often do you visit the dentist?

**B:** I like to *visit* the dentist twice a year.

**A:** What Cuisine do you like?

**B:** I *like* Indian and Chinese.

**A:** Would you like some coffee?

**B:** No thanks, I don't *really* like coffee.

**4.2 Expressing capability and incapability**

Complete each sentence by selecting the correct tense of the verb in each of the drop down lists.

**Answer:**

Susan is a 20 year old young woman. She lost her hearing when she was 7. Her hearing impairment hasn't isolated her from the others. She *cannot* hear but she *can* read on the lips. She speaks with difficulty but she *can* use the sign language when she needs to.

When she lost her hearing, she moved to a special education school. At the beginning, it was difficult for her. She *couldn't* adjust to all the changes in her life. But she *was able to* get through this difficult period with support from her family, teachers and friends. She made new friends and she continued her education.

Now, Susan has just got a job with an organisation that provides legal advice and counselling to families with disabled children. She hopes that she *will be able to* help children with special needs overcome the difficulties they face and find their own way in succeeding in life.

**SUBUNIT 5****5.1 Evaluation Test: Drag and Drop**

The Universal Declaration of Human Rights ..... thirty basic human rights.

**Answer:**

includes

**5.2 Evaluation Test: Multiple choice**

Gender ..... means that men and women are equal.

**Answer:**

equality

**5.3 Evaluation Test: Drag and Drop**

Racial equality means that all people should be treated equally despite their ..... background.

**Answer:**

ethnic

**5.4 Evaluation Test: Multiple choice**

Physical ..... may involve loss of, or damage to, different parts of the body.

**Answer:**

disability

**5.5 Evaluation Test: Drag and Drop**

Children with special needs shouldn't be isolated in separate learning institutions because this reduces their opportunities for ..... and acceptance.

**Answer:**

freely

**5.6 Evaluation Test: Drag and Drop**

Efforts to create Paralympic Games started with the ..... of one man, Ludwig Guttman.

**Answer:**

insistence

**5.7 Evaluation Test: Drag and Drop**

I don't like ..... football.

**Answer:**

playing

**5.8 Evaluation Test: Drag and Drop**

They ..... Gardening. It's their hobby.

**Answer:**

enjoy

**5.9 Evaluation Test: Multiple choice**

I ..... Speak Italian when I finish this course.

**Answer:**

will be able to

**5.10 Evaluation Test: Drag and Drop**

She ..... swim two kilometers without taking a break.

**Answer:**

can

## 5.31. ΛΤ\_ΑΓΓ\_Β\_ΨΕΠ20\_Natural Disasters\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC 20
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Β_ΨΕΠ20_Natural Disasters_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Natural disasters, earthquake, hazard, flood, drought, high waves, shaking disaster, hazard, tsunami, storm, cyclone, volcano, drag and drop, animation, story, fear, worry, anxious, water, flood, hurricane, lava, damage, grammar, comparison, multiple choice, verb, tenses, active voice, passive voice.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• Hazards and natural disasters (earthquake, flood, drought)</li> <li>• How people must react when an earthquake happens</li> <li>• Volcanic eruption and its effects on environment</li> <li>• Grammar and evaluation test (exercises relating to texts and</li> </ul>



	tenses)
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## Tutorial Goals

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S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	revise tenses in the active and passive voice
TG3	express fears and worries using afraid, worried, anxious
TG4	compare situations using both...and, whereas, according to, however, comparatives and superlatives
TG5	use vocabulary related to Natural Disasters
TG6	talk and write about Natural Disasters.

## Evaluation activities' solutions and answers for open – ended questions.

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### SUBUNIT 1

#### 1.3. Disasters in the World.

The students should be able to:

- express fears and worries using afraid, worried, anxious.
- compare situations using both...and, whereas, according to, however, comparatives and superlatives.
- use vocabulary related to Natural Disasters.
- talk and write about Natural Disasters.



## SUBUNIT 2

### 2.2 An Earthquake Account

Click on the "Play" button in the audio player. Then listen to the speaker carefully and fill in the blanks with the missing words. Use only one word for each blank.

#### Answer:

It was nearly midnight when it happened. I was reading when I noticed the chandelier hanging from the ceiling of my living room *swaying* from side to side. I looked at the curtains and I saw them swaying too. I suddenly heard a strange sound; the chairs and the desk started *shaking*. I realized it was an earthquake. I was *worried* for my children. I ran upstairs to wake them up. I found them *frightened* in bed. We stood together on the floor and *covered* our heads. The house was still shaking. Objects were falling everywhere. I *feared* the whole house would fall upon us. The earthquake lasted nearly five minutes but it felt much longer. It was *terrifying*. Then everything started to calm down. We were still *afraid* to move for a few seconds. We have lived through that, but I'm *anxious* because an earthquake can *strike* at anytime in this area.

*Adapted from various accounts of earthquake survivors.*

## SUBUNIT 4

### 4.1 Comparisons

Drag and Drop the words into the blanks to complete the text.

#### Answer:

Earthquakes and volcanoes are two of *the most dangerous* natural hazards. *Both* volcanoes and earthquakes involve movement in the Earth's crust. Volcanoes generally form in areas where two plates crash or where the plates move apart, *whereas* most earthquakes happen in areas where the plates slide past each other. *Both* earthquakes and volcanoes can be very destructive. Earthquakes can cause damage by causing tsunamis, landslides and fires, *whereas* volcanoes can cause damage by ash flows, release of gases, mudflows, lava flows, and landslides. Sometimes a volcanic eruption can be preceded by an earthquake. Earthquakes are *more frequent* than volcanic eruptions and therefore they cause *more* damage and kill more people in a year *than* volcanoes.

### 4.2 Tsunami

Select the correct tense from the drop down lists to complete the text.

**Answer:**

Thousands of people *are killed* every year from the natural disasters that *happen* around the world. A tsunami *hit* Hawaii yesterday at noon. It *destroyed* everything in its way. At the moment, the buildings *are being repaired* and people *are being taken care of*, after the damage caused by the tsunami. Three people *have lost* their lives by the tsunami so far. Authorities *are trying* to evaluate the damage. It *is estimated* that more than 3000 people have lost their houses. Many countries *have already started* to send volunteers in Hawaii to help in this difficult situation.

**SUBUNIT 5****5.1 Evaluation Test: Multiple choice**

When an earthquake strikes, it can cause extensive ..... and loss of lives.

**Answer:**

damage

**5.2 Evaluation Test: Multiple choice**

A flood is a(n) ..... of water that covers an area of land.

**Answer:**

overflow

**5.3 Evaluation Test: Multiple choice**

The crust of the Earth is made of very large pieces of rock called ..... plates.

**Answer:**

rock

**5.4 Evaluation Test: Drag and Drop**

We ..... earthquakes according to their magnitude.

**Answer:**

measure

**5.5 Evaluation Test: Multiple choice**

In case of an earthquake, stay indoors until the ..... stops.

**Answer:**

shaking

**5.6 Evaluation Test: Drag and Drop**

Ash and toxic gases released in the ..... of a volcano can cause lung damage and other serious health problems.

**Answer:**

eruption

**5.7 Evaluation Test: Drag and Drop**

..... can cause great destruction when they crash ashore.

**Answer:**

Tsunamis

**5.8 Evaluation Test: Multiple choice**

Hurricanes occur ..... than volcano eruptions.

**Answer:**

more frequently

**5.9 Evaluation Test: Multiple choice**

It was ..... earthquake of the century.

**Answer:**

the most devastating

**5.10 Evaluation Test: Multiple choice**

Thousands of houses ..... by a severe flood in 1998.

**Answer:**

were destroyed



## 5.32. ΑΤ\_ΑΓΓ\_Β\_ΨΕΠ21\_Museums Around the World\_2.0

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### Basic General Information

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<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC 21
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Β_ΨΕΠ21_Museums Around the World_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Smithsonian Institution, education, puzzle, problem solving, inventors, natural history, population, evolution, Louvre museum, famous paintings, Paris, art, humility, prejudices, Mona Lisa, Uffizi Gallery museum, Florence, Tuscany, Leonardo da Vinci, word search, museums, interesting, boring, painting, Prado, artist, imagination, statue, color, hangman, relative clause, name, Drag and drop, sentence, conditional, second, third
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about the museums in the United States, The Louvre, The Uffizi Gallery, The Prado Museum</li> <li>• Grammar refers to the Deductions and Suppositions (must, may, might, can, could, have) and The Second and Third Conditional.</li> </ul>

### Tutorial Goals

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S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	describe places using relative clauses + where/which



TG3	deduce and make suppositions using must (have), may (have), might (have), can, can't (have), could (have), second and third conditional
TG4	express interest or lack of interest using be interested in, be bored with, interesting, boring, it doesn't matter + if clause, I don't care + if clause, I don't mind + if clause.

### Evaluation activities' solutions and answers for open – ended questions.

#### SUBUNIT 2

##### 2.2 Art in Our Life

Click on the "Play" button in the audio player. Listen to the speaker carefully and fill in the blanks with the missing words.

##### Answer:

What would our life be without *art*? It would have no *beauty* in it, just endless running around for money and *material* things.

Art *gives* us perspective. We see how a work of art can endure for *centuries* and is still beautiful for us to admire.

Art also *teaches* us humility. Only with a humble *heart* can we enter into the presence of Great Masters.

Finally, art teaches us that all people admire all things *beautiful*. There are no *differences* and no prejudices. Art brings *people* together.

#### SUBUNIT 4

##### 4.3. A Day at the Museum.

(The answer should be about 200 words.)

The student should be able to:

- describe places using relative clauses + where/which.
- deduce and make suppositions using must (have), may (have), might (have), can, can't (have), could (have), second and third conditional.
- express interest or lack of interest using be interested in, be bored with, interesting,



boring, it doesn't matter + if clause, I don't care + if clause, I don't mind + if clause.

## SUBUNIT 5

### 5.1 Deductions and Suppositions

Select the correct word from the drop down lists to complete the text.

#### Answer:

If you visit Italy you simply **must** go to the Uffizi Gallery where you **can** see many wonderful works of art. If you go, you should get there early as there **might** be a long queue to get in. When I went to Italy last year I **could have** gone, but I arrived too late and it had already closed. I **may** go to Italy again next summer. If I do, I know I **must** go to the gallery this time. I **might** wake up extra early to make sure I get there on time. I **could have** done this last time but I didn't know very much about the Uffizi gallery then. Now that I know more about it I definitely want to go there. You **can** see many of Raphael's paintings. There is so much to see, I **might** go twice!

### 5.2 Second and Third Conditional

Click on the first half of the sentence on the left. Drag the line to match it with the correct half of the sentence on the right.

#### Answer:

1. You would get a higher price for the painting - *if you used a different frame.*
2. I might have gone with you to the museum - *if you had asked me nicely.*
3. If I knew how to paint - *I would sit and work on a portrait for hours.*
4. We could have gone to Florence - *if we had more time.*
5. If you had seen the Mona Lisa once - *you could have never forgotten it.*
6. If I had money - *I would buy a lot of art works.*
7. If the weather was good - *I could be at the Louvre right now.*
8. She might have been a great artist - *if she had been given the chance.*
9. If I had had more money - *I would have bought more works of art.*
10. I wouldn't say that about artists - *if I were you.*

## SUBUNIT 6

### 6.1 Evaluation: Question 1: Multiple choice

The National Museum of Natural History in Washington, D.C., which is part of The ....., has a green dome.

**Answer:**

Smithsonian Institution

**6.2 Evaluation: Question 2: Multiple choice**

The Mona Lisa, which was created by ....., is the most famous painting in the world.

**Answer:**

Leonardo Da Vinci

**6.3 Evaluation: Question 3: Drag and Drop**

Leonardo Da Vinci is representative of Italian .....

**Answer:**

Renaissance

**6.4 Evaluation: Question 4: Drag and Drop**

At the Uffizi Gallery you can find ..... from many famous artists.

**Answer:**

paintings

**6.5 Evaluation: Question 5: Multiple choice**

The Prado Museum has the world's finest ..... of Spanish paintings.

**Answer:**

collection

**6.6 Evaluation: Question 6: Drag and Drop**

The best known work displayed at the Prado museum is .....

**Answer:**

Las Meninas

**6.7 Evaluation: Question 7: Multiple choice**

She is not at home. I suppose she ..... left for the museum.

**Answer:**

must have

**6.8 Evaluation: Question 8: Multiple choice**

I ..... this painting. It is not expensive.

**Answer:**

might buy

**6.9 Evaluation: Question 9: Multiple choice**

If i knew how to paint, I ..... to do your portrait.

**Answer:**

would love

**6.10 Evaluation: Question 10: Multiple choice**

We could have gone to Florence if we ..... any money left.

**Answer:**

had had

## 5.33. ΛΤ\_ΑΓΓ\_Β\_ΨΕΠ22\_Theatres and Plays\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	B` Lyceum/ Technical
<b>S/N DEC</b>	DEC 22
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Β_ΨΕΠ22_Theatres and Plays_2.0
<b>Version</b>	2.0
<b>Keywords</b>	theatre, evolution, stages, British theatre, spirit, drama, new, old, true false, quiz, famous theatres, game, Elizabethan theatres, playwrights, plays, authors, crossword, Elizabethan age, features, word-search musicals, Andrew Lloyd Webber Plot, word, drag-and-drop, music, festivals, organization, puzzle, musical, competition, present tenses, past tenses, dialogue, places, history, England, place, dramatist.
<b>Scientific/ Theoretical Knowledge for the</b>	<ul style="list-style-type: none"> <li>• Describing people and places</li> <li>• Evolution of the British theatre</li> <li>• The Elizabethan Theatre</li> </ul>



<b>Teacher</b>	<ul style="list-style-type: none"> <li>• Musicals and Festivals</li> <li>• Grammar and evaluation tests</li> </ul>
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## Tutorial Goals

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S/N	Tutorial Goals
Learners should be able to read, listen and view in order to:	
TG1	grasp the gist and the details
TG2	describe people and places using adjectives
TG3	revise tenses
TG4	use vocabulary related to the description of people and places
TG5	talk about people and places.

## Evaluation activities' solutions and answers for open – ended questions.

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SUBUNIT 1	
<b><u>1.2 The Evolution of Theatre</u></b>	
Decide whether the statements are True or False.	
<b><u>Answer:</u></b>	
A <i>playwright</i> is an actor who plays a character.	<b>False</b>
Actors in Mumming plays wore costumes.	<b>True</b>
The <i>Puritans</i> were a religious group that supported theatres.	<b>False</b>
Playwrights of Restoration comedies gained inspiration from mould cultures.	<b>False</b>
The Farce was a genre of play where the actors sang and danced.	<b>False</b>
<b><u>1.3 Famous Theatres</u></b>	
Read the description of each theatre.	

**Answer:**

Blackfriars	This theatre gets its name from the black robes belonging to the friars, members ...
The Globe	In 1599, William Shakespeare and his play company, The Lord Chamberlain's Men, built ...
The Rose	This theatre was built on the location of a huge rose garden, which gave the theatre ...
The Swan	Built in 1596, this theatre was visually stunning and one of the largest theatres in London ...
The Haymarket Theatre	Built in 1720, this theatre is the 3rd oldest theatre still in use today. Its name originates ...

**SUBUNIT 3****3.2 Scrambled Words**

Rearrange the words in the correct order to form sentences. Drag and drop the words to arrange them in the correct order.

**Answer:**

The Phantom is a disfigured musical genius, who lives hidden in an opera house.

**3.3 Scrambled Words**

Rearrange the words in the correct order to form sentences. Drag and drop the words to arrange them in the correct order.

**Answer:**

The Phantom is jealous and possessive, and wants to make Christine his.

**3.4 Scrambled Words**

Rearrange the words in the correct order to form sentences. Drag and drop the words to arrange them in the correct order.

**Answer:**

He disappears behind a velvet curtain before the police arrive.



## SUBUNIT 4

### 4.1 Present Tenses

Drag-and-drop the verbs at the top of the page to match their corresponding gaps in the text.

#### Answer:

Juliet returns home to discover her wedding *has been moved* ahead one day, and she is to be married the following day. That night, Juliet *drinks* a potion to make her appear dead, but Romeo *does not get* the message in time and thinks she is actually dead. He decides to kill himself rather than live without her. He buys poison and goes back to Verona to take his own life at Juliet's tomb. Outside the Capulet family crypt, Romeo *comes* upon Paris, who *is putting* flowers on Juliet's grave. They fight, and Romeo kills Paris. He enters the tomb, *looks* at Juliet's body, drinks the poison, and *dies* her side. Friar Lawrence, from the local monastery, enters and realises that Romeo *has killed* Paris, and himself. At the same time, Juliet *awakes*. She notices her beloved Romeo and realises *has drunk* he poison. She kills herself using his dagger.

### 4.2 Past Tenses

Choose the correct answer from the dropdown menu.

#### Answer:

Volpone and Mosca *were discussing* the great wealth that Volpone *had won*, when his first visitor *was announced*.

When Hamlet *arrived* home, his mother *had married* Claudius, his father's brother.

While Vladimir and Estragon *were waiting* for Godot near a tree, Pozzo *entered* the stage and *introduced* Lucky, his slave.

Jack *told* Mrs. Bracknell that he *had been found* in a bag at Victoria Station.

When Doctor Higgins *saw* Eliza, she *was selling* flowers in East End.

Doctor Faustus, a Renaissance scholar, *had been* very unhappy before he *discovered* he could get immense power by selling his soul to the Devil.

Roderigo, who *loved* Desdemona, *heard* from Iago that she *had married*.

### 4.3 Talking about People and Places

Read the text. Select the best option from the dropdown menu.

#### Answer:

"I went to the theatre last weekend. To The Globe, you know, that Shakespearean theatre rebuilt in London on the right bank of the *Thames*?" "Oh, I see, and *what* is it like? Is it as picturesque as they say?" "Yes, everything inside looks *antique*. There are three tiers of galleries and a pit. But, you know, the best thing is that they tried to revive the *atmosphere* of the time. They



introduced some actors to us. "Was the audience *surprised*?" "Yes, almost shocked. The actors played the role of the spectators in Shakespeare's time when most of the *poorer* members of the audience paid one penny to stand in front of the stage, while the rich patrons would sit in the covered galleries, which cost more. During the interludes, food and drinks were sold amongst the audience." " *What* about the atmosphere?" "Shakespeare's audiences' *would* have been composed of butchers, iron-workers and millers, sailors from the ships docked in the Thames, glovers, servants, shopkeepers, wig-makers, bakers, and countless other tradesmen with their families. Shakespeare's audiences were *far* more lively than today. They were *loud* and hot-tempered and very interested in the performance on the stage."

## SUBUNIT 5

### 5.1 Evaluation: Question 1: Multiple choice

The play in which characters play and exaggerate is called a .....

#### Answer:

The correct answers are:

1. "characters"
2. "farce"

### 5.2 Evaluation: Question 2: Multiple choice

Most theatres in London are located in the famous district .....

#### Answer:

The correct answer is: "West End".

### 5.3 Evaluation: Question 3: Drag and Drop

Waiting for Godot was written by .....

#### Answer:

The correct answer is: "Samuel Beckett".

### 5.4 Evaluation: Question 4: Multiple choice

The ..... period followed the ..... ban in the history of English theatre.

#### Answer:

1. Restoration
2. Puritan

**5.5 Evaluation: Question 5: Multiple choice**

One of the most famous theatres in Elizabethan England was:

**Answer:**

the Rose

**5.6 Evaluation: Question 6: Association**

Match the theatres and their description:

**Answer:**

1. The Rose - *was built on a former rose garden.*
2. The Blackfriars - *was built on a religious site.*
3. The Swan - *had the name of a white bird.*

**5.7 Evaluation: Question 7: Open type**

Describe the atmosphere in an Elizabethan playhouse. (Write 80-100 words).

The students should be able to:

- use adjectives to describe people and places
- use vocabulary which describes people and places.

**5.8 Evaluation: Question 8: Multiple choice**

The Edinburgh festival is also called the:

**Answer:**

Fringe

**5.9 Evaluation: Question 9: Multiple choice**

The place where an event takes place is called:

**Answer:**

a venue

**5.10 Evaluation: Question 10: Drag and Drop**

Performances at the Fringe Festival attract .....

**Answer:**

media attention.



## 5.34. ΑΤ\_ΑΓΓ\_Γ\_ΨΕΠ01\_Fashion\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N CD</b>	DEC 01
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Γ_ΨΕΠ01_Fashion_2.0
<b>Version</b>	2.0
<b>Keywords</b>	artwork, expression, music, cosmetics, clothes, make-up, hobby, industry, dance, fashion, capitals, location, designers, modeling agency, history, clothing, wear, medieval, modern, timeline, character, era, literature, supermodel, catwalk, designer, art fashion, consumerism, movie, culture, jewelry, advertising, appearance, human body, trousers, purposes, wish, if only, past simple, contrasting, comparing, grammar.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• Fashion-fields of fashion</li> <li>• Throughout history – short history of fashion</li> <li>• Consumerism – catwalk</li> <li>• Grammar and evaluation test</li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	analyze and to synthesize using overall, in short, in summary, to conclude, etc
TG3	assess ideas, opinions, situations, issues using most important, above all, essentially, obviously



TG4	compare and contrast using both...and, neither...nor, either ...or
TG5	express wishes using I wish , if only + Past Simple
TG6	use vocabulary related to clothes and fashion
TG7	talk and write about clothes and fashion.

### Evaluation activities' solutions and answers for open – ended questions.

#### SUBUNIT 1

##### 1.3. Global Fashion Centres.

The students should be able to:

- include the following expressions:
  - Overall
  - In short
  - In summary
  - To conclude
- write a well constructed introduction and conclusion.
- compare and contrast using both...and, neither...nor, either ...or
- express wishes using I wish , if only + Past Simple
- use vocabulary related to clothes and fashion.
- include advantages and disadvantages of the fashion industry.
- indicate whether or not they would choose a profession in the fashion and give reasons why or why not.

#### SUBUNIT 3

##### 3.2. Fashion and Consumerism.

The students should be able to:

- write about 3 effects of consumerism on fashion.
- assess ideas, opinions, situations, issues by using the following words/phrases:
  - using most important
  - above all



- essentially
- obviously
- use vocabulary related to clothes and fashion.

## SUBUNIT 4

### 4.1 Expressing Wishes

Read the text carefully. Then choose the correct answer from the drop down lists to fill in the blanks.

#### Answer:

Dear Kate,

Hi, how are you? How are things going in Paris? I wish I **was** there with you.

I know that you wanted me to come too and now I wish I **had listened** to you and come with you.

Thanks for the lovely hat you sent me. I wish I **had** more money to buy clothes and shoes. I loved the photos of the fashion show you sent me. If only I **lived** in Paris with you, we would have gone to the show together. I wish I **could** convince my parents to let me live in one of the fashion capitals! There's almost nothing to shop here. I wish there **were** more and bigger shops in our town. If only I **earned** a lot of money I would have come and visit you as soon as possible!

Well, that's all for now. I have to go because I have to study for a test. I wish I **didn't have** to go to school tomorrow. Write back soon.

Love,

Anna

### 4.2 Comparing and Contrasting

Read the text carefully. Then choose the correct answer from the drop down lists to fill in the blanks.

#### Answer:

Nowadays, **both** men and women are interested in fashion. In older times, men neither liked shopping **nor** expensive clothes, but today they look after their appearance more than they used to. They **either** go shopping on their own or with a friend. Women either visit the shops alone **or** they are accompanied by their best friends. Lately, both men **and** women go abroad to do their shopping. They either go to big stores where they can find clothes and accessories in reasonable prices **or** they visit designer boutiques. Men **neither** like going to a lot of shops nor spending too much time trying on clothes. Women, on the other hand, spend hours and hours shopping. While shopping, they **either** buy clothes or shoes and accessories.

**SUBUNIT 5****5.1 Evaluation Test: Multiple choice**

Fashion accessories are used by women and men throughout the world because they ..... and complete people's style.

**Answer:**

supplement

**5.2 Evaluation Test: Multiple choice**

The Lombard Metropolis, which is situated in Milan, is famous for its ..... houses and shops.

**Answer:**

fashion

**5.3 Evaluation Test: Drag and Drop**

During the Romantic period, ..... with matching coat, waistcoat and trousers were introduced for men.

**Answer:**

outfits

**5.4 Evaluation Test: Multiple choice**

During the Renaissance, fashion became more ..... and decorative.

**Answer:**

creative

**5.5 Evaluation Test: Drag and Drop**

During a fashion week, fashion designers ..... their latest collections in runway shows.

**Answer:**

display

**5.6 Evaluation Test: Drag and Drop**

Consumerism describes the state where people equate their personal happiness with the ..... of material possessions.

**Answer:**

purchasing

**5.7 Evaluation Test: Multiple choice**

If only I ..... his offer to become a model, I would have been rich and famous by now.

**Answer:**

had accepted

**5.8 Evaluation Test: Multiple choice**

I wish I ..... more money to spend on fashionable clothes.

**Answer:**

had

**5.9 Evaluation Test: Multiple choice****Answer:**

Both ..... New York and Paris are ideal shopping destinations.

**5.10 Evaluation Test: Multiple choice**

We can ..... go shopping or stay home and watch TV.

**Answer:**

either



## 5.35. ΑΤ\_ΑΓΓ\_Γ\_ΨΕΠ02\_Disasters\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 02
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Γ_ΨΕΠ02_Disasters_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Deductions, suppositions, Present Perfect, grammar, verbs, handle, disastrous, situation, natural disaster, skills, life, death, survive, wildfire, jigsaw, puzzle, pieces, image, damage, poaching, methods, hangman, illegal hunting, water conservation, crossword, water pollution, air pollution, effects, deforestation, problem, local, facts, tsunami, story, storms, floods, hurricanes, earthquake, terms, word search, volcanic eruptions, earthquakes.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about: <ul style="list-style-type: none"> <li>▪ Volcanic Eruptions and Earthquake</li> <li>▪ Storms, Floods, Tsunami and Hurricanes</li> <li>▪ Some interesting facts about deforestation</li> <li>▪ Some interesting facts about water pollution and air pollution</li> <li>▪ Some interesting facts about poaching and illegal hunting</li> <li>▪ Some interesting facts about wildfires.</li> <li>▪ Tips on How to Survive a Disaster</li> <li>▪ How to Handle a Disastrous Situation</li> </ul> </li> <li>• Grammar refers to: <ul style="list-style-type: none"> <li>▪ Present Perfect</li> <li>▪ Deductions and Suppositions constructions</li> </ul> </li> </ul>



## Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	explain problems and issues using reported speech and auxiliary verbs
TG3	deduce and make suppositions using must, can't, may, might, could, could have been, double comparatives
TG4	make threats using otherwise, or else
TG5	make predictions
TG6	use the Present Perfect to talk about an event which has recently occurred
TG7	use vocabulary related to disasters
TG8	talk and write about disasters.

## Evaluation activities' solutions and answers for open – ended questions.

### SUBUNIT 4

#### 4.1 Present Perfect

Select the correct word from the drop down lists to complete the text.

#### Answer:

Disasters as reported on the nightly news.

Extensive deforestation in the area **has caused** landslides

The fire **has damaged** several buildings in this neighbourhood **haven't seen**  such a disaster before.

The house at the end of the street **has caught** fire.

The authorities **have not tried** to stop illegal hunting in the forests.

The gases released in the atmosphere **have depleted** the ozone layer.

The companies **have cleaned** the polluted site.

They **have restored** the areas affected by deforestation by planting trees and bushes.

Air pollution **has affected** this region for the last few years.



We **have done** everything we could to clean the river.

#### **4.2 Deductions and Suppositions**

Select the correct word from the drop down menus to complete the text.

##### **Answer:**

When you have a small child in the house, you **can't** leave matches anywhere. They **might play** with them and start a fire. Jack and Jill's children know not to touch matches. They **must have worked** hard to teach them not to play with fire.

They **may be** the most responsible parents I know.

Jack told me "If we do nothing to show our children what to do and what not to do, their behaviour **could be** dangerous to themselves and to others.

They **may become** destructive and unruly.

As a parent, you **must do** your best so that your children are always on their best behaviour.

Being responsible and not leaving matches around is a good start".

### **SUBUNIT 5**

#### **5.1 Evaluation: Question 1: Multiple choice**

Earthquakes are caused by a sudden ..... of energy in the Earth's crust.

##### **Answer:**

release

#### **5.2 Evaluation: Question 2: Multiple choice**

A tsunami ..... when an underwater earthquake takes place.

##### **Answer:**

occurs

#### **5.3 Evaluation: Question 3: Multiple choice**

The effects of floods can be .....

##### **Answer:**

destructive

#### **5.4 Evaluation: Question 4: Multiple choice**

Cars are one of the main ..... of air pollution.

**Answer:**

sources

**5.5 Evaluation: Question 5: Multiple choice**

The authorities ..... many measures to stop illegal hunting in the national park.

**Answer:**

have taken

**5.6 Evaluation: Question 6: Multiple choice**

The firemen ..... a young girl from the house on fire.

**Answer:**

have rescued

**5.7 Evaluation: Question 7: Multiple choice**

Deforestation ..... both people and the environment.

**Answer:**

has affected

**5.8 Evaluation: Question 8: Multiple choice**

Scott ..... from helping flood victims.

**Answer:**

has just returned

**5.9 Evaluation: Question 9: Multiple choice**

The environmentalists say the factory ..... the chemicals into the river.

**Answer:**

must have released

**5.10 Evaluation: Question 10: Multiple choice**

If the temperatures don't fall, wildfires ..... hit the area.

**Answer:**

could



## 5.36. ΛΤ\_ΑΓΓ\_Γ\_ΨΕΠ03\_The Generation Gap\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 03
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Γ_ΨΕΠ03_The Generation Gap_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Generation, evolution, mankind, presentation, history, crossword, people, past, inventors, invention, important people, past century, characters, decades, globalization, overpopulation, poverty, moral issues, disease and terrorism, war, global warming, other environmental changes, global power, intellectual property, technology developments, fossil fuels, modernity, interview, gap, generation, youth, communication, online, journal, generation gap, shift, news, verb, tense, Tower Bridge, past tenses, exercise.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about: <ul style="list-style-type: none"> <li>▪ The Evolution of Mankind</li> <li>▪ Inventors and their inventions in the Past</li> <li>▪ Some interesting facts about the past century.</li> <li>▪ The most important problems of our generation.</li> <li>▪ Some interesting facts about the generation gap.</li> </ul> </li> <li>• Grammar refers to: <ul style="list-style-type: none"> <li>▪ The Simple Past Tense</li> <li>▪ Past Tenses and Used to + Infinitive</li> </ul> </li> </ul>



## Tutorial Goals

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S/N	Tutorial Goal
Learners should be able to read, listen and view in order to:	
TG1	grasp the gist and the details
TG2	ask for and give information
TG3	report activities in the past
TG4	narrate using past tenses, used to + infinitive
TG5	use vocabulary related to the generation gap
TG6	talk and write about the generation gap

## Evaluation activities' solutions and answers for open- ended questions.

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### SUBUNIT 3

#### 3.3. Creative Writing.

(The essay should be about 300 words).

The students should be able to:

- describe how he/she can bridge the generation gap in his/her family.
- ask for and give information.
- report activities in the past.
- narrate using past tenses, used to + infinitive.
- use vocabulary related to the generation gap.
- talk and write about the generation gap.

### SUBUNIT 4

#### 4.1 Past Tenses

Select the correct word from the drop down menus to complete the text.

**Answer:**

It was a sunny summer afternoon. Sarah **was sitting** in the garden of her house with her dog. She obviously was not in a good mood as she **had just had** an argument with her mother. Sarah **wanted** to go to her best friend's party which would take place at the local club. Her mother **had rejected** the idea immediately! At times like this she believed that no one could understand her. She could not help thinking about the time she was little. She **used to spend** a lot of time with her mother back then. She really got on well with her when she was a little girl. They **used to go** for long walks together and read a lot of books.

While she **was trying** to understand what had changed since then, she heard a voice calling her name. It **was** her mother.

Sarah realised she **had been sitting** in the garden for hours. She **decided** to go back inside and find her mother to talk things over.

**4.2 Past Tenses and Used to + Infinitive**

Drag the correct words from above and drop them into the blanks to complete the text.

**Answer:**

I **decided** married had been talking had didn't use to I to spend the day with my grandmother yesterday. While we **were having** lunch outside in the garden we started a discussion about the time she was young. Nowadays things are very different from how they **used to be**. I asked her how she and my grandfather **had got married**. As she explained to me, marriages back then were pre- arranged. Apparently, one of her aunts **had introduced** her to my grandfather. They only went out a couple of times and then they **got** married. She was lucky, though, because as it turned out she **had** a lot in common with my grandfather. The first time they went out together they **had been talking** for hours. Young people **didn't use to** go out with whoever they wanted like they do today. Yet there was a lot more respect for other people back then. It **was getting** cold and we went back into the house. I couldn't help thinking that despite all the freedom we have today, we could still learn many things from the way our grandparents used to live.

**SUBUNIT 5****5.1 Evaluation: Question 1: Multiple choice**

A ..... is the thirty year period between the birth of parents and the birth of their children.

**Answer:**

generation

**5.2 Evaluation: Question 2: Multiple choice**

The Generation Gap exists because ..... .

**Answer:**

younger generations don't share the same opinions with older generations

**5.3 Evaluation: Question 3: Multiple choice**

What is older generations' attitude when it comes to change?

**Answer:**

They are reluctant to accept change.

**5.4 Evaluation: Question 4: Multiple choice**

In terms of social behaviour older generations used to be more ..... in their interactions.

**Answer:**

formal

**5.5 Evaluation: Question 5: Multiple choice**

The best way to bridge the Gap is to ..... .

**Answer:**

listen to other people and learn from each other

**5.6 Evaluation: Question 6: Multiple choice**

Every generation tends to think it is ..... .

**Answer:**

irreplaceable

**5.7 Evaluation: Question 7: Multiple choice**

We ..... a film when the electricity went off.

**Answer:**

were watching

**5.8 Evaluation: Question 8: Multiple choice**

My sister ..... a lot of dolls but she has given them all away.

**Answer:**

used to have

**5.9 Evaluation: Question 9: Multiple choice**

By the time we arrived at the beach, most people .....

**Answer:**

had left

**5.10 Evaluation: Question 10: Multiple choice**

I realised that I ..... the piano for an hour.

**Answer:**

had been practicing

## 5.37. ΛΤ\_ΑΓΓ\_Γ\_ΨΕΠ04\_Consumerism\_2.0

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### Basic General Information

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<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 04
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Γ_ΨΕΠ04_Consumerism_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Consumerism, environment, pressure, healthier, family, bought, value, direct, indirect speech, test, conditionals, vocabulary, word search, consumer terrorism, effects, deforestation, energy crisis, water crisis, global warming, over-consumption, financial debt, commercialism, corporations, documentary, template, consumers' Association, Consumer's Day, slideshow, consensus, authority, consumerist, brain, goods, brands, consumerist, advertising, anti-consumerism, disposal, purchase, brand, simplicity, recycling, crossword, products, society.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• Consumerism versus anti-consumerism</li> <li>• Consumerist behaviour</li> <li>• Mass consumption</li> </ul>



- Grammar and evaluation test

## Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	use direct / indirect speech
TG3	instruct and direct using conditionals
TG4	express attitudes/ obligations using must (not), (don't) have to, had to / didn't have to
TG5	use vocabulary related to consumerism
TG6	talk and write about consumerism.

## Evaluation activities' solutions and answers for open- ended questions.

### SUBUNIT 1

#### 1.4. The Corporation.

The essay should have 5 paragraphs arranged as follows.

- Paragraph 1: Introduction – Should state the topic; explain what the student is going to talk about in his/her essay in 2-3 lines.
- Paragraph 2: Reason 1 – give and justify a reason.
- Paragraph 3: Reason 2 – give and justify a reason.
- Paragraph 4: Reason 3– give and justify a reason.
- Paragraph 4: Conclusion – Should give a summary of the main body of the essay in 2-3 lines.

The students should be able to:

- include the following expressions:
  - Must (not)



- (don't) have to
- had to
- Didn't have to
- Use direct / indirect speech.
- instruct and direct using conditionals.
- use vocabulary related to consumerism.
- talk and write about consumerism.

## SUBUNIT 4

### 4.1 Direct and Indirect Speech

Select the correct form of the verbs from the drop down lists to complete the sentences.

#### Answer:

"I paid a lot of money for my designer bag", she told me.

She told me she **had paid** a lot of money for her designer bag.

"KFC is my favourite fast food restaurant", my sister said.

My sister said that KFC **was** her favourite fast food restaurant.

"I have been shopping from this shop for the last 5 years", she told him.

She told him she **had been shopping** from that shop for the last 5 years.

"We should only buy things we can afford", my mother told me.

My mother told me that we **should only buy** things we can afford.

"If you don't save money, you will soon need a loan", he told me.

He told me that if I didn't save money, I **would** soon need a loan.

"I have bought a bag from Louis Vuitton's collection!" my sister said.

My sister said she **had bought** a bag from Luis Vuitton's collection.

"I didn't know that so many people had credit cards" my father told me.

He told me that he **hadn't known** that so many people had had credit cards.

"Consumerism has become a serious problem", the lecturer said.

The lecturer said that consumerism **had become** a serious problem.

"I attended a seminar about how to save money", I told my friend.

I told my friend that I **had attended** a seminar about how to save money.

### 4.2 Conditionals

Click on the first half of the sentence on the left. Drag the line to match it with the correct half of the sentence on the right.

**Answer:**

1. If we were more willing to share, *we would feel happy and fulfilled.*
2. If we hadn't built so many malls, *we would have had more space for parks.*
3. If we spend less money on unnecessary things, *we will have less financial debts.*
4. If she hadn't bought such an expensive hand bag, *she would have saved enough money to go on holidays.*
5. If I were you, *I wouldn't spend so much money on clothes.*
6. If you go shopping every day, *you will be broke by the end of the month.*
7. If you hadn't talked on the phone for hours, *you would have been able to pay the bill.*
8. If he found a wallet on the street, *he would take it to the police.*

**SUBUNIT 5****5.1 Evaluation: Question 1: Drag and Drop**

Consumerism is the phenomenon where people feel they can only find happiness in ..... material possessions.

**Answer:**

purchasing

**5.2 Evaluation: Question 2: Multiple choice**

Consumer goods are ..... that include food and clothing and are specifically intended for the mass market.

**Answer:**

products

**5.3 Evaluation: Question 3: Drag and Drop**

Luis Vuitton is one of the luxury ..... most often associated with conspicuous consumerism.

**Answer:**

brands

**5.4 Evaluation: Question 4: Multiple choice**

Over-consumption is an effect caused by mass production and it occurs when people consume more than the available..... allow.

**Answer:**

resources

**5.5 Evaluation: Question 5: Drag and Drop**

A solution to over-consumption would be to be careful with the things we buy and only buy things we can .....

**Answer:**

afford

**5.6 Evaluation: Question 6: Multiple choice**

An undesired effect of over-consumption is the ..... created from packaging.

**Answer:**

pollution

**5.7 Evaluation: Question 7: Multiple choice**

"I finished work early, so I went shopping", my mother said.

My mother said that she ..... work early, so she had gone shopping.

**Answer:**

had finished

**5.8 Evaluation: Question 8: Drag and Drop**

"I will let you know about the date of the exam", the teacher told us. The teacher told us that he ..... us know about the date of the exam.

**Answer:**

would let

**5.9 Evaluation: Question 9: Drag and Drop**

If I were you, I ..... less junk food.

**Answer:**

would eat

**5.10 Evaluation: Question 10: Drag and Drop**

If you more carefully, you wouldn't have had an accident.

**Answer:**

had driven



## 5.38. ΑΤ\_ΑΓΓ\_Γ\_ΨΕΠ05\_Poverty\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 05
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Γ_ΨΕΠ05_Poverty_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Poverty, famine, world, anti-poverty, refugee, refugee camp, Greek Cypriot refugees, drama, refugees, war victims, refugee camps, Third World, poverty, human rights, Cold War, underdevelopment, Third World countries, hunger, abuse, Darfur, UN, malnutrition, war, AIDS, immigrant, asylum, armed conflict, persecution, minority, fighting NGO, organization, UNICEF, Peace Corps, United Nations World Food Program, anti-poverty, manifesto.
<b>Scientifical/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about: <ul style="list-style-type: none"> <li>▪ Poverty and Famine</li> <li>▪ Poverty and Famine</li> <li>▪ Refugees and Refugee Camps</li> <li>▪ Some interesting facts about Third World countries.</li> <li>▪ Some interesting facts about the organizations that support efforts against poverty, AIDS, illiteracy, hunger, lack of perspectives and for human rights.</li> </ul> </li> <li>• Grammar refers to: <ul style="list-style-type: none"> <li>▪ Expressions of worries and hopes</li> <li>▪ Expression of opinions and preference</li> </ul> </li> </ul>



## Tutorial Goals

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S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	express emotions/interest using be interested in, interesting etc
TG3	express fears and worries using I hope, I expect, I am afraid, I am worried, I feel anxious, I am disappointed etc
TG 4	express opinion and preference using in my view/opinion, I prefer etc
TG5	use vocabulary related to Poverty and Famine
TG6	talk and write about Poverty and Famine.

## Evaluation activities' solutions and answers for open- ended questions.

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### SUBUNIT 2

#### 2.3 Refugees

Drag and drop the bubbles into the blanks to correctly complete the text.

#### Answer:

Refugees are persons who seek **refuge** outside the country they were born. They flee their country out of fear of being **persecuted** for reasons of race, **religion**, nationality, or political opinion. People become refugees when one or more of their basic human **rights** are abused. Refugee women, children and the elderly are the most **vulnerable**. Most refugees lose everything they have: their homes, personal belongings, schooling and care, close family members and sometimes even their identities. Nearly two-thirds of the world's **health** are in the Middle East and Africa. Organisations such as "United Nations High Commissioner for Refugees" play key roles in assisting and **refugees** refugees worldwide.



### SUBUNIT 3

#### 3.2. Anti-Poverty Manifesto!

The students should be able to:

- include the following expressions:
  - I hope
  - I expect
  - I am afraid
  - I am worried
  - I feel anxious
  - I am disappointed
- express emotions/interest using be interested in, interesting etc.
- express fears and worries using I hope, I expect, I am afraid, I am worried, I feel anxious, I am disappointed etc.
- express opinion and preference using in my view/opinion, I prefer etc.
- use vocabulary related to Poverty and Famine.
- talk and write about Poverty and Famine.

### SUBUNIT 4

#### 4.1 Express Worries and Hopes

Drag the correct words from above and drop them into the gaps to complete the text.

##### Answer:

There is a lot of poverty in the world today. *Hopefully*, the world leaders are going to do something to stop it. *I'm worried that* during the time we spend debating what to do, people are dying of starvation.

And most of all, *I'm worried* about the fact that we could all help if only we stopped thinking about ourselves. *I hope that* people will listen to my message and decide to become actively involved in the effort to end poverty and hunger. If we don't work together, I am *worried* that millions of people won't have enough food to eat. I'm also *worried about* the increasing numbers of refugees around the world. I *hope* that we will soon be involved in the effort to end hunger. *I also hope that* international organisations such as Red Cross will continue helping the less fortunate.

#### 4.2 Expressing Opinions and Preference

Click on the question on the left. Drag the question to match it with the correct answer on the right.

**Answer:**

1. Do you think he is to blame for being poor? - *I know him very well and I don't think it is entirely his fault.*
2. What do you think of the government's lack of reaction to the humanitarian crisis? - *In my opinion, the government should have helped those people.*
3. What are his views on the measures about reducing poverty? - *He said that he would rather work as a volunteer.*
4. Why did you refuse the job they offer you? - *I prefer to work for an organisation that helps refugees.*
5. What should we do to reduce poverty in the world? - *In my opinion, we should help poor countries to develop their economies.*
6. Why do you spend so much time working as a volunteer? - *I believe it is my duty to help people in need.*
7. Why didn't you ask for my help? - *I preferred to do it myself. It was a challenge, you know.*
8. How are you going to spend all that money? - *I would rather donate it to an organisation that helps poor people.*

**SUBUNIT 5****5.1 Evaluation Test: Drag and Drop**

Poor people don't have the opportunity to get an education and they are usually ..... in a society.

**Answer:**

outcasts

**5.2 Evaluation Test: Multiple choice**

AIDS is a disease usually associated with poverty and third world countries, which can be prevented only through .....

**Answer:**

education

**5.3 Evaluation Test: Drag and Drop**

The term "Third World" refers to nations that have ..... economies.

**Answer:**

underdeveloped

**5.4 Evaluation Test: Multiple choice**

In some Third World countries, fear, abuse and restrictions of freedom of thought, frequently lead to .....

**Answer:**

poverty

**5.5 Evaluation Test: Multiple choice**

UNICEF aims at providing emergency food and ..... to children.

**Answer:**

healthcare

**5.6 Evaluation Test: Drag and Drop**

Red Cross was first created for the care of victims of .....

**Answer:**

battle

**5.7 Evaluation Test: Multiple choice**

..... , no more people will have to die because of hunger or poverty

**Answer:**

Hopefully

**5.8 Evaluation Test: Multiple choice**

..... that more and more people will be forced to leave their countries and become refugees.

**Answer:**

I'm worried

**5.9 Evaluation Test: Multiple choice**

..... donate money for a good cause than do nothing.

**Answer:**

I would rather

**5.10 Evaluation Test: Drag and Drop**

..... , poverty is one of the greatest problems humanity has to face.

**Answer:**

In my opinion

## 5.39. ΛΤ\_ΑΓΓ\_Γ\_ΨΕΠ06\_Crime And Punishment\_2.0

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### Basic General Information

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<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 06
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Γ_ΨΕΠ06_Crime And Punishment_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Gun, victim, evidence, mercy, arrest, suspect, reported speech, police, criminal, prosecutor, save, prevention, measures, crime, safety, detective, prevention, expose, safe, delinquency, accuse, damage, innocent, guilty, identify, poverty, low education, discrimination delinquency, causes, role, respect, behavior, quiz, alibi, corporal punishment, witness, death penalty, horrible, awful, killers, serial killers, murder, victim, death, types of crimes, word search, criminality, illicit drugs, violent, organized crime.
<b>Scientific/ Theretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• Crime and punishment</li> <li>• Causes of delinquency</li> <li>• Crimes prevention</li> <li>• Grammar – reported speech and passive voice</li> <li>• Evaluation test</li> </ul>



## Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	report events in the present, past and future
TG3	narrate events in the present, past and future
TG4	use passive tenses to talk about crimes
TG5	express disapproval using that's not very nice, that's horrible/terrible, awful, you shouldn't, why couldn't?
TG6	use vocabulary related to crime and punishment
TG7	talk and write about crime and punishment.

Evaluation activities' solutions and answers for open – ended questions.

### SUBUNIT 1

#### 1.5. The Death Penalty.

The students should be able to:

- include the following expressions:
  - That's not very nice
  - Awful
  - That's horrible/terrible
  - You shouldn't
  - Why couldn't...?
- include 3 arguments for or against the death penalty.
- report events in the present, past and future.
- narrate events in the present, past and future.
- use passive tenses to talk about crimes.
- use vocabulary related to crime and punishment.
- talk and write about crime and punishment.



### SUBUNIT 3

#### 3.3 Sherlock Holmes Story

Click on the "Play" button and listen to the speaker carefully. Type the correct word in the blanks.

##### Answer:

Sherlock Holmes is a fictional *character* who first appeared in publication in 1887. Holmes is a "consulting *detective*" and is famous for his intellectual powers and his deductive reasoning skills that he uses to solve difficult *cases*. This method has been used by real-life police. Holmes' primary intellectual detection method is deductive reasoning of the *solution* to a crime. Once he has *gathered* a large body of evidence and deduced a number of possible explanations, Holmes tries to find the one *explanation* that fits all the facts of the case. This way, he reaches a solution. In several stories, he adopts *disguises* to gather *evidence* while 'under cover'. Holmes shares the majority of his professional years with his good friend Watson. On occasion Holmes and Watson carry *pistols* with them; however, these *weapons* are only used on seven occasions.

### SUBUNIT 4

#### 4.1 Reported Speech

Change the second sentence from direct to reported speech.

##### Answer:

**Police:** "We will find the criminal no matter what!"

The police said they *would find* the criminal no matter what!

**Suspect:** "I did not kill the girl."

The suspect declared he *had not killed* the girl.

**Prosecutor:** "The proofs given by the witness are all you need to convict the suspect."

The prosecutor said that the proofs given by the witness were all that the jury *needed* to convict the suspect.

**Convict:** "I cannot express in words how sorry I am for what I did last week."

The convict said that he could not express in words how sorry he was for what he *had done* the week before.

**Victim:** "I will never rest until I see him behind bars!"

The victim said that she *would never rest* until she saw him behind bars.

#### 4.2 Passive Tenses

Use the passive form of the verbs given in brackets to fill in the sentences.

**Answer:**

The gun *was found* in the vicinity of the suspect's home last night. (find)

Every member of the jury *has just been informed* of the evidence supporting the case. (just inform)

A police report *is always written* before any arrest is made. (always write)

The criminal *is being sentenced* right now. (sentence)

The verdict *will be given* by the judge any moment now. (give)

Everyday, the police *are trained* to deal with the toughest criminals. (train)

The victims *had been abused* by the serial killer before they were murdered. (abuse)

Every piece of evidence *is being classified* right now by the forensic experts. (classify)

**SUBUNIT 5****5.1 Evaluation Test: Drag and Drop**

The most common punishment for a crime committed is .....

**Answer:**

imprisonment

**5.2 Evaluation Test: Multiple choice**

Bonnie Parker and Clyde Barrow were famous ..... Who travelled the United States.

**Answer:**

outlaws

**5.3 Evaluation Test: Drag and Drop**

The main social causes of delinquency are discrimination and .....

**Answer:**

poverty

**5.4 Evaluation Test: Multiple choice**

In order to avoid falling victim to ..... crime, always lock your doors and don't leave windows open when you are not home.

**Answer:**

violent

**5.5 Evaluation Test: Multiple choice**

If you are attacked, you have every right to ..... yourself.

**Answer:**

defend

**5.6 Evaluation Test: Drag and Drop**

In several stories, Sherlock Holmes adopts disguises to gather ..... while 'under cover'.

**Answer:**

evidence

**5.7 Evaluation Test: Multiple choice**

"I didn't break into the jewellery store!"

The suspect said he ..... the jewellery store.

**Answer:**

hadn't broken into

**5.8 Evaluation Test: Multiple choice**

"I was walking on the street when a mugger attacked me", the woman said to the policeman.

The woman told the policeman that she ..... on the street when a mugger had attacked her.

**Answer:**

had been walking

**5.9 Evaluation Test: Multiple choice**

The thief returned the stolen paintings to the police. The stolen paintings ..... to the museum by the police.

**Answer:**

were returned

**5.10 Evaluation Test: Drag and Drop**

The judge has sentenced the criminal to 3 years in prison. The criminal ..... to 3 years in prison.

**Answer:**

has been sentenced



## 5.40. ΑΤ\_ΑΓΓ\_Γ\_ΨΕΠ07\_Equal Opportunities For All\_2.0

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### Basic General Information

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<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 07
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Γ_ΨΕΠ07_Equal Opportunities For All_2.0
<b>Version</b>	2.0
<b>Keywords</b>	human rights, development, human, civilization, history, terms, word-search, articles, the declaration of human rights, disabilities, awareness, life, never, never mind, children, abuses, opportunities, animation, innocent, skin color, gender, background, modal verbs, exercise, can, may, must.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about; <ul style="list-style-type: none"> <li>▪ Human Rights History</li> <li>▪ Important Articles of the Declaration of Human Rights</li> <li>▪ Some interesting facts about disabilities.</li> <li>▪ Some interesting facts about children's rights.</li> <li>▪ Abuses Against Children's Rights</li> </ul> </li> <li>• Grammar refers to the <ul style="list-style-type: none"> <li>▪ Modal Verbs</li> </ul> </li> </ul>

### Tutorial Goals

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S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	express obligation and necessity using must (not), (don't) have to, had to, didn't have to



TG3	express permission using may, can, let, do you mind?, I wonder, I would be grateful
TG4	express capability and incapability using can, cannot, (not) able to, unable to, capable of, incapable of
TG5	use vocabulary related to human rights and equal opportunities
TG6	talk and write about human rights and equal opportunities.

### Evaluation activities' solutions and answers for open – ended questions.

#### SUBUNIT 2

##### 2.3 Never Say "Never Mind!"

Click on the "Play" button in the audio player and fill in the blanks with the missing words. Use only one word for each blank.

##### Answer:

When I was two and a half years old, I found that I could not hear what *people* were saying. My parents took me to several specialist *doctors* and eventually they diagnosed me as being hearing impaired. The doctor suggested that I should get a hearing aid. I attend a public *school*. Most of the people treat me as if I have normal hearing abilities. I do feel left out sometimes. My sister and I are the only hard-of-hearing children in the entire school. I have had to make a few *adjustments* since I first started at school. This was because I did not know anyone and only few people knew what a hearing aid was. This meant that they did not *speak* to me the way I needed them to. Sometimes *certain* classmates do not bother asking me to do things I would like to do and when I ask them if I can join in, the girls answer "no". Then I feel as if I were actually *deaf* instead of just hearing impaired. Some girls never look at me, so I am unable to read their *lips*. Some of the girls do, and that makes me feel *better*. Eventually, my classmates realised how to speak to me so that I can understand them and now I have many *friends*. - By Jessica Gill, age 9

#### SUBUNIT 3

##### 3.3 Stand Up for Your Rights

Drag the correct word from above and drop them into the blanks to complete the text.

##### Answer:

Even though we live in the 21st century, children around the world still have to *suffer* a lot of



serious problems. A quarter of the world's children live in **poverty**. Other children have to become **refugees** in their own countries because of wars. Many children suffer from physical **abuse** usually from their own parents. Moreover, they can suffer from **emotional** abuse, which is very difficult to prove. As a result these children are unhappy and they become **depressed**. Another serious problem is child labour. Children are **forced** to work very hard in poor conditions putting their health in danger. Finally, children especially in developing countries are **starving** to death as they don't have a balanced diet.

### 3.4 Together as One.

(The essay should be about 450 words).

The student should be able to:

- express obligation and necessity using must (not), (don't) have to, had to, didn't have to.
- express permission using may, can, let, do you mind?, I wonder, I would be grateful.
- express capability and incapability using can, cannot, (not) able to, unable to, capable of, incapable of.
- use vocabulary related to human rights and equal opportunities.
- talk and write about human rights and equal opportunities.

## SUBUNIT 4

### 4.1 Modal Verbs Exercise

Select the correct word from the drop down lists to complete the text.

Answer:

**Can** I have a look at your camera?

Sure, but be careful. It's not mine and I **must** take a good care of it.

Don't worry, I'll be careful. I **might** buy one for myself, you know. I really like this one but it **must be** expensive.

It can't be that expensive. I will ask my dad and let you know.

Thanks! I **don't have to** buy one right away anyway. I **may** wait until I find a good offer.

I'll help you if you want me to. We **can** search the Internet or go shopping together.

Thanks! You're a real friend.

Why do you want to buy a camera so much, though?

Well, I've always liked taking pictures. I **could** take pictures with my father's camera when I was about four! I **can't** wait until I get my own!

Me too! I **have to** go now; I can hear my mother calling. I'll give you a call later.

**SUBUNIT 5****5.1 Evaluation: Question 1: Drag and Drop**

Human Rights articles support that all human beings should live in ..... and peace.

**Answer:**

dignity

**5.2 Evaluation: Question 2: Drag and Drop**

People with disabilities have difficulties in ..... basic life activities.

**Answer:**

accomplishing

**5.3 Evaluation: Question 3: Drag and Drop**

The Convention on the Rights of Persons with Disabilities aims at making people aware that people with disabilities need .....

**Answer:**

respect

**5.4 Evaluation: Question 4: Drag and Drop**

One of UNICEF'S main aims is to promote the health and ..... of children around the world.

**Answer:**

well-being

**5.5 Evaluation: Question 5: Drag and Drop**

Emotional abuse happens when a child is rejected, ..... or isolated by adults.

**Answer:**

ignored

**5.6 Evaluation: Question 6: Drag and Drop**

Starvation and ..... can lead to reduced mental development during childhood.

**Answer:**

Malnutrition

**5.7 Evaluation: Question 7: Multiple choice**

Brenda's parents told her that she ..... be back by nine o'clock?

**Answer:**

had to

**5.8 Evaluation: Question 8: Multiple choice**

I ..... carry this suitcase anymore. It's too heavy.

**Answer:**

can't

**5.9 Evaluation: Question 9: Multiple choice**

I ..... leave earlier today. I have to pick my parents up from the airport.

**Answer:**

might

**5.10 Evaluation: Question 10: Multiple choice**

I ..... read and write in English when I was six years old.

**Answer:**

could



## 5.41. ΑΤ\_ΑΓΓ\_Γ\_ΨΕΠ08\_Human Rights - Prejudices\_2.0

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### Basic General Information

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<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 08
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Γ_ΨΕΠ08_Human Rights - Prejudices_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Racism, apartheid, separation, slave, discrimination, event, women, quotation, mother Theresa, Margaret Atwood, feminist, racial discrimination, Nelson Mandela, Martin Luther King, congress, conference, fighter, rights, area, slideshow, society, judgments, colour, dreams, religion, conflict, Middle East, Africa, Northern Ireland, freedom, fundamentalism, inquisition, tolerance, civil rights, intolerance, religious, tolerance, freedom, respect, multiculturalism, prejudices, domestic violence, gender inequality, sexism, misogyny, violence, misandry, segregation, domination, disparity, feminism, inequality, accomplish, person, woman, agree, disagree, personality, book, activism, implications, women's rights, freedoms, word search, Cleopatra, history, rights, expressions, wish, regrets, friend, people, reality
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• Definition of racism and short history</li> <li>• Religious discrimination</li> <li>• Grammar and evaluation tests</li> </ul>



## Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	seek approval and express disapproval using that's good, fine, excellent, well done, that's not very nice, that's terrible, horrible, awful, what do you think of...? Is it all right if...? You shouldn't
TG3	express wishes and regrets using I wish, if only, it's a pity, what a pity...
TG4	use vocabulary related to prejudices
TG5	talk and write about prejudices.

## Evaluation activities' solutions and answers for open – ended questions.

### SUBUNIT 4

#### 4.1 Expressing Wishes and Regrets

Drag the bubbles from the upper part of the screen and drop them on the gaps in the text.

#### Answer:

A. Don't you **wish people were** more tolerant?

B. Yeah. **It's a pity** they don't understand that tolerance is the best policy.

A. **If only people wouldn't** treat other people like garbage. But I admit I had to learn my lesson.

One day I got angry and I called that guy a "nigger". Now I wish I **hadn't said** that.

B. I wish **you hadn't done** that but at least you felt sorry. Some people never wake up to reality.

Take Dave for example. I wish such **he wasn't** a jerk when it comes to discussing the problem of immigration.

A. **It's not very nice** that he is so stubborn about that.

B. You know, yesterday he started talking about his favourite subject again and his girl friend got fed up and threatened to dump him.

A. **Well done**, Jane! That's what he deserves.

**SUBUNIT 5****5.1 Evaluation: Question 1: Multiple choice**

Racism is discrimination on the basis of ..... .

**Answer:**

race

**5.2 Evaluation: Question 2: Multiple choice**

There are more non-Cypriots living and working in Cyprus since Cyprus joined the ..... .

**Answer:**

European Union

**5.3 Evaluation: Question 3: Multiple choice**

Mother Theresa won a(n) ..... for her works.

**Answer:**

Nobel

**5.4 Evaluation: Question 4: Multiple choice**

Nelson Mandela was the first ..... president of South Africa.

**Answer:**

black

**5.5 Evaluation: Question 5: Multiple choice**

If we learn about other religions, we can be more .....

**Answer:**

tolerant

**5.6 Evaluation: Question 6: Multiple choice**

Freedom of ..... is not one of Roosevelt's four freedoms.

**Answer:**

education

**5.7 Evaluation: Question 7: Multiple choice**

At least one in every ..... women has been abused during her lifetime.



**Answer:**

three

**5.8 Evaluation: Question 8: Multiple choice**

If only people ..... considering women as second-class citizens.

**Answer:**

would stop

**5.9 Evaluation: Question 9: Multiple choice**

They wish he ..... taken part in the march organized by the Ku Klux Klan.

**Answer:**

hadn't

**5.10 Evaluation: Question 10: Multiple choice**

I wish people ..... more to help save the Panda bears than they have done in the past 10 years.

**Answer:**

had done



## 5.42. ΑΤ\_ΑΓΓ\_Γ\_ΨΕΠ09\_Examinations\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 09
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Γ_ΨΕΠ09_Examinations_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Cambridge ESOL, TOEFL, IELTS, students, english, globalization, global language, true, false, improve, British Council, psychology, exams, preparation, photographs, be able to, speak, picture, american english, university, test, score, words, difference, evaluation, modal verbs, deductions, suppositions, CAE, skills, internet.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• The importance of English language</li> <li>• Learning British language–British English vs. American English</li> <li>• Exams</li> <li>• Grammar - modal verbs</li> <li>• Evaluation test</li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	consider advantages and disadvantages using on the one hand...on the other hand etc
TG3	argue (for and against) using it is said, it is believed, it is thought that



TG4	deduce and make suppositions using must, can't, may, might, could (have been)
TG5	use vocabulary related to examinations
TG6	talk and write about examinations.

### Evaluation activities' solutions and answers for open – ended questions.

#### SUBUNIT 1

##### 1.3 English Today

Read the statements and decide if they are True or False. Then click on the appropriate answers.

##### Answer:

English Today

1. The TOEFL examination is testing students' knowledge on how well they can speak, read, write and listen in English.	<b>False</b>
2. Today, English is spoken by 20% of the world's population as a primary or secondary language.	<b>False</b>
3. TESOL and IELTS cover the four main language skills: listening, speaking, reading and writing.	<b>False</b>
4. Today at least a billion people speak English, at least at a basic level.	<b>True</b>
5. The most common language in the Internet is English.	<b>False</b>
6. More than 85% of all Internet information is in English.	<b>False</b>
7. The IELTS academic format is suitable for those who want to study abroad.	<b>True</b>
8. The Internet naming convention and software interfaces are based on the English language.	<b>True</b>

#### SUBUNIT 3

##### 3.2 See How You Score on a TOEFL Test

Read each of the questions carefully. Choose the correct answer for each question.

**Answer:**

1. Train (Verb): *to teach something*
2. Reject (Verb): *unwilling to accept*
3. Vocal (Adjective): *uttered by the voice*
4. The fact *that* money orders can usually be easily cashed has made them a popular form of payment.
5. Geysers have often been compared to volcanoes *because* they both emit hot liquids from below the Earth's surface.
6. During the early period of ocean navigation, *there was hardly* any need for sophisticated instruments and techniques.

**3.3 Can You Tell? BrE vs. AmE**

Click and drag to match American English to British English words.

**Answer:**

American English vs British English

Sneakers - Trainers

Diaper - Nappy

Friend - Mate

Vacation - Holiday

Eraser - Rubber

Freeway - Motorway

Gas - Petrol

Chips - Crisps

Eggplant - Aubergine

Trunk - Boot

**SUBUNIT 4****4.1 Modal Verbs 1**

Click and drag to match the halves correctly.

**Answer:**

He's been living in the UK for three years. - *He must be able to speak fluent English now.*

The test time was only 45 minutes. - *He must have finished it by now.*

She didn't study hard for this exam. - *She may fail it.*

They haven't arrived yet. - *They might be stuck in traffic.*



I answered correctly to most of the questions. - *I must pass the test.*

Exams are a blessing! - *You can't be serious!*

They took a preparation course. - *They may score high at the exam.*

She hasn't returned from the UK. - *She might not be able to come to your party.*

## SUBUNIT 5

### 5.1 Evaluation: Question 1: Multiple choice

IELTS is a(n) ..... type of language test.

**Answer:**

Proficiency level

### 5.2 Evaluation: Question 2: Multiple choice

The dominant language on the Internet is:

**Answer:**

English

### 5.3 Evaluation: Question 3: Multiple choice

Cultural Imperialism is when one country imposes its ..... on other nations.

**Answer:**

Cultural values.

### 5.4 Evaluation: Question 4: Multiple choice

The FCE ..... is valid for life.

**Answer:**

Certificate.

### 5.5 Evaluation: Question 5: Multiple choice

TOEFL tasks focus on language used in a ..... environment.

**Answer:**

Higher-education

### 5.6 Evaluation: Question 6: Multiple choice

In British English the eraser is called a .....

**Answer:**

Rubber

**5.7 Evaluation: Question 7: Multiple choice**

It is freezing in here. The heating ..... off.

**Answer:**

Must be

**5.8 Evaluation: Question 8: Multiple choice**

I didn't see him last night. He ..... to the party.

**Answer:**

Can't have come.

**5.9 Evaluation: Question 9: Multiple choice**

We ..... to a restaurant tomorrow.

**Answer:**

May go

**5.10 Evaluation: Question 10: Multiple choice**

She .....the tickets but I'm not sure.

**Answer:**

Might have bought.



## 5.43. ΛΤ\_ΑΓΓ\_Γ\_ΨΕΠ10\_Alternative Medicine\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 10
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Γ_ΨΕΠ10_Alternative Medicine_2.0
<b>Version</b>	2.0
<b>Keywords</b>	medicine, acupuncture, aromatherapy, osteopathy, homeopathy, reflexology, diagnose, history, culture, inventions, landmark, discoveries, cerebral, patients, blood, AIDS, oxygen, naturopathy, doctor, disease symptoms, natural cure, herbs, medicinal plants, herbology, treatment, tea, disease, cure, natural, herbal remedies, remedy medicine, anatomy, mean, idea , help, placebo.
<b>Scientific/ theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• The lesson provides information about medicine (traditional and alternative), naturist cures and herbal remedies.</li> <li>• The grammar refers to asking for clarifications and additional information.</li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	ask for clarification or additional information using May I interrupt? Could you please explain? What do you mean? Excuse me, would please explain what you mean? Would please tell me more about...? , expand, clarify
TG3	use vocabulary related to Health Care and Medicine
TG4	talk and write about Health Care and Medicine.



## Evaluation activities' solutions and answers for open – ended questions.

### SUBUNIT 2

#### 2.2 What's the Remedy?

Click on the medical conditions on the top. Drag the line to the correct remedy on the bottom.

Answer:

1. Asthma - *E. Honey*
2. Conjunctivitis - *C. Vegetable juice*
3. Depression - *F. Apple*
4. Freckles - *A. Vitamin C*
5. Insomnia - *D. Lettuce*
6. Measles - *B. Orange*

### SUBUNIT 3

#### 3.3 A Different Way of Healing

Click on the "Play" button. Listen to the speaker carefully and fill in the blanks with the missing words. Use only one word for each blank.

Answer:

When my five year old daughter, Rachael, developed a tender lump in her **chest** one and a half years ago, I took her to the best **pediatrician** I could find. He examined her and said, "We need to watch this. Bring her back in two weeks."

Telling a mother to wait is as good as telling her to **worry**. So I decided to use the two weeks to provide my little girl with what the **natural** way might have to offer. A friend suggested a **doctor** of naturopathy, a practitioner trained in using natural **methods** to help the body heal itself.

After he did a standard **exam**, he made his recommendations: "Make raw fruits and **vegetables** the bulk of her diet for the next 14 days."

I decided to follow all of the naturopath's **recommendations** immediately. Within a few days, the lump, which I understood to be lymphatic swelling, began to **decrease** in size.

**SUBUNIT 4****4.1 Asking for Clarification or Additional Information**

Read the text carefully. Then choose the correct answer from the drop down lists to fill in the blanks.

**Answer:**

Hi Peter. How are you? How's your back recovering?

Hi, it's getting better. I went to a chiropractor yesterday.

**What do you mean?** What's a chiropractor?

He is a therapist who treats you with his hands.

That's really interesting. **Could you please explain** exactly what a chiropractor does?

Well, the treatment usually involves manipulation of the spinal column.

I see. **Could you tell me more about it?**

I know that chiropractic emphasises on the treatment of the spine using manual therapy.

**Could you expand on this?** I would like to know a few more things.

Well, chiropractic care is recommended for back pains and headaches.

**Could you please clarify this?** I thought that chiropractic only treated spine related problems.

You are right but sometimes chiropractic manipulation can be used for tension headaches.

**Do you mean that** I can go to a chiropractor for that horrible headache I have?

Certainly! I will make an appointment for you.

**SUBUNIT 5****5.1 Evaluation: Question 1: Multiple choice**

Homeopathy is a form of ..... medicine.

**Answer:**

alternative

**5.2 Evaluation: Question 2: Multiple choice**

Herbal treatments are the most popular form of ..... medicine.

**Answer:**

traditional

**5.3 Evaluation: Question 3: Multiple choice**

Diaphragm is a sheet of muscle that helps in ..... .

**Answer:**

respiration

**5.4 Evaluation: Question 4: Multiple choice**

Honey is one of the most valuable remedies for the treatment of

**Answer:**

asthma

**5.5 Evaluation: Question 5: Multiple choice**

Naturopathy is an alternative medical system that focuses on the body's natural ..... abilities.

**Answer:**

healing

**5.6 Evaluation: Question 6: Multiple choice**

The most common treatment used in ..... care is spinal manipulation.

**Answer:**

chiropractic

**5.7 Evaluation: Question 7: Drag and Drop**

What do you ..... by alternative medicine?

**Answer:**

mean

**5.8 Evaluation: Question 8: Drag and Drop**

Could you ..... On this new medical practical?

**Answer:**

expand

**5.9 Evaluation: Question 9: Drag and Drop**

Could you please ..... what aromatherapy is?

**Answer:**

explain

**5.10 Evaluation: Question 10: Drag and Drop**

Could you please ..... what hydrotherapy is?



**Answer:**

clarify

## 5.44. ΑΤ\_ΑΓΓ\_Γ\_ΨΕΠ11\_Mass Media\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 11
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Γ_ΨΕΠ11_Mass Media_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Passive voice, quiz, blog, express, personal opinions, internet, famous, radio, bullets, radio bulletin, impacts, mass media, key, functions, power, vocabulary, television, film, friendship, infer meaning, ord-search, newspaper, text, article, broadcast, introduction, outlets.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about: <ul style="list-style-type: none"> <li>▪ An Introduction to Mass Media</li> <li>▪ Types of Mass Media</li> <li>▪ The main media opinion leaders from today</li> <li>▪ The most important impacts of mass media</li> </ul> </li>   <li>• Grammar refers to: <ul style="list-style-type: none"> <li>▪ The Passive Voice</li> </ul> </li> </ul>



## Tutorial Goals

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S/N	Tutorial Goal
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	report events in the present, past and future
TG3	use passive voice to talk about various events
TG4	assess issues using most important, above all, essentially, obviously
TG5	use vocabulary related to Mass Media
TG6	talk and write about Mass Media.

## Evaluation activities' solutions and answers for open – ended questions.

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### SUBUNIT 2

#### 2.2 London Calling

Select the correct word to complete the text from the drop down lists.

#### Answer:

The BBC is the largest **broadcasting** corporation in the world. Its mission is to enrich people's lives with programmes that inform, educate and **entertain**. Its programmes include coverage of **news** and current events, including business, health, sports, and weather. The BBC is known for its received **pronunciation** and for its unbiased **reporting** throughout the years. Another important role of the BBC is to support formal education in schools and colleges. The BBC today also **runs** ten **national** radio stations, four of which are only available in a digital format and has an online presence to support its TV and radio **programmes**.

### SUBUNIT 3

#### 3.2 Radio Bulletin

Click on the "Play" button in the audio player, listen to the speaker carefully and fill in the blanks



with the missing words. Use only one word for each blank.

**Answer:**

MICHAEL COLLINS: The Moon I have known all my *life*, that two- dimensional small yellow disk in the *sky*, has gone away somewhere, to be replaced by the most awesome *sphere* I have ever seen.

NEIL ARMSTRONG: That's one *small* step for man... one giant leap for *mankind*.

THE PRESIDENT: Neil and Buzz, I am talking to you by *telephone* from the Oval Room at the White House, and this certainly has to be the most *historic* telephone call ever made... Because of what you have done, the *heavens* have become a part of man's world. And as you talk to us from the Sea of Tranquility, it *inspires* us to redouble our efforts to bring *peace* and tranquility to Earth.

Source: <http://www.nasa.gov/>

**3.3. My Blog.**

The student should be able to:

- report events in the present, past and future.
- use passive voice to talk about various events.
- assess issues using most important, above all, essentially, obviously.
- use vocabulary related to Mass Media.
- talk and write about Mass Media.

## SUBUNIT 4

### 4.1 Passive Voice

Use the correct form of the verb given at the end of each sentence to complete the sentences.

**Answer:**

The first Cypriot newspaper *was circulated* in 1878 under the name "Cyprus". (circulate)

The Cyprus News Agency *is governed* by a seven-member board composed mainly of journalists. (govern)

The first independent television channels started broadcasting in 1993 after legislation *had been passed*. (pass)

The Cyprus Broadcasting Corporation covers programmes and news footage of events in Cyprus that *can be taken up* by TV stations throughout the world. (can take up)

The 1989 Press Law safeguards the right of individuals and organisations to reply if they consider that misleading information *has been published* about them. (publish)

Cinema in Cyprus *will be replaced* by TV and computers in the next few years. (replace)

Currently, a wide variety of subjects *is being covered* by the relatively developed press in Cyprus.



(cover)

The Cyprus Radio-Television Authority *is concerned* with private radio and television stations broadcasting in Cyprus. (concern)

## SUBUNIT 5

### 5.1 Evaluation: Question 1: Drag and Drop

..... is the oldest and most iconic type of Mass Media.

Answer:

The newspaper

### 5.2 Evaluation: Question 2: Multiple choice

The internet is a powerful tool of Mass Media because a great number of people can have ..... to it.

Answer:

access

### 5.3 Evaluation: Question 3: Multiple choice

National Geographic has been recognised for its book like quality and its standard of .....

Answer:

photography

### 5.4 Evaluation: Question 4: Drag and Drop

CNN was the first TV station to provide ..... news coverage.

Answer:

non-stop

### 5.5 Evaluation: Question 5: Multiple choice

According to studies, children who watch ..... programmes on TV, are motivated to do well at school.

Answer:

educational

**5.6 Evaluation: Question 6: Multiple choice**

Blogs were created because some people had the need to express their ..... opinions.

**Answer:**

personal

**5.7 Evaluation: Question 7: Multiple choice**

The New York Times ..... in New York City, but it is also available internationally.

**Answer:**

is published

**5.8 Evaluation: Question 8: Multiple choice**

CNN ..... the most powerful news television network.

**Answer:**

is considered to be

**5.9 Evaluation: Question 9: Multiple choice**

Her latest series of articles ..... in a national newspaper at the moment.

**Answer:**

is being published

**5.10 Evaluation: Question 10: Multiple choice**

The ceremony ..... in the news last night.

**Answer:**

was reported



## 5.45. ΑΤ\_ΑΓΓ\_Γ\_ΨΕΠ12\_Advertising\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 12
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Γ_ΨΕΠ12_Advertising_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Advertising, advertisement, brand, consumers, standards, advertisements, types of advertisements, commercials, product, instructions, campaign, ad, grammar, compare, contrast, exercise.
<b>Scientific/ Theroetical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• Advertising in the Economy and the Society</li> <li>• Advertising: Good or Bad?</li> <li>• A Career in Advertising</li> <li>• Comparing and Contrasting</li> <li>• Grammar and evaluation activity</li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	give instructions
TG3	compare and contrast issues
TG4	explain issues
TG5	analyse and synthesise



TG6	use vocabulary related to advertising
TG7	talk and write about advertising.

Evaluation activities' solutions and answers for open – ended questions.

### SUBUNIT 3

#### 3.2. An Advertising Campaign.

(The summary should be about 80 to 100 words.)

The student should be able to:

- compare and contrast issues.
- explain issues.
- analyze and synthesize.
- use vocabulary related to advertising.
- talk and write about advertising.

### SUBUNIT 4

#### 4.1 Comparing and Contrasting 1

Click on a fragment on the left and drag the line to match it with the corresponding fragment on the right.

#### Answer:

1. Advertisements are generally useful, - *but some may contain misleading information.*
2. Flyers are cheaper - *than other forms of advertising.*
3. Billboards are generally found along busy roads, while - *posters are stuck on walls.*
4. Consumerism is the - *biggest problem which is created by advertising.*
5. Online advertising is a recent phenomenon; - *however, it has grown rapidly during the last few years.*
6. Infomercials are usually longer - *than advertising spots.*

#### 4.2 Comparing and Contrasting 2

Read the paragraph carefully. Then, select the correct bubble from the top to correctly fill in the blanks.

**Answer:**

A career in the advertising industry can be very challenging, *but* it can be also very rewarding. People working for an advertising agency generally have good working conditions; *however*, they often have to work long hours.

Employees in the advertising industry often work *more* hours per week than workers in other industries. There are *fewer* opportunities for part-time work in advertising *compared to* many other areas of activity.

People who want to work in advertising need *both* experience *and* a number of specialized skills.

**SUBUNIT 5****5.1 Evaluation Test: Drag and Drop**

Advertising is a form of mass

**Answer:**

communication

**5.2 Evaluation Test: Multiple choice**

Brand loyalty is a consumer's ..... to a particular brand.

**Answer:**

commitment

**5.3 Evaluation Test: Drag and Drop**

One of the advantages of ..... is that it informs people about a company's products and services.

**Answer:**

advertising

**5.4 Evaluation Test: Multiple choice**

A (An) ..... is any large piece of paper which tries to communicate a message.

**Answer:**

poster

**5.5 Evaluation Test: Multiple choice**

..... are advertisements commonly broadcast on the radio or television.

**Answer:**

Commercials

**5.6 Evaluation Test: Drag and Drop**

..... involve incorporating an advertisement into a web page.

**Answer:**

Web banners

**5.7 Evaluation Test: Multiple choice**

Online advertising is relatively new ..... Other forms of advertising.

**Answer:**

compared to

**5.8 Evaluation Test: Multiple choice**

..... other forms of advertising, TV commercials are very expensive.

**Answer:**

Unlike

**5.9 Evaluation Test: Multiple choice**

The advertising campaign proved to be ..... than the company expected.

**Answer:**

more successful

**5.10 Evaluation Test: Drag and Drop**

Flyers cost ..... other types of advertisement.

**Answer:**

less than



## 5.46. ΑΤ\_ΑΓΓ\_Γ\_ΨΕΠ13\_Computers\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 13
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Γ_ΨΕΠ13_Computers_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Computers, the digital divide, computer games, British Computer Association, laptop, DVD, webcam, word search, e-mail, e-commerce, IM, blogs, interaction, information, advantages, disadvantages, messenger, language, quiz, internet, crossword, grammar, instruct, direct, expressing indignation.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about: <ul style="list-style-type: none"> <li>▪ Some facts about computers.</li> <li>▪ How computers have changed our lives</li> <li>▪ Some facts about the Internet.</li> <li>▪ Some of the advantages and disadvantages of internet use</li> <li>▪ Some of the unseen dangers of the Internet</li> </ul> </li> <li>• Grammar refers to: <ul style="list-style-type: none"> <li>▪ How to instruct and direct in English</li> <li>▪ How to express indignation in English</li> </ul> </li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details



TG2	consider advantages and disadvantages
TG3	instruct and direct
TG4	express indignation
TG5	suggest a course of action using I suggest that, let's etc
TG6	use vocabulary related to computers
TG7	talk and write about computers.

Evaluation activities' solutions and answers for open – ended questions.

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## SUBUNIT 1

### 1.4 From Ape Man to Computing Man.

(The essay should be no more than 350 words.)

The student should be able to:

- describe people using be like, look like , look + adj. , look as if.
- express surprise, anger, indignation.
- use definite and indefinite articles.
- use vocabulary to describe people.
- make descriptions of people orally and in writing.

## SUBUNIT 2

### 2.2 Advantages versus Disadvantages.

The student should be able to:

- describe people using be like, look like , look + adj. , look as if.
- express surprise, anger, indignation.
- use definite and indefinite articles.
- use vocabulary to describe people.
- make descriptions of people orally and in writing.
- write a well formulated introduction.



- provide 2 arguments with one example for each argument
- provide 2 propositions with one example for each.
- write a well formulated conclusion.

## SUBUNIT 4

### 4.1 Instruct and Direct

Click on one of the sentences on the left hand list. Then click on the second half of the sentence from the right hand list.

#### Answer:

Do this activity to find out how much you know about instructing and directing in English!

1. Enter your username/ and password to log in.
2. Please stand by/ while your computer restarts.
3. Please wait for the download/ to complete.
4. Click here if you want/ to find out more about this subject.
5. Press the "start" button/ to initiate programme installation.
6. Contact your network administrator/ if you have any further questions.
7. Press any key/ to continue.
8. Press F1/ if you need any help.

### 4.2 Expressing Indignation

Andrew works with an IT company. Read about his unpleasant experience. Drag-and-drop the text bubbles above to the right gaps.

#### Answer:

One guy, Jeff, just talks to girls all day on his MSN messenger account and when the boss comes around, is somehow able to convince the boss that he isn't totally worthless. His behaviour is really **unacceptable!** Anyway, I was just about ready to show the boss what I had done. I printed out my proposal, left it on my desk, and took a bathroom break. When I came back I saw the boss congratulating Jeff for a job well done. At first, I couldn't understand. I was completely **confused!** Then, I realised what had happened... While I was in the bathroom, Jeff had apparently taken the proposal off my desk and shown it to the boss. All that work for nothing. This was so **disappointing!** He took credit for my work. I was speechless. I was so **shocked!** That was incredibly frustrating. Naturally, I walked up to the boss and explained the situation. He didn't believe a word I said and called me a liar in front of everybody! That was so **embarrassing!** Needless to say, he got promoted and I got **depressed** for the rest of the month. I am really angry at Jeff. If that is not an **infuriating** experience, I don't know what is...

**SUBUNIT 5****5.1 Evaluation: Question 1: Multiple choice**

A laptop is:

**Answer:**

A portable computer

**5.2 Evaluation: Question 2: Multiple choice**

The digital divide refers to:

**Answer:**

Access to computerised information.

**5.3 Evaluation: Question 3: Multiple choice**

E-commerce is:

**Answer:**

Selling and buying on the internet

**5.4 Evaluation: Question 4: Multiple choice**

The Internet is:

**Answer:**

A super-network of computers.

**5.5 Evaluation: Question 5: Multiple choice**

A hacker is:

**Answer:**

An expert at bypassing strict computer security.

**5.6 Evaluation: Question 6: Multiple choice**

An antivirus is:

**Answer:**

A program that protects your computer.

**5.7 Evaluation: Question 7: Multiple choice**

..... on the icon to start the program.



**Answer:**

Click

**5.8 Evaluation: Question 8: Multiple choice**

Please ..... your internet connection.

**Answer:**

verify

**5.9 Evaluation: Question 9: Multiple choice**

I ..... you would think about hacking another computer!

**Answer:**

can't believe

**5.10 Evaluation: Question 10: Multiple choice**

I find it ..... that so many young people spend their entire social lives on the Internet.

**Answer:**

unacceptable



## 5.47. ΑΤ\_ΑΓΓ\_Γ\_ΨΕΠ14\_Endangered Species\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 14
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Γ_ΨΕΠ14_Endangered Species_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Advice, sentences, test, crossword, puzzle, wildlife, manifesto, panda, story, animation, illegal, trade, smugglers, quiz, tiger, flagship, species, animal, critically, endangered, animal species, earth, danger, facts, benefits, conservationism, ecology, ecovocabulary, wild, word-search, insects, terms, personality, test, unveil, causes, endangerment.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about: <ul style="list-style-type: none"> <li>▪ Causes of endangerment</li> <li>▪ EcoVocabulary</li> <li>▪ Flagship Species: the Tiger</li> <li>▪ Panda Story</li> </ul> </li> <li>• Grammar refers to: <ul style="list-style-type: none"> <li>▪ Giving Advice</li> </ul> </li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	suggest using let's, shall we, we could, why don't we?, because, in



	order to, so that
TG3	advise using you should, if I were you, it's a good idea if, recommend, advise, suggest, should, ought to
TG4	suggest a course of action using I suggest that, let's, etc.
TG5	use vocabulary related to endangered species
TG6	talk and write about endangered species.

### Evaluation activities' solutions and answers for open – ended questions.

#### SUBUNIT 1

##### 1.4 EcoVocabulary

Read the text once. Drag-and-drop the words into the gaps to form correct sentences.

##### Answer:

1. Our planet is **continually** changing, causing habitats to be altered and modified.
2. The state of the **environment** lies in a delicate balance.
3. **Habitat** loss is one of the main causes that endanger species.
4. 16,306 **animal** species are threatened with extinction.
5. Unregulated logging and cattle grazing leads to massive **deforestation**.
6. The worst situation is when introduced exotic species **prey** on the native ones.
7. **Conservation** is the key to preserving the habitat through responsible global policies.
8. Species can become **extinct** due to excessive hunting.
9. **Pollution** negatively affects the quality of air.
10. Plants wither and die due to **chemicals** in the ground and in water.

#### SUBUNIT 3

##### 3.3. Save Our Wildlife.

(The answer should be about 300 words).

The students should be able to:

- include the following expressions:



- Let's
- Shall we
- We could
- Why don't we?
- Because
- I suggest that

- suggest using let's, shall we, we could, why don't we?, because, in order to, so that.
- advise using you should, if I were you, it's a good idea if, recommend, advise, suggest, should, ought to.
- suggest a course of action using I suggest that, let's, etc..
- use vocabulary related to endangered species.
- talk and write about endangered species.

## SUBUNIT 4

### 4.1 Giving Advice 1

Form correct and meaningful sentences. Click and drag to match the halves correctly.

#### Answer:

1. We had better / assume responsibility for the state of our planet.
2. If I were in your shoes, I would volunteer / to help an organisation that protects animals and the environment.
3. Governments ought to implement / more environmentally friendly policies.
4. Whatever you decide to do, / don't let our animal friends die!
5. I don't think you should look / the other way when it comes to the suffering of so many animals.
6. We should not / stand by while entire species go extinct.
7. If I were a decision maker, / I would definitely put conservationism on the top of my list.

### 4.2 Giving Advice 2

Give the correct advice!

Click on the dropdown menu. Choose the correct answer to form correct sentences.

#### Answer:

Wildlife is nice to talk about. Still, the wild world is far from our reach. Nevertheless, every little thing we do affects the environment. What **should** we do to protect this faraway wildlife as well as our own future? In a world of seven billion people, **we'd better** wake up.

First off, don't you think **we should** cycle whenever we can? Cycling is the best form of exercise to



increase our stamina.

Do you have the annoying habit of leaving the lights on? If I were in your shoes, I **would take** action for a month and get used to it! Trust me; you will save a lot more on electricity bills!

And another thing: please, stop throwing plastic away! I know plastic is the most useful material ever invented, but, if I **were** you, I'd follow a new approach! Whatever you do, **conserve** plastic!

You **ought to** recycle it, along with every other recyclable object in your home!

If I were in your position, I **would think** about these suggestions!

Go green! It's not an option, it's a requirement!

## SUBUNIT 5

### 5.1 Evaluation: Question 1: Multiple choice

The main drive behind habitat destruction is .....

Answer:

human activity

### 5.2 Evaluation: Question 2: Multiple choice

..... are our main source of oxygen, water and food.

Answer:

Ecosystems

### 5.3 Evaluation: Question 3: Multiple choice

The ..... diversity of our planet is irreplaceable.

Answer:

biological

### 5.4 Evaluation: Question 4: Multiple choice

Pollution and deforestation are major causes for ecological .....

Answer:

decline

### 5.5 Evaluation: Question 5: Multiple choice

When a species is gone forever, it is called .....

**Answer:**

extinct

**5.6 Evaluation: Question 6: Multiple choice**

Biological ..... is our heritage for future generations.

**Answer:**

diversity

**5.7 Evaluation: Question 7: Multiple choice**

The mission of the World Wildlife Fund is the ..... of nature.

**Answer:**

conservation

**5.8 Evaluation: Question 8: Multiple choice**

....., don't let other people decide for you to destroy this planet.

**Answer:**

Whatever you do

**5.9 Evaluation: Question 9: Multiple choice**

We ..... A blind eye to so much suffering and injustice.

**Answer:**

should not turn

**5.10 Evaluation: Question 10: Multiple choice**

If I ....., I would volunteer to help animals in danger.

**Answer:**

were you



## 5.48. ΑΤ\_ΑΓΓ\_Γ\_ΨΕΠ15\_Saving Private Ryan\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 15
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Γ_ΨΕΠ15_Saving Private Ryan_2.0
<b>Version</b>	2.0
<b>Keywords</b>	World War II, WWII, WW2, holocaust, documentary, allies, atomic bomb, map, timeline, statistics, political force, capitulation, end, minority, camp, occupation, attack, forces, germany, Hitler, Nagasaki, Pearl Harbor, word search, Hiroshima, United States, dictator, engine, term, saving private Ryan, Max Allan Collins, Steven Spielberg, story, writer, novel, book, film, excerpt, brothers, home, captain, faces, films, war, public, awards, Hollywood, conflict, modern, history, events, terrorism, nuclear bomb, weapons, causes, military technology, destruction, template, manifesto, victim, suffer, vulnerable, effort, peace, understanding, puzzle, destroy, life, world, democracy, kill, enemy, wish, regret, cooperation, tragedy, promote, wish, regret, save, disaster.
<b>Scientific/ Theoretical Knowledge for Teacher</b>	<ul style="list-style-type: none"> <li>• World War II – introductions</li> <li>• A war story</li> <li>• Modern wars and anti war manifesto</li> <li>• Grammar and evaluation test – expressing wishes and regrets</li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
Learners should be able to read, listen and view in order to:	
TG1	grasp the gist and the details



TG2	describe past events
TG3	make wishes and regrets
TG4	use vocabulary related to war
TG5	talk and write about war.

Evaluation activities' solutions and answers for open – ended questions.

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## SUBUNIT 2

### 2.3. World War II Films.

The student should be able to:

- describe past events.
- make wishes and regrets.
- use vocabulary related to war.
- talk and write about war.

## SUBUNIT 3

### 3.2. Anti-war Manifesto!

The student should be able to:

- describe past events.
- make wishes and regrets.
- use vocabulary related to war.
- talk and write about war.

## SUBUNIT 4

### 4.1 Expressing Wishes and Regrets 1

Read the paragraph carefully.

Then choose the correct answer from the drop down lists to fill in the blanks.

**Answer:**

I wish that world leaders *tried* harder to prevent wars and promote cooperation between nations. If only they *realised* how devastating wars are! Millions of innocent people have died in wars so far. I wish that more people *cared* about world peace and that more world leaders *ruled* peacefully. Since people are the ones to vote and elect their leaders, I wish they *chose* them more carefully. If only we *didn't care* so much about money, the world would have been a happier and safer place to live in. I wish that people *thought* more about the consequences of their actions and never started a war again. War only brings death and destruction. If only we *could* live in a world without wars! It would be a dream come true. I wish all the people in the world *felt* the same. If only wars *stopped!* Only then we would be able to celebrate life.

**4.2 Expressing Wishes and Regrets 2**

Read the paragraph carefully.

Then, select the correct bubble from the top to fill in the blanks.

**Answer:**

I wish that world leaders *had prevented* World War II from happening. If only they *had thought* about all the innocent people that died in this awful battle, we wouldn't have had so many victims. *I wish* that so many people *hadn't lost* their lives and *hadn't lived* the horror of losing their loved ones. *If only* people like Adolf Hitler *had understood* that we are all equal, the war might have been prevented. I wish all the war crimes *hadn't been committed* and that from now on people will stop fighting and will start loving each other.

**SUBUNIT 5****5.1 Evaluation Test: Multiple choice**

World War II ended in a victory for the .....

**Answer:**

Allies

**5.2 Evaluation Test: Drag and Drop**

The battle of Normandy is considered to be the largest ..... invasion in history.

**Answer:**

seaborne

**5.3 Evaluation Test: Multiple choice**

The film is set during the ..... of Normandy in World War II.

**Answer:**

invasion

**5.4 Evaluation Test: Multiple choice**

Max Allan Collins is an American writer who wrote the ..... for 'Saving Private Ryan'.

**Answer:**

novelization

**5.5 Evaluation Test: Drag and Drop**

The end of the Battle of Normandy meant the victory of both the Allied forces and .....

**Answer:**

democracy

**5.6 Evaluation Test: Multiple choice**

Germany ..... five days after the Battle of Berlin ended.

**Answer:**

surrendered

**5.7 Evaluation Test: Drag and Drop**

I wish the war ..... so much destruction.

**Answer:**

hadn't caused

**5.8 Evaluation Test: Drag and Drop**

I wish I ..... convince the world leaders to stop wars.

**Answer:**

could

**5.9 Evaluation Test: Drag and Drop**

I wish people ..... more involved in anti-war movements.

**Answer:**

were



### **5.10 Evaluation Test: Drag and Drop**

People wish that World War II .....

**Answer:**

hadn't happened

## 5.49. ΛΤ\_ΑΓΓ\_Γ\_ΨΕΠ16\_Music\_2.0

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### Basic General Information

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<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 16
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Γ_ΨΕΠ16_Music_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Rock, jazz, pop, hip hop, guitar, fan, melody, world, art, singers, music, songs, artist, listen, quiz, sacrifice, famous, fashion, hairstyle, band, clothing, style, decade, change, stars, trend, rock, heavy metal, instrument, show, love, tender, dream, love songs, poems, yesterday, suddenly, idols, letter, secrets, crazy, send, pleasure, express, displeasure, like, enjoy, keen on, interest, opinion, song, opinion, preference, concert, singer.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• Music for everyone</li> <li>• Love songs</li> <li>• Music and fashion</li> <li>• Grammar – expressing pleasure, displeasure, opinion</li> <li>• Evaluation test</li> </ul>



## Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	express pleasure or displeasure, likes or dislikes using adjectives, present simple, like, love, enjoy, hate etc + gerund or noun, like to + infinitive, passive gerund
TG3	express interest or lack of interest using be interested in, be bored with, it is interesting, boring, like to + infinitive, it doesn't matter, it doesn't bother me, it infuriates me, how dare you!
TG4	express opinion and preference using in my view, I prefer...to..., I like, I believe, I would rather, I demand, had better
TG5	deal with feelings or needs using the Present Continuous
TG6	use vocabulary related to music and love
TG7	talk and write about love (poems, songs etc).

Evaluation activities' solutions and answers for open – ended questions.

SUBUNIT 1	
<b>1.3 Freedom of Expression</b>	
Click the "Play" button and listen carefully. Decide if the statements are "True" or "False".	
<b>Answer:</b>	
Madonna's personality hasn't helped her to express herself in her music.	False
Expression of strong feelings was not important to Madonna.	False
She considers love to be an adventure that needs exploring.	True
Madonna has always explored her feelings through her music.	True
Madonna believes that people should hide emotions of love.	False



## SUBUNIT 2

### 2.2 Remember the Time

Click "more" to read the descriptions of the music decades. Click and drag to correctly match each decade with its description.

#### Answer:

1920's - "This period was dominated by jazz, swing and blues which helped people take their minds..."

1950's - "This period brought a great change to popular music. During this time, Elvis helped ..."

1960's - "This decade saw another huge change in popular music. It was the "twist era". Elvis was still ..."

1970's - "TV introduced audiences to new lifestyles and music from around the world. Progressive rock ..."

1980's - "Pop music introduced international stars like Madonna, Whitney Houston, Prince, Cher and ..."

1990's - "This period introduced a general trend towards abstract music genres. It was the age of electronic ..."

## SUBUNIT 3

### 3.1.Love Songs.

The student should be able to:

- write a third stanza for the song.
- express pleasure or displeasure, likes or dislikes using adjectives, present simple, like, love, enjoy, hate etc + gerund or noun, like to + infinitive, passive gerund.
- express interest or lack of interest using be interested in, be bored with, it is interesting, boring, like to + infinitive, it doesn't matter, it doesn't bother me, it infuriates me, how dare you!
- express opinion and preference using in my view, I prefer...to..., I like, I believe, I would rather, I demand, had better.
- deal with feelings or needs using the Present Continuous.
- use vocabulary related to music and love.
- talk and write about love (poems, songs etc).



### 3.3. Letter Writing.

The student should be able to:

- express pleasure or displeasure, likes or dislikes using adjectives, present simple, like, love, enjoy, hate etc + gerund or noun, like to + infinitive, passive gerund.
- express interest or lack of interest using be interested in, be bored with, it is interesting, boring, like to + infinitive, it doesn't matter, it doesn't bother me, it infuriates me, how dare you!
- express opinion and preference using in my view, I prefer...to..., I like, I believe, I would rather, I demand, had better.
- deal with feelings or needs using the Present Continuous.
- use vocabulary related to music and love.
- talk and write about love (poems, songs etc).

## SUBUNIT 4

### 4.1 Expressing Pleasure and Displeasure

Read the text once. Drag-and-drop the words above in the text, to form meaningful sentences.

#### Answer:

I *like* going to concerts especially if they are in the open.

Do you? I *don't fancy* them very much. It really *bugs me* to stand up with so many people around me.

Yes, and it also *annoys* me when they smoke or drink.

Right, I *can't put up* with people screaming and jumping as if they were possessed.

Well, I must confess I'm *crazy about* hearing the sound of the crowd singing together.

You mean screaming. I'm *sick of* listening to their hoarse voices.

I think they come to concerts because they are *keen on* good music.

Ok, let's go. I *ove* the way you're trying to convince me.

### 4.2 Expressing Interest or Lack of Interest

Choose the best phrase to express interest or lack of interest. Select the best answer from the drop down menu.

#### Answer:

1. *He doesn't care* whether they are rock fans or not.



2. *It's interesting* to see how people were dressed in the 20's.
3. *It doesn't bother* me to listen to jazz.
4. *I'm bored* with listening to classical music.
5. *I don't mind* his hairstyle; it's a little bit old-fashioned, but it's ok.
6. *It makes no difference* to me if he keeps the CD or gives it away.

#### 4.3 Expressing Opinion and Preference

Read the different ways we use to express opinion/preference. Click and drag to form meaningful sentences.

#### Answer:

1. In my opinion, he is good – *He's the best singer ever!*
2. I'd prefer – to live in the 60's and listen to the Beatles live.
3. If I could be allowed an opinion – I would say I very much like the way they sang.
4. I prefer going to the party – to staying home and watching TV.
5. I would rather – you hadn't bought tickets, as the gig was a disaster.
6. May I share my opinion on that? – Electronic music is not my cup of tea.

### SUBUNIT 5

#### 5.1 Evaluation: Question 1: Multiple choice

Pop music inspired a social phenomenon called:

#### Answer:

Pop culture.

#### 5.2 Evaluation: Question 2: Multiple choice

Which kind of music was influenced by boogie woogie and the blues?

#### Answer:

Rock

#### 5.3 Evaluation: Question 3: Multiple choice

Which emotion has Madonna expressed most through her music?

**Answer:**

Love

**5.4 Evaluation: Question 4: Open type**

In not more than 100 words describe how Madonna explored love and expressed these feelings in her music.

**Possible Answer:**

(The answer should be no more than 100 words.)

The student should be able to:

- express pleasure or displeasure, likes or dislikes using adjectives, present simple, like, love, enjoy, hate etc + gerund or noun, like to + infinitive, passive gerund.
- express interest or lack of interest using be interested in, be bored with, it is interesting, boring, like to + infinitive, it doesn't matter, it doesn't bother me, it infuriates me, how dare you!
- express opinion and preference using in my view, I prefer...to..., I like, I believe, I would rather, I demand, had better.
- deal with feelings or needs using the Present Continuous.
- use vocabulary related to music and love.
- talk and write about love (poems, songs etc).

**5.5 Evaluation: Question 5: Drag and Drop**

During the 1980's, pop icons such as Madonna and Michael Jackson *entertained* people around the world. They became *trendsetters* for a whole generation, inspiring pop *fashion* with fancy *costumes* and accessories and great *dancing*.

**5.6 Evaluation: Question 6: Multiple choice**

In which era did music icons inspire pop fashion?

**Answer:**

1980's

**5.7 Evaluation: Question 7: Multiple choice****Answer:**

Music

**5.8 Evaluation: Question 8: Multiple choice**

Artists like Michael Jackson, Prince and Cher ..... clothing trends, dancing styles and popular culture with their .....

**Answer:**

The correct answers are:

1. influenced
2. music

**5.9 Evaluation: Question 9: Multiple choice**

Complete this phrase: ..... listening to love songs.

**Answer:**

I enjoy

**5.10 Evaluation: Question 10: Drag and Drop**

..... listening to Jazz music.

**Answer:**

I like



## 5.50. ΑΤ\_ΑΓΓ\_Γ\_ΨΕΠ17\_Cinema\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 17
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Γ_ΨΕΠ17_Cinema_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Motion pictures, discoveries, cinema, actors, directors, Hollywood, evolution, Europe, actorsmovies, America, Hollywood, directors, film festivals, film reviews, interview, director, movie, movie types, , experiences, blockbuster, failure, puzzle, actor, title, introduction, body, conclusion, like, believe opinion, comparatives, superlatives, good, excellent terrible, horrible.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about: <ul style="list-style-type: none"> <li>▪ The inventors of cinema.</li> <li>▪ Some information about Hollywood,</li> <li>▪ American and European cinema.</li> <li>▪ Some facts about film festivals.</li> <li>▪ Some facts about success and failure.</li> </ul> </li> <li>• Grammar refers to: <ul style="list-style-type: none"> <li>▪ Expressing Opinion and Preference</li> <li>▪ Comparatives and Superlatives</li> <li>▪ Expressing Approval and Disapproval</li> </ul> </li> </ul>



## Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	describe experiences
TG3	express opinion and preference using in my view, in my opinion, I prefer...to..., I like, I believe, I would rather, had better, comparatives and superlatives
TG4	express approval and disapproval using that's good, fine, excellent, well done, that's not very nice, that's terrible, horrible, awful, what do you think of, is it all right, you shouldn't
TG5	narrate past events
TG6	use vocabulary related to films
TG7	talk and write about films.

## Evaluation activities' solutions and answers for open – ended questions.

### SUBUNIT 3

#### **3.4. Writing a film review.**

(The essay should be 3 paragraphs and about 350 words.)

The student should be able to:

- describe experiences.
- express opinion and preference using in my view, in my opinion, I prefer...to..., I like, I believe, I would rather, had better, comparatives and superlatives.
- express approval and disapproval using that's good, fine, excellent, well done, that's not very nice, that's terrible, horrible, awful, what do you think of, is it all right, you shouldn't.
- narrate past events.
- use vocabulary related to films.
- talk and write about films.

**SUBUNIT 3****5.1 Evaluation: Question 1: Multiple choice**

The ..... is the award given at the Venice film festival.

**Answer:**

Golden Lion

**5.2 Evaluation: Question 2: Multiple choice**

The Razzies (or Golden Raspberry awards) were ..... to identify which films are successful and which are unsuccessful.

**Answer:**

invented

**5.3 Evaluation: Question 3: Multiple choice**

The cast of a film is the ....

**Answer:**

list of actors.

**5.4 Evaluation: Question 4: Multiple choice**

A ..... film is a type of *drama* set against the backdrop of *war*, focusing on how the larger conflict affects people in the story.

**Answer:**

war drama

**5.5 Evaluation: Question 5: Multiple choice**

He is a good ..... He immediately sees how the film should be made.

**Answer:**

director

**5.6 Evaluation: Question 6: Multiple choice**

"Titanic" was ..... film ever made!

**Answer:**

the best

**5.7 Evaluation: Question 7: Multiple choice**

You ..... have lied to your parents. In my opinion you should apologise at once.

**Answer:**

should not

**5.8 Evaluation: Question 8**

She ..... to play the princess rather than play the witch.

**Answer:**

would prefer

**5.9 Evaluation: Question 9: Multiple choice**

Which do you ..... is better? The movie or the book?

**Answer:**

think

**5.10 Evaluation: Question 10: Multiple choice**

Sharon Stone has earned many award nominations for being the world's ..... actress.

**Answer:**

worst



## 5.51. ΑΤ\_ΑΓΓ\_Γ\_ΨΕΠ18\_Euro In Our Life\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 18
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Γ_ΨΕΠ18_Euro In Our Life_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Euro, currency, banknotes, coins, bank, EU, stability, member, price, monetary, euro zone, quiz, map, country, intend, money, future, studies, university, job, European Union, symbol, transparency, stability, investment, trade, costs, travelling, company, paid back, increase, puzzle, profit, product, euro, dollar, animation, too, enough, need, student, adopting the euro, scenario, process, convergence, criteria, states, Cyprus, hangman, process, changing, grammar, conditionals, exercise.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• Euro – new money</li> <li>• Facts about Euro in the world</li> <li>• Euro in Cyprus</li> <li>• Grammar and evaluation test</li> </ul>

### Tutorial Goal

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	describe processes using active and passive voice, simple present / simple past, sequencing (first of all, second, third, fourth, finally) and comparatives and superlatives



TG3	talk about money using the conditionals (1st, 2nd, 3rd )
TG4	express intention using I intend to, I plan, I have in mind to, I am thinking of
TG5	deal with needs using enough, too, so / such ...that
TG6	use vocabulary related to money
TG7	talk and write about money.

Evaluation activities' solutions and answers for open – ended questions.

## SUBUNIT 2

### 2.3 Movie Making

Click on the "Play" button in the audio player and listen carefully to the speakers. Fill in the blanks with the missing words. Use only one word for each blank.

#### Answer:

**How did you decide on the *cast* for Confessions of a Dangerous Mind?**

First of all, I don't really *care* for any of them. They're just a tool to be used. They're just *tools* to be used. They're cattle. Actors are cattle. Who said that, Hitchcock? He meant it.

**What do you want the *audience* to take away from this? Is it entertainment? Is it *comedy*?**

It's a little of everything, you know? I think that the *trick* is, when films were made that I *really* liked, which is 1965 to 1975, what they take away is that they *walk* out and they're discussing it afterwards. They're questioning things and asking questions. It certainly isn't a straight comedy by any *means*. All you really want them to do is certainly be *entertained* and certainly have some conversations when they walk out.

## SUBUNIT 4

### 4.1 Expressing Opinion and Preference

Drag and drop the words into the blanks to complete the text.

**Answer:**

Mary: I don't like this thriller. *I'd rather* watch a comedy.

Ingrid: Yes, *in my opinion* the director could have used another cast. Some of the actors are not very talented! *I think* there is going to be a party after the film. Would you like to go?

Mary: It sounds interesting, but *I'd prefer* to watch some TV and relax in the evening.

Ingrid: is there anything good on?

Mary: *Let me tell you*, there's a blockbuster movie, 'Titanic' and there is 'Pirates of the Caribbean' at 8. Which one do you think is best?

Ingrid: I think we'd better watch 'Pirates', I *prefer* that to watching a romantic film.

Mary: Yes, I *Believe* that we should watch an adventure too!

**4.2 Expressing Approval and Disapproval**

Click on the sentence on the left. Drag the line to match it with the correct sentence on the right.

**Answer:**

1. I have found tickets for your favourite movie. - *That's good! We can watch it tomorrow after school.*
2. They cancelled the movie project and he has to find a new job. - *That's terrible! I feel sorry for him.*
3. I managed to finish the script! - *That's excellent! I'm sure it will be a success.*
4. He asked me if I liked the film and I lied. - *That's not very nice! You'd better tell him the truth.*
5. I would like to see this tragedy; they say it's really good. - *That's excellent! Take me with you.*
6. She behaves as if she is a star. - *She shouldn't do that. She still has a long way to go.*
7. The shooting had to stop. - *That's awful! Think of all the people that will lose their jobs.*

**4.3 Comparatives and Superlatives**

Select from the drop down lists the correct expression to complete the text.

**Answer:**

The *worst* movie of the three in the Pirates trilogy was Dead man's chest. Let me give you some *further* details about the plot and you can make your own decisions. The first movie of the trilogy had the *best* plot of all. Even though Johnny Depp's movies are getting *worse and worse*, at least he played the part of the pirate better *than* I could imagine. The *more* they tried to convince the audience, *the less* they succeeded. The movies of the 70's were *better* than those of the 90's.

**SUBUNIT 5****5.1 Evaluation: Question 1: Drag and Drop**

The ..... is the award given at the Venice film festival.

**Answer:**

Golden Lion

**5.2 Evaluation: Question 2: Multiple choice**

The Razzies (or Golden Raspberry awards) ..... were to identify which films are successful and which are unsuccessful.

**Answer:**

invented

**5.3 Evaluation: Question 3: Drag and Drop**

The cast of a film is the .....

**Answer:**

list of actors

**5.4 Evaluation: Question 4: Multiple choice**

A ..... film is a type of *drama* set against the backdrop of *war*, focusing on how the larger conflict affects people in the story.

**Answer:**

war drama

**5.5 Evaluation: Question 5: Multiple choice**

He is a good ..... . He immediately sees how the film should be made.

**Answer:**

director

**5.6 Evaluation: Question 6: Drag and Drop**

«Titanic» was ..... film ever made!

**Answer:**

the best

**5.7 Evaluation: Question 7: Multiple choice**

You ..... have lied to your parents. In my opinion you should apologise at once.

**Answer:**

should not

**5.8 Evaluation: Question 8: Multiple choice**

She ..... to play the princess rather than play the witch.

**Answer:**

would prefer

**5.9 Evaluation: Question 9: Multiple choice**

Which do you ..... is better? The movie or the book?

**Answer:**

think

**5.10 Evaluation: Question 10: Drag and Drop**

Sharon Stone has earned many award nominations for being the world's ..... actress.

**Answer:**

worst



## 5.52. ΛΤ\_ΑΓΓ\_Γ\_ΨΕΠ19\_Mobile Phones\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 19
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Γ_ΨΕΠ19_Mobile Phones_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Condition, conditional vocabulary, dialogue, ask for info, give info., process description, essay, opinion, mobile phones, negative effects, hangman, game, text messaging, code, messages, mobile, internet, the future, mobile phone vocabulary, definitions, word-search, mobiles, evolution, phone, shape.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• DEC provides information about: <ul style="list-style-type: none"> <li>▪ The Evolution of the Phone</li> <li>▪ About mobile technology terminology</li> <li>▪ The future of the mobile phone</li> <li>▪ Some problems caused by mobiles.</li> </ul> </li> <li>• Grammar refers to: <ul style="list-style-type: none"> <li>▪ Process description</li> <li>▪ Ask for and Give Information</li> <li>▪ Instruct and Direct Using Conditional</li> </ul> </li> </ul>

### Tutorial Goals

S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details



TG2	describe processes
TG3	ask for and give information
TG4	instruct and direct using conditionals
TG5	use vocabulary related to technology / mobile phones
TG6	talk and write about technology / mobile phones.

Evaluation activities' solutions and answers for open – ended questions.

## SUBUNIT 1

### 1.2 Some Facts about the Euro

Form correct sentences. Drag-and-drop the text bubbles above to their corresponding gaps in the sentences.

#### Answer:

1. The euro is the single *currency* of the EU member states, that are also members of the Eurozone.
2. Other EU countries can *adopt* the euro when they meet the required conditions.
3. The euro was *introduced* in 1999.
4. The euro banknotes and coins were *put* in circulation in 2002.
5. Around 320 million Europeans *use* the euro as their currency.
6. The European Central Bank tries to maintain *price* stability in the euro zone.

## SUBUNIT 2

### 2.1. See U Later!

The student should be able to:

- change the email message into a text message.



### SUBUNIT 3

#### 3.3. Essay Writing.

(The essay should be about 350 words.)

The student should be able to:

- describe processes.
- ask for and give information.
- instruct and direct using conditionals.
- use vocabulary related to technology / mobile phones.
- talk and write about technology / mobile phones.

#### 2.3 Euro in the World

Click on the "Play" button above and listen to the audio carefully. Decide whether these statements are True or False.

Answer:

The official currency of Monaco is the euro.	<b>True</b>
The euro is an official currency in some territories which are not part of the European Union.	<b>True</b>
Andorra uses the euro as its official currency.	<b>False</b>
The euro is the most important international currency.	<b>False</b>
Organisations from different parts of the world use the euro for currency reserves.	<b>True</b>
Only people who live in the European Union can use the euro currency when they borrow money.	<b>False</b>

### SUBUNIT 3

#### 3.3 The Euro in Cyprus

Form correct sentences. Drag and drop the bubbles to the right place to complete the sentences.

Answer:

*First*, the conversion rate between the euro and the Cypriot pound **was** fixed on 10 July 2007.

*Second*, prices **began** to be displayed in both euro and the Cypriot pound on 1 September 2007.

*Third*, the euro **became** the official currency of Cyprus and the euro banknotes and coins were **put** in circulation on 1 January 2008. *Fourth*, there **was** a dual circulation period during which



payments could be **made** using both the pound and the euro until 31 January 2008. **Finally**, the dual circulation period **ended** on 1 February 2008. Payments **are** now made only in euro.

## SUBUNIT 4

### 4.1 The Conditionals (1)

Click on the dropdown menu. Choose the correct answer.

#### Answer:

The euro has come into our lives for good! Some people claim that goods **would be** cheaper if the Cypriot pound **was** still around. Nevertheless, no one can deny the advantages of the euro! In the past, you spent almost half your budget in exchange fees every time you traveled abroad. Now, things have changed. If you **decide** to take a trip to one of the eurozone countries, you **will not think** about exchanging again! Additionally, if you **go** shopping abroad, you **won't** worry about having to compare prices anymore! If all those different currencies still **existed**, we **would need** a calculator to know what we are paying every time we went on a shopping spree! Like the last time I went to France some years ago! If the euro **had been** in circulation, I **wouldn't have spent** 5 hours in the shopping mall because I had to calculate Cypriot pounds into francs to understand the price!

### 4.2 The Conditionals (2)

In the mall Androulla and Mason are doing some shopping! Form the correct conditionals! Click on the dropdown menu! Choose the correct answer!

#### Answer:

Mason: Wow!!! Look at all those laptops! I **would buy** a new computer if my parents **gave me** some more money...

Androulla: I **could** lend you some money if you **asked** me to! But you never do!

Mason: Hm... I really need a new camera, too... If you **give** me 50 euro, I **will pay** it back to you next week!

Androulla: Do you think that 50 euro will be enough for a laptop? Or even a camera, for that matter?

Mason: You're right... Maybe I should get a loan from the bank.

Androulla: You **will pay** interest, if you **borrow** money from a bank! Don't think like that!

Mason: What should I do?

Androulla: Do? You should be asking yourself what you should have done! If you **had studied** harder for the exams, your parents **would have given** you all the money you wanted!

**SUBUNIT 5****5.1 Evaluation: Question 1: Multiple choice**

Travellers in the euro zone don't have to ..... money anymore when they pass from one country to another.

**Answer:**

Exchange

**5.2 Evaluation: Question 2: Multiple choice**

The euro ..... have the same design in all the countries of the euro zone.

**Answer:**

banknotes

**5.3 Evaluation: Question 3: Multiple choice**

This country had a high rate of ..... last year.

**Answer:**

inflation

**5.4 Evaluation: Question 4: Multiple choice**

The Cypriot €1 and €2 coins reproduce .....

**Answer:**

the idol of Pamos

**5.5 Evaluation: Question 5: Multiple choice**

..... refers to the activity of buying and selling goods and/or services between people or countries.

**Answer:**

Trade

**5.6 Evaluation: Question 6: Multiple choice**

The national currencies were ..... withdrawn from circulation.

**Answer:**

progressively

**5.7 Evaluation: Question 7: Multiple choice**

If he ..... more money, he would spend it all on clothes.

**Answer:**

had

**5.8 Evaluation: Question 8: Multiple choice**

I ..... some money if the interest rates fall.

**Answer:**

will borrow

**5.9 Evaluation: Question 9: Multiple choice**

You will receive a 500 euro bonus if you ..... the job sooner.

**Answer:**

finish

**5.10 Evaluation: Question 10: Multiple choice**

I wouldn't have bought the house if I ..... that area of the town.

**Answer:**

hadn't liked



## 5.53. ΑΤ\_ΑΓΓ\_Γ\_ΨΕΠ20\_The World in the 20th Century\_2.0

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### Basic General Information

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<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 20
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Γ_ΨΕΠ20_The World in the 20th Century_2.0
<b>Version</b>	2.0
<b>Keywords</b>	20th century, discoveries, inventions, cinema, the plane, the car, television, development, Apollo, adventure, people, Neil Armstrong, astronauts, famous, inventors, events, quiz, internet, communism, war, fascism, nuclear power, AIDS, crosswords, definitions, discoverer, events, political leaders, peace, activist, civil rights, life freedom, speech, rights, dream, true, false, achievements, art, sport, entertainment, icons, essay, for and against, verbs form conditionals, express, frustration, list, expressing indignation.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• Breakthroughs - discoveries</li> <li>• Devils or angels – war, peace, freedom</li> <li>• Icons of the 20th Century</li> <li>• Grammar - reporting events, express frustration, anger, indignation</li> <li>• Evaluation test</li> </ul>

### Tutorial Goals

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S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details



TG2	narrate events in the past
TG3	report events in the present, past and future
TG4	express frustration using conditional clauses, suppose(that), on condition that, provided that
TG5	express anger and indignation using whatever, whoever, whenever, whichever, I strongly protest
TG6	to talk and write about 20th century events and people.

Evaluation activities' solutions and answers for open – ended questions.

## SUBUNIT 1

### 1.2. A Small Step.

The student should be able to:

- narrate events in the past.
- report events in the present, past and future.
- express frustration using conditional clauses, suppose(that), on condition that, provided that.
- express anger and indignation using whatever, whoever, whenever, whichever, I strongly protest.
- to talk and write about 20th century events and people.

## SUBUNIT 2

### 2.3 I Have a Dream...

Click on the "Play" button and listen to the speaker. Decide if the statements are True or False.

**Answer:**

Police were being friendly with Black American minorities.	<b>False</b>
Black Americans were not welcome in motels.	<b>True</b>
Black Americans were forbidden to enter certain shops.	<b>False</b>



Black Americans think justice is used only for the Whites.	<b>True</b>	
Black Americans rights were the same in Mississippi and New York.	<b>False</b>	

### SUBUNIT 3

#### 3.3. Essay Writing.

(The essay should be around 300 to 350 words.)

The student should be able to:

- narrate events in the past.
- report events in the present, past and future.
- express frustration using conditional clauses, suppose(that), on condition that, provided that.
- express anger and indignation using whatever, whoever, whenever, whichever, I strongly protest.
- to talk and write about 20th century events and people.

### SUBUNIT 4

#### 4.1 Reporting Events

Select the correct word from each drop down list to complete the text.

##### Answer:

I **had** an argument with one of my colleagues yesterday. We were talking about music in the 20th century. He **told** me that Elvis Presley **had been** the best singer of all times. Then, of course, I **mentioned** that there had been some others and he challenged me to give examples. I **explained** to him that the Beatles had been the greatest by far and that in my opinion there **was** going to be no other band to equal them for a great many years. He **didn't seem** to agree with me and **asked** the opinion of some other people present. They told him they were not going to interfere as they **were not** interested in the subject, but he insisted until one of them got angry and said that he never takes sides in an argument of this type as you **should** never argue about preferences.

#### 4.2 Expressing Frustration

Read the paragraph carefully. Then, drag the correct word bubble from the top to correctly fill in each blank.

**Answer:**

I'm sick and tired *of watching* people destroying the environment. I wish that people *cared* more about our planet and stopped thinking only about themselves. I *can't* stand watching the news everyday and realising that things are getting worse and worse. I'd *rather not* think about the consequences of our actions. More and more animals are becoming endangered. Moreover, climate change causes extreme weather conditions and as a result hundreds of people lose their lives. I *wish* that we respected the place where we live in so that we have a chance of saving it. I'm *tired of* repeating the same things over and over but this is the only way of informing people about the damage we cause. The world will be a better place to live in, *on condition* that we stopped polluting the environment.

**4.3 Express Anger and Indignation**

Select the correct word from each drop down list to correctly complete the text.

**Answer:**

*I've had about enough* of people treating black people badly.

You are right; nowadays racism is one of the biggest problems the world has to face.

*I'm fed up with* people's behaviour; they shouldn't treat them like this only because they are black.

*That makes my blood boil!* How can people be so cruel?

I know. They just don't care. *Whenever* I might bring up the subject with my friends they always want to talk about something else.

*I can't believe it!* Maybe you should try to talk to them again about the issue of racism.

I've tried. But *whatever* I may do or say, it doesn't seem to have any results.

*That can't be true! Why are you so upset?* I'm really disappointed in people. Let's hope that things will improve in the future.

**SUBUNIT 5****5.1 Evaluation Test: Drag and Drop**

Karl Friedrich Benz is regarded to be the ..... of the gasoline-powered automobile.

**Answer:**

inventor

**5.2 Evaluation Test: Multiple choice**

Gandhi was ..... by his opponents.

**Answer:**

assassinated

**5.3 Evaluation Test: Drag and Drop**

Martin Luther King ..... for the rights of black minorities.

**Answer:**

fought

**5.4 Evaluation Test: Multiple choice**

Picasso is one of the most famous ..... of all time.

**Answer:**

painters

**5.5 Evaluation Test: Multiple choice**

Einstein was an expert in ..... physics.

**Answer:**

theoretical

**5.6 Evaluation Test: Drag and Drop**

The Beatles still ..... many singers and bands.

**Answer:**

influence

**5.7 Evaluation Test: Multiple choice**

He told me Mandela ..... for 27 years.

**Answer:**

had been imprisoned

**5.8 Evaluation Test: Multiple choice**

He told me that Martin Luther King ..... in Memphis.

**Answer:**

had been assassinated

**5.9 Evaluation Test: Multiple choice**

I wish my parents ..... me go to the party.

**Answer:**

had let

**5.10 Evaluation Test: Drag and Drop**

I'm tired of ..... to persuade him overcome his fear of flying.

**Answer:**

Trying

## 5.54. ΑΤ\_ΑΓΓ\_Γ\_ΨΕΠ21\_Friendship\_2.0

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### Basic General Information

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<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 21
<b>Title of the DEC</b>	ΑΤ_ΑΓΓ_Γ_ΨΕΠ21_Friendship_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Friendship, poetry, poem, music, song, literature, writing, inspiration, true, false, difficulties, understand, need, words, William Shakespeare, sonnet, beauty, friend, time, game, crossword, happy, beautiful, gentle, understand, listening, recording, match, love, mind, imagery figures of speech, evaluation activity, William Butler Yeats, rose, garlands, crosswords,quiz.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• Friendship in Poetry and Music</li> <li>• William Shakespeare - The "Bard of Avon"</li> <li>• Emily Bronte</li> <li>• William Butler Yeats</li> <li>• Evaluation</li> </ul>



## Tutorial Goals

S/N	Tutorial Goals
Learners should be able to read, listen and view in order to:	
TG1	grasp the gist and the details
TG2	get in touch with British poetry
TG3	use vocabulary related to friendship
TG4	talk and write about friendship (poems, songs etc).

Evaluation activities' solutions and answers for open – ended questions.

### SUBUNIT 2

#### 2.3. Poetic Language.

(The poem should be about friendship and should be two to four verses.)

The student should be able to:

- get in touch with British poetry.
- use vocabulary related to friendship.
- talk and write about friendship (poems, songs etc).

### SUBUNIT 3

#### 3.2 "Friends" Quiz

Select the correct interpretation of the verses from the drop down lists.

Answer:

1. "Now must I these three praise // Three women that have wrought"  
*I must express my admiration for these three women.*
2. "Three women that have wrought // What joy is in my days"  
*The three women have brought joy into my life.*
3. "One because no thought, // Nor those unpassing cares,



No, not in these fifteen // Many-times-troubled years,  
 Could ever come between // Mind and delighted mind"

*This woman made me feel happy and forget about my worries.*

4. "And one because her hand // Had strength that could unbind  
 What none can understand, // What none can have and thrive,  
 Youth's dreamy load, till she // So changed me that I live  
 Labouring in ecstasy."

*This woman understood me and that made me find pleasure in my worries.*

### **3.3. Creative Writing.**

(The article should be about 200 words.)

The student should be able to:

- get in touch with British poetry.
- use vocabulary related to friendship.
- talk and write about friendship (poems, songs etc).

## **SUBUNIT 4**

### **4.1 Evaluation: Question 1: Multiple choice**

Friendship is preserved by ..... and by respect and awe.

**Answer:**

trust

### **4.2 Evaluation: Question 2: Drag and Drop**

When you need love your friends are there to give you ..... and attention.

**Answer:**

care

### **4.3 Evaluation: Question 3: Multiple choice**

One of the surest evidences of friendship is telling your friends ..... of their faults.

**Answer:**

gently

**4.4 Evaluation: Question 4: Drag and Drop**

"The friendship that can cease has never been ....."

**Answer:**

real

**4.5 Evaluation: Question 5: Multiple choice**

In the 'eye' rhyme, which is a type of rhyme used in poetry, the similarity is in ..... and not in sound.

**Answer:**

spelling

**4.6 Evaluation: Question 6: Drag and Drop**

A rhyme is a repetition of ..... or similar sounds in two or more different words.

**Answer:**

identical

**4.7 Evaluation: Question 7: Multiple choice**

William Yeats' poetry is remarkable for the use of allusive imagery and .....

**Answer:**

symbols

**4.8 Evaluation: Question 8: Drag and Drop**

'The wind sang a mournful song through the falling leaves' is .....

**Answer:**

a personification

**4.9 Evaluation: Question 9: Multiple choice**

'Friends are like flowers', is a .....

**Answer:**

simile

**4.10 Evaluation: Question 10: Drag and Drop**

'Friendship is a plant that grows slowly', is a .....

**Answer:**

Metaphor

## 5.55. ΛΤ\_ΑΓΓ\_Γ\_ΨΕΠ22\_Anorexia Nervosa\_2.0

### Basic General Information

<b>Subject</b>	English
<b>Class</b>	C` Lyceum/ Technical
<b>S/N DEC</b>	DEC 22
<b>Title of the DEC</b>	ΛΤ_ΑΓΓ_Γ_ΨΕΠ22_Anorexia Nervosa_2.0
<b>Version</b>	2.0
<b>Keywords</b>	Eating disorder, anorexia, bulimia, depression, weight, pills, food, diet, thin, health, death, anorexia nervosa, sleep, true, false, quiz, body, image, effects, risk, age, characteristics, signs, eat, cause, control, medical, starvation, loss, disease, medicine, word search, game, treatment, recover, calorie, skinny, doctor, help, pale, dessert, story, narrate, underweight, anorexic, fashion magazines, illness, event, ill,



	consequence, expressing fears and worries, grammar, exercise, expressing intention, advice.
<b>Scientific/ Theoretical Knowledge for the Teacher</b>	<ul style="list-style-type: none"> <li>• Problems with food</li> <li>• Anorexia nervosa</li> <li>• People and experiences</li> <li>• Grammar and evaluation test</li> </ul>

## Tutorial Goals

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S/N	Tutorial Goals
	Learners should be able to read, listen and view in order to:
TG1	grasp the gist and the details
TG2	identify one's self
TG3	describe people
TG4	describe experiences
TG5	narrate
TG6	assess ideas and situations
TG7	express fears and worries
TG8	use vocabulary related to disease / Medicine
TG9	talk and write about disease / Medicine
TG10	express intention using going to / will.



## Evaluation activities' solutions and answers for open – ended questions.

### SUBUNIT 1

#### 1.2 Eating Disorders Quiz

Decide whether the statements are True or False. Click to select the correct answer to each question.

#### Answer:

An eating disorder affects both a person's body and mind.	<b>True</b>
Eating disorders can lead to death if they are not treated properly.	<b>True</b>
Anorexia nervosa is characterised by a strong desire to eat.	<b>False</b>
The media promote the idea that people don't have to be thin.	<b>False</b>
Stressful events may lead to the development of an eating disorder.	<b>True</b>
People who suffer from an eating disorder need isolation in order to overcome their disorder.	<b>False</b>

#### 1.4. My Ideal Body Weight.

(The essay should be about 450 words.)

The student should be able to:

- identify one's self.
- describe people.
- describe experiences.
- narrate.
- assess ideas and situations.
- express fears and worries.
- use vocabulary related to disease / Medicine.
- talk and write about disease / Medicine.
- express intention using going to / will.

### SUBUNIT 2

#### 2.2 Suffering from Anorexia

Drag the correct words from above and drop them into the blanks to complete the text.

**Answer:**

Eating disorders can affect all people *regardless* of age, race or gender. Usually young women who may be *influenced* by the media and images of very thin women are affected. Eating disorders have many *symptoms*, both physical and psychological. Some of the physical signs are easy to spot, such as *dramatic* weight loss. Other signs may not be so *obvious*. Psychological symptoms *vary* and may not be easy to detect. People with eating disorders may become *withdrawn* or depressed. Eating disorders must be *treated* properly or they can be very dangerous.

**2.3 Dealing with Anorexia Nervosa**

Click on the "Play" button and listen to the speaker carefully. Decide whether the statements are True or False. Click to select the correct answer.

**Answer:**

1. When an anorexic person refuses to admit having a problem, this makes treatment easier.	<b>False</b>
2. People suffering from anorexia nervosa can never fully recover.	<b>False</b>
3. A combination of interventions is necessary to treat anorexia nervosa.	<b>True</b>
4. The treatment of anorexia nervosa has two components: medical and psychological.	<b>False</b>
5. The treatment of anorexia nervosa also tries to prevent the relapse of the condition.	<b>True</b>
6. Cognitive therapy helps the person suffering from anorexia to think about food in a realistic way.	<b>True</b>

**SUBUNIT 3****3.2. Write a Story.**

(The essay should be about 450 words.)

The student should be able to:

- identify one's self.
- describe people.
- describe experiences.
- narrate.
- assess ideas and situations.
- express fears and worries.



- use vocabulary related to disease / Medicine.
- talk and write about disease / Medicine.
- express intention using going to / will.

## SUBUNIT 4

### 4.1 Expressing Fears and Worries

Drag the correct words from above and drop them into the blanks to complete the text.

#### Answer:

Health organisations are **worried about** the increasing number of children and teenagers suffering from eating disorders. Young people are **afraid of** putting on weight and this results in high numbers of eating disorders. Many young people stop eating properly and their families **fear** they will get very sick if they continue to do so. Parents are also **worried** about the amount of exercise their children take. As a result, the families are **afraid for** their children's health. When young people **worry** about putting on weight they may take extreme action, which leads to eating disorders. As one teenager says "I **am afraid** of getting fat so I don't eat during the day and I exercise for at least 3 hours every day. I know my mum **worried that** is I might get sick if I continue living the way I do."

### 4.2 The Future: 'Will', 'Going to'

Click and drag to match the sentences correctly. Click on the sentence on the right. Drag the sentence to match it with the correct sentence on the left.

#### Answer:

1. Those bags look heavy! - **I'll help you carry them home.**
2. Look at that car coming towards us! - **It is going to hit us!**
3. What do you need all these eggs for? - **I'm going to make a carrot cake!**
4. I forgot to tell Jane about the party tomorrow. - **I'll call her now and let her know.**
5. Is Lisa here? - **She's about to leave. She's going to buy a present for her mother.**

## SUBUNIT 5

### 5.1 Evaluation: Question 1: Multiple choice

People affected by an eating disorder become ..... with food and body weight.

**Answer:**

obsessed

**5.2 Evaluation: Question 2: Multiple choice**

People suffering from eating disorders need special treatment and ..... in order to be able to lead a healthy life.

**Answer:**

support

**5.3 Evaluation: Question 3: Multiple choice**

Anorexia Nervosa is a common eating .....

**Answer:**

disorder

**5.4 Evaluation: Question 4: Multiple choice**

Anorexics try to lose weight in spite of the fact they are already.....

**Answer:**

thin

**5.5 Evaluation: Question 5: Drag and Drop**

Physical signs of Anorexia Nervosa include ....., extreme weight loss, loss of hair and tooth decay.

**Answer:**

headaches

**5.6 Evaluation: Question 6: Drag and Drop**

With appropriate treatment people suffering from Anorexia Nervosa can ..... this condition.

**Answer:**

overcome

**5.7 Evaluation: Question 7: Multiple choice**

She is ..... were right.

**Answer:**

afraid of gaining

**5.8 Evaluation: Question 8: Drag and Drop**

She has made up her mind. She ..... a recovery programme for people with eating disorders.

**Answer:**

is going to enter

**5.9 Evaluation: Question 9: Multiple choice**

She ..... that other people won't accept her if she puts on any more weight.

**Answer:**

is worried

**5.10 Evaluation: Question 10: Drag and Drop**

I think I ..... to the party after all.

**Answer:**

will come



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