

# **ΑΓΓΛΙΚΑ ΣΤ' ΔΗΜΟΤΙΚΟΥ**

**Βιβλίο μαθητή**

**Τόμος 2ος**

**Γ' Κ.Π.Σ. / ΕΠΕΑΕΚ II / Ενέργεια 2.2.1 /  
Κατηγορία Πράξεων 2.2.1.α:**

**«Αναμόρφωση των προγραμμάτων  
σπουδών και συγγραφή νέων  
εκπαιδευτικών πακέτων»**

**ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ**

**Δημήτριος Γ. Βλάχος**

**Ομότιμος Καθηγητής του Α.Π.Θ**

***Πρόεδρος του Παιδαγωγ. Ινστιτούτου***

**Πράξη με τίτλο: «Συγγραφή νέων**

**βιβλίων και παραγωγή**

**υποστηρικτικού εκπαιδευτικού υλικού**

**με βάση το ΔΕΠΠΣ και τα ΑΠΣ για το**

**Δημοτικό και το Νηπιαγωγείο»**

**Επιστημονικός Υπεύθυνος Έργου**

**Γεώργιος Τύπας**

***Σύμβουλος του Παιδαγ. Ινστιτούτου***

**Αναπληρωτής Επιστημ. Υπεύθ. Έργου**

**Γεώργιος Οικονόμου**

***Σύμβουλος του Παιδαγ. Ινστιτούτου***

**Έργο συγχρηματοδοτούμενο 75% από**

**το Ευρωπαϊκό Κοινωνικό Ταμείο και**

**25% από εθνικούς πόρους.**

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**ΒΙΒΛΙΟΣΥΝΕΡΓΑΤΙΚΗ Α.Ε.Π.Ε.Ε**

**Στη συγγραφή συνεργάστηκε ο κ.**  
**Θανάσης Πυργαρούσης**

**ΠΡΟΣΑΡΜΟΓΗ ΤΟΥ ΒΙΒΛΙΟΥ ΓΙΑ**  
**ΜΑΘΗΤΕΣ ΜΕ ΜΕΙΩΜΕΝΗ ΟΡΑΣΗ**

**Ομάδα Εργασίας**  
**Αποφ. 16158/6-11-06 και**  
**75142/Γ6/11-7-07 ΥΠΕΠΘ**

**ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ,  
ΘΡΗΣΚΕΥΜΑΤΩΝ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ  
ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ  
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**Τόμος 2ος**



## **Unit 4**

# **The history of the aeroplane**

**You are here to READ**

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

**and TALK about**

**Deadalus and Icarus and a  
painting**

**and LISTEN TO**

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

**and WRITE**

**a biography and a poem**

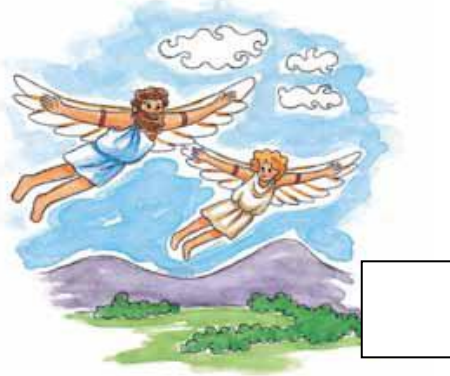
**and LEARN about**

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

A



B



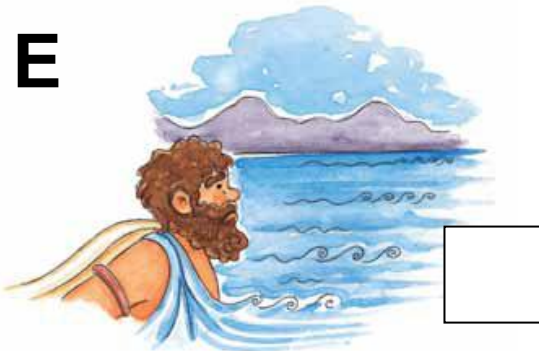
C



D



E



F



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



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

# **Lesson 1: A day at the Museum**

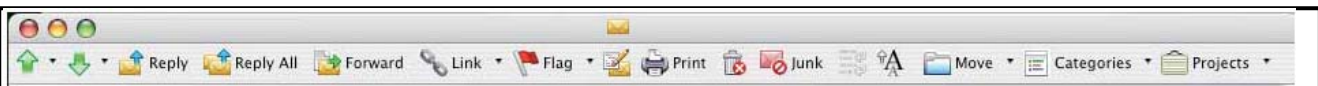
## **1. Reading**



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

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





**From:** < abcd@asd.uk...>

**Date:** Saturday, Jan. 31, 3:56 p.m.

**To:** <... efgh@thl.gr >

**Subject:** Message from Joan + Joe

**Attachments:** merchandising.dog



**Dear Jim and Mary,**

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

**Open the attached files:  
These are the worksheets  
we worked on in the  
museum.**

**Do you want to try  
them, too?**

**Kisses  
Joan and Joe**



**Schedule “Send & Receive All” will  
run in 4 minutes**

## **B. Attached File: (Worksheet 1)**



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

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

## The Wright Brothers

**Wilbur and Orville Wright invented the first aeroplane in the United States of America in**

**1903. The Wright brothers thought of the flight when one day their father returned from a trip and surprised**



**the boys with a small toy. ....**

**.....(1) The boys admired the toy very much and they said that they wanted to fly. While the boys were growing up, they were always repairing and fixing things.**

**.....(2) and sold them to classmates.**

**Later, ..... (3) and repaired bicycles.**

**They used the money from the**

**bicycle shop for their first flight experiments. The historic flight lasted for just 12 seconds and covered about 120 feet. This changed the world forever.**

**Sources:**

**<http://www.nasm.si.edu/wrightbrothers/>, [www.wright-house.com/wright-brothers](http://www.wright-house.com/wright-brothers)**

**C. Attached File: (Worksheet 2)**

**Can you label the missing parts of the aeroplane?**



## 2. Grammar

**Do you remember?**



### A. TALKING ABOUT THE PAST TIME

1. Complete the sentences in the Grammar Boxes:



#### Grammar Box 1

##### Past Simple

The Wright Brothers **invented** the first plane in 1903.



We **saw** historic planes and we **heard** about the first flyers, the Wright brothers.

We \_\_\_\_\_ the Fleet Arm museum, we

\_\_\_\_\_ modern aeroplanes and then we -

\_\_\_\_\_ on a helicopter, in a simulator.

## Grammar Box 2



### Past Continuous

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

While Mary \_\_\_\_\_  
\_\_\_\_\_ computer  
games, Jim \_\_\_\_\_



\_\_\_\_\_ TV and their parents  
\_\_\_\_\_ books.



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

a. We use the **Past Simple / Continuous Tense** for actions that continued for some time in the past.



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

### 3. Practice



#### A. ROLE PLAY: TALKING ABOUT ICARUS

##### Student A

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

##### Student B

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





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

**Example: JIM (J)**

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

**YOU (Y)**

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

**b.** (J): Their father gave them a flying carpet.

(Y): No, he didn't ...

**c.** (J): While the two brothers were growing up, they were working with their father.

(Y): No, while they...

**d. (J):** When the boys were young, they made keys and sold them to classmates.

**(Y):** No, that's not correct. They...

**e. (J):** The historic flight lasted 13 seconds.

**(Y):** You're wrong...



## **C. MEDIATION**

**Jim and Mary are working on a school project and want to find information about Julius Verne and his books. Look at the book summary on the cover of one of his books you found at the school library.**

**Write an e-mail to Jim and Mary telling them about the book and the story.**

# ΑΠΟ ΤΗ ΓΗ ΣΤΗ ΣΕΛΗΝΗ

Ιουλίου Βερν

Υπάρχει ζωή στη Σελήνη;  
Κατοικούν εκεί άνθρωποι; Μπορούμε να επικοινωνήσουμε μαζί τους; Μπορούμε να ζήσουμε εκεί; Για χρόνια, οι επιστήμονες ζητούσαν απαντήσεις στα καίρια αυτά ερωτήματα χωρίς να μπορούν να δώσουν μια θετική απάντηση. Ο Ιούλιος Βερν, με την ασύλληπτη φαντασία του, δίνει τη δική του απάντηση στέλνοντας τρεις τολμηρούς εξερευνητές να γνωρίσουν από κοντά το δορυφόρο της Γης. Αλλά πώς θα ταξιδέψουν στη Σελήνη; Ο προφητικός αυτός συγγραφέας έχει τη λύση: μια οβίδα που μοιάζει πολύ με τα σημερινά διαστημόπλοια, εκτοξεύεται από ένα τεράστιο κανόνι. Θα φτάσουν

**άραγε οι εξερευνητές μας στον προορισμό τους; Ποια θα είναι η μοίρα τους σε ένα εγχείρημα που διαδραματίζεται εκατό χρόνια πριν από την προσελήνωση του σύγχρονου ανθρώπου;**

## Lesson 2: An air pocket

### 1. Listening / Speaking



Before you listen, discuss the following questions:

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



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

Problem \_\_\_\_\_

Flight \_\_\_\_\_



B. Listen again and complete the sentences:

**1. While the plane was flying above the ocean, it \_\_\_\_\_ a dive.**

**2. The airhostess \_\_\_\_\_ coffee and the passenger next to Jim's father \_\_\_\_\_**

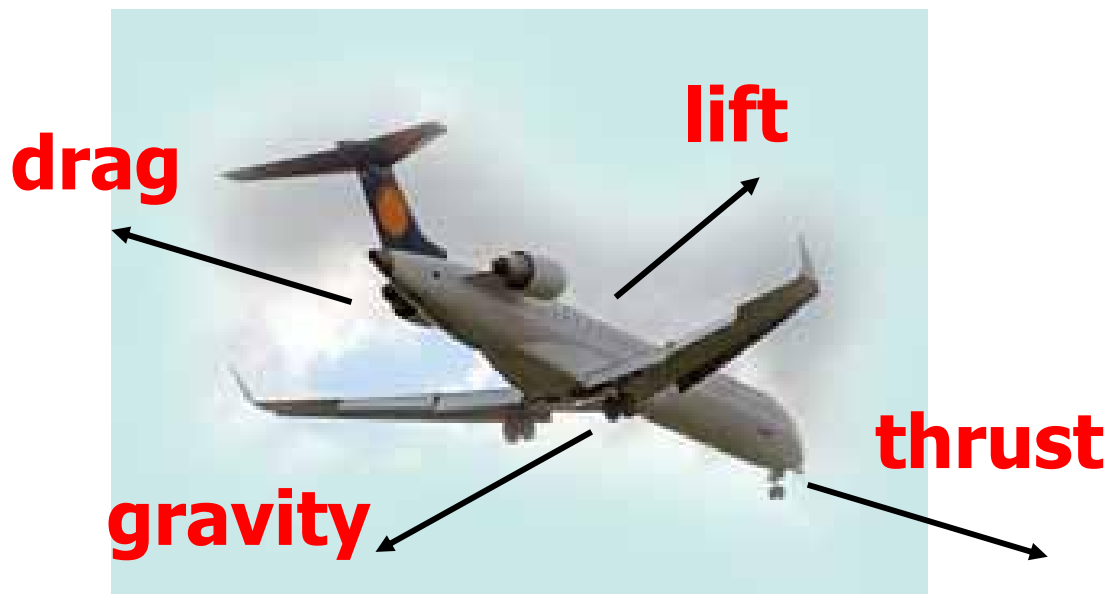
**3. Jim's father \_\_\_\_\_ a magazine.**

**4. Jim's father \_\_\_\_\_ his prayers when he heard the captain's voice.**

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

## **PICTURE A**

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



## The four forces of flight

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



### PICTURE B

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

# TYPES OF PLANES

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

**Boeing 747**



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

**The Concorde**



## Seaplane



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

## Rocket



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

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

4. The Concorde travels below the speed of sound.



## 2. Grammar



### A. TALKING ABOUT THE PAST TIME

1. Complete the sentence in the Grammar Box:

#### Grammar Box



#### Past Continuous - Past Simple

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

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

**I was flying over the ocean when...**

**...the plane took a dive**



2. Now complete the rule with a or b:

a. a past event

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

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

## B. USING LINKING WORDS

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

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

# Grammar Box



## Linking words



**As** the Wright brothers were growing up, they were repairing and fixing things. **First**, they made kites and sold them to classmates. **Then**, they opened a bicycle shop and repaired bicycles. **Later**, they used the money for their first flight experiments. **Finally**, they flew the first plane in 1903.

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

## 3. Practice



### A. THE MISSING LUGGAGE

You are waiting for your flight at the airport when you realise that

**your handbag is missing. Ask a security officer for help. Tell him/her what you and the people around you were doing.**

**I was ...  
When ...**



## **B. IGOR SIKORSKY:**



**The father of the helicopter  
Your teacher has asked you  
to write the biography of  
another inventor: Igor Sikorsky.  
Here are some notes about him.  
Read the notes and write his  
biography using linking words to  
join the sentences. Then present it  
in class.**

# LEARNING STRATEGIES



**When I write a biography...**

**I decide who I want to write about**

**I collect information about him/her**

**I organise my information into paragraphs**

**I use linking words to connect my sentences**

**I check my writing for mistakes (grammar, spelling etc.)**

<b>1889</b>	<b>Born in Kiev, Russia</b>
	<b>As a schoolboy, he (build) several model aircraft and helicopters</b>
	<b>(study) in Russia and Paris, France</b>
	<b>(build) the world's first multi-engine aircraft</b>

	<b>After Russian revolution (emigrate) to USA</b>
<b>1919</b>	<b>his money (run out), (teach) Russian immigrants mathematics, astronomy and aviation</b>
	<b>(work) as an aircraft designer</b>
<b>1923</b>	<b>(start) his own aeronautical company, the Sikorsky Aero Engineering Corporation</b>
<b>1925-1940</b>	<b>(create) a series of increasingly successful aircraft, including the first helicopter</b>
<b>1972</b>	<b>(die) in USA</b>

**You can start and finish like this:**



**Put his biography in your portfolio.**

**People call Igor Sikorsky “the father of helicopter”. He was born...**

**...**

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

## Lesson 3: The Fall of Icarus

### The Project



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



### Landscape with the Fall of Icarus

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

## **According to Brueghel, when Icarus fell...**

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



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



**Include your picture or poem in your portfolio.**

**• Try to find as many pictures / texts about the fall of Icarus as you can**

- **Study them and try to find a way to express your own feelings and ideas**
- **With your partners in your group, draw your picture or write your poem**
- **Present it in class**



# check yourself

## A. Let's solve the riddles

1. Where do the pilots fly the plane from? \_\_\_\_\_ cockpit

2. It runs when you have a cold but it's the front part of a plane, too.  
\_\_\_\_\_

3. Dogs shake it when they are happy but it's also the back part of a plane. \_\_\_\_\_

4. These help birds and planes to lift into the air. \_\_\_\_\_

5. What is the force that pushes the plane downwards? \_\_\_\_\_

6. What is the force that pushes the plane upwards? \_\_\_\_\_

[ \_\_\_ / 5 points]

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

## **THE MONTGOLFIER BROTHERS**



**Joseph (1740-1810)  
and Jacques Etienne  
(1745-1799)**

**Montgolfier were two French brothers who \_\_\_\_\_ (invent) the first successful hot-air balloon. They \_\_\_\_\_ (launch) their first balloon in December, 1782. Almost a year later, the first trip \_\_\_\_\_ (be) possible.**

**Joseph and Jacques Etienne \_\_\_\_\_ (make) a paper balloon, they \_\_\_\_\_ (burn) wet straw and \_\_\_\_\_ (fill) it with hot air. It \_\_\_\_\_ (begin) to rise because hot air is lighter than the rest of the air. The first**

passengers in a hot-air balloon  
\_\_\_\_\_ (be) a rooster, a  
sheep, and a duck, whom the  
Montgolfier brothers \_\_\_\_\_  
(send) up to an altitude of 1,640 ft  
(500 m) on September 19, 1783.  
The trip \_\_\_\_\_ (last) for 8  
minutes. The animals \_\_\_\_\_  
(survive) the landing. King Louis  
XVI and Queen Marie Antoinette of  
France \_\_\_\_\_ (watch) this  
event.

[ \_\_\_ / 6 points]

### C. Join the sentences:

1. King Minos jailed Daedalus and Icarus
2. Daedalus thought that the only way to escape
3. Daedalus made
4. Icarus didn't remember

5. Icarus flew higher and higher until

6. Icarus moved his arms faster and faster

7. Icarus fell down

8. Daedalus looked hard

a. but that didn't help much.

b. into the deep sea.

c. in the labyrinth.

d. but he couldn't find his son.

e. the wax started to melt.

f. was to fly out of prison.

g. two sets of wings.

h. his father's advice.

[ \_\_\_ / 4 points]

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



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

**He left in a hurry** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Finally, he changed his ticket for the next flight.**

**[ \_\_\_ / 5 points]**

See p. 124- 127 Workbook

My total score is \_\_\_\_\_ / 20 points

**NOW TICK  
WHAT YOU CAN DO**

**I can talk about**

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

**I can read**

- E-mails and attached files .....

**I can listen to and understand**

- Descriptions and dialogues  
about flights .....

**I can write**

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

**REMEMBER** when you write

**a biography of a personality:**

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

**You are here to READ**

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

**and TALK about**

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

**and LISTEN TO**

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

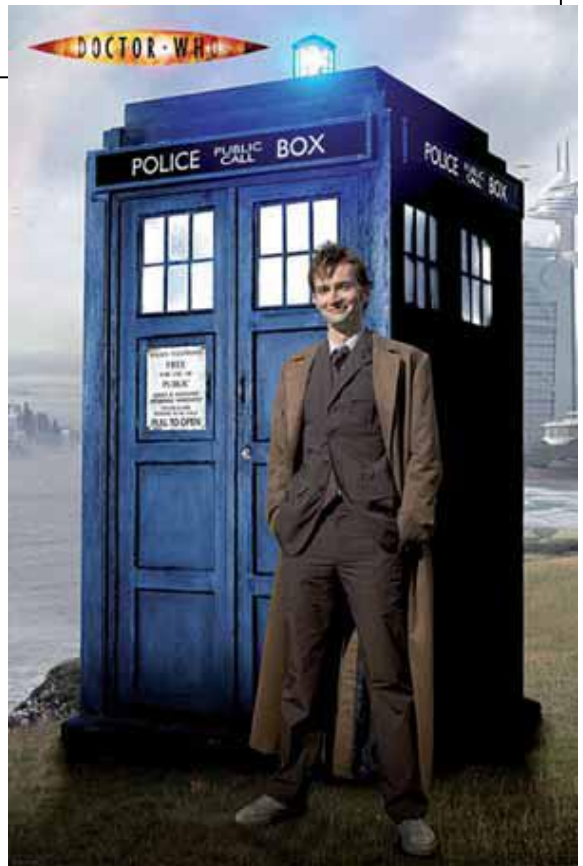
**and WRITE**

an informal letter

**and LEARN about**

how to ask for information or directions / how to give information or directions / how to

talk about past habits with used to ... / about the public transport system in London



## MEMORIES

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



Tick  the correct facts:

I used to crawl

I used to play with my Lego

I used to be afraid of the dark

**I used to believe in Father  
Christmas**

**I used to bite my nails**

**I used to drink a lot of milk**

# Lesson 1: Diaries



## 1. Reading

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

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

**Tuesday, November 5, 1968**

**I am very happy today! I bought a nice mini skirt and a pair of high heeled shoes to wear at Angie's party on Saturday. I also bought her a present: a record of The Beatles!**



**Sunday, November 10, 1968**

Angie's party last night! It was fantastic! We all danced rock and roll and sang The Beatles' song "Yesterday".

Angie was beautiful in her new pair of bell bottomed pants and everyone seemed to admire my mini skirt! I met Andreas, her cousin. He wore his hair in a pony tail. It was really cute!

The food was delicious and the drinks, too. I had a lot of canapés and fruit punch!

**Monday, November 11, 1968**

It's too bad I can't wear my new mini skirt at school but it's Catherine's name day party next weekend. I can wear it then.

Anyway, I look nice in my blue uniform! That's what my mum says!

**I saw Andreas on the way from school. I was too shy to talk to him!**

**Wednesday, November 13, 1968**

**I learned very interesting things during the history lesson today. Our teacher explained that in Ancient Greece both men and women used to wear linen in summer and wool in winter. Their clothes simple tunics and warm togas. They also enjoyed using mirrors and hairbrushes. Women kept their hair long, in braids, or wore it in ponytails. Men used to have their hair short and they usually had a beard, too. Both men and women used to wear perfume. How interesting.**

**B. In the 1960's**



**Read the diary entries again and**

**49 / 50-51**

**complete the following table with the correct information about young people in the 1960's.**

**They used to ...**

<b>wear...</b>	<b>eat / drink</b>	<b>listen to...</b>	<b>dance...</b>

### **C. In Ancient Greece**



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

**In Ancient Greece...**

**a. Men and women's clothes used to be \_\_\_\_\_**

**b. Women used to have their hair**

---

---

**c. Men used to have** \_\_\_\_\_

---

---

**d. Both men and women used to**

---

---



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



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



## 2. Grammar

### A. TALKING ABOUT STATES OR HABITS IN THE PAST

Study these boxes:

#### Grammar Box 1



**used  
to +  
infinitive  
OR Past  
Simple**



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

## Grammar Box 2



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



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

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

We use \_\_\_\_\_ + \_\_\_\_\_  
\_\_\_\_\_ to talk about past habits or states which are no longer true.

We can replace \_\_\_\_\_ +  
\_\_\_\_\_ with \_\_\_\_\_  
without changing the meaning.



**C. Read the examples below and complete the table:**

AFFIRMATIVE	NEGATIVE
They used to dance Rock 'n' Roll. (They don't dance it any more)	They didn't use to Rap. (They sang love songs instead)
parties.	_____ fast food restaurants.
_____ listen to Beatles' songs.	

## QUESTION

Did they use to dance Rock 'n' Roll?  
\_\_\_\_\_ drink fruit punch?

---

---

---

---

### 3. Practice



#### A. CHECK YOUR MEMORY

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

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





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

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

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

**Example:**

**What do you usually do at weekends?**

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

**You can ask:**

**What kind of clothes / wear at parties?**

**What / do at weekends? What games / play?**

**What / do in the evenings?**

**Which TV programs / watch?**

**Yesterday all my trouble seemed so far away. Now it looks as though they're here to stay.**

**Oh, I believe in yesterday.**

**Suddenly I'm not half the man I used to be.**

**There's a shadow hanging over me.**

**Oh, yesterday came suddenly.**

**Why she had to go I don't know, she wouldn't say.**

**I said something wrong. Now I long for yesterday,**

**Yesterday...**



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

**Is the singer happier today than he was yesterday?**



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

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

## Lesson 2: Transportation




### 1. Speaking



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



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

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

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

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



## 2. Asking for and giving directions / information

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



### Everyday expressions

Asking for directions / information	Giving directions / information
<p>Excuse me, how can I go/ get to... Can/could you tell me where... is, please? Can/Could you show me the way to...?</p>	<p>Go up/down... street until you get to... Go straight... Walk as far as... Take the bus/ train to... Turn right/left... It's on the corner of... Take the first/second turning... It is near/opposite/</p>

<b>What time...? How much..., please?</b>	<b>behind/in front of/ between... You can't miss it!</b>
---	--

### **3. Practice**



#### **A. PAIR WORK: VISITING THE MUSEUM**

##### **Student A**

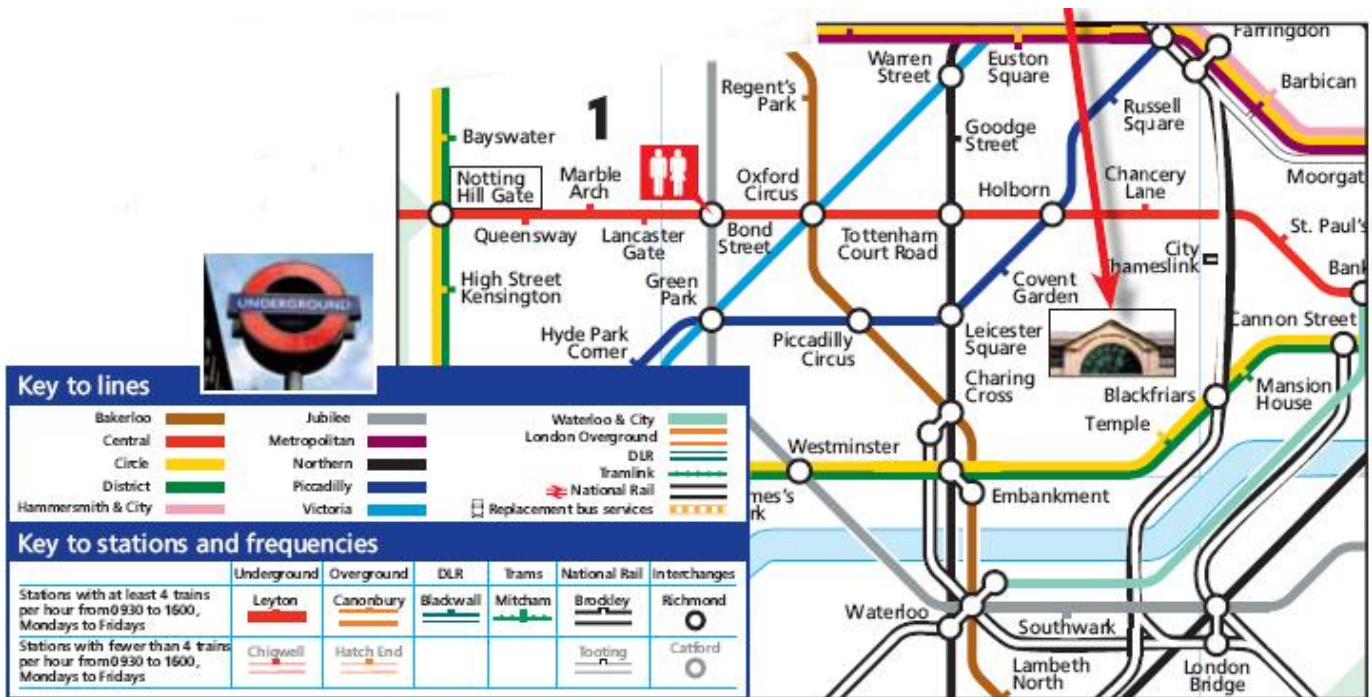
**It is Tuesday 9.00 a.m.  
You are at BOND STREET  
Underground station in London,  
and you want to go to the London  
Transport Museum. Phone the  
Museum and ask them for  
directions how to get there. Ask  
information about the times and  
cost of admission.**

# Student B

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

Use the map to give and follow the instructions.

## London Transport Museum





## **B. THE LIST OF RULES**

**Read the List of Rules the students found in the museum. Are they different from today's rules?**

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

### **RULES OF THE OMNIBUS (Published in "THE TIMES" 30 Jan. 1836)**

- **Keep your feet off the seats.**
- **Have your money ready when you desire to alight.**
- **Do not impose on inductor the necessity of finding you.**
- **change. He's not a banker.**
- **Do not spit on the straw.**
- **Behave respectfully to females.**
- **If you bring a dog let him be small.**



## **C. LONDON “UNDERGROUND” AND ATHENS “ATTIKO METRO”**

**You are in London with your parents and friends who cannot understand English signs. Match the following rules you found in the London “tube” with the ones from Athens “Attiko Metro” to explain their meaning. How are they different?**



**No smoking**

**Do not consume  
food or drink**

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

**Mind the gap**

**Keep clear of the  
doors**

**Wait till the train  
stops**

**Way out →**

**Απαγορεύεται το κάπνισμα**

**ΜΗΝ ΕΜΠΟΔΙΖΕΤΕ  
ΤΗΝ ΕΞΟΔΟ**

**Απαγορεύεται η κατανά-  
λωση φαγητού και ποτού  
στους χώρους του ΜΕΤΡΟ**

**ΕΞΟΔΟΣ**

**Περιμένετε μέχρι ο συρμός  
να σταματήσει**

**Μην στηρίζεστε στην  
πόρτα. Ανοίγει αυτόματα.**

**Προσοχή στο διάκενο**



## **D. PAIR WORK: OLD MEANS OF TRANSPORT**

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



## **E. LETTER WRITING**



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

## **LEARNING STRATEGIES**

**When I write a letter...**

**a. I decide...**

**who I am writing to**

**why I am writing**

**what I am going to write about.**

**b. I include...**

**a salutation**

**an opening paragraph**

**the main part of the letter**

**a closing paragraph**

**c. I end my letter and sign it.**

**Your name (salutation)**

**Dear...,**

**I've great news to  
tell you.**

**Opening  
paragraph**

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

**Main part  
of letter**

and the signals work. It was really interesting.

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

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

---

Yours,  
Joe

Ending

Closing  
paragraph

Writer's  
signature



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

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



**3. Now send a letter to Joe and tell him about a school visit to a museum or place of interest. Tell him about it, what you saw and did there, and if you liked it or not.**



**Follow the layout of the letter in Task 1 and choose phrases from the box above to begin and end your letter. Put it in your portfolio.**

# Lesson 3: The Museum Leaflet

## The London Transport Museum



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





**Include your leaflet in your portfolio.**

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

- Visit a local museum or find information about it on the internet
- Try to find leaflets, posters, postcards, etc. from other museums
- Find relevant pictures to put on your leaflet or draw your own
- Think of a slogan or a smart phrase to attract people
- Write the text, including all relevant information (opening hours, admission, etc.).

# check yourself

A. Put the words in the box in the right column:

**ponytail  
blue uniform  
hair brush  
bell bottomed pants  
braids  
high-heeled shoes**

<b>hairstyle and accessories</b>	<b>clothing and shoes</b>

[ \_\_\_ / 3 points]

B. Complete the missing information:



	<b>Sat-Thu: 10 am – 6 pm</b> <b>Fri: 11 am – 6 pm</b>
	<b>adults: £ 5.00</b> <b>students: £ 3.50</b> <b>children under 16</b> <b>(accompanied by adult): FREE</b>
	<b>Covent Garden</b>
<b>Nearest Underground Station</b>	<b>Covent Garden</b>
	<b>(0) 207 37 96 344</b>
	<b><a href="http://www.ltmuseum.co.uk">www.ltmuseum.co.uk</a></b>



**[ \_\_\_ / 5 points]**

**C. Match the English with the Greek signs:**



**75 / 59**

Keep your feet off  
the seats

Way out →

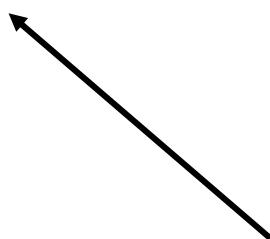
Wait till the train  
stops

Keep clear of the  
doors

Mind the gap

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

Do not consume  
food or drink



Περπατήστε με ήσυχο ο σιδηρός  
να σταματήσει

Προσοχή στο διάκρυνο

Μην στηρίζετε στην  
πόρτα. Ανοίγει αυτόματα.

ΜΗΝ ΒΑΖΕΤΕ ΤΑ ΠΟΔΙΑ  
ΣΑΣ ΣΤΑ ΚΑΘΙΣΜΑΤΑ

ΕΞΟΔΟΣ

Απαγορεύεται η κατάνα-  
λωση φαγητού και ποτού  
στους χώρους του ΜΕΤΡΟ

ΜΗΝ ΕΜΠΟΔΙΖΕΤΕ  
ΤΗΝ ΕΞΟΔΟ



[ \_\_\_ / 3 points ]

**D. Write 3 things Anastasia used to do and 3 things she didn't use to do in the past:**

**Eat healthy food!**



**Now**



**Then**

1. Anastasia used to wear glasses.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. She didn't use to \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

[ \_\_\_ / 5 points ]

**E. Put the following dialogue in the correct order:**

- 1. The nearest underground station is Omonia Square.
- 2. What time does the film start?
- 3. Excuse me, how can I get to the Rex Theatre? 4. It starts at eight and it finishes at ten.
- 5. It's seven Euros.
- 6. Take Panepistimiou Street, it's on your left hand, next to the Titania Hotel.
- 7. Thank you.
- 8. How much is it?

**[ \_\_\_ / 4 points ]**

**My total score is \_\_\_ / 20 points**

**See p. 127 Workbook (1st)**

## NOW TICK WHAT YOU CAN DO

### I can talk about

- My memories and habits of the past.....
- My visits to museums / places of interest.....

### I can ask for and give information / directions

### I can read

- diaries.....
- museum leaflets .....
- maps .....

### I can express my feelings about

- Things that happened in the past .....
- Places I have visited .....

### I can write

- A letter to a friend.....
- A description of a place I have visited .....

**REMEMBER** when you write a letter, include

- an opening paragraph
- the main part of the letter
- and a closing paragraph

## **Unit 6**

# **Me, Myself and my Future Job**

**We are here to READ**

**job profiles, job advertisements,  
safety rules in a working  
environment, and a job interview  
questionnaire**

**and TALK about**

**skills/abilities, interests,  
personal traits, future careers, a  
job interview**

**and LISTEN TO**

**professionals while they are  
working**

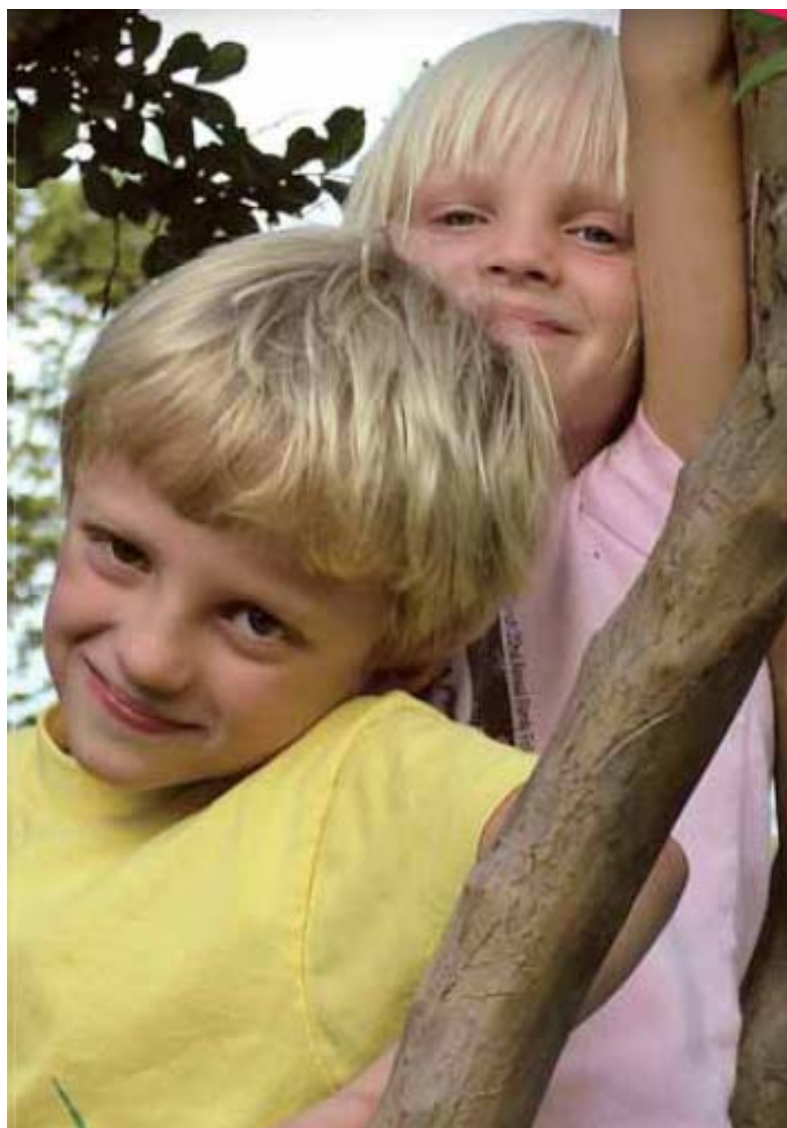
**and WRITE**

**new year resolutions, safety  
rules, job profiles**

**and LEARN about**

**the use of modals (can, may,  
should) expressing ability,**

**possibility, permission and advice  
the use of Future in predictions,  
promises, warnings, requests,  
offers, decision on the spot and the  
use of going to expressing  
intention or something  
pre-arranged.**



**Complete the following about yourself.**



**1. When I was younger I wanted to be a: \_\_\_\_\_**

**2. Today, I would like to be: \_\_\_\_\_**

**3. My favourite subjects at school are: \_\_\_\_\_**

**Most favourite: \_\_\_\_\_**

**Second most favourite: \_\_\_\_\_**

**4. Two things I like to do in my spare time: \_\_\_\_\_**

**a. \_\_\_\_\_**

**b. \_\_\_\_\_**

**5. What I can do best is: \_\_\_\_\_**

**6. My friends think I'm very good at: \_\_\_\_\_**

**7. My teachers think I'm very good at: \_\_\_\_\_**

**8. My parents think I'm very good at: \_\_\_\_\_**

# Lesson 1: Talking About Jobs and Careers

## 1. Reading



**A. An English High School in Thessaloniki organised a "Career Day" event. The pupils of the 6th Class have visited it and listened to the professionals talking about their jobs.**

**Look at the pictures below and match them to these jobs:**

**A**



**B**



**C**



**D**



**E**



- a. nurse
- b. ecologist
- c. jewellery designer
- d. air traffic controller
- e. hairdresser

**What school subjects do they need to be good at in order to do these jobs?**



**B. Listen and read the texts on the opposite page and say for which of these professions it is necessary:**

**It's your choice: You can find a different version on page 132-136**

**1. to work outside \_\_\_\_\_**

**2. to be good at working with their hands \_\_\_\_\_**

3. to work in a lab \_\_\_\_\_

4. to work in a team \_\_\_\_\_

5. to work shifts \_\_\_\_\_

6. to have good communication skills \_\_\_\_\_

7. to care for and show love to people \_\_\_\_\_

### **A. Jewellery Designer**

I'm a jewellery designer. I take metal and precious stones and create rings, necklaces, earrings and other jewellery. I can use loads of hand tools to make the jewellery. Sometimes, I may use computers and laser to design these delicate pieces. My work requires attention

**to detail. It also requires finger and hand dexterity, good hand-eye coordination, patience and concentration. Artistic ability and knowledge about fashion are very important.**

## **B. Air Traffic Controller**

**I'm an air traffic controller. My job is to co-ordinate the movement of aeroplanes, and direct them to keep flying schedules on time.**

**An air traffic controller handles every plane that is taking off or landing. I usually work forty-hour weeks. I may work night or weekend shifts. It is a very stressful occupation. Speech communication, mathematics, science, foreign languages, and electronics are helpful for this career.**

## **C. Home Health Nurses**

**I'm a home health nurse. I go to patients' homes to care for them. I also instruct family members on how to take care of the patient who may need help for many different reasons. Some may be ill and some may be getting better from an accident. I spend a lot a of time travelling to different locations. I may visit many patients in a single day. My hours may vary depending on the needs of the patients. It is important for nurses to like to help people, to be hard working, responsible, compassionate and cheerful. Classes in first aid, health sciences, home economics and nutrition are helpful for this career.**

## **E. Ecologists**

**I'm an ecologist. Ecologists can work in a lab but also go out to the area in which a plant grows or an animal lives and study them. I may do some volunteer work, too. Next summer I'm travelling to the Amazon to study certain types of plants there.**

**Working as part of a team and independently are good skills for someone who wants to be an ecologist. Good communication skills are also important. Useful subjects are biology, mathematics, and computer science.**

## **D. Hairdresser**

**I'm a hairdresser. I cut and style hair using a variety of tools such as scissors, razors, rollers, hot brushes and dryers. I can use gel,**

**mousse, wax or spray. I may colour, perm or straighten hair using shampoos, conditioners, lotions etc.**

**It is important for hairdressers to be creative, able to work quickly, hardworking and self-confident.**

**Biology, chemistry, science courses and communication skills are helpful.**



**C. What traits of personality are important for a JEWELLERY DESIGNER and a NURSE?**

<b>Jewellery designer</b>	<b>nurse</b>

## 2. Grammar

Which example(s) show(s) ability?

Which example(s) show(s) possibility? \_\_\_\_\_



- a. I can use a lot of hand tools.
- b. Ecologists can work in a lab.
- c. I may work night shifts.



**A. Write what the following people can do and where they can or may work:**

Profession	what he/she can do	where he/she works
lifeguard		
doctor		
football player		
car mechanic		

**B. Read this job advertisement and pay attention to the underlined verbs. What are they followed by?**

## **LIFEGUARD WANTED FOR ALIMOS BEACH**

**Are you strong and healthy? Can you dive and swim fast? Then you are our man/woman! The job of the lifeguard can be dangerous. That's why you should be brave and well trained. You may need to save people's lives. You can use the facilities of the beach and you can have free meals. For more information contact **Mr Antonakis**, tel. **2109600000**.**



**a. Complete the rule:**

**Verbs can, should and may are modal verbs. They are followed by the bare infinitive (the infinitive of a verb without “to”) such as**

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_.

**b. Read the advertisement again and try to understand which modal expresses:**

ability \_\_\_\_\_

possibility \_\_\_\_\_

permission \_\_\_\_\_

advice \_\_\_\_\_

**c. How many uses of the verb CAN are there?**

### 3. Practice



#### **A. ROLE PLAY: FINDING OUT ABOUT THE JOB**

##### **Pupil A**

**You are a candidate for the job. You are interested in the job. Call Mr. Antonakis to find out more about it.**

##### **Pupil B**

**You are Mr Antonakis. Answer the phone and give the candidate the information he/she needs.**

#### **Act out the telephone dialogue**



#### **B. PIECES OF ADVICE:**

**Imagine that you are the candidate who got the job as a lifeguard at Alimos Beach. Write some instructions that Mr Antonakis gave you about the job.**

**Example:**

**You should use your binoculars all the time.**

**C. Work in groups of 5. Ask the others in the group about the things they can do.**

	<b>Pupil</b>				
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>YOU</b>
<b>play sports (basketball, football etc.)</b>					
<b>write poems and stories</b>					
<b>play an instrument (e.g. piano)</b>					
<b>repair things</b>					
<b>dance</b>					
<b>design and construct things</b>					

**Now report your group's answers to the class. Then decide about a job that each of you can do in the future.**

**Example:**

**Stephanos can play football very well. He may/can become a football player**

**D. PAIR-WORK: Looking for a job**  
Imagine that Alice and John are looking for a job. Read the information below about their personality and interests and the job advertisements on p.139.

**Say which job they could choose and why.**

**Example:**

**Student A: Alice may become a ... because she can...**

**What do you think?**

**Student B:  
I think that...**

<b>ALICE</b>	<b>JOHN</b>
<b>good at mathematics</b>	<b>loves children</b>
<b>good speech communication skills</b>	<b>likes long holidays</b>
<b>polite</b>	<b>patient</b>
<b>likes sports</b>	<b>hardworking</b>
<b>able to work quickly</b>	<b>can't do many things at the same time</b>
<b>cheerful</b>	<b>able to work under pressure</b>

## **Lesson 2: What do they do?**

### **1. Listening**



**A. Who in your family or relatives has the most interesting job? What about the most boring one?**

### **LEARNING STRATEGIES**



#### **a. Before I listen...**

**I make sure I know what I have to do I look at the pictures and think what I know about them**

**I think of relevant words**

#### **b. While I am listening...**

**I don't worry if I don't know all the words**

**I try to pick up the key words.**

**Look at these photos 1-7 and match them to the jobs a-g below. What does each job involve?**



**a. tour guide**

**b. car mechanic**

**c. teacher**

**d. meteorologist/ weather forecaster**

**e. farmer**

**f. waiter**

**g. doctor**



**B. Now, listen to the recording and match each speaker to the job he/she does.**

1st speaker \_\_\_\_\_  
2nd speaker \_\_\_\_\_  
3rd speaker \_\_\_\_\_  
4th speaker \_\_\_\_\_  
6th speaker \_\_\_\_\_  
7th speaker \_\_\_\_\_

## 2. Grammar

### A. TALKING ABOUT THE FUTURE

1. Look at the verbs in the following examples. Which of them expresses an **OFFER**, a **PROMISE**, a **THREAT**, a **REQUEST**, an **ON-THE-SPOT DECISION**, a **PREDICTION**?

Can you tell who can say these: a) a doctor, b) a housewife, c) a meteorologist, d) a car mechanic, e) a customer or f) a waiter?



1. I will fix your car tomorrow.

---

2. If you don't follow my advice you won't get well.

---

3. Will you bring a bottle of orange juice?

---

4. I'll bring it right away.

---

5. The weather will be windy tomorrow.

---

6. There is no bread left. I'll go and buy some.

---

2. Study the form of future tense in the **Grammar Box** below.

AFFIRMATIVE	INTERROGATIVE
I/you/he/etc. <b>will</b> fix the car.	<b>Will</b> I/you/he/etc. fix the car?
NEGATIVE	SHORT ANSWERS
I/you/he/etc. <b>will not</b> fix your car.	Yes, I/you/he/etc. <b>will</b> fix your car.
<b>Won't</b>	No, I/you/he/ etc <b>won't fix</b> your car.

Now complete sentences 1-5. What does each sentence express?

1. Will you buy a newspaper for me when you go out? \_\_\_\_\_ **request**
2. I won't tell anyone. \_\_\_\_\_
3. You can cook very well! You will become a great chef! \_\_\_\_\_
4. Oh. It's raining! I'll take my umbrella. \_\_\_\_\_

**5. Watch out! You will hurt yourself!**

**6. I'll carry the suitcase for you!**



**3. Which of the following words do we use with future tense? Write  for RIGHT,  for WRONG**

<b>tomorrow</b>	<input type="checkbox"/>	<b>the day after tomorrow</b>	<input type="checkbox"/>
<b>yesterday</b>	<input type="checkbox"/>	<b>in an hour</b>	<input type="checkbox"/>
<b>next week/month/year</b>	<input type="checkbox"/>	<b>in two years' time</b>	<input type="checkbox"/>
<b>last month/week/year</b>	<input type="checkbox"/>	<b>right away</b>	<input type="checkbox"/>



## **B. BE GOING TO FUTURE**

**Read the example:**

**Is this an on-the-spot decision or something arranged earlier?**

**Complete the rule:**

We use \_\_\_\_\_ to express intention or something arranged earlier and we use \_\_\_\_\_ to express a decision on the spot.



Next week I'm going to plough the field.

### 3. Practice



#### A. THE GOAL

This is a goal, a football goal! There are other "goals", too! "Goals" can be things you want to accomplish.

**Decide on the goals you want to accomplish:**

**1. a goal you are going to reach at school this week \_\_\_\_\_**

**2. a goal you are going to accomplish at school this year \_\_\_\_\_**

**3. a goal you are going to reach in ten years' time \_\_\_\_\_**

## **B. PERSONALITY & CAREER**



**Work in groups of 5. Ask your fellow pupils about their FAVOURITE SUBJECTS at school, INTERESTS, and ABILITIES/SKILLS.**


**Example:**

**Maria will probably become an artist**

**Can you predict a career for each pupil? What career can the others predict for you?**

<b>Name</b>	<b>Favourite Subjects</b>	<b>Interests</b>	<b>Abilities/ Skills</b>
<b>e.g. Mary</b>	<b>art</b>	<b>drawing, decorating her room</b>	<b>dancing, performing</b>

### **C. New Year's Resolutions**

**At the beginning of the year we usually make resolutions to  improve our life. Think of some resolutions that will help you to improve your skills. Include your resolutions in your portfolio.**

**Example:**

**I'll take up computer lessons this year!**

**I'll join the drama club! Or, I'll take up windsurfing! etc.**



## **SAFETY RULES**

- **Do not wear loose clothing or jewellery around machinery. It may catch on moving equipment and cause a serious injury.**

- **Where required, you must wear protective equipment, such as goggles, safety glasses, masks, gloves, hair nets, etc. appropriate to the task.**
- **Keep FIRE DOORS and aisles clear! Keep your work area clean. Observe "NO SMOKING" regulations.**
- **Do not tamper with electric controls or switches.**
- **Help to prevent accidents.**
- **Lift properly—use your leg muscles, not your back muscles. For heavier loads, ask for assistance.**
- **Clean up spilled liquid, oil, or grease immediately.**
- **Wear hard-sole shoes and appropriate clothing.**

**D. These are the SAFETY RULES of a new lab. A member of your family wants to work there. What do you say to warn him/her?**

**E. In groups, write your own SAFETY RULES for the pupils of your school lab. Create a poster and put it up on the corridor wall. Try to obey the rules.**

**Example:**

**You should not wear loose clothing or you will get injured.**

# **Lesson 3: What the future holds for you...**

## **The Questionnaire**

**A. Will you be an architect, a mechanic, a vet, an accountant, a nurse, a firefighter, a pilot, a policeman/policewoman, an actor/actress, a waiter/waitress, a cook/chef...?**



**In today's world, there are hundreds of careers to choose from and it will be a smart idea to spend some time looking closely at the options before you. You may have many careers in your lifetime. But the decisions you**



**make soon will be key ones.**

**To get the necessary information, use the questionnaire on the right and interview a professional about his/ her job. You may talk to your parents, teachers, neighbours, or other people.**



## **Questionnaire**

**Name of person you interviewed:**

---

**Their Job Title/ Position:**

---

- 1. What is your typical day like?**
- 2. What kind of personality does well in a career like this?**
- 3. What two or three abilities/skills help you the most in your job?**
- 4. What kind of education/training did you need for this job?**

**5. What kind of education/training will I need after high school?**

**6. What do you like the most about this career?**

**7. What's the hardest part of your job?**

**8. What do you think the future looks like for this kind of career?**

**Be sure to thank them for their time! It's a very good idea to write them a thank you note by regular mail or by e-mail.**

**B. PROJECT** Now that you have the information you need, try to see yourself in that job:

- **Take yourself through an imaginary day in the job**
- **Predict what you will do there and who you will work with**

- **Write the profile of the person who does this job (personality, skills/ abilities, education/ training), and**
- **Make a poster of this job for your classroom.**



**Put your project work in your portfolio**

## check yourself

### A. What are their Jobs? / What do they do?

**1. Science was my favorite subject in school. As a(n) \_\_\_\_\_ I'm challenged every day to use my scientific background to make diagnoses and determine treatments for my patients.**

**2. I've always been fascinated with skyscrapers and how beautiful they can be. Now as a(n) \_\_\_\_\_ I get a chance to actually design and develop building plans.**

**3. Mathematics was always my favourite subject in school. I'm really happy in my job as a(n) \_\_\_\_\_ because I get to work with numbers all day long. I decide**

**how to share the budget in my company.**

**4. I always dreamt of opening my own restaurant. Now as a(n) \_\_\_\_\_, I cook and prepare a wide range of foods and create recipes.**

**5. We help protect the public from fires and other emergencies. The best part about being a(n) \_\_\_\_\_ is that you know you're doing something that really makes a difference. It's hard work and sometimes I finish a shift exhausted.**

**6. I have always loved animals. Now as a(n) \_\_\_\_\_ I feed, water, and examine pets and other non-farm animals for signs of illness, or injury in laboratories and animal hospitals.**

**[ \_\_\_\_ / 3 points ]**

## **B. Match the predictions:**

**1. We bought a new computer.**

**2. The teacher gave us a new project to do.**

**3. My father started a new job.**

**4. The bus drivers are on strike.**

**5. We made a lot of telephone calls.**

**6. We sold a lot of books last week.**

**a. We will be late for school.**

**b. Our bill will be very high.**

**c. We will be busy next weekend.**

**d. We will need some training.**

**e. Profits will increase.**

**f. He won't have any free time.**

**[ \_\_\_\_ / 3 points ]**

**C. What can/may/will they do or say?**

a. He feels very tired. He \_\_\_\_\_

\_\_\_\_\_

b. "It is dangerous to wear high heeled shoes in the factory. You

\_\_\_\_\_

c. "Don't buy this huge Christmas tree, it \_\_\_\_\_

\_\_\_\_\_

d. "Take your umbrella with you, it

\_\_\_\_\_

e. The door is locked so the thief

\_\_\_\_\_

[ \_\_\_ / 5 points ]

**D. These are Mr Badluck's diary pages for next week. He is talking to his colleague about his schedule:**



Now, write what he has definitely planned to do and it is probable to do.

On Monday he \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[ \_\_\_ / 5 points ]

**E. Write: a promise, an offer, a request and a warning you make to your friend.**

<b>Your friend says:</b>	<b>You say to him:</b>
1. My computer isn't working.	<hr/> <hr/>
2. I have to carry all these boxes.	<hr/> <hr/>
3. I don't know what to do with my cat when I leave for my holiday.	<hr/> <hr/> <hr/>
4. Do you like this Heavy Metal Band?	Yes, but _____ <hr/> because I have to study for school.

[ \_\_\_ / 4 points ]

**My total score is \_\_\_ / 20 points**

**See p. 118-121 Workbook**

# NOW TICK WHAT YOU CAN DO

## I can read about

- Job profiles .....
- Job advertisements .....
- Safety rules in a working environment .....

## I can write

- Job profiles .....

## I can talk about

- My skills and abilities/ interests/ personal traits/ future careers .....
- A job interview .....

## I can make

- Predictions/ promises/ warnings/ requests/ offers/ on the spot decisions and express intentions and something pre-arranged .....

**REMEMBER when  
you listen to a dialogue  
in English:**

- **Don't worry if I don't know all the words and try to pick up useful key words.**

# APPENDIX I

## IT'S YOUR CHOICE!

Differentiated instructions

### UNIT 4 **The history of the aeroplane**



#### 1. Aviation and Space

Education Outreach Program\*

Work in pairs to find the right answer to the following “AVIATION TRIVIA” questions from

<http://www.faa.gov/education>.

\*Source:

<http://www.faa.gov/education>

1. Which of these is a military aircraft?

a. F-17    b. A-300    c. Boeing 727

2. What does supersonic mean?

a. Faster than the speed of sound.

b. Really loud.

**c. Faster than the speed of light.**

**3. Which one of these aircraft is supersonic?**

- a. Learjet      b. Concorde  
c. Boeing-747**

**4. Which aircraft is known as “Hercules”?**

- a. C-5      b. KC-135      c. C-130**

**5. Which aircraft has a motor but no wings?**

- a. Rocket      b. Glider      c. Blimp**

**6. Which aircraft has wings but no motor?**

- a. Helicopter      b. Glider      c. Blimp**

**7. In the late 1920’s dirigibles were known as:**

- a. Flying balloons      b. Zeppelin  
c. Kasseplins**

**8. Who invented the kite about 2,000 years ago?**

- a. The Chinese**
- b. The Japanese**
- c. The Russians**

**9. Who invented the rocket?**

- a. The Chinese**
- b. The Japanese**
- c. The Russians**

**1a, 2a, 3b, 4c, 5c, 6b, 7b, 8a, 9a**

**KEY to AVIATION TRIVIA**

## **2. A Quiz**

**Match the columns and make true statements about famous travellers you have read about.**

<b>A</b>	<b>B</b>
<b>Marco Polo</b>	<b>managed to travel around the world in 80 days.</b>
<b>Gulliver</b>	<b>flew on a golden-haired ram to Colchis.</b>
<b>Captain Nemo</b>	<b>shipwrecked on the Lilliputian island.</b>
<b>Phrixos and Ellie</b>	<b>crossed the continent of Asia all the way to India.</b>
<b>Phileas Fogg</b>	<b>travelled on a magic carpet.</b>
<b>Marco Polo</b>	<b>captained Nautilus in 2000 leagues under the sea.</b>
<b>Aladdin</b>	<b>started travelling when he was 15.</b>

**3. The Story Writing Competition**  
**You are taking part in story writing competition. Here is the beginning**

and the end of the story. Complete it. The clues will help you.

bad weather / air pocket / serve passengers / watch video / scared / shout / say prayers / fasten seat belt/ ...

**Beginning:** While my uncle and I were flying to... we had a(n)... experience.

.....  
**End:** After a few minutes which seemed like an hour, we were all relieved!!!

## **UNIT 5    Travelling through time**

### **1. Means of Transport**

a. Your friend Tony from U.S.A. is coming on a tour around Greece. How can he travel while in Greece? How many different types of

**transport can you think of? Tell him.**

**b. The Public Transport Company is carrying out a survey about people's opinion on safe means of transport. Here is a questionnaire travellers have to answer.**



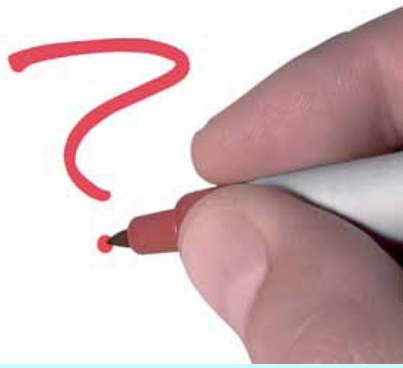
**Differentiated instructions**

**Answer it yourself.**

**Now write your opinion:**

---

**is the safest way of travelling.**



## QUESTIONNAIRE

Tick ✓ or Cross ✗

Travelling by train is more dangerous than cycling. \_\_\_\_\_

Cycling is less dangerous than flying. \_\_\_\_\_

Driving a car is more dangerous than travelling by train. \_\_\_\_\_

Motorcycling is more dangerous than flying. \_\_\_\_\_

Travelling by train is less dangerous than motorcycling. \_\_\_\_\_

Flying is not as dangerous as driving a car. \_\_\_\_\_



## 2. Personal Qualities

Think about your own personal qualities. Have you changed over the past few years? Write as many

**sentences as you can to complete the table**

<b>I used to be like this:</b>	<b>Now, I'm like this:</b>
<b>I used to get into trouble for being late.</b>	<b>Now, I'm trying to be punctual.</b>
<b>I used to be very noisy in the classroom.</b>	<b>Now, I'm calm and quiet.</b>
<b>I used to ask my mother to help me with my homework.</b>	<b>I can do my homework alone now. I am more independent/confident.</b>
<b>I used to...</b>	<b>Now, I'm.</b>

# **UNIT 6**    **Myself and my Future Job**

## **1. Reading**

### **Lesson 1, Reading (easier version)**

#### **A. Jewellery Designer**

**I'm a jewellery designer.**

**I take metal and expensive stones and make rings, necklaces, earrings and other jewellery. I can use many hand tools to make the jewellery. Sometimes, I may use computers and laser to design these fine pieces.**

**When you work, it is necessary to look at every detail. It is also important to use your hands skilfully, to synchronize your eyes, to be patient and be careful in what you are doing. You must also know everything about art and fashion.**

## **B. Air Traffic Controller**

**I'm an air traffic controller. My job is to direct the movement of aeroplanes, and make sure that they keep flying programmes.**

**An air traffic controller takes care of every plane that is taking off or landing. I usually work forty-hour weeks. I may work night or weekend shifts. It is a very stressful job. Speech communication, mathematics, science, foreign languages, and electronics are helpful for this career.**

## **C. Home Health Nurses**

**I'm a home health nurse. I go to patients' homes to care for them. I also advise family members on how to take care of the patient who may need help for many different reasons. Some may be ill and some**

may be getting better from an accident. I spend a lot of time travelling to different places. I may visit many patients in one day. The time I spend with the patients depends on their needs.. It is important for nurses to like to help people, to be hard working, responsible, caring and cheerful. Classes in first aid, health sciences, home economics and diet are helpful for this career.

#### **D. Hairdresser**

I'm a hairdresser. I cut and style hair using different tools such as scissors, razors, rollers, hot brushes and dryers. I can use gel, mousse, wax or spray. I may colour, perm or straighten hair using shampoos, conditioners, lotions etc. It is important for hairdressers

**to be creative, able to work quickly, hardworking and self-confident. Biology, chemistry, science courses and communication skills are helpful.**

## **E. Ecologists**

**I'm an ecologist. Ecologists can work in a lab but also go out to the place where a plant grows or an animal lives and study them. I may do some work without taking any money, too. Next summer I'm travelling to the Amazon to study some kinds of plants there.**

**Working in a team and working alone are good skills for someone who wants to be an ecologist. Good communication skills are also important. Useful subjects are biology, mathematics, and computer science.**

# Differentiated instructions



## 2. Role play

### Lesson 1, Practice A

You read the following information on a poster in your neighbourhood:

**Do you like swimming?  
We need you as a volunteer  
life guard! Call us at 2109325657  
Our Mayor will appreciate your  
participation in our volunteer  
programme!**

**Pupil A: You see the above information and want to work as a life guard volunteer. Call the Town Hall, ask for information and offer to help.**

**Pupil B: You are a clerk at the Town Hall. The Town Council wants a volunteer life guard. Answer the telephone and give the volunteer life guard all the information he asks for.**

### **3. Maria's Profile**

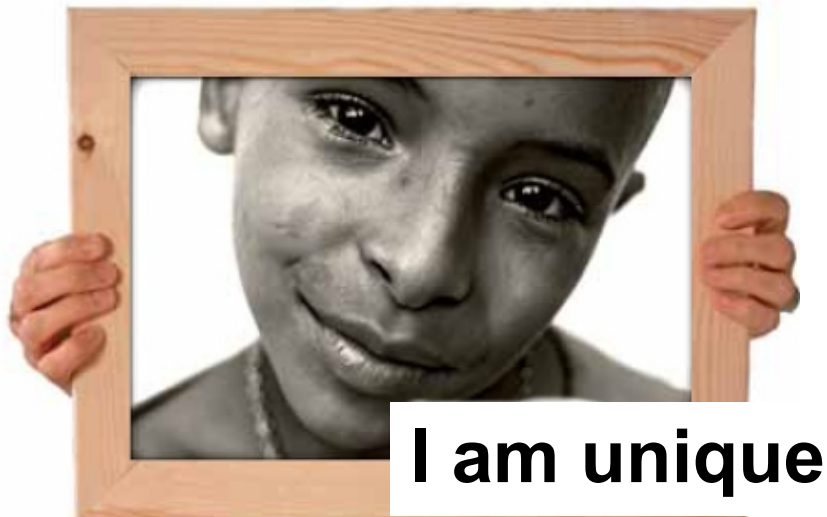
**Read Maria's profile. Which of the jobs do you think she will choose to do in future? Discuss it with your partner and decide.**



**Maria is interested in many things. She likes machines very much and wants to learn how they operate. She also likes reading many books and she is very good at maths and**

**science at school. She is a brave girl and always helps other people. Maria's dream is to travel to many countries and make a lot of friends all over the world.**

**Answer: I think she will choose to be a \_\_\_\_\_**



# APPENDIX II

## Resources

### Resource materials

#### **UNIT 6 Me, myself and my future job**

**p. 65: Lesson 1 - 3D (Looking for a job)**

#### **TEMPORARY PART TIME HOTEL RECEPTIONIST**

**We are looking for a part time hotel receptionist to work for approx 2 weeks:**

**3-5 evenings a week 4.00pm - 11.00pm. (Could be weekends)**

**To answer hotel telephone, to check clients in and out & take payment for the rooms.**

**Live in position**

## **PRACTICE NURSE**

**There is an opportunity for  
a Practice nurse  
to work in a health centre in  
Manchester.**

**Candidates should have a post  
graduate Diploma and several years  
experience. They must show ability  
to work under pressure.**

**Excellent salary and benefits  
package.**

**To find out more please contact  
Anthony Reilly at Medacs  
International at**

**02074387200 or**

**[Anth.reil@medacs.com](mailto:Anth.reil@medacs.com)**

## **PRIMARY SCHOOL TEACHER**

**Our dynamic and well organized school is looking for a primary school teacher for September start.**

**We are happy to interview not qualified teachers and teachers that are more experienced as well. The support at the school is fantastic and the facilities are excellent. If you are interested, please email your CV to**

**[sleth@prot.-teachers.com](mailto:sleth@prot.-teachers.com)**

**or call 020 8203 0860.**

## **SWIMMING INSTRUCTORS**

**Do you love working with people?**

**Are you a great team player?**

**Do you have loads of energy and  
enthusiasm?**

**Do you enjoy teaching swimmers of  
all ages, helping our members to  
learn to swim in a fun and caring  
way?**

**Then contact  
Cannons Swimming School  
in Reading**

**We are looking for swimming  
teachers to work in our new swim  
school pool. You need to be  
qualified and have experience in  
teaching both adults and children.**

# APPENDIX III

## Grammar

### Grammar File

### UNIT 4

## Simple Past

### FORM

+	I			worked	very hard.
	You			went	to school.
-	He / She	did	not	go	with me.
	We			work	yesterday.
?	Did	you		go	to London?
		they		work	at home?

### USE

**We use the simple past tense to talk about an action, a situation or an event, short or long, that**

- happened in the past
- is completely finished

- we say (or understand) the time and/or place it happened

## EXAMPLES

I lived in that house when I was younger.

He didn't like the movie.

What did you eat for dinner?

John rode his bike to school on Monday.

Mary did not go to school yesterday.

Did you play tennis last week?

**PAY ATTENTION  
TO THE IRREGULAR VERBS  
(see p.155-157)**

# Past Continuous

## FORM

+	I / he / she	was	watching	TV.	
	You	were	working	hard.	
-	I / he / she	was	not	helping	Mary.
	We	were		joking.	
?	Was	he / she	studying	Maths?	
	Were	you / they	playing	football?	

## USE

The Past Continuous tense expresses an action that happened at a particular moment in the past and it continued for some time.

## EXAMPLES

I was doing my homework at 6.00 in the evening.

They were not playing football at 9am this morning.

**What were you doing at 10pm last night?**

**Tony went home early because it was snowing.**

## **Past Continuous + Simple Past**

### **USE**

**We often use the Past Continuous tense with the Simple Past tense.**

**We use the Past Continuous tense to express a long action. And we use the Simple Past tense to express a short action that happens in the middle of the long action. We can join the two ideas with when or while.**

**We use:**

- when + short action (Simple Past tense)**
- while + long action (Past Continuous tense)**

## EXAMPLES

	<b>I was watching TV</b>	<b>when</b>	<b>the telephone rang.</b>
<b>When</b>	<b>the telephone rang</b>		<b>I was watching TV.</b>
	<b>The telephone rang</b>	<b>while</b>	<b>I was watching TV.</b>
<b>While</b>	<b>I was watching TV</b>		<b>the telephone rang.</b>

## UNIT 5

### Used to...

### FORM

<b>In Ancient Greece, people</b>	<b>used to</b>	<b>wear</b>	<b>linen clothes in summer.</b>
<b>When I was fifteen I</b>		<b>listen to</b>	<b>rock music.</b>

## USE

We use **used to + infinitive** to talk about a past state that is not true now or about an old habit that has now stopped.

## REMEMBER

We can use either **used to...** or **Past Simple** to talk about a past state or habit that is no longer true, but we can only use **Past Simple** to talk about things we did at a specific time in the past.

# Asking for and giving directions / information

<b>When we ask for directions / information we use the following</b>	<b>When we give directions / information we use the following</b>
<b>Excuse me, how can I go/get to... Can/could you tell me where... is, please? Can/Could you show me the way to...? What time...? How much..., please?</b>	<b>Go up/down... street until you get to... Go straight... Take the bus/ train to... Turn right/left... It's on the corner of... Take the first/second turning... It is near / opposite / behind / in front of / between.</b>

# UNIT 6

## Modal verbs: can, may, should

### FORM

+	I you	can may should	ride	this bike.
-	he she we they	cannot / can't may not should not / shouldn't	ride	this bike.
?	Can May Should	I / you he / she we / they	ride	this bike?

### USE      **CAN: Possibility / Ability**

We use can to talk about what is possible or what we are able or free to do:

### EXAMPLES

She can fly a plane.  
John can speak Spanish.

**I cannot hear you. (I can't hear you.)  
Can you hear me?**

## **CAN, MAY: Permission**

**We sometimes use can to ask or give permission for something:**

**The use of CAN for permission is informal.**

### **Examples**

**Can I leave early today? May I leave early today?**

## **SHOULD: Advice**

**We sometimes use should to give advice to someone:**

### **Example**

**You should be brave and well trained, if you want to be a lifeguard.**

# Simple Future

## FORM

+	I You	will		open	the door.
				finish	before me.
-	We She	will	not	be	at school tomorrow.
				leave	yet.
?	Will	you they	arrive	on time?	
			want	dinner?	

For negative sentences in the simple future tense, we contract with **won't**, like this:

<b>I will not</b>	<b>I won't</b>
<b>you will not</b>	<b>you won't</b>
<b>he/she/it will not</b>	<b>he/she/it won't</b>
<b>we will not</b>	<b>we won't</b>
<b>they will not</b>	<b>they won't</b>

## **Use**

**We use the Simple Future tense to show prediction, offer, promise, warning, decision on the spot and request.**

**Note that when we have a plan or intention to do something in the future, we usually use other tenses or expressions, such as the Present Continuous tense or be going to.**

## **EXAMPLES**

**It will rain tomorrow. (prediction)**

**I'll bring it right away! (offer)**

**I'll fix your car tomorrow. (promise)**

**If you don't follow my advice, you won't get well, (warning)**

**Will you bring a bottle of water?**

**(request)**

**There is no bread left. I'll go and buy some! (decision on the spot)**

**be going to...**

## **USE**

**We often use be going to...**

- **when we have the intention to do something before we speak. We have already made a decision before speaking.**

## **EXAMPLES**

**I have won €1,000. I am going to buy a new TV. We're not going to see my mother tomorrow. When are you going to go on holiday?**

# APPENDIX IV

## Irregular Verbs

<b>Infinitive</b>	<b>Past Simple</b>	<b>Past Participle</b>
be	was/were	been
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt

<b>fight</b>	<b>fought</b>	<b>fought</b>
<b>fly</b>	<b>flew</b>	<b>flown</b>
<b>forget</b>	<b>forgot</b>	<b>forgotten</b>
<b>get</b>	<b>got</b>	<b>got</b>
<b>give</b>	<b>gave</b>	<b>given</b>
<b>go</b>	<b>went</b>	<b>gone</b>
<b>grow</b>	<b>grew</b>	<b>grown</b>
<b>have</b>	<b>had</b>	<b>had</b>
<b>hear</b>	<b>heard</b>	<b>heard</b>
<b>hide</b>	<b>hid</b>	<b>hidden</b>
<b>know</b>	<b>knew</b>	<b>known</b>
<b>lead</b>	<b>led</b>	<b>led</b>
<b>learn</b>	<b>learnt</b>	<b>learnt</b>
<b>leave</b>	<b>left</b>	<b>left</b>
<b>light</b>	<b>lit</b>	<b>lit</b>
<b>lose</b>	<b>lost</b>	<b>lost</b>
<b>read</b>	<b>read</b>	<b>read</b>
<b>ride</b>	<b>rode</b>	<b>ridden</b>
<b>ring</b>	<b>rang</b>	<b>rung</b>
<b>run</b>	<b>ran</b>	<b>run</b>
<b>say</b>	<b>said</b>	<b>said</b>

<b>see</b>	<b>saw</b>	<b>seen</b>
<b>shake</b>	<b>shook</b>	<b>shaken</b>
<b>sing</b>	<b>sang</b>	<b>sung</b>
<b>sit</b>	<b>sat</b>	<b>sat</b>
<b>smell</b>	<b>smelt</b>	<b>smelt</b>
<b>speak</b>	<b>spoke</b>	<b>spoken</b>
<b>steal</b>	<b>stole</b>	<b>stolen</b>
<b>stand</b>	<b>stood</b>	<b>stood</b>
<b>swim</b>	<b>swam</b>	<b>swum</b>
<b>take</b>	<b>took</b>	<b>taken</b>
<b>teach</b>	<b>taught</b>	<b>taught</b>
<b>throw</b>	<b>threw</b>	<b>thrown</b>
<b>wake</b>	<b>woke</b>	<b>woken</b>
<b>wear</b>	<b>wore</b>	<b>worn</b>
<b>write</b>	<b>wrote</b>	<b>written</b>

# APPENDIX V

## VOCABULARY LIST

### UNIT 4

### THE HISTORY OF THE AEROPLANE

accident

admire

airhostess

attached files

captain

cargo

cockpit

design

drag

drown

edge

engine

experiment

field

fix

flight

fly

gravity

grow up

invent

kites

land

landscape

lift

melt

nose

passenger

poem

repair

shepherd

simulator

sound

**speed**  
**splash**  
**sweat**  
**tail**  
**thrust**

**unnoticed**  
**wax**  
**wing**  
**worksheet**

## **UNIT 5**

### **TRAVELLING THROUGH TIME**

**accompany**  
**admission**  
**adult**  
**alight**  
**banker**  
**beard**  
**behind**  
**bell bottomed**  
**pants**  
**bite one's nails**  
**braids**  
**buttons**  
**canapes**

**change**  
**conductor**  
**consume**  
**crawl**  
**diary**  
**direction**  
**double-decker bus**  
**female**  
**fruit punch**  
**gap**  
**gift shop**  
**guide**  
**high heeled shoes**

hunt game  
impose  
instruction  
keep clear  
lean against  
levers  
linen  
mind  
omnibus  
opposite  
parcel  
perfume  
pony tail  
pull  
respectfully  
shy

signal  
skirt  
stank  
straw  
togas  
tracks  
transportation  
treasure  
tube train  
tunics  
turning  
underground  
uniform  
van  
wear

## **UNIT 6**

### **ME MYSELF AND MY FUTURE JOB**

ability

**aisles**

air traffic controller

area

<b>artistic</b>	<b>equipment</b>
<b>attention</b>	<b>facilities</b>
<b>biology</b>	<b>foreign languages</b>
<b>brave</b>	<b>goggles</b>
<b>candidate</b>	<b>hair dresser</b>
<b>car mechanic</b>	<b>handle</b>
<b>care for</b>	<b>independently</b>
<b>career</b>	<b>jewellery designer</b>
<b>cheerfulhome</b>	<b>knowledge</b>
<b>economics</b>	<b>lab</b>
<b>chemistry</b>	<b>lifeguard</b>
<b>communication</b>	<b>loads</b>
<b>compassionate</b>	<b>location</b>
<b>construct</b>	<b>machinery</b>
<b>co-ordination</b>	<b>nurse</b>
<b>create</b>	<b>nutrition</b>
<b>creative</b>	<b>occupation</b>
<b>dexterity</b>	<b>perm</b>
<b>dryer</b>	<b>precious stones</b>
<b>earrings</b>	<b>prevent</b>
<b>ecologist</b>	<b>profession</b>

razors

require

responsible

ring

**safety rules**

schedule

scissors

self-assessment

self-confident

shift

skill

speech

straighten

stressful

**tamper**

team

tool

variety

volunteer

weather forecast

well trained

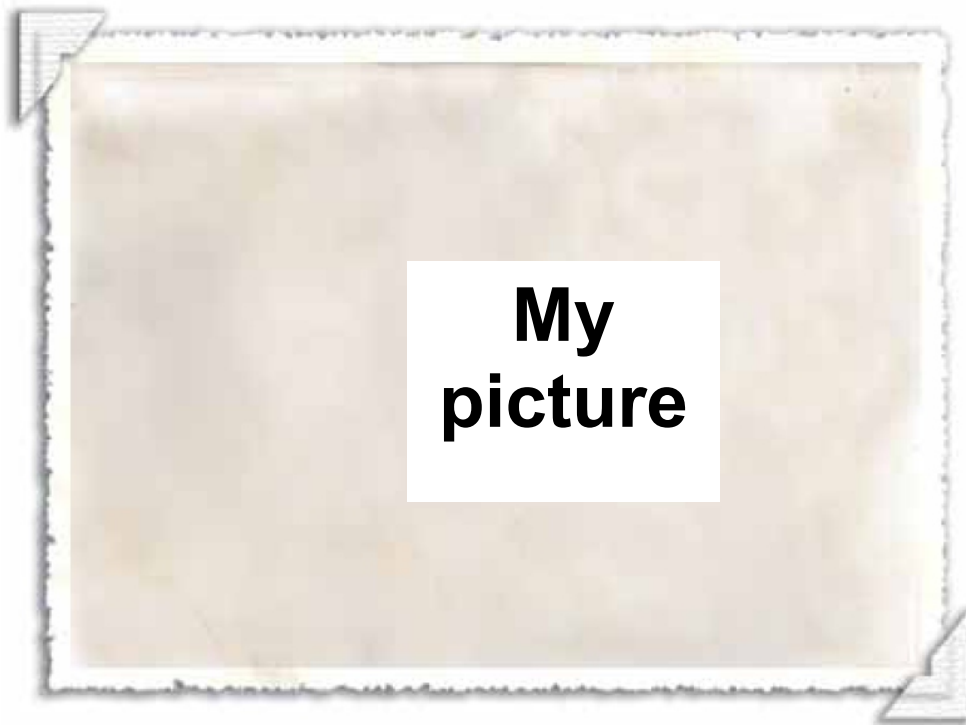
# My portfolio by



# TABLE OF CONTENTS

<b>Title</b>	<b>PAGE</b>
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<b>All about me</b>	
<b>All about my friend</b>	
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<b>Revision units</b>	
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<b>My weak points, my strong points</b>	



## All about me

**MY NAME:** \_\_\_\_\_

**My nickname:** \_\_\_\_\_

**MY SCHOOL** \_\_\_\_\_

**MY CLASS:** \_\_\_\_\_

**MY BIRTHDAY:** \_\_\_\_\_

**MY PHONE NUMBER:** \_\_\_\_\_

**MY ADDRESS:** \_\_\_\_\_

**MY ENGLISH TEACHER:**

**Mr/Ms** \_\_\_\_\_

# WHAT KIND OF LEARNER I AM:

Tick ✓ what suits you.

## I learn new words better when I...

- translate them in Greek .....
- see or draw pictures of them .....
- write sentences with them.....
- play games with them .....

## I enjoy my English lesson more when I work...

- on my own .....
- with another pupil .....
- in a group .....

## I enjoy my English lesson more when I...

- Do listening activities .....

**read English texts .....**

**speak English with my  
classmates .....**

**write things in English .....**

**When I need help with English,  
I prefer to...**

**ask my teacher .....**

**ask a friend in class .....**

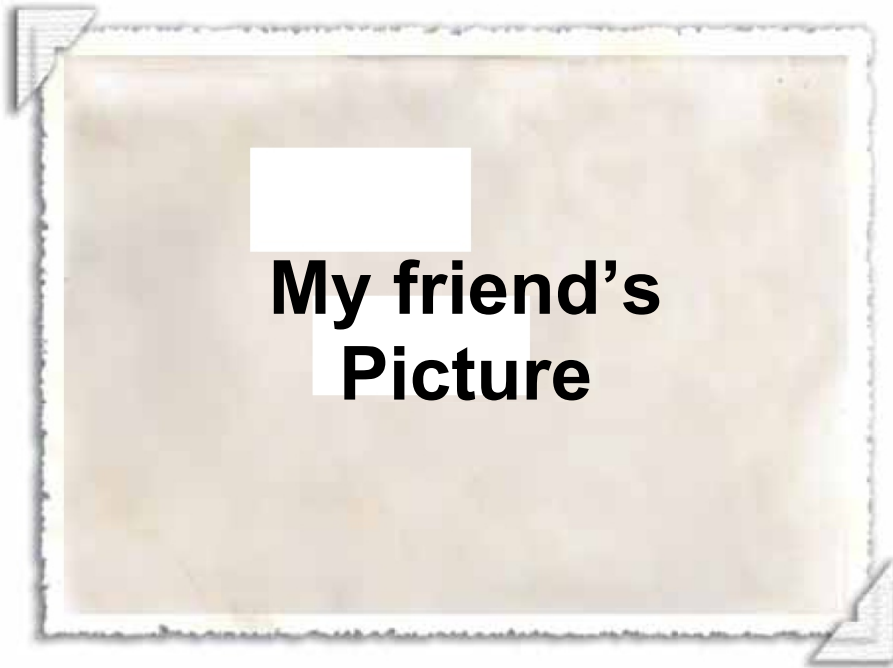
**look it up and find out myself .....**

**When I make mistakes I...**

**want my teacher to correct them.**

**don't want my teacher to correct  
all the mistakes .....**

**want my classmates to check  
my work.....**



## All about my Friend

**HIS/HER NAME:** \_\_\_\_\_

**HIS/HER NICKNAME:** \_\_\_\_\_

**HIS/HER SCHOOL:** \_\_\_\_\_

**HIS/HER CLASS:** \_\_\_\_\_

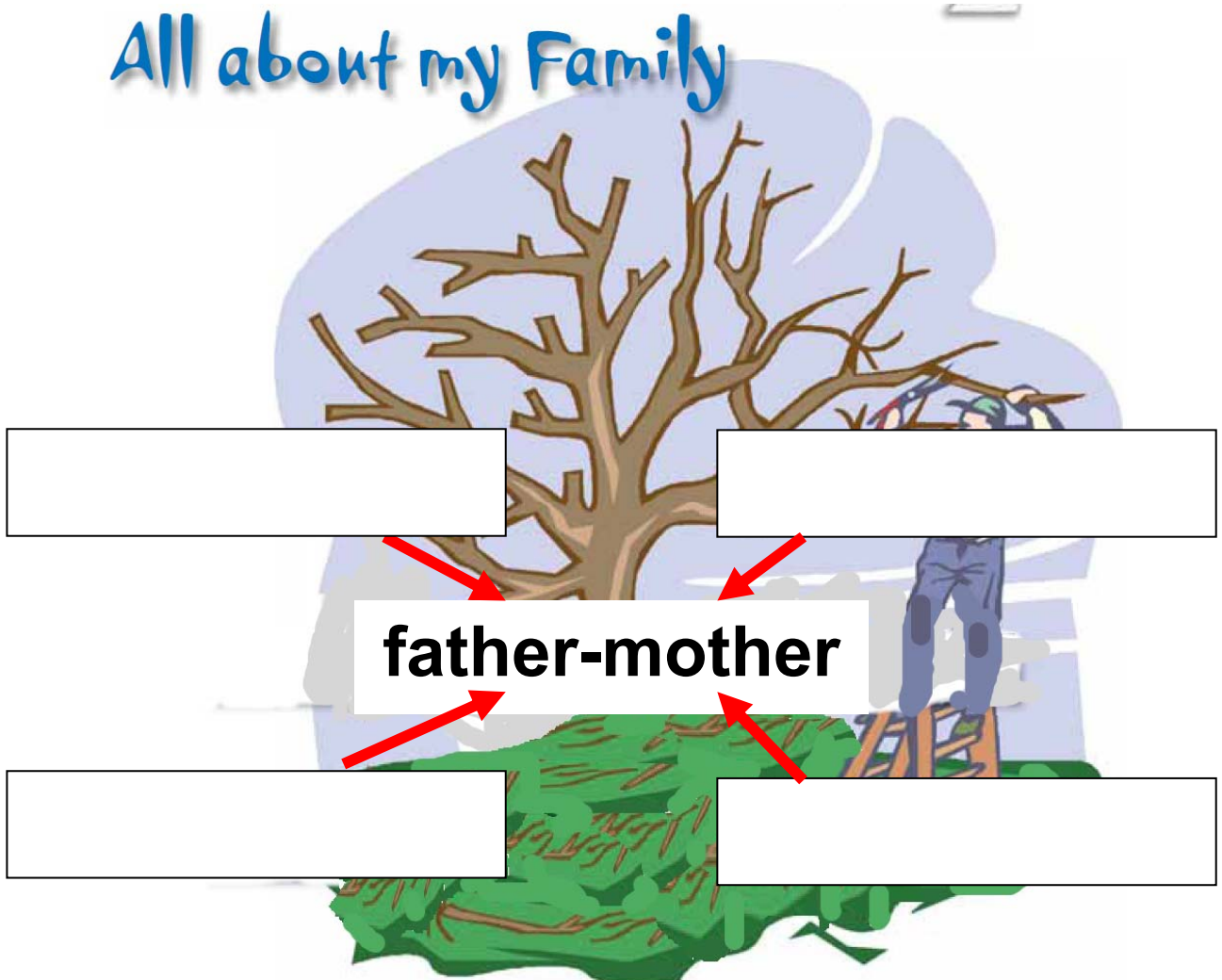
**HIS/HER BIRTHDAY:** \_\_\_\_\_

**HIS/HER PHONE NUMBER:** \_\_\_\_\_



**A photo  
of my family**

*All about my Family*







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