

Αντιγόνη Μπρατσόλη

Αγγελική Διαμαντίδου



## Βιβλίο Εκπαιδευτικού

Αγγλικά Δ' Δημοτικού

**Βιβλίο Εκπαιδευτικού**

<b>ΣΥΓΓΡΑΦΕΙΣ</b>	<b>Αντιγόνη Μπρατσόλη</b> , <i>Εκπαιδευτικός</i> <b>Αγγελική Διαμαντίδου</b> , <i>τ. Σχολική Σύμβουλος</i>
<b>ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ</b>	<b>Χριστίνα Αγιακλή</b> , <i>Σχολική Σύμβουλος</i> <b>Ελένη Μπιντάκα</b> , <i>Σχολική Σύμβουλος</i> <b>Τρισεύγενη Γιάνναρη</b> , <i>Εκπαιδευτικός</i>
<b>ΕΙΚΟΝΟΓΡΑΦΗΣΗ</b>	<b>Ανδρέας Κατσαούνης</b> , <i>Σκιτσογράφος - Εικονογράφος</i>
<b>ΦΙΛΟΛΟΓΙΚΗ ΕΠΙΜΕΛΕΙΑ</b>	<b>Αργυρή Αποστολίδου</b> , <i>Φιλολόγος</i>
<b>ΥΠΕΥΘΥΝΟΙ ΤΟΥ ΜΑΘΗΜΑΤΟΣ ΚΑΤΑ ΤΗ ΣΥΓΓΡΑΦΗ</b>	<b>Ιωσήφ Ε. Χρυσοχόος</b> , <i>Πάρεδρος ε.θ. του Παιδαγωγικού Ινστιτούτου</i> <b>Πέτρος Μπερερής</b> , <i>Σύμβουλος του Παιδαγωγικού Ινστιτούτου</i>
<b>ΥΠΕΥΘΥΝΗ ΤΟΥ ΥΠΟΕΡΓΟΥ</b>	<b>Αννα Σιγανού</b> , <i>Εκπαιδευτικός</i>
<b>ΑΝΑΔΟΧΟΣ</b>	<b>ΕΛΛΗΝΙΚΑ ΓΡΑΜΜΑΤΑ</b>
<b>ΠΡΟΕΚΤΥΠΩΤΙΚΕΣ ΕΡΓΑΣΙΕΣ</b>	<b>ACCESS Γραφικές Τέχνες Α.Ε.</b>

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ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ  
**Δημήτριος Γ. Βλάχος**  
Ομότιμος Καθηγητής του Α.Π.Θ.  
*Πρόεδρος του Παιδαγωγικού 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 Παιδαγωγικού Ινστιτούτου*

Αναπληρωτής Επιστημονικός Υπεύθυνος Έργου  
**Γεώργιος Οικονόμου**  
*Σύμβουλος του Παιδαγωγικού Ινστιτούτου*

Έργο συγχρηματοδοτούμενο 75% από το Ευρωπαϊκό Κοινωνικό Ταμείο και 25% από εθνικούς πόρους.

ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ

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Αγγελική Διαμαντίδου

ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ:



# Αγγλικά Δ' Δημοτικού Βιβλίο Εκπαιδευτικού

ΟΡΓΑΝΙΣΜΟΣ ΕΚΔΟΣΕΩΣ ΔΙΔΑΚΤΙΚΩΝ ΒΙΒΛΙΩΝ  
ΑΘΗΝΑ



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**Dear teacher,**

The present coursebook has been designed for students in 4th grade, Primary Sector (Δ΄ Δημοτικού). Its syllabus is based on the Crosscurricular/Crosscultural approach to EFL teaching and it is aimed at students under the category A1-, Basic User- as this has been defined by the Common European Framework for language learning, teaching and assessment (CEFR, 2001). The A1/Basic User is defined as the learner who “*Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.*” (CEFR, 2001: 24)

The Crosscurricular/Crosscultural approach, as it is mirrored in the ΔΕΠΠΣ (Διαθεματικό Ενιαίο Πλαίσιο Σπουδών) – ΑΠΣ (Αναλυτικό Πρόγραμμα Σπουδών) for modern languages comes as a response to the changing profile of the Greek Educational System, where the promotion of the concept of the European dimension and the need to respond to the multiculturalism and multilingualism of its inhabitants is a matter of pressing concern.

Accepting the view that knowledge overlaps across separate school subjects, the Crosscurricular/Crosscultural approach engages the learners in using English to communicate knowledge related to subjects such as History, Environmental Studies, Maths, Language, Social Studies and, generally, knowledge of the world around them. It encourages them to engage in procedures of generalization, abstraction and structure through becoming aware of the similarities-differences between the Greek and the English language and culture. It also involves the learners in an exploratory procedure of finding and using knowledge. This is mainly done through projects, which are a basic tool of the approach. When undertaking projects, the learners have to cooperate with their peers in groups in order to carry out research and present their findings in class and/or produce creative work. This means bringing interpersonal skills, learning strategies and critical thinking into play.

**Components of the Course: Student’s book, Workbook, Teacher’s book and Audio-CD**

**The Student’s book:** It comprises 10 units; each of which has a *cover page* and *3 lessons*. Each unit has its individual aims which are realized through the specific objectives of each lesson. On the cover page the learners are exposed to the aims and objectives of the unit and they are engaged in strategy training. Each of the first two lessons examines different aspects of the same thematic unit presenting the new language, while the last lesson is the project. At the end of each unit the students can monitor their progress through a self-assessment test and a mini portfolio section follows, which allows them to keep a record of their progress. Each unit follows a similar format, features of which are described below. Some of the features are regular (e.g. strategy corner, warm-up section, presentation of new language) and others may alternate among the units.

At the end of the student’s book there are six appendices: **Appendix I** contains differentiated teaching material, aimed at either learners with no or very little prior knowledge of English or learners who are more advanced and need to become engaged in more challenging tasks. **Appendix II** is a grammar reference section, where the morphosyntactic structures taught in the SB are presented and explained with examples. **Appendix III** is a thematic glossary of the most important unknown words, the meaning of which is filled in by the learners. **Appendix IV** contains folding maps of the United Kingdom, Europe and a world map, with an emphasis on the countries presented in the units. **Appendix V** contains acknowledgements for sources of texts and photos.

The teaching material in this coursebook has been selected and organized taking into consideration young learners’ interests, experiences and cognitive, perceptive and affective factors related to teaching English at such level. Language has been selected according to its relevance to the learners’ world, but also acts as a vehicle for exposing and sensitizing the learners to important issues, such as Environmental problems, Healthy Eating or Road Safety. Pictures and illustrations are extensively used to provide visual meaning and context to the language. There is also an effort to maintain a balance between presentation and practice of both receptive and productive skills (reading/listening and writing/speaking, respectively).

The characters in the book are classmates in D class in an International School somewhere in Athens, where pupils



study subjects of the general curriculum and foreign languages. The children come from different countries and, thus, use English quite often as a common language for communication. There are characters that reappear through the units, such as Andrew, Sophia, Betty and Nick but also others who are not regular characters.

**The Workbook:** It consists of 10 units, each of which comprises 2 lessons. It aims at the consolidation of vocabulary and morphosyntactic structures that appear in the student's book. The exercises in the workbook can be used either in class or be set for homework. **Appendix I** contains differentiated tiered tasks, which are easier versions of some of the tasks in the workbook for less advanced learners.

**The teacher's book:** It contains an introduction to the approach guiding the design of the coursebook and the goals it aims to achieve, a presentation of the components of the course and the typical layout of a unit. It also contains extensive information on what the aims and objectives of the units and lessons are and detailed advice as to how the material could be presented and taught. In the lessons there is a key to the exercises in the coursebook, the transcripts for the listening tasks and a wealth of information on cultural features and issues presented through the units. There are samples of supplementary material (e.g. extra projects) and various teaching suggestions. There are also four appendices. **Appendix I** contains three revision tests on units 1-4, 5-7 and 8-10, which are designed to take one teaching period. They should be marked by the teacher and the learners' performance should provide him/her with feedback as to what areas the learners are less confident with, so that he/she can organize revision/consolidation lessons, which could prove really useful, when handing back the tests. The tests are indicative of what a revision test could be like, and it is not compulsory to use them. Teachers are welcome to design their own tests depending on the learners' needs or the level of the class. **Appendix II** contains the key to the tests in the TB. **Appendix III** contains the key to the exercises in the WB. **Appendix IV** contains the key to the 'Can you do extra work' differentiated exercises in the SB.

- **The audio-CD:** It contains all the recordings for the listening material in the Student's book. There is also a CD-Rom that accompanies the coursebooks for Δ΄ and Ε΄ δημοτικού (available at <http://pi-schools.sch.gr/logismika1/dimotiko>) to help the learners consolidate the material taught. Look at "**Software Extension**" in the introductory page to each unit for advice on how to link the material in the unit(s) to corresponding activities in the CD-Rom.

## Features of the course and general guidelines

### Cover page

**In this unit you will learn:** This section presents the skills the learners will hopefully have acquired by the end of the unit. It would be a good idea to discuss, while going through this section, what language the learners are expected to learn in the unit or come back when the unit is finished and ask the learners, if they feel they have succeeded in acquiring these skills.

**Strategy corner:** This section helps the learners develop self-awareness as to the learning strategies they have acquired. Reporting on their own mental processes related to foreign language acquisition can help the learners identify the most successful strategies, assume responsibility for their own learning and thus, approach new learning tasks with a higher degree of motivation. Drawing on the learners' feedback from this section, and using the input as a resource in instruction can allow the teacher to adjust the teaching process accordingly and enhance chances of successful learning (O'Malley, Chamot et al, 1987). When working on the strategy corner, explain the statements in the table and ask the learners to tick the answer(s) they feel best fit(s) each of them, but remind them to keep in mind the statements while working on the unit. Come back at the end of the unit, review the statements and ask the learners if they have changed their minds about any of their answers and if they have come to realize which strategies work best for improved understanding and enhanced performance. When you come back to the statements, it would be useful to keep a record of the most popular answers and, if necessary, exploit the corresponding strategies in the teaching process. It would also prove quite useful for the learners to write down their positive answers on a sheet of paper and put all the sheets in their dossier so that they can keep a record of what facilitates *their* learning (see mini portfolio section below). And, by all means, encourage the learners to continue employing the strategies they find most helpful.

## Lessons 1-2

**Warm-up:** Each lesson has a warm-up introductory activity which prepares the learners as to what they are going to talk about in the unit. Through the warm-up section, the learners' relevant formal and content schemata are activated. Encourage the learners to provide answers to the questions in this section and not to worry about vocabulary or accuracy. Help out with vocabulary and even allow for use of Greek.

**Reading text:** New structures are presented through a listening extract-written text, which may have the form of a dialogue, narrative, poem or description. The text serves as a basis for the learners to fall back on, so that they can have a clear example of what the new language is. Allow for multiple listening rounds, if required, and check comprehension with the questions in the T's book. You can come back to the text, when working with grammar (through the 'remember' grammar boxes or the grammar appendix), sensitize the learners to the new function and guide them into discovering how the function is realized in the text.

**New words:** This section presents new vocabulary and drilling should be used here. It would be a good idea to photocopy the pictures in this section, enlarge them, ask the students to colour them and use them as flashcards.

**Tasks:** There is a variety of tasks which involve the learners in all four skills. There are tasks that are based on morphology and language functions and the skills required for comprehension and production of written and spoken discourse, and others that require learners to formulate speech (e.g. tasks that require them to transfer spoken or written information into tables or grids or information gap activities). There are quite a lot of tasks in each lesson and not all them need to be carried out. The teacher can decide to omit certain tasks, depending on the time available, the level and the needs of the learners or other factors affecting his/her specific teaching situation. He/she can also change the order of the tasks or even supplement or modify them in some way. However, it is strongly suggested that he/she make sure the learners are trained in all four skills.

Some of the tasks occasionally engage the learners in a *mediation* activity, where the learners have to respond in English to stimuli given to them in Greek. Through such activities the learner is trained into acting as an intermediary between interlocutors who speak different languages and are unable to understand each other directly, a skill that is considered essential in a plurilingual, multicultural world.

**Songs and games:** Songs and games provide numerous advantages for EFL teaching at Primary level. They add variety, fun, enjoyment, laughter, rhythm and lighten up an, otherwise, boring lesson. They maintain motivation and improve listening skills, attention and concentration span. They encourage student participation and reduce any distance between teacher and learners (Brewster, Ellis and Girard, 1991). Some of the games in the SB involve the learners in puzzle solving or employ the information gap technique. There are also some board games. Others involve the learners in physical response such as throwing a ball, running across the classroom etc.

Games have a clearly defined goal, the achievement of which signals the end of the game, involve a contest either between the players or between the players and the goal and are also governed by rules (Brumfit, Moon and Tongue, 1991). This is why, in most of the games in the SB the element of competition is prevailing, but it should, however, be stressed to the learners that the rules must be obeyed and that games only serve as an opportunity to relieve boredom and consolidate knowledge in a more enjoyable way, rather than an opportunity to create disorder or havoc in the classroom.

Songs generally serve as an opportunity to consolidate new vocabulary through the use of rhythm and are particularly useful for practising pronunciation (Brewster, Ellis and Girard, 1991). In the SB there is effort to use music that is traditional or recognizable by the learners, but the lyrics are original, as the songs serve as a way to consolidate new language. The learners can be encouraged to dance or move along, if they wish. Some of the songs are action songs and appropriate movement could be incorporated.

**'Remember' grammar tables:** Grammar tables in the lessons present the basic forms/structures taught. Refer to them at the end of the lesson, to help learners visualize how the structure works. Before referring to it, however, it might prove useful to turn back to the reading text, draw the learners' attention to the function served and guide the learners into discovering the target structure for themselves. You could also combine working on the grammar tables with the grammar appendix, so that the learners can read the rule and be exposed to more examples.

**Lesson 3**

**Projects:** Projects come at the centre of the Crosscurricular/Crosscultural approach and are communicative activities requiring learners to work mainly in groups and occasionally individually or in pairs. They enable the learners to realize the sociocultural dimensions of a language and acquire hands-on experience from the world around them. They involve the learners in a process of questioning oneself, experimenting, hypothesizing, making suggestions or proposing solutions, verifying guesses and implementing solutions based on previous experience. Projects cater for the development of all learners' inclinations, talents and interests and guide them into developing critical thought. They also expose the learners to multiculturalism and multilingualism and guide them into discovering knowledge for themselves and developing skills of exploiting resources, such as the Internet.

By encouraging team work, projects enhance learner cooperation and equip the learners with skills of handling conflict. They also allow for the cooperation between the teacher of English and the class teacher as well as teachers of other subjects. The teacher of English can consult the class teacher as to what material the learners have already covered through the Greek subjects and cooperate with him/her in undertaking joint projects. Such a practice enhances the Crosscurricular character of the syllabus.

The projects in the Student's book come at the end of each unit and act as revision and consolidation material. They are generally done at school, but the teacher and the learners should have prepared the material they need (especially if there isn't access to the Internet or a library at school). It's also advisable that the English teacher cooperate with the class teacher, so that he/she, too, can help in preparing the learners for the project. The students should be grouped according to their desires but groups should not be homogenous (stronger and weaker students should work together in the same group). Groups should ideally consist of 5 members, and generally not have less than 4 and more than 7 members for project work to be effective. Groups should remain as such for the whole school year long, but if the teacher feels that there is conflict and lack of cooperation between members of one group, he/she can be flexible and rearrange groupings.

While preparing for the allocation of project work, the teacher should explain what the learners have to do and discuss the task with them, asking them to do some brainstorming on the topic and present what they already know or express opinion. The topic could then be negotiated between the teacher and the students who should be encouraged to express their preferences as to what might be more interesting to them or more relevant to their needs. The learners are then assigned responsibilities. It is understandable that weaker learners should undertake less demanding tasks (e.g. draw pictures, copy captions) and stronger learners can do more difficult work (e.g. write longer texts) but it is imperative that **all** the learners in the group undertake some responsibility. Set a deadline for the completion of the work.

The teacher should act as co-ordinator throughout the completion of the project. He/she should provide knowledge and help out with unfamiliar vocabulary, but his/her primary role is to advise, guide, encourage, solve practical problems, manage inter-group conflict and help the learners organize the final presentation of their work.

Most of the projects in this coursebook invite the learners to surf the Internet for information. Surfing the Internet should be done at school, if there is a computer lab, so that the teacher can help out. If that is not possible, learners who have access to the Internet and are familiar with surfing it can find information in the suggested websites at home and bring it to class. In that case, the teacher should be prepared and advise/ instruct the learners on what to do to find the information needed. If none of the above is possible but the teacher has access to the Internet at home, he/she can find the information, print out the relevant material and bring it to class at the next lesson. Finally, in case some of the websites recommended in the SB are not available in some years, the teacher can look for other relevant sites using a search engine, but check the content before referring the learners to them.






If it is possible for the learners to surf the Internet in the computer lab at school, the teacher should make sure that some requirements are met: 1) the teacher either feels confident enough to help the learners or, if not, he/she can get some help with PCs, 2) the students' level of computer literacy would allow them to undertake the task. Surfing the Internet at school will give the teacher the opportunity to guide the students and monitor their progress in developing the skill. Ideally, the students should sit in front of the PCs in groups of 3 (that is not always possible, but groups should not exceed 5 persons) with the teacher going around the class making sure that all the students take turns

in using the PC and that all of them have been assigned a task (e.g. surf the site, take down notes, use the dictionary). Surfing the Internet could also be a perfect way to train the learners in the use of a dictionary. Ask them to surf the English version of the site, looking up the meaning of words on the site in dictionaries, until they find out which link(s) to follow. Learners are also welcome to look up information in books, magazines, newspapers, encyclopaedias etc. Such research could be done at school, if there is a library available, but students could also look for the information at home. In the latter case, the teacher must tell the learners to look for the information needed *before they reach the project lesson* and bring relevant material in class at the project lesson. It would also be a good idea to approach the class teacher, ask for his/her cooperation and inform him/her as to what the purpose of the project is. He/she can discuss the topic in class beforehand, so that the learners are prepared and can provide relevant information at the project lesson.

## Self-assessment

**Self-assessment test and mini portfolio section:** The tests at the end of each unit serve as a self-assessment tool rather than a testing one. It is a way of helping the learners identify their strengths and weaknesses as well as a way of consolidating new language and preparing the learners for the tests in the Teacher's book (should the teacher decide to use them). They should be done as classwork with the teacher helping the learners understand the rubrics, explaining and illustrating with examples, where necessary. When the learners have completed the test, the class discuss answers and the teacher writes them on the board. The learners look at the board, correct and mark themselves. Alternatively, the learners could engage in peer-correction.

At the bottom of the self-assessment test there is a mini-portfolio section. Portfolio is an alternative kind of assessment, which allows the learners to record their achievements and progress in a language. It is actually an open-ended dossier, where the learners can put examples of their work which show what they already know and what they can do. These examples could be (photocopies of) the self-assessment tests or any other tests taken, pictures/artwork, written work/homework, project work or even recordings on audio or video tape of speaking activities/songs, letters from penfriend exchanges and diaries, where the students have reflected on their progress. Portfolio assessment helps the learners realize to what extent they have achieved the learning goals of the course, identify and remedy weaknesses, and is a useful source of information for parents. Last but not least, it serves as a language passport, which can provide valuable information to aid transfer to the next class or school. Engaging the learners in portfolio assessment and asking them to buy a dossier will definitely increase the learners' motivation. The dossier can be filled by the learner, with the teacher's guidance, or by the teacher in consultation with the pupil. The dossier can be updated at regular intervals throughout the term (at the end of each month or semester) and be given back to the learners at the end of the school year. At the end of the school year, the teacher might consider handing out the following checklist for the learners to use and add to their dossier. It is part of the Common Reference Levels: self-assessment grid table (CEFR, 2001: 26) as this has been translated in Greek (Κοινό Ευρωπαϊκό Πλαίσιο αναφοράς για τη γλώσσα: εκμάθηση, διδασκαλία, αξιολόγηση, Συμβούλιο για την Πολιτιστική Συνεργασία Επιτροπή Παιδείας Τμήμα Σύγχρονων Γλωσσών, Στρασβούργο 2001: 26)

<b>Κοινά Επίπεδα Αναφοράς (CEF): Πλέγμα αυτοαξιολόγησης επιπέδου A1</b>		
<b>ΚΑΤΑΝΟΗΣΗ</b>	<b>ΚΑΤΑΝΟΗΣΗ ΠΡΟΦΟΡΙΚΟΥ ΛΟΓΟΥ</b>	<b>ΚΑΤΑΝΟΗΣΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ</b>
	<p>Μπορώ να αναγνωρίσω γνωστές λέξεις και πολύ στοιχειώδεις φράσεις που αφορούν εμένα, την οικογένειά μου και το άμεσο συγκεκριμένο περιβάλλον, όταν οι άνθρωποι μιλούν αργά και καθαρά</p> <p></p>	<p>Μπορώ να κατανοήσω γνωστά ονόματα, λέξεις και πολύ απλές προτάσεις, π.χ. σε ανακοινώσεις και αφίσες ή σε καταλόγους.</p> <p></p>
<b>ΟΜΙΛΙΑ</b>	<b>ΠΡΟΦΟΡΙΚΗ ΣΥΝΔΙΑΛΛΑΓΗ</b>	<b>ΠΑΡΑΓΩΓΗ ΠΡΟΦΟΡΙΚΟΥ ΛΟΓΟΥ</b>
	<p>Μπορώ να συνδιαλέγομαι με απλό τρόπο υπό την προϋπόθεση ότι ο άλλος είναι προετοιμασμένος να επαναλάβει ή να επαναδιατυπώσει τα λεγόμενά του με μικρότερη ταχύτητα ομιλίας και να με βοηθήσει να διατυπώσω αυτό που προσπαθώ να πω. Μπορώ να κάνω ερωτήσεις και να δώσω απαντήσεις πάνω σε θέματα άμεσης ανάγκης ή πάνω σε πολύ γνωστά θέματα.</p> <p></p>	<p>Μπορώ να χρησιμοποιήσω απλές φράσεις και προτάσεις για να περιγράψω πού μένω και τους ανθρώπους που γνωρίζω.</p> <p></p>
<b>ΓΡΑΦΗ</b>	<b>ΠΑΡΑΓΩΓΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ</b>	
	<p>Μπορώ να γράψω μια σύντομη, απλή κάρτα, στέλνοντας για παράδειγμα χαιρετισμούς από τις διακοπές. Μπορώ να συμπληρώσω προσωπικά στοιχεία σε έντυπα, να γράψω για παράδειγμα το όνομα, τη διεύθυνση και την εθνικότητά μου σε ένα έντυπο διαμονής σε ξενοδοχείο.</p> <p></p>	

Κοινό Ευρωπαϊκό Πλαίσιο αναφοράς για τη γλώσσα: εκμάθηση, διδασκαλία, αξιολόγηση, Συμβούλιο για την Πολιτιστική Συνεργασία Επιτροπή Παιδείας Τμήμα Σύγχρονων Γλωσσών, Στρασβούργο 2001: 26, διαθέσιμο από το <http://www.komvos.edu.gr/>, μετάφραση από το Κέντρο Ελληνικής Γλώσσας, Τμήμα Στήριξης και Προβολής της Ελληνικής Γλώσσας, επιστημονικός υπεύθυνος της Ελληνικής έκδοσης καθ. κ. Στάθης Ευσταθιάδης

## Appendices

**Appendix I-Differentiated Instruction (Work at your pace):** Differentiated instruction aims at catering for the needs of mixed ability classes and maximizing each and every learner's opportunities for learning and development. Grading task difficulty can provide intrinsic and resultative motivation, the kinds of motivation that are related to materials/teaching and success, respectively. In other words, if learners find the material within their grasp and can carry out tasks successfully, they are more motivated to learn (Skehan, 1989). In the appendix there are two types of tasks:

- ✓ *'Tiered tasks'*, which are easier versions of some of the tasks in the coursebook for less advanced learners. Tiered tasks could be used by individual students or groups of weaker learners. It can even be arranged for the whole class to work on the easier version of a task, if needed.
- ✓ *Extra work* for early-finishers or a more advanced class. Extra work could also be used by individual students or groups of stronger learners. It can even be arranged for the whole class to do some extra work, if they are willing or if the teacher considers the task well worth doing.

In any case, differentiated instruction would work better if the students could be split up in more or less homogenous groups to facilitate classroom management. The rubrics for the tasks are given in Greek, so that the weaker learners are not discouraged and the stronger ones can work independently. There are closed and open-ended tasks, the latter allowing for multiple answers. Multiple answers allow the learners to produce language at their own level and are more appropriate for non-streamed classes, but should be dealt with carefully at the correction stage. Several sample answers should be provided and less advanced learners' work might need individual attention.

The same procedure can be applied to the Differentiated Instruction appendix in the WB, where only easier versions of some of tasks in the units can be found. If WB exercises are done in class, weaker learners can turn to the appendix right from the start and work on simpler exercises. The same procedure can be followed, if the WB exercises are set for homework.

**Appendix II-Grammar corner:** At the end of each unit there is a note asking the students to turn to *appendix II*, the 'grammar corner', where they can find more detailed information on that form/structure. The structures are presented in the order they come in the units, so that the learners can work their way independently through the grammar section. There are examples and tables which allow for easy reference.

**Appendix III-Glossary:** At the end of each unit, the learners are invited to turn to *app. III* and fill in the Greek meaning in the space provided, checking their answers with the teacher. To do so, they can turn back to the unit and try to guess meaning from context. Discovering meaning for oneself becomes, thus, a conscious process, where the learners undertake an active role and are motivated by their sense of achievement.

Alternatively, the learners can also turn to *app. III* and fill in the Greek meaning as they gradually work through the units (i.e. lesson by lesson), so that the new vocabulary is available for revision before the self-assessment test.

**Appendix IV:** It contains maps of the UK, Europe and a world atlas and

**Appendix V:** It contains acknowledgements for sources of texts and photos.

## Some useful tips on how to approach the teaching of receptive (reading and listening) and productive skills (writing and speaking)

**Reading:** Ensure that all the learners have mastered reading by reaching 4<sup>th</sup> grade. If needed, incorporate reading aloud in your teaching practice. To make reading aloud less tedious, you can use these alternative suggestions:

- ✓ The learners read aloud dialogues in pairs or groups
- ✓ The teacher reads dialogues or narratives (e.g. stories) and the learners dramatize them
- ✓ The teacher organizes speed-reading lessons, provided that all the learners have mastered reading

The reading texts may also provide opportunities for intensive reading activities:

- ✓ At the pre-reading stage (Ls cannot see the text) and after the learners have been sensitized to the topic of the reading text through the warm-up section, the teacher can ask them to predict vocabulary to be found in the text

- ✓ At the while-reading stage, the teacher can discuss the characters' feelings with the learners or ask them to give a headline to the text
- ✓ At the post-reading stage the learners can dramatize the text or predict what is going to happen next

Opportunities for extensive reading activities could also be provided by introducing storytelling in your teaching practice and, even better, set up a simplified reader library. As it has been established through research, few contexts are as purposive, pleasurable and meaningful for young learners as a story (Ferrel and Nessel, 1982 and Travers, 1988). Stories stimulate and sustain interest and set the foundations for language development, as they expose children to the richness and magic of the language, which no coursebook can ever offer. They also offer the benefit of the integrating power of reading together and sharing the same experiences, a power that unifies the class and creates stronger bonds among the children and the teacher (Brumfit, Moon and Tongue, 1991). Familiarize your students with regular reading sessions (at the end of each unit, as a special treat) and ask them to guess the ending of the story or challenge the well-known ending by producing their own. Dramatize the story in class, splitting one role among several students, so that they can all participate. Traditional British stories expose the learners to cultural elements of the language and there are numerous available. Any of the following titles could be found at a simplified enough level for such young learners:

- |  |                                   |
|--|-----------------------------------|
| ✓ The Elves and the Shoemaker          | ✓ Rumpelstitskin                  |
| ✓ The Three Little Pigs                | ✓ Rapunzel                        |
| ✓ The Gingerbread Man                  | ✓ Little Red Riding Hood          |
| ✓ The Little Red Hen                   | ✓ Pinocchio                       |
| ✓ The Princess and the Pea             | ✓ Hansel and Gretel               |
| ✓ The Sly Fox and the Little Red Hen   | ✓ Jack and the Beanstalk          |
| ✓ The Three Billy Goats Gruff          | ✓ Cinderella                      |
| ✓ Chicken Licken                       | ✓ Beauty and the Beast            |
| ✓ Goldilocks and the Three Bears       | ✓ Snow White and the Seven Dwarfs |
| ✓ The Magic Porridge Pot               | ✓ Tom Thumb                       |
| ✓ The Ugly Duckling                    | ✓ The Little Mermaid              |
| ✓ The Emperor's New Clothes            | ✓ The Wizard of Oz                |
| ✓ Thumbelina                           | ✓ Peter and the Wolf              |
| ✓ The Town Mouse and the Country Mouse | ✓ The Enormous Turnip             |
| ✓ Sleeping Beauty                      | ✓ The Big Pancake                 |
| ✓ Puss in Boots                        | ✓ The Princess and the Frog       |
|  | ✓ The Boy who cried Wolf          |

**Writing:** Learners at such an early stage are often intimidated at the thought of writing and it is important for them to take the right first steps, which they can build on when developing the skill later. Early as it may seem, even young learners should realize the value of planning, revising and editing their work, as good writing "... does not flow out complete and polished" (Chenoweth 1987:27). So, when approaching writing, try to follow this procedure:

- ✓ Introduce the topic and the task (explain in Greek, if necessary)
- ✓ Brainstorm ideas and engage the learners in a pre-writing discussion, where they can share their thoughts (use the questions available, if any)
- ✓ Expose the learners to texts of the same discourse type and ask them to identify common content features (you can use similar texts in the SB or the WB)
- ✓ Ask the learners to produce lexis related to the topic and write relevant words on the board
- ✓ Using the words on the board and with the model texts in mind, the learners write their *first draft*, without worrying about mistakes at this stage

- ✓ If the writing task were to take more than one teaching sessions, first drafts should be collected and the teacher should provide feedback on content and accuracy
- ✓ If the writing task is to be finished in one lesson, help the learners plan their first drafts by asking them to report on their ideas and discuss what the logical sequence for them would be (the learners can put down numbers on their first drafts)
- ✓ Draw the learners' attention to accuracy by reminding them of structures or any grammatical features they should have used in their writing before they revise and edit their work
- ✓ Collect handouts and provide feedback both on content and grammar, as soon as possible
- ✓ Give back the handouts and set a time limit for the completion of the final product

**Listening:** Helping young learners to develop their listening skills is a painstaking task in the EFL classroom. Young learners often complain about not understanding, give up and switch off. It is essential that they be trained in such a way that will allow them to consider listening a manageable activity and eventually become efficient listeners. Try to follow these steps when working with listening:

- ✓ Introduce the topic of the listening text and ask the learners to predict vocabulary that might be found in the listening text (you may want to write sample words on the board)
  - ✓ Remind the learners that they don't need to understand every single word to carry out the task, but only scan the listening text for the necessary detail(s)
  - ✓ Ask the learners to read the questions and ensure that they have a clear idea about what they have to do
  - ✓ Make certain that all the learners can hear well and clear (play the CD and pause to ask them before starting the listening extract)
  - ✓ Play the recordings a sufficient number of times (ideally twice or three times should be enough, but don't hesitate to repeat if the learners complain)
  - ✓ Provide help if the problems persist (split the listening extract into pieces that correspond to the questions, pause the CD before the answer and warn them to listen carefully and answer the questions one by one. Finding the answers to the first questions will give them enough confidence to proceed)
  - ✓ Go around the class and discreetly monitor performance. If you notice very poor overall performance, you may grade the task requiring the learners to do something easier.
  - ✓ Speak as much English as possible (teach your students classroom language from the start and use it regularly)
- Idea!* Copy the original CDs so that you always have an extra copy in case of an accident!

**Speaking:** Young learners seem to be more reluctant to speak than exercise any other skill. They probably feel that speaking is the skill that requires much more readiness than the other three and which produces much more direct evidence of one's performance. They are intimidated at the prospect of having to be exposed not only to the teacher, but to the rest of the class as well. Young learners need to be convinced that making mistakes is an integral part of any learning process and that it is only through our mistakes that we develop as learners. They need to be allowed to speak without being constantly corrected and be given any opportunity to do so in a non-threatening classroom environment. One way to do so is by incorporating pair and group speaking activities, where the pairs or groups speak simultaneously, while the teacher is monitoring them, but they do not feel exposed to the rest of the class. When approaching speaking, try to keep the following in mind:

- ✓ Assume the roles of facilitator, prompter, monitor, language adviser and, at times, arbitrator to help with classroom management
- ✓ Don't over-correct learners' accuracy mistakes. Intervene only when there is a break in communication and help out with unfamiliar vocabulary
- ✓ When providing feedback during the activity, do it tactfully
- ✓ Reduce TTT (Teacher Talking Time) as much as possible
- ✓ Provide psychological support whenever the learners have to speak in class. Maintain a high level of interest, nod to show agreement and praise the learners for their effort, regardless of the mistakes
- ✓ As Byrne says (Byrne 1986), try to strike a balance between the two goals of accuracy and fluency so that, in the end, the learners are able to communicate adequately
- ✓ And, don't forget to speak as much English as possible, to set a good example!



## REFERENCES AND suggestions for further reading

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### Useful EFL material is also available on these websites:

- ✓ [www.teach-nology.com](http://www.teach-nology.com)
- ✓ [www.atozteacherstuff.com](http://www.atozteacherstuff.com)
- ✓ [www.eslcafe.com](http://www.eslcafe.com)
- ✓ [www.englishbanana.com](http://www.englishbanana.com)
- ✓ [www.gameskidsplay.net](http://www.gameskidsplay.net)
- ✓ [www.learningpage.com](http://www.learningpage.com)
- ✓ [www.sites4teachers.com](http://www.sites4teachers.com)
- ✓ [www.primaryresources.co.uk](http://www.primaryresources.co.uk)
- ✓ [www.esl-lounge.com](http://www.esl-lounge.com)

## UNIT 1 - AT A GLANCE

### UNIT 1 AIMS AT TRAINING LEARNERS INTO.....

- reading for specific information
- listening for specific information
- guessing vocabulary from context
- finding, selecting, classifying, processing and verifying information from various sources (books, encyclopaedias, interviews, the Internet)
- using information to formulate written/spoken discourse
- transferring information from a spoken/written text to a table, grid
- working in pairs or groups, cooperating
- describing places

### IN THIS UNIT LEARNERS WILL.....

**Lesson 1:** meet Andrew and his classmates

**Lesson 2:** find out about Andrew's school timetable

**Lesson 3:** talk about their own school

### COMPETENCES

#### learn how to.....

- talk about what there is/there isn't in their school and in their classroom
- talk about school subjects and timetables
- talk about possession

### LANGUAGE

#### practise.....

- using *there is/ there isn't, there are/there aren't* to identify location
- using numbers (20-99)
- using the verb *have got* to talk about possession

#### write.....

- about their school and their classroom
- about how many students are in a class
- about what there is in their classroom
- their school timetable

**Crosscurricular Extension:** Learners will draw on the knowledge they have acquired and the skills they have developed in Language, Art, Maths, Music and School Life.

**Software Extension:** Learners can click on the link 'Home' and work with 'Let's make a home' and 'Where's the bug' and on the link 'Party' and work with 'Let's make new friends'. They can also click on the link 'Additional Material' and work with 'Memory', 'Puzzle', 'Crossword' and 'Odd one out'.

**Fundamental notions of the Crosscurricular approach:** Communication, System, Similarity-Difference, Space-Time, Culture, Information and Interaction.

## UNIT 1: BACK TO SCHOOL

### LESSON 1

#### Carrying out the lesson

1. Try to elicit as much relevant vocabulary as possible and revise prepositions of place, while talking about where each of the items is.

2. Tell the students that they are going to listen to Andrew, who is a half British-half Greek 9 year-old boy going to an International School somewhere in Athens, where children of a variety of nationalities study subjects of the general curriculum and foreign languages and use English quite often as a common language for communication. When the learners have finished listening, ask comprehension questions. Examples can be seen below:

- Is Andrew a new student?
- Which class is he in?
- Where is Andrew from?
- What's his new school like?
- Does he like it?
- How many students are there in his class?
- What's his teacher's name?

Now, ask them to find the secret word. Time and monitor the class by going round and checking answers. Reveal the secret word when time is over.

#### Secret word: **Marinellis**

3. Drill new vocabulary through repetition.

4. More drilling of new vocabulary can be achieved through songs.

- *Crosscurricular link with Music*

5. Tell the learners that they will have to use their addition skills and point out that they do not need to use all the information in the box to carry out the writing task.

- *Crosscurricular link with Maths*

6. You can set the task of breaking the code as a contest. Encourage the learners to think of and produce original phrases for their classmates.

7. Point out to the learners that they do not need to understand every single word to do the matching, but they only need to look out for key words. Play the listening extract twice.

#### **Transcript**

1) *Hi, I'm in E class and my name's Nancy. In my class there is a small board on the wall and my teacher's desk is near the board. There is also a map.*

2) *Hello, I'm Thanos and I'm in C class. In my class there are three pictures on the walls but there aren't any maps. There are two windows but there aren't any curtains.*

3) *Hi, I'm Katerina and I'm in F class. In my class there are two maps on the wall, one of Greece and one of Europe. And there are three windows with curtains.*

8. Tell the learners that they are expected to produce simple sentences describing their school and that a variety of answers is acceptable.

#### **Key to the tasks**

5. Total: boys = seventy-three, girls = eighty

(1) there (2) seventy-three (3) eighty (4) twenty-five (5) nine (6) sixteen

6. Andrew is very happy at his new school

7. a -2, b-1, c-3

## LESSON 2

### Carrying out the lesson

1. Try to elicit as much relevant vocabulary as possible asking about what day it is/was today/yesterday and asking the pupils to write the date on the board.

2. Tell the students that they are going to listen to Andrew, who is going to talk to them about his timetable and his favourite subject. After listening, ask them to guess what the words in the timetable mean, based on their experience with their own timetable. Don't insist that they remember difficult words, such as *Environmental Studies*, *Physical Education* or *Religious Education*, if they can just say *E.S.*, *P.E.* or *R.E.* it's quite alright. When they've finished listening, ask comprehension questions. Examples can be seen below:

- When has Andrew got a History/P.E./R.E./Music (etc) class?
- How many days a week has he got Language classes?
- Why are Tuesday and Wednesday Andrew's favourite days?

Now, ask them to find the secret word. Time and monitor the class by going round and checking answers. Reveal the secret word when time is over.

### Secret word: Thursday

3. Introduce new vocabulary and practice until the learners have mastered the language adequately to move on to the song. Once you finish this lesson, you can assign the duty of writing the date on the board to the students before you come to class.

4. More drilling of new vocabulary can be achieved through songs.

- *Crosscurricular link with Music*

5. Point out to the learners that they do not need to understand every single word to do the matching, but they only need to look out for key words. Play the listening extract twice.

### Transcript:

- *Sophia: Wow! It's a great day today! We can sing! We've got a music class!*
- *Nick: Yes! Great day! We've got P.E. at 11 o'clock, too! We can play basketball! Hey, Andrew! What's your favourite class today?*
- *Andrew: History. We have it after Language.*

6. Tell the learners to look carefully for detail in order to carry out this task.

7. Point out that they can only ask up to 4 questions and that they must be careful which questions to ask, so that they don't 'waste' any on days they have already excluded. Go around the class to monitor the learners.

8. Tell the students that they should try to remember how to write the words for different subjects and that they can only refer back to Andrew's timetable for difficult words. Point out that they can talk about any differences they can spot. Encourage them to talk about as many as possible. As a follow-up you can ask them if they know what subjects children their age may do in other countries (cousins living abroad, pen friends) or you can ask pupils originally coming from other countries (e.g. the Balkans) to tell the class if they did different subjects in their countries and, if so, which these were, to enhance crosscultural awareness.

### Key to the tasks

5. Today is **Tuesday**

6. Today Andrew, Nick and Sophia have got **Language, Maths, English, Environmental Studies and History**

## LESSON 3

### Introducing the project

Discuss what the learners have to do in class and encourage them to think of other kinds of information they might be interested in incorporating in the project. Tell them that they shouldn't worry if they cannot find certain information (e.g. when the school was built), or if they can't find a photo of their teacher - they can draw a portrait of him/her. Discuss with the learners the areas they could/would like to focus on (e.g. buildings/ facilities/ books/ knowledge available). Allocate different responsibilities to different students (e.g. weaker students can make the drawings and

stronger ones can act as reporters or text writers, but it's important that every learner in the group has something to do). Set a deadline for the completion of the project.

- *Crosscurricular link with School Life, Art*
- *Fundamental notions of the Crosscurricular approach: Communication, System, Similarity-Difference, Space-Time, Culture, Information, Interaction*

If you decide to surf the Internet at school, help the learners, especially through this first time: If they are interested in finding a pen friend, help out with vocabulary so as to make sure that the learners are matched with somebody of roughly the same age and interests. If you surf the Internet looking for information on British schools in order to compare/contrast them with your school, help them look at schools in the capital as well as in smaller cities/towns so that they can have a wider view of schools in Britain. If surfing the Internet is difficult, here is some information on the British Education system at Primary level, which you can share with your learners, so that they can then talk about the differences.

■ *At the Primary sector, children are required to attend full-time education between the ages of 5 and 11. In some areas children receive primary education at an 'infant school' (for children aged 5-7 or 8) and then a 'junior school' (for children aged 7 or 8-11) or at a 'primary school' that combines the two. Most children go to 'state schools'. Until 1988 state schools were all responsible to LEAs (Local Education Authorities), which received funding from central government and the council tax. In 1988 larger primary schools were encouraged to opt out of LEA control and become grant-maintained. These schools receive money direct from central government and are run by a board of governors consisting of parents and members of the public. In Scotland and Northern Ireland most schools are still managed by LEAs. Some children go to independent schools run by private organizations, for which their parents have to pay fees. A few go to public schools, such as Eton or Harrow. Younger children may attend a private preparatory school (prep school) until the age of 13.*

*Since 1988 the subjects to be taught in state schools have been laid down in the National Curriculum, which also sets the standards to be achieved. The National Curriculum sets general goals but how these goals are to be realized at any school, remains in the hands of the teachers' board. At Primary level, there are two key stages; key stage 1 for children aged 5-7 (years 1 and 2) and key stage 2 for children aged 7-11 (years 3, 4, 5 and 6). At the end of each key stage, the National Curriculum subject has a target and children should have reached skills, knowledge and understanding at a particular level. There are core subjects (common to all stages) and non-core foundation subjects (which schools chose among). At key stage 2 (the stage where 9-10 year olds belong) the core subjects are English, Mathematics and Science and the non-core foundation ones are History, Geography, Religious Education, Physical Education, Art and Design, Information and Communication Technology (ICT), Music and Personal, Social and Health Education (PSHE). At key stage 2, children are in school for 26 hours 15 minutes, of which 23 hours 30 minutes are allocated to National Curriculum activities. The extra hours are allotted to registration, playtimes, visits, extra curricular activities and to the mainly Christian part of daily assemblies.*

*School normally starts at 9.00 a.m., with children being allowed in school from 8.50 a.m. onwards and generally ends around 3.15 p.m. unless there is an extra 'Breakfast club' and 'After school club' for working parents. Reception, Year 1 and Year 2 children have lunch between 12.00 and 1.00 p.m. and Year 3 upwards between 12.15 and 1.15 p.m. Hot lunches may be cooked on the premises and be available if booked in advance (parents have to pay for them but some children are entitled to free meals). If hot lunches are not available, children have to bring in packed meals. All schoolchildren have to wear the school uniform. In their P.E. kit, children have to carry a track suit and suitable footwear (plimsolls or trainers), which they have to change into during P.E. lessons. Almost all schools offer extra-curricular activities and children become members of clubs, such as the football club, the games club, the art club, the environment club, the chess club and a huge number of others, the content of which depends on the students' interests and varies from year to year. Generally, extra-curricular activities involve the learners in music, languages, trips, sports, school productions or visits to places of interest.*

### **More projects**

■ Look around your classroom. What is there in it? Put a ✓ or a ✗ in the boxes in the table below. Talk about your answers saying: *In my classroom there is/there are.....but there isn't/ there aren't....* Then write sentences on a

sheet of paper and paste it on these things in the classroom. Use these words: **on, in, under, near**

What is there?	✓ or ✗ the box
A blackboard	
Posters	
Pictures on the walls	
The teacher's desk	
Windows	
Maps	
A clock	
The teacher's chair	

- Ask a friend/cousin in another school to send you a photo of his/her school with information about the rooms (how many classrooms, is there a music room or a computer room?). Make a poster presenting his/her school and yours and talk about the differences.
- Make a table with the number of students in each class in your school. Ask the headteacher or the class teachers for this information. Write this information on a poster.
- Find a student in another Δ' class. It can be a student in your school or in another school (a friend, a cousin). Ask him/her to give you his/her timetable. Find the differences between his/her timetable and yours and make a poster about them.
- Ask your teacher about his/her school when he/she was 9 years old. Listen to him/her and make a drawing on a poster. Make a drawing of your school, too. Talk about the differences.
- Draw a map of your dream school. Is it different from your school now? Answer these questions:
  - ✓ Where is your ideal school?
  - ✓ Is it big or small?
  - ✓ How many pupils are there?
  - ✓ How many floors are there?
  - ✓ Is there a big playground, a computer room or a music room or 'special' rooms?
  - ✓ Are there any football fields, basketball courts?
  - ✓ Are there any 'green' areas?
  - ✓ What would you like to learn and do in this school?

Think of the differences between your school now and the school you would like to have. Make a list of the things you want and the things you don't want in your school (places or subjects). Send your list to the headteacher. The headteacher can use your ideas and send a letter to ΟΣΚ (Οργανισμός Σχολικών Κτηρίων) asking for improvements.

**Idea!** If you want to add a 'cultural touch' to the project, you can ask the learners to find Greek and English proverbs related to the topic of the unit and ask them to compare between the two. Here are some English proverbs related to the topic of **school**:

- ✓ Like teacher, like pupil.
- ✓ To teach the dog to bark.
- ✓ You cannot teach old dogs new tricks.
- ✓ It is never too late to learn.
- ✓ Live and learn.
- ✓ Adversity is a great schoolmaster.

Alternatively you can provide the English proverbs and discuss in class which the nearest Greek equivalent would be.

## KEY TO THE SELF-ASSESSMENT TEST

### Exercise 1

- There **is** a computer on the desk.  
 There **is** a chair near the desk.  
 There **is** a cat under the chair.  
 There **are** two posters on the wall.  
 There **is** a boy on the chair.

### Exercise 2

- Sixty-eight  
 Ninety-seven  
 Seventy-five  
 Fifty-nine  
 Eighty-six  
 Eighty-three  
 Forty-eight

### Exercise 3

#### Friday

- 1 Language  
 2 Language  
 3 History  
 4 Maths  
 5 Physical Education  
 6 English

### Exercise 4

J	H	I	S	I	P	L	U	T	T	F	R	E
S	U	N	D	A	Y	O	M	S	U	N	A	A
S	E	B	N	J	L	K	O	M	E	B	G	C
T	F	V	O	W	E	D	N	E	S	D	A	Y
H	A	D	S	C	F	I	D	L	D	M	Y	T
U	S	A	T	U	R	D	A	Y	A	N	B	H
R	O	M	H	V	I	A	Y	G	Y	F	A	W
S	E	S	U	D	D	K	L	P	Y	H	T	R
D	W	E	R	H	A	M	N	I	B	I	U	G
A	S	C	S	F	Y	K	O	L	I	N	A	T
Y	H	O	W	S	L	L	P	T	U	E	K	M

### Exercise 5

- basketball court ✓ number: 2  
 music room ✗ number: 0  
 classrooms ✓ number: 15  
 playground ✓ number: 1  
 computer room ✓ number: 1

## UNIT 2 AT A GLANCE

### UNIT 2 AIMS AT TRAINING LEARNERS INTO.....

- reading for specific information
- listening for specific information
- guessing vocabulary from context
- finding, selecting, classifying, processing and verifying information from various sources (books, encyclopaedias, newspapers, magazines, the Internet, interviews)
- using information to formulate written/spoken discourse
- transferring information from a chart into speaking
- working in pairs in groups, cooperating

### IN THIS UNIT LEARNERS WILL.....

**Lesson 1:** ask and answer about their favourite sports

**Lesson 2:** ask and answer about hobbies and favourite pastimes

**Lesson 3:** talk about Olympic sports (today and in the past)

### COMPETENCES

**learn how to.....**

- talk about their favourite sports and their hobbies
- express their opinion on how interesting or not some hobbies are
- talk about collections they might have

### LANGUAGE

**practise.....**

- using *I like/I don't like* to talk about their likes/dislikes
- using *he/she likes-he/she doesn't like* to talk about other people's likes/dislikes
- using vocabulary for sports, hobbies and favourite pastimes

**write.....**

- about their likes/dislikes in sports
- about Olympic sports
- about their own hobbies
- about their classmates' hobbies

**Crosscurricular Extension:** Learners will draw on the knowledge they have acquired and the skills they have developed in Language, Art, P.E., Olympic Sports Studies, Music and History.

**Software Extension:** Learners can click on the link 'Party' and work with 'Can you guess?' They can also click on the link 'Additional Material' and work with 'Memory', 'Puzzle', 'Crossword' and 'Odd one out'.

**Fundamental notions of the Crosscurricular approach:** Similarity-Difference, Space-Time, System, Culture, Information, Communication and Interaction.



## UNIT 2: WHAT'S YOUR FAVOURITE HOBBY OR SPORT?

### LESSON 1

#### Carrying out the lesson

1. Elicit as many relevant words as possible at the warm-up phase.  
 2. Tell the students that they are going to listen to Andrew and some of his classmates trying to decide which sport to play at the P.E. lesson. When they've finished listening, ask comprehension questions. Examples can be seen below.

- What can the children do at the P.E. class today?
- Does Andrew like football? If not, what does he like?
- What does Omar like?
- Who is Mr Papadakis?
- What can the boys do today?

Now, ask them to find the secret word. Time and monitor the class by going round and checking answers. Reveal the secret word when time is over.

#### Secret word: cycling

3. Encourage the learners to use prior knowledge to carry out the task. You can photocopy the pictures in this section, enlarge them, ask the students to colour them and use them as flashcards.

4. Draw the learners' attention to how Andrew and Jim are talking about the sport they like and ask the learners to talk about their favourite sports in the same way. Help out with unfamiliar vocabulary.

- *Crosscurricular link with P.E.*

5. More drilling of new vocabulary can be achieved through songs.

- *Crosscurricular link with Music*

6. Point out to the learners that they do not need to understand every single word to do the matching, but they only need to look out for key words. Play the listening extract twice.

#### Transcript:

1) *Hey, John, are you coming to play?*

*OK, but I don't want to be the referee again!*

2) *Mum, where's my racket?*

*Your racket? I think it's under your bed, Julia*

3) *Dad, it's a beautiful day, today. Let's go to the beach, please*

*OK, Maria, have you got your bikini in your bag?*

4) *What's your horse's name, Lucy?*

*It's Star. He is my friend and I ride him every day.*

5) *Come on, Ted! Are you ready? Where's your bike?*

*It's out in the garden.*

*OK, then! Let's go!*

7. Ask the learners to use their knowledge of the world and to try to guess which sport corresponds to which country. Once you have matched them, ask them if they know how they are played. Provide such information, if the students don't know it, to enhance crosscultural awareness.

- *Crosscurricular link with Olympic Sports Studies*

■ **Baseball:** *It is America's national sport, but it is also popular in Japan and several Latin American countries. It is played mainly by men. It is often thought to be rather slow, but the team managers often change their players and plans during the game, which then becomes more interesting. It is played with long wooden bats and a small, hard ball, by two teams of 9 players each. Although it is not so popular in many other countries, baseball caps and shirts are fashionable among young people.*

■ **Cricket:** *It is a summer sport, usually played between April and September. It is a complicated game with bats and a leather ball between two teams of 11 players on a grass pitch. It can be slow and may seem boring to people who are not familiar with it and matches can last for several days. It is, however, quite popular in England and Wales, where 18 counties compete each year in the county championship, and a game of cricket being played on a village green by players dressed in white is a traditional English summer scene.*

■ **Rugby:** *A popular sport throughout the British Isles, which split off from football in the mid 19th century. Each team may have 13 or 15 players and teams play with a large oval-shaped ball, which they are supposed to carry or kick towards the opponent's goal line, while their opponents try to stop them from reaching the goal line by tackling them.*

■ **Tae kwon do:** *Tae kwon do means "the art of hands and feet" in Korean. It is a sport which originated in Korea around the end of the first millennium, as a way of assessing soldiers' performance in martial arts. A game consists of 3 rounds with one-minute breaks between them. Athletes are required to wear a white uniform to protect their heads and body and are allowed blows on their opponent's body or head using their foot or clenched fist.*

■ **Field Hockey:** *A sport whose origins can be found in Britain, where the first official field hockey association, Blackneath Club, was founded in London in 1861. It is a traditional British sport which spread over the countries of the Commonwealth, which is why it is also popular in India, Pakistan and New Zealand. Each game lasts 70 minutes (two 35-minute halves) and teams consist of 11 players. The aim of the game is to score a goal by hitting a small white ball using a wooden hockey stick.*

8. Tell the learners that they can only ask questions that can be answered with "Yes" or "No" and they must be careful which questions to ask, so that they don't waste questions. Point out that, in order to come up with 'clever' questions, they should think of equipment, clothes, where the game is played, number of players (team or individual sport). Be prepared for *some* noise in the classroom!

### Key to the tasks

3. 1)-i, 2)-a, 3)-h, 4)-f, 5)-e, 6)-c, 7)-b, 8)-g, 9)-d, 10)-j

6. John likes football, Julia likes tennis, Maria likes swimming, Lucy likes horse riding and Ted likes cycling

7. 1)-b, 2)-c, 3)-d, 4)-e, 5)-f, 6)-a *Great Britain:* football, cricket, rugby, field hockey *Brazil:* football, USA: baseball, rugby, *Greece:* football *India:* field hockey, *Korea:* tae kwon do

## LESSON 2

### Carrying out the lesson

1. Elicit as many relevant words as possible at the warm-up phase.

2. Tell the students that they are going to read and listen to information about Sophia's pen friend (explain what pen friends are, if necessary). Ask them to listen and read carefully and find out how Sophia talks about what Olina likes doing. When they've finished listening, ask comprehension questions. Examples can be seen below:

- Who is Olina?
- Where is she from?
- How old is she?
- What does she like doing?
- Does she like reading?
- What's her favourite food?

Now, ask them to find the secret word. Time and monitor the class by going round and checking answers. Reveal the secret word when time is over.

### Secret word: spaghetti

3. Tell the learners that they do not have to know every word to do the matching, as long they can identify some of the words in the phrases.

4. Ask the learners to present their hobbies in class. Help with unfamiliar vocabulary, if necessary. Draw their attention to the way Sophia talks about Olina's hobbies, ask them to interview their next-seat peer and report the answers in class.

**5.** Introduce unfamiliar vocabulary before doing the task. Explain to the learners that they should feel free to express their opinion. The task can be followed by a mini-survey on which of these hobbies seems to be the most or the least interesting and a discussion on the reasons why. The discussion can be extended into talking about hobbies which are not in the table but seem to be most popular with the learners.

**6.** Point out to the learners that they do not need to understand every single word to do the matching, but they only need to look out for key words. Play the listening extract twice. This listening task may be a good opportunity for you to carry out a mini survey on your students' hobbies. Ask them to raise their hands choosing which three hobbies (among the hobbies in the activity) they like best, then put the names for these hobbies in the columns and colour respectively, to show the percentage of learners these hobbies are popular with.

**Transcript:**

1) *Lila: Mum, where are my CDs? You know how much I like listening to them!*

*Mum: They are on your desk, Lila!*

2) *Sheila: Hi, I'm Sheila! Listen to me! Do you like my song?*

3) *Philip: Dad, where's the TV programme? The football game is on now!*

4) *Harry: Is the computer on? I want to play Harry Potter. It's my favourite computer game. Harry and I have got the same name!*

5) *Sarah's ballet teacher: Sarah, your new ballet shoes are very beautiful!*

6) *Ted's mum: Ted, why don't you buy this book? It's very interesting!*

*Ted: Oh, mum, you know I hate reading books!*

**7.** Encourage the learners to mime hobbies, the words for which they may not know. Help out with unfamiliar vocabulary. It is a very good way to introduce new vocabulary.

- Crosscurricular link with P.E.

**Key to the tasks**

3. 1-c, 2-b, 3-e, 4-a, 5-f, 6-d

6. (1) ✓ (2) ✓ (3) ✗ (4) ✗ (5) ✗ (6) ✓

**LESSON 3**

**Introducing the project**

For project 1, discuss what the learners have to do in class and tell them that they can choose which of the two projects they would like to be involved in. Allocate responsibilities to different pupils in the group. Weaker students can make the drawings and stronger ones can act as writers, but it's important that every learner in the group has something to do. To check the correctness of learners' work, here is a list of the Olympic Sports:

■ **Summer sports:** *Aquatics (Diving, Swimming, Synchronized Swimming and Water polo), Archery, Athletics, Badminton, Baseball, Basketball, Boxing, Canoe / kayak, Cycling, Equestrian, Fencing, Football, Gymnastics (Artistic Gymnastics, Rhythmic Gymnastics and Trampoline), Handball, Hockey, Judo, Modern Pentathlon, Rowing, Sailing, Shooting, Softball, Table Tennis, Taekwondo, Tennis, Triathlon, Volleyball (Beach volleyball, Volleyball), Weightlifting and Wrestling.*

■ **Winter sports:** *Biathlon, Bobsleigh, Curling, Ice Hockey, Luge, Skating and Skiing.*

*Athletics can be divided into four areas: track, field, road and combined events. Track events include sprints (100m, 200m, 400m), middle-distance running (800m and 1500m) and long-distance running (5,000m and 10,000m), hurdling (100m and 400m for women, 110m and 400m for men), relays (4 x 100m and 4 x 400m) and the 3000m steeplechase. Field events include the long jump, triple jump, high jump, pole vault, shot put, discus, javelin and hammer throw. Road events consist of the men's and women's marathons, the men's 20km and 50km race walks and the women's 10km race walk. Combined events include the heptathlon for women and the decathlon for men.*

Project 2 is more difficult and involves critical thinking on the part of the learners. Ask each group to concentrate only on one sport, and don't expect the learners to use Past when talking about the Olympic sports in Ancient Greece. Help out with unfamiliar vocabulary (e.g sporting equipment, sportswear)

- *Crosscurricular link with Olympic Sports Studies, History*
- *Fundamental notions of the Crosscurricular approach: Similarity-Difference, Space-Time, System, Culture, Information, Communication, Interaction*

### More projects

- Do you like collecting things? Have you got a collection at home? Bring your collection to school and talk about it. Answer these questions:
  - ✓ How many items have you got in your collection?
  - ✓ How old are they?
  - ✓ Which is your favourite?

Learners work individually for this project.

- Work in groups. Choose a hobby that you all like and make a poster about it. Find photos about it in a magazine or on the Internet. Answer these questions about it:
  - ✓ What do you do?
  - ✓ What do you use? Do you need special things for it?
  - ✓ Where can you do it? At home? Outdoors?
  - ✓ Why do you like it?
  - ✓ Do you know if it's popular in other countries?
- Work in two groups. Interview your teachers. One group must ask them what their hobby is and the other group must ask them what they like doing at the weekend. Then report your answers to class. Look at the example: Group A: Mrs Papadaki likes reading books. Mr Antonakos likes sleeping. Group B: Mrs Papadaki likes going out to a taverna. Mr Antonakos likes watching TV.
- Work in groups. Choose a sport that you like and make a poster about it. Find photos about it in a magazine or on the Internet. Answer these questions about it:
  - ✓ Where can you do it? Indoors or outdoors?
  - ✓ Is it a team sport or an individual sport?
  - ✓ What equipment do you need to do it? Is it expensive?
  - ✓ Do you need any special clothes?
  - ✓ Do you know any famous people who do this sport professionally? Can you find photos of them?
- Choose a sport that is not popular in your country, but is popular in an English-speaking country (baseball, cricket, rugby). Make a poster about it with pictures, rules of the games, equipment or any relevant information.
- Do a hobby survey in class. Each group must ask another group. Ask: "What's your hobby?" Then make a chart and write your classmates' answers. Report their answers to class. Say: Sotiris likes collecting football cards. Soula likes playing computer games.
- Think of strange hobbies/collections and find information about them. Present your information in class. Try to find pupils /teachers /friends /relatives that may have strange hobbies and interview them.

**Idea!** If you want to add a 'cultural touch' to the project, you can ask the learners to find Greek and English proverbs related to the topic of the unit and ask them to compare between the two. Here are some English proverbs related to the topics of **sport (movement) and friendship (pen friends)**:

- ✓ Stretch your arm no further than your sleeve will reach.
- ✓ Stretch your legs according to the coverlet.
- ✓ A friend in need is a friend indeed.

Alternatively you can provide the English proverbs and discuss in class which the nearest Greek equivalent would be.

## KEY TO THE SELF-ASSESSMENT TEST

### **Exercise 1**

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

### **Exercise 2**

collecting stamps, collecting tree leaves, watching TV, going to the cinema, reading comics, playing computer games, taking photos

### **Exercise 3**

(1) I like dancing (2) I like making models (3) I don't like reading (books/comics) (4) I don't like playing board games

### **Exercise 4**

Kate **doesn't like** playing computer games.

Elias **likes** watching TV and **reading** comics.

Kyriakos **likes** collecting tree leaves but he **doesn't like** collecting football cards.

Anastasia **likes** listening to classical music.

### **Exercise 5**

Free answers

## UNIT 3 AT A GLANCE

### UNIT 3 AIMS AT TRAINING LEARNERS INTO.....

- reading for specific information
- listening for specific information
- guessing vocabulary from context
- finding, selecting, classifying, processing and verifying information from various sources (books, magazines, encyclopaedias, the Internet)
- using information to formulate written/spoken discourse
- transferring listening information to a map

### IN THIS UNIT LEARNERS WILL.....

**Lesson 1:** find out where Andrew is from and talk about countries/nationalities

**Lesson 2:** talk about their city/town/village and what facilities they would like to have in their area

**Lesson 3:** find out about Greece and its sights/attractions

### COMPETENCES

#### learn how to.....

- talk about nationality
- find information on a map
- talk about their city/town/village and about facilities (not) available

### LANGUAGE

#### practise.....

- using the verb *to be* to ask and answer about country of origin/nationality
- using *there is/ there isn't, there are/there aren't* to talk about what there is in their area
- using the prepositions *next to, between* and the phrase *on the corner of...street and .....street* to identify location on a map.

#### write.....

- about their country and other countries around the world
- about their country and the sights in it
- about their area and about what facilities they want there

**Crosscurricular extension:** Learners will draw on the knowledge they have acquired and the skills they have developed in Language, Environmental Studies, Art, School Life, History and Music

**Software Extension:** Learners can click on the following links: 1) 'Party' to work with 'Let's make new friends', 'Let's make a poem', 2) 'Home' to work with 'Where's the bug', 3) 'Additional Material' to work with 'Memory', 'Puzzle', 'Crossword' and 'Odd one out' and 4) 'Extras' to work with 'Word Search'. They can also click on the 'Projects' link and carry out the projects in 'Κατοικία' (Home)

**Fundamental notions of the Crosscurricular approach:** Similarity-Difference, System, Space-Time, Communication, Collaboration, Culture, Interaction, Information and Development

## UNIT 3: THIS IS WHERE I LIVE

### LESSON 1

#### Carrying out the lesson

1. Elicit as many relevant words as possible at the warm-up phase.
2. Tell the students that they are going to listen to Andrew talking about the UK, the country he's just come from. When they've finished listening, ask comprehension questions. Examples can be seen below:
  - Where is Andrew from?
  - Where is his country?
  - Is it in Europe?
  - What's its name?
  - How many parts are there in it? Which are they?
  - Where is Oxford?

Now, ask them to find the secret word. Time and monitor the class by going round and checking answers. Reveal the secret word when time is over. You can also tell them a few things about the famous Oxford University.

#### Secret word: University

■ **Oxford University:** *It is the oldest university in Britain, established in the mid 12th century. It consists of 30 semi-independent colleges, whose buildings are a major feature of the city. Oxford and Cambridge Universities (known as Oxbridge) are thought to be the best universities in the country and, among the 14,000 undergraduates at each university, one would normally find members of the upper class, politicians or even prime ministers.*

3. Tell the learners that the name of the country is United Kingdom (England, Wales, Scotland and Northern Ireland) and explain the difference between the UK, Great Britain and England (Great Britain is England, Wales and Scotland). When the learners look at the maps, advise them to look in all continents for the countries.

4. Ask the learners to use their knowledge of the world to carry out the task and, once they have finished, discuss what they know about each of the buildings. This task is an opportunity to enhance crosscultural awareness. It is also a chance to help the learners realize that all peoples share similarities regardless of race and colour of skin, but, also that different peoples express themselves in different ways through their civilization and this is mirrored in architecture, too. You can also give them some extra information, if they seem to be interested.

■ **The Acropolis:** *The Acropolis of Athens is a flat-topped rock 150 m above sea level. It was also known as Cecropia, after the legendary Cecrops, the first king of Athens. Most of the major temples were rebuilt under the leadership of Pericles during the Golden Age of Athens (460–430 BC). Phidias, the great Athenian sculptor, and Ictinus and Callicrates, two famous architects, were responsible for the building project. The most important buildings visible on the Acropolis today - that is, the Parthenon, the Propylaea, the Erechtheum and the temple of Athena Nike were erected during this period under their supervision. The entrance to the Acropolis was a monumental gateway called the Propylaea. The tiny Temple of Athena Nike is to the south of the entrance. The Parthenon or Temple of Athena Parthenos is at the centre of the Acropolis. East of the entrance and north of the Parthenon is the temple known as the Erechtheum. South of the platform that forms the top of the Acropolis there are also the remains of an outdoor theatre called Theatre of Dionysus. A few hundred metres away, there is the, now partially reconstructed, Theatre of Herodes Atticus.*

■ **Big Ben:** *The bell in the clock tower of the Houses of Parliament in London. Its sound is quite recognizable to Londoners as it has often been used in films, and British TV and radio companies use it to introduce news broadcasts. The bell weighs 13.5 tonnes and you can hear it ring from the other side of the River Thames. It sounds every hour.*

■ **The Colosseum:** *The Colosseum or Flavian Amphitheatre was begun by Vespasian, inaugurated by Titus in 80 A.D. and completed by Domitian. It was the first permanent amphitheatre to be built in Rome. Its practical and efficient design allowed for the production of grand spectacles and remains one of the greatest architectural*

monuments achieved by the ancient Romans. It was designed to hold 50,000 spectators around its central elliptical arena, and it had approximately eighty entrances, so crowds could arrive and leave easily and quickly. Below the wooden arena floor, there was a complex set of rooms and passageways for wild beasts and other provisions for staging the spectacles.

■ **Pagoda:** A pagoda is a tiered tower with multiple eaves common in China, Japan and other countries in Asia. Most pagodas were built to have a religious (mainly Buddhist) function and were often found in or near temples. Chinese iconography is noticeable in Chinese pagoda architecture and there is often a decorated finial at the top of the structure. The finial is often designed to have a symbolic meaning within Buddhism; for example, it may include designs representing a lotus. Because of their height, pagodas attract lightning strikes and the finial also functions as a lightning rod, helping to both attract lightning and protect the pagoda from lightning damage. This is why pagodas are commonly perceived as spiritually charged places. Early pagodas were constructed out of wood, but steadily progressed to sturdier materials, which helped protect against fires and rot.

■ **The Pyramids:** They are huge constructions serving as Royal Tombs in Egypt. The most important ones can be seen in the area of Giza, southwest of Cairo, the largest one being the Pyramid of Heops, consisting of 2,300,000 huge blocks, each one weighing approximately 2.5 tonnes. There is still no satisfactory explanation of how the Pyramids were constructed but their building definitely took more than 20 years and required the work of 100,000 men.

In the next part of the task, ask the learners to draw a face on their index finger and role play, in pairs, the dialogue in their books. Ask them to notice the resemblance in spelling between the countries and the respective nationalities, so that they can use the correct nationality to complete the task.

5. Point out to the learners that they do not need to understand every single word to find the answers, but they only need to look out for key words. If necessary, allow them to look at the colours of the flags in activity 7 to be helped, before playing the CD. Play the listening extract twice.

#### **Transcript:**

Andrew: My penfriend lives in Rome. He likes pizza and spaghetti. His flag is red, green and white.

Nick: My penfriend lives in Cairo and here is his photo near the Pyramids. His flag is red, white, black and yellow.

Betty: My penfriend speaks English and lives in London.

Sophia: My penfriend lives in Beijing and her name is Chang. Her flag is red and yellow and her favourite kimono is red and yellow, too.

6. More drilling of new vocabulary can be achieved through songs.

- *Crosscurricular link with Music*

7. Revise colours before playing the game. Tell the learners to think before asking, so that they don't waste questions. At this point you may talk to them about the British flag. Here is some information about it:

■ **The Union Jack:** the flag of the U. K. is known as Union Jack (Jack is the word used for flag in sailing). The red cross on the flag represents England, the white diagonal cross on a blue background represents Scotland and the red diagonal cross represents Ireland. Wales is not represented on the flag, as it is a principality of England. It was introduced as the national flag in 1603, when England and Scotland were united and the red diagonal cross of Ireland was added in 1801, when Ireland became part of the U.K.

You can also ask the learners what they know about our national flag and find information about it or ask children that come from other countries (e.g. Albania, Romania) to make short presentations of their national flags in class. (Are there any symbols on them? What do they represent? Why have the particular colours been selected? When was the flag introduced as a national flag and why? What is its history?). It is an opportunity to enhance crosscultural awareness.

**Idea!** You can photocopy the pictures in this section, enlarge them, ask the students to colour them and use them as flashcards for the names of countries or nationalities.

- *Crosscurricular link with History and Environmental Studies*



### Key to the tasks

3. UK–London, Egypt–Cairo, China–Beijing, Italy–Rome, Cyprus– Nicosia

4. 1)-a, 2)-e, 3)-d, 4)-b, 5)-c. Mohamed is Egyptian, Robertina is Italian, Marina is Greek, Li is Chinese and Emily is British. (The characteristic pictures are: Italy-Colosseum, the UK-Big Ben, China-pagoda, Greece-the Acropolis)

## LESSON 2

### Carrying out the lesson

1. Encourage the learners to think of what they can do in, at least, the facilities they are most familiar with (the school, the sports centre). Teach the vocabulary in this activity for use in the next activities in the lesson.

2. Tell the learners that they are going to listen to Andrew talking about his town. When they've finished listening, ask comprehension questions. Examples can be seen below:

- Which city is Andrew from?
- Is Oxford beautiful?
- Are there many blocks of flats in Oxford?
- Has Arthur got a house in Oxford?
- Does Andrew live in a house in Athens?
- What's his address?

Now, ask them to find the secret word. Time and monitor the class by going round and checking answers. Reveal the secret word when time is over.

#### Secret word: fourth

3. This is an information gap activity. Set a time limit, but be flexible if a number of learners have not finished, and go around the class monitoring them and providing help where necessary.

4. Encourage the learners to talk about their area. You may allow them to look back at the warm-up section and revise helpful vocabulary.

5. Point out to the learners that they do not need to understand every single word to do the matching, but they only need to look out for key words. Play the listening extract twice.

- *Crosscurricular link with Environmental Studies*

#### Transcript:

*My city is very big. There aren't any flowers or trees but there are a lot of cars and blocks of flats. There aren't any mountains or rivers and it's not near the sea, either. It is a big city with lots of shops and people can buy a lot of things there.*

6. Show the learners how to make a dice by writing numbers on each side of an hexagonal pencil and divide them in groups of 4-6 pupils (depending on the size of the class). Help out with unfamiliar vocabulary and go around the class to monitor the learners and provide help where necessary. This board game is a great opportunity to provide the learners with more information on important archaeological sights in Greece. Tell them that each of the numbers corresponds to an archaeological sight and ask them if they know which sight lies under each number. Encourage discussion and help the learners enrich their knowledge.

■ **The White Tower of Thessaloniki:** *The White Tower of Thessaloniki is a monument and museum on the waterfront of the city of Thessaloniki and has been adopted as the symbol of the city. The present tower dates from the reign of the Ottoman Sultan Suleiman the Magnificent (1520–66). There was an older tower on the same site, probably built by French knights during the period of the Latin Empire in Constantinople. The Tower was used by the Ottomans successively as a fort, garrison and a prison. The Tower was for centuries part of the walls of the old city of Thessaloniki, which were demolished in 1866. When Thessaloniki was captured by the Greeks during the Balkan War of 1912, the tower was whitewashed as a symbolic gesture of cleansing, and acquired its present name. The Tower now houses a Byzantine museum and is one of the city's leading tourist attractions.*

■ **The Royal Tomb of King Philippos of Macedonia at Vergina:** *The town of Vergina is about 13km south-east of Veroia and about 80km south-west of Thessaloniki. In 1977, the archaeologist Manolis Andronikos undertook*

a dig at the hill called 'Great Tumulus' (Μεγάλη Τούμπα) and his excavations revealed four buried chambers which he identified as undisturbed tombs. Three more were found in 1980. Excavations continued through the 1980s and 1990s. One of the tombs was of Philip II and another was of Alexander IV of Macedonia, son of Alexander the Great. In Philip's tomb Andronikos found a larnax (gold casket) which contained his remains. The larnax has a symbol of a sun or star on its lid, and this Vergina Sun has been adopted as a symbol of Greek Macedonia. A large quantity of works of art, many in gold, were recovered from the tombs and have been installed in a museum which has been built inside the Great Tumulus.

■ **The ancient theatre of Dodoni:** the theatre of Dodoni is one of the largest and best preserved ancient Greek theatres, able to accommodate about 18,000 spectators. It was built around the third century BC by King Pyrrhus of Hepirus, whose ambitious building project intended to reshape the Panhellenic sanctuary and lend it a monumental character. At the centre of the orchestra, which was 18.70m in diameter, stood a carved rock called thymeli, the altar of Dionysos. The monument was initially excavated between 1875-1878, but excavating activity was continued after the Second World War.

■ **Delphi, the statue of Eniokhos and Pythia:** at the Pan-Hellenic sanctuary of Delphi the visitor can see the most famous oracle of ancient Greece, which was for many centuries the cultural and religious centre and symbol of unity for the Hellenic world. Delphi was regarded as the centre of the world, since it is here that the two eagles sent out by Zeus from the ends of the universe to find the navel of the world met. According to mythology, the site was sacred to Mother Earth and was guarded by the terrible serpent Python, who was later killed by Apollo. Pythia, the priestess, burned laurel and barley flower and descended to an underground adytum, where she drank water from the Kassotis spring, chewed laurel leaves and then sat on the sacred tripod, where she delivered her oracles, which were interpreted by the priests of Apollo. The Statue of Eniokhos, is a bronze statue which is part of a larger construction, including a chariot pulled by four horses. It is 1.8 m tall and was dedicated to Apollo by Polyzalos, the tyrant of Gela.

■ **The Acropolis:** The Acropolis of Athens is a flat-topped rock 150 m above sea level. It was also known as Cecropia, after the legendary Cecrops, the first king of Athens. Most of the major temples were rebuilt under the leadership of Pericles during the Golden Age of Athens (460–430 BC). Phidias, a great Athenian sculptor, and Ictinus and Callicrates, two famous architects, were responsible for the building project. The most important buildings visible on the Acropolis today - that is, the Parthenon, the Propylaea, the Erechtheum and the temple of Athena Nike were erected during this period under their supervision. The entrance to the Acropolis was a monumental gateway called the Propylaea. The tiny Temple of Athena Nike is to the south of the entrance. The Parthenon or Temple of Athena Parthenos is at the centre of the Acropolis. East of the entrance and north of the Parthenon is the temple known as the Erechtheum. South of the platform that forms the top of the Acropolis there are also the remains of an outdoor theatre called Theatre of Dionysus. A few hundred metres away there is the, now partially reconstructed, Theatre of Herodes Atticus.

The monuments of the Acropolis suffered from both natural causes and human intervention. The Venetians under F. Morozini besieged the Acropolis in 1687 and on September 26th bombarded and destroyed the Parthenon, which then served as a munitions store. In 1806 Thomas Bruce, 7th Earl of Elgin, removed the sculptural decoration of the Parthenon, the temple of Athena Nike and the Erechtheum with Ottoman permission. These sculptures, now known as the Elgin or Parthenon Marbles, were sold in 1816 to the British Museum in London, where they are now displayed.

■ **The ancient theatre of Epidavros:** The theatre was designed by Polykleitos the Younger in the 4th century BC. It originally had 34 rows, but these were extended in Roman times by another 21 rows. The theatre is admired for its exceptional acoustics, which permit all 15,000 spectators, regardless of their seating, to hear almost perfectly intelligibly unamplified spoken word from the proscenium or skene. If you visit it, you can stand anywhere in the stands and still be able to easily hear the sound of a match struck at center-stage.

■ **The ancient stadium of Olympia:** Olympia was the most important religious and athletic centre in Greece. Its fame rests upon the Olympic Games, the greatest national festival and a highly prestigious one worldwide. The first Olympic Games in honour of Zeus were held in 776 BC by Iphitos, king of Elis, Kleosthenes of Pisa and Lykourgos of Sparta who instituted the sacred ekecheiria or truce. The last Olympic Games were held in 393 AD. The stadium

at the archaeological site of Olympia is located to the east of the sanctuary of Zeus. It was the location of many of the sporting events at the Ancient Olympic Games. The stadium was originally located within the temenos, with spectators able to view races from the slopes of Mt. Kronos. It was gradually relocated east, until it reached its present location in the early 5th century BC. The track is 212.54m long and 28.5m wide and surrounded by grassy banks on all sides. On the southern slope there was a stone platform, the exedra, on which the Hellanodikas, the judges, would sit. Opposite this, on the north slope, was an altar to Demeter. The stadium could hold 45,000 spectators.

■ **Knossos and the Minoan Palace:** the Palace of King Minos at Knossos is about 130 meters on a side and is the source of the myth of the Labyrinth, which was designed by the legendary Daedalus to hold the Minotaur, a creature that was half man and half bull and was eventually killed by the Athenian hero Theseus. The palace is actually a complex collection of over 1000 interlocking rooms, some of which served as artisans' workrooms and food processing centres (e.g. wine presses). It served as a central storage point, and a religious and administrative centre.

■ **The temple of Aphaea on Aegina:** The Temple is located within a sanctuary complex dedicated to the goddess Aphaea on the island of Aegina. It stands on a 160 m peak on the eastern side of the island. Aphaea was a goddess who was worshipped exclusively here. The temple appears to have been founded on a site used for worship since the Mycenaean period. The architect C. R. Cocherell and his friend Baron von Hallerstein explored the site in 1811 and removed some sculptures to Italy. In 1928 the sculptures were taken to Munich, where they remain. The remaining fragments are located in the museums at Aegina and on the site itself.

- Crosscurricular link with History and Environmental Studies

### Key to the tasks

4. Third picture (Vienna)

## LESSON 3

### Introducing the project

Discuss what the learners have to do in class and allocate responsibilities to different pupils in the group. You may want to ask learners to choose the area they would like to work on and think of mountains, important cities, sights that can be found there. It would be a good idea to cooperate with the class teacher for this project and ask him/her to revise such knowledge with the learners, before you reach the project lesson. In case there is no access to the Internet at school and learners surf for the information needed at home, you can help them by telling them which steps they have to follow: If learners choose to surf the website of the **Greek National Tourism Organization** they should: 1. Follow the link *General Information* (Γενικές Πληροφορίες) and then the link *Administration of the country* (Διοικητική Διαίρεση της Χώρας) to find information about administrative divisions (Peripheries) and prefectures (Nomous) and/or 2. Follow the link *Attractions* (Αξιοθέατα) and then the links *Greek Nature* (Ελληνική Φύση) and/or *Archaeological sites and Monuments* (Αρχαιολογικοί χώροι και Μνημεία) to find relevant information. If learners choose to surf the website of the **Hellenic Ministry of Culture** they should: 1. Follow the link *Museums, Monuments and Archaeological Sites of Hellas* (Μουσεία, Μνημεία και Αρχαιολογικοί Χώροι της Ελλάδας), then the link *Cultural Map* (Πολιτιστικός Χάρτης) and then click on the map to see more interactive, regional maps which will provide them with information on archaeological sites on a smaller scale.

- Crosscurricular link with History and Environmental Studies
- Fundamental notions of the Crosscurricular approach: Similarity-Difference, System, Space-Time, Communication, Collaboration, Culture, Interaction, Information and Development

### More projects

■ Work in groups and draw a map of the area near your school or your town/village. Use pictures, photos or make drawings. Make a poster. Mark your house, your school and other important places. Write about these places and what you can do there. You can write the addresses, too. What other places do you want in your area? (e.g. a sports centre, a cinema, a park). What can you do in these places? (e.g. play with your friends, play football). Write about what you want in your area. Say: *In my area I want.....*

- Work in groups. Answer these questions: Are there any sights or important museums in your city? Which are they? Make a list of places the tourists can visit. Present this list in class and say where these sights are. Can you find the addresses? Are you interested in any of these sights/museums? If so, ask your teacher(s) to take you there.
- Work in groups. Ask the students in other groups their addresses. Then make a poster with your addresses for your classroom wall. Report on the addresses to class. Say: “Maria lives at 47 Pefkon street”, “Kostas lives at 2 Maditou street” .....
- Find out about sights in other countries. Enter the website of the European Union: <http://europa.eu.int>. From this site you can get a link to the websites of European countries-Member States of the E.U. On the sites of the European countries you can find information about their sights, attractions, museums. Choose a sight that you are interested in (e.g. the Eiffel Tower, the Colosseum, Buckingham Palace) and find information about it. Make a poster about it and present your information to class.

**Idea!** If you want to add a ‘cultural touch’ to the project, you can ask the learners to find Greek and English proverbs related to the topic of the unit and ask them to compare between the two. Here are some English proverbs related to the topic of **home and country**:

- ✓ All roads lead to Rome .
- ✓ East or West ? home is best.
- ✓ Every country has its customs.
- ✓ Rome was not built in a day.
- ✓ There is no place like home.
- ✓ Those who live in glass houses should not throw stones.
- ✓ When at Rome, do as the Romans do.
- ✓ To send (carry) owls to Athens.
- ✓ My house is my castle.
- ✓ An Englishman’s home is his castle.
- ✓ It takes all sorts to make a world.

*Alternatively you can provide the English proverbs and discuss in class which the nearest Greek equivalent would be.*

## KEY TO THE SELF-ASSESSMENT TEST

### **Exercise 1**

1) United Kingdom, 2) Greece, 3) Italy, 4) Albania, 5) China, 6) Egypt

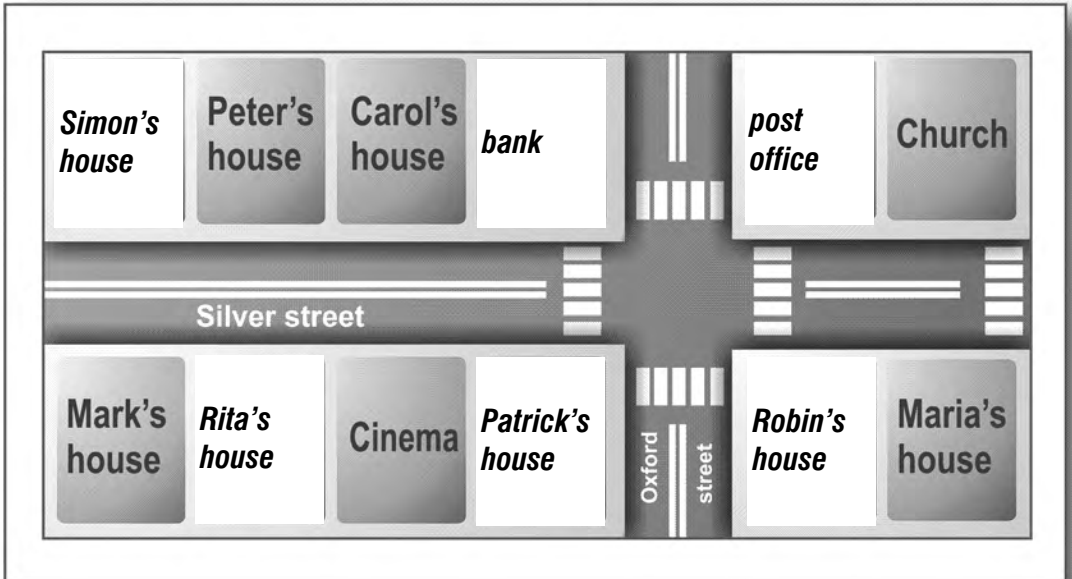
### **Exercise 2**

1) Egyptian, 2) Italian, 3) Albanian, 4) Chinese, 5) British, 6) Greek

### **Exercise 3**

1) house, 2) post office, 3) theatre, 4) museum, 5) café, 6) cinema, 7) shopping centre, 8) block of flats, 9) sports centre, 10) church, 11) bank, 12) supermarket, 13) park, 14) school

### **Exercise 4**



### **Exercise 5**

Free answers

## UNIT 4 - AT A GLANCE

### UNIT 4 AIMS AT TRAINING LEARNERS INTO.....

- reading for specific information
- listening for specific information
- guessing vocabulary from context
- finding, selecting, classifying, processing and verifying information from various sources (books, encyclopaedias, the Internet)
- using information to formulate written/spoken discourse
- working in pairs or groups, cooperating

### IN THIS UNIT LEARNERS WILL.....

**Lesson 1:** be invited to Sophia's party and learn the twelve months, the four seasons and learn to tell the time

**Lesson 2:** find out and talk about the weather and discuss seasonal activities

**Lesson 3:** talk about weather around Greece and how different climatic conditions can influence people's eating habits and housing, and write their own poem about a season

### COMPETENCES

#### learn how to.....

- tell the time and talk about the weather
- talk about activities that are particular to certain months /seasons in the year

### LANGUAGE

#### practise.....

- using months, seasons to talk about their birthday
- using *It's.....o'clock, it's half past....., it's (a) quarter to/past*
- describing the weather
- talking about activities/habits associated with certain months /seasons in the year

#### write.....

- about their birthday and a friend's birthday
- their personal habits
- about weather across Greece, about how different climatic conditions can influence people's eating habits and housing
- their own poems about their favourite season

**Crosscurricular Extension:** Learners will draw on the knowledge they have acquired and the skills they have developed in Language, Music, Environmental Studies and History.

**Software Extension:** Learners can click on the link 'Home' and work with 'What's the weather like', 'Let's play basketball' and 'What time is it?'. They can also click on the link 'Additional Material' and work with 'Memory', 'Puzzle', 'Crossword' and 'Odd one out' and on the link 'Extras' to work with 'Word Search'.

**Fundamental notions of the Crosscurricular approach:** System, Space-Time, Communication, Collaboration, Culture, Interaction, Information and Development

## UNIT 4: TIME

### LESSON 1

#### Carrying out the lesson

1. Try to elicit as much relevant vocabulary as possible and allow all the learners interested, to say when their birthday is.  
 2. Tell the learners that they are going to listen to Sophia reading out the invitation to her birthday party. Draw the learners' attention to similarities/differences between their birthday parties and the one organized by Sophia. Ask them on what occasions they have parties at home. If some learners mention name days, you can draw their attention to cultural differences and point out that the British celebrate birthdays but not name days. When they've finished listening, ask comprehension questions. Examples can be seen below:

- Why is Sophia having a party?
- When is her birthday party?
- What's her address?
- What can the children do at her party?

Now, ask them to find the secret word. Time and monitor the class by going round and checking answers. Reveal the secret word when time is over.

#### Secret word: balloons

3. More drilling of new vocabulary can be achieved through songs. Drill the months until the learners master them orally.  
 4. Once the learners have mastered the months, move to matching and colouring and monitor their work.  
 • *Crosscurricular link with Music, Art*  
 5. Tell the learners to look at the invitation and follow the example. Point out that they don't have to write the date but the month.  
 6. Ask the learners if they have any prior knowledge of telling the time and teach telling the time. You can play the 'I'm the clock' game for consolidation: Learners take turns to be a clock and use their arms as the hands of the clock. They stretch their arms-hands of the clock and their classmates have to guess the time. The learner that guesses correctly is the next 'clock' and the game goes on in a chain-like manner.  
 • *Crosscurricular link with Maths*  
 7. Point out to the learners that they do not need to understand every single word to find the answers, but they only need to look out for key words. Play the listening extract twice.

#### Transcript:

*Andrew: Mum, have you got the newspaper? I need to see the TV programme!*

*Mum: Yes, I've got it. What do you want?*

*Andrew: Please tell me, what time are the cartoons on? They're on ET1.*

*Mum: The cartoons? At quarter to seven.*

*Andrew: And the football match? It's on ET3.*

*Mum: The football match... hmmm... Let me see. It's at eight o'clock.*

*Andrew: Oh, no! I can't watch E.T., my friend at quarter past eight! What time does the match finish?*

*Mum: At quarter to ten.*

*Andrew: Great! I can watch the film on NET after the match. It's very funny!!!! I think it starts at half past ten.*

*Mum: Half past ten?! No, no, no! It's very late. It's time for bed.*

*Andrew: Ohhh, Mum!!!.....*

8. **Bingo:** The learners write the names of six different months (in any order they wish) in the boxes and the teacher calls out months in random order. If the learners hear the teacher say one of the months they've written down, they tick the box. The first learner to tick all his/her boxes calls out BINGO! and he/she is the winner. Remind the learners to use a pencil, so that you can play Bingo as many times as you wish. Only insist that they report their answers to class to be identified as winners.

**Key to the tasks**

3. 1-b, 2-c, 3-a, 4-d *Winter*: December, January, February, *Spring*: March, April, May, *Summer*: June, July, August, and *Autumn*: September, October, November

6. Κινούμενα σχέδια: **18.45**, Ποδόσφαιρο Ολυμπιακός-Παναθηναϊκός: **20.00**, Ε.Τ., my friend , σήριαλ επιστημονικής φαντασίας: **20.15** Η ΠΑΡΙΖΙΑΝΑ Κωμωδία, παραγωγής ΦΙΝΟΣ ΦΙΛΜΣ 1969: **22.30**

**LESSON 2****Carrying out the lesson**

1. Elicit as much relevant vocabulary as possible.

2. Tell the learners that they are going to listen to Sophia and her friends enjoying themselves at her party. Encourage them to sing the 'Happy Birthday' song along with the CD. When they've finished listening, ask comprehension questions. Examples can be seen below:

- Whose party is it?
- Does Kate want to play computer games? Why not?
- What do the children want to play and where do they go?
- What's the weather like at first?
- What's the weather like later?

Now ask them to find the secret word. Time and monitor the class by going round and checking answers. Reveal the secret word when time is over.

**Secret word: unhappy**

3. Teach describing the weather. Draw the learners' attention to the difference between cold/chilly and warm/hot.

● *Crosscurricular link with Environmental Studies*

4. More drilling of new vocabulary can be achieved through songs.

● *Crosscurricular link with Music*

5. Tell the learners that they are supposed to make 'crazy pairs'. Pre-teach unfamiliar vocabulary and set a time limit. Go around the class to monitor the learners' performance and, when time is up, ask pairs what their score is.

6. Point out to the learners that they do not need to understand every single word to choose the correct answer, but they only need to look out for key words. Play the listening extract twice. Encourage the learners to look at the pairs and use them as an example to talk about their own habits in the writing part of the activity.

**Transcript:**

- *Well, Sophia how do you spend your holidays?*
- *I do a lot of things. On Mondays I play basketball with my friends.*
- *Do you play other sports, too?*
- *Yes, I play tennis on Thursdays, too.*
- *What do you do on Tuesdays?*
- *I stay at home and play board games with my brother.*
- *And on Wednesdays?*
- *I go out in the park and ride my bike.*
- *Well, that's a busy week for holidays!*
- *I like sports, what can I say.....*

**Key to the tasks**

6. On Mondays I play basketball with my friends, on Tuesdays I play board games with my brother, on Wednesdays I ride my bike, on Thursdays I play tennis.



## LESSON 3

### Introducing the project

#### Project 1

Ask each group to choose their project and discuss each project in class. Allocate responsibilities to different pupils in the group. For project 1-group A, point out to the learners that they will have to talk about the weather on a particular day. The projects requiring the learners to make a collage (project 1 - groups B, C, D) focus on how climatic conditions affect people's food, housing or professions. So it might be advisable to discuss what the learners already know before assigning them. You could also cooperate with the class teacher and ask him/her to discuss the topic in class, since they have probably dealt with relevant issues through Environmental Studies before you reach lesson 3.

- *Crosscurricular link with Environmental Studies, Art, History*

#### Project 2

Constructing the poem is a project that can be done in class as a joint activity. Start by asking the learners to read the sample poem and try to get the gist of it, but do not encourage word by word translation and in no way ask them to learn the words in the poem. Instead, ask the learners to tell you what they feel Sam has been inspired by (= images and feelings associated with the season). Then, carry out a brainstorming activity and ask the learners to think of images, colours and feelings *they* associate seasons with and come up with relevant words or phrases/activities. Write them on the board classifying them under the four seasons. Ask the learners to try and build their poems. Go around the class and monitor their progress.

- *Crosscurricular link with Environmental Studies, Art, Language*
- *Fundamental notions of the Crosscurricular approach: System, Space-Time, Communication, Collaboration, Culture, Interaction, Information and Development*

#### More projects

■ Ask the learners to make a poster and talk about the climate in other countries. They can find countries in hot or cold places, draw their maps and talk about the weather. You can provide an example:

In Australia, November, December and January are hot and sunny. At Christmas it isn't cold or snowy. People go swimming on Christmas day. But it's cold and rainy in July and August. People stay at home, play board games and watch TV.

■ Draw a weather chart for your country in different months and/or seasons. It may look like this:

WINTER		<b>always</b>	<b>usually</b>	<b>never</b>
	December	cold	rainy	hot
	January	cold	snowy	warm
	February			
	March			

■ Carry out a "Draw a clock" competition. Ask the learners to draw clocks and paste them on cardboard paper using different colours, shapes and sizes. Ask them to draw numbers and hands in different shapes and sizes, too. When they bring their clocks in class, they can play a guessing game in pairs. One of the peers sets his/her clock at a specific time (sharp times are advisable, otherwise the game can become quite lengthy) and the other peer has to guess by asking questions: "Is it before five o'clock?" "Is it after eleven o'clock?". They take turns to play the game.

■ Make a poster with pictures representing each season and add pictures of clothes typical of each season. Under each item of clothing write its name.

■ Carry out a "Favourite season" and/or "Favourite weather" survey. Write the findings on a poster and paste it on the classroom wall.

**Idea!** If you want to add a 'cultural touch' to the project, you can ask the learners to find Greek and English proverbs related to the topic of the unit and ask them to compare between the two. Here are some English proverbs related to the topics of **time and weather**:

- |  |  |
|--|--|
| ✓ Better late than never.  | ✓ Every (dark) cloud has a silver lining.                  |
| ✓ Every day is not Sunday.   | ✓ Everything is good in its season.                        |
| ✓ Never put off till tomorrow what you can do (can be done) today.       | ✓ Lost time is never found again.                          |
| ✓ One swallow does not make a summer.                                    | ✓ Rain at seven, fine at eleven.                           |
| ✓ The early bird catches the worm.                                       | ✓ Time and tide wait for no man.                           |
| ✓ The morning sun never lasts a day.                                     | ✓ After rain comes fair weather.                           |
| ✓ Time is money.   | ✓ If there were no clouds, we should not enjoy the sun.    |
| ✓ Time is the great healer./ Time cures all things./ Time works wonders. | ✓ It never rains but it pours.                             |
| ✓ To lay by for a rainy day.   | ✓ The longest day has an end.                              |
| ✓ Tomorrow come never.   | ✓ The wind cannot be caught in a net.                      |
| ✓ An hour in the morning is worth two in the evening.                    | ✓ They must hunger in winter that will not work in summer. |
| ✓ As welcome as flowers in May.  | ✓ A stitch in time saves nine.                             |
| ✓ Early to bed and early to rise makes a man healthy, wealthy and wise.  | ✓ Time waits for no man.                                   |

*Alternatively you can provide the English proverbs and discuss in class which the nearest Greek equivalent would be.*

## KEY TO THE SELF-ASSESSMENT TEST

### Exercise 1

1. D E C E M B E R
2. O C T O B E R
3. J A N U A R Y
4. S E P T E M B E R
5. M A R C H
6. A U G U S T
7. N O V E M B E R
8. F E B R U A R Y
9. the  
J U L Y
10. J U N E
11. M A Y
12. A P R I L

### Exercise 2

1) it's raining, 2) it's snowing, 3) it's sunny, 4) it's cloudy

### Exercise 3

1) it's quarter past twelve, 2) It's half past four, 3) it's eleven o'clock, 4) it's quarter to eight

### Exercise 4

In the **summer** we **swim** and **(we) eat ice cream**

In the **autumn** we **do our homework** and **(we) go to school**

In the **winter** we **make a snowman** and **(we) ski in the snow**

In the **spring** we **fly a kite** and **(we) play in the park**

*Idea! You can use the revision test on units 1-4 in appendix I*

## UNIT 5 - AT A GLANCE

### UNIT 5 AIMS AT TRAINING LEARNERS INTO.....

- reading for specific information
- listening for specific information
- guessing vocabulary from context
- finding, selecting, classifying, processing and verifying information from various sources (books, encyclopaedias, interviews, the Internet)
- using information to formulate written/spoken discourse
- transferring information from a spoken/written text to a table, grid or vice versa
- working in pairs or groups, cooperating

### IN THIS UNIT LEARNERS WILL.....

**Lesson 1:** find out about Betty's dream

**Lesson 2:** find out about British customs on important holidays

**Lesson 3:** talk about Greek and foreign customs on important holidays

### COMPETENCES

**learn how to.....**

- talk about their daily routines using adverbs of frequency
- talk about Greek and foreign customs on important holidays

### LANGUAGE

**practise.....**

- using the *present simple* tense to talk about daily routines and customs in different countries
- using *adverbs of frequency*

**write.....**

- about their daily routines
- about customs in different countries

**Crosscurricular Extension:** Learners will draw on the knowledge they have acquired and the skills they have developed in Language, Art, Maths, Music, School Life and Environmental Studies.

**Software Extension:** Learners can click on the link 'Party' and work with 'Let's play'. They can also click on the link 'Additional Material' and work with 'Memory', 'Puzzle', 'Crossword' and 'Odd one out'.

**Fundamental notions of the Crosscurricular approach:** System, Similarity-Difference, Space-Time, Communication, Information, Collaboration, Culture, Civilization, Development and Interaction.

## UNIT 5: HABITS AND CUSTOMS

### LESSON 1

#### Carrying out the lesson

1. Try to elicit words or phrases that denote frequency.  
 2. Tell the students that they are going to listen to Betty, one of Andrew's classmates, talking about a dream she sometimes has. When they've finished listening, ask comprehension questions. Examples can be seen below:

- Where does Betty live in her dream?
- What time does she wake up in the morning?
- Does she go to school?
- Does she do any homework?
- What does she do every morning?
- Who are the Lost Boys?
- What does she do with them?
- What's her favourite game?
- When does she go to bed?
- Does she brush her teeth?

Now, ask them to find the secret word. Time and monitor the class by going round and checking answers. Reveal the secret word when time is over.

#### Secret word: ice cream

3. Tell the learners that they do not have to know every word to do the matching, as long they can identify some of the words in the phrases.

4. Explain the use of the adverbs of frequency and ask the learners to write their sentences. When they have finished and reported their answers to class (try to let as many students speak as possible), play Bingo. Tell the learners that they must only tick four boxes putting one tick for each adverb of frequency. Call out statements using the phrases in the box and the adverbs of frequency (e.g. Betty never brushes her teeth). It's advisable that you keep track of the phrases you have already said, so that you can check Bingos later. If the learners hear a phrase whose box they've ticked, they cross the tick out. The first learner to cross out all his/her ticks, calls out BINGO! and he/she is the winner. Ask the winner to repeat the statements so that he/she practises using adverbs of frequency and you can check whether he/she has a Bingo or not. Remind the learners to use a pencil when ticking the boxes so that you can play Bingo as many times as you wish.

5. More drilling of new vocabulary can be achieved through songs.

- *Crosscurricular link with Music*

6. Point out to the learners that they do not need to understand every single word to tick the correct boxes, but they only need to look out for key words. Play the listening extract twice.

#### Transcript

- *Sophia: So, I guess your real life is quite different from your dream, isn't it?*
- *Betty: It sure is! For starters, I always get up early in the morning, make my bed and go to school.*
- *Sophia: And what about your homework? Do you always do it?*
- *Betty: Always! I want to do well at school!*
- *Sophia: What do you do in your free time?*
- *Betty: I sometimes read books (Peter Pan is my favourite) and I often play computer games, especially on Fridays or the days before national holidays. No school the next day.*
- *Sophia: And what do you have for dinner?*

- *Betty: I sometimes have pizza or a sandwich, but I never have ice cream or sweets. My mum says it's not good for my teeth. That's why I always brush my teeth; I want them to be healthy.*
- *Sophia: What time do you go to bed?*
- *Betty: I always go to bed very early, at nine o'clock or half past nine the latest. I need nine hours of sleep every night.*

7. *Crazy pairs:* Encourage the learners to write phrases with 'every', not just adverbs of frequency. You can also play the game in two teams and 'award' points to each team for every crazy pair created. The first team that reaches a pre-specified number of points is the winner.

**Key to the tasks**

3. 1-g, 2-e, 3-h, 4-i, 5-a, 6-b, 7-d, 8-c, 9-f  
6.

	<i>always</i>	<i>often</i>	<i>sometimes</i>	<i>never</i>
1	✓			
2	✓			
3	✓			
4			✓	
5		✓		
6			✓	
7	✓			

**LESSON 2**

**Carrying out the lesson**

1. Try to elicit as much relevant vocabulary as possible. Help out with unfamiliar words.
2. Tell the learners that they are going to read and listen about customs in Great Britain related to two important holidays. They must try to understand as much as possible. When they've finished listening, ask comprehension questions. Examples can be seen below:

*Christmas:*

- What do people decorate at Christmas?
- What do people send to each other at Christmas?
- What do children sing in the street?
- What does Santa put in children's stockings?
- When do children open their presents?
- What do people eat at Christmas dinner?
- What do they have for dessert?
- Where do they put Christmas crackers?
- What can you find in a Christmas cracker?

*Halloween:*

- When is Halloween?
- What do children wear on Halloween?
- How do people decorate their houses?

- Where do children go and what do they do?
- What do people give them?
- What do children play at Halloween parties?

Now, ask them to find the secret phrase. Time and monitor the class by going round and checking answers. Reveal the secret phrase when time is over.

**Secret phrase: Bonfire Night**

**Idea!** If Christmas is near, you can play Christmas songs for the learners to listen and sing along. You can also download Christmas drawings and decorate the classroom. You can find Christmas, Easter and Halloween drawings (as well as a number of drawings related to EFL teaching) at [www.coloringbookfun.com](http://www.coloringbookfun.com)

**3.** Tell the learners that they do not have to know every word to do the matching and fill in the blanks, as long they can identify some of the words or phrases.

**4.** Work on this task orally before the students start writing their ideas. Encourage them to spot similarities between British and Greek customs and use vocabulary introduced through the reading texts. Allow the learners to produce different texts, but try to check the correctness of their texts, both in terms of content and language. You can write sample texts on the board, but tell the learners that there can be variations.

● *Crosscurricular link with History, Language and Environmental Studies*

**5.** Point out to the learners that they do not need to understand every single word to fill in the missing words, but they only need to look out for key words. Play the listening extract twice.

**Transcript**

*Bonfire Night is a special day in Britain. It is celebrated on November 5th in memory of a famous event in British history, the Gunpowder Plot, when, in 1605, Guy Fawkes and a group of Roman Catholic conspirators planned to blow up the Houses of Parliament. Some children make a guy, a figure of a man made of old clothes stuffed with newspaper or straw to represent Guy Fawkes. They take their guy into the street and ask for a 'penny for the guy'. They burn the guy on top of a bonfire on Bonfire Night. Some people have bonfire parties in their gardens. They light and watch fireworks and eat hot dogs and burgers. It's a beautiful sight!*

Once the learners have filled in the missing words, you can talk to them about Bonfire Night (Guy Fawkes Night). Here is some additional information about it:

■ **Bonfire Night:** *It is celebrated on November 5th in memory of a famous event in British history, the Gunpowder Plot. On November 5th 1605 a group of Roman Catholics planned to blow up the Houses of Parliament while King James I was inside. On the evening before one of them, Guy Fawkes, was caught in the cellars with gunpowder and the plot was discovered. He was put to death along with the other conspirators. Originally, Bonfire Night was celebrated as a victory for Protestants over Catholics, but soon it became a festival everyone enjoyed. Some children make a guy. It is a figure of a man made of old cloths and stuffed with newspaper or straw, which represents Guy Fawkes. They take it out in the street and ask for 'a penny for the guy'. They use the money to buy fireworks, which are burned on Bonfire Night. Some of the fireworks have names, like Roman Candles, Mount Vesuvius and Golden Shower. Some people have bonfire parties in their gardens, but there are also larger public events organized by local councils or charities. Bonfires are lighted and chestnuts, sausages and jacket potatoes are often put in, so that they will cook, and candy (toffee) apples -whole apples covered in a hard sugar candy coating- are a popular dessert. Guys are burnt on top of bonfires, too. Children hold lighted sparklers in their hands and wave them around to make patterns.*

**6.** Each team has 5 minutes to write a list of as many words related to Christmas as possible. The members of each team write their words on small slips of paper, put them in a bag (or box) and give the bags to the teacher. When they finish, one player from each team comes to the board and takes a slip of paper from the opposite team's bag/box. The player has to act out the word on the slip, but he/she *must not* speak (if they do, they are asked to sit down and the opposite team continues). If his/her co-players guess the word correctly *in one minute*, their team receives a point. If they do not guess, no points are assigned. Allow ten minutes for the game. The team with the most points is the winner.

**Key to the tasks**

3. 1-j, 2-e 3-k, 4-c, 5-d, 6-b, 7-f, 8-g, 9-h, 10-a, 11-i

(1) make, (2) decorate, (3) open, (4) eat, (5) put, (6) send, (7) sing, (8) go

5. (1) November, (2) watch, (3) gardens, (4) guy, (5) penny

**LESSON 3****Introducing the project**

Discuss what the learners have to do in class and tell them that they can choose which of the two projects they would like to be involved in. Allocate responsibilities to members of the groups.

**Project 1**

Draw a grid on the board to show the learners what their grid could look like. Look at this example:

	<i>brush my teeth</i>	<i>play computer games</i>	<i>watch TV</i>	<i>eat fruit</i>
<b>Kostas</b>	never	every day	sometimes	sometimes
<b>Maria</b>	every day	never	sometimes	every day
<b>Michael</b>	never	sometimes	often	often

Draw the learners' attention to the fact that they must look for similarities and differences between children's habits and report them in class.

- *Crosscurricular link with Language, Environmental Studies*

**Project 2**

If Christmas is near, you might want to carry out a brainstorming activity on Greek Christmas customs. You could cooperate with the class teacher and ask him/her to discuss customs in class some time before you reach lesson 3. Ask the learners to tell you what they know about British or American Christmas customs and encourage learners from other countries to come forth and talk about their customs, too. These learners can, for this project, act as group-leaders and suppliers of information. Have each group decide on the country they would like to work on, allocate different responsibilities to different students and remind them that their goal is to *spot the similarities or differences* in customs between Greece and other countries and report their findings in class.

- *Crosscurricular link with School Life, History, Language, Environmental Studies*
- *Fundamental notions of the Crosscurricular approach: System, Similarity-Difference, Communication, Information, Collaboration, Culture, Civilization, Development, Interaction and Space-Time*

**More projects**

■ Carry out a 'crazy habit' survey. Find friends or relatives with strange habits and report your findings to class. Ask them the reason why these people might find those crazy habits interesting.

■ Find out about customs on Greek National Holidays (October 28, March 25) and report your findings to class. If possible, ask the learners to find the origins of these customs and how they have evolved over the years.

■ Find information about more British special days/holidays. Find out about customs on these days. If possible, ask the learners to find the origin of these customs.

**Idea!** *If you want to add a 'cultural touch' to the project, you can ask the learners to find Greek and English proverbs related to the topic of the unit and ask them to compare between the two. Here are some English proverbs related to the topic of **customs**:*

- ✓ Custom is a second nature.
- ✓ Every country has its customs.
- ✓ Christmas comes but once a year, (but when it comes it brings good cheer).
- ✓ Fasting comes after feasting.



- ✓ Habit cures habit.
- ✓ Once is no rule (custom).

*Alternatively you can provide the English proverbs and discuss in class which the nearest Greek equivalent would be.*

## **KEY TO THE SELF-ASSESSMENT TEST**

### ***Exercise 1***

1-i, 2-h, 3-b, 4-d, 5-j, 6-c, 7-e, 8-g, 9-f, 10-a

### ***Exercise 2***

Free answers

### ***Exercise 3***

Answers vary

### ***Exercise 4***

(1) decorate, (2) put, (3) sing, (4) open (5) eat

### ***Exercise 5***

(1) F, (2) F, (3) T, (4) T, (5) F

## UNIT 6 - AT A GLANCE

### UNIT 6 AIMS AT TRAINING LEARNERS INTO.....

- reading for specific information
- listening for specific information
- guessing vocabulary from context
- finding, selecting, classifying, processing and verifying information from various sources (books, encyclopaedias, newspapers, magazines, the Internet)
- using information to formulate written/spoken discourse
- transferring information from a chart into speaking
- working in pairs and in groups, cooperating
- carrying out mediation

### IN THIS UNIT LEARNERS WILL.....

**Lesson 1:** ask and answer about their pet/favourite animal(s)

**Lesson 2:** learn about endangered species

**Lesson 3:** find information about endangered species

### COMPETENCES

**learn how to.....**

- talk about their pet/favourite animal(s) (describe it, give factual information)
- talk about endangered animals (habitat, description, factual information)

### LANGUAGE

**practise.....**

- using the *present simple* (3<sup>rd</sup> person singular) tense to talk about pets' lives
- using the *present simple* (3<sup>rd</sup> person singular) tense to talk about endangered animals' lives

**write.....**

- about their pet/(favourite) animal(s) (describe it, give factual information)
- about endangered animals

**Crosscurricular Extension:** Learners will draw on the knowledge they have acquired and the skills they have developed in Language, Environmental Studies, Music and History

**Software Extension:** Learners can click on the link 'Zoo' and work with 'Let's feed the animals' and 'Let's colour the animals'. They can also click on the link 'Additional Material' and work with 'Memory', 'Puzzle', 'Crossword' and 'Odd one out' and on the link 'Extras' to work with 'Draw an animal'. They can also click on the 'Projects' link and carry out the projects in 'Κατοικίδια Ζώα' (Pets)

**Fundamental notions of the Crosscurricular approach:** Interaction, System, Communication, Collaboration, Culture, Information and Development.

## UNIT 6: ANIMALS

### LESSON 1

#### Carrying out the lesson

1. Try to elicit as much relevant vocabulary as possible and revise names of animals.  
2. Tell the students that they are going to listen to Chelsea, one of Andrew's classmates, reading a poem about her pet. When they've finished listening, ask comprehension questions. Examples can be seen below:

- Who's Archie?
- How old is he?
- What does he like?
- What does he do when he's happy?
- What does he do when he's bored?
- What's his favourite food?
- Does Chelsea love Archie? How do we know?

Now, ask them to find the secret word. Time and monitor the class by going round and checking answers. Reveal the secret word when time is over.

#### Secret word: garden

3. For this task tell the learners that they do not have to know every word to do the matching as long as they can identify some words. Thinking of the equivalent Greek words for these animals could help.

4. This game is similar to 'Simon says' in terms of logic. Use the phrases from task 3. The phrases you call out may be true or crazy (e.g. A bird sings in a cage-true, a dog makes milk-crazy). If the students stand up when you say a true statement or if they remain seated when you say a false statement, they stay in the game. If they do the opposite, they are out of the game. The last student to stay in the game is the winner.

5. More drilling of new vocabulary can be achieved through songs.

- *Crosscurricular link with Music*

6. Point out to the learners that they do not need to understand every single word to fill in the missing information, but they only need to look out for key words. Play the listening extract twice.

#### Transcript

1) *I'm Philip. My favourite pet lives in a bowl. It's small and orange and it hasn't got any hands or feet. It swims in the water and eats special food.*

2) *I'm Sandra. My favourite pet is small and yellow. It's got wings but it doesn't fly, because it lives in a cage. It sings when it's happy. I love its song!*

3) *I'm Mark. My favourite pet lives in a house. It's brown, white or black and it likes bones. It can't climb a tree but it can wiggle its tail.*

7. Encourage the learners to think of non-ordinary animals so that they can make their riddle more challenging. On the other hand, also tell them to include information that would answer all the questions posed, so that their classmates are guided in the correct direction. Get them to read out their riddles to class (try to read all of them) and get the rest of the learners guess which animal they are about. You may do that in a 'chain-like' fashion, with the learner that guesses correctly getting to read his/her riddle.

- *Crosscurricular link with Environmental Studies*

#### Key to the tasks

**3. part 1:** 1-b, 2-f, 3-b, 4-a, 5-c, 6-e, 7-d, 8-g, 9-h, **part 2:** 1-b, 2-h, 3-i, 4-g, 5-c, 6-e, 7-f, 8-a, 9-d

**6.** Philip wants a goldfish (fish is also acceptable), Sandra wants a bird (canary is also acceptable), Mark wants a dog.

## LESSON 2

### Carrying out the lesson

1. Try to elicit as much information as possible. Help out with unfamiliar words, as talking about endangered animals and their habitat is a topic the students would not be familiar with.
2. Tell the students that they are going to listen to part of a recording giving information about the caretta caretta, which the characters are listening to, at the Sea Turtle Rescue Centre. When they've finished listening, ask comprehension questions. Examples can be seen below:

- Where does the caretta caretta live?
- How long is it?
- How much does it weigh?
- What colour is it?
- How does it breathe?
- Where does it lay its eggs?
- How many eggs does it lay?
- How often does it lay eggs?
- How many caretta caretta sea turtles are there in Greece today?

Now, ask them to find the secret word. Time and monitor the class by going round and checking answers. Reveal the secret word when time is over.

### Secret word: tourism

3. Ask the learners to read the text in item 2 carefully before attempting task 3. When they have answered the questions in the second part of the task, you can get them to ask each other more questions about the sea turtle that can be answered with *Yes, it does/No, it doesn't*. As a follow-up, you can organize a game separating the class into two teams, with one team asking the other questions that can be answered with *Yes, it does/No, it doesn't* about other animals (e.g. does a fish swim in the sea? does a cow fly?). Each team gets one point for every correct answer. They can ask each other 10 questions. The team with the most points is the winner.

- *Crosscurricular link with Environmental Studies*

4. Point out to the learners that they do not need to understand every single word to fill in the missing information, but they only need to look out for key words. Play the listening extract twice.

- *Crosscurricular link with Environmental Studies*

### Transcript

*Monachus monachus lives in the Mediterranean Sea, mainly in the Aegean and the Ionian Sea. A Monachus monachus is grey or brown and lives forty-five years.. It is generally three metres long and weighs three hundred kilos. It eats fish, octopuses and squid. Monachus monachus has one baby, one seal pup. A seal pup generally weighs fifteen kilos and is one metre long. It is black with a white belly. Monachus monachus is the most endangered sea mammal in Europe. There are only two hundred and fifty monachus monachus seals in Greece today.*

5. Tell the learners that they won't use all the information available, but select what they need. Draw their attention to the fact that they may have to change the word.

- *Crosscurricular link with Environmental Studies*

6. Draw the learners' attention to the fact that some animals share common information, so they must be careful which questions to ask and not waste questions. Students take turns to be Student A and Student B. Go around the class and monitor the learners.

- *Crosscurricular link with Environmental Studies*

### Key to the tasks

3. **part 1:** 1) caretta caretta lives in the Mediterranean Sea, 2) caretta caretta lays its eggs on land, 3) caretta caretta breathes air, 4) caretta caretta nests in Greece, 5) caretta caretta moves with its front and rear flippers, 6) caretta caretta weighs a hundred kilos **part 2:** Yes, it does, No, it doesn't, No, it doesn't, Yes, it does

4. *Monachus monachus* lives in the **Mediterranean** Sea. Its colour is **grey** or **brown**. It lives **forty-five** years. It is **three** metres long and weighs **300** kilos. It eats **fish**, octopuses and squid. It has **one** baby (pup). There are only 250 *Monachus monachus* seals in **Greece** today.

5. A sea turtle **lives** 100 years, It **weighs** 90-100 kilos, The colour of its shell **is** red-brown, It **travels** to beaches on Zakynthos, Crete, Kefalonia, Rhodes and Peloponnesus, It **lays** about 80-115 eggs, A baby sea turtle **comes** out of the egg hole in the night or very early in the morning, A baby turtle **runs** to the sea.

### LESSON 3

#### Introducing the project

Discuss what the learners have to do in class and allocate responsibilities to different students in each group (e.g. weaker students can look for photos or work on easier questions and stronger ones can work on more difficult questions, but it's important that every learner in the group has something to do). You may carry out a brainstorming activity before assigning the project and ask the learners to tell you what they already know about these animals. Remind the learners that their aim is to find information about endangered animals and answer the questions in the box, strongly urging them to include the DO-DON'T list. They must, then, write the information on cardboard paper and present it to class, or the whole school, informing their co-pupils what (not) to do in order the help against the animals' extinction. If they seem to be interested and sensitized, you may also encourage them to find information about endangered animals, other than the ones in this project. Below you can see a list of animals that are native to Greece and are threatened by extinction and the areas where they reside:

- The caretta caretta sea turtle – Zakynthos, Peloponnesus and Crete
- The Golden jackal – mountainous regions in Samos
- The Brown bear – Pindos, Rodopi
- The Eurasian otter (βίδρα) – Central Greece, Corfu, Evia
- The Mediterranean dolphin – Aegean Sea, Ionian Sea
- The wild goat (αγριοκάτσικο) – Pindos, Rodopi, Olympos and mountainous areas in Sterea Ellada
- The Cretan goat (κρι-κρι) – Crete
- The wolf – mountainous Greece
- The Monk seal (*monachus monachus*) – Skiathos, Allonisos
- The Eurasian badger (ασβός) – Crete
- The Dalmatian Pelican (αργυροπελεκάνος) – Prespes
- The Red Deer (κόκκινο ελάφι) – Parnitha
- The Eurasian eagle-owl (μπούφος) – All over Greece

To check the correctness of the learners' work when they have completed their projects, here is some basic information on the endangered species in the project:

- **Giant panda:** *It is one of the most recognizable animals in the world. The head, top of the neck and rump are white, while small patches of fur around the eyes, the ears, shoulders, front legs, and rear legs are black. Its head is large in relation to its body. Adult giant pandas range in body length from about 1.60 to 1.90 m. Males are slightly longer than females, have stronger forelegs and are 10 to 20 percent heavier. Males weigh from 85 to 125 kg, while females range between 70 and 100 kg. At birth, cubs weigh only 85 to 140 grams. Giant pandas live at an altitude of between 1,200 and 3,500 m in mountain forests with dense stands of bamboo. They are found only in southwestern China. Pandas mate during the spring, from March to May and cubs are born in August or September. Cubs remain with their mothers for up to 18 months. More than 99 percent of the food consumed by giant pandas consists of the branches, stems and leaves of at least 30 species of bamboo and adults eat 12 to 15 kilos of food per day.*

■ **Sumatran Tiger:** It is found on the Indonesian island of Sumatra and the wild population is estimated at between 400 and 500 animals. It is the smallest of all still existing tiger subspecies. Male Sumatran tigers average 2.34 m in length from head to tail and weigh about 136 kg. Females average 1.98 m in length and weigh about 91 kg. Tigers can breed at any time of year, though they typically breed during the winter or spring. Normally they have 2 or 3 cubs, but can have as many as 6. The cubs are born with their eyes closed and weigh approximately 1.36 kg. Tigers can live for about 15 years in the wild, and 20 in captivity. They live anywhere from lowland forests to mountain forests and inhabit many unprotected areas. Habitat destruction is the main threat to the existing tiger population.

■ **Monachus monachus:** The Mediterranean Monk Seal (*monachus monachus*) is one of the most endangered mammals in the world, since fishermen used to consider it a pest, due to the damages the seal causes to fishing and are responsible for its eradication. Nowadays its entire population is estimated to be less than 600 individuals. This species of monk seal grows from 80 cm of newborns to an average 2.40 m length of adults. Adults weigh up to 320 kg while the females are slightly smaller than the males. Their fur is black (males) or brown to dark grey (females) with a paler belly which is close to white in males. Pups are mostly born in autumn, in a black natal fur, often with a white patch beneath. *Monachus monachus* seals feed on fish and molluscs, primarily octopus, consuming up to 3 kg per day.

■ **Brown Bear:** The Brown Bear or *Ursus arctos* is a large animal, usually dark brown in colour, though it can vary from a light creamy shade through to black. Adult males may weigh 135 to 390 kilos compared with 95 to 205 kilos for females, though some bears can weigh almost twice as much in the fall as they might weigh in spring. Mating takes place from early May to the middle of July and the young are born from about January to March. One to four cubs may be born, but two is most common. Cubs remain with their mothers usually for at least two-and-a-half years, so the most frequently a female can breed is every three years. Brown bears live as lone individuals, except for females accompanied by their cubs. Brown bears mainly eat vegetation such as grasses, sedges, bulbs and roots. They also eat insects such as ants, fish and small mammals. There are only one hundred and eighty brown bears in Greece today.

■ **Wolf:** The grey wolf (*Canis lupus*), also known as the timber wolf or, simply, wolf, is a mammal, the greater numbers of which are found in mountainous and semi-mountainous areas with low human population, north of Viotia. Its shoulder height ranges from 0.6 to 0.9 m and its weight varies between 32 and 62 kilos. They are capable of covering several miles trotting at about a pace of 10 km/h, and have been known to reach speeds approaching 65 km/h during a chase. They are highly intelligent and live and hunt in packs led by a pair of a leading male and a female, who have the greatest amount of control over resources (such as food), and, most importantly, help keep the pack cohesive and functional. The size of the pack may change over time and is controlled by several factors, including habitat, personalities of individual wolves within a pack and food supply. Packs can contain between 2 and 20 wolves, though 8 is a more typical size. Grey wolves breed once a year, in the spring, and have three to seven cubs, and it is only the dominant pair in a grey wolf pack that breed. Most young grey wolves disperse from their birth pack, when they are between 1 and 3 years old and form their own packs or join other packs. Packs of wolves cooperatively hunt any large herbivores in their range. They eat deer or smaller animals, like rodents. Today, it has been estimated that the wolf population in Greece is approximately 800 individuals or 91 wolf packs. Of those, 126-172 animals live in the region of Central Greece. In northern Greece wolf numbers seem to be stable during the last ten years, although in certain regions, such as Epirus and Halkidiki, a decline in numbers has been reported, possibly due to the illegal and indiscriminate use of poisoned baits.

■ **Dolphin:** The common dolphin (*delphinus delphis*) is widely distributed in temperate, sub-tropical and tropical waters but prefers enclosed bodies of water such as the Red and Mediterranean Seas. Dolphins were abundant in the western Mediterranean Sea until the 1960s but numbers have dramatically decreased since then. The reasons are not well understood but it is believed that this is due to extensive human activity in the area. Dolphins travel in groups of around 10-50 in number and frequently gather into schools numbering 100 to 2000 individuals. They have a dark cape ranging from black to brown with a v-shape under the dorsal fin. They also have a white underside with occasional yellow streaks and a white tail. When born, common dolphins are about 80cm long and grow to

between 1.7 and 2.4 m in length. Adults weigh between 70 and 110 kg. They eat fish and squid. They are threatened by hunting, habitat loss, human disturbance, chemical pollution, noise pollution, entanglement in fishing nets and prey depletion (lack of food).

■ **Wild goat:** The wild goat or *Rupicapra rupicapra balcanica* is an important flagship species for conservation in Greece, protected by both National and European legislation. In the Balkans it lives on sub-alpine meadows, near cliffs and rocky formations during summer, whereas it moves at lower altitudes in forested zones in winter. Greece has a total population of 400-500 wild goats, the smallest national population size in the Balkans, which are dispersed on mountainous areas in Mt. Pindus, Mt. Olympus, Sterea Ellada and Rhodopi. Wild goats are about 100-130 cm long and their weight varies between 14-62 kg. They feed on grass, tree leaves and lichens. They mate in autumn and baby goats are born in May. Mothers and offspring live in herds of 5-15 animals (rarely 30), until males become 8 years old and leave the herd to start reproducing. Wild goats are mainly threatened by poaching, habitat destruction due to over-grazing and potentially the continuing development of adventure tourism activities.

■ **Caretta caretta:** The loggerhead sea turtles (*Caretta caretta*) are widely distributed in coastal tropical and subtropical waters (16-20 degrees C) and can wander into temperate waters to the edge of warm currents. Mediterranean loggerheads rarely leave their enclosed sea and are thought to be a genetically isolated population. Loggerheads generally live in the marine environment where they mate, feed, migrate and hibernate. Females return to land to dig nests and lay eggs. Males will almost never return to land. They breathe with lungs. This forces them to regularly surface in order to take in air. Their body is protected in a horny reddish-brown shell and they use their front flippers for propulsion, while the rear flippers act as rudders. Sea turtles do not have the speed and agility to catch fast-moving prey, so they mostly feed on jellyfish, molluscs, sea urchins, horseshoe crabs, sponges and on sea grasses. In the Mediterranean the loggerhead is the most common nesting turtle, with Greece hosting the highest nesting populations of more than 2,000 individuals. Sekania beach on Zakynthos Island has the highest density of nests anywhere in the world. When the time comes for reproduction, adult sea turtles migrate toward their nesting areas. Soon after mating, the females approach the nesting beaches, where they emerge to dig nests and lay their eggs. Leaving the water, the female sea turtles crawl up the beach to find a suitable nesting spot, but will return to the sea without laying eggs, if lights or noise on the beach disturbs them. Immediately after laying their eggs, they start covering the nest and attempt to camouflage it by scattering sand. Most females nest between 2 or 3 times in a season, with a gap of about 14 days between each laying. They lay 40 to 190 eggs, depending on the individual. On Zakynthos, loggerheads are estimated to lay 52-114 eggs at a time. The eggs hatch in seven to ten weeks, depending on the temperature of the sand. As hatchlings break out of the eggs, they struggle towards the surface. They wait just below the surface until the sand has cooled at night or in the early morning, then they emerge and race toward the sea. There are, of course, natural threats to the survival of sea turtles, their hatchlings and eggs. Wind, rain and cold, unnaturally high tides and beach erosion are prime factors. In Greece, foxes, dogs and occasionally jackals may dig up the eggs. Hatchlings racing for the sea are sometimes eaten by those animals as well as by martens and rats, or by birds like crows, gulls and cormorants. Once the hatchlings have reached the sea they may be devoured by large fish such as sharks. There are also threats from man, such as loss of habitat due to coastal development, including tourism and industrialisation, accidental capture by fishing activities, pollution due to industrial waste, marine debris, collision with motorboats or human predation due to egg collecting. Only one out of a thousand baby sea turtles survives and there are only about 4.000 caretta caretta sea turtles in Greece today.

- Crosscurricular link with Environmental Studies, Language
- Fundamental notions of the Cross curricular approach: Interaction, System, Communication, Collaboration, Culture, Information, Development

#### **Follow-up**

When they have completed the project, organize an 'Environmental Day' at school and invite other classes to come and watch. Ask the learners to present their information to their schoolmates (it would be a good idea if you could arrange for PowerPoint Presentations on a video projector, if there is one available at school), photocopy and give

out their leaflets at the end of their presentation (the leaflets could be written in Greek, if the presentation is to be made to children under 3<sup>rd</sup> grade). You may also arrange for a visit to a Rescue Centre or ask a member of a non-governmental organization to visit your school and inform the students about endangered animals.

### More projects

■ Carry out a ‘crazy pet’ survey. Find examples of ‘crazy pets’. Ask the learners to think of reasons why people might be interested in having a ‘crazy pet’ and carry out a survey in class on which ‘crazy pet’ is the most popular among the students and why. Ask learners in the groups to find factual information about these animals (e.g. size, weight, colour, food and habitat) and present it to class. Here are some examples of popular ‘crazy pets’:

✓ **Crocodiles:** *they can grow seven metres long and live to 70 years. They can see at night, run and swim very fast. They are, above all, very dangerous.*

✓ **Ferrets:** *they are quite popular in Great Britain. They can live for eight to ten years, are very energetic but can sometimes bite. They eat cat food and they sleep in your socks!*

✓ **Chameleons:** *they can change the colour of their skin and are very beautiful, but also difficult pets. They need a tree inside their cage and need to eat live insects. They can grow to one metre long.*

✓ **Cockroaches:** *they are quiet and don’t bite, but they are disgusting pets. They live in a large aquarium and can have lots of babies.*

✓ **Skunks:** *they are extremely intelligent and have a strong memory and problem-solving ability. They can be warm, funny and affectionate at times, as well as demanding, obstinate and aloof and, above all, they stink!*

✓ **Tarantulas:** *these hairy spiders are gaining popularity as they are interesting and low-maintenance pets. Despite their Hollywood image, tarantulas are usually not dangerous, and are often quite beautiful. Their bite is more like a bee sting, and most will not bite unless provoked. Still, the venom can cause an unpleasant reaction.*

✓ **Piranhas:** *they have a reputation as vicious fish that will not hesitate to chew off the hand that feeds it and only experienced aquarists should take on the piranha. They have a silvery-gold colour, a red throat and a mouth full of razor sharp teeth designed for tearing flesh. They are found naturally in the waters of South America and Guyana.*

✓ **Sugar gliders:** *Sugar gliders are marsupials native to Australia, New Guinea and Indonesia that have been blessed with the ability to fly – glide, rather – through the trees in their natural habitats. From a good height, they can take “flights” of more than 150 feet. In their native habitat they live in the trees as family groups.*

✓ **Scarlet Kingsnakes:** *Scarlet kingsnakes are among the most beautiful snakes, with their vibrant colours. These harmless snakes are rarely more than two feet long. Their diet includes baby rodents and small lizards and snakes.*

✓ **Stick Insects:** *Stick insects belong to the same family as flying insects. They rely on camouflage as they generally look like twigs or leaves. The easiest type to look after is the Indian stick insect which grows up to 10 cm. They live for about a year. They need a home about 3 times as high as the insect and it could be glass or plastic. You need to keep them warm – at a temperature of 21–24C. Their home should be well ventilated. Their diet should be fresh plants such as blackberry, raspberry, rose or ivy.*

This list is certainly not exhaustive. There is no accounting for tastes when it comes to unusual pets. The learners may come up with different animals. Allow for multiple answers, but check the correctness of factual information, if possible.

■ Find information about threatened species around the world. Ask the learners to find threatened species under different classes (e.g. mammals, insects, birds, animals of the jungle etc). You may also include plants. The learners can look for information at <http://www.redlist.org>, which contains the 2004 IUCN (International Union for Conservation of Nature and Natural Resources) Red List of Threatened species. They can also look at <http://www.animalinfo.org>. It is a website that provides information on endangered mammals around the world.

■ Select a children’s story with an animal/animals as the main character(s) (e.g. Little Red Riding Hood, Goldilocks and the Three Bears, Town Mouse and Country Mouse, the Ugly Duckling, Three Little Pigs, Peter and the Wolf, Billy Goats Gruff etc). Ask the learners to change the animal/main character and rewrite the story, taking into consideration how *this* animal would react in the situation(s) in the story.



**Idea!** If you want to add a 'cultural touch' to the project, you can ask the learners to find Greek and English proverbs related to the topic of the unit and ask them to compare between the two. Here are some English proverbs related to the topic of **animals**:

- ✓ A bird in the hand is worth two in the bush.
- ✓ A cat in gloves catches no mice.
- ✓ A good dog deserves a good bone.
- ✓ A lazy sheep thinks its wool heavy.
- ✓ A wolf in sheep's clothing.
- ✓ An ass in a lion's skin.
- ✓ An old dog barks not in vain.
- ✓ Beware of a silent dog and still water.
- ✓ Birds of a feather flock together.
- ✓ Crows do not pick crow's eyes.
- ✓ Curiosity killed the cat.
- ✓ Dog does not eat dog.
- ✓ Dogs that put up many hares kill none.
- ✓ Don't count your chickens before they are hatched.
- ✓ Each bird loves to hear himself sing.
- ✓ Every bird likes its own nest.
- ✓ It is a silly fish, that is caught twice with the same bait.
- ✓ Little pigeons can carry great messages.
- ✓ Never fry a fish till it's caught.
- ✓ Nightingales will not sing in a cage.
- ✓ One chick keeps a hen busy.
- ✓ One scabby sheep will mar a whole flock.
- ✓ The early bird catches the worm.
- ✓ The last straw breaks the camel's back.
- ✓ The leopard cannot change its spots.
- ✓ To buy a pig in a poke.
- ✓ To kill two birds with one stone.
- ✓ When the cat is away, the mice will play.
- ✓ When the fox preaches, take care of your geese.
- ✓ Who keeps company with the wolf, will learn to howl.
- ✓ You can take a horse to the water but you cannot make him drink.
- ✓ All cats are grey in the dark (in the night).
- ✓ Catch the bear before you sell his skin.
- ✓ Don't look a gift horse in the mouth.
- ✓ Every mother thinks her own gosling a swan.
- ✓ Hawks will not pick hawks' eyes.
- ✓ He who would catch fish must not mind getting wet.
- ✓ If wishes were horses, beggars might ride.
- ✓ If you agree to carry the calf, they'll make you carry the cow.
- ✓ If you sell the cow, you sell her milk too.
- ✓ Let sleeping dogs lie.
- ✓ Love me, love my dog.
- ✓ Many a good cow has a bad calf.
- ✓ Packed like herrings.
- ✓ To lock the stable-door after the horse is stolen.
- ✓ Better lose the saddle than the horse.
- ✓ Dogs of the same street bark alike.
- ✓ If you chase two rabbits, you will not catch either one.
- ✓ Kill the goose that lays the golden egg.

*Alternatively you can provide the English proverbs and discuss in class which the nearest Greek equivalent would be.*

## KEY TO THE SELF-ASSESSMENT TEST

### Exercise 1

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

### Exercise 2 - sample answers

1. A bird **flies, sings in a cage, eats flies**
2. A cat **eats fish, climbs trees, likes milk/fish**
3. An iguana **climbs trees, sleeps in the day**
4. A goldfish **swims in a bowl**

### Exercise 3

	<i>Yes, it does</i>	<i>No, it doesn't</i>
1. Does a cat eat fish?	✓	
2. Does a goldfish climb trees?		✓
3. Does an iguana swim in a bowl?		✓
4. Does a tortoise walk slowly?	✓	
5. Does a bird sing in a cage?	✓	
6. Does a cow make water?		✓
7. Does a duck swim in the sea?		✓
8. Does a dog wiggle its tail?	✓	

### Exercise 4

(1), mountains (2) fifty, (3) grass, (4) fish, (5) animals (6) see, (7) three, (8) eighty

## UNIT 7 - AT A GLANCE

### UNIT 7 AIMS AT TRAINING LEARNERS INTO.....

- reading for specific information
- listening for specific information
- guessing vocabulary from context
- finding, selecting, classifying, processing and verifying information from various sources (books, encyclopaedias, newspapers, magazines, the Internet, interviews)
- using information to formulate written/spoken discourse
- working in pairs in groups, cooperating

### IN THIS UNIT LEARNERS WILL.....

**Lesson 1:** ask and answer about things they are doing now

**Lesson 2:** ask and answer about professions

**Lesson 3:** find information about jobs (contemporary or obsolete)

### COMPETENCES

#### learn how to.....

- talk about on-going actions
- talk about job duties

### LANGUAGE

#### practise.....

- using the *present continuous* to talk about on-going actions
- using the *present simple* to talk about job duties

#### write.....

- about on-going actions
- about jobs (contemporary or obsolete)

**Crosscurricular Extension:** Learners will draw on the knowledge they have acquired and the skills they have developed in Language, Environmental Studies, Music and History.

**Software Extension:** Learners can click on the link 'Home' and work with 'Let's see what they're doing'. They can also click on the link 'Additional Material' and work with 'Memory', 'Puzzle', 'Crossword' and 'Odd one out'.

**Fundamental notions of the Crosscurricular approach:** Similarity-Difference, Space-Time, System, Communication, Culture, Information, Interaction and Development.

## UNIT 7: WHAT ARE YOU DOING?

### LESSON 1

#### Carrying out the lesson

1. Try to elicit as much relevant vocabulary as possible and encourage students to undertake household chores.  
2. Tell the students that they are going to listen to Andrew's mum asking him to help her with a household job. When they've finished listening, ask comprehension questions. Examples can be seen below:

- What is Andrew doing now?
- What is his mother doing?
- What can Andrew do for her?
- Where is Dad?
- What is he doing?
- Where is Amy?
- What is she doing?

Now, ask them to find the secret word. Time and monitor the class by going round and checking answers. Reveal the secret word when time is over.

#### Secret word: cooking

3. Tell the learners that they do not have to know every word to do the matching, as long as they can identify some of the words in the phrases. Encourage them to talk about jobs they do around the house, even if they do them rarely.

• *Crosscurricular link with Environmental Studies*

4. More drilling of new vocabulary can be achieved through songs. The specific song can be transformed into an action song by getting the learners to imitate the movements of each chore.

• *Crosscurricular link with Music and P.E.*

5. Encourage the learners to mime household jobs other than the ones in the book. You can play the game in a 'chain-like' fashion with the learner that guesses correctly, getting to mime next.

• *Crosscurricular link with Physical Education*

6. Point out to the learners that they do not need to understand every single word to tick the correct boxes, but they only need to look out for key words. Play the listening extract twice.

#### Transcript

1. *(sister's voice) Mum, can you do my trousers and my blouse, please? I've got a party tomorrow and I want my clothes to look beautiful!*

2. *(mother's voice) Andrew, don't forget the roses! And that big green plant in the corner of the balcony! It's really thirsty!*

3. *(dad's voice) OK kids! What would you like for lunch? Is steak and fried potatoes OK? And what about a tomato salad?*

4. *(mum's voice) Amy, there's a dirty glass on the table and one more plate near the sink.*

7. Tell the learners that this is not a memory game, but a check of whether they can produce grammatically correct statements. Allow for spelling errors but don't award points, if there is wrong use of the present continuous. However, you can turn it into a memory game by asking them to look at it for 2 minutes and then try to remember names and activities. You can also turn it into a 'running dictation' game. Make two enlarged photocopies of the picture before entering the class and paste them on the board (the learners keep their books closed). Divide the learners in two teams. Members of each team come to the board, look at the picture and then run back to their seats to write sentences describing what the children in the picture are doing. The winner is either the team that finishes first or the one that produces the most correct sentences at the end of a pre-specified time (e.g. 10 minutes). When awarding points, allow for spelling errors, but don't award points for wrong use of the present continuous or repetition of the same sentence.

### Key to the tasks

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

6. Mum is ironing (the clothes), Andrew is watering the plants, Dad is cooking (lunch), Amy is washing up/the dishes

7. Barbara is drinking lemonade/water, John is dancing on the teacher's chair/desk, Mike is reading a comic, Sheila and Mary are talking, George is eating (crisps), Ken is writing on the wall, Betty is listening to music, Jack and Nick are playing football, Philip and David are drawing/painting, Andrew is sleeping, Mark and Pat are playing (a board game), Sarah and Sophia are dancing

## LESSON 2

### Carrying out the lesson

1. Try to elicit as many words as possible. Help out with unfamiliar words or ask the learners to describe what their parents do or say where they work, what they wear (if they've got special clothes) and encourage any learners that know to come up with the correct word.

2. Tell the learners that they are going to read and listen to Andrew and Sophia talking about their parents' jobs. When they've finished listening, ask comprehension questions. Examples can be seen below:

- What does Andrew's/Sophia's father do?
- Where does Andrew's father work?
- What is he doing in the picture?
- What does Andrew's/Sophia's mother do?
- Where does she work?
- What is she doing in the picture?

Now, ask them to find the secret word. Time and monitor the class by going round and checking answers. Reveal the secret word when time is over.

### Secret word: reporter

3. Encourage the learners to use any knowledge they may have and tell them that they do not have to know every word to do the matching, as long they can identify some of the words in the phrases.

- *Crosscurricular link with Environmental Studies*

4. Point out to the learners that they do not need to understand every single word to tick the correct boxes, but they only need to look out for key words. Play the listening extract twice.

- *Crosscurricular link with Environmental Studies*

### Transcript

- 1) Hello, my name is George and I drive a bus
- 2) Hello, my name is Ann and I cut people's hair
- 3) Hello, my name's Jack and I work in a school
- 4) Hello, I'm Sam and I drive a police car
- 5) Hello, my name's Mary and I interview people

- *Crosscurricular link with Environmental Studies*

5. Make sure that each student puts two slips of paper in the bag, one with a place on and one with a thing on. The members of each team must take turns to come to the board, randomly select a slip of paper from the bag and produce a phrase and a question like the ones in the examples, using the word on the slip. He/she can challenge a member of the opposing team to make a guess or members of the opposing team can raise hands and volunteer. In any case, try to make sure that each student participates in the game.

6. For the first part of this task, refer the learners to the reading text, which could serve as an example for the writing task. Go around the class and monitor the students' work. Help out with problems with vocabulary. When they have finished, ask some of the learners to read out their texts in class. For the second part of this task, give the learners some time to interview their classmate. You may decide to ask a pair to demonstrate an interview in class. Monitor the learners' progress by going around the class and help with unfamiliar vocabulary. You can do this writing task

in class or set it for homework. In whichever case, try to get all the learners to read out their texts in class.

- *Crosscurricular link with Environmental Studies*

### Key to the tasks

**3. part 1:** 1-f, 2-e, 3-d, 4-b, 5-a, 6-c, **part 1:** 2e, 3d, 6c, 1f, 5a, 4b

4. 1) George is a **bus driver**, 2) Ann is a **hairdresser**, 3) Jack is a **teacher**, 4) Sam is a **policeman**, 5) Mary is a **reporter**

6. Neil White is a **fire fighter** and works in a **fire station**. In this picture he is wearing **a/his red uniform** and he is **putting out a fire**.

## LESSON 3

### Introducing the project

Discuss what the learners have to do in class and tell them that they can choose which project they would like to be involved in. Allocate responsibilities.

#### Project 1

Remind the learners that they have to carry out the interview in Greek, but then use the information to write a text in English. Suggest professionals in the area the learners could approach and interview (the local baker, shop owner, hairdresser, newsagent, florist, butcher, grocer, greengrocer etc). The learners should decide who they would like to interview, at this point. If it is difficult, in your situation, to have the learners interview professionals in the area, alternatively, you can ask the learners to interview a parent. Have the students tell the members of their group their parents' jobs and decide who they might be interested in interviewing.

- *Crosscurricular link with Environmental Studies, Language*
- *Fundamental notions of the Crosscurricular approach: Communication, Similarity-Difference, Space-Time, Interaction, System, Culture, Information and Development*

#### Project 2

Remind the learners that their goal is to find information about jobs that have become or are becoming obsolete in our days. You can try a small brainstorming activity before starting to look at these sites, so that you can check the learners' knowledge of the topic. They may also have worked on this topic though the Environmental Studies subject, so you might consider asking the class teacher to revise such material with the learners before you reach lesson 3. Below you can see some endangered jobs you can use with your students:

**Fisherman** (ψαράς), **Roving greengrocer** (πλανόδιος μανάβης), **Sponge diver** (σφουγγαράς), **Shoe repair man** (τσαγκάρης), **Chestnut-seller** (καστανάς), **Marble carver** (μαρμαράς), **Porter** (χαμάλης - αχθοφόρος), **Basket maker** (κατασκευαστής καλαθιών), **Roving florist** (πλανόδιος πωλητής λουλουδιών), **Organ-grinder** (λατερινατζής), **Lighthouse-keeper** (φαροφύλακας), **Second-hand dealer** (παλιατζής), **Bagel seller/Bread roll seller** (κουλουρτζής), **Operator** (τηλεφωνητής)

- *Crosscurricular link with Environmental Studies, History.*
- *Fundamental notions of the Crosscurricular approach: Space-Time, Culture, Information, Interaction, Communication, Development, System.*

### More projects

- Carry out a class survey about household jobs the students regularly do at home and find out which ones are the most/least popular.
- Select certain jobs that the students seem to be interested in and make a list of the advantages/disadvantages of each one. You can talk about advantages/disadvantages in terms of place of work, payment, duties, how many hours of work every day, contact with people etc
- Find information about jobs that are particular to some places/countries/cultures (e.g. a camel guide in Egypt, a donkey guide in Santorini). Describe the jobs (place of work, hours of work, duties, advantages/disadvantages, special clothes etc)

**Idea!** If you want to add a 'cultural touch' to the project, you can ask the learners to find Greek and English proverbs related to the topic of the unit and ask them to compare between the two. Here are some English proverbs related to the topics of **family and household work**:

- ✓ As you make your bed, so must you lie on it./ You made your bed, now lie in it.
- ✓ Like father, like son.
- ✓ Like mother, like daughter.
- ✓ Like parents, like children.
- ✓ A new broom sweeps clean.
- ✓ Sweep before your own door.

Alternatively you can provide the English proverbs and discuss in class which the nearest Greek equivalent would be.

## KEY TO THE SELF-ASSESSMENT TEST

### Exercise 1

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

### Exercise 2

(any three of the following phrases are correct) Jim is riding a/his bike, Sam and Oscar are playing football, Ted is reading a book, Peter is flying a/his kite, Ann and Polly are talking (Ann/Polly is talking to Polly/Ann), Linda is listening to music (on her walkman)

### Exercise 3

1-c, 2-g, 3-a, 4-i, 5-e, 6-b, 7-d, 8-h, 9-f

### Exercise 4

#### **AN OLD JOB**

**Job:** roving photographer

**Place of work:** park

**Colour of clothes:** white

**What does he do?** he takes photos/photographs

**Hours of work:** from 10 in the morning till late in the afternoon

**Idea!** You can use the revision test on units 5-7 in appendix I

## UNIT 8 - AT A GLANCE

### UNIT 8 AIMS AT TRAINING LEARNERS INTO.....

- reading for specific information
- listening for specific information
- guessing vocabulary from context
- finding, selecting, classifying, processing and verifying information from various sources (books, encyclopaedias, the Internet)
- using information to formulate written/spoken discourse
- working in pairs or groups, cooperating

### IN THIS UNIT LEARNERS WILL.....

**Lesson 1:** visit a park and find out about rules and regulations there

**Lesson 2:** listen to a traffic warden and learn about road safety

**Lesson 3:** talk about road safety, draw and describe road signs

### COMPETENCES

#### learn how to.....

- talk about rules and regulations
- give and follow orders/instructions
- talk about road safety and road signs
- talk about obligation
- talk about permission

### LANGUAGE

#### practise.....

- using the *imperative* for rules and regulations
- using *must* and *mustn't* for obligation
- using *can/can't* to talk about permission

#### write.....

- about rules and regulations at school or at other places
- about road safety

**Crosscurricular Extension:** Learners will draw on the knowledge they have acquired and the skills they have developed in Language, Art, Music, P.E. and Road Safety Instruction.

**Software Extension:** Learners can click on the link 'Zoo' and work with 'Let's complete the map'. They can also click on the link 'Additional Material' and work with 'Memory', 'Puzzle', 'Crossword' and 'Odd one out'.

**Fundamental notions of the Crosscurricular approach:** System, Communication, Collaboration, Culture, Information and Interaction.



## UNIT 8: AROUND THE CITY

### LESSON 1

#### Carrying out the lesson

1. Try to elicit as much relevant vocabulary as possible.  
 2. Tell the students that they are going to listen to Andrew, Nick, Sophia and Betty talking at the park, where they are on a school outing. When they've finished listening, ask comprehension questions. Examples can be seen below:

- Where are the children?
- What do Nick and Andrew want to play? Can they play it? Why not?
- What does Sophia want to do? Can she do it? Why not?
- Can the children walk on the grass? Why not? What does the sign say?

Now, ask them to find the secret phrase. Time and monitor the class by going round and checking answers. Reveal the secret phrase when time is over.

#### Secret phrase: hide and seek

3. Tell the learners that they do not have to know every word to do the matching, as long they can identify some of the words in the phrases.

4. Tell the learners that they are now responsible for writing school rules, which they must keep. Remind them that school rules are not only about what you can't do, but about what you must do, too. You might want to ask them to think of rules that are specific to the English class.

• *Crosscurricular link with School Life*

5. More drilling of new vocabulary can be achieved through songs. The specific song is an action song and should be accompanied by the following movements.



Demonstrate the actions to the learners and sing and dance along.

• *Crosscurricular link with Music and P.E.*

6. "Simon says" is a traditional game that involves the learners in physical activity and the learners always enjoy it. Pre-teach

the phrases in the boxes so that there are no misunderstandings and no complaints from the learners.

• *Crosscurricular link with P.E.*

7. Point out to the learners that they do not need to understand every single word to put numbers in the boxes, but they only need to look out for key words. Play the listening extract twice. When you finish the listening task, encourage the learners to write secret messages and send them to each other. But, **don't forget!** In order to do so, you need to bring a lemon, a cup or a glass and a lamp to class!

#### Transcript

*Do you want to write a message that only **you** can read? Yes? Then listen and find out how you can write a secret message. First, squash a lemon and take the juice. Pour the juice in a small cup. Then put a pen in the lemon juice and write your message on a sheet of paper. Now, your message is on the paper but nobody can see it. If you want your friends to read your secret message, let the paper dry and then put it on a lamp. Now your friends can read your secret message.*

#### Key to the tasks






3. 1-a, 2-f, 3-e, 4-d, 5-c, 6-b, 7-g
6. a. Put a pen in the cup and write your message on a piece of paper ③  
 b. Put the paper on a lamp, when it is dry ④  
 c. Now, your friends can read your secret message ⑤  
 d. Pour the lemon juice in a small cup ②  
 e. Take some lemon juice ①

## LESSON 2

### Carrying out the lesson

1. Try to elicit as much relevant vocabulary as possible. You may want to carry out a brainstorming activity by asking the learners to tell you which road signs they can see on their way from home to school.

2. Tell the students that they are going to listen to a traffic warden talking to the children about road signs and road safety. When they've finished listening, ask comprehension questions. Examples can be seen below:

- Who is Mr Kanellopoulos?
- What does he do?
- Why is he at the school?
  
- What does this sign mean? (show them the  sign)
- What does this sign mean? (show them the  sign)
- What does this sign mean? (show them the  sign)
- What does this sign mean? (show them the  sign)
- Where is the  sign?

Now, ask them to find the secret phrase. Time and monitor the class by going round and checking answers. Reveal the secret phrase when time is over.

### Secret phrase: road safety

3. Tell the learners that they do not have to know every word to do the matching, as long they can identify some of the words in the phrases.

4. Allow the learners to express themselves freely and 'play teacher' for a while. Help with unfamiliar vocabulary but try to keep the rules short and simple. You may, if you wish, carry out a mini-survey, find out the most popular rule(s) addressed to the teacher, ask the learners to make a sign of it/them and paste it over the teacher's desk, so that you know which rule(s) you have to follow!

- *Crosscurricular link with School Life*

5. Point out to the learners that they do not need to understand every single word to tick the correct boxes, but they only need to look out for key words. Play the listening extract twice.

### Transcript

1. - *Do you know the way to Mary's house?*  
- *I know that Mary's house is in this street, but you can't go in here. Look at the sign, you can't turn left.*
  2. - *Don't go so fast! Look at the sign!*  
- *Oops! I didn't know there is a school here!*
  3. - *Be careful! Don't go in here, it's a one-way street!*
  4. - *Hey! Don't sound your horn! Don't make noise, there's a hospital near here!*
6. Arrange the desks in such a way so that there is ample space for the learners to move around. Try to find objects that have a distinctive feature to use as a 'treasure' (e.g. a very large notebook, a thick book, a pencil case in an unusual shape) and encourage the learners to be involved in guiding their partner. Allow for shouting and be prepared to put up with havoc in the classroom.

- *Crosscurricular link with P.E.*

**Key to the tasks**

**3. part 1:** 1-d, 2-b, 3-a, 4-e, 5-c, **part 2:** 1-b, 2-e, 3-a, 4-h, 5-c, 6-g, 7-i, 8-d, 9-f, 10-j

5. 1.  2.  3.  4. 

**LESSON 3**

**Introducing the project**

Discuss what the learners have to do in class, ask them to choose which of the two projects they would like to be involved in and allocate responsibilities (weaker or more artistic learners could become involved in project 1 and help out with drawing and colouring the road signs).

**Project 1**

Apart from the Internet, the learners can ask parents and there are posters available, even at school. Learners can also access such information, if they have been involved in a road safety instruction project (Κυκλοφοριακή Αγωγή).

- *Crosscurricular link with Language, Environmental Studies*
- *Fundamental notions of the Crosscurricular approach: Space-Time, Culture and Communication*

**Road signs game:** The students take the drawings of the road signs in their hands and stand in a circle. They start walking or dancing around the circle (it would be a good idea to play some music on the CD player). One of the students stands in the centre of the circle, is the 'traffic warden' and doesn't carry a sign. The teacher stops the music unexpectedly and describes one of the road signs the students are carrying. The student carrying that road sign must *immediately* jump in the centre of the circle, hand his/her sign to the traffic warden and the two students exchange places. If he/she fails to do so *immediately*, or if somebody else does so by mistake, the player(s) is/are out of the game (together with his/her sign). The game can last as long as the song is played or the teacher can set a time limit before the beginning of the game.

**Project 2**

You may want to discuss the issue of road safety in class before asking the learners to embark on the project. The groups undertaking this project may take notes during the discussion and they may of course use the advice provided in appendix I. They may also consult their parents, teachers or, as with project 1, use any information they have acquired, if they have been involved in a road safety instruction (Κυκλοφοριακή Αγωγή) project. You may also ask the class teacher to warm up the learners with a discussion on road safety before you reach lesson 3.

- *Crosscurricular link with Language, Environmental Studies*
- *Fundamental notions of the Crosscurricular approach: System, Communication, Collaboration, Culture, Information, Interaction*

**More projects**

■ 'Road safety when riding a bike'. Involve the learners in writing road safety rules when riding their bikes. As with the previous projects, you may discuss the issue in class and the learners may take down notes. They can also find information at <http://11dim-evosm.thess.>, the website of the 11<sup>th</sup> Primary school of Evosmos, Thessaloniki and [www.schools.ac.cy/klimakio/index.htm/](http://www.schools.ac.cy/klimakio/index.htm/), the website of Κλιμάκιο Πληροφορικής της Δημοτικής Εκπαίδευσης, Υπουργείο Παιδείας και Πολιτισμού της Κύπρου.

■ 'What to do when you are a car passenger'. Involve the learners in writing rules for passengers in a car. As with the previous projects, you may discuss the issue in class and the learners can take down notes. You may want to supply help. Here are some rules:

**Τι πρέπει να προσέχουμε όταν είμαστε οδηγοί ή επιβάτες**

1. Όταν βρίσκεσαι στο αυτοκίνητο, πρέπει πάντα να φοράς τη ζώνη ασφαλείας
2. Να κάθεσαι στο πίσω κάθισμα του αυτοκινήτου
3. Να μη βγάζεις ποτέ τα χέρια σου από το παράθυρο, ειδικά την ώρα που κινείται το όχημα
4. Όταν κατεβαίνεις από ένα αυτοκίνητο, να ανοίγεις την πόρτα που βρίσκεται από τη μεριά του πεζοδρομίου
5. Όταν θέλεις να κατεβείς από το λεωφορείο ή το αυτοκίνητο, να περιμένεις πρώτα να σταματήσουν τελείως
6. Μέσα στο λεωφορείο, όταν είσαι όρθιος, να κρατιέσαι από τις χειρολαβές ή από την πλάτη ενός καθίσματος
7. Μη μιλάς στον οδηγό και γενικά μην του αποσπάς την προσοχή

■ The learners can also find information at <http://11dim-evosm.thess.>, the website of the 11<sup>th</sup> Primary school of Evosmos, Thessaloniki and [www.schools.ac.cy/klimakio/index.htm/](http://www.schools.ac.cy/klimakio/index.htm/), the website of Κλιμάκιο Πληροφορικής της Δημοτικής Εκπαίδευσης, Υπουργείο Παιδείας και Πολιτισμού της Κύπρου.

■ “Playing in the street or at the park – Do’s and Don’ts”. Learners can write rules for young children playing in the street or at the park. As with the previous projects, you may discuss the issue in class and the learners may take down notes.

■ Take the learners out in the area around the school and carry out a mini survey of the road signs they can see in the neighbourhood. You may ask the learners to do that on their way to and from home. Make a poster of these signs and make sure that the learners can walk from home to school and back with safety.

■ Make signs of what to do/not to do in places other than the school. You can talk about signs to be found in a library, a cinema, a theatre, a hospital, a sports centre, a bank, a church and other public buildings.

*Idea!* If you want to add a ‘cultural touch’ to the project, you can ask the learners to find Greek and English proverbs related to the topic of the unit and ask them to compare between the two. Here are some English proverbs related to the topic of **rules/laws**:

- ✓ Laws catch flies, but let hornets go free.
- ✓ One law for the rich, and another for the poor.
- ✓ The exception proves the rule.

Alternatively you can provide the English proverbs and discuss in class which the nearest Greek equivalent would be.

**KEY TO THE SELF-ASSESSMENT TEST****Exercise 1**

(1) Don't pick flowers, (2) Keep off the grass, (3) Don't feed the ducks, (4) Follow the paths

**Exercise 2**

1-b, 2-c, 3-a, 4-e, 5-d

**Exercise 3**

Free answers

**Exercise 4**

- 1)  , 2)  , 3)  , 4)  , 5)  , 6) 

**Exercise 5**

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

## UNIT 9 - AT A GLANCE

### UNIT 9 AIMS AT TRAINING LEARNERS INTO.....

- reading for specific information
- listening for specific information
- guessing vocabulary from context
- finding, selecting, classifying, processing and verifying information from various sources (books, encyclopaedias, interviews, the Internet)
- using information to formulate written/spoken discourse
- working in pairs or groups, cooperating

### IN THIS UNIT LEARNERS WILL.....

**Lesson 1:** find out about the end-of-school-year party at Andrew's school

**Lesson 2:** listen to the children making preparations for the party

**Lesson 3:** talk about recipes from countries all over the world

### COMPETENCES

#### learn how to.....

- talk about different kinds of food
- talk about a healthy and unhealthy diet
- give cooking instructions
- define quantity with countable and uncountable nouns

### LANGUAGE

#### practise.....

- using *some* and *a/an* with *countable* and *uncountable nouns*
- using the *imperative* for cooking instructions

#### write.....

- ingredients for a recipe
- cooking instructions
- their healthy menu

**Crosscurricular Extension:** Learners will draw on the knowledge they have acquired and the skills they have developed in Language, Music, Maths, Environmental Studies, History and Health Instruction.

**Software Extension:** Learners can click on the link 'Supermarket' and work with 'Let's go shopping', 'Let's check out!', 'Let's order' and 'Let's make a recipe'. They can also click on the link 'Additional Material' and work with 'Memory', 'Puzzle', 'Crossword' and 'Odd one out' and on the link 'Extras' to work with 'Diet'. They can also click on the 'Projects' link and carry out the projects in 'Διατροφή' (Diet).

**Fundamental notions of the Crosscurricular approach:** Similarity-Difference, Information, Communication, Civilization, System, Culture and Interaction.

## UNIT 9: THE SCHOOL PARTY

### LESSON 1

#### Carrying out the lesson

1. Try to elicit as much relevant vocabulary as possible.  
 2. Tell the students that they are going to listen to Andrew, Nick, Sophia and Betty pleading with their teacher to let them have an end-of-school-year party. Mrs Stathaki gives in to their request and the children are enthusiastic. They, then, go to the supermarket to buy things and make preparations for the party. When they've finished listening, ask comprehension questions. Examples can be seen below:

- What do the children want to have? Why?
- Does Mrs Stathaki let them have the party?
- What can they do at the supermarket?
- What can they make?
- What do they need for the party?
- Where can they make the sandwiches?

Now, ask them to find the secret word. Time and monitor the class by going round and checking answers. Reveal the secret word when time is over.

#### Secret word: peanuts

3. Tell the learners that they do not have to know every word to do the matching, as long they can identify some of the words and then maybe guess how to match the rest.

4. More drilling of new vocabulary can be achieved through songs.

- *Crosscurricular link with Music*

5. Tell the learners that it's a good idea to use pen and paper to make calculations as they go along the role play, so that they know where they stand in terms of money. They should make the calculations while they are talking, decide on what to buy and then write out their list. Go around the class and monitor the learners. At the end of the activity, ask each group to report what they've decided to buy and how much the whole lot costs.

- *Crosscurricular link with Environmental Studies, Health Instruction and Maths*

6. Remind the learners that they can only use healthy food in their menu. Encourage them to read their menus out in class. You may carry out a mini survey for the most popular menu.

- *Crosscurricular link with Health Instruction*

**7. Food chain:** The teacher starts the chain by saying "For dinner today I had an ....." using a word for food starting with 'A' and, then, tosses the ball to a student. This student must repeat the teacher's words and add his/her food to the chain. His/her word must start with 'B' (e.g. some biscuits). He/she tosses the ball to another student who must repeat everything and add his word, starting with 'C' (e.g. some cheese) and the chain must continue like this until all the letters of the alphabet are used. You may have the learners take part in the game in alphabetical order, so that there are no complaints with who comes first, second or last. Help them out with difficult letters. You had better write down the words already said, so that you can check the correctness of the learners' contributions to the list. Here are some examples of words you can use in this game: 'For dinner today I had *an apple, some biscuits, some cheese, a drink, an egg, some fish, some green salad, some ham, an ice cream, some jelly, a kiwi fruit, some lettuce, some milk, a nectarine, an orange, some pop corn, some quinces/quiche, some rice, some sausages, a tomato, some unbaked/uncooked/ unhealthy/ unboiled/ underdone food – UHT milk (milk that has been heated to a very high temperature to preserve it), some veal, some water, some Xmas pudding, some yam, a zucchini.* Encourage all the learners to try and remember the words already said, even if they have already had their turn, so that they can help out where needed. Help out with difficult words and in cases the learners have difficulty remembering the list.

**Fast!** Play this game in two teams with the same number of students. Each member of each team has a personal opponent in the other team with whom he/she shares the same number. So when the teacher says 'four', only the

two students with this number in the two teams can and must play. The teacher starts by saying 'I would like a/an.....' or 'I would like some.....' and the learners must finish by using an appropriate word. The emphasis is on accuracy, so accept only answers that have made correct use of countable and uncountable nouns and award points to these learners. Do not allow for the same word to be used twice. If you want to make the game more challenging, you may add the phrase(s) "...at breakfast", "...at lunch", "...at dinner" at the end, and remind the learners that they must come up with something that is accurate as well as appropriate for the specific meal. The first team to get ten points is the winner.

8. You may want to go through a pre-listening activity, asking the learners which of these foods they consider healthy or unhealthy to eat. They then listen to the recording and see how many of their ideas were correct. Also, point out to the learners that they do not need to understand every single word to tick the correct boxes, but they only need to look out for key words. Play the listening extract twice.

### Transcript

*Well, children,*

*Always start your day with a good breakfast. Drink your milk and eat some cornflakes or bread with butter and marmalade. At school, have a snack. It's a good idea to have a fruit, like a banana, an apple or a sandwich, but don't drink cola and don't eat crisps or pop corn. At home, eat lunch with some bread and salad, and then have some fruit. Oranges and apples are full of vitamins and are very good for you, especially in winter. At night, don't eat very much. A sandwich, some yoghurt or a boiled egg and fruit are a good idea. And, don't forget; always drink a glass of milk before you go to bed. Be careful with your diet now that you are building your body. Don't eat a lot of sweets, chocolate or ice cream and fast food.*

### Key to the tasks

3. 1- b, 2-a, 3-d, 4-c, 5-f, 6-i, 7-g, 8-k, 9-j, 10-e, 11-h

6. It's good to eat or drink bread with butter and marmalade, cornflakes, eggs, fruit, milk, salad, yoghurt. It's not good to eat or drink cola, crisps, fast food, pop corn, sweets

## LESSON 2

### Carrying out the lesson

1. Try to elicit as much relevant vocabulary as possible and once the learners have told the class which their favourite food is, you can extend the discussion by talking about healthy dieting habits.

2. Tell the students that they are going to listen to Andrew, Nick, Sophia and Betty talking while they are preparing the sandwiches for the school party. When they've finished listening, ask comprehension questions. Examples can be seen below:

- What are the children doing?
- What can Sophia/Andrew/Nick/Betty do?
- How many slices of egg will they put in the sandwiches?
- How much cheese/ham will they put in the sandwiches?

Now, ask them to find the secret word. Time and monitor the class by going round and checking answers. Reveal the secret word when time is over.

### Secret word: **bacon**

3. Tell the learners that they do not have to know every word to do the matching, as long they can identify some of the words and then may guess how to match the rest.

4. Ask the learners to look carefully at the pictures, read the ingredients (the vocabulary for which you should pre-teach) and then try to put the numbers in the boxes. Read out correct answers in class.

5. You may want to ask the learners to tell you how an omelette is made, before they attempt to carry out the task. They can use this knowledge into filling in the blanks. Allow some time for them to finish and then read out the answer to class.

6. Point out to the learners that they do not need to understand every single word to tick the correct boxes, but they only need to look out for key words. Play the listening extract twice.

## Transcript

To make pancakes you need 100 grams of flour, 1 egg, 250 grams of milk, some oil, some salt, some sugar and some lemon. Put the flour, the milk and the salt in a bowl and then break and add the egg. Mix them with a fork. This mixture is called 'batter'. Put some oil in a frying pan and heat it. When it is hot, pour some batter in the pan. Fry the pancake on both sides until it's brown. Your pancake is ready. Put it in a plate and sprinkle some sugar on it. Squeeze some drops of lemon. Roll your pancake up and enjoy it!

At this point, it might be a good idea to provide the learners with cultural information on breakfast habits in Britain and America.

■ **The traditional British breakfast:** it is now served only in hotels, as the British often lack the time to prepare it. It may include fruit juice, cereal, bacon and eggs, often with sausages and tomatoes, toast and marmalade and tea or coffee. At home, the British usually have only cereal or muesli and/or toast with tea or coffee. In Britain, pancakes are usually eaten hot, they are rolled up when fried and served with lemon and sugar. They are also traditionally eaten on Shrove Tuesday (or Pancake Day/Tuesday), the last day when people can enjoy rich food before Lent (the 40 days between Ash Wednesday and Easter). The British often have pancake races on Shrove Tuesday, in which people carry pancakes in frying pans and repeatedly toss them over in the air as they run.

■ **The traditional American breakfast:** it includes eggs, some kind of meat and toast. The eggs may be fried, boiled, poached or in an omelette. The meat may be bacon or sausage. Pancakes are a traditional breakfast food, popular with children, and are normally eaten with butter and maple syrup (=a thick, sweet, sticky substance which comes from a type of maple tree). Sometimes they are eaten wrapped round a sausage, this dish being called 'pigs in a blanket'. For Americans in a hurry, a shorter American breakfast many include toast or cereal and coffee.

7. The learners play the game in pairs. They take turns to throw the dice and move along the sweet/salty squares, starting from the START square. When they land on a sweet/salty square, they have to find a food in their boxes which is sweet/salty respectively and read the word out. They may also cross the word out, so that they remember they've read it. The first learner to read (and cross out) all the words in his/her boxes is the winner.

● *Crosscurricular link with Health Instruction*

## Key to the tasks

3. 1-b, 2-a, 3-c, 4-g, 5-i, 6-f, 7-d, 8-h, 9-j, 10-e

4. 1) Boil the potatoes 2) Peel the potatoes 3) Boil the eggs 4) Slice the eggs 5) Cut the parsley 6) Mix some mayonnaise with some oil and some lemon in a bowl 7) Mix all the ingredients in a bowl

5. **Peel** and **wash** the potato and then **slice** it. **Cut** the onion into small pieces. **Pour** the oil into the frying pan and **add** the onion and the potato, when it is hot. Break and **beat** the eggs in a bowl. Add some salt and **mix** well. **Pour** the eggs in the frying pan over the onion and the potato. Fry the omelette on both sides.

6. The right order of the pictures is: 7, 5, 1, 3, 4, 8, 2, 6

## LESSON 3

### Introducing the project

Discuss what the learners have to do in class and allocate responsibilities. Before the learners embark on the project, you can discuss the topic in class and have each group decide which country they would like to find recipes from and/or whether they would like their recipe to be one of main course/appetizer/dessert etc. Try to remind them to look for simple recipes, even better recipes that the learners could prepare themselves. Apart from surfing the Internet, the learners can ask their parents for recipes. It would be a good idea to ask learners from different ethnic backgrounds to bring traditional recipes from their countries.

● *Crosscurricular link with Language, Environmental Studies*

● *Fundamental notions of the Crosscurricular approach: Similarity-Difference, Information, Communication, Civilization, System, Culture and Interaction*



### More projects

■ Ask the learners to write the '10 Golden Rules for a Healthy Diet'. They can use the information in the grid about healthy/unhealthy food in their books or consult magazines and books. They can also surf the Internet. You can recommend [http://11dim-kaval.kav.sch.gr/main/diatrofi/intro\\_diatr.htm](http://11dim-kaval.kav.sch.gr/main/diatrofi/intro_diatr.htm), the site of the 11<sup>th</sup> Primary School of Kavala, which contains useful information on healthy eating habits, or <http://users.sch.gr/thomalekos/index.htm>, the site of the 4<sup>th</sup> Primary School Eleftheriou-Kordeliou.

■ Ask the learners to find and draw the 'Food Pyramid' on a poster. When they've done so, ask them to browse through Greek-English dictionaries and find words to put into the food categories in the pyramid (i.e. bread/cereal, fruit, vegetables, meat/poultry, milk/yoghurt/cheese, fat/oil/sweets)

■ Ask the learners to carry out a survey about their classmates' good and bad eating habits. They can talk about food they eat (fruit and vegetables vs sweets, home made food vs fast food), frequency of eating (how often do you eat fast food?), way of cooking (boiled vs fried food)

■ Make a list of traditional foods in a number of countries. The learners can surf the Internet for names of recipes that are particular for certain countries. If possible, the learners can find names of cooked food and/or sweets.

**Idea!** If you want to add a 'cultural touch' to the project, you can ask the learners to find Greek and English proverbs related to the topic of the unit and ask them to compare between the two. Here are some English proverbs related to the topics of **food and eating**:

- |   |  |
|---|--|
| ✓ If you laugh before breakfast you'll cry before supper.       | ✓ As like as an apple to an oyster.                      |
| ✓ Live not to eat, but eat to live.                             | ✓ Like two peas in a pod.                                |
| ✓ No song, no supper.   | ✓ As sure as eggs is eggs.                               |
| ✓ Tastes differ.  | ✓ As the tree, so the fruit.                             |
| ✓ The proof of the pudding is in the eating.                    | ✓ Better an egg today than a hen tomorrow.               |
| ✓ There's no use crying over spilt milk.                        | ✓ Forbidden fruit is sweet.                              |
| ✓ To cook a hare before catching him.                           | ✓ Half a loaf is better than no bread.                   |
| ✓ To know on which side one's bread is buttered.                | ✓ He that will steal an egg will steal an ox.            |
| ✓ To strain at a gnat and swallow a camel.                      | ✓ Life is not all cakes and ale (beer and skittles).     |
| ✓ To weep over an onion.  | ✓ A bad tree does not yield good apples.                 |
| ✓ Too many cooks spoil the broth.                               | ✓ Don't dig your grave with your own knife and fork.     |
| ✓ Wealth is nothing without health/Good health is above wealth. | ✓ The apple doesn't fall far from the tree.              |
| ✓ You cannot eat your cake and have it.                         | ✓ You can catch more flies with honey than with vinegar. |
| ✓ A hungry man is an angry man.                                 | ✓ You can't make an omelette without breaking eggs.      |
| ✓ An apple a day keeps the doctor away.                         |  |
| ✓ Appetite comes with eating.                                   |  |

*Alternatively you can provide the English proverbs and discuss in class which the nearest Greek equivalent would be.*

## KEY TO THE SELF-ASSESSMENT TEST

### **Exercise 1**

1) some crisps, 2) some cheese, 3) some ham, 4) some Cola, 5) some bread, 6) a sandwich, 7) some biscuits, 8) some peanuts, 9) an egg.

### **Exercise 2**

a packet of peanuts, a bottle of Cola, a bottle of lemonade, a kilo of ham, a kilo of sausages, a kilo of potatoes, a packet of biscuits, a packet of cornflakes, a kilo of cheese, a dozen eggs, a packet of crisps, a kilo of bread, a bottle of milk

### **Exercise 3**

**Right advice:** You must eat oranges, It's good to eat yoghurt, You mustn't eat sweets, It's not good to eat fast food, It's good to eat cornflakes **Wrong Advice:** You must drink cola, You mustn't drink milk, It's good to eat crisps, It's not good to eat apples

### **Exercise 4**

1) slice the bread, 2) boil an egg, 3) spread some butter on some bread, 4) add some salt, 5) grate some cheese, 6) drain the spaghetti, 7) peel a potato, 8) mix the ingredients, 9) pour some water in a bowl

## UNIT 10 - AT A GLANCE

### UNIT 10 AIMS AT TRAINING LEARNERS INTO.....

- reading for specific information
- listening for specific information
- guessing vocabulary from context
- using information from an interview to formulate written/spoken discourse
- working in pairs or groups, cooperating

### IN THIS UNIT LEARNERS WILL.....

**Lesson 1:** read about the characters in their coursebook

revise material they have been taught

play and test their memory

**Lesson 2:** listen to (and read) a story and write their own ending to it

act out the story

### COMPETENCES

**learn how to.....**

- provide basic information about who they are
- provide an ending to a story or produce their own story

### LANGUAGE

**practise.....**

- forming questions to find out basic information about somebody
- developing the ending of a story

**write.....**

- entries for their own yearbook
- the final part of a story/their own story

**Crosscurricular Extension:** Learners will draw on the knowledge they have acquired and the skills they have developed in Language, Art, Music and Environmental Studies.

**Software Extension:** Learners can click on the link 'Party' and work with 'Let's make new friends', 'Can you guess', 'Let's look at the album', 'Let's play' and the link 'Home' and work with 'Family Tree'. They can also click on the link 'Additional Material' and work with 'Memory', 'Puzzle', 'Crossword' and 'Odd one out'.

**Fundamental notions of the Crosscurricular approach:** Information, Culture, Collaboration, Civilization, Communication and Interaction.

## UNIT 10: ENJOY YOUR HOLIDAYS!

### LESSON 1

#### Carrying out the lesson

1. Encourage the learners to tell you what they do to celebrate the end of the school year. You may also ask them what they would like to do (if you are prepared to allow them to have a party and this does not contradict school policy). Ask them what they think a yearbook is and what they would expect to find in one. Also ask them if they would be interested in making their own class yearbook.

2. Tell the students that they are going to listen to Andrew, Nick, Sophia and Betty reading out their personal extracts from the yearbook they have made for the end of the school year. When they've finished listening, ask comprehension questions. Examples can be seen below:

■ Where does Andrew come from? What's Andrew's favourite sport? What's his hobby? Why does he like history? Has he got any brothers or sisters? What's his sister's name? What does he do with her?

■ How old is Nick? Where's his father from? Has Nick got any brothers or sisters? Who's Scooby? What does Nick do with Scooby at the park? What's Nick's favourite colour? Where does Nick go every summer?

■ Where is Sophia's mother from? What does her sister do? What does Sophia like? What does she collect? Who's Olina? How many languages can Sophia speak? Which are they?

■ What does Betty do every Saturday? Where do Betty's grandparents live? How often does Betty go to her grandparents' village? What does she do at her village? Why does Betty call her horse 'Blackie'?

Now, ask them to find the secret phrase. Time and monitor the class by going round and checking answers. Reveal the secret phrase when time is over.

#### Secret phrase: Enjoy the summer

3. Tell the learners that they don't need to understand every single word in the extracts, but scan them and look for the specific information they are supposed to find. Point out that it's a good idea to read the questions carefully before they scan the extracts and keep in mind which specific piece(s) of information they are looking for.

4. Explain unfamiliar vocabulary before the learners embark on this activity. Go around the class, monitor the learners and help out with vocabulary and/or spelling. Remind the 'rapporteurs' that they mustn't reveal the name of the child, only the rest of the information.

5. You need to have prepared a grid like the one in the SB with enough boxes to fit all the learners in the class. Use cardboard paper, preferably, so that it's durable. Divide the class in two teams and expect some havoc as the learners will be running back and forth. Insist that only the learner, whose turn is to play, comes to the board to avoid too much noise. Tell the learners, in advance, how much time they've got available and try to ensure that all the learners get a chance to play. The game can be adapted to fit a number of language items, so you can use it over and over again. The learners love it and it combines competition, physical activity and accuracy.

6. The game can be played with any language material you would like. You may play it using sentences that are correct/wrong in terms of accuracy and/or content (e.g. a cat can swim [wrong content] or I like play football [wrong grammar]). If you don't mind noise, you may ask the learners to stand up/remain seated at correct/wrong statements respectively. This game, too, can be adapted to fit a number of language items, so you can use it over and over again. The learners love it and it combines competition and physical activity.

7. This game is a memory game. To help the learners do better and not get discouraged (by how little they can remember) it's a good idea to allow them to have a look at the questions and then scan the coursebook in search of the answers before starting to play. But even if they cannot remember the correct answer, they can still move along the squares, only they have to miss a turn.

**Key to the tasks**

3. Find someone.....

- ✓ who can speak three languages: **Sophia**
- ✓ who has got a pet: **Nick**
- ✓ who likes the city where he/she lives: **Andrew**
- ✓ who likes making things: **Andrew**
- ✓ who collects things: **Sophia**
- ✓ who hasn't got any brothers or sisters: **Nick**
- ✓ who goes to an island every summer: **Nick**
- ✓ who likes pizza and spaghetti and cheese: **Sophia**
- ✓ who does a sport every week: **Betty**
- ✓ who doesn't stay in Athens at Easter: **Betty**

7. These are the answers to the questions in the memory game:

1. Is there a computer room in Andrew's new school? **Yes, there is**
2. Which are Andrew's favourite days? **Tuesday and Wednesday**
3. What do the children play on their free day for sports? **Basketball**
4. What's Olina's (Sophia's pen friend's) favourite food? **Pizza**
5. Which city is Andrew from? **Oxford**
6. Does Andrew live in a house in Athens? **No, he doesn't**
7. When is Sophia's birthday party? **On Saturday, May 3rd**
8. What's the weather like at Sophia's party? **It's windy, it's cloudy and it's raining**
9. What does Betty play with the Lost Boys? **Cake war**
10. What does Santa Claus put in the stockings? **Presents (for the children)**
11. How old is Archie? **Three**
12. Which animal are the children watching a video about? **The caretta caretta sea turtle**
13. What is Mum making in the kitchen? **A cake**
14. Where does Andrew's father work? **In a hospital**
15. Can the children play football at the park? **No, they can't**
16. What is the traffic warden talking to the children about? **Road Signs (and road safety)**
17. Why is there a party at the school? **It's the end of the school year**
18. What are the children making for the party? **Some sandwiches**
19. Where is Sophia's mother from? **She is from Romania**

**LESSON 2**

At the end of the school year treat your learners with a story. They will definitely enjoy it. But before they start reading it, it's a good idea to ask them to have a look **at the first page of the story only** and try to guess the basics of it: Who are the characters? What are their names? Where do they live? **Don't let them see the last page**, as they will be asked to predict the ending of the story and construct their own one. Here are some ideas on how you can tackle the story and organize follow-up activities:

- Stop at points in the story and ask the learners to predict the next part. Ask questions to help out.
- Invite the learners to chant Milky's words along ("Yummy, yummy, yummy, it's in my tummy") as they are memorable and fun. Also invite them to predict Dairy's questions.
- Stop before the last page and ask the learners to predict the end of the story or tell you what *they* would like the end to be like. Carry out a mini survey of the most popular ending(s) and write a few suggestions on the board. When you've finished reading the story, have the learners retell it to you using the most popular ending(s) among the ones on the board.

■ Ask half of the learners to memorize Dairy's words and the other half to memorize Milky's words. Invite pairs to come out front and act out the story in class. Repeat the process with a number of pairs. Alternatively, ask the learners to make finger puppets or draw Dairy's and Milky's faces on their fingers and act out the story privately in pairs at their desks. Go around the class and monitor them.

■ As a follow-up activity when you've finished the story, ask the learners to draw a picture that would remind them of the story and put their pictures on the class wall.

■ As another follow-up activity, ask the learners to write a poem about the story or any of the characters in it. Help out with unfamiliar vocabulary.

## LESSON 3

### Introducing the project

#### Project 1

The learners work individually for this project. Allow them to go around the class for 10 minutes, interview their classmates (they can use the chart in activity 4 for ideas on what to ask) and write down notes on a piece of paper. Make sure that each and every learner is interviewed. When the learners have finished the interview, allow them another 10-15 minutes to write out their texts. Collect the work, make corrections/suggestions and hand it back to the learners, who must now rewrite the texts using your feedback and bring a photo of theirs next time they come to class. Collect their work and the photos and paste them on A4 sheets of paper. Bind the A4 sheets together in a booklet and photocopy for the learners to keep as a souvenir from their English class (if you can word process the learners' texts, scan the photos and arrange for the yearbook to be printed out in colour or if you can make colour photocopies of it, that's even better).

#### Project 2

Encourage the learners to change the ending of a well-known children's story and create their own story. Help with unfamiliar vocabulary and phrasing. Suggest turns in the story when the learners seem to have run out of ideas. Tell them that they can also draw their own pictures to illustrate the story. When the stories are finished, paste them on A4 sheets of paper. Bind the A4 sheets together in a booklet and photocopy for the learners to keep as a souvenir from their English class (if you can word process the learners' texts, scan the photos and arrange for the story to be printed out in colour or if you can make colour photocopies of it, that's even better).

- *Crosscurricular link with Language, Environmental Studies*
- *Fundamental notions of the Crosscurricular approach: Information, Culture, Collaboration, Civilization, Communication, Interaction*

## KEY TO THE SELF-ASSESSMENT TEST

### Exercise 1

How often do you go to the cinema?, How many brothers and sisters have you got?, What are you doing now, How much sugar do you take in your milk?, Where does the caretta caretta live?

### Exercise 2

1) T, 2) F, 3) F, 4) F, 5) F

### Exercise 3

(sample answer) George Patroulias has got a brother and a sister. He likes playing football and riding a bike and his favourite food is sausages and chips. He hasn't got a pet but he likes dogs. He can draw and play the flute and he likes going to the cinema with his friends.

***Idea! You can use the revision test on units 8-10 in appendix I***

**Now it's time for your Secret word contest!**

Ask the learners to go through the book and write down their scores in the box provided. When they've done so, ask them to add up their scores. Award prizes to the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> winners. If you want to make it 'more official', you can download certificates from different sites or design your own ones. Try these sites:

- [www.certificates4teachers.com](http://www.certificates4teachers.com) (you can make your own certificates here)
- [www.primarygames.com](http://www.primarygames.com) (you can find ready made certificates here)
- [www.preschoolprintables.com](http://www.preschoolprintables.com) (you can find ready made certificates here)

APPENDIX I

Revision test on units 1-4 Name:..... Class:..... Date:.....

1. Write the numbers. Use words:

- 42+26=.....
- 82-43=.....
- 13+11=.....
- 99-22=.....

Points: /8

2. Look at the three timetables for Tuesday and complete the sentences with **have got**, **has got**, **hasn't got** or **haven't got**.

MONDAY		
Ioanna	Marios	Stelios
Language	Maths	Language
Language	Language	Maths
History	P. E.	Music
Music	Art	R. E.
School Life	English	History
English	Environmental Studies	Art

On Monday....

- Stelios and Marios..... School Life
- Stelios .....R.E.
- Marios and Stelios..... Maths and Art
- Marios.....History

Points: /4

3. Look at the pictures and fill in the missing words for the sports:



Points: /5

4. Look at the grid and fill in the missing words in the blanks. Use **likes/doesn't like**, **like/don't like**:

Name	singing	listening to music	playing computer games	climbing	sailing
Paul	✓	✓	✗	✗	✗
Mary	✓	✗	✓	✗	✓
Harry	✗	✗	✓	✓	✗
John	✓	✗	✗	✗	✓
Sotiria	✗	✓	✓	✗	✓

- Paul ..... singing but Harry ..... it
- Paul and Mary ..... climbing but Harry ..... it
- John, Mary and Sotiria ..... sailing but Paul ..... it
- Mary, Harry and Sotiria ..... playing computer games but John and Paul ..... it

Points: /16



5. Where are these children from? Fill in the missing words:

■ Hi! I'm Mark. I'm from  I'm.....

■ Hi! I'm Sylvana. I'm from  I'm.....

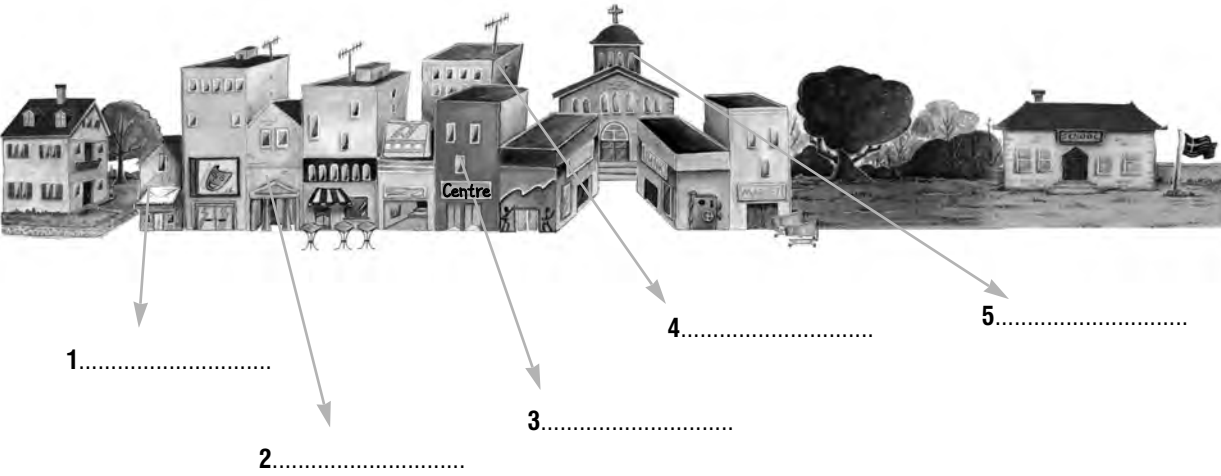
■ Hi! I'm Spyros. I'm from  I'm.....

■ Hi! I'm Kahi. I'm from Albania  I'm.....

Points: /4

6. Look at the pictures and fill in the words. Choose from this list:

**museum, church, post office, block of flats, shopping centre**



Points: / 5

7. Write about the weather temperature in these months and about something we do then. Look at the example:  
**In August it's hot and we swim in the sea**

In December, it's.....and we.....

In May.....and we.....

Points:/8  
Points: /50

Revision test on units 5-7 Name:..... Class:..... Date:.....

1. Look at the pictures and talk about **yourself and any of these habits you want:**



- I always.....
- I often.....
- I sometimes.....
- I never.....

Points: /8

2. Match the two halves of the sentences to talk about customs in Great Britain. Write the letters next to the numbers:

- |                             |  |
|-----------------------------|--|
| 1. At Christmas we put      | A. mince pies for dessert                |
| 2. At Christmas we decorate | B. the presents under the Christmas tree |
| 3. Children open            | C. to spooky parties on Halloween        |
| 4. At Christmas people eat  | D. carols on Christmas Eve               |
| 5. People go                | E. a tree                                |
| 6. Children sing            | F. their presents on Christmas Day       |

1 -....., 2 -....., 3 -....., 4 -....., 5 -....., 6 -.....

Points: /6

3. Look at the pictures and write the words:



.....

.....

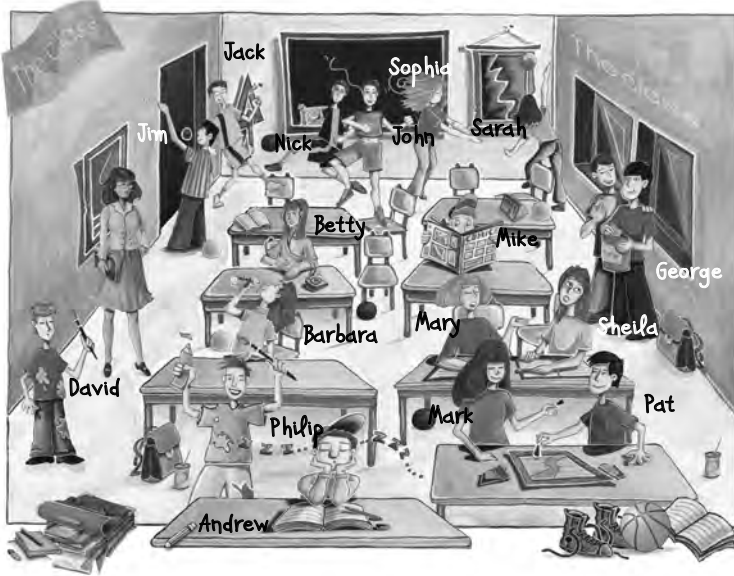
Points: /8

4. Write about your favourite animal. Answer these questions:

- Where does it live? My favourite animal is .....
- What colour is it? .....
- What does it look like? .....
- Has it got arms or legs, wings, a tail? .....
- What does it eat? .....
- What does it do? .....

Points: /10

5. Look at the picture and make four sentences about what the children are doing:



- 1) .....
- 2) .....
- 3) .....
- 4) .....

Points: /12

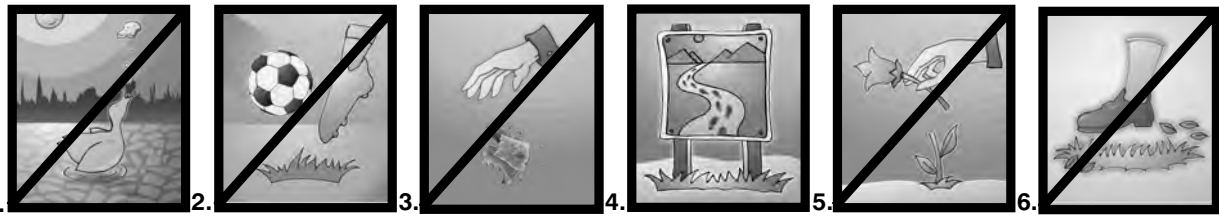
6. Decide if the following statements are true (T) or false (F) and circle the correct letter:

- |                                      |   |   |
|--------------------------------------|---|---|
| 1. A doctor works in a school        | T | F |
| 2. A policeman works in a restaurant | T | F |
| 3. A reporter takes interviews       | T | F |
| 4. A waiter cuts our hair            | T | F |
| 5. A baker makes bread               | T | F |
| 6. A teacher drives a bus            | T | F |

Points: /6  
Points: /50

Revision test on units 8-10 Name:..... Class:..... Date:.....

1. Put the missing words in the blanks and talk about rules in a park:



follow, feed, play, off, pick, litter

- 1. Don't..... the ducks
- 2. Don't..... football
- 3. Don't.....
- 4. .... the paths
- 5. Don't..... the flowers
- 6. Keep.....the grass

Points: /6

2. You are a teacher. What would you say to these children?

- Mary is eating a sandwich in class:.....
- Peter is dancing on his desk:.....
- Kate and Helen are talking:.....

Points: /9

3. Which is the correct road sign? Circle the correct one:

- 1. You can't park your car here   
- 2. Don't turn right here   
- 3. Stop your car or bus here   
- 4. You can't ride your bicycle here   
- 5. You must go straight ahead   

Points: /10

4. Put a/an-some in front of the words:

- |            |             |             |            |             |
|------------|-------------|-------------|------------|-------------|
| .....ham   | ....crisps  | .....egg    | .....Cola  | .....orange |
| .....sugar | .....cheese | .....sweets | .....bread | .....milk   |

**Points: /10**

5. Read the text and answer the questions:

Hello! I'm Nick Mitchel. I am ten years old. My father is American and my mother is Greek. I'm an only child. I haven't got any brothers or sisters, but I've got a dog, Scooby. I love him very much and he's my best friend. I take him to the park and we play together. I like football and my favourite colour is blue. I like sausages and chips but I don't like ice cream and chocolate. I also like swimming and I can swim very well. My mother comes from Mytilene and every summer we go there. When we are there, I go swimming every day.

- How old is Nick?.....
- Where is his mother from?.....
- Who's Scooby?.....
- What do Nick and Scooby do at the park?.....
- Does Nick like ice cream?.....

**Points: /15**

**Points: /50**

**APPENDIX II Key to the tests in the Teacher's book****Test 1-4**

1.

sixty-eight, twenty-four, thirty-nine, seventy-seven

2.

■ Stelios and Marios **haven't got** School Life■ Stelios **has got** R.E.■ Marios and Stelios **have got** Maths and Art■ Marios **hasn't got** History

3. (playing) basketball, sailing, (playing) volleyball, climbing, windsurfing

4. Paul **likes** singing but Harry **doesn't like** it, Paul and Mary **don't like** climbing but Harry **likes** it, John, Mary and Sotiria **like** sailing but Paul **doesn't like** it, Mary, Harry and Sotiria **like** playing computer games but John and Paul **don't like** it

5. I'm British (English), I'm Italian, I'm Greek, I'm Albanian

6. 1) post office, 2) museum, 3) shopping centre, 4) block of flats, 5) church

7. (suggested answers - answers may vary) In December, it's cold and we go skiing/ski in the snow/ write Christmas cards/have Christmas holidays/go to school, In May it's warm (hot also accepted) and we play in the park/have Easter holidays/

**Test 5-7**

1. free answers

2. 1 - B, 2 - E, 3 - F, 4 - A, 5 - C, 6 - D

3. 1. bird (canary), 2. sheep, 3. tortoise (turtle, sea turtle, caretta caretta also acceptable), 4. cow

4. free answers, but make sure that the questions are covered. Award up to 5 points for completeness of content and up to 5 points for grammatical accuracy

5. (any four of these sentences are correct):

Barbara is drinking lemonade, John is dancing on the teacher's chair/desk, Mike is reading a comic, Sheila and Mary are talking, George is eating (crisps), Jim is writing on the wall, Betty is listening to music, Jack and Nick are playing football, Philip and David are drawing/painting, Andrew is sleeping, Mark and Pat are playing (a board game), Sarah and Sophia are dancing

6. (1) F, (2) F, (3) T, (4) F, (5) T, (6) F

**Test 8-10**1. **1)** Don't feed the ducks, **2)** Don't play football, **3)** Don't litter, **4)** Follow the paths, **5)** Don't pick flowers, **6)** Keep off the grass

2. Don't eat in class, Don't dance/climb/walk on the desks, Don't talk/Be quiet,

3. 1.  , 2.  , 3.  , 4.  , 5. 4. *some* ham, *some* crisps, *an* egg, *some* peanuts, *some* Cola, *an* orange, *some* sugar, *some* cheese, *some* sweets, *some* bread, *some* milk

5. He's ten, She is from Mytilene/Greece, Scooby is his pet dog (pet./dog also acceptable), No, he doesn't

**APPENDIX III Key to the exercises in the workbook**

**Unit 1 – lesson 1**

1. 1-f, 2-g, 3-e, 4-a, 5-c, 6-d, 7-b
2.      eighty-eight                      thirty-eight                      fifty-six                      twenty-nine  
        ninety-four                        twenty-five                      sixty-three                    fifty  
        seventy-seven                      forty-eight                      seventy-two                    thirty-three
3. Free answers
4. Free answers
5.      twenty-one                      twenty-three                      sixty-nine  
        twenty-four                      thirty                                  eighty  
        twenty-six                        twenty-five
6. (sample answer)

In George's school there are two floors but in John's school there is only one floor. In George's school there is a large playground and a football field, but in John's school the playground is small and there isn't a football field. In George's school there are twenty classrooms but in John's school there are fifteen classrooms.

**Unit 1 – lesson 2**

1. 1-d, 2-f, 3-c, 4-a, 5-e, 6-b
2. 1) Monday, 2) Friday, 3) Wednesday, 4) Sunday, 5) Tuesday, 6) Saturday, 7) Thursday
3. Maths, Physical Education, Environmental Studies, Music, Art, Language, History, Religious Studies
4. has got, have got, hasn't got, have got, hasn't got, hasn't got, have got, hasn't got, hasn't got, haven't got
- 5.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1η</b>	Language	<b>Language</b>	Language	Language	Language
<b>2η</b>	<b>Language</b>	<b>Language</b>	Language	Language	<b>Maths</b>
<b>3η</b>	Maths	Maths	<b>Physical Education</b>	<b>Maths</b>	<b>History</b>
<b>4η</b>	<b>English</b>	<b>History</b>	Maths	<b>Music</b>	<b>Physical Education</b>
<b>5η</b>	Environmental Studies	<b>English</b>	Environmental Studies	English	Religious Education
<b>6η</b>	<b>Religious Education</b>	Environmental Studies	<b>Art</b>	Environmental Studies	<b>Music</b>

**Unit 2 – lesson 1**

1. 1) tennis, 2) swimming, 3) (playing) football, 4) cycling, 5) (playing) basketball, 6) sailing, 7) climbing, 8) (playing) volleyball, 9) horse riding, 10) windsurfing,
2. free answers
3. 1) football, 2) basketball, 3) volleyball, 4) tennis, 5) swimming, 6) windsurfing, 7) sailing
4. swimming: 3, cycling: 2, horse riding: 6, windsurfing: 4, playing tennis: 2, sailing: 5
5. (1) like, (2) Sunday, (3) black, (4) shoes

**Unit 2 – lesson 2**

1. playing computer games, making models/clothes for dolls, watching TV, making clothes for dolls/models, collecting stamps/football cards, reading comics, collecting football cards/stamps
2. free answers

3. Maria likes playing volleyball but she doesn't like watching TV, Nick likes playing computer games but he doesn't like playing tennis, Susan likes watching TV but she doesn't like playing volleyball, Andrew likes windsurfing but he doesn't like playing tennis, Harry likes playing tennis but he doesn't like playing computer games

4. free answers

5. She likes listening to music. Let's give her a CD/CD player/cassette/cassette player/radio, She likes dancing. Let's give her ballet shoes, She likes watching TV. Let's give her a TV/a DVD/a video cassette, She likes playing computer games. Let's give her a computer game/CD-Rom/joystick, She likes reading. Let's give her a book/books/a comic

**Unit 3 – lesson 1**

- 1) Greece, 2) China, 3) Albania, 4) Italy, 5) Egypt, 6) United Kingdom
- Greece-Greek, Italy-Italian, the United Kingdom-British(English), Albania-Albanian, China-Chinese, Egypt-Egyptian
- Alessandra is from Italy. She is Italian. She lives in Naples, Amanda is from the United Kingdom. She is British (English). She lives in Liverpool, Edvin is from Albania. He is Albanian. He lives in Tirana, Hou is from China. He is Chinese. He lives in Beijing, Omar is from Egypt. He is Egyptian. He lives in Cairo
- Country: Italy, capital city: Rome, Language: Italian, Population: 57 million, Money: euro
- Albania**, my country..., **Italy**, my country..., Petraq is **Albanian**, Claudia is **Italian**

**Unit 3 – lesson 2**

- the United Kingdom-London, Albania-Tirana, Italy-Rome, Greece-Athens, China-Beijing, Egypt-Cairo
- In London there aren't many blocks of flats but there are many trees and houses with gardens. There are a lot of cars and shops, In Cairo there aren't many trees and houses with gardens, but there are a lot of blocks of flats, cars and shops, In Rome there are a lot of blocks of flats, cars and shops. There aren't many houses with gardens but there are a lot of trees
- Sight 1:** Name: Tower of London, Area: City, It is near: Tower Bridge, It is: 900 years old, There you can see: the Crown Jewels, the White Tower, the Bloody Tower and Traitor's Gate, **Sight 2:** Name: Tower Bridge, Area: City, It is near: the Tower of London, London Bridge, It is: 114 years old (in 2008), **Sight 3:** Name: British Museum: Area: City, It is near: the University of London, There you can see: the Parthenon Marbles, the Rosetta Stone
- (1) F, (2) T, (3) F, (4) F, (5) T, (6) F, (7) F, (8) T
- free answers

**Unit 4-Lesson 1**

1. In January, in December, in May, in February, in March, in October

2.

	1	S	e	p	t	e	m	b	e	r	
2	J	a	n	u	a	r	y				
	3	M	a	y							
4	N	o	v	e	m	b	e	r			
5	D	e	c	e	m	b	e	r			
6	M	a	r	c	h						
		is									
7	A	u	g	u	s	t					
8	F	e	b	r	u	a	r	y			
9	J	u	n	e							
	10	A	p	r	i	l					
11	O	c	t	o	b	e	r				



July isn't in the puzzle.

The secret phrase is: **SUMMER IS GREAT!**

3. free answers

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

5. free answers

6. (1) half past five, (2) (a) quarter past seven, (3) (a) quarter past six, (4) seven (o'clock), (5) (a) quarter to seven, (6) half past six

7. 1-C, 2-A, 3-E, 4-D, 5-B

**Unit 4– lesson 2**

1. 1) it's sunny, 2) it's windy, 3) it's cloudy, 4) it's raining, 5) it's snowing, 6) it's hot, 7) it's warm, 8) it's chilly, 9) it's cold

2. 1) winter, 2) summer, 3) spring, 4) autumn

3. In December we write Christmas cards, In May we play in the park, In September we go to school, In March we fly a kite, In January we make a snowman, In August we swim in the sea, In June we eat ice cream, In February we ski in the snow

4. free answers

5.

	<i>It's raining</i>	<i>It's snowing</i>	<i>It's windy</i>	<i>It's cloudy</i>	<i>It's hot</i>	<i>It's cold</i>	<i>It's warm</i>	<i>It's chilly</i>
Thursday 21-07	✓				✓			
Friday 22-07	✓		✓				✓	

6.

January rain, snow	February rain, snow	March rain, winds	April rain, winds
May rain	June rain, sun	July rain, sun	August rain, sun
September rain	October rain, winds	November rain, winds	December rain, snow

7. free answers

**Unit 5 – lesson 1**

1. 1-c, 2-i, 3-h, 4-a, 5-f, 6-e, 7-g, 8-b, 9-d

2. free answers

3. Nick **always** plays football at the park at the weekends, Nick **often** goes to the cinema at the weekend, Nick **sometimes** watches TV at the weekend, Nick **never** listens to music at the weekend

4. In August it's **always** hot, In December it's **never** hot, We are **always** happy at holidays, In September it's **sometimes** cold, On our birthday we **often/always** get presents, It **never** snows in the summer, It **usually** rains in the autumn, Schools are **never** open on Sundays

5. My father never **goes** to work on Sundays, I **never play** computer games on Mondays, I **am always** happy on my birthday, Dennis often **eats** sweets, I **always** watch TV **after school**

**Unit 5 – lesson 2**

1. 1-j, 2-e, 3-k, 4-c, 5-d, 6-b, 7-f, 8-g, 9-h, 10-a, 11-i
- 2.

**Christmas**

Christmas is Britain's most popular holiday. At Christmas, people decorate the Christmas tree and their houses, they often send **cards** to each other and children **sing** carols in the street. At home, children have got a **stocking** and Father Christmas (Santa Claus) puts **presents** in it. They always open their presents on Christmas **Day**. In the **evening** the family has Christmas dinner. They eat roast **turkey** or beef with fried **potatoes** and Brussels sprouts. For dessert, they often have sweet mince pies or Christmas **pudding**. At Christmas dinner, they put Christmas crackers on each plate. In the crackers, there is usually a party **hat**, a riddle and a toy.

**Halloween**

Halloween is on 31 **October** and is a time of pumpkins, candies, ghosts and witches and people decorate their **houses** with 'Jack-o-Lanterns'. On Halloween, children dress up in fancy costumes and they go 'Trick or Treat' from door to door. People give them goodies, like candies, caramel **apples** or popcorn balls. Sometimes there are spooky parties and children often play '**ducking** for apples' and 'pin-the-tail-on-the-**donkey**'.

3. (answers may vary but here are some sample answers)

We **always** decorate a Christmas tree at Christmas, We **sometimes** hang a stocking on the fireplace at Christmas, We **often** send cards at Christmas, Children **always** sing carols at Christmas, We **always** have Christmas dinner.

4. Bonfire Night is on November 5<sup>th</sup>, Some children make a guy, The children take their guy into the street, They burn the guy on top of a bonfire, People have bonfire parties in their gardens

5. (1) custom, (2) hill, (3) winner, (4) game, (5) breaks, (6) garden

**Unit 6 – lesson 1**

1. 1-d, 2-c, 3-a, 4-b, 5-f, 6-e, 7-i, 8-g, 9-h

2. A bird swims in a bowl. **F**, An iguana climbs trees **T**, A sheep eats grass **T**, A dog makes milk **F**, A duck swims in a pond **T**, A cow makes water **F**, A cat likes apples **F**, A bird sings in a cage **T**, A goldfish climbs trees **F**, A tortoise walks slowly **T**

A bird doesn't swim in a bowl. It sings in a cage, A dog doesn't make milk. A cow makes milk, A cow doesn't make water. It makes milk, A cat doesn't like apples. It likes fish, A goldfish doesn't climb trees. It swims in a bowl

3. Does an iguana make milk? **No, it doesn't**, Does a tortoise walk slowly? **Yes, it does**, Does a duck swim in a pond? **Yes, it does**, Does a goldfish wiggle its tail? **No, it doesn't**, Does a sheep eat grass? **Yes, it does**, Does an iguana climb trees? **Yes, it does**

4. Sandra-**cat**, Julia-**iguana**, Linda-**goldfish**, Ruth-**bird (canary)**

5. My favourite animal **is** my pet dog, A fish **eats** special food, A bird lives in **a** cage, A dog wiggles **its** tail, A duck swims **in** a pond, A cat **doesn't** sing in a cage, A cow doesn't **make** water

6. 1) lives, 2) brown, 3) long, 4) ears, 5) tree

**Unit 6 – lesson 2**

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

2. It's a fish, It's a bird, It's a cat, It's a tortoise

3. The sea turtle lives in the Mediterranean Sea, It weighs a hundred kilos, The turtle lays its eggs on land, The sea turtle breathes air, It moves with its front (rear) and rear (front) flippers, It nests in Greece

4. It lives in Indonesia: **tiger**, It eats small fish: **dolphin**, It weighs 250 kilos: **brown bear**, It eats bamboo: **panda**, It eats tree leaves: **wild goat**, It lives in the Mediterranean Sea: **Monachus monachus/dolphin**

5. (sample answer)

The Giant Panda lives in Southwest China. It is black and white. It weighs 86-125 kilos and it is 1.20-1.90 metres tall and lives about 20 years. It eats 12-15 kilos of bamboo a (every) day. The Giant Panda is an endangered species today, because there isn't enough food for it. There are only 1,600 pandas in China today.

**Unit 7 – lesson 1**

- 1-a, 2-e, 3-f, 4-h, 5-d, 6-c, 7-g, 8-b
- washing, having, swimming, watching, coming, sitting, looking, walking, studying, giving, playing, getting, eating, putting, flying
- Number 1 is cooking in a (foot)ball, Number 2 is playing the piano on the roof, Number 3 is sleeping in the fridge, Number 4 is watching TV in the bathroom
- Is Chris eating a hamburger? **No, he isn't**, Is Nadia flying a kite? **Yes, she is**, Is Bill playing football? **No, he isn't**, Is Jude singing **No, she isn't**, Is George playing the piano? **No, he isn't**, Is Harry walking in the rain? **Yes, he is**, Is Jess fishing? **Yes, she is.**, Is Liz dancing? **No, she isn't**
- Hrysopiya Devetzi is jumping, the boy is eating an ice cream, the man is playing music/ the oboe, the children are eating/ having lunch, the sea turtle is swimming

**Unit 7 – lesson 2**

- 1-d, 2-e, 3-a, 4-f, 5-h, 6-b, 7-c, 8-j, 9-i, 10-g
- Is the waiter taking an interview? **No, he isn't**, Is the bus driver driving a car? **No, she isn't**, Is the baker baking bread? **Yes, he is**, Is the reporter driving a bus? **No, she isn't**, Is the shop assistant correcting tests? **No, she isn't**, Is the doctor examining a patient? **Yes, he is**, Is the nurse cutting a woman's hair? **No, she isn't**, Is the teacher giving some clothes to a customer? **No, she isn't**, Is the hairdresser serving people in a restaurant? **No, she isn't**
- Ken is a bus driver, Penny is a hairdresser, John is a teacher, Kate is a reporter, Ron is a policeman, Helen is a doctor
- (sample answer)  
Nick Page is a policeman. He works in a police station, but he sometimes drives a police car in the city. He wears a blue uniform and a grey hat. He likes his job very much.
- free answers

**Unit 8 – lesson 1**

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| H | E | L | O | T | Y | O |
| U | A | R | E | R | I | M |
| K | W | A | T | E | R | L |
| E | V | E | K | E | Y | I |
| E | G | R | A | S | S | T |
| P | I | C | K | W | E | T |
| O | L | S | I | G | N | E |
| F | L | O | W | E | R | R |
| F | T | H | A | K | N | P |
- 1) Don't pick the flowers, 2) Follow the paths, 3) Don't play football, 4) Don't feed the ducks, 5) Keep off the grass, 6) Don't litter
- 1) Don't pick the flowers, 2) Don't drink (water here), 3) Don't litter, 4) Don't play music (Don't listen to music, also acceptable), 5) Don't smoke, 6) Don't light fires, 7) Don't take photos
- Work in pairs, Open your books, Speak English, Listen to the cassette, Do your homework, Put up your hand, Don't speak Greek, Don't eat your sandwich in class, Don't talk in the classroom, Don't write on the desks and the walls, Don't play football in the classroom, Don't run in the playground
- 1) Run, 2) Stand up, 3) Sit down, 4) Put up your hand, 5) Go to the door, 6) Stretch your arms

**Unit 8 – lesson 2**

1. 1-d, 2-a, 3-b, 4-e, 5-c
2. You must turn left, Be careful, there are children crossing the street, You can't park here, You can't ride your bicycle here, You can't drive at 50 km an hour, You can't drive here, You can't sound your horn here
3. 1) **We must** be quiet in the classroom, but **we can** talk to our friends at the break, 2) **We mustn't** play football in the classroom, but **we can** play football in the playground 3) **We can** read comics at break, but **we mustn't** read comics in class 4) **We must** speak English in the English class, but **we can** sometimes speak Greek.
4. Cross the street at a crossing, Don't run across the street, Don't cross the street when the light is red, Always wear your seat belt.
5. (sample answer) Don't run across the street/Watch out for cars when you cross/are crossing the street, Walk on the pavement/Don't walk on the street

**Unit 9 – lesson 1**

1.

Meat	Vegetables	Sweets	Dairy products	Fruit
chicken, ham	carrots, lettuce, tomatoes	sweets, ice cream, biscuits, cake, chocolate, sugar	cheese, eggs, yoghurt, milk	oranges, apples

2. *some* cheese, *some* ham, *some* lemonade, *an* egg, *a* hamburger, *a* sandwich, *some* butter, *some* cola, *some* chips, *a* sausage, *some* peanuts, *some* bread
3. a kilo of cheese, a bag of crisps, a bottle of lemonade, a kilo of bread, a kilo of sausages, a dozen eggs, a packet of biscuits, a bag/a packet of peanuts, a bottle of cola, a bottle of milk, a packet of cornflakes, a kilo of ham
4. 3 packets/bags of crisps, 2 bottles of lemonade, 1 packet of bread, 1 packet of biscuits, 1 kilo (packet) of sausages, 2 packets/bags of peanuts
5. 1) -How much is this bread? - It's 1.90€ a packet - I'll have two packets, please – That's 3.80€ please 2) How much are these sausages? –They're 2.30€ a kilo – I'll have two kilos, please –That's 4.60€, please 3) How much are these eggs? –They're 3.40€ a dozen, please –I'll have half a dozen, please –That's 1.70€, please 4) How much are these oranges? –They're 1.70€ a kilo –I'll have three kilos, please –That's 5.10€, please 5) How much is this ham, please? –That's 12.40€ a kilo –I'll have 250 grams, please –That's 3.10€, please.

6.

It's good to eat or drink.....	It's not good to eat or drink.....
milk, cornflakes, apples, oranges, carrots, tomatoes, yoghurt	sweets, chocolate, ice cream, pizza, cake, hamburgers, chips, crisps

**Unit 9 – lesson 2**

1. 1-i, 2-e, 3-b, 4-g, 5-a, 6-h, 7-d, 8-f, 9-j, 10-c
- 2.

In the soup there is/are some/a-an.....	
Tomatoes	✓
Fish	
Potatoes	✓
Onions	
Carrots	✓
Meat	✓

Stone	✓
Butter	
Eggs	
Sausages	✓
Chicken	
Parsley	✓

**3.** *How much* milk is there in the bottle? *How many* bananas have you got in your bag? *How much* ham do you want in your sandwich? *How much* sugar do you want in your coffee? *How many* sandwiches have we got for the party? *How many* packets of crisps have we got for the party? *How much* lemonade is there in your glass?

**Unit 10-lesson 1**

**1.** Eva is from the USA, Her father is from Italy, He is an architect, No, she doesn't, Because she likes learning about the Nature and animals, (Her favourite animal is) the caretta caretta sea turtle, She gives her old books for recycling, She wants to be a volunteer for Environmental Organizations like WWF or Greenpeace

**2.** free answers

**3.** free answers

**Unit 10-lesson 2**

**1.** Dairy is a fairy. She lives on a farm with her **cat**, Milky. Dairy and Milky are good friends. They play together every day.

Dairy likes dairy products. She only eats milk and **cheese**. On her farm she's got a **cow** in a stable and she has fresh milk and **cheese** every day.

One day Dairy goes in the kitchen. She opens the fridge, but there is no milk. Milky is on the fridge. Dairy asks Milky: "Where is my milk?" Milky is licking his whiskers. Then he says: "Yummy, yummy, yummy, it's in my tummy"

Then Dairy is very angry. She takes her magic **wand**, waves it in the air and Abracadabra! , Milky is now a **mouse**! **Mice** don't drink milk. Now Dairy is happy. The **mouse** can't drink her milk.

One day Dairy goes in the kitchen. She opens the fridge, but there is no **cheese**. Milky is on the fridge. Dairy asks Milky: "Where is my **cheese**?" Milky is licking his whiskers. Then he says: "Yummy, yummy, yummy, it's in my tummy"

Then Dairy is very angry. She takes her magic **wand**, waves it in the air and Abracadabra! , Milky is now a **lion**. **Lions** don't eat **cheese**. Now **Dairy** is happy. The **lion** can't eat her **cheese**.

One day Dairy goes out on the farm. She wants fresh milk and **cheese**. She looks for her **cow**, but she can't find her. Milky is near the stable. Dairy asks Milky: "Where is my **cow**?" Milky is licking his whiskers. Then he says: "Yummy, yummy, yummy, it's in my tummy"

Then Dairy is very angry. She takes her magic **wand**, waves it in the air and Abracadabra! , Milky is now a.....?! He's got a crocodile body, a camel head, a monkey tail, a giraffe neck and donkey ears! Milky is very **unhappy**. He is ridiculous. All the animals are laughing at him. But Dairy is **unhappy**, too. She loves Milky. He is her friend and Dairy misses him.

Then Dairy takes her magic **wand**, waves it in the air and Abracadabra! Now Milky is a **cat**, again. Then Dairy takes her magic **wand** again, waves it in the air and Abracadabra! Now there are **cheese** trees on her farm and a well of milk. Dairy and Milky can drink milk and eat **cheese** all day long!

**APPENDIX IV** Key to the 'Can do extra work' differentiated exercises in the Student's book**Unit 1**

<b>Brownhill School School Report</b>		
Name: Sophia Milton Class: D		
<b>Subject</b>	<b>Mark</b>	<b>Comments</b>
Language	A	Sophia is an excellent student. She can read very well and she's very good at grammar.
Maths	B	She doesn't try very hard. She doesn't like numbers very much.
Environmental Studies	A	She is excellent. She loves animals and she knows a lot about them.
History	A	She is very interested in the subject. She knows a lot about the Acropolis and the Parthenon.
Religious Education	A	She is excellent and she knows a lot about Jesus Christ and his life.
Art	A+	She can make beautiful pictures.
Music	A+	She is very interested in the subject and she can sing very well.
Physical Education	A-	Sophia is very good at running but she must try and learn how to play basketball.
		Her teacher Alice White

**Unit 2**

(sample answer)

Harry Topper is nine (years old) and he is in D class. His favourite subject is Language. He likes playing basketball and fishing

**Unit 3**

Tick at least three boxes

Sandwiches	✓
Hamburgers	
Bicycles	
Gifts	✓
Oranges	✓
Flowers	✓
Clothes	✓
Books	✓
Coffee	✓
Bread	✓
Cheese	✓
Sausages	✓
Footballs	

**Unit 4**

	<b>winter</b>	<b>spring</b>	<b>summer</b>	<b>autumn</b>
<i>China</i>	It's cold and cloudy	It's hot	It's hot	
<i>Brazil</i>	It's cold and rainy		It's hot and sunny	
<i>Africa</i>	It's hot	It's hot	It's hot	It's hot
<i>India</i>	It's rainy		It's hot	It's rainy

**Unit 5**

- At the weekend, Chris **always** rides his bike, but Ann never **rides her bike**.
- At the weekend, Peter **sometimes** plays computer games and Ann **sometimes** listens to music.
- At the weekend, Peter **never** reads books, but Joanna **always** reads books.
- At the weekend, Chris and Joanna never **play computer games**.

**Unit 6**

(sample answer)

The dolphin lives in the Greek seas. Its name is delphinus delphis. It is 1,5 to 2 metres long and weighs 75 to 110 kilos. It has a long body, a long nose and a fin (flipper also acceptable) on its body. It is black, blue or grey and white. It lives 20-40 years. The dangers for the dolphin are pollution and fishermen.

**Unit 7**

**AN OLD JOB**

**Job:** ice cream seller

**Place of work:** the street

**Special clothes:** white apron (clothes also acceptable)

**Duties:** (making and) selling ice cream

**Hours of work:** from early in the morning until his ice cream finishes

**Unit 8**

(sample answer)

- Don't read magazines or books, when you walk/are walking in the street
- Always walk on the pavement
- Don't run across the street
- Get on or off the bus, when it stops
- Cross the street at the traffic lights and wait for the green light
- Always watch out for cars!

**Unit 9**

2. Grate the cheese
5. Pour the oil in the frying pan
6. Pour the mixture in the frying pan
7. Fry the omelette on both sides
1. Beat the eggs
4. Add some salt and pepper
3. Add the cheese in the bowl with the eggs

**Unit 10****1.**

- One day a wolf meets a rabbit ✓
- The rabbit wants to eat the wolf ✗
- The wolf wants to eat the rabbit and her babies ✓
- The rabbit has got five babies ✗
- The rabbit and the wolf are going to meet on Monday ✗
- The baby rabbits put a tomato in their mouths ✗
- The baby rabbits have got a wolf in their mouths ✗
- In the end of the story, the wolf doesn't eat the rabbit and her babies ✓



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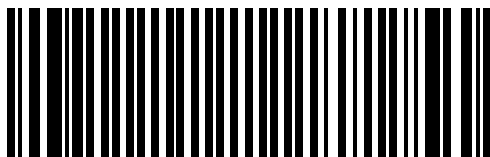
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