

ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ

Ελευθερία-Κλειώ Κολοβού Άννα Κραγιώτου



**Pupil's Book**  
Τόμος 1ος



# **English 5th Grade**

## **Pupil's Book**

**Τόμος 1ος**

**Γ΄ Κ.Π.Σ. / ΕΠΕΑΕΚ II / Ενέργεια 2.2.1 / Κατηγορία  
Πράξεων 2.2.1.α: «Αναμόρφωση των προγραμμάτων  
σπουδών και συγγραφή νέων εκπαιδευτικών πακέτων»**

**ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ**

**Δημήτριος Γ. Βλάχος**  
**Ομότιμος Καθηγητής του Α.Π.Θ *Πρόεδρος του***  
***Παιδαγωγ. Ινστιτούτου***

**Πράξη με τίτλο: «Συγγραφή νέων βιβλίων και  
παραγωγή υποστηρικτικού εκπαιδευτικού υλικού με  
βάση το ΔΕΠΠΣ και τα ΑΠΣ για το Δημοτικό και το  
Νηπιαγωγείο»**

**Επιστημονικός Υπεύθυνος Έργου**  
**Γεώργιος Τύπας**  
***Σύμβουλος του Παιδαγ. Ινστιτούτου***

**Αναπληρωτής Επιστημ. Υπεύθ. Έργου**  
**Γεώργιος Οικονόμου**  
***Σύμβουλος του Παιδαγ. Ινστιτούτου***

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

**ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
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**Ελευθερία-Κλειώ Κολοβού Άννα Κρανιώτου**

**ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ:  
ΕΚΔΟΣΕΙΣ ΠΑΤΑΚΗ**

# **English 5th Grade**

**Pupil's Book**

**Τόμος 1ος**

## ΣΥΓΓΡΑΦΕΙΣ

Ελευθερία-Κλειώ Κολοβού, *Εκπαιδευτικός ΠΕ6*  
Άννα Κρασιώτου, *Εκπαιδευτικός ΠΕ6*

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Ιωσήφ Ε. Χρυσόχοος, *Πάρεδρος ε.θ.*

*του Παιδαγωγικού Ινστιτούτου*

Πέτρος Μπερερής, *Σύμβουλος*

*του Παιδαγωγικού Ινστιτούτου*

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ΑΝΑΔΟΧΟΣ: Σ. ΠΑΤΑΚΗΣ Α.Ε.Ε.Ε.

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ΒΙΒΛΙΟΣΥΝΕΡΓΑΤΙΚΗ Α.Ε.Π.Ε.Ε

*Στη συγγραφή συνεργάστηκαν και οι Francis Baker και  
Παρασκευή Μουστακίδου*

## ΠΡΟΣΑΡΜΟΓΗ ΤΟΥ ΒΙΒΛΙΟΥ

## ΓΙΑ ΜΑΘΗΤΕΣ ΜΕ ΜΕΙΩΜΕΝΗ ΟΡΑΣΗ

*Ομάδα Εργασίας Υπουργείου Παιδείας, Δια Βίου  
Μάθησης και Θρησκευμάτων*

## **A. Εισαγωγή στο Βιβλίο του Μαθητή**

**Αγαπητά μας παιδιά,**

**Το βιβλίο αυτό ελπίζουμε να σας βοηθήσει να αγαπήσετε την Αγγλική γλώσσα, να μάθετε λέξεις και τρόπους να εκφράζεστε στην Αγγλική γλώσσα, να μιλήσετε και να γράψετε σε παλιούς και καινού-ριους φίλους και να γνωρίσετε πολλούς πολιτισμούς λαών που μιλάνε την Αγγλική γλώσσα.**

**Με το βιβλίο αυτό επιθυμούμε να σας βοηθήσουμε να ασχοληθείτε με πολλά θέματα που σας απασχολούν στην καθημερινή σας ζωή αλλά και με θέματα που απασχολούν όλη την ανθρωπότητα, όπως η υποβάθμιση του φυσικού περιβάλλοντος και τα προβλήματα των σημερινών κοινωνιών. Μέσα στις σελίδες των 2 βιβλίων (PUPIL'S BOOK & WORKBOOK) θα βρείτε ιστορίες, τραγούδια, παιχνίδια και πληροφορίες αλλά και πολλές ιδέες για να δουλέψετε ομαδικά σε projects και να χρησιμοποιήσετε τις γνώσεις σας από άλλα μαθήματα του σχολικού σας προγράμματος, όπως Ιστορία, Γεωγραφία, Μαθηματικά, Μουσική, Γυμναστική, κλπ.**

**Το βιβλίο έχει 10 κεφάλαια (units) και το κάθε κεφάλαιο αποτελείται από 3 μαθήματα (lessons). Κάθε κεφάλαιο έχει το δικό του χρώμα και αυτό φαίνεται σε όλες τις σελίδες του κεφαλαίου πάνω - πάνω. Σε κάθε κεφάλαιο παρουσιάζεται ένα θέμα που ελπίζουμε να σας ενδιαφέρει και ο τρόπος με τον οποίον μπορείτε να ασχοληθείτε με αυτό το θέμα, διαβάζοντας, γράφοντας, μιλώντας και ακούγοντας στην Αγγλική γλώσσα. Στο τέλος κάθε κεφαλαίου υπάρχει ένα Self Assessment Test που σε βοηθάει να σιγουρευτείς για όσα έχεις μάθει ή για όσα πρέπει να ξαναδιαβάσεις, να ρωτήσεις και να διευκρινίσεις ή να ξανακουβεντιάσεις με τον καθηγητή ή την καθηγήτριά σου.**

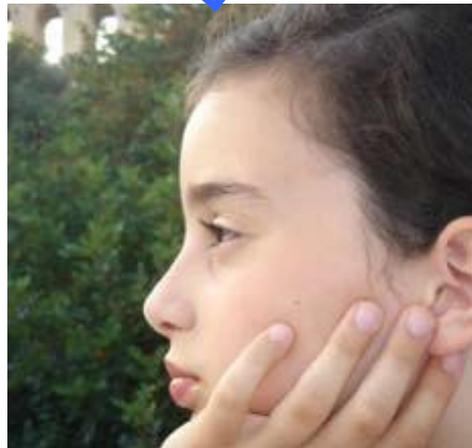
**Οι πρωταγωνιστές του βιβλίου είναι τρία παιδιά της ηλικίας σας: ο Κώστας από την Ελλάδα, η Nadine από τη Γαλλία και ο Mark από την Αγγλία, που συνομιλούν μέσω των ηλεκτρονικών υπολογιστών τους και τελικά συναντιούνται στις διακοπές τους. Νομίζουμε ότι και οι τρεις θα είναι μια πολύ καλή παρέα για όλη τη σχολική χρονιά. Στο τέλος του βιβλίου υπάρχουν παραρτήματα με γραμματική, χάρτες, κατάλογο ανώμαλων ρημάτων και βέβαια ένα ξεχωριστό παράρτημα με ασκήσεις και δραστηριότητες για κάθε κεφάλαιο ξεχωριστά, που ο κάθε ένας/ η καθεμία από εσάς θα αποφασίζει με ποιον τρόπο θα τις δουλέψει (differentiated activities, με ένα \* οι πιο εύκολες, με δύο \*\* οι πιο δύσκολες). Εκείνο που πρέπει να θυμάστε ως μαθητές είναι να προσπαθήσετε να γνωρίσετε τον τρόπο με τον οποίο ο κάθε ένας από σας μαθαίνει καλύτερα –γιατί δεν μαθαίνουμε όλοι με τον ίδιο τρόπο ούτε με τον ίδιο ρυθμό– δηλαδή να ανακαλύπτετε στρατηγικές μάθησης για να είστε αποτελεσματικοί και να εργάζεστε εποικοδομητικά σε ομάδες, βοηθώντας ο ένας τον άλλο και μαθαίνοντας ο ένας από τον άλλο, γιατί όλοι μαζί, ενώνοντας τις δυνάμεις σας, μπορεί να έχετε καλύτερα και ομορφότερα αποτελέσματα.**

**Σας ευχόμαστε να έχετε μία καλή και ευχάριστη σχολική χρονιά!**

**Οι συγγραφείς**

**It's your choice!**

- Find the way you learn best
- Share your ideas with others
- Check your self-assessment tests
- Spend sometime reading books listening to songs, writing e-mails and talking to your friends.
- Don't be afraid to use English
- Don't be afraid to make mistakes



## The Symbols of the Book

 : Lead-in Activity

 : Reading Activity

 : Writing Activity

 : Listening Activity

 : Speaking Activity

 : Role-play

 : Group Work

 : Vocabulary

 : Debate

 : Portfolio

 : Mediation

 : Game

 : Project

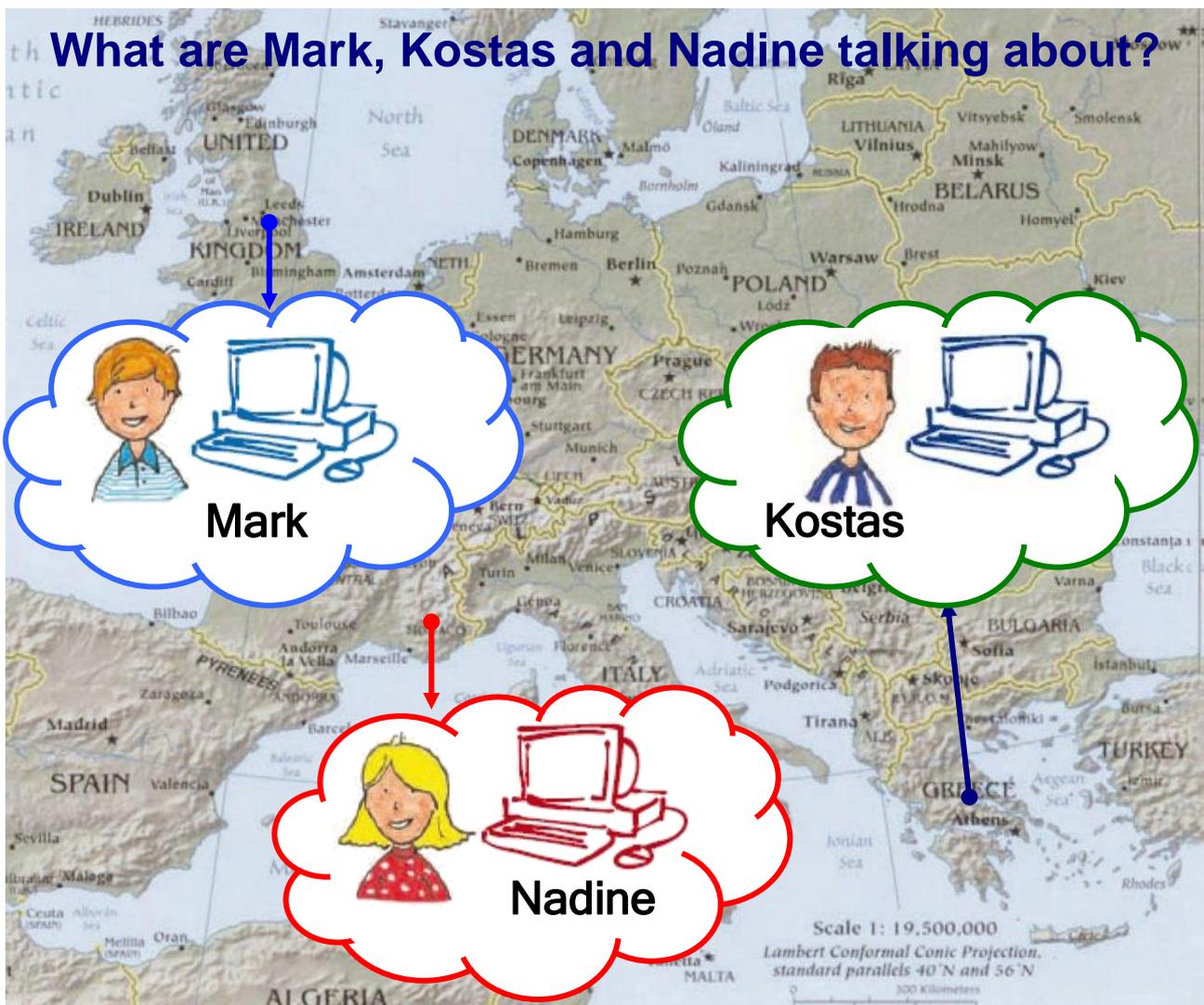
# Unit 1

## INTERNET FRIENDS AROUND EUROPE

### In this unit

- ✓ We learn about computers
- ✓ We learn how to write an email
- ✓ We talk about things we prefer, like or dislike at school

What are Mark, Kostas and Nadine talking about?



# 1 Unit

## Lesson 1

### DO YOU LIKE COMPUTERS?

#### A LEAD-IN ►

- Have you got a computer?
- Do you know how to use a computer or the Internet?

This is a computer store. Let's find out together how much you know about computers. Work with your fellow classmate. Look at the picture and match the words with the various computer parts. Write the words in the space provided.

screen

mouse

scanner

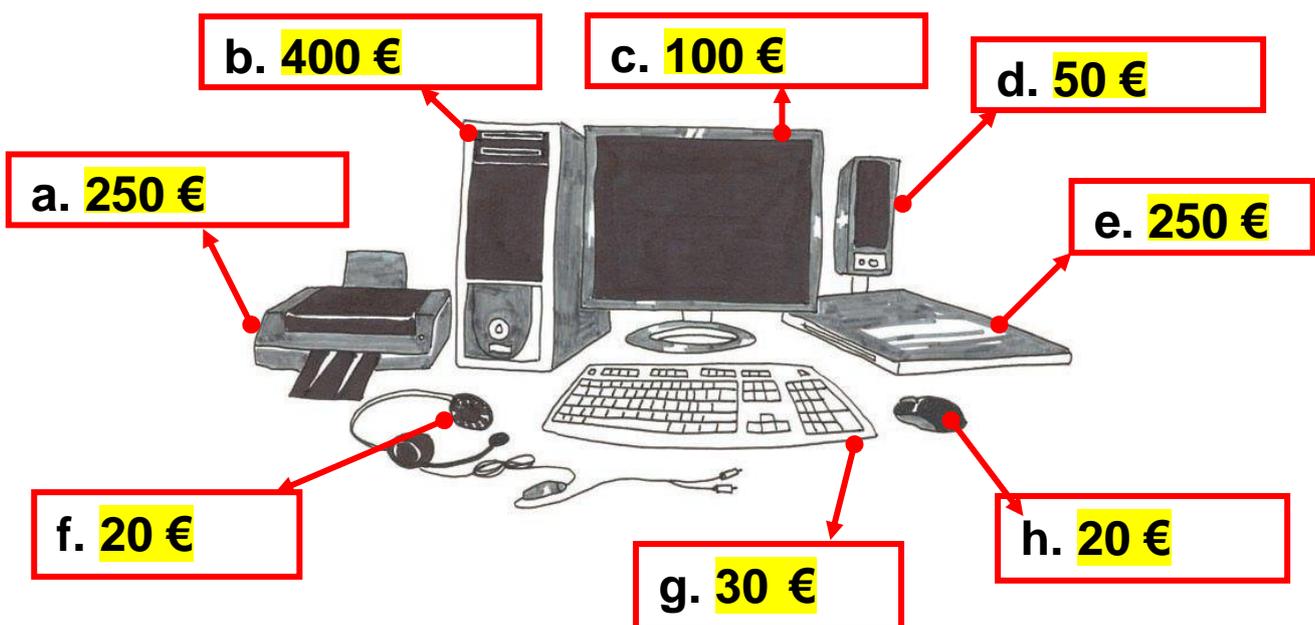
printer

microphone & headphones

speaker

keyboard

tower



- a. ....
- c. ....
- d. ....
- e. ....
- f. ....
- g. ....
- h. ....

**B SPEAKING: COMPUTERS IN OUR LIVES** 

How useful are computers in our lives? Discuss the following statements in pairs. Decide whether the statements are True (✓) or False (X).

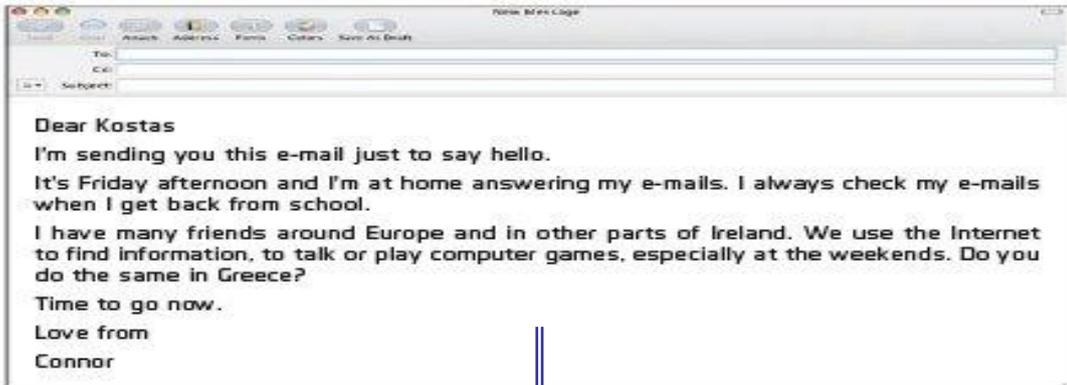
- Computers and the Internet help us visit museums around the world.
- Computers can do our homework.
- We can write an e-mail on the computer and send it through the Net.
- We can talk to people from various parts of the world through the computer.
- In our free time we can play computer games.
- Computers are bad for our eyes.
- We can play computer games for hours.

Can you think of other uses for computers in our lives?  
 Do you feel lonely when you play on the computer?



## An e-mail from an Irish friend

**Kostas got this e-mail from his friend Connor who lives in Ireland. He writes about the e-mails and the Internet. Read it and see how many things he does with it.**



**Dear Kostas**  
**I'm sending you this e-mail just to say hello.**  
**It's Friday afternoon and I'm at home answering my e-mails. I always check my e-mails when I get back from school.**  
**I have many friends around Europe and in other parts of Ireland. We use the Internet to find information, to talk or play computer games, especially at the weekends. Do you do the same in Greece?**  
**Time to go now.**  
**Love from**  
**Connor**

**List four things Connor does with e-mail and the Internet.**

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

## **D1** PRE-WRITING: COMPUTERS ARE FUN BUT...

**FREE TIME:** Computers are fun but children at your age can do many other things in their free time. Check with your partner what he/she does in his/her free time and complete the table:

In your free time	Me	My friend
a. You draw		
b. You do puzzles		
c. You watch TV		
d. You do sports		
e. You help with the housework		
f. You listen to music		
g. You play with your friends/brothers/sisters		

## **D2** LISTENING

Two pupils from a school in England talk about themselves. Listen and fill in the chart to find out what they like. Compare their freetime with your class freetime to find out if you share common interests.

Name	Age	Likes	Favourite freetime

 If you find this exercise too difficult, go to Appendix, UNIT 1, Activity A (page 110-111)

**E WRITING** 

**FREE TIME:** Form a small group and make a free time activities survey. How many pupils enjoy/ prefer/do not like/prefer doing what?

In our group:

**Three.....pupils enjoy playing computer games.**  
**One..... pupil enjoys .....**  
**.....pupils enjoy .....**  
**.....pupils don't like .....**  
**-ing.....**  
**.....pupils don't like.....**  
**-ing.....**  
**.....pupils prefer..... -ing..... to.....**  
**.....-ing.....**

**The majority of our class .....**  
**.....**  
**We don't like .....**  
**.....**  
**We prefer .....**  
**to .....**

**Likes, Dislikes and Preferences**

Study the following examples to remember how we express likes and dislikes and learn how we can express preferences in English.



<b>I like watching tennis on TV.</b>	<b>I don't really like playing chess.</b>
<b>You like playing computer games.</b>	<b>People hate walking in a big, noisy street/in big noisy streets.</b>
<b>She enjoys listening to her MP3 player.</b>	<b>He doesn't usually like watching the news on TV.</b>
<b>I prefer table tennis to chess.</b>	
<b>They prefer playing with my friends in the park to sitting at home watching TV.</b>	

**F SPEAKING** 

**WE LIKE THE SAME THINGS - WE ARE GOING TO FORM A CLUB!**

- 1. Work with your partner. Find 3 pastimes which you have in common. Ask each other questions using the structures given above.**
- 2. Find another 2-3 people in your class who have the same interests.**
- 3. Get together with them and see whether you all want to form a club.**
- 4. Decide what the aim of the club is. Is it to share news, to learn from each other, to go play sports together? For example, if you have a chess club you will be interested in playing together. How regularly do you want to meet? Decide who is the secretary of the club.**
- 5. Present your club on a poster and stick it on the classroom wall.**

The Children's Art Village ("CAV") is based in California. CAV helps children using art in orphanages throughout the world.



**G** **WRITING** 

Now answer in full Connor's e-mail in Activity C (p. 12). Give information about your favourite free time activities. Say what you like or don't like doing.

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## Lesson 2

# INTERNET FRIENDS

### A LEAD-IN ►►

- These are sites where you can write to other young people.

For example: <http://www.bbc.co.uk/children>

<http://www.iky.gr>

Ask your teacher to help you find some other internet addresses.

- Think about some things you want to tell the new friends you make on the Net.
- Will the English language help you in your Internet journey?

### Learning strategies

#### I LEARN ENGLISH BECAUSE

#### I LIKE...

- Learning about other places & people
- Filling in charts
- Listening for specific information



### B MEMORY GAME

Pupils from different countries in Europe are using their computers and speaking to each other using the Net. Look at the following chart and see what is missing. Then close your books and listen. How much can you remember? Fill in the chart with the missing information. Then open your books and check your answers in the dialogue.

Names of Friends	Ages	Where from: Country	Their Likes and Dislikes
Mark	12		
(you)			

**Mark:** That's great! Three European friends! French, Greek and English!

So, how old are you, Kostas?

**Kostas:** I'm eleven. I'm a pupil in the 5th class of primary School.

**Mark:** I see. Well, I'm twelve and I'm a pupil at West Wimbledon Primary School. How about you, Nadine?

**Nadine:** Oh, I'm twelve and I'm a student in the second year of College. That's like your middle school.

**Mark:** Wow, that sounds difficult!

**Nadine:** Well, not really Mark. Actually, I like going to school and I love studying.

**Mark:** Well, I don't really mind studying, Nadine, but I hate tests and homework. How about you, Kostas?

**Kostas:** Hm, the only thing I like about school is spending time on our computers.



Hello, there! It's Kostas, from Athens in Greece.



I'm Mark from London in England. Hi, Kostas!



Hi, you two. I'm Nadine from Marseilles.

**Mark:** That means you're a computer expert, then!

**Kostas:** Not really. I can hear our school bell. Can we all get together again tomorrow?

**Nadine & Mark:** Good idea! Let's speak again tomorrow!

 For extra activity see Appendix Activity B (page 110).

## **C** INTERNET FRIENDS FROM ALL OVER EUROPE

Here are some more internet friends.

a) Fill in the nationality of each person.

Example: Mark is from Great Britain and he is British.

1. Pablo is from Portugal and he's.....
2. Svetlana is from Russia and she's.....
3. Hans is from Holland and he's.....
4. Carmen is from Spain and she's.....
5. Gunther is from Germany and he's.....
6. Maria is from Switzerland and she's.....
7. Armando is from Albania and he's.....
8. Isabella is from Italy and she's.....
9. Kostas is from Greece and he's.....



Bonjour

Buon giorno!





**Dobroye utro!**

**b) Now use a Geography book or a map and match the countries from above which border with each other. Discuss with your partner and check your results.**

**c) Finally, draw and colour in the flags of three of these countries. Don't show the flags you are colouring. Give your book to your partner and see if he/she can guess the countries of your flags. Can he/she write the names both in English and in Greek?**

**Names:**



 Do you know how to say “Good Morning” in any other languages? Go to Appendix, UNIT 1, Activity C (page 111).



## Simple Present Tense

Study the sentences to see how we can talk about student life in English.

**I go to school on weekdays.**

**I don't go to school on Sundays.**

**You do your homework after school.**

**You don't do your homework at night.**

**A pupil studies in the afternoon.**

**A pupil doesn't study at night.  
or in the evening.**

**A teacher works in a school.**

**A teacher doesn't work in a cafe.**

**We have classes on weekdays.**

**We don't have classes on Sundays.**

**Schools in Greece finish in June.**

**They don't finish in March.**

**Do you go to school by school bus?**

**Yes, I do / No, I don't.**

**Does a teacher work on a farm?**

**No, he/she doesn't.  
He/she works at a school.**

### Note the different endings!

**I watch - he watches  
we teach - Helen teaches  
you go - it goes  
they study - John studies  
we carry - she carries  
I fly - the bird flies**

**you play - she plays  
I enjoy - he enjoys  
they stay - it stays**

## **D** WRITING

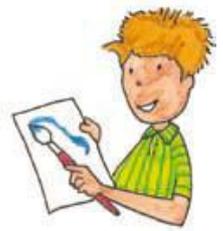
Write 3 sentences talking about what you do in...

- your school programme,
- your afternoon activities and
- during your weekends.



a. School programme

b. Afternoon activities
<b>I do karate</b>



c. Weekends

Then make a list of activities you want to do but can't do.

## **E** A DAY IN MY LIFE

Here is a page from a pupils' newspaper of a school in Dublin, Ireland. The title is: "A Day In My Life". Read and compare. How different is your everyday life? Discuss with your classmates and teacher.

## Points to discuss:

- ✓ Times
- ✓ School subjects
- ✓ Activities



Classroom in India

## A Day In My Life

My name is Richard, I am 12 years old next month.

I get up at 7:30 every morning! I eat my breakfast. Then watch some TV. Then I go to school.



At school we learn Maths, Irish, English, History, Geography and Religion. School starts at 9:15 and ends at 2:45. In school we have one teacher who teaches all subjects.

When I get home from school I do my homework!



I play football with my friends. I like to reach 'Harry Potter'. In my spare time I play Playstation two.



Before I go to bed I watch t.v. I like to watch programs such as Father Ted, Only fools and horses and footballs matches. At ten O'clock I go to bed.

**F** WRITING 

In your free time, you've made contact with an Internet friend from outside Europe, for example Asia or Australia. What questions would you like to ask him / her?

Name of Net friend: Vijay  
(from India)



Example: Does Vijay have a favourite football team?

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

**G** PORTFOLIO 

You can use your answers for questions in ex. D (p. 23) to write about A Day in your Life. You can put it in your Portfolio or in the English Newspaper of your school.

## Lesson 3

# THE UNITED KINGDOM

### A LEAD-IN ►

Read this text quickly, without understanding every word. Where can you find a text like this?

### Visit the British Isles!

The British Isles are situated on the west side of Europe.

Geographically the British Isles are made up of two main islands, Great Britain and Ireland.

Politically the two islands are made up of:

- the United Kingdom, which includes Great Britain (with England, Scotland and Wales) and Northern Ireland
- the Republic of Ireland, in the southern part of Ireland.

The population of the United Kingdom is about 59 million. That's 6 times more than Greece. About 10-12 million people live in London, its capital. London is about twice as big as Athens. The Republic of Ireland has a population of 3,7 million. One third of its people live in its capital, Dublin.

- Each country has a national flower. The national flower of England is the rose; for Wales, the daffodil; for Scotland, the thistle and for the Republic of Ireland, the shamrock.



Go to Appendix, page 111-113, for additional information on the symbols of Great Britain.

## **B** READING

Find the information in the text above and complete the table below.

	United Kingdom	Ireland	Your prefecture*
Capital city			
Population			

\* prefecture = νομός

## **C** VOCABULARY

Find words or phrases in the text that fit in the four categories of the table below.

Countries	geography terms	size/ number	national flowers

## **PROJECT**

1. How about a leaflet from Greece?
2. Now go to Appendix, UNIT 1, PROJECT (pages 111-113).

## SELF-ASSESSMENT TEST



Name:.....  
Class:.....  
Date:.....  
Score:...../ 100



### A. Read and decide: True (✓) or False (x)



Pedro is an eleven-year-old boy from Spain. He lives in Barcelona with his father and his twin sisters Maria and Granada.

Pedro is a pupil in the fifth class of Primary school. He loves school and he is very good at maths and languages. He can solve mathematical problems very quickly and he can also speak English and French. In his free time, Pedro loves riding his bike and drawing. He is also fond of surfing the Net and chatting to children from all over Europe.

E.g. Pedro is Spanish (✓)

1. He lives with his family in a big city.....
2. He's got a brother and a sister.....
3. He is very good at English and Italian .....
4. His favourite hobbies are cycling and drawing .....
5. Pedro is very good at computers.....



Points: ...../ 20

**B. Computers.** Look at the pictures and tick the right box.

1.   modem  
 tower
2.   screen  
 printer
5.   scanner  
 printer

3.   keyboard  
 mouse
4.   speakers  
 microphone & headphones

**Points:** ...../ 20

**C. Countries and Nationalities.** Fill in the spaces.

- Someone who comes from Great Britain is..... while someone who comes from..... is French.
- What nationality is your uncle? He is.....and lives in Rome.
- Athens is the ..... capital, Lisbon is the .....capital, Berlin is the capital of ..... and Amsterdam is the ..... capital.
- People in Moscow speak .....
- Franz lives in Switzerland. He's .....
- A lot of people who live and work in Greece come from Tirana in .....

**Points:**...../ 30

**D. Answer the following questions.** Write true answers.

1. What time does school start ?

.....

2. How do you go to school?

.....

3. Which school subject do you like best?

.....

4. Do you do your homework alone?

.....

5. What do you do in the afternoons?

.....

**Points:** ..... / 20

### **E. Match the sentences**

1. Hi ! I'm Greek! Where are you from? ....

2. Which do you prefer? Maths or Science? ....

3. Do you like school? ....

4. Nadine comes from Marseilles. ..

5. How about heavy metal music? ..

6. Sue hates going to the dentist. ...

7. Do you like horse riding? ....

8. Henry doesn't come from Germany. ....

9. Which are the colours of the British flag? ....

10. Where's Ireland? ....

a. Red, white and blue.

b. Well, I don't really like it. I prefer pop music.

c. He's Swiss.

d. I'm Dutch. I am from Holland

e. It's to the west of Britain.

f. She says it's an awful experience.

g. I hate it!!

h. She's French.

i. I prefer Maths.

j. Well, I don't mind school, but I hate homework!!

**Points:** ..... / 20

## Tick what's true for you:

### Now I can:

- Name the various parts of the computer
- Talk about what I like and what I don't like to do in my free time
- Write and talk about my school life



### Learning strategies in English

#### I LEARN ENGLISH BECAUSE I LIKE...

- Learning about other countries and people
- Filling in charts
- Listening for specific information
- Scanning a text
- Learning more about young people in other countries



# Unit 2

## SCHOOL LIFE AND THE WORLD AROUND US

### In this unit

- ✓ We read a school newspaper
- ✓ We write about good and bad habits
- ✓ We listen to pupils speaking about their school
- ✓ We speak about customs in different countries

**Let's get to know each other!**



## 2 Unit

### Lesson 1

## DO YOU LIKE COMPUTERS?

### A LEAD-IN ►

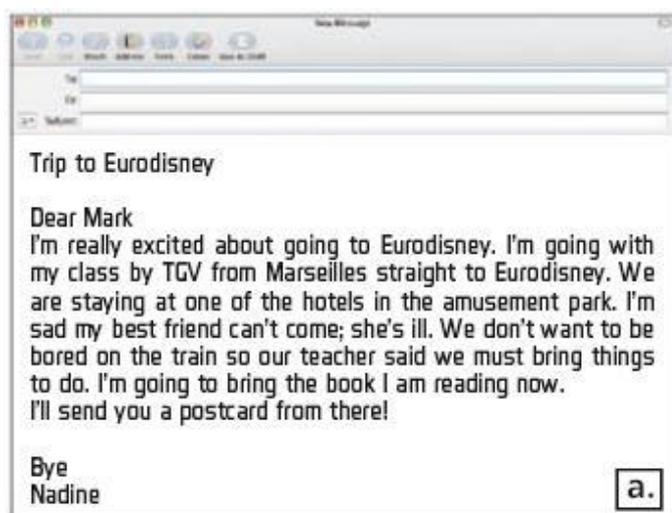
Below is a page from the English newspaper at Mark's school. What type of texts are they? To find out, match the following types of text to the letters in the newspaper.

1. invitation ...    2. e-mail ...    3. menu ...

### B READING

## ST. GEORGES'S SCHOOL NEWSPAPER NEWS FROM OUR SMALL WORLD

Nadine from France sends this email to her friends in our school



## Trip to Eurodisney

Dear Mark

I'm really excited about going to Eurodisney. I'm going with my class by TCV from Marseilles straight to Eurodisney. We are staying at one of the hotels in the amusement park. I'm sad my best friend can't come; she's ill. We don't want to be bored on the train so our teacher said we must bring things to do. I'm going to bring the book I am reading now. I'll send you a postcard from there!

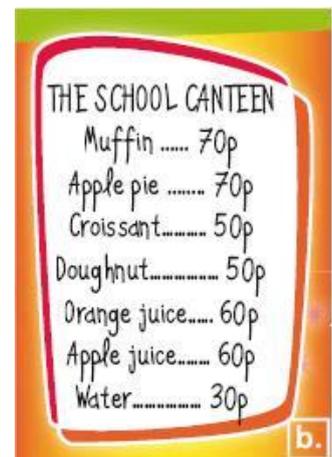
Bye Nadine

a.

## THE SCHOOL CANTEEN

Muffin.....	70p
Apple pie.....	70p
Croissant.....	50p
Doughnut.....	50p
Orange juice.....	60p
Apple juice.....	60p
Water.....	30p

b.



## School Halloween Party



Mrs Clark, the school headmistress, would like to invite all parents and children to this year's Halloween Party Free light snacks & soft drinks will be offered by the Parent-Teacher Association

**Date:** Tuesday October 31st, at 6pm

**Place:** The School Playground

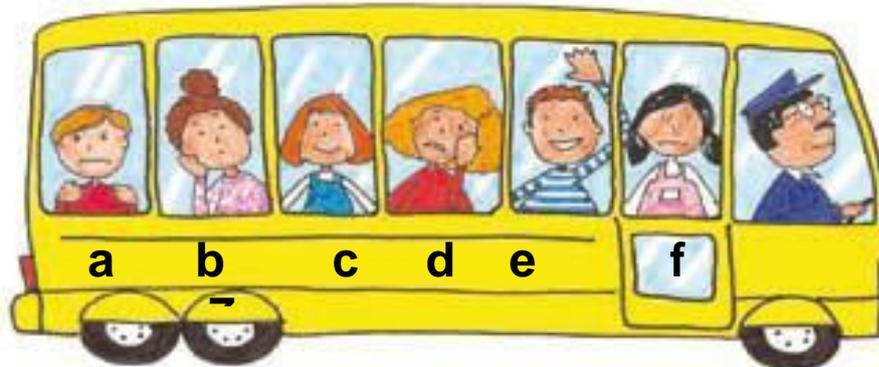
c.

Read the text carefully and answer the following questions.

1. Nadine feels.....about the school trip.  
a. sad      b. bored      c. excited
  
2. Her best friend cannot come to the trip because she's  
a. sorry      b. ill              c. excited
  
3. She's going to bring a.....  
a. book      b. postcard      c. teacher
  
4. Mrs Clark invites all parents to attend .  
a. the school Halloween Party  
b. their children's lessons  
c. the rehearsal
  
5. How much do an apple pie and a bottle of water cost at the school canteen?  
a. 1.20€      b. 1.30€              c.1.00€

**C** **WRITING** 

1. Mark's class is on the bus. Look at children's faces and write how they feel:



- |         |         |
|---------|---------|
| a ..... | b ..... |
| c ..... | d ..... |
| e ..... | f ..... |

## Learning strategies



### VOCABULARY.

If I don't understand a word

- I look it up in a dictionary
- I ask my teacher

### 2. How do you feel...

- a. when you get a present?
- b. when you get some bad news?
- c. when your life seems the same every day?
- d. when someone takes your book without asking?
- e. when you break a friend's favourite toy?
- f. when you go on a school trip?

angry	sad	excited
happy	bored	sorry

### **D1** SPEAKING

**SCHOOL ROOMS:** In Mark's school you can find many special rooms /areas.

computer lab/chemistry lab/ classrooms/library/school canteen/ schoolyard/gym/toilets/dining room/ Assembly Hall/Teachers' office/ Headteacher's office.

Do you have special rooms/areas in your school?  
Discuss with your partner and say what these rooms are used for. Name some objects you can find in each room.

## D2 LISTENING

**SCHOOL ROOMS:** Let's go back to Mark's school. Some pupils in his class have not gone on the trip. Listen to the following six dialogues and find out where in the school the pupils are at the moment. Justify your answers with your partner.

1. .... 2. .... 3. ....  
4. .... 5. .... 6. ....

## E ROLE PLAY GAME

Mark usually buys doughnuts in the school canteen. Do you have a canteen in your school? Do you like your canteen menu? Work in pairs to role play a dialogue at the school canteen:



### CANTEEN MENU

Muffin.....	70p
Apple pie.....	70p
Croissant.....	50p
Doughnut.....	50p
Orange juice.....	60p
Apple juice.....	60p
Water.....	30c



Understand the difference!

### British Pounds & Euros

To buy things in Great Britain you use pounds (£) and pence (p). £1=100p

To change pounds into euros:

£1= (about)1,60 €    66p=1 €



## Pupil A



You are the pupil. You have £2. You look at the canteen menu and decide to buy something.

### EXAMPLE - USEFUL EXPRESSIONS

E.g. Hello! Can I have/I'd like .....  
How much .....? Thank you. Bye

## Pupil B



You are the canteen owner. Answer the pupil's questions and ask him/her what he/she wants.

### EXAMPLE - USEFUL EXPRESSIONS

E.g. Here's your change. Next, please. Yes, sure/Here you are/Anything else? It's ...p.

## Time Prepositions



Study the following phrases to learn how we can talk about time in English

On	In	At
On Monday, Tuesday...	In the morning	At night/ midnight
On May Day	In the afternoon	At 9:00 o'clock
On Christmas Eve	In the evening	At Christmas
On February 12th	In June/ July...	At Easter
On my birthday	In 2008	At the weekend
On weekdays	In summer, winter...	At noon

**F1** WRITING 

1. Mark's parents have lost the invitation to the Halloween Party. Can you give the answers to the following questions?

- a. When is the party?  
.....
- b. What time does the party start?  
.....
- c. Where is the party?  
.....

**F2**

Kostas gets many e-mails. Some of his friends write to Kostas telling him what they love eating. Here is part of their e-mails: Which one is Mark's?

- 1. "Our favourite foods are: pizza, fizzy drinks, popcorn, barbeque-flavoured crisps, apple pie and ice-cream."
- 2. "I like apple-pie, doughnuts and ice-cream."

Kostas knows eating too much of this kind of food is unhealthy so he wants to ask his friends a few questions. Through the questions he wants to make them understand they should eat this kind of food. What are some of the questions Kostas will ask:

- 1. ....
- 2. ....

Fast food: a bad eating habit?



Write a small paragraph for your portfolio about your habits. Include all or some of the things you discussed with your partner. Add comments about how you feel when you do these things. You can put a title to this work and add drawings or photos.

**PROJECT**

**EITHER** Get into two teams. One team will bring magazine pictures showing feelings which are positive and the other team feelings which are negative. The first team will act out their feelings and the second team will guess the English words. At the end stick the pictures on to cardboard and write the words representing feelings under each photo.

**OR** You can collect pictures or you can draw food items. Then, you can work with your group and agree on making your favourite Canteen Menu. Add prices and show it to the class. Think about healthy eating. Explain to them why you prefer these things on the menu.

## Lesson 2

### TALKING ABOUT SCHOOL LIFE & HABITS

#### A LEAD-IN ►

Do you like sports? Do you know any famous sports person, e.g. a runner, a basketball player or a football player? Together with your partner think of one or two questions you want to ask him or her.

#### B LISTENING

Mark listens to a Eurosport radio interview with a famous sports person.

Some parts were erased so listen carefully to the interview and complete the missing parts. Check your answers with your partner.

**Interviewer (I):** We are very happy to have such a famous person here today.

**Guest (G):** I am always happy to talk about sports with children!

**I:** How did you become so famous?

**G:** I practise a lot. I (1)\_\_\_\_\_well. I (2)\_\_\_\_\_ healthily. And, my family is always behind me.



**I:** How many hours do you (3)\_\_\_\_\_each day?

**G:** Usually about (4)\_\_\_ hours, plus I always go to the gym to keep fit.

**I:** Is the (5)\_\_\_\_\_you eat important?

**G:** Yes, it is very important for a (6)\_\_\_\_\_ player to eat well, like any other professional sports person.

**I:** After a very successful career in Greece nearly winning the world cup, you are now living in the States. Do you enjoy life in Houston?

**G:** It's different but I like it very much. I sometimes miss home.

Of course I still (7)\_\_\_\_\_for Greece and I often come to Athens.

**I:** What do you (8)\_\_\_\_\_in the evenings in Houston?

**G:** I often (9)\_\_\_\_\_Greek films!!

**I:** What do you have to recommend to young children who want to play basketball at a professional level?

**G:** You can be successful only if you always (10)\_\_\_\_\_ very hard and you are passionate about the game. And of course you need to be talented as well.

**I:** Thank you. It was a pleasure having you here.

## **C** WRITING

Now read the interview in Activity B. Underline all phrases that show what he usually does. Then write them in the spaces provided below. Put the good habits on the left and on the right you can write some bad habits for a sportsman you can think of. Compare your answers with those of your partner. Then write a statement about how good habits help a player become a famous sports person.



---

---

---

---

---



---

---

---

---

---

**D** **WRITING & SPEAKING**  

Discuss with your partner and write down three things that you think are **bad habits** for a sports person to have. Note: the same bad habits can apply to many different sports. Then compare your answers with those of other pairs and see how many things you have in common. Make a class poster with bad habits for a sportsperson.



1. swimming

To have a big meal before going swimming.

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

3. basket-ball \_\_\_\_\_

4. other \_\_\_\_\_

# E VOCABULARY ABC

In 2005 Pél , the famous footballer, visited Xanthi to open the new sports stadium. Imagine a famous person is coming to your town and you want to interview him/her. Look at the interview again (Activity B, p. 40) and find what phrases you could use when:



We want to welcome someone

.....

We want to answer back in a polite way

.....

We want to ask if someone likes the place he/she lives

.....

We want to know what we can do to be better

.....

We want to end an interview

.....

## Adverbs of frequency



We use the adverbs of frequency to show how often we do things.

### How often?

He **always** brushes his teeth in the morning. ...100%

They **usually** eat out on Sundays. ....80%

She **often** plays tennis at weekends. ...70%

I **sometimes** go to the theatre in winter. ...50%

It **rarely/seldom** snows in Athens ...20%

He **never** eats vegetables and that's bad. ...0%

Look at this:

He **usually** wakes up early.

He is never late.

He doesn't **always** go to work by car.

Where do you **usually** spend your summer holidays?



A: **Always** B: **usually** C: **often** D: **sometimes**  
E: **rarely/seldom** F: **never**

## **F** PUPILS' DAILY HABITS

Let's think about pupils' habits. Look at the questionnaire below and tick what's true for you

**QUESTIONNAIRE**

Do you enjoy school? Find out if you have good or bad habits and see what you can do to become better at school. Put a tick next to the answer that is appropriate for you.

1. How often are you late for school?  
a.  often    b.  never    c.  sometimes

2. How often do you forget to do your homework?  
a.  always    b.  usually    c.  sometimes

3. Do you do your projects?

a.  always    b.  sometimes    c.  never

4. Do you follow your teacher's advice?

a.  usually    b.  seldom    c.  sometimes

5. Do you ask your teacher to help you understand difficult things?

a.  sometimes    b.  seldom    c.  never

6. How often do you look up things in dictionaries , encyclopaedias, the internet, biographies, etc.

a.  seldom    b.  sometimes    c.  usually

7. How often do you let your parents/sisters and brothers/ friends do your homework for you?

a.  never    b.  often    c.  sometimes

8. Do you watch TV late at night instead of going to bed?

a.  often    b.  always    c.  never

## **G** WRITING & SPEAKING

You will prepare a class survey. On a separate piece of paper

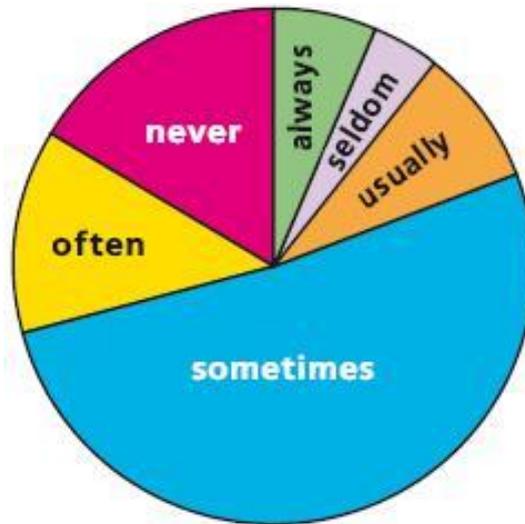
1) Write down how many pupils in your classroom answered often / usually / never / seldom / sometimes / always.

2) Then in pairs, for each question, draw and colour a pie chart, like the one on the right. The pie represents the whole class.

3) What conclusions can you come to about the 'personality'/profile of your class?

4) Discuss with your teacher about other charts you can use

Always  
usually  
often  
sometimes  
seldom  
never



## **H** PORTFOLIO

**EITHER** Imagine you are a reporter from the school newspaper. You are writing a similar interview with a famous person you like and admire, like the one in Lesson 2, page 40- 41. It can be an interview with an athlete, a singer, an actor/ actress, a writer, a painter, etc.

Write 4 or 5 questions and add the answers you got. Use magazines, newspapers, encyclopaedias, the Internet, or the class books for your Greek lessons - eg. Anthologio for information.

You can add drawings, magazine pictures or anything else that can make your writing look nice.

**OR** Make a list of your good and bad habits. Think about school, home, friends, parents, pets. Make a list of them on a cardboard to put in the classroom. You can add that piece of writing in your portfolio.

## Lesson 3

# CUSTOMS AROUND THE WORLD

### A LEAD-IN ►

**Customs around the world: What's the difference between habits and customs? Discuss in class.**

**Read about different customs. Do people do the same in Greece?**

#### **JAPAN**

When you leave a hotel in Japan the manager usually gives you a present even if you stay for one night.



#### **BRITAIN**

When it is somebody's birthday his friends take him out and buy him dinner.



#### **USA**

The third boy in an American Family usually takes his father's name.



**Do you think there are some unusual customs in your country? Can you name some Greek customs?**

### B READING & WRITING

**Look at the passage "DOs and DON'Ts in England" in the Appendix, UNIT 2, Activity A (page 114). Find 3 things that you think are the most important to tell your**

Net friend Nadine in France. She is going to fly to London this weekend and you think she must know about them.

British people .....  
.....  
They .....  
.....

**CROSS CURRICULAR PROJECT**

- Talk about manners and habits in your country. How are they different from manners and habits in England? Do you know of any unusual traditions or customs in your or other countries?



Greece



Scotland: Tossing the caber



- Collect some information and talk about them in class. Ask your parents, grandparents, relatives or look up in books and encyclopaedias.
- Collect your material (pictures, texts, drawings etc.) and make projects in groups about strange habits in different parts of your country. Present them in class on cardboards.

# SELF-ASSESSMENT TEST



Name:.....  
Class:.....  
Date:.....  
Score:...../ 100



## A. Say how you feel in the following situations

(Use a different word in each answer):

1. The night before Santa Claus brings your presents  
.....

2. When someone breaks your favourite toy  
.....

3. When you don't like a party but you cannot leave  
.....

4. When you get the best mark in the class  
.....

5. When your best friend tells you lies  
.....

**Points:** .... / 10

## B. Diary: write about what you do during each day of the week.

Use always, sometimes, never etc.:

(ex. Meet friends, play nintendo, watch cartoons on TV, go to karate etc.)



**Monday** .....

**Tuesday** .....

**Wednesday** .....

**Thursday** .....

**Friday** .....

**Saturday** .....  
**Sunday** .....

**Points:** ... / 28

**C. Complete the dialogues with the right phrase:**

How much / Can I have / It was a pleasure /  
you enjoy life

1. Hello!.....a doughnut, please?  
Of course. Here you are!
2. .... for the croissant?  
It's 0.70€
3. Do.....in Berlin?  
Oh, yes! I enjoy it very much!
4. Thank you ..... having you here.

**Points:**...../ 8

**D. Complete the questions:**

1. What time .....? They get up at 7:00  
a.m.
2. How.....? She goes to school  
on foot.
3. What .....? He has milk for  
breakfast
4. Who.....? They visit their  
friends.
5. When.....? He walks the dog at  
night.
6. What time.....? I go to sleep around  
10 p.m.

**Points:** ... / 24

**E. Correct the sentences:**

1. Do you prefer be alone or with friends?
2. How many hours do you watch TV every day?
3. I doesn't like parties.
4. I leaves for school at 7:30.

5. They always eats out on Saturdays.
6. I sometimes sings karaoke.
7. Does you help your friends?
8. I'm fond of play computer games.
9. What do he like doing on Sundays?
10. We doesn't like loud music.

**Points:**...../ 30

**Tick what's true for you:**



### **Now I can:**

- talk about pupils' feelings and school life
- ask and buy things in the school canteen
- ask and answer about people's habits
- say how often something happens (with: always, etc.) in your daily life
- write a piece for the English school newspaper
- use polite expressions



### **Learning strategies in English**

#### **VOCABULARY**

If I don't understand a word...

- I look it up in the dictionary
- I ask my teacher
- I ask another student
- I try and guess the meaning from the text
- I ignore it
- I understand memorization is important for the learning of new words
- Vocabulary is as important, if not more important than grammar

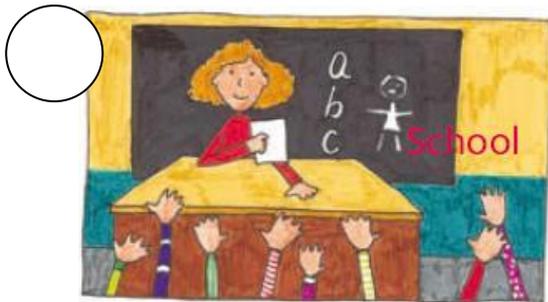
# Unit 3

## PLACES

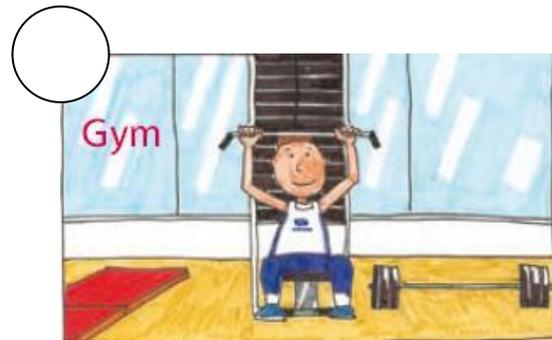
### In this unit:

- ✓ We read about two important towns in northern Greece
- ✓ We write about the place we live in
- ✓ We listen to someone giving directions to a visitor in Athens
- ✓ We speak about other cities around the world

### Places and sounds. Listen and guess?



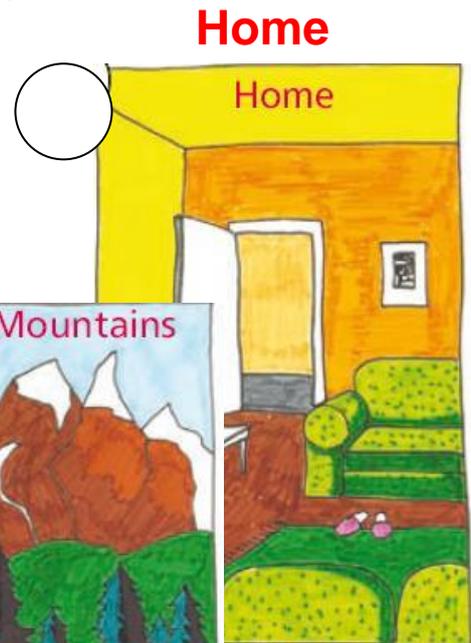
School



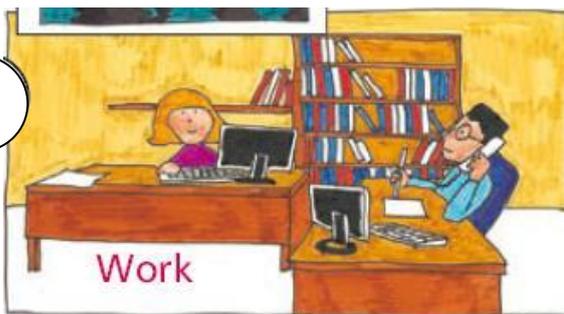
Gym



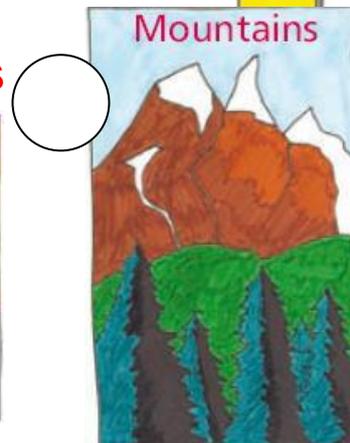
Beach



Home



Work



Mountains

# 3 Unit

## Lesson 1

### THE PLACE WE LIVE IN

#### A LEAD-IN ▶

- Do you live in a city, a town or a village?  
Do you like living there? Why?



Which is better?  
The city or the village?



Do you enjoy living  
in the countryside?

Yes, because my owner  
lets me go everywhere!



How do you get  
to the park?

I hop into the back  
of a car and my owner  
drives me there.



## **B** READING & WRITING

Our 3 Net friends (Mark, Kostas and Nadine) are getting to know each other better. You are interested in learning how they live and in comparing your life with theirs. Read what they say about the places they live in and about where their parents' work. Keep some notes and discuss things with your classmates. Write your notes in the boxes below.

**Mark:** Hello there! As you both know, I live in London, a very big city.. My father is a shop owner and he always goes to work on foot. His bookstore is in our neighbourhood. Lucky fellow.....

**Kostas:** I live in Athens and our flat is in Nea Ionia, a suburb of Athens. My mum, who is a bank clerk in the city centre, usually drives to work and it takes her over an hour to get there. She doesn't use public transport. I don't think it's a good idea she drives to work. And she has huge problems in finding a parking place every day!

**Nadine:** Well, my family and I live in the centre of Marseilles, which is a big city in the south of France. My parents work in a factory outside the city and they go to work by bus. Many of their colleagues drive to work but it seems to me my parents are doing the right thing. It's better to take the bus - the traffic is so heavy!

Name	Occupation /job	Place of work	Method of transport
Mark's father			
	Factory worker		
		Athens (city centre)	

## C WRITING

Now write a letter about the place you live in and about your parents.

- Where do your parents work? (in an office, in a bank, in a shop, on a farm, etc)
- How do your parents go to work? (on foot, by car, by bus, by motorbike).

With your partner:



- Listen to each other's corrections and suggestions.
- Look at the texts in the previous page and use them as models.
- Finally, write your answer in your notebook.

## D LISTENING

Mark is on holiday in Greece with his parents and is visiting Kostas in Athens. Ioanna, Kostas's friend is with them. They are going to spend the day on Mt. Parnitha and are getting ready with some last-minute preparations.

Listen to the text and draw lines to link the children to the places where they need to go before they leave for Parnitha.



newsstand



Mark



home



bakery



Supermarket



cake shop

**E** GAME 

Play with your partner. With small pieces of paper, make 5 role-play cards each. On each card write:

- 1. a place you visit
- 2. why you go there
- 3. how you get there



Ask your partner to choose one of your cards. You hold your card without your partner seeing it and get your partner to ask you questions with yes/no answers to find the answers. Keep a score to see how many questions each of you needs to arrive at the answers for all the cards. Then exchange roles. The one with the least questions wins.



You go to the supermarket.

You go every Saturday.

You go shopping with your mother.



No, I don't. / Yes, I do.

No, I don't. / Yes, I do.

No, I don't./ Yes, I do.

## **Expressing opinions – Making suggestions**



**Study the sentences to see how we can express opinion or make suggestions.**

**I think that driving to work costs a lot of money.**

**I don't think that driving to work is a good idea. It is tiring!**

**It seems to me that walking to school is a very healthy habit.**

**In my opinion, going to work by bus is cheap and convenient.**

**Why don't you use public transport instead?**

**How about walking to school rather than taking the bus?**

**Let's all go to the city centre in the metro tomorrow!**

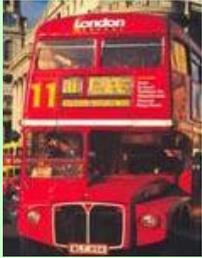
## **F WRITING: DO YOU LIKE THE PLACE YOU LIVE IN?**



**WWF (World Wildlife Fund) have an international campaign about how we can make our lives better. They want children's ideas, opinions and suggestions on problems in big cities. Discuss with your partner; write some possible answers to the problems mentioned in the following leaflet. Exchange ideas with other pairs in your class and see what they think. Use the expressions in the "Grammar Focus" table above to help you.**



**Give us your opinions and ideas about the following issues:**



London

going to work by bus

taking care of trees that are planted in front of your house or block of flats



Germany



Canada

crossing a street without looking

helping elderly people in your neighbourhood with their shopping



Greece



China

riding your bike along a busy street or avenue.

## PROJECT



Choose any of the issues mentioned above or any other problem you find important. Make a poster for your class, using drawings, magazine pictures, photos, real objects, stickers, badges, etc. Illustrate the problem for your classmates and add your suggestions about possible solutions. Use various sources such as relevant leaflets, WWF website ([www.wwf.org](http://www.wwf.org)) or the Greenpeace website ([www.greenpeace.org](http://www.greenpeace.org)). You could also use information from Ερευνητές, the children's newspaper ([www.erevnites.gr](http://www.erevnites.gr)) that comes with Καθημερινή newspaper every Saturday.

## Lesson 2

### “HOW CAN I GET TO .....?”

#### **A** LEAD-IN ►

What do you usually do when you don't know the way to a place or building in your neighbourhood?

#### **B** GAME: “SIMON SAYS...”

Your teacher will choose one person to be the game leader. Everyone stand up. The instructions are as follows:

**Go straight:** take one step in front

**Go back:** take one step backwards

**Turn left:** turn your body left

**Turn right:** turn your body right



The leader should always say: "Simon says" and then the instruction. Whenever he/she does NOT say "Simon says", no one must move. Whoever moves is out of the game and sits down. The last person left in the game is the winner.

#### **C** LISTENING

Mark is staying with Kostas at his flat in Nea Ionia, Athens. At the moment, Kostas and Mark are in Mauditou Street, outside Kostas' house. Mark wants to go to the Youth Center to play chess and meet other Greek children. Study the map. Now listen to their dialogue and with a pencil draw the route which Mark takes to go from his house to the Youth centre.

## ΚΕΝΤΡΟ ΝΕΟΤΗΤΟΣ



**KOSTAS'S  
HOUSE**

### **D** ROLE-PLAY

1. Imagine you live in Nea Ionia. You are outside the Youth Centre. One pupil gives directions from the Youth Center to Maditou street. Role-play the conversation.
2. Imagine you live in Nea Ionia and you are outside the Εισόδια Παναγίας Θεοτόκου church. A passer-by asks you the way to the local stadium. Role-play the conversation with the passer-by. Use the map in Activity C.

## **E** LISTENING

Pierre, Nadine's cousin, finds himself at the Acropolis and he is asking a passer by for advice on a good traditional restaurant, the nearest metro station and a place where he can buy a flokati carpet for his family. Listen to the passer-by's recommendations and directions and pinpoint the 3 places on the map.



Study the examples to see how we can give directions in English.

Do you know any relevant expressions in your own language?



1. How can I get to the Museum, please?

2. Go along this street

Walk along Maditou Street

Go straight ahead

3. Turn left/right into Nigdis Street

4. Take the first/second/third turning on your left/right

5. The Youth Centre is on your right/left

The library is at the end of this street

## **F** GAME: BE A TOURIST

Go to Appendix page 115, Activity A. Work in pairs and ask for and give directions: in the Map, to get to to Buckingham Palace from Trafalgar Square. The expressions in the Grammar Focus may help you.



## Learning strategies

### WORKING IN GROUPS SUCCESSFULLY

- I try to learn from others
- I work alone and then help others
- I like to search from information

## **G** WRITING

Imagine that Nadine is staying with you for a couple of days in your city, town or village. During her stay, she wants to visit various places in your area (e.g. museum, post office, bank, supermarket, sports centre, cinema, cafe, bridge, lake, church, mountain, etc).

Write a short note to Nadine giving her directions to get to two different places you feel she may be interested in, as you have to go to school and you can't be her "tour guide".

Also draw a map to help Nadine.

Exchange notes with your partner and correct each other's work.

**THE BRITISH  
MUSEUM**



**Nadine,**  
**To get to the .....**  
.....  
.....  
**Now to get to the .....**  
.....  
**See you after school!**

## Lesson 3

### TALKING ABOUT A TOWN IN GREECE

#### A LEAD-IN ►

Greece is not only Athens!  
There are many beautiful  
places all over the country.  
Look at the photos from  
travel office brochures.  
Are these towns in the north  
or south of Greece?



Can you tell us some other  
towns in Greece and if they  
are in the north, south, east  
or west of the country.

#### B READING

Now read about one of the towns. Which town is this text about?

**The Location:** "This town is situated in the north-west of Greece. It is a busy town where -120,000 people live. The town is built next to a lake called Pamvotida. In the middle of the lake there is a small island. It is the only island in a lake in Greece where people live.

**The Surroundings:** Around the town and its lake there are high mountains. That is why it is quite cold and wet during winter. There is snow on the mountains for over four months of the year.

**The Town Old and New:** The town is over 15 centuries old and it has a beautiful old castle overlooking the lake. The view from its top is fantastic. There are many old houses inside the castle and life there is peaceful and quiet. There are also modern neighbourhoods, with blocks of flats, shops, cars and busy streets."

The text above is divided into three paragraphs. Read it again and match the topics with the paragraphs. You will understand the way we organize our text about a place.

- 1. The old and the new parts of the town
  - 2. Where the town is built
  - 3. The environment surrounding the town
- a. paragraph 1   b. paragraph 2   c. paragraph 3

What information in the text helped you do the matching activity?

**C VOCABULARY** 

Find words in the text that you can write under the following categories. Then you will know the type of words we need in order to write about the place we live in. You will need them for the Project.

Nouns	Adjectives	Verbs
lake,	busy,	

## CROSS CURRICULAR PROJECT

- In small groups collect similar information about another Greek city or a city or town in another part of Europe or the world.
- The pictures below give you some suggestions.
- You can use encyclopaedias, websites, travel guides or any other source you may think of.
- Present the information in class using pictures and other interesting material.

**Sydney**

**Moscow**



**Thessaloniki**

**New York**

**For more practice, go to Appendix, page 116-117, Activity A.**

## SELF-ASSESSMENT TEST



Name:.....  
Class:.....  
Date:.....  
Score:...../ 100



### A. Spot the mistakes and rewrite the sentences

1. Takes the first turning on the right.

.....

2. My dad doesn't think going to work by car is cheaper.

.....

3. In my opinions, walking is too slow.

.....

4. How abouts taking the bus?

.....

**Points: .... / 20**

### B. Provide the missing questions or answers

1. How do you usually go to school?

.....

2. ....? Mark's father is a grocer.

3. ....? Well, go down this street and you can see the bank on your right.

4. What do you think I should buy for my dad's birthday? .....

5. How long does it take Kostas' mother to get to work?

.....

**Points: ... / 20**

**C. Ways of going to school. Look at the images. Write your opinions. Why is it a good or a bad idea to use these ways to go to school?**



1. I think that \_\_\_\_\_  
\_\_\_\_\_



2. It seems to me \_\_\_\_\_  
\_\_\_\_\_



3. In my opinion \_\_\_\_\_  
\_\_\_\_\_

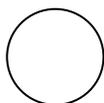
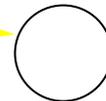


4. I don't think \_\_\_\_\_  
\_\_\_\_\_

**Points: .... / 20**

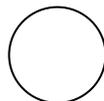
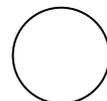
**D. Re-arrange the bubbles to make a dialogue between you and your friend who wants to come to your party on Saturday. Write numbers in the circles.**

It's a small house on your right.  
Just ring the bell on the gate.



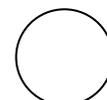
Thanks a lot. See you there!

Well, go down Ermou street and then  
take the first turning on the left.



And then?

How do I get to your house?



**Points: ... / 20**

**E. VOCABULARY.** Find the words in the snake and write them in the spaces provided below.  
Put them under the right category.

Restaurantsports-centremetromoun  
tainbakerybuslibrarylakeshoeshopbookshopcartramrive  
rsupermarkettrainhillboatvillagemotorbikeisland

Places	Means of transport	Geographical words

**Points: ... / 20**

**Tick what's true for you:**



**Now I can:**  
(tick what's true for you)

- Talk about places where I live
- Express my opinion to make our lives better
- Ask and give simple directions in town
- Write a letter giving directions how to go somewhere in Athens
- Write a text about a city / town/ village
- Read the names of streets on a town map
- Read a text about a city / town/ village
- Listen to directions and follow them on a city map



## Learning strategies in English

### WORKING IN GROUPS SUCCESSFULLY...

- I work well with others
- I do the same amount of work as the others
- When other pupils correct my mistakes I don't get angry
- I try to learn from others
- I work alone and then help others
- I like to search for information

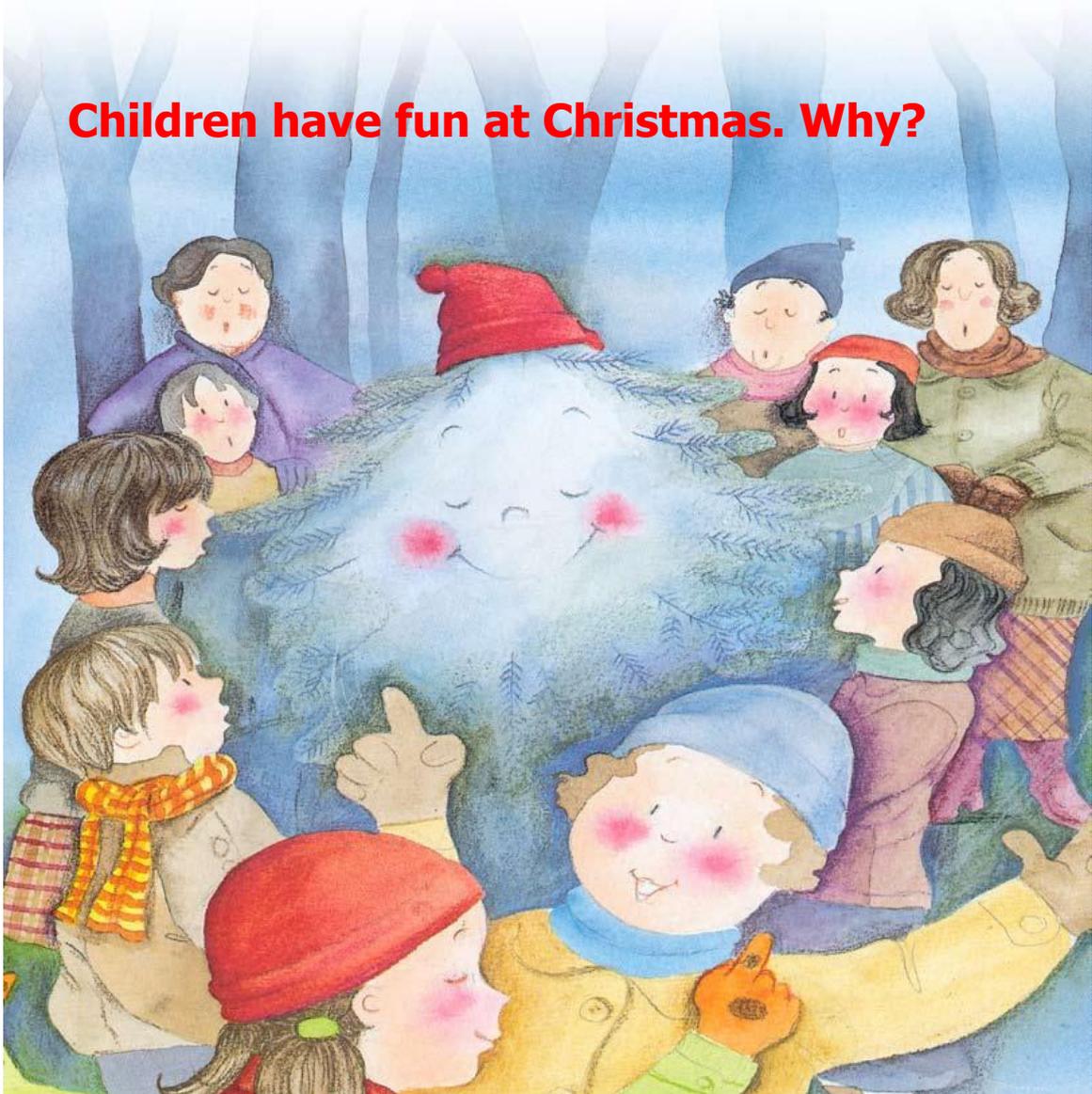
# Unit 4

## CHRISTMAS EVERYWHERE

### In this unit

- ✓ We read about the way dolphins can help children with special needs
- ✓ We write about our holiday abroad
- ✓ We listen to children making Christmas preparations
- ✓ We sing Christmas songs

**Children have fun at Christmas. Why?**



# 4 Unit

## Lesson 1

### GETTING READY FOR CHRISTMAS

#### A LEAD-IN ►

What do you need to make Christmas decorations? Put the correct words in the right spaces. Ask your teacher to help you. Can you guess why Nadine needs these things?

a. glue

b. scissors

c. card

d. string



1. .... 2. .... 3. .... 4. ....

#### B LISTENING

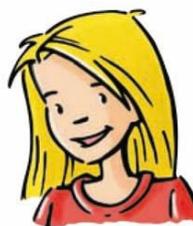
Susan from England is staying with her friend Nadine in Marseilles, France.

With your books closed listen to what Nadine and Susan say about what they usually do and what they are doing this year for Christmas.

Decide whether the following statements are True (✓) or False (✗). Use the text to justify your choices.

Discuss with your classmates before making a decision.

1. Jacques is helping Nadine with the Christmas decorations. \_\_\_\_\_
2. Nadine usually buys her decorations at the supermarket. \_\_\_\_\_
3. This year Nadine is buying her decorations at the stores. \_\_\_\_\_
4. Christmas decorations at the supermarket are expensive. \_\_\_\_\_
5. Susan always makes her own decorations. \_\_\_\_\_



## **C** READING COMPREHENSION

Susan and Nadine both love dolphins. They are finding out more about them. Susan is reading a book about dolphins. It has a lot of interesting information. She shows Nadine one of the pages.



### **Dolphin Therapy for Persons with Special Needs**



Dolphins have a special way of making people feel more positive about life. There are several organisations which help people with special needs by getting them to play with dolphins.

People with special needs often live routine lives in hospitals or day centres where they follow set programmes. Depending on their illnesses they get up



at fixed times, eat at fixed times, do physical exercise at regular times throughout the day and go to bed at the same time. They lead very regular lives.

What are some of these people with special needs doing today? They're in Florida and they're playing with dolphins. A charity association has organised this day as a Christmas present for them. The Children are having fun swimming with the dolphins. They are holding onto the dolphins and the dolphins are pulling the children along. They are all enjoying every moment. These are people who don't always smile but who are smiling today.

The above text has been adapted from the following sites. For more information about how dolphins help people with special needs you can look them up.

[www.dolphins.org](http://www.dolphins.org)

[www.dolphinhumantherapy.com](http://www.dolphinhumantherapy.com)

Using the information in the text above, write how a dolphin can help young people be happy.

Special Needs Day to Day	Special Needs Dolphin Programme





**Study the following table to see how English people talk about facts and habits vs actions happening now or “around now”.**

**Nadine and Jacques usually buy their Christmas decorations at the supermarket, but this year they are making them themselves.**

**We often go abroad for our Christmas holidays, but this year we are spending it with Maria’s parents.**

**Nick and Mary sometimes sing carols on Christmas Eve, but this year they are helping Mum with the Christmas dinner.**

## **D WEEKENDS DURING THE YEAR AND A SPECIAL ONE IN LONDON**

**Look at the photo album of Nadine and her family and see what she usually does at weekends. This year for Christmas she is in London for three days enjoying the Christmas atmosphere with her family. Use the pictures given to talk about Nadine and her family.**

**Work in pairs: e.g. Pupil A: Nadine reads at the weekends.**

**Pupil B: But today she is in London enjoying the Christmas lights in Trafalgar square.**

## Pupil A

On a typical weekend during the year



(read/book, light/fire, sew, watch/TV)

## Pupil B

During the Christmas period this year

Visiting  
interesting  
places



mother



Seeing the  
Christmas lights



Nadine



father

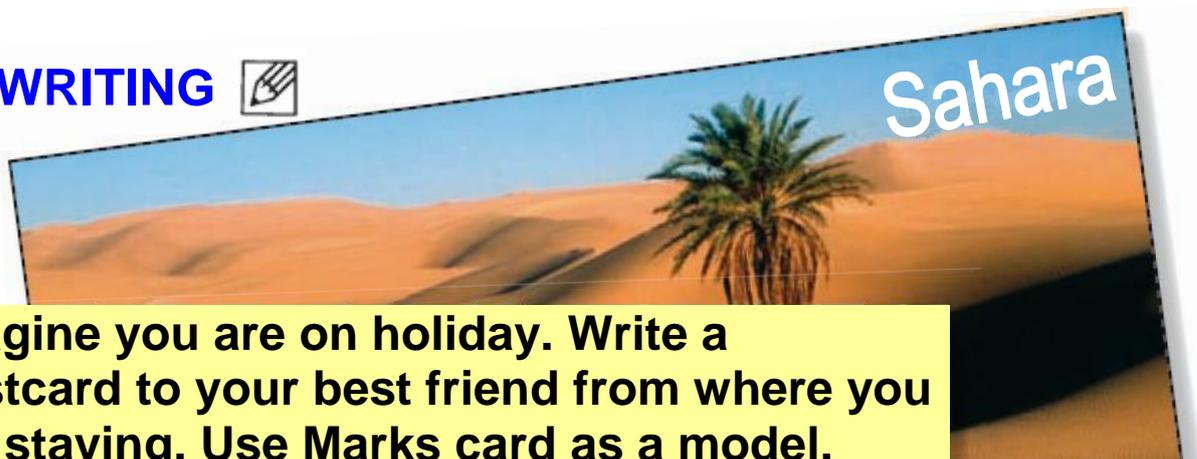
Buying  
presents/gifts



brother

Carol  
singing

## E WRITING



Imagine you are on holiday. Write a postcard to your best friend from where you are staying. Use Marks card as a model.



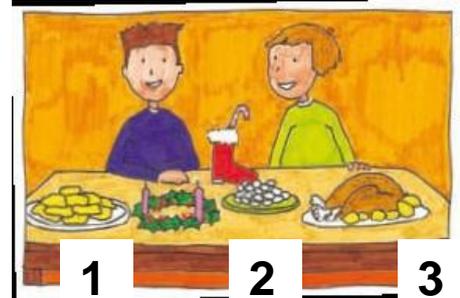
## Lesson 2

# KOSTAS IS IN NEW YORK FOR CHRISTMAS

### A LEAD-IN ►

Match the pictures with the following words:

- a) δίπλες
- b) turkey
- c) κουραμπιέδες



### B LISTENING: MAKING PANCAKES

Kostas is visiting his cousins John and Mary in New York for Christmas. It is Christmas Day and the children are up early before their parents.

A) Books closed, listen to the dialogue.

B) See how well you understood the order. Read the following and number the boxes 1-6.

C) List the four ingredients to make pancakes. Then make them at home yourself.



Number:.....



Number:....



Number:....



Number:.....



Number:....



Number:....

\* **Butter vs Batter:** Do you know the difference? Your teacher will help.

**C** **READING COMPREHENSION** 

The children are working in the kitchen. Next to the statements describing what they are doing, write the feelings that go with them. Look at the table below. Use feel, taste, smell. If necessary ask your teacher to help you.

Statements	Feelings
Kostas, John and Mary are reading the cookery book.	
Kostas, John and Mary are making pancakes	
The children are eating pancakes	



Study the following sentences to learn how we express feelings with the verbs of senses.

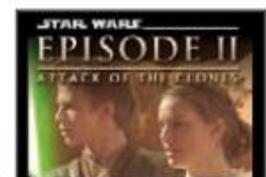


<b>I</b> <b>You</b> <b>He/She/It</b> <b>We</b> <b>You</b> <b>They</b>	<b>look(s)</b>	<b>good, bad, hot, cold, tired, sick, great, awful, fantastic, pretty, beautiful, sad, horrible, happy, funny, wonderful.</b>
	<b>taste(s)</b>	<b>good, bad, awful, delicious, great, sweet, salty, fantastic.</b>
	<b>smell(s)</b>	<b>good, bad, nice, sweet, awful, great, fantastic.</b>
	<b>feel(s)</b>	<b>good, bad, hot, cold, tired, sad, happy, great, bored, awful, soft, hard.</b>

**D LISTENING** 

Kostas and his cousin John are looking at a magazine and discussing the photos of the adverts. Which things does Kostas like and which does John like? Next to each photo put K or J.

Do the two cousins have the same tastes?



## **E** BUY A BEAUTIFUL PRESENT

Kostas wants to buy some presents for his family and relatives back in Athens. Kostas has maximum \$25 for each present. Role play a conversation between Kostas and John about this. Use the prompts listed below and then use the expressions in the Grammar Focus on the previous page.

**Prompts:** mother - scarf, father - after-shave, cousin Nikos - model car, sister Maria - a doll

 For role-play cards, go to Appendix, page 118.

What a beautiful scarf!

It feels so soft and it's only \$20!

John



Kostas

Let's get that for your mother

## **F** CHRISTMAS AROUND THE WORLD

Christmas is different in different parts of the world. Look at the countries below and read the sentences. See if you can match the country to the correct information.



Holland

1. England .....
2. Australia .....
3. Spain .....
4. Russia .....
5. Holland .....

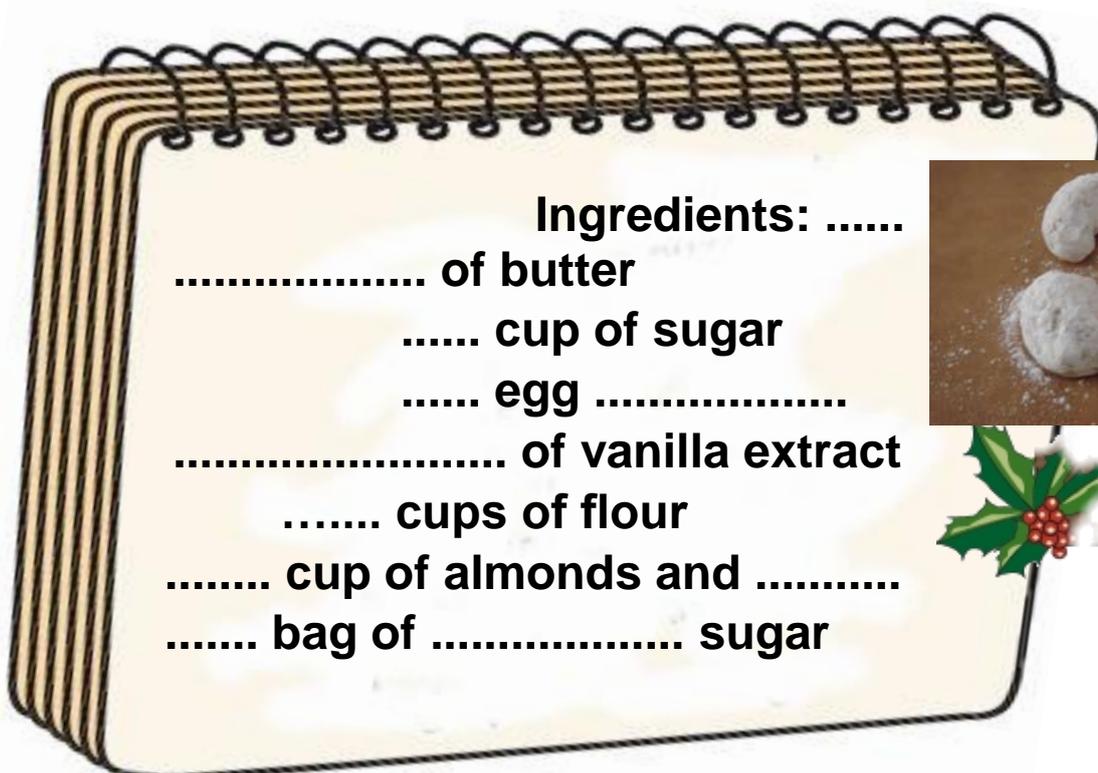
- a. Between 1917 and 1992 they did not celebrate Christmas as a national celebration.
- b. Young people enjoy going surfing on Christmas day and the Christmas turkey is barbecued on the beach.
- c. Traditionally children open presents on December 26th, called Boxing Day.
- d. For the Dutch, Christmas gifts are given the night before St. Nickolas's day, December 6th.
- e. The Magi bring gifts on January 6th, the day of the Epiphany.



**G LISTENING** 

**Making a traditional Greek Christmas recipe**

John's mother wants to make "κουραμπιέδες" for everyone and she is asking Kostas to help her. Listen to the dialogue first and then fill in the blanks.



**Ingredients: .....**

..... of butter

..... cup of sugar

..... egg .....

..... of vanilla extract

..... cups of flour

..... cup of almonds and .....

..... bag of ..... sugar



## **H** LET'S MAKE KOULOURIA!

### Ingredients:

250 gr of butter  
1 1/2 cups of sugar  
1 tablespoon of vanilla  
6 eggs  
6 teaspoons of baking powder  
6 cup flour  
1 egg yolk for glaze  
1/3 cup of sesame seeds



### Procedure:

- 1.** Cream the butter with the sugar in an electric mixer, adding sugar slowly.
- 2.** Beat 20 minutes or until it is like whipped cream.
- 3.** Add vanilla, then eggs one at a time. Beat well after each addition.
- 4.** Take from mixer. With a wooden spoon or rubber spatula, fold in 4 cups of flour sifted together with baking powder.
- 5.** Knead in remaining flour, 1/2 cup at a time, until a soft non-sticky dough is achieved. If large eggs are used, a little more flour may be necessary.
- 6.** Pinch off dough the size of a walnut and roll pencil thin, fold in half side by side and twist.
- 7.** Brush each one with the beaten egg yolk and press the sesame seeds on each piece.
- 8.** Place on the cookie tray and bake at 350 degrees for 30 minutes or until golden brown. Makes 50 to 60 cookies.

(Source: Karen Brewer)

## Lesson 3

### A CHRISTMAS SONG

#### **A** LET'S SING A SONG!



#### Santa Claus is coming to town

You'd better watch out,  
You'd better not cry,  
You'd better not pout,  
I'm telling you why:

**Santa Claus is coming to town!**

He's making a list  
And checking it twice,  
He's going to find out  
Who's naughty and nice:  
**Santa Claus is coming to town!**

He sees you when you're sleeping,  
He knows when you're awake,  
He knows if you've been bad or good  
So be good, for goodness' sake!

You'd better watch out,  
You'd better not cry,  
You'd better not pout,  
I'm telling you why:  
**Santa Claus is coming to town!**



For a Christmas poem, go to Appendix, page 119-21, Activity A.



## Learning strategies

### TO REMEMBER WORDS & PHRASES

- I pronounce them out loud
- I play back in my mind their sound
- I write them down in a translation

## CROSS CURRICULAR PROJECT

**EITHER CHRISTMAS TRADITIONS:** In Lesson 2 we read about five countries with different Christmas traditions. Can you find more differences between countries? How do people celebrate Christmas in New York, London, Athens or other European cities? Find information on the internet, encyclopedias, or in books. Work in groups and present your work in class.

### **OR DO THEY KNOW IT'S CHRISTMAS?**

Christmas is a time when we give each other presents, eat a lot and generally enjoy ourselves. We live in a country where we can do so.

However there are many children, for example in Africa, who want to celebrate Christmas like we do but cannot.

- Do you think it's a good idea to try and help these children?
- Can you think of one thing you can do to help these children?
- Can you find websites that you, your class or your family can contact to make a difference for these children?

In small groups put together a project:

Describe one practical way you can make a difference.

**CHRISTMAS IMAGES.** From magazines, catalogues, the Internet, collect photographs and other Images which are related to Christmas and stick them on A4 sheets. Under each photo, write where you got it from and say a few words about how the photo is related to Christmas. This could be either in a positive or negative way. Put these sheets in your Portfolio.

## SELF-ASSESSMENT TEST



Name:.....  
Class:.....  
Date:.....  
Score:...../ 100



### A. Circle the odd one out:

stars, balls, angels, cars, batter, flour, milk, eggs  
presents, smell, turkey, tree, look, go, taste, smell  
fantastic, awful, beautiful, great

**Points:** ...../ 20

### B. Kostas is writing a letter to his friend Mark. Read the letter and complete the blanks:

Hi, Mark!

We usually (spend) ..... Christmas in Athens but this year we (visit) ..... my a in New York and it's fantastic! I (have)..... a wonderful time!

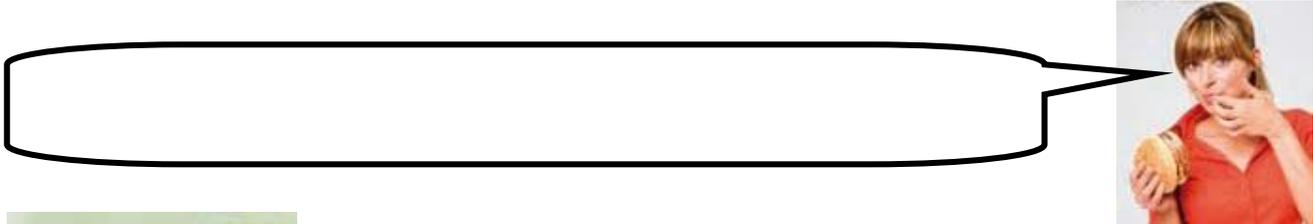
I (sit) ..... by the fireplace now and I (watch) ..... the fire glowing. It's Boxing Day and everything is quiet in the house. Mum (clean)..... up the kitchen with my aunt and Dad (surf) ..... the net. The Christmas tree (look) ..... so beautiful with its flashing lights and decorations. There is a platter on the table with kourabiedes and they (smell) ..... great. I (feel) ..... like eating them all!

Talk to you soon from Athens

Love,  
Kostas

**Points:**...../ 30

**C. What does each person say? Write the captions.**



.....



.....



.....



.....

**Points:...../ 20**

**D. Pat is asking Val what she does for Christmas. Complete the dialogue:**

**Pat:**.....?

**Val:** At Christmas we usually go to my father's village in Epirus.

**Pat:** .....

**Val:** It's up on a mountain.

**Pat:** .....

**Val:** We stay at my grandmother's cottage.

**Pat:** .....

**Val:** Well, in the mornings we may go for a walk in the woods or help granny with the housework.

**Pat:** .....

**Val:** Yes, it sometimes snows and we make a snowman in the garden.

**Pat:** .....

**Val:** This Christmas it's different. We are visiting our cousins in Italy. It's going to be great!



**Points:**...../ 30

Tick what's true for you:



### Now I can:

- Talk about Christmas habits and customs.
- Talk about things that are happening now or "around now"
- Put instructions for a recipe in the correct order
- Use verbs which describe senses
- Sing a famous Christmas song



### Learning strategies in English

#### TO REMEMBER WORDS & PHRASES...

- I pronounce them out loud
- I repeat them until pronounced easily
- I listen to a native speaker and try to imitate/repeat
- I play back in my mind their sound
- I write them down in a Greek translation
- I group the words by topic

# Unit 5

## READY FOR ACTION

### In this unit

- ✓ We read about ways of loving our planet
- ✓ We write about ways we can protect the environment in our neighbourhood
- ✓ We listen to ways we can reduce waste
- ✓ We speak about what not to do when we are in a place like Zagorochoiria

Listen to the problems and match with solutions.

I'm going to recycle paper and glass from now on.



We must all do everything we can to help save our planet.



If we all do our best, our planet will survive.

# 5 Unit

## Lesson 1

### AN AMBITIOUS CLASS PROJECT

#### A LEAD-IN ►

What does this sign tell you? Where can you find it?  
You can check your ideas  
in the following website: [www.greenpeace.gr](http://www.greenpeace.gr)



#### B LISTENING

1. Mark is back at home. Listen to the conversation that Mark and Kostas are having today. What are they talking about?
2. Listen again and see which of these sentences are true (T) and which are false (F).

- |                                                                                 | T                        | F                        |
|---------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Kostas is busy today because he's studying.                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Their teacher asked them to think about ways they can save the environment.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. They're going to organize a project on recycling.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. They're handing out leaflets and brochures about recycling tomorrow evening. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Mark is thinking about trying it out with his classmates.                    | <input type="checkbox"/> | <input type="checkbox"/> |

## **C** ACTING OUT ACTIVITY

Your teacher has told you that one way of saving our environment is by not producing so much rubbish. Imagine you and your partner are Mark and Kostas. Which of the following actions could you take? The teacher will provide you with a model or alternatively you can create one of your own.

### **Ways to produce less rubbish**

- Re-use books and notebooks
- Re-use plastic bags for shopping at the supermarket
- Use re-chargeable batteries
- Buy water or refreshments in glass bottles which can be recycled.
- Check if the package of the things you buy is environmentally friendly - i.e. can be recycled.
- .....
- .....

Enrich your conversation by using expressions like:

One thing I could do is.....  
Another thing is.....



## **D** ADVICE FOR THE HOME

- Now write down clearly as many of the recommendations you came up with in Activity C.
- Take them home and discuss with your family.
- By the end of the school year report back into class on how many of these you and your family were able to do.

 If you want to find out more about recycling, check the websites included in the Appendix, page 122-3.

Study the following examples to see how we can talk about



### A) INTENTIONS

Kostas is going to try to persuade his friends and neighbours to take recycling seriously. What are you going to do to help save our planet? I'm going to collect paper, glass, aluminium and plastic for recycling.

**B) PLANS AND ARRANGEMENTS** We're handing out leaflets and brochures tomorrow.

I'm meeting my schoolmates later on today. We're going to the sports centre to play handball.

### C) PREDICTIONS AND HYPOTHESES IN ENGLISH

I think I'll try out your idea with my family. I believe things will be much better in the future.

If my plan works out, we'll manage to do something about our future on this planet.

You can also study DISCOVER GRAMMAR pp. 133-137.

## E LISTENING

Listen to what a British child is saying to the local reporter about a campaign his school is organizing. As you listen, try to take notes. In the spaces below write A. for intentions, B. for plans, and C. their predictions. Discuss with your classmates and decide if you could also do the same at your school.



**ΠΑΡΑΚΑΛΩ  
ΟΧΙ ΣΚΟΥΠΙΔΙΑ**  
Εδώ, μόνο ανακύκλωση  
συσκευασιών

- 1.....collect money for class trip.
- 2.....put bins to collect used paper
- 3.....bring old newspapers and magazines
- 4.....manage to get the money needed.
- 5.....keep all your tickets for recycling.

**F QUIZ: "WHAT A WASTE!"** 

Work with your partner and find how much energy will be saved if you decide to apply your plan at school. Try to make the calculations. Here are the facts you need to take into consideration:

**For the production of 1 tonne (1.000 kg) of paper we spend :**

- 1) 4.000 kg of wood    2) 40.000 litres of water    3) 7.000 kWatts of energy

Can you work out how many trees, how much water and how much energy we waste in Greece if we think of the 700,000 tonnes of paper we send to the landfills each year?

700,000 tonnes of paper = 1).....kg of wood

2).....litres of water

3).....kWatt of energy



**G PORTFOLIO** 

- Use all the ideas mentioned in the activities above to write a letter to an English-speaking friend of yours letting him or her know about the environmental work you are doing in your school.
- Include all information you think is necessary as well as pictures, photos and drawings.

- Let your partner check what you have written.
- If in difficulty you can ask your teacher for help.
- Then re-write it following any comments made. Your letter may start and continue as follows:

**Hello, there!**

**How are you! Are you doing anything special at school this month?**

**Well, I must tell you I'm very proud of my school and myself because we're carrying out a recycling campaign. Let me tell you now a few things about it**  
**We're.....**

**We're also going to.....**

**Finally, I think that we'll.....**

**How about that? How do you like our work? Would you like to try it with your class? Let me know as soon as possible.**

**Write back**

.....

#### **A** LEAD-IN ►

Do you remember Kostas' class environmental project? Besides giving information about recycling to their fellow pupils, Kostas' class decided to do a survey about pupils' environmental attitude. Think of questions to ask your classmates.

#### **B** READING

These are some of the questions included in the pupils' questionnaire. Read them carefully and answer them to find out if you love planet Earth.

#### **DO YOU LOVE OUR PLANET?**

**Let's find out together. Remember to be honest!**

1. Do you turn off the light when you leave your bedroom?  
a. Yes, always   b. Sometimes   c. No, I don't.
2. How do you usually go to school?  
a. By car   b. On foot   c. By bus
3. What do you usually do with your rubbish from a picnic?  
a. I leave it there   b. I put it in a rubbish bin  
c. I take it home
4. Do you use both sides of a piece of paper when you write?  
a. Sometimes   b. Never   c. I usually do
5. Do you ever use recycled paper?  
a. What's that?   b. Usually   c. Sometimes

6. What do you usually do if there is rubbish on the beach?
- a. I take it and put it in the litter bin  
b. I leave it on the beach c. I throw in the sea
7. Do you buy plastic cups, knives or forks?
- a. Yes, I do. I hate washing up b. Sometimes  
c. No, never
8. Do you watch environmental programmes on TV?
- a. No, never b. Very seldom c. Yes, always
9. Do you leave the water running when you brush your teeth?
- a. Yes, I do. b. Sometimes. c. No, never.
10. Do you take part in planting expeditions with your school or city?
- a. Yes, sometimes. b. No, never.  
c. Yes, I usually do it twice a year.

(Adapted from Myles, J. (2001) Holidays and Special Days in the USA and [www.link2english.com](http://www.link2english.com))

Check the answers in the Answer key to see whether your attitude to nature is positive or not.



Answer key			
Question 1.	a. 3 points	b. 2 points	c. 1 point
Question 2.	a. 1 point	b. 3 points	c. 2 points
Question 3.	a. 1 point	b. 2 points	c. 3 points
Question 4.	a. 2 points	b. 1 point	c. 3 points
Question 5.	a. 3 points	b. 1 point	c. 2 points
Question 6.	a. 3 point	b. 1 points	c. 2 points
Question 7.	a. 1 point	b. 2 points	c. 3 points
Question 8.	a. 1 point	b. 2 points	c. 3 points
Question 9.	a. 1 point	b. 2 points	c. 3 points
Question 10.	a. 2 points	b. 1 point	c. 3 points

**24-30 points: Congratulations!!! You are a friend of the Earth after all. Keep up the good work and try to encourage other people to follow your example.**

**17-23 points: You take care of our planet, but not as much as you should. Why not try harder? Our planet needs your help!**

**10-16 points: Well, I'm afraid your attitude to Earth is not friendly. You must try hard to protect nature.**

**After all, you belong to nature. Have you ever thought of that?**

## **C** SPEAKING & WRITING

**In small groups decide how you can organize a small project to inform pupils in other schools around the world about environmental problems in our town / city / country. You must think of 2 or 3 activities that you can prepare with your partner and make a list. By the end of the school year report back into class on how many of these you and your family were able to do.**

### **Stages:**



- Choose your team
- Decide on the issues and write them down clearly
- Decide on what information you need to gain a better understanding of the problems
- Decide where you will find this information
- Elicit possible and achievable(!) solutions to the problems
- Choose solutions
- Think of who will outline and present the solutions
- Decide on who will prepare the presentation

- Decide on what realia you will need for the presentation (photos, newspaper cutouts, poster, leaflet, short video, drawings)



**Project title:** \_\_\_\_\_



**Monday** We are \_\_\_\_\_

**Tuesday** \_\_\_\_\_

**Wednesday** \_\_\_\_\_

**Thursday** \_\_\_\_\_

**Friday** \_\_\_\_\_

**Saturday** \_\_\_\_\_

**Sunday** \_\_\_\_\_



See Appendix, page 121, Activity A for an alternative speaking task.

## **D** LISTENING

Kostas and his father are talking to people who are taking part in a CLEAN UP GREECE ([www.cleanupgreece.org.gr](http://www.cleanupgreece.org.gr)) summit meeting for the environment organized in Athens. Listen to some tips that one of the participants offers to Kostas. He believes that people should follow them when they go shopping so they can reduce waste. Put a tick ✓ next to the pictures which are positive advice or a cross ✗ next to negative action.

**Βάλτε ένα διχτάκι  
στη ζωή σας**



a. ....



b. ....



c. ....



d. ....



e. ....



f. ....

**WWF  
ΑΝΑΘΕΩΡΗΣΤΕ ΤΗ ΣΤΑΣΗ ΣΑΣ  
ΓΙΑ ΤΟ ΠΕΡΙΒΑΛΛΟΝ**



**Create a slogan and put it up on the classroom wall**

**Study the following sentences  
to see how we can talk about**



**a) abilities**

**I can speak English.**

**Dogs and rhinos can swim but elephants or cats can't.**

**We can plant trees to make our neighbourhood prettier.**

**b) obligations**

**People must obey the laws of their country.**

**We must do everything we can to help the Earth survive.**

**c) how we can give advice in English.**

**You should write on both sides of a piece of paper so as not to waste any paper.**

## What do you think I should do?

I think you should study harder to get better marks at school.

You shouldn't be so rude to your granny, Clarice! She's an elderly person and deserves your respect!

## **E** PAIR OR GROUP WORK

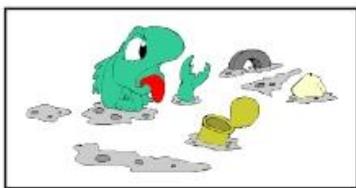
- Work in pairs or groups and prepare posters using ideas from this unit or your own ideas about environmental protection.

- Discuss with your fellow pupil or pupils and decide what to include in your posters and why. You may use the expressions in the Grammar Focus to decide upon action that is absolutely necessary (obligation) or action that is worth taking (advice).

- You could also talk about environmental problems shown in the pictures below.

- You could also use your ideas from Activity C.

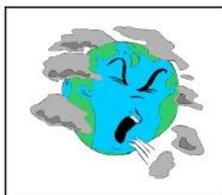
### SAVE THE TREES



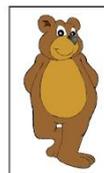
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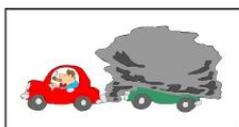
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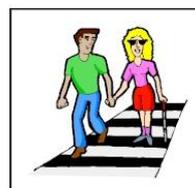
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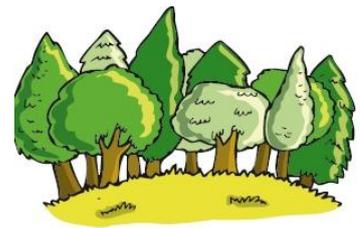
## Learning strategies



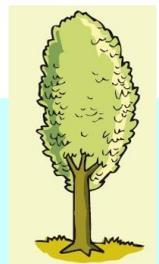
### To be better at reading

- I try to guess what it's about
- I read the text once to get an idea.
- I don't worry about unknown words

**DIFFERENT COUNTRIES  
DIFFERENT PROBLEMS  
ONE SOLUTION  
....ACT NOW!**



text adapted from: [www.panda.org/about\\_wwf/what\\_we\\_do/forests/about\\_forests/importance/](http://www.panda.org/about_wwf/what_we_do/forests/about_forests/importance/)



### **Mediterranean forests**

The Mediterranean is one of the most important regions in the world for its forests. These forests are situated in an area between the European, African and Asian continents and are very important for their biodiversity features - plants and animals.

But the Mediterranean forests are under threat. One of the most serious threats is fires. This has caused serious problems in the area during the last few decades. Other general threats to the Mediterranean forests are:

- Climate change
- Droughts and flooding
- Extensive building development
- Atmospheric pollution

**Task: Read the text, look at the photos and then make a chart listing country in the Mediterranean area and problem and (where possible) solutions. Discuss with your partner.**



**Italy**

**People cause fires**



**Lebanon**

**Violence and war destroys the natural environment**



**Turkey**

**Too much lumbering reduces forests**



**Greece**

**Building development threatens forests**

## Lesson 3

### MY WORK CAN MAKE A DIFFERENCE

#### A LEAD-IN ►

Have you ever visited a forest? What can a person do and what cannot do in a forest? Think and discuss with your partners.

#### B SPEAKING & WRITING

You want to send this photo to your friend in Australia who is going to visit Zagorochochia next summer. Tell him what the problems are and what he should do when he is there. Make a list like the one in the Activity F, page 102.



**ΕΘΝΙΚΟΣ ΔΡΥΜΟΣ  
ΒΙΚΟΥ-ΑΩΟΥ  
Πυρήνας  
NATIONAL PARK  
"BIKOS - AOS  
Central Park of the Park**

**ΔΑΣΑΡΧΕΙΟ ΚΟΝΙΤΣΑΣ  
ΕΘΝΙΚΟΣ ΔΡΥΜΟΣ  
ΒΙΚΟΥ-ΑΩΟΥ  
ΑΠΑΓΟΡΕΥΕΤΑΙ Η ΒΟΣΚΗ,  
ΤΟ ΚΥΝΗΓΙ, ΤΟ ΨΑΡΕΜΑ &  
ΚΑΘΕ ΑΛΛΗ ΕΝΕΡΓΕΙΑ  
ΠΟΥ ΑΝΤΙΚΕΙΤΑΙ ΣΤΟΝ  
ΚΑΝΟΝΙΣΜΟ ΛΕΙΤΟΥΡΓΙΑΣ  
ΤΟΥ ΔΡΥΜΟΥ**



<b>PROBLEMS</b>	<b>ADVICE</b>

 For extra WWF guidelines on Zagorochochia, see Appendix p. 121-122. Transfer these guidelines, which are in Greek, into English and fill in the boxes above.

**CROSS CURRICULAR PROJECT**

Work in small groups and imagine you are an English-speaking person who has moved to a new area and finds that some things must change. Look at the following issues. Choose one issue and prepare a project. Use the ideas from this unit and write to the Mayor of your town/city.

**Issues:**

1. Place recycle bins in public places
2. Place battery-disposal bins in public places
3. Organize a planting expedition
4. Any other ideas you may think of

Prepare a poster encouraging people to take the situation seriously. Make sure they become aware of the problem and its solutions.

Finally, you can visit any of the websites mentioned in the Appendix and get information about environmental issues, learn about other places that face problems and what's more do the quizzes, fun activities, paint pictures and sing songs. Have fun!

 For a fun Recycling Board Game, go to Appendix, page 125-128.

## SELF-ASSESSMENT TEST



Name:.....  
Class:.....  
Date:.....  
Score:...../ 100



**A.** Use the words in the box to fill in the following sentences.

**glass, reduce, litter, chargeable, reuse, print, disposal, recycle, friendly, pollution**

1. We can do many things to save the environment from the rubbish.

The first thing is ....., which means "try not to use something as much as you used to"

2. The second of the three "Rs" is ....., which, again means "use it again"

3. And, finally, the third "R" is ....., which means "take it to special bins so that it is made into new material again"

4. The things we can recycle are paper, ....., aluminium and plastic.

5. Those who recycle take part in recycling projects are environmentally ..... people.

6. The other word for rubbish is .....

7. We can save trees if we ..... on both sides of our paper on the printer.

8. When we use the school bus we reduce traffic and air .....

9. You can take your batteries to battery-..... bins,

10. or else, you can use re-..... batteries.

**Points: ...../ 30**

**B. Spot the mistakes and rewrite the sentences in the space provided.**

1. What you will do tomorrow afternoon, Jack?

.....  
.....

2. I'll meet John and we go to the sports centre.

.....  
.....

3. We must to do everything we can to help save our planet.

.....  
.....

4. Ok Mum. I promise I'm going to call you the moment we get to Korinthos.

.....  
.....

5. If his plan work out, he's going to get the first prize

.....  
.....

**Points: ..... / 30**

**C. Match the sentences.**

- a. I'm afraid I can't answer the phone right now.
- b. We're working on an environmental project.
- c. I think I'll try out this idea myself.
- d. Ann's having a barbecue tomorrow.
- e. Are you going to hold an exhibition at school?
- f. I'm very proud of you.
- g. How do you like my new room?
- h. Do you ever dispose of batteries?
- i. Driving to work is not a very good idea, Dad.
- j. Jack has made certain decisions.
- i. I think it's fabulous.
- ii. Would you like to come?

- i. I think it's fabulous.
- ii. Would you like to come?
- iii. No, but we're going to plant some trees up the hill.
- iv. I'm having a shower.
- v. You're doing your best to save Earth.
- vi. What's that?
- vii. Yes, all the time.
- viii. Cars produce waste gases that can harm us.
- ix. I'll let you know about the results as soon as possible.
- x. For starters, he's going to recycle paper.

a ... b ... c ... d ... e ... f ... g ... h ... i ... j ...

**Points:** ...../ 20

### **D. Write a letter to the City Council.**

Tell them what they can, should and must do to protect the natural environment around the area where you live. Write at least three sentences.

Dear Sirs,

.....  
 .....  
 .....  
 .....  
 .....

Yours faithfully,

.....

**Points:** ...../ 30

## Tick what's true for you:



### Now I can:

- talk about recycling, the environment and take action
- talk about plans, intentions and obligation
- make hypotheses, promises and give advice on environmental issues
- change my habits at school or at home regarding rubbish
- organize a project about recycling
- answer or make a questionnaire
- use the Internet to get information



### Learning strategies in English

#### **READING:** What I do to comprehend a reading passage.

- I read the title, look at the picture and try to guess what it's about
- I read the text once to get the main idea
- I look for specific bits of information
- I read and try and understand every word
- I don't worry about unknown words
- I try to guess the meaning from the context

# APPENDIX

It's your choice!

## Unit 1 INTERNET FRIENDS AROUND EUROPE

### LESSON 1-2

#### Activity A.

Two pupils talk about themselves. Listen to them and fill in the chart to find out what they like. Compare their hobbies with your class hobbies to find out if you share common interests.

Name	Age	Likes	Favourite hobby
Susan	11	computers	
Tom	11	reading	

#### Activity B.

Fill in the chart using the information in the dialogue to find out if you have something in common:

Name	Age	Country	Likes
Mark		England	Tests
	14		Studying
Kostas			

#### Dislikes

Reading



## Activity C.

### Good morning in 10 different languages

Can you guess which Good Morning goes with which language? Your teacher will help you! Try to read out the different languages! Remember some of them.

When you meet children from those countries you will be able to say one thing in their language!

1. Albanian	A. Guten Morgen
2. Arabic	B. Ni zao
3. Dutch	C. Goedemorgen
4. Finnish	D. Buenos dias
5. French	E. Bonjour
6. German	F. Dobroye utro
7. Italian	G. Buon giorno
8. Mandarin (China)	H. Miremengjes
9. Russian	I. Sabaah el kheer
10. Spanish	J. Hyvaa huomenta

For a more challenging version, find other expressions like these in other languages. Ask your classmates who come from other countries. Present the expressions in class.

## PROJECTS

**EITHER** Collect similar information about Greece, or any other country you are interested in or you come from. You may use encyclopedias, Geography books, tourist guides, web sites or anything else you find useful. Present the information in class with pictures of the country and some short texts giving basic information about this country (You may use text from p. 22 for help).

**OR** Together with your group members try to collect labels or boxes from various products we can find at the supermarket. Then stick them on a cardboard writing down the country of origin and draw the map or flag of this country. Have a look at your Geography book and write some phrases or words in the language of this country. You can add any other information you find suitable for a good presentation of this/these countries.



## **Symbols of Great Britain**

### **Black cab**

The black cabs (taxis) are a characteristic feature of London.

They are being modernized but they keep the same shape and colour because they are classic.



### **Coat of Arms**

A coat of arms is a set of pictures painted on a shield, which represent a family or a town.

The Royal Coat of Arms of the United Kingdom is a shield divided in four parts. A lion supports the shield on the left and a unicorn on the right. On top of the shield we can see the Royal Crown.



### **Cricket**

Cricket is England's national sport, but it is not as popular as football.

It is played in the country on Sundays from April to August. It is played by two teams of 11 players each. The players hold a bat with which they hit a ball.



## **Cup of tea**

The afternoon tea is a tradition in England, although people today do not have time for tea at home.

In fact, it is a small meal which consists of tea or coffee and scones (small cakes), sandwiches and pastries.



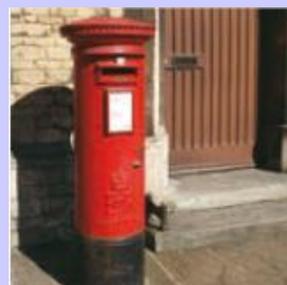
## **Fish and chips**

Fish and chips is the classic English take-away food and the traditional England's national food. The fish is fried and eaten with potato chips. Traditionally it was eaten using your fingers, but today small wooden forks are provided.



## **Post box**

A red cylindrical metal box put in public places in which people put the letters they want to send.



## **Prince Charles**

Prince Charles, the Prince of Wales, is the eldest son of Queen Elizabeth. He was born in 1948 and he is going to be king one day. He loves gardening, sports and painting. He has two sons, Prince William and Prince Harry. He is first in line to the British throne.



**LESSON 3****Activity A.****DOs and DON'Ts in England****✓ Do stand in line**

In England people like to form queues and wait patiently for their turn to come. e.g. boarding a bus.

**✓ Do say "Excuse me"**

When someone blocks your way, say "excuse me" and they will move out of your way.

**✓ Do say "Please" and "Thank you".**

It is very good manners to say "please" and "thank you". It is rude if you don't.

**✓ Do remember your table manners.**

Eat with a knife in your right hand and a fork in your left hand and don't eat off someone else's plate.

**✗ Do not greet people with a kiss.**

The English only kiss people who are close friends and relatives.

**✗ Do not ask personal questions.**

Do not ask intimate questions such as "How much money do you earn?", "How old are you?" (for older people), or "Why aren't you married?" etc.

**✗ Do not speak with your mouth full.****✗ Do not talk loudly in public.**

# Unit 3 PLACES

## LESSON 1-2

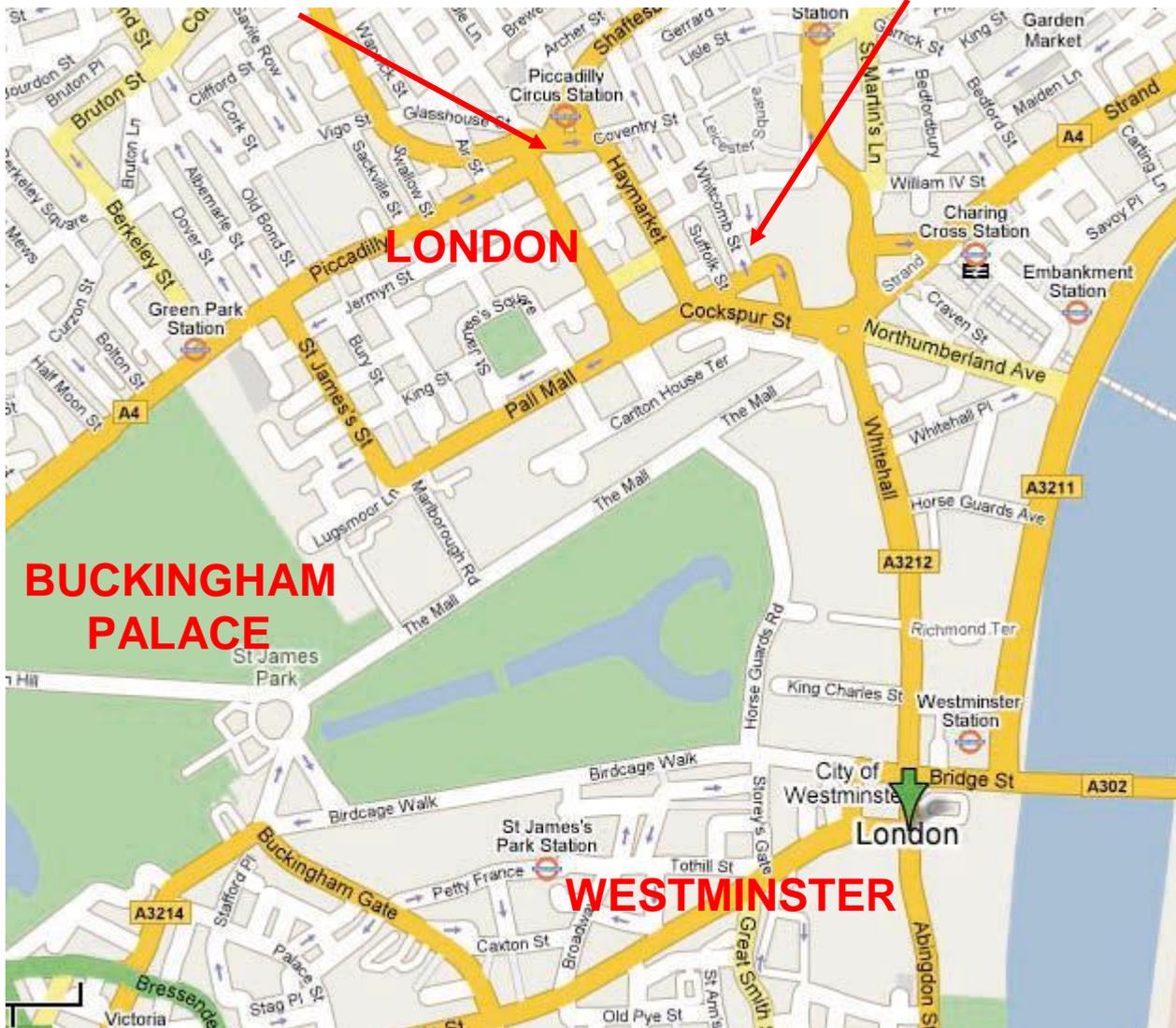


### Activity A.

### Map - Central London

**PICADILLY  
CIRCUS**

**TRAFALGAR  
SQUARE**



## LESSON 3

### **Activity A.**

Read the two texts about these two cities, Frankfurt and Venice. Then try and match the pictures below with the right text. Put numbers 1 or 2 in each picture. Discuss your choices with your partner.

#### 1. Read about the city of Frankfurt

Welcome to Frankfurt! We would like to invite you to take a closer look at Frankfurt, the metropolis, where everybody feels at home. Frankfurt is the largest financial centre in Europe, a global village, a melting pot of cultures, languages and lifestyles.



#### **Travelling around.**

Getting around Frankfurt is easy and convenient, thanks to a modern public transportation system. You can use streetcars (trams), buses, rapid trains and the underground. The fastest way of travelling within the city of Frankfurt is the 'U-Bahn', the underground train. The city Frankfurt is a city of contrasts, a city of variety. Take some time to discover it. It is a city of trade fair, a financial centre, a major European metropolis but also a city of intellect, of apple wine of green spaces and of 180 nationalities.

#### 2. Read about the city of Venice.

Venice is a very old city, full of monuments of extraordinary beauty. That is why it is a tourist attraction like no other in the entire world.

## How to get around in Venice.

The only way to get around in Venice is to walk or take a boat. Many Venetians have their own boats but the visitor will have to take a taxi or a public boat in order to move around the canals of Venice.



The different types of public boats are: vaporetto (water bus), motorscafo (water taxi) and gondola. The famous gondola is certainly the finest way to move about the canals of Venice on romantic moonlit nights.

For the water taxis, the fares start from 50 €. You have to be careful, though, especially in Tronchetto (the island with the biggest car park) because unlicensed water taxis are not to be trusted and sometimes they can be dangerous, too!



1. ....

2. ....

3. ....

4. ....

5. ....

## UNIT 4

## CHRISTMAS EVERYWHERE

### LESSON 2



### Activity A.

### Role-play cards



cousin Nick  
model car  
Price \$19.99





**father**  
After shave  
Price \$24.99



**grandma**  
chocolate  
Price \$9.99



**grandpa**  
slippers  
Price \$19.99



**mother**  
perfume  
Price \$24.99



**sister Maria**  
doll  
Price \$15.99



### LESSON 3

#### **Activity A.**

This is a beautiful Christmas poem. Read it together first and see what the poem is about. Then each student should learn 2 lines by heart. The whole class can then recite the poem off by heart!

## **A letter to Santa**

- 1 Snowflakes softly falling  
Upon your window they play.**
- 2 Your blankets snug around you,  
Into sleep you drift away.**
- 3 I bend to gently kiss you,  
when I see that on the floor**
- 4 there's a letter, neatly written,  
I wonder who it's for.**
- 5 I quietly unfold it  
making sure you're still asleep.**
- 6 It's a Christmas list for Santa  
one my heart will always keep.**
- 7 It started just as always  
with the toys seen on TV,**
- 8 A new watch for your father  
and a winter coat for me.**
- 9 But as my eyes read on  
I could see that deep inside**
- 10 there were many things you wished  
For that your loving heart would hide.**
- 11 You asked if your friend Molly  
could have another Dad;**
- 12 It seems her father hits her  
and it makes you very sad.**
- 13 Then you asked dear Santa  
if the neighbors down the street**

**14 Could find a job, that he might  
Have some food, and clothes, and heat.**

**15 You saw a family on the news  
whose house had blown away,**

**16 “Dear Santa, send them just one  
thing, A place where they can stay.”**

**17 “And Santa, those four cookies  
that I left you for a treat,**

**18 Could you take them to the  
children who have nothing else to eat.”**

**19 “Do you know that little bear I  
have the one I love so dear?**

**20 I’m leaving it for you to take  
to Africa this year”.**

**21 “And as you fly your reindeer  
on this night of Jesus’ birth,**

**22 Could your magic bring to everyone  
goodwill and peace on earth”.**

**23 “There’s one last thing before you go,  
so grateful I would be,**

**24 If you’d smile at baby Jesus  
in the manger by our tree.”**

**25 I pulled the letter close to me  
I felt it melt my heart.**

**26 Those tiny hands had written  
what no other could impart.**

27 “And a little child shall lead them,”  
was whispered in my ear  
28 As I watched you sleep on Christmas  
Eve while Santa Claus was here.

**Author: Unknown**  
(authentic from: geocities.com)

## Unit 5 READY FOR ACTION

### LESSON 2

#### **Activity A.**

Students work in pairs. Each pair should decide how they can organize a small project to inform pupils in other schools around the world about environmental problems in our town/city/country. You must think of 2 or 3 activities that you can prepare with your partner and make a list. Think of using the Internet - email or chat room - sending photographs, preparing a small video, drawings, recommending relevant websites or books in English, preparing a poster or a leaflet, etc. You've only got 3 days to prepare your project. Discuss with your partner:

- a) Which problem(s)?
- b) Which activities and when? (Use the diary below), and finally,
- c) Before you start tell the rest of the class about your project.

## Ideas for organizing activities:

- ✓ Produce leaflets or brochures to inform people
- ✓ Produce posters for the school or other public places in your area
- ✓ Organize an exhibition with drawings showing the problem
- ✓ Collect articles, posters, pictures and other material relevant to the problem of excess rubbish and recycling
- ✓ Use material that can be recycled to make new objects and present them
- ✓ Prepare a school newspaper
- ✓ Prepare an exhibition of photographs on the problem
- ✓ Prepare a small video
- ✓ Organize an exhibition with all the material collected and give a talk or ask some expert give a presentation



## Relevant sources and websites for the Unit

### Websites

[www.wwf.gr/index.php](http://www.wwf.gr/index.php) ⇒ The official site of WWF Hellas with useful advice on recycling.

[www.greenpeace.gr](http://www.greenpeace.gr) ⇒ The official site of Greenpeace in Greece.

[www.epa.gov/recyclecity/](http://www.epa.gov/recyclecity/) ⇒ Full of activities and games for children that develop the idea of saving energy and reducing waste.

[www.recyclingglass.co.uk](http://www.recyclingglass.co.uk) ⇒ Pupil-friendly activities and info about glass ( history- production- reason for recycling).

[www.greenvalley.com/coloring/colorme1.htm](http://www.greenvalley.com/coloring/colorme1.htm)  
⇒ Recycling colouring Book for Kids.

[www.recyclezone.org.uk](http://www.recyclezone.org.uk) ⇒ Site for schools, children and teachers with information on the 3Rs: reduce, reuse and recycle. It includes games, practical activities and teacher-specific information.

[www.oikologos.gr](http://www.oikologos.gr) ⇒ Greek e-magazine on ecology.

### Articles in Books & Magazines - Readers, etc.

- Γλώσσα Ε΄ Δημοτικού- «Της Γλώσσας Ρόδι και Ροδάκι» - α΄ τεύχος (σελ. 15) ΗΕΛΜΕΡΑ. (σελ. 24-25) Resources.
- Φυσικά Ε΄ Δημοτικού - «ΕΡΕΥΝΩ ΚΑΙ ΑΝΑΚΑΛΥΠΤΩ» - Βιβλίο Μαθητή (σελ. 30-31) Rubbish and Recycling (σελ. 101-103) Noise
- ΟΙΚΟ ΤΗΣ ΚΑΘΗΜΕΡΙΝΗΣ, ΙΑΝΟΥΑΡΙΟΣ 2006, ΤΕΥΧΟΣ 40 (σελ. 36-38)
- OXFORD BOOKWORMS FACTFILES - OXFORD UNIVERSITY PRESS.

A series of Readers dealing with environmental issues.

Some titles of interest:

"Pollution" by Rosemary Border

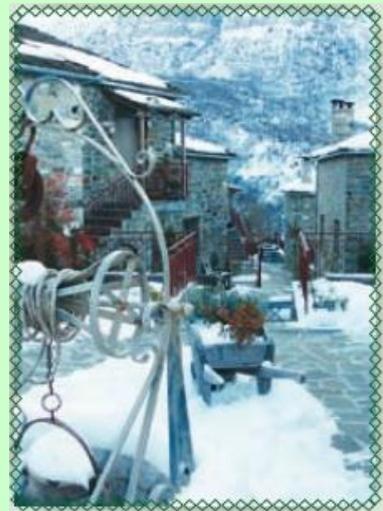
"Rainforests" by Rowena Akinyemi



## LESSON 3

### Οδηγός του καλού επισκέπτη στο Ζαγόρι

- Αν θέλετε να σταθείτε για να ξαποστάσετε δίπλα σε ένα ποτάμι ή στο δάσος, αποφεύγετε τη χρήση σαπουνιών ή άλλων ουσιών που ρυπαίνουν και απειλούν την ευαίσθητη χλωρίδα και πανίδα της περιοχής.
- Όταν απολαμβάνετε μια βόλτα στη φύση, καλό είναι να είστε εφοδιασμένοι με μια σακούλα για τα απορρίμματα σας. Τα σκουπίδια είναι μεν στοιχείο του σύγχρονου πολιτισμού μας, δεν έχουν όμως καμία θέση στη φύση.
- Αποφεύγετε τη δυνατή μουσική, τις φωνές ή την πρόκληση δυνατών θορύβων. Η φύση παίζει τη δική της ωραία μουσική.
- Σε κάποιες ταβέρνες της περιοχής ίσως σας προσφέρουν παράνομο κυνήγι (π.χ. αγριόγιδο ή ζαρκάδι), σε «αλμυρή» βέβαια τιμή. Αρνηθείτε να καταναλώσετε παράνομο κυνήγι, καθώς έτσι ενθαρρύνετε την εξαφάνιση της σπάνιας άγριας πανίδας της περιοχής από επαγγελματίες που θησαυρίζουν εις βάρος όλων μας.
- Αποφεύγετε να κόβετε λουλούδια καθώς, εν αγνοία σας, μπορεί να κόψετε ένα από τα σπάνια, προστατευόμενα και ενδημικά φυτά της περιοχής.



# BOARDGAME

THE

# RECYCLING

GAME



**Language Focus: Recycling**

**Players: 2-4**

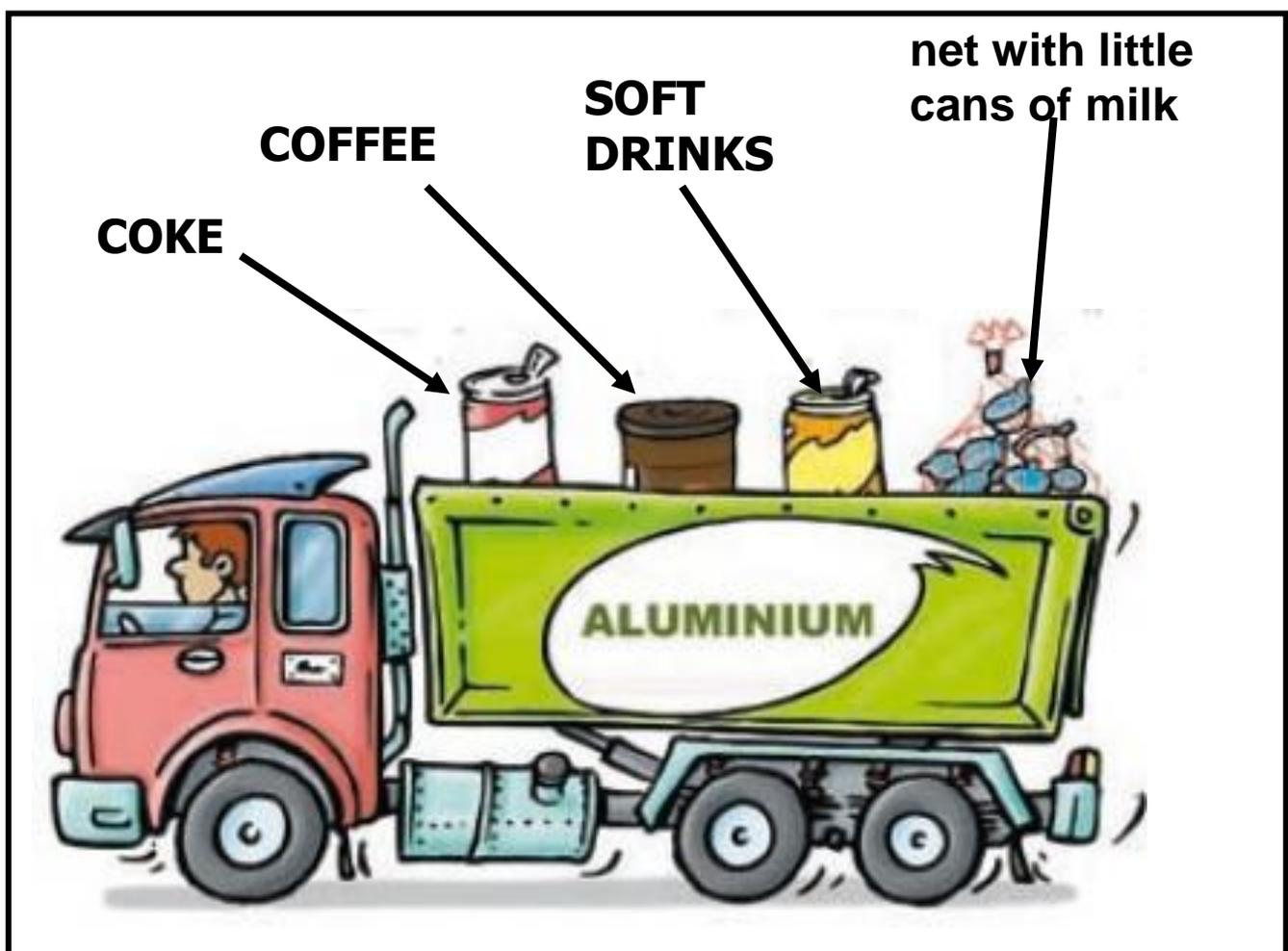
**You Need:** 1 board, 1 dice, 1 counter each, 1 pencil and 1 truck card each (which you can photocopy from the Pupil's book and cut out).

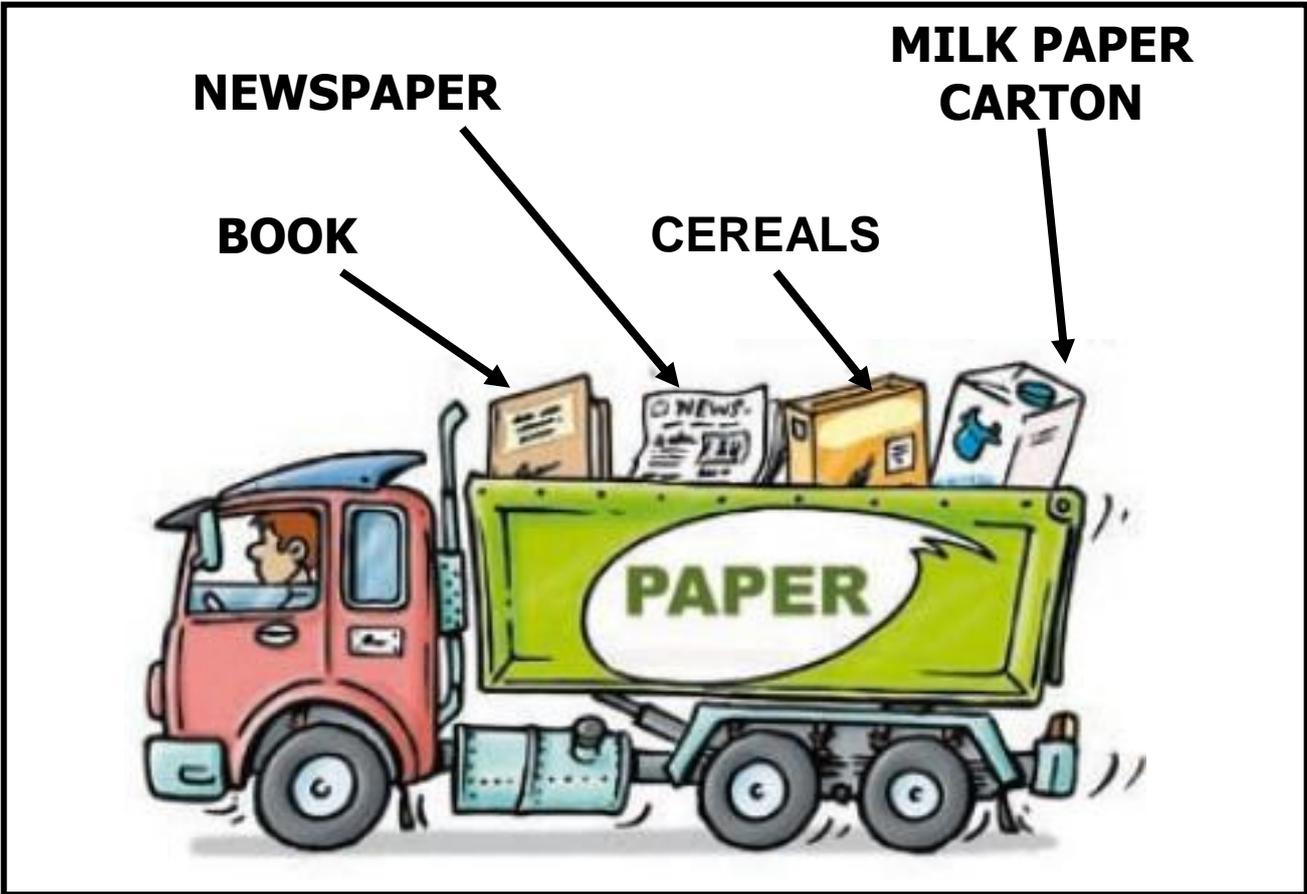
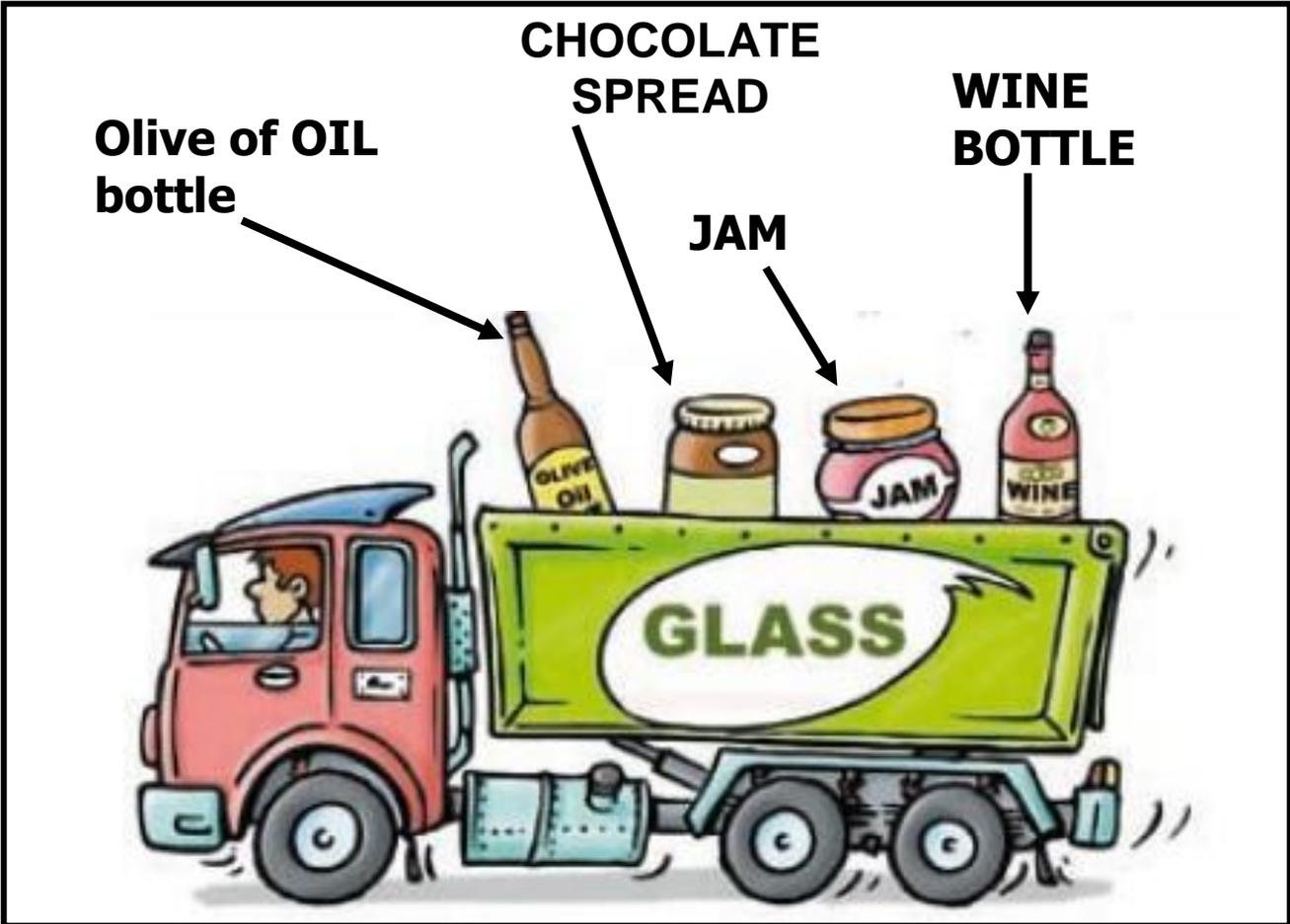
**How to play:**

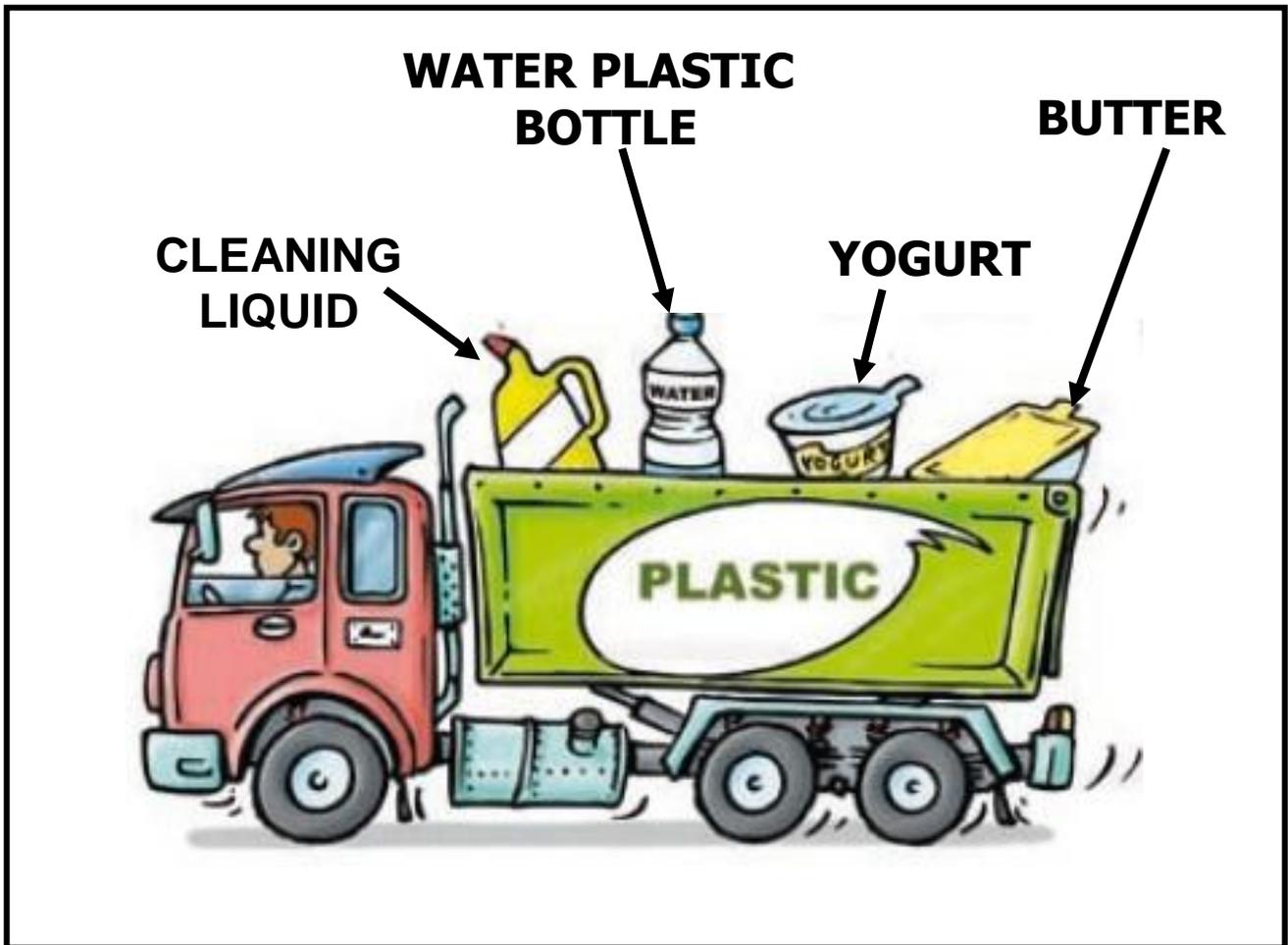
1. Choose a different counter each and place it on 'start'. Then choose one of the recycling trucks (Glass, paper, Plastic or Aluminium)

2. Throw the dice once each in turn. The player with the highest number goes first.
3. Take it in turns to throw the dice and move your counter around the board.
4. When you land on a square you see what item you are on. If you have it in your truck you delete it. If not, the next player goes on to throw the dice.
5. Bonus: If you throw a 6, you can throw the dice again (max. 3 times).
6. The winner is the first to eliminate all the recycling from his/her truck.

## THE RECYCLING GAME







## UNIT 1

Likes, dislikes and preferences

like love enjoy prefer dislike hate + ing

These verbs are used to express likes or dislikes and are followed by an -ing form.

e.g. Mark loves studying. Do you enjoy driving? I don't like skiing. Sue prefers eating out.

These verbs are not normally used in the Present Continuous. They are verbs that describe a state. They are used in the Simple Present form even if the action is happening now. e.g. I enjoy dancing. **NOT** I am enjoying dancing.

✓ **NOTE:** He prefers singing to dancing.

Simple Present Tense

We use the present simple for • things that are true in general (general truth) • things that happen sometimes or all the time (states) • routines • timetables and programmes

e.g. I live in Sparta but my sister lives in Athens. Jenny reads a lot.

Affirmative	Negative
	Long form
I/you walk	I/you do not walk
He/she/it walks	He/she/it does not walk
We/you/they walk	We/you/they do not walk

	Interrogative
Short form	
I/you don't walk	Do I/you walk?
He/she/it doesn't walk	Does He/she/it walk?
We/you/they don't walk	Do We/you/they walk?

Short answers	
Do you walk to school?	Yes, I do. / No, I don't.
Does he/she/it walk to school?	Yes, he/she/it does. / No, he/she/it doesn't.
Do they walk to school?	Yes, they do. / No, they don't.

## Spelling

**Be careful!**

he/she/it -s: e.g. he takes, my father makes ss, sh, ch, x, o ∅ -es e.g. I do - he does / You pass - she passes / I finish - he finishes y ∅ -ies e.g. I try - he tries / You cry - she cries / I study - he studies But: I play - he plays / I stay - she stays / You buy - he buys

---

## UNIT 2

### Prepositions of time: At - On - In

We can use prepositions of time with the Simple Present. They can go at the beginning or the end of the sentence.

**At**

at 8 o'clock (time)  
at Christmas, at Easter, at the weekend  
(holidays)  
at noon / at night / at midnight

**On**

on Monday, on Sunday (days of the week)  
on April 6th (dates)  
on Christmas Eve, on my birthday (specific  
days) / on weekdays

**In**

in May, in December (months) / in 2007,  
in 1998 (years)  
in the summer, in the autumn (seasons)  
in the morning

### Adverbs of frequency

**always- usually - often - sometimes - rarely/seldom  
- never**

We can use adverbs of frequency with the Simple Present to show how often an action happens. These words are often with the verb in the middle of the sentence.

e.g. He's **always** late.

They **sometimes** go to the opera. / I **rarely** eat chinese food. / We **usually** play basketball at school.

## **Be careful!**

The adverbs of frequency come before the main verbs **but** after the verb to be.

e.g. We usually have milk for breakfast. / We are never late for school.

If there are two verbs they come between them.

e.g. It doesn't **usually** rain here. / Does she **often** go to school by bus?

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## **UNIT 3**

### Expressing opinions / Making suggestions

In English we use some phrases to express our opinion to other people or to make suggestions on specific matters. Some of these phrases are followed by the -ing form of the verb and some others are followed by the base form of the verb.

#### **Expressing opinions**

I think that / I don't think that / It seems to me that / In my opinion → -ing

e.g. I think that walking to school is the best idea.

It seems to me that recycling is the only solution to save the planet.

In my opinion, keeping our school clean makes us feel better.

#### **Making suggestions**

Why don't we / you • Let's (all) → base form of the verb (infinitive)

e.g. Why don't you ride your bike to school?  
Let's all find a solution to the problem.

How about → -ing

e.g. How about speaking to your friends about the problems of the environment?

---

## UNIT 4

---

### Facts and habits vs. actions happening now

We know that we use the Simple Present tense to talk about states and routines. We also know that we use the Present Continuous tense to talk about things that are happening now, at the time of speaking. Of course, we can have both tenses in one sentence to express two different situations.

e.g. Jack usually goes to New York for holidays, but this year he is spending holidays in London.

We can also use the following time expressions with each verb tense:

<b>Simple Present</b>	always, usually, often, sometimes, rarely/seldom, never, every day, once a day/week/month/year,
<b>Present Continuous</b>	now, at the moment, at present, today, this week / month / year

## Feelings

In English we express feelings with the verbs of senses:  
look - smell - taste - feel.

These verbs do not usually have a continuous tense, because they describe a state and not an action (see also Unit 1 - Likes, dislikes and preferences)

e.g. You **look** nice in your new coat! / It **tastes** delicious.  
What is it?

---

## UNIT 5

### Talking about intentions

In English we can use three different ways to talk about the future.

- A. Simple future - will
- B. be going to
- C. Present continuous (future meaning)

#### **A. Simple future - will**

We use **will** when we decide to do something at the time of speaking with words like: I think, probably

e.g. Ok. I'll come with you. / Will you get me some eggs from the super market? / They will probably come later.

<b>Affirmative</b>		<b>Interrogative</b>
<b>Long form</b>	<b>Short form</b>	
I will play	I'll play	Will I play?
You will play	You'll play	Will you play?
He will play	He'll play	Will he play?
She will play	She'll play	Will she play?
It will play	It'll play	Will it play?
We will play	We'll play	Will we play?
You will play	You'll play	Will you play?
They will play	They'll play	Will they play?

<b>Negative</b>	
<b>Long form</b>	<b>Short form</b>
I will not play	I won't play
You will not play	You won't play
He will not play	He won't play
She will not play	She won't play
It will not play	It won't play
We will not play	We won't play
You will not play	You won't play
They will not play	They won't play

<b>Short answers</b>	
Will you come?	Yes, I will. / Yes, we will. • No, I won't. / No, we won't.
Will he/she/it come?	Yes, he/she/it will. • No, he/she/it won't.
Will they come?	Yes, they will. • No, they won't.

We can use these time expressions with the simple future: **tomorrow, next week/month/year, soon, later**

## B. be going to

We use **be going to** to talk about what we plan or intend to do in the near future to make a prediction based on what we can see or what we know

e.g. **I am going to** play football tomorrow. / **He is going to** study Medicine when he grows up. / **What are you going to** do to save animals in danger?

<b>Affirmative</b>	<b>Negative</b>	<b>Interrogative</b>
I'm going to meet Jim	I'm not going to meet Jim	Am I going to meet Jim?
You're going to meet Jim	You're not going to meet Jim	Are you going to meet Jim?
He's going to meet Jim	He's not going to meet Jim	Is he going to meet Jim?
She's going to meet Jim	She's not going to meet Jim	Is she going to meet Jim?
It's going to meet Jim	It's not going to meet Jim	Is it going to meet Jim?
We're going to meet Jim	We're not going to meet Jim	Are we going to meet Jim?
You're going to meet Jim	You're not going to meet Jim	Are you going to meet Jim?
They're going to meet Jim	They're not going to meet Jim	Are they going to meet Jim?

## C. Present continuous (future meaning)

We can use the Present continuous tense to talk about plans or arrangements we've made for the future.

e.g. **We're** visiting our grandmother tomorrow.

## Abilities, obligations, advice

In English we use verbs like **can, must, should** to talk about abilities and obligations or to give advice. These verbs are called **modal verbs**.

They go before other verbs.

They are always followed by the base form of these verbs.

e.g. He **can't** come with us because he doesn't feel very well.

- **Can / Can't**

We use **can** to talk about ability in the present and the future.

e.g. Mary can swim very well, but her brother can't. He's afraid of water.

- **Must / Mustn't**

We use **must** to talk about obligation in the present and the future. We use **mustn't** to talk about things we are not allowed to do in the present and the future.

e.g. We must follow the rules.

- **Should / Shouldn't**

We use **should** to give advice to people. We often use **think** with **should**.

e.g. It's a nice play. You should go and see it.  
What do you think I should do?

✓ **NOTE: Must is stronger than should.**

e.g. He doesn't feel very well. He should go to the doctor.

**APPENDIX****Irregular Verbs**

<b>Present Tense</b>	<b>Past Tense</b>	<b>Past Participle</b>
be	was, were	been
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
deal	dealt	dealt
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given

<b>go</b>	<b>went</b>	<b>gone</b>
<b>grow</b>	<b>grew</b>	<b>grown</b>
<b>have</b>	<b>had</b>	<b>had</b>
<b>hear</b>	<b>heard</b>	<b>heard</b>
<b>hide</b>	<b>hid</b>	<b>hidden</b>
<b>hold</b>	<b>held</b>	<b>held</b>
<b>hurt</b>	<b>hurt</b>	<b>hurt</b>
<b>keep</b>	<b>kept</b>	<b>kept</b>
<b>know</b>	<b>knew</b>	<b>known</b>
<b>lay</b>	<b>laid</b>	<b>laid</b>
<b>lead</b>	<b>led</b>	<b>led</b>
<b>leave</b>	<b>left</b>	<b>left</b>
<b>let</b>	<b>let</b>	<b>let</b>
<b>lie</b>	<b>lay</b>	<b>lain</b>
<b>lose</b>	<b>lost</b>	<b>lost</b>
<b>make</b>	<b>made</b>	<b>made</b>
<b>meet</b>	<b>met</b>	<b>met</b>
<b>pay</b>	<b>paid</b>	<b>paid</b>
<b>quit</b>	<b>quit</b>	<b>quit</b>
<b>read</b>	<b>read</b>	<b>read</b>
<b>ride</b>	<b>rode</b>	<b>ridden</b>
<b>ring</b>	<b>rang</b>	<b>rung</b>
<b>rise</b>	<b>rose</b>	<b>risen</b>
<b>run</b>	<b>ran</b>	<b>run</b>
<b>say</b>	<b>said</b>	<b>said</b>
<b>see</b>	<b>saw</b>	<b>seen</b>
<b>seek</b>	<b>sought</b>	<b>sought</b>
<b>sell</b>	<b>sold</b>	<b>sold</b>
<b>send</b>	<b>sent</b>	<b>sent</b>
<b>shake</b>	<b>shook</b>	<b>shaken</b>

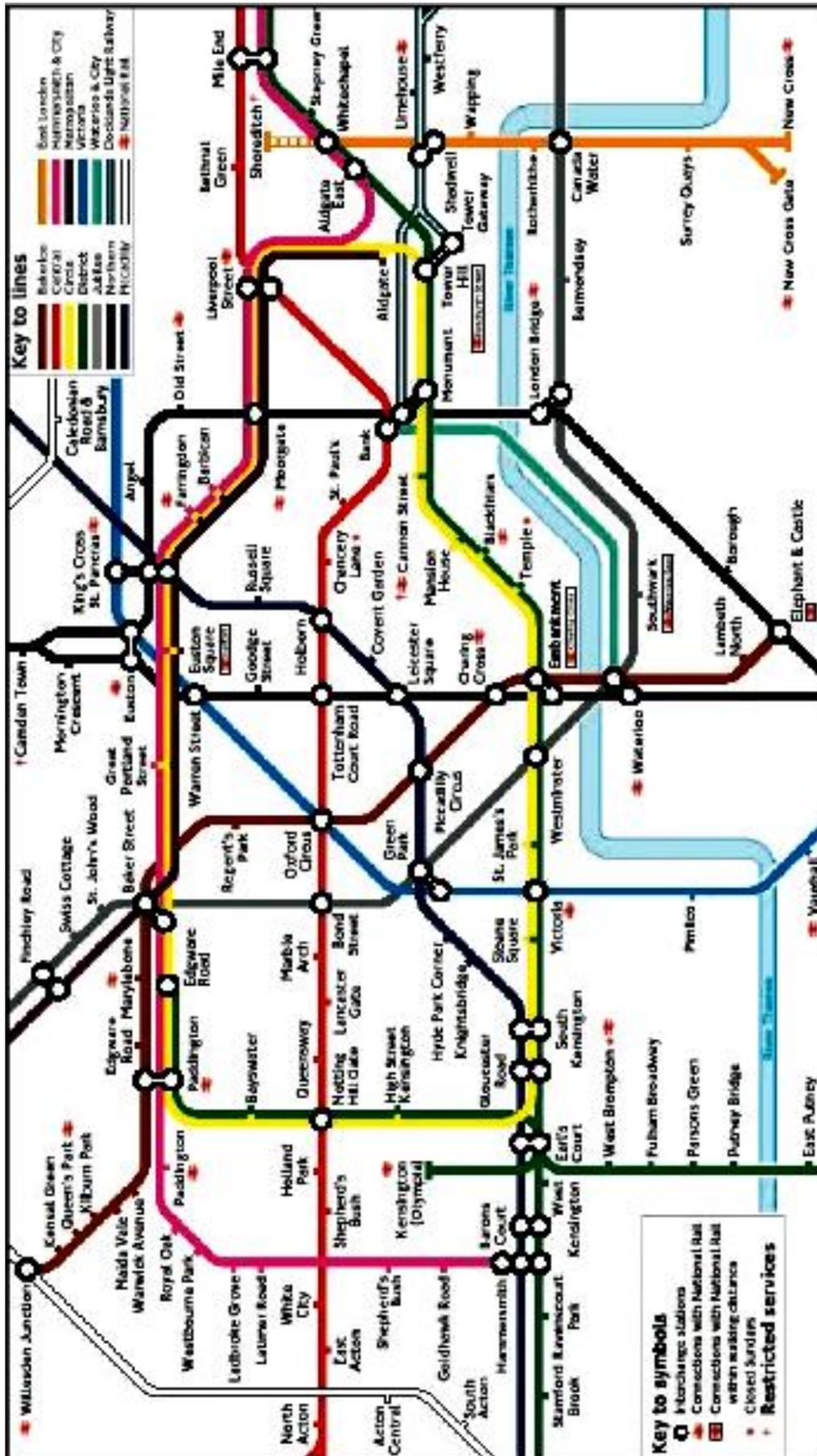
<b>shine</b>	<b>shone</b>	<b>shone</b>
<b>sing</b>	<b>sang</b>	<b>sung</b>
<b>sit</b>	<b>sat</b>	<b>sat</b>
<b>sleep</b>	<b>slept</b>	<b>slept</b>
<b>speak</b>	<b>spoke</b>	<b>spoken</b>
<b>spend</b>	<b>spent</b>	<b>spent</b>
<b>spring</b>	<b>sprang</b>	<b>sprung</b>
<b>stand</b>	<b>stood</b>	<b>stood</b>
<b>steal</b>	<b>stole</b>	<b>stolen</b>
<b>swim</b>	<b>swam</b>	<b>swum</b>
<b>swing</b>	<b>swung</b>	<b>swung</b>
<b>take</b>	<b>took</b>	<b>taken</b>
<b>teach</b>	<b>taught</b>	<b>taught</b>
<b>tear</b>	<b>tore</b>	<b>torn</b>
<b>tell</b>	<b>told</b>	<b>told</b>
<b>think</b>	<b>thought</b>	<b>thought</b>
<b>throw</b>	<b>threw</b>	<b>thrown</b>
<b>understand</b>	<b>understood</b>	<b>understood</b>
<b>wake (waked)</b>	<b>woke (waked)</b>	<b>woken</b>
<b>wear</b>	<b>wore</b>	<b>worn</b>
<b>win</b>	<b>won</b>	<b>won</b>
<b>write</b>	<b>wrote</b>	<b>written</b>



# Athens Metro Map

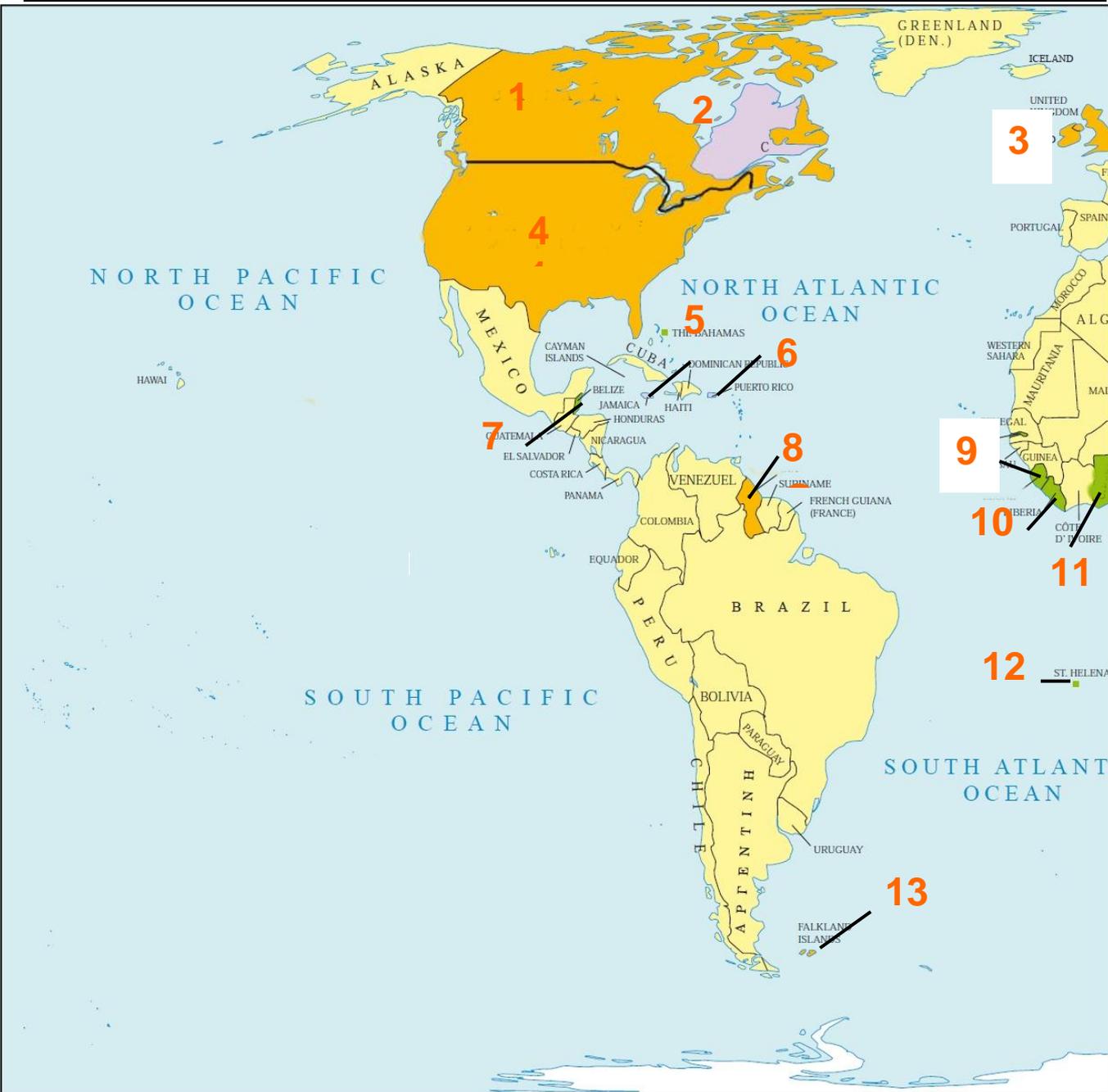


# London Tube Map

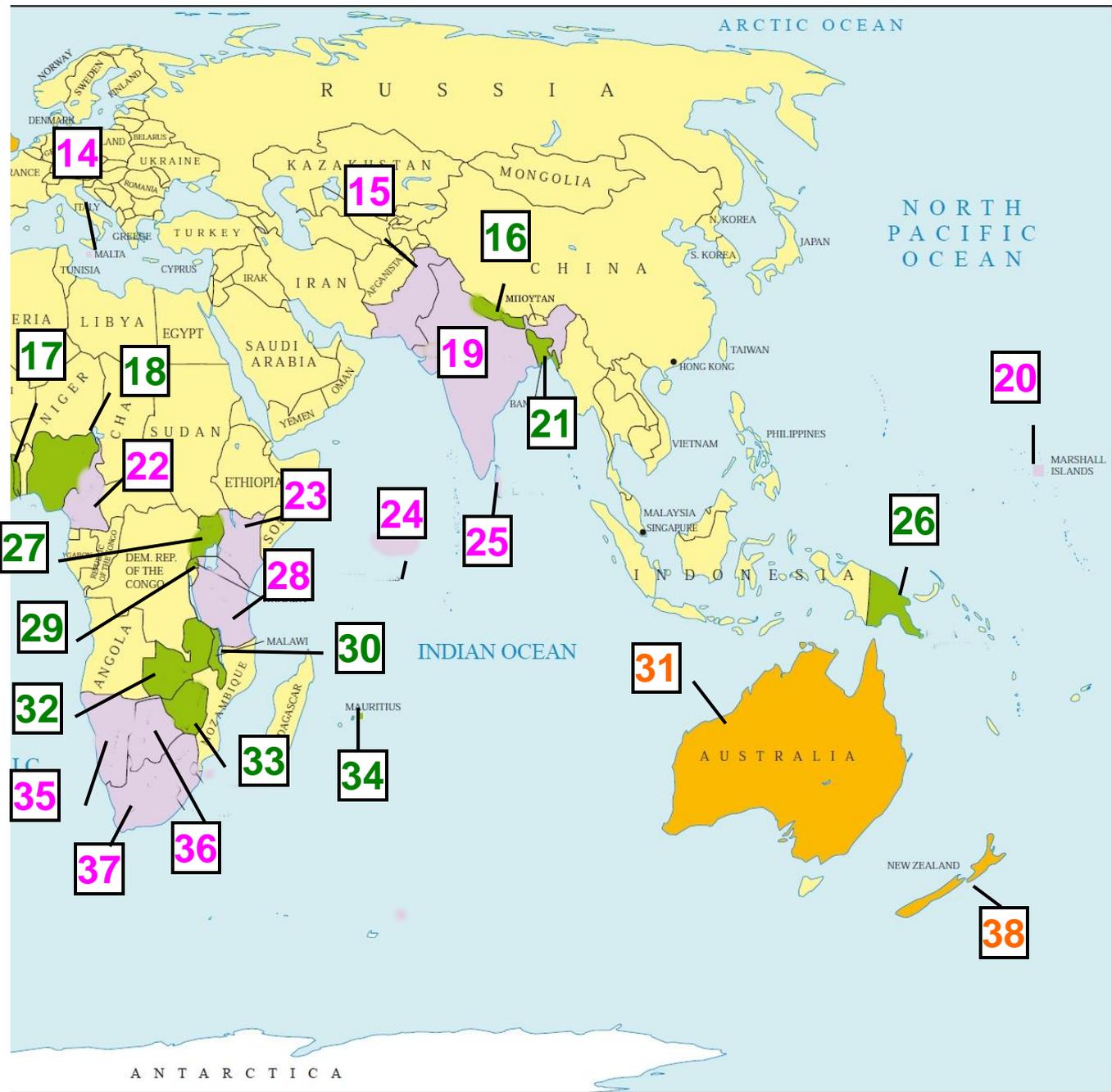


	English as official language and mother tongue
	English as official language
	English as one of the official languages

<b>1. CANADA</b>	<b>5. JAMAICA</b>	<b>10. LIBERIA</b>
<b>2. QUEBEC</b>	<b>6. PUERTO RICO</b>	<b>11. GHANA</b>
<b>3. UNITED KINGDOM</b>	<b>7. BELIZE</b>	<b>12. ST. HELENA</b>
<b>4. UNITED STATES OF AMERICA</b>	<b>8. GUIANA</b>	<b>13. FALKLAND ISLANDS</b>
	<b>9. SIERRA LEONE</b>	



- |                            |                             |                         |
|----------------------------|-----------------------------|-------------------------|
| <b>14. MALTA</b>           | <b>22. CAMEROON</b>         | <b>31. AUSTRALIA</b>    |
| <b>15. PAKISTAN</b>        | <b>23. KENYA</b>            | <b>32. ZAMBIA</b>       |
| <b>16. NEPAL</b>           | <b>24. SEYCHELLES</b>       | <b>33. ZIMBABWE</b>     |
| <b>17. TOGO</b>            | <b>25. SRI LANKA</b>        | <b>34. MAURITIUS</b>    |
| <b>18. NIGERIA</b>         | <b>26. PAPUA NEW GUINEA</b> | <b>35. NAMIBIA</b>      |
| <b>19. INDIA</b>           | <b>27. UGANDA</b>           | <b>36. BOTSWANA</b>     |
| <b>20. MARSHALL ISLAND</b> | <b>28. TANZANIA</b>         | <b>37. SOUTH AFRICA</b> |
| <b>21. BANGLADESH</b>      | <b>29. RWANDA</b>           | <b>38. NEW ZEALAND</b>  |
|                            | <b>30. MALAWI</b>           |                         |



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