

**ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ  
ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ**

**Ελευθερία-Κλειώ Κολοβού  
Άννα Κρασιώτου**

**Αγγλικά Ε΄ Δημοτικού  
English 5th Grade**



**Pupil's Book**

**Τόμος 1ος**



**English 5th Grade**

**Pupil's Book**

**Τόμος 1ος**

**Γ' Κ.Π.Σ. / ΕΠΕΑΕΚ II / Ενέργεια 2.2.1 /  
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σπουδών και συγγραφή νέων  
εκπαιδευτικών πακέτων»**

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**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**

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**Έργο συγχρηματοδοτούμενο 75% από**

**το Ευρωπαϊκό Κοινωνικό Ταμείο και**

**25% από εθνικούς πόρους.**

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Ελευθερία-Κλειώ Κολοβού,  
*Εκπαιδευτικός ΠΕ6*  
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**ΒΙΒΛΙΟΣΥΝΕΡΓΑΤΙΚΗ Α.Ε.Π.Ε.Ε**

***Στη συγγραφή συνεργάστηκαν και***  
***οι Fr. Baker και Παρ. Μουστακίδου***

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

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

**ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ  
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## **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 καινούριους 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, παιγνίδια 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 οποίο 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

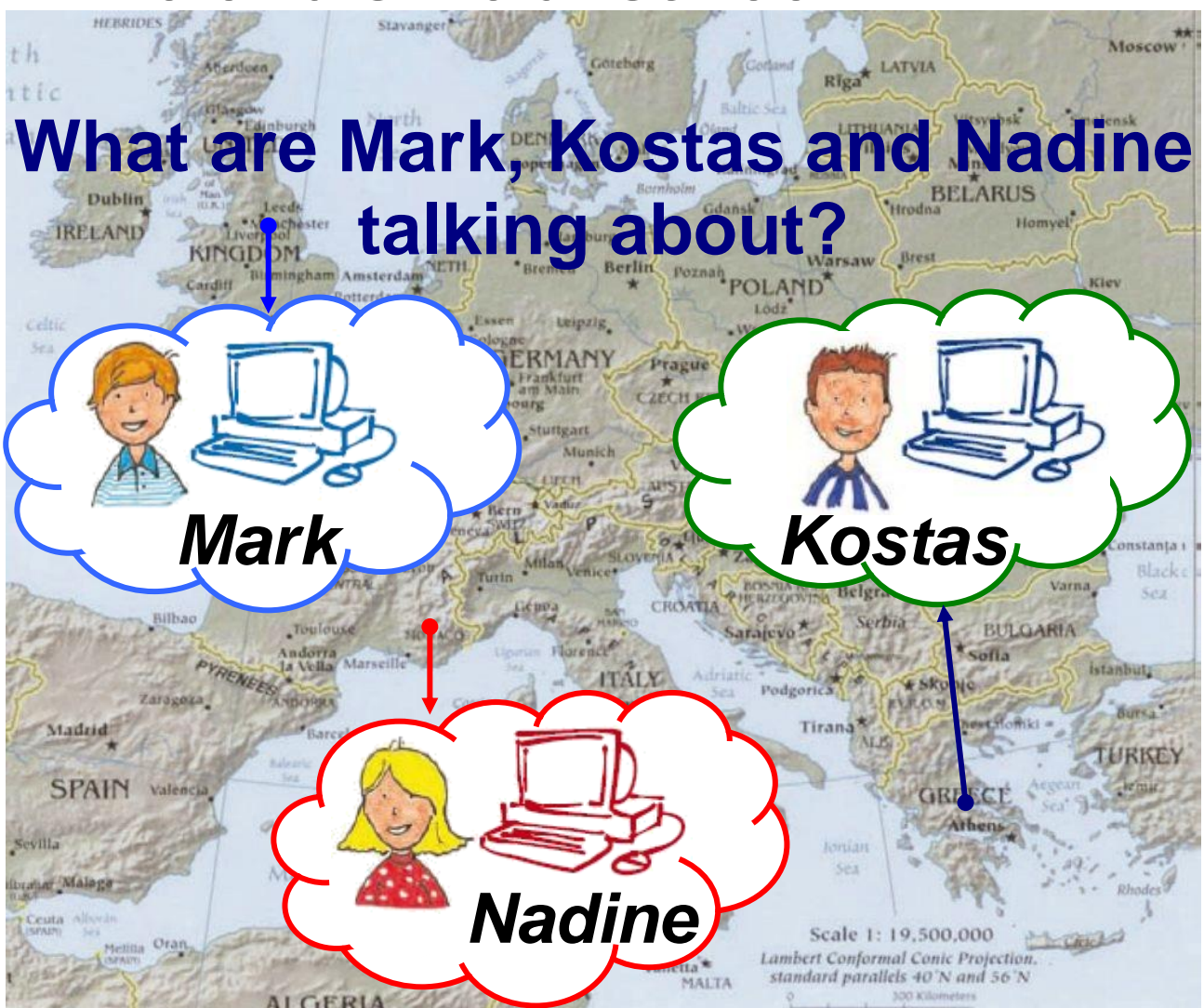
 : Project

# 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



# 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

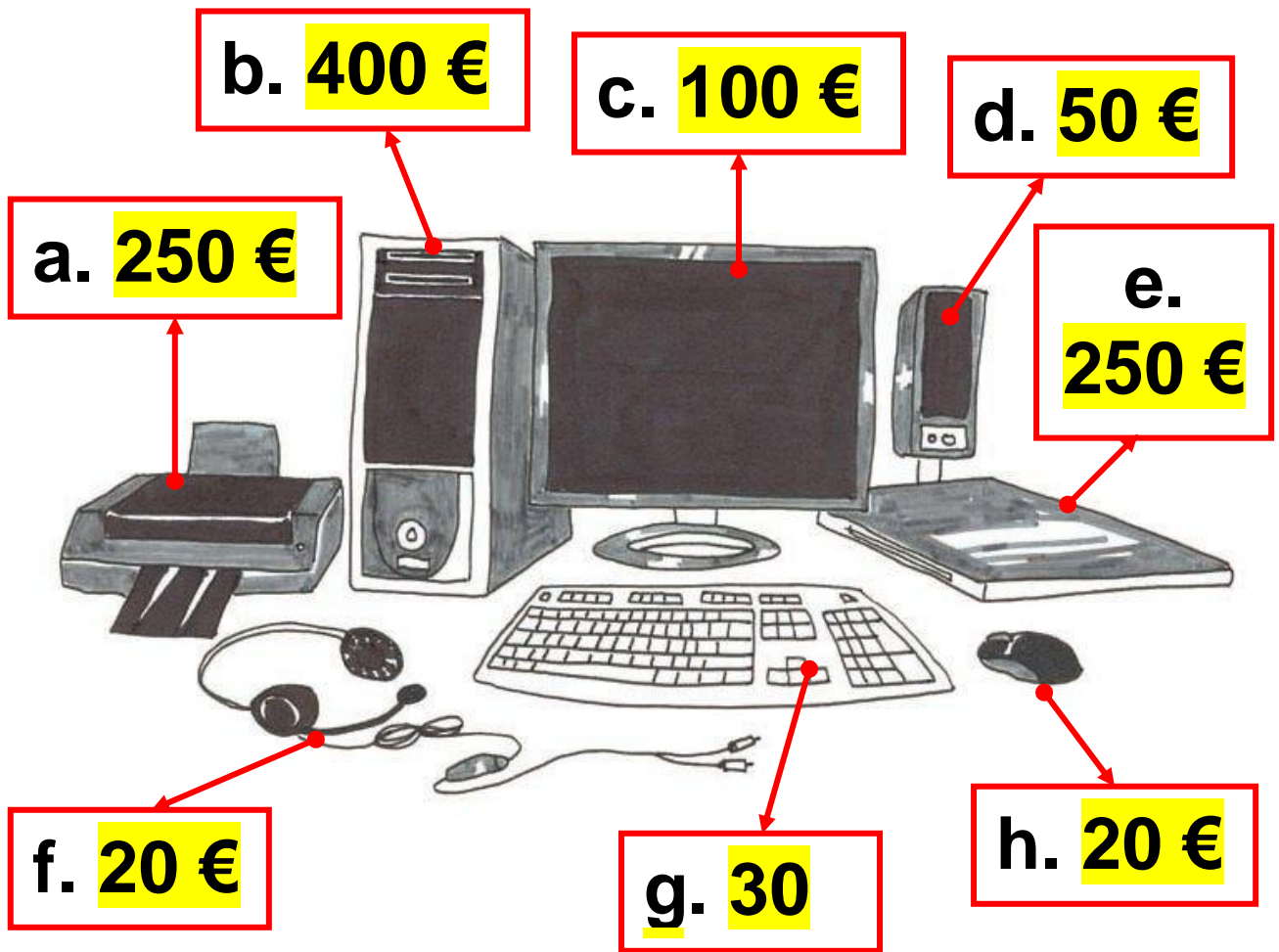
microphone & headphones

speaker

keyboard

tower





- a. ....
- b. ....
- 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.

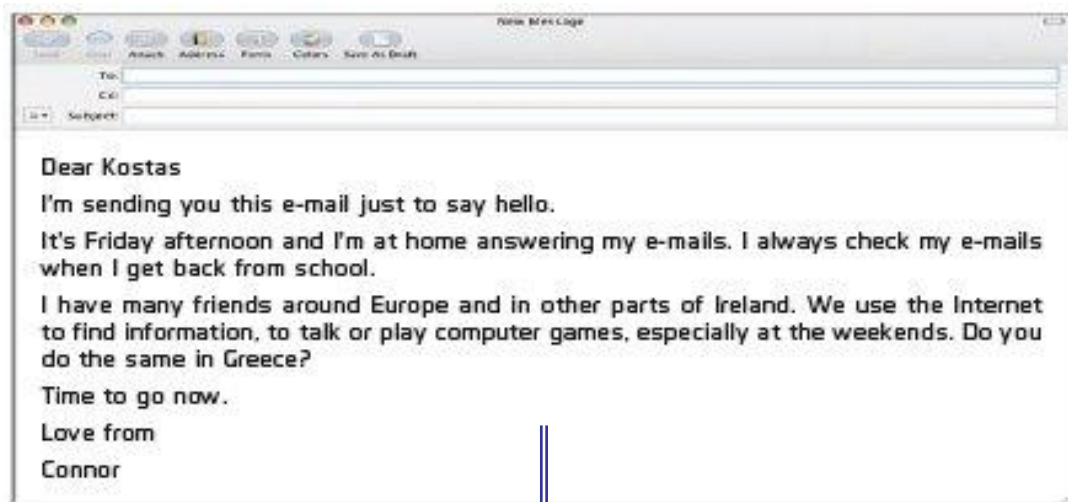
**Can you think of other uses for computers in our lives? Do you feel lonely when you play on the computer?**



**C READING** 

**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 133)

## **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>	

**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. 15). 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.

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

**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 133).

## **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 133).

## 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.**

**A pupil studies in the afternoon.**

**A teacher works in a school.**

**We have classes on weekdays.**

**Schools in Greece finish in June.**

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

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

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

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

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

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

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

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

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

## Note the different endings!

I watch - he watches  
you play - she plays  
we teach - Helen teaches  
I enjoy - he enjoys  
you go - it goes  
they stay - it stays  
they study - John studies  
we carry - she carries  
I fly - the bird flies

### **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**

**I do karate**



## **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 watch '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. 20) 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 134, 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.

<b>countries</b>	<b>geography terms</b>	<b>size/ number</b>	<b>national flowers</b>

## **PROJECT**

- 1. How about a leaflet from Greece?**
- 2. Now go to Appendix, UNIT 1, PROJECT (page 134).**

## 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

3.   keyboard  
 mouse

2.   screen  
 printer

4.   speakers

microphone  
& headphones

5.



scanner

printer

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

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

1. Someone who comes from Great Britain is.....while someone who comes from..... is French.

2. What nationality is your uncle? He is.....and lives in Rome.

3. Athens is the ..... capital, Lisbon is the ..... capital, Berlin is the capital of ..... and Amsterdam is the ..... capital.

4. People in Moscow speak

.....

5. Franz lives in Switzerland. He's

.....



6. 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.

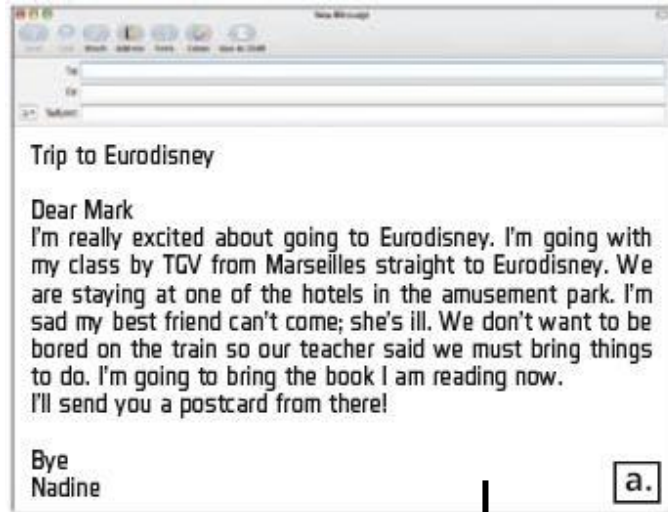
1. invitation ...
2. e-mail ...
3. menu ...

### 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 TGV 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!**

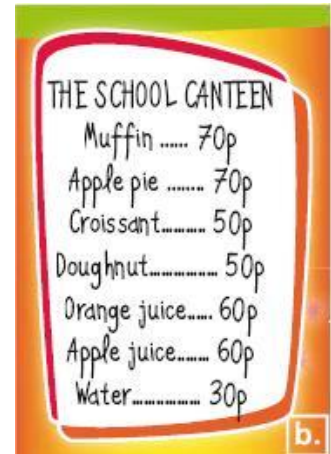
**Bye Nadine**

**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€**

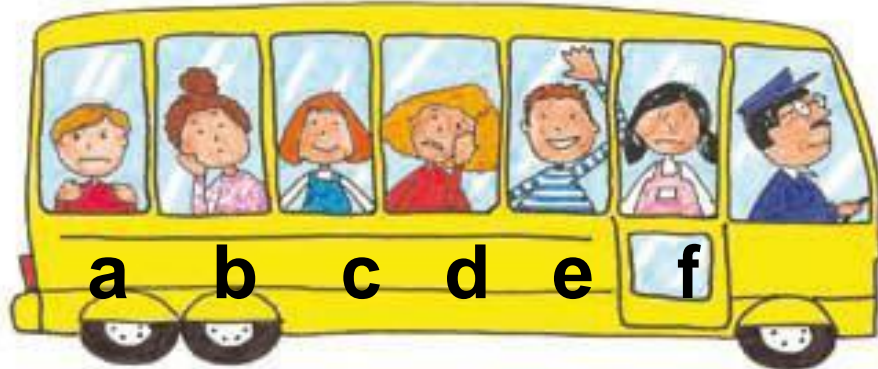
**b. 1.30€**

**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?

<b>angry</b>	<b>sad</b>	<b>excited</b>
<b>happy</b>	<b>bored</b>	<b>sorry</b>

## **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  
learn how we can talk about time in  
English

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

**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?**



## **G** PORTFOLIO

**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 sports person.

1. swimming

To have a big meal before going swimming.



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

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

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

## **E** VOCABULARY

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. 30) 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%

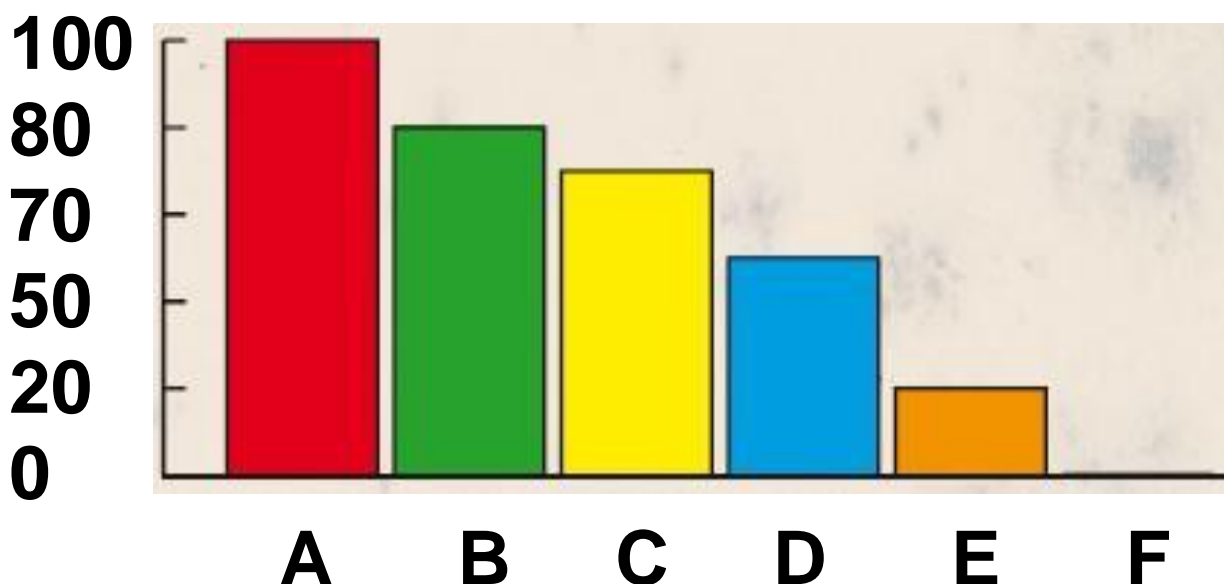
Look at this:

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 , encyclopedias, 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



**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 30. 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, encyclopedias, 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 DONTs in England" in the Appendix, UNIT 2, Activity A (page 135). 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 encyclopedias.**
- **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

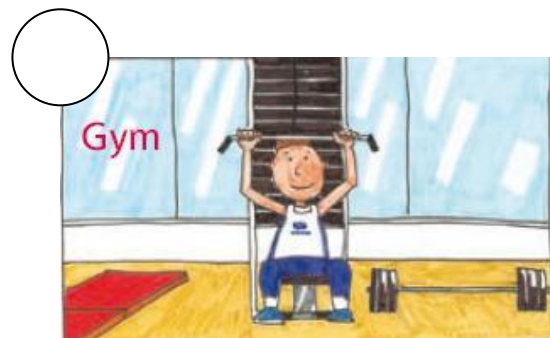
### In this unit:

- ✓ 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?**



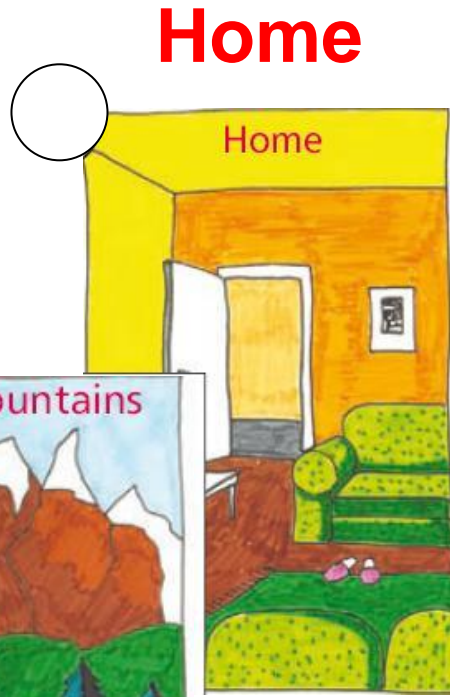
**School**



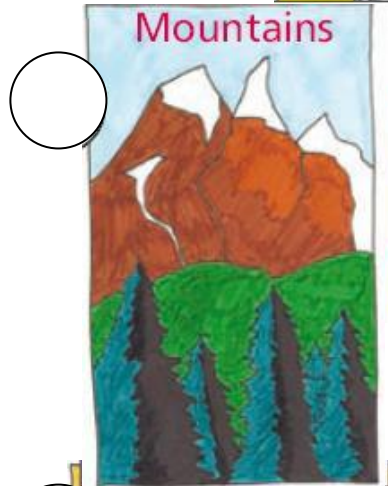
**Gym**



**Beach**



**Home**



**Mountains**



**Work**

# 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!**

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



## **C** **WRITING**

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

**a. Where do your parents work? (in**



an office, in a bank, in a shop, on a farm, etc)

b. 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



Kostas



Ioanna



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.**

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

**You go every Saturday.**

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

**You go shopping with your mother.**

**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**

**Germany**

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



**crossing a street without looking**

**Canada**

**Greece**

**helping elderly people in your neighbourhood with their shopping**



**riding your bike along a busy street or avenue.**

**China**

## **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

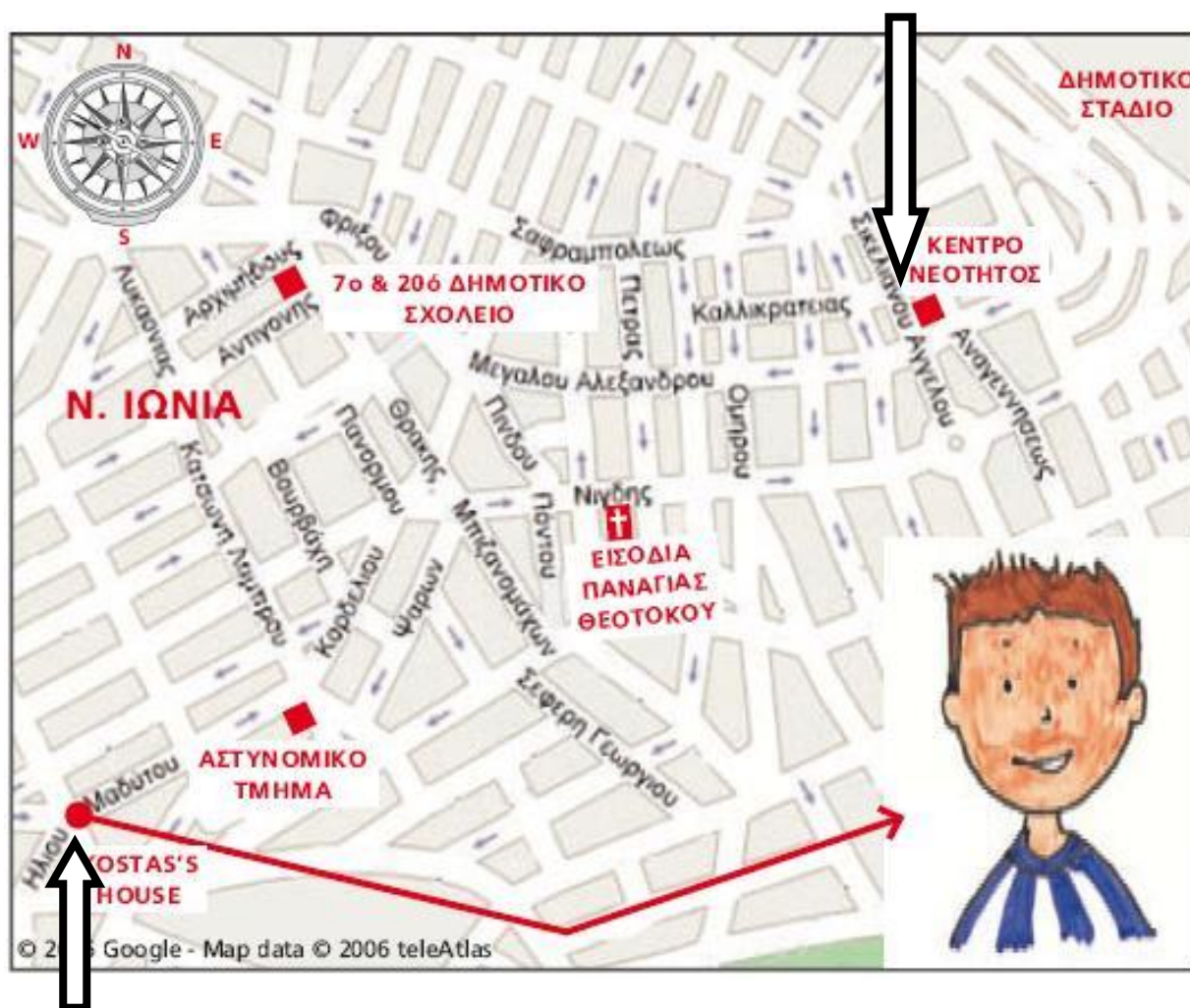


**instruction. Whenever he/she does NOT say "Simon says", no one must move. Whoever moves is out of the game and and sits down. The last person left in the game is the winner.**

## **C LISTENING**

**Mark is staying with Kostas at his flat in Nea Ionia, Athens. At the moment, Kostas and Mark are in Mαditou 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



**ΚΟΣΤΑΣ'Σ  
ΗΟΥΣΕ**

## **D** ROLE-PLAY

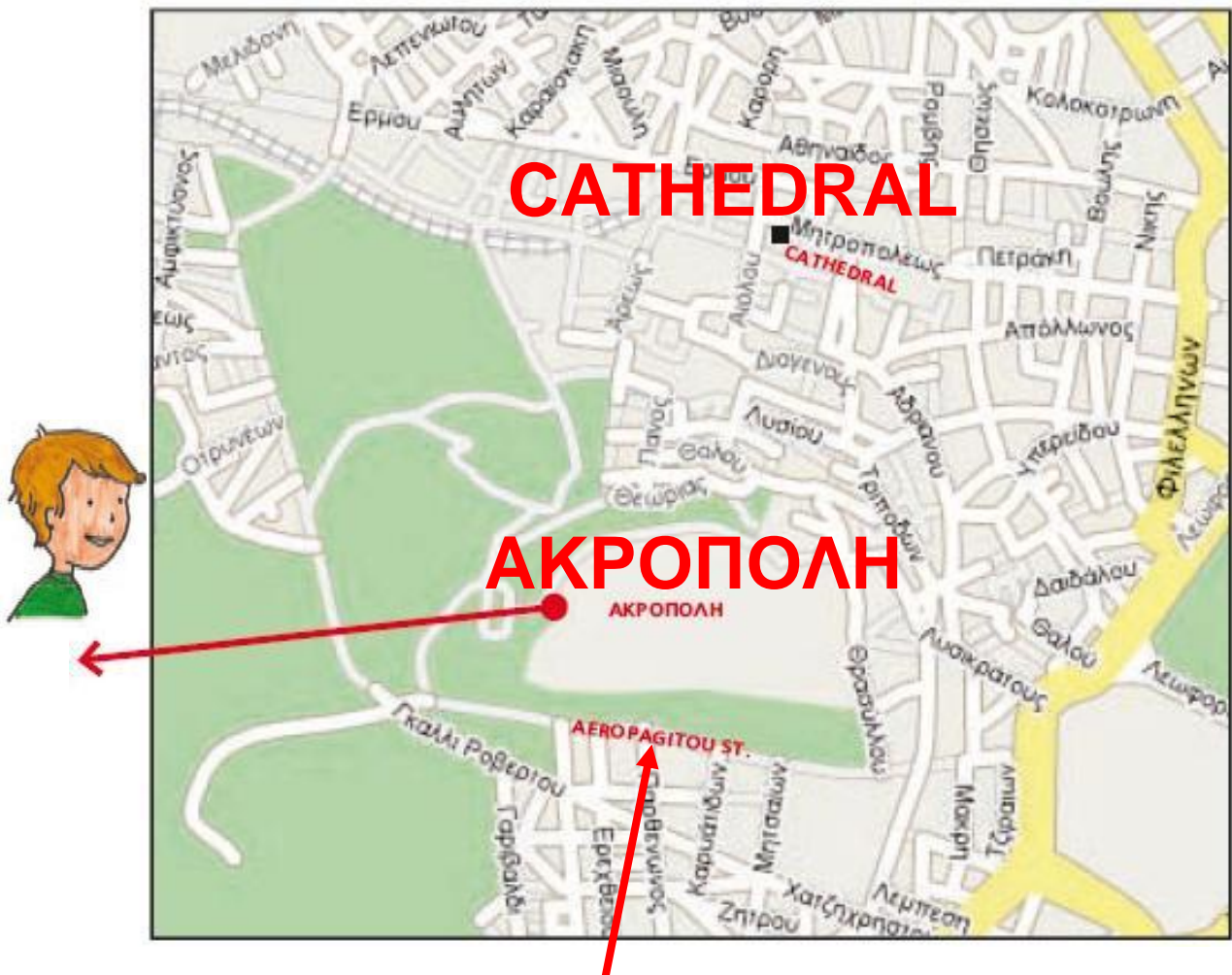
**1. Imagine you live in Nea Ionia. You are outside the Youth Centre. One pupil gives directions from the Youth Center to Maditou street. Role-play the conversation.**

**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.**





**ΑΕΡΟΠΑΓΙΤΟΥ ΣΤ.**

**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**

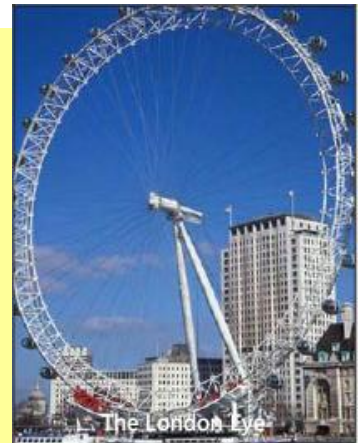
**4. Take the first/second/third  
turning on your left/right**

**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 136,  
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.

**Kastoria**



**Ioannina**





**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.

<b>Nouns</b>	<b>Adjectives</b>	<b>Verbs</b>
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 encyclopedias, 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 137, 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 \_\_\_\_\_

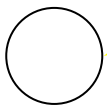


4. I don't think \_\_\_\_\_

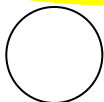
**Points: .... / 20**

**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  
tainbakerybuslibrarylakeshoeshopb  
ookshopcartramriversupermarkettr  
ainhillboatvillagemotorbikeisland



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

# 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.**



## **Unit 2** SCHOOL LIFE AND THE WORLD AROUND US

### **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

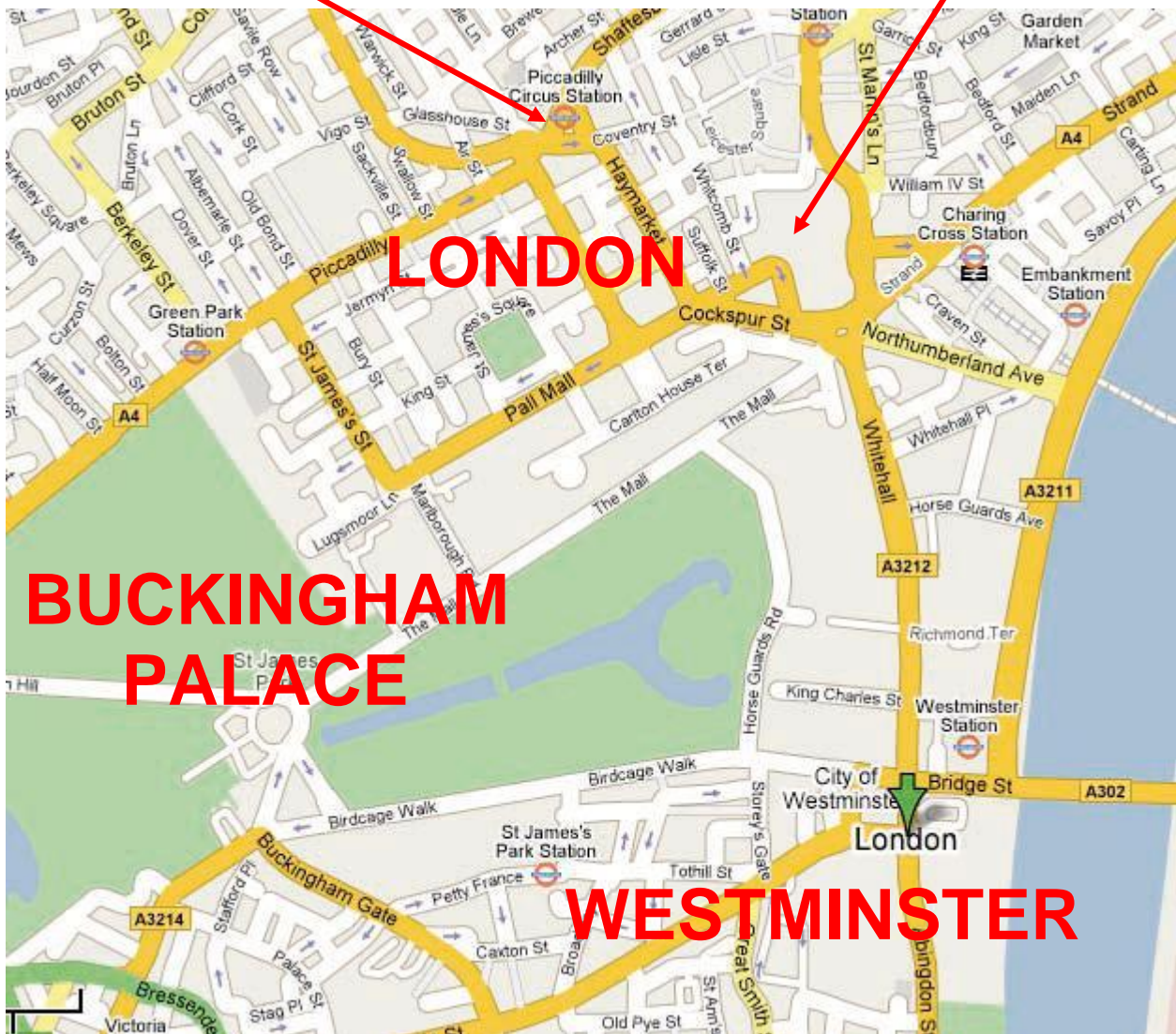
## LESSON 1-2

### Activity A.

## Map - Central London

**PICADILLY  
CIRCUS**

**TRAFALGAR  
SQUARE**



**BUCKINGHAM  
PALACE**

**WESTMINSTER**

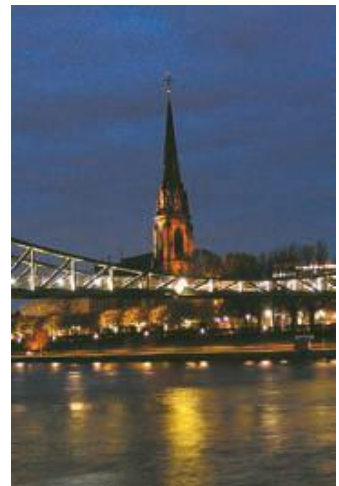
## LESSON 3

### **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. ....**





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**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.

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

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

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

## **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?**

---

## 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?**



## 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

<b>fall</b>	<b>fell</b>	<b>fallen</b>
<b>feed</b>	<b>fed</b>	<b>fed</b>
<b>feel</b>	<b>felt</b>	<b>felt</b>
<b>fight</b>	<b>fought</b>	<b>fought</b>
<b>find</b>	<b>found</b>	<b>found</b>
<b>fly</b>	<b>flew</b>	<b>flown</b>
<b>forbid</b>	<b>forbade</b>	<b>forbidden</b>
<b>forget</b>	<b>forgot</b>	<b>forgotten</b>
<b>forgive</b>	<b>forgave</b>	<b>forgiven</b>
<b>freeze</b>	<b>froze</b>	<b>frozen</b>
<b>get</b>	<b>got</b>	<b>gotten</b>
<b>give</b>	<b>gave</b>	<b>given</b>
<b>go</b>	<b>went</b>	<b>gone</b>
<b>grow</b>	<b>grew</b>	<b>grown</b>
<b>have</b>	<b>had</b>	<b>had</b>
<b>hear</b>	<b>heard</b>	<b>heard</b>
<b>hide</b>	<b>hid</b>	<b>hidden</b>
<b>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</b> <b>(waked)</b>	<b>woke</b> <b>(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>

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