

**ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ  
ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ**

**Ελευθερία-Κλειώ Κολοβού  
Άννα Κρανιώτου**



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



**Pupil's Book**

**Τόμος 2ος**



**English 5th Grade**

**Pupil's Book**

**Τόμος 2ος**

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

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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»**

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

**ΣΥΓΓΡΑΦΕΙΣ**  
**Ελευθερία-Κλειώ Κολοβού,**  
***Εκπαιδευτικός ΠΕ6***  
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Πέτρος Μπερερής, Σύμβουλος  
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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**

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**English 5th Grade**

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## 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.



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.**



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**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.**

<b>Special Needs Day to Day</b>	<b>Special Needs Dolphin Programme</b>



**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



father



Seeing the  
Christmas  
lights



Nadine

Buying  
presents/gifts



brother

Carol singing

## E WRITING



Sahara

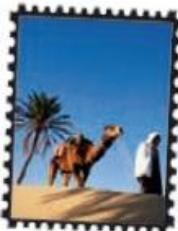
Imagine you are on holiday.  
Write a postcard to your  
best friend from where you  
are staying. Use Marks card  
as a model.



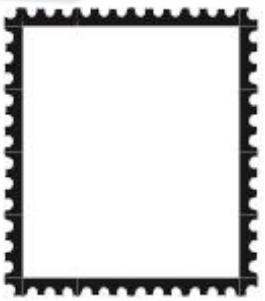
Hi, Nadine!

Tunisia is beautiful and a lot of people speak French here. We are visiting a lot of historic places. The food tastes “different”, - sometimes I don’t know what I’m eating! Today we are visiting a town near the Sahara. Lots of people have camels! We are enjoying every moment of our holiday. Hope you like my postcard!

Love,  
Mark



Nadine Boulanger  
Rue de la Gare. 5  
Marseilles France



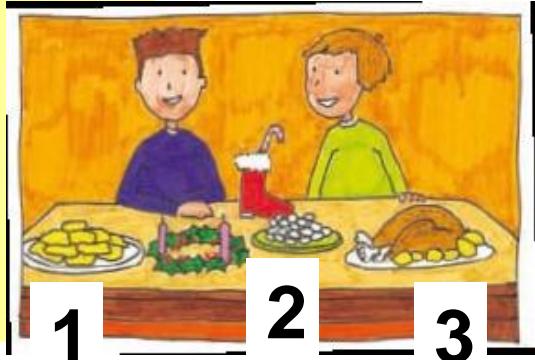
## Lesson 2

# KOSTAS IS IN NEW YORK FOR CHRISTMAS

### A LEAD-IN ➤

Match the pictures with  
the following words:

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



1

2

3

### 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.

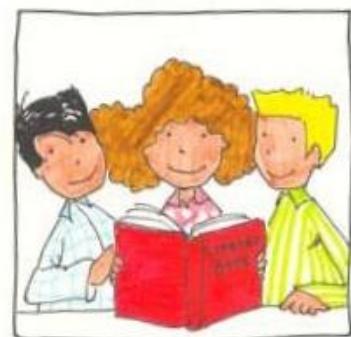
A) Books closed, listen to the dialogue.

**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 You He/She/It We You 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 113-118.

What a beautiful scarf!

John



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

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 .....**
  - 4. Russia .....**
  - 2. Australia .....**
  - 5. Holland .....**
  - 3. Spain .....**
- 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!**

☞ or a Christmas poem, go to Appendix, page 114-115, 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.**

## **B PORTFOLIO**

**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 Zagorochoria

**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.

2. Their teacher asked them to think about ways they can save the environment.

3. They're going to organize a project on recycling.

4. They're handing out leaflets and brochures about recycling tomorrow evening.

5. Mark is thinking about trying it out with his classmates.

## 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 121 & 122.

**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. 135-140.

## 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**

## Lesson 2

**LET'S DO IT!!!**

### 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 it 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.**



<b>Answer key</b>			
<b>Question 1.</b>	<b>a. 3 points</b>	<b>b. 2 points</b>	<b>c. 1 point</b>
<b>Question 2.</b>	<b>a. 1 point</b>	<b>b. 3 points</b>	<b>c. 2 points</b>
<b>Question 3.</b>	<b>a. 1 point</b>	<b>b. 2 points</b>	<b>c. 3 points</b>
<b>Question 4.</b>	<b>a. 2 points</b>	<b>b. 1 point</b>	<b>c. 3 points</b>
<b>Question 5.</b>	<b>a. 3 points</b>	<b>b. 1 point</b>	<b>c. 2 points</b>
<b>Question 6.</b>	<b>a. 3 point</b>	<b>b. 1 points</b>	<b>c. 2 points</b>

<b>Question 7.</b>	a. 1 point	b. 2 points	c. 3 points
<b>Question 8.</b>	a. 1 point	b. 2 points	c. 3 points
<b>Question 9.</b>	a. 1 point	b. 2 points	c. 3 points
<b>Question 10.</b>	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 118-120, Activity A for an alternative speaking task.

## D **L**I**S**TENING

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.**

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

**Βάλτε ένα διχτάκι στη ζωή**



a. ....



b. ....



c. ....



d. ....



e. ....



f. ....

**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.**

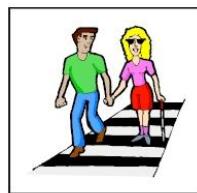
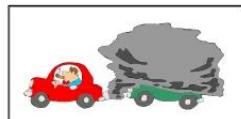
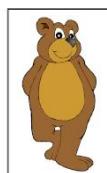
**You shouldn't be so rude to your granny, Clarice! She's an elderly person and deserves your respect!**

## **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



## F READING & WRITING



### 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!**

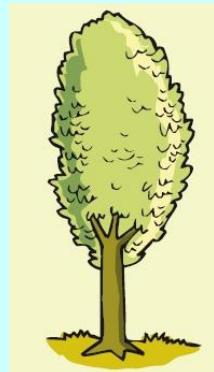


**text adapted from:**

**[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 Zagorochoria 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 63-64.



**ΕΘΝΙΚΟΣ ΔΡΥΜΟΣ ΒΙΚΟΥ-ΑΩΟΥ**  
**Πυρήνας**  
**NATIONAL PARK “VIKOS - AOOS**  
**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 Zagorochoria, see Appendix p. 123-125 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 125-129.**

# **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?
  - 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

## Unit 6

### GOOD, BETTER, BEST!

#### In this unit

- ✓ We read about world records
- ✓ We write up a knowledge quiz
- ✓ We listen to two children discussing their favourite holiday places
- ✓ We speak about the tallest mountains and longest rivers

Time for a short quiz.

The Nile



## Lesson 1

### CHOOSE WHAT IS BETTER

#### A HOW DIFFICULT IS IT TO CHOOSE A PRESENT? ►

Tell the class the times during the week when you have to make a choice. Can you think of things that you have to choose between? E.g. What's best for my mid-morning snack at school? A banana is a lot healthier than a bar of chocolate, but I prefer chocolate!

#### B READING & WRITING



Look at the following pairs.

#### Modeling Shop

Radio-controlled model glider

Price: 50 €



#### Plastic model

Price: 18 €



## MUSIC STORE



**The Beatles (1967)**



**Price: 15 €**

**Beyoncé (2006)**



**Price: 22 €**

## COMPUTER GAMES STORE



**World Rally Computer Game**



**Price: 35 €**

**War Computer Game**

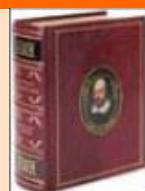


**Price: 33 €**

## BOOKSTORE



**Shakespeare (1623)**



**Price: 45 € (hardback)**

**Harry Potter (2005)**



**Price: 30 € (hardback)**

**Mark and his friends are going to Jim's birthday party. Mark knows Jim is interested in many different**

**things.... but he doesn't know exactly what to get him as a present.**

**Mark thinks the best presents are the radio-controlled model glider and the World computer game. Do you agree with Mark? Write 2 sentences. Use some of these adjectives:**

**exciting, modern, old-fashioned,  
fun, fast, easy, difficult**

**Example: The World Rally computer game is more exciting than the war one.**

**a. ....**

**.....**

**b. ....**

**.....**

## **C LISTENING & WRITING**



**Listen to Mark and Dave talking about holiday places. Mark usually**

**goes on holiday to Blackpool in north-west England. Over the phone his friend Dave (from Brighton) is telling him to come on holiday to Brighton. Mark then needs to tell his parents about Brighton. Write in the spaces below why, according to Dave, Brighton is a much better holiday place than Blackpool.**

1. ....

2. ....

**Brighton pier**



**Study the following examples to see how we can compare two people, things or places in English.**

**Books are cheap. Darts are cheaper than books. New York is a big city.**



**Los Angeles is bigger than New York.**

**It costs a lot of money to live in New York. It costs more money to live in Los Angeles.**

**Playing video games is interesting. Reading books is more interesting than playing video games.**

## D SPEAKING

**Imagine you had been very lucky in a prize draw and you and your family had won a prize to go anywhere in Europe for one long weekend (3 days) with all expenses paid. For example, a weekend in Paris, incl. Eurodisney, or a weekend in Finland to see where Santa Claus lives or to a beautiful island in Greece. The prize cannot be exchanged and the holiday has**

**to be taken. Where would you go and why?**

- 1. Make a list where you categorize your 3 top destinations in order of preference. List them in the following chart.**
- 2. Compare with your other classmates and see if others share with you the same destinations-share your thoughts about the places and compare and contrast.**
- 3. Which destination comes out on top?**

### **Holiday Destinations**

**1.**

**2.**

**3.**



# **E LIVING IN THE CITY OR IN THE COUNTRYSIDE?**



**Mark who lives in London is chatting on the Internet with his friend Steve, who lives on a farm about 50 miles from the city and with Kostas, who lives in Athens. Mark is worried about all the problems of living in a big city. Read the chat conversation.**



**Mark: Steve, do you enjoy living in the countryside?**

**Steve: Not so much. I don't go out much because my dad is always busy with the farm. I don't go out with friends, I never go to the cinema. All I do is spend time watching TV.**

**Mark:** Maybe you are better off. It is not always safe to go out in London. It's a lot safer where you live.

**Steve:** Yes, but life is more boring here.

**Mark:** You breathe fresh air all the time. There is a lot of traffic where I live in London and so the air is more polluted. Also your schools have fewer problems than our schools. We have a lot of children who need to be helped by special teachers. Kostas, do you enjoy living in Athens?

**Kostas:** Yes, even if it is a big city, Athens is a safe city which has a lot to offer for children and teenagers. I think living in Athens is a lot better than living in the countryside. In the countryside you are cut off.

**True or False.** Circle the correct answer and discuss your answers with your partner. Do you agree with Mark?

<b>Steve thinks living in the countryside is better than living in the city.</b>	T	F
<b>Steve sees his friends very often.</b>	T	F
<b>Mark thinks London is not very safe.</b>	T	F
<b>Mark believes pollution is a problem in London.</b>	T	F
<b>Kostas thinks living in Athens is better than living in the countryside.</b>	T	F

**F SPEAKING: ROLE PLAY** 

Kostas and Mark are talking to each other and finding out more about each other's cities. Imagine you are Kostas and Mark is classmate of

**yours. Each of you say two things which compare each other's cities.**

**Ex. More people live in London than in Athens.**

	Athens	London
<b>Population (Greater Urban Area)</b>	<b>3.7 million</b>	<b>13 million</b>
<b>Highest Average Monthly Temperature</b>	<b>32 C</b>	<b>21 C</b>
<b>Years of recorded history</b>	<b>3.000</b>	<b>2.000</b>
<b>Football teams (1st division)</b>	<b>6</b>	<b>4</b>
<b>Metro/Tube lines</b>	<b>3</b>	<b>12</b>
<b>Daily occupancy of Metro/Tube</b>	<b>550.000</b>	<b>3.000.000</b>
<b>No. of Olympic Games held</b>	<b>2</b>	<b>3</b>
<b>No. of Airports</b>	<b>1</b>	<b>5</b>



## Athens Metro Map



## London Tube Map

### G WRITING

**Write a short report comparing two Greek cities or towns excluding Athens and Thessaloniki. Working in pairs, first find information about the two cities or towns and fill in the chart below. Then write a report on the two places.**

	<b>Town A:</b>	<b>Town B :</b>
	.....	.....
<b>Size</b>		
<b>Population</b>		
<b>River</b>		
<b>Average Temperature</b>		
<b>Mountains</b>		

.....

.....

.....

.....

.....

.....

.....

.....

## Lesson 2

### World Records

#### A LEAD-IN ➤

In pairs discuss and write down the answers to the following:

1. Who is the tallest pupil in your class?

2. Who's got the longest hair?

Compare your answers with those of the pupil next to you.

#### B Reading

Read the following from the Guiness Book of Records website

#### 1. The Tallest Woman in the World



Yao Defen is the tallest woman in the world. She is 2,36 metres tall and is 34 years old (in 2008). By the age of 11 she was already 1,85 m. tall. She

**works as a performer in a circus, together with her father and brother.**

## **2. Biggest aircraft pulled**

**David Huxley pulled a**

**Boeing 747-400, weighing 187 tonnes (184 tons), a distance of 91 m (298.5 ft) in 1 minute and 27.7 seconds on October 15, 1997 at Sydney, Australia. David has now retired from the strongman circuit. He currently owns and runs an event management and public relations company called Tartan Warriors based in Sydney, Australia.**



## **3. The Largest Palace in the World.**



**The Istana Nurul Iman is the largest residence in the world. It belongs to the Sultan of Brunei. It is 200.000m<sup>2</sup> and it has 1788 rooms and 257 bathrooms.**

## **4. Heaviest Car Balanced on the Head**



**England's John Evans balanced a 159.6 kg (352 lb) Mini on his head for 33 seconds at The London Studios, UK on May 24, 1999.**

**John's a gigantic guy. He's meters tall and weighs 155.7 kg (343 lb) and has a 60.9cm (24-inch) neck.**

## **5. The Longest Venomous Snake in the World**



**The King Cobra is the longest and one of the most dangerous snakes in the world. It lives in Southeast Asia and it can reach a length of 5.70 m. A very small amount of its poison can kill an elephant or twenty people. Like all snakes it swallows its prey whole.**

**([www.guinessworldrecords.com](http://www.guinessworldrecords.com)) and fill in the correct answers in the quiz:**

## **QUIZ**

- 1. The tallest woman in the world lives in.....**  
a. China b. America c. Asia
  
- 2. She is.....cm tall.**  
a. 2.31 b. 2.63 c. 2.36
  
- 3. David Huxley pulled the.....plane in the world.**  
a. lightest b. oldest c. heaviest
  
- 4. The largest palace in the world has.....rooms.**  
a. 1877 b. 1788 c. 1988
  
- 5. John Evans balanced a.....on his head.**  
a. motorbike b. Mini c. bus
  
- 6. The longest snake in the world lives in southeast .....**  
a. Africa b. Australia c. Asia



## Learning strategies

### **TO BE BETTER AT LISTENING**

- I try to get the general idea
- I try not to understand every word
- I learn by listening to my teacher

### **C SPEAKING**



**In pairs, ask and answer the following questions. Then make 2-3 questions of your own about world records and ask each other.**

- 
1. Who is the tallest woman in the world? • 2. Who can pull the heaviest plane in the world?
- 

### **D INTERNET RESEARCH**



**Check the internet address "<http://www.guinessworldrecords.com>"**

and find the two most interesting records for you. Write them here and tell your partner why they are so interesting. Then discuss in small groups and see which is the most popular record.

	Record 1	Record 2
Person		
What he/ she did		
When		

## E LISTENING

Mark is looking to buy a new laptop so he can work on the Internet more quickly. He's in a computer shop and the shop assistant is explaining the differences between the 3 models, the WP, the Contact and the Sory. You are with Mark. Listen to the conversation and fill in as much as you can of the chart with

**the information provided- use comparatives and superlatives. Which one would you buy for yourself and why?**

LAPTOPS	WP	CONTACT	SORY
<b>1. Cost</b>			
<b>2. Drive</b>			
<b>3. Weight</b>			
<b>4. Screen definition</b>			
<b>5. Extras</b>			

**Study the following examples to see how we compare people, things or situations to the rest of the world.**



**The King cobra is one of the longest and one of the most dangerous snakes in the world.**  
**Xi Shun is the tallest man in the world.**

**Do you know who the richest man in the world is?**

**Jim is a good pupil. Helen is a better pupil than Jim. Sophie is the best pupil in class.**

**This food tastes bad. This one tastes worse than the first one. This food here tastes the worst of all.**

**There are a lot of people in Africa. There are more people living in Asia than in Africa. China is the most populated country in the world.**

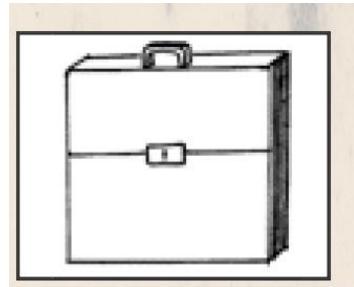


**The red bag is the smallest of all**

**The blue bag is bigger than the red one and smaller than the white one**



**The white bag is  
the biggest of all**



**F SPEAKING** 

**Look at the example and tell your class about the following rivers and mountains. Use the adjectives long-short, high-low:**

**The Thames**



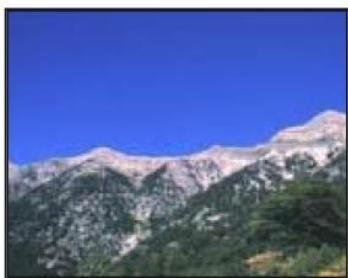
**(346 km)**

**The Amazon**



**(6.516 km)**

**Mt. Taygetos**



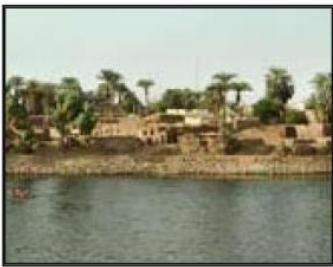
**(2407m)**

**Mt. Parnassos**



**(2457 m)**

**The Nile**



(6.695 km)

**Mt. Olympus**



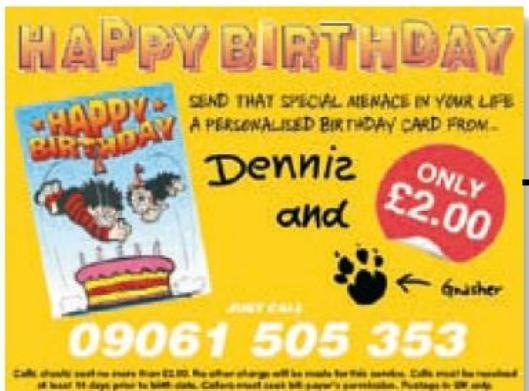
(2918m)

**G WRITING** 

**Discuss this advertisement in class.  
Now create your own advertisement  
for toys, books, etc. by using the  
following steps:**

- 1. Choose a theme.**
- 2. Collect information.**
- 3. Find a photo.**
- 4. Write a slogan and some key points, using the language you learned in this lesson. See the Appendix page 129-132 for notes on how to write a good advertisement.**
- 5. Lay out all the above on a piece of cardboard in the following way**

**(but bigger) and stick up on the classroom wall.**



**HAPPY BIRTHDAY  
SEND THAT  
SPECIAL MENACE  
IN YOUR LIFE A  
PERSONALISED  
BIRTHDAY CARD  
FROM.....  
ONLY £ 2.00**

**PHOTO**

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

☞ If you find this task too difficult, go to Appendix, page 129-132, Activity A.

## Lesson 3

### A knowledge Quiz

#### A WRITING

How much do you know about the world? Complete this knowledge quiz and find out:

1. Which is the highest mountain in the world?
  - a. Mont Blanc - the Alps
  - b. Mt. Aconcagua - the Andes
  - c. Mt. Everest in the Himalayas
  
2. Which of these is the smallest country in the world?
  - a. Andorra
  - b. The Vatican
  - c. Malta
  
3. Which of these planets is hotter?
  - a. Venus
  - b. Earth
  - c. Mercury

**4. Of the three planets which is the biggest?**

- a. Uranus   b. Jupiter   c. Pluto**

**5. Which is the deepest ocean in the world?**

- a. The Pacific   b. The Atlantic**
- c. The Indian**

**6. Which is the fastest animal in the world?**

- a. The puma   b. The gazelle**
- c. The cheetah**

**7. Which of the following is the fastest?**

- a. Ferrari   b. Toyota   c. Fiat**

**8. Which of these three rivers is longer?**

- a. The Acheloos   b. The Pinios**
- c. The Aliakmonas**

**9. Which is the nearest planet to Earth?**

- a. Mars
- b. Saturn
- c. Neptune

**10. Which is the longest lake in Greece?**

- a. Iliki
- b. Prespa
- c. Trihonida



**Check your answers with your teacher and classmates or if in doubt look on the Internet.**

### **CROSS CURRICULAR PROJECT**

**GAME:** Make your own knowledge quiz and play the game in class.

**1. Work in groups of 4 students and prepare questions for your fellow students.**

- 2. Look in your school books, encyclopedias, the internet and collect information for your knowledge quiz.**
- 3. Prepare 3 questions in each of the following subject areas: People & Places, Science & Technology, Art & Culture, The Natural World, Sports. Use Comparatives and Superlatives, which you have learnt in this lesson. Ask your teacher to check your questions - to be fair, they must not be too difficult!**
- 4. Discuss what the prize should be.**
- 5. The group which answers the most questions correctly wins and they get the award of The Cleverest Students in Class and the prize!**

# **SELF-ASSESSMENT TEST**



**Name:**.....

**Class:**.....

**Date:**.....



**Score:**...../ 100

## **A. Complete the dialogue.**

**Maria and Anastasia are two children. Maria is a very sweet girl, who is proud of everything she has and knows. Anastasia is a rich, difficult child who is very jealous of Maria and doesn't like Maria.**

**Imagine a conversation between the two. Use comparatives and superlatives in every line Anastasia says:**

**Example:**

**Maria: The snack my mother gave me today is so good.....**

**Anastasia: But my snack is better!**

**Maria: I think my chair is comfortable!**

**1. Anastasia: .....  
.....**

**Maria: I'm happy with the shoes my mum & dad bought me. They're fashionable.**

**2. Anastasia: .....  
.....**

**Maria: I' happy with my drawing.  
It's colourful!**

**3. Anastasia: .....  
.....**

**Maria: I think I did my homework well!**

**4. Anastasia: .....  
.....**

**Maria: ...this book is interesting!**

**5. Anastasia: .....  
.....**

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

## B. Correct the sentences:

1. Lina is my better friend.

.....

.....

2. Quebec is one of oldest cities in Canada.

.....

.....

3. The happier day of my life was when I came first in my class.

.....

.....

4. Her pronunciation is better of mine.

.....

.....

5. I have most friends than you.

.....

.....

Points: ...../ 15

### **C. Put the adjectives in the correct form (comparative, superlative):**

- 1. Her dress is (pretty) .....  
..... than mine.**
- 2. Cheetahs are (fast) .....  
..... animals we can find.**
- 3. Eating fruit and vegetables is  
(healthy) ..... than eating  
hot dogs.**
- 4. I like milk (good) .....  
than coffee.**
- 5. China has (many) .....  
people than any other country in  
the world.**
- 6. The blue whale is (heavy) .....  
..... animal in the world.**
- 7. Which is (big) .....,  
Portugal or Spain?**
- 8. Travelling by plane is  
(comfortable) ..... than  
travelling by car.**

**9. He is (untidy) .....  
..... person in class.**

**10 Buying things from plastic is  
(bad) ..... than buying  
things from recycled paper.**

**11. The Nile is (long) .....  
..... river in the world.**

**12. In Mark's opinion History is  
(difficult) ..... than  
Geography. However, it is  
(interesting) .....**

**13. Antarctica is one of (cold) .....  
..... places on Earth.**

**14. Greece is (hot) .....  
than England.**

**15. Mirror, mirror on the wall, who's  
(pretty) ..... of them  
all?**

**16. Elvis Presley is one of (popular)  
..... rock singers ever.**

**17. Jenny is (tall) .....  
than Alice even though she is**

(young) .....

18. Switzerland is one of (rich) .....  
..... countries in the world.

19. People in Africa are the (poor)  
..... in the world.

20. Alexander the Great was a  
(good) ..... leader  
than Xerxes.



**Points:** ...../ 40

**D. Put in than, of, in:**

1. Who's the tallest boy  
..... class?

2. Her shoes are prettier  
..... mine.

3. Parachuting is the most exciting  
sport .....all.

4. Which is the hottest month  
..... the year?

5. Mt Olympos is higher  
..... Mt Parnassos.

**Points:** ...../ 15

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



## **Now I can:**

- compare between two things or people
- compare between things/persons
- make knowledge quizzes
- answer or write a geography questionnaire
- use the Internet to get information about things



## **Learning strategies in English LISTENING...**

- I try to understand the general meaning
- I try to understand every word
- I daydream
- I like it when my teacher speaks English

# APPENDIX

**It's your choice!**

## 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** ➔ The official site of WWF Hellas with useful advice on recycling.

**www.greenpeace.gr** ➔ The official site of Greenpeace in Greece.

**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** ➔ Pupil-friendly activities and info about glass ( history- production- reason for recycling).

**www.greenvalley.com/coloring/colorme1.htm** ➔ Recycling colouring

## **Book for Kids.**

**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** ➔ Greek e-magazine on ecology.

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

- Γλώσσα Ε΄ Δημοτικού - «Της Γλώσσας Ρόδι και Ροδάνι» - α΄ τεύχος (1ος τόμος, σελ. 26-27) HELMEPA.  
(σελ. 43-46) Resources.
- Φυσικά Ε΄ Δημοτικού - «ΕΠΕΥΝΩ ΚΑΙ ΑΝΑΚΑΛΥΠΤΩ» - Βιβλίο Μαθητή (1ος τόμος, σελ. 52-54) Rubbish and Recycling (3ος τ. σελ 113-117) 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

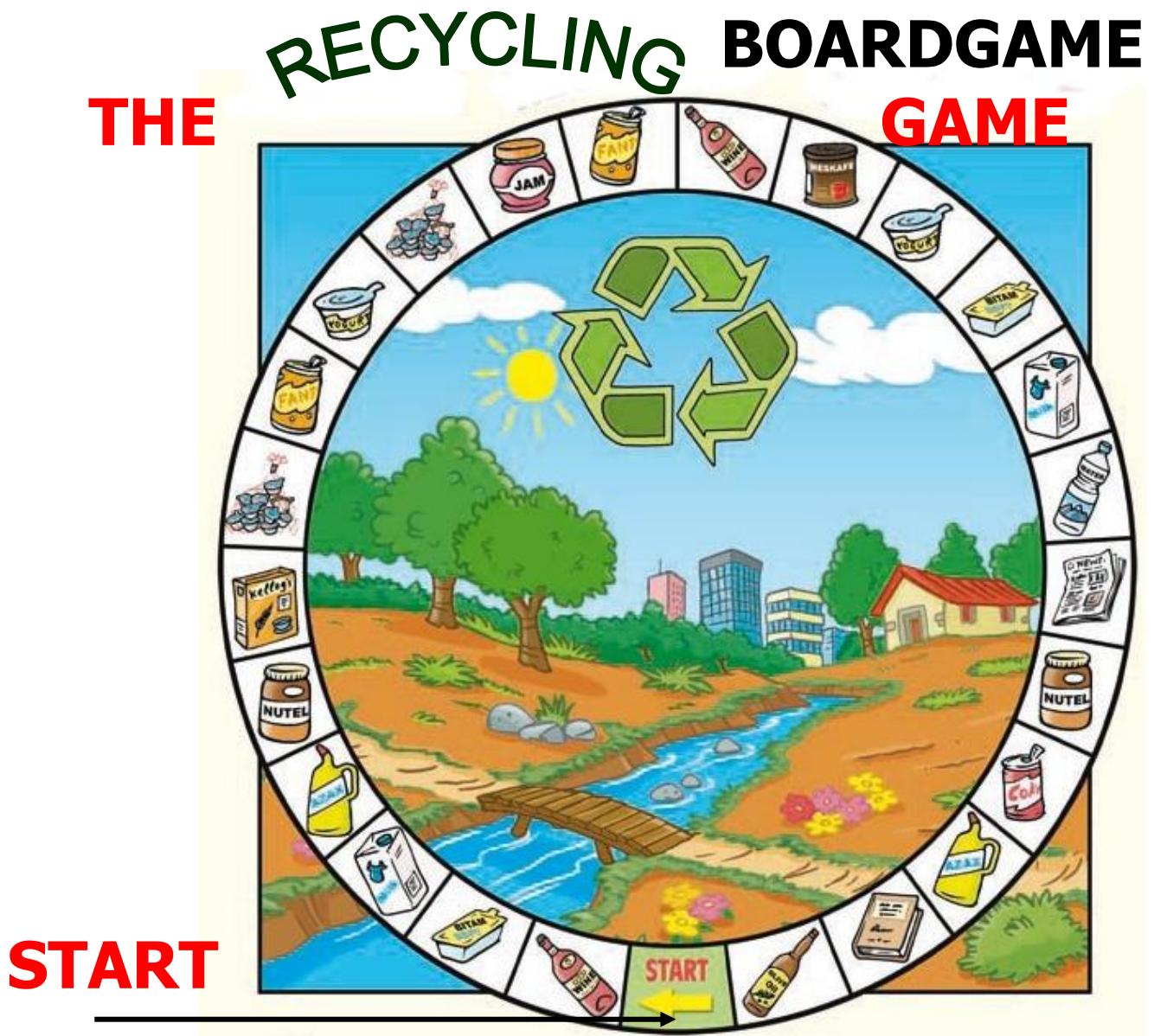
**ευαίσθητη χλωρίδα και πανίδα της περιοχής.**

- **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**



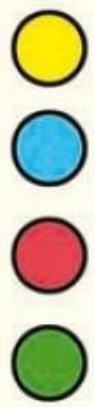
πανίδας της περιοχής από επαγγελματίες που θησαυρίζουν εις βάρος όλων μας.

- Αποφεύγετε να κόβετε λουλούδια καθώς, εν αγνοία σας, μπορεί να κόψετε ένα από τα σπάνια, προστατευόμενα και ενδημικά φυτά της περιοχής.



# **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:**

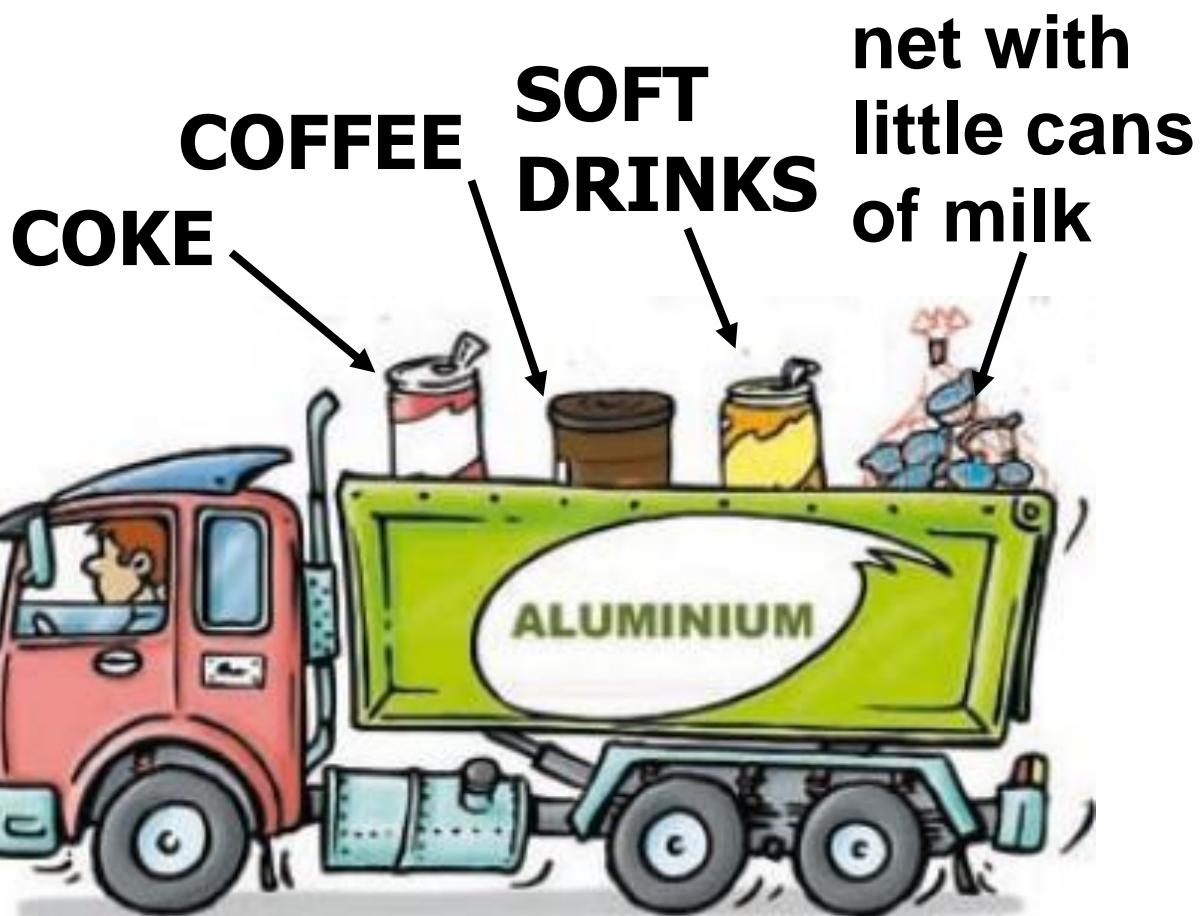
- 1. Choose a different counter each and place it on 'start'. Then choose one of the recycling trucks (Glass, paper, Plastic or Aluminium)**
- 2. Throw the dice once each in turn. The player with the highest number goes first.**
- 3. Take it in turns to throw the dice and move your counter around the 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**

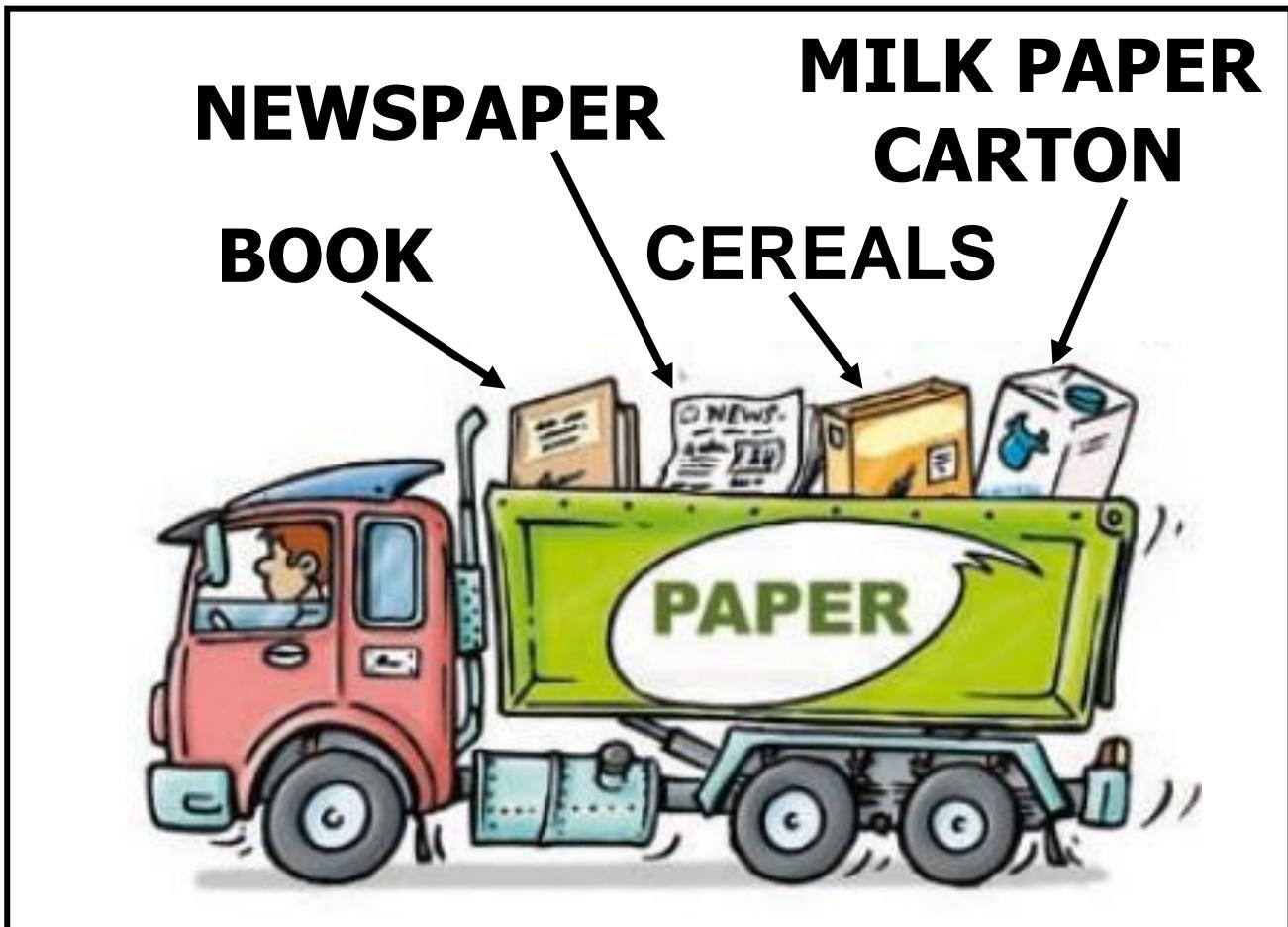
**throw the dice.**

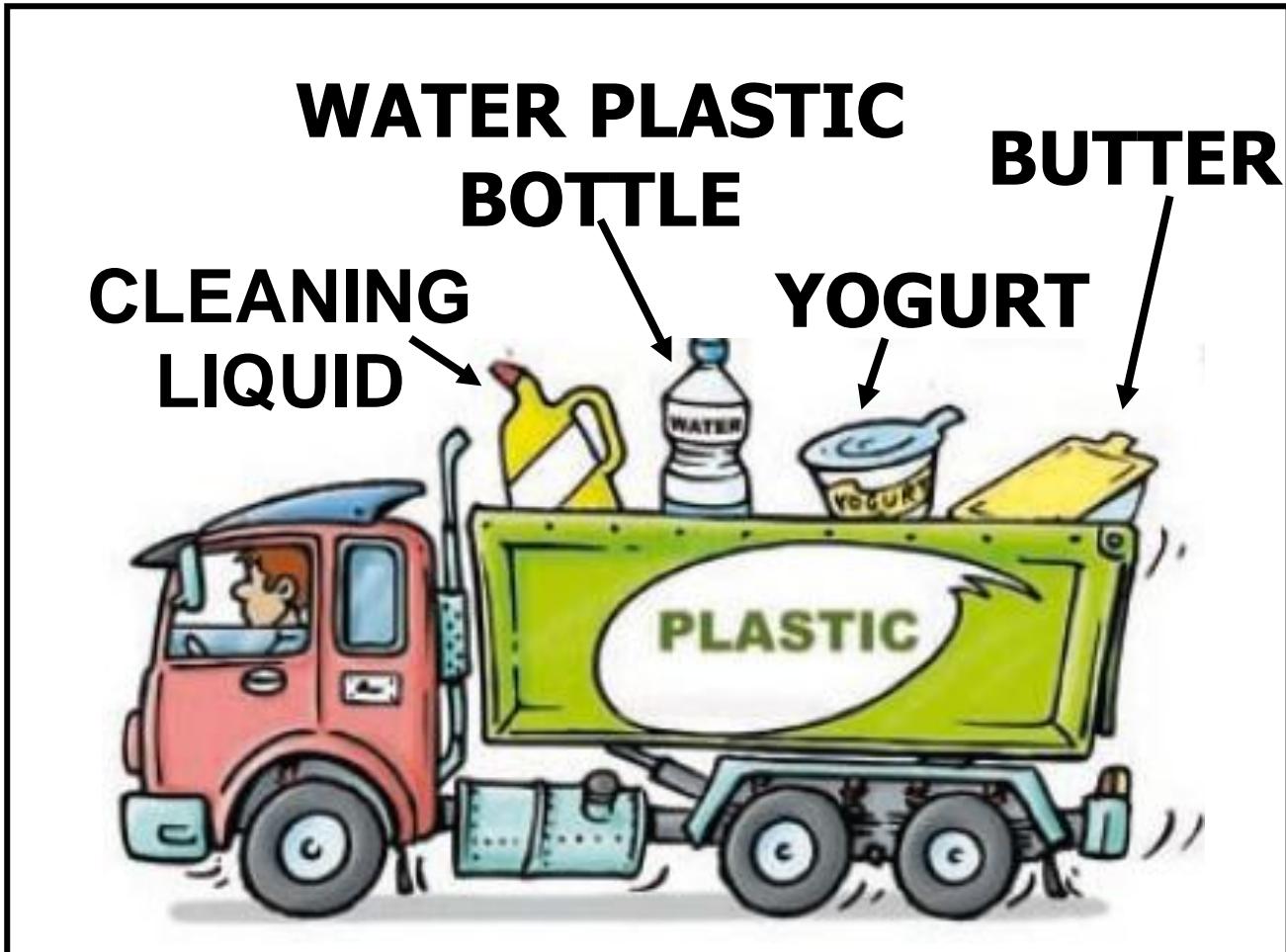
**5. Bonus:** If you throw a 6, you can throw the dice again (max. 3 times).

**6. The winner is the first to eliminate all the recycling from his/her truck.**

## **THE RECYCLING GAME**







## Unit 6 **GOOD, BETTER, BEST**

### **LESSON 1-3**

#### **Activity A.**

Think of a product that you like and write an advertisement. Try to think of as many advantages as you can to persuade your customers to buy this product. Use a lot of superlatives. Draw the product in

**the box or stick a photo if you have one. Use the ideas below to help you:**

**There are no words to describe the  
new .....**

**It is the newest/best/smallest/  
cleverest etc..... in the market.**

**You can ..... with it. It can change your life! Buy it now!**

# **HOW TO WRITE A GOOD ADVERT**



**Remember AIDA: Attention, Interest, Desire, Action.**

**1. Attention:** This is generally achieved by the main title of the advert. You should make some sort of promise.

**2. Interest:** Through the main text you try and relate to what the reader thinks about the issues concerned.

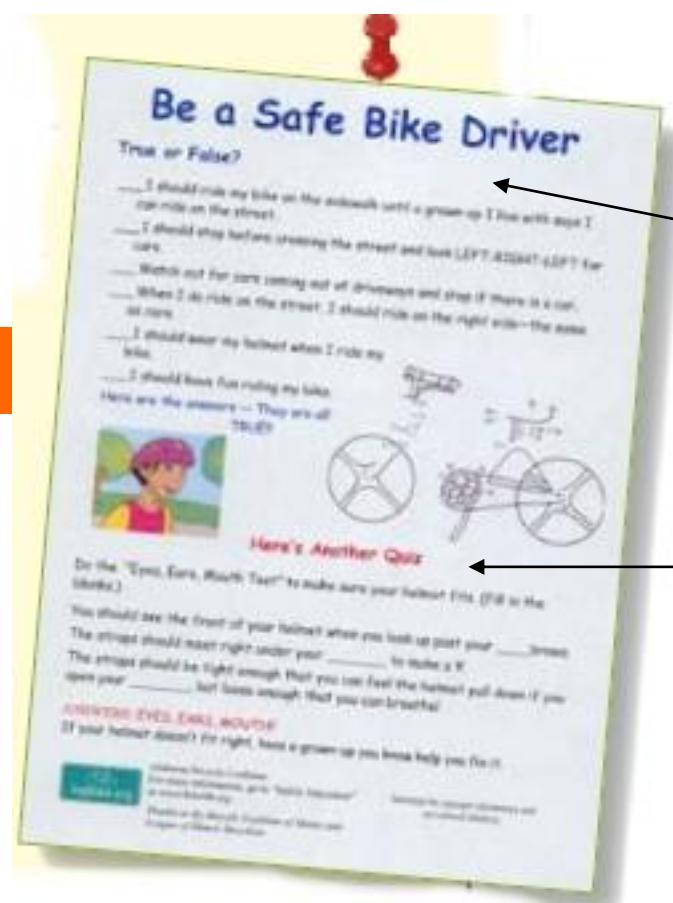
**3. Desire:** The reader of the advert must want what you are advertising.

**4. Action:** decide what you want the reader to do.

**Tips:**

- Make the advert easy to read. Use simple language. Efficient writing enables efficient reading.

- Use language that your reader uses.
- Use short sentences.
- Use bullet points and short paragraphs.
- Get the reader involved. Refer to the reader as 'you'.
- Try to incorporate something new, innovative, exciting, challenging - people are attracted to new things.
- Stress what is unique.



**True or  
False ?**

**Here is  
Another  
Quiz**

## 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:

**always, usually, often, sometimes,  
rarely/seldom, never, every day,**

# **Simple Present**      once a                           day/week/month/year,

**Present Continuous** 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 supermarket? / 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?

## Negative

Long form	Short form
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

## Short answers

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?

Affirmative	Negative	Interrogative
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?

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

## 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.

---

## UNIT 6

---

### Comparatives

We use comparatives to compare two people, animals or things. We often use the word **than** after the comparative form.

e.g. Bob is **taller than** Mark. / Your car is **bigger than** mine.

- **Short adjectives:** Add **-er** to short adjectives to make the comparative form.

**strong - stronger**

✓ **NOTE:** If the adjective ends in **-y** , you take off **-y** and you add **-ier**. e.g. **healthy - healthier** / **easy - easier** / **pretty – prettier**

- **Long adjectives:** With long adjectives we use the word **more** before the adjective to make the comparative form. e.g. **beautiful - more beautiful**

## **Superlatives**

We use superlatives to compare one person or thing to several others. e.g. This is the **youngest** pupil in the class.

- **Short adjectives:** To form the superlative of short adjectives, we put the word **the** before the adjective and add the ending **-est**. **clever - cleverest**

✓ **NOTE:** If the adjective ends in **-y**, you take off **-y** and you add **-iest**. **lazy - laziest / crazy - craziest / pretty – prettiest**

- **Long adjectives:** To make the superlative form of a long adjective, we put the words **the most** before the adjective.

**expensive - the most expensive / difficult - the most difficult**

**Be careful! Some adjectives have irregular comparative and superlative forms.**

<b>good</b>	<b>better</b>	<b>best</b>
<b>bad</b>	<b>worse</b>	<b>worst</b>
<b>many/much</b>	<b>more</b>	<b>most</b>
<b>little</b>	<b>less</b>	<b>least</b>

**e.g. Sue is a better singer than Mary.**

# APPENDIX

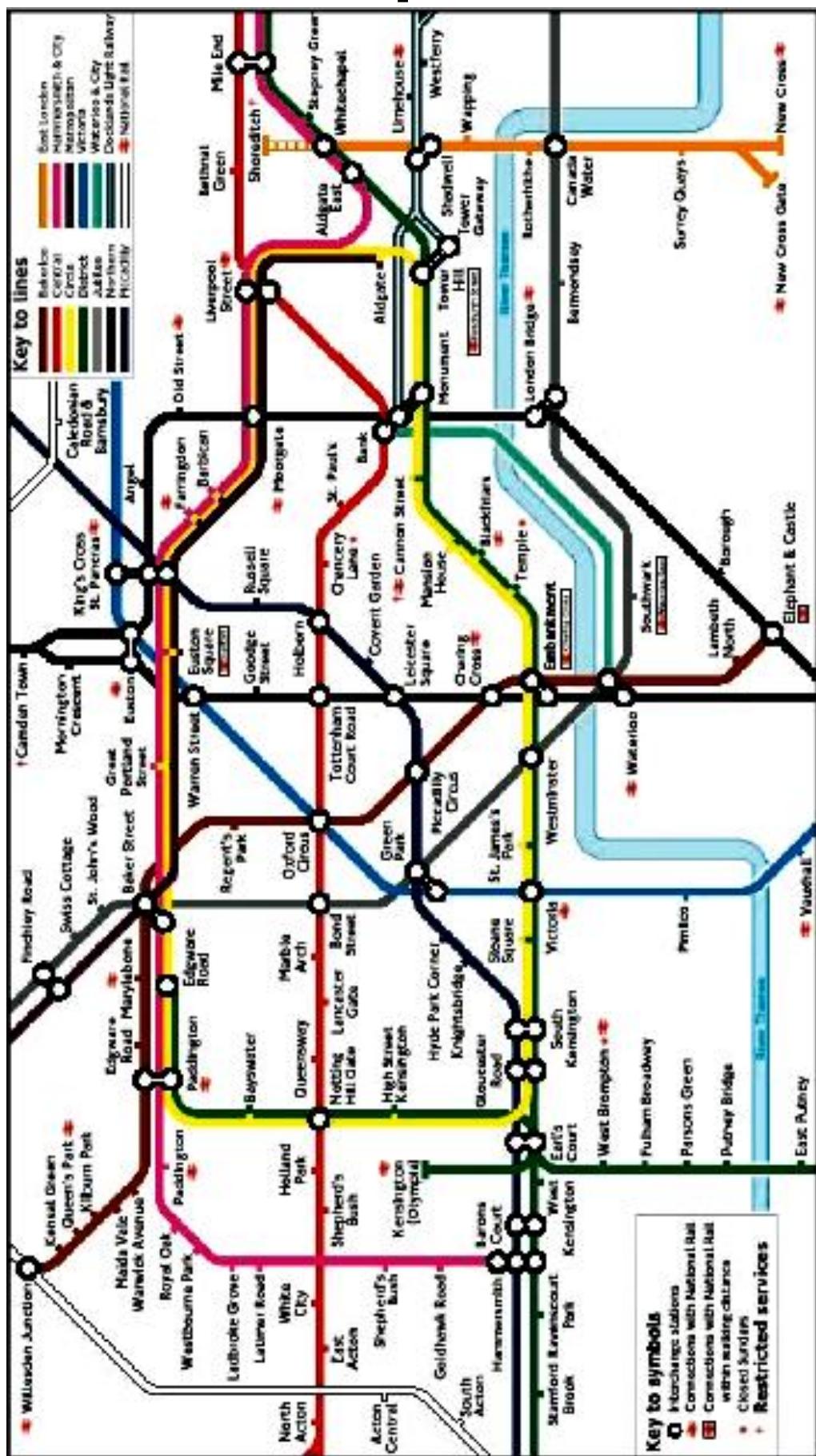
## MAPS



# Athens Metro Map



# London Tube Map



# **Map on the pp 150-151**

 English as official language and mother tongue

 English as official language

 English as one of the official languages

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

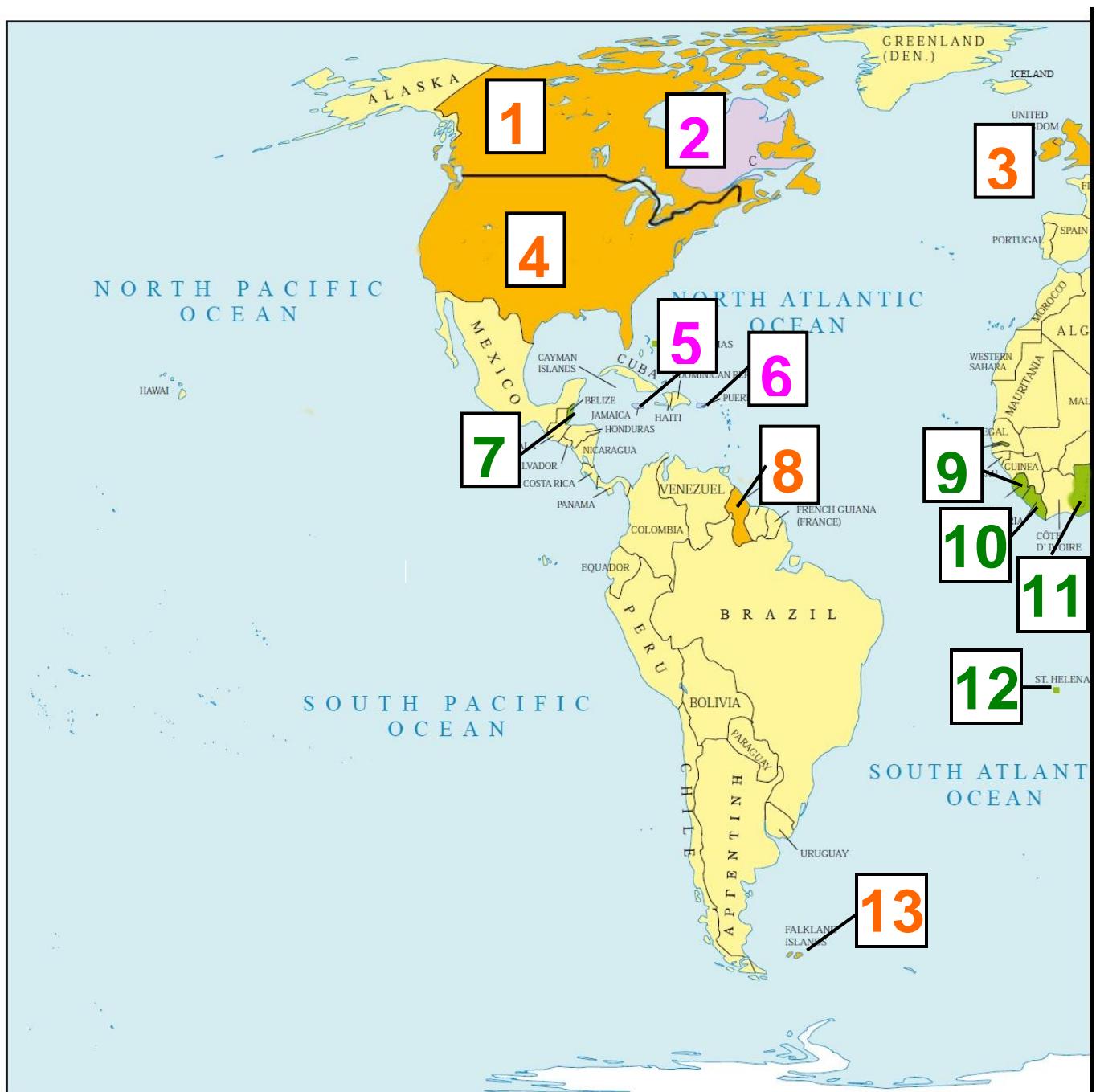
- 14. MALTA**
- 15. PAKISTAN**
- 16. NEPAL**
- 17. TOGO**
- 18. NIGERIA**
- 19. INDIA**
- 20. MARSHALL ISLAND**
- 21. BANGLADESH**
- 22. CAMEROON**
- 23. KENYA**
- 24. SEYCHELLES**
- 25. SRI LANKA**
- 26. PAPUA NEW GUINEA**
- 27. UGANDA**
- 28. TANZANIA**
- 29. RWANDA**
- 30. MALAWI**
- 31. AUSTRALIA**
- 32. ZAMBIA**
- 33. ZIMBABWE**
- 34. MAURITIUS**
- 35. NAMIBIA**

**36. BOTSWANA**

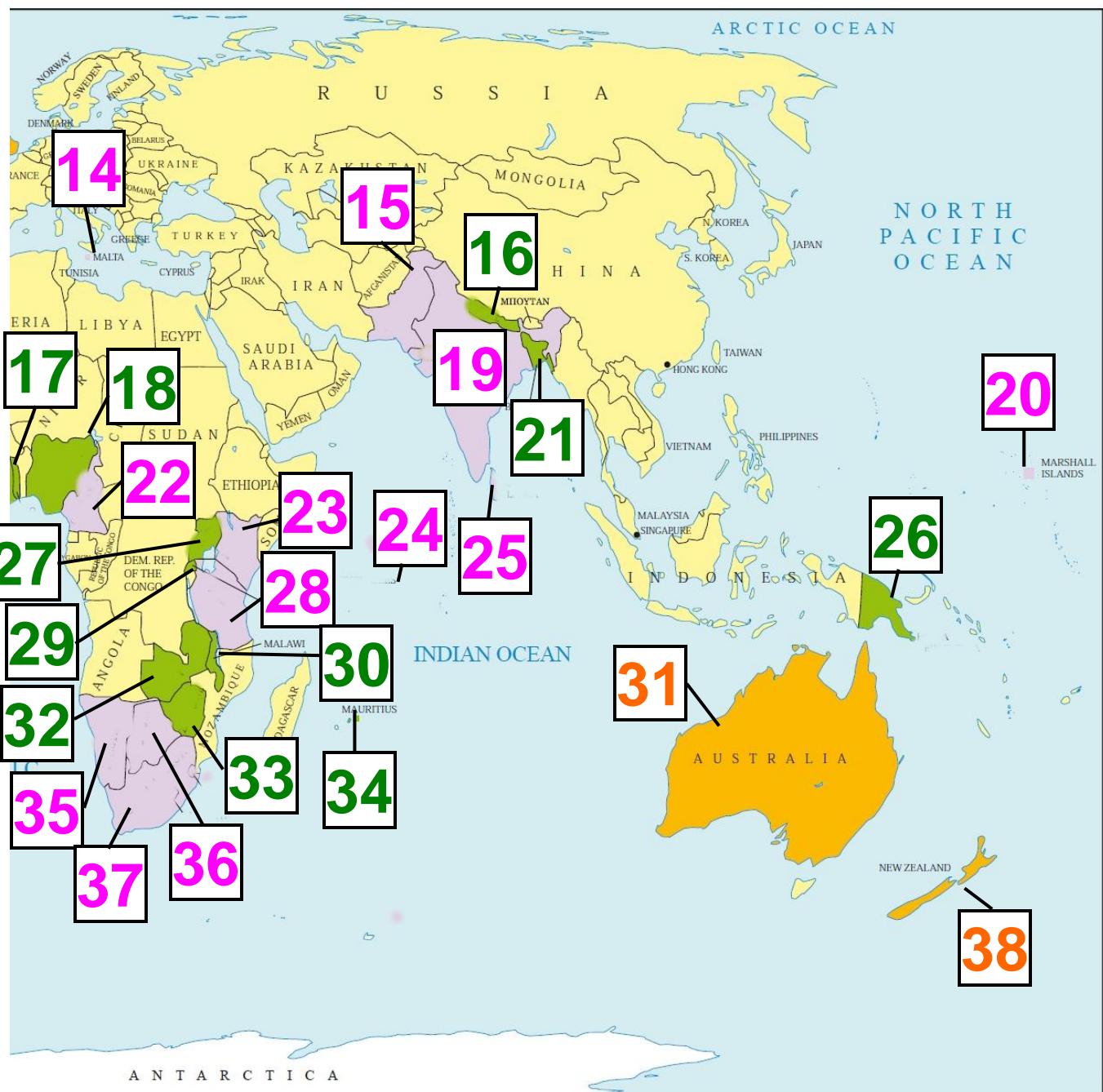
**37. SOUTH AFRICA**

**38. NEW ZEALAND**

## 1- WORLD MAP



## 2- WORLD MAP



**Με απόφαση της Ελληνικής Κυβέρνησης  
τα διδακτικά βιβλία του Δημοτικού, του  
Γυμνασίου και του Λυκείου τυπώνονται  
από τον Οργανισμό Εκδόσεως  
Διδακτικών Βιβλίων και διανέμονται  
δωρεάν στα Δημόσια Σχολεία. Τα βιβλία  
μπορεί να διατίθενται προς πώληση,  
όταν φέρουν βιβλιόσημο προς απόδειξη  
της γνησιότητάς τους. Κάθε αντίτυπο που  
διατίθεται προς πώληση και δε φέρει  
βιβλιόσημο, θεωρείται κλεψίτυπο και ο  
παραβάτης διώκεται σύμφωνα με τις δια-  
τάξεις του άρθρου 7, του Νόμου 1129 της  
15/21 Μαρτίου 1946 (ΦΕΚ 1946, 108, Α').**



**Απαγορεύεται η αναπαραγωγή  
οποιουδήποτε τμήματος αυτού του  
βιβλίου, που καλύπτεται από δικαιώματα  
(copyright), ή η χρήση του σε  
οποιαδήποτε μορφή, χωρίς τη γραπτή  
άδεια του Παιδαγωγικού Ινστιτούτου.**