

**ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ  
ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ**

**Ελένη Εφραιμίδου  
Ελένη Ζώη-Ρέππα  
Φιλίτσα Φρουζάκη**



**Pupil's Book**

**Τόμος 1ος**



# **ΑΓΓΛΙΚΑ ΣΤ' ΔΗΜΟΤΙΚΟΥ**

**Βιβλίο μαθητή**

**Τόμος 1ος**

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

**ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ**

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

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

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

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

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

**ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ**

**Ελένη Εφραιμίδου, Εκπ/κός ΠΕ6  
Ελένη Ζώη- Ρέππα, Σχ. Σύμβ. ΠΕ6  
Φιλίτσα Φρουζάκη, Εκπ/κός ΠΕ6**

**ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ:  
Μιχαήλ Λεβής ΑΕΤΕΝ Α.Ε.**

**ΑΓΓΛΙΚΑ ΣΤ' ΔΗΜΟΤΙΚΟΥ**

**Βιβλίο μαθητή**

**Τόμος 1ος**

## ΣΥΓΓΡΑΦΕΙΣ

Ελένη Εφραιμίδου, *Εκπαιδευτικός ΠΕ6*

Ελένη Ζώη- Ρέππα, *Σχολ. Σύμβουλος ΠΕ6*

Φιλίτσα Φρουζάκη, *Εκπαιδευτικός ΠΕ6*

## ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ

Ελένη Μανωλοπούλου-Σέργη, *Σχολ. Σύμβουλος*

Διονυσία Παπαδοπούλου, *Σχολ. Σύμβουλος*

Ελένη Ζωγράφου, *Εκπαιδευτικός ΠΕ6*

## ΕΙΚΟΝΟΓΡΑΦΗΣΗ

Μαριάνθη Βουτσά, *Εικονογράφος*

## ΦΙΛΟΛΟΓΙΚΗ ΕΠΙΜΕΛΕΙΑ

Σωτήριος Καραούλιας, *Εκπαιδευτικός ΠΕ6*

## ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΜΑΘΗΜΑΤΟΣ ΚΑΤΑ ΤΗ ΣΥΓΓΡΑΦΗ

Ιωσήφ Ε. Χρυσόχοος, *Πάρεδρος ε.θ. του Παιδαγωγικού Ινστιτούτου*

## ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΥΠΟΕΡΓΟΥ

Κλεοπάτρα Κοσοβίτσα-Βαρελά, *Εκπαιδ/κός ΠΕ70*

## ΑΝΑΔΟΧΟΣ:

Μιχαήλ Λεβής ΑΕΤΕΝ Α.Ε.

## ΠΡΟΕΚΤΥΠΩΤΙΚΕΣ ΕΡΓΑΣΙΕΣ

ΒΙΒΛΙΟΣΥΝΕΡΓΑΤΙΚΗ Α.Ε.Π.Ε.Ε

Στη συγγραφή συνεργάστηκε ο κ. Θανάσης Πυργαρούσης

## ΠΡΟΣΑΡΜΟΓΗ ΤΟΥ ΒΙΒΛΙΟΥ

ΓΙΑ ΜΑΘΗΤΕΣ ΜΕ ΜΕΙΩΜΕΝΗ ΟΡΑΣΗ

*Ομάδα Εργασίας Υπουργείου Παιδείας  
Δια Βίου Μάθησης & Θρησκευμάτων*

## **A. Εισαγωγή για το μαθητή**

**Αγαπητέ μαθητή, αγαπητή μαθήτριά.**

**Η Αγγλική είναι η γλώσσα που μπορείς να χρησιμοποιείς για επικοινωνία σε περιβάλλοντα όπου δεν ομιλείται η μητρική σου γλώσσα. Είναι δηλαδή μια σύγχρονη γλώσσα την οποία υιοθετούν πολίτες από όλες τις γωνιές του πλανήτη για να ανταλλάξουν απόψεις, ιδέες, εμπειρίες και γνώσεις, γραπτά ή προφορικά. Είναι με άλλα λόγια γλώσσα - "εργαλείο" που χρησιμοποιείται στην πραγματική ζωή αλλά και στην εικονική πραγματικότητα, δηλαδή στο διαδίκτυο. Από εκεί μπορείς να αντλεις πληροφορίες αλλά και να ανταλλάξεις γραπτά μηνύματα, καθώς και να συμμετέχει σε κουβεντούλες σε πραγματικό χρόνο με συμμαθητές και συμμαθήτριά σου από όλον τον κόσμο. Η εκμάθηση της Αγγλικής γλώσσας λοιπόν είναι αναγκαία και απαραίτητη στην εποχή μας.**

**Το βιβλίο που έχεις στα χέρια σου έχει στόχο να σε βοηθήσει να βελτιώσεις τις γνώσεις που έχεις ήδη αποκτήσει αλλά και να οικοδομήσει νέες γνώσεις όχι μόνο για τη γλώσσα αλλά και για τον κόσμο γύρω σου. Γι' αυτό η συγγραφή του βιβλίου στηρίχτηκε όχι μόνο στους γραμματικούς κανόνες και τις λεξιλογικές ασκήσεις αλλά και σε γνώσεις που έχεις ή που αποκτάς μέσα από όλα τα μαθήματα του σχολικού προγράμματος. Άλλωστε, όπως έχεις κιόλας συνειδητοποιήσει, δεν μαθαίνουμε απλά απομνημονεύοντας και επαναλαμβάνοντας μηχανικά, αλλά κατανοώντας και αναλύοντας τις πληροφορίες που παίρνουμε με κάποιον τρόπο από το περιβάλλον μας μέσω της Αγγλικής γλώσσας. Επιπλέον, επειδή δεν μαθαίνουμε μόνο όταν βρισκόμαστε στο σπίτι, στο σχολείο ή σε κάποια βιβλιοθήκη μόνοι μας, αλλά και**

όταν συνεργαζόμαστε σε ομάδες, με άλλα άτομα με τα οποία μοιραζόμαστε κοινά ενδιαφέροντα, κοινούς μαθησιακούς στόχους, το βιβλίο περιέχει πολλές ομαδικές δραστηριότητες.

Ο σχεδιασμός του βιβλίου της Αγγλικής γλώσσας βασίστηκε σε βιώματα που έχουν παιδιά της ηλικίας σου και προτείνει τη συνεχή συνεργασία με τους συμμαθητές σου. Έτσι, στις ενότητες του βιβλίου θα βρεις δραστηριότητες που πρέπει να πραγματοποιηθούν στο πλαίσιο μιας ομάδας ή σε συνεργασία με κάποιο/α συμμαθητή/τρια σου, με σκοπό να επικοινωνήσετε με εργαλείο την Αγγλική γλώσσα, θα χρειαστεί λοιπόν κάποιες φορές να διαβάσει ένα κείμενο και να το σχολιάσει με τους συνεργάτες σου ή, ακόμη, να γράψετε και να βελτιώσετε μαζί μια διαφήμιση, ένα γράμμα, να συνθέσετε ένα μήνυμα ηλεκτρονικού ταχυδρομείου, να πάρετε αποφάσεις για κάποιο ζήτημα κλπ. Πιο συγκεκριμένα, στο βιβλίο της Αγγλικής γλώσσας θα βρεις τα παρακάτω στοιχεία:

- Τις έννοιες που διατρέχουν την κάθε ενότητα στην πρώτη σελίδα της, καθώς και τους μαθησιακούς στόχους που πρέπει να κατακτήσεις στη διάρκεια της διδασκαλίας
- Τις στρατηγικές μάθησης και συνεργασίας που θα αναπτύξεις στη διάρκεια της κάθε ενότητας στην πρώτη επίσης σελίδα της
- Σχέδια εργασίας (projects) που θα αναλάβεις να πραγματοποιήσεις στο πλαίσιο ομαδικής εργασίας με τους/τις συμμαθητές/τριές σου
- Δραστηριότητες διαφορετικού βαθμού δυσκολίας στο τελευταίο τμήμα του βιβλίου σου που μπορείς να χρησιμοποιήσεις όταν βρίσκει πολύ εύκολη ή πολύ δύσκολη κάποια δραστηριότητα μιας ενότητας



- Δραστηριότητες διαμεσολάβησης, δηλαδή μεταφοράς του νοήματος ενός κειμένου από την Ελληνική στην Αγγλική γλώσσα ή/και το αντίθετο
- Δραστηριότητες αυτοαξιολόγησης δηλαδή αξιολόγησης της μαθησιακής πορείας σου από εσένα τον/την ίδιο/α.

Τελειώνοντας, μέσω των δραστηριοτήτων που προσφέρονται σ' αυτό, ελπίζουμε το βιβλίο σου να σε βοηθήσει να γνωρίσει καλύτερα τον τρόπο που μαθαίνει. Έτσι, σταδιακά θα μπορείς να διαμορφώνεις ο/η ίδιος/α το μαθησιακό σου πρόγραμμα με βάση τις δικές σου ανάγκες και να εδραιώνεις την ανεξαρτησία σου σ' έναν κόσμο που συνεχώς μεταβάλλεται και απαιτεί διαρκή ενημέρωση και προσαρμογή στις νέες συνθήκες.

Σου ευχόμαστε να απολαύσεις την πορεία προς τη μάθηση!

Η συγγραφική ομάδα

## **B. Ο 10-λογος για την αυτονόμηση του μαθητή**

**Do you want to be an Independent Learner? Then you should...**

- **...know why you're learning English**
- **...develop a learning plan (this plan changes according to your current needs)**
- **...take part in group-work**
- **...do self-evaluation tests to see what your weak points are**
- **...ask the teacher for information when you need it**
- **...look up words you don't know in a dictionary**
- **...read or listen to a text to get the general idea first**
- **...use the learning strategies in every unit to understand English and communicate better**
- **...always have in mind who you're writing a letter or an e-mail to and why**
- **...use books, magazines, the Internet, etc. to find the information you need**

## Unit 1 Our multicultural class

### You are here to **READ**

maps and do a geography quiz, reports about countries, landforms and nationalities

### and **TALK** about

countries and their culture, school subjects and every day activities

### and **LISTEN TO**

pupils talking about school projects

### and **WRITE**

reports about countries and people's everyday activities

### and **LEARN**

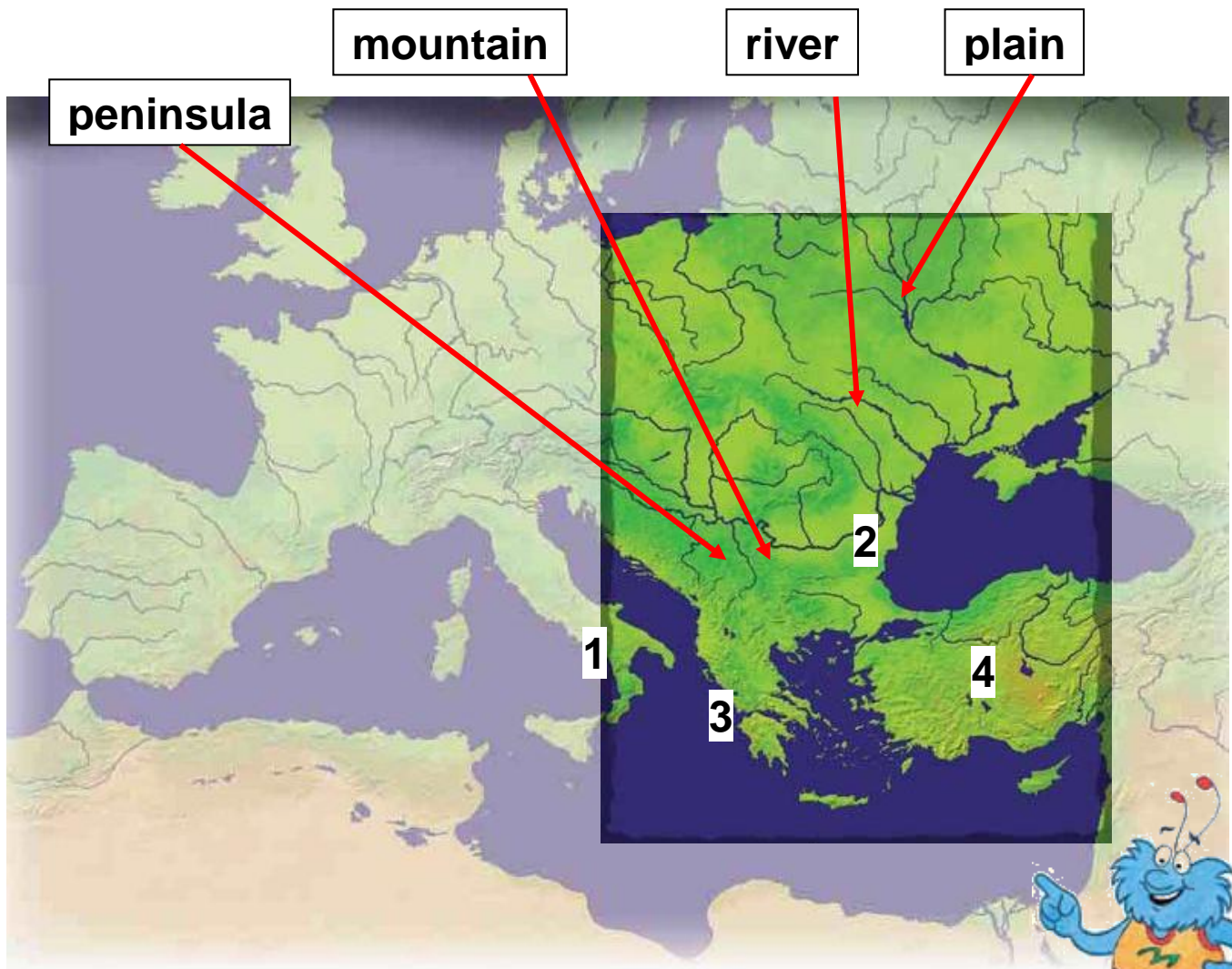
how to use the Present Simple and the Present Continuous tense

### A Geography quiz

Are these true or false? Tick ✓ the correct box.

	TRUE	FALSE
1. Ukraine is the second largest country in Europe.	✓	
2. Ukraine borders the Aegean Sea.		
3. The accident in Chernobyl, in 1986, is still causing serious environmental problems.		
4. Earthquakes or tsunamis sometimes happen along the South coast of Albania.		
5. Albania is in the Balkan Peninsula.		
6. The Carpathians are large plains.		
7. Mother Teresa is of Albanian origin.		

KEY: 1 True, 2 False, 3 True, 4 True, 5 True, 6 False, 7 True



1. ITALY 2. BULGARIA  
3. GREECE 4. TURKEY

## Lesson 1: Meeting the newcomers



### 1. Reading

This year the 6th Class of our International School welcomes some new pupils from different countries. All the other pupils want to know them better. They are reading the newcomers' reports about their countries in the school newsletter. Read the reports below to find answers in the Geography quiz:

#### OUR NEWCOMERS TO SCHOOL



1. I come from Ukraine, the second largest country in Europe. It is between Poland and Moldavia in the west and Russia in the east. I don't come from the capital Kiev. My hometown is Odessa, on the coast of the Black Sea.

Ukraine has got large plains but also high mountains, such as the Carpathians. The River Dniro flows across the country splitting it in two parts.

In winter the weather gets very cold. Summers are warm across the greater part of the country and cool along the Black Sea, so we spend much more time outdoors.

A nuclear power plant accident in Chernobyl, in 1986, is still causing serious environmental problems which worry Ukrainian people. Today we don't have enough drinking water supplies because of that accident.

Despite these problems, I believe Ukraine is a beautiful

country with outgoing and brave people. I love it very much.

**Sasha**

**2. Albania, the ancient Illyria, is where I come from. My hometown is Tirana, the capital of Albania. Albania shares borders with Serbia, Montenegro and Greece. On the west, it is bordering the Adriatic Sea and the Ionian Sea.**

**The beaches are beautiful and during the hot, dry summers we swim in the clear sea, but in winter the temperature usually drops and it often rains heavily, so there are a lot of forests. We often have problems with natural disasters, such as earthquakes or tsunamis that happen along the South coast. Mother Teresa, the popular nun and humanitarian Nobel Prize winner, is of Albanian origin. My country is not very rich and our parents sometimes go to other countries, such as Italy, France or Greece, and work there. However, we miss our homeland.**

**Christina**

**3. Do you remember the ancient Colchis and the myth of Jason and the Golden Fleece? That is where I come from, Georgia! It is in the West Asia, bordering the Black Sea, which the Greeks called Pontus Euxinos, Turkey and Russia. The temperature is mild and it is usually sunny and warm. The country is mountainous, but along the coast we grow vines, tea and citrus fruit. In this area the temperature rarely drops below zero. Many people work in copper and coal mines, or in oil wells. Others sometimes leave their hometown to find work. My uncle works in T'blisi, the capital of Georgia.**

**Georgi**



## LEARNING STRATEGIES

**When I learn new words...**

I listen carefully and try to imitate.

I repeat new words many times and try to remember them.

I write them down.

I may write them down with the translation in Greek.

I group the words by topic.

I write them down in an example sentence.



**A. Look at the map and write the capital city next to each country. Then write in the relevant nationality.**

Country	Capital	Nationality
Georgia	T'blisi	Georgian
Albania		
Ukraine		



**B. Work in pairs. Use the information in the reports to fill in the table below:**



Country	Terrain	Weather	Problems
Albania			
Georgia			
Ukraine			

## 2. Grammar

### A. LOOK AT THE EXAMPLES:



a. It often **rains** heavily in winter.

b. My uncle **works** in a coal mine.



Which example **a** or **b** refers to:

something that happens regularly? [    ]

something true in general? [    ]

### B. STUDY THESE TABLES


**Do you remember?**

### Grammar Box

#### Present Simple Tense

Affirmative		Interrogative		
I you we they	swim go watch worry wash	Do	I you we they	swim ? go ? watch ? worry ? wash ?
he she it	swims goes watches worries washes	Does	he she it	





Negative		
I you we they	don't	swim go watch
he she it	doesn't	worry wash



C. Look at the words **sometimes, often, usually, always** (ADVERBS OF FREQUENCY) in the following examples.

People **sometimes** leave their hometown to find work.

The temperature **usually** drops in winter.

It **often** rains heavily in winter.

My brother is **always** early for school.

Now complete the rule:

We use an adverb of frequency to say how \_\_\_\_\_ something happens. It comes \_\_\_\_\_ the verb in the Present Simple. When we have the verb **to be** we put the adverb \_\_\_\_\_ the verb.

Now write true sentences about your habits:

I **sometimes** \_\_\_\_\_

\_\_\_\_\_

I **usually** \_\_\_\_\_

\_\_\_\_\_

I \_\_\_\_\_

\_\_\_\_\_

I \_\_\_\_\_

\_\_\_\_\_

### 3. Practice



A. Alice, your pen-friend from Great Britain has sent you some pictures with her daily activities. Look at the pictures below and write what she does every day:




---



---



---




---



---



Now fill in the diagram about what pupils do in Greece and in Great Britain:

**In Greece**

**Both**

**In Gr. Britain**

They do their homework at home



## **B. ROLE-PLAY: AN INTERVIEW**

### **Pupil A**

**You are a reporter. You are interviewing a pupil from another country. Look at the back of your book (p.130) for more information.**

### **Pupil B**

**You are a pupil from another country. Look at the back of your book (p.138) for information and answer the reporter's questions.**

**It's your choice: You can find a different version on page **199-120****

## Lesson 2: At the school lab

### 1. Speaking



A. Work in pairs. Look at the pictures below and tell your partner what your favourite school subjects are and why?

**Example :**  
I like history  
because I like  
learning about  
past events.



$$\begin{aligned} 2(\alpha + \beta)^2 + 3 &= \\ 45.086 \times & \\ 2(\sqrt{97})^3 &- \end{aligned}$$

B. Do you agree with your partner's opinion? Give your reasons.



### 2. Listening

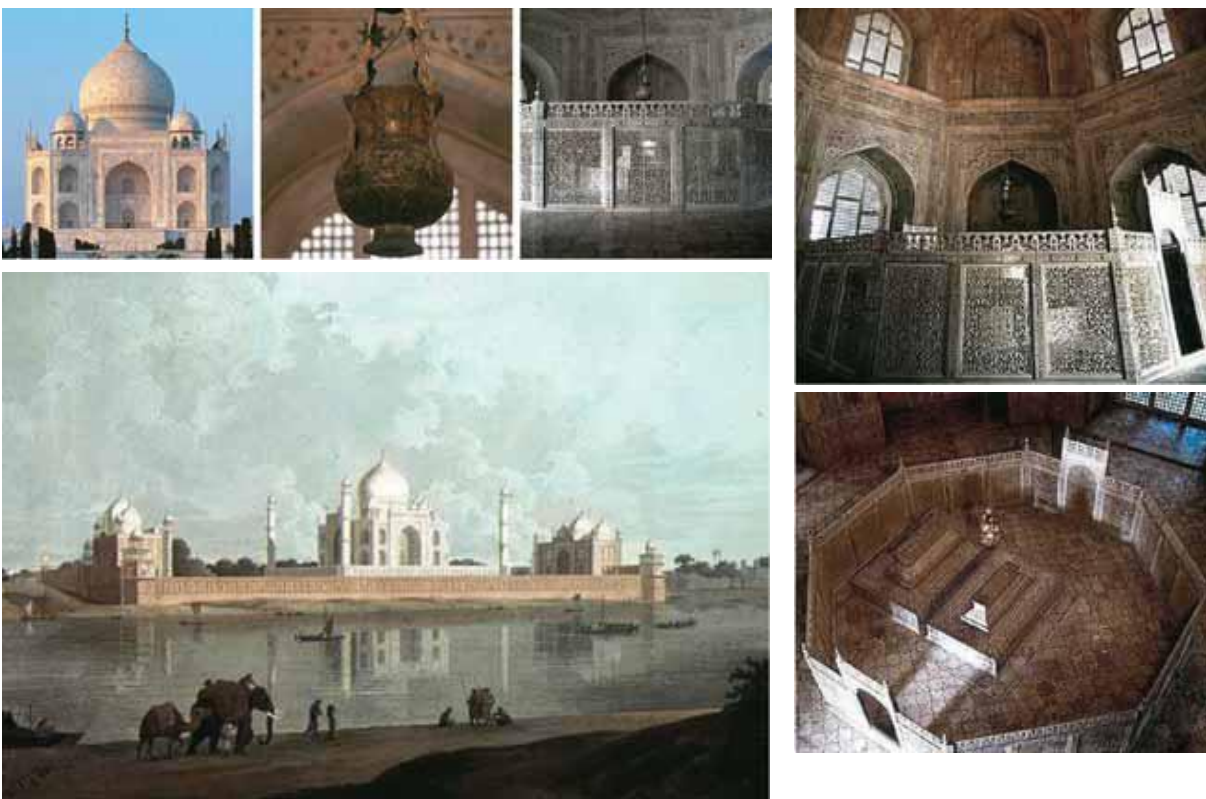
Today the pupils are at the school lab, working on different projects on their computers. The teacher is checking their work.



**A. Look at the picture and listen to the pupils talking. What subjects are they working on? Tick  the right picture in Activity 1A above.**

**B. Who's working on what? Do you remember? Fill in the table:**

Pupil	Subject
Maria	
Markos	
Anne, Sophie	



Explore the Taj Mahal online at <http://www.taj-mahal.net>



**C. Now listen again and tick  the activities the pupils are doing in the computer lab:**

1. Maria is searching for some information on musical instruments. \_\_\_\_\_

2. Markos is printing some photos of New Delhi. \_\_\_\_\_

3. Markos is copying a photo of Taj Mahal. \_\_\_\_\_
4. Sophia is printing a text for the science project.  
\_\_\_\_\_
5. Anne is pasting a photo of molecular structure.  
\_\_\_\_\_

### 3. Grammar

#### A. LOOK AT THE EXAMPLES:



a. Look! They're working on a Geography project.

b. My uncle **works** in a coal mine.



Which example **a** or **b** refers to:  
 something that happens regularly? [ \_ ]  
 something is happening right now? [ \_ ]

#### B. STUDY THESE TABLES

Do you remember?



### Grammar Box

#### Present Continuous Tense

Affirmative		
I	<b>am</b>	<b>working</b>  <b>swimming</b>
he she it	<b>is</b>	
we you they	<b>are</b>	

## Interrogative

<b>Am</b>	I	working?
<b>Is</b>	he she it	
	we you they	
<b>Are</b>		swimming?

## Negative

<b>I'm</b>	<b>not</b>	working
he she it	<b>isn't</b>	
we you they	<b>aren't</b>	
		swimming



Now complete the rule:

We use the \_\_\_\_\_ Tense to talk about something that happens regularly.

We use the \_\_\_\_\_ Tense to talk about something that is happening now.

## 4. Practice

### A. A GAME: Charades

Work in groups to play the game. Your teacher will give you cards with the activities you need to mime.

#### GROUP A

Your teacher will give you a card with the activity you have to mime. Choose a player from your group and tell him/her to act out the activity. Answer Group B's questions only using "Yes" or "No".

#### GROUP B

Ask the pupil from Group A 7 questions to find out what he/she is miming. His/her answer can only be "Yes" or "No". The first pupil to guess correctly wins a point for the team and acts out the next activity.

The first pupil to guess the activity correctly wins a point for his/her team and acts out the next activity.

If a group cannot guess the activity after asking 7 questions, they lose a point and choose their player to continue the game.

**Example :**

**Are you selling flowers in the street? No, I'm not.  
Are you holding an umbrella? Yes, I am.**



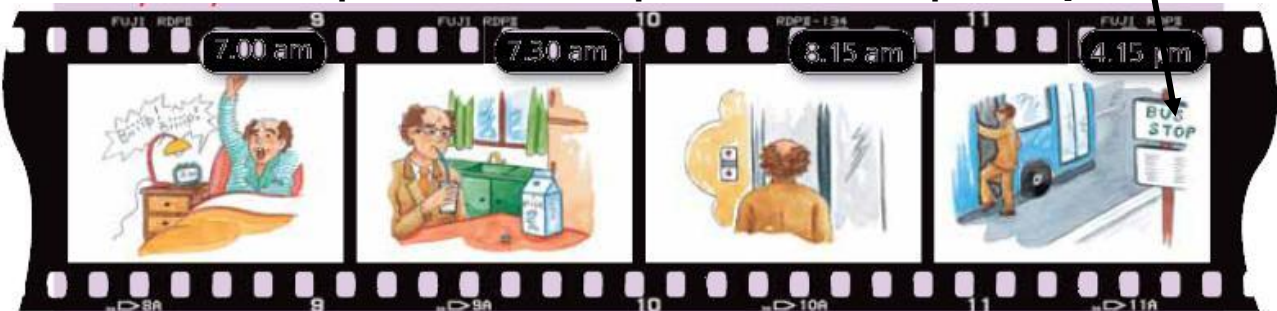
### **B. Mr. Badluck's day**

Look at the comic strip below and write a story about Mr. Badluck's day; write what he does every day and how different it is today.

**BUS STOP**

**Every day...**

7.00am | 7.30am | 8.15am | 4.15pm



**...but today**

7.00am | 7.30am | 8.15am | 4.15pm



**Bus drivers on strike**

You can start like this:

**Mr. Badluck gets up at 7:00 every day but today...**



## Lesson 3: A Geography project

### 1. Some information



**A. Pupils from different European countries are taking part in a project. The pupils are presenting themselves and their own country.**

**This is Gwen's report.**

**Read her report and match the topics with the paragraphs:**



**1. My name is Gwen and I am ten years old. It is a Welsh name because my father comes from Wales, but now I live in Oxford, England. The official name of my country is The United Kingdom of Great Britain and Northern Ireland and it includes Great Britain (England, Wales and Scotland) and Northern Ireland. Great Britain is actually an island. An underwater channel, the Channel Tunnel, connects Great Britain to France in the South. The North Sea in the East separates it from the rest of Europe.**

**2. The country is mostly mountainous in Scotland and Wales but with green plains and hills in the South. Rivers flow across this part of the country. The famous river Thames runs through London, the capital of England.**

**3. The weather is cold in winter and warm in summer time, but it is also wet. It rains most of the time.**

**4. The people of Britain are multicultural, coming from different countries and races, so here you can meet British people from Asia, Africa or the Caribbean. They speak English and the language of their fathers as well.**

**5. I think it's exciting to live in Great Britain because it opens its doors to everyone!**

Landscape ..... Paragraph [ \_ ]

People..... Paragraph [ \_ ]

Name of country, borders ...Paragraph [ \_ ]

Weather ..... Paragraph [ \_ ]

The writer's opinion ..... Paragraph [ \_ ]

**B. Notice how **and** is used in the report. Underline 3 examples in the report.**



**C. Your class is taking part in a similar project: work in groups and write a report about Greece for the pupils of a European school who are visiting your country.**



**Put this report in your portfolio. Follow the steps below:**

**Step a Write a plan**

**Paragraph 1: Introduction, name of country, borders**

**Paragraph 2: landscape**

**Paragraph 3: the weather**

**Paragraph 4: the people**

**Paragraph 5: your opinion**

**Step b**

**Decide what other things (photos, drawings, maps) you can attach to your report**

**Step c**

**Write your report. Use **and** to join your sentences.**

### **Step d**

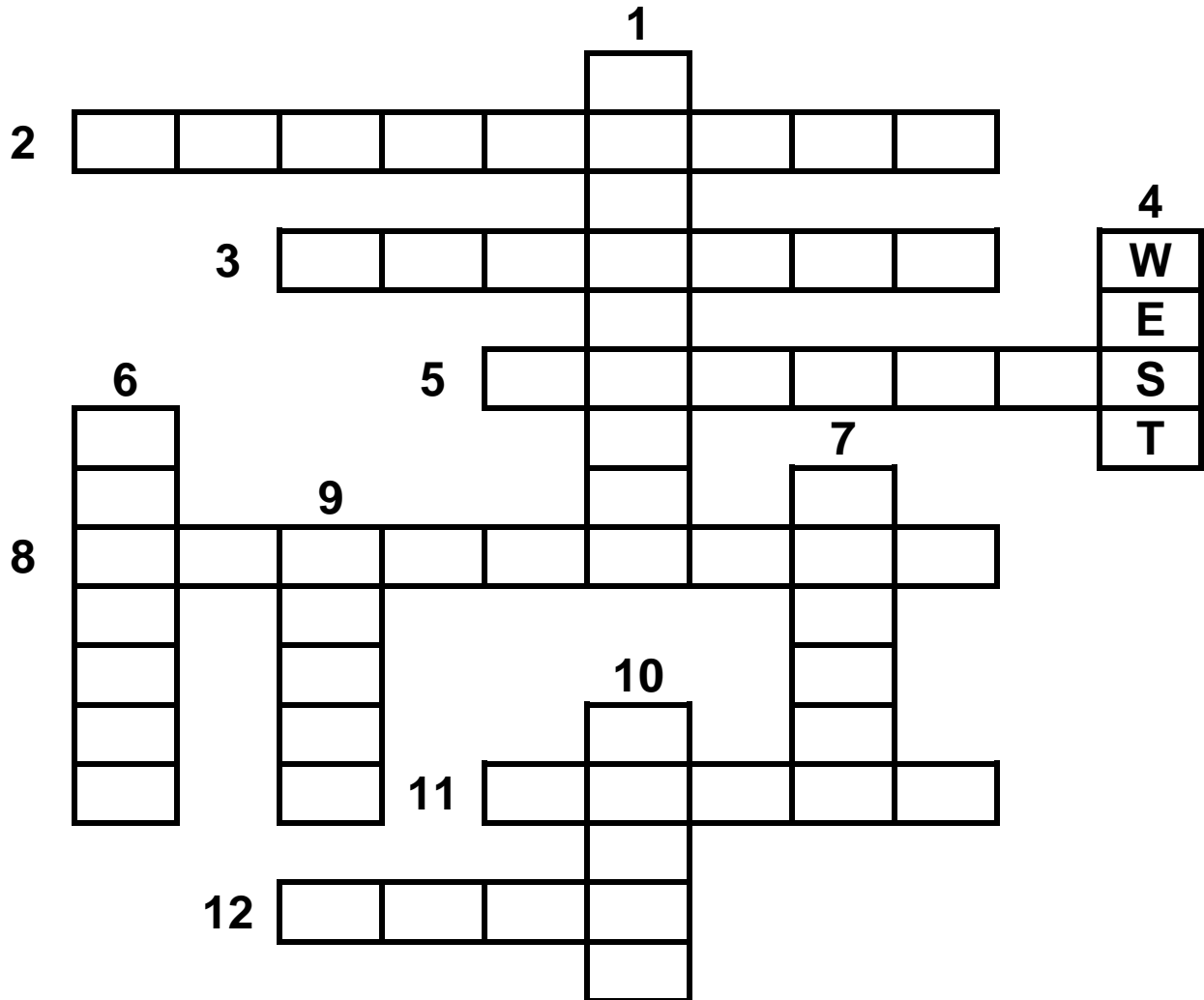
**Work in pairs. Check each other's report for correct spelling, correct tense (Present Simple), capital letters and full stops, use of **and****

### **Step e**

**In groups read out your reports. Finally, put your work up on the class announcement board.**

# Check yourself

## A. The Geography Crossword Puzzle



### Across:

2. The Carpathians are high \_\_\_\_\_
3. Greece \_\_\_\_\_ Albania.
5. It often rains heavily, so there are a lot of \_\_\_\_\_
8. Albania is in the Balkan \_\_\_\_\_
11. Odessa is on the \_\_\_\_\_ of the Black Sea.
12. The opposite of West.

### Down:

1. On a map we can spot \_\_\_\_\_ like rivers, lakes, mountains.
4. The opposite of East

6. The \_\_\_ city of Greece is Athens.  
7. People in Georgia grow tea in the large \_\_\_\_\_  
9. Thessaloniki is in the \_\_\_\_\_ of Greece.  
10. The opposite of North

[ \_\_\_ / 6 points]

**B. Match**

- |          |                     |
|----------|---------------------|
| 1. share | a. in the coal mine |
| 2. drop  | b. citrus fruit     |
| 3. swim  | c. in the river     |
| 4. work  | d. below zero       |
| 5. grow  | e. in two parts     |
| 6. split | f. borders          |

[ \_\_\_ / 3 points]

**C. Tick  the suitable verb:**

1. I'm on holiday now. I \_\_\_ a great time.  
 have       am having

2. She's Italian. She \_\_\_ from Rome.  
 comes       is coming

3. -'\_\_\_ your meal?' -'Yes, it's very good.'  
 Are you enjoying       Do you enjoy

4. This term, I \_\_\_ German for the first time.  
 study       am studying

5. Water \_\_\_ at a hundred degrees.  
 boils       is boiling

[ \_\_\_ / 2 1/2 points]

**D. Tick  the correct sentence:**

**1. A pupil is in the library.**

- a. He is reading a book.
- b. He reads a book.

**2. About my hobby?**

- a. I am collecting stamps.
- b. I collect stamps.

**3. Some children are at the fast food restaurant.**

- a. They are eating a burger.
- b. They eat a burger.

**4. Usually at the concert hall...**

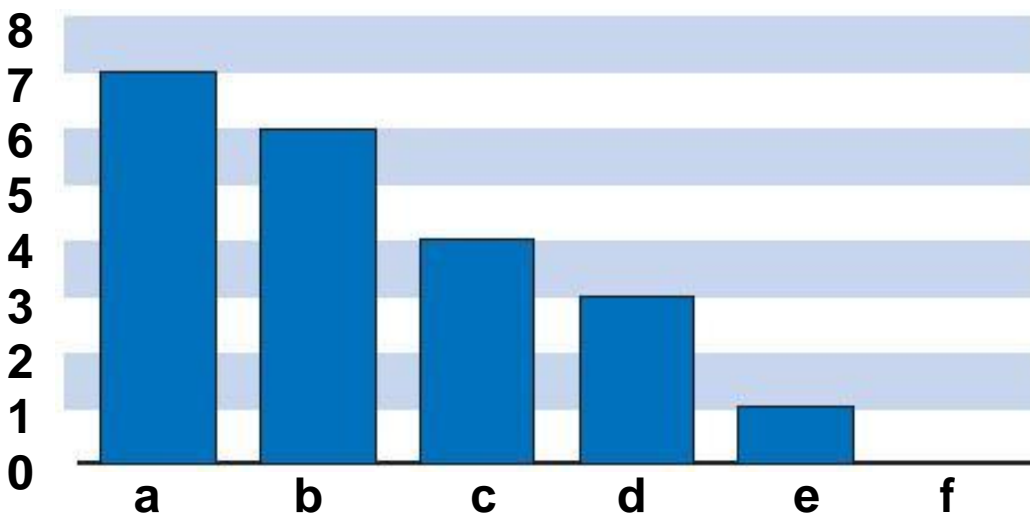
- a. we listen to music.
- b. we are listening to music.

**5. Alice comes from Great Britain.**

- a. It is raining heavily there.
- b. It rains heavily there.

**[ \_\_\_\_ / 2 1/2 points]**

**E. Look at John's weekly routine. Write what he always, sometimes, usually, often, rarely or never does.**



**a. look after dog    b. phone friends**

c. have French lessons d. play basketball e. listen to rock music f. play baseball

John always \_\_\_\_\_

He often \_\_\_\_\_

He \_\_\_\_\_

[ \_\_\_\_ / 6 points]

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

See p. 46 Workbook

### NOW TICK WHAT YOU CAN DO

#### I can talk about

- Countries and their culture \_\_\_\_
- School subjects \_\_\_\_\_

#### I can read

- Maps and do geography quizzes \_\_\_\_\_
- Reports about countries/ landforms/ nationalities \_\_\_\_\_

#### I can listen to

- Pupils talking about school projects \_\_\_\_\_

#### I can write

- Reports about countries/ daily activities \_\_\_\_\_

### REMEMBER when you learn new words in English:

- Group them by topic and repeat them as many times as you can.

## Unit 2 Going shopping

### You are here to **READ**

a supermarket flyer, a shopping list, a school canteen menu, a receipt, an internet site

### and **TALK** about

shopping goods and their prices

### and **LISTEN TO**

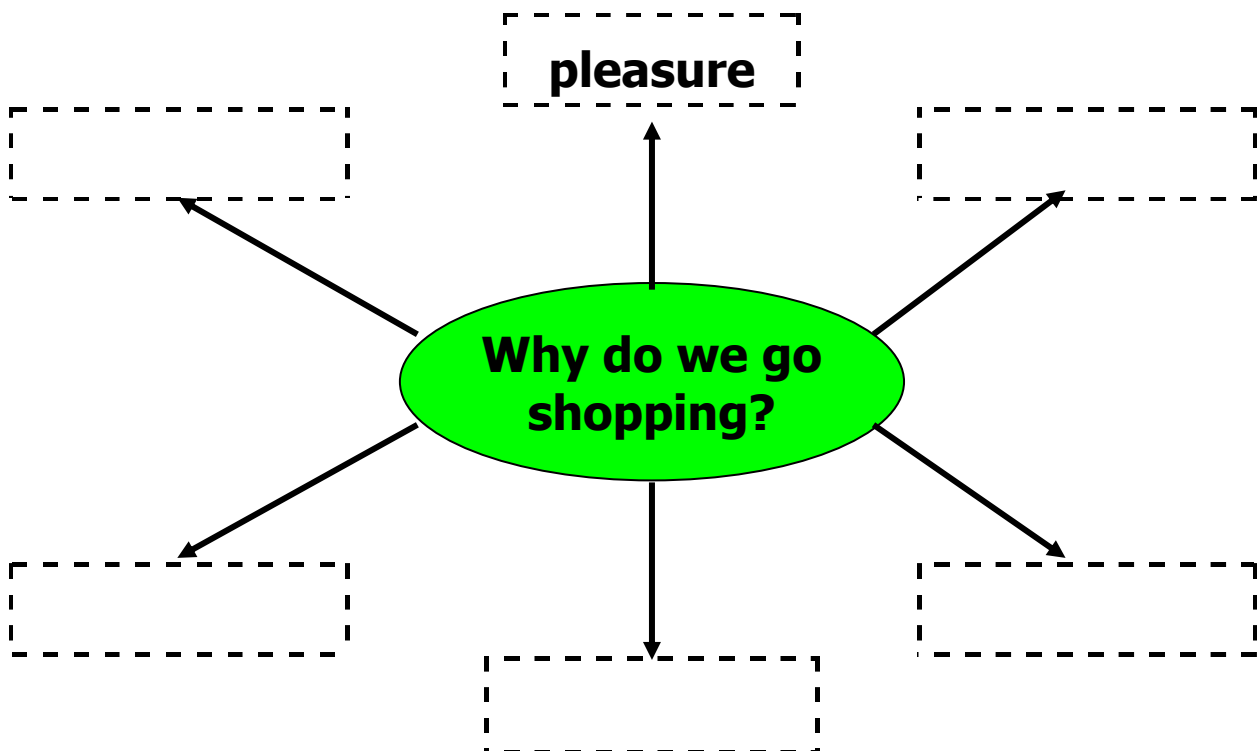
people talking in supermarkets and department stores

### and **WRITE**

shopping lists and on-line orders

### and **LEARN** about

countable and uncountable nouns and how to use *a/an*, *some/any*, *a few/few*, *a little/ little*, *how much*, *how many*







Look at these pictures. Listen to the people and decide where they are.

1



2



3



# Lesson 1: At the supermarket

## 1. Reading



**A.** Look at the picture of the supermarket on the flyer below. Talk about the various departments you usually visit. What items can you buy there?



**A.** At FFM's (Fresh Food Market), you can find a great selection of delicious and tempting cakes and desserts. Choose from fresh cream cakes and fruit flans to tasty pastries and delicious muffins - many prepared in-store. The boxes of doughnuts include a range of tempting flavours. For any special occasion there's a great range of celebration cakes too!



**B.** Every FFM has well trained butchers in-store, able to prepare over a hundred cuts of meat like beef and lamb ribs, pork chops and steaks. So whether it's some mince for a cottage pie or a turkey for a special

occasion, our butcher can prepare the cut that's right for you.

C. At FFM's we carefully select and pack most of the fresh fruit and vegetables. You always find a superb selection of ready prepared salads and pre-washed vegetables. FFM offers a variety of organic products such as eggs, cheese, potatoes, mushrooms, tea bags and muesli that don't cost the earth. We are always on hand to help you with your selection.



B. Read the flyer of the Fresh Food Market and choose the correct heading for each paragraph. There is an extra heading that you don't need:

1. The dairy corner

2. The bakery

3. Meat and poultry

4. The greengrocer's



Read the flyer again and answer the questions below choosing from the paragraphs A-C:

Which paragraph(s) tell(s) you...

that you can buy healthy food

1. \_\_\_

that you can buy a variety of sweets

2. \_\_\_

that everything is in a good price

3. \_\_\_

what you can buy for a barbecue party

4. \_\_\_

what to buy for a rich breakfast

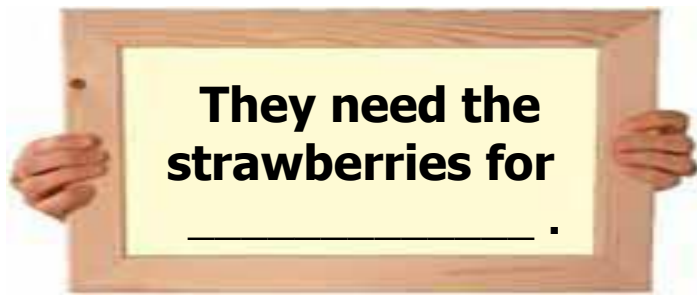
5. \_\_\_



### C. LISTEN AND ANSWER.

Mary and her mother are at the supermarket. What do they need the strawberries for? How much money do they cost?

Price:  p a box!



**£1 = 100p**  
**(one pound = one hundred pence)**



**D. Mary is preparing the shopping list for her birthday party. Look at her list and help her to organize it:**



### **Mary's shopping list**



## **2. Grammar**

### **Do you remember?**

#### **A. COUNTABLE / UNCOUNTABLE NOUNS**

There is **a banana** in the basket.

There are **some bananas** in the basket.

There is **some milk** in the fridge.



## Grammar Box



Countable Nouns		Uncountable Nouns (Singular Only)
Singular	Plural	
<b>a</b> banana <b>an</b> apple	<b>some</b> bananas	<b>some</b> milk



Look at the **Grammar Box** and write your own sentences.

Now complete the rule:

We use \_\_\_\_\_ / \_\_\_\_\_ before countable nouns in singular.

We use \_\_\_\_\_ before countable nouns in plural and before uncountable nouns.

## B. SOME, ANY, HOW MUCH, HOW MANY



Have you got **any** milk?

**How much** milk have you got?

Have you got **any** bananas?

**How many** apples have you got?

Yes, I've got **some**.

I've got **a little**. I haven't got **much**.

Yes, I've got **some**. They aren't **many**.

I've got **a lot**.



## Grammar Box

	Affirmative	Negative	Question
Countable Nouns In Plural	<b>some</b> <b>a lot of</b>	<b>any</b> not <b>many</b>	How <b>many</b> ? ... <b>any</b> ...?
Uncountable Nouns	<b>some</b> <b>a lot of</b>	<b>any</b> not <b>much</b>	How <b>much</b> ? ... <b>any</b> ...?



Look at the **Grammar Box** and write your own sentences.

Now complete the rule:

We use \_\_\_\_\_ / \_\_\_\_\_ in affirmative sentences.  
 We use \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ in negative sentences.  
 When we ask questions, we use \_\_\_\_\_ / \_\_\_\_\_ before countable nouns in plural and \_\_\_\_\_ / \_\_\_\_\_ before uncountable nouns.

**Look at this!**



We say	But we also say
<b>some</b> milk	<b>a bottle of</b> milk
<b>some</b> chocolate	<b>a bar of</b> chocolate
<b>some</b> sugar	<b>a packet of</b> sugar

### 3. Practice



#### A. PAIR WORK: WHAT'S IN YOUR SHOPPING BAG?

You are at the supermarket with your friend. Put 5 things in your shopping bag but don't let your friend see what's in it.

Ask each other questions to find out what's in your friend's bag and write them down.

**My shopping bag**



**My friend's shopping bag**



### Example:

- Have you got any apples in your shopping bag?
- No, I haven't.
- Have you got any bananas?
- Yes, I have.
- How many have you got?
- Five



### B. ROLE-PLAY: A SHOP IN THE CLASSROOM

Form two groups, shopkeepers and customers, and act out this activity.

#### Shopkeepers

Organize your shop. Prepare pictures of goods and price tags for them. Display them on your desks. Get ready to welcome your customers.

#### Customers

Prepare your shopping lists and go shopping.

### LEARNING STRATEGIES

#### When I speak English in class...

- I do not hesitate to speak
- I start the conversation with my classmates
- I am not afraid to make mistakes
- I try to remember dialogues
- I have learnt by heart
- I ask for correction.



### C. AT THE SCHOOL CANTEEN

Read the menu of the school canteen on p.131.

You have €2.50. Choose your treats but stay within your budget.

What to buy	How many	How much
	<b>Total:</b>	<b>€</b>



# Lesson 2: At the mall

## 1. Speaking



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



**The Grand Mall**



## 2. Listening

**A. Before you listen, look at the receipts. What kind of shops are they from?**

- 1. a clothes shop
- 2. a supermarket
- 3. a bookshop
- 4. a bakery

THE BOOKWORMS			
1256 Broadway, NY NY 10019, 212-7579860			
546897 Reg 1 ID 37 6:25pm 07J02105			
E PERIODICALS	1 @	5.00	5.00
<b>SUBTOTAL</b>			5.00
NO SALES TAX			
<b>TOTAL</b>			<b>\$ 5.00</b>
CASH PAYMENT			20.00
CHANGE			15.00

a

THE BOOKWORMS			
1256 Broadway, NY 10019, 212-7579860			
Reg 1 ID 37 6:25pm 07J02105			
E PERIODICALS	1	5.00	5.00
<b>SUBTOTAL</b>			5.00
NO SALES TAX			
<b>TOTAL</b>		<b>\$</b>	<b>5.00</b>
CASH PAYMENT			20.00
CHANGE			15.00

b

**THANK YOU FOR SHOPPING AT  
HELENA'S HERALD SQUARE**

**CUSTOMER COPY  
S003 ASSC 266234**

**PURCHASE  
10/12/04**

<b>POLO SHIRT</b>	<b>QTY</b>	<b>1</b>	<b>10.30</b>
<b>SWEATER</b>		<b>1</b>	<b>45.00</b>
<b>JACKET</b>		<b>1</b>	<b>59.90</b>
<b>TRACK SUIT</b>		<b>1</b>	<b>48.70</b>
		<b>19% TAX</b>	<b>31.14</b>

**TOTAL AMOUNT 195.14**

**KEEP THIS RECEIPT  
FOR RETURN/EXCHANGE**

**WANT AN EMPLOYEE DISCOUNT?  
AND HOW ABOUT A NEW CAREER?  
VISIT HELENAJOBS.COM AND APPLY TODAY**



THANK YOU FOR SHOPPING AT  
**HELENA'S, HERALD SQUARE**

CUSTOMER COPY	PURCHASE
S003 ASSC 266234	10/12/04

POLO SHIRT	QTY	1	10.30
SWEATER		1	45.00
JACKET		1	59.90
TRACK SUIT		1	48.70
		19% TAX	31.14

**TOTAL AMOUNT 195.04**

KEEP THIS RECEIPT  
FOR RETURN/EXCHANGE

Want an Employee Discount?  
And How About A New Career?  
Visit HelenaJobs.com and Apply Today

**K-TOWN MARKET**

67-90 Broadway, Astoria, 11106, 728-4211

ZYTHOS BEER	7.96
Bottle deposit	0.20
TOTAL LT YOGHURT	1.89
RAFT KETCHUP	1.99
CASHEWS	4.19
PORK CHOPS	2.71
DRUMSTICKS CHICKEN	4.50
\$0.99/lb x 1.20lbs	
APPLE JUICE	1.19
7 items	
Sub Total	24.63
Taxes	0.69
<b>Total: \$</b>	<b>25.32</b>
Charge:	25.32
Cash change	0.00

Tommyj 09:17pm 09/29/2004 Wednesday 4245  
FREE DAILY NEWS Mon- Fri 0.50 on Sunday

K-TOWN IS NOW OPEN UNTIL MIDNIGHT ON  
SUNDAYS. THANK YOU FOR SHOPPING AT K-TOWN

**C**

<b>K- TOWN MARKET</b>	
<b>67-90 BROADWAY, ASTORIA, 728</b>	
<b>ZYTHOS BEER</b>	<b>7.96</b>
<b>BOTTLE DEPOSIT</b>	<b>0.20</b>
<b>TOTAL LT YOGHURT</b>	<b>1.89</b>
<b>RAFT KETCHUP</b>	<b>1.99</b>
<b>CASHEWS</b>	<b>4.19</b>
<b>PORK CHOPS</b>	<b>2.71</b>
<b>DRUMSTICKS CHICKEN</b>	<b>4.50</b>
<b>\$0.99 lb x 1.201 bs</b>	
<b>APPLE JUICE</b>	<b>1.19</b>
<b>7 ITEMS</b>	
<b>SUBTOTAL</b>	<b>24.63</b>
<b>TAXES</b>	<b>0,69</b>
<b>TOTAL: \$</b>	<b>25.32</b>
<b>CHARGE</b>	<b>25.32</b>
<b>CASH CHANGE</b>	<b>0,00</b>
<b>TOMMY 09:17pm 09/29/2004 WEDNESDAY 4245</b>	
<b>FREE DAILY NEWS MON-FRI 0.50 ON SUNDAY</b>	

**B. Now listen to the dialogue in the department store and choose the right answer:**

**1. The girl wants a gift for...**

- a. her father's birthday
- b. Father's Day
- c. her brother's birthday

**2. She's looking at...**

- a. ties and shirts
- b. shorts and T-shirts
- c. shirts and T-shirts

**3. The black shirt costs...**

- a. \$20.95    b. \$30.95    c. \$40.95

**4. The girl doesn't want the black shirt because...**

- a. it's too big  
b. it's too small  
c. it's too expensive

**5. She finally buys...**

- a. a black T-shirt  
b. a black shirt  
c. a green T-shirt



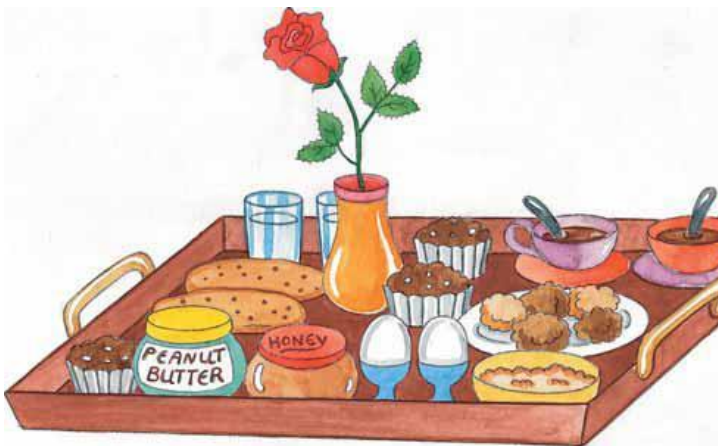
### C. FATHER'S DAY

It's Father's Day soon and you want to buy something for your father. What do you want to buy for him? Why?



### D. LISTEN AND ANSWER

Mary prepares breakfast for her parents. Listen to the recording and tick  the things she has on her tray.



**Now turn to p.132 and read the text to see if you have ticked the correct things.**

### 3. Grammar



#### A. VERBS OF SENSES + ADJECTIVES



#### Grammar Box



#### Verbs of senses

				
look	sound	feel	smell	taste

Look at the examples:

What does your mother's new car **look** like? It **looks fantastic**.

What does peanut butter **taste** like? It **tastes delicious**.

What does your new cotton T-shirt **feel** like? It **feels soft**.

What does the chocolate cake **smell** like? It **smells good**.

#### B. FEW/A FEW, LITTLE/A LITTLE

Look at the examples:

##### **BUT**

There are **a few** muffins on the plate. Let's eat them!  
(a few = some)

There are **few** pastries. Let's buy some. (few = almost no, not enough)

##### **BUT**

There is **a little** coffee in the pot. Let's drink it. (a little = some)

There is **little** milk. It's not enough for our coffee.  
(little = almost no, not enough)

## Complete the rule:



a. We use \_\_\_\_\_ / \_\_\_\_\_ before countable nouns and \_\_\_\_\_ / \_\_\_\_\_ before uncountable nouns.

b. \_\_\_\_\_ and \_\_\_\_\_ mean that something is enough.

c. \_\_\_\_\_ and \_\_\_\_\_ mean that something is not enough.



Now, look at these pictures and write your own sentences, as in the examples above.



chocolate

lemon juice



water



biscuits



## 4. Practice



### A. THE FASHION SHOW: Be a model!

Take turns and walk like fashion models on the catwalk. The other students use the words below to describe what the “model” is wearing. Make comments on his/her clothes.

adjectives	colour	material	item
lovely	pale green	cotton	sweater
beautiful	pink	woollen	skirt
cute	dark/navy	leather	track suit
Smart	blue	denim	jeans/pants/
elegant	pastel	linen	trousers
Short/long/	purple	silk	T-shirt
tight/loose/	black and	nylon/	dress
baggy	white	polyester	jacket

## Example:

She's wearing a cute, pink, woollen sweater. **It suits her!**

He's wearing smart, dark blue, denim jeans. **They match his T-shirt.**



## B. PAIR WORK – The School Bazaar

Your class wants to raise money for a charity. Collect things you don't use any longer (clothes, books, toys, etc.) to sell them at the school bazaar.

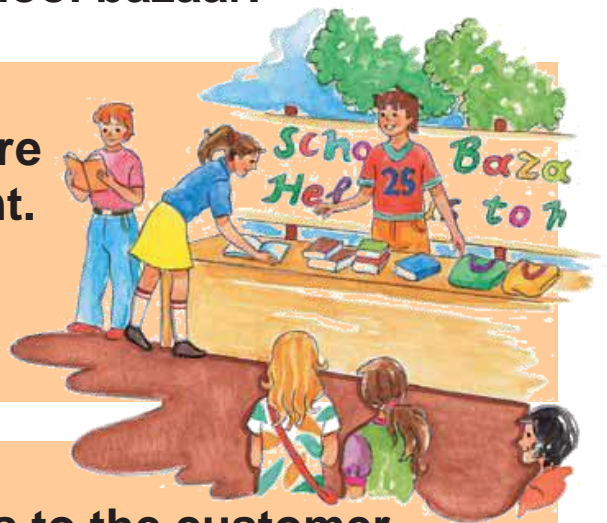
### Pupil A

You are the customer and you are trying to buy the things you want.

Ask questions like:

**How much is it/ are they?**

**What is it made of? etc.**



### Pupil B

You are trying to sell your things to the customer.

Answer the customer's questions.

## 5. Writing



You are now a member of the "Writing Club": close your eyes and use your five senses to describe a favourite thing.

What does it taste /smell /feel /look /sound like? You can write a poem about:

a pair of snickers

your favourite dessert

a new shirt

a fruit, etc.

**Example:**

**Oh, my sweet Chocolate cake! Off the oven, it looks fresh and smells nice; it feels soft in my hands; it tastes delicious in my mouth. It sounds so tempting, I can never resist it!**



**Write your poem and put it in your portfolio.**



# Lesson 3: E-shopping

## 1. The Internet site



**A. Have you ever used the Internet to do your shopping online? Why?**



**B. John and Mary are looking for some toys on the Internet. Here is a site where they can look at, order and buy toys on-line at:**

**[www.countdowncreations.com/toys.html](http://www.countdowncreations.com/toys.html)**

**Work in pairs and say what kind of toys they are looking for.**

**C. If you click on the picture you can find more information on the toy you are interested in. Visit the webpage to find the following information (if you don't have Internet access, turn to pp.132):**

- How much is the astronaut?
- How much is the space shuttle?
- Which of the two toys comes in pieces you put together?
- How many pieces is it?



## D. PROJECT

You want to buy presents for the pupils of a primary school in Cyprus. Work in pairs and:

- Visit the webpage to buy your presents online
- Choose the toys you like
- Fill in the order form on the right **but don't order!**

Item	Unit Price	Quantity	Subtotal
<b>Total</b>			

# Check yourself

## A. At the super market

Example:



Look at the trolley and complete the items on the shopping list:



[ \_\_\_ / 5 points]

## B. Match

- |   |                             |
|---|-----------------------------|
| a. I am tidying my room.                        | 1. It sounds exciting.      |
| b. I am going on holidays.                      | 2. It tastes delicious.     |
| c. She is wearing baggy pants.                  | 3. It smells nasty.         |
| d. This yogurt has been in the fridge for days. | 4. It sounds boring         |
| e. I am having a piece of cake.                 | 5. They look old-fashioned. |

[ \_\_\_ / 2 1/2 points]

C. Complete using the correct form of the verbs in the box:

**suit fit match go with look**

- a. The size is small. It doesn't \_\_\_\_\_ me.
- b. These shoes \_\_\_\_\_ your dress.
- c. I like that hat. It \_\_\_\_\_ fantastic!
- d. This shirt \_\_\_\_\_ you perfectly. I like it on you.
- e. This blue tie \_\_\_\_\_ a white shirt.

[ \_\_\_ / 2 1/2 points]

D. The speech bubbles are mixed up. Put them in the correct order to complete the dialogue:

Here is the cash.

I'll take them.

Here is your change and receipt.

How much are they?

Yes, in the glove section.

Do you have any gloves?

Can I help you?

Cash or credit card?

They are €20.

Excuse me!

Customer	Assistant

[ \_\_\_ / 5 points]

E. Choose the correct answer:

1. I have got \_\_\_\_\_ CDs.

a lot of      much      many

2. There is \_\_\_\_\_ butter. We can't make a cake.

little      a little      any

3. There is \_\_\_\_\_ money in my purse.

any      some      a few

4. \_\_\_\_\_ children can speak Italian.

many      a few      a little

5. Do you need \_\_\_\_\_ eggs to make an omelette?  
a lot of      a few      many
6. \_\_\_\_\_ sugar do you have in your tea?  
how much      how many      how
7. \_\_\_\_\_ cans of beer are there in the fridge?  
how much      how      how many
8. Do you have \_\_\_\_\_ mushrooms in your pizza?  
any      some      little
9. Help yourself! There is \_\_\_\_\_ orange juice left.  
a little      a few      any
10. There isn't some \_\_\_\_\_ minced beef to make moussaka.  
some      many      any

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

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

See p. 74 Workbook

**REMEMBER when you learn new words in English:**

- Learn dialogues by heart and don't be afraid to make mistakes.

**NOW TICK WHAT YOU CAN DO**

**I can read**

- Supermarket flyers and internet sites .....
- Shopping lists and receipts..
- School canteen menus .....

**I can talk about**

- Shopping goods and their prices.....

**I can write**

- Shopping lists and online orders .....

**I can understand**

- People talking in supermarkets / department stores ....

## Unit 3 Imaginary Creatures

**You are here to READ**

an acrostic poem, about monsters and creatures,  
and a literature extract (a play)

**and TALK about**

similarities and differences of monsters/creatures,  
people's appearance and personality, and act out a  
scene of a play

**and LISTEN TO**

a ghost story

**and WRITE about**

the appearance/personality/skills of monsters,  
creatures or people

**and LEARN about**

the comparisons of adjectives and adverbs, and  
opposite adjectives.

**Write your own acrostic poem like the one below.**

---

---

---

---

---

---

---

---

---

---





**M**any of them are oversized  
**O**ut in the dark, they look strange  
**N**othing more vicious and ugly  
**S**ometimes the most mysterious  
**T**otally frightening  
**E**xcept for the ... friendly ones  
**R**ather funny and good-hearted  
**S**urely they can be our friends!



## Lesson 1: Old and modern Creatures

People have always made up stories about mysterious creatures, which they believe look different from ordinary people and have special, supernatural powers that ordinary people do not have.

### 1. Reading



A. Look at the monsters a-c below and match them to the titles of the texts:



B. Read the texts and put the missing sentences A-D in the correct place.

A. they get married and they have children.

B. Then he swims off with his pockets full of sailors.

C. They soon fall in love with each other and get married.

D. Everywhere he goes, people and animals flee.



### Polyphemus the Cyclops

The Cyclopes are one-eyed huge, savage creatures, tall like trees. They live on an island where they do nothing but fight with each other for the wild goats, trying to find enough food to fill their huge bellies. Storms often bring shipwrecked sailors to their island. The Cyclopes catch and eat them alive.

The largest and fiercest of the Cyclopes is named Polyphemus. He always keeps vigil on his mountain, fair weather or foul. If he spots a ship, he dives into the sea and swims underwater, coming up underneath the ship and overturning it, 1 \_\_\_\_\_. However, according to Homer, Ulysses manages to escape from his cave, because he is smarter and more cunning than Polyphemus



**2 Oberon, Titania, Puck and Tinkerbelle, the fairies**  
Fairies appear in children's stories as tiny, winged, and good hearted creatures. They behave like humans; 2 \_\_\_\_\_. However, unlike humans, they have supernatural powers, which make them, at best, unpredictable and at worst, dangerous. Tinkerbelle, Peter Pan's companion, is a tiny-winged fairy, delightful and delicate. She is sometimes friendly or unfriendly but loyal to Peter Pan.

In Shakespeare's play "*A Midsummer Night's Dream*" Oberon, the nasty King of the fairies and the wicked queen Titania live in Fairyland. They order their playful and naughty on people and make them fall in love with the first messenger Puck, to play tricks creature they see when they wake up...



**3 Shrek the ogre**  
Shrek, a horrible little ogre is spitting flames and smoke. Shrek is the ugliest guy in town. 3 \_\_\_\_\_. He is so ugly that he frightens himself when he gets into a room full of mirrors. He looks even uglier than his parents, who kick him goodbye and send him off in the world. Yet Shrek is proud of his green strange head and disgusting body.

Shrek goes out into the world to find adventure and along the way meets a witch, a knight, a dragon, and

finally, a hideous princess, who's even more unattractive than he is! Shrek manages to enter the princess' castle. 4 \_\_\_\_\_. All the guests are surprised to see the bride carrying a cactus for a bouquet!

## LEARNING STRATEGIES

### When I read a text in English...



- I read the whole text first to understand the general meaning
- I try to remember the meaning of the words I know
- I try to guess the meaning of unknown words from context
- I don't worry about unknown words if I can understand the text
- I use my knowledge on the topic to understand the text
- I look up the meaning of words I don't know in the dictionary
- I ask my teacher to help me when I have difficulties.



C. Use the information in the texts to fill in the table below:

Monster /creature	Cyclopes	Fairies	Ogre
Names			
What they look like			
What they are like			

D. Talk about your own monster.

## 2. Grammar

A. Read the following dialogue. Find out how John and

Mary are comparing the creatures in the texts. Complete the unfinished sentences:

Mary: The Cyclops Polyphemus is **bigger** and **stronger than** Shrek.

John: He may be **bigger** but Shrek is **more horrible than** him. When he looks at himself in the mirror he is frightened. He is **the ugliest of** all the creatures on this page.

Pupil 1: Look at Tinkerbelle. She looks \_\_\_\_\_ and \_\_\_\_\_!

Pupil 2: I don't think so. I think Puck is \_\_\_\_\_. He plays tricks on people.

## B. MAKING COMPARISONS

Do you remember?



### Grammar Box

	ADJECTIVE	COMPARATIVE
SHORT ADJECTIVES	strong big ugly	...-er than
		stronger than bigger than uglier than
LONG ADJECTIVES	horrible	more ... than
		more horrible than



	SUPERLATIVE
SHORT ADJECTIVES	the ...-est of/in
	the strongest of/in the biggest of/in the ugliest of/in
	the most ... of/in
LONG ADJECTIVES	the most horrible of/in



Look at the **Grammar Box** and complete the rule:

**Comparative Form:** We add \_\_\_\_\_ in short adjectives and \_\_\_\_\_ + \_\_\_\_\_ in long adjectives.

**Superlative Form:** We add \_\_\_\_\_ in short adjectives and \_\_\_\_\_ + \_\_\_\_\_ in long adjectives.



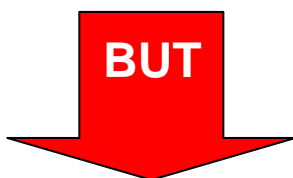
Now find more comparatives and superlatives in the texts on pages 57-58 and write them down in your copybook.

### C. STUDY THIS BOX, TOO:

Adjective	Comparative	Superlative
good	<b>better</b> than	the <b>best</b> of/in
bad	<b>worse</b> than	the <b>worst</b> of/in
far	<b>farther/ further</b> than	the <b>farthest/ furthest</b> of/in
much/many	<b>more</b> than	the <b>most</b> of/in
little	<b>less</b> than	the <b>least</b> of/in

### D. OPPOSITE ADJECTIVES

huge	tiny
vicious	good-hearted
wicked	good
horrible	lovely
playful	serious
ugly	beautiful



friendly	unfriendly
happy	unhappy
kind	unkind
attractive	unattractive
sensitive	insensitive
predictable	unpredictable
expensive	inexpensive
active	inactive

### 3. Practice



#### A. FAIRY-TALE HEROES

Talk about characters from the fairy tales you know: choose a character and talk about his/her abilities and personality. Then compare the characters with each other.

**Example:**



Cinderella's dress is prettier than Tinkerbelle's.

Peter Pan is the most playful of any other hero.



Snow White's mother is more vicious than Cinderella's stepmother.



#### B. PAIR WORK: A MONSTER'S ID

Choose a monster and ask your friend about it. Then complete the ID card on the right.

**Pupil A**

Ask questions about your friend's monster. Then look at p.133-134 to find information about your monster and answer his/her questions.



**It's your choice:** You can find a different version on page 124

### **Pupil B**

Look at p.135 to find information about your monster and answer your friend's questions. Then ask him/her questions to complete your ID card.



Imagine that your friend's monster is wanted by the Police. Write his/her description and draw his/her picture.





## C. WHAT AM I LIKE? WHAT DO OTHER PEOPLE THINK OF ME?



Choose 4 adjectives that you think describe your personality best: *talkative, (un)friendly, (in)active, moody, anxious, careful, boring, funny, cunning, smart, playful, serious, (un) pleasant, (un)attractive...*



Then ask your friend what he/she thinks of you.



Write both opinions and include them in your portfolio.

## Lesson 2: Do you believe in ghosts?

### 1. Listening

A. Read the introduction below, look at the picture and answer these questions:



You are going to listen to a strange, old story about a couple from New York who are returning home from a trip to New England. They are travelling on a horse carriage, and are somewhere near Spiegletown when it starts getting dark and they have to seek shelter for the night.



**A PLAY:**  
**The fifty-cent piece**

- Where is the story taking place?
- Is it a story of the present or the past?
- Who is it about?
- What are these people doing?



B. Now listen to the play and answer the questions below:

- The night is \_\_\_\_\_ .
  - extremely dark
  - very cold and silent

2. The old people's house is \_\_\_\_\_.

- a. not as cosy as a hotel
- b. less luxurious than a hotel

3. The old lady offers the travellers \_\_\_\_\_.

- a. a cup of hot coffee and biscuits
- b. the most delicious cakes they have ever had

4. Before they leave, the travellers leave a coin on the kitchen \_\_\_\_\_.

- a. the house was very comfortable
- b. the old couple were very helpful

5. When they drive back they realize \_\_\_\_\_.

- a. the house is in ruins
- b. there is not a house there



**C. Why is the play called 'The fifty-cent piece'? What other suitable title can you think of?**



**D. READ, WRITE and LISTEN: What comes next? The following scenes come from 'The fifty-cent piece' play. One of the characters is saying something.**



**Work in pairs: discuss together what the other character's lines are and write them down.**



George, I'm so tired, I can't stay up longer!



Do you think we could spend the night here?



Please, have a cup of hot tea and some cakes.



Here, a fifty-cent coin!



Where do you say that house is?



Look! Look on the kitchen table!



**Listen to the play again and compare your answers with the actual words of the characters.**

A folktale from New York, USA, found at [www.americanfolklore.net](http://www.americanfolklore.net) and retold in play form

**E. JUST FOR FUN: Can you answer these questions?**

### **The monster quiz!**

**What do monsters read everyday?**

**What do we call a friendly and handsome monster?**

**What do monsters eat for lunch?**

**What do we call a famous monster?**

**Turn to p.133 to check your answers to the Quiz.**

### 3. Grammar

Look at the examples:



#### A. MORE COMPARISONS

##### 1. The night

is

as

noun or pronoun

positive verb

as

dark

as

hell

adjective

as

noun or pronoun

##### 2. Our house

is not

as/so

noun or pronoun

negative verb

as /so

luxurious

as

a hotel.

adjective

as

noun or pronoun



Use the structures in the examples above and complete these sentences:

a. Puck is playful. Tinkerbelle is playful, too. Puck is

\_\_\_\_\_.

b. Polyphemus is bigger than Shrek. Shrek isn't

\_\_\_\_\_.

c. Polyphemus is more horrible than Shrek. Shrek

\_\_\_\_\_.

d. Shrek is ugly. Polyphemus is ugly, too.

\_\_\_\_\_.

Which of the above sentences say that two monsters are the same? \_\_\_\_\_ Which of the above sentences say that two monsters are different? \_\_\_\_\_

#### B. FORMING ADVERBS

Study these examples



## Grammar Box

ADJECTIVE	ADVERB
The children are <b>quiet</b> .	They are playing <b>quietly</b> .
That is a <b>happy</b> boy.	He is singing <b>happily</b> .
<b>BUT (exceptions)</b>	
That is a <b>fast</b> horse.	It runs <b>fast</b> .
This exercise is <b>hard</b> .	Tom is working <b>hard</b> on this exercise.
Jim is a <b>good</b> football player.	He plays football <b>well</b> .



Complete the rule:

Adverbs are words that answer the question HOW To form a regular adverb, we add \_\_\_\_\_ to an adjective.

## C. COMPARISON OF ADVERBS

Study these examples



## Grammar Box



The black horse runs **more quickly than** the white horse.

It runs **the most quickly** of all.

**BUT**

Tom works **harder than** Mary. He works **the hardest** of all.

George plays football **better than** his brother. He plays **the best** of all.

The plane travels **faster than** the train. It travels **the fastest** of all.

### 3. Practice



#### A. PAIR-WORK: Cartoon heroes

Which famous cartoon hero does the following?

a. Runs in the desert the fastest.	<b>Road runner</b>
b. Fights for justice in Gotham City the hardest.	
c. Flies in the air of Metropolis the highest.	
d. Eats the most greedily.	
e. Thinks the most cleverly.	
f. Keeps his money the most safely.	
g. Draws his gun the most quickly.	

Ask your teacher if you don't know the answer. What special abilities or skills does each one have? Write about your favourite cartoon hero.



#### B. A GAME: Do it our way

Read the instructions to play the game.

##### GROUP A

- Choose a player and tell him/her to mime an action, e.g. play football.
- The player goes to Group B and asks: "How do you want me to do things?"
- Now return to your group and do your mime the way Group B told you to.
- If your group guesses the adverb correctly you get a point.

##### GROUP B

- A player from Group A comes and asks you "How do you want me to do things?"
- Give him/her an adverb, e.g. "quickly".
- The other player goes to his/her group and tries to do the mime in the way you asked.

**Play the game in turns.**

## Lesson 3: Classroom theatre

### 1. Puck's tricks

An adaptation of Shakespeare's *Midsummer Night's Dream*



**A.** Listen and read the dialogues from the adapted play. Choose a character and learn his/her part by heart.

On May 16 and 18, 2000, the pupils of Crichton Park School performed "A Midsummer Night's Dream"

#### **Narrator:**

In Ancient Greece there is a girl named Hermia who loves a young man Lysander. However, her father says she must marry Demetrius but she does not want to. She and Lysander escape to a forest.

Helena is Hermia's friend and loves Demetrius. Helena and Demetrius also run away to the forest. Soon, they get tired and they fall asleep under the trees.

In the forest, there is Nick Bottom, an actor and his group, who are putting on a play. Farther through the forest the queen of fairies Titania is arguing with her husband, Oberon who is very angry with her. So, he sends Puck, the playful sprite, to bring the juice from the love flower to make her love him again.

#### **Puck:**

Ha, ha! I'll play a trick on all these people! I'll turn this man to a donkey. Abracadabra! You, Nick Bottom, are a donkey! (Nick becomes a donkey)

#### **Oberon: (angrily)**

Give me the magic juice. I'll put some of it in Titania's eyes myself. When she wakes up, she will fall in love with the first one she sees. This will be me.



**Titania:**

Where am I? (Looking at Nick Bottom) Oh, my love!  
Who are you? You are so handsome!

**Nick:** (running away)

Help! Help!

**Titania:**

Where are you going my love! Come back to me!

**Puck:**

Ha, ha, ha! Let me put some flower juice in Lysander's eyes now.

**Lysander:** (wakes up and sees Helena)

Oh, I am desperately in love with you! How beautiful you are!

**Helena:**

What's wrong with you? Don't you love Hermia any longer?

**Lysander:**

Hermia? Who is she? You are my love!

**Puck:**

Ha, ha, ha! Let me put some flower juice in Demetrius' eyes now.

**Demetrius:** (wakes up and sees Hermia)

Oh, my darling Hermia! You are the prettiest girl in the world. I love you deeply and truly!

**Hermia:** (sadly)

Oh, where is Lysander? Why isn't he with me? He is my true love! (She is crying)

**Oberon:** (angrily)

Come here Puck! Put everything back to normal.

**Puck:**

All the play is just a dream! Everything that happens on a midsummer night in a magic forest is a dream.



**B. PROJECT:** Prepare and perform the scene from "A midsummer night's dream":

Work in groups to play the scene before an audience.  
Make preparations:

- a. choose your role and learn your part
- b. set the scenes
- c. draw posters and masks
- d. choose appropriate music
- e. choose your costumes, and
- f. announce your performance.



Take pictures or a video of the performance and include them in your **portfolio**.

# Check yourself

## A. CROSSWORD: Complete with "monster adjectives"



						U													
			F																
M																			
O																			
N																			
S																			
T																			
E																			
R																			
S																			

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

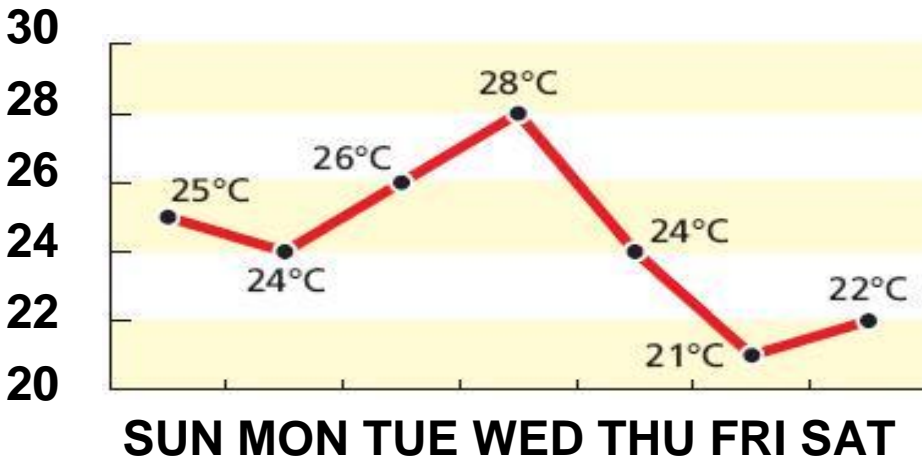
## B. Write the opposite of these adjectives:

- kind \_\_\_\_\_
- predictable \_\_\_\_\_
- sensitive \_\_\_\_\_
- friendly \_\_\_\_\_
- expensive \_\_\_\_\_
- attractive \_\_\_\_\_

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

## C. Look at the chart below and complete the sentences using the correct form of the adjectives warm and cool:

- Monday is \_\_\_\_\_ Friday.
- Thursday is \_\_\_\_\_ Tuesday.
- Friday is the \_\_\_\_\_ day of the week.
- Wednesday is \_\_\_\_\_ day of the week.
- Monday is \_\_\_\_\_ Thursday.
- Monday isn't \_\_\_\_\_ Tuesday.



[ \_\_\_ / 6 points ]

**D.** The table below shows some pupils' performances at sports. Look at the information and fill in the sentences using the correct form of the adverbs: quickly, high, far, well:

PUPIL'S NAME	100 m SWIMMING RACE	HIGH JUMP	DISCUS THROWING
Markos	1min 30 sec	1,35 m	15 m
Peter	1min 29 sec	1,50 m	16 m
Steven	1min 34 sec	1,35 m	14,50 m

- Peter runs \_\_\_\_\_ of all.
- Markos runs \_\_\_\_\_ Steven.
- Peter throws the disc \_\_\_\_\_ of all.
- Steven jumps \_\_\_\_\_ Markos.
- Steven doesn't throw the discus \_\_\_\_\_ Markos.

6. Peter is \_\_\_\_\_ athlete of the three.

[ \_\_\_\_ / 6 points]

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

See p. 76 Workbook

**REMEMBER** when you learn new words in English:

- Don't worry about unknown words and try to guess their meaning from context.

## NOW TICK WHAT YOU CAN DO

**I can talk about**

- Similarities and differences
- People's appearance and personality
- Parts in plays (act out)

**I can listen to and understand**

- A ghost story

**I can read and understand**

- Long stories and literature extracts about creatures

**I can write about**

- The appearance/ personality/ skills of people and creatures

## Unit 4 The history of the aeroplane

**You are here to READ**

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

**and TALK about**

Daedalus and Icarus and a painting

**and LISTEN TO**

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

**and WRITE**

a biography and a poem

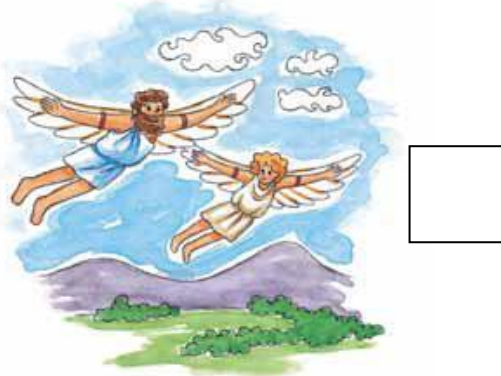
**and LEARN about**

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

A



B



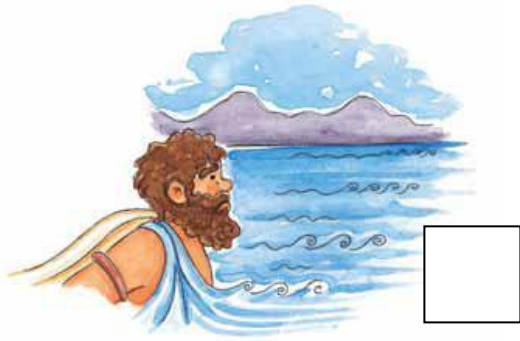
C



D



E



F



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



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

# Lesson 1: A day at the Museum

## 1. Reading



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

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



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

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

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

**Subject:** Message from Joan + Joe

**Attachments:** merchandising.dog



Dear Jim and Mary,

Yesterday, our class visited the Fleet Arm Museum outside London near Yeovilton. We saw over 40 historic planes there and we heard a lot about the history of planes and the Wright brothers, the first fliers. We also saw modern aeroplanes and then we flew on a



helicopter in a simulator! It was exciting! We learnt about the four forces of flight, too.

Open the attached files:  
These are the worksheets we worked on in the museum.  
Do you want to try them, too?



Kisses  
Joan and Joe

Schedule 'Send & Receive All' will run in 4 minutes

## B. Attached File: (Worksheet 1)



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

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

## The Wright Brothers

Wilbur and Orville Wright invented the first aeroplane in the United States 1903. The Wright brothers thought of the flight when one day their father returned from a trip and surprised the boys with a small toy. ....

.....(1) The boys admired the toy very much and they said that they wanted to fly. While the boys were growing



up, they were always repairing and fixing things.  
.....(2) and sold them to classmates.  
Later, ..... (3) and repaired bicycles.  
They used the money from the bicycle shop for their  
first flight experiments. The historic flight lasted for just  
12 seconds and covered about 120 feet. This changed  
the world forever.

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

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

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



## 2. Grammar

**Do you remember?**



### A. TALKING ABOUT THE PAST TIME

1. Complete the sentences in the Grammar Boxes:



#### Grammar Box 1

##### Past Simple

The Wright Brothers **invented** the first plane in 1903.  
We **saw** historic planes and we **heard** about the first flyers, the Wright brothers.



We \_\_\_\_\_ the Fleet Arm museum, we \_\_\_\_\_ modern aeroplanes and then we - \_\_\_\_\_ on a helicopter, in a simulator.

#### Grammar Box 2

##### Past Continuous

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

While Mary \_\_\_\_\_  
\_\_\_\_\_ computer  
games, Jim \_\_\_\_\_  
\_\_\_\_\_ TV and their  
parents \_\_\_\_\_ books.



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

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



### 3. Practice



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

##### Student A

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

##### Student B

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



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

**Example: JIM**

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

**YOU**

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

b. Their father gave them a flying carpet.

No, he didn't ...

c. While the two brothers were growing up, they were working with their father.

No, while they...

d. When the boys were young, they made keys and sold them to classmates.

No, that's not correct. They...

e. The historic flight lasted 13 seconds.

You're wrong...



### C. MEDIATION

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

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

## ΑΠΟ ΤΗ ΓΗ ΣΤΗ ΣΕΛΗΝΗ

Ιουλίου Βερν

Υπάρχει ζωή στη Σελήνη; Κατοικούν εκεί άνθρωποι; Μπορούμε να επικοινωνήσουμε μαζί τους; Μπορούμε να ζήσουμε εκεί;

Για χρόνια, οι επιστήμονες ζητούσαν απαντήσεις στα καίρια αυτά ερωτήματα χωρίς να μπορούν να δώσουν μια θετική απάντηση. Ο Ιούλιος Βερν, με την ασύλληπτη φαντασία του, δίνει τη δική του απάντηση στέλνοντας τρεις τολμηρούς εξερευνητές να γνωρίσουν από κοντά το δορυφόρο της Γης. Αλλά πώς θα ταξιδέψουν στη Σελήνη; Ο προφητικός αυτός συγγραφέας έχει τη λύση: μια οβίδα που μοιάζει πολύ με τα σημερινά διαστημόπλοια, εκτοξεύεται από ένα τεράστιο κανόνι. Θα φτάσουν άραγε οι εξερευνητές μας στον προορισμό τους; Ποια θα είναι η μοίρα τους σε ένα εγχείρημα που διαδραματίζεται εκατό χρόνια πριν από την προσσελήνωση του σύγχρονου ανθρώπου;

## Lesson 2: An air pocket

### 1. Listening / Speaking



Before you listen, discuss the following questions:

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



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

Problem \_\_\_\_\_

Flight \_\_\_\_\_



**B.** Listen again and complete the sentences:

1. While the plane was flying above the ocean, it \_\_\_\_\_ a dive.
2. The airhostess \_\_\_\_\_ coffee and the passenger next to Jim's father \_\_\_\_\_
3. Jim's father \_\_\_\_\_ a magazine.
4. Jim's father \_\_\_\_\_ his prayers when he heard the captain's voice.

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

## PICTURE A

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



The four forces of flight

Drag pushes the plane

Lift pulls the plane

Thrust pushes the plane

Gravity pushes the plane

forward

down and backward

downward

upward



## PICTURE B

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

## TYPES OF PLANES

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



with many people and goods.

## Boeing 747



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

## The Concorde



## Seaplane

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

## Rocket



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

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



## 2. Grammar



### A. TALKING ABOUT THE PAST TIME

1. Complete the sentence in the Grammar Box:

#### Grammar Box



#### Past Continuous - Past Simple

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

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

I was flying over the ocean  
when...

...the plane took a  
dive



2. Now complete the rule with a or b:

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

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

### B. USING LINKING WORDS

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

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

## Grammar Box



### Linking words



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



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

### 3. Practice



#### A. THE MISSING LUGGAGE

You are waiting for your flight at the airport when you realise that your handbag is missing. Ask a security officer for help. Tell him/her what you and the people around you were doing.

I was ...  
When ...



#### B. IGOR SIKORSKY:

The father of the helicopter

Your teacher has asked you to write the biography of another inventor:

Igor Sikorsky. Here are some notes about him. Read the



notes and write his biography using linking words to join the sentences. Then present it in class.

## LEARNING STRATEGIES



### When I write a biography...

I decide who I want to write about    I collect information about him/her

I organise my information into paragraphs

I use linking words to connect my sentences

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

1889	Born in Kiev, Russia
	As a schoolboy, he (build) several model aircraft and helicopters
	(study) in Russia and Paris, France
	(build) the world's first multi-engine aircraft
1919	After Russian revolution (emigrate) to USA
	his money (run out), (teach) Russian immigrants mathematics, astronomy and aviation
	(work) as an aircraft designer
1923	(start) his own aeronautical company, the Sikorsky Aero Engineering Corporation
1925-1940	(create) a series of increasingly successful aircraft, including the first helicopter
1972	(die) in USA

You can start and finish like this:

People call Igor Sikorsky 'the father of helicopter'. He was born...

...

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



Put his biography in your portfolio.



## Lesson 3: The Fall of Icarus

### The Project



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



### Landscape with the Fall of Icarus

Pieter Bruegel - Landscape with the Fall of Icarus  
created in 1558

Oil on canvas, Musees Royaux des Beaux-arts de  
Belgique, Brussels

### According to Bruegel, when Icarus fell...

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

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



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

- Try to find as many pictures / texts about the fall of Icarus as you can
- Study them and try to find a way to express your own feelings and ideas
- With your partners in your group, draw your picture or write your poem
- Present it in class



# check yourself

## A. Let's solve the riddles

1. Where do the pilots fly the plane from?

\_\_\_\_\_ cockpit

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

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

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

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

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

[ \_\_\_ / 5 points]

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



### THE MONTGOLFIER BROTHERS

Joseph (1740-1810) and Jacques Etienne (1745-1799) Montgolfier were two French brothers who \_\_\_\_\_

(invent) the first successful hot-air balloon. They \_\_\_\_\_ (launch) their first balloon in December, 1782. Almost a year later, the first trip \_\_\_\_\_ (be) possible.

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

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

[ \_\_\_\_ / 6 points]

### C. Join the sentences:

1. King Minos jailed Daedalus and Icarus
  2. Daedalus thought that the only way to escape
  3. Daedalus made
  4. Icarus didn't remember
  5. Icarus flew higher and higher until
  6. Icarus moved his arms faster and faster
  7. Icarus fell down
  8. Daedalus looked hard
- a. but that didn't help much.
  - b. into the deep sea.
  - c. in the labyrinth.
  - d. but he couldn't find his son.
  - e. the wax started to melt.
  - f. was to fly out of prison.
  - g. two sets of wings.
  - h. his father's advice.

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

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





Mr Badluck was packing his suitcase to go to the airport when \_\_\_\_\_ He left in a hurry \_\_\_\_\_

---



---



---



---



---

Finally, he changed his ticket for the next flight.

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

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

See p. 77 Workbook

## NOW TICK WHAT YOU CAN DO

### I can talk about

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

### I can read

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

### I can listen to and understand

- Descriptions and dialogues about flights .....

**I can write**

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

**REMEMBER when you write**

**a biography of a personality:**

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

## Unit 5 Travelling Through Time

### You are here to **READ**

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

### and **TALK** about

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

### and **LISTEN TO**

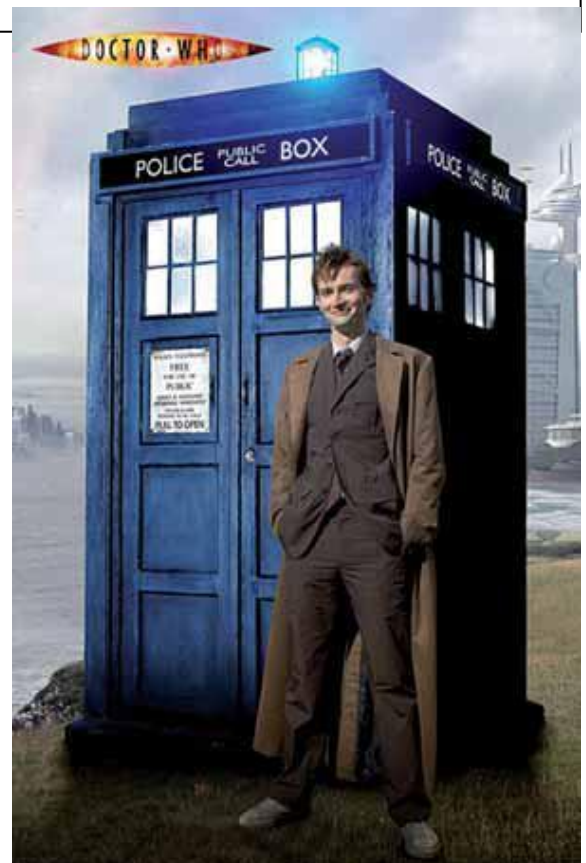
a song / a museum guide / a recorded message with museum information

### and **WRITE**

an informal letter

### and **LEARN** about

how to ask for information or directions / how to give information or directions / how to talk about past habits with used to ... / about the public transport system in London





## MEMORIES

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



Tick  the correct facts:

I used to crawl

I used to play with my Lego

I used to be afraid of the dark

I used to believe in Father Christmas

I used to bite my nails

I used to drink a lot of milk

## Lesson 1: Diaries



### 1. Reading

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

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

**Tuesday, November 5, 1968**

I am very happy today! I bought a nice mini skirt and a pair of high heeled shoes to wear at Angie's party on Saturday.

I also bought her a present:  
a record of The Beatles!



**Sunday, November 10, 1968**

Angie's party last night! It was fantastic! We all danced rock and roll and sang The Beatles' song "Yesterday". Angie was beautiful in her new pair of bell bottomed pants and everyone seemed to admire my mini skirt! I met Andreas, her cousin. He wore his hair in a pony tail. It was really cute!

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

**Monday, November 11, 1968**

It's too bad I can't wear my new mini skirt at school but it's Catherine's name day party next weekend. I can wear it then. Anyway, I look nice in my blue uniform! That's what my mum says!

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

### Wednesday, November 13, 1968

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

### B. In the 1960's



Read the diary entries again and complete the following table with the correct information about young people in the 1960's.

They used to ...

wear...	eat / drink	listen to...	dance...

### C. In Ancient Greece



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

In Ancient Greece...

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

b. Women used to have their hair \_\_\_\_\_

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

d. Both men and women used to \_\_\_\_\_



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



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



## 2. Grammar

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

Study these boxes:

## Grammar Box 1



**used to + infinitive OR Past Simple**

In Ancient Greece, people

**used to wear** or **wore**

linen clothes in summer. **(A past state that is not true now)**

When I was fifteen I

**used to listen to** or **listened to**

rock music. **(An old habit that has now stopped)**

## Grammar Box 2



**BUT**

My cousin Suzan

**wore**

a linen jacket at the party last night. **(Something we did at a specific time in the past)**



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

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

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

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



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



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

QUESTION
Did they use to dance Rock 'n' Roll?
_____ drink fruit punch?
_____
_____
_____

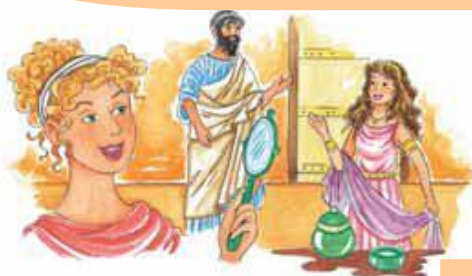
### 3. Practice



#### A. CHECK YOUR MEMORY

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

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





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

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

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

**Example:**

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

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

**You can ask:**

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

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

**What / do in the evenings?**

**Which TV programs / watch?**

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

Oh, I believe in yesterday.

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

There's a shadow hanging over me.

Oh, yesterday came suddenly.

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

I said something wrong. Now I long for yesterday,

Yesterday...



**C. Read the lyrics of The Beatles' song 'Yesterday'. Is the singer happier today than he was yesterday?**



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

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

# Lesson 2: Transportation



## 1. Speaking



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



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

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

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

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



## 2. Asking for and giving directions / information

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



### Everyday expressions

Asking for directions / information	Giving directions / information
Excuse me, how can I go/ get to... Can/could you tell me where... is, please? Can/Could you show me the way to...? What time...? How much..., please?	Go up/down... street until you get to... Go straight... Walk as far as... Take the bus/ train to... Turn right/left... It's on the corner of... Take the first/second turning... It is near/opposite/ behind/in front of/ between... You can't miss it!

### 3. Practice



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

##### Student A

It is Tuesday 9.00 a.m.

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

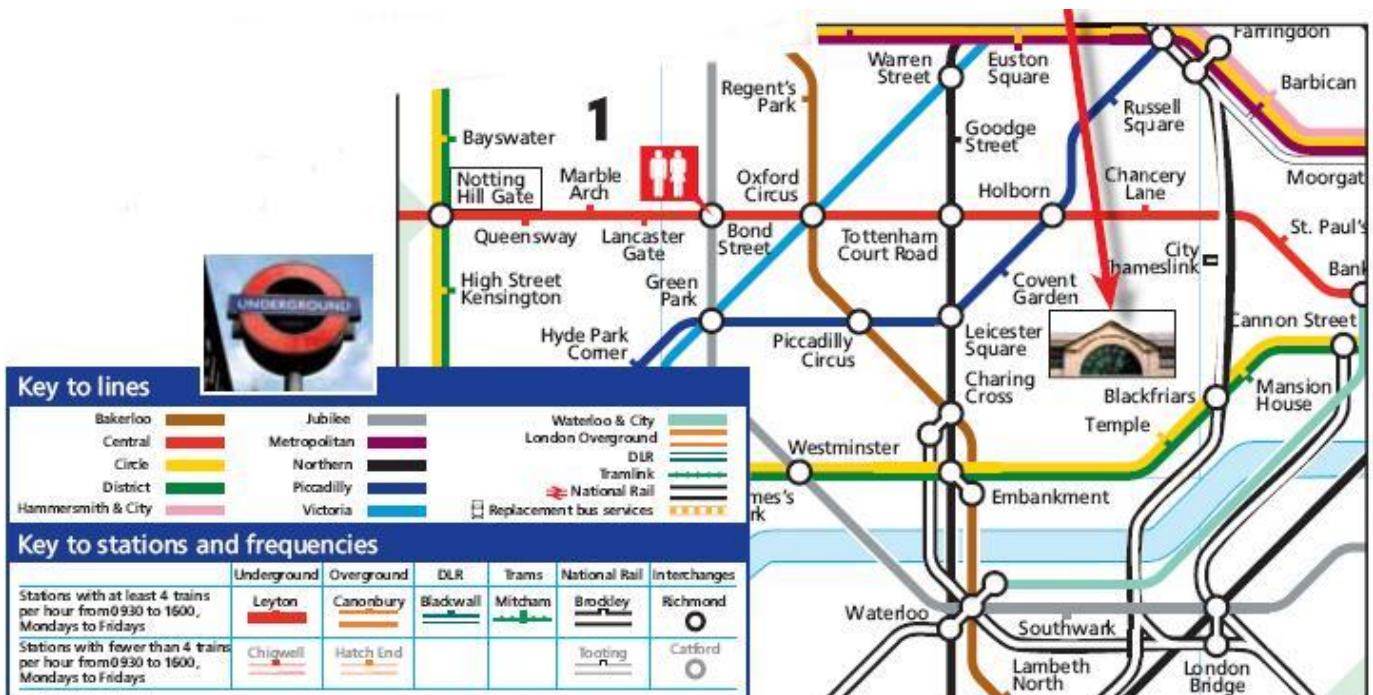
##### Student B

You are working at the ticket office in the London Transport Museum.

You answer the phone and give all the information and directions Student A is asking for.

Use the map on the right to give and follow the instructions.

### London Transport Museum





## B. THE LIST OF RULES

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

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

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

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



## C. LONDON

'UNDERGROUND'  
AND ATHENS  
'ATTIKO METRO'

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



No smoking

Απαγορεύεται  
το κάπνισμα

Do not consume  
food or drink

ΜΗΝ ΕΜΠΟΔΙΖΕΤΕ  
ΤΗΝ ΕΞΟΔΟ

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

Απαγορεύεται  
η κατανάλωση  
φαγητού και ποτού  
στους χώρους του ΜΕΤΡΟ

Mind the gap

Keep clear  
of the doors

Περιμένετε μέχρι  
ο συρμός  
να σταματήσει

Wait till  
the train stops

Προσοχή στο διάκενο

ΕΞΟΔΟΣ

Way out →

Μην στηρίζετε  
στην πόρτα.  
Ανοίγει αυτόματα.



## D. PAIR WORK: OLD MEANS OF TRANSPORT

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

## E. LETTER WRITING



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





## LEARNING STRATEGIES

### When I write a letter...

a. I decide...

who I am writing to

why I am writing

what I am going to write about.

b. I include...

a salutation

an opening paragraph

the main part of the letter

a closing paragraph

c. I end my letter and sign it.

b. I include...

a salutation

an opening paragraph

the main part of the letter

a closing paragraph

c. I end my letter and sign it.

Dear..., **Your name (salutation)**

**Opening paragraph**

I've great news to tell you.

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

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

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

Closing paragraph

Yours,  
Joe

Ending

Writer's signature



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

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



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



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

## Lesson 3: The Museum Leaflet

### The London Transport Museum



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



**Open**  
Daily 10.00–18.00 (Fri 11.00–18.00).  
Last admission 17.15. Closed 24, 25, 26 December.

**Admission**  
Admission charged. Concessions for children (5–15), OAPs, students, UB40s, registered disabled. Under 5s free. Special price family ticket and family season. Group and school rates.

**Access**  
A lift and ramps give access throughout the Museum. Disabled toilet. Baby changing room.

**Transport**  
Bus to Strand or Aldwych: 1, 4, 6, 9, 11, 13, 15, 23, 26, 68, 76, 77A, 91, 168, 171, 171A, 176, 188, 501, 305, 521.  
Tube to Covent Garden, Leicester Square or Holborn.

**Telephone**  
0171-835 8557 24-hour recorded information  
0171-379 6344 Administration, education service, group bookings, events and activities, research library, corporate hospitality, mail order enquiries.

**Website**  
[www.ltmuseum.co.uk](http://www.ltmuseum.co.uk)

**London Transport Museum**  
Covent Garden Piazza  
London WC2E 7BH



**Include your leaflet in your portfolio.**



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

- Visit a local museum or find information about it on the internet
- Try to find leaflets, posters, postcards, etc. from other museums (you can visit the webpage <http://www.e-yliko.gr/phvsmuseums.htm>)
- Find relevant pictures to put on your leaflet or draw your own
- Think of a slogan or a smart phrase to attract people
- Write the text, including all relevant information (opening hours, admission, etc.).

# check yourself

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

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

hairstyle and accessories	clothing and shoes

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

B. Complete the missing information:

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

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

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

Do not consume  
food or drink

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

Mind the gap

Wait till  
the train stops

Way out →

Keep clear  
of the doors

Keep your feet  
off the seats

ΜΗΝ ΕΜΠΟΔΙΖΕΤΕ  
ΤΗΝ ΕΞΟΔΟ

ΕΞΟΔΟΣ

Περιμένετε μέχρι  
ο συρμός  
να σταματήσει

ΜΗΝ ΒΑΖΕΤΕ  
ΤΑ ΠΟΔΙΑ ΣΑΣ  
ΣΤΑ ΚΑΘΙΣΜΑΤΑ

Απαγορεύεται  
η κατανάλωση φαγητού  
και ποτού στους χώρους  
του ΜΕΤΡΟ

Μην στηρίζετε  
στην πόρτα.  
Ανοίγει αυτόματα.

Προσοχή στο διάκενο

[ \_\_\_ / 3 points ]

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



**Then**

**Now**



1. Anastasia used to wear glasses.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. She didn't use to \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

[ \_\_\_ / 5 points ]

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

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

[ \_\_\_ / 4 points ]

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

See p. 78-79 Workbook

## NOW TICK WHAT YOU CAN DO

### I can talk about

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

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

### I I can read

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

### I can express my feelings about

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

### I can write

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

### REMEMBER when you write a letter, include

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



# APPENDIX I

**It's your choice!**

## Differentiated instructions

### UNIT 1 **Our multicultural class**

#### 1. A Geography project

Your teacher has asked you to work on a project about the following countries of Europe. Look at the two tables below and fill in the missing information:

Country	
Capital	Athens
Location	
Climate	
Landmarks	

Country	
Capital	
Location	
Climate	
Landmarks	The River Dnipo, The Carpathians



#### 2. Role play - An interview

(Instead of the information gap activity, page 5)

You are a reporter. You are interviewing a pupil from Poland. What are your questions? Complete the dialogue:

**(map of Poland showing Warsaw, rivers e.t.c, possible drawings of people's activities such as playing music, dancing...)**

..... ?  
My name is ..... ?  
..... ?

I come from Warsaw, Poland.

.....?

People work in coal mines in Poland.

.....?

They like music and dancing.

.....?

My parents usually play the violin at the weekend.

**Now act the dialogue out.**



## UNIT 2 **Going shopping**



### 1. Doctor's advice

The following 3 patients are worried about their diets and are asking for doctor's advice. Below you can see their daily menus and the doctor's advice. Put the names next to the advice. There is an extra piece of advice which fits Niki's menu. Find it and write a suitable menu for her:

PATIENT'S NAME	DOCTOR'S ADVICE
	Change your diet now! Eat fruit and vegetables and less sugar.
	You hardly eat any fruit or meat! You need more. Increase the number of meals.
	You need some dairy products in your diet.
	You eat a lot of sweets but not much fruit. Try to eat some fruit for dessert.

**TERRY'S DAILY MENU**  
*(farmer, aged 50)*  
**Morning**  
1 large cup of white coffee  
(with some honey)  
2 small slices of toast  
1 large cup of tea (with no sugar)

**PETE'S DAILY MENU**

(student, aged 19)

**Morning**

2 cups of tea (with sugar)

4 slices of toast

**Afternoon**

1 cup of milk (with sugar)

**SUE'S DAILY MENU**

(nurse, aged 25)

**Morning**

1 thin slice of brown bread

1 glass of apple juice

1 banana

1/2 cup of black coffee

3 glasses of mineral water

**Evening**

1 piece of white fish some brown rice and potatoes

1 tomato

1 small packet of nuts

**NIKI'S DAILY MENU**

(schoolgirl, aged 13)

**Morning**

---

---

**Afternoon**

---

---

**Evening**

---

---



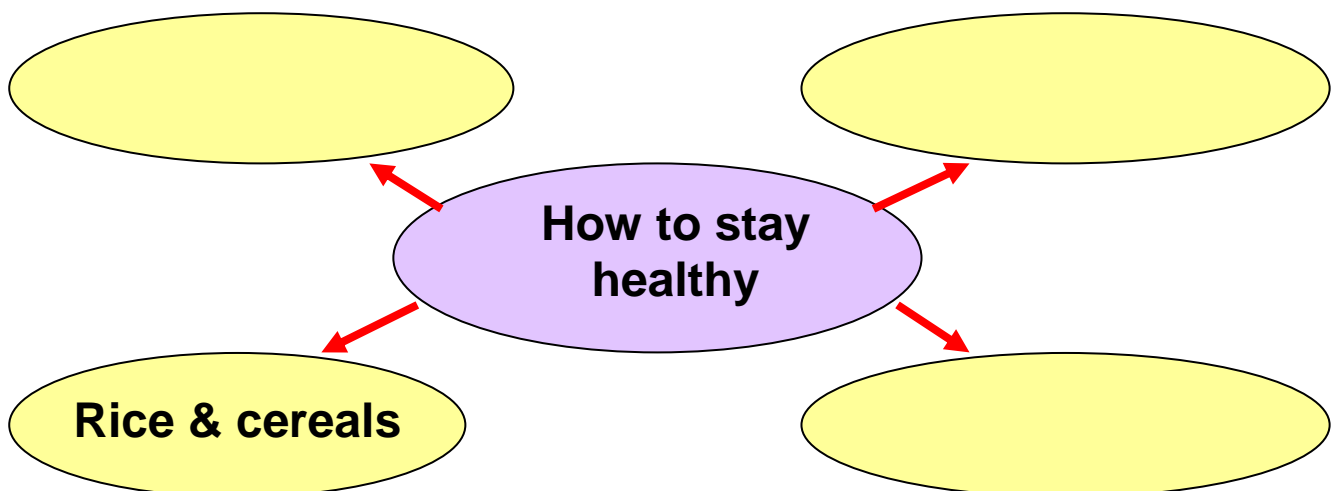
## 2. Dietary habits

Fill in the table below about your dietary habits. Then, in groups, discuss your answers and suggest ways to improve your diets.

<b>FOOD</b>	<b>Every day</b>	<b>...times a week</b>
Green and other vegetables		
Fruit (fresh or fruit-juice)		
Milk and dairy products		
Meat (veal, pork, lamb, etc.)		
Poultry		
Fish (fresh or frozen)		
Bread and pasta (spaghetti, pizza, etc.)		
Dried seeds and fruit		
Soft drinks (still and carbonated)		
...		

## 3. How can you stay healthy?

Study the Mediterranean Diet Pyramid (you can find it on the internet or in your science book) and complete the diagram with your ideas on healthy diet.



## UNIT 3 **Imaginary creatures**

### 1. Obelix at the gym

(Instead of the pair work: A Monster's ID, page 29)

Obelix wants to lose weight. He is talking to the receptionist of a gym centre. Look at his ID card, complete the dialogue and act it out.

Receptionist: \_\_\_\_\_ ?

Obelix: My name is \_\_\_\_\_

Receptionist: \_\_\_\_\_ ?

Obelix: I'm \_\_\_\_\_

Receptionist: \_\_\_\_\_ ?

Obelix: I \_\_\_\_\_

Receptionist: \_\_\_\_\_ ?

Obelix: \_\_\_\_\_

Receptionist: Do you have any \_\_\_\_\_ ?

Obelix: \_\_\_\_\_

#### Member's ID

Name:	Obelix
Age:	25
Height:	6 feet
Weight:	250 pounds
Health problems:	none



### 2. Ancient Greek pottery

A. Look at the Ancient Greek pottery below and describe the monsters on it. Use the Greek text on the left if you need help.



What do you know about the creatures shown?



What do they look like? Find more information

about them in your workbook (Unit 3 - Exercise 6).

## ΕΘΝΙΚΟ ΑΡΧΑΙΟΛΟΓΙΚΟ ΜΟΥΣΕΙΟ

(Από τον τόμο Ελληνικά Μουσεία,  
εκδόσεις Εκδοτική σελ. 66.)

Ο 'Αμφορέας του Νέσσου' βρέθηκε στο Δίπυλο του Κεραμικού. Ένα από τα πρωιμότερα μελανόμορφα αγγεία (620 π.Χ.). Στο λαιμό εικονίζεται η πάλη του Ηρακλή με τον κένταυρο Νέσσο. Στο σώμα ο μύθος του Περσέα που αποκεφάλισε τη Μέδουσα. Ύστερα από τον αποκεφαλισμό οι αδερφές της Ευριάλη και Σθενώ τον κυνηγούν πετώντας επάνω από τον Ωκεανό.



**B. Search the Internet to find other pottery showing the same or similar creatures. If possible, organize a visit to the local museum and look for similar items.**



**C. After your research, write your report and present it in class.**



### 3. Class comparisons

Work in pairs. Ask each other about the following and find a classmate who:

**NAME**

runs the **fastest**

\_\_\_\_\_

sings the most **beautifully**

\_\_\_\_\_

play football the **best**

\_\_\_\_\_

solves a math problem the **most quickly**

\_\_\_\_\_

### Example

**Pupil 1: Who do you think runs the fastest in class?**

**Pupil 2: I think Tom does**

Find more facts about these people and present your findings in class.

Speak about their unusual abilities or skills using comparatives and superlatives.

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



### **1. Aviation and Space Education Outreach Program\***

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

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

\*Source: <http://www.faa.gov/education>

**1. Which of these is a military aircraft?**

**a. F-17    b. A-300    c. Boeing 727**

**2. What does supersonic mean?**

**a. Faster than the speed of sound.**

**b. Really loud.**

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

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

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

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

**a. C-5    b. KC-135    c. C-130**

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

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

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

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

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

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



- 8. Who invented the kite about 2,000 years ago?**  
 a. The Chinese    b. The Japanese    c. The Russians
- 9. Who invented the rocket?**  
 a. The Chinese    b. The Japanese    c. The Russians

KEY to AVIATION TRIVIA  
 1a, 2a, 3b, 4c, 5c, 6b, 7b, 8a, 9a

**2. A Quiz**

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

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

**3. The Story Writing Competition**

You are taking part in story writing competition. Here is the beginning and the end of the story. Complete it. The clues will help you.

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

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

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

## **UNIT 5 Travelling through time**

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

**a. You friend Tony from U.S.A. is coming on a tour around Greece. How can he travel while in Greece? How many different types of transport can you think of? Tell him.**

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



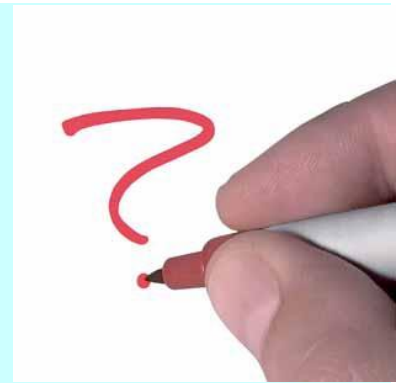
**Answer it yourself.**

**Now write your opinion:**

\_\_\_\_\_ is the safest way of travelling.

## QUESTIONNAIRE

Tick ✓ or Cross ✗



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

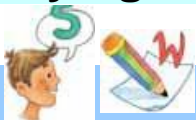
Cycling is less dangerous than flying.  
\_\_\_\_\_

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

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

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

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



## 2. Personal Qualities

Think about your own personal qualities. Have you changed over the past few years? Write as many sentences as you can to complete the table

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

# APPENDIX II

## Resources

### Resource materials

#### UNIT 1 **Our multicultural class**

**p. 17: Lesson 1 - 3B (Pupil A: QUESTION SHEET)**

Look at the table below. Use the prompts to ask 5 questions then complete the table.

Country	
brother / sister	
people / work	
people / like	
father/ spend free time	
mother/ spend free time	

#### UNIT 3 **Imaginary creatures**

**p. 63: Lesson 1 - 3B**

**A MONSTER'S ID: Pupil B**

##### **MONSTER'S ID**

**Name: Shrek**

**Age: 20 years old**

**Height: 6.5 feet (1.95 m) tall**

**Weight: 300 lbs (145 kg)**

**Eyes: two ugly eyes**



#### UNIT 2 **Going shopping**

**p. 37: Lesson 1 - 3C**

**(AT THE SCHOOL CANTEEN)**

## SCHOOL CANTEEN MENU

### SANDWICHES

Tomato, cucumber, lettuce, carrot, onion	€ 0.50
EXTRA Cheese	€ 0.60
Egg	€ 0.80
Ham	€ 1.20

### PITA ROLLS

Salad (tomato, lettuce, cucumber, carrot, mayo)	€ 1.00
Ham Salad	€ 1.30
Chicken Salad	€ 1.30

### SALAD PLATES

Plain (lettuce, tomato, cucumber, carrot, apple, onion)	€ 1.50
Ham Salad (as per plain salad plus ham)	€ 1.80
Chicken Salad (as per plain salad plus chicken)	€ 2.00

### SOMETHING HOT

Meat Pie	€ 1.70
Chicken Pie	€ 1.50
PIZZA – Ham & Pineapple or Supreme	€ 1.80

### MILK

Chocolate, strawberry, iced coffee	€ 0.40
------------------------------------	--------

### DRINKS (Please return containers for 5c deposit)

Fresh fruit juice (Orange or Apple)	€ 0.70
100% fruit juice (Orange/ Tropical/ Apple)	€ 0.50
Fruit Box (assorted flavours)	€ 0.30

### THE LITTLE EXTRAS

Chocolate Cake	€ 0.60
Carrot & Walnut Cake	€ 0.60
Sultana Cake	€ 0.60
Fruits in season	€ 0.50
Popcorn	€ 0.50
Chips (plain, light, salt & vinegar, oregano)	€ 0.30

**p. 42: Lesson 2 - 2C  
(LISTEN, READ AND ANSWER)**



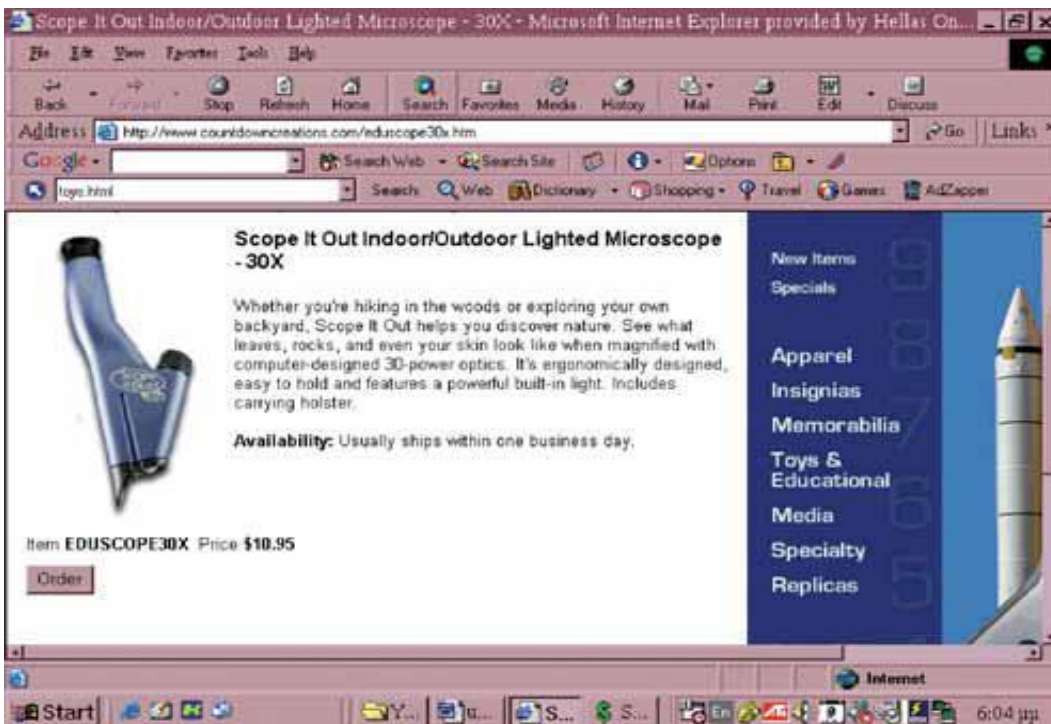
It's Father's Day today. Mary gets up early. Her parents are still asleep, so Mary makes a very rich breakfast for them. She puts a little peanut butter in a bowl and mixes it with a little honey? Yum, yum! What does it taste like? It tastes delicious! Then she puts a few biscuits and a few muffins on a plate. She pours a little coffee in the cups but she knows that dad would like a little milk, too. He doesn't like black coffee.

“Wake up both of you! Happy Father's Day!”, Mary says.

“Sniff, sniff! Mmm! Coffee? It smells nice!”, father says.



**p. 47: Lesson 3 - 1B (INTERNET SITE)**



Planet Quest Game - Microsoft Internet Explorer provided by Hellas On Line

Home > Toys & Educational > Games



**Planet Quest Game**

The first animal in space was a dog. True or False? The sun is a star. True or False? Learning about our solar system is much more than memorizing planets! It's full of fascinating facts. For 2-4 players or teams, this board game includes 132 true/false questions on the nine planets, the Earth's moon, supermoons, asteroids and much more. Earn planet cards for correct answers. Put the planets in the right order, and you win!

**Availability:** Usually ships within one business day.

Home  
Shopping Cart  
New Items  
Specials  
Apparel  
Insignias  
Memorabilia  
Toys & Educational  
Media  
Specialty  
Replicas

Draw In The Dark Space Quest Activity Kit - Microsoft Internet Explorer provided by Hellas On Line

Home > Toys & Educational > Games



**Activity Kit**

Draw, color, paint and learn, with this really cool Space Quest activity kit!


Kit Contains: Stencils, Markers, Stickers, Paints, Puzzle Templates, Brushes, Poster, And Space Cards to Color.

**Availability:** Usually ships within one business day.

Home  
Shopping Cart  
New Items  
Specials  
Apparel  
Insignias  
Memorabilia  
Toys & Educational  
Media  
Specialty  
Replicas

ZoomCam Binoculars & 35mm Telephoto Camera - Microsoft Internet Explorer provided by Hellas On Line

Home > Toys & Educational > Mission Gear



**ZoomCam Binoculars & 35mm Telephoto Camera**

Scout landscapes from afar while snapping photographs to send picture postcards home with our Off The Map ZoomCam by Wild Planet. Combines a pair of binoculars with a 35mm camera to capture long range photos. Pictures develop with cool pathfinder frames. Two button cell batteries and a roll of film are included. Recommended for ages 6 and up.

**Availability:** Usually ships within one business day.

Item GEARZOOMC Price \$19.95

Order

Home  
Shopping Cart  
New Items  
Specials  
Apparel  
Insignias  
Memorabilia  
Toys & Educational  
Media  
Specialty  
Replicas

## UNIT 1 **Our multicultural class**

p. 17: Lesson 1 - 3B (Pupil B: INFORMATION)

Read the information below and answer the reporter's questions:

My name is Chris / Christina. I come from Warsaw, Poland. I have a brother and a sister. People work hard in coal mines in Poland. They are outgoing people. They enjoy music and dancing. My mother usually plays the violin and my father goes to traditional dancing classes at the weekend.



## UNIT 3 **Imaginary creatures**

**p. 63: Lesson 1 - 3B**  
**A MONSTER'S ID: Pupil A**

### **MONSTER'S ID**

**Name: Polyphemus**  
**Age: 75 years old**  
**Height: 8 feet (2.40 m) tall**  
**Weight: 560 lbs (270 kg)**  
**Eyes: one fierce eye**



**p. 66: Lesson 2 - 1E (Answers to QUIZ)**

<b>What do monsters read everyday?</b>	<b>Their horror-scope</b>
<b>What do we call a friendly and handsome monster?</b>	<b>A failure</b>
<b>What do monsters eat for lunch?</b>	<b>Fish and ships</b>
<b>What do we call a famous monster?</b>	<b>A mon-star</b>



# APPENDIX III

## Grammar

### Grammar File

#### UNIT 1

#### Simple Present

##### FORM

+	I, you, we, they He, she, it		like likes	milk.
-	I, you, we, they He, she, it	do not does not	like	
?	Do Does	I, you, we, they he, she, it	like	milk?

##### SPELLING RULES

For the 3rd person singular (he, she, it)

We add **s** to the main verb                      work+s = he works

##### Exceptions

We add **es** in verbs ending in **sh, ch, ss, o, x**

wash + es = he washes

We add **ies** in verbs ending in **consonant + y**

study + ies = he studies

Examples of **vowels**: a, e, o, i, u

Examples of **consonants**: b, c, d, f, g, etc.

##### USE

**We use the simple present tense when:**

- something happens regularly
- something is true in general

## EXAMPLES

I live in Patras.

The Moon goes round the Earth. John's father drives a taxi.

He does not drive a bus.

My sister and I do not watch TV after 10.00 at night.

Do you always play football on Saturdays?

We use an ADVERB OF FREQUENCY like **always, usually, often, sometimes** to say how often something happens.

It comes **before** the verb in the Present Simple.

When we have the verb to be we put the adverb **after** it.

E.g. We always have maths on Monday.

Do you often play football at school?

My brother is always early for school.

## Wh... questions / How... questions with Simple Present

### EXAMPLES

What	do you / they	have	for breakfast?
What time		go	to school?
Where	does he / she / it	spend	holidays?
When		come home	from school?
Who		play	tennis with?
How often		meet	friends?

## Present Continuous FORM

+	I am		speaking	to you.
	You are		reading	this.
-	She is	not	staying	in London.
	We are		Playing	football.
?	Is he		watching	TV?
	Are they		waiting	for John?

## SPELLING RULES

We add **-ing** to the main verb:      work + ing = working

### Exceptions

**a.** If the main verb ends in **consonant + stressed vowel + consonant**, we double the last letter: stop + p + ing = stopping / cut + t + ing = cutting

**b.** If the main verb ends in **ie**, we change the **ie** to **y**:  
die = diey + ing = dying

**c.** If the main verb ends in **vowel + consonant + e**, omit the **e**: come + ing = coming

## USE

**We use the present continuous tense to talk about:**

- a.** an action happening exactly now
- b.** an action happening around now

## EXAMPLES

**Look! The bus is coming!**

**Are you learning French or English?**

**We are not having breakfast at the moment.**

## UNIT 2

### Countable Nouns / Uncountable Nouns

#### EXAMPLES

Countable Nouns		Uncountable Nouns	
Singular	Plural	Singular Only	
a banana  an apple	some bananas a lot of bananas (a) little bananas few bananas	some milk a lot of milk (a) little milk	affirmative
	any bananas many bananas	any milk much milk	question
	not any bananas not many bananas	not any milk not much milk	negative

### Containers / Units of weight

#### EXAMPLES

Containers			Units of weight		
A can / a tin A box A packet A bar A bottle A jar A carton		cider strawberries sugar chocolate of orange juice jam milk	A kilo  A pound		meat of mince

# UNIT 3

## Comparisons of adjectives and adverbs FORM

	POSITIVE	COMPARATIVE
SHORT ADJECTIVES	strong big ugly	...-er than
		stronger than bigger than uglier than
LONG ADJECTIVES	Horrible	more ... than
		more horrible than

	SUPERLATIVE
SHORT ADJECTIVES	the ...-est of/in
	the strongest of/in
	the biggest of/in
	the ugliest of/in
LONG ADJECTIVES	the most ... of/in
	the most horrible of/in

### USE

In the Comparative form we add -er than in short adjectives and more + adjective + than in long adjectives.

In the Superlative form we add the -est in short adjectives and the most + adjective in long adjectives.

### Irregular adjectives

Adjective	Comparative	Superlative
good	better than	the best of/in
bad	worse than	the worst of/in
far	farther/ further than	the farthest/ furthest of/in
much/ many	more than	the most of/in
little	less than	the least of/in

## Comparisons of adjectives with as...as and not so...as

### EXAMPLES

The night is as dark as hell.

noun or pronoun	positive verb	as	adjective	as	noun or pronoun
-----------------	---------------	----	-----------	----	-----------------

Our house is not as/so luxurious as a hotel.

noun or pronoun	negative	as/so	adjective	as	noun or pronoun
-----------------	----------	-------	-----------	----	-----------------

## Comparisons of adverbs

### FORM

To form a regular adverb we add -ly / -ily to an adjective

ADJECTIVE	ADVERB
quiet	quietly
happy	happily
EXCEPTIONS	
fast	fast
hard	hard
good	well

### EXAMPLES

The children are quiet. They are playing quietly.

That is a happy boy. He is singing happily.

That is a fast horse. It runs fast. This exercise is hard.

Tom is working hard on this exercise.

Jim is a good football player. He plays football well.

### USE

We use adverbs when we want to answer the question

**HOW.**

# UNIT 4

## Simple Past

### FORM

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

### USE

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

- happened in the past
- is completely finished
- we say (or understand) the time and/or place it happened

### EXAMPLES

I lived in that house when I was younger.

He didn't like the movie.

What did you eat for dinner?

John rode his bike to school on Monday.

Mary did not go to school yesterday.

Did you play tennis last week?

**PAY ATTENTION  
TO THE IRREGULAR VERBS  
(see p.145-146)**

## Past Continuous

### FORM

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

### USE

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

### EXAMPLES

I was doing my homework at 6.00 in the evening.  
They were not playing football at 9am this morning.  
What were you doing at 10pm last night?  
Tony went home early because it was snowing.

## Past Continuous + Simple Past

### USE

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

### We use:

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



## EXAMPLES

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

## UNIT 5

### Used to...

#### FORM

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

#### USE

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

#### REMEMBER

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

## Asking for and giving directions / information

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

## APPENDIX IV

### Irregular Verbs

<b>Infinitive</b>	<b>Past Simple</b>	<b>Past Participle</b>
be	was/were	been
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden

<b>know</b>	<b>knew</b>	<b>known</b>
<b>lead</b>	<b>led</b>	<b>led</b>
<b>learn</b>	<b>learnt</b>	<b>learnt</b>
<b>leave</b>	<b>left</b>	<b>left</b>
<b>light</b>	<b>lit</b>	<b>lit</b>
<b>lose</b>	<b>lost</b>	<b>lost</b>
<b>read</b>	<b>read</b>	<b>read</b>
<b>ride</b>	<b>rode</b>	<b>ridden</b>
<b>ring</b>	<b>rang</b>	<b>rung</b>
<b>run</b>	<b>ran</b>	<b>run</b>
<b>say</b>	<b>said</b>	<b>said</b>
<b>see</b>	<b>saw</b>	<b>seen</b>
<b>shake</b>	<b>shook</b>	<b>shaken</b>
<b>sing</b>	<b>sang</b>	<b>sung</b>
<b>sit</b>	<b>sat</b>	<b>sat</b>
<b>smell</b>	<b>smelt</b>	<b>smelt</b>
<b>speak</b>	<b>spoke</b>	<b>spoken</b>
<b>steal</b>	<b>stole</b>	<b>stolen</b>
<b>stand</b>	<b>stood</b>	<b>stood</b>
<b>swim</b>	<b>swam</b>	<b>swum</b>
<b>take</b>	<b>took</b>	<b>taken</b>
<b>teach</b>	<b>taught</b>	<b>taught</b>
<b>throw</b>	<b>threw</b>	<b>thrown</b>
<b>wake</b>	<b>woke</b>	<b>woken</b>
<b>wear</b>	<b>wore</b>	<b>worn</b>
<b>write</b>	<b>wrote</b>	<b>written</b>

## **APPENDIX V**

### **VOCABULARY LIST**

#### **UNIT 1 OUR MULTICULTURAL CLASS**

ancient	mountain
border	multicultural
brave	natural disaster
citrus fruit	nuclear power
coal mines	plant
coast	oil well
comprise	outgoing
connect	paste
copper	peninsula
copy	plain
earthquake	print
flow	race
golden fleece	river
instrument	search
landmark	split in
landscape	temperature
mild	underwater
molecule	water supplies

#### **UNIT 2 GOING SHOPPING**

baggy	denim
bakery	department store
beef	dessert
budget	elegant
catwalk	fashion model
cotton	flavour
cute	flyer
dairy	fruit flans
delicious	item

**lamb ribs  
leather  
loose  
match  
menu  
mince  
muffins  
organic products  
pair of snickers  
pastry  
suit  
sweater  
tempting  
tight  
total**

**pork chops  
poultry  
quantity  
receipt  
selection  
silk  
skirt  
smart  
space shuttle  
subtotal  
track suit  
treat  
turkey  
unit pice  
woolen**

## **UNIT 3      IMAGINARY CREATURES**

**active  
anxious  
argue  
attractive  
cave  
coin  
cosy  
cunning  
delicate  
delightful  
disgusting  
dive  
dragon  
fairy  
fall in love  
nasty  
naughty**

**fierce  
flames  
flee  
frightening  
goat  
handsome  
hideous  
huge  
humans  
keep vigil  
knight  
loyal  
luxurious  
monster  
moody  
orge  
oversized**

play tricks  
playful  
princess  
ruins  
savage  
shipwrecked  
spit  
sprite  
storm  
supernatural

power  
talkative  
tiny  
ugly  
unpredictable  
vicious  
wicked  
wild  
winged  
witch

## **UNIT 4 THE HISTORY OF THE AEROPLANE**

accident  
admire  
airhostess  
attached files  
captain  
cargo  
cockpit  
design  
drag  
drown  
edge  
engine  
experiment  
field  
fix  
flight  
fly  
gravity  
grow up  
invent  
kites

land  
landscape  
lift  
melt  
nose  
passenger  
poem  
repair  
shepherd  
simulator  
sound  
speed  
splash  
sweat  
tail  
thrust  
unnoticed  
wax  
wing  
worksheet

## **UNIT 5 TRAVELLING THROUGH TIME**

**accompany**

**admission**

**adult**

**alight**

**banker**

**beard**

**behind**

**bell**

**bottomed**

**pants**

**bite one's nails**

**braids**

**buttons**

**canapes**

**change**

**conductor**

**consume**

**crawl**

**diary**

**direction**

**double-decker bus**

**female**

**fruit punch**

**gap**

**gift**

**shop**

**guide**

**high heeled shoes**

**hunt**

**game**

**impose**

**instruction**

**keep clear**

**lean against**

**levers**

**linen**

**mind**

**omnibus**

**opposite**

**parcel**

**perfume**

**pony tail**

**pull**

**respectfully**

**shy**

**signal**

**skirt**

**stank**

**straw**

**togas**

**tracks**

**transportation**

**treasure**

**tube train**

**tunics**

**turning**

**underground**

**uniform**

**van**

**wear**





**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 διατάξεις του άρθρου 7, του Νόμου 1129 της 15/21 Μαρτίου 1946 (ΦΕΚ 1946, 108, Α΄).**



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