

**ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ  
ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ**

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



**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.**

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

**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**





## **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 αντλείς πληροφορίες αλλά και να ανταλλάξεις γραπτά μηνύματα, καθώς και να συμμετέχει σε**

**κουβεντούλες σε πραγματικό χρόνο με συμμαθητές και συμμαθήτριες 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 αυτο-αξιολόγησης 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 διαμορφώσεις 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**





**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**

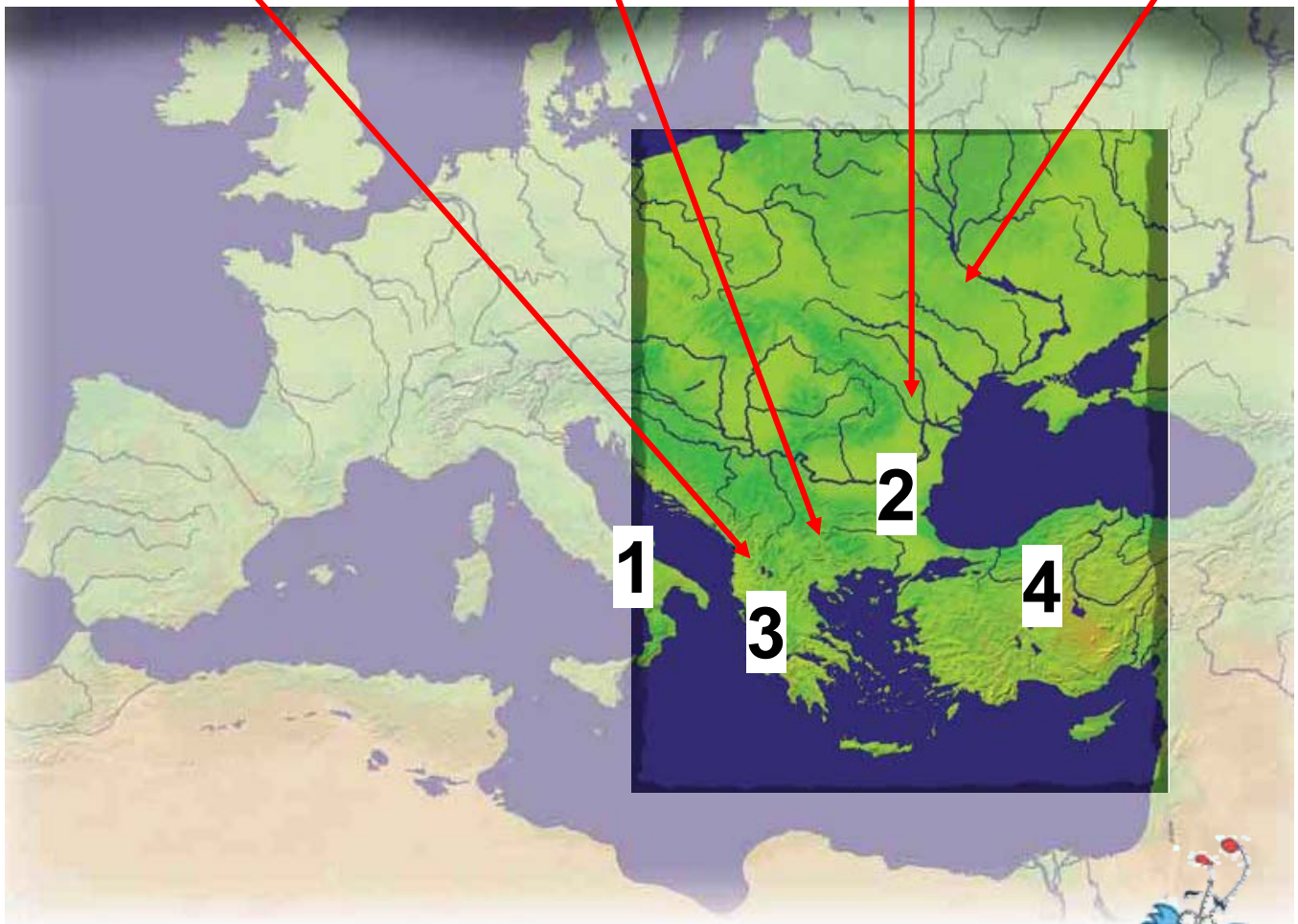
**how to use the Present Simple  
and the Present Continuous  
tense**

peninsula

mountain

river

plain



1

2

3

4



1. ITALY

2. BULGARIA

3. GREECE

4. TURKEY

## A Geography quiz

Are these true or false? Tick  the correct box.

T: TRUE , F: FALSE

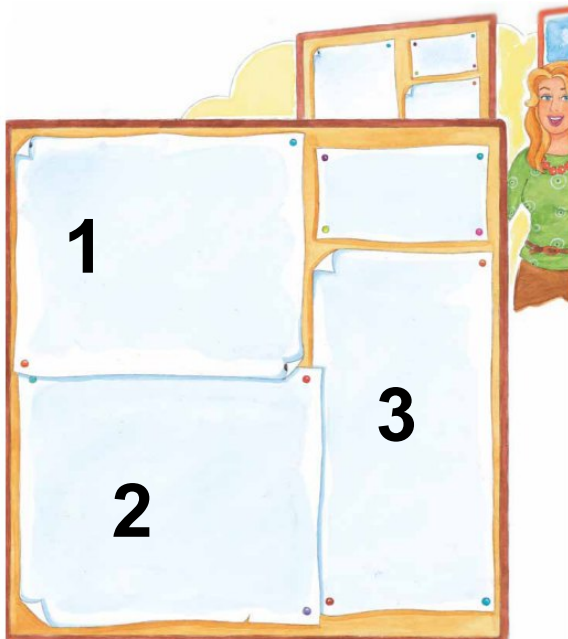
	T	F
1. Ukraine is the second largest country in Europe.	✓	
2. Ukraine borders the Aegean Sea.		
3. The accident in Chernobyl, in 1986, is still causing serious environmental problems.		
4. Earthquakes or tsunamis sometimes happen along the South coast of Albania.		
5. Albania is in the Balkan Peninsula.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

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

# 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.**



<b>Country</b>	<b>Capital</b>	<b>Nationality</b>
<b>Georgia</b>	<b>T'blisi</b>	<b>Georgian</b>
<b>Albania</b>		
<b>Ukraine</b>		



**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:**



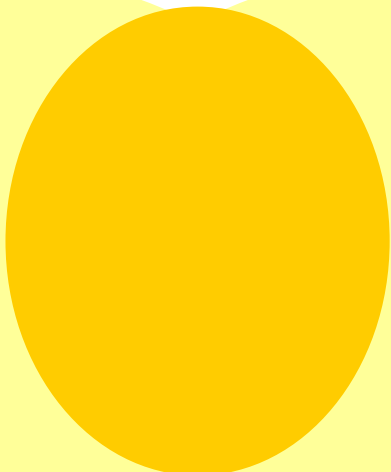
 **Now fill in the diagram about  
what pupils do in Greece and in  
Great Britain:**

**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.135) 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 121**

## 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	am	working
he she it	is	
we you they	are	

#### Interrogative

Am	I	Working ?
Is	he she it	
Are	we you they	

## Negative

I'm	not	working
he she it	isn't	
we you they	aren't	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.**

<b>GROUP A</b>	<b>GROUP B</b>
<b>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".</b>	<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.</b>

**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.**

**Every day...**

**7.00am | 7.30am | 8.15am | 4.15pm**



**BUS STOP**

**...but today**

**7.00am | 7.30am | 8.15am | 4.15pm**



**BUS STOP**

**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**

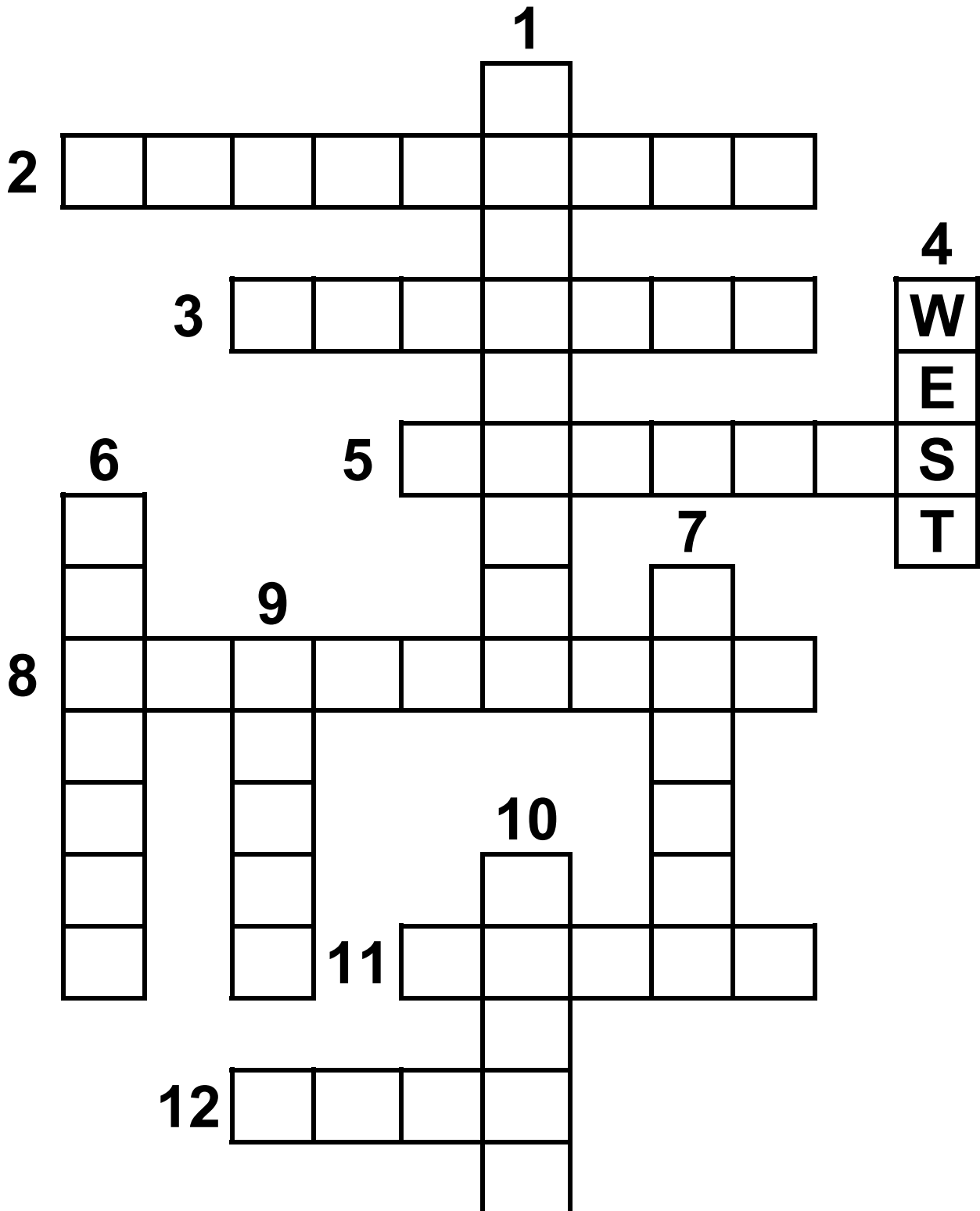
**Work in pairs. Check each other's report for correct spelling, correct tense (Present Simple), capital letters and full stops, use of **and****

## **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

2. drop

3. swim

4. work

5. grow

6. split

a. in the coal mine

b. citrus fruit

c. in the river

d. below zero

e. in two parts

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.**

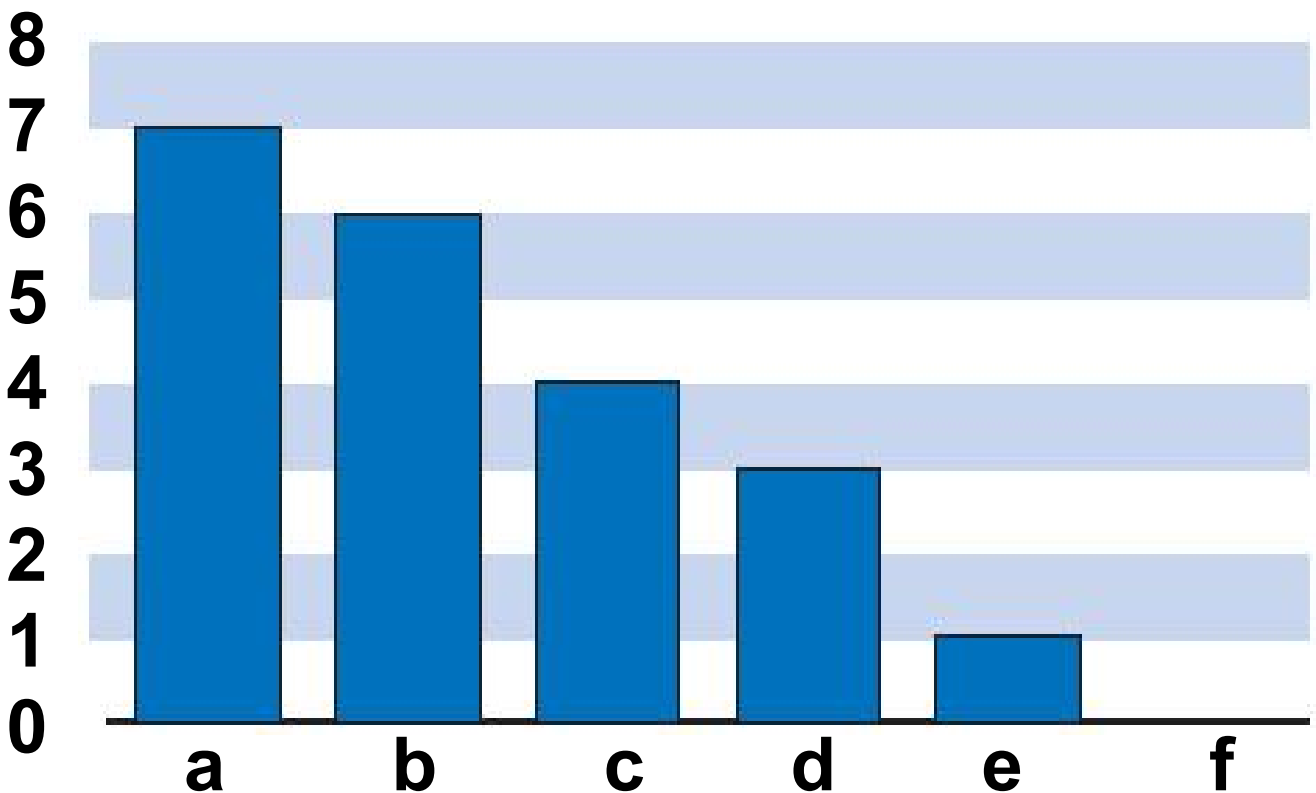
**a. It is raining heavily there.**

**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.

**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

pleasure

Why do we go shopping?



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. \_\_\_

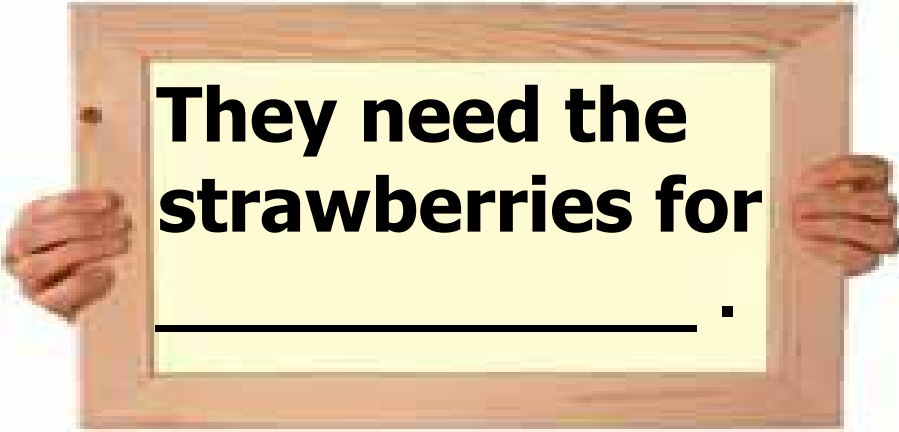


### **C. LISTEN AND ANSWER.**

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!



**They need the strawberries for \_\_\_\_\_ .**

**£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

20 cans of cider

2 pounds of pork chops

a carton of milk

a dozen of eggs

2 packets of muffins

1 jar of jam

2 bars of chocolate

3 boxes of strawberries

2 packets of butter

1/2 pound of mince

3 bottles of orange juice

1 packet of flour

1 packet of sugar

2 pounds of bananas

## 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
Countable Nouns In Plural	<b>some</b> <b>a lot of</b>	<b>any</b> <b>not many</b>
Uncountable Nouns	<b>some</b> <b>a lot of</b>	<b>any</b> <b>not much</b>

	Question
Countable Nouns In Plural	How <b>many</b> ? ... <b>any</b> ...?
Uncountable Nouns	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**



**bananas / 5**

**My friend's shopping bag**



**milk / 1 carton**

**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.135.

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

a

# THE BOOKWORMS

1256 Broadway, NY 10019, 212-7579860  
Reg 1 ID 37 6:25pm  
07JO2105

E PERIODICALS	1	5.00	5.00
<b>SUBTOTAL</b>			<b>5.00</b>
<b>NO SALES TAX</b>			
<b>TOTAL</b>		<b>\$</b>	<b>5.00</b>
<b>CASH PAYMENT</b>			<b>20.00</b>
<b>CHANGE</b>			<b>15.00</b>



**THE BOOKWORMS**  
1256 Broadway, NY NY 10019, 212-7579860  
546897 Reg 1 ID 37 6:25pm 07JO2105

E PERIODICALS	1 @	5.00	5.00
<b>SUBTOTAL</b>			<b>5.00</b>
<b>NO SALES TAX</b>			
<b>TOTAL</b>		<b>\$</b>	<b>5.00</b>
CASH PAYMENT			20.00
CHANGE			15.00

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
<b>TOTAL AMOUNT</b>	<b>195.04</b>



KEEP THIS RECEIPT  
FOR RETURN/EXCHANGE

Want an Employee Discount?  
And How About A New Career?  
Visit [HelenaJobs.com](http://HelenaJobs.com) and Apply Today

**b**

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

**CUSTOMER COPY                      PURCHASE  
S003 ASSC 266234                      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                      195.04**

**KEEP THIS RECEIPT  
FOR RETURN/EXCHANGE**

**Want an Employee Discount?  
And How About A New Career?  
Visit [HelenaJobs.com](http://HelenaJobs.com) and Apply  
Today**

**C**

## **K- TOWN MARKET**

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

<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>Sub Total</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>



C

Tommy 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



**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

Tommy| 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



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

70 / 18-19



- 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.136 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.



**chocolates**



**water**



**biscuits**



**lemon juice**

## 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
lovely	pale green
beautiful	pink
cute	dark/navy
Smart	blue
elegant	pastel
Short/long/ tight/loose/ baggy	purple
	black and white



material	item
cotton	sweater
woollen	skirt
leather	track suit
denim	jeans/pants/ trousers
linen	T-shirt
silk	dress
nylon/ 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.136-137):**

- **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!**

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

# Check yourself

## A. At the super market

### Example:



half pound of minced  
meat ✓

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



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

## **B. Match**

- a. I am tidying my room.**
- b. I am going on holidays.**
- c. She is wearing baggy pants.**
- d. This yogurt has been in the fridge for days.**
- e. I am having a piece of cake.**

- 1. It sounds exciting.**
- 2. It tastes delicious.**
- 3. It smells nasty.**
- 4. It sounds boring**
- 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!**

<b>Customer</b>	<b>Assistant</b>

**[ \_\_\_ / 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. 46 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:**

**a**



**b**

**c**



**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...



### **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:**

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

**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	SUPERLATIVE
SHORT ADJECTIVES		...-er than	the ...-est of/in
	strong	stronger than	the strongest of/in
	big  ugly	bigger than  uglier than	the biggest of/in  the ugliest of/in



	ADJECTIVE	COMPARATIVE	SUPERLATIVE
LONG ADJECTIVES		more ... than	the most of/in
	horrible	more horrible than	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 26-27 and write them down in your copybook.

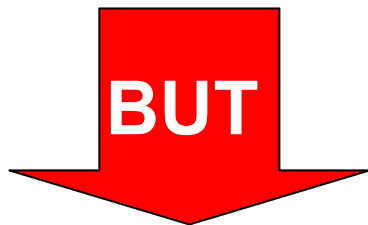
### C. STUDY THIS BOX, TOO:

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/</b> <b>further</b> than	the <b>farthest/</b> <b>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	<b>un</b> friendly
happy	<b>un</b> happy
kind	<b>un</b> kind
attractive	<b>un</b> attractive
sensitive	<b>in</b> sensitive
predictable	<b>un</b> predictable
expensive	<b>in</b> expensive
active	<b>in</b> active

### 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.**

**Monster's ID**

**Name:** \_\_\_\_\_ .

**Age:** \_\_\_\_\_ .

**Height:** \_\_\_\_\_ .

**Weight:** \_\_\_\_\_ .

**Eyes:** \_\_\_\_\_ .

### **Pupil A**

**Ask questions about your friend's monster. Then look at p.138 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**

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



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

- 1. The night is \_\_\_\_\_ .**
  - a. extremely dark**
  - b. 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.138 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?

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

**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.



## **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"

The crossword puzzle grid is as follows:

						U							
				C									
		F											
M									S			D	V
O													
N													
S													
T													
E						M							
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:**

1. Monday is \_\_\_\_\_  
Friday.

2. Thursday is \_\_\_\_\_  
Tuesday.

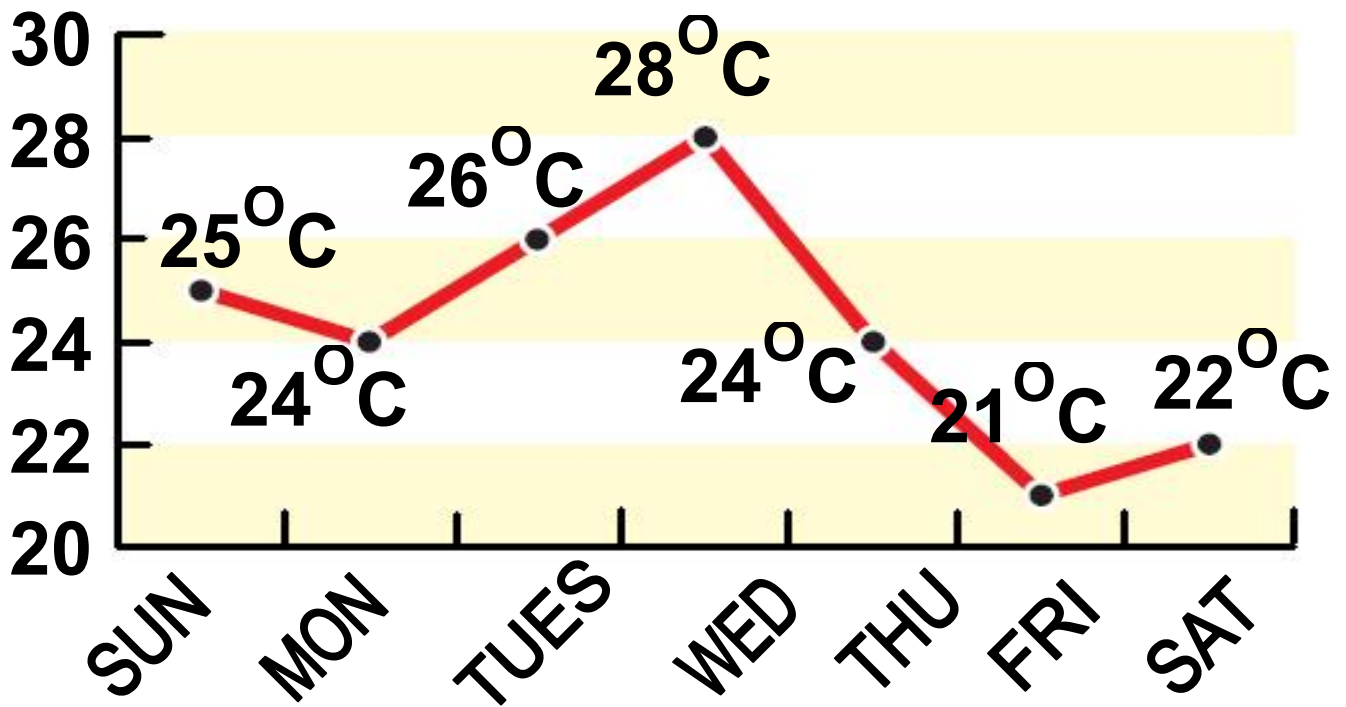
3. Friday is the \_\_\_\_\_ day of  
the week.

4. Wednesday is \_\_\_\_\_ day of  
the week.

5. Monday is \_\_\_\_\_  
Thursday.

6. 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:

1. Peter runs \_\_\_\_\_ of all.

2. Markos runs \_\_\_\_\_  
Steven.

3. Peter throws the disc  
\_\_\_\_\_ of all.

4. Steven jumps \_\_\_\_\_  
Markos.

5. Steven doesn't throw the discus  
\_\_\_\_\_ Markos.

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

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

My total score is \_\_\_\_\_ [ \_\_\_ / 6 points]  
/ 20 points

See p. 47 Workbook

## NOW TICK WHAT YOU CAN DO

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

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

**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

# 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:

<b>Country</b>	
<b>Capital</b>	<b>Athens</b>
<b>Location</b>	
<b>Climate</b>	
<b>Landmarks</b>	

<b>Country</b>	
<b>Capital</b>	
<b>Location</b>	
<b>Climate</b>	
<b>Landmarks</b>	<b>The River Dniro, The Carpathians</b>



## **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
	<b>Change your diet now! Eat fruit and vegetables and less sugar.</b>
	<b>You hardly eat any fruit or meat! You need more. Increase the number of meals.</b>

	<b>You need some dairy products in your diet.</b>
	<b>You eat a lot of sweets but not much fruit. Try to eat some fruit for dessert.</b>

## **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)**

## **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)**



## **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

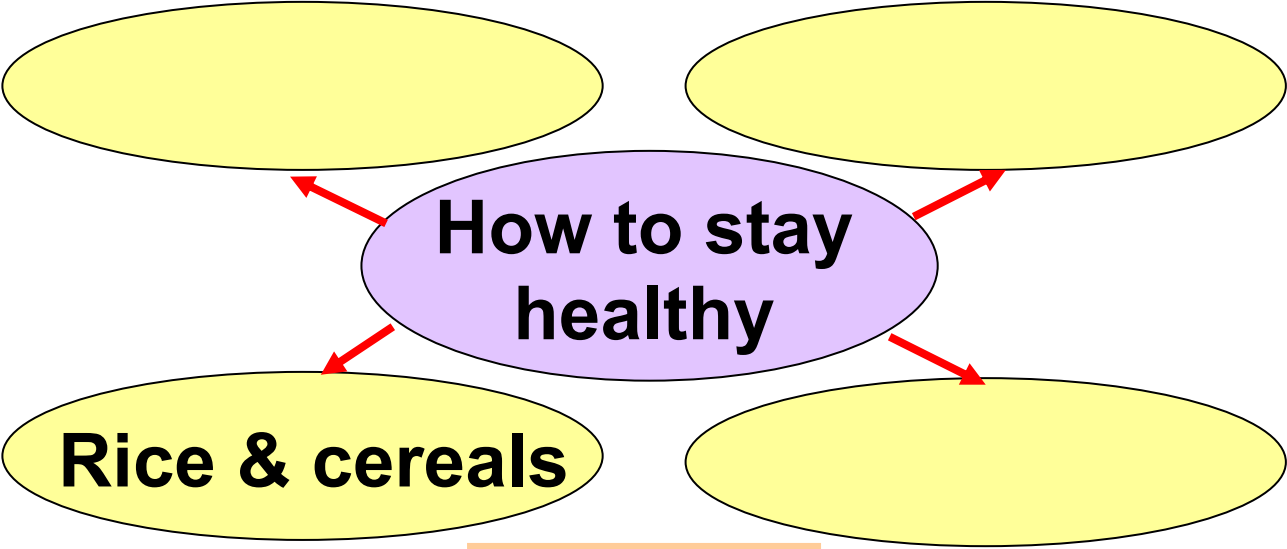
Fill in the table below about your dietary habits. Then, in groups, discuss your answers and suggest ways to improve your diets.

<b>FOOD</b>	<b>Every day</b>	<b>...times a week</b>
<b>Green and other vegetables</b>		
<b>Fruit (fresh or fruit-juice)</b>		
<b>Milk and dairy products</b>		
<b>Meat (veal, pork, lamb, etc.)</b>		
<b>Poultry</b>		
<b>Fish (fresh or frozen)</b>		

<b>Bread and pasta (spaghetti, pizza, etc.)</b>		
<b>Dried seeds and fruit</b>		
<b>Soft drinks (still and carbonated)</b>		
<b>...</b>		

### **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.**



# APPENDIX II

## Resources

### Resource materials

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

**p. 5: Lesson 1 - 3B (Pupil A:  
QUESTION SHEET)**

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

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

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

**p. 29: 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. 17: 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**

<b>100% fruit juice (Orange/ Tropical/ Apple)</b>	<b>€ 0.50</b>
<b>Fruit Box (assorted flavours)</b>	<b>€ 0.30</b>
<b>THE LITTLE EXTRAS</b>	
<b>Chocolate Cake</b>	<b>€ 0.60</b>
<b>Carrot &amp; Walnut Cake</b>	<b>€ 0.60</b>
<b>Sultana Cake</b>	<b>€ 0.60</b>
<b>Fruits in season</b>	<b>€ 0.50</b>
<b>Popcorn</b>	<b>€ 0.50</b>
<b>Chips (plain, light, salt &amp; vinegar, oregano)</b>	<b>€ 0.30</b>

**p. 19: 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**

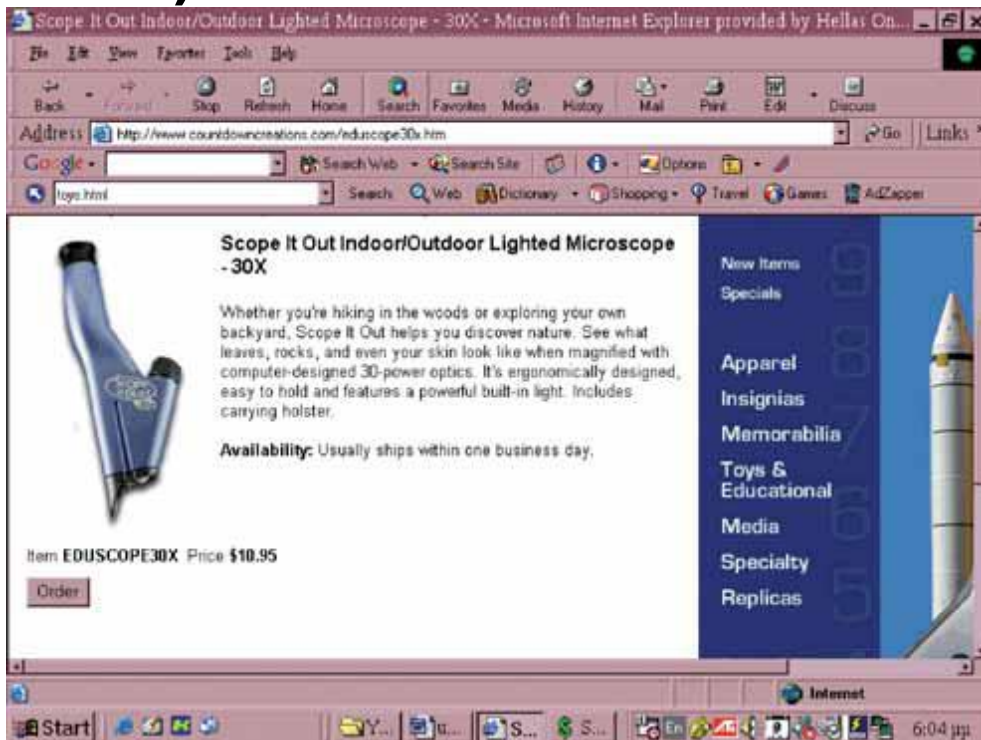
tastes delicious! Then she puts a few biscuits and a few muffins on a plate. She pours a little coffee in the cups but she knows that dad would like a little milk, too. He doesn't like black coffee.

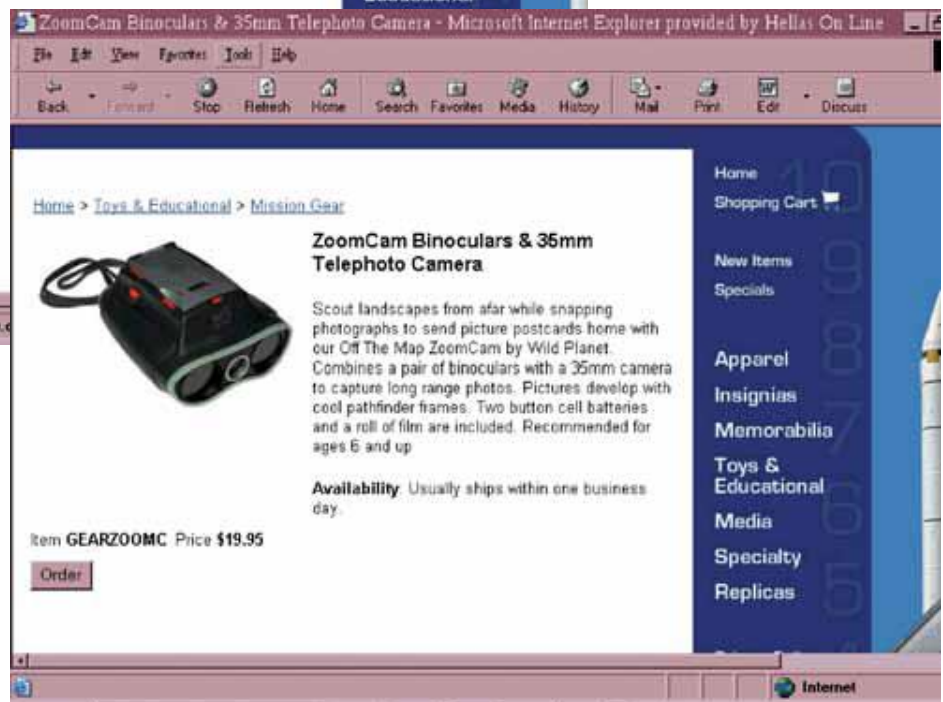
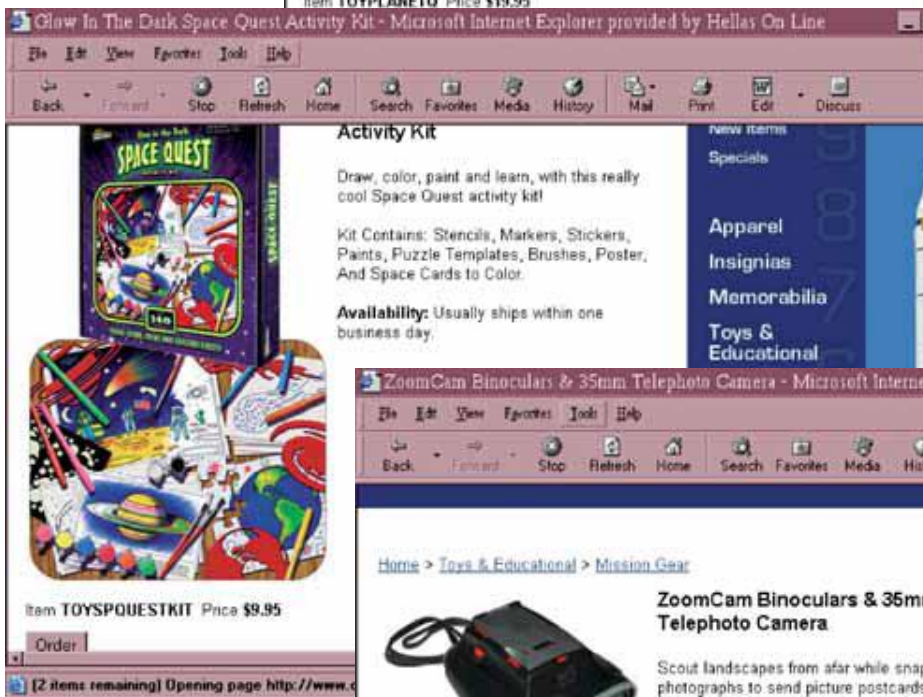
“Wake up both of you! Happy Father’s Day!”, Mary says.

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



## p. 22: Lesson 3 - 1B (INTERNET SITE)





# UNIT 1 **Our multicultural class**

**p. 5: 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. 29: 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. 31: 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

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

### 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

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

## Present Continuous FORM

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

# 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	some bananas a lot of bananas (a) few bananas	some milk a lot of milk (a) little milk	affirmative
	any bananas many bananas	any milk much milk	question
an apple	not any bananas not many bananas	not any milk not much milk	negative

# Containers / Units of weight

## EXAMPLES

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



# UNIT 3

## Comparisons of adjectives and adverbs

### FORM

		POSITIVE	COMPARATIVE	SUPERLATIVE
ADJECTIVES	SHORT	strong big ugly	...-er than	the ...-est of/in
			stronger than bigger than uglier than	the strongest of/in the biggest of/in the ugliest of/in
	LONG	Horrible	more ... than	the most ... of/in
			more horrible than	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

<b>ADJECTIVE</b>	<b>ADVERB</b>
quiet	quietly
happy	happily
<b>EXCEPTIONS</b>	
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**.

# **APPENDIX V**

## **VOCABULARY LIST**

### **UNIT 1**

#### **OUR MULTICULTURAL CLASS**

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

## **UNIT 2**

### **GOING SHOPPING**

**baggy**

**bakery**

**beef**

**budget**

**catwalk**

**cotton**

**cute**

**dairy**

**delicious**

**denim**

**department store**

**dessert**

**elegant**

**fashion model**

**flavour**

**flyer**

**fruit flans**

**item**

**lamb ribs**

**leather**

**loose**

**match**

**menu**

**mince**

**muffins**

**organic products**

**pair of snickers**

**pastry**

**pork chops**

**poultry**

**quantity**

**receipt**

**selection**

**silk**

**skirt**

**smart**

**space shuttle**

**subtotal**

**suit**

**sweater**

**tempting**  
**tight**  
**total**  
**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**

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

nasty  
naughty  
orge  
oversized  
play tricks  
playful  
princess  
ruins  
savage  
shipwrecked  
spit  
sprite  
storm  
supernatural  
power  
talkative  
tiny  
ugly  
unpredictable  
vicious  
wicked  
wild

winged  
witch





**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΄).**



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