

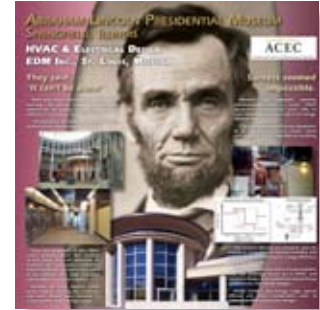
10 Unit

Lesson 2

TOURISTS LOVE VISITING PLACES

A LEAD-IN »

Have you ever visited a museum?
Where was it? What did you see there?
Was there something which impressed you?



B READING

Read this text about the Parthenon Marbles and give your opinion below.

Members of the Parliament - Early Day Motion

The present Parliament congratulates Channel 4 for the quality and the success of its recent programme «Fifteen-to-one», which was especially dedicated to the Elgin Marbles. During the telephone vote after the programme, 92.5% of the total 100,000 voters were in favour of the return of the Marbles in Greece. We believe that today the whole case about their return has been forgotten. Therefore, we call upon Her Majesty's Government to start immediately with negotiations on the matter with the Greek government.

Signed by more than 100 members of the British Parliament (London, 19/6/1996)


Now give your opinion



C DEBATE: RETURNING THE PARTHENON MARBLES

Should the Parthenon Marbles be returned to Greece or not? Now, it is your turn to discuss and decide. You can start a debate between two groups of students. The first group should support the return of the marbles and the second group should be against it. Choose a chairperson, make some notes and start the debate.

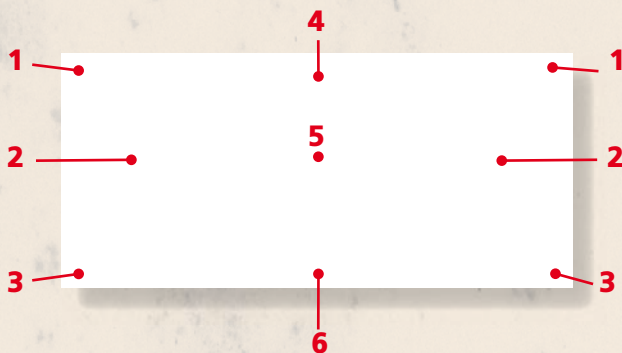


 To get some ideas go to the Appendix, Activity B, page 150.

GRAMMAR FOCUS

We can talk about the position of an object (or a person) in a picture/drawing/photo using the following phrases

- | | | |
|-----------------------------------|------------------|---------------------------------|
| 1. In the top left-hand corner | 4. at the top | 7. in the top right-hand corner |
| 2. on the left | 5. in the middle | 8. on the right |
| 3. in the bottom left-hand corner | 6. at the bottom | 9. in the bottom right corner |



D LISTENING

The children of a school in New York are visiting the Museum of Modern Art (www.moma.org). They are very interested in a painting of Mark Chagall called *I and the Village*. While the teacher is explaining the different parts of the painting, circle the objects she is describing.

10 Unit

E ROLE-PLAY

It is Friday evening and the children want to find a nice restaurant for dinner. Look at the following and decide which is the best choice for a healthy meal. Discuss together with your classmates.



The Minoan

Traditional Greek Taverna
Open: Tuesday to Sunday
Greek cuisine and specialities
Saturday: Greek dancing

Il Ristorante



Italian cuisine,
Some Greek specialities, hamburgers
Quick service, good prices, live music
Open: Wednesday to Sunday



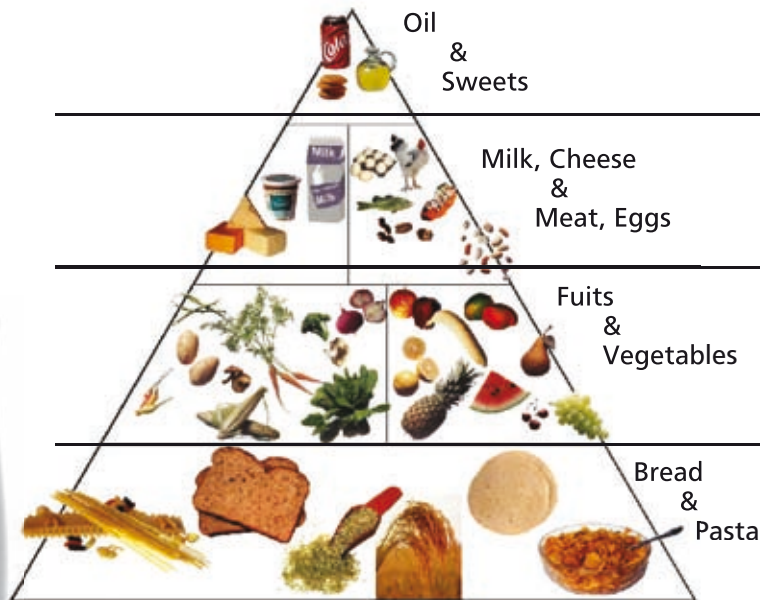
The Golden Dragon

Chinese restaurant
Excellent service, beautiful atmosphere
Open: seven days a week

Rock Burger

The best burgers in town
Lively atmosphere, rock music,
cheap prices
Open seven days a week

THE FOOD PYRAMID



F PORTFOLIO

Nadine is keeping a diary. She is writing about the places she has visited in Athens and also about the places she is going to visit the two following days. Fill in the following spaces. Look at the table in the Appendix, Activity C, page 151, to help you.

Date:/...../.....

Dear Diary,

I arrived in Athens on the 4th of July with my mother. Kostas was waiting for me at the airport with his father and Mark arrived some time later.

Eleftherios Venizelos is the airport I have ever seen.

On July 5th we visited

Yesterday we

Today we are going to

Tomorrow we are going to

There are so many places to see in Athens that it's impossible to see them all in 4 days. I feel tired already but I have lots of photos. The food is great. I love pita souvlaki and tzatziki. Write again soon.



6 SPEAKING

The following week the children are visiting Crete with their parents. They are lying on a beach and they are thinking of their beautiful holidays in Greece. Look at the pictures and make the dialogues in groups of three.



10 Unit

Lesson 3

MYTHS AND LEGENDS

A LEAD-IN ►►

Travelling is a good way of getting to know the world's myths. Do you know about any of these myths? Discuss with your partner and then with the rest of your class.



B READING



Robin Hood is one of the most famous English legends for children. How did he get the name «Hood» and who were his «Merry Men»? Read the passage in the Appendix, Activity D, page 152 to find out.



Robin took his surname from

.....

The Merry Men were

.....

C PORTFOLIO



Collect information and pictures about gods from other civilizations from around the world. For example: Mexico (Aztecs), Peru (Incas), Norway (Vikings). Stick the information you find on cardboard and put it up on your classroom wall. Don't forget to show pictures.

✎ For extra Portfolio work, see Appendix, Activity E, page 152.

Inca god



Aztec temple





SELF-ASSESSMENT TEST



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

A. Word categories: Where can we see the followign?

Sculptures, quick service, passengers, goddess, traditional dishes, flights, food, temple, announcement, international cuisine, frieze, baggage

| Airport | Archaeological sites | Restaurant |
|---------|----------------------|------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Points: / 24

B. Choose the correct word or phrase:

- Tony in Tokyo for five years, but he left in 2001.
a. lives b. lived c. is going to live
- Somebody my bicycle. Now I'll have to walk home.
a. stole b. steals c. has stolen
- Tomorrow we to Bermuda.
a. are flying b. fly c. flew
- The Titanic in 1912.
a. sinks b. has sunk c. sank
- She after the ice cream truck, but she couldn't reach it.
a. runs b. ran c. is running
- Jimmy Dubai.
a. already visits b. has already visited c. visited
- I my key yesterday, so I couldn't get into my house.
a. have lost b. losed c. lost
- Have you had the measles?
a. ever b. never c. yet



HMS Victory

10 Unit

9. I believe I James at the party tomorrow.
 a. saw b. see c. will see
10. I have done the washing up. The kitchen is clean.
 a. yet b. already c. never

Points: / 40

**C. Mark has been to Paris and Nadine wants to find out more.
 Fill in Nadine's questions to Mark:**

- Nadine:
- Mark: Yes, I went last Easter.
- Nadine:
- Mark: I went with my school.
- Nadine:
- Mark: Yes, we went to the Louvre the first day we got there.
- Nadine:
- Mark: No we didn't see the Mona Lisa because there were too many people.
- Nadine:
- Mark: Yes, we saw the Venus of Milo.
- Nadine:
- Mark: Yes, I'd like to go to Paris again, next time with my family.



Points: / 36



Tick what's true for you:



Now I can:

- Write a postcard, a diary
- Welcome a friend and ask him about his trip
- Read a text about the past
- Describe a picture
- Speak about my holidays
- Use the verb tenses to narrate a story



Learning strategies in English

STRATEGIES TO GET INFORMATION:

- I can read a text in Greek and present its main points in English
- I ask experts for information
- I check any information with my group
- I use encyclopaedias to get information

UNIT 1

INTERNET FRIENDS AROUND EUROPE

LESSON 1-2

Activity A.

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

| Name | Age | Likes | Favourite hobby |
|--------------|-----------|------------------|-----------------|
| <i>Susan</i> | <i>11</i> | <i>computers</i> | |
| <i>Tom</i> | <i>11</i> | <i>reading</i> | |

Activity B.

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

| Name | Age | Country | Likes | Dislikes |
|---------------|-----------|----------------|-----------------|----------------|
| <i>Mark</i> | | <i>England</i> | <i>Tests</i> | |
| | <i>14</i> | | <i>Studying</i> | |
| <i>Kostas</i> | | | | <i>Reading</i> |

Activity C.

Good morning in 10 different languages

Can you guess which Good Morning goes with which language? Your teacher will help you! Try to read out the different languages! Remember some of them. When you meet children from those countries you will be able to say one thing in their language!

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

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

PROJECTS

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

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



Symbols of Great Britain

Black cab

The black cabs (taxis) are a characteristic feature of London. They are being modernized but they keep the same shape and colour because they are classic.



Coat of Arms

A coat of arms is a set of pictures painted on a shield, which represent a family or a town. The Royal Coat of Arms of the United Kingdom is a shield divided in four parts. A lion supports the shield on the left and a unicorn on the right. On top of the shield we can see the Royal Crown.



Cricket

Cricket is England's national sport, but it is not as popular as football. It is played in the country on Sundays from April to August. It is played by two teams of 11 players each. The players hold a bat with which they hit a ball.



Cup of tea

The afternoon tea is a tradition in England, although people today do not have time for tea at home. In fact, it is a small meal which consists of tea or coffee and scones (small cakes), sandwiches and pastries.



Fish and chips

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

Post box

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

Prince Charles

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



UNIT 2

SCHOOL LIFE AND THE WORLD AROUND US

LESSON 3

Activity A.

DOs and DON'Ts in England

✓ **Do stand in line**

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

✓ **Do say "Excuse me"**

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

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

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

✓ **Do remember your table manners.**

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

X Do not greet people with a kiss.

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

X Do not ask personal questions.

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

X Do not speak with your mouth full.

X Do not talk loudly in public.

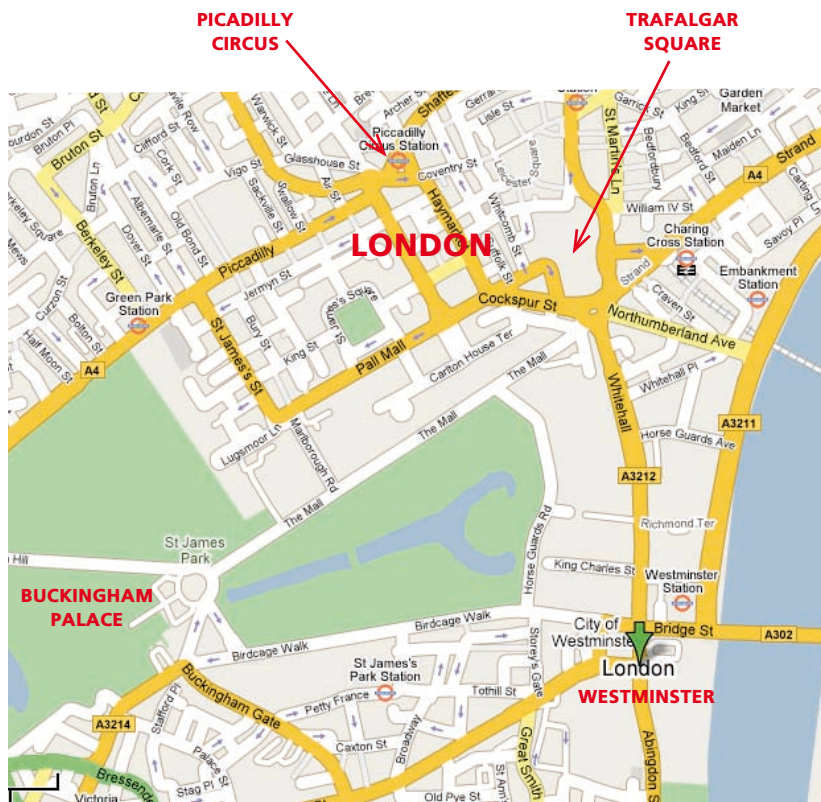
UNIT 3

PLACES

LESSON 1-2

Activity A.

Map - Central London



© 2006 Google - Map data © 2006 TeleAtlas

LESSON 3

Activity A.

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

1. Read about the city of Frankfurt

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

Travelling around.

Getting around Frankfurt is easy and convenient, thanks to a modern public transportation system. You can use streetcars (trams), buses, rapid trains and the underground. The fastest way of travelling within the city of Frankfurt is the 'U-Bahn', the underground train.

The city

Frankfurt is a city of contrasts, a city of variety. Take some time to discover it. It is a city of trade fair, a financial centre, a major European metropolis but also a city of intellect, of apple wine of green spaces and of 180 nationalities.



2. Read about the city of Venice.

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

How to get around in Venice.

The only way to get around in Venice is to walk or take a boat. Many Venetians have their own boats but the visitor will have to take a taxi or a public boat in order to move around the canals of Venice. The different types of public boats are: vaporetto (water bus), motorscafo (water taxi) and gondola. The famous gondola is certainly the finest way to move about the canals of Venice on romantic moonlit nights.

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



1.

2.

3.

4.

5.

UNIT 4

CHRISTMAS EVERYWHERE

LESSON 2

Activity A.

Role-play cards

cousin
Nick



model car



Price
\$ 19.99

father



After shave



Price
\$ 24.99

grandma



chocolate



Price
\$ 9.99

grandpa



slippers



Price
\$ 19.99

mother



Perfume



Price
\$ 24.99

sister
Maria



doll



Price
\$ 15.99

LESSON 3

Activity A.

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

A letter to Santa

- 
- 
- | | |
|--|---|
| <p>1 Snowflakes softly falling Upon your window they play.</p> <p>2 Your blankets snug around you, Into sleep you drift away.</p> <p>3 I bend to gently kiss you, when I see that on the floor 4 there's a letter, neatly written, I wonder who it's for.</p> <p>5 I quietly unfold it making sure you're still asleep. 6 It's a Christmas list for Santa one my heart will always keep.</p> <p>7 It started just as always with the toys seen on TV, 8 A new watch for your father and a winter coat for me.</p> <p>9 But as my eyes read on I could see that deep inside 10 there were many things you wished For that your loving heart would hide.</p> <p>11 You asked if your friend Molly could have another Dad; 12 It seems her father hits her and it makes you very sad.</p> <p>13 Then you asked dear Santa if the neighbors down the street 14 Could find a job, that he might have some food, and clothes, and heat.</p> <p>15 You saw a family on the news whose house had blown away, 16 "Dear Santa, send them just one thing, A place where they can stay."</p> | <p>17 "And Santa, those four cookies that I left you for a treat, 18 Could you take them to the children who have nothing else to eat."</p> <p>19 "Do you know that little bear I have the one I love so dear? 20 I'm leaving it for you to take to Africa this year". 21 "And as you fly your reindeer on this night of Jesus' birth, 22 Could your magic bring to everyone goodwill and peace on earth".</p> <p>23 "There's one last thing before you go, so grateful I would be, 24 If you'd smile at baby Jesus in the manger by our tree."</p> <p>25 I pulled the letter close to me I felt it melt my heart. 26 Those tiny hands had written what no other could impart.</p> <p>27 "And a little child shall lead them," was whispered in my ear 28 As I watched you sleep on Christmas Eve while Santa Claus was here.</p> |
|--|---|

Author: Unknown
(authentic from: geocities.com)

UNIT 5

READY FOR ACTION

LESSON 2

Activity A.

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

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

Ideas for organizing activities:

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



Relevant sources and websites for the Unit

Websites

www.wwf.gr/index.php → The official site of WWF Hellas with useful advice on recycling.

www.greenpeace.gr → The official site of Greenpeace in Greece.

www.epa.gov/recyclecity/ → Full of activities and games for children that develop the idea of saving energy and reducing waste.

www.recyclingglass.co.uk → Pupil-friendly activities and info about glass (history- production- reason for recycling).

www.greenvalley.com/coloring/colorme1.htm → Recycling colouring Book for Kids.

www.recyclezone.org.uk → Site for schools, children and teachers with information on the 3Rs: reduce, reuse and recycle. It includes games, practical activities and teacher-specific information.

www.oikologos.gr → Greek e-magazine on ecology.

Articles in Books & Magazines – Readers, etc.

- Γλώσσα Ε' Δημοτικού- «*Της Γλώσσας Ρόδι και Ροδάνι*» - α' τεύχος (σελ. 15) HELMEPA. (σελ. 21) Resources.
- Φυσικά Ε' Δημοτικού – «*ΕΡΕΥΝΩ ΚΑΙ ΑΝΑΚΑΛΥΠΤΩ*» - Βιβλίο Μαθητή (σελ. 21) Rubbish and Recycling (σελ 103) Noise
- *ΟΙΚΟ ΤΗΣ ΚΑΘΗΜΕΡΙΝΗΣ*, ΙΑΝΟΥΑΡΙΟΣ 2006, ΤΕΥΧΟΣ 40 (σελ 36-38)
- OXFORD BOOKWORMS FACTFILES – OXFORD UNIVERSITY PRESS.

A series of Readers dealing with environmental issues. Some titles of interest:

"Pollution" by Rosemary Border

"Rainforests" by Rowena Akinyemi



LESSON 3

Οδηγός του καλού επισκέπτη στο Ζαγόρι

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



Boardgame

THE RECYCLING GAME



Language Focus: Recycling

Players: 2-4



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



How to play:

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



2. Throw the dice once each in turn. The player with the highest number goes first.

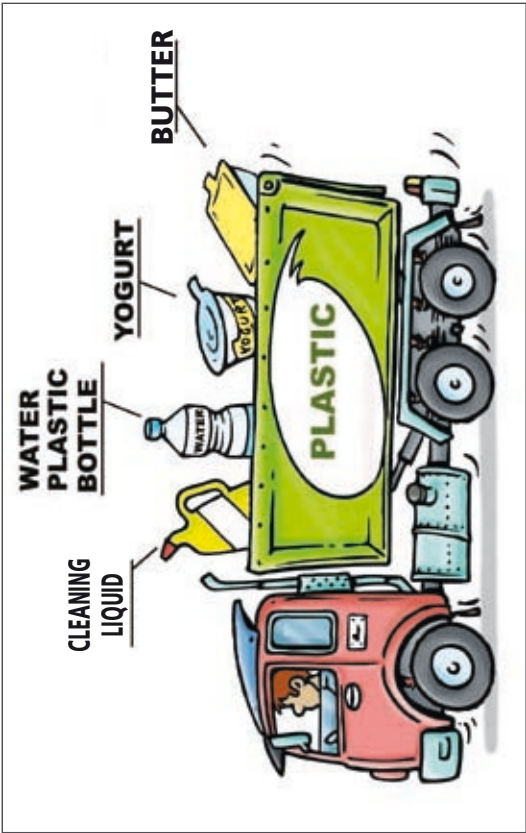
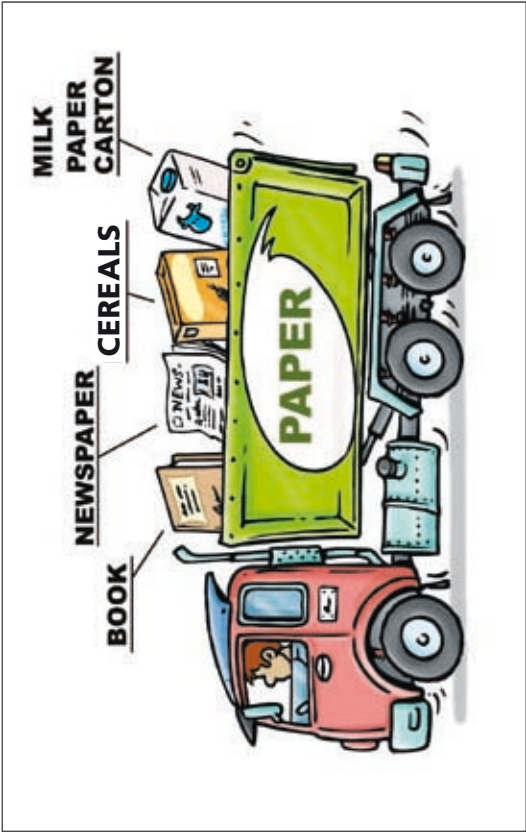
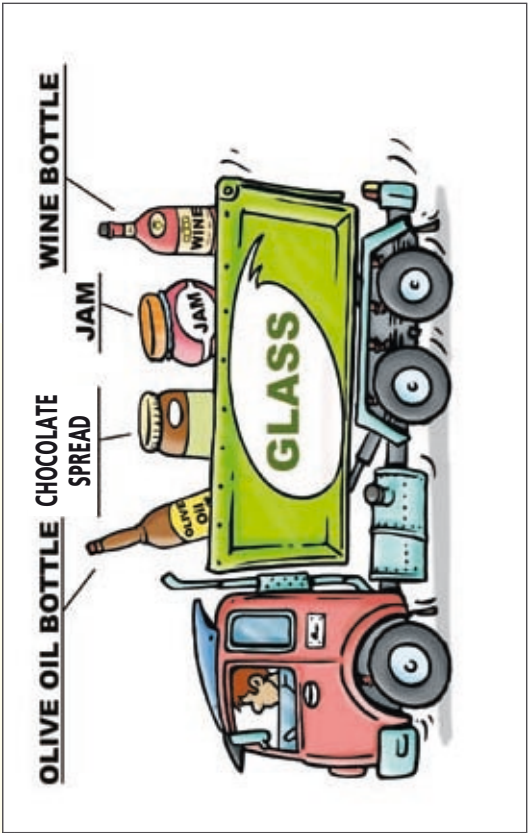
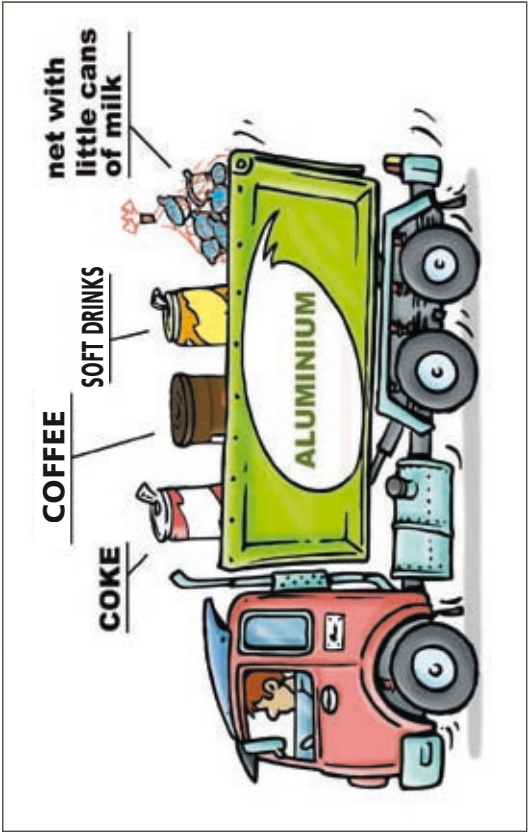
3. Take it in turns to throw the dice and move your counter around the board.

4. When you land on a square you see what item you are on. If you have it in your truck you delete it. If not, the next player goes on to throw the dice.

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

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

THE RECYCLING GAME



UNIT 6

GOOD, BETTER, BEST!

LESSON 1-3


Activity A.

Think of a product that you like and write an advertisement. Try to think of as many advantages as you can to persuade your customers to buy this product. Use a lot of superlatives. Draw the product in the box or stick a photo if you have one. Use the ideas below to help you:

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

There are no words to describe the new
 It is the newest/best/smallest/cleverest etc. in the market.
 You canwith it. It can change your life! Buy it now!


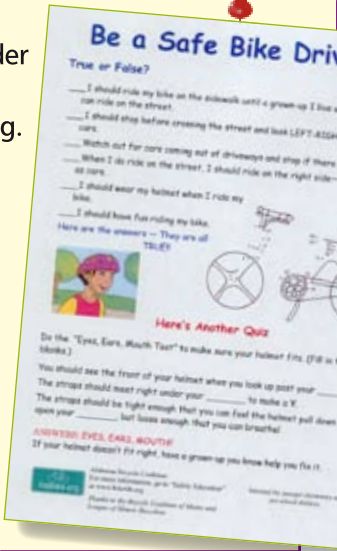
HOW TO WRITE A GOOD ADVERT

 Remember AIDA: Attention, Interest, Desire, Action.

- Attention:** This is generally achieved by the main title of the advert. You should make some sort of promise.
- Interest:** Through the main text you try and relate to what the reader thinks about the issues concerned.
- Desire:** The reader of the advert must want what you are advertising.
- Action:** decide what you want the reader to do.

Tips:

- Make the advert easy to read. Use simple language. Efficient writing enables efficient reading.
- Use language that your reader uses.
- Use short sentences.
- Use bullet points and short paragraphs.
- Get the reader involved. Refer to the reader as 'you'.
- Try to incorporate something new, innovative, exciting, challenging - people are attracted to new things.
- Stress what is unique.

UNIT 7

GOING BACK IN TIME

LESSON 1-3

Activity A.

Fill in the following box giving information about Shakespeare and his work.

Name:

Occupation: *playwright*.....

Time of birth:

Hometown:

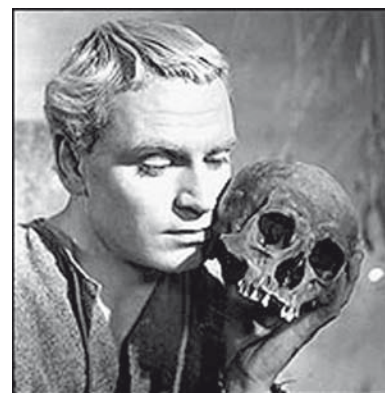
Tragedies: *Hamlet*.....

Comedies:

Anything else?:

“To be or not to be”

This is the beginning of perhaps the most famous monologue in literature. The words reflect the state of sadness and desperation of Hamlet, the Prince of Denmark. His father, the King, died. His mother the Queen, remarried after his father's death. This disturbed Hamlet greatly, because she married the King's brother, Hamlet's uncle Claudius. Claudius is now King of Denmark. Hamlet feels much worse when from the ghost of his dead father he learns it was Claudius who killed his father. Within this difficult situation, Hamlet now thinks about what he must do next.



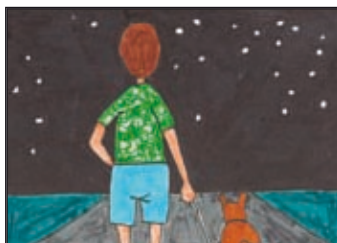
UNIT 8

ALL ABOUT STORIES

LESSON 1-3

Activity A (*).

Look at the following pictures. They give you part of a story. Work in groups and give your own ending to it. Then share your stories with the other groups. You can use a dictionary or ask your teacher to help you with unknown vocabulary.



PROJECTS

- ✓ You can work with other pupils and borrow another book from the school library. You can read it and then write a small summary of the story. It can be put in the book corner board in your classroom or the school newspaper. Then your classmates will be able to know more things about this book and read it themselves.
- ✓ Make a list of Easter symbols throughout the world. Use the Internet, encyclopaedias, books or other sources of information. List your findings in a chart.
- ✓ Have traditional customs changed over the years? Make a list of customs from Greece or any other country you know well and next to this write whether these customs have changed in recent years. List what you have discovered in a chart.

Holidays & Traditions

Easter in Norway

Easter in Norway is dominated by Easter chickens, Easter eggs in all colors and occasionally Easter bunnies. Yellow chickens are everywhere at Easter time. Drawn chickens, plastic chickens, cotton chickens, chickens made of all sorts of materials can be seen in private homes, shop windows, newspapers and magazines, on plastic bags and on television. It's no wonder yellow has become the color of Easter in Norway.

Maundy Thursday, Good Friday and Easter Monday are national holidays in Norway. School children however have 6 days of Easter vacation (not counting the weekends).

The Norwegians in general do not pay much attention to the religious aspect of Easter. Of course they know the story, but only some will go to church services.

*A typical
Easter chicken with a
decorated Easter egg.*



*Easter chicken skiing -
just like the Norwegians
themselves do.*



*Easter holiday in the
mountains:
Skiing*

