

ΑΓΓΛΙΚΑ ΣΤ΄ ΔΗΜΟΤΙΚΟΥ

Βιβλίο μαθητή

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Στην επεξεργασία του υλικού συνεργάστηκε ο κ. Θανάσης Πυργαρούσης

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
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Ομότιμος Καθηγητής του Α.Π.Θ
Πρόεδρος του Παιδαγωγικού 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 Παιδαγωγικού Ινστιτούτου

Αναπληρωτής Επιστημονικός Υπεύθυνος Έργου
Γεώργιος Οικονόμου
Σύμβουλος Παιδαγωγικού Ινστιτούτου

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

ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
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ΑΓΓΛΙΚΑ ΣΤ΄ ΔΗΜΟΤΙΚΟΥ

Βιβλίο μαθητή

ΟΡΓΑΝΙΣΜΟΣ ΕΚΔΟΣΕΩΣ ΔΙΔΑΚΤΙΚΩΝ ΒΙΒΛΙΩΝ
ΑΘΗΝΑ

Table of Contents

UNIT 1: Our Multicultural Class			
Crosscurricular notions	Communication, Culture, Interaction, Information, Multiculturalism, Tradition, Similarities and Differences		
Related subjects	Science, Computer Science, Mathematics, Geography, History		
Project	A report about a European project		
Self-assessment (Can-do statements)	Can read maps and reports about countries; can talk about countries and school subjects; can listen to pupils talking about school projects; can write reports about countries and people's everyday activities; can express habits, routines and present situations		
LESSON	SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	Meeting the Newcomers	Reading: Ss' reports about their country Reading for gist; Reading for specific information Speaking: asking and answering about nationalities and habits Writing: Filling-in a diagram about what pupils do in schools in Greece and in Great Britain	Describing habits and routines; Giving personal information Present Simple Adverbs of frequency Words related to nationalities, countries, landforms/geography
2	At the school lab	Listening to a conversation at the school lab; Listening for gist and specific information Speaking: A Game: Charades Writing: Mr Badluck's day	Describing present situations; Exchanging ideas Present Continuous Words related to school subjects, activities, facilities
3	A Geography Project	Reading: a report Writing a report and editing a text	Talking /writing about a report; Paragraphing Simple Present Tense Vocabulary about countries, nationalities, geography

UNIT 2: Going shopping	
Crosscurricular notions	Organization, Categories, Decision Making, Reasoning, Information
Related subjects	Mathematics, Computer Science, Internet, Poetry, Health Education, Consumer Education, Citizenship
Project	An on-line order
Self-assessment (Can-do statements)	Can read a supermarket flyer, a canteen menu, an internet site, a receipt; can listen to people talking in supermarkets and department stores; can talk and write about shopping goods, prices and online orders

LESSON	SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1 At the supermarket	Reading: a supermarket flyer, a school canteen menu, an internet site Reading to locate specific information; Reading for gist Listening: A dialogue at the supermarket Speaking: Role play of shopkeepers/ assistants and customers Writing: What to buy at the school canteen	Expressing quantity	Countable, uncountable nouns, a/an, some, any, how much, how many Words related to containers, units of weight, size, shape, shopping goods etc.
2 At the mall	Listening: a dialogue in a department store; Listening for specific information Reading: a Receipt Speaking: Class-work: The fashion show; The school bazaar Writing: a poem describing a favourite thing using the senses	Describing senses Expressing quantity	Verbs of senses: it looks, it feels, it tastes etc. a little/little, a few/few Order of adjectives Words related to colours, material, size etc.
3 E-shopping	Reading: an internet site Writing: a toy order	Ordering and buying goods Filling an online order	Words related to toys, goods etc.

UNIT 3: Imaginary creatures

Crosscurricular notions	Similarities and Differences, Self-Awareness, Information, Communication, Culture		
Related subjects	Mythology, Literature, Theatre Education		
Project	Act out a scene from Midsummer Night's Dream		
Self-assessment (Can-do statements)	Can read an acrostic poem, a literature extract, reports about creatures and monsters; can talk and write about people's appearance and personality; can listen to a ghost story; can use adjectives and adverbs		
LESSON	SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1 Old and Modern Creatures	Reading: An acrostic poem, a literature extract. Reading about monsters and creatures Reading for gist, understanding text cohesion and completing gaps Speaking: Talking about fairy-tale heroes <i>What am I like? Talking about people's appearance and personality</i> Writing: Filling-in ID cards Writing about the appearance of monsters / creatures and comparing them	Describing and comparing people and things Describing people's personality	Comparisons of adjectives (comparative, superlative), irregular adjectives, opposites, opposites with suffixes Words related to fairy tales, heroes, monsters Adjectives describing characteristics, personality and skills

2	Do you believe in ghosts?	Listening: a ghost story in play form Listening for gist Reading: The Monster Quiz Speaking: A Game: Do it our Way	Describing and comparing people and things	Comparisons of adjectives (as/as, not so as) Comparison of adverbs Words describing a place and a house.
3	Classroom theatre	Reading: a literature extract Shakespeare's play: Midsummer Night's Dream Project: Perform a Scene from "Midsummer Night's Dream"	Adapting, preparing and acting out a scene from a play	Words related to theatre performance

UNIT 4: The history of the aeroplane

Crosscurricular notions	Time and Place, Information, Interaction, Communication, Culture, Progress, Change		
Related subjects	Science, Mythology, History, Environmental Education, Career Guidance, Poetry, Arts and Craft		
Project	Poems, paintings, pictures and information about the fall of Icarus		
Self-assessment (Can-do statements)	Can read emails and attached files, a poem & biographies of inventors; can talk and write about paintings, biographies and poems; can talk about events in the past; can use linking words		
LESSON	SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	A Day at the Museum Listening: the myth of Daedalus and Icarus Reading: e-mail messages and attached files, museum worksheets Reading for specific information / for gist Speaking: Role-play: Talking about Icarus and the Wright Brothers Mediation: Από τη Γη στην Σελήνη	Talking about events in the past	Past simple, Regular and Irregular verbs (affirmative, interrogative, negative) Words related to planes and flights
2	An air-pocket Listening: a dialogue about an air-pocket Listening for gist, for specific information Reading: Information about types of planes Information about Igor Sikorsky Speaking: Talking about the missing luggage Writing: a biography	Narrating past events.	Past Continuous (talking about interrupted past states, narrating past events) Linking words: when, as, after that, while, then, later, first, second, finally Words related to planes and forces of flight
3	The Fall of Icarus Reading: a poem about the fall of Icarus Speaking: about a painting Writing: a poem	Describing paintings and pictures	Revision of tenses taught

UNIT 5: Travelling through time

Crosscurricular notions	Communication, Culture, Information, Multiculturalism, Internet, Tradition, Similarities and Differences
Related subjects	Music, History, Local History, Road Safety
Project	A Museum Leaflet

Self-assessment (Can-do statements)		Can read a diary, a museum leaflet, lyrics of songs; can talk about the past/habits in the past/memories; can ask for/give information or directions; can talk about transportation; can listen to a song, a museum guide; can write an informal letter		
LESSON		SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	Diaries	Reading: a questionnaire, diaries, lyrics of songs, a museum leaflet, street maps, transportation rules and signs Reading for specific information Speaking: Talking about present and past habits Listening to the song: "Yesterday" Writing: use a photo to write about the past	Expressing Present and Past habits	Used to Words related to clothes and hair styles
2	Transportation	Listening: a museum-recorded message and a museum guide Listening for specific information Listening for gist Speaking: Visiting the museum: giving information and street directions Reading: Recognizing signs and rules on trains & buses Writing: a list of rules and signs for trains and buses Writing an informal letter	Asking for directions and information; Giving directions and information; Familiarization with the layout of informal letters; Paragraphing	Expressions and words related to asking for and giving information and directions Words related to means of transport Set phrases and expressions for letter writing
3	The Museum Leaflet	Reading: a museum leaflet Project: A Museum Leaflet	Talking /writing about the Transport Museum Leaflet	Words related to museum visits

UNIT 6: Me, myself and my future job

Crosscurricular notions	Self-Awareness, Personal Development, Information, Communication, Interaction, Change, Progress, Reasoning			
Related subjects	Career Guidance, Citizenship			
Project	A job profile			
Self-assessment (Can-do statements)	Can read job profiles, job advertisements, safety rules at work, a job interview questionnaire, can talk about skills/abilities, interests, personal traits, future careers and a job interview; can express ability, possibility, permission, advice, predictions, promises, warnings, requests, offers; can listen to professionals at work, can write new year resolutions, safety rules and job profiles			
LESSON		SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	Talking about jobs & careers	Reading a self esteem quiz, job advertisements, job profiles; Reading for specific information Speaking: A telephone dialogue: Asking for and giving job information; Talking about pupils' interests, skills/abilities, future jobs	Expressing ability, permission, possibility	Modal verbs: can, may, should Words related to personal traits, skills/abilities, school subjects

2	What do they do?	Listening: A dialogue: What do they do? Guessing people's jobs; Listening for specific information Speaking: Talking about pupils' interests, skills/abilities, goals Talking about safety rules Reading: Safety rules at work	Giving advice, expressing prediction, warning, promise, offer, decision on the spot, intention	Future tense: will, going to Words related to skills/abilities, school subjects, safety rules
3	What the future holds for you	Reading: a job questionnaire Speaking: Talking about future jobs Project: A job profile	Expressing prediction	Words related to jobs, skills, abilities etc.

UNIT 7: Share your experiences

Crosscurricular notions	Sports, Olympic Spirit, Information, Communication, Progress, Team Spirit, Differences & Similarities		
Related subjects	Physical Education, Citizenship, Environmental Education, Theatre Education		
Project	A poster about your personal record		
Self-assessment (Can-do statements)	Can read a questionnaire, newspaper extracts and a poster; can talk about swimming styles, theatre shows, world and Olympic record and past experience connected to the present; can listen to a radio programme; can write a report about a Paralympics Champion, a page of the class book of records and about personal records		
LESSON	SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	Famous Record Holders	Reading: A questionnaire: Share your experiences Newspaper reports: "Famous record holders" Reading for specific information Speaking: Talking about swimming styles; The hot air balloon competition: Talk about what you have done in your life so far; Let's play: Have you ever...?	Describing past experiences; Comparing general experiences and events that happened at a specific time Present Perfect Simple Present Perfect vs. Past Simple Words related to sport events Words related to performances and theatre
2	Top Stories on the Radio	Listening: A radio programme: "Top stories" Listening for gist / Listening for details Speaking: Interview with a famous Paralympics champion Act out a dialogue: What have you been doing? Writing a page for the class book of records; Writing a report about a champion to appear in the local newspaper Mediation: a newspaper extract about K. Fykas	Expressing duration Present Perfect Continuous The use of for and since Words related to world records
3	Going for the Gold	Reading: a poster: a great opportunity for students Speaking: Talking about accomplishments and personal bests Project: A poster about your personal record	Expressing experience and achievement Words related to personal bests and achievements

UNIT 8: Blow your own trumpet				
Crosscurricular notions		Information, Communication, Culture, Personal Safety, Stereotypes, Conflict		
Related subjects		Music, Consumer Education , Mathematics, Citizenship		
Project		An advice letter		
Self-assessment (Can-do statements)		Can read a music festival leaflet, a magazine article about pocket money; can talk about musical instruments, festivals, money, personal safety, how to express something likely to happen now or in the future, how to express something impossible or unlikely to happen now or in future, how to give advice; can listen to different musical instruments, a song about money, people talking about what they would spend their money on; can write an e-mail about a museum of musical instruments and a letter to a magazine advice page		
LESSON		SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	Harmony, Melody and Rhythm	<p>Reading a leaflet about Music Education Series; Reading a leaflet about festival activities; Reading for gist / for specific information Speaking: Talking about the story of the Little Red Riding Hood; Persuading a friend to choose a festival Writing: an email: the museum of folk instruments</p>	Talking about events that depend on a condition; Expressing possibility/probability	Type1 Conditional sentences Words related to music, concerts, festivals, events
2	Feel the Rhythm	<p>Listening: A song: A rich man's world Listening to a dialogue on how you would spend your money; Listening for specific information Reading: A magazine article about pocket money and pester power Speaking: Talking about what you would spend your money on Writing: A class survey: how Ss spend their pocket money</p>	Expressing imaginary situations	Type 2 conditional sentences Words related to money
3	The Problem Page	<p>Reading: a letter from a problem page magazine Speaking: talking about children's problems Project: An advice letter</p>	Asking for and giving advice Paragraphing	Words and set phrases related to letter writing: greeting, opening and closing paragraphs, signing off

UNIT 9: Earth Day everyday	
Crosscurricular notions	Information, Communication, Culture, Time and Place
Related subjects	Environmental Education, Science, Literature, Art, Geography, Biology
Project	Acting: The Awful 5
Self-assessment (Can-do statements)	Can read a questionnaire, an earth day story and a play about pollutants; can talk about pollution, endangered species and protection of the environment; can understand activities that happened before another action in the past; can listen to a presentation about endangered species; can write e-mails about environmental problems and a poster; can express the result of an action or a situation

LESSON	SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1 An Earth Day Story	Reading: A story: An Earth Day Story Reading for gist/ reading for specific information; making inferences Speaking: Asking about events; Giving advice about the protection of the environment Writing: write an e-mail about a day trip to the beach	Sequencing past actions	Past Perfect Simple Words related to environment
2 Save the Endangered Species	Listening: a presentation at an environmental centre Listening for gist / for Specific Information. Speaking: Information gap: Talking about endangered animals Writing: e-mails about an Environmental centre and about endangered animals Making a poster about the environment	Expressing result and deduction; Expressing reason	Clauses of Reason Clauses of Result Words related to animals
3 The Awful 5	Reading: A part of a play: "The Awful Five" Project: Acting: The Awful Five	Improvising	Words related to pollution Words related to setting up part of a play

UNIT 10: Time for fun

Crosscurricular notions	Culture, Communication, Self-Awareness, Information, Organisation		
Related subjects	Art and Literature		
Project	A Film Review		
Self-assessment (Can-do statements)	Can read a questionnaire, an article about James Bond, signs and notices, film reviews; can talk about films and books; can listen to dialogues about films and books; can write an e-mail about a book, a poster, signs and notices and a film review; can express suggestions and can emphasize the action rather than the doer		
LESSON	SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1 The Different Faces of a Super Spy	Reading: A questionnaire; An article about James Bond; Reading signs and notices; Reading for gist; Reading for specific information Speaking about films and books Writing an e-mail about a book Making a poster Writing signs and notices	Emphasizing actions	Simple Present Passive Words related to films and books

2	The Film Festival	<p>Listening: Listening to a dialogue about going to the cinema Listening for specific information</p> <p>Speaking: Making /responding to suggestions about going to the cinema</p> <p>Mediation: an e-mail: information about a book</p>	<p>Describing films / books; Talking about one's feelings; Expressing suggestions; responding to suggestions</p>	<p>Expressions of preference ..ing/ed Adjectives adjectives to describe films and books adjectives to describe feelings</p>
3	A Film Review	<p>Reading: an outline of a film review</p> <p>Project: A Film Review</p>	<p>Describing a film</p>	<p>Words related to writing a film review</p>

Appendix I	It's your choice!
Appendix II	Resource materials
Appendix III	Grammar
Appendix IV	Irregular verbs
Appendix V	Vocabulary list
Appendix VI	Maps

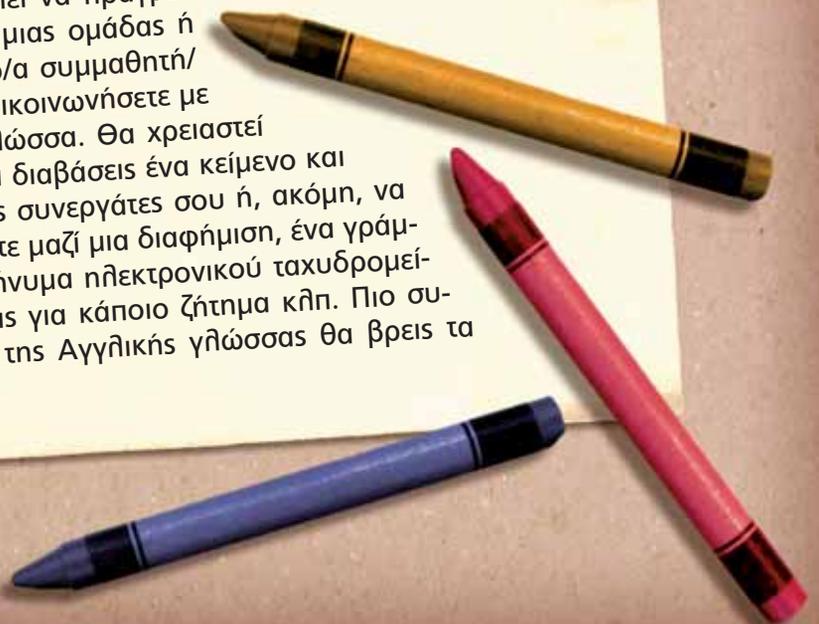
A. Εισαγωγή για το μαθητή

Αγαπντέ μαθητή, αγαπντή μαθήτρια,

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 αλλή και στην εικονική πραγματικότητα, δηλαδή στο διαδίκτυο. Από εκεί μπορείς να αντλεις πληροφορίες αλλή και να ανταλλάσεις γραπτά μηνύματα, καθώς και να συμμετέχεις σε κουβεντούλες σε πραγματικό χρόνο με συμμαθητές και συμμαθήτριες σου από όλον τον κόσμο. Η εκμάθησή 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 αλλή και να οικοδομήσεις νέες γνώσεις όχι μόνο για τη γλώσσα αλλή και για τον κόσμο γύρω σου. Γι' αυτό η συγγραφή του βιβλίου στηρίχτηκε όχι μόνο στους γραμματικούς κανόνες και τις λεξιλογικές ασκήσεις αλλή 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, αλλή 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, αλλή 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 διαβάσεις ένα κείμενο και να το σχολιάσεις 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 βρίσκεις πολύ εύκολη ή πολύ δύσκολη κάποια δραστηριότητα μιας ενότητας
- Δραστηριότητες διαμεσομάθησης, 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 γνωρίσεις καλύτερα τον τρόπο που μαθαίνεις. Έτσι, σταδιακά θα μπορείς να διαμορφώνεις ο/η ίδιος/α το μαθησιακό σου πρόγραμμα με βάση τις δικές σου ανάγκες και να εδραιώσεις την ανεξαρτησία σου σ' έναν κόσμο που συνεχώς μεταβάλλεται και απαιτεί διαρκή ενημέρωση και προσαρμογή στις νέες συνθήκες. Σου ευχόμαστε να απολαύσεις την πορεία προς τη μάθηση!

Η συγγραφική ομάδα

B. Ο 10-λογος για την αυτονόμηση του μαθητή

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

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

Unit 1 Our multicultural class

You are here to READ

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

and TALK about

countries and their culture, school subjects and every day activities

and LISTEN TO

pupils talking about school projects

and WRITE

reports about countries and people's everyday activities

and LEARN

how to use the Present Simple and the Present Continuous tense



A Geography quiz

Are these **TRUE** or **FALSE**? Tick the correct box.

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

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

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

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.

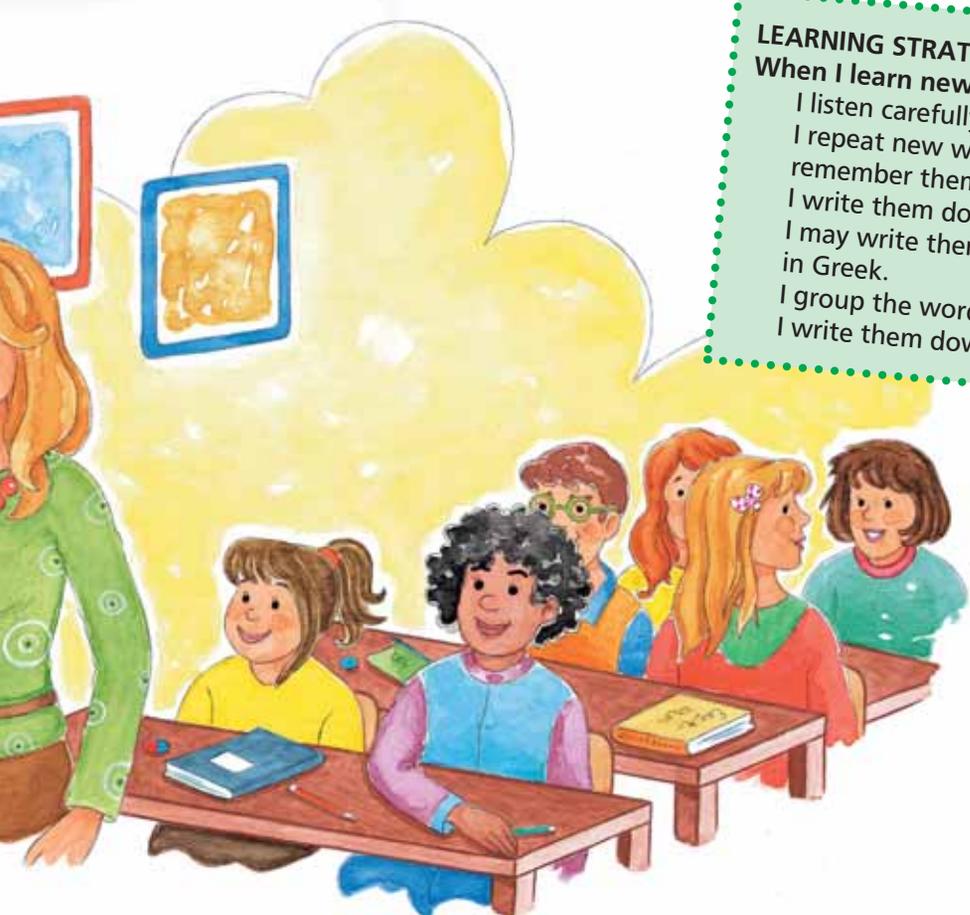
My country is not very rich and our parents sometimes go to other countries, such as Italy, France or Greece, and work there. However, we miss our homeland.

Christina

OUR NEWCOMERS TO SCHOOL

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

Georgi



LEARNING STRATEGIES

When I learn new words...

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

I write them down.

I may write them down with the translation in Greek.

I group the words by topic.

I write them down in an example sentence.



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

Country	Capital	Nationality
Georgia	T'blisi	Georgian
Albania		
Ukraine		



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



Country	Terrain	Weather	Problems
Albania			
Georgia			
Ukraine			

2. Grammar

A. LOOK AT THE EXAMPLES:



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

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



Which example **a** or **b** refers to:
 something that happens regularly?
 something true in general?

B. STUDY THESE TABLES

Do you remember?

Grammar Box



Present Simple Tense

Affirmative		Interrogative			Negative		
I you we they	swim go watch worry wash	Do	I you we they	swim ? go ? watch ? worry ? wash ?	I you we they	don't	swim go watch worry wash
he she it	swims goes watches worries washes	Does	he she it		he she it	doesn't	



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

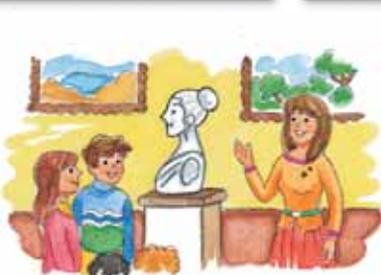


A. Alice, your pen-friend from Great Britain has sent you some pictures with her daily activities. Look at the pictures below and write what she does every day:

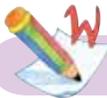




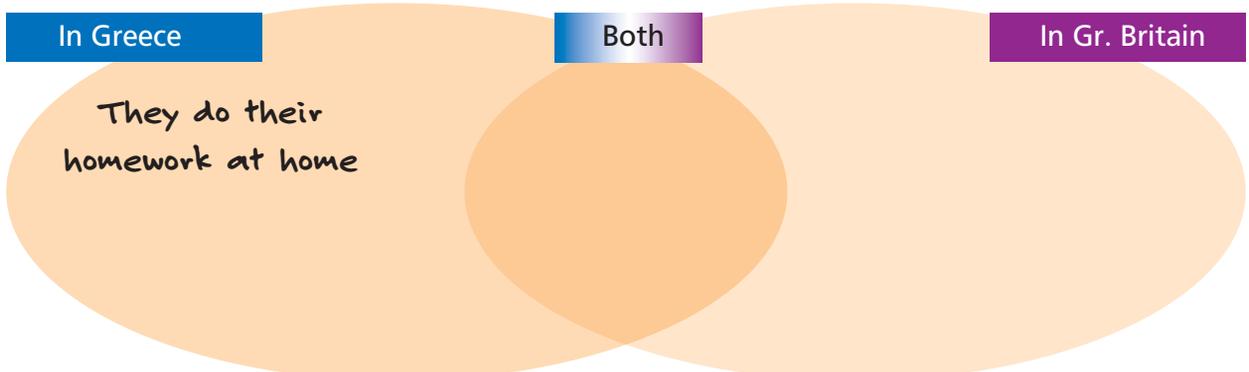








Now fill in the diagram about what pupils do in Greece and in Great Britain:



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.



$$2(\alpha + \beta)^2 + 3 = 45.086x$$

$$2(\sqrt{97})^3 -$$

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. _____

UNIT 1

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

Grammar Box

Do you remember



Present Continuous Tense

Affirmative

I	am	
he she it	is	working swimming
we you they	are	

Interrogative

Am	I	
Is	he she it	working? swimming?
Are	we you they	

Negative

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



Now complete the rule:

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

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



4. Practice



A. A GAME: Charades

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

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

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...



...but today...



You can start like this:

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

Lesson 3 A Geography project

1. Some information



A. Pupils from different European countries are taking part in a project. The pupils are presenting themselves and their own country. This is Gwen's report. Read her report and match the topics with the paragraphs:



1. My name is Gwen **and** I am ten years old. It is a Welsh name, because my father comes from Wales, but now I live in Oxford, England. The official name of my country is *The United Kingdom of Great Britain and Northern Ireland* **and** it includes Great Britain (England, Wales and Scotland) and Northern Ireland. Great Britain is actually an island. An underwater channel, the Channel Tunnel, connects Great Britain to France in the South. The North Sea in the East separates it from the rest of Europe.
2. The country is mostly mountainous in Scotland and Wales but with green plains and hills in the South. Rivers flow across this part of the country. The famous river Thames runs through London, the capital of England.
3. The weather is cold in winter and warm in summer time, but it is also wet. It rains most of the time.
4. The people of Britain are multicultural, coming from different countries and races, so here you can meet British people from Asia, Africa or the Caribbean. They speak English and the language of their fathers as well.
5. I think it's exciting to live in Great Britain because it opens its doors to everyone!

Landscape Paragraph [] People Paragraph []
 Name of country, borders .. Paragraph [] Weather Paragraph []
 The writer's opinion Paragraph []

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



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



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

Step a Write a plan

Paragraph 1: Introduction, name of country, borders

Paragraph 2: landscape

Paragraph 3: the weather

Paragraph 4: the people

Paragraph 5: your opinion

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

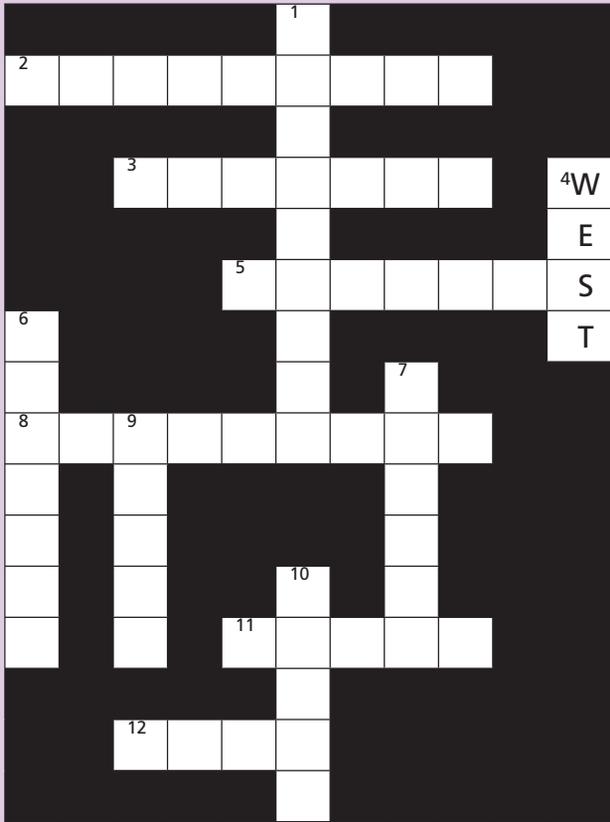
Step c Write your report. Use **and to join your sentences.**

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

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

Check yourself

A. The Geography Crossword Puzzle



Across:

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

Down:

1. On a map we can spot _____ like rivers, lakes, mountains.
4. The opposite of East
6. The _____ city of Greece is Athens.
7. People in Georgia grow tea in the large _____
9. Thessaloniki is in the _____ of Greece.
10. The opposite of North

___ / 6 points

B. Match

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



___ / 3 points

C. Tick the suitable verb:

1. I'm on holiday now. I ___ a great time.
 have am having
2. She's Italian. She ___ from Rome.
 comes is coming
3. —' ___ your meal?' —'Yes, it's very good.'
 Are you enjoying Do you enjoy
4. This term, I ___ German for the first time.
 study am studying
5. Water ___ at a hundred degrees.
 boils is boiling

___ / 2 ½ points

D. Tick the correct sentence:

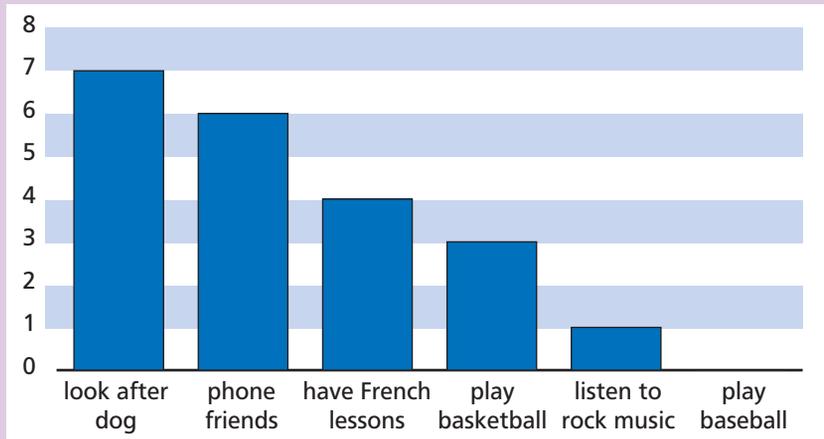
1. **A pupil is in the library.**
 - a. He is reading a book.
 - b. He reads a book.
2. **About my hobby?**
 - a. I am collecting stamps.
 - b. I collect stamps.
3. **Some children are at the fast food restaurant.**
 - a. They are eating a burger.
 - b. They eat a burger.
4. **Usually at the concert 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 ½ points

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

John always _____

He often _____



He _____

___ / 6 points
My total score is ___ / 20 points

See p. 46 Workbook

NOW TICK WHAT YOU CAN DO

REMEMBER when you learn new words in English:
 • Group them by topic and repeat them as many times as you can.

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 _____



Unit 2 Going Shopping

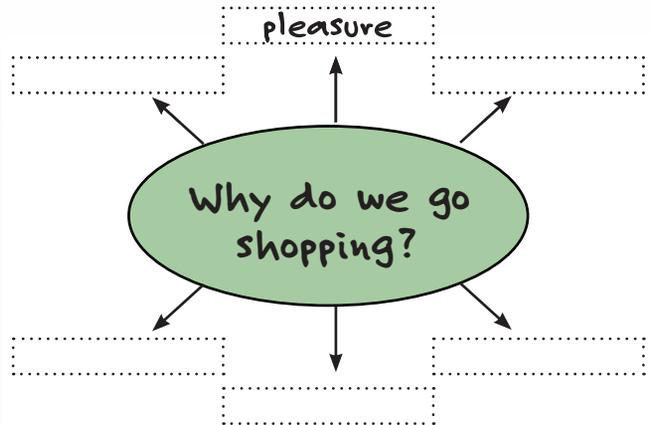
You are here to **READ**
a supermarket flyer, a shopping list, a school canteen menu, a receipt, an internet site

and **TALK** about
shopping goods and their prices

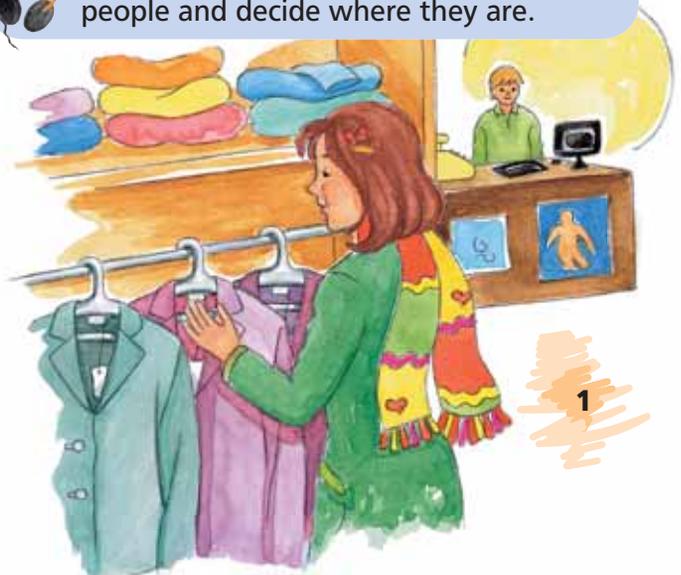
and **LISTEN TO**
people talking in supermarkets and department stores

and **WRITE**
shopping lists and on-line orders

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



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



1



2



3

Lesson 1 At the supermarket

1. Reading



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



.....

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

.....

B. Every FFM has well trained butchers in-store, able to prepare over a hundred cuts of meat

like beef and lamb ribs, pork chops and steaks. So whether it's some mince for a cottage pie or a turkey for a special occasion, our butcher can prepare the cut that's right for you.

.....

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



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

1. The dairy corner 2. The bakery 3. Meat and poultry 4. The greengrocer's



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

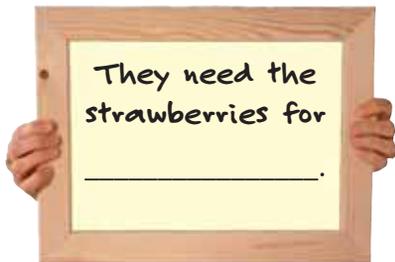
Which paragraph(s) tell(s) you...

- | | |
|---------------------------------------|---------|
| that you can buy healthy food | 1. ____ |
| that you can buy a variety of sweets | 2. ____ |
| that everything is in a good price | 3. ____ |
| what you can buy for a barbecue party | 4. ____ |
| what to buy for a rich breakfast | 5. ____ |



C. LISTEN AND ANSWER.

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



Price: _____ p a box!

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

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



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



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	
a banana an apple	some bananas	some milk



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

Now complete the rule:

We use _____ / _____ before **countable nouns in singular**.

We use _____ before **countable nouns in plural** and before **uncountable nouns**.

B. SOME, ANY, HOW MUCH, HOW MANY

Have you got **any** milk?

How much milk have you got?

Have you got **any** bananas?

How many apples have you got?

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

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

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

I've got **a lot**.



Grammar Box

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



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

some milk
some chocolate
some sugar

a bottle of milk
a bar of chocolate
a packet of sugar

3. Practice

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



You are at the supermarket with your friend. Put 5 things in your shopping bag but don't let your friend see what's in it. Ask each other questions to find out what's in your friend's bag and write them down.

My shopping bag

My friend's shopping bag



Example:

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



B. ROLE-PLAY: A SHOP IN THE CLASSROOM

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

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.



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.

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
Total:		€

Lesson 2 At the mall

1. Speaking



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 NY 10019, 212-7579860
 546897 Reg 1 ID 37 6:25pm 07J02105

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

b



7 806081 056200

THANK YOU FOR SHOPPING AT
HELENA'S, HERALD SQUARE

CUSTOMER COPY	PURCHASE
5003 ASSC 266234	10/12/04

POLO SHIRT	QTY 1	10.30
SWEATER	1	45.00
JACKET	1	59.90
TRACK SUIT	1	48.70
	19% TAX	31.14
TOTAL AMOUNT		195.04

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 FOR RETURN/EXCHANGE

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 And How About A New Career?
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 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
Total: \$	25.32
Charge:	25.32
Cash change	0.00

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

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

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

- 1. The girl wants a gift for...**
a. her father's birthday b. Father's Day c. her brother's birthday
- 2. She's looking at...**
a. ties and shirts b. shorts and T-shirts c. shirts and T-shirts
- 3. The black shirt costs...**
a. \$20.95 b. \$30.95 c. \$40.95
- 4. The girl doesn't want the black shirt because...**
a. it's too big b. it's too small c. it's too expensive
- 5. She finally buys...**
a. a black T-shirt b. a black shirt c. a green T-shirt



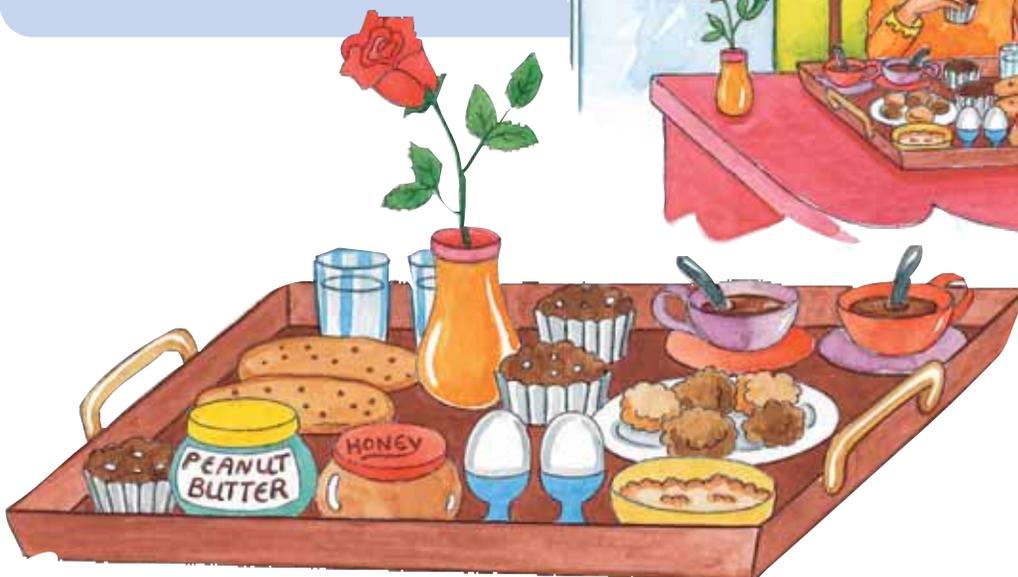
C. FATHER'S DAY

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



D. LISTEN AND ANSWER

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



Now turn to p.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



biscuits



lemon juice



water



4. Practice



A. THE FASHION SHOW: Be a model!

Take turns and walk like fashion models on the catwalk.

The other students use the words below to describe what the "model" is wearing. Make comments on his/her clothes.

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

Example:

She's wearing a cute, pink, woollen sweater.

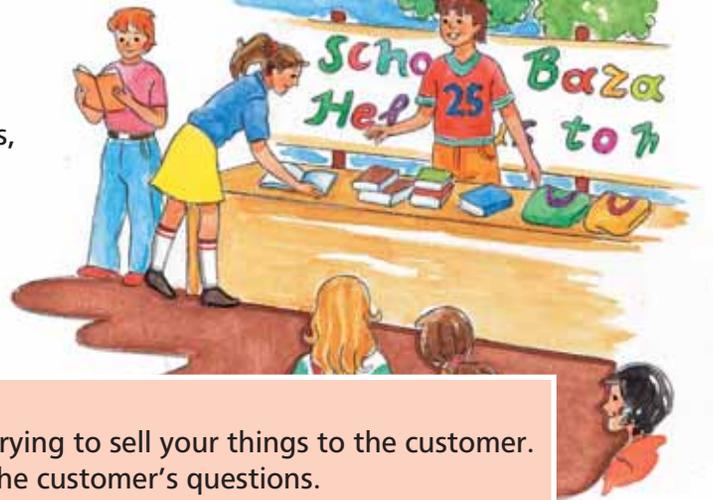
It suits her!

He's wearing smart, dark blue, denim jeans.

They match his T-shirt.

B. PAIR WORK – The School Bazaar

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



Pupil A

You are the customer and you are trying to buy the things you want. Ask questions like:

How much is it/ are they?
What is it made of? etc.

Pupil B

You are trying to sell your things to the customer. Answer the customer's questions.

5. Writing



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

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

a pair of snickers
your favourite dessert
a new shirt
a fruit, etc.

Example:



Write your poem and put it in your portfolio.

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!

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

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!**



Item	Unit Price	Quantity	Subtotal
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total			<input type="text"/>

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



___ / 2 ½ points

suit
fit
match
go with
look

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

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

___ / 2 ½ points

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

Here is your change and receipt.

I'll take them.

Here is the cash.

How much are they?

Yes, in the glove section.

Can I help you?

Do you have any gloves?

Cash or credit card?

They are €20.

Excuse me!

Customer	Assistant

___ / 5 points

E. Choose the correct answer:

1. I have got _____ CDs.	<input type="checkbox"/> a lot of <input type="checkbox"/> much <input type="checkbox"/> many	4. _____ children can speak Italian.	<input type="checkbox"/> many <input type="checkbox"/> a few <input type="checkbox"/> a little	8. Do you have _____ mushrooms in your pizza?	<input type="checkbox"/> any <input type="checkbox"/> some <input type="checkbox"/> little
2. There is _____ butter. We can't make a cake.	<input type="checkbox"/> little <input type="checkbox"/> a little <input type="checkbox"/> any	5. Do you need _____ eggs to make an omelette?	<input type="checkbox"/> a lot of <input type="checkbox"/> a few <input type="checkbox"/> many	9. Help yourself! There is _____ orange juice left.	<input type="checkbox"/> a little <input type="checkbox"/> a few <input type="checkbox"/> any
3. There is _____ money in my purse.	<input type="checkbox"/> any <input type="checkbox"/> some <input type="checkbox"/> a few	6. _____ sugar do you have in your tea?	<input type="checkbox"/> how much <input type="checkbox"/> how many <input type="checkbox"/> how	10. There isn't _____ minced beef to make moussaka.	<input type="checkbox"/> some <input type="checkbox"/> many <input type="checkbox"/> any
		7. _____ cans of beer are there in the fridge?	<input type="checkbox"/> how much <input type="checkbox"/> how <input type="checkbox"/> how many		

___ / 5 points
My total score is ___ / 20 points

See p. 46 Workbook

NOW TICK WHAT YOU CAN DO

REMEMBER when you speak English in class:

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

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

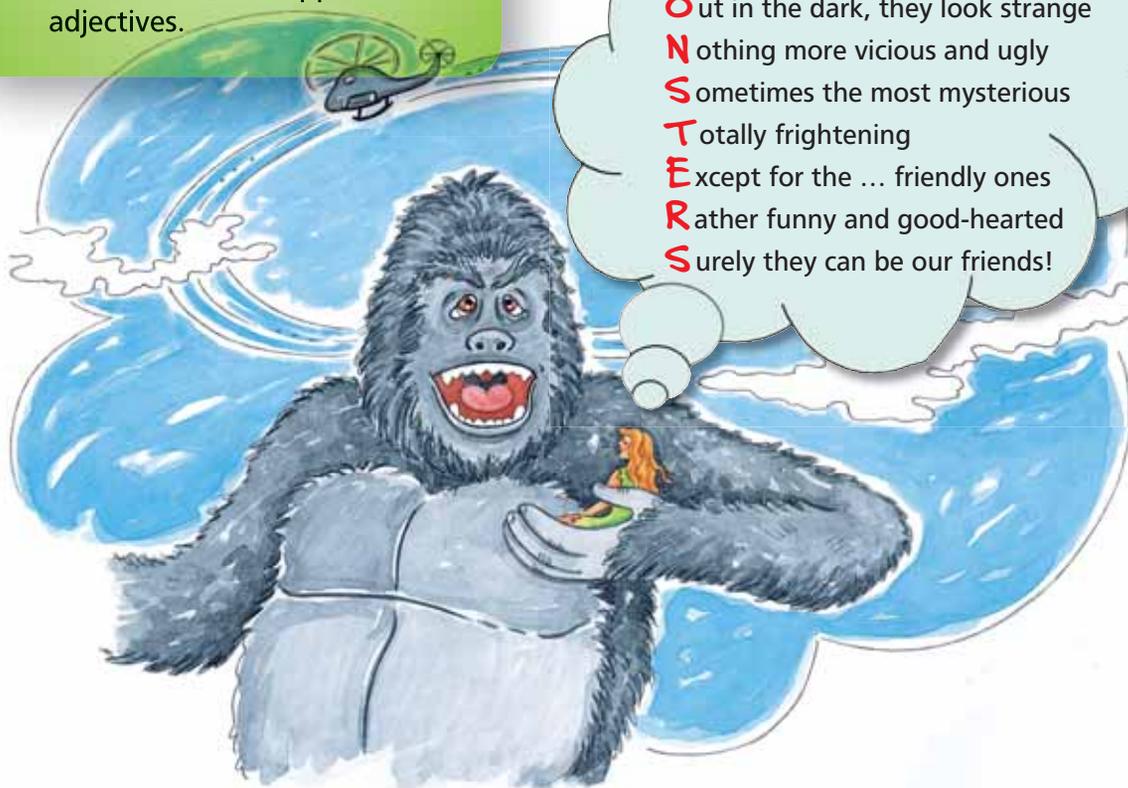
and LISTEN TO
a ghost story

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.**



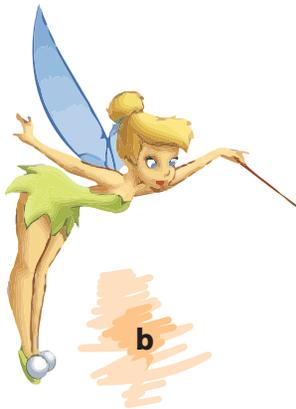


Lesson 1 Old and modern Creatures

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

1. Reading

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



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

- A. they get married and they have children.
- B. Then he swims off with his pockets full of sailors.
- C. They soon fall in love with each other and get married.
- D. Everywhere he goes, people and animals flee.



Polyphemus the Cyclops

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

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



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 messenger Puck, to play tricks on people and make them fall in love with the first creature they see when they wake up...



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.



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!



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

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

D. Talk about your own monster.

2. Grammar

A. Read the following dialogue. Find out how John and Mary are comparing the creatures in the texts. Complete the unfinished sentences:

Mary: The Cyclops Polyphemus is **bigger** and **stronger than** Shrek.
 John: He may be **bigger** but Shrek is **more horrible than** him. When he looks at himself in the mirror he is frightened. He is **the ugliest of** all the creatures on this page.
 Pupil 1: Look at Tinkerbelle. She looks _____ and _____!
 Pupil 2: I don't think so. I think Puck is _____.
 He plays tricks on people.



B. MAKING COMPARISONS

Do you remember?

Grammar Box



	ADJECTIVE	COMPARATIVE	SUPERLATIVE
SHORT ADJECTIVES	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 ADJECTIVES	horrible	more ... than	the most ... of/in
		more horrible than	the most horrible of/in



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



Now find more comparatives and superlatives in the texts on pages 26-27 and write them down in your copybook.

Comparative Form: We add _____
 _ in short adjectives and _____ +
 _____ in long adjectives.
 Superlative Form: We add _____
 in short adjectives and _____ +
 _____ in long adjectives.

C. STUDY THIS BOX, TOO:

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

D. OPPOSITE ADJECTIVES

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



friendly	un friendly
happy	un happy
kind	un kind
attractive	un attractive
sensitive	in sensitive
predictable	un predictable
expensive	in expensive
active	in 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 Tinkerbell'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 table because _____.
 - 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!



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

Do you think we could spend the night here?



Here, a fifty-cent coin!



Where do you say that house is?



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



Look! Look on the kitchen table!



A folktale from New York, USA, found at 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 dark as** hell.

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

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

noun or pronoun	negative verb	as/so	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 quiet .	They are playing quietly .
That is a happy boy.	He is singing happily .
BUT (exceptions)	
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 .



Complete the rule:

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