ΑΓΓΛΙΚΑ ΣΤ´ ΔΗΜΟΤΙΚΟΥ

Βιβλίο μαθητή
ΣΥΓΓΡΑΦΕΙΣ
Ελένη Εφραιμίδου, Εκπαιδευτικός ΠΕ6
Ελένη Ζώη-Ρέππα, Σχολ. Σύμβουλος ΠΕ6
Φιλίτσα Φρουζάκη, Εκπαιδευτικός ΠΕ6

ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ
Ελένη Μανωλοπούλου-Σέργη, Σχολ. Σύμβουλος
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ΕΙΚΟΝΟΓΡΑΦΗΣΗ
Μαριάνθη Βουτσά, Εικονογράφος

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Σωτήριος Καραούλιας, Εκπαιδευτικός ΠΕ6

ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΜΑΘΗΜΑΤΟΣ
Ιωάννης Χρυσοχώς
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Μιχαήλ Λεβής ΑΕΤΕΝ. ΑΕ

ΑΝΑΔΟΧΟΣ
Στην επεξεργασία του υλικού συνεργάστηκε ο κ. Θανάσης Πυργαρούσας

ΠΡΟΕΚΤΥΠΩΤΙΚΕΣ ΕΡΓΑΣΙΕΣ
ΒΙΒΛΙΟΣΥΝΕΡΓΑΤΙΚΗ Α.Ε.Π.Ε.Ε

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 ΙΝΣΤΙΤΥΤΟ
Δημήτριος Γ. Βλάχος
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.
ΑΓΓΛΙΚΑ ΣΤ´ ΔΗΜΟΤΙΚΟΥ

Βιβλίο μαθητή
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## UNIT 1: Our Multicultural Class

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<tr>
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</tr>
<tr>
<td>Project</td>
<td>A report about a European project</td>
</tr>
<tr>
<td>Self-assessment (Can-do statements)</td>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LESSON</th>
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<tr>
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<td>Meeting the Newcomers</td>
<td>Reading: Ss' reports about their country; Reading for gist; Reading for specific information</td>
<td>Describing habits and routines; Giving personal information</td>
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<tr>
<td></td>
<td></td>
<td>Speaking: asking and answering about nationalities and habits</td>
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</tr>
<tr>
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<td></td>
<td>Writing: Filling-in a diagram about what pupils do in schools in Greece and in Great Britain</td>
<td></td>
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<td>2</td>
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<td>Speaking: A Game: Charades</td>
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<td>Writing: Mr Badluck’s day</td>
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<td>Reading: a report Writing a report and editing a text</td>
<td>Talking /writing about a report; Paragraphing</td>
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## UNIT 2: Going shopping

<table>
<thead>
<tr>
<th>Crosscurricular notions</th>
<th>Organization, Categories, Decision Making, Reasoning, Information</th>
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<tbody>
<tr>
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<td>An on-line order</td>
</tr>
<tr>
<td>Self-assessment (Can-do statements)</td>
<td>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</td>
</tr>
<tr>
<td>LESSON</td>
<td>SKILLS / STRATEGIES</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------</td>
</tr>
<tr>
<td>1</td>
<td><strong>At the supermarket</strong>&lt;br&gt;Reading: a supermarket flyer, a school canteen menu, an internet site&lt;br&gt;Reading to locate specific information; Reading for gist&lt;br&gt;Listening: A dialogue at the supermarket&lt;br&gt;Speaking: Role play of shopkeepers/assistants and customers&lt;br&gt;Writing: What to buy at the school canteen</td>
</tr>
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<td>2</td>
<td><strong>At the mall</strong>&lt;br&gt;Listening: a dialogue in a department store; Listening for specific information&lt;br&gt;Reading: a Receipt&lt;br&gt;Speaking: Class-work: The fashion show; The school bazaar&lt;br&gt;Writing: a poem describing a favourite thing using the senses</td>
</tr>
<tr>
<td>3</td>
<td><strong>E-shopping</strong>&lt;br&gt;Reading: an internet site&lt;br&gt;Writing: a toy order</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>LESSON</th>
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<th>LANGUAGE (Functions)</th>
<th>LANGUAGE (Structures/Lexis)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Old and Modern Creatures</strong>&lt;br&gt;Reading: An acrostic poem, a literature extract.&lt;br&gt;Reading about monsters and creatures&lt;br&gt;Reading for gist, understanding text cohesion and completing gaps&lt;br&gt;Speaking: Talking about fairy-tale heroes&lt;br&gt;What am I like? Talking about people’s appearance and personality&lt;br&gt;Writing: Filling-in ID cards&lt;br&gt;Writing about the appearance of monsters / creatures and comparing them</td>
<td><strong>Describing and comparing people and things</strong>&lt;br&gt;Describing people’s personality</td>
<td><strong>Comparisons of adjectives (comparative, superlative), irregular adjectives, opposites, opposites with suffixes&lt;br&gt;Words related to fairy tales, heroes, monsters&lt;br&gt;Adjectives describing characteristics, personality and skills</strong></td>
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### UNIT 4: The history of the aeroplane

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>Related subjects</strong></td>
<td>Science, Mythology, History, Environmental Education, Career Guidance, Poetry, Arts and Craft</td>
</tr>
<tr>
<td><strong>Project</strong></td>
<td>Poems, paintings, pictures and information about the fall of Icarus</td>
</tr>
<tr>
<td><strong>Self-assessment (Can-do statements)</strong></td>
<td>Can read emails and attached files, a poem &amp; biographies of inventors; can talk and write about paintings, biographies and poems; can talk about events in the past; can use linking words</td>
</tr>
<tr>
<td><strong>LESSON</strong></td>
<td><strong>SKILLS / STRATEGIES</strong>&lt;br&gt;<strong>LANGUAGE</strong> (Functions)&lt;br&gt;<strong>LANGUAGE</strong> (Structures/Lexis)</td>
</tr>
</tbody>
</table>

#### 1. A Day at the Museum
- **Listening**: the myth of Daedalus and Icarus<br>**Reading**: e-mail messages and attached files, museum worksheets<br>**Reading** for specific information / for gist<br>**Speaking**: Role-play: Talking about Icarus and the Wright Brothers<br>**Mediation**: Από τη Γη στη 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<br>**Listening** for gist, for specific information<br>**Reading**: Information about types of planes<br>**Information about Igor Sikorsky**<br>**Speaking**: Talking about the missing luggage<br>**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<br>**Speaking**: about a painting<br>**Writing**: a poem
- **Describing paintings and pictures**
- **Revision of tenses taught**

### UNIT 5: Travelling through time

<table>
<thead>
<tr>
<th>Crosscurricular notions</th>
<th>Communication, Culture, Information, Multiculturalism, Internet, Tradition, Similarities and Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Related subjects</strong></td>
<td>Music, History, Local History, Road Safety</td>
</tr>
<tr>
<td><strong>Project</strong></td>
<td>A Museum Leaflet</td>
</tr>
</tbody>
</table>
### 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; Paraphrasing 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 |  |
### 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

<table>
<thead>
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<th>LESSON</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Famous Record Holders</td>
<td>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…?</td>
<td>Describing past experiences; Comparing general experiences and events that happened at a specific time</td>
</tr>
<tr>
<td>2</td>
<td>Top Stories on the Radio</td>
<td>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</td>
<td>Expressing duration</td>
</tr>
<tr>
<td>3</td>
<td>Going for the Gold</td>
<td>Reading: a poster: a great opportunity for students Speaking: Talking about accomplishments and personal bests Project: A poster about your personal record</td>
<td>Expressing experience and achievement</td>
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### UNIT 8: Blow your own trumpet

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<th>Crosscurricular notions</th>
<th>Information, Communication, Culture, Personal Safety, Stereotypes, Conflict</th>
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<tr>
<td>Related subjects</td>
<td>Music, Consumer Education, Mathematics, Citizenship</td>
</tr>
<tr>
<td>Project</td>
<td>An advice letter</td>
</tr>
<tr>
<td>Self-assessment (Can-do statements)</td>
<td>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</td>
</tr>
</tbody>
</table>

#### LESSON

<table>
<thead>
<tr>
<th>Lesson</th>
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<th>LANGUAGE (Functions)</th>
<th>LANGUAGE (Structures/Lexis)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Harmony, Melody and Rhythm</td>
<td>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</td>
<td>Talking about events that depend on a condition; Expressing possibility/probability</td>
</tr>
<tr>
<td>2</td>
<td>Feel the Rhythm</td>
<td>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</td>
<td>Expressing imaginary situations</td>
</tr>
<tr>
<td>3</td>
<td>The Problem Page</td>
<td>Reading: a letter from a problem page magazine Speaking: talking about children’s problems Project: An advice letter</td>
<td>Asking for and giving advice Paragraphing</td>
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### UNIT 9: Earth Day everyday

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<th>Crosscurricular notions</th>
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<tr>
<td>Related subjects</td>
<td>Environmental Education, Science, Literature, Art, Geography, Biology</td>
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<tr>
<td>Project</td>
<td>Acting: The Awful 5</td>
</tr>
<tr>
<td>Self-assessment (Can-do statements)</td>
<td>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</td>
</tr>
<tr>
<td>LESSON</td>
<td>SKILLS / STRATEGIES</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------</td>
</tr>
<tr>
<td>1</td>
<td><strong>An Earth Day Story</strong>&lt;br&gt;<strong>Reading:</strong> A story: An Earth Day Story&lt;br&gt;Reading for gist/reading for specific information; making inferences&lt;br&gt;<strong>Speaking:</strong> Asking about events; Giving advice about the protection of the environment&lt;br&gt;<strong>Writing:</strong> write an e-mail about a day trip to the beach</td>
</tr>
<tr>
<td>2</td>
<td><strong>Save the Endangered Species</strong>&lt;br&gt;<strong>Listening:</strong> a presentation at an environmental centre&lt;br&gt;Listening for gist/for Specific Information.&lt;br&gt;<strong>Speaking:</strong> Information gap: Talking about endangered animals&lt;br&gt;<strong>Writing:</strong> e-mails about an Environmental centre and about endangered animals&lt;br&gt;Making a poster about the environment</td>
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<tr>
<td>3</td>
<td><strong>The Awful 5</strong>&lt;br&gt;<strong>Reading:</strong> A part of a play: “The Awful Five”&lt;br&gt;<strong>Project:</strong> Acting: The Awful Five</td>
</tr>
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### 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

<table>
<thead>
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<th>LANGUAGE (Functions)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>The Different Faces of a Super Spy</strong>&lt;br&gt;<strong>Reading:</strong> A questionnaire; An article about James Bond; Reading signs and notices; Reading for gist; Reading for specific information&lt;br&gt;<strong>Speaking</strong> about films and books&lt;br&gt;<strong>Writing</strong> an e-mail about a book&lt;br&gt;Making a poster&lt;br&gt;Writing signs and notices</td>
<td>Emphasizing actions</td>
<td>Simple Present Passive Words related to films and books</td>
</tr>
</tbody>
</table>
|   | The Film Festival | Listening: Listening to a dialogue about going to the cinema  
Listening for specific information  
Speaking: Making /responding to suggestions about going to the cinema  
Mediation: an e-mail: information about a book | Describing films / books;  
Talking about one’s feelings;  
Expressing suggestions; responding to suggestions | Expressions of preference ...ing/ed Adjectives  
adjectives to describe films and books  
adjectives to describe feelings |
|---|---|---|---|
| 2 | A Film Review | Reading: an outline of a film review  
Project: A Film Review | Describing a film | Words related to writing a film review |
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| **Appendix II** | Resource materials | | | |
| **Appendix III** | Grammar | | | |
| **Appendix IV** | Irregular verbs | | | |
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| **Appendix VI** | Maps | | | |
Α. Εισαγωγή για το μαθητή

Αγαπητέ μαθητέ, αγαπητή 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 γωνίες του πλανήτη για να ανταλλάξουν άποψεις, ιδέες, εμπειρίες και γνώσεις, γραπτά ή προφορικά. Είναι με άλλα λόγια γλώσσα - 'εργαλείο' που χρησιμοποιείται στην πραγματική ζωή αιθαλά και στην εικονική πραγματικότητα, δηλαδή στο διαδίκτυο. Από εκεί μπορείς να ανταλλάξεις πληροφορίες αιθαλά και να ανταλλάξεις γραπτά μηνύματα, καθώς και να συμμετέχεις σε κούβεντες σε πραγματικό χρόνο με συμμαθητές και συμμαθήτριες σου από όλον τον κόσμο. Η εκμάθηση της Αγγλικής γλώσσας λοιπόν είναι αναγκαία και απαραίτητη στην εποχή μας.

Το βιβλίο που έχεις στα χέρια σου έχει στόχο να σε βοηθήσει να βελτιώσεις τις γνώσεις που έχεις ήδη αποκτήσει αιθαλά και να οικοδομήσεις νέες γνώσεις όχι μόνο για τη γλώσσα αιθαλά και για τον κόσμο γύρω σου. Γι’ αυτό η συγγραφή του βιβλίου στηρίχτηκε όχι μόνο στους γραμματικούς κανόνες και τις δεξιοτήτες ανάκαμψης αιθαλά και σε γνώσεις που έχεις ή που αποκτάς μέσα από όλα τα μαθήματα του σχολικού προγράμματος. Αλλάζοντας, όπως έχεις κιόλας συνειδητοποιήσει, δεν μαθαίνουμε απλά απομνημονεύοντας και επαναλαμβάνοντας μηχανικά, αιθαλά κατανοώντας και αναλύοντας τις πληροφορίες που παίρνουμε με κάποιον τρόπο από το περιβάλλον μας μέσω της Αγγλικής γλώσσας. Επιπλέον, επειδή δεν μαθαίνουμε μόνο που αλλά και πώς εκτελούμε μόνο όταν βρίσκομαστε στο σπίτι, στο σχολείο ή σε κάποιο βιβλιοθήκη μόνο μας, αιθαλά και όταν συνεργάζομαστε σε ομάδα, με άλλη άτομα με τα οποία μοιράζομαστε και γράφουμε και γράφομαστε μέσω της Αγγλικής γλώσσας. Επιπλέον, έτσι θα βρείς στο βιβλίο παρακάτω στοιχεία:

- Δραστηριότητες που πρέπει να πραγματοποιηθούν σε πλαισίο ομάδας ή σε συνεργασία με συμμαθητές.
- Δραστηριότητες που πρέπει να περιέχεται η πληροφόρηση ή την συμμαθήτρια του βιβλίου θα βρείς στοιχεία:

Ο σχεδιασμός του βιβλίου της Αγγλικής γλώσσας βασίστηκε σε βιώματα που έχουν παιδία της ηλικίας σου και προτείνει συνεχή συνεργασία με τους συμμαθητές σου. Έτσι, στις ενώσεις του βιβλίου θα βρεις δραστηριότητες που πρέπει να πραγματοποιηθούν πλοήγηση στον πλαίσιο ομάδας ή σε συνεργασία με κάποιο/ά συμμαθήτη/τριά σου.
• 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 tous/tis συμμαθητές/τρι-ές 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 διαμεσολάβησης, δηλαδή μεταφοράς του νόηματος 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 γνωρίζεις καλύτερα τον τρόπο που μαθαίνεις. Ετσι, σταδιακά θα μπορείς να διαμορφώσεις ο/η ίδιο/α το μαθησιακό σου πρόγραμμα με βάση τα ανάγκες και να εδραιώνεις την ανεξαρτησία σου και τον τρόπο που μαθαίνεις. Προς το ίδιο τον/η ίδιο/α.

Η συγγραφική ομάδα

B. Ο 10-λόγος 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
A Geography quiz

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

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

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

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.

<table>
<thead>
<tr>
<th>Country</th>
<th>Capital</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia</td>
<td>T’blisi</td>
<td>Georgian</td>
</tr>
<tr>
<td>Albania</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ukraine</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Country</th>
<th>Terrain</th>
<th>Weather</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albania</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ukraine</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 1

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

Grammar Box

<table>
<thead>
<tr>
<th>Present Simple Tense</th>
<th>Interrogative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td><strong>I</strong> you we they</td>
<td><strong>swim</strong></td>
</tr>
<tr>
<td>I swim</td>
<td>I you swim</td>
<td>I don’t swim</td>
</tr>
<tr>
<td>you swim</td>
<td>you swim</td>
<td>you swim</td>
</tr>
<tr>
<td>we swim</td>
<td>we swim</td>
<td>we swim</td>
</tr>
<tr>
<td>they swim</td>
<td>they swim</td>
<td>they swim</td>
</tr>
<tr>
<td><strong>He she it</strong></td>
<td><strong>he she it</strong></td>
<td>he she it</td>
</tr>
<tr>
<td>He swims</td>
<td>He swims</td>
<td>He swims</td>
</tr>
<tr>
<td>she swims</td>
<td>she swims</td>
<td>she swims</td>
</tr>
<tr>
<td>it swims</td>
<td>it swims</td>
<td>it swims</td>
</tr>
<tr>
<td><strong>He she it</strong></td>
<td><strong>he she it</strong></td>
<td>he she it</td>
</tr>
<tr>
<td>He goes</td>
<td>He goes</td>
<td>He goes</td>
</tr>
<tr>
<td>she goes</td>
<td>she goes</td>
<td>she goes</td>
</tr>
<tr>
<td>it goes</td>
<td>it goes</td>
<td>it goes</td>
</tr>
<tr>
<td><strong>He she it</strong></td>
<td><strong>he she it</strong></td>
<td>he she it</td>
</tr>
<tr>
<td>He watches</td>
<td>He watches</td>
<td>He watches</td>
</tr>
<tr>
<td>she watches</td>
<td>she watches</td>
<td>she watches</td>
</tr>
<tr>
<td>it watches</td>
<td>it watches</td>
<td>it watches</td>
</tr>
<tr>
<td><strong>He she it</strong></td>
<td><strong>he she it</strong></td>
<td>he she it</td>
</tr>
<tr>
<td>He worries</td>
<td>He worries</td>
<td>He worries</td>
</tr>
<tr>
<td>she worries</td>
<td>she worries</td>
<td>she worries</td>
</tr>
<tr>
<td>it worries</td>
<td>it worries</td>
<td>it worries</td>
</tr>
<tr>
<td><strong>He she it</strong></td>
<td><strong>he she it</strong></td>
<td>he she it</td>
</tr>
<tr>
<td>He washes</td>
<td>He washes</td>
<td>He washes</td>
</tr>
<tr>
<td>she washes</td>
<td>she washes</td>
<td>she washes</td>
</tr>
<tr>
<td>it washes</td>
<td>it washes</td>
<td>it washes</td>
</tr>
</tbody>
</table>

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 write true sentences about your habits:

I sometimes ___________________________
I usually ___________________________
I sometimes ___________________________
I usually ___________________________

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.
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:

In Greece

Both

In Gr. Britain

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

In Greece

They do their homework at home

Both

In Gr. 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.

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:

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria</td>
<td></td>
</tr>
<tr>
<td>Markos</td>
<td></td>
</tr>
<tr>
<td>Anne, Sophie</td>
<td></td>
</tr>
</tbody>
</table>

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. ________________________ □

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

**Present Continuous Tense**

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Interrogative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>Am I</td>
<td>I’m not</td>
</tr>
<tr>
<td>he/she/it is</td>
<td>he/she/it is</td>
<td>he/she/it isn’t</td>
</tr>
<tr>
<td>working</td>
<td>working?</td>
<td>working?</td>
</tr>
<tr>
<td>swimming</td>
<td>swimming?</td>
<td>swimming?</td>
</tr>
<tr>
<td>we/you/they are</td>
<td>we/you/they are</td>
<td>we/you/they aren’t</td>
</tr>
</tbody>
</table>

**Do you remember**

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.

<table>
<thead>
<tr>
<th>GROUP A</th>
<th>GROUP B</th>
</tr>
</thead>
<tbody>
<tr>
<td>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”.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.

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…

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.00 am</td>
<td>Every day</td>
</tr>
<tr>
<td>7.30 am</td>
<td>Are you selling flowers in the street? No, I’m not.</td>
</tr>
<tr>
<td>8.15 am</td>
<td>Are you holding an umbrella? Yes, I am.</td>
</tr>
</tbody>
</table>

…but today…

You can start like this:

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

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

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

___ / 6 points

___ / 3 points

___ / 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

--------------------------------------------------------
--------------------------------------------------------
--------------------------------------------------------

See p. 46 Workbook

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

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
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

Why do we go
shopping?

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

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

**Mary’s shopping list**

- 20 cans of cider
- 2 pounds of pork chops
- a carton of milk
- a dozen of eggs
- 2 packets of muffins
- 1 jar of jam
- 2 bars of chocolate
- 3 boxes of strawberries
- 2 packets of butter
- 1/2 pound of mince
- 3 bottles of orange juice
- 1 packet of flour
- 1 packet of sugar
- 2 pounds of bananas

**What to buy**

- dairy
- meat & poultry
- fruit & vegetables
- groceries
- sweets
- soft drinks

**Price:** 100p a box!

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

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?

They need the strawberries for __________________.

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

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

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

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

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

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

Do you remember?

A. COUNTABLE / UNCOUNTABLE NOUNS

Grammar Box

<table>
<thead>
<tr>
<th>Countable Nouns</th>
<th>Uncountable Nouns (Singular Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>Plural</td>
</tr>
<tr>
<td>a banana</td>
<td>some bananas</td>
</tr>
<tr>
<td>an apple</td>
<td></td>
</tr>
</tbody>
</table>

We use _____ / _______ before countable nouns in singular.
We use _______ before countable nouns in plural and before uncountable nouns.

Look at the Grammar Box and write your own sentences.

Now complete the rule:

B. SOME, ANY, HOW MUCH, HOW MANY

Have you got any milk?
Have you got any bananas?

How much milk have you got?
How many apples have you got?

Yes, I’ve got some.
Yes, I’ve got some. They are aren’t many.
Yes, I’ve got a little. I haven’t got much.

Grammar Box

<table>
<thead>
<tr>
<th></th>
<th>Affirmative</th>
<th>Negative</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Countable Nouns In Plural</td>
<td>some a lot of</td>
<td>any not many</td>
<td>How many? ... any...?</td>
</tr>
<tr>
<td>Uncountable Nouns</td>
<td>some a lot of</td>
<td>any not much</td>
<td>How much? ... any...?</td>
</tr>
</tbody>
</table>

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 | a bottle of milk
some chocolate | a bar of chocolate
some sugar | 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.

<table>
<thead>
<tr>
<th>My shopping bag</th>
<th>My friend’s shopping bag</th>
</tr>
</thead>
<tbody>
<tr>
<td>bananas / 5</td>
<td>milk / 1 carton</td>
</tr>
</tbody>
</table>

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

B. ROLE-PLAY: A SHOP IN THE CLASSROOM

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

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

Customers
Prepare your shopping lists and go shopping.

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.

<table>
<thead>
<tr>
<th>What to buy</th>
<th>How many</th>
<th>How much</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: €
Lesson 2 At the mall

1. Speaking

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

2. Listening

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

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

THE BOOKWORMS
1256 Broadway, NY NY 10019, 212-7575760
546897 Reg 1 ID 37 6:25pm 0702105

E PERIODICALS 1 5.00 5.00
SUBTOTAL 5.00

TOTAL $ 5.00
CASH PAYMENT 20.00
CHANGE 15.00

K-TOWN MARKET
67-90 Broadway, Astoria, 11106, 728-4211

ZYTHOS BEER 7.96
Bottle deposit 0.20
TOTAL: LT YOGHURT 1.89
RAFT KETCHUP 1.99
CASHews 4.19
PORK CHOPS 2.71
DRUMSTICKS CHICKEN 4.50
$0.99/1b x 1.201bs
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 0.60 on Sunday

KEEP THIS RECEIPT FOR RETURN/EXCHANGE
WANT AN EMPLOYEE DISCOUNT?
AND HOW ABOUT A NEW CAREER?
VISIT HELENANOW.COM AND APPLY TODAY

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

<table>
<thead>
<tr>
<th>Eye</th>
<th>Ear</th>
<th>Hand</th>
<th>Nose</th>
<th>Mouth</th>
</tr>
</thead>
<tbody>
<tr>
<td>look</td>
<td>sound</td>
<td>feel</td>
<td>smell</td>
<td>taste</td>
</tr>
</tbody>
</table>

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:

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)
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.
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.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Colour</th>
<th>Material</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>lovely</td>
<td>pale green</td>
<td>cotton</td>
<td>sweater</td>
</tr>
<tr>
<td>beautiful</td>
<td>pink</td>
<td>woollen</td>
<td>skirt</td>
</tr>
<tr>
<td>cute</td>
<td>dark/navy</td>
<td>leather</td>
<td>track suit</td>
</tr>
<tr>
<td>smart</td>
<td>blue</td>
<td>denim</td>
<td>jeans/pants/</td>
</tr>
<tr>
<td>elegant</td>
<td>pastel</td>
<td>linen</td>
<td>trousers</td>
</tr>
<tr>
<td>short/long</td>
<td>purple</td>
<td>silk</td>
<td>T-shirt</td>
</tr>
<tr>
<td>tight/loose</td>
<td>black and white</td>
<td>nylon/polyester</td>
<td>dress</td>
</tr>
<tr>
<td>baggy</td>
<td></td>
<td></td>
<td>jacket</td>
</tr>
</tbody>
</table>

Example:
She’s wearing a cute, pink, woollen sweater. It suits her!
He’s wearing smart, dark blue, denim jeans. They match his T-shirt.

B. PAIR WORK – The School Bazaar
Your class wants to raise money for a charity. Collect things you don’t use any longer (clothes, books, toys, etc.) to sell them at the school bazaar.

Pupil A
You are the customer and you are trying to buy the things you want. Ask questions like:
How much is it/ are they?
What is it made of? etc.

Pupil B
You are trying to sell your things to the customer. Answer the customer’s questions.

5. Writing
You are now a member of the “Writing Club”: close your eyes and use your five senses to describe a favourite thing. What does it taste/smell/feel/look/sound like? You can write a poem about:
a pair of snickers
your favourite dessert
a new shirt
a fruit, etc.

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

Write your poem and put it in your portfolio.
Lesson 3  E-shopping

1. The Internet site

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

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

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!
Check yourself

A. At the supermarket

Example:

half pound of minced meat

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

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.

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

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

___ / 5 points
___ / 2 ½ points
___ / 2 ½ points
D. The speech bubbles are mixed up. Put them in the correct order to complete the dialogue:

Customer

Assistant

I’ll take them.

Here is your change and receipt.

Here is the cash.

How much are they?

Yes, in the glove section.

Can I help you?

They are €20.

Cash or credit card?

Excuse me!

Now tick what you can do

NOW TICK

WHAT YOU CAN DO

I can read
• Supermarket flyers and internet sites.........................
• Shopping lists and receipts......................................
• School canteen menus...........................................

I can talk about
• Shopping goods and their prices..............................

I can write
• Shopping lists and online orders..............................

I can understand
• People talking in supermarkets / department stores

REMEMBER when you speak English in class:
• Learn dialogues by heart and don’t be afraid to make mistakes.

See p. 46 Workbook
Many of them are oversized out in the dark, they look strange nothing more vicious and ugly sometimes the most mysterious totally frightening except for the ... friendly ones rather funny and good-hearted surely they can be our friends!

Write your own acrostic poem like the one below.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Pupil’s Book • UNIT 3 - Imaginary Creatures
UNIT 3

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:

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. However, according to Homer, Ulysses manages to escape from his cave, because he is smarter and more cunning than Polyphemus

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.

[Text continues on page 26]
C. Use the information in the texts to fill in the table below:

<table>
<thead>
<tr>
<th>Monster/Creature</th>
<th>Cyclopes</th>
<th>Fairies</th>
<th>Ogre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What they look like</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What they are like</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Talk about your own monster.

**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.

**Oberon, Titania, Puck and Tinkerbell, the fairies**

Fairies appear in children’s stories as tiny, winged, and good-hearted creatures. They behave like humans; however, unlike humans, they have supernatural powers, which make them, at best, unpredictable and at worst, dangerous. Tinkerbell, 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...

**Shrek the ogre**

Shrek, a horrible little ogre is spitting flames and smoke. Shrek is the ugliest guy in town. He is so ugly that he frightens himself when he gets into a room full of mirrors. 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. All the guests are surprised to see the bride carrying a cactus for a bouquet!
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

Grammar Box

<table>
<thead>
<tr>
<th>SHORT ADJECTIVES</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong big ugly</td>
<td>-er than</td>
<td>the -est of/in</td>
</tr>
<tr>
<td></td>
<td>stronger than</td>
<td>the strongest of/in</td>
</tr>
<tr>
<td></td>
<td>bigger than</td>
<td>the biggest of/in</td>
</tr>
<tr>
<td></td>
<td>uglier than</td>
<td>the ugliest of/in</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LONG ADJECTIVES</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>horrible</td>
<td>more ... than</td>
<td>the most ... of/in</td>
</tr>
<tr>
<td></td>
<td>more horrible than</td>
<td>the most horrible of/in</td>
</tr>
</tbody>
</table>

Look at the Grammar Box and complete the rule:

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

C. STUDY THIS BOX, TOO:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td><strong>better</strong> than</td>
<td>the <strong>best</strong> of/in</td>
</tr>
<tr>
<td>bad</td>
<td><strong>worse</strong> than</td>
<td>the <strong>worst</strong> of/in</td>
</tr>
<tr>
<td>far</td>
<td><strong>farther/further</strong> than</td>
<td>the <strong>farthest/furthest</strong> of/in</td>
</tr>
<tr>
<td>much/many</td>
<td><strong>more</strong> than</td>
<td>the <strong>most</strong> of/in</td>
</tr>
<tr>
<td>little</td>
<td><strong>less</strong> than</td>
<td>the <strong>least</strong> of/in</td>
</tr>
</tbody>
</table>
D. OPPOSITE ADJECTIVES

<table>
<thead>
<tr>
<th>huge</th>
<th>tiny</th>
</tr>
</thead>
<tbody>
<tr>
<td>vicious</td>
<td>good-hearted</td>
</tr>
<tr>
<td>wicked</td>
<td>good</td>
</tr>
<tr>
<td>horrible</td>
<td>lovely</td>
</tr>
<tr>
<td>playful</td>
<td>serious</td>
</tr>
<tr>
<td>ugly</td>
<td>beautiful</td>
</tr>
</tbody>
</table>

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:

- Peter Pan is the most playful of any other hero.
- Cinderella’s dress is prettier than Tinkerbelle’s.
- Snow White’s mother is more vicious than Cinderella’s stepmother.

B. PAIR WORK: A MONSTER’S ID

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

Pupil A
Ask questions about your friend’s monster. Then look at p.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 Spiegeltown when it starts getting dark and they have to seek shelter for the night.

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.

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

Where do you say that house is?

Do you think we could spend the night here?

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

Here, a fifty-cent coin!

Look! Look on the kitchen table!

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

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

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?

A folktale from New York, USA, found at www.americanfolklore.net and retold in play form

Turn to p.138 to check your answers to the Quiz.
3. Grammar

A. MORE COMPARISONS

Look at the examples:

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

Grammar Box

Study these examples

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

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