Αγγλικά
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Βιβλίο Μαθητή

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«Αναμόρφωση των προγραμμάτων σπουδών και συγγραφή νέων εκπαιδευτικών πακέτων»

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

Επιστημονικός Υπεύθυνος Έργου
Γεώργιος Τύπας
Σύμβουλος του Παιδαγωγικού Ινστιτούτου

Αναπληρωτής Επιστημονικός Υπεύθυνος Έργου
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Έργο συγχρηματοδοτούμενο 75% από το Ευρωπαϊκό Κοινωνικό Ταμείο και 25% από εθνικούς πόρους.

ΣΤΟΙΧΕΙΑ ΕΠΑΝΕΚΔΟΣΗΣ

Η επανέκδοση του παρόντος βιβλίου πραγματοποιήθηκε από το Ινστιτούτο Τεχνολογίας Υπολογιστών & Εκδόσεων «Διόφαντος» μέσω ψηφιακής μακέτας, η οποία δημιουργήθηκε με χρηματοδότηση από το ΕΣΠΑ / ΕΠ «Εκπαίδευση & Διά Βίου Μάθηση» / Πράξη «ΣΤΗΡΙΖΩ».

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Ευρωπαϊκό Κοινωνικό Ταμείο
ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ
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Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης

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ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ

Αντιγόνη Μπρατσόλη **Αγγελική Διαμαντίδου**

ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ: Ελληνικά Γράμματα

Η συγγραφή και η επιστημονική επιμέλεια του βιβλίου πραγματοποιήθηκε
υπό την αιγίδα του Παιδαγωγικού Ινστιτούτου

Αγγλικά
Δ΄ Δημοτικού

Βιβλίο Μαθητή

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»

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LANGUAGEStructures/Lexis	**STRATEGIES/RELATED SUBJECTS**
There is/There are Numbers 20-99 School/classroom vocabulary Have got for possession School subjects Days of the week There is/There are, Numbers 20-99 Have got for possession, There is/There are, Numbers 20-99 School/classroom vocabulary	Focus on Vocabulary Language, Art, Maths, Music, School Life
I like - I don't like... Vocabulary for sports He/she likes... He/she doesn't like... Vocabulary for hobbies Vocabulary for Olympic sports	Focus on Reading Language, Art, P.E., Olympic Sports Studies, Music, History
Countries and Nationalities I'm from……. Where are you from? Is there..?/Are there…? There is…./There are….. Prepositions and prepositional phrases of place (next to, between, on the corner of..) /Facilities in a city There is/There are Prepositions and prepositional phrases of place	Focus on Listening Language, Environmental Studies, Art, School Life, History, Music
It's…o'clock It's half past.. It's (a) quarter to/past… My birthday is in…….., Weather words/expressions Present simple for seasonal activities Weather words/expressions Present simple for seasonal activities	Focus on Speaking Language, Music, Environmental Studies, History
Present simple for daily routines Adverbs of frequency Present Simple to describe customs Adverbs of frequency Vocabulary for Christmas, Halloween Present Simple to describe customs Adverbs of frequency	Focus on Writing Language, Art, Maths, Music, School Life, Environmental Studies

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LANGUAGEStructures/Lexis	**STRATEGIES/RELATED SUBJECTS**
Present simple for statement of fact Have got for description Animals Present simple for statement of fact Have got for description Animals Present simple for statement of fact Have got for description Endangered animals	Focus on Grammar Language, Environmental Studies, Music, History
Present Continuous to describe on-going actions Household chores Present Simple for statement of fact Present Simple vs. Present Continuous Jobs Present Simple for statement of fact	Focus on Songs and Games Language, Environmental Studies, Music, History
Imperative for orders Can/Can't for permission School rules Can/Can't for permission Must/mustn't for obligation Road signs. Traffic regulations Imperative for orders, Must/mustn't for obligation Can/Can't for permission, Road signs, Traffic regulations	Focus on Group Work Language, Art, Music, P.E., Road Safety Instruction
Countable and uncountable nouns Some – a/an Food vocabulary Countable and uncountable nouns Some – a/an Imperative for cooking instructions Countable and uncountable nouns Some – a/an, Imperative for cooking instructions	Focus on Revising Language, Music, Maths, Environmental Studies, History, Health Instruction
Wh- questions, I've got.../I haven't got, I can.../I can't, I like.../I don't like, Habits, Pets, Sports, Food, Family Present Simple for narration Wh- questions, He/she likes/doesn't like... He/she has got/hasn't got, He/she can/can't Habits, Pets, Sports, Food, Family	What I like best about learning English Language, Environmental Studies, Music, History, Art

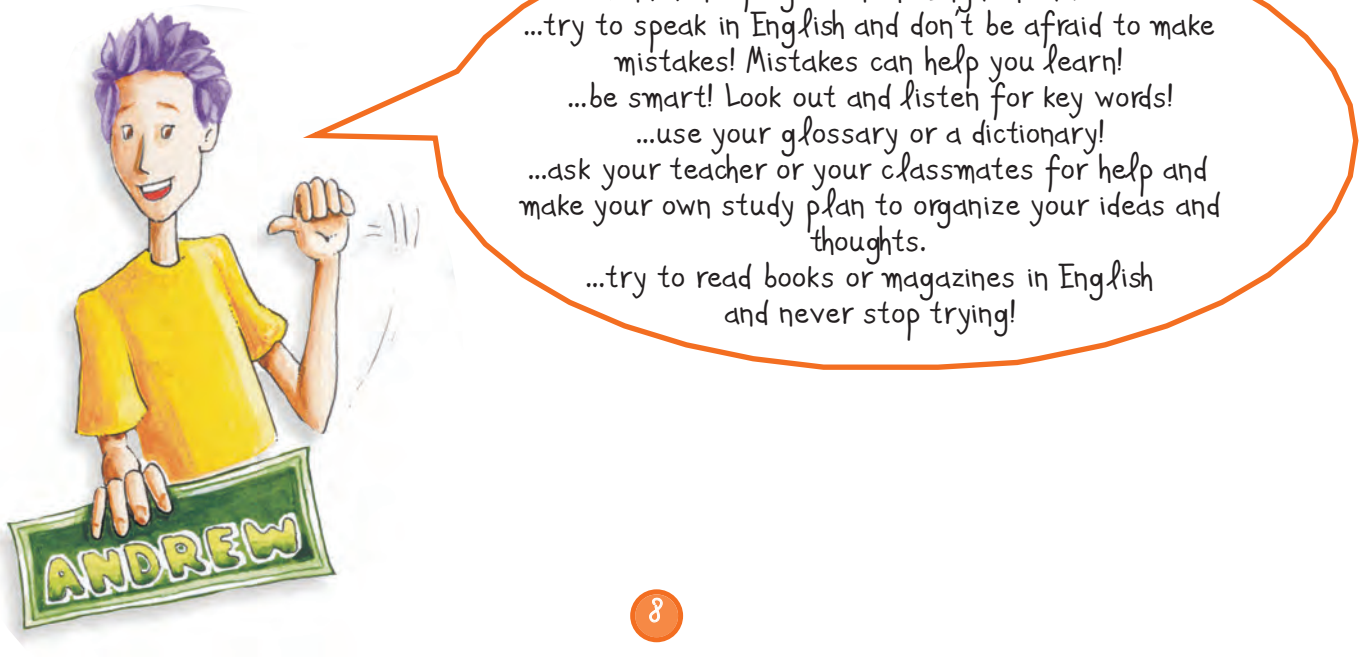
Αγαπητά μας παιδιά,

Ελπίζουμε ότι το βιβλίο που κρατάτε στα χέρια σας θα σας βοηθήσει να μιλήσετε και να γράψετε στα Αγγλικά αλλά και να έρθετε σε επαφή με τους πολιτισμούς Αγγλόφωνων και άλλων λαών και να αναγνωρίσετε τις ομοιότητες και τις διαφορές που έχουν με τον δικό μας πολιτισμό. Στο βιβλίο αυτό θα χρησιμοποιήσετε τα Αγγλικά για να ασχοληθείτε με διάφορα θέματα αξιοποιώντας τις γνώσεις και τις ικανότητες που έχετε αποκτήσει μέσα από άλλα σχολικά μαθήματα, όπως η Γλώσσα, η Ιστορία, τα Μαθηματικά, η Μελέτη Περιβάλλοντος, η Γυμναστική, η Μουσική και τα Καλλιτεχνικά. Θα εκμεταλλευτείτε τις γνώσεις και τις ικανότητές σας αυτές για να φτιάξετε σχέδια εργασίας (projects), συμμετέχοντας σε αυτά ατομικά ή ομαδικά. Θα περάσετε ευχάριστα χρησιμοποιώντας τα Αγγλικά σε παιχνίδια, τραγούδια και χορό.

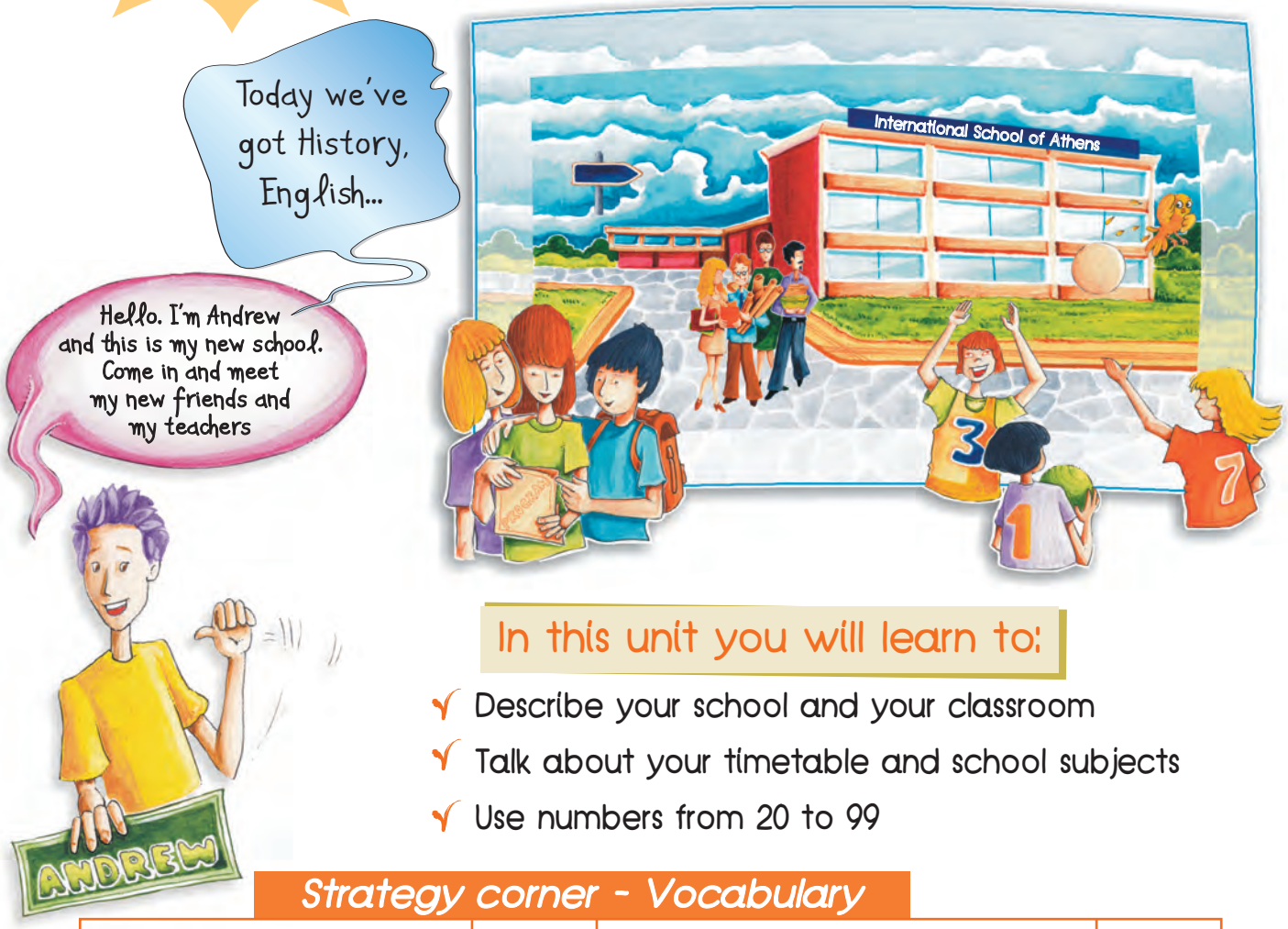
Το βιβλίο σας έχει 10 κεφάλαια και το κάθε κεφάλαιο έχει 3 μαθήματα. Στα δυο πρώτα μαθήματα κάθε κεφαλαίου υπάρχουν περιστατικά από τη ζωή μιας ομάδας συμμαθητών στην Δ' τάξη ενός διεθνούς σχολείου. Το τρίτο μάθημα είναι σχέδιο εργασίας σχετικό με το θέμα του κεφαλαίου. Στο τέλος κάθε κεφαλαίου θα μπορείτε να αξιολογείτε τι έχετε μάθει κάνοντας ένα τεστ, όπου θα βαθμολογείτε εσείς οι ίδιοι τους εαυτούς σας. Ακόμα θα έχετε τη δυνατότητα να γυρίσετε στα παραρτήματα για να μάθετε περισσότερα για τη γραμματική, να γράψετε το βασικό λεξιλόγιο κάθε κεφαλαίου αλλά και να κάνετε πιο εύκολο το διάβασμά σας εφαρμόζοντας τις στρατηγικές μάθησης που αναφέρονται στο εξώφυλλο κάθε κεφαλαίου.

Σας ευχόμαστε Καλή Σχολική Χρονιά και Καλή Πρόοδο ελπίζοντας ότι σας προσφέρουμε ένα βιβλίο που θα σας βοηθήσει να μάθετε Αγγλικά αλλά κυρίως να αγαπήσετε αυτή τη γλώσσα και τον πολιτισμό της.

Οι συγγραφείς του βιβλίου



Unit 1: Back to school



In this unit you will learn to:

- ✓ Describe your school and your classroom
- ✓ Talk about your timetable and school subjects
- ✓ Use numbers from 20 to 99

Strategy corner - Vocabulary

When I find a word I don't know	Yes	No	When I revise and try to learn new words....	Yes	No
I ask my teacher for the Greek word			I study from a dictionary/my glossary		
I go home and look it up in a dictionary/my glossary			I read the texts in my book again and try to remember what the words mean		
I try to guess its meaning			I put the words into groups, it helps me remember		
I can still understand the text, so it's OK			It helps me to match words to pictures		
			It helps me to translate in Greek		

Lesson 1:

A new student in class

1 Warm – up

Look around your classroom. What is there? Can you make a list?












2 Listen, read and find

Andrew is a new student in the school. Listen, read and find out: *"How many students are there in his class?"*



Hi! I'm Andrew and I'm a new student in the school. I'm in D class. I'**m** from Oxford, Engl**a**nd. My mother is English and my fathe**r** is Greek. My new school **i**s very nice. It's big with large, su**n**ny classrooms, a larg**e** playground, a basketba**ll** court, a computer room and a music room. There are 25 students **i**n my class. My teacher's name is Mrs **S**tathaki.

You've got 1 minute to find the secret word. It's Andrew's surname. Write the word:.....Then, count the letters and write down your score:.....

3 New words!

10 = ten
20 = twenty
30 = thirty



40 = forty
50 = fifty
60 = sixty





70 = seventy
80 = eighty
90 = ninety



4 Listen and sing









Ten, twenty, thirty, forty
Ooh, I want to have a party
Fifty, sixty, seventy, eighty
With Andrew, Sophia, Nick and Betty
And another ten is ninety
Come, my friends, come to my party!



Ten, twenty, thirty, forty
Ooh, I want to have a party
Fifty, sixty, seventy, eighty
With Andrew, Sophia, Nick and Betty
And another ten is ninety
Come, my friends, come to my party!





5 Read and write

This is part of a survey on the number of pupils in Andrew's school for the school newspaper. Can you help Andrew and his classmates fill in the blanks? In the total, write words, not numbers.

Class	A'	B'	Γ'	Δ'	E'	ΣΤ'	Total
Boys	10	15	12	9	13	14	
Girls	13	18	14	16	11	8	

In our school (1) (1) ..... are children from many different countries from around the world. There are (2) ..... boys and (3) ..... girls, in total. In Δ' class there are (4) ..... children, (5) ..... boys and (6) ..... girls.

6 Let's play!

Break my code

	1	2	3	4
1	A	B	C	D
2	E	F	G	H
3	I	J	K	L
4	M	N	O	P
5	Q	R	S	T
6	U	V	W	X
7	Y	Z		



Every letter has got a number. Look: e.g. A is 11, N is 42, W is 63

Can you break this code?

11-42-14-52-21-63 31-53 62-21-52-71
24-11-44-44-71 11-54 24-31-53 42-21-63
53-13-24-43-43-34

.....

.....

.....



Now make a short message in the secret code. Dictate it to your classmate sitting next to you. Tell him/her to write it on a piece of paper. Can he/she break your code?

.....

.....

.....

7 Listen and speak

Andrew wants to meet some of his new friends at school but he doesn't know which their classrooms are. Listen to his friends talking about their classrooms. Can you help him find them? Write numbers in the boxes.

Which of these classrooms do you like and why? Tell the class.

a. 

b. 

c. 

8 Speak and write

Can you talk about your school now? What is there? Is there a playground, a basketball court, a music room, a computer room? How many classrooms are there? How many students are there in your class and how many teachers are there in the school? Write down your answers and use them to talk about your school to a pen friend (look at lesson 3 and see how you can find one) or a cousin who lives in Australia, Canada or the USA.



.....

.....

.....

Remember!	Affirmative		Negative		Interrogative
	Long form	Short form	Long form	Short form	
Singular	There is	There's	There is not	There isn't	Is there?
Plural	There are	There're	There are not	There aren't	Are there?

Lesson 2:
My timetable

1 Warm – up

Do you know the days of the week? What day is it today? What day is it tomorrow? What is your favourite day and why? On which days do you have English classes at school? Are they your favourite days, too?

2 Listen, read and find

Andrew is talking to us about his school programme. Listen, read and find out: *"Why does Andrew like History?"*

Hello! It's me, Andrew, again! This is our timetable for this year. My favourite days are Tuesday and Wednesday. We've got History and it's my favourite subject. I like it because we can learn about ancient Greece. What about you, Nick? Which is *your* favourite day? Have you got a favourite subject?

Well, my favourite day is.....



Name: Andrew Marinellis Class: D

	Monday	Tuesday	Wednesday	Thursday	Friday
8.10-8.55	Language	Language	Language	Language	Language
8.55-9.40	Language	Language	Language	Language	Maths
9.40-10.00	break				
10.00-10.45	Maths	History	Maths	Environmental Studies	Religious Education
10.45-11.30	Environmental Studies	Physical Education	English	Maths	English
11.30-11.45	break				
11.45-12.30	English	Music	History	Physical Education	Art
12.30-12.40	break				
12.40-13.15	Religious Education	Environmental Studies	Environmental Studies	Art	Music

You've got 1 minute to find the secret word. It's Nick's favourite day. Write the word:.....Then, count the letters and write down your score:.....

3 New words!

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

4 Listen and sing



Monday, Tuesday, Wednesday, Thursday, Friday,
Saturday and Sunday, too
Monday, Tuesday, Wednesday, Thursday, Friday,
Saturday and Sunday, too
Five days for school and two days to play!
Five days for school and two days to play!
Monday, Tuesday, Wednesday, Thursday,
Friday, Saturday and Sunday, too



5 Listen and write



Betty can't remember what day it is today. Look at the timetable, listen to the children talking and help her remember.

Well, Betty, today is .....







6 Write





Look at the pictures and say what subjects Andrew, Nick and Sophia have got today. Write your answers here:

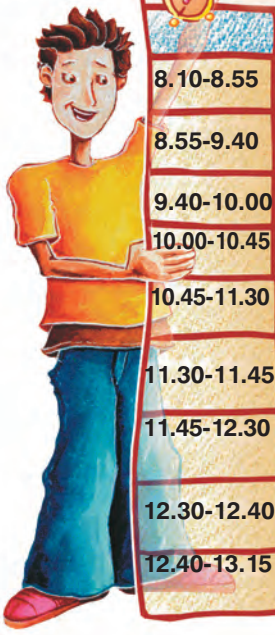
Today Andrew, Nick and Sophia have got.....

.....

7 Let's play

What day is it?

Work in pairs. Look at the timetable and think of a day, but don't tell your friend. He/she will ask you questions and try to find the day. But **be careful!** You can only ask **up to 4 questions**!



Name: Andrew Marinellis Class: D

	Monday	Tuesday	Wednesday	Thursday	Friday
8.10-8.55	Language	Language	Language	Language	Language
8.55-9.40	Language	Language	Language	Language	Maths
9.40-10.00	break				
10.00-10.45	Maths	History	Maths	Environmental Studies	Religious Education
10.45-11.30	Environmental Studies	Physical Education	English	Maths	English
11.30-11.45	break				
11.45-12.30	English	Music	History	Physical Education	Art
12.30-12.40	break				
12.40-13.15	Religious Education	Environmental Studies	Environmental Studies	Art	Music

Student A: *Have you got History today?*
Student B: *Yes, I have/No, I haven't*

.....

Student A: *Is it (Monday)?*
Student B: *Yes, it is/No, it isn't*



8 Write and speak (+app. I)

Write your timetable and send it to a pen friend (look at lesson 3 and see how you can find one) or a cousin who lives in Australia, Canada or the USA. Which is *your* favourite day?

Name: ..... Class: .....

	Monday	Tuesday	Wednesday	Thursday	Friday
break					
break					
break					

Now look at Andrew's timetable and yours. Talk about the differences.

e.g "Andrew has got Maths on *Monday* but I've got Maths on *Tuesday*" or "Andrew has got Environmental Studies *three times* a week but I've got Environmental Studies *four times* a week"



Remember!	
	I've got (Maths) on Monday but I haven't got (English)
	Andrew has got (Music) on Friday but he hasn't got (History)
	Have you got (Art) on Wednesday? – Yes, I have/No, I haven't

Lesson 3:

This is my school !

Crosscurricular Project







Work in groups. Find information about **your school** and make a poster about it.

Draw a map of your school on a poster. Ask your teacher(s) or the headteacher for information about your school and write it on your poster. Answer these questions:



- Where is your school?
- How old is it?
- Is it big or small?
- How many floors are there?
- How many classrooms are there?
- Is there a large playground?
- Is there a computer room?
- Is there a music room?
- Are there any football fields or basketball courts?
- How many classes are there?
- How many teachers are there?
- How many pupils are there?

Idea ! Do you want to find a pen friend from another European country? Visit the website of the *European Schoolnet* at www.eun.org/portal/index.htm. You can find a pen friend in the *Partner Finding Forum*. Ask your pen friend what his/her school looks like. Tell him/her about your school using the information in your project and ask him/her to send you information about his/her school, too.

Idea ! You can also look for pictures of schools in Great Britain surfing this site: http://www.schoolswebdirectory.co.uk/. You can get a link to sites of schools in Great Britain. Look at the pictures of the schools (sometimes there are maps of the school, too) on their sites and check the differences.

Μπορείς να πας στο glossary και να συμπληρώσεις τις σημασίες των καινούργιων λέξεων στα Ελληνικά και στο grammar corner για να δεις τη γραμματική αυτού του κεφαλαίου.

Self-Assessment test

1 Look at the picture and fill in the missing words:



1. There ..... a computer on the desk.
2. There ..... a chair near the desk.
3. There ..... a cat under the chair.
4. There ..... two posters on the wall.
5. There ..... a boy on the chair.

Points: / 10

2 Find the numbers:

1. twenty-three + forty-five =.....
2. thirty-eight + fifty-nine =.....
3. fifty-six + nineteen = ...
4. seventy-four - fifteen = ...
5. fifty-seven + twenty-nine = ...
6. fifty-two + thirty-one = ...
7. ninety-nine – fifty-one =.....



Points: / 7

3 Look at the dialogue of these two classmates and choose the correct subject in the timetable:

Αντώνης Σταυρούλα, πες μου σε παρακαλώ τι έχουμε σήμερα μετά το πρώτο δίωρο της Γλώσσας;

Σταυρούλα: Έχουμε Ιστορία και αμέσως μετά Μαθηματικά.

Αντώνης Και Αγγλικά έχουμε την πέμπτη ώρα;

Σταυρούλα: Ξέχασες ότι κάθε Παρασκευή έχουμε Αγγλικά την τελευταία ώρα; Την πέμπτη ώρα έχουμε Γυμναστική.

	Friday
1	Language/Maths/English
2	History/Language/English
3	Maths/History/Physical Education
4	Maths/Religious Education/Physical Education
5	Religious Education/Physical Education/English
6	Physical Education/History/English



Points: / 6

Τεστ-Αυτοαξιολόγησης

Self-Assessment test

4 Find the seven days of the week:

J	H	I	S	I	P	L	U	T	T	F	R	E
S	U	N	D	A	Y	O	M	S	U	N	A	A
S	E	B	N	J	L	K	O	M	E	B	G	C
T	F	V	O	W	E	D	N	E	S	D	A	Y
H	A	D	S	C	F	I	D	L	D	M	Y	T
U	S	A	T	U	R	D	A	Y	A	N	B	H
R	O	M	H	V	I	A	Y	G	Y	F	A	W
S	E	S	U	D	D	K	L	P	Y	H	T	R
D	W	E	R	H	A	M	N	I	B	I	U	G
A	S	C	S	F	Y	K	O	L	I	N	A	T
Y	H	O	W	S	L	L	P	T	U	E	K	M

Points: / 7

5 Read and put a ✓ or a ✗ in the boxes. Then, write the numbers:

Αγαπητά μας παιδιά,
Θα ήθελα ως διευθυντής του σχολείου να σας μιλήσω για το καινούργιο κτήριο που θα χτιστεί και στο οποίο θα μεταφερθούμε την επόμενη σχολική χρονιά. Το καινούργιο σχολείο μας θα είναι πολύ σύγχρονο. Θα έχει 15 αίθουσες διδασκαλίας και μια αίθουσα ηλεκτρονικών υπολογιστών. Επίσης, θα υπάρχουν δυο γήπεδα μπάσκετ και μια μεγάλη αυλή με δέντρα και παγκάκια.....

basketball court ❒ number: .....

music room ❒ number: .....

classrooms ❒ number: .....

playground ❒ number: .....

computer room ❒ number: .....

Points: / 10

Total: / 40

CIRCLE THE CORRECT FACE AND TALK ABOUT WHAT YOU CAN DO

I can talk about the things in my classroom

I can use the words for places in my school

I can use the numbers from 20 to 99

I can use the days of the week

I can talk about my timetable

Τεστ-Αυτοαξιολόγησης

Unit 2: What's your favourite hobby or sport?















In this unit you will learn to:

- √ Talk about your favourite sports and hobbies
- √ Talk about your friend's favourite sports and hobbies

Strategy corner - Reading

When I read a text for the first time	Yes	No	When I revise a text.....	Yes	No
I look at the pictures, they help me understand what it's about			I study the new words before reading the text again		
I read it and try to understand every word			I translate the text in Greek		
I always ask my teacher for the meaning of unknown words to understand the text			When I don't remember what a word means, I try to guess the meaning from the text		
I don't worry about unknown words, I try to guess their meaning					

Lesson 1:

My favourite sport



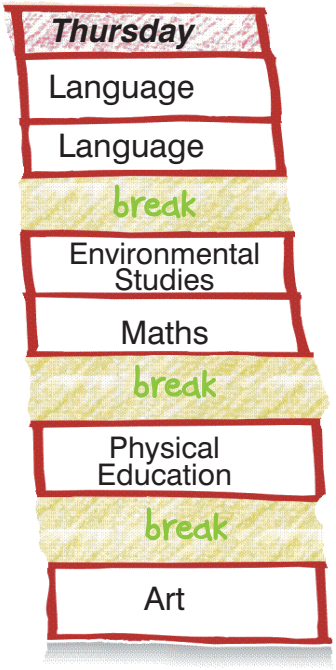


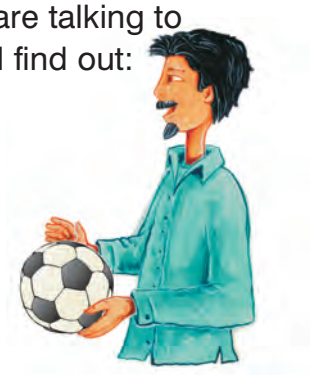
1 Warm – up

Do you like sports? Which is your favourite sport? Tell your classmates and then find the five most popular sports in class. Write words for sports on the board.

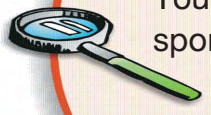
2 Listen, read and find

Now listen to the children. They are in the playground and they are talking to their Physical Education teacher, Mr Papadakis. Listen, read and find out:
" *Does Andrew like football?*"



Mr Papadakis: OK kids! Today is free day for sports!
Nick, Andrew, Omar: Wow!
Nick: **C**ome on, Andrew! Let's play football!
Andrew: I don't like football ver**y** mu**c**h.
Nick: You don't like football? The English love it!
Andrew: Well, *I* **l**ike basketball.
Omar: Yes, let's play basketball! I like **i**t, too.
Mr Papadakis: Ready? So, what do you wa**n**t to play?
Omar: Basketball, sir.
Mr Papadakis: OK, let me **g**ive you a basketball.
Nick, Andrew, Omar: Yeahhh!!!!!



You've got 1 minute to find the secret word. It's Mr Papadakis' favourite sport. Write the word:.....Then, count the letters and write down your score:.....

3 New words!

Match the pictures to the words:

1. 

2. 

3. 

4. 

5. 

a. playing football

b. playing volleyball

c. playing basketball

d. playing tennis

e. swimming

f. windsurfing

g. climbing

h. horse riding

i. cycling

j. sailing

6. 

7. 

8. 

9. 

10. 

1) ..... 2) ..... 3) ..... 4) ..... 5) .....

6) ..... 7) ..... 8) ..... 9) ..... 10) .....



4 Write and speak



Which sports do you like? Write down the sports you like and don't like and then tell your classmates.



I like ..... but I don't like .....

5 Listen and sing



I like climbing a mountain
I like playing football
I'm a sporty fellow
And that's who I am!

I like playing tennis,
I like horse riding
I'm a sporty fellow
And that's who I am!

I like playing basketball
I like playing volleyball
I'm a sporty fellow
And that's who I am!



I like windsurfing
I like swimming
I'm a sporty fellow
And that's who I am!



I like climbing a mountain
I like playing football
I'm a sporty fellow
And that's who I am!

I like playing tennis,
I like horse riding
I'm a sporty fellow
And that's who I am!

I like playing basketball
I like playing volleyball
I'm a sporty fellow
And that's who I am!

I like windsurfing
I like swimming
I'm a sporty fellow
And that's who I am!



6 Listen and write

Andrew wants to know which sports his new classmates like. Can you help him? Listen and find out.

- John likes .....
- Julia likes .....
- Maria likes .....
- Lucy likes .....
- Ted likes .....

7 ↔ Read and match (+app. I)

Match the words for the sports to the pictures:

1. *cricket,* 2. *rugby,* 3. *hockey,* 4. *tae kwon do,* 5. *football,* 6. *baseball*


a.


b.


c.


d.


e.


f.

1) ..... 2) ..... 3) ..... 4) ..... 5) ..... 6) .....

Which of these countries are the sports popular in? (in some countries people like two or three sports).

Great Britain, Brazil, USA, Greece, India, Korea

- What do you know about these sports? How can we play them? If you know how to play one of these sports, stand up and show the class.
- Do people like/play them in Greece? Do you know other sports that people like in other countries?

Idea! Would you like to learn to play a new sport? Find out about sports in other countries and organize games at school. You can ask your Physical Education teacher to show you how to play some of these sports.

8 Let's play!



Toss the ball!

Have you got a small ball? (If not, you can make one with some paper and some cello-tape). Play the game in 2 groups. One pupil from each group thinks of a sport, but doesn't tell his/her classmates what it is. He/she throws the ball to one of his/her classmates in the other group. This pupil asks a question to guess the sport and throws the ball back, when he/she gets the answer. Then the first pupil throws the ball to another classmate for another question and so on. You can ask up to **5 questions** to guess the sport. Your team gets **one point** for a correct guess. The first team to get 5 points is **the winner**.

Look at these examples for questions:

- Have you got a ball?
- Have you got a horse?
- Do you go to the sea?
- Is your ball black and white? Is it big?
- Have you got a racket?



Lesson 2:

Have you got a hobby?



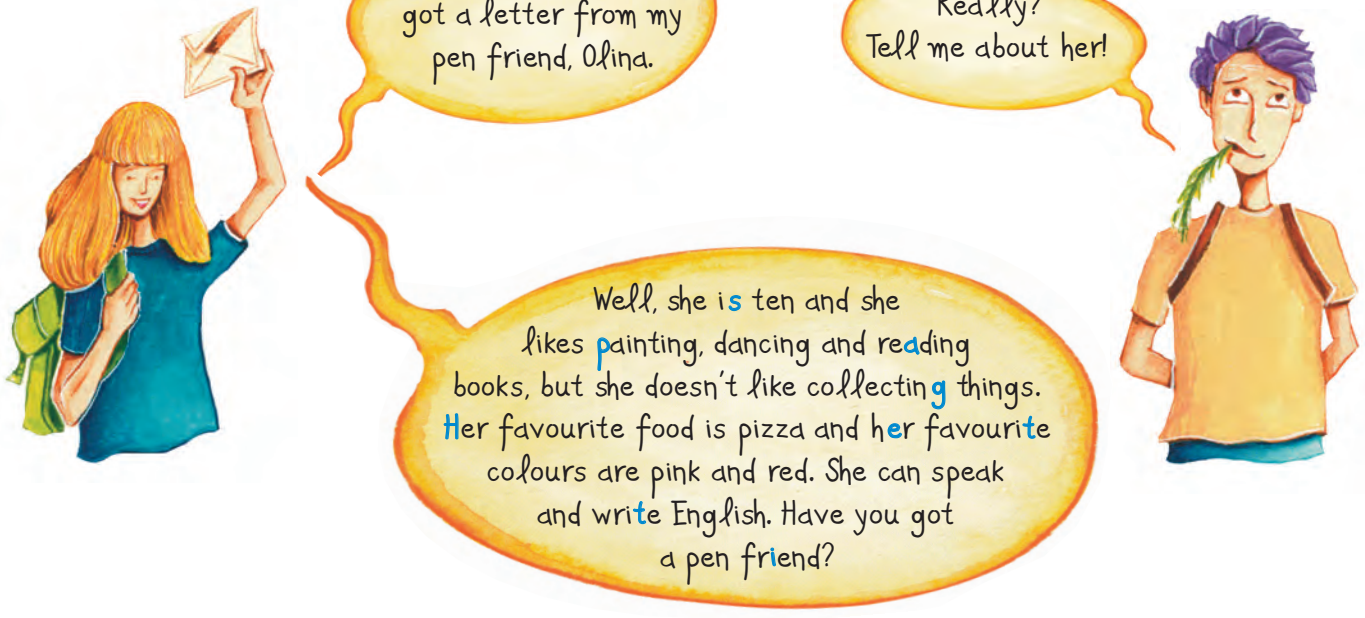
1 Warm – up

Have you got a hobby? Tell the class about it and try to find what the English word for it is. Do you collect things? Talk to the class about your collection. Do you know any strange hobbies/collections? Which are they? Have you and your friends got the same hobbies?



2 Listen, read and find

Sophia and her friend Olina, from Thessaloniki, have got the same hobby, dancing. This is what Sophia is telling Andrew about Olina. Listen, read and find out: *"What's Olina's favourite food?"*





You've got 1 minute to find the secret word. It's Olina's second favourite food. Write the word:.....Then, count the letters and write down your score:.....

3 New words!

Match the words/phrases to the pictures:

1. 

2. 

3. 

a. singing

b. playing board games

c. listening to music

d. dancing

e. taking photos

f. reading books

4. 

5. 

6. 

1) ..... 2) ..... 3) ..... 4) ..... 5) ..... 6) .....

4 Write and speak

Tell your classmates about your hobbies.

✲ I like.....but I don't like.....

Now look at how Sophia talks about Olina's hobbies.....
Can you talk about your friend's hobbies, too? Ask your classmate at the same desk what his/her hobby is. Write about it. Then report to the class.

✲ My friend..... likes..... but he/she doesn't like .....

5 ✓ Tick and speak

What do you think about these hobbies? Look at this chart and tick the boxes. Then report your answers to the class. Look at the example: "I don't like collecting tree leaves. I think it's boring" or "I like collecting football cards. I think it's fun"






Hobby	interesting	boring	strange	fun
collecting tree leaves				
making clothes for dolls				
collecting football cards				
collecting stamps				
reading books				
playing computer games				
taking photos				
making models				







There are some hobby clubs in Sophia and Andrew's school: the **Handicraft** club, the **Collections** club, the **Computer** club and the **Book** club. Where would each of these hobbies go?
Which club would you like to join and why? Tell the class.

6 ✓ Listen and tick

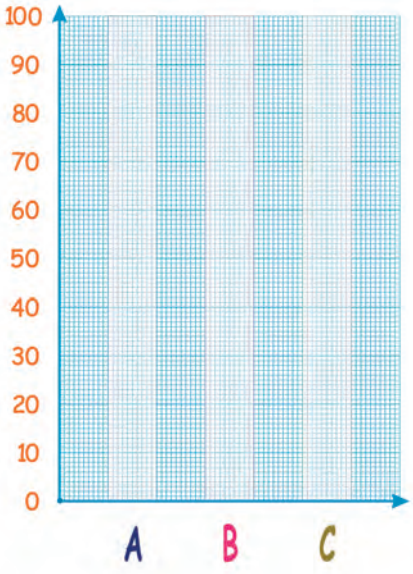




Listen to the information about these children's hobbies and put a ✓ or a ✖ in the correct boxes:

1. Lila likes listening to music ❒
2. Sheila likes singing ❒
3. Philip doesn't like watching TV ❒
4. Harry likes playing board games ❒
5. Sarah doesn't like dancing ballet ❒
6. Ted doesn't like reading books ❒

Which of these hobbies do you like? Carry out a mini class survey and find the three most popular hobbies.







7 Let's play!

Pantomime: 'What do you like?



Play the game in 2 groups. One pupil from each group comes to the board and mimes a hobby. The other group tries to guess the hobby. If they guess correctly, they win one point. At the end of the game, the group with the most points is **the winner**.





You can choose among the hobbies on pages 25 and 26 or you can mime another hobby. Can your classmates find it? To find the hobby, ask: ***"Do you like.....?"*** To answer, say: ***"Yes, I do"*** or ***"No, I don't".***

Can you think of other hobbies and mime them?







Remember!	
	I like (cycling) but I don't like (playing basketball)
	Do you like (playing football?) – Yes, I do /No, I don't
	Kostas/Maria likes (swimming) but he/she doesn't like (sailing)

Lesson 3:

The Olympic Games

Crosscurricular Project

Project 1: Work in groups. Make small posters with pictures of ten Olympic sports. You can use photos from magazines or draw your own pictures. Write the name of the sport under its picture. Try to find names of athletes who are famous for doing these sports. You can find information in books or on the website of the Olympic Games www.olympic.org, and you can download booklets with photos and information from the site of the Olympic Studies project of the Ministry of Education (Πρόγραμμα Ολυμπιακής Παιδείας, ΥΠΕΠΘ) at http://olympiakipaideia.instore.gr/index_gr.htm .

Look at these examples:



Weightlifting
Pyrros Dimas



Hurdling 400 m.
Fani Halkia



Long Jump
Konstantinos Tsiclitiras



Marathon
Spyridon Louis

What do you know about these sports? Find information about them and write it in your poster. You can write about the number of the players, the country where this sport is popular, what you need to play it.

Project 2: Work in groups. Look in your History book and see if there are Olympic sports in Ancient Greece that are Olympic sports of today. Find information on how Ancient Greeks did these sports and talk about the differences between then and now. You can visit the site about the Olympic Games of the Ministry of Culture at http://odysseus.culture.gr/a/1/11/ga110.html , or that of the Foundation of the Hellenic World (Ίδρυμα Μείζονος Ελληνισμού) at http://olympics.ime.gr/.

Idea! You can ask your Physical Education teacher to organize 'School Olympic Games'. Maybe you can be a gold, silver or bronze medallist!

Μπορείς να πας στο glossary και να συμπληρώσεις τις σημασίες των καινούργιων λέξεων στα Ελληνικά και στο grammar corner για να δεις τη γραμματική αυτού του κεφαλαίου.

Self-Assessment test

1 Match the pictures to the words:

1. 

2. 

3. 

4. 

a) basketball ***b) volleyball*** ***c) windsurfing*** ***d) baseball***
e) horse riding ***f) cycling*** ***g) cricket***

5. 

6. 

7. 

Points: / 7

1) ..... 2) ..... 3) ..... 4) ..... 5) ..... 6) ..... 7) .....

2 Match and draw lines:

collecting	●	●	photos
watching	●	●	comics
going	●	●	computer games
reading	●	●	stamps
playing	●	●	TV
collecting	●	●	to the cinema
taking	●	●	tree leaves

Points: / 7

3 Can you write sentences?

1. I  

.....

2. I  

.....

3. I  

.....

4. I  

.....

Points: / 8

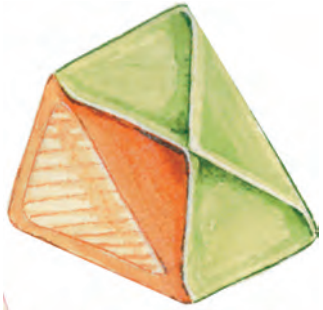
Test-Αυτοαξιολόγηση

Self-Assessment test

4 This is a letter that Elias is sending to his friend, Thanasis, in Lamia. Read it and fill in the missing words to talk about what the children like/don't like:

Αγαπημένε μου φίλε Θανάση,
χτες είχαμε πλάκα στην τάξη. Κάναμε μια έρευνα για το τι χόμπι έχουμε. Μερικά παιδιά έδωσαν τις πιο τρελές απαντήσεις που μπορείς να φανταστείς! Ο Κυριάκος είπε ότι του αρέσει να μαζεύει φύλλα δέντρων αλλά δεν του αρέσει να μαζεύει κάρτες ποδοσφαίρου, γιατί δεν αγαπά το ποδόσφαιρο! Η Αναστασία έχει για χόμπι να ακούει κλασσική μουσική και δεν της αρέσει η ποπ! Και το πιο τρελό: Της Κάιτυς της αρέσει να παίζει επιτραπέζια (τι βαρετό!)αλλά δεν της αρέσει να παίζει παιχνίδια στον υπολογιστή, γιατί κάνει, λέει, κακό στα μάτια! Εγώ τουλάχιστον έχω πιο φυσιολογικά χόμπι: μου αρέσει να βλέπω τηλεόραση και να διαβάζω κόμικς.....

Ο φίλος σου Ηλίας



- Kate .....playing computer games.
- Elias .....watching TV and reading comics.
- Kyriakos.....collecting tree leaves but he ..... collecting football cards.
- Anastasia .....listening to classical music.

Points: / 10

5 Answer these questions about yourself:

- Do you like playing football? .....
- Do you like swimming? .....
- Do you like collecting tree leaves? .....
- Do you like climbing? .....

Points: / 8 Points: / 40

CIRCLE THE CORRECT FACE AND TALK ABOUT WHAT YOU CAN DO

- I can use words for sports and hobbies
- I can talk about the sports or hobbies I like or don't like
- I can talk about which sports or hobbies my friends like

Τεστ-Αυτοαξιολόγησης

Unit 3: This is where I live

In this unit you will learn to:

- Ask and answer about nationality
- Talk about places/buildings/facilities in your area/village/town/city

Strategy corner - Listening

When I do a listening task...	Yes	No
I try to understand the general meaning of the listening text		
I don't know all the words but it's OK if I can understand		
I try to listen for key words		
I need to study the questions before listening		
If I can't understand a lot, I ask my teacher to play the CD again		

Lesson 1:

My country

1 Warm – up

Which is the name of your country? Which is the capital city? Do you know any other European countries? What are their names in English?

2 Listen, read and find

Andrew's classmates, Nick and Sophia want to know about his country. Listen, read and find out: *"Which city is Andrew from?"*

Sophia: Well, Andrew, tell us about your country. Where is it?

Andrew: It's in Europe, like Greece. Its name is the 'United Kingdom'. It's in the North-West part of Europe. And there are four parts in it: England, Wales, Scotland and Northern Ireland.

Nick: And you are from Oxford, right?

Andrew: Yes, it's a city near London, the capital. It's in England.

Sophia: Can you tell us more about your country?

Andrew: It's a beautiful country. There are a lot of mountains, rivers and trees.

Sophia: Greece is beautiful, too. There are mountains, rivers, trees and beautiful beaches.

Nick: Oh, yes! Beaches!.....

Andrew: The sea!.....Greece *is* beautiful!



You've got 1 minute to find the secret word. It's a famous place in Oxford. Write the word:.....Then, count the letters and write down your score:.....

3 Speak and write

Go to appendix IV. Look at map 1. Which is this country? What language do people speak there? Which is the capital city?

Country:..... Capital City:..... Language:.....

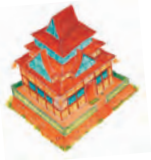
Now look at maps 2 and 3 in appendix IV and work in groups of 5. Look at the cities on the map. They are capital cities of five countries: **Egypt**, **China, Italy, Albania** and **Cyprus**. Match the capital cities to the countries and write your answers:











- Country:..... Capital City:.....
- Country:..... Capital City:.....
- Country:..... Capital City:.....
- Country:..... Capital City:.....
- Country:..... Capital City:.....

4 Speak

Where are these children from? Match the children to the countries:



1. Robertina



2. Marina



3. Lee



4. Emily



5. Omar

a. ***Italy,*** b. ***the United Kingdom,*** c. ***Egypt,*** d. ***China,*** e. ***Greece***

1) ..... **2)** ..... **3)** ..... **4)** ..... **5)** .....

Then turn to maps 2 and 3 in appendix IV and find the countries.

Now, you are one of these children. Draw his/her face on your finger, go around the class, introduce yourself and ask: Hello! I'm from Egypt. I'm ***Egyptian***. My name is Omar. Where are you from?

Use these words: ***Italian, British, Egyptian, Chinese, Greek***

5 Listen and write

You are a postman and you've got letters for Andrew, Nick, Betty and Sophia from their pen friends, but you don't know which letter is for whom. Listen to the children talking about their pen friends and write the nationalities.

- Andrew: my pen friend is .....
- Nick: my pen friend is .....
- Betty: my pen friend is .....
- Sophia: my pen friend is .....

6 Listen and sing



I'm from Greece, I am Greek. Where are you from, where are you from?
I am from Italy, I am Italian. That's who I am, that's who I am.

I'm from Egypt, I'm Egyptian. Where are you from, where are you from?
I am from China, I am Chinese. That's who I am, that's who I am.

I'm from England, I am English. Where are you from, where are you from?
I am from Albania, I am Albanian. That's who I am, that's who I am.

7 Let's play!

Find the country!

Here are the flags of these countries. Play the game in pairs. Think of a flag but don't tell your classmate which one. He/she asks questions about the colours of the flags to guess which one it is. Look at this example:

Student A: Is it blue?
Student B: No, it isn't
Student A: Is it white?
Student B: Yes, it is
Student A: Is it green?
Student B: Yes, it is
Student A: So, it's the Italian flag!

But ***remember!*** You've only got ***five questions!***



United Kingdom



Greece



Italy



Albania



China



Egypt



Remember!	Where are you from? I'm from (Greece). I'm (Greek)
	Where is Roberto from? He is from (Italy). He is (Italian)

Lesson 2:
My city

1 Warm - up

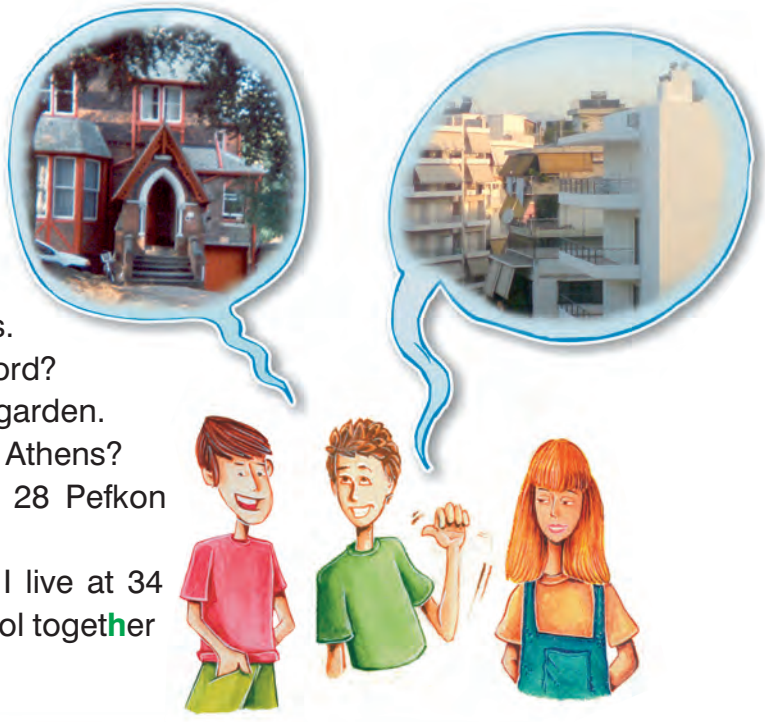
Look at these places/buildings in a village/town/city. What can you do there?



1) ***house,*** *2)* ***post office,*** *3)* ***theatre,*** *4)* ***museum,*** *5)* ***café,*** *6)* ***cinema,***
7) ***shopping centre,*** *8)* ***block of flats,*** *9)* ***sports centre,*** *10)* ***church,***
11) ***bank,*** *12)* ***supermarket,*** *13)* ***park,*** *14)* ***school***

2 Listen, read and find

Nick and Sophia want to learn about Andrew's city. Listen, read and find out: *"What is Andrew's address in Athens?"*



Nick: So, Andrew, tell me about your city in England. Is it a beautiful city?

Andrew: Oh, yes! Oxford is very beautiful! It's a very clean city and it's got a lot of flowers and trees. There aren't many blocks of flats but there are a lot of houses with gardens.

Sophia: And have you got in a house in Oxford?

Andrew: Yes, we've got a house with a small garden.

Sophia: Wow! Do you live in a house here in Athens?

Andrew: No, I live in a block of flats. It's at 28 Pefkon street.

Sophia: Really? We live in the same street! I live at 34 Pefkon street! We can come to school together in the morning!

Andrew: Yes! That's great!

You've got 1 minute to find the secret word. Andrew's flat is on this floor. Write the word:.....Then, count the letters and write down your score:.....

3 Read and speak



the bank is **next to** the cinema



the museum is **between** the theatre and the café



the sports centre is **on the corner of** Bond street and Baker street

Now work in pairs. You both live in the same area. One of you is resident A and the other is resident B. Look at your picture, ask and answer about your area and complete the map. Look at this example:

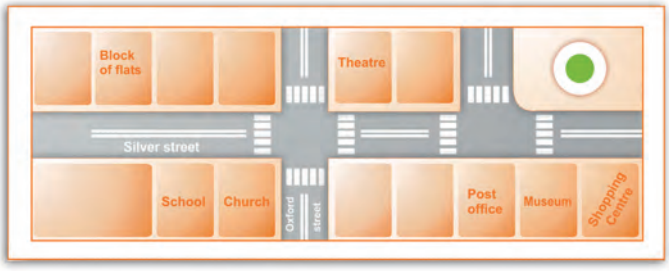
Resident A: Is there a supermarket next to the cinema?

Resident B: Yes, there is/No, there isn't.

When you find where a building is, write its name in the box. Write the names of seven buildings. The first pupil to write the names and complete the map is **the winner!**

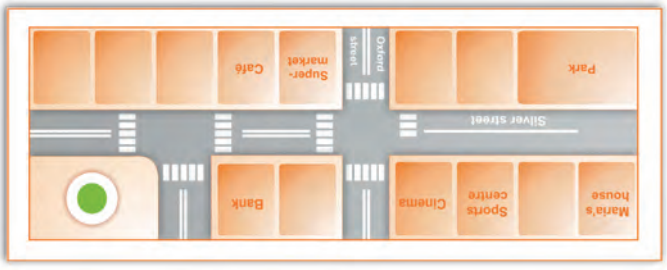
Resident A: Find these buildings on your map and fill in the empty boxes:

Maria's house, sports centre, cinema, bank, park, supermarket, café



Resident B: Find these buildings on your map and fill in the empty boxes:

block of flats, theatre, school, church, post office, museum, shopping centre



4 Write (+app. I)

Write about your area and tell the class:

In my area there is a(n) ..... It's (next to/between/on the corner of)

.....

There is a(n) ....., too. It's (next to/between/on the corner of)

.....

5 ✓ Listen and tick

Look at these photos and listen to what Greta is saying about her city. Find her city and put a ✓ in the box.

1. 

2. 

3. 

4. 

6 Let's play!

Around Greece:

Play this game in groups of 5 pupils. Throw the dice, follow the instructions and move on the squares. The first pupil to get to the end is **the winner!**





Have you got a dice? No? Don't worry! Look! This is how you can make one!

How to play the game

Start the game by putting all the pawns on number 1 and follow the instructions for each number:

You are on number...	If you throw **1, 2, 3**...	If you throw **4, 5, 6**...
1	You want to visit the White Tower in Thessaloniki. Miss a turn	You want to see the Royal Tomb of King Philippos of Macedonia at Vergina. Go to number 2
2	You want to see the ancient theatre of Dodoni. Go to number 3	The site of the Royal Tomb of King Philippos at Vergina is closed. Go back to number 1
3	The museum at Vergina is now open. Go back to number 2 and see the King's golden wreath	You want to visit Delphi to see the statue of Iniohos. Go to number 4
4	It's time to visit the Acropolis in Athens. Go to number 5	You want to watch a Greek play at the theatre of Dodoni. Go back to number 3
5	You want to sit on Pythia's throne. Go back to number 4	You want to visit the ancient theatre of Epidavros. Go to number 6
6	You want to visit Olympia and see the stadium of the first Olympic Games. Go to number 7	You want to see the marbles of the Parthenon at the Acropolis museum. Go back to number 5
7	You want to climb the stairs of the ancient theatre of Epidavros. Go back to number 6	You want to see the palace of Minos at Knossos. Go to number 8
8	You want to run at the ancient stadium of Olympia. Go back to number 7	Congratulations! Go to number 9 and visit the temple of Aphaea on the island of Aegina! **You are the winner!**

Lesson 3:

Let's talk about Greece

Crosscurricular Project



Work in groups. Look in books or atlases and find an area or a city/town in your favourite part of Greece. Draw or find a map of this area/city/town and look for information about it. Make a poster.

Here are some questions you can answer:

- Where is it? (Is it near the sea, near a lake or a river or on a mountain?)
- Is it in the southern/northern/eastern/western part of Greece?
- If it is a large area, which are the important cities/towns in it?
- Are there any mountains, lakes, rivers in this area?
- Which sights can you see there?
- What can you eat there? Are there any famous products of this area?
- Are there any festivals that you can go to?
- Are there any rare animals that live there?
- Are there any rare trees, plants that you can see there?

You can look at the website of the *Greek National Tourism Organisation* (GNTO). It is www.gnto.gr. You can also look at the website of the *Ministry of Culture*. It is www.culture.gr.



Look at this example:

Name: Central Macedonia
Capital city: Thessaloniki
Other important cities: Katerini, Serres, Kilkis, Edessa, Veria, Naousa, Polygyros
Sights: the Royal Tomb of King Philippos of Macedonia in Vergina, the White Tower in Thessaloniki, the Macedonian Tombs at Pella, the ancient city of Dion near Katerini
Mountains: Olympos, Athos, Vermio, Paggeo, Pieria
Lakes: Volvi, Doirani, Kerkini
Festivals: the Carnival in Naousa
Rare animals: the brown bear on the mountains near Florina, the Greek wolf on Pindos

(Simplified and abridged from www.gnto.gr and www.culture.gr)

Μπορείς να πας στο glossary και να συμπληρώσεις τις σημασίες των καινούργιων λέξεων στα Ελληνικά και στο grammar corner για να δεις τη γραμματική αυτού του κεφαλαίου.

Self-Assessment test

1 Look at the flags and write the countries:



1.....



2.....



3.....



4.....



5.....



6.....

Points: / 6

2 Write the nationalities:

1. Amir is from Egypt. He is .....
2. Claudio is from Italy. He is .....
3. Tina is from Albania. She is .....
4. Yang is from China. He is .....
5. Julia is from the U.K. She is.....
6. Giorgos is from Greece. He is .....

Points: / 6

3 What can you see in this picture? Find the hidden words:



1. hsoue=....., **2. psot oifcfe=**....., **3. tehrtae=** .....

4. meusum= ....., **5. cfaé** ....., **6. cenima=** .....,

7. sophnipg cnerte= ....., **8. boclk of ftals=** .....,

9. sorpts cnerte= ....., **10. cruhch=** .....,

11. bnak= ....., **12. serpmurekat=** .....,

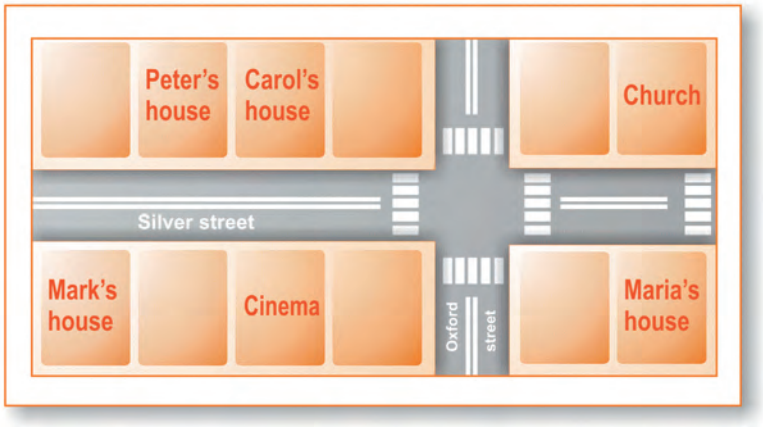
13. prak= ....., **14. sohcol=** .....

Points: / 14

Τεστ-Αυτοαξιολόγησης

Self-Assessment test

4 Read the information and write the missing words/phrases in the empty boxes. Use these words/phrases:



Robin's house, bank, Patrick's house, Rita's house, Simon's house, post office

- Maria's house is next to **Robin's house**
- Carol's house is between Peter's house and the **bank**
- **Patrick's house** is on the corner of Silver street and Oxford street, next to the cinema
- **Rita's house** is between the cinema and Mark's house
- **Simon's house** is next to Peter's house
- The **post office** is next to the church

Points: / 6

5 What's your dream city like? What is/isn't there in it? Write about it.

In my dream city there .....

..... but there .....

.....

Points: / 8 Total: / 40

CIRCLE THE CORRECT FACE AND TALK ABOUT WHAT YOU CAN DO

I can use the names of countries, capital cities and nationalities

I can talk about places/buildings in a village/town/city

I can talk about important places in my country

Τεστ-Αυτοαξιολόγησης

Unit 4:

Time











In this unit you will learn to:

- Ask and answer about time
- Talk about months and seasons
- Ask and answer about the weather
- Talk about what we do in different months/seasons in the year

Strategy corner - Speaking

When I do a Speaking task...	Yes	No
I find it difficult, I don't know what to say		
I am afraid of making mistakes		
If I need to use a word I don't know, I try to use another one		
I don't mind making mistakes, if my friends and my teacher can understand what I'm trying to say		
I don't mind making mistakes in front of my teacher, only he/she can correct them		
I don't like making mistakes in front of my classmates		

Lesson 1:

Happy Birthday!





1 Warm – up

- How old are you? When is your birthday?
- Have you got a name day? When is it?
- Which is your favourite season and why?
- Can you tell the time? What time is it now? What time do you come to school every day? What time do you go home?

2 Listen, read and find

One of Andrew's friends is having a party on Saturday. Listen, read and find out: "*Who is having the party and why?*"

Come to my party!

Come to my birthday party! It's on Saturday May 3rd, at 7.30 p.m. My address is 34 Peristaseos street. We can dance, play computer games, sing karaoke, play in the garden and ..... have lots of fun!

Sophia

PS. There are a lot of surprises and prizes for the best dancer and singer!

You've got 1 minute to find the secret word. It's the prize for the best dancer. **But, be careful! This time the letters are jumbled!** Write the word: .....Then, count the letters and write down your score:.....

3 Listen and sing



January, February, March, April, May, June,
July, August, September, October, November, December

4 Listen, match and colour

Do you know the four seasons? Match the pictures to the words:

1. 

2. 

3. 

4. 

a. winter b. spring c. summer d. autumn

1) ..... 2) ..... 3) ..... 4) .....

Now colour the winter months grey, the spring months green, the summer months red and the autumn months yellow

JANUARY, OCTOBER, FEBRUARY, MAY, AUGUST, DECEMBER, APRIL, JUNE, MARCH, SEPTEMBER, JULY, NOVEMBER

Which is your favourite season?.....

Why? What can you do then?.....

.....

5 Write and speak



Look at Sophia's invitation. Her party is on **Saturday May 3rd**. Her birthday is ***in May.***
When is **your** birthday? In which month? Can you tell the class?

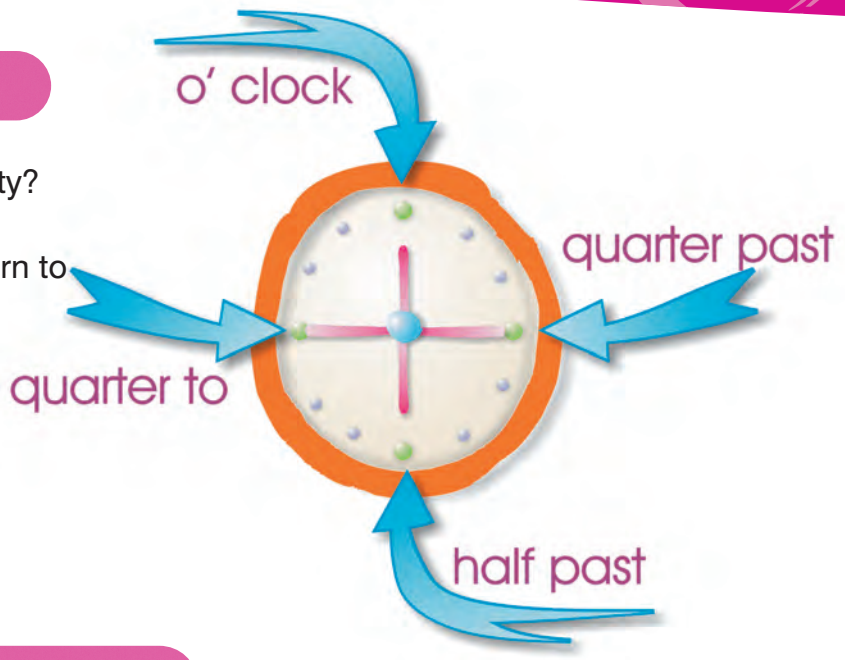
- My birthday is in .....

When is **your friend's** birthday? Ask the pupil sitting next to you and report his/her answer to the class:

- My friend's ..... birthday is in .....

6 New words!

What time is Sophia's party?
Can you read it?
Look at this clock and learn to tell the time:



7 Listen and write

Andrew wants to watch some programmes on TV, but he doesn't know what time they are on. He is asking his mother. Can you help him fill in the boxes?

ET1

☐	Κινούμενα σχέδια
19.15	Οικογένεια Παπαδοπούλου, καθημερινή σειρά
20.00	Μαρία Κάλλας, μια αξέχαστη ντίβα, ντοκιμαντέρ
21.00	Η Ωραία και το Τέρας, σειρά Ελληνικής παραγωγής
21.45	Πολυθρόνα για τρεις, κωμωδία Αμερικανικής παραγωγής
23.00	Ειδήσεις

NET

19.00	Ειδήσεις στη νοηματική γλώσσα
19.15	Η τύχη είναι μαζί σου, τηλεπαιχνίδι
☐	E.T., my friend, σήριαλ επιστημονικής φαντασίας
21.00	Ειδήσεις
21.45	Αφιέρωμα: Μάνος Χατζιδάκις
☐	Η ΠΑΡΙΖΙΑΝΑ Κωμωδία, παραγωγής ΦΙΝΟΣ ΦΙΛΜΣ 1969

ET3

18.15	Εικόνες από τον κόσμο, ταξιδιωτικό ντοκιμαντέρ
18.45	Σινεματόπολη, κινηματογραφικό μαγκαζίνο
19.30	Ειδήσεις
☐	Ποδόσφαιρο Ολυμπιακός-Παναθηναϊκός
21.45	Ζορό, ταινία Ισπανικής παραγωγής
23.15	Νυκτερινές ειδήσεις

8 Let's play!

Bingo!

Write six different months in the boxes and listen to your teacher. He/she is going to call out months. When you hear one of *your* months, tick ✓ the box. When you hear all your months and tick all your boxes, call out **Bingo!** You are **the winner!** But **remember!** Read out your months in class!

Use a pencil!













Remember!	My birthday is in June
	It's nine o'clock–9.00, It's half past nine–9.30,
	It's (a) quarter past nine–9.15, It's (a) quarter to nine–8.45

Lesson 2:

What's the weather like?

1 Warm – up

Can you answer these questions?

- Is it cold or hot today?
- Is it raining?
- Is it snowing?

2 Listen, read and find

It's Sophia's party today. Her friends are here. Listen, read and find out: *"Is it hot in the garden?"*



Happy Birthday to you,
Happy Birthday to you,
Happy Birthday Sophia
Happy Birthday to you!!!

Andrew, Nick, Kate, Angela: Happy birthday, Sophia!

Sophia: Thank you! Now, let's play! What do you want to play?

Andrew: Let's play comp**u**ter games!

Kate: **N**o, it's boring! Listen! I've got an idea! Let's play **h**ide and seek in the g**a**rden!

Nick: Great idea! It's a beautiful, sunny day!

.....

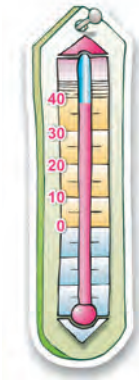
Andrew: Oh, no! It's windy!

Nick: And it's cloudy!

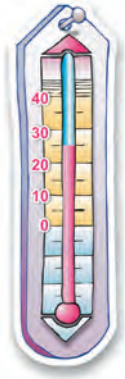
Sophia: And now it's raining! What a great **p**art**y**!

You've got 1 minute to find the secret word. It's how Sophia feels now. Write the word: ..... Then, count the letters and write down your score: .....

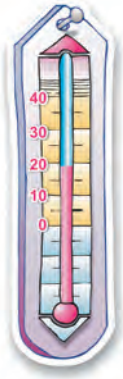
3 New words!



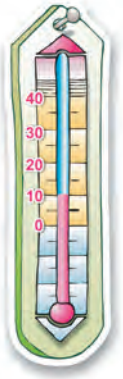
It's hot



It's warm



It's chilly



It's cold


It's sunny


It's windy


It's cloudy


It's raining


It's snowing

4 Listen and sing







The weather song

In the winter
It is snowy and it's cold
And we make a snowman-it's tall!
In the spring
It's warm and sunny
And we make an Easter bunny
Fa - la - la - la
Fa - la - la - la
Fa - la - la







In the summer
Hot and sunny every day
And we swim and we go on holiday
In the autumn
Cloudy, rainy
And at school our books are many
Fa - la - la - la
Fa - la - la - la
Fa - la - la



5 Let's play!

Crazy habits!



Work in pairs. Put six **crazy ticks** in your box. Take turns to ask your partner questions and find out where his/her ticks are. The first student to find his/her partner's ticks is **the winner**!

Look at this example:

Student A: Do we swim in the sea in December?

Student B: Yes, we do! One point for you!

Student A	January	March	May	July	September	December
go on holiday						
eat ice cream						
swim in the sea						
play in the park						
fly a kite						
go skiing						

Student B	January	March	May	July	September	December
go on holiday						
eat ice cream						
swim in the sea						
play in the park						
fly a kite						
go skiing						

6 ↔ Listen, match and write(+app. I)

It's August and Sophia is on holiday. This is what she does on certain days. Listen and match:

1. On Mondays...

a. ...I ride my bike



b. ...I play tennis



c. ...I play board games with my brother

2. On Tuesdays...

3. On Wednesdays...



4. On Thursdays...

d. ...I play basketball with my friends



1) ..... 2) ..... 3) ..... 4) .....

Now, talk about ***your*** habits. Talk about two days:

On ..... I .....

and on ..... I .....



Remember!	In the summer we go on holiday and we swim in the sea
	In December we go skiing
	On Mondays I ride my bike in the park

Lesson 3:
Weather around the world

Crosscurricular Project

Work in groups. You can choose your project.

Project 1:

- **Group A:** Draw a map of Greece on a poster. Make weather drawings on the map and write about the weather on a day. You can find this information on the TV or the radio. You can also telephone 1448 or visit the website of EMY. It's www.hnms.gr.
- **Group B:** Make a collage. Find or draw pictures of houses in different areas in the world, where the climate is different (e.g. an igloo in Alaska, a hut in Africa).
- **Group C:** Make a collage. Find information about food in different places in the world, where the climate is different (e.g. Do people in Northern Europe eat a lot of fresh fruit and vegetables?)
- **Group D:** Make a collage. Find information about jobs in different places in the world, where the climate is different (e.g. How many fishermen or farmers are there on Greek islands and in areas in Macedonia?)

Project 2: Can you write a poem about your favourite season?

Look at this example. It's Sam's poem. Sam is a young pupil at Barnfields Primary School in Wildwood, Staffordshire in England.



Spring
Baby lambs are being born
Spring is here
Daffodils are dancing
Spring is here.
Sun is shining
Spring is here
Rabbits are hopping
Spring is here.
Chicks are hatching
Spring is here
Trees are blossoming
Spring is here.
By Sam
(From http://www.barnfields.staffs.sch.uk)











Now, can you write your poem?

- **Group A:** write about winter
- **Group B:** write about spring
- **Group C:** write about summer
- **Group D:** write about autumn

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Self-Assessment test

1 Write the months.

1. D _ C _ M _ E _
2. _ O _ T O _ _ R
3. _ _ A N _ A R _
4. _ S _ P T _ _ B _ _
5. M _ _ C H
6. _ U _ U S _
7. _ _ N O _ E _ _ R
8. _ _ F E _ R _ _ _ Y
   the
9. _ J _ _ Y
10. _ _ N E
11. _ _ A _
12. _ A _ R I _

Points: / 12

2 What's the weather like?


1.


2.


3.


4.

1. .....
2. .....
3. .....
4. .....

Points: / 4

Τεστ-Αυτοαξιολόγησης

Self-Assessment test

3 Look at the clocks and write the time:



1. ..... 2. .....

3. ..... 4. .....

Points: / 8

4 Look at the pictures and write what we do in each season:



summer autumn winter spring

- In the summer we ..... and .....
- In the autumn we ..... and .....
- In the winter we ..... and .....
- In the spring we ..... and .....

Points: / 16

Total: / 40

CIRCLE THE CORRECT FACE AND TALK ABOUT WHAT YOU CAN DO

I can use the names of the months and the four seasons

I can talk about the weather

I can talk about what people do in each season

Τεστ-Αυτοαξιολόγησης

Unit 5:

Habits and customs










In this unit you will learn to:

- ✓ Talk about personal habits
- ✓ Talk about customs

Strategy corner - Writing

When I'm trying to write a text...	Yes	No
I never make a plan, it's boring		
I always make a plan, it helps me organize my thoughts		
I always ask my teacher for the words I don't know. I can't write well, if I don't know all the words I need		
I don't worry about unknown words, I try to use other words		
It helps me to talk about the writing task in class and write questions/prompts about it		
It's better for me to work in groups or pairs		
It's better for me to work alone		

Lesson 1:

It's only a dream !

1 Warm – up

Do you brush your teeth every day? Do you always do your homework? Do you play football or computer games? How often do you do these things?

2 Listen, read and find

Betty and Sophia are talking. Betty is telling Sophia about a dream she sometimes has. Listen, read and find out: *"What's Betty's favourite story?"*



Betty: ... and I sometimes have this dream! In my dream I live in Neverland, Peter Pan's island. There, I always wake up at 10 o'clock in the morning and I never go to school and, of course, I never do any homework. Every morning I fly over Captain Hook's ship with Peter Pan and Tinker Bell and in the afternoon I often play games with the Lost Boys, Peter Pan's friends. My favourite game is cake war. The Lost Boys are so funny! We sometimes explore the island together and come back to our cave late at night. So, I always go to bed late and I never brush my teeth.

Sophia: Wow! I really like this life!

Betty: Yes, I like it, too, but then I wake up and I realize it's only a dream.....





You've got 1 minute to find the secret word. It's what Betty has for lunch with Peter Pan and the Lost Boys. Write the word: .....Then, count the letters and write down your score: .....

3 New words!

In her dream, Betty talks about things she does at Neverland. But at home, she does other things. Look at the pictures and match them to the phrases:

1 

2 

3 

4 

5 

6 

7 

8 

9 

a) *take a bath*, b) *take exercise*, c) *get up early*,

d) *go to bed early*, e) *clean up my room*, f) *wash my hands*,

g) *brush my teeth*, h) *do my homework*, i) *make my bed*

1) ..... 2) ..... 3) ..... 4) ..... 5) .....

6) ..... 7) ..... 8) ..... 9) .....

4 Write and speak

What do *you* do at home? Is *your* life like Betty's life in her dream? Talk about four things you do or don't do at home. Use these words and phrases:



always /every day	
often	
sometimes	
never	



wash my hands, do my homework, eat ice cream, make my bed, play computer games, watch TV, get up early, go to bed early, clean up my room, brush my teeth, take exercise, take a bath

1 .....

2 .....

3 .....

4 .....

Report your sentences to the class. Then you can **play a game!**

Bingo:

Tick four boxes and listen to your teacher. If he/she says all of your sentences, you are the winner. **But, remember!** You have to report your sentences to the class!

Betty	always	often	sometimes	never
does her homework				
brushes her teeth				
makes her bed				

5 Listen and sing

I never brush my teeth
I never have a bath
I always watch TV
and play in the park
I'm Betty the bad kid
Oh, No! It's just a dream!

I never clean my room
I never help my mum
I always get up late
and play in the sun
I'm Betty the bad kid
Oh, No! It's just a dream!



6 ✓ Listen and tick

Sophia is asking Betty about her real life. Listen and tick the correct box.

		always	often	sometimes	never
1					
2					
3					
4					
5					
6					
7					

7 Let's play!

Crazy pairs:

Write one of your habits on a slip of paper (e.g. I eat ice cream). Then, fold the paper so that nobody can read it. Exchange papers with a partner, but **don't read** his/her paper. Now, write a word/phrase for how often (e.g. never, every day, every Monday) on the back of the slip. Read the sentences out in class. Are they crazy?



Remember!	I always brush my teeth in the morning
	I usually play computer games at the weekends
	Betty often makes her bed
	Betty never watches TV on Mondays

Lesson 2:
British customs

1 Warm – up

Habits can be 'personal' or 'national'. 'National' habits are called *customs* . Do you know any holiday customs that we have? (e.g. at Christmas, at Easter, on National Holidays)? Tell the class.

2 Listen, read and find

Here is some information about customs on two holidays in the UK. Listen, read and find out: *"When do children open their Christmas presents in Great Britain?"*

Christmas is **B**ritain's most popular holiday. At Christmas, people decorate the Christmas tree and their houses, they often send cards to each other and children sing carols in the street . At h**o**me, children have got a stocking and Father Christmas (Sa**n**ta Claus) puts presents in it. They always open their presents on Christmas Day. In the evening the **f**amily has Christmas dinner. They eat roast turkey or beef with fried potatoes and Brussels sprouts. For dessert, they often have sweet m**i**nce pies or Christmas pudding . At Ch**r**istmas dinner, they put Christmas crackers on each plate. In the crackers, there is usually a party hat, a riddl**e** and a toy.

Halloween is on 31 October and is a time of pumpkins, ca**n**dies, ghosts and witches and people decorate their houses w**i**th 'Jack-o-Lanterns' . On Halloween, children dress up in fancy costumes and they **g**o 'Trick or Treat' from door to door. People give them goodies like candies, caramel apples or popcorn balls. Sometimes there are spooky parties and **c**hildren often play 'ducking for apples' and 'pin- **t**he-tail-on-the-donkey'.

You've got 1 minute to find the secret words (**two words**). It's an important English Holiday on November 5th. Write the words.....Then, count the letters and write down your score: .....

3 New words!

Match the words to the pictures:

1 

2 

3 

4 

5 

6 

7 

8 

9 

10 

11 

a) *ghost*, b) *Christmas pudding*, c) *Christmas card*, d) *Santa Claus*,
e) *stocking*, f) *Christmas cracker*, g) *pumpkin*, h) *candy*,
i) *witch*, j) *Christmas tree*, k) *roast turkey*

1) ..... **2)** ..... **3)** ..... **4)** ..... **5)** .....

6) ..... **7)** ..... **8)** ..... **9)** ..... **10)** ..... **11)** .....

Put these words in the blanks:

put, eat, open, sing, send, decorate, go

1. On Halloween people.....their houses with Jack-O-lanterns and .....to spooky parties
2. Children.....their presents on Christmas Day
3. At Christmas people.....roast turkey for dinner
4. At Christmas children.....their stockings on the fireplace
5. At Christmas people.....cards to each other
6. Children.....carols in the street

4 Write and speak (+app. I)

Andrew wants to know about Greek customs at Christmas. Can you help him? Write about them and report your ideas to the class. You can use these words:

put, eat, open, carols, send, sing, make, Christmas tree, Santa Claus, decorate, Christmas cards, presents, always, often, sometimes, never





At Christmas we .....

.....

.....

.....

.....

.....

.....

.....

.....





5 Listen and write

Andrew is telling us about another English special day, Bonfire *Night* (or *Guy Fawkes Night*). Listen and fill in the information. Use these words:

penny, guy, watch, November, gardens

Bonfire Night is on (1)..... 5th. On this day people (2).....fireworks and have bonfire parties in their (3)..... Some children make a (4) ....., a figure of a man made of old clothes. They take their guy in the street and ask for "a (5).....for the guy". On Bonfire Night they burn it on top of a bonfire.

- Is there a special day like Bonfire Night in Greece or in another country? When, why and how do we celebrate it?

6 Let's play!





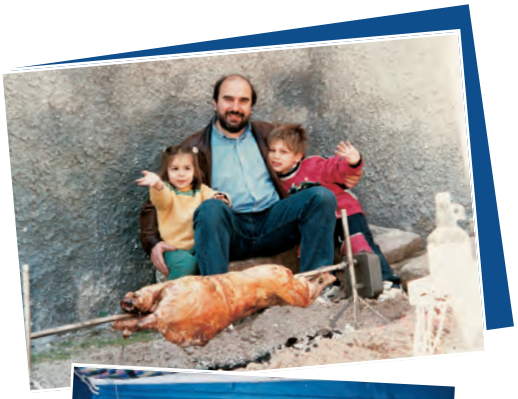
Christmas bag!

Play this game in two teams. In 5 minutes, write as many Christmas words as you can on slips of paper and put them in a bag. Then come to the board and **act out** (you **can't speak!**) a word from the opposite team's bag. If the players in your team guess the word correctly, your team gets one point. Play the game for 10 minutes. The team with the **most points** is **the winner**.

Lesson 3:

Finding out about habits and customs

Crosscurricular Project







Work in groups. You can choose your project.

Project 1: Groups A and B: Habits survey

Carry out a survey about children's habits and talk about **similarities and differences.**

- **Group A:** Make a graph about your classmates' habits.
- **Group B:** Make a graph about other children's habits. Ask your cousins, friends from other cities or your pen friends from other countries.

Project 2: Groups C and D: Customs around the world

Find information about Christmas and Easter customs in other countries and talk about **similarities and differences.**

- **Group C:** Find out about Christmas and Easter customs in Great Britain or other countries.
- **Group D:** Find out about Christmas and Easter customs in Greece.

You can look at:

- www.gnto.gr, the site of the *Greek National Tourism Organization.*
- http://dim-sapon.rod.sch.gr, the website of the *Primary School of Sapes.*
- http://11dim-evosm.thess.sch.gr, the site of the *11th Primary School of Evosmos,* Thessaloniki.
- http://dim-rizou.pel.sch.gr, the website of the *Primary School of Rizos.*
- www.haef.gr/chilias, the site of the *Athens College*.

Idea! Are there students in your class from other countries? Maybe they can talk to the class about Christmas and Easter customs or other religious festivals in their countries!

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Self-Assessment test

1 Match the pictures to the phrases:


1.


2.


3.


4.


5.

a) wash my hands, b) do my homework, c) watch TV,
d) make my bed, e) take exercise, f) get up early, g) go to bed early
h) clean up my room, i) brush my teeth, j) take a bath


6.


7.


8.


9.


10.

1)…..., 2)…..., 3)…..., 4)…..., 5)…..., 6)…..., 7)…..., 8)…..., 9)…..., 10)…..

Points: / 10

2 Use these words and talk about some of your habits:

always, often, sometimes, never

- .....
- .....
- .....
- .....

Points: / 12

3 Look at the table and write four sentences about the children in the box. Follow the example: **Melissa sometimes cleans her shoes.**

	read comics in bed	watch TV in the afternoon	clean my shoes	eat fast food	help my mum
Mark	**always**	**often**	**always**	**often**	**never**
Melissa	**never**	**always**	***sometimes***	**never**	**sometimes**
Oscar	**sometimes**	**sometimes**	**never**	**sometimes**	**always**

- .....
- .....
- .....
- .....

Points: / 8

Τεστ-Αυτοαξιολόγησης

Self-Assessment test

4 Put the missing words in the sentences. Use these words:

decorate, eat, put, sing, open

1. At Christmas we (1)..... a tree and (2)..... the presents under it.
2. Children (3) ..... carols in the street and (4) ..... their presents on Christmas Day.
3. At Christmas people (5)..... mince pies for dessert.

Points: / 5

5 Read the information in the box and say if the following statements are TRUE or FALSE:

Η Μεγάλη Εβδομάδα (Holy Week) ξεκινάει από την Κυριακή των Βαΐων. Χαρακτηριστικό έθιμο αυτής της ημέρας είναι ο στολισμός των εκκλησιών με βάγια, τα οποία και μοιράζονται στους πιστούς. Τη Μεγάλη Δευτέρα (Holy Monday) εντείνεται η νηστεία της Σαρακοστής που έχει αρχίσει από την Καθαρή Δευτέρα. Τη Μεγάλη Τρίτη (Holy Tuesday) πάμε στην εκκλησία και ακούμε το τροπάριο της Κασσιανής. Τη Μεγάλη Τετάρτη (Holy Wednesday) γίνεται στην εκκλησία το Ευχέλαιο και ο παπάς αλείφει σταυρωτά το πρόσωπο κάθε χριστιανού με λάδι. Τη Μεγάλη Πέμπτη (Holy Thursday) έχουμε το ζύμωμα της κουλούρας και το βάψιμο των αυγών. Τα παιδιά στολίζουν πολλές φορές τα αυγά με χαλκομανίες. Αργά το βράδυ, στολίζεται ο Επιτάφιος (Epitaph) με λουλούδια από κορίτσια και γυναίκες. Τη Μεγάλη Παρασκευή (Holy Friday) το μεσημέρι γίνεται η Αποκαθήλωση του Χριστού και το βράδυ γίνεται η περιφορά του Επιταφίου. Το Μεγάλο Σάββατο (Holy Saturday) το βράδυ πηγαίνουμε στην εκκλησία για να ακούσουμε και να ψάλλουμε το "Χριστός Ανέστη". Ανάβουμε τις λαμπάδες μας, φιλάμε τους συγγενείς και φίλους μας και γυρνάμε στο σπίτι για την παραδοσιακή μαγειρίτσα και το τσούγκρισμα των αυγών. Την Κυριακή του Πάσχα (Easter Sunday) σουβλίζουμε το αρνί και κάνουμε μια μεγάλη γιορτή με τους συγγενείς και τους φίλους μας.

1. We don't go to church on Holy Tuesday	T	F
2. We make bread cakes and decorate the eggs on Holy Wednesday	T	F
3. On Holy Thursday we decorate the Epitaph with flowers	T	F
4. On Holy Saturday night we go to church	T	F
5. On Easter Sunday we eat fish	T	F

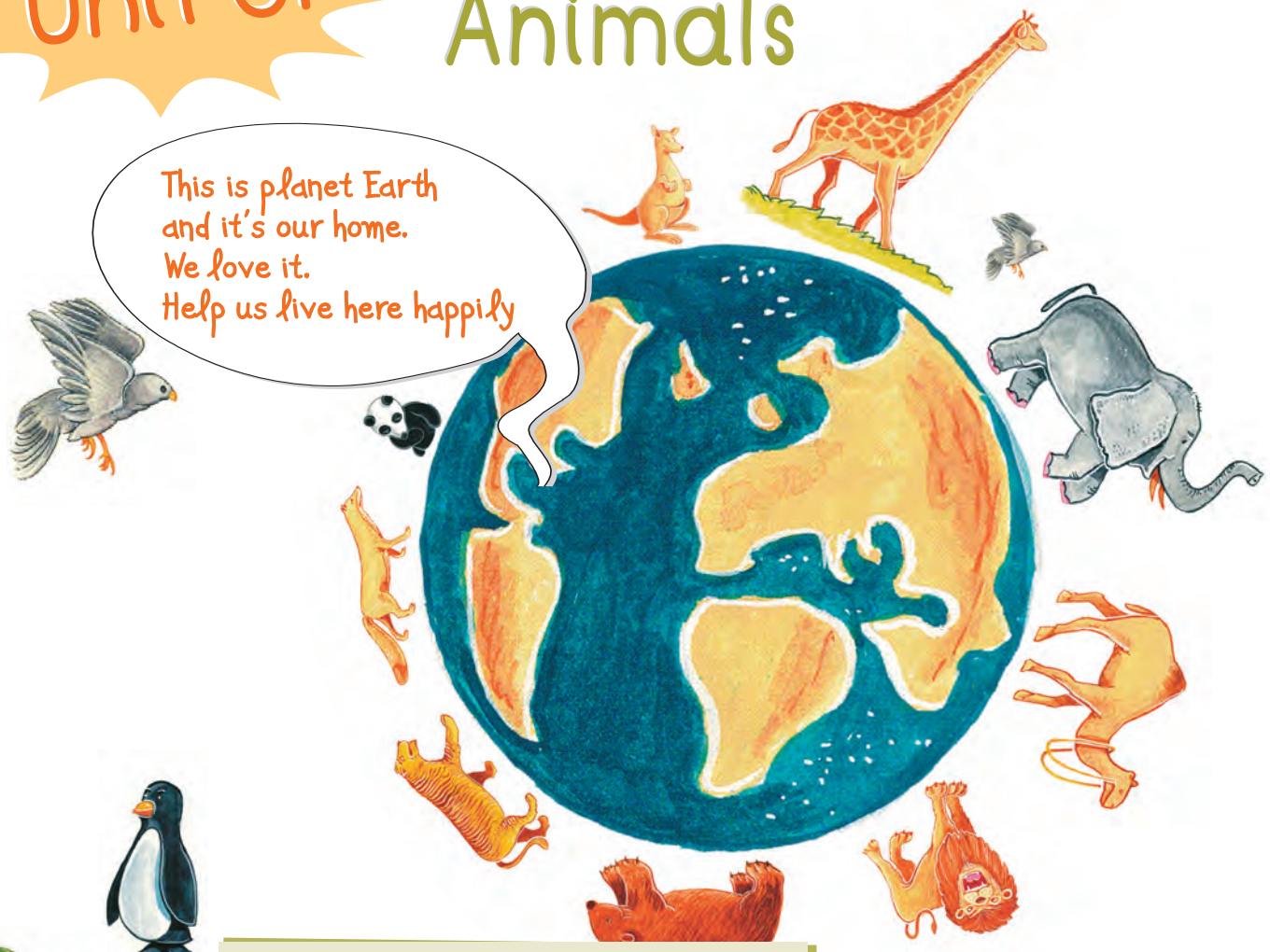
Points: / 5 Total: / 40

CIRCLE THE CORRECT FACE AND TALK ABOUT WHAT YOU CAN DO

- I can talk about my habits
- I can talk about my friends' habits
- I can talk about customs on special days and holidays in the United Kingdom, Greece and other countries

Τεστ-Αυτοαξιολόγησης

Unit 6: Animals



In this unit you will learn to:

- Talk about pets and what they do
- Talk about endangered species (where they live, what they eat...)





Strategy corner - Grammar

I like grammar because...	Yes	No	When I study grammar	Yes	No
I helps me organize the things I know			I try to memorize grammar rules and say them to myself		
I feel safe when I study it			I read the texts in my book and find examples of the grammar structure I am trying to learn		
I find it easy					
			I do a lot of grammar exercises		

Lesson 1:
My pet

1 Warm – up

Have you got a pet? If so, what is it? What's its name? What colour is it? Is it big or small? What does it eat?

2 Listen, read and find

Mrs Stathaki wants the children to write a poem about their pet. This is what Chelsea, a student in the class is writing about her dog. Listen, read and find out: *"How old is Archie?"*

My dog Archie is my best friend
He is three and I am ten,
He jumps and barks,
He likes the parks
He makes me laugh
When he has a bath,
When he's happy he dances in the street
When he's bored he goes to sleep,
He likes to bring our mail
And he wiggles his little tail
He likes to eat bones and meat
Spaghetti, potatoes, cheese and fish
My dog Archie is very clever,
That is because he is the best dog ever!







(Adapted from http://www.kidsonthenet.org.uk/, originally written by Chelsea, 11)

You've got 1 minute to find the secret word. It's Archie's favourite place. **But, be careful! This time the letters are jumbled!** Write the word:.....Then, count the letters and write down your score:.....

3 New words!

These animals can be pets or live on farms. Match the pictures to the words:

1 

2 

3 

4 


5


6


7


8


9

a) ***goldfish,*** b) ***dog,*** c) ***cat,*** d) ***bird,*** e) ***iguana,***

f) ***sheep,*** g) ***cow,*** h) ***duck,*** i) ***tortoise***

1)….., 2)….., 3)….., 4)….., 5)….., 6)….., 7)….., 8)….., 9)…..

Can you find what these animals do? Match the animals to the phrases. Write the letters next to the numbers:

1. a bird	**a.** swims in a bowl
2. an iguana	**b.** sings in a cage
3. a sheep	**c.** wiggles his tail
4. a duck	**d.** walks slowly
5. a dog	**e.** makes milk
6. a cow	**f.** likes fish
7. a cat	**g.** swims in a pond
8. a goldfish	**h.** climbs trees
9. a tortoise	**i.** eats grass

1)….., 2)….., 3)….., 4)….., 5)….., 6)….., 7)….., 8)….., 9)…..

4 Let's play!





True or False?

Listen to your teacher. If what he/she says is **true, stand up**. If it's **false, don't stand up**. If you make a mistake, you are out of the game. The **last person** to stay in the game **is the winner.**

5 Listen and sing



Mrs Top's Pet Shop

① Mrs Top has got a shop
A-E-I-O-U
And in her shop she's got a dog,
A-E-I-O-U
With a woof-woof here
And a woof-woof there,
Here a woof, there a woof
Everywhere a woof-woof
Mrs Top has got a shop
A-E-I-O-U

② Mrs Top has got a shop
A-E-I-O-U
And in her shop she's got a cat,
A-E-I-O-U
With a miaow-miaow here
And a miaow-miaow there,
Here a miaow, there a miaow
Everywhere a miaow-miaow
Mrs Top has got a shop
A-E-I-O-U



③ Bird/tweet-tweet
④ Horse/neigh-neigh
⑤ Sheep/baa-baa

⑥ Cow/moo-moo
⑦ Snake/ hiss-hiss
⑧ Duck/ quack-quack

6 Listen and write

Nick's friends want a pet as a present for their birthday. Listen to what they are saying about their favourite pet and help Nick find out what pet to give them.

- Philip wants a .....
- Sandra wants a .....
- Mark wants a .....



7 Write your riddle (+app I)



Have you got a favourite animal?
Write about it but don't write its name. Can your classmates find out what it is?

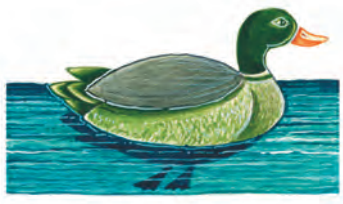
Answer these questions:

- Where does it live? (does it live in the sea, in the jungle, in a forest, in a house, on a farm?)
- What does it look like? (is it big or small, has it got a tail or wings, what colour is it?)
- What does it eat? (does it eat fruit, vegetables, fish or meat?)
- What does it do? (does it climb trees, does it swim in the sea/in a pond, does it run in a field?)











Remember!	Archie jumps and barks, he likes the parks, he dances in the street, he goes to sleep, he wiggles his tail

Lesson 2:

A visit to the Sea Turtle Rescue Centre

1 Warm – up

What do you know about the caretta caretta sea turtle? Where does it live? What does it eat? What does it look like? What are the threats against it?

2 Listen, read and find

Andrew, Nick, Sophia and Betty are at the Sea Turtle Rescue Centre. They are watching a video about the Sea Turtle. Listen, read and find out: *"Where does caretta caretta lay its eggs?"*



..... the loggerhead sea turtle or caretta caretta lives in the Mediterranean Sea and nests in Greece. It is about one metre long and weighs about a hundred kilos. Its shell is red-brown, it has got lungs and breathes air and moves with its front and rear flippers. It lays its eggs on land, on beaches in Zakynthos, Peloponnesus and Crete. Each sea turtle lays about 115 eggs every two or three years, but there are many dangers for the baby turtles. Only one out of a thousand baby sea turtles survives and there are only about 4,000 caretta caretta sea turtles in Greece today.....



(simplified and abridged from www.archelon.gr, www.medasset.gr and www.wwf.gr)

You've got 1 minute to find the secret word. It's one of the dangers for caretta caretta. Write the word:.....Then, count the letters and write down your score:.....

3 New words!

Look at the information about the loggerhead sea turtle and match the phrases:



1)	caretta caretta lives	a hundred kilos
2)	caretta caretta lays	with its front and rear flippers
3)	caretta caretta breathes	in the Mediterranean Sea
4)	caretta caretta nests	its eggs on land
5)	caretta caretta moves	air
6)	caretta caretta weighs	in Greece



Now, answer these questions.

Use: **Yes, it does/No, it doesn't**

- Does a caretta caretta live in the Mediterranean Sea?
- Does a caretta caretta move with its legs?
- Does a caretta caretta nest in China?
- Does a caretta caretta weigh a hundred kilos?



4 Listen and write



Listen to the information about the seal Monachus monachus, an endangered species and fill in the blanks. Use these words:

fish, 300, grey, Mediterranean, forty-five, one, Greece, three, brown

Monachus monachus

Monachus monachus lives in the.....Sea. Its colour is ..... or..... It lives ..... years. It is ..... metres long and weighs ..... kilos. It eats ....., octupuses and squid. It has ..... baby (pup). There are only 250 Monachus monachus seals in ..... today.

(simplified and abridged from www.mom.gr)

5 Read and write

This information is about the caretta caretta. Read it and fill in the blanks. Use these words, **but be careful!** You may have to **change the word!**

lay, come, run, travel, weigh, live, be

ΤΑΥΤΟΤΗΤΑ

Επιστημονικό όνομα: Caretta caretta
Κοινό όνομα: Χελώνα Καρέττα, Θαλασσοχελώνα
Βάρος: Περίπου 90 κιλά
Μήκος: Περίπου 1 μέτρο
Χρώμα: Το όστρακο της είναι κόκκινο-καφέ
Βιότοπος: Ζάκυνθος, παραλίες Δ. Πελοποννήσου, Κρήτη, Κεφαλονιά, Ρόδος
Αναπαραγωγή: 115 αυγά κατά μέσο όρο ανά γέννα, με περίοδος επώασης έως 66 ημέρες
Κύριες απειλές: Καταστροφή ή υποβάθμιση των περιοχών ωοτοκίας λόγω ανεξέλεγκτης τουριστικής ανάπτυξης, εμπλοκή σε αλιευτικά εργαλεία, ρύπανση των θαλασσών

(simplified and abridged from www.wwf.gr)

- *Οι θαλάσσιες χελώνες ενηλικιώνονται ύστερα από 20-30 χρόνια και ζουν ως και 100 χρόνια.*
- *Η καρέττα φτάνει τα 80-90 εκατοστά μήκος και ζυγίζει ως και 100 κιλά.*
- *Η φωλιά έχει 30-50 εκατοστά βάθος. Τα αυγά έχουν μαλακό κέλυφος με σχήμα και μέγεθος μπάλας του πινγκ-πονγκ.*
- *Κάθε 2 με 3 χρόνια η μητέρα χελώνα γεννάει ως και τέσσερις φορές το ίδιο καλοκαίρι, από 80 ως 110 αβγά τη φορά στη διάρκεια της νύχτας.*
- *Τα χελωνάκια, σε περίπου δύο μήνες, βγαίνουν από τη φωλιά μετά τη δύση του ήλιου ή τα ξημερώματα.*
- *Η φωτεινή γραμμή του ορίζοντα και η κλίση της παραλίας τα βοηθούν να τρέξουν προς τη θάλασσα.*

(simplified and abridged from www.medasset.gr)

- A sea turtle ..... a hundred years
- It ..... 90-100 kilos
- The colour of its shell ..... red-brown
- It ..... to beaches on Zakynthos, Crete, Kefalonia, Rhodes and Peloponnesus
- It ..... about 80-115 eggs
- A baby sea turtle ..... out of the egg hole in the night or very early in the morning
- A baby turtle ..... to the sea



© IM0054/Archelon

6 Let's play!

Which animal is it?

Play this game in pairs.

Student A: Think of one of the animals in the box, but don't tell your partner which one. He/she asks questions to find out.

Student B: Try to find which animal your partner is thinking of. Ask questions. Look at this example:

Student B: Does it live in the Mediterranean Sea?
Student A: No, it doesn't.
Student B: Does it live on mountains in Pindos and Rodopi?
Student A: Yes, it does.
.....
Student B: So, it's the .....







	It lives	*It eats*	*It weighs*
Giant panda	China	bamboo	125 kilos
Sumatran Tiger	Indonesia	wild pigs, deer	140 kilos
Monachus monachus	The Mediterranean Sea	small fish, octopuses, squid	300 kilos
Brown Bear	Mountains in Pindos and Rodopi	grass, roots, ants, fish	250 kilos
Wolf	Mountains in Pindos and Rodopi	deer, wild pigs, wild goats, sheep, goats, cows, rabbits, grass	40 kilos
Dolphin	The Mediterranean Sea	small fish	110 kilos
Wild goat	Mountains in Pindos and Rodopi	grass, tree leaves	40 kilos

Note: *100=one hundred, 200=two hundred, 250=two hundred and fifty*









Lesson 3:

Animals in danger

Crossurricular Project



Work in groups. Find information about endangered species in Greece and around the world from books, magazines or websites. Make a leaflet with information and organize an **"Environmental Day"** at school. Present your information to other pupils and hand out your leaflet. Choose an animal and surf these sites:

- www.wwf.gr , the website of *World Wildlife Fund*, an organization for the protection of wild life.
- www.archelon.gr, www.medasset.gr, www.euroturtle.org, the websites of *Archelon, Medasset and Euroturtle,* foundations for the protection of the sea turtle.
- www.mom.gr , the website of *Mom,* the Hellenic Society for the Study and Protection of the Monk Seal.
- www.arcturos.gr , the website of *Arcturos,* a Greek non-governmental organization for the protection of bioversity and sustainable development.

Try to include this information in your leaflet, about each animal:

- Where does this animal live?
- What does it look like?
- What does it eat?
- Does it lay eggs? Does it have babies? How many? How often?
- How many animals are there today?
- What are the dangers for this animal?
- How can we help?
- What can/must we do to help? (You can write a ***DO-DON'T*** list)

Idea! You can visit a rescue centre or ask people from a non-governmental organization to visit your school and talk to you about endangered animals in Greece.

Idea! Do you like stories with animals? There are beautiful traditional stories with animals for young children. Can you find and read a story in class? Look at the titles of some stories:

- *Goldilocks and the Three Bears*
- *The Ugly Duckling*
- *Three Little Pigs*
- *Red Riding Hood*
- *Peter and the Wolf*
- *Town Mouse and Country Mouse*
- *The Sly Fox and the little Red Hen*

Μπορείς να πας στο glossary και να συμπληρώσεις τις σημασίες των καινούργιων λέξεων στα Ελληνικά και στο grammar corner για να δεις τη γραμματική αυτού του κεφαλαίου.

Self-Assessment test

1 Match the pictures to the words:

a) iguana, b) bird, c) dog, d) tortoise, e) goldfish, f) sheep, g) cat


1.


2.


3.


4.


5.


6.


7.

1)....., 2)....., 3)....., 4)....., 5)....., 6)....., 7).....

Points: / 7

2 Finish these phrases and talk about what these animals do. Look at the example **e.g. a dog barks/wiggles its tail/eats bones**

1. A bird . . . . . .
2. A cat . . . . . .
3. An iguana . . . . . .
4. A goldfish . . . . . .

Points: / 8

3 Answer these questions. Tick the correct box:

		Yes, it does	*No, it doesn't*
1.	Does a cat eat fish?		
2.	Does a goldfish climb trees?		
3.	Does an iguana swim in a bowl?		
4.	Does a tortoise walk slowly?		
5.	Does a bird sing in a cage?		
6.	Does a cow make water?		
7.	Does a duck swim in the sea?		
8.	Does a dog wiggle its tail?		
9.	Does a sheep eat grass?		

Points: / 9

Τεστ-Αυτοαξιολόγησης

Self-Assessment test

4 Look at the information about the brown bear and fill in the blanks. It is what a member of Arcturos is telling Andrew and his friends:



Στην Ελλάδα η καφέ αρκούδα απειλείται με εξαφάνιση. Η μείωση του πληθυσμού (έχουν απομείνει περίπου 180 αρκούδες) και η καταστροφή του δασικού βιότοπου, δηλαδή του φυσικού χώρου που είναι απαραίτητος για την επιβίωσή της οφείλεται στους ανθρώπους, γιατί η αρκούδα δεν έχει φυσικούς εχθρούς. Η καφέ αρκούδα ζει στις πιο απόμερες περιοχές της Πίνδου και της Ροδόπης. Έχει μήκος έως 2 μέτρα και ζυγίζει έως 250 κιλά, ανάλογα με το φύλο και την εποχή του έτους. Είναι κυρίως χορτοφάγο ζώο αλλά μπορεί να φάει μυρμήγκια, ψάρια και μικρά ζώα. Η θηλυκή αρκούδα γεννά το χειμώνα (από Γενάρη μέχρι Μάρτη) κάθε δύο ή τρία χρόνια, από ένα έως δύο και σπανιότερα τρία μικρά. Τα νεογέννητα αρκουδάκια είναι τυφλά και γυμνά και ζυγίζουν μόλις 200 - 300 γραμμάρια. Εάν η μητέρα τους σκοτωθεί σ'αυτό το στάδιο της ζωής τους, πεθαίνουν σε διάστημα 15 - 20 λεπτών.

(simplified and abridged from www.arcturos.gr)

Use: ***fifty, see, mountains, grass, fish, eighty, animals, three***

The Greek brown bear is an endangered species. It lives on the (1).....of Pindos and Rodopi. It can be up to two metres long and two hundred and (2).....kilos. It generally eats (3)....., but it also eats ants, (4).....and small (5).....It has one or two babies (cubs) every two or three years. Baby cubs can't (6).....and they weigh two or (7)..... hundred grams. There are only one hundred and (8).....brown bears in Greece today.

Points:	/ 16
Total:	/ 40

CIRCLE THE CORRECT FACE AND TALK ABOUT WHAT YOU CAN DO

- I can use the words for different pets, animals on farms or endangered animals
- I can describe animals
- I can talk about what animals do, where they live or what they eat

Τεστ-Αυτοαξιολόγησης

Unit 7: What are you doing?









In this unit you will learn to:

- Talk about what you are doing now
- Talk about jobs/professionals
- Talk about endangered or old/obsolete jobs

Strategy corner - Songs and games

I like it when we are singing a song, because...	Yes	No	I like it when we are playing a game, because...	Yes	No
It's fun			It's fun		
I can learn the words more easily, if they are in a song			I like competing and I don't mind if I don't win		
I don't like it when we are singing a song, because...			I don't like it when we are playing a game, because...		
I don't like singing and dancing in class			I don't think it's fun		
I don't think we are learning anything from songs			I don't think we are learning anything from games		

Lesson 1:

Helping around the house



1 Warm – up

Do you help around the house? Does your father or your brothers/sisters help, too? What kind of things do you do? What kind of things do they do?

2 Listen, read and find

Andrew and his family are at home. Read, listen and find out: *"What is mum making?"*

Mum: Andrew!!! Where are you? Can you come and help me in the kitchen?

Andrew: I'm coming, Mum, just a minute, I'm finishing a Maths exercise. I'll be right there.

Andrew: What can I do for you, Mum?

Mum: I'm making a cake and I need your help. Can you beat the eggs?

Andrew: No problem. By the way, where's Dad?

Mum: He's in the bathroom. I think he's taking the clothes out of the washing machine.

Andrew: And where's Amy?

Mum: Your sister's in my bedroom. She's making our bed.

Andrew: Well, it seems that everybody needs to help around this house!



You've got 1 minute to find the secret word. It's Andrew's favourite job around the house. Write the word:.....Then, count the letters and write down your score:.....

3 New words!

Everybody helps with the housework in Andrew's family. These are pictures of them as they are doing housework. Match the pictures to the phrases:


1.


2.


3.


4.

a) *Andrew's sweeping,* b) *Andrew's making the beds,*
c) *Dad 's watering the plants,* d) *Dad's washing up,*
e) *Andrew's setting the table,* f) *Mum's cooking,*
g) *Amy's washing the floor,* h) *Amy's ironing*


5.


6.


7.


8.

1)....., 2)....., 3)....., 4)....., 5)....., 6)....., 7)....., 8).....
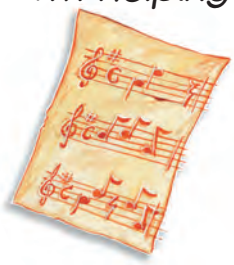


Do you do any of these jobs at home? How often do you do them? Are there any other jobs that you do? Which one(s)? Tell the class.

Remember!	What are you doing? I am making my bed
	What is Mum doing? She is cooking
	Is Andrew setting the table? Yes, he is/ No, he isn't

4 Listen and sing



① *I'm setting the table*
I'm sweeping the floor
sweeping the floor
sweeping the floor
I'm setting the table
I'm sweeping the floor
I'm helping in the house



② *I'm making the beds*
I'm cooking dinner
cooking dinner
cooking dinner
I'm making the beds
I'm cooking dinner
I'm helping in the house

③ *I'm washing the dishes, I'm washing the floor.....*

5 Let's play!

Pantomime: "What am I doing?"



Play the game in 2 groups. One pupil from each group comes to the board and mimes a job in the house. The other group tries to guess the job. If they guess correctly, they win one point. At the end of the game, the group with the most points is **the winner**.



You can choose from the jobs in your book or you can mime another job. Can your classmates find it? To find the job, ask:



"Are you..... -ing?". To answer, say: **"Yes, I am"** or **"No, I'm not"**.

Can you think of other jobs and mime them?



6 Listen and write

Andrew, his mum, his dad and his sister are doing some jobs around the house. Listen and find out which ones. Complete the sentences:

1. Mum is .....
2. Andrew is .....
3. Dad is .....
4. Amy is .....



7 Read and write (+app. I)

For this task, work in groups of 4-6 students. You have got 10 minutes to look at the picture and write as many sentences as you can about what the children **are doing**. The group that writes the **most correct sentences** is the **winner**.



Lesson 2:

What do you do?

1 Warm – up

Do your parents work? What does your father do? What does your mother do? Do you like their job? What would you like to do when you grow up?

2 Listen, read and find

Mrs Stathaki wants her pupils to write about their parents' jobs. This is what Andrew and Sophia are writing about their parents. Listen, read and find out: *"What does Andrew's mother do?"*

My dad's a doctor and works in a hospital. Look at him in this picture. He is examining a patient.

My mum's an English teacher and works in a school. Look at her in this picture. She is correcting her pupils' tests.

My mum is a hairdresser and works in a beauty salon. Look at her in this picture. She is cutting a woman's hair.

My dad is a bus driver and drives his bus around the city. Look at him in this picture. He is driving his bus in Athens.





You've got 1 minute to find the secret word. It's the job that Andrew wants to do when he grows up. Write the word:.....Then, count the letters and write down your score:.....

3 New words!

Andrew's classmates are talking about their parents and the jobs they do. Match the pictures to the words. Then, write the correct pair in the box:



1.



2.



3.

a. waiter
b. reporter
c. baker
d. policeman
e. shop assistant
f. nurse



4.



5.



6.

1)....., 2)....., 3)....., 4)....., 5)....., 6).....,

- ☐ That's my mum in this picture. She is giving some clothes to a customer — Betty
- ☐ This is his police car and he's standing near it — Betty
- ☐ My dad is baking bread in this picture — Kate
- ☐ My mum is giving some medicine to a man in this picture — Kate
- ☐ My dad works in a restaurant. In this picture he is serving people — Nick
- ☐ My mum is taking an interview in this picture — Nick

4 Listen and write



Listen to these people. Find out what they do:



1. George is a .....
2. Ann is a .....
3. Jack is a .....
4. Sam is a .....
5. Mary is a .....

5 Let's play!

What's Peter doing?



Play the game in two teams. Write the names of one place (e.g. park, school, hospital) or one thing (e.g.basketball, sandwich, book) on a small slip of paper. Put your slips in a bag. Each member from each team draws a slip from the bag and says:



- *Andrew **is** at the **park**. What's he doing?*
- *Nick **has got** a **book**. What's he doing?*

A member from the other team guesses what Peter is doing.

- *He is playing football*
- *He is reading*





If your guess is suitable for the place or the thing, you win one point. Play the game for 15 minutes. The team with the most points is **the winner**!

6 Write

Read the information about this person's job and write about him. What is he doing in this picture?

Name: **Neil White**
Job: **firefighter**
Place of work: **fire station**
Special clothes: **red uniform**
Duties: **driving a fire engine, putting out fires**



Neil White is a .....and works .....

In this picture he is wearing .....

and he is .....

Now, interview your classmate next to you about his/her mother's/father's job. Write the answers:



Name:.....
Job: .....
Place of work: .....
Special clothes:.....
Duties:.....



Write about your classmate's father/mother and draw his/her picture in this box. What is he/she doing in your picture?



.....

is a .....

.....

and works.....

In this picture.....

.....

Lesson 3:

Tell me about your job









Crosscurricular Project

Work in groups. You can choose your project.

Project 1:

Find information about a job. Interview a professional in your area. Ask...

- What is this job called?
- Where do you do it?
- Are there special clothes for it? Which are they?
- What are your duties?
- Do you use special things/equipment for it?

...and take notes. Then make a poster about this job and bring it to class.

Project 2:

Find information about an old job that is 'endangered' today. Make a poster about it and bring it to class. Try to find photos of people that do this job.

Look at these sites:

- http://dim-ag-ioann.eyv.sch.gr, the site of the *Primary School of Agios Ioannis, Evrytania*. You can find information and photos on this site.
- http://11dim-evosm.thess.sch.gr, the site of the *11th Primary School of Evosmos, Thessaloniki.* You can find information about a lot of jobs here.

Try to find this information:

- What is this job called?
- Where do you do it?
- Are there special clothes for it? Which are they?
- What are your duties?
- Do you use special things/equipment for it?
- Why is it an "endangered" job?

Idea! The websites in your book are websites of two Primary schools in Greece. Has your school got a website? Yes? Then, you can upload your project on it!

Μπορείς να πας στο glossary και να συμπληρώσεις τις σημασίες των καινούργιων λέξεων στα Ελληνικά και στο grammar corner για να δεις τη γραμματική αυτού του κεφαλαίου.

Self-Assessment test

1 Look at the pictures and match them to the phrases:

a) *Andrew is sweeping,* b) *Andrew is making the beds,*
c) *Andrew is washing up,* d) *Andrew is ironing,* e) *Andrew is cooking*
f) *Andrew is washing the floor,* g) *Andrew is setting the table*



1)....., 2)....., 3)....., 4)....., 5)....., 6)....., 7).....

Points: / 7

2 Look at the picture and write three sentences about what the children are doing:



1. .....
2. .....
3. .....

Points: / 18

3 Match the pictures to the words:

a) *waiter,* b) *hairdresser,* c) *reporter,* d) *baker,* e) *doctor,*
f) *nurse,* g) *teacher,* h) *policeman,* i) *bus driver*



1)....., 2)....., 3)....., 4)....., 5)....., 6)....., 7)....., 8)....., 9).....

Points: / 9

Τεστ Αυτοαξιολόγησης

Self-Assessment test

4 Look at the information about an old job, the roving photographer, and fill in the missing words/phrases:



Ο υπαίθριος φωτογράφος

Ο υπαίθριος φωτογράφος κάθε μέρα κατά τις 10 το πρωί ξεκινούσε από το σπίτι του γελαστός με τη φωτογραφική του μηχανή φορτωμένη στον ώμο. Στο χέρι κρατούσε έναν κουβά, όπου είχε μπουκάλια με ειδικό υγρό για την εμφάνιση της φωτογραφίας. Φορούσε συνήθως την άσπρη του στολή και έστηνε τη μηχανή του σε ένα τρίποδο σε πάρκα, όπου οι άνθρωποι έκαναν βόλτα και θα ήθελαν να έχουν μια όμορφη ανάμνηση της βόλτας τους. Έβγαζε τη φωτογραφία του πελάτη του, την εμφάνιζε αμέσως, του την έδινε και πληρωνόταν. Δούλευε από το πρωί μέχρι τη δύση του ήλιου αργά το απόγευμα, όταν δηλαδή το φως δεν ήταν πια αρκετό για να βγάλει φωτογραφίες. Είναι ένα επάγγελμα που εξαφανίστηκε, όταν η τεχνολογία έφερε τις αυτόματες μηχανές και τις έγχρωμες φωτογραφίες και έτσι ο καθένας μπορούσε να βγάζει τις δικές του φωτογραφίες.

AN OLD JOB

Job: roving photographer

Place of work: .....

Colour of clothes: .....

What does he do? he takes.....

Hours of work: from ..... o'clock in the.....till late in the.....

Points: / 6

Total: / 40

CIRCLE THE CORRECT FACE AND TALK ABOUT WHAT YOU CAN DO

I can talk about jobs around the house

I can describe people's jobs

I can talk about what people are doing now

Τεστ-Αυτοαξιολόγησης

Unit 8: Around the city





















In this unit you will learn to:

- Talk about rules and regulations
- Talk about road safety
- Understand and describe road signs
- Give instructions and orders





Strategy corner - Working in groups

I like it when I work in a group because...	Yes	No	I don't like it when I work in a group because...	Yes	No
I get help from my classmates			I do a lot of work and some students do very little work. It's not fair		
We divide the work and the task is easier			I sometimes make mistakes and my classmates can see that		
I learn things from my classmates			I don't always do the work I like		
I can be in the same group with my friends and I like working with them			I want to do all the work and get all the credit alone		
I can choose what I want to do each time			I'm not always in the same group with my friends		

Lesson 1:

At the park

1 Warm – up

Do you go to the park? What do you do there? Do you play football? Do you ride your bike? Do you walk on the grass? Do you litter? If there are animals, do you feed them?

2 Listen, read and find

The children are not at school. Listen, read and find: *"Where are they?"*



Andrew: Wow! A day at the park! No school today!
Nick: Great!!! Let's play football!
Andrew: Oh, No! We can't! Look at the sign!



Don't play football

Sophia: I don't like football, I like flowers. Come on, Betty, let's pick some flowers.
Betty: Yeahh!!! There are some beautiful flowers over there!
Sophia: Oh, No! We can't! Look at the sign!

Mrs Stathaki: And don't forget children! You can play in the park, but keep off the grass and don't litter!
Andrew: That's just great! We can't play football!
Betty: And we can't pick flowers, we can't walk on the grass! What *can* we do?



Don't pick the flowers

You've got 1 minute to find the secret phrase. It's a game that the children can play at the park. Write the phrase:.....Then, count the letters and write down your score:.....

3 New words!

Andrew, Sophia, Nick and Betty want to know what they can and what they can't do at the park. Can you help them? Look at the signs and match them to the pictures.

a. Don't pick the flowers

b. Keep off the grass

c. Don't feed the ducks

d. Don't play football

e. Follow the paths

f. Don't drink water here

g. Don't litter



1. 2. 3. 4. 5. 6. 7.

1....., 2... .., 3... .., 4... .., 5... .., 6....., 7.....

4 Write and speak



There are rules at the park, but there are rules at school, too. Can you think of school rules? Write your ideas and tell the class. Then, make signs. Hang your signs on your classroom walls. Look at these pictures for ideas.





- .....
- .....
- .....
- .....
- .....
- .....
- .....

And don't forget to keep these rules!







5 Listen and sing



The Hokey Cokey song

① Put your right hand in
Take your right hand out
In, out, in, out
And shake it all about
Do the hokey cokey
And turn around
That's what it's all about

Oh, the hokey cokey,
Oh, the hokey cokey
Oh, the hokey cokey
Stretch your arms,
Bend your knees,
Clap your hands

② Put your left hand in
Take your left hand out
In, out, in, out
And shake it all about
Do the hokey cokey
And turn around
That's what it's all about

Oh, the hokey cokey,
Oh, the hokey cokey
Oh, the hokey cokey
Stretch your arms,
Bend your knees,
Clap your hands

③ Put your right foot in.....
Put your left foot in.....
Put your whole body in.....

6 Let's play!

Simon says!

Listen to your teacher. Do what he/she says only if he/she says **'Simon says'**. If you make a mistake, you're out of the game. The **last person** to stay in the game is **the winner**.

Go to the door | **Walk** | **Stand up**

Bend your knees | **Put your hand on your head**

Stretch your arms

Put up your hand | **Stop** | **Sit down** | **Run**

7 Listen and write

Listen to the instructions on how you can write a secret message. Put the pictures in the correct order. Write the numbers in the boxes.



a.



b.



c.



d.



e.

Idea! **Write secret messages and play a game in class!**



Remember!	We can talk about rules in these ways:	
	✓	✖
	Sit down, Keep off the grass	Don't talk, Don't litter
	You can play in the park	You can't pick flowers

Lesson 2:

A traffic warden visits our school

1 Warm – up

Do you know any road signs? Which ones do you know? Do you watch out for cars when you are crossing the street? What does a red or a green traffic light mean?

2 Listen, read and find

Mr Kanellopoulos, a traffic warden is in the classroom. Listen, read and find: *"What is he talking about?"*



Mrs Stathaki: Good morning, children. Today, Mr Kanellopoulos, a traffic warden, is going to talk to you about road signs and what you must know when you cross the street.

Mr Kanellopoulos: Good morning, children.

Children: Good morning, sir.

Mr Kanellopoulos: I'm going to talk to you about road signs. Do you know this sign? 

It means: "Stop your car or bus here". And this sign? 

It means: "You can't drive at more than fifty kilometres an hour". And what about this one? 

It means: " Wait. You mustn't cross the road now". And this one? 

It means: " Go. You can cross the road now". Do you know this one? 

It means: "You can't ride your bicycle here". And this one? 

Children: We know this sign! It's outside our school!

Mr Kanellopoulos: What does it mean?

Children: "You can't drive your car or bus fast, children cross the road here".

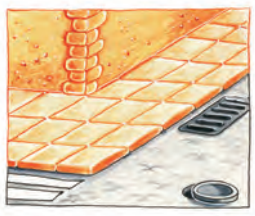


You've got 1 minute to find the secret phrase. It's what Mr Kanellopoulos is talking to the children about. Write the phrase:.....Then, count the letters and write down your score:.....

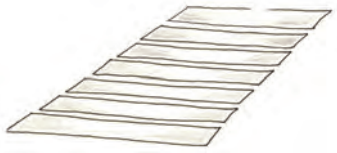
3 New words! (+ app.I)

Andrew, Sophia, Nick and Betty want to learn about road safety. Can you help them? Match the pictures to the words. Write the letters next to the numbers:

a) *crossing,* b) *traffic lights,* c) *seat belt,* d) *pavement,* e) *pedestrian*


1.


2.


3.


4.


5.

1….., 2… .., 3… .., 4… .., 5…..

Now match these road signs to the phrases. Write the letters next to the numbers:


1. Απαγορεύεται η στάση και η στάθμευση


2. Προσοχή, άλλοι κίνδυνοι


3. Απαγορεύεται η αριστερή στροφή


4. Απαγορεύεται η χρήση ηχητικών σημάτων


5. Κίνδυνος λόγω διάβασης πεζών



6. Τέλος ορίου ταχύτητας


7. Προσοχή, επικίνδυνες στροφές


8. Απαγορεύεται η είσοδος σε όλα τα οχήματα


9. Απαγορεύεται η είσοδος σε πεζούς


10. Υποχρεωτική πορεία προς τα εμπρός

a. Don't turn left here **b.** You can't park your car here
c. Be careful, there are pedestrians here **d.** You can't drive your car into this road
e. Be careful, there is danger ahead **f.** You can't walk here
g. You can drive at more than 40 kmph **h.** You can't sound your horn here
i. Be careful, there are dangerous turns ahead **j.** You must go straight ahead

1….., 2… .., 3… .., 4… .., 5… .., 6… .., 7… .., 8… .., 9… .., 10…..

4 Write and speak

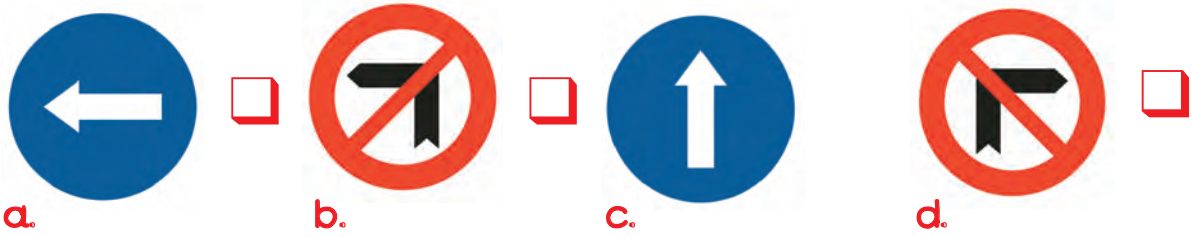
Work in pairs. Look at the way Mr Kanellopoulos explains the road signs to the children. Make your own rules for your friends, parents and teachers. Write your rules and report your ideas to class.

MY RULES	✓	✖
for my friends:		
for my parents:		
for my teacher(s):		

5 ✓ Listen and tick

Listen and tick the correct road sign.

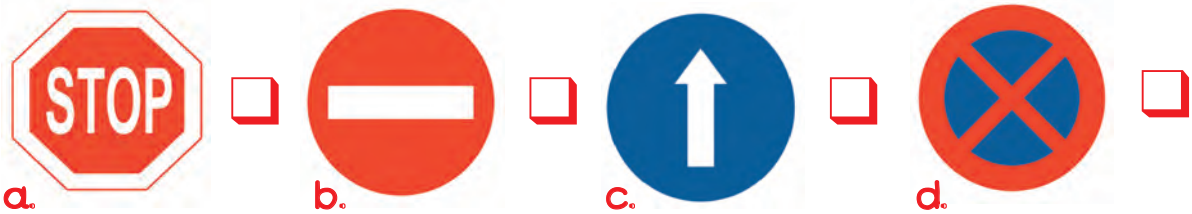
1. ❑ a. ❑ b. ❑ c. ❑ d.



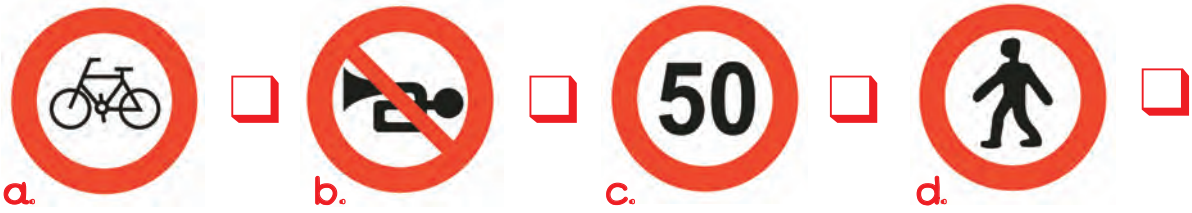
2. ❑ a. ❑ b. ❑ c. ❑ d.



3. ❑ a. ❑ b. ❑ c. ❑ d.



4. ❑ a. ❑ b. ❑ c. ❑ d.



5 Let's play!

Treasure Hunt:

Play this game in two teams. One student from each team must go out of the classroom and then his/her team must hide a 'treasure' (a pen, a notebook) in the classroom. When the student comes back in, blindfold him/her, tell him/her what the treasure is and give him/her directions how to find it. Use these phrases:



Turn left



Turn right



Go straight ahead

When you want your friend to stop, use this phrase: ***Red light***
When you want your friend to walk, use this phrase: ***Green light***

Your teacher is going to time you as you guide your friend. The team to find the treasure **more quickly** is **the winner**! But be careful! **You can't speak Greek!** If you do, you lose!



(from http://blogs.sch.gr/dimagchi)



Remember!	We can talk about rules in this way:	
	✓	✖
	You must go straight ahead	**You mustn't** cross the road now

Lesson 3:

Walking in the street

ΤΡΑΓΩΔΙΑ ΜΕ ΜΑΘΗΤΡΙΑ
ΠΟΥ ΠΑΡΑΣΥΡΕΤΑΙ ΑΠΟ ΝΤΑΛΙΚΑ
ΕΞΩ ΑΠΟ ΤΟ ΣΧΟΛΕΙΟ ΤΗΣ

2.315 ΜΑΘΗΤΕΣ
ΕΠΙΣΚΕΦΤΗΚΑΝ ΤΟ ΠΑΡΚΟ
ΚΥΚΛΟΦΟΡΙΑΚΗΣ ΑΓΩΓΗΣ
ΑΥΤΗ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ

Crossurricular Project

Work in groups. You can choose your project.

Project 1:

Groups A and B: Draw large road signs and find out what they mean. Surf websites on the Internet for such information. You can look at:

- www.ydt.gr, the website of the *Ministry of Public Order.* You can download pictures of road signs.
- www.yme.gov.gr, the website of the *Hellenic Ministry of Transport and Communications.* You can download the Traffic Code and look at what road signs mean.

Now use your road signs to play a game. Your teacher will tell you how.

Project 2:

Groups C and D: Write road safety advice for pedestrians on a poster and put it on the classroom wall. And **don't forget to keep these rules!**

(Note: you can read road safety advice in app. I, unit 8, 'Can you do extra work?')

You can look at sites on the Internet for more road safety advice:

- www.astinomia.gr, the website of the *Hellenic Police*.
- http://5dim-xanth.xan.sch.gr, the website of the *5th Primary school of Xanthi.*

Idea! Why don't you ask a traffic warden to come to your school and talk to you about road safety rules? You can also visit a Road Safety Instruction Park (Πάρκο Κυκλοφοριακής Αγωγής) or a driving school and ask the driving instructor to give you advice, when you're riding your bike!

Μπορείς να πας στο glossary και να συμπληρώσεις τις σημασίες των καινούργιων λέξεων στα Ελληνικά και στο grammar corner για να δεις τη γραμματική αυτού του κεφαλαίου.

Self-Assessment test

1 Look at the pictures and write phrases for them:

1. 
2. 
3. 
4. 

1. .....
2. .....
3. .....
4. .....

Points: / 8

2 Match the pictures to the phrases to talk about school rules:

1. 
2. 
3. 
4. 
5. 

a. Don't write on the desks
b. Be quiet
c. Don't litter
d. Don't walk on the desks
e. Do your homework

1)....., **2).....,** **3).....,** **4).....,** **5).....**

Points: / 5

3 Write three rules for your friends, your parents or the school:

1.....

2.....

3.....

Points: / 9

Τεστ-Αυτοαξιολόγησης

Self-Assessment test

4 Which is the correct road sign? Circle the correct one:

1. You can't walk here
2. Stop your car or bus here
3. Go straight ahead
4. You can't park your car here
5. Be careful! There is danger ahead!
6. You mustn't turn left



Points: / 6

5 Match the pictures to the road safety rules and give advice to these people. Write the letters in the blanks:



1. 2. 3. 4.

a. Always wear your seat belt **b.** Don't cross the street when the light is red
c. Don't run across the street **d.** Cross the street at a crossing

1)….., **2)… ..,** **3)…..,** **4)…..**

Points: / 12

Total: / 40

CIRCLE THE CORRECT FACE AND TALK ABOUT WHAT YOU CAN DO

I can talk about rules and regulations
I can give instructions and orders
I can understand and describe road signs
I can talk about road safety

Τεστ-Αυτοαξιολόγησης

Unit 9: The school party





In this unit you will learn to:

- ✓ Talk about different kinds of food
- ✓ Talk about food quantity
- ✓ Give cooking instructions
- ✓ Talk about healthy and unhealthy eating habits











Strategy corner - Revising

When I revise...	Yes	No
I always study the texts in my book		
I study the new words in a dictionary, in my glossary		
I write the new words in a notebook to remember them		
I do the exercises in my book/workbook again		
I study grammar rules		

Lesson 1:

At the supermarket

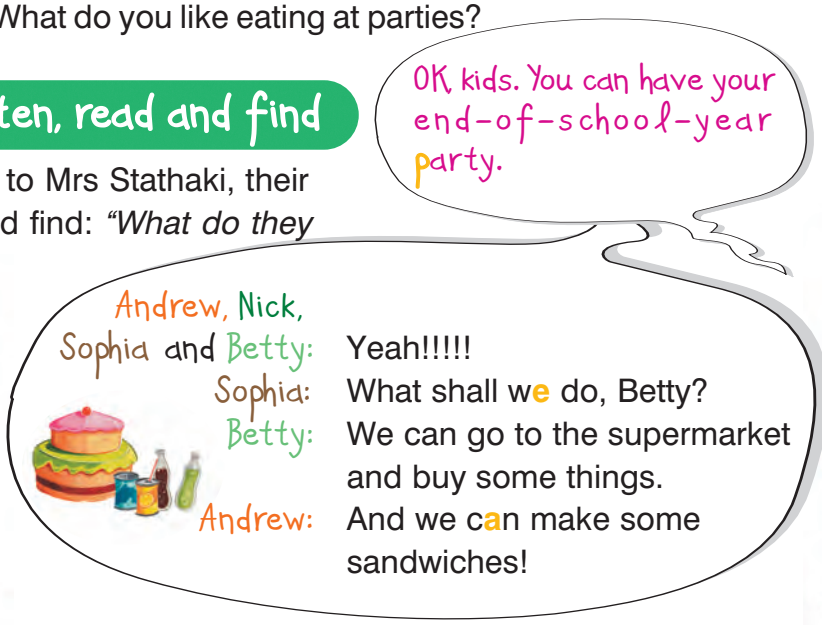
1 Warm – up

5 Do you like parties? Do you have a birthday party? Do you go to your friends' birthday parties? Do you have parties at school at Christmas, Carnival Time or the end of the school year? What do you like eating at parties?

2 Listen, read and find

The children are talking to Mrs Stathaki, their teacher. Listen, read and find: *"What do they want?"*





.....

(at the supermarket)

Betty: OK. We need some lemonade, some crisps, some peanuts, some sausages and some biscuits.

Sophia: Let's not forget the paper cups and the paper plates.

Andrew: And we also need some bread, some butter, some ham, some cheese and some eggs for the sandwiches. When we finish shopping, we can go to my place and make the sandwiches.

Nick: So, what are you waiting for, guys? Hurry up!!



You've got 1 minute to find the secret word. It's one of the things that the children want for the school party. Write the word:.....Then, count the letters and write down your score:.....

3 New words!

Match the pictures to the words:


1.


2.


3.


4.


5.



6.


7.


8.


9.


10.


11.

a) some cheese, b) some ham, c) some lemonade, d) an egg,
e) some biscuits, f) a sandwich, g) some butter, h) some peanuts,
i) some crisps, j) some bread, k) a sausage

1....., 2....., 3....., 4....., 5....., 6....., 7....., 8....., 9....., 10....., 11.....

4 Listen and sing



The Food song



① Bread and butter
Ham and cheese
Yummy, yummy, yummy
For you and me



② Sandwiches and lettuce
Sausages and milk
Yummy, yummy, yummy
For you and me

③ Carrots and tomatoes
Chicken and meat
Yummy, yummy, yummy
For you and me

④ Oranges and apples
Fish and chips
Yummy, yummy, yummy
For you and me



5 Speak and write

Work in groups of four and buy things for your school party. You only have 20 € in your bag. Look at the prices and decide what you want to buy. Decide in your group and then write your list.

Bread 1.80 €/packet | Ham 12.40 €/kilo | Peanuts 1.30 €/packet | Cheese 8.80 €/kilo
Eggs 3.40 €/dozen | Cola 2.80 €/bottle | Lemonade 1.90 €/bottle | Biscuits 2.00 €/packet
Crisps 0.80 €/bag | Sausages 6.30 €/kilo | Butter 1.70 €/packet

Note: 1 kilo of ham= 12.40 €, half a kilo of ham= 6.20 €, 250 grams of ham= 3.10 €, 1 kilo of cheese= 8.80 €, half a kilo of cheese= 4.40 €, 250 grams of cheese= 2.20 €

Read and listen to the example:

Student A: Let's make some sandwiches. We need a packet of bread. That's 1.80 €
Student B: And some ham, too. Let's buy 250 grams. That's 3.10 €
Student C: And 250 grams cheese. That's 2.20 €
Student D: And a packet of butter. That's 1.70 €
Student A: And four bags of crisps. That's 3.20 €
Student B: So, 1.80 and 3.10 and 2.20 and 1.70 and 3.20 is 12.00 €. We've got 8 more euros. What else can we get?
Student C: Well, let's buy some cola and some lemonade.....
Student A: OK, but don't forget! No cola, lemonade, ham or crisps for the next ten days! We must eat healthy!



6 Write (+app. I)

You are the owner of a healthy food restaurant. Use the food in activity 8 and write your healthy menu for the day. Read your menu out in class. Who wants to come to your restaurant?

Starter
Main course
Dessert

7 Let's play!

Food chain: You need a small ball to play this game. Your teacher starts by saying: **"For dinner today I had a-an/some....."** and you have to continue by adding food that starts with the next letter of the alphabet.

Fast! Your teacher says: 'I would like **a**/**an**, **some**.....'. Finish his/her phrase, but you must be **very fast and correct**! The first pupil to complete the phrase correctly wins one point for his/her team. The first team to get ten points is **the winner**.

8 ✓ Listen and tick

Dr Morton is speaking on a radio programme about what is good or not good for children to eat. Listen and tick the correct box:

	It's good to eat or drink...	It's not good to eat or drink...
bread with butter and marmalade 		
cola 		
cornflakes 		
crisps 		
eggs 		
fast food 		
fruit 		
milk 		
pop corn 		
salad 		
sweets 		
yoghurt 		

Now you can give advice to your friends!



Remember!	Countable nouns
	We can count these words: egg, biscuit, sausage, sandwich, apple, orange We say: a biscuit, an egg/some biscuits, some eggs We ask how many with these words: How many biscuits are there in the packet?
	Uncountable nouns
	We can't count these words: cheese, ham, lemonade, cola, bread We say: some cheese, some cola We ask how much with these words: How much lemonade is there in the glass?

Lesson 2:

Let's make some sandwiches



1 Warm – up

Can you cook? Can you make a sandwich? Can you boil an egg or make an omelette? Which is your favourite food?

2 Listen, read and find

The children are at the home. Listen, read and find: *"Who doesn't like butter?"*



Nick: OK. I think we've got everything for the sandwiches.

Andrew: I can spread the butter and put the ham on the **b**read.

Nick: OK. And then, Sophia can add the cheese and Betty can boil and slice the eggs. I can add the egg and put the sandwiches in a napkin.

Betty: Hey, Andrew! Don't spre**a**d so much butter! I don't like it! And, put two slices of ham. I like ham!

Sophia: No, Andrew, put two slices of **c**heese! *I like* cheese!

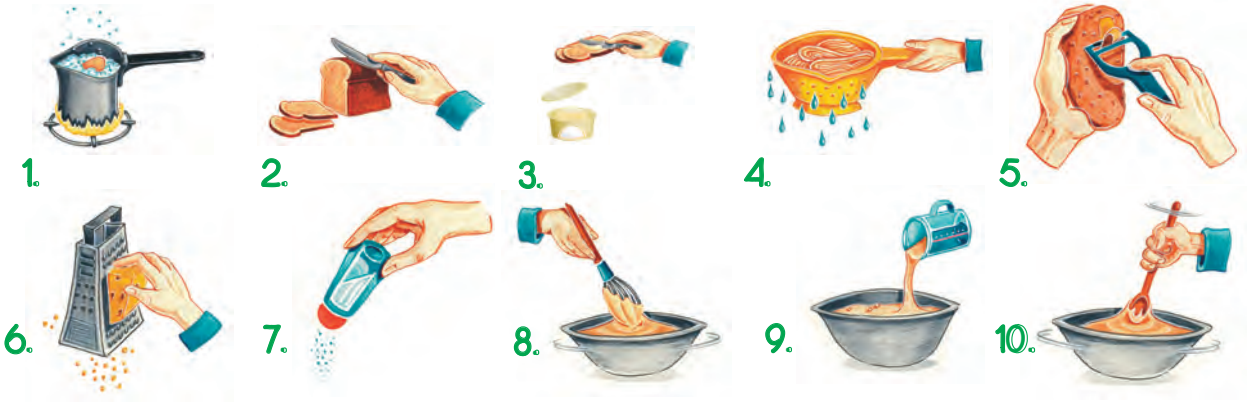
Betty: Hey, go easy on the cheese, there isn't much. And don't put any egg in my sandwich; I d**o**n't like it very much.

Nick: Don't fight! Listen to me! Don't put much butter, put one slice of cheese and o**n**e of ham and two slices of egg in *all* the sandwiches, and that's it!

You've got 1 minute to find the secret word. It's another thing that the children can put in the sandwiches. Write the word:.....Then, count the letters and write down your score:.....

3 New words!

Do you want to learn how to cook? Match the words to the pictures. Write the letters next to the numbers.



a) *slice,* b) *boil,* c) *spread,* d) *add,* e) *mix,*
f) *grate,* g) *drain,* h) *beat,* i) *peel,* j) *pour*

1....., 2....., 3....., 4....., 5.....,
6....., 7....., 8....., 9....., 10.....

4 ↔ Read and match

Look at the photos and put the phrases in the correct order. Put numbers in the boxes. Learn how to make a ***potato salad***.



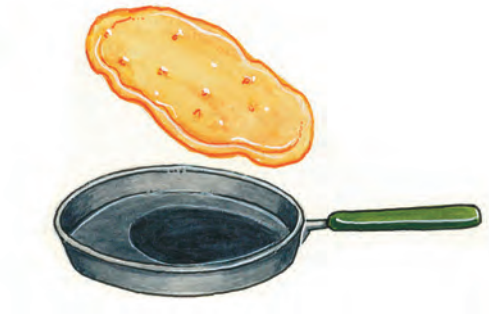
INGREDIENTS

- ✓ two potatoes
- ✓ three eggs
- ✓ some parsley
- ✓ some oil
- ✓ some lemon

POTATO SALAD

- ☐ Cut the parsley
- ☐ Mix some mayonnaise with some oil and some lemon in a bowl
- ☐ Boil the potatoes
- ☐ Boil the eggs
- ☐ Slice the eggs
- ☐ Mix all the ingredients in a bowl
- ☐ Peel and cut the potatoes

5 Read and write



Andrew wants to make a **Spanish omelette** for his friends, but some words are missing and he can't read the recipe. Can you help him? Put the missing words in the blanks. Choose from these words. But **be careful!** There are two words you don't need:

slice, boil, spread, add, wash, cut, mix, beat, peel, pour (X2)

You need: two eggs, one potato, one onion, some oil, some salt, a frying pan

..... and ..... the potato and then ..... it. ..... the onion into small pieces. ..... the oil into the frying pan and ..... the onion and the potato, when it is hot. Break and ..... the eggs in a bowl. Add some salt and ..... well. ..... the eggs in the frying pan over the onion and the potato. Fry the omelette on both sides.

6 Listen and write

Pancakes are a traditional British and American dish. In Britain, people eat them hot with lemon and sugar. In the USA, they are a traditional breakfast dish and children like it. They usually eat it with butter and maple syrup. Listen to a recipe for pancakes and put the pictures in the correct order. Write numbers in the boxes. Then you can make pancakes for your family!


1. ☐


2. ☐


3. ☐


4. ☐


5. ☐


6. ☐


7. ☐


8. ☐

7 Let's play!

Sweet or salty?

START	sweet	salty	sweet	salty	sweet
sweet	***STUDENT A***				salty
salty	**omelette**	**ice cream**	**ham**	**crisps**	sweet
sweet	**peanuts**	**cola**	**oranges**	**sugar**	salty
salty					sweet
sweet	***STUDENT B***				salty
salty	**marmalade**	**lemonade**	**chips**	**sweets**	sweet
sweet	**cheese**	**pop corn**	**cake**	**honey**	salty
salty	sweet	salty	sweet	salty	sweet






Play the game in pairs. One of you is **Student A** and the other is **Student B**. Use your pencil as a dice (if you don't remember how to make a dice, go to Unit 3, lesson 2). Start at the **START** square, throw the dice and move on the orange and yellow squares. If you land on **sweet**, find something sweet in your squares and read the word out. If you land on **salty**, find something salty in your squares and read the word out. The first student to find and read all his/her words out is the **winner**.









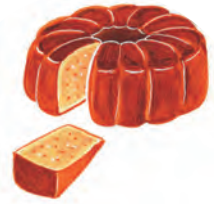
Remember!	This is how we talk when we follow a recipe:
	Beat the eggs, **Peel** the potatoes, **Add** salt and pepper, **Heat** the oil

Lesson 3:

Recipes from around the world

Crosscurricular Project

Work in groups.







Find a recipe, write the ingredients and the instructions on a poster and present your recipe to class. You can present a Greek recipe or a recipe from another country, if you come from there. You can ask your mother, look in a cookery book or surf the Internet. Here are some sites where you can find Greek traditional recipes:

- www.gnto.gr, the website of the *Greek National Tourism Organisation.*
- http://arcadia.ceid.upatras.gr/arkadia/indexalt.html, a university sub-project and website, published by the *Department of Computer Engineering and Informatics, University of Patras.*
- http://www.6gymnasio.gr/, the site of the *6th Junior High School of Serres.*





Idea! Do you come from another country? Then, maybe you can cook (or ask your mother to cook) one of your traditional recipes at home and bring the food in class to treat your friends! Maybe you can have a **Best Taste Contest!** And if your classmates like your recipe, you can give it to them!
You can also have a **"Recipes from around the world"** festival. Your mothers can organize it and bring food to school.

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Self-Assessment test

1 Look at the pictures and write words for them. Use **some** or **a/an**:

1. 

2. 

3. 

4. 

5. 

1. ..... 2. ..... 3. ..... 4. ..... 5. .....

....

6. 

7. 

8. 

9. 

6. ..... 7. ..... 8. ..... 9. .....

....

Points: / 9

2 Match the phrases to the foods. Draw lines:

peanuts, cola, lemonade, ham, sausages, potatoes

a packet of, a kilo of, a bottle of, a bag of, a dozen

biscuits, cornflakes, cheese, eggs, crisps, bread, milk

Points: / 13

3 Which 'healthy diet' advice is right and which is wrong? Write **R** or **W** in the boxes:

- You must eat oranges ☐
- It's good to eat yoghurt ☐
- You mustn't eat sweets ☐
- You must drink cola ☐
- It's not good to eat fast food ☐
- You mustn't drink milk ☐
- It's good to eat crisps ☐
- It's not good to eat apples ☐
- It's good to eat cornflakes ☐

Points: / 9

Τεστ-Αυτοαξιολόγησης

Self-Assessment test

4 Look at the pictures and fill in the blanks with the correct word:



.....the bread



.....an egg



.....some butter on some bread



.....some salt



.....some cheese



.....the spaghetti



.....a potato



.....the ingredients



..... in a bowl

Points: / 9

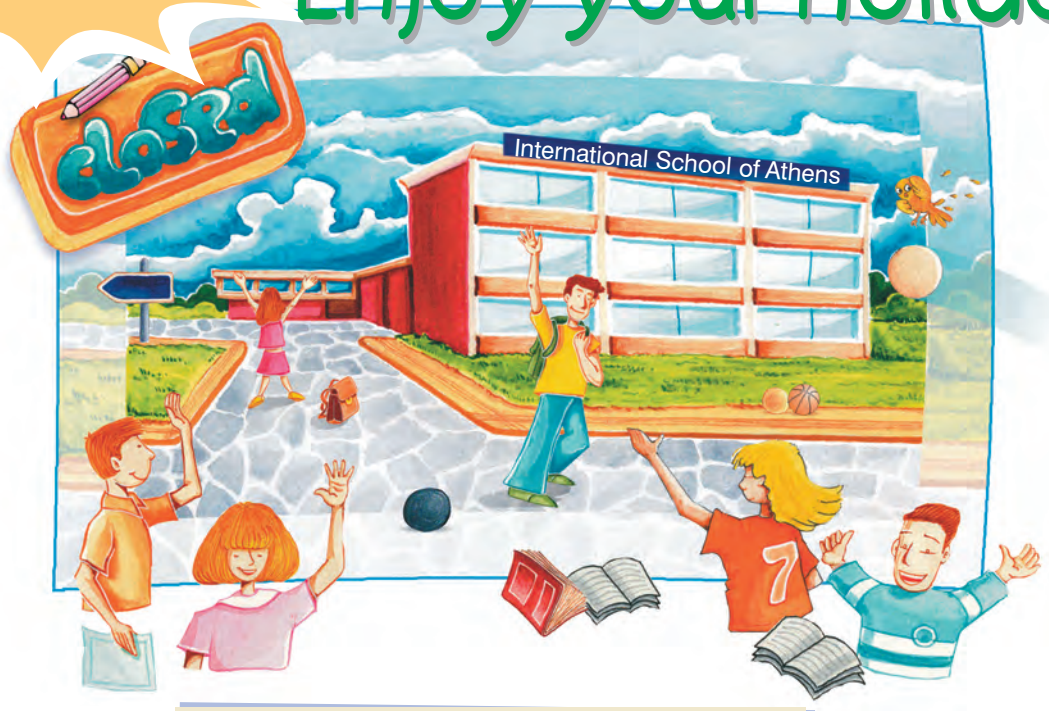
Total: / 40

CIRCLE THE CORRECT FACE AND TALK ABOUT WHAT YOU CAN DO

- I can talk about different kinds of food
- I can talk about food quantity
- I can give cooking instructions
- I can talk about healthy and unhealthy eating habits

Τεστ-Αυτοαξιολόγησης

Unit 10: Enjoy your holidays!



In this unit you will learn to:

- √ Ask questions to find out personal information
- √ Give information about yourself and your family

Strategy corner - What I like best about learning English is

Put numbers from 1- 10 ***(1= what I like best, 10=what I don't like at all)***	
Reading and working with texts	
Doing listening tasks	
Speaking in class	
Writing texts	
Playing games	
Singing	
Working in groups	
Studying grammar	
Studying and learning new words	
Revising and checking how much I know	

Lesson 1:
Our yearbook



1 Warm - up

Do you celebrate the end of the school year at school? What do you do? Do you make a yearbook?

2 Listen, read and find

It is the end of the school year and Andrew, Betty, Nick and Sophia are making a school yearbook. Listen, read and find: *"Who's half Rumanian?"*

Hi!
My name is Andrew Marinellis. I am a new pupil in this school and I'm half Greek and half British. I like it here in Athens and I like my school and my new friends. My favourite sport is basketball and my hobby is making models. My favourite subject is History, because I like learning about ancient Greece. I've got a sister. Her name is Amy. We play games together and she is my best friend.



Hi!
My name is Betty and I'm ten years old. I like reading books and doing sports. I play volleyball every Saturday at the sports centre in my area. I do horse riding, too. My grandparents live in a village near Arta and they've got a horse. We go there every Easter and I ride her. I call her 'Blackie', because she's black. I feed her, wash her and brush her. I love Blackie very much.



Hello!
I'm Sophia. I'm half Greek and half Rumanian. My father is Greek and my mother is from Romania. I've got an older sister. She is a student at the University. I like listening to music and dancing and I've got a large collection of CDs. My favourite colour is pink and my favourite food is pizza and spaghetti and cheese. I've got a pen friend. Her name is Olina. She likes pizza, like me, and her favourite colour is pink, too. I like languages and I can speak Greek, Rumanian and English.



Hello!
I'm Nick Mitchel. I am ten years old. My father is American and my mother is Greek. I haven't got any brothers or sisters, but I've got a dog, Scooby. I love him very much and he's my best friend. I take him to the park and we play together. I like football and my favourite colour is blue. I like sausages and chips but I don't like ice cream and chocolate. I also like swimming and I can swim very well. My mother comes from Mytilene and every summer we go there. When we are there, I go swimming every day.



You've got 1 minute to find the secret phrase. It's something that Andrew, Nick, Sophia and Betty are telling you. Write the phrase: "....."Then, count the letters and write down your score:.....

3 Read and write (+app. I)

Mrs Stathaki, the class teacher, is carrying out a survey about her students' lives. Can you help her find the information she wants?









Find someone .....

- ✓ who can speak three languages:.....
- ✓ who has got a pet:.....
- ✓ who likes the city where he/she lives:.....
- ✓ who likes making things:.....
- ✓ who collects things:.....
- ✓ who hasn't got any brothers or sisters:.....
- ✓ who goes to an island every summer:.....
- ✓ who likes pizza and spaghetti and cheese:.....
- ✓ who does a sport every week:.....
- ✓ who doesn't stay in Athens at Easter:.....

4 Write and speak

Andrew, Nick, Sophia and Betty are telling us a few things about themselves. Tell the class a few things about yourself, too. Then you can play a guessing game.
Fill in the box, give your book to your teacher and he/she will give it to another student. Your classmate will talk about you in class. Can the rest of the class guess who it is?

Personal Information
Name:
Brothers/Sisters:
Favourite sport:
Hobby:
Favourite food:
Pet:
I can:
I like:

who is it?

5 Let's play!

Running dictation:

Play the game in two teams. Each team has got a sheet of paper. Write information about yourself (look at the example) and paste it on the board.
Students from each team take turns to come to the board, look at the information and then go back to their team and write a sentence using some of the information (e.g. Maria likes listening to music, Kostas can ride a bike, Spyros has got a pet cat) on a sheet of paper. You've got 10 minutes to play the game. The team that write the largest number of **correct** sentences is **the winner!**

	I like (hobby)	***I like (sport)***	***I like (food)***	***I can.....***	***I've got...***
Maria	listening to music	basketball	pizza	play the piano	a brother
Kostas	playing chess	football	spaghetti	ride a bike	a pet cat
Spyros	collecting football cards	riding a horse	fruit	speak French	a computer
Argyro	.....	.....	.....	.....	.....

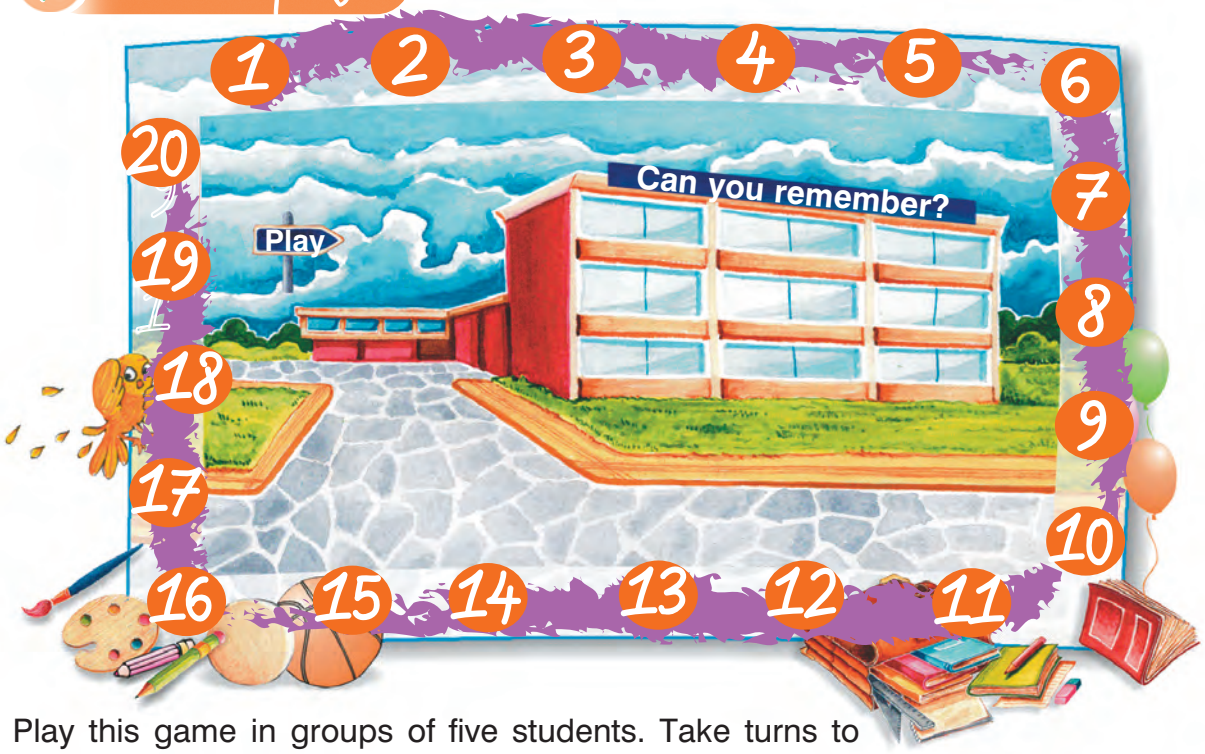
6 Let's play!

True or False?

Listen to your teacher. If what he/she says is **true**, ***put up your hand***. If it's **false**, ***put it on your desk***. If you make a mistake, you are out of the game. **The last person to stay in the game is the winner.**



7 Let's play!



Play this game in groups of five students. Take turns to play. If you can remember the answer to the questions, move to the next number. If you can't remember, miss a turn. The first student to get to number 20 is **the winner**!

Can you remember?

1. Is there a computer room in Andrew's school?
2. Which are Andrew's favourite days?
3. Which sport do the children play on their free day?
4. What's Sophia's pen friend's favourite food?
5. Which city is Andrew from?
6. Does Andrew live in a house in Athens?
7. When is Sophia's birthday party?
8. What's the weather like at her party?
9. What does Betty play with the Lost Boys?
10. What does Santa Claus put in the stockings?

Can you remember?

11. How old is Archie?
12. Which animal nests in Zakynthos?
13. What is Mum making in the kitchen?
14. Where does Andrew's father work?
15. Can the children play football at the park?
16. What is the name of the traffic warden?
17. Why is there a party at the school?
18. What are the children making for the party?
19. Where is Sophia's mother from?
20. Congratulations! You are the winner!!!

Lesson 2:

"Dairy the fairy"

1 Listen, read and act

Listen to this story but stop before the last page. Can you guess the end?



Dairy is a fairy. She lives on a farm with her cat, Milky. Dairy and Milky are good friends. They play together every day.



Dairy likes dairy products. She only eats milk and cheese. On her farm she's got a cow in a stable and she has fresh milk and cheese every day.



One day Dairy goes in the kitchen. She opens the fridge, but there is no milk. Milky is on the fridge. Dairy asks Milky: "Where is my milk?" Milky is licking his whiskers. Then he says: "Yummy, yummy, yummy, it's in my tummy".



Then Dairy is very angry. She takes her magic wand, waves it in the air and ***Abracadabra!*** Milky is now a mouse! Mice don't drink milk. Now Dairy is happy. The mouse can't drink her milk.



One day Dairy goes in the kitchen. She opens the fridge, but there is no cheese. Milky is on the fridge. Dairy asks Milky: "Where is my cheese?" Milky is licking his whiskers. Then he says: "Yummy, yummy, yummy, it's in my tummy".



Then Dairy is very angry. She takes her magic wand, waves it in the air and ***Abracadabra!*** Milky is now a lion. Lions don't eat cheese. Now Dairy is happy. The lion can't eat her cheese.



One day Dairy goes out on the farm. She wants fresh milk and cheese. She looks for her cow, but she can't find her. Milky is near the stable. Dairy asks Milky: "Where is my cow?" Milky is licking his whiskers. Then he says: "Yummy, yummy, yummy, it's in my tummy".



Then Dairy is very angry. She takes her magic wand, waves it in the air and ***Abracadabra!*** Milky is now a.....?! He's got a crocodile body, a camel head, a monkey tail, a giraffe neck and donkey ears! Milky is very unhappy. He is ridiculous. All the animals are laughing at him. But Dairy is unhappy, too. She loves Milky. He is her friend and Dairy misses him.



Stop! Don't look at the end of the story! Can you guess it?

Lesson 3:
Your yearbook





Crosscurricular Project

Project 1:

Make a class yearbook. Interview one of your classmates and write about him/her. Use photos and your texts and make a booklet. Keep it as a souvenir from this class. Here are some questions you can ask:



- Where are you from?
- Where is your father/mother from?
- What does your father/mother do?
- Have you got any brothers or sisters? How many? What are their names? How old are they?
- What's your favourite sport? Do you play it? Where and when?
- What's your hobby? How often do you do it?
- What's your favourite food?
- What's your favourite school subject? Why?
- Have you got a pet? What's his/her name? What do you do together?
- Can you play a musical instrument? Which one?
- Can you speak foreign languages? Yes? How many? Which ones?
- What can you do in English?

Project 2:

Work in groups and write your English story. Think of *your* characters and draw pictures. You can also take a story for children and change the ending. Here are some stories to choose from:



- The Sly Fox and the Little Red Hen
- Goldilocks and the Three Bears
- The Ugly Duckling
- The Emperor's New Clothes
- Sleeping Beauty
- Puss in Boots
- Little Red Riding Hood
- Hansel and Gretel
- Jack and the Beanstalk
- Cinderella
- Beauty and the Beast
- Snow White and the Seven Dwarfs
- The Enormous Turnip
- The Princess and the Frog
- The Boy who cried Wolf
- Pinocchio

Μπορείς να πας στο glossary και να συμπληρώσεις τις σημασίες των καινούργιων λέξεων στα Ελληνικά και στο grammar corner για να δεις τη γραμματική αυτού του κεφαλαίου.

Now it's time for your Secret word contest!

Count all your points and find the winner in the secret word contest. Write your score in the boxes.



Secret word contest

Unit/Lesson	Points	Unit/Lesson	Points
1/1	...../10	1/2	...../8
2/1	...../7	2/2	...../9
3/1	...../10	3/2	...../6
4/1	...../8	4/2	...../7
5/1	...../8	5/2	...../12
6/1	...../6	6/2	...../7
7/1	...../7	7/2	...../8
8/1	...../11	8/2	...../10
9/1	...../7	9/2	...../5
10	...../14	**Total**	...../160

- ✓ **145-160** points: Congratulations!! You're **Winner Number One!**
- ✓ **110-145** points: Well done!! You're **Winner Number Two!**
- ✓ **80-110** points: That's very good! You're **Winner Number Three!**

Self-Assessment test

1 Write questions. Use the question words/phrases in the box:

What?
How often?
Where?
How much?
How many?

✓ .....do you go to the cinema?
✓ .....brothers and sisters have you got?
✓ .....are you doing now?
✓ .....sugar do you take in your milk?
✓ .....does the caretta caretta live?

Points: / 10

2 Read the text and decide if the statements are TRUE or FALSE:

Hello! I'm Nick Mitchel. I am ten years old. My father is American and my mother is Greek. I'm an only child. I haven't got any brothers or sisters, but I've got a dog, Scooby. I love him very much and he's my best friend. I take him to the park and we play together. I like football and my favourite colour is blue. I like sausages and chips but I don't like ice cream and chocolate. I also like swimming and I can swim very well. My mother comes from Mytilene and every summer we go there. When we are there, I go swimming every day.



✓ Scooby is Nick's best friend	T	F
✓ Nick takes Scooby to the sea	T	F
✓ Nick likes basketball	T	F
✓ In the summer Nick goes swimming every weekend	T	F
✓ Nick can't swim very well	T	F

Points: / 10

Τεστ-Αυτοαξιολόγησης

Self-Assessment test

3 Look at the information in the box and write about George:



Personal Information
Name: George Patroulias
Family status: one brother, one sister
Favourite sport: football
Hobby: riding a bike
Favourite food: sausages and chips
Pet: ———
Favourite animal: dog
I can: draw and play the flute
I like: going to the cinema with friends

George Patroulias

.....

.....

.....

.....

.....

.....

.....

Points:	/ 20
Total:	/ 40

CIRCLE THE CORRECT FACE AND TALK ABOUT WHAT YOU CAN DO

- I can talk about my family
- I can talk about my hobbies, my favourite food, my favourite colour, my favourite animal, my favourite subject
- I can talk about my pet

Τεστ-Αυτοαξιολόγησης



Then Dairy takes her magic wand, waves it in the air and ***Abracadabra!*** Now Milky is a cat again. Then Dairy takes her magic wand again, waves it in the air and ***Abracadabra!*** Now there are cheese trees on her farm and a well of milk. Dairy and Milky can drink milk and eat cheese all day long!

Can you think of another ending for the story?

Δούλεψε στους δικούς σου ρυθμούς

Unit 1

Lesson 2

8 Write and speak

Γράψε το πρόγραμμά σου στον παρακάτω πίνακα και στείλε το σε έναν φίλο σου μαζί με ένα γράμμα. Μπορείς να του/της ζητήσεις να σου στείλει το δικό του πρόγραμμα (αν έχεις φίλο από αλληλογραφία στον οποίο γράφεις γράμματα στα Αγγλικά ή κάποιον ξάδελφο/η σε μια Αγγλόφωνη χώρα ακόμα καλύτερα). Υπάρχουν διαφορές ανάμεσα στα δύο προγράμματα; Κάνετε τα ίδια μαθήματα;

Name: ..... Class: .....

	Monday	Tuesday	Wednesday	Thursday	Friday
break					
break					
break					

Θυμάσαι τι σημαίνουν αυτές οι λέξεις; Θα τις χρειαστείς:

Language, Maths, Religious Education, Environmental Studies, Physical Education, Music, English, Art, History

Τώρα δες το πρόγραμμα του Andrew στο μάθημα 2, βρες διαφορές ανάμεσα σε αυτό και το δικό σου και μίλησε για αυτές. Μπορείς να μιλήσεις για τις διαφορές ανάμεσα στις μέρες που έχετε το ίδιο μάθημα: π.χ. “Andrew has got Maths on ***Monday*** but I’ve got Maths on ***Tuesday***” ή να μιλήσεις για τις διαφορές στο πόσες φορές την εβδομάδα κάνετε ένα μάθημα π.χ. “Andrew has got E.S. ***three times a week*** but I’ve got E.S. ***four times a week***”.

Can you do extra work?

Διάβασε τα σχόλια που έχει γράψει η δασκάλα της Σοφίας στον έλεγχό της. Μάντεψε για ποιο μάθημα είναι. Διάλεξε λέξεις από τη λίστα που βρίσκεται παρακάτω και βάλε τις στη σωστή θέση στον έλεγχο.

Language, Maths, Religious Education, Environmental Studies, Physical Education, Music, English, Art, History



Brownhill School
School Report

Name: Sophia Milton **Class:** D

Subject	Mark	Comments
	A	Sophia is an excellent student. She can read very well and she's very good at grammar.
	B	She doesn't try very hard. She doesn't like numbers very much.
	A	She is excellent. She loves animals and she knows a lot about them.
	A	She is very interested in the subject. She knows a lot about the Acropolis and the Parthenon.
	A	She is excellent and she knows a lot about Jesus Christ and his life.
	A+	She can make beautiful pictures.
	A+	She is very interested in the subject and she can sing very well.
	A–	Sophia is very good at running but she must try and learn how to play basketball.

Her teacher
Alice White

Unit 2
Lesson 1

7 ↔ Read and match

Ταίριαξε τις εικόνες με τις λέξεις:

1. 

2. 

3. 

4. 

5. 

6. 

a) ***baseball,*** b) ***cricket,*** c) ***rugby,*** d) ***hockey,*** e) ***tae kwon do,*** f) ***football***

1) ..... **2)** ..... **3)** ..... **4)** ..... **5)** ..... **6)** .....

Τα παραπάνω αθλήματα είναι δημοφιλή σε άλλες χώρες (σε κάποιες χώρες οι άνθρωποι αγαπούν δυο ή τρία αθλήματα). Ταίριαξε τις χώρες με τα αθλήματα. Για να βοηθηθείς υπάρχει το πρώτο γράμμα του κάθε αθλήματος.

Great Britain, Brazil, USA, Greece, India, Korea

Great Britain: f....., c....., r....., h.....
Brazil: f.....
USA: b....., r.....
Greece: f.....
India: f..... h.....
Korea: t..... k..... d.....

Τι ξέρεις για αυτά τα αθλήματα; Πώς παίζονται; Σε ποια χρειάζεται μπάλα; Τι είδους μπάλα χρησιμοποιείται; Χρησιμοποιείται άλλος εξοπλισμός; Αν ξέρεις κάτι για το πώς παίζονται, σήκω επάνω και δείξε το στους συμμαθητές σου.
Τα αθλήματα αυτά είναι δημοφιλή στην Ελλάδα; Ξέρεις άλλα αθλήματα που είναι δημοφιλή σε άλλες χώρες αλλά όχι τόσο γνωστά στην Ελλάδα;

Can you do extra work?

Χρησιμοποίησε τις παρακάτω πληροφορίες για ένα παιδί, τον Harry και φτιάξε ένα κείμενο που να μιλά για αυτόν.

Name:	**Harry Topper**
Age:	**9**
Class:	**D**
Favourite Subject:	**Language**
Favourite Sport:	**basketball**
Favourite hobby:	**fishing**







Harry Topper is .....

.....

.....

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.....

.....

.....

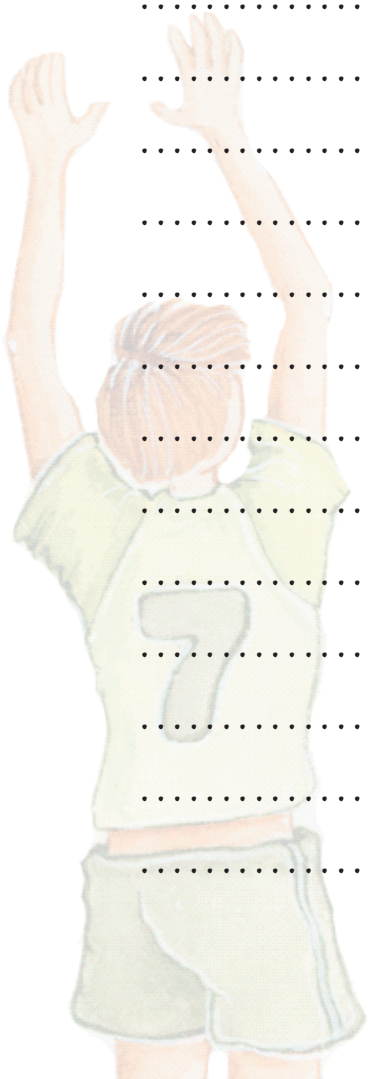
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Unit 3

Lesson 2



4 Write

Γράψε για την περιοχή που ζεις. Θυμάσαι τι σημαίνουν οι παρακάτω λέξεις; Θα τις χρειαστείς για να συμπληρώσεις τα κενά:

school, house, block of flats, cinema, theatre, sports centre, museum, park, supermarket, café, shopping centre, church, bank, post office

Πρέπει επίσης να θυμάσαι και τι σημαίνουν οι λέξεις/φράσεις ***next to, between, on the corner of***. Πρέπει να διαλέξεις ποια χρειάζεσαι.

In my area there is a(n) ..... It's (next to/between/on the corner of).....

.....

.....

There is a(n) ..... *, too. It's (next to/between/on the corner of)*.....

.....

.....





Can you do extra work?

Αυτό το κείμενο προέρχεται από ένα τουριστικό έντυπο για μια αγορά στην πόλη Oxford. Διάβασέ το και βρες τουλάχιστον τρία πράγματα που μπορείς να αγοράσεις εκεί. Μπορείς ίσως να βρεις περισσότερα; Πόσα ακόμα; Μην ανησυχείς αν δεν μπορείς να καταλάβεις όλα όσα διαβάζεις.

The Covered Market

The Covered Market of Oxford was created in 1772. Today the market is more of a lively collection of small shops and stalls where tourists can find everything from clothes and gifts to Oxford sausages or old books. There are cafés, sandwich stalls, bakeries with fresh bread, butchers' with the famous sausages, delicatessens, greengrocers' with fresh fruit and florists' with beautiful flowers. Open: Mon-Sat, 8.00-17.00

(simplified and abridged from http://www.e-travelguide.info/Oxford/shops.htm)





Tick at least three boxes	
Sandwiches	
Hamburgers	
Bicycles	
Gifts	
Oranges	
Flowers	
Clothes	
Books	
Coffee	
Bread	
Cheese	
Sausages	
Footballs	

Unit 4

Lesson 2





6 Listen and write

Γράψε δυο από τις συνήθειές σου και τις μέρες τις οποίες τις κάνεις. Σκέψου τι κάνεις τις καθημερινές και τι κάνεις το Σαββατοκύριακο. Αλλάζουν οι συνήθειές σου; Μπορείς να χρησιμοποιήσεις τις παρακάτω φράσεις. Θυμάσαι τι σημαίνουν;

watch TV, play at the park, play with my friends, do my homework

On ..... I .....

and on ..... I .....



Can you do extra work?

1. Διάβασε τις πληροφορίες και συμπλήρωσε τον παρακάτω πίνακα βάζοντας την κατάλληλη φράση του καιρού στα κουτάκια (κάποια κουτάκια μπορεί να μείνουν κενά). Διάλεξε από τις παρακάτω φράσεις:

it's hot, it's sunny, it's rainy, it's cold

.....σε αυτή την περιοχή της Κίνας η άνοιξη και το καλοκαίρι είναι πολύ ζεστές εποχές αλλά οι χειμώνες είναι κρύοι και επικρατεί συνήθως συννεφιά...
...η Βραζιλία είναι μια χώρα με ζεστά καλοκαίρια γεμάτα λιακάδα αλλά κρύους και βροχερούς χειμώνες...
...η κεντρική Αφρική είναι μια περιοχή της γης με πολύ υψηλές θερμοκρασίες την ημέρα σε όλη τη διάρκεια του χρόνου.....
....στην Ινδία, τα καλοκαίρια είναι ζεστά αλλά την εποχή των μουσώνων (φθινόπωρο και χειμώνα) έχει πολλές βροχές.....

	winter	spring	summer	autumn
China				
Brazil				
Africa				
India				

Unit 5

Lesson 2





4 Write and speak

Ο Andrew θέλει να μάθει περισσότερα για τα Ελληνικά έθιμα των Χριστουγέννων. Μπορείς να τον βοηθήσεις; Γράψε για τα Ελληνικά έθιμα και διάβασε τις ιδέες σου στην τάξη. Μπορείς να χρησιμοποιήσεις τις παρακάτω λέξεις. Θυμάσαι τι σημαίνουν;

put, eat, open, send, sing, make, decorate, go
always, often, sometimes, never

Διάβασε τις παρακάτω ερωτήσεις. Μπορείς να σου δώσουν και αυτές ιδέες:

- ✓ Do we decorate a Christmas tree?
- ✓ Do we send cards to each other?
- ✓ Do children sing carols? When do they sing them?
- ✓ Do children get presents? When do they open them?
- ✓ Does Santa Claus put the presents in the children's stockings?
- ✓ Do we have Christmas dinner? What do we eat?



At Christmas we.....

.....

.....

.....

.....

.....

.....

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.....

.....

Can you do extra work?

Διάβασε τις πληρογορίες για τα παιδιά και συμπλήρωσε τις λέξεις που λείπουν στα κενά.





	Ann	Chris	Peter	Joanna
always				
often				
sometimes				
never				

: listen to music
: read books
: play computer games
: ride his/her bike



- At the weekend, Chris ..... rides his bike, but Ann never .....
- At the weekend, Peter..... plays computer games and Ann..... listens to music.
- At the weekend, Peter ..... reads books, but Joanna ..... reads books.
- At the weekend, Chris and Joanna never .....

Unit 6

Lesson 1



7 Write your riddle

Γράψε ένα αίνιγμα για το αγαπημένο σου ζώο. Μίλησε για αυτό, αλλά μην πεις το όνομά του. Μπορούν οι συμμαθητές σου να βρουν για ποιο ζώο πρόκειται; Διάβασε το αίνιγμά σου στην τάξη και ρώτησε τους συμμαθητές σου "***Which animal is it?***" Μπορείς να δώσεις τις παρακάτω πληροφορίες για αυτό:

- ✓ Πού ζει; Ίσως χρειαστείς τις φράσεις: in the sea, in the jungle, in a forest, in a house, on a farm
- ✓ Τι εμφάνιση έχει; Ίσως χρειαστείς τις φράσεις: it is big/small, it is long/short, it has got a tail/wings/four legs, it hasn't got hands, it is black and white/brown/grey
- ✓ Τι τρώει; Ίσως χρειαστείς τις φράσεις: it eats fruit/fish/carrots/meat, it likes milk
- ✓ Τι κάνει; Ίσως χρειαστείς τις φράσεις: it climbs trees, it swims in a pond, it makes milk, it runs fast



Can you do extra work?

Διάβασε τις πληροφορίες για το δελφίνι και γράψε ένα κείμενο για αυτό:

Dolphin



ΤΑΥΤΟΤΗΤΑ

Επιστημονικό όνομα:	Delphinus delphis
Κοινό όνομα:	Δελφίνι
Βάρος	75-110 κιλά
Μήκος:	1,5-2,0 μέτρα (μέγιστο 3,5μ.)
Σχήμα:	Λεπτό σώμα, προτεταμένο και μυτερό ρύγχος, ψηλό ραχιαίο πτερύγιο σε σχήμα μισοφέγγαρου στο μέσο του σώματος
Χρώμα:	Το χρώμα της ράχης ποικίλλει (μαύρο, σκούρο μπλε, γκρι), κοιλιά και πλευρά ασπροκίτρινα, ουρά ανοιχτόχρωμη γκρίζα
Βιότοπος:	Ζει σε όλες τις ελληνικές θάλασσες, σε μικρές ομάδες
Μέσος όρος ζωής	20 - 40 χρόνια
Κύριες απειλές:	Η έλλειψη τροφής λόγω υπεραλίευσης, η θαλάσσια ρύπανση, η αιχμαλωσία τους από διάφορα αλιευτικά εργαλεία, κυρίως αφρόδιχτα.

(simplified and abridged from www.wwf.gr)

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Unit 7

Can you do extra work?

Διάβασε τις πληροφορίες για άλλο ένα επάγγελμα που χάνεται και συμπλήρωσε ό,τι λείπει στο κουτάκι

Ο παγωτατζής

Τα παλιά χρόνια το παγωτό δεν πουλιόταν όπως πουλιέται σήμερα. Το έφτιαχνε ο παγωτατζής με πολύ κόπο. Σηκωνόταν πολύ πρωί για να μεταφέρει τον πάγο στο σπίτι του πριν τον πιάσει ο ήλιος. Έπρεπε ακόμα να πάρει το γάλα, να το βράσει, να πάρει τα αυγά και όλα τα άλλα υλικά που χρειαζόταν. Το έφτιαχνε στο μικρό του εργαστήριο και έβγαινε στο δρόμο με το καροτσάκι του και την άσπρη του ποδιά διαλαλώντας το εμπόρευμά του: «Καϊμάκι παγωτό, όλο βούτυρο και αγνό». Μόλις τον άκουγαν τα παιδιά έτρεχαν να ζητήσουν από τους γονείς τους χρήματα για να γευτούν, καθώς ήταν μεγάλη πολυτέλεια. Ο παγωτατζής δούλευε από νωρίς το πρωί μέχρι που να τελειώσει το παγωτό του, που τελείωνε γρήγορα, γιατί δεν μπορούσε να φτιάξει μεγάλες ποσότητες.



AN OLD JOB

Job: ice cream seller

Place of work: .....

Special clothes: .....

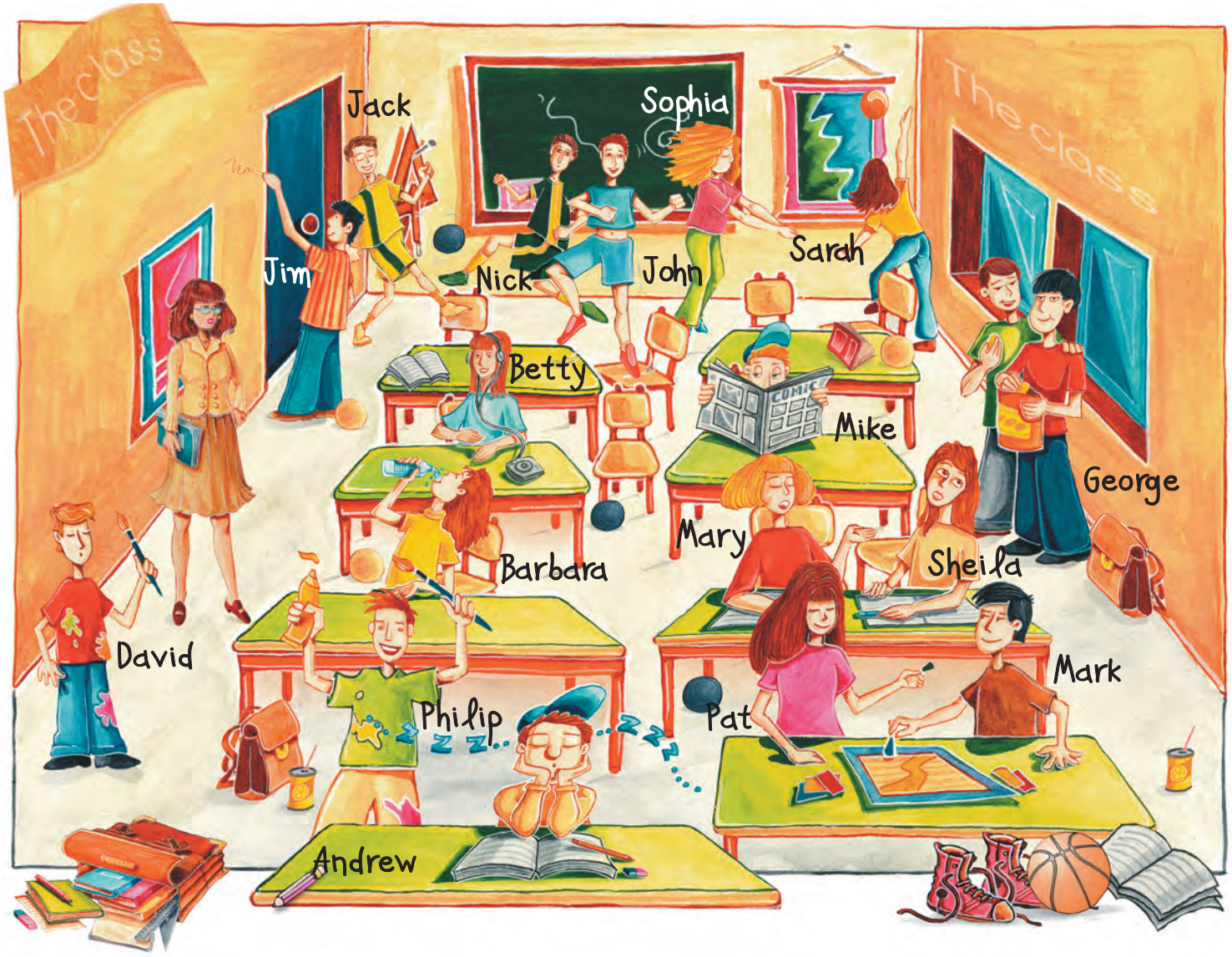
Duties: .....

Hours of work: from ..... till his ice cream finishes

Lesson 1

7 Read and write (+app. I)

Σε αυτή τη δραστηριότητα θα δουλέψετε σε ομάδες των 4-6 ατόμων. Κάθε ομάδα έχει 10 λεπτά να κοιτάξει την παρακάτω εικόνα και να προσπαθήσει να γράψει όσο πιο πολλές προτάσεις μπορεί για να περιγράψει τι κάνουν τα παιδιά. Η ομάδα με τις περισσότερες σώστες προτάσεις είναι η νικήτρια.



Βάλτε τις λέξεις στη σωστή σειρά και φτιάξτε προτάσεις για να περιγράψετε τι κάνουν τα παιδιά στην εικόνα:

✓ drinking/lemonade/Barbara/is

. . . . . .

✓ dancing/on/teacher's/is/John/the/chair

. . . . . .

✓ Mike/reading/ /comic/is/a

. . . . . .

✓ Sheila/talking/and/Mary/are

. . . . . .

✓ crisps/is/eating/George

. . . . . .

✓ writing/on/the/Jim/wall/is

. . . . . .

✓ Betty/to/listening/music/is

. . . . . .

✓ Jack/are/playing/Nick/and/football

. . . . . .

✓ Philip/are/drawing/and/David

. . . . . .

✓ Andrew/sleeping/is

. . . . . .

✓ are/Mark/and/a/board/Pat/game/playing

. . . . . .

✓ are/Sarah/and/Sophia/dancing

. . . . . .

Unit 8

Lesson 2

3 New words!

Ταίριαξε τις πινακίδες της τροχαίας με τις παρακάτω φράσεις. Γράψε τα γράμματα δίπλα από τους αριθμούς:



1. Απαγορεύεται η στάση και η στάθμευση



2. Προσοχή, άλλοι κίνδυνοι



3. Απαγορεύεται η αριστερή στροφή



4. Απαγορεύεται η χρήση ηχητικών σημάτων



5. Κίνδυνος λόγω διάβασης πεζών



6. Τέλος ορίου ταχύτητας



7. Προσοχή επικίνδυνες στροφές



8. Απαγορεύεται η είσοδος σε όλα τα οχήματα



9. Απαγορεύεται η είσοδος σε πεζούς



10. Υποχρεωτική πορεία προς τα εμπρός

Δες πώς χωρίζουμε εδώ τις φράσεις σε κατηγορίες. Ίσως βοηθηθείς:

✓ *Αυτές οι φράσεις μας προειδοποιούν για κίνδυνο και οι πινακίδες τους έχουν τριγωνικό σχήμα:*

c. Be careful, there are pedestrians here **e.** Be careful, there is danger ahead

i. Be careful, there are dangerous turns ahead

✓ *Αυτές οι φράσεις μας απαγορεύουν κάτι και οι πινακίδες τους έχουν στρογγυλό σχήμα με κόκκινο πλαίσιο:*

a. Don't turn left here **b.**You can't park your car here **f.**You can't walk here

d. You can't drive your car into this road **h.** You can't sound your horn here

✓ *Αυτή η φράση μας επιτρέπει κάτι και η πινακίδα της είναι λευκή:*

g. You can drive at more than 40 kmph

✓ *Αυτή η φράση μας υποχρεώνει να κάνουμε κάτι και η πινακίδα της είναι μπλε:*

j.You must go straight ahead

1....., 2....., 3....., 4....., 5....., 6....., 7....., 8....., 9....., 10.....



Can you do extra work?

Γράψε οδηγίες για το τι πρέπει να προσέχουμε, όταν είμαστε πεζοί.

Τι πρέπει να προσέχεις, όταν είσαι πεζός

1. Όταν περπατάς, να μην είσαι αφηρημένος, ούτε να διαβάζεις ή να ασχολείσαι με άλλα πράγματα. Να ακούς προσεκτικά για ήχους από οχήματα, όπως ήχο μηχανής ή κόρνα.
2. Να περπατάς στο πεζοδρόμιο και όχι μέσα στον δρόμο.
3. Μην περνάς τον δρόμο τρέχοντας.
4. Όταν θέλεις να διασχίσεις τον δρόμο, να περιμένεις πάνω στο πεζοδρόμιο και όχι πάνω στον δρόμο.
5. Να διασχίζεις τον δρόμο σε φανάρια και σε διαβάσεις πεζών και να περιμένεις πρώτα να ανάψει ο 'Γρηγόρης' και να σταματήσουν τα αυτοκίνητα πριν περάσεις απέναντι.

Και κυρίως, μάθε να προστατεύεις τον εαυτό σου από τα αυτοκίνητα. Μην ξεχνάς ότι **είτε εσύ πέσεις πάνω σε ένα αυτοκίνητο ή εκείνο σε σένα, ΕΣΥ θα είσαι ο ΧΑΜΕΝΟΣ!**

(adapted from http://dim-sapon.rod.sch.gr)



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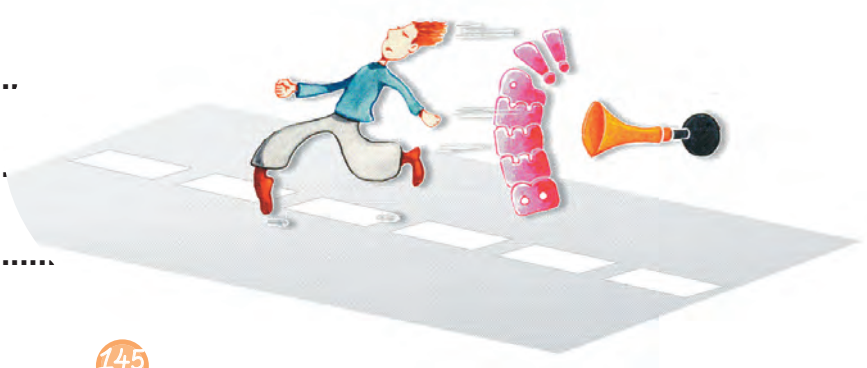
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Unit 9

Lesson 1





6 Write

Είσαι ο ιδιοκτήτης ενός εστιατορίου υγιεινής διατροφής. Γράψε στο κουτί το μενού της ημέρας. Διάβασε το μενού στην τάξη. Ποιος από τους συμμαθητές σου θέλει να έρθει στο εστιατόριό σου;
Μπορείς να χρησιμοποιήσεις λέξεις από την παρακάτω λίστα τροφών. Ρώτησε τον δασκαλό σου/ τη δασκάλα σου τι σημαίνουν:

Starter: soup, tomato salad, carrot salad, sandwich, cheese, milk
Main course: fish, meat, chicken
Dessert: oranges, apples, bananas, pears, yoghurt with honey

Starter
Main course
Dessert

Can you do extra work?

Δες τις εικόνες και βάλε τις φράσεις στη σωστή σειρά:

1. 
2. 
3. 
4. 
5. 
6. 
7. 

INGREDIENTS
- ✓ two eggs
- ✓ some cheese
- ✓ some oil
- ✓ some salt
- ✓ some pepper

An omelette

- ☐ Grate the cheese
- ☐ Pour the oil in the frying pan
- ☐ Pour the mixture in the frying pan
- ☐ Fry the omelette on both sides
- ☐ Beat the eggs
- ☐ Add some salt and pepper
- ☐ Add the cheese in the bowl with the eggs

Unit 10
Lesson 1

3 Read and write (+app. I)

Η Κα Σταθάκη, η δασκάλα των παιδιών, κάνει μια έρευνα για τη ζωή των μαθητών της. Μπορείς να τη βοηθήσεις να βρει τις πληροφορίες που θέλει; Για να βοηθηθείς, ψάξε στα κομμάτια με διαφορετικό χρώμα μέσα στα κείμενα .

Find someone .....

- ✓ who can speak three languages: .....
- ✓ who has got a pet: .....
- ✓ who likes the city where he/she lives: .....
- ✓ who likes making things: .....
- ✓ who collects things: .....
- ✓ who hasn't got any brothers or sisters: .....
- ✓ who goes to an island every summer: .....
- ✓ who likes pizza and spaghetti and cheese .....
- ✓ who does a sport every week: .....
- ✓ who doesn't stay in Athens at Easter: .....



Hi! My name is Andrew Marinellis. I am a new pupil in this school and I'm half Greek and half British. I like it here in Athens and I like my school and my new friends. My favourite sport is basketball and my hobby is making models. My favourite subject is History, because I like learning about ancient Greece. I've got a sister. Her name is Amy. We play games together and she is my best friend.



Hi! My name is Betty and I'm ten years old. I like reading books and doing sports. I play volleyball every Saturday at the sports centre in my area. I do horse riding, too. My grandparents live in a village near Arta and they've got a horse. We go there every Easter and I ride her. I call her 'Blackie', because she's black. I feed her, wash her and brush her. I love Blackie very much.



Hello! I'm Sophia. I'm half Greek and half Rumanian. My father is Greek and my mother is from Romania. I've got an older sister. She is a student at the University. I like listening to music and dancing and I've got a large collection of CDs. My favourite colour is pink and my favourite food is pizza and spaghetti and cheese. I've got a pen friend. Her name is Olina. She likes pizza, like me, and her favourite colour is pink, too. I like languages and I can speak Greek, Rumanian and English.



Hello! I'm Nick Mitchel. I am ten years old. My father is American and my mother is Greek. I haven't got any brothers or sisters, but I've got a dog, Scooby. I love him very much and he's my best friend. I take him to the park and we play together. I like football and my favourite colour is blue. I like sausages and chips but I don't like ice cream and chocolate. I also like swimming and I can swim very well. My mother comes from Mytilene and every summer we go there. When we are there, I go swimming every day.

Can you do extra work?

Εδώ βλέπετε μια παραδοσιακή Ρουμάνικη Ιστορία που είπε στη Sophia η μαμά της. Η Sophia διηγήθηκε στον Andrew την ιστορία και τώρα του κάνει ένα 'τεστ' για να δει αν την πρόσεχε. Μπορείς να βοηθήσεις τον Andrew να απαντήσει σωστά στις ερωτήσεις της Sophia; Σημείωσε τις σωστές με ένα **R** και τις λάθος με ένα **W**.

Πώς η λαγουδίνα κορόιδεψε τον λύκο

Μια χειμωνιάτικη μέρα ένας πεινασμένος λύκος συναντά μια λαγουδίνα. «Εεε! Σταμάτα!» της λέει, «Θέλω να σε φάω!». Αλλά η λαγουδίνα χωρίς να φοβηθεί του απαντάει: «Καλέ μου λύκε, είμαι πολύ αδύνατη. Δε θα χορτάσεις αν με φας. Δεν περιμένεις καλύτερα μέχρι την άνοιξη που θα φυτρώσει καινούργιο χορτάρι για να φάω και να παχύνω; Τότε θα φας καλά. Και αν πεινάς πολύ, πήγαινε στο χωριό. Γίνεται ένας γάμος και όλοι θα είναι στο γλέντι. Μπορείς να μπεις σε κανένα κοτέτσι και να φας καμία κότα». Τότε ο λύκος της απάντησε: «Καλά, σε αφήνω για τώρα, αλλά να ξέρεις όταν θα τελειώσει η άνοιξη, θα έρθεις να σε φάω και θα φέρεις και τα μικρά σου». «Εντάξει, κυρ-Λύκο» απάντησε η λαγουδίνα και ο καθένας τράβηξε τον δρόμο του.

Μια μέρα όταν πέρασε η άνοιξη, ο λύκος ξανασυνάντησε τη λαγουδίνα και της θύμισε την υπόσχεσή της. «Να με περιμένεις την άλλη Κυριακή στο ξέφωτο του δάσους κυρ-Λύκο» είπε τότε η λαγουδίνα. «Μην ξεχάσεις να φέρεις και τα μικρά σου» της είπε ο λύκος. «Εντάξει» απάντησε η λαγουδίνα. Και έφυγε πηδώντας χαρούμενα.

Την άλλη Κυριακή μάζεψε τα έξι λαγουδάκια της και τους είπε: «Θα πάμε να συναντήσουμε έναν λύκο, αλλά δεν πρέπει να φοβηθείτε. Θα κάνετε ό,τι θα σας πω». Τα λαγουδάκια απάντησαν: «Εντάξει, μαμά». Καθώς η λαγουδίνα και τα μικρά της περνούσαν από ένα χωράφι με καλαμπόκι, η λαγουδίνα τους είπε: « Κόψτε όλα από ένα καλαμπόκι, βάλτε το στο στόμα σας και αφήστε να κρέμονται απ' έξω τα μουστάκια του. Μετά, όταν θα φτάσουμε στο ξέφωτο, κρυφτείτε πίσω από έναν θάμνο και περιμένετε να σας φωνάξω για να βγείτε».

Τα λαγουδάκια έκαναν όπως τους είπε και όταν έφτασαν στο ξέφωτο κρύφτηκαν πίσω από έναν θάμνο το καθένα και περίμεναν. Σε λίγο έφτασε εκεί και ο λύκος. Μόλις είδε τη λαγουδίνα να περιμένει μόνη της φώναξε: «Πού είναι τα μικρά σου; Δεν πιστεύω να είσαι μόνη;». «Μην ανησυχείς» του απάντησε η λαγουδίνα «θα έρθουν σε λίγο, και να σου πω την αλήθεια, καλά θα τους κάνεις να τους δώσεις ένα μάθημα. Έχουν γίνει φοβερά με την αταξία τους. Από τότε που έφαγαν ένα λιοντάρι δεν έχουν ησυχία», είπε και φώναξε τα λαγουδάκια της να εμφανιστούν.

Τα λαγουδάκια βγήκαν από τις κρυψώνες τους και πλησίασαν τη λαγουδίνα και το λύκο. «Μα, τι κρέμεται από το στόμα τους, κυρα-Λαγουδίνα;» ρώτησε ο Λύκος. «Στο στόμα; Μα τι σου έλεγα τώρα; Έχουν γίνει πολύ άτακτα. Να, καθώς ερχόμασταν εδώ συναντήσαμε έξι λύκους και τους φάγανε και τώρα παίζουν με τις ουρές τους»

Ο λύκος δεν τόλμησε να πει τίποτα. Έβαλε την ουρά στα σκέλια και όπου φύγει φύγει. Και η λαγουδίνα, χοροπηδώντας, γύρισε στη φωλιά της με τα λαγουδάκια της.



- ✓ One day a wolf meets a rabbit ❑
- ✓ The rabbit wants to eat the wolf ❑
- ✓ The wolf wants to eat the rabbit and her babies ❑
- ✓ The rabbit has got five babies ❑
- ✓ The rabbit and the wolf are going to meet on Monday ❑
- ✓ The baby rabbits put a tomato in their mouths ❑
- ✓ The baby rabbits have got a wolf in their mouths ❑
- ✓ In the end of the story, the wolf doesn't eat the rabbit and her babies ❑

Η γωνιά της γραμματικής

Αγαπητέ μαθητή/ αγαπητή μαθήτρια,
αυτό το παράρτημα βρίσκεται εδώ για να μπορείς να ψάχνεις πληροφορίες για τη γραμματική που υπάρχει στο βιβλίο σου. Οι αριθμοί που υπάρχουν μπροστά από κάθε γραμματικό φαινόμενο αντιστοιχούν σε κεφαλαία και μαθήματα (unit and lessons) Π.χ. το 1.1 παρουσιάζει γραμματική που υπάρχει στο κεφάλιο 1 (unit 1) στο μάθημα 1 (lesson 1), το 6.2 παρουσιάζει γραμματική που υπάρχει στο κεφάλαιο 6 (unit 6) στο μάθημα 2 (lesson 2).

1.1. Η φράση **There is - There are**

	Affirmative		**Negative**		**Interrogative**
	Long form	**Short form**	**Long form**	**Short form**	
Singular	There is	There's	There is not	There isn't	Is there?
Plural	There are	There're	There are not	There aren't	Are there?

Η φράση **there is-there are** χρησιμοποιείται για να μιλήσουμε για το **τι υπάρχει κάπου.** Το **there is** είναι ενικός αριθμός και το **there are** είναι πληθυντικός αριθμός.
e.g. **There is** a board in my classroom . **There are** twelve desks in my classroom. **Is there** a poster on your classroom wall? **Are there** maps on your classroom walls? **There isn't** a football field in my school. **There aren't** pictures on my classroom walls.

1.2. Το ρήμα **have got**

Το ρήμα **have got** σημαίνει **έχω** και χρησιμοποιείται όταν μιλάμε για **πράγματα που μας ανήκουν**. Με αυτό περιγράφουμε κάποιον, μιλάμε για τα χαρακτηριστικά του. Δες τον πίνακα για το πώς κλίνεται:

Affirmative		**Negative**		**Interrogative**
Long form	**Short form**	**Long form**	**Short form**	
I have got	I've got	I have not got	I haven't got	Have I got?
You have got	You've got	You have not got	You haven't got	Have you got?
He has got	He's got	He has not got	He hasn't got	Has he got?
She has got	She's got	She has not got	She hasn't got	Has she got?
It has got	It's got	It has not got	It hasn't got	Has it got?
We have got	We've got	We have not got	We haven't got	Have we got?
You have got	You've got	You have not got	You haven't got	Have you got?
They have got	They've got	They have not got	They haven't got	Have they got?

2.1., 2.2. Η φράση **I like-I don't like**

Η φράση **I like-I don't like** χρησιμποποιείται για να μιλήσουμε **για τα πράγματα που μας αρέσουν ή δε μας αρέσουν.** Δες τον παρακάτω πίνακα για το πώς κλίνεται. Προσοχή στο **πώς αλλάζει** στο **τρίτο πρόσωπο ενικού** (he, she, it):

Affirmative	Negative		Interrogative
	Long form	Short form	
I like	I do not like	I don't like	Do I like?
You like	You do not like	You don't like	Do you like?
He likes	He does not like	He doesn't like	Does he like?
She likes	She does not like	She doesn't like	Does she like?
It likes	It does not like	It doesn't like	Does it like?
We like	We do not like	We don't like	Do we like?
You like	You do not like	You don't like	Do you like?
They like	They do not like	They don't like	Do they like?

3.1 Πώς ρωτάμε από πού είναι κάποιος

Where are you from? I'm from (Greece). I'm (Greek).

Where is Roberto from? He is from (Italy). He is (Italian).

4.1 Πώς λέμε την ώρα

.00 (ακριβώς) = **o'clock**
.15 (και τέταρτο) = **(a) quarter past**
.30 (και μισή) = **half past**
.45 (παρά τέταρτο) = **(a) quarter to**

e.g. **4.00** it's four o'clock **4.15** It's (a) quarter past four

4.30 It's half past four **4.45** It's (a) quarter to five

4.2 Χρονικές προθέσεις

In the **winter**, **In** September, **On** Mondays, **On** the 24th of June

Με τις εποχές και τους μήνες χρησιμοποιούμε το **in** και με τις μέρες και τις ημερομηνίες χρησιμοποιούμε το **on**.

5.1a Ο χρόνος Present Simple

Ο **Present Simple** είναι ο χρόνος που εκφράζει **κάτι μόνιμο**, **μια αλήθεια ή μια συνήθεια**. Η συνήθεια αυτή μπορεί να είναι προσωπική ή να είναι εθνική, να είναι δηλαδή ένα έθιμο. Όταν εκφράζει μια συνήθεια ή ένα έθιμο, πολλές φορές "πάει παρέα" με τις λέξεις ή φράσεις που μας πληροφορούν για το πόσο συχνά γίνεται αυτή η συνήθεια ή αυτό το έθιμο. Τέτοιες λέξεις ή φράσεις είναι τα επιρρήματα συχνότητας *-adverbs of frequency* (δες στο 5.1c) ή/και οι φράσεις με τη λέξη *every* (e.g. every day, every week, every Monday). Ο **Present Simple** αλλάζει μορφή στο **3ο ενικό πρόσωπο** (he, she, it). Μπαίνει στο τέλος της λέξης ένα **-s**. Κάποιες φορές γίνονται ορθογραφικές αλλαγές, όταν προστίθεται αυτό το **-s** (δες στο 5.1b). Δες στον πίνακα δύο παραδείγματα για το πώς κλίνεται:

Affirmative	Negative		Interrogative
	Long form	Short form	
I play/watch	I do not play/watch	I don't play/watch	Do I play/watch?
You play/watch	You do not play/watch	You don't play/watch	Do you play/watch?
He plays/watches	He does not play/watch	He doesn't play/watch	Does he play/watch?
She plays/watches	She does not play/watch	She doesn't play/watch	Does she play/watch?
It plays/watches	It does not play/watch	It doesn't play/watch	Does it play/watch?
We play/watch	We do not play/watch	We don't play/watch	Do we play/watch?
You play/watch	You do not play/watch	You don't play/watch	Do you play/watch?
They play/watch	They do not play/watch	They don't play/watch	Do they play/watch?

5.1b Ορθογραφικοί κανόνες για το -s του 3ου ενικού

Σε ορισμένες περιπτώσεις η ορθογραφία της λέξεις αλλάζει, όταν προσθέτουμε το **-s** του 3ου ενικού στον Present Simple. Συγκεκριμένα:

- ✓ Όταν η λέξη τελειώνει σε **-s, -ss, sh, -ch, -x, -z, -o** προσθέτουμε **-es** αντί για **-s**
  e.g. watch - watch**es**, kiss - kiss**es**, wash - wash**es**, do - do**es**
- ✓ Όταν η λέξη τελειώνει σε **-y** και πριν από αυτό υπάρχει σύμφωνο, τότε βάζουμε την κατάληξη **-ies**
  e.g. study-stud**ies**, carry-carr**ies**, αλλά play-play**s** (φωνήεν πριν το -y)

5.1c Επιρρήματα συχνότητας (Adverbs of frequency)

Πολλές φορές, όταν ο present simple εκφράζει κάποια συνήθεια ή έθιμό μας, συνοδεύεται από λέξεις που μας πληροφορούν για το πόσο συχνά γίνεται αυτή η συνήθεια ή αυτό το έθιμο. Είναι οι λέξεις που απαντάνε στην ερώτηση **How often.....?** (πόσο συχνά.....;). Οι λέξεις αυτές λέγονται επιρρήματα συχνότητας (adverbs of frequency) και τα βασικά από αυτά είναι τα παρακάτω:

always (πάντα), usually (συνήθως), often (συχνά),
sometimes (μερικές φορές), never (ποτέ)

6.2 Ερωτήσεις στον Present Simple

Όταν φτιάχνουμε ερωτήσεις στον present simple, χρησιμοποιούμε τις λέξεις **do** και **does**. Το **does** χρησιμοποιείται για το τρίτο ενικό πρόσωπο (he, she, it) και το **do** για όλα τα υπόλοιπα πρόσωπα (I, you, we, you, they). Βάζουμε τις λέξεις αυτές μπροστά από το πρόσωπο για το οποίο ρωτάμε και μετά από το πρόσωπο βάζουμε το ρήμα απλό (χωρίς δηλαδή καμία κατάληξη)

e.g. How often **do** you **brush** your teeth? — I brush my teeth three times a day.
Where **does** the caretta caretta **nest**? — It nest**s** in Greece.

7.1a Ο χρόνος Present Continuous

Ο Present Continuous είναι ο χρόνος που εκφράζει κάτι που κάνουμε τώρα, τη στιγμή που μιλάμε. Φτιάχνεται με τις λέξεις **am, are, is** (το ρήμα to be) και το ρήμα στο οποίο προσθέτουμε την κατάληξη **-ing**. Δες στον πίνακα ένα παράδειγμα για το πώς κλίνεται:

Affirmative	Negative		Interrogative
	Long form	Short form	
I am washing	I am not washing	I' m not washing	Am I washing?
You are washing	You are not washing	You aren't washing	Are you washing?
He is washing	He is not washing	He isn't washing	Is he washing?
She is washing	She is not washing	She isn't washing	Is she washing?
It is washing	It is not washing	It isn't washing	Is it washing?
We are washing	We are not washing	We aren't washing	Are we washing?
You are washing	You are not washing	You aren't washing	Are you washing?
They are washing	They are not washing	They aren't washing	Are they washing?

7.1b Η **ορθογραφία** των ρημάτων όταν προσθέτουμε την κατάληξη–**ing**

Όταν προσθέτουμε την κατάληξη –**ing,** σε κάποια ρήματα αλλάζει η ορθογραφία. Αυτές είναι οι περιπτώσεις όπου υπάρχουν ορθογραφικές αλλαγές:

- ✓ Το **τελικό –e** βγαίνει πριν προσθέσουμε το **–ing**
  e.g. make-making, take-taking
- ✓ Τα **τελικά σύμφωνα** (εκτός από το –x) **διπλασιάζονται,** αν πριν από αυτά υπάρχει **φωνήεν μονό και τονισμένο**
  e.g. stop-stopping, swim-swimming, begin-beginning
- ✓ Τα **τελικά –c, -g, -l, -m, -p διπλασιάζονται,** αν πριν από αυτά υπάρχει **φωνήεν μονό** (το –c γίνεται –ck)
  e.g. travel-travelling
- ✓ Τα ρήματα που **τελειώνουν σε –ie**, το **μετατρέπουν σε –y** πριν το **–ing**
  e.g. lie-lying

7.2 Η σχέση ανάμεσα στους **Present Simple-Present Continuous**

Ο **Present Simple** εκφράζει μια **μόνιμη κατάσταση**, κάτι που ισχύει για πάντα, ενώ ο **Present Continuous** εκφράζει **κάτι προσωρινό**, κάτι που δεν ισχύει για πάντα.
e.g. **Every Monday** Andrew **makes** the beds, but **this Monday** Amy **is making** the beds.

8.1a Η προστακτική (The Imperative)

✓	✖
Keep off the grass, Sit down, Open your books, Jump	Don't play football here, Don't eat in the classroom, Don't run

Η προστακτική (**Imperative**) χρησιμοποιείται όταν θέλουμε να δώσουμε μια εντολή, να εκφράσουμε έναν κανόνα, έναν κανονισμό ή όταν δίνουμε οδηγίες. Όταν ζητάμε από κάποιον ***να κάνει*** κάτι, βάζουμε το ρήμα πρώτη λέξη στην πρόταση (e.g. Keep, Sit, Open, Jump). Όταν ζητάμε από κάποιον ***να μην κάνει*** κάτι, βάζουμε μπροστά τη λέξη **Don't** και μετά το ρήμα (e.g. Don't play, Don't eat, Don't run).

8.1b Η φράση You can/You can't για να δώσουμε άδεια

✓	✖
You can play at the park...	**You can't pick flowers**

Μπορούμε να μιλήσουμε για κανόνες, κανονισμούς και γενικά για ό,τι μας επιτρέπεται ή δεν μας επιτρέπεται να κάνουμε χρησιμοποιώντας το ρήμα ***Can/Can't*** . Το ***Can*** εκφράζει πράγματα που μας επιτρέπεται να κάνουμε και το ***Can't*** εκφράζει πράγματα που δεν μας επιτρέπεται να κάνουμε.

e.g. This sign means:  "You **can get help from a doctor or nurse** here"

This sigh means:  "You **can't ride** your bicycle here"

8.2a Η φράση You must/You mustn't για να εκφράσει υποχρέωση

✓	✖
 You must stop your car or bus here	 You mustn't turn left here

Όταν θέλουμε να μιλήσουμε για κάτι που πρέπει να κάνουμε, χρησιμοποιούμε το ρήμα **must**.

e.g. This sign means:  "You must turn right here"

Όταν θέλουμε να μιλήσουμε για κάτι που μας απαγορεύεται να κάνουμε, χρησιμοποιούμε το ρήμα **mustn't**

e.g. This sign means:  "You mustn't sound your horn here"

9.1 Μετρήσιμα και μη μετρήσιμα ουσιαστικά (Countable and Uncountable nouns)

Τα ουσιαστικά που συναντάμε σε αυτό το κεφάλαιο (τρόφιμα) χωρίζονται σε δυο κατηγορίες: τα μετρήσιμα/αριθμήσιμα (Countable) και τα μη μετρήσιμα/μη αριθμήσιμα (Uncountable) ουσιαστικά.

Τα μετρήσιμα ουσιαστικά έχουν τα εξής χαρακτηριστικά:

✓ Έχουν ενικό και πληθυντικό αριθμό (apple - apples)

- ✓ Μπορούν να πάρουν το άρθρο a/an μπροστά από τον ενικό τους (a sausage/an orange)
- ✓ Μπορούν να μετρηθούν (three eggs)
- ✓ Μπορούν να πάρουν τη λέξη some μπροστά από τον πληθυντικό τους (some biscuits)
- ✓ Όταν θέλουμε να ρωτήσουμε την ποσότητα ρωτάμε: **How many...?** e.g. **How many eggs** are there in the fridge?

Τα μη μετρήσιμα ουσιαστικά έχουν τα εξής χαρακτηριστικά:

- ✓ Έχουν μόνο ενικό αριθμό (cheese)
- ✓ Δεν μπορούν να πάρουν από μπροστά το άρθρο a/an
- ✓ Δεν μπορούν να πάρουν από μπροστά ένα νούμερο
- ✓ Μπορούν να πάρουν μπροστά τη λέξη some (some ham)
- ✓ Συνήθως τα αγοράζουμε μέσα σε συσκευασίες ή με το κιλό
- ✓ Όταν θέλουμε να ρωτήσουμε την ποσότητα ρωτάμε: **How much...?** e.g. **How much sugar** do you take in your milk?

	Countable nouns	**Uncountable nouns**
Singular	a sandwich/an egg	some butter, some lemonade
Plural	some sandwiches some eggs	_____

GLOSSARY

Το λεξιλόγιό μου

Αγαπητέ μαθητή/ αγαπητή μαθήτρια,
αυτό το παράρτημα βρίσκεται εδώ για να μπορείς να συμπληρώνεις την Ελληνική σημασία των κυριότερων νέων λέξεων και φράσεων που συναντάς σε κάθε κεφάλαιο. Μαζί με τον δάσκαλο / τη δασκάλα σου μπορείτε να δουλεύετε σε αυτό το παράρτημα, μόλις τελειώνετε κάθε κεφάλαιο. Οι λέξεις είναι συγκεντρωμένες κάτω από το κοινό θέμα στο οποίο αναφέρονται.

UNIT 1

Places/things/people in a school: basketball court: ..... class: .....
computer room: ..... curtains: ..... floor: .....
headteacher: ..... map: ..... music room: .....
playground: ..... pupil: .....
Subjects: Art:..... Environmental Studies: ..... History: .....
Language: ..... Maths: .....Music: .....
Physical Education: .....Religious Education: .....

UNIT 2

Sports: athlete: ..... baseball: .....basketball: .....
climbing: ..... cricket: ..... cycling: .....
football: ..... hockey: ..... horse riding: .....
racket: ..... rugby: ..... sailing: .....
sporty: ..... swimming: ..... tae kwon do: .....
tennis: ..... volleyball: ..... windsurfing: .....
Hobbies: playing board games: ..... clothes: .....
collecting: ..... collection: ..... dancing ballet: .....
handicraft: ..... leaf-leaves: ..... listening to music: .....
making models: .....painting: .....
reading books: ..... singing: ..... sleeping: .....
stamp: ..... taking photos: .....

UNIT 3

Countries/Nationalities: Albania:..... Albanian: .....
Brazil: ..... British: ..... Capital: ..... China: .....
Chinese: ..... City: ..... Cyprus: ..... Egypt: .....
Egyptian: ..... England: ..... English: .....
European: ..... Great Britain: ..... Greece: .....
Greek: ..... India: ..... Indian: ..... Italy: .....

Italian: ..... Northern Ireland ..... Scotland .....
The United Kingdom: ..... USA: ..... Wales: .....
Places in a city: area: ..... bank: ..... block of flats: .....
café: ..... cinema: ..... church: .....
house: ..... museum: ..... palace: .....
park: ..... post office: ..... shopping centre: .....
sports centre ..... supermarket: ..... square: .....
theatre: .....
Places in a country: beach: ..... mountain: ..... river: .....
temple: ..... village: .....
Talking about location: between: ..... next to: .....
on the corner of: .....

UNIT 4

Seasons: autumn: ..... spring: ..... summer: .....
winter: .....
Months: April: ..... August: ..... December: .....
February: ..... January: ..... July: .....
June: ..... March: ..... May: .....
November: ..... October: ..... September: .....
Weather: it's chilly: ..... it's cloudy: ..... it's hot: .....
it's raining: ..... it's rainy: ..... it's snowing: .....
it's sunny: ..... it's warm: ..... it's windy: .....
The sun is shining: .....
Seasonal Habits: go on holiday: ..... eat ice cream: .....
swim in the sea: ..... play in the park: .....
fly a kite: ..... go skiing: .....
Telling the time: (a) quarter past: ..... (a) quarter to: .....
half past: ..... o'clock: .....
What's the time?/What time is it?: .....

UNIT 5

Adverbs of frequency: always: ..... never: .....
often: ..... sometimes: ..... usually: .....
Personal habits: brush my teeth: ..... clean up my room: .....

do my homework: ..... get up early: .....
go to bed early: ..... make my bed: .....
take a bath: ..... take exercise: ..... wash my hands: .....
Christmas: brussels sprouts: ..... carols: .....
chimney: ..... Christmas pudding: .....
Christmas tree: ..... cracker: ..... decorate: .....
dessert: ..... dinner: ..... fireplace: .....
fried potatoes: ..... hang: ..... holiday: .....
mince pie: ..... plate: ..... present: .....
popular: ..... riddle: ..... roast beef: .....
roast turkey: ..... Santa Claus: ..... send: .....
stocking: ..... sweet: ..... toy: .....
Halloween: candy: ..... caramel: ..... donkey: .....
dress up: ..... duck (v): ..... fancy costume: .....
ghost: ..... goodies: ..... Jack-o-Lantern: .....
pin(v): ..... popular: ..... pumpkin: .....
spooky: ..... tail: ..... Trick or Treat: .....
witch: .....

UNIT 6

Animals: bird: ..... cow: ..... duck: .....
goldfish: ..... iguana: ..... seal: .....
sheep: ..... tortoise: .....
Caretta caretta: a hundred: ..... a thousand: .....
breathe: ..... danger: ..... flipper: ..... front:
..... lay: ..... live: ..... lung: .....
Mediterranean Sea: ..... move: .....
nest(v): ..... rear: ..... rescue centre: .....
shell: ..... survive: .....
Food animals eat: ant: ..... bamboo: ..... deer: .....
goat: ..... grass: ..... octopus: ..... pig: .....
root: ..... squid: ..... wild: .....

UNIT 7

Helping around the house: cook dinner: ..... iron the clothes: .....

make the beds: ..... set the table: .....
sweep: ..... wash the floor: ..... wash up: .....
water the plants: .....
Jobs: bake: ..... baker: ..... beauty salon: .....
bread: ..... bus driver: ..... customer: .....
firefighter: ..... hairdresser: ..... hospital: .....
interview: ..... medicine: ..... nurse: .....
patient: ..... police officer/policeman: ..... reporter: .....
restaurant: ..... serve: ..... shop assistant: .....
singer: ..... teacher: ..... waiter: .....

UNIT 8

At the park: don't drink water here: ..... don't feed the ducks: .....
don't litter: ..... don't pick the flowers: .....
don't play football: ..... follow the paths: .....
keep off the grass: .....
In the street: be careful, there is danger ahead: .....
be careful, there are dangerous turns ahead: ....
be careful, there are pedestrians here: ....
crossing: ..... don't turn left here: ....
go straight ahead: .....
go, you can cross the road now: ....
pavement: ..... pedestrian: ..... road safety: .....
road sign: ..... seat belt: .....
stop your car or bus here: .... traffic lights: .....
traffic warden: ..... you can drive at more than 40 kmph: .....
you can't drive at more than fifty kilometres an hour: .....
you can't drive your car into this road: .....
you can't drive your car or bus fast, children cross the road here:
.....
you can't park your car here: .....
you can't ride your bicycle here: .....
you can't sound your horn here: .....
you can't walk here: .....
you must go straight ahead: .....

UNIT 9

Food: biscuit: ..... butter: ..... cake: .....
carrot: ..... cheese: ..... chicken: .....
chips: ..... chocolate: ..... cola: .....
cornflakes: ..... crisps: ..... dessert: .....
dozen: ..... egg: .....fast food: .....
fish: ..... fruit: ..... ham: ..... honey: .....
ice cream: ..... kilo: ..... lemonade: .....
lettuce: ..... main course: ..... marmalade: .....
mayonnaise: ..... meat: ..... milk: ..... oil: .....
omelette: ..... onion: ..... packet: .....
parsley: ..... peanut: ..... pop corn: .....
salad: ..... salt: ..... sandwich: .....
sausage: ..... starter: ..... sugar: .....
sweet (n): ..... tomato: ..... yoghurt: .....
Recipe instructions: add: ..... beat: ..... boil: .....
drain: ..... frying pan: ..... grate: .....
mix: ..... peel: ..... pour: .....

UNIT 10

Our yearbook/Talking about oneself: American:..... ancient: .....
brush: ..... call: ..... doctor: ..... favourite: .....
feed: ..... friend: ..... game: ..... grandparents:
..... half: ..... large: ..... like(adv): .....
older: ..... only child: ..... spaghetti: .....
speak: ..... student: ..... together: .....
university: ..... well: .....
Dairy the fairy: air: ..... all day long: ..... angry: .....
body: ..... dairy: ..... ear: ..... farm: .....
find: ..... fresh: ..... fridge: ..... happy: .....
head: ..... laugh: ..... lick: ..... lion: .....
look for: ..... magic: ..... miss: .....
mouse/mice: ..... near: ..... neck: .....
only: ..... product: ..... ridiculous: .....
snake: ..... stable: ..... tail: ..... tiger: .....
tummy: ..... unhappy: ..... wand: .....
want: ..... wave(v): ..... well(n): .....
whiskers: .....

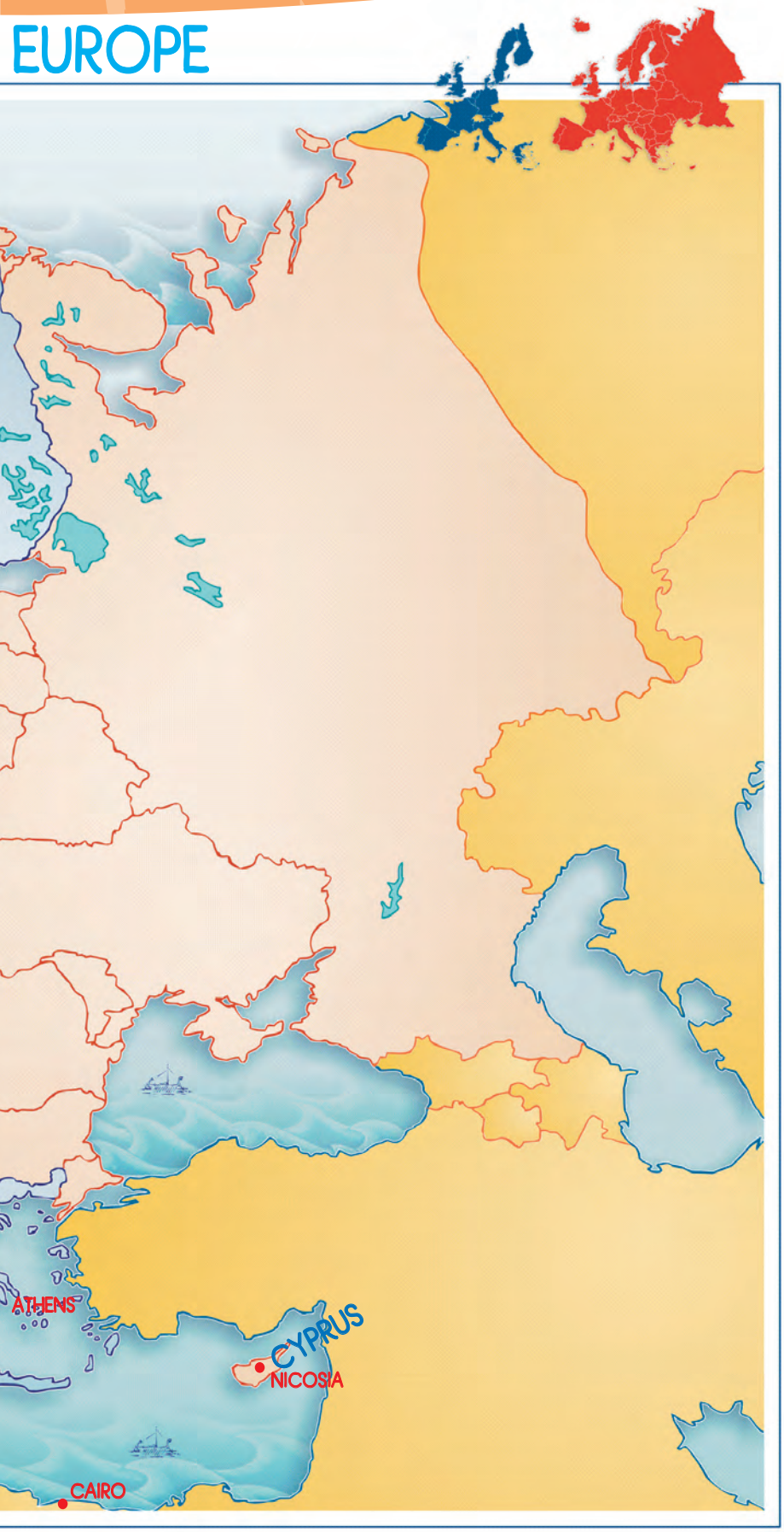
1. THE UNITED KINGDOM



2. MAP OF


N
S
UNITED KINGDOM
LONDON
ITALY
ROME
TIRANA
ALBANIA
GREECE
EGYPT

EUROPE



3. WORLD



MAP



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