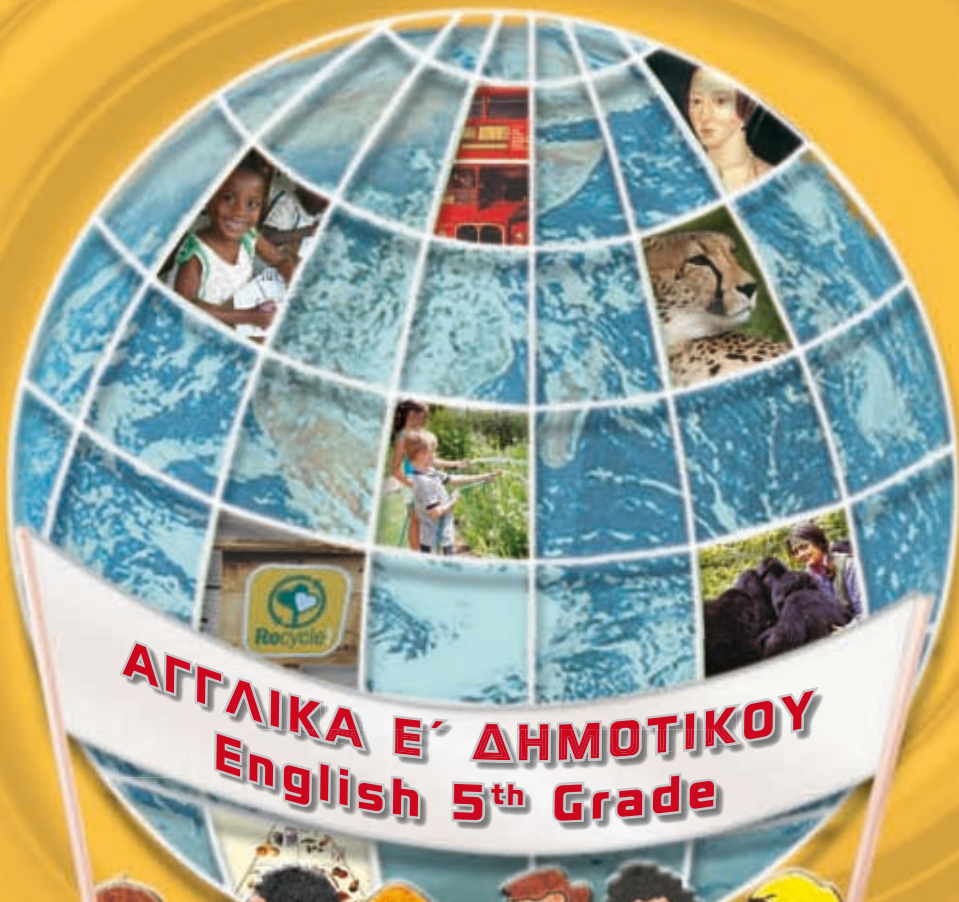


ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ

Ελευθερία-Κλειώ Κολλοβού Άννα Κραγιώτου



Pupil's Book

ΟΡΓΑΝΙΣΜΟΣ ΕΚΔΟΣΕΩΣ ΔΙΔΑΚΤΙΚΩΝ ΒΙΒΛΙΩΝ

ΑΘΗΝΑ

English 5th Grade

Pupil's Book

ΣΥΓΓΡΑΦΕΙΣ	Ελευθερία Κλειώ Κολλοβού, Εκπαιδευτικός ΠΕ6 Κρανώτου Άννα, Εκπαιδευτικός ΠΕ6
ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ	Μελίνα Παπακωνσταντίνου, Μέλος ΔΕΠ Παρασκευή Λεοντίου-Φερεντίνου, τ.Σχολική Σύμβουλος Παναγιώτα Γκουντή, Εκπαιδευτικός ΠΕ6
ΕΙΚΟΝΟΓΡΑΦΗΣΗ	Ελισάβετ Βαβούρη, Εικονογράφος
ΦΙΛΟΛΟΓΙΚΗ ΕΠΙΜΕΛΕΙΑ	Χρυσάνθη Αυγέρου, Εκπαιδευτικός ΠΕ6
ΥΠΕΥΘΥΝΟΙ ΤΟΥ ΜΑΘΗΜΑΤΟΣ ΚΑΤΑ ΤΗ ΣΥΓΓΡΑΦΗ	Ιωσήφ Ε. Χρυσοχόος <i>Πάρεδρος ε.θ. του Παιδαγωγικού Ινστιτούτου</i> Πέτρος Μπερερής <i>Σύμβουλος του Παιδαγωγικού Ινστιτούτου</i>
ΥΠΕΥΘΥΝΟΣ ΥΠΟΕΡΓΟΥ	Χρυσούλα Κούτρα, Εκπαιδευτικός ΠΕ6
ΑΝΑΔΟΧΟΣ	Σ. ΠΑΤΑΚΗΣ Α.Ε.Ε.Ε
ΠΡΟΕΚΤΥΠΩΤΙΚΕΣ ΕΡΓΑΣΙΕΣ	ΒΙΒΛΙΟΣΥΝΕΡΓΑΤΙΚΗ Α.Ε.Π.Ε.Ε

Στη συγγραφή συνεργάστηκαν και οι **Francis Baker** και **Παρασκευή Μουστακίδου**

Γ' Κ.Π.Σ. / ΕΠΕΑΕΚ II / Ενέργεια 2.2.1 / Κατηγορία Πράξεων 2.2.1.α: «Αναμόρφωση των προγραμμάτων σπουδών και συγγραφή νέων εκπαιδευτικών πακέτων»

ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ
Δημήτριος Γ. Βλάχος
Ομότιμος Καθηγητής του Α.Π.Θ
Πρόεδρος του Παιδαγωγικού Ινστιτούτου

Πράξη με τίτλο:

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

Επιστημονικός Υπεύθυνος Έργου
Γεώργιος Τύπας
Σύμβουλος Παιδαγωγικού Ινστιτούτου

Αναπληρωτής Επιστημονικός Υπεύθυνος Έργου
Γεώργιος Οικονόμου
Σύμβουλος Παιδαγωγικού Ινστιτούτου

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

**ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ**

Ελευθερία-Κλειώ Κολοβού Άννα Κρασιώτου

ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ:



English 5th Grade

Pupil's Book

ΟΡΓΑΝΙΣΜΟΣ ΕΚΔΟΣΕΩΣ ΔΙΔΑΚΤΙΚΩΝ ΒΙΒΛΙΩΝ

ΑΘΗΝΑ

A. Εισαγωγή στο Βιβλίο του Μαθητή

Αγαπητά μας παιδιά,

Το βιβλίο αυτό ελπίζουμε να σας βοηθήσει να αγαπήσετε την Αγγλική γλώσσα, να μάθετε λέξεις και τρόπους να εκφράζεστε στην Αγγλική γλώσσα, να μιλήσετε και να γράψετε σε παλιούς και καινούριους φίλους και να γνωρίσετε πολλούς πολιτισμούς λαών που μιλάνε την Αγγλική γλώσσα.

Με το βιβλίο αυτό επιθυμούμε να σας βοηθήσουμε να ασχοληθείτε με πολλά θέματα που σας απασχολούν στην καθημερινή σας ζωή αλλά και με θέματα που απασχολούν όλη την ανθρωπότητα, όπως η υποβάθμιση του φυσικού περιβάλλοντος και τα προβλήματα των σημερινών κοινωνιών. Μέσα στις σελίδες των 2 βιβλίων (PUPIL'S BOOK & WORKBOOK) θα βρείτε ιστορίες, τραγούδια, παιχνίδια και πληροφορίες αλλά και πολλές ιδέες για να δουλέψετε ομαδικά σε projects και να χρησιμοποιήσετε τις γνώσεις σας από άλλα μαθήματα του σχολικού σας προγράμματος, όπως Ιστορία, Γεωγραφία, Μαθηματικά, Μουσική, Γυμναστική, κλπ.

Το βιβλίο έχει 10 κεφάλαια (units) και το κάθε κεφάλαιο αποτελείται από 3 μαθήματα (lessons). Κάθε κεφάλαιο έχει το δικό του χρώμα και αυτό φαίνεται σε όλες τις σελίδες του κεφαλαίου πάνω – πάνω. Σε κάθε κεφάλαιο παρουσιάζεται ένα θέμα που ελπίζουμε να σας ενδιαφέρει και ο τρόπος με τον οποίον μπορείτε να ασχοληθείτε με αυτό το θέμα, διαβάζοντας, γράφοντας, μιλώντας και ακούγοντας στην Αγγλική γλώσσα. Στο τέλος κάθε κεφαλαίου υπάρχει ένα Self Assessment Test που σε βοηθάει να σιγουρευτείς για όσα έχεις μάθει ή για όσα πρέπει να ξαναδιαβάσεις, να ρωτήσεις και να διευκρινίσεις ή να ξανακουβεντιάσεις με τον καθηγητή ή την καθηγήτριά σου.

Οι πρωταγωνιστές του βιβλίου είναι τρία παιδιά της ηλικίας σας: ο Κώστας από την Ελλάδα, η Nadine από τη Γαλλία και ο Mark από την Αγγλία, που συνομιλούν μέσω των ηλεκτρονικών υπολογιστών τους και τελικά συναντιούνται στις διακοπές τους. Νομίζουμε ότι και οι τρεις θα είναι μια πολύ καλή παρέα για όλη τη σχολική χρονιά. Στο τέλος του βιβλίου υπάρχουν παραρτήματα με γραμματική, χάρτες, κατάλογο ανώμαλων ρημάτων και βέβαια ένα ξεχωριστό παράρτημα με ασκήσεις και δραστηριότητες για κάθε κεφάλαιο ξεχωριστά, που ο κάθε ένας/ η καθεμία από εσάς θα αποφασίζει με ποιον τρόπο θα τις δουλέψει (differentiated activities, με ένα * οι πιο εύκολες, με δύο ** οι πιο δύσκολες). Εκείνο που πρέπει να θυμάστε ως μαθητές είναι να προσπαθήσετε να γνωρίσετε τον τρόπο με τον οποίο ο κάθε ένας από σας μαθαίνει καλύτερα- γιατί δεν μαθαίνουμε όλοι με τον ίδιο τρόπο ούτε με τον ίδιο ρυθμό- δηλαδή να ανακαλύψετε στρατηγικές μάθησης για να είστε αποτελεσματικοί και να εργάζεστε εποικοδομητικά σε ομάδες, βοηθώντας ο ένας τον άλλο και μαθαίνοντας ο ένας από τον άλλο, γιατί όλοι μαζί, ενώνοντας τις δυνάμεις σας, μπορεί να έχετε καλύτερα και ομορφότερα αποτελέσματα.

Σας ευχόμαστε να έχετε μία καλή και ευχάριστη σχολική χρονιά!

Οι συγγραφείς

It's your choice!

- Find the way you learn best
- Share your ideas with others
- Check your self-assessment tests
- Spend sometime reading books listening to songs, writing e-mails and talking to your friends.
- Don't be afraid to use English
- Don't be afraid to make mistakes



UNIT	LESSON	SKILLS	LANGUAGE Functions
UNIT 1 INTERNET FRIENDS AROUND EUROPE Pupil's Book pp. 13-24	LESSON 1 • pp. 13-17 Do you like computers?	READING: scanning for specific information – an e-mail LISTENING: looking for specific information to fill in table SPEAKING: asking about preferences and interests – forming clubs WRITING: an e-mail to a friend abroad	Expressing likes, dislikes and preferences
	LESSON 2 • pp. 18-21 Inrenet friends	READING: looking for general meaning – a children's newspaper article LISTENING: looking for specific information – a dialogue SPEAKING: about nationalities and flags WRITING: a list of questions about school habits	Talking about school life
	LESSON 3 • pp. 22-24 The United Kingdom Self assessment	READING: for gist and for specific information to fill in charts – a short text about a country	
UNIT 2 SCHOOL LIFE AND THE WORLD AROUND US Pupil's Book pp. 25-36	LESSON 1 • pp. 26-29 School life and feelings	READING: Scanning a newspaper LISTENING: For specific information about places	Expressing Feelings
	LESSON 2 • pp. 30-33 Talking about habits - Good & Bad	WRITING: Making lists from an interview	
	LESSON 3 • pp. 34-36 Customs around the world Self assessment	READING: Scanning a website about national customs	
UNIT 3 PLACES Pupil's Book pp. 37-48	LESSON 1 • pp. 38-41 The place we live in	SPEAKING: playing a guessing game WRITING: writing a small note following a model text WRITING: suggestions and opinions about how to improve daily life PORTFOLIO: make a presentation on cardboard about issues related to everyday problems in big cities	Expressing opinions and making suggestions
	LESSON 2 • pp. 42-44 How can I get to...?	LISTENING: locating places on a city map – directions SPEAKING: asking and giving directions using maps of different cities WRITING: a small note giving directions	Asking and giving directions to places using maps
	LESSON 3 • pp. 45-48 Talking about a city in Greece Self assessment	READING: skimming and scanning for specific information – a guidebook text READING: matching activity – a guidebook text	
UNIT 4 CHRISTMAS EVERYWHERE Pupil's Book pp. 49-60	LESSON 1 • pp. 50-53 Getting ready for Christmas	LISTENING: Gist and specific information WRITING: A postcard.	Instructions in the Kitchen
	LESSON 2 • pp. 54-57 Kostas is in New York for Christmas	LISTENING: Reorganising jumbled text.	Describing Procedures
	LESSON 3 • pp. 58-60 A Christmas song Self assessment	READING: Learning Christmas songs SPEAKING: Memorizing a poem	
UNIT 5 READY FOR ACTION Pupil's Book pp. 61-72	LESSON 1 • pp. 62-64 An ambitious class project	LISTENING: for gist and for checking understanding – a dialogue SPEAKING: role playing part of a dialogue and proposing ideas WRITING: a list of intentions PORTFOLIO: a friendly letter about environmental work at school	Expressing intentions, plans and arrangements, predictions and hypotheses
	LESSON 2 • pp. 65-69 Let's do it!	READING: preparing a questionnaire to raise awareness LISTENING: checking understanding – part of a dialogue SPEAKING: planning a campaign about the environment WRITING: preparing posters	Expressing abilities, obligations and advice
	LESSON 3 • pp. 70-72 My work can make a difference Self assessment	WRITING MEDIATION: making a list of problems for people who cannot understand instructions in Greek	


FOCUS		CROSSCURRICULAR LEARNING		
Structures	Vocabulary	Concepts	Projects	Other related subjects
Like/don't like/ enjoy/ hate + ...ing/ noun Prefer + ..ing/ noun + to + ..ing/ noun	Words related to computer parts and internet use	Communication and Systems and the use of computers	Writing a text for a guide book about a country	Greek Language, Maths, History, Geography, Computer Science, Art
Present Simple tense – affirmative, interrogative, negative	Words related to countries and nationalities, school subjects and time	Similarities and Differences between nations	Collect items and products from various countries and display them – Appendix, page 124	
	Words related to geography and landforms			
Simple Present with Prepositions On, In, At	Feelings	Communication and feelings. Culture and healthy eating habits	Creating a Menu	
Adverbs of Frequency	Phrases to use in Interviews		Setting up an interview with a Famous Person	
		Development and customs, past and present	National Customs in Different Countries	
I (don't) think/ It seems to me that..., In my opinion Why don't you..?, Let's..., How about..?	Words related to places, services, occupations and methods of transport.	Space and healthy living environments	Writing a text for a guide book about a city	Geography, Greek Language, Maths, History, Computer Science, Drama, Road Safety Instructions
	Words related to directions and location	Space and directions		
	Words related to texts included in guidebooks – nouns, adjectives and verbs.			
Instructions in the Kitchen	Christmas items			Christmas Traditions around the World
Describing Procedures	Adjectives to go with verbs expressing Feelings	Culture and how people in different countries celebrate Christmas	Making koulouria in class!	Christmas and the Underprivileged
			Christmas traditions in different countries.	
Present Progressive tense, "be going to" with Future sense.	Words related to recycling, litter and environmental projects	Communication and taking action about the environment	Preparing posters or a letter of action to sensitize people and authorities in your area about environment and its protection	Environmental Studies, Geography, Greek Language, Maths, History, Computer Science, Drama, Art
Modal verbs – can, must, should/ shouldn't	Words related to environmental problems around the world	Organisation and what needs to be done to save Planet Earth		
	Words related to environmental problems and organization of campaigns	Organisation and taking the right steps to protect pristine environments in Greece		


UNIT	LESSON	SKILLS	LANGUAGE Functions
UNIT 6 GOOD, BETTER, BEST! Pupil's Book pp. 73-84	LESSON 1 • pp. 74-77 Choosing a present	READING: scanning data from packets LISTENING: for specific information from a conversation between friends WRITING: making lists from articles SPEAKING: comparing data from charts	Persuading by comparing and contrasting
	LESSON 2 • pp. 78-81 World records	READING: skimming a website WRITING: creating a slogan and listing advantages of a product	Persuading through an advert
	LESSON 3 • pp. 82-84 A knowledge quiz Self assessment	WRITING: creating questions with multiple answers	Forming questions with possible multiple answers
UNIT 7 GOING BACK IN TIME Pupil's Book pp. 85-96	LESSON 1 • pp. 86-89 Famous People of the Past	READING: looking for specific information WRITING: preparing a presentation LISTENING: looking for specific information SPEAKING: game using questions with yes/no answers	Preparing a Presentation
	LESSON 2 • pp. 90-93 Past Experiences	WRITING: filling in charts based on information given in a text LISTENING: listening to re-order information SPEAKING: role play, discussion and group work	Expressing sequences of events
	LESSON 3 • pp. 94-96 Alexander the Great Self assessment	READING: reading with a critical approach	Expressing opinion and the reasoning behind it.
UNIT 8 ALL ABOUT STORIES Pupil's Book pp. 97-108	LESSON 1 • pp. 98-101 Fairy Tales	READING: reading for prediction SPEAKING: acting out a story	Learning to tell stories and act them out. Learning to express own feelings through drama.
	LESSON 2 • pp. 102-105 What an experience!	READING: reading an e-mail chat WRITING: retelling a story in narrative form using an online chat conversation	Learning to relate your experiences and express your feelings about them.
	LESSON 3 • pp. 106-108 A traditional story Self assessment	READING: for specific information about foreign customs	Talking about Easter customs in your country.
UNIT 9 AMAZING PEOPLE AND PLACES Pupil's Book pp. 109-120	LESSON 1 • pp. 110-113 She has helped save gorillas	READING: for specific information WRITING: about one's own achievements SPEAKING: describing personal experience without specifying the time the actions happened	Being able to express oneself about achievements in the past which impact on the present.
	LESSON 2 • pp. 114-117 A trip to Dubai!	READING for specific information about a children's art competition SPEAKING: game, talking about one's personal achievements	
	LESSON 3 • pp. 118-120 Newspapers & headlines Self assessment	SPEAKING: game with headlines & "announcements" WRITING: putting together a classroom newspaper	
UNIT 10 SUMMER IS HERE! Pupil's Book pp. 121-132	LESSON 1 • pp. 122-125 At the airport	READING: reading announcement boards WRITING: preparing a presentation using information given in a chart	Being able to welcome friends. Presenting a place using data.
	LESSON 2 • pp. 126-129 Tourists love visiting places	READING: menus LISTENING: for specific information about a painting SPEAKING: debating the return of the Parthenon marbles	Being able to describe a place. Expressing opinions. Making suggestions.
	LESSON 3 • pp. 130-132 Myths and legends Self assessment	WRITING: collecting information about other civilizations	Narrating stories.


FOCUS		CROSSCURRICULAR LEARNING		
Structures	Vocabulary	Concepts	Projects	Other related subjects
Comparatives	Comparatives, regular and irregular	Similarities and Differences between places.	Comparing towns in Greece or overseas	
Superlatives	Superlatives, regular and irregular		Creating an advert	
			Creating a quiz	
Past Simple in the Affirmative Form - Regular Verbs	The Theatre and Artists	Similarities and Differences between the Theatre of Ancient Greece and Elizabethan England.		Theatre, History, Art.
Past Simple in the Negative and Question Forms	Crime and Alibis			
	Alexander the Great and his military campaigns	Communication and Alexander the Great's skills as a Leader. Civilization: Alexander's legacy.	Analysis of films made on Alexander the Great: a critical approach. Preparing a presentation on a famous figure in history.	
Using the Past Continuous.	Lexis in books and stories: to describe characters and appearance, weather, theatre.	Communication and Culture and Shadow Puppet Theatre	Preparing a Karagiozis shadow puppet play, with puppets and stage.	Greek Language, Literature, Drama, Music Arts & Crafts, Storytelling and Storywriting.
Using both Simple Past and Past Continuous.	Adjectives expressing feelings.		Write a short story.	
Using Past tenses for Story Reading and Story Writing.	Easter customs around the world.	Culture and how people in different countries celebrate Easter.	Easter customs in other countries and in other continents.	
Present Perfect: Affirmative Form.	Gorillas. Mikis Theodorakis: his life and achievements.	Development and the protection of rare species of animals.	Researching for athletes or teams with multiple records.	Science, History, Sports, Geography, Art.
Present Perfect: Negative and Question Form. Adverbs frequently used with Present Perfect Form.	Modern cities and their attractions	Organisation and a famous national art exhibition.		
	Basic newspaper words.	Organisation and putting together a classroom English newspaper.	Classroom English newspaper	
Revision of verb tenses.	Idiomatic expressions. Time prepositions.	Similarities and Differences between places.	Presenting an airport. Presenting a place using your senses.	Art, Geography, History.
Expressions with prepositions of place.	Vocabulary to talk about holidays, places, museums, restaurants.	Civilization and the return of the Parthenon marbles.		
		Culture and Myths and Legends from other countries.	Talking about myths in other civilizations.	


The Symbols of the Book


▶▶ : Lead-in Activity

 : Reading Activity

 : Writing Activity

 : Listening Activity

 : Speaking Activity


 : Role-play

 : Group Work


 : Vocabulary

 : Debate

 : Portfolio

 : Mediation

 : Game

 : Project

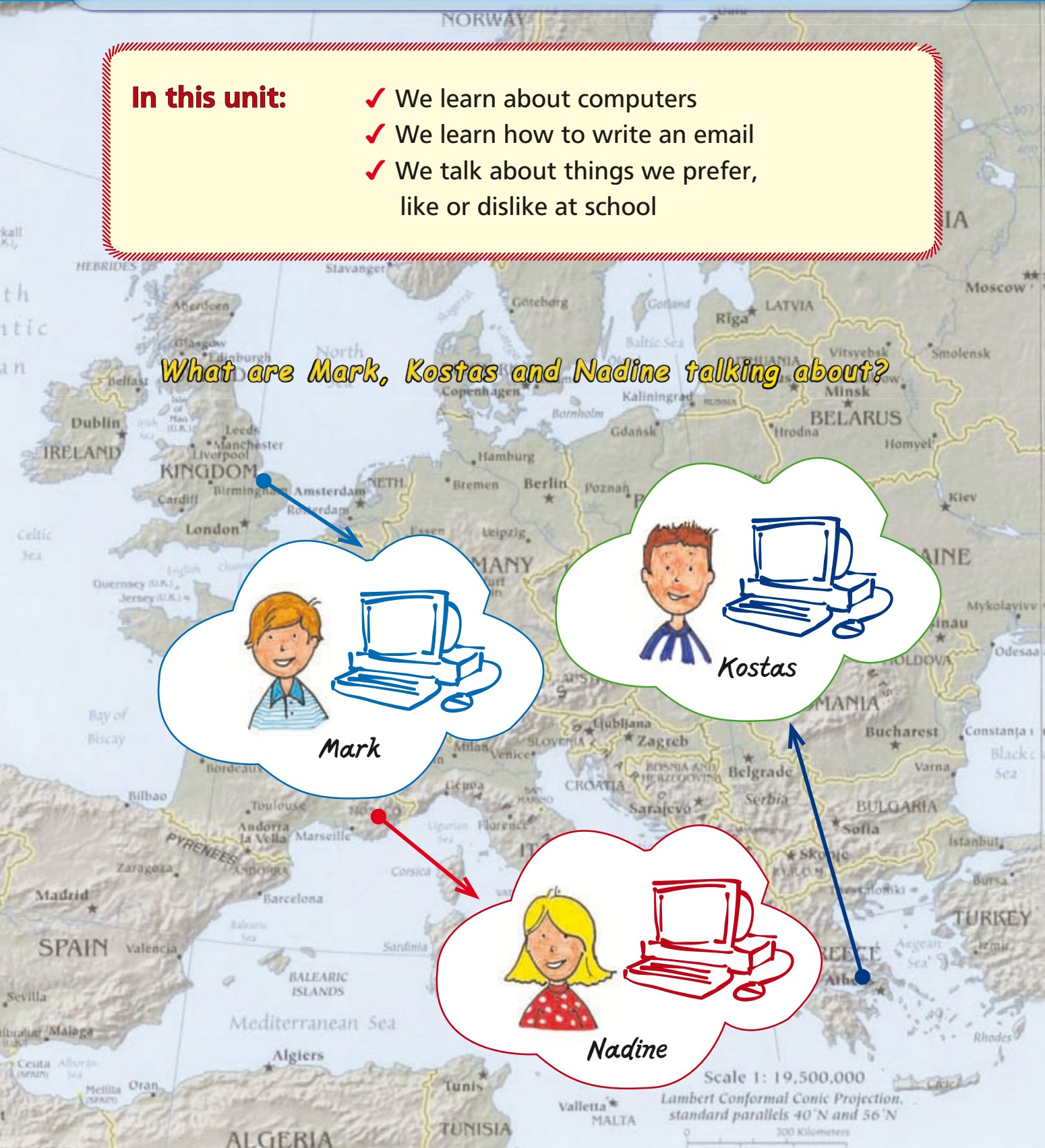
Unit 1

INTERNET FRIENDS AROUND EUROPE

In this unit:

- ✓ We learn about computers
- ✓ We learn how to write an email
- ✓ We talk about things we prefer, like or dislike at school

What are Mark, Kostas and Nadine talking about?



1 Unit

Lesson 1

DO YOU LIKE COMPUTERS?

A LEAD-IN ►►

- Have you got a computer?
- Do you know how to use a computer or the Internet?

This is a computer store. Let's find out together how much you know about computers. Work with your fellow classmate. Look at the picture and match the words with the various computer parts. Write the words in the space provided.

screen mouse scanner printer microphone & headphones

speaker keyboard tower

400€ 100€

a. b. c. d. e.

250€ 50€ 250€

20€ 30€ 20€

f. g. h.

B SPEAKING: COMPUTERS IN OUR LIVES

How useful are computers in our lives? Discuss the following statements in pairs. Decide whether the statements are True (✓) or False (✗).

- Computers and the Internet help us visit museums around the world.
- Computers can do our homework.
- We can write an e-mail on the computer and send it through the Net.
- We can talk to people from various parts of the world through the computer.
- In our free time we can play computer games.
- Computers are bad for our eyes.
- We can play computer games for hours.

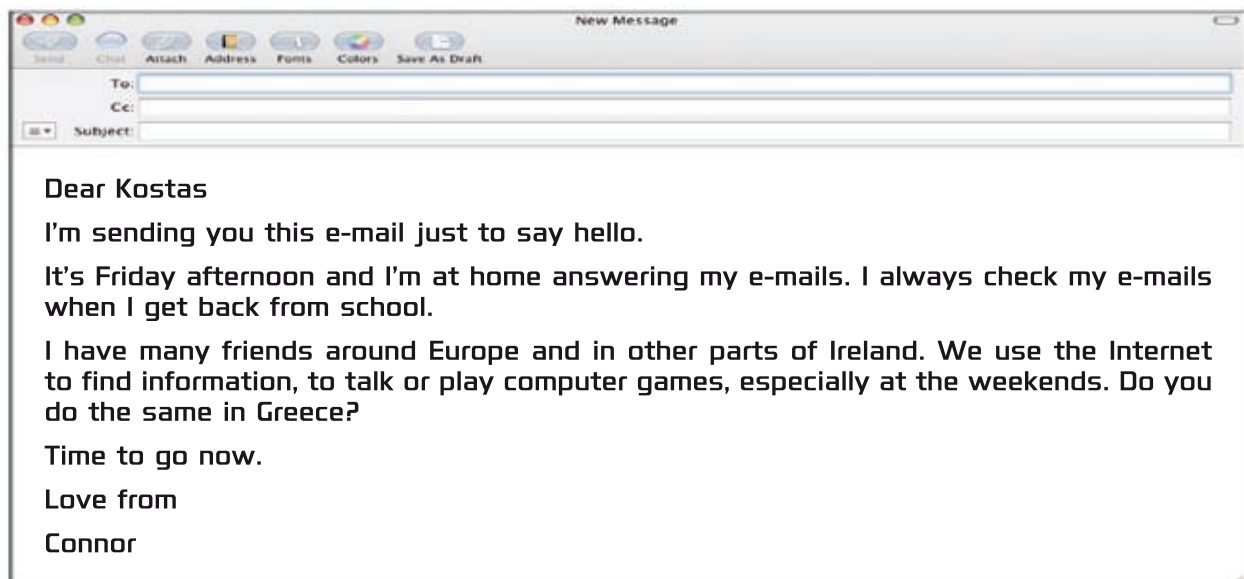
Can you think of other uses for computers in our lives?
Do you feel lonely when you play on the computer?



C READING

An e-mail from an Irish friend

Kostas got this e-mail from his friend Connor who lives in Ireland. He writes about the e-mails and the Internet. Read it and see how many things he does with it.



List four things Connor does with e-mail and the Internet.

1.
2.
3.
4.

1 Unit

D1 PRE-WRITING: COMPUTERS ARE FUN BUT...

FREE TIME: Computers are fun but children at your age can do many other things in their free time. Check with your partner what he/she does in his/her free time and complete the table:

In your free time	Me	My friend
a. You draw		
b. You do puzzles		
c. You watch TV		
d. You do sports		
e. You help with the housework		
f. You listen to music		
g. You play with your friends/brothers/sisters		

D2 LISTENING

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

Name	Age	Likes	Favourite freetime

If you find this exercise too difficult, go to Appendix, UNIT 1, Activity A (page 133)

E WRITING

FREE TIME: Form a small group and make a free time activities survey. How many pupils enjoy/prefer/do not like/prefer doing what?

In our group:

Three pupils *enjoy playing computer games.*
 One pupil *enjoys*
 pupils *enjoy*
 pupils *don't like* *-ing*
 pupils *don't like* *-ing*
 pupils *prefer* *-ing* to *-ing*

The majority of our class

We don't like

We prefer to

Likes, Dislikes and Preferences

Study the following examples to remember how we express likes and dislikes and learn how we can express preferences in English.

GRAMMAR
FOCUS

I like watching tennis on TV.	I don't really like playing chess.
You like playing computer games.	People hate walking in a big, noisy street/in big noisy streets.
She enjoys listening to her MP3 player.	He doesn't usually like watching the news on TV.
I prefer table tennis to chess.	
They prefer playing with my friends in the park to sitting at home watching TV.	

F SPEAKING



WE LIKE THE SAME THINGS - WE ARE GOING TO FORM A CLUB!

1. Work with your partner. Find 3 pastimes which you have in common. Ask each other questions using the structures given above.
2. Find another 2-3 people in your class who have the same interests.
3. Get together with them and see whether you all want to form a club.
4. Decide what the aim of the club is. Is it to share news, to learn from each other, to go play sports together? For example, if you have a chess club you will be interested in playing together. How regularly do you want to meet? Decide who is the secretary of the club.
5. Present your club on a poster and stick it on the classroom wall.



The Children's Art Village ("CAV") is based in California. CAV helps children using art in orphanages throughout the world.

G WRITING



Now answer in full Connor's e-mail in Activity C (p. 15). Give information about your favourite free time activities. Say what you like or don't like doing.



○	

1 Unit

Lesson 2

INTERNET FRIENDS

A LEAD-IN ▶

- These are sites where you can write to other young people.

For example: <http://www.bbc.co.uk/children>

<http://www.iky.gr>

Ask your teacher to help you find some other internet addresses.

- Think about some things you want to tell the new friends you make on the Net.
- Will the English language help you in your Internet journey?



Learning strategies

I LEARN ENGLISH BECAUSE I LIKE...

- Learning about other places & people
- Filling in charts
- Listening for specific information

B MEMORY GAME



Pupils from different countries in Europe are using their computers and speaking to each other using the Net. Look at the following chart and see what is missing. Then close your books and listen. How much can you remember? Fill in the chart with the missing information. Then open your books and check your answers in the dialogue.

Names of Friends	Ages	Where from: Country	Their Likes and Dislikes
Mark	12		
(you)			

Mark: That's great! Three European friends! French, Greek and English!

So, how old are you, Kostas?

Kostas: I'm eleven. I'm a pupil in the 5th class of Primary School.

Mark: I see. Well, I'm twelve and I'm a pupil at West Wimbledon Primary School.

How about you, Nadine?

Nadine: Oh, I'm twelve and I'm a student in the second year of Collège.

That's like your middle school.

Mark: Wow, that sounds difficult!

Nadine: Well, not really Mark. Actually, I like going to school and I love studying.

Mark: Well, I don't really mind studying, Nadine, but I hate tests and homework.

How about you, Kostas?

Kostas: Hm, the only thing I like about school is spending time on our computers.

Hello, there! It's Kostas, from Athens in Greece.



I'm Mark from London in England. Hi, Kostas!

Hi, you two. I'm Nadine from Marseilles.

