





ΑΓΓΛΙΚΑ ΣΤ΄ ΔΗΜΟΤΙΚΟΥ

Βιβλίο μαθητή

ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

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Στην επεξεργασία του υλικού συνεργάστηκε ο κ. Θανάσης Πυργαρούσης

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

ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ
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.

ΣΤΟΙΧΕΙΑ ΕΠΑΝΕΚΔΟΣΗΣ

ΕΚΣΥΓΧΡΟΝΙΣΜΟΣ ΨΗΦΙΑΚΗΣ ΜΑΚΕΤΑΣ,
ΕΝΣΩΜΑΤΩΣΗ ΑΛΛΑΓΩΝ ΒΑΣΕΙ ΥΠΟΔΕΙΞΕΩΝ
ΤΟΥ ΠΑΙΔΑΓΩΓΙΚΟΥ ΙΝΣΤΙΤΟΥΤΟΥ,
ΠΡΟΕΚΤΥΠΩΤΙΚΕΣ ΕΡΓΑΣΙΕΣ:
ΔΙΕΥΘΥΝΣΗ ΕΚΔΟΣΕΩΝ / Ι.Τ.Υ.Ε. «ΔΙΟΦΑΝΤΟΣ»



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
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ΑΓΓΛΙΚΑ ΣΤ' ΔΗΜΟΤΙΚΟΥ

Βιβλίο μαθητή

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»



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

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

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

UNIT 3: Imaginary creatures

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

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

UNIT 4: The history of the aeroplane

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

UNIT 5: Travelling through time

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

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

UNIT 6: Me, myself and my future job

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

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

UNIT 7: Share your experiences

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

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

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

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

UNIT 10: Time for fun

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

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

Appendix I	It's your choice!
Appendix II	Resource materials
Appendix III	Grammar
Appendix IV	Irregular verbs
Appendix V	Vocabulary list
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Α. Εισαγωγή για τον μαθητή

Αγαπητέ μαθητή, αγαπητή μαθήτριά,

Η Αγγλική είναι η γλώσσα που μπορείς να χρησιμοποιείς για επικοινωνία σε περιβάλλοντα όπου δεν ομιλείται η μητρική σου γλώσσα. Είναι δηλαδή μια σύγχρονη γλώσσα την οποία υιοθετούν πολίτες από όλες τις γωνιές του πλανήτη για να ανταλλάξουν απόψεις, ιδέες, εμπειρίες και γνώσεις, γραπτά ή προφορικά. Είναι με άλλα λόγια γλώσσα - 'εργαλείο' που χρησιμοποιείται στην πραγματική ζωή αλλά και στην εικονική πραγματικότητα, δηλαδή στο διαδίκτυο. Από εκεί μπορείς να αντλείς πληροφορίες αλλά και να ανταλλάσσεις γραπτά μηνύματα, καθώς και να συμμετέχεις σε κουβεντούλες σε πραγματικό χρόνο με συμμαθητές και συμμαθήτριά σου από όλον τον κόσμο. Η εκμάθησή της Αγγλικής γλώσσας λοιπόν είναι αναγκαία και απαραίτητη στην εποχή μας.

Το βιβλίο που έχεις στα χέρια σου έχει στόχο να σε βοηθήσει να βελτιώσεις τις γνώσεις που έχεις ήδη αποκτήσει αλλά και να οικοδομήσεις νέες γνώσεις όχι μόνο για τη γλώσσα αλλά και για τον κόσμο γύρω σου. Γι' αυτό η συγγραφή του βιβλίου στηρίχτηκε όχι μόνο στους γραμματικούς κανόνες και τις λεξιλογικές ασκήσεις αλλά και σε γνώσεις που έχεις ή που αποκτάς μέσα από όλα τα μαθήματα του σχολικού προγράμματος. Άλλωστε, όπως έχεις κιόλας συνειδητοποιήσει, δεν μαθαίνουμε απλά απομνημονεύοντας και επαναλαμβάνοντας μηχανικά, αλλά κατανοώντας και αναλύοντας τις πληροφορίες που παίρνουμε με κάποιον τρόπο από το περιβάλλον μας μέσω της Αγγλικής γλώσσας. Επιπλέον, επειδή δεν μαθαίνουμε μόνο όταν βρισκόμαστε στο σπίτι, στο σχολείο ή σε κάποια βιβλιοθήκη μόνοι μας, αλλά και όταν συνεργαζόμαστε σε ομάδες, με άλλα άτομα με τα οποία μοιραζόμαστε κοινά ενδιαφέροντα, κοινούς μαθησιακούς στόχους, το βιβλίο περιέχει πολλές ομαδικές δραστηριότητες.

Ο σχεδιασμός του βιβλίου της Αγγλικής γλώσσας βασίστηκε σε βιώματα που έχουν παιδιά της ηλικίας σου και προτείνει τη συνεχή συνεργασία με τους συμμαθητές σου. Έτσι, στις ενότητες του βιβλίου θα βρεις δραστηριότητες που πρέπει να πραγματοποιηθούν στο πλαίσιο μιας ομάδας ή σε συνεργασία με κάποιο/α συμμαθητή/τριά σου, με σκοπό να επικοινωνήσετε με εργαλείο την Αγγλική γλώσσα. Θα χρειαστεί λοιπόν κάποιες φορές να διαβάσεις ένα κείμενο και να το σχολιάσεις με τους συνεργάτες σου ή, ακόμη, να γράψετε και να βελτιώσετε μαζί μια διαφήμιση, ένα γράμμα, να συνθέσετε ένα μήνυμα ηλεκτρονικού ταχυδρομείου, να πάρετε αποφάσεις για κάποιο ζήτημα κλπ. Πιο συγκεκριμένα, στο βιβλίο της Αγγλικής γλώσσας θα βρεις τα παρακάτω στοιχεία:

- Τις έννοιες που διατρέχουν την κάθε ενότητα στην πρώτη σελίδα της, καθώς και τους μαθησιακούς στόχους που πρέπει να κατακτήσεις στη διάρκεια της διδασκαλίας
- Τις στρατηγικές μάθησης και συνεργασίας που θα αναπτύξεις στη διάρκεια της κάθε ενότητας στην πρώτη επίσης σελίδα της
- Σχέδια εργασίας (projects) που θα αναλάβεις να πραγματοποιήσεις στο πλαίσιο ομαδικής εργασίας με τους/τις συμμαθητές/τριές σου
- Δραστηριότητες διαφορετικού βαθμού δυσκολίας στο τελευταίο τμήμα του βιβλίου σου που μπορείς να χρησιμοποιήσεις όταν βρίσκεις πολύ εύκολη ή πολύ δύσκολη κάποια δραστηριότητα μιας ενότητας
- Δραστηριότητες διαμεσολάβησης, δηλαδή μεταφοράς του νοήματος ενός κειμένου από την Ελληνική στην Αγγλική γλώσσα ή/και το αντίθετο
- Δραστηριότητες αυτο-αξιολόγησης, δηλαδή αξιολόγησης της μαθησιακής πορείας σου από εσένα τον/την ίδιο/α.

Τελειώνοντας, μέσω των δραστηριοτήτων που προσφέρονται σ' αυτό, ελπίζουμε το βιβλίο σου να σε βοηθήσει να γνωρίσεις καλύτερα τον τρόπο που μαθαίνεις. Έτσι, σταδιακά θα μπορείς να διαμορφώνεις ο/η ίδιος/α το μαθησιακό σου πρόγραμμα με βάση τις δικές σου ανάγκες και να εδραιώνεις την ανεξαρτησία σου σ' έναν κόσμο που συνεχώς μεταβάλλεται και απαιτεί διαρκή ενημέρωση και προσαρμογή στις νέες συνθήκες.

Σου ευχόμαστε να απολαύσεις την πορεία προς τη μάθηση!

Η συγγραφική ομάδα

B. Ο 10-λογος για την αυτονόμηση του μαθητή

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

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