

ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ

Ελευθερία-Κλειώ Κολοβού Άννα Κρασιώτου



**Pupil's Book**  
Τόμος 2ος



# **English 5th Grade**

## **Pupil's Book**

**Τόμος 2ος**

**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**  
***Παιδαγωγ. 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 του Παιδαγ. Ινστιτούτου***

**Αναπληρωτής Επιστημ. Υπεύθ. Έργου**  
**Γεώργιος Οικονόμου**  
***Σύμβουλος του Παιδαγ. Ινστιτούτου***

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

**ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
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**Ελευθερία-Κλειώ Κολοβού Άννα Κρασιώτου**

**ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ:  
ΕΚΔΟΣΕΙΣ ΠΑΤΑΚΗ**

# **English 5th Grade**

**Pupil's Book**

**Τόμος 2ος**

## ΣΥΓΓΡΑΦΕΙΣ

Ελευθερία-Κλειώ Κολοβού, *Εκπαιδευτικός ΠΕ6*  
Άννα Κρασιώτου, *Εκπαιδευτικός ΠΕ6*

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Μελίνα Παπακωνσταντίνου, *Μέλος ΔΕΠ*  
Παρασκευή Λεοντίου-Φερεντίνου, *τ. Σχολική Σύμβουλος*  
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Ελισάβετ Βαβούρη, *Εικονογράφος*

## ΦΙΛΟΛΟΓΙΚΗ ΕΠΙΜΕΛΕΙΑ

Χρυσάνθη Αυγέρου, *Εκπαιδευτικός ΠΕ6*

## ΥΠΕΥΘΥΝΟΙ ΤΟΥ ΜΑΘΗΜΑΤΟΣ ΚΑΤΑ ΤΗ ΣΥΓΓΡΑΦΗ

Ιωσήφ Ε. Χρυσόχοος, *Πάρεδρος ε.θ.*

*του Παιδαγωγικού Ινστιτούτου*

Πέτρος Μπερερής, *Σύμβουλος*

*του Παιδαγωγικού Ινστιτούτου*

## ΥΠΕΥΘΥΝΗ ΤΟΥ ΥΠΟΕΡΓΟΥ

Χρυσούλα Κούτρα, *Εκπαιδ/κός 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*

## ΠΡΟΣΑΡΜΟΓΗ ΤΟΥ ΒΙΒΛΙΟΥ

## ΓΙΑ ΜΑΘΗΤΕΣ ΜΕ ΜΕΙΩΜΕΝΗ ΟΡΑΣΗ

*Ομάδα Εργασίας Υπουργείου Παιδείας, Δια Βίου  
Μάθησης και Θρησκευμάτων*

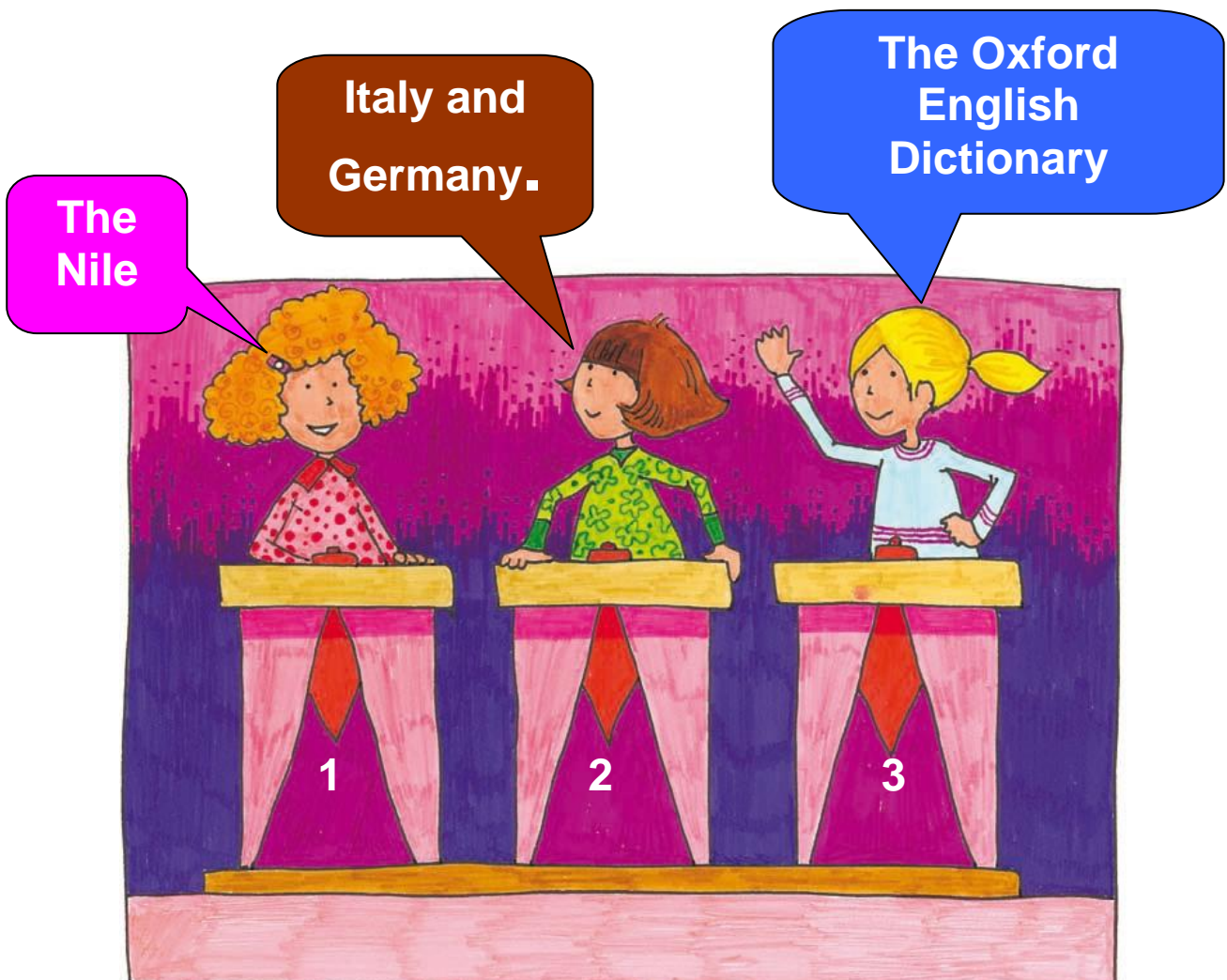
# Unit 6

## GOOD, BETTER, BEST!

### In this unit

- ✓ We read about world records
- ✓ We write up a knowledge quiz
- ✓ We listen to two children discussing their favourite holiday places
- ✓ We speak about the tallest mountains and longest rivers

Time for a short quiz.



## Lesson 1

### CHOOSE WHAT IS BETTER

#### **A** HOW DIFFICULT IS IT TO CHOOSE A PRESENT? ▶▶

Tell the class the times during the week when you have to make a choice. Can you think of things that you have to choose between? E.g. What's best for my mid-morning snack at school? A banana is a lot healthier than a bar of chocolate, but I prefer chocolate!

#### **B** READING & WRITING

Look at the following pairs.

#### Modeling Shop



Radio-controlled  
model glider  
Price: 50 €



Plastic model  
Price: 18 €

#### MUSIC STORE



The Beatles (1967)  
Price: 15 €



Beyoncé (2006)  
Price: 22 €



## COMPUTER GAMES STORE



**World Rally Computer Game**  
**Price 35 €**



**War Computer Game**  
**Price: 33 €**

## BOOKSTORE



**Shakespeare (1623)**  
**Price: 45 € (hardback)**



**Harry Potter (2005)**  
**Price: 30 € (hardback)**

Mark and his friends are going to Jim's birthday party. Mark knows Jim is interested in many different things.... but he doesn't know exactly what to get him as a present.

Mark thinks the best presents are the radio-controlled model glider and the World computer game. Do you agree with Mark? Write 2 sentences. Use some of these adjectives:

**exciting, modern, old-fashioned, fun, fast, easy, difficult**

Example: The World Rally computer game is more exciting than the war one.

a. ....

b. ....

**C LISTENING & WRITING**  

Listen to Mark and Dave talking about holiday places. Mark usually goes on holiday to Blackpool in north-west England. Over the phone his friend Dave (from Brighton) is telling him to come on holiday to Brighton. Mark then needs to tell his parents about Brighton. Write in the spaces below why, according to Dave, Brighton is a much better holiday place than Blackpool.

1. ....

.....

2. ....

.....

Brighton pier



Study the following examples to see how we can compare two people, things or places in English.

Books are **cheap**. Darts are cheaper than books. New York is a **big** city.

Los Angeles is **bigger** than New York.

It costs a **lot** of money to live in New York. It costs more money to live in Los Angeles.

Playing video games is **interesting**. Reading books is more interesting than playing video games.

## **D** SPEAKING

Imagine you had been very lucky in a prize draw and you and your family had won a prize to go anywhere in Europe for one long weekend (3 days) with all expenses paid. For example, a weekend in Paris, incl. Eurodisney, or a weekend in Finland to see where Santa Claus lives or to a beautiful island in Greece. The prize cannot be exchanged and the holiday has to be taken. Where would you go and why?

1. Make a list where you categorize your 3 top destinations in order of preference. List them in the following chart.

2. Compare with your other classmates and see if others share with you the same destinations-share your thoughts about the places and compare and contrast.

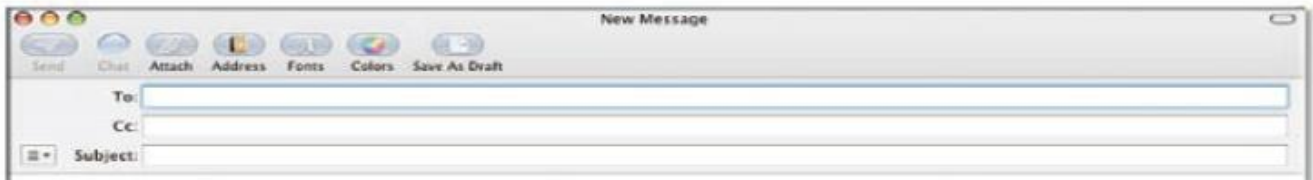
3. Which destination comes out on top?



Holiday Destinations	
1.	
2.	
3.	

## **E** LIVING IN THE CITY OR IN THE COUNTRYSIDE?

Mark who lives in London is chatting on the Internet with his friend Steve, who lives on a farm about 50 miles from the city and with Kostas, who lives in Athens. Mark is worried about all the problems of living in a big city. Read the chat conversation.



**Mark:** Steve, do you enjoy living in the countryside?

**Steve:** Not so much. I don't go out much because my dad is always busy with the farm. I don't go out with friends, I never go to the cinema. All I do is spend time watching TV.

**Mark:** Maybe you are better off. It is not always safe to go out in London. It's a lot safer where you live.

**Steve:** Yes, but life is more boring here.

**Mark:** You breathe fresh air all the time. There is a lot of traffic where I live in London and so the air is more polluted. Also your schools have fewer problems than our schools. We have a lot of children who need to be helped by special teachers. Kostas, do you enjoy living in Athens?

**Kostas:** Yes, even if it is a big city, Athens is a safe city which has a lot to offer for children and teenagers. I think living in Athens is a lot better than living in the countryside. In the countryside you are cut off.

**True or False.** Circle the correct answer and discuss your answers with your partner. Do you agree with Mark?

Steve thinks living in the countryside is better than living in the city.	T	F
Steve sees his friends very often.	T	F
Mark thinks London is not very safe.	T	F
Mark believes pollution is a problem in London.	T	F
Kostas thinks living in Athens is better than living in the countryside.	T	F

## **F** SPEAKING: ROLE PLAY

Kostas and Mark are talking to each other and finding out more about each other's cities. Imagine you are Kostas and Mark is classmate of yours. Each of you say two things which compare each other's cities.

Ex. More people live in London than in Athens.

	Athens	London
Population (Greater Urban Area)	3.7 million	13 million
Highest Average Monthly Temperature	32 C	21 C
Years of recorded history	3.000	2.000
Football teams (1st division)	6	4
Metro/Tube lines	3	12
Daily occupancy of Metro/Tube	550.000	3.000.000
No. of Olympic Games held	2	3
No. of Airports	1	5



Athens Metro Map



London Tube Map

**G WRITING** 

Write a short report comparing two Greek cities or towns excluding Athens and Thessaloniki. Working in pairs, first find information about the two cities or towns and fill in the chart below. Then write a report on the two places.

	Town A:	Town B :
Size	.....	.....
Population		
River		
Average Temperature		
Mountains		

.....

.....

.....

.....

.....

.....

.....

.....

## Lesson 2

### World Records

#### A LEAD-IN ►►

In pairs discuss and write down the answers to the following:

1. Who is the tallest pupil in your class?
2. Who's got the longest hair? Compare your answers with those of the pupil next to you.

#### B Reading

Read the following from the Guinness Book of Records website

##### 1. The Tallest Woman in the World

Yao Defen is the tallest woman in the world. She is 2,36 metres tall and is 34 years old (in 2008).

By the age of 11 she was already 1,85 m. tall. She works as a performer in a circus, together with her father and brother.



##### 2. Biggest aircraft pulled

David Huxley pulled a

Boeing 747-400, weighing 187 tonnes (184 tons), a distance of 91 m (298.5 ft) in 1 minute and 27.7 seconds on October 15, 1997 at Sydney, Australia. David has now retired from the strongman circuit. He currently owns and runs an event management and public relations company called Tartan Warriors based in Sydney, Australia.



### 3. The Largest Palace in the World.

The Istana Nurul Iman is the largest residence in the world. It belongs to the Sultan of Brunei. It is 200.000m<sup>2</sup> and it has 1788 rooms and 257 bathrooms.



### 4. Heaviest Car Balanced on the Head

England's John Evans balanced a 159.6 kg (352 lb) Mini on his head for 33 seconds at The London Studios, UK on May 24, 1999.

John's a gigantic guy. He's meters tall and weighs 155.7 kg (343 lb) and has a 60.9cm (24-inch) neck.



### 5. The Longest Venomous Snake in the World

The King Cobra is the longest and one of the most dangerous snakes in the world. It lives in Southeast Asia and it can reach a length of 5.70 cm. A very small amount of its poison can kill an elephant or twenty people. Like all snakes it swallows its preys whole.



([www.guinnessworldrecords.com](http://www.guinnessworldrecords.com)) and fill in the correct answers in the quiz:

## QUIZ

1. The tallest woman in the world lives in.....  
a. China b. America c. Asia

2. She is.....cm tall.  
a. 2.31 b. 2.63 c. 2.36

3. David Huxley pulled the.....plane in the world.  
a. lightest b. oldest c. heaviest



4. The largest palace in the world has.....rooms.  
a. 1877 b. 1788 c. 1988
5. John Evans balanced a.....on his head.  
a. motorbike b. Mini c. bus
6. The longest snake in the world lives in southeast  
.....  
a. Africa b. Australia c. Asia



## Learning strategies

### TO BE BETTER AT LISTENING

- I try to get the general idea
- I try not to understand every word
- I learn by listening to my teacher

## **C** SPEAKING

In pairs, ask and answer the following questions. Then make 2-3 questions of your own about world records and ask each other.

- .....
1. Who is the tallest woman in the world? • 2. Who can pull the heaviest plane in the world?
- .....

## **D** INTERNET RESEARCH

Check the internet address

"<http://www.guinnessworldrecords.com>" and find the two most interesting records for you. Write them here and tell your partner why they are so interesting. Then

discuss in small groups and see which is the most popular record.

	Record 1	Record 2
Person		
What he/ she did		
When		

## **E** LISTENING

Mark is looking to buy a new laptop so he can work on the Internet more quickly. He's in a computer shop and the shop assistant is explaining the differences between the 3 models, the WP, the Contact and the Sorry. You are with Mark. Listen to the conversation and fill in as much as you can of the chart with the information provided- use comparatives and superlatives. Which one would you buy for yourself and why?

LAPTOPS	WP	CONTACT	SORY
1. Cost			
2. Drive			
3. Weight			
4. Screen definition			
5. Extras			

Study the following examples to see how we compare people, things or situations to the rest of the world.



The King cobra is one of the **longest** and one of the **most dangerous** snakes in the world.

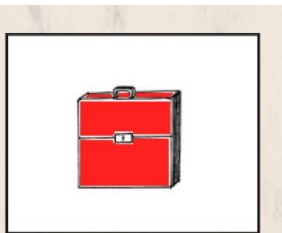
Xi Shun is the **tallest** man in the world.

Do you know who the richest man in the world is?

Jim is a **good** pupil. Helen is a **better** pupil than Jim. Sophie is the **best** pupil in class.

This food tastes **bad**. This one tastes **worse** than the first one. This food here tastes **the worst** of all.

There are a **lot** of people in Africa. There are **more** people living in Asia than in Africa. China is **the most** populated country in the world.

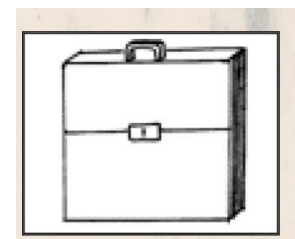


The red bag is **the smallest** of all

The blue bag is **bigger** than the red one and **smaller** than the white one



The white bag is **the biggest** of all



## **F** SPEAKING

Look at the example and tell your class about the following rivers and mountains. Use the adjectives long-short, high-low:

## The Thames



(346 km)

## The Amazon



(6.516 km)

## Mt. Taygetos



(2407 m)

## Mt. Parnassos



(2457 m)

## The Nile



(6.695 km)

## Mt. Olympus



(2918 m)

## **G** WRITING

**Discuss this advertisement in class.**

**Now create your own advertisement for toys, books, etc. by using the following steps:**

- 1. Choose a theme.**
- 2. Collect information.**
- 3. Find a photo.**
- 4. Write a slogan and some key points, using the language you learned in this lesson. See the Appendix**

page 106 for notes on how to write a good advertisement.

5. Lay out all the above on a piece of cardboard in the following way (but bigger) and stick up on the classroom wall.



**HAPPY BIRTHDAY  
SEND THAT SPECIAL  
MENACE IN YOUR LIFE A  
PERSONALISED BIRTHDAY  
CARD FROM.....**

**ONLY £ 2.00**

**PHOTO**

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

 If you find this task too difficult, go to Appendix, page 105, Activity A.

## Lesson 3

### A knowledge Quiz

#### **A** WRITING

How much do you know about the world? Complete this knowledge quiz and find out:

1. Which is the highest mountain in the world?
  - a. Mont Blanc - the Alps
  - b. Mt. Aconcagua - the Andes
  - c. Mt. Everest in the Himalayas
2. Which of these is the smallest country in the world?
  - a. Andorra
  - b. The Vatican
  - c. Malta
3. Which of these planets is hotter?
  - a. Venus
  - b. Earth
  - c. Mercury
4. Of the three planets which is the biggest?
  - a. Uranus
  - b. Jupiter
  - c. Pluto
5. Which is the deepest ocean in the world?
  - a. The Pacific
  - b. The Atlantic
  - c. The Indian
6. Which is the fastest animal in the world?
  - a. The puma
  - b. The gazelle
  - c. The cheetah
7. Which of the following is the fastest?
  - a. Ferrari
  - b. Toyota
  - c. Fiat
8. Which of these three rivers is longer?
  - a. The Acheloos
  - b. The Pinios
  - c. The Aliakmonas



9. Which is the nearest planet to Earth?  
a. Mars b. Saturn c. Neptune

10. Which is the longest lake in Greece?  
a. Iliki b. Prespa c. Trihonida



**Check your answers with your teacher and classmates or if in doubt look on the Internet.**

## **CROSS CURRICULAR PROJECT**

**GAME:** Make your own knowledge quiz and play the game in class.

- 1. Work in groups of 4 students and prepare questions for your fellow students.**
- 2. Look in your school books, encyclopedias, the internet and collect information for your knowledge quiz.**
- 3. Prepare 3 questions in each of the following subject areas: People & Places, Science & Technology, Art & Culture, The Natural World, Sports. Use Comparatives and Superlatives, which you have learnt in this lesson. Ask your teacher to check your questions - to be fair, they must not be too difficult!**
- 4. Discuss what the prize should be.**
- 5. The group which answers the most questions correctly wins and they get the award of The Cleverest Students in Class and the prize!**

## SELF-ASSESSMENT TEST



Name:.....  
Class:.....  
Date:.....  
Score:...../ 100



### A. Complete the dialogue.

Maria and Anastasia are two children. Maria is a very sweet girl, who is proud of everything she has and knows. Anastasia is a rich, difficult child who is very jealous of Maria and doesn't like Maria. Imagine a conversation between the two. Use comparatives and superlatives in every line Anastasia says:

Example:

**Maria:** The snack my mother gave me today is so good.....

**Anastasia:** But my snack is better!

**Maria:** I think my chair is comfortable!

1. **Anastasia:**.....

**Maria:** I'm happy with the shoes my mum & dad bought me. They're fashionable.

2. **Anastasia:** .....

**Maria:** I'm happy with my drawing. It's colourful!

3. **Anastasia:** .....

**Maria:** I think I did my homework well!

4. **Anastasia:** .....

**Maria:** ...this book is interesting!

5. **Anastasia:**.....

**Points:** ...../ 30



**B. Correct the sentences:**



1. Lina is my better friend.

.....

.....

2. Quebec is one of oldest cities in Canada.

.....

.....

3. The happier day of my life was when I came first in my class.

.....

.....

4. Her pronounciation is better of mine.

.....

.....

5. I have most friends than you.

.....

.....

**Points:** ...../ 15

**C. Put the adjectives in the correct form (comparative, superlative):**

1. Her dress is (pretty) ..... than mine.

2. Cheetahs are (fast) ..... animals we can find.

3. Eating fruit and vegetables is (healthy) ..... than eating hot dogs.

4. I like milk (good) ..... than coffee.

5. China has (many) ..... people than any other country in the world.

6. The blue whale is (heavy) ..... animal in the world.

7. Which is (big) ....., Portugal or Spain?

8. Travelling by plane is (comfortable) ..... than travelling by car.

9. He is (untidy) ..... person in class.
- 10 Buying things from plastic is (bad) ..... than buying things from recycled paper.
11. The Nile is (long) ..... river in the world.
12. In Mark's opinion History is (difficult) .....than Geography. However, it is (interesting) .....
13. Antarctica is one of (cold) ..... places on Earth.
14. Greece is (hot) ..... than England.
15. Mirror, mirror on the wall, who's (pretty) ..... of them all?
16. Elvis Presley is one of (popular) ..... rock singers ever.
17. Jenny is (tall) ..... than Alice even though she is (young) .....
18. Switzerland is one of (rich) ..... countries in the world.
19. People in Africa are the (poor) ..... in the world.
20. Alexander the Great was a (good) ..... leader than Xerxes.



**Points:** ...../ 40

#### **D. Put in than, of, in:**

1. Who's the tallest boy ..... class?
2. Her shoes are prettier ..... mine.
3. Parachuting is the most exciting sport .....all.
4. Which is the hottest month ..... the year?
5. Mt Olympos is higher ..... Mt Parnassos.

**Points:** ...../ 15

**Tick what's true for you:**



**Now I can:**

- compare between two things or people
- compare between things/persons
- make knowledge quizzes
- answer or write a geography questionnaire
- use the Internet to get information about things



**Learning strategies in English**

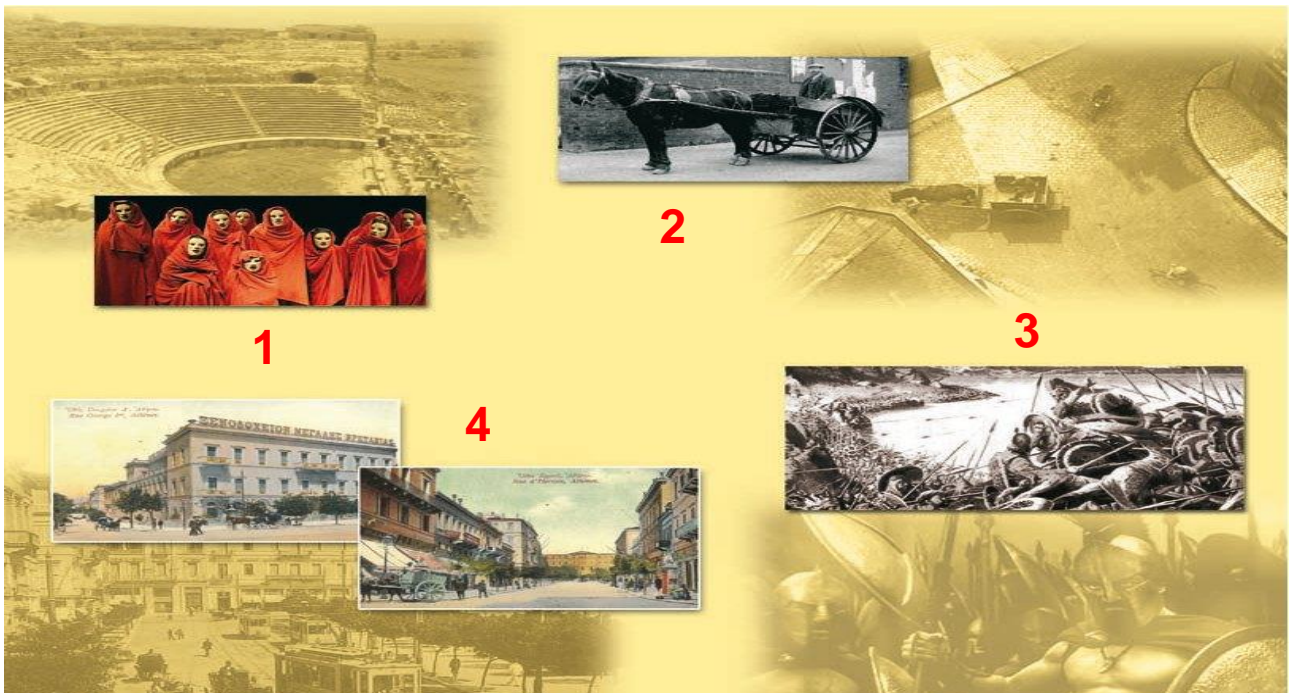
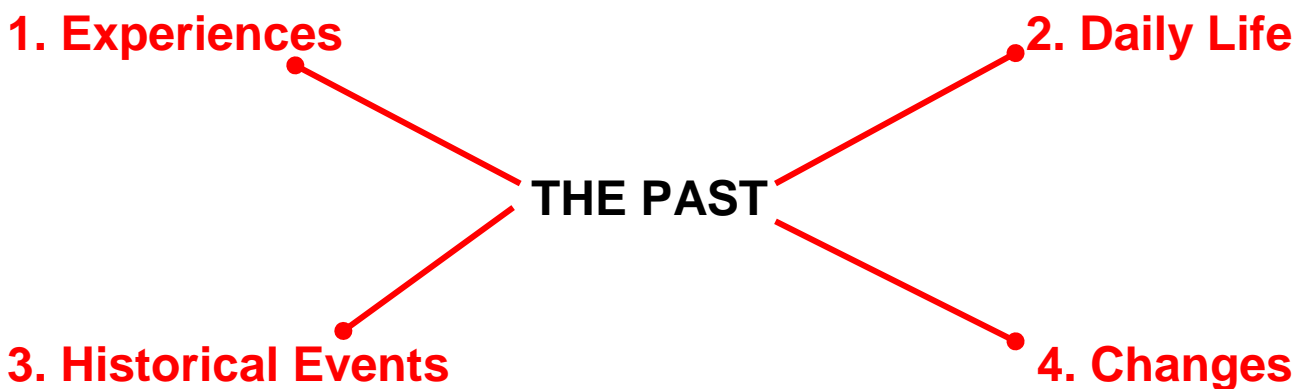
**LISTENING...**

- I try to understand the general meaning
- I try to understand every word
- I daydream
- I like it when my teacher speaks English

### In this unit

- ✓ We read about William Shakespeare
- ✓ We write about a famous person
- ✓ We listen to people talking about two famous theatres
- ✓ We speak about Alexander the Great

Changes:  
from the past to the present.



# 7 Unit

## Lesson 1

### FAMOUS PEOPLE OF THE PAST

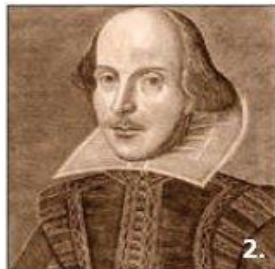
#### A LEAD-IN: FAMOUS THEATRES & PLAYWRIGHTS ▶

Nadine is doing some research on the theatre. She downloaded some photos but forgot who/what they were. Can you help her and match the names to the photos?

a. Aristophanes, b. Epidavros Ancient Theatre, c. The Globe Theatre, d. William Shakespeare

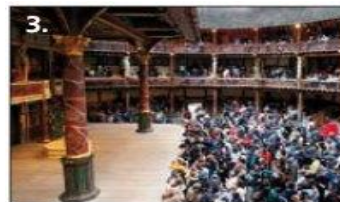


1.

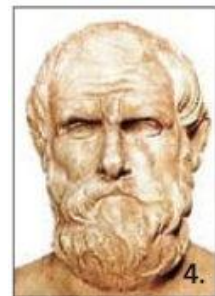


2.

2.



3.



4.

4.

#### B READING: ALL ABOUT SHAKESPEARE

Nadine is studying about William Shakespeare. She has some information about him, but she isn't sure. She writes to Mark and asks for help.

Mark,  
Help! I must present something about Shakespeare but I don't know anything about him.  
Thanks. Nadine

Mark sends Nadine this information.

**We don't know a lot about Shakespeare but we do know the following.**

- He was born in 1564 in Stratford-upon-Avon, about 150 km north west of London. He died in 1616, aged 52.
- He wrote 37 plays, one every 18 months. He wrote his first play when he was 25.
- He worked as an actor. Many times he acted in his own plays.
- He had his own theatre, The Globe in London.
- Shakespeare wrote Comedies, Histories and Tragedies. His most famous plays are: Hamlet, Romeo and Juliet and The Merchant of Venice.
- There are over 60 films based on his plays.



### **Learning strategies**

#### **TO be better at reading**

I read with a clear aim in mind

I imagine what is coming next

I get a good understanding of the detail



Go to the Appendix, page 107, Activity A, for extra work and an explanation of "To be or not to be".

### **Preparing her presentation**

Write some sentences for Nadine to help her with the presentation. Use the topics listed.

<b>Topics</b>	<b>Statements</b>
Place of Birth	Shakespeare was born in Stratford-upon-Avon

<b>Date of Birth</b>	He was born in 1564.
<b>Plays</b>	
<b>How long to write a play</b>	
<b>Theatre</b>	
<b>Famous plays</b>	

## **C** TWO FAMOUS THEATRES

Listen and fill in the missing information about the Globe Theatre.

The Globe Theatre we see in London today is a copy of Shakespeare's theatre. Mark goes to the Globe Theatre. He listens to a guide who gives more information about this theatre.

	<b>Epidaurus</b>	<b>The Globe Theatre</b>
<b>Location</b>	Epidaurus, Argolida	Southwark, London
<b>Date built</b>	360 BC	1599
<b>Seats</b>	14,000	
<b>Rows</b>	55	
<b>Open or closed</b>	Open	
<b>Shape</b>	Semi-circular	Circular
<b>Made out of</b>	Stone	
<b>Acoustics</b>	Excellent	
<b>Women's roles</b>	Played by men with masks	Played by young men



**Kostas finds out Mark and Nadine are talking about theatres. There are many beautiful ancient theatres in Greece. He adds information in the same chart about the most famous ancient theatre in Greece, the Theatre of Epidaurus.**

**Do you remember the comparatives you studied in Unit 6? Write 3 sentences comparing and contrasting the 2 theatres.**

**e.g. Epidaurus is much older than The Globe.**

- 1.** .....
- 2.** .....
- 3.** .....

## **Simple Past Tense (Affirmative)**



**Study the following sentences to learn how we can talk about people of the past**

### **El Greco (Doménikos Theotokópoulos)**

**El Greco was born in Hania, Crete in 1541. At that time Crete was part of the Republic of Venice.**





As a young man he **studied** Byzantine icon painting in Hania. He **moved** to Venice in 1567 where he continued to study painting. In 1570 he **went** to Rome. He **lived** and **worked** in Rome until 1577.

In 1577 he **moved** to Spain in Toledo, near Madrid where he **lived** and **worked** until the end of his life. He **died** in 1614 at the age of 73.

El Greco had a very individual style. His paintings show both Byzantine and Italian styles. They also show strong Catholic religious elements from Spain.

He is one of the most famous painters of the 16th century. His paintings **influenced** many famous artists after him, for example Picasso and Cezanne.

In honour of El Greco, Nikos Kazantzakis called his autobiography "A Tribute to Greco"

	<b>Present</b>	<b>Past</b>
<b>Most regular verbs</b>	work	worked
	call	called
	show	showed
<b>Verbs ending in "e"</b>	live	lived
	move	moved
	die	died
<b>Verbs ending in consonant +-y</b>	study	studied
<b>Verbs ending in one stressed vowel</b>	shop	shopped
<b>+ one consonant (except w and y)</b>	stop	Stopped
	plan	planned
	refer	referred

## **D** MORE FAMOUS PEOPLE FROM THE PAST

Work in groups. One pupil, the game leader, chooses a famous person. The rest of the group make statements and must find out who the person is. For each correct statement the game leader says yes and for each wrong statement he/she says no.

E.g. (for Onassis): "He was a famous shipowner"; "Yes".



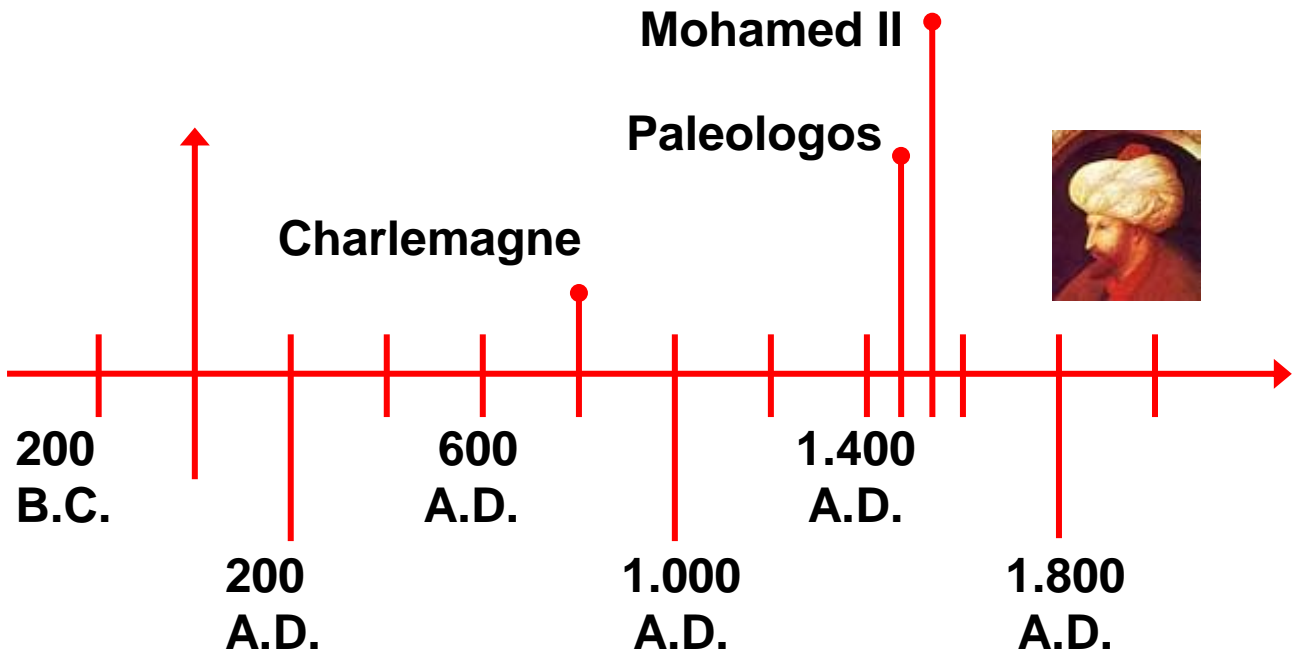
1. shipowner    2. composer    3. actress    4. Actress  
5. politician

## **E** SPEAKING: PREPARE A PRESENTATION

• In small groups choose one of the following famous leaders and prepare a presentation about them:

1. Charlemagne (747-814)
2. Konstantinos Paleologos (1404-1453)
3. Mohamed II (1432-1481)

- Use the following guidelines.
  - How did he become famous?
  - What did he do during that period?
  - What was life like in that period?



B.C. = Before Christ  
A.D. = After Christ

- From the Internet find and print out an image of the person.
- During the presentation other pupils should keep notes. Then ask each other questions and discuss.



# 7 Unit

## Lesson 2

### PAST EXPERIENCES

#### A LET'S PLAY A DETECTIVE GAME ▶

A picture is a thousand words. Look at the following picture and answer the questions below.



#### 1. Where?

- Is this person in London or Athens?
- Is this person at the Post Office or Police Station?

#### 2. What?

- This man has done something wrong. What? Do you have any ideas?

Find out more in the rest of this lesson!

#### B WHAT JACK SMITH SAYS

You are watching a crime series on TV. The title of tonight's episode is "The Alibi". In this episode the scene takes place at the Police Station in Central London. It is Tuesday, 5th May.

Yesterday there was a bank robbery at twenty past four in the afternoon. The policeman is interrogating Jack Smith about the robbery.

Read the following sentences about what Jack Smith said he did between 3.30 and 5.00 pm. Jack Smith often changes his mind!!



1. He says he left the restaurant where he works at 3:30 pm.

2. First he says he got back to the restaurant at 4:00, then he agrees it maybe was 5:00.

3. First he says he stayed in his boss's brother's office for 45 minutes; then he agrees it maybe was only a couple of minutes.

4. First he says he had a chat with his girlfriend in his boss's brother's office, then he says he stayed with her for a long time out of the office, maybe for 1 hour.

Then listen to the conversation between the policeman and Jack Smith. Are all the above sentences correct?

## **C** ROLE-PLAY

In pairs, one of you is the policeman and the other Jack Smith. Match and act out the questions and answers.

1. Where were you during the afternoon of May 4th		a. I left at 3.30.
2. What time did you leave the restaurant?		b. We went to a cafe.
3. Why did you go out ?		c. I left some documents.
4. What time did you get back to work?		d. I went out to buy some doughnuts.
5. What did you do in the office of the boss's brother?		e. I was out of the restaurant.
6. Where did you and your girlfriend go?		f. I got back at 5.

## **D** LISTENING: SUE'S VERSION OF THE STORY

The police are interrogating Jack's girlfriend, Sue Adams. Listen to the conversation and put the events in the correct order, according to what she says.



- (a) .... Then he suggested going out for a cup of coffee.
- (b) .... He didn't say anything, he just told me he was tired.
- (c) .... He was a bit silent while we were there.
- (d) **1** ..... Jack turned up at my office at about half past three.
- (e) .... I asked him what the matter was.

- (f) .... He rushed out of the cafe.
- (g) **2** ..... He looked concerned about something, so I was worried about him.
- (h) .... We went to his favourite cafe opposite my office.
- (i) .... It was a quarter to four!!!
- (j) .... Suddenly, he said that he had to leave.

**E WRITING: JACK AND HIS GIRLFRIEND'S VERSION** 

Compare and contrast the two versions and fill in the chart below.

The same	Different

**F GROUP WORK: GIVE YOUR OWN ENDING** 

What do you think really happened? Does what Sue Adams say support Jack's alibi? Is Jack innocent or guilty after all? Decide in groups and explain your arguments to the other groups.

Mount Athos



## Simple Past - Negatives and Questions



Read and study the following sentences and learn how we can ask and answer questions in the past.

**Can you guess who he is: El Greco or Theophanis the Greek?**

- **Where was he born? He wasn't born in Hania and he lived in Russia for 40 years.**
- **Was he a playwright? No, he was a painter!**
- **What did he paint? He painted religious images in churches and portable icons.**
- **Did he live in Crete all his life? No, he lived in Novgorod, in Volotov and in Moscow.**
- **Did he paint in a Byzantine style? Yes, his pictures are famous for the peaceful look on their faces and their heavenly characteristics. His pupil Andrei Roublev was also a great Byzantine painter.**

### **G SPEAKING & LISTENING: ANOTHER WITNESS**



Mrs White is being interrogated by the police about a bank robbery in London. Work in pairs and use the pictures. What do you think Mrs White said to the policeman?



1.



2.





3.



4.

Now listen to the cassette and see if you were right.

## **H** MRS. WHITE'S STORY: DIFFERENT ENDINGS

The teacher will now provide you with information for different endings to the story.

- Write a short passage describing what happened.
- Then read your passage out to the class.
- Discuss the different endings and decide which is the most likely to happen.



**Mrs  
White**



#### **A** WHY WAS HE "THE GREAT"?

Mark asked Kostas why Alexander was such a great leader. Kostas found this text.

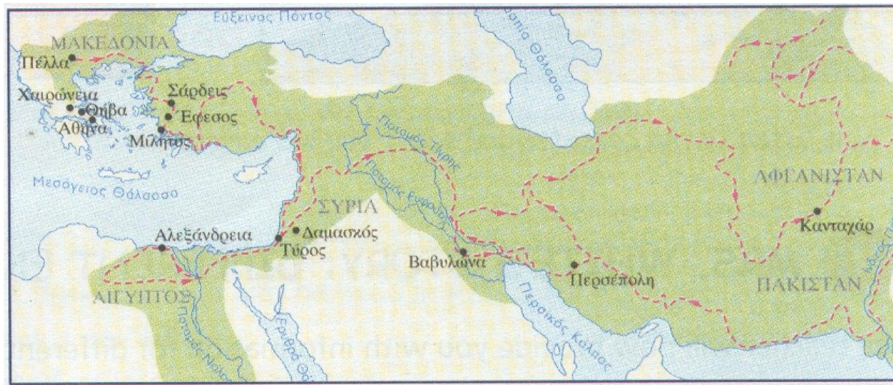
Alexander was born in 356 BC in Pella, Macedonia to King Philip II. At 20, after his father's murder, he became king. From the age of 22 until his death at 33 he conquered most of the known world, reaching as far as India.

- 1.** The Persians were his major enemy. They were very strong in sea power. Alexander did not have a strong navy. He was afraid of the Persian navy. In order to stop the Persian navy he did not attack the ships. Instead he destroyed their ports.
- 2.** In the battle of the river Issus, he did not feel strong. So he changed tactics. He himself led a focussed attack on Darius, the Persian king. Darius's personal guard did not hold the attack. Darius withdrew and his troops followed.
- 3.** Alexander wanted to capture Tyre, a city on an island very near to the coast of today's Lebanon. Tyre was very difficult to conquer. After several months of attack by sea Alexander changed tactics. He built a causeway. This way his troops marched up to the walls. They used land attack tactics Tyre was captured soon afterwards.
- 4.** Alexander wanted to control the lands he had conquered. In order to do so, he told his troops to live

there. This way the ancient Greek culture and language spread to those lands.

Choose one of the following statements which show Alexander was a great leader. Explain why.

- a. Alexander did not have a navy. Nevertheless he stopped the Persian navy.
- b. At the battle of the River Issus he defeated the Persians, who had a bigger army.
- c. Alexander captured the town of Tyre, which everyone thought impossible.
- d. He controlled the lands he conquered well.



## CROSS CURRICULAR PROJECT

1. Do you remember a film about Alexander the Great? Was it a good representation of Alexander the Great and his life? Discuss with your teacher and classmates. How about Robin Hood or King Arthur? Do the films represent the historical truth?
2. Choose a personality from your History book and say what makes them unique.
  - a. Use other sources to find out more about them.
  - b. Work in groups and present the information on a cardboard using pictures and short texts giving an outline of his/her life and deeds.
  - c. You may use the above text for guidance.

## SELF-ASSESSMENT TEST



Name:.....  
Class:.....  
Date:.....  
Score:...../ 100



### A. Do the quiz. Write complete sentences.

1. What was the name of a famous Ancient Greek theatre?
2. Where was Alexander the Great born?
3. Who wrote the "Iliad" and "Odessey"?
4. In which country did El Greco live most of his life?
5. What was the name of Shakespeare's theatre?

Points: ...../ 20

Henry  
VIII



Anne  
Boleyn



### B. Create the dialogue by putting each section in the correct order.

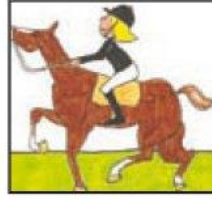
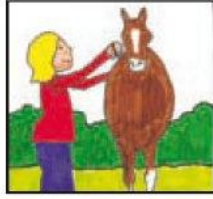
(Introduction: Anne Boleyn was one of the wives of King Henry VIII, 1491-1547)

...	Because I'm a ghost. But don't be afraid. I won't harm you.	A
...	Why can't I touch you?	
...	My name's Anne Boleyn.	
...	Hello! Who are you?	
1		

... ... ... ...	<p>Yes, I know. I'm very sad.          But do ghosts cry? I can see tears running on your face. Because my husband killed me.          But why?</p>	<b>B</b>
... ... ... ...	<p>Killed you? Who was your husband?          But why did he kill you?          King Henry VIII. And I was his queen.          Because I gave him a daughter.</p>	<b>C</b>
... ... ... ...	<p>Killed you? That's preposterous!          Well, I suppose it made a lot of difference to my husband. Well, he didn't want a girl. He wanted a son.          I don't understand. What's the difference between a son and a daughter?</p>	<b>D</b>
... ... ... ...	<p>And he killed you himself?          Yes, I suppose he was. That's why I wander in the Tower of London, thinking of the old days. And I can only cry.          Well, not exactly. He ordered his soldiers to cut off my head.          Oh, my God! I can't believe it! He must have been a cruel person!</p>	<b>E</b>

**Points: ...../ 36**

**C. Look at the pictures and write what Nadine did last Sunday.**



Last Sunday was a special day for Nadine.....

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**Points:** ...../ 28

**D. A horrible weekend.**

The Antoniou family went away for the weekend, but they had a terrible time. Match the sentences to find out why.

(Write next each number the letter of the right sentence)

1. The hotel room was very small
2. Everything was expensive,
3. The food was so bad that
4. They didn't swim in the sea
5. The beach was so dirty that
6. The hotel room was noisy
7. Their car had a flat tyre,
8. The nearest supermarket was half an hour away from the hotel

- a. so they had to wait in the sun for over half an hour for the tyre to be replaced.
- b. so they didn't buy any souvenirs.
- c. they decided to sit by the pool instead.
- d. so they had to walk there in the hot sun.
- e. because it looked dirty.
- f. they all got a stomach ache.
- g. and their beds were quite uncomfortable.
- h. as there was a disco nearby, so they couldn't sleep at night.

- |        |        |        |        |
|--------|--------|--------|--------|
| 1. ... | 2. ... | 3. ... | 4. ... |
| 5. ... | 6. ... | 7. ... | 8. ... |

**Tick what's true for you:**



### Now I can:

- Talk about famous people of the past
- Talk about past / historical actions
- Write about a series of past events
- Put past events in order



### Learning strategies in English

#### READING: Successful techniques

- I get a quick overview of the passage
- I get a good understanding of the detail
- I imagine what is coming next
- I read with a clear aim in mind

# Unit 8

## ALL ABOUT STORIES

### In this unit:

- ✓ We read and write about a famous fairy tale
- ✓ We speak about traditional feast throughout the world

### Fairytales and stories

- Little Red Riding Hood
- Theseus
- The Secret Seven





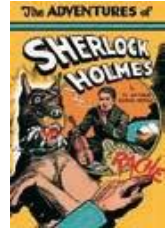
# 8 Unit

## Lesson 1

### FAIRY TALES

#### A LEAD-IN: I LOVE READING ▶

Fill in the chart below with the names of the books you read recently. Then tell your classmates why you like them.



Category	Titles
Adventure	
Mystery	
Comics	
Other	

#### B READING: THE BEGINNING OF A FAIRY TALE

Nadine loves reading. She is fond of reading books in English, too. Below is the beginning of a story Nadine started reading last night.

Read it and work with your partner:  
a) Decide what kind of book it is, and  
b) Find a suitable title.

## **C** A FAIRY TALE: THE STORY UNFOLDS



Once upon a time, there was a handsome young man who was the prince in a kingdom far away. He was looking for a princess to marry.

“She must be a real princess in all her qualities”, said the Queen. The King agreed saying, “She must be beautiful, clever and sensitive. Yes, it is very important for her to be a true princess”.

The prince rode off on his horse and went around the world to find a princess to marry. He stopped in every castle he came across on his travels. There were many princesses, some of them beautiful and some of them clever. But he wasn't sure whether they were real princesses or not. A real princess is a very special person, and one who is not easy to find.

He came home sad and lonely because he had not found the person he was looking for. “I'll never find a real princess, he thought.

Then one dark night there was a terrible storm. Lightning flashed, thunder boomed and the rain poured down. It was a dreadful night. Suddenly there was a knock on the castle door. All the servants, scared to death, were hiding because of the storm. The King himself went to see who was knocking on such an awful night.

Somebody was standing outside. It was...

**What do you think?  
Was the prince lucky after all?  
Now read on.**

Your classmates are planning to act out this story. Work with your partner to find the characters of the story and write adjectives that describe them. Use the spaces below. You could also draw their faces. Use a separate piece of paper if you have more characters.

Names: 1. .... 2. .... 3. ....  
4. ....

	Characters	Adjectives
1.		
2.		
3.		
4.		

**D** **WRITING** 

Decide what happened during that stormy night. Then write 2-3 sentences in the spaces below. Who do you think was at the door? What happened next?

.....  
 .....  
 .....



Compare your sentences with other classmates' work.



Study the following sentences to see how we can talk about past events that were going on for some time.

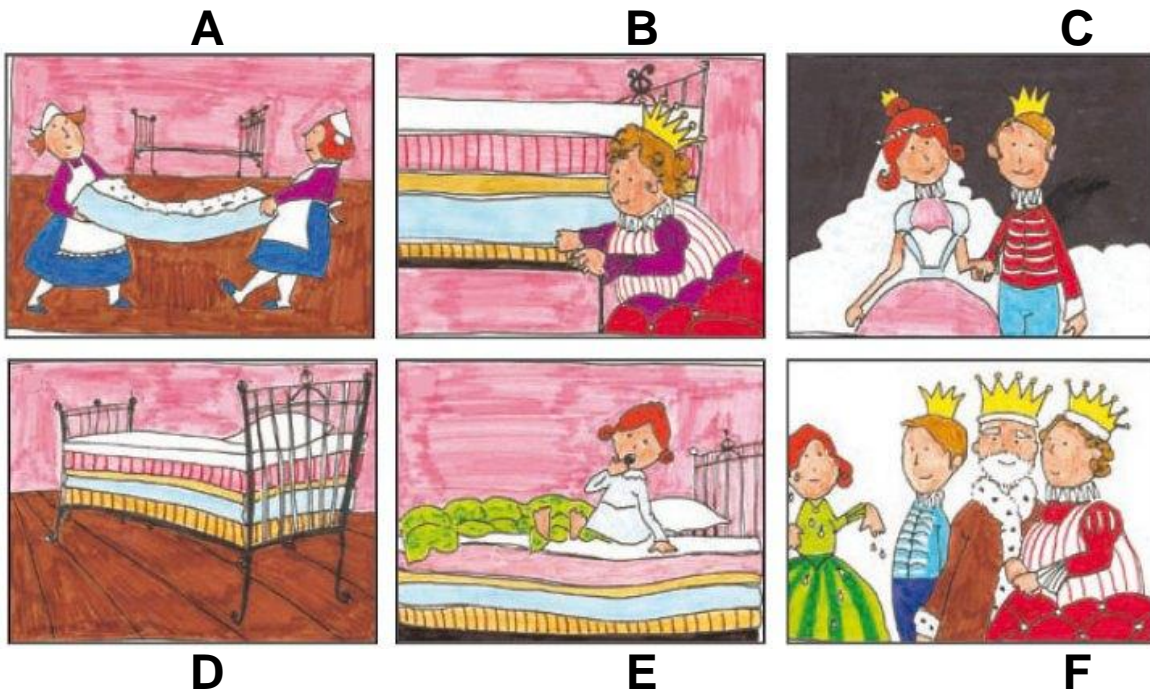
There was a terrible storm. The rain was pouring down. Suddenly they heard a knock on the castle door. Somebody was standing at the door. While the storm was raging, the girl was walking up to the castle doors.

What were the servants doing? They were hiding. Was the King hiding? No, he wasn't.

Was it pouring with rain? Yes, it was.

**E A FAIRY TALE: THE ENDING** 

Listen to a cassette/cd of the fairy tale in this lesson, try to arrange the sketches and number them in the order you hear them happen. Then, give the tale a proper title. Do you know this fairy tale? Do you know who the writer is?



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

Now, go back to Activity C and make sure you have all the characters of the story.

**F A FAIRY TALE: GETTING READY TO ACT IT OUT**

Work in groups of 4 and decide who is going to take the role of the four main characters in the tale. Then, as a group, decide which scene of the ones above you would like to dramatize. You decide what you will say to each other and keep notes.

Character 1: .....  
.....  
Character 2: .....  
.....  
Character 3: .....  
.....  
Character 4: .....  
.....

**G A FAIRY TALE: ACT IT OUT**

Now, in groups, you are ready to act out the scene you have chosen. You could use a simple puppet figure to represent your character. Draw or decorate your puppet so that it represents your character of the story.

When you're all ready, start role-playing and be ready to perform in front of your classmates.

Use any available material that could serve as background.



## Learning strategies

### **DRAMA:**

I try out different roles in make-believe play

Acting in a play often makes meaning clear



## WRITE A PLAY AND PERFORM A PUPPET SHOW



**1. Write the small play in 3 Acts. Work as a group and with your partners you can write the rest of the story. Prepare the dialogues and try them out using your puppets. When you have it all ready you can add it in your portfolio. Later on, when you have prepared a small stage and added some music you can play your puppet show in front of the class. Make a puppet, glue a face and clothes on to the body, according to the character you want to have. From a paper box make a stage. Your teacher could also videotape the performance and let you put it in your Portfolio.**

**2. SHADOW PUPPET THEATRE - KARAGIOZIS:** You could write a small play and put on a show where you could use the characters of the Greek Shadow Puppet Theatre (Karagiozis, Hadziavatis, Aglaia, Barba-Giorgos, etc.) [www.karagiozismuseum.gr](http://www.karagiozismuseum.gr). Also check the 5th Grade book of “Θεατρική Αγωγή”, pages 99-100. Work in groups of 4-5 and write your own imaginative story. Then create your puppets to play the parts of your heroes. Use music, lights and act out your story behind a translucent screen. Your teacher could help you with all the necessary information.

Shadow puppet  
from Java.



## 8 Unit

### Lesson 2

## WHAT AN EXPERIENCE!

### A LEAD-IN: GETTING SCARED ►►

Have you ever had experiences which have made you really scared? Can you describe one of these experiences?



### B READING

Read Mark, Kostas and Nadine's chat on the Net. Mark writes about an experience he had when he was walking home.

From the chat it is not very clear to you how things happened. For a better understanding, number the pictures that follow 1-5 in the correct order.

**Mark:** Hi there! How is everything? Let me tell you about a nasty experience I had yesterday afternoon.

**Nadine:** What happened?

**Mark:** Someone scared me to death.

**Kostas:** What do you mean?

**Mark:** Someone who seemed to be sleeping inside a car suddenly sat up. She raised her hands as if she wanted to attack me.

**Nadine:** What made that so scary?

**Mark:** When I first saw the person, she was so still she seemed dead.

**Nadine:** Where was the car?

**Mark:** Parked in the street on the way home.

**Kostas:** Was it during the day or at night?

**Mark:** It was in the afternoon.

**Kostas:** What was the car like? Was it old? Did it look strange?

**Mark:** No, it was a very nice new **convertible**.

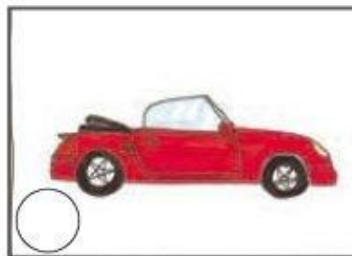
**Nadine:** Did you know the person? Was it someone who played a trick on you?

**Mark:** Yees, it was my cousin Susan and her sister. Silly girls! She and her sister had come to visit us. Her sister was in the car and Susan was hiding behind some bushes. They played a trick on me to scare me. I didn't think it was very funny!

a



b



c



d

e

## **C** USEFUL WORDS TO RETELL THE STORY

Find out the meaning of the following words (in bold in the text). Link the numbers to the letters. Use a dictionary to help you, if necessary.



1. nasty

2. play a trick

3. experience

4. scared the daylight  
out of me

5. raised

6. convertible

a. lifted up

b. very bad, awful

c. terrified me

d. to do something that  
makes the other person  
feel bad

e. something which  
happens to you

f. car with folding roof

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

You want to tell a friend about what happened to Mark.  
Rewrite the story using some of the vocabulary you  
learned above.

## **D** I WAS FRIGHTENED

Discuss. Work with 3 or 4 other pupils.

✓ How would you feel if you were in Mark's shoes\*  
when he saw the woman in the car?

✓ What do you think of the joke that Mark's cousin  
played on him?

✓ How do you think Mark felt when he realised what  
was going on? Can you blame him?

✓ Do you approve of this kind of humour?

Have you had a frightening experience. How did it  
happen?

---

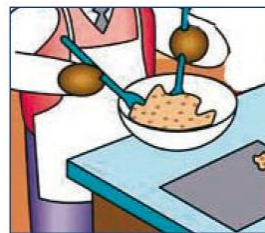
\* To be "in someone's  
shoes" means to be in  
someone else's situation.



## **E** LISTENING: THE BROWNS AND THE GUNSHOT

The Brown family were at home last Tuesday evening. Each member of the family was involved in their own activities when suddenly a gunshot was heard in the neighbourhood. The police arrived within minutes and interrogated all the people in the neighbourhood. Here's the conversation among some policemen and the members of the Brown family. Listen to it and match the pictures with the Browns.

**Mr Paul Brown**  
**Mrs Diana Brown**  
**Charles Brown**  
**Angela Brown**  
**Sam Brown**



Study the following examples to see how we can talk about past events that happened or were happening at the same time. Fill in the picture with what was happening at the same time. Fill in the picture with what was happening.



### **A BAD DAY**

**While I was waiting for the bus:**  
**A car crashed into the lamp-post,**  
**A child dropped her ice-cream,**  
**a dog bit another dog,**  
**a tall young man slipped**



on a banana skin, a fireman  
saved a cat from the tree.  
A young man fell off his bicycle.

**F** SPEAKING: PART OF A STORY 

Look at the following pictures. They give you part of a story. Work in groups and tell the story, giving your own ending to it. Then share your stories with the other groups.



 If you find this activity too easy or too difficult, go to Appendix, page 108 Activity A.

## **G** WRITE A SHORT STORY

You have decided to enter a short-story competition organised by an international magazine for young readers.

1. Work with your partners.
2. Use all the ideas you came up with in the Speaking task above to write your short story.
3. Remember to use linking words or phrases, such as First, Then, After that, Finally, As soon as, While, When etc. to make your story more interesting to read or listen to.
4. If you don't like the story in the task above, on a separate piece of paper write your own story (7-10 lines).
5. Use drawings or anything else you can think of to illustrate your story.



## 8 Unit

### Lesson 3

#### A TRADITIONAL STORY

#### A SPEAKING: EASTER DAY

What would you say if someone asked you about Easter around the world? How much do you know about customs in Greece as well as in other countries? Let's see what some students discovered about Easter customs working on a school project.

Κέρκυρα, το σπάσιμο των Μπότιδων



“ ...On Easter Day, all the people of this Greek village attended the mass and then walked to the countryside. The Easter tables were set and the men were roasting the Easter lamb. They sat down at the tables, offering Papa-Kyriakos, the priest, a special seat. And then the feast began. They were eating happily, enjoying their Easter meal after a 40-day fast. Grown-ups were drinking local wine and joking while children were playing and singing, wishing everybody

“Happy Easter”. From “Εξοχική Λαμπρή” by Αλέξανδρος Παπαδιαμάντης

“...At Easter there were programs on the Norwegian TV of another kind: detective series.

Nobody quite knew why, but for some reason Easter is the most popular time for reading crime stories and detective novels in Norway. The TV stations all had at least one detective series on the air at Easter. The series and the books were referred to as “Easter-crime”.

Going skiing in the mountains is for many Norwegians what Easter holidays are all about. Getting away from the city, enjoying the snow and the weather and not to mention getting a tan to show off when back at work are popular things to do during the vacation....”

From Olaf Amundsen, Norway

“...In many communities in Mexico, the full Passion Play is enacted from the Last Supper, the Betrayal, the Judgement, the Procession of the 12 Stations of the Cross, the Crucifixion and finally, the Resurrection. The enactments are often nicely staged, costumed and acted, with participants preparing for their roles for nearly the full year leading up to Semana Santa (Holy Week)....” From Esther Martinez, Mexico City

Now discuss for a few minutes with your partner. Refer to the customs mentioned in the texts above and which you found were different from those in your country. Then talk about any other Easter customs you may know about. Look at Appendix, pp. 109-12 more information on Easter customs in other countries. Report to the class.

COUNTRY	SIMILARITIES	DIFFERENCES
Greece		
Norway		
Mexico		

## **CROSS CURRICULAR PROJECT**

- **Now, work in groups of 3-4 pupils and make a story of your own. Imagine that last Easter you visited one of the three countries mentioned above. When you came back you wanted to write this story and send it to another friend who lives in Australia. Can you agree with your partners and write what you saw and did in the country you visited?**
- **Look at the Appendix, page 111 and try and memorize as many "Happy Easter" phrases as you can in different languages.**

## SELF-ASSESSMENT TEST



Name:.....  
Class:.....  
Date:.....  
Score:...../ 100



### A. Put the verbs in brackets into the correct form.

1. The Titanic (cross) ..... the Atlantic when she (hit) ..... an iceberg.
2. I (watch) ..... a mystery film on TV the other day when the electricity (go off) ..... Now I'm never going to find out how the film ends.
3. Sharon (be).....in the room when Jack told me what happened, but she (not hear) ..... anything because she (not listen) .....
4. I (call)..... you last night after dinner, but you (not be) ..... there. Where (you/be).....?
- I (work out) ..... at the gym.
5. Sue is in the living room, watching TV. At this time yesterday, she (also watch)..... TV. That's all she ever does, I'm afraid.
6. Mark (arrive) ..... at Alice's house a little before ten o'clock, but she (not be) ..... there. She (study).....at the library for her final examination in German.

Points:...../ 30

### B. Write the words in the correct order to make sentences.

1. Kate / rang / the / was / telephone / cleaning / when



.....  
.....  
2. sleeping / I / hear/ because / I / his / didn't / story / was  
.....  
.....

3. ill / black / was / a / Bob / and / wearing / looked / coat  
.....  
.....

4. eating / TV / I / Leslie / was / while / watching / was  
.....  
.....

5. While/cooking/ was / Mum / left / I  
.....  
.....



**Points:...../ 30**

**C. Write the correct words into the gaps below.**

**did got became Once upon a time returned caught**  
**said told**

(1)....., a very poor old couple lived in a small house near the sea.

One morning, the fisherman went fishing and

(2).....a Golden Fish. The Golden Fish (3)

.....to the fisherman: “ If you save my life I can give you what /everything you want”.

The fisherman did not want anything and put the fish back into the sea.

His wife however wanted a loaf of bread. The fisherman told the Golden Fish and that day his wife got a loaf of bread.

But she wanted more: “I want a new washtub I can wash in”. And she (4).....her new washtub. She wanted more still:” “I want a new house”. And she got her new house.

And more still: “ I want to be the ruler of the province”. And she (5).....ruler, with beautiful clothes and many riches.

And more still. She (6)..... her husband,” “Catch the fish. I want to be the ruler of the seas”.

The fisherman caught the fish. But when he (7).....home he saw his wife like she was at the beginning, poor and living in a little old house by the sea, with no food.

**Points:...../ 40**

**Tick what’s true for you:**



**Now I can:**

- read a story or fairy tale
- work with the characters of the story
- use my imagination and think of possible endings in a story
- write my own dialogues and act them out
- write stories about past events
- narrate a story to my friends and family
- use the appropriate vocabulary and tenses when telling stories
- take part in a play or puppet show



## Learning strategies in English

### **DRAMA:**

- I try out different roles in make-believe play
- I become creative and use my imagination
- When I try out language I feel more secure
- Acting in a play often makes meaning clear
- I like working in groups
- I watch my colleagues and I correct myself

# Unit 9

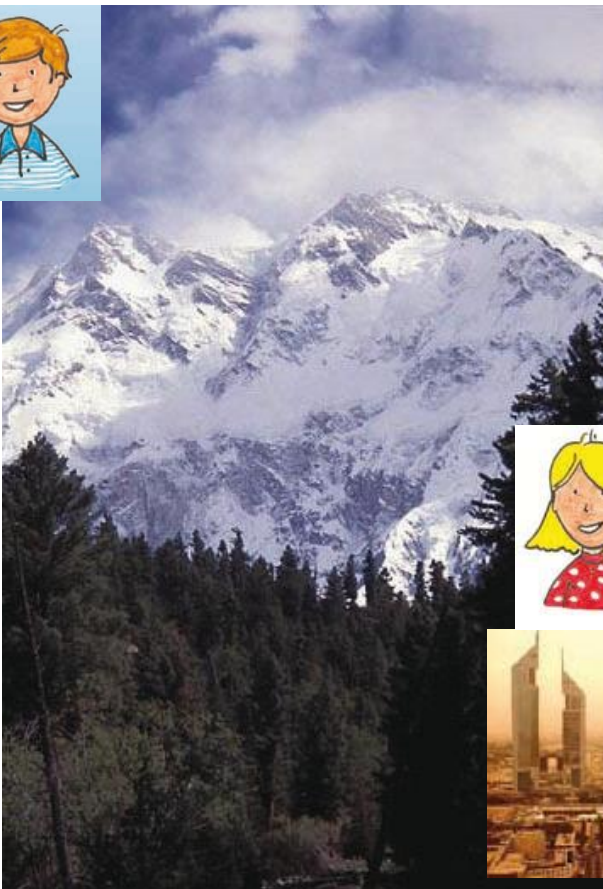
## AMAZING PEOPLE AND PLACES

### In this unit:

- ✓ We read about Dian Fossey who helped save gorillas in Africa
- ✓ We make a school newspaper
- ✓ We listen to people talking about Mikis Theodorakis
- ✓ We speak about past memories

How amazing!!!

MARK



KOSTAS



NADINE



# 9 Unit

## Lesson 1

### SHE HAS HELPED SAVE GORILLAS

#### A LEAD-IN ▶

Have you ever seen a real gorilla?  
What do you know about gorillas?  
Where do they live?



#### B READING

Read this interesting article that Kostas came across on the internet and after reading the article and decide whether the sentences are true (✓) or false (✗):

Dian Fossey became famous when her photo was on the front cover of the National Geographic magazine in January 1970. She was holding 2 baby gorillas. Dian was born in San Francisco, USA.

After her university studies, she went to Africa where she decided to protect the mountain gorillas on the Rwanda-Congo border.



This is an article from an old newspaper from the 1970s. Dian Fossey tells a reporter a typical story about her work with gorillas.

“I am looking after this baby gorilla. Poachers\* have killed 10 gorillas. There was the whole family group who was defending him. The poachers were only interested in the baby gorilla. They have received money to get

young gorillas from the forests and sell them to zoos in Europe and America.

This is how it happens: European and American zoos contact forest rangers in Africa and ask them to find baby gorillas. The park rangers then contact poachers. Poachers then kill adult gorillas to steal their babies. The poachers have looked after this baby gorilla very badly. They tied its hands and feet with metal wire. The wire has hurt its skin. It has also received very little food and no water. I have spoken to the park ranger. I don't want this baby gorilla to leave Africa. It must go back to the forest. However, I know, because the zoo has paid the ranger, it will leave Africa and go to a zoo in America or Europe. The only thing I must do now is to make sure the baby gorilla is in good health before it leaves.

If we don't stop this traffic of baby gorillas, there won't be any gorillas left soon.”

Dian Fossey continued her work with gorillas for many years and because of her work she has saved this animal species from extinction.

Adapted from “Dian Fossey’s Forgotten Gorilla Orphans”  
from [www.ippl.org](http://www.ippl.org)  
(International Primate Protection League website)

\*Poachers = λαθροκυνηγός

Decide whether the sentences are true (✓) or false (✗):

In Dian Fossey’s story:

- .... 1. The baby gorilla has lost all its family.
- .... 2. The poachers have treated it well.

.... 3. The poachers have given it a lot of food.

.... 4. The poachers have given it a lot of water.

.... 5. Dian wants to bring it back to good health.



## The Present Perfect Tense



X.....X

Past

Present

The Present Perfect connects the past with the present.

1. For news

**Have you heard? He has arrived.**

**He's won the elections!**

2. With time words

**Have you seen Kostas recently? Have you ever been to England?**

3. For situations "up to now"

**He came to Athens when he was twenty and he has lived there ever since.**

**She has been a teacher all her life.**

**Negatives:**

**I have never seen the Pyramids.**

**He hasn't finished his homework yet so he can't watch television.**

**Questions:**

**Have you ever taken a tram?**

**Have you ever eaten Chinese food?**

## C WRITING & SPEAKING

Write about some of the things you have or haven't done in your life up to now. Fill in the following chart.

I've been to...	I've travelled on...	I've eaten...
<b>Countries &amp; Cities</b>	<b>Transport</b>	<b>Foods from other countries</b>
Italy	Bicycle	Chinese food

Share your results with your classmates and see what your classmates have done. This way you can learn more about your fellow pupils.

## D LISTENING

Mark has recently watched "Zorbas the Greek" on television in England. Mark was impressed by the music. After the film, there was a short programme giving information about Mikis Theodorakis, the composer and musician. In the listening the speaker summarises the main themes of Theodorakis's life. Help Mark take down some notes.

"Zorbas the Greek"







Mikis Theodorakis

1. His music.....  
.....
2. His political struggles.....  
.....
3. His role within Greek society.....  
.....
4. His commitments to humanity.....  
.....

**E SPEAKING: PAST MEMORIES** 

Do some research at home and report back to your class. Small things make a difference in our lives. Ask your parents and grandparents about important things they did during their lives, which they want to be remembered for.

For example, Kostas’s grandfather told him:  
“Throughout my life I’ve saved many dolphins from fishing nets.”

**F PORTFOLIO** 

The school year is nearing the end. What three things do you want to be remembered for this year? For example:

- I have never been late to class.
- I have always handed in my homework on time.

**The three things from this year I want to be remembered for.**

1.
2.
3.

As a class make a list of 10 things you can all be proud of which you have done during this year. Write them up on a poster and stick them up on your classroom wall.

## CROSS CURRICULAR PROJECT

These are 3 famous people who have many sports records:

- **Yiannis Kouros:** The Greek ultra-distance runner, broke many ultra-distance running world records.

One record: in 1996 in a stadium, he ran 294,546 kilometres in 24-hours, beating his own previous record by 8.1 kilometres.

- **Michael Schumacher:** He has won the Formula One World Championship 7 times.

- **Reinhold Messner:** He has climbed all of the 8 mountains in the world above 8000 metres.

Can you find other famous people who have many sports records like these, or any other records? Write sentences and find photos.

Everest



Michael Schumacher



# 9 Unit

## Lesson 2

### A TRIP TO DUBAI!

#### A LEAD-IN ▶

Tick **Yes / No**:

	Yes	No
Have you ever been to Dubai?		
Do you know what an artificial snow centre is?		
Have you ever been to an artificial snow centre?		
Have you ever been to a skating rink?		



Part of Dubai from the air.

#### B Listening

It's the Easter holidays in England and Ben is visiting his friend Mark at his house. Listen to the dialogue and complete the exercises that follow:

Tick **Yes / No**:

	Yes	No
a. Mark has been to Bahrain		
b. He's been to Dubai		
c. He's been skiing in Dubai		
d. He bought many things		

e. He's been to many beautiful places such as Dubai		
f. Ben has been alone because his parents are away for 2 days.		

## **C** Vocabulary

Use the words in the box to complete the sentences:



**exhibition, artificial, luggage, financial, trip**

1. Can you help me with this \_\_\_\_\_, sir? It's very heavy.
2. I've just come back from a \_\_\_\_\_ to Geneva. It was great!
3. Something which is not real is \_\_\_\_\_
4. His father has \_\_\_\_\_ problems at the moment because he has lost his job.
5. There is a toy \_\_\_\_\_ at the mall. Can we visit it, Dad?

## **Past Simple and Present Perfect**



Study the following examples to see how we can talk about past experiences in English.

### **Past Simple – “Finished actions”**

**A: Have you ever been on a picnic in a forest?**

**B: Yes, I have. We went there last Sunday and we loved it.**

**A: Did you do your homework yesterday?**

**B: Yes, I did. I even studied for a test.**

**A: Have you ever eaten Indian food?**

**B: Yes, I have. In fact, I ate some two weeks ago.**

**A: Have you seen Mary this week?**

**B: No, I haven't but I saw her last week.**

### Present Perfect – "Any time up to now"

**A: Have you tried sushi?**

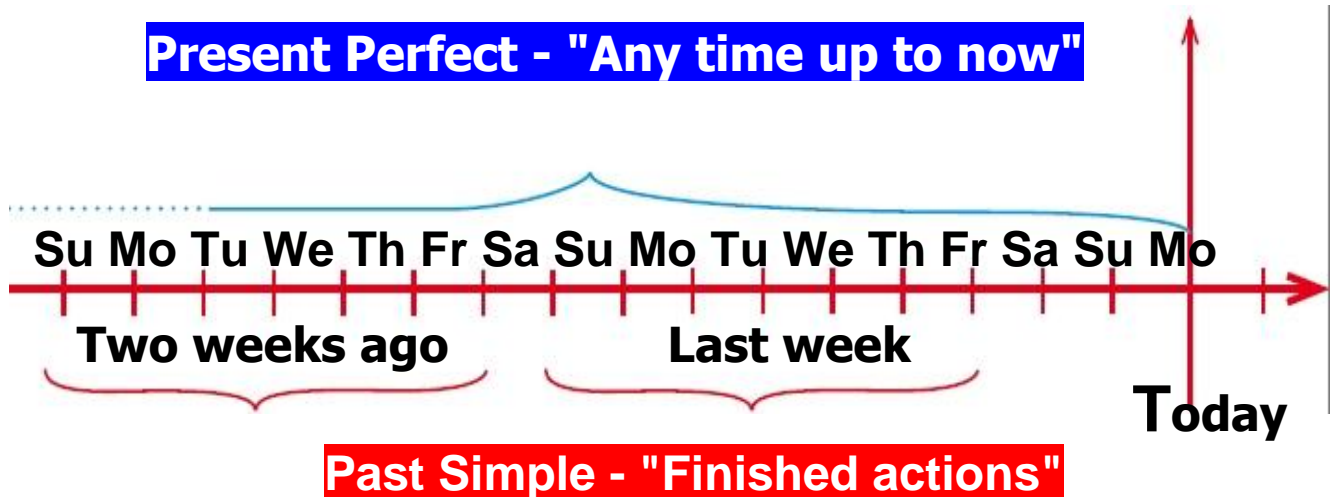
**B: No, I haven't, but I'd like to.**

**A: Can you speak French?**

**B: No, I've never studied it.**

## TIMELINE

(The numbers in the timeline show when the events in the Grammar Focus happened)



## **D** READING

Read the following article and complete the chart with the true (✓) or false (✗) questions.

## Children's Art Competition in Ireland

The First Texaco Children's Art Competition ("Caltex") was over 50 years ago, in 1955. In 1955 there was no television and no rock and roll music. Children played with footballs, skipping ropes and other simple games. Children enjoyed using their imagination and found ways of saying what they saw and felt through drawings, paintings and other simple forms of creativity. Ireland was a quiet and peaceful agricultural nation, far away from the rest of Europe. The Caltex competition became famous immediately and brought together the children of Ireland.

Every year schools all over Ireland receive an invitation for their pupils to send in their works of art. There are several categories, depending on the children's ages. The prizes are handed out in Dublin and all the prize winners get a free trip to the capital city to attend the ceremony. Since 1955 many millions of Irish children have sent in their works. Some prize winners have become famous artists. We can say over the past 50 years children from every family in Ireland have sent in their works of art to the competition.

Bernadette Madden,  
now famous Irish artist,  
receiving her prize in 1966.



Adapted from:

[www.texacochildrensart.com](http://www.texacochildrensart.com)

	True	False
1. The Caltex competition began in 1995.		
2. The prize-winners go to London to receive the prizes.		
3. Since the competition began many millions of children have sent in their artworks.		
4. Each year, there is only one prize.		
5. Some children have become famous artists.		

**E** WRITING 

Your pen friend has suggested exchanging your travel experiences. Write a letter to him/her talking about them. Talk about the places you have visited in your country (or abroad) so far, when you went there and what you saw:

Dear \_\_\_\_\_

I think your idea is terrific. So let me tell you where I've travelled so far.

I've been to many places. I've been to.

---



---



---

Last year I went to \_\_\_\_\_

---



---

What about you? \_\_\_\_\_

Love, \_\_\_\_\_

## Learning strategies



### WRITING

- When write a sentence, I always think about the person who will read it
- What exactly do I want to say?

### **F** GAME: HAVE YOU EVER?

Each pupil gives the teacher 2 written questions they want to ask their classmates, to see who has done what. The questions must relate to good actions in your families and neighbourhood.

#### Examples:

- Have you ever helped someone who doesn't know Greek to understand street names?
- Have you ever helped clean up litter on a beach?
- Have you ever written to your local authorities about a problem in your neighbourhood?
- Have you ever written to a government official outside your local authorities?
- Have you ever helped your brother and sisters with their homework?
- Have you ever helped your parents with their housework?

Add to this list. The class must try to come up with at least 15 questions. The pupil who has done the most things wins. He/she will be the **Model Citizen of the Class!**



## 9 Unit

### Lesson 3

## NEWSPAPERS & HEADLINES

### **A** LEAD-IN: The news, headlines and announcements” ▶▶

Headlines in newspapers are often given just using the Present Simple tense. Few words make for a stronger headline. For example:

- **ITALY WIN THE WORLD CUP**
- **WAR BREAKS OUT BETWEEN AFRICAN COUNTRIES**
- **FAMOUS ACTRESS GIVES BIRTH TO BABY GIRL**

On television or the radio, headlines are usually given using the Present Perfect. Because it is official language, the sentences are not shortened but are in full. The same headlines are as follows:

- **“ITALY HAVE WON THE WORLD CUP”**
- **“ WAR HAS BROKEN OUT BETWEEN THE TWO AFRICAN STATES”**
- **“THE FAMOUS ACTRESS HAS GIVEN BIRTH TO A BABY GIRL”**

When we want to “announce” events in our daily lives we often use the Present Perfect:

“Our car has just broken down!” “I’ve just cut myself”

**Game:** with your partners come up with 2 examples of “announcements”. These can be related to news

headlines or from one's daily lives. Make the announcements a little bit mysterious. See if the other classmates can guess the context.

## PROJECT



Look at the Appendix, p. 114 and then make your own newspaper with interesting news from your school or town. Talk to people, make interviews and find out all the amazing stories they have experienced. Work in groups and collect the information before you write the articles. Make drawings or even stick pictures to make your newspaper more interesting.



Divide the groups as follows:

- Group 1** - News collecting group
- Group 2** - Photos group
- Group 3** - Article writers
- Group 4** – Designers
- Group 5** - Editors
- Group 6** - Salesmen (if selling it)

# SELF-ASSESSMENT TEST



Name:.....  
Class:.....  
Date:.....  
Score:...../ 100



**A. Accomplishments.** Important things that mankind has done.

Read the notes and make sentences:

**Step/moon, 1. invent/telephone, 2. travel/other planets, 3. find /cure /many diseases, 4. fly/in planes, 5. cross/oceans, 6. build /skyscrapers, 7. explore/all the continents, 8. travel/in space, 9. invent/TV, 10. build/fast cars**

He has stepped on the Moon.

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



**Points: ...../ 40**

**B. Correct the sentences** (use the present perfect in all):

1. He has went to Peru.

.....

2. They has never been to the theatre.

.....

3. Did you saw the new spaceship?  
It's fantastic.

.....

4. How long did you live in Athens?

.....

5. They have went to the party?

.....



**Points:** ..... / 15

**C. The following are typical situations from everyday life. Look at the pictures and write what they have just done or haven't done yet:**



1. ....

2. ....

3. ....

4. ....

5. ....

**Points:** ..... / 25

**D. Simple Past or Present Perfect? Fill in:**

1. James is not here. He .....(go) jogging.

2. We.....(laugh) a lot at the party last night.
- 3.....you ever .....(be) to Scotland?
4. They..... never .....(eat) sushi.
5. Who.....Joanne .....(meet) yesterday?
6. I.....(not do) my homework yet.
7. What.....you .....(see) at the aquarium?
8. My friends.....(spend) their holidays abroad last summer.
9. They.....already .....(clean) their desks.
10. I.....(have) snails for dinner last night.

**Points:** ...../ 20

**Tick what's true for you:**



### **Now I can:**

- Say what I have done so far in my life
- Tell between what has happened (no specific time) and what happened (time given)
- Write and read newspaper articles

### **Learning strategies in English**



#### **WRITING:**

- When write a sentence, I always think about the person who will read it.
- What exactly do I want to say?
- I think about how to combine words.
- I take into account the context.

# Unit 10

## SUMMER IS HERE!

### In this unit:

- ✓ We read about the Parthenon marbles
- ✓ We write about ancient civilisations
- ✓ We listen to a museum guide speaking about a famous painting
- ✓ We speak about Athens El. Venizelos Airport

### What is happening at Athens airport?

1	2	3	4	5	6	7
ARRIVALS ▼ ▲	AIRLINE ▼ ▲	FLIGHT	VIA	EXPECTED ARRIVAL ▼ ▲	SCHEDULED ARRIVAL ▼ ▲	REMARKS
New York (JFK)	Delta Airlines	DL 132		12/6/2008 09:50	12/6/2008 08:50	Arrived
New York (JFK)	Olympic Airlines	OA 412		12/6/2008 09:10	12/6/2008 09:10	Arrived
Philadelphia	US Airways	US 758		12/6/2008 09:15	12/6/2008 09:25	Arrived
Istanbul	Turkish Airlines	TK 1845		12/6/2008 09:45	12/6/2008 09:30	Arrived
Stuttgart	Germanwings	4U 2684		12/6/2008 09:45	12/6/2008 09:40	Arrived
Thessaloniki	Aegean Airlines	A3 107		12/6/2008 09:50	12/6/2008 09:55	Arrived
Beirut	MEA	ME 251		12/6/2008 10:10	12/6/2008 10:05	Arrived
Larnaca	Aegean Airlines	A3 903		12/6/2008 10:15	12/6/2008 10:10	Arrived
New York (Newark)	Continental Airlines	CO 104		12/6/2008 10:20	12/6/2008 10:20	Arrived

1	2	3	4
ARRIVALS	AIRLINE	FLIGHT	VIA
New York (JFK)	Delta Airlines	DL132	
New York (JFK)	Olympic Airlines	OA 412	
Philadelphia	US Airways	US 758	
ISTANBUL	Turkish Airlines	TK1845	
Stuttgart	Germanwings	4U 2684	
Thessaloniki	Aegean Airlines	A3 107	
Beirut	MEA	ME 251	
Larnaca	Aegean Airlines	A3 903	
New York (Newark)	Continental Airlines	CO 104	

5

6

7

EXPECTED ARRIVAL	SCHEDULED ARRIVAL	REMARK
12/6/2008 09:50	12/6/2008 08:50	Arrived
12/6/2008 09:10	12/6/2008 09:10	Delayed
12/6/2008 09:15	12/6/2008 09:25	Arrived
12/6/2008 09:45	12/6/2008 09:30	Cancelled
12/6/2008 09:45	12/6/2008 09:40	Arrived
12/6/2008 09:50	12/6/2008 09:55	Arrived
12/6/2008 10:10	12/6/2008 10:05	Arrived
12/6/2008 10:15	12/6/2008 10:10	Cancelled
12/6/2008 10:20	12/6/2008 10:20	Arrived

## ← Arrivals



Lesson 1

AT THE AIRPORT

A LEAD-IN

**TOURISM IN GREECE**

Look at the chart. Where do most tourists to Greece come from? Why do visitors enjoy coming here?

Discuss.

Make statements e.g. The UK is rainy, so British visitors come to Greece for the sun.

COUNTRIES	VISITORS TO GREECE
United Kingdom	1.479.452
Germany (wet/cold)	1.315.081
Italy (close)	689.376
France (no islands)	435.103
Holland (cold & windy)	382.861

Data from EOT, January - June 2005





**B LISTENING** 

Nadine comes to Greece to spend her holidays with Kostas and Mark. Kostas meets Nadine at the airport. They speak about her flight and about Greek food. Fill in the missing questions.



....How was your flight?

**A bit bumpy over the Alps.  
My head is spinning but I'll soon get over it.**



1. ....?

**Moussaka, what's that?  
Is that a traditional dish?**

2. ....?

**I'm not crazy about aubergines.**

3. ....?

**That sounds delicious.**



## **C** VOCABULARY

Kostas is not sure what some of Nadine's expressions mean. Match them with their meaning and help him find out.

1. a bit bumpy
  2. my head is spinning
  3. I'll get over it soon
  4. traditional dish
  5. I'm not crazy about
- 
- a. not smooth
  - b. I don't like it very much
  - c. I feel a little dizzy
  - d. local food of a country
  - e. I'll be fine in a minute

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

## **D** ROLE-PLAY

Mark's flight is finally here. Kostas and Nadine welcome him. Read the clues and act out the dialogue between Kostas, Nadine and Mark. The previous dialogue can help you.

### CLUES

nice weather

watch film

drink orange juice

play video game

Sleep



## **E** MEDIATION: SOMEONE WHO DOESN'T SPEAK GREEK

You are at the Athens International Airport waiting for a friend. A Canadian tourist who cannot read Greek is asking you if Flight OA661 from Mykonos has arrived. Look at the announcement board and explain to him what has happened to the flight.

ΑΦΙΞΗ ΑΠΟ	ΑΕΡΟΠΟΡΙΚΗ ΕΤΑΙΡΕΙΑ	ΠΤΗΣΗ	ΜΕΣΩ
ΜΙΛΑΝΟ ΜΧΡ	ΑΛΙΤΑΛΙΑ	AZ 728	
ΝΤΥΣΣΕΛΝΤΟΡΦ	ΟΛΥΜΠΙΑΚΕΣ ΑΕΡΟΓΡΑΜΜΕΣ	ΟΑ 182	ΘΕΣΣΑΛΟΝΙΚΗ
ΜΥΚΟΝΟΣ	ΟΛΥΜΠΙΑΚΕΣ ΑΕΡΟΓΡΑΜΜΕΣ	ΟΑ 661	
ΝΤΥΣΣΕΛΝΤΟΡΦ	ΑΕΓΕΑΝ AIRLINES	A3 541	ΘΕΣΣΑΛΟΝΙΚΗ
ΣΑΝΤΟΡΙΝΗ	ΟΛΥΜΠΙΑΚΕΣ ΑΕΡΟΓΡΑΜΜΕΣ	ΟΑ 559	

ΑΝΑΜΕΝΟΜΕΝΗ ΑΦΙΞΗ	ΠΡΟΓΡΑΜ/ΝΗ ΑΦΙΞΗ	ΠΑΡΑΤΗΡΗΣΕΙΣ
03/02/07 18:15	03/02/07 18:25	Αφίχθη
03/02/07 18:10	03/02/07 18:30	Αφίχθη
03/02/07 19:00	03/02/07 18:30	Καθυστέρηση
03/02/07 18:50	03/02/07 18:50	Αναμενόμενη
03/02/07 19:05	03/02/07 19:05	Αναμενόμενη

### Time Prepositions



Do you remember how to use the verb tenses?

**Every day I go / Up to now I've been / Yesterday I went / Tomorrow I will go**

<b>A. Present</b>	<ul style="list-style-type: none"> <li>• Do you enjoy going to the playground?</li> <li>• Yes, we love going there.</li> </ul>
<b>B. Present Perfect</b>	<ul style="list-style-type: none"> <li>• Have you been to Athens, before?</li> <li>• Mmm, yes. I've been there twice in the past.</li> </ul>
<b>C. Past Simple</b>	<ul style="list-style-type: none"> <li>• Did you see Jack, yesterday evening?</li> <li>• No, he wasn't there. He broke his leg, while he was going home from work.</li> </ul>
<b>D. Future</b>	<ul style="list-style-type: none"> <li>• Of course, I will help you if you like. I'm going to meet some friends after school, but I'll be back at 9:00.</li> </ul>

## **F** READING & WRITING

You enjoy reading a children's magazine that contains a pen pal section. You have read this letter from a boy from Sweden and you decide to reply. What do you say?

Hello, I am Olaf from Sweden and I am 11 years old I love helicopters. One of my heroes is Igor Sikorsky. He was born in Russia but moved to the United States to develop his passion for aircraft He invented the first modern helicopter. In the US. he set up his own company and this company remains the most successful helicopter producer in the world.

Last year my dad gave me a radio-controlled model helicopter and I fly this most weekends at a park near my house.

Does anyone like helicopters?  
I am looking forward to your letters!  
Love, Olaf



Dear Olaf,

.....

.....

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.....

## CROSS CURRICULAR PROJECT

### A. HOW TO PRESENT A PLACE

Organise a presentation of the Athens International Airport. Talk about the area, the buildings, the number of passengers and flights, the airlines and the facilities. Use the information in the box below. You may find [www.aia.gr](http://www.aia.gr) useful.

**Differentiated Pedagogy (\*\*):** Appendix, page 114, Activity A. Here you may find an information table about the London Heathrow Airport. More competent pupils can use both tables and present a comparison between the two airports. You may find [www.heathrowairport.com](http://www.heathrowairport.com), the official site of Heathrow airport, useful.

<b>Information</b>	
<b>1. Serves</b>	<b>Athens</b>
<b>2. Distance from Central Athens</b>	<b>30 km</b>
<b>3. Opening date</b>	<b>March 2001</b>
<b>4. Number of Runways</b>	<b>2</b>
<b>5. Length of Runways</b>	<b>4,000 m.</b>
<b>6. IATA Code</b>	<b>ATH</b>
<b>7. Awards</b>	<b>European Airport of the Year 2004 (ITM awards), Best Airport in Southern Europe 2005 &amp; 2006 (Skytrax Awards)</b>
<b>8. Passengers in 2006</b>	<b>15 million</b>
<b>9. Planned passenger handling</b>	<b>50 million</b>
<b>10. Served by</b>	<b>Attiki Odos, Athens Metro, Proastiakos Railway, Express Buses</b>

## B. HOW TO ORGANISE A PRESENTATION

Imagine either one of these two places: Pelion (Magnisia), Zagorochochia (Epeirus) Imagine the following five ways of sensing:

- What can you hear?
- What can you see?
- What can you smell?
- What can you feel?
- What can you taste?



Zagorochochia (Epeirus)

Now put your notes together and «paint» a complete picture of the place». Following that you may also want to add some information about the history of the place you have chosen.

# 10 Unit

## Lesson 2

### TOURISTS LOVE VISITING PLACES

#### A LEAD-IN ▶

Have you ever visited a museum?  
Where was it? What did you see there?  
Was there something which impressed you?



#### B READING

Read this text about the Parthenon Marbles and give your opinion below.

#### Members of the Parliament - Early Day Motion

The present Parliament congratulates Channel 4 for the quality and the success of its recent programme «Fifteen-to-one», which was especially dedicated to the Elgin Marbles. During the telephone vote after the programme, 92.5% of the total 100,000 voters were in favour of the return of the Marbles in Greece. We believe that today the whole case about their return has been forgotten. Therefore, we call upon Her Majesty's Government to start immediately with negotiations on the matter with the Greek government.

Signed by more than 100 members of the British Parliament  
(London, 19/6/1996)

Now give your opinion \_\_\_\_\_

---

---

---

---

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## **C** DEBATE: RETURNING THE PARTHENON MARBLES

Should the Parthenon Marbles be returned to Greece or not? Now, it is your turn to discuss and decide. You can start a debate between two groups of students. The first group should support the return of the marbles and the second group should be against it. Choose a chairperson, make some notes and start the debate.



 To get some ideas go to the Appendix, Activity B, page 114.

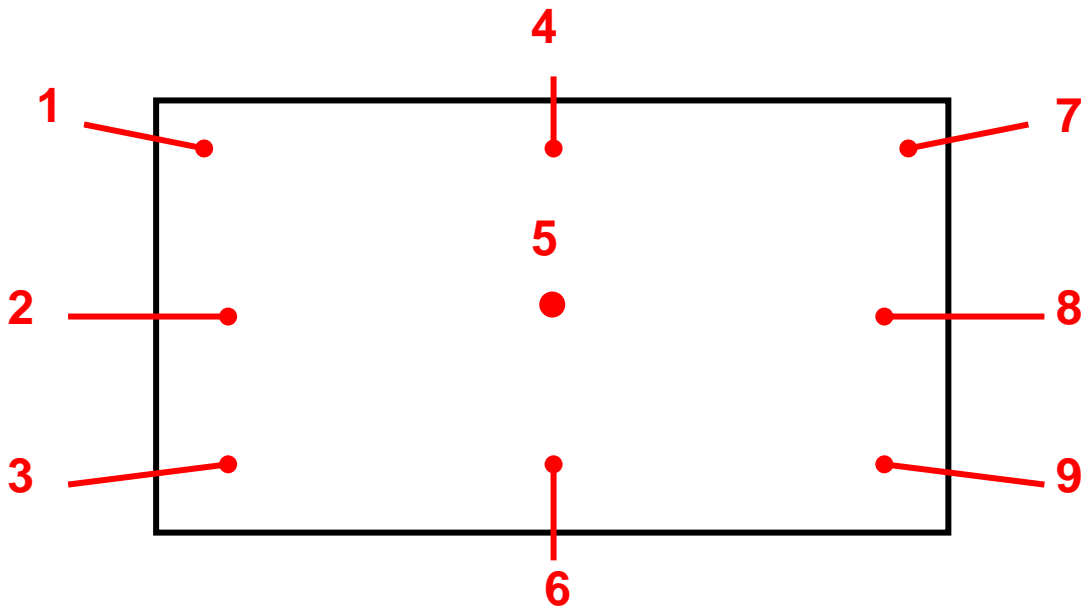
We can talk about the position of an object (or a person) in a picture/ drawing/photo using the following phrases



1. In the top left-hand corner
2. on the left
3. in the bottom left-hand hand corner

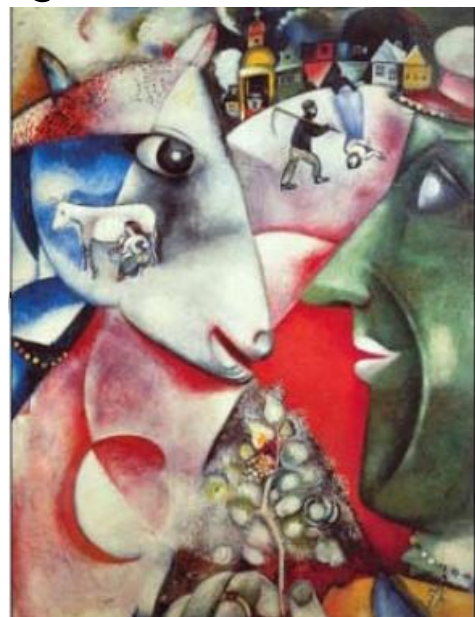


- 4. at the top
- 5. in the middle
- 6. at the bottom
- 7. in the top right-hand corner
- 8. on the right
- 9. in the bottom right-hand corner



**D LISTENING** 

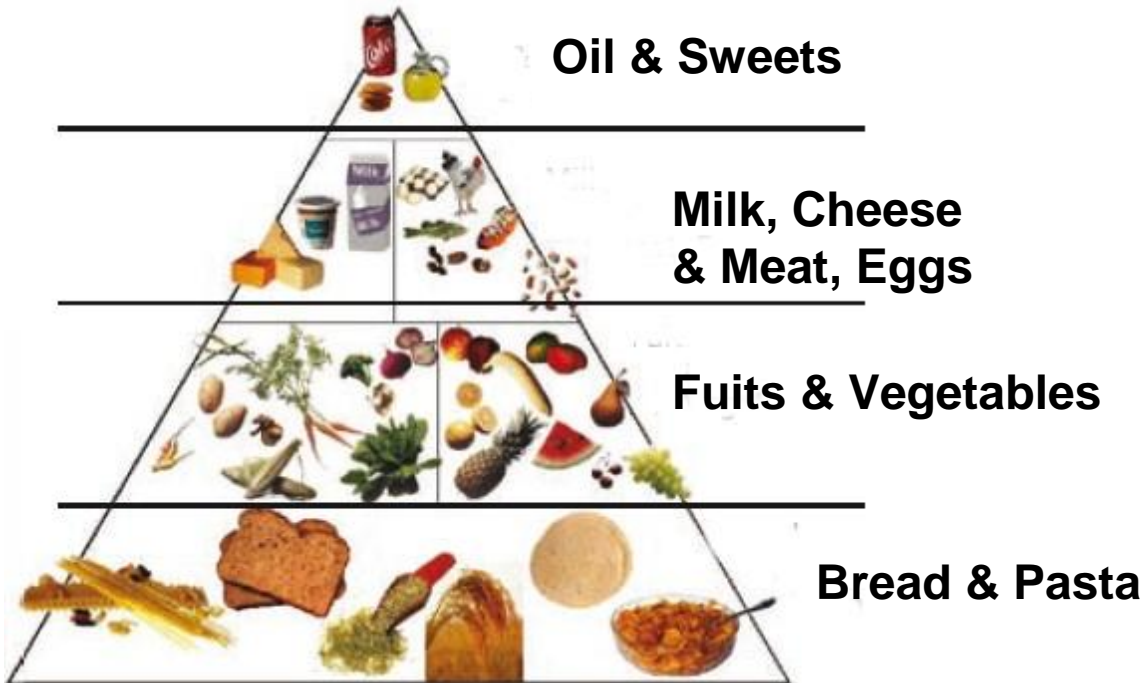
The children of a school in New York are visiting the Museum of Modern Art ([www.moma.org](http://www.moma.org)). They are very interested in a painting of Mark Chagall called *I and the Village*. While the teacher is explaining the different parts of the painting, circle the objects she is describing.



## **E** ROLE-PLAY

It is Friday evening and the children want to find a nice restaurant for dinner. Look at the following and decide which is the best choice for a healthy meal. Discuss together with your classmates.

### **THE FOOD PYRAMID**



#### **The Minoan**

**Traditional Greek Taverna**

**Open: Tuesday to Sunday Greek cuisine and specialities  
Saturday: Greek dancing**

#### **Il Ristorante**

**Italian cuisine, Some Greek specialities, hamburgers**

**Quick service, good prices, live music**

**Open: Wednesday to Sunday**



#### **The Golden Dragon**

**Chinese restaurant Excellent service, beautiful atmosphere  
Open: seven days a week**



Rock Burger  
The best burgers in town  
Lively atmosphere, rock music, cheap prices  
Open seven days a week



**F** PORTFOLIO

Nadine is keeping a diary. She is writing about the places she has visited in Athens and also about the places she is going to visit the two following days. Fill in the following spaces. Look at the table in the Appendix, Activity C, page 115-116, to help you.

Date:...../...../.....

Dear Diary,

I arrived in Athens on the 4th of July with my mother. Kostas was waiting for me at the airport with his father and Mark arrived some time later.

Eleftherios Venizelos is the .....  
.....airport I have ever seen.

On July 5th we visited .....

Yesterday we .....

Today we are going to .....



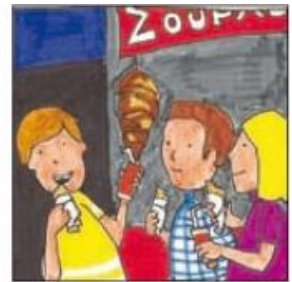
Tomorrow we are going to .....



There are so many places to see in Athens that it's impossible to see them all in 4 days. I feel tired already but I have lots of photos. The food is great. I love pita souvlaki and tzatziki. Write again soon.

**G SPEAKING** 

The following week the children are visiting Crete with their parents. They are lying on a beach and they are thinking of their beautiful holidays in Greece. Look at the pictures and make the dialogues in groups of three.



# 10 Unit

## Lesson 3

### MYTHS AND LEGENDS

#### A LEAD-IN ▶

Travelling is a good way of getting to know the world's myths. Do you know about any of these myths? Discuss with your partner and then with the rest of your class.



#### B READING

Robin Hood is one of the most famous English legends for children. How did he get the name «Hood» and who were his «Merry Men»? Read the passage in the Appendix, Activity D, page 116 to find out.

Robin took his surname from .....

The Merry Men were .....

## **C** PORTFOLIO

Collect information and pictures about gods from other civilizations from around the world. For example: Mexico (Aztecs), Peru (Incas), Norway (Vikings). Stick the information you find on cardboard and put it up on your classroom wall. Don't forget to show pictures.

 For extra Portfolio work, see Appendix, Activity E, page 117.



**Inca god**



**Aztec temple**

## SELF-ASSESSMENT TEST



Name:.....  
 Class:.....  
 Date:.....  
 Score:..... / 100



### A. Word categories: Where can we see the following?

**Sculptures, quick service, passengers, goddess, traditional dishes, flights, food, temple, announcement, international cuisine, frieze, baggage**

Airport	Archaeological sites	Restaurant

**Points: ..... / 24**

### B. Choose the correct word or phrase:

1. Tony.....in Tokyo for five years, but he left in 2001.

- a. lives                      b. lived                      c. is going to live

2. Somebody.....my bicycle. Now I'll have to walk home.

- a. stole                      b. steals                      c. has stolen

3. Tomorrow we ..... to Bermuda.

- a. are flying              b. fly                      c. flew

4. The Titanic.....in 1912.

- a. sinks                      b. has sunk                      c. sank

5. She.....after the ice cream truck, but she couldn't reach it.

- a. runs                      b. ran                      c. is running

6. Jimmy ..... Dubai.

- a. already visits    b. has already visited    c. visited

7. I ..... my key yesterday, so I couldn't get into my house.

- a. have lost                      b. losed                      c. lost

8. Have you.....had the measles?

- a. ever                      b. never                      c. yet

9. I believe I ..... James at the party tomorrow.

- a. saw                      b. see                      c. will see

10. I have ..... done the washing up. The kitchen is clean.

- a. yet                      b. already                      c. never

**Points:** ..... / 40



**HMS Victory**



**C. Mark has been to Paris and Nadine wants to find out more. Fill in Nadine's questions to Mark:**

Nadine:.....

Mark: Yes, I went last Easter.

Nadine: .....

Mark: I went with my school.

Nadine: .....

Mark: Yes, we went to the Louvre the first day we got there.

Nadine: .....

Mark: No we didn't see the Mona Lisa because there were too many people.

Nadine: .....

Mark: Yes, we saw the Venus of Milo.

Nadine: .....

Mark: Yes, I'd like to go to Paris again, next time with my family.

**Points:** ..... / 36



## Tick what's true for you:



### Now I can:

- Write a postcard, a diary
- Welcome a friend and ask him about his trip
- Read a text about the past
- Describe a picture
- Speak about my holidays
- Use the verb tenses to narrate a story



### Learning strategies in English

#### **STRATEGIES TO GET INFORMATION:**

- I can read a text in Greek and present its main points in English
- I ask experts for information
- I check any information with my group
- I use encyclopaedias to get information

# APPENDIX

**It's your choice!**

## Unit 6 GOOD, BETTER, BEST

### LESSON 1- 3



#### **Activity A.**

Think of a product that you like and write an advertisement. Try to think of as many advantages as you can to persuade your customers to buy this product. Use a lot of superlatives. Draw the product in the box or stick a photo if you have one. Use the ideas below to help you:


There are no words to describe the new.....  
It is the newest/best/smallest/ cleverest etc.....  
in the market.

You can ..... with it. It can change your life!  
Buy it now!



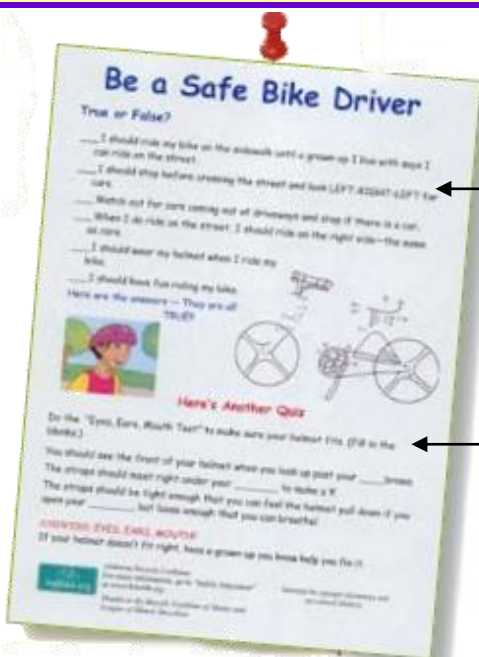
## HOW TO WRITE A GOOD ADVERT

**Remember AIDA: Attention, Interest, Desire, Action.**

- 1. Attention:** This is generally achieved by the main title of the advert. You should make some sort of promise.
- 2. Interest:** Through the main text you try and relate to what the reader thinks about the issues concerned.
- 3. Desire:** The reader of the advert must want what you are advertising.
- 4. Action:** decide what you want the reader to do.

### Tips:

- Make the advert easy to read. Use simple language. Efficient writing enables efficient reading.
- Use language that your reader uses.
- Use short sentences.
- Use bullet points and short paragraphs.
- Get the reader involved. Refer to the reader as 'you'.
- Try to incorporate something new, innovative, exciting, challenging - people are attracted to new things.
- Stress what is unique.



True or False?

Here is Another Quiz

## Unit 7 GOING BACK IN THE TIME

### LESSON 1-3

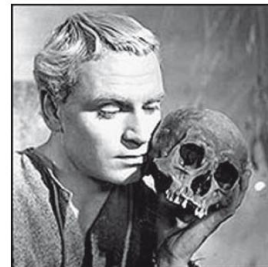
#### **Activity A.**

Fill in the following box giving information about Shakespeare and his work.

Name: .....  
Occupation: playwright.....  
Time of birth: .....  
Hometown:.....  
Tragedies: Hamlet .....  
Comedies: .....  
Anything else?: .....

#### **“To be or not to be”**

This is the beginning of perhaps the most famous monologue in literature. The words reflect the state of sadness and desperation of Hamlet, the Prince of Denmark. His father, the King, died. His mother the Queen, remarried after his father’s death. This disturbed Hamlet greatly, because she married the King’s brother, Hamlet’s uncle Claudius. Claudius is now King of Denmark. Hamlet feels much worse when from the ghost of his dead father he learns it was Claudius who killed his father. Within this difficult situation, Hamlet now thinks about what he must do next.



## Unit 8 ALL ABOUT STORIES

### LESSON 1-3

#### **Activity A (\*)**.

Look at the following pictures. They give you part of a story. Work in groups and give your own ending to it. Then share your stories with the other groups. You can use a dictionary or ask your teacher to help you with unknown vocabulary.



### PROJECTS

- ✓ You can work with other pupils and borrow another book from the school library. You can read it and then write a small summary of the story. It can be put in the book corner board in your classroom or the school newspaper. Then your classmates will be able to know more things about this book and read it themselves.
- ✓ Make a list of Easter symbols throughout the world. Use the Internet, encyclopaedias, books or other sources of information. List your findings in a chart.
- ✓ Have traditional customs changed over the years? Make a list of customs from Greece or any other country you know well and next to this write whether these customs have changed in recent years. List what you have discovered in a chart.

## Holidays & Traditions

### Easter in Norway

Easter in Norway is dominated by Easter chickens, Easter eggs in all colors and occasionally Easter bunnies. Yellow chickens are everywhere at Easter time. Drawn chickens, plastic chickens, cotton chickens, chickens made of all sorts of materials can be seen in private homes, shop windows, newspapers and magazines, on plastic bags and on television. It's no wonder yellow has become the color of Easter in Norway.

Maundy Thursday, Good Friday and Easter Monday are national holidays in Norway. School children however have 6 days of Easter vacation (not counting the weekends). The Norwegians in general do not pay much attention to the religious aspect of Easter. Of course they know the story, but only some will go to church services.

A typical  
Easter chicken  
with a decorated  
Easter egg.



Easter chicken skiing-  
Just like the Norwegians  
themselves do.



Easter holiday in  
the mountain: Skiing



## Easter in Mexico

Easter celebration in Mexico is held as a combination of two separate big observances -Semana Santa and Pascua. The former means the whole of the Holy Week - Palm Sunday to Easter Saturday. And the Pascua is the observance for the period from the Resurrection Sunday to the following Saturday.

For most Mexicans, this two-week period is the time for a great vacation. People enjoy this time with the community of their choice.

Semana Santa celebrates the last days of the Christ's life. Pascua is the celebration of the Christ's Resurrection. It is also the release from the sacrifices of Lent.

In many communities, the full Passion Play is enacted from the Last Supper, the Betrayal, the Judgement, the Procession of the 12 Stations of the Cross, the Crucifixion and, finally, the Resurrection. In some communities, real crucifixion is included. The enactments are often nicely staged, costumed and acted, with participants preparing for their roles for nearly the full year leading up to Semana Santa.

[http://www.theholidayspot.com/easter/world-easter/mexican\\_easter.htm](http://www.theholidayspot.com/easter/world-easter/mexican_easter.htm)





## Easter in Africa

In Africa, Easter is celebrated as a main function of the Christian communities. In the Easter Vigil hundreds of people assemble in the church building. In most parish churches the Easter Vigil is anticipated, because there are no lights, usually beginning at 3pm and finishing at dark, around 6pm. The church is decorated by Vitenge and Kanga, clothes made up in the form of butterflies, flowers, banana trees etc. Christian hymns are accompanied by the beating of drums and Kigelele, the high-pitched sounds made by women.



[www.theholidavspot.com/easter/world-easter/in\\_africa.h  
tm](http://www.theholidavspot.com/easter/world-easter/in_africa.htm)

## HOW TO SAY “HAPPY EASTER” IN DIFFERENT LANGUAGES

- Catalan: Felices Pasques
- Chinese: Fu huo jie kuai le
- Croatian: Sretan Uskrs
- Danish: Glødelig Pæske
- Dutch: Gelukkig Paasfest
- French: Joyeuses Paques
- German: Frohe Ostern
- Hungarian: Boldog Husveti ànnepeket
- Lihuanian: Linksmu Velyku
- Modern Greek: Kalo Pascha
- Norwegian: God pæske
- Polish: Wesolych swiat
- Portuguese: Boa Pascoa
- Russian: Schtsjastlivyje Paschi
- Serbian: Hristos voskrese



### LESSON 3

#### HOW TO CREATE A SCHOOL NEWSPAPER

##### Main Steps

- **SUPPORT:** Have a teacher back your plan - it helps a lot!
- **TEAM:** Find other pupils to make a team. Some to write articles, others to design, others to get sales etc.
- **TITLE:** With the team, come up with a nice name for the newspaper.
- **CONTENT:** Decide what you want to have in the paper: articles, photos, games, advice columns, adverts, etc.
- **DEADLINES:** Set clear dates and times for the articles to be written.
- **EDITING:** Make corrections to the articles and all other material to make sure there aren't any mistakes.
- **TEMPLATE:** Use a computer template for the layout (Microsoft has a newsletter template).

- **MORE EDITING:** Once you have laid it out, the newspaper must be checked again for mistakes.
- **PUBLISH IT:** With your school printer, print the number of copies you need.

## Important points

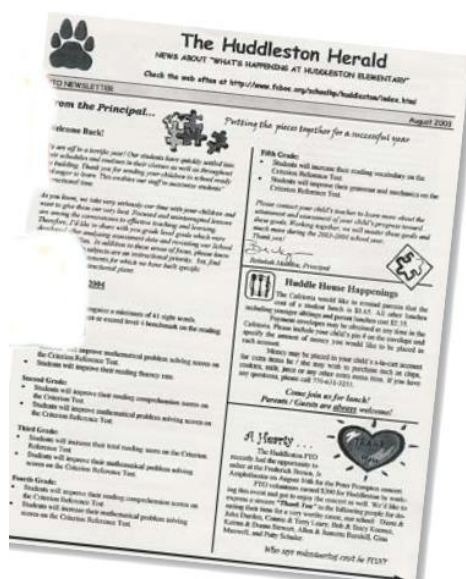
- Make sure the team has all the right skills.
- Set a realistic time for each issue.
- Members of the team respect each other's ideas.
- Good teamwork is essential.

## Warnings

- Never print anything that is offensive to anyone else.
- Edit carefully.

## What you need

- A computer that has a newsletter template
- A good dictionary
- Good writing skills
- Lots of imagination and creativity
- Good organisation



## Unit 10 SUMMER IS HERE!

### LESSON 1-3

#### **Activity A.**

#### Information

1. Serves	London
2. Distance from central London	24km
3. Opening year	1946
4. Number of Runways	2
5. Length of Runways	3900 m.
6. IATA code	LHR
7. Awards	Best Airport in Europe Award 2004
8. Passengers in 2006	67.7 million
9. Served by	Heathrow Express (15 mins.), Underground (60 mins.), 30 Bus Routes.

#### **Activity B.**

The school children of Windward School in New York debate the Parthenon Marbles. Read what each student wrote.

The Parthenon marbles should remain in the British Museum. One reason is that in Athens there is too much pollution, which damages the marble. Also, for some people Athens is too far to travel to. Finally, some more people live in Britain, so more people will go to the British Museum and see the Marbles.

Edwih, 6th Grade Student

The Parthenon Marbles should be returned to Athens. People told Lord Elgin he could take what he wanted off the ground. Instead he sawed pieces off the Parthenon. Also, the pieces of the frieze should be together in Athens, because the Parthenon was built in Athens. Finally, The British Museum didn't take good care of the Marbles. When the museum cleaned the Marbles, they damaged them. The Parthenon Marbles must be returned to Athens.  
Rhoda

**Further Activity:** Write an e-mail to the Greek Ministry of Culture (<http://www.yppo.gr/0/gcontact.jsp>) to bring the Parthenon Marbles back to Athens.

 **Activity C.**

<p><b>5th July</b></p>	<p><b>Syntagma: shopping</b></p> 	<p><b>Omonoia: walking – shopping</b></p> 	<p><b>City Hall Square: visiting</b></p> 
<p><b>6th July</b></p>	<p><b>Acropolis: visiting</b></p> 	<p><b>The National Archaeological Museum: visiting</b></p> 	<p><b>The Mall: cinema – shopping</b></p> 

<b>7th July</b>	<b>Lycabettus: lunch</b> 	<b>Athens metro: visiting</b> 	<b>Restaurants by the sea: dinner</b> 
<b>8th July</b>	<b>Keramikos Ancient Cemetery: walking</b> 	<b>National Gardens: walking</b> 	<b>Plaka: shopping – dinner</b> 

 **Activity D.**

**ROBIN HOOD AND HIS MERRY MEN**

When Robin first came to live in Sherwood Forest he was sad. He could not forget all he had lost. But he was not lonely for long. When people heard he had gone to live in Sherwood, other poor men, who had been driven out of their homes by the Normans, joined him. They soon formed a band of outlaws. They became known as the "Merry Men."

Robin was no longer Robin of Huntingdon, but Robin of Sherwood Forest. People shortened Sherwood into "Hood". Some say he was called "Hood" from the green hoods he and his men wore. It does not matter much how he came to have his name. He had become known, not only all over England, but in many countries far away, as Robin Hood.  
 (www.mainlesson.com)



 **Activity E.**

Pair work. The pictures on Greek vases were often scenes from daily life and Greek myths. Some of them were given as presents or prizes to champion athletes. This vase was one of these.

With your partner decide on an everyday scene and draw it on the vase. Then, write three sentences to describe what the scene is about and what the people in it are doing.

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



## UNIT 1

Comparatives

We use comparatives to compare two people, animals or things. We often use the word **than** after the comparative form.

e.g. Bob is **taller than** Mark. / Your car is **bigger than** mine.

- **Short adjectives:** Add **-er** to short adjectives to make the comparative form.

strong - stronger

✓ **NOTE:** If the adjective ends in **-y**, you take off **-y** and you add **-ier**. e.g. healthy - healthier / easy - easier / pretty – prettier

- **Long adjectives:** With long adjectives we use the word **more** before the adjective to make the comparative form. e.g. beautiful - more beautiful

Superlatives

We use superlatives to compare one person or thing to several others. e.g. This is the **youngest** pupil in the class.

- **Short adjectives:** To form the superlative of short adjectives, we put the word **the** before the adjective and add the ending **-est**.

clever - cleverest



✓ **NOTE:** If the adjective ends in -y, you take off -y and you add -iest. lazy - laziest / crazy - craziest / pretty – prettiest

• **Long adjectives:** To make the superlative form of a long adjective, we put the words **the most** before the adjective.

expensive - the most expensive / difficult - the most difficult

**Be careful!** Some adjectives have irregular comparative and superlative forms.

<b>Good</b>	<b>better</b>	<b>best</b>
<b>Bad</b>	<b>worse</b>	<b>worst</b>
<b>many/much</b>	<b>more</b>	<b>most</b>
<b>Little</b>	<b>less</b>	<b>least</b>

e.g. Sue is a **better** singer than Mary.

## UNIT 7

### Talking about the past

In English we use the **Simple Past** tense for

- actions that happened in the past at a definite time
- routines or states in the past that are now finished

e.g. Napoleon died in 1821.

I **finished** my homework yesterday.

Last night we **visited** our parents.

He **had** a small boat when he was young.

Positive	Negative		Question
	<b>Long form</b>	<b>Short form</b>	
I finished	I did not finish	I didn't finish	Did I finish?
You finished	You did not finish	You didn't finish	Did you finish?
He finished	He did not finish	He didn't finish	Did he finish?
She finished	She did not finish	She didn't finish	Did she finish?
It finished	It did not finish	It didn't finish	Did it finish?
We finished	We did not finish	We didn't finish	Did we finish?
You finished	You did not finish	You didn't finish	Did you finish?
They finished	They did not finish	They didn't finish	Did they finish?

## Short answers

Did you visit your uncle?	Yes, I did. / No, I didn't.
Did he/she visit his/her uncle?	Yes, he/she did. / No, he/she didn't.
Did they visit their uncle?	Yes, they did. / No, they didn't.

✓ **NOTE:** Of course you have noticed that the last part of the past tense verbs (-ed) is the same for all persons and is used **only in the Positive form.**

### Spelling!

**Be careful!**

- verbs ending in e add only d e.g. lived loved smoked
- verbs ending in y change y to ied e.g. try-tried cry-cried study-studied
- most verbs ending in one vowel + one consonant (not w or y) change to one vowel + double consonant e.g. travel-travelled shop-shopped

With the Past Simple we can use the following time expressions: yesterday, then, ago, last night/week/month/year, in 1995...

## UNIT 8

### Actions in progress

was/were + ing	e.g. she was running	they were eating
----------------	----------------------	------------------

In English we can use the **Past continuous** tense to

- talk about events or actions which were in progress for some time in the past

e.g. We were dancing all night long.

- talk for two or more actions which happened at the same time in the past  
e.g. Sue was washing the car while Mark was watering the flowers.
- create the atmosphere and the background of a story.  
e.g. All small creatures were happy in the forest. The birds were singing, the rabbits were playing and the wild ducks were swimming in the lake.

Positive	Negative		Question
	<b>Long form</b>	<b>Short form</b>	
I was walking	I was not walking	I wasn't walking	Was I walking?
You were walking	You were not walking	You weren't walking	Were you walking?
He was walking	He was not walking	He wasn't walking	Was he walking?
She was walking	She was not walking	She wasn't walking	Was she walking?
It was walking	It was not walking	It wasn't walking	Was it walking?
We were walking	We were not walking	We weren't walking	Were we walking?
You were walking	You were not walking	You weren't walking	Were you walking?
They were walking	They were not walking	They weren't walking	Were they walking?

### Short forms

Were you running?	Yes, I was. / No, I wasn't.
Was he/she/it running?	Yes, he/she/it was. / No, he/she/it wasn't.
Were they running?	Yes, they were. / No, they weren't.

With the **Past Continuous** tense we can use these time expressions: while, when, as...

---

## UNIT 9.

### The perfect tense

**Have/has + ed**

We use the present perfect tense in order to talk about:

- actions which started in the past and continue up to now

e.g. **I have worked** here for many years.

- actions which happened in the past but we do not know the exact time. Here the action is more important than the time.(compare with the past simple)

e.g. They **have finished** their homework.

- past experiences

e.g. I **have travelled** to France before.

<b>Positive</b>		<b>Negative</b>		<b>Question</b>
<b>Long form</b>	<b>Short form</b>	<b>Long form</b>	<b>Short form</b>	
I have lived abroad.	I've lived abroad	I have not lived abroad.	I haven't lived abroad.	Have I lived abroad?
You have lived abroad.	You've lived abroad	You have not lived abroad.	You haven't lived abroad.	Have you lived abroad?
He has lived abroad.	He's lived abroad	He has not lived abroad.	He hasn't lived abroad.	Has he lived abroad?
She has lived abroad.	She's lived abroad.	She has not lived abroad.	She hasn't lived abroad.	Has she lived abroad?
It has lived abroad.	It's lived abroad.	It has not lived abroad.	It hasn't lived abroad.	Has it lived abroad?
We have lived abroad.	We've lived abroad	We have not lived abroad.	We haven't lived abroad.	Have we lived abroad?
You have lived abroad.	You've lived abroad.	You have not lived abroad.	You haven't lived abroad.	Have you lived abroad?
They have lived abroad.	They've lived abroad.	They have not lived abroad.	They haven't lived abroad.	Have they lived abroad?

## Short forms

Have you lived abroad?	Yes, I have / No, I haven't.
Has he/she/it lived abroad?	Yes, he/she/it has. / No, he/she/it hasn't.
Have they lived abroad?	Yes, they have. / No, they haven't.

Time expressions usually used with the **present perfect** are: for, since, ever, never, yet, already, how long...

## Imperial Units

### Length

1 inch	=2,54 cm
1 foot (12 inches)	=20,48 cm
1 yard (36 inches)	=91,44 cm
1 mile (1760 yards)	=1609,34 m

### Volume

1 pint	=568 ml
1 gallon (8 pints)	=4,546 L

### Weight

1 ounce	=28,35 g
1 pound (16 ounces)	=453,6 g
1 stone (14 pounds)	=6,35 kg
1 ton	=1016 kg

# APPENDIX

## MAPS

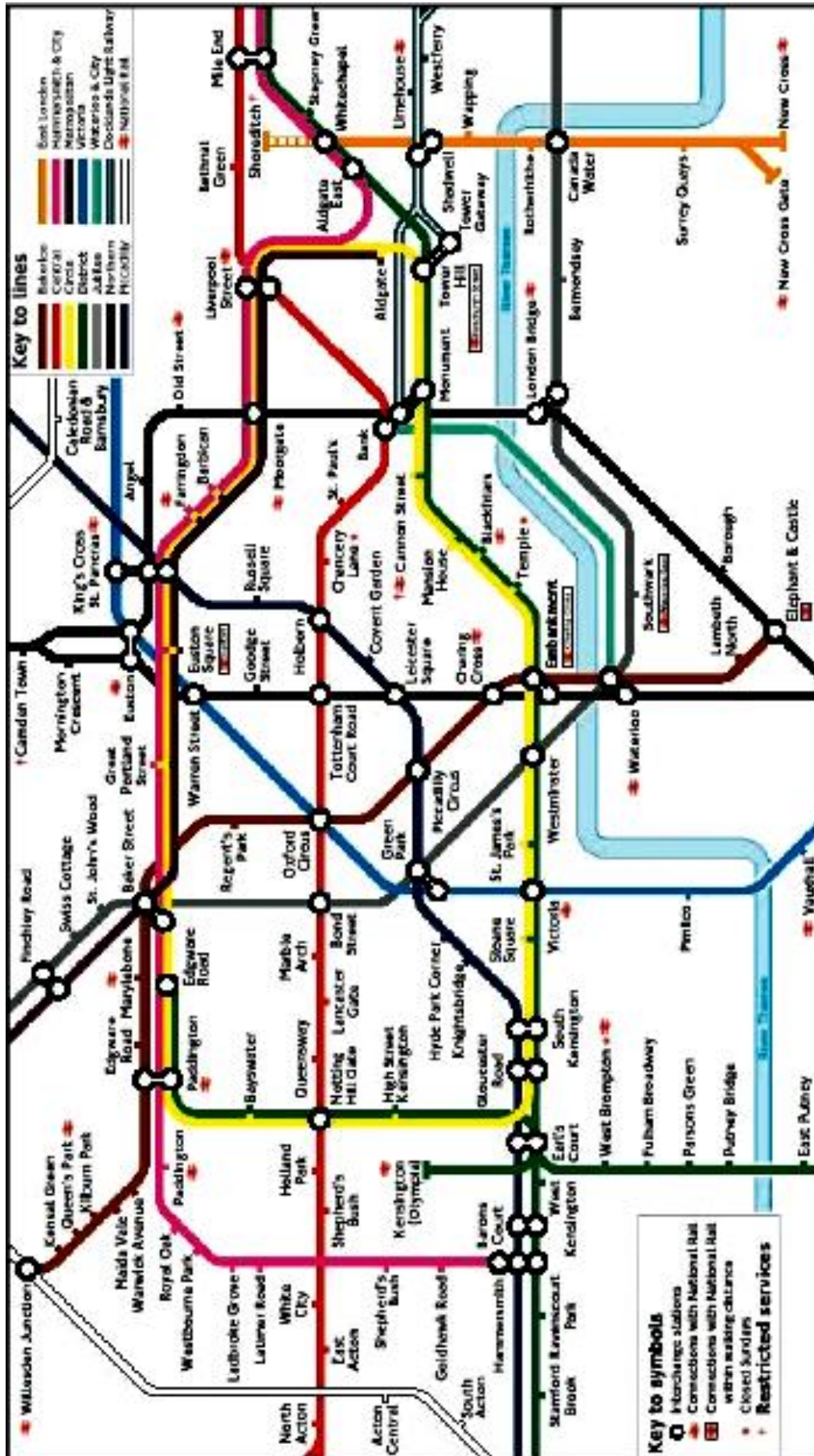







# Athens Metro Map



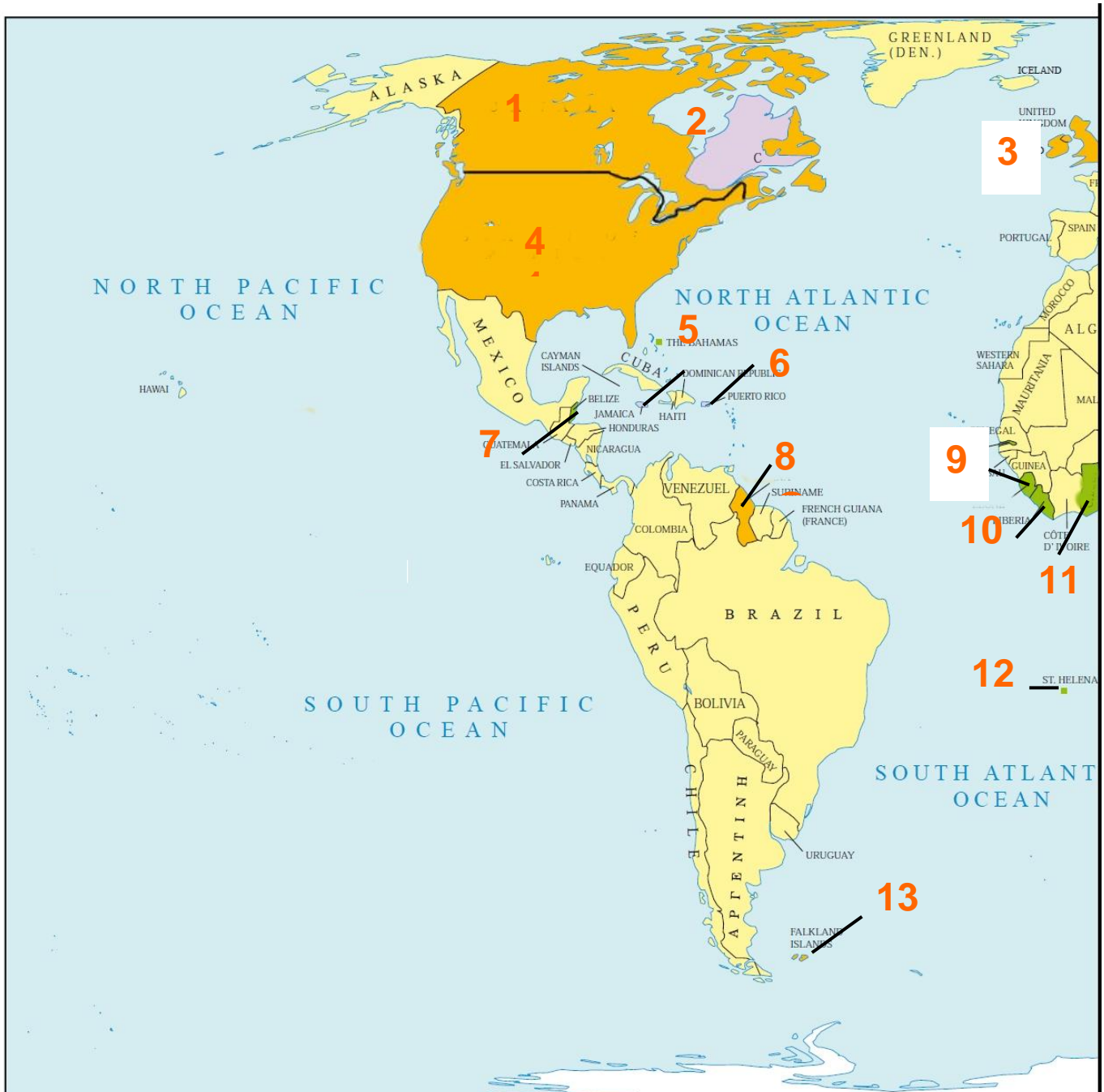
# London Tube Map



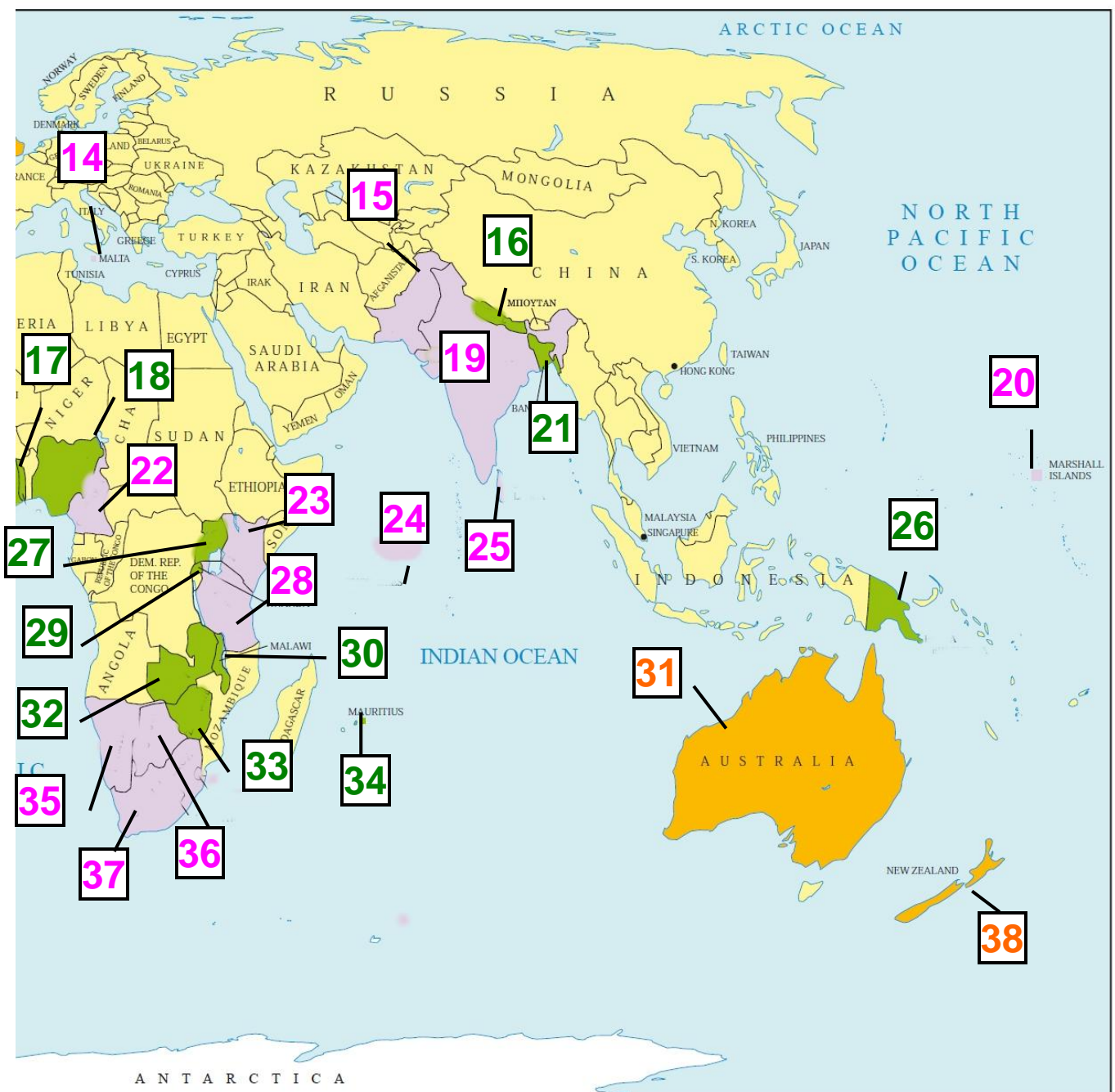
## **Map on the pp 150-151**

-  **English as official language and mother tongue**
-  **English as official language**
-  **English as one of the official languages**

- |                                    |                             |
|------------------------------------|-----------------------------|
| <b>1. CANADA</b>                   | <b>7. BELIZE</b>            |
| <b>2. QUEBEC</b>                   | <b>8. GUIANA</b>            |
| <b>3. UNITED KINGDOM</b>           | <b>9. SIERRA LEONE</b>      |
| <b>4. UNITED STATES OF AMERICA</b> | <b>10. LIBERIA</b>          |
| <b>5. JAMAICA</b>                  | <b>11. GHANA</b>            |
| <b>6. PUERTO RICO</b>              | <b>12. ST. HELENA</b>       |
|                                    | <b>13. FALKLAND ISLANDS</b> |



- |                            |                             |                         |
|----------------------------|-----------------------------|-------------------------|
| <b>14. MALTA</b>           | <b>22. CAMEROON</b>         | <b>31. AUSTRALIA</b>    |
| <b>15. PAKISTAN</b>        | <b>23. KENYA</b>            | <b>32. ZAMBIA</b>       |
| <b>16. NEPAL</b>           | <b>24. SEYCHELLES</b>       | <b>33. ZIMBABWE</b>     |
| <b>17. TOGO</b>            | <b>25. SRI LANKA</b>        | <b>34. MAURITIUS</b>    |
| <b>18. NIGERIA</b>         | <b>26. PAPUA NEW GUINEA</b> | <b>35. NAMIBIA</b>      |
| <b>19. INDIA</b>           | <b>27. UGANDA</b>           | <b>36. BOTSWANA</b>     |
| <b>20. MARSHALL ISLAND</b> | <b>28. TANZANIA</b>         | <b>37. SOUTH AFRICA</b> |
| <b>21. BANGLADESH</b>      | <b>29. RWANDA</b>           | <b>38. NEW ZEALAND</b>  |
|                            | <b>30. MALAWI</b>           |                         |



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