

**ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ
ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ**

**Ελευθερία-Κλειώ Κολοβού
Άννα Κρασιώτου**

**Αγγλικά Ε΄ Δημοτικού
English 5th Grade**



Pupil's Book

Τόμος 3ος

English 5th Grade

Pupil's Book

Τόμος 3ος

**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.

ΣΥΓΓΡΑΦΕΙΣ

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

ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ

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Μέλος ΔΕΠ
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τ. Σχολική Σύμβουλος
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ΕΙΚΟΝΟΓΡΑΦΗΣΗ

Ελισάβετ Βαβούρη, *Εικονογράφος*

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ΚΑΤΑ ΤΗ ΣΥΓΓΡΑΦΗ

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**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 Fr. Baker και Παρ. Μουστακίδου***

ΠΡΟΣΑΡΜΟΓΗ ΤΟΥ ΒΙΒΛΙΟΥ ΓΙΑ
ΜΑΘΗΤΕΣ ΜΕ ΜΕΙΩΜΕΝΗ ΟΡΑΣΗ

Ομάδα Εργασίας
Αποφ. 16158/6-11-06 και
75142/Γ6/11-7-07 ΥΠΕΠΘ

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**Ελευθερία-Κλειώ Κολοβού
Άννα Κρασιώτου**

**ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ:
ΕΚΔΟΣΕΙΣ ΠΑΤΑΚΗ**

English 5th Grade

Pupil's Book

Τόμος 3ος

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.**

1. Experiences

2. Daily Life

THE PAST

3. Historical Events

4. Changes



7 Unit

Lesson 1

FAMOUS PEOPLE OF THE PAST

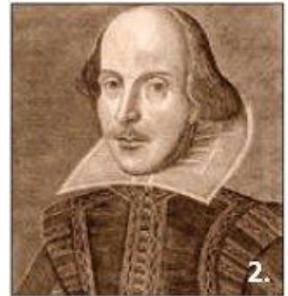
A LEAD-IN: FAMOUS THEATRES & PLAYWRIGHTS ▶

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?



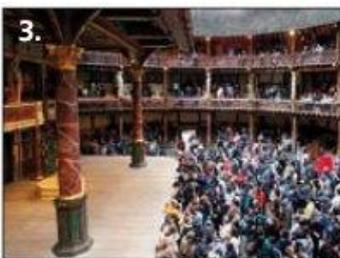
1.

a. Aristophanes,
b. Epidavros
Ancient
Theatre,

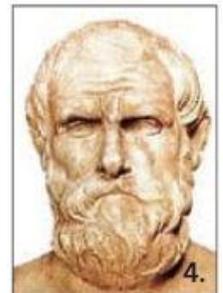


2.

c. The Globe
Theatre,
d. William
Shakespeare



3.



4.

C 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 79-80, 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.

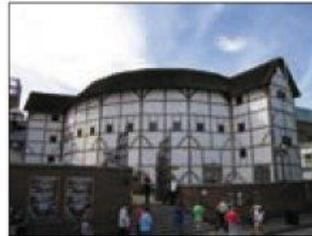
Topics	Statements
Place of Birth	Shakespeare was born in Stratford-upon-Avon
Date of Birth	He was born in 1564.
Plays	
How long to write a play	
Theatre	
Famous plays	

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.



	Epidaurus	The Globe Theatre
Location	Epidaurus, Argolida	Southwark, London
Date built	360 BC	1599
Seats	14,000	
Rows	55	
Open or closed	Open	
Shape	Semi-circular	Circular
Made out of	Stone	
Acoustics	Excellent	
Women's roles	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.

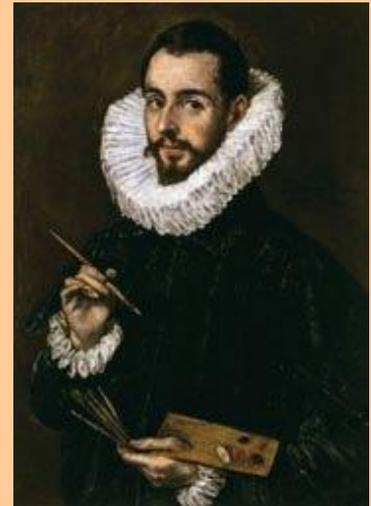
.....

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"

	Present	Past
Most regular verbs	work	worked
	call	called
	show	showed
Verbs ending in "e"	live	lived
	move	moved
	die	died
Verbs ending in consonant +-y	study	studied
Verbs ending in one stressed vowel	shop	shopped
+ one consonant (except w and y).	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:

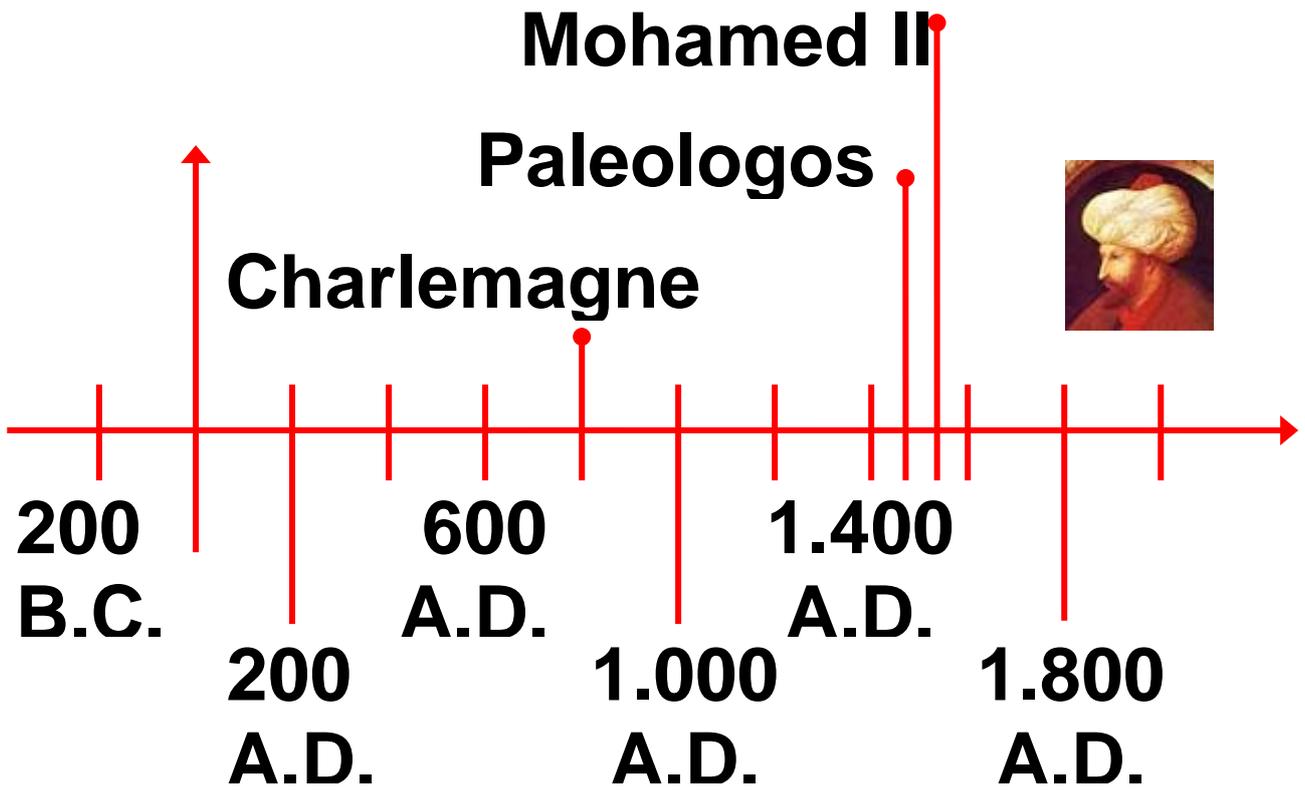
1. Charlemagne (747-814)
2. Konstantinos Paleologos (1404-1453)
3. Mohamed II (1432-1481)

- Use the following guidelines.

- How did he become famous?
- What did he do during that period?
- What was life like in that period?

- 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.



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



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 to nights 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** 

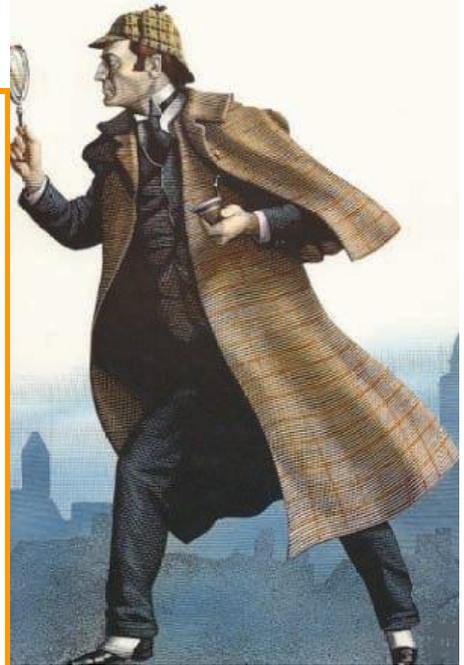
In pairs, one of you is the policeman and the other Jack Smith. Match and act out the questions and answers.

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

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 Rublev 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?



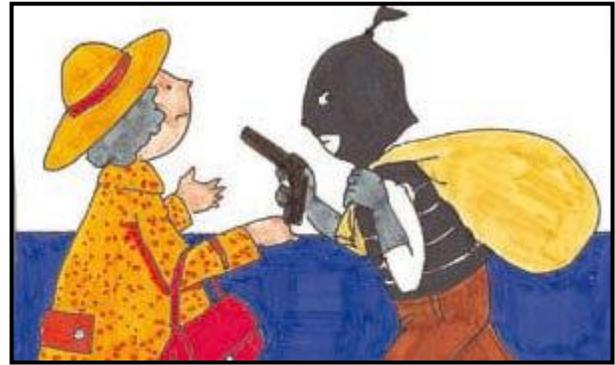
1.



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**

Lesson 3

ALEXANDER THE GREAT



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.

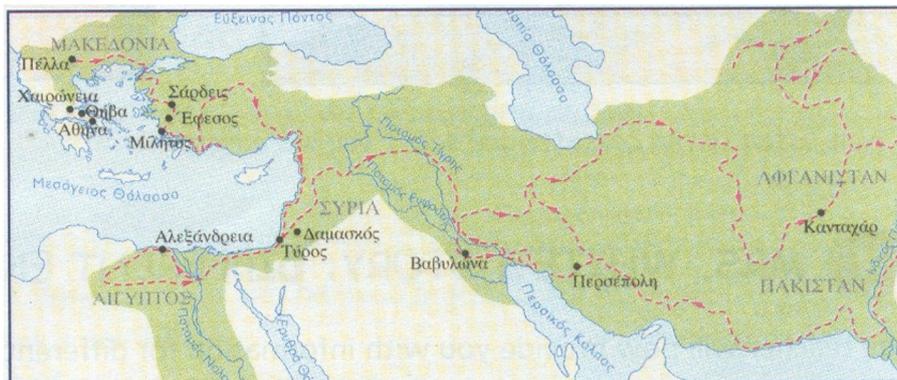
Choose one of the following statements which show Alexander was a great leader. Explain why.

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.	
1	Hello! Who are you?	
...	Yes, I know. I'm very sad.	B
...	But do ghosts cry? I can see tears running on your face.	
...	Because my husband killed me.	
...	But why?	

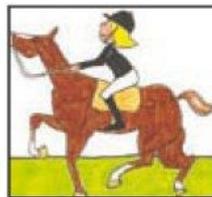
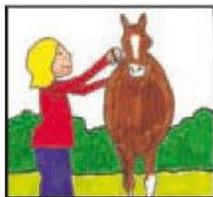
<p>... Killed you? Who was your husband?</p> <p>... But why did he kill you?</p> <p>... King Henry VIII. And I was his queen.</p> <p>... Because I gave him a daughter.</p>	<p>C</p>
<p>... Killed you? That's preposterous!</p> <p>... Well, I suppose it made a lot of difference to my husband.</p> <p>... Well, he didn't want a girl. He wanted a son.</p> <p>... I don't understand. What's the difference between a son and a daughter?</p>	<p>D</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!

E

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 princess-es, 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?

A



B



C



D

E

F

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

H 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.

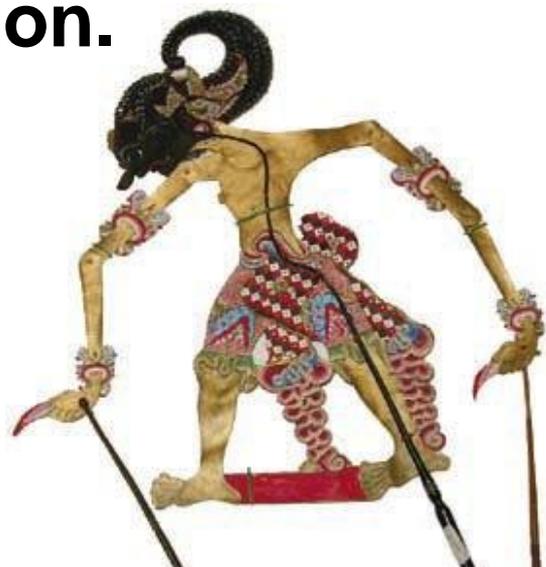
**2. SHADOW PUPPET THEATRE -
KARAGIOZIS: You could write a**

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. 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.

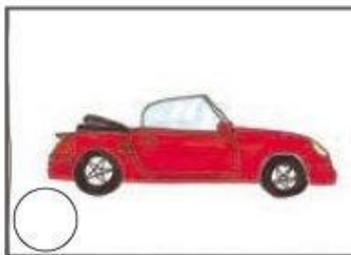
Nadine: Did you know the person? Was it someone who played a trick on you?

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
daylights
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?

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



✓ Do you approve of this kind of humour?

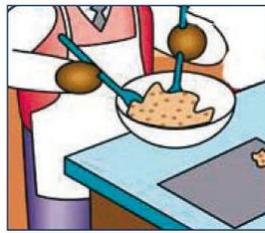
Have you had a frightening experience. How did it happen?

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 79-80, 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. 81-89 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 88 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

APPENDIX

It's your choice!

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:.....

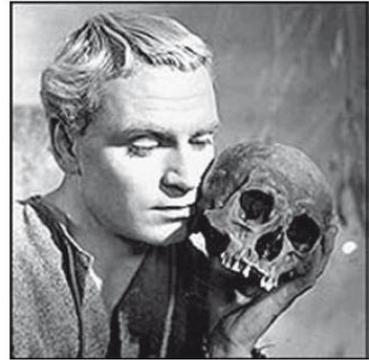
Tragedies: Hamlet

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



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 Kigelegele, the high-pitched sounds made by women.

www.theholidayspot.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
- **Italian:** Buona Pasqua
- **Lithuanian:** Linksmu Velyku

- **Modern Greek:** Kalo Pascha
- **Norwegian:** God p eske
- **Polish:** Wesolych swiat
- **Portuguese:** Boa Pascoa
- **Russian:** Schtsjastlivyje Paschi
- **Serbian:** Hristos voskrese
- **Spanish:** Felices Pascuas
- **Swedish:** Glad P esk
- **Turkish:** Mutlo (eller Hos) Paskalya
- **Yiddish:** A fraylekhn Pesah

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
	Long form	Short form	
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
	Long form	Short form	
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...**

Με απόφαση της Ελληνικής Κυβέρνησης τα διδακτικά βιβλία του Δημοτικού, του Γυμνασίου και του Λυκείου τυπώνονται από τον Οργανισμό Εκδόσεως Διδακτικών Βιβλίων και διανέμονται δωρεάν στα Δημόσια Σχολεία. Τα βιβλία μπορεί να διατίθενται προς πώληση, όταν φέρουν βιβλιόσημο προς απόδειξη της γνησιότητάς τους. Κάθε αντίτυπο που διατίθεται προς πώληση και δε φέρει βιβλιόσημο, θεωρείται κλεψίτυπο και ο παραβάτης διώκεται σύμφωνα με τις διατάξεις του άρθρου 7, του Νόμου 1129 της 15/21 Μαρτίου 1946 (ΦΕΚ 1946, 108, Α').



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