

## 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 145, 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.



## 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. 146-148

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 148, 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.

- The Titanic (cross) ..... the Atlantic when she (hit) ..... an iceberg.
- 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.
- Sharon (be) ..... in the room when Jack told me what happened, but she (not hear) ..... anything because she (not listen).....
- I (call) ..... you last night after dinner, but you (not be) ..... there. Where (you/be) .....?
- I (work out)..... at the gym.
- 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.
- 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.

- Kate / rang / the / was / telephone / cleaning / when

.....

- sleeping / I / hear/ because / I / his / didn't / story / was

.....

- ill / black / was / a / Bob / and / wearing / looked / coat

.....

- eating / TV / I / Leslie / was / while / watching / was

.....



# 8 Unit

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

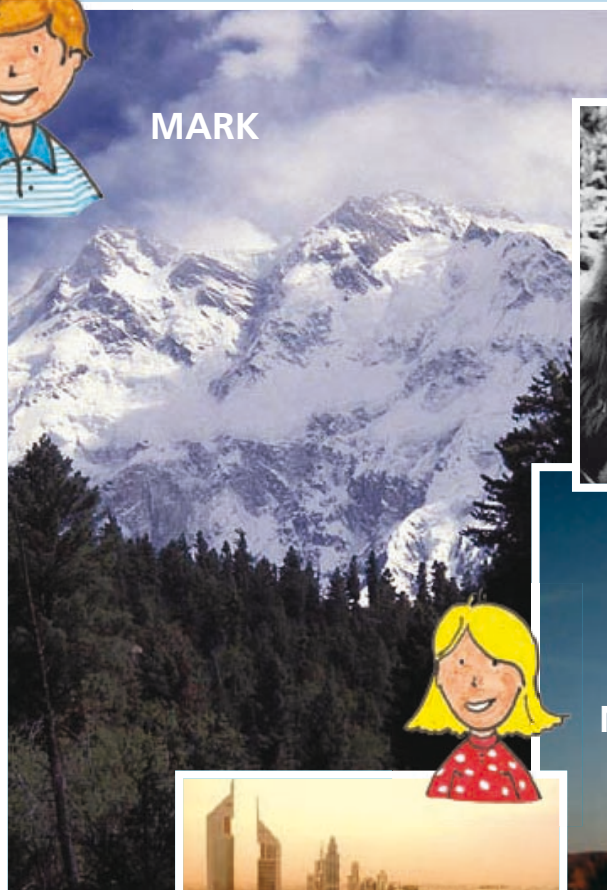
## AMAZING PEOPLE AND PLACES

- 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!!!*



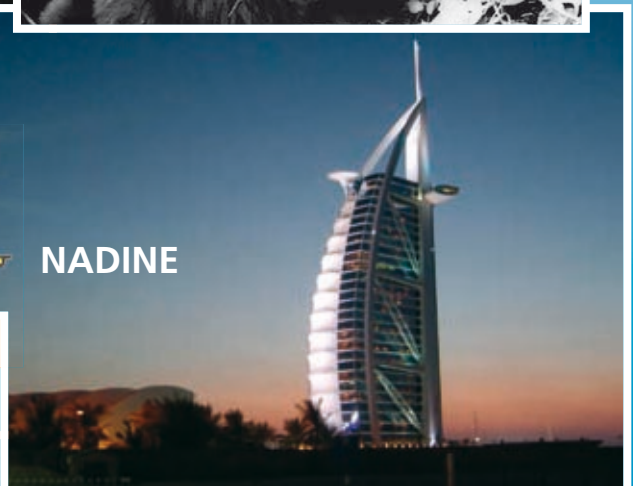
MARK



KOSTAS



NADINE



## 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. ....

**GRAMMAR  
FOCUS**

## 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?

# 9 Unit

## C WRITING & SPEAKING

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

I've been to...	I've travelled on...	I've eaten...
Countries & Cities	Transport	Foods from other countries
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!



Part of Dubai from the air.

### 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?		

### 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**

- Can you help me with this \_\_\_\_\_, sir? It's very heavy.
- I've just come back from a \_\_\_\_\_ to Geneva. It was great!
- Something which is not real is \_\_\_\_\_
- His father has \_\_\_\_\_ problems at the moment because he has lost his job.
- 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)

