

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

Κατηγορίες βιβλίων

novel = μυθιστόρημα

comic

detective story

fairy tale = παραμύθι

science fiction = επιστημονική φαντασία

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	Around the world in 80 days
Mystery	The Mona Lisa mystery
Comics	Superman
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.

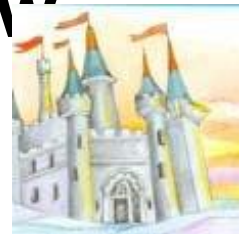
Names: 1. Prince 2. Princess 3. king 4. Queen

	Characters	Adjectives
1.	Prince	Handsome, young, sad, lonely
2.	Princess	beautiful, clever, sensitive
3.	servants	scared
4.	king/Queen	old, wise, worried

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?



It was a scary woman wearing dark clothes. The King asked her who she was. She took her hoodie off and the King realised she was a beautiful princess who was looking for someone.

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. **F** 2. **A** 3. **B** 4. **D** 5. **E** 6. **C**

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:

.....

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**.

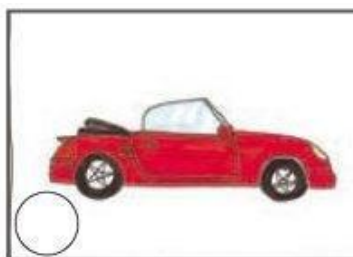
Nadine: Did you know the person? Was it someone who played a trick on you?

Mark: Yeees, 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.

b1. nasty

d2. play a trick

e3. experience

c4. scared the daylight
out of me

a5. raised

f6. 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. **d** 3. **e** 4. **c** 5. **a** 6. **f**

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.

- 3.Mr Paul Brown**
- 4.Mrs Diana Brown**
- 1.Charles Brown**
- 2.Angela Brown**
- 5.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.

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) **was crossing** the Atlantic when she (hit) **hit** an iceberg.
2. I (watch) **was watching** a mystery film on TV the other day when the electricity (go off) **went off**.
Now I'm never going to find out how the film ends.
3. Sharon (be) **was** in the room when Jack told me what happened, but she (not hear) **didn't hear** anything because she (not listen) **wasn't listening**.
4. I (call) **called** you last night after dinner, but you (not be) **weren't** there. Where (you/be) **were** you?
I (work out) **was working out** at the gym.
5. Sue is in the living room, watching TV. At this time yesterday, she (also watch) **was watching** TV. That's all she ever does, I'm afraid.
6. Mark (arrive) **arrived** at Alice's house a little before ten o'clock, but she (not be) **wasn't** there. She (study) **was studying** 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

Kate was cleaning when the telephone rang.

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

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

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

Bob was wearing a black coat and looked ill

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

Leslie was watching TV while I was eating

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

While Mum was cooking, I left.

Points:...../ 30

C. Write the correct words into the gaps below.

did got became Once upon a time
returned caught said told

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

One morning, the fisherman went fishing and (2) **caught** a Golden Fish. The Golden Fish (3) **said** 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) **got** 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)**became** ruler, with beautiful clothes and many riches. And more still. She (6) **told** her husband,” “Catch the fish. I want to be the ruler of the seas”.

The fisherman caught the fish. But when he (7) **returned** 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