



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?

Henry VIII



Anne Boleyn



Points: / 20

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?	
..... Killed you? Who was your husband?	C
..... But why did he kill you?	
..... King Henry VIII. And I was his queen.	
..... Because I gave him a daughter.	
..... Killed you? That's preposterous!	D
..... 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?	
..... And he killed you himself?	E
..... 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!	

Points: / 36

7 Unit

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



Last Sunday was a special day for Nadine.

.....

.....

.....

Points: / 28

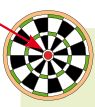
D. A horrible weekend.

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

- | | |
|--|--|
| <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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. |
|--|--|

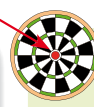
Points: / 16

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

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



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:

- Decide what kind of book it is, and
- 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.		

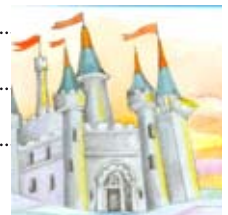
D WRITING

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.

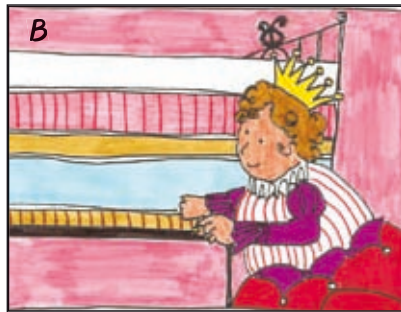
Study the following sentences to see how we can talk about past events that were going on for some time.

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

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.

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?

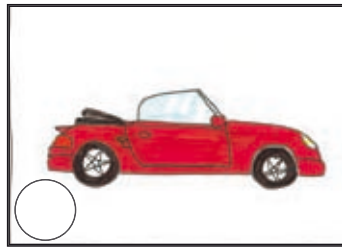
Mark: Yeees, it was my cousin Susan and her sister. Silly girls! She and her sister had come to visit us. Her sister was in the car and Susan was hiding behind some bushes. They **played a trick** on me to scare me. I didn't think it was very funny!



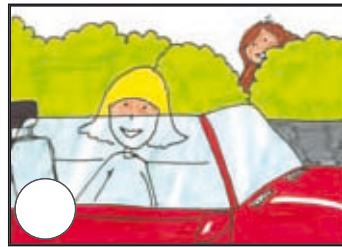
a



d



b



e



c

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 | a. lifted up |
| 2. play a trick | b. very bad, awful |
| 3. experience | c. terrified me |
| 4. scared the daylights out of me | d. to do something that makes the other person feel bad |
| 5. raised | e. something which happens to you |
| 6. convertible | 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



1.



2.



3.



4.



5.

GRAMMAR
FOCUS

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.

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.

