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Γ' ΚΟΙΝΟΤΙΚΟ ΠΛΑΙΣΙΟ ΣΤΗΡΙΞΗΣ
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«Ολοκληρωμένη Αξιοποίηση των Τ.Π.Ε. στην Εκπαιδευτική Διαδικασία»

ΒΙΒΛΙΟ ΔΑΣΚΑΛΟΥ

«Αγγλικά Α-Γ Γυμνασίου»

Κατηγορία Λογισμικού: **Αγγλικά - Γενική Αγωγή**
Τάξεις - Βαθμίδα: **Α-Γ Γυμνασίου**
Ειδική Εκπαιδευτική Ανάγκη: **Προβλήματα Όρασης**



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ΒΙΒΛΙΟ ΔΑΣΚΑΛΟΥ

Α' Γυμνασίου

Γνωστικό αντικείμενο: Αγγλική Γλώσσα Α' Γυμνασίου για παιδιά με τύφλωση ή μερική όραση

Γενική ενότητα: Επικοινωνία σε μια ξένη γλώσσα.

Θεματική ενότητα: The reporter (Units 1-5)

Σκοπός:

- Να μπορεί ο μαθητής να επικοινωνεί στην αγγλική γλώσσα

Διδακτικοί στόχοι:

- Να εξελίσσει σταδιακά τη δυνατότητα να ακούει προσεκτικά το συνομιλητή του και να ανταλλάσσει πληροφορίες
- Να εξελίσσει σταδιακά τη δυνατότητα να απομονώνει πληροφορίες που τον ενδιαφέρουν
- Να εξελίσσει σταδιακά τη δυνατότητα να μπορεί να κατανοεί μια ηχητική οδηγία σε ξένη γλώσσα
- Να εξελίσσει σταδιακά τη δυνατότητα να χρησιμοποιεί γλώσσα περιγραφής`
- Να εξελίσσει σταδιακά τη δυνατότητα να συμμετάσχει σε παιχνίδι ανάληψης ρόλου
- Να εμπλουτίσει σταδιακά το λεξιλόγιο του
- Να εξοικειωθεί με τη χρήση του Ενεστώτα για να περιγράψει καθημερινές συνήθειες, να αφηγηθεί γεγονότα και να δώσει οδηγίες.
- Να αρχίσει να χρησιμοποιεί τα βοηθητικά ρήματα "be" και "have"
- Να αρχίσει να χρησιμοποιεί το κτητικό επίθετο
- Να μπορεί να χρησιμοποιεί τους απόλυτους αριθμούς

Λογοτεχνία:

- Να δοθούν ερεθίσματα στο παιδί να ασχοληθεί με την εφηβική λογοτεχνία

Γλώσσα

- Να αντιληφθεί ότι υπάρχουν πολλά είδη λόγου

Περιγραφή δραστηριοτήτων:

Σκηνή 1 (εισαγωγική σκηνή μικρής χρονικής διάρκειας)

Στην οθόνη εμφανίζεται η εικόνα ενός αγοριού κι ενός κοριτσιού. Οι εικόνες συνοδεύονται από βήματα που καθώς πλησιάζουν γίνονται πιο έντονα ηχητικά. Μιλά πρώτα το αγόρι. *"Hi! I am Danny and next to me it is Claire, my cousin"*. Μιλά έπειτα το κορίτσι. *"Hello there!"*

Σκηνή 2 (εισαγωγική σκηνή μικρής χρονικής διάρκειας)

Τρέχοντας έρχεται κοντά στα δύο παιδιά ένα σκυλάκι που δηλώνει την παρουσία του με ένα «γαβ». «Γεια! Εγώ είμαι ο Κύρο και έχω έρθει μαζί με τα παιδιά. Όποτε χρειάζεσαι βοήθεια, μπορείς να με βρίσκεις στο πλήκτρο F1».

Μιλά η Claire: "We are from England but now we are in Greece". Μιλά ο Danny. "We are alone and we want a friend. Do you want to play with us? Choose one of us"

Ο μαθητής επιλέγει είτε την Claire είτε τον Danny. Ο ήρωας που επελέγη λέει χαρωπά. "Great! Thank you! What is your name?" Ακούγεται ένα «κλικ» και εντολή από τον επιλεγμένο ήρωα "Can you write your name for me? Press Enter when you finish."

(Πλήκτρο F1: Ηχητική εντολή από τον Κύρο. «Γράψε το όνομά σου στα αγγλικά για να το διαβάσει η Claire ή ο Danny και πάτησε ENTER μόλις τελειώσεις.») Μόλις ο μαθητής γράψει το όνομά του, μιλά ο ήρωας. "Cool name! Where are you from? Press Enter when you finish."

(Πλήκτρο F1: Ηχητική εντολή από τον Κύρο. «Γράψε στα αγγλικά από ποια χώρα κατάγεσαι και πάτησε ENTER μόλις τελειώσεις»)

Σκηνή 3 (μικρής διάρκειας)

Στην οθόνη εμφανίζεται το εσωτερικό ενός σπιτιού. Υπάρχει ένας καναπές που κάθεται ο ήρωας και τηλεόραση (που έχει μεγάλο μέγεθος). Ο ήρωας λέει: "No school today! Let's watch TV." Ακούγεται ο ήχος του ανοίγματος της τηλεόρασης και στη συνέχεια ο ήχος ποδοσφαιρικής εκπομπής. Ο εκφωνητής λέει: "Let's go back to the match! (σιγά σιγά επιταχύνει) Dreck is now ready to shoot, but no, no it is Jardino who steals the ball and shoots! Yes, it is a great goal, ladies and gentlemen".

Ο ήρωας λέει: Nice description! Can you find the verbs the sportscaster uses? You can listen to the sportscaster again by pressing 1. [F1: Ο Κύρο λέει: Βρες τα ρήματα που χρησιμοποιήθηκαν στην αναμετάδοση του αγώνα. Αν θες να ακούσεις ξανά το κείμενο πάτησε το πλήκτρο 1.].

Στο κάτω μέρος της οθόνης εμφανίζονται οι εξής επιλογές και ο μαθητής επιλέγει ποιο είναι το σωστό ρήμα:

Choose the correct verb.

The sportscaster used

1. is / has (Σ: is)
2. come / go (Σ: go)
3. shoot / kick (Σ: shoot)
4. let / lose (Σ: let)
5. rob / steal (Σ: steal)

Σκηνή 4 (μικρής διάρκειας)

Ο ήρωας λέει: *"Great! Thanks! Let's watch something else"*. Ακούγεται ο ήχος μιας εκπομπής μαγειρικής (κατσαρόλες και κουτάλες που χτυπάνε ρυθμικά, ενδεχόμενα). Η μαγείρισσα λέει – αργή ομιλία: *"You need a packet of butter, a bar of chocolate and a cup of sugar. You put everything in the oven and you leave it there for about ten minutes"*. Ο ήρωας ρωτά: *Can you guess which tense the cook uses; Simple Present or Present Continuous? Click on the correct answer* (εμφανίζονται οι επιλογές "Simple Present" και "Present Continuous" με ηχητική υποστήριξη). [F1: Ο Κύρο λέει: *Ποιο χρόνο χρησιμοποιεί η μαγείρισσα για να περιγράψει τη συνταγή; Κάνε κλικ πάνω στη σωστή απάντηση*].

Σκηνή 5 (μεγάλης διάρκειας)

Ο ήρωας λέει: *"Choose the microphone or the pan! Learn some more words for sports or for cooking."* [F1: Ο Κύρο λέει: *Ας μάθουμε μερικές λέξεις για τα αθλήματα ή τη μαγειρική. Διάλεξε το μικρόφωνο ή το τηγάνι και Δες τις λέξεις!*]

Στην οθόνη εμφανίζεται ένα μικρόφωνο ή ένα τηγάνι και ο μαθητής επιλέγει ένα από τα δύο.

Εμφανίζονται οι λέξεις στα ελληνικά και εκφωνούνται. Ο μαθητής πρέπει να επιλέξει ανάμεσα σε δύο λέξεις την σωστή λέξη στα αγγλικά. Όταν περνάει το ποντίκι πάνω από κάθε λέξη εκφωνούνται οι λέξεις στα αγγλικά.

Choose the correct word in English

[F1: Ο Κύρο λέει: *Βρες τις λέξεις στα αγγλικά.*].

1. σουτάρω: shoot (Σ) / shut
2. τερματοφύλακας: goal warden / goal keeper (Σ)
3. φίλαθλοι: fun / fan (Σ)
4. προπονητής: coach (Σ) / catch
5. διαιτητής: refer / referee (Σ)
6. ομάδα: team (Σ) / tame ,
7. σκοράρω: scare / score (Σ)

Το άλλο σύννεφο περιλαμβάνει τις ακόλουθες:

1. συνταγή: recipe (Σ) / prescription
2. βράζω: bowl / boil (Σ)
3. ζεσταίνω: heat (Σ) / warm
4. φούρνος για μαγείρεμα: oven (Σ) / bakery
5. τηγάνι: saucepan / pan (Σ)
6. τηγανίζω: fry (Σ) / simmer

Ο μαθητής μετά προχωράει στην επόμενη σκηνή.

Σκηνή 6 (μεσαιάς διάρκειας)

Ακούγεται ο ήχος δελτίου ειδήσεων. Ο ήρωας λέει απορημένος: *"Oh, the news! What is happening?"* Ο εκφωνητής της τηλεόρασης σοβαρά ανακοινώνει: *"Two celebrities are visiting our country today! They are Miss Diane Dankin, the famous film star, and Mister Peter Moss, the popular football player. They are staying here for two days and they are planning to give an interview to the best reporter!"* Ακούγεται ο ήχος του δελτίου που τελειώνει και της τηλεόρασης που τη σβήνει ο ήρωας. [F1: Ο Κύρο λέει: *Άκουσες τα νέα; Ένας δημοφιλής ποδοσφαιριστής και μια διάσημη ηθοποιός έχουν έρθει στην Ελλάδα! Φοβερό νέο! Θα δώσουν μάλιστα και συνέντευξη στον καλύτερο δημοσιογράφο!*]

Σκηνή 7 (μεσαιάς διάρκειας)

Ο ήρωας αναφωνεί! *"Oh, I wish I was a reporter! What about you? Do you like this job? Click your answer"*. [F1: Ο Κύρο λέει: Ο *Danny* ή η *Claire* (ανάλογα με το ποιο έχει επιλεγεί) θα ήθελε να γίνει δημοσιογράφος. *Εσένα σου αρέσει αυτή η δουλειά; Κάνε κλικ στην απάντησή σου*] Εμφανίζεται ένα τεράστιο "Yes" με πράσινο χρώμα και ένα "No" που συνοδεύονται από ηχητική δήλωση της κατάφασης ή της άρνησης.

Αν ο μαθητής επιλέξει "Yes", τότε ο ήρωας λέει: *This is a great job! If we become reporters, we can travel around the world and visit all the places on Earth!* Ακούγεται ένας ήχος μαγικός και εμφανίζονται οι φιγούρες μιας ηθοποιού και ενός ποδοσφαιριστή που θα πουν: *"You are lucky! You can take our interview! Choose one of us to ask and prepare your questions"*. [F1: Ο Κύρο λέει: *Τι τυχεροί που είστε! Μπορείτε κι εσείς να ετοιμάσετε ερωτήσεις για τους διάσημους επισκέπτες! Διάλεξε ποιον από τους δύο προτιμάς!*] Ο μαθητής επιλέγει όποιον θέλει. Όπως κινεί το ποντίκι για να επιλέξει, ακούγεται ένα διακριτικό βήξιμο όταν πλησιάζει την ηθοποιό και όταν πλησιάζει τον αθλητή.

Αν επιλέξει "No", τότε ο ήρωας λέει: *"Please help me to think of questions to ask these famous people! I want to ask them so many things! Who do you prefer to take an interview from?"*. Ακούγεται ένας ήχος μαγικός και εμφανίζονται οι φιγούρες μιας ηθοποιού και ενός ποδοσφαιριστή που θα πουν: *"Choose one of us to ask"*. Ο μαθητής επιλέγει όποιον θέλει. Όπως κινεί το ποντίκι για να επιλέξει, ακούγεται ένα διακριτικό βήξιμο όταν

πλησιάζει την ηθοποιό και όταν πλησιάζει τον αθλητή. [F1: Ο Κύρο λέει: *Ο ήρωάς σου θέλει να βρείτε μαζί ερωτήσεις για να κάνει στους διάσημους επισκέπτες. Διάλεξε κάποιον από τους δύο και βοήθησέ τον να βρει ερωτήσεις*]

Σκηνή 8 (μεσαίας διάρκειας)

Ο ήρωας περπατάει και ανοίγει την πόρτα του δωματίου του. Κάθεται στο γραφείο του (ακούγεται η καρέκλα που τρίζει και εκείνος-η που κάθεται). Χτυπάει το μολύβι και δείχνει να σκέφτεται. *"Let's think of questions! I want to ask them what they do every day. Three questions that I am asking tomorrow are "Do you go to the gym every morning?", "Do you have brothers and sisters?" and "Do you like summer?". "I have thought of some other questions but I am afraid that I have made some mistakes. Click on your answer! Are they are correct or are they wrong?. Thank you!* [F1: Ο Κύρο λέει: *Μερικές από τις παρακάτω προτάσεις έχουν λάθη. Διάλεξε αν είναι σωστές ή όχι.*]

Ο μαθητής ακούει τις προτάσεις και διαλέγει αν είναι σωστές ή όχι.

1. Do you like being famous? Correct
2. What are you doing every day? Wrong
3. What are your plans for the future? Correct
4. Do you plan to get married? Correct
5. How tall you are? Wrong
6. How much money do you spending every month? Wrong

Σκηνή 9 (μικρής διάρκειας)

Ο ήρωας λέει: *Hi! I have good news! Our questions were the best! Guess what! We are going to meet him/her at his/her house! Isn't it great? I imagine that his/her house is veeeeeeeery big! I imagine it has got fifteen bedrooms and seven swimming pools! What else do you think it has? Choose the correct answer!* [F1: Ο Κύρο λέει: *Μπράβο! Κέρδισαν οι ερωτήσεις σας και θα συναντήσετε το διάσημο φίλο/ τη διάσημη φίλη σας στο σπίτι του/της. Πώς νομίζεις ότι είναι το σπίτι του/της και τι έχει; Διάλεξε τη σωστή πρόταση!]*

1. I imagine it has got a lot of servants. (Σ) / I imagine it hasn't got any servant at all.
2. I guess it is in a poor neighborhood. I guess it is in a fancy neighborhood. (Σ)
3. I suppose it has got a small garden. I suppose it has a beautiful garden. (Σ)

Σκηνή 10 (μικρής διάρκειας)

Ο ήρωας λέει: *I am going to practice my questions with Danny/ Claire. Do the same with a friend of yours! Thank you for playing with me! I hope to see you soon! Bye!*

Θεματική ενότητα: Olympic Games (Units 6-10)

Σκοπός:

- Να μπορεί ο μαθητής να επικοινωνεί στην αγγλική γλώσσα και να χειρίζεται τις δεξιότητες της ομιλίας, γραφής, ανάγνωσης και ακρόασης με άνεση
- Διδακτικοί στόχοι:
- Να εξελίσσει σταδιακά τη δυνατότητά του να ακούει προσεκτικά το συνομιλητή του και να ανταλλάσσει πληροφορίες
- Να εξελίσσει σταδιακά τη δυνατότητά του να απομονώνει πληροφορίες που τον ενδιαφέρουν
- Να εξοικειωθεί με τη χρήση του Αορίστου για να περιγράψει και να αναφερθεί στο παρελθόν
- Να χρησιμοποιεί τακτικούς και απόλυτους αριθμούς με τις ανάλογες προθέσεις
- Να γνωρίζει τα βασικά χρώματα
- Να μελετήσει την επίδοση των Ελλήνων αθλητών και ενδεχόμενα να ψάξει και για πληροφορίες που τους αφορούν
- Να αντιληφθεί τη μεταβολή στο χώρο και στο χρόνο

Γλώσσα:

Κοινό θεματικό πλαίσιο: Ολυμπιακοί Αγώνες

- Αφήγηση γεγονότων
- Παρατακτική σύνδεση προτάσεων

Λογοτεχνία:

Κ. Παλαμάς, Ολυμπιακός Ύμνος, σελ. 148 ΚΝΛ για την Α' Γυμνασίου

- Να αντιληφθεί την απήχηση του αθλητισμού σε ατομικό και συλλογικό επίπεδο
- Να αντιπαραβάλει ή να συσχετίσει τη δική του στάση απέναντι στον αθλητισμό με εκείνη του ποιητή

Γεωγραφία:

- Να αντιληφθεί ότι ο αθλητισμός μπορεί να ενώνει ανθρώπους με διαφορετικά πολιτιστικά χαρακτηριστικά
- Να ανταλλάξει πληροφορίες και εμπειρίες με ανθρώπους από άλλη χώρα

Περιγραφή δραστηριοτήτων:

Σκηνή 1 (εισαγωγική σκηνή μικρής χρονικής διάρκειας)

Στην οθόνη εμφανίζεται η εικόνα του Danny και της Claire. Οι εικόνες συνοδεύονται από βήματα που καθώς πλησιάζουν γίνονται πιο έντονα ηχητικά. Μιλά πρώτα το αγόρι. *"Hi! We are back here! Choose one of us to play with!"* Ο μαθητής επιλέγει τον ήρωα που θέλει. Μόλις επιλέξει, ακούγεται ένα «γαβ» και εμφανίζεται η εικόνα του Κύρο που λέει: *Ήρθα κι εγώ μια βολτίτσα! Πάω να φάω γιατί είμαι hungry που λένε και οι Άγγλοι! Όποτε με χρειαστείς, χτύπα το κουδούνι μου στο πλήκτρο F1.*

Σκηνή 2 (μεσαίας διάρκειας)

Ακούγεται ήχος βροχής. Ο ήρωας που έχει επιλεγεί ανοίγει την πόρτα του δωματίου του (ήχος) και κάθεται στο γραφείο του (καρέκλα τραβιέται και ο ήρωας κάθεται). Ακούγεται μπουμπουνητό. Ο ήρωας λέει: *"It is raining today...I am not going out. Let's write some e-mails to my friends"*. Ακούγεται ο ήχος ενός υπολογιστή που ανοίγει και ηλεκτρονικού μηνύματος που έχει ληφθεί. Ο ήρωας λέει: *"Oh! I have an e-mail from Nikica, my Chinese friend!"* Ο ήρωας κάνει κλικ και η οθόνη του υπολογιστή μετατρέπεται σε ένα τεράστιο ηλεκτρονικό μήνυμα. Η φωνή της Nikica, με προφορά ελαφρώς κινεζική, διαβάζει στα Αγγλικά το μήνυμα:

Dear Claire/Danny,

Hi! Hope you are doing great in Greece. I am fine but very tired with studying, studying, studying! At the moment I am drinking a cup of tea because it is very cold today. How is the weather in Greece? Is it sunny or cold? Does it often rain? Oh, I miss you very much...It is boring to be alone! The only interesting thing is the Olympic Games in 2008! We prepare everything for the 29th Olympic Games and 13th Paralympic Games! We are planning a lot of different and exciting things! What did your Greek friends do during the Olympic Games in Athens? Write to me! Oh! My God! It is already ten to twelve! It is late and I have school tomorrow! Write back soon!

Love,

Nikica

[Δυνατότητα επανάληψης ανάγνωσης του ηλεκτρονικού μηνύματος]

Σκηνή 3 (μεσαίας διάρκειας)

Ο ήρωας κλείνει το μήνυμα και λέει: *"I am feeling bad for Nikica. She doesn't have any friends in China at the moment. I am writing her an e-mail now! Can you answer her questions about Greece? You can listen to her message again by pressing the button F2.* [F1: Ο Κύρο λέει: *Καλά, πόσο λυπήθηκα τη Nikica που είναι μόνη της στην Κίνα και έχει και κρύο. Βοήθησε τον Danny/ την Claire να της στείλει γρήγορα απάντησή για να χαρεί! Αν θέλεις να ξανακούσεις τη Nikica να διαβάζει το μήνυμά της, πάτησε το πλήκτρο F2]* Ο μαθητής απαντά. Δεν υπάρχουν σωστές ή λάθος απαντήσεις.

Click on the correct answer!

1. How is the weather in Greece? Is it sunny or cold?
It is sunny. / It is cold.
2. Does it rain often?
Yes it does. / No, it doesn't.
3. What did your Greek friends do during the Olympic Games in Athens?
We visited some sport events. / We watched the sport events on TV.

Σκηνή 4 (μεγάλης διάρκειας)

Ο ήρωας λέει: *"Cool! Thanks for your help! Let's play a quiz! Click on the correct answer for each question!"*

Ο ήρωας λέει: *First question: How many rings does the Olympic flag have? 5 / 6*, Περνώντας το ποντίκι πάνω από κάθε αριθμό ακούγεται η λέξη στα αγγλικά.

Ο μαθητής επιλέγει: *Five*. Αν το βρει, επιφωνήματα και «*Bravo!*» ακούγονται. Αν δεν το βρει, ακούγεται ο ήρωας να λέει: *"Try again!"* Μετά την τρίτη προσπάθεια, το λέει ο ήρωας: *"The Olympic flag has 5 rings."* Ακούγεται κουδούνι σχολείου και η φωνή του «σοφού» λέει: *The Olympic flag is white like the milk. It has five rings, the one close to the other, which symbolize the five continents: Asia, Europe, America, Australia and Africa. The rings have five different colours: black like the dark, green like the grass, red like the tomato, yellow like the lemon and blue like the sea.*

Ο ήρωας λέει: *Second question: How many mascots did the Olympic Games in Athens 2004 have?*

Ο μαθητής απαντά: *One / Two*. Αν το βρει, επιφωνήματα και «*Bravo!*» ακούγονται. Αν δεν το βρει, ακούγεται ο ήρωας να λέει: *"Try again!"* Μετά την τρίτη προσπάθεια, το λέει ο ήρωας: *"The Olympic Games in Athens 2004 had two mascots."*

Ο ήρωας λέει: *Third question: When did they take place in Greece? Find two dates.*

In 1896 and in 2004 (Σ) / In 1996 and in 2000

Ο μαθητής απαντά: In 1896 and in 2004. Αν τις βρει, επιφωνήματα και «*Bravo!*» ακούγονται. Αν δεν το βρει, ακούγεται ο ήρωας να λέει: *"Try again!"* Μετά την τρίτη προσπάθεια, το λέει ο ήρωας: *"The Olympic Games took place in Greece in 1896 and in 2004"*.

Ο ήρωας λέει: *Fourth question: How often do the Olympic Games take place?*

Ο μαθητής απαντά:

Every four years. (Σ) / Every five years.

Αν το βρει, επιφωνήματα και «*Bravo!*» ακούγονται. Αν δεν το βρει, ακούγεται ο ήρωας να λέει: "*Try again!*"

Μετά την τρίτη προσπάθεια, το λέει ο ήρωας: "*The Olympic Games take place every four years.*"

Ο ήρωας λέει: *Fifth question: Who wins the silver medal; the first, the second or the third winner?*

Ο μαθητής απαντά: First / Second (Σ) / Third Αν το βρει, επιφωνήματα και «*Bravo!*» ακούγονται. Αν δεν το βρει, ακούγεται ο ήρωας να λέει: "*Try again!*" Μετά την τρίτη προσπάθεια, το λέει ο ήρωας: "*The second winner wins the silver metal.*"

Ο ήρωας λέει: *Sixth question: How many players does a football team have?*

Ο μαθητής απαντά: Ten / Eleven (Σ). Αν το βρει, επιφωνήματα και «*Bravo!*» ακούγονται. Αν δεν το βρει, ακούγεται ο ήρωας να λέει: "*Try again!*" Μετά την τρίτη προσπάθεια, το λέει ο ήρωας: "*A football team has eleven players.*"

Ο ήρωας λέει: *Seventh question: How many players does a basketball team have?*

Ο μαθητής απαντά: Five (Σ) / Six . Αν το βρει, επιφωνήματα και «*Bravo!*» ακούγονται. Αν δεν το βρει, ακούγεται ο ήρωας να λέει: "*Try again!*" Μετά την τρίτη προσπάθεια, το λέει ο ήρωας: "*A basketball team has five players.*"

Ο ήρωας λέει: *Eighth question: How many gold medals did the Greek athletes in the Olympic Games of Athens 2004 win?*

Ο μαθητής απαντά: Six (Σ) / Seven . Αν το βρει, επιφωνήματα και «*Bravo!*» ακούγονται. Αν δεν το βρει, ακούγεται ο ήρωας να λέει: "*Try again!*". Μετά την τρίτη προσπάθεια, το λέει ο ήρωας: "*The Greek athletes in the Olympic Games of Athens 2004 won six gold medals.*"

Κουδούνι σχολείου και ο «σοφός» λέει: *Do you remember the names of the athletes? Let's remember the Gold medalists together! Dimosthenis Tampakos in rings, Tsoumeleka Athanasia in 20km race walk, Fani Halkia in 400m hurdles, the Greek male team in diving, Ilias Iliadis in Judo and Sofia Bekatorou and Aimilia Tsoulfa in sailing.*

Ο ήρωας λέει: *Ninth question: When did the Olympic Games stop by Emperor Theodosios?*

Ο μαθητής απαντά: In 393 BC / In 393 AC (Σ). Αν το βρει, επιφωνήματα και «*Bravo!*» ακούγονται. Αν δεν το βρει, ακούγεται ο ήρωας να λέει: "*Try again!*" Μετά την τρίτη προσπάθεια, το λέει ο ήρωας: "*The Olympic Games were stopped by Emperor Theodosios in 393 AC.*"

Κουδούνι σχολείου και ο «σοφός» λέει χαμηλόφωνα: *He stopped them because he thought that Olympic Games were against Christianity.*

Ο ήρωας λέει: *Tenth question: Do you know which Greek Poet wrote the Olympic Anthem?*

Ο μαθητής απαντά: Κωστής Παλαμάς (Σ) / Άγγελος Σικελιανός. Αν το βρει, επιφωνήματα και «*Bravo!*» ακούγονται. Αν δεν το βρει, ακούγεται ο ήρωας να λέει: "*Try again!*" Μετά την τρίτη προσπάθεια, το λέει ο ήρωας: "*Kostis Palamas wrote the Olympic Anthem.*".

Σκηνή 5 (μεσαιας διάρκειας)

Ο ήρωας λέει: Let's listen to the Olympic Anthem together! Ακολουθεί απαγγελία του Ολυμπιακού Ύμνου (σελ, 148, Βιβλίο Κειμένων Νεοελληνικής Λογοτεχνίας για την Α' Γυμνασίου)

*Αρχαίο Πνεύμ' αθάνατο, αγνέ πατέρα
του ωραίου, του μεγάλου και τ' αληθινού,
κατέβα, φανερώσου κι άστραψ' εδώ πέρα
στη δόξα της δικής σου γης και τ' ουρανού.*

*Στο δρόμο και στο πάλεμα και στο λιθάρι
στων ευγενών αγώνων λάμψε την ορμή
και με τ' άμάραντο στεφάνωσε κλωνάρι
και σιδερένιο πλάσε κι άξιο το κορμί.*

*Κάμποι, βουνά και πέλαγα φέγγουν μαζί σου
σαν ένας λευκοπόρφυρος μέγας ναός,
και τρέχει στο ναό εδώ προσκυνητής σου,
Αρχαίο Πνεύμ' αθάνατο, κάθε λαός.*

Ο ήρωας ρωτά: *Do you like it? Do you think it is interesting or boring? If you like it very much, you can give ten points. If you didn't like it very much, show it with nine or less points and if you did not like it at all, then you can give just one point. Ready?* [F1: Ο Κύριο λέει: Αν σου άρεσε το ποίημα, βάλε 10 αστέρια, αν σου άρεσε αρκετά, βάλε 9 ή λιγότερο και αν δε σου άρεσε καθόλου βάλε ένα.] One, two, three and the points you give are (choose your answer!) (ακούγεται ήχος από τύμπανο που προαναγγέλει) και ακούγεται η απάντηση του μαθητή (ηχητική υποστήριξη κάθε αριθμού από το 1 έως το 10)

1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 /

Περνώντας το ποντίκι πάνω από τους αριθμούς ακούγονται οι λέξεις στα αγγλικά. Ο μαθητής επιλέγει την βαθμολογία που επιθυμεί.

Can you choose what you liked most and what you did not like in the poem? Click on your answer. [F1: Ο Κύρο λέει: Μπορείς να διαλέξεις τι σου άρεσε περισσότερο και τι λιγότερο; Διάλεξε την απάντησή σου.] Ο μαθητής απαντά. Δεν υπάρχουν σωστές ή λάθος απαντήσεις.

1. I like its rhythm. / I don't like its rhythm.
2. I like its meaning. / I don't understand its meaning.
3. I like the rime. / I don't like poems with rime.
4. I like the images it describes. / I don't see the images it describes.
5. I like that it looks like a prayer. / I don't like it at all.

Σκηνή 6 (μικρής διάρκειας)

Ο ήρωας έρχεται τρέχοντας (τα βήματά του γίνονται πιο έντονα όσο πλησιάζει). Χαιρετά και λέει: "*Thank you for playing with me! It was great to be with you! See you soon!*"

Θεματική ενότητα: Summer Holidays (Units 11-16)

Σκοπός:

- Να μπορεί ο μαθητής να επικοινωνεί στην αγγλική γλώσσα και να χειρίζεται τις δεξιότητες της ομιλίας, γραφής, ανάγνωσης και ακρόασης με άνεση
- Διδακτικοί στόχοι:
- Να εξελίσσει σταδιακά τη δυνατότητά του να ακούει προσεκτικά το συνομιλητή του και να ανταλλάσσει πληροφορίες
- Να εξοικειωθεί με τη χρήση του Μέλλοντα για να αναφερθεί σε μελλοντικές πράξεις και το "be going to" για προγραμματισμένες πράξεις στο μέλλον
- Να εξοικειωθεί με τη χρήση του συγκριτικού και υπερθετικού βαθμού των επιθέτων
- Να εξοικειωθεί με τη χρήση των modal verbs "Must" και "can"
- Να του δοθεί η ευκαιρία να εμπλουτίσει το λεξιλόγιό του
- Να γράψει για τα ενδιαφέροντά του
- Να δώσει συμβουλές και να προτείνει
- Να εκφραστεί δημιουργικά μέσα από μια ξένη γλώσσα
- Να εκφράσει τις επιλογές του

Λογοτεχνία:

Θεματική ενότητα: Ο άνθρωπος και η φύση – Πόλη – Ύπαιθρος

- Ν' ακούσει ένα ποίημα που θεματικά σχετίζεται με την ενότητα που διδάσκεται και μέσω αυτού να δημιουργήσει είτε ένα δικό του ποίημα είτε να γράψει κάτι σχετικό με αυτό (Γ. Δροσίνης, Θαλασσινά τραγούδια)
- Να συμμετάσχει προσφέροντας τη δική του αναπαράσταση από ένα θαλάσσιο ταξίδι
- Να του δοθεί η επιλογή να έρθει σε επαφή με ένα κείμενο της παιδικής λογοτεχνίας και να το συσχετίσει με δικές του εμπειρίες και αντιδράσεις.

[Οι δραστηριότητες αυτές που αναφέρονται σε άλλα επιστημονικά πεδία λαμβάνουν υπόψη ότι στο αντίστοιχο μάθημα κάθε γνωστικού αντικείμενου γίνεται χρήση του αντίστοιχου υλικού του σχολικού βιβλίου και εφαρμογή των διδακτικών στόχων]

Γεωγραφία:

Παραδοσιακά νησιώτικα τραγούδια («Στην Πάρο και στη Νάξο», «Θα πάρω μια ψαρόβαρκα»)

- Να αναγνωρίζει την επίδραση και τη σημασία της θάλασσας στη ζωή των ανθρώπων

Γλώσσα:

Θεματική Ενότητα: Γνωρίζω τον τόπο μου και τον πολιτισμό μου

- Να διαπιστώσει διαφορετικούς τρόπους έκφρασης συναισθημάτων μέσω της γλώσσας και της τέχνης

Περιγραφή δραστηριοτήτων:

Σκηνή 1 (εισαγωγική σκηνή μικρής χρονικής διάρκειας)

Στην οθόνη εμφανίζεται η εικόνα του Danny και της Claire. Οι εικόνες συνοδεύονται από βήματα που καθώς πλησιάζουν γίνονται πιο έντονα ηχητικά. Μιλά πρώτα το αγόρι. *"Hi! We are back here! Choose one of us to play with!"* Ο μαθητής επιλέγει τον ήρωα που θέλει. Μόλις επιλέξει, ακούγεται ένα «γαβ» και εμφανίζεται η εικόνα του Κύρο που λέει: *«Εδώ είμαι κι εγώ! Μην ξεχνιόμαστε! Όποτε με χρειαστείς, χτύπα το κουδούνι μου στο πλήκτρο F1».*

Ο ήρωας που έχει επιλεγεί λέει χαμηλόφωνα: *"Hey! I have exciting news! I am going on a cruise with my friends! We will visit many Greek islands! It will be great! Come to my room to prepare my baggage!"*

Σκηνή 2 (μικρής διάρκειας)

Ο ήρωας λέει: *"Can you help me decide what to take with me on the cruise? Do you have any ideas? Choose what I must take with me and what I will need."*

[F1: Ο Κύρο λέει: Βοήθησε τον Danny/Claire (ανάλογα ποιος έχει επιλεγεί) να αποφασίσει τι να πάρει μαζί του/της. Διάλεξε τι πρέπει οπωσδήποτε να πάρει και τι θα χρειαστεί.]

I will need...

1. my gloves / my cap
2. a towel / a blanket
3. my bathing suit / some socks
4. a sun screen / a scarf
5. my sun glasses / a pullover
6. some shorts / my woolen trousers

Ο μαθητής απαντά. Μόλις τελειώσει, ο ήρωας του λέει: *"Thanks for your help"*.

Σκηνή 3 (μικρής διάρκειας)

Ο ήρωας λέει: *We will start our voyage on the 14th of July and we will come back on the 28th of July. Will it be sunny during that time? Choose the correct answer.* Ο μαθητής απαντά. Yes, it will be sunny. (Σ) / No, it won't be sunny. Ο ήρωας λέει: *Oh, I see! Can I stay under the sun for a long time? Choose the correct answer.* Ο μαθητής απαντά. Yes, you can stay under the sun for a long time. / No, you shouldn't stay under the sun for a

long time. (Σ) Ο ήρωας λέει: *Thanks, my friend!* F1: Ο Κύρο λέει: *Έχει ηλιοφάνεια στην Ελλάδα στα μέσα Ιουλίου; Μπορεί να μείνει στον ήλιο για πολλή ώρα;]*

Σκηνή 4 (μεγάλης διάρκειας)

Χτυπάει το τηλέφωνο. Ο ήρωας που έχει επιλεγεί λέει: *Hello! Who is it? Hi, mum! I am fine, thanks! Guess what! I am going on a cruise! We are going to Cyclades; Santorini, Mykonos, Naxos, Paros, Tinos. We are visiting most of the places there! What? Yes, I have a pen. Yes, mum, yes, mum, yes...OK, bye!*

Ακούγεται ήχος τηλεφώνου που κλείνει. Ο ήρωας λέει: *That was my mum. She told me that I must take an umbrella with me, I must wear a hat, I must wear a suntan lotion and I must not stay under the sun for a long time because the summer in Greece is hotter than in England! Please can you tell me what I can* (δίνει έμφραση όταν το λέει) *do to have a good time on the cruise? Choose the correct answer.*

1. You can swim a lot. (Σ) / You cannot swim at all.
2. You can stay under the sun as long as you like. / You cannot stay under the sun without wearing a sunscreen lotion. (Σ)
3. You can swim right after you have eaten. / You cannot swim right after you have eaten. (Σ)
4. You can play with your friends. (Σ) / You cannot play with your friends.
5. You can visit the islands. (Σ) / You cannot visit the islands.

Ο μαθητής απαντά. Ο ήρωας λέει: *Thank you very much! There are some things I can do and some I must, I must not, I must, I must not...*

Μόλις τελειώσει, ακούγεται η φωνή του «σοφού»: *«Hi! As you know, all children listen to their parents saying a lot of "must" and "must not". It is because they want to protect them. You will listen to a funny Greek story about this!* [F1: Ακούγεται η φωνή του «Κύρου»: *Γειά σου! Όπως θα ξέρεις, όλα τα παιδιά ακούνε απαγορεύσεις από τους γονείς τους όταν θέλουν να τα προστατεύσουν! Ίσως έχεις υπόψη σου και τις δέκα εντολές που είχε ετοιμάσει για τη Μέλια και τη Μυρτώ ο μπαμπάς τους. Θα ακούσεις τώρα την ιστορία!].*

Εμφανίζεται ένα κορίτσι που λέει: *«Ήμασταν πια έτοιμοι να ξεκινήσουμε για το Λαμαγάρι και την παραμονή το βράδυ ο μπαμπάς μας φώναξε να μας πει τις «δέκα εντολές», όπως λέγαμε με τη Μυρτώ, Κάθε χρόνο μας έλεγε τα ίδια και τα ίδια και τα είχαμε μάθει πια απέξω. Οι δέκα εντολές [του μπαμπά] 1) Να μην κολυμπάμε στα βαθιά. 2) Να μην περπατούμε ξυπόλητες 3) Να μη μένουμε πολλές ώρες μες στη θάλασσα 4) Να μην ανεβαίνουμε στα δέντρα 5) Να μην τρώμε αγουριδες 6) Να μην τρώμε άπλυτα σταφύλια 7) Να μην μπαίνουμε στις βάρκες χωρίς μεγάλους 8) Να μην σκαρφαλώνουμε στα βράχια 9) Να μην πηγαίνουμε πιο μακριά απ' όσο ακούγεται η φωνή της θείας Δέσποινας 10) Να μην τσακωνόμαστε. Εμείς τις ακούγαμε και λέγαμε: «Ναι,*

μπαμπά». *Μα, σα φτάναμε στο Λαμαγάρι, τα ξεχνούσαμε όλα. Πώς να κάνουμε όλα αυτά τα «Μη» που ήθελε ο μπαμπάς! Τότε γιατί πηγαίναμε εξοχή; Έτσι, οι δέκα εντολές ήταν μόνο για το Σαββατοκύριακο»* Το κορίτσι λέει: *Αν θέλεις να ακούσεις όλη μας την ιστορία, τότε μπορείς να ψάξεις για το «Καπλάνι της βιτρίνας» της Αλκης Ζέη.* Το κορίτσι εξαφανίζεται.

Ο ήρωας λέει:

Choose your answer! Do your parents use all these "Musts"?

Ο μαθητής επιλέγει την απάντηση που θέλει: Yes, they do. / Yes, they do, but not all of these musts. / No, they don't.

What do you listen more often?

Ο μαθητής επιλέγει την απάντηση που θέλει: You must be careful! / You must study more! / You must eat all your food!

Σκηνή 5 (μεσαιάς διάρκειας)

Ο ήρωας λέει: *"I have read a Greek poem about a voyage and I imagine that the cruise will be the same! Do you want to listen to it? Click on your answer.* Αν ο μαθητής επιλέξει "Yes" τότε ακούει το ποίημα, αλλιώς αν επιλέξει "No", περνάει κατευθείαν στη σκηνή 6.

Γεώργιος Δροσίνης, Θαλασσινά τραγούδια

*Γλυκά φυσά ο μπάτης,
η θάλασσα δροσίζεται
στα γαλανά νερά της
ο ήλιος καθρεφτίζεται
και λες πως παίζουν μέρωτα
πετώντας δίχως έννοια
ψαράκια χρυσοφτέρωτα
σε κύματ' ασημένια.*

*Στου караβιού το πλάι
ένα τρελό δελφίνι
γοργόφτερο πετάει
και πίσω μας αφήνει
και σα να καμαρώνεται
της θάλασσας το άτι*

με τους αφρούς του ζώνεται
και μας γυρνά την πλάτη.

Χιονοπλασμένοι γλάροι
πόχουν φτερά ατίμητα
και για κανένα ψάρι
τα μάτια τους ακοίμητα,
στα ξάρτια τριγουρίζοντας
ακούραστοι πετούνε
ή με χαρά σφυρίζοντας
στο πέλαγος βουτούνε.

Και γύρω караβάκια
στη θάλασσ'αρμενίζουν
σαν άσπρα προβατάκια
που βόσκοντας γυρίζουν
με χαρωπά πηδήματα
στους κάμπους όλη μέρα
κι έχουν βοσκή τα κύματα,
βοσκό τους τον αέρα.

Ο ήρωας λέει: *Did you like Drosinis' poem? Yes, I liked it. / No, I didn't like it. Did you imagine the voyage? Yes, I imagined it. / No, I didn't imagine it. Come, try to write a poem in English about a voyage. Or you can write a story. If you like you can listen to the poem again by pressing F2. Here are some words about the sea that you will need in order to write your poem or story in English. Choose the correct word!*

Εμφανίζονται λέξεις στα ελληνικά και εκφωνούνται και ο μαθητής πρέπει να επιλέξει την λέξη στα αγγλικά:

1. βάρκα: boat (Σ) / beat
2. αρμενίζω: seal / sail (Σ)
3. κύμα: wave (Σ) / oscillation
4. λιμάνι: port (Σ) / dock
5. ακρωτήριο: cope / cape (Σ)
6. κοχύλι: shell (Σ) / shield

Σκηνή 6 (μεσαίας διάρκειας)

Ο ήρωας λέει: *"Let's play some Greek music! Do you know the song «Στην Πάρο και στη Νάξο»? Is this a popular song in Greece? Click on your answer (yes or no).* Ο μαθητής επιλέγει. Ο ήρωας ρωτά: *Where do they sing this song; in the islands or in the mountains? Click on your answer*

Ο μαθητής επιλέγει: In the islands / In the mountains.

Ο ήρωας λέει: *Do you know the song «Θα πάρω μια ψαρόβαρκα»? Click on your answer (yes or no)*

Ο μαθητής επιλέγει: Yes / No.

Ο ήρωας λέει: *Which song did you like best; the first or the second? Click on your answer*

I liked best the first song. / I liked best the second song. / I didn't like neither of them.

Ο μαθητής επιλέγει την απάντηση που θέλει.

Ο ήρωας ρωτά: *Do you like singing songs like these? Click on your answer* Ο μαθητής απαντά (δεν υπάρχουν σωστές/λάθος απαντήσεις).

Yes, I like singing these songs. / No, I don't like singing these songs.

Ο ήρωας ρωτά: *Why is that? Click on your answer*

1. I like popular music. / I don't like popular music.
2. Popular music comes natural to me. / Popular music doesn't come naturally to me.
3. I like to dance these songs. / I don't like to dance these songs.

Σκηνή 7 (μεσαιάς διάρκειας)

Ο ήρωας λέει: *In the sea it is hotter than in the mountain, that's why I like sea best. I can also play there more summer sports than in the mountain. What about you? What type of holidays do you enjoy; in the sea or in the mountain? Click on your answer.*

Ο μαθητής: I prefer to go to the sea for vacations./ I prefer to go the mountain for vacations.

Ο μαθητής επιλέγει μία απάντηση για την θάλασσα και μία απάντηση για το βουνό.

Choose what you like in the sea.

1. I like the sea best because I enjoy swimming.
2. I prefer the sea because I like sunbathing.
3. I prefer the sea because I live near it.
4. I like the sea best because I like the heat.

Choose what you like in the mountain.

1. I like the mountain best because I like to walk.
2. I prefer the mountain because I like the view.

3. I prefer the mountain because I live near it.
4. I like the mountain best because I like the fresh air.

[F1: Ο Κύρο λέει: *Τι προτιμάς καλύτερα; Τη θάλασσα ή το βουνό; Τι σου αρέσει να κάνεις στο βουνό και τι στη θάλασσα]*

Σκηνή 8 (μικρής διάρκειας)

Ο ήρωας λέει: *Thank you for playing with me! See you soon!*

Β' Γυμνασίου

Γνωστικό αντικείμενο: Αγγλική Γλώσσα Β' Γυμνασίου για παιδιά με τύφλωση ή μερική όραση

Γενική ενότητα: Επικοινωνία σε μια ξένη γλώσσα.

Θεματική ενότητα: Sharing interests (Ενότητες 1 - 4)

Απαιτούμενες φιγούρες: 1 κορίτσι, 1 αγόρι, 1 ηλικιωμένος άνδρας – ο Σοφός, 1 δημοσιογράφος

Σκηνή 1 (Εισαγωγική σκηνή μικρής διάρκειας – μέρος α')

Φόντο: Δρόμος από μια γειτονιά.

Εμφανίζεται ένα κορίτσι από την Ιαπωνία που λέει: "My name is Megumi. I am from Japan and I live in Tokyo" και ένα αγόρι από την Ιταλία που λέει: "I am Giuseppe and I am from Italy. I live in Roma". Μαζί λένε: "Choose one of us to play with". Ο μαθητής επιλέγει τον ήρωα που θέλει. [Δυνατότητα να ακούγεται το όνομα του ήρωα κάθε φορά που ο κέρσορας βρίσκεται πάνω στη φιγούρα]

Σκηνή 2 (Εισαγωγική σκηνή μικρής διάρκειας – μέρος β')

Ο ήρωας που έχει επιλεγεί έρχεται μπροστά και λέει: "Thank you for choosing me."

Μαγικός ήχος και εμφάνιση του Σοφού: Hello my friend. I am an old man with lots of things in my mind! I will appear and disappear magically every time you hear this sound! Μαγικός ήχος.

Ο ήρωας που έχει επιλεγεί λέει: "Today we will play in my country. Choose what you like to talk about most: football (ήχος από ποδοσφαιρικό αγώνα), literature (ήχος φυλλομέτρησης βιβλίων) or music (σύντομος χαρούμενος ήχος από αρμόνιο)". Ο μαθητής επιλέγει.

Σκηνή 3 (μεσαιάς διάρκειας)

(Αν ο μαθητής επιλέξει Megumi και ποδόσφαιρο)

Στο φόντο ένα ποδοσφαιρικό γήπεδο.

Η Megumi λέει: Good to know you are a football fan! My favourite football player is Hidetoshi Nakata. He is very famous in Japan. I like him very much because he is the best Japanese player. People say that he has magic feet! He never loses the ball and he usually scores high. It is not easy to win all the time but his team hardly loses a match. I don't feel bored when he plays because he makes games exciting! Who is your favourite football player? Write his name for me. When you finish press Enter.

My favourite football player is... (κενό, ο μαθητής γράφει το όνομά του).

Από τις παρακάτω απαντήσεις επιλέγει αυτές που επιθυμεί. Δεν υπάρχουν σωστές ή λάθος.

Great! Now answer some questions about your favourite football player! Choose your answer.

1. He is tall. / He is short.
2. He is thin. / He is muscular.
3. He is blonde. / He is brunet.
4. He has short hair. / He has long hair.
5. He is Greek. / He is foreigner.
6. He is very young. / He plays football some years now.
7. He is new to my team. / He is part of my team since some years.
8. He is very popular. / He is shy.

Σκηνή 4 (μειομαίος διάρκειας)

Η Megumi λέει: Cool! Let's play a game! Imagine that the National Greek team plays against Japan. It is the final minute before the referee whistles the end of the game. Let's learn some useful vocabulary about football. Choose the correct word in English.

1. Two teams playing against each other in a 90-minute game of football = match (Σ) / tournament
2. the person who makes sure that the players follow the rules, normally wears a black shirt and shorts, and has a whistle is the = referee (Σ) / linesman
3. the person whose main duty is to indicate with a flag when the ball has gone out of play or when a player is offside is the = referee / linesman (Σ)
4. the player in goal who has to stop the ball from crossing the goal-line, the only player who is allowed to handle the ball during open play is the= goalkeeper (Σ) / defender
5. a player who plays in the part of the football team which tries to prevent the other team from scoring goals is the= goalkeeper / defender (Σ)
6. a player whose duty is to score goals, also called a forward, is the= attacker (Σ) / skipper

7. a yellow card is shown to a player by the referee for a serious foul. Two bookings or yellow cards result in a red card or sending-off. This is called a/an = offside / booking (Σ)
8. a match in which a team is victorious and beats the other team. = to win (Σ) / to score
9. a match that ends in a tie, i.e. has no winner or loser is a = draw (Σ) / defeat
10. an extra match to decide which of two or more teams should go through to the next round is = a knock out / a play off (Σ)

Σκηνή 5

Ακούγονται ζητοκραυγές και γιουχαϊσματα.

Η Megumi λέει: "The game is still hot! The score is 1-1. Imagine you can talk to the fans of both teams. Some supporters are happy and some others are very disappointed. Say how the fans of your team feel when their team wins." Choose your answer

1. We are excited. / We are sad.
2. We need to be comforted. / We want to celebrate.
3. We are thrilled. / We are discouraged.
4. We are satisfied. / We are disappointed.
5. We have enjoyed the match. / We did not enjoy the match.
6. Our team made a lot of mistakes. / Our team was lucky.

Σκηνή 6

Η Megumi λέει: "Thank you for playing with me!" (Ακούγεται στα ιαπωνικά το 'αντίο' - σαγιόν-αρα) και η Megumi λέει: "This is how we say "Good bye" in Japanese".

[Εναλλακτικές επιλογές]

Σκηνή 3

(Αν ο μαθητής επιλέξει Giuseppe και ποδόσφαιρο)

Στο φόντο ένα ποδοσφαιρικό γήπεδο.

Ο Giuseppe λέει: I am a football fan too! My favourite football player is Francesco Totti. He is very famous in Italy. I like him very much because he is the best Italian player. People say that he has magic feet! They call him "the little gold boy"! He never loses the ball and he usually scores high. It is not easy to win all the time but his team hardly loses a match. I don't feel bored when he plays because he makes games exciting! Who is your favourite football player? Write his name for me. When you finish press Enter.

My favourite football player is... (κενό, ο μαθητής γράφει το όνομά του).

Από τις παρακάτω απαντήσεις επιλέγει αυτές που επιθυμεί. Δεν υπάρχουν σωστές ή λάθος.

Great! Now answer some questions about your favourite football player! Choose your answer.

1. He is tall. / He is short.
2. He is thin. / He is muscular.
3. He is blonde. / He is brunet.
4. He has short hair. / He has long hair.
5. He is Greek. / He is foreigner.
6. He is very young. / He plays football some years now.
7. He is new to my team. / He is part of my team since some years.
8. He is very popular. / He is shy.

Σκηνή 4 (μεσαίας διάρκειας)

O Giuseppe λέει: Cool! Let's play a game! Imagine that the National Greek team plays against Italy. It is the final minute before the referee whistles the end of the game. Let's learn some useful vocabulary about football. Choose the correct word in English.

1. Two teams playing against each other in a 90-minute game of football = match (Σ) / tournament
2. the person who makes sure that the players follow the rules. Normally wears a black shirt and shorts, and has a whistle = referee (Σ) / linesman
3. the person whose main duty is to indicate with a flag when the ball has gone out of play or when a player is offside = referee / linesman (Σ)
4. the player in goal who has to stop the ball from crossing the goal-line. The only player who is allowed to handle the ball during open play = goalkeeper (Σ) / defender
5. a player who plays in the part of the football team which tries to prevent the other team from scoring goals = goalkeeper / defender (Σ)
6. also called a forward; a player whose duty is to score goals = attacker (Σ) / skipper
7. a yellow card shown to a player by the referee for a serious foul. Two bookings or yellow cards result in a red card or sending-off. = offside / booking (Σ)
8. a match in which a team is victorious and beats the other team. = to win (Σ) / to score
9. a match that ends in a tie, i.e. has no winner or loser. = draw (Σ) / defeat
10. an extra match to decide which of two or more teams should go through to the next round. = a knock out / a play off (Σ)

Σκηνή 5 (μικρής διάρκειας)

Ακούγονται ζητοκραυγές και γιουχαϊσματα.

Ο Giuseppe λέει: "The game is still hot! The score is 1-1. Imagine you can talk to the fans of both teams. Some supporters are happy and some others are very disappointed. Say how the fans of your team feel when their team wins." Choose your answer.

1. We are excited. / We are sad.
2. We need to be comforted. / We want to celebrate.
3. We are thrilled. / We are discouraged.
4. We are satisfied. / We are disappointed.
5. We have enjoyed the match. / We did not enjoy the match.
6. Our team made a lot of mistakes. / Our team was lucky.

Σκηνή 6 (μικρής διάρκειας)

Ο Giuseppe λέει: "Thank you for playing with me!" (Ακούγεται στα ιταλικά το 'αντίο'-ciao) και ο Giuseppe λέει: "This is how we say Good bye in Italian".

[εναλλακτικές επιλογές]

Σκηνή 3 (μεσαιάς διάρκειας)

(Αν ο μαθητής επιλέξει Megumi και λογοτεχνία)

Φόντο: Εσωτερικό δωματίου.

Η Megumi λέει: "I am happy to know you like literature! I prefer poetry and especially haiku! This is a Japanese form of writing poems! It has got 17 syllables in total! Five syllables in the first line, seven in the second and five again in the third line! It usually describes two opposite facts or thoughts. Basho is my favourite haiku poet.

Listen to some of his haiku that I like.

1

Winter sun -
frozen on horseback,
my shadow

2

All that remains of
Those brave warriors' dreamings –
These summer grasses.

Η Megumi λέει: If you have any unknown words, press F1 to find out what they mean! [F1: First haiku poem: frozen: παγωμένη, horseback: Πλάτη του αλόγου, shadow: σκιά – Second haiku Poem: grass: γρασίδι, remain: απομένω, warrior: πολεμιστής, brave: γενναίος, dreaming: όνειρα]

Now I want your opinion! Choose your answer.

- Can a shadow be frozen?

Yes, it can be frozen. / No, it cannot be frozen. (Σ)

- What do warriors usually dream of?

Warriors usually dream of losing the battles. / Warriors usually dream of victories. (Σ)

- Do you like summer or winter?

I like summer. / I prefer winter.

- What do you usually do in the summer?

In summer I usually go on vacations. (Σ) / In summer I usually go to school.

- What do you usually do in the winter?

In winter I usually go on vacations. / In winter I usually go to school. (Σ)

- Write for me some opposite things! Choose the correct answer.

1. The opposite of high is ... deep / low (Σ).
2. The opposite of wide is ... narrow (Σ) / small.
3. The opposite of dangerous is ... safe (Σ) / safeness.
4. The opposite of shy is ... honest / outgoing (Σ).
5. The opposite of intelligent is ... smart / stupid (Σ).

Σκηνή 4 (μεσαιάς διάρκειας)

Η Megumi λέει: Do you know that George Seferis has written haiku poems? Listen!

Ένα: Πού να μαζεύεις

Τα χίλια κομματάκια

του κάθε ανθρώπου.

Δυο: Βουλιάζει ο κόσμος

κρατήσου, θα σ'αφήσει

μόνο στον ήλιο.

Τρία: Γράφεις,

το μελάνι λιγότεψε

(Αν ο μαθητής επιλέξει Giuseppe και λογοτεχνία)

Φόντο: Εσωτερικό δωματίου.

Ο Giuseppe λέει: I am happy to know you like literature! I prefer poetry and especially limericks! Do you know that poets like writing limericks because it is very easy and funny? Listen to some limericks by Edward Lear who has written some veeeeery funny ones!"

(1)

There was an Old Man of Moldavia,
Who had the most curious behaviour;
For while he was able,
He slept on a table.
That funny Old Man of Moldavia.

(2)

There was an Old Man in a tree
Who was horribly bored by a Bee;
When they said, 'Does it buzz?'
He replied, 'Yes, it does!'
'It's a regular brute of a Bee!'

Ο Giuseppe λέει: If you have any unknown words, press F1 to find out what they mean! [F1: First poem: curious: περίεργη, slept: αόριστος του ρήματος "Sleep": κοιμάμαι. Second Poem: horribly: τρομερά, bored: ενοχλούμαι, bee: μέλισσα, buzz: βουίζει, regular: τυπικός, brute: βάρβαρη συνήθεια].

Now I want your opinion! Choose your answer.

-Which of them do you like most?

I like the first poem. / I like the second poem.

-How does it make you feel?

It makes me feel sad / It makes me feel happy!

- Do you like summer or winter?

I like summer. / I prefer winter.

- What do you usually do in the summer?

In summer I usually go on vacation. (Σ) / In summer I usually go to school.

- What do you usually do in the winter?

In winter I usually go on vacation. / In winter I usually go to school. (Σ)

O Giuseppe λέει: Let's learn some vocabulary. Find the synonyms of the words as used in the poems. Choose the correct answer.

1. curious: prying (Σ) / odd
2. funny: comic / odd (Σ)
3. horribly: extremely (Σ) / fearfully
4. regular: formal / constant (Σ)
5. brute: barbarian (Σ) / villain

Σκηνή 4 (μεσαιας διάρκειας)

I have written a poem for my cat, Monika! Listen!

There is a cat called Monika
which is playing to harmonica
just one song or two
don't think it's few
or she'll be mad the cat called Monica.

O Giuseppe λέει: "Choose one of the following answers.

-Do you like my poem? Isn't it cool?

I like the poem. / I don't like the poem. / It is not that bad.

-What do you like or don't like about it?

I like the rhythm. / I like the rime. / I like its simplicity. / I like its content. / It's a funny poem. / It's a silly poem.

Σκηνή 5 (μικρής διάρκειας)

O Giuseppe λέει: Now you can try to write a poem yourself! If you like my poem, I can teach you how to write a limerick!

Listen how to write one! Limericks have five lines. The first, second and fifth line have from seven to ten syllables and have the same sound in the end, they rhyme, as we say. Listen to mine. The third and forth line have five to seven syllables and also rhyme with each other.]

Put the next verses in the correct order so as to make a limerick. Choose the first verse. Choose the second verse etc

1. For he said, 'To eat mice,
2. That amiable man of Dumbree.
3. Who taught little owls to drink tea;
4. Is not proper or nice'
5. There was an old man of Dumbree,

[Εμφανίζονται οι στίχοι ανακατεμένοι και εκφωνούνται, στο κάτω μέρος εμφανίζονται οι αριθμοί 1/2/3/4/5.

Choose the first verse: (5)

Choose the next verse: (3)

Choose the next verse: (1)

Choose the next verse: (4)

Choose the next verse: (2)

Now listen to the whole poem:

There was an old man of Dumbree,
 Who taught little owls to drink tea;
 For he said, 'To eat mice,
 Is not proper or nice'
 That amiable man of Dumbree.

Σκηνή 6 (μικρής διάρκειας)

Ο Giuseppe λέει: "Thank you for playing with me!" (Ακούγεται στα ιταλικά το 'αντίο'-ciao) και ο Giuseppe λέει: "This is how we say Good bye in Italian".

[εναλλακτικές επιλογές]

Σκηνή 3 (μεσαίας διάρκειας)

(Αν ο μαθητής επιλέξει Megumi και μουσική)

Φόντο: Εσωτερικό δωματίου.

Η Megumi λέει: "Do you like music?! So do I! I like both Japanese and European Music. My favourite rock band in Japan is Dragon Ash. It is a boy-band which plays rock music. I also like Anastacia. I like listening to her songs very often. These days I prefer listening to the song "Left outside alone" because it is a strong song.

What about you? Which is your favourite singer? Write to me some details about him or her! First choose if your favourite singer is a man or a woman.” Ο μαθητής επιλέγει την απάντησή του.

[Ο μαθητής επιλέγει αν είναι άνδρας ή γυναίκα. Ανάλογα εμφανίζονται οι φράσεις. Δεν υπάρχουν σωστές/λάθος απαντήσεις.]

1. Cool. Now, answer these questions. Choose one of the following:
2. He is Greek. / He is a foreigner.
3. He is blonde. / He is brunet.
4. He is tall. / He is short.
5. He is fat. / He is slim.
6. He is handsome. / He is not very handsome.
7. He is elegant. / He is tasteless.
8. He is single. / He is married.
9. He is not very well known. / He is popular.
10. He writes his own songs. / He doesn't write music.
11. He has sung in a concert near my home town or in Greece. / He has never been near my home town or in Greece.

1. She is Greek. / She is a foreigner.
2. She is blonde. / She is brunet.
3. She is tall. / She is short.
4. She is fat. / She is slim.
5. She is beautiful. / She is not very beautiful.
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7. She is single. / She is married.
8. She is not very well known. / She is popular.
9. She writes her own songs. / She doesn't write music.
10. She has sung in a concert near my home town or in Greece. / She has never been near my home town or in Greece.

Σκηνή 4 (μεσαίας διάρκειας)

Η Megumi λέει: Now let's play! Think of your favourite song and answer the following questions. You must tell me if you agree or disagree. Press the key "A" for agreement and "D" for disagreement". Ο μαθητής χρησιμοποιεί τα γράμματα A και D για να απαντήσει σε κάθε μια από τις ακόλουθες προτάσεις που εκφωνεί ο ήρωας. Δεν υπάρχουν σωστές / λάθος απαντήσεις.

- This song is a ballad. A / D
- This song makes me feel sad. A / D
- This song makes me feel like dancing. A / D
- This song is my favourite type of music. I like listening to it every time I have the opportunity! A / D
- My friends also like this song. A / D

Σκηνή 5 (μεσαιάς διάρκειας)

Η Megumi λέει: "Imagine that you are a famous and very popular singer! (Ακούγεται ο ήχος του φλας από πολλές φωτογραφικές μηχανές) Journalists from all over the world ask for an interview. You choose the best journalist to give an interview". (ακούγονται τα βήματα που γίνονται εντονότερα και η φιγούρα ενός δημοσιογράφου που λέει κομπιάζοντας; Eh...Hello...Eh...Nice to meet you! I always wanted to talk to you and please forgive that I am so stressed...Eh...(γυρνάει σελίδες σαν να ψάχνει κάτι –ήχος) Well, many of your fans want to know your everyday programme. Can you answer to some questions? Please click on your answer".

1. I usually wake up late in the morning. / I usually wake up very early in the morning.
2. I take breakfast every morning because it is healthy. / I never eat breakfast in the morning.
3. I go to the gym almost everyday so that I can maintain my figure. / I don't exercise because I think it is a waist of time.
4. I study music and practice my voice everyday so that to keep my voice in a good state. / I never study music and I don't care about my voice.
5. I usually don't answer to the emails that my fans send to me. / I usually answer to the emails that my fans send to me.

Ο δημοσιογράφος λέει: "Mhmm...I read on a magazine that you are building a house in Paris. Is this true? What is it like?" [Δεν υπάρχουν σωστές/λάθος απαντήσεις.] Click on your answer

1. It is a big house. / It is a big apartment.
2. It is downtown. / It is in the suburbs.
3. It is very luxurious. / It is rather simple.
4. I decorated it myself. / It was decorated by a famous decorator.
5. It is cozy and comfortable. / It is imposing.

Ο δημοσιογράφος λέει: "Ehhh...I have a question about your personal life. There is a gossip that you are in love. Is this true?" Click on your answer

Ο μαθητής απαντά.

Yes, it is true, I am in love. / No, it isn't true, I am not in love.

Ο δημοσιογράφος λέει (χαρούμενος και ενθουσιασμένος): "Thank you very much for talking to me! Your interview will be published in all the magazines internationally and all your fans will definitely enjoy it! Thank you!" Ακούγονται χειροκροτήματα.

Σκηνή 6 (μικρής διάρκειας)

Η Megumi λέει: "Thank you for playing with me!" (Ακούγεται στα ιαπωνικά το 'αντίο') και η Megumi λέει: "This is how we say Good bye in Japanese".

Σκηνή 3 (μεσαιάς διάρκειας)

(Αν ο μαθητής επιλέξει Giuseppe και μουσική)

Φόντο: Εσωτερικό δωματίου.

Ο Giuseppe λέει: Do you like music?! So do I! I like both Italian and European Music. My favourite Italian singer is Eros Ramazzotti. I do not like listening to ballads because these are more for girls but now that I am in love I can't help but listening to love songs! My favourite song is "La nostra vita". I also like Anastacia. I like listening to her songs very often. These days I prefer listening to the song "Left outside alone" because it is a strong song. What about you? Which is your favourite singer? Write to me some details about him or her! First choose if your favourite singer is a man or a woman." Ο μαθητής επιλέγει την απάντησή του.

[Ο μαθητής επιλέγει αν είναι άνδρας ή γυναίκα. Ανάλογα εμφανίζονται οι φράσεις. Δεν υπάρχουν σωστές/λάθος απαντήσεις.]

Cool. Now, answer these questions. Choose one of the following:

1. He is Greek. / He is a foreigner.
 2. He is blonde. / He is brunet.
 3. He is tall. / He is short.
 4. He is fat. / He is slim.
 5. He is handsome. / He is not very handsome.
 6. He is elegant. / He is tasteless.
 7. He is single. / He is married.
 8. He is not very well known. / He is popular.
 9. He writes his own songs. / He doesn't write music.
 10. He has sung in a concert near my home town or in Greece. / He has never been near my home town or in Greece.
-
1. She is Greek. / She is a foreigner. Ok!
 2. She is blonde. / She is brunet. Go on!
 3. She is tall. / She is short. Cool!

4. She is fat. / She is slim. Go on!
5. She is beautiful. / She is not very beautiful. What else?
6. She is elegant. / She is tasteless. Go on!
7. She is single. / She is married. Ok.
8. She is not very well known. / She is popular. What else?
9. She writes his own songs. / She doesn't write music. Cool!
10. She has sung in a concert near my home town or in Greece. / She has never been near my home town or in Greece. Well done.

Σκηνή 4 (μεσαιας διάρκειας)

Ο Giuseppe λέει: Now let's play! Think of your favourite song and answer the following questions. You must tell me if you agree or disagree. Press the key "A" for agreement and "D" for disagreement and press Enter. Ο μαθητής χρησιμοποιεί τα γράμματα A και D για να απαντήσει σε κάθε μια από τις ακόλουθες προτάσεις που εκφωνεί ο ήρωας. Δεν υπάρχουν σωστές / λάθος απαντήσεις.

- This song is a ballad. A / D
- This song makes me feel sad. A / D
- This song makes me feel like dancing. A / D
- This song is my favourite type of music. I like listening to it every time I have the opportunity! A / D
- My friends also like this song. A / D

Σκηνή 5 (μεσαιας διάρκειας)

Ο Giuseppe λέει: "Imagine that you are a famous and very popular singer! (Ακούγεται ο ήχος του φλας από πολλές φωτογραφικές μηχανές) Journalists from all over the world ask for an interview. You choose the best journalist to give an interview. (Ακούγονται τα βήματα που γίνονται εντονότερα και η φιγούρα ενός δημοσιογράφου που λέει κομπιάζοντας; Eh...Hello...Eh...Nice to meet you! I always wanted to talk to you and please forgive that I am so stressed...Eh...(γυρνάει σελίδες σαν να ψάχνει κάτι –ήχος) Well, many of your fans want to know your everyday programme. Can you answer to some questions? Please click on your answer". Ο μαθητής απαντά.

1. I usually wake up late in the morning. / I usually wake up very early in the morning.
2. I take breakfast every morning because it is healthy. / I never eat breakfast in the morning.
3. I go to the gym almost everyday so that I can maintain my figure. / I don't exercise because I think it is a waist of time.

4. I study music and practice my voice everyday so that to keep my voice in a good state. / I never study music and I don't care about my voice.
5. I usually don't answer to the emails that my fans send to me. / I usually answer to the emails that my fans send to me.

Ο δημοσιογράφος λέει: "Mhmm...I read on a magazine that you are building a house in Paris. Is this true? What is it like?" [Δεν υπάρχουν σωστές/λάθος απαντήσεις.] . Click on your answer

1. It is a big house. / It is a big apartment.
2. It is downtown. / It is in the suburbs.
3. It is very luxurious. / It is rather simple.
4. I decorated it myself. / It was decorated by a famous decorator.
5. It is cozy and comfortable. / It is imposing.

Ο δημοσιογράφος λέει: "Ehhh...I have a question about your personal life. There is a gossip that you are in love. Is this true?"

Yes, it is true, I am in love. / No, it isn't true, I am not in love.

Ο δημοσιογράφος λέει (χαρούμενος και ενθουσιασμένος): "Thank you very much for talking to me! Your interview will be published in all the magazines internationally and all your fans will definitely enjoy it! Thank you!" Ακούγονται χειροκροτήματα.

Σκηνή 6 (μικρής διάρκειας)

Ο Giuseppe λέει: Thank you for playing with me! (Ακούγεται στα ιταλικά το 'αντίο'-ciao) και ο Giuseppe λέει: This is how we say Good bye in Italian.

Θεματική ενότητα: Sharing interests (Ενότητες 5 - 8)

Απαραίτητες φιγούρες: 1 αγόρι, 1 κορίτσι, 1 ηλικιωμένος άνδρας – ο Σοφός, 1 νεαρός άνδρας.

Σκηνή 1 (μικρής διάρκειας)

Φόντο: Δρόμος από μια γειτονιά.

Εμφανίζονται οι δυο ήρωες (αγόρι –κορίτσι) και λένε μαζί: "It is us again; Megumi and Giuseppe. Choose one of us to play with! Ο μαθητής επιλέγει.

Σκηνή 2 (μικρής διάρκειας)

Ο ήρωας που έχει επιλεγεί λέει: Choose what you like to talk about most: football (ήχος από ποδοσφαιρικό αγώνα), literature (ήχος φυλλομέτρησης βιβλίων) or music (σύντομος χαρούμενος ήχος από αρμόνιο)". Ο μαθητής επιλέγει.

Σκηνή 3 (μεσαιάς διάρκειας)

(Αν ο μαθητής επιλέξει Megumi και ποδόσφαιρο)

Φόντο: ποδοσφαιρικό γήπεδο.

Η Megumi λέει: Hi! Today we are going to talk about the World Cup! Ακούγεται ο ήχος της έναρξης των αγώνων.

Έπειτα λέει: "I guess that you enjoyed the World Cup 2006 if you are a football fan! OK, listen to what we will do now! Imagine that during World Cup 2006 you were in Germany working for a Japanese newspaper. You listened to the football match Japan played against some team. Your boss has asked you to write an article of how the game was and explain why the one team was better than the other. It is very important to make your readers understand how good of a reporter you are so...first, start by saying which team played against which and how the fans welcomed the two teams. Were there any supporters who were yelling or screaming? You can then say how each team played, if some players played well or bad, if they were tired or lost opportunities. Did you enjoy the game? Was it good or bad? Why did the one team win? You can express judgments such as "it was too good to lose, they did not play well enough etc" Come on! You can write the best article!

Listen to the following sentences and fill in the gaps with the correct word.

Ο μαθητής απαντά. Εμφανίζονται μία μία οι προτάσεις και ο μαθητής επιλέγει τη σωστή λέξη για το κενό που λείπει.

- "It's going exactly the way that Japan and the Bosnian coach Ivica Osim, planned. - worse (Σ) / bad
- It's a very comfortable victory for Australia, they're playing against our national team. - good / well (Σ)
- The score at the end of the game is 1 to 3 for Australia. Let's hope that the next game will be than this one. - good / better (Σ)
- Ivica Osim must try something effective in order to win Croatia. - more (Σ) / less
- But at the present time, Australia has had an excellent game. - excellent (Σ) / excellently
- We just couldn't Australia. - handle (Σ) / hand

Σκηνή 4 (μικρής διάρκειας)

Η Megumi λέει: Did you know that in 2002 Japan and South Korea welcomed the World Cup in Asia for the first time? South Korea played very well and even reached the semi-finals! (Ακούγονται χειροκροτήματα) Oh! I just remembered! (Χτυπά το κεφάλι της) My school teacher has asked me to write a paragraph about the final game between Italy and France of the 2006 World Cup! I have written it but some words are missing. Let me read the paragraph for you and please help me fill in the missing words! Cheers!

Ακούγεται να καθαρίζει τη φωνή της:

- In the final game the Italian team beat
France (Σ) / French
- Italy had a team than France.
best / better (Σ)
- They two goals while France scored one.
scored (Σ) / scores
- I supported Italy because Totti is one of the football players.
best (Σ) / better
- I am very proud ... Italy and I know that this team can never be bad.
of (Σ) / from

Η Megumi λέει: "Thank you for helping me today!"

Σκηνή 5 (μεγάλης διάρκειας)

Η Megumi λέει: OK, you can now listen to two Greek poems about football. Press 1 for the first poem and 2 for the second. Αν πατήσει 1, μαγικός ήχος και ακούγεται ο Σοφός να λέει: «Το πρώτο ποίημα είναι του Γιώργου Μακρόπουλου και λέγεται «Ωδή στον παίκτη της ΑΕΚ και της Εθνικής Χρήστο Αρδίζογλου».

Ακολουθεί απαγγελία του ποιήματος:

*Θα υμνήσω κι εγώ
με τη φτωχή την πένα μου
τον μοναχικό πλην όμως φιλότιμο χαρακτήρα
του παίκτη της ΑΕΚ και της Εθνικής
Χρήστου Αρδίζογλου.*

Θα υμνήσω

*Γιατί το παιδί αυτό
από τις ταπεινές τις γειτονιές του Περισσού
προερχόμενο.
Της Ριζουπόλεως και της Σαφράμπολης
Ήταν το μόνο από πολλούς άλλους
που παρά την υπεροψία της νεότητάς του
εκράτησεν ενός λεπτού στα μυστικά σιγή
για τους αποχωρίσαντες βετεράνους
που δεν επέτυχαν πολύτιμο γκολ
σε κρίσιμη στιγμή
απορρίπτοντας έτσι ακόμα και τον θάνατο
μια και αγνοούσε όλους αυτούς τους αθλητές
που τώρα βρίσκονται στο χώμα.*

Θα υμνήσω.

*Γιατί το παιδί αυτό
κατεβαίνοντας – όπως προείπα –
από τους καλύτερους αέρηδες,
ήταν το μόνο
που πάντα με εύστροφες κινήσεις
επιτύγγανε την εκπόρθηση
της αντίπαλης εστίας
σε ξένα γήπεδα προπάντων
κάνοντας έτσι να ακουστεί ανά την υφήλιο
το όνομα της μικρής πατρίδας μας
ενώ συνάμα εχάριζε*

*Λέγω εχάριζε με την πράξη του αυτή
 μια ολόφωτη νύχτα Χριστουγέννων
 στους άστεγους της πλατείας Ομονοίας
 παρά το ότι ετούτο
 εστοίχιζε εις τον ίδιο αρκετά
 τον έκλεινε μόνο σε ένα σπίτι
 αγρίμι τρομαγμένο
 που έβλεπε το κορμί του
 ακρωτήρι, ερημικό ακρωτήρι.*

Αν πατήσει 2, μαγικός ήχος και ακούγεται ο Σοφός να λέει: «Αυτό το ποίημα είναι της Ρούλας Κακλαμανάκη και λέγεται: «Ποδοσφαιρικοί Αγώνες».

Ακολουθεί απαγγελία του ποιήματος:

*Από παιδί τού άρεσε να κάνει την μπάλα σκαμνάκι
 Έχοντας μάθει τους χειρισμούς μιας τέλειαις ισορροπίας
 Μπορούσε να κάνει οτιδήποτε.*

*Καθισμένος εκεί, χρησιμοποιώντας κάθε μόριο
 Του σώματος και του πνεύματός του
 Με τις ανάλογες κινήσεις γεννούσε πλήθος λέξεων
 Και, αν όχι ποιήματα, έργα – ούτως ειπείν αιωνιότητας-
 Οπωσδήποτε ανθρώπους κατ'είκόνα και ομοίωσή του.
 Καμιά φορά και θεούς.*

*Όλα ήταν αληθινά με μόνη εξαίρεση τα φτερά.
 Αυτά που φυτρώνουν στα γήπεδα των ποδοσφαιρικών αγώνων
 Και βγαίνουν από τους αστραγάλους των ποδιών
 Για να εξαφανίσουν από προσώπου γης τα παιδικά όνειρα
 Και να δώσουν το πρώτο λάκτισμα στην ύποπτη αθωότητα των αγγέλων.*

Μόλις τελειώσει, η Megumi λέει: "What is special about these football players? Choose the correct sentence. Press 1 or 2 for each poem to listen to them again". Ο μαθητής απαντά.

- They are arrogant persons. / They are honest and humble. (Σ)
- They respect the veterans. (Σ) / They don't respect anyone.
- They come from rich regions. / They come from poor regions. (Σ)

- They were able to speak through the movements of their bodies. (Σ) / They spoke like orators.
- They cared only about themselves. / They cared about other people. (Σ)

Η Megumi λέει: "Why don't you try to write a poem about your favourite football player like the ones you listened to? Or you can write a short story about something that happened to him or a joke you know about him!"

Οδηγίες προς τον εκπαιδευτικό: Στο δικτυακό τόπο <http://www.footballpoets.org> μπορείτε να βρείτε πολλά ποιήματα στα αγγλικά για το ποδόσφαιρο.

Σκηνή 6 (μικρής διάρκειας)

Η Megumi λέει: See you soon! Goodbye!

[εναλλακτικές επιλογές]

Σκηνή 3 (μεσαίας διάρκειας)

(Αν ο μαθητής επιλέξει Giuseppe και ποδόσφαιρο)

Φόντο: ποδοσφαιρικό γήπεδο.

Ο Giuseppe λέει: "Hi! Today we are going to talk about World Cup!" Ακούγεται ο ήχος της έναρξης των αγώνων.

Έπειτα λέει: "I guess that you enjoyed World Cup 2006 if you are a football fan! OK, listen now what we will do! Imagine that during World Cup 2006 you were in Germany working for a Japanese newspaper. You listened to the football match Japan played against any team. Your boss has asked you to write an article of how the game was and explain why the one team was better than the other. It is very important to make your readers understand how good reporter you are so...first, start by saying which team played against which and how the fans welcomed the two teams. Were there any supporters who were yelling or screaming? You can then say how each team played, if some players played well or bad, if they were tired or lost opportunities. Did you enjoy the game? Was it good or bad? Why did the one team win? You can express judgments such as "it was too good to lose, they did not play well enough etc" Come on! You can write the best article!

Listen to the following sentences and fill in the gaps with the correct word.

Ο μαθητής απαντά. Εμφανίζονται μία μία οι προτάσεις και ο μαθητής επιλέγει τη σωστή λέξη για το κενό που λείπει.

- The final between Italy and France started with each side within the first 20 minutes.
scoring (Σ) / scores
- Zinedine Zidane the scoring for France.
opening / opened (Σ)
- Marco Materazzi then levelled the scores in the 19th minute.
levelled (Σ) / equalled
- At the end of the full time, the score was still level at 1–1 and the match was forced into.....
extra time (Σ) / more time
- Zidane hit Materazzi in the chest and was
discharged / dismissed (Σ)
- Extra time produced no further goals and a penalty followed, which Italy won 5–3.
shootout (Σ) / kick

Σκηνή 4 (μεσαίας διάρκειας)

Ο Giuseppe λέει: "Did you know that in 1990 Italy welcomed the World Cup? In the final match, West Germany beat Argentina 1-0, which was a very low score for a World Cup! Yesterday at school our teacher asked us to write a paragraph about the final game between Italy-France of 2006 World Cup! I have written it but some words are missing. Let me read the paragraph for you and please help me fill in the missing words! Cheers!

Ακούγεται να καθαρίζει τη φωνή του.

- In the final game the Italian team beat
France (Σ) / French
- Italy had a team than France.
best / better (Σ)
- They two goals while France scored one.
scored (Σ) / scores
- I supported Italy because Totti is one of the football players.
best (Σ) / better
- I am very proud ... Italy and I know that this team can never be bad.
of (Σ) / from

Ο Giuseppe λέει: "Thank you for helping me today!"

Σκηνή 5 (μεγάλης διάρκειας)

O Giuseppe λέει: OK, you can now listen to two Greek poems about football. Press 1 for the first poem and 2 for the second.

Αν πατήσει 1, ακούγεται το ποίημα: [βλ. παραπάνω, σκηνή 6, Megumi]

Αν πατήσει 2, ακούγεται: [βλ. παραπάνω, σκηνή 6, Megumi]

Μόλις τελειώσει, ο Giuseppe λέει: "What is special about these football players? Choose the correct sentence. Press 1 or 2 for each poem to listen to them again". Ο μαθητής απαντά.

1. They are arrogant. / They are honest and humble. (Σ)
2. They respect the veterans. (Σ) / They don't respect anyone.
3. They come from rich regions. / They come from poor regions. (Σ)
4. They were able to speak through the movements of their bodies. (Σ) / They spoke like orators.
5. They cared only about themselves. / They cared about other people. (Σ)

O Giuseppe λέει: Why don't you try to write a poem for your favourite football player like the ones you listened? Or you can write a short story about something that happened to him or a joke you know about him!

Οδηγίες προς τον εκπαιδευτικό: Στο δικτυακό τόπο <http://www.footballpoets.org> μπορείτε να βρείτε πολλά ποιήματα στα αγγλικά για το ποδόσφαιρο.

Σκηνή 6 (μικρής διάρκειας)

O Giuseppe λέει: See you soon! Goodbye!

[εναλλακτικές επιλογές]

Σκηνή 3 (μεγάλης διάρκειας)

(Αν ο μαθητής επιλέξει Megumi και λογοτεχνία)

Φόντο: Εσωτερικό αεροπλάνου.

Η Megumi λέει: Today let's start a journey! We will travel to England (ήχος αεροπλάνου – φωνή πιλότου: Ladies and gentlemen, you are now in London!) Η Megumi λέει: "Ah, here comes the hero of the story". Βήματα και η εμφάνιση της φιγούρας ενός νεαρού άνδρα. Η Megumi λέει: "Let's let him tell us about himself now..."

Αρχίζει αφήγηση της ιστορίας: [αντρική φωνή]

Before I begin my story, I would like to tell you a little about myself.

I was born in the year 1632, in the city of York in the North of England. My father was German, but he came to live and work in England. Soon after that he married my mother, who was English. Her family name was Robinson, so, when I was born, they called me Robinson after her.

My father did well in his business and I went to a good school. He wanted me to get a good job and live a quiet, comfortable life. But I didn't want that. I wanted adventure and an exciting life.

'I want to be a sailor and go to sea,' I told my mother and father. They were very unhappy about this.

'Please don't go,' my father said. 'You won't be happy, you know. Sailors have a difficult and dangerous life.' And because I loved him and he was unhappy, I tried to forget about the sea.

'But I couldn't forget, and about a year later, I saw a friend in town. His father had a ship and my friend said to me, 'We are sailing to London tomorrow. Why don't you come with us?'

And so, on September 1st, 1651, I went to Hull and the next day we sailed for London.

But, a few days later, there was a strong wind. The sea was rough and dangerous. And the ship went up and down, up and down. I was very ill and very afraid.

'Oh, I don't want to die,' I cried. 'I want to live! If I live, I'll go home and never go to sea again!'

The next day the wind dropped and the sea was quiet and beautiful again.

'Well, Bob,' my friend laughed. 'How do you feel now?' The wind wasn't too bad.'

'What!' I cried. 'It was a terrible storm.'

'Oh, that wasn't a storm,' my friend answered. 'Just a little wind. Forget it. Come and have a drink.'

After a few drinks with my friend, I felt better. I forgot about the danger and decided not to go home. I didn't want my friends and family to laugh at me.

I stayed in London for some time, but I still wanted to go to sea. So, when the captain of the ship asked me to go with him to Guinea in Africa, I agreed. And so I went to sea for the second time.

Η Megumi λέει: "Let's play a game! I will tell you some sentences and you will write 'T' if the sentence is true and 'F' if the sentence is false. OK?"

- Η Megumi εκφωνεί μία μία τις ακόλουθες προτάσεις:
- Robinson's parents wanted him to become a sailor. F
- His first journey by ship was very pleasant and he was enjoying it with his friend all the time. F.
- Robinson finally decided to become a sailor. T
- Robinson stayed in London and he then went to his home. F
- Robinson was proud of his decision and did not want his family and friends to laugh at it. T

Σκηνή 4 (μεσαίας διάρκειας)

Ακούγεται ροχαλητό. Η Megumi ξυπνάει τρομαγμένη. "What happened? Did Robinson tell his story? I fell asleep because I was too tired and I did not listen to his story... First, put the next verbs in the past tense and then you will listen to his story. Choose the correct word

Travel → travels / traveled (Σ)

Take → took (Σ) / taken

Find → finds / found (Σ)

Live → lives / lived (Σ)

Do → did (Σ) / done

Have → had (Σ) / has

Thanks a lot! Now listen to his story. Ακούγεται μαγικός ήχος και η φωνή του Σοφού:

“Robinson Crusoe after his first journey traveled to South Africa and pirates took him with them. He soon found himself alone in an island, where he lived for almost fifteen years. But his story did not end there...The island had visitors!

You can search his adventures in the bookstore. The writer’s name is Daniel Defoe and there is a cassette available in “Oxford Bookworms Library”. You can also listen to a Greek song about Robinson Crusoe. You can ask your teacher to play it for you (Το νησί των θησαυρών – παιδική χορωδία Δ. Τυπάλδου).

Η Megumi λέει: “Thanks a lot! Let’s continue”.

Σκηνή 5 (μεγάλης διάρκειας)

Η Megumi λέει: I found out that a Greek writer, Nikos Kasdaglis, has written a story about his visit to Tokyo. Tokyo is the city I live in the capital of Japan. Let’s listen to the story!

Το ταξίδι του Κάσδαγλη στην Ιαπωνία πραγματοποιήθηκε τη δεκαετία του 1980, την εποχή δηλαδή που η μεγάλη ανάπτυξη των συγκοινωνιών άρχισε να διευκολύνει σημαντικά τα ταξίδια και τον τουρισμό. Αν και οι χώρες της Άπω Ανατολής είναι μακρινοί προορισμοί για τον Έλληνα και Ευρωπαϊό ταξιδιώτη ασκούσαν πάντα έντονη γοητεία εξαιτίας της διαφορετικής από τη Δύση πολιτισμικής τους παράδοσης. Το απόσπασμα από την ταξιδιωτική περιγραφή της Ιαπωνίας αναφέρεται στην απόλαυση του φαγητού, θέμα ενδιαφέρον για τον αναγνώστη του 1988, έτος κυκλοφορίας του βιβλίου του Κάσδαγλη Δρόμοι της στεριάς και της θάλασσας.

Η Ιαπωνία είν’ εντυπωσιακή, κι η αίσθηση αυτή ξεκινάει από τ’ αεροδρόμιο, μόλις φτάνεις. Η σωστή οργάνωση στην αίθουσα υποδοχής δεν επιτρέπει κανένα λάθος, καμιά παρεξήγηση. Ο επιβάτης θα περάσει τον υγειονομικό έλεγχο, τον τελωνειακό και τα διαβατήρια, δίχως να προλάβει να σκεφτεί τις πιθανές δυσκολίες. Οι υπάλληλοι σου δίνουν την αίσθηση πως περιμένουν ακριβώς εσένα, να σ’ εξυπηρετήσουν. Όσο να ξεμπερδέψεις τις σύντομες διαδικασίες για να σε δεχτούνε στην Ιαπωνία οι αποσκευές είναι κιάλας πάνω στην κορδέλα, και στριφογυρίζουνε. Στην Ιαπωνία όλα δουλεύουνε σα καλολαδωμένη μηχανή.

Βγαίνοντας, καλά θα κάνεις να πάρεις το λεωφορείο ως το τέρμιναλ. Η διαδρομή είναι μεγάλη, μιάμιση ώρα και βάλε, κι η ταρίφα για το ταξί περισσότερο από τρεις χιλιάδες δραχμές. Το ταξί στην Ιαπωνία είναι ίσως τέσσερις φορές πιο ακριβό από την Ελλάδα.

Φτάνω αργά στο ξενοδοχείο, κοντά στα μεσάνυχτα, μα έχω μια αίσθηση πως το Τόκιο είναι μια πόλη νεκρή. Οι δρόμοι έρημοι, τα μαγαζιά κλειστά, οι επιγραφές σκοτεινές. Το Τόκιο, από τις μεγαλύτερες πόλεις στον κόσμο, είναι μια βιομηχανική πόλη με περιορισμένη νυχτερινή ζωή.

Το ξενοδοχείο είναι μεγάλο, εμπορικό, τυποποιημένο. Οι υπάλληλοι στην υποδοχή συνεχίζουν τη δουλειά, αδιάφοροι για την παρουσία μου. Λέω σε κάποιον πως έχω κλείσει δωμάτιο, κι αμέσως αλλάζει το σκηνικό. Βιάζεται να μ' εξυπηρετήσει, χαμογελαστός, πρόθυμος.

Πρώτη εμπειρία: στην Ιαπωνία μην περιμένεις να σε ρωτήσουν. Πρέπει να ζητήσεις κάτι για να ενδιαφερθούν [...]

Στο ξενοδοχείο αλλάζω τα βρεμένα ρούχα μου, κάνω κι ένα ζεστό μπάνιο, καλού κακού. Δεν έχω φάει μετά το πλούσιο πρωινό και πεινάω σαν λύκος. Στο ξενοδοχείο έχει δυο παραδοσιακά εστιατόρια, ένα δυτικό, και την καφετέρια. Θα φάω γιαπωνέζικα, να δω πώς είναι.

Στο εστιατόριο, η περιπέτεια της συνεννόησης. Στον περιποητικό μέτρ, που σιμώνει, μιλάω αγγλικά. Θέλω να φάω γιαπωνέζικα, του λέω, μα δεν καταλαβαίνω τίποτα απ' τη γιαπωνέζικη κουζίνα, και τον παρακαλώ να μου διαλέξει το μενού. Χαμογελάει αμήχανα, και τον παρεξηγώ, νομίζω πως δεν κατάλαβε. Τον ρωτάω αν υπάρχει κάποιος να μιλάει αγγλικά, για να συνεννοηθώ. Απαντά πως μιλάει αγγλικά, και με προσκαλεί μαζί του, να διαλέξω. Αποφεύγει την ευθύνη να διαλέξει για λογαριασμό μου, έστω κι αν τον βεβαιώνω πως, αν δε μ' αρέσει το φαγητό, δικό μου λάθος.

Η εκλογή στην Ιαπωνία δε γίνεται στην κουζίνα, μα στη βιτρίνα του μαγαζιού. Εκθέτουν όλα τα φαγητά του μενού, φτιαγμένα με πορσελάνη, με τις τιμές τους δίπλα, για να μην ξαφνιαστείς στο λογαριασμό. Τα πιάτα που μου δείχνει έχουν κρέας ωμό, ψάρι ωμό, και θαλασσινά, κι όλα συνοδεύουν πολλά χορταρικά, μανιτάρια, κρεμμύδια, μακαρόνια, και δε θυμάμαι τι άλλο.

Το κρέας και το ψάρι, ωμά, με κάνουν και διστάζω, και διαλέγω τα θαλασσινά. Παρόλο που διαλέγω μόνος μου ο μέτρ κοντοστέκεται, μου εξηγεί πώς τα βράζουν, και δεν ξέρει αν μ' αρέσουν. Επιμένω, το ωμό κρέας και το ψάρι τα φοβάμαι περισσότερο, κι ας λέει ό, τι θέλει ο μέτρ.

Η περιποίηση είναι πριγκηπική. Τρεις κοπέλες με κιμονό με βολεύουνε σ' ένα τραπεζάκι, ρωτάν αν πρέπει να μου φέρουν τα ορεκτικά, που συνοδεύουν κάθε γιαπωνέζικο τραπέζι. Βέβαια, όλα.

Οι κοπέλες μου φέρνουν ένα σωρό μπόλ με περίεργα φαγητά, που δεν καταλαβαίνω, λογιά λογιά σάλτσες, και τ' απαραίτητο ωμό κρέας και το ψάρι που τόσο πάσκισα ν' αποφύγω. Αρνιέμαι το πιρούνι που μου φέρνουν, και πιάνω ένα φαρδύ ξυλαράκι, μέσα σ' ένα πιάτο. Το χρησιμοποιώ για κουτάλι, και τσακώνω έναν από τους μεζέδες που μου φέρνουν. Γελάν όλοι, και επεμβαίνει ο μέτρ. Με μια γρήγορη κίνηση χωρίζει το φαρδύ ξυλαράκι σε δυο στενά, μου δείχνει πώς να τα κρατήσω για να τσακώνω το φαΐ.

Η μεγαλύτερη σερβοτόρα, μεσόκοπη, μ' επίσημο μαύρο κιμονό, αναλαμβάνει να με περιποιηθεί. Μου δείχνει πώς ν' ανακατέψω τις σάλτσες, ποια πηγαίνει με το ψάρι, ποια με το κρέας, τι ταιριάζει στους άλλους μεζέδες. Το ωμό κρέας και το ψάρι γλυστράν από τα ξυλαράκια μέσα στη σάλτσα, μα τελικά τα καταφέρνω. Παρά το δισταγμό μου, στην αρχή, τα τρώω μ' ευχαρίστηση.

Στο μεταξύ μου φέρνουν ένα μάτι με αέριο. Το συνοδεύουνε στο τραπέζι μου. Βάζουν πάνω ένα πήλινο τσουκάλι με νερό, κι η σερβοτόρα, χαμογελαστή, ρίχνει μέσα στο νερό που βράζει, λίγα λίγα, τα χορταρικά και τα θαλασσινά, και τα κομματάκια το ψάρι, και ό,τι άλλο βρίσκεται στο πιάτο. Τρώω μέσα από ένα μπολ, και μου το γεμίζει συνέχεια απ' το τσουκάλι. Χρησιμοποιεί δυο μακριά ξυλαράκια, για σερβίρισμα, σκαλισμένα και λακαρισμένα, πολυτελή. Τα δικά μου, πρόχειρα, θα πεταχτούνε μετά τη χρήση. Κάθε τόσο με σερβίρει σάκι, το γιापωνέζικο ρακί που το ζεσταίνουνε για να το πιουν.

Το πιάτο είναι τεράστιο, όχι όμως βαρύ. Το αποτελειώνω, πεινασμένος καθώς είμαι, άλλωστε οι Γιαπωνέζοι δε δίνουν ψωμί. Το ίδιο το φαγητό θα το 'λεγα άγευστο, αν δεν ήταν οι πικάντικες σάλτσες. Η σερβιτόρα μου, αφού φαρέψει και το τελευταίο χορταρικό, και το τελευταίο μακαρόνι μέσα από το τσουκάλι, μου σερβίρει ύστερα και το νερό, να το πιω για κονσομέ. Δεν έχει άδικο, είναι νόστιμο, τόσα πράγματα έχουνε βράσει μέσα.

Στο παραδοσιακό εστιατόριο με περιποιηθήκανε σα να' μουν πρίγκηπας, κι ύστερα με βάλαν να πληρώσω για την περιποίηση. Λογικό. Ο λογαριασμός έξι χιλιάδες γιεν, κάπου χίλιες διακόσιες δραχμές.

Μια δεύτερη εμπειρία στην Ιαπωνία: στην Ιαπωνία έχει περισσότερη σημασία ο τρόπος που θα σε σερβίρουν, από το ίδιο το φαΐ.

H Megumi λέει: "I can understand how he was feeling! Last year I visited London where my friend Alice lives with her family. We visited many monuments and museums there, but what really impressed me is that you can find all different tastes of the world in London! However, their traditional dish is fish and fries, which, according to my opinion, does not taste so good! I like spicy food with many different tastes, such as sushi, which is a Japanese specialty. They are small cakes of cooked rice with much vinegar and also uncooked fresh fish. Don't forget that we use sticks to eat and not a spoon or a fork!

What about you? Listen to the following sentences and press T for true and F for false.

[Δεν υπάρχουν σωστές ή λάθος απαντήσεις.]

Have you ever visited any countries? T / F

Even if you haven't visited another country, think of one that you would like to visit some day. What is the most interesting thing you like and that impresses you with that country? Press T for true and F for false.

1. The country has a lot of important monuments.
2. The country has a long and significant history.
3. The country has great cultural life.
4. The landscape is fantastic.
5. The people are very friendly.
6. This country has a great tradition in music.
7. This country has famous museums and works of art.
8. I admire the athletes of this country.
9. I like its literature and authors.
10. There are great theatre productions.

Σκηνή 6 (μικρής διάρκειας)

Η Megumi λέει: See you soon! Bye!

[εναλλακτικές επιλογές]

Σκηνή 3 (μεγάλης διάρκειας)

(Αν ο μαθητής επιλέξει Giuseppe και λογοτεχνία)

Φόντο: Εσωτερικό αεροπλάνου.

Ο Giuseppe λέει: "Today let's start a journey! We will travel to England". (ήχος αεροπλάνου – φωνή πιλότου: Ladies and gentlemen, you are now in London!) Ο Giuseppe λέει: "Ah, here comes the hero of the story". Βήματα και η εμφάνιση της φιγούρας ενός νεαρού άνδρα. Ο Giuseppe λέει: "Let's let him tell us about himself now..."

Ο Giuseppe λέει: Let's play a game! I will tell you some sentences and you will write T if the sentence is true and F if the sentence is false. OK

Ο Giuseppe εκφωνεί μία προς μία τις ακόλουθες προτάσεις. Κάθε φορά ο μαθητής επιλέγει T ή F.

- Robinson's parents wanted him to become a sailor. F
- His first journey by ship was very pleasant and he was enjoying it with his friend all the time. F.

- Robinson finally decided to become a sailor. T
- Robinson stayed in London and he then went to his home. F
- Robinson was proud of his decision and did not want his family and friends to laugh at it. T

Σκηνή 4 (μεσαίας διάρκειας)

Ακούγεται ροχαλητό. Ο Giuseppe ξυπνάει τρομαγμένος: "What happened? Did Robinson tell his story? I fell asleep because I was too tired and I did not listen to his story... First, put the next verbs in the past tense and then you will listen to his story. Choose the correct word

Travel → travels / traveled (Σ)

Take → took (Σ) / taken

Find → finds / found (Σ)

Live → lives / lived (Σ)

Do → did (Σ) / done

Have → had (Σ) / has

Thanks a lot! Now listen to his story. Ακούγεται η φωνή του Σοφού:

Robinson Crusoe after his first journey traveled to South Africa and pirates took him with them. He soon found himself alone in an island, where he lived for almost fifteen years. But his story did not end there...The island had visitors!

You can search his adventures in the bookstore. The writer's name is Daniel Defoe and there is a cassette available in "Oxford Bookworms Library". You can also listen to a Greek song about Robinson Crusoe. You can ask your teacher to play it for you (Το νησί των θησαυρών – παιδική χορωδία Δ. Τυπάλδου).

Ο Giuseppe λέει: Thanks a lot! Let's continue.

Σκηνή 5 (μεγάλης διάρκειας)

Χτύπος τηλεφώνου. Ο Giuseppe λέει: "I must pick up the phone! ". Ακούγεται μια φωνή αντρική να λέει:

Στα δεκατρία του χρόνια ο Ρομολέτο προσελήφθη σαν βοηθός γκαρσονιού στο μπαρ Ιτάλια. Του αναθέσανε το σερβίρισμα στα γραφεία κι όλη τη μέρα έτρεχε πάνω κάτω στους δρόμους και στις σκάλες, κρατώντας σε ισορροπία δίσκους επικίνδυνα γεμάτους από φλιτζάνια, κούπες και ποτήρια. Περισσότερο απ' όλα τον ενοχλούσαν οι σκάλες: στη Ρώμη, όπως εξάλλου και σ' άλλα μέρη του κόσμου, οι θυρωρίνες ενδιαφέρονται πολύ για τα ασανσέρ τους και απαγορεύουν την είσοδο, προφορικά ή με ταμπελίτσες, στα παιδιά του μπαρ, του γαλατά, του μανάβη και λοιπά.

Ένα πρωί τηλεφώνησε στο μπαρ το γραφείο δεκατέσσερα της πολυκατοικίας αρ. Εκατόν τρία, κι ήθελε τέσσερις μπύρες και ένα παγωμένο τσάι, [αλλαγή φωνής, μπάσα αντρική] «αλλά αμέσως, αλλιώς θα τα πετάξω απ' το παράθυρο», πρόσθεσε μια αυστηρή φωνή που ήταν εκείνη του γέρου μαρκήσιου Βενάντσιο, που 'ταν ο φόβος κι ο τρόμος των προμηθευτών.

Το ασανσέρ του εκατόν τρία ήταν ένα από εκείνα που απαγορεύονταν αυστηρά, αλλά ο Ρομολέτο ήξερε πώς να ξεφύγει από την επιτήρηση της θυρωρίνας που μισοκοιμόταν στο θυρωρείο: τρύπωσε χωρίς να τον δει στην καμπίνα, έβαλε στο μηχανάκι την πεντάρα, πάτησε το κουμπί του πέμπτου ορόφου και το ασανσέρ ξεκίνησε τρίζοντας. Να ο πρώτος όροφος, να ο δεύτερος, ο τρίτος. Μετά τον τέταρτο όροφο, αντί να μειώνει ταχύτητα, το ασανσέρ επιτάχυνε την πορεία του πέρασε βιαστικά μπροστά από το κεφαλόσκαλο του μαρκήσιου Βενάντσιο χωρίς να σταματήσει, και πριν ο Ρομολέτο βρει καιρό να εκπλαγεί, όλη η Ρώμη ξαπλώνόταν κάτω από τα πόδια του και το ασανσέρ ανέβαινε με ταχύτητα ρουκέτας προς το γαλάζιο ουρανό, τόσο γαλάζιο που 'μοιαζε μαύρος.

- [φωνή αγοριού] Σε χαιρετώ, μαρκήσιε Βενάντσιο, [φωνή αφηγητή] μουρμούρισε ο Ρομολέτο με ανατριχίλα. Με το αριστερό του χέρι κρατούσε πάντα σε ισορροπία τον δίσκο με τις παραγγελίες και το πράγμα ήταν μάλλον αστείο, αν πάρεις υπόψη ότι γύρω από το ασανσέρ απλωνόταν τώρα πια και προς τις τέσσερις μεριές ο ουράνιος θόλος και η γη εκεί κάτω, στο βάθος της γαλάζιας αβύσσου, γυρνούσε γύρω απ' τον εαυτό της, παρασύροντας στην πορεία της τον μαρκήσιο Βενάντσιο, που περίμενε τις τέσσερις μπύρες και το παγωμένο τσάι.

[φωνή αγοριού] «Τουλάχιστο δε θα πάω στους αριανούς με άδεια χέρια», [φωνή αφηγητή] σκεφτόταν ο Ρομολέτο κλείνοντας τα μάτια του. Όταν τα ξανάνοιξε, το ασανσέρ είχε ξαναρχίσει να κατεβαίνει κι ο Ρομολέτο πήρε μια βαθιά αναπνοή ανακούφισης.

[φωνή αγοριού] – Και, στο κάτω κάτω, το τσάι θα φτάσει παγωμένο. Δυστυχώς το ασανσέρ προσγειώθηκε στην καρδιά μας άγριας τροπικής ζούγκλας κι ο Ρομολέτο, κοιτάζοντας μέσα από τα τζάμια είδε ότι περικυκλωνόταν από περίεργες γενειοφόρες μαϊμούδες που τον έδειχναν με έξαψη, φλυαρόντας με εκπληκτική ταχύτητα σε μιαν ακατανόητη γλώσσα. «[φωνή αγοριού] Ίσως πέσαμε στην Αφρική», σκέφτηκε ο Ρομολέτο. Μα να που ο κύκλος από μαϊμούδες άνοιγε για ν' αφήσουν να περάσει μια απρόσμενη προσωπικότητα: ένας μαϊμούδαρος με μπλε στολή καβάλα πάνω σ' ένα τεράστιο τρίκυκλο.

[φωνή αγοριού] – Αστυφύλακας! Εμπρός Ρομολέτο!

Και χωρίς να χάσει καιρό ο νεαρός βοηθός γκαρσονιού του μπαρ Ιτάλια πάτησε το κουμπί του ασανσέρ, το πρώτο που βρέθηκε κάτω από τα δάχτυλά του. Το ασανσέρ ξανάφυγε με υπερηχητική ταχύτητα και μόνο όταν βρέθηκε σε αρκετή απόσταση ο Ρομολέτο κατάλαβε, κοιτάζοντας κάτω, ότι ο πλανήτης απ' όπου έφευγε εκείνη τη στιγμή δε μπορούσε να είναι η Γη: οι ήπειροι και οι θάλασσες του είχαν τελείως διαφορετικό σχέδιο κι ενώ

από το διάστημα η Γη του είχε φανεί ότι έχει ένα όμορφο, τρυφερό γαλάζιο χρώμα τα χρώματα αυτής της σφαίρας εναλλάσσονταν από το πράσινο και το βιολετί.

-[φωνή αγοριού] Θά'ταν η Αφροδίτη – [φωνή αφηγητή] αποφάνθηκε ο Ρομολέτο – [φωνή αγοριού] αλλά στο μαρκήσιο Βενάντσιο τι θα πω;

Άγγιξε με τα δάχτυλά του τα ποτήρια στο δίσκο. Ήταν παγωμένα όπως όταν βγήκε από το μπαρ. Εξάλλου δεν έπρεπε να έχουν περάσει παρά μόνο λίγα λεπτά.

Το ασανσέρ αφού διέσχισε με απίθανη ταχύτητα ένα τεράστιο, έρημο διάστημα ξανάρχισε να κατεβαίνει. Ο Ρομολέτο, αυτήν την φορά, δε μπορούσε να αμφιβάλλει:

[φωνή αγοριού] – Βρε, βρε! – φώναξε – προσεδαφιζόμαστε στη σελήνη. Τι να κάνω εγώ εδώ;

Οι περίφημοι σεληνιακοί κρατήρες πλησίαζαν ταχύτατα. Ο Ρομολέτο, με το ελεύθερο από το δίσκο χέρι έτρεξε πάνω στον πίνακα με τα κουμπιά του ασανσέρ αλλά:

- [φωνή αγοριού] Αλτ, έδωσε διαταγή στον εαυτό του πριν πατήσει ένα οποιοδήποτε κουμπί, ας σκεφτούμε λιγάκι.

Εξέτασε τη σειρά με τα κουμπιά. Το τελευταίο στο βάθος είχε επάνω του γραμμένο το γράμμα «I» που θα πει ισόγειο.

[φωνή αγοριού] Ας δοκιμάσουμε! – αναστέναξε ο Ρομολέτο.

Πάτησε το κουμπί του ισογείου και το ασανσέρ άλλαξε αμέσως κατεύθυνση. Λίγα λεπτά αργότερα ξαναδιέσχιζε τον ουρανό της Ρώμης, τη στέγη της πολυκατοικίας αρ. εκατόν τρία, το πηγάδι με τις σκάλες και προσγειωνόταν κοντά στο γνωστό θυρωρείο, όπου η θυρωρίνα αγνοώντας αυτό το διαστημικό δράμα εξακολουθούσε να γλυκοκοιμάται.

Ο Ρομολέτο βγήκε έξω, χωρίς ούτε καν να γυρίσει να κλείσει την πόρτα. Αυτήν την φορά ανέβηκε με τα πόδια τις σκάλες. Χτύπησε στο γραφείο δεκατέσσερα και άκουσε, με χαμηλομένο το κεφάλι και χωρίς να βγάλει μιλιά, τις διαμαρτυρίες του μαρκήσιου Βενάντσιο:

- [φωνή μπάσα αντρική] μα πού ήσουν τόση ώρα; Το ξέρεις ότι από την ώρα που σας παρήγγειλα αυτές τις καταραμένες μπύρες και αυτό το αναθεματισμένο παγωμένο τσάι πέρασαν ακριβώς δεκατέσσερα λεπτά; Στη θέση σου ο Γκαγκάριν θα είχε φτάσει ήδη στο φεγγάρι.

«Κι ακόμα πιο πέρα» σκέφτηκε ο Ρομολέτο, αλλά δεν άνοιξε το στόμα του. Και για καλή του τύχη τα ποτά ήταν ακόμα παγωμένα όσο έπρεπε.

Αχ πόσες τρεχάλες πρέπει να κάνει σε μια μέρα, ο βοηθός του γκαρσονιού του μπαρ Ιτάλια, που'ναι επιφορτισμένο με τις παραγγελίες των γραφείων...

O Giuseppe λέει: "That was Mr Bianki. He is my best neighbour. He always has a story to tell over the phone. Mr Bianki first told these stories to his little daughter because he was frequently away from his home because of his job. Every night Mr Bianki was calling her and telling her stories. She could then go to sleep and think of all the magic heroes her father told her about... "

I liked Mr Bianki's story very much because my dream is to become an astronaut and travel to space. I have dreamt of such a trip once. I was in the spacecraft which was speeding and speeding. I was the leader of the team. I was giving instructions to the other astronauts about what to do when we would reach the planet "X-T-B", a planet I had discovered and named. Suddenly, we heard a big "bang". The spacecraft was automatically landed. I had no idea where we were, but I soon realized that I was on the moon because I could not walk! I was flying like a bird! I thought of elephants flying! I started laughing so loud that I woke up! What about you? Listen to the following sentences and press T for true and F for false.

Have you dreamt of anything very strange? T / F

Even if you haven't dreamt of something strange, imagine now a strange place that you would like to visit one day in your dreams. Press T for true and F for false.

1. The people are very friendly and cheerful.
2. All people work only as much as they like.
3. The animals can speak.
4. The plants can walk.
5. People can read the minds of other people.
6. People can fly.
7. There is no money.
8. There are no wars.
9. There are no cars.
10. There are no crimes.

Σκηνή 6 (μικρής διάρκειας)

O Giuseppe λέει: See you soon! Bye!

[εναλλακτικές επιλογές]

Σκηνή 3 (μεσαίας διάρκειας)

(Αν ο μαθητής επιλέξει Megumi και μουσική)

Φόντο: Εσωτερικό δωματίου.

Η Megumi λέει: «Last week my aunt asked me to join her to a local CD store. She wanted to buy a CD of her favourite Japanese composer, Takemitsu Toru. Actually I had nothing better to do so I went with her to find some CDs to buy for me as well. As we were walking, my aunt, who is older than my mummy, was telling me that she could not understand why I was not listening to traditional Japanese music. You can understand how I was feeling! Like I was at school and I had a music class! She did not stop talking about these until we finally reached the CD store! Do you want to know the worst after it? It started raining and I got so wet that I caught a cold! It was the most boring afternoon I had!

Answer the following questions. Press T for true and F for false.

1. My aunt wanted to buy a book. F
2. We went at the local CD store on foot. T
3. She prefers modern music. F
4. My mother is younger than her sister. T
5. I don't like traditional Japanese music. T
6. The weather was very hot. F
7. This was the most boring afternoon i ever had. T

Σκηνή 4 (μεσαίας διάρκειας)

Μαγικός ήχος και η φωνή Σοφού: If you want to find out more about the Japanese composer, Takemitsu Toru, press F1 or you can find out what Megumi's aunt was telling her about the traditional Japanese music by pressing F2. If nothing of these interests you, press Enter to continue!

[F1: Ο Σοφός λέει: Takemitsu Toru was one of the leading composers in Japan. He became very popular when he started a dialogue between Western music and Japanese traditional music.

[F2: Ακούγεται η φωνή μιας ηλικιωμένης γυναίκας που λέει: Oh, my God, Megumi, you should start listening to traditional Japanese music! It is good to know the origins of modern Japanese music. You have to learn about Gagaku, the oldest type of Japanese music that has come from China and Korea. Kings and very rich people were listening to it. Did you know that the Gagaku orchestras had seventeen musicians? The musicians were

playing old types of modern instruments such a type of flute called ryuteki (ήχος φλογέρας ή ακόμη καλύτερα ήχος ryuteki), a type of drums called kakko or taiko – if it was bigger (ήχος τυμπάνου ή ακόμη καλύτερα ήχος από kakko ή taiko), gongs (ήχος γκονγκ)) and, finally, an old type of guitar, the famous koto (ήχος κιθάρας ή ακόμη καλύτερα ήχος από Koto). Really, Megumi, you have to search in the library to find information about our traditional music! Koto instrument is my favourite! Did you know that it was blind musicians who were usually playing it? In the 17th century, one of the blind musicians, Yatsunashi-Kengyo, turned Koto into a solo instrument. One of his most popular compositions is "Roku-dan (six variations)". You can listen to a modern Koto composition by Michio Miyagi named "Haru-no-umi" which means the spring sea. Oh, here we are! We reached the CD store! I will tell you all about traditional music next time I come to see you, my dear!]

Σκηνή 5 (μικρής διάρκειας)

Η Megumi λέει: See you soon! Goodbye!

Σκηνή 3 (μεσαιάς διάρκειας)

(Αν ο μαθητής επιλέξει Giuseppe και μουσική)

Φόντο: Εσωτερικό δωματίου.

Ο Giuseppe λέει: "Last week my aunt asked me to join her at a local CD store. She wanted to buy a CD of her favourite Italian composer, Antonio Vivaldi. Actually I had nothing better to do so I went with her to find some CDs to buy for me as well. As we were walking, my aunt, who is older than my mummy, was telling me that she could not understand why I was not listening to Italian classical music. You can understand how I was feeling! Like I was at school and I had a music class! She did not stop talking about this until we finally reached the CD store! Do you want to know the worst after all? It started raining and I got so wet that I caught a cold! It was the most boring afternoon I ever had!

Answer the following questions. Press T for true and F for false.

1. My aunt wanted to buy a book. F
2. We went to the local CD store on foot. T
3. She prefers modern music. F
4. My mother is younger than her sister. T
5. I don't like classical music. T
6. The weather was very hot. F
7. This was the most boring afternoon I ever had. T

Φωνή Σοφού: If you want to find out more about the Italian composer, Antonio Vivaldi, press F1 or you can find out what Giuseppe's aunt was telling him about traditional Italian music by pressing F2. If nothing of these interests you, press Enter to continue!

[F1: Ο Σοφός λέει: Antonio Vivaldi was one of the leading composers in Italy who also had an international reputation. One of the most famous concertos he has composed is The four seasons. Ask your teacher to play it for you.]

[F2: Ακούγεται η φωνή μιας ηλικιωμένης γυναίκας που λέει: Oh, my God, Giuseppe, you should start listening to the variety of Italian music! It is good to know the origins of modern Italian music. Did you know that Italy has very famous opera composers? Giuseppe Verdi, who has the same name as you, is the greatest Italian composer. He lived in 19th century but his operas have survived through time. One of the most famous operas he has composed is Aida. Those singing are Montserrat Caballe and Placido Domingo. Ask your teacher to play it for you. Another of his very famous operas is La Traviata. Ask your teacher to play it for you. Isn't it fantastic, my dear kid? Oh, here we are! We reached the CD store! I will tell you all about traditional music next time I come to see you, my dear!]

Σκηνή 4 (μικρής διάρκειας)

Ο Giuseppe λέει: See you soon! Goodbye!

Θεματική ενότητα: Sharing interests (Ενότητες 9 - 12)

Απαραίτητες φιγούρες: 1 αγόρι, 1 κορίτσι, 1 ηλικιωμένος άνδρας – ο Σοφός

Σκηνή 1 (μικρής διάρκειας)

Φόντο: Δρόμος από μια γειτονιά.

Εμφανίζονται οι δυο ήρωες και λένε μαζί: "It is us again! Καθένας λέει το όνομά του: Megumi and Giuseppe. Choose one of us to play with! Ο μαθητής επιλέγει.

Σκηνή 2 (μικρής διάρκειας)

Ο ήρωας που έχει επιλεγεί λέει: Choose what you like most to talk about: football (ήχος από ποδοσφαιρικό αγώνα), literature (ήχος φυλλομέτρησης βιβλίων) or music (σύντομος χαρούμενος ήχος από αρμόνιο)". Ο μαθητής επιλέγει.

Σκηνή 3 (μικρής διάρκειας)

(Αν ο μαθητής επιλέξει Megumi και ποδόσφαιρο)

Φόντο: ποδοσφαιρικό γήπεδο

Η Megumi λέει: "Imagine you can create a world team choosing players from all over the world. Write which players you would choose. Listen to the names of the players and press Y if you want to choose the player and N if you don't want to choose him."

1. Michael Owen
2. David Beckham
3. Diego Maradona
4. Pele
5. Ronaldo
6. Henrik Larsson
7. George Best
8. Cristiano Ronaldo
9. Roberto Baggio
10. Filippo Inzaghi
11. Franz Beckenbauer
12. Eric Cantona
13. Eusebio

14. Luis Figo
15. Steven Gerrard
16. Nesta
17. Thierry Henry
18. Kakά
19. Michel Platini
20. Ronaldinho
21. Zinedine Zidane
22. Alessandro Del Piero

Σκηνή 4 (μεσαιας διάρκειας)

Η Megumi λέει: OK, your fantastic team is ready! Next week is their first game. Imagine the moment the players will get onto the pitch and describe the feelings of their fans. Listen to the next questions and decide what the fans will do. Press Y for yes and N for no.

1. Will the players come out all together?
2. Will the fans feel excited?
3. Will they feel disappointed?
4. Will the fans be screaming?
5. Will the fans be crying?
6. Will the fans be calling their favourite player's name?
7. Will the fans be singing?
8. Will the fans be too many in the pitch?
9. Will the opposing team be scared?
10. Will they be afraid of the many good players of your team?

Σκηνή 5 (μικρής διάρκειας)

Η Megumi λέει: Thanks for playing with me! If you are tired you can stop here. If not, let's play one more game. Press Enter to continue and Escape to finish!

[Αν πατήσει Escape, η Megumi λέει: Goodbye! See you soon!]

ή

(μεγάλης διάρκειας)

Αν πατήσει Enter, μαγικός ήχος και ο Σοφός λέει: Press 1 to listen to a Greek short story. It is called «Η εσχάτη των ποιωνών» and the author's name is Νίκος Χουλιάρης.

Ο μαθητής πατά 1 και ακούγεται αφήγηση του διηγήματος.

Στο διήγημα του Νίκου Χουλιάρá ο εννιάχρονος Δαμιανός Καράντζας, ντόπιος και φανατικός του γηπέδου, δεν μπορεί να παίξει στα «διεθνή» καλοκαιρινά μάτς της Αντιπάρου. Μετά την ήττα της ελληνικής ομάδας βρίσκει όμως τρόπο να δείξει την αξία του και να πάρει την εκδίκησή του... Το κείμενο περιλαμβάνεται στη συλλογή διηγημάτων Μια μέρα πριν δυο μέρες μετά (1998).

Δεν υπάρχει άλλος στο νησί που να ξέρει τόσο καλά το γήπεδο όσο ο Δαμιανός Καράντζας.

Παρόλο που είναι μόνο εννιά χρονών ξέρει τα πάντα σ' αυτό το χωματένιο στίβο, που συνορεύει με την άμμο του Σιφνέικου. Γνωρίζει όλες τις ανωμαλίες του εδάφους, ξέρει καλά τις κλίσεις καθώς και όλες τις παγίδες. Λόγω αυτού γνωρίζει, όσο κανείς, και τα πλεονεκτήματα της καθεμιάς πλευράς. Τα ξεχαρβαλωμένα του γκολποστ τα έχει ψηλαφίσει αμέτρητες φορές και άλλες τόσες τα τρύπια μαύρα δίχτυα τους, γιατί το γήπεδο αυτό είν' όλη η ζωή του.

Το πατρικό του σπίτι βρίσκεται μόλις δυο μάντρες πίσω από τούτη την αλάνα και ο πιτσιρικάς περνάει τις μέρες του εκεί. Είτε με άλλους είτε μόνος του – από το μεσημέρι ως το βράδυ – κλοτσάει μια μπάλα, αλωνίζοντας το γήπεδο χειμώνα καλοκαίρι, τόσο, που έχει γίνει πια εξπέρ. Οι τρίπλες του είναι φανταστικές και οι πάσες του μεγάλης ακρίβειας. Όλοι το ξέρουν. Κι όμως, δε φαίνεται να φτάνει αυτό. Στα ματς που λαχταράει να παίξει δεν τον θέλουν. Μιλάμε για τα διεθνή: τα κλασικά τα ντέρμπι του καλοκαιριού μεταξύ Ελλάδας και Σουηδίας ή, εν πάση περιπτώσει, στα ματς ντόπιων εναντίον ξένων, μιας και πολλές φορές με την ομάδα της Σουηδίας παίζουν και παίχτες άλλων εθνικοτήτων όπως Άγγλοι, Γερμανοί ή Γάλλοι και σπανιότερα κάποιοι Νορβηγοί, αφού, όπως είναι γνωστό, δεν τρέφουν ιδιαίτερη εκτίμηση οι μεν για τους δε, παρόλο που είναι γείτονες.

Ας είναι. Κάθε απόγευμα, λοιπόν, απ' τα διάφορα σημεία του νησιού, κατηφορίζουν προς το γήπεδο ομάδες παιδιών ή νέοι όλων των ηλικιών, από τα δεκαπέντε μέχρι τα σαράντα. Μέσα σ' αυτούς υπάρχουν και πολλοί που περισσεύουν.

Τέλος πάντων. Κατευθύνονται, όλοι μαζί, στη βόρεια πλευρά. Πάνουν τους ίσκιους κάτω απ' τα χαμηλά τα κέδρα και ξεντύνονται. Φορούν παντελονάκια όλων των ειδών – από κοντά μονόχρωμα μέχρι χρωματιστές βερμούδες. Φοράνε και φανέλες. Μ' αυτές τα πράγματα είναι κάπως πιο αυστηρά. Οι ντόπιοι, πάντοτε, φοράνε μπλε ή οποιοδήποτε εν πάση περιπτώσει, φανελάκι που να έχει τέτοια απόχρωση, ενώ οι ξένοι κίτρινα – στο χρώμα της σουηδικής σημαίας δηλαδή – αφού οι πιο πολλοί είναι Σουηδοί κι αυτό το χρώμα έχει επικρατήσει από χρόνια.

Όταν είναι έτοιμοι, λοιπόν, οι αρχηγοί της κάθε πλευράς επιλέγουν τους παίχτες της ομάδας τους κι αρχίζει το παιχνίδι. Και το παιχνίδι κρατάει όσο το φως του ήλιου τούς επιτρέπει να διακρίνουν καθαρά τη μπάλα.

Πολύ συχνά όμως, τα ματς αυτά τελειώνουν κάπως ανορθόδοξα είτε γιατί ο διαιτητής θυμάται ξαφνικά πως έχει κάποια επείγουσα δουλειά και πρέπει να αποχωρήσει, είτε γιατί πολλοί απ' τους παίκτες και των δυο πλευρών έχουν κλατάρει από την πολλή τη ζέστη και το τρέξιμο, και προτιμούν, εν τέλει, τη συντροφιά των γυναικών της ολιγάριθμης κερκίδας από την πλήρη εξόντωση. Πάντως, κάθε φορά, τα σκορ αυτών των ντέρμπι συναγωνίζονται εκείνα των αγγλικών ομάδων τρίτης κατηγορίας και κάτι παραπάνω. Πότε, ας πούμε, κερδίζει η Σουηδία με 16-13 και πότε η Ελλάδα με 12-8.

Κάποιες φορές, βέβαια – λόγω ειδικών συνθηκών – αποχωρούν κι οι δυο ομάδες απ' το γήπεδο ισόπαλες. Άλλοτε με σκορ 9-9 και άλλοτε με κάπως μικρότερο: 7-7, ας πούμε.

Αυτό το πράγμα γίνεται, λοιπόν, στο γήπεδο της Αντιπάρου σχεδόν κάθε απόγευμα: από τα μέσα του Ιούνη, κάθε χρονιάς, μέχρι τα τέλη Αυγούστου.

Το ίδιο πρόκειται να γίνει κι αυτό το απομεσήμερο που βρίσκει, ήδη, το μικρό Δαμιανό Καράντζα έτοιμο – ντυμένο στα γαλάζια.

Φοράει μια ολοκαίνουρια στολή κι αθλητικά παπούτσια. Κρατάει στα χέρια του μια μπάλα και τη χτυπάει, νευρικά, στο έδαφος.

Τον βλέπω από μακριά. Ψηλά απ' τα βράχια του Σιφνέικου τον βλέπω: να παίρνει τη στροφή δίπλα στο εκκλησάκι με τα αρμυρίκια και να κατευθύνεται προς το γήπεδο για να συνατήσει εκεί τους άλλους.

Ο ήλιος έχει πάρει, ήδη, την κατιούσα. Κρέμεται πάνω απ' τα νερά όπου είναι το νησί της Σίφνου και στη μεγάλη αλάνα με τα ξύλινα γκολ-ποστ, σκιές μεγάλες γράφουν πάνω στο χώμα αφήνοντας στενές λουρίδες από φως να κιτρινίζουν το έδαφος μέχρι ψηλά. Εκεί, στη χαμηλή τη μάντρα με τα θαλασσόδεντρα που κλείνει απ' την ανατολική πλευρά όλο το μήκος του γηπέδου και χρησιμοποιείται από τους παίκτες σαν μια οριακή περιοχή της θέσης του αράουτ.

Κάτω απ' τα κέδρα, οι δυο ομάδες είναι σχεδόν έτοιμες να μπουν στο γήπεδο, μα διακρίνω από ψηλά μια αναταραχή στο μέρος της ελληνικής πλευράς. Κοιτάω καλύτερα και βλέπω, μές στο τσούρμο, το μικρό Δαμιανό Καράντζα να κρατάει στα χέρια τη δική του μπάλα και να πηγαίνει, πέρα δώθε, σαν να τον παρασέρνει αέρας δυνατός. Τη μια, χώνεται μες στην ομάδα των παιδιών με φόρα και την άλλη – σαν κάποιος να τον έσπρωξε – βγαίνει, ξανά, έξω απ' αυτή παραπατώντας.

Δεν ακούω τι λένε, μα είναι φανερό πως δεν τον θέλουν, πάλι, το μικρό. Τον βγάζουν έξω από την ομάδα.

Δεν μπορώ να διακρίνω την έκφραση στο πρόσωπό του, μα τούτη η απόρριψη γράφει, καθαρά, στο μικροσκοπικό του σώμα. Σαν το σκυλί που μόλις έφαγε κλοτσιά και ετοιμάζεται ν' αποσυρθεί νιώθοντας στο

κεφάλι του κάτι πηχτό κι αβάσταχτο να τον βαραίνει, βγαίνει από το τσούρμο των παιδιών ο Δαμιανός Καραντζας και κατευθύνεται, σκυφτός, προς την περιοχή του αράουτ, λες κι είναι μεθυσμένος.

Σαν να'ναι χαρτονάκι μαλακό μοιάζει, τώρα, από μακριά ο πιτσιρικάς. Σαν ένα χαρτονάκι διπλωμένο, πάνω εκεί, στη χαμηλή τη μάντρα με τα θαλασσόδεντρα που ρίχνει πίσω της μια σκία τόσο βαριά όσο κι η πίκρα του μικρού αυτή την ώρα.

Στο μεταξύ ο αγώνας έχει αρχίσει. Οι παίχτες τρέχουν, ήδη, πέρα-δώθε σαν δαιμονισμένοι. Κλοτσούν την μπάλα και μαρκάρουν δυνατά. Φωνάζουν άγρια, σ' όλες τις γλώσσες και πέφτουν άτσαλα, ο ένας πάνω στον άλλο, μα το νευρικό γκαρσόνι του SUNSET, που εκτελεί χρέη διαιτητή, αφήνει το παιχνίδι να εξελιχτεί. Σφουρίζει μόνο τα φάουλ εκείνα που ευνοούν την ελληνική ομάδα, γι'αυτό κι οι Σουηδοί διαμαρτύρονται.

Σε λίγο, μπαίνουν και τα πρώτα γκολ και η εξέδρα αρχίζει να ζεσταίνεται. Ακόμη πιο πολύ φαίνεται να ζεσταίνονται οι παίχτες, καθώς η θερμοκρασία αγγίζει τους τριάντα δυο βαθμούς. Παρ' όλ' αυτά, τρέχουνε κάθιδροι σ' όλο το μήκος του γηπέδου. Οι γδούποι απ' τα χτυπήματα ακούγονται σ' όλη τη δυτική ακτή. Χτυπούν στα βράχια του Σιφνέικου και επιστρέφουν πάλι.

Μια σκόνη κίτρινη, πυκνή, σηκώνεται απ' το χώμα προς τον ουρανό και φεύγει προς το μέρος του οικισμού ενώ η ολιγάριθμη εξέδρα μετράει τα γκολ. Παροτρύνει με κραυγές τους παίχτες και, πότε-πότε, τους υπενθυμίζει, με τον τρόπο της, πού βρίσκεται κάθε στιγμή το σκορ. Το ίδιο κάνει κι ο μικρός Δαμιανός Καραντζας από μέσα του.

Ο πορφυρός μεγάλος δίσκος, αδιάφορος για όλ' αυτά, έχει βουτήξει απ' ώρα στο νερό κι αρχίζει πια να σκοτεινιάζει. Τώρα οι κινήσεις των παιχτών έχουνε γίνει ασταθείς. Δεν έχουν πια το νεύρο που είχαν, γι' αυτό και είναι δύσκολο να γείρει η νίκη προς τη μια πλευρά. Το σκορ παραμένει ισόπαλο 6-6 πάνω από μισή ώρα, κι οι παίχτες είναι κουρασμένοι. Δεν υπάρχει πια και καλή ορατότητα γι' αυτό και κάποιοι από αυτούς προτείνουν, όχι και τόσο φανατικά, να χτυπηθούνε πέναλτι για να βγει ο νικητής. Δε συμφωνούν όμως όλοι. Τελικά, καταλήγουν, από κοινού, να επαναληφθεί το μάτς την επομένη και το διαλύουν.

Ο Δαμιανός βλέπει την κίνηση αυτή από μακριά. Πηδάει τότε βιαστικά τη μάντρα και τρέχει, αμέσως, προς το σπίτι του.

Μόλις τελειώσει, η Megumi λέει: "Decide what Damianos will do now. Listen to the following sentences and press A if you agree or D if you disagree.

- He will go home to have a rest and prepare himself for the game the next day.
- He will come back to the pitch.
- He will change teams.
- He will never change teams.

- He will score for Greece.
- He will score against Greece.

Σκηνή 6 (μεγάλης διάρκειας)

Η Megumi λέει: "Listen now to the end of the short story!"

Ακούγεται η συνέχεια:

Όταν ύστερα από λίγο γυρίζει ξανά στον τόπο του μαρτυρίου του, τη θέση της γαλάζιας του φανέλας έχει πάρει μια κίτρινη. Ένα μπλουζάκι της αδερφής του, που έχει τα χρώματα του εχθρού, φοράει ο πιτσιρικάς και είναι έτοιμος να πάρει εκδίκηση γι' αυτό που του έχουν κάνει οι δικοί του.

Κοιτάει, λοιπόν, επίμονα το γήπεδο κι όταν βλέπει να φεύγει αποκεί κι ο τελευταίος παίχτης, κατεβαίνει με βηματάκια αποφασιστικά στην αδειανή αλάνα.

Ο θόλος τ' ουρανού έχει σκουρύνει πια για τα καλά. Τα φώτα του οικισμού ανάβουν ένα ένα, μα ο μικρός, χτυπώντας την μπαλίτσα νευρικά πάνω στο χώμα, πάει και τη στήνει στην πλευρά όπου, πριν λίγο, ήταν η περιοχή του τέρματος των Σουηδών. Το κάνει αυτό γιατί την ώρα που διακόπηκε το ματς στα 6-6, οι σουηδοί είχαν την κατοχή της μπάλας.

Αποκεί, λοιπόν, θα επιτεθεί, τώρα, ο Δαμιανός Καράντζας έχοντας στόχο την εστία των Ελλήνων: το τέρμα, δηλαδή, που 'χαν οι ντόπιοι στον κανονικό αγώνα. Κόντρα σ' αυτούς που τον απέρριψαν, θέλει να επιτεθεί ο πιτσιρικάς. Να ανατρέψει το αποτέλεσμα και να τους εκδικηθεί. Γι' αυτό, φέρνει στο νου του, γρήγορα, τα πρόσωπα ένα ένα. Όλους τους ντόπιους σκέφτεται, που παίζανε πριν από λίγο στην ομάδα κι ακόμη έναν. Το φίλο του, το Νικολάκη του Σινιόρη, που δεν έπαιξε. Αυτόν τον φαντάζεται στη θέση της εξέδρας έτσι, για να έχει, ας πούμε, κάποιο μάρτυρα του επικείμενου θριάμβου του.

Στο γήπεδο επικρατεί απόλυτη σιωπή. Κανένας δεν υπάρχει εκεί εκτός από ένα μαύρο κυνηγόσκυλο που τρέχει, αθόρυβα, προς τη μεριά του SUNSET. Έν' αεράκι ήσυχο φυσάει τα θαλασσόδεντρα πίσω απ' τη μάντρα κι ο Δαμιανός Καράντζας, κοιτάζοντας επίμονα προς την αντίπαλη εστία, σπρώχνει την μπάλα, ελαφρά, με το δεξί. Την πετάει δυο τρία μέτρα μπροστά του κι αμέσως ύστερα, αρχίζει να την κοντρολάρει. Προχωρεί με άνεση, μα λίγο πιο κάτω κάνει ελιγμό και προσπερνά τον πρώτο υποθετικό αντίπαλο. Αυξάνει αμέσως την ταχύτητά του κι όταν φαντάζεται μπροστά του το δεύτερο παίχτη να του κλείνει το δρόμο προσποιείται ότι θα σουτάρει. Σταματάει όμως, ξαφνικά, στρίβει δεξιά και τον αδειάζει.

Με φάλτσο εσωτερικό φέρνει την μπάλα, αμέσως, προς το κέντρο και επιτίθεται μετωπικά.

Τα μικροσκοπικά του ποδαράκια εναλλάσσονται ταχύτατα σηκώνοντας στον ουρανό μια γκριζα σκόνη κι ο Δαμιανός Καράντζας φτάνει ήδη στη μεγάλη περιοχή. Με σπάσιμο της μέσης αποφεύγει τον πρώτο υποθετικό αμυντικό, μα λίγα μέτρα πιο πέρα, σκοντάφτοντας σε κάποια ανωμαλία του εδάφους, χάνει τον έλεγχο και σωριάζεται φαρδύς πλατύς στο χώμα. Την ύστατη στιγμή, όμως, προλαβαίνει και κάνει το πέσιμο πιο θεαματικό, δήθεν ότι τον μάρκαρε σκληρά ο αμυντικός, γι' αυτό ζητάει πέναλτι και το κερδίζει αμέσως.

Και να, λοιπόν, που ήρθε η στιγμή να πάρει μια εκδίκηση για όσα του 'χουν κάνει. Σηκώνεται απ' το έδαφος και πάει προς τη μπάλα.

Πίσω απ' τους λόφους του Σιφνέικου προβάλλει, τώρα, ένα φτενό πορτοκαλί φεγγάρι και ο πιτσιρικάς, μονάχος στην αλάνα, στήνει τη μπάλα, τελετουργικά, στο σημείο του πέναλτι. Ετοιμάζεται να εκτελέσει την εσχάτη των ποινών στο άδειο τέρμα των Ελλήνων ενώ, την ίδια ώρα, λίγα μέτρα πιο κάτω, στην άμμο του γιαλού, η Σιλόνια – η μικρή Ρουμάνια που δουλεύει σαν καθαρίστρια στο Time – βαδίζει μόνη προς τα βράχια του Σταυρού.

Η Megumi λέει: "Answer the following questions. Why do you think Damianos acted like that? Press A if you agree and D if you disagree.

- He acted like this because he was hurt.
- He acted like this because he wanted revenge on the Greeks for the fact that they didn't want to let him play with them.
- He acted like this because he didn't love his country or his co-nationals.
- What would you do if you were in his place? Press A if you agree and D if you disagree.
- I would do the same thing.
- I would wait to grow up and show how good of a player I have become.
- I would leave the pitch and never play football again.

Σκηνή 7 (μικρής διάρκειας)

Η Megumi λέει: See you soon! Goodbye!

[εναλλακτικές επιλογές]

Σκηνή 3 (μικρής διάρκειας)

(Αν ο μαθητής επιλέξει Giuseppe και ποδοσφαιρο)

Φόντο: Ποδοσφαιρικό γήπεδο.

O Giuseppe λέει: "Imagine you can create a world team choosing players from all over the world. Write which players you would choose. Listen to the names of the players and press Y if you want to choose the player and N if you don't want to choose him."

1. Michael Owen
2. David Beckham
3. Diego Maradona
4. Pele
5. Ronaldo
6. Henrik Larsson
7. George Best
8. Cristiano Ronaldo
9. Roberto Baggio
10. Filippo Inzaghi
11. Franz Beckenbauer
12. Eric Cantona
13. Eusebio
14. Luis Figo
15. Steven Gerrard
16. Nesta
17. Thierry Henry
18. Kaká
19. Michel Platini
20. Ronaldinho
21. Zinedine Zidane
22. Alessandro Del Piero

Σκηνή 4 (μεσαιάς διάρκειας)

O Giuseppe λέει: "OK, your fantastic team is ready! Next week is their first game. Imagine the moment the players will get onto the pitch and describe the feelings of their fans. Listen to the next questions and decide what the fans will do. Press Y for yes and N for no."

1. Will the players come out all together?
2. Will the fans feel excited?
3. Will they feel disappointed?
4. Will the fans be screaming?
5. Will the fans be crying?

6. Will the fans be calling their favourite player's name?
7. Will the fans be singing?
8. Will there be too many fans at the pitch?
9. Will the opponent team be scared?
10. Will they be afraid of the many good players of your team?

Σκηνή 5 (μικρής διάρκειας)

O Giuseppe λέει: Thanks for playing with me! If you are tired you can stop here. If not, let's play one more game. Press Enter to continue or Escape to finish!

[Αν πατήσει Escape, ο Giuseppe λέει: Goodbye! See you soon!]

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Σκηνή 5 (μεγάλης διάρκειας)

Αν πατήσει Enter, ο Giuseppe λέει: "OK, you can now listen to a Greek story and I will tell you then what to do".

Ακούγεται η «Εσχάτη των ποιών» (βλ. παραπάνω, σκηνή 5, Megumi)

Μόλις τελειώσει, ο Giuseppe λέει: "Decide what Damianos will do now. Listen to the following sentences and press A if you agree or D if you disagree.

- He will go home to have a rest and prepare himself for the game the next day.
- He will come back to the pitch.
- He will change teams.
- He will never change teams.
- He will score for Greece.
- He will score against Greece.

Σκηνή 6 (μεγάλης διάρκειας)

O Giuseppe λέει: "Listen now to the end of the short story!

Ακούγεται η συνέχεια (βλ. παραπάνω)

O Giuseppe λέει: "Answer the following questions. Why do you think Damianos acted like that? Press A if you agree and D if you disagree.

- He acted like this because he was hurt.
- He acted like this because he wanted to revenge the Greeks for the fact that they didn't want to let him play with them.
- He acted like this because he didn't love his country or his co-nationals.

What would you do if you were in his place? Press A if you agree and D if you disagree.

- I would do the same thing.
- I would wait to grow up and show how good of a player I have become.
- I would leave the pitch and never play football again.

Press Enter when you finish writing your answer".

Σκηνή 7 (μικρής διάρκειας)

O Giuseppe λέει: See you soon! Goodbye!

[εναλλακτικές επιλογές]

Σκηνή 3 (μεσαίας διάρκειας)

(Αν ο μαθητής επιλέξει Megumi και λογοτεχνία)

Φόντο: Εσωτερικό δωματίου.

Η Megumi λέει: I just had a phone call from my friend Alice. She had the most curious day in the world! She had gone with her sister in the forest on a lovely but hot morning....

Alice was beginning to get very bored. She and her sister were sitting under the trees. Her sister was reading, but Alice had nothing to do. Once or twice she looked into her sister's book, but it had no pictures or conversations in it. 'And what is the use of a book,' thought Alice, 'without pictures or conversations?' She tried to think of something to do, but it was a hot day and she felt very sleepy and stupid.

Η Megumi λέει: "Can you give any advice to Alice? What can she do in this boring forest? Listen to the following sentences and press Y if you want to propose it to Alice and N if you don't want to propose it.

- She could take a nap.
- She could walk around.
- She could find a small river and swim.
- She could watch the shapes of the clouds.

- She could start singing.
- She could dance.
- She could go back home.

Η Megumi λέει: "Guess now what she will do. Listen to the following sentences and press Y if you say that she will do it and N if she won't do it.

- She will start reading the book.
- She will start a conversation with her sister.
- She will go back home.
- She will take a nap.

Σκηνή 4

Η Megumi λέει: "Let's check now if you guessed right!"

She was still sitting and thinking when suddenly a White Rabbit with pink eyes ran past her. There was nothing really strange about seeing a rabbit. And Alice was not very surprised when the Rabbit said, 'Oh dear! Oh dear! I shall be late!' (Perhaps it was a little strange, Alice thought later, but at the time she was not surprised.)

But then the Rabbit took a watch out of its pocket, looked at it, and hurried on. At once Alice jumped to her feet.

'I've never before seen a rabbit with either a pocket, or a watch to take out of it,' she thought. And she ran quickly across the field after the Rabbit. She did not stop to think, and when the Rabbit ran down a large rabbit-hole, Alice followed it immediately.

After a little way the rabbit-hole suddenly went down, deep into the ground. Alice could not stop herself falling and down she went, too.

It was a very strange hole. Alice was falling very quickly and she had no time to think and to look around her. She could see nothing below her because it was so dark. But when she looked at the sides of the hole, she could see cupboards and books and pictures on the walls. She had no time to take things out of a cupboard, look at them, and then put them back in a cupboard lower down.

'Well!' thought Alice, 'after a fall like this, I can fall anywhere! I can fall downstairs at home, and I won't cry or say a word about it!'

Down, down, down. 'How far have I fallen now?' Alice said aloud to herself. 'Perhaps I'm near the centre of the earth. Let me think...that's four thousand miles down.' [Alice was very good at her school lessons and could remember a lot of things like this.]

Down, down, down. Would she ever stop falling?

Η Megumi λέει: "Choose the best answer by pressing A, B or C"

1. What did Alice see?

A. A strange rabbit B. A person that looked like a rabbit C. Nothing

Ο μαθητής επιλέγει. Αν πατήσει A, τότε ακούγονται χειροκροτήματα, αν πατήσει B ή C, η Megumi λέει: Try again!

2. What was strange about the rabbit?

A. It was fat and big B. It had a watch in its pocket and it was also talking C. It passed under the trees.

Ο μαθητής επιλέγει. Αν πατήσει B, τότε ακούγονται χειροκροτήματα, αν πατήσει A ή C, η Megumi λέει: Try again!

3. Why was the rabbit running?

A. Because it was late B. Because it saw Alice C. Because rabbits like running

Ο μαθητής επιλέγει. Αν πατήσει A, τότε ακούγονται χειροκροτήματα, αν πατήσει B ή C, η Megumi λέει: Try again!

4. What did Alice do when she saw the rabbit?

A. She started screaming B. she started crying C. She followed the rabbit

Ο μαθητής επιλέγει. Αν πατήσει C, τότε ακούγονται χειροκροτήματα, αν πατήσει A ή B, η Megumi λέει: Try again!

5. Where did Alice get into?

A. into a strange hole with cupboards and books and pictures B. into a beautiful house with cupboards, books and pictures C. into a garden with flowers

Ο μαθητής επιλέγει. Αν πατήσει A, τότε ακούγονται χειροκροτήματα, αν πατήσει B ή C, η Megumi λέει: Try again!

Η Megumi λέει: Bravo! You did well! (χειροκροτήματα) Now use your imagination! Where do you think this hole will take Alice? Can you guess? "Choose the best answer by pressing A, B or C"

A. She will arrive at a castle. B. She will land in a long hallway lined with locked doors. C. She will arrive at a desert.

Αν πατήσει A, τότε ακούγονται χειροκροτήματα, αν πατήσει B ή C, η Megumi λέει: Try again!

Σκηνή 5

Η Megumi λέει: "If you want to find out more about Alice's adventures on that strange morning, meet me next time! See you soon! Bye!"

[εναλλακτικές επιλογές]

Σκηνή 3 (μεσαιάς διάρκειας)

(Αν ο μαθητής επιλέξει Giuseppe και λογοτεχνία)

Φόντο: Εσωτερικό δωματίου.

Ο Giuseppe λέει: "I don't know about you but I like very much reading detective stories. Sherlock Holmes is my favourite detective because he always finds the solution to any problem he has got. He even knows what each person will ask him to find and this makes his stories even more interesting. He lives in London, on Baker Street and everybody can visit his house....Listen to what happened to him once. His friend, Watson, describes a very strange meeting they had:

For Sherlock Holmes, there was only one woman in the world. He did not love her, because he never loved women. But after their meeting he never forgot her. Her name was Irene Adler.

One night in March I visited my old friend at his home in Baker Street. I was married by then, so I did not often see him.

'Come in, Watson', he said. 'Sit down. I'm happy to see you, because I've got something to show you. What do you think of this? It arrived in the last post.' It was a letter, with no date, name or address. It said:

'Tonight someone will visit you, to talk about some very secret business. You have helped other important people, and you can, we hope, help us. Be in your room at 7:45 p.m.'

'The paper – what do you think about the paper?' asked Holmes.

I tried to think like Holmes. 'It's expensive, so this person is rich. It's strange paper.'

'Yes, it's not English. If you look at it in the light, you can see that it was made in Bohemia. And a German, I think, wrote the letter, ah, here comes our man now.' We could hear the horses in the street.

'Shall I leave, Holmes?' I asked.

No, no, I need your help. This will be interesting, my friend answered. There was a knock at the door.

'Come in!' called Holmes.

A tall, strong man came into the room. He was wearing expensive clothes, and a mask over his face.

O Giuseppe λέει: Now I will tell you some sentences. Press T for True and F for False.

1. Sherlock loved women and one of them was Irene Adler.

O μαθητής επιλέγει. Αν απαντήσει T, ο Giuseppe λέει: No, he did not love women! Irene Adler was the only woman who he never forgot. Αν πατήσει F, ακούγεται That is correct!.

2. Watson did not like women either.

O μαθητής επιλέγει. Αν απαντήσει T, ο Giuseppe λέει: No, Watson liked women! He was married! Αν πατήσει F, ακούγεται That is correct!.

3. Sherlock had received a letter by post with name, address and date.

O μαθητής επιλέγει. Αν απαντήσει T, ο Giuseppe λέει: No, he received a letter with no date, name or address. Αν πατήσει F, ακούγεται That is correct!.

4. The letter asked Sherlock to be in his room at 7.45.

O μαθητής επιλέγει. Αν απαντήσει T, ακούγεται That is correct!. Αν πατήσει F, ακούγεται ήχος λανθασμένης απάντησης.

5. The letter was from England.

O μαθητής επιλέγει. Αν απαντήσει T, ο Giuseppe λέει: No, it was from Bohemia and Sherlock guessed that the person who wrote it was German! Αν πατήσει F, ακούγεται That is correct!.

6. While they were reading the letter, the man who had sent it arrived.

O μαθητής επιλέγει. Αν απαντήσει T, ακούγεται That is correct!. Αν πατήσει F, ακούγεται ήχος λανθασμένης απάντησης.

O Giuseppe λέει: "Become a detective and try to find out what this man will ask Sherlock. "Choose the best answer by pressing A, B or C"

A. He will ask Sherlock to help him on a case of his own. B. He will ask Sherlock to help him on a case of another important person. (Σ) C. He will ask for directions because he is lost.

Αν πατήσει A, τότε ακούγονται χειροκροτήματα, αν πατήσει B ή C, ο Giuseppe λέει: Try again!

O Giuseppe λέει: "Let's continue to check if you guessed right!"

'You can call me Count von Kramm. I come from Bohemia,' he said. 'My business is most important. Before I tell you about it, do you agree to keep secret?'

'I do,' we said together.

'A very important person, who belongs to a royal family, has sent me to ask for your help,' he went on. 'I wear a mask because nobody must know who that person is. I must explain how important this business is. If you cannot help, there will be difficulty and trouble for one of the most important families in Europe – and perhaps a very big scandal. I am talking about the famous House of Ormstein, Kings of Bohemia.'

'I know, Your Majesty,' said Holmes. He quietly smoked his cigarette.

The man jumped up from his chair. 'What!' he cried. 'How do you know who I am? Then he pulled the mask off his face and threw it on the ground. 'You are right! Why do I hide it? I am the King. I am Wilhelm von Ormstein, King of Bohemia. I came to see you myself because I could not ask another person to tell my story. It must be a secret. You understand?'

O Giuseppe λέει: "Choose the best answer by pressing A or B"

1. What did the man say to Sherlock and Watson?

A. that he wanted them to keep his secret B. That he was on a business trip

O μαθητής επιλέγει. Αν πατήσει A, τότε ακούγονται χειροκροτήματα, αν πατήσει B, ο Giuseppe λέει: Try again!

2. Why was he wearing a mask?

A. Because he had gone to a carnival before B. because he did not want anyone to understand who he was

O μαθητής επιλέγει. Αν πατήσει B, τότε ακούγονται χειροκροτήματα, αν πατήσει A, ο Giuseppe λέει: Try again!

3. Who was that man?

A. A businessman B. The King of Bohemia

O μαθητής επιλέγει. Αν πατήσει B, τότε ακούγονται χειροκροτήματα, αν πατήσει A, ο Giuseppe λέει: Try again!

4. What did the King ask Sherlock to do?

A. To help him B. To smoke a cigarette.

O μαθητής επιλέγει. Αν πατήσει A, τότε ακούγονται χειροκροτήματα, αν πατήσει B, ο Giuseppe λέει: Try again!

Ακούγεται ήχος ολοκλήρωσης της άσκησης.

O Giuseppe λέει: Bravo! You did well! If you want to find out more about the King's secret, meet me next time! Bye!"

Σκηνή 3 (μεσαίας διάρκειας)

(Αν επιλέξει Megumi και μουσική)

Φόντο: Εσωτερικό δωματίου.

Η Megumi λέει: "Let's turn on the radio to listen to some music [Ακούγεται ο διακόπτης και μετά μουσική Jazz (ένα λεπτό), παράσιτα, μουσική rock (ένα λεπτό), παράσιτα, κλασική μουσική (ένα λεπτό), παράσιτα, μουσική rock `n roll (ένα λεπτό), παράσιτα]. Η Megumi λέει: "How many different types of music did you listen to? Press 3, 4 or 5.

Αν πατήσει 4, τότε ακούγονται χειροκροτήματα, αν πατήσει 3 ή 5, η Megumi λέει: Try again!

Which of them did you like best? Listen to the next sentences and press A if you agree or D if you disagree.

- I like jazz music best.
- I like classical music a lot.
- I prefer rock music.
- I like hip hop music a lot.
- I usually listen to Greek music.
- I listen to Greek traditional music.

Σκηνή 4 (μεσαίας διάρκειας)

Η Megumi λέει: "Every year singers all over the world visit their fans in tours they plan in different countries. I think that this is a good idea because you have the chance to listen to your favourite singer live! OK, let's play! Let's imagine that your favourite artist will come to your country for a concert next week. He or she has asked you to plan what he/she can do or should visit in your country. Make your plan for the artist. Decide what the signer will or will not do. Listen to the next sentences and press A if you agree and D if you disagree.

1. The singer should definitely visit the Acropolis.
2. The signer should walk in Plaka.
3. The singer should listen to good Greek music.
4. The signer should meet important Greek singers.
5. The singer should visit Sounio.
6. The signer should visit a Greek island.

Η Megumi λέει: "That was the easy part! Now you have to tell him or her all about what he/she will be doing during his/her stay. Decide when he/she will do what you have planned. Choose A, B or C.

1. The signer will arrive in the A. morning B. noon C. evening
2. The singer will visit the Acropolis in the A. morning B. noon C. evening

3. The singer will spend A. a whole day in Sounio B. a whole day in Mykonos C. a whole day in Delphi.

Η Megumi λέει: I am sure your favourite singer will have a great time in your country! If you are tired, you can press Escape, or you can press Enter to continue:

Σκηνή 5 (μικρής διάρκειας)

(βήματα) Η Megumi λέει: "Imagine a world without wars! What must it have and what should it not have? Listen to the next sentences and press A if you agree or D if you disagree.

1. There must be peace in the world.
2. There shouldn't be crime.
3. There must be food and water for everyone.
4. All people should have access to a job.
5. All people must be free to state their opinion.
6. Rich countries must close their borders.
7. We must take measures to save the planet.
8. All animals should be extinct.
9. There shouldn't be any pollution.
10. Education must be given to everybody.

Η Megumi λέει: See you soon! Bye!

(εναλλακτική επιλογή)

Σκηνή 3 (μεσαίας διάρκειας)

(Αν επιλέξει Giuseppe και μουσική)

Φόντο: Εσωτερικό δωματίου.

Ο Giuseppe λέει: Let's turn on the radio to listen to some music [Ακούγεται ο διακόπτης και μετά μουσική Jazz (ένα λεπτό), παράσιτα, μουσική rock (ένα λεπτό), παράσιτα, κλασική μουσική (ένα λεπτό), παράσιτα, μουσική rock 'n roll (ένα λεπτό), παράσιτα]. Ο Giuseppe λέει: "How many different types of music did you listen? Press 3, 4 or 5.

Αν πατήσει 4, τότε ακούγονται χειροκροτήματα, αν πατήσει 3 ή 5, ο Giuseppe λέει: Try again!

Which of them did you like best? Listen to the next sentences and press A if you agree or D if you disagree.

- I like jazz music best.

- I like classical music a lot.
- I prefer rock music.
- I like hip hop music a lot.
- I usually listen to Greek music.
- I listen to Greek traditional music.

Σκηνή 4 (μεσαίας διάρκειας)

O Giuseppe λέει: "Every year singers all over the world visit their fans in tours they plan in different countries. I think that this is a good idea because you have the chance to listen to your favourite singer live! OK, let's play! Let's imagine that your favourite artist will come to your country for a concert next week. He or she has asked you to plan what he/she can do or should visit in your country. Make your plan for the artist. Decide what the singer will or will not do. Listen to the next sentences and press A if you agree and D if you disagree.

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O Giuseppe λέει: I am sure your favourite singer will have a great time in your country! If you are tired, you can press Escape, or you can press Enter to continue.

Σκηνή 5 (μικρής διάρκειας)

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1. There must be peace in the world.

-
2. There shouldn't be crime.
 3. There must be food and water for everyone.
 4. All people should have access to jobs.
 5. All people must be free to state their opinion.
 6. Rich countries must close their borders.
 7. We must take measures to save the planet.
 8. All animals should be extinct.
 9. There shouldn't be any pollution.
 10. Education must be given to everybody.

O Giuseppe λέει: See you soon! Bye!

Θεματική ενότητα: Sharing interests (Units 13 - 17)

Απαιτούμενες φιγούρες: 1 αγόρι, 1 κορίτσι, 1 ηλικιωμένος άνδρας – ο Σοφός

Σκηνή 1 (μικρής διάρκειας)

Φόντο: Δρόμος από μια γειτονιά.

Εμφανίζονται οι δυο ήρωες (βήματα) και λένε μαζί: "It is us again; Megumi and Giuseppe. Choose one of us to play with! Ο μαθητής επιλέγει.

Σκηνή 2 (μικρής διάρκειας)

Ο ήρωας που έχει επιλεγεί λέει: Choose what you like most to talk about: football (ήχος από ποδοσφαιρικό αγώνα), literature (ήχος φυλλομέτρησης βιβλίων) or music (σύντομος χαρούμενος ήχος από αρμόνιο)". Ο μαθητής επιλέγει.

Σκηνή 3 (μικρής διάρκειας)

(Αν επιλέξει Megumi και ποδόσφαιρο)

Φόντο: Ποδοσφαιρικό γήπεδο.

Η Megumi λέει: "You are the coach of a fantastic team. Your team does not play well in the final game but you have to win! Give instructions to your players in order to play better. Listen to the next sentences and press A if you agree and D if you disagree.

1. Give the ball to the attacker.
2. Don't listen to me.
3. Go back to the defense as fast as possible.
4. Don't make any more mistakes.
5. Play by yourself.
6. Be a member of the team.
7. Don't keep the ball to yourself.
8. Don't play roughly.
9. Stop the attackers of the opponents.
10. Don't win any fouls.

Σκηνή 4 (μικρής διάρκειας)

Η Megumi λέει: "Have you ever thought of becoming a football player? What would you do? Finish the following phrases. Choose A or B.

1. If I were a football player, A. I would be as fit as possible B. I would never go to a gym.
2. If I were a football player, A. I wouldn't play for our National team. B. I would be honored to play for our National team.
3. If I were a football player, A. I would try to make as few mistakes as possible. B. I would try to make as many mistakes as possible.

Σκηνή 5 (μικρής διάρκειας)

Η Megumi λέει: Thank you for playing with me today! If you are tired you can stop here. If not, let's play one more game. Press Enter to continue and Escape to finish!

ή μεγάλης διάρκειας,

Αν πατήσει Enter, η Megumi λέει: OK, you can now listen to a Greek short story. Ακολουθεί αφήγηση του διηγήματος:

«Η βέσπα», ένα διήγημα του Βασίλη Τσιαμπούση.

Ο ήρωάς του, ο κλητήρας Λάκης, είναι ένας συνηθισμένος τύπος φανατικού ποδοσφαιρόφιλου.

Το ποδόσφαιρο είναι σαν το ρεμπέτικο τραγούδι. Μιλάει στην ψυχή του λαού και γράφει τη λογική και την κουλτούρα στα παλιά του τα παπούτσια. Γι' αυτό κυρίεψε όλο τον κόσμο.

Σύγχρονος λαϊκός φιλόσοφος κι αυθεντία στα ποδοσφαιρικά, ο κλητήρας.

«Το Μπερναμπέου; Μαδρίτη Ισπανίας, μήκος 203,80 μέτρα, πλάτος 102,30, είσοδοι 74, θέσεις 125.565, ρεκόρ εισιτηρίων στις 17 Απριλίου 1979 στον αγώνα...» κι όχι μπαρούφες, εξακριβωμένα πράγματα. Κατά καιρούς τού τη στήσανε μ' αποκόμματα από παλιές εφημερίδες, «στον τάδε αγώνα του 1958 ποιοί έβαλαν τα γκολ και σε ποιοί λεπτό;», μα όλους τους κόλλησε στον τοίχο. Διότι δεν ήταν όποιος όποιος, ήταν κινητή εγκυκλοπαίδεια κι έτσι τον ήξεραν όλοι: «Λάκης ο εγκυκλοπαίδειας».

Πέρα όμως απ' τη δόξα και την αναγνώριση στη μικρή τους πόλη μόνο χάσιμο είχε απ' αυτή την ιστορία. Πρώτα πρώτα του 'φευγαν αρκετά χρήματα απ' τον πενιχρό μισθό του, για ν' αγοράζει κάθε αθλητική εφημερίδα και

περιοδικό που έβγαине. Έπειτα για να τα διαβάσει και να τα ταξινομήσει χρειαζόταν ώρες, που τις έκλεβε απ' τη γυναίκα και το παιδί του. Και το κυριότερο, ξόδευε ένα σωρό χρήματα στο ΠΡΟ-Πο, που το θεωρούσε βεβαίως τομέα της ειδικότητάς του, όπου όμως δεν είχε κερδίσει ποτέ ούτε δραχμή. Η γυναίκα του, μ' όλο το θαυμασμό που του 'χε, το ερμήνευε απλά και λογικά:

«Καταγράφει στο μυαλό του τα γεγονότα αφού γίνουν κι όχι πριν, μοιάζει με μαγνητόφωνο αλλά δεν είναι και προφήτης». Ο Λάκης όμως είχε την απάντηση. «Ουδείς μετά Χριστόν πορφήτης. Το ΠΡΟ-ΠΟ παίζεται με κρίση, γνώσεις και τύχη. Εγώ την κρίση και τις γνώσεις τα 'χω, αλλά η καταραμένη η τύχη με ντριπλάρει μια ζωή...»

Κι όσο γι' αυτό δεν είχε άδικο. Χωρίς πατέρα από μικρός παράλληλα με το σχολείο δούλεψε βοηθός αρτεργάτη, διανομέας εφημερίδων, τσιράκι σε ζαχαροπλαστείο... χίλιες δυο δουλειές. Τέλειωσε με το ζόρι την Τρίτη τάξη στο Γυμνάσιο, οι καθηγητές λέγανε πως δεν τα 'παιρνε τα γράμματα – «αν είναι δυνατόν για ένα άνθρωπο με τέτοια μνήμη», έλεγε η γυναίκα του, κάθε που τύχαινε σε κουβέντα γι' αδικίες στα σχολεία – και στο τέλος κάποιος γνωστός της μάνας του, στα μέσα έξω με τα πολιτικά, τον διόρισε κλητήρα στο Γυμνάσιο.

Τότε χόρτασαν ψωμί κι αυτός κι η χήρα μάνα. Και σαν όλους, που μόλις χορτάσουν την κοιλιά φροντίζουν να θρέψουν και το πνεύμα, έτσι κι ο Λάκης έπεσε με τα μούτρα στο διάβασμα όλων των εντύπων γύρω απ' το ποδόσφαιρο, ώστε σε λίγα χρόνια έγινε παντογνώστης.

Η γυναίκα του ήταν παιδί μεταναστών απ' τη Γερμανία. Παντρεύτηκαν με προξενιό, αλλά τον αγαπούσε πολύ και τον θαύμαζε. Σαν έλεγε «η μικρή μας στον μπαμπά της μοιάζει στο θυμητικό» κολλούσε η γλώσσα της. Αλλά κι ο Λάκης της είχε αδυναμία. «Η μόνη φορά που μου χαμογέλασε η τύχη ήταν σ' αυτή τη γυναίκα». Δεν έλεγε όμως τίποτα για την προίκα που ποτέ δεν είχε εισπράξει, γιατί κι η γυναίκα του ήταν ορφανή και παραπαίδι και μέχρι να την πάρει του τάζανε λαγούς με πετραχήλια.

Παραμονές του Πάσχα προκηρύχτηκε ο μεγάλος διαγωνισμός της εφημερίδας «Το Σουτ» με τη συνεργασία του Δευτέρου Προγράμματος της τηλεόρασης. Ο Λάκης πετούσε στα ουράνια. Έλεγε και ξανάλεγε στη γυναίκα του πως στο τέλος του χρόνου θα κυκλοφορούσαν μ' αυτοκίνητο, το έπαθλο του διαγωνισμού. Τόσο ήθελε εκείνη κι άρχισε να κάνει όνειρα, πως θα μπορούσαν τα καλοκαίρια με τ' αμάξι κι ένα αντισκηνάκι να πηγαίνουν διακοπές, όπως οι ανώτεροί τους.

Η αισιοδοξία τους όμως μετατράπηκε σε στενοχώρια, όταν δημοσιεύτηκαν ερωτήσεις των προκριματικών, που ήταν στ' αλήθεια πολύ εύκολες. Απ' αυτούς που θ' απαντούσαν σωστά θα γινόταν κλήρωση και θα 'βγαينαν δεκάξι. Αυτοί θα μονομαχούσαν με σύστημα «νοκ-άουτ» στην τηλεόραση, μέχρι που ο τελικός νικητής θα 'παιρνε το αυτοκίνητο. Το πρόβλημα του Λάκη ήταν πώς θα κληρωθεί στους δεκάξι, μετά από 'κει τα πράγματα θα ήταν εύκολα. Μην έχοντας καθόλου εμπιστοσύνη στην τύχη, αποφάσισε να ενεργήσει έξυπνα και πλάγια.

Πήγε στον πρόεδρο της ομάδας της πόλης τους. Η ομάδα τους ήταν στην Α' κατηγορία στο Πρωτάθλημα, μάλιστα ο Λάκης είχε πει το πολύ φιλοσοφημένο «Σ' αυτή την πόλη όλα είναι υποβαθμισμένα. Β' κατηγορίας και κάτω, και μόνο στο ποδόσφαιρο είμαστε Α' Εθνικής». Η ομάδα βέβαια είχε κι ένα άλλο χαρακτηριστικό. Ήταν δορυφόρος μιας μεγάλης ομάδας του κέντρου. Αυτό σήμαινε πως απ' τη μια έκανε «αβάντα» στους αγώνες με την μεγάλη κι απ' την άλλη έπαιρνε τους ξοφλημένους παίκτες της, που όμως γι' αυτήν ήτανε χρήσιμοι, κι έτσι κρατιόταν.

Πρόεδρος στην ομάδα του κέντρου ήταν κάποιος πολυεκατομμυριούχος εφοπλιστής που ήταν κι ο ιδιοκτήτης της εφημερίδας «Το Σουτ».

Ο πρόεδρος της ομάδας του κατανόησε το πρόβλημα. «Είναι αδικία, Λάκη, να μείνεις εσύ έξω απ' τα τελικά, γι' αυτό αύριο που θα κατέβω στην πρωτεύουσα θα το φροντίσω προσωπικά».

Και πράγματι, όταν γύρισε σε τέσσερις μέρες – τι αγωνία στο μεταξύ -, του 'πε πως η υπόθεση ήταν τελειωμένη. Ας έστελνε τις απαντήσεις και τ' άλλα δουλειά δική του.

Έτσι κι έγινε. Παρά το συμβολαιογράφο που επέβλεπε την τήρηση των κανόνων του διαγωνισμού και τους μάρτυρες αθλητικούς συντάκτες της τηλεόρασης, ο Λάκης ο εγκυκλοπαίδειας κληρώθηκε στους δεκάξι του διαγωνισμού.

Από τότε κλείστηκε στο υπόγειο κι άρχισε να ξεσκαλίζει τα παλιά αποκόμματα των εφημερίδων και τα φρεσκάρισε όλα τόσο πολύ στη μνήμη του, που είπε στη γυναίκα του «Τόσα πολλά δεν ήξερα ποτέ κι αν έδινα εξετάσεις στο Πανεπιστήμιο θα έσπαζα όλα τα ρεκόρ». Κι η γυναίκα του όμως είχε μερτικό σ' αυτή την υπερπροσπάθεια, γιατί πήρε πάνω της όλες τις δουλειές, ψώνια, σπίτι, διάβασμα της μικρής, ώστε απερίσπαστος ο Λάκης να προσηλωθεί στη μελέτη.

Οι αγώνες άρχισαν στην πρωτεύουσα μια Τετάρτη του Δεκέμβρη στις επτά τ' απόγευμα και μεταδίδονταν απευθείας απ' το Δεύτερο Πρόγραμμα της τηλεόρασης. Η συγκίνησή του ήταν μεγάλη να είναι ανάμεσα στους σπορτκάστερ που έβλεπε κάθε Σαββατοκύριακο στ' αθλητικά και να τον παίρνει κι η τηλεόραση. Εκείνο το βράδυ μείναν οκτώ, το βράδυ της Πέμπτης τέσσερις και της Παρασκευής δύο, ο Λάκης κι ένας Κρητικός. Τ' απόγευμα του Σαββάτου στην τακτική αθλητική εκπομπή θα γινόταν ο μεγάλος τελικός.

Ο εγκυκλοπαίδειας ήταν αισιόδοξος. Είχε περάσει στον τελικό χωρίς ούτε μια χαμένη ερώτηση, ενώ ο Κρητικός είχε χάσει δυο ερωτήσεις στους τρεις αγώνες που έδωσε. Όπως κάθε βράδυ πήρε τηλέφωνο στη γειτόνισσα, η γυναίκα κι η μικρή περίμεναν εκεί. «Πολύ να σκέφτεσαι, μπαμπά, και να μη βιάζεσαι», η μικρή ήταν δασκαλεμένη, και τα ίδια περίπου του είπε κι η γυναίκα του. «Μη σκέφτεσαι εμάς, είμαστε μια χαρά. Εσύ το νου σου στο παιχνίδι».

Το βράδυ εκείνο δεν κοιμήθηκε και πολύ καλά, γιατί όσο κι αν ήταν σίγουρος για τον εαυτό του είχε κι αγωνία. Για μια στιγμή σκέφτηκε «δεν έχω δίπλωμα, πώς θα το πάω επάνω...», αλλά τέτοιες σκέψεις είναι γρουσουζίκες και τις καταχώνιασε στο βάθος του μυαλού του.

Τ' απόγευμα της επομένης έφτασε στο στούντιο δυο ώρες νωρίτερα. Εκεί τον περίμενε και μια μικροέκπληξη. Ειδικά για τον τελικό θα τους μακιγιάρανε. Στήθηκε στην καρέκλα κι άρχισαν οι μπουντρες και τα ματζούνια, ντρεπότανε και λίγο, γιατί αυτά τα θεωρούσε γυναικεία τερτίπια, μα όταν τέλειωσαν, θαύμασε κι ο ίδιος τον εαυτό του στον καθρέφτη.

Το παιχνίδι θα γινόταν όπως και τις προηγούμενες μέρες, δέκα ερωτήσεις στον καθένα κι όποιος απαντούσε τις πιο πολλές. Οι ερωτήσεις ήταν δύσκολες, τόσο το καλύτερο γι' αυτόν, μα ο Κρητικός ήταν πολύ ανεβασμένος, δεν έχασε ούτε μια απ' τις δέκα, κι άρχισε η παράταση και φτάσαν μία προς μία στις δεκατρείς κι απάντησε ο Κρητικός τη δικιά του κι αυτός στ' αλήθεια φοβήθηκε το γρουσουζικό αριθμό, μα η ερώτηση ήταν εύκολη, «Τι νούμερο παπούτσια φορούσε ο Νέτσερ;». «44 στο ένα και 45 στο άλλο πόδι», κι εκεί επενέβη ο συμβολαιογράφος, «θα πρέπει να μας πει σε ποιο πόδι το 44 και σε ποιο το 45». Για πρώτη φορά πιάστηκε αδιάβαστος και «θα το ρίξω στην τύχη», σκέφτηκε, «45 στο δεξί και 44 στ' αριστερό» και κόντεψε να λιποθυμήσει που ο παρουσιαστής είπε «ΟΧΙ» κι ο Κρητικός πετάχτηκε ως πάνω απ' τη χαρά του κι ο Λάκης είδε τα όνειρά του γκρεμισμένα και τ' αυτοκίνητο στο φέρι-μποτ ντουγρού για Κρήτη και φαντάστηκε τη γυναίκα του και τη μικρή να κλαίνε απογοητευμένες, αλλ' άπλωσε το χέρι και συγχάρηκε τον άλλο, όπως απαιτούν οι καλοί τρόποι, και λίγο τον ξεπίκρανε η επιταγή των πενήντα χιλιάδων «που παίρνετε ως δεύτερος νικητής».

Στην έξοδο τον περίμενε κάποιος κύριος. «Θέλει να σας δει ο ...» Τον πήρε με τ' αμάξι και τον πήγε στα γραφεία. Τον ανήγγειλαν και «Κάτσε», του'πε εκείνος, «ήσουν φανταστικός κι είχε δίκιο ο Πρόεδρος σας, μα δυστυχώς είχα υποχρέωση στον Κρητικό. Θα κατάλαβες φυσικά ότι τού'χαμε δώσει τις απαντήσεις, αλλά και σένα δε θα σ' αδικήσουμε και να κι ακόμα μια επιταγή των πενήντα χιλιάδων...»

Σκέφτηκε να του πετάξει κατάμουτρα τα δυο κωλόχαρτα, μα θυμήθηκε τα λόγια της κόρης του. «Πολύ να σκέφτεσαι, μπαμπά, και να μη βιάζεσαι...»

«Ευχαριστώ, κύριε Πρόεδρε...», «Κι ό,τι πρόβλημα έχεις εγώ εδώ είμαι...» Βγήκε και κάθισε στα σκαλοπάτια, αλλά να μην τον βλέπει η γραμματέας, κι έκλαψε πικρά.

Στη μικρή τους πόλη είχε γίνει το πρόσωπο της ημέρας, έστω και χαμένος. Κάποιος μάλιστα στο καφενείο επέμενε πως «Τον φάγανε το δικό μας. Ο Κρητικός τις απαντήσεις τις ήξερε από πιο μπροστά κι ο συμβολαιογράφος ήταν στο κόλπο», μα αυτός τ' αρνήθηκε όλα, είχε άλλωστε κι ο ίδιος τη φωλιά του λερωμένη.

Με τα εκατό χιλιάδικα αγόρασε μια βέσπα και τις Κυριακές ανέβαζε τη γυναίκα και την κόρη του και τις πήγαινε βόλτα στο πάρκο. Από την ιστορία είχε κι ένα όφελος ουσιαστικό κι όλοι απορήσανε. Δεν ξαναγόρασε αθλητική εφημερίδα ούτε ξαναπάτησε στο γήπεδο εκείνη τη χρονιά.

Μόλις τελειώσει, η Megumi λέει: "How important do you think that luck is in such games? Press A if you think that it is very important and B if you think that it is not important at all.

Η Megumi λέει: "Do you like quiz shows? If yes, prepare your sports quiz for your friends and check their knowledge! Answer the following questions. Choose A, B or C.

1. If you 'score', you have got ...
A. a goal B. a yellow card C. a red card
2. Footballers are singing their 'National ...'
A. Music B. Song C. Anthem
3. A 'game' of football is also called a football ..
A. pitch B. match C. league
4. If the result of a football match is 'one nil', what is the score?
A. 0-1 B. 1-0 C. 1-1
5. At a football stadium the 'stand' is where ...
A. fans sit and watch B. players get changed C. the players play
6. A 'foul' is when you ...
A. shout at another player B. score a goal with your head C. kick another player
7. The 'touchline' is the white line ...
A. around the penalty box B. around the edge of the pitch C. across the middle of the pitch
8. If a player 'hits the post', he kicks the ball ...
A. at the referee B. into the arms of the goalkeeper C. against the goal frame
9. The score is 3-3. It is a ...
A. a draw B. a win C. defeat
10. Which player is a forward and tries to score goals?
A. the striker B. the manager C. the defender

Η Megumi λέει: See you soon! Goodbye!

[εναλλακτική επιλογή]

Σκηνή 3 (μικρής διάρκειας)

(Αν επιλέξει Giuseppe και ποδόσφαιρο)

Φόντο: Ποδοσφαιρικό γήπεδο.

Ο Giuseppe λέει: "You are the coach of a fantastic team. Your team does not play well in the final game but you have to win! Give instructions to your players in order to play better. Listen to the next sentences and press A if you agree and D if you disagree.

1. Give the ball to the attacker.
2. Don't listen to me.
3. Go back to the defense as fast as possible.
4. Don't make any more mistakes.
5. Play by yourself.
6. Be a member of the team.
7. Don't keep the ball to yourself.
8. Don't play roughly.
9. Stop the attackers of the opponents.
10. Don't win any fouls.

Σκηνή 4 (μικρής διάρκειας)

Ο Giuseppe λέει: "Have you ever thought to become a football player? What would you do? Finish the following phrases. Choose A or B.

1. If I were a football player, A. I would be as fit as possible B. I would never go to a gym.
2. If I were a football player, A. I wouldn't play for our National team. B. I would be honored to play for our National team.
3. If I were a football player, A. I would try to make as little mistakes as possible. B. I would try to make as many mistakes as possible.

Σκηνή 5 (μικρής διάρκειας)

Ο Giuseppe λέει: "Thank you for playing with me today! If you are tired you can stop here. If not, let's play one more game. Press Enter to continue and Escape to finish!" Ο μαθητής απαντά.

ή μεγάλης διάρκειας

Αν πατήσει Enter, ο Giuseppe λέει: OK, you can now listen to a Greek short story. Ακολουθεί αφήγηση του διηγήματος: (βλ. παραπάνω – Megumi)

Μόλις τελειώσει, ο Giuseppe λέει: "How important do you think that luck is in such games? Press A if you think that it is very important and B if you think that it is not important at all.

Ο Giuseppe λέει: "Do you like quiz shows? If yes, prepare your sports quiz for your friends and check their knowledge! Answer the following questions. Choose A, B or C.

1. If you 'score', you have got ...
A. a goal B. a yellow card C. a red card
2. Footballers are singing their 'National ...'
A. Music B. Song C. Anthem
3. A 'game' of football is also called a football ..
A. pitch B. match C. league
4. If the result of a football match is 'one nil', what is the score?
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A. fans sit and watch B. players get changed C. the players play
6. A 'foul' is when you ...
A. shout at another player B. score a goal with your head C. kick another player
7. The 'touchline' is the white line ...
A. around the penalty box B. around the edge of the pitch C. across the middle of the pitch
8. If a player 'hits the post', he kicks the ball ...
A. at the referee B. into the arms of the goalkeeper C. against the goal frame
9. The score is 3-3. It is a ...
A. a draw B. a win C. defeat
10. Which player is a forward and tries to score goals?
A. the striker B. the manager C. the defender

Ο Giuseppe λέει: See you soon! Goodbye!

[εναλλακτικές επιλογές]

Σκηνή 3 (μεγάλης διάρκειας)

(Αν επιλέξει Megumi και λογοτεχνία)

Φόντο: Εσωτερικό δωμάτιου.

Η Megumi λέει: "Thanks for choosing me! I don't quite remember but I think I had told you about my friend Alice. She is my English friend, who was with her sister in the forest, when she suddenly saw a White Rabbit passing by her and she followed it! She found herself falling in a dark hole and then..."

Ακολουθεί αφήγηση

Alice was now in a long, dark room with doors all around the walls, and she could not see the White Rabbit anywhere.

She tried to open the doors, but they were all locked. 'How will I ever get out again?' she thought sadly. Then she saw a little glass table with three legs, and on the top of it was a very small gold key. Alice quickly took the key and tried it in all the doors, but oh, dear! Either the locks were too big or the key was too small, but she could not open any of the doors.

Then she saw another door, a door that was only forty centimeters high. The little gold key unlocked this door easily, but of course Alice could not get through it – she was much too big. So she lay on the floor and looked through the open door, into a beautiful garden with green trees and bright flowers.

Poor Alice was very unhappy. 'What a wonderful garden!' she said to herself. 'I'd like to be out there – not in this dark room. Why can't I get smaller?'

Η Megumi λέει: I will tell you some sentences. Press T for True and F for False.

1. Alice was now in a room with many open doors.

Ο μαθητής επιλέγει. Αν πατήσει T, η Megumi λέει: No, the doors were all locked. Αν πατήσει F, ακούγονται χειροκροτήματα.

2. Alice had with her some keys and she tried to open the doors.

Ο μαθητής επιλέγει. Αν πατήσει T, η Megumi λέει: No, she found a key there. Αν πατήσει F, ακούγονται χειροκροτήματα.

3. The key that she found could only open one little door.

Ο μαθητής επιλέγει. Αν πατήσει T, ακούγονται χειροκροτήματα. Αν πατήσει F, η Megumi λέει: Try again!

4. Alice could get through the door.

Ο μαθητής επιλέγει. Αν πατήσει T, η Megumi λέει: No, she was too big to get through it. Αν πατήσει F, ακούγονται χειροκροτήματα.

5. If she could get through the door, she would be in a beautiful garden.

Ο μαθητής επιλέγει. Αν πατήσει T, ακούγονται χειροκροτήματα. Αν πατήσει F, η Megumi λέει: Try again!

Ακούγεται ήχος ολοκλήρωσης της άσκησης.

Η Megumi λέει: Imagine you are a genie and you make Alice's wish come true! Can you imagine what would happen if Alice had gotten smaller? Press A or B.

A. She won't be able to hold the key. B. She will enter the garden and play in the garden.

Σκηνή 4 (μεσαίας διάρκειας)

H Megumi λέει: Let's listen to the story now.

(Συνέχεια της αφήγησης): It was already a very strange day, and Alice was beginning to think that anything was possible.

After a while she locked the door again, got up and went back to the glass table. She put the key down and then she saw a little bottle on the table ('I'm sure it wasn't here before,' said Alice). Round the neck of the bottle was a piece of paper with the words DRINK ME in large letters.

But Alice was a careful girl. 'It can be dangerous to drink out of strange bottles,' she said. 'What will it do to me?'

H Megumi λέει: "What will happen to Alice if she drinks out of the strange bottle? Press A or B.

A. She will get smaller. B. She will get bigger.

Σκηνή 5 (μεγάλης διάρκειας)

H Megumi λέει: Let's listen to the story now.

(Συνέχεια της αφήγησης): She drank a little bit very slowly. The taste was very nice, like chocolate and oranges and hot sweet coffee, and very soon Alice finished the bottle.

'What a strange feeling!' said Alice. 'I think I'm getting smaller and smaller every second.'

And she was. A few minutes later she was only twenty-five centimeters high. 'And now,' she said happily, 'I can get through the little door into that beautiful garden.'

She ran at once to the door. When she got there, she remembered that the little gold key was back on the glass table. She ran back to the table for it, but of course, she was now too small! There was the key, high above her, on top of the table. She tried very hard to climb up the table leg, but she could not do it.

At last, tired and unhappy, Alice sat down on the floor and cried. But after a while she spoke to herself angrily.

'Come now,' she said. 'Stop crying at once. What's the use of crying? She was a strange child, and often talked to herself like this.

Soon she saw a little glass box near her on the floor. She opened it, and found a very small cake with the words EAT ME on it.

Nothing could surprise Alice now. 'Well, I'll eat it,' she said. 'If I get taller, I can take the key off the table. And if I get smaller, I can get under the door. One way or another, I'll get into the garden. So it doesn't matter what happens!'

Η Megumi λέει: "What will happen if Alice eats the cake? Press A or B.

A. She will get smaller. B. She will get bigger.

Σκηνή 6 (μικρής διάρκειας)

Μαγικός ήχος και ο Σοφός λέει: "Alice finally managed to pass the little door with the White Rabbit's help. Now this little door would take Alice into a magic world, in Wonderland! If you want to read more about her adventures, you can find "Alice's Adventures in Wonderland" that Lewis Carroll has written for her in the bookstore!

Σκηνή 7 (μικρής διάρκειας)

Η Megumi λέει: "See you soon! Bye!"

[εναλλακτικές επιλογές]

Σκηνή 3 (μεσαιάς διάρκειας)

(Αν επιλέξει Giuseppe και λογοτεχνία)

Φόντο: Εσωτερικό δωματίου.

Ο Giuseppe λέει: "Thanks for choosing me! I don't quite remember but I think I had told you about my friend Sherlock Holmes, the famous detective. He once had a very strange visit and Watson, his best friend has written everything about it! The King of Bohemia wearing a mask had entered the room and had asked Holmes to keep secret his visit and what he wanted".

Αφήγηση της ιστορίας.

'Very well. Go on,' said Holmes. He closed his eyes and listened.

'Five years ago I met a woman called Irene Adler. We...'

'Ah,' said Holmes, 'Irene Adler, born in 1850, singer, lives in London, a very beautiful woman, I hear...'He looked at the King. 'You and she...You loved her, for a while, and then you left her. But before you left her, you wrote her some letters perhaps. And now you want to get these letters back.'

'That's right.'

'Did you marry her?'

'No.'

'If she asks you for money and shows you the letters, you can say that you didn't write them.'

'But Mr Holmes, she also has my photograph.'

'You can say that you didn't give her a photograph.'

'We were both in the photograph.'

'Oh dear. That was a mistake, Your Majesty.'

'I know. I was stupid...but I was very young!'

'You must get the photograph back. Can you steal it from her house?'

'I have tried five times but my men couldn't find it. What can I do?'

Holmes laughed. 'This is very interesting. What does she plan to do with the photograph?'

'Soon I am going to marry Clotilde Lothman von Saxe-Meningen, daughter of the King of Scandinavia. You know, of course, that we are two of the most important royal families in Europe. Clotilde will never marry me, if she learns that I have been a...friend of Irene Adler. You do not know Irene Adler. She's a beautiful woman, but she can be as hard as a man. She was angry when I left her, and so she doesn't want me to marry another woman. I know that she will send this photograph to the Saxe-Meningen family, and then there will be a terrible scandal. We must find the photograph before she sends it!'

Σκηνή 4 (μεσαιας διάρκειας)

Ο Giuseppe λέει: Choose the best answer by pressing A or B.

1. Who was Irene Adler? A. A singer B. A queen

Ο μαθητής επιλέγει. Αν πατήσει Α, ακούγονται χειροκροτήματα. Αν πατήσει Β, ο Giuseppe λέει: Try again!

2. Did the King marry her? A. Yes B. No

Ο μαθητής επιλέγει. Αν πατήσει Β, ακούγονται χειροκροτήματα. Αν πατήσει Α, ο Giuseppe λέει: Try again!

3. What did Irene Adler have that belonged to the King? A. Some letters B. Some letters and a photograph.

Ο μαθητής επιλέγει. Αν πατήσει Β, ακούγονται χειροκροτήματα. Αν πατήσει Α, ο Giuseppe λέει: Try again!

4. What will happen if Clotilde Lothman gets the photograph with the King and Irene Adler? A. She won't care. B. She will never marry the King.

Σκηνή 5 (μεσαίας διάρκειας)

(Συνέχεια της αφήγησης)

"I am sure that we will find it," said Holmes. "You are, of course, staying in London? I will write to you to tell you what happens. And, the money...?"

The King put a large heavy bag on the table. "I must have that photograph," he said. "There is one thousand pounds here. If you need more, you must ask at once. The money is not important."

"And the young woman's address?" asked Holmes.

"Briony Lodge, Serpentine Avenue, St John's Wood, London."

"Good night, Your Majesty," said Holmes. "I hope to have some good news for you soon." "The King left, and Holmes turned to me. "And good night, Watson. Please come back tomorrow at three o'clock in the afternoon."

When I arrived the next day, Holmes was not there, so I waited in his room. At four o'clock the door opened, and a very strange servant came in. He wore old, dirty clothes, and I had to look very hard before I saw that it was my old friend.

"Holmes!" I cried. "Where have you been?"

"I've had a very good day," he replied with a smile. "I've been outside Miss Irene Adler's house..."

Choose the best answer by pressing A or B.

O Giuseppe λέει: "Can you guess what Sherlock found out about Irene Adler?"

A. She has become a nun. B. She has a boyfriend.

O Giuseppe λέει: What would you do if you were in the King's place?

A. I would tell to my partner the whole truth and ask for forgiveness. B. I would try to take back the photo.

O Giuseppe λέει: What will happen if Sherlock finds the photograph?

A. The King's forthcoming marriage will be saved. B. The King's fiancé will find out the truth anyway.

Σκηνή 6 (μικρής διάρκειας)

Μαγικός ήχος και εμφάνιση του Σοφού, που λέει: "Irene Adler understood that Sherlock was that servant outside her house! This is the reason that Sherlock will never forget her! But did Sherlock finally take the photograph? Did he give it to the King? If you want to find out, find the "Scandal in Bohemia" in the collection of Sherlock Holmes' short stories by Sir Arthur Conan Doyle in Oxford Bookworms Library.

Σκηνή 7 (μικρής διάρκειας)

O Giuseppe λέει: See you soon! Bye!

[εναλλακτικές επιλογές]

Σκηνή 3 (μεσαιάς διάρκειας)

(Αν επιλέξει Megumi και μουσική)

H Megumi λέει: I bought a CD with pop music. Let's listen to one of the songs...Mmmm....Track one, two, no, no, I think it is track 3. It's Gwen Stefani's song "If I were a rich girl...". Listen to the song's lyrics. You could also ask your teacher to play it for you.

If I was a rich girl (na, na....)

See, I'd have all the money in the world, if I was a wealthy girl

No man could test me, impress me, my cash flow would never ever end

Cause I'd have all the money in the world, if I was a wealthy girl

Think what that money could bring

I'd buy everything

Clean out Vivienne Westwood

In my Galliano gown

No, wouldn't just have one hood

A Hollywood mansion if I could

Please book me first-class to my fancy house in London town

All the riches baby, won't mean anything

All the riches baby, won't bring what your love can bring

All the riches baby, won't mean anything

Don't need no other baby

Your lovin' is better than gold, and I know

If I was rich girl (na, na...)

See, I'd have all the money in the world, if I was a wealthy girl

No man could test me, impress me, my cash flow would never ever end

Cause I'd have all the money in the world, if I was a wealthy girl

Η Megumi λέει: "Listen to the lyrics again by pressing 3. What would the singer do if she was a rich and wealthy girl? Listen to the next sentences and press T if the sentence is true and F if the sentence is false.

She would give the money to build a school. (F)

She would buy everything she wanted. (T)

She wouldn't get impressed by men. (T)

Η Megumi λέει: "Now let's check your hearing! I will tell you some sentences and you will press C for correct and W for wrong.

1. If the singer was a wealthy girl, she would have all the money in the world.

Ο μαθητής επιλέγει. Αν πατήσει C, τότε ακούγονται χειροκροτήματα. Αν πατήσει W, η Megumi λέει: Try again!

2. If she was a rich girl, her cash flow would never ever end.

Ο μαθητής επιλέγει. Αν πατήσει C, τότε ακούγονται χειροκροτήματα. Αν πατήσει W, η Megumi λέει: Try again!

3. She would like all men if she had a lot of money.

Ο μαθητής επιλέγει. Αν πατήσει W, τότε ακούγονται χειροκροτήματα. Αν πατήσει C, η Megumi λέει: Try again!

Η Megumi λέει: "Imagine you are very rich. What would you do? Finish the following sentences. Choose A or B.

- If I was rich, A. I would build a big house for my family. B. I would keep all the money for myself.
- If I was rich, A. I would travel to the whole world. B. I would stay in my house.
- If I was rich, A. I would remain myself. B. I would become arrogant.

Η Megumi λέει: If you are tired, you can press Escape and finish or press Enter to play another game!

Αν πατήσει Enter, περνά στην επόμενη σκηνή.

Η Megumi λέει: "I am glad you continued because now we will play a game that we haven't played before! You will listen to a modern song, the refrain of the James Blunt song 'Goodbye my lover'".

Goodbye my lover, goodbye my friend

you have been the one, you have been the one for me. (δύο φορές)

Choose your answer by pressing A or B.

Η Megumi λέει: What is this song about?

A. It's about separation. B. It's about two people falling in love.

H Megumi λέει: So, this person says goodbye to someone. Can you guess who this someone is?

A. His mother. B. His partner.

What type of relationship have these two people had?

A. Love relationship. B. They were friends.

H Megumi λέει: Is this a love song? How did you understand it?

A. It's not a love song. B. It is a love song, because it says "lover".

H Megumi λέει: So, it is about a couple that says goodbye to each other. Imagine that the other person answers. What would he or she say?

A. I am sorry, I don't love you anymore. B. I still love you but I have to follow my career.

H Megumi λέει: Great! Now you will listen to a Greek song!

Ακούει τον «Ερωτόκριτο» του Βιτσέντζου Κορνάρου:

*«Ήκουσες Αρετούσα μου τα θλιβερά μαντάτα,
που ο κύρης σου μ' εξόρισε στις ξενιτιάς τη στράτα;
Τέσσερις μέρες μοναχάς μου 'δωκε ν'ανιμένω
Κι από'κει να ξενιτευτώ, πολλά μακρά να πηγαίνω.
Και πώς να σ' αποχωριστώ και πώς να σου μακρύνω
Και πώς να ζήσω δίχω σου τον ξορισμόν εκείνο;»*

H Megumi λέει: "This was Erotokritos saying goodbye to Aretousa because he was going away. Now I guess you understood that the English and the Greek song have a similarity. They both sing a "goodbye" between two couples. You can press 3 to listen to the English song without the music and 4 for the Greek song without the music. (3: Απαγγελία των στίχων του Αγγλικού τραγουδιού, 4: Απαγγελία των στίχων του Ελληνικού τραγουδιού) Do the couples say goodbye for the same reason? Choose A or B.

A. Yes, they say goodbye for the same reason. B. No, they say goodbye for a different reason.

Σκηνή 7 (μεσαιάς διάρκειας)

Μαγικός ήχος και εμφάνιση του Σοφού: Αν θέλεις να μάθεις την ιστορία του Ερωτόκριτου και της Αρετούσας, ζήτησε από τον καθηγητή ή την καθηγήτρια των Κειμένων Νεοελληνικής Λογοτεχνίας να σου τη διηγηθεί. Μπορείς να τη βρεις και στο βιβλιοπωλείο ή να ακούσεις τον «Ερωτόκριτο» να τον τραγουδά ο λυράρης Νίκος Ξυλούρης και η Τάνια Τσανακλίδου.

Σκηνή 8 (μικρής διάρκειας)

Η Megumi λέει: "Thank you for playing with me! It was great! See you soon! Bye!"

[εναλλακτική επιλογή]

Thank you for playing with me! It was great! See you soon! Bye!

[εναλλακτική επιλογή]

Σκηνή 3 (μεσαίας διάρκειας)

(Αν επιλέξει Giuseppe και μουσική)

Ο Giuseppe λέει: I bought a CD with soundtracks from musicals. Let's listen to one of the songs...It is the one I like most. It is from the musical "Fiddler on the Roof"...Mmmm....Track one, two, no, no, I think it is track 3. OK press 3 to play. It's the song "If I were a rich man...", from the soundtrack "Fiddler on the Roof".

"Dear God, you made many, many poor people.

I realize, of course, that it's no shame to be poor.

But it's no great honor either!

So, what would have been so terrible if I had a small fortune?"

If I were a rich man,

Ya ha deedle deedle, bubba bubba deedle deedle dum.

All day long I'd biddy biddy bum.

If I were a wealthy man.

I wouldn't have to work hard.

Ya ha deedle deedle, bubba bubba deedle deedle dum.

If I were a biddy biddy rich,

Yidle-diddle-didle-didle man.

I'd build a big tall house with rooms by the dozen,

Right in the middle of the town.

A fine tin roof with real wooden floors below.

There would be one long staircase just going up,

And one even longer coming down,

And one more leading nowhere, just for show.

I'd fill my yard with chicks and turkeys and geese and ducks

For the town to see and hear.

And each loud "cheep" and "swaqwk" and "honk" and "quack"
 Would land like a trumpet on the ear,
 As if to say "Here lives a wealthy man."

If I were a rich man,
 Ya ha deedle deedle, bubba bubba deedle deedle dum.
 All day long I'd biddy biddy bum.
 If I were a wealthy man.
 I wouldn't have to work hard.
 Ya ha deedle deedle, bubba bubba deedle deedle dum.
 If I were a biddy biddy rich,
 Yidle-diddle-didle-didle man.

Ο Giuseppe λέει: "Listen to the lyrics again by pressing 3. What would the singer do if he was a rich and wealthy man? Listen to the next sentences and press T if the sentence is true and F if the sentence is false.

1. He would work hard. (F)
2. He would build a big tall house. (T)
3. He would have a lot of animals in his yard. (T)

Ο Giuseppe λέει: "Now let's check your ear! I will tell you some sentences and you will press C for correct and W for wrong.

1. If the singer was a wealthy man, he would not have to work hard.
 Ο μαθητής επιλέγει. Αν πατήσει C, τότε ακούγονται χειροκροτήματα. Αν πατήσει W, ο Giuseppe λέει: Try again!
2. If he was a rich man, he would build a bug house in the middle of the town with many stairs.
 Ο μαθητής επιλέγει. Αν πατήσει C, τότε ακούγονται χειροκροτήματα. Αν πατήσει W, ο Giuseppe λέει: Try again!
3. The singer is a rich man.
 Ο μαθητής επιλέγει. Αν πατήσει W, τότε ακούγονται χειροκροτήματα. Αν πατήσει C, ο Giuseppe λέει: Try again!

Σκηνή 4 (μικρής διάρκειας)

Ο Giuseppe λέει: "Imagine you are very rich. What would you do? Finish the following sentences. Choose A or B.

4. If I was rich, A. I would build a big house for family. B. I would keep all the money for myself.
5. If I was rich, A. I would travel to the whole world. B. I would stay in my house.
6. If I was rich, A. I would remain myself. B. I would become arrogant.

Σκηνή 5 (μικρής διάρκειας)

O Giuseppe λέει: If you are tired, you can press Escape and finish or press Enter to play another game!

Αν πατήσει Escape, ο Giuseppe λέει: See you soon! Goodbye!

Αν πατήσει Enter, περνά στην επόμενη σκηνή.

Σκηνή 6 (μεγάλης διάρκειας)

O Giuseppe λέει: "I am glad you continued because now we will play a game that we haven't played before! You will listen to a modern song, the refrain of the James Blunt song 'Goodbye my lover'".

Goodbye my lover, goodbye my friend

you have been the one, you have been the one for me. (δύο φορές)

O Giuseppe λέει: "What is this song about? Choose A or B.

A. It's about separation. B. It's about two people falling in love.

O Giuseppe λέει: "So, this person says goodbye to someone. Can you guess who this someone is? Choose A or B.

A. His mother. B. His partner.

What type of relationship have these two people had?" Choose A or B.

A. Love relationship. B. They were friends.

O Giuseppe λέει: "Is this a love song? How did you understand it?" Choose A or B.

A. It's not a love song. B. Because it says "lovers".

O Giuseppe λέει: "So, it is about a couple that says goodbye to each other. Imagine that the other person answers. What would he or she say? Choose A or B.

A. I am sorry, I don't love you anymore. B. I still love you but I have to follow my career.

O Giuseppe λέει: Great! Now you will listen to a Greek song!

Ακούει τον «Ερωτόκριτο» του Βιτσέντζου Κορνάρου:

«Ήκουσες Αρετούσα μου τα θλιβερά μαντάτα,
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Τέσσερις μέρες μοναχάς μου 'δωκε ν'ανιμένω
Κι από'κει να ξενιτευτώ, πολλά μακρά να πηγαίνω.
Και πώς να σ' αποχωριστώ και πώς να σου μακρύνω
Και πώς να ζήσω δίχω σου τον ξορισμόν εκείνο;»

Ο Giuseppe λέει: "This was Erotokritos saying goodbye to Aretousa because he was going away. Now I guess you understood that the English and the Greek song have a similarity. They both sing a "goodbye" between two couples. You can listen to the songs again or you can press 3 to listen to the English song without the music and 4 for the Greek song without the music. (3: Απαγγελία των στίχων του Αγγλικού τραγουδιού, 4: Απαγγελία των στίχων του Ελληνικού τραγουδιού) Do the couples say goodbye for the same reason? Choose A or B.

A. Yes, they say goodbye for the same reason. B. No, they say goodbye for a different reason.

Σκηνή 7 (μεσαίας διάρκειας)

Μαγικός ήχος και εμφάνιση του Σοφού: Αν θέλεις να μάθεις την ιστορία του Ερωτόκριτου και της Αρετούσας, ζήτησε από τον καθηγητή ή την καθηγήτρια των Κειμένων Νεοελληνικής Λογοτεχνίας να σου τη διηγηθεί. Μπορείς να τη βρεις και στο βιβλιοπωλείο ή να ακούσεις τον «Ερωτόκριτο» να τον τραγουδά ο λυράρης Νίκος Ξυλούρης και η Τάνια Τσανακλίδου.

Σκηνή 8 (μικρής διάρκειας)

Ο Giuseppe λέει: "Thank you for playing with me! It was great! See you soon! Bye!"

Θεματική ενότητα: Sharing interests (Ενότητες 18 - 22)

Απαιτούμενες φιγούρες:

1 αγόρι, 1 κορίτσι, μια φιγούρα παρουσιαστή ειδήσεων

Σκηνή 1 (μικρής διάρκειας)

Φόντο: Δρόμος από μια γειτονιά.

(βήματα) Εμφανίζονται οι δυο ήρωες και λένε μαζί: "It is us again! Καθένας λέει το όνομά του: Megumi and Giuseppe". Λένε μαζί: "Click on one of us to play with!" Ο μαθητής επιλέγει. [δυνατότητα να ακούγεται το όνομα κάθε ήρωα όπως ο μαθητής κινεί τον κέρσορα]

Σκηνή 2 (μικρής διάρκειας)

Ο ήρωας που έχει επιλεγεί λέει: "Choose what you like most to talk about: football (ήχος από ποδοσφαιρικό αγώνα), literature (ήχος φυλλομέτρησης βιβλίων) or music (σύντομος χαρούμενος ήχος από αρμόνιο)". Ο μαθητής επιλέγει.

Σκηνή 3 (μικρής διάρκειας)

(Αν επιλέξει Megumi και ποδόσφαιρο)

Φόντο: Τηλεόραση και μια κεντρική φιγούρα παρουσιαστή

Η Megumi λέει: Listen to this sound. (ακούγεται ήχος έναρξης ειδήσεων). What do you expect to hear next?

Choose the correct answer, A or B.

A. The news. B. A reality show.

Σκηνή 4 (μεσαιάς διάρκειας)

Η Megumi λέει: Let's check now if you guessed right! (ακούγεται πάλι ο ήχος έναρξης ειδήσεων).

Παρουσιαστής: Good evening, ladies and gentlemen! This is the latest radio report. The statue of star player Ronaldinho had been taken down by soccer fans in the southern Brazilian city of Chapeco during the World Cup 2006. The fans were angry because Brazil lost to France 1-0 in the quarterfinals of the World Cup in Germany. The seven-meter statue was built after the World Player of the Year Award in 2004 was received by Ronaldinho. It was believed by most people that the World Cup would be taken by Brazil this year just like they

did in 2002. Brazil came in second in the 1998 World Cup when they also lost to France. (ήχος κλεισίματος ειδήσεων)

Σκηνή 5 (μεσαίας διάρκειας)

Η Megumi λέει: Choose the correct answer, A, B or C.

1. What was the report mainly (έμφαση) about?

A. Brazil loosing the World Cup B. Angry fans that took down Ronaldinho's statue C. Second victory of France against Brazil.

Ο μαθητής επιλέγει. Αν απαντήσει Β, χειροκροτήματα. Αν απαντήσει Α, C, τότε η Megumi λέει: Try again!

2. Where did the fans destroy the statue?

A. In Germany B. In France C. In Brazil

Ο μαθητής επιλέγει. Αν απαντήσει C, χειροκροτήματα. Αν απαντήσει Α, Β, τότε η Megumi λέει: Try again!

3. When was the statue built?

A. In 2004 B. In 2006 C. It was not said in the news report

Ο μαθητής επιλέγει. Αν απαντήσει Α, χειροκροτήματα. Αν απαντήσει C, Β, τότε η Megumi λέει: Try again!

4. Why did Ronaldinho take an award?

A. Because he was the best player in the world in 2004 B. Because he played well against France C. Because Brazil won the World Cup in 2002.

Ο μαθητής επιλέγει. Αν απαντήσει Α, χειροκροτήματα. Αν απαντήσει C, Β, τότε η Megumi λέει: Try again!

Σκηνή 6 (μεσαίας διάρκειας)

Η Megumi λέει: Listen to the news again by pressing 1 (1: δυνατότητα επανάληψης του δελτίου) and try to find all the verbs in Passive Voice. Choose the correct answer, A or B.

A. had been taken (T) B. had been given

A. was destroyed B. was built (T)

A. was given B. was received (T)

A. It was believed (T) B. it was seen

A. would be given B. would be taken (T)

Σκηνή 7 (μικρής διάρκειας)

Η Megumi λέει: "Now think of what headline you would put if you had to say in a sentence the hot news! If you like, you can listen to the news report again by pressing 1 (1: δυνατότητα επανάληψης του δελτίου)". Choose the correct answer, A, B or C.

A. Brazil destroys the statue of a former hero B. Former Brazilian football god's statue taken down C. Brazil kicked out of the World Cup 2006

Η Megumi λέει: "Great! But you are the only one who has heard about the news! Write a short e-mail to one of your friends who is a great fan of Ronaldinho telling him or her what has happened. Fill in the gaps by choosing the correct answer, A, or B.

1. My dear friend, have you the news?
a. hear B. heard
2. The statue of star player Ronaldinho down by soccer fans in Brazil.
a. had been taken B. had taken
3. The fans were angry because Brazil out by France in the quarterfinals of the World Cup in Germany.
a. was knocked B. was eliminated
4. As you know, the World Player of the Year Award in 2004 to Ronaldinho.
a. was awarded B. was received
5. Brazil to win the World Cup just like they did in 2002.
a. expects B. was expected

Σκηνή 8 (μικρής διάρκειας)

Η Megumi λέει: "Thank you! I liked your company very much! See you soon!"

[Εναλλακτική επιλογή]

Σκηνή 3 (μικρής διάρκειας)

(Αν επιλέξει Giuseppe και ποδόσφαιρο)

Φόντο: Τηλεόραση και μια κεντρική φιγούρα παρουσιαστή

Ο Giuseppe λέει: Listen to this sound. (ακούγεται ήχος έναρξης ειδήσεων). What do you expect to hear next? Choose the correct answer, A or B.

A. The news. B. A reality show.

Σκηνή 4 (μεσαίας διάρκειας)

Ο Giuseppe λέει: Let's check now if you guessed right! (ακούγεται πάλι ο ήχος έναρξης ειδήσεων).

Παρουσιαστής: Good evening, ladies and gentlemen! This is the latest radio report. The statue of star player Ronaldinho had been taken down by soccer fans in the southern Brazilian city of Chapeco during the World Cup 2006. The fans were angry because Brazil lost to France 1-0 in the quarterfinals of the World Cup in Germany. The seven-meter statue was built after the World Player of the Year Award in 2004 was received by Ronaldinho. It was believed by most people that the World Cup would be taken by Brazil this year just like they did in 2002. Brazil came in second in the 1998 World Cup when they also lost to France. (ήχος κλεισίματος ειδήσεων)

Σκηνή 5 (μεσαίας διάρκειας)

Ο Giuseppe λέει: Choose the correct answer, A, B or C.

1. What was the report mainly (έμφαση) about?

A. Brazil losing the World Cup B. Angry fans that took down Ronaldinho's statue C. Second victory of France against Brazil.

Ο μαθητής επιλέγει. Αν απαντήσει B, χειροκροτήματα. Αν απαντήσει A, C, τότε ο Giuseppe λέει: Try again!

2. Where did the fans destroy the statue?

A. In Germany B. In France C. In Brazil

Ο μαθητής επιλέγει. Αν απαντήσει C, χειροκροτήματα. Αν απαντήσει A, B, τότε ο Giuseppe λέει: Try again!

3. When was the statue built?

A. In 2004 B. In 2006 C. The text does not say

Ο μαθητής επιλέγει. Αν απαντήσει A, χειροκροτήματα. Αν απαντήσει C, B, τότε ο Giuseppe λέει: Try again!

4. Why did Ronaldinho take an award?

A. Because he was the best player in the world in 2004 B. Because he played well against France. Because Brazil won the World Cup in 2002.

Ο μαθητής επιλέγει. Αν απαντήσει A, χειροκροτήματα. Αν απαντήσει C, B, τότε ο Giuseppe λέει: Try again!

Σκηνή 6 (μεσαίας διάρκειας)

O Giuseppe λέει: Listen to the news again by pressing 1 (1: δυνατότητα επανάληψης του δελτίου) and try to find all the verbs in Passive Voice.

Choose the correct answer, A or B.

A. had been taken (T) B. had been given

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A. was given B. was received (T)

A. It was believed (T) B. it was seen

A. would be given B. would be taken (T)

Σκηνή 7 (μεσαιάς διάρκειας)

O Giuseppe λέει: "Now think what headline you would put if you had to say in a sentence the hot news! If you like, you can listen to the news report again by pressing 1 (1: δυνατότητα επανάληψης του δελτίου)". Choose the correct answer, A, B or C.

A. Brazil destroys the statue of a former hero B. Former Brazilian football god's statue taken down C. Brazil kicked out of the World Cup 2006

O Giuseppe λέει: "Great! But you are the only one who has heard about the news! Write a short e-mail to one of your friends who is a great fan of Ronaldinho telling him or her what has happened. Fill in the gaps by choosing the correct answer, A, or B.

1. My dear friend, have you the news?

A. hear B. heard

2. The statue of star player Ronaldinho down by soccer fans in Brazil.

A. had been taken B. had taken

3. The fans were angry because Brazil out by France in the quarterfinals of the World Cup in Germany.

A. was knocked B. was eliminated

4. As you know, the World Player of the Year Award in 2004 to Ronaldinho.

A. was awarded B. was received

5. Brazil to win the World Cup just like they did in 2002.

A. expects B. was expected

Σκηνή 8 (μικρής διάρκειας)

Ο Giuseppe λέει: "Thank you! I liked your company very much! See you soon!"

(εναλλακτική επιλογή)

(Αν επιλέξει Megumi και λογοτεχνία)

Φόντο: Τηλεόραση και μια κεντρική φιγούρα παρουσιαστή

Η Megumi λέει: Listen to this sound. (ακούγεται ήχος έναρξης ειδήσεων). What do you expect to hear next?

Choose the correct answer, A or B.

A. A talent show B. The news

Σκηνή 4 (μεσαίας διάρκειας)

Η Megumi λέει: Let's check now if you guessed right! (ακούγεται πάλι ο ήχος έναρξης ειδήσεων).

Παρουσιαστής: Good evening, ladies and gentlemen! This is the latest radio report. It was said by JK Rowling, the author of the Harry Potter series, that two characters will die in her next book. Rowling was seen to the Queen's 80th birthday party in June and said that the new book was being written. The new book will be the seventh and last book in the series. However, she did not say when she will finish writing the new book and which characters will die. (ήχος κλεισίματος ειδήσεων)

Σκηνή 5 (μεσαίας διάρκειας)

Η Megumi λέει: Choose the correct answer, A, B or C.

1. What was the report mainly (έμφαση) about?

A. JK Rowling's visit to the Queen's birthday B. The death of two characters in the new Harry Potter Book C. The writing of her new book.

Ο μαθητής επιλέγει. Αν απαντήσει Β, χειροκροτήματα. Αν απαντήσει Α, C, τότε η Megumi λέει: Try again!

2. Where was JK Rowling seen?

A. In her office B. in the bookstore C. at the Queen's birthday party

Ο μαθητής επιλέγει. Αν απαντήσει C, χειροκροτήματα. Αν απαντήσει Α, Β, τότε η Megumi λέει: Try again!

3. When will JK Rowling finish the new book?

A. In 2007 B. Never C. She did not say

Ο μαθητής επιλέγει. Αν απαντήσει Α, χειροκροτήματα. Αν απαντήσει C, Β, τότε η Megumi λέει: Try again!

4. Which two characters will die?

A. She did not say B. Harry Potter and Professor Dumbledore C. Harry Potter and Lord Voldemort

Ο μαθητής επιλέγει. Αν απαντήσει Α, χειροκροτήματα. Αν απαντήσει C, Β, τότε η Megumi λέει: Try again!

Σκηνή 6 (μεσαίας διάρκειας)

Η Megumi λέει: Listen to the news again by pressing 1 (1: δυνατότητα επανάληψης του δελτίου) and try to find all the verbs in Passive Voice. Choose the correct answer, A or B.

A. will die / B. was said

A. was seen B. has been

A. was being written. B. will finish writing

Σκηνή 7 (μικρής διάρκειας)

Η Megumi λέει: "Now think what headline you would put if you had to say in a sentence the hot news! If you like, you can listen to the news report again by pressing 1 (1: δυνατότητα επανάληψης του δελτίου)". Choose the correct answer, A, B or C.

A. Who will die in the next book of the Harry Potter series? B. JK Rowling and the mystery continues C. Will Harry Potter die in the last book of the series?

Η Megumi λέει: "Great! But you are the only one who has heard about the news! Write a short e-mail to one of your friends who is a great fan of Harry Potter telling him or her what has happened. Fill in the gaps by choosing the correct answer, A, or B.

1. My dear friend, I some news about Harry Potter.

A. have heard B. has heard

2. The seventh and last book by JK Rowling.

A. is being written B. is writing

3. The author said that two of the characters will die but which of those characters it would be.

A. it hasn't revealed B. it wasn't revealed

Σκηνή 8 (μικρής διάρκειας)

Η Megumi λέει: Thank you! I liked your company very much! See you soon!

(εναλλακτική επιλογή)

(Αν επιλέξει Giuseppe και λογοτεχνία)

Φόντο: Τηλεόραση και μια κεντρική φιγούρα παρουσιαστή

Ο Giuseppe λέει: Listen to this sound. (ακούγεται ήχος έναρξης ειδήσεων). What do you expect to hear next? Choose the correct answer, A or B.

A. A talent show B. The news

Σκηνή 4 (μεσαίας διάρκειας)

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Παρουσιαστής: Good evening, ladies and gentlemen! This is the latest radio report. It was said by JK Rowling, the author of the Harry Potter series, that two characters will die in her next book. Rowling was seen to the Queen's 80th birthday party in June and said that the new book was being written. The new book will be the seventh and last book in the series. However, she did not say when she will finish writing the new book and which characters will die. (ήχος κλεισίματος ειδήσεων)

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A. JK Rowling's visit to the Queen's birthday B. The death of two characters in the new Harry Potter Book C. The writing of her new book.

Ο μαθητής επιλέγει. Αν απαντήσει B, χειροκροτήματα. Αν απαντήσει A, C, τότε ο Giuseppe λέει: Try again!

2. Where was JK Rowling seen?

A. In her office B. in the bookstore C. at the Queen's birthday party

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Σκηνή 6 (μεσαίας διάρκειας)

Ο Giuseppe λέει: Listen to the news again by pressing 1 (1: δυνατότητα επανάληψης του δελτίου) and try to find all the verbs in Passive Voice. Choose the correct answer, A or B.

A. will die / B. was said

A. was seen B. has been

A. was being written. B. will finish writing

Σκηνή 7 (μικρής διάρκειας)

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A. have heard B. has heard

2. The seventh and last book by JK Rowling.

A. is being written B. is writing

3. The author said that two of the characters will die but which of those characters it would be.

A. it hasn't revealed B. it wasn't revealed

Σκηνή 8 (μικρής διάρκειας)

Ο Giuseppe λέει: "Thank you! I liked your company very much! See you soon!"

(εναλλακτική επιλογή)

(Αν επιλέξει Megumi και μουσική)

Φόντο: Τηλεόραση και μια κεντρική φιγούρα παρουσιαστή

Η Megumi λέει: Listen to this sound. (ακούγεται ήχος έναρξης ειδήσεων). What do you expect to hear next? Choose the correct answer, A or B.

A. A theatre play B. The news

Σκηνή 4 (μεσαίας διάρκειας)

Η Megumi λέει: Let's check now if you guessed right! (ακούγεται πάλι ο ήχος έναρξης ειδήσεων).

Παρουσιαστής: Good evening, ladies and gentlemen! This is the latest radio report. Madonna's "Hung Up" was voted as the most popular song for this year and the most popular album, "Confessions on a Dance floor" in the United Kingdom. This is Madonna's 11th number one song on the British charts. Madonna is called the "Queen of Pop" because of her success. Concerts during the summer had been organized for her fans to listen to her songs live (ήχος κλεισίματος ειδήσεων)

Σκηνή 5 (μεσαίας διάρκειας)

Η Megumi λέει: Choose the correct answer, A, B or C.

1. What was the report mainly (έμφαση) about?

A. Madonna being the Queen of Pop Music B. The success of the song "Hung Up" and of the album on the British charts C. The concerts organized during summer.

Ο μαθητής επιλέγει. Αν απαντήσει B, χειροκροτήματα. Αν απαντήσει A, C, τότε η Megumi λέει: Try again!

2. How many times have Madonna's songs been on the British Charts?

A. One time B. it was not said in the report C. eleven times

Ο μαθητής επιλέγει. Αν απαντήσει C, χειροκροτήματα. Αν απαντήσει A, B, τότε η Megumi λέει: Try again!

3. When were the concerts organized?

A. In the summer B. They have not been organized yet C. Last winter

Ο μαθητής επιλέγει. Αν απαντήσει A, χειροκροτήματα. Αν απαντήσει C, B, τότε η Megumi λέει: Try again!

4. Which country voted Madonna's song as the most popular?

A. The United Kingdom B. The USA C. All of Europe

Ο μαθητής επιλέγει. Αν απαντήσει A, χειροκροτήματα. Αν απαντήσει C, B, τότε η Megumi λέει: Try again!

Σκηνή 6 (μεσαίας διάρκειας)

Η Megumi λέει: Listen to the news again by pressing 1 (1: δυνατότητα επανάληψης του δελτίου) and try to find all the verbs in Passive Voice. Choose the correct answer, A or B.

- A. was voted B. has voted
A. is called B. has called
A. had organized B. had been organized

Σκηνή 7 (μικρής διάρκειας)

Η Megumi λέει: "Now think what headline you would put if you had to say in a sentence the hot news! If you like, you can listen to the news report again by pressing 1 (1: δυνατότητα επανάληψης του δελτίου)". Choose the correct answer, A, B or C.

- A. Success continues for the Queen of Pop B. Madonna is coming near you this summer C. New album for Madonna, old success

Η Megumi λέει: "Great! But you are the only one who has heard about the news! Write a short e-mail to one of your friends who is Madonna's fan telling him or her what has happened. Fill in the gaps by choosing the correct answer, A, or B.

1. My dear friend, Madonna's new album the most popular album in the United Kingdom this year.
A. votes B. was voted
2. Have you listened to the song "Hung up"? It on the radio all the time!
A. is played B. has played
3. A concert for Madonna to sing in Athens in September 2008. I will definitely go!
A. is organized B. has organized

Σκηνή 8 (μικρής διάρκειας)

Η Megumi λέει: "Thank you! I liked your company very much! See you soon!"

(εναλλακτική επιλογή)

(Αν επιλέξει Giuseppe και μουσική)

Φόντο: Τηλεόραση και μια κεντρική φιγούρα παρουσιαστή

Ο Giuseppe λέει: Listen to this sound. (ακούγεται ήχος έναρξης ειδήσεων). What do you expect to hear next?
Choose the correct answer, A or B.

A. A theatre play B. The news

Σκηνή 4 (μεσαίας διάρκειας)

Ο Giuseppe λέει: Let's check now if you guessed right! (ακούγεται πάλι ο ήχος έναρξης ειδήσεων).

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Σκηνή 6 (μεσαίας διάρκειας)

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3. A concert for Madonna to sing in Athens in September 2008. I will definitely go!

A. is organized B. has organized

Σκηνή 8 (μικρής διάρκειας)

O Giuseppe λέει: "Thank you! I liked your company very much! See you soon!"

Γ' Γυμνασίου

Γνωστικό αντικείμενο: Αγγλική Γλώσσα Γ' Γυμνασίου για παιδιά με τύφλωση ή μερική όραση

Γενική ενότητα: Επικοινωνία σε μια ξένη γλώσσα.

Θεματική ενότητα: The Entertainment Club!

Σκηνή 1

Φόντο: δρόμος από γειτονιά.

Στην οθόνη εμφανίζονται δυο παιδιά, ένα αγόρι και ένα κορίτσι. Λέει το αγόρι: "Hello! My name is Jim and on the right it is my friend, Liz!" Το κορίτσι χαιρετά και λέει: "Hi! Nice to meet you! Choose one of us to play with!" Ο μαθητής επιλέγει τον ήρωα που επιθυμεί. Καθώς κινεί τον κέρσορα, μπορεί να ακούει το όνομα του ήρωα.

Σκηνή 2

Μένει στην οθόνη μόνο ο ήρωας που έχει επιλεγεί. Λέει: "Thank you for choosing me! I am sure we will have fun together!"

Φόντο: Ένας δρόμος με φώτα το βράδυ όπου διακρίνεται ένα θέατρο με το όνομα "West End Theatre".

Ήρωας: "I am a member at the Theatre Club of my school. We all go together to watch theatre plays. Do you want to become a member too? Do the activities and at the end you will also become a member of our club. Let's go to the theatre."

Σκηνή 3

Ήρωας: Have you ever been to the theatre? Have you watched a play? Let's learn some information about this form of artistic expression.

Theatre is both visual and aural, a shared experience between audience and performers. We discover life through the stories of the characters.

The first recorded form of European theatre began in Ancient Greece around 600 B.C. with a religious festival to honor Dionysus, the god of wine and fertility. In Greek theatre masks were used to show the age and emotion. Women were not allowed to perform, so men wore female masks and played their parts. In Greek theatre, the tragedy is the most admired type of play.

In 300 B.C., Romans were inspired by Greek art, culture and theatre and wrote Latin versions of Greek plays. Comedy plays were more popular than tragedies. Unlike Greek theatre, women were permitted to appear on stage but they did not play important roles.

In the Renaissance period, from the fourteenth to the seventeenth centuries, an interest in classical Greek and Roman art, culture and theatre returned. A major influence from Italy was the *commedia dell' arte*, which means comedy of the profession. This form of theatre was an improvised, quick-witted performance by wandering players. They wore masks to portray a regular cast of characters and made up their lines as they went along. The first women to perform in theatre were the daughters and wives of the players.

In England, Queen Elizabeth I strongly supported the theatre. During this time, William Shakespeare, the most famous playwright in history began his career. Born in 1564, an actor and poet, he wrote plays for his company to perform. Many of his plays, such as "Romeo and Juliet," "Hamlet," and "A Midsummer Night's Dream," are still studied and performed all over the world today.

Σκηνή 4

Let's answer some questions. But what do we have here? We know the answers but we don't know the questions. Find the correct question word. Press A or B.

1. The first recorded form of European theatre began in Ancient Greece around 600 B.C.

A. When B. Why

- Correct! The question is "When did the first recorded form of European theatre take place?"
- Wrong. The question is "When did the first recorded form of European theatre take place?"

2. In Greek theatre masks were used to show the age and emotion.

A. Which B. Why

Question: Why did the Greeks use the masks?

3. In Greek theatre, the tragedy is the most admired type of play.

A. Which B. Why

Question: Which is the most admired type of play in Greek theatre?

¹ Queen Elizabeth the first

4. The Commedia dell'arte was an improvised, quick-witted performance by wandering players.

A. Which B. What

Question: What was the Commedia dell'arte?

5. Shakespeare wrote "A Midsummer Night's Dream".

A. Which B. Who

Question: Who wrote "A Midsummer Night's Dream"?

Σκηνή 5

Now, let's do an activity. Let's learn some words about the theatre. You will listen to a word and you must choose its meaning. Press A or B.

1. Character:

A. It is a fictional person in a play B. It is a person from the audience

2. Lead:

A. It's the least important person in a play **B. It's the most important person in a play**

3. Stage:

A. It is the area where actors perform B. It is the place where the audience sits.

4. Backstage:

A. The area in front of the stage **B. The area behind the stage and especially in the dressing rooms**

5. Script:

A. It's the written version of a play B. It is a draft version of a play

6. To applaud:

A. To clap your hands after a performance B. To apply

7. Rehearsal:

A. To hear again all of the play **B. A practice before a performance**

8. Opening night:

A. The last performance of a play B. The first performance of a play

9. Spectator:

A. An observer of an event. B. A listener of an event.

10. Audition:

A. the performance by a performer at the opening **night** **B. a trial performance by a performer, to demonstrate their skills.**

Σκηνή 6

Do you know how many people work for a theatre production? Find out what job these people do. Press A or B.

1. You have come to see the play A Midsummer night's dream by William Shakespeare. This is where you buy your ticket. I am ...

A. a ticket agent B. a contract agent

Σωστή απάντηση: "You buy tickets from a ticket agent."

2. Now you are in the lobby. I am going to guide you to your seat. I am ...

Σε περίπτωση που ο μαθητής έχει επιλέξει το αγόρι, τότε λέει:

A. an actor B. An Usher

Σε περίπτωση που ο μαθητής έχει επιλέξει το κορίτσι, τότε λέει:

A. actress B. Usherette

Σωστή απάντηση: I am the usherette/usher and I am going to guide you to your seat.

3. I have supervised and controlled the finances of the play. I have invested the money for the show. Who am I?"

A. Playwright / B. Producer

Σωστή απάντηση: I am the producer of the show.

I have written the play. Who am I?

A. Playwright / B. Producer

Σωστή απάντηση: I am the playwright of the play!

4. I read the play and I design the appearance of the set for each scene. Who am I?

A. stage designer / B. costume designer

Σωστή απάντηση: I am the stage designer. I create scale models of the scenery based on the sketches that I first draw. I also supervise the construction of sets and scenery.

5. I add music and sound effects to a play. Who am I?

A. Sound designer / B. Stage designer

Σωστή απάντηση: I am the sound designer. I change the mood of the play with the music and sound effects. Sounds can also help the audience understand the play better.

6. I take care of the technical matters. Who am I?

A. Soundman / B. Technical director

Σωστή απάντηση: I am the technical director, I lead the technical crew of the show.

Σκηνή 7

Ήρωας: William Shakespeare is one of the most important theatrical writers of all times. You are going to watch the theatrical play A MIDSUMMER NIGHT'S DREAM by William Shakespeare. Listen to its synopsis and answer the questions.

SYNOPSIS

Theseus, the Duke of Athens, is preparing to marry Hippolyta, the defeated Queen of the Amazons. As he contemplates how to spend the four days until his wedding, Theseus is interrupted by Egeus, an Athenian aristocrat, who has dragged his daughter Hermia into the court. Egeus wishes Hermia to marry the noble Demetrius, but she is in love with Lysander, a younger and poorer man. Theseus confirms that if Hermia does not obey her father's will, the law of Athens requires that she be put to death.

Lysander suggests to Hermia that they should escape to the forest, where the Athenian law cannot harm them. Hermia unfolds their plan to her schoolfriend Helena, who is herself in love with Demetrius. Helena determines to reveal their scheme to Demetrius, and the four young lovers depart for the forest by night.

Meanwhile a group of tradesmen are preparing a play to be performed at Theseus' wedding. They too enter the forest, hoping to rehearse there uninterrupted. The play is called "Pyramus and Thisbe".

The forest is home to a tribe of fairies, whose King and Queen, Oberon and Titania, are fighting a bitter feud over a young Indian boy. To punish Titania, Oberon instructs his assistant Puck, known also as Robin Goodfellow, to cast a spell on her that will make her fall in love with the first creature she sees. Puck does so, and then bewitches one of the tradesmen, Bottom the Weaver, planting an ass's head on his shoulders. Titania sees him, and duly falls prey to Oberon's magic and finds herself in love with Bottom.

Oberon, in the meantime, has spotted the human lovers wandering in the forest, and commands Puck to help them. Puck mistakes the men, and causes Lysander to fall in love with Helena. Chaos ensues, and it takes all of Oberon's magic and cunning to restore order to the fairies, the tradesmen, and the lovers.

Now answer to the following questions. If you want you can listen to the synopsis again by pressing 1. Press A, B or C.

1. The play opens with the upcoming marriage of which couple?
a. Titania and Bottom b. Theseus and Hippolyta c. Hermia and Lysander

2. What is going to be Hermia's punishment if she doesn't obey?
a. vacation b. exile c. Death

3. Who tells Demetrius that Lysander and Hermia are planning to elope?
a. Helena b. Hermia c. Puck

4. What is the subject of the play-within-the-play?
a. Romeo and Juliet b. Pyramus and Thisbe c. Richard II

5. What is Puck's name?
a. Robin Goodfellow b. Little Edward c. The fool

6. What are Oberon and Titania?
a. King and Queen of the forest b. King and Queen of Athens c. King and Queen of Corinthus

7. Why are Oberon and Titania fighting at the beginning of the play?
a. She is angry that he is always meddling in human affairs.
b. He is tired of her using Puck for her own errands.
c. He wants custody of the Indian boy.

8. What does Puck transform Nick Bottom into?
a. A goat b. A woman c. An ass

9. Which character do Lysander and Demetrius both fall in love with after Puck sprinkles their eyes with love juice?
a. Helena b. Titania c. Hermia

10. Which character does Titania fall in love with because of Oberon's potion?
a. Puck b. Lysander c. Bottom

Σκηνή 8

Ἡρώας: "Good work! Now you can watch the play. "

(Ακούγονται χειροκροτήματα) Ἡρώας: "The play has finished. I hope you enjoyed it. Let's go to the lobby. At the opening night people stay at the theatre after the show to discuss it. Let's play a game. What is common between the words "theatre", "history", "character", "poet", "comedy", "tragedy"? You are right! They are Greek words. The Greek language has influenced the English language a lot. Let's see some of such words. You can try to find their meaning. Press A or B.

1. Bio- means life or living in Greek. What does "Biography" mean?

A written account of one's life

A book on a group of animals

2. Pan- mean all in Greek. What does "Panoramic means?

A close-up photo

Seeing an entire view

3. Demo- means people in Greek. What does "Demography" mean?

the study of animal populations

the study of human populations

4. Meteor- means high up in the air in Greek. What does "Meteor" mean?

a planet in space as seen from the Earth

a trail in the sky formed when space matter enters the Earth's atmosphere.

5. Bio- means life or living in Greek. What does "Biology" mean?

The study of the environment

The science of living organisms

6. Eco- means home, resources, or environment in Greek. What does "Economy" mean?

The management of resources like money

The introduction of one environment to another

7. Gymn- means bare or uncovered in Greek. What does "Gymnastics" mean?

Exercises that show strength, agility and balance

Practicing yoga

8. Techno- means art or skill in Greek. What does "Technology" mean?

The application of science to commercial skills

The science of construction

9. Organ- means body part, instrument or tool in Greek. What does "Organism" mean?

A living individual, plant or animal

Something put into an orderly pattern

10. Organ- means body part, instrument or tool in Greek. What does "Organisation" mean?

Something that contains different parts into an ordered whole

Something that has no order of usage

Ἡρώας: Well done! You did a great job.

Σκηνή 9

Ἡρώας: There were a lot of people at the opening night. I knew some of them. They weren't just ANY people, they were famous people. Any or some? Choose if the sentences are correct or not. Press C for correct or W for wrong.

1. She never causes any trouble. (C)
2. Have you seen somebody we know? (W)

Correct sentence: Have you seen anybody we know?

3. Could you get me any lemons off the tree? (W)

Correct sentence: Could you get me some lemons off the tree?

4. There's something that I must tell you. (C)
5. We rarely go out anywhere in the evening. (C)

Ἡρώας: The newspapers have arrived. There is a review of the play. Everybody is very anxious to read it because critics are an important part of the art world. You can read reviews in newspapers, magazines, or online.

- The review has some essential parts. The review has a headline. This is the title of the article.
- In the byline there is the critic's name.
- The Introduction includes the type of play, the name of the director and the name of the performing group.
- In the theme the critic describes the plot of the play. There is also discussion of the main purpose of the playwright or the play's message.

- The critic expresses his/her's opinion about the directing. What does the director bring to the play? How has he interpreted the script? Is the production confusing in any way?
- The critic expresses his/her's opinion about the technical aspects of the play. What did they think about the lighting, the set, the sound and the costumes? How these elements contributed to the mood of the play? Did they work well together?
- The critic expresses his/her's opinion about the acting. What did they think about the acting? Have the actors performed well? How did they interpret their character? Were they convincing?
- The critic tells his/her opinion about the play in general, what feelings they had about this aspect of the play. They give arguments to support their beliefs.

Σκηνή 10

Ἡρώας: Take a newspaper and read the review written by Clive Barnes which was published in the New York Times on January 21st, 1971. Now, do the following activity. Give a title to each paragraph. Which paragraph is the headline and the byline? Which gives the theme of the play and which gives the opinion of the critic? Press A or B.

1. Peter Brook's A Midsummer Night's Dream

A. Headline / B. Byline

2. By CLIVE BARNES

A. Headline / B. Byline

3. Many people have seen magic in Shakespeare's A Midsummer Night's Dream, the magic of moonshine and fairyland. Peter Brook has also seen magic in the Dream, but it is the magic of man. His production of the play, which has come to the Billy Rose Theatre, is also full of the magic of the theatre.

A. Introduction / B. Theme

4. The play is a celebration of life and vision, of man and his imagination, his fate, and the brevity of his brief candle in the light of the world. The play takes on the shape of an allegory of love, with the actors, and their plays within plays, all pointed toward some explanation of sudden love and eventual mortality.

A. Introduction / B. Theme

5. This originality in this occasion means that Brook has behaved as if A Midsummer Night's Dream had been written just last midsummer by a young man with a gift for poetry and no ability whatsoever to write stage directions. He had taken this script and staged it with regard for nothing but its sense and meaning. He had collaborated with Shakespeare, he didn't try to be superior, he just helped him get this strange play on stage.

A. Directing / B. Theme

6. Helped by the designer Sally Jacobs, Brook had placed the play within three white and gleaming walls. Across the back are two white doors, and on top of the walls are battlements where musicians can play, actors run or wait, or even on occasion dangle scenery into the playing cockpit below.

A. Directing / B. Technical aspects

7. The superb actors seemed as dedicated to Brook as Brook is to Shakespeare. Alan Howard, humorous and compassionate as the Theseus/Oberon, Sara Kestelman, sensual and womanly as the Hippolyta/Titania, John Kane's supremely amused Puck.

A. Directing / B. Acting

8. This is without any doubt the greatest production of Shakespeare I have ever seen in my life – and I have seen hundreds. Its greatness lies partly in its insight into man, and best of all its remarkable insight into Shakespeare. But it also lies in its originality. It is the most genuinely and deeply original production of Shakespeare in decades.

A. Theme / B. Your opinion

Σκηνή 11

Ἡρώας: I am really excited. I am going to the party after the opening night. I prepared myself at home and I came to the theatre in a car. Oh Goodness! There are a lot of prepositions in English! Choose the correct expressions. Press A or B.

A. at work B. in work

A. on the city B. in the city

A. on the cover B. in the cover

A. on the left B. in the left

A. in the bus stop B. at the bus stop

A. in bed B. at bed

A. in the sky B. on the sky

A. in the traffic lights B. at the traffic lights

A. on the page B. in the page

A. at the dentist B. in the dentist

Σκηνή 12

Ἡρώας: The party was really amusing. The actors were expecting the newspapers to see the reviews. When they arrived, they were triumphal. Simple past or past continuous? Listen to the next sentences and choose the correct tense. Press A or B.

1. A. She was listening to rock music at 8 o'clock last night. B. She listened to rock music at 8 o'clock last night.
2. A. It happened while I lived in Thessaloniki two years ago. B. It happened while I was living in Thessaloniki two years ago.
3. A. I was studying my homework when the phone rung. B. A. I was studying my homework when the phone was ringing.
4. A. He stayed at home last night because he was tired. B. He was staying at home last night because he was tired.
5. A. I was finding myself in a difficult situation last Sunday. B. I found myself in a difficult situation last Sunday.

Σκηνή 13

Ἡρώας: After the play, I arrived home and went to sleep. I've really enjoyed the evening. Below are some sentences in simple past or the present perfect. Which sentence is correct? Press A or B.

1. Where is the file? I don't know. I'm sorry.
A. I lost it. **B. I've lost it.**
2. I forgot to put the book in my bag when
A. I left home. B. I've left home.
3. Where is she?
A. She's gone out but she will be back. B. She went out but she will be back.
4. Where is it?
A. I lost it. **B. I've lost it.**
5. Is my reading any better?
A. Do you think I've improved? B. Do you think I improved?

Ἡρώας: Thank you for playing with me! I hope to see you again soon.

Θεματική ενότητα: *The Radio*

Σκηνή 1

Φόντο: δρόμος από γειτονιά.

Στην οθόνη εμφανίζονται δυο παιδιά, ένα αγόρι και ένα κορίτσι. Λέει το αγόρι: "Hello! My name is Jim and on the right it is my friend, Liz!" Το κορίτσι χαιρετά και λέει: "Hi! Nice to meet you! Choose one of us to play with!" Ο μαθητής επιλέγει τον ήρωα που επιθυμεί. Καθώς κινεί τον κέρσορα, μπορεί να ακούει το όνομα του ήρωα. Μένει στην οθόνη μόνο ο ήρωας που έχει επιλεγεί. Λέει: "Thank you for choosing me! I am sure we will have fun together!"

Σκηνή 2

Φόντο: Εφηβικό δωμάτιο με ένα ράδιο πάνω στο γραφείο.

Ήρωας: "I love listening to the radio. There are so many shows to listen to. Today there is my favorite show about music, which is called 'Music for all'. Let's listen to it." Ήχος από συχνότητες ραδιοφώνου.

Σκηνή 3 –Hip Hop

Jack Berry: "Hello and welcome to "Music for all" with Jack Berry. Are you sitting comfortably in your chair or lying in your bed? Well, don't, because this week's **genre** is all about energy, rhythmic beats and fast rhymes. It's Hip Hop! But is it just about **beats** and rhymes? And come to think of it, is Hip Hop only about music?"

Hip Hop **originated** in the Bronx area of New York in the United States. Probably in the mid to late 1970s. Originally it was taken from older records. People may have recognised the records that were being used and they just grew into it. It was something you really dance to and get into as well. Hip Hop is a whole culture which **encompasses** break-dancing; graffiti art which started on walls, trains and other things and has become an art in its own right. And finally you have the DJ-ing which has progressed from just playing records for people to rhyme with to becoming something in itself.

The beats on a Hip Hop record are very, very important - they could make or break the record. In Hip Hop the beats have to be hard, very hard and maybe sometimes even aggressive. The term 'beat' comes from the old breakbeat records. The break-dancers would respond best to a certain part of the record which was known as the break. The break would be a **percussion** or a drum - solo or something similar. And what the DJs noticed was that the dancers got more and more excited during that part. For a lot of people Hip Hop has become a way of life. At a hip hop event, take a look at the audience. People from every race and culture, its not really

just one race. The crowds are nearly always mixed. Basically Hip Hop is a multi cultural phenomenon appreciated by people all around the world.

Hip Hop truly is, a music genre and culture, anyone can immerse themselves into.

Ήρωας: You can listen to the text again by pressing "1" or you can listen to some unknown words by pressing "2". When you finish, you can go the next questions by pressing "Enter".

Vocabulary:

genre = είδος

beat = κτύπος

originate = προέρχομαι

encompass = περικλείω

percussion = κρουστό, κτύπημα

immerse = βυθίζω

Ήρωας: Answer the following questions. Press "A", "B" or "C".

1. Where does Hip Hop come from?
 - a. Hip Hop originated in the Bronx area of New York in the United States in the 1970s. It was taken from older records.
 - b. Hip Hop comes from the UK.
 - c. Hip Hop was born in a multi-cultural environment.

2. What does the culture of Hip Hop consist of?
 - a. Just the music.
 - b. The music and the dancing.
 - c. The culture of breakdancing, graffiti and DJ-ing.

3. What is so special about the beat in Hip Hop?
 - a. The lyrics.
 - b. The rhythm.
 - c. The singers.

4. What is the audience like?
 - a. The audience is very mixed, it's a multi-cultural audience.
 - b. The audience comes only from one place.
 - c. In the audience you will find people that are very similar to one another.

Ήρωας: Listen to the following words and choose if they are related to Hip Hop. Press "Y" for yes and "N" for no.

1. banging: Y
2. melody : N
3. rap: Y
4. urban music: Y
5. folklore : N
6. a way of life : Y
7. break : Y
8. jazzy: N
9. soft : N
10. a culture : Y

Ήρωας: Now you can listen to what the words that relate to Hip Hop mean. Or you can go to the next question by pressing "Enter".

banging = loud and energetic

rap = rhymes spoken at a fast speed

urban music = music that was born and is developing in cities and reflects city culture

a way of life / a culture = a whole set of ideas, ways of thinking and doing things

a break = a turning point in the texture of a song - a change in the tune, rhythm or feel

Ήρωας: In the text we listened to phrases like: "basically" "It's not really just one race", "they are nearly always mixed". "Basically, really, nearly": these are adverbs. An adverb is a word that tells us more about a verb, an adjective or another adverb. Many adverbs end in -ly. For example: quickly, softly, strongly, honestly, interestingly. Other adverbs have no particular form, for example: well, fast, very, never, always, often, still. Adverbs of Frequency, answer the question "How often?" or "How frequently?" They tell us how often somebody does something.

Listen to the following sentences and choose the correct adverb. Press "A", "B" or "C".

(1)

- A. My family and I take vacations together quite never.
- B. My family and I take vacations together quite hardly ever
- C.** My family and I take vacations together quite frequently

(2)

- A. My sister eats meat very.
- B.** My sister eats meat very seldomly
- C. My sister eats meat very rare

(3)

- A.** Sometimes we take the dog off his leash at the beach

- B. Never we take the dog off his leash at the beach.
 C. Rarely we take the dog off his leash at the beach.

(4)

- A. My brother often had missed two days of school in a row because he has health problems.
 B. My brother has missed often two days of school in a row because he has health problems.
 C. My brother has often missed two days of school in a row because he has health problems.

(5)

- A. I sometimes wish I never went to school.
 B. I wish I sometimes never went to school.
 C. I wish sometimes never went to school.

Σκηνή 4 – Poem 1

Ακούγεται ήχος έναρξης εκπομπής ραδιοφώνου.

Παρουσιαστής: "Welcome to the "Poetry, a way of life", your favorite broadcasting about poetry. I am Penny White. First, we are going to listen to the poem "Cats" by Elanor Farjeon. She was born on February 13, 1881 and died on June 5, 1965. She was an English author of children's stories and plays, poetry, biography, history and satire.

Cats

*Cats sleep, anywhere,
 Any table, any chair
 Top of piano, window-ledge,
 In the middle, on the edge,
 Open drawer, empty shoe,
 Anybody's lap will do,
 Fitted in a cardboard box,
 In the cupboard, with your frocks-
 Anywhere! They don't care!*

Cats sleep anywhere.

-- Eleanor Farjeon (1881-1965)

Ήρωας: If you want to listen to some biographical data about Eleanor Farjeon press "1".Otherwise, press "Enter" to go to the next question.

"Eleanor Farjeon came from a literary family, being the daughter of a popular novelist. Eleanor, known to the family as "Nellie", was a small timid child who was often sick and had poor eyesight. She was educated at

home, spending much of her time in the attic, surrounded by books. Her father encouraged her writing from the age of five. Although she lived much of her life among the literary and theatrical circles of London, much of Eleanor's inspiration came from her childhood and from family holidays. Her most famous book is "*Martin Pippin in the Apple Orchard*".

[For the teacher: You can find more information on Eleanor Farjeon at these websites:

"Eleanor Farjeon" http://en.wikipedia.org/wiki/Eleanor_Farjeon

"Eleanor Farjeon Biography" http://www.biographybase.com/biography/Farjeon_Eleanor.html

"Martin Pippin in the Apple Orchard by Eleanor Farjeon", Project Gutenberg, <http://www.gutenberg.org/etext/2032>

"Morning Has Broken", As Sung by Cat Stevens, lyrics by Eleanor Farjeon <http://www.allspirit.co.uk/morning.html>

"Eleanor Farjeon: A Story Writer" <http://www.eldrbarry.net/rabb/farj/farj.htm>

Martin Pippin in the Apple Orchard by Eleanor Farjeon with illustrations <http://digital.library.upenn.edu/women/farjeon/lippincott/apple.html>

Ήρωας: Listen to and answer the following questions. Press "A", "B" or "C".

1. Where do cats sleep?

A. Anywhere / **B.** Nowhere / **C.** Somewhere

2. Where do cats sleep?

A. Inside the piano / **B.** On any table / **C.** In a closed drawer

3. Where do cats sleep?

A. In an old shoe / **B.** In a plastic box / **C.** anybody's lap

4. Why do cats sleep anywhere?

A. They don't care. **B.** They are sleepy. **C.** They are always tired.

5. What do you think that the poet feels about the cats?

A. She admires them because they don't go near people. **B.** She admires them because they can sleep anywhere. **C.** She admires them because they can fit anywhere.

Ήρωας: Select the correct past tense of the verb. Press "A" or "B".

1. put

A. put **B.** putted

2. work

A. wark **B.** worked

3. begin

A. begun **B.** began

4. fight

A. fought **B.** foughted

5. send

- A. sent B. send
6. hold
A. holded B. held
7. fall
A. felt B. fell
8. hear
A. heard B. heared
9. bring
A. bringed B. brought
10. go
A. goed B. went

Σκηνή 4 – Poem 2

Παρουσιαστής: “The next poem we are going to listen to is “The Bells” by Edgar Allan Poe. Listen to the first verse and then we are going to talk about it.

The Bells
Hear the sledges with the bells
Silver bells!
What a world of merriment their melody foretells!
How they tinkle, tinkle, tinkle,
In the icy air of night!
While the stars that oversprinkle
All the heavens, seem to twinkle
With a crystalline delight;
Keeping time, time, time,
In a sort of Runic rhyme,
To the tintinnabulation that so musically wells
From the bells, bells, bells, bells,
Bells, bells, bells
From the jingling and the tinkling of the bells.

Ήρωας: You can listen to some biographical data on Edgar Allan Poe by pressing “1” or you can listen to the whole poem by pressing “2”. You can listen to some unknown words by pressing “3”. If you want to continue with the questions, press ENTER.

Biographical data on Edgar Allan Poe

Edgar Allan Poe was born on January 19, 1809 and he died on October 7, 1849. He was an American poet, short-story writer, editor and literary critic, and is considered part of the American Romantic Movement. Best known for his tales of mystery and the macabre, Poe was one of the earliest American practitioners of the short story and is considered the inventor of the detective-fiction genre. He is further credited with contributing to the emerging genre of science fiction. He was the first well-known American writer to try to earn a living through writing alone, resulting in a financially difficult life and career.

Poe and his works influenced literature in the United States and around the world, as well as in specialized fields, such as cosmology and cryptography. Poe and his work appear throughout popular culture in literature, music, films, and television.

Vocabulary

sledge = έλκηθρο

tinkle = κουδουνίζω

foretell = προλέγω

twinkle = αναλάμπω, λαμпуρίζω

tintinnabulation = ήχος καμπανών, κωδωνοκρουσία

jingling = κουδούνισμα

well = πηγάζω

[For the teacher]

You can find more information on Edgar Alan Poe and his work at the websites:

“Edgar Allan Poe” http://en.wikipedia.org/wiki/Edgar_Allan_Poe

“Edgar Allan Poe National Historical Site” <http://www.nps.gov/edal/>

The Works of Edgar Alan Poe at Project Guttenberg, <http://www.gutenberg.org/browse/authors/p#a481>

The Works of Edgar Alan Poe at Archive.org, <http://www.archive.org/search.php?query=creator%3Aedgar%20poe%20-contributor%3Agutenberg%20AND%20mediatype%3Atexts>

The Works of Edgar Alan Poe at LibriVox <http://librivox.org/newcatalog/search.php?title=&author=edgar+allan+poe&status=all&action=Search>

You can find more information on the poem “The Bells” in the following website:

http://en.wikipedia.org/wiki/The_Bells

Or you can listen to it online:

http://ia341013.us.archive.org/3/items/poe_poems_stl_librivox/02_thebells_poe.mp3

The whole poem "The Bells". From LibriVox.org

The Bells

Hear the sledges with the bells
 Silver bells!
 What a world of merriment their melody foretells!
 How they tinkle, tinkle, tinkle,
 In the icy air of night!
 While the stars that oversprinkle
 All the heavens, seem to twinkle
 With a crystalline delight;
 Keeping time, time, time,
 In a sort of Runic rhyme,
 To the tintinnabulation that so musically wells
 From the bells, bells, bells, bells,
 Bells, bells, bells
 From the jingling and the tinkling of the bells.

II

Hear the mellow wedding bells,
 Golden bells!
 What a world of happiness their harmony foretells!
 Through the balmy air of night
 How they ring out their delight!
 From the molten-golden notes,
 And an in tune,
 What a liquid ditty floats
 To the turtle-dove that listens, while she gloats
 On the moon!
 Oh, from out the sounding cells,
 What a gush of euphony voluminously wells!
 How it swells!
 How it dwells
 On the Future! how it tells
 How it dwells
 On the Future! how it tells
 Of the rapture that impels
 To the swinging and the ringing

Of the bells, bells, bells,
 Of the bells, bells, bells, bells,
 Bells, bells, bells
 To the rhyming and the chiming of the bells!

III

Hear the loud alarum bells
 Brazen bells!
 What a tale of terror, now, their turbulency tells!
 In the startled ear of night
 How they scream out their affright!
 Too much horrified to speak,
 They can only shriek, shriek,
 Out of tune,
 In a clamorous appealing to the mercy of the fire,
 In a mad exostulation with the deaf and frantic
 fire,
 Leaping higher, higher, higher,
 With a desperate desire,
 And a resolute endeavor,
 Now - now to sit or never,
 By the side of the pale-faced moon.
 Oh, the bells, bells, bells!
 What a tale their terror tells
 Of Despair!
 How they clang, and clash, and roar!
 What a horror they outpour
 On the bosom of the palpitating air!
 Yet the ear it fully knows,
 By the twanging,
 And the clanging,
 How the danger ebbs and flows:
 Yet the ear distinctly tells,
 In the jangling,
 And the wrangling,
 How the danger sinks and swells,

By the sinking or the swelling in the anger of the
bells

Of the bells

Of the bells, bells, bells, bells,

Bells, bells, bells

In the clamor and the clangor of the bells!

IV

Hear the tolling of the bells

Iron Bells!

What a world of solemn thought their monody
compels!

In the silence of the night,

How we shiver with affright

At the melancholy menace of their tone!

For every sound that floats

From the rust within their throats

Is a groan.

And the people - ah, the people

They that dwell up in the steeple,

All Alone

And who, tolling, tolling, tolling,

In that muffled monotone,

Feel a glory in so rolling

On the human heart a stone

They are neither man nor woman

They are neither brute nor human

They are Ghouls:

And their king it is who tolls;

And he rolls, rolls, rolls,

Rolls

A pæan from the bells!

And his merry bosom swells

With the pæan of the bells!

And he dances, and he yells;

Keeping time, time, time,

In a sort of Runic rhyme,

To the pæan of the bells

Of the bells:

Keeping time, time, time,

In a sort of Runic rhyme,

To the throbbing of the bells

Of the bells, bells, bells

To the sobbing of the bells;

Keeping time, time, time,

As he knells, knells, knells,

In a happy Runic rhyme,

To the rolling of the bells

Of the bells, bells, bells:

To the tolling of the bells,

Of the bells, bells, bells, bells

Bells, bells, bells

To the moaning and the groaning of the bells.

Ήρωας: Answer the following questions. Press "A" or "B".

1. Which word is constantly repeated?
 - a. Bowls
 - b. Bells
2. What does the repetition of the words bring to your mind?
 - a. The sound of the bells.
 - b. The banging of a drum.
3. The literary device that relies on words that imitate the sound that they name is called...
 - a. Onomatopoeia
 - b. Alliteration
4. Which are the onomatopoeic words used in the poem other than the word "bells"?
 - a. Runic rhyme, merriment their melody,
 - b. Tinkle, tintinnabulation, jingling
5. Poets choose these words as a way of conveying the sound of the things that they are describing and by emphasizing something about the scene that they are describing. What do you think that this poem represents?
 - a. The poem is a representation of life from the nimbleness of youth to the pain of age.
 - b. The poem doesn't mean anything, it's nonsense.

Ήρωας: You are going to listen to 10 words. For some of them it is possible to use "have got" while for others only "have" is possible. Press "H" for "have" or "G" for "have got".

[Οδηγίες: μετά από κάθε λέξη ακούγεται "Have or have got?" Ο μαθητής επιλέγει και μετά ακούγεται η σωστή απάντηση.]

1. a look : "Have or have got?"

Απάντηση: Correct / Wrong. We say I have a look

2. an argument : "Have or have got?"

Απάντηση: I have an argument

3. breakfast : "Have or have got?"

Απάντηση: I have breakfast

4. a good time : "Have or have got?"

Απάντηση: I have a good time

5. a dance : "Have or have got?"

Απάντηση: I have a dance

6. a cold : "Have or have got?"

Απάντηση: I've got a cold

7. some news : "Have or have got?"

Απάντηση: I have some news

8. a problem : "Have or have got?"

Απάντηση: I've got a problem

9. a headache : "Have or have got?"

Απάντηση: I've got a headache

10. a car : "Have or have got?"

Απάντηση: I've got a car

Σκηνή 5 – Football

Ακούγετε ήχος από μετάδοση ποδοσφαιρικού αγώνα από το ραδιόφωνο.

Sportscaster: Beckham looks up, ready to pass the ball. Can he pick out Michael Owen? Oh it's a beautiful pass! And Owen just flicks the ball on to Wayne Rooney, who's making a run towards the ten metre box. Unbelievable! He gets past Emerson and Cafu - and this is a chance! He aims, shoots – no! The ball rattles the post. It comes back but Lampard's on it and – GOAL! My word, what a tremendous long-range shot from Lampard, from at least 25 metres out!

Ήρωας: You listened to a match commentary. Which tense do we generally use for match commentaries in English? Press "A" or "B".

A. The Present Continuous B. The Present Simple?

Απάντηση: We generally use the Present Simple for match commentaries.

Ήρωας: Let's learn some words. What do the following words mean? Press "A" or "B".

1. And Ronaldinho... ...blocks Kewell's shot
 - A. He puts his body in the way of Kewell's shot.
 - B. He puts his body away of Kewell's shot.

2. ...picks out Ronaldo...
 - A. He falls on Ronaldo.
 - B. He spots and passes the ball to Ronaldo.

3. ...flicks the ball on to Robinho...
 - A. He passes the ball to Robinho with a quick, but subtle movement of the foot or head.
 - B. He passes the ball to Robinho with a long shot.

4. ...gets past Tudor... dribbles past Kovac...
 - A. He moves past Tudor and Kovac without losing the ball.
 - B. He gives the ball to Tudor and Kovac.

5. ...puts in a great tackle!
 - A. He passes the ball to another player.
 - B. He takes the ball from another player.

6. ...tracks Cahill's run...
 - A. He finds Cahill's traces on the pitch.
 - B. He runs with Cahill in order to defend and doesn't give him any space.

7. ...crosses the ball from the left...
 - A. He passes the ball from the left side of the pitch into the attacking penalty area.
 - B. He crosses the pitch from one side to the other.

8. ...rattles the post with a long-range shot....
 - A. He strikes the ball hard from a long distance and hits the post.
 - B. He hits the post with his foot.

9. ...curls the free kick into the top corner!
 - A. He shoots a free kick.
 - B. He kicks the ball so that it flies in a curve and hits the top corner of the net

Ήρωας: Listen to the following phrases and choose if they are used to express agreement or disagreement. Press "A" for "Agreement" or "D" for "Disagreement".

1. In my opinion... You are absolutely right.

Agreement

2. Rubbish!

Disagreement. You express a very strong disagreement.

3. I think you've hit the nail on the head.

Agreement. It means that you have made exactly the right point.

4. I think you've completely missed the point.

Disagreement. It means that you have got it wrong.

5. I don't really agree with you.

Disagreement. You express a mild disagreement.

6. I totally agree with you.

Agreement

7. I really don't agree with you.

Disagreement. You express a strong disagreement.

Ήρωας: "A **cliché** is a comment or phrase that has been made so many times that it is no longer original or interesting, or even meaningful. On the other hand, a **truism** is a statement which is so obviously true that it is almost not worth saying."

Listen to the following sentences and choose if they are a cliché or a truism. Press "C" for "cliché" or "T" for "truism".

1. It's a game of two halves.

Truism. It means that things often change in the second half.

2. It was a massive team effort.

Cliché

3. All you can do is play the best game of football you can.

Truism

4. They didn't make it easy for us.

Cliché

5. They made us work hard.

Cliché

6. They asked a lot of questions.

Cliché. It means that the other team caused us some difficulties.

7. You've got to give them credit.

Cliché. It means that the other team played very well.

8. You can't lose if you keep a clean sheet.

Truism. It means that you can't lose if you don't concede a goal.

9. If you don't score you don't win.

Truism

Ήρωας: Football stars and managers are often interviewed right after a match to give their opinion. These interviews are also called 'post-match' interviews. Many of these interviews are full of clichés, truisms and colloquial expressions. Actually, the star uses many words to say very little. What do you think the star is really saying here. Press "A" or "B".

1. 'It was a massive game for us, but we all gave it 110% and at the end of the day you've got to give them credit - they played well.

A. We all played very well. At the end of the day we are going to take the money.

B. It was an important game for us. We tried as hard as we could but the other team beat us.

2. You know, it was very hot out there, and the 90 minutes felt much longer. They didn't make it easy for us, and you've got to give them credit. But at the end of the day we won, right?

A. The weather was very hot and we couldn't stand the heat for 90 minutes. They were easy to beat, we have to give them money for that. But we won in the evening.

B. The atmosphere of the match was very excited. The opponents played very well, although we won in the end.

Ήρωας: Let's talk about the 2006 World Cup. It's been a great World Cup with a lot of memorable moments and events. Some of them are listed below. Listen to the statements that follow. Choose the sentence with the correct verb in the past tense. Press "A" or "B".

(1)

A. Do you remember when Ukraine lost to Switzerland on penalties? What a boring game that was...

B. Do you remember when Ukraine beat Switzerland on penalties? What a boring game that was...

(2)

A. One referee gave a terrible mistake and warn a player three times before sending him off. Honestly, some referees were really bad.

B. One referee made a terrible mistake and warned a player three times before sending him off. Honestly, some referees are really bad.

(3)

- A.** Portugal v Holland, that was a really bad-tempered match.
B. Portugal v Holland, that became a really bad-tempered match.

(4)

- A.** Ronaldo looked so over-weight, but he showed that he can still score goals!
B. Ronaldo watched so over-weight, but he denied that he can still score goals!

(5)

- A.** Do you remember Maxi Rodriguez's wonderful goal which he scored against Mexico? He controlled the ball with his chest and volleyed it into the top corner – fantastic goal!
B. Do you remember Maxi Rodriguez's wonderful goal which he put against Mexico? He controlled the ball with his chest and volleyed it into the top corner – fantastic goal!

Ήρωας: Now answer the following questions about 2006 World Cup. Press "A" or "B".

1. In which country did the football World Cup of 2006 take place?

- A.** Germany / **B.** Austria/Switzerland

2. How many countries took part?

- A.** 30 / **B.** 32

3. How many African countries played at the World Cup 2006?

- A.** 4 / **B.** 5

4. Which match is described in the following commentary?

Mendez crosses the ball into the penalty area. It

is flicked on by Pavel Pardo, Marquez is

unmarked at the back post – GOAL!!!

- A.** Argentina vs Mexico **B.** Spain vs Mexico

5. How many players did the Russian referee send off in the match between Portugal and Holland?

- A.** 4 (2 from each side) / **B.** 4 (3 from one side and one from the other)

6. Which team scored not a single goal at the World Cup 2006?

- A.** Greece **B.** Trinidad and Tobago

7. Which team suffered the worst defeat?

A. Serbia and Montenegro / **B.** Greece

8. The youngest player at the World Cup 2006 was Theo Walcott for England – he was 17 years old. True or false?

A. True / **B.** False

9. How many goals did Germany score in their first three matches?

A. 8 / **B.** 10

Ήρωας: The World Cup is a competition between national teams. There are many ways in which we can compare the teams and players at a competition. You will listen to some categories, and you have to find the word for the 'top' of each category. For example, "bad defeat", the worst defeat. Press "A" or "B".

1. The player is 17 years old.

A. He is the youngest. / **B.** He is the oldest.

2. A lot of women like Beckham.

A. He is the ugliest. / **B.** He is the most handsome.

3. The supporters screamed and sung during the whole match.

A. They were the least enthusiastic. / **B.** They were the most enthusiastic.

4. There is nothing to tell about this match.

A. It was the most boring match during the whole tournament. / **B.** It was the most exciting match during the whole tournament.

5. We could talk about his match for hours.

A. It was the best match ever. / **B.** It was the most horrible match ever.

6. The whole stadium laughed.

A. It was the saddest incident of the whole tournament. / **B.** It was the funniest incident of the whole tournament.

7. He controlled the ball with his chest and volleyed it into the top corner – fantastic goal!

A. It was voted as the most beautiful goal of the tournament. / **B.** It was voted as the ugliest goal of the whole tournament.

8. The referee sent off the player because of the foul he did. The player missed the rest of the competition.

A. It was the ugliest foul of the tournament. / **B.** It was the lightest foul of the game.

Σκηνή 6 – Weather forecast

Ακούγεται σήμα έναρξης εκπομπής – δελτίο καιρού

Παρουσιαστής: "Welcome to the International weather forecast with John Steward. First of all, let's start with Europe. It seems that the weather at the Mediterranean will continue to be unsettled during the course of the weekend, and especially the Eastern Mediterranean and the Central Mediterranean, as far west as the Southern Iberia as well. There will be some rain in Seville on Saturday evening. The North of Iberia, however, France, much of the UK, the Benelux countries and Central Europe are looking pretty good, there is a big area with high pressure here, so settled conditions extending all way to Eastern Europe too. Sunny by days, but the mornings are foggy, has to be said. As far as the Balkans is concerned, there is rain and clouds, but the good news is, as we go further course of Saturday night into Sunday, the conditions will be improving. However, exactly the opposite will be happening across the Southern part of Europe and the Northern part of Africa, places like Morocco, northern parts of Algeria, where they will be a lot of clouds, some showers, some thunderstorms, some blowing dust. In Casablanca through the weekend an increasing amount of cloud will be seen, and also showers by the time we get to Sunday. Cairo will stay sunny all the time, with temperatures up to 32o C. In Asia-Pacific worth noting a typhoon heading towards Taiwan and possibly China as well, it could be a big storm, so we will be keeping an eye on that. In Australasia, Sydney is looking pretty good, 27o C, so there is some nice hot weather here, Auckland will be windy and rainy, with modest temperatures around 17oto 18o C. In South America, Rio de Janeiro is looking distinctively showery, over the weekend in Buenos Aires the sun will be here and the temperatures will be around 20o C. Towards the USA, the Mid-Atlantic states have been pounded by these heavy rains, some strong winds as well, the bad weather will be moving towards the North, to the Eastern Parts of Canada. There could be some rains here on Saturday, and possibly some winds. The rest of the US, apart of a few showers here and there, is looking good all the way from the Mississippi valley to the Rocky Mountains in California, a lot of sunshine here. On Sunday some showers are getting to south Florida but also worth noting that over the Atlantic, just south of the Bermudas we have tropical storm, Clio, which could be heading towards the Atlantic seaboard of the US, and possibly Canada in the next few days also.

Ήρωας: Listen to the following sentences and choose if they are true or false. Press "T" if you think they are true or "F" if you think that they are false. You can listen to the weather forecast again by pressing "1".

1. The weather over the countries of the Mediterranean is unsettled. T
2. The weather over France, UK, Belgium, Luxembourg and the Netherlands is sunny by days but foggy in the morning. T
3. The conditions in the Balkans will be deteriorating. F
4. There will be clouds and shower over the Northern part of Africa. T
5. The weather in Casablanca will stay sunny all the time. F
6. A typhoon is heading towards India. F
7. The weather in Sydney will be sunny whereas in Auckland it will be windy and rainy.
T
8. There will be a lot of showers in Rio de Janeiro. T
9. The Mid-Pacific states have been pounded by these heavy rains. F
10. Clio is a tropical storm south of the Bermudas. T

Ήρωας: Let's learn some weather words. Listen to the following sentences and choose the correct word. Press "A" or "B".

1. Clouds contain tiny drops of this substance.
A. water **B.** oxygen
2. A cyclone is made up of spinning
A. air **B.** particles
3. Where do dust storms occur most frequently?
A. in highways **B.** in dry areas or in deserts
4. Is hail made of **A.** snow or **B.** ice?
5. What is the centre of a hurricane called?
A. the **mouth** **B.** the eye
6. What causes lightning?
A. an electrical storm **B.** a electroshock
7. What does a meteorologist study?

A. the meteors **B.** the weather

8. What is the name of the instrument used to measure the amount of rain that has fallen?

A. a rain gauge B. a rain gadget

9. What season comes after spring?

A. summer B. winter

10. Sleet is freezing **A.** rain B. ice tubes?

11. Where does snow fall from?

A. clouds B. atmosphere

12. What happens in a thunderstorm that makes thunder?

A. lightning B. roar

13. Twister is another name for what weather phenomenon?

A. thunderstorm **B.** tornado

14. In the water cycle, where does water go after it is in the sky?

A. to outer space **B.** to Earth

15. Where is a weather balloon sent to do its work?

A. high in the sky B. in the sea

16. What is the wind made of?

A. air B. water

Ήρωας: Listen to the following words and put them in three groups: A: ice and snow, B: rain and C: temperature. You can listen to the meaning of the words by pressing "1".

(blizzard=χιονοστρόβιλος, chilly=ψυχρός, drizzle=ψιχαλίζω, frost=παγετός, spitting=απαλή βροχή, boiling=καυτός καιρός, hail=χαλάζι, ρίχνω χαλάζι, unsettled=άστατος, pouring=δυνατή βροχή, scorching=καυτός καιρός, sleet=χιονόνερο, freezing=παγερός, slush=λασπωμένο χιόνι, sticky=ζεστός και υγρός, που κολλάει)

1. blizzard : A

2. chilly : C

3. drizzle : B

4. frost : A
5. spitting : B
6. boiling : C
7. hail : A
8. unsettled : B
9. pouring : B
10. scorching : C
11. shower : B
12. sleet : A
13. freezing : C
14. slush : A
15. sticky : C

Ήρωας: "The weather isn't good, is it?" This is a tag question. It is a statement followed by a mini-question. We use tag questions at the end of statements to ask for confirmation. Listen to the following sentences and choose the correct tag question. Press "A" or "B".

1. A. He's still sleeping, is he not? **B.** He's still sleeping, isn't he?
2. A. You do go to school, do you? **B.** You do go to school, don't you?
3. **A.** Let's go for a walk, shall we? B. Let's go for a walk, shan't we?
4. **A.** Nobody called, did they? B. Nobody called, didn't they?
5. A. I'm correct, amn't I? **B.** I'm correct, aren't I?
6. **A.** So you bought a car, did you? B. So you bought a car, didn't you?
7. A. You wouldn't want to invite my dad, won't you? **B.** You wouldn't want to invite my dad, would you?
8. **A.** It can't be 8 o'clock already, can it? B. It can't be 8 o'clock already, does it?

Ήρωας: How do we answer the tag questions? Listen to the following tag questions and choose the correct answer. Press "A" or "B".

1. The earth is bigger than the moon, isn't it?
A.Yes. B. No
2. The earth is bigger than the sun, isn't it?
A. Yes, it is. **B.** No, it isn't!
3. Asian people don't like rice, do they?
A. Yes, they do! B. No, they don't.

4. Elephants live in Europe, don't they?

A. Yes, they do. **B.** No, they don't!

Ήρωας: "An increasing amount of cloud will be seen". This sentence is in the passive voice. The passive voice is formed with the verb to "be" and the past participle. When we say what a person or thing does, we use an **active** verb. When we say what happens to a person or thing – what is done to them – we use a **passive** verb.

Listen to the following sentence and choose if they are in the active or in the passive voice. Press "A" for active or "P" for passive.

1. I ate a piece of chocolate. Active
2. The teacher read the book to the pupils. Active
3. The jewellery was stolen. Passive
4. They are paid on Sundays. Passive
5. The movie is being made in Santorini. Passive
6. I washed my car two weeks ago. Active
7. Her hair was cut by a professional. Passive
8. It would have been fixed next week. Passive

Ήρωας: Now, listen to the next sentences which are in active voice and choose their correct transformation to passive voice. Press "A" or "B".

1. BMW bought Land Rover.

A. Land Rover was bought by BMW.

B. Land Rover is bought by BMW.

2. Jason asked Tom.

A. Tom was asked by Jason.

B. Tom is asked by Jason.

3. Catherin paid for the meal.

A. The meal is paid for by Catherin.

B. The meal was paid for by Catherin

4. Jim will meet you at the airport.

A. You will be met by Jim at the airport.

B. You would be met by Jim at the airport.

5. Jane upset me by what she said.
A. I would be upset by what Jane said.
B. I was upset by what Jane said.
6. I'm going to inform Matthew later today.
A. Matthew would be informed by me later today.
B. Matthew is going to be informed by me later today.
7. The police arrested 12 people.
A. 12 people were arrested by the police.
B. 12 people have been arrested by the police.
8. Shiela might come to see you tomorrow.
A. You might be visited by Shiela tomorrow.
B. You would be visited by Shiela tomorrow.
9. Frank Sinatra sang My Way.
A. My Way was sung by Frank Sinatra.
B. My Way had been sung by Frank Sinatra.

Σκηνή 7 – Cooking

Ακούγεται σήμα έναρξης εκπομπής – εκπομπής μαγειρικής

Παρουσιαστής: "What are you going to eat today?" Hello to you! I am Mary Bright and welcome to our show. Today we are going to cook an apple crumble, that is, a special apple pie. It's an easy recipe, just for people who do not have spare time. For our recipe we are going to use 680 grams of cooking apples, 75 grams of brown sugar, a quarter of a kilo of plain flour, 75 grams of ground almonds, 75 grams of unsalted butter, some ground cinnamon and nutmeg.

The instructions are the following:

- Boil the sliced apples with the sugar in 300 ml of water for about 20 minutes.
- Put the boiled apples into a greased shallow oven dish.
- When the apples are in the dish, mix the flour, brown sugar and nuts.
- Then, melt the butter and mix the nutmeg and cinnamon with it.
- Mix the butter and flours mixtures to make the crumble.
- Spread the crumble over the apples.
- Bake the dish in a pre-heated oven at 180oC for about 50 minutes.

Ήρωας: You can listen to the recipe again by pressing "1" or you can listen to the meaning of some unknown words by pressing "2". Press ENTER if you want to continue with the exercise.

crumble=θρυμματίζω, θρύμματα

cinnamon=κανέλλα

nutmeg=μοσχοκάρυδο

sliced=κομμένο σε φέτες

greased=αλειμμένο με βούτυρο

mixture=μίγμα

pre-heated=προθερμασμένος

Ήρωας: Listen to the following sentences and choose if they are true or false. Press "T" for true or "F" for false.

1. An apple crumble is a special apple pie. T
2. We are going to use walnuts. F
3. First boil the apples with sugar in water and then put them in a dish. T
4. Mix the flour with the nutmeg and the cinnamon. F
5. The crumble is made of melted butter, flour, sugar and nuts. T
6. The crumble is spread under the apples. F
7. The dish is baked for about 15 minutes. F

Ήρωας: For the instructions of a recipe we use the imperative. Listen to the following instructions to make a pasta. Choose the correct word. Press "A" or "B".

1. **A.** Just chop an onion and some mushrooms. **B.** Just cut an onion and some mushrooms.
2. **A.** Fry them in a little olive oil. **B.** Sauté them in a little olive oil.
3. **A.** Then join some tomato sauce and spices. **B.** Then add some tomato sauce and spices.
4. **A.** Let the whole thing simmer for a little while. **B.** Let the whole thing boil for a little while.
5. **A.** Boil some water and throw the pasta in. **B.** Cook some water and throw the pasta in.
6. **A.** Once it's cooked, dry the pasta, throw some sauce on top and eat dinner. **B.** Once it's cooked, drain the pasta, throw some sauce on top and eat dinner.

Ήρωας: Listen to the first sentence, and then select the sentence that relates to it. Press "A" or "B".

1. Which train do you think I should take?
A. Get the early one. It's much less crowded and you're sure to get a seat.
B. Well, don't leave without saying goodbye!

2. What time should I get there?
A. Stop worrying and get on with some work or you won't have a future.
B. Don't come early whatever you do. The meeting never starts on time.
3. We're off to Cuba on Friday.
A. Well, enjoy yourselves. Don't do anything I wouldn't do.
B. Speak to me later, please, could you? We don't have much time left and I must finish this.
4. I'm really worried about my future.
A. Stop worrying and get on with some work or you won't have a future.
B. Speak to me later, please, could you? We don't have much time left and I must finish this
5. How do you open this door?
A. Insert the token in the slot and press the button for the type of drink you want.
B. Push really hard.
6. How does this coffee machine work?
A. Insert the token in the slot and press the button for the type of drink you want.
B. Well, don't leave without saying goodbye!

Ήρωας: What is the correct packaging of food? Choose the correct phrase. Press "A" or "B" for your answer.

1. **A.** box of cereal / **B.** packet of cereal
2. **A.** box of wine / **B.** bottle of wine
3. **A.** a jar of mayonnaise / **B.** a base of mayonnaise
4. **A.** a carton of eggs / **B.** a box of eggs
5. **A.** a stick of butter / **B.** a packet of butter
6. **A.** a packet of cake / **B.** a piece of cake
7. **A.** slices of cheese / **B.** pieces of cheese
8. **A.** bags of rice / **B.** baggage of rice
9. **A.** a round of toilet paper / **B.** a roll of toilet paper
10. **A.** a loaf of bread / **B.** a leaf of bread
11. **A.** a can of soup / **B.** a tin of soup
12. **A.** a packet of gum / **B.** a pack of gum
13. **A.** a head of lettuce / **B.** a skull of lettuce
14. **A.** a tube of toothpaste / **B.** a pipe of toothpaste

Θεματική ενότητα: Being a citizen!

Εκπαιδευτικοί στόχοι

- To gather the views of young people in primary and secondary schools on their understanding and experience of education for citizenship, and their ideas about good practice.
- To enable young people to contribute to the consultation process.
- To support teachers and young people in discussion of a range of issues relevant to developments in education for citizenship.

Σκηνή 1

Φόντο: δρόμος από γειτονιά.

Στην οθόνη εμφανίζονται δυο παιδιά, ένα αγόρι και ένα κορίτσι. Λέει το αγόρι: "Hello! My name is Jim and on the right it is my friend, Liz!" Το κορίτσι χαιρετά και λέει: "Hi! Nice to meet you! Choose one of us to play with!" Ο μαθητής επιλέγει τον ήρωα που επιθυμεί. Καθώς κινεί τον κέρσορα, μπορεί να ακούει το όνομα του ήρωα.

Μένει στην οθόνη μόνο ο ήρωας που έχει επιλεγεί. Λέει: "Thank you for choosing me! I am sure we will have fun together!"

Σκηνή 2

Φόντο: Ένας χάρτης – Υδρογειος σφαίρα

Ήρωας: "As human beings we all have rights! If you live amongst other people then you are part of a community. Your community might be your family, your street, your village, your school, people who play the same sports or go to the same clubs as you. We are all part of a community – often more than one!"

Being a citizen is all about belonging to your community and having **rights** in your community – but it is also about having a **responsibility** to act in the best interests of others in your community. Communities work best when citizens respect and care for other citizens and for the environment. So you are not only a citizen at your school, you are also a Greek citizen, a European citizen and a 'global' citizen!

The term 'citizenship' is also used to refer to the involvement in public life and affairs, that is, to the behaviour and actions of a citizen. It is sometimes known as **active citizenship**.

Citizenship in this sense is applied to a wide range of **activities** – from voting in elections and standing for political office to taking an interest in politics and current affairs. It refers not only to **rights and responsibilities** laid down in the law, but also to general forms of behaviour, social and moral, which societies expect of their citizens.

The rights and responsibilities of citizens are reciprocal in many respects. For example, if we all have a right to be treated with respect, then it follows that we have a clear obligation to treat all others with respect. If someone has the right to free speech, then you have the responsibility to let them speak (and not take away their right). If you have the right to education, someone has the responsibility to provide it for you and you have the responsibility not to disrupt lessons and prevent your classmates from their right to education. Wherever there are rights, responsibilities also exist otherwise no one would be able to receive their rights.

Σκηνή 3

Now you can do the following activity. You will listen to a list of rights. You have to choose the corresponding responsibility. Press A or B. Press "1" or "2" to listen the first or second part of the text again.

- 1 Freedom of speech
 - A. Using appropriate language shows respect for others.
 - B. Using foul language shows respect for others.
- 2 Freedom to go where you want to go
 - A. Drive dangerously.
 - B. Obey traffic laws.
- 3 Choose one's job
 - A. To speculate
 - B. To do your job well.
- 4 Use natural resources
 - A. Ensure that other people will also be able to use natural resources.
 - B. Exploit until there is nothing left.
- 5 Access to free education
 - A. Use the educational material with respect.
 - B. Pay the teachers to give you good grades.
- 6 Have property
 - A. Protect the environment
 - B. Build private marines at the seashore.
- 7 Freedom of vote

- A. Oblige other people to vote for what you want.
B. Be informed about current issues and protect democracy.
- 8 To get married and have a family
 A. Oblige your young children to work and bring money to you.
B. Provide for your family.
- 9 Be treated without discrimination
 A. Bully other people just because they are different from you.
B. Treat other people equally, irrespective of their characteristics, beliefs or religion.
- 10 Be considered innocent until proven guilty
A. Tell the truth at a trial.
 B. Accuse other people of committing a crime without sufficient evidence.

Σκηνή 4

Which of the actions below are the actions of an active citizen? Press Y for "yes" when you think it is the action of an active citizen or N for "no" if you think it is not."

1. I walk to do my errands in my neighbourhood.	Yes
2. I use the public transportation system to go to work.	Yes
3. I prefer to buy local products and not goods that come from far away.	Yes
4. I am too bored to vote at the elections.	No
5. I am a blood donor.	Yes
6. I don't help other people.	No
7. I do my best to recycle.	Yes
8. I throw garbage anywhere.	No
9. I try to be informed about the current political and social issues.	Yes
10. I respect and I understand diversity.	Yes
11. I hit animals.	Yes

Σκηνή 5

Do you know countable and uncountable nouns?

- Countable nouns are easy to recognize. They are things that we can count. For example pens. We can have one, two, three or more pens.
- Uncountable nouns are substances, concepts etc that we cannot divide into separate elements. We cannot "count" them. For example, we cannot count "milk". We can count "bottles of milk" or "litres of milk", but we cannot count "milk" itself.
- Some words can be used in both ways, as countable or uncountable nouns.

Listen to the following nouns and decide if they are countable, uncountable or both. Press "C" for countable, "U" for uncountable, and "B" for both.

1. job : C
2. thought : B
3. advice : U
4. armchair : C
5. experience : B
6. traffic : U
7. friend : C
8. glass : B
9. suitcase : C
10. luggage : U
11. paper : B
12. furniture : U
13. problem : C
14. research : U
15. time : B

Σκηνή 6

Let's learn about the **Greek Constitution**.

The official name of the Greek Constitution is **The Constitution of 1975/1986/2001**. The first date states the adoption and the next two each of the amendments. The Constitution, which consists of 120 articles, provides for a separation of powers into executive, legislative, and judicial branches. Furthermore, it grants extensive specific guarantees of civil liberties and social rights. The first article of the constitution defines that the form of government is that of a parliamentary republic. It also states that popular sovereignty is the foundation of government and that all powers derive from the People and exist for the People and the Nation. Article 2 of the constitution is very important because it reaffirms the respect and protection of the value of a human being as a primary obligation of the state. It continues by declaring that Greece, adhering to the generally recognized rules of international law, pursues the strengthening of peace and of justice, and the fostering of friendly relations between peoples and states.

Which of the following statements are true? Press "T" for true and "F" for false. Press "1" if you want to listen to the text again.

-
1. The regime of the Greek State is Presidential Democracy.
False
Είτε ο μαθητής απαντήσει σωστά είτε λάθος ακούγεται η **απάντηση**: The Greek State is a parliamentary republic.
 2. The Constitution provides for a separation of powers into executive, legislative, and judicial branches.
True
Απάντηση: The powers are divided into executive, legislative, and judicial branches.
 3. The current Constitution was voted in 1952.
False
Απάντηση: The current Constitution was adopted in 1975.
 4. The Constitution has been amended three times.
False
Απάντηση: The Constitution has been amended two times.
 5. The Constitution is the ultimate law of the State.
True
Απάντηση: The Constitution is indeed the ultimate law of the State.
 6. The foundation of the government is the Parliament.
False
Απάντηση: All powers derive from the People and exist for the People and the Nation
 7. In the Constitution the rights of the citizen are described.
True
Απάντηση: The rights of the citizen are described in the Constitution.
 8. The primary obligation of the state is to respect and protect the value of the human being.
True
Απάντηση: The primary obligation of the state is to respect and protect the value of the human being.
 9. The Constitution consists of 120 articles.
True
Απάντηση: The Constitution consists of 120 articles.
 10. Greek State does not recognise rules of international law.
False
Απάντηση: The Constitution declares that Greece adheres to the generally recognized rules of international law.
-

Σκηνή 7

There are a lot of similar words in English and sometimes it is confusing which word to use. Listen to the following sentences and choose if the correct word is used. Press "C" for correct and "W" for wrong.

Affect or effect?

1. I am pleased to say that the changes don't affect us.

Απάντηση: It is correct

2. The affect of the drought on the economy is very serious.

Απάντηση: It is wrong. The effect of the drought on the economy is very serious.

Continuous or continual?

3. The complaints about that teacher are continuous.

Απάντηση: It is correct.

4. There was **continuous** snow for a fortnight.

Απάντηση: It is wrong. There was continual snow for a fortnight.

lose or loose?

5. These trousers I bought are a bit lose.

Απάντηση: It is wrong. These trousers I bought are a bit loose.

6. Don't loose those keys or we won't be able to get in.

Απάντηση: It is wrong. Don't lose those keys or we won't be able to get in.

Advice or advise?

7. Could you advise us on the best way to proceed?

Απάντηση: It is correct. It means to give us a piece of advice.

beside or besides?

8. The hotel is besides the chemist.

Απάντηση: It is wrong. The hotel is beside the chemist.

9. There are a number of other shops that sell it besides those three you've mentioned.

Απάντηση: It is correct.

Σκηνή 8

Let's learn about the **European Union**.

On the 9th of May 1950 the French Foreign Minister Robert Schuman presented a plan for deeper cooperation between 6 countries. Now, every 9th of May is celebrated as "Europe Day". In 1957 six states signed the Treaty of Rome, creating the European Economic Community (EEC), or 'common market'. These 6 countries were: France, Germany, Italy, Belgium, the Netherlands and Luxembourg. In 1973 Denmark, Ireland and the UK joined the EEC. In 1981 Greece became the 10th member state. With the Single European Act of 1986 a single market was formed where goods, persons, services and capital (the four freedoms) would move freely across frontiers. In the same year Spain and Portugal joined the Community. In October 1990 Germany was united after more than 40 years, and its eastern part joined the EU. The European Community was renamed as the European Union (EU) by the Maastricht Treaty (1993). It also established the concept of EU citizenship. Austria, Finland and Sweden became members in 1995.

On May 1st 2004 10 more countries joined the EU: the Czech Republic, Estonia, Latvia, Lithuania, Hungary, Poland, Slovenia, Slovakia, Cyprus and Malta.

On January 1st 2007 two more countries from Eastern Europe, Bulgaria and Romania, then joined the EU, bringing the number of member states to 27 countries.

Croatia, the Former Yugoslav Republic of Macedonia and Turkey are also candidates for future membership.

On January 1st 2002, the Euro note and coins arrived. Today, fifteen countries out of the twenty seven members of the EU use the Euro with many due to follow. The countries that still use their own currency and have no concrete plans to use the Euro in the future are the United Kingdom, Sweden and Denmark.

When did these events take place? Choose the correct date. Press "A" for the first answer or "B" for the second. Press "1" if you want to listen to the text again.

1. Creation of the European Economic Community
A. 1957 / **B.** 1975
2. Denmark, Ireland and the UK joined the EEC
A. 1973 / **B.** 1970
3. Greece joined the EEC
A. 1980 / **B.** 1981
4. Spain and Portugal joined the Community
A. 1980/ **B.** 1986
5. Germany's eastern part joined the EU

- A. 1986 / **B.** 1990
6. The European Community was renamed as the European Union by the Maastricht Treaty
A. 1993 / B. 1990
7. Austria, Finland and Sweden became members
A. 1995 / B. 1999
8. 10 more countries join the EU
A. 2000 / **B.** 2004
9. Two more countries, Bulgaria and Romania, joined the EU
A. 2007 / B. 2005
10. Euro notes and coins are introduced
A. 2004 / **B.** 2002

Σκηνή 9

Let's hear some more similar words. Listen to the following sentences and choose if the correct word is used. Press "C" for correct and "W" for wrong.

Lend or borrow?

1. I am going to the library to lend some books.
Απάντηση: It is wrong. I am going to the library to borrow some books.
2. Jack is going to lend us the money to get a taxi home.
Απάντηση: It is correct.
3. She doesn't like borrowing her books.
Απάντηση: It is wrong. She doesn't like lending her books.

Remember or remind?

4. I must remind to put petrol in the car.
Απάντηση: It is wrong. I must remember to put petrol in the car.
5. I remember that we used to go to our grandparents every summer when we were children.
Απάντηση: It is correct.

Avoid or prevent?

6. We were able to prevent her from going.
Απάντηση: It is correct.
7. We were early to avoid the rush-hour.
Απάντηση: It is correct.

Rob or steal?

8. He robbed some books from a shop.

Απάντηση: It is wrong. He stole some books from a shop.

9. The two thieves robbed more than 20 banks before they got caught.

Απάντηση: It is correct.

10. The gang stole credit cards and jewellery.

Απάντηση: It is correct.

Σκηνή 10

Do you know that the **European Union** has some symbols? The symbols of the EU are the European flag, and the European anthem, the Day of Europe and its motto. Which are the correct symbols? Press "A", "B" or "C".

1. How many stars does the European flag have?

- A. The European flag has 12 stars.
- B. The European flag has 15 stars.
- C. The European flag has 27 stars.

Απάντηση: The European flag has 12 stars. The 12 stars in a circle symbolise the ideals of unity, solidarity and harmony among the peoples of Europe.

2. Which melody is the European anthem?

- A. Beethoven's Third Symphony
- B. Beethoven's Sixth Symphony
- C. Beethoven's Ninth Symphony

Απάντηση: The melody comes from the Ninth Symphony by Beethoven. When used as the European anthem, it has no words. Without words, in the universal language of music, this anthem expresses the ideals of freedom, peace and solidarity for which Europe stands.

3. Which day is celebrated as the European Day?

- A. 9th of May
- B. 1st of May
- C. 19th of May

Απάντηση: The ideas behind the European Union were first put forward on the 9th of May 1950 by French Foreign Minister Robert Schuman. So the 9th of May is celebrated as the EU's birthday.

4. A motto is a sentence or phrase, or word expressing the spirit or purpose of a person, organization, city, etc.. What is the European motto?

- A. Peace and development
- B. Everyone is equal

C. United in diversity

Απάντηση: This motto means that, via the EU, Europeans are united in working together for peace and prosperity, and that the many different cultures, traditions and languages in Europe are a positive asset for the continent.

5. How many are the official languages of the European Union?

- A. 15
- B. 23
- C. 27

Απάντηση: The official languages of the European Union are 23.

Σκηνή 11 – Adjectives Order

The position of an adjective is before a noun or after some verbs such as be, become, get, seem, look, feel, sound, smell, taste. Sometimes there are more than one adjective before the noun. Can you find the right order of the adjectives? Press "A" or "B".

1. I bought _____ oranges.
A. Some great big / **B.** great big some
Απάντηση: I bought some great big oranges.
2. She lost a _____ cat.
A. white small / **B.** small white
Απάντηση: She lost a small white cat.
3. We met _____ people at the party.
A. very smart two / **B.** two very smart
Απάντηση: We met two very smart people at the party.
4. **A.** The cookies that you baked smell delicious. / **B.** The cookies that you smell delicious baked.
Απάντηση: The cookies that you baked smell delicious.
5. **A.** The course you are taking interesting sounds. / **B.** The course you are taking sounds interesting.
Απάντηση: The course you are taking sounds interesting.

Σκηνή 12 – European Institutions

What are the main institutions that make up the EU? The three main institutions of the EU, which are responsible for legislation, are the **European Parliament**, the **Council of the European Union**, and the **European Commission**.

The **European Parliament** is elected every five years by everyone over 18, in member countries. Parliament has three essential functions:

1. To make laws.
2. To decide (with the Council of the European Union) on the budget.
3. Checks that all the other parts of the EU are working democratically

The Council of the European Union is the EU's main decision-making body. Representatives from the member states meet here regularly. So, for example, agriculture, finance, foreign and education ministers come together from all the 15 countries to discuss things that affect everybody.

The **European Council**, which meets, in principle, four times a year, consists of the Heads of State or Government of the twenty seven EU member states who discuss the strategic and long - term guidelines for the EU. It is chaired by the president or prime minister of the country holding the presidency of the Council of the European Union at the time. The President of the European Commission attends as a full member.

The **European Commission** takes care of the general day-to-day running of the European Union. The President and Members of the Commission are appointed by the Member States after they have been approved by the European Parliament. Its duties are to:

1. Make proposals about new laws for Parliament and the Council.
2. Make sure laws and regulations are implemented.
3. Make sure that EU laws are used properly.
4. Represent the Union internationally and negotiate international agreements, such as trade and cooperation.

Other institutions that make up the EU include:

The **Court of Justice** ensures that European law is used properly. It judges disputes involving Member States, EU institutions, businesses and individuals.

The **Court of Auditors**, checks that all the money received and spent by the Union is done in a lawful manner and that the budget is managed well.

The **European Central Bank** implements European monetary policy; it conducts foreign exchange operations. Its Head Offices are in Frankfurt.

The **European Economic and Social Committee** represents the views and interests of organised civil society. The Committee has to be consulted on matters relating to economic and social policy.

The **Committee of the Regions** ensures that regional and local identities are respected. It has to be consulted on matters concerning regional policy, the environment and education. It is composed of representatives of regional and local authorities.

The **European Investment Bank** (EIB) is the European Union's financial institution. It finances investment projects which contribute to the balanced development of the Union.

Anyone resident in the Union can apply to the **European Ombudsman** if they consider that they have been harmed by an act of "maladministration" by an EU institution or body.

Which of the following statements are true? Press "T" for True or "F" for False. Press "1", "2" or "3" if you want to listen to part 1, 2, or 3 of the text again.

	True	False
<p>1. The Commissioners are appointed by the Governments of the Member States.</p> <p>Απάντηση: The Commissioners are appointed by the Governments of the Member States.</p>	✓	
<p>2. The President of the European Commission attends the meetings of the Council as an observer.</p> <p>Απάντηση: The President of the European Commission attends as a full member.</p>		✓
<p>3. The European Parliament is the only EU institution that is elected democratically by the citizens of the EU.</p>	✓	
<p>4. The Members of the European Parliament (MEPs) are elected for a period of four years.</p> <p>Απάντηση: The Members of the European Parliament (MEPs) are elected for a period of five years.</p>		✓
<p>5. The Council of the European Union represents the interests of the member states.</p>	✓	
<p>6. The European Ombudsman has the power to investigate complaints concerning maladministration by Community institutions and bodies.</p>	✓	
<p>7. For the Member States, judgments of the European Court of Justice are binding.</p>	✓	
<p>8. The head office of the European Central Bank is in Brussels.</p> <p>Απάντηση: "The head office of the European Central Bank is in Frankfurt."</p>		✓
<p>9. The four freedoms set out in the Treaty of Rome are free movement of goods, animals, services and capitals.</p> <p>Απάντηση: The four freedoms set out in the Treaty of Rome are free movement of goods, services, capitals and persons."</p>		✓
<p>10. The main role of the European Commission is to prepare proposals for rules and measures.</p>	✓	

Σκηνή 13 – Say, tell or ask?

Can you tell, do you want to say or can you ask? Do you know when to use each verb? Listen to following sentences and if choose if they are right or wrong. Press "R" for right or "W" for wrong.

1. Anthony told that he was hungry. W
Απάντηση: Anthony said that he was hungry.
2. She told me that you were ill. R
3. She said if I had ever been there. W
Απάντηση: She asked if I had ever been there.
4. Some people just cannot say the truth. W
Απάντηση: Some people just cannot tell the truth. W
5. He told to me that he was angry. W
Απάντηση: He said to me that he was angry.
6. They asked what I felt like. R
7. The doctor said her: "Lie on the couch." W
Απάντηση: The doctor told her: "Lie on the couch."
8. She said: "That's a great idea." R
9. He's 9 years old and still can't say the time. W
Απάντηση: He's 9 years old and still can't tell the time.
10. How do I know? I can't tell the future. R

Σκηνή 14 – United Nations

Now let's leave Europe, and go to the global community. The most important institution globally is the Organisation of the United Nations.

1. The **United Nations** is a membership organisation for 191 countries (that's just about every country in the world.)
2. It was started by 51 countries after World War II in 1945. They wanted to make sure that another global war couldn't happen, so they drew up a Charter for peace.
3. The UN is not just about peacekeeping. Its work affects us all. It is involved with children's welfare, protecting the environment, human rights, health and medical research, reducing poverty, emergency and disaster relief, air and sea travel, peaceful uses of atomic energy, labour and workers' rights - and much more.
4. The organisation is based on the principles of justice, human dignity and the well-being of all people.

5. The United Nations Headquarters is in **New York City** but the land and buildings are international territory.
6. Six official languages are used at the United Nations - Arabic, Chinese, English, French, Russian and Spanish.
7. The senior officer of the United Nations is the Secretary-General. At the moment, this is Ban Ki-moon of the Republic of Korea.
8. The UN can only do things if the member states agree.

Which of the following statements are true? Press "T" for True or "F" for False. Press "1" if you want to listen to the text again.

	True	False
1. The United Nations was founded after World War I. Απάντηση: The United Nations was founded after World War II.		✓
2. The United Nations Headquarters is in New York City . Απάντηση: The United Nations Headquarters is in New York City .	✓	
3. The official languages of the UN are four: English, French, Spanish, German. Απάντηση: The official languages of the UN are six: Arabic, Chinese, English, French, Russian and Spanish.		✓
4. The Secretary-General now is Kofi Annan. Απάντηση: The Secretary-General now is Ban Ki-moon of the Republic of Korea.		✓
5. The UN's mission is only peacekeeping. Απάντηση: The UN's mission is not only peacekeeping. It is involved with children's welfare, protecting the environment, human rights, health and medical research, reducing poverty, emergency and disaster relief, air and sea travel, peaceful uses of atomic energy, labour and workers' rights and much more.		✓

Σκηνή 15 – Prepositions

Choose if the correct prepositions are used in the following sentences. Press "A" or "B".

1. I would like to know if you could make it _____ tomorrow. A. on /B. by
Απάντηση: I would like to know if you could make it by tomorrow.

2. He should come _____ a few minutes. A. in/ B. on
Απάντηση: He should come in a few minutes.
3. He wasn't angry _____ all. A. after/ B. before
Απάντηση: He wasn't angry after all.
4. She promised to call back _____ an hour. A. between /B. within
Απάντηση: She promised to call back within an hour. **This exercise i**
5. Has anybody asked _____ me while I was away? A. after/ B. about
Απάντηση: Has anybody asked about me while I was away?
6. _____ this occasion I would like to express my thanks. A. at /B. On
Απάντηση: On this occasion I would like to express my thanks.
7. You must check the petrol _____ regular intervals. A. at/ B. in
Απάντηση: You must check the petrol at regular intervals.
8. There's an excellent restaurant _____ the end of the street. A. at / B. on
Απάντηση: There's an excellent restaurant at the end of the street.
9. _____ the end everything was fine. A. On /B. In
Απάντηση: In the end everything was fine.
10. I am _____ a loss, I don't know what to do. A. in /B. at
Απάντηση: I am at a loss, I don't know what to do.

Σκηνή 16 – Child Labour

Many children around the world are forced to work to earn money for themselves and their families.

Children make footballs, clothes, carpets, matches and many other everyday items. They work in mines, factories, on farms, in homes as servants - and on the streets.

Often the work is very hard - so they don't grow up to be fit and healthy adults.

They usually don't get any schooling so there is no way to improve their lives in the future.

But sometimes stopping children from working makes their lives harder because then their family has no money coming in.

On the whole people think that child labour must be stopped. It violates many international agreements, in particular the UN Convention on the Rights of the Child, which protects children from harm.

So, many organisations and governments think that by improving schooling and health care in general will help child labourers because if children are healthy and well educated they grow up to help their society become a better place which, eventually won't need children to work.

The UN's department which deals with children's rights is UNICEF.

UNICEF is the driving force that helps build a world where the rights of every child are realized.

UNICEF was created with this purpose in mind to work with others to overcome the obstacles that poverty, violence, disease and discrimination place in a child's path.

Answer the following questions. Press "A", "B" or "C". Press "1" to listen to the text again.

1. Why are so many children not in school?
 - a. Because they don't want to go to school, they would rather stay home.
 - b. Because many children, girls and boys, are forced to work instead of attending school.
 - c. Because they are educated at home.
2. What benefits does breastfeeding infants in their first 6 months of life have on children.
 - a. It can stimulate the immune system.
 - b. It can protect them from diarrhea.
 - c. All of the above
3. Who are the first people affected by water and air pollution?
 - a. Strong men
 - b. Children
 - c. Healthy women
4. Which of the following is an example of what UNICEF supplies in emergencies?
 - a. Candy
 - b. Milk and cookies
 - c. Medicines and clean water

Σκηνή 17 – Modal verbs

There are nine modal verbs in English: can, could, may, might, must, shall, should, will, and would. Choose the correct modal verb in the following sentences. Press "A" or "B".

1. It ____ rain in the desert sometimes, but you can't depend on it.
A. can / **B.** could.
2. He ____ be friendly, but he is usually unfriendly.
A. can / **B.** could
3. Marc ____ lift that heavy table. He is too weak.
A. can't / **B.** shouldn't

4. I wish I ____ buy a new car but i do not have any money.
A. can / **B. could**
5. If I had enough money, I ____ travel with my friends but now I can't.
A. can / **B. could**
6. You ____ run faster if you weren't so lazy.
A. can **B. could**
7. I ____ to study well for the exam.
A. have / B. must
8. ____ I borrow your pen?
A. May / **B. Could**
9. Lisa ____ come to the party, but nobody is sure.
A. should / **B. may**
10. You look tired. You ____ have some sleep.
A. should / B. may
11. You ____ behave well in front of guests. Stop being silly.
A. should / B. must
12. It's too cold. I ____ close the window.
A. will / B. must

Σκηνή 18 – Climate change

One of the biggest changes we have made over the centuries is to the climate - the type of weather we get over the years.

The world has always been hotter at some times and cooler at others but the last hundred years have seen a dramatic and unexpected rise in temperatures.

These changes have all happened since the development of heavy industry and the invention of cars, planes and electric power, all of them fuelled by burning coal, oil and gas.

Most scientists think that mankind is causing the rise in temperature.

The main problem is that weather patterns will change (we already have hotter, drier summers and more storms) and there will be more natural disasters such as hurricanes, droughts and floods.

As the climate changes, diseases such as malaria could spread to new areas.

The sea levels will rise, deserts will get bigger and the polar ice caps will melt. Over the years this will mean many islands and coastal areas will just disappear under water.

There are some things we can do to reverse the climate change. Choose the activities that are environmentally friendly. Press "Y" if you think that the action is environmentally friendly or "N" if you think that it is not.

	Yes	No
1. Instead of buying paper, Christine reuses all of the junk mail she gets and gives it to her children for drawing pictures.	✓	
2. Helen commutes alone to work each day, even though her neighbour works at the same office.		✓
3. A local building company planted 1000 trees after clear cutting the forest that had been damaged by fire.	✓	
4. Mary purchased a large reusable shopping bag to use at the grocery store.	✓	
5. Bob and his wife dumped all of the baby furniture they are no longer using at the local landfill.		✓
6. Paul fertilized his grass with a product that is 100% organic.	✓	
7. Ann threw away her tin of pop in the garbage can at school.		✓
8. The Browns compost their food waste in a large bin by the garden shed.	✓	
9. The business banned all employees from bringing in paper cups and plastic water bottles.	✓	
10. Tom dumped the leftover green paint down the drain and put the can in the household garbage.		✓

Σκηνή 19 – Continuing

How could these people have acted in more environmentally friendly ways? Choose the correct phrase. Press "A" or "B".

1. Helen should A. carpool with her neighbour to save on fuel. B. stop going to work.

Απάντηση: Helen should carpool with her neighbour to save on fuel.

2. Tom should A. never buy hazardous cans. B. have taken his paint can to a facility that safely disposes hazardous waste.

Απάντηση: Tom should have taken his paint can to a facility that safely disposes hazardous waste.

3. Bob and his wife should A. have donated the gently used furniture to a thrift shop or community service provider. B. never buy new furniture.

Απάντηση: Bob and his wife should have donated the gently used furniture to a thrift shop or community service provider.

4. Ann should A. have put the pop tin in the recycling bin. B. never buy tins.

Απάντηση: Ann should have put the pop tin in the recycling bin.

Σκηνή 20 – Environmental verbs

Let's practice with some verbs that are useful to the environment. Listen to the next sentences and choose the correct word. Press "A" or "B".

1. Garbage incinerators A. minimise / B. emit harmful pollutants into the atmosphere.

Απάντηση: Garbage incinerators emit harmful pollutants into the atmosphere.

2. You can A. reuse / B. reduce plastic bags over and over until they get holes in them.

Απάντηση: You can reuse plastic bags over and over until they get holes in them.

3. Greeks A. consume / B. protect many products that are sold with excess packaging.

Απάντηση: Greeks consume many products that are sold with excess packaging.

4. You can A. minimise / B. preserve household waste by having a compost bin in the garden.

Απάντηση: You can minimise household waste by having a compost bin in the garden.

5. Instead of throwing away your clothes, A. use up / B. donate them to a used clothing store or thrift shop.

Απάντηση: Instead of throwing away your clothes, donate them to a used clothing store or thrift shop.

6. Though the city is growing, they are doing a good job of A. preserving / B. recycling the countryside.

Απάντηση: Though the city is growing, they are doing a good job of preserving the countryside.

7. We will A. protect / B. protest if the green initiatives do not get approved at the meeting.

Απάντηση: We will protest if the green initiatives do not get approved at the meeting.

8. A. Recycle / B. Reuse your bottles and cans at the town depot.

Απάντηση: Recycle your bottles and cans at the town depot.

9. Exhaust from cars A. pollutes / B. conducts the atmosphere and causes global warming.

Απάντηση: Exhaust from cars pollutes the atmosphere and causes global warming.

Σκηνή 21 – Endangered animals

An **endangered species** is a population of an organism which is at risk of becoming extinct because it is either few in number, or threatened by changing environmental or predation parameters.

The **World Wildlife Fund (WWF)** is an organisation that from the start in 1961, works to protect numerous species in peril around the world.

The main threats that animals face today are:

- a. **Habitat loss:** Humans have destroyed over half of the Earth's forests, and the remaining forest habitats are shrinking fast.
- b. **Pollution** from oil, gas, human waste and other sources can quickly harm an environment.
- c. **Introduced species:** When people introduce an animal into a new environment, native wildlife often suffers because they can't compete with the introduced ones.
- d. **Global warming** is one of the biggest threats to wildlife. For example many seas are becoming warmer, which causes coral reefs to die.
- e. **Farms:** While we need farms for food, they can be very harmful to the environment if they are not run properly. Farms are one of the main sources of pollution in many countries.
- f. **Poaching** is when people illegally kill animals for their horns, fur or meat and then sell these products. Animals with horns or pretty fur are often endangered because of poaching.

Choose if the following questions are True or False. Press "T" if you think they are True and "F" if you think they are false.

1. All extinction happens because of human actions.

True/False

Απάντηση: Life has existed on Earth for 3,5 billion years, and over time, many species have become extinct. Extinction occurs naturally, but man-made causes have really sped up the progress.

2. The brown bear in Greece amounts to 200 individuals which live in the mountain ranges of Pindos and Rodopi.

True/False

Απάντηση: The brown bear in Greece amounts today to 200 individuals. It doesn't have any natural predators, they are endangered only by man and his illegal or intrusive activities.

3. Global warming doesn't affect corals because they live underwater.

True/False

Απάντηση: Global warming makes sea temperatures rise and really hurts corals and animals living in reefs. When the water becomes too hot, corals die, leaving only their white skeletons behind.

4. The Mediterranean monk seal (*Monachus monachus*) is one of the world's most endangered marine mammals, with fewer than 600 individuals currently surviving.

True/False

Απάντηση: The biggest population of about 300 seals lives in the Aegean Sea.

5. One of the main and devastating problems that the wolf faces in Greece is also the phenomenon of captivity and possession by private individuals.

True/False

Απάντηση: Huge efforts have been made to end the illegal captivity of wolves by confiscating wolves from private owners as well as the zoological gardens.

6. The greatest threat to animals today is Hunting.

True/False

Απάντηση: The greatest threat to animals today is habitat loss. Man has destroyed over half of the Earth's forests! Since all animals need space to live, habitat loss is the worst threat to wildlife today.

7. Over one third of the world's animals species live in the Amazon Rainforest.

True/False

Απάντηση: The Amazon is the world's largest rainforest and over one third of animal species live there. While rainforests cover a tiny part of the Earth, their trees produce over half of the oxygen we breathe.

8. One of the most important places in the Mediterranean Sea where the *Caretta caretta* turtle lays its eggs is the island of Zakynthos.

True/False

Απάντηση: The beach Sekania in Zakynthos is the most important egg-laying place in the Mediterranean Sea. The main reason of the loss of its habitat is tourist development.

Σκηνή 22 – Recycling

Recycling is the reprocessing of materials into new products.

1. Recycling generally prevents the waste of potentially useful materials, reduces the consumption of raw materials and therefore reduces energy usage, and hence greenhouse gas emissions, compared to new production.
2. Recycling is a key concept of modern waste management.
3. Recycling is an excellent way of saving energy and conserving the environment.
4. Recycling is one of the best ways for you to have a positive impact on the world in which we live. Recycling is important to both the natural environment and us.

Place the following garbage into the right recycle bin. Listen to the objects and choose if it's made of plastic or metal, if it's glass, if it's made of paper, if its compost or if it's something else. Press "P" if it's plastic or paper, "G" if it's glass, "M" if it's metal, "C" if it's compost, or "O" if it's another kind of garbage.

1. baby food jars: Glass
2. water bottles: Plastic/Paper
3. batteries : Other
4. Potato peels : Compost
5. egg cartons: Plastic/Paper
6. Egg shells: Compost
7. tuna cans: Metal
8. jam jars: Glass
9. light bulbs: Glass
10. milk cartons : Plastic/Paper
11. mobile phones: Other
12. newspapers: Paper
13. Orange peel: Compost
14. sawdust: Other
15. supermarket bags: Plastic/Paper

Σκηνή 23 – "get" or "have".

Listen to the following expressions and choose the correct answer either "get" or "have". Press "G" for "get" and "H" for "have".

	Get	Have
1. _____ better when you are ill	✓	
2. _____ a party		✓
3. _____ something to do		✓
4. _____ toast for breakfast		✓
5. _____ off the bus	✓	
6. _____ by on little money	✓	
7. _____ a shower		✓
8. _____ down from a ladder	✓	
9. _____ cold in the winter	✓	
10. _____ nowhere to go		✓

Listen to the following words and choose the noun. Press "A" or "B".

A. anxious **B.** anxiety

A. beautiful **B.** beauty

A. anger B. angry

A. freedom B. free

A. courageous **B.** courage

A. Happy **B.** happiness

A. Honesty B. honest

Listen to the following words and choose the noun that derives from the verb. Press "A" or "B".

1. To exist. The noun is A. existing **B.** existence.

2. To die. The noun is **A.** death B. dying

3. To fly. The noun is **A.** flight B. flying

4. To forgive. The noun is **A.** forgiveness B. forgiving

5. To hate. The noun is A. hating **B.** hatred

Σκηνή 24

Fill in the blanks with much/many or a few/a little. Press "A" or "B".

1. How /**A.** much / B. many / money do you have?

2. I don't have / A. much /**B.** many/ pairs of pants.

3. Do you have / A. much / **B.** many/ denim in your closet?

4. I have /**A.** a few/ B. a little / scarves. I like to wear them when it's cold outside.

5. How /**A.** much / B. many / do you swim in a training session?

6. May I borrow **A.** a little / **B.** a few/ books about economics from you?
7. How /**A.** much / **B.** many / jewellery do you have?
8. Not a lot, only /**A.** a little/ **B.** a few/.
9. Do you carry / **A.** much /**B.** many/ things in your purse?
10. I only carry /**A.** a little/ **B.** a few/ money and my glasses in my handbag.