

WORKSHEET-LEARNING TO FLY

Especially, when we are young, we feel the need to spread our wings and fly, realize our potential and become the best person we can be changing the world in the process. Obstacles like racial or other forms of prejudice don't deter us. They are challenges to be overcome.

“Be the change you want to see in others.”

TASK 1 (ex. 1, page 52): **Read the information about blackbirds** below and then look at the **video screenshots** that follow and try to think about the **connection between the two**. Are they **compatible** (ταιριαστά) and, if so, in what way? If not, why?



Blackbirds usually feed off the ground. The majority of English blackbirds seldom move any distance from where they were hatched. They are rather solitary birds with a very melodious voice.



TASK 2 (ex2, page 53): Can you see the **story** behind the images? You can make a note of the **steps of the narrative** in the **flow chart** provided. What **verb forms** will you use in your **narrative** (**present or past tenses**)? (Με βάση τα στιγμιότυπα οθόνης και το κείμενο της προηγούμενης άσκησης μπορείς να μαντέψεις τα (3) γεγονότα της ιστορίας στα οποία βασίζονται τα στιγμιότυπα από το βίντεο του τραγουδιού;)

Συμπλήρωσε το flow chart στο βιβλίο σου



TASK 3: STEP 1: Watch the following **videos** about **past (narrative) tenses**:

<https://www.youtube.com/watch?v=Mvot-o5BXS0>

<https://www.youtube.com/watch?v=3mi5OI23A6w>

STEP 2: Do the following **online quizzes**:

<https://www.learnclick.net/quiz/870>

<https://www.learnclick.net/quiz/863>

<https://english.lingolia.com/en/grammar/tense-comparison/past-tenses/exercises>

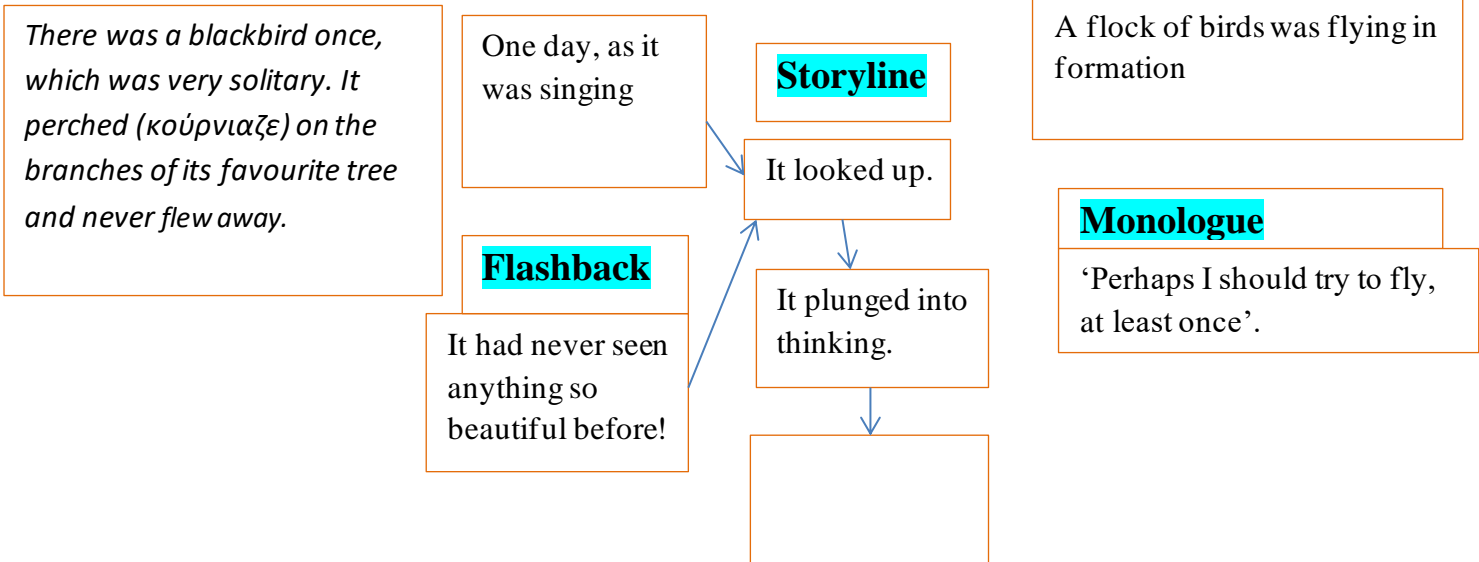
TASK 4 (ex.3, page54): Can you develop your story further to include a **background** (who, where, when, what happened first- **ποιος, που, πότε, τι συνέβη πρώτο**), **monologue**, **description** (**περιγραφή**) as well as a **flashback** (**αναδρομή στο παρελθόν**)? Some examples are provided for you but you should not think of them as binding (δεσμευτικά). **What verb forms will you be using? Μπορείτε να εμπνευστείτε από τα παρακάτω και χρησιμοποιώντας τη φαντασία σας να γράψετε στο παρακάτω κοινό google doc μια ιστορία (αφήγηση) για ένα blackbird:**

<https://docs.google.com/document/d/1Sa75BuSOhJZraCJbH1IZiUeg6HGpRZYp-jzNrs-xGOg/edit?usp=sharing>

Background information

Zooming in on the story

Description



ΘΑ ΒΡΕΙΣ ΤΙΣ ΑΠΑΝΤΗΣΕΙΣ ΤΟΥ TASK 5 ΣΤΟ ΤΕΛΟΣ ΤΟΥ ΦΥΛΛΟΥ ΕΡΓΑΣΙΑΣ

TASK 5: STEP 1 (ex 4.a, page 55): Go back to the enriched story framework (**διάγραμμα**) in task 4. Can you complete the following **general rules** about the **use of narrative tenses** (**αφηγηματικοί χρόνοι**)? (**ΣΥΜΠΛΗΡΩΣΕ ΤΟΥΣ ΠΑΡΑΚΑΤΩ ΚΑΝΟΝΕΣ ΜΕ ΤΙΣ ΦΡΑΣΕΙΣ: past continuous ή past simple**)

- When you talk about the steps in the storyline (σειρά των γεγονότων σε μια αφήγηση), you use ()
- When you **pause the storyline** and introduce a **description of what was happening at that time** (περιγραφή του τι συνέβαινε εκείνη τη στιγμή), you use ()

STEP 2 (ex 4.b, page 55): Do you think the same **generalisations** might hold **across time** (**πιστεύεις ότι οι ίδιοι γενικοί κανόνες όσον αφορά τη χρήση των χρόνων ισχύουν και για το παρόν, το παρελθόν και το μέλλον;**)? In other words, do we use **continuous tenses**, for example, to express the same idea in the past, the present and the future? Yes.

(ΚΑΝΟΝΑΣ): You use **past continuous** forms to present a **scene in a description of sth happening in the past**, for instance, as in "a flock of birds was flying in formation" above, you use **present continuous** forms to **describe a scene in the present**, as in "Look at those birds over there! They are flying in formation" and **future continuous** forms to **introduce a description of a scene in the future**, as in "At 8 o' clock in the evening the birds will be flying in formation".

Μπορείς να διατυπώσεις έναν (1) γενικό κανόνα, παρόμοιο με αυτόν που διατυπώνεται παραπάνω, για τους: **past simple** (**It perched on the branches**) και **present simple** (**It perches on the branches**) και έναν (2) γενικό κανόνα για τους: **past perfect** (**It had never seen anything so beautiful before**), **present perfect** (**I have never seen anything so beautiful before**) και **future perfect** (**By the time my trip to the Easter Islands is over, I will have experienced a unique adventure**).

ΓΡΑΨΤΕ ΤΙΣ ΑΠΑΝΤΗΣΕΙΣ ΣΤΟ ΤΕΤΡΑΔΙΟ ΣΑΣ

GENERAL RULES:

1.

2.



TASK 6 (ex.5 page, 55): What is the **moral** (ηθικό δίδαγμα) of **your story** (TASK 4)? What made you give the story the specific twist (τροπή)? **ΓΡΑΨΤΕ ΤΙΣ ΑΠΑΝΤΗΣΕΙΣ ΣΤΟ ΤΕΤΡΑΔΙΟ ΣΑΣ**

TASK 7 (ex. 6, page56): You can see **below Paul McCartney's words about the "Blackbird" song** the screenshots in task 1 were based on. Are these words related to your story? How would you need to change your story so as to fit in the **composers original idea**? Πως θα άλλαζες την ιστορία που έγραψες (task 4) ώστε να περιλαμβάνει την αρχική ιδέα του Paul McCartney; Πηγαίνε στο google doc της task 4 και κάνε τις απαραίτητες αλλαγές στην **ιστορία σου**:

<https://docs.google.com/document/d/1Sa75BuSOhJZraCJbH1IZiUeg6HGpRZYp-jzNrs-xGOg/edit?usp=sharing>



* The capital of the US state of Arkansas, 42.1% of the inhabitants of which are Blacks or African-Americans.

<http://www.quora.com/What-is-the-meaning-of-the-phrase-blackbird-singing-in-the-dead-of-night>

“I had in mind a black woman, rather than a bird. Those were the days of the civil rights movement, which all of us cared passionately about, so this was really a song from me to a black woman, experiencing these problems in the States: 'Let me encourage you to keep trying, to keep your faith, there is hope.' As is often the case with my things, a veiling took place so, rather than say 'Black woman living in Little Rock*' and be very specific, she became a bird, became symbolic, so you could apply it to your particular problem”.



TASK 8: STEP 1 (ex.7, page 56): Now **listen** to the **Beatles song** ("Paul McCartney - Blackbird (Live)") on YouTube: <https://video.link/w/rNiPc> , https://youtu.be/qokMu7BMv_8 and underline in the lyrics (page 57) **words or phrases** expressing **positive or negative ideas**.

STEP 2 (ex. 7, page 56): Which words or phrases do you believe agree with the spirit of the text you wrote in task 4 above? Go back to it and see how you could **fit in the phrases** you have made a note of in this step. Προσπάθησε να ενσωματώσεις τις λέξεις ή φράσεις του τραγουδιού των Beatles που υπογράμμισες στην ιστορία που έγραψες στο google doc στην task 4:

<https://docs.google.com/document/d/1Sa75BuSOhJZraCJbH1IZiUeg6HGpRZYp-jzNrs-xGOg/edit?usp=sharing>

TASK 9 (ex.8, page 57): Below you will find the **full lyrics of the song**. **Rewrite the song**, **replacing the phrases you underlined in task 8 with phrases of your own.** (Στο τετράδιό σου)

“Blackbird” my version

"Blackbird"

*Blackbird singing in the dead of night
Take these broken wings and learn to fly
All your life
You were only waiting for this moment to arise*

*Blackbird singing in the dead of night
Take these sunken eyes and learn to see
All your life
You were only waiting for this moment to be free*

*Blackbird fly, black bird fly
Into the light of the dark black night*

*Black bird fly, black bird fly
Into the light of the dark black night*

*Blackbird singing in the dead of night
Take these broken wings and learn to fly
All your life
You were only waiting for this moment to arise
You were only waiting for this moment to arise
You were only waiting for this moment to arise*

TASK 10 (ex.9, page 58): Now read the **extract (απόσπασμα)** from **PART ONE** of Richard Bach's story, (book, page 58)

Jonathan Livingston Seagull,

and do the following:

- a. Comment on the **dedication** (αφιέρωση) right below the title (*To the real Jonathan Seagull, who lives within us all*). What do you think Bach means? (Στο τετράδιό σου)

- b. What do you think Jonathan Livingston Seagull **was practising**? Why? (Στο τετράδιό σου)

- c. Where would you place (**Zooming in on the story** or **Background information**) the **opening paragraph (1^η παράγραφο)** and the **opening line of the second paragraph (1^η σειρά της 2ης παραγράφου)** within the story framework you worked on in **TASK 4** earlier (με βάση το διάγραμμα της task 4)? The **verb form** should help you decide. **(Στο τετράδιό σου)**
EXTRACT (ΑΠΟΣΠΑΣΜΑ)

Richard Bach (συγγραφέας)

Jonathan Livingston Seagull (τίτλος)

To the real Jonathan Seagull, who lives within us all. (αφιέρωση)

PART ONE

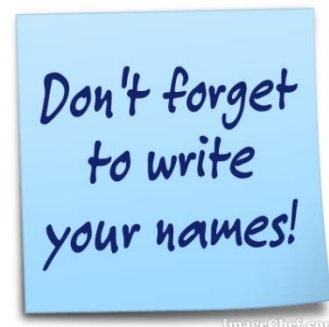
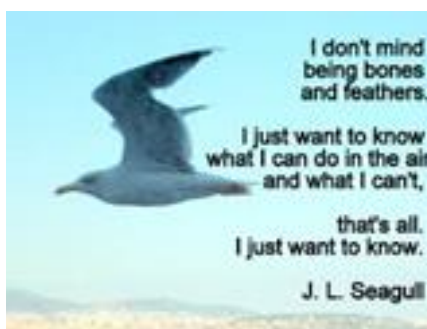
It was morning, and the new sun sparkled gold across the ripples of a gentle sea. A mile from shore a fishing boat chummed the water and the word for Breakfast Flock flashed through the air, till a crowd of a thousand seagulls came to dodge and fight for bits of food. It was another busy day beginning.

But way off alone, out by himself beyond boat and shore, Jonathan Livingston Seagull **was practicing**.

TASK 11 (ex. 10, page 59): Can you **predict what happens next in the story**? Write **a possible continuation**.

Write your **story** on the common google doc:

<https://docs.google.com/document/d/1Sa75BuSOhJZraCJbH1IZiUeg6HGpRZYp-jzNrs-xGOg/edit?usp=sharing>



TASK 12 (ex. 11, page 60): Now **read the rest of the text below** (την πραγματική συνέχεια της ιστορίας) and **compare it with yours**. **(1)** How accurate were you in your predictions? (Πόσο ακριβής ήσουν στις προβλέψεις)

σου όσον αφορά τη συνέχεια της ιστορίας;). (2) Can you, now, re-evaluate the comments you made on the dedication in task 10a above? (Τα σχόλιά σου σχετικά με την αφιέρωση του συγγραφέα, task 10a, παραμένουν ίδια ή νιώθεις την ανάγκη να τα αναθεωρήσεις;)

(1)

(2)

A hundred feet in the sky he lowered his webbed feet, lifted his beak, and strained to hold a painful hard twisting curve through his wings. The curve meant that he would fly slowly, and now he slowed until the wind was a whisper in his face, until the ocean stood still beneath him. He narrowed his eyes in fierce concentration, held his breath, forced one... single... more... inch... of... curve... Then his feathers ruffled, he stalled and fell.

Seagulls, as you know, never falter, never stall. To stall in the air is for them disgrace and it is dishonor. But Jonathan Livingston Seagull, unashamed, stretching his wings again in that trembling hard curve - slowing, slowing, and stalling once more - was no ordinary bird. Most gulls don't bother to learn more than the simplest facts of flight - how to get from shore to food and back again. For most gulls, it is not flying that matters, but eating. For this gull, though, it was not eating that mattered, but flight. More than anything else. Jonathan Livingston Seagull loved to fly.

This kind of thinking, he found, is not the way to make one's self popular with other birds. Even his parents were dismayed as Jonathan spent whole days alone, making hundreds of low level glides, experimenting.

<https://eclass11.sch.gr/modules/units/?course=EL1199146&id=4104719>

TASK 13: STEP 1: Use the following **quizlet** to learn **adjectives** we use to **describe character**:

https://quizlet.com/_8d86xk?x=1qqt&i=2ud5w4 . Do the following (στο μενού αριστερά): **Flashcards, Learn, Write, Test, PLAY: Match.** (ΣΗΜΑΝΤΙΚΟ: όταν σας ζητάει να κάνετε sign up απλά να κλείνετε το παράθυρο, με το back, πάνω αριστερά, πάμε πίσω)

Alternatively, read the following sentences and fill in the gaps with the words given: **risky, bold, resourceful, daring, dynamic, decisive, revolutionary, arrogant, flexible, solitary, single-minded, persistent, submissive, headstrong, nonconformist, cowardly.** **ΛΕΞΙΚΟ:** <https://www.wordreference.com/engr/>

1. People who are () are willing to do or say things which are new or which might shock or anger other people.
2. Someone who is () is not afraid to do things which involve risk or danger
3. A person or animal that is () spends a lot of time alone.
4. If someone is (), they have or show an ability to make quick decisions in a difficult or complicated situation.
5. If you describe someone as (), you disapprove of them because they are easily frightened and avoid doing dangerous and difficult things.
6. Someone who is () behaves in a proud, unpleasant way towards other people because they believe that they are more important than others.
7. If an activity or action is (), it is dangerous or likely to fail.
8. Someone who is () has only one aim or purpose and is determined to achieve it.
9. If you describe someone as (), you approve of them because they are full of energy or full of new and exciting ideas.
10. Someone who is () continues trying to do something, even though it is difficult or other people are against it.
11. Something or someone that is () is able to change easily and adapt to different conditions and circumstances as they occur.
12. If you refer to someone as (), you are slightly critical of the fact that they are determined to do what they want.
13. If you are (), you obey someone without arguing.
14. () activities, organizations, or people have the aim of causing a political revolution.
15. Someone who is () is good at finding ways of dealing with problems.
16. If you say that someone's way of life or opinions are (), you mean that they are different from those of most people.



TASK 13. STEP 2 (ex.12. page 60): Can you draw **Jonathan's** portrait? Which of the following words would you use? You can add more of your own. (Υπογράμμισέ τις)

risky, bold, resourceful, daring, dynamic, decisive, revolutionary, arrogant, flexible, solitary, single-minded, persistent, submissive, headstrong, nonconformist, cowardly

TASK 14 (ex.14, page 61): Have you felt the need to "fly"? Does the real Jonathan Seagull really live **within us all**? What are the **obstacles** (εμπόδια) on one's way to **freedom** (ελευθερία) and **non-conformity** (αντικοφορμισμός, μη συμμόρφωση)? You can get more ideas from the **book blurb** (περίληψη σε οπισθόφυλλο βιβλίου) below.

Γράψε μια σύντομη παράγραφο στο τετράδιό σου και μετά πληκτρολόγησέ την σε ένα πλαίσιο στο παρακάτω padlet: <https://padlet.com/sotsironiedu/617kqr49jr2qwrpr>

BOOK BLURB (ΠΕΡΙΛΗΨΗ ΣΤΟ ΟΠΙΣΘΟΦΥΛΛΟ ΤΟΥ ΒΙΒΛΙΟΥ)

This is a story for people who follow their dreams and make their own rules; a story that has inspired people for decades.

For most seagulls, life consists simply of eating and surviving. Flying is just a means of finding food. However, Jonathan Livingston Seagull is no ordinary bird. For him, flying is life itself. Against the conventions of seagull society, he seeks to find a higher purpose and become the best at doing what he loves.

This is a fable about the importance of making the most of our lives, even if our goals run contrary to the norms of our flock, tribe or neighbourhood. Through the metaphor of flight, Jonathan's story shows us that, if we follow our dreams, we too can soar.

'Richard Bach with this book does two things.

He gives me Flight.

He makes me Young.

For both I am deeply grateful.'

RAY BRADBURY

Richard Bach (1970).

Jonathan Livingston Seagull: a story, HarperCollinsPublishers Ltd.

TASK 15 (ex.18, page 63):

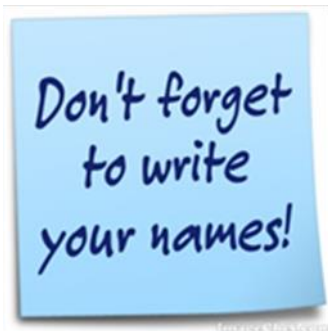
STEP 1: Listen to the book read out on YouTube ("Jonathan Livingston Seagull, narrated by Richard Harris"): <https://youtu.be/8COt1n3jDqA> . You can follow the text while listening by clicking on the following link:

<https://drive.google.com/file/d/1rBuYqu1ysKVNT85ZGMVwaGuSjw9zx0Ul/view?usp=sharing>

STEP 2: Write down your impressions, as in a diary (ημερολόγιο). (Γράψε στο τετράδιό σου μια μικρή παράγραφο με τις εντυπώσεις που σου άφησε το κείμενο, όπως θα έγραφες στο ημερολόγιό σου.)

STEP 3: Type your paragraph on the following padlet: <https://padlet.com/sotsironiedu/617kqr49jr2qwrpr>

(Πληκτρολόγησε την παράγραφό σου σε ένα πλαίσιο στο παραπάνω padlet)



TASK 16 (ex.19, page 63): Watch the trailer of the filmed version of the book on YouTube ("Jonathan Livingston Seagull - Trailer"): <https://youtu.be/n8A1Wac7tKc> . Think about how the effect might have been different from that of reading the book. Have you experienced this with other books made into film?

Would you prefer to read the book or watch the film?

ΣΥΜΠΛΗΡΩΣΕ ΤΗΝ ΠΑΡΑΚΑΤΩ ΦΟΡΜΑ ΑΞΙΟΛΟΓΗΣΗΣ ΤΟΥ ΦΥΛΛΟΥ ΕΡΓΑΣΙΑΣ

https://docs.google.com/forms/d/e/1FAIpQLSfDKhIVVtUQVpvpRqp0x1L1mZMWHN1WKlg9-DY024sjEWLmsg/viewform?usp=sf_link

KEY (ΑΠΑΝΤΗΣΕΙΣ)

TASK 5: STEP 1:

When you talk about the steps in the storyline (σειρά των γεγονότων σε μια αφήγηση), you use **past simple**

When you pause the storyline and introduce a description (περιγραφή του τι συνέβαινε εκείνη τη στιγμή), you use **past continuous**

STEP 2: GENERAL RULES

- 1) We use the **past simple for past habits**, e.g. “Jane played basketball when she was younger but she doesn’t anymore” and **present simple for habits we have now**, e.g. “Jane plays basketball three times a week.”
- 2) We use **past perfect** for flashbacks (αναδρομή στο παρελθόν), that is, to show that **an action was completed before another action in the past**, e.g. “I looked at the beautiful birds and realized that **I had never seen** anything more lovely before.” We use **the present perfect to show that an action was completed before now**, e.g. “I can relax now. **I have just finished my homework.**” We use **the future perfect to show that an action will have been completed before another action in the future**, e.g. “By the time my trip to the Easter Islands is over, **I will have experienced** a unique adventure.”

TASK10:

- a) The dedication may refer to every person’s need to ‘fly high’ or ‘follow their dreams’.
- c) As for the two opening paragraphs, following the story mindmap (διάγραμμα, tak 4) earlier, we could place the **opening paragraph** in the **background information** section and **the opening line of the second paragraph** in the **zooming in on the story part**.