Think Teen!

2nd Grade of Junior High School

WORKBOOK
(ΠΡΟΧΩΡΗΜΕΝΟΙ)

Τόμος 1ος

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ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

ΣΥΓΓΡΑΦΕΑΣ

Αλεξία Γιαννακοπούλου,
Εκπαιδευτικός
Γεωργία Γιαννακοπούλου,
Εκπαιδευτικός
Ευαγγελία Καραμπάση,
Εκπαιδευτικός
Θεώνη Σοφρωνά, Εκπαιδευτικός

ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ

Ουρανία Κοκκίνου,
Μέλος ΕΕΔΙΠ Ι, Πανεπιστημίου Θεσσαλίας
Διονυσία Παπαδοπούλου,
Σχολική Σύμβουλος
Ανθούλα Φατούρου,
Εκπαιδευτικός

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ΕΙΚΟΝΟΓΡΑΦΗΣΗ

Ιωάννης Κοσμάς, Σκιτσογράφος-Εικονογράφος

ΦΙΛΟΛΟΓΙΚΗ ΕΠΙΜΕΛΕΙΑ

Χρυσάνθη Αυγέρου, Φιλόλογος

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Ιωσήφ Ε. Χρυσοχόος
Πάρεδρος ε.θ. του Παιδαγωγικού Ινστιτούτου

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Αλεξάνδρα Γρηγοριάδου
Τ. Πάρεδρος ε.θ.
του Παιδαγωγικού Ινστιτούτου

ΠΡΟΕΚΤΥΠΩΤΙΚΕΣ ΕΡΓΑΣΙΕΣ

ΕΚΔΟΣΕΙΣ ΠΑΤΑΚΗ

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Γ΄ Κ.Π.Σ. / ΕΠΕΑΕΚ ΙΙ / Ενέργεια 2.2.1 / Κατηγορία Πράξεων 2.2.1.α:
«Αναμόρφωση των προγραμμάτων σπουδών και συγγραφή νέων εκπαιδευτικών πακέτων»

ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ
Δημήτριος Γ. Βλάχος
Ομότιμος Καθηγητής του Α.Π.Θ.
Πρόεδρος του Παιδαγωγικού Ινστιτούτου

Πράξη με τίτλο: «Συγγραφή νέων βιβλίων και παραγωγή υποστηρικτικού εκπαιδευτικού υλικού με βάση το ΔΕΠΠΣ και τα ΑΠΣ για το Γυμνάσιο»

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Επιστημονικοί Υπεύθυνοι Έργου
Αντώνιος Σ. Μπομπέτσης
Σύμβουλος του Παιδαγωγικού Ινστιτούτου
Γεώργιος Κ. Παληός
Σύμβουλος του Παιδαγωγικού Ινστιτούτου

Αναπληρωτές Επιστημονικοί Υπεύθυνοι Έργου
Ιγνάτιος Ε. Χατζηευστρατίου
Μόνιμος Πάρεδρος του Παιδαγωγικού Ινστιτούτου
Γεώργιος Χαρ. Πολύζος
Πάρεδρος ε.θ. του Παιδαγωγικού Ινστιτούτου

Έργο συγχρηματοδοτούμενο 75% από το Ευρωπαϊκό Κοινωνικό Ταμείο και 25% από εθνικούς πόρους.

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ΣΤΟΙΧΕΙΑ ΕΠΑΝΕΚΔΟΣΗΣ

Η επανέκδοση του παρόντος βιβλίου πραγματοποιήθηκε από το Ινστιτούτο Τεχνολογίας Υπολογιστών & Εκδόσεων «Διόφαντος» μέσω ψηφιακής μακέτας, η οποία δημιουργήθηκε με χρηματοδότηση από το ΕΣΠΑ / ΕΠ «Εκπαίδευση & Διά Βίου Μάθηση» / Πράξη «ΣΤΗΡΙΖΩ».



Οι διορθώσεις πραγματοποιήθηκαν κατόπιν έγκρισης του Δ.Σ. του Ινστιτούτου Εκπαιδευτικής Πολιτικής

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Η αξιολόγηση, η κρίση των προσαρμογών και η επιστημονική επιμέλεια του προσαρμοσμένου βιβλίου πραγματοποιείται από τη Μονάδα Ενταξιακής και Ειδικής Εκπαίδευσης του Ινστιτούτου Εκπαιδευτικής Πολιτικής.

Η προσαρμογή του βιβλίου για μαθητές με μειωμένη όραση από το ΙΤΥΕ – ΔΙΟΦΑΝΤΟΣ πραγματοποιείται με βάση τις προδιαγραφές που έχουν αναπτυχθεί από ειδικούς εμπειρογνώμονες για το ΙΕΠ.

ΠΡΟΣΑΡΜΟΓΗ ΤΟΥ ΒΙΒΛΙΟΥ ΓΙΑ ΜΑΘΗΤΕΣ ΜΕ ΜΕΙΩΜΕΝΗ ΟΡΑΣΗ

ΙΤΥΕ - ΔΙΟΦΑΝΤΟΣ

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ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ,
ΘΡΗΣΚΕΥΜΑΤΩΝ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ
ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ
ΠΟΛΙΤΙΚΗΣ

Αλεξία Γιαννακοπούλου
Γεωργία Γιαννακοπούλου
Ευαγγελία Καραμπάση
Θεώνη Σοφρωνά

ΑΝΑΔΟΧΟΣ
ΣΥΓΓΡΑΦΗΣ

ΕΚΔΟΣΕΙΣ
ΠΑΤΑΚΗ

Η συγγραφή και η επιστημονική επιμέλεια του βιβλίου πραγματοποιήθηκε υπό την αιγίδα του Παιδαγωγικού Ινστιτούτου

Think Teen

2nd Grade of Junior High School

WORKBOOK (ΠΡΟΧΩΡΗΜΕΝΟΙ)

Τόμος 1ος

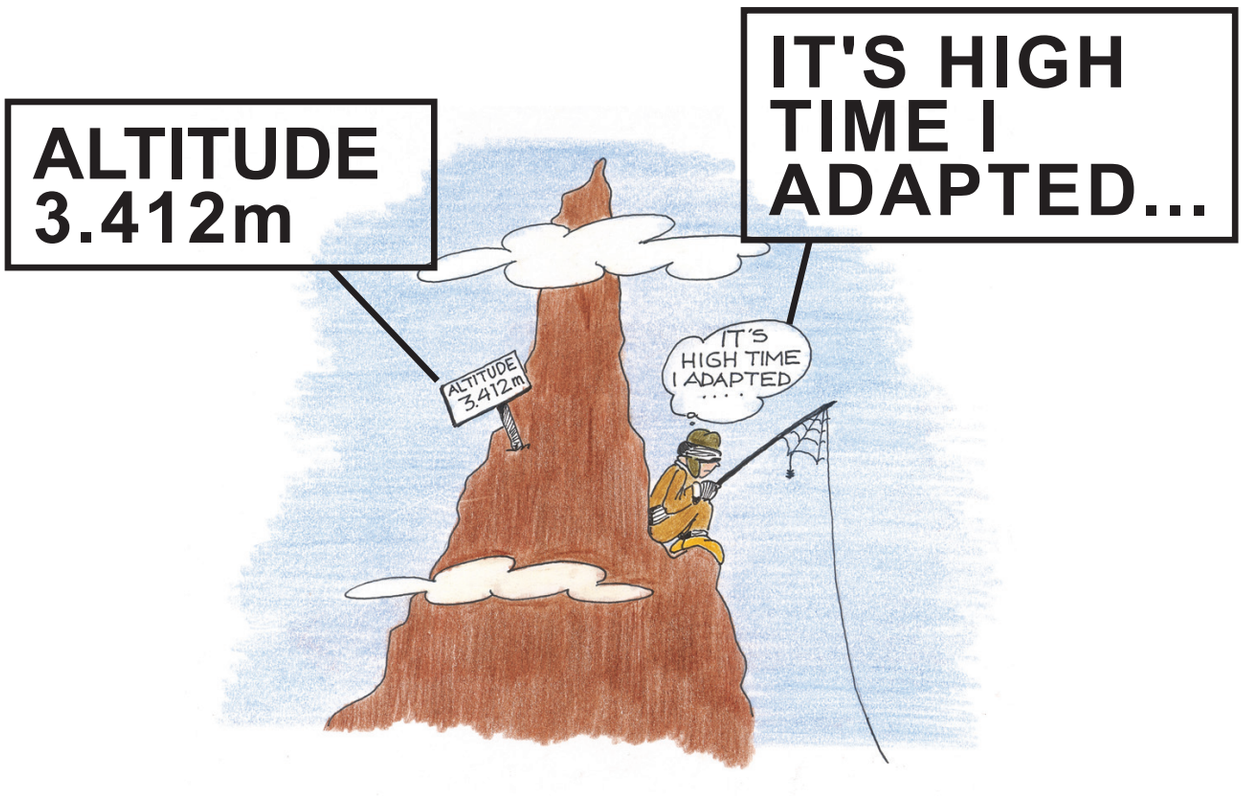
Ι.Τ.Υ.Ε. «ΔΙΟΦΑΝΤΟΣ»

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UNIT 1
UNITY IN DIVERSITY

Lesson 1 People and Places



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1. Vocabulary

1.1 Find the words in list A in the interview (S's book, p. 16-20/11) and match them with their meanings in list B.

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A		B
1. adaptation		a. develop gradually and naturally
2. altitude		b. the use of materials to prevent loss of heat
3. surroundings		c. take in heat, light, etc.
4. evolve		d. area
5. insulation		e. everything around a place
6. absorb		f. height above sea level
7. region		g. the process of becoming suitable for a new situation

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1.2 Choose a word from list A above to complete the sentences.

1. Dry sand can ..... water.
2. Evolution occurs as a result of ..... to new environments.
3. It's important that buildings should fit in with their ..... .
4. We are now flying at an ..... of 10,000 metres.

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5. Plants and animals

   .....
   over millions of years to suit their environment.
6. Animals' thick fur provides very good

   .....
   against the arctic cold.

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1.3 The adjectives and expressions in the table below are used to describe people. Add more words to it by putting the words in the box below into the appropriate category. Look up any unknown words in the dictionary.

elderly
thin/thick
eyebrows
adolescent
plump
wrinkled
slim
spiky
wavy
wears braces
upturned
square

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crooked
tanned
hazel

age	**old, middle-aged, young, teenager, adult, in his/her early/mid/late 20s (30s, etc.)**
height	**tall, of average height, short**
body	**fat, chubby, thin, skinny, lean, sturdy, well-built, muscular**
hair	**dark, fair, red, blond, long, short, straight, curly, shoulder-length, bald, worn in a ponytail/plaits**

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face	round, long, oval, freckled
skin	fair, dark, pale, light
nose	long, hooked, flat, pointed, large, straight
mouth	thin / full lips, crooked / even teeth, large
eyes	dark, large, slanted, almond-shaped, thick eyelids

useful tip

You can learn new words more easily if you put them into categories, for example: physical characteristics, personality, etc.



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1.4 Look at the pictures and describe the people using adjectives and expressions from the table in 1.3.

e.g.

This is a young girl from Greece. She is at the beach and she is sitting under an umbrella. She has got an oval face and her fair hair is long and wavy. She is very thin. She is wearing a red swimsuit and flippers. She is smiling because she's having a great time!



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a. This is a Mexican woman. She is making carpets. She .....

.....

.....

.....

.....

.....

.....

.....

.....

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b. This boy lives in Egypt. He is floating down the river Nile in a raft. He .....

.....

.....

.....

.....

.....

.....

.....

.....

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c. This is a young girl from England. She is reading a magazine on her bed. She .....

.....

.....

.....

.....

.....

.....

.....

.....

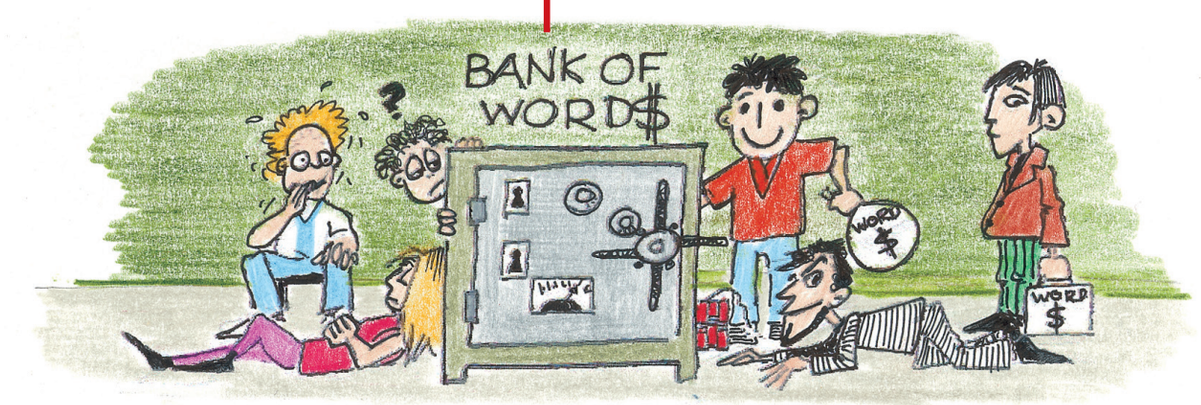
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1.5 Organise the adjectives that describe character into pairs of opposites. Put them in the lists below.

useful tip

Make a word bank listing adjectives and their opposites. This will help you remember them more easily.

BANK OF WORD$



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modest
rude
calm
shy
cheerful
lazy
generous
arrogant
hard-working
nervous
patient
sociable
mean
polite
sensitive
thoughtless
dishonest
miserable
impatient
honest

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Positive	Negative
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

1.6 **Which five of the character traits in 1.5 do you like most in a friend? Which do you dislike most? Discuss in groups.**

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1.7 Choose an adjective from the lists in 1.5 to describe the people below.

People who...

1. don't like spending money
2. don't talk about their abilities and achievements
3. are happy and smile a lot
4. don't consider how their actions affect others
5. don't talk easily to somebody they don't know
6. don't like working or making an effort

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are...

. . . . . .

. . . . . .

. . . . . .

. . . . . .

. . . . . .

. . . . . .

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1.8 Complete the sentences using an appropriate adjective from 1.5.

1. He's kind and ..... . He cares about others.
2. She always tells the truth. She's the most ..... person I know.
3. Don't be ..... . You can't leave without saying goodbye!
4. You should be ..... with children. They need time to do things.
5. Tom is not only helpful, but he's also ..... . He often gives us presents.

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6. Even in difficult situations, mother tries to stay ..... .
7. I'm always ..... before a test. I feel worried no matter how hard I have studied.

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1.9 Nouns can be formed by adding a suffix to an adjective. Form nouns to correspond to as many of the adjectives in 1.5 as possible. Use the suffixes in the box.

-sion
-tion
-ness
-ity
-y
-ence
-ance

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Adjectives	Nouns
e.g. calm	calmness

1.10 Prefixes im-, dis-, un-, in-, il-, ir- are used to give adjectives a negative meaning. Which prefix forms the opposite of each of the adjectives below? Complete and then find one

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more example for each prefix.
You can use your dictionary.

1. ..... pleasant
2. ..... polite
3. ..... obedient
4. ..... logical
5. ..... responsible
6. ..... sensitive



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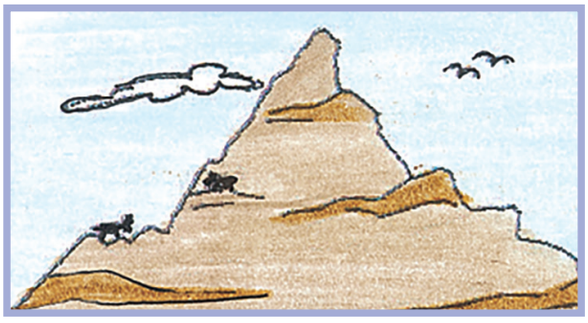
examples

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1.11 Match the adjectives in box A with the nouns in box B to make expressions that best describe the pictures below.

It's up to you
p.98-102/132

A	B
rocky	desert
freezing	earth
scorching	plain
wet	mountain
cracked	marsh



1. .....

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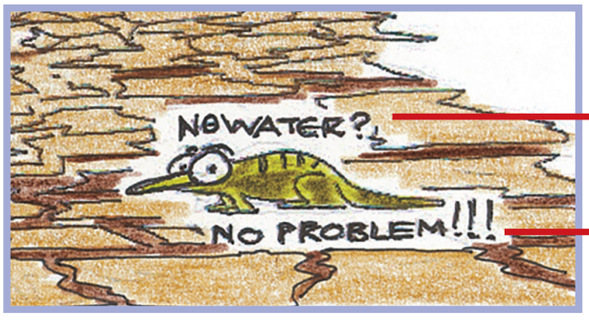
2. .....



3. .....



4. .....



NO WATER?

NO PROBLEM!!!

5. .....

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2. Language Focus

2.1 Fill in the blanks with an appropriate form of the verbs in brackets.

Omar (1) …… (be) a boy of twelve. He (2) …… (live) in the Sahara desert and although the days (3) …… (usually / be) hot, the nights (4) …… (often / be) cold. Omar's people are nomads and they (5) …… (live) in tents that can easily be moved from place to place. Today is a very busy day.

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Omar and his brothers (6) ..... (pull) up the tent poles and his father (7) ..... (roll) up the tents. They (8) ..... (move) to a new place near an oasis. Omar's sister (9) ..... (always / help) with the chores. Today, she (10) ..... (tie) the bundles to the camels' saddles and she (11) ..... (load) the food and water bags on them, too. Omar's family (12) ..... (never / stay) in one place very long.

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2.2 Write questions and short answers.

It's up to you
p.102-104/132

1. the Japanese / always / wear / kimonos

.....

.....

.....?

No, ... Only on special occasions.



2. your French friend / often / eat / snails

.....

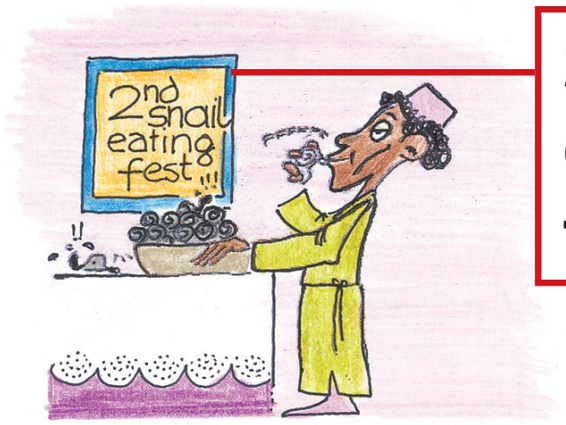
.....

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.....?

Yes, ...

They're his favourite food.



2nd snail eating fest!!!

3. you / fly / Italy / tomorrow

.....

.....

.....?

Yes, ... I can't wait.



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4. the children / listen / new songs / at the moment?

.....

.....

.....?

No, ...

They're dancing.



5. it / be / wet / today

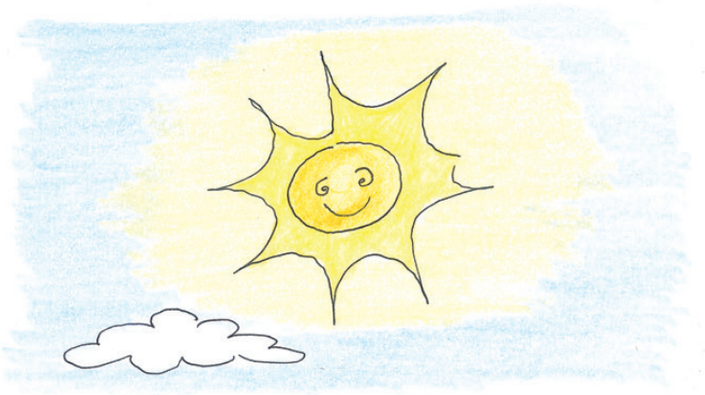
.....

.....

.....?

No, ... The sun is shining.

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6. you / usually / travel / abroad

.....

.....

.....?

Yes, ...

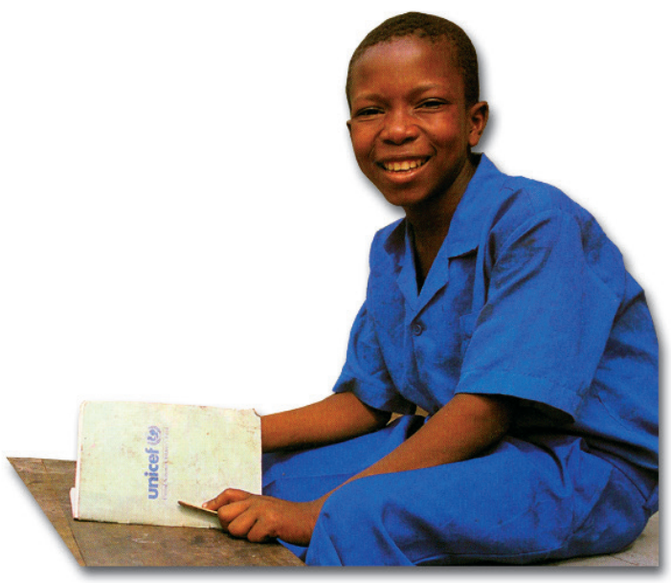
Once or twice a month.



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3. Listening

3.1 Anna is a UNICEF volunteer visiting Zimbabwe. She meets Ndube, a twelve-year-old boy who talks to her about his life in his village. Which of the following does Ndube mention? Put a tick.



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1. It takes Ndube a long time to get to school.	
2. He is studying a foreign language at school.	
3. After school, he helps with the chores in the house.	
4. His father works in the market.	
5. He has got a large family.	
6. They have celebrations every year in Zimbabwe.	

3.2 How is your life different from Ndube's? Discuss in class.
e.g. He has got a large family, but I don't.

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4. Pronunciation

4.1 Listen and tick the right column.
Listen again and repeat.

	/s/	/z/	/ɪz/
walks	✓		
has			
reaches			
eats			
allows			
gives			

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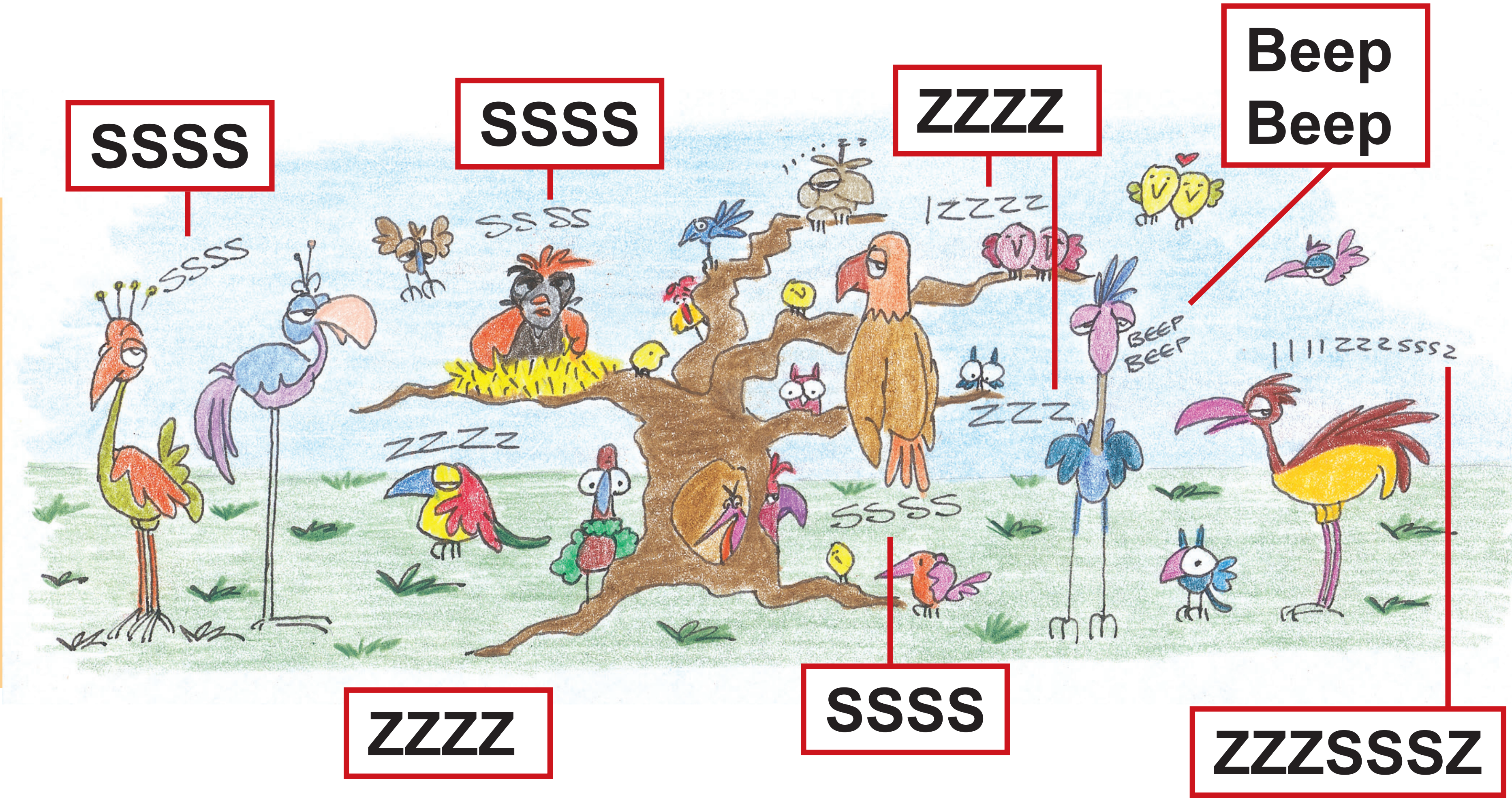
helps			
catches			

4.2 Listen to the words. Pay attention to the way we pronounce the /ŋ/ sound.
walking, wearing, living, spring, freezing

4.3 Listen and circle the words with the /ŋ/ sound.
big, fishing, flag, burning, surroundings, aggressive, protecting, absorbing, gold, staying, long, tin, again

4.4 Listen again and repeat.

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Lesson 2 Joined in our Differences

1. Vocabulary

1.1 Find words in the texts (S's book, p.49-52/16) which mean:

Text 1

1. traditions and beliefs:
   .....
2. to bend your head or body forward:
   .....
3. to welcome:
   .....
4. movements and gestures that show your feelings:
   .....

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5. to be successful:

.....



Text 2

6. to hold someone's hand in greeting:

.....

7. a person / a country that grows or makes food:

.....

8. style of cooking:

.....

9. relating to an area:

.....

26-0650_g_b_thinkteen_work_bm_1-21_28b.indd 42 25/10/2024 8:54:41 πμ

10. to understand how good something is:

.....



1.2 Find 10 words from the texts (S's book, p.49-52/16) in the puzzle.



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C	E	L	E	B	R	A	T	E	P	O	F
H	T	R	A	D	I	T	I	O	N	A	L
O	C	U	W	B	E	R	O	P	L	T	F
P	U	O	L	S	I	T	O	A	I	W	E
S	L	D	C	A	P	I	T	A	L	S	S
T	T	L	A	N	G	U	A	G	E	T	T
I	U	S	T	O	N	T	D	I	S	H	I
C	R	O	A	R	T	M	E	A	B	T	V
K	E	C	U	S	T	O	M	S	Q	Z	A
S	H	E	L	T	A	D	M	I	R	E	L

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1.3 Circle the appropriate meaning of the phrasal verbs below.

1. Have you **made up** with Mary yet?
   a) become friends again
   b) understood
2. He **made up** an excuse and left.
   a) accepted
   b) invented
3. The elements that **make up** culture are common for all people.
   a) form, compose
   b) cause
4. She got up and **made for** the exit.
   a) moved towards
   b) arrived at

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5. We could just **make out** a house through the trees.
   a) see
   b) build

2. Language Focus

2.1 Put the verbs in brackets into the Simple Present or Present Continuous.

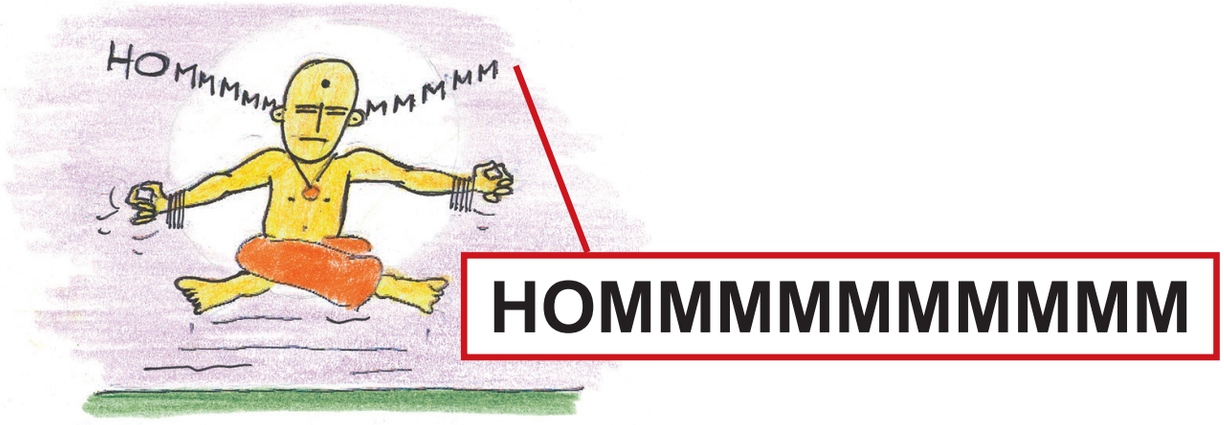
It's up to you
p.104-106/132

1. In some places, people live (live) in homes made of mud or logs. Some of the mud houses in India ..... (look) like palaces!

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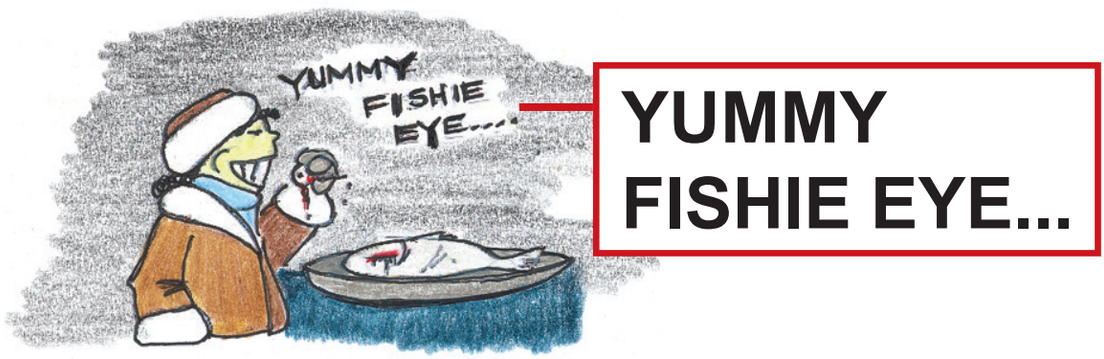
2. – What .....
(you / look) at?
– That Scottish man who .....
(wear) a kilt.
3. Buddhists .....
(believe) that lots of money .....
(not / make) people happy.



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4. – I ..... (think) of going to the festival.
What about you?
– I'm afraid I can't. My best friend ..... (have) a party tonight.

5. Eskimos ..... (like) frozen fish eyes but they ..... (think) that cheese is horrible to eat!

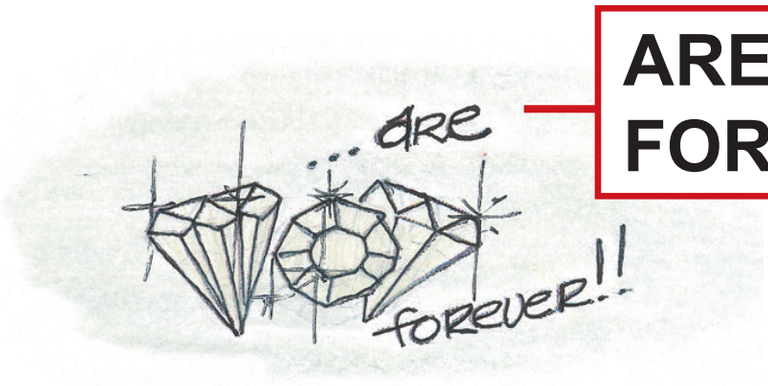


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6. Most of the world's diamonds

.....

(come) from Africa.



ARE FOREVER!!

7. More and more people

.....

(move) from rural areas to big cities these days.



TO THE CITY PLEASE!

26-0650_g_b_thinkteen_work_bm_1-21_28b.indd 49 25/10/2024 8:54:42 πμ

8. Arabs .....
(not / eat) with their left hands.

2.2 Read the following text about games in different cultures. Fill in the blanks with verbs from the box in the appropriate form. One of the verbs is used twice.

It's up to you
p.106-109/132-133

win
play
prefer
hop
not / need

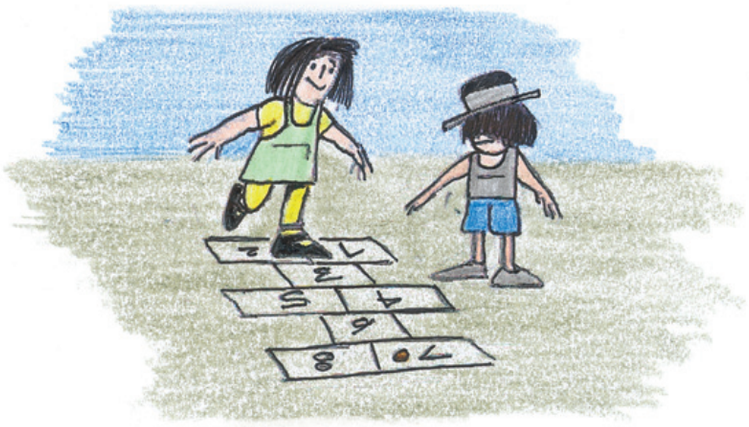
26-0650_g_b_thinkteen_work_bm_1-21_28b.indd 50 25/10/2024 8:54:42 πμ

show
shoot
consist
~~enjoy~~
like
believe

Time for games!

Everyone (1) enjoys playing games - especially children! (2) ..... you ..... playing outdoor games, indoor games or board games? (3) ..... your little brother usually ..... hopscotch or marbles in the playground? These are still popular games in many cultures.

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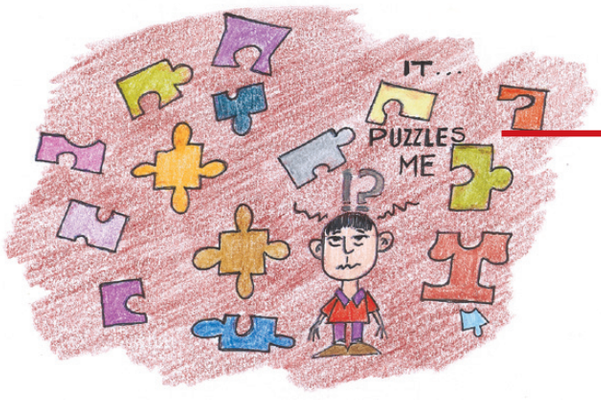


Look at this young boy in the picture. He (4) ..... hopscotch. He (5) ..... from one end of the grid to the other.



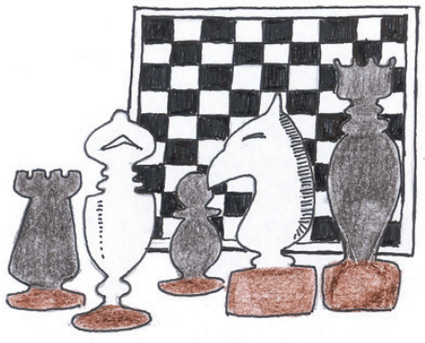
Look at these children. They (6) ..... their marbles at their opponents' marbles. If they hit the other marbles, they (7) ..... them.

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IT PUZZLES ME

Puzzles, jigsaws and crosswords are all games of the mind. They (8) ..... strength but a lively mind. Tangrams are traditional Chinese puzzles. They (9) ..... of a square cut into seven pieces.



People of all ages (10) ..... playing chess. Most people (11) ..... it is a difficult game which requires strategy and good

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planning. You can play live chess on the Internet with players from around the world. Nowadays, more and more people (12) ..... an interest in computer games.

3. Speaking

You may not realise it but you interact with other cultures every day. You might wear clothes from Asia, eat chocolates imported from Europe, watch films produced in Australia, etc. Use the words below to act out short exchanges in pairs as in the example.

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Where were you made?

- **clothes**
- **shoes**
- **food**
- **films**
- **music**
- **cars**
- **CD players**
- **electronic games**

e.g. - Do you eat fruit from other countries?

- Yes, I eat bananas from Ecuador and strawberries from Spain.

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4. Writing

Yoko from Japan and Pierre from France introduced their countries to the other students in the "Welcome Evening". It's your turn to do the same. Yoko and Pierre's texts may help you.





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57 / 15

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5. Everyday English

GREETINGS AND INTRODUCTIONS

5.1 **Read the dialogues below and complete them with an appropriate expression from the box.**

a. Not so bad, thanks. How about you, Larry?
b. See you!
c. Nice to meet you, too, Peter.
d. Hello, Jane. How are you doing?

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A. – (1)

.....

.....

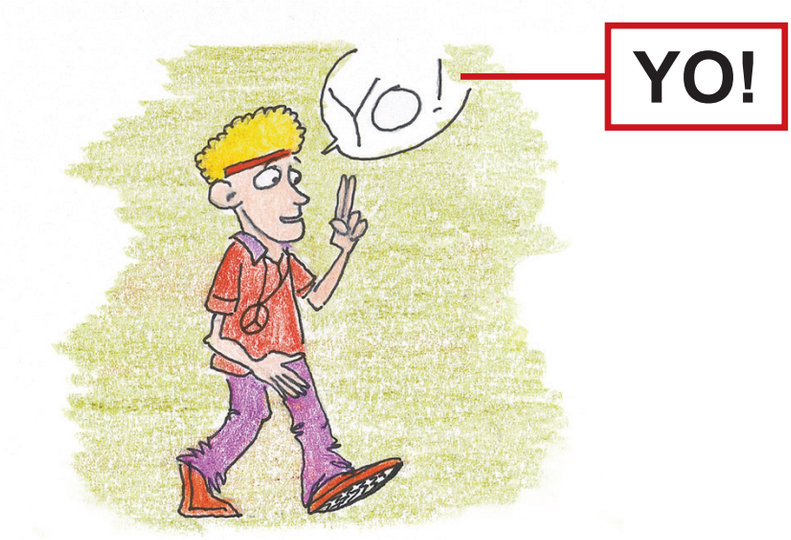
– All right. Thanks, Brian. And you?

– I’m fine, thanks. See you later, Jane.

– (2)

.....

.....



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B. – Hi, Peter. How are things?
– (3)

.....

.....
– Pretty good, thanks. Peter, this is Maria. She's from Spain.
– Hi, Maria. Nice to meet you.
– (4)

.....

.....



5.2 Listen and check your answers.

26-0650_g_b_thinkteen_work_bm_1-21_28b.indd 60 25/10/2024 8:54:42 πμ

5.3 Match the expressions (1-4) with their use (a-d).

1. Hi / Hello / How are you? / How are you doing? / How are things? / How is it going?
2. All right / OK / (I'm) fine / Not so bad / Pretty good, thanks.
3. (It's) Nice to meet you / Pleased to meet you.
4. (Brian), this is (Maria).

You say this when:

a. you meet someone for the first time. ☐
b. you introduce someone to someone else. ☐
c. you greet someone and ask how they are. ☐
d. you say how you are. ☐

26-0650_g_b_thinkteen_work_bm_1-21_28b.indd 61 25/10/2024 8:54:42 πμ



PEACE MAN...

5.4 **Imagine you are students in an international school. Work in groups of three. (A) introduces (B) to (C). Take turns to act out short conversations.**

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6. Quiz

How well do you know Europe? Work in pairs to do the quiz. You have 5 minutes.

1. **This country has a famous** loch **(lake).**



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2. This city has a famous clock tower.



BEEEEN
BEEEEN
BEEEEN

3. This city is famous for its football team and hosted the Olympic Games in 1992.

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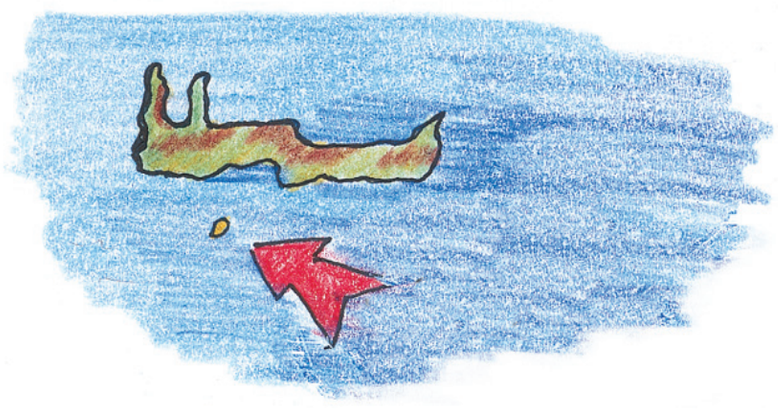
4. This country is well-known for its tulips and windmills.



5. This city is the capital of Belgium and the seat of the European Union.

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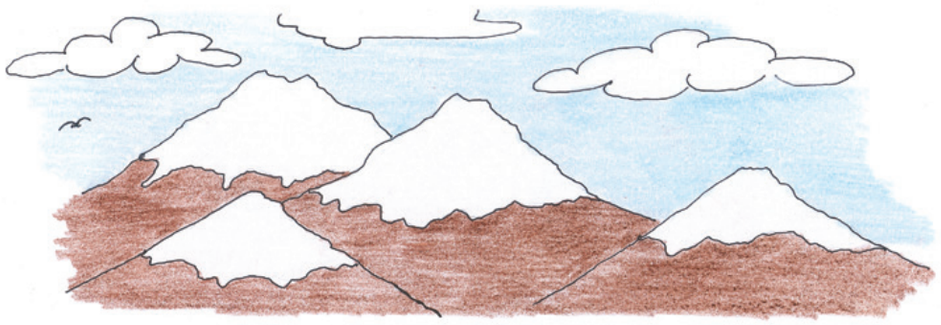
6. The southernmost part of Europe is in this country.



7. The Rhine and the Danube flow in this country.

8. The Alps stretch across five countries. Which ones?

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9. This city used to belong to two countries.

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10. What are Λετονία and Λευκορωσία called in English?





SCORE

Your time is up! Each correct answer gets two points. Add up your points and see how much you know about the part of the world you live in!

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16-20 points
Excellent!

10-15 points
Very Good!

3-9 points
Quite Good!

0-2 points
Fair!

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Lesson 3 Different places Different buildings

1. Vocabulary

1.1 Use the words in the boxes to fill in the blanks. There is an extra word in each box.

A.

support
dome
soil
pillars
distinctive
marble

26-0650_g_b_thinkteen_work_bm_1-21_28b.indd 70 25/10/2024 8:54:43 πμ

(1) ..... are used to (2) ..... the roof or the (3) ..... of a building. They are often made of (4) ..... or stone and they give ancient Greek and Roman buildings their (5) ..... look.

26-0650_g_b_thinkteen_work_bm_1-21_28b.indd 71 25/10/2024 8:54:43 πμ

B.

foundation
installed
worked
monuments
construction
storeys

The (1) ..... of the Colosseum was completed in AD 80 and it is one of Rome's most amazing (2) ..... . It had four (3) ..... and it could hold 50,000 spectators. Its floor has now fallen away and we can see the (4) ..... and the underground passages where cages had been (5) ..... to keep the

26-0650_g_b_thinkteen_work_bm_1-21_28b.indd 72 25/10/2024 8:54:43 πμ

animals until it was time for the Games.

C.

stable
lean
columns
attempt
shallow
awe-inspiring

Another (1) ..... structure is Stonehenge, in England, which is constructed of many heavy stone (2) ..... . Although some stones have tumbled and fallen to the ground and others (3) ..... against each other, the monument is very (4) ..... .

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Scientists have made many (5) ..... to understand how the stone pillars came to be vertical.



1.2 Some of the very first dwellings were caves. In time, people learnt to build better houses to meet their needs. Match the types of accommodation with a suitable definition.

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a block of flats



a tent



a chalet

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a castle

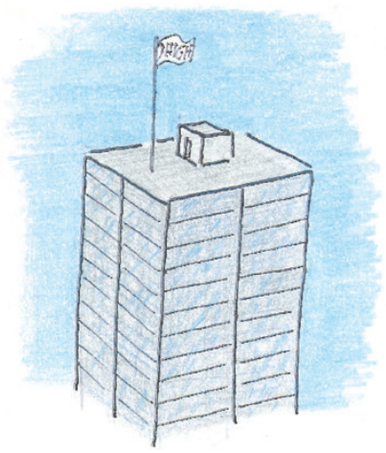


an igloo



a hut

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a skyscraper



a cottage



a semi-detached house

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terraced houses



a detached house

1. a row of houses that are joined together.

➔ .....

2. a large building containing many apartments.

➔ .....

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3. a large strong building with towers and high walls built in the past.

➔ .....

4. a wooden house often on a snowy, mountain side.

➔ .....

5. a small simple house often made of wood, mud and grass.

➔ .....

6. a very tall building.

➔ .....

7. a house joined to another house by a common wall.

➔ .....

8. a house usually found in the countryside.

➔ .....

26-0650_g_b_thinkteen_work_bm_1-21_28b.indd 79 25/10/2024 8:54:43 πμ

9. a structure made of poles and cloth used as a cover or to sleep under.

➔ .....

10. a house made of blocks of ice.

➔ .....

11. a house that is not joined to another building.

➔ .....

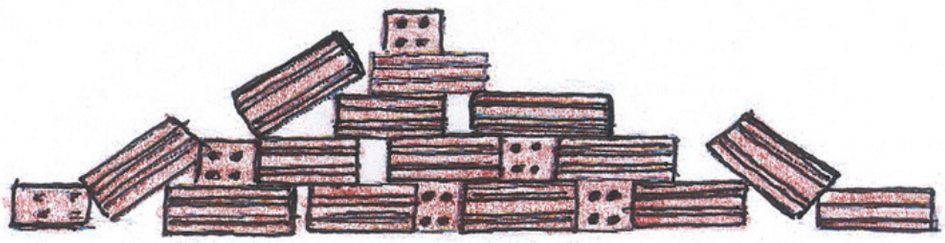
1.3 Work in groups. Find someone who has stayed in some of the types of accommodation in 1.2. Which do they prefer and why? Complete the table with the information.

26-0650_g_b_thinkteen_work_bm_1-21_28b.indd 80 25/10/2024 8:54:43 πμ

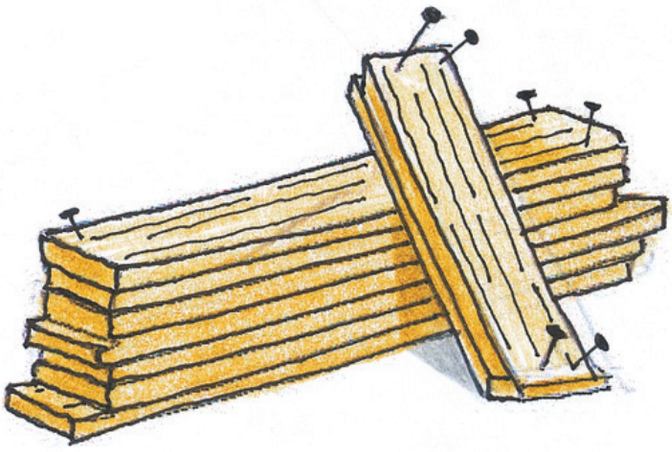
Name	Places	Which do you prefer	Why
e.g. Tom	block of flats, tent	tent	can carry it easily, closer to nature

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1.4 We can use a variety of materials to make buildings. Match the materials below with the types of houses in 1.2.







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1. wood: .....
2. stone: .....
3. bricks: .....
4. concrete: .....
5. mud: .....
6. grass: .....
7. ice blocks: .....
8. cloth: .....
9. glass: .....
10. steel: .....



26-0650_g_b_thinkteen_work_bm_1-21_28b.indd 83 25/10/2024 8:54:43 πμ

1.5 What part or type of building does each definition below refer to? Find the words in the puzzle.

1. the top part of a window or door that is curved.
2. the top of a building.
3. something built in memory of a person or event.
4. a tall, narrow building.
5. a religious building of worship.
6. one of the floors in a building.
7. a stone or wooden pillar that supports a building.

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M	S	T	I	P	V	L	A
O	C	S	T	O	R	E	Y
N	B	F	O	H	U	I	P
U	F	V	W	M	E	P	R
M	C	X	E	E	A	Q	O
E	R	A	R	C	H	T	O
N	W	C	N	M	D	G	F
T	E	M	P	L	E	T	Y
E	R	T	N	L	G	K	L
X	C	O	L	U	M	N	M

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2. Language Focus

2.1 Complete the following sentences with the appropriate form of the adjectives.

1. Mexico City is bigger (big) and ..... (noisy) than Los Angeles.
2. The traffic in Bangkok is even ..... (bad) than that of Athens!
3. The 'bullet train' in Japan is ..... (fast) train in the world.
4. In some countries, Chinese food is much ..... (popular) than Mexican food.

26-0650_g_b_thinkteen_work_bm_1-21_28b.indd 86 25/10/2024 8:54:43 πμ

5. The Maracana stadium in Brazil can seat ..... (many) spectators than any other stadium.
6. Oxford is not ..... (old) as London and Cambridge.



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7. You can get the ..... (good) view of Paris from the Eiffel Tower.
8. The world's ..... (high) restaurant is in the CN Tower in Toronto.
9. St. Basil's cathedral in Moscow is one of ..... (colourful) buildings in the world.
10. Sometimes it costs ..... (much) money to restore a damaged building than to build it from the beginning.

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2.2 Cross out the extra word in each of the sentences below.

1. China is a ~~more~~ larger country than India.
2. English food is not as popular as than Japanese.
3. Spanish people are the more interested in football than French people.
4. This country is the most hospitable than in Europe.
5. This building is as less impressive than the Colosseum.
6. The Japanese are much polite people.
7. The Parthenon is not as much high as the Pyramids.

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2.3 Complete the sentences below with the correct form of the adjectives in brackets.

1. The Great Sphinx is ..... (old) and ..... (short) than the Statue of Liberty.
2. The world's ..... (large) and ..... (famous) statue of Jesus is in Rio de Janeiro and is called 'The Corcovado Christ'.
3. The Colossi of Memnon are not ..... (tall) as the Bamian Buddah.

26-0650_g_b_thinkteen_work_bm_1-21_28b.indd 90 25/10/2024 8:54:44 πμ

4. Although ‘Motherland Calls’ is ..... (tall) statue in the world today, it is not ..... (famous) as others.
5. Which of these statues is ..... (impressive) in your opinion?
6. Can you guess which of these statues was almost completely buried in the sand for ..... (many) than 4,000 years? *

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*** The Great Sphinx. For many years, only the head was visible. It was exposed in the 1920s.**



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The Great Sphinx

The Colossi of Memnon

Motherland Calls

The Dafo Buddha

The Bamian Buddha

The Statue of Liberty

The Corcovado Christ

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2.4 Use the adjectives in the box to compare the buildings in the pictures below.

modern
new
beautiful
colourful
traditional
high
impressive
old
plain
low

It's up to you
p.109-111/133

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A cottage in Germany



Adobe homes



The Castle of the Knights in Rhodes

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The Petronas Towers

e.g. The cottage is less modern than the skyscrapers.

1. .....

2. .....

3. .....

4. .....

5. .....

6. .....

26-0650_g_b_thinkteen_work_bm_1-21_28b.indd 96 25/10/2024 8:54:44 πμ

UNIT 1 - UNITY IN DIVERSITY

LESSON 1 – PEOPLE AND PLACES

Extra – Vocabulary, activity 1.10, p. 25-27/9

**

Use four of the adjectives and make sentences that explain their meaning. Replace each adjective with a gap and ask your partner to guess the missing word.

e.g. She's very ..... .
She never does what her parents ask her to do. (disobedient)

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1. .....

2. .....

3. .....

4. .....

Extra – Vocabulary, activity 1.11, p. 28-29/9

***

Complete the texts with a suitable word from the boxes below. There are two extra words you do not need to use.

dry
breeze
temperature
terrain

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altitudes
blizzards
vegetation
heat

icy
barren
rocky
scorching
regions
drought
harsh
frostbite

Have you ever wondered what it would be like to live in a place like the Sahara? There, the (1) ..... heat of the

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desert can reach a (2) ..... of over 60° C! In some parts it is very (3) ..... because it almost never rains and there are long periods of (4) ..... So, there is very little (5) ..... The sandy ground is almost (6) ..... and almost no plants grow. The strange thing is that at night temperatures may drop to below 0° C!

On (7) ..... mountaintops at very high (8) ..... the climate is not mild at all; it is (9)

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..... The air is (10) ..... and it is hard to breathe. The (11) .....is rough and difficult to cross and there are often strong winds and heavy snowstorms which are called (12) ..... If you don't have suitable protective clothing, in this kind of weather, you may get (13) ..... Not many people live in (14) ..... like this, with such extreme weather.

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Did you know?

The South American Uru tribe have larger hearts and lungs to breathe the thin air at high altitudes.

- **What do mountaineers use to breathe at high altitudes?**

Activity 2.2, p. 32-35/10

**

Put the words in the right order to write questions and then answer them using short answers.

1. **saris / always / Indians/ wear /**

   .....?

   No, ...

   Only on special occasions.

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2. eat / often / your Italian friend / pasta

.....?

Yes, ... It's his favourite food.

3. tonight / bags / you / pack /

.....?

Yes, ... I'm leaving tomorrow.

4. computer games / play / the children / at the moment?

.....?

No, ... They're studying.

5. it / today / hot

.....?

No, ... The weather is cooler today.

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6. usually / you / abroad / travel

.....?

Yes, ...

Once or twice a month.

LESSON 2 – JOINED IN OUR DIFFERENCES

Extra – Language focus, activity 2.1, p. 46-50/13

**

Read the following text about strange places people live in. Fill in the gaps with verbs from the list below in the appropriate form.

live
like
own

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prefer
exist
think
sound
need

(1) ..... you ..... the place you live? (2) ..... you ..... that everyone (3) ..... in a home like yours? It (4) ..... unbelievable, but there are people who (5) ..... homes that are completely underground. They (6) ..... these underground homes to regular ones, because they're safe and cool. Many homes

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like this (7) ..... in Tunisia. They may look strange to you, but just think: if you (8) ..... more room, all you have to do is dig!

Extra – Language focus, activity 2.2, p. 50-54/14

**

Put the stative verbs in the Simple Present or the Present Continuous depending on the meaning they have in the sentences below.

1. You look sad. What .....
   (you / think) about?

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2. The ice-cream .....

(taste) delicious! What flavour is it?

3. Helen and Dimitris .....

(have) a party on Saturday. Can you come?

4. ..... (you / think) I .....

(look) good in this traditional costume?

5. ..... (Nicki / see) Mr. Johnson about the interview tomorrow?

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6. That perfume

.....

(smell) terrible! Wash it off!

7. The chef

.....

(taste) the curry to check if it is too spicy.

8. Look! The dog

.....

(smell) the food. I

.....

(not / think) he likes it.

9. I .....

(have) two friends from France. We often send each other e-mails.

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10. Who

.....

this coat

.....

(belong) to? Is it Mary's?

LESSON 3 – DIFFERENT PLACES – DIFFERENT BUILDINGS

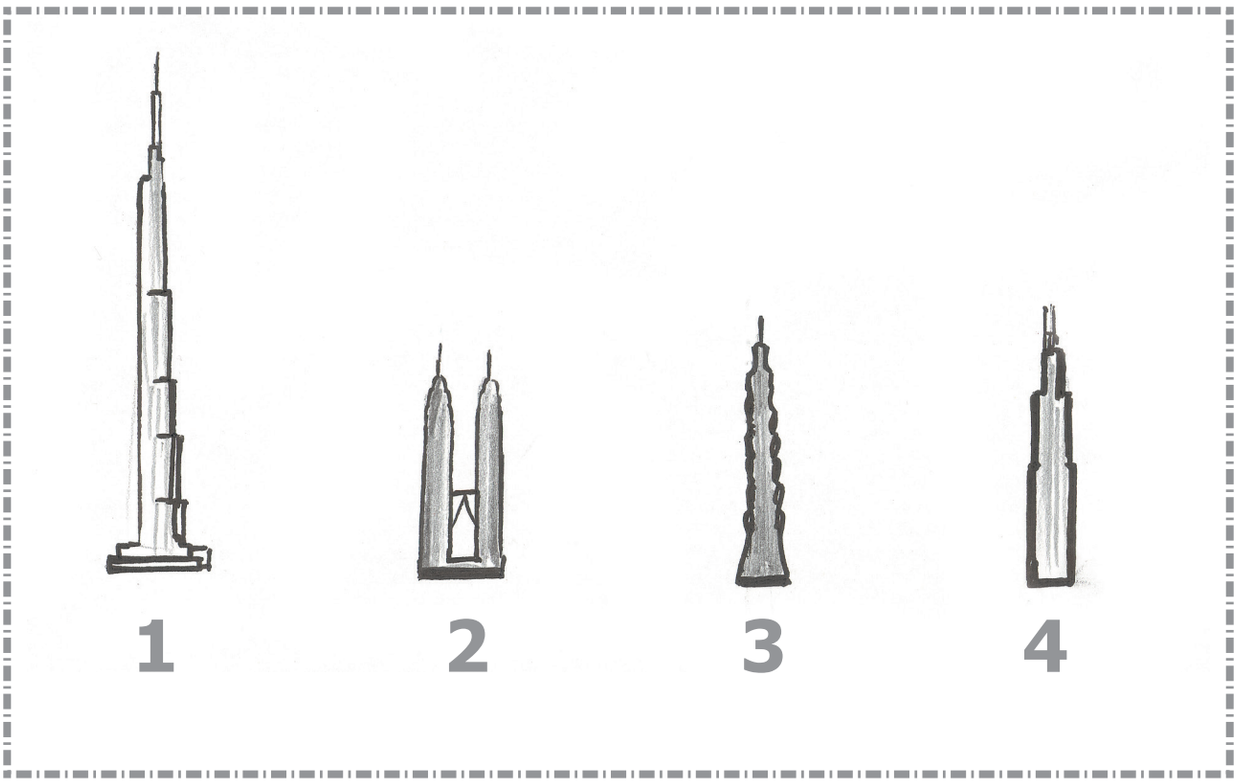
Extra - Language focus, p. 94-96/21

**

Read the information below about some of the world's great towers and compare them.

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Sizing Up: Towers



1. **Burj Dubai**
   Location: Dubai, United Arab Emirates
   Estimated Height: 3,000 feet
   Completion Date: 2009
2. **Petronas Towers**
   Location: Kuala Lumpur, Malaysia

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Height: 1,483 feet
Storeys: 88
Completed: 1998

3. **Taipei 101**
Location: Taipei, Taiwan
Height: 1,671 feet
Storeys: 101
Completed: 2001

4. **Sears Tower**
Location: Chicago
Height: 1,451 feet without antenna
Completed: 1703

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Προέλευση φωτογραφιών

«Μια ζωή σαν τη δική μου», Εκδόσεις Πατάκη, [σελ. 36/11, τ. 1ος: (1)], «Μεγάλα θαύματα του κόσμου», Ερευνητές, [σελ. 74/17, τ. 1ος: (1), σελ. 96/21, τ. 1ος: (4)], «Σχολική Εγκυκλοπαίδεια Πατάκης-Oxford», [σελ. 87/20, τ. 1ος: (1), σελ. 95/21, τ. 1ος: (3), σελ. 91/84, τ. 5ος: (1)], «Μάγια & Αζτέκοι», Εκδόσεις Καρακώτσογλου, [σελ. 6/22, τ. 2ος: (1), σελ. 13/23, τ. 2ος: (1)], «Ίνκα», Εκδόσεις Καρακώτσογλου, [σελ. 21/24, τ. 2ος: (1), (24/24), τ. 2ος (2)], «Μάγια & Αζτέκοι», Εκδόσεις Καρακώτσογλου, [σελ. 6/22, τ. 2ος: (1), σελ. 13/23, τ. 2ος: (1)], «Αρχαία Ελλάδα», Εκδόσεις

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«El Greco» ArtBook, [σελ. 28/73, τ. 5ος: (3)], «Αρωματική κουζίνα», Βαγγέλης Δρίσκας, Εκδόσεις Πατάκη, [σελ. 10/88, τ. 6ος: (2), 11/88, τ. 6ος (3)], Fooding, **τεύχ. 8, [σελ. 29/91, τ. 6ος: (2)], «Κινέζικη κουζίνα», Βαγγέλης Δρίσκας, Εκδόσεις Πατάκη, [σελ. 29/91, τ. 6ος: (3), σελ. 129 - 131/126, τ. 7ος: (3), (4), (5)], «Οικολογική πρόκληση», Πήγασος εκδοτική, [σελ. 75/100, τ. 6ος: (1)], «Ιστορία της γραφής», Ερευνητές, [σελ. 54/113, τ. 7ος: (2)]**

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