Think Teen!

2nd Grade of Junior High School

WORKBOOK
(ΠΡΟΧΩΡΗΜΕΝΟΙ)

Τόμος 2ος

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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

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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

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Θεώνη Σοφρωνά

ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ

ΕΚΔΟΣΕΙΣ ΠΑΤΑΚΗ

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

Ι.Τ.Υ.Ε. «ΔΙΟΦΑΝΤΟΣ»

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UNIT 2
ECHOES OF THE PAST

Lesson 4 Mysteries of our World

1. Reading

1.1 Read the following text about the Maya. What makes their civilisation remarkable?

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NORTH AMERICA

GULF OF MEXICO

CHICHÉN ITZÀ



Chichén Itzà

PACIFIC OCEAN

SOUTH AMERICA

ATLANTIC OCEAN

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A City in the Jungle

Deep in the rainforests of Central America, the Maya built their amazing cities hundreds of years ago. They flourished in what is now southern Mexico and Central America. They were very religious and built enormous temples for their gods, some of which have survived up to now. They also had sophisticated systems of arithmetic, writing, astronomy, and calendars.

Take a look at the picture. The city of Chichén Itzà is known for its unique pyramids. The Maya, like the Egyptians, buried their kings in big stone buildings that

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reached above the tallest trees in the jungle. The stairs on these buildings were for the priests who would climb to the top to worship the gods. The Maya worshipped nature gods such as a god of wind or a god of rain, and animal gods. They also had gods who were partly human and partly in the form of a jaguar. They used, like the Egyptians, picture writing to tell the stories of their leaders, their lives and their battles.

We know that the Maya built great cities and that they lived there for hundreds of years but we don't know why they left

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their cities. What happened to their civilisation? Why did they allow the jungle to spread over their cities and monuments? Was there a drought? A terrible disease? A war? It's still a mystery.

Adapted from: "Lost civilisations" Time-Life Publications

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1.2 Use the verbs in an appropriate form to complete the questions. Then, find the answers in the text.

use
bury
leave
build

It's up to you
p.92 - 94/133

1. – When .....

.....

their cities?

– .....

.....

..... .

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2. – Where .....

.....

their kings?

– .....

.....

..... .

3. – Why.....

.....

picture writing?

– .....

.....

..... .

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4. – Why.....

.....

their cities?

– .....

.....

.....

2. Vocabulary

2.1 Look at the words below and find their opposites in the interview (S's book, p. 16-20/29).

1. similar ≠ ....
2. certainly ≠.....
3. above ≠.....
4. destroyed ≠ .....

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5. boring ≠ .....
6. rejected ≠.....
7. poverty ≠.....
8. primitive ≠.....
9. accepted ≠.....
10. reality ≠.....



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2.2 Look at the words below and find a derivative for each one in the interview (S's book, p. 16-20/29). What parts of speech are they? Write (**adj**) for adjective and (**n**) for noun in the brackets.

e.g. search (v) – **researchers (n)**

1. **locate (v) –**
   ..... ( )
2. **discover (v) –**
   ..... ( )
3. **know (v) –**
   ..... ( )
4. **erupt (v) –**
   ..... ( )
5. **impression (n) –**
   ..... ( )

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6. prove (n) –

..... ( )

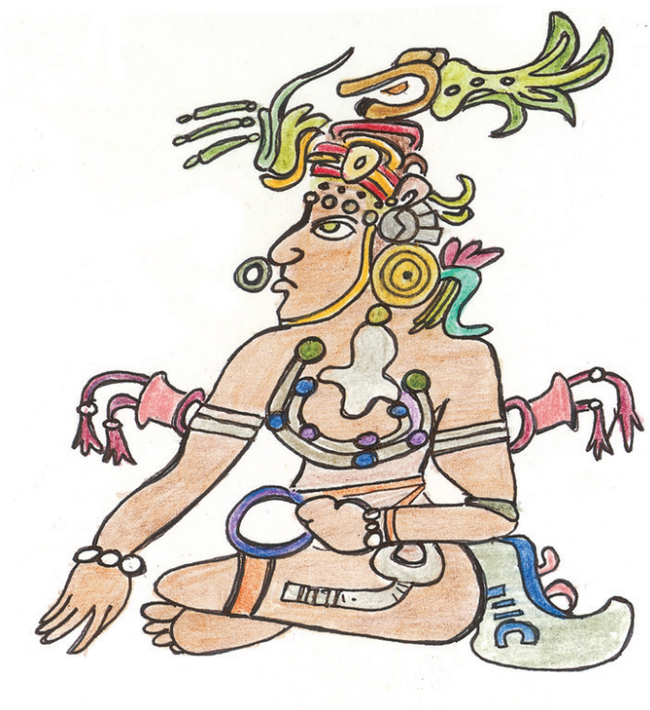
7. exploration (n) –

..... ( )

8. exist (n) –

..... ( )

It's up to you
p.95 - 96/133



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2.3 Choose an appropriate verb from the box and fill in the blanks

Lie – lay – lain	**(to be in a flat position)**
Lie – lied – lied	**(to make an untrue statement)**
Lay – laid – laid	**(to put or set something down)**

1. **You ..... to me instead of telling me what really happened. Why?**
2. **If you still feel dizzy, ... down for a while.**

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3. Bobby ..... down his book and answered the phone.
4. Danae ..... down and went to sleep.



3. Pronunciation

3.1 There are 3 ways of pronouncing the -ed ending of Simple Past: /t/, /d/, /ɪd/ (see Grammar Reference, p. 155/169). Read the verbs below and circle the odd one out.

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1.	travelled	decided	existed
2.	rolled	finished	proved
3.	watched	crossed	discovered
4.	lasted	proved	stated
5.	worked	stopped	excavated

3.2 Listen to check your answers.



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4. Language Focus

4.1 Read about the Incas and put the verbs in an appropriate form.

The Enigmatic Incas

The Incas (1) ..... (hold) a mystical fascination for the people of the Western world for centuries. About 800 years ago, a powerful American tribe (2) ..... (begin) to conquer weaker tribes and eventually (3) ..... (unite) them into one empire, known as the Inca Empire. They (4) ..... (control) the area of present-day Peru, Bolivia, Chile and Ecuador.

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They (5) …… (be) great farmers and excellent builders of roads and cities where the ruling classes lived. People (6) …… (travel) into towns only for festivals and business. The emperor, 'Sapa Inca', (7) …… (have) a palace in every major city. They (8) …… (mine) gold and silver but this wealth (9) …… (bring) about their disaster. The Inca Empire (10) …… (last) only 100 years, from AD 1438 until the Spaniards (11) …… (come) in 1532 and (12) …… (seek) riches for themselves and their king. Since the beginning of the 20th

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century, archaeologists (13) …… (show) interest in the area. Of course, they (14) …… (not / investigate) every part of this civilisation yet. Peruvian archaeologists (15) …… (recently / find) thousands of Inca mummies and artifacts beneath the streets of Lima, Peru. A few feet above the mummies, thousands of their descendants had been going about their daily lives!



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4.2 Find in the text and write the time expressions which:

a. refer exclusively to the past .....

.....

.....

.....

b. form a bridge between the past and the present

.....

.....

.....

.....

4.3 Here are more time expressions. Write them under the appropriate heading below.

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this week,
last May,
10 minutes ago,
since last year,
in 2004,
lately,
at 4 o'clock,
yesterday,
for 5 days

refer to past	bridge past and present

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Now, use the time expressions above to write true sentences about yourself.

4.4 You are planning to do a project on ancient civilisations. In pairs, ask and answer questions as in the example:

- Have you looked up information on the Internet **yet**?
- Yes, I have **already** done that.
- Have you found information in books **yet**?
- No, I haven't done that **yet**.



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- ✓ look up information on the Internet
- ✗ find information in books
- ✓ ask the History teacher for help
- ✗ collect pictures
- ✓ decide which information to include
- ✗ write down the information

4.5 You saw an interesting documentary on TV about Machu Picchu, one of the greatest archaeological sites in South America and the most amazing city of the Inca Empire. You wanted to find out more about it, so you went online and got in touch with an archaeologist who was actually

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working there. He agreed to give you an interview for your school newspaper. Choose the appropriate word / phrase from the box below and write down the questions you asked him.



Why
Who
How long ago
When
What discoveries
What
Where
How long

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The Mystery of Machu Picchu

You: (1) .....

.....

..... ?

Archaeologist: Hiram Bingham, a University Professor found Machu Picchu.

You: (2) .....

.....

..... ?

Archaeologist: He found it many years ago, in 1911.

You: (3) .....

.....

..... ?

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Archaeologist: He discovered it 2,000 feet up the Andes in the middle of a tropical rainforest.

You: (4) .....

.....

.....?

Archaeologist: It was a complex of temples, palaces and observatories, terraces and ramps. A masterpiece of architecture.

You: Observatories? (5) .....

.....

.....?

Archaeologist: They built them to make observations of the stars.

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You: (6) .....

.....

.....?

Archaeologist: They left the city at the end of the 15th century but it's still a mystery why.

You: (7) .....

.....

.....?

Archaeologist: We've recently found the first Inca burial site.

You: (8) .....

.....

.....?

Archaeologist: We've worked in this city for more than a year, but

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Machu Picchu hasn't revealed all its secrets yet! Don't forget that it's one of the wonders of the world.

You: Good luck and thank you for the interesting information.

4.6 Look at the pictures and try to guess the missing words.

The Incas called 'gold' the "s _ _ _ _ of the s _ _", and 'silver' the "tears of the moon".



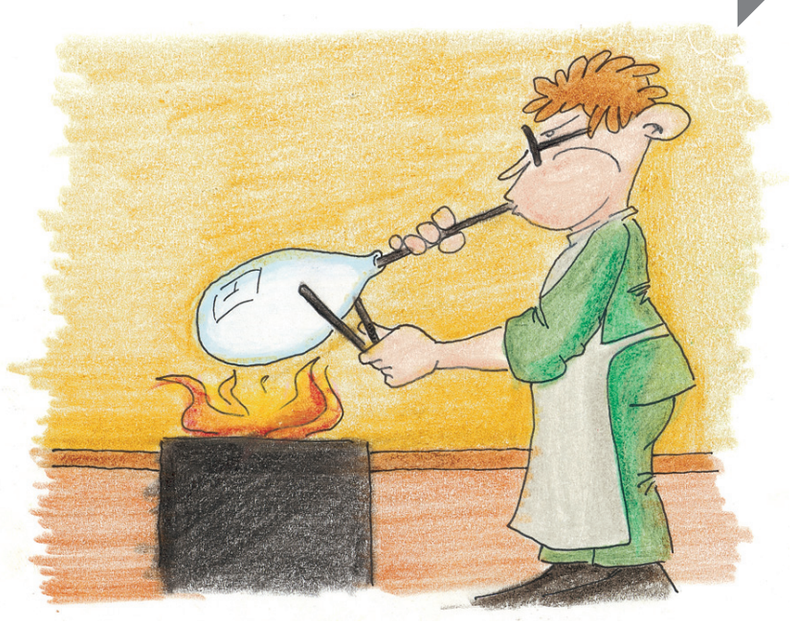
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Lesson 5 Across the Ages

1. Vocabulary

1.1 Find 5 compound words in the text (S's book, p. 42-45/34) and write a brief definition for each one.

It's up to you
p.96 - 102/133-134



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e.g. A shopkeeper = someone who has a shop.

1. .....

.....

2. .....

.....

3. .....

.....

4. .....

.....

5. .....

.....

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1.2 Match the phrasal verbs in the sentences below with their meanings.

1. Fires **broke out** everywhere.
2. Archaeologists **made out** the shapes.
3. The bodies had **turned into** dust.

☐ a. changed into something different

☐ b. started suddenly

☐ c. saw, understood

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1.3 Here are more phrasal verbs with **break**. Match them with their meaning.

1. Someone **broke into** their flat last night.
2. My car **broke down** on the way to work.
3. They **broke up** after a quarrel.
4. He managed to **break out of** prison.

It's up to you
p.102 - 103/134

.....

.....

➲ to stop working

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- to enter by force
- to separate
- to escape



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1.4 Write four sentences using the phrasal verbs above.

1. .....

.....

.....

.....

2. .....

.....

.....

.....

3. .....

.....

.....

4. .....

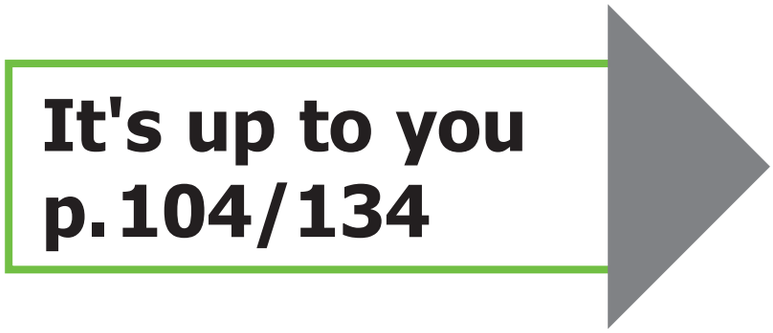
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.....

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1.5 Put the words in the box under the appropriate headings in the spider diagram. Words that belong to more than one categories should go under the heading “Words for all Categories”. Can you add any more words or topic areas that you know?



tragedy
spread
damage
erupt
flame

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float
burn
collapse
drown
volcano
panic
survivors
sweep away
fire fighters
rescue team
Richter scale
heavy rain
tidal wave
minor / major quakes
loss of human life
layers of ashes
loss of property
missing people
warning sign
lava

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(over)flow
tremble
put out
shake
destruction

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NATURAL DISASTERS



VOLCANIC ERUPTION

. . . . . .

. . . . . .

. . . . . .

. . . . . .

. . . . . .

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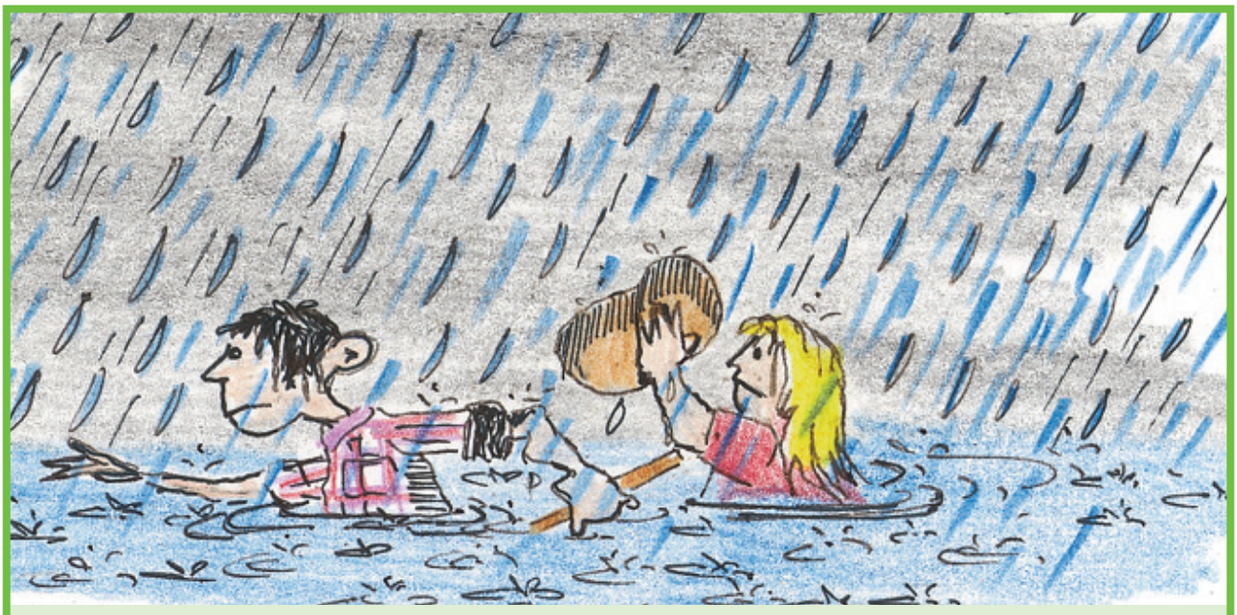
FIRE

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EARTHQUAKES

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FLOODS

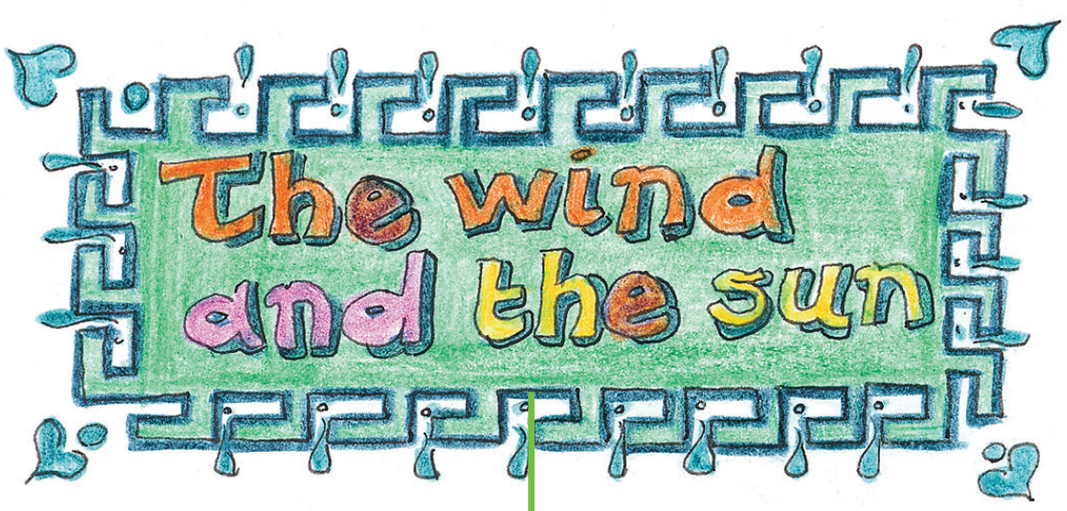
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WORDS FOR ALL CATEGORIES

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2. Language Focus

2.1 Read the first part of a fable by Aesop and put the verbs in an appropriate form.



The wind and the sun

The Wind and the Sun once (1) ..... (fall) into argument about who was the

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 45 25/10/2024 8:53:35 πμ

strongest, so they (2)
…….
(decide) to put the matter to the test. While they (3)
…….
(speak), they (4)
……. (see)
a traveller who (5)
…….
(come) down the road. The Sun (6)
……. (say),
“Whoever can make that man take off his coat faster, will be judged the strongest. You try first”.
So, the Wind (7)
…….
(begin) to blow hard upon the traveller, making his coat flap wildly around him. At first, the man

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 46 25/10/2024 8:53:35 πμ

(8) ..... (button) his coat. The Wind then (9) ..... (blow) harder. The harder the Wind blew, the more closely the man (10) ..... (wrap) his coat around him. Finally, the Wind had to give up in defeat.



2.2 Look at the time words in italics in the first part of the fable. Why are they used?

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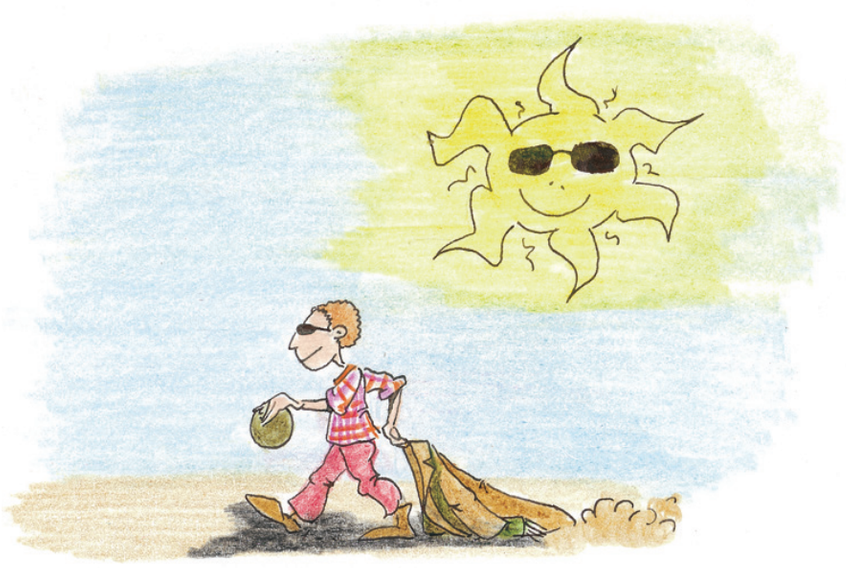
2.3 Now, read the second part of the fable and complete the gaps with a suitable time word from the box below.

a bit later,
finally,
then,
at first

Now, it was the Sun's turn. The Sun came out and began to shine brilliantly. (1) ....., the man loosened his coat. The Sun continued to smile upon him and (2) ....., the man unbuttoned his coat. (3)

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....., as the air grew warmer and warmer, the man felt he couldn't bear it any longer. So, (4) ....., he threw off his coat.



MORAL: Persuasion is better than Force

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 49 25/10/2024 8:53:35 πμ

2.4 Read the notes below about the life of the ancient Greeks and Romans. Then write full sentences comparing the two civilisations as in the example.

e.g. Girls in Sparta **used to** go to school but Roman girls **didn't use to** go to school.



PLEASE... MIGHTY GLADIATORS I'VE HAD ENOUGH OF YOU...

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 50 25/10/2024 8:53:35 πμ

ANCIENT GREEKS	ANCIENT ROMANS
Girls in Sparta went to school.	Girls did not go to school.
All boys went to school.	Only wealthy boys went to school.
People entertained themselves by watching plays.	People entertained themselves by watching gladiators fight.
Men gathered in the Agora, an open square market place.	Men gathered in the Forum, an open square or market place.
Girls learnt to weave, sew, cook, read and write at home.	Girls learnt to weave, sew and cook at home.

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2.5 Some of the following sentences contain false information. Can you correct them? Tick the correct ones.

e.g. Mount Vesuvius erupted in 150 BC.

No, it didn't. It erupted in AD 79.



26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 53 25/10/2024 8:53:36 πμ

1. At the time of the eruption all the people were sleeping.

.....

.....

.....

.....

2. Archaeologists found only buildings in Pompeii.

.....

.....

.....

.....

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 54 25/10/2024 8:53:36 πμ

3. Paintings on walls in Pompeii have survived until today.

.....

.....

.....

.....

4. Ancient Romans used to gather in the Forum.

.....

.....

.....

.....

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 55 25/10/2024 8:53:36 πμ

5. All Roman boys used to go to school.

.....

.....

.....

.....

6. Ancient Greeks used to go to arenas to watch gladiators fight.

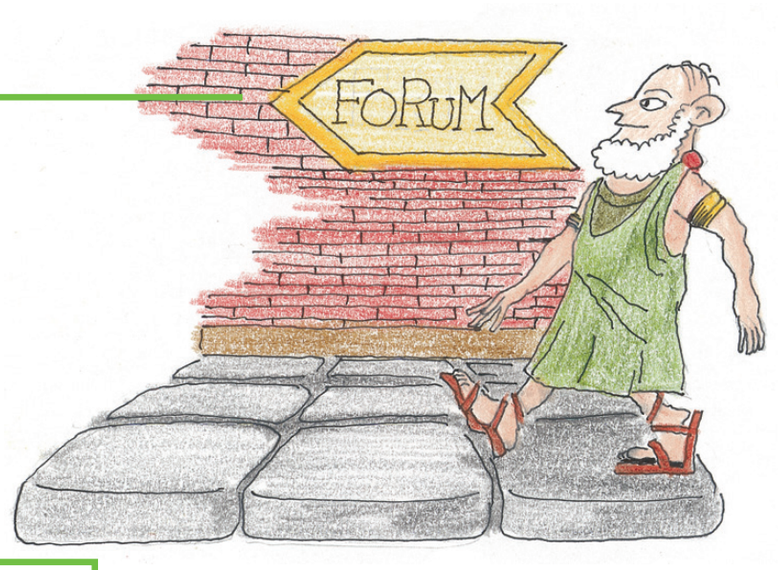
.....

.....

.....

.....

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FORUM

2.6 Read what a young potter from Santorini said about the eruption of the volcano there. Circle the right form of the verbs.

It's up to you
p.105 - 107/134

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… I slowly (1) **lifted / was lifting** my head from the pots I (2) **have made / was making** and listened carefully. I (3) **went / was going** to the doorway and I (4) **have looked / looked** out. People (5) **used to run / were running** everywhere in panic. Some men next to me (6) **were closing / have closed** their shops. I (7) **decided / have decided** to leave, too. As I (8) **went / was going** back in to get my things, there (9) **was / has been** a tremendous rumble and the walls around me (10) **have begun / began** to crack. The volcano (11) **was erupting / has erupted**!

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5. Everyday English

REACTING TO GOOD OR BAD NEWS

3.1 **Listen to people reacting to good or bad news. Which of the expressions in the table did you hear? Tick.**





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Good news

- ☐ Really? Did they?
- ☐ That's great (news).
- ☐ How wonderful!
- ☐ That's terrific!
- ☐ That's a great relief!

Bad news

- ☐ Oh, no!
- ☐ Oh, dear!
- ☐ How terrible / sad / tragic!
- ☐ That's a (real) shame / pity!
- ☐ What a pity / a shame!

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 60 25/10/2024 8:53:36 πμ

3.2 Read and complete the short dialogues below with expressions from 3.1.

1. – Did you know that they managed to rescue all the passengers from the airplane accident?

   – .....
   .....
   .....
   .....

2. – The tsunami has destroyed many small islands. Many people have been left homeless.

   – .....
   .....
   .....
   .....

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 61 25/10/2024 8:53:36 πμ

3.3 You and your friend are reading the latest headlines. Take turns to act out dialogues as in the example. You can add details of your own.

e.g. - Floods have destroyed many villages in Romania. Many people have drowned.
- How tragic!

FLOODS DESTROY MANY VILLAGES IN ROMANIA

WILDLIFE BURNT IN FOREST FIRE

CHILD ESCAPES UNHURT FROM RUINS

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 62 25/10/2024 8:53:36 πμ

BIG EARTHQUAKE IN INDIA. NUMBER OF INJURIES UNKNOWN

FIREMEN RESCUE ELDERLY COUPLE FROM FIRE

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Lesson 6 Life on the Water

1. Vocabulary

1.1 Complete the puzzle with words from the text (S's book, p. 77-81/40) that match the definitions below.

1. went along with, escorted (par. 5)
2. astonishing, unbelievable, fantastic (par. 4)
3. tools, instruments (par. 4)
4. covered completely with water (par. 2)
5. put (par. 4)
6. buildings (par. 3)

25/10/2024 8:53:36 πμ



1.

2.

3.

4.

5.

6.

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1.2 Complete the gap with the word that appears in the green boxes in 1.1.

You already know that the ancient Egyptians didn't use the wheel to help them construct the pyramids. What you probably don't know is that they didn't use horses or ……, either!

1.3 Replace the underlined words or phrases in the sentences below with an appropriate word from the box. There are two extra words you do not need to use.

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 66 25/10/2024 8:53:36 πμ

imposing
dragged
wrapped
preserved
managed
dedicated
constructed

It's up to you
p.108 - 110/134-135

1. He **folded** ..... his handkerchief around his injured finger to stop the blood.
2. They have **built** ..... a large shopping centre in the middle of the town.

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 67 25/10/2024 8:53:36 πμ

3. The prisoner **was able** ..... to escape from his cell.
4. The boss was a tall, **impressive** ..... man that everyone admired.
5. Peter **moved** ..... the heavy sofa across the hall to make room for his new piano.



26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 68 25/10/2024 8:53:36 πμ

1.4 Complete each pair of sentences using one word from the text (S's book, p.77-81/40). What do you notice about these words?



1. (paragraph 1)
   Professor Smith is well-educated and has great experience of the world. He is

   ..... .

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 69 25/10/2024 8:53:36 πμ

This computer system is more

.....

than the last one. It's much faster.



2. (paragraph 1)

Last year's summer camp

.....

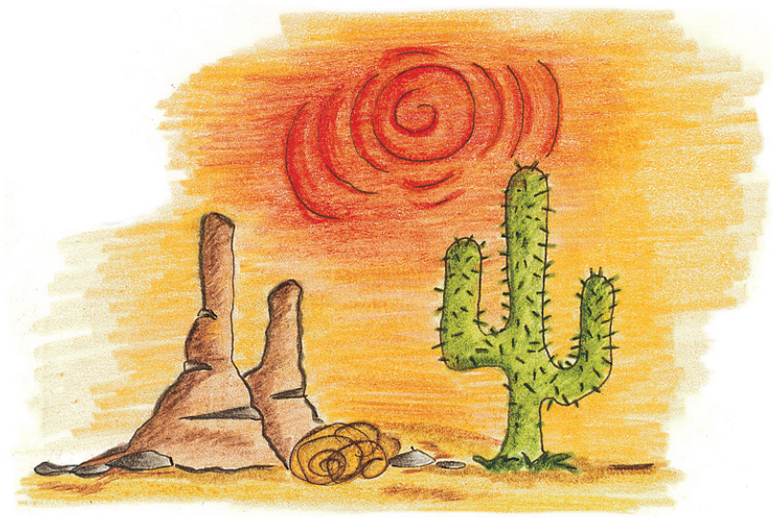
two weeks.

His previous secretary

.....

only a month; then she was fired.

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3. (paragraph 2)

Nothing can grow easily in a desert. There is not enough water, so the land is not

..... .

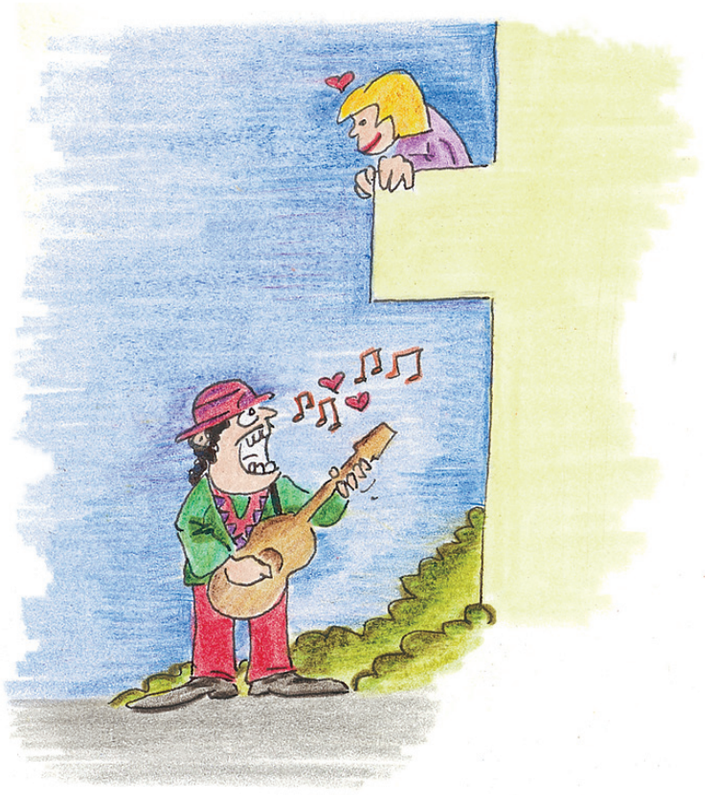
She has a

.....

imagination. We are always amazed by her unusual ideas.

.....

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4. (paragraph 3)

She .....
her life to working with the poor.

He .....
the song to his girlfriend.

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5. (paragraph 5)
Before refrigerators were invented, people

.....

food on ice.

The government

.....

peace for a long time before war started.

6. (paragraph 5)
He had a serious accident and died from

.....

bleeding.

.....

flights are usually cheaper than international ones.

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 73 25/10/2024 8:53:36 πμ

7. (paragraph 5)
After the doctor had

.....

the bandages, the patient felt better.

He .....

his hat before he entered the temple.

2. Language Focus



26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 74 25/10/2024 8:53:36 πμ

2.1 Read the sentences, tick the appropriate box and write what tense is used.

e.g. Archaeologists didn't find where the tribe had hidden the coins. **Which action happened first?**

Archaeologists didn't find the coins. ☐ .....

The tribe had hidden them. ☑ **Past Perfect** .....

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 75 25/10/2024 8:53:36 πμ



1. After workers had begun the excavations, reporters went to the site.

Which action happened first?

Workers had begun the excavations. ☐ .....

Reporters went to the site. ☐ .....

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 76 25/10/2024 8:53:36 πμ

2. They stopped to ask for information because they had lost their way.

Which action happened second?

They stopped to ask for information. ☐ .....

They had lost their way. ☐ .....

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3. **While the scientist was giving a speech, the students were taking down notes.**

Actions happening at the same time. ☐ .....

Actions happening one after the other. ☐ .....

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4. **When the scientist finished the lecture, the students asked her questions.**

Actions happening at the same time. ☐ .....

Actions happening one after the other. ☐ .....

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5. **They were looking for their way when they found the ruins.**
Which action interrupted the other action?

They were looking for their way. ☐ .....

They found the ruins. ☐ .....

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6. **They have lived in this house for 3 months.**

Are they still living there?

Yes ☐ No ☐

7. **They lived in this town 2 years ago.**

Are they still living there?

Yes ☐ No ☐

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 81 25/10/2024 8:53:37 πμ

2.2 What did women do in ancient Egypt? Choose verbs from the box below and use them in an appropriate form to complete the text. There is an extra verb you do not need to use.

care
cook
open
feed
make
sell
weave
work
share
travel
be

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Women's Work



Whether at home, in the marketplace or out in the fields, women in ancient Egypt (1) ..... the responsibilities of daily life right along with the men. Managing a household (2) ..... an enormous task. After the women (3) ..... the family's food, they (4) ..... and (5) ..... for the children. Weaving was

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also very important. They (6) ……..…… everything from baskets to linen. Herodotus, who (7) ……..…… to Egypt, was surprised to see even men weaving! Women also (8) ……..…… goods which they then (9) ……..…… at the marketplace. Many women also (10) ……..…… as millers, musicians, florists, beauticians and doctors.

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2.3 Some of the verbs in the following text are in the wrong tense. Find the mistakes and correct them. Tick the lines that are correct.

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 85 25/10/2024 8:53:37 πμ

How did the ancient Egyptians write?

Had you ever wondered what the ancient Egyptians wrote on? They haven't used paper like we do today. They were writing on flat sheets of papyrus. To make these sheets, they had cut long, thin slices of papyrus stalks and laid them out to form a mat. After they had pounded it well with a small hammer, they have left it to dry under a weight. When all of the plant's juices were drying, the sheet was light and flexible. Then, the scribe had rubbed the paper surface with a piece of wood and began to write.

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

2.4 **You are doing a project on “Remarkable Architecture around the World”. Here are your notes about how the Great Pyramid was built in Egypt. Use them to write a short text about it.**

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Building the Great Pyramid

It's up to you
p.110 - 112/135

1. After Khufu / become / pharaoh 2606 BC / he / decide / to build the biggest pyramid / that anyone / ever / build before.

.....

.....

.....

.....

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2. Before construction / begin / the architects / already / draw up plans / and show / them to the Pharaoh.

.....

.....

.....

.....

3. From sunrise to sunset, workmen / cut / huge blocks of stone from quarries and others / take / them to the building site.

.....

.....

.....

.....

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 89 25/10/2024 8:53:37 πμ

4. As many as 30,000 people / work / on this huge project. There / be / craftsmen and many peasants. Some of them / even / carve their names / in the giant blocks.

.....

.....

.....

.....

5. They / use / stone blocks / only after / they / rub / and / smooth / their surface carefully.

.....

.....

.....

.....

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 90 25/10/2024 8:53:37 πμ

6. The workers / drag / blocks up earthen ramps to the top / after they / tie / them securely with ropes and put / them in place.

.....

.....

.....

.....

7. Sometimes, after the long tiring workweek / go by / labourers / sit / down to a feast of roast fish and wine!

.....

.....

.....

.....

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IT'S UP TO YOU

UNIT 2 - ECHOES OF THE PAST

LESSON 4 – MYSTERIES OF OUR WORLD

Activity 1.2, p. 10-12/22

***

Look at the sentences below and write the questions.

1. .....

.....

.....?

In Central America, hundreds of years ago.

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 92 25/10/2024 8:53:37 πμ

2. .....
.....
.....?
Yes, some of them have.
3. .....
.....
.....?
It is known for its unique pyramids.
4. .....
.....
.....?
Yes, they were taller than the tallest trees in the jungle.
5. .....
.....
.....?
To worship the gods.

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 93 25/10/2024 8:53:37 πμ

6. .....
.....
.....?

Some gods were partly human, some were nature gods and some were animals.

7. .....
.....
.....?

They had two things in common with the Egyptians. They buried their kings in pyramids and they used picture writing.

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 94 25/10/2024 8:53:37 πμ

Extra – Vocabulary, p. 14-15/23

*

Look at the words below and find a word from the same family in the text on page 7 - 9 / 22 of your workbook.

1. depth (n) /
   ..... (adj)
2. religion (n) /
   ..... (adj)
3. survival (n) /
   ..... (v)
4. knowledge (n) /
   ..... (v)
5. lead (v) /
   ..... (n)
6. natural (adj)
   ..... (n)

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7. civilised (adj)

..... (n)

8. mystery (n)

..... (adj)

LESSON 5 – ACROSS THE AGES

Extra – Vocabulary, p. 31-32/26

*

1. Choose words from the two lists below to make more compound words. Can you explain what they mean?

1. grand ___ a fish

.....

2. song ___ b. teller

.....

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3. story ___ c. light

.....

4. night ___ d. writer

.....

5. gold ___ e. child

.....

***

2. Combine words from list A with words from list B to make as many compound words as possible. Then use some of these compound words to match the definitions.

A	B
foot	prints
bank	note
note	book

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.....

.....

.....

1. Marks left by someone's feet

   .....

2. A piece of paper used as money

   .....

3. A book recording money put in or taken from a bank

   .....

4. A note at the bottom of a page

   .....

5. A small book in which to write notes

   .....

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***

3. Complete each compound word with the missing part.

Compound Nouns
fall, ache, cut, time, man, ~~work~~, seeing
e.g. house<u>work</u> 1. head ..... 2. over ..... 3. rain ..... 4. chair ..... 5. sight ..... 6. hair .....

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Compound Adjectives

kind, home, time, ~~middle~~, well, right, take

e.g. middle – aged

1. ..... - known
2. ..... - made
3. ..... - handed
4. ..... - hearted
5. ..... - away
6. ..... - consuming

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 100 25/10/2024 8:53:37 πμ

4. Which compound word from the two lists above would you use to describe:

1. a person who writes with his / her right hand

   .....

2. a person who has a kind heart

   .....

3. a meal that you take with you

   .....

4. what tourists do when they see sights

   .....

5. something that takes a long time to do

   .....

6. the amount of rain that falls

   .....

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7. extra time that you work

.....

8. made at home and not bought from a shop

.....

Activity 1.3, p. 34-35/26

**

Use an appropriate phrasal verb with **break** in the right form to complete the sentences.

1. Many people were trapped in the building when the fire

.....

2. If your computer ever

..... ,

call my brother. He's an expert.

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3. Jim and Sandra

..... .

Don’t mention I told you about it. It’s a secret.

4. The criminal managed to

.....

the maximum security prison.

5. I heard the alarm and thought that someone

.....

my car.

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 103 25/10/2024 8:53:37 πμ

Activity 1.5, p. 37-44/27

**

Add the words in the box below to the lists on page 37-39/27 of your workbook.

tremor
extinguish
rumble
sparks
sink
perish
victim
smoke

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Activity 2.6, p. 57-58/30

**

Read what a young potter from Santorini said about the eruption of the volcano there. Put the verbs in brackets in the right tense to complete the story.

I slowly (1) ..... (lift) my head from the pots

I (2) ..... (make) and listened carefully.

I (3) ..... (go) to the doorway and I (4) ..... (look) out.

People (5) ..... (run) everywhere in panic.

26-0651_g_b_thinkteen_work_bm_22-35_28b.indd 105 25/10/2024 8:53:37 πμ

Some men next to me
(6) ……
(close) up their shops. I
(7) ……
(decide) to leave too. As I (8)
…… (go)
back in to get my things, there
(9) …… (be)
a tremendous rumble and
the walls around me (10)
…… (begin)
to crack. The volcano (11)
…… (erupt)!
I (12) ……
(reach) for my bag and quickly
(13) …… (get)

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out. I (14) ……
(not / know) what to do. As
I (15) ……
(try) to decide which way
to go, a beautiful young girl
(16) ……
(take) my hand and (17)
…… (pull) me
away from my workshop. We
(18) …… (start)
running towards the beach.
I (19) ……
(not/know) her, but she (20)
…… (look)
familiar. Suddenly, I realised who
she was …

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LESSON 6 – LIFE ON THE WATER

Activity 1.3, p. 66-68/31

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Use the words in the box to fill in the blanks in the sentences below. One word will be used twice.

imposing
dragged
wrapped
preserved
managed
dedicated
constructed

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1. The dead pharaoh's body was (1) ..... in linen bandages which (2) ..... it from decay.
2. Thousands of workers (3) ..... heavy granite blocks up dirt ramps and (4) ..... giant tombs (5) ..... to their pharaohs and life after death.
3. No matter how (6) ..... and secure the pyramids look, thieves and plunderers have (7)

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..... to break into them and steal the riches.

4. The myth of the secret powers of pyramids will always be (8) ..... in mystery.

Extra - Language focus, activity 2.4, p. 87 - 91/35

**

Read the text about a fatal voyage and put the verbs in the right tense. If you believe in the curse of the Pharaohs, then here is one case which overshadows all others. In 1912 a liner (1)

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…… (cross) the Atlantic with a valuable cargo on board – an Egyptian mummy. None of the passengers (2) …… (know) about the mummy because it was said to carry a curse. It was the body of a prophetess who (3) …… (live) during the reign of Tutanhamun's father-in-law, Akhenaton. An ornament found with the mummy (4) …… (have) a spell on it. It (5) …… (say) that whoever (6) …… (dare) to

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disturb the mummy's sleep would suffer the horrible revenge of the mummy.

Because of its value, the captain (7) ..... (order) his crew not to place the mummy in the hold but in the compartment behind the bridge on which the captain (8) ..... (stand). Unknowingly, it was he who (9) ..... (seal) the fate of 1,513 passengers. Most of them (10) ..... (die) while the ship (11) ..... (sink).

• Can you guess the ship's name?

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Προέλευση φωτογραφιών

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