Think Teen!

2nd Grade of Junior High School

WORKBOOK
(ΠΡΟΧΩΡΗΜΕΝΟΙ)

Τόμος 4ος

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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

ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΜΑΘΗΜΑΤΟΣ

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

ΥΠΕΥΘΥΝΗ ΤΟΥ ΥΠΟΕΡΓΟΥ

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 4
TIME OUT!

Lesson 10 Looking at Other Schools

1. Vocabulary

1.1 Find the words below in the text (S's book, p. 13-15/66). Then use them to complete the sentences.

discipline
involve
fortune
elect
grateful
experiment
extracurricular

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1. It would be a good idea to ..... everybody in the project.
2. The student body will get together on Thursday to ..... a new president.
3. The students were ..... for the new computer lab they got.
4. There is a variety of ..... activities in our school from fencing and tae-kwon-do to drama and painting.

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5. Are you for or against strict ..... in schools?

6. They spent a ..... on new technological equipment for the school.

7. They are going to ..... with new methods of assessment in secondary education.



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1.2 The prefixes **over-** (too much) and **under-** (less) can be used with certain verbs or adjectives to change their meaning.

What do ‘underestimate’ and ‘overcrowded’ mean in the text on p. 13-15/66?

Complete the sentences with a suitable word from the boxes in the right form.

over-	crowded estimate charge react do

under-	estimate achieve done paid charge

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1. A: I paid 150 € for my school books.
   B: I think they ..... you! I paid only 100 €.
2. A: The teacher said John could do better than he's doing.
   B: He ..... this term. He's getting lots of Cs.
3. A: I think I should put the biscuits back in the oven.
   B: You're right. They're ..... .
4. A: I don't think he can do the job. It's too demanding for him.

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B: Yes. They ..... his abilities.

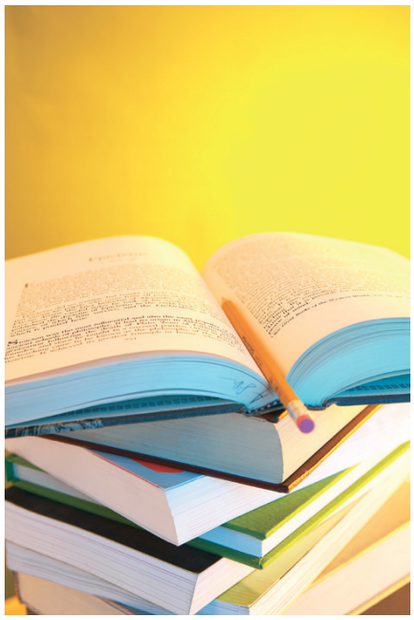
5. A: I think rescue workers should get higher salaries.
   B: Yes. You're right. They're ridiculously ....., especially as the work is so dangerous.
6. A: All the snacks look delicious. I'll try one of each.
   B: Don't ..... it. You'll get sick.
7. A: I avoid going shopping in the city centre.

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B: So do I. It's

.....,

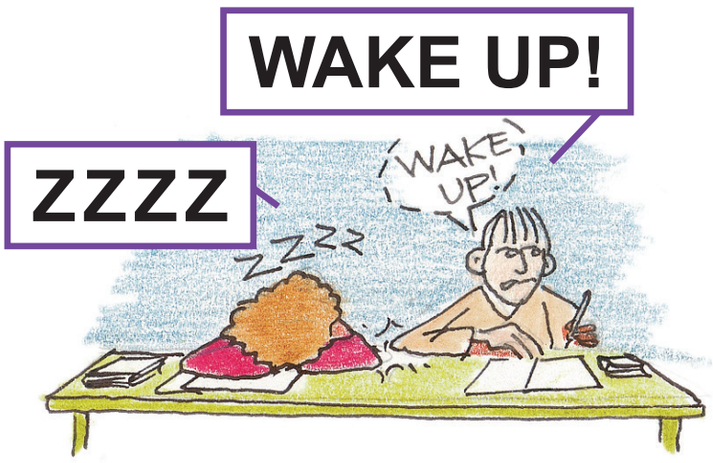
especially on Saturdays.



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1.3 Match the expressions below with their definitions. There is one extra definition.

1. to break a record
2. to break the ice
3. to break a rule
4. to break a habit
5. to break the news
6. to break the law
7. to break a promise



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a. to go against the regulations

b. to behave in an illegal way

c. to go back on your word

d. to say something bad

e. to perform better than anyone else, esp. in sports

f. to stop doing something annoying

g. to tell somebody something unpleasant in a gentle way

h. to make people who have never met before feel more relaxed

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1.4 The expressions with '**break**' in 1.3 have been used incorrectly in the sentences below. Write the correct expressions in the blanks.

1. People who **break a record** go to prison!

   .....

   .....

2. Try to **break a promise** to Susie gently. She will be furious!

   .....

   .....

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3. Athletes who **break a rule** win medals and become famous.

.....

.....

4. If you **break a habit**, your friends won't believe you any more.

.....

.....

5. Every time you **break the ice** in school, the teacher gets upset.

.....

.....

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6. If you're trying to **break the law**, you're trying to stop doing it.

.....

.....

7. At the beginning of the school year, our teachers often use activities to **break the news**.

.....

.....

1.5 Circle the appropriate word. Use your dictionary if necessary.

1. Everyone respects the **headmaster / professor** of the secondary school. He

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has been running the school successfully for years.

2. Her 4-year-old son has just started **primary / nursery** school.
3. I go to a private school. My parents have to pay **scholarships / fees**.
4. She has a **degree / certificate** in Physics from Oxford University.
5. Unfortunately, I failed the test and now I have to **pass / take** it again.
6. In England there are **boarding / private** schools. Students go home only during the holidays.

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7. Although he was ill, he **attended / missed** all his classes today. He's really hard-working.
8. He's doing **research / a lesson** on a new scientific method at the University of Athens.



EDUCATION

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1.6 Complete the missing words.

A Cultural Melting Pot



Hillhead High School in Glasgow is a special school. Pupils come from 35 different (1) c..... and speak 30 different (2) l ..... . More than 80 activities are offered on Friday afternoons throughout the term. Hillhead also offers a wide (3) v..... of extracurricular activities – sports

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from rugby and football to skiing, and a broad range of musical activities. There's a jazz (4) b....., guitar lessons and an orchestra. The school has international links, and (5) f..... students from all over the world study there. There is also a great deal of (6) c..... work done with more than £50,000 raised for 'Children in Need' over a ten-year period.

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2. Language Focus

2.1 Below is a dialogue between two teenagers, Nick from Greece and Eric from England. In part A, read Eric's answers and write Nick's questions. In part B, fill in the blanks with an appropriate modal verb.



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Part A

N: (1) .....

.....

.....

.....?

E: Well, I suppose not very different from yours. School starts at 8:55 with registration. Then we go to assembly where we pray. Lessons begin at 9:20 and end at 3:15.

N: (2) .....

.....

.....

.....?

E: We study English, Mathematics, Science, Design and Technology, IT, History, Geography, Modern Foreign

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Languages, Art, Music and PE.

N: (3) .....

.....

.....

.....?

E: Summer holidays last six weeks; both winter and spring holidays last two weeks.

Part B



N: Do you have to wear a uniform?

E: Yes. In most schools in England children (1) .....

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wear a school uniform. Boys usually wear grey or black trousers, a white shirt and a jumper or sweater with the school logo on it. In our school, we (2) ..... (not) wear a school tie. Girls wear the same outfit as the boys or they can wear skirts.

N: What different types of schools do you have in England?

E: There are state schools financed by public funds, which means that the parents (3) ..... pay. Ninety percent of the children in England and Wales attend a state school. There are also private schools. These are also called public schools

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in England! Funny, isn't it? Parents (4) ..... pay fees for their children to attend these schools. There are primary and secondary schools. Children may stay on at school until the age of eighteen in order to pursue further studies; however, this is not compulsory. Pupils who stay on at school from the ages of sixteen to eighteen in England, (5) ..... take the Advanced (A) level examination, which is traditionally required to get into university.

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2.2 Use some of the types of schools in the box to complete the sentences.

Educational System in Great Britain

	AGE
• nursery school	3-5
• primary school	5-11
• secondary school	11-16
• 6th form	16-18
• university	18-21

Types of schools

- **state school:**
  run by the state, you don't pay fees.
- **private school:**
  also known as 'public'; run by individuals, you pay fees.

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- **boarding school:**
  private school where students live in rooms on the school campus.





1. **I can’t afford to send my children to a ..... school.**
2. **My English friends don’t go to a public school. They go to a ..... school.**

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3. When you are thirteen years old, you go to ..... school.
4. When she left school, she went to ..... and studied medicine.
5. My sister is seven. She goes to ..... school and her favourite subject is Art.



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2.3 Read the list of DOs and DON'Ts.

It's up to you
p.97-98/136

DOs and DON'Ts in England

- **Do stand in line:** In England people like to form orderly queues and wait patiently for their turn.
- **Do say "Excuse Me":** If someone is blocking your way and you would like them to move, say "excuse me" and they will move out of your way.

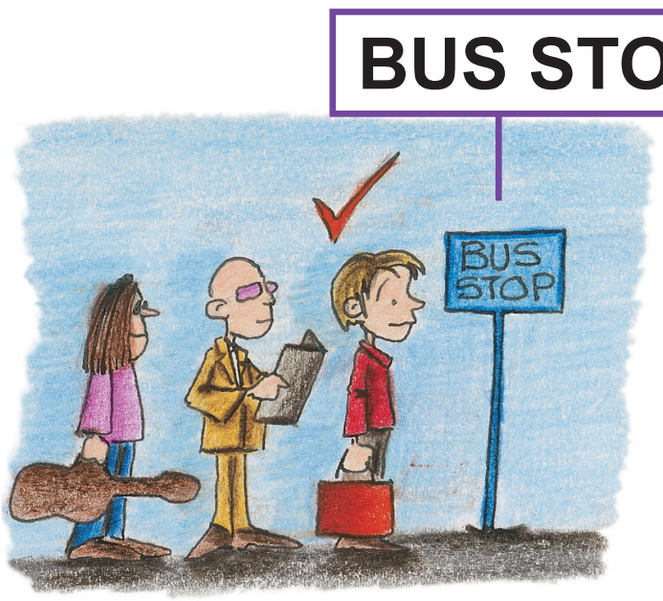
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- **Do say "Please" and "Thank you":** It is very good manners to say "please" and "thank you". It is considered rude if you don't.
- **Do cover your mouth:** When yawning or coughing, always cover your mouth with your hand.
- **Do shake hands:** When you are first introduced to someone, shake their right hand with your right hand.
- **Do say "sorry":** If you accidentally bump into someone, say "sorry". They probably will too, even if it was your fault!

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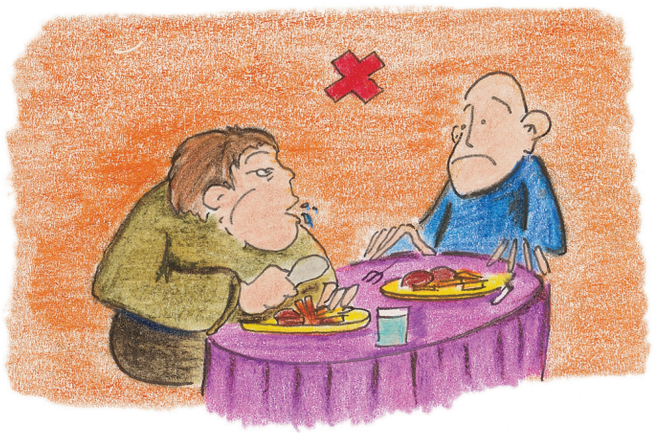
- **Do not stare at anyone in public:** Privacy is highly regarded.
- **Do not ask personal questions:** Do not ask questions such as “How much money do you earn?”, “How much do you weigh?” or “Why aren’t you married?”.





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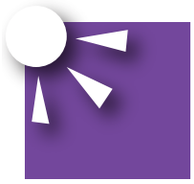


Work with a partner. Make a list of similar ideas for your country using must, should, mustn't, shouldn't, have to, don't have to.

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e.g. You should give up your seat on the bus to elderly people.

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3.  In a Summer School

3.1 Many students from all over the world spend their summer holidays in European colleges in order to improve the foreign language they are learning. What kind of activities do you think they do there?

3.2 This is the programme for the first week in a Summer School in England. When Jill Stone, the school director, printed the programme she hadn't arranged all the activities. Listen to her and complete the programme.

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useful tip

Before you listen, read the notes to see which activities are already mentioned. This will help you focus on the information you need while listening.



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Summer School Junior Programme

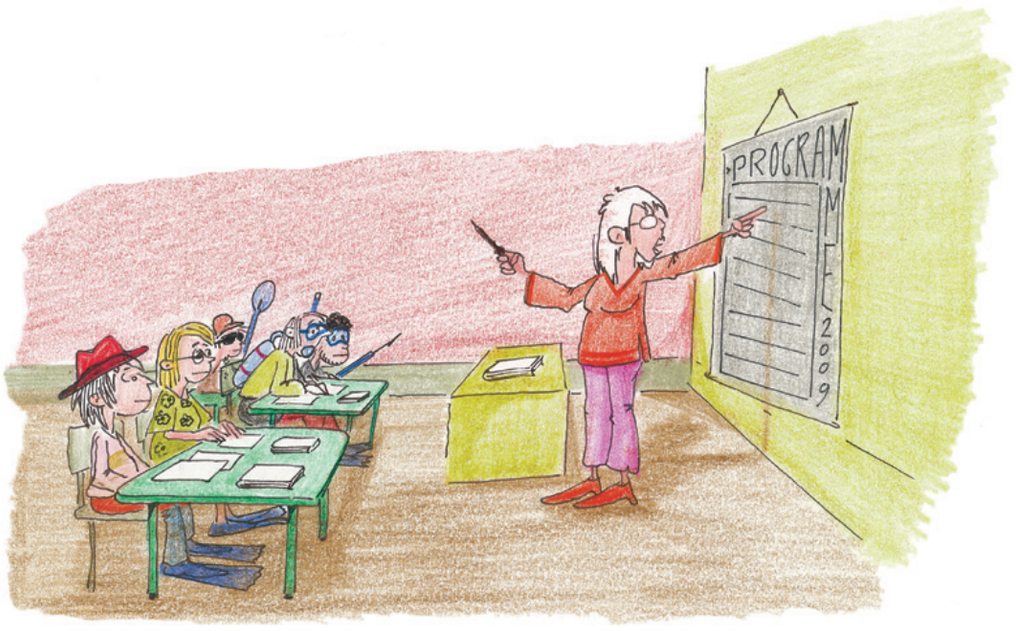
1st week	Morning
Monday	Placement Test
Tuesday	(2) .....
Wednesday	Sports
Thursday	Full day trip to (6) .....
Friday	Lessons
Saturday	Lessons
Sunday	(10) .....

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Afternoon	Evening
(1)	Welcome Disco
Visit to Hertford	Barbecue and (3) .....
Lessons and (4)	Talent Show in the theatre Time: (5) .....
X	(7) ..... dancing
Sports or Arts and Crafts	International Evening
(8)	(9) .... Show
X	Sports Tournament finals

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3.3 How do you think the above programme helps the students improve the foreign language they are learning? How does it help them become fitter? How does it help them discover new things about themselves and the world around them?



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Lesson 11 Schools Change through Time

1. Vocabulary

1.1 Find the words from list A in the advertisement (S's book, p. 43-44/72) and match them with their meanings in list B.

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A		B
1. motivate		a. represented in electrical signals
2. reduce		b. new and original
3. digital		c. make someone want to do something
4. display		d. allowing a two-way transfer of information
5. innovative		e. make less
6. interactive		f. show

1.2 Put the following words in opposite pairs.

motivating
disciplined

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boring
relaxed
demanding
chaotic

motivating # .....

disciplined # .....

relaxed # .....

1.3 Complete the sentences with a suitable word from 1.2 above.

1. Everybody in the class participates in the history lessons. They are so ..... .
2. I'm not interested in playing computer games. I think they are ..... .

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3. There is a .....
atmosphere in our art lessons. We feel happy and comfortable.
4. Some subjects need more work than others; they are more ..... .
5. The headmaster became upset because the situation in the classroom got ..... .
6. My father often tells me that during his school days students were very ..... .

26-0653_g_b_thinkteen_work_bm_54-69_28b.indd 42 25/10/2024 9:03:47 πμ

1.4 Make or Do? Choose and complete.

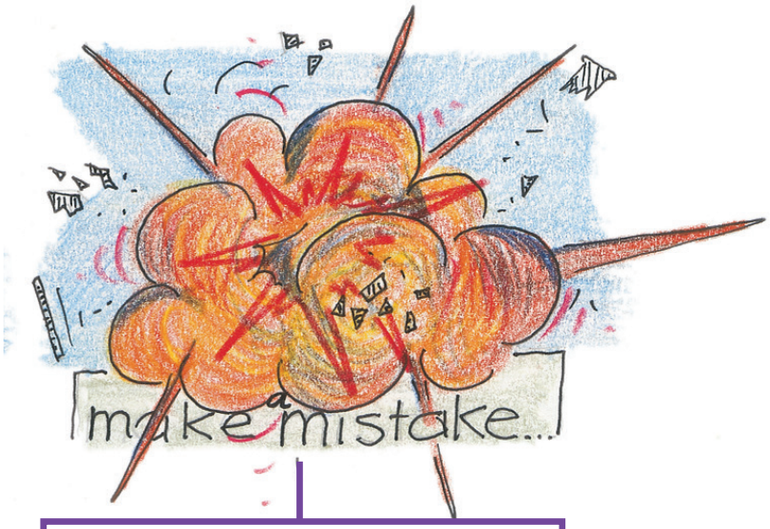
It's up to you
p.100-101/136-137

1. ..... a test
2. ..... noise
3. ..... an effort
4. ..... an experiment
5. ..... progress
6. ..... homework
7. ..... a project
8. ..... harm
9. ..... a course
10. ..... a mistake

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do an experiment



make mistake

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1.5 Replace the words in bold with a suitable expression from 1.4 in the right form.

1. She's **improving** /
   ..... .
   How many German lessons has she had?
2. **Be quiet** /
   .....
   and concentrate. You have to finish the activity in a few minutes.
3. I'm going to **write my composition** /
   .....
   for school tomorrow.
4. **Getting involved** at this stage of the project will **be damaging** /
   ..... .

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5. Helen is **studying hard** / ..... to improve her report.
6. **You're wrong** / ..... again! Be careful!



1.6 Read the sentences and then match the phrasal verbs with their meanings.

1. The new technological era has **taken off**.

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2. John's very tall. He **takes after** his father.
3. It was an interesting lecture but there was just too much to **take in**.
4. I think I will **take up** cycling. I need the exercise.
5. Who will **take over** Mr. Simpson's class when he leaves next week?

1. to take off		a. to understand
2. to take after		b. to get control of
3. to take in		c. to have sudden success
4. to take up		d. to start doing an activity
5. to take over		e. to resemble, to look like

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1.7 What does **'take off'** mean in the following sentences?

1. The plane takes off in half an hour. Hurry up!

   .....

2. He took off in the middle of the night. We were all very worried.

   .....

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3. Her singing career has just taken off.

.....

4. You can take off your jacket. It's quite warm.

.....



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1.8 Which of the jobs in the box below do you think would suit the people described in the sentences? More than one jobs can be suitable.

doctor, accountant, engineer, software designer, musician, electrician, social worker, mechanic, journalist, bank clerk, actor, nurse, scientist, architect, computer programmer

1. I like dealing with people and offering my help. I'm very patient.

   .....

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2. I'm keen on finding things out. I enjoy looking up information or doing experiments.

.....

3. I'm interested in new technological advances. I can spend hours in front of a computer.

.....

4. I love reading books and writing articles for newspapers and magazines.

.....

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5. I enjoy doing things with my hands and I'm very good at repairing or constructing things.

.....

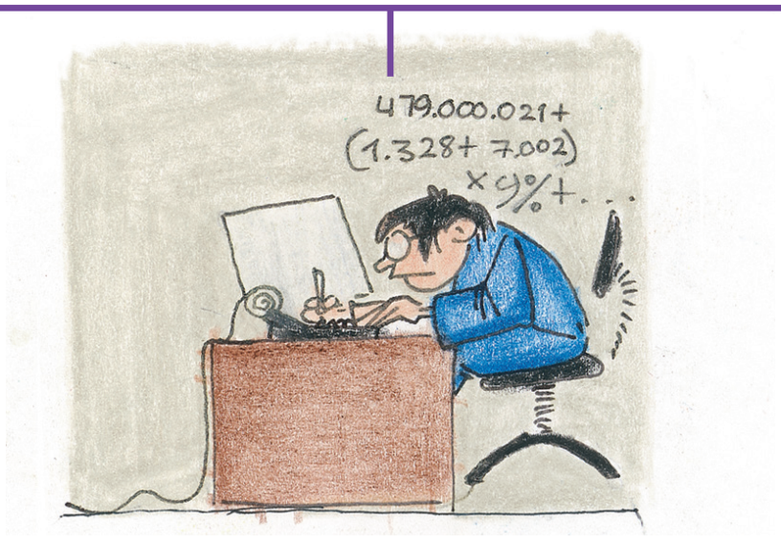
6. I'm interested in all forms of art and I am creative.

.....

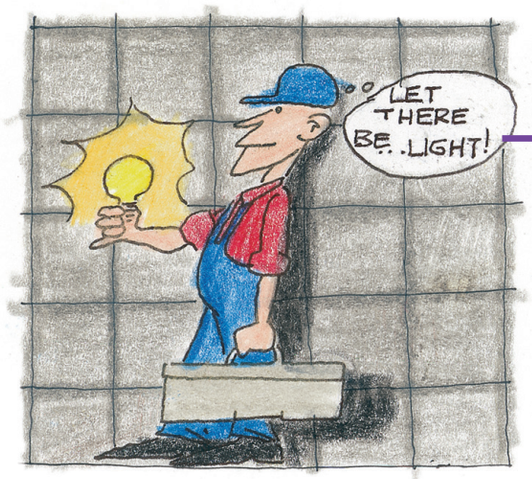
7. I like finding solutions and organising things.

.....

479.000.021+(1.328 + 7.002)x9% +...



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LET THERE BE ... LIGHT

1.9 **Complete the conversation below with suitable questions.**

– (1) .....

.....

.....

– I'm a doctor.

– (2) .....

.....

.....

– I work at the local hospital.

– (3) .....

.....

.....

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– I examine and treat sick people.

– (4) .....

.....

.....

– I get about 4 weeks a year.

– (5) .....

.....

.....

– Yes, of course I do. I work night shifts twice a week and some days I don't even go home.

– (6) .....

.....

.....

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– I get a tremendous feeling of satisfaction knowing that I'm helping people.









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1.10 Choose another job from the ones in 1.8 and act out a similar dialogue.

2. Language Focus

2.1 Rewrite the sentences using the words in brackets.

1. Perhaps they are in the chemistry lab. (may)

   .....

   .....

   .....

2. It's possible that our school will get new software. (might)

   .....

   .....

   .....

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3. It’s possible that we will get a new library in our school. (could)

.....

.....

.....

4. Perhaps I won’t attend the history class today. (may)

.....

.....

.....

5. I think the professor isn’t in the office. (might)

.....

.....

.....



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2.2 Underline the modals in the sentences below and identify their use.

making a request, asking for permission, expressing possibility, expressing lack of necessity, expressing prohibition, expressing obligation / necessity, describing ability, giving advice

1. Can you talk louder, please? I can't hear you.

   ..... / .....

2. I may be late. Don't wait for me.

   .....

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3. You must leave at once if you don't want to miss the lecture.

.....

4. We don't have to study during the weekend.

.....

5. You mustn't talk during the exams.

.....

6. May I come in?

.....

7. You should tell your parents.

.....

8. She could read and write at the age of 3.

.....



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2.3 Read the situations below and respond to each one using an appropriate modal verb.

e.g. You want your friend to help you with your project.
Can you help me finish my project?
You have just finished eating dinner and want to leave the table. Ask for permission.
May I leave, now?

1. You advise your friend to join the art club. Perhaps he / she will find it interesting.
2. You want to have a short break after the test. Ask your teacher.

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3. Tell your friend that students are expected to be on time for classes.
4. You are not allowed to use mobile phones in the classroom.
5. It is possible that you'll organise a bazaar for charity reasons.
6. You want to ask your teacher a question.
7. It's not necessary for you to help with the chores today.
8. It was necessary to send e-mails to all your friends.



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3. Speaking

3.1 Read the following job advertisement and decide which of the statements below are True (T) or False (F).

Summer Camp Group Leader

Take the opportunity to spend a great two-month holiday and earn money.
Be a group leader at Halkidiki's International Summer Camp for youngsters aged 9 –13. Each leader will be responsible for 20 children.

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Requirements: knowledge of English, experience in sports and group activities, organisational skills, patience, kindness, and prior experience.

Contact us at: 2620055524



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	T	F
1. The job is permanent.		
2. You will be responsible for the camp.		
3. The children will be from the same country.		
4. You need previous experience.		
5. You must be able to do sports.		

3.2 What qualities would be useful for the job?

3.3 Work in pairs. One of you is the interviewer and the other one is the applicant. Read your role cards and act out the interview.

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It's up to you
p.102-110/137

Student A

You are the interviewer.

- Ask about personal details: name, age, etc.
- Ask about qualifications / skills for the job.
- Ask about interests / hobbies.
- Ask about any previous experience.
- Ask the applicant why s/he thinks s/he is suitable for the job.
- Explain job requirements.

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Student B

You are applying for the job.

- **Try to persuade the interviewer that you are the right person for the job.**
- **Answer the interviewer's questions.**
- **Talk about your qualifications.**
- **Ask about responsibilities and salary.**

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4.  Everyday English

ASKING FOR, GIVING and REFUSING PERMISSION

4.1 Match the questions with the answers.

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1. Can I use your laptop?	
2. Could we have a break after the test?	
3. May I ask you a question?	
4. Is it all right if I leave the class early?	
5. Is it OK if I go to the gym after school?	
6. Can I bring my sandwich to the library?	
7. Could I borrow your history book?	

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	a. Yes, of course. I'll give you a 15-minute break.
	b. Yes, certainly. What do you want to know?
	c. Yes, that's fine but don't be late.
	d. No, I'm afraid not. You can leave when the bell rings.
	e. Yes, go ahead. I don't need it right now.
	f. No, I'm sorry. I have to study for the history test.
	g. Of course not. Eating is not allowed there.

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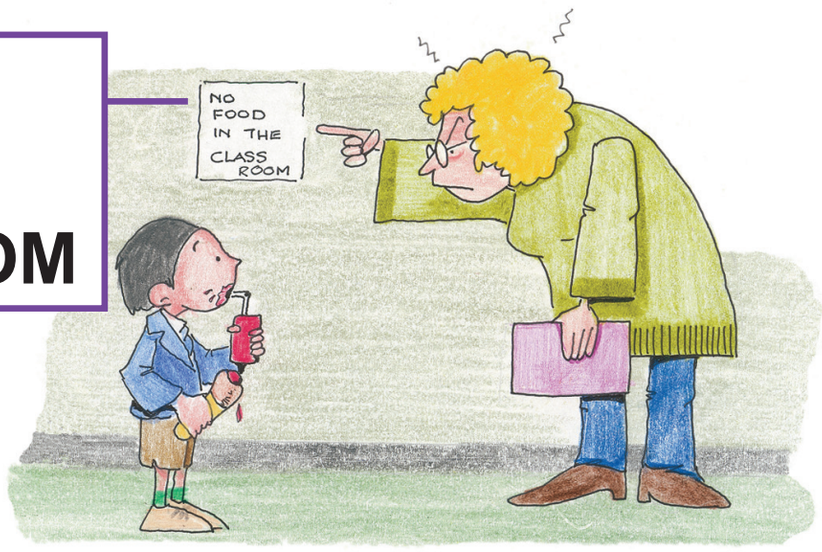
4.2 Work in pairs. Use the prompts below and the expressions above to act out short dialogues.

e.g. Use your phone (Yes)
Can I use your phone? Yes, certainly.

1. borrow your CD player (Yes)
2. invite friends for the weekend (No)
3. use your e-mail (Yes)
4. bring food to the classroom (No)
5. go swimming after school (No)
6. sit at your table (Yes)

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NO FOOD IN THE CLASSROOM



4.3 **Work in pairs and read the role cards below. One of you will be the student and the other will be the teacher. Act out the dialogue.**

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Student A

Your school is having a bazaar for charity purposes. You belong to the student committee which is in charge. You need to ask for permission concerning the date, the activities and the items to be sold at the bazaar.

Student B

Your school is having a bazaar for charity purposes. You belong to the teacher committee who will help with the organisation. You can give or refuse permission to what the students will ask you. You can also make suggestions.

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Lesson 12 Change: An Ongoing Process

1. Vocabulary

1.1 Puzzle it out!

Find words from the text (S's book, p. 68-73/77) that mean the same as the words or phrases below and complete the puzzle to find the word in the purple boxes.

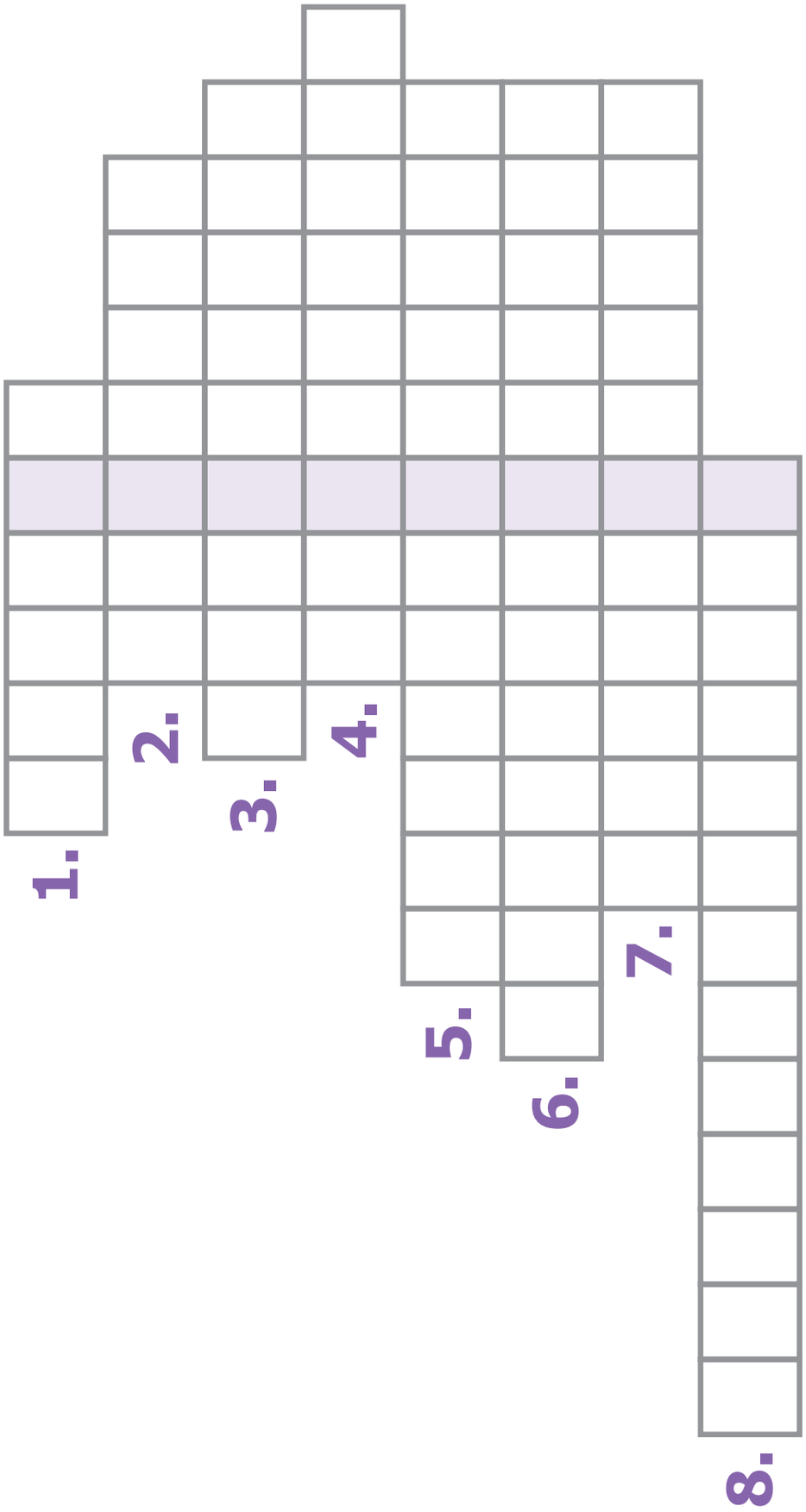
It's up to you
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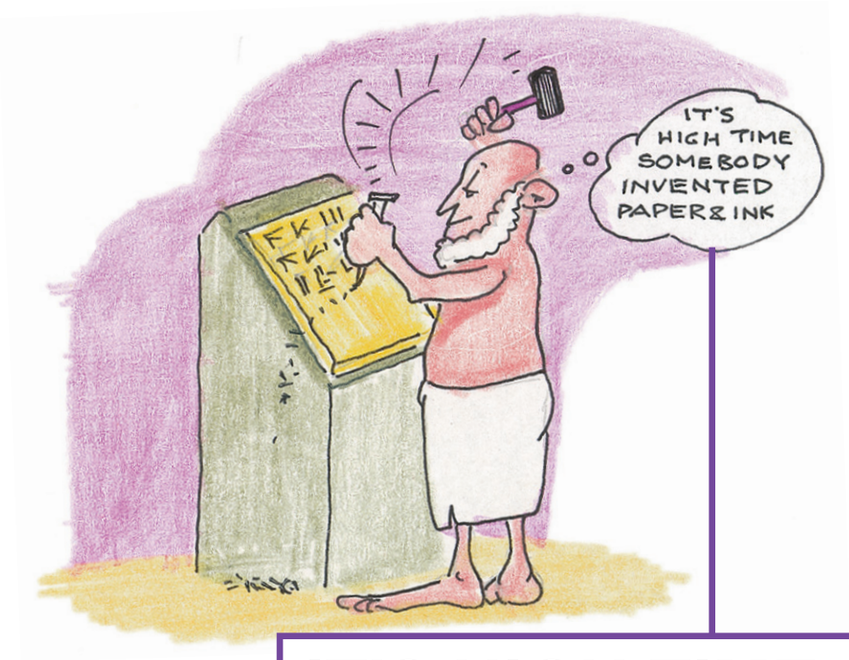
26-0653_g_b_thinkteen_work_bm_54-69_28b.indd 74

1. a system of writing (par. 1)
2. something formed by cutting away material from wood or stone (par. 1)
3. calculated (par. 1)
4. changed (par. 2)
5. usual, traditional (par. 3)
6. make a change in (par. 3)
7. one of many choices (par. 3)
8. needing a lot of time (par. 2)

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IT'S HIGH TIME SOMEBODY INVENTED PAPER & INK

1.2 Use a suitable word from the puzzle to complete the sentences.

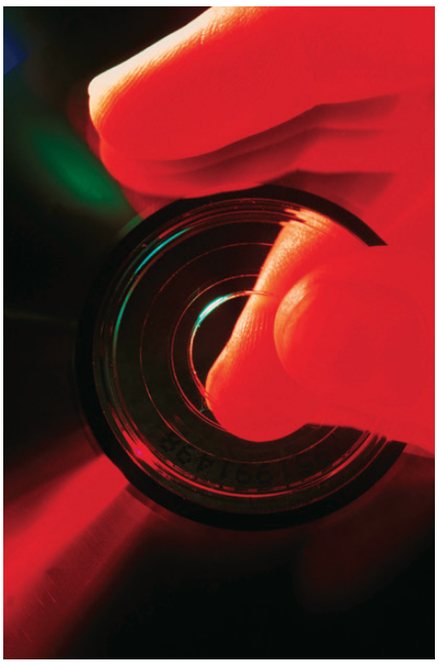
1. The journey is ..... to take a week.
2. I bought a very nice wood ..... of a horse in that shop.

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3. The book was written in Arabic ..... .
4. After the public protests, the government had no ..... but to change the law.
5. Although this project is ....., we have to do it. So, let's get started.
6. It is certain that her discoveries will ..... Physics.
7. They only use ..... medicine. They avoid new methods.
8. They ..... the old building into offices.

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1.3 Change the underlined words / phrases in the sentences below with words from the text (S's book, p. 68-73/77).

Paragraph 1

1. New inventions and discoveries help mankind <u>go forward</u> in all fields of science.

.....

78 / 66 - 67

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2. Before writing was invented, news did not travel widely around the world.

.....

Paragraph 2

3. If something is not built with strong materials, it may break quickly.

.....

4. When you want to do something well, you must take your time and not do it quickly.

.....

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Paragraph 3

5. This new CD can be **seen** on a conventional TV or on your computer.

.....

6. Man is restless and curious. This means that mankind will **surely** continue to make progress.

.....

1.4 The suffix **-able** is used to form adjectives from verbs or nouns. It often has the meaning ‘can be done’. There are 3 adjectives in the text on p. 68-73/77 ending in

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-able. Match them with their meanings and use them to write sentences.

1. movable		a. likely to last for a long time
2. durable		b. something we cannot imagine happening
3. unthinkable		c. that can be moved

1. .....
.....
2. .....
.....
3. .....
.....

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1.5 Use the suffixes **-able**, **-al**, and **-ive** to form adjectives from the verbs or nouns below.

1. change .....
2. expense .....
3. attract .....
4. suit .....
5. accept .....
6. enjoy .....
7. create .....
8. convention .....
9. break .....

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10. admire .....
11. rely .....
12. tradition .....
13. industry .....
14. invention .....
15. politics .....

1.6 Now use some of the adjectives from 1.5 to complete the sentences.

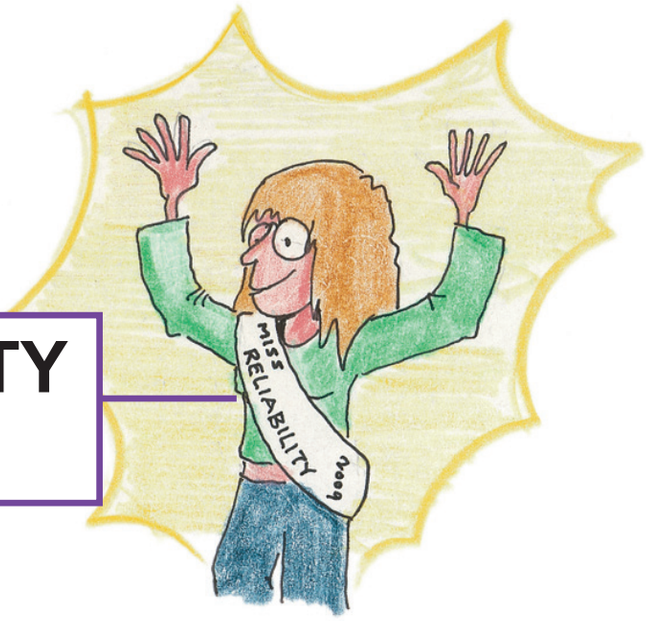
1. The weather was ..... last summer. One day it rained, the other it was hot.
2. He's a(n) ..... artist. He's not prepared to try anything new.

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3. She's a(n) ..... girl. You can trust her.
4. He's very ....., always dreaming up new gadgets for the home.
5. Thank you for a(n) ..... evening. We had a great time!
6. Hold the camera carefully. It's ..... .
7. He lives in a(n) ..... area where there is a lot of smog.

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8. The school uses a combination of modern and .....
methods for teaching reading and writing.



MISS RELIABILITY 2009

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2. Language Focus

2.1 Match the names of the people below with their achievements and make sentences as in the example.

1. Steven Spielberg		a. had composed 3 symphonies by the age of 11.
2. Leonardo da Vinci		b. invented printing for blind people in 1829.
3. Wolfgang Amadeus Mozart		c. received the Nobel prize in Literature.

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4. Roald Dahl	1	d. directed the film ‘Jurassic Park’.
5. Ferdinand Magellan		e. sketched the first flying machine.
6. Seferis and Elytis		f. wrote “Charlie and the Chocolate Factory”.
7. Louis Braille		g. sailed around the world first.

e.g. **Steven Spielberg is the man who directed the film ‘Jurassic Park’.**

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2.2 Complete with an appropriate relative pronoun if necessary.

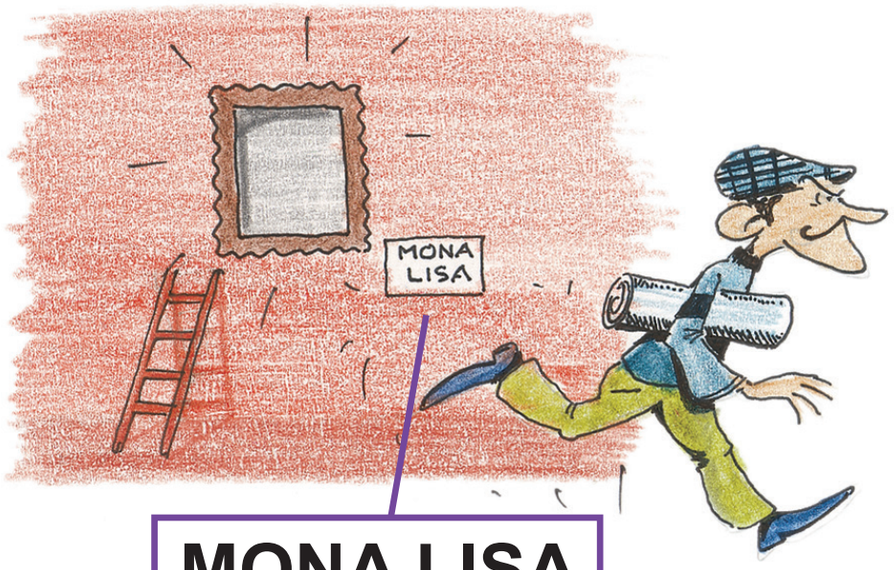
It's up to you
p.112-114/137

1. The film ..... I saw was boring.
2. Where is the book ..... I lent you?
3. Peruggia is the name of the man ..... stole the Mona Lisa.
4. The lecturer ..... I talked to is my uncle.

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5. My best friend goes to a school ..... has lots of sports facilities.
6. Danny Devito is the director ..... film 'Matilda' was a great hit!
7. These are the writers ..... made presentations of their books on TV last week.
8. This is the college ..... a debate competition takes place every year.

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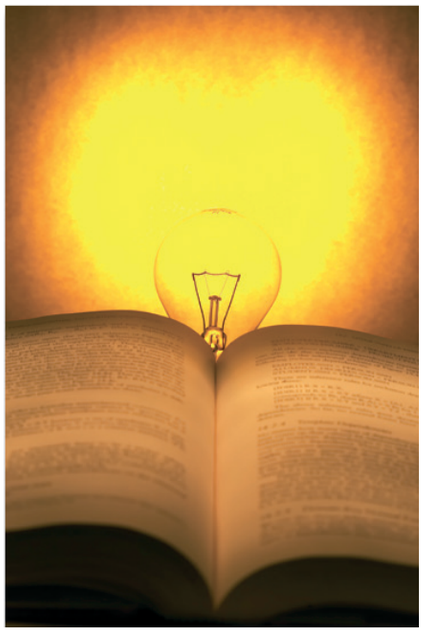
MONA LISA

2.3 Six of the following sentences each contain one mistake. Can you correct them? Put a tick next to the correct ones.

1. This is a special dog who helps blind people. .....
2. Thomas Edison was the man which invented the phonograph. .....
3. This is the student whose bag was stolen. .....

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4. This is the man that I saw on TV last night. .....
5. This is the book which reviews are excellent. .....
6. The Brothers Grimm are the men which stories are very famous. .....
7. They wrote fairy tales where everyone knows and loves. .....
8. The man which is responsible for cleaning the school yard is sick today. .....



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2.4 Join the sentences below using an appropriate relative word. Make any changes if necessary.

e.g. I saw the article. Your professor wrote it.
I saw the article (which) your professor wrote.

1. The students wrote short stories. They participated in a writing competition.

. . . . . .

. . . . . .

. . . . . .

. . . . . .

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2. Jenny found a CD player. Someone had left it on the bus.

. . . . . .

. . . . . .

. . . . . .

. . . . . .

3. I've lost a book. Its cover is black and white.

. . . . . .

. . . . . .

. . . . . .

. . . . . .



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4. It was the day of the exams. We had a quarrel then.

. . . . . .

. . . . . .

. . . . . .

. . . . . .

5. We visited a new school. Many foreign students go there.

. . . . . .

. . . . . .

. . . . . .

. . . . . .

6. I have a new friend. His father is a famous writer.

. . . . . .

. . . . . .

. . . . . .

. . . . . .

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3. Pronunciation

3.1 Listen to the words and tick the right column.
Listen again and repeat.

	/ɒ/	/ʌ/	/ɔː/
plot	✔		
cover			
form			
modern			
more			
other			
ordinary			
often			

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3.2 Circle the odd pronunciation out.

1.	discover	love	clock
2.	stop	mother	model
3.	nothing	complex	positive
4.	none	some	story
5.	morning	worn	won
6.	war	month	money

3.3 Listen to check your answers.

3.4 Listen again and repeat.

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UNIT 4 – LET'S CHANGE OUR SCHOOLS

LESSON 10 – LOOKING AT OTHER SCHOOLS

Extra – Language focus, p. 29-33/58

*

Complete the sentences with must, have to, should in the right form.

1. You ..... drive when you feel tired. It's dangerous.
2. I ..... wear glasses for reading.
3. Liz ..... work on Saturdays, so she usually goes

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on trips.

4. Why ..... you ..... leave early last night?
5. You ..... stay up late again. You need a rest.
6. George ..... work from 7:30 to 5:00 every day.
7. ‘You ..... write in ink’, the teacher told the students.
8. You ..... keep it a secret. You ..... tell anyone else.
9. Your salary is very low. You ..... look for another job.
10. ..... we invite Jim to the party?

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LESSON 11 – CHANGE THROUGH TIME

Extra – Vocabulary, activity 1.4, p. 43-44/60

***

Make or Do? Complete the blanks and match with the right definition.

1. ..... your duty
2. ..... he most of something
3. ..... room for
4. ..... somebody a favour
5. ..... sure
6. ..... a fool of
7. ..... good
8. ..... a fortune
9. ..... a remark

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_____ a. to take advantage of

_____ b. to be certain

_____ c. to find room for

_____ d. to make somebody look silly

_____ e. to do what is expected of you

_____ f. to benefit somebody

_____ g. to do something for somebody to help him

_____ h. to say something

_____ i. to make a lot of money

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Activity 3.3, p. 64-66/64

*

Work in pairs. Look at the job advertisement on page 62-64/64 of your workbook, complete the following interview and then act it out.

Interviewer: What ..... (name)?

You: .....

.....

Interviewer: How old ....?

You: .....

.....

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Interviewer: .....

.....

.....

.....

(you / work / group leader / before)?

You: Yes, ...

.....

.....

.....

.....

(work / group leader / summer camp / Kalamata /last year).

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Interviewer: And .....

.....

.....

.....

(what / you / know / sports / games)?

You: .....

.....

.....

.....

.....

.....

(play football / volleyball / tennis, swim very well, organise / interesting games and activities).

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Interviewer: .....

.....

.....

(have / other / hobbies)?

You: .....

.....

.....

.....

.....

(like music / have / a lot / CDs, member / drama club).

Interviewer: .....

.....

.....

(speak languages)?

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You: .....

.....

.....

.....

.....

.....

(English very well, also German and French).

Interviewer: Why .....

.....

.....

.....

(think / you be / good / this job)?

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You: .....

.....

.....

.....

.....

.....

(love children, get on well with them, have / a lot / patience).

Interviewer: .....

.....

.....

.....

(you / ask / anything / the job)?

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You: Yes. .....

.....

.....

.....

(what / be / my duties)?

Interviewer: .....

.....

.....

.....

.....

.....

.....

.....

(you / accompany / children, help / if have / problem,

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organise / interesting activities).

.....

.....

.....

.....

(other / questions)?

You: Well, how much

.....

.....

.....

(I / get / for job)?

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Interviewer: 500 €. So, if that's all, you .....
.....
.....
.....
(hear / us / soon).
Goodbye.

You: Thank you very much. Goodbye.

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LESSON 12 – CHANGE: AN ONGOING PROCESS

Extra – Vocabulary, activity 1.1, p. 73-76/66

**

The words below can be used both as nouns and as verbs.

copy

view

hand

book

use

Read the pairs of sentences below and decide which word is suitable for each pair.

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1. a. Can you please ..... me that newspaper?
   b. All books used to be written by ..... in older times.
2. a. The ..... from the top of the mountain is breathtaking.
   b. If you ..... these DVDs on a traditional DVD player, they will not be very clear.
3. a. There are some people who can ..... both hands.
   b. Don't touch this printing press when it is in ..... It can be dangerous.

Extra - Language focus, activity 2.2, p. 88-89/68

**

Complete with the appropriate relative. Omit it where possible.

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1. Here are the keys ..... I lost last week.
2. The person ..... wrote this book is very talented.
3. Our teacher is a man ..... has a great sense of humour.
4. The scribes ..... lived in ancient Egypt were considered very talented.
5. This is the man ..... invention changed the world.
6. Hieroglyphs are a kind of script ..... is difficult to read.
7. The boy ..... wants to be a writer is in my class.
8. Was the book ..... I lent you interesting?
9. The museum ..... she

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visited is very well-known.

10. Katerina is the only student ..... compositions are excellent.

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Προέλευση φωτογραφιών

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