Think Teen!

2nd Grade of Junior High School

WORKBOOK
(ΠΡΟΧΩΡΗΜΕΝΟΙ)

Τόμος 5ος

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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

ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΜΑΘΗΜΑΤΟΣ

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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 5ος

Ι.Τ.Υ.Ε. «ΔΙΟΦΑΝΤΟΣ»

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UNIT 5
THE ARTS!

Lesson 13 Quite an Art!

1. Vocabulary

1.1 **Match the words from the text in 3.1 (S's book, pp. 19-20/85-86) with the definitions below.**



It's up to you
p.106 - 108/138

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1. a war between two sides in the same country:

   .....

2. to make known:

   .....

3. the killing of large numbers of people:

   .....

4. somebody who personally sees what happened:

   .....

5. shocked:

   .....

6. a large painting on a wall:

   .....

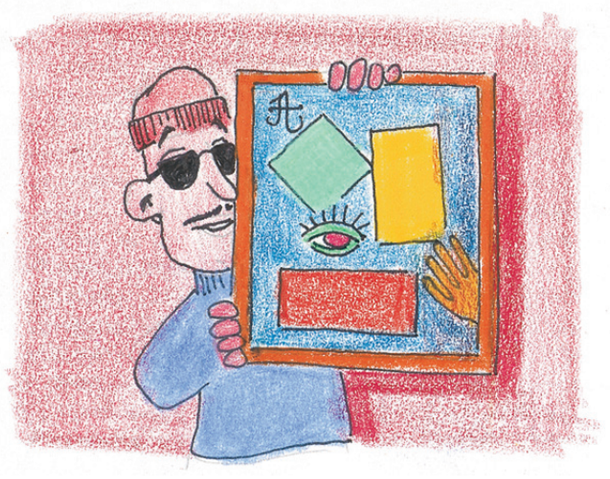
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1.2 Underline the following words in the text (S's book, p. 21-24/86). Then use them to fill in the blanks below.

chaos
crammed
suffering
experience
interpret
depicts
criticised
immense

1. There is an exhibition of paintings which show the ..... of people in war.
2. Everything we ..... affects our personality.

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3. The museum was in a state of ..... when the burglars left.
4. Lots of people were ..... in the gallery to admire the new collection.
5. They ..... the film for being too violent.
6. This mural ..... historic scenes from the previous century.

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7. The students find it difficult to ..... the symbolism of the poem.
8. Wars cause ..... pain and grief to everyone.

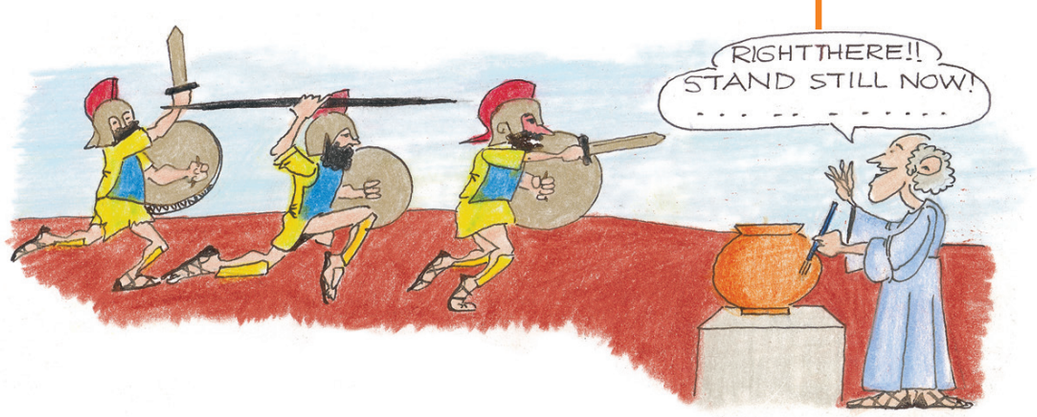
1.3 Use the words from the box to fill in the blanks in the texts. There is an extra word you do not need to use.

It's up to you
p.109 - 111/138

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sculptures
mixture
decorate
drawings
marble
murals
painted
landscapes
materials

RIGHT THERE!!
STAND STILL NOW!
.....



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useful tip

Read the texts quickly to get the main idea. Read again and choose a word for each gap focusing on the words before and after the gap. Read the completed texts again to make sure they make sense.

Ancient art



How do we learn about ancient people? We learn about them through their drawings, their

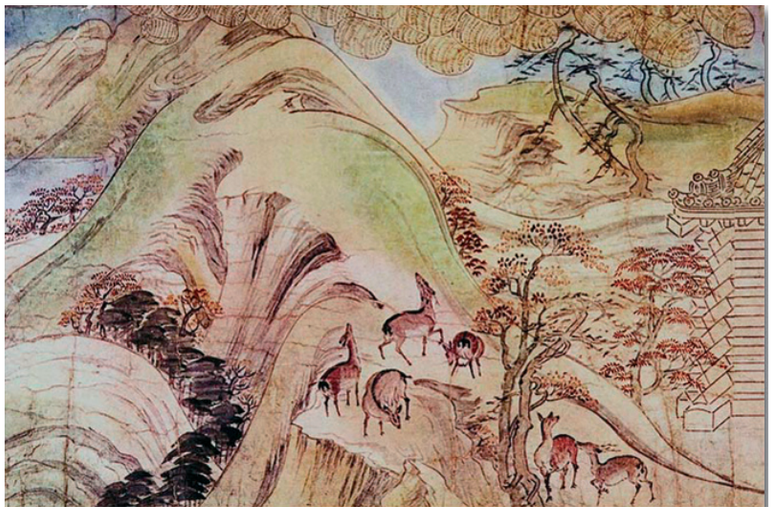
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paintings, their sculptures and their buildings. Art is a window into ancient people's lives.

Thousands of years ago, the ancient Greeks made statues, paintings, pottery, jewellery and sculptures. They made beautiful vases, "amphoras", with two handles and a red background with black (1) .....
all over its surface. They also made wall paintings with beautiful colours. To make black coloured paint, they used soot. Green came from green soil, blue was a (2) ..... of copper and glass, and purple was made from special seashells. White was made from chalk. Brown, red, and yellow

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were made from rocks, clay, and soil. The ancient Greeks used many (3) ..... in their artwork. Gold, stones, and glass were used in mosaics. Small Greek statues were made of terracotta. Larger statues were made of stone, bronze, or (4) ..... .



The ancient Japanese created many art forms, and drawing was one of them. Many people wrote poetry on beautifully- drawn scrolls made of

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paper. Poets used calligraphy or decorative writing as an art form. Japanese artists also made many (5) ..... . Most of them were made of wood and then (6) ..... in gold.
A lot of paintings had beautiful backgrounds of mountains and valleys with streams and rivers flowing towards waterfalls, while others had backgrounds that were plain white.



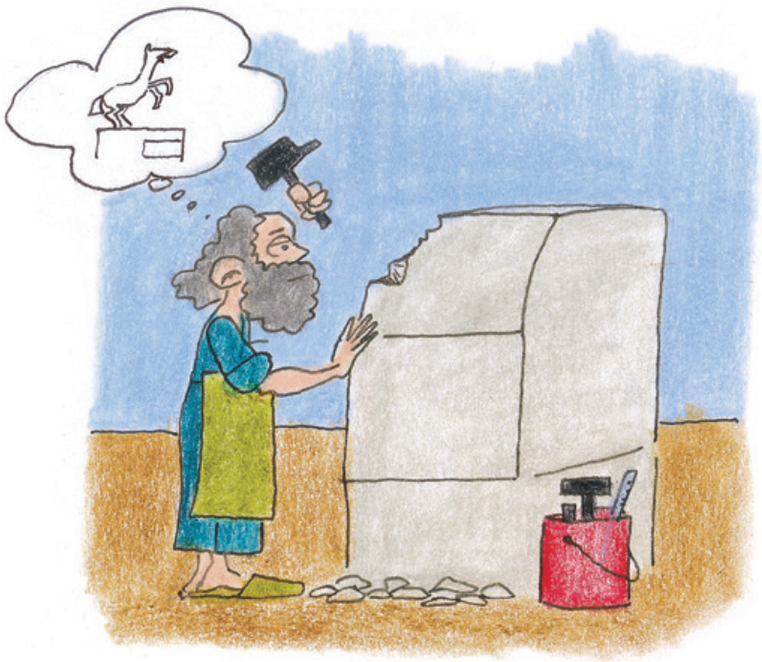
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Ancient Chinese art was influenced by religions, which stressed love for nature. The subjects they liked to paint were birds, flowers, and (7) ..... from the countryside. Chinese art came in many different forms such as painting, folk art, silk, calligraphy, pottery, sculpture, metal arts and paper-cuts. The Chinese invented paper, which was very important for paper-cuts. People would hang them up to (8) ..... windows, houses, clothes and even ladies' hair.



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1.4 Look through the texts above and underline all the materials people used in their artwork. Explain what the words mean.





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2. Language Focus

2.1 Make sentences using the Simple Present passive.

1. Yellow and red .....
   (mix) to make orange.
2. Bright colours
   .....
   (use) to express happiness.
3. Brushes
   .....
   (clean) with a special liquid.
4. Water paints
   .....
   (dissolve) in water.

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5. Famous paintings

.....

(often / steal).

6. A great artist

.....

(admire) for his talent.

7. Egg

.....

(use) to paint religious icons.



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2.2 Use the passive voice to write full sentences from the prompts below.

It's up to you
p.112 - 116/138

1. Valuable paintings / keep / in museums.

.....

.....

.....

.....

2. Works of art / buy / at auctions.

.....

.....

.....

.....

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3. Museums / guard / by security guards.

.....

.....

.....

.....

4. An old painting / often / examine / by specialists.

.....

.....

.....

.....

5. Famous paintings and sculptures / often / copy / by other artists.

.....

.....

.....

.....

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6. The Prado Museum / visit / by thousands every year.

.....

.....

.....

.....

7. The Louvre / clean / and / lock / every evening.

.....

.....

.....

.....

8. Visitors / admit / to some museums / after a fare / pay. (2 passives)

.....

.....

.....

.....

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9. Sometimes works of art / steal / from museums / and / never / find. (2 passives)

.....

.....

.....

.....

10. Tours / organise / by guides / in some museums. Visitors / inform / about the exhibits / and lead / through the whole museum. (3 passives)

.....

.....

.....

.....

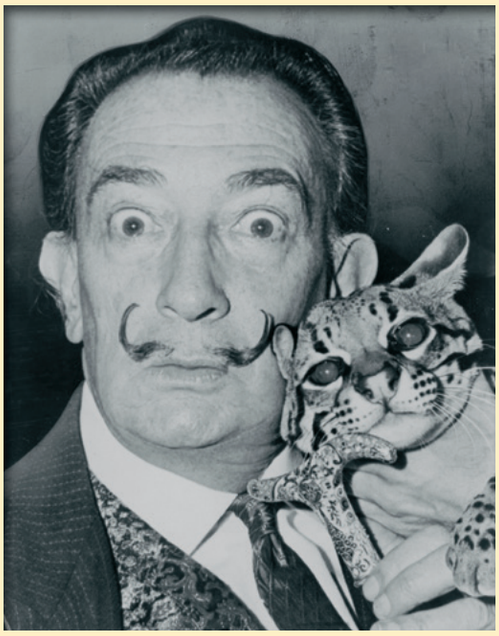
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3. Artists and their Styles

3.1 Read the biographies of the artists below and complete the missing words.

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Salvador Dali was born in Spain in 1904. When he (1) ..... a child, he exhibited strange behaviour and often interrupted his class in school. As he got older, he started to paint pictures (2) ..... came from his dreams. His dreams and his paintings were scary and unreal. Dali (3) ..... to art school in Madrid, but he was expelled

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and never graduated. He even spent time in jail. However, he continued to paint, and his art style became known (4) ..... Surrealism. Salvador Dali drew everyday items, but changed them in odd ways. For example, one of his paintings is of melting clocks. Before he died at the age of 85 in 1989, Dali (5) ..... created works in film, ballet, opera, fashion, jewellery, and advertising illustrations.

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Leonardo Da Vinci was born in (6) ..... Italian town called Vinci in 1452. He lived in a time period called the Renaissance, (7) ..... everyone was interested in art. Even though Da Vinci was a great artist, he became famous because of all the other things he (8) ..... do. He was a sculptor, a scientist, an inventor, an architect, a

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musician, and a mathematician. When he was twenty, he helped his teacher finish a painting (9) ..... 'The Baptism of Christ'. When he was thirty, he moved to Milan. That is where he painted most (10) ..... his pictures. Da Vinci's paintings were done in the Realist style.

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El Greco (1541–1614) was a painter, sculptor, and architect of the Spanish Renaissance. He usually signed his paintings in Greek letters (11) ..... his full name, Doménicos Theotokopoulos. He was born in Crete, (12) ..... was at that time part of the Republic of

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Venice and the centre of Post-Byzantine art. (13) ..... the age of 26, he travelled to Venice, as (14) ..... Greek artists had done. In 1570, he moved to Rome, (15) ..... he opened a workshop and created a series of works. In 1577, he moved to Toledo, Spain, where he lived and worked (16) ..... his death. El Greco led the way to the development of Expressionism and Cubism. His personality and works were a source of inspiration (17) ..... poets and writers such as Rainer Maria Rilke and Nikos Kazantzakis.

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3.2 Read the biographies again and decide if the following statements are True (T) or False (F).

	T	F
1. Dali was known for his antisocial behaviour.		
2. Dali drew ordinary items exactly as he saw them.		
3. Da Vinci was named after his birthplace.		
4. Da Vinci had many different skills.		
5. El Greco opened his workshop in Venice.		
6. El Greco was born and died in Crete.		

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4. Everyday English

ASKING FOR AN OPINION / GIVING AN OPINION

4.1 Match the questions with the answers.



1. What do you think of the new museum?



2. What's your opinion of his latest paintings?



3. What's your view on people keeping famous works of art at home?



4. How do you feel about graffiti?

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a. Personally, I feel that graffiti makes a town look bad.



b. In my opinion, it's excellent. There are collections of many famous artists there.



c. I believe they're very good. Excellent, in fact.



d. I think it would be better if they were in museums for everyone to enjoy.



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4.2 Work in pairs. Use the expressions above and the prompts below to ask for and give an opinion.

e.g. What do you think of the new concert hall?
Personally, I think it's superb. The best in the country!



1. **exhibition of works of the art students – not as good as last year**

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2. the use of technology in art – excellent / give artists freedom
3. the film on Van Gogh's life – fascinating / great actors
4. contemporary art movements – difficult to understand
5. the new art gallery – spectacular / used to be a factory

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Lesson 14 It's Music to my Ears



1. Vocabulary

1.1 Choose the right word from the box to complete the text.

instrument
metal
materials
sound
musicians
drum

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You don’t need money to make music. Percussion and vocal music can be free to produce. Just use what’s around you: wood, plastic, glass, (1) ..... . Turn a plastic bin upside down, hit it with your palms and you’ve got the (2) ..... of an African (3) ..... . Fill glass bottles with water and you’ve got bells. Take two empty tins, fill them with dried beans, tape them together and you’ve got a Latin-American (4) ....., the shaker. Some (5) ..... have had successful careers from using unusual (6) ..... to make music.

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1.2 Write the musical instruments under the right category.



violin viola recorder cello clarinet
flute drums trumpet harp tambourine
piano bagpipes castanets gong
xylophone tuba triangle harmonica

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wind	stringed	percussion
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

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1.3 What do you call the people who play the following instruments?

1. piano .....
2. violin .....
3. saxophone.....
4. cello.....
5. guitar.....
6. flute .....

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1.4 Complete the ‘music’ diagram with words from the box. Can you add any more areas or words that you know?

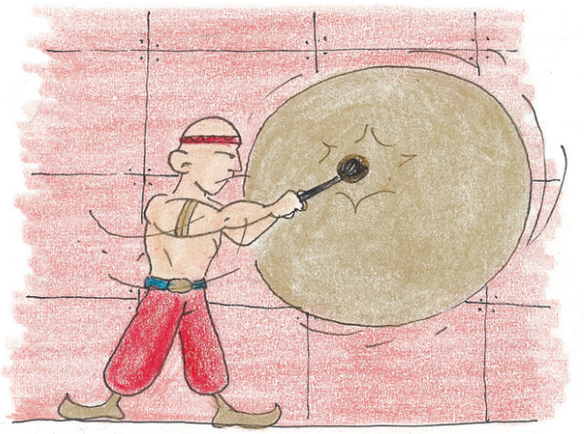
band
jazz
classical
guitar
orchestra
choir
trumpeter
songwriter
composer
folk
harmony
note
rock
tune
melody

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rhythm
lyrics
drummer
conductor
audience
saxophone
perform
bells
rehearse
mandolin
compose
record (n/v)

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PEOPLE

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MUSICAL INSTRUMENTS

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VERBS

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MUSIC

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KINDS OF MUSIC

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MUSICAL TERMS

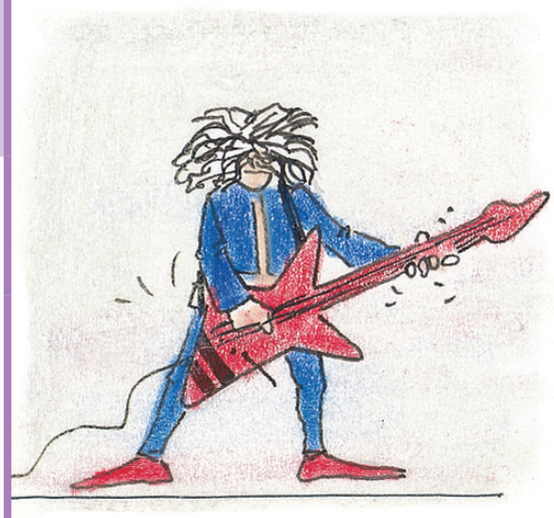
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MUSIC

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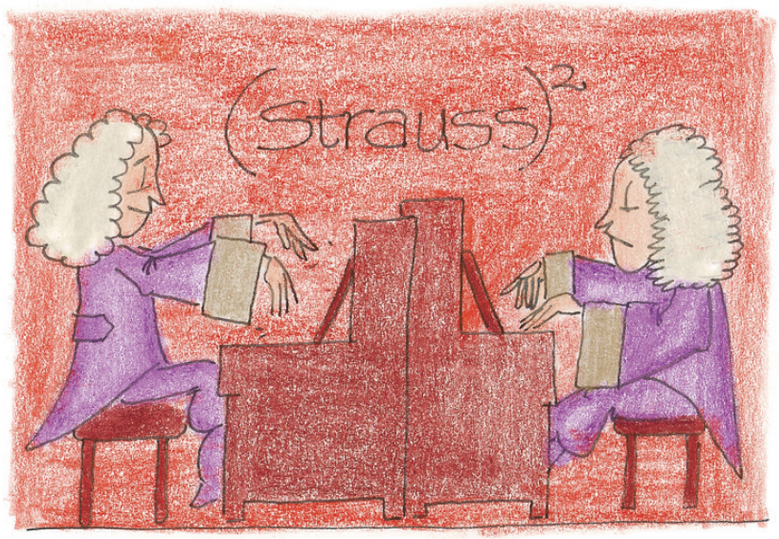
1.5 How much do you know about music? Tick True (T) or False (F). Can you correct the sentences that are False?

	T	F
1. There are two composers named Strauss.		
2. Wagner and Verdi were born in the same year.		
3. Beethoven was almost deaf when he wrote some of his masterpieces.		
4. Mozart composed his first piece of music at the age of 15.		

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5. People who were taught music in their childhood have a better memory.		
6. Composers are not influenced by their native language.		
7. When shopping, people's choices are influenced by background music.		





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2. Language Focus

2.1 Read what happens at the Music Awards ceremony every year. Complete the gaps with the appropriate form of the verb as in the example.

Two months before the ceremony, the presenters (0) are chosen (choose) and rehearsals begin. E-mails (1) ..... (send) to music companies, singers and composers all over the country. The invitations (2) ..... (write) and (3) ..... (give) to all celebrities. The date of the

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festival (4) ……..……

(announced) on TV.

Tickets (5) ……..……

(sell) to the public one month before. On the day of the occasion, everything is well-organised.

Awards (6) ……..……

(give) to the best songs and performers. The work of new groups (7) ……..……

(present) and old singers (8) ……..…… (award) special prizes.



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2.2 What happened at last year's Music Awards ceremony? Use the prompts to make sentences in the passive voice.

It's up to you
p.116 - 119/139

1. It / hold / in Stewart Music Hall.

. . . . . .

2. Short speeches / give / celebrities.

. . . . . .

3. The winners / announce / young musicians.

. . . . . .

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4. A film on / History of European Music / show.

. . . . . .

5. British singers / invite / to sing.

. . . . . .

6. The audience / amaze / dance show.

. . . . . .

7. Money / raise / for homeless people / the celebrities.

. . . . . .



MUSIC AWARDS

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2.3 Live 8 was a concert which was simultaneously held in 8 different countries for the same purpose. Complete the gaps with an appropriate form of the verbs in brackets in the active or passive voice to learn more about the concert.

United by Music

More than a million people (1) ..... (gather) in cities across the world on July 2nd, 2005, for “Live 8”, the biggest music concert ever held, to pressure rich nations to do more for the poor. “Live 8” coordinator, Bob Geldof, (2)

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…… (urge) 200,000 fans in London's Hyde Park to demand "No More Excuses". He (3) …… (join) by Paul McCartney, who opened the London concert with Bono, Madonna, Elton John, and Pink Floyd.

Twenty years ago, "Live Aid", another big concert, (4) …… (also / organise) by Bob Geldof. More than 100 million dollars (5) …… (raise) for Ethiopian famine victims. The aim of "Live 8" (6) ……

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(be) to change the world we live in. Two billion people (7) ..... (watch) the concerts.

U2's lead singer, Bono, sent a message: "We (8) ..... (not / ask) you to put your hand in your pocket, but to put your fists in the air".





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3. Song and Music

3.1 Read the song and try to fill in each gap with a suitable word. What do you think the title of the song is?



.....

Are those (1) ..... in your eyes?
Make you feel you can cope no more?

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When it all just gets too (2)
……
Let me wipe (3) …… your tears
You know you can (4)
…… on me.

No one can tell you who you should be.

We are all the (5) ……
and yet unique
Never be ashamed of (6)
…… you are.

Just be true to you.

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You are precious
There's only (7) …… of you
So stand tall
Be proud
Just be (8) …… to you.

And I'll always be there
I'll always be there for you.



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3.2 Now listen to the song and check your answers.

3.3 Listen to some pieces of music from well-known films and number them in the order you hear them. The first one has been done for you.

- [ ] a. Star Wars
- [ ] b. Titanic
- [ ] c. Fantasia
- [1] d. Billy Elliot
- [ ] e. Pirates of the Carribean: The Curse of the Black Pearl
- [ ] f. Lara Croft: Tomb Raider
- [ ] g. Harry Potter and the Chamber of Secrets

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- [ ] h. Gladiator
- [ ] i. E.T.
- [ ] j. The Lord of the Rings: The Fellowship of the Ring

Which of these films have you seen? Do you like their music?



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Lesson 15 Acting up!...

1. Making a Choice



WEST SIDE STORY

JESUS CHRIST SUPERSTAR

KING LEAR

MAMA MIA

1.1 **Steven is a 13-year-old student who lives in London. It's his turn to decide which play his class is going to see this month. Work in groups. Read the advertisements of performances in London's**

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West End. If you were in his place, which performance would you choose for your class and why? Consider the following: the age of the students, the theme of the play, and how long the plays last.

1.2 Now can you help the people on the next pages decide which play they should see?

It's up to you
p.120 - 121/139

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THEATRE

THE MOUSETRAP. Mon-Sat 20.00; Sat 17.00; Tue 14.45 (2hrs 15 mins). St Martin's Theatre, West Street, WC2. ☎ (020) 7836 1443. ◎ Leicester Square. Agatha Christie's captivating mystery, the longest-running play in the world, is 48 years old and still no-one has given away the ending.

CATS. Mon-Sat 19.30; Tue & Sat 15.00 (2hrs 40 mins). New London Theatre, Parker Street off Drury Lane, WC2. ☎ (020) 7404 4079. ◎ Covent Garden. London's longest-running musical now in its 19th year. Andrew Lloyd Webber's harming, award-winning

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show is based on T.S. Eliot's 'Old Possum's Book of Practical Cats'. Exciting spectacle, plenty of dancing and fantastic costumes with all characters dressed as cats.

HAMLET. 6, 8, 25-28 July 19.30; 6, 8, 13, 19-21 July 14.00 (3hrs 20 mins). Shakespeare's Globe Theatre, 21 New Globe Walk, SE1. ☎ (020) 7401 9919. ◎ Southwark. Artistic director of the Globe, Mark Rylance, stars as Hamlet. The Prince of Denmark returns home following his father's death and finds that his uncle has married his mother and taken the throne.

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SPOT'S BIRTHDAY PARTY. Opens 26 July. Mon-Fri 11.00 & 14.30; Sat 10.30, 14.00 & 17.00. Lyric Hammersmith, King Street, W6. ☎ (020) 8741 2311. ◎ Hammersmith. Steve the Monkey, Helen the Hippo and Tom the Crocodile all gather together to celebrate Spot's birthday.

LES MISERABLES. Mon-Sat 19.30; Thu & Sat 14.30 (3hrs 15 mins). Palace Theatre, Cambridge Circus, W1. ☎ (020) 7434 0909. ◎ Leicester Square. Highly-acclaimed musical adaptation of Victor Hugo's novel about love, passion, courage, set in the Paris uprising of 1832. It's an absorbing, emotional evening

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which follows the story of a small child abandoned by her mother – be prepared to cry!

THE PHANTOM OF THE OPERA. Mon-Sat 19.45; Wed & Sat 15.00 (2hrs 30 mins). Her Majesty's Theatre, Haymarket, SW1. ☎ (020) 7494 5412. ◎ Picadilly Circus. Andrew Lloyd Webber's hugely popular musical about the masked Phantom who haunts the Paris Opera House and falls in love with the singer, Christine. Spectacular and tense with some memorable sets.

SINGIN' IN THE RAIN. Closes 20 July. Mon-Sat 19.15; Wed & Sat 14.00. Oliver Theatre, South

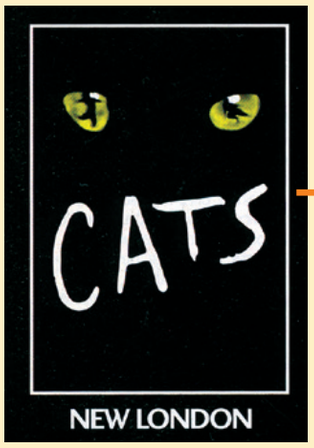
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Bank, SE1. ☎ (020) 7452 3000. ◎ Waterloo. West Yorkshire Playhouse's revival of the stage version of the smash hit film from 1952. Set in 1930s Hollywood, Lina Lamont, a great star of the silent movies, is having problems making the transition to talkies, because of her truly dreadful voice.

STONES IN HIS POCKETS. Mon-Sat 19.30; Thu & Sat 15.30. New Ambassadors Theatre, West Street, WC2. ☎ (020) 7836 6111. ◎ Leicester Square. Award-winning comedy examining what happens when a Hollywood film company arrives in a remote Irish village.

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DISNEY'S THE LION KING. Mon-Sat 19.30; Wed & Sat 14.00 (2 hrs 45 mins). Lyceum Theatre, Wellington Street, WC2. ☎ 0870 243 9000. ◎ Covent Garden. Book early for this hugely successful award-winning stage adaptation of Disney's animated film. The young lion cub, Samba, struggles to accept responsibilities of adulthood and his destined role as King. Superb costumes and special effects.



CATS

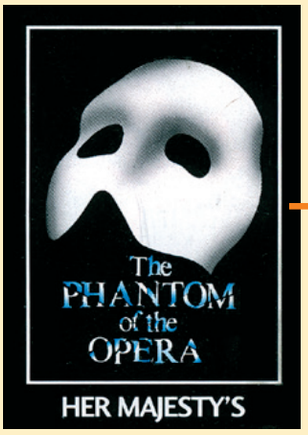
NEW LONDON

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Les Miserables

PALACE



The PHANTOM of the OPERA

HER MAJESTY'S

TIPS FOR THEATREGOERS

DISABLED ACCESS. Artsline ☎ (020) 7388 2227. London's information and advice service for disabled people on arts and entertainment.

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HISTORY OF THEATRE & BACKSTAGE TOURS. Visit the **Theatre Museum** for the history of theatre and other performing arts, plus special exhibitions. For backstage tours contact **Theatre Royal, Drury Lane** ☎ (020) 7494 5456 and **The Royal National Theatre** ☎ (020) 7452 3400.

IF ENGLISH IS NOT YOUR FIRST LANGUAGE. A number of shows are particularly suitable for visitors for whom English is not a first language. These include many of the musicals, especially **Buddy**, **Cats**, **Disney's The Lion King**, **Fosse**, **The King & I**, **Mamma Mia!**, **Notre Dame de Paris**, **The Witches of Eastwick**,

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Starlight Express and most of the Family Shows.

From: “London Planner”, British Tourist Authority, July 2000



I would like to see an amusing play.

1. Pamela Gilbert



I’m very fond of Shakespeare’s plays.

2. Sally Smith

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We want to take our 8-year-old daughter to the theatre.

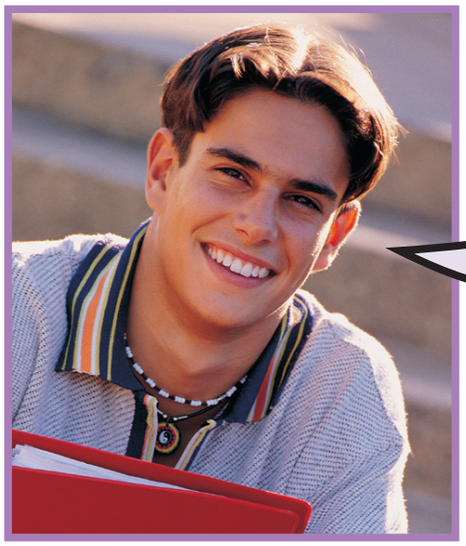
3. The Taylors



I want to go to the theatre, but I don't speak English very well.

4. Rubens Gonzales

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I love mysteries.

5. Ben Russell



I want to see a musical that has been a hit for many years.

6. Niki Gouros

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I'm very keen on musicals with a moving plot.

7. Tom Cutting

2. Vocabulary

useful tip

Learn adjectives and nouns that go together. This will help you use them correctly.

75 / 81 - 82

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2.1 Find all the adjectives that describe the following nouns in the leaflet in 1.2. Explain what they mean.

..... comedy

..... musical

..... play

..... mystery

..... costumes

..... show

..... effects



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2.2 Match the words with their definitions.

1. stage		a. parts of a play
2. costumes		b. articles or comments that judge a play
3. set		c. set of actors in a play
4. acts		d. platform where the actors perform
5. reviews		e. scenery, furniture on the stage of the theatre
6. cast		f. clothes the actors wear

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2.3 Choose an appropriate word from the box below to fill in the blanks.

costumes audience roles
curtain lines director set
critics leading seats reviews
dressing applaud play stage

It's up to you
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Putting on a (1) ……. is not something easy. Everything has to be very well-organised. The actors must memorise their (2) ……. and the (3) ……. must make sure that everyone is in place. There are other actors who also know the roles by heart in case one of the (4) ……. actors is ill.

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The furniture and all other props on the (5) ..... must be ready, too. The spectacular (6) ..... are in the (7) ..... room waiting to be worn and the (8) ..... with tickets in hand wait to be shown to their (9) ..... . On the big night, the lights dim and the audience falls silent. The (10) ..... goes up and the magic begins. The actors go out onto the (11) ..... and say their (12) ..... . If they have done a good job, the audience

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will (13) ..... them when the curtain goes down, and the newspaper (14) ..... will write positive (15) ..... about the play!

2.4 Find words and phrases in the text (S's book, p. 72-75/95) which mean:

1. a strong negative feeling

   . . . . . .

   . . . . . .

2. a formal dinner

   . . . . . .

   . . . . . .

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3. in a mask

. . . . . .

. . . . . .

4. saw

. . . . . .

. . . . . .

5. bad luck

. . . . . .

. . . . . .

6. happiness

. . . . . .

. . . . . .

7. admitted

. . . . . .

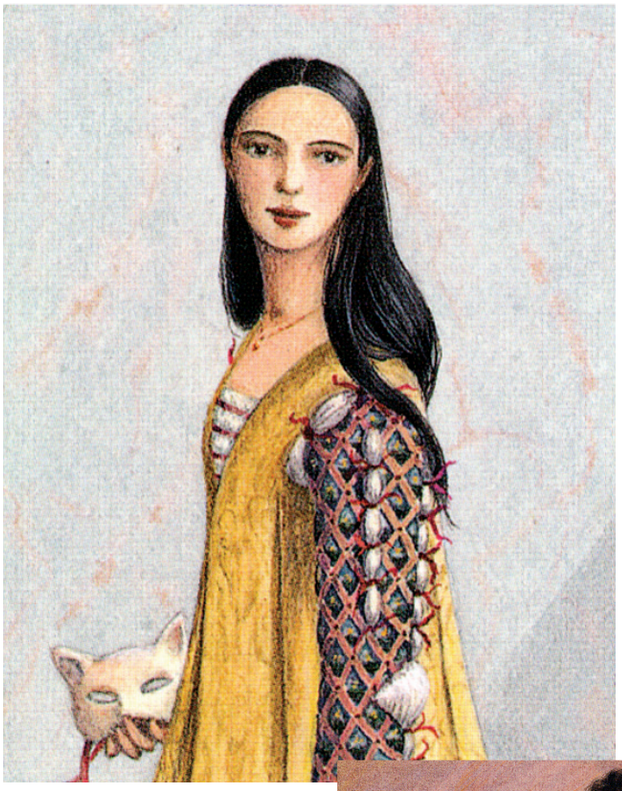
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8. a feeling of having no hope

. . . . . .

. . . . . .









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2.5 Match the phrasal verbs in the sentences with the definitions.

1. When does their new album **come out**?
2. The play wasn't a disaster. In fact, it **came off** very well.
3. We need to **come up with** new ideas to make the gallery known.
4. You must **come round** to the flat for dinner some time.
5. I **came across** a lovely little shop with handicrafts in the village.

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- a. to visit
- b. to be successful
- c. to think of a plan, idea or solution
- d. to find, meet by chance
- e. to become available

come around or **come round** — PHRASAL VERB

1 If someone **comes around** or **comes round** to your house, they call there to **see you.** Beryl came round this morning to apologize... Quite α lot of people came round to the house.

VP
VP to n

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2 If you come around or come round to an idea, you eventually change your mind and accept it or agree with it. It looks like they're coming around to our way of thinking... She will eventually come round.

VP to n
VP

3 When something comes around or comes round, it happens as a regular or predictable event. I hope still to be in the side when the World Cup comes around next year.

VP

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4 When someone who is unconscious comes around or comes round, they recover consciousness. When I came round I was on the kitchen floor.

=come to

VP

come at. If a person or animal comes at you, they move towards you in a threatening way and try to attack you. He maintained that he was protecting himself from MrCox, who came at him with an axe.

PHRASAL VERB

VPn withn AlsoVPn

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2.6 Look at the dictionary entry for ‘come round’ and write the appropriate meaning for each of the sentences below.

1. He came round after the difficult operation.

   .....

2. I can’t believe that winter has come round again.

   .....

3. I know that Mary doesn’t like you borrowing her car, but she’ll come round.

   .....

4. Come round for lunch tomorrow. We’ll have your favourite food.

   .....

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3. Pronunciation

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

	/ə/	/eɪ/	/ɜː/
theatre	✓		
lane			
world			
comedy			
return			
play			
daughter			
stage			

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3.2 Circle the odd pronunciation out.

1.	celebrate	rain	word
2.	version	portrait	early
3.	together	shirt	further
4.	superb	enter	moment
5.	work	first	take
6.	maintain	popular	instant

3.3 Listen to check your answers.

3.4 Listen again and repeat.



4. Language Focus

4.1 Read the advertisement and use the information to fill in the text with the correct form of the verbs in the passive voice.

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Planning Ahead



Epidaurus Festival:

- **Euripides' Orestes – August 10-11; direction: National Theatre**
- **Euripides' Bacchae – August 28-29; direction: National Theatre**
- **Aristophanes' Peace by the State Theatre of Northern Greece – August 22-23.**

Tickets available at the central box-office, tel: 801-3335000 and

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at the ancient Theatre of Epidaurus.

Performance times for all events: in August, 9:00 pm and in September, 8:30 pm
50% discount for children and students. Free programmes.

From: Athens News

provide
perform
find
direct
sell
stage
write

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Three great ancient plays (1) ..... at the Epidaurus Theatre every summer. This August, ‘Orestes’ and ‘Bacchae’, two tragedies which (2) ..... by Euripides, (3) ..... by the director of the National Theatre. ‘Peace’, the superb comedy by Aristophanes (4) ..... by the actors of the State Theatre of Northern Greece. Tickets (5) ..... at the central box-office and at the theatre of Epidaurus. Programmes (6) ..... free of charge. More information (7) ..... at www.hellenicfestival.gr

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4.2 Are the sentences in the **active** (A) or **passive** voice (P)?

1. What art form do you find most interesting? ☐
2. Technological developments are used in modern art. ☐
3. Punk music was born in reaction to pop music. ☐

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4. The Tate Modern Gallery in London used to be a power station. ☐
   It was converted into a museum by Swiss architects. ☐
5. How was this piece of music inspired? ☐
6. A fire destroyed the theatre completely last year. ☐
7. The performance takes place in the amphitheatre and consists of 5 scenes. ☐
8. In my country, English films are either shown with subtitles or they are dubbed. ☐

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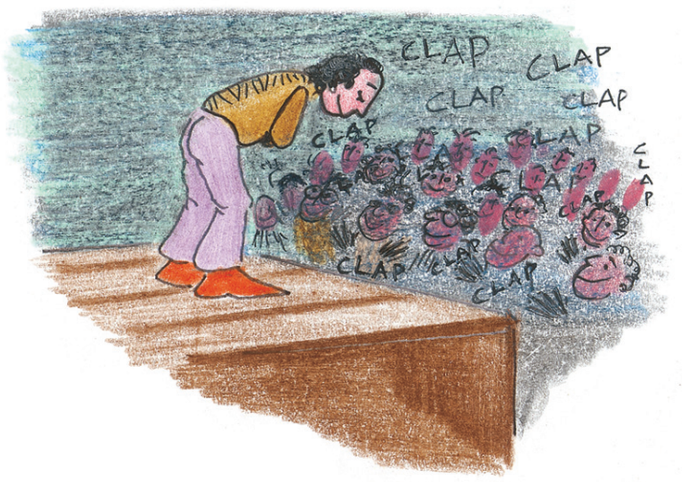


Tate Modern Gallery

4.3 **Complete the second sentence so that it has a similar meaning to the first sentence, making the necessary changes.**

1. **Many tourists visit the ancient theatre every year.**
   The ancient theatre .....
   .....
   every year.
2. **The audience applauded the actors for 5 minutes.**

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The actors .....

.....

for 5 minutes.

3. The tickets for the musical were booked yesterday.
   They .....

   .....

   yesterday.
4. New forms of art are created by young people.
   Young people .....

   .....

   new forms of art.

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5. The mayor will not open the new theatre next week.
   The new theatre .....
   .....
   next week.
6. Shakespeare's heroes have been played by famous actors.
   Famous actors .....
   .....
   Shakespeare's heroes.

4.4 Rewrite the sentences in the passive voice.

1. Shakespeare wrote many plays and poems.
   .....
   .....

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2. They will use wind and stringed instruments in the concert.

.....

.....

3. Do they play rock music in this club?

.....

.....

4. We hold an art exhibition in our school every year.

.....

.....

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5. When did Picasso paint ‘Guernica’?

.....

.....

6. Dali did not make sculptures.

.....

.....

7. They lit fireworks on the opening day of the museum.

.....

.....

8. The students haven’t rehearsed their roles yet.

.....

.....



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5. Speaking: MEDIATION

Your English friend is on holiday in Greece. You want to go to the cinema together. Look at the film summaries and act out the dialogue.

It's up to you
p.124 - 127/139

ΠΕΡΗΦΑΝΙΑ ΚΑΙ ΠΡΟΚΑΤΑΛΗΨΗ ★★★
PRIDE AND PREJUDICE, 2005 (127')
Αγγλική ταινία σε σκηνοθεσία Τζο Ράιτ, με τους: Κίρα Νάιτλι, Ντόναλντ Σάδερλαντ, Μπρέντα Μπλέθιν, Τζούντι Ντεντς. Στην

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επαρχιακή Αγγλία του 19ου αιώνα, η ζωή της Λίζι Μπένετ και των τεσσάρων ανύπαντρων αδελφών της αναστατώνεται από τον ερχομό του πλούσιου κ. Μπίνγκλεϊ και του φίλου του κ. Ντάρσι.

ZATHURA, ΜΙΑ ΠΕΡΙΠΕΤΕΙΑ ΣΤΟ ΔΙΑΣΤΗΜΑ ★

ZATHURA, A SPACE ADVENTURE, 2005 (103')

Αμερικανική ταινία σε σκηνοθεσία Τζον Φαβρό, με τους: Τιμ Ρόμπινς, Τζος Χάτσερσον, Τζόνα Μπόμπο. Δύο αδέλφια που δεν έχουν την ιδανικότερη σχέση μεταξύ τους ανακαλύπτουν το Zathura, ένα μαγικό παιχνίδι που τους μεταφέρει μαζί με

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το σπίτι τους στο Διάστημα και τους θέτει αντιμέτωπους με αληθινούς διαστημικούς κινδύνους.

ΤΟ ΧΡΟΝΙΚΟ ΤΗΣ ΝΑΡΝΙΑ: ΤΟ ΛΙΟΝΤΑΡΙ, Η ΜΑΓΙΣΣΑ ΚΑΙ Η ΝΤΟΥΛΑΠΑ ★
THE CHRONICLES OF NARNIA: THE LION, THE WITCH AND THE WARDROBE, 2005 (140')
Αμερικανική ταινία σε σκηνοθεσία Άντριου Άνταμσον, με τους: Τίλντα Σουίντον, Τζόρτζι Χένλι, Σκάνταρ Κέινς. Τέσσερα αδέλφια ανακαλύπτουν σε ένα βρετανικό πύργο μια μαγική ντουλάπα που τους οδηγεί στην παραμυθένια χώρα της Νάρνια.
Αθηνόραμα, Φεβρουάριος 2006

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Student A

Tell your friend what films are playing.

Answer.

Tell your friend.

Answer. Ask your friend which one he would like to see.

Answer.

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Student B

Ask your friend what kind of films they are.

Ask your friend about the plot of each film.

Ask about the cast of actors.

Ask what the reviews say.

Tell your friend which film you would like to see.



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IT'S UP TO YOU

UNIT 5 – THE ARTS!

LESSON 13 – QUITE AN ART!

Extra – Vocabulary, activity 1.1, p. 5-6/70

*

1. Use the words below to fill in the blanks.

violence
numerous
trapped
images

1. There were ..... people waiting to see the president.

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2. Mary was terrified by the ..... of the storm.

3. Music often creates ..... in our minds.

4. The young boy was ..... in the lift for two hours before the firemen got him out.

***

2. Use the words below to fill in the blanks.

civilians
brutal
criticised
define
interpret
exact

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1. “Can you ..... the word ‘nuclear’?” asked the teacher.
2. All ..... were ordered to leave their homes in the war zone.
3. Paintings of scenes from battles often include ..... images.
4. Please give me the ..... amount. I haven’t got change.
5. Whenever leaders from foreign countries meet, there is always someone there to ..... from one language to the other.
6. The journalist was ..... for not being objective.

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Extra – Vocabulary, activity 1.3, pp. 9-15/70-71

***

Look at the words in the box and explain what they mean. Then use them to fill in the blanks in the texts that follow. There is an extra word you do not need to use.

Prehistoric Art

successful
mixed
stored
pierced
found
accepted
depict
believed
known
natural
symbolic

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The very first paintings (1) ..... to archaeologists are those which were (2) ..... on walls of caves in France and Spain. They are (3) ..... to be over 20,000 years old. Most of the paintings (4) ..... animals and this has given experts a clue to their meaning.

It is now generally (5) ..... that these images had (6) ..... or magical functions. Palaeolithic man believed that by painting a picture of a bison (7) ..... with arrows, he

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would have a (8) ..... hunt. The images were painted in red, brown, yellow and black with brushes or fingers. The colours were made from (9) ..... materials – such as rust or soot from fires – and were (10) ..... with water. They were stored in bones and skulls.

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Extra – Language focus, activity 2.2, p. 19-22/72

***

Use the passive voice to write full sentences from the prompts below. Make any other necessary changes.

1. **Ancient coins / exhibit / in the museum.**

   .....

   .....

   .....

   .....

2. **Paintings / sell / for great amounts of money.**

   .....

   .....

   .....

   .....

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3. The colours / must mix / before the artist starts.

.....

.....

.....

.....

4. Gifts and souvenirs / sell / in the museum's gift shop.

.....

.....

.....

.....

5. Leonardo da Vinci and Michelangelo Buonarroti / believe / to be two of the greatest artists that ever lived.

.....

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.....

.....

.....

.....

.....

6. People / fascinate / their work and some of their masterpieces / consider / to be priceless.

.....

.....

.....

.....

.....

7. Many of their paintings and sculptures / find / in museums and churches along with works of other artists. All these works

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of art / guard / very carefully and complex security systems / use / for their protection.

.....

.....

.....

.....

.....

.....

.....

.....

.....

8. If a work of art / consider / to be invaluable, it / put / in a special room where the temperature and even the humidity / control.

.....

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.....

.....

.....

.....

.....

LESSON 14 – IT'S MUSIC TO MY EARS

Extra - Language focus, activity 2.2, p. 52 -53/78

*

1. Use Simple Past passive voice to complete the gaps.

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Did you know?

Music for Shakespeare's play 'A Midsummer Night's Dream'

(1) .... (write) by the famous composer Mendelssohn. Unfortunately, all his papers (2) .... (lose) when they (3) .... (leave) by the composer in a taxi. Thankfully, every note (4) .... (rewrite) from memory!

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***

2. Use Simple Present or Simple Past passive voice to complete the gaps.

A violin that (1) .....

.....

(make) in the 18th century by Antonio Stradivari of Italy can be worth as much as $1 million. These violins are so valuable because they (2) .....

.....

(consider) to be the finest violins ever produced. Stradivari's two sons (3) .....

.....

(train) to make stringed instruments

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as well. What made these violins so extraordinary? Specialists suspect the varnish that (4) .....
.....
(use). Stradivari's formula for the varnish (5) .....
.....
(write) on a page of the family Bible, but unfortunately, it (6)
.....
.....
(destroy) by one of his descendants.

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LESSON 15 – ACTING UP!

Extra – Reading, activity 1.2, p. 63 - 70/80

**

Read through the advertisements on p. 62-68/80 to find

1. **how many animals are mentioned.**

   .....

   .....

2. **which performance may be scary.**

   .....

   .....

3. **where a mother leaves her child.**

   .....

   .....

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4. who has a horrible voice.

.....

.....

5. which performance features someone in a mask.

.....

.....

6. which two performances are about kings.

.....

.....

.....

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Extra – Vocabulary, activity 2.3, p. 78 -81/82

***

Choose a suitable word from the box below to fill in the blanks.

scenery
dialogue
culture
lines
performers
special effects
original
characters

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The Japanese (1)
.....
has produced two (2)
.....
forms of theatre – Noh and
Kabuki. Noh is very simple and
formal. There is little spoken (3)
..... and
no (4) .....
or (5) .....
The (6) .....
are all men wearing masks
to represent their (7)
..... A
chorus sings the main performer's
(8) ..... while
he executes the ritual movements
of a dance.

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Activity 5, p. 101 - 105/87

*

Your English friend is on holiday in Greece. You want to go to the cinema together. Look at the film summaries and complete the dialogue. Then act it out.

ZATHURA, ΜΙΑ ΠΕΡΙΠΕΤΕΙΑ ΣΤΟ ΔΙΑΣΤΗΜΑ ★
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Δύο αδέλφια που δεν έχουν την ιδανικότερη σχέση μεταξύ τους ανακαλύπτουν το Zathura, ένα μαγικό παιχνίδι που τους

26-0654_g_b_thinkteen_work_bm_70-87_28b.indd 124 25/10/2024 8:48:09 πμ

μεταφέρει μαζί με το σπίτι τους στο Διάστημα και τους θέτει αντιμέτωπους με αληθινούς διαστημικούς κινδύνους.

ΤΟ ΧΡΟΝΙΚΟ ΤΗΣ ΝΑΡΝΙΑ: ΤΟ ΛΙΟΝΤΑΡΙ, Η ΜΑΓΙΣΣΑ ΚΑΙ Η ΝΤΟΥΛΑΠΑ ★★

THE CHRONICLES OF NARNIA: THE LION, THE WITCH AND THE WARDROBE, 2005 (140')

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A: What's on at the cinema?

B: Let's look in the magazine. There's ..... and ..... .

A: What's the Space Adventure about?

B: .....
.....

A: Who's starring?

B: .....
.....

A: Is it an English film?

B: .....
.....

A: What's the plot of 'The Chronicles of Narnia'?

B: .....
.....

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A: That sounds interesting. What do the reviews say about them?

B: .....

.....

A: OK. Shall we go and see

.....

‘..... then?

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Lesson 15: Acting Up! p. 62

IT'S UP TO YOU p. 106

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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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Καρακώτσογλου, [σελ. 52/29, τ. 2ος: (1)], «Αρχαία Ρώμη», Εκδόσεις Καρακώτσογλου, [σελ. 52/29, τ. 2ος: (2)], «Αρχαία Ελλάδα», Εκδόσεις Καρακώτσογλου, [σελ. 52/29, τ. 2ος: (1)], «BHMAgazino», Το Βήμα της Κυριακής, [σελ. 8/36, τ. 3ος: (3), σελ. 111/52, τ. 3ος: (1), σελ. 113/53, τ. 3ος: (1)], «Το μεγάλο εικονογραφημένο λεξικό σε έξι γλώσσες», Εκδόσεις Δομή, [σελ. 28/39, τ. 3ος: (1), (2), σελ. 112/52, τ. 3ος: (2)], www.free-photo-download.com, [σελ. 40-46/41, τ. 3ος: (1), (2), (3), (4), (6)], «Λονδίνο», Explorer, [σελ. 44/41, τ. 3ος: (5), σελ. 107/122, τ .7ος: (1)], «Ελληνική μυθολογία», Εκδοτική Αθηνών, [σελ. 11/71, τ. 5ος: (1)],

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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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