Think Teen!

2nd Grade of Junior High School

WORKBOOK
(ΠΡΟΧΩΡΗΜΕΝΟΙ)

Τόμος 6ος

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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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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.
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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
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Σύμβουλος του Παιδαγωγικού Ινστιτούτου
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Αναπληρωτές Επιστημονικοί Υπεύθυνοι Έργου
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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 6ος

Ι.Τ.Υ.Ε. «ΔΙΟΦΑΝΤΟΣ»

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UNIT 6
HEALTHY LIVING

Lesson 16 You Are what you Eat



1. Vocabulary

1.1 **Find words or phrases in the text (S's book, p. 23-28/104) and match them with the following definitions.**

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1. substances we need to eat in order to live and grow (par. 1)

.....

.....

2. a healthy mixture of different kinds of food (par. 1)

.....

.....

3. worried (par. 2)

.....

.....

4. make better (par. 2)

.....

.....

5. offer (par. 3)

.....

.....

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6. containing substances your body needs to stay healthy (par. 3)

.....

.....

7. a strong feeling of dislike (par. 4)

.....

.....

8. a ‘letter’ signed by many people (par. 5)

.....

.....

9. a sum of money for a specific purpose (par. 6)

.....

.....

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10. change a situation (par. 7)

.....

.....

useful tip

Replace a word / phrase in the text with the words / phrases in this activity. If the sentence makes sense, you have found the right word!

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1.2 Match the words with the definitions below.

sour
smoked
salted
raw
tender
spicy
stale
fatty

1. heated over a wood fire ➔

   .....

2. with salt ➔

   .....

3. uncooked ➔

   .....

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4. with lots of spices ➲

.....

5. not fresh ➲

.....

6. with a lot of fat ➲

.....

7. having a sharp taste, not sweet

➲ .....

8. easy to cut ➲ .....



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1.3 Choose an adjective from 1.2 to describe each of the foods below.

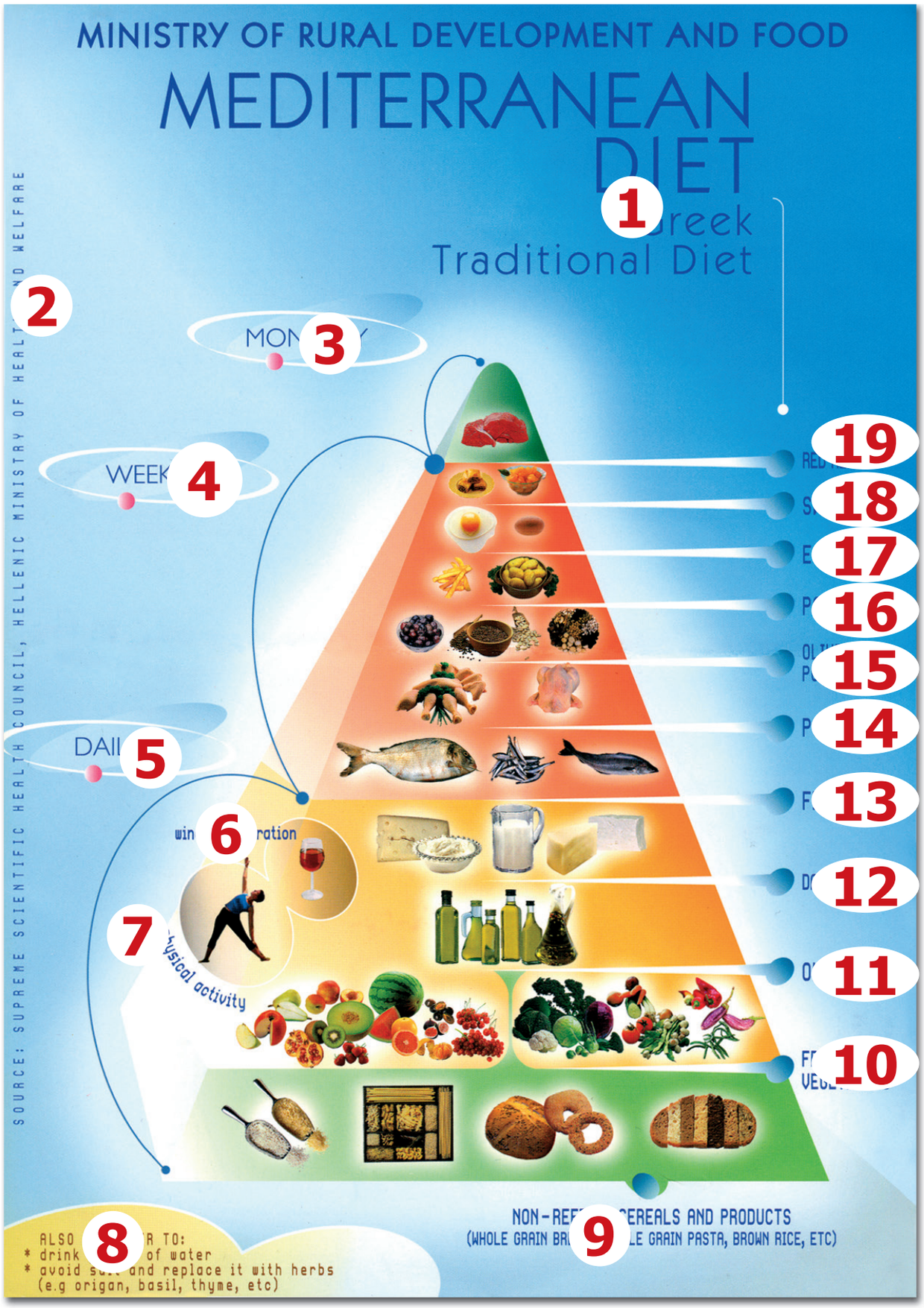
1. ..... bread
2. ..... salmon
3. ..... spinach
4. ..... chillies
5. ..... bacon
6. ..... peanuts
7. ..... lemon
8. ..... chicken



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1.4 The ‘Mediterranean Diet’ Food Pyramid is one way for people to understand how to eat healthily. The horizontal bands represent the food groups, fats and oils. Look at the pyramid and put each word into the appropriate food group.

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1 MINISTRY OF RURAL DEVELOPMENT AND FOOD
MEDITERRANEAN DIET
Greek Traditional Diet

2 SOURCE: SUPREME SCIENTIFIC HEALTH COUNCIL, HELLENIC MINISTRY OF HEALTH AND WELFARE

3 MONTHLY

4 WEEKLY

5 DAILY

6 wine in moderation

7 physical activity

8 ALSO REMEMBER TO:
- drink plenty of water
- avoid salt and replace it with herbs (e.g. origan, basil, thyme, etc)

9 NON-REFINED CEREALS AND PRODUCTS (WHOLE GRAIN

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BREAD - WHOLE GRAIN
PASTA, BROWN RICE, ETC)

10 FRUIT
VEGETABLES

11 OLIVE OIL

12 DAIRY PRODUCTS

13 FISH

14 POULTRY

15 OLIVES, PULSES, NUTS

16 POTATOES

17 EGGS

18 SWEETS

19 RED MEAT

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pork

spinach

poultry

plums

watermelon

butter

eggs

yoghurt

bread

cereals

cheese

celery

celery

ice cream

tinned pineapple

fruit juice

sour cream

dried peaches

broccoli

cabbage

lettuce

salmon

pears

pulses

beef

lamb

nuts

rice

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fish

peas

pasta

crackers

Which of the above foods do you like, don’t mind, can’t stand, hate or are fond of eating? Work in pairs and share your answers. You can add any other foods you like or dislike to the categories above.

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Grains	Vegetables	Fruits

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Dairy	Meat and other proteins

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1.5 The Food Pyramid suggests what and how much to eat every day. Let's look at some of the messages it sends. Read the text below and complete the gaps with a suitable word from the box. There is an extra word you do not need to use.

dried
grains
vegetables
variety
fats
active
dairy
nutrients
poultry

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Eat a (1) ..... of foods. Have foods from every band in order to get the right (2) ..... . You can see that the bands at the top of the pyramid are smaller than those at the bottom. That's because you need to eat less of those foods. Choose low-fat meat, fish and (3) ..... .

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Try to eat a lot of whole (4) ..... such as brown rice and wheat bread. Vary your (5) .....; eat broccoli and spinach as well as carrots and potatoes. Eat different kinds of fruit. Choose fresh, canned or (6) ..... fruit. It is also very important to include a variety of (7) ..... products such as milk, yoghurt and cheese in your diet. Don't forget to be (8) ..... . Thirty minutes of exercise daily is the minimum for a healthy life.

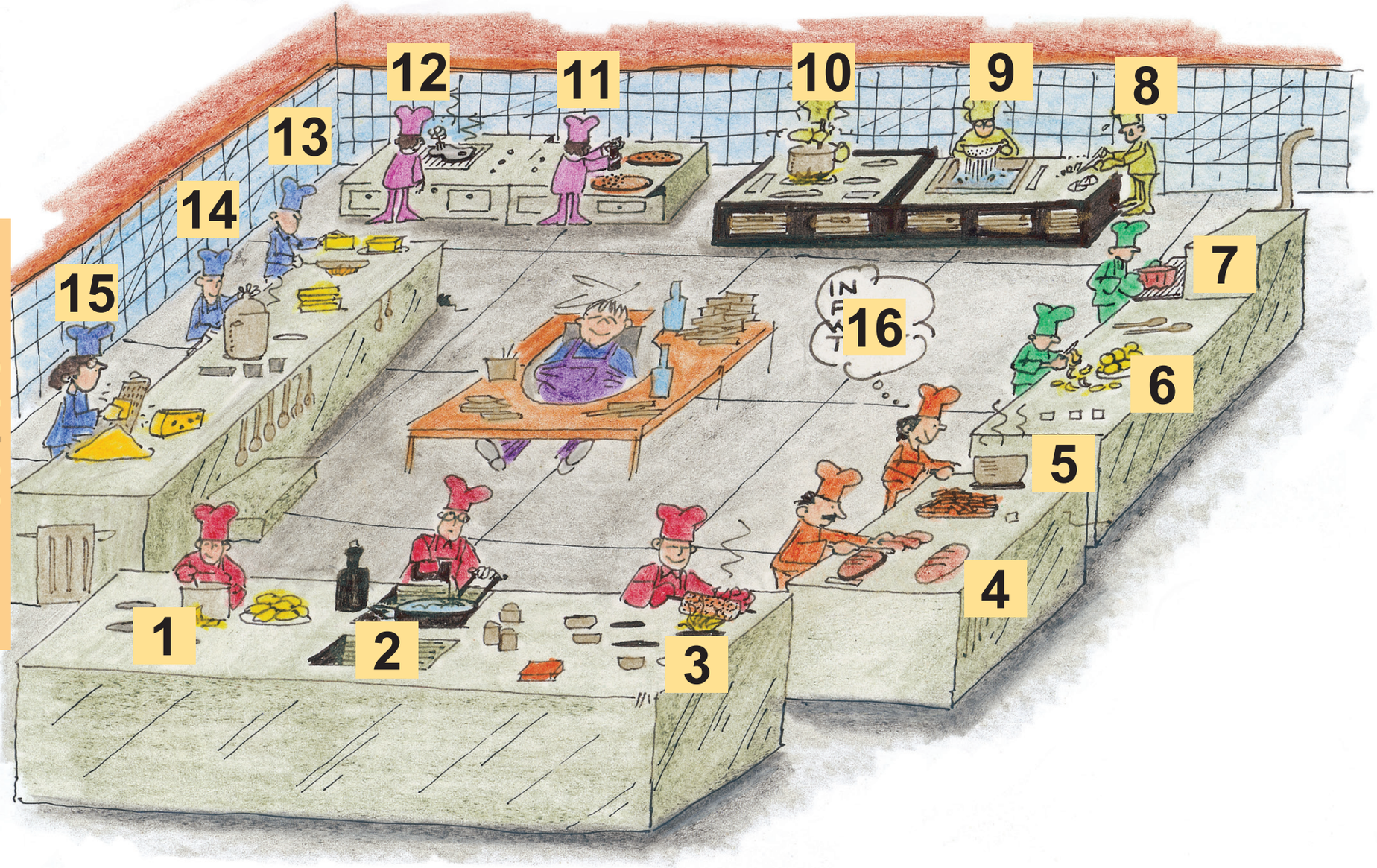
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1.6 **Look at the picture of a restaurant kitchen. Use the verbs around the picture to talk about what the people are doing.**

e.g. The chef in picture 1 is mashing potatoes.

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1 mash
2 pour
3 roast
4 slice
5 fry
6 peel
7 bake
8 chop

9 drain
10 stir
11 sprinkle
12 grill
13 melt
14 boil
15 grate
16 IN FOOD WE TRUST

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1.7 The following recipe is very healthy and easy to make. Read it and circle the right word. You can also make the dish yourself!

It's up to you
p.102-104/140

Spanish rice



Ingredients (serves 4):

1 onion
5 garlic cloves
3 tablespoons olive oil
1 small yellow pepper
1 small red pepper
1 small green pepper
1 carrot

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4 cups cooked rice
2 cups tinned, chopped tomatoes
1 teaspoon salt
1 teaspoon sugar
some pepper
4 tablespoons grated cheese

Preparation:
(1) **Hold / Chop** the onions, the garlic and the peppers. (2) **Peel / Melt** the carrot and (3) **grate / pour** it. Heat the oil in a frying pan and lightly (4) **boil / fry** the vegetables for about 7 minutes, until they are soft. (5) **Add / Slice** the tomatoes, the salt, the sugar and the pepper. Cook for 5 to 7 minutes, add the rice and (6) **grill / stir** well. Place the mixture in an oiled baking dish. (7) **Sprinkle /**

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Drain the cheese on top and (8) **mash / bake** at 180°C for about 15 minutes. Bon appétit!

1.8 Work in pairs and ask each other the following questions.

1. Who does the cooking in your house? Is he / she a good cook?
2. Do you only eat food that is typical of your country or do you also eat dishes from other cuisines?

1.9 You have invited two of your friends to dinner. One is a vegetarian and the other is not. Create a menu with a starter, a main course and a dessert that both of your friends will enjoy.

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MENU

Starter

.....

.....

Main Course

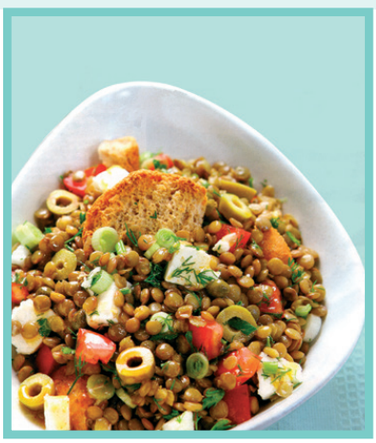
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Dessert

.....





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

1. Jamie decided not to **put up with** this situation any longer.
2. She folded the towels and **put** them **away** in the cupboard.
3. They've **put up** the price of fuel.
4. We can **put** you **up** for the night.
5. We decided to **put off** the festival for next week.
6. The firemen managed to **put out** the forest fire after 3 days.
7. Can you **put** me **through** to the director, please?
8. They accepted the proposals I **put forward** in the committee.

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	a. raise
	b. connect on the phone
	c. suggest an idea, a plan for consideration
	d. decide to do something at a later time
	e. accept an unpleasant situation or behaviour
	f. return to proper place
	g. let somebody stay in your home for a short period
	h. extinguish

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2. Language Focus

2.1 Complete the conditional sentences and guess what the people are talking about in the following situations.



1. If I ..... (drink) too much of it, it ..... (keep) me awake. It's ..... .

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2. If you ..... (leave) it out of the freezer, it ..... (melt). It's ..... .

3. If mum ..... (use) it in cooking, our breath ..... (smell). It's ..... .

4. It ..... (make) you sneeze if it ..... (go) up your nose. It's ..... .

5. If you ..... (not/like) it rare, but well-done, ... (grill) it a few minutes longer. It's ..... .

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6. If I ..... (be) thirsty, I ..... (prefer) it still and not sparkling. It's ..... .

2.2 Complete the sentences in an appropriate way.

It's up to you
p.104-106/140

1. If you eat different kinds of food,
   .....
   ..... .
2. If you don't like milk,
   .....
   ..... .

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3. You can have dried fruit if

.....

.....

4. If somebody needs calcium,

.....

.....

5. If you take regular exercise,

.....

.....

6. Children will make healthier choices if

.....

.....

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DON'T FORGET YOUR DAILY EXERCISE!

2.3 Correct the sentences that have mistakes and put a tick next to the correct ones.



1. If you won’t combine healthy diet and exercise, you won’t keep in shape.

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2. He will lose weight if he choose low-fat meat and poultry.
3. If you add 500 calories to your regular diet per day and are not active, in just 7 days you will gain half a kilo.
4. Kids don't get the right nutrients if they are eating a lot of junk food.
5. Remember to drink a lot of water every day if you will want to stay healthy.

3.  Listening

3.1 You are going to listen to an interview with Jamie Oliver, who looks back on the good and bad points of filming "School Dinners". Before

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listening, tick what you think he mentions.

- ☐ the children's reactions
- ☐ the teachers' reactions
- ☐ his relationship with the dinner ladies
- ☐ his feelings
- ☐ the heavy schedule
- ☐ his family
- ☐ his future plans



3.2 Now listen to the interview and check your answers.

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3.3 Look at the sentences below. Listen again and circle the correct answer.

1. Jamie thinks that children today
   a) haven't changed a lot.
   b) haven't changed at all.
   c) are different from what he expected.
2. Jamie thinks that being a teacher
   a) is easy.
   b) is difficult.
   c) is interesting.
3. What does he say about dinner ladies?
   a) They supported him.
   b) It was difficult to work with them.
   c) They were funny.

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4. The best point of the series was
   a) cooking healthy food.
   b) the schedule.
   c) the change of attitude.
5. Jamie realised that
   a) kids don't usually share meals with their families.
   b) kids don't like sharing meals.
   c) kids enjoy eating with their friends.

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6. He thinks that parents can't
   a) realise the bad effects of junk food.
   b) understand what doctors say.
   c) understand statistics.

3.4 Do you sit around the table to have your meals? Discuss.

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4. Everyday English

ASKING ABOUT A PROBLEM / GIVING ADVICE / ACCEPTING ADVICE

Complete the dialogue below with an appropriate sentence or phrase from the box.

a. What do you think I should do
b. I'll do that. Thanks a lot.
c. What's the matter
d. You should

Jill: You don't look well. (1) ……?

Tom: I'm sitting for a test in two days and I just can't concentrate. I feel exhausted.

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Jill: Did you get any rest?

Tom: I did, but it made no difference. (2) ....?

Jill: (3) ..... definitely try some ginseng tea. It does wonders.

Tom: That sounds like a good idea. (4) .....

Jill: Not at all. I hope you do well on your test.



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5. Herbs and Spices to the Rescue

Using herbs and spices for healing and medicinal purposes has been a part of many cultures throughout history, and there has recently been a growing interest in herbal remedies. You have come across a leaflet containing information on a variety of herbs and spices. Read the information carefully and decide what you would advise the people in the situations below to do. Get into pairs and act out short dialogues like the example in activity 4.

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Chamomile



- aids digestion
- relaxes at bedtime
- relieves restlessness in children

Rosemary



- boosts memory
- relieves indigestion
- treats headache

Saffron (Crocus)



- builds up resistance to infection
- prolongs vitality
- aids relaxation
- favours digestion and stimulates appetite

Oregano



- treats indigestion
- relieves toothache
- treats cough, headache

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Mastic

- increases appetite
- brings calmness, relaxation
- reduces plaque in the mouth
- improves the function of the stomach



Ginseng

- enhances concentration
- improves alertness, memory
- enhances intelligence



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Situations:

1. I've been suffering from a terrible toothache for two days. Nothing has helped me so far.
2. I'm having trouble sleeping at night. I lie awake for hours and I'm tired in the morning.
3. I've been having trouble concentrating on my studies and I can't memorise things as easily as I used to.
4. I've got an annoying cough and a sore throat. I need something to help it go away.
5. I don't seem to enjoy my food anymore. I've lost my appetite. What might help me?

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Lesson 17 The Greenest' Way to School

1. Vocabulary

1.1 Complete the definitions below with suitable words from the text (S's book, p. 55-58/110).

Paragraph 1

(1) When someone is quick to notice and react to things around him, we say that he is ..... .

(2) The ..... of a student is how

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well he/she does at school.

Paragraph 2

(3) A person who is certain about his abilities is a

.....

person.

(4) An

.....

person is someone who doesn't want or doesn't need anyone to help him or do things for him.

Paragraph 3

(5) When there is too much traffic and many roads are blocked by vehicles, this is called

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.....

(6) Poisonous fumes and smoke from exhaust pipes and factories are also known as

.....

Paragraph 4

(7) When there is a need for something to be supplied, we say that there is a

.....

for it.

(8) We say that something is

.....,

when it's all gone, when there's nothing left.

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1.2 Use 6 of the words in 1.1 to fill in the blanks below.

1. Eco-friendly vehicles produce few ..... that are dangerous to the environment.
2. Frank's ..... at school would be much better if he studied more and paid more attention in class.
3. When the weather is hot and dry, citizens must be ..... for signs of forest fires.
4. Many oil-wells are now ..... . It will take thousands of years before they fill up again.

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5. You should be more ..... in yourself. You're just as smart as anyone else.
6. There's an increasing ..... for natural resources such as oil, coal and gas.



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1.3 The words in the tables below are from the text (S's book pp.55-58/109 - 110). Complete the blanks with an appropriate derivative. Use a dictionary if necessary.

NOUN	ADJECTIVE
1.	confident
strength	2.
3.	alert
safety	4.
5.	fit
benefit	6.
7.	aware
freedom	8.
9.	healthy
10.	brainy

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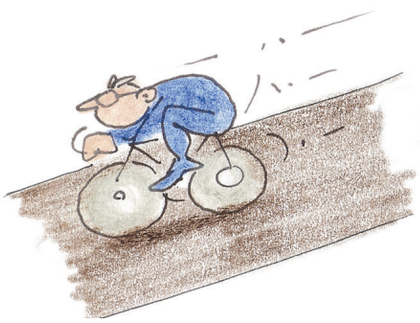


NOUN	VERB
emissions	11.
12.	encourage
performance	13.
14.	improve
pollution	15.

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1.4 Read the article below and fill in the blanks with an appropriate word from the box.

promoting
fitness
achievement
motivated
skills
concentration
alert
work out
junk food
improve





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ACTIVE STUDENTS FIT FOR BETTER GRADES

A remarkable study of 33 Ontario schools – where students (1) ..... each day, play extra sports and are discouraged from eating (2) ..... – saw overall test scores climb by 18 percent over two years.

Principals also said there were fewer fights and better attendance.

“It seems (3) ..... and nutrition aren’t just good for

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your health – they're good for (4)..... as well," said teacher Melanie Adams.

This small study echoes a bigger international research that says daily physical activity can cut stress, (5) ..... a child's mood and sharpen learning and social (6) .....

"We can see that (7)..... physical activity does not mean neglecting lessons – in fact, kids may be more attentive in class after a 20-minute workout," says Dr. Henry Jones.

Daily physical activity boosts marks as well as behaviour and (8) ..... .

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“I got more A’s on my report card as soon as I went to this school where we do physical activity every day and eat apples instead of junk food,” Susan Dupont, 14, said. “I feel more (9) ..... and more (10).....”.

2. Reading

2.1 Cycling to school is a good idea but don’t forget about safety.
It comes first! Here’s a leaflet with some simple rules for being a safe cyclist. Read the leaflet and choose a suitable heading for each rule.

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A. KEEP WATCH!
B. LOOK AFTER YOUR BIKE!
C. SPECIAL CARE!
D. STAND OUT!
E. IT'S GOOD TO CHECK YOUR HELMET!
F. LEARN THE ROAD RULES!

1. .....

.....

Wear bright clothes and a helmet. At night, use reflectors and lights.

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2. .....

.....

Always be ready to stop quickly, in case other people do unexpected or dangerous things. After all, even if it's their fault, you'll be the one hurt.

3. .....

.....

Make sure it sits flat and firmly on your head, and fasten the strap securely.

4. .....

.....

There is a Bike Code that cyclists must follow when on the road. Some useful tips included are:

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- **Indicate clearly**, don't let other road users guess your movements.
- **Keep to the right**, about a metre from the kerb or parked vehicles and make sure you are visible to other drivers on the road.
- **Be extra-careful at intersections**, drivers may not be looking out for you.

5. .....

.....

Before you get on your bike, make sure it's working properly and keep it that way.

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6. .....

.....

If you, your brothers or sisters haven't turned 10 yet, you should only ride on the road with an adult.

After putting the headings in the right order, use the first letter of each heading to complete the sentence:
You must have street _ _ _ _ _ _ in order to cycle safely.

2.2 Work in pairs and ask each other the following questions.

1. Which of these rules do you follow?
2. Which of these rules don't you follow?

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3. Have you ever had an accident when riding your bike?

3. Language Focus

It's up to you
p.107-111/140

3.1 Put the verbs into the correct form to make second conditional sentences.

1. If more children

.....

(ride) their bikes to school,

the streets

.....

(be) less congested.

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2. If you and your friends .....
(walk) to school, you .....
(get) some exercise and have fun on the way.
3. Students .....
(perform) better at school if they .....
(not / eat) so much junk food.
4. If our cities .....
(have) special cycling lanes, more people .....

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(use) bicycles to get around.

5. If he .... (take up) swimming, he .... (probably / be) fitter.

6. You ..... (feel) healthier if you ..... (eat) less and ..... (exercise) more.

7. If I (be) ..... you, I (not / try) ....

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to lose more weight. You look fine!

8. If people .....
.....
(not / use) their cars so much, the planet .....
.....
.....
(not / suffer) as it does.

3.2 Make a first or second conditional sentence for each of the statements below.

1. Not many people care about the environment, so they don't recycle.

. . . . . .
. . . . . .
. . . . . .

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2. Turn off the lights when you're not in the room, or your electricity bill will be huge.

. . . . . .

. . . . . .

. . . . . .

3. When something breaks, it's better to mend it rather than replace it.

. . . . . .

. . . . . .

. . . . . .

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4. Wear your helmet when you ride your bike, or you may be injured.

. . . . . .

. . . . . .

. . . . . .

5. Many animals die because their habitats are polluted.

. . . . . .

. . . . . .

. . . . . .

6. This ring is made of ivory, so I'm not going to buy it.

. . . . . .

. . . . . .

. . . . . .

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7. We waste a lot of water because we take long showers.

. . . . . .

. . . . . .

. . . . . .

8. The earth's temperature may rise more. The polar ice will melt.

. . . . . .

. . . . . .

. . . . . .

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4. Speaking

Work in pairs.

Student A: Ask your partner these questions and listen to what he/she answers. Then answer your partner's questions.

a. If you could meet a famous person, who would you like to meet?

b. If you could buy just one thing, what would you buy?

c. If you could live during another time in history, when would you like to live?

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d. .....

.....

.....

(write your own question)



Student B: Answer your partner's questions. Then ask your partner these questions and listen to what he/she answers.

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a. If you could be a famous person for a day, who would you like to be?

b. If you could live anywhere in the world, where would you like to live?

c. If you could have any job in the world, which job would you like to have?

d. .....

.....

.....

(write your own question)



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5. Pronunciation

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

	/æ/	/aː/	/eə/
tram	✓		
car			
bear			
transport			
demand			
compared			
flat			
add			

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5.2 Circle the odd pronunciation out.

1.	catch	laptop	air
2.	care	park	wear
3.	card	gland	large
4.	charge	character	stand
5.	camp	annual	hair
6.	married	charming	answer

5.3 Listen to check your answers.

5.4 Listen again and repeat.

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Lesson 18 Going 'Green'

1. Vocabulary



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1.1 Find the words in the text (S's book, p. 80-84/114) and match them with the definitions.

1. consume		a. hand or deliver to a number of people
2. estimate		b. do things and be a part of an activity or event
3. monitor		c. watch and record the results
4. be involved		d. use something such as a product, energy

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5. sensitise		e. people living in a particular area
6. community		f. calculate the cost, size, etc. of something
7. distribute		g. make someone care and be aware of something

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1.2 Choose one of the two words to fill in the blanks in the sentences below. Make a sentence of your own using the other word.

1. involved	It was difficult to ..... how many trees were destroyed.
estimate	....

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2. distribute value	Our company will ..... eco-friendly products to all the students. ....

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3. consume	We'd like to ..... the local community to the environmental problems of our town.
sensitise	....

80 / 100

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4. monitor	They have to ..... the effectiveness of the new traffic lights.
measure	....

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1.3 Match the words to make phrases and use 5 of them to write sentences of your own.

1. take		a. an observation
2. identify		b. energy
3. do		c. for the causes
4. waste		d. the quantity
5. distribute		e. leaflets
6. search		f. research
7. make		g. action
8. measure		h. problems

1. .....

.....

.....

2. .....

.....

.....

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3. .....

.....

.....

4. .....

.....

.....

5. .....

.....

.....

2. Reading

The following text is about global warming. Some sentences have been removed from it. Read the text carefully and see if you can choose the

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appropriate sentence for each of the blanks. Be careful! There is one extra sentence.

The Heat is On

The greenhouse effect is caused by increasing levels of certain gases in the atmosphere. Among them are methane and nitrous oxide, but the worst of all is carbon dioxide. (1)

.....

.....

.....

..... .

Man releases 400 thousand million tons of carbon dioxide into the air every year. Without any carbon dioxide to trap the sun's heat, the earth would freeze. But as the amount of carbon dioxide grows,

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too much heat is trapped. (2)

.....

.....

.....

..... .

The effects of global warming are extremely complex and difficult to predict. Warmer temperatures will probably cause sea levels to rise. (3)

.....

.....

.....

..... .

Scientists predict that the sea could rise by 15-30cm in the near future. (4)

.....

.....

.....

..... .

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We must try to change things now, because the greenhouse effect could speed out of control soon with unpredictable results.

a. One result of this is the slow but steady rise in the world's temperature.
b. This could endanger coastal towns and cities round the world.
c. A few experts believe that global warming could be occurring much faster than this.
d. This comes mainly from burning fossil fuels – coal, oil and gas – and forests.
e. The glaciers and the polar ice caps may also begin to melt.

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3. Language Focus

3.1 The Use the information from the text 'The Heat is On' to write 3 conditional sentences.

e.g. If carbon dioxide didn't trap the sun's heat, the earth would freeze.

a. If .....
.....,
.....
.....

b. .....
.....
if .....
.....

c. Unless .....
.....,
.....
.....

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3.2 Use combinations of words and phrases from the boxes below to make six if-clauses. Then complete the conditionals.

A

If we

Unless we

B

commute
pollute
save
conserve
increase
assist

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C

the environment, …
our resources, …
by bicycle, …
our efforts, …
our planet, …
the government, …

1. .....

.....

.....

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2. .....

.....

.....

3. .....

.....

.....

4. .....

.....

.....

5. .....

.....

.....

6. .....

.....

.....

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3.3 Complete the gaps in the sentences below, using **as a result**, **therefore**, **so**, **in order (not) to**, and **to**.

1. Tropical rainforests are cut down. ……, the amount of carbon dioxide in the atmosphere increases.
2. A lot of factories still dump their industrial waste into seas and rivers. ……, water is polluted, and life in seas and rivers is in danger.
3. We're going to buy a hybrid car …… pollute the air as much.
4. In our school we recycle paper, batteries and

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electrical appliances ..... contribute to the conservation of resources.

5. He's very concerned about the environmental problems of our town, ... he has decided to join a 'green' organisation.
6. ..... save energy at home, all lights should be turned off when not needed.
7. You should have showers instead of baths ..... waste water.

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3.4 The Complete the sentences from the two advertisements below to find out what these 'green' gadgets are.

It's up to you
p.112/140

1. 'Flowerpod' is a digital flower that comes all the way from Denmark.

   a. If / you / waste / energy / it / slowly / die.

   .....

   .....

   .....

   .....

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b. if / you / not / consume energy thoughtlessly / it bloom.

.....

.....

.....

.....

c. The digital flower / ‘inform’ you / in its own special way / if / you / forget / lights or air conditioning on.

.....

.....

.....

.....!



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2. This unique umbrella stand is also a watering can and comes from Japan. It is made of a traditional Japanese ceramic material.

a. On a rainy day if / you / put / wet umbrella in / stand / water from it / help / plants / grow.

.....

.....

.....

.....

b. If / it / rain / a lot / in your country / plants / grow quickly.

.....

.....

.....

.....

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c. Remember / water the plants / yourself / if / it / not / rain / much.

.....

.....

.....

.....



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4. Crossword

In the box below you will find the answers to the crossword clues. Can you do the puzzle?

poisoned	pollution	safe	oil
trash	materials	spill	tip
fill	toxic	greenhouse	
waste	fumes	sun	smog
contaminate	gas	dam	bin

It's up to you
p. 112 -118/141

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ACROSS

1. There are different types of ……: air, water, land, soil and noise.
2. This is a large area where rubbish is taken and left.
3. This verb means ‘to make something dirty or impure’.
4. Another word for ‘rubbish, garbage’.
5. A word that comes from the words ‘smoke’ and ‘fog’.
6. We throw our rubbish in a …… .
7. Cars and factories emit …… into the air.

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8. A ..... is necessary in some places to reserve water. / We use this liquid as fuel.
9. The '.....' effect is another term for 'global warming'.

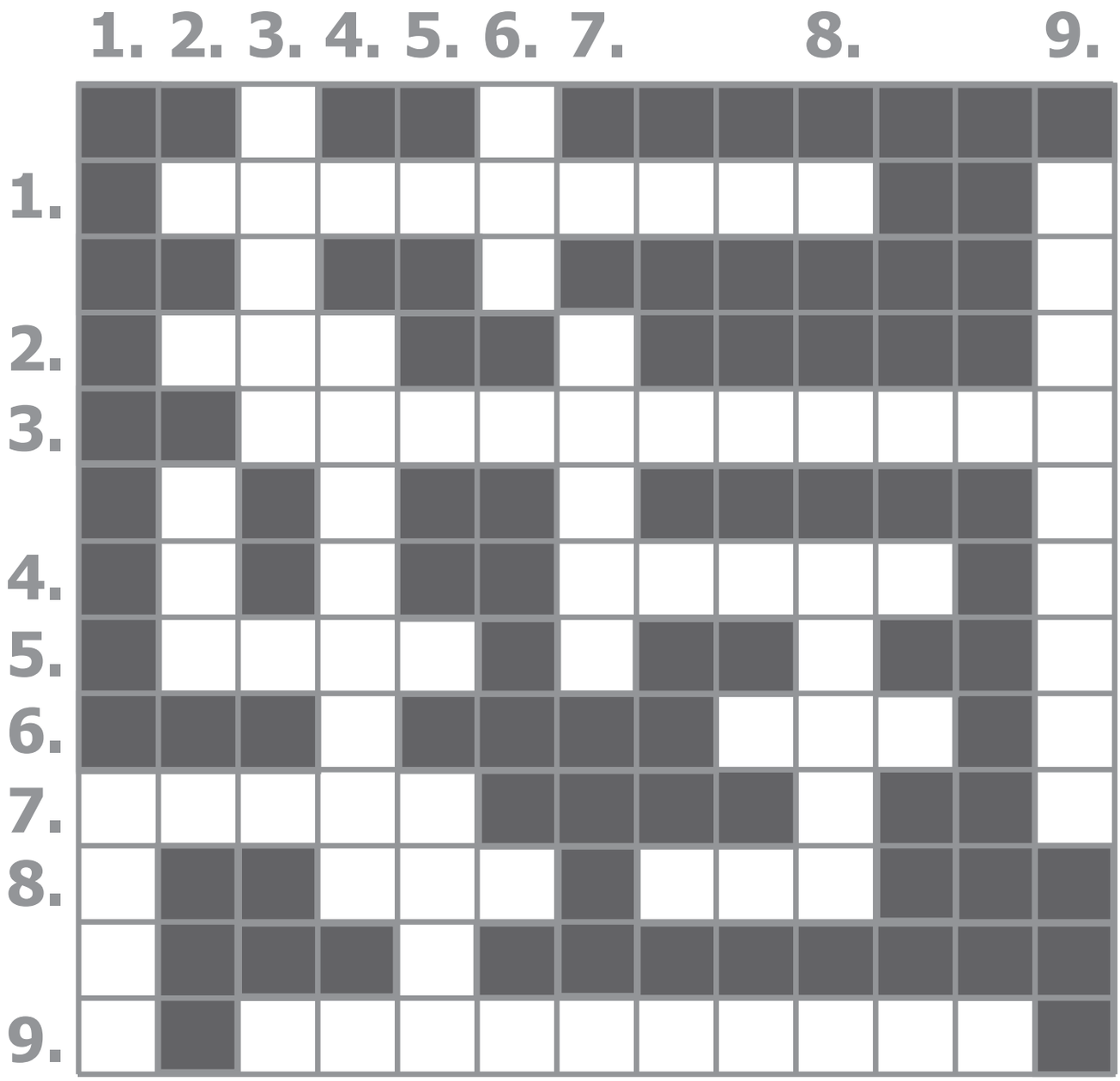
DOWN

1. Land ..... is another word for 2 across.
2. A kind of fuel that is like air.
3. Waste from industry is sometimes very .....
4. Animals that die from substances causing death have been ..... .

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5. We should try to make the world ..... for people and animals alike.
6. The heat of the ..... causes global warming.
7. Many factories empty their ..... into rivers and seas.
8. An oil ..... will kill thousands of sea creatures if it isn't cleaned up quickly.
9. Coal and oil are important raw ..... for the manufacture of plastics.

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IT'S UP TO YOU

UNIT 6 – HEALTHY LIVING

LESSON 16 – YOU ARE WHAT YOU EAT!

Extra – Vocabulary, activity 1.7, p. 26-28/91

**

This is a recipe for a yummy sandwich which is tasty and healthy. Choose the appropriate verbs from the list below to fill in the blanks. There are two extra verbs.

grate
chop
flake
slice

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put
open
sprinkle
add
spread
drain
mi
bake

Ingredients

1 tin of tuna
3 tablespoons of mayonnaise
1 celery stalk
bread
Salt and pepper

- (1) ..... the tin of tuna and (2) ..... the oil.
- (3) ..... the tuna into a bowl and (4) ..... it with a fork.

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- (5) ..... the celery into small pieces, and (6) ..... it to the tuna.
- (7) ..... in the mayonnaise.
- (8) ..... the bread and (9) ..... the tuna filling onto one slice.
- (10) ..... salt and pepper on it and enjoy.

Activity 2.2, p.34-36/92

*

Complete the sentences in an appropriate way. The ideas in the box will help you.

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eat / dairy products
become / fitter
not like / fresh
parents / help / them
your body / get / variety / nutrients
have / orange juice

1. If you eat different kinds of food,

   .....

   ..... .

2. If you don't like milk,

   .....

   ..... .

3. You can have dried fruit if

   .....

   ..... .

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4. If somebody needs calcium,

.....

..... .

5. If you take regular exercise,

.....

..... .

6. Children will make healthier choices if

.....

..... .

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LESSON 17 – THE 'GREENEST' WAY TO SCHOOL

Extra – Language focus, activity 3.1, p. 63-66/98

*

1. Put the verbs in brackets in the appropriate form for the second conditional.

1. If more students used bikes to get to school, the streets .....
   .....
   (have) fewer cars.
2. If you and your friends .....
   .....
   (walk) to school, it takes longer to get there.

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3. Fotis would be in better shape if he .....

.....

(not / eat) so much junk food.

4. If I lived closer to school, I

.....

.....

(wake) up later!

5. If Danae took up swimming, she

.....

.....

(be) fitter and healthier.

6. If I .....

.....

(be) you, I wouldn't worry about my weight.

7. Erica .....

.....

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(join) the new gym if it didn't cost so much.

8. If everyone

.....

.....

(have) alternative vehicles, our cities would be ideal places to live in.

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**

2. Match the two halves to make correct sentences.

1. If the air becomes too polluted,
2. If you throw plastic into the sea,
3. Your meals will be healthy
4. If children are informed about recycling
5. Fewer children would eat unhealthy snacks
6. If more people worked at home
7. I would exercise more
8. If the world population keeps growing

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_____ a. we will have to find other places to live.

_____ b. the streets would have less traffic.

_____ c. they will grow up to be conscientious citizens.

_____ d. if you grow your own vegetables.

_____ e. it takes hundreds of years to disappear.

_____ f. if I had a stationary bike at home.

_____ g. if school canteens served fresh food.

_____ h. the temperature will rise a lot.

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LESSON 18 – GOING 'GREEN'

Extra – Writing, activity 3.4, pp. 93-96/102-103

***

Work in pairs or groups to create an advert for a new ecological product for TV, a billboard or a magazine. Your aim is to persuade other young people to become more environmentally conscientious.

Extra – Vocabulary, activity 4, p. 97-101/103

**

1. Look at the following ways of saving energy and complete the blanks with a suitable verb from the box below.

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turn off
repair
recycle
walk
use
unplug
take
install
plant
collect
recharge

1. ..... showers, not baths and ..... a water-saving showerhead.
2. ..... the water while you're brushing your teeth.
3. ..... any electrical device that's not being used.

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4. ..... reusable containers for food storage instead of wrapping food in foil or plastic wrap.
5. ..... your batteries, don't throw them away.
6. ..... paper products, glass, tin, plastic, aluminum, printer's toner cartridges.
7. ....., cycle or carpool to reduce carbon dioxide pollution in the air.
8. ..... and mend rather than discard and replace.
9. ..... rainwater to water your plants.

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10. ..... a tree. One well placed shade tree can reduce the cooling costs of your home by 25%.

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***

2. Match the words with their definition.

1. greenhouse effect
2. smog
3. endangered species
4. insecticide
5. habitat
6. atmosphere
7. evolution
8. biosphere
9. conservation
10. extinct

_____ a. a species of plant or animal that is in danger of becoming extinct.

_____ b. the continuous modification and adaptation of organisms to

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their environments.

_____ c. no longer existing as an animal species.

_____ d. the warming trend on the surface and in the lower atmosphere of the planet, which occurs when solar radiation is trapped, as by emissions from the planet.

_____ e. the natural environment of a plant or animal.

_____ f. a substance used to kill insects.

_____ g. the mass of gases surrounding the earth.

_____ h. the act of preserving and protecting from loss, destruction or waste.

_____ i. the part of the earth's atmosphere and surface in

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which animals and plants can exist.

_____ j. a haze caused by the effect of sunlight on foggy air that has been polluted by vehicle exhaust gases and industrial smoke.

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Προέλευση φωτογραφιών

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