Think Teen!

2nd Grade of Junior High School

WORKBOOK

(ΠΡΟΧΩΡΗΜΕΝΟΙ)

Τόμος 1ος

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ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

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Ευαγγελία Καραμπάση, Εκπαιδευτικός
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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
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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»

Επιστημονικοί Υπεύθυνοι Έργου
Αντώνιος Σ. Μπομπέτσης
Σύμβουλος του Παιδαγωγικού Ινστιτούτου
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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».

Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο

ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ
ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ
Επένδυση στην κοινωνία της γνώσης
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης

ΕΣΠΑ 2007-2013
ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ

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

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

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

ΠΡΟΣΑΡΜΟΓΗ ΤΟΥ ΒΙΒΛΙΟΥ
ΓΙΑ ΜΑΘΗΤΕΣ ΜΕ ΜΕΙΩΜΕΝΗ ΟΡΑΣΗ

ΙΤΥΕ - ΔΙΟΦΑΝΤΟΣ

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ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ,
ΘΡΗΣΚΕΥΜΑΤΩΝ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ
ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ

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Ευαγγελία Καραμπάση
Θεώνη Σοφρωνά

ΑΝΑΔΟΧΟΣ
ΣΥΓΓΡΑΦΗΣ

ΕΚΔΟΣΕΙΣ
ΠΑΤΑΚΗ

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

Think Teen

2nd Grade of Junior High School

WORKBOOK
(ΠΡΟΧΩΡΗΜΕΝΟΙ)

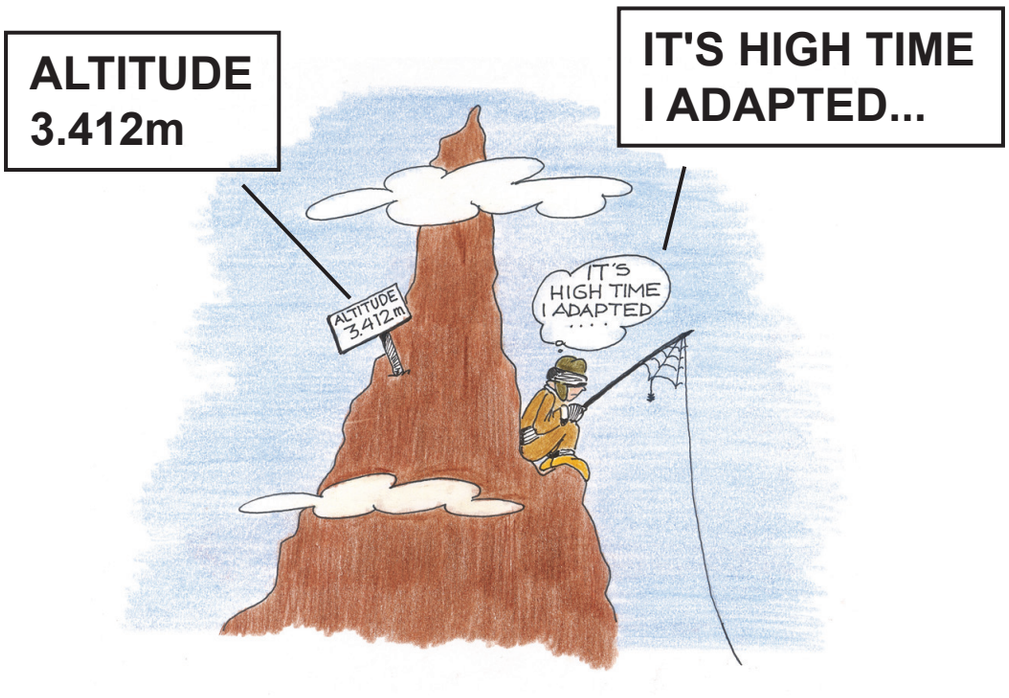
Τόμος 1ος

Ι.Τ.Υ.Ε. «ΔΙΟΦΑΝΤΟΣ»

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UNIT 1
UNITY IN DIVERSITY

Lesson 1 People and Places



1. Vocabulary

1.1 **Find the words in list A in the interview (S's book, p. 11-12/11) and match them with their meanings in list B.**

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

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

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

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over millions of years to suit their environment.

6. Animals' thick fur provides very good ..... against the arctic cold.

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

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

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age	old, middle-aged, young, teenager, adult, in his/her early/mid/late 20s (30s, etc.)
height	tall, of average height, short
body	fat, chubby, thin, skinny, lean, sturdy, well-built, muscular
hair	dark, fair, red, blond, long, short, straight, curly, shoulder-length, bald, worn in a ponytail/plaits
face	round, long, oval, freckled
skin	fair, dark, pale, light
nose	long, hooked, flat, pointed, large, straight
mouth	thin / full lips, crooked / even teeth, large
eyes	dark, large, slanted, almond-shaped, thick eyelids

useful tip

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



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

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





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

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

.....

.....

.....

.....

.....



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

.....

.....

.....

.....

.....

.....

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

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

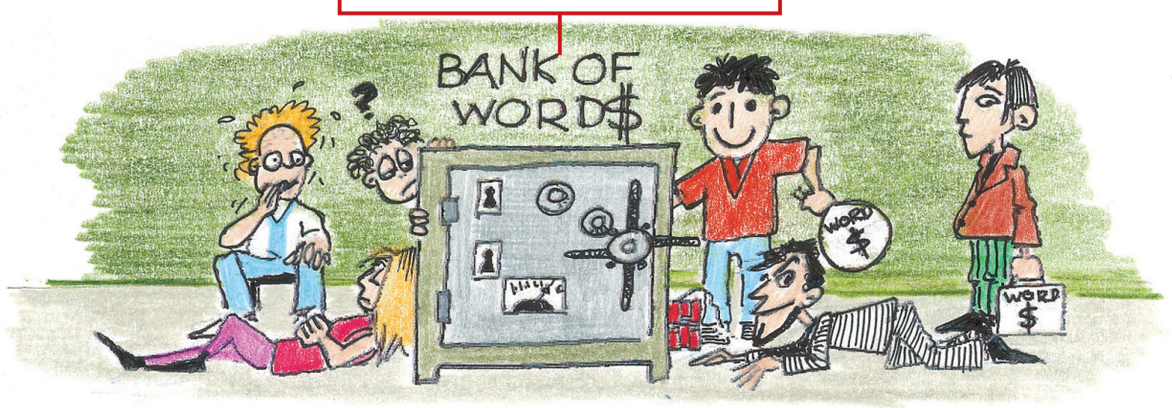
useful tip

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

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

BANK OF WORD$



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

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

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

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1.8 Complete the sentences using an appropriate adjective from 1.5.

1. He's kind and …… .
   He cares about others.
2. She always tells the truth. She's the most …… person I know.
3. Don't be …… . You can't leave without saying goodbye!
4. You should be …… with children. They need time to do things.
5. Tom is not only helpful, but he's also …… . He often gives us presents.
6. Even in difficult situations, mother tries to stay …… .
7. I'm always …… before a test. I feel worried no matter how hard I have studied.

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

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

Adjectives	Nouns
e.g. calm	calmness

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1.10 **Prefixes im-, dis-, un-, in-, il-, ir- are used to give adjectives a negative meaning. Which prefix forms the opposite of each of the adjectives below?**
Complete and then find one more example for each prefix. You can use your dictionary.

It's up to you
p.121/132

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

examples

.....

.....

.....

.....

.....

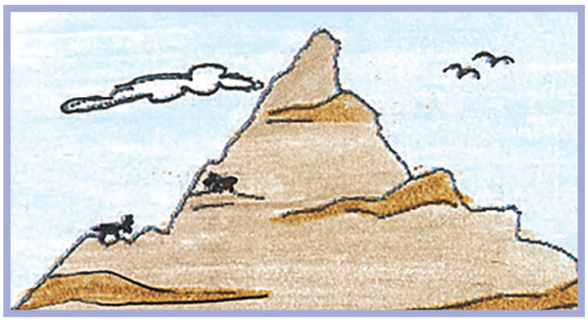
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1.11 **Match the adjectives in box A with the nouns in box B to make expressions that best describe the pictures below.**

It's up to you
p.121-123/132

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



1. .....



2. .....

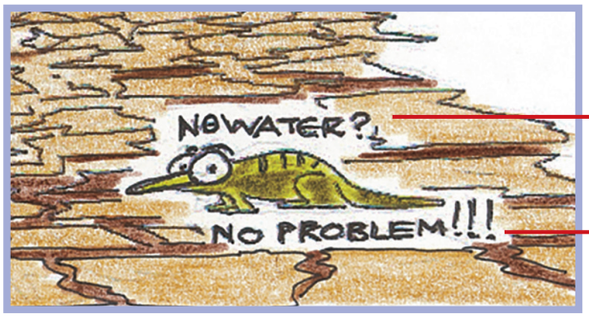
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3. .....



4. .....



5. .....

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2. Language Focus

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

Omar (1) …… (be) a boy of twelve. He (2) …… (live) in the Sahara desert and although the days (3) …… (usually / be) hot, the nights (4) …… (often / be) cold. Omar's people are nomads and they (5) …… (live) in tents that can easily be moved from place to place. Today is a very busy day. Omar and his brothers (6) …… (pull) up the tent poles and his father (7) …… (roll) up the tents. They (8) …… (move) to a new place near an oasis. Omar's sister (9) …… (always / help) with the chores. Today, she (10) …… (tie) the bundles to the camels' saddles and she (11) …… (load) the food and water bags on them, too. Omar's family (12) …… (never / stay) in one place very long.

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2.2 Write questions and short answers.

It's up to you
p.123-124/132

1. the Japanese / always / wear / kimonos

.....

.....

.....?

No, ... Only on special occasions.



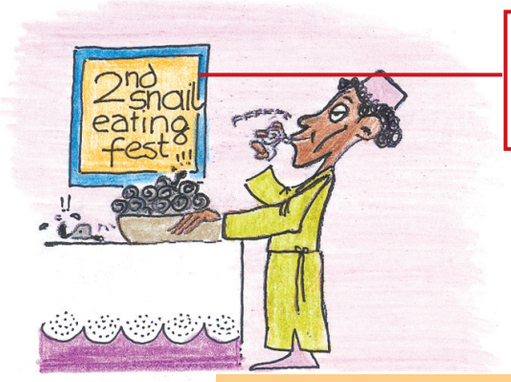
2. your French friend / often / eat / snails

.....

.....

.....?

Yes, ... They're his favourite food.



2nd snail eating fest!!!

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3. you / fly / Italy / tomorrow

.....

.....

.....?

Yes, ... I can't wait.



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

.....

.....

.....?

No, ... They're dancing.



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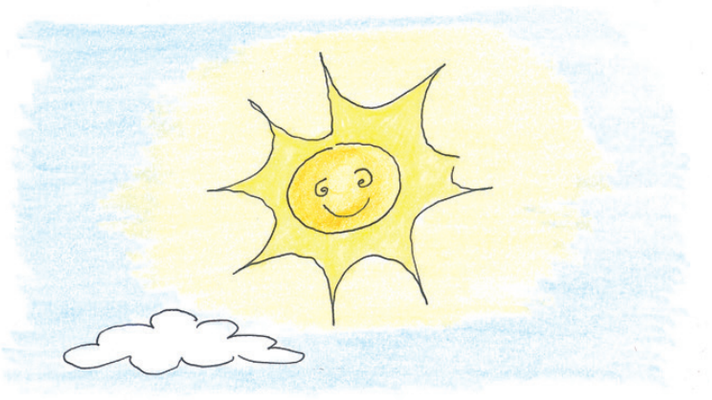
5. it / be / wet / today

.....

.....

.....?

No, ... The sun is shining.



6. you / usually / travel / abroad

.....

.....

.....?

Yes, ... Once or twice a month.



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3. Listening

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



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

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

4. Pronunciation

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

	/S/	/Z/	/IZ/
walks	✓		
has			
reaches			
eats			
allows			
gives			
helps			
catches			

4.2 Listen to the words. Pay attention to the way we pronounce the /ŋ/ sound.

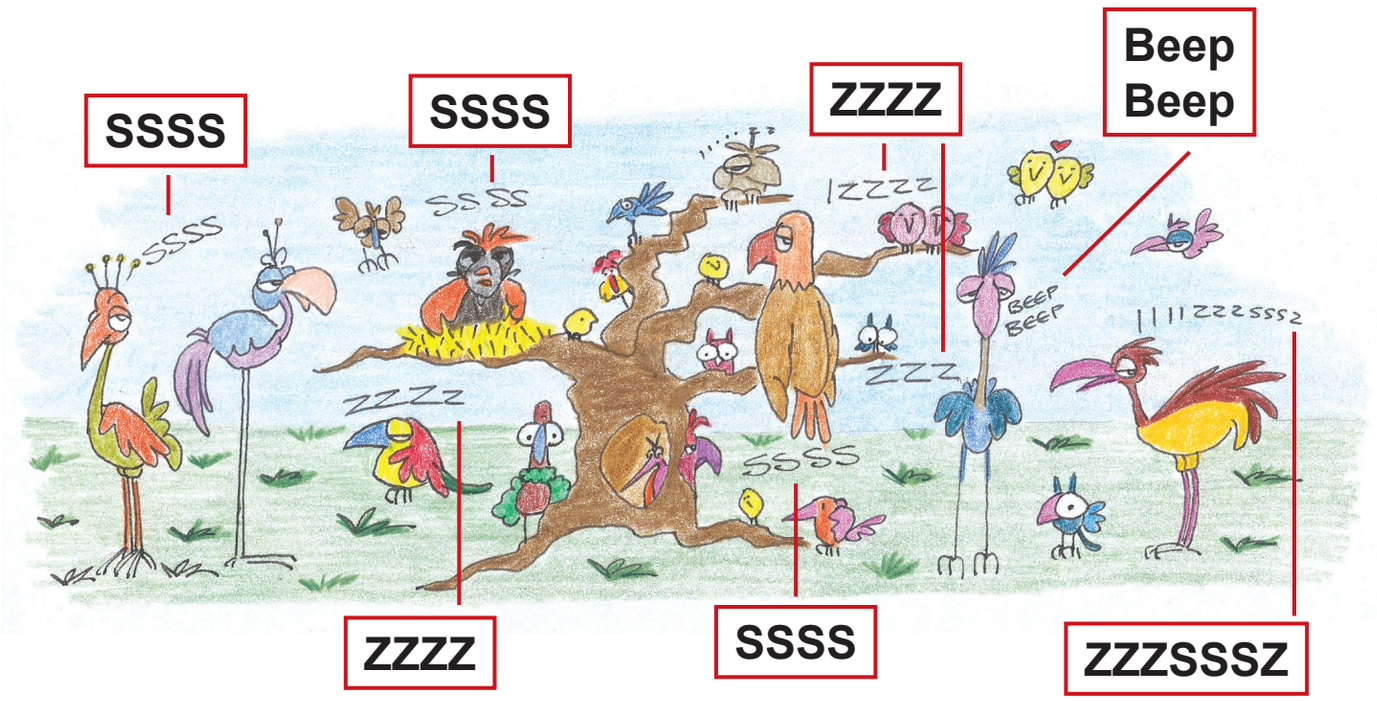
walking, wearing, living, spring, freezing

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4.3 Listen and circle the words with the /ŋ/ sound.

big, fishing, flag, burning, surroundings, aggressive, protecting, absorbing, gold, staying, long, tin, again

4.4 Listen again and repeat.



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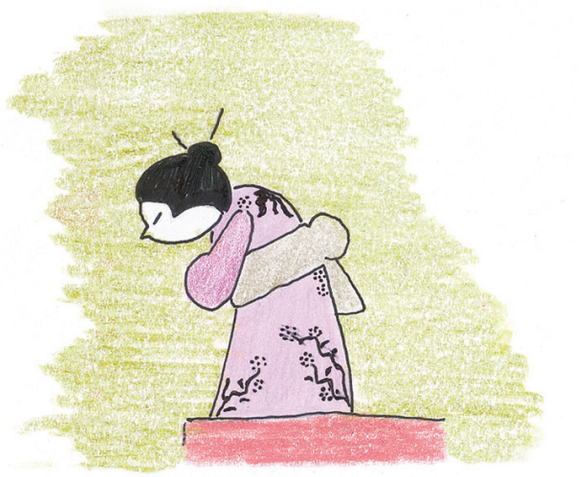
Lesson 2 Joined in our Differences

1. Vocabulary

1.1 Find words in the texts (S's book, p.31-32/16) which mean:

Text 1

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



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Text 2

6. to hold someone's hand in greeting:
   .....
7. a person / a country that grows or makes food:
   .....
8. style of cooking: .....
9. relating to an area: .....
10. to understand how good something is:
    .....



1.2 **Find 10 words from the texts (S's book, p.31-32/16) in the puzzle.**



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

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1.3 Circle the appropriate meaning of the phrasal verbs below.

1. Have you **made up** with Mary yet?
   a) become friends again
   b) understood

2. He **made up** an excuse and left.
   a) accepted
   b) invented

3. The elements that **make up** culture are common for all people.
   a) form, compose
   b) cause

4. She got up and **made for** the exit.
   a) moved towards
   b) arrived at

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

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2. Language Focus

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

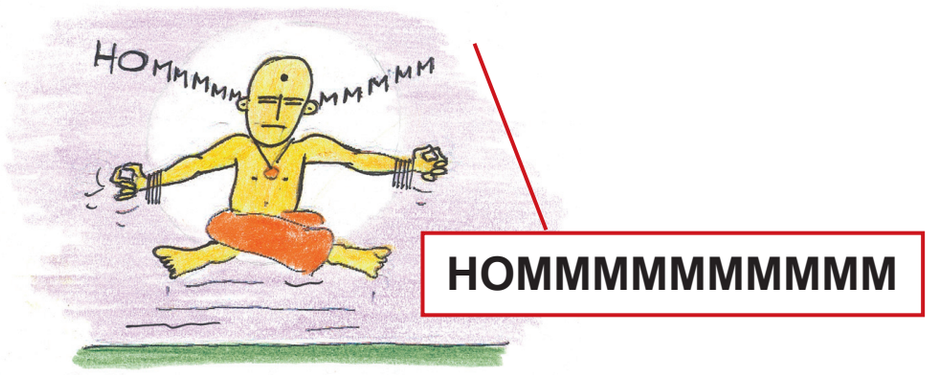
It's up to you
p.125/132

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

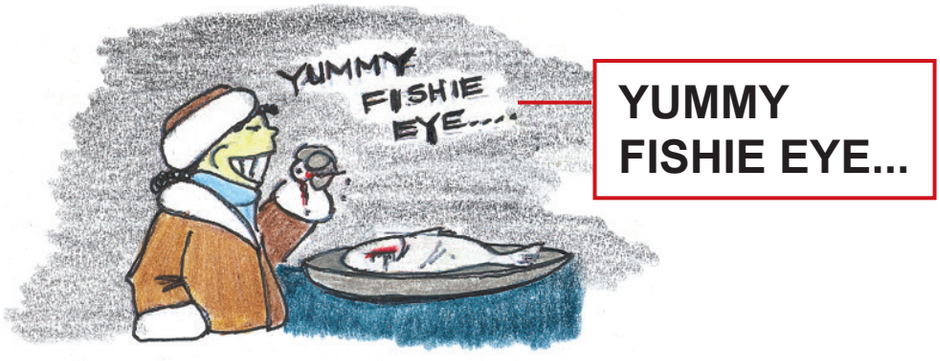


2. – What ..... (you / look) at?
   – That Scottish man who ..... (wear) a kilt.
3. Buddhists ..... (believe) that lots of money ..... (not / make) people happy.

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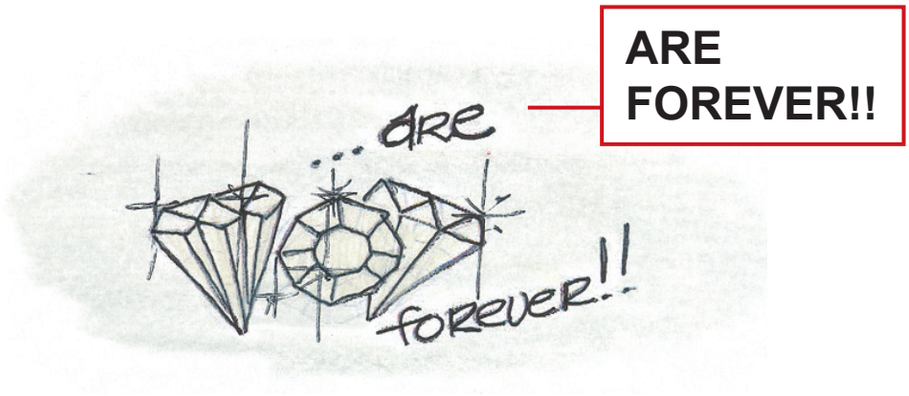


4. – I ..... (think) of going to the festival. What about you?
   – I'm afraid I can't. My best friend ..... (have) a party tonight.
5. Eskimos .....(like) frozen fish eyes but they ..... (think) that cheese is horrible to eat!

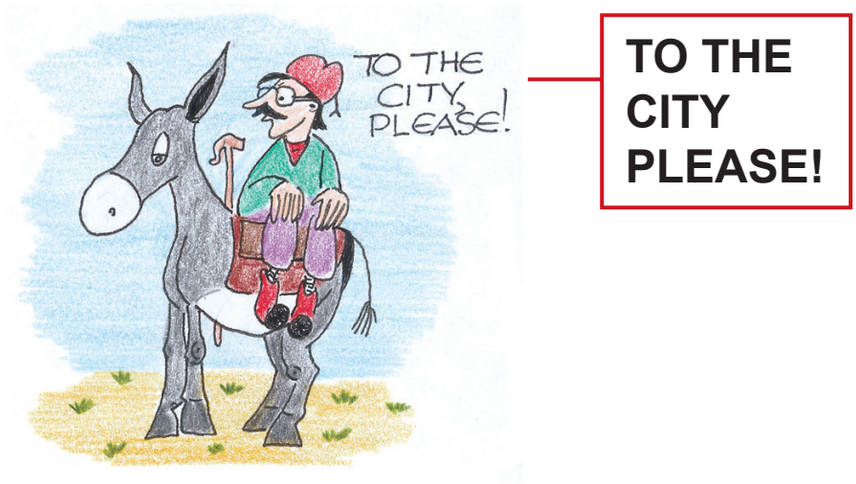


6. Most of the world's diamonds ..... (come) from Africa.

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7. More and more people ..... (move) from rural areas to big cities these days.



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

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

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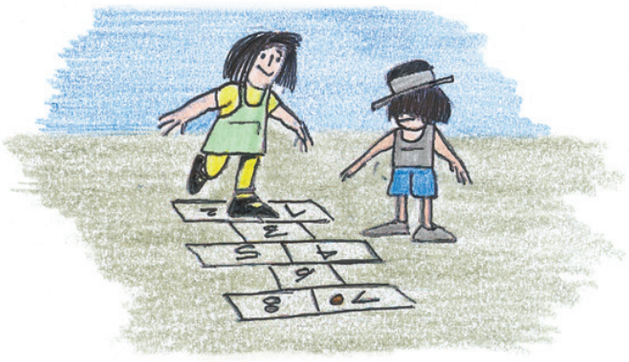
It's up to you
p.126/132-133

win
play
prefer
hop
not / need
show
shoot
consist
enjoy
like
believe

Time for games!

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

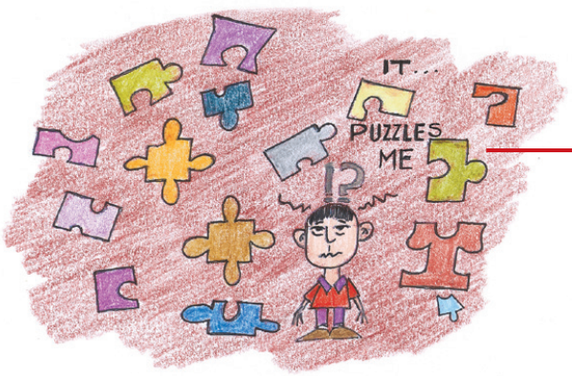
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Look at this young boy in the picture. He (4) …… hopscotch. He (5) …… from one end of the grid to the other.



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

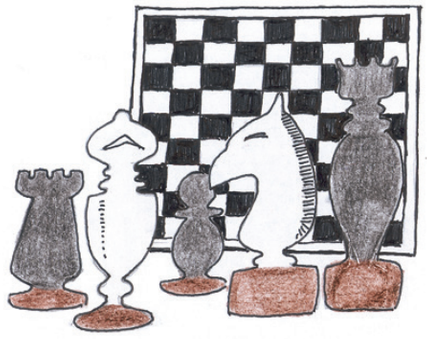


IT
PUZZLES ME

Puzzles, jigsaws and crosswords are all games of the

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mind. They (8) …… strength but a lively mind. Tangrams are traditional Chinese puzzles. They (9) …… of a square cut into seven pieces.



People of all ages (10) …… playing chess. Most people (11) …… it is a difficult game which requires strategy and good planning. You can play live chess on the Internet with players from around the world. Nowadays, more and more people (12) …… an interest in computer games.

3. Speaking

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

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Where were you made?

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

e.g. - Do you eat fruit from other countries?
- Yes, I eat bananas from Ecuador and strawberries from Spain.

4. Writing

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

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5. Everyday English

GREETINGS AND INTRODUCTIONS

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

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

A. – (1) .....

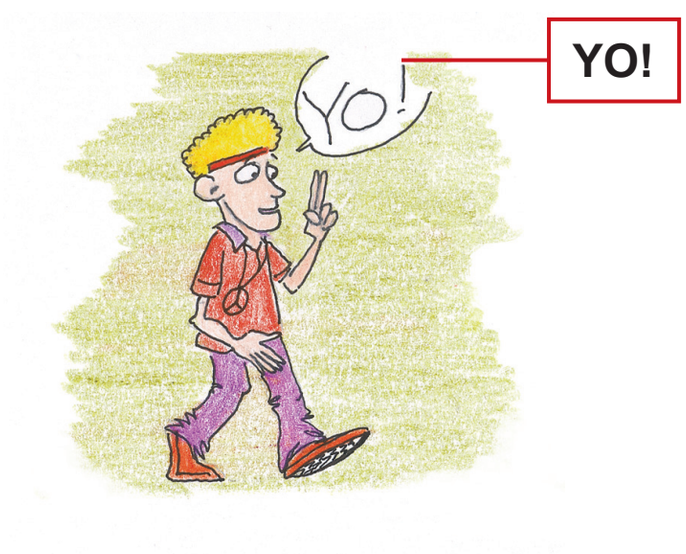
.....

– All right. Thanks, Brian. And you?

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

– (2) .....

.....



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B. – Hi, Peter. How are things?

– (3) .....

.....

– Pretty good, thanks. Peter, this is Maria. She's from Spain.

– Hi, Maria. Nice to meet you.

– (4) .....

.....



5.2 Listen and check your answers.

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

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

You say this when:

a. you meet someone for the first time. ☐

b. you introduce someone to someone else. ☐

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c. you greet someone and ask how they are.

d. you say how you are.



PEACE MAN...

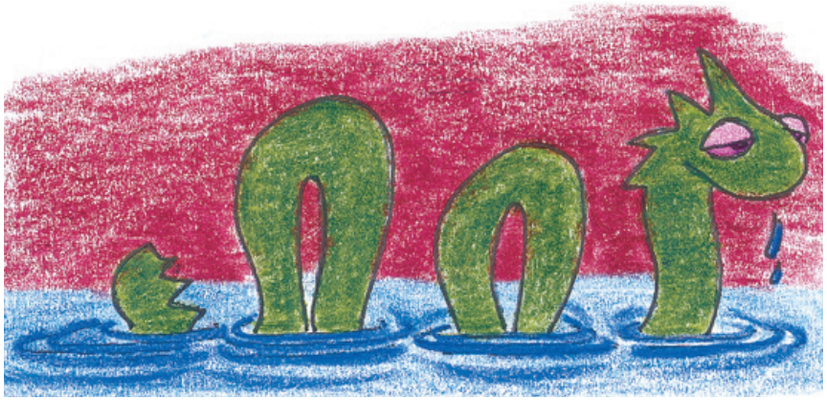
5.4 Imagine you are students in an international school. Work in groups of three. (A) introduces (B) to (C). Take turns to act out short conversations.

6. Quiz

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

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

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2. This city has a famous clock tower.



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

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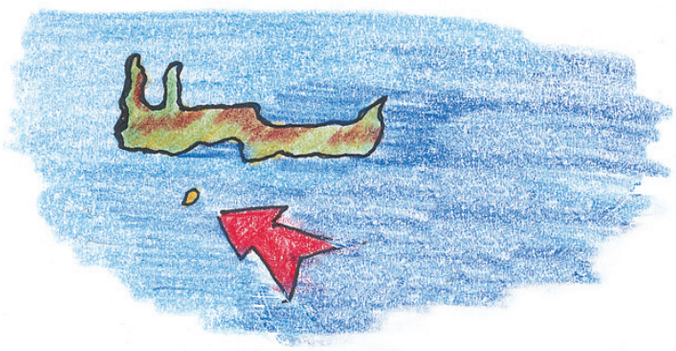
4. **This country is well-known for its tulips and windmills.**



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

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

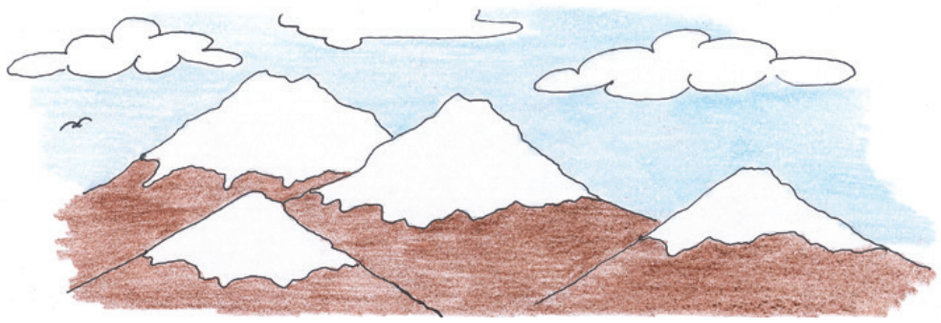
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7. **The Rhine and the Danube flow in this country.**

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

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9. **This city used to belong to two countries.**

10. **What are Λετονία and Λευκορωσία called in English?**

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

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16-20 points
Excellent!

10-15 points
Very Good!

3-9 points
Quite Good!

0-2 points
Fair!

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Lesson 3 Different places Different buildings

1. Vocabulary

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

A.

support
dome
soil
pillars
distinctive
marble

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

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B.

foundation
installed
worked
monuments
construction
storeys

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

C.

stable
lean
columns
attempt
shallow
awe-inspiring

Another (1) ..... structure is Stonehenge, in England, which is constructed of many heavy stone (2) ..... .

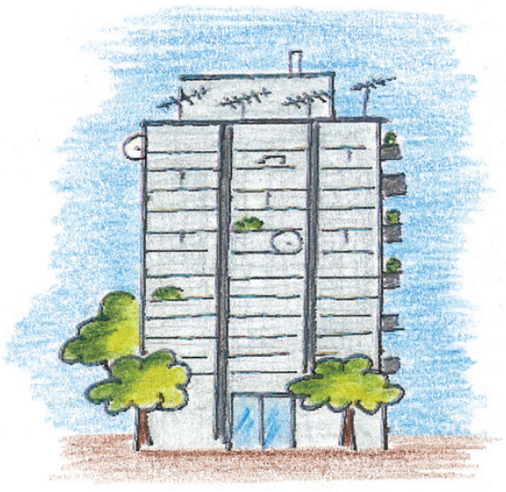
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Although some stones have tumbled and fallen to the ground and others (3) ..... against each other, the monument is very (4) ..... . Scientists have made many (5) ..... to understand how the stone pillars came to be vertical.

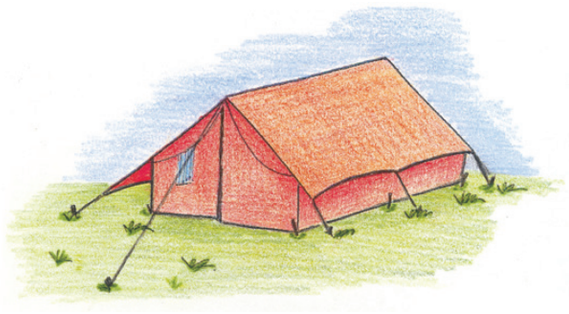


1.2 Some of the very first dwellings were caves. In time, people learnt to build better houses to meet their needs. Match the types of accommodation with a suitable definition.

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a block of flats



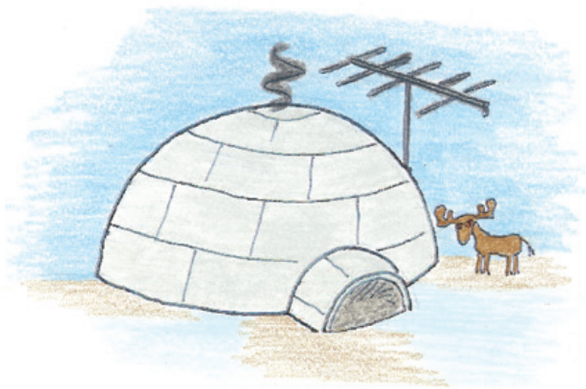
a tent



a chalet



a castle

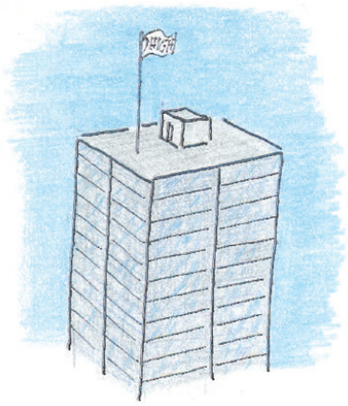


an igloo



a hut

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a skyscraper



a cottage



a semi-detached house



terraced houses



a detached house

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1. a row of houses that are joined together.

➔ .....

2. a large building containing many apartments.

➔ .....

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

➔ .....

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

➔ .....

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

➔ .....

6. a very tall building.

➔ .....

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

➔ .....

8. a house usually found in the countryside.

➔ .....

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

➔ .....

10. a house made of blocks of ice.

➔ .....

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

➔ .....

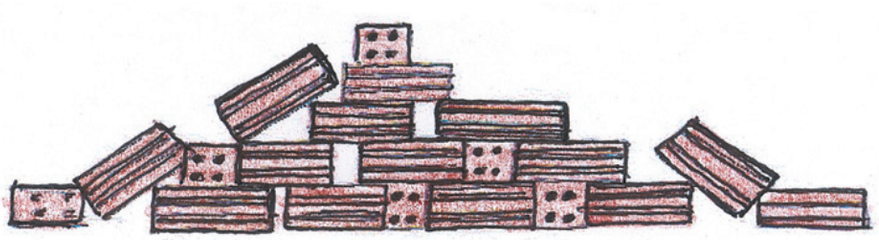
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1.3 Work in groups. Find someone who has stayed in some of the types of accommodation in 1.2. Which do they prefer and why? Complete the table with the information.

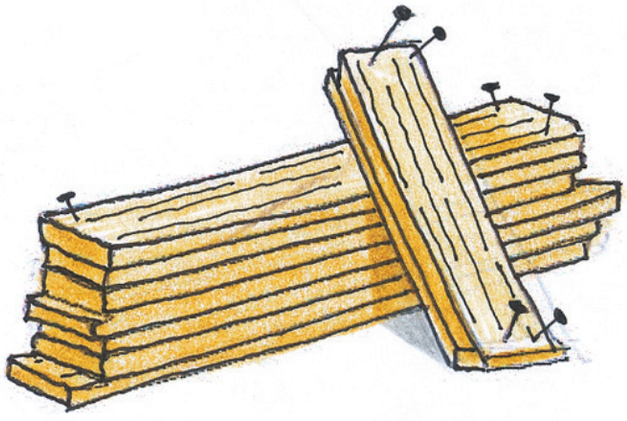
Name	Places	Which do you prefer	Why
e.g. Tom	block of flats, tent	tent	can carry it easily, closer to nature

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







1. wood: .....
2. stone: .....
3. bricks: .....
4. concrete: .....
5. mud: .....
6. grass: .....

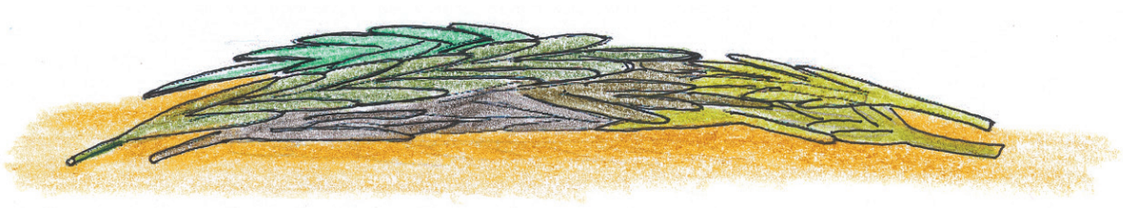
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7. ice blocks: .....

8. cloth: .....

9. glass: .....

10. steel: .....



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

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

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

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2. Language Focus

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

1. Mexico City is bigger (big) and ..... (noisy) than Los Angeles.
2. The traffic in Bangkok is even ..... (bad) than that of Athens!
3. The 'bullet train' in Japan is ..... (fast) train in the world.
4. In some countries, Chinese food is much ..... (popular) than Mexican food.
5. The Maracana stadium in Brazil can seat ..... (many) spectators than any other stadium.
6. Oxford is not ..... (old) as London and Cambridge.
7. You can get the ..... (good) view of Paris from the Eiffel Tower.
8. The world's ..... (high) restaurant is in the CN Tower in Toronto.
9. St. Basil's cathedral in Moscow is one of ..... (colourful) buildings in the world.
10. Sometimes it costs ..... (much) money to restore a damaged building than to build it from the beginning.

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

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

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

1. **The Great Sphinx is ……. (old) and ……. (short) than the Statue of Liberty.**
2. **The world's ……. (large) and ……. (famous) statue of Jesus is in Rio de Janeiro and is called 'The Corcovado Christ'.**
3. **The Colossi of Memnon are not ……. (tall) as the Bamian Buddah.**
4. **Although 'Motherland Calls' is ……. (tall) statue in the world today, it is not ……. (famous) as others.**
5. **Which of these statues is ……. (impressive) in your opinion?**
6. **Can you guess which of these statues was almost completely buried in the sand for ……. (many) than 4,000 years? ***

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

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The Corcovado Christ

The Statue of Liberty

The Bamian Buddha

The Dafo Buddha

Motherland Calls

The Colossi of Memnon

The Great Sphinx

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

modern
new
beautiful
colourful
traditional
high
impressive
old
plain
low

It's up to you
p.127-128/133



A cottage in Germany



Adobe homes

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The Castle of the Knights in Rhodes



The Petronas Towers

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

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....

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UNIT 2
ECHOES OF THE PAST

Lesson 4 Mysteries of our World

1. Reading

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

A City in the Jungle

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

Take a look at the picture. The city of Chichén Itzà is known for its unique pyramids. The Maya, like the Egyptians, buried their kings in big stone buildings that reached above the tallest trees in the jungle. The stairs on these buildings were for the priests who would climb to the top to worship the gods. The Maya worshipped nature gods such as a

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Chichén Itzà

god of wind or a god of rain, and animal gods. They also had gods who were partly human and partly in the form of a jaguar. They used, like the Egyptians,

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picture writing to tell the stories of their leaders, their lives and their battles.

We know that the Maya built great cities and that they lived there for hundreds of years but we don't know why they left their cities. What happened to their civilisation? Why did they allow the jungle to spread over their cities and monuments? Was there a drought? A terrible disease? A war? It's still a mystery.

Adapted from: "Lost civilisations" Time-Life Publications

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

use
bury
leave
build

It's up to you
p.129-130/133

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1. – When .....
their cities?
– .....
..... .
2. – Where .....
.....
their kings?
– .....
..... .
3. – Why .....
.....
picture writing?
– .....
..... .
4. – Why .....
.....
their cities?
– .....
..... .

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2. Vocabulary

2.1 **Look at the words below and find their opposites in the interview (S's book, p. 72-75/29).**

1. similar ≠ …… .....
2. certainly ≠.....
3. above ≠.....
4. destroyed ≠ .....
5. boring ≠ .....
6. rejected ≠.....
7. poverty ≠ .....
8. primitive ≠ .....
9. accepted ≠.....
10. reality ≠.....



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2.2 **Look at the words below and find a derivative for each one in the interview (S's book, p. 72-75/29). What parts of speech are they? Write (adj) for adjective and (n) for noun in the brackets.**

e.g. search (v) – researchers (n)

1. locate (v) –

   ..... ( )
2. discover (v) –

   .....( )
3. know (v) –

   ..... ( )
4. erupt (v) –

   ..... ( )
5. impression (n) –

   ..... ( )
6. prove (n) –

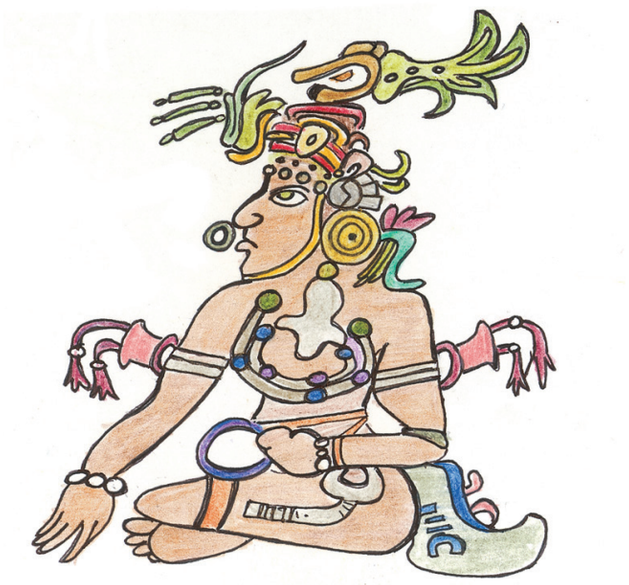
   ..... ( )
7. exploration (n) –

   ..... ( )
8. exist (n) –

   ..... ( )

It's up to you p.130/133

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

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

1. **You ..... to me instead of telling me what really happened. Why?**
2. **If you still feel dizzy, ... down for a while.**
3. **Bobby ..... down his book and answered the phone.**
4. **Danae ..... down and went to sleep.**

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3. Pronunciation

3.1 There are 3 ways of pronouncing the -ed ending of Simple Past: /t/, /d/, /ld/ (see Grammar Reference, p. 170/169). Read the verbs below and circle the odd one out.

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

3.2 Listen to check your answers.



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4. Language Focus

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

The Enigmatic Incas

The Incas (1) …… (hold) a mystical fascination for the people of the Western world for centuries. About 800 years ago, a powerful American tribe (2) …… (begin) to conquer weaker tribes and eventually (3) …… (unite) them into one empire, known as the Inca Empire. They (4) …… (control) the area of present-day Peru, Bolivia, Chile and Ecuador. They (5) …… (be) great farmers and excellent builders of roads and cities where the ruling classes lived. People (6) …… (travel) into towns only for festivals and business. The emperor, 'Sapa Inca', (7) …… (have) a palace in every major city. They (8) …… (mine) gold and silver but this wealth (9) …… (bring) about their disaster. The Inca Empire (10) …… (last) only 100 years, from AD 1438 until the Spaniards (11)

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**…… (come) in 1532 and (12) ……
(seek) riches for themselves and their king.
Since the beginning of the 20th century, archaeologists (13) …… (show) interest in the area. Of course, they (14) …… (not / investigate) every part of this civilisation yet. Peruvian archaeologists (15) …… (recently / find) thousands of Inca mummies and artifacts beneath the streets of Lima, Peru. A few feet above the mummies, thousands of their descendants had been going about their daily lives!**



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

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

.....

.....

b. form a bridge between the past and the present

.....

.....

.....

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

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

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refer to past	bridge past and present

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

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

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



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✓ look up information on the Internet

✗ find information in books

✓ ask the History teacher for help

✗ collect pictures

✓ decide which information to include

✗ write down the information

4.5 **You saw an interesting documentary on TV about Machu Picchu, one of the greatest archaeological sites in South America and the most amazing city of the Inca Empire. You wanted to find out more about it, so you went online and got in touch with an archaeologist who was actually working there. He agreed to give you an interview for your school newspaper. Choose the appropriate word / phrase from the box below and write down the questions you asked him.**



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

The Mystery of Machu Picchu

You: (1) .....
.....
.....?

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

You: (2) .....
.....
.....?

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

You: (3) .....
.....
.....?

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

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You: (4) .....
.....
.....?

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

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

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

You: (6) .....
.....
.....?

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

You: (7) .....
.....
.....?

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

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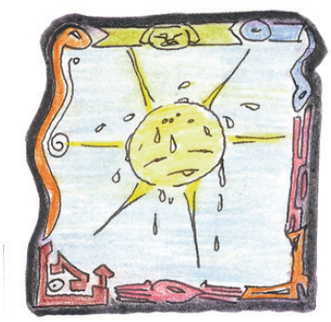
You: (8) .....
.....
.....?

Archaeologist: We've worked in this city for more than a year, but Machu Picchu hasn't revealed all its secrets yet! Don't forget that it's one of the wonders of the world.

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

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

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





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Lesson 5 Across the Ages

1. Vocabulary

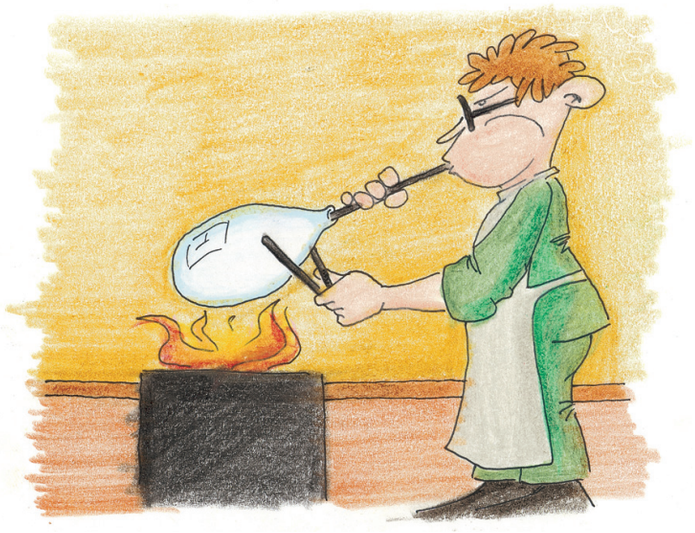
1.1 **Find 5 compound words in the text (S's book, p. 90-91/34) and write a brief definition for each one.**

It's up to you
p.131-135/133-134

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

1. .....
   .....
2. .....
   .....
3. .....
   .....
4. .....
   .....
5. .....
   .....

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

1. Fires **broke out** everywhere. ☐ a. changed into something different
2. Archaeologists **made out** the shapes. ☐ b. started suddenly
3. The bodies had **turned into** dust. ☐ c. saw, understood

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

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

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It's up to you p.135/134

..... to stop working

.....

..... to enter by force

.....

..... to separate

.....

..... to escape



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1.4 **Write four sentences using the phrasal verbs above.**

1. .....
   .....
   .....
2. .....
   .....
   .....
3. .....
   .....
   .....
4. .....
   .....
   .....

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

It's up to you p.136/134

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tragedy
spread
damage
erupt
flame
float
burn
collapse
drown
volcano
panic
survivors
sweep away
fire fighters
rescue team
Richter scale
heavy rain
tidal wave
minor / major quakes
loss of human life
layers of ashes
loss of property
missing people
warning sign
lava
(over)flow
tremble
put out
shake
destruction

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NATURAL DISASTERS



VOLCANIC ERUPTION

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FIRE

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EARTHQUAKES

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FLOODS

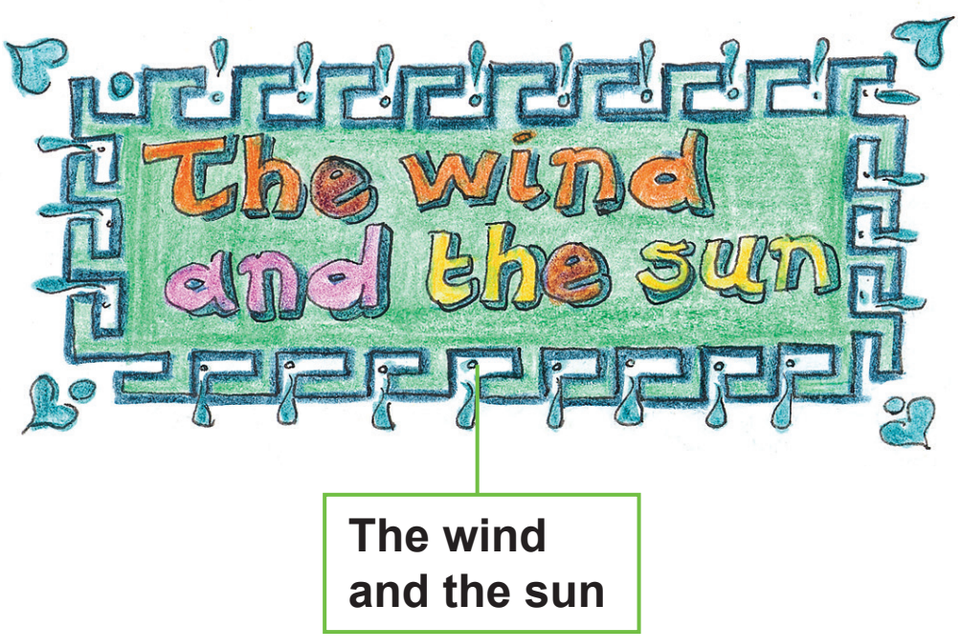
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WORDS FOR ALL CATEGORIES

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2. Language Focus

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



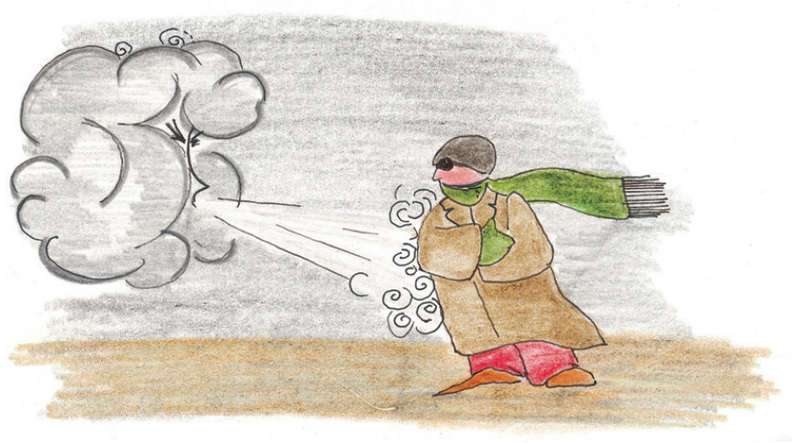
The wind
and the sun

The Wind and the Sun once (1) ..... (fall) into argument about who was the strongest, so they (2) ..... (decide) to put the matter to the test. While they (3) ..... (speak), they (4) ..... (see) a traveller who (5) ..... (come) down the road. The Sun (6) ..... (say), "Whoever can make that man take off his coat faster, will be judged the strongest. You try first".

So, the Wind (7) ..... (begin) to blow

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hard upon the traveller, making his coat flap wildly around him. At first, the man (8) ..... (button) his coat. The Wind then (9) ..... (blow) harder. The harder the Wind blew, the more closely the man (10) ..... (wrap) his coat around him. Finally, the Wind had to give up in defeat.



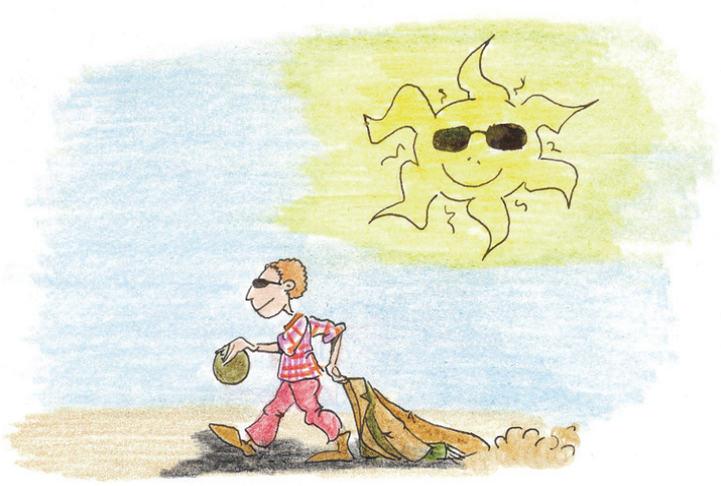
2.2 Look at the time words in italics in the first part of the fable. Why are they used?

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

a bit later, **finally,** **then,** **at first**

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Now, it was the Sun's turn. The Sun came out and began to shine brilliantly. (1) ....., the man loosened his coat. The Sun continued to smile upon him and (2) ....., the man unbuttoned his coat. (3) ....., as the air grew warmer and warmer, the man felt he couldn't bear it any longer. So, (4) ....., he threw off his coat.



MORAL: Persuasion is better than Force

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

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



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

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

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

e.g. Mount Vesuvius erupted in 150 BC.
No, it didn't. It erupted in AD 79.



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

   .....

   .....

2. **Archaeologists found only buildings in Pompeii.**

   .....

   .....

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

.....

.....

4. **Ancient Romans used to gather in the Forum.**

.....

.....

5. **All Roman boys used to go to school.**

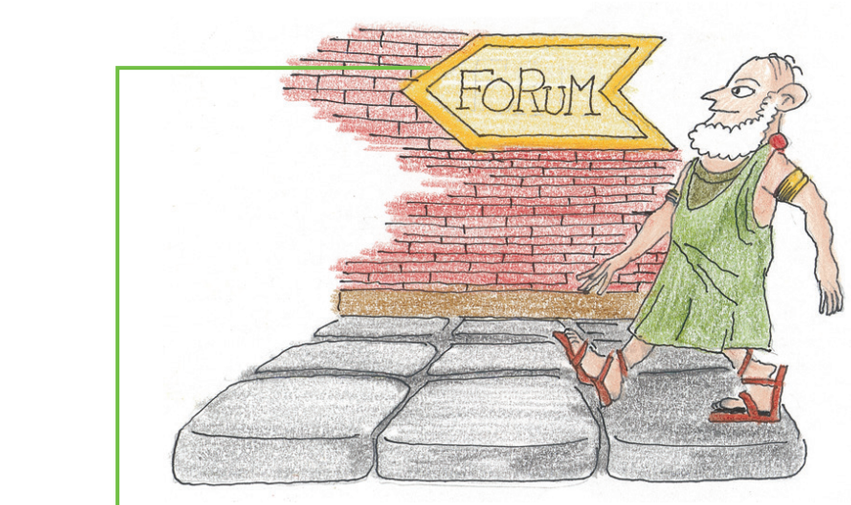
.....

.....

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

.....

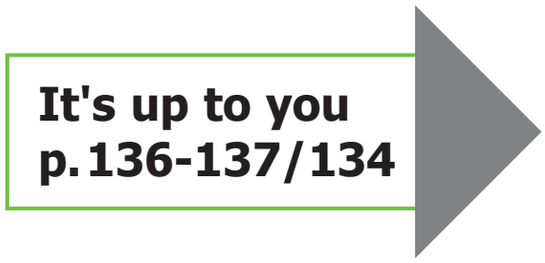
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FORUM

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



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

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3. Everyday English

REACTING TO GOOD OR BAD NEWS

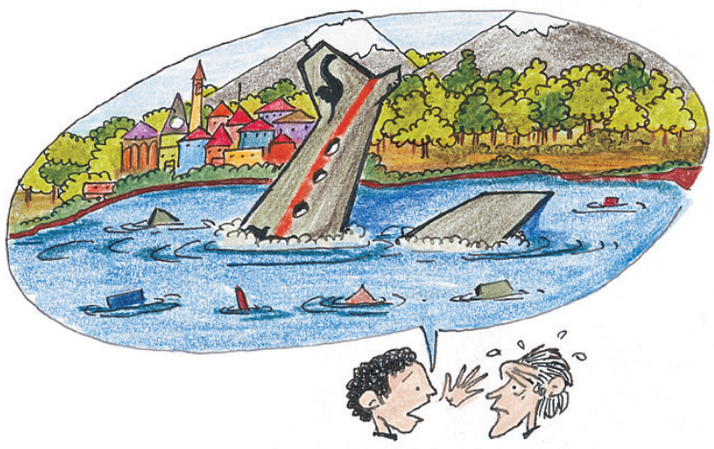
3.1 **Listen to people reacting to good or bad news. Which of the expressions in the table did you hear? Tick.**



Good news

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

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Bad news

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

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

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

   – .....

   .....

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

   – .....

   .....

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

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

FLOODS DESTROY MANY VILLAGES IN ROMANIA

WILDLIFE BURNT IN FOREST FIRE

CHILD ESCAPES UNHURT FROM RUINS

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BIG EARTHQUAKE IN INDIA. NUMBER OF INJURIES UNKNOWN

FIREMEN RESCUE ELDERLY COUPLE FROM FIRE

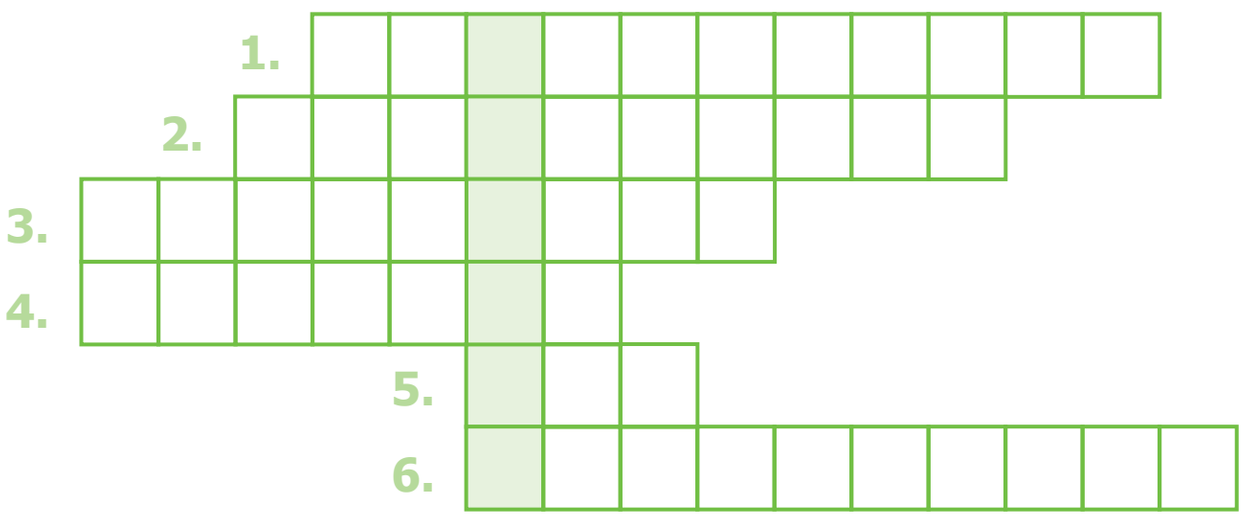
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Lesson 6 Life on the Water

1. Vocabulary

1.1 Complete the puzzle with words from the text (S's book, p. 115-117/40) that match the definitions below.

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



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

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

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

imposing
dragged
wrapped
preserved
managed
dedicated
constructed

It's up to you
p.138-139/134-135

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1. He **folded** ..... his handkerchief around his injured finger to stop the blood.
2. They have **built** ..... a large shopping centre in the middle of the town.
3. The prisoner **was able** ..... to escape from his cell.
4. The boss was a tall, **impressive** ..... man that everyone admired.
5. Peter **moved** ..... the heavy sofa across the hall to make room for his new piano.



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1.4 Complete each pair of sentences using one word from the text (S's book, p.115-117/40). What do you notice about these words?



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

   This computer system is more
   .....
   than the last one. It's much faster.



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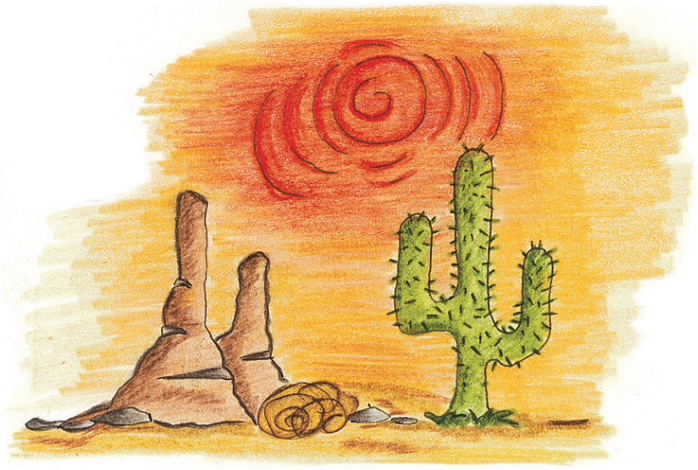
2. (paragraph 1)

Last year's summer camp

.....two weeks.

His previous secretary .....

only a month; then she was fired.



3. (paragraph 2)

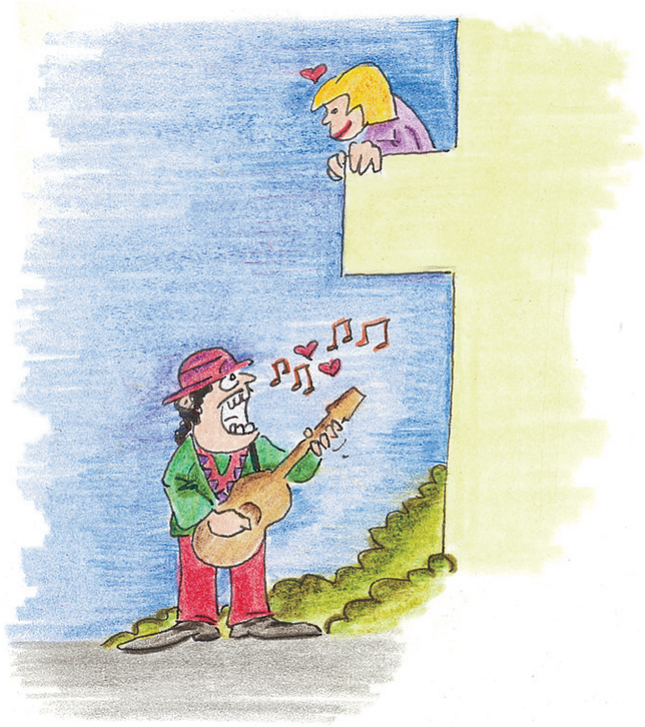
Nothing can grow easily in a desert. There is not enough water, so the land is not

..... .

She has a .....

imagination. We are always amazed by her unusual ideas.

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4. (paragraph 3)

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

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

5. (paragraph 5)

Before refrigerators were invented, people ..... food on ice.

The government..... peace for a long time before war started.

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

..... flights are usually cheaper than international ones.

7. **(paragraph 5)**
After the doctor had ..... the bandages, the patient felt better.

He ..... his hat before he entered the temple.

2. Language Focus



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

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

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

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



1. **After workers had begun the excavations, reporters went to the site.**
Which action happened first?

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

Reporters went to the site. ☐ .....

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

Which action happened second?

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

They had lost their way. ☐ .....



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

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

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

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

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

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



5. **They were looking for their way when they found the ruins.**

Which action interrupted the other action?

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

They found the ruins. ☐ .....

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6. **They have lived in this house for 3 months.**
Are they still living there?

Yes ☐ No ☐

7. **They lived in this town 2 years ago.**
Are they still living there?

Yes ☐ No ☐

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

care cook open feed make sell weave work share travel be

Women's Work



Whether at home, in the marketplace or out in the fields, women in ancient Egypt (1) ..... the responsibilities of daily life right along with the

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men. Managing a household (2) ……..…… an enormous task. After the women (3) ……..…… the family's food, they (4) ……..…… and (5) ……..…… for the children. Weaving was also very important. They (6) ……..…… everything from baskets to linen. Herodotus, who (7) ……..…… to Egypt, was surprised to see even men weaving! Women also (8) ……..…… goods which they then (9) ……..…… at the marketplace. Many women also (10) ……..…… as millers, musicians, florists, beauticians and doctors.

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

How did the ancient Egyptians write?

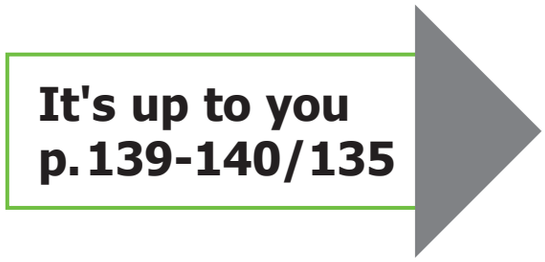
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Had you ever wondered what the ancient Egyptians wrote on? They haven't used paper like we do today. They were writing on flat sheets of papyrus. To make these sheets, they had cut long, thin slices of papyrus stalks and laid them out to form a mat.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

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

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



Building the Great Pyramid

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

.....

.....

.....

.....

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

.....

.....

.....

.....

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

.....

.....

.....

.....

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

.....

.....

.....

.....

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

.....

.....

.....

.....

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

.....

.....

.....

.....

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

.....

.....

.....

.....

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IT'S UP TO YOU

UNIT 1 - UNITY IN DIVERSITY

LESSON 1 – PEOPLE AND PLACES

Extra – Vocabulary, activity 1.10, p. 17/9

**

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

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

1. .....

2. .....

3. .....

4. .....

Extra – Vocabulary, activity 1.11, p. 18-19/9

***

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

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dry
breeze
temperature
terrain
altitudes
blizzards
vegetation
heat

icy
barren
rocky
scorching
regions
drought
harsh
frostbite

Have you ever wondered what it would be like to live in a place like the Sahara? There, the (1) ..... heat of the desert can reach a (2) ..... of over 60° C! In some parts it is very (3) ..... because it almost never rains and there are long periods of (4) ..... So, there is very little (5) ..... The sandy ground is almost (6) ..... and almost no plants grow. The strange thing is that at night temperatures may drop to below 0° C!

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On (7) ..... mountaintops at very high (8) ..... the climate is not mild at all; it is (9) ..... The air is (10) .....and it is hard to breathe. The (11) .....is rough and difficult to cross and there are often strong winds and heavy snowstorms which are called (12) ..... If you don't have suitable protective clothing, in this kind of weather, you may get (13) ..... Not many people live in (14) ..... like this, with such extreme weather.

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

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

Activity 2.2, p. 21-23/10

**

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

1. **saris / always / Indians/ wear /**
   .....?
   No, ...Only on special occasions.

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2. eat / often / your Italian friend / pasta

   .....?

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

3. tonight / bags / you / pack /

   .....?

   Yes, ... I'm leaving tomorrow.

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

   .....?

   No, ... They're studying.

5. it / today / hot

   .....?

   No, ... The weather is cooler today.

6. usually / you / abroad / travel

   .....?

   Yes, ... Once or twice a month.

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LESSON 2 – JOINED IN OUR DIFFERENCES

Extra – Language focus, activity 2.1, p. 31-33/13

**

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

live
like
own
prefer
exist
think
sound
need

(1) ..... you .....the place you live? (2) ..... you ..... that everyone (3) ..... in a home like yours? It (4) ..... unbelievable, but there are people who (5) ..... homes that are completely underground. They (6) ..... these underground homes to regular ones, because they're safe and cool. Many homes like this (7) ..... in Tunisia. They may look strange to you, but just think: if you (8) .....more room, all you have to do is dig!

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Extra – Language focus, activity 2.2, p. 33-36/14

**

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

1. You look sad. What ..... (you / think) about?
2. The ice-cream .....(taste) delicious! What flavour is it?
3. Helen and Dimitris ..... (have) a party on Saturday. Can you come?
4. ..... (you / think) I ..... (look) good in this traditional costume?
5. ..... (Nicki / see) Mr. Johnson about the interview tomorrow?
6. That perfume ..... (smell) terrible! Wash it off!
7. The chef ..... (taste) the curry to check if it is too spicy.
8. Look! The dog ..... (smell) the food. I ..... (not / think) he likes it.
9. I ..... (have) two friends from France. We often send each other e-mails.
10. Who ..... this coat ..... (belong) to? Is it Mary's?

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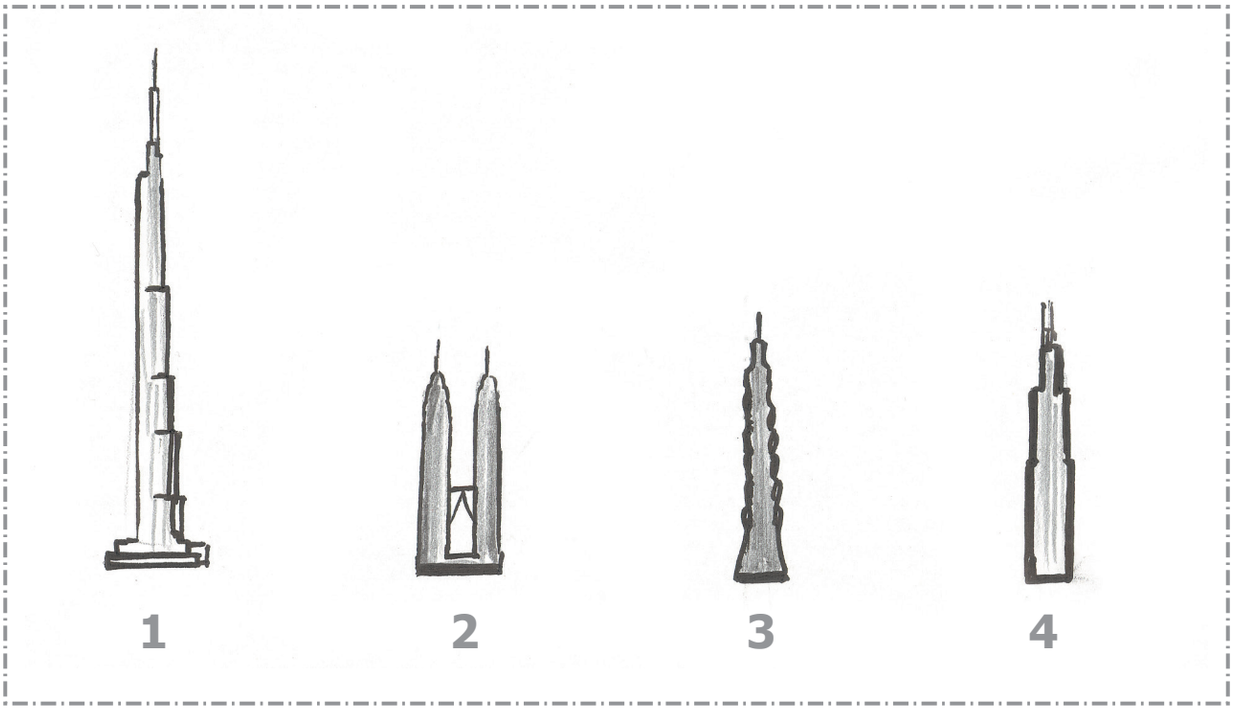
LESSON 3 – DIFFERENT PLACES – DIFFERENT BUILDINGS

Extra - Language focus, p. 60-63/21

**

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

Sizing Up: Towers



1. **Burj Dubai**
   Location: Dubai, United Arab Emirates
   Estimated Height: 3,000 feet
   Completion Date: 2009

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2. **Petronas Towers**
   Location: Kuala Lumpur, Malaysia
   Height: 1,483 feet
   Storeys: 88
   Completed: 1998

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

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

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IT'S UP TO YOU

UNIT 2 - ECHOES OF THE PAST

LESSON 4 – MYSTERIES OF OUR WORLD

Activity 1.2, p. 66-67/22

***

Look at the sentences below and write the questions.

1. .....

.....?

In Central America, hundreds of years ago.

2. .....

.....?

Yes, some of them have.

3. .....

.....?

It is known for its unique pyramids.

4. .....

.....?

Yes, they were taller than the tallest trees in the jungle.

5. .....

.....?

To worship the gods.

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

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

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

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

Extra – Vocabulary, p. 69/23

*

Look at the words below and find a word from the same family in the text on page 64-66/22 of your workbook.

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

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7. civilised (adj)
   ..... (n)
8. mystery (n)
   ..... (adj)

LESSON 5 – ACROSS THE AGES

Extra – Vocabulary, p. 80/26

*

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

1. grand ____ a. fish .....
2. song ____ b. teller .....
3. story ____ c. light .....
4. night ____ d. writer .....
5. gold ____ e. child .....

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***

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

A	B
foot bank note	prints note book

.....

.....

.....

.....

1. Marks left by someone's feet

   .....

2. A piece of paper used as money

   .....

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

   .....

4. A note at the bottom of a page

   .....

5. A small book in which to write notes

   .....

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***

3. Complete each compound word with the missing part.

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

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Compound Adjectives

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

e.g. middle – aged

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

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

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

   .....

2. a person who has a kind heart

   .....

3. a meal that you take with you

   .....

4. what tourists do when they see sights

   .....

5. something that takes a long time to do

   .....

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6. the amount of rain that falls

.....

7. extra time that you work

.....

8. made at home and not bought from a shop

.....

Activity 1.3, p. 81-82/26

**

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

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

.....

2. If your computer ever

....., call my brother. He's an expert.

3. Jim and Sandra

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

4. The criminal managed to

..... the maximum security prison.

5. I heard the alarm and thought that someone

..... my car.

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Activity 1.5, p. 83-89/27

**

Add the words in the box below to the lists on page 83-89/27 of your workbook.

tremor
extinguish
rumble
sparks
sink
perish
victim
smoke

Activity 2.6, p. 98/30

**

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

I slowly (1) …… (lift) my head from the pots I (2) …… (make) and listened carefully. I (3) …… (go) to the doorway and I (4) …… (look) out. People (5) …… (run) everywhere in panic. Some men next to me (6) …… (close) up their shops. I (7) …… (decide) to leave too. As I (8) ……

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(go) back in to get my things, there (9) ……. (be) a tremendous rumble and the walls around me (10) ……. (begin) to crack. The volcano (11) ……. (erupt)! I (12) ……. (reach) for my bag and quickly (13) ……. (get) out. I (14) ……. (not / know) what to do. As I (15) ……. (try) to decide which way to go, a beautiful young girl (16) ……. (take) my hand and (17) ……. (pull) me away from my workshop. We (18) ……. (start) running towards the beach. I (19) ……. (not/know) her, but she (20) ……. (look) familiar. Suddenly, I realised who she was …

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LESSON 6 – LIFE ON THE WATER

Activity 1.3, p. 105-106/31

***

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

imposing
dragged
wrapped
preserved
managed
dedicated
constructed

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

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

Extra - Language focus, activity 2.4, p. 118-120/35 **

Read the text about a fatal voyage and put the verbs in the right tense.

If you believe in the curse of the Pharaohs, then here is one case which overshadows all others. In 1912 a liner (1) …….. (cross) the Atlantic with a valuable cargo on board – an Egyptian mummy. None of the passengers (2) …….. (know) about the mummy because it was said to carry a curse. It was the body of a prophetess who (3) …….. (live) during the reign of Tutanhamun's father-in-law, Akhenaton. An ornament found with the mummy (4) …….. (have) a spell on it. It (5) …….. (say) that whoever (6) …….. (dare) to disturb the mummy's sleep would suffer the horrible revenge of the mummy.

Because of its value, the captain (7) …….. (order) his crew not to place the mummy in the hold but in the compartment behind the bridge on which the captain (8)

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…… (stand). Unknowingly, it was he who (9) …… (seal) the fate of 1,513 passengers. Most of them (10) …… (die) while the ship (11) …… (sink).

• Can you guess the ship's name?

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Προέλευση φωτογραφιών

«Μια ζωή σαν τη δική μου», Εκδόσεις Πατάκη, [σελ. 24/11, τ. 1ος: (1)], «Μεγάλα θαύματα του κόσμου», Ερευνητές, [σελ. 49/17, τ. 1ος: (1), σελ. 63/21, τ. 1ος: (4)], «Σχολική Εγκυκλοπαίδεια Πατάκης-Oxford», [σελ. 59/20, τ. 1ος: (1), σελ. 63/21, τ. 1ος: (3), σελ. 57/84, τ. 3ος: (1)], «Μάγια & Αζτέκοι», Εκδόσεις Καρακώτσογλου, [σελ. 65/22, τ. 1ος: (1), σελ. 68/23, τ.. 1ος: (1)], «Ίνκα», Εκδόσεις Καρακώτσογλου, [σελ. 73/24, τ. 1ος: (1), σελ. 75/24, τ. 1ος: (2)], «Μάγια & Αζτέκοι», Εκδόσεις Καρακώτσογλου, [σελ. 65/22, τ. 1ος: (1), σελ. 68/23, τ. 1ος: (1)], «Αρχαία Ελλάδα», Εκδόσεις Καρακώτσογλου, [σελ. 95/29, τ. 1ος: (1)], «Αρχαία Ρώμη», Εκδόσεις Καρακώτσογλου, [σελ. 95/29, τ. 1ος: (2)], «Αρχαία Ελλάδα», Εκδόσεις Καρακώτσογλου, [σελ. 95/29, τ. 1ος: (1)], «ΒΗΜAgazino», Το Βήμα της Κυριακής, [σελ. 7/36, τ. 2ος: (3), σελ. 70/52, τ. 2ος: (1), σελ. 72/53, τ. 2ος: (1)], «Το μεγάλο εικονογραφημένο λεξικό σε έξι γλώσσες», Εκδόσεις Δομή, [σελ. 17/39, τ. 2ος: (1), σελ. 18/39, τ. 2ος: (2), σελ. 71/52, τ. 2ος: (2)], www.free-photo-download.com, [σελ. 26 - 29 / 41, τ. 2ος: (1), (2), (3), (4), (6)], «Λονδίνο», Explorer, [σελ. 28 /41 , τ. 2ος: (5), σελ. 64/122, τ. 4ος: (1)], «Ελληνική μυθολογία», Εκδοτική Αθηνών, [σελ. 9/71, τ. 3ος: (1)], «El Greco» ArtBook, [σελ. 19/73, τ. 3ος: (3)], «Αρωματική κουζίνα», Βαγγέλης Δρίσκας, Εκδόσεις Πατάκη, [σελ. 70/88, τ. 3ος: (2), 70/88, τ. 3ος (3)], Fooding, **τεύχ. 8, [σελ. 80/91, τ. 3ος: (2)], «Κινέζικη κουζίνα», Βαγγέλης Δρίσκας, Εκδόσεις Πατάκη, [σελ. 80/91, τ. 3ος: (3), σελ. 78 - 79/126, τ .4ος: (3), (4), (5)], «Οικολογική πρόκληση», Πήγασος εκδοτική, [σελ. 110/100, τ. 3ος: (1)], «Ιστορία της γραφής», Ερευνητές, [σελ. 38/113, τ. 4ος: (2)]**

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