Think Teen!

2nd Grade of Junior High School

WORKBOOK

(ΠΡΟΧΩΡΗΜΕΝΟΙ)

Τόμος 2ος

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ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

ΣΥΓΓΡΑΦΕΑΣ

Αλεξία Γιαννακοπούλου, Εκπαιδευτικός
Γεωργία Γιαννακοπούλου, Εκπαιδευτικός
Ευαγγελία Καραμπάση, Εκπαιδευτικός
Θεώνη Σοφρωνά, Εκπαιδευτικός

ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ

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Μέλος ΕΕΔΙΠ Ι, Πανεπιστημίου Θεσσαλίας
Διονυσία Παπαδοπούλου, Σχολική Σύμβουλος
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Ιωάννης Κοσμάς, Σκιτσογράφος-Εικονογράφος

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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
Δημήτριος Γ. Βλάχος
Ομότιμος Καθηγητής του Α.Π.Θ.
Πρόεδρος του Παιδαγωγικού Ινστιτούτου

Πράξη με τίτλο: «Συγγραφή νέων βιβλίων και παραγωγή υποστηρικτικού εκπαιδευτικού υλικού με βάση το ΔΕΠΠΣ και τα ΑΠΣ για το Γυμνάσιο»

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



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

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 2ος

Ι.Τ.Υ.Ε. «ΔΙΟΦΑΝΤΟΣ»

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UNIT 3
TIME OUT!

Lesson 7 Get on Board!

1. Reading

Answer the questions to find out what type of holiday-maker you are.

QUESTIONNAIRE



1. **If your friends invite you to go on a camping holiday with them, you…**
   a. **go along with no hesitation.**
   b. **ask if there are any sights nearby.**
   c. **refuse. Camping is not for you.**

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2. On the last day of your holiday you still have some money left. What do you spend it on?
   a. New hiking boots.
   b. A book from a museum gift shop.
   c. Expensive clothes.



3. You have one free day to do whatever you want. You choose to…
   a. go bungee jumping.
   b. buy tickets for a concert.
   c. have a meal at an expensive restaurant.

4. You are in Iraklio in Crete and your tour guide asks you where you would like to go. You choose …
   a. to cross the gorge of Samaria.
   b. to go to the archaeological museum.
   c. to go shopping and have dinner in the centre of the city.

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5. On the beach what you most enjoy is…
   a. playing beach volleyball.
   b. reading an interesting book.
   c. making new friends.

If you have mostly:

A s

You are an 'adventurous' holiday-maker! You love visiting exciting destinations, exploring the countryside and trying new things.

B s

You are an 'intellectual' holiday-maker! You can't imagine visiting a place without seeing all the sights and learning about its culture.

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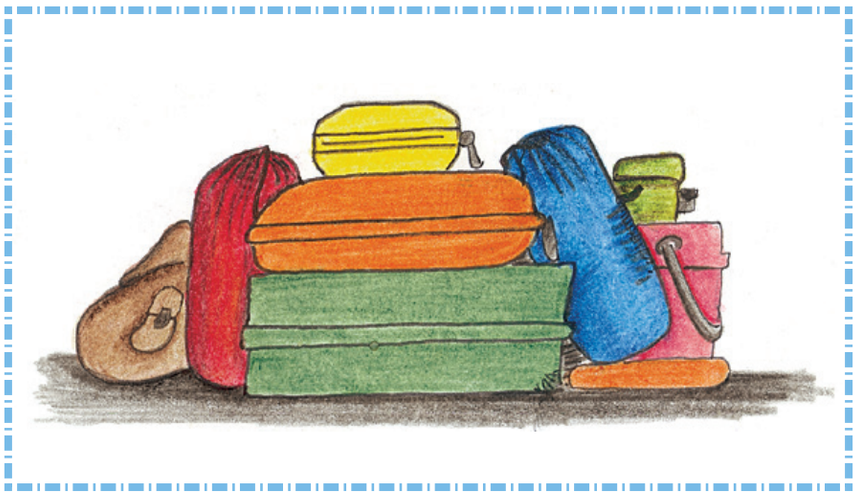
C s

You are a 'cosmopolitan' type of holiday-maker!
You are happiest when you have time and money to spend on expensive clothes and luxurious items.
You never say 'no' to an exciting night out.

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2. Vocabulary

2.1 Match the words in list A with the meanings in list B.



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A		B
1. resort		a. arrangements you make for a seat on a plane, a room in a hotel, etc.
2. reservations		b. suitcases and bags you carry with you when travelling
3. destination		c. the money used in a country
4. brochure		d. permission to go into a place
5. currency		e. the place you are travelling to
6. accommodation		f. somewhere to live or stay
7. luggage		g. a town where people go on holiday
8. admission		h. a leaflet advertising something

2.2 Use words from list A to complete the gaps. There is one extra word you do not need to use.

Choosing a holiday (1) …… is not always as easy as it seems. You may have to look through a (2) ……, choose

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which (3) …… to visit and make (4) …… well in advance. Plan your daily activities to include sightseeing, shopping and having fun!

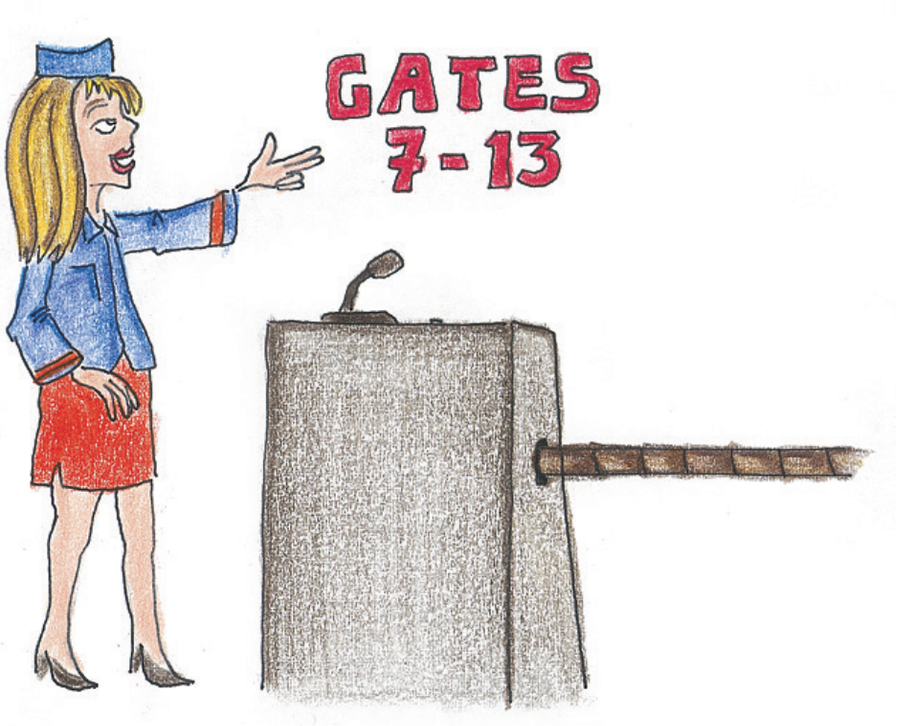
If the local (5) …… is other than the 'euro', make sure you go to the bank. It's a good idea to travel light and not take too much (6) …… with you. Last but not least, make arrangements for your (7) …… . You don't want to find yourself in a foreign country with nowhere to sleep!!!



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2.3 Answer the questions about air travel using the words or phrases below.

baggage reclaim
hand luggage
terminal building
check-in
stewards
runway
overhead locker
boarding card



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What do you call

1. the place you go to when you first arrive at the airport?

   .....

2. the card they give you with your seat number?

   .....

3. the bags you can take onto the plane with you?

   .....

4. the place in the plane where you can put your things?

   .....

5. the people who look after you on the plane?

   .....

6. the part of the airport where planes take off and land?

   .....

7. the place where you collect your luggage after you arrive?

   .....

8. the part of the airport you find yourself in when you leave or arrive by plane?

   .....

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2.4 Look up the following phrasal verbs in your dictionary and match them with their meanings.

1. to turn up	☐	a. to cause heat, sound, etc. to be produced
2. to turn out	☐	b. to refuse an offer or request
3. to turn down	☐	c. to change and become someone or something different
4. to turn on	☐	d. to stop heat, sound, etc. from being produced
5. to turn off	☐	e. to appear suddenly
6. to turn into	☐	f. to prove to be, to happen

2.5 Now fill in the blanks with the correct particle.

1. Brrr! It's so cold in here. Don't tell me you forgot to turn ……. the heating.
2. Your offer sounds interesting, but I'm afraid I must turn it ……. . Thanks anyway.
3. In the story, the frog turned ……. to be a prince who was under a spell.
4. Please turn the radio ……. . I'm trying to study!

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5. Do you think John will turn ……. at the party? He was feeling ill this morning.
6. They will turn the old factory ……. a library.



LONG LIVE THE PRINCE!

3. Language Focus

3.1 Two people are talking about their travelling preferences.

It's up to you
p.131-132/135

Complete the dialogue with the right form of the verbs in brackets.

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Emily: Do you like (1)…… (travel) abroad?

Joan: Oh, yes. I love it. I go to a different country every year.

Emily: Really? I prefer (2)…… (visit) places in my own country. I always discover exciting new ones.

Joan: You're right but I'm keen on (3)…… (learn) about new cultures. Would you like (4)…… (come) with me this summer? I'm going to Rome.

Emily: That's a great idea! I've never been to Italy. We're going to travel by plane, aren't we?

Joan: Actually, I'm thinking about going by boat. I'd rather not (5)…… (fly).

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Emily: I don't mind (6)……(fly) at all. To tell you the truth, I really enjoy (7)…… (travel) by plane! It's much faster and more comfortable.

Joan: You're right but it's only a one-day voyage and we will have our own car there.

Emily: OK then. Let's make all the necessary arrangements. I hate (8)…… (wait) until the last minute!...

3.2 Match the words from the two lists to form words which describe sports and activities.



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1.	bird		a. skiing
2.	scuba		b. climbing
3.	parachute		c. surfing
4.	rock		e. watching
5.	water		f. cycling
6.	hang		g. diving
7.	kite		h. jumping
8.	off road		i. blading
9.	ice		j. gliding
10.	roller		k. skating

3.3 **Work in groups and find out who has done any of the activities above. Did they enjoy them? Why? Then find out which activities they would like to try and why. Act out short dialogues.**



e.g. - Have you ever tried any of these activities?

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- Yes. Actually, I love rock climbing.
- Which other one would you like to try?
- I'd love to learn scuba diving because I like observing underwater life.

4. Listening BOOKING A HOLIDAY

Vassia is going on an adventure trip with her friends and she is in charge of making arrangements. Listen to the information the travel agent gives her and take down notes on the form below.

Mountain Trail Hiking Holiday



Dates: (1) .....

Hotel: (2) .....

Telephone: (3) .....

Facilities: (4) ..... **and outdoor swimming pools, two (5)** .....,

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football pitch, mini golf, mountain (6)
…… trails, spa.
Guide: Yes, (7) …… € / 5 hours.
Equipment: (8) …… clothes and sturdy
(9) …… boots.
Cost: (10) …… room / 80 € per night.

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5. Everyday English

ASKING FOR AND GIVING DIRECTIONS

Use the map and the language in the boxes to act out short exchanges for each of the situations below.

It's up to you
p.132/135

1. **You are outside the telephone box and you want to meet some friends at the 'Lion's Head Pub', but you don't know where it is. Ask the way.**
2. **You have just visited someone at Memorial hospital and you want to take the bus back home. Ask someone how to get to the bus station.**
3. **Your car has run out of petrol near the stadium. Ask someone how to get to the petrol station.**

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1 Memorial Hospital
2 WOODLAND ST.
3 PRINCE ST.
4 chemist's
5 Royal Hotel
6 JOHNSON ROAD
7 ST. JACOBS STREET
8 shops
9 JERONE ST.
10 school
11 post office
12 NEWBURY ST.
13 BENJAMIN AVENUE
14 telephone box
15 police station
16 library
17 stadium
18 ABBEY ST.
19 St. John's Church
20 Lion's Head Pub
21 THOMAS NEWTON STREET
22 LARK LANE
23 bus station
24 FRANZ STREET
25 Star Cinema
26 WAVERLY STREET
27 petrol station

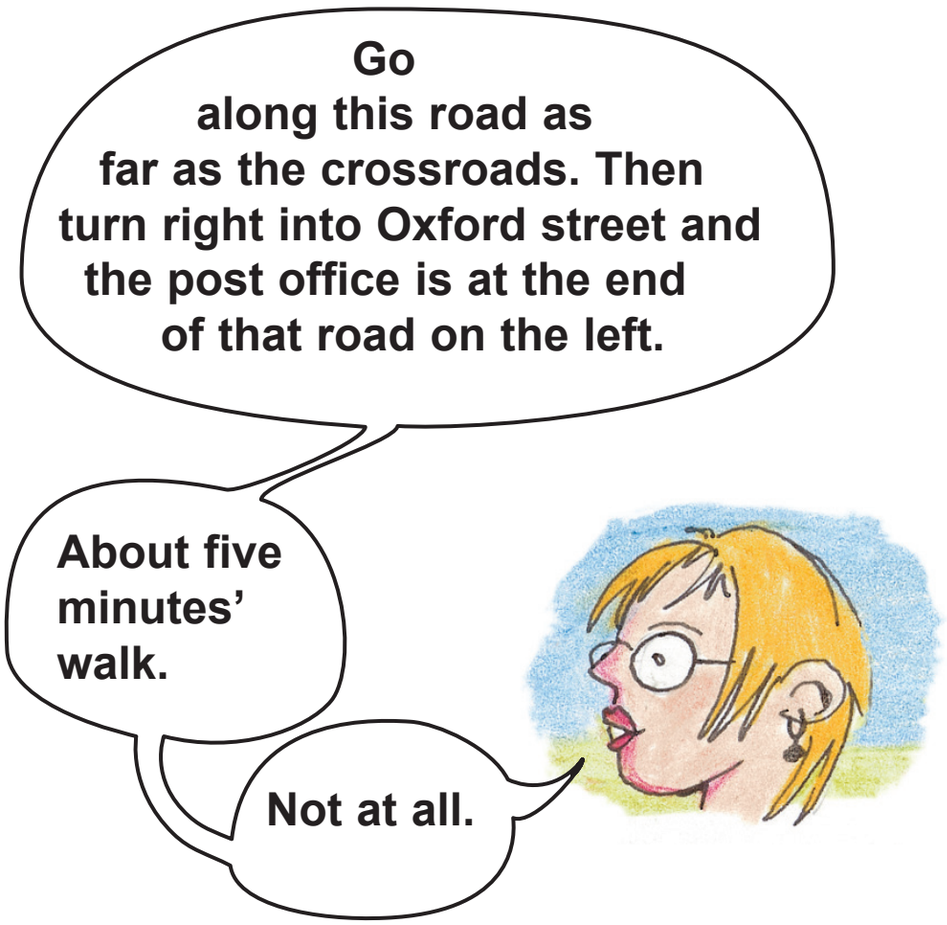
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Asking for directions

- Excuse me, how can I get to the cinema, please?
- Can you tell me the way to the library, please?
- What is the shortest route to the St. John's church?

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Giving directions

- Walk down / Go along this road until you come to a post office.
- Turn right / left at the traffic lights / into Newbury street.
- Take the first / second turning on your left. The restaurant's about half way along on the right-hand side.
- It's at the corner of Franz street and Benjamin avenue.
- Walk as far as the crossroads / roundabout.

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6. Getting around London

Read about the highlights of London in the leaflet below. Then, look at the map of London on the next page. The red arrow is where you are. Follow the directions given to label each landmark as you come across it.

London Highlights

Welcome to London!!! It's a capital city of contrast with futuristic buildings near ancient monuments and with noisy streets leading to quiet parks. While you are here, don't forget to visit:

Buckingham Palace

The Queen lives here. You can see the royal flag outside the palace when she is at home. There are 600 rooms in the palace! Don't miss the changing of the guards.



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British Museum

One of the best museums in the world. You'll have the chance to see great collections of archaeological findings, from Egyptian mummies to Roman and Greek sculptures.



Houses of Parliament / Big Ben

The centre of British Government where politicians work. The famous clock tower Big Ben is next to these spectacular buildings. It is 106m above the banks of the River Thames.



Natural History Museum

The world's leading natural history museum. You can see dinosaurs and mammals, feel an earthquake and explore the history of the planet Earth.

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Hyde Park

The best-known park in London.
It has 340 acres of trees and grass. You can go boating and swimming in Serpentine lake.



St. Paul's Cathedral

It is Sir Christopher Wren's most famous creation and the place where many royal weddings and ceremonies are held.



Covent Garden

One of the most fascinating shopping and restaurant areas in London today.

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London Eye

One of the biggest Ferris wheels in the world. It is 135m high. It's got 32 capsules, each carrying 25 people. You can enjoy a panoramic view of London from the top.



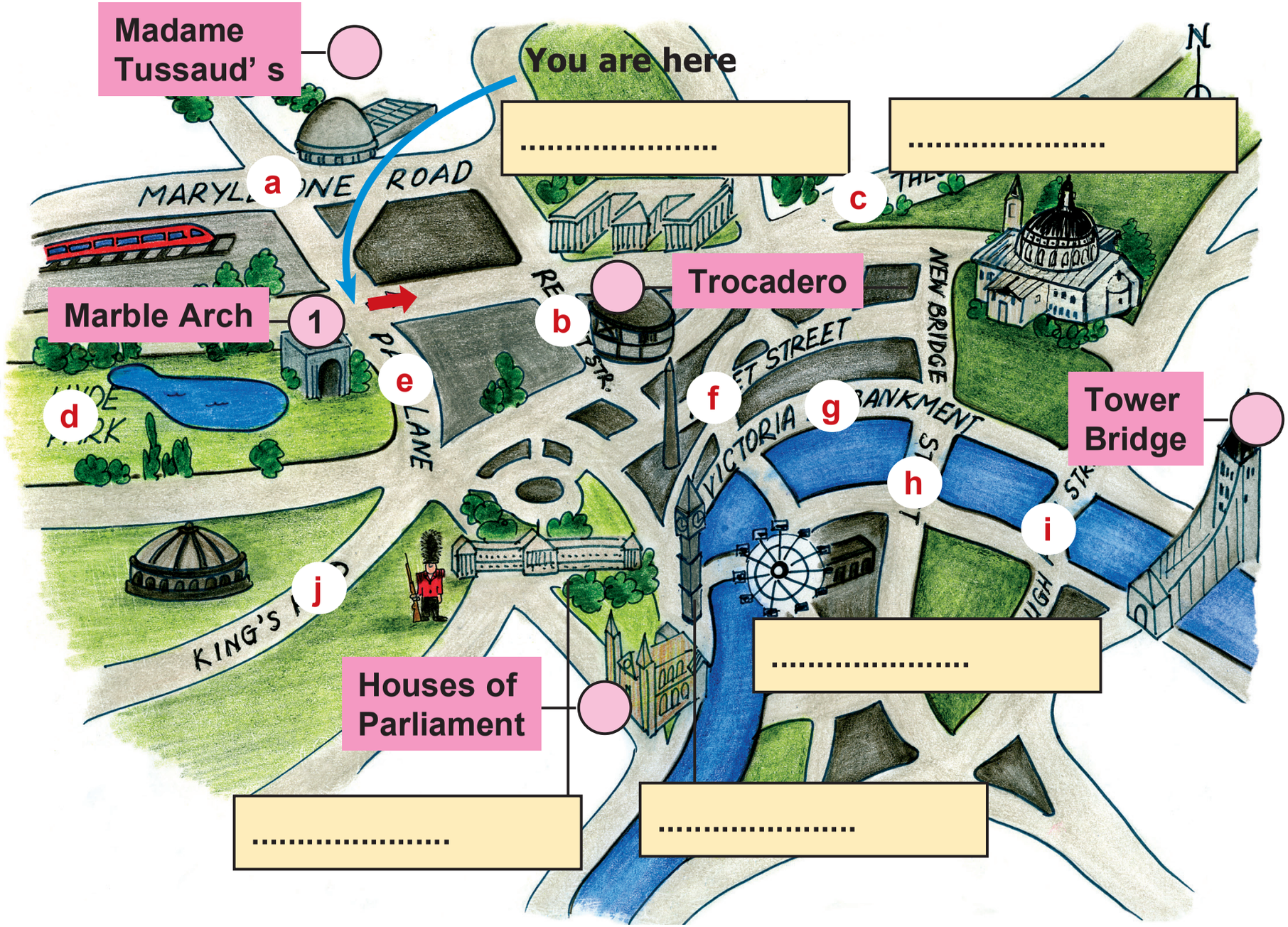
Tower of London

It was a palace and a prison but now it's a museum. It's 900 years old. It's famous for the Beefeaters, the Crown Jewels and its… ghosts!



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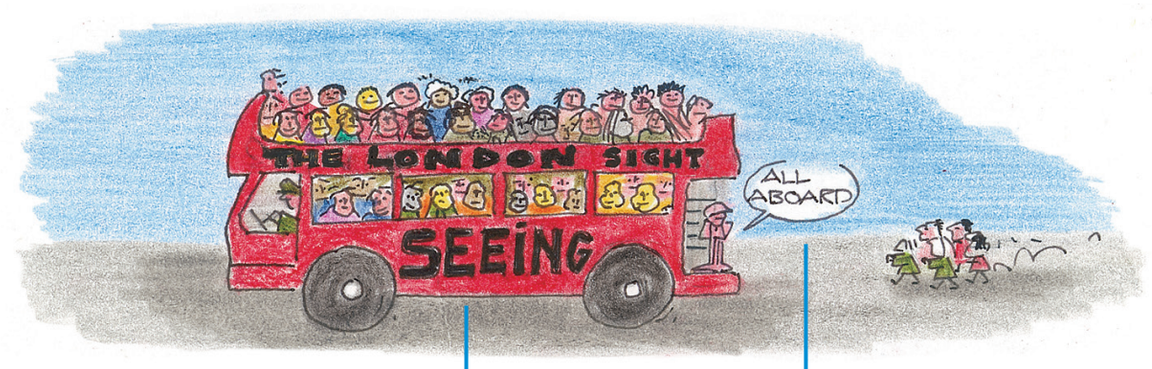
a. MARYLEBONE ROAD
b. REGENT STR.
c. THEOBALD'S ROAD
d. HYDE PARK
e. PARK LANE
f. FLEET STREET
g. VICTORIA EMBANKMENT
h. NEW BRIDGE STREET
i. BOROUGH HIGH STREET
j. KING'S ROAD

1. Go straight in the direction of the red arrow. The first building you come across on your left is where you can see ancient relics and the Marbles of the Parthenon.
2. Keep going along the same street and you will see a large religious building; a true marvel of architecture.
3. Turn right into New Bridge street and then right again into Victoria Embankment and walk down along the river Thames. Do you see that tall tower with the clock on top? Its name sounds like the name of a person!
4. Don’t move! Look across the bridge. If you’re not afraid of heights and don’t get dizzy, here’s your chance to see London from high above!
5. On the other side of Big Ben to the west is a large building that is guarded. The Royal family lives there.

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7. Listening

You are visiting London for the first time and you have joined a group of tourists for a ride around the city centre. Number the sights the tour guide mentions on the map above in the order you hear them.



THE LONDON SIGHT SEEING

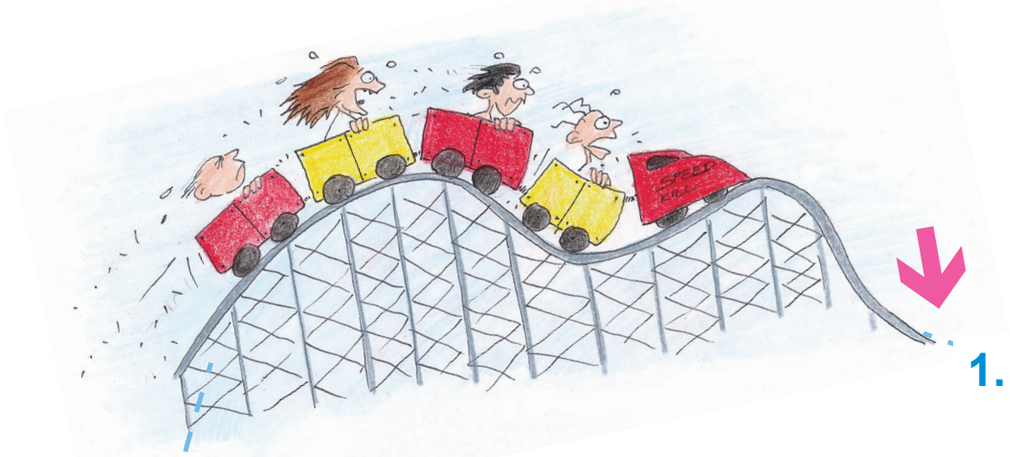
ALL ABOARD

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Lesson 8 What an Experience!

1. Vocabulary

1.1 Find a word in the leaflet (S's book, p.30-33/53) for each definition to complete the rollercoaster. Be careful you may get dizzy…



1. something extremely good, exciting or surprising (par. 1)
2. strong feelings of excitement and pleasure (par. 1)
3. nervous or silly laughter (par. 2)
4. many different types (par. 3)
5. things that make a place interesting for people to visit (par. 3)
6. so beautiful or exciting that it takes your breath away (par. 3)
7. without any limits (par. 4)
8. to allow someone to enter somewhere (par. 5)

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

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1.2 Write the words from the box below in the appropriate picture. Some words may be used more than once.

keyboard gifts audience main course row
bill surfing the Internet drinks and snacks music and dancing
reservations monitor starter ticket booth subtitles
director guests chat-room tip aisle
invitation order actor performance

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reviews
dessert
queue
play

at a party



.....

.....

.....

.....

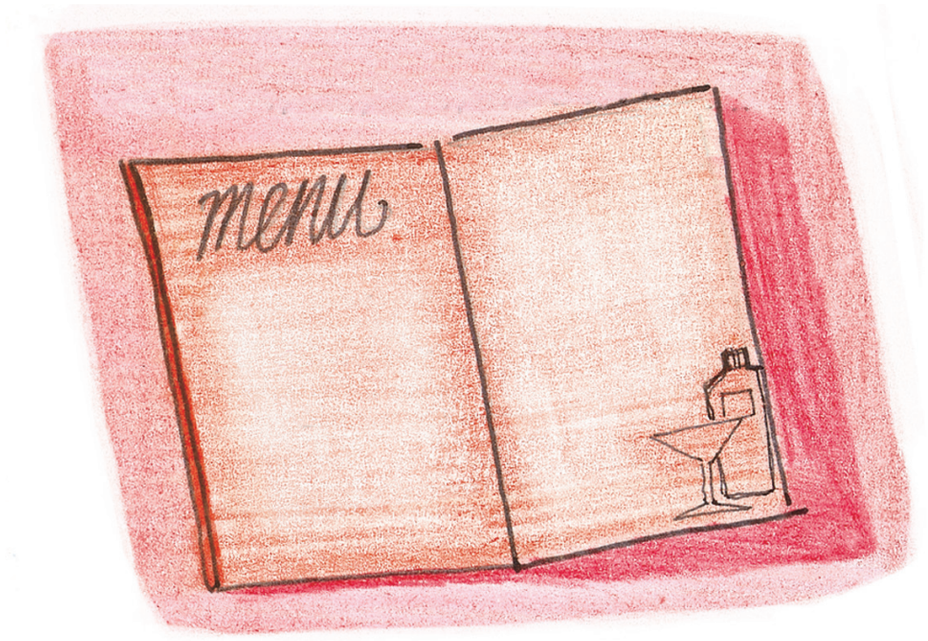
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at the theatre / cinema



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at a restaurant



.....

.....

.....

.....

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on your PC



.....

.....

.....

.....

1.3 **Unscramble the expressions below as in the example so that they make sense.**

1. to book a toast .....

1. to book a ticket .....

2. to attend in a queue.....

2. .....

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3. to pay an invitation .....

3. .....

4. to go a performance .....

4. .....

5. to make a ticket .....

5. .....

6. to wait a meal .....

6. .....

7. to order reservations .....

7. .....

8. to congratulate the bill .....

8. .....

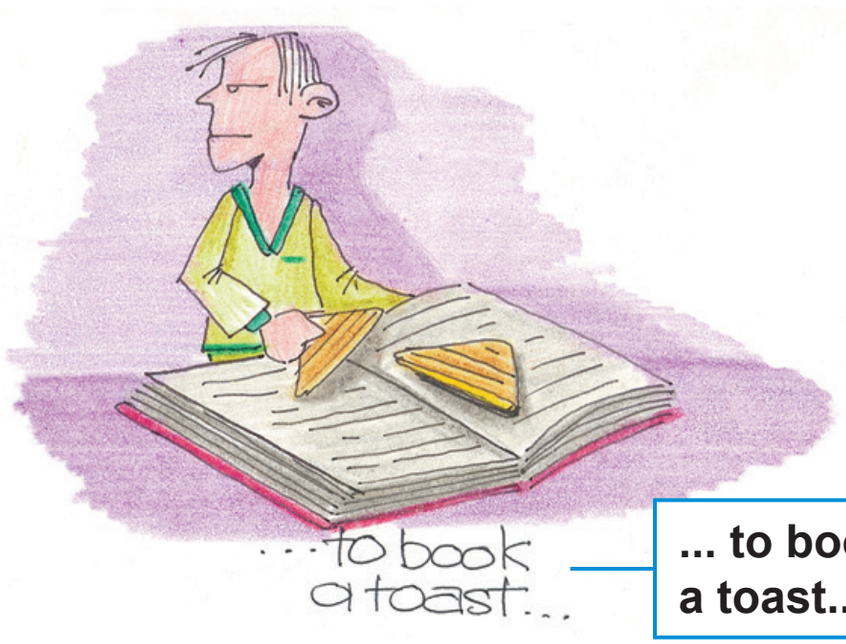
9. to accept the actors .....

9. .....

10. to make on-line.....

10. .....

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... to book a toast...

CLAP
CLAP
CLAP



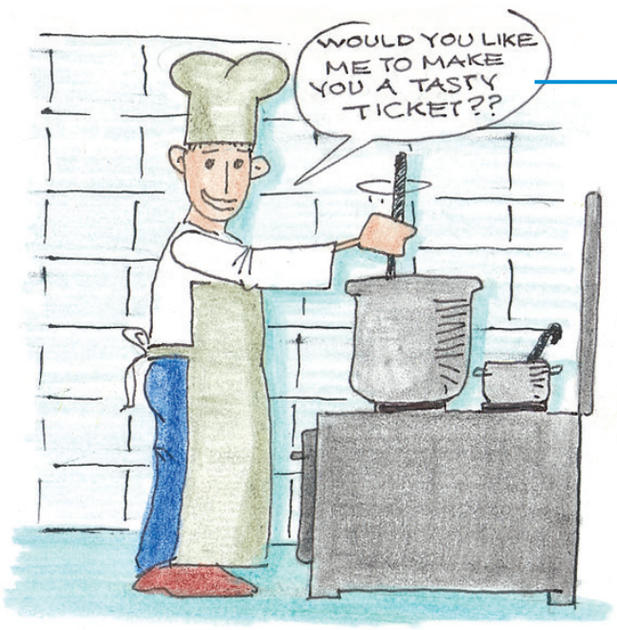
... to congratulate the bill!

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**O.K.
YOU ARE
INVITED....**

... to pay an invitation



**WOULD YOU LIKE ME
TO MAKE YOU
A TASTY TICKET??**

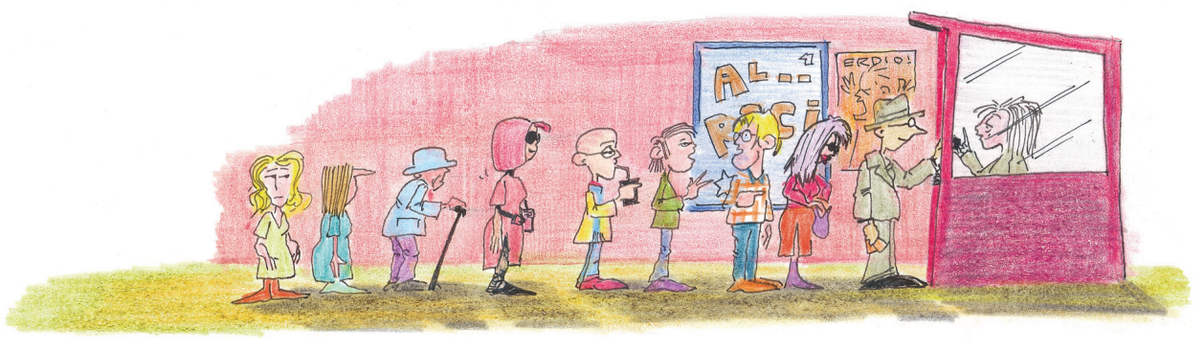
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1.4 **Use some of the expressions from 1.3 to complete the sentences below.**

1. “I’m sorry, miss. I didn’t ..... . I just asked for a cup of coffee”.
2. If you want to enter a chat-room, you must ..... .
3. That new restaurant is very popular. Don’t go unless you ..... first.
4. I’m exhausted! I had to ..... for two hours before I could buy tickets for the new film!
5. “Please allow me to ..... . After all, I was the one who asked you out!”
6. You don’t need to go to the ticket booth. You can ..... for the concert by visiting the Music Hall’s website.

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7. “Let’s all ..... to the bride and groom. May they have a wonderful life together!”
8. If you can’t ..... , it’s polite to inform the person who invited you.



2. Language Focus

2.1 You and your friends are at Eurodisney in Paris. Complete the short dialogues with the appropriate form of the verbs.

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

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1. – What ..... (you / do) next? Have you decided?
   – Yes. I ..... (take) a ride on the Indiana Jones train. I can't wait! It's a rollercoaster!
   – Oh! Is it? I ..... (come) with you! Let's go!
2. – Where is John going?
   – He's going to the shops. He ..... (buy) some gifts for his family. (Later…)
   – Look! John is carrying five heavy bags!
   – He ..... (drop) them. I ..... (help) him.
3. – Phew! I feel tired. I think I ..... (take) a break at the 'Cookie Kitchen'. How about some chocolate chip cookies?

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– Not for me! I …… (have) some juice, instead.

4. – Look at the clouds! It ..... (rain).
   – You're right! Let's get to the Peter Pan show before it ..... (start) raining.
   – Great idea! What time .... (it / begin)?
   – At 5:30. Let's hurry.

5. – Mary wants to go to Discoveryland. What ..... (she / do) there? She can't stand speed.
   – I'm sure she ..... (see) the Jules Verne film.

26-0666_g_b_thinkteen_work_bm_36-69_18b.indd 45 18/10/2024 11:27:03 πμ

6. – The Disney hero Parade .....
..... (finish) at 7:00.
– OK! We can have a light snack afterwards.
7. – .....
(you / come) back tomorrow?
– Of course. There are still a lot of things to see and do. What about you?
– I'm coming, too. I hope I
..... (see) you.

2.2 Correct the mistakes in the sentences below. One sentence is correct.

1. When you'll finish your chores, will you help me?
2. What time is the play starting?
3. I promise I join you at the chess club next week.
4. We must wait here until the concert hall is opening.
5. He's going to start photography lessons. It's an excellent way to spend his time.
6. We will attend the performance tomorrow. I've bought the tickets.
7. Every Sunday they go on an excursion, but next Sunday they have a party.

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3. Everyday English

ASKING FOR, MAKING, ACCEPTING AND REFUSING SUGGESTIONS

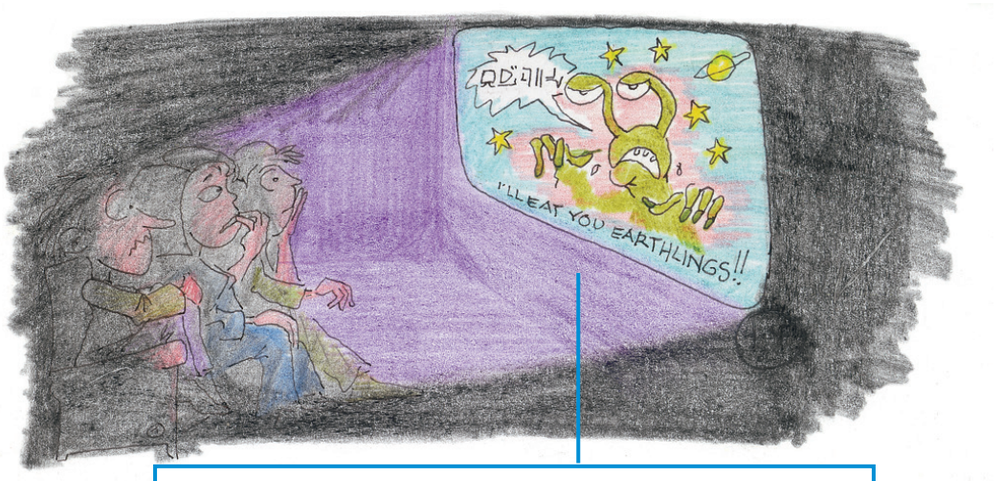
3.1 **Use the phrases in the box to complete the short dialogues.**

can we do how about don't really feel like a great idea let's do that don't we go

1. – Where shall we go tonight?
   – .....
   going to the cinema?
   – Yes, that's .....!
   There's a new science fiction film on.

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2. – What .....
at the weekend?
– Why .....
on a trip?
– Well, I ..... it.
Let's invite some friends.
– OK, ...



I'LL EAT YOU EARTHLINGS!!

3.2 Now listen to the dialogues and check your answers.

3.3 Write the expressions below in the appropriate box.

What shall we do tonight?
Do you fancy going out tonight?
Well, I'm not sure. I don't really like……
What can we do this weekend?
What about / How about going to ……?

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Would you like to go to ……?
That seems all right.
Well, I think I'd rather / I'd prefer to
It would be a good idea to……
I've got a better idea.
That sounds great!
Where shall we go for ……?
OK, let's do that.
Yes, that's a good / great idea.
Why don't we go to ……?
I don't really feel like……
I don't think that's a good idea because……
Let's spend the weekend in ……
That would be nice.

Asking for suggestions



……

……

……

……

……

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Making suggestions



.....

.....

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Accepting suggestions



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Refusing suggestions



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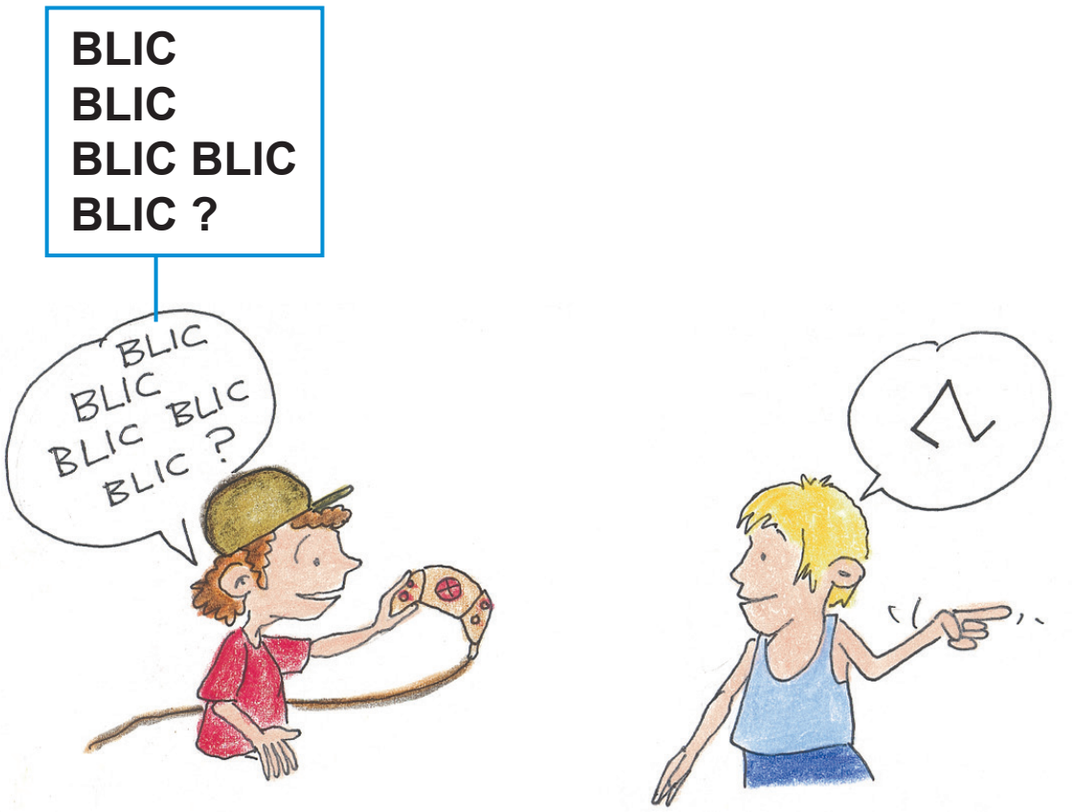
3.4 **Use the table in 3.3 and the prompts below to act out short dialogues as in the example.**

e.g. – Let's play computer games.
– Well, I don't really fancy that. How about going out for a walk?
– OK, let's do that.

- **play computer games / go out for a walk**
- **visit friends / go on a trip**
- **go climbing / go rafting**

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- visit a museum / go sightseeing
- go dancing / go to a concert
- spend the weekend at home / spend the weekend in the countryside



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4. Role play

Work with your partner. You each choose a role card and read it carefully. Take a few minutes to prepare what you are going to say. You should each make some suggestions of your own and try to agree on a plan about where to go and what to do.

It's up to you
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useful tip

When you act out a dialogue, think of the situation you are in, who the other speaker is, the ideas you want to communicate, how you feel, etc. Use gestures and expressions to make your dialogue more realistic.

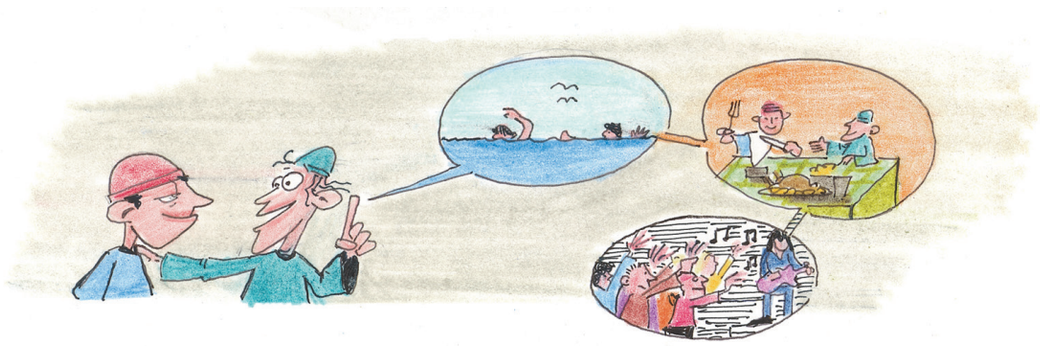
Role card A

A friend of yours is staying at your house and is leaving early tomorrow morning. You want to plan the last day together. You think it's a good idea to go swimming, eat out and go to a local concert. Make your suggestions and listen to what your friend has to say. If he/she doesn't like your ideas, ask for his/her own suggestions. Come to an agreement.

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Role card B

You are staying at your friend's house and you're leaving early tomorrow morning. Your friend wants to plan the last day together with you. You want to go to the shops for souvenirs, eat out and see a film. Listen to your friend's suggestions and if you don't like them, make your own. Come to an agreement.



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Lesson 9 ...Let the Games Begin!

1. Vocabulary

1.1 Look at the list of sports and activities and put them under the appropriate verb.

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

football
golf
aerobics
running
tae-kwon-do
tennis
basketball
gymnastics
cycling
weight lifting
horse racing
swimming



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DO ...

.....

.....

.....

.....

GO ...

.....

.....

.....

.....

PLAY ...

.....

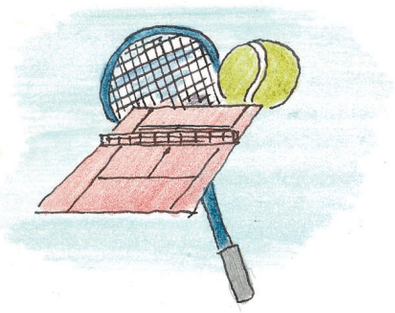
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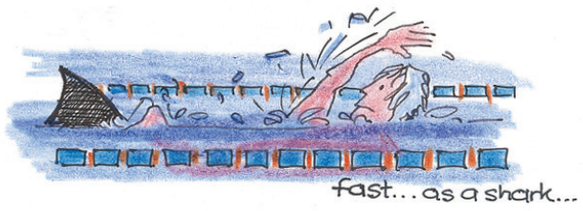
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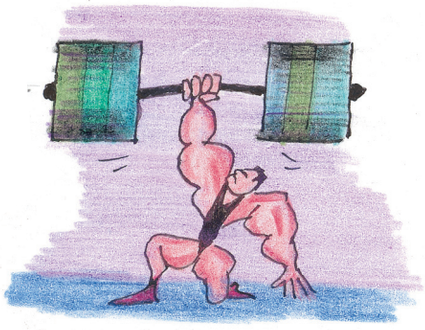
1.2 Can you think of any more sports or activities for each verb?





fast... as a shark...







1.3 Which of the sports above can you perform in the places below?

It's up to you
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track

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court

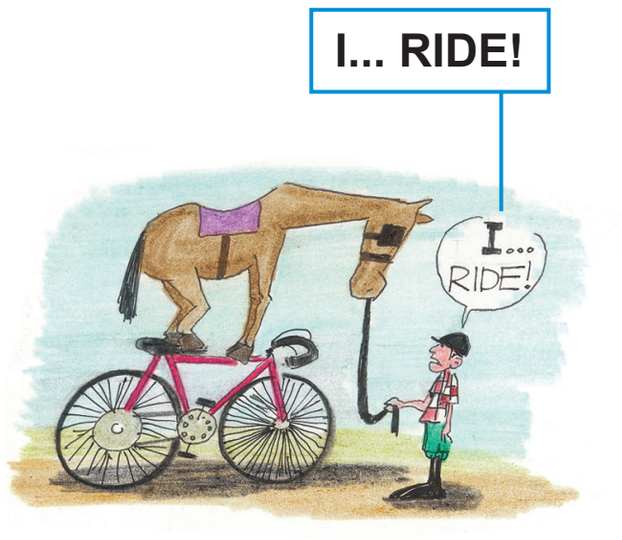
pitch

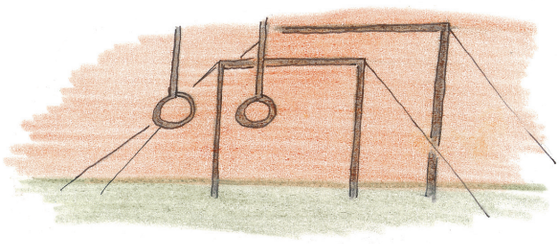
course

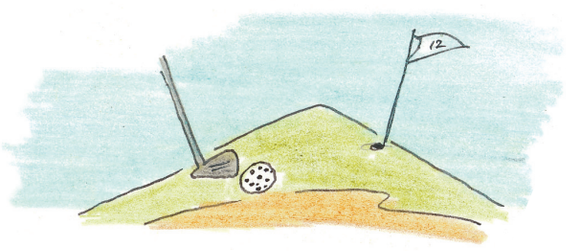
gym

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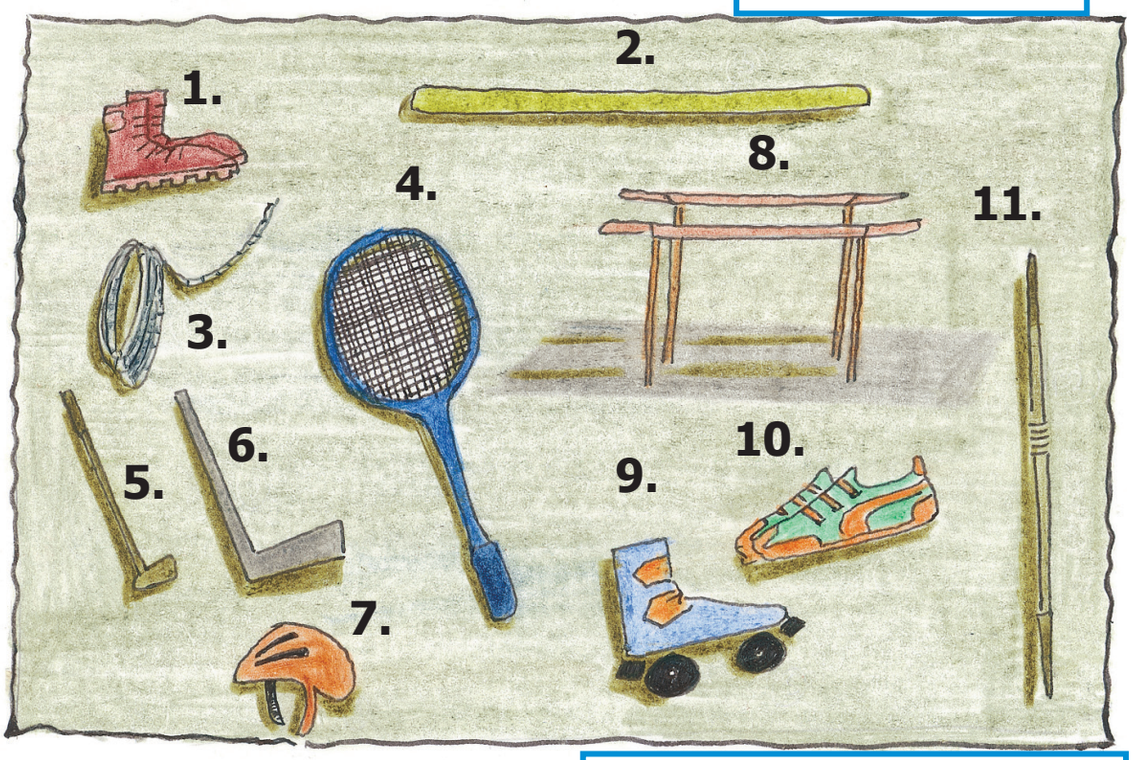




1.4 Match the words in the box with the pictures of sports equipment.

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ΝΟΥΣ ΥΓΙΗΣ



ΕΝ ΣΩΜΑΤΙ ΥΓΙΕΙ...

..... racket
..... club
..... mat
..... javelin
..... helmet
..... trainers
..... parallel bars
..... rollerskate
..... boots
..... rope
..... stick

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1.5 Work in pairs and tell each other what sports these pieces of equipment are used for.

1.6 True or false? If false, correct the sentences to make them true.

1. For baseball, table tennis and golf you need a bat.

   .....

2. For most ball games you need boots or trainers.

   .....

3. For tennis, squash and badminton you need a racket.

   .....

4. Tennis is played on a pitch.

   .....

5. In every team, one player is the captain.

   .....

6. Tennis, cricket and baseball have an umpire.

   .....

7. The people who watch a match are the audience.

   .....

8. You need sticks to play hockey.

   .....

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2. Listening

2.1 **Listen to four teenagers talk about the sports they do.**
Which speaker is...

1. cautious?

.....

2. ambitious?

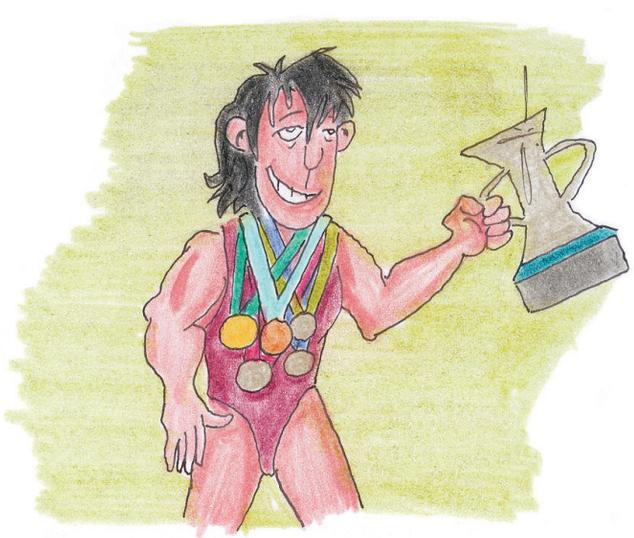
.....

3. confident?

.....

4. enthusiastic?

.....



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2.2 Question tags. Practise intonation.

When we use question tags…

if we aren't sure of the answer, we use rising intonation



if we are sure of the answer, we use falling intonation

Listen to the sentences below and repeat. Are the speakers sure of the answer or not? Put rising or falling arrows next to each question tag.

e.g. She won the medal, didn't she? ↗ (not sure of the answer)
Nice day, isn't it? ↘ (sure of the answer)

1. **The cyclist was injured, wasn't he?**
2. **Football rules are international, aren't they?**
3. **They went dancing yesterday, didn't they?**
4. **He doesn't go to the gym every day, does he?**
5. **You'll help me with the project, won't you?**
6. **You've spent a lot on this equipment, haven't you?**
7. **You aren't going to do more exercise, are you?**
8. **John can't participate in the competition, can he?**

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2.3 Listen again and repeat.

3. Language Focus

3.1 Write the appropriate question tag for each sentence below and answer the questions if you can.

1. Eight players play on a baseball team, don't they ?
   No, nine players play on a baseball team.

2. Skateboarding is not a 'true' sport, ...
   .....?
   .....
   .....

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Skateboarding

3. **There are sports called wakeboarding and unicycling, ...**
.....?
.....
.....

4. **There were no Olympic Games in the years 1916, 1940, 1944, ...**
.....?
.....
.....

5. **Olympic Games have never been held in Africa, ...**
.....?
.....
.....

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Sumo

6. A goalkeeper can't touch the ball with his hands .....
.....?
.....
.....

7. Cycling is an Olympic Sport, ...
.....?
.....
.....

8. Sumo athletes often have health problems, ...
.....?
.....
.....

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9. The triathlon consists of cycling, running and swimming, ...
.....?
.....
.....

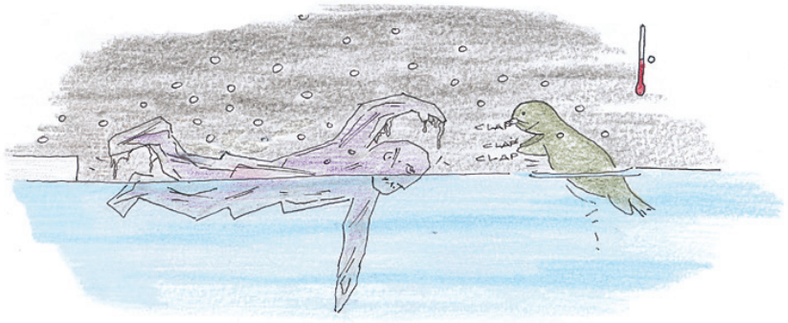
10. Bob Beamon's record in the long jump remained unbroken for 15 years, ...
.....?
.....
.....

3.2 Fill in the sentences with **so / such**.

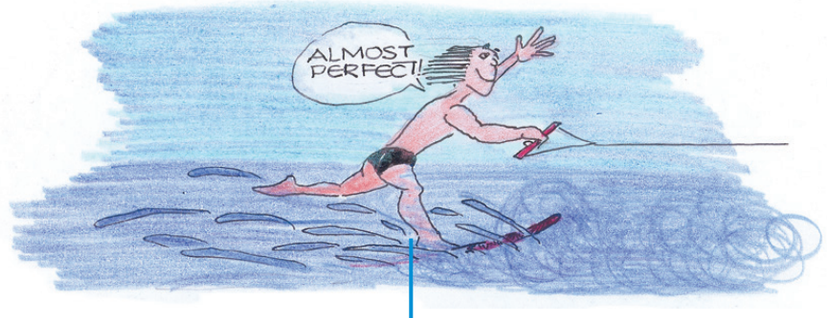
1. The film was ..... boring that we left before it was over.
2. They are ..... good players that everyone admires them.
3. The water was ..... cold that I couldn't swim.
4. It is ..... a good day for the Marathon that there will be hundreds of participants.
5. You need to train ..... hard for the race that there is no time for anything else.
6. He's ..... an egoist! He always has to win!

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3.3 Fill in the sentences with **too / enough**.



ALMOST PERFECT

1. Water-skiing is ..... risky for me to try.
2. The athlete wasn't fast ..... to win.
3. It was ..... foggy for the game to take place.

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4. You aren't experienced ..... to go climbing on your own.
5. If you don't have ..... will power, you can't become an Olympic athlete.

3.4 Complete the short texts about adventure sports in Greece with **so**, **such**, **too**, **enough**.

Greece has hundreds of places where you can do any kind of adventure sport to your heart's desire!

- Bungee jumping is (1) ..... exciting! You can enjoy the thrill of bungee jumping into the Corinth Canal or at the gorge of Aradaina in Chania! Remember it is (2) ..... dangerous to do without taking all the necessary precautions.



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- Scuba diving in the seas around the Greek islands is (3) ..... an unforgettable experience! The waters are (4) ..... clean that you can enjoy marine life in all its beauty.



- Kite-surfing lessons are (5) ..... demanding that you must be fit (6) ..... to keep up with them. If you are keen on kite surfing, go to Paros and Naxos. The winds there are strong (7) ..... to enjoy this sport at its best.



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3.5 Combine the sentences using **too** or **enough**.

1. I have lots of responsibilities. I can't go on holidays.

   .....

   .....

2. Peter plays football very well. He could be a professional football player.

   .....

   .....

3. Mary has little free time. She can't go on holiday.

   .....

   .....

4. Tom is very tall and fit. He could be a basketball player.

   .....

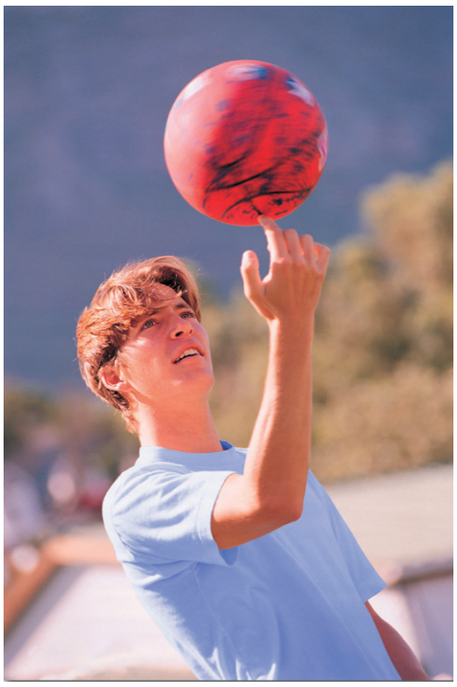
   .....

5. George is very busy. He can't take up a sport.

   .....

   .....

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6. It’s very windy today. We can go windsurfing.

.....

.....

3.6 Combine the sentences using **so** or **such**.

1. She has a lot of hobbies. She doesn’t have time for her studies.

.....

.....

2. Scuba diving equipment is very expensive. I can’t afford it.

.....

.....

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3. It’s very hot. We can’t go running.

.....

.....

4. She’s adventurous. She may try bungee jumping.

.....

.....

5. It’s good weather today. Let’s go swimming.

.....

.....

6. They’re very good skaters. I can’t compete with them.

.....

.....



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UNIT 4
LET'S CHANGE OUR SCHOOLS

Lesson 10 Looking at Other Schools

1. Vocabulary

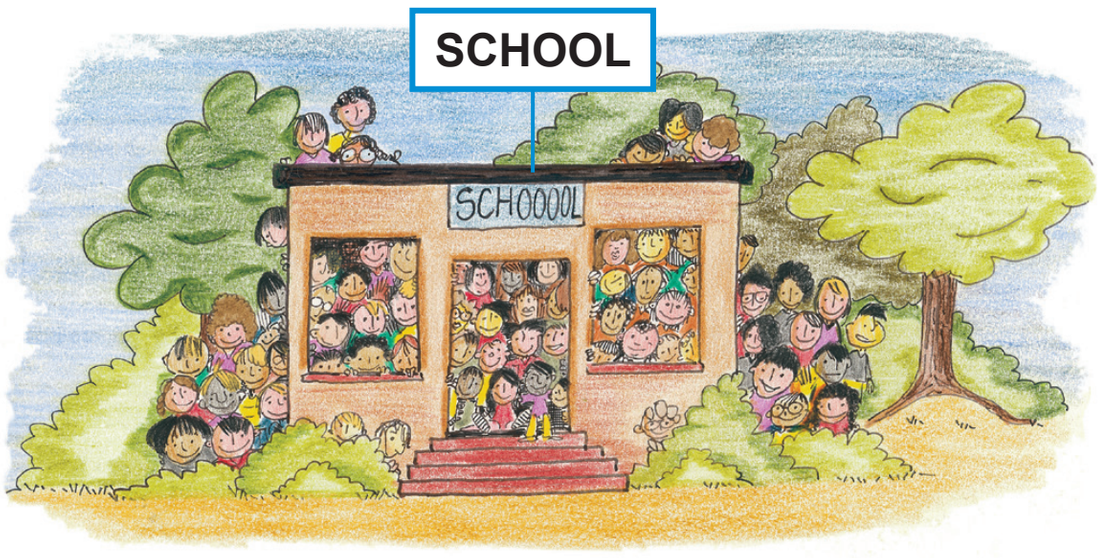
1.1 **Find the words below in the text (S's book, p. 80-81/66).**
Then use them to complete the sentences.

discipline
involve
fortune
elect
grateful
experiment
extracurricular

1. **It would be a good idea to ..... everybody in the project.**
2. **The student body will get together on Thursday to ..... a new president.**

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3. The students were ..... for the new computer lab they got.
4. There is a variety of ..... activities in our school from fencing and tae-kwon-do to drama and painting.
5. Are you for or against strict ..... in schools?
6. They spent a ..... on new technological equipment for the school.
7. They are going to ..... with new methods of assessment in secondary education.



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1.2 **The prefixes over- (too much) and under- (less) can be used with certain verbs or adjectives to change their meaning. What do 'underestimate' and 'overcrowded' mean in the text on p. 80-81/66?**

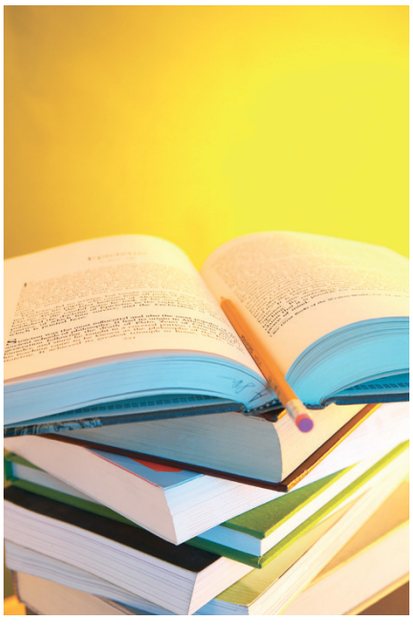
Complete the sentences with a suitable word from the boxes in the right form.

over-	under-
crowded	estimate
estimate	achieve
charge	done
react	paid
do	charge

1. A: I paid 150 € for my school books.
   B: I think they ..... you! I paid only 100 €.
2. A: The teacher said John could do better than he's doing.
   B: He ..... this term. He's getting lots of Cs.
3. A: I think I should put the biscuits back in the oven.
   B: You're right. They're ..... .

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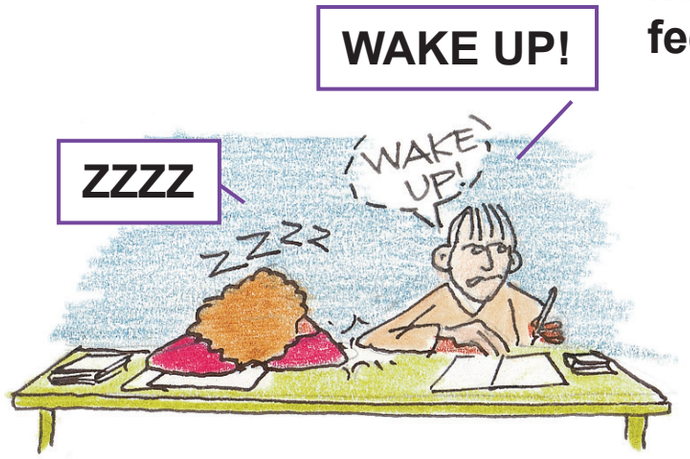
4. A: I don't think he can do the job. It's too demanding for him.
   B: Yes. They ..... his abilities.
5. A: I think rescue workers should get higher salaries.
   B: Yes. You're right. They're ridiculously ....., especially as the work is so dangerous.
6. A: All the snacks look delicious. I'll try one of each.
   B: Don't ..... it. You'll get sick.
7. A: I avoid going shopping in the city centre.
   B: So do I. It's ....., especially on Saturdays.



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

1. to break a record	☐	a. to go against the regulations
2. to break the ice	☐	b. to behave in an illegal way
3. to break a rule	☐	c. to go back on your word
4. to break a habit	☐	d. to say something bad
5. to break the news	☐	e. to perform better than anyone else, esp. in sports
6. to break the law	☐	f. to stop doing something annoying
7. to break a promise	☐	g. to tell somebody something unpleasant in a gentle way
	☐	h. to make people who have never met before feel more relaxed



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

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

   .....

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

   .....

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

   .....

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

   .....

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

   .....

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

   .....

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

   .....

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

1. Everyone respects the **headmaster / professor** of the secondary school. He has been running the school successfully for years.
2. Her 4-year-old son has just started **primary / nursery** school.
3. I go to a private school. My parents have to pay **scholarships / fees**.
4. She has a **degree / certificate** in Physics from Oxford University.
5. Unfortunately, I failed the test and now I have to **pass / take** it again.
6. In England there are **boarding / private** schools.
   Students go home only during the holidays.
7. Although he was ill, he **attended / missed** all his classes today. He's really hard-working.
8. He's doing **research / a lesson** on a new scientific method at the University of Athens.

EDUCATION



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1.6 Complete the missing words.

A Cultural Melting Pot



Hillhead High School in Glasgow is a special school. Pupils come from 35 different (1) **c**..... and speak 30 different (2) **l**..... . More than 80 activities are offered on Friday afternoons throughout the term. Hillhead also offers a wide (3) **v**..... of extracurricular activities – sports from rugby and football to skiing, and a broad range of musical activities. There's a jazz (4) **b**....., guitar lessons and an orchestra. The school has international links, and (5) **f**..... students from all over the world study there. There is also a great deal of (6) **c**..... work done with more than £50,000 raised for 'Children in Need' over a ten-year period.

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2. Language Focus

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



Part A

N: **(1)** .....

.....?

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

N: **(2)** .....

.....?

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E: We study English, Mathematics, Science, Design and Technology, IT, History, Geography, Modern Foreign Languages, Art, Music and PE.

N: (3) .....
.....?

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

Part B



N: Do you have to wear a uniform?

E: Yes. In most schools in England children (1) ..... wear a school uniform. Boys usually wear grey or black trousers, a white shirt and a jumper or sweater with the school logo on it. In our school, we (2) ..... (not) wear a school tie. Girls wear the same outfit as the boys or they can wear skirts.

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

E: **There are state schools financed by public funds, which means that the parents (3) ..... pay. Ninety percent of the children in England and Wales attend a state school. There are also private schools. These are also called public schools in England! Funny, isn't it? Parents (4) ..... pay fees for their children to attend these schools. There are primary and secondary schools. Children may stay on at school until the age of eighteen in order to pursue further studies; however, this is not compulsory. Pupils who stay on at school from the ages of sixteen to eighteen in England, (5) ..... take the Advanced (A) level examination, which is traditionally required to get into university.**

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

Educational System in Great Britain

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

Types of schools

- **state school:**
  run by the state, you don't pay fees.
- **private school:**
  also known as 'public'; run by individuals, you pay fees.
- **boarding school:**
  private school where students live in rooms on the school campus.





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1. I can't afford to send my children to a ..... school.
2. My English friends don't go to a public school. They go to a ..... school.
3. When you are thirteen years old, you go to .....school.
4. When she left school, she went to ..... and studied medicine.
5. My sister is seven. She goes to ..... school and her favourite subject is Art.



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2.3 Read the list of **DOs** and **DON'Ts**.

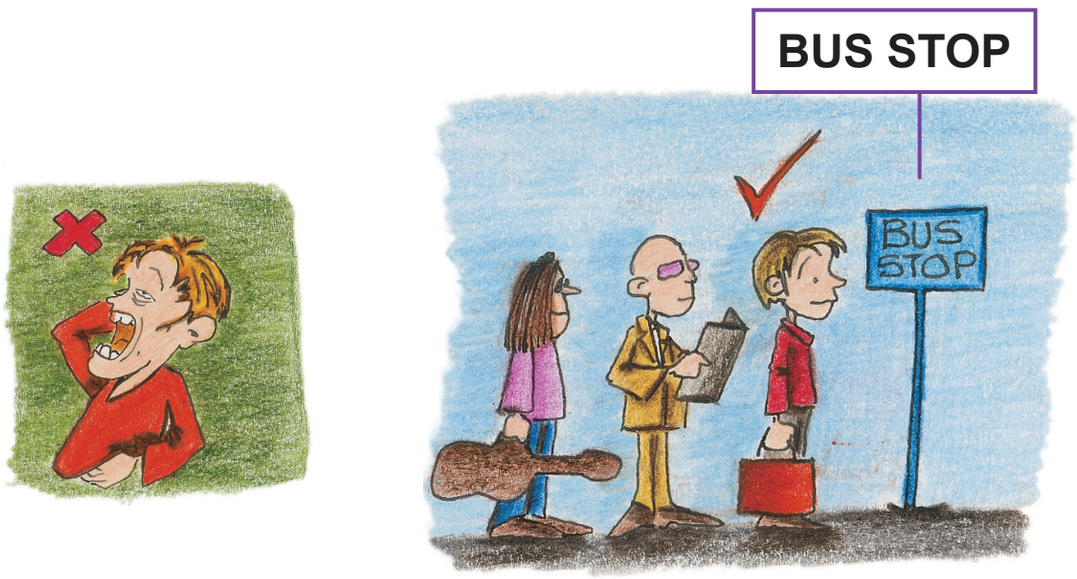
It's up to you
p.139-140/136

DOs and DON'Ts in England

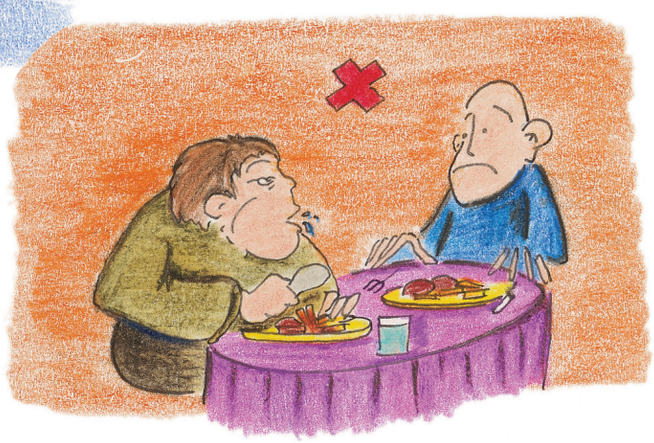
- **Do stand in line:** In England people like to form orderly queues and wait patiently for their turn.
- **Do say "Excuse Me":** If someone is blocking your way and you would like them to move, say "excuse me" and they will move out of your way.
- **Do say "Please" and "Thank you":** It is very good manners to say "please" and "thank you". It is considered rude if you don't.
- **Do cover your mouth:** When yawning or coughing, always cover your mouth with your hand.
- **Do shake hands:** When you are first introduced to someone, shake their right hand with your right hand.
- **Do say "sorry":** If you accidentally bump into someone, say "sorry". They probably will too, even if it was your fault!

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







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

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



3. In a Summer School

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

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

useful tip

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



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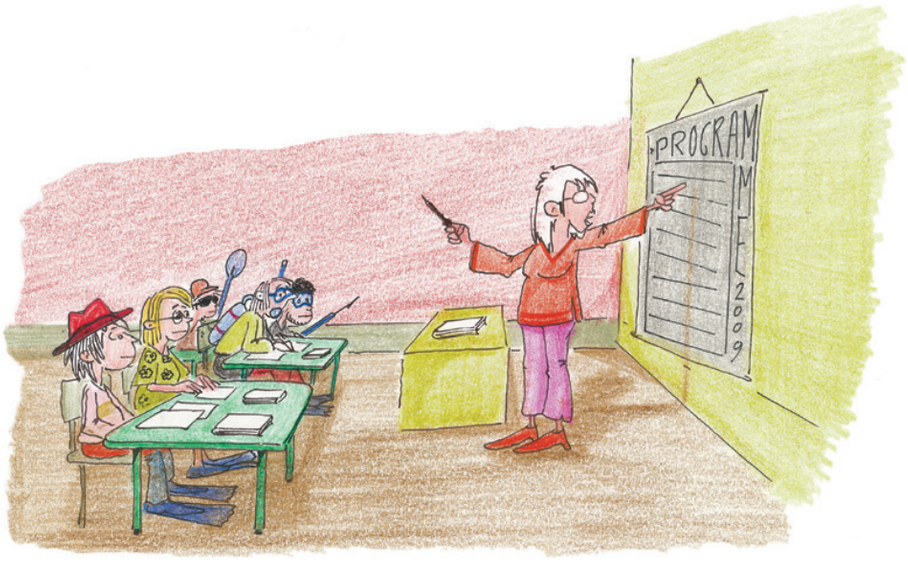
Summer School Junior Programme	
1st week	**Morning**
Monday	Placement Test
Tuesday	(2) .....
Wednesday	Sports
Thursday	Full day trip to (6) .....
Friday	Lessons
Saturday	Lessons
Sunday	(10) .....

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

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



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Lesson 11 Schools Change through Time

1. Vocabulary

1.1 Find the words from list A in the advertisement (S's book, p. 101/72) and match them with their meanings in list B.

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

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1.2 Put the following words in opposite pairs.

motivating
disciplined
boring
relaxed
demanding
chaotic

motivating # .....

disciplined # .....

relaxed # .....

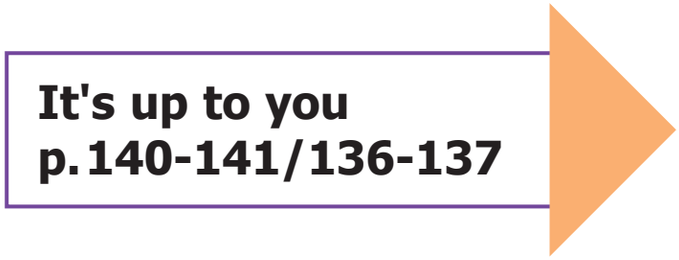
1.3 Complete the sentences with a suitable word from 1.2 above.

1. **Everybody in the class participates in the history lessons. They are so ..... .**
2. **I'm not interested in playing computer games. I think they are ..... .**
3. **There is a ..... atmosphere in our art lessons. We feel happy and comfortable.**
4. **Some subjects need more work than others; they are more ..... .**
5. **The headmaster became upset because the situation in the classroom got ..... .**

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6. My father often tells me that during his school days students were very ..... .

1.4 Make or Do? Choose and complete.

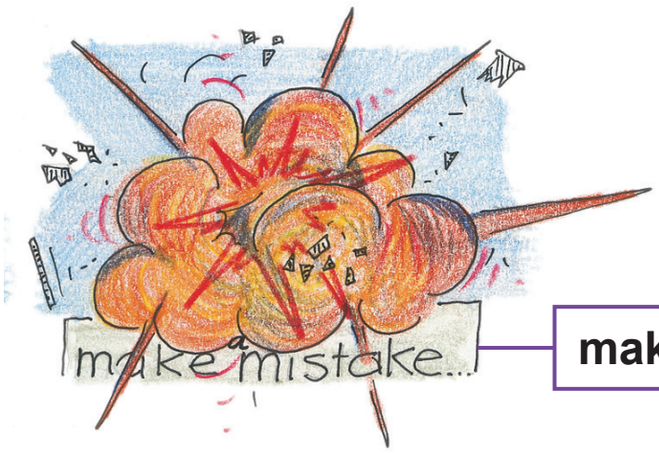


1. ..... a test
2. ..... noise
3. ..... an effort
4. ..... an experiment
5. ..... progress
6. ..... homework
7. ..... a project
8. ..... harm
9. ..... a course
10. ..... a mistake

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do an experiment



make mistake

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

1. **She's improving /**

   ..... .

   How many German lessons has she had?
2. **Be quiet /**

   .....

   and concentrate. You have to finish the activity in a few minutes.

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3. I'm going to **write my composition** /
   .....
   for school tomorrow.
4. Getting involved at this stage of the project will **be damaging** /
   ..... .
5. Helen is **studying hard** /
   .....
   to improve her report.
6. **You're wrong** /
   .....again! Be careful!

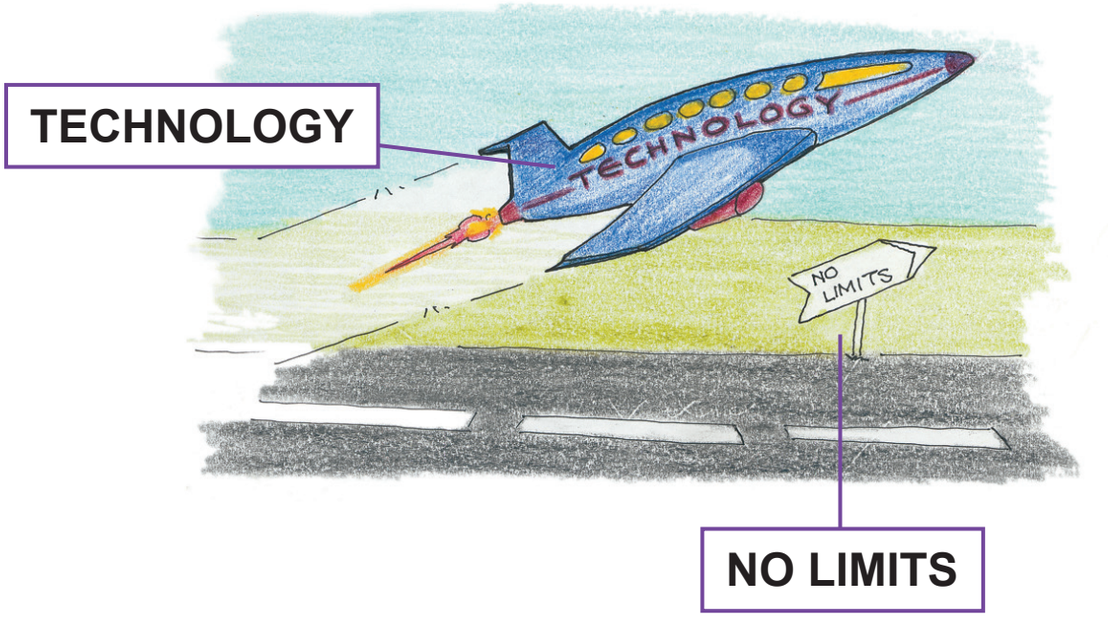


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1.6 Read the sentences and then match the phrasal verbs with their meanings.

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

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



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

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

   .....

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

   .....

3. **Her singing career has just taken off.**

   .....

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

   .....



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

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

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

   .....

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

   .....

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

   .....

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

   .....

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

   .....

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

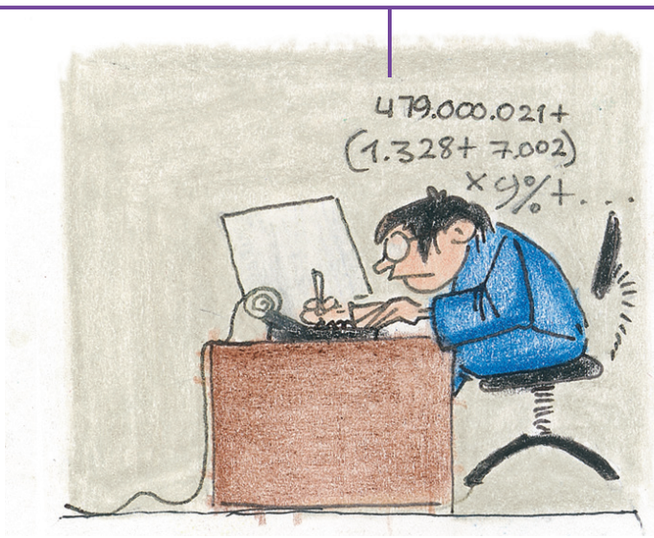
   .....

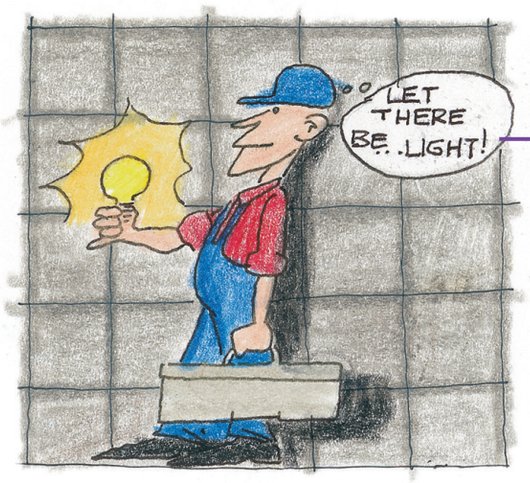
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7. I like finding solutions and organising things.

.....

479.000.021+(1.328 + 7.002) x 9% + ...





LET THERE BE ... LIGHT

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

– (1) .....

.....

– I'm a doctor.

– (2) .....

.....

– I work at the local hospital.

– (3) .....

.....

– I examine and treat sick people.

– (4) .....

.....

– I get about 4 weeks a year.

– (5) .....

.....

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

– (6) .....

.....

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

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

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2. Language Focus

2.1 Rewrite the sentences using the words in brackets.



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

   .....

   .....

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

   .....

   .....

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

   .....

   .....

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

.....

.....

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

.....

.....

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

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

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

.....

/ .....

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

.....

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

.....

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

.....

5. You mustn't talk during the exams.

.....

6. May I come in?

.....

7. You should tell your parents.

.....

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

.....



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

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

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1. You advise your friend to join the art club. Perhaps he / she will find it interesting.
2. You want to have a short break after the test. Ask your teacher.
3. Tell your friend that students are expected to be on time for classes.
4. You are not allowed to use mobile phones in the classroom.
5. It is possible that you'll organise a bazaar for charity reasons.
6. You want to ask your teacher a question.
7. It's not necessary for you to help with the chores today.
8. It was necessary to send e-mails to all your friends.



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3. Speaking

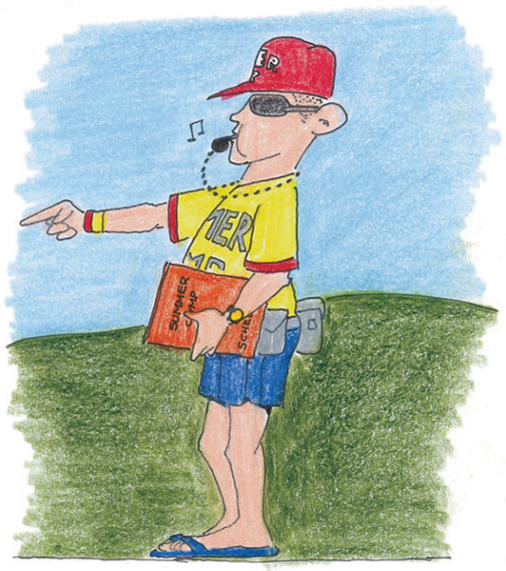
3.1 **Read the following job advertisement and decide which of the statements below are True (T) or False (F).**

Summer Camp Group Leader

Take the opportunity to spend a great two-month holiday and earn money.
Be a group leader at Halkidiki's International Summer Camp for youngsters aged 9 –13. Each leader will be responsible for 20 children.
Requirements: knowledge of English, experience in sports and group activities, organisational skills, patience, kindness, and prior experience.
Contact us at: 2620055524

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

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3.2 What qualities would be useful for the job?

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

It's up to you
p.141-145/137

Student A

You are the interviewer.

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

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Student B

You are applying for the job.

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

4.  Everyday English

ASKING FOR, GIVING and REFUSING PERMISSION

4.1 **Match the questions with the answers.**

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1. Can I use your laptop?		a. Yes, of course. I'll give you a 15-minute break.
2. Could we have a break after the test?		b. Yes, certainly. What do you want to know?
3. May I ask you a question?		c. Yes, that's fine but don't be late.
4. Is it all right if I leave the class early?		d. No, I'm afraid not. You can leave when the bell rings.
5. Is it OK if I go to the gym after school?		e. Yes, go ahead. I don't need it right now.
6. Can I bring my sandwich to the library?		f. No, I'm sorry. I have to study for the history test.
7. Could I borrow your history book?		g. Of course not. Eating is not allowed there.

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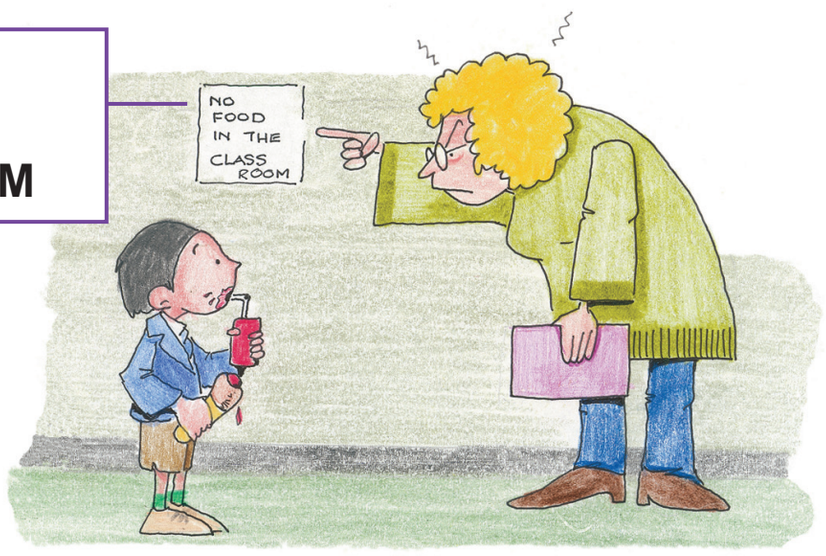
4.2 **Work in pairs. Use the prompts below and the expressions above to act out short dialogues.**

e.g. Use your phone (Yes)

Can I use your phone? Yes, certainly.

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

NO FOOD IN THE CLASSROOM



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

Student A

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

Student B

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

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Lesson 12 Change: An Ongoing Process

1. Vocabulary

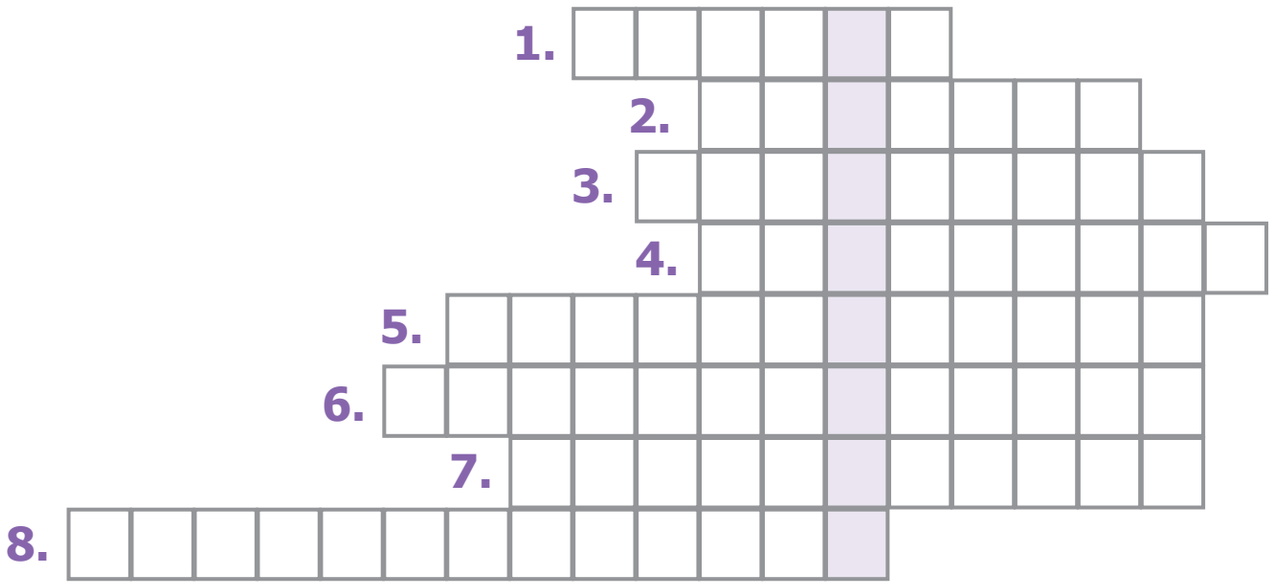
1.1 Puzzle it out!

Find words from the text (S's book, p. 120-122/77) that mean the same as the words or phrases below and complete the puzzle to find the word in the purple boxes.

It's up to you p.146/137

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

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IT'S HIGH TIME SOMEBODY INVENTED PAPER & INK

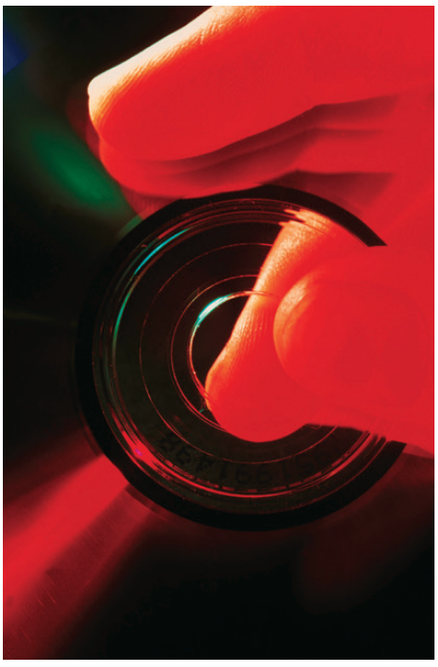
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1.2 **Use a suitable word from the puzzle to complete the sentences.**

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

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1.3 **Change the underlined words / phrases in the sentences below with words from the text (S's book, p. 120-122/77).**

Paragraph 1

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

   .....

2. Before writing was invented, news did not <u>travel</u> widely around the world.

   .....

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Paragraph 2

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

.....

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

.....

Paragraph 3

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

.....

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

.....

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1.4 **The suffix -able is used to form adjectives from verbs or nouns. It often has the meaning 'can be done'. There are 3 adjectives in the text on p. 120-122/77 ending in -able. Match them with their meanings and use them to write sentences.**

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

1. .....

.....

2. .....

.....

3. .....

.....



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

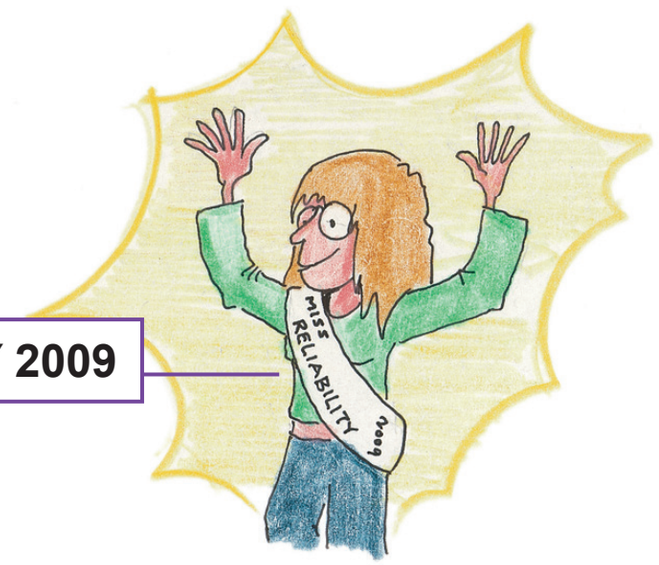
1. change .....
2. expense .....
3. attract .....
4. suit .....
5. accept .....
6. enjoy .....
7. create .....
8. convention .....
9. break .....
10. admire .....
11. rely .....
12. tradition .....
13. industry .....
14. invention .....
15. politics .....

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

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

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



MISS RELIABILITY 2009

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2. Language Focus

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

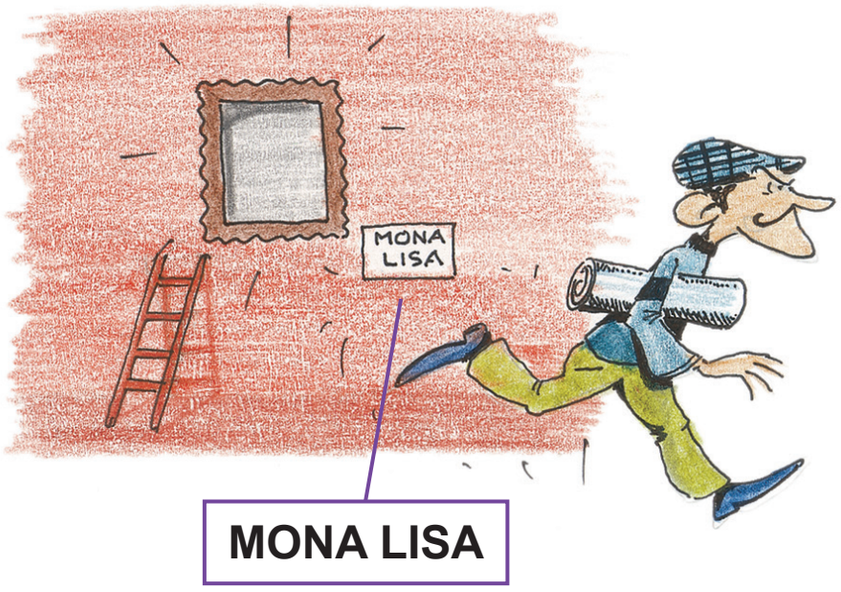
1.	Steven Spielberg		a. had composed 3 symphonies by the age of 11.
2.	Leonardo da Vinci		b. invented printing for blind people in 1829.
3.	Wolfgang Amadeus Mozart		c. received the Nobel prize in Literature.
4.	Roald Dahl	1	d. directed the film 'Jurassic Park'.
5.	Ferdinand Magellan		e. sketched the first flying machine.
6.	Seferis and Elytis		f. wrote "Charlie and the Chocolate Factory".
7.	Louis Braille		g. sailed around the world first.

e.g. Steven Spielberg is the man who directed the film 'Jurassic Park'.

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2.2 Complete with an appropriate relative pronoun if necessary.

It's up to you
p.147/137-138



1. The film ..... I saw was boring.
2. Where is the book ..... I lent you?
3. Peruggia is the name of the man ..... stole the Mona Lisa.
4. The lecturer ..... I talked to is my uncle.
5. My best friend goes to a school ..... has lots of sports facilities.

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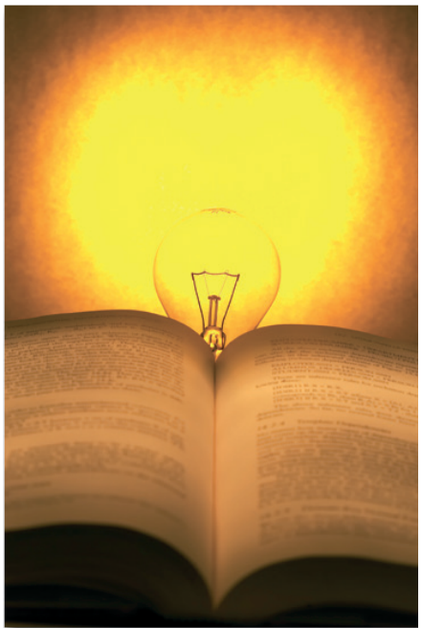
6. Danny Devito is the director ..... film ‘Matilda’ was a great hit!
7. These are the writers ..... made presentations of their books on TV last week.
8. This is the college ..... a debate competition takes place every year.

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

1. This is a special dog who helps blind people. .....
2. Thomas Edison was the man which invented the phonograph. .....
3. This is the student whose bag was stolen. .....
4. This is the man that I saw on TV last night. .....
5. This is the book which reviews are excellent. .....
6. The Brothers Grimm are the men which stories are very famous. .....

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7. They wrote fairy tales where everyone knows and loves. .....
8. The man which is responsible for cleaning the school yard is sick today. .....



2.4 Join the sentences below using an appropriate relative word. Make any changes if necessary.
e.g. I saw the article. Your professor wrote it. I saw the article (which) your professor wrote.

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

. . . . . .

. . . . . .

. . . . . .

. . . . . .

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

. . . . . .

. . . . . .

. . . . . .

. . . . . .

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

. . . . . .

. . . . . .

. . . . . .

. . . . . .

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

. . . . . .

. . . . . .

. . . . . .

. . . . . .

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

. . . . . .

. . . . . .

. . . . . .

. . . . . .

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

. . . . . .

. . . . . .

. . . . . .

. . . . . .



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3. Pronunciation

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

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

3.2 Circle the odd pronunciation out.

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

3.3 Listen to check your answers.

3.4 Listen again and repeat.

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IT'S UP TO YOU

UNIT 3 - TIME OUT!

LESSON 7 – GET ON BOARD!

Extra - Language focus, activity 3.1, p. 15-17/38

**

Fill in the blanks in the sentences below using either (to) infinitive or the -ing form of the verbs in the box.

join
travel
watch
stay
splash
eat
wait
book
visit
go

1. Tony can't stand ……..……. in queues.
2. The baby enjoyed ……..……. in the water.
3. Would you like ……..……. us at the theatre tonight?
4. I fancy ……..……. Chinese food for lunch. I'll order Peking duck, my favourite!

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5. John is keen on …….…… to far away places. He's going to India next month.
6. Joan doesn't mind …….…… films on TV but she prefers …….…… to the cinema.
7. I'd prefer …….…… my grandparents rather than …….…… at home.
8. I'd rather …….…… the tickets today. There may not be any left tomorrow.

Activity 5, p. 21-25/40

**

Look at the map and the expressions on page 22 - 23 / 40 of your workbook. You are a stranger in town and you ask someone the way to the following places from the bus station.

1. the cinema
2. the shops
3. the library
4. the post office

Work in pairs, taking turns to ask for and give directions. Act out the dialogues.

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LESSON 8 – WHAT AN EXPERIENCE!

Extra - Language focus, activity 2.1, p. 43-46/46

**

You are at a big shopping mall with some of your friends. Complete the dialogues with the appropriate future forms of the verbs in brackets.

A.

– When (1) ..... (the mall / close)?

– All the shops (2) ..... (close) at 8:30.

– (3) ..... (you / buy) more things?

– Yes. I think I (4) ..... (get) something for my friend Zoe. It's her birthday tomorrow.

– I (5) ..... (help) you choose something for her! I know just the shop!

B.

– Wow! What a big bookstore. I'm sure you (6) ..... (find) that book on cultures you wanted. Look at those over here.

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– Yeah! There are lots! As soon as I (7) ……. (decide) which one I want, we can leave.

– Don't worry! I (8) ……. (wait)! Take your time.

C.

– Oh no! Look at the time! I (9) ……. (be) late! What time (10) ……. (the last train / leave)?

– Don't worry. Tony (11) ……. (take) us home. Finish your shopping.

– I think I (12) ……. (come) back tomorrow. It doesn't really matter.

Activity 4, p. 54-55/48

*

Work in pairs. Use the prompts below and act out the dialogue.

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Person A	Person B
Ask your friend what he/she wants to do.	Ask your friend to suggest something.
Suggest going swimming in the morning.	Accept the suggestion. You say you love it.
Suggest eating out for lunch.	Agree. Suggest going to Italian restaurant.
You don't like Italian food very much. Suggest a fish taverna instead.	Accept the suggestion.
Suggest going to a local concert in the evening.	Refuse. You want to buy souvenirs, see a film and wake up early in the morning.
Accept the suggestions. Finish the conversation.	

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LESSON 9 – ...LET THE GAMES BEGIN!

Extra - Vocabulary p. 56-57/49

***

1. Form derivatives from the following words?

1. wide (adj)

.....(n)

.....(v)

2. long (adj)

.....(n)

.....(v)

3. high (adj)

.....(n)

.....(v)

4. weigh (v)

.....(n)

5. broad (adj)

.....(n)

.....(v)

2. Complete the sentences below with a suitable word from the list above.

1. How much does a curling stone .....?
   19 kg.

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2. The ..... of the mountain we're going to climb is 945 m.
3. Do you know the ..... of this river? I think it's one of the longest.
4. The ..... of this motorway is unbelievable. There are 5 lanes.
5. Athletes must watch their diet so as not to put on ..... .
6. Travel helps you ..... your horizons.
7. You need to .....your trousers. You've grown tall lately.

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Extra – Vocabulary, activity 1.3, p. 58-60/49

*

Complete the sentences with a suitable word from the box.

court
pool
course
rink
centre
pitch

1. At the end of the game, the football fans ran into the football .....
2. Let's meet at the tennis ..... for a game.
3. I've just started learning ice-skating. I can't cross the ..... yet.
4. It's a great gym with its own heated swimming .....
5. We can do a lot of sports at the new sports .....
6. We can't go to the golf ..... It admits only club members.

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IT'S UP TO YOU

UNIT 4 – LET'S CHANGE OUR SCHOOLS

LESSON 10 – LOOKING AT OTHER SCHOOLS

Extra – Language focus, p. 88-90/58

*

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

1. You ……..…… drive when you feel tired. It's dangerous.
2. I ……..…… wear glasses for reading.
3. Liz ……..…… work on Saturdays, so she usually goes on trips.
4. Why ……..…… you ……..…… leave early last night?
5. You ……..…… stay up late again. You need a rest.
6. George ……..…… work from 7:30 to 5:00 every day.
7. 'You ……..…… write in ink', the teacher told the students.

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8. You ……..…… keep it a secret. You ……..…… tell anyone else.

9. Your salary is very low. You ……..…… look for another job.

10. ……..…… we invite Jim to the party?

LESSON 11 – CHANGE THROUGH TIME

Extra – Vocabulary, activity 1.4, p. 97-98/60

***

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

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

_____ a. to take advantage of

_____ b. to be certain

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_____ c. to find room for

_____ d. to make somebody look silly

_____ e. to do what is expected of you

_____ f. to benefit somebody

_____ g. to do something for somebody to help him

_____ h. to say something

_____ i. to make a lot of money

Activity 3.3, p. 111-112/64

*

Work in pairs. Look at the job advertisement on page 108/64 of your workbook, complete the following interview and then act it out.

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

You: .....

Interviewer: How old .....?

You: .....

Interviewer: .....

.....

.....

(you / work / group leader / before)?

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You: Yes, ...

.....

.....

.....

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

Interviewer: And .....

.....

.....

.....

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

You: .....

.....

.....

.....

.....

.....

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

Interviewer: .....

.....

.....

(have / other / hobbies)?

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You: .....

.....

.....

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

Interviewer: .....

.....

.....

(speak languages)?

You: .....

.....

.....

(English very well, also German and French).

Interviewer: Why .....

.....

.....

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

You: .....

.....

.....

.....

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

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Interviewer: .....

.....

.....

(you / ask / anything / the job)?

You: Yes. .....

.....

.....

(what / be / my duties)?

Interviewer: .....

.....

.....

.....

.....

(you / accompany / children, help / if have / problem, organise / interesting activities).

.....

.....

(other / questions)?

You: Well, how much .....

.....

.....

.....

(I / get / for job)?

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Interviewer: 500 €. So, if that's all, you

.....

.....

.....

.....

(hear / us / soon). Goodbye.

You: Thank you very much. Goodbye.

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LESSON 12 – CHANGE: AN ONGOING PROCESS

Extra – Vocabulary, activity 1.1, p. 116-117/66

**

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

copy
view
hand
book
use

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

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

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Extra - Language focus, activity 2.2, p. 125-126/68

**

Complete with the appropriate relative. Omit it where possible.

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

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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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