Think Teen!

2nd Grade of Junior High School

WORKBOOK

(ΠΡΟΧΩΡΗΜΕΝΟΙ)

Τόμος 3ος

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ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

ΣΥΓΓΡΑΦΕΑΣ

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

ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ

Ουρανία Κοκκίνου,
Μέλος ΕΕΔΙΠ Ι, Πανεπιστημίου Θεσσαλίας
Διονυσία Παπαδοπούλου, Σχολική Σύμβουλος
Ανθούλα Φατούρου, Εκπαιδευτικός

ΕΙΚΟΝΟΓΡΑΦΗΣΗ

Ιωάννης Κοσμάς, Σκιτσογράφος-Εικονογράφος

ΦΙΛΟΛΟΓΙΚΗ ΕΠΙΜΕΛΕΙΑ

Χρυσάνθη Αυγέρου, Φιλόλογος

ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΜΑΘΗΜΑΤΟΣ

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

ΥΠΕΥΘΥΝΗ ΤΟΥ ΥΠΟΕΡΓΟΥ

Αλεξάνδρα Γρηγοριάδου
Τ. Πάρεδρος ε.θ. του Παιδαγωγικού Ινστιτούτου

ΠΡΟΕΚΤΥΠΩΤΙΚΕΣ ΕΡΓΑΣΙΕΣ

ΕΚΔΟΣΕΙΣ ΠΑΤΑΚΗ

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«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
Γεώργιος Κ. Παληός
Σύμβουλος του Παιδαγωγικού Ινστιτούτου

Αναπληρωτές Επιστημονικοί Υπεύθυνοι Έργου
Ιγνάτιος Ε. Χατζηευστρατίου
Μόνιμος Πάρεδρος του Παιδαγωγικού Ινστιτούτου
Γεώργιος Χαρ. Πολύζος
Πάρεδρος ε.θ. του Παιδαγωγικού Ινστιτούτου

Έργο συγχρηματοδοτούμενο 75% από το Ευρωπαϊκό Κοινωνικό Ταμείο και 25% από εθνικούς πόρους.

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ΣΤΟΙΧΕΙΑ ΕΠΑΝΕΚΔΟΣΗΣ

Η επανέκδοση του παρόντος βιβλίου πραγματοποιήθηκε από το Ινστιτούτο Τεχνολογίας Υπολογιστών & Εκδόσεων «Διόφαντος» μέσω ψηφιακής μακέτας, η οποία δημιουργήθηκε με χρηματοδότηση από το ΕΣΠΑ / ΕΠ «Εκπαίδευση & Διά Βίου Μάθηση» / Πράξη «ΣΤΗΡΙΖΩ».

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

Αλεξία Γιαννακοπούλου
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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 3ος

Ι.Τ.Υ.Ε. «ΔΙΟΦΑΝΤΟΣ»

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UNIT 5
THE ARTS!

Lesson 13 Quite an Art!

1. Vocabulary

1.1 **Match the words from the text in 3.1 (S's book, pp. 15/85-86) with the definitions below.**

It's up to you
p.125-126/138



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

   .....

2. to make known:

   .....

3. the killing of large numbers of people:

   .....

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4. somebody who personally sees what happened:

   .....

5. shocked: .....

6. a large painting on a wall:

   .....

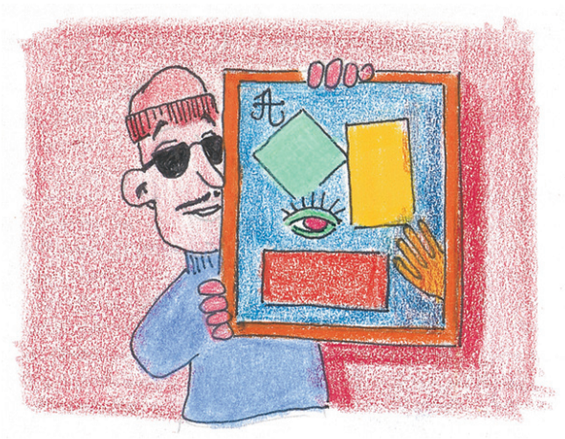
1.2 **Underline the following words in the text (S's book, p. 16-17/86). Then use them to fill in the blanks below.**

chaos
crammed
suffering
experience
interpret
depicts
criticised
immense

1. There is an exhibition of paintings which show the ..... of people in war.
2. Everything we ..... affects our personality.
3. The museum was in a state of ..... when the burglars left.

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4. Lots of people were ..... in the gallery to admire the new collection.
5. They ..... the film for being too violent.
6. This mural ..... historic scenes from the previous century.
7. The students find it difficult to ..... the symbolism of the poem.
8. Wars cause ..... pain and grief to everyone.



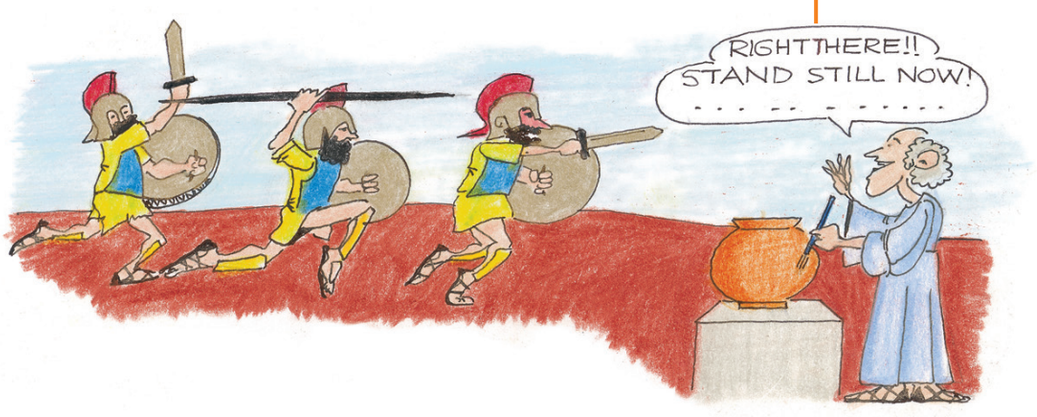
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1.3 **Use the words from the box to fill in the blanks in the texts. There is an extra word you do not need to use.**

It's up to you
p.127-128/138

sculptures
mixture
decorate
drawings
marble
murals
painted
landscapes
materials

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



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useful tip

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

Ancient art

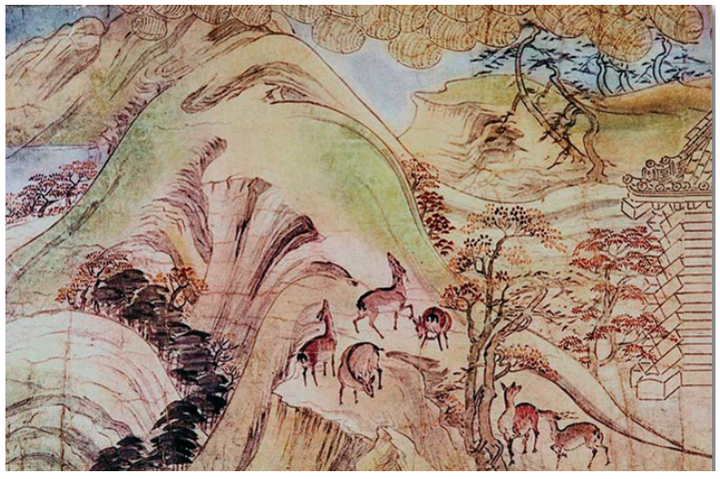


How do we learn about ancient people? We learn about them through their drawings, their paintings, their sculptures and their buildings. Art is a window into ancient people's lives.

Thousands of years ago, the ancient Greeks made statues, paintings, pottery, jewellery and sculptures. They made beautiful vases, "amphoras", with two handles and a red background with black (1) ..... all over its surface. They also made wall paintings with beautiful colours. To make

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black coloured paint, they used soot. Green came from green soil, blue was a (2) ..... of copper and glass, and purple was made from special seashells. White was made from chalk. Brown, red, and yellow were made from rocks, clay, and soil. The ancient Greeks used many (3) ..... in their artwork. Gold, stones, and glass were used in mosaics. Small Greek statues were made of terracotta. Larger statues were made of stone, bronze, or (4) ..... .



The ancient Japanese created many art forms, and drawing was one of them. Many people wrote poetry on beautifully- drawn scrolls made of paper. Poets used calligraphy or decorative writing as an art form. Japanese artists also made many (5) ..... . Most of them were made of wood and then (6) ..... in gold. A lot

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of paintings had beautiful backgrounds of mountains and valleys with streams and rivers flowing towards waterfalls, while others had backgrounds that were plain white.

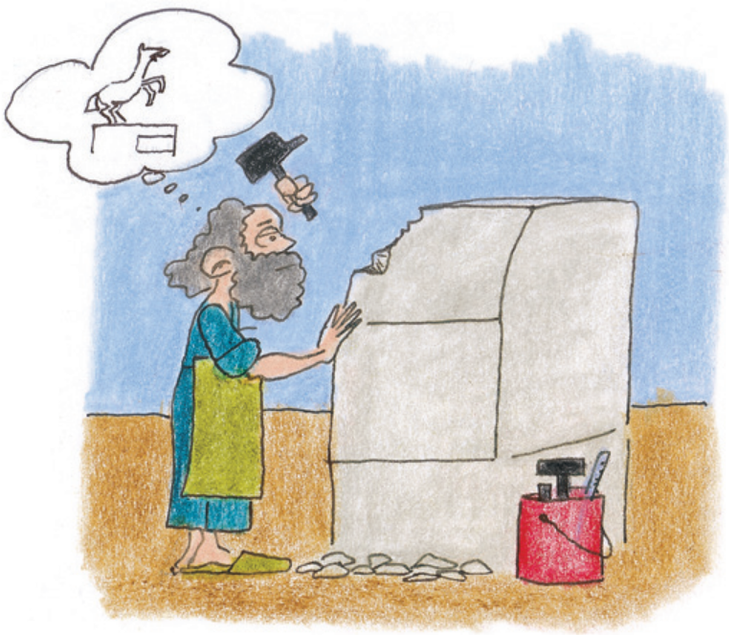




Ancient Chinese art was influenced by religions, which stressed love for nature. The subjects they liked to paint were birds, flowers, and (7) ..... from the countryside. Chinese art came in many different forms such as painting, folk art, silk, calligraphy, pottery, sculpture, metal arts and paper-cuts.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

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





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2. Language Focus

2.1 Make sentences using the Simple Present passive.

1. Yellow and red ..... (mix) to make orange.
2. Bright colours ..... (use) to express happiness.
3. Brushes ..... (clean) with a special liquid.
4. Water paints ..... (dissolve) in water.
5. Famous paintings ..... (often / steal).
6. A great artist ..... (admire) for his talent.
7. Egg ..... (use) to paint religious icons.

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

It's up to you
p.128-129/138

1. Valuable paintings / keep / in museums.

.....

.....

2. Works of art / buy / at auctions.

.....

.....

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3. Museums / guard / by security guards.

.....

.....

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

.....

.....

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

.....

.....

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

.....

.....

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

.....

.....

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

.....

.....

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

.....

.....

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

.....

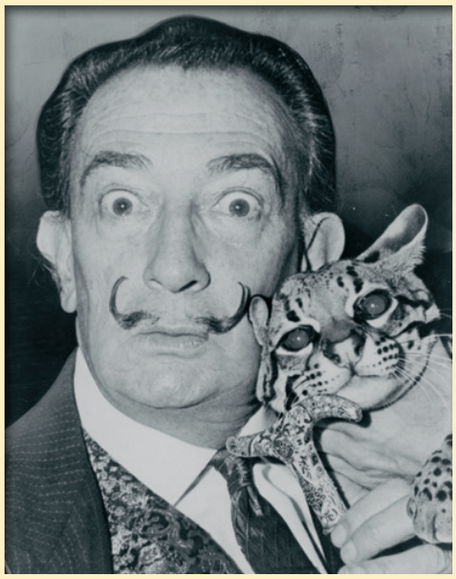
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3. Artists and their Styles

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



Salvador Dali was born in Spain in 1904. When he (1) ..... a child, he exhibited strange behaviour and often interrupted his class in school. As he got older, he started to paint pictures (2) ..... came from his dreams. His dreams and his paintings were scary and unreal. Dali (3) ..... to art school in Madrid, but he was expelled and never graduated. He even spent time in jail. However, he continued to paint, and his art style

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became known (4) ..... Surrealism. Salvador Dali drew everyday items, but changed them in odd ways. For example, one of his paintings is of melting clocks. Before he died at the age of 85 in 1989, Dali (5) ..... created works in film, ballet, opera, fashion, jewellery, and advertising illustrations.



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

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



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

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

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

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

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4. Everyday English

ASKING FOR AN OPINION / GIVING AN OPINION

4.1 Match the questions with the answers.



1. What do you think of the new museum?



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



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



4. How do you feel about graffiti?

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



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



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



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



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

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



1. **exhibition of works of the art students – not as good as last year**
2. **the use of technology in art – excellent / give artists freedom**
3. **the film on Van Gogh's life – fascinating / great actors**
4. **contemporary art movements – difficult to understand**
5. **the new art gallery – spectacular / used to be a factory**

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Lesson 14 It's Music to my Ears



1. Vocabulary

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

instrument
metal
materials
sound
musicians
drum

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

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American (4) ……, the shaker. Some (5) …… have had successful careers from using unusual (6) …… to make music.

1.2 Write the musical instruments under the right category.



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

wind	stringed	percussion
……	……	……
……	……	……
……	……	……
……	……	……
……	……	……
……	……	……

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

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

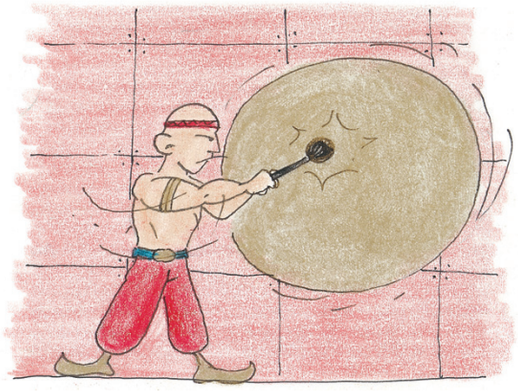
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1.4 Complete the ‘music’ diagram with words from the box. Can you add any more areas or words that you know?

band
jazz
classical
guitar
orchestra
choir
trumpeter
songwriter
composer
folk
harmony
note
rock
tune
melody
rhythm
lyrics
drummer
conductor
audience
saxophone
perform
bells
rehearse
mandolin
compose
record (n/v)

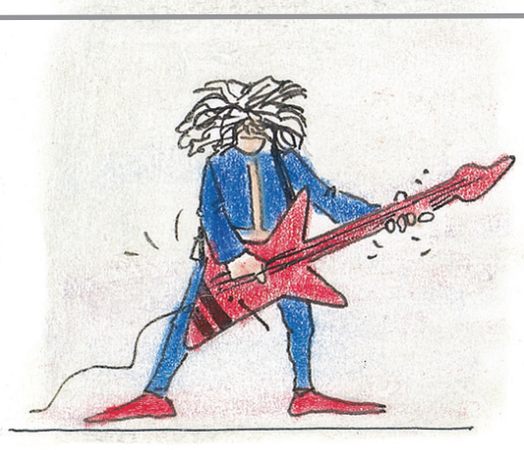
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PEOPLE	MUSICAL INSTRUMENTS	KINDS OF MUSIC
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....





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VERBS

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MUSIC



MUSICAL TERMS

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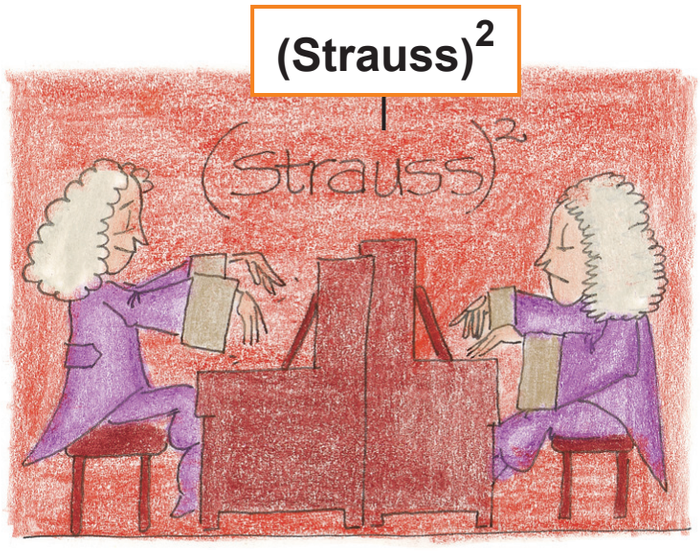
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1.5 How much do you know about music? Tick True (T) or False (F). Can you correct the sentences that are False?

	T	F
1. There are two composers named Strauss.		
2. Wagner and Verdi were born in the same year.		
3. Beethoven was almost deaf when he wrote some of his masterpieces.		
4. Mozart composed his first piece of music at the age of 15.		
5. People who were taught music in their childhood have a better memory.		
6. Composers are not influenced by their native language.		
7. When shopping, people's choices are influenced by background music.		



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2. Language Focus

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

Two months before the ceremony, the presenters (0) are chosen (choose) and rehearsals begin. E-mails (1) ……..…… (send) to music companies, singers and composers all over the country. The invitations (2) ……..…… (write) and (3) ……..…… (give) to all celebrities. The date of the festival (4) ……..…… (announced) on TV. Tickets (5) ……..…… (sell) to the public one month before. On the day of the occasion, everything is well-organised. Awards (6) ……..…… (give) to the best songs and performers. The work of new groups (7) ……..…… (present) and old singers (8) ……..…… (award) special prizes.

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

It's up to you
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1. It / hold / in Stewart Music Hall.

. . . . . .

2. Short speeches / give / celebrities.

. . . . . .

3. The winners / announce / young musicians.

. . . . . .

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

. . . . . .

5. British singers / invite / to sing.

. . . . . .

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6. The audience / amaze / dance show.

. . . . . .

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

. . . . . .



MUSIC AWARDS

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

United by Music

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

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

Twenty years ago, "Live Aid", another big concert, (4) ……..…… (also / organise) by Bob Geldof. More than 100 million dollars (5) ……..…… (raise) for Ethiopian famine victims. The aim of "Live 8" (6) ……..…… (be) to change the world we live in. Two billion people (7) ……..…… (watch) the concerts.

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





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3. Song and Music

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



.....

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

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

No one can tell you who you should be.
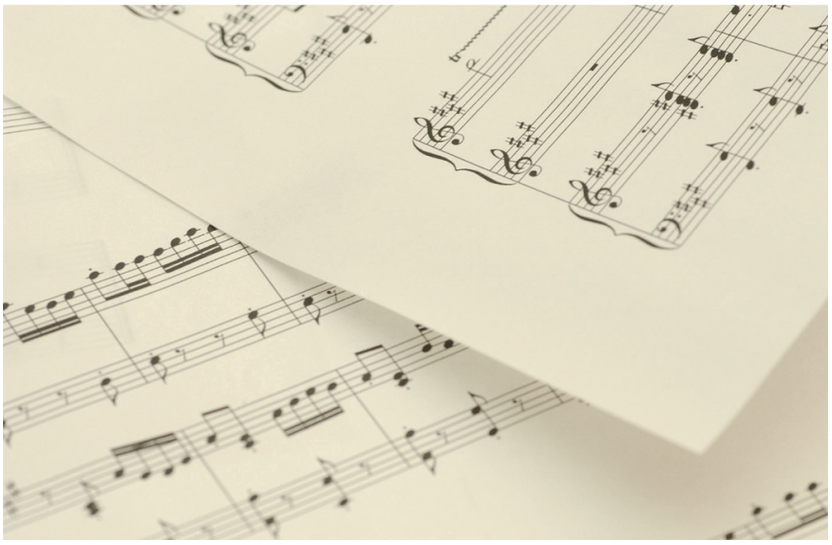
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We are all the (5) …… and yet unique
Never be ashamed of (6) …… you are.

Just be true to you.

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

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



3.2 **Now listen to the song and check your answers.**

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

	a. Star Wars
	b. Titanic
	c. Fantasia
1	d. Billy Elliot
	e. Pirates of the Carribean: The Curse of the Black Pearl
	f. Lara Croft: Tomb Raider
	g. Harry Potter and the Chamber of Secrets
	h. Gladiator
	i. E.T.
	j. The Lord of the Rings: The Fellowship of the Ring

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



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Lesson 15 Acting up!...

1. Making a Choice



WEST SIDE STORY

JESUS CHRIST SUPERSTAR

KING LEAR

MAMA MIA

1.1 **Steven is a 13-year-old student who lives in London. It's his turn to decide which play his class is going to see this month. Work in groups. Read the advertisements of performances in London's West End. If you were in his place, which performance would you choose for your class and why? Consider the following: the age of the students, the theme of the play, and how long the plays last.**

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

It's up to you p.131-132/139

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THEATRE

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

CATS. Mon-Sat 19.30; Tue & Sat 15.00 (2hrs 40 mins). New London Theatre, Parker Street off Drury Lane, WC2. ☎ (020) 7404 4079. ◎ Covent Garden. London's longest-running musical now in its 19th year. Andrew Lloyd Webber's harming, award-winning show is based on T.S. Eliot's 'Old Possum's Book of Practical Cats'. Exciting spectacle, plenty of dancing and fantastic costumes with all characters dressed as cats.

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

SPOT'S BIRTHDAY PARTY. Opens 26 July. Mon-Fri 11.00 & 14.30; Sat 10.30, 14.00 & 17.00. Lyric Hammersmith, King Street, W6. ☎ (020) 8741 2311.

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◎ Hammersmith. Steve the Monkey, Helen the Hippo and Tom the Crocodile all gather together to celebrate Spot's birthday.

LES MISERABLES. Mon-Sat 19.30; Thu & Sat 14.30 (3hrs 15 mins). Palace Theatre, Cambridge Circus, W1. ☎ (020) 7434 0909. ◎ Leicester Square. Highly-acclaimed musical adaptation of Victor Hugo's novel about love, passion, courage, set in the Paris uprising of 1832. It's an absorbing, emotional evening which follows the story of a small child abandoned by her mother – be prepared to cry!

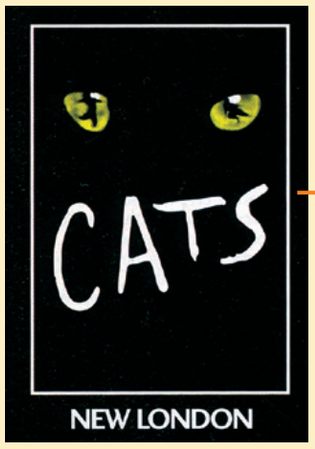
THE PHANTOM OF THE OPERA. Mon-Sat 19.45; Wed & Sat 15.00 (2hrs 30 mins). Her Majesty's Theatre, Haymarket, SW1. ☎ (020) 7494 5412. ◎ Picadilly Circus. Andrew Lloyd Webber's hugely popular musical about the masked Phantom who haunts the Paris Opera House and falls in love with the singer, Christine. Spectacular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

SINGIN' IN THE RAIN. Closes 20 July. Mon-Sat 19.15; Wed & Sat 14.00. Oliver Theatre, South Bank, SE1. ☎ (020) 7452 3000. ◎ Waterloo. West Yorkshire Playhouse's revival of the stage version of the smash hit film from 1952. Set in 1930s Hollywood, Lina Lamont, a great star of the silent movies, is having problems making the transition to talkies, because of her truly dreadful voice.

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

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



CATS

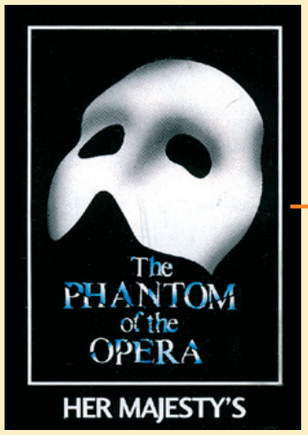
NEW LONDON

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Les Miserables

PALACE



The PHANTOM of the OPERA

HER MAJESTY'S

TIPS FOR THEATREGOERS

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

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

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

From: "London Planner", British Tourist Authority, July 2000



I would like to see an amusing play.

1. Pamela Gilbert



I'm very fond of Shakespeare's plays.

2. Sally Smith

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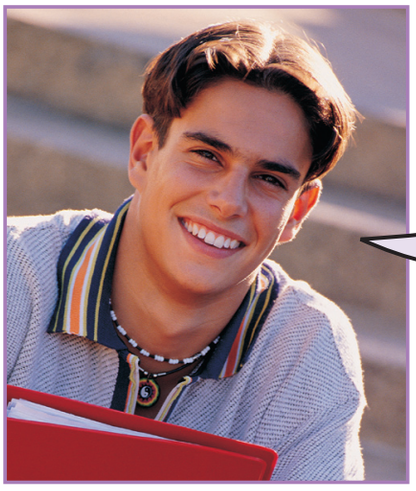
We want to take our 8-year-old daughter to the theatre.

3. The Taylors



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

4. Rubens Gonzales



I love mysteries.

5. Ben Russell

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

6. Niki Gouros



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

7. Tom Cutting

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2. Vocabulary

useful tip

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

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

..... comedy

..... musical

..... play

..... mystery

..... costumes

..... show

..... effects



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2.2 Match the words with their definitions.

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



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

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

It's up to you
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Putting on a (1) …… is not something easy. Everything has to be very well-organised. The actors must memorise their (2) …… and the (3) …… must make sure that everyone is in place. There are other actors who also know the roles by heart in case one of the (4) …… actors is ill. The furniture and all other props on the (5) …… must be ready, too. The spectacular (6) …… are in the (7) …… room waiting to be worn and the (8) …… with tickets in hand wait to be shown to their (9) …… . On the big night, the lights dim and the audience falls silent. The (10) …… goes up and the magic begins. The actors go out onto the (11) …… and

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say their (12) ……. . If they have done a good job, the audience will (13) ……. them when the curtain goes down, and the newspaper (14) ……. will write positive (15) ……. about the play!

2.4 Find words and phrases in the text (S's book, p. 51-52/95) which mean:

1. **a strong negative feeling**

. . . . . .

. . . . . .

2. **a formal dinner**

. . . . . .

. . . . . .

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3. in a mask

. . . . . .

. . . . . .

4. saw

. . . . . .

. . . . . .

5. bad luck

. . . . . .

. . . . . .

6. happiness

. . . . . .

. . . . . .

7. admitted

. . . . . .

. . . . . .

8. a feeling of having no hope

. . . . . .

. . . . . .





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

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

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

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

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

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

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

4 When someone who is unconscious **comes around** or **comes round**, they recover consciousness. When I came round I was on the kitchen floor. — **=come to** / **VP**

come at. If a person or animal **comes at** you, they move towards you in a threatening way and try to attack you.

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He maintained that he was protecting himself from MrCox, who came at him with an axe.	**PHRASAL VERB** **VPn withn** **AlsoVPn**

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

1. **He came round after the difficult operation.**

   .....

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

   .....

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

   .....

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

   .....

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3. Pronunciation

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

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

3.2 Circle the odd pronunciation out.

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

3.3 Listen to check your answers.

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3.4 **Listen again and repeat.**

4. Language Focus

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

Planning Ahead



Epidaurus Festival:

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

Tickets available at the central box-office, tel: 801-3335000 and at the ancient Theatre of Epidaurus.

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

From: Athens News

provide
perform
find
direct
sell
stage
write

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

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

1. What art form do you find most interesting? ☐
2. Technological developments are used in modern art. ☐
3. Punk music was born in reaction to pop music. ☐
4. The Tate Modern Gallery in London used to be a power station. ☐
   It was converted into a museum by Swiss architects. ☐
5. How was this piece of music inspired? ☐
6. A fire destroyed the theatre completely last year. ☐

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7. The performance takes place in the amphitheatre and consists of 5 scenes. ☐
8. In my country, English films are either shown with subtitles or they are dubbed. ☐



Tate Modern Gallery

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

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

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3. The tickets for the musical were booked yesterday.
   They ..... yesterday.
4. New forms of art are created by young people.
   Young people ..... new forms of art.
5. The mayor will not open the new theatre next week.
   The new theatre
   ..... next week.
6. Shakespeare's heroes have been played by famous actors.
   Famous actors ..... Shakespeare's heroes.



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4.4 Rewrite the sentences in the passive voice.

1. Shakespeare wrote many plays and poems.

   .....

   .....

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

   .....

   .....

3. Do they play rock music in this club?

   .....

   .....

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

   .....

   .....

5. When did Picasso paint ‘Guernica’?

   .....

   .....

6. Dali did not make sculptures.

   .....

   .....

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

   .....

   .....

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

.....

.....







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5. Speaking: MEDIATION

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

It's up to you
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ΠΕΡΗΦΑΝΙΑ ΚΑΙ ΠΡΟΚΑΤΑΛΗΨΗ ★★★
PRIDE AND PREJUDICE, 2005 (127')
Αγγλική ταινία σε σκηνοθεσία Τζο Ράιτ, με τους: Κίρα Νάιτλι, Ντόναλντ Σάδερλαντ, Μπρέντα Μπλέθιν, Τζούντι Ντεντς. Στην επαρχιακή Αγγλία του 19ου αιώνα, η ζωή της Λίζι Μπένετ και των τεσσάρων ανύπαντρων αδελφών της αναστατώνεται από τον ερχομό του πλούσιου κ. Μπίνγκλεϊ και του φίλου του κ. Ντάρσι.

ZATHURA, ΜΙΑ ΠΕΡΙΠΕΤΕΙΑ ΣΤΟ ΔΙΑΣΤΗΜΑ ★
ZATHURA, A SPACE ADVENTURE, 2005 (103')
Αμερικανική ταινία σε σκηνοθεσία Τζον Φαβρό, με τους: Τιμ Ρόμπινς, Τζος Χάτσερσον, Τζόνα Μπόμπο. Δύο αδέλφια που δεν έχουν την ιδανικότερη σχέση μεταξύ τους ανακαλύπτουν το Zathura, ένα μαγικό παιχνίδι που τους μεταφέρει μαζί με το σπίτι τους στο Διάστημα και τους θέτει αντιμέτωπους με αληθινούς διαστημικούς κινδύνους.

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



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Student A		Student B
Tell your friend what films are playing.	→	Ask your friend what kind of films they are.
Answer.	←	Ask your friend about the plot of each film.
Tell your friend.	→	Ask about the cast of actors.
Answer. Ask your friend which one he would like to see.	←	Ask what the reviews say.
Answer.	→	Tell your friend which film you would like to see.

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UNIT 6
HEALTHY LIVING

Lesson 16 You Are what you Eat



1. Vocabulary

1.1 **Find words or phrases in the text (S's book, p. 84-86/104) and match them with the following definitions.**

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

   .....

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

   .....

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3. worried (par. 2)

.....

4. make better (par. 2)

.....

5. offer (par. 3)

.....

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

.....

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

.....

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

.....

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

.....

10. change a situation (par. 7)

.....

useful tip

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

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1.2 Match the words with the definitions below.

sour
smoked
salted
raw
tender
spicy
stale
fatty

1. heated over a wood fire

.....

2. with salt

.....

3. uncooked

.....

4. with lots of spices

.....

5. not fresh

.....

6. with a lot of fat

.....

7. having a sharp taste, not sweet

.....

8. easy to cut

.....

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

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



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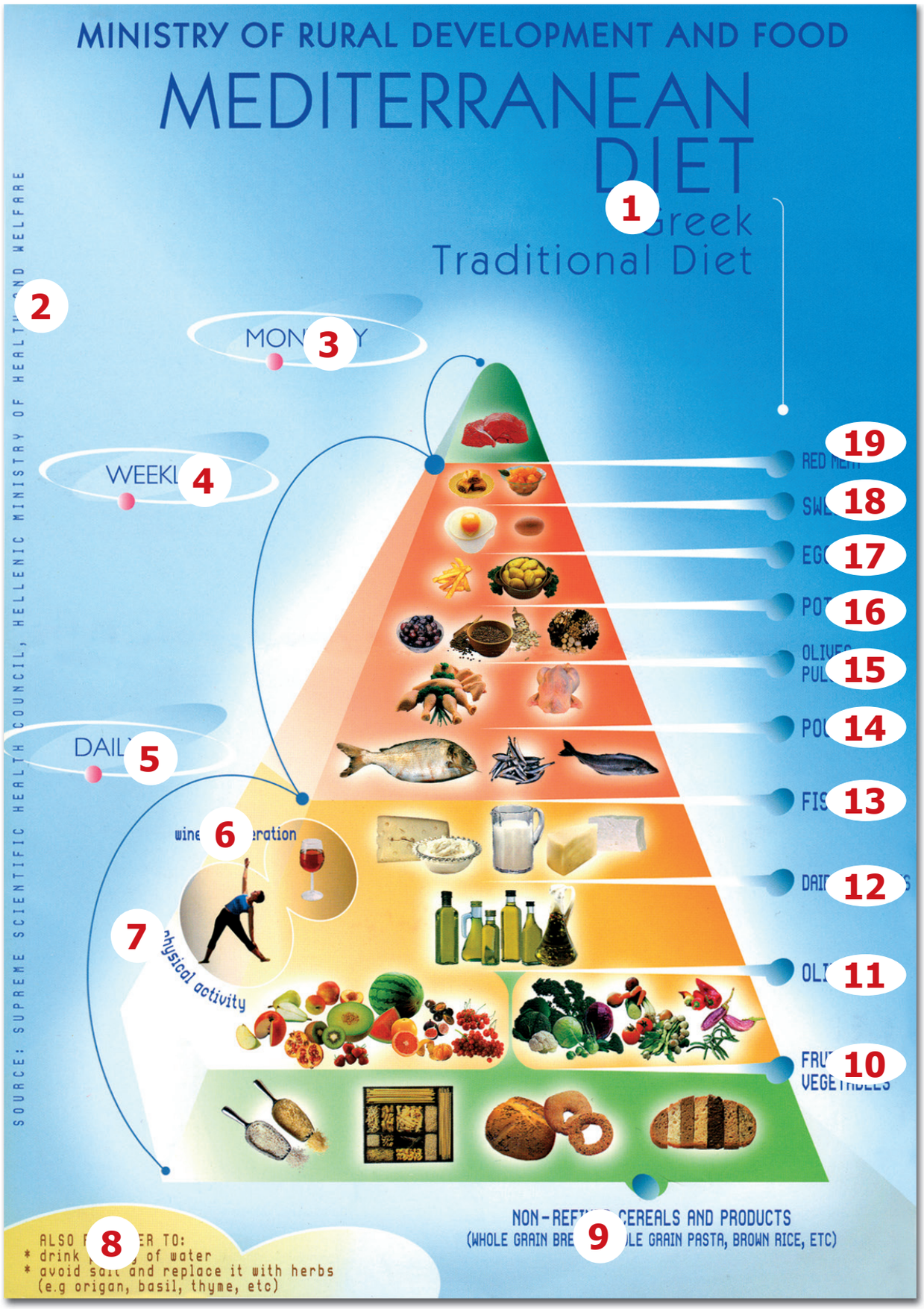
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1.4 The 'Mediterranean Diet' Food Pyramid is one way for people to understand how to eat healthily. The horizontal bands represent the food groups, fats and oils. Look at the pyramid and put each word into the appropriate food group.

1 MINISTRY OF RURAL DEVELOPMENT AND FOOD
MEDITERRANEAN DIET
Greek Traditional Diet
2 SOURCE: SUPREME SCIENTIFIC HEALTH COUNCIL, HELLENIC MINISTRY OF HEALTH AND WELFARE
3 MONTHLY
4 WEEKLY
5 DAILY
6 wine in moderation
7 physical activity
8 ALSO REMEMBER TO:
- drink plenty of water
- avoid salt and replace it with herbs (e.g. origan, basil, thyme, etc)

9 NON-REFINED CEREALS AND PRODUCTS (WHOLE GRAIN BREAD - WHOLE GRAIN PASTA, BROWN RICE, ETC)
10 FRUIT VEGETABLES
11 OLIVE OIL
12 DAIRY PRODUCTS
13 FISH
14 POULTRY
15 OLIVES, PULSES, NUTS
16 POTATOES
17 EGGS
18 SWEETS
19 RED MEAT

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pork

spinach

poultry

plums

watermelon

butter

eggs

yoghurt

bread

cereals

cheese

celery

celery

ice cream

tinned pineapple

fruit juice

sour cream

dried peaches

broccoli

cabbage

lettuce

salmon

pears

pulses

beef

lamb

nuts

rice

fish

peas

pasta

crackers

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Grains	Vegetables	Fruits	Dairy	Meat and other proteins

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

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

dried
grains
vegetables
variety
fats
active
dairy
nutrients
poultry





Eat a (1) ..... of foods. Have foods from every band in order to get the right (2) ..... .

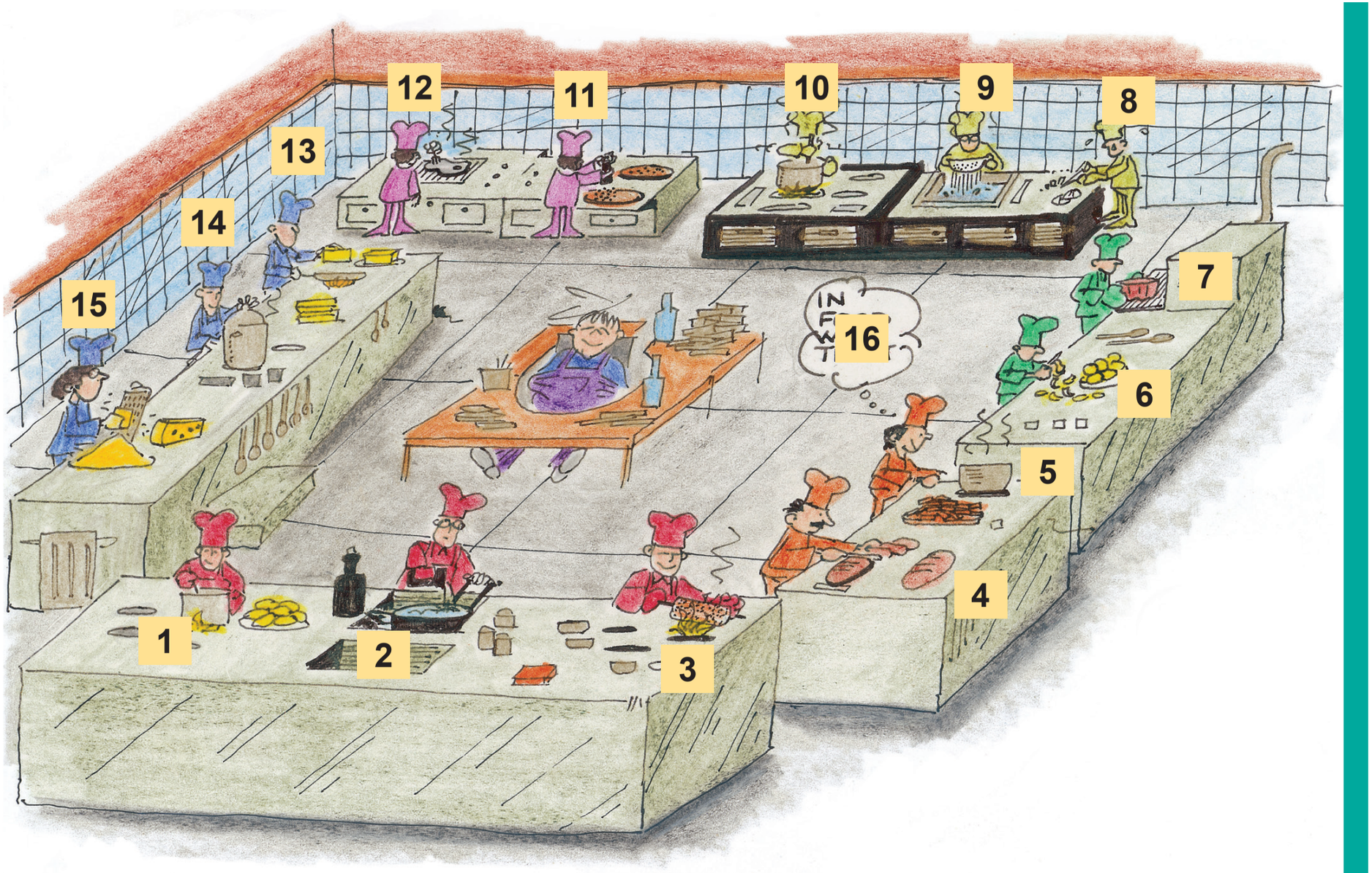
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You can see that the bands at the top of the pyramid are smaller than those at the bottom. That's because you need to eat less of those foods. Choose low-fat meat, fish and (3) …… . Try to eat a lot of whole (4) …… such as brown rice and wheat bread. Vary your (5) ……; eat broccoli and spinach as well as carrots and potatoes. Eat different kinds of fruit. Choose fresh, canned or (6) …… fruit. It is also very important to include a variety of (7) …… products such as milk, yoghurt and cheese in your diet. Don't forget to be (8) …… . Thirty minutes of exercise daily is the minimum for a healthy life.

1.6 **Look at the picture of a restaurant kitchen. Use the verbs around the picture to talk about what the people are doing.**
e.g. The chef in picture 1 is mashing potatoes.

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

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

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

It's up to you
p.136-137/140

Spanish rice



Ingredients (serves 4):

1 onion
5 garlic cloves
3 tablespoons olive oil
1 small yellow pepper
1 small red pepper
1 small green pepper
1 carrot
4 cups cooked rice
2 cups tinned, chopped tomatoes
1 teaspoon salt
1 teaspoon sugar
some pepper
4 tablespoons grated cheese

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Preparation:
(1) **Hold / Chop** the onions, the garlic and the peppers. (2) **Peel / Melt** the carrot and (3) **grate / pour** it. Heat the oil in a frying pan and lightly (4) **boil / fry** the vegetables for about 7 minutes, until they are soft. (5) **Add / Slice** the tomatoes, the salt, the sugar and the pepper. Cook for 5 to 7 minutes, add the rice and (6) **grill / stir** well. Place the mixture in an oiled baking dish. (7) **Sprinkle / Drain** the cheese on top and (8) **mash / bake** at 180°C for about 15 minutes. Bon appétit!

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

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

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

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MENU

Starter

.....

.....

Main Course

.....

.....

.....

Dessert

.....





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

1. Jamie decided not to **put up with** this situation any longer.		a. raise
2. She folded the towels and **put** them **away** in the cupboard.		b. connect on the phone
3. They've **put up** the price of fuel.		c. suggest an idea, a plan for consideration
4. We can **put** you **up** for the night.		d. decide to do something at a later time
5. We decided to **put off** the festival for next week.		e. accept an unpleasant situation or behaviour
6. The firemen managed to **put out** the forest fire after 3 days.		f. return to proper place
7. Can you **put** me **through** to the director, please?		g. let somebody stay in your home for a short period
8. They accepted the proposals I **put forward** in the committee.		h. extinguish

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2. Language Focus

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



1. If I ..... (drink) too much of it, it ..... (keep) me awake. It's ..... .
2. If you ..... (leave) it out of the freezer, it ..... (melt). It's ..... .
3. If mum ..... (use) it in cooking, our breath ..... (smell). It's ..... .

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4. It ……..…… (make) you sneeze if it ……..…… (go) up your nose. It's ……..…… .
5. If you ……..…… (not/like) it rare, but well-done, ……..…… (grill) it a few minutes longer. It's ……..…… .
6. If I ……..…… (be) thirsty, I ……..…… (prefer) it still and not sparkling. It's ……..…… .

2.2 Complete the sentences in an appropriate way.

It's up to you
p.138-139/140

1. If you eat different kinds of food,
   ……
   …… .
2. If you don't like milk,
   ……
   …… .
3. You can have dried fruit if
   ……
   …… .

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4. If somebody needs calcium,

.....

..... .

5. If you take regular exercise,

.....

..... .

6. Children will make healthier choices if

.....

..... .



DON'T FORGET YOUR DAILY EXERCISE!

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

1. If you won’t combine healthy diet and exercise, you won’t keep in shape.
2. He will lose weight if he choose low-fat meat and poultry.

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



3. Listening

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

- ☐ the children's reactions
- ☐ the teachers' reactions
- ☐ his relationship with the dinner ladies
- ☐ his feelings

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- ☐ the heavy schedule
- ☐ his family
- ☐ his future plans

3.2 Now listen to the interview and check your answers.

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

1. Jamie thinks that children today
   a) haven't changed a lot.
   b) haven't changed at all.
   c) are different from what he expected.
2. Jamie thinks that being a teacher
   a) is easy.
   b) is difficult.
   c) is interesting.
3. What does he say about dinner ladies?
   a) They supported him.
   b) It was difficult to work with them.
   c) They were funny.
4. The best point of the series was
   a) cooking healthy food.
   b) the schedule.
   c) the change of attitude.

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5. Jamie realised that
   a) kids don't usually share meals with their families.
   b) kids don't like sharing meals.
   c) kids enjoy eating with their friends.
6. He thinks that parents can't
   a) realise the bad effects of junk food.
   b) understand what doctors say.
   c) understand statistics.



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

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4. Everyday English

ASKING ABOUT A PROBLEM / GIVING ADVICE / ACCEPTING ADVICE

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

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

Jill: You don't look well.

(1) .....?

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

Jill: Did you get any rest?

Tom: I did, but it made no difference.

(2) .....?

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

Tom: That sounds like a good idea.

(4) .....

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

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5. Herbs and Spices to the Rescue

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

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Chamomile

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



Rosemary

- boosts memory
- relieves indigestion
- treats headache



Saffron (Crocus)

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



Oregano

- treats indigestion
- relieves toothache
- treats cough, headache



Mastic

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



Ginseng

- enhances concentration
- improves alertness, memory
- enhances intelligence



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Situations:

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

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Lesson 17 The Greenest' Way to School

1. Vocabulary

1.1 Complete the definitions below with suitable words from the text (S's book, p. 102-103/110).

Paragraph 1

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

(2) The ..... of a student is how well he/she does at school.

Paragraph 2

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

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

Paragraph 3

(5) When there is too much traffic and many roads are blocked by

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vehicles, this is called ……. .

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

Paragraph 4

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

(8) We say that something is ……..……, when it's all gone, when there's nothing left.

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

1. Eco-friendly vehicles produce few ……..…… that are dangerous to the environment.
2. Frank's ……..…… at school would be much better if he studied more and paid more attention in class.
3. When the weather is hot and dry, citizens must be ……..…… for signs of forest fires.

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4. Many oil-wells are now …… . It will take thousands of years before they fill up again.
5. You should be more …… in yourself. You're just as smart as anyone else.
6. There's an increasing …… for natural resources such as oil, coal and gas.



1.3 The words in the tables below are from the text (S's book pp.102-103/109 - 110). Complete the blanks with an appropriate derivative. Use a dictionary if necessary.



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

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

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

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

ACTIVE STUDENTS FIT FOR BETTER GRADES

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

Principals also said there were fewer fights and better attendance. "It seems (3) ..... and nutrition aren't just good for your health – they're good for (4)..... as well," said teacher Melanie Adams.

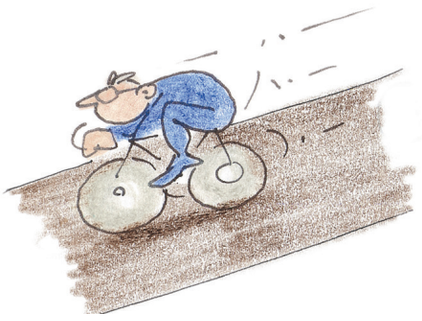
This small study echoes a bigger international research that says daily physical activity can cut stress, (5)

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…… a child's mood and sharpen learning and social (6) ……

"We can see that (7)…… physical activity does not mean neglecting lessons – in fact, kids may be more attentive in class after a 20-minute workout," says Dr. Henry Jones. Daily physical activity boosts marks as well as behaviour and (8) …… .

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







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2. Reading

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



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

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1. .....

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

2. .....

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

3. .....

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

4. .....

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

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

5. .....

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

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6. .....

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

After putting the headings in the right order, use the first letter of each heading to complete the sentence:

You must have street _ _ _ _ _ _ in order to cycle safely.

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

1. **Which of these rules do you follow?**
2. **Which of these rules don't you follow?**
3. **Have you ever had an accident when riding your bike?**

3. Language Focus

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

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

1. If more children ..... (ride) their bikes to school, the streets ..... (be) less congested.
2. If you and your friends ..... (walk) to school, you ..... (get) some exercise and have fun on the way.
3. Students ..... (perform) better at school if they ..... (not / eat) so much junk food.
4. If our cities ..... (have) special cycling lanes, more people ..... (use) bicycles to get around.
5. If he ..... (take up) swimming, he ..... (probably / be) fitter.
6. You ..... (feel) healthier if you ..... (eat) less and ..... (exercise) more.

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7. If I (be) ..... you, I (not / try) ..... to lose more weight. You look fine!
8. If people ..... (not / use) their cars so much, the planet ..... (not / suffer) as it does.

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

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

. . . . . .

. . . . . .

. . . . . .

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

. . . . . .

. . . . . .

. . . . . .

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

. . . . . .

. . . . . .

. . . . . .

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

. . . . . .

. . . . . .

. . . . . .

5. Many animals die because their habitats are polluted.

. . . . . .

. . . . . .

. . . . . .

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

. . . . . .

. . . . . .

. . . . . .

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

. . . . . .

. . . . . .

. . . . . .

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

. . . . . .

. . . . . .

. . . . . .

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1. Speaking

Work in pairs.

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

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

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

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

d. **..... ..... (write your own question)**



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

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

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

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

d. ..... (write your own question)



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5. Pronunciation

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

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

5.2 Circle the odd pronunciation out.

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

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5.3 Listen to check your answers.

5.4 Listen again and repeat.

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Lesson 18 Going 'Green'

1. Vocabulary



1.1 Find the words in the text (S's book, p. 116-118/114) and match them with the definitions.

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1. consume		a. hand or deliver to a number of people
2. estimate		b. do things and be a part of an activity or event
3. monitor		c. watch and record the results
4. be involved		d. use something such as a product, energy
5. sensitise		e. people living in a particular area
6. community		f. calculate the cost, size, etc. of something
7. distribute		g. make someone care and be aware of something

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

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

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2. distribute value	Our company will ..... eco-friendly products to all the students. ....
3. consume sensitise	We'd like to ..... the local community to the environmental problems of our town. ....
4. monitor measure	They have to ..... the effectiveness of the new traffic lights. ....

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

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

1. .....

.....

2. .....

.....

3. .....

.....

4. .....

.....

5. .....

.....

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2. Reading

The following text is about global warming. Some sentences have been removed from it. Read the text carefully and see if you can choose the appropriate sentence for each of the blanks. Be careful! There is one extra sentence.

The Heat is On

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

……

…… .

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

(2) ……

……

…… .

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

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rise. (3) ……..…… ……..…… …… . Scientists predict that the sea could rise by 15-30cm in the near future. (4) ……..…… ……..…… …… . We must try to change things now, because the greenhouse effect could speed out of control soon with unpredictable results.

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

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3. Language Focus

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

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

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

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

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

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

A	B	C
If we	commute	the environment, …
Unless we	pollute	our resources, …
	save	by bicycle, …
	conserve	our efforts, …
	increase	our planet, …
	assist	the government, …



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

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4. .....

.....

.....

5. .....

.....

.....

6. .....

.....

.....

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

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

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

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

It's up to you
p.142/140

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

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

.....

.....

.....

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

.....

.....

.....

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

.....

.....

..... !

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

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

.....

.....

.....

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

.....

.....

.....

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

.....

.....

.....





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4. Crossword

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

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

It's up to you
p.142-143/141

ACROSS

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

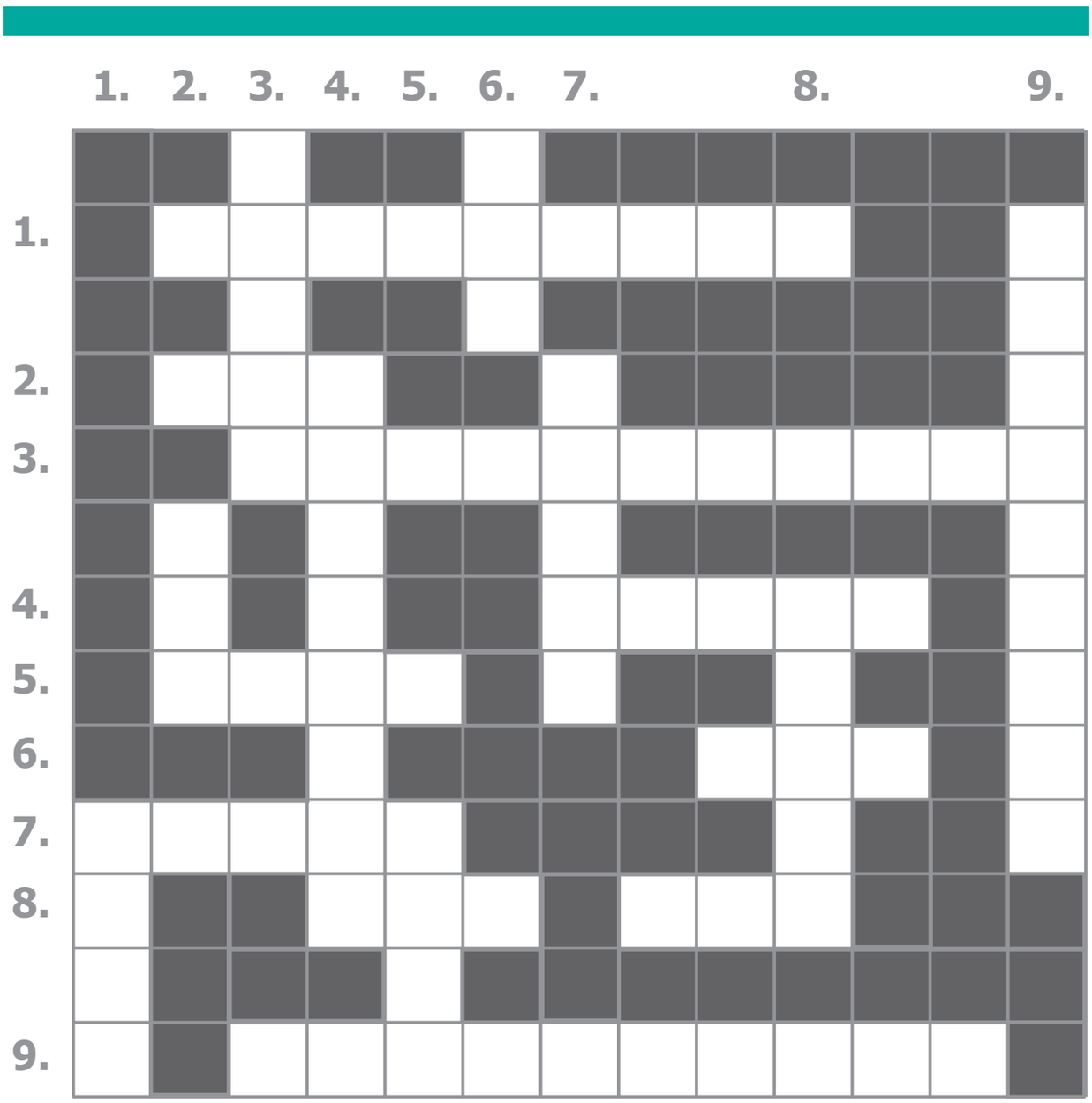
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8. A ……. is necessary in some places to reserve water. / We use this liquid as fuel.
9. The '……' effect is another term for 'global warming'.

DOWN

1. Land ……. is another word for 2 across.
2. A kind of fuel that is like air.
3. Waste from industry is sometimes very …….
4. Animals that die from substances causing death have been ……. .
5. We should try to make the world ……. for people and animals alike.
6. The heat of the ……. causes global warming.
7. Many factories empty their ……. into rivers and seas.
8. An oil ……. will kill thousands of sea creatures if it isn't cleaned up quickly.
9. Coal and oil are important raw ……. for the manufacture of plastics.

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IT'S UP TO YOU

UNIT 5 – THE ARTS!

LESSON 13 – QUITE AN ART!

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

*

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

violence
numerous
trapped
images

1. There were ..... people waiting to see the president.
2. Mary was terrified by the ..... of the storm.
3. Music often creates ..... in our minds.
4. The young boy was ..... in the lift for two hours before the firemen got him out.

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***

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

civilians
brutal
criticised
define
interpret
exact

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

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Extra – Vocabulary, activity 1.3, pp. 8-11/70-71

***

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

Prehistoric Art

successful
mixed
stored
pierced
found
accepted
depict
believed
known
natural
symbolic

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

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It is now generally (5) …… that these images had (6) …… or magical functions. Palaeolithic man believed that by painting a picture of a bison (7) …… with arrows, he would have a (8) …… hunt. The images were painted in red, brown, yellow and black with brushes or fingers. The colours were made from (9) …… materials – such as rust or soot from fires – and were (10) …… with water. They were stored in bones and skulls.

Extra – Language focus, activity 2.2, p. 14-16/72

***

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

1. Ancient coins / exhibit / in the museum.

   .....

   .....

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

   .....

   .....

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

   .....

   .....

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

.....

.....

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

.....

.....

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

.....

.....

7. Many of their paintings and sculptures / find / in museums and churches along with works of other artists. All these works of art / guard / very carefully and complex security systems / use / for their protection.

.....

.....

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

.....

.....

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LESSON 14 – IT'S MUSIC TO MY EARS

Extra - Language focus, activity 2.2, p. 34-35/78

*

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

Did you know?

Music for Shakespeare's play 'A Midsummer Night's Dream' (1)

……

(write) by the famous composer Mendelssohn. Unfortunately, all his papers (2)

……

(lose) when they (3)

……

(leave) by the composer in a taxi. Thankfully, every note (4)

……

(rewrite) from memory!

***

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

A violin that (1)

……

(make) in the 18th century by Antonio Stradivari of Italy

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can be worth as much as $1 million. These violins are so valuable because they (2)

……

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

……

(train) to make stringed instruments as well. What made these violins so extraordinary? Specialists suspect the varnish that (4)

……

(use). Stradivari's formula for the varnish (5)

……

(write) on a page of the family Bible, but unfortunately, it (6)

……

(destroy) by one of his descendants.

LESSON 15 – ACTING UP!

Extra – Reading, activity 1.2, p. 40-44/80

**

Read through the advertisements on p. 41 - 44 / 80 to find

1. how many animals are mentioned.

……

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2. which performance may be scary.

.....

3. where a mother leaves her child.

.....

4. who has a horrible voice.

.....

5. which performance features someone in a mask.

.....

6. which two performances are about kings.

.....

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Extra – Vocabulary, activity 2.3, p. 50-51/82

***

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

scenery
dialogue
culture
lines
performers
special effects
original
characters

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

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Activity 5, p. 64-66/87

*

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

ZATHURA, ΜΙΑ ΠΕΡΙΠΕΤΕΙΑ ΣΤΟ ΔΙΑΣΤΗΜΑ ★
ZATHURA, A SPACE ADVENTURE, 2005 (103')
Αμερικανική ταινία σε σκηνοθεσία Τζον Φαβρό, με τους: Τιμ Ρόμπινς, Τζος Χάτσερσον, Τζόνα Μπόμπο. Δύο αδέλφια που δεν έχουν την ιδανικότερη σχέση μεταξύ τους ανακαλύπτουν το Zathura, ένα μαγικό παιχνίδι που τους μεταφέρει μαζί με το σπίτι τους στο Διάστημα και τους θέτει αντιμέτωπους με αληθινούς διαστημικούς κινδύνους.

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

THE CHRONICLES OF NARNIA: THE LION, THE WITCH AND THE WARDROBE, 2005 (140')
Αμερικανική ταινία σε σκηνοθεσία Άντριου Άνταμσον, με τους: Τίλντα Σουίντον, Τζόρτζι Χένλι, Σκάνταρ Κέινς. Τέσσερα αδέλφια ανακαλύπτουν σε ένα βρετανικό πύργο μια μαγική ντουλάπα που τους οδηγεί στην παραμυθένια χώρα της Νάρνια.

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A: What's on at the cinema?

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

A: What's the Space Adventure about?

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

A: Who's starring?

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

A: Is it an English film?

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

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

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

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

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

A: OK. Shall we go and see
.....
'..... then?

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UNIT 6 – HEALTHY LIVING

LESSON 16 – YOU ARE WHAT YOU EAT!

Extra – Vocabulary, activity 1.7, p. 80-81/91

**

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

grate
chop
flake
slice
put
open
sprinkle
add
spread
drain
mix
bake

Ingredients

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

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- (1) …… the tin of tuna and (2) …… the oil.
- (3) …… the tuna into a bowl and (4) …… it with a fork.
- (5) …… the celery into small pieces, and (6) …… it to the tuna.
- (7) …… in the mayonnaise.
- (8) …… the bread and (9) …… the tuna filling onto one slice.
- (10) …… salt and pepper on it and enjoy.

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Activity 2.2, p.85-86/92

*

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

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

1. If you eat different kinds of food, ...
   ..... .
2. If you don't like milk,
   .....
   ..... .
3. You can have dried fruit if
   .....
   ..... .
4. If somebody needs calcium,
   .....
   ..... .
5. If you take regular exercise,
   .....
   ..... .

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6. Children will make healthier choices if

.....

..... .

LESSON 17 – THE 'GREENEST' WAY TO SCHOOL

Extra – Language focus, activity 3.1, p. 103-104/98

*

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

1. If more students used bikes to get to school, the streets ..... (have) fewer cars.
2. If you and your friends ..... (walk) to school, it takes longer to get there.
3. Fotis would be in better shape if he ..... (not / eat) so much junk food.
4. If I lived closer to school, I ..... (wake) up later!
5. If Danae took up swimming, she ..... (be) fitter and healthier.
6. If I..... (be) you, I wouldn't worry about my weight.
7. Erica ..... (join) the new gym if it didn't cost so much.

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

**

2. Match the two halves to make correct sentences.

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

_____ a. we will have to find other places to live.
_____ b. the streets would have less traffic.
_____ c. they will grow up to be conscientious citizens.
_____ d. if you grow your own vegetables.
_____ e. it takes hundreds of years to disappear.
_____ f. if I had a stationary bike at home.
_____ g. if school canteens served fresh food.
_____ h. the temperature will rise a lot.

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LESSON 18 – GOING 'GREEN'

Extra – Writing, activity 3.4, pp. 119-121/102-103

***

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

Extra – Vocabulary, activity 4, p. 122-124/103

**

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

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

1. **…… showers, not baths and …… a water-saving showerhead.**

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2. …… the water while you're brushing your teeth.
3. …… any electrical device that's not being used.
4. …… reusable containers for food storage instead of wrapping food in foil or plastic wrap.
5. …… your batteries, don't throw them away.
6. …… paper products, glass, tin, plastic, aluminum, printer's toner cartridges.
7. ……., cycle or carpool to reduce carbon dioxide pollution in the air.
8. …… and mend rather than discard and replace.
9. …… rainwater to water your plants.
10. …… a tree. One well placed shade tree can reduce the cooling costs of your home by 25%.

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***

2. Match the words with their definition.

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

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

_____ b. the continuous modification and adaptation of organisms to their environments.

_____ c. no longer existing as an animal species.

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

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

_____ f. a substance used to kill insects.

_____ g. the mass of gases surrounding the earth.

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

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_____ i. the part of the earth's atmosphere and surface in which animals and plants can exist.

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

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Προέλευση φωτογραφιών

«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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