Think Teen!

2nd Grade of Junior High School

WORKBOOK

(ΠΡΟΧΩΡΗΜΕΝΟΙ)

Τόμος 4ος

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ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

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Γεωργία Γιαννακοπούλου, Εκπαιδευτικός
Ευαγγελία Καραμπάση, Εκπαιδευτικός
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ΕΚΔΟΣΕΙΣ ΠΑΤΑΚΗ

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Γ΄ Κ.Π.Σ. / ΕΠΕΑΕΚ ΙΙ / Ενέργεια 2.2.1 / Κατηγορία Πράξεων 2.2.1.α:
«Αναμόρφωση των προγραμμάτων σπουδών και συγγραφή νέων εκπαιδευτικών πακέτων»

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

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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 4ος

Ι.Τ.Υ.Ε. «ΔΙΟΦΑΝΤΟΣ»

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UNIT 7
EMBRACING OUR WORLD

Lesson 19 Against the Odds

1. Reading

1.1 You typed this story on your computer for a school project, but the computer mixed up the paragraphs. Read them and put them in the right order.

a. ☐ The snake then attacked, biting the (1) **brave** dog on the nose. Although the dog was bleeding, it didn't (2) **let go of** its (3) **hold** until its owner killed the snake.

b. ☐ Partner, a twelve-year-old Golden Retriever had been trained to stay away from snakes, but the old dog bravely leapt onto a (4) **very dangerous** rattlesnake to save two little boys' lives.

c. ☐ Happily, Partner recovered from his bites and won a special award for his (5) **courage**. What a heroic pet!

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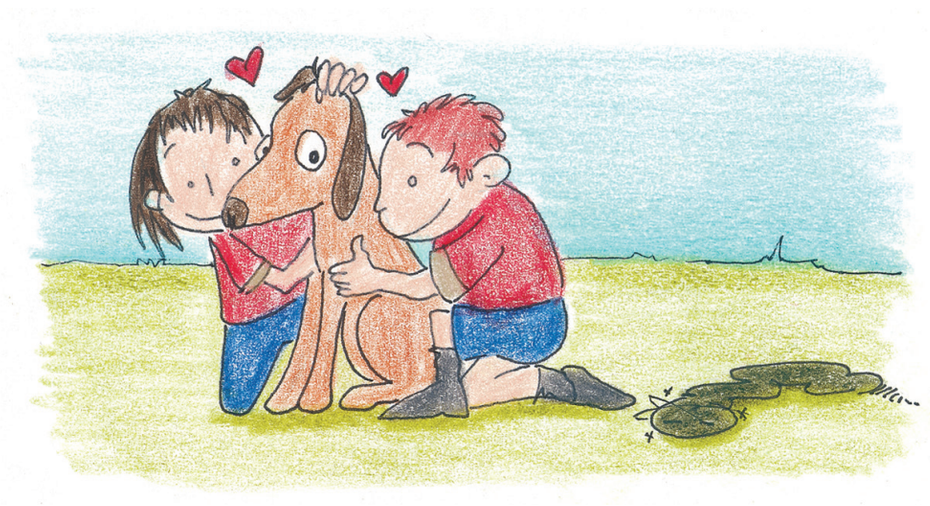
d. **The two eight-year-olds were chopping down an old tree for firewood, when the huge snake dropped out of the tree right in front of them. The boys were (6) very scared. The snake was ready to strike when Partner jumped to the rescue, snatching up the reptile in his jaws and shaking it.**



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1.2 Find synonyms for the underlined words above in the text (S's book p. 17-18/124).

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



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2. Vocabulary

2.1 Look at the underlined words from the text (S's book p. 17-18/124) and circle the word that is similar in meaning.

1. As they splashed in the water, something **grabbed** Edna's arm.
   a. moved near
   b. held onto
   c. let go of
2. For **a brief instant**, the alligator loosened its grip.
   a. a short moment
   b. a long time
   c. quite a while
3. Edna **burst** to the surface and cried for help.
   a. swam
   b. moved quickly
   c. was taken
4. All the kids were **heading for** the shore.
   a. looking at
   b. moving away from
   c. swimming towards
5. The alligator seemed to **glare at** them.
   a. bite
   b. attack
   c. look at

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6. Paramedics were waiting to **rush** her to hospital.
   a. leave
   b. drive
   c. help
7. The reptile had **snapped** Edna's arm.
   a. eaten
   b. pulled
   c. broken
8. She's a **courageous**, amazing friend.
   a. brave
   b. sweet
   c. lovely



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2.2 **Choose the appropriate word from the box and use it in the right form to fill in the blanks in the story below. There is one extra word you do not need to use.**

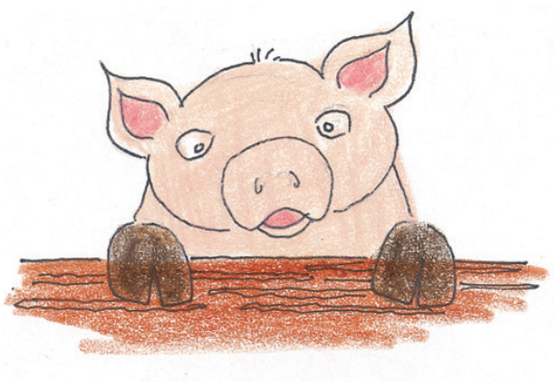
scream
grab
panic
shore
paddle
bravery
fearless
splash
qualify
tow
spin

Pets provide far more than companionship – sometimes they show fantastic (1) ……, love and intelligence in saving the lives of humans.

A three-month-old pig named Priscilla was swimming with her owner in a Texas lake, when 11-year-old Anthony Melton (2) …… and began to drown. He (3) …… about trying to keep his head above the water, (4) …… for help. The little piglet, hearing his screams, (5) …… towards him. She quickly got close to him and he was

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able to (6) ……..…… onto her collar. He held on tightly to the brave pig as she turned around and began to swim towards the (7) …… . After a short while, she managed to (8) …… him safely out! Priscilla is a (9) …… pet that truly (10) …… as a hero!





GRATEFUL MOM Carol Burk shows how Priscilla the pig saved her son from death in a lake.

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2.3 **Some words can be both a noun and a verb. Find the words below in the text (S's book p. 17-18/124) and write N for noun or V for verb in the space provided.**

It's up to you p.95-96/141

1.	end (par. 1)	
2.	dip (par. 1)	
3.	water (par. 2)	
4.	surface (par. 2)	
5.	head (par. 2)	
6.	scream (par. 2)	
7.	grip (par. 3)	
8.	help (par. 3)	
9.	panic (par. 4)	
10.	approach (par. 4)	
11.	fear (par. 5)	
12.	risk (par. 5)	

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2.4 Complete the sentences below with an appropriate word from 2.3 in the right form.

1. Alex can ……..…… you with your essay. He's very good.
2. If you want your plants to be healthy, ……..…… them twice a week.
3. Marilena ……..…… her spoon into the soup and started eating.
4. Newborn babies do not ……..…… water.
5. Few people would ……..…… their lives for their friends.
6. How does Edna and Amanda's story ……..…… ?
7. The submarine ……..…… a few miles off the coast.
8. We've tried a new ……..…… to deal with the situation.

Happy End



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2.5 Circle the right particles to complete the phrasal verbs with **'look'** in the sentences below.

1. They all look **up to / into** Amanda. She's very brave.
2. Can you look **up / after** the children while I'm out?
3. They are looking **into / out** the causes of the accident.
4. I looked **through / on** a few brochures.
5. I'm looking **up / over** these words in the dictionary.

2.6 Rewrite the sentences in 2.5 replacing the phrasal verbs with the verbs or phrases from the box below in the right form.

read quickly
investigate
admire
take care of
find the meaning of

1. .....
   .....
2. .....
   .....

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3. .....

.....

4. .....

.....

5. .....

.....

3. Language Focus

3.1 **Put the following sentences into the reported speech.**

It's up to you
p.96-97/141

1. “The trapped boy is very scared as he waits for help from the police”, said the reporter.
   The reporter said .....

   .....

   .....

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2. “I finished my essay on friendship”, said Joanna.

   Joanna said .....

   .....

   .....

3. “Stay home and don’t let anyone in”, said mother.

   Mother told us .....

   .....

   .....

4. “Most of my friends are older than I am”, said Natasha.

   Natasha told me .....

   .....

   .....

5. “You must support Jim. I think he needs your help”, Mary said to me.

   Mary told me .....

   .....

   .....

6. “I haven’t seen my best friend for a long time because he’s studying abroad”, Tony said to me.

   Tony told me .....

   .....

   .....

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7. “Don’t worry. I can invite all our classmates to the party”, she said to me.
She told me .....
.....
.....



3.2 Complete the gaps with **tell** or **say** in the right form.

REMEMBER!

We tell	a tale / a story / our experiences lies / the truth a joke the time one person from the other the difference
We say	something / nothing so a few words goodbye hello

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1. She often ……. things like that.
2. Could you ……. a few words about the incident?
3. I never ……. lies to my friends.
4. She ……. me she didn't know what to do.
5. –"Who ……. so?"
   – "I say so".
6. Did she ……. George who she was looking for?
7. His friends ……. that he is always quick to ……. a joke.
8. How do you ……. one twin from the other? They look exactly the same!
9. Did she ……. where to meet her?
10. He ……. goodbye to all his friends and left.



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3.3 **You are writing a survival story for your school magazine and you found the extract below on the Internet. Turn it into reported speech so that you can add it to your story.**

"The shark towed me out into the frigid ocean. I was very scared and so I prayed to God", said Krishna. "I tried to get free, but the shark was stronger. It pulled me under the water", he added. "I punched it hard on the nose and it suddenly swam away. I'm very grateful to be alive. I know God was with me that day", said Krishna with a smile.



The sharkpuncher

Krishna said .....

.....

.....

.....

.....

.....

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4. Listening

4.1 **Your younger sister is writing an article for school about a true-life rescue. She taped this amazing story from a radio show, but she couldn't understand everything that was said. Listen to her tape and help her add the missing words to her notes.**

An Amazing Rescue

When David Hurst heard desperate cries for (1) ..... from a panicked swimmer, he didn't think twice. He jumped into the rough (2) ..... to save the man's life. The amazing thing was that David Hurst is completely (3) ..... !

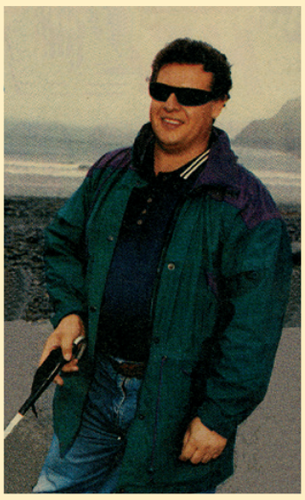
David was playing with (4) ..... on a beach in Wales, when he heard the panicked calls of a drowning (5) ..... . David dived into the huge waves, moving towards the man. He was only about (6) ..... away from the

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shore but he was very tired and couldn't get back out. David pulled him along as he swam towards (7) ..... .

When they finally got out of the water, the man was shocked to see that David was blind! He was even more shocked to learn that David has run in (8) ……..……, has (9) ……..…… some of the highest mountains in the world and has won many (10) ……..…… in judo and water-skiing! He is truly amazing!

4.2 After the radio show there was an article in a local newspaper about this amazing rescue. In it, a reporter interviewed David Hurst's wife. Read part of the article carefully and write out her exact words.



… Mrs. Hurst said that David had always been a very brave man. She said that his blindness was not a handicap and added that he could do almost

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anything he wanted to. She told us that this was the first time that David had rescued someone. She ended by saying that she was very proud of him and that she would never forget that day.

.....

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Lesson 20 Seeing through a Friend's Eyes

1. Vocabulary

1.1 Complete the sentences with a 'sound' word from the box below.

sneeze
whistle
yell
sigh
sniff
scream
whisper
puff and pant

1. Don't speak out loud. Just …… . He's studying.
2. When you ……, people often say "Bless you".
3. After running, we usually …… .
4. He used to …… Beatles tunes as he walked to school.
5. I heard the …… of a terrified man in the middle of the night.

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6. She had to …… at the top of her voice to be heard in the crowd.
7. We always …… with relief when school exams finish.
8. Don't …… . Use a handkerchief, please.



HUSH SH SH...

1.2 Choose a suitable word from the box to complete the sentences below.

rustle
hum
crash
splash
bang
squeal
creak
slam

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1. The strong wind made the door …… .
2. When relaxing in the park, I enjoy listening to the …… of the leaves.
3. The boy fell into the pond with a great …… .
4. We heard the …… of the tyres of the police car.
5. The firework went off with a …… .
6. The floorboard used to ……, but my father fixed it.
7. The vase landed on the floor with a …… .
8. In the forest we can hear the insects' …… . I prefer it to the …… of traffic!



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1.3 **Match the adjectives with their definitions and give an example of an object that may feel like this.**

stiff
greasy
rough
soft
fluffy
smooth
sharp
sticky

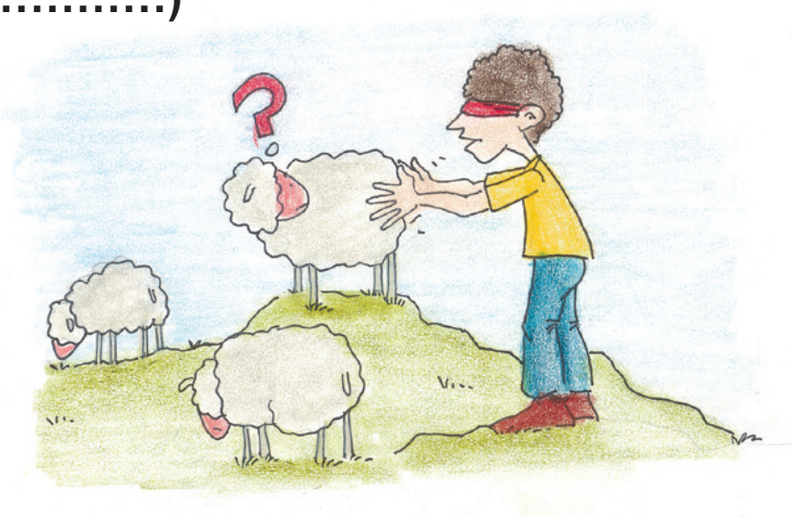
It's up to you
p.97-98/142

e.g. not hard, easy to press: **soft (cushion)**

1. **pleasant to touch, without holes or raised areas: ..... (.....)**
2. **not smooth, uneven: ..... (.....)**
3. **hard, not easy to bend: ..... (.....)**
4. **covered with a substance that can stick: ..... (.....)**
5. **covered with fat or oil: ..... (.....)**
6. **with a pointed edge that can cut things: ..... (.....)**

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7. covered with soft fur or cloth: ……
(……)



1.4 Match the verbs below with their meanings.

1.	grope		a. press firmly with your hands
2.	squeeze		b. move your hand slowly and gently
3.	stroke		c. take hold of something quickly
4.	seize		d. try to find something by moving your hands around
5.	tap		e. hit a surface lightly and repeatedly with your fingers or feet







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1.5 **Use a verb from 1.4 in the appropriate form to complete the sentences.**

1. She …… her fingers nervously on the table.
2. He didn't turn on the light but …… his way across the room.
3. I …… his arm and made him turn to look at me.
4. Cut the oranges and …… the juice into the bowl.
5. She …… her child's face with the tips of her fingers.



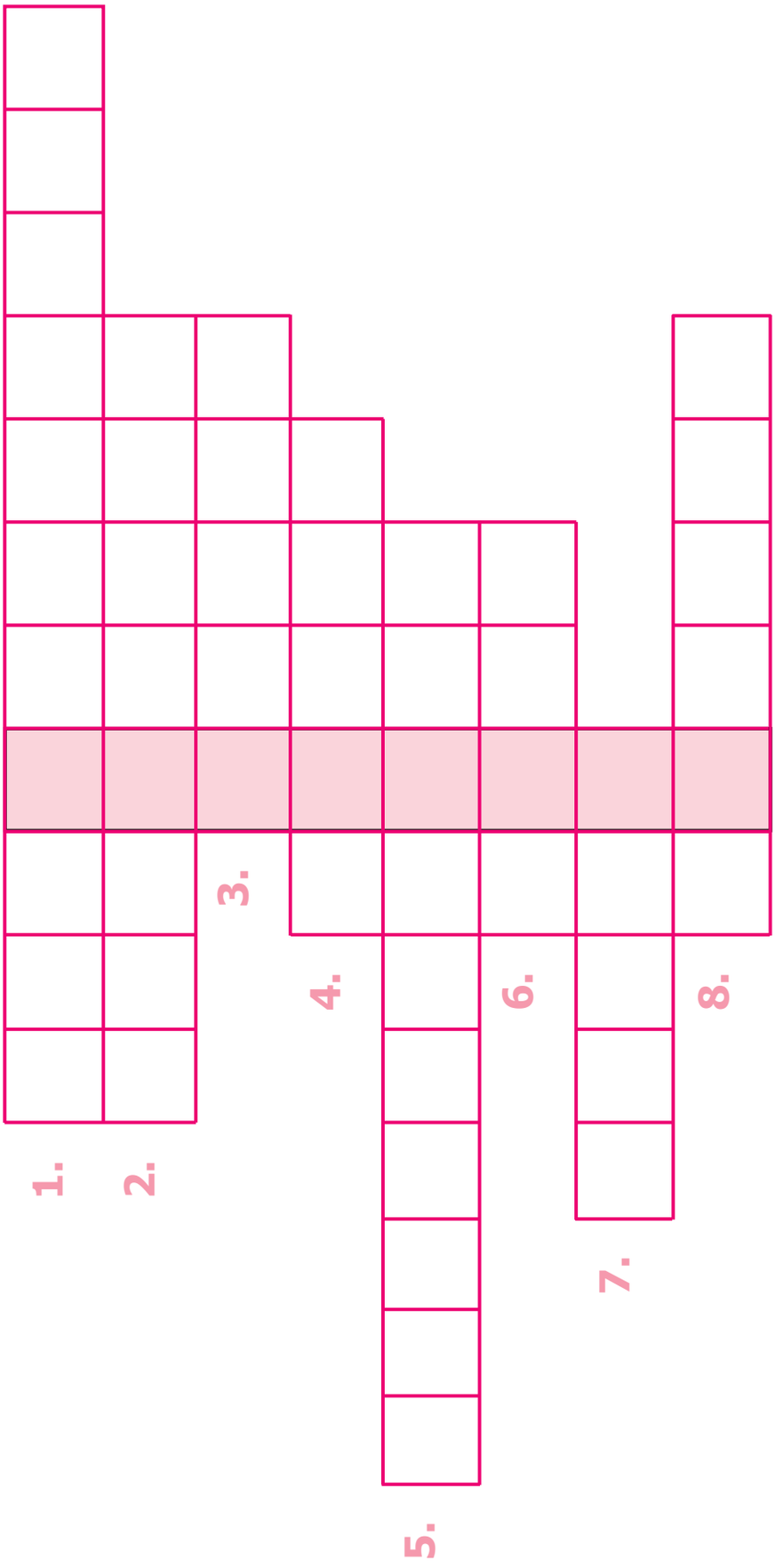
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1.6 **Find words in the poem (S's book, p. 37-39/130) that match the definitions below and complete the puzzle. What is the word in the red boxes?**

1. **the action of watching (1st stanza)**
2. **to have a natural talent (1st stanza)**
3. **wanting to do something very much (5th stanza)**
4. **a weapon consisting of a long pole with a metal point (3rd stanza)**
5. **came closer (2nd, 4th stanzas)**
6. **to shout or cry loudly (2nd stanza)**
7. **simple (5th stanza)**
8. **strong and solid (2nd stanza)**



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1.7 **A sensory poem:** Write a poem using the five senses: sight, hearing, smell, touch and taste. Choose a theme (holidays, seasons, emotions) and address one sense in each line of the poem. The first line should include a colour.

Line 1: Name the theme and give it a colour.
Line 2: Say what it sounds like.
Line 3: Say what it smells like.
Line 4: Say what it looks like.
Line 5: Say what it tastes like.
Line 6: Say what it feels like.

Summer

Summer is blue with clear, bright skies
The waves splash and seagulls cry
The salty breeze tickles my nose
Boats sail away to faraway lands
Ice cream cones cold and sweet in children's hands
Summertime renews all hope.



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2. Language Focus

2.1 **Read the following sentences from the first chapters of Helen Keller's book 'Story of my Life' and change them into reported speech. Use a variety of reporting verbs.**

1. **"I feel the need for communication with those around me."**

   .....

   .....

2. **"I begin to make simple signs which my parents can understand."**

   .....

   .....

3. **"When I'm unable to express my thoughts, I feel very angry."**

   .....

   .....

4. **"My teacher has come to reveal all things to me."**

   .....

   .....

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5. “Today my teacher made me understand that everything has a name. I learned many new words.”

.....

.....

6. “Now I’m lying in my bed thinking over the joy this day has brought me.”

.....

.....

7. “Tomorrow I’ll wake with joy in my heart because I can see everything with the new beautiful sight which has been given to me.”

.....

.....

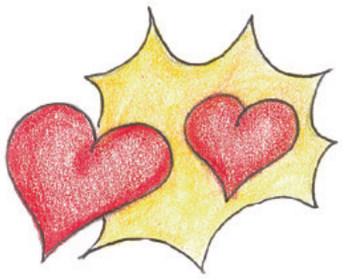
Helen Keller (1880-1968) was an American author and lecturer. A serious illness left her deaf and blind when she was 19 months old. Her teacher Anne Sullivan played a crucial role in her life. She was able to teach Helen to speak using a special method (touching the lips and throat of others as they speak) combined with “fingerspelling” alphabetical characters on the palm of Helen’s hand.

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2.2 **One morning Helen asked her teacher the meaning of the word ‘love’. Read what her teacher replied and then change it into reported speech. Use a variety of reporting verbs.**

“Love is here in your heart. Feel your heartbeats”, she told Helen. “Love is something like the clouds that are in the sky before the sun comes out”, she said. Then she explained, “You cannot touch the clouds but you feel the rain and know how glad the flowers are to have it after a hot day. You cannot touch love either but you feel the sweetness that it pours into everything. Without love you would not be happy or want to play.”





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2.3 **Read the following quotes by Hellen Keller. Discuss in pairs what you think she meant by them.**

“The only thing worse than being blind is having sight but no vision.”
“Walking with a friend in the dark is better than walking alone in the light.”

Do you know the Braille code?

It’s a code of six tiny raised dots, invented by a fifteen-year-old French boy, Louis Braille, two hundred years ago. It has brought literacy to thousands of people with visual disabilities worldwide. Helen Keller used the Braille code to learn how to read. Without it she wouldn’t have been educated. You can visit the www.afb.org/braillebug/ for more information.





Braille code

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Lesson 21 Friends without Frontiers

1. Vocabulary

1.1 Find words in the texts (S's book, p. 42-43/131) that match with the definitions below.

Text A:

1. full of life, energy

.....

2. able to think of or create new and exciting things

.....

3. two weeks

.....

4. give something to each other

.....

5. of many different cultures

.....

Text B:

6. difficult or unpleasant conditions of life

.....

7. effect

.....

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8. be worried about

.....

9. the world

.....

10. the activity of collecting money

.....



1.2 Use some of the words from 1.1 in the appropriate form to complete the sentences below.

1. It used to be a ..... town, but a lot of people have moved away.
2. The anti-smoking campaign had quite an ..... on young people.

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3. The drought is one more ..... in this remote area.
4. He's a highly ..... writer. His books are full of original ideas.
5. We met each other a ..... ago and we ..... e-mails every day.
6. I've been ..... about you lately. You look very tired.
7. This event is being watched by 100 million people around the ..... .



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1.3 **The prefix 'multi' can be added to adjectives or nouns to mean 'having many'. Choose a suitable word from the box to complete the sentences.**

multicultural
multidimensional
multilingual
multistorey
multimillionaire
multinational
multitasker
multimedia

1. Crime is a …… problem. It affects us on many levels.
2. He's a …… . He can do many things at the same time!
3. It is believed that …… companies can increase employment because they have branches in many countries all over the world.
4. As part of the celebrations, they held a big, open-air …… event with music, videos, readings and dance.
5. A …… society is a society with people who have different traditions and beliefs.
6. She's …… . She can speak 5 languages!

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7. At the age of 30, she inherited a fortune and became a …… .
8. A …… car park was built in the centre of the town.



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1.4 Use the expressions in the box below in an appropriate form to complete the short dialogue.

- **get in touch with sb:**
  contact them by writing to them or telephoning them
- **keep in touch with sb:** **write, phone or visit them regularly**
- **be out of touch:**
  not know the latest news or information about sth or sb
- **lose touch with sb:**
  gradually stop meeting or getting in contact with them

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– (1) ..... you still ..... with your school friends?
– No, over the past few years we've (2) ..... .
– I may see Mary and Tom at a conference next week.
– Really? Please ask them for their phone numbers so that I can (3) ..... with them again.
– I think I can find their e-mail addresses for you.
– I'm afraid I (4) ..... with modern technology, sorry…

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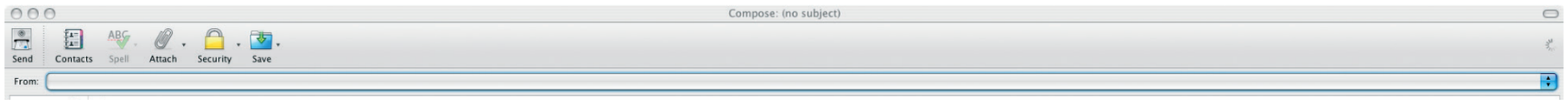
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2. Language Focus

2.1 Read the e-mail from your Swedish friend Eric and report back to your classmates what he wrote to you.

It's up to you
p.98-100/142





Hi there,
How are things at school? My school is working with other European schools on an e-Project on the environment. Are you involved in any similar projects? Have you ever participated in anything like that? We are really enjoying it! I think young people can do a lot to improve the world around them. Will your school join efforts with us? Don't hesitate! E-mail me as soon as possible!
Take care,
Eric

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My friend asked me .....

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2.2 When Eric's class started their e-project, they didn't know much about writing e-mails. Read about their first attempt and their teacher's advice, and underline the appropriate reporting verbs.

1. The students **asked / said / told** what information they had to include in their first e-mails.
2. The teacher **answered / told / asked** that they could introduce themselves, their family and their school.
3. The students **said / wanted to know / replied** how long their e-mails should be.
4. The teacher **said / explained / advised** them not to write too much in their first e-mail.
5. The students **wondered / thought / said** if they could add information about events they had attended.
6. The teacher **said / told / ordered** that it was a good idea.
7. The students **wanted to know / said / told** what the topic of their next e-mail would be.
8. The teacher **explained / wondered / asked** that they could talk about their country and they might send pictures.
9. The teacher **said / asked / announced** them to send their e-mails the next day.

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2.3 **Work in pairs. One of you is a student from Eric's class and the other one is the teacher. Use the information from 2.2 and act out the dialogue.**

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3. Everyday English

THANKING AND RESPONDING TO THANKS



Thanking	Responding to Thanks
Oh, thank you so much!	Not at all!
Thank you for…	It's a pleasure! / My pleasure!
Thanks (a lot)!	You are (very) welcome.
Thanks a million!	Please don't mention it.
I'm very grateful for…	I'm glad I was able to help.
I really appreciate…	It was the least I could do.
It's very kind of you.	You would have done the same in my place, I'm sure.



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

e.g. You give your friend a present from a trip abroad.
"Oh, it's great! Thank you so much!"
"Please don't mention it. I'm glad you like it".

1. **You leave your wallet in a shop and the shop assistant runs after you and gives it to you.**
2. **You give your seat to an old lady on the bus.**
3. **You've helped your friend with a difficult school project.**
4. **You lent your friend money to get home with.**
5. **You explain a new computer programme to your teacher.**
6. **You offer your old clothes and books to a family in need.**
7. **You risked your life to save someone else's life.**



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4. Pronunciation

4.1 Listen to the words and underline the letters that are not pronounced.

sigh	although
thought	walk
night	listen
write	should
fight	knee
wrong	right

4.2 Underline the words that have silent letters.

answer	though	colourful
asleep	against	half
enough	bench	wreck
high	talk	would
know	knight	blind

4.3 Listen to check your answers.

4.4 Listen again and repeat.

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UNIT 8
WELCOME TO THE WORLD

Lesson 22 Breaking the Boundaries

1. Vocabulary: ON THE GO

1.1 Find the expressions in the text (S's book p.80-81/141) and match them with their meaning.

1.	be on the go		a. begin to breathe regularly again
2.	catch my breath		b. go across
3.	set off		c. go quickly
4.	zip on		d. really enjoy myself
5.	cross over		e. start a journey
6.	have a ball		f. go round a place with someone who hasn't visited it before
7.	show somebody around		g. be very busy

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1.2 **Complete the sentences with an appropriate expression from 1.1 in the right form.**

1. I ..... all day, so I'm going to bed as soon as I get home.
2. They ……..…. just ……..…. on a round-the-world cruise.
3. Don't try to talk. Sit down and ..... first!
4. ……. that bridge and you will see the gift shop right in front of you.
5. Let me know when you're coming to Cambridge and I ..... .
6. I'm just going to ..... to the shops. Don't wait for me.
7. It was the most exciting trip we'd ever had. We .....!

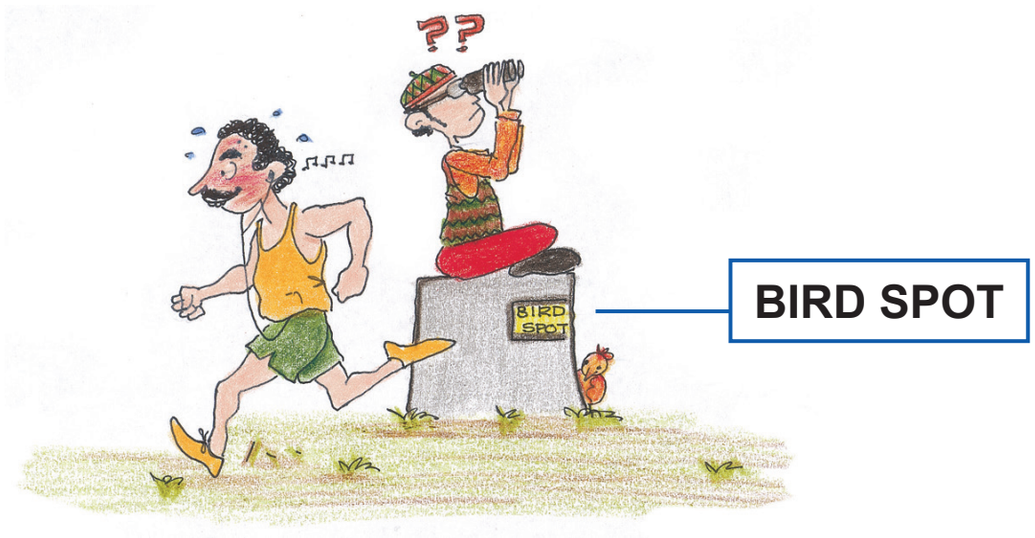


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2. Vocabulary: FAVOURITE PASTIMES

2.1 Use the clues below to find out which activity each one refers to.

1. travelling in a boat using the wind:
   .....
2. travelling in a boat using a paddle:
   .....
3. getting up a mountain: .....
4. looking at birds: .....
5. going for a long walk in the countryside:
   .....
6. travelling on snow using a sledge:
   .....
7. lying in the sun: .....
8. running for exercise: .....



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2.2 Complete the dialogue using an appropriate phrasal verb in the right form. There is one extra verb you do not need to use.

come across

come round

take up

look up to

make up

put up with

turn into

turn down

Dana: You know, John, I really (1) ..... explorers because they're brave people. And you know what? I'm thinking about (2) ..... rock climbing and hiking. This way I'll have the chance to explore new places and meet new people.

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John: It sounds interesting.

Dana: Would you like to join me? What do you say?

John: Well, I've been very busy lately.

Dana: Oh! Come on. Don't (3) ..... excuses.

John: To be honest, I'm not very fond of heights. I get dizzy. But I (4) ..... a very interesting site with new adventure games on the Net. Fancy?

Dana: Oh! You're unbelievable! I can't (5) ..... you any more. You're always (6) ..... my suggestions. I'm going to join a climbing club on my own.

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John: Don't get upset! I just don't feel like spending my free time rock climbing!

Dana: Fine! You can (7) …… some day to see the photos of the wonderful places I'm going to explore. Good luck with your computer games!...

2.3 Find ten words that are related to travel in the puzzle below. Do you remember their meanings?

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

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3. Vocabulary: 'WHEN IN ROME, DO AS THE ROMANS DO'

3.1 **Greetings are an important part of social culture. They are more than just words. They involve touching or movement like waving or bowing. Look at the pictures and find in which countries people greet each other in the following ways.**

Japan
France
England
New Zealand
Africa
Italy
Thailand





GREETINGS ALL OVER THE WORLD!

1. In ..... people bow.
2. In ..... people kiss three times.
3. In ..... people join their hands and raise them to a position between the chest and forehead.
4. In ..... people snap their fingers when shaking hands.

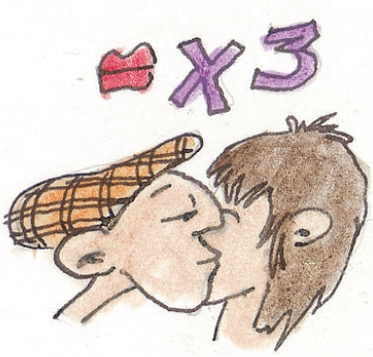
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5. In ..... people kiss on the cheek four times.
6. In ..... people press their noses together.
7. In ..... people formally greet each other saying ‘How do you do?’ and shaking hands.







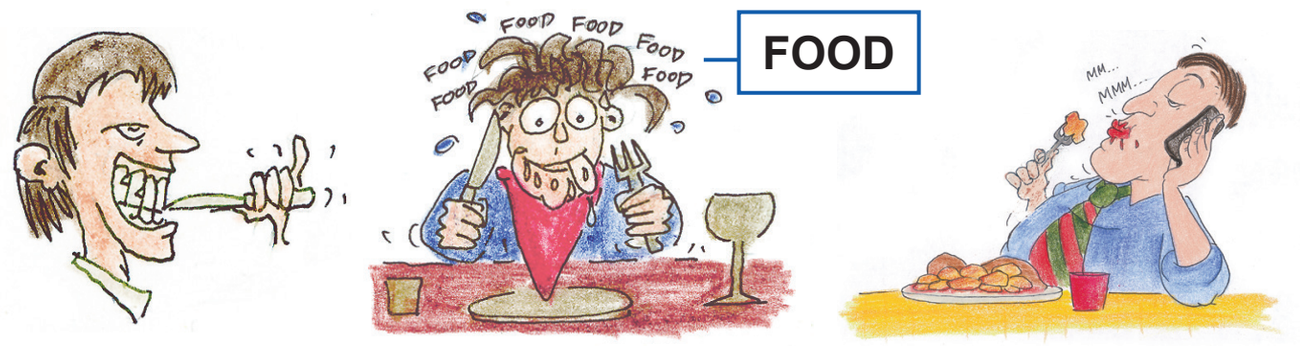




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3.2 When you are in another country you should adapt to its culture. For example, in Japan, slurping noodles is a compliment to the cook. It shows that you like your meal! In Canada burping is considered a sign of thanks!

Read the list of European table manners to give advice to your Chinese friend who has visited your country and wants to go to a fancy restaurant.



European Table Manners: DOs and DON'Ts

Be on time!
Turn off your mobile phone when at the table.
When someone approaches the table, it is polite to stand up.
Sit upright and keep your elbows off the table.
Ask for salt and pepper to be passed.
Don't make noise eating.
Never put your knife to your mouth.
Chew with your mouth closed.

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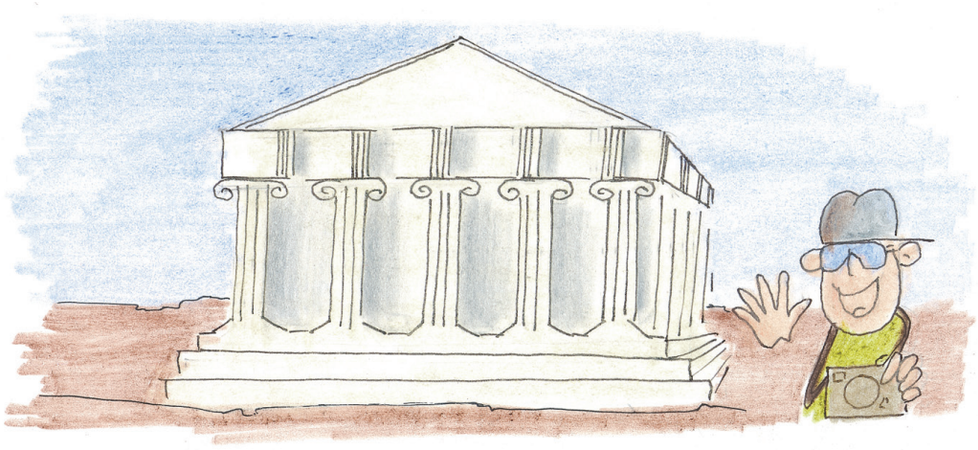
4. Quiz: CHECK YOUR MEMORY

4.1 **Read the following sentences about famous buildings around the world. Which are true and which are false? Where are these buildings? You can check your answers in Unit 1, Lesson 3 in the S's book.**

	T	F
1. Agia Sophia was built in AD 532 by the Emperor Justinian.		
2. The Leaning Tower of Pisa is the tower of a castle.		
3. The Leaning Tower of Pisa took 20 years to complete.		
4. The Sydney Opera House has 100 rooms.		
5. The Sydney Opera House was built on a lake.		
6. The Kallimarmaron Stadium was built in 330 BC.		
7. The Taj Mahal is a cathedral. It was a present from an emperor to his children.		
8. The Parthenon is made of white marble and was built about 2,500 years ago.		

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4.2 Have you visited any of these wondrous buildings? What were your impressions? Share your experience with your classmates.



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5. Vocabulary: COINS AND FLAGS

5.1 **The British currency is the pound sterling (£) or GBP = Great British Pound. It is also referred to as 'quid'. The pound is made up of 100 pence, exactly as the euro is made up of 100 cents. All the coins bear the Queen's head on one side.**

Match the coins to their descriptions.



a.



b.



c.



d.



e.



f.



g.



h.

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1. It pictures a rose, the national flower of England.

   ➔ .....

2. It shows the symbol of Scotland, the thistle.

   ➔ .....

3. It pictures the lion which was the symbol of Britain's strength.

   ➔ .....

4. It shows the picture of Britannia and a lion.

   ➔ .....

5. It shows the three lions of England.

   ➔ .....

6. It pictures the portcullis of Westminster Palace.

   ➔ .....

7. It shows the Prince of Wales' feathers.

   ➔ .....

8. It represents technological development.

   ➔ .....

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5.2 **National flags carry symbolism for the countries they represent. For example, in the flag of South Africa, the colours symbolise the unity of the nations' races.**



The flag of South Africa

In the flag of the United Kingdom, the crosses represent England, Scotland, Wales and Northern Ireland. What does the flag of your country represent?



The flag of the United Kingdom

Choose one of the countries the students visited in this Unit, draw its flag, colour it and find out information about its symbols and its history. Present it to your class.

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Lesson 23 It's a Small World after All

1. Language Focus: WATCHING THE WEATHER

1.1 **Look at the weather forecast for the places the students visited (S's book p.94-97/144-145) and write sentences comparing them. You can use some of the adjectives below.**

dry
wet
pleasant
agreeable
good
bad
cool
warm
high
low

Tokyo, Japan



Mostly cloudy

20°C

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Sydney, Australia



Light showers, rain

10°C

Beijing, China



Clear

20°C

Delhi, India



Partly cloudy

30°C

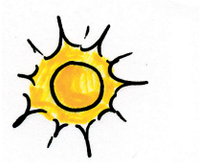
Helsinki, Finland



Mostly cloudy

19°C

Moscow, Russia



Clear

12°C

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e.g. Tokyo, Japan is cloudier than Delhi, India.

1. . . . . .

. . . . . .

2. . . . . .

. . . . . .

3. . . . . .

. . . . . .

4. . . . . .

. . . . . .

5. . . . . .

. . . . . .

6. . . . . .

. . . . . .

7. . . . . .

. . . . . .



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1.2 **Complete the following text about weather around the world with a suitable word from the box below.**

flooding
blizzards
dry
climate
Equator
vegetation
glaciers
wet
droughts
temperatures

Different parts of the world have different weather. Weather describes the daily changes in sunshine, clouds, temperature and rainfall at any one place. The average weather of a place is called its (1) …… .

In deserts, the weather is very (2) ……, but it is not always hot. Some deserts are cold places because they are situated at high altitudes. A desert is anywhere with less than 25 centimetres of rain per year.

In tropical rainforests, it's very (3) ……..…… . It rains nearly every day, and there are no summer

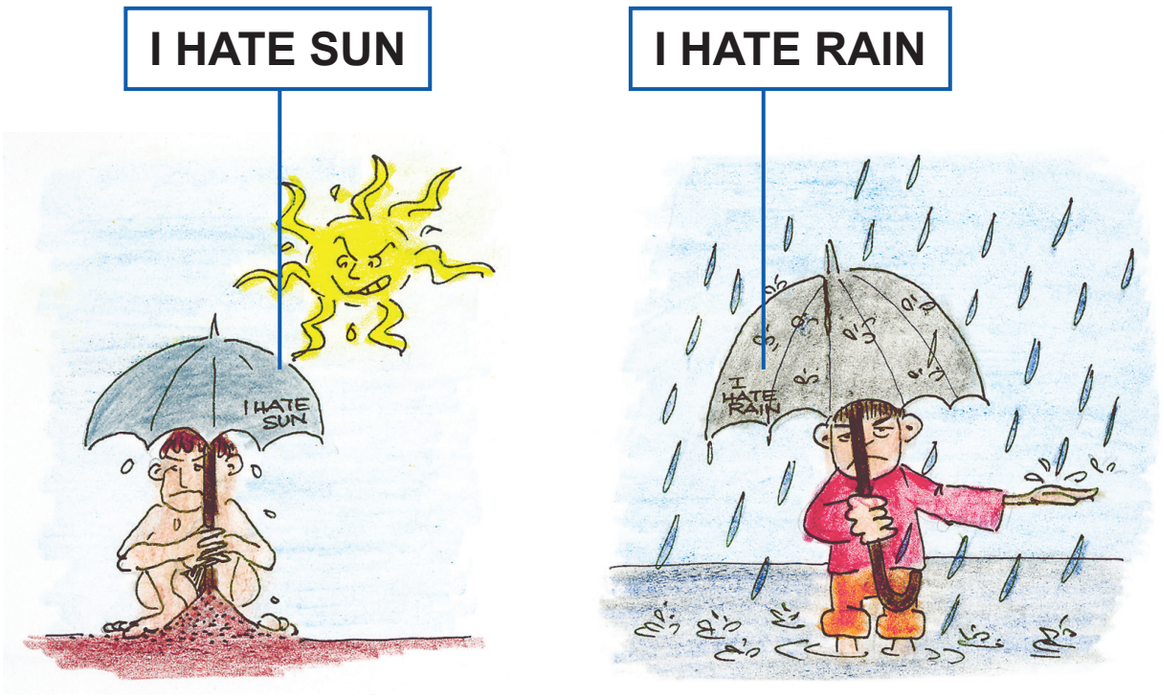
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or winter seasons. Rainforests are located near the (4) ……., where it's hot all the time. Mountain climates change the higher up you go. Lower down, there is a lot of (5) ……. and trees. Higher up there are only ground plants. Some mountains reach higher than the clouds. At this altitude the extreme cold and high winds cause (6) …… . In some mountainous areas the rivers are permanently frozen and are called (7) …… .

In Antarctica, around the South Pole, (8) …… can fall to –60° Celsius in the winter. The snow rarely melts. The Arctic region in the North Pole is not quite as cold, because it is made up of frozen ocean and in the summer the snow melts.

Extreme weather affects people and places. Great amounts of rainfall may result in (9) …… . When it does not rain for a long time, you get (10) …… and crops do not grow. Hurricanes and other violent storms destroy people's homes. But perhaps we should count ourselves lucky we don't live on Saturn. Scientists have detected a 300-year-old storm there that is so powerful, it would flatten a big city!

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2. Language Focus: MAKING OUR TOWN A BETTER PLACE

City planners want to reduce pollution, congestion, traffic and accidents in your town. They are going to:

- **provide more ramps for people who need them**
- **provide more buses and trains**
- **provide safe footpaths away from traffic**
- **build special lanes for cyclists**
- **build by-passes so that traffic doesn't have to pass through the town centre**

What do the people of your town think about these changes? Write their views in the speech bubbles below.

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1. I think, if more buses are provided .....
.....
.....
.....
.....
.....
.....
.....



John Pavlidis

2. .....
.....
.....
.....
.....



Mrs. Kalogeropoulou

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3. .....

.....

.....

.....

.....

.....



Dr. Maria Roussou

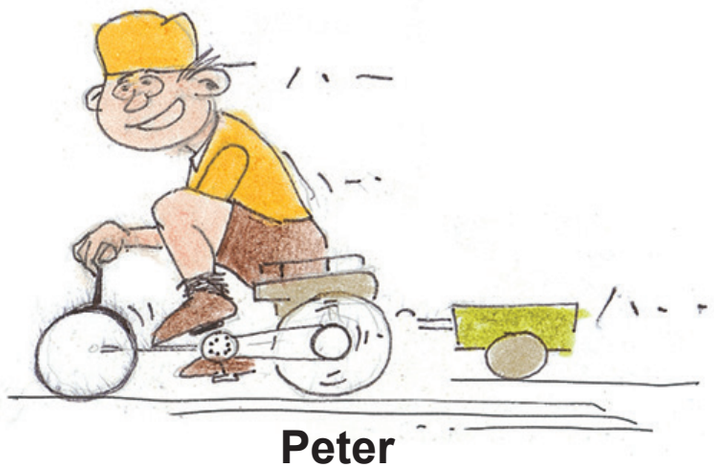
4. .....

.....

.....

.....

.....



Peter

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5. .....

.....

.....

.....

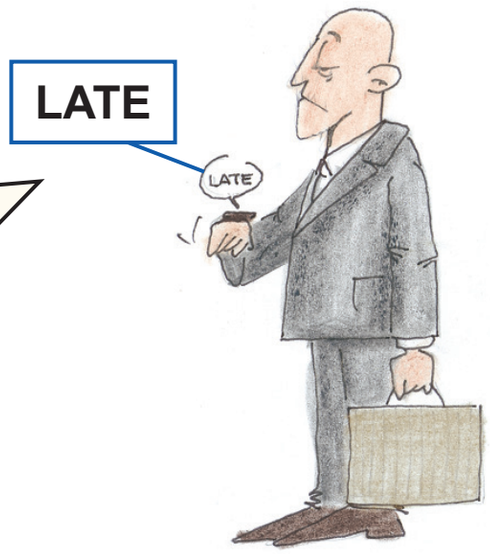
.....

.....

.....

.....

.....



Mr. Vassiliou



Mr. Daskalakis

6. .....

.....

.....

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.....

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3. Listening: ANOTHER KIND OF CUISINE

3.1 During their stay in Australia the students visited a local school. That day a group of international students presented traditional dishes from their countries as part of a project on cultures. Listen to their presentations and write the name of the country each speaker comes from.





Speaker 1: .....

Speaker 2: .....

Speaker 3: .....

Speaker 4: .....

Speaker 5: .....

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3.2 Now listen again and find which speaker…

1. says that his/her favourite food is easy to make ➲ .....
2. recommends the food for picnics and parties ➲ .....
3. says the food has to be put in the fridge ➲ .....
4. talks about the shape of the food ➲ .....
5. says restaurants in other countries offer a different version of his/her food ➲ .....

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3.3 **Read part of an e-mail written by one of the students during their stay in China. There are 10 mistakes in the verb forms used. Find them and correct them.**



My biggest worry about my trip to China was what I will eat after hearing so many horror stories about the Chinese eating anything that move. But the food was the biggest surprise - I loved it! In fact, I felt lighter and more active than I was for a very long time. There was such a variety of dishes that we didn't eat the same thing twice.



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Luckily, I have practised my chopstick skills before the trip, so I could use them perfectly. We went to tea houses and are given demonstrations on how to make and serve tea.

What really impressed me though, was the Beijing Night Food Market. While I am strolling among the stalls, I have seen cooks making the local specialties such as starfish, snakes and scorpions! Most of the snacks were neatly arrange, kebab-style, on wooden skewers.

There were plenty of tourists biting into these things and having their photos taken. A Chinese friend of mine had a scorpion! ‘Go ahead! Perfectly safe! It is tasting like a potato chip’, he cried, grinning. It was an offer I refused! If you will visit the Night Market one day, will you try an insect? Crunch! Crunch!...



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4. Vocabulary: SOUVENIRS

4.1 **When travelling to new places we usually buy local things to remember the place and its culture. Look at the pictures of the souvenirs the children bought from the countries they visited. Match each one with its name from the list below. Then choose a word from the list to complete the information about the souvenirs.**

a.



b.



c.



d.



e.



f.



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g. 

h. 

	a boomerang
a	a tatami mats
	a nesting doll
	Beijing tea cups
	a samovar
	eucalyptus soap
	a kimono
	a brass dragon

1. ..... are a traditional type of Japanese flooring. They are made of soft, woven rush straw. They are associated with Japanese religious rites and the tea ceremony.

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2. …… is a heated metal container traditionally used to heat and boil water in and around Russia.
3. …… is known for its medicinal properties. It contributes to a feeling of freshness, cleanliness and well-being.
4. …… is a Chinese gift that is supposed to bring good fortune to its owner and protect him from harm.
5. …… or ‘Matreshka’ is probably the most popular Russian souvenir. It is a symbol of motherhood and fertility. The smaller doll fits inside the larger one, the next one fits within the next one, and so on.
6. ……, meaning clothing in Japanese, is perhaps one of Japan’s most beautiful treasures. Traditionally, the art of wearing it is passed from mother to daughter. Today, there are also special schools that teach the proper techniques of how to wear it.
7. …… is a kind of throwing stick that, when thrown correctly, travels in a curved path and returns to its point of origin. It is primarily associated with Australian Aborigines. It has been used for hunting and recreational activities.

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8. …… are made of exclusive porcelain, have no handles and are used for drinking tea.

4.2 Which souvenir would you suggest that tourists buy from your country? Discuss with your partner and decide on three popular souvenirs that are representative of your country. Choose one and write a short paragraph about it.

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Lesson 24 A World without End

1. Game: BINGO!

How many connections do your friends have with the rest of the world? Play this game of 'global bingo' to find out!

Below there are 16 questions and on the next page there are 16 squares on the Bingo Card. Ask your friends one question each. Put their names in the corresponding square and tick 'YES' or 'NO'. When you have 4 'YES' boxes ticked in a line (vertical, horizontal or diagonal), you have a bingo!

1.	Have you ever travelled to another country?
2.	Have you ever sent a letter to another country?
3.	Have you ever telephoned or e-mailed a person in another country?
4.	Do you have a relative living in another country?
5.	Have you ever spoken to a visitor from another country in his/her language?
6.	Do you own CDs with music from another country?

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7.	Are you wearing anything made in another country?
8.	Do you like food from another country?
9.	Can you name a sports star from another country?
10.	Does your family have a car that was made in another country?
11.	Do you have an electrical appliance at home that was made in another country?
12.	Do you live in a home where the language of another country is spoken?
13.	Have you recently read a newspaper story about another country?
14.	Have you recently seen a television programme about another country?
15.	Do you have an e-friend you communicate with in another country?
16.	Do you have a relative who was born in another country?

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6 9 1 4 13
23 12 5 17



7 6 5 14
22 9 1

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BINGO CARD

1. NAME:

.....

YES ☐ NO ☐

2. NAME:

.....

YES ☐ NO ☐

3. NAME:

.....

YES ☐ NO ☐

4. NAME:

.....

YES ☐ NO ☐

5. NAME:

.....

YES ☐ NO ☐

6. NAME:

.....

YES ☐ NO ☐

7. NAME:

.....

YES ☐ NO ☐

8. NAME:

.....

YES ☐ NO ☐

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9. NAME:

.....

YES ☐ NO ☐

10. NAME:

.....

YES ☐ NO ☐

11. NAME:

.....

YES ☐ NO ☐

12. NAME:

.....

YES ☐ NO ☐

13. NAME:

.....

YES ☐ NO ☐

14. NAME:

.....

YES ☐ NO ☐

15. NAME:

.....

YES ☐ NO ☐

16. NAME:

.....

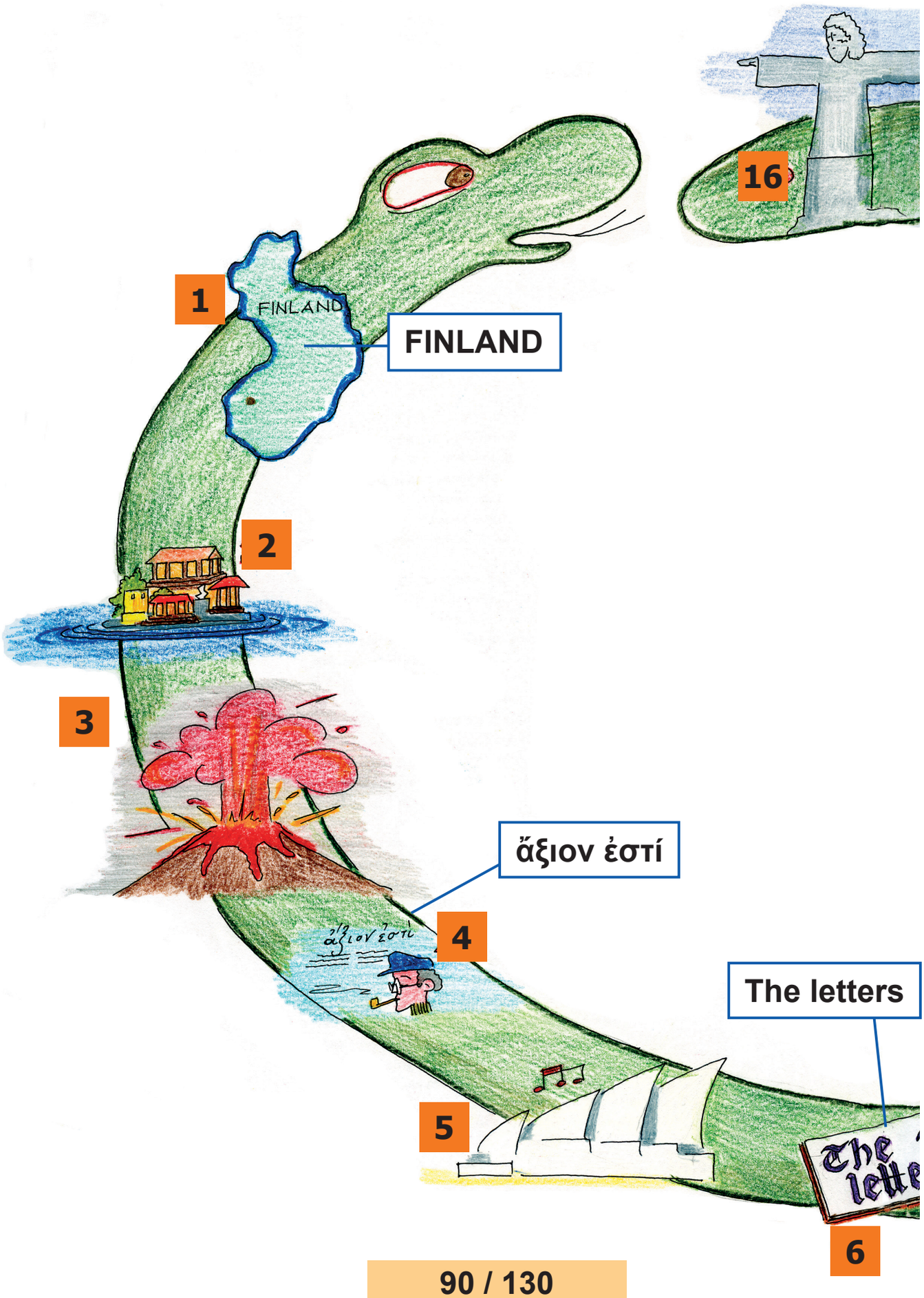
YES ☐ NO ☐

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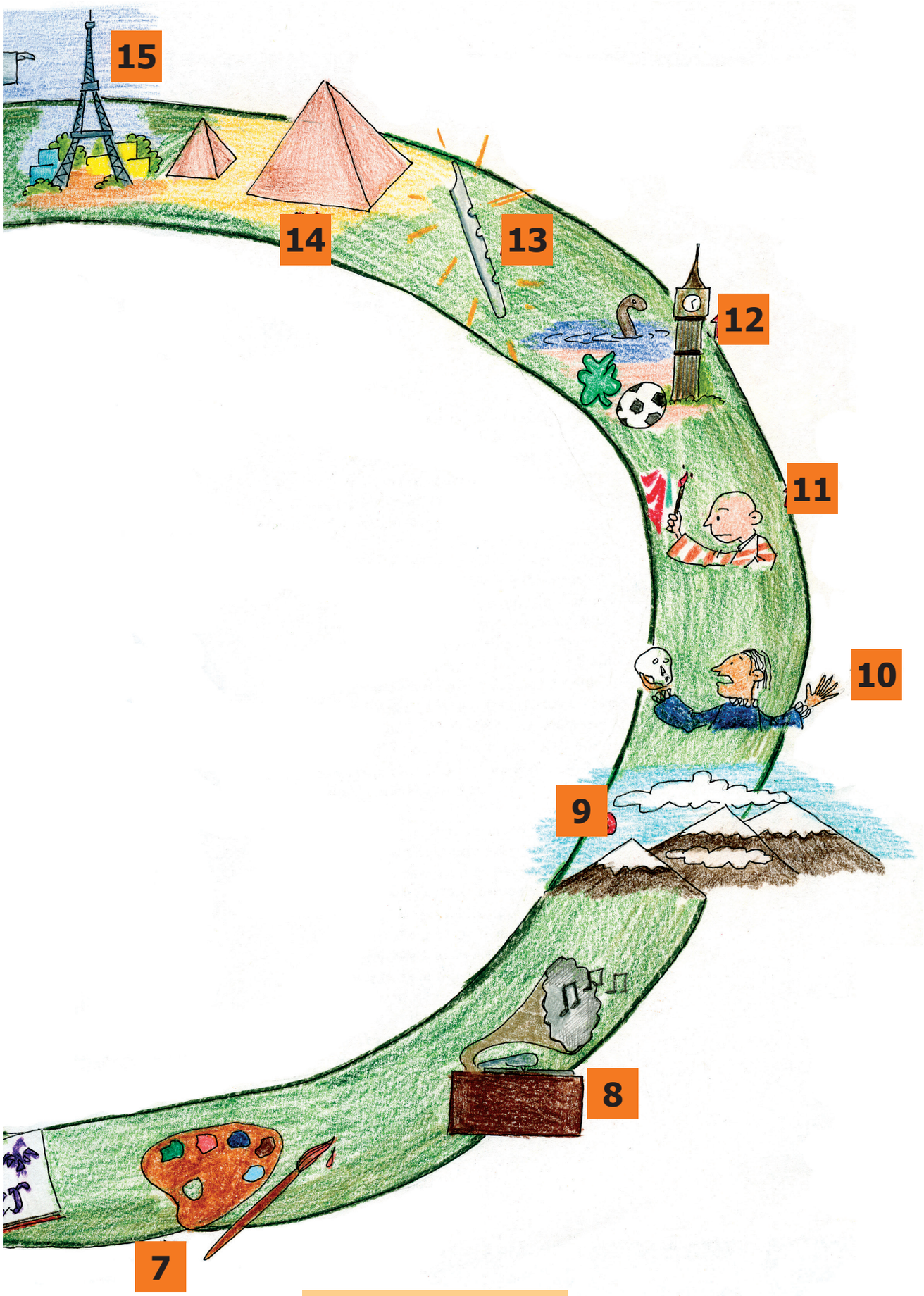
2.  Quiz

Answer the questions to fill in the boxes in the puzzle.
All the answers are found in different lessons of your book. The first letter of each answer forms a message.
Can you find it?

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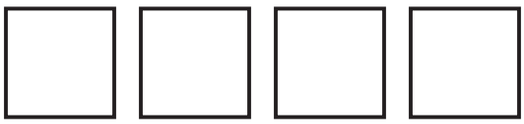
1	What's the capital of Finland?
2	What's the name of the mythical land Plato mentioned in his dialogues?
3	What's the name of the volcano which destroyed Pompeii?
4	Who wrote the well-known poetic cycle 'To Axion Esti'?
5	Where is the Sydney Opera House?
6	Who invented printing?
7	Which style of art shows things as they exactly appear in life?
8	Who invented the phonograph?

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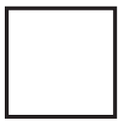
9	Which mountain range stretches across five countries?
10	What else did Shakespeare write besides sonnets and comedies?
11	Where was Picasso born?
12	Which country consists of England, Scotland, Wales and N. Ireland?
13	Who composed ‘The magic Flute’?
14	What did archaeologists find in the pyramids?
15	What is the most famous landmark in Paris?
16	Where is the famous statue called ´The Corcovado Christ’?

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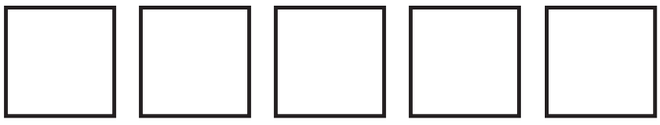
Hidden message



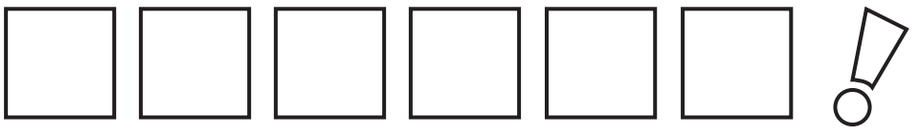
1. 2. 3. 4.



5.



6. 7. 8. 9. 10.



11. 12. 13. 14. 15. 16.

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UNIT 7 – EMBRACING OUR WORLD

LESSON 19 – AGAINST THE ODDS

Activity 2.3, p. 12/106

**

Use a suitable word from the box below in the appropriate form to complete the sentences.

surface
head
scream
crack
grip
panic

1. **When Bethany saw the shark, she didn't ……. She calmly swam towards the shore.**
2. **The alligator ……. and started going after the animal that was drinking water.**
3. **Pericles got a good ……. on the rope and slowly pulled the girl out of the water. He saved her life.**
4. **If a river is frozen, don't try to walk on its ……. because it may ……. .**

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5. Although it was dark, the boy managed to read the map and …… for home.
6. I heard a terrifying …… in the middle of the night, and went outside to see what was going on.

Extra - Language focus, activity 3.1, p. 15-17/107

**

Put the following sentences into the reported speech.

1. "Don't worry, I'm all right", said Sarah.
   Sara told her mother .....
   ..... .
2. "I can't leave Fay all alone", Jenny said.
   Jenny said that .....
   ..... .
2. "You must ask mother before you leave the house", Ben said.
   Ben told Jacob that .....
   ..... .
3. "Sylvana invited me to her party yesterday", Irene said.
   Irene said that .....
   ..... .

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4. “George is definitely a true hero”, Said Pamela.
   Pamela said that .....
   ..... .
5. “Nick is eating all the ice-cream, mother”, said Alex.
   Alex told his mother that .....
   ..... .

LESSON 20 – SEEING THROUGH A FRIEND’S EYES

Extra – Vocabulary, activity 1.3, p. 26-27/110

**

What do the things in the chart below feel like? Put a tick under the appropriate touch characteristic. Then write down 4 more items and ask your partner to complete the chart.

	ice	flour	steel	jelly
WET				
DRY				
HOT				
COLD				
HARD				
SOFT				
ROUGH				
SMOOTH				

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WET				
DRY				
HOT				
COLD				
HARD				
SOFT				
ROUGH				
SMOOTH				

LESSON 21 – FRIENDS WITHOUT FRONTIERS

Extra - Language focus, activity 2.1, p. 46-47/116

*

Read the e-mail from your Italian friend and report back to your friends what she wrote to you.

Hi there,
I've just arrived home and I'm getting ready to unpack! I can't believe my holiday is over! I had a great time and everything we did and saw was amazing! I can't thank you enough!
I'm very lucky to have you as my friend and I feel I've known you for all my life. It's important to have good friends even if they live in other countries. I truly hope that I will be able to do the same for you one day. Will you think about coming next summer? Don't forget to

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say hello to your brother Mike for me and e-mail me soon.

Love,
Carla

1. Carla told me that .....

.....

..... .

2. She said that .....

.....

..... .

3. She told me that .....

.....

and that .....

.....

..... .

4. She said that .....

.....

..... .

5. She added that .....

.....

and that .....

.....

..... .

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6. She told me that .....

.....

.....

..... .

7. She said that .....

.....

.....

..... .

8. She wanted to know if .....

.....

.....

..... .

9. She asked me .....

.....

and .....

.....

..... .

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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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