# Think Teen

2nd Grade of Junior High School

WORKBOOK (ΠΡΟΧΩΡΗΜΕΝΟΙ) ΣΥΓΓΡΑΦΕΙΣ Αλεξία Γιαννακοπούλου, Εκπαιδευτικός

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ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ:



# Think Teen

2nd Grade of Junior High School

**WORKBOOK** 

 $(\Pi POX\Omega PHMENOI)$ 

ΟΡΓΑΝΙΣΜΟΣ ΕΚΔΟΣΕΩΣ ΔΙΔΑΚΤΙΚΩΝ ΒΙΒΛΙΩΝ ΑΘΗΝΑ

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## **UNITY IN DIVERSITY**

## Lesson ) People

## 1. Vocabulary

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

	В
	a. develop gradually and naturally
	b. the use of materials to prevent loss of heat
gs	c. take in heat, light, etc.
	d. area
	e. everything around a place
	f. height above sea level
	g. the process of becoming suitable for a new situation
	gs

and Places

- **1.2** Choose a word from list A above to complete the sentences.
  - 1. Dry sand can ..... water.
  - 2. Evolution occurs as a result of ...... to new environments.
  - 3. It's important that buildings should fit in with their ......
  - 4. We are now flying at an ..... of 10,000 metres.
  - 5. Plants and animals ...... over millions of years to suit their environment.
  - 6. Animals' thick fur provides very good ...... against the arctic cold.
- **1.3** The adjectives and expressions in the table below are used to describe people. Add more words to it by putting the words in the box below into the appropriate category. Look up any unknown words in the dictionary.

elderly wavy	thin/thick eyebrows wears braces	adolescent upturned	plump square	wrinkled crooked
height	old, middle-aged, young early/mid/late 20s (30s, of tall, of average height, si	etc.) hort		you can de easily if categorie
body	fat, chubby, thin, skinny muscular	characte		
hair	dark, fair, red, blond, lor shoulder-length, bald, w		•	
face	round, long, oval, freckle	ed		
skin	fair, dark, pale, light			45
nose	long, hooked, flat, pointe	d, large, straight		
mouth	thin / full lips, crooked /	even teeth, large	9	
eyes	dark, large, slanted, alm	ond-shaped, thic	ck eyelids	

you can learn new words more easily if you put them into

easily if you put them into categories, for example: physical characteristics, personality, etc.

slim

tanned

spiky

hazel



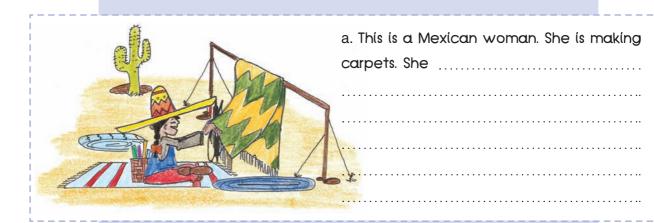
### LESSON 1 - PEOPLE AND PLACES

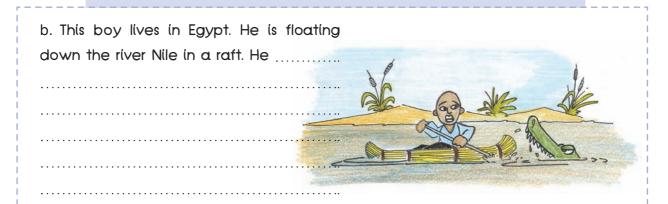
**1.4** Look at the pictures and describe the people using adjectives and expressions from the table in 1.3.

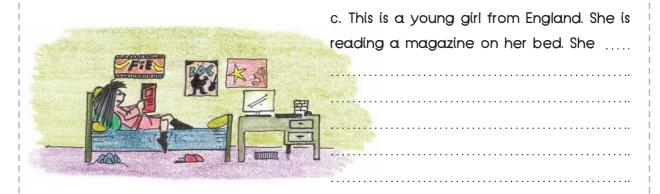
e.g.

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









### LESSON 1 . PEOPLE AND PLACES

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

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

## useful tip

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

Positive	Negative



- **1.6** Which five of the character traits in 1.5 do you like most in a friend? Which do you dislike most? Discuss in groups.
- **1.7** Choose an adjective from the lists in 1.5 to describe the people below.

### People who...

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

aı	е.		
		 	 • • • •

## LESSON 1 - PEOPLE AND PLACES

1.8	Compl	ete the sen	itences	s using an	appropri	ate a	djectiv	ve from	1.5.			
	1. He's kind and He cares about others.											
	2. She always tells the truth. She's the most person I know.											
	3. Don't be											
	4. You should be with children. They need time to do things.											
	5. Tor	m is not on	ly help	ful, but he	's also			1	He often	gives us	s present	S.
	6. Eve	en in difficu	It situa	tions, mot	her tries t	to sta	ıy					
	7. l'm	always		b	efore a te	st. I f	eel w	orried n	o matter	how har	rd I have	studied.
		•										
1.9		can be for adjectives i					-			o corres	pond to a	as many
			sion	-tion	-ness		ty	-V	-ence	-ance	e	
						•	-,	,				_
			Ad	ljectives					Noun			
			е	.g. calm					calmne	SS		
1.10	meanii	es <b>im-</b> , <b>dis-</b> , ng. Which pete and the	orefix fo	orms the c	pposite o	of ead	ch of t	the adje	ectives be	low?	dictionary	
	1	pleasant	4.	logic	cal	es.				• • • • • • •	• • • • • • • • • • • • • • • • • • • •	
	2	polite	5.	resp	onsible	m du				• • • • • •		
	3	obedient	6.	sens	sitive	еха					• • • • • • • • • • •	
1.11	Match	the adjective	ves in	box A with	the nour	ns in	box E	3 to			В	
		expressions								rocky	dese	
	and the same of th		1				I's up to	you p. 132	scor	ezing ching wet acked	earth plair mou mars	n Intain
	参		2				浮	and )	4			
	3		2				25	NO PROBLEM	MIII 5			

## LESSON 1 • PEOPLE AND PLACES

2.1	Fill in the	blanks with	n an an	propriate	form of	of the	verbs ir	brackets.
	1 111 111 1110	DIGITING WILL	i aii ap	propriate	101111		VCIDS II	i biackets.

)	LE!	550N 1 • PEOPLE AND PLACES
WOTKERS UNIT	2.	Language Focus
workb	2.1	Fill in the blanks with an appropriate form of the verbs in brackets.
		Omar (1) (be) a boy of twelve. He (2) (live) in the Sahara desert and although the days (3) (usually / be) hot, the nights (4) (often / be) cold. Omar's people are nomads and they (5) (live) in tents that can easily be moved from place to place. Today is a very busy day. Omar and his brothers (6) (pull) up the tent poles and his father (7) (roll) up the tents. They (8) (move) to a new place near an oasis. Omar's sister (9) (always / help) with the chores. Today, she (10) (tie) the bundles to the camels' saddles and she (11) (load) the food and water bags on them, too. Omar's family (12) (never / stay) in one place very long.
	0.0	
	2.2	<ul> <li>Write questions and short answers.</li> <li>1. the Japanese / always / wear / kimonos</li></ul>
		3. you / fly / Italy / tomorrow
		Yes, I can't wait.
		4. the children / listen / new songs / at the moment?  ? No,
		?
		No,
		Yes,

## 3. Listening

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

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

The second secon

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

## 4. Pronunciation

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

	/s/	/z/	/IZ/
walks	✓		
has			
reaches			
eats			
allows			
gives			
helps			
catches			

**4.2** Listen to the words. Pay attention to the way we pronounce the  $/\eta$ / sound.

walking, wearing, living, spring, freezing

**4.3** Listen and circle the words with the  $/\eta/$  sound.

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

**4.4** Listen again and repeat.



## LESSON 2 - JOINED IN OUR DIFFERENCES

## Lesson 2 Joined in

## our Differences

## 1. Vocabulary

**1.1** Find words in the texts (S's book, p.16) which mean:

### Text 1

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



### Text 2

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



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



		1
	HATT LEE	

С	Е	L	Е	В	R	Α	Т	Е	Р	0	F
Н	Т	R	Α	D	I	Т	I	0	N	Α	L
0	С	U	W	В	Е	R	0	Р	L	Т	F
Р	U	0	L	S	- 1	Т	0	Α	I	W	Е
S	L	D	С	Α	Р	I	Т	Α	L	S	S
Т	Т	L	Α	N	G	U	Α	G	Е	Т	Т
I	U	S	Т	0	N	Т	D	I	S	Н	I
С	R	0	Α	R	Т	М	Е	Α	В	Т	V
K	Е	С	U	S	Т	0	М	S	Q	Z	Α
S	Н	Е	L	Т	Α	D	М	I	R	Е	L

### LESSON 2 - JOINED IN OUR DIFFERENCES

- **1.3** Circle the appropriate meaning of the phrasal verbs below.
  - 1. Have you made up with Mary yet?
  - 2. He made up an excuse and left.
  - 3. The elements that make up culture are common for all people.
  - 4. She got up and made for the exit.
  - 5. We could just make out a house through the trees.

- a) become friends again
- a) accepted
- a) form, compose
- a) moved towards
- a) see

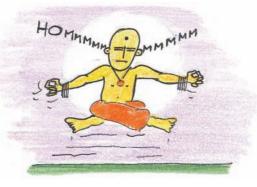
- b) understood
- b) invented
- b) cause
- b) arrived at
- b) build

## 2. Language Focus

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



- 1. In some places, people live (live) in homes made of mud or logs. Some of the mud houses in India ..... (look) like palaces!
- 2. What ..... (you / look) at?
  - That Scottish man who ...... (wear) a kilt.



- 3. Buddhists ..... (believe) that lots of money ...... (not / make) people happy.
- 4. I ..... (think) of going to the festival. What about you?
  - I'm afraid I can't. My best friend ...... (have) a party tonight.
- 5. Eskimos ..... (like) frozen fish eyes but they ...... (think) that cheese is horrible to eat!



- 6. Most of the world's diamonds ..... (come) from Africa.
- 7. More and more people ...... (move) from rural areas to big cities these days.
- 8. Arabs ..... (not / eat) with their left hands.



### LESSON 2 . JOINED IN OUR DIFFERENCES

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



	win shoot	play consist	prefer en <del>j</del> oy	hop like	not / need believe	show
--	--------------	-----------------	------------------------------	-------------	-----------------------	------

## Time for games!



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

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





Puzzles, jigsaws and crosswords are all games of the mind. They (8) ...... strength but a lively mind. Tangrams are traditional Chinese puzzles. They (9) ..... of a square cut into seven pieces.



## 3. Speaking

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



- clothes
- music
- shoes
- cars
- food
- CD players
- films
- electronic games
- e.g. Do you eat fruit from other countries?
  - Yes, I eat bananas from Ecuador and strawberries from Spain.

### LESSON 2 . JOINED IN OUR DIFFERENCES

## 4. Writing

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

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# 5. Everyday English: GREETINGS AND INTRODUCTIONS

- **5.1** Read the dialogues below and complete them with an appropriate expression from the box.
  - **A.** (1) .....
    - All right. Thanks, Brian. And you?
    - I'm fine, thanks. See you later, Jane.
    - (2)

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



- B. Hi, Peter. How are things?
  - **(3)** .....
  - Pretty good, thanks. Peter, this is Maria. She's from Spain.
  - Hi, Maria. Nice to meet you.
  - **(4)** .....



- 5.2 Listen and check your answers.
- **5.3** Match the expressions (1-4) with their use (a-d).
  - 1. Hi / Hello / How are you? / How are you doing? / How are things? / How is it going?
  - 2. All right / OK / (I'm) fine / Not so bad / Pretty good, thanks.
  - 3. (It's) Nice to meet you / Pleased to meet you.
  - 4. (Brian), this is (Maria).

You say this when:

- a. you meet someone for the first time.
- b. you introduce someone to someone else.
- c. you greet someone and ask how they are.
- d. you say how you are.



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

## LESSON 2 - JOINED IN OUR DIFFERENCES

## 6. Duiz

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

BEEEEN

	This country has a famous <i>loch</i> (lake).
2.	This city has a famous clock tower.
3.	This city is famous for its football team and hosted the Olympic Games in 1992.
	This country is well-known for its tulips and windmills.
5.	This city is the capital of Belgium and the seat of the European Union.
6.	The southernmost part of Europe is in this country.
7.	The Rhine and the Danube flow in this country.
3.	The Alps stretch across five countries. Which ones?
).	This city used to belong to two countries.

SCORE

10. What are Λετονία and Λευκορωσία called in English?

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

16-20 points	10-15 points	3-9 points	0-2 points
Excellent!	Very Good!	Quite Good!	Fair!

EEN

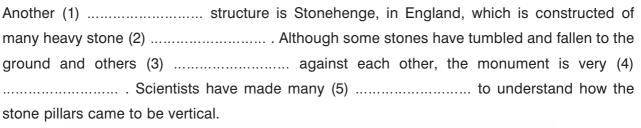
## LESSON 3 - DIFFERENT PLACES - DIFFERENT BUILDINGS

# Lesson 3 Different Different buildings

## 1. Vocabulary

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

Α.	support pillars	dome distinctive	soil marble	
building. They		(2) the (4) or si look.		
В.	foundation monuments	installed construction	worked storeys	
most amazing spectators. Its	g (2)s floor has now fal passages where ca	Colosseum was complet It had four (3)	ee the (4)	d hold 50,000
C.	stable attempts	lean shallow	columns	

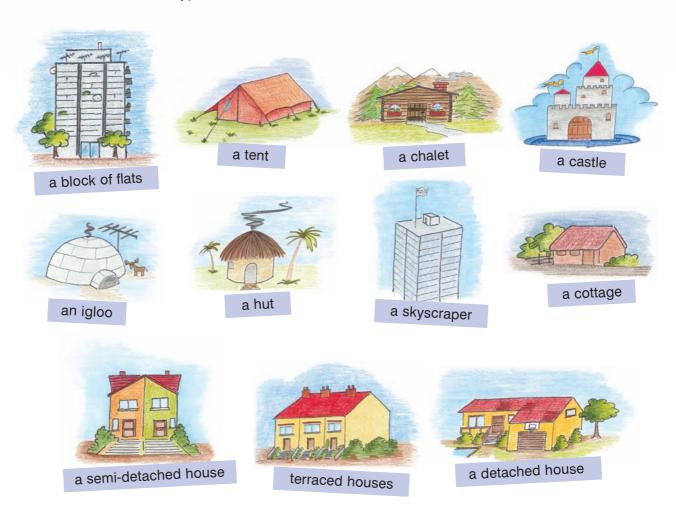




# MANAGEMENT

### LESSON 3 • DIFFERENT PLACES - DIFFERENT BUILDINGS

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



- 1. a row of houses that are joined together. 

  .....
- 2. a large building containing many apartments. → ......
- 3. a large strong building with towers and high walls built in the past.

**→** .....

- 4. a wooden house often on a snowy, mountain side. → ......
- 5. a small simple house often made of wood, mud and grass. → ......
- 6. a very tall building. → .....
- 7. a house joined to another house by a common wall. → ......
- 8. a house usually found in the countryside. 

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

**→** .....

- 10. a house made of blocks of ice. 

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

### LESSON 3 • DIFFERENT PLACES - DIFFERENT BUILDINGS

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

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

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







2. stone: .....

bricks: .....

 concrete: ......

5. mud: .....

6.	grass:	

7. ice blocks: .....

8. cloth: .....

9. glass: .....

10. steel: .....



- **1.5** What part or type of building does each definition below refer to? Find the words in the puzzle.
  - 1. the top part of a window or door that is curved.
  - 2. the top of a building.
  - 3. something built in memory of a person or event.
  - 4. a tall, narrow building.
  - 5. a religious building of worship.
  - 6. one of the floors in a building.
  - 7. a stone or wooden pillar that supports a building.

М	S	Т	ı	Р	٧	L	Α
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N	В	F	0	Н	U	ı	Р
U	F	٧	W	М	Е	Р	R
М	С	Χ	Е	Е	Α	Q	0
Е	R	Α	R	С	Н	Т	0
N	W	С	N	М	D	G	F
Т	Е	М	Р	L	Е	Т	Υ
Е	R	Т	N	L	G	K	L
Χ	С	0	L	U	М	N	М

### LESSON 3 • DIFFERENT PLACES - DIFFERENT BUILDINGS

## 2. Language Focus

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



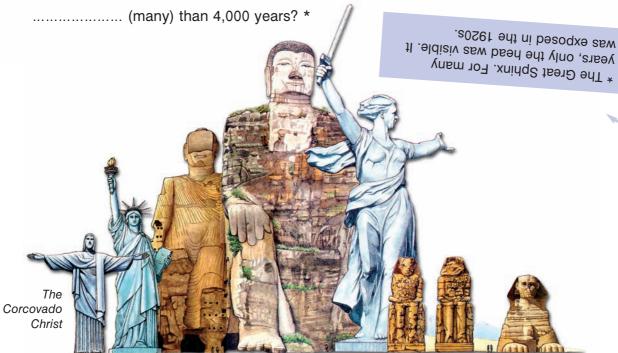
t. Basil's Cathedral, Moscow

- **2.2** Cross out the extra word in each of the sentences below.
  - 1. China is a more larger country than India.
  - 2. English food is not as popular as than Japanese.
  - 3. Spanish people are the more interested in football than French people.
  - 4. This country is the most hospitable than in Europe.
  - 5. This building is as less impressive than the Colosseum.
  - 6. The Japanese are much polite people.
  - 7. The Parthenon is not as much high as the Pyramids.
- **2.3** Complete the sentences below with the correct form of the adjectives in brackets.
  - 1. The Great Sphinx is ...... (old) and ...... (short) than the Statue of Liberty.
  - 2. The world's ...... (large) and ...... (famous) statue of Jesus is in Rio de Janeiro and is called 'The Corcovado Christ'.
  - 3. The Colossi of Memnon are not ...... (tall) as the Bamian Buddah.
  - 4. Although 'Motherland Calls' is ...... (tall) statue in the world today, it is not ...... (famous) as others.

### LESSON 3 • DIFFERENT PLACES - DIFFERENT BUILDINGS

5. Which of these statues is ...... (impressive) in your opinion?

6. Can you guess which of these statues was almost completely buried in the sand for



The Statue of Liberty

The Bamian Buddha

The Dafo Buddha

Motherland Calls

The Colossi of Memnon

The Great Sphinx

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

modern high

impressive

beautiful

colourful old plain traditional low





A cottage in Germany



Adobe homes



The Castle of the Knights in Rhodes



The Petronas Towers

e.g.	The	cottage	is	less	modern	than	the	skyscrapers.
4								

1.	
2.	
3.	
4.	
5.	