Think Teen

2nd Grade of Junior High School

WORKBOOK

(ΠΡΟΧΩΡΗΜΕΝΟΙ)
### ΣΥΓΓΡΑΦΕΙΣ
- Άλεξα Γιαννακοπούλου, Εκπαιδευτικός
- Γεωργία Γιαννακοπούλου, Εκπαιδευτικός
- Ευαγγελία Καραμπάση, Εκπαιδευτικός
- Θεώνη Σοφρωνή, Εκπαιδευτικός

### ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΣΕΙΣ
- Ουράνια Κοκκίνου, Μέλος ΕΕΔΠ Ι, Πανεπιστημίου Θεσσαλίας
- Διονύση Παπαδοπούλου, Σχολή Σύμβουλος
- Ανθούλα Φατούρου, Εκπαιδευτικός

### ΕΙΚΟΝΟΓΡΑΦΗΣΗ
- Ιωάννης Κοσμάς, Σκηνογράφος-Εικονογράφος
- Χρυσάνθη Αυγέρου, Φιλόλογος

### ΦΙΛΟΛΟΓΙΚΗ ΕΠΙΜΕΛΕΙΑ
- Ιωσήφ Ε. Χρυσοχός
  Παρεδρός ε.θ. του Παιδαγωγικού Ινστιτούτου

### ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΜΑΘΗΜΑΤΟΣ
- Άλεξάνδρα Γρηγοριάδου
  Τ. Παρεδρός ε.θ. του Παιδαγωγικού Ινστιτούτου

### ΥΠΕΥΘΥΝΗ ΤΟΥ ΥΠΟΕΡΓΟΥ
- Δημήτριος Γ. Βλάχος
  Ομότιμος Καθηγητής του Α.Π.Θ
  Πρόεδρος του Παιδαγωγικού Ινστιτούτου

### ΠΡΟΕΚΤΥΠΩΤΙΚΕΣ ΕΡΓΑΣΙΕΣ

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

#### ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ
- Δημήτριος Γ. Βλάχος
  Ομότιμος Καθηγητής του Α.Π.Θ
  Πρόεδρος του Παιδαγωγικού Ινστιτούτου

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

#### Επιστημονικοί Υπεύθυνοι Εργου
- Αντώνιος Σ. Μπομπέτσης
  Σύμβουλος του Παιδαγωγικού Ινστιτούτου
- Γεώργιος Κ. Παλής
  Σύμβουλος του Παιδαγωγικού Ινστιτούτου
- Ιγνάτιος Ε. Χατζευστράτης
  Αναπληρωτές Επιστημονικοί Υπεύθυνοι Εργου
- Ιγνάτιος Ε. Χατζευστράτης
  Μόνιμος Παρεδρός του Παιδαγωγικού Ινστιτούτου
- Γεώργιος Χαρ. Πολύζος
  Παρεδρός ε.θ. του Παιδαγωγικού Ινστιτούτου

#### Έργο συγχρηματοδοτούμενο 75% από το Ευρωπαϊκό Κοινωνικό Ταμείο και 25% από εθνικούς πόρους.
Αλέξια Γιαννακοπούλου
Γεωργία Γιαννακοπούλου
Ευαγγελία Καραμπάση
Θεώνη Σοφρωνά

ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ:  

Think Teen
2nd Grade of Junior High School

WORKBOOK
(ΠΡΟΧΩΡΗΜΕΝΟΙ)

ОРГАНИΣΜΟΣ ΕΚΔΟΣΕΩΣ ΔΙΔΑΚΤΙΚΩΝ ΒΙΒΛΙΩΝ
ΑΘΗΝΑ
UNIT 1: UNITY IN DIVERSITY
Lesson 1: People and Places ......................... p. 6
Lesson 2: Joined in our Differences ................... p. 12
Lesson 3: Different Places – Different Buildings ........ p. 17

UNIT 2: ECHOES OF THE PAST
Lesson 4: Mysteries of Our World ...................... p. 22
Lesson 5: Across the Ages ............................. p. 26
Lesson 6: Life on the Water ............................ p. 31

UNIT 3: TIME OUT
Lesson 7: Get on Board ................................ p. 36
Lesson 8: What an Experience! ......................... p. 43
Lesson 9: ...Let the Games Begin ....................... p. 49

UNIT 4: LET’S CHANGE OUR SCHOOLS
Lesson 10: Looking at Other Schools .................. p. 54
Lesson 11: Schools Change through Time .............. p. 60
Lesson 12: Change: An Ongoing Process ............... p. 66

UNIT 5: THE ARTS
Lesson 13: Quite an Art! ................................ p. 70
Lesson 14: It’s Music to my Ears ......................... p. 75
Lesson 15: Acting Up! ................................. p. 80

UNIT 6: HEALTHY LIVING
Lesson 16: You are What you Eat ...................... p. 88
Lesson 17: The ‘Greenest’ Way to School ............... p. 95
Lesson 18: Going ‘Green’ ............................. p. 100

UNIT 7: EMBRACING OUR WORLD
Lesson 19: Against the Odds ......................... p. 104
Lesson 20: Seeing through a Friend’s Eyes .......... p. 110
Lesson 21: Friends without Frontiers ................ p. 114

UNIT 8: WELCOME TO THE WORLD
Lesson 22: Breaking the Boundaries ................ p. 118
Lesson 23: It’s a Small World After All .............. p. 123
Lesson 24: A World without End .................... p. 128

IT’S UP TO YOU ........................................ p. 132
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.

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

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.

<table>
<thead>
<tr>
<th>elderly</th>
<th>thin/thick eyebrows</th>
<th>adolescent</th>
<th>plump</th>
<th>wrinkled</th>
<th>slim</th>
<th>spiky</th>
</tr>
</thead>
<tbody>
<tr>
<td>wavy</td>
<td>wears braces</td>
<td>upturned</td>
<td>square</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

c. This is a young girl from England. She is reading a magazine on her bed. She
LESSON 1 • PEOPLE AND PLACES

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

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>modest</td>
<td>rude</td>
</tr>
<tr>
<td>generous</td>
<td>arrogant</td>
</tr>
<tr>
<td>sociable</td>
<td>mean</td>
</tr>
<tr>
<td>dishonest</td>
<td>dishonest</td>
</tr>
<tr>
<td>positive</td>
<td>negative</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

useful tip

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

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

**are...**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**LESSON 1: PEOPLE AND PLACES**

### 1.8 Complete the sentences using an appropriate adjective from 1.5.

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

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

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

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. calm</td>
<td>calmness</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>rocky desert</td>
</tr>
<tr>
<td></td>
<td>freezing earth</td>
</tr>
<tr>
<td></td>
<td>scorching plain</td>
</tr>
<tr>
<td></td>
<td>wet mountain</td>
</tr>
<tr>
<td></td>
<td>cracked marsh</td>
</tr>
</tbody>
</table>

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

---

Unit 1 / 9
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.

2.2 Write questions and short answers.

1. the Japanese / always / wear / kimonos
   -------------------------------------------?
   No, __________ . Only on special occasions.

2. your French friend / often / eat / snails
   -------------------------------------------?
   Yes, __________ . They’re his favourite food.

3. you / fly / Italy / tomorrow
   -------------------------------------------?
   Yes, __________ . I can’t wait.

4. the children / listen / new songs / at the moment?
   -------------------------------------------?
   No, __________ . They’re dancing.

5. it / be / wet / today
   -------------------------------------------?
   No, __________ . The sun is shining.

6. you / usually / travel / abroad
   -------------------------------------------?
   Yes, __________ . Once or twice a month.
LESSON 1 • PEOPLE AND PLACES

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.

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.

<table>
<thead>
<tr>
<th></th>
<th>/s/</th>
<th>/z/</th>
<th>/ız/</th>
</tr>
</thead>
<tbody>
<tr>
<td>walks</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reaches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eats</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>allows</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>helps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>catches</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2 Listen to the words. Pay attention to the way we pronounce the /ŋ/ sound.
walking, wearing, living, spring, freezing

4.3 Listen and circle the words with the /ŋ/ sound.
big, fishing, flag, burning, surroundings, aggressive, protecting, absorbing, gold, staying, long, tin, again

4.4 Listen again and repeat.
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.

```
C E L E B R A T E P O F
H T R A D I T I O N A L
O C U W B E R O P L T F
P U O L S I T O A I W E
S L D C A P I T A L S S
T T L A N G U A G E T T
I U S T O N T D I S H I
C R O A R T M E A B T V
K E C U S T O M S Q Z A
S H E L T A D M I R E L
```
1.3 Circle the appropriate meaning of the phrasal verbs below.

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

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

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

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

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

2. Language Focus

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

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

2. – What are you looking at?  
   – That Scottish man who is wearing a kilt.

3. Buddhists believe that lots of money does not make people happy.

4. – I am thinking of going to the festival.  
   What about you?  
   – I’m afraid I can’t. My best friend is having 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 are moving from rural areas to big cities these days.

8. Arabs do 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.

<table>
<thead>
<tr>
<th>win</th>
<th>shoot</th>
<th>play</th>
<th>prefer</th>
<th>hop</th>
<th>not / need</th>
<th>show</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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.

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

3. Speaking

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

- 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.
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.

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) ........................................

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. Quiz

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

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

2. This city has a famous clock tower.

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

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

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

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

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

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

9. This city used to belong to two countries.

10. What are Латвия and Λευκορωσία called in English?

SCORE

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

<table>
<thead>
<tr>
<th>Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-20</td>
<td>Excellent!</td>
</tr>
<tr>
<td>10-15</td>
<td>Very Good!</td>
</tr>
<tr>
<td>3-9</td>
<td>Quite Good!</td>
</tr>
<tr>
<td>0-2</td>
<td>Fair!</td>
</tr>
</tbody>
</table>
Lesson 3  Different places  Different buildings

1. Vocabulary

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

A. support pillars  dome distinctive  soil marble

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

B. foundation installed worked monuments construction storeys

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

C. stable attempts lean shallow columns awe-inspiring

Another (1) ……………………… structure is Stonehenge, in England, which is constructed of many heavy stone (2) ……………………… . Although some stones have tumbled and fallen to the ground and others (3) ……………………… against each other, the monument is very (4) ……………………… . Scientists have made many (5) ……………………… to understand how the stone pillars came to be vertical.
1.2 Some of the very first dwellings were caves. In time, people learnt to build better houses to meet their needs. Match the types of accommodation with a suitable definition.

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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Places</th>
<th>Which do you prefer</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Tom</td>
<td>block of flats, tent</td>
<td>tent</td>
<td>can carry it easily, closer to nature</td>
</tr>
</tbody>
</table>

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

1. wood: .......................... 6. grass: ..........................
2. stone: .......................... 7. ice blocks: ........................
3. bricks: .......................... 8. cloth: ..........................
5. mud: .......................... 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.
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.
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.

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 ..................... (many) than 4,000 years? *

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

<table>
<thead>
<tr>
<th>modern</th>
<th>new</th>
<th>beautiful</th>
<th>colourful</th>
<th>traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>high</td>
<td>impressive</td>
<td>old</td>
<td>plain</td>
<td>low</td>
</tr>
</tbody>
</table>

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

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

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