

# Think Teen!

3rd Grade of Junior High School

**WORKBOOK**

**Τόμος 5ος**

# **ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ**

**ΣΥΓΓΡΑΦΕΑΣ**

**Patrick Mc Gavigan**

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ΠΡΟΕΚΤΥΠΩΤΙΚΕΣ  
ΕΡΓΑΣΙΕΣ

**Αφοί Ν. Παππά & Σία Α.Ε.Β.Ε.**

**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 Α.Π.Θ.**  
**Πρόεδρος του Παιδαγωγικού**  
**Ινστιτούτου**

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

**Επιστημονικοί Υπεύθυνοι Έργου  
Αντώνιος Σ. Μπομπέτσης  
Σύμβουλος του Παιδαγωγικού  
Ινστιτούτου  
Γεώργιος Κ. Παληός  
Σύμβουλος του Παιδαγωγικού  
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**Αναπληρωτές Επιστημονικοί  
Υπεύθυνοι Έργου  
Ιγνάτιος Ε. Χατζηευστρατίου  
Μόνιμος Πάρεδρος  
του Παιδαγωγικού Ινστιτούτου  
Γεώργιος Χαρ. Πολύζος  
Πάρεδρος ε.θ. του Παιδαγωγικού  
Ινστιτούτου**

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

## ΣΤΟΙΧΕΙΑ ΕΠΑΝΕΚΔΟΣΗΣ

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



Οι διορθώσεις πραγματοποιήθηκαν κατόπιν έγκρισης του Δ.Σ. του Ινστιτούτου Εκπαιδευτικής Πολιτικής

**Η αξιολόγηση, η κρίση των προσαρμογών και η επιστημονική επιμέλεια του προσαρμοσμένου βιβλίου πραγματοποιείται από τη Μονάδα Ειδικής Αγωγής του Ινστιτούτου Εκπαιδευτικής Πολιτικής.**

**Η προσαρμογή του βιβλίου για μαθητές με μειωμένη όραση από το ΙΤΥΕ – ΔΙΟΦΑΝΤΟΣ πραγματοποιείται με βάση τις προδιαγραφές που έχουν αναπτυχθεί από ειδικούς εμπειρογνώμονες για το ΙΕΠ.**

**ΠΡΟΣΑΡΜΟΓΗ ΤΟΥ ΒΙΒΛΙΟΥ  
ΓΙΑ ΜΑΘΗΤΕΣ  
ΜΕ ΜΕΙΩΜΕΝΗ ΟΡΑΣΗ**

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**ΙΤΥΕ - ΔΙΟΦΑΝΤΟΣ**





**ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ  
ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ**

**ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ  
ΠΟΛΙΤΙΚΗΣ**

**Patrick Mc Gavigan**

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ΣΥΓΓΡΑΦΗΣ  Linguaphone**

**Η συγγραφή και η επιστημονική  
επιμέλεια του βιβλίου  
πραγματοποιήθηκε υπό την αιγίδα  
του Παιδαγωγικού Ινστιτούτου**

**3rd Grade of Junior High  
School  
Workbook**

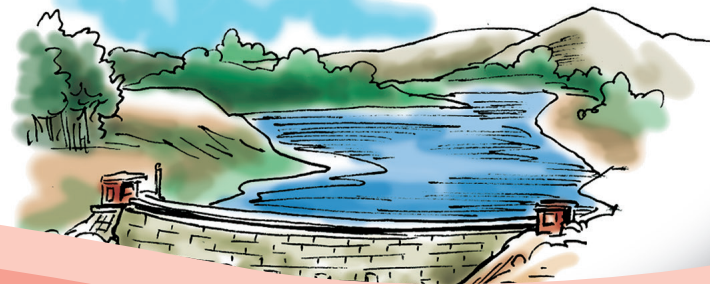
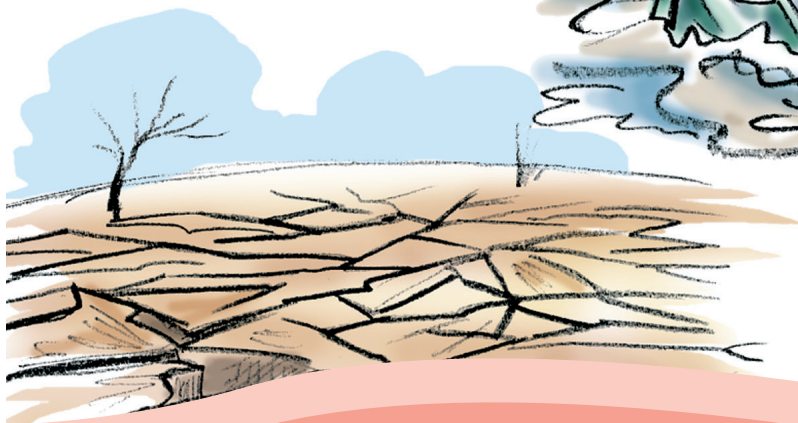
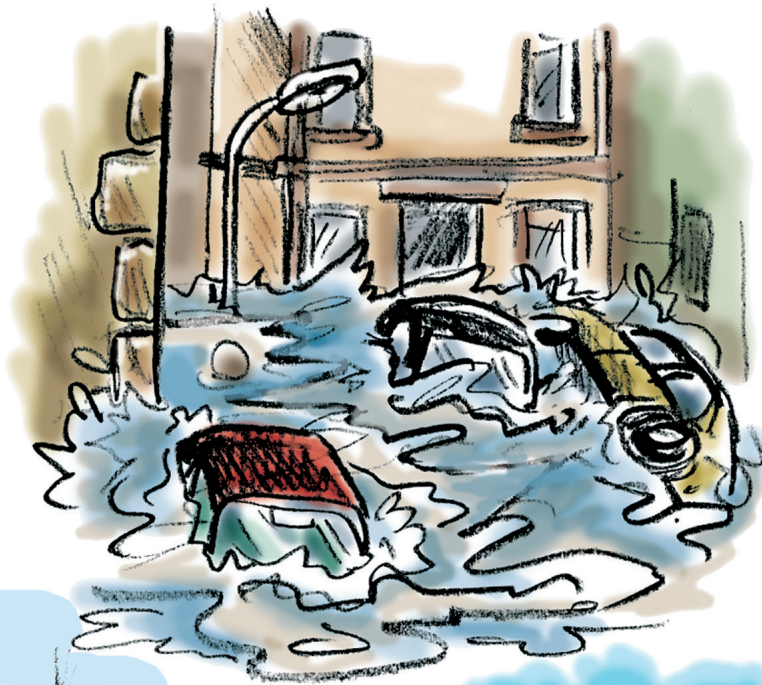
**Τόμος 5ος**

**Ι.Τ.Υ.Ε. «ΔΙΟΦΑΝΤΟΣ»**



# UNIT 9

## What's the weather like?



# UNIT 9

## Activity 1

**A. Match each of the words to the right sketch.**

drought,  
volcanic eruption,  
flood,  
steam,  
dam

**B. Write a factual sentence using each word.**

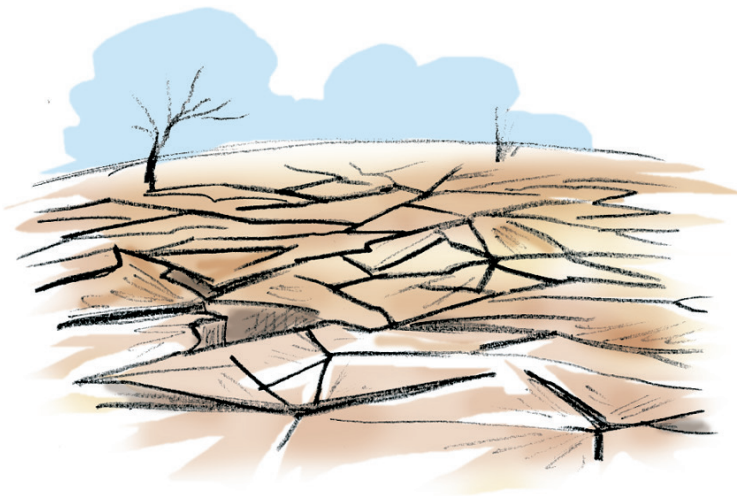
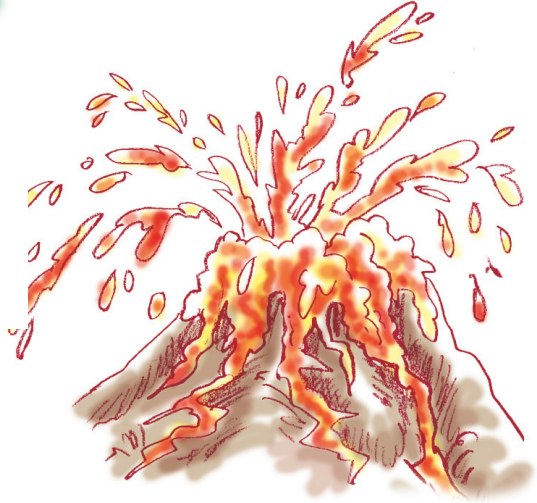
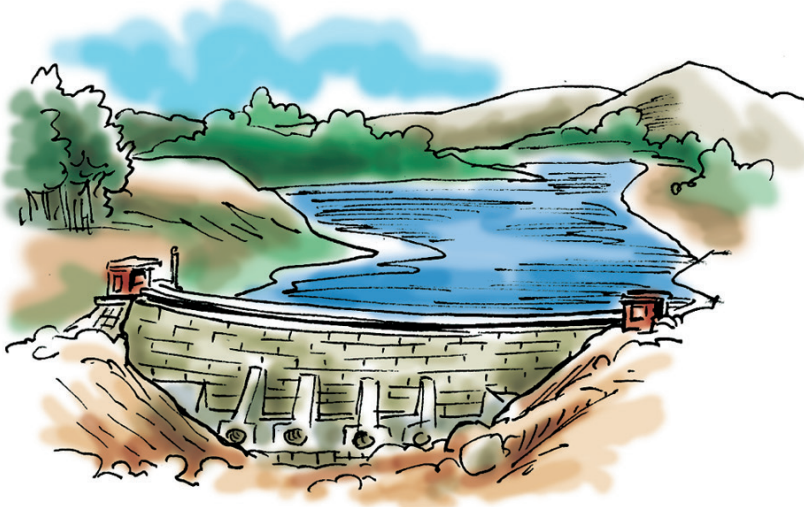
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



## Activity 2

**A. Match the nouns in box a) with a suitable noun in box b).**

**a** fossil  
methane  
power  
sugar  
exhaust  
greenhouse  
oil  
coal  
public

**b** spill  
fire  
cane  
transport  
gas  
fuel  
effect  
station  
fumes



**B. Complete each of the sentences with a suitable pair of words.**

- 1. By the year 2100, it is likely that we will have used all our .....**
- 2. The ship sank causing a huge .....**
- 3. Many homes in the UK still use ..... as a source of heating.**
- 4. In Brazil, fuel made from ..... is used to drive cars.**
- 5. It is believed that the ..... is responsible for an increase in world temperatures.**

- 6. The ..... from vehicles like cars and buses pollute our cities daily.**
- 7. One of the solutions to making cities cleaner is for people to stop using their cars and use ..... instead.**
- 8. Animals such as cows and sheep produce huge amounts of ..... .**
- 9. Athens is supplied by electricity by the ..... at Lavrio.**



## Activity 3

### A. Match the verbs to a suitable noun.

a water pump  
water  
wind  
a wheel  
electricity  
a room

convert

spins

heat

generate

light

operate



**B. Complete the sentences 1-6 with a suitable verb noun combination.**

**1. It takes a strong person to**

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---

**2. In the Middle Ages, people used candles and fires to**

---

---

**3. A gerbil \_\_\_\_\_  
\_\_\_\_\_ a wheel to produce electricity**

**4. People in Iceland do not need to \_\_\_\_\_ for showers as it is already boiling.**

**5. Windmills in the East of Crete \_\_\_\_\_ for the nearby towns.**

**6. Man has long known how to \_\_\_\_\_  
\_\_\_\_\_ into energy to drive wheels.**

## Activity 4

**Write a sentence about which energy source would be most suitable for each of the following places: Mykonos, Evia, Macedonia.**

**Example:** The wind in Crete is strong so windmills would be a good source of energy.

**solar power** .....

.....

**sea wave power** .....

.....

**hydro-power** .....

.....



## Activity 5A

**The words 1-7 can have two different meanings. Match the correct word with its two meanings in a-g on the line provided.**



- 1. wave:** a) to use money or resources / to pass time
- 2. station:** b) to make someone safe / to use less of something
- 3. fans:** c) a piece of a tree / a small forest
- 4. run:** d) a place where trains stop / a place where some kind of activity happens
- 5. save:** e) to move quickly on foot / to operate or function
- 6. wood:** f) supporters of a sports team / a machine that blows cool air
- 7. spend:** g) a line of sea water / the movement of the hand

## Activity 5B

**Complete each of the sentences 1-9 with a correct verb from the list.**

- 1. Jane didn't ..... to her friend Sally when she saw her in the street.**
- 2. Did you ..... much time preparing the energy project?**
- 3. They plan to build a new power ..... on the outskirts of the city.**
- 4. We shall need some ..... to light the fire.**
- 5. It takes many employees to ..... an oil company.**

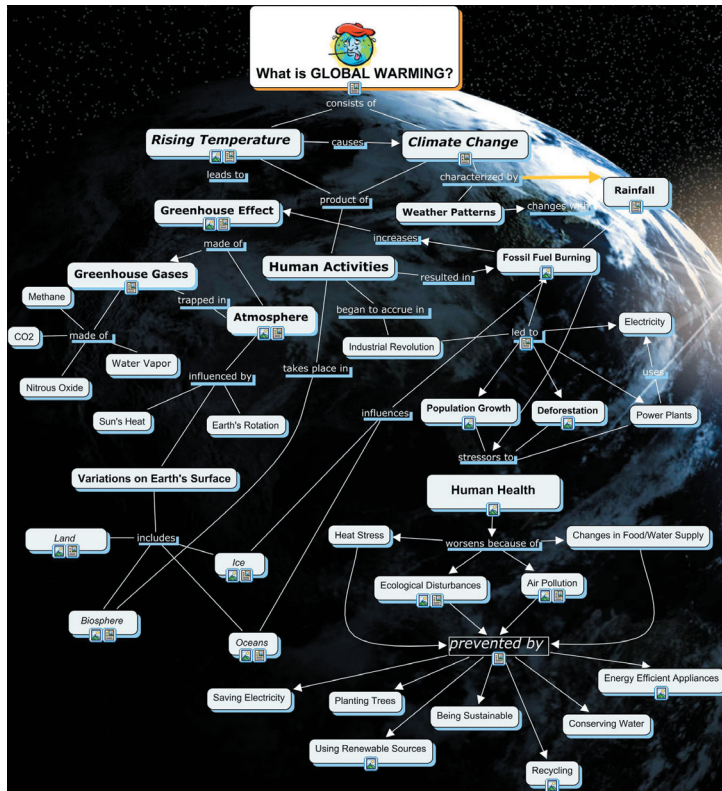


6. The electrical store sold thousands of ..... during the heat wave.
7. We can ..... electricity by turning off the lights each time we leave a room.

## Activity 6

**A. Match the adjectives from a-e with a noun from i-v.**

- |               |                |
|---------------|----------------|
| a) organic    | i) appliances  |
| b) global     | ii) waste      |
| c) thermal    | iii) radiation |
| d) solar      | iv) warming    |
| e) electrical | v) energy      |



# What is GLOBAL WARMING?

## B. Complete the sentences with the words in Activity 6A.

- a) Underground water sources are sources of ..... in Iceland
- b) More and more people are using ..... from their homes as a source of energy.

- c) The problem of .....  
is made worse by Greenhouse  
gases.
- d) People should try to use their  
..... less often to save  
energy.
- e) ..... passes through the  
thin atmosphere and can cause  
cancer.



## Activity 7 - Grammar



**Complete the dialogue using indirect speech**

**Helen: I want to tell you something about energy saving devices.**

**Simon: What does she say?**

**You: She says that \_\_\_\_\_**

\_\_\_\_\_

**Helen: I saw windmills in Crete last month.**

**Simon: What does she say?**

**You: She says that \_\_\_\_\_**

\_\_\_\_\_

**Helen: My parents don't use solar energy.**

**Simon: What does she say?**

**You: She says that \_\_\_\_\_**

\_\_\_\_\_

**Helen: My uncle wants to live on an island.**

**Simon: What does she say?**

**You: She says that \_\_\_\_\_**

---



## Activity 8

**Re-write the sentences 1-7  
using reported speech like the  
example:**

He said, “This is a great party”.  
He said that that was a great party.

**1. They said, “This is a good  
energy saving device.”**

**They said \_\_\_\_\_**  
\_\_\_\_\_

**2. She said, “I don’t waste  
electricity”**

**She said \_\_\_\_\_**  
\_\_\_\_\_

**3. He said, “I am doing an energy project tomorrow.”**

**He said \_\_\_\_\_**  
\_\_\_\_\_

**4. You said, “I will turn off the light in the bathroom.”**

**You said \_\_\_\_\_**  
\_\_\_\_\_

**5. She said, “I am not cold now.”**

**She said \_\_\_\_\_**  
\_\_\_\_\_

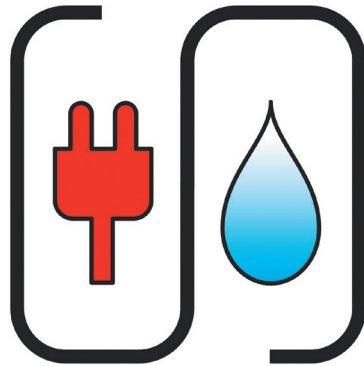
**6. They said, “We have never had a power cut here before.”**

**They said \_\_\_\_\_**  
\_\_\_\_\_

**7. They said, “We were in Larissa last week.”**

**They said \_\_\_\_\_**  
\_\_\_\_\_

# energy



# saving



**Save energy,  
save money,  
save the  
environment:  
Your guide to  
energy saving  
grants and  
offers**

Save energy, save money,  
save the environment:

Your guide to energy saving grants and offers





## Activity 9

**Complete the following chart for changes from direct to reported speech.**

**can becomes** .....

**will becomes** .....

**does becomes** .....

**is becomes** .....

**are becomes** .....

**have becomes** .....

## Activity 10

**Complete the sentences with the correct form of 'light'.**

**moonlight, daylight, candle light  
sunlight, fluorescent light,**

- a) Unless you have strong dark glasses, it is difficult to read in the .....
- b) The filling station is only open during ..... hours.
- c) During the electricity cut, most people ate their meals by .....
- d) With the invention of ..... people used fewer lamp bulbs.

e) The street lights were out but they could see their way with the help of the .....



## Activity 11

# Compound verb - meanings

**A. Match the verbs 1-5 with the suitable definition a, b or c.**

**1. bubbles up**      a) rises  
                                 b) becomes  
                                 c) start to leave

**2. gets heated**      a) becomes heat  
                                 b) becomes cold  
                                 c) heats up

**3. go on**              a) move  
                                 b) use  
                                 c) need

**4. comes from**      **a) is made in**  
**b) starts**  
**c) travels**

**5. have on**      **a) pretend**  
**b) invite**  
**c) light**



**B. Use one of the verbs in A in its correct form to complete the sentences 1-5.**

- i) It's so dark at 4.30 in winter afternoons in the UK that people ..... the lights .....**
- ii) The water ..... underground and then rises as steam.**
- iii) Many people in China ..... to work ..... bicycles.**
- iv) The electric power for Greek cities ..... huge electricity stations.**
- v) When the water ..... we know that it is boiling.**



## Activity 12

**Below is our list of the top ten easy actions we can all take to directly reduce our impact on climate change. Match the action with the description.**

## **ACTIONS**

- A. Insulate your house**
- B. Use low-emission forms of transport**

- C. Switch to renewable electricity supplier**
- D. Actively monitor your energy use**
- E. Don't buy things you don't really need**
- F. Install energy-saving light bulbs**
- G. Turn off appliances when you have finished**
- H. Use a modern and efficient boiler**
- I. Turn down your heating**
- J. Cut down on unnecessary flights**





# DESCRIPTIONS

1.

**Energy saving light bulbs last up to 12 times longer than normal bulbs. There's a wide range of attractive designs now available and they emit 70% less carbon dioxide than normal bulbs. Change yours today!**



2.

**It makes no sense to leave appliances on if you're not using them - you're simply wasting energy, losing money and contributing to climate change. Turn that TV off when you're not watching it!**



**3.  
Some energy suppliers can now provide you with electricity that is produced from 100% renewable sources, thus avoiding causing climate change. It's easy to switch and prices are very competitive.**



**4.**

**If you keep an eye on the electricity you use it's much easier to reduce your climate change impact and save money on your bill. There are various easy-to-use products that let you see exactly what you're using.**



**5.**

**Insulating your house is a very effective way to reduce your carbon emissions. On average 30% of your heat simply escapes through the walls and is wasted. It's simple and easy to install and makes a big difference.**



**6.**  
**Turning down your thermostat by just 1°C could cut your carbon dioxide emissions by over 5% as well as saving you around €30 per year. Do you really need the house to be that hot? What about wearing a jumper?**



**7.**  
**Modern condensing boilers use considerably less gas than traditional ones, thus significantly**

**reducing the impact on climate change. They're quick to install and save on space as well as money.**



**8.  
Each time we fly or drive by road we contribute directly to climate change by burning fossil fuels. If we switch more of our journeys to train or bus this reduces our impact and if we walk or cycle we have no impact!**



**9.**

**Air travel is a huge contributor to climate change and its impact is growing more rapidly each year. Always ask yourself - do you really need to fly or is it possible to travel closer to home or go via train instead?**



**10.**

**Most of us far more 'stuff' than we ever need. Every time you buy a product you're responsible for the emissions due to its manufacture, packaging and transport. So only**

**buy stuff you really need or will actually use.**



## Activity 13

**A. Match the verbs 1-5 with a suitable definition a, b or c.**

### Verbs

**a) produce      i) grow**  
**ii) make**  
**iii) have**

**b) ban              i) not allow**  
**ii) make important**  
**iii) prevent**

**c) create**

**i) make**

**ii) develop**

**iii) damage**

**d) pretend**

**i) push something to  
the edge**

**ii) feel something hot**

**iii) behave as if  
something is real**

**e) grumble**

**i) shout**

**ii) complain**

**iii) speak loudly**





**B. Use one of the verbs in A in its correct form to complete sentences 1-5.**

1. Many people ..... about the greenhouse effect but do nothing about it

2. The government wants to ..... all cars in the city centre.

3. When the weather is fine, some children ..... to be ill to avoid going to school.

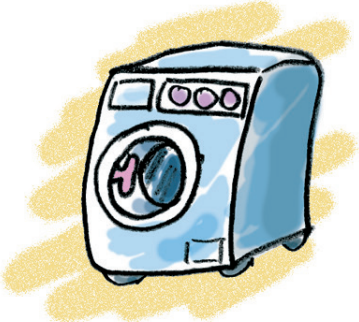
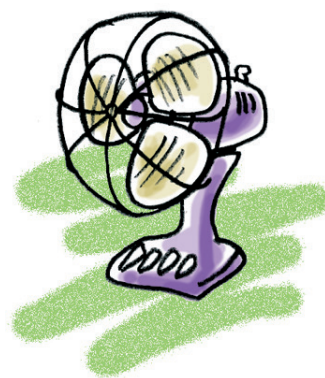
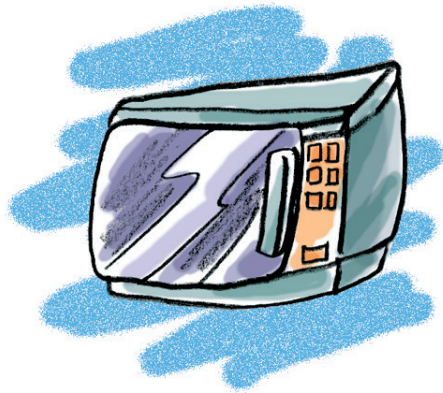
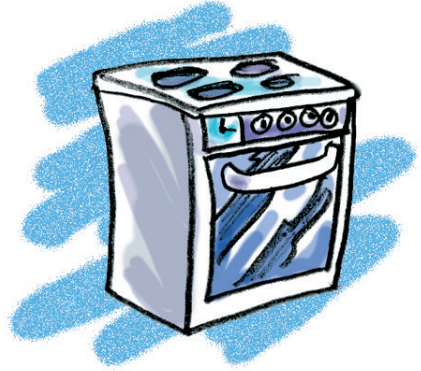
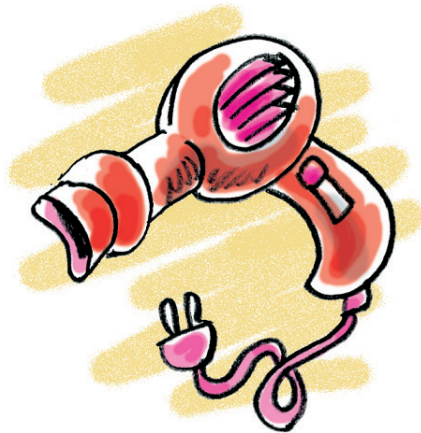
4. If we could control the tide at Halkida, we could ..... enough electricity for the whole of Evia.

5. World leaders should ..... an organisation to control the effects of pollution on the earth.

## Activity 14

**Match the statement to a suitable appliance.**

- a) After swimming, she had to use this.**
- b) Some people say that the radiation from this affects food.**
- c) This uses a lot of water and it would be more economical to use the sink.**
- d) If this breaks, food goes bad.**
- e) She couldn't speak to her friend as the phone was not working.**
- f) We need one of these to make bread and cakes.**
- g) This gives a refreshing feeling in the heat of the summer sun.**
- h) With a large family to look after, this is useful for the dirty clothes.**





# UNIT 10

## Natural phenomena



# UNIT 1

## Activity 1

**A. Look at the pictures. What kind of catastrophe do they show?**



**B. Use the picture to make a list of 5 different kinds of damage that could occur when this type of disaster happens.**

a) \_\_\_\_\_

\_\_\_\_\_

b) \_\_\_\_\_

\_\_\_\_\_

c) \_\_\_\_\_

\_\_\_\_\_

d) \_\_\_\_\_

\_\_\_\_\_

e) \_\_\_\_\_

\_\_\_\_\_

## Activity 2

**A.**

**Look at the three pictures and decide what could have caused each event. Write your answer on the line underneath each picture.**



**i**



**ii**



**iii**



**B.**

**What do you think the people in each catastrophe could have done to recover from their shock? Write three suggestions on the lines provided.**

**i)**

---

---

**ii)**

---

---

**iii)**

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## Activity 3 - Grammar



# Transformations

**Rewrite each of the following sentences using the word in *italics* to keep the meaning the same.**

1. I am sure the captain didn't know he was so near the rocks.  
*have*

The captain .....  
he was so near the rocks.

2. I am almost certain the crew did their best to help the passengers.  
*done*

The crew ..... their  
best to help the passengers.

**3. It is possible that some of the crew were watching TV at the time.**

**been**

**Some of the crew**

**..... watching TV  
at the time.**



## Activity 4

**Write the nature of each disaster in the photographs 1-5**



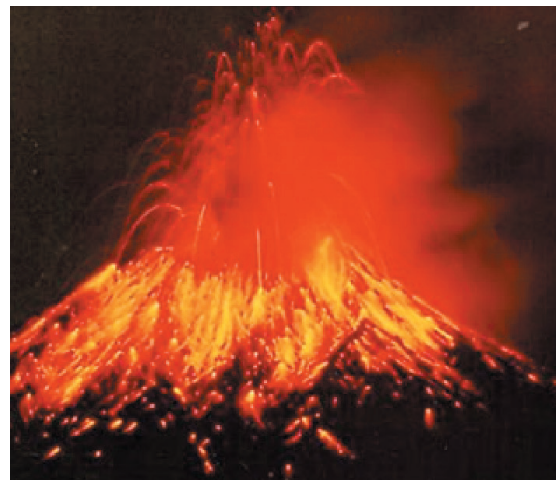
1.



2.



3.



4.



**5.**

## Activity 5

**Make a response statement to those in 1-5 using a modal verb from the box.**

must have

shouldn't have

can't have

should have

might have

- 1. I think I saw James in Lamia last night.**
- 2. The kids didn't leave the room when the earthquake started**
- 3. The girls stayed on the beach to watch the tsunami approach.**
- 4. There was so much traffic on the road.**

## 5. The photographer stayed to take photos of the volcanic eruption.



## Activity 6

**Use the words in the box to complete the sentences.**

**at the top of  
in a panic  
on the outskirts  
at a low height  
around noon  
off shore  
on guard**

- a) Vesuvius is .....  
modern day Naples in Southern  
Italy.
- b) The earthquake occurred  
..... when everyone was  
preparing for lunch.



- c) When you live near an active volcano, you must always be..... that something might happen unexpectedly.
- d) The people on the beach ran ..... as the huge wave approached.
- e) Just before an earthquake, birds tend to fly .....
- f) The hurricane started ..... and moved inland towards the city.
- g) The survivors stayed ..... the hill until the water levels fell.





## Activity 7

# Adjectives

**A. Match the adjectives in the box with a suitable noun from list in bold.**

**precious**  
**destructive**  
**fatal**  
**gloomy**  
**restless**  
**continuous**  
**shrill**

**voice**  
**metals**  
**noise**  
**volcano**  
**children**  
**disaster**  
**weather**

**B. Complete the sentences with an appropriate pair of words.**

**i) The people of Atlantis covered their walls with**

---

**ii) The inhabitants of the town lived in fear of the**

---

**iii) The sinking of the ship was a**

---

**iv) She shouted at the passengers in a**

---

**v) We can't go for a walk in such**

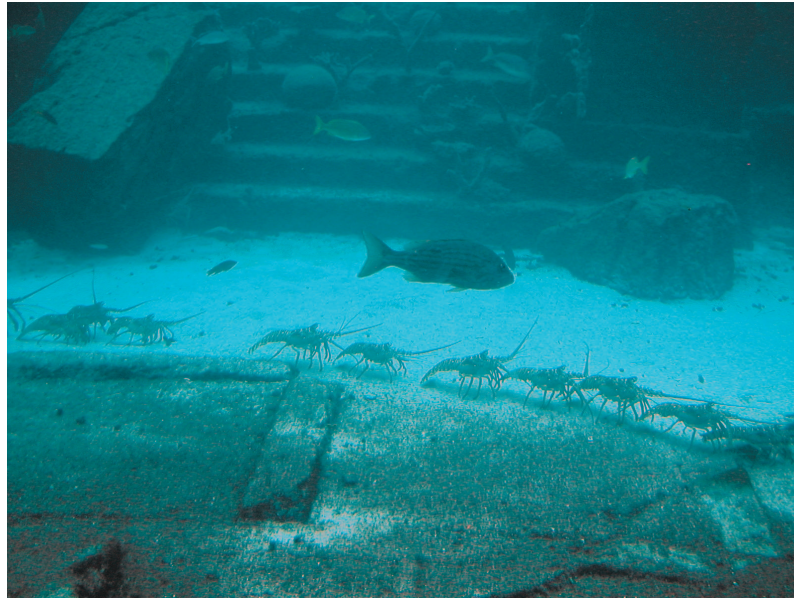
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**vi) When the building shook, the rooms were full of**

---

**vii) We found it difficult  
to sleep with the**

---



## Activity 8

**A. Match the verbs to a suitable  
preposition from the box on  
the right**

**tied  
set  
went  
draw  
prepare  
slow  
find**

**down  
onto  
up  
back  
out  
off  
for**

.....

.....

.....

.....

.....

.....

.....

**B. Complete the sentences with the correct verb and preposition combination**

- a) it was an earthquake which \_\_\_\_\_ the tsunami.
- b) The curious onlookers \_\_\_\_\_ the beach to see the waves.
- c) It is necessary to \_\_\_\_\_ sea disasters when you live in a coastal area
- d) The poor dog was \_\_\_\_\_ and couldn't escape.
- e) The government are building huge walls on the coastline to \_\_\_\_\_ the tsunami waves.

f) How can people \_\_\_\_\_ if their lives are in danger?

g) When the sea began to \_\_\_\_\_ the inhabitants realized their lives were in danger.



## Activity 9

### Similar or different

**Circle the correct word in each sentence.**

- a) The captain let the crew member off with a warning/threat.
- b) It is a general knowledge/assumption that we cannot predict when earthquakes will occur.
- c) When the building caught fire, it became a towering inferno/flame.
- d) The ash/ ashtray from the volcano covered the surrounding countryside.
- e) The local livers/ inhabitants were always aware of the dangers.



- f) It is important to know where to take shelter/safety when a disaster strikes.**
- g) The tsunami was strengthened by the hard/strong winds.**
- h) All of the rescuers / survivors from the ship wreck were scared to death.**
- i) The sea / water bed of the Mediterranean Sea is full of sunken ships.**
- j) People stood on the coast area / coastline and watched the huge wave approaching.**



## Activity 10

**Choose the right words to complete each sentence.**

- a) You mustn't / shouldn't have left the building during the storm
- b) The children should/ must have stayed indoors during the hurricane.
- c) You might / can't have seen Anne last Sunday; she was in London.
- d) It can't / might have been Bill who telephoned the emergency services. He knows their number.
- e) You might / should have let the headmaster know of serious problems when you discovered it.



## Activity 11

**Complete the text by changing each of the words in bold capitals into a noun.**



## **SAN FRANCISCO (1906)**

Although there had been different \_\_\_\_\_ about the next quake the tremors around the city were the first \_\_\_\_\_ that something was wrong. It had been so long since the last \_\_\_\_\_ of an earthquake in the area but the local people were always prepared for an immediate \_\_\_\_\_ of the city if an earthquake struck. On this day, the \_\_\_\_\_ happened just before noon. Their \_\_\_\_\_ that something like this would happen helped to prevent \_\_\_\_\_ and fear as everyone realized that their best \_\_\_\_\_ was to remain calm and organized. The quake would bring some \_\_\_\_\_ to the lives of \_\_\_\_\_

**the inhabitants but they would deal with the disaster as best they could.**

**PREDICT  
INDICATE  
OCCUR  
EVACUATE  
ERUPT  
SUSPECT  
CONFUSE  
PROTECT  
DISTURB**

## Activity 12

**Read the following descriptions and say what each disaster is.**

a) \_\_\_\_\_ is a Japanese word meaning harbor wave. They are a series of waves that are caused by underwater earthquakes disturbing the sea levels. As was seen in December 2004 in the Indian Ocean region, a \_\_\_\_\_ can happen quickly, be large and destructive, and cause a great loss of life.

b) \_\_\_\_\_ in north-eastern Brazil have killed at least 15 people and driven tens of thousands from their homes, civil defence officials have said. The victims drowned

**when the River Paraíba burst its banks and the walls of a medium-sized dam cracked in the normally arid state of Paraíba. The waters, caused by torrential rains, have also destroyed corn and bean crops, and washed away roads.**

**c)**  
**Although \_\_\_\_\_ have the reputation of being very dangerous, there are advantages of living near one. They provide resources for energy extraction, also called geothermal resources. Heat from the earth's crust is being converted to energy. The big advantages to this type of energy are that it is very clean and the resources are nearly inexhaustible.**

## Activity 13

**Complete the following text with one suitable word in each space.**

Atlantis is described as a place that 1..... have been very beautiful with walls that were covered 2..... precious metals and fountains that had 3..... hot and cold water. A huge canal connected the city 4..... the ocean and allowed the ships to enter the city. 5..... the outskirts of the city there were fields where farmers grew the food to feed the inhabitants.



## Activity 14

### Same spelling with a different meaning

**A. Match the pair of meanings to one of the words on the left.**

- 1. sign:** a. something wrong / an issue
- 2. capital:** b. a piece of land / a subject of study
- 3. hints:** c. part of a country / part of a house
- 4. blow:** d. small parts / bits of information
- 5. cycle:** e. money to invest / the most important city in a country
- 6. area:** f. something that represents something / a movement of the hands
- 7. matter:** g. a lost chance / a hard hit with the hand
- 8. field:** h. repeated events / a period of time

## **B. Complete the sentences using one of the words from the list.**

- i) The largest city in Canada is Montreal but the \_\_\_\_\_ is Quebec**
- ii) The animals in the \_\_\_\_\_ were restless as they sensed an earth tremor**
- iii) What is the \_\_\_\_\_ of your back yard?**
- iv) The disaster was a \_\_\_\_\_ to her hopes of moving to a new city.**
- v) It is only a \_\_\_\_\_ of time before another disaster strikes.**

- vi) The earth gives us \_\_\_\_\_ that something is going to happen.
- vii) The farmer took the dogs barking as a \_\_\_\_\_ that the volcano was going to erupt.
- viii) Even after disasters and catastrophes, the \_\_\_\_\_ of life continues.



## Activity 15

# Similes (animal stereotypes)

as stubborn as a mule

as quiet as a mouse

as blind as a bat as wise as an owl

as busy as a bee

as happy as a lark

as gentle as a lamb

as slippery as an eel



**A. Write the suitable simile under each sketch above.**

**B. Choose four of the sketches  
and write a sentence to  
describe someone you know  
who has these characteristics.**

# Revision test

## Activity 1

**Read the following sentences 1-5 and choose what each one says from the answers given.**

- 1. You can use underground water to make steam.**
  - a) You can steam water underground**
  - b) Steam is produced by using underground water.**
  - c) You can water the ground.**

**2. The pollution makes the air very dirty but at least it is not in our house.**

**a) The air in our house is dirty.**

**b) The pollution is in our house.**

**c) Our house does not have dirty air.**

**3. Our new buses run on electricity.**

**a) We have electricity in our buses**

**b) We use electricity to power our buses.**

**c) We run with our buses**

**4. We don't have enough wood to heat the water.**

**a) We don't have enough water to wash in.**

**b) We have wood but no water to wash in.**



**c) There is little wood to heat the water.**

**5. Heavy rain causes serious flooding in many parts of the city.**

**a) Many parts of the city are flooded because of heavy rain**

**b) Heavy rain in the streets**

**c) Serious flooding causes heavy rain**

**marks / 5**

## Activity 2

**Complete the sentences with the correct expression from those in the box. There is one expression that you do not need.**

**in the winter months**  
**in a small town**  
**in the mountains**  
**in this way**  
**in the yard**  
**in Shanghai**

1. The dogs .....  
were barking loudly before the  
earthquake struck.
2. People in our village do not sit  
in the square .....  
as it is too cold.
3. We recycle our bath and kitchen  
water and ..... we save  
water.
4. Suzanna likes to go skiing  
..... each  
Christmas.
5. Philipos grew up  
..... near Larissa.

**marks / 5**

## Activity 3

**Complete the sentences with the appropriate expression from the box.**

**around the house  
across the river  
outside Beijing  
over the dam  
on an island**

**1. Stella's grandfather  
grew up in a village**

.....

**2. During the Olympics in 2008  
some athletes stayed just**

.....

**3. We couldn't get**

..... as the  
**boat was broken.**

**4. There are many energy  
wasting machines**

.....

**5. It rained so heavily last month  
that water flowed .....  
and into the valley below.**

**marks / 5**

## Activity 4a

**Match the words in the set A with the correct pair in set B.**

**A**

- i) methane
- ii) water
- iii) powe
- iv) fossil
- v) exhaust

**B**

- a) station
- b) fuels
- c) gas
- d) fumes
- e) pump

- i) .....
- ii) .....
- iii) .....
- iv) .....
- v) .....

**marks / 2.5**

**88 / 108**

## Activity 4b

**Complete each of the sentences 1-5 with the correct pair from activity 4a.**

- 1. The ..... from the cars were causing terrible pollution in the city.**
- 2. Oil and gas are the two most important forms of ..... today.**
- 3. The ..... broke and so the farmer had a problem with his vegetables.**
- 4. According to the WWF, Greece has the worst polluting ..... in Europe.**

**5. Organic material, cows and sheep produce ..... which can be used as a source of energy.**

**marks / 2.5**

## **Activity 5**

**Read the text below and choose the correct noun for each space.**

**In Plato's description of Atlantis life was perfect. There were 1..... filled with marvelous works of art and 2..... made of marble and gold. In the centre of the**

**90 / 108 - 109**



3..... city there were  
huge 4..... where the  
people went to pray to their Gods  
or to sit by the falling water of the  
beautiful 5..... .

The local 6.....  
grew their food in the  
7..... which were  
on the 8..... of the  
city. Their lives were perfect.  
As there is no positive proof or  
9..... that Atlantis  
existed we do not know if they  
had any 10..... or not  
before it disappeared forever.

- |    |                |                |
|----|----------------|----------------|
| 1. | a. authorities | b. capitals    |
|    | c. palaces     | d. rings       |
| 2. | a. statues     | b. houses      |
|    | c. tunnels     | d. inhabitants |

3. a. little b. big  
c. good d. capital
4. a. temples b. docks  
c. tunnels d. hills
5. a. rivers b. harbours  
c. fountains d. sea
6. a. tourists b. inhabitants  
c. lives d. locals
7. a. ash b. fields  
c. temples d. rings
8. a. top b. centre  
c. outskirts d. harbours
9. a. evidence b. ideas  
c. excavations d. assumptions
10. a. evacuation b. planning  
c. possibility d. warning

**marks / 5**

## Activity 6

**For sentences 1-5 make a comment by using a verb pattern like the example:**

**e.g.** I saw John in Thessaloniki last night.

**can't**

You can't have seen John in Thessaloniki last night.

**1. Many people suffered as a result of the tsunami because they didn't move out.**

**should**

.....

.....

**2. Dimitris was lucky that the car missed him.**

**could**

.....

.....

**3. I rang Anna at 12 o'clock but she didn't answer the phone.**

**might**

.....

.....

**4. Unfortunately, my younger brother crashed my bike yesterday.**

**must**

.....

.....

**5. I think I saw Evita in Athens last  
Saturday.  
can't**

.....  
.....

**marks / 5**

## Activity 7

**Complete the sentences with the expressions in the box.**

**in a matter of seconds**

**what is certain**

**on its way**

**it is time to**

**some hours before**

1. My dad thinks .....  
put solar panels on our roof  
as electricity is becoming so  
expensive.
2. If people continue polluting the  
environment, ..... is  
that our health will suffer.

3. The dam burst .....  
and no one expected it.
4. We realized ..... the  
rain came that there was going  
to be a flood.
5. The weather forecaster said that  
a hurricane was .....  
and that we should be prepared.

**marks / 5**

## Activity 8

**Make new words from the words in bold CAPITALS to complete the sentences.**

1. A common phenomenon before the ..... of an earthquake is that dogs bark.  
**OCCUR**

2. The government has opened an ..... into the reasons why there was no warning system.  
**INVESTIGATE**

3. The authorities searched everywhere for ..... after the tsunami but found nobody.  
**SURVIVE**



4. When the air ..... falls,  
it can be a sign of a hurricane.

**PRESS**

5. On that particular, the unusual  
..... in the air made  
people feel something was  
going to happen.

**STILL**

**marks / 5**

**Total marks / 40**

**99 / 110**

# APPENDIX

## IT'S YOUR CHOICE

### UNIT 9

#### Activity 1a

**A. Match each of the words in the box to the Greek equivalent of each.**

- a) drought
- b) steam
- c) flood
- d) volcanic eruption
- e) dam

1. φράγμα

---

2. πλημμύρα

---

3. ατμός

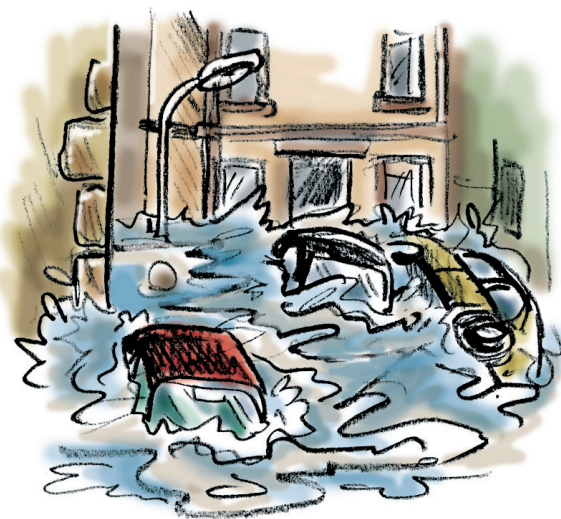
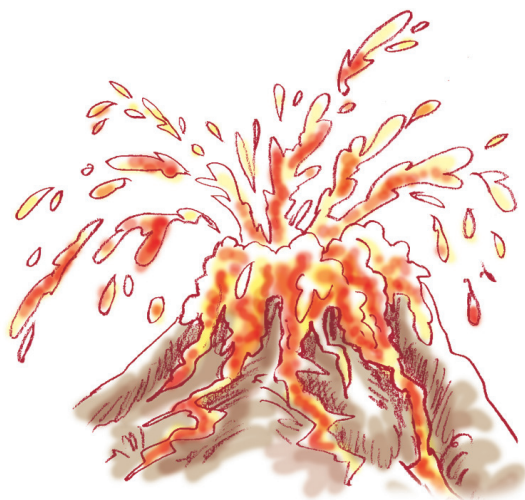
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4. ξηρασία

---

5. ηφαιστειακή έκρηξη

---



## Activity 1b

**Complete the sentences 1-5 with the correct word from the box in activity 1a**

- 1. The ..... burst and the villages in the valley below were destroyed.**
- 2. Many scientists believe that the ..... on the island of Santorini in 1630 BC destroyed the Minoan civilisation in Crete.**
- 3. It hasn't rained for months in parts of Africa and the people are suffering from a .....**

4. The first ..... train was invented by an Englishman called Richard Trevithick in 1804.

5. The worst ..... to happen in Venice was on 4th November 1966.



# HISTORY OF TRAINS

## Activity 2

The words i)-iv) can have two different meanings. Use each word in bold to complete the sentences 1-6 in the correct form.

**i) spend:** a) to use money or resources /  
to pass time

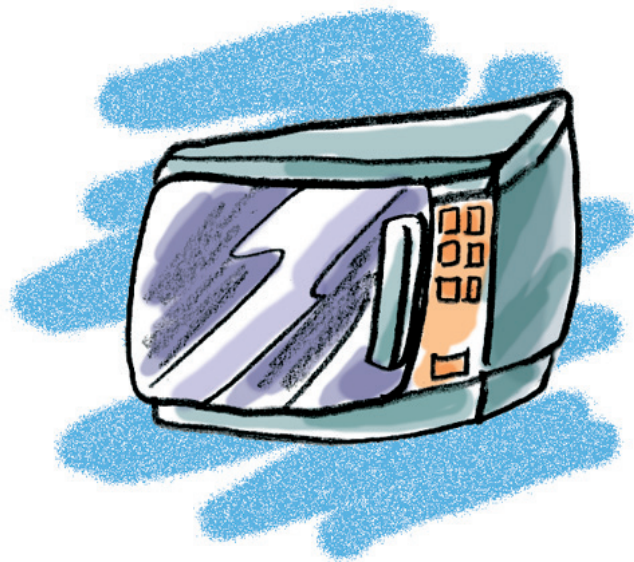
**ii) save :** b) to make someone safe /  
to use less of something

**iii) wood:** c) a piece of a tree /  
a small forest

- iv) run:** e) to move quickly on foot / to operate or function
- v) fans:** f) supporters of a sports team / a machine that blows cool air
- vi) wave:** g) a line of sea water / the movement of the hand

- 1. George ..... goodbye to his family as he left on the train.**
- 2. There is a quiet ..... near our village and we like to go there for a walk.**

3. You can ..... time if you cook the meat in the microwave oven.
4. There were three ..... in the classroom and so were not hot.
5. The men who ..... the local power station live in this area.
6. How did you ..... your weekend?





## Activity 3

**Rewrite each of the sentences like the example.**

**1. They said, “This is a good energy saving device.”  
They said that this was a good energy-saving device.**

**2. She said, “I don’t waste electricity “  
She said that she \_\_\_\_\_  
\_\_\_\_\_**

**3. He said, “I am doing an energy project soon.”  
He said that \_\_\_\_\_  
\_\_\_\_\_**

**4. You said, “I will turn off the light in the bathroom.”**

**You said that \_\_\_\_\_**  
\_\_\_\_\_

**5. She said, “I am not cold now.”**

**She said \_\_\_\_\_**  
\_\_\_\_\_

**6. She said, “I have a new electric heater in my bedroom.**

**She said \_\_\_\_\_**  
\_\_\_\_\_

**Save Money!**

with



**2**

**FREE**

Energy Saving Lightbulbs

**Save Money!**

with

**2 FREE  
Energy Saving  
Lightbulbs**

## Activity 4

**A. Match the verb phrases a-e with a suitable meaning in i, ii or iii in each.**

**a) produce electricity**

**b) ban cars into the city centre**

**c) create a new energy source**

- i) grow electricity**
- ii) make electricity**
- iii) have electricity**

- i) not allow cars in the city centre**
- ii) choose car in the city centre**
- iii) stop cars in the city centre**

- i) have a new energy source**
- ii) develop a new energy source**
- iii) do a new energy source**

**d) pretend to be ill**

**e) grumble about the weather**

**i) feel ill**

**ii) say somebody is ill**

**iii) behave as if you are ill**

**i) shout loudly about the weather**

**ii) complain about the weather**

**iii) speak quietly about the weather**

# UNIT 10

## Activity 1

**Rewrite each of the following sentences using the word in italics to keep the meaning the same.**

- 1. I am sure the captain didn't know he was so near the rocks.  
*can't have*  
The captain .....  
he was so near the rocks.**





**2. I am almost certain the crew did their best to help the passengers.  
must have**

**The crew .....  
their best to help the passengers.**

**3. It is possible that some of the crew were watching TV at the time.  
might have**

**Some of the crew  
..... watching TV at the time.**



## Activity 2

**Use the words in the box to complete the sentences.**

panic  
height  
noon  
in shore  
guard  
outskirts

- a) **Vesuvius is on the.....  
of modern day Naples in  
Southern Italy.**
- b) **The earthquake occurred  
around..... when  
everyone was preparing for  
lunch.**

- c) When you live near an active volcano, you must always be on ..... that something might happen unexpectedly.**
- d) Just before an earthquake, birds tend to fly at a low ..... .**
- e) The hurricane started ..... and moved inland towards the city.**
- f) The survivors ran away in a ..... when they saw the water approaching.**

## Activity 3

**A. Complete each sentence 1-6 with the correct prepositional phrase.**

**ties up  
slow down  
set off  
prepare for  
draw back  
find out**

- 1. How did the seismologists ..... where the earthquake began?**
- 2. People ran onto the beach when the sea began to .....**

3. The speed of the tsunami started to ..... when it reached the hills.
4. It is difficult for people in coastal villages to ..... catastrophes that are caused by the sea.
5. Scientists now know what ..... the terrible tsunami.
6. The horses and donkeys which were ..... died in the flood.



## Activity 4

**Complete the text by choosing the correct word from the pair in bold capitals.**

Although there had been different 1 \_\_\_\_\_  
**PREDICTIONS / PREDICTORS**  
about earthquakes, the tremors around the city were the first 2. \_\_\_\_\_  
**INDICATORS / INDICATIONS**  
that something was wrong. In this area the last 3. \_\_\_\_\_ **OCCURRING / OCCURRENCE** of an earthquake was 100 years ago

but the local people were aware of the danger and were always prepared for an immediate

4 \_\_\_\_\_

**EVACUATING / EVACUATION**

of the city if an earthquake struck. The sudden

5 \_\_\_\_\_

**ERUPTING**

**/ ERUPTION** of the nearby

volcano surprised them

however and the people were in shock.



## Activity 5

**Choose from the words given in 1-5 to complete the following text with one suitable word in each space.**



**Atlantis is described as a place that 1..... have been very beautiful with walls that were covered 2..... precious metals and fountains that had 3..... hot and cold water. A huge canal connected the city 4..... the ocean and allowed the ships to enter the city. 5..... the outskirts of the city there were fields where**



**farmers grew the food to feed the inhabitants.**

1. a) can                      b) must  
c) would                    d) should
2. a) of                        b) from  
c) by                         d) with
3. a) both                    b) also  
c) and                        d) the
4. a) from                    b) in  
c) at                         d) to
5. a) At                        b) In  
c) On                         d) By



## Activity 6

**Complete the sentences 1-6 with the correct animal name from those in the box a-f.**

- a) lamb
- b) mule
- c) bat
- d) bee
- e) lark
- f) mouse

1. When Irene's family moved to the countryside to live, she was as happy as a .....
2. The little boy was as quiet as a ..... when his father spoke to him.

**3. Theodore refused to go to the village. He was as stubborn as a .....**

**4. Lina's mother is as busy as a ..... in the kitchen as she has so much work to do.**

**5. I think you are as blind as a .....! Can't you see your pen on the desk?**

**6. Her uncle was a big string man but he was as gentle as a .....**



# TABLE OF CONTENTS

**Unit 9, p. 5, What's the weather like?**

**Unit 10, p. 47, Natural phenomena**

**Review of Units Nine and Ten  
p.81**

**Appendix I: It's your choice p.100**





**Βάσει του ν. 3966/2011 τα διδακτικά βιβλία του Δημοτικού, του Γυμνασίου, του Λυκείου, των ΕΠΑ.Λ. και των ΕΠΑ.Σ. τυπώνονται από το ΙΤΥΕ - ΔΙΟΦΑΝΤΟΣ και διανέμονται δωρεάν στα Δημόσια Σχολεία. Τα βιβλία μπορεί να διατίθενται προς πώληση, όταν φέρουν στη δεξιά κάτω γωνία του εμπροσθόφυλλου ένδειξη «ΔΙΑΤΙΘΕΤΑΙ ΜΕ ΤΙΜΗ ΠΩΛΗΣΗΣ». Κάθε αντίτυπο που διατίθεται προς πώληση και δεν φέρει την παραπάνω ένδειξη θεωρείται κλεψίτυπο και ο παραβάτης διώκεται σύμφωνα με τις διατάξεις του άρθρου 7 του νόμου 1129 της 15/21 Μαρτίου 1946 (ΦΕΚ 1946,108, Α').**

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