

# Think Teen!

2nd Grade of Junior High School

STUDENT'S BOOK

## ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

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Πράξη με τίτλο:

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το ΔΕΠΠΣ και τα ΑΠΣ για το Γυμνάσιο»

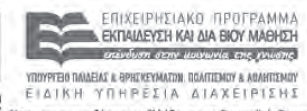
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ΕΝΣΩΜΑΤΩΣΗ ΑΛΛΑΓΩΝ ΒΑΣΕΙ ΥΠΟΔΕΙΞΕΩΝ  
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ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΠΟΛΙΤΙΣΜΟΥ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ

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 **Linguaphone**

# 2nd Grade of Junior High School **Student's book**

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»



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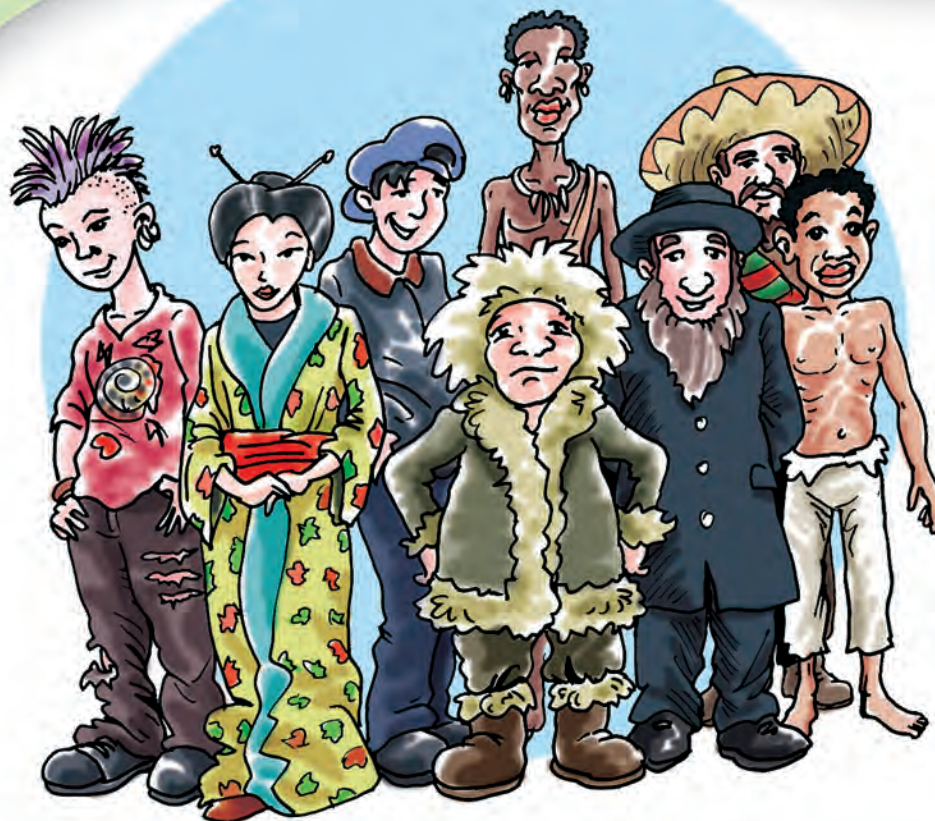
# Think TEEN!

UNIT	THEME	LESSON	GRAMMAR	VOCABULARY	SKILLS
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Two	Making a difference p. 13	1. Making a difference p. 14	Past Simple affirmative	Jobs and professions	Understanding coherence in texts
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Three	Technology in our lives p. 25	1. Technology in our lives p. 26	Comparative and superlative adjectives	Electronic gadgets	Predicting vocabulary
		2. Gadgets p. 30	Relative clauses	Computers and accessories	Identifying speaker
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# UNIT 1

## I'm only human



### Grammar:

*Present Simple and Present Continuous;*  
State verbs: (*like, want, believe, have, see, feel, look*);  
*Infinitive of purpose*

### Functions:

Describing people and life routines

### Vocabulary:

about geography: places, tribal items, lifestyles.

Adjectives: increasing degree;  
-ing adjectives

*tough, gentle, kind, traditional, tropical, natural, national, fresh, foreign, colourful, Amazonian.*

*Linking words: such as, like.*

Fixed expressions: to express feelings.

### Learning strategies:

When I read or listen I...

- use my general knowledge to help me with a language task
- learn grammar rules by finding differences in use
- scan visuals to get a general idea of the topic before listening to a text
- imitate a language model to produce the language I need (written or spoken).

# Lesson 1

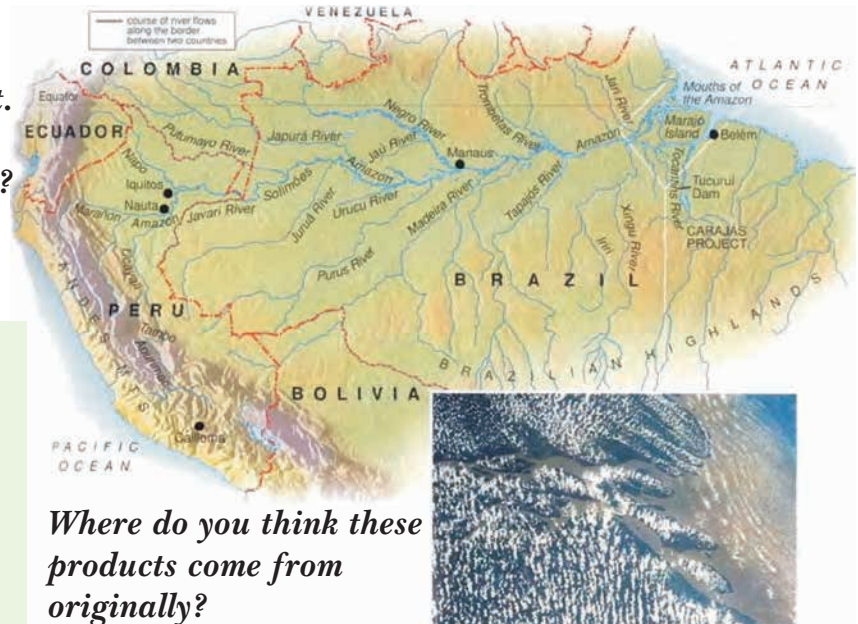
## AIMS

- To compare the lives of tribes with the lives of people in the modern world
- To learn about life in a forest

## Lead-in for reading

1. Look at the picture on the right. What is the name of the river which runs through this region?
2. Tick the box next to the things you like eating.

figs	<input type="checkbox"/>	nuts	<input type="checkbox"/>
tomatoes	<input type="checkbox"/>	pepper	<input type="checkbox"/>
potatoes	<input type="checkbox"/>	sugar	<input type="checkbox"/>
lemons	<input type="checkbox"/>	vanilla	<input type="checkbox"/>
avocados	<input type="checkbox"/>	grapefruit	<input type="checkbox"/>
chocolate	<input type="checkbox"/>	oranges	<input type="checkbox"/>



Where do you think these products come from originally?

Check your answers at relevant sites on the internet which can be found on p.190 of your book.

3. Now look at the facts below. How do you feel and what do you think when you read these facts? Use adjectives from the box.

Examples: I feel disgusted. / I think it is disgusting.

- a) We are losing 130 species of plants, animals and insects every day
- b) The rain forest now covers only 6% of the world's surface
- c) Amazonia has an area the size of Australia
- d) Over 3000 different kinds of fruit grow in the tropical rain forest
- e) Every three months the Amazon loses an area of forest the size of Greece

shocked - shocking  
 disappointed - disappointing  
 amazed - amazing  
 fascinated - fascinating  
 worried - worrying  
 frightened - frightening

## Task 1 - Mini project

In pairs, use your geography book from last year to find or work out the answers to the following questions:

- a) Find out how many square kilometres of forest disappear each year in Amazonia. It is the same as four times the size of Greece.
- b) Look at your geography book or on the internet to find out where potatoes come from.
- c) What facts do you know about the Amazon rain forest? Check your geography book from last year or look on the Internet. Compare your facts with your partner to see who has got the most.



# Tribes of the forest

## Task 2

Look at the picture of life in Amazonia. Ask your teacher questions about the people in the picture. Use the following verbs:

eat    travel    play  
work    wear    do  
use    have    sleep

For example:

What is... wearing?

How do they travel?

What kind of food do they eat?



## Vocabulary

1. In pairs look at the words in the box below and label the objects in the picture above. Which similar objects can you see where you live?

plants    spears    seeds    vegetation  
fruit    necklaces and beads    fires    huts

wear    plant  
boil    build  
collect    burn  
light    use

2. In pairs, match a verb from those on the right with the objects above. Now, use these pairs to make a sentence with the phrases in the box below.

to eat    to keep warm    to look attractive  
to hunt animals    to clear the forest    to grow vegetables  
to live in    to make medicine

Example:  
They use spears to hunt animals.

3. In pairs, try to guess the meaning of the words in italics.

- Cars and factories cause air *pollution*.
- The tribes *slash* the vegetation with huge knives.
- The jungle is the *natural habitat* for many wild animals.
- Many daily *products* like coffee and sugar come from the forests.
- The Yanomami tribe is *unique*. They have no contact with others.

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## Reading

### Task 1 - Read the text

1. Read the text on page 4 quickly and find the answers to the following questions:

- Where do the tribes live?
- What is happening to where they live?

2. In pairs, find the answers to the following questions:

- Line 1: who or what does 'they' refer to?
- Line 9: who does 'they' refer to?
- Line 13: what do 'these' refer to?

Unit 1



# Lesson 1

## TRIBES of the forest



The tropical rain forests of the world play important roles in our daily lives. They help to recycle water and oxygen, and control air pollution around the world. Tropical rainforest plants provide 25% of the medicine in the world. The forest is also home to many different tribes like the *Kayapo*, *Xicrin*, *Assarini* and *Yanomami*. The *Yanomami* tribe lives in the rain forests of Brazil and Venezuela. The fact that it does not have contact with the outside world makes it unique. The people in the tribe need the forests to hunt for their food and a place to build their huts to live in, but unfortunately other people destroy their forests every day. They don't wear shoes and have tough skin on their feet. The *Yanomami* stay in an area until the land does not support them anymore. They use huge knives like swords to clear parts of the forest. They use a technique that they call the "slash and burn" method. This means that they cut down the tall vegetation and trees in a small area. They slash and burn just enough of the forest to plant seeds and make "gardens" for themselves. These provide 70% - 80% of their food and medicine. They boil plants to make their medicine. Sadly, the tribes are disappearing because of the terrible destruction of their homes and natural habitats by companies that are cutting down trees to make roads and to use the wood for paper and other products. These companies do not care about the Indian tribes and are driving them out of the jungle. They need our help. In some countries children are writing letters to their governments to ask them to stop the companies who are destroying the rainforests. To help raise money, children in the UK buy and sell beads and necklaces that the tribes make.

5  
10  
15

### Task 2 - Answer the questions

Now, read the text carefully and underline the answers to these questions.

- Why are the tribes disappearing?
- Find one reason why the rain forests are important for the tribes.
- Why are companies cutting down the trees in the rain forests?
- Why do the tribes need our help?
- What are young people doing to help?
- Find and underline verbs in the text which i) talk about something which is generally true; ii) describe something that is causing a change.

Compare your answers with your partner.





## Grammar Present Simple and Present Continuous

There are different uses of the **PRESENT CONTINUOUS**.

1. to describe something that is happening at the moment you are speaking
2. to show that an action is only temporary
3. to describe changes over a period of time

*Which one does the writer use to describe what is happening in the forests?  
Compare your answer with your partner.*

There are different uses of the **PRESENT SIMPLE**.

1. to refer to a general truth
2. to talk about habitual actions
3. to talk about the general present including the present moment.

**NOTE THIS DIFFERENCE:** We use the **Present Simple** to describe something which **does not change**.  
*Example: The Amazon River flows into the Atlantic Ocean.*

We use the **Present Continuous** when something **is changing**.  
*Example: The rain forests are disappearing.*

## Practice

1. Find a sentence in the text which:

- a. is a general truth
- b. describes change over a period of time.

Compare your answer with your partner's.

2. In pairs, match the following two sentences to the correct use of the Present Continuous and the Present Simple in the green boxes above.

- a. The tribes are disappearing.
- b. The tribes build huts of sticks and leaves.

## REMEMBER

1. The 3<sup>rd</sup> person in Present Simple Tense always takes an 's' at the end of the verb.  
To ask a question in the 3<sup>rd</sup> person singular use 'does'. Use 'doesn't' to make negative sentences. You must not use 's' at the end of the verb when you use **does** or **doesn't**.

*Examples: Does Joanna live in Crete?  
Where does Joanna live?  
She doesn't live in Athens.*

2. It is not always necessary to use a time phrase with the verb.
3. We do not use some specific verbs in the **-ING** form:  
e.g. like, see, hear, care, need (see the complete list in Appendix II - Grammar File)



## Speaking

*Look at the sketches of the two children from an Amazonian tribe. Do you think these children live like this or not? Why? Discuss your answers as a class.*

**Student A:** The men in this tribe don't watch TV.

**Student B:** Yes, and they don't wear jeans.



# Lesson 2

## AIMS

- To listen to recognise sequence
- To listen to recognise the speaker's attitude



## Listening &



## Speaking

### Pre-listening

Before you listen, look at these pictures. In which picture can you see the following: an axe, a spear, a hut, a canoe, a loin cloth, a bow and arrow, sticks, a head dress?



1



2



3



4



5

## Task 1 - Listen to the radio interview

You are going to hear an interview on the radio with the travel writer David Green. Listen to the interview and put the 5 pictures above in the order that David mentions them. Write the numbers in the correct order as you listen.

## Task 2 - Listening for information

Listen to the interview again. Tick TRUE, FALSE or WE DON'T KNOW, according to what you hear.

	TRUE	FALSE	WE DON'T KNOW
1. The forest and river are very important in the life of the Indians.			
2. The whole family works together to build the huts.			
3. When the Indians travel long distances they use the Amazon River.			
4. The Indians live in the same house all their lives.			
5. The Indians do not have easy lives.			

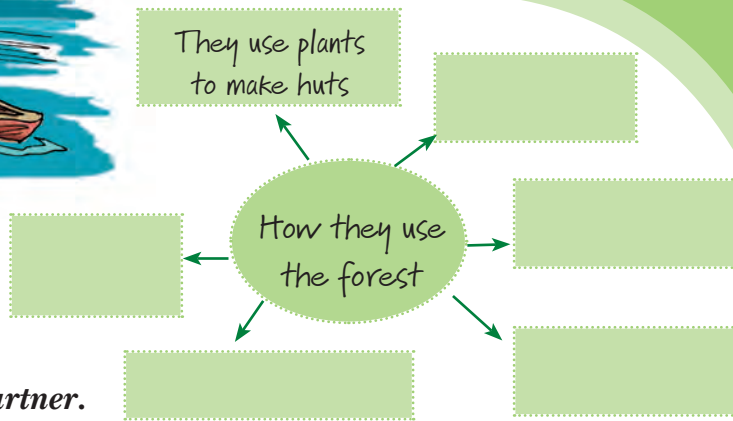
# Way of Life



## Task 3

From what you remember and by looking at the picture, complete the spidergram opposite. There's an example for you:

Compare your answers with your partner.



## Task 4 - Pair work

Discuss two of the following questions with your partner. Then report your answers to the class.

- David says he wants to help the Indians. How does he want to help them?
- David feels that modern things from our world are not good for the Indians. Why does he feel this? Do you agree with him?
- David says 'It is wrong when others want to change the Indians' way of life'. Do you agree or not?
- What do you have in your life that the Indians don't have?
- Do they need the same things as you do to have a good life?



## Listening 2

### Who's that boy?



Lina and Eleni are talking about a boy from Latin America at school. Read and listen to their dialogue to complete the gaps with the missing words.

**Lina** There's a new boy in my class and I think he 1..... you.

**Eleni** Oh, who?

**Lina** I'm not 2..... you!

**Eleni** Oh, go on!

**Lina** No, but he 3..... got black straight hair and dark eyes.

**Eleni** Is it Marios?

**Lina** No. He isn't Greek. He 4..... from Latin America.

**Eleni** 5..... he play basketball with John?

**Lina** Sometimes.

**Eleni** Is he 6..... out with Anna at the moment?

**Lina** No. He 7..... have a girlfriend.

**Eleni** Oh, I don't 8..... who it is. Tell me.

**Lina** He likes Olympiakos.

**Eleni** So, what 9..... that tell me?

**Lina** It's someone who 10..... behind you in the Geography lesson.

**Eleni** You're 11..... my leg.

**Lina** No, seriously, he 12..... you a lot.

**Eleni** But I don't like him!

**Lina** Oh, now you sound angry.

**Eleni** I am!



# Lesson 2

## Task 1 - Practice

1. Read the completed dialogue to find the answers to the following questions.

- Are the girls in the same class at school?
- Does Lina tell Eleni the name of the boy at once?
- Why doesn't she tell Eleni the name of the boy?
- Who is the boy going out with at the moment?
- Is Lina joking about the boy?
- Does Eleni want to go out with the boy?
- How does Eleni know who likes her?

Compare your answers with your partner.

2. Now, practise the dialogue with your partner.



## Task 2 - Phrases

- Which phrase means 'I don't believe you'?
- Which phrase asks if he has a girlfriend at the moment?
- Which phrase means, 'please tell me'?
- Which phrase means that you are not telling me something new?

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## Task 3 - Interview

Go round the class and ask questions to:

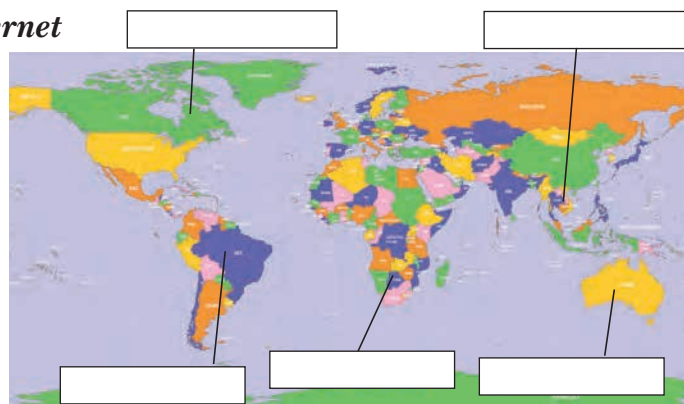
	NAME
i) Find someone who likes Geography.	
ii) Find someone who lives near someone from another country.	
iii) Find someone who knows how to speak another language.	
iv) Find someone who has got a friend in another country.	
v) Find someone who is thinking of going abroad soon.	
vi) Find someone who is planning to go to Latin America one day.	

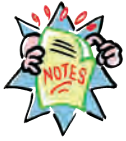
Use your completed chart to tell your partner what you discovered. Collect your findings as a class and make a bar-chart to show your class's preferences.

## Mini Project

- Write the names of these tribes in the correct place on the map: Aborigines, Pygmies, Yanomami, Lapps, Asian tribe.
- In pairs, use your geography book or internet sites to find the following information:

- a tribe who lives in South Africa and keeps cattle
- what a Zulu tribesman uses to hunt
- a tribesman who wears feathers on his head
- a tribe who lives in Brazil
- a tribe who uses camels as transport
- an object which the Pygmies use to cook
- a tribe who believes in the forest gods
- a tribe who uses boomerangs and paints dream sequences on cave walls





## Writing

### Lead-in

Christos and Nefeli have a new pen-pal from a Zulu village in Africa. They are reading her letter. What do you think the pen-pal tells them in the letter? What things does she ask them? In pairs, write three things you think she asks about and three things she tells them. Read the letter below to check if you are right.



### Over to you

*Below is a letter from a Zulu girl and she is describing her life. She asks you to describe your life in your country. Read her letter to see if you have got anything in common.*

Dear Penpal,

As I don't know how to speak English, Mr. Greene is helping me to write this letter. He tells me that life in your country is different from here in the forest.

I'm from the Zulu tribe in South Africa and I live in the countryside. We live in small houses which we make from mud and leaves. I help my mother to do all the work around the house. I don't go to school but my father says that I need to learn to read and write.

Because I don't know you, I have some questions I want to ask you. For example, where do you live, and what do you do every day? Do you go to school or do you spend your day in the forest? Do you have many brothers and sisters? What are they like? Also, what does your father do every day? Does he hunt animals or does he meet with the other men in your tribe in the evenings? Tell me about your mother. Does she collect berries and nuts and plants from the forest near your house? I always help my mother when she goes to the forest. Do you? This means that I am always busy.

I hope to hear from you soon. Best wishes,  
Naraneti

### Task 1 - The correct order

*Read Naraneti's letter again and underline the parts where she:*

- a. asks questions about the family
- b. explains why she is writing the letter
- c. gives information about her home
- d. talks about her free time
- e. says she wants a reply to the letter.

*In which order do they appear in the letter?*

*Compare your answer with your partner.*

### Task 2 - Write your letter

*Write a letter in response to Naraneti's letter giving as much information about yourself as you can. Use her letter and the order of the information in it to help you organise your answer.*

*Start your letter like this:*

Dear Naraneti,  
Thank you for your letter.....



# Lesson 3

## Save the tribes

### Project work - Jigsaw activity

1. Look at the three pictures carefully and find ways that the modern world is affecting the way of life for the people in each tribe.



a. ....



b. ....



c. ....

NAME OF TRIBE:				
Location	Food	Transport	Problems	Tools / Weapons

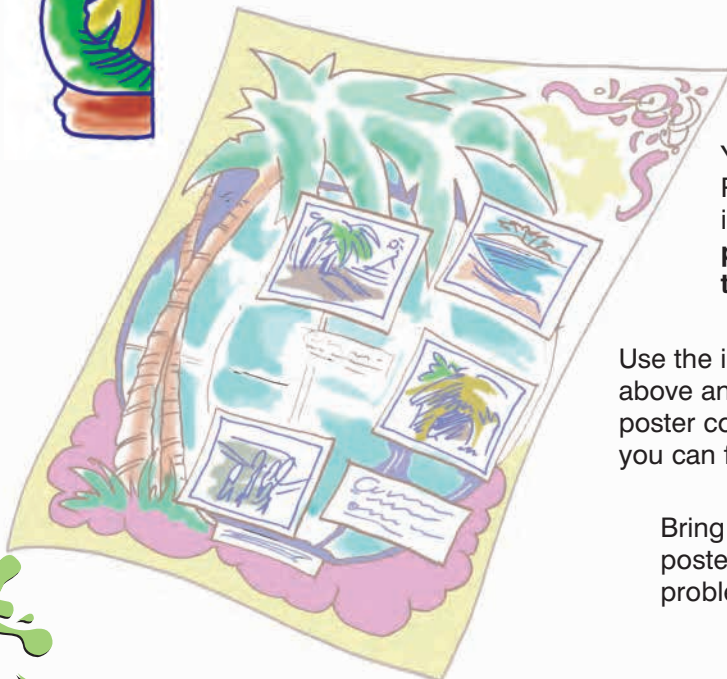


2. Use the information in the Unit to help you to match the pictures to the tribe name. Write the name in the space provided

Yanomami      Aborigines      Zulu

3. Work in groups of three and choose one of these tribes. Ask and answer questions to complete the chart about the tribe. For example: Where do they live? How do they travel around?

4. Decide which tribe seems the most threatened.



### Act up - A poster

You decide to take part in a European Project to save the threatened tribes. Work in pairs to **draw a poster and inform the people in your area about the threatened tribes.**

Use the information from the **JIGSAW ACTIVITY** above and your Geography book to make your poster convincing. Use A3 paper and any photos you can find on the Internet or in your books.

Bring your poster to the class. Which, of all the posters convinces us that the tribe faces serious problems?

