

Think Teen!

2nd Grade of Junior High School
WORKBOOK

ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

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

ΣΤΟΙΧΕΙΑ ΕΠΑΝΕΚΔΟΣΗΣ

ΕΚΣΥΓΧΡΟΝΙΣΜΟΣ ΨΗΦΙΑΚΗΣ ΜΑΚΕΤΑΣ,
ΕΝΣΩΜΑΤΩΣΗ ΑΛΛΑΓΩΝ ΒΑΣΕΙ ΥΠΟΔΕΙΞΕΩΝ
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ΔΙΕΥΘΥΝΣΗ ΕΚΔΟΣΕΩΝ / Ι.Τ.Υ.Ε. «ΔΙΟΦΑΝΤΟΣ»



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΠΟΛΙΤΙΣΜΟΥ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ

Patrick Mc Gavigan

ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ **Μιχαήλ Λεβής Α.Ε.**
The logo for Linguaphone, featuring a red square followed by the word "Linguaphone" in a bold, sans-serif font.

2nd Grade of Junior High School Workbook

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»



UNIT	THEME	GRAMMAR	VOCABULARY	SKILLS
One	I'm only human p. 1	Present Simple and Present Continuous Infinitive of purpose 'to' Present Tense Question forms	-ed and -ing adjectives huts, sticks, necklaces, vegetation, seeds, spears Collocations and tribal problems	Reading for specific information Listening for sequence Writing a letter
Two	Making a difference p. 10	Past Simple affirmative Past Simple interrogative Past Simple questions with: where and what.	Jobs and professions Expressions of attitude Films and theatre	Understanding coherence in texts Listening for attitude Writing a report
Review of Units One and Two p. 20				
Three	Technology in our lives p. 22	Comparative and superlative adjectives Relative clauses Review of Present and Past Simple tenses	Electronic gadgets Computers and accessories Words of persuasion	Predicting vocabulary Identifying speaker Making an advertisement
Four	Communication p. 30	Will, won't, have to, don't have to, should, shouldn't Will, won't, should, shouldn't Review of Simple Present and Modal verbs	-ed and -ing adjectives Gestures Clothes and fashion	Matching text with visuals Interpretation of dreams Designing clothes
Review of Units Three and Four p. 36				
Five	Change and Experience p. 40	Present Perfect Present Perfect Vs Past Simple with 'ago' Review of Past Simple	Museums and artifacts London sights Postcard expressions	Reading for gist Listen to check information Writing a biography
Six	What a waste! p. 49	First Conditional If + Present - will If + Present - Present Unless First Conditional forms	Pollution and rubbish Bi-nomial nouns Eco-art	Reading for detail Writing to give opinions Following stages in creating something

Contents

Think TEEN!

Review of Units Five and Six <i>p. 55</i>			
Seven Magnetism and the world we live in <i>p. 59</i>	Past Continuous Used to	Magnetism and animals	Listening for implied information
	Past Continuous Vs Past Simple Review of Tenses and Modal verbs	Words from other languages The environment	Listen and label a diagram Listing ideas and creating a programme
Eight Getting around <i>p. 67</i>	Question tags	Means of transport	Identifying topic vocabulary
	Relative clauses: who, which, where, when, how.	Travel idioms	Understanding intonation
	Revision of Comparative and superlative forms	Helping others	Making a questionnaire
Review of Units Seven and Eight <i>p. 75</i>			
Nine 'Keeping up appearances' <i>p. 79</i>	Second Conditional	Character adjectives	Recognising expressions of agreement
	I wish + Past	Status and clothes	Recognising common elements of the past and present
	Revision of Tenses others about your ideas	Clothes design	Persuading
Ten A Material World <i>p. 88</i>	Passive Voice - made of; used for	Raw materials	Comparing ideas
	Passive Voice - question form Passive Voice with 'agent'	Silk and what it is used for Ancient buildings and instruments	Completing a timeline Collecting and sharing information
Review of Units Nine and Ten <i>p. 95</i>			
It's Your Choice <i>p. 99</i>			
Irregular Verbs <i>p. 130</i>			

UNIT 1



I'm only human



UNIT 1



Reading

Activity 1

1. Read the texts for these pictures and match the face to the text.



a.



b.



c.



d.



e.

1. This is a picture of a **Bushman**. He lives with his tribe in the Kalahari desert. Here he is narrowing his eyes against the sun. His yellow brown skin wrinkles at an early age. He probably spends many hours a day outside in the sun. The Bushmen herd cattle but they also hunt wild animals. They are excellent hunters.
2. This **Aborigine** chief is wearing a traditional headdress of Emu feathers. The feathers make him look angry and frightening. He is holding a boomerang which he uses as a weapon to hunt wild animals. People say that when Aborigines sleep, they dream of these wild animals.
3. This lovely **Zulu** girl lives in South Africa. The Zulus are talented people and have got many artistic skills. In this photograph the girl is wearing a leather headband and huge golden earrings. Sometimes the girls add silver coins on their noses.
4. The **Kayapo Indians** live on the banks of the Amazon River in Brazil. In the picture, it looks like the men are getting ready to fight but in fact they are practising the tribal dance. Before the dance the men paint their faces, legs and bodies. They wear shell and bead necklaces.
5. The **Bedouin** man in this picture lives in the desert. He has got clear eyes and a nose like a hawk. He doesn't live in one place but travels around the desert looking for water. He wears the cloth on his head to protect him from the sun.

Activity 2

Look at the people, the place and objects at the bottom of the student's book page 5. Create a story line for one of the men, i.e. 'a typical day in the life of...'.

I'm only human

Compare your story lines as a class.

2. Now answer the following questions.

1. Does the *Bushman* look happy, sad or tired? Why do you believe this?
2. What is he looking at?
3. When the *Aborigine* dreams, what does he see?
4. What are the *Kayapo* men thinking about?
5. How do you feel when you see people cutting down trees?

Activity 3

In pairs, ASK AND ANSWER the following questions. Write your answers in your book.

a. What do you know about the rock singer Sting?

_____ (ask your teacher)

b. What do you know about the Eskimos?

c. What is happening in the class at this moment?

d. What is the teacher doing right now?

e. How do you feel right now?

Activity 4

Answer the following questions in your book using full sentences.

1. What are you doing now?

2. What do you see in front of you?

3. What are you thinking about?

4. How do you feel?

What do you notice about the verbs in your answers?

Discuss your answers with your partner.



UNIT 1

Activity 5 - Game

Your partner is thinking about a student in your class. Ask him / her questions to find out about that student. Use the following language to help you to complete his / her profile:

Is he / she wearing a (colour) (article of clothing)?

Does he / she live in a flat / house?

Does he / she like...?

Has he / she got...?

Activity 6

Underline the correct form of the verbs in the following text:

I **sit / am sitting** at my desk and I **am thinking / think** about the poor tribes of people who live in far away places. As I **am looking / look** at my book, I **am seeing / see** pictures of young children in the tribal village in the forest.

In one picture there is a boy. He **plays / is playing** some kind of game with an animal. I **am thinking / think** he **is enjoying / enjoys** himself. I **feel / am feeling** sorry for this boy because people are **destroying / destroy** the place where he is living / lives.



Activity 7

Look at the five photographs and match the words in the box with each photograph.

1. Say in which place you might see each of the people.

Eskimos Massai Indians City people The Bedouin

igloos	tents	blocks of flats	tepees	mud huts
the plains	the Arctic	the bush	a city	the desert
sleighs	camels	cars	horses	feet



2. Use the language forms below to say why you might find these people in the places you suggest.

For example:

The red Indians live in the plains of North America.

They live in wigwams and tents.

They use horses to travel around.

UNIT 1

Activity 8

Read the following letter and correct the mistakes by writing the correction on the line given.

Hallo Sandy, I am wanting to tell you things about my life here
in our village. I am 14 years old and I am living in Africa.

I am having three bothers and two sisters. My father does all
the work for the family. For example, he hunt animals in the
forest. He not make things with his hands. All the children
in our family are liking to help him. Sometimes it is fun.

We are not going to school every day because it is too far away
from our village. But, we tries to go two times a week because
we are needing to learn things to make our lives better. I am
sorry that I am not knowing English well but I hope to
get better. Please write me soon. Gertrude.



Activity 9

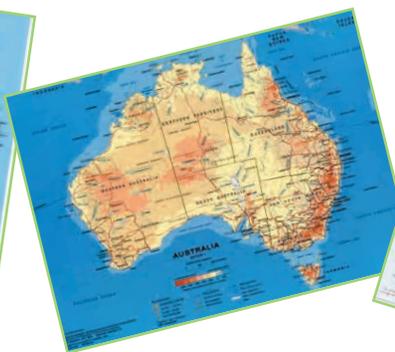
Complete the text with a suitable word from those given below.

I now know that there are people in the world who do not 1. the same kind of life as I 2. For example, there are tribes of people in South America, Africa, and Australia, who 3. in mud huts. They do not have things like television, mobile phones or computers as we do, but I don't 4. that this makes their lives any more difficult. The clothes they wear are different from ours and I think this is very 5. However, many tribes face different problems. One of these problems is that many big companies 6. the area and forests where they live. This makes me feel 7. and angry and I think that we must do something to help the tribes.

- | | | | |
|------------------|----------------|---------------|-------------------|
| 1. a. are | b. can | c. have | d. does |
| 2. a. live | b. do | c. am | d. like |
| 3. a. are living | b. like | c. lives | d. live |
| 4. a. think | b. feeling | c. thinking | d. understand |
| 5. a. interest | b. interesting | c. interested | d. interest |
| 6. a. destroy | b. destroys | c. destroying | d. are destroying |
| 7. a. disgusted | b. disgust | c. disgusting | d. are disgusted |

Activity 10

Match the tribes to different parts of the world.



UNIT 1



Vocabulary

Activity 1

1. Look at the reading text on **TRIBES OF THE FOREST** in your student's book p. 4 and find five other phrases like the following example:

Example:

daily	lives



2. Match the pictures to the phrases in 1 above.

Activity 2 - Memory Game

Match the verbs on the left with a suitable noun on the right:

play
recycle
make
cut down
slash and burn

vegetation
roads
method
water
a role

Refer to the reading text on **TRIBES OF THE FOREST** in your student's book p.4 to check your answers.



Activity 3

Look at the photograph and write a suitable title for the article on the line provided.



.....

Activity 4 - Extension

Read through the text and match a suitable title to each of the paragraphs in the box.

a. Agriculture

b. Oil companies

d. Mining

f. Logging

c. Cattle ranching

e. Disappearing tribes and animals

1. _____
In the past 50 years much of the rainforest in Africa and Asia has been destroyed. Large areas of rainforest are being cut down, often in order to remove just a few logs. Unfortunately this means that there is a very high rate of extinction, as the tribes and the animals which depend on the forest then die.

2. _____
Many rainforests in South America have been burnt down to make areas for the feeding of animals. This is known as slash and burn farming and is believed to account for 50% of rainforest destruction. The farmers destroy the land and then have to move on and destroy more rainforest to create new cattle pastures.

3. _____
Wood companies cut down huge trees such as mahogany and teak and sell them to other countries to make furniture. The roads that are created in order to cut and remove the timber often lead to further damage.

4. _____
Much of the fruit, cereals and pulses we buy from tropical countries have been grown in areas where tropical rainforests once thrived. The forests are cut down to make way for vast plantations where products such as bananas, palm oil, pineapple, sugar cane, tea and coffee are grown. The soil can not produce crops for long, and after a few years the farmers have to cut down more rainforest for new plantations.

5. _____
The developed nations demand minerals and metals such as diamonds, oil, aluminium, copper and gold, which are often found in the ground below rainforests. The rainforests therefore have to be removed in order to extract them. The mining technique destroys all kinds of vegetation and animal life.

6. _____
Rainforests are seriously affected by oil companies searching for new oil deposits. The oil pipelines which transport the oil often break and burst, spouting gallons of oil into the surrounding forest, killing wildlife and destroying the water supplies of local villages.

UNIT 2



Making a difference

