


Think Teen

2nd Grade of Junior High School

WORKBOOK
(ΠΡΟΧΩΡΗΜΕΝΟΙ)

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ΣΤΟΙΧΕΙΑ ΕΠΑΝΕΚΔΟΣΗΣ

ΕΚΣΥΓΧΡΟΝΙΣΜΟΣ ΨΗΦΙΑΚΗΣ ΜΑΚΕΤΑΣ,
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ΔΙΕΥΘΥΝΣΗ ΕΚΔΟΣΕΩΝ / Ι.Τ.Υ.Ε. «ΔΙΟΦΑΝΤΟΣ»



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ
ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΔΙΟΥ ΜΑΘΗΣΗ
επένδυση στην κοινωνία της γνώσης
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΠΟΛΙΤΙΣΜΟΥ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ

Αλεξία Γιαννακοπούλου
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Ευαγγελία Καραμπάση
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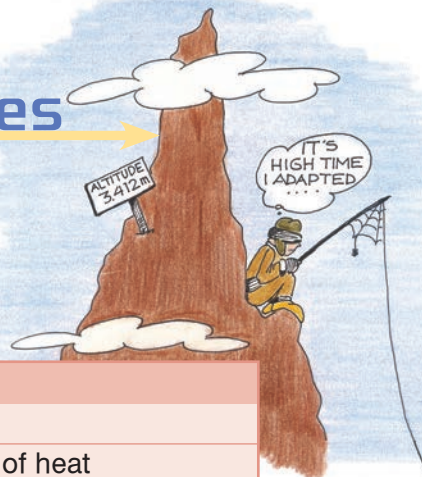
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Lesson 1 People and Places



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.

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

1.2 Choose a word from list A above to complete the sentences.

- Dry sand can water.
- Evolution occurs as a result of to new environments.
- It's important that buildings should fit in with their
- We are now flying at an of 10,000 metres.
- Plants and animals over millions of years to suit their environment.
- Animals' thick fur provides very good against the arctic cold.

1.3 The adjectives and expressions in the table below are used to describe people. Add more words to it by putting the words in the box below into the appropriate category. Look up any unknown words in the dictionary.

elderly	thin/thick eyebrows	adolescent	plump	wrinkled	slim	spiky
wavy	wears braces	upturned	square	crooked	tanned	hazel

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

useful tip

You can learn new words more easily if you put them into categories, for example: physical characteristics, personality, etc.



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



.....

.....

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.....

.....

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



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c. This is a young girl from England. She is reading a magazine on her bed. She



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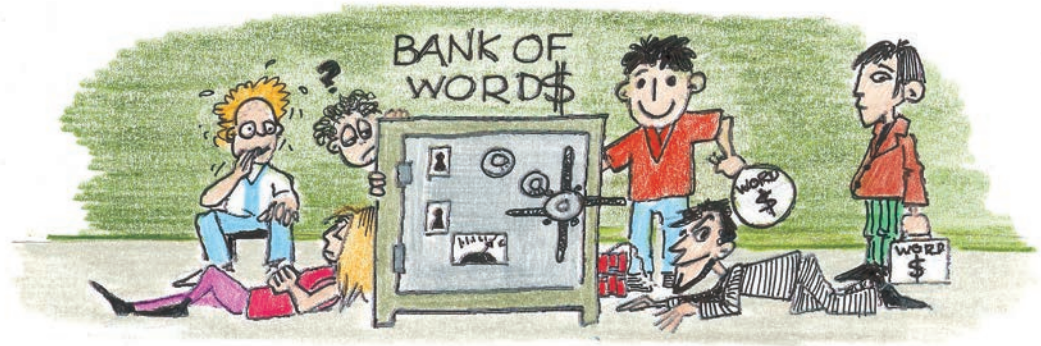
LESSON 1 • PEOPLE AND PLACES

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

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

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

Positive	Negative
.....
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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...

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.....

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

Adjectives	Nouns
e.g. calm	calmness

1.10 Prefixes **im-**, **dis-**, **un-**, **in-**, **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 | examples | | |
| 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.

A
 rocky
 freezing
 scorching
 wet
 cracked

B
 desert
 earth
 plain
 mountain
 marsh



1.



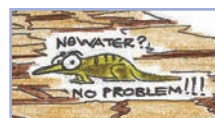
2.



4.



3.



5.

2. Language Focus

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.



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.

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

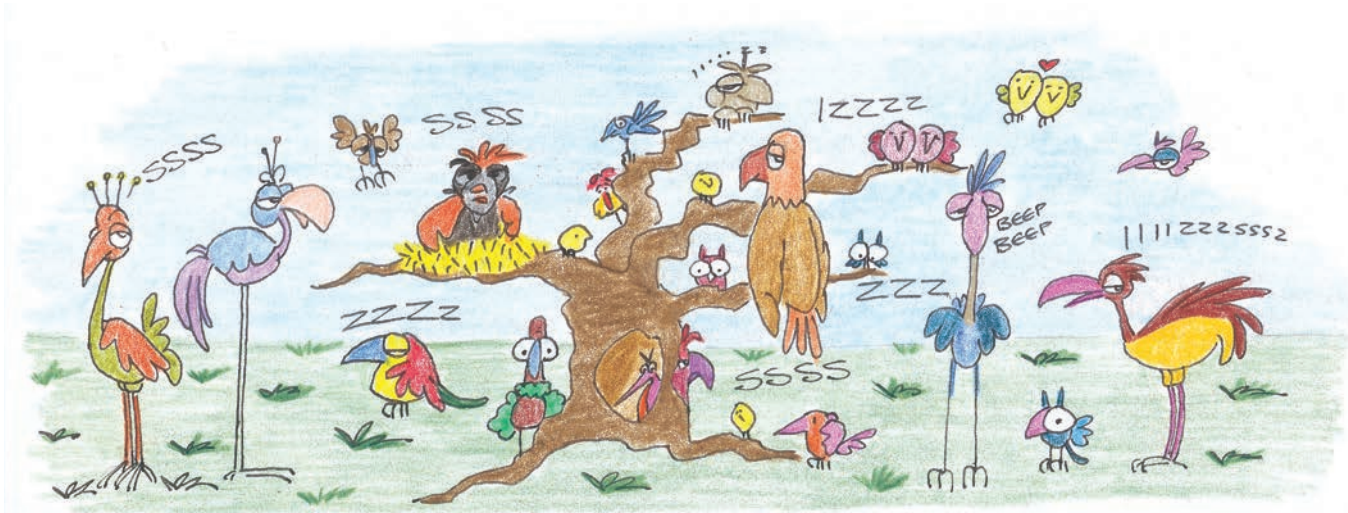
4.2 Listen to the words. Pay attention to the way we pronounce the /ɪ/ sound.

walking, wearing, living, spring, freezing

4.3 Listen and circle the words with the /ɪ/ 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 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

LESSON 2 • JOINED IN OUR DIFFERENCES

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



win	play	prefer	hop	not / need	show
shoot	consist	enjoy	like	believe	

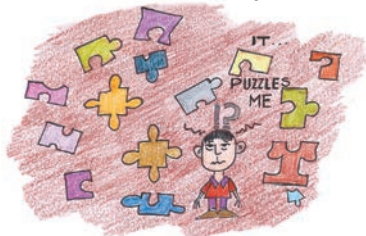
Time for games!

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.



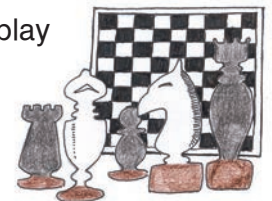
Look at this young boy in the picture. He (4) hopscotch. He (5) from one end of the grid to the other.

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
- ▶ shoes
- ▶ food
- ▶ films
- ▶ music
- ▶ cars
- ▶ CD players
- ▶ 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)

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



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



5.2 Listen and check your answers.

5.3 Match the expressions (1-4) with their use (a-d).

1. Hi / Hello / How are you? / How are you doing? / How are things? / How is it going?
2. All right / OK / (I’m) fine / Not so bad / Pretty good, thanks.
3. (It’s) Nice to meet you / Pleased to meet you.
4. (Brian), this is (Maria).

You say this when:

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



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

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.

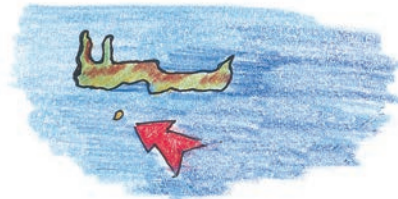
4. This country is well-known for its tulips and windmills.



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

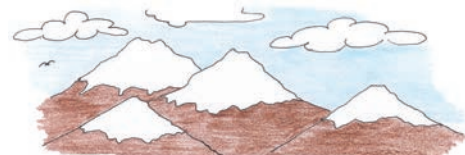
6. The southernmost part of Europe is in this country.

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 *Λετονία* 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!

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