

# Think Teen!

2nd Grade of Junior High School

**STUDENT'S BOOK**

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ΠΡΑΞΗ ΜΕ ΤΙΤΛΟ:

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

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ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ

**Patrick Mcgavigan**

ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ **Μιχαήλ Λεβής Α.Ε.**  


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

ΟΡΓΑΝΙΣΜΟΣ ΕΚΔΟΣΕΩΣ ΔΙΔΑΚΤΙΚΩΝ ΒΙΒΛΙΩΝ  
ΑΘΗΝΑ



UNIT	THEME	LESSON	GRAMMAR	VOCABULARY	SKILLS
One	I'm only human p. 1	<b>1. Tribes of the forest</b> p. 2	Present Simple and Present Continuous	-ed and -ing adjectives	Reading for specific information
		<b>2. Way of Life</b> p. 6	Infinitive of purpose 'to'	huts, sticks, necklaces, vegetation, seeds, spears	Listening for sequence
		<b>3. Save the tribes</b> p. 10	Present Tense Question forms	Collocations and tribal problems	Writing a letter
Two	Making a difference p.13	<b>1. Making a difference</b> p. 14	Past Simple affirmative	Jobs and professions	Understanding coherence in texts
		<b>2. Same or Different</b> p. 18	Past Simple interrogative	Expressions of attitude	Listening for attitude
		<b>3. A show</b> p. 22	Past Simple questions with: where and what.	Films and theatre	Writing a report
Three	Technology in our lives p.25	<b>1. Technology in our lives</b> p.26	Comparative and superlative adjectives	Electronic gadgets	Predicting vocabulary
		<b>2. Gadgets</b> p. 30	Relative clauses	Computers and accessories	identifying speaker
		<b>3. Making an advertisement</b> p. 34	Review of Present and Past Simple tenses	Words of persuasion	Making an advertisement
Four	Communication p. 37	<b>1. Communication</b> p. 38	Will, won't, have to, don't have to, should, shouldn't	-ed and -ing adjectives	Matching text with visuals
		<b>2. Expressing Attitude</b> p. 42	Will, won't, should, shouldn't	gestures	Interpretation of dreams
		<b>3. Clothes and communication</b> p. 46	Review of Simple Present and Modal verbs	Clothes and fashion	Designing clothes
Five	Change and Experience p. 49	<b>1. Everyday experiences</b> p. 50	Present Perfect	Museums and artifacts	Reading for gist
		<b>2. A Change</b> p. 54	Present Perfect Vs Past Simple with 'ago'	London sights	Listen to check information
		<b>3. Famous people</b> p. 58	Review of Past Simple	Postcard expressions	Writing a biography
Six	What a waste! p.61	<b>1. Rubbish and pollution</b> p. 62	First Conditional If + Present - will If + Present - Present	Pollution and rubbish	Reading for detail
		<b>2. Eco-art</b> p. 66	Unless	Bi-nomial nouns	Writing to give opinions
		<b>3. Recycling as art</b> p. 68	First Conditional forms	Eco-art	Following stages in creating something

Seven	Magnetism and the world we live in p. 73	1. Magnetism and nature p.74	Past Continuous Used to	Magnetism and animals	Listening for implied information
		2. Magnetic fields p. 78	Past Continuous Vs Past Simple	Words from other languages	Listen and label a diagram
		3. Save the turtle p. 82	Review of Tenses and Modal verbs	The environment	Listing ideas and creating a programme
Eight	Getting around p. 85	1. Getting around p. 86	Question tags	Means of transport	Identifying topic vocabulary
		2. Signs and travel p. 90	Relative clauses: who, which, where, when, how.	Travel idioms	Understanding intonation
		3. Bikes for the world p. 94	Revision of Comparative and superlative forms	Helping others	Making a questionnaire
Nine	'Keeping up appearances' p. 97	1. "I wish I were..." p. 98	Second Conditional	Character adjectives	Recognising expressions of agreement
		2. History of fashion p. 102	I wish + Past	Status and clothes	Recognising common elements of the past and present
		3. Byzantine and the Present p. 106	Revision of Tenses others about your ideas	Clothes design	Persuading
Ten	A Material World p. 109	1. A Plastic World p. 110 2. Silk p. 114 3. Ancient constructions p. 118	Passive Voice - made of; used for Passive Voice - question form Passive Voice with 'agent'	Raw materials Silk and what it is used for Ancient buildings and instruments	Comparing ideas Completing a timeline Collecting and sharing information
Appendix I: It's your choice! p. 121					
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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.

- We are losing 130 species of plants, animals and insects every day
- The rain forest now covers only 6% of the world's surface
- Amazonia has an area the size of Australia
- Over 3000 different kinds of fruit grow in the tropical rain forest
- 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:

- Find out how many square kilometres of forest disappear each year in Amazonia. It is the same as four times the size of Greece.
- Look at your geography book or on the internet to find out where potatoes come from.
- 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.

- a) Cars and factories cause air *pollution*.
- b) The tribes *slash* the vegetation with huge knives.
- c) The jungle is the *natural habitat* for many wild animals.
- d) Many daily *products* like coffee and sugar come from the forests.
- e) 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:

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

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

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



# 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.

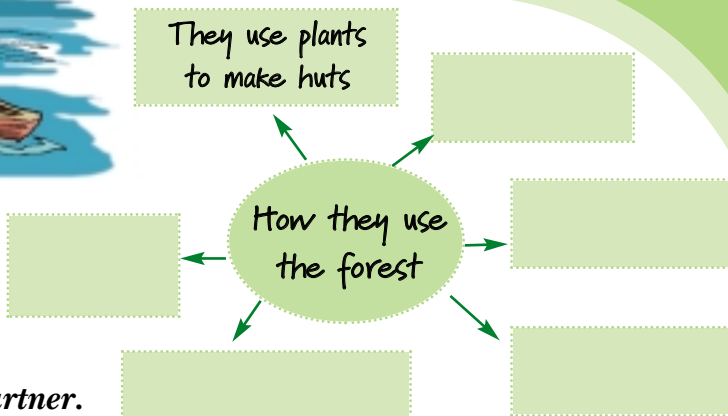
	TRUE	FALSE	WE DON'T KNOW
1. The forest and river are very important in the life of the Indians.			
2. The whole family works together to build the huts.			
3. When the Indians travel long distances they use the Amazon River.			
4. The Indians live in the same house all their lives.			
5. The Indians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



## 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:

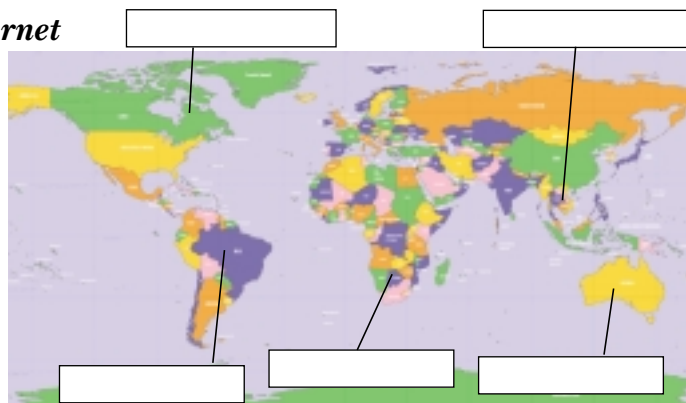
	NAME
i) Find someone who likes Geography.	
ii) Find someone who lives near someone from another country.	
iii) Find someone who knows how to speak another language.	
iv) Find someone who has got a friend in another country.	
v) Find someone who is thinking of going abroad soon.	
vi) Find someone who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

- asks questions about the family
- explains why she is writing the letter
- gives information about her home
- talks about her free time
- 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.

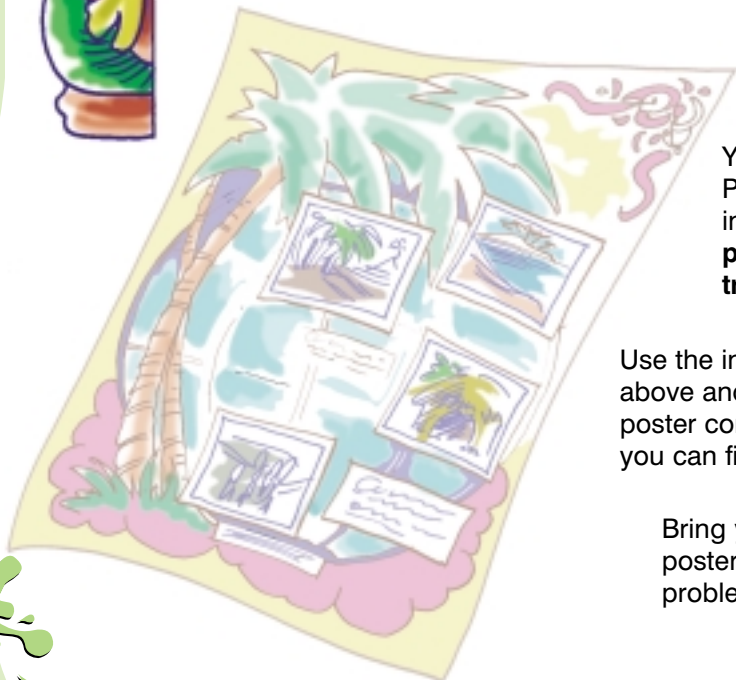


### Act up - A poster

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?



# Self-evaluation

## Activity A

Complete the following sentences by choosing an appropriate word from each pair in the box. The pairs of words are not in the same order as the sentences.

species / people  
kinds / size  
area / pollution  
rubbish / habitat  
homes / tribes



1. Each year a(n) ..... of rain forest the ..... of Greece disappears in Amazonia.
2. The ..... that people throw out causes terrible problems of .....
3. The natural ..... of many wild animals and the ..... of many tribes are disappearing all the time.
4. Some of the ..... of Amazonia have never met ..... like you.
5. The Lecythydaceae tree is a ..... of tree which only exists in the Rain Forest, but there are many different ..... of other trees.

\_\_\_/5 points

## Activity B - Collocations

Match a noun from the box on the right with an adjective on the left.

- |              |               |
|--------------|---------------|
| a) tough     | i) fruit      |
| b) tropical  | ii) animals   |
| c) natural   | iii) language |
| d) foreign   | iv) skin      |
| e) wild      | v) world      |
| f) fresh     | vi) actions   |
| g) colourful | vii) forest   |
| h) modern    | viii) habitat |
| i) habitual  | ix) feathers  |



\_\_\_/4 ½ points

## Activity C

Answer the questions using information from page 4 in the STUDENT'S BOOK.

1. Why do the Yanomami light fires? To \_\_\_\_\_
2. Why do they plant seeds? \_\_\_\_\_
3. Why do they build huts? \_\_\_\_\_
4. Why do they boil plants? \_\_\_\_\_
5. Why do they burn vegetation? \_\_\_\_\_
6. Why do they wear beads? \_\_\_\_\_
7. Why do they use spears? \_\_\_\_\_

\_\_\_/3 ½ points

# Self-evaluation



## Activity D

Tick the things these three people have.

	A TRIBESMAN	A STUDENT IN GREECE	A GIRL IN A TRIBE
hut			
necklace			
basin			
canoe			
sandals			
head-band			
earrings			
iPod			

\_\_\_/4 points

## Activity E

Complete the following sentences by choosing the correct form of the verb in brackets.

1. My Geography teacher (believe) \_\_\_\_\_ that it is important to know about indigenous tribes.
2. She (say) \_\_\_\_\_ that we can learn a lot from these people and their way of life.
3. At the moment, in our Geography class, we (do) \_\_\_\_\_ a lesson on the Aborigines from Australia.
4. My friend Anna (not find) \_\_\_\_\_ this to be an interesting lesson but I disagree with her.
5. Anna (not believe) \_\_\_\_\_ that the Aborigines are the original people in Australia.
6. When our Geography teacher (tell) \_\_\_\_\_ her that she is wrong, she (get) \_\_\_\_\_ angry and then (not do) \_\_\_\_\_ her homework for the rest of the week.

\_\_\_/3 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can read a text to find facts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to a radio interview to get the gist of what the people are talking about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can talk about native tribes and the way they live, and compare it with the way we live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can write a letter in response to another letter giving personal details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# UNIT 2

## Making a difference



### Grammar:

*Past Simple* (affirmative, negative and interrogative)

*Regular and Irregular verbs*

*Time words*

### Functions:

Describing people and their past actions

### Vocabulary:

Highly frequent adjectives: *generous, gentle, wonderful, kind, marvellous, lonely, poor, busy, desperate, brave*

### Learning strategies:

If I want to understand natural language, I...

- guess the meaning of adjectives I don't know
- use phrases from a listening text to express my own opinion
- transfer information from my schoolbooks (e.g. history book) to use it in English
- associate adjectives with jobs.



# Lesson 1

## AIMS

- To identify and learn new verbs in the past simple form
- To raise awareness of text coherence and cohesion
- To guess the meaning of adjectives from the text
- To raise awareness of verb+ noun phrases

## Lead-in

1. Write down the names of three famous people. Compare the names with your partner's list.
2. Choose one of the names and tell your partner what you know about this person.
3. Why is this person famous?
4. Compare the names you have on your list with the famous people below to see if any names are the same.

## Task 1

Look at the cards A-G below and match them with the correct sentence 1-7 below to make accurate sentences for each famous person. Then write in how old each person was.



**A**  
Eleftherios Venizelos  
1864 - 1936

**G**  
Pyros Dimas  
1971 -

**B**  
Wolfgang Amadeus  
Mozart 1756 - 1791



**C**  
William Shakespeare  
1564 - 1616

1. \_\_\_ **discovered** radium and radioactivity in 1898 when she was \_\_\_\_\_ years old.
2. \_\_\_ **wrote** the play Romeo and Juliet in 1595 when he was \_\_\_\_\_ years old.
3. \_\_\_ **became** Prime Minister of Greece in 1910 when he was \_\_\_\_\_ years old.
4. \_\_\_ **won** a gold medal in the Olympic Games in 1996 when he was \_\_\_\_\_ years old.
5. \_\_\_ **painted** 'The Mona Lisa' in 1503 when he was \_\_\_\_\_ years old.
6. \_\_\_ **began** composing music in 1761 when he was \_\_\_\_\_ years old.
7. \_\_\_ **made** her first record in 1982 when she was \_\_\_\_\_ years old.

**F**  
Marie Sklodowska  
Curie 1867 - 1934



**D**  
Madonna  
1959 -

**E**  
Leonardo da Vinci  
1452 - 1519



## Vocabulary

1. Match the people in Task 1 to the profession given in the box below.

scientist      playwright      politician      singer  
 artist      weightlifter      composer

Compare your answers with your partner.

2. **Word pairs:** With your partner, join two words from the box on the right to make compound words.

charity      lonely  
 desperate      organisation  
 marvellous      people  
 brave      woman  
 idea      famous  
 life      world

3. In pairs, match the verbs on the left with nouns in the box on the right.

save      die  
 feed      look after  
 pay      collect  
 become

a citizen      respects  
 the sick      in peace  
 the hungry      lives  
 money



## Reading

### Pre-reading

1. What makes someone famous? Do you know of anyone who became famous because they helped people?
2. Look at the photograph of a famous person. What can you tell about her?



### Task 1 - Read the text

3. Now, look at the pictures beside the text on page 16 and try to imagine the life of this person. What kind of things do you think she did in her life? In pairs, make a list.
4. Read the text on the following page to find out if you guessed right, and complete your list.
5. Does she deserve to be canonised (declared a saint)? Explain why.

# Lesson 1

## Her work touched many...

1

She became an Indian citizen later that year. This allowed her to do more wonderful work. In 1950, she started a charity organization in Calcutta to feed the hungry and look after the sick. She never once refused anyone help, and her work *made a difference* to the lives of the desperate people she lived beside.



2

At the age of twelve, she *made a decision* to become a nun. Her ambition was to help all those in need. Her father agreed that it was a marvellous idea, but explained to her that her life as a nun might mean a lonely life in a monastery. She told him that she didn't mind this and so, some years later, when she was eighteen, she went to Ireland and became a nun.



3

At the Nobel Prize winning ceremony in 1979, where she wore her famous blue sari, she asked the Nobel organization not to have a dinner for her and to use the money "to feed 400 poor children in India for a year".

4

During this time, she saw many cases of poverty and suffering and knew that she had to do something to help. So, she asked for permission to leave the school and spend her life working among the poorest of the poor in the streets of Calcutta. Her love of people *made an impression* on everyone who met her as she



took care of them in their suffering and pain. Although she was always busy she still *made time* for everyone.

5

After a few months of training in Dublin, the Church sent her to Calcutta in 1931. When she first went to India, she wanted to work with poor people but the Church didn't let her. So, she taught in St. Mary's High School until 1946.

6

Though Calcutta was the centre of her charity, and the place she called home, her work reached the four corners of the earth. Throughout her life she has become world famous for the hundreds of centres she has helped to build in 120 countries all around the world. Wherever people needed help and comfort, she was there, among the hungry in Ethiopia, or in the ruins of Armenia's earthquake where she saved thousands of lives.



7

In the winter of 1948 she began her work by bringing hungry and dying people into a home where they could find love and care and finally die in peace.

8

This act showed what kind of generous person she was. In 1997 she caught pneumonia and when she died some time later famous people from all over the world came to pay their respects to a brilliant and brave woman.



9

Born to Albanian parents in Skopje on August 27<sup>th</sup> 1910, Agnes Gonxha Bejaxhiu, spent her life with the poor in India. As a child, she was extremely kind and gentle and helped whoever she saw in need. At a very young age she *made a promise* to her father that she would always help others in need.



## Task 2 - Who's that person?

*“kind words can be short and easy to speak,  
but their echoes are endless”*

*Discuss with your partner what the saying in bold above means? What kind of person might say this? Why? The nun in the picture said these words. What is her original name? Read the text carefully to find what her family name was before she became a nun.*

*If you do not know, search on the internet by writing in her original name.*

## Task 3 - Find the verbs in the past

*Underline all the verbs in the text which refer to the past. Compare your answers with your partner.*

*Check with your teacher to make sure you know the meanings of the verbs. Write the new verbs with their Greek meaning in your notebook.*

## Task 4 - Answer the questions

*Look at the following questions 1-8 and find out which question word is used in all of them. Does the word refer to the Present or Past?*

*Then, with your partner, find the answers to the following questions.*

1. In what year did she become a nun?
2. What did she use to talk to her father about?
3. Did she work with the poor when she first went to India?
4. Where did she start the charity to help the poor?
5. When did she win the Nobel Peace Prize?
6. Did the Nobel Prize dinner in her honour cost a lot of money? Why do you think this?
7. How did she die?
8. What kind of things did she do to help people?

*Now, use your answers to create a timeline of her life. Mark any great historical events on the timeline that happened during her lifetime.*



## Task 5 - Put the paragraphs in the correct order

*Read the text again and find the correct order for paragraphs 1-9. Use the pictures to help you. Ask your partner to check if you were right in your choice.*

## Task 6 - Speaking: Charities

*1. Look at the list of non-profit organisations which offer help around the world. Discuss with your partner what these organizations do.*

Hellenic Red Cross  
Greenpeace  
Reto Hellas

Doctors Without Borders  
SOS Children's Village  
Volunteer work Athens



*Discuss why it might be a good idea to become a member of a charity organization like these.*

### 2. ROLE PLAY

Imagine you want to become a member of one of these organizations. Decide on an organization and ask your partner for information. Your partner can find information about the organisation on p.156 of this book to give you the information you need. Take it in turns to ask and give information about each charity.

# Lesson 2

## AIMS

- To listen for specific details
- To listen for phrases which express attitude



## Listening &



## Speaking

### Pre-listening 1

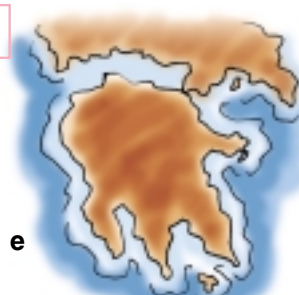
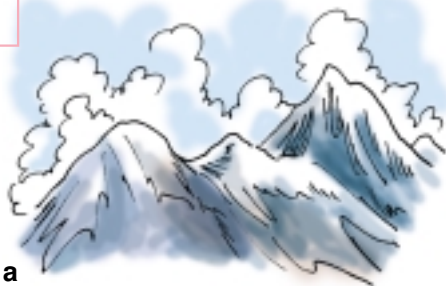
#### Lead-in

1. Look at the picture taken from a historical film. In which historical period is the story? How do you know? Find unusual things in the picture and then compare your answers with your partner.
2. Do you know anything about a man called Spartacus? Read the Greek text in Appendix II (p. 157) about the slave revolt in Ancient Rome and summarise it in English (relevant sites can be found on page 190).



### Task 1 - Listening for detail

- a) Listen to the monologue about a historical film called 'Spartacus'.
- b) Put a number in the boxes beside each picture in the order they are mentioned.





## Task 2 - The differences

*In pairs, look at the picture and discuss what happened in this kind of place.*



## Listening 2 - Answer the questions

*Listen to a dialogue between two friends discussing the film 'Spartacus' and answer the questions.*

- Did George like the film or not?
- What was the film about?
- What historical period did the film refer to?
- Was the film exactly like the story in history?
- How did Spartacus die?

*Compare your answers with your partner.*



## Task 1 - The missing words

- Listen to the dialogue again and complete these phrases with a missing word. Compare your answers with your partner and then read the listening text on p. 155 to cross-check.*
- Look at the phrases above and decide with your partner if they are positive or negative. Put a **P** beside the **POSITIVE** and **N** beside the **NEGATIVE** phrases.*

- it wasn't \_\_\_\_\_ bad
- you must be \_\_\_\_\_
- I can't \_\_\_\_\_
- a bit \_\_\_\_\_
- far \_\_\_\_\_ long
- that's \_\_\_\_\_ stupid
- that's \_\_\_\_\_ wrong
- you're \_\_\_\_\_

## Task 2 - Extension: Using phrases from the listening

*In pairs, use a suitable phrase from those in TASK 1 to respond to the following statements and questions.*

*Then, with your partner, recreate situations where you can use the responses from Task 1.*

**Example:**

*You and your parents went to a new Italian restaurant for dinner. When you met your friend he/she asked you how the food was:*

**A:** Was the food any good?

**B:** It wasn't that bad!

- Did you enjoy her biography?
- I saw 'The Fall of the Roman Empire' ten times!
- Constantine grew up in Troy.
- How long did the film last?
- What do you think of historical films?
- Was the lecture any good?



# Lesson 2

## Task 3a - The play

*Work in pairs: Use the following information to create a short dialogue between the two characters in the pictures.*

- place: stadium
- event: Nika Revolt
- fact: Justinian wanted to leave Constantinople but Theodora persuaded him to stay as required by his role as Emperor.



## Task 3b

*In pairs, imagine you have seen a play about the Nika Revolt. You can read more about it on the internet (a relevant site can be found on page 190). Write a review for your school magazine.*

*You can find useful material in Appendix II (Resource Material)*

## Task 4 - The research

*Find as many films as you can about 'The Romans and Byzantium' and write the titles in your notebook.*

*The student with the most titles can consider himself or herself a very good researcher. Ask your teachers and use the internet to help your research.*



## Writing

### Report writing

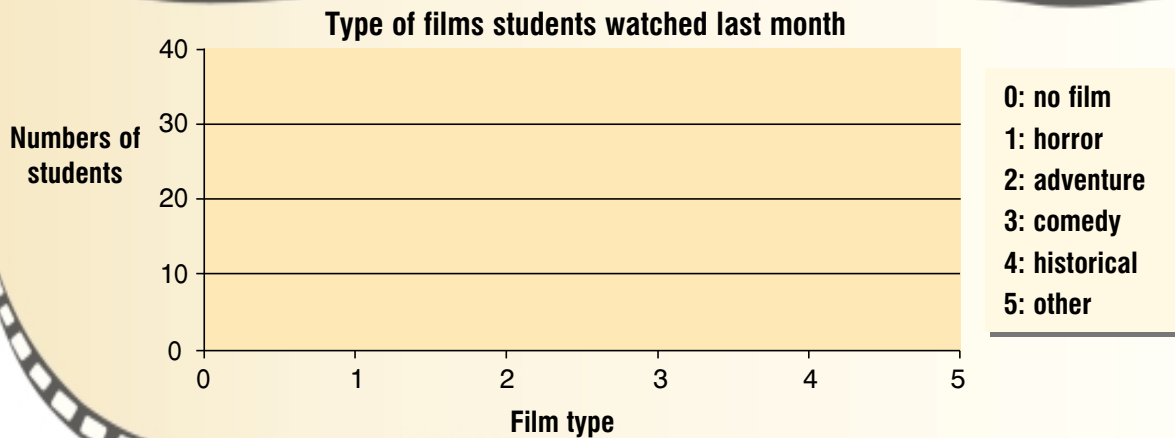
*Your school council is organising a cinema night for the students of your class, but they don't know what kind of film to show.*

*Your job is to find out about the students' taste in films. You conduct a survey to find out about the films students saw recently.*

Films	horror	adventure	comedy	historical	other
Number of students					
very good					
Opinion   quite good					
not good					
Main actor					

*1. In pairs, go around the class and complete the chart.*

2. Transfer the data from the chart to complete the graph below in order to show the relationship between the different kinds of films students watched.



3. Write a short report for the school council using the plan given below. Your aim is to report on the most popular kind of film and recommend which one you should see. Study the model below and use it to write your own report.

## Films preferred

**To:** The School Council

**Subject:** Films preferred

I asked ..... students in my class what films they saw last month and this is what I discovered.

### Films seen:

..... saw ..... films and they liked/disliked them very much. .... saw ..... films but they didn't enjoy / and they enjoyed them.  
 ..... students saw ..... and said they thought they were quite good/ not bad/ terrible.

### Main actors:

.....

### Conclusion:

Therefore, because ..... liked ..... films, I strongly believe that we should arrange to see a /an ..... film.

4. How successful were you with your report? Ask your teacher to give you his/her opinion.

### Project work - A show

1. *Your school wants to put on a show at the end of term. The theme is 'Famous people in history'. The show is called 'That was his/her life'.*

*Your teacher will divide the class into groups of four. As a group, decide which person to have the show on; why he/she became famous, what were his/her talents, his/her special skills.*

*You might need to know:*

- where the person was born;
- where the person lived as a child;
- where the person studied;
- what the person was like as a young man/woman;
- what kinds of things the person did which make him or her different.



2. *Decide on different areas of responsibility for each member of the group:*

**Student A** can be responsible for collecting pictures and visuals and arranging the artwork.

**Student B** can be responsible for finding out about the person when they were young.

**Student C** can find out what great things the person did.

**Student D** can be responsible for presenting the information to the class.

*Each group will present their report and the class members with the teacher will decide on which is the most interesting and well presented.*

*Use the fact file below to help you collect information about the person:*

1. Full name \_\_\_\_\_
2. Place of birth \_\_\_\_\_
3. Childhood \_\_\_\_\_
4. Interests \_\_\_\_\_
5. Deeds \_\_\_\_\_



# Self-evaluation

## Activity A

Use the Past tense of the verbs on the left and match them with the nouns on the right to make phrases.

build

feed

save

make

take

ask

catch

spend

pay

care of

their respects

pneumonia

her life

lives

the hungry

centres

a difference

for permission

.....

.....

.....

.....

.....

.....

.....

.....

.....

\_\_\_/4.5 points

## Activity B

Write a question (Q) for each of the following answers (A).

1. Q. \_\_\_\_\_  
A. Maria? She grew up in Bucharest.

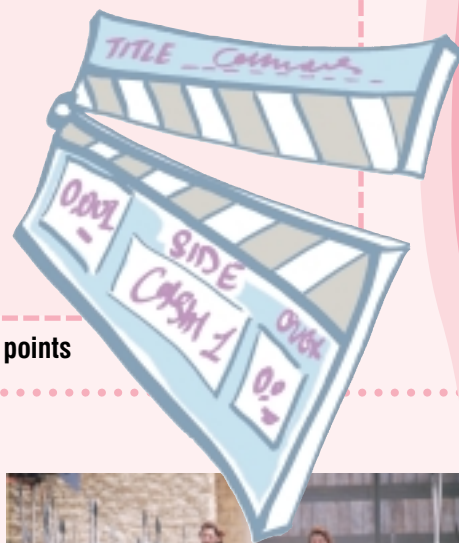
2. Q. \_\_\_\_\_  
A. Yes, I think she did have a pet when she was young.

3. Q. \_\_\_\_\_  
A. She left her village at the age of fifteen.

4. Q. \_\_\_\_\_  
A. She became famous because she gave her life to the poor.

5. Q. \_\_\_\_\_  
A. She died in a plane crash.

\_\_\_/2.5 points



## Activity C

Decide on a historical film and report five differences between the film and the real facts. Ask your family members, friends and teachers in other subjects to help you. Also, you can find information about such differences on the internet site

<http://www.libraryspot.com/features/historyinfilm.html>.





# Self-evaluation

1. ....
  2. ....
  3. ....
  4. ....
  5. ....
- \_\_\_/5 points

## Activity D

Go on line to the internet site mentioned in Activity C and find the following information for the film *Spartacus*.

Stars \_\_\_\_\_

Director \_\_\_\_\_

Year of release \_\_\_\_\_

Producer \_\_\_\_\_

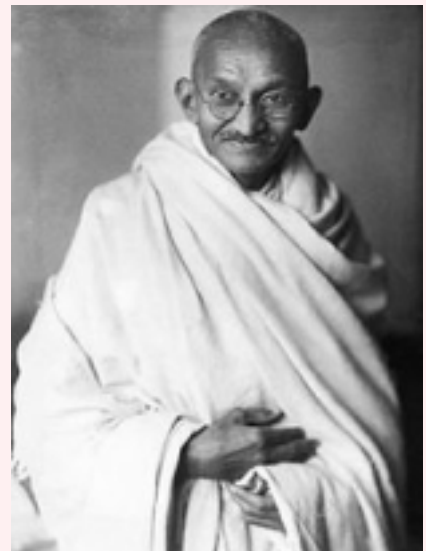
3 main Roman characters \_\_\_\_\_

\_\_\_/2.5 points

## Activity E

Read the text about Gandhi and put the verbs in parentheses into the correct past form.

Mahatma Gandhi 1.(be) ..... a political and spiritual leader of India. He 2.(want) ..... India to be free from England and he 3.(begin ) ..... his campaign for India's freedom when he 4.(return) ..... from South Africa. Throughout his life he 5.(teach) ..... his followers that violence is wrong. He 6.(refuse) ..... to fight even when the British beat him on the ground. He was a student of Hindu philosophy and 7.(live) ..... a simple life. He 8.(make) ..... his own clothes and lived on a simple diet. He 9.(wear) ..... only the loincloth and shawl of the poorest members of society. He 10.(eat) ..... vegetables, fruit and goat's milk. On 30th January 1948, he 11.(die) ..... from a gunshot by a Hindu radical.



\_\_\_/5.5 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can read a text and recognize time words or the way it is organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to understand facts in a historical text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can talk about different historical characters and about the kind of things they did to help people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can write sentences using the Past Simple or a short report from data on a graph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>