

Think Teen!

3rd Grade of Junior High School

STUDENT'S BOOK

ΣΥΓΓΡΑΦΕΑΣ

Patrick Mc Gavigan

ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ

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ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ
Δημήτριος Γ. Βλάχος
Ομότιμος Καθηγητής Α.Π.Θ.
Πρόεδρος του Παιδαγωγικού Ινστιτούτου

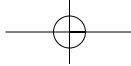
Πράξη με τίτλο:

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

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



ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
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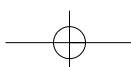
Patrick Mc Gavigan

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

 **Linguaphone**

**3rd Grade of Junior High School
Student's book**

ΟΡΓΑΝΙΣΜΟΣ ΕΚΔΟΣΕΩΣ ΔΙΔΑΚΤΙΚΩΝ ΒΙΒΛΙΩΝ
ΑΘΗΝΑ



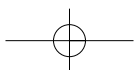
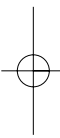
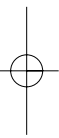
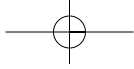


TABLE OF CONTENTS

Unit 1, p. 1, A Wonderful World

LESSON	GRAMMAR	VOCABULARY	SKILLS
1. The Right Holiday	Present & Past Tenses	Holidays and historical sights	Reading: scanning for detail
2. The Seven Wonders	Phrases with 'and'	Adjectives	Listening: understanding the gist of the text
3. A Postcard Home	Phrases with 'time'	Linking words: because, as, although, but.	Writing a postcard description

Unit 2, p. 13, Teen idols

1. So, you want to be famous?	Present Perfect Vs Past Simple	Formulaic responses	Reading for general information
2. Fame and feelings	Present Perfect	Adjectives of feeling	Listening for stress and intonation
3. Produce your show	Present Perfect Vs Past Simple	Stage, shows and designs	Writing to give viewpoint.

Unit 3, p. 25, Thrills and Spills!

1. Newton's Laws	Loves, hates, likes +gerund	Laws of motion	Reading: distinguishing between formal and informal texts
2. The bravest student	Gerund verbs	Compound nouns	Listening and writing
3. Amusement Park	Revision of Present Tenses	How about...? Why don't we..?	Writing a letter

Unit 4, p. 37, Click on-Line!

1. Gadgets	Present Perfect Continuous	Phrases to do with statistics	Reading to find cohesive features in a text
2. Speak your mind	Present Perfect Simple Vs Continuous	Media vocabulary	Listening for phrases of attitude
3. Media habits	Comparatives	Free time activities	Writing to solve a problem

Unit 5, p. 49, The myths we live by

1. An ancient fortune teller	1st and 2nd Conditional	Mysteries and imagination	Reading for details
2. If I were....	2nd Conditional	Word formation; prepositional phrases	Listening for sequence of events
3. An attractive tourist destination	Extension of 1st and 2nd Conditional	Positive features about a place	Making a leaflet

Unit 6, p. 61, Keeping traditions and customs alive

1. Halloween and St. Valentine's Day	Verb syntax	Set phrases with 'on'	Reading for information
2. The 5th of November	believe, think, feel+that	Absolutely, good point, you're joking	Understanding impressions
3. World celebrations	Revision of question forms	Christmas and Easter	Making a poster about the meaning of Easter

TABLE OF CONTENTS

Unit 7, p. 73, Shades of Meaning!

1. Colours in our lives	Modal verbs	Phrases with 'go'	Skimming for the general idea in a text
2. Colour my world	Must, should,	Colour idioms shouldn't might	Discussing
3. Visualising colour	Modal verbs	Personality words	Designing an ideal environment

Unit 8, p. 85, Food for thought

1. Food, places, cultures.	Passive Voice	Food, resources, eating habits.	Matching a text to a diagram
2. One man's meat...	Forming the Passive	food idioms	Writing a review
3. Food Pyramid	Review of Tenses	Mediterranean diet	Giving opinions

Unit 9, p. 97, What's the weather like?

1. Energy around us	Reported Speech	Types of energy sources	Reading and making notes
2. Alternative sources of energy	Conditional forms in reported speech	Uses of electricity	Speaking to give opinion
3. Electricity bills	Comparison, Modals, Passive	Forms of lighting	Writing to describe events

Unit 10, p. 109, Natural phenomena

1. Such things happen all the time!	Modal verbs in the Past	Disasters	Reading for implied information
2. Tragedies	Might have; could have; should have.	Geography and natural phenomena	Listening for sequence of events
3. Catastrophes	Idiomatic forms	similes	Writing a report

Appendix I: Differentiated Pedagogy

Maps

UNIT 1

What a wonderful world!



Topic

What a Wonderful World!

Grammar

Using Present / Past (Simple and Continuous)
(Affirmative, Negative, Inter-rogative)

Reading Skills

Scanning for specific information

Listening Skills

Listening for Detail

Writing Skills

Describing feelings and places. (Attitude linking words).

Vocabulary

Holidays and places. Phrases with 'time';
word formation - adjectives. Binomial phrases with 'and'

Strategies: I can use general knowledge to guess information

I can work in a group to find ideas

I can associate words with a specific situation



Lesson 1

AIMS

- To show comparison of the use of Present and Past Tenses
- To introduce compound words

Lead-in

1. Look at the pictures on the right. What are the first two things you notice about each of them?

Write them down then compare your answer with your partner.



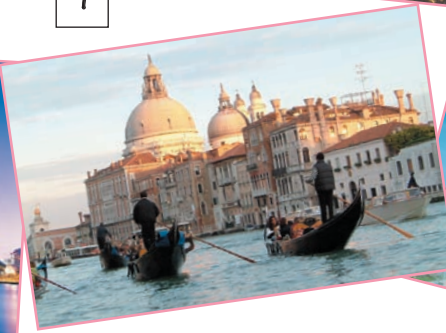
1



2



3



4



5

2. Which of the places do you like? Number the places in the order of preference.

Compare your answers with your class. Discuss your order of preferences. Say why.

3. Do you know the name of each place? Write down where you think each place is and then compare your answers with your partner.



Task 1 - Which place?

Match the statements to the pictures. There is one extra statement you do NOT need to use:

- It has some of the best seafood in the world.
- Our son absolutely loves historical buildings and took loads of photographs.
- The guards outside the palace wear red uniforms and big black furry hats.
- Engineers are working on ways to protect the ancient buildings from the flooding
- They were repairing the statue when we were there so we couldn't walk up it.
- The waterfall was majestic.

Justify your answers to your partner. Report to the class.

The Right Holiday!

Task 2 - What is this place like?

1. Tell your teacher anything else you know about the places in the pictures on the previous page.
2. Write four questions you might ask a local inhabitant of this place if you were doing a survey on different places. Compare these with your partner and then together think of answers to these questions about your own area or city.




Reading

Pre-reading

1. In small groups discuss the different things to do on holiday as seen in the pictures below. Write down at least five things. Compare your findings with other groups.



2. What is the woman in the first picture doing? Is she enjoying herself? How do you know? Discuss your answers with your partner.

Task 1 - Read the texts

1. The people below all want to find somewhere to go on holiday.

On the next page, there are six descriptions of different places and what there is to do and see. Read the texts which describe the needs of the people and match the texts to the pictures of the people.

Discuss your choices with your partner.



Lesson 1

Use the following questions to help you in your choice.

- Why does the young woman want to go somewhere hot?
- What kind of things does the young man with the beard like?
- What is important on a holiday for the young couple?
- Why do the old couple want a relaxing holiday?
- Where did the student get the feeling to travel abroad?

When I was going to school I loved Geography and I think that is the reason I love travelling today. I decided then that **at one time** in my life I would climb the highest mountain in the world so this is what I want to do. I don't plan to go on my own, though. My greatest love is the mountains and I am looking for a holiday which is challenging. If I find any good rivers on my way I might even go **rafting or canoeing** now and again.

My sister went to Chania two years ago and said it was the best holiday she ever had. She said she loved the **peace and quiet** of the small fishing village where she was staying. It was just outside the town and although **at times** it was a bit too quiet, she felt that there was never any risk and the children were always **safe and sound**. She especially loved the way all meals were prepared **on time** in the hotel, and two out of every three meals had fish.

A major consideration for me is the weather. Last year I went to New Zealand and I was **sick and tired** of the weather. It rained every day, so never again! It was so boring! I work so hard all the year that when I go on holiday, I need to be able to laze around and relax. I do not want to **take any tours** or see the sights, and I don't want to sunbathe either. I just want to hang out on a warm sunny beach. I intend to **have a good time** this year so perhaps the Med is my best bet.

My father worked on a ship when I was young and **from time to time** he took me on board when he **went on a trip** somewhere in the Mediterranean. I loved waking up bright and early each day and smelling the ocean breeze. In fact, anyone would. I enjoyed it so much and made a promise to myself to see the world when I grew up. At the moment I am still studying but when I finish next month I intend to go somewhere really exotic. Of course I can't afford an expensive hotel so I plan to stay in **bed and breakfast**.

My husband and I are looking for a relaxing holiday with style as we want to spend some quality time with each other. We do not want the **hustle and bustle** of fast city life and the need to worry **all the time** about rushing to get from place to place. So, our holiday preference is a trip by ship which will allow us to take in lots of historical sights and one of the Seven Wonders of the World. In fact we believe that **going sightseeing** is the most wonderful thing about our holidays. Some time ago, we were thinking of a Caribbean cruise but then we changed our minds and decided that it may not be what we wanted.

Task 2 - The holiday brochures

In pairs look at the holiday brochures below and match the people to the holidays. Which letters A-F would be the most suitable for each of the people 1-5. Discuss your choices with the rest of the class.



A. The Challenge of a Lifetime



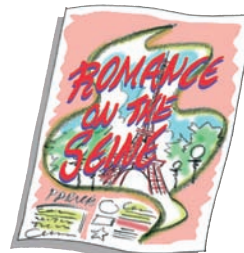
B. A Holiday for All



C. Get down and Samba



E. Step back in time



D. Romance on the Seine



F. Volcano Island



The Right Holiday!

Task 3 - The similarities

1. In pairs, find 3 similarities among all the holidays. List your similarities and compare them with other members of the class.
2. Discuss as a class the features which make up a good holiday.

Task 4 - Phrases with 'TIME'

1. Individually, find five phrases with the word 'TIME'. Write these in your notebook.
2. Check that you know the meaning of the phrases with your partner. In pairs, write a new sentence in your notebook to use the phrase with 'TIME'.

Task 5 - The past tense (simple and continuous)

Look at the two pairs of sentences below. Do they have the same meaning or are they different in meaning? In pairs discuss what makes them the same or different.

- a. When I was going to school I loved Geography.
- b. When I went to school I loved Geography.
- c. When I was going to school I met George.
- d. When I went to school I met George.

- a. laze
- b. make
- c. change
- d. go
- e. go on

- sightseeing
- a tour
- a promise
- around
- your mind



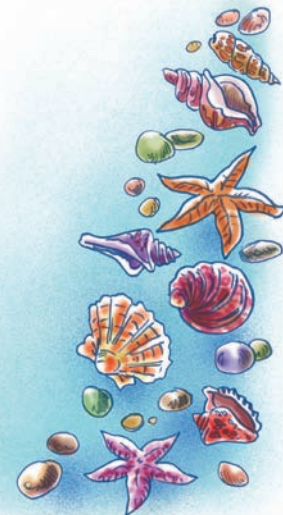
Vocabulary

1. Match the words in the two columns to complete the phrases. Write your answers in your notebook.
2. In pairs, complete the phrases in the box with the words given and then match them to a specific situation. There are two phrases which you do not need to use.

then breakfast tired again about bustle foremost sound early quiet

peace and	bright and	now and
out and	first and	hustle and.....
bed and	safe and	sick and

- a. 'Our lives are much too busy and what we need is a bit of
- b. 'During the summer, my brother likes to get up
- c. '....., I go on day trips with my friends'.
- d. 'The rescuers looked all over the mountain for the climber and finally found him in a mountain cabin'.
- e. 'The worst thing about city live is the daily
- f. 'We are of going to the same place every year on holiday'.
- g. 'When we take a trip across Europe, we stay the night inplaces'.



Lesson 2

AIMS

- To listen for specific words
- To listen for confirmation of ideas

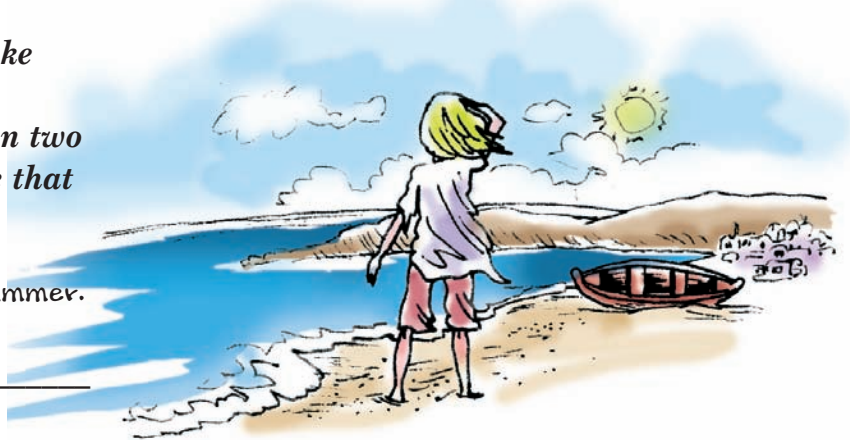


Listening 1

Pre-listening

What daily scenes would make someone feel the world is a wonderful place? Write down two more things like the example that you think are happy events.

1. Walking along the beach in summer.
2. _____
3. _____



Task 1 - Complete the song

Listen to the song and complete the missing words. Were your ideas similar to those of the singer?

I see trees of green, red _____ too
I see them bloom for me and you
And I _____ to myself, what a wonderful world

The colours of the _____ so pretty in the sky
Are also on the faces of people going by
I see friends shaking hands saying 'How _____
you do?'
They're really _____ 'I love you'

I see skies of blue and _____ of white
The bright blessed day, the dark sacred _____
And I think to myself, what a _____ world

I hear babies crying, I _____ them grow
They'll learn much more than I'll ever know
And I think to myself, what a wonderful world
Yes, I think to myself, what a wonderful world.

Task 2 - Do you agree?

Discuss with your class the things that make the world happy for the singer.
Do you agree with the singer?

Task 3 - Do you agree?

In small groups, use one of the ideas mentioned by the class to write one more verse for the song.

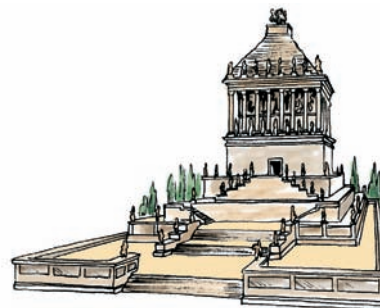
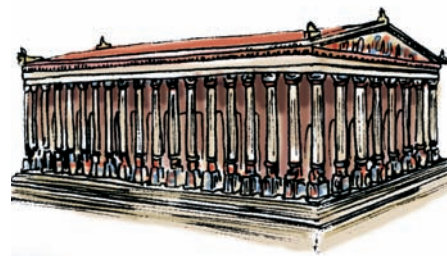
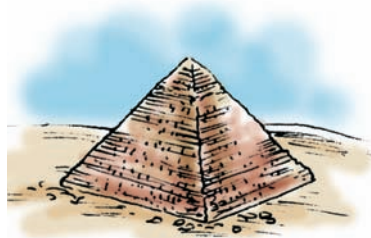
The Seven Wonders!



Listening 2

Pre-listening

Look at the paintings of ancient structures below. What do they have in common?



What is the structure in each picture? In pairs, write what you think the name of each structure is.

Task 1 - The 7 Wonders of the World

1. Read through the list of the original **WONDERS OF THE WORLD** below:

- The Great Pyramid at Giza The Colossus of Rhodes The Temple of Artemis at Ephesus
- The Hanging Gardens of Babylon The Mausoleum at Halicarnassus
- The Lighthouse of Alexandria The Statue of Zeus at Olympia

2. Listen to the lecture on the seven wonders of the ancient world and check if you were right about the names of the structures.

As you listen, find the location of each structure on the map of the world in **APPENDIX V** at the end of the book.

Task 2 - Listening for information

Listen to the text again and complete the table. Check your table with your partner.

Wonder	Name	Date of Construction	Reason
The Great Pyramid at Giza			
The Colossus of Rhodes			
The Temple of Artemis at Ephesus			
The Hanging Gardens of Babylon			
The Mausoleum at Halicarnassus			
The Lighthouse of Alexandria			
The Statue of Zeus at Olympia			



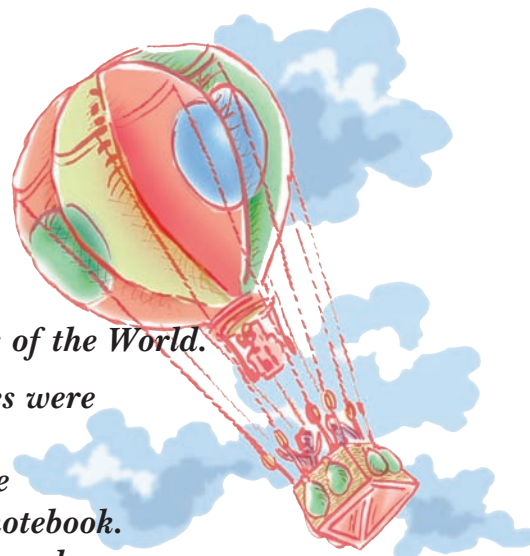
Lesson 2



Task 3 - Speaking

Look back at the map with the original Wonders of the World.

1. Why do you think people thought these structures were so wonderful?
2. What buildings or structures do people think are wonderful today? List three structures in your notebook.
3. Compare your answers with the rest of the class and discuss your ideas.



Task 4 - Speaking: A survey

Copy the following chart into your notebook and go round the class and ask at least four students about what features and qualities make a place exciting to visit. Use their answers to help you complete the chart below.

Place	Natural Attractions	Historical Attractions	Weather	People	Company
1.					
2.					
3.					
4.					

Use the following questions to help you.

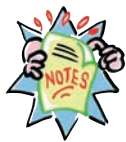
- a. Where did you last go on holiday?
- b. Did you enjoy the place?
- c. Did you visit any historical sights?
- d. How do you feel when you visit historical places?
- e. In general do young people like sightseeing when on holiday? Why? Why not?
- f. Who did you go with?
- g. What was the most exciting thing you did?

Task 5 - Practice

Individually, make a short report to the class about the four people you interviewed. Do not use their names. Use the following as an example.

From my interview with different members of the group I discovered that 50% enjoy going sightseeing when they go on holiday. Twenty-five percent believe that the weather is very important. One hundred percent feel that the company they go on holiday with is the most important thing about a holiday.

The Seven Wonders!



Writing

Lead-in

Discuss with your partner the kinds of things you would write on a postcard to a friend.



Task 1 - The right place

Look at the holiday snaps above. Would these be good places to go on holiday? Why? Why not? Which place would you like to visit on holiday?

Discuss with your partner. Write down three of your ideas.

Task 2 - Describing

Look at the words in the box below to compare your ideas. Put the words in the box into a suitable column. Then compare your answers with your partner.

pleased	very hot	exciting	relaxed	cloudy	bored	boring
sunny	excited	tasteless	chilly	crowded	snowing	disappointed
tired	wet	expensive	noisy	snowing	happy	brilliant

Place	Food	Weather	My feelings

Task 3 - Write your sentences

Use words from the box and write three short sentences about one of the places in the photographs.

Compare your sentences with your partner's. Do you agree with your partner's opinions?

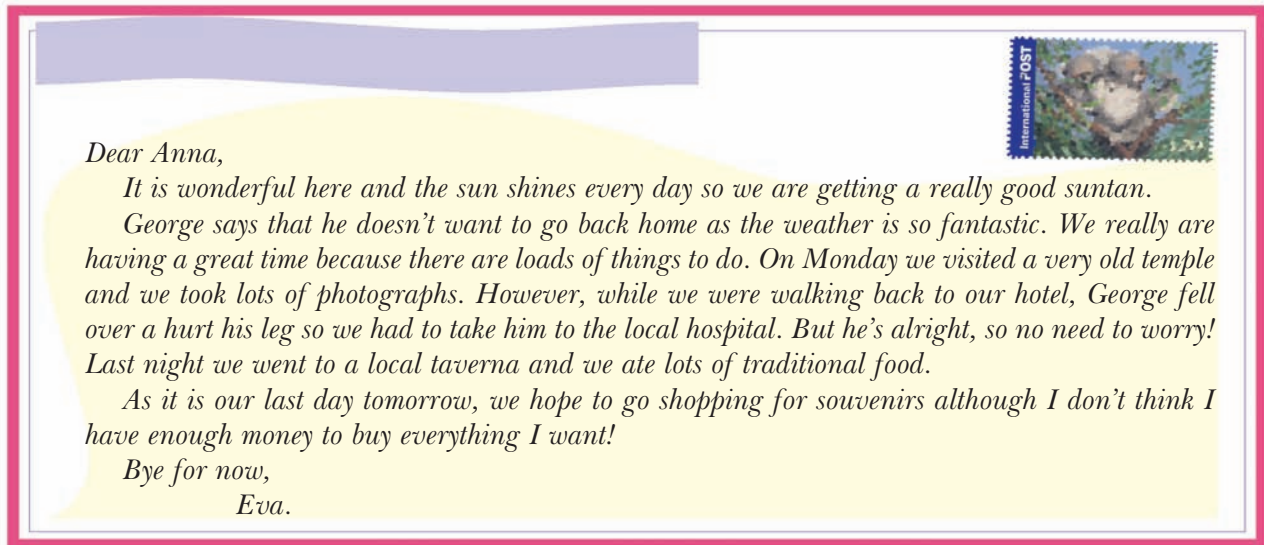


Lesson 3

A Postcard Home!

A postcard home

1. Read the model postcard below. Is the writer happy or unhappy with her holiday?



2. The word 'and' is used to join ideas in some sentences. Underline any other words which link two ideas. Compare your answers with your partner.

3. Complete the following sentences with linking words from the postcard.

- a) Stella went to Mykonos she really didn't like it much.
- b) Irene had lots of money, she didn't buy any souvenirs.
- c) John caught an early flight it was cheaper.
- d) Jane got sunburnt she had to stay out of the sun for two days.

4. In pairs, write four new sentences about one of the places in the photographs on page 9. Join your ideas using the linking words in the model text.

5. Complete this postcard you are sending to one of your friends. Remember to link your ideas in each sentence.

Dear _____,

We _____ a great time here! The weather is _____! I don't like the food though and _____. I just eat salads all the time. We had a late night last night _____ we went to a club with some friends. It was great _____ I didn't really like the music.

Anyway, I _____ just thinking of you so I decided to write this card. See you soon,

Self-evaluation

Activity A

Match the responses with 'time' on the right to the statements on the left. There are two ex-pressions which you do not need to use.

1. Do you ever buy souvenirs on holiday?
2. Am I late for the plane?
3. How do we get on the bus?
4. When will the ticket be ready?
5. Is Andrew living in London now?
6. How often do you go to museums?

- a) For the time being*
- b) By the time you leave*
- c) One at a time*
- d) Time and again*
- e) Just in time*
- f) At times
- g) Behind the times
- h) From time to time*

* These expressions may be used more than once.

___/3 points

Activity B

Complete the sentences with one of the phrases in the box. There is one extra you do need to use.

1. When I am on holiday, I like to get up on the day we are leaving.
2. There are different things to check before we leave., do we have our passports?
3. The wonderful thing about Venice is the as there are no cars.
4. When we can't find a hotel, we stay in a
5. I need a holiday as I am of what I am doing at the moment.
6. Every we go to a Greek island for a few days.
7. One of the problems with big cities is the with so many people every-where.

hustle and bustle
sick and tired
peace and quiet
first and foremost
bed and breakfast
safe and sound
bright and early
now and then

___/7 points

Activity C

In which place do you see the following?

- a) Guards who are standing outside a palace with big black hats.
- b) A statue of a lady with a torch in her arm.
- c) A palace from the Minoan period in history.
- d) Pyramids.
- e) A volcano on an island.
- f) Copacabana Beach.

___/3 points



Self-evaluation

Activity D

Without looking back at the student's book, can you complete the following?

- a) The Great _____ of Giza.
- b) The _____ of Rhodes.
- c) The _____ of Artemis at Ephesus.
- d) The _____ of Babylon.
- e) The _____ at Halicarnassus
- f) The _____ of Alexandria
- g) The _____ of Zeus at Olympia.



___/3.5 points

Activity E

Fill the blanks with an appropriate adjective from the box on the right.

- a. Most people find Mykonos very
- b. I hate places as you can never find anywhere to sit.
- c. We were very with our hotel as it was far away from the beach.
- d. The weather in London was every day.
- e. We took our coats as we thought the weather was a bit
- f. The hot summer days make living in Greece a dream.
- g. Most big cities are really to stay in on holiday.

crowded
disappointed
wet
sunny
chilly
expensive
exciting

___/3.5 points

Total ___/20 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can read a text to get general information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can read a text to understand details and preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to spoken English and pick out the details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can talk about the 7 Wonders of the World and express my opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can write a postcard to describe a place and a holiday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can write a report using data from a table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>