


Think Teen

2nd Grade of Junior High School

STUDENT'S BOOK
(ΠΡΟΧΩΡΗΜΕΝΟΙ)

ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

ΣΥΓΓΡΑΦΕΙΣ	Αλεξία Γιαννακοπούλου , Εκπαιδευτικός Γεωργία Γιαννακοπούλου , Εκπαιδευτικός Ευαγγελία Καραμπάση , Εκπαιδευτικός Θεώνη Σοφρωνά , Εκπαιδευτικός
ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ	Ουρανία Κοκκίνου , Μέλος ΕΕΔΙΠ Ι, Πανεπιστημίου Θεσσαλίας Διονυσία Παπαδοπούλου , Σχολική Σύμβουλος Ανθούλα Φατούρου , Εκπαιδευτικός
ΕΙΚΟΝΟΓΡΑΦΗΣΗ	Ιωάννης Κοσμάς , Σκιτσογράφος-Εικονογράφος
ΦΙΛΟΛΟΓΙΚΗ ΕΠΙΜΕΛΕΙΑ	Χρυσάνθη Αυγέρου , Φιλολόγος
ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΜΑΘΗΜΑΤΟΣ	Ιωσήφ Ε. Χρυσοχόος Πάρεδρος ε.θ. του Παιδαγωγικού Ινστιτούτου
ΥΠΕΥΘΥΝΗ ΤΟΥ ΥΠΟΕΡΓΟΥ	Αλεξάνδρα Γρηγοριάδου Τ. Πάρεδρος ε.θ. του Παιδαγωγικού Ινστιτούτου
ΠΡΟΕΚΤΥΠΩΤΙΚΕΣ ΕΡΓΑΣΙΕΣ	 ΕΚΔΟΣΕΙΣ ΠΑΤΑΚΗ

Γ' Κ.Π.Σ. / ΕΠΕΑΕΚ II / Ενέργεια 2.2.1 / Κατηγορία Πράξεων 2.2.1.α:
«Αναμόρφωση των προγραμμάτων σπουδών και συγγραφή νέων εκπαιδευτικών πακέτων»

ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ
Δημήτριος Γ. Βλάχος
Ομότιμος Καθηγητής του 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
Αντώνιος Σ. Μπομπέτσης
Σύμβουλος του Παιδαγωγικού Ινστιτούτου
Γεώργιος Κ. Παληός
Σύμβουλος του Παιδαγωγικού Ινστιτούτου

Αναπληρωτές Επιστημονικοί Υπεύθυνοι Έργου
Ιγνάτιος Ε. Χατζηευστρατίου
Μόνιμος Πάρεδρος του Παιδαγωγικού Ινστιτούτου
Γεώργιος Χαρ. Πολύζος
Πάρεδρος ε.θ. του Παιδαγωγικού Ινστιτούτου

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

ΣΤΟΙΧΕΙΑ ΕΠΑΝΕΚΔΟΣΗΣ

ΕΚΣΥΓΧΡΟΝΙΣΜΟΣ ΨΗΦΙΑΚΗΣ ΜΑΚΕΤΑΣ,
ΕΝΣΩΜΑΤΩΣΗ ΑΛΛΑΓΩΝ ΒΑΣΕΙ ΥΠΟΔΕΙΞΕΩΝ
ΤΟΥ ΠΑΙΔΑΓΩΓΙΚΟΥ ΙΝΣΤΙΤΟΥΤΟΥ,
ΠΡΟΕΚΤΥΠΩΤΙΚΕΣ ΕΡΓΑΣΙΕΣ:
ΔΙΕΥΘΥΝΣΗ ΕΚΔΟΣΕΩΝ / Ι.Τ.Υ.Ε. «ΔΙΟΦΑΝΤΟΣ»



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



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

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΣΠΑ
2007-2013
Ευρωπαϊκό Κοινωνικό Ταμείο

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΠΟΛΙΤΙΣΜΟΥ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ

Αλεξία Γιαννακοπούλου
Γεωργία Γιαννακοπούλου
Ευαγγελία Καραμπάση
Θεώνη Σοφρωνά

ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ:  ΕΚΔΟΣΕΙΣ
ΠΑΤΑΚΗ

Think Teen

2nd Grade of Junior High School

STUDENT'S BOOK
(ΠΡΟΧΩΡΗΜΕΝΟΙ)

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»

UNIT	LESSON	SKILLS	LANGUAGE FOCUS
UNIT 1 UNITY IN DIVERSITY S's book pp. 9-26	LESSON 1 People and Places	Reading: interview with an anthropologist Listening: a child's daily routine Speaking: about physical appearance and personality Writing: description of a person	Simple Present, Present Continuous, Adverbs of frequency
	LESSON 2 Joined in our Differences	Reading: speeches Listening: monologue Speaking: about the theme of a painting	Stative verbs
	LESSON 3 Different places – Different buildings	Reading: article Speaking: about buildings, materials Writing: description of a building	Comparative/Superlative (not) as ... as Irregular comparatives
UNIT 2 ECHOES OF THE PAST S's book pp. 27-46	LESSON 4 Mysteries of our World	Reading: interview with an archaeologist Listening: radio programme Speaking: about a world mystery	Simple Past, Present Perfect
	LESSON 5 Across the Ages	Reading: story Listening: interview with a geologist Speaking: about life in the past	Simple Past, Past Continuous, 'used to'
	LESSON 6 Life on the Water	Reading: article Listening: TV programme / guided tour Speaking: about ancient civilisations Writing: story	Simple Past, Past Perfect
UNIT 3 TIME OUT S's book pp. 47-64	LESSON 7 Get on Board!	Reading: advertisement Listening: dialogue between friends Speaking: about holidays and travelling Writing: leaflet	Gerund, verbs that express preference
	LESSON 8 What an Experience!	Reading: leaflet Listening: dialogue between friends Speaking: about entertainment Writing: informal letter	'going to', Simple Future tense
	LESSON 9 ...Let the Games begin!	Reading: interview with an athlete Listening: story of ancient Greek athletes / monologues Speaking: about sports	so / such too / enough question tags
UNIT 4 LET'S CHANGE OUR SCHOOLS S's book pp. 65-82	LESSON 10 Looking at Other Schools	Reading: extract from literary text Listening: video conference Speaking: about schools, curricular activities Writing: journal entry	Modals: must, mustn't, have to, don't have to, had to, should, shouldn't, ought to, had better
	LESSON 11 Change through Time	Reading: advertisement Listening: monologue / interview Speaking: reaching a joint decision / interview Writing: report	Modals: could, may, might (for possibility), can, could, may (for permission), can, could (for requests)
	LESSON 12 Change: An Ongoing process	Reading: article Listening: dialogue between student and teacher Speaking: debate	Relative clauses: who, which / that, whose, when, where

FUNCTIONS	VOCABULARY	TOPICS/ NOTIONS	LEARNING STRATEGIES	RELATED SUBJECTS	PROJECTS
Greeting and introducing people Talking about routines and daily habits Describing people and buildings Comparing people and buildings	People's appearance and personality Greetings Adjectives describing buildings Types of houses and materials Types of landscape Phrasal verb 'make'	Culture and Civilisation, System, Space, Similarity, Unity, Difference, Diversity, Architecture, History, Food, Sports, Customs, Celebrations, Art, Music, Family structure, Lifestyles	Focus on Vocabulary Research work on countries Team skills Time management skills Project management skills Presentation skills	Social Studies, Home Economics, Art, Music, History Geography	Cultures on my street A song for us A famous landmark Every building has its own story Our Multicultural Fair
Describing processes of natural disasters Talking about past habits and events Talking about actions in progress in the past Reacting to good or bad news Relaying a message from Greek into English	Archaeological discoveries, Artifacts, Natural disasters, Technological equipment, Jobs, Everyday life activities, Phrasal verb 'break'	Time, Space, Civilisation, Change, Processes, Monuments, History, Discoveries, Mysteries, Technology	Focus on Group Work Research work on world mysteries Team skills Time / project management skills Presentation skills Mediation strategies	History, Geography, Science, Maths, Chemistry	A natural disaster Unsolved mysteries A street from the past comes to life The Roman calendar
Asking for and giving directions Expressing likes, dislikes and preferences Talking about future plans, intentions and predictions Asking for confirmation Making, accepting and refusing suggestions	Sports: equipment / venues, Holidays, Recreation, Entertainment, Travelling, Phrasal verb 'turn'	Movement, Space, Experience, Action, Unit, Feelings, Fitness, Competition, Values	Focus on Writing Mediation strategies Time management skills Project management skills	Physical Education, Geography, Language arts, Art, Maths, History, Science, Social studies	Fun with friends More about sports
Comparing and contrasting Making predictions / suggestions Negotiating Discussing for and against a topic Expressing obligation, necessity, prohibition and possibility Asking for, giving and refusing permission	School environment, Types of school, Technological equipment, (Extra) curricular activities, Types of writing, Expressions with 'break' and 'make/do', Phrasal verb 'take'	Change, Progress, Person, Community, Time, Space, Similarity, Difference, System, Interpersonal relations, Attitudes and behaviours, Rules and regulations, Social conduct	Focus on Listening Organisation of information in a diagram Conducting a debate Assessing performance based on a set of criteria Argumentation and critical thinking skills	Modern Greek Literature, Technology, Social Studies, Home Economics, History, Geography, Computer science	My school now and then Time for debate

UNIT	LESSON	SKILLS	LANGUAGE FOCUS
UNIT 5 THE ARTS! S's book pp. 83-100	LESSON 13 Quite an Art!	Reading: article Listening: guide in an art gallery Speaking: about artists, paintings and styles of art	Passive voice – Present tense
	LESSON 14 It' Music to my Ears	Listening: radio programme / monologue / song Speaking: about music, musical instruments and famous musicians	Passive voice – Past tense, by-agent
	LESSON 15 Acting Up!...	Reading: story Listening: monologue Speaking: dramatising a scene / mediation Writing: biography	Turning Active voice into Passive voice
UNIT 6 HEALTHY LIVING S's book pp. 101-120	LESSON 16 You are What you Eat	Reading: article Listening: radio programme / interview with a chef Speaking: about eating habits Writing: e-mail / summary	Conditionals – 'Type 0', 'Type 1'
	LESSON 17 The 'Greenest' Way to School	Reading: leaflet Listening: radio announcement Speaking: about the benefits of exercise	Conditionals – 'Type 2'
	LESSON 18 Going 'Green'	Reading: interview Listening: conversation about an eco-project Speaking: about 'green' issues Writing: haiku	'Unless', Clauses of purpose (in order to, to), clauses of result (as a result, therefore)
UNIT 7 EMBRACING OUR WORLD S's book pp. 121-138	LESSON 19 Against the Odds	Reading: news story Listening: poem / radio show Speaking: about friends	Direct/Reported Speech (Simple Present, Simple Past, can, must, Imperative)
	LESSON 20 Seeing Through a Friend's Eyes	Reading: extract from literary text / a poem Listening: story Speaking: about relationships Writing: poem	Reported speech (Present Perfect, will, may), Words that change, Introductory verbs
	LESSON 21 Friends Without Frontiers	Reading: e-mails Listening: interview Speaking: about making school partners Writing: e-mail	Reported questions
UNIT 8 WELCOME TO THE WORLD S's book pp. 139-150	LESSON 22 Breaking the Boundaries	Reading: letter Listening: monologue Speaking: roleplay	Revision of tenses and forms
	LESSON 23 It's a Small World After All	Reading: postcards Listening: monologues Writing: postcard	Revision of tenses and forms
	LESSON 24 A World Without End	Reading: e-mail / poem Speaking: about the messages of poetry	Revision of tenses and forms
Appendices	IT'S UP TO YOU S's book pp. 151-159	SUPPLEMENTARY MATERIAL S's book pp. 160-162	KEY TO SELF-ASSESSMENT S's book pp. 163-166

FUNCTIONS	VOCABULARY	TOPICS/ NOTIONS	LEARNING STRATEGIES	RELATED SUBJECTS	PROJECTS
Making inferences from visual or aural stimuli Describing paintings Asking for and giving an opinion Describing processes Talking about rules Talking about films, actors and reviews	Forms of art, Styles of painting, Types of music, Types of musical instruments Works of art, Drama, Theatre, Performances Phrasal verb 'come'	Symbolism, Self-expression, Communication, Interaction, Civilisation, Time and Space, Change, Similarity, Difference, System, Feelings	Focus on Reading Mediation strategies Research skills and information handling skills Time / project management skills Presentation skills How to put on a play	History, Music, Art, Theatre, Technology, Social Studies, Literature, Geography	War in Art Art throughout time Stage it!
Making suggestions Talking about 'green' issues Making hypotheses Relaying a message from Greek into English Asking for, giving and accepting advice Expressing result and purpose	Food, Diet, Eating habits, Cooking, Health, Exercise, Environmental issues, Pollution, Energy, Global warming, Vehicles, Phrasal verb 'put'	System, Balance, Unit, Classification, Action, Interaction, Health, Change, Environment, Energy	Focus on Grammar Making a questionnaire Analysing the results of a survey Mediation strategies Leadership / role skills	Maths, Home Economics, Social Studies, Physical Education, Environmental Studies	A questionnaire Towards a healthier, fitter and 'greener' school
Expressing opinions about social issues Discussing the topic of friendship and caring for others Thanking someone and responding to thanks Reporting sb's words	Friendship, Personality, Senses, Sounds, Textures, Hazard, Expressions with 'touch' Phrasal verb 'look'	Communication, Interaction, Code, Friendship, Love, Compassion, Courage, Commitment, Need, Help	Focus on Project Work How to enter a European programme How to make e-friends Life-long learning skills	Technology, Social Studies, Literature	An e-twinning project
Expressing wishes, likes and dislikes Agreeing, disagreeing with other people's suggestions Asking for and giving directions Expressing opinions Proposing a plan Making inferences from visual and textual stimuli	Travelling, Means of transport Recreational activities, Ways of greeting, Manners, Units of currency Weather, Customs and traditions	Time and Space, Movement, Change, Civilisation, Communication, Exploration, Cultural awareness, Unity, Diversity	Focus on Speaking How to use extra-linguistic features How to use educational software Negotiation skills Critical thinking skills How to send a virtual postcard	Geography, History, Literature, Computer Science	A virtual postcard On top of the world The end of a magical journey
GRAMMAR REFERENCE S's book pp. 167-176	WORD LISTS S's book pp. 177-178	IRREGULAR VERBS S's book p. 179	MAPS S's book pp. 180-182		



UNIT 1

UNITY IN DIVERSITY

2. Hi! I'm Kostas. Do you know which is:

- the largest country in the world?
- the most populous country?
- the least populous country?

1. Hi! I'm Eva. These are pictures from Lessons 1-3. What do you think these lessons will be about? Find the pictures in the pages that follow to see if you guessed right.



3. Look at the title of the Unit. How can the words in the globe help you understand its meaning?



In this Unit you will:

- read about people, cultures and famous buildings
- listen to children talk about their countries and lifestyles
- enter a story competition
- talk about people and places
- write descriptions
- do a project on countries and cultures

At the end of this Unit, you should be able to:

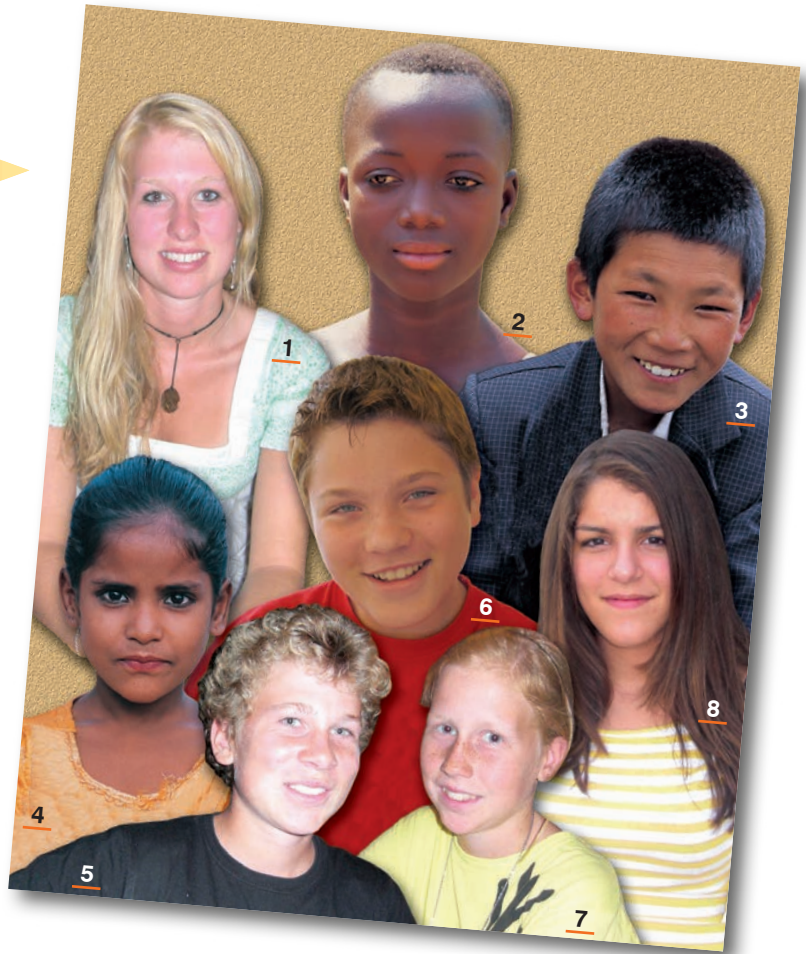
- describe people and places
- greet and introduce people
- write about yourself and your country
- talk about habits and daily routines
- talk about actions happening now
- compare and contrast people and buildings

Lesson 1

People and Places

1 You and me

- 1.1** These children all come from different places. Where do you think they come from?
 e.g. *I think the boy in picture 3 comes from Asia because he has got slanted eyes.*
- 1.2** What do you have in common with these children? Do you have any differences?
 e.g. *Both the girl in picture 8 and I have got an oval face.*
The boy in picture 6 has got fair hair, whereas I have got dark hair.



2 The way we look

2.1 Look at the pictures of Nuru and Tikki and answer the questions.

1. Where do the boys in each picture live?
2. What are they wearing?



3. What is the weather like?
4. What are they doing at the moment?

2.2 Nikos, a student reporter, interviewed an anthropologist about the way people look. Complete the table below with information from the article Nikos wrote for his school newspaper.



people's characteristics	scientists' opinion
1.	
2.	
3.	
4.	
5.	



SCHOOL NEWS!

Free of charge

Issue 1 / September 20th, 2008

THE WAY WE LOOK

Have you ever thought about why we look the way we do? What makes some people's hair curly and others' straight? Why is some people's skin dark and others' light? These are some of the questions we asked Ms. Susan Franz, an anthropologist, who talked to us about people and their characteristics.

– Ms. Franz, why do people around the world look so different?

– Well, think about the countries we live in. They differ greatly in terrain, temperature, altitude and vegetation. Yet, people have managed to make homes almost everywhere: barren, rocky mountain tops, icy, freezing plains, wet marshes, scorching deserts. The people living in these different places have slowly become very different from each other. Their skin colour, the shape and size of their bodies and their characteristics have evolved over the years to suit their surroundings.

– Can you give us some examples?

– Of course. A good example is skin colour. Scientists think that dark skins – which are rich in a substance called melanin – offer good protection against the burning rays of the sun. Very dark, curly hair also offers good insulation from the sun and heat. In northern countries,

where the rays of the sun are weaker, people don't need dark skin. Their pale complexion allows the skin to absorb the sun's rays easily in order to make vitamin D.

– Facial characteristics are also very different. Why?

– Well, the key word here again is 'adaptation'. In extremely cold weather, ears and noses are often the first parts of the body to suffer from frostbite. That's why people who live in very cold temperatures have facial characteristics that help them survive the harsh weather. Their faces are flat, and their noses are also small and flat. They also have an extra layer of fat in their eyelids which gives them slanted eyes.

– That's very interesting! What about body size and height?

– Well, again scientists have found that people who live in hot, dry climates are often tall and thin. This lean type of body helps heat escape more quickly. People from cold regions, on the other hand, tend to have more sturdy bodies, covered by a layer of protective fat.

– So, if we move to a northern country, will our skin become pale?

— Of course not! People's bodies have slowly changed over thousands of years. Who knows what we will look like ten thousand years from now!...

Adapted from: "People and Places" Childcraft, World Book International



2.3 Answer the questions.

1. What is the main idea of the text?
2. Why have people's bodies and characteristics changed throughout the years?



3 Language focus

3.1 Look at the verbs in bold. Which tenses are used? What is the difference between them?



3.2 Read the examples and match them with the appropriate use in the boxes below.

1. More and more people **are moving** to other places.
2. Nuru **walks** many miles every day to collect water.
3. It's **snowing**. Tikki **is putting** on his heavy parka.
4. Some scientists **are flying** to Africa next week.
5. Their plane **leaves** at 3:30.
6. Dark skin **offers** good protection against the sun.



The **Present Continuous** is used to talk about:

- a. something that is happening now
- b. a future arrangement
- c. a changing situation

The **Simple Present** is used to talk about:

- d. present habits
- e. something that is always true
- f. timetables



3.3 Read the sentences and complete the rule by circling the appropriate word.

- Tikki **usually** goes fishing with his father.
- People in hot climates are **often** tall and thin.

Usually and **often** are adverbs of frequency. They are placed **before** / **after** the main verb and **before** / **after** the auxiliary verbs.

4 Talking about us



4.1 Describe someone from your class. Can your classmates guess who it is?
e.g. *She wears glasses. She's holding a pencil case. She likes sports.*

4.2 Work in pairs. Ask each other questions to find out about your habits. You can use the ideas below.
e.g. *How often do you ... ?*

- ☆ travel abroad
- ☆ go to festivals
- ☆ go to the cinema / theatre
- ☆ visit museums
- ☆ eat out / foreign food
- ☆ do sports



I rarely travel abroad!



I go to festivals at weekends!

NOTE
Time expressions such as **every day / week / year, on Mondays, in the morning, at weekends, once a month, twice a year, now and then, from time to time, every other day** are usually found at the end of the sentence.

5 A child's life in...

5.1 Imani lives in Sungo, a village near Lake Malawi in Africa. She is taking part in a documentary about the lives of children around the world. Listen to her talk about her daily routine and complete the chart below.

(1)	get up, prepare breakfast, (2)
7:00	(3), sweep school
(4)	classes begin
10:30	(5)
(6)	school finishes
2:15	(7), do homework
4:30	(8)
(9)	(10) because we have to get up early!



5.2 Complete the clock diagram with your daily routine. Use your notes to compare your daily routine with Imani's. What do you have in common? Are there any aspects of her life you like / don't like? What are they?



portfolio **6** Writing a description

6.1 Read what Eva wrote about her new friend, Olga, in a letter to her English penfriend and take down notes about Olga. Compare your notes with your partner's.

NOTES

1. size and body
2. specific physical details (eyes, hair, face, etc.) ...
3. family
4. her past
5. interests
6. a special incident
7. character details
8. general opinion / impression

6.2 You have decided to enter a creative writing competition. The title of the competition entry is the following: **“Describe an interesting person you know or a person who makes you happy”**.

Consider the following:

- What are some important details about this person's appearance and character? Make a list.
- What order should you put your information in?
- How will you make your beginning or ending interesting?
- Should you include how you first met this person or mention how this person acted in a specific situation?

6.3 Write your description.



... I want to tell you about a new friend of mine. Her name is Olga, she is my age and we're in the same class. As you can see from the photo, she's got long fair hair, brown eyes and a friendly face with a beautiful smile. She's not very tall but she's slim and fit.

I met her on the first day of school. I went and talked to her when I realised she was new. Before she moved to my town, Olga lived in Kiev – that's in the Ukraine. Her parents are very likeable and friendly. Her dad has got a business here and her mum works in a supermarket. Her brother is called Alex and he's just like my own brother: funny!

Olga and I sit together in class. She's very good at maths – not like me! I help her with her Greek when she doesn't understand something. I think we make a very good team. We do many things together. We listen to the same kind of music. Her favourite band is U2. She's got some great CDs.

When she first came to school, some boys in the class made fun of her, which was not so nice. But she talks to everyone – even to those horrible boys. She's a very friendly person and we really understand each other. When I'm sad, she knows I need somebody to talk to and she's always there for me! Sometimes she is a bit shy but so am I.

Olga may not be from Greece but I don't care because we have a lot of things in common and it's never boring when we're together. I like her very much. She's great! I'm really glad that I met her.

USEFUL TIPS

1. Make notes before you write. Think about what information will be interesting for the reader.
2. Put different information in different paragraphs. Decide on an order for them.
3. Think of an interesting beginning and ending.
4. Use details and adjectives. They make a description more vivid.
5. Reread your text after you have finished and think about what else might be interesting for the reader.
6. Check your text for spelling and grammar mistakes.

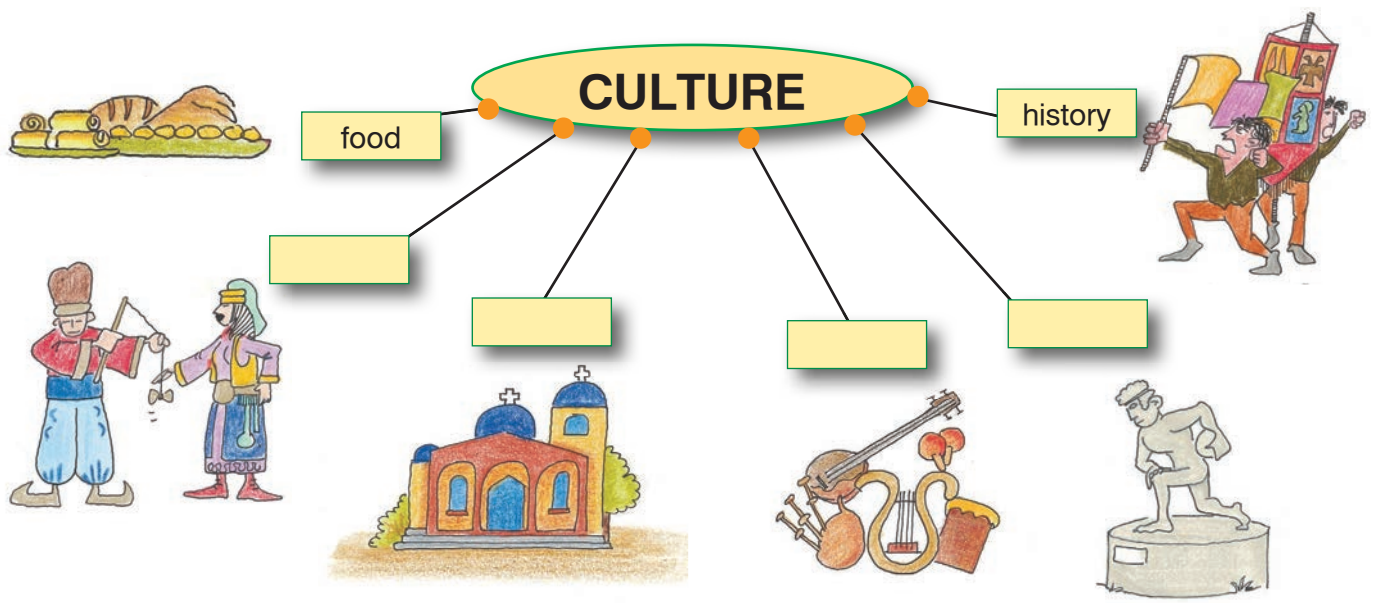
Lesson 2 Joined in our Differences



Speak & Portfolio

1 Different but alike

1.1 What is “culture”? Every country has its own, but the elements that make up “culture” are common for all people. Work in groups to complete the spider diagram below. Add your own ideas.



1.2 In the summer of 2006, some students from West Jefferson, USA, painted a mural entitled “Unity in Diversity”. There are four Spanish words bordering the mural. Can you guess their meaning?



1.3 How is the meaning of these four words represented in the mural?

1.4 **Mini-project: Cultures on my street**
 You have decided to take part in a European Commission competition. The title of the competition entry is: “Cultures on my Street”. Find someone in your neighbourhood who comes from another country, interview them and write their story. Take a photo if you can. Present your stories in class.

2 Listen **Welcome to my world**

Useful tip
Look at the areas you need to focus on before listening. This will help you carry out the task more easily.


At the beginning of each school year, an international school in Europe organises a “Welcome Evening” where foreign students introduce themselves and the countries they come from. You will hear one of these students, Maria Dolores, talk about her country. Listen and complete the table below.



Name of country	Greeting	Food/Drinks	Entertainment
(1)	(2)	Paella	(5) cafes /
	'Buenos dias'	(3)	(6) / football
		(4)	(7) music /
			(8) / art galleries

3 Listen & read **A glimpse into my country**

3.1 Read what two other students say about their countries. What aspects of their culture are they talking about?

Hello everyone! I'm Yoko. I'm from Tokyo, the capital city of Japan. The customs of my country are somewhat different from those of the countries of the West. For example, we bow to greet someone and we don't like standing too close to each other. If you say 'Ohay gozaimasu' to someone, you mean 'Good morning', and we young people often say 'Genki?' which means 'Are you well?'. Body language is very important, too. If you shake your hand from side to side, you mean 'no' and pointing to your nose means 'me'. You all know traditional Japanese dishes such as sushi, tempura and noodles and you probably know that we use chopsticks to eat our meals. We eat sitting on mats on the floor, therefore, our floors have to be very clean. To keep them clean, we always take off our shoes and change into special slippers when we enter the house. Sports that are very popular in Japan include judo, kendo, karate and sumo wrestling, our national sport, which has a history of more than 1,000 years! Young people also enjoy baseball, football, volleyball and tennis. Finally, two forms of traditional Japanese theatre, Noh and Kabuki, continue to thrive in my country today...



'Salut', I'm Pierre and I'm from Paris, the capital city of France! In my country we say 'Bonjour' for 'Good morning' and 'Comment allez-vous?' for 'How are you?'. Like Spanish people, when we greet each other, we shake hands and usually kiss 3 times! We're one of the largest producers of wine in the world and famous for our 'haute cuisine'. One taste of a crêpe or a croissant, and you'll never forget it! The French love doing sport and keeping fit. Some of the most popular sports in my country are football, cycling, skiing, tennis and pétanque - a traditional game played with metal balls. Culture and the arts are extremely important in our everyday life. We celebrate local festivals through music and dance throughout the year. We also appreciate a visit to the theatre, the opera or the many famous museums, such as the Louvre, home to the world-famous painting 'Mona Lisa', or the Orsay museum to admire the paintings of Renoir, Monet and Degas, some of the greatest Impressionist artists. ...

Adapted from: www.oxfam.org.uk