

Think Teen!

3rd Grade of Junior High School

STUDENT'S BOOK

ΣΥΓΓΡΑΦΕΑΣ

Patrick Mc Gavigan

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ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ
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Πράξη με τίτλο:

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

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

 **Linguaphone**

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

ΟΡΓΑΝΙΣΜΟΣ ΕΚΔΟΣΕΩΣ ΔΙΔΑΚΤΙΚΩΝ ΒΙΒΛΙΩΝ
ΑΘΗΝΑ

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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.

Task 2 - What is this place like?

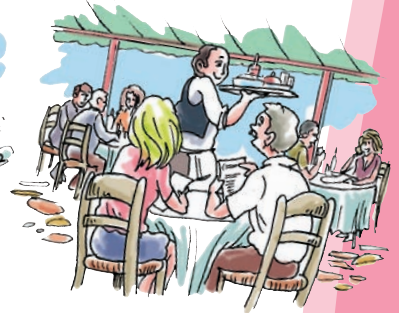
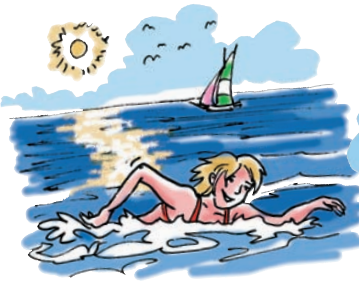
1. Tell your teacher anything else you know about the places in the pictures on the previous page.
2. Write four questions you might ask a local inhabitant of this place if you were doing a survey on different places. Compare these with your partner and then together think of answers to these questions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



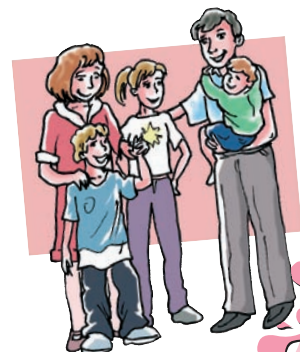
2. What is the woman in the first picture doing? Is she enjoying herself? How do you know? Discuss your answers with your partner.

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

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
out and
bed and

bright and
first and
safe and

now and
hustle 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

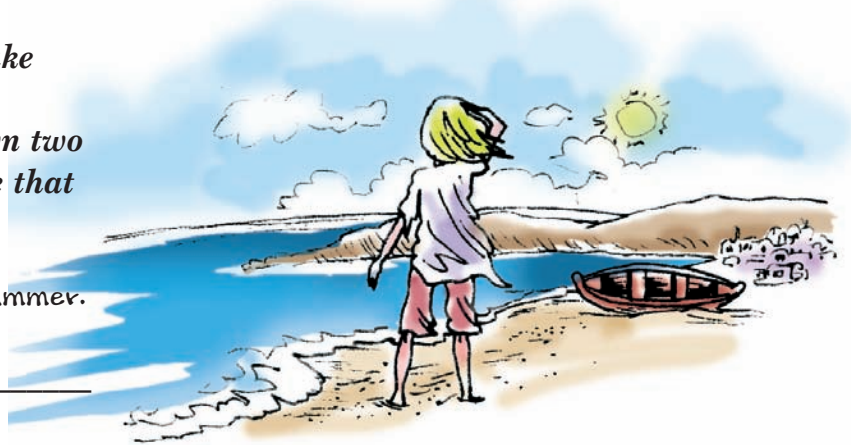


Listening 1

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

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

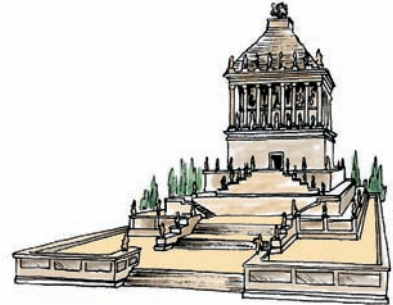
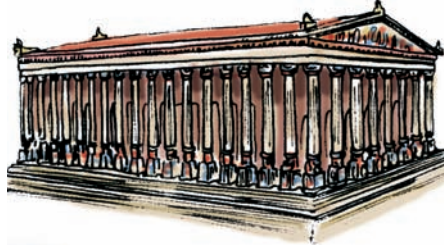
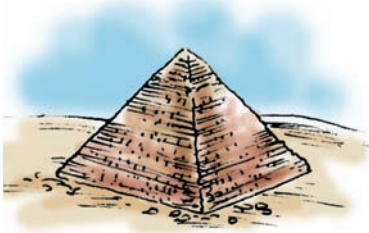
The Seven Wonders!



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.



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?

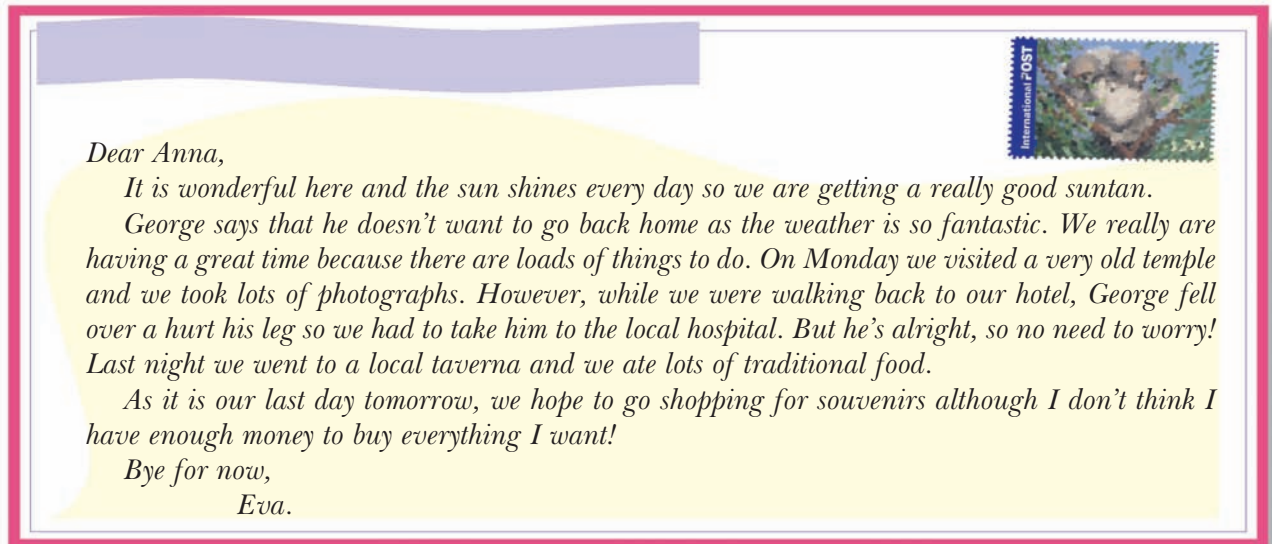


Lesson 3

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.
- Stella went to Mykonos she really didn't like it much.
 - Irene had lots of money, she didn't buy any souvenirs.
 - John caught an early flight it was cheaper.
 - 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,
