

# Think Teen!

2nd Grade of Junior High School

**WORKBOOK**

## ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

ΣΥΓΓΡΑΦΕΙΣ	<b>Patrick Mc Gavigan</b>
ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ	<b>Θεόδωρος Σκενδέρης</b> , Σχολικός Σύμβουλος <b>Χαρίτινη Καρλιαύτη</b> , Εκπαιδευτικός <b>Βασίλειος Τσελεμπάνης</b> , Εκπαιδευτικός
ΕΙΚΟΝΟΓΡΑΦΗΣΗ	<b>Θεόδωρος Πιακής</b> , Σκιτσογράφος-Εικονογράφος
ΦΙΛΟΛΟΓΙΚΗ ΕΠΙΜΕΛΕΙΑ	<b>Γεώργιος Τζανετάτος</b> , Εκπαιδευτικός
ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΜΑΘΗΜΑΤΟΣ ΚΑΤΑ ΤΗ ΣΥΓΓΡΑΦΗ	<b>Ιωσήφ Ε. Χρυσόχοος</b> , Πάρεδρος ε.θ. του Παιδαγωγικού Ινστιτούτου
ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΥΠΟΕΡΓΟΥ	<b>Αικατερίνη Λιάτσικου</b> , Εκπαιδευτικός
ΠΡΟΕΚΤΥΠΩΤΙΚΕΣ ΕΡΓΑΣΙΕΣ	<b>Αφοί Ν. Παππά &amp; Σία Α.Ε.Β.Ε.</b>

**Γ' Κ.Π.Σ. / ΕΠΕΑΕΚ II Ενέργεια 2.2.1 / Κατηγορία Πράξεων 2.2.1.α:**  
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Πράξη με τίτλο:

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

«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»**



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΠΟΛΙΤΙΣΜΟΥ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ

**Patrick Mc Gavigan**

ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ

**Μιχαήλ Λεβής Α.Ε.**



# 2nd Grade of Junior High School Workbook

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»



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# Think TEEN!

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# UNIT 1



**I'm only human**



# UNIT 1



## Reading

### Activity 1

1. Read the texts for these pictures and match the face to the text.



a.



b.



c.



d.



e.

1. This is a picture of a **Bushman**. He lives with his tribe in the Kalahari desert. Here he is narrowing his eyes against the sun. His yellow brown skin wrinkles at an early age. He probably spends many hours a day outside in the sun. The Bushmen herd cattle but they also hunt wild animals. They are excellent hunters.
2. This **Aborigine** chief is wearing a traditional headdress of Emu feathers. The feathers make him look angry and frightening. He is holding a boomerang which he uses as a weapon to hunt wild animals.  
People say that when Aborigines sleep, they dream of these wild animals.
3. This lovely **Zulu** girl lives in South Africa. The Zulus are talented people and have got many artistic skills. In this photograph the girl is wearing a leather headband and huge golden earrings. Sometimes the girls add silver coins on their noses.
4. The **Kayapo Indians** live on the banks of the Amazon River in Brazil. In the picture, it looks like the men are getting ready to fight but in fact they are practising the tribal dance. Before the dance the men paint their faces, legs and bodies. They wear shell and bead necklaces.
5. The **Bedouin** man in this picture lives in the desert. He has got clear eyes and a nose like a hawk. He doesn't live in one place but travels around the desert looking for water. He wears the cloth on his head to protect him from the sun.

### Activity 2

Look at the people, the place and objects at the bottom of the student's book page 5. Create a story line for one of the men, i.e. 'a typical day in the life of...'.  
2



# I'm only human

*Compare your story lines as a class.*

*2. Now answer the following questions.*

1. Does the *Bushman* look happy, sad or tired? Why do you believe this?
2. What is he looking at?
3. When the *Aborigine* dreams, what does he see?
4. What are the *Kayapo* men thinking about?
5. How do you feel when you see people cutting down trees?

## Activity 3

*In pairs, ASK AND ANSWER the following questions. Write your answers in your book.*

- a. What do you know about the rock singer Sting?

\_\_\_\_\_  
(ask your teacher)

- b. What do you know about the Eskimos?

\_\_\_\_\_  
\_\_\_\_\_

- c. What is happening in the class at this moment?

\_\_\_\_\_  
\_\_\_\_\_

- d. What is the teacher doing right now?

\_\_\_\_\_  
\_\_\_\_\_

- e. How do you feel right now?

\_\_\_\_\_  
\_\_\_\_\_

## Activity 4

*Answer the following questions in your book using full sentences.*

1. What are you doing now?

\_\_\_\_\_

2. What do you see in front of you?

\_\_\_\_\_

3. What are you thinking about?

\_\_\_\_\_

4. How do you feel?

\_\_\_\_\_

*What do you notice about the verbs in your answers?*

*Discuss your answers with your partner.*



# UNIT 1

## Activity 5 - Game

*Your partner is thinking about a student in your class. Ask him / her questions to find out about that student. Use the following language to help you to complete his / her profile:*

Is he / she wearing a (colour) (article of clothing)?

Does he / she live in a flat / house?

Does he / she like...?

Has he / she got...?

## Activity 6

*Underline the correct form of the verbs in the following text:*

I **sit** / **am sitting** at my desk and I **am thinking** / **think** about the poor tribes of people who live in far away places. As I **am looking** / **look** at my book, I **am seeing** / **see** pictures of young children in the tribal village in the forest.

In one picture there is a boy. He **plays** / **is playing** some kind of game with an animal. I **am thinking** / **think** he **is enjoying** / **enjoys** himself. I **feel** / **am feeling** sorry for this boy because people are **destroying** / **destroy** the place where he is living / lives.



# I'm only human

## Activity 7

*Look at the five photographs and match the words in the box with each photograph.*

*1. Say in which place you might see each of the people.*

**Eskimos    Massai    Indians    City people    The Bedouin**

igloos	tents	blocks of flats	tepees	mud huts
the plains	the Arctic	the bush	a city	the desert
sleighs	camels	cars	horses	feet



*2. Use the language forms below to say why you might find these people in the places you suggest.*

*For example:*

*The red Indians live in the plains of North America.*

*They live in wigwams and tents.*

*They use horses to travel around.*

# UNIT 1

## Activity 8

*Read the following letter and correct the mistakes by writing the correction on the line given.*

Hallo Sandy, I am wanting to tell you things about my life here

\_\_\_\_\_

in our village. I am 14 years old and I am living in Africa.

\_\_\_\_\_

I am having three bothers and two sisters. My father does all

\_\_\_\_\_

the work for the family. For example, he hunt animals in the

\_\_\_\_\_

forest. He not make things with his hands. All the children

\_\_\_\_\_

in our family are liking to help him. Sometimes it is fun.

\_\_\_\_\_

We are not going to school every day because it is too far away

\_\_\_\_\_

from our village. But, we tries to go two times a week because

\_\_\_\_\_

we are needing to learn things to make our lives better. I am

\_\_\_\_\_

sorry that I am not knowing English well but I hope to

\_\_\_\_\_

get better. Please write me soon. Gertrude.

\_\_\_\_\_





## Activity 9

*Complete the text with a suitable word from those given below.*

I now know that there are people in the world who do not 1. .... the same kind of life as I 2. .... For example, there are tribes of people in South America, Africa, and Australia, who 3. .... in mud huts. They do not have things like television, mobile phones or computers as we do, but I don't 4. .... that this makes their lives any more difficult. The clothes they wear are different from ours and I think this is very 5. .... However, many tribes face different problems. One of these problems is that many big companies 6. .... the area and forests where they live. This makes me feel 7. .... and angry and I think that we must do something to help the tribes.

- |                  |                |               |                   |
|------------------|----------------|---------------|-------------------|
| 1. a. are        | b. can         | c. have       | d. does           |
| 2. a. live       | b. do          | c. am         | d. like           |
| 3. a. are living | b. like        | c. lives      | d. live           |
| 4. a. think      | b. feeling     | c. thinking   | d. understand     |
| 5. a. interest   | b. interesting | c. interested | d. interest       |
| 6. a. destroy    | b. destroys    | c. destroying | d. are destroying |
| 7. a. disgusted  | b. disgust     | c. disgusting | d. are disgusted  |

## Activity 10

*Match the tribes to different parts of the world.*

Aborigines

Zulu

Lapps

Xavante



# UNIT 1



## Vocabulary

### Activity 1

1. Look at the reading text on **TRIBES OF THE FOREST** in your student's book p. 4 and find five other phrases like the following example:

Example:

daily	lives



2. Match the pictures to the phrases in 1 above.

### Activity 2 - Memory Game

Match the verbs on the left with a suitable noun on the right:

play  
recycle  
make  
cut down  
slash and burn

vegetation  
roads  
method  
water  
a role

Refer to the reading text on **TRIBES OF THE FOREST** in your student's book p.4 to check your answers.