

Exploring the New 7 Wonders of the World

Teacher's Guide

English as a Second Language

Secondary Level

Cycle 2, Year 1

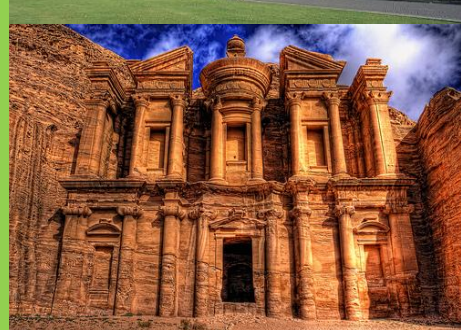


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General Information

Title of the lesson

- ★ Exploring the 7 New Wonders of the World

** Inspired by the book: "Express Yourself"

Target learners/Grade

- ★ Secondary, Cycle 2, Grade 1

Duration

- ★ 4 periods of approximately 75 minutes each (plus 1 extra period for the creation of the poster)

Purpose

- ★ The purpose is for students to discover the New Seven Wonders of the World.

Cross-Curricular Competencies

	Uses Information	Solves Problems	Exercises Critical Judgment	Uses Creativity	Adopts Effective Work Methods	Uses Information & Communications Technologies	Achieves his/her Potential	Cooperates with Others	Communicates Appropriately
Task 1 – Listening	★		★		★				★
Task 2 – Reading	★		★	★	★	★	★	★	★
Task 3 – Focus on Form	★			★	★		★		
Task 4 – Oral presentation	★		★		★		★	★	★

Broad Areas of Learning

Tasks	Health and Well-Being			Personal and Career Planning			Environmental Awareness and Consumer Rights and Responsibilities				Media Literacy		
	Self-awareness and awareness of his/her basic needs	Awareness of the impact of his/her choices on health and well-being	Active lifestyle and safe behaviour	Self-knowledge and awareness of his/her potential and how to fulfill it	Adoption of strategies related to a plan or project	Familiarity with the world of work, social roles and occupation and trades	Awareness of his/her environment	Construction of a viable environment based on sustainable development	Responsible use of goods and services	Awareness of social, economic and ethical aspects of consumptions	Awareness of the place and influence of the different media in his/her daily life and society	Use of media-related materials and communication codes	Knowledge of and respect for individual and collective rights and responsibilities regarding the different media
Task 1 – Listening							★			★		★	★
Task 2 – Reading				★	★		★		★			★	★
Task 3 – Focus on Form				★	★								
Task 4 – Oral presentation	★			★	★		★		★			★	★

ESL Competencies

Tasks	Interacts orally in English				Reinvests understanding of texts				Writes and produces texts			
	Participation in Oral Interaction	Content of the Message	Articulation of the Message	Management of Strategies and Resources	Participation in the Response Process	Evidence of Understanding of Texts	Use of Knowledge from Texts in a Reinvestment Task	Management of Strategies and Resources	Participation in the Writing and Production Processes	Content of the Message	Formulation of the Message	Management of Strategies and Resources
Task 1 – Listening	★	★	★	★	★	★	★	★				
Task 2 – Reading	★	★	★	★	★	★	★	★	★			★
Task 3 – Focus on Form									★	★	★	★
Task 4 – Oral presentation	★	★	★	★			★			★	★	

Related Content

Process		
Response	Writing	Production
Students will construct their own meaning of the texts presented as well as with others. They will make personal connections to the texts and generalise beyond them. They will exchange information found in texts with their peers (quick-share).	Students will adapt the writing process and use the resources that work best for them. They will prepare to write by jotting down pertinent information found on the internet, they will write the information they wish to include on the poster.	The poster presentation (Task 4) will constitute the production stage.

Task 1 – Wonders of the Ancient World

Evaluation Criteria

Cross-Curricular Competencies	ESL Competencies
<p>Uses information</p> <ul style="list-style-type: none">○ Quality of critical analysis○ Coherence of organization of information○ Range of contexts in which information is used <p>Exercises critical judgment</p> <ul style="list-style-type: none">○ Quality of expression of his/her point of view○ Ability to refine his/her Judgment○ Degree of openness to questioning of the Judgment <p>Adopts effective work methods</p> <ul style="list-style-type: none">○ Quality of the analysis of the means required○ Adaptation and adjustment of methods chosen○ Perseverance in carrying out the task <p>Communicates appropriately</p> <ul style="list-style-type: none">○ Degree of mastery of vocabulary, syntax and symbols○ Degree of respect for usage, codes and conventions○ Appropriateness of choice of language used○ Appropriateness of the message for the context and audience○ Degree of coherence of the message○ Accuracy of the judgment made of the effectiveness of communication	<p>Interacts orally in English</p> <ul style="list-style-type: none">○ Participation in oral interaction○ Content of the message○ Articulation of the message○ Management of strategies and resources <p>Reinvests understanding of texts</p> <ul style="list-style-type: none">○ Participation in the response process○ Evidence of understanding texts○ Use of knowledge from texts in a reinvestment task○ Management of strategies and resources

Related Content

Strategies			
Communication strategies	Learning		
	Metacognitive strategies	Cognitive strategies	Social/affective strategies
<ul style="list-style-type: none"> • Gesture (use physical actions to convey or support message) • Rephrase (express in an alternative way) • Substitute 	<ul style="list-style-type: none"> • Direct attention • Plan • Seek or create practice opportunities • Self-evaluate • Self-monitor • Set goals and objectives 	<ul style="list-style-type: none"> • Activate prior knowledge • Delay speaking • Infer • Practice • Predict • Recombine • Scan • Take notes 	<ul style="list-style-type: none"> • Ask for help, repetition, clarification, confirmation • Ask questions • Develop cultural understanding • Encourage yourself and others • Reward yourself • Take risks
Language repertoire			
Functional Language		Vocabulary related to	
<ul style="list-style-type: none"> • Social conventions • Agreement/disagreement, opinions • Capabilities • Feelings, interests, tastes, preferences • Feedback • Requests for help • Requests for information • Requests for / offers of clarification • Suggestions/invitations • Leave-taking • Goal setting • Reflecting 		<ul style="list-style-type: none"> • Participating in the immediate environment • Interests and needs • The issues inspired by the broad areas of learning • The development of the cross-curricular competencies • To discussing the communication and learning strategies 	
Culture		Texts	
Sociological Aspect			
<ul style="list-style-type: none"> • History • Geographical features 		<ul style="list-style-type: none"> • Information-based texts • External features: culture • Internal features: topic/information 	



Wonders of the Ancient World

Procedures ~ Trigger and Pre-Activity

★ Pages in the Student Booklet: 3-4

Teacher	Students	Time
<p>TRIGGER: The teacher asks students what they know about the Ancient Wonders of the World</p> <p>PRE-ACTIVITY: Introduces the Ancient Wonders of the World. Look at the description below. Don't read the text, but explain it to the students</p>	<p>TRIGGER: Use their previously acquired knowledge to answer the teacher's questions.</p> <p>Listen to the teacher and ask questions if needed</p>	30 minutes

Name: The Pyramids of Giza

Location: Cairo, Egypt

Built: About 2,600 B.C.

The Great Pyramids, located at Giza on the west bank of the Nile River north of Cairo, are the only wonder of the ancient world that has survived to the present day. The three pyramids--Khufu (Cheops), Khafra (Chephren) and Menkaura (Mycerimus)--were built between 2700 B.C. and 2500 B.C. as royal tombs. The largest and most impressive is Khufu, which covers 13 acres and is believed to contain more than 2 million stone blocks that weigh from two to 30 tons each. For more than 4,000 years, Khufu reigned as the tallest building in the world. In fact, it took modern man until the 19th century to build a taller structure. Amazingly, the nearly symmetrical pyramids were built without the aid of modern tools or surveying equipment. Scientists believe that the Egyptians used log rollers and sledges to move the stones into place. The sloped walls, which were intended to mimic the rays of Ra, the sun god, were originally built as steps, and then filled in with limestone. The interior of the pyramids included narrow corridors and hidden chambers in an unsuccessful attempt to foil grave robbers. Although modern archaeologists have found some great treasures among the ruins, they believe most of what the pyramids once contained was looted within 250 years of their completion.

Name: Hanging Gardens of Babylon

Location: Iraq

Built: Date unknown

According to ancient Greek poets, the Hanging Gardens of Babylon were built near the Euphrates River in modern-day Iraq by the Babylonian king Nebuchadrezzar II around 600 B.C. The gardens were said to have been planted as high as 75 feet in the air on a huge square brick terrace that was laid out in steps like a theater. The king allegedly

built the towering gardens to ease his lover Amytis' homesickness for the natural beauty of her home in Media (the northwestern part of modern-day Iran). Later writers described how people could walk underneath the beautiful gardens, which rested on tall stone columns. Modern scientists have deduced that for the gardens to survive they would have had to be irrigated using a system consisting of a pump, waterwheel and cisterns to carry water from the Euphrates many feet into the air. Though there are multiple accounts of the gardens in both Greek and Roman literature, none of them are firsthand, and no mention of the gardens has been found in Babylonian cuneiform inscriptions. As a result, most modern scholars believe that the existence of the gardens was part of an inspired and widely believed but still fictional tale.

Name: Temple of Artemis at Ephesus

Location: Ephesus, Turkey

Built: Sixth century B.C.

There was actually more than one Temple of Artemis: A series of several altars and temples was destroyed and then restored on the same site in Ephesus, a Greek port city on the west coast of modern-day Turkey. The most fabulous of these structures were two marble temples built around 550 B.C. and 350 B.C., respectively. The former was designed by the Cretan architect Chersiphron and his son Metagenes and decorated by some of the most celebrated artists of the ancient world. The building burned on July 21, 356 B.C., according to legend the same night that Alexander the Great was born. About six years later, the building of a new temple to replace it was begun. The new building was surrounded by marble steps that led to a more than 400-foot-long terrace. Inside stood 127 60-foot marble columns and a statue of Artemis. Archeologists disagree as to whether the building had an open-air ceiling or was topped with wood tiles. The temple was largely destroyed by Ostrogoths in A.D. 262, and it was not until the 1860s that archeologists dug up the first of the ruins of the temple's columns at the bottom of the Cayster River.

Name: Statue of Zeus

Location: Olympia, Greece

Built: Fifth century B.C.

The famed statue of Zeus was crafted by the Athenian sculptor Phidias and completed and placed in the temple of Zeus at Olympia, site of the ancient Olympics, around the mid-fifth century B.C. The statue depicted the god of thunder seated bare-chested at a wooden throne. Holding up the thrones' armrests were two carved sphinxes, mythical creatures with the head and chest of a woman, the body of lion and the wings of a bird. The statue of Zeus was richly decorated with gold and ivory. At 40 feet, it was so tall that its head nearly touched the top of the temple. According to legend, the sculptor Phidias asked Zeus for a sign of his approval after finishing the statue; soon after, the temple was struck by lightning. The Zeus statue graced the temple at Olympia for more than eight centuries before Christian priests persuaded the Roman emperor to close the temple in the fourth century A.D. At that time, the statue was moved to a temple in Constantinople, where it is believed to have been destroyed in a fire in the year 462.

Name: Mausoleum at Halicarnassus

Location: Turkey

Built: Fourth century B.C.

Located in what is now southeastern Turkey, the Mausoleum at Halicarnassus was a tomb built by Artemisia for her husband, Mausolus, the king of Carnia in Asia Minor, after his death in 353 B.C. Mausolus was also Artemisia's

brother, and, according to legend, she was so grief-stricken at his passing that she mixed his ashes with water and drank them in addition to ordering the mausoleum's construction. The massive mausoleum was made entirely of white marble and is thought to have been about 135 feet high. The building's complicated design, consisting of three rectangular layers, may have been an attempt to reconcile Lycian, Greek and Egyptian architectural styles. The first layer was a 60-foot base of steps, followed by a middle layer of 36 Ionic columns and a stepped, pyramid-shaped roof. At the very top of the roof lay the tomb, decorated by the work of four sculptors, and a 20-foot marble rendition of a four-horse chariot. The mausoleum was largely destroyed in an earthquake in the 13th century and its remains were later used in the fortification of a castle. In 1846, pieces of one of the mausoleum's friezes were extracted from the castle and now reside, along with other relics from the Halicarnassus site, in London's British Museum.

Name: Colossus of Rhodes

Location: Rhodes (an island in the Mediterranean Sea)

Built: Fourth century B.C.

The Colossus was an enormous bronze sculpture of the sun god Helios built by the Rhodians over 12 years in the third century B.C. The city was the target of a Macedonian siege early in the fourth century B.C. and, according to legend, the Rhodians sold the tools and equipment left behind by the Macedonians to pay for the Colossus. Designed by the sculptor Chares, the statue was, at 100 feet, the tallest of the ancient world. It was completed around 280 B.C. and stood for sixty years until it was toppled in an earthquake. It was never rebuilt. Hundreds of years later, Arabs invaded Rhodes and sold the remains of the statue as scrap metal. Because of this, archeologists do not know much about the exact location of the statue or what it looked like. Most believe that it depicted the sun god standing naked while he lifted a torch with one hand and held a spear in the other. It was once believed that the statue stood with one leg on each side of a harbor, but most scholars now agree that the statue's legs were most likely built close together to support its immense weight.

Name: Lighthouse of Alexandria

Location: Alexandria, Egypt

Built: Third century B.C.

The Lighthouse of Alexandria was located on a small island called Pharos near the city of Alexandria. Designed by the Greek architect Sostratos and completed around 270 B.C. during the reign of Ptolemy II, the lighthouse helped to guide Nile River ships in and out of the city's busy harbor. Archeologists have found ancient coins on which the lighthouse was depicted, and from them deduced that the structure had three tiers: a square level at the bottom, an octagonal level in the middle and a cylindrical top. Above that stood a 16-foot statue, most likely of Ptolemy II or Alexander the Great, for whom the city was named. Although estimates of the lighthouse's height have ranged from 200 to 600 feet, most modern scholars believe it was about 380 feet tall. The lighthouse was gradually destroyed during a series of earthquakes from 956 to 1323. Some of its remains have since been discovered at the bottom of the Nile.



Video Time...

Procedures ~ Main Activity

★ Pages in the Student Booklet: 5-6

★ Link for the video: <http://video.nationalgeographic.com/video/player/places/countries-places/egypt/egypt-pyramids-dest.html>

Teacher	Students	Time
Explains the activity: <ul style="list-style-type: none"> - Teacher will read each questions with the students and if there are questions, the teacher answers them - The class will listen to the video once without answering the questions - The second viewing, students answer the questions - If necessary, the video will be shown a third time 	Listen to the teacher while he / she reads every question and ask for clarification if needed 1 st viewing: only watch the video 2 nd viewing: watch and answer the questions 3 rd viewing: watch and complete their missing answer	20 minutes

Answers

Question 1. Why were the pyramids built? (there are more than 2 answers)

- 1- To honour the ancient Egyptian rulers
- 2- Tomb
- 3- Holy site tended by royal priests
- 4- To guard the remains from the thieves

★ Great Pyramid of Khufu ★

Question 2. How tall is the pyramid? 450 feet tall

Question 3. What is the average weight of each block? 2½ tons

Question 4. How long did the experts believe it took to complete the pyramid? 20 years

★ Middle Pyramid of Khafre ★

Question 5. What statue guards the pyramid? The Sphinx

Question 6. How long is this statue? 240 feet long

Question 7. It is combined with the body of a lion and the head of a man.

Question 8. This is most likely the face of: The Pharaoh Khafre

★ Last Pyramid of Menkaure ★

Question 9. Many tombs are packed in this necropolis.

★ To visit ★

Question 10. Are there many tombs opened to the public? Yes

Question 11. How many tickets are sold per day to enter the Great Pyramid? 300 tickets

Question 12. This site is accessible by: Taxi and by bus

Question 13. This site has been inspiring visitors for how many years? 4000 years

Procedures ~ Post-Activity

★ Pages in the Student Booklet: 6

Teacher	Students	Time
Goes over each question and corrects the students' answers if necessary	Raise their hands to answer the questions from the video	25 minutes
After answering all the questions, the teacher explains the "How did I do" grid.	Fill in the "How did I do" grid	
Answers questions if required	Request clarification if necessary.	

Share and compare your answers with the whole class

★★★ How did I do? ★★★

- ★ Did I have difficulty filling in the table? yes no
- ★ Did I answer all the questions? yes no
- ★ If yes, which questions did I find the most difficult to answer? # _____
- ★ Why was it difficult?
 - I did not read or understand the questions.
 - I did not understand the texts I had to read.
 - I did not understand the interview and/or the video.
 - Other reason? _____
- ★ What will I do differently next time? _____

Task 2 – The New 7 Wonders of the World

Evaluation Criteria

Cross-Curricular Competencies	ESL Competencies
<p>Uses information</p> <ul style="list-style-type: none"> ○ Effectiveness of research strategies ○ Pertinence of sources consulted ○ Quality of critical analysis ○ Coherence of organization of information ○ Range of contexts in which information is used <p>Exercises critical judgment</p> <ul style="list-style-type: none"> ○ Clarity of formulation of a question and the underlying issues ○ Appropriateness of the criteria used ○ Quality of expression of his/her point of view ○ Ability to refine his/her judgment ○ Degree of openness to questioning of the judgment <p>Adopts effective work methods</p> <ul style="list-style-type: none"> ○ Quality of the analysis of the means required ○ Appropriateness of choice of methods ○ Adaptation and adjustment of methods chosen ○ Perseverance in carrying out the task ○ Degree of rigour in the assessment of the effectiveness of the methods chosen <p>Uses information and communications technologies</p> <ul style="list-style-type: none"> ○ Appropriateness of the use of the technological resources ○ Degree of respect for the rules of ethics ○ Effectiveness of interaction and troubleshooting strategies ○ Quality of the analysis of his/her successes and difficulties ○ Appropriateness of adjustments made <p>Achieves his/her potential</p> <ul style="list-style-type: none"> ○ Accuracy of the identification of his/her strengths and weaknesses ○ Pertinence of the assessment of the impact of his/her actions ○ Ability to clearly express his/her perceptions and values ○ Autonomy in expressing his/her opinions and choices ○ Appropriateness of means used to fulfill his/her potential ○ Perseverance in pursuing his/her goals <p>Cooperates with others</p> <ul style="list-style-type: none"> ○ Degree of participation in the work of the team ○ Degree of respect for the rules of procedure ○ Degree of sensitivity to the needs and characteristics of others ○ Extent of contribution to discussion ○ Ability to manage conflicts ○ Quality of the evaluation of his/her contribution and that of peers <p>Communicates appropriately</p> <ul style="list-style-type: none"> ○ Degree of mastery of vocabulary, syntax and symbols ○ Degree of respect for usage, codes and conventions ○ Appropriateness of choice of language used ○ Appropriateness of the message for the context and audience ○ Degree of coherence of the message ○ Accuracy of the judgment made of the effectiveness of communication 	<p>Interacts orally in English</p> <ul style="list-style-type: none"> ○ Participation in oral interaction ○ Content of the message ○ Articulation of the message ○ Management of strategies and resources <p>Reinvests understanding of texts</p> <ul style="list-style-type: none"> ○ Participation in the response process ○ Evidence of understanding texts ○ Use of knowledge from texts in a reinvestment task ○ Management of strategies and resources <p>Writes and produces texts</p> <ul style="list-style-type: none"> ○ Participation in the writing and production process ○ Management of strategies and resources

Related Content

Strategies			
Communication strategies	Learning		
	Metacognitive strategies	Cognitive strategies	Social/affective strategies
<ul style="list-style-type: none"> • Gesture (use physical actions to convey or support message) • Rephrase (express in an alternative way) • Substitute 	<ul style="list-style-type: none"> • Direct attention • Plan • Self-evaluate • Self-monitor • Set goals and objectives 	<ul style="list-style-type: none"> • Activate prior knowledge • Compare • Delay speaking • Infer • Practice • Predict • Recombine • Scan • Skim • Take notes • Transfer • Use semantic mapping 	<ul style="list-style-type: none"> • Ask for help, repetition, clarification, confirmation • Ask questions • Cooperate • Develop cultural understanding • Encourage yourself and others • Lower anxiety • Reward yourself • Take risks
Language repertoire			
Functional Language		Vocabulary related to	
<ul style="list-style-type: none"> • Social conventions • Identifications • Agreement/disagreement, opinions • Capabilities • Feelings, interests, tastes, preferences • Decision/indecision • Feedback • Offers of assistance • Requests for help • Requests for information • Requests for / offers of clarification • Suggestions/invitations • Teamwork and encouragement • Leave-taking • Goal setting • Reflecting 		<ul style="list-style-type: none"> • Participating in the immediate environment • Interests and needs • The issues inspired by the broad areas of learning • The development of the Cross-curricular competencies • Discussing the communication and learning styles • Grammar and the features of texts 	
Culture		Texts	
Sociological Aspect			
<ul style="list-style-type: none"> • History • Customs • Material conditions • Sports • Geographical features 		<ul style="list-style-type: none"> • Information-based texts • External features: culture • Internal features: topic/information 	



New 7 Wonders of the World

Procedures ~ Pre-Activity

★ Pages in the Student Booklet: 7-8-9

Teacher	Students	Time
Makes the transition from the 7 Wonders of the Ancient World to New 7 Wonders of the World.	Listen	10 minutes
Reads the introduction text with students to ensure comprehension.	Listen	
Explains the instructions regarding the Brainstorming square. Students are to use the square to brainstorm on the differences between the Ancient and New World Wonders.	Students will compare the Ancient and New World Wonders.	
Answers questions (if needed).	Ask questions if needed.	

★★ Introduction ★★

This project was launched by Bernard Weber, of the New 7 Wonders Foundation. The purpose was to determine the 7 most impressive structures in the modern world. This project was intended to “unite the world by honouring our common heritage”. Over one million votes were cast. The new 7 Wonders of the World were announced in Lisbon, Portugal on July 7, 2007.

Why are there 7 wonders? Both the ancient and new lists specifically contain 7 Wonders of the World because it has been proven to be the number of things the average person can remember.

The new 7 wonders are: The Great Wall of China, Petra, Chichén Itzá, the Statue of Christ the Redeemer, the Roman Colosseum, Machu Picchu, and the Taj Mahal. These monuments are located in different countries around the world: Mexico, Brazil, China, Peru, Jordan, and India. Each structure is equal in ranking; there is no first place, second place, etc. Although it does not appear on the official list, the Giza pyramid still remains one of the worlds wonders (ancient and modern).

★★ Here are the New 7 Wonders of the World ★★

<p><u>Chichén Itzá</u> Location: Peninsula of Yucatan, Mexico Built: About 2,600 B.C.</p>	<p>Chichén Itzá, the most famous Mayan temple city, served as the political and economic center of the Mayan civilization.</p>
<p><u>Christ The Redeemer</u> Location: Rio de Janeiro, Brazil Built: 1922 to 1931</p>	<p>This statue of Jesus stands some 38 meters tall, atop the Corcovado mountain overlooking Rio de Janeiro. It has become a symbol of the city and of the warmth of the Brazilian people, who receive visitors with open arms.</p>
<p><u>The Great Wall of China</u> Location: Northern China Built: 5th century B.C.</p>	<p>Built since the 5th century B.C., to protect the northern borders of the Chinese Empire against intrusions by various nomadic groups. The wall, with all of its branches, stretches for 8,851.8 km (5,500.3 mi) and we can see it from space.</p>
<p><u>Machu Picchu</u> Location: Cuzco Region, Peru Built: 1460 – 1470</p>	<p>It is a pre-Colombian Inca Site and its altitude is 2,430 meters above sea level. The Machu Picchu site is part of the UNESCO World Heritage Site.</p>
<p><u>The Roman Colosseum</u> Location: Rome, Italy Built: 70 – 80 A.D.</p>	<p>This great amphitheater in the centre of Rome was built to give favors to successful legionnaires and to celebrate the glory of the Roman Empire.</p>
<p><u>Petra</u> Location: Wadi Musa, Jordan Built: Sometime around 6th century B.C.</p>	<p>On the edge of the Arabian Desert, Petra was the glittering capital of the Nabataean empire of King Aretas IV. Part of the UNESCO World Heritage Site.</p>
<p><u>Taj Mahal</u> Location: Agra, India Built: Between 1632 and 1653</p>	<p>This immense mausoleum was built for Queen Mumtaz Mahal. It is built out of white marble; the Taj Mahal is regarded as the most perfect jewel of Muslim art in India. It is also part of the UNESCO World Heritage Site.</p>

★★★ Brainstorming ★★★

Look at the Ancient Wonders and the New Wonders, what are the differences between them?

Answers may vary



Team Up!

Procedures ~ Main Activity

★ Pages in the Student Booklet: 10-11-12-13-14

Teacher	Students	Grouping	Time
Explains the task.	Listen to instructions.		50 minutes
Explains the goal of the task.	Pay attention to the goals mentioned.		
Forms 7 teams of 4 members each. (In the interest of fair competition, the teacher will match strong students with weaker ones.)	Team-up with members of the team.	7 teams of 4 students	
Explains the set of questions (question grid) to be answered (each team member gets different questions).	Look at the questions.		
Reads and explains each question.	Listen and ask for clarification if necessary.		
Explains the resources (web-sites) allowed.			
Explains evaluation criteria (for posters). This will prepare students for the upcoming task.	Pay attention to the evaluation criteria.		
Accompanies student to the computer lab.	Use the computer equipment in accordance to the school regulations and consult the permitted web-sites only. Research the information needed for the poster presentation and make sure all your questions (on the question grid) have been answered.		
During the task, the teacher circulates among the students and offers the support needed.			
The teacher also makes sure that the students are using the computer equipment properly and that they are consulting the permitted web-sites.			

Evaluation criteria for the poster presentation:

By the teacher	By the teacher and your classmates
<ul style="list-style-type: none"> ★ Participation in oral interaction ★ Content of the message ★ Articulation of the message ★ Management of strategies and resources 	<ul style="list-style-type: none"> ★ Grammar and spelling ★ Information (pertinence & clarity) ★ Poster originality ★ Overall appearance ★ Oral presentation

Questions for each team member:

Country & Region	Monument & Tourism
<ul style="list-style-type: none"> ★ In which country is your wonder located? ★ What is this country known for? ★ Where, in this country is your wonder situated? ★ Grammar and spelling ★ How old is the city/region? ★ What is the weather like in this country? ★ Does this country have four (4) seasons? ★ What kind of vegetables grow in this land? ★ What kind of fruits grow in this land? ★ What kinds of farm animals live in this country? ★ Name 3 other countries close by. 	<ul style="list-style-type: none"> ★ Who built this monument and when? ★ What kinds of materials were used? ★ How much money was invested in this monument? ★ What were the major difficulties encountered while building this monument? ★ Did the monument need restoration work? If so, when? ★ Name three (3) facts about the monument's history. ★ What other attractions (in the area) can you name? ★ How many tourists visit the area each year? ★ What is the main reason people visit the area? ★ Name three (3) facts about the region's history.
People & Customs	Economy, Health & Sports
<ul style="list-style-type: none"> ★ What holidays do the citizens celebrate (the most important)? ★ What kind of food people from this area eat? ★ Are the people from this area religious? ★ If so, what religion (s) do they practice? ★ Do the citizens have any superstitions? ★ What other beliefs do these people have? ★ How long is the average work day in this country? (Example: The average work day in Canada is approximately 8 hours.) ★ Which hobbies do people enjoy? ★ How many children does the average family have? ★ How are children perceived in this society? 	<ul style="list-style-type: none"> ★ Does this country export any products? ★ If so, which ones? ★ What are this country's natural resources? ★ What kind of products are imported in this country? ★ Do the citizens have a healthy lifestyle? ★ Are there any hospitals in this region? ★ What kind of health services are the citizens entitled to? ★ Does this country have a national sport? (For example, in Canada, hockey is the national sport.) ★ What other sports do the residents of this country practice? ★ How many times a week does the average citizen practice sports?

Websites for research at the computer lab

★ General websites

- ★ New 7 Wonders of the World Official Website: <http://www.new7wonders.com/en>
- ★ United Nations Educational, Scientific and Cultural Organisation (UNESCO) World Heritage Convention: <http://whc.unesco.org>
- ★ Wikipedia: www.wikipedia.org
- ★ Lonely Planet, Tourist Guide: <http://www.lonelyplanet.com/us>

★ Machu Picchu

<http://www.peru.info/en/>
<http://www.machu-picchu.info>
<http://whc.unesco.org/en/list/274>

★ Chichén Itzá

<http://www.visitmexico.com>
<http://www.chichenitza.com>
<http://whc.unesco.org/en/list/483>

★ Roman Colosseum

<http://www.italiantourism.com/>
<http://www.roman-colosseum.info>
<http://www.the-colosseum.net/idx-en.htm>

★ Petra

<http://na2.visitjordan.com/>
<http://petrapark.com>
<http://whc.unesco.org/en/list/326>

★ Taj Mahal

<http://www.incredibleindia.org/index.html>
<http://www.tajmahal.org.uk>
<http://www.tajmahal.com>

★ The Great Wall of China

<http://www.cnto.org/>
<http://whc.unesco.org/en/list/438>
<http://www.greatwall-of-china.com>

★ Christ The Redeemer

<http://www.braziltravelinformation.com/>
http://www.corcovado.com.br/cristo_redentor_ing.html
[http://www.wikirio.com.br/Christ the Redeemer statue](http://www.wikirio.com.br/Christ_the_Redeemer_statue)

Procedures ~ Post-Activity

★ Pages in the Student Booklet: 15

Teacher	Students	Grouping	Time
Asks students to share the information they have found with their teammates.	Share information with teammates.	Official teams for the presentation	15 minutes
Asks each team to use their findings to decide which facts will be included on their poster.	Listen to the teacher's guidelines and execute task. Respect the guidelines given by the teacher.		

★★★ Discuss ★★★

- ★ *Now that you have found all the information for your poster presentation, discuss with your teammates about what are the most important things to talk about in your presentation. Include funny facts, interesting information, and anything else you would like us to know about your wonder.*
- ★ *You have plenty of information; you decide what you want us to know about the attraction your team is talking about!*
- ★ *Don't compose a text. Just note the important elements you will be using for your presentation.*

Task 3 – Focus on Form

Evaluation Criteria

Cross-Curricular Competencies	ESL Competencies
<p>Uses Information</p> <ul style="list-style-type: none"> ○ Pertinence of sources consulted ○ Coherence of organization of information ○ Range of contexts in which information is used <p>Uses Creativity</p> <ul style="list-style-type: none"> ○ Degree of openness to new ways of doing things ○ Originality of connexions among the elements of a situation ○ Flexibility in using new ideas <p>Adopts Effective Work Methods</p> <ul style="list-style-type: none"> ○ Appropriateness of choice of methods ○ Adaptation and adjustment of methods chosen ○ Perseverance in carrying out the task ○ Degree of rigour in the assessment of the effectiveness of the methods chosen <p>Achieves his/her Potential</p> <ul style="list-style-type: none"> ○ Accuracy of the identification of his/her strengths and weaknesses ○ Pertinence of the assessment of the impact of his/her actions ○ Ability to clearly express his/her perceptions and values ○ Autonomy in expressing his/her opinions and choices ○ Appropriateness of means used to fulfill his/her potential ○ Perseverance in pursuing his/her goals <p>Cooperates with Others</p> <ul style="list-style-type: none"> ○ Degree of participation in the work of the team ○ Degree of respect for the rules of procedure ○ Degree of sensitivity to the needs and characteristics of others ○ Extent of contribution to discussion ○ Ability to manage conflicts ○ Quality of the evaluation of his/her contribution and that of peers 	<p>Writes and produces texts</p> <ul style="list-style-type: none"> ○ Participation in the writing and production process ○ Content of the message ○ Formulation of the message ○ Management of strategies and resources

Related Content

Strategies			
Communication strategies	Learning		
	Metacognitive strategies	Cognitive strategies	Social/affective strategies
<ul style="list-style-type: none"> • Gesture (use physical actions to convey or support message) • Rephrase (express in an alternative way) • Substitute 	<ul style="list-style-type: none"> • Direct attention • Plan • Self-evaluate • Self-monitor • Set goals and objectives 	<ul style="list-style-type: none"> • Activate prior knowledge • Compare • Delay speaking • Infer • Practice • Predict • Recombine • Scan • Skim • Take notes • Transfer • Use semantic mapping 	<ul style="list-style-type: none"> • Ask for help, repetition, clarification, confirmation • Ask questions • Cooperate • Develop cultural understanding • Encourage yourself and others • Lower anxiety • Reward yourself • Take risks
Language repertoire			
Functional Language		Vocabulary related to	
<ul style="list-style-type: none"> • Social conventions • Identifications • Agreement/disagreement, opinions • Capabilities • Feelings, interests, tastes, preferences • Decision/indecision • Feedback • Offers of assistance • Requests for help • Requests for information • Requests for / offers of clarification • Suggestions/invitations • Teamwork and encouragement • Leave-taking • Goal setting • Reflecting 		<ul style="list-style-type: none"> • Participating in the immediate environment • Interests and needs • The issues inspired by the broad areas of learning • The development of the Cross-curricular competencies • To discussing the communication and learning styles • To grammar and the features of texts 	
Culture		Texts	
Sociological Aspect			
<ul style="list-style-type: none"> • History • Geographical features 		<ul style="list-style-type: none"> • Information-based texts • External features: culture • Internal features: topic/information 	



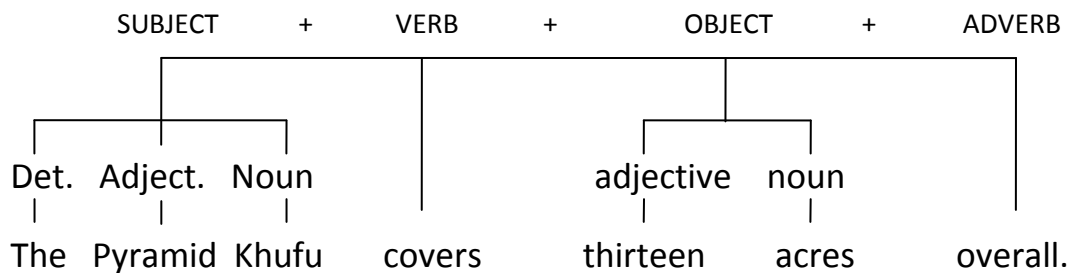
Sentence Structure

Procedures ~ Pre-Activity

★ Pages in the Student Booklet: 16-17-18-19-20

Teacher	Students	Time
<p>The teacher presents the Annexe 1 (same information as page 16 in student booklet). The teacher explains rapidly the structure and tells students to go on the next page of the student booklet.</p>	<p>Students look and listen to the teacher. They ask questions if they need more clarifications. Then, students complete the activity on the next page.</p>	<p>15-20 minutes</p>
<p>The teacher gives explanations about relative clauses and presents the Annexe 2 (same information as page 20 in student booklet). The teacher gives time to students to ask questions.</p>	<p>Students listen the explanation given by the teacher. They follow in their booklet.</p>	

★ Let's look back on it



★★★ Word order with To Have and To Be ★★★

To have		To be	
Negative	<p style="text-align: center;"><u>S</u> <u>A</u> <u>N</u> <u>V</u> _____ <u>O</u> _____</p> <p>I do not have a pyramid figurine.</p>	Negative	<p style="text-align: center;"><u>S</u> <u>V</u> <u>N</u> _____ <u>O</u> _____</p> <p>You were not at the Temple of Artemis' site. (weren't)</p> <p style="text-align: center;"><u>S</u> <u>A</u> <u>N</u> <u>V</u> _____ <u>O</u> _____</p> <p>She has not been to Alexandria. (hasn't)</p>
Interrogative	<p style="text-align: center;"><u>A</u> <u>S</u> <u>V</u> _____ <u>O</u> _____</p> <p>Do you have a pyramid figurine?</p>	Interrogative	<p style="text-align: center;"><u>V</u> <u>S</u> _____ <u>O</u> _____</p> <p>Were you at the Temple of Artemis' site?</p> <p style="text-align: center;"><u>A</u> <u>S</u> <u>V</u> _____ <u>O</u> _____</p> <p>Will they be in Egypt this summer?</p>

Exercise:

- 1) The largest and most impressive **is** Khufu, which **covers** 13 acres and **is believed** to contain more than 2 million stone blocks.
- 2) The gardens **were planted** as high as 75 feet in the air on a huge square brick terrace that **was laid** out in steps like a theatre.
- 3) The new building **was surrounded** by marble steps that **led** to a more than 400-foot-long terrace.
- 4) Above that **stood** a 16-foot statue, most likely of Ptolemy II or Alexander the Great, for whom the city **was named**.
- 5) The sloped walls, which **were intended** to mimic the rays of Ra, the sun god, **were** originally **built** as steps, and then **filled** in with limestone.

★ *Look back at the explanation on sentence structure. What is different? What can you tell about these sentences? How many verbs are there?*

Answers:

- ★ The sentences have more than one verb.
- ★ They have 2 or 3 verbs each.
- ★ Most of the sentences have commas.
- ★ They are longer than the sentences see before.
- ★ Answers may vary



Relative Clauses

★ Clauses are groups of words that contain both a subject and a predicate. ★

<u>Subject</u>	<u>Predicate</u>
The Great Pyramids of Egypt	were part of the Ancient Seven Wonders of the World.

★ There are two kinds of clauses ★

Independent clause can stand alone as a sentence.

Example :

The chair is too expensive. We cannot buy it. (Two independent clauses)

Dependant or subordinate clause begins with a subordinating word and cannot stand alone. It must be connected to an independent clause.

Example :

We cannot buy the chair that is too expensive.
(Independent clause + dependent clause)

★ The concept ★

Relative clauses are subordinate clauses that modify a noun. Here is an example:

★ John read the book that Mary loaned to him.

The underlined words are a relative clause. It exists only in relation to the noun "book", which it modifies.

★ There are two types of relative clauses ★

★ Describing clauses ★

A describing clause tells us more about the noun when the person or thing we are talking about has already been established.

Here is an example of a describing clause:

Anne spent all afternoon in her office, which is not air conditioned.

➔ In this case, the underlined clause simply tells us more information about Anne's office. It doesn't tell us in which office she spent the afternoon. That has been defined already by the word "her".

★ Specifying clauses ★

This type of clause specifies which person or thing we are talking about. The example cited above is such a clause. If the underlined clause were omitted, we would not know which book John read.

Here is an example of a specifying clause:

I will not be able to make the flight for Toronto that leaves at 4:30 this afternoon.

➔ Here the speaker is specifying which of a number of flights from Toronto that she will not be able to make: the one that leaves at 4:30 this afternoon.

★ The difference between the two lies in a humble comma. ★

★ The rule ★

How do you tell the difference between specifying and describing clauses?

It's easy:

- ★ Specifying clauses are never preceded by a comma.
- ★ Describing clauses are always preceded by a comma (and followed by a comma when the clause occurs in the middle of a sentence).



Which, that or...?

The chart below gives you a quick guide to the pronouns to use in various situations.

Type of pronouns	Type of noun modified	Type of relative clauses	Pronoun to use	Examples
Nominative	People	Specifying	Who	This morning I met with the man <u>who</u> called you yesterday.
		Describing	Who	This morning I met with John, <u>who</u> called you yesterday.
	Things	Specifying	That	Jane has been chosen to lead the task force <u>that</u> we set up last week to develop a business plan.
		Describing	Which	Jane has been chosen to lead the Business Plan Task Force, <u>which</u> we set up last week.
Possessive	People	Specifying	Whose	This morning I gave a ride to a friend <u>whose</u> car is in for a tune-up.
		Describing	Whose	This morning I gave a ride to John, <u>whose</u> car is in for a tune-up.
	Things	Specifying	Whose	You are scheduled to meet next week with the President of a company <u>whose</u> expansion plans include copper mining in Chile.
		Describing	Whose	You are scheduled to meet next week with the President of XL Industries, <u>whose</u> expansion plans include copper mining in Chile.
Objective	People	Specifying	Whom	I have attached letters of congratulations to the employees to <u>whom</u> you will be presenting awards on July 26, 1995.
		Describing	Whom	I have attached a letter of congratulations to Mr. John Doe, to <u>whom</u> you will present an award on July 26, 1995.
	Things	Specifying	Which	I have attached a list of the companies to <u>which</u> we sent invitations to the conference.
		Describing	Which	I have attached a profile of XL Industries, to <u>which</u> we sent an invitation to the conference.

Procedures ~ Main Activity

★ Pages in the Student Booklet: 21

Teacher	Students	Grouping	Time
The teacher asks the students to complete the next activity and mentions that there are many possible answers.	Students complete the next activity individually.		15-20 minutes
Once everybody is almost finished, the teacher asks for volunteers to write one of their sentences on the board.	Students can volunteer to write one of their sentences on the board.		
The teacher gives feedback to students by correcting the sentences on the board with the whole class.	Students listen to the feedback and correct their sentences.		

★ Clauses in context ★

In this exercise, you have to reformulate the sentence and include a relative clause. You can also divide the information into two sentences but remember that at least one sentence need a clause.

★ Example:

- 1) The Great Pyramids:**
- located at Giza
 - only wonder of the ancient world that is still present to the present day.
 - royal tombs
 - more than 2 million stone blocks

Answer: The Great Pyramids, which are located in Giza, were built with more than 2 million stone blocks. These Royal tombs are the only wonder of the ancient world that is still present to the present day.

- 2) The Hanging Gardens of Babylon:**
- built by the King
 - for his lover Amytis
 - 75 feet high in the air

Answer may vary. The Hanging Gardens of Babylon, which were built by the king for his lover Amytis, were situated 75 feet high in the air.

- 3) Lighthouse of Alexandria:**
- construction completed around 270 B.C.
 - a small island called Pharaohs
 - helped to guide Nile River ships
 - Designed by the Greek architect Sostratos

Answer may vary. The Lighthouse of Alexandria, which helped to guide Nile River ships, was completed around B.C. The Lighthouse, whose location was on a small island called Pharaoh, was designed by the Greek architect Sostratos.

- 4) The Statue of Zeus:**
- richly decorated with gold and ivory
 - site of the ancient Olympics
 - located in Greece

Answer may vary. The Statue of Zeus, which is located in Greece, was the site of the ancient Olympics. It was richly decorated with gold and ivory.



Time to Compose

Procedures ~ Post-Activity

★ Pages in the Student Booklet: 22-23-24-25

Teacher	Students	Time
<p>The teacher asks students to get together with their team and start writing a first draft of their oral presentation.</p> <p>After the time allotted for writing the first draft, the teacher asks the students for their copies. The teacher will correct them and give them back the next class. (This next class is not presented in our LES because it is a period where students are creating their poster. Since they are in teams, the teacher allows time during class. Their first draft is given back to them and they have to make a final draft.)</p>	<p>Students get in teams and start writing the first draft for their oral presentation.</p> <p>Students hand in their first draft to the teacher. They have to think about their homework. (The homework is to bring everything they need to create their poster during the next class and also to finish their final draft. They will have to create their poster during this period.)</p>	35 minutes

★ Reminder for writing ★

- | | |
|---|--|
| <input type="checkbox"/> Watch out for spelling mistakes on your poster! | <input type="checkbox"/> Stay on topic! |
| <input type="checkbox"/> Choose the right vocabulary! | <input type="checkbox"/> Did you fill your entire information chart? |
| <input type="checkbox"/> Did you include sentences with relative clauses? | <input type="checkbox"/> Are your ideas well structured? |

★ Homework ★

For next class, bring everything you need to create your poster. This includes a glue stick, scissors, photos, information and any extra material. You also need to have finished your final draft.

Task 4 – Poster Presentation

Evaluation Criteria

Cross-Curricular Competencies	ESL Competencies
<p>Uses Information</p> <ul style="list-style-type: none"> ○ Pertinence of sources consulted ○ Quality of critical analysis ○ Coherence of organization of information ○ Range of contexts in which information is used <p>Exercises Critical Judgment</p> <ul style="list-style-type: none"> ○ Clarity of formulation of a question and the underlying issues ○ Appropriateness of the criteria used ○ Quality of expression of his/her point of view ○ Ability to refine his/her judgment ○ Degree of openness to questioning of the judgment <p>Achieves his/her Potential</p> <ul style="list-style-type: none"> ○ Accuracy of the identification of his/her strengths and weaknesses ○ Pertinence of the assessment of the impact of his/her actions ○ Ability to clearly express his/her perceptions and values ○ Autonomy in expressing his/her opinions and choices ○ Appropriateness of means used to fulfill his/her potential ○ Perseverance in pursuing his/her goals <p>Cooperates with Others</p> <ul style="list-style-type: none"> ○ Degree of participation in the work of the team ○ Degree of respect for the rules of procedure ○ Degree of sensitivity to the needs and characteristics of others ○ Extent of contribution to discussion ○ Quality of the evaluation of his/her contribution and that of peers <p>Communicates Appropriately</p> <ul style="list-style-type: none"> ○ Degree of mastery of vocabulary, syntax and symbols ○ Degree of respect for usage, codes and conventions ○ Appropriateness of choice of language used ○ Appropriateness of the message for the context and audience ○ Degree of coherence of the message ○ Accuracy of the judgment made of the effectiveness of communication 	<p>Interacts orally in English</p> <ul style="list-style-type: none"> ○ Participation in oral Interaction ○ Pertinence of the message ○ Articulation of the message ○ Use of communication and Learning strategies ○ Use of resources <p>Reinvests understanding of texts</p> <ul style="list-style-type: none"> ○ Use of knowledge from texts in a reinvestment task <p>Writes and produces texts</p> <ul style="list-style-type: none"> ○ Content of the message ○ Formulation of the message

Related Content

Strategies			
Communication strategies	Learning		
	Metacognitive strategies	Cognitive strategies	Social/affective strategies
<ul style="list-style-type: none"> • Gesture (use physical actions to convey or support message) • Rephrase (express in an alternative way) • Substitute 	<ul style="list-style-type: none"> • Direct attention • Plan • Self-evaluate • Self-monitor • Set goals and objectives 	<ul style="list-style-type: none"> • Activate prior knowledge • Compare • Delay speaking • Infer • Practice • Predict • Recombine • Scan • Skim • Take notes • Transfer • Use semantic mapping 	<ul style="list-style-type: none"> • Ask for help, repetition, clarification, confirmation • Ask questions • Cooperate • Develop cultural understanding • Encourage yourself and others • Lower anxiety • Reward yourself • Take risks
Language repertoire			
Functional Language		Vocabulary related to	
<ul style="list-style-type: none"> • Social conventions • Identifications • Agreement/disagreement, opinions • Capabilities • Feelings, interests, tastes, preferences • Decision/indecision • Feedback • Offers of assistance • Requests for help • Requests for information • Requests for / offers of clarification • Suggestions/invitations • Teamwork and encouragement • Leave-taking • Goal setting • Reflecting 		<ul style="list-style-type: none"> • Participating in the immediate environment • Interests and needs • The issues inspired by the broad areas of learning • The development of the Cross-curricular competencies • To discussing the communication and learning styles • To grammar and the features of texts 	
Culture		Texts	
Sociological Aspect			
<ul style="list-style-type: none"> • History • Customs • Geographical features 		<ul style="list-style-type: none"> • External features: purpose – to direct • Internal features: topic/information 	



Poster Presentation

Procedures ~ Pre-Activity

★ Pages in the Student Booklet: 28-29-30-31-32-33-34

Teacher	Students	Time
<p>The teacher explains the evaluation criteria (see evaluation grid on the next page if needed).</p> <p>The teacher gives a number to all the teams from 1 to 7. The teacher explains that 2 team members will be presenting first (for 30 minutes) while the rest of the students listen to their classmates. After 30 minutes, team members switch places.</p> <p>Indicates where every team should hang their poster.</p>	<p>Students listen to the teacher.</p> <p>Students hang their poster in the place indicated by the teacher.</p>	<p>10 minutes</p>

Procedures ~ Main Activity

★ Pages in the Student Booklet: 28-29-30-31-32-33-34

Teacher	Students	Time
<p>The teacher circulates in the classroom to listen to the presentations. The teacher evaluates students who are doing their presentation with the Teacher Evaluation Grid (do not use the copy in the book, print another copy).</p> <p>After 30 minutes, the teacher tells the students to switch. Those who were listening will present and those who were presenting will now listen.</p> <p>The teacher circulates in the classroom to listen to the presentations.</p>	<p>Students present their posters in pairs.</p> <p>Students who are not presenting go around the room and listen to their classmates' presentation. They evaluate them with the Peer Evaluation Grid in their student booklet.</p> <p>The team members who have not presented yet will switch places with their teammates.</p>	<p>50 minutes</p>

★★★ The New 7 Wonders of the World ★★★

Poster Presentation - Evaluation

Student Names	Participation in oral interaction	Content of the message	Articulation of the message	Management of strategies and resources	Grammar and spelling	Information (pertinence & clarity)	Poster originality	Overall presentation	Oral presentation	TOTAL
1)										
2)										
3)										
4)										
5)										
6)										
7)										
8)										
9)										
10)										
11)										
12)										
13)										
14)										
15)										
16)										
17)										
18)										
19)										
20)										
21)										
22)										
23)										
24)										
25)										
26)										
27)										
28)										

Procedures ~ Post-Activity

★ Pages in the Student Booklet: 26

Teacher	Students	Time
<p>The teacher tells students to get back to their desk and asks them to take their student booklet. The teacher explains the activity:</p> <ul style="list-style-type: none">- Individually, the students need to write which wonders they want to visit- After, in groups, they have to look what is the most popular wonders and the reasons why <p>After 5 minutes, the teacher asks students to go back with their team to discuss the next question.</p>	<p>Students go back to their place and start doing the activity in the booklet.</p> <p>Students get in their teams and discuss about the wonders they would like to visit.</p>	<p>15 minutes</p>

★ After the presentations ★

★★★ Individually ★★★

After hearing about all of the Wonders of the World, which one would you like to visit the most? Why? What kind of trip interests you?

★★★ Discuss in groups ★★★

What are the most popular attractions that our team would like to visit? Why? Are there many differences of opinion?



Little Extras

In the following pages you will find extra activities about the Wonders of the World that you can do yourself. Try to do them without using your booklet.

Have Fun!

Guess what?








Guess which wonder fits with the clues given.

Machu Picchu	Petra	Christ The Redeemer Statue	Chichén Itzà
The Great Wall of China	The Roman Colosseum	Taj Mahal	The Giza Pyramids

1. In ancient times, I hosted many gladiator competitions. **The Roman Colosseum**
2. Although I was an Ancient Wonder, I am still an “honorary” New Wonder. **The Giza Pyramids**
3. I was originally built to protect the northern border of my country’s empire. **Great Wall of China**
4. My existence became known in the Western world in 1812. **Petra**
5. The Maya civilization built me in the northern center of the Yucatàn Peninsula. **Chichén Itzà**
6. I am considered a symbol of eternal love. **Taj Mahal**
7. I am a 15th-century Inca site located 2,430 meters (7,970 ft) above sea level. **Machu Picchu**
8. I stand at 39.6 meters (130 ft) tall and weigh 635 tons. **Christ The Redeemer Statue**

Matching Game

Match the name of each wonder with the locations and images below.

Wonder	Location	Image
Chichen Itza	Northern China	
Christ the Redeemer	Agra, India	
Roman Colosseum	Rio de Janeiro, Brazil	
Great Wall of China	Cuzco Region, Peru	
Machu Picchu	Wadi Musa, Jordan	
Petra	Yucatán Peninsula, Mexico	
Taj Mahal	Rome, Italy	

Fill in the Blanks

Fill in the blanks in the text using words from the list below

Wonders	heritage	person	Christ	world
impressive	ancient	China	monuments	Pyramids

This project was launched by Bernard Weber, of the New 7 **Wonders** Foundation. He wanted to update the list of 7 wonders of the ancient world. The purpose was to determine the 7 most **impressive** structures in the modern world. This project was intended to “unite the world by honouring our common **heritage**”. Over one million votes were cast. The new 7 wonders of the world were announced in Lisbon, Portugal on July 7, 2007.

Why are there 7 wonders? Both the **ancient** and new lists specifically contain 7 wonders of the world because it has been proven to be the number of things the average **person** can remember.

The new 7 wonders are: The Great Wall of **China**, Petra, Chichén Itzà, the Statue of **Christ** Redeemer, the Colosseum, Machu Picchu, and the Taj Mahal. These **monuments** are located in different countries around the **world**: Mexico, Brazil, China, Peru, Jordan, and India. Each structure is equal in ranking: there is no first place, second place, etc. Although it does not appear on the official list, the Giza **Pyramids** still remain one of the world’s wonders (ancient and modern).

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