

THINK

TEACHER'S BOOK 2

B1

Brian Hart, Herbert Puchta, Jeff Stranks & Peter Lewis-Jones



CAMBRIDGE
UNIVERSITY PRESS

Acknowledgements

The publishers are grateful to the following contributors:

Blooberry: text design and layouts

Claire Parson: cover design

Vicky Saumell: author of *Using the Digital Resources*

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/think

© Cambridge University Press 2015

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2015

Printed in the XXXXX by XXXXXX

A catalogue record for this publication is available from the British Library

ISBN 978-1-107-50915-3 Student's Book Level 2

ISBN 978-1-107-50910-8 Student's Book with Online Workbook and Online Practice Level 2

ISBN 978-1-107-50917-7 Workbook with Online Practice Level 2

ISBN 978-1-107-50918-4 Combo A with online Workbook and Online Practice Level 2

ISBN 978-1-107-50921-4 Combo B with online Workbook and Online Practice Level 2

ISBN 978-1-107-50922-1 Teacher's Book Level 2

ISBN 978-1-107-50923-8 Class Audio CDs Level 2

ISBN 978-1-107-50925-2 Video DVD Level 2

ISBN 978-1-107-50931-3 Presentation Plus DVD-ROM Level 2

ISBN 978-1-107-50932-0 Presentation Plus DVD-ROM A Level 2

ISBN 978-1-107-50933-7 Presentation Plus DVD-ROM B Level 2

Additional resources for this publication at www.cambridge.org/think

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

CONTENTS

Map of Student's Book 4

Introduction 6

Teacher's notes and keys	
Welcome unit	18
1 Amazing people	26
2 The ways we learn	32
Exam Practice and Review	39
3 That's entertainment	40
4 Social networking	48
Exam Practice and Review	55
5 My life in music	56
6 Making a difference	63
Exam Practice and Review	70
7 Future fun	71
8 Science counts	78
Exam Practice and Review	85
9 What a job!	86
10 Keep healthy	92
Exam Practice and Review	98
11 Making the news	99
12 Playing by the rules	106
Exam Practice and Review	113
Pronunciation	114
Get it right!	117
Workbook answer key	121

STUDENT'S BOOK CONTENTS

Welcome p 4 **A** Introducing yourself; Answering questions; The weather; Families **B** Meeting people; Irregular past participles; losing things; furniture
C Buying and talking about food; In a restaurant; Shops; Things you have to do **D** Plans and arrangements; Sports and sport verbs; Travel plans

	FUNCTIONS & SPEAKING	GRAMMAR	VOCABULARY
Unit 1 Amazing people p 12	Talking about things you have and haven't done Offering encouragement Role play: Good causes	Present perfect with <i>just, already</i> and <i>yet</i> Present perfect vs. past simple	Personality adjectives Collocations WordWise: Phrases with <i>just</i>
Unit 2 The ways we learn p 20	Asking and giving / refusing permission Role play: Asking permission	Present perfect with <i>for</i> and <i>since</i> <i>a, an, the</i> or no article	School subjects Verbs about thinking
Review Units 1 & 2 pages 28–29			
Unit 3 That's entertainment p 30	Comparing things and actions Asking for and offering help	Comparative and superlative adjectives (review) (<i>not</i>) <i>as ... as</i> comparatives Making a comparison stronger or weaker Adverbs and comparative adverbs	Types of films Types of TV programmes WordWise: Expressions with <i>get</i>
Unit 4 Social networking p 38	Giving advice	Indefinite pronouns (<i>everyone, no one, someone, etc.</i>) <i>all / some / none / any of them</i> <i>should(n't), had better, ought to</i>	IT terms Language for giving advice
Review Units 3 & 4 pages 46–47			
Unit 5 My life in music p 48	Asking about feelings Role play: Helpful suggestions	Present perfect continuous Present perfect simple vs. present perfect continuous	Making music Musical instruments WordWise: Phrasal verbs with <i>out</i>
Unit 6 Making a difference p 56	Expressing surprise and enthusiasm	<i>will (not), may (not), might (not)</i> for prediction First conditional <i>unless</i> in first conditional sentences	The environment Verbs to talk about energy
Review Units 5 & 6 pages 64–65			
Unit 7 Future fun p 66	Checking information Agreeing	Future forms Question tags <i>Nor/Neither / So</i>	Future time expressions Arranging a party WordWise: Phrases with <i>about</i>
Unit 8 Science counts p 74	Talking about past habits Talking about imaginary situations Talking about scientific discoveries	Past simple vs. past continuous (review) <i>used to</i> Second conditional <i>I wish</i>	Direction and movement Science
Review Units 7 & 8 pages 82–83			
Unit 9 What a job! p 84	Accepting and refusing invitations Role play: Inviting friends to join you	The passive (present simple, past simple, present continuous, present perfect)	Jobs <i>work as / in / for</i> <i>work vs. job</i> WordWise: Time expressions with <i>in</i>
Unit 10 Keep healthy p 92	Talking about your health	Past perfect simple Past perfect continuous Past perfect simple vs. past perfect continuous	Time linkers Illness: collocations
Review Units 9 & 10 pages 100–101			
Unit 11 Making the news p 102	Reporting what someone has said Expressing feelings: anger	Reported statements Verb patterns: object + infinitive	Fun More verbs with object + infinitive WordWise: Expressions with <i>make</i>
Unit 12 Playing by the rules p 110	Talking about permission Following and giving simple instructions	<i>be allowed to / let</i> Third conditional	Discipline Talking about consequences and reasons
Review Units 11 & 12 pages 118–119			
Pronunciation pages 120–121		Get it right! pages 122–126	Speaking activities pages 127–128

PRONUNCIATION	THINK	SKILLS
Intonation and sentence stress	Values: Human qualities Self-esteem: Personal qualities	Reading Online survey responses: Who do you admire most? TV programme preview: Britain's Smartest Kids Photostory: The new café Writing A short passage about someone you admire Listening Playing a guessing game
Word stress	Values: Learning for life Train to Think: Learning about texts	Reading Article: An education like no other Article: Learning is brain change Culture: A day in the life of ... Writing An email describing your school routine Listening Conversation about a book
Words ending in /ə/	Values: Spending wisely Self-esteem: The film of my life	Reading Article: Big movies on a small budget TV listings: different types of programmes Photostory: Extras Writing A paragraph about your TV habits Listening Interview with a teenage filmmaker
The short /ʌ/ vowel sound	Values: Responsible online behaviour Train to Think: Logical sequencing	Reading Article: Think before you act online Short texts: Different types of messages Culture: Communication through history Writing A web page giving advice Listening Conversation about installing a computer game
Been: strong /bi:n/ and weak /bɪn/	Values: Following your dreams Self-esteem: Music and me	Reading Online forum: Singer songwriter: Any advice? Article: John Otway – Rock's greatest failure Photostory: Pop in the park Writing The story of your favourite band Listening Interviews about music
/f/, /v/ and /b/ consonant sounds	Values: Caring for the world Train to Think: Different perspectives	Reading Article: Hot topic: The environment Leaflet: Small changes, BIG consequences Culture: Stop! Before it's too late Writing An article for the school magazine Listening Interviews about a town project
Intonation of question tags	Values: Believe in a better future Self-esteem: Personal goals	Reading Newspaper articles: The world today Web chat: arranging a party Photostory: Weekend plans Writing An invitation Listening Interviews with two newsmakers
The /ju:/ sound	Values: How science helps people Train to Think: Using criteria	Reading Blog article: Why aren't people more interested in science? Web forum: What should science do next? Culture: Great scientists Writing A blog entry Listening The things kids believe!
/tʃ/ and /dʒ/ consonant sounds	Values: What's important in a job? Self-esteem: I'd rather be ...	Reading Article: Dream jobs Article: Obsolete jobs Photostory: For a good cause Writing A short essay about jobs that will soon be obsolete Listening People with disabilities and their jobs
/tʃ/ and /ʃ/ consonant sounds	Values: Never give up Train to Think: About health	Reading Article: 8,000 birds to see before you die Article: Miracle operations Culture: Keeping healthy – stories from around the world Writing A story about a sports event Listening A presentation on the benefits of exercise
Intonation: rude or polite?	Values: Being able to laugh at yourself Self-esteem: Giving an award	Reading Article: April Fool's Day Article: A tale of two Guys Photostory: The journalist Writing A news report Listening Profile on an extreme weather journalist
Silent consonants	Values: The importance of rules Train to Think: Play rock, paper, scissors	Reading Article: Hard times to be a kid Website contest: The best 50-word stories Culture: Strange laws around the world Writing A set of rules Listening The game rock, paper, scissors

INTRODUCTION

COURSE METHODOLOGY

Solid skills and language work

Think is a six-level course for adolescents and teenagers from A1 to C1-levels of the Common European Framework of Reference (CEFR). Based on a carefully crafted skills and language syllabus, the course helps students develop their receptive and productive language skills and strategies, and provides a systematic approach to competence training to help them prepare for their Cambridge English exams.

The authors have put great emphasis on the continuous extension of students' lexical knowledge by including two vocabulary sections within each unit, together with WordWise activities in every other unit. WordWise aims to develop awareness of and competence in using high-frequency words and chunks of language, important collocations, and phrasal verbs, as well as increasing fluency. In addition, an entertaining and thought-provoking teen photostory offers natural contexts for the presentation and practice of phrases for fluency. These are high-frequency lexico-grammatical chunks of language used in spoken communication.

Students are guided through the grammar via inductive exercises, which support them in their grasp of both form and meaning. The structures are then practised through a sequence of exercises in which students learn how to apply them in motivating and communicative activities.

Adolescents and teenagers do not always find it easy to participate in speaking activities, especially when they are asked to say what they think and feel. *Think* takes this concern seriously. Based on research in teenage classrooms in many different countries, the authors of *Think* have found that adolescents and teens generally find it easier to engage in thinking activities if they are embedded in the framework of topics and texts that they can emotionally connect with, and especially those that are far from their day-to-day realities. This remoteness gives students the opportunity to look outwards rather than inwards, and in so doing feel less self-conscious. So in the first few levels of the course, units often start somewhat removed from students' own lives, presenting stories of extremes, set in faraway places and cultures but whose protagonists – the heroes and heroines of these stories – young people can identify with. This helps them to get in closer touch with inspirational human qualities such as creativity, courage, perseverance, passion and care, and makes it easier for them to get involved in the speaking activities leading into or following the texts; this in turn makes their learning much easier, quicker and more pleasant.

Based on educational principles

Piaget (1981:3) asserts that all learning involves states of 'pleasure, disappointment, eagerness, as well as feelings of fatigue, effort, boredom'. The transition period from adolescence to early adulthood offers its own additional emotional challenges, as it is characterised by the individual's struggle for identity. During this period, many

teens are overwhelmed by their emotions, and these can exert a strong influence – both positive and negative – on their behaviour and their attitudes. The integration of both emotional qualities and cognitive processes is key to the successful development of students' cognition, their understanding of the world, and their development towards becoming responsible human beings.

Think supports you as a teacher in helping your students integrate their emotional reactions and cognitive processes. It achieves this through an invaluable and comprehensive support system aimed at systematically developing your students' thinking skills, their awareness of values and their self-esteem, whilst at the same time building their language skills and competencies. This in turn will increase students' awareness of the issues that are important to their present and future lives, deepen their understanding of important social and global issues, and enable them to become more caring and thoughtful young adults.

TRAIN TO THINK

At the lower levels, *Think* focuses on building basic cognitive tools, i.e. capabilities that are required for the development of so-called higher order thinking skills that will be addressed later on in your students' English language development. Examples of such basic thinking skills include Comparing and Contrasting, Categorising, Sequencing, Focusing Attention, Exploring Space, Time and Numbers and Understanding Cause and Effect.

The higher levels of *Think* focus on the development of more advanced thinking skills. The B2 and C1 levels guide students in developing critical thinking skills. According to Cottrell (2011), these include such things as ascertaining the extent to which we believe what we see or hear, determining whether something is true, arguing one's case, identifying when further information is required and selecting information for a given purpose.

The activities in the books have been carefully designed to offer an appropriate level of challenge, taking into account the fact that students are tackling/approaching them in a language they are still learning and not in their own.

THINK VALUES

Values are what we need to guide us through our life and to inform the way in which we interact with others. They are crucial for young people. Parents, teachers, schools and societies have an obligation to and an interest in, conveying positive values to the next generation.

Teaching values is undoubtedly a challenging task. Telling teens how they should or should not behave is rarely the most efficient way of inculcating the right values in your students. It might be more promising for you to model the behaviour you want to evoke in your students. So, for example, if we want our students to become empathetic listeners, we need to demonstrate what it means to be a good

listener; we ourselves need to listen to them empathetically. Other important elements in promoting positive values in the classroom are: a supportive and encouraging learning atmosphere; and a positive rapport between you and your students. Moreover, exposure to emotionally engaging content (stories) and motivating activities that involve the exploration of important universal values and making them their own, further enables students to increase their awareness of and understand the importance of values, and ultimately, adapt their behaviour accordingly. This is where Think offers you significant support, as it gives your students many opportunities to reflect on and discuss a wide range of important values, including ethical, environmental, health-oriented and artistic ones.

THINK SELF-ESTEEM

As many teachers have noticed, a lack of self-esteem and self-worth can lead to an attitude of defensiveness in teenage students. This frequently observed pattern can lead to serious behavioural issues that are usually very difficult to deal with, such as students failing to take responsibility for their own actions, bullying and threatening others, withdrawing from work, daydreaming, or even giving up study altogether.

Studies show that attempts to try and help students build their self-esteem by repeating affirmations, for example, tend to fail or even result in the exact opposite. Goodman claims that ‘the quest for greater self-esteem can leave people feeling empty and dissatisfied’. (op cit, p. 27) and stresses (op cit p. 28) that ‘a far better way to bolster your sense of self-worth is, ironically, to think about yourself less.

Compassion toward others and yourself, along with a less self-centred perspective on your situation, can motivate you to achieve your goals while helping you weather bad news, learn from your mistakes and fortify your friendships.’

And this is exactly what the activities in *Think* labelled *Think Self-Esteem* are for. They help students reflect on their role in society, their attitudes and those of others. It encourages them to learn from their mistakes, and develop an insight into their own thinking (meta-cognition) – all important stepping-stones towards building a strong sense of self-worth and self-esteem.

Sources:

Cottrell, S. (2011) *Critical Thinking Skills*, Basingstoke: Palgrave Macmillan 2011

Domasio, A. (1994) *Descartes’ Error: Emotion, Reason, and the Human Brain*, New York: Penguin Putnam

Goodman, A. (2013) ‘Letting go of self-esteem’, *Scientific American Mind*, October

Halstead J. M. and M. J. Taylor (eds.), (1976) ‘Values in Education and Education in Values’. J. J. P. Shaver and W. Strong: *Facing Value Decisions: Rationale-building for Teachers*, Belmont

Le Doux, J. (1998) *The Emotional Brain: The Mysterious Underpinnings of Emotional Life*, New York: Simon & Schuster

Piaget, J. (1981) ‘Intelligence and Affectivity: Their Relationship during Child Development’, Palo Alto: Annual Reviews

Puchta H., Williams M. (2011) *Teaching Young Learners to Think*. Helbling Languages and Cambridge University Press

Unit and Topic area	Values	Self-esteem	Critical Thinking
1 Amazing people	Human qualities [Moral values: being human]	Personal qualities [A sense of identity: recognising and appreciating personal qualities in others]	
2 The ways we learn	Learning for life [Moral values: understanding the importance of life long learning]		Learning about texts [identifying text type and purpose]
3 That’s entertainment	Spending wisely [Moral values: rationality]	The film of my life [A sense of identity]	
4 Social networking	Responsible online behaviour [Moral values: understanding the importance of value based behaviour]		Networking in the family [sequencing]
5 My life in music	Following your dreams [Health values: the importance of visions and following one’s dreams]	Music and me [A sense of identity: What’s important for me]	
6 Making a difference	Caring for the world [Environmental values]		Different perspectives [recognising text type and purpose]
7 Future fun	Believe in a better future [Environmental values: developing a sense of community with past and future]	Two things [A sense of purpose: becoming independent]	
8 Science counts	How science helps people [Moral values: appreciating achievements in science]		New ideas count [rank ordering; evaluating]
9 What a job!	What’s important in a job [Moral values: finding meaning in what we do]	I’d rather be [A sense of identity: learning to accept oneself]	
10 Keep healthy	Never give up [Health values: the importance of perseverance]		About health [assessing valid vs. Invalid conclusions]
11 Making the news	Being able to laugh at yourself [Health values: the power of humour]	Giving a reward [A sense of identity: recognising and appreciating personal qualities in others]	
12 Playing by the rules	The importance of rules [Moral values: respecting laws and rules]		Play ‘Rock, paper, scissors’ [Creative thinking]

USING THE STUDENT'S BOOK

The first reading sets the scene for the unit ...

2 THE WAYS WE LEARN

OBJECTIVES

FUNCTIONS: asking and giving / refusing permission to do something

GRAMMAR: present perfect with for and since; a, an, the or no article

VOCABULARY: school subjects; verbs about thinking

READING

1 Work in pairs. Write down words that come to mind when you think of these places.
a youth club | a holiday camp | a school

WHAT? sports, books, discussions, photography, drama, a youth club

WHY? have fun, do meaningful things in your free time, make friends, learn to do things in teams

2 Look at the photos. What are the people doing? Where do you think they are?

3 **LISTEN** Read and listen to the article. For each question, mark the correct letter A, B, C or D.

- What is the writer doing in this text?
A Describing a summer school he started in 2005.
B Explaining how to send a child to Tinkering.
C Talking about the US school system.
D Talking about G. Tulley's programmes for kids.
- What does the text say about safety at the school?
A The school is too dangerous for kids.
B No child has ever had an accident.
C Children have never hurt themselves badly.
D The school doesn't give information about that.
- What reactions to Brightworks have there been in the media?
A They have compared it to Tinkering School.
B Most of them have been positive.
C There hasn't been any reaction.
D Most of them have been negative.
- What effect has the school had on Tina Cooper?
A It has changed her opinion about school.
B It has given her exciting and boring times.
C It has made her more interested in San Francisco.
D It has encouraged her to ask more questions.

4 Which thing might Gever Tulley say in a presentation to parents about the Tinkering School?
A We are trying to do our best. We offer your kids a balance of things they will like doing and things they will have to do.
B I can guarantee that your son or daughter will learn to build a rollercoaster, a rope bridge, a tree house, a motorbike and a boat.
C Kids can learn a lot by doing things in teams. We give them materials and tools. They plan and make things.
D Most of the articles in newspapers and magazines say kids are more motivated here than at many other schools.

Objectives, focusing on skills and language, are clearly displayed. These signal to you and your students what you can expect to achieve by the end of the unit.

Pre-reading activities activate students' prior knowledge, get them interested in the topic of the text and provide a tool for pre-teaching key vocabulary.

Reading texts are about contemporary topics that teens can relate to. They span a range of genres from magazine articles and blogs to webchats and product reviews.

2 THE WAYS WE LEARN

on like no other

California. In 2005, called Tinkering important skills and his team's for innovative fantastic things rollercoaster. They ping bags. They and boats.

of materials like get lots of tools. Even using tinkering anybody h This is t they raise tools saf tion at al A lot of years. In create a 'real' o. The school is

Most of those articles have been very positive. They have praised the quality of the school. They have found the children are more motivated than at many other schools. But since the beginning of the school there have also been critical voices. Some people have said that children are not learning enough at Brightworks. They feel that students and teachers are just 'playing around' all the time.

The students at Brightworks seem to love their school. We spoke to 12-year-old Tina Cooper. She has been a student at the school since last October. 'Since I started here, I've never sat in a 'normal' class with a teacher,' she told us. 'But it's been a very exciting experience. I've worked hard at my new school for eight months now, and there hasn't been one single moment when I found it boring. Before, I was bored quite often.'

Each sequence of exercises helps students to unlock the text. First, learners read either for gist or to check predictions. Then they re-read for more detailed understanding.

The reading text is also available for students to listen to. This provides you with greater flexibility in how you approach the text. The audio also helps to focus students' attention on the sounds of the language.

Think Values invites students to consider their broader opinions and values through reflection on the reading text. Expressing opinions in pairs/groups provides them with support, while also offering extra fluency practice.

THINK VALUES

Learning for life

1 Read the statements. Tick (✓) the things that you think kids are likely to learn at Tinkering School and Brightworks.

- Everyone is different and that's a good thing.
- Teamwork is important to achieve things.
- When you use a tool you have to be careful.
- It is important to be friendly and help others.
- It is very important in life to eat healthy food.
- Mistakes are important. We learn from them.

2 **SPEAKING** Compare your ideas with a partner.

I think they learn how to be careful with tools. Why?

The text says there are strict rules. Yes, I agree.

Regular opportunities for personalisation, for developing students' spoken fluency and for promoting collaboration between students through pair and group work appear throughout the unit. Look for **SPEAKING**

... before exploring core language and developing listening skills.

Examples of the target **grammar** are taken directly from the reading text. Language is therefore introduced in context, making it more meaningful for students.

GRAMMAR
Comparative and superlative adjectives (review)

1 Complete these sentences about the article on page 31 with the correct form of the words in the list. Then complete the rules.

good | cheap | boring | expensive

- They used digital video because it's _____ than 35mm film.
- Moviefone thought *Monsters* was one of the _____ films of the year.
- Most Hollywood films are _____ than *Monsters*.
- One person thought *Monsters* was the _____ film ever.

(not) as ... as comparatives

2 Look at the examples of (not) as ... as to compare things. Answer the questions. Then complete the rule.

Extras aren't as expensive as actors.
Monsters looks as professional as Hollywood films.

1 Who are more expensive: extras or actors?

Lexical sets are presented with clear visuals to support immediate understanding of new **vocabulary** items.

VOCABULARY
Types of films

1 Write the types of films in the list under the pictures.

action film | animated film | documentary
comedy | horror film | romantic comedy (rom com)
science fiction (sci-fi) | thriller



The **listening** section follows established procedure: a pre-listening activity, a listen-for-gist task and an activity which tests understanding at a deeper level.

Students can discover the rule for themselves, via an inductive approach to learning **grammar**, with the help of scaffolding.

This supported approach continues through to the grammar practice stage, which always begins with a controlled task.

Think Self-esteem helps students to empathise with the attitudes and opinions of others and reflect on their role in society. This in turn, enables them to foster greater understanding of their own thinking and in so doing, develop a stronger sense of self-worth. Students' responses and ideas are discussed in pairs or small groups.

- Complete the second sentence so it has the same meaning as the first. Use the word in brackets.
 - Ben's sister is younger than him. (old)
Ben's sister *isn't as old as* him.
 - Travelling by train is faster than travelling by bus. (slow)
Travelling by train _____ travelling by bus.
 - Tom is 1.65. Sue is 1.65, too. (tall)
Tom _____ Sue.
 - Dogs are noisier than cats. (quiet)
Dogs _____ cats.
 - This mobile phone costs €225. And the bicycle costs €225, too. (expensive)
The mobile phone _____ the bicycle.
 - Jo thinks geography is easier than history. (difficult)
Jo thinks geography _____ history.
 - My room is tidier than yours. (untidy)
My room _____ yours.

Pronunciation
Words ending in /ə/
Go to page 120.

Workbook page 28

Practice exercises for key **pronunciation** points are available at the back of the book. These relate to the language of the unit and are accompanied by audio material. Cross-references on the Student's Book page indicate the most appropriate point in the unit to exploit the relevant **Pronunciation** section.

Cross-references indicate where in the **Workbook** you can find further practice of the grammar and vocabulary covered on this page.

LISTENING

1 **01:24** Listen to Part 1 of an interview. Why is Sandra Allen a guest on the radio show?

- She won a prize for acting.
- She won a prize for making a film.
- She made a film and hopes to win a prize.

2 **01:28** Listen to Part 2 of the interview. Choose the correct answers.

- She chose one of the actors for her film because
 - he wanted to act at school.
 - he had useful things for making the film.
 - he was in the football team.
- When she wrote the script for the film, Sandra
 - tried to make it shorter.
 - included a lot of different people and places.
 - asked a friend to improve it.
- Sandra says that the most important thing for making a film is
 - having special equipment.
 - seeing the final film in your head.
 - editing the film to make it shorter.

3 **01:33** Listen to Part 3, in which Sandra says what her film is about. Complete the text.

It starts in a school classroom – I used my school of course, and I _____ sitting around. And the two actors are sitting talking _____ and they start saying how everything is really boring, you know? And another guy is watching them and _____, and then he gets up and walks down a corridor into _____. And in there, we see him pull a big, black handle – and everything goes into _____! And everyone at the school is surprised and _____ but they don't know what's happened. So the film is about how everyone really, really wants to get the colour _____ In the end, everything does go _____ And the couple in the film are in the same place, but now they see it? _____

GRAMMAR

Making a comparison stronger or weaker

1 Read the sentences. **Circle** the phrase that has a different meaning from the other two. Then complete the rules.

0 I think independent movies are a lot / much / a little more interesting.

- I had to make it a little / a lot / a bit shorter.
- The final script was a little / much / far better than the first version.

RULE: Use _____ / _____ / far to make a comparative stronger.
Use a bit / _____ to make a comparative weaker.

2 Rewrite these sentences using the words in brackets.

- Snakes are more dangerous than bears. (a lot)
Snakes are a lot more dangerous than bears.
- My brother is taller than me. (a bit)
- My new phone's better than the old one. (far)
- Her nails are longer than yours. (a little)
- The film's more exciting than the book. (much)

3 Write sentences comparing these things. Use **much / far / a lot, or a bit / a little**.

- watching TV / reading a book (interesting / easy)
I think watching TV is a lot more interesting than reading a book – and it's far easier, too.
- a mobile phone / an MP4 player (useful / expensive)
- gorillas / snakes (dangerous / beautiful)
- English / Art (difficult / interesting)
- my country / USA (big / beautiful)

Workbook page 29

THINK SELF-ESTEEM

The film of my life

1 Write some ideas for a film script based on your life. Think about these things as you write.

- How old are you at the beginning of the film?
- Which other people will be in the film with you?
- What will be the funniest scene in the film?
- How will you end the film?

2 **SPEAKING** Work in pairs. Talk about your film.

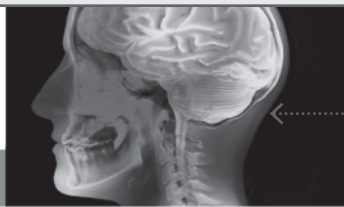
Following language presentation, students are encouraged to personalise target grammar and vocabulary.

The second reading text introduces a new language focus.

Students are guided through established reading skills procedure of predicting (Exercise 1), reading for gist (Exercise 2) and reading for detailed understanding (Exercise 3).

READING

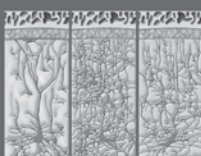
- Look at this picture. Think about the questions and compare your answers with a partner.
 - What does the picture show?
 - Where in the picture is the brain?
 - What does the brain do?



Photos and illustrations act as a visual hook for teens. They also provide a springboard into the text itself: motivating students to read the text, getting them to predict content and often illustrating meaning of key vocabulary.

Learning is brain change

- Everybody has a brain, but not many people know how the brain works. Some people believe that the brain is like the hard disk of a computer. We use it to store files – images, language (words, texts, sounds) and other data. Others compare the brain to a huge container or cupboard with lots of little drawers, shelves and boxes in it. We put information into these boxes and hope to find it again later.
- The brain is not a computer disk, and it isn't a container. Look at the picture here. It looks a bit like weeds in a garden, doesn't it? The picture actually shows a child's neocortex – a part of the brain. You can guess what happens – more 'weeds' grow as the child gets older. Scientists call these neuronal networks. The networks grow around our neurons, or nerve cells. What makes them grow? Learning! 'Learning is brain change,' says Professor James Zull from Case Western University in Cleveland, Ohio, USA. 'Without learning, nothing changes in the brain. For every new word you learn in your English lesson, every puzzle you solve in maths, every new song you learn to sing, a neuronal network grows in your brain and the brain changes.'
- The more neuronal networks we grow, the better we can think and the better we wonder if there can do to make your brain grow. Zull says yes, it brain change if you are interested you are learning control of what you get challenged you think hard. Understanding makes you feel your brain!



Neuronal network 2 years and 4 years

- Match the words with the meanings. Write the numbers 1–5. Then read the text to check your answers.

- 1 to store 2 a container 3 a weed
4 a nerve cell 5 to concentrate
- to think very carefully about what you are doing
 - to keep things for use in the future
 - a wild plant that grows in a garden
 - it carries information between the brain and the body
 - an object used to carry or store things
- Read the text again. Mark the sentences T (true) or F (false).
 - The text compares the brain to weeds. ____
 - The brain is a system of neuronal networks that can change. ____
 - Whenever we learn anything, a change happens in our brain. ____
 - We can't really make our brain stronger. ____
 - Being able to do difficult tasks is good for the brain. ____

TRAIN TO THINK

Learning about text

- Choose the best description of each text.
 - an adventure story to read
 - an ad to sell the reader
 - a magazine article to inform
 - a letter to persuade the reader
- Choose the title that best describes the content of each paragraph. Write the letter in the box.
 - The brain – a fantastic discovery
 - What people believe about the brain
 - How to make your brain stronger
 - Our brain is a growing organ

Train to Think focuses on improving students' critical thinking skills by extending the topic of the reading text. The aim is to exploit a topic that students have already engaged with in order to develop a skill that they will use across their whole curriculum.



Be aware of common errors related to *much* and *many*, go to Get it right on Student's Book page 122.

These cross-references, which appear in the **Teacher's Book**, indicate appropriate points in the unit to exploit the **Get it right** section at the back of the **Student's Book**. Get it right provides exercises to help students avoid common errors as identified in the **Cambridge English Learner Corpus**.

The **Cambridge English Learner Corpus** is the world's largest collection of learner writing, comprising more than 50 million words of exam answers written by students taking Cambridge English exams. We carefully check each exam script and highlight all errors made by students. We then use this information to see which words and structures are easy and difficult for learners of English, and ultimately, work out how best to support and develop students.

In all odd-numbered units you'll find the photostory ...

Each episode of the photostory involves the same four British teens but is a complete story in itself.

Each story begins with several photos and accompanying text. Students can also listen as they read.



The four friends from left-to-right: Ryan, Luke, Megan, Olivia.

PHOTOSTORY: episode 1

The new café

- 1 Look at the photos and answer the questions.
There is going to be a new café in the park. Who does Luke think should open it? Who does Ryan think should open it?
- 2 **CD 111** Now read and listen to the photostory. Check your answers.



LUKE Have you read this? They're opening a new café in the park. Saturday afternoon.
OLIVIA That's fantastic. Who's going to do the big opening ceremony?
RYAN The mayor probably. She always does shop openings and conferences, that sort of thing.
MEGAN They should get somebody more important.
LUKE What? More important than the mayor?

See how the story concludes in the video found on DVD or class presentation software. The video picks up precisely where photo 4 ends.

Students predict the ending of the story before they watch. This increases motivation and makes understanding easier.



Further comprehension questions guide students through the story at a deeper level before target language embedded within it is explored.

RYAN What about Olivia? The actress it called ...
OLIVIA Yes. She's called ...
MEGAN But why?
RYAN No, I don't think ...

Phrases for fluency focuses on authentic language that students can use in conversation to make them sound more natural and fluent. They see these phrases in context and at a level graded for them in the photostory.

Role-plays give students the chance to practise target language in a freer context – while still being provided with essential scaffolding via instructions, ideas and/or key stems. The role cards are at the back of the book.

DEVELOPING SPEAKING

- 3 Work in pairs. Discuss what happens next in the story. Write down your ideas.
We think the boys go and talk to Paul Norris, the footballer.
 - 4 **CD 111** Watch to find out how the story continues.
 - 5 Complete the sentences with the words in the list.
Megan | the headmaster | the girls | Mr Lane
Olivia | the boys | the girls
- 1 Megan doesn't tell her idea to _____.
 - 2 Megan shares her idea with _____.
 - 3 Olivia offers to help _____.
 - 4 The girls go to see _____.
 - 5 The boys follow _____.
 - 6 The mayor thanks _____.
 - 7 Olivia's special person is _____.

WordWise
Phrases with just

WordWise takes a word or phrase which has a number of different meanings in English and provides analysis and practice using them.

- 2 What does *just* mean in these sentences?
 - 1 Don't be angry. It's just a joke.
 - 2 I've just seen a fantastic film.
 - 3 It's cold today. The weather is just awful.
 - 4 No food, thanks – just a drink.
 - 5 She's just had some bad news.

PHRASES FOR FLUENCY

- 1 Find the expressions 1–6 in the story. Who says them? How do you say them in your language?
 - 1 ... that sort of thing. *Ryan*
 - 2 Let's face it, ...
 - 3 I don't think so.
 - 4 ... and that's that.
 - 5 Are you sure?
 - 6 Know what?
- 2 Complete the conversations with the expressions in Exercise 1.
 - 1 A That new girl, Sally – she likes you!
B No, ¹ _____.
A ² _____? I have a feeling she likes you a lot.
B No. She never smiles at me. And she criticises me a lot, doesn't laugh at my jokes, ³ _____.
 - 2 A Oh, you got it wrong again!
B I know. ⁴ _____, I'm no good at computer games.
A ⁵ _____? We just need a rest. Let's go and watch some TV.
B OK, but I don't want to play this game again, OK? I'm useless at it, ⁶ _____!

Key phrases for a particular speaking function are explored in the **FUNCTIONS** section. Students have the opportunity to practise these in the context of a communicative task.

Pronunciation

Intonation and sentence stress
Go to page 120.

FUNCTIONS

Offering encouragement

- 1 **CD 111** Watch the video again. Listen for sentences 1–5. Who says them? Why?
 - 1 That is a great idea.
 - 2 You should definitely do it.
 - 3 You've got to make this happen.
 - 4 I'll help you if you want.
 - 5 Let's go and speak to some people.

Good causes

- 2 **ROLE PLAY** Work in pairs. Student A: go to page 127. Student B: go to page 128. Use the sentences from Exercise 1 to do the role play.

... and in all even-numbered units, a culture text.

The focus of the **Culture** section is on getting students to think and talk about life in other countries and how it compares with their own.

This *extended writing* section, designed to guide students step-by-step through the writing process, appears in even-numbered units. A writing *task* is set in all units.

Here, students have the opportunity to develop their ability to deduce meaning from context and increase their receptive vocabulary.

The Culture text is primarily exploited for its informative rather than linguistic content. Students are encouraged to respond to the text and relate it to their own experiences and cultures.

Culture

1 Look at the pictures. Where do you think these sports events take place? Read and check your ideas.

Keeping healthy – stories from around the world

Running for fun

Running regularly helps you keep fit. That's why millions of people run several days a week and regularly take part in races. Some runners combine the sport with doing something good for others. They collect money for their run and give it to a charity. Some charity runners run a full marathon dressed in a crazy costume to collect more money for their charity.

Travis Snyder from the US had been thinking for some time about an idea for a fun run where professionals and amateurs could run together. In 2012 he organised the first 'Colour Run – The happiest 5K on the planet'. What started with 6,000 participants in Phoenix, Arizona, is now held annually in many cities around the world, with millions of runners. The idea is simple: you start wearing something white, and at every kilometre people spray and paint you in different colours: 1K is yellow, 2K is blue, 3K is green, 4K is pink, ... a 'colour extravaganza!' Why do people go on a Colour Run? Because 'it's healthy, fun and colourful' as one runner put it.

A beautiful morning in the park

The scene you can see in this photo is something you will see in many parks in China: big groups of tai chi – slow, controlled movements of the arms and legs. These movements are very good for you to overcome stress, and people doing tai chi say it helps them to concentrate better and to feel happy. On weekdays you will often see elderly people doing tai chi, but at weekends the parks are full of families and children. They are all practising these elegant movements together.

Ice swimming

Imagine it's minus 15 degrees Celsius outside on a sunny Saturday and you are somewhere in Russia or Finland. Would you rather sit in a warm chair, go for a walk and enjoy the beautiful snow, or go for a swim in the ice? Not many of our readers would choose to go for a swim in the ice, but in Russia, Finland and other countries, ice swimming is popular for centuries. Some people say it's very healthy because it improves blood circulation and strengthens the body's immune system. Some of these things may be true, but you have to be very brave to go swimming in the ice for people who are already fit and healthy!

2 **102-23** Read and listen to the article again. Answer the questions.

- 1 What do ice swimmers say are the health benefits?
- 2 Should ice swimming be recommended to everybody?
- 3 How does a Colour Run work?
- 4 Who came up with the idea for a Colour Run and why?
- 5 How is tai chi good for your health?
- 6 Who is tai chi for?

3 **VOCABULARY** Read the article again. Find words or phrases with the following meaning.

- 0 an organization that gives money, food or help to people who need it (part 1) *charity*
- 1 happening once every year (part 1) _____
- 2 to succeed in controlling a problem (part 2) _____
- 3 not far away (part 3) _____
- 4 liked by many people (part 3) _____
- 5 showing no fear of dangerous or difficult things (part 3) _____

4 **SPEAKING** Discuss these questions with a partner.

- Would any of the sports events in the article on page 98 attract your interest? Why (not)?
- What other fun sports events have you heard of?
- What do you do to stay fit and healthy?
- What do you think you should do more of?

WRITING

A story

1 Read Lily's story below. Answer these questions.

- 1 Why weren't Lily and her friends happy at lunchtime on the last day of their holiday?
- 2 Why do you think Pete said they couldn't go on the mountain?
- 3 What do you think Lily and her friends learned from the experience?

2 Which of the words in bold in the story are used to:

- talk about the time when things happened?
- talk about the order in which things happened?
- make the story more interesting?

3 Read the story again and answer the questions.

- 1 Which past tenses does the writer use in the first paragraph and why?
- 2 The story has four paragraphs. Which of them ...
 - sets the scene? (who? where? when?)
 - explains the group's plan for that day?
 - talks about a dramatic situation?
 - tells about the solution to the problem?
- 4 Choose a sports event and think of a real or imagined story. Make a plan that helps you to tell the story in four paragraphs. Make notes about ideas for each of them.
- 5 Write your story (in about 200 words). Use Lily's story to help you.
 - Make sure your story is well structured.
 - When you have finished, check the tenses you have used.
 - Find a title that you think makes people want to read your story.

A big mistake

Last summer I was staying at a holiday camp with some friends. **On the last day**, we wanted to go up a mountain near the camp. But it was **already lunchtime**, and it had been raining **all morning**. So Pete, our guide, said, 'Sorry, guys, the weather is just too bad. We can't go.' We had all been looking forward to this mountain trip for days.

At first, we were really disappointed. **Then** one of my friends had an idea. 'Why don't we go anyway?' he said. 'Pete won't notice, and we'll be back before it gets dark'. **Five minutes later** we were ready to leave.

We made good progress. 'We'll be at the top of the mountain in an hour,' we thought. But then the weather changed. It became foggy, and the rain became much stronger. **Suddenly**, we realised that we had lost our way.

Luckily, I had my mobile phone on me. We phoned Pete at the camp. He told us to stay where we were. When he found us, it was already dark. We were really sorry. We had made a big mistake.

This reading is also available for students to listen to.

Students are presented with a model text for analysis of task purpose, and for presentation and practice of useful language before they move on to produce their own compositions. The final task is closely modelled on the type of tasks which appear in the Cambridge English: Preliminary writing test.

Exam practice and review consolidates content from each pair of units.

Cross-references indicate where in the **Workbook** you can find further practice of these Cambridge English exam task-types as well as useful exam tips.

Exercises on this page replicate the content and format of tasks in the Cambridge English exams. Tasks from the Reading and Writing and Listening papers provide authentic practice at the appropriate level for your students.

CAMBRIDGE ENGLISH
THINK EXAMS
READING
Part 4: Four-option multiple choice Workbook page 97
 1 Read the text and questions below. For each question, mark the correct letter A, B, C or D.

Somewhere in Africa
 Seventeen-year-old Nadia Clarke talks about her African experience.
 Last summer I got the chance to spend a month helping out in a hospital in Africa. I had one year left at school, and I was interested in studying medicine at university. I thought it was the perfect time to go to Africa. It was a really difficult experience, but it was also a really interesting one. I met some really nice people and I learned a lot about their lives. It was a really good experience and I think it will help me in my future career.

LISTENING
Part 3: Gap fill
 You will hear a man talk about his summer jobs at the local newspaper. Fill in the missing information in the numbered space.

The Daily Post
SUMMER HOLIDAY JUNIOR
 • Two journalists
 • Two [1] _____
 • One editor
Working week
 • Mondays and [2] _____
 • Tuesdays and Thursdays – 8 am to 4 pm
 • [3] _____ free!
 • £5 an hour
Other info
 Job is for four weeks starting on Monday [4] _____.
 Application forms on website or [5] _____ this week only!
 Phone Robin on [6] _____ for more information.

TEST YOURSELF UNITS 9 & 10

VOCABULARY

1 Complete the sentences with the words in the list. There are two extra words.
 as soon as | until | then | as | career | notice | challenging | take | feel | in | make | training

- If you aren't sleeping very well, perhaps you should _____ more exercise.
- My brother's working _____ a secretary for the summer.
- Have you ever thought about a _____ in marketing?
- The job's OK, but it isn't very _____, so sometimes I don't enjoy it much.
- At the beginning, we got lots of on-the-job _____ so we could do it properly.
- My mum used to be a teacher, but now she works _____ the travel industry.
- She hated the job, so after a month, she gave in her _____.
- I'm going to keep trying _____ I find the answer!
- I don't feel well. I'm going to phone the doctor and _____ an appointment.
- I'll call you _____ I get home.

/10

GRAMMAR

2 Complete the sentences. Use the correct form of the verbs in the list.
 build (x2) | invite (x2) | work (x2)

- After I left school, I _____ in a shop.
- Our school _____ in 1965.
- We _____ to a party next Saturday, but I don't know if we can go.
- My mum _____ in the bank for 20 years when she left her job there.
- Every year, my sister _____ to talk at a conference, and she always says 'Yes.'
- They _____ their house in only six months!

3 Find and correct the mistake in each sentence.

- Millions of hamburgers eat every day.
- When we got to London, we had been travelling for a long time.
- Hundreds of houses have damaged by the hurricane.
- The baby was very ill, so they were taken her to hospital.
- Last week, I hurt in a car accident.
- When she left school, she was a student there for eight years.

/12

FUNCTIONAL LANGUAGE

4 Write the missing words. Choose from the words in the list.
 about | afraid | better | feeling | hurts | see | together | would

- A: My leg _____ really badly.
 B: Oh, really? Perhaps you should go and _____ a doctor.
- A: Joanna, how _____ coming to the cinema tonight?
 B: Well, yes, that _____ be great. Thanks.
- A: I haven't been _____ well all week.
 B: Oh, I'm sorry to hear that. Hope you get _____ soon.
- A: I thought we could do something _____ tomorrow.
 B: I'm really sorry, but I'm _____ I can't.

/8

MY SCORE /30

22 – 30	101
10 – 21	
0 – 9	

The Test Yourself page allows students to check progress and is based on language presented in this and the previous unit.

The traffic light scoring system enables students to chart their progress across the level.

3 **READING** Read and listen to the article. For each question, mark the correct letter A, B, C or D.

- What is the writer doing in this text?
 - Describing a summer school he started in 2005.
 - Explaining how to send a child to Tinkering.
 - Talking about the US school system.
 - Talking about G. Tulley's programmes for kids.
- What does the text say about safety at the school?
 - The school is too dangerous for kids.
 - No child has ever had an accident.
 - Children have never hurt themselves badly.
 - The school doesn't give information about that.
- What reactions to Brightworks have there been in the media?
 - They have compared it to Tinkering School.
 - Most of them have been positive.
 - There hasn't been any reaction.
 - Most of them have been negative.
- What effect has the school had on Tina Cooper?
 - It has changed her opinion about school.
 - It has given her exciting and boring times.
 - It has made her more interested in San Francisco.
 - It has encouraged her to ask more questions.

*

Within the unit you will see this symbol next to those exercises which are closely modelled on Cambridge English: Preliminary exam tasks.

USING THE WORKBOOK

As you'd expect, the **Workbook** reflects the content of the Student's Book, providing extra practice of language (grammar, vocabulary and pronunciation) and skills (reading, writing, listening and Train to think). The focus is on independent study but Workbook activities can equally be exploited in class.

2 THE WAYS WE LEARN

a, an, the or no article

6 *** Circle the correct words.

Yesterday I went to the park on park. I got there a bit, so I know for the park very well. I sat on the grass and started to read my book. Then lots of things started to happen.

You can do lots of things in the park, but the bicycles aren't allowed. There was for the boy on the ball, a girl for the boy on the swing and he fell off his bike. So the park keeper got here. I think this is Tom's example of the really bad luck!

7 *** Complete the text with a, an, the or (no article).

People have kept cats as pets for thousands of years. Cats are good example of how animal can help people by catching rats and mice for example. This is probably the most important reason ancient people had cats. These days, many people have a cat at home, but they only keep a cat for pleasure. Sometimes the cat sits on the owner's chair or knee, and the owner gets a pleasant feeling when that happens.

8 *** Read the sentences. Tick (✓) the four that are correct.

- I love the dogs.
- I saw a beautiful dog in the park yesterday.
- The dog in the park was bigger than mine.
- It was standing beside the very small dog.
- I think the small dog was a Chihuahua.
- I think the dogs make really good friends.
- There are many different sizes of the dogs.
- I saw a picture of the biggest dog in the world.

Pronunciation
Word stress
Go to page 118.

GET IT RIGHT!
Learners often use a(n) where no article is needed, and no article where a is needed.
✓ I had a great time with my friends last Saturday.
✗ I had great time with my friends last Saturday.
Complete the sentences with a(n) or - no article.
1 I've got a pet cat.
2 My brother works as a chef in a hotel.
3 Do you need to book accommodation?
3 We haven't had a holiday for ages.
4 I am a student at the University of London.
5 We need information about this urgently.
4 I would like to buy a desk and chair.

Cambridge Learner Corpus informed exercises, in each unit of the Workbook, help your students avoid common pitfalls.

LISTENING

1 Listen to the conversations and match them with the pictures.

2 Complete the phrases with the missing vowels.

3 Write two short conversations about people telling their friends some exciting news.

TRAIN TO THINK
Recognising different text types

1 Read the extracts and write the text types. Check your answers on page 60 of the Student's Book.

2 A spokesman for SpaceX said to reporters on Tuesday that the company was thinking of sending plants to the moon.

3 He opened his eyes. He had no idea where he was, but he knew the place was dangerous.

4 Jane please feed the cat. Food's in the fridge. See you tonight, Mum.

5 Monday another cool day at school. Science project interesting, working with Lisa. Tomorrow photography club.

VOCABULARY

Word list

School subjects

Thinking

to believe (sb) to recognise

to concentrate (on) to remember

to guess to suppose

to imagine to think

to realise to wonder

Key words in context

achieve I've worked hard all day, but I don't think I've really achieved anything!

away match Our team is from London. Tomorrow they're playing an away match in Manchester.

encourage His parents encouraged him to be a doctor, but he only wanted to be an actor.

exhausted After working hard for twelve hours, she was exhausted.

motivation He doesn't like his job, but he hasn't got any motivation to work hard.

performance It was his first time on the stage, and he gave a great performance.

planet The nearest planet to Earth is Venus.

safety Safety is very important in schools and that's why children aren't allowed to do anything dangerous.

strengthen I did a lot of exercises to strengthen my arms.

teamwork We all work very well together. It's a great teamwork!

tool Computers are an important tool for scientists.

warm-up The players have a ten-minute warm-up before the game begins.

weight training He does weight training and now he can lift 140 kilograms.

workshop We went to a dog workshop. How to look after your dog.

youth club The youth club in our town is a great place for teenagers to go to.

In addition to grammar and vocabulary practice activities, you'll also find a **word list** in each unit of the Workbook with examples of target lexis in context. This serves as a useful written record for your students.

A **Train to Think** section which aims to further develop critical thinking skills covered in the Student's Book features in all **even-numbered units** of the Workbook.

Finally, in all **odd-numbered units**, you'll find extra practice of lexical chunks taught in the **WordWise** and **Phrases for Fluency** sections of the corresponding unit of the Student's Book.