THiNK

TEACHER'S BOOK 2

B1

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STUDENT'S BOOK CONTENTS

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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:

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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]

The first reading sets the scene for the unit …

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.

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.

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

Reproduced Student's Book page content:

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, make friends, do meaningful things in your free time, learn to do things in teams

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

CD 1.14 Read and listen to the article. For each question, mark the correct letter A, B, C or D.

1 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.

2 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.

3 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.

4 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.

… on like no other

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.'

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.
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 … *Yes, I agree …*

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… 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

1 They used digital video because it's _____ than 35mm film.
2 Moviefone thought *Monsters* was one of the _____ films of the year.
3 Most Hollywood films are _____ than *Monsters*.
4 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?

3 Con...

1 Football isn't as exciting as *skiing* .
2 Football is more exciting than *golf* .
3 Potatoes are healthier than _____ .
4 Potatoes aren't as healthy as _____ .
5 English is easier than _____ .
6 English isn't as easy as _____ .
7 Watching TV isn't as good as _____ .
8 Watching TV is better than _____ .

4 **Complete the second sentence so it has the same meaning as the first. Use the word in brackets.**

0 Ben's sister is younger than him. (old)
Ben's sister *isn't as old as* him.
1 Travelling by train is faster than travelling by bus. (slow)
Travelling by train _____ travelling by bus.
2 Tom is 1.65. Sue is 1.65, too. (tall)
Tom _____ Sue.
3 Dogs are noisier than cats. (quiet)
Dogs _____ cats.
4 This mobile phone costs €225. And the bicycle costs €225, too. (expensive)
The mobile phone _____ the bicycle.
5 Jo thinks geography is easier than history. (difficult)
Jo thinks geography _____ history.
6 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.

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

VOCABULARY
Types of films

Workbook page 31

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

2 **SPEAKING** Can you th... each kind of film? Are... are more than one kin...

Madagascar is an an... film and it's a comedy...

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.

LISTENING

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

1 She won a prize for acting.
2 She won a prize for making a film.
3 She made a film and hopes to win a prize.

2 Listen to Part 2 of the interview. Choose the correct answers.

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

3 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 ¹_____ sitting around. And the two actors are sitting talking ²_____ and they start saying how everything is really boring, you know? And another guy is watching them and ³_____, and then he gets up and walks down a corridor into ⁴_____ . And in there, we see him pull a big, black handle – and everything goes into ⁵_____ ! And everyone at the school is surprised and ⁶_____ but they don't know what's happened. So the film is about how everyone really, really wants to get the colour ⁷_____ . In the end, everything does go ⁸_____ . And the couple in the film are in the same place, but now they see it ⁹_____ .

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.
1 I had to make it *a little / a lot / a bit* shorter.
2 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.**

0 Snakes are more dangerous than bears. (a lot)
Snakes are a lot more dangerous than bears.
1 My brother is taller than me. (a bit)
2 My new phone's better than the old one. (far)
3 Her nails are longer than yours. (a little)
4 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.***

1 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.
2 a mobile phone / an MP4 player (useful / expensive)
3 gorillas / snakes (dangerous / beautiful)
4 English / Art (difficult / interesting)
5 my country / USA (big / beautiful)

Workbook page 29

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 ■
The film of my life

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

1 How old are you at the beginning of the film?
2 Which other people will be in the film with you...
3 What will be the funniest scene in the film?
4 How will you end the film?

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

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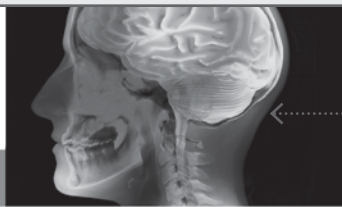
Following language presentation, students are encouraged to personalise target grammar and vocabulary.

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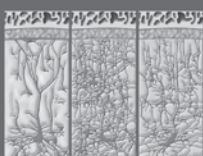
Photos and illustrations act as a visual hook for teens. They also provide a springboard into the text itself: motivating students to read the text, getting them to predict content and often illustrating meaning of key vocabulary.

Each unit includes two **vocabulary** sections in addition to two **grammar** sections. Lexical sets are related to the topic of the unit and so can be understood, practised and applied in a meaningful context.

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 ▶ 1.11 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?

RYAN Yeah!
United no
OLIVIA But h
He's a big
open a lit
RYAN Yeah, y

> 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.

RYAN What abou
OLIVIA The actre
it called … *Lin*
RYAN Yes.
MEGAN But why
RYAN No, I don't th

LUKE Co
OLIVIA But
park
AN I g
in ou
MEGAN a
KE W
EGAN
of son
pers

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

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> **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.

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1 AMAZING PEOPLE

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 ▶ EP1 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 _____.

PHRASES FOR FLUENCY

1 Find the expressions 1–6 in the story. Who says them? How do you say them in your lang
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 e
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_____ !

Pronunciation
Intonation and sentence stress
Go to page 120. ◀))

> **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.

really

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.

> 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.

FUNCTIONS
Offering encouragement

1 ▶ EP1 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.

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… 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.

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.

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 children. They are all practising these elegant movements together.

Ice swimming
Imagine it's minus15 degrees Celsius outside on a sunny Saturday and you are somewhere in Russia or Finland. Would you rather friend, go for a walk and enjoy the beautiful snow, or go for a s river? Not many of our readers would choose to go for a swim temperatures, but in Russia, Finland and other countries, ice popular for centuries. Some people say it's very healthy beca blood circulation and strengthens the body's immune system these things may be true, but you have to be very brave to t for people who are already fit and healthy!

▶ 02:25 Read and listen to the article again. Ans

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

98

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.
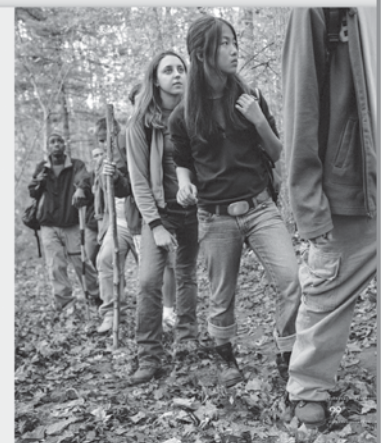• Find a title that you think makes people want to read your story.

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.

12

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.

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

difficult their lives can be. But I was also amazed at how positively people go about their everyday lives. The way they come together and help each other is a real inspiration, and something I think a lot of us here in the UK have forgotten. I think many of us don't realise how lucky we are.

My work in the hospital was hard. I spent a lot of time cleaning floors and changing bed sheets, but I also got to spend some time looking after the patients. And I got the chance to talk to some doctors and ask them about the

profession. I saw some truly awful things in the hospital, but none of them changed my mind about being a doctor. In fact, they only made

When I finish
I'm going to do
international or
Cross or Médec
spend my life h
who haven't bee
I can't wait to g

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.

a hospital.
k and Africa.
nt to be doctors.
erience she had.
ut people there?
ad.
to her.
ch other.
cal help.

3 How has the trip changed Nadia's ideas about her own future?
  A She doesn't want to be a doctor any more.
  B Now she definitely wants to be a doctor in the UK.
  C It's made her change a lot of her opinions.
  D Now she really knows what she wants to do with her life.

4 What might Nadia write home to her parents?
  A The doctors have been really kind here, but I'm not so sure it's what I want to do anymore.
  B The people are very friendly and I've made some really good friends.
  C It's been difficult, but I really want to work somewhere like this when I'm a doctor.
  D Sweeping floors and cleaning beds! I want to spend more time with the patients.

100

LISTENING
Part 3: Gap fill

2 ▣ 02.26 You will hear a man ta
  summer jobs at the local newsp
  question, fill in the missing info
  numbered space.

The Daily Post

SUMMER HOLIDAY JUNIOR
  ● Two journalists
  ● Two [1]
  ● One editor
Working week
  ● Mondays and [2] __ –
  ● Tuesdays and Thursdays – 8 a
  ● [3] __ free!
  ● £5 an hour
Other info
Job is for four weeks starting on M
[4] __
Application forms on website or i
[5] __ – this week only!
Phone Robin on [6] __ fo
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

1 If you aren't sleeping very well, perhaps you should _____ more exercise.
2 My brother's working _____ a secretary for the summer.
3 Have you ever thought about a _____ in marketing?
4 The job's OK, but it isn't very _____ , so sometimes I don't enjoy it much.
5 At the beginning, we got lots of on-the-job _____ so we could do it properly.
6 My mum used to be a teacher, but now she works _____ the travel industry.
7 She hated the job, so after a month, she gave in her _____ .
8 I'm going to keep trying _____ I find the answer!
9 I don't feel well. I'm going to phone the doctor and _____ an appointment.
10 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)

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

3 Find and correct the mistake in each sentence.

1 Millions of hamburgers eat every day.
2 When we got to London, we had being travelling for a long time.
3 Hundreds of houses have damaged by the hurricane.
4 The baby was very ill, so they were taken her to hospital.
5 Last week, I hurt in a car accident.
6 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

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

☐ /8

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

MY SCORE ☐ /30

| 22 – 30 |
| 10 – 21 |
| 0 – 9 |

101

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

3 ▣ Read and listen to the article. For each question, mark the correct letter A, B, C or D.
1 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.
2 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.
3 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.
4 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.

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

13

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.

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

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.

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.

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.

Each unit includes a full page devoted to developing your students' **writing** skills via a guided approach based on a model text. This staging focuses students on **why** they're writing and **who** the target reader is, thereby encouraging them to plan their writing appropriately.

The **Cambridge exam practice** page is designed to enable your students to further develop their exam skills. It covers all the different task types included in Cambridge English: Preliminary tests, together with a step-by-step guide outlining how to tackle each one effectively.

Every two units, a double-page consolidation spread provides skills and language practice based on what students have covered in the preceding two units.

Think offers exciting digital components to aid the learning process for both teachers and students. Knowing how to make the most of these components will save you time and add variety and impact to your lessons and to the homework you set for your students.

HEADS-UP LEARNING!

The **presentation software** includes a digital version of both the Student's Book (SB) and the Workbook (WB) alongside a set of tools to take full advantage of this material in the classroom. It can be used with an Interactive Whiteboard (IWB) and projector, but also with a projector on its own.

You can easily facilitate class participation by using the material at the front of the class, and successfully getting your students to interact with it, with you and with each other. The presentation software can make this possible.

Read on for an explanation of the various presentation tools, as well as tips on how to use them effectively with different exercise types. Find out how to make your lessons as interactive as possible and see specific examples of how to do this.

Using the most appropriate tool for each activity

Look at this!

The **zoom** tool allows you to enlarge part of the page in order to draw students' attention to a specific section of for example, a text, a photo or an exercise.

- **Making predictions based on titles and pictures:** ask students to work with their books closed and focus their attention on unit or reading text titles and pictures. Asking students to make predictions is an excellent way to activate prior or background knowledge and get the students' brains in sync with what they are going to read, see or listen to.
- With the title of a reading text you can ask students what they expect to read about, mention TV families they know, or guess which one will appear in the text.
- **Describing pictures:** zoom in on a picture and students describe it to reactivate or pre-teach vocabulary.
- **Making connections:** use the zoom tool to display the pictures one by one and then ask students to find the link between them and describe what they see.
- **Guessing game:** focus on a small part of a picture to ask students to guess what it is, then zoom out to reveal the bigger picture.
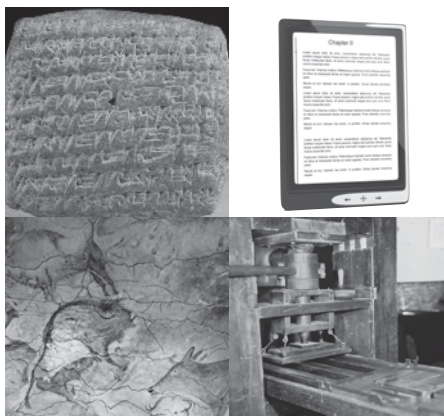
Showing what's important

The **highlight** tool allows you to use one or more colours to select specific words, phrases, sentences or paragraphs. Different colours can be used to show different categories or to identify different students' suggestions.

- **Answers:** As an alternative to displaying all of the answers in one go, in multiple-choice exercises you can highlight the correct answers as you check the exercise. In Reading comprehension exercises, during feedback highlight the parts of the text which contain the answers to the questions.
- **Lexical sets:** highlight the set of target vocabulary e.g. for places in a town: *market, football stadium, hotel, café.*
- **Chunks of language:** in Reading texts ask students to highlight examples of the target language, for example, different ways of comparing: *different from, much lower than, ten centimetres taller than, even taller,* etc.
- **Pronunciation issues:** ask students to highlight the three different past -ed pronunciations in a text using different colours.

READING

1 SPEAKING Work in pairs. Student A reads story A; student B reads story B. Tell your partner about the story you have read.

Hide and elicit

The **mask** tool allows you cover a part of the page so that students can't see it.

- **Matching words to pictures:** in these exercises mask the vocabulary, show the pictures and elicit the vocabulary from the students to find out what they already know

- **The photostory:** cover the photostory dialogues and ask students to predict what the characters are talking about.
- **Listening comprehensions with photos:** hide the exercise below the pictures and ask students to predict the topic of the listening to help them engage fully with it before they listen so that they'll be better able to comprehend while they listen.
- **Manipulating dialogues (disappearing sentences):** Students practise a dialogue in pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen. Students repeat the dialogues trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. This activity involving lots of repetition is a fun way for students to memorise useful chunks.

Gap fill as a class

The **pen** tool allows you to write in different colours. With the eraser tool you can delete what you have written.

- **Eliciting grammar rules:** when presenting grammar rules you can ask students to go to the front of the class and write the answers directly onto the IWB or board.

everything	something	nothing	anything
everyone	1	2	3
everywhere	somewhere	nowhere	anywhere

- **Annotating texts:** you can use any text in the book to focus students on specific language. For example, students can write definitions of new words or synonyms in the margin of a text.
- **Labelling pictures:** you can use any picture in the book to focus students on specific vocabulary by asking them to label items.

Remember!

The **sticky notes** tool allows you to write notes on the pages of the book.

- **Reminders to yourself:** add ideas or notes that you think of when preparing your lessons.
- **Task extension ideas for students:** the Teacher's Book offers Fast Finishers options on a regular basis. Write these activities on sticky notes and display them for students who are ready to move on to an additional exercise.
- **Prompts for students:** adding extra words for students to work with or reminders related to the target language, for example, 'Don't forget to use the third person *s*'.

Engage and interact

The IWB software offers multiple opportunities for student interaction. What used to be heads-down activities can now be turned into heads-up ones! Students can close their books and focus on the IWB during lead in activities and speaking tasks therefore creating a more open, inclusive and dynamic classroom atmosphere. Also, asking students to come to the front to perform tasks on the IWB will vary the class dynamics and offer students the chance to be active participants in the lesson. At the same time, you will be able to ensure that everyone is engaged!

Heads-up teaching and interaction can be carried out in pairs, small groups or as a whole class with any of these activity-types.

- **Multiple-choice, match, complete and drag and drop activities:** These can be solved by asking one student to come up to the board and prompting the other students to call out the answers from their seats. The student at the board can complete the activity based on instructions from the rest of the class. In the case of drop down menu tasks, ask students to guess the right answer before showing the options.
- **Gap-fill activities:** These can become more dynamic if they are set up as team competitions. One member of each team at a time, calls out and spells the word for another member of the same team, who is at the board, to solve the task.

Remember that answers are provided for all activities. These can be displayed on the board, making it a good way to reduce the time spent checking answers. Many activities also have the script or related rules, which can be used to extend the learning opportunities.

HEADS-DOWN LEARNING!

The **Online components in the LMS** complement the presentation software by providing 'heads-down' teaching resources. They can be used in the classroom or set for homework. They offer multiple advantages for teachers and students.

Motivated students…

- Students enjoy more interactivity in the exercises.
- Students receive immediate feedback on their performance by being shown the right and wrong answers, which in turn increases motivation.
- Students have the opportunity to choose what they want to do and when, where appropriate.

…Satisfied teachers!

- Teachers can see which exercises each student has done.
- Teachers can see average marks for each exercise and see whether a student has done better or worse than the average.
- Teachers can see if there is a particular exercise that a number of students have had difficulties with and then focus on that exercise or language area or skill in class for example.
- Teachers can then use class time more effectively for revision or speaking skills development, for example.
- Teachers can save classroom time by showing the answers in class after the students have done the exercises at home, without having to go through them one by one.
- Teachers will save time spent marking thanks to the automatic gradebook.

The LMS also offers extra resources for teachers, which are printable. These resources are course-specific, carefully graded and aligned to the syllabus and can save valuable time for teachers.

- Tests
- Readings
- Grammar worksheets and presentations
- Video worksheets
- Bilingual word lists