

Cambridge University Press
978-1-107-56353-7 – Think Level 3
Brian Hart Herbert Puchta Jeff Stranks Peter Lewis-Jones
Frontmatter
[More information](#)

THINK

TEACHER'S BOOK 3

B1

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

Cambridge University Press
978-1-107-56353-7 – Think Level 3
Brian Hart Herbert Puchta Jeff Stranks Peter Lewis-Jones
Frontmatter
[More information](#)

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 2016

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 2016

Printed in Dubai by Oriental Press

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

ISBN 978-1-107-56270-7 Student's Book Level 3

ISBN 978-1-107-56262-2 Student's Book with Online Workbook and Online Practice Level 3

ISBN 978-1-107-56325-4 Workbook with Online Practice Level 3

ISBN 978-1-107-56349-0 Combo A with online Workbook and Online Practice Level 3

ISBN 978-1-107-56335-2 Combo B with online Workbook and Online Practice Level 3

ISBN 978-1-107-56353-7 Teacher's Book Level 3

ISBN 978-1-107-56354-4 Class Audio CDs Level 3

ISBN 978-1-107-56358-2 Video DVD Level 3

ISBN 978-1-107-56363-6 Presentation Plus DVD-ROM Level 3

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 Life plans	26
2 Hard times	33
Exam Practice and Review	39
3 What's in a name?	40
4 Dilemmas	48
Exam Practice and Review	55
5 What a story!	56
6 How do they do it?	63
Exam Practice and Review	70
7 All the same?	71
8 It's a crime	78
Exam Practice and Review	85
9 What happened?	86
10 Money	92
Exam Practice and Review	98
11 Help!	99
12 A first time for everything	106
Exam Practice and Review	112
Pronunciation	113
Get it right	116
Workbook answer key	119

CONTENTS

Welcome p 4 **A** *let* and *allow*; Music; Verbs of perception; The big screen; Present perfect tenses; TV programmes **B** Our endangered planet; Question tags; *So do I / Neither do I*; Accepting and refusing invitations; Party time; Indefinite pronouns; Arranging a party **C** Feeling under the weather; Giving advice; Better or worse?; Comparisons **D** Reported speech; Sequencing words; Asking for and offering help; IT problems; IT vocabulary; Passive tenses

	FUNCTIONS & SPEAKING	GRAMMAR	VOCABULARY
Unit 1 Life plans p 12	Complaining Role play: Complaining to a family member Talking about the future	Present tenses (review) Future tenses (review)	Making changes Life plans WordWise: Phrases with <i>up</i>
Unit 2 Hard times p 20	Talking about the past	Narrative tenses (review) <i>would</i> and <i>used to</i>	Descriptive verbs Time periods
Review Units 1 & 2 pages 28–29			
Unit 3 What's in a name? p 30	Giving advice Expressing obligation Giving recommendations, warnings and prohibitions	<i>(don't) have to / ought to / should(n't) / must had better (not) can('t) / must(n't)</i>	Making and selling Expressions with <i>name</i>
Unit 4 Dilemmas p 38	Apologising and accepting apologies Talking about hypothetical situations Expressing wishes	First and second conditional (review) Time conjunctions <i>wish</i> and <i>if only</i> Third conditional (review)	Being honest Making a decision WordWise: <i>now</i>
Review Units 3 & 4 pages 46–47			
Unit 5 What a story! p 48	Telling a story	Relative pronouns Defining and non-defining relative clauses Relative clauses with <i>which</i>	Types of story Elements of a story
Unit 6 How do they do it? p 56	Talking about sequence Explaining how things are done	Present and past passive (review) <i>have something done</i> Future and present perfect passive (review)	Extreme adjectives and modifiers <i>make</i> and <i>do</i>
Review Units 5 & 6 pages 64–65			
Unit 7 All the same? p 66	Invitations Talking about permission Talking about habits	<i>make / let</i> and <i>be allowed to be / get used to</i>	Phrasal verbs (1) Personality WordWise: Phrases with <i>all</i>
Unit 8 It's a crime p 74	Giving and reacting to news Reporting what someone said, asked or requested	Reported speech (review) Reported questions, requests and imperatives	Crime Reporting verbs
Review Units 7 & 8 pages 82–83			
Unit 9 What happened? p 84	Making deductions	Modals of deduction (present) <i>should(n't) have</i> Modals of deduction (past)	Mysteries Expressions with <i>go</i>
Unit 10 Money p 92	Sympathising Talking about future events	Future continuous Future perfect	Money and value Jobs and work WordWise: <i>by</i>
Review Units 9 & 10 pages 100–101			
Unit 11 Help! p 102	Expressing purpose Emphasising	Verbs followed by gerund or infinitive <i>to / in order to / so as to so and such</i>	Danger and safety Adjectives with negative prefixes
Unit 12 A first time for everything p 110	Expressing regret Talking about fears	Phrasal verbs <i>I wish / If only</i> + past perfect	Phrasal verbs (2) Nervousness and fear
Review Units 11 & 12 pages 118–119			

PRONUNCIATION	THINK	SKILLS
Linking words with <i>up</i>	Train to Think: Reading between the lines Self-esteem: Life changes	Reading Article: I miss my bad habits Article: For a better life ... Photostory: What's up with Mia? Writing An email about resolutions Listening A conversation about famous people who started their careers late
Initial consonant clusters with /s/	Train to Think: Following an idea through a paragraph Values: Animal rights	Reading Article: Events that shook the world Article: Family life in 17th-century Britain Culture: Where life is really hard Writing A magazine article about a historical event Listening A class presentation about animals being put on trial
Strong and weak forms: /ɒv/ and /əv/	Train to Think: Identifying the main topic of a paragraph Self-esteem: People and their names	Reading Article: Brand names Article: Crazy names Fiction: <i>Wild Country</i> by Margaret Johnson Writing A reply to a letter asking for advice Listening A conversation about techniques for remembering names
Consonant–vowel word linking	Train to Think: Thinking of consequences Values: Doing the right thing	Reading Quiz: What would YOU do? Article: The day Billy Ray's life changed forever Photostory: And the hole gets deeper! Writing A diary entry about a dilemma Listening A guessing game: Famous Wishes
The schwa /ə/ in word endings	Train to Think: Thinking about different writing styles Self-esteem: A better world	Reading Article: Everybody loves stories – but why? Article: Hollywood fairy tales Culture: Ireland – a nation of storytellers Writing A fairy tale Listening A conversation about a short story
The /ɜ/ phoneme	Train to Think: Understanding what's relevant Self-esteem: Life changes	Reading Article: The man who walks on air Blog: How Do They Do That? Fiction: <i>The Mind Map</i> by David Morrison Writing Explaining how things are done Listening A conversation about a new tattoo
Intonation – inviting, accepting and refusing invitations	Train to Think: Thinking outside the box Values: Stereotypes	Reading Film synopses: <i>Billy Elliot</i> and <i>Bend It Like Beckham</i> Article: My prisoner, my friend, my president and my father Photostory: The nerd Writing An article about stereotypes Listening A talk about a trip to Japan
Intonation – expressing surprise	Train to Think: Thinking about empathy Values: Respecting the law; Understanding that punishment will follow crime	Reading News reports: Thief feels sorry, Father angry victim of online con Article: Getting creative with crime Culture: Famous criminals Writing A report of a crime Listening An interview about restorative justice
Moving word stress	Train to Think: Fact or opinion? Values: Thinking carefully before you act	Reading Article: The truth is out there Article: Lost Fiction: <i>How I Met Myself</i> by David A. Hill Writing Explaining a mystery Listening A short story
Short and long vowel sounds: /ɪ/ – /i:/ and /ɒ/ – /əʊ/	Train to Think: Exaggeration Self-esteem: What's important for your future?	Reading Article: Bitcoins: here to stay? Web forum: Are they worth it? Photostory: Strapped for cash Writing My life in the future Listening A quiz show: <i>Show Me The Money!</i>
Strong and weak forms: /tu:/ and /tə/	Train to Think: Understanding cause and effect Self-esteem: Offering and accepting help	Reading News report: Local man's bravery rewarded Article: Emergency? What emergency? Culture: The Great Escape Writing A story about a rescue Listening The story of the farmer, the donkey and the well
Different pronunciations of <i>ea</i>	Train to Think: Logical conclusions Values: Breaking new ground	Reading Article: The first thing you remember Readers' letters: My first (and last) time Fiction: <i>Bullring Kid and Country Cowboy</i> by Louise Clover Writing A story about a bad decision Listening A presentation about the history of the Internet

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	Critical Thinking	Values	Self-esteem
1 Life plans	Reading between the lines [Making inferences]		Life changes [A sense of purpose: positive and negative effects of changes]
2 Hard times	Following an idea through a paragraph [Intensive reading]	Animal rights [Moral values: how we treat other species]	
3 What’s in a name?	Identifying the main topic of a paragraph [Understanding gist]		People and their names [A sense of identity: the importance of one’s own name and others’ names]
4 Dilemmas	Thinking of consequences [Decision making]	Doing the right thing [Social values: the effects of one’s decisions]	
5 What a story!	Thinking about different writing styles [Rhetorical questions]		A better world [A sense of purpose: how to improve the lives of others]
6 How do they do it?	Understanding what’s relevant [Coherence in texts]	Life changes [Interpersonal values: understanding the concerns of parents]	
7 All the same?	Thinking outside the box [Creative problem-solving]		Stereotypes [A sense of identity: reflecting on preconceived ideas about people or groups]
8 It’s a crime	Thinking about empathy [The ability to see the world through other people’s eyes]	Respecting the law [Social values: the link between offence and punishment]	
9 What happened?	Fact or opinion? [Seeing the difference between facts and opinions]	Thinking carefully before you act [Personal values: the effects of not thinking ahead]	
10 Money	Exaggeration [Detecting exaggeration when it occurs]		What’s important for your future? [A sense of purpose: establishing goals]
11 Help!	Understanding cause and effect [Proving that one thing leads to another]		Offering and accepting help [A sense of identity: understanding that accepting help from others is not a sign of weakness]
12 A first time for everything	Logical conclusions [Understanding the connections between arguments and conclusions]	Breaking new ground [Social values: winning vs. taking part]	

USING THE STUDENT'S BOOK

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

OBJECTIVES

FUNCTIONS: talking about sequence; explaining how things are done

GRAMMAR: present and past passive (review); have something done; future and present perfect passive (review)

VOCABULARY: extreme adjectives and modifiers; make and do

READING

1 **SPEAKING** Work in pairs. Discuss these questions.

- What magicians can you name?
- What magic tricks have you seen?
- Can you do any tricks yourself? What are they?

2 Read and listen to the article about Dynamo. Which four of his tricks does it mention?

0138 Read the article again and match sentences a–g with spaces 1–6. There's one extra sentence which doesn't belong in the text. Then listen and check.

- a He won a few local and national Magic Circle championships.
- b This wasn't the first time Dynamo had amazed the people of London.
- c The man was walking on water!
- d Was he going to throw himself in?
- e His grandfather was a keen amateur magician and taught Stephen many of his tricks.
- f Dynamo refuses to tell anyone how he does his tricks.
- g Was he really walking on air?

TRAIN TO THINK

Understanding what's relevant

To write a good text, a writer must make sure that each sentence is linked to what comes before it. Understanding how this is done will help you to do tasks like Exercise 3.

4 Choose the sentence which doesn't have any relevance to the first.

Dynamo has a TV series.

- A It's watched by millions of people.
- B Lots of famous guests appear on it.
- C TV is popular with teens all over the world.
- D It's been running for three years now.

5 Work in pairs. Use this sentence to make a similar task for your partner.

Dynamo has amazed the people of London twice.

A _____ C _____
 B _____ D _____

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.

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.

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.

SPEAKING

Work in pairs. Discuss these questions.

- How do you think Dynamo walked on water?
- Why do you think people enjoy magic tricks so much?

Pronunciation
 The /ɜ:/ phoneme
 Go to page 120.

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

VOCABULARY
 Phrasal verbs (2)

1 Find the phrasal verbs in the article on page 111. Match them with the definitions.

blow out | break down | sort out
 carry out | look into | stand out
 work out | look forward to

- be easy to notice
- be happy or excited about (a future event)
- do, complete
- investigate, examine the facts about (a situation)
- fix (a problem)
- use air to stop (something) burning
- stop working
- understand, find the answer to

2 Complete the phrasal verbs.

- The wind _____ the candles on the birthday cake.
- The concert is tomorrow. I'm really _____ it!
- Mum was driving to work when her car _____.
- There was a bank robbery last Saturday. The police are _____ it.
- She's our best player. She really _____ in the team.
- This question is really difficult. I can't _____ the answer.
- The doctors are _____ tests to find out what's wrong with him.
- My best friend and I have a problem, but I'm sure we can _____ it _____!

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

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

GRAMMAR
 Phrasal verbs

1 Look at these sentences from the article on page 111. In which ones does the object go

2 Put the words in order to make sentences. When there are two possible orders, write both.

- answer / the / can't / work / I / out
*I can't work out the answer.
 I can't work the answer out.*

Examples of the target grammar are taken directly from the reading text. Language is therefore introduced in context, making it more meaningful for students. Following language presentation, students are encouraged to personalise target grammar or vocabulary.

They're looking into it.
 NOT ~~They're looking it into.~~
 Other phrasal verbs can be ³ _____ the two parts or after the second part.
 He sorted the problem out.
 OR He sorted out the problem.
 When we use a pronoun (him, it, etc.) with a phrasal verb that can be separated, it must go ⁵ _____ the two parts of the verb.
 He sorted it out.
 NOT ~~He sorted out it.~~
 How do you know if a phrasal verb can be separated? Use a dictionary to look it up!
 look sth up → it can be separated
 look into sth → it can't be separated

- What would you do if your bus from where you were going?
- What are you _____ next week?
- Where do you like to _____?
- What problems do you need to _____?
- Do you enjoy _____ animals?
- _____?

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 **SPEAKING** Work in pairs. In what order do you think these Internet innovations happened?

The first email was sent

The first sentence was said on Skype

The first webpage was launched

The first item was bought on Amazon

The first YouTube video was uploaded

The first Facebook account was opened

2 **02:31** Listen to Sally's class presentation about the history of the Internet. Check your answers.

3 **02:31** Listen again. Complete the notes.

1 The first website When? _____ About _____	5 The first item bought on Amazon What? _____ When? _____
2 The first email When? _____ Sent to? _____	6 The first sentence spoken on Skype What? _____ Language _____
3 The first Facebook account Number? _____ Who? _____	
4 The first YouTube video What? _____ Number of hits? _____	

THINK VALUES

Breaking new ground

1 Match the people 1–5 with their achievements a–e.

- Neil Armstrong
- Nelson Mandela
- Yuri Gagarin
- Kathryn Bigelow
- Marie Curie

a was the first female director to win an Oscar.
 b was the first man on the moon.
 c was the first woman to win a Nobel Prize.
 d was the first man to travel in space.
 e was the first black president of South Africa.

2 **SPEAKING** Work in small groups. Discuss these questions.

- Is it important to be the first person

Think Values invites students to consider their broader opinions and values through reflection on the reading text. Expressing opinions in pairs/groups provides 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**.

© in this web service Cambridge University Press

www.cambridge.org

9

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

1 Look at the photos. Do you recognise these fairy tales? Do you know their names in English?

2 Read the article quickly. Who are the Brothers Grimm?



Hollywood fairy tales

Red Riding Hood isn't the only film to go back to the classic fairy tales and update them for today's teenagers. *Hansel and Gretel: Witch Hunters*, *Jack the Giant Slayer* and *Snow White and the Huntsman* are also hoping they can persuade young people to revisit the stories of their childhood. And then there's *Brothers Grimm*, starring Matt Damon and Heath Ledger, which sees the original authors of many of these fairy tales come face to face with some of their characters. Hollywood, it seems, has realised that fairy tales have the potential to make money, and lots of it.

Teenagers are one of Hollywood's most important markets and after the success of series like *Harry Potter*, *Twilight* and more recently *The Hunger Games*, film studios are looking for more inspiration for stories to keep young people returning to the cinema. Fairy tales might just be the answer. They are already quite dark, and are often ideal for adolescents. Of course, you might think of the original stories as horror, and romance heroines, have been a staple of the genre. But with modern-day twists, they bring it all to life, and are making them ideal for adolescents.

Little *Red Riding Hood* used to be just a story that parents would read to their children at bedtime, but not any more. Now *Red Riding Hood* is a Hollywood blockbuster directed by Catherine Hardwicke. Hardwicke directed *Twilight*, which made her the obvious choice for another film so clearly aimed at the teenage market.

3 Read the article again and connect the sentences.

- Catherine Hardwicke has made several films that have been produced by the Brothers Grimm.
- Several films have been produced by the Brothers Grimm.
- Brothers Grimm shows how the films based on fairy tales have teenagers who are often interested in fairy tales.
- When you compare the films to famous writers, you will notice that the heroes turned out to be extremely evil, in characters that are evil, a name for herself as a director that remind young people of the stories they read.

4 **SPEAKING** Work in pairs. Discuss these questions.

- What fairy tales are popular in your country?
- Do you agree that many teenagers are interested in the 'dark' side of life? Why? / Why not?

WRITING
 A fairy tale
 Think of a fairy tale and write the story (200 words).

- the ordering of the story.
- how to use a good selection of past tenses.
- how to bring the story alive with adjectives and adverbs.

Don't forget: fairy tales start with *Once upon a time, ...*

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.

GRAMMAR
 Relative clauses with *which*

- 1 Complete these sentences from the article on page 52. Add commas where necessary. *Which* refers to the whole of the sentence. Complete the rule.
- Hardwicke directed *Twilight*, _____ her obvious choice for another film clearly aimed at the teenage market.
 - Many [fairy tales] are already quite dark, _____ makes them ideal for adolescents.

RULE: The pronoun *which* normally refers to a noun, but it can sometimes refer to the whole of the previous clause. We cannot use *which* or *that* in the same way.

She was late, which made her nervous.
 NOT *She was late, that / that made her nervous.*

- 2 Join the pairs of sentences using *which*.
- I often play the drums on Sunday mornings. This annoys the neighbours.
 I often play the drums on Sunday mornings, which annoys the neighbours.
 - She's lost all her money. This means she'll be in trouble.
 She's lost _____ in trouble.
 - Nobody in class learned the new words. It was frustrating for our teacher.
 Nobody in class _____ for our teacher.
 - Fairy tales have been turned into successful teen films. This has surprised many people.
 Fairy tales _____ many people.
 - It's quite amazing that Stephen King manages to write several books per year.
 Stephen King _____ quite amazing.
 - It's fascinating that almost all of his books have been made into films.
 Almost all of his books _____ fascinating.

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.

VOCABULARY
 Elements of a story

- 1 Match the words with their definitions.



- plot | setting | hero | character opening | ending | villain | dialogue
- the story of a film, play, etc.
 - a person in a story
 - the last part of a story
 - the main (usually good) character in a story
 - a character who harms other people
 - the words that the characters say to each other
 - the beginning of a story
 - the time and place in which the action happens

- 2 Think about these things for two minutes. Make notes.

- a film or book with a great plot
- the setting of the last film you saw
- a film with a great opening
- a good film with a disappointing ending
- an actor who's best at playing villains

- 3 **SPEAKING** Work in pairs or small groups. Share your ideas.

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.



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**.

In units 1, 4, 7 and 10 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: Flora, Mia, Jeff, Leo.

PHOTOSTORY: episode 3

The nerd

- Look at the photos and answer the questions.
Who are they all talking about?
What do you think Flora's problem is?
- Now read and listen to the photostory.
Check your answers.

JEFF Don't look now, but Richie Ford's sitting behind you.
 LEO Let me guess: he's doing something on his computer.
 JEFF Got it in one.
 LEO He spends all day on that thing.
 JEFF I know. Hasn't he got a life?
 FLORA Pack it in, you two. You're being mean.
 MIA Yeah, and he can probably hear what you're saying.
 JEFF No, it's all right. He's got his earphones in. He's such a nerd.
 FLORA Oh, come on, Jeff. That isn't nice.
 JEFF I didn't say there's anything wrong with being a nerd.
 MIA No, but that's what you meant.
 JEFF No, it isn't.
 FLORA Then why use that word?
 MIA Just because he's into computers and he wears glasses it doesn't mean he's a nerd.
 LEO I'm with you on this one, Jeff.
 MIA What does that mean exactly?
 LEO Don't get me wrong. I've got nothing against nerds. After all, my brother's one! But Richie Ford is most definitely a nerd.
 JEFF Yeah, all we're saying is that he should get off the computer now and then and actually meet some people.
 FLORA And how do you think he should do that?
 JEFF Well, you know, somewhere.
 LEO That isn't computer.
 FLORA Some you two.
 MIA Boys. Th

324, you say
 FLORA Oh, no, I computer!
 LEO Now, if you
 FLORA Stop that as much as h
 LEO Yeah, good
 FLORA So what
 LEO Take it in a new comput really good.
 FLORA Yeah, I'll of all the pro I want to get anyway.
 LEO Don't ment

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

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

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

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.

7 ALL THE SAME?

DEVELOPING SPEAKING

- Work in pairs. Discuss what happens next in the story. Write down your ideas.
We think Flora asks Richie to fix her computer.
- Watch and find out how the story continues.
- Answer the questions.
Who ...
 1 fixes Flora's computer?
 2 invites Flora to go climbing?
 3 decides not to go climbing?
 4 is late for the first lesson?
 5 is climbing the wall when they arrive at the sports centre?

PHRASES FOR FLUENCY

- Find these expressions in the photostory. Who says them? How do you say them in your language?
 1 Got it in one.
 2 Pack it in.
 3 I'm with you on this one.
 4 Don't get me wrong.
 5 Good point.
 6 Don't mention it.
- Use the expressions in Exercise 1 to complete the conversation.
 TOM Did you use my laptop without asking me?
 MIKE No, I didn't.
 TOM Well, I think you did. Dad, can you please tell Mike to ask first?
 DAD 1 _____ . I want everyone in the car in five minutes.
 TOM Where are we going? Shopping?
 DAD 2 _____ !
 TOM Again?! Do we have to?
 MIKE 3 _____ , Tom. Can't we stay at home? We'll only moan and make life difficult for you and Mum if we come.
 DAD Actually, that's a 4 _____ .
 MIKE I mean, 5 _____ . It isn't that we don't like being with you and Mum ...
 DAD No, you two can stay behind and tidy up the house.
 TOM Oh, great. Thanks, Dad!
 DAD 6 _____ . And no fighting!

WordWise
 Phrases with all

- Complete these sentences from the photostory with the expressions.
 6 I want to get it fixed _____ .
- Replace the underlined phrases with

FUNCTIONS
 Invitations

- Complete the sentences with the words in the list.
 about | would | count | don't | fancy | love | course
 1 Why _____ you come along?
 2 How _____ bringing some friends along with you?
 3 Do you _____ coming along?
 4 That _____ be fantastic. I'd _____ to.
 5 Yes, of _____ . It's a great idea.
 6 You'll have to _____ me out.
- ROLE PLAY** Work in pairs. Student A: turn to page 127. Student B: turn to page 128.

Pronunciation
 Intonation – inviting, accepting and refusing invitations
 Go to page 121.

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: TOWARDS First

THINK EXAMS

LISTENING
 Part 2: Sentence completion

1 **2024** You will hear Conner talking about the Royal Mint, where money is made. For questions 1–10, complete the sentences with 1–3 words.



_____ is known as a numismatist.
 _____ mint in the world.
 _____; that's the responsibility of the Bank of England
 ruled England.

 _____ Mint can produce 90 million coins.
 _____ different nations as well as the UK.
 _____ on it is called a _____.
 _____ commemorate the _____ and the Queen's Di
 _____ can't _____ the Royal Mint.

WRITING
 Part 1: Essay

2 In your English class, you have been talking about money. Now your English teacher has an essay for homework.
 Write your essay using all the notes and giving reasons for your point of view. Give your opinion (against) in the last paragraph.
 Is it more important to enjoy your job or earn a lot of money?
 Notes – Write about:
 1 material possessions.
 2 happiness and job satisfaction.
 3 _____ (your own idea)

Write your essay in 140–190 words.

100

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

TEST YOURSELF UNITS 9 & 10

VOCABULARY

1 Complete the sentences with the words / phrases in the list. There are four extra words / phrases.
 unexplained | went missing | bargain | mysterious | worth | employer | on offer
 employee | alien | refund | go very well | salary | owe | going for

- He's worked for that company for 25 years now. He's their oldest _____.
- Nobody knows what happened to him. The mystery of his disappearance is still _____.
- His plane _____ over the Atlantic Ocean.
- Michael lent me some money last month. I still _____ him 75p.
- I bought this camera for half price. It was a real _____!
- You've paid too much for it. It isn't _____ that much money.
- I'm afraid the exam didn't _____, I'm sure I've failed it.
- He's been training all year. He's _____ a gold medal.
- You know those trainers you like? They're _____ at the moment! You should buy them.
- It's broken. I think you should take it back and ask for a _____.

/10

GRAMMAR

2 Complete the sentences with the verbs in the list. There are two extra verbs.
 might | must have | should have | won't be working | might have
 will be living | will have written | couldn't have

- She hurt her head when she fell off her scooter. She _____ worn a helmet.
- She's a really good player. If she'd entered the race, she _____ won it.
- By the time I'm 25, I _____ on a Greek island!
- In ten years' time, I _____ for anybody. I'll have my own company.
- He _____ stopped the accident. He was too late.
- By the time I'm thirty, I _____ my first novel.

3 Find and correct the mistake in each sentence.

- He shouldn't has left the window open. That's how the burglar got in.
- She might like the film if she had come.
- In ten years' time, I hope I will have working in London.
- Where will you living in 20 years' time?
- He must be finished his homework by now.
- in five years' time, I will have climb Mount Everest.

/12

FUNCTIONAL LANGUAGE

4 **Circle** the correct words.

- No way! This piece of rock can't / *mustn't* be from another planet.
- I don't agree with you. I think it can / *might* be.
- I'm *marry* / *really* sorry I can't come to the football match with you.
 B Never *mind* / *know*. You can come with me next week.
- Hi, you *lots* / *lot*. I'm sorry I'm late. What would you like to eat?
 B Same as *normal* / *usual*, please!
- It goes without *seeing* / *saying* that Peter can't come on Saturday.
 He crashed his scooter.
 B How *shameful* / *awful*!

/8

MY SCORE /30

22 – 30
10 – 21
0 – 9

101

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 **2024** Read the article again and match sentences a–g with spaces 1–6. There's one extra sentence which doesn't belong in the text. Then listen and check.

- He won a few local and national Magic Circle championships.
- This wasn't the first time Dynamo had amazed the people of London.
- The man was walking on water!
- Was he going to throw himself in?
- His grandfather was a keen amateur magician and taught Stephen many of his tricks.
- Dynamo refuses to tell anyone how he does his tricks.
- Was he really walking on air?

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

1 LIFE PLANS

Future tense (review) **1** ******* Look at Gillian's diary and write sentences about her plans for next week. Use the present continuous.

Monday *arrives to Madrid*
 Tuesday *has a meeting with Paula*
 Wednesday *has to fly back to London*

6 ******* Complete the sentences. Use a verb from the list and the correct form of going to. Then match them to the pictures.

7 ******* Complete the sentences. Use a verb from the list and the correct form of going to. Then match them to the pictures.

8 ******* Read the sentences. Write A for an arrangement, P for a prediction or I for an intention.

9 ******* Rewrite the sentences in Exercise 8 using the correct future tense.

10 ******* What do you think your life will be like when you are 30?

GET IT RIGHT! **1**
will vs. present continuous
 Learners often use **will** + infinitive where the **present continuous** is needed.

2 ******* Complete the sentences with a verb from the list in the correct form.

3 ******* Match the expressions and the definitions.

4 ******* Answer the questions.

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

4 DILEMMAS

Being honest **1** ******* Match the sentence halves.

Making a decision **3** ******* Match the expressions and the definitions.

WordWise **18** page 45
NOW
5 ******* Rewrite the sentences with **now** in the correct place.

VOCABULARY

Word list

Types of story

- science fiction novel
- crime novel
- poetry
- travel literature
- romantic novel
- historical novel
- horror story
- autobiography
- short stories

Elements of a story

- plot
- dialogue
- villain
- setting
- hero
- character
- opening
- ending

Key words in context

adolescent The programme aims to encourage young **adolescents** to read more books.
anecdote I love listening to **anecdotes** which people tell about travelling.
blockbuster This movie will become a **blockbuster**. I'm sure it will make more money than Avatar.
capture (one's) attention The story was so dramatic, it **captured everyone's attention**.
engage If a book doesn't **engage** my interest from the beginning, I usually don't finish reading it.
fairy tale I loved listening to **fairy tales** when I was a child.
influential This theory has been **influential** for many years.
inspiration She is a great teacher and has been an **inspiration** for a lot of students.
memorise When my parents went to school, they frequently had to **memorise** long texts.
original The **original** story comes from Africa, I believe.
pass down This story has been **passed down** from generation to generation.
potential This is a great book; it has the **potential** to be turned into a film.
revisit Have you ever **revisited** the stories from your childhood?
romance The **romance** between the main characters grows throughout the book.
special effects I thought the film wasn't great, but the **special effects** were awesome.
tradition Ireland is a country with a rich **tradition** in storytelling.

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 units 1, 4, 6 and 10, 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.

8 IT'S A CRIME

DEVELOPING WRITING

An essay about crime

1 Read the essay quickly. What is it about?

2 Read the essay again and label the headings below with the paragraphs A-E.

Argument for The conclusion The writer's opinion Argument against

Introduction summarising the debate

Poverty is the Cause of Crime

A Crime is a serious problem in every country around the world. Some people think that the main cause of crime is poverty. Other people have argued that poverty does not have a direct link to crime.

B 1. _____, there are many reasons why people commit crimes, and poverty is one of them. For example, a teenager has no money but wants the same trainers as his or her classmate so goes out and shoplifts them.

C 2. _____, it's not just poor people who commit crimes. Wealthy people with good jobs and loving families also commit crimes. However, they probably commit their crimes for other reasons.

3 _____, they may be risk takers. 4 _____ children from a poor family with a very loving mother and father will probably not commit a crime. They have love and security and they're happy.

D 5. _____, the main reason for teenagers and young people committing crimes is the lack of support from their family and people around them. They feel unloved and they have no good role models.

E 6. _____, poverty is a cause of crime, but it is not the only cause. Governments need to improve living standards for all their citizens, and we all need to try and help children and teenagers who have no support from others.

3 Complete the essay with the phrases in the list.

To conclude | However | Firstly | For example | In my opinion | On the other hand

4 Write an essay with the title 'Heavier Punishments Will Reduce Crime'.

Planning your essay

- Think about the advantages and disadvantages of stronger criminal sentences.
- Add two advantages and two disadvantages to the columns.

Advantages	Disadvantages
It will deter criminals from committing another crime.	Mixing with other criminals in prison will do more harm than good.

Now you have your argument for and against heavier punishment. You also need:

- An introduction
- Your opinion
- A conclusion

Look again at the phrases in Exercise 3 above to help with your writing.

Write about 250 words.

CHECKLIST

- Introduction
- Arguments for
- Arguments against
- My thoughts
- Conclusion
- Connecting phrases

77

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. Students are also presented with a checklist to encourage them to edit their writing once they've finished.

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: First tests, together with a step-by-step guide outlining how to tackle each one effectively.

CAMBRIDGE ENGLISH: TOWARDS First

Listening part 2


Exam guide: sentence completion

In part 2 of the listening exam, you will listen to a monologue (one person speaking) or a recording with two or more speakers lasting around three minutes. To answer the questions, you have to complete the sentences using the information you hear in the recording.

- You will be given plenty of time to read through the questions first. Read the sentences to help you prepare yourself for some of the things you will hear.
- Underline some of the key words in each of the sentences. This will help you focus on the important parts of the listening.
- The focus of this listening test is on detail, and to answer the questions correctly you will need to identify specific information. You should write the word(s) exactly as you hear them in the recording.
- The monologue can be quite long, so try to stay focused. If you lose your place, remember that the questions are in the same order as the information in the recording, so concentrate on answering the next question.
- Use your second listening to focus on the answers you didn't get the first time round and to check the answers you did get.
- The answers tend to be a single word and you will rarely need to write more than three.

1 You will hear Gaby talking about an unforgettable school trip to the ancient monument of Stonehenge in South West England. For questions 1–10, complete the sentences with a word or short phrase.

Gaby and her classmates spent most of their time in (1) _____ on their UK holiday. The first thing that impressed her about Stonehenge was the (2) _____ of it. It's estimated that work started on Stonehenge about (3) _____ years ago. The stones that were used in the (4) _____ of construction came from mountains about 240 miles away. The heaviest stone in the monument weighs (5) _____ tonnes. To move the largest of the stones you would need a total of (6) _____ men. Gaby says that the difference between Stonehenge and (7) _____ is that we can't be sure why it was built. Some people say it was built to study the (8) _____ in the night sky. Gaby doesn't believe the stones were put there by (9) _____. Gaby bought a (10) _____ to remind her of her visit to Stonehenge.




89

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

CONSOLIDATION

LISTENING

1 Listen to the dialogue between Rob and Sue. Write in the prices of these items and tick the ones that he bought.



1 _____ 2 _____

3 _____ 4 _____

2 Listen again and mark the sentences T (true) or F (false).

- Rob thinks he's missing £18.
- The CD normally costs £10.
- Rob stopped at the sweetshop after the bookshop.
- Sue suggests that someone could have taken his money.
- Rob asks Sue to buy him a cinematisket.
- Man lends Rob £5.

GRAMMAR

3 Circle the correct options.

- You shouldn't say / have said that. She's really upset now.
- She drives a Ferrari. She must be / have been rich.
- This time next week I'll be lying / have been lying on a beach in Malta.
- They'll be / have been married for 20 years in December.
- You spent too much. You should be / have been more careful with money.
- No one passed the test. It can't be / have been very easy.
- If it carries on raining like this, we won't have played / be playing tennis at three o'clock.
- This time next year I will be studying / have studied English for four years.

4 Complete the sentences with two words.

- By the time he comes back home, my brother _____ visited twenty countries.
- This time next week, I'll _____ breakfast in a hotel in Spain.
- They look very tired. They _____ worked very hard today.
- You're late! You _____ arrived thirty minutes ago!
- Someone told me they lost 7-11! They _____ played very well.

VOCABULARY

5 Match the sentence halves.

- The crime remains unexplained.
- Henry hasn't replied to my email.
- We're nearly there.
- Several people reported seeing a mysterious light in the sky.
- It's not very valuable. I can't be sure.
- If you're not happy you can bring it back.
- My pen's gone missing.
- You've got to buy it. It's only on offer for today.
- Only one more kilometre to go.
- back to the shop and get a refund.
- Have you seen it?
- offer for today.
- and to this day, nobody knows what really happened.
- worth more than £50.
- man running from the crime scene.
- which is really puzzling.

6 Complete each word.

- That's o_____, I left my sandwich here five minutes ago and now it's gone.
- I only paid £3 – it was real b_____. I was so happy.
- There's a c_____, of £20 for the missing cat.
- I'll tell you but it's a s_____, and I don't want you to tell anybody.
- I'm not going to leave the waiter at a t_____. The service was terrible.
- Scientists believe the rock is c_____, and came from another planet.
- This technology can't be from our planet. It must be a s_____. I don't know where it came from.
- At only £200, it's really good v_____, for money.

DIALOGUE

7 Complete the conversation with the phrases in the list. There are two you won't use.

more than likely | you must be joking | a shame | never mind | same as usual | goes without saying | don't look at me | how awful

MARTIN I don't believe it. Someone's spilt coffee all over my project.

RUTH 'I _____, I had nothing to do with it.

SOPHIE It was John, _____ I'm really clumsy.

MARTIN Well it's _____ that I'm not at all happy about it. It's ruined. Look at it.

RUTH 'I _____ Can't you do it again?

MARTIN 'I _____ It took me three days and it's got to be handed in tomorrow.

SOPHIE 'That's _____ You'll just have to tell the teacher what happened and ask for some more time.

MARTIN 'I only hope he'll agree. Just wait until I see John.

READING

8 Read the article and answer the questions.

- How did the boys find out how the machine worked?
- Why didn't anyone at the bank believe their story?
- What evidence did the boys take back to the bank?
- What else did they do to show they had hacked into the machine?
- Why did the bank manager write them a note?

WRITING

9 Write a paragraph of about 120 words on your thoughts of money. Include this information.

- how you get money
- what you spend it on
- anything you're saving up for
- ways you could get more money

HONEST TEENS IN CASH MACHINE SCANDAL

When Matthew Hewlett and Caleb Turton decided to try and hack into a cash machine they could hardly have imagined how easy it would be. The two 14-year-old Canadians first found a manual explaining how to operate the Bank of Montreal ATM online. In the manual there was a password. One day during their lunch break from school they decided to try out the password at the machine in their local supermarket. To their surprise the six digit password took them straight into the machine's computer where they were able to access all the data it contained.

The boys went straight to the closest branch of the Bank of Montreal where they told workers there what had happened. The bank staff refused to believe the boys, saying that they couldn't have hacked into the machine and that they had no evidence to support their story. So the boys asked if it would be all right if they got some proof. The bank workers agreed that they could but told them they would never be able to get anything out of the cash machine.

The boys returned to the machine and hacked in once again. This time they printed out information such as all the cash withdrawals that had been made that day and how much money was in the machine. They also changed the welcome message on the screen to 'Go away. This machine has been hacked.'

They returned to the bank with the evidence and this time they were taken seriously. The manager of the bank came to thank them personally. He even wrote them a note to show to their teachers explaining why they were so late back from their lunch break!

90

USING THE DIGITAL RESOURCES

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.

5 | WHAT A STORY!

Everybody loves stories – but why?

What's the first image that comes to mind when you hear the word 'storytelling'? A parent who's reading a fairy tale to their little child – that's what most of us think of immediately. But there's more to stories, of course. What about our favourite movies, the thriller we're reading right now, and that friend who's so brilliant at telling jokes and anecdotes that everyone loves listening to? The movies, the thrillers, the anecdotes and the jokes: they all have something in common with fairy tales. They're all based on the same activity, which is one of the most exciting things humans can do: telling stories!

But why do we tell stories? Just for fun? Well, here's a story for you. Imagine the world hundreds of thousands of years ago. A group of Neanderthals are sitting around the fire in a cave where they've just finished eating a big meal together. One of them has an idea. He wants to see some berries which he wants to share with everybody.

His friend decides to join him. Off they go, out of the cave, down to the place where the best berries grow. Well, they don't come back for a long while, and finally, the only one of them to return is the friend, who's covered in blood and has a sad story to share. He tells the others that as soon as they went round the bend, not far from the cave, a sabre-toothed tiger attacked them and killed his friend. The others are shocked, of course, but they're also warned.

Are you getting the idea? Stories aren't just about entertainment. Good stories engage us emotionally, and they do that by giving us something to think about. They contain messages which might be useful for us in the future, like the Neanderthal man's story, which certainly wasn't intended to entertain his friends!

We admire people whose magical storytelling skills capture our attention and our imagination. Everybody has always respected storytellers. They have been important members of many societies. In the past, storytellers often travelled a lot. When they went to places far away, their stories travelled with them. When they returned home, they had new stories to share. People were eager to listen, which was fun but also gave them a chance to learn about those remote places.

In cultures all over the world, important stories have been passed down from generation to generation. These stories come from previous generations, whose wisdom and knowledge they contain. They're often about disasters, dramatic events such as fires, storms, thunder, lightning and floods. Every country and culture has its own stories. Our stories have become part of our tradition. Our stories reflect who we are.

SPEAKING

Work in pairs. Discuss these questions.

- 1 What kind of stories do you enjoy most? Give an example.
- 2 Have you ever told someone a story that your parents or grandparents told you? Where did they hear the story?

49

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.
- **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.

RULE:	Direct speech	Reported speech
	present simple	→ 1. <i>past simple</i>
	present continuous	→ 2. _____
	present perfect	→ 3. _____
	past simple	→ 4. _____
	past perfect	→ 5. _____
	would	→ 6. _____
	can	→ 7. _____
	am / is / are going to	→ 8. _____

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