



TEACHER'S BOOK 3



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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 up
Unit 2 Hard times p 20	Talking about the past	Narrative tenses (review) would and used to	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	(don't) have to I ought to I should(n't) I must had better (not) can('t) I must(n't)	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 wish and if only Third conditional (review)	Being honest Making a decision WordWise : now
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 which	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) have something done Future and present perfect passive (review)	Extreme adjectives and modifiers make and do
Review Units 5 & 6	pages 64–65		
Unit 7 All the same? p 66	Invitations Talking about permission Talking about habits	make / let and be allowed to be / get used to	Phrasal verbs (1) Personality WordWise: Phrases with all
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) should(n't) have Modals of deduction (past)	Mysteries Expressions with go
Unit 10 Money p 92	Sympathising Talking about future events	Future continuous Future perfect	Money and value Jobs and work WordWise : by
Review Units 9 & 10	pages 100–101		
Unit 11 Help! p 102	Expressing purpose Emphasising	Verbs followed by gerund or infinitive to / in order to / so as to so and such	Danger and safety Adjectives with negative prefixes
	Expressing regret	Phrasal verbs	Phrasal verbs (2)

4 Pronunciation pages 120-121 Get it ri

Get it right! pages 122–126

Speaking activities pages 127–128



PRONUNCIATION	THINK	SKILLS
Linking words with up	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: /pv/ 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: Wild Country 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 /ʒ/ 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: The Mind Map 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: Billy Elliot and Bend It Like Beckham 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: How I Met Myself by David A. Hill Writing Explaining a mystery Listening A short story
Short and long vowel sounds: /I/ – /iː/ 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: Show Me The Money!
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 Listening The story about a rescue The story of the farmer, the donkey and the well
Different pronunciations of ea	Train to Think: Logical conclusions Values: Breaking new ground	Reading Article: The first thing you remember Readers' letters: My first (and last) time Fiction: Bullring Kid and Country Cowboy 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



INTRODUCTION

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) $\it Critical\ Thinking\ Skills$, Basingstoke: Palgrave Macmillan 2011

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

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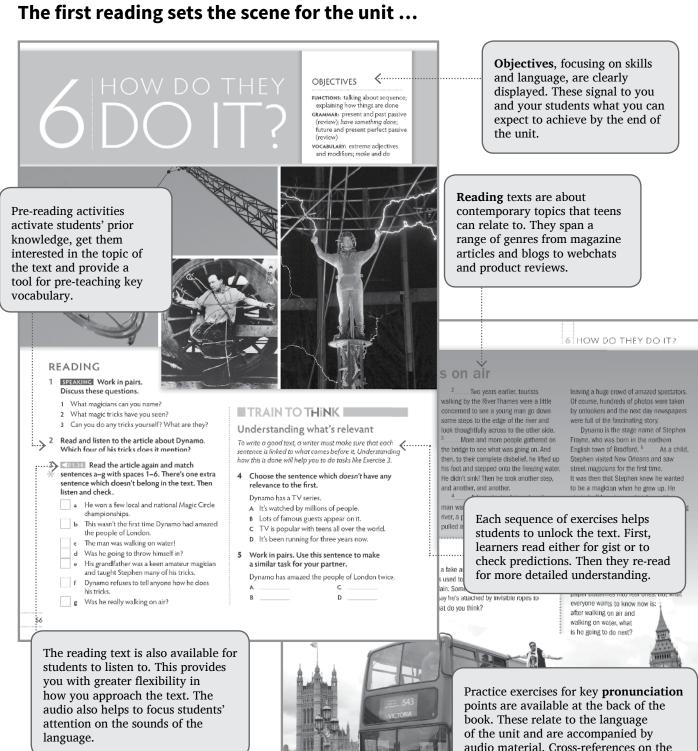
Le Doux, J. (1998) The Emotional Brain: The Mysterious Underpinnings of Emotional Life, New York: Simon & Schuster

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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 things 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



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.

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

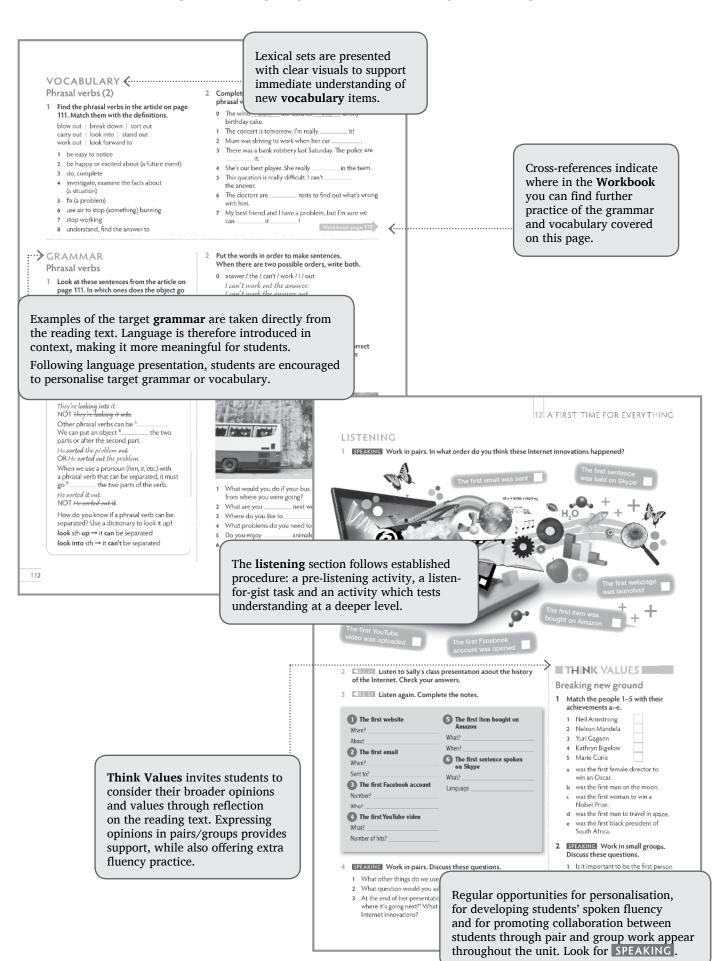
The /z/ phoneme

Go to page 120.

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INTRODUCTION

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



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.

5 WHAT A STORY

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

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 Ti

Catherine Hardwicke has made Several films have been produced

Brothers Grimm shows how the

Films based on fairy tales have Teenagers are often interested When you compare the films to

Teenagers are one of Hollywood's most important markets and after the succes of series like *Harry Potter*, *Twilight* and more recently *The Hunger Games*, film studies are looking for more inspiration for stories to keep young people

turned out to be extremely the stories they are based on, in characters that are evil, a name for herself as a director that remind young people of the

A fairy tale
Think of a fairy tale and write the story (200 word

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

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

WRITING

returning to the cine might just be the an are already quite da them ideal for adole often fascinated by Of course, you migh much of the original horror, and romance

of films for a

cessful c

GRAMMAR

Relative clauses with which

Complete these sentences from the a page 52. Add commas where necessa does which refer to in each of the sent Complete the rule.

Complete the rule.

1 Hardwicke directed Twilight
her the obvious choice for another file
clearly aimed at the teenage market.

Many [fairy tales] are already quite da.
 makes them ideal for adoles

and applied in a meaningful context. VOCABULARY Elements of a story

1 Match the words with their definitions

2 Join the pairs of sentences using which.

Old I often play the drums of bunday mornings.
This annoys the neighbours.
I often play the draws 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 pe

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. that they are true

ing a concert in our ch is fantastir

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

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

7 the beginning of a story 8 the time and place in which the action happens

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

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Workbook page 48

4 SPEAKING Work in pairs. Discuss these questions.

What fairy tales are popular

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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.

The Cambridge English Corpus is a multi-billion word collection of real-life written and spoken English. It includes the Cambridge Learner Corpus, 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.

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INTRODUCTION

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.

Students predict

PHOTOSTORY: episode 3 Look at the photos and answer the questions Who are they all talking about? What do you think Flora's problem is? The nerd Now read and listen to the photostory.

The four friends from left-to-right: Flora, Mia, Jeff, Leo.

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.

MA Yeah, and he can probably hear what you're saying.

JEFF No, it's all right. He's got his carphones in. He's such a nerd.

a nerd.

FLORA Oh, come on, Jeff. That isn't nice.

JEFF I didn't say there's anything wrong with being a nem
MA 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 glass
it doesn't mean he's a nerd.

LEO I'm with you on this one, Jeff.

MIA Mist does that mean weigh?

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 hope the say in the say

JEFF Well, ye somewhe LEO 'That isn'

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

FLORA Oh, no, J.
Computer!
LEO Now, if you
FLORA Stop tha
as much as h
LEO Yeah, good
FLORA So what
LEO Take it in at
new comput
really good.
FLORA Yeah, I'l
of all the pro
I want to get
anyway.

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.

See how the story concludes the ending of the in the video found on DVD or story before they class presentation software. watch. This increases The video picks up precisely motivation and makes where the photostory ends. understanding easier.

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.

4 Watch and find out how the story

5 Answer the questions.

Who ..

fixes Flora's computer?

2 invites Flora to go climbing?

decides not to go dimbing? is late for the first lesson?

5 is climbing the wall when they arrive at the sports centre?

PHRASES FOR FLUENCY

1 Find these expressions in the photostory. Who says them? How do you say them is your language?

1 Got it in one.

2 Pack it in.

I'm with you on this one.

Don't get me wrong.

-> 6 Don't mention it

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?

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. Actually, that's a 4___

DAD No, you two can stay behind and tidy up the house.

TOM Oh, great. Thanks, Dad!

__. And no fighting!

WordWise

Phrases with all

Complete these sentences from the photostory with the expressions.

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

7 ALL THE SAME?

2 Replace the <u>underlined</u> phrases with

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 Invitations

1 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 ____ 5 Yes, of ______. It's a great idea.
6 You'll have to _____ me out.

2 ROLE PLAY Work in pairs. Student A: turn to page 127. Student B: turn to page 128.

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

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... and in units 2, 5, 8 and 11, 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 reading is also available for students to read and listen to.

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





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: Key writing test.

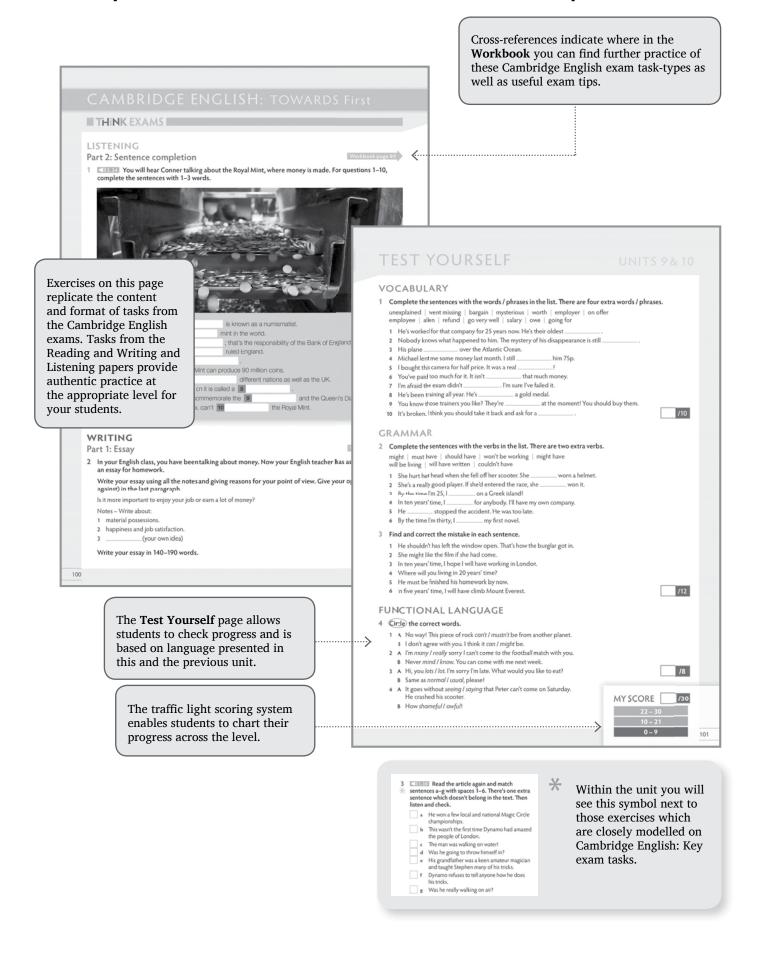
step-by-step through the writing process, also appears in even-numbered units. A writing *task* is set in all units.

This text, taken from Cambridge Graded Readers, gives you the opportunity to introduce your students to English-language fiction. Comprehension questions and follow-up discussion questions help students to understand and engage with the text.

Fiction appears in units 3, 6, 9 and 12.

INTRODUCTION

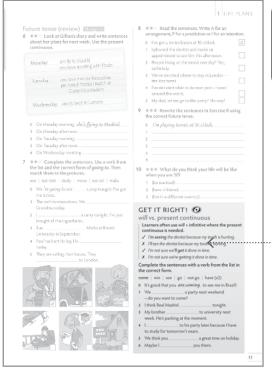
Exam practice and review consolidates content from each pair of units.



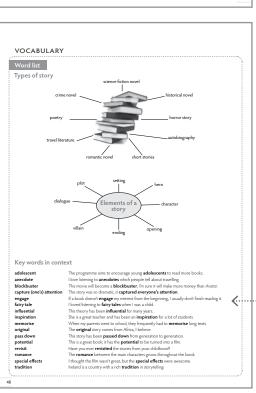


USING THE WORKBOOK

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.



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



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.

Being honest Exercise

1 **Why don't you just own

1 **Why don't you just own

2 **I can be very open

3 **Can be very open

4 **Lakey fail of early difficult to tell

5 **E not always easy to do

6 **E not always easy to do

6 **E not always easy to do

7 **She believed med I never thought fil get

8 **E not always easy to do

9 **She believed med I never thought fil get

9 **She believed med I never thought fil get

1 **Lakey face justing the chart

2 **Lakey face justing the chart

4 ** always the proper thought of get

1 ** the right thing, so blank you for boring honest.

2 ** the "Complete the dialogue with the words in the life. There is one extra word.

1 ** this host to just to hand.

1 ** this "Complete the dialogue with the words in the life. There is one extra word.

1 ** this "Complete the dialogue with the words in the life. There is one extra word.

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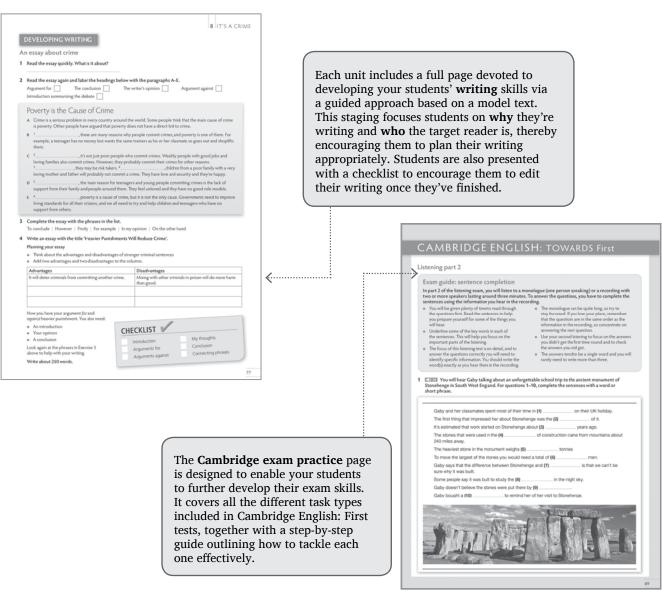
1 ** this "Complete the dialogue with the words in the life. There is one extra word.

2 ** this "Complete the dialogue with the words don't be part the don't be supported the don't be supported the difficult to make up your mind?

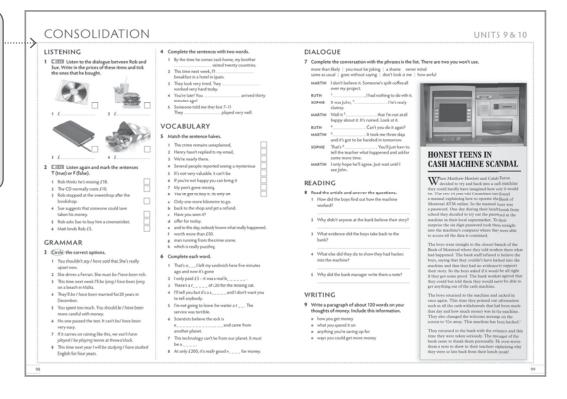
2 ** this "Complete the dialogue with the words don't be used to the don't be supported the don't be used to the don't

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.

INTRODUCTION



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



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.



SPEAKING

Work in pairs. Discuss these questions.

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

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

INTRODUCTION





- 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.

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