

# THINK

## TEACHER'S BOOK 1

A2

Zoltan Rezmuves, Herbert Puchta, Jeff Stranks & Peter Lewis-Jones



CAMBRIDGE  
UNIVERSITY PRESS

## Acknowledgements

The publishers are grateful to the following contributors:

Blooberry: text design and layouts

Claire Parson: cover design

Vicky Saumell: author of *Using the Digital Resources*

**CAMBRIDGE**  
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

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

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/think](http://www.cambridge.org/think)

© Cambridge University Press 2015

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

First published 2015

Printed in the XXXXX by XXXXXX

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

ISBN 978-1-107-50882-8 Student's Book Level 1

ISBN 978-1-107-50880-4 Student's Book with Online Workbook and Online Practice Level 1

ISBN 978-1-107-50883-5 Workbook with Online Practice Level 1

ISBN 978-1-107-50884-2 Combo A with online Workbook and Online Practice Level 1

ISBN 978-1-107-50885-9 Combo B with online Workbook and Online Practice Level 1

ISBN 978-1-107-50888-0 Teacher's Book Level 1

ISBN 978-1-107-50893-4 Class Audio CDs Level 1

ISBN 978-1-107-50900-9 Video DVD Level 1

ISBN 978-1-107-50907-8 Presentation Plus DVD-ROM Level 1

ISBN 978-1-107-50908-5 Presentation Plus DVD-ROM A Level 1

ISBN 978-1-107-50909-2 Presentation Plus DVD-ROM B Level 1

Additional resources for this publication at [www.cambridge.org/think](http://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 Having fun	26
2 Money and how to spend it	32
Exam Practice and Review	39
3 Food for life	40
4 Family ties	48
Exam Practice and Review	53
5 It feels like home	55
6 Best friends	61
Exam Practice and Review	67
7 The easy life	68
8 Sporting moments	75
Exam Practice and Review	82
9 The wonders of the world	83
10 Around town	90
Exam Practice and Review	96
11 Future bodies	98
12 Travellers' tales	105
Exam Practice and Review	112
<b>Pronunciation</b>	114
<b>Get it right!</b>	117
<b>Workbook answer key</b>	121

# STUDENT'S BOOK CONTENTS

**Welcome** p 4 **A** Personal information; Nationalities and *be*; Names and addresses **B** Things in the classroom; Prepositions of place; Classroom language; Object pronouns; *this / that / these / those* **C** Days and dates; *My day* **D** My possessions; *have got; I like and I'd like*

	FUNCTIONS & SPEAKING	GRAMMAR	VOCABULARY
<b>Unit 1</b> Having fun p 12	Talking about routines and everyday activities Expressing likes and dislikes Giving warnings and stating prohibition	Present simple review <i>like + -ing</i> Adverbs of frequency	Hobbies <b>WordWise:</b> Collocations with <i>have</i>
<b>Unit 2</b> Money and how to spend it p 20	Role play: Buying things in a shop Talking about what people are doing at the moment	Present continuous Verbs of perception Present simple vs. present continuous	Shops Clothes
<b>Review Units 1 &amp; 2</b> pages 28–29			
<b>Unit 3</b> Food for life p 30	Talking about food Ordering a meal Apologising	Countable and uncountable nouns <i>a/an, some, any</i> <i>How much / many, a lot of / lots of</i> <i>too and (not) enough</i>	Food and drink Adjectives to talk about food <b>WordWise:</b> Expressions with <i>have got</i>
<b>Unit 4</b> Family ties p 38	Talking about families Asking for permission	Possessive adjectives and pronouns <i>whose</i> and possessive <i>'s</i> <i>was / were</i>	Family members Feelings
<b>Review Units 3 &amp; 4</b> pages 46–47			
<b>Unit 5</b> It feels like home p 48	Talking about events in the past Making suggestions Role play: Buying furniture for your youth club	Past simple (regular verbs) Modifiers: <i>quite, very, really</i>	Parts of a house and furniture Adjectives with <i>-ed / -ing</i> <b>WordWise:</b> Phrasal verbs with <i>look</i>
<b>Unit 6</b> Best friends p 56	Saying what you like doing alone and with others Talking about past events Talking about friends and friendships	Past simple (irregular verbs) Double genitive Past simple questions	Past time expressions Personality adjectives
<b>Review Units 5 &amp; 6</b> pages 64–65			
<b>Unit 7</b> The easy life p 66	Giving advice Talking about rules Asking for repetition and clarification Role play: A phone call	<i>have to / don't have to</i> <i>should / shouldn't</i> <i>mustn't vs. don't have to</i>	Gadgets Housework <b>WordWise:</b> Expressions with <i>like</i>
<b>Unit 8</b> Sporting moments p 74	Talking about sports Talking about feelings	Past continuous Past continuous vs. past simple <i>when</i> and <i>while</i>	Sport and sports verbs Adverbs of sequence
<b>Review Units 7 &amp; 8</b> pages 82–83			
<b>Unit 9</b> The wonders of the world p 84	Talking about the weather Paying compliments	Comparative adjectives Superlative adjectives <i>can / can't</i> for ability	Geographical features The weather <b>WordWise:</b> Phrases with <i>with</i>
<b>Unit 10</b> Around town p 92	Talking about plans Inviting and making arrangements Discussing ideas for an imaginary film	<i>be going to</i> for intentions Present continuous for arrangements Adverbs	Places in a town Things in town: compound nouns
<b>Review Units 9 &amp; 10</b> pages 100–101			
<b>Unit 11</b> Future bodies p 102	Role play: A health problem Making predictions Sympathising	<i>will / won't</i> for future predictions First conditional Time clauses with <i>when / as soon as</i>	Parts of the body <i>when</i> and <i>if</i> <b>WordWise:</b> Expressions with <i>do</i>
<b>Unit 12</b> Travellers' tales p 110	Talking about travel and transport Talking about life experiences Role play: Life as a bus driver / flight attendant	Present perfect simple Present perfect with <i>ever / never</i> Present perfect vs. past simple	Transport and travel Travel verbs
<b>Review Units 11 &amp; 12</b> pages 118–119			

**Pronunciation** pages 120–121

**Get it right!** pages 122–126

**Speaking activities** pages 127–128

PRONUNCIATION	THINK	SKILLS
/s/, /z/, /tʒ/ sounds	<b>Values:</b> Taking care of yourself <b>Self esteem:</b> Why it's good to have a hobby	<b>Reading</b> Quiz: Do you take good care of yourself? Blog: So what do you do in your free time? Photostory: Olivia's new hobby <b>Writing</b> Writing about routines <b>Listening</b> Conversations about hobbies
Contractions	<b>Values:</b> Fashion and clothes <b>Train to Think:</b> Exploring numbers	<b>Reading</b> Soap opera: Shopping Webchat: How not to spend money Culture: World markets <b>Writing</b> An informal email to say what you're doing <b>Listening</b> Shop dialogues
Vowel sounds: /ɪ/ and /i:/	<b>Values:</b> Food and health <b>Self esteem:</b> Being happy	<b>Reading</b> Article: Food facts or food fiction? Blog: My brother's cooking Photostory: The picnic <b>Writing</b> A paragraph about your favourite or least favourite meal <b>Listening</b> Ordering food in a café
-er /ə/ at the end of words	<b>Values:</b> TV families <b>Train to Think:</b> Making inferences	<b>Reading</b> Article: TV Families Article: The swimming pool heroes Culture: Around the world on Children's Day <b>Writing</b> An invitation <b>Listening</b> Why my family drive me mad
-ed endings /d/, /t/, /ɪd/	<b>Values:</b> Community spirit <b>Self esteem:</b> Feeling safe	<b>Reading</b> Article: The Lego House Blog: Dad gets it right! (finally) Photostory: Hey, look at that guy! <b>Writing</b> A blog post and a summary of a text <b>Listening</b> What is home?
Stressed syllables in words	<b>Values:</b> Friendship and loyalty <b>Train to Think:</b> Making decisions	<b>Reading</b> Article: Together Article: How we met Culture: Friendship myths <b>Writing</b> An apology <b>Listening</b> A story about Cristiano Ronaldo
Vowel sounds: /ʊ/ and /u:/	<b>Values:</b> Caring for people and the environment <b>Self esteem:</b> Classroom rules	<b>Reading</b> Article: Just because I didn't want to take a bath Website: Product reviews Photostory: The treasure hunt <b>Writing</b> A paragraph about housework <b>Listening</b> Radio programme – advice for young inventors
Strong and weak forms of <i>was</i> and <i>were</i>	<b>Values:</b> Trying, winning and losing <b>Train to Think:</b> Sequencing	<b>Reading</b> Article: If you don't give up, you can't fail Web forum: Your favourite sports fails! Culture: The Olympic Games – the good and the not-so-good <b>Writing</b> An article about a sporting event <b>Listening</b> Teens talking about sport
Vowel sounds: /ɪ/ and /aɪ/	<b>Values:</b> Valuing our world <b>Self esteem:</b> Being brave is ...	<b>Reading</b> Article: An amazing place Article: Could you live there? Photostory: The competition <b>Writing</b> An email about a place in the article <b>Listening</b> Interview with a Kalahari bushman
Voiced /ð/ and unvoiced /θ/ consonants	<b>Values:</b> Appreciating other cultures <b>Train to Think:</b> Problem solving	<b>Reading</b> Blogs: Alice's world, The life of Brian Letters to a newspaper: Our town: what's wrong and what can we do about it? Culture: Ghost towns around the world <b>Writing</b> An informal email <b>Listening</b> A conversation between people arranging to go out
The /h/ consonant sound	<b>Values:</b> Exercise and health <b>Self esteem:</b> Getting help	<b>Reading</b> Article: Changing bodies Webchats: Crazy things that parents say to their kids Photostory: The phone call <b>Writing</b> A phone message <b>Listening</b> Dialogues about physical problems
Sentence stress	<b>Values:</b> Travel broadens the mind <b>Train to Think:</b> Exploring differences	<b>Reading</b> Blog: The non-stop traveller Interview: The taxi driver Culture: Hard journeys for schoolchildren <b>Writing</b> An essay about someone you admire <b>Listening</b> A traveller talking to children at his old school

# INTRODUCTION

## COURSE METHODOLOGY

### Solid skills and language work

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

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

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

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

### Based on educational principles

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

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

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

## TRAIN TO THINK

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

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

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

## THINK VALUES

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

Teaching values is undoubtedly a challenging task. Telling teens how they should or should not behave is rarely the most efficient way of inculcating the right values in your students. It might be more promising for you to model the behaviour you want to evoke in your students. So, for

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

## THINK SELF-ESTEEM

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

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

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

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

### Sources:

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

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

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

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

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

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

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

Unit and Topic area	Values	Self-esteem	Critical Thinking
1 Having fun	Taking care of yourself [Health]	Why it’s good to have a hobby [A sense of identity]	
2 Money and how to spend it	Fashion and clothes [appearance and image]		What can you buy? [Exploring numbers]
3 Food for life	Food and health [Health]	Being happy [A sense of identity]	
4 Family ties	TV families [The importance of social systems / a good family life]		Making inferences
5 It feels like home	Community spirit [Community spirit]	Feeling safe [A sense of security]	
6 Best friends	Friendship and loyalty [Friendship & Loyalty]		Making decisions
7 The easy life	Caring for people and the environment [Environmental values]	Classroom rules [A sense of belonging]	
8 Sporting moments	Trying, winning and losing [Being a good winner / loser]		Sequencing
9 The wonders of the world	Valuing our world [Environmental values]	Being brave is... [A sense of identity: personal qualities]	
10 Around town	Appreciating other cultures [Multicultural education and education for citizenship]		Problem solving–
11 Future bodies	Exercise and health [Health]	Getting help [A sense of security: being supportive; A sense of identity: asking for help when needed]	
12 Travellers	Travel broadens the mind [Respect for other cultures; respect for other individuals, tolerance of otherness]		Exploring differences [Comparing and contrasting]

# USING THE STUDENT'S BOOK

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

# 6 BEST FRIENDS

**OBJECTIVES** ←

**FUNCTIONS:** talking about past events; saying what you like doing alone and with others; talking about friends and friendships

**GRAMMAR:** past simple (irregular verbs); double genitive; past simple questions

**VOCABULARY:** past time expressions; personality adjectives

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



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.

### READING

1 **SPEAKING** Look at the photos. Say what the people are doing.

*They're surfing the Internet.*

2 **SPEAKING** Match these words with the photos and compare with a partner. (Some words go with more than one photo.)

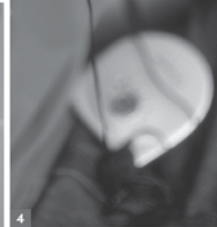
alone | together | happy  
sad | bored | excited

*In photo 1 they're together and they're excited.*

3 **SPEAKING** Work in pairs. Talk about things you like doing alone and other things you like doing together with other people. Here are some ideas to help you.

watch a film | walk  
do homework | study | read  
have breakfast | go shopping

*I like going shopping with friends. I don't like going alone!  
I like doing homework alone.*



4 Look at the photos on page 57. What kind of television show is this? Who are the boy and the girl?

5 **LISTENING** Read and listen to the web article. Check your ideas.

6 Read the article again. Correct the information in these sentences.

- 1 Their parents had the idea of them singing together.
- 2 Jonathan thought that Charlotte didn't look right for the show.
- 3 Charlotte and Jonathan were the same age.
- 4 Everyone laughed when Charlotte and Jonathan came out.
- 5 Simon Cowell said that Jonathan needed to sing with another girl.
- 6 Jonathan told Simon Cowell that he wanted to go home.
- 7 Jonathan and Charlotte came first in the competition.
- 8 They recorded a song called *Together*.

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.

6 BEST FRIENDS

... thought Charlotte ... were great, but one ... Cowell, suggested ... sing on his own ... Charlotte because, ... was good, he was ...

...n't think for long. ... his friend, and then ... look at the judges, and ... said that he wanted to stay in the competition with Charlotte. They carried on together, but they didn't win the competition – they came second. (A dancing dog won!) However, they weren't disappointed.

A few weeks later, Simon Cowell gave them the chance to record a CD. They made the CD, and then they thought about a title for it. They chose the word: 'Together'.

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.

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**

### THINK VALUES

#### Friendship and loyalty

1 Choose the best way to finish this sentence.

- I think this story tells us that, in life, it is important ...
- 1 ... to look good.
  - 2 ... to be good at what you do.
  - 3 ... to come first.
  - 4 ... to look after your friends.
  - 5 ... to be nice to other people.
  - 6 ... to have lots and lots of friends.

2 **SPEAKING**  
3 **SPEAKING**

*I think it's important to look after your friends.*

*That's my number 3. I think it's really important to be nice to other people.*

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



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

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

Target **vocabulary** is available for students to listen to. This offers a dynamic way of feeding back and supports students in their ability to hear *and* say new words.

GRAMMAR

Past simple (regular verbs)

1 Find the past simple forms of these verbs in the article and write them below. Then complete the rules.

- |                        |                |
|------------------------|----------------|
| 0 start <u>started</u> | 5 stay _____   |
| 1 want _____           | 6 plan _____   |
| 2 use _____            | 7 decide _____ |
| 3 finish _____         | 8 try _____    |
| 4 work _____           | 9 ask _____    |

RULE: Use the past simple to talk about finished actions in the past.

With regular verbs:

- We usually add <sup>1</sup> \_\_\_\_\_ to the verb (e.g. start - started / stay - stayed).
- If the verb ends in -e (e.g. use), we add <sup>2</sup> \_\_\_\_\_.
- If a short verb ends in -y (e.g. plan), we double the y and add -ed.
- We add -ed to verbs that end in a vowel and a consonant (e.g. stayed).
- If the verb ends in -y to a consonant, we change the -y to -i and add -ed.

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.

VOCABULARY

Furniture

1 **01:50** Match the words with the photos. Write 1-12 in the boxes. Then listen, check and repeat.

- |            |          |           |             |
|------------|----------|-----------|-------------|
| 1 armchair | 2 carpet | 3 cooker  | 4 curtains  |
| 5 desk     | 6 lamp   | 7 mirror  | 8 shelves   |
| 9 shower   | 10 sofa  | 11 toilet | 12 wardrobe |



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.

2 Complete the sentences with the past simple form of the verbs.

- When my grandpa \_\_\_\_\_ with Lego all the time.
- We \_\_\_\_\_ (sit) on the sofa and we \_\_\_\_\_ (watch) television.
- She \_\_\_\_\_ (decide) to \_\_\_\_\_ (plan) to visit her grandparents.
- We \_\_\_\_\_ (try) to \_\_\_\_\_ (tidy) the garden because we \_\_\_\_\_ (want) to \_\_\_\_\_ (show) it to our friends.
- I \_\_\_\_\_ (visit) my grandparents \_\_\_\_\_ (want) to show me their new flat.
- My parents \_\_\_\_\_ (study) lots of ideas for a new kitchen before they \_\_\_\_\_ (order) it.
- On my last holiday, I \_\_\_\_\_ (stay) with my grandparents and \_\_\_\_\_ (help) them tidy up the garden.
- Last weekend Jack \_\_\_\_\_ (plan) to organise his room but he \_\_\_\_\_ (watch) television instead.

Workbook page 4

Pronunciation

-ed endings /d/, /t/, /ɪd/

Go to page 120.

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.

GRAMMAR

Modifiers: *quite, very, really*

1 Write the name of the person from Exercise 3 who says these things. Then underline the words before the adjectives and complete the rule.

- I feel really happy there.
- Our kitchen is quite small.
- The armchair is very comfortable.

RULE: Use words *very, really* and *quite* to say more about an adjective. The words *very* and <sup>1</sup> \_\_\_\_\_ are used to make an adjective stronger. The word <sup>2</sup> \_\_\_\_\_ usually means 'a little bit'.

2 Write true sentences about your home using the words.

- kitchen - big / small  
*Our kitchen isn't very big / It's quite small.*
- bedroom - tidy / untidy
- sofa - comfortable / uncomfortable
- home - busy / quiet

THINK SELF-ESTEEM

Feeling safe

- Think about the questions and make notes.
  - Where do you feel 'at home'? Describe the place.
  - What's most important for you there? (furniture? things? colours? people?)
  - What does that place feel like for you? (relaxing? safe? comfortable?)

2 **SPEAKING** Write 2 or 3 sentences about where you feel at home. Read them out in groups.

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.

# 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).

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

**READING**

- Look at the photos. What problem does each one show?
- Read the letters page and match the problems with the photos. Write 1-4 in the boxes.

**Our Town: What's wrong and what can we do about it?**

- O**ur town looks a mess and that's not good for tourism. I hate the litter in our streets. Why can't people put it in the bins? It's not difficult. We need to educate people quickly. We need more litter bins and billboards saying 'Don't drop it - Bin It' and things like that. We also need to punish people who drop litter. I think they should spend a day picking it up. **Charlie, 14**
- P**eople always complain about the kids in our town. They don't like us hanging out in the shopping centre. They say they don't feel safe. But they're wrong. We never cause trouble. We only meet up there because there's nowhere for us to go. It's not easy being a kid. We need more things for young people to do and more places for us to go. A youth club would be great. There are lots of empty buildings in our town centre. They could use one of them. **Mack, 15**
- T**he biggest problem in our town is the cars. There are too many cars on our roads and the drivers don't care about the pedestrians. They drive really fast. Some of them don't even stop at zebra crossings! I ride my bike everywhere and I just don't feel very safe, even when I'm in a cycle lane. We can stop this problem easily. Let's get more speed cameras to catch these fast drivers and then stop them from driving in our town. **Pauline, 15**
- P**eople like to complain about the graffiti on the shops in the high street. They think it's ugly. I agree that a lot of it is. But if you look closely some of this art is really good. Some of these people paint really well. Why don't we use them to make the town more attractive? I think we should create graffiti walls where these artists can show off their art. Maybe this will stop the problem of them doing it illegally. **Paris, 13**

96

10 AROUND TOWN

**TRAIN TO THINK**

**Problem solving**

- SPEAKING** Work in pairs. Read and discuss the problem. The young people in your town aren't happy. They say there is nothing to do. Make a list of suggestions to help solve this problem. *have a music festival*  
*build a skateboard park*
- Think about your suggestions. What are the advantages and disadvantages of each one?
 

Suggestions	😊	☹️
music festival	young people love music / fun	noisy / make a mess/expensive
- SPEAKING** Decide which suggestion you think is the best. Compare your ideas with the rest of the class. *We think a musical festival is the best idea because all young people love music. It's also a lot of fun.*

**GRAMMAR**

**Adverbs**

- Look at the sentences from the letters page on page 96. Underline the adjectives and circle the adverbs.
  - They drive really fast.
  - We can stop this problem easily.
  - It's not easy being young.
  - Let's get more speed cameras to catch these fast drivers.
  - We need to educate some of these people.
  - Some of these people are really good.
- Complete the rule.
 

RULE: To form adverbs

  - add 'ly' to most adjectives
  - delete the 'y' and add 'i' to some adjectives

Some adjectives have irregular forms. e.g. fast → fast good → good

Adverbs usually come immediately after the object of the verb or the verb (if there is no object). He plays tennis well. NOT He plays well tennis.
- Complete the sentences. Choose the correct words and write them in the correct form.
  - His car was really fast. He won the race easily. (easy / fast)
  - Her French is very \_\_\_\_\_. She speaks really \_\_\_\_\_. (good / fluent)
  - It's not \_\_\_\_\_. You need to do it very \_\_\_\_\_. (careful / easy)
  - We need to walk \_\_\_\_\_. I don't want to be \_\_\_\_\_. (late / quick)
  - I did my homework \_\_\_\_\_. I was really \_\_\_\_\_. (tired / bad)
  - He drives really \_\_\_\_\_. I get quite \_\_\_\_\_ in the car with him. (scared / dangerous)

97

**VOCABULARY**

Things in town: compound nouns

- Choose a word from A and a word from B to make things you can find in a town. Look at the letters on page 96 to help you. A zebra | youth | speed | graffiti

3 Don't try and cross the road here - there's a \_\_\_\_\_ just down there.

4 We live in a flat above one of the shops in the \_\_\_\_\_.

5 The new \_\_\_\_\_ is really popular. Loads of people are painting on it.

6 I ride my bike to school. There's a \_\_\_\_\_ from outside my house all the way there.

7 We go to the \_\_\_\_\_ every Friday night. I usually play table tennis and chat with my friends there.

Workbook page 92

**Pronunciation**

Voiced /ð/ and unvoiced /θ/ consonants

Go to page 121.

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

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

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

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

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

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

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

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



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

PHOTOSTORY: episode 4

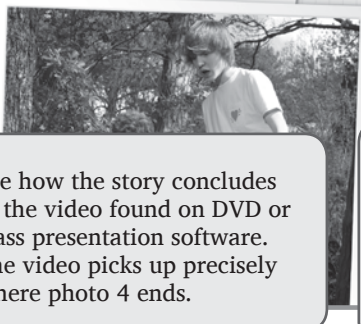
The treasure hunt

1 **2.11** Read and listen to the photostory and answer the questions.

Why can't Ryan come to Luke's house after school? What's a GPS treasure hunt?



LUKE Come to my house after school.  
RYAN Sorry, no chance. I have things to do.  
LUKE Oh, yeah? Like what, Ryan?  
RYAN Oh, homework and stuff. And I promised to help my dad with the garden. Sorry.  
LUKE OK. Never mind.



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

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



RYAN What do we do?  
LUKE Eat it?  
RYAN That sounds like a good idea.  
LUKE What do you think?  
RYAN Look, Olivia. I don't want to

**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.

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

**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 THE EASY LIFE

DEVELOPING SPEAKING

2 **Work in pairs. Discuss what happens next in the story. Write down your ideas.**  
*We think Olivia and Megan find the box. They find ... there.*

3 **2.11** Watch to find out how the story continues.

4 **Answer the questions.**

- 1 What is Luke worried about?
- 2 Where does Ryan think Luke is going?
- 3 What's the problem with the mobile?
- 4 What does Olivia do to solve the problem?
- 5 What's the problem for Luke and Ryan?
- 6 What do the girls find in the box?

PHRASES FOR FLUENCY

1 **Find the expressions 1–5 in the story. Who says them? How do you say them in your language?**

- 0 no chance *Ryan* 3 Absolutely. \_\_\_\_\_  
1 ... and stuff. \_\_\_\_\_ 4 So, ... ? \_\_\_\_\_  
2 Never mind. \_\_\_\_\_ 5 ... such good fun \_\_\_\_\_

2 **Complete the dialogue with the expressions in Exercise 1.**

- A Do you want to come round tonight? We can play computer games 1 \_\_\_\_\_.  
B Sure. I love computer games, they're 2 \_\_\_\_\_.  
A Of course. And can you bring your new laptop?  
B 3 \_\_\_\_\_. It's my brother's, too. I can't take it.  
A 4 \_\_\_\_\_. We can use mine. 5 \_\_\_\_\_, is seven o'clock OK?  
B 6 \_\_\_\_\_! See you at seven!

**WordWise**  
Expressions with like

1 **Complete the sentences from the story with the phrases in the list.**

- like | looks like | sounds like | Like what  
1 Oh, yeah? \_\_\_\_\_, Ryan?  
2 It \_\_\_\_\_ a box. It IS a box.  
3 That \_\_\_\_\_ a good idea.  
4 Treasure? You mean, \_\_\_\_\_ a box with a little surprise in it?

2 **Match the sentences.**

- 1 This chicken isn't very good.
- 2 Someone's talking. Who is it?

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

FUNCTIONS

Asking for repetition and clarification

1 **Complete the extracts from the conversations with the words from the list.**

- you mean | Sorry? | Like what  
LUKE Come to my house after school.  
RYAN Sorry, no chance. I have things to do.

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.

**ROLE PLAY** A phone call

Work in pairs. Student A: Go to page 127. Student B: Go to page 128. Take two or three minutes to prepare. Then have a conversation.

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

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

## Culture

- Look at the photos. What can you see? What's the same in the two photos?
- Read and listen to the article. Which countries do the photos show?
- Do people celebrate Children's Day in your country? If so how do they celebrate it?

**Around the world on Children's Day**

In 1954 there was the first Universal Children's Day on 20th November to celebrate and protect children all over the world. This was International Children's Day but now many countries around the world have their own day each year when they celebrate their children.

**23rd April**

**TURKEY:** This day is a national holiday in Turkey. On this day, Turkey invites groups of children from other countries to stay with Turkish families and celebrate with them.

**30th April**

**MEXICO:** Children's day is called El Día Del Niño. Some schools close for the day, other schools have a special day for the children when they play games. The children also bring in their favourite food to share with their friends.

**5th May**

**JAPAN:** The official children's day, called kodomo no hi, is on 5th May. But some people in Japan celebrate two children's days. One on 3rd March for girls and one on 5th May for boys. On 5th May they fly carp streamers (a type of wind sock in the shape of a fish).

**14th May**

**INDIA:** Indians to celebrate the birthday of the Prime Minister Nehru was famous children. On this day they organise the school. Their teachers dance for the students.

**BULGARIA:** Children's Day is celebrated with them big parties and a second day in schools. They go on camping and cinema. Many presents from their parents.

**CHINA:** This day is celebrated in schools. They go on camping and cinema. Many presents from their parents.

**VANUATU:** Children's day is celebrated in the morning at school. The children and spend with their parents. They buy their children the most in the world.

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

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

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

### 4 FAMILY TIES

- Read the article again. Answer the questions. Sometimes there is more than one correct answer.
 

In which country ...

  - do the children spend more time with their mum and dad?
  - do they have more than one Children's Day?
  - is Children's Day also a famous person's birthday?
  - do children get presents?
  - do children celebrate with children from other countries?
  - do children celebrate Children's Day at school?
- SPEAKING** Work in small groups. Talk about the perfect Children's Day.
 

All children get a big present. School is closed for the whole day. Mum and Dad do your homework.
- VOCABULARY** There are six words in bold/underlined in the article. Match the words with these meanings. Write the words.
 

to have fun, do something special, for example on a friend's birthday	<i>celebrate</i>
with other people	_____
to do with a whole country	_____
to have something at the same time with other people	_____
to do with two or more countries	_____
something you give to a person on a special day	_____

---

### WRITING

#### An invitation

- Read the emails. Answer the questions.
 

To: Liam, Walker@hooray.co.uk  
Subject: Party!

Hi Liam,  
Would you like to come to my house next Friday for a party at 7 pm? It's my cousin Dana's birthday. My address is 32 Lime Street. Make a playlist please, I love your music.  
Hope you can come. Let me know soon.  
Tina  
PS Don't tell Dana. It's a surprise.

To: TinaB@thinkmail.com  
Subject: Party!

Hi Tina,  
I'd love to come to your party on Friday but I've got a small problem. I've got football training from 6 to 7.30 pm. Can I arrive a bit late? Is that OK?  
No problem with the playlist. I've got some great new songs.  
See you Friday.  
Liam

  - Who is Dana?
  - Can Liam go to the party?
- Which pairs of sentences in Exercise 2 can you use to do these things?
 

1 give an order _____	4 make an invitation _____
2 accept an invitation _____	5 refuse an invitation _____
3 make a request _____	
- Read the invitation again. Answer the questions.
  - What is the invitation for?
  - What special requests does Tina make?
- You want to invite a friend to your house. What information should you include? Tick (✓) the correct answers.
 

1 Your address.	<input type="checkbox"/>
2 How many brothers and sisters you've got.	<input type="checkbox"/>
3 The time you want them to come.	<input type="checkbox"/>
4 The reason.	<input type="checkbox"/>
5 Who your favourite singer is.	<input type="checkbox"/>
6 The day or date you want them to come.	<input type="checkbox"/>
- Write an invitation (50 words). Choose one of these reasons. Include a special request or instruction.
  - It's your birthday.
  - You've got a great new DVD to watch.
  - You've got a new computer game.

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.

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

**CAMBRIDGE ENGLISH**

**THINK EXAMS**

**READING AND WRITING**  
Part 3: Multiple-choice replies *Workbook page 17*

1 Complete the five conversations. Choose the correct answer A, B or C.

0 What are you doing?  
A I play computer games.  
B I'm a doctor.  
C I'm trying to find my school bag.

1 How often are you late for school?  
A on Mondays  
B about once a month

**LISTENING**  
Part 1: Multiple-choice pictures *Workbook page 25*

3 **3/3/11** You will hear five short conversations. There is one question for each conversation. For each question, choose the right answer (A, B or C).

0 What are the girls talking about?

1 When does Oliver play tennis?

2 Where is Brian?

3 What is Molly's hobby?

4 How much is the red jumper?

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

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.

**TEST YOURSELF** UNITS 1 & 2

**VOCABULARY**

1 Complete the sentences with the words in the list. There are two extra words.

newsagent's | take | dress | club | write | plays | collects  
sports shop | supermarket | jumper | shoe shop | belt

1 I want to \_\_\_\_\_ a blog about pop music.  
2 If you're cold, why don't you put on a \_\_\_\_\_?  
3 She \_\_\_\_\_ the guitar and the piano. She's really good at both.  
4 I need to go to the \_\_\_\_\_ and buy some tennis balls.  
5 My dad \_\_\_\_\_ old toy cars. He's just a big child!  
6 You need some new boots. Let's go to the \_\_\_\_\_.  
7 I'm thinking about joining the golf \_\_\_\_\_ but it's very expensive.  
8 Your trousers are falling down. You need a \_\_\_\_\_.  
9 Can you get some eggs and some milk when you go to the \_\_\_\_\_, please?  
10 I always \_\_\_\_\_ lots of photos when I travel.

**GRAMMAR**

2 Complete the sentences with the words in the list.

's working | 're writing | works | plays | 're playing | write

1 My dad's a cook. He \_\_\_\_\_ at a restaurant in town.  
2 I like poetry. I \_\_\_\_\_ at least five poems every week.  
3 Mum's in her office. She \_\_\_\_\_ on something very important.  
4 Paul's in a band. He \_\_\_\_\_ the drums.  
5 Ian and Dan are on the computer. They \_\_\_\_\_ their blog.  
6 Lucy and Rachel are in the garden. They \_\_\_\_\_ football.

3 Find and correct the mistake in each sentence.

1 I can't stand to eat carrots.  
2 We don't playing very well today.  
3 They doesn't like playing video games.  
4 That sandwich is tasting very good.  
5 Does you speak French?  
6 He goes always swimming at the weekend.

**FUNCTIONAL LANGUAGE**

4 Write the missing words.

1 A Be \_\_\_\_\_! It looks very dangerous.  
B Don't worry. I'm \_\_\_\_\_ fun.  
2 A How \_\_\_\_\_ do you watch TV?  
B \_\_\_\_\_ day when I get home from school.  
3 A Look \_\_\_\_\_! There's a dog coming.  
B And it \_\_\_\_\_ look happy. Let's run!  
4 A Please \_\_\_\_\_ shout! The baby is asleep.  
B Oh, OK. I'm \_\_\_\_\_.

**MY SCORE** /30

22 - 30  
10 - 21  
0 - 9

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

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

**READING**

1 **3/3/40** Match the words in the list with the photos. Write 1-6 in the boxes. Then listen, check and repeat.

1 kitchen | 2 bedroom | 3 bathroom  
4 living room | 5 dining room | 6 garden

2 Match the verbs in the list with the rooms in Exercise 1. (Some verbs go with more than one room.)

eat | sleep | cook | wash  
watch TV | play football

3 **SPEAKING** Work in pairs. Have you got the same ideas? What other activities do you do in these rooms?

*I talk to my dad in the kitchen.*  
*I sing in the bathroom.*

**SPEAKING** Look at the photos on page 49. What can you say about the house?

5 **3/3/33** Read and listen to the magazine article. Choose the correct option A, B or C.

1 The queue of people wanted to help James May to buy a house.  
A Right B Wrong C Doesn't say  
2 They finished building the house in one month.  
A Right B Wrong C Doesn't say  
3 The Lego fridge worked.  
A Right B Wrong C Doesn't say  
4 James May liked the bed.  
A Right B Wrong C Doesn't say  
5 There were photos of the house on a Facebook page.  
A Right B Wrong C Doesn't say  
6 A charity for children has got the pieces of Lego now.  
A Right B Wrong C Doesn't say

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.

2 | MONEY AND HOW TO SPEND IT

**Verbs of perception** 17-21

5 \*\*\* Look at the conversations. **Circle** the correct options.

- What do you think of this song?
  - It **sounds** / is sounding really cool.
- My homework, it looks / is looking difficult.
- How do you like this T-shirt?
  - It doesn't look / is not looking very nice.
- Would you like some cake?
  - Yes, it smells / is smelling nice.
- Do you like the soup?
  - Yes, it tastes / is tasting wonderful.
- Do you like this tattoo?
  - To be honest, I think it looks / is looking awful.

6 \*\*\* Look at the examples. Write four sentences that are true for you. Use **look, sound, smell, taste** and adjectives such as **interesting, boring, cool, awful, wonderful, exciting**.

*Raindrops on the window sound relaxing.*  
*Lemon ice cream with chocolate chips tastes awful.*

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

**Present simple vs. present continuous** 17-21

7 \*\*\* Match the pictures with the sentences.

- She studies English every day.
- She teaches Maths.
- She is studying for her English test.
- She is teaching Maths.

8 \*\*\* Complete the email. Use the present continuous or the present simple of the verbs.

Hi Ava,  
I'm **sitting** (sit) in my room in the hotel. I really like Paris. From my window I can see a park opposite the hotel. There aren't many people there. There is one woman. She **is walking** (walk) her dog. The dog **is barking** (bark) after some ducks. OK, now a man **is trying** (try) to help her. I can't believe it! The dog has got the man's hat now, and he **is running** (run) away with it. The woman **is shouting** (shout) for the dog, but he **isn't coming** (not come) back.  
How are you? What **are you doing** (you do)? You always **play** (play) computer games in the afternoon - **are you playing** (you're) it right now, too?  
Love  
Toby

**GET IT RIGHT!** 17-21

**Present simple vs. present continuous**  
Present simple for things that happen regularly or that are always true.  
✓ I never do online shopping.  
✗ I am never doing online shopping.

**Present continuous** for things that are happening at or around the time of speaking.  
✓ We're studying English today.  
✗ We study English today.

**Remember: we don't usually use verbs that describe emotions or the way we think in the present continuous (e.g. think / need / like, etc.).**  
✓ I think it's a good idea.  
✗ I'm thinking it's a good idea.

**Circle** the correct options.

**Bike for sale!**  
I've **just** / am selling my bike. It's 5 years old but it **is looking** / looks new. I **like** / am liking this bike very much, but I **want** / am wanting to sell it because it's too small for me.  
My name is Liam and I **am coming** / come to school on my bike every day. I can show it to you. **This week** I **am studying** / study in room 3C. You can find me there!

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

**LISTENING**

1  Samantha is telling Jack about a man and his cat. Listen and find out their names.

2  Listen again. **Circle** the correct answers.

- At first, Jack...
  - thinks the story of the cat is very interesting.
  - thinks Samantha's telling him a joke.
  - isn't interested in the story.
- James became a writer. His book is about...
  - the time when he played music for little money.
  - how his friendship with a cat changed his life.
  - people in London and their pets.
- Bob's Cat...
  - is now well known and may become a film star.
  - can do some tricks and play the guitar.
  - is now living in a home for street animals.
- Jack would like to...
  - have a cat like Bob.
  - watch the film about Bob.
  - read the book too.

3  Listen again. Complete each space with between one and three words.

- James was a street musician, sitting on \_\_\_\_\_ and playing his guitar.
- When James saw the cat for the first time, it had a problem with \_\_\_\_\_.
- When James went home on the underground, the cat \_\_\_\_\_ him.
- When James had the cat near him, more people stopped and gave him \_\_\_\_\_ money.
- James decided to write a book about his \_\_\_\_\_ the cat.
- Samantha thinks that about \_\_\_\_\_ people bought *A Street Cat named Bob*.

**TRAIN TO THINK**

**Dialogue**

1  Listen to the sentences. Write the past tense verb you hear in the spaces. Then put the sentences in the correct order.

- What \_\_\_\_\_ you do in London at the weekend?
- Indian food? I'm sure you \_\_\_\_\_ Indian. I know it's your favourite.
- And what \_\_\_\_\_ that?
- Yes, it's delicious, isn't it? And I'm sure you \_\_\_\_\_ lots of things as well.
- Well, yes, I \_\_\_\_\_ some nice clothes in the shops but I only \_\_\_\_\_ one thing.
- Oh, we \_\_\_\_\_ lots of things. And we \_\_\_\_\_ some great food.
- Of course! But we \_\_\_\_\_ some Chinese food, too. That \_\_\_\_\_ nice.
- I \_\_\_\_\_ this belt. It's for you. I'm sorry I \_\_\_\_\_ your birthday last week!

**Making decisions**

- You can invite a famous person to your birthday party. Who do you want? Write the names of three people you like in the circles.

- Next to each person write one reason for inviting him/her.
- Use your mind map to make a decision.
- Write a sentence saying who you want and why. I want Ed Sheeran because he can sing for me.

**VOCABULARY**

**Word list**

**Family members**

**Feelings**

**Possessive adjectives and pronouns**

Possessive adjectives	Possessive pronouns
my	mine
your	yours
his	his
her	hers
its	—
our	ours
their	theirs

**Key words in context**

**side of the family** Here's a photo of my dad's **side of the family**.

**fight** They are three brothers and they **fight** quite a lot.

**spend time** Do you **spend** a lot of time with your family?

**hero** Milya and Tiffany are **heroes** - they saved their father's life.

**ambulance** Let's call the **ambulance**. Quick!

**disappear** David **disappears** under the water.

**in trouble** I think they're **in trouble**. Let's help them.

**open presents** Can we **open** our **presents** now?

**watch a performance** Let's **watch** the 6 pm **performance**.

**international** When is **International Children's Day**?

**national** Today is a **national** holiday in Turkey.

**share** Let's **share** the pizza. It's big enough.

**together** It's good for children and parents to have time to spend **together**.

**invitation** Thanks for the **invitation** to the party.

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

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

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