

CAMBRIDGE

# THiNK

## TEACHER'S BOOK 4

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

**B2**

English  
Profile

# THINK

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CAMBRIDGE  
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PRONUNCIATION	THINK	SKILLS
Diphthongs: alternative spellings	<b>Train to Think:</b> Thinking rationally <b>Self-esteem:</b> How adventurous are you?	<b>Reading</b> Article: Sacrifice for survival? Article: The ultimate survivor Photostory: The challenge <b>Writing</b> An email about an experience <b>Listening</b> Radio show: <i>Desperate Measures</i>
Phrasal verb stress	<b>Train to Think:</b> Distinguishing fact from opinion <b>Values:</b> Learning from other cultures	<b>Reading</b> Article: Refugees bring new life to a village Blog: From London to Lyon Culture: Nomadic people <b>Writing</b> An informal email <b>Listening</b> Radio interview about migration in nature
Adding emphasis	<b>Train to Think:</b> Changing your opinions <b>Self-esteem:</b> Developing independence	<b>Reading</b> Blog: An embarrassing dad Book blurb and reviews: For and against – Tiger Mums Literature: <i>About a Boy</i> by Nick Hornby <b>Writing</b> An essay about bringing up children <b>Listening</b> Radio show about bringing up children in different cultures
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Linking: Intrusive /w/ and /j/	<b>Train to Think:</b> Jumping to a hasty conclusion <b>Self-esteem:</b> Being diplomatic	<b>Reading</b> Presentation: Life and how to live it Quiz: Are you in control? Literature: <i>The Remains of the Day</i> by Kazuo Ishiguro <b>Writing</b> An article for the school magazine <b>Listening</b> A radio programme about life choices
Linking: Omission of the /h/ sound	<b>Train to Think:</b> Identifying the source of a piece of news <b>Values:</b> News or not?	<b>Reading</b> Magazine article: Everybody's Tweeting Article: Bad news Photostory: The news clip <b>Writing</b> A magazine article about an interview with a well-known person <b>Listening</b> An interview with a foreign correspondent
Stress on modal verbs for speculation	<b>Train to Think:</b> Spotting flawed arguments <b>Self-esteem:</b> Who we are	<b>Reading</b> Article: They might not come in peace ... Blog: My all-time favourite films about space Culture: Real Humans <b>Writing</b> A report about a problem on a school trip <b>Listening</b> A talk about the Voyager mission
Linking: Intrusive /r/	<b>Train to Think:</b> Exploring hidden messages <b>Values:</b> Human activity and the natural world	<b>Reading</b> Article: Our undiscovered world Article: Explorers: a friend to the native people Cândido Rondon Literature: <i>The Lost World</i> by Arthur Conan Doyle <b>Writing</b> A short biography <b>Listening</b> A talk about discovering new species

# 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 convey 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 (2013) claims that ‘the quest for greater self-esteem can leave people feeling empty and dissatisfied’ (*op cit*, p. 27) and stresses (*op cit*, p. 28) that ‘a far better way to bolster your sense of self-worth is, ironically, to think about yourself less. Compassion toward others and yourself, along with a

less self-centred perspective on your situation, can motivate you to achieve your goals while helping you weather bad news, learn from your mistakes and fortify your friendships.’ And this is exactly what the activities in *Think* labelled *Think Self-Esteem* are for. They help students reflect on their role in society, their attitudes and those of others. It encourages them to learn from their mistakes, and develop an insight into their own thinking (meta-cognition) – all important stepping-stones towards building a strong sense of self-worth and self-esteem.

### Sources:

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 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 Survival	Thinking rationally [Choosing relevant facts to make decisions]		How adventurous are you? [A sense of purpose: assessing positive and negative effects of trying new things]
2 Going places	Distinguishing fact from opinion [Asking questions to make the distinction]	Learning from other cultures [Personal values: the benefits of understanding other cultures]	
3 The next generation	Changing your opinions [Checking the evidence that your opinion is based on]		Developing independence [A sense of identity: the extent to which we make our own decisions]
4 Thinking outside the box	Lateral thinking [Finding alternative ways of looking at a problem]	Appreciating creative solutions [Social values: how people can solve problems in a variety of ways]	
5 Screen time	The PMI Strategy [A way of making decisions through brainstorming]		Learning from elderly people [A sense of purpose: seeing how others can help you develop]
6 Bringing people together	Exaggeration [Understanding what someone is really saying, despite exaggeration]	Doing good [Social values: Fundraising for good causes]	
7 Always look on the bright side	Learning to see things from a different perspective [Taking an optimistic viewpoint]		What cheers me up [A sense of identity: how to overcome negative feelings]
8 Making lists	The ‘goal-setting’ checklist [Deciding what you want to achieve and how to go about it]	Lists [Personal values: assessing the value of list-making]	
9 Be your own life coach	Jumping to a hasty conclusion [Spotting over-generalisations]		Being diplomatic [A sense of purpose: not upsetting other people unnecessarily]
10 Spreading the news	Identifying the source of a piece of news [Whether you can trust a source of news]	News or not? [Social values: the worth of publishing a story]	
11 Space and beyond	Spotting flawed arguments [Detecting lack of evidence in arguments]		Who we are [A sense of identity: choosing things that represent us]
12 More to explore	Exploring hidden messages [Understanding what people really mean]	Human activity and the natural world [Social values: assessing the effects of what we do on the world around us]	

# USING THE STUDENT'S BOOK

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

## 4

### THINKING OUTSIDE THE BOX

**OBJECTIVES** ←

**FUNCTIONS:** expressing frustration

**GRAMMAR:** *be / get used to (doing)* vs. *used to (do)*; adverbs and adverbial phrases

**VOCABULARY:** personality adjectives; common adverbial phrases

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

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

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

### READING

- 1 Look at the photos. Match the photos with these words:
  - lions
  - cattle
  - a scarecrow
  - a light bulb
  - a battery
  - a solar panel
- 2 **SPEAKING** Work in pairs or small groups. There are people in a tribe in Africa who want to stop lions killing their cows. Think of ways they could do this using the items in the photos.
- 3 Read the article and match summaries A–F with the sections 1–5. There is one extra summary.
  - A The lions are finally fooled
  - B An accidental light on the problem
  - C Some success with scarecrows
  - D The dilemma of the Masai people
  - E The outcomes for animals and the inventor
  - F An idea that didn't quite work
- 4 Read the article again. Seven sentences have been removed. Choose from A–H the sentence which fits each gap (1–7). There is one extra sentence.
  - A But that didn't work at all – in fact, it seemed that the fire actually lit up the cowsheds and made life easier for the lions.
  - B After a night or two, they got used to seeing this motionless thing and realised it posed no danger.
  - C Richard's creativity also led to him winning a scholarship at one of the top schools in Kenya.
  - D The lions kept well away.
  - E He connected everything up to some light bulbs, which he then put outside the cowshed.
  - F They went in to kill the cattle.
  - G Richard, a responsible young man, felt terrible about it and decided he had to do something to keep the lions out without killing them.
  - H It has also given him the pleasure of seeing people and cattle and lions living together without the conflict that used to exist in the past.
- 5 **LISTEN** Listen and check your answers to Exercise 4. Were your predictions in Exercise 2 right?
- 6 **SPEAKING** In pairs or small groups, do the following.
  - 1 On a scale of 1–5 agree on how impressive you think Richard's invention is. (1 = not impressive at all, 5 = brilliant!) Say why your group has given this score.
  - 2 Richard gave a talk about his invention. Imagine you were in the audience. Think of two questions you would ask him at the end of his talk.

### 4 THINKING OUTSIDE THE BOX

His next idea was to use a scarecrow. Richard hoped that he could trick the lions into thinking that there was a person there, but lions are pretty clever. <sup>3</sup> And then they went in to attack the farm animals.

Then one night, Richard spent hours walking around in the cowshed with a torch. That night, no lions came, so he worked on the idea of using a light bulb. Richard had a gadget on his motorcycle – a battery to charge an indicator box from an old motorcycle – the box that makes a light blink, to show if the biker is turning left or right. <sup>4</sup> The bulbs flashed throughout the night, and the lions thought that someone was walking around inside the cowshed. <sup>5</sup> He was also invited to talk at a conference in the USA. <sup>7</sup>

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

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

**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.

### TRAIN TO THINK

#### Lateral thinking

- 1 Read the example.
 

'Lateral thinking' means solving problems by thinking in a creative way. It means not following the obvious line of thinking. Here is an example.

*A woman is driving down a city street at 25 miles per hour. The speed limit is 30 miles per hour. She passes three cars that are travelling at 20 miles per hour. A police officer stops her and gives her a £100 fine. Why?*

*If we think too much about the speed, we may not get the answer. What does the situation NOT tell us? It doesn't tell us, for example, what time of day it is – so a possible reason for the £100 fine is that it is night time and the woman is driving with no lights on her car. Or another possible reason for the fine is that the street is one-way, and the woman is driving the wrong way.*
- 2 **SPEAKING** Work in pairs or small groups. Here are more situations. See if you can find possible answers.
  - 1 A father and son are in a bad car crash. They are both taken to hospital. The son is taken into the operating theatre. The doctor then looks at the boy and says: 'That's my son!' How is this possible?
  - 2 A woman is lying awake in bed. She dials a number on the phone, says nothing, puts the phone down and then goes to sleep. Why?
  - 3 A man lives on the twelfth floor of a building. Every morning, he takes the lift down to the entrance and leaves the building. In the evening, he gets into the lift, and, if there is someone else in the lift, he goes directly to the twelfth floor. If the lift is empty, he goes to the tenth floor and walks up two flights of stairs to his apartment. Why?



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

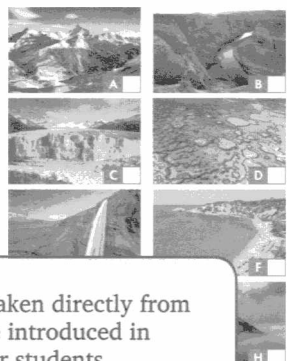
**GRAMMAR**  
Passive report structures

- Find and underline the sentences in the article which mean the same as 1–5. Then complete the rule with *written, past or present*.
  - People believe that tens of thousands more live there.
  - People think that thousands of caves exist in China.
  - Experts say that the Amazon rainforest comprises around 50% of all the rainforests in the world.
  - We know that over 2,000 species of birds and mammals live there.
  - We know that many people died on such expeditions.

**RULE:** An example of a passive report structure is: *Thousands of caves are thought to exist in China.*  
We can also say:  
*It is thought that thousands of caves exist in China.*  
These structures use reporting verbs like *say, think, believe, know* and *consider*.  
If we use a passive report structure to talk about beliefs or knowledge of <sup>1</sup> \_\_\_\_\_ actions, we use the correct form \_\_\_\_\_

**VOCABULARY**  
Geographical features

- Match the words with the photos. Write 1–8 in the boxes.
  - reef
  - bay
  - dune
  - canyon
  - waterfall
  - mountain range
  - volcano
  - glacier



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

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.

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

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.

- Rewrite the following sentences using passive report structures.
  - Experts know that Death Valley is the hottest place on Earth.  
*Death Valley is known to be the hottest place on Earth.*
  - We believe that the ice in Antarctica is disappearing.  
The ice in Antarctica \_\_\_\_\_
  - People say that this cave is 500 metres deep.  
This cave \_\_\_\_\_
  - Experts think that most fish in the deep ocean are blind.  
Most fish \_\_\_\_\_
  - We know that the Sahara Desert contained water only 5,000 years ago.  
The Sahara Desert \_\_\_\_\_
  - Experts believe that some deep-sea creatures have existed for millions of years.  
Some deep-sea creatures \_\_\_\_\_

Workbook page 108

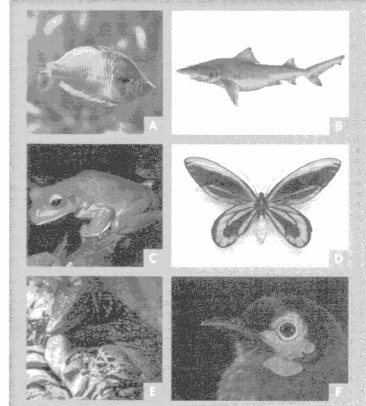
Cross-references indicate where in the Workbook you can find further practice of the grammar and vocabulary covered on this page.

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.

12 MORE TO EXPLORE

**LISTENING**  
Discovering new species

- Match the photos and the names.  
Queen Alexandra's butterfly honeyeater  
monitor lizard rainbow fish tree frog river shark
- Which of the creatures do you think are: beautiful?, poisonous?, endangered?, dangerous?
- CD 27** Listen to someone giving a talk about 'discovering new species' in Papua New Guinea. Which three creatures in the photos are mentioned?
- CD 27** Listen again and answer the questions.
  - Who does the speaker work for?
  - How many new species were found in Papua New Guinea between 1998 and 2008?
  - Why wasn't the honeyeater found earlier?
  - What does the speaker say is the 'good news'?
  - She says: 'It's human beings who are doing it.' Doing what?



**FUNCTIONS**  
Speaking persuasively

- CD 28** Listen again to the end of the talk. Complete the text.
 

... and so these animals find it harder and harder to live. The \_\_\_\_\_ of this will be more and more animals becoming extinct – and that's a \_\_\_\_\_ thought. If we \_\_\_\_\_ now, to stop habitats being destroyed, many animals will disappear and future generations will only see them in books. I think it's \_\_\_\_\_ for humans to find ways to live well and without harming other living creatures, \_\_\_\_\_?
- In the extract from the text in Exercise 1, find:
  - 1 adjectives and adverbs used to make a point strongly
  - 2 a question tag
  - 3 a conditional clause to show urgency
- Write two or three sentences from a speech where someone wants to persuade listeners that:
  - 1 traffic has to be reduced in a town
  - 2 having a new supermarket in a town is a bad idea
  - 3 a leisure centre is needed in a town

**THINK VALUES**  
Human activity and the natural world

- Read what the speaker says at the end of her talk. Then think about the questions. Make a note of your ideas.
 

... forests are being turned into fields to grow food, and trees are being cut down to get wood, and rivers are being used by more and more boats, and so these animals find it harder and harder to live.'

  - 1 Can you give any real life examples of what she's describing?
  - 2 What other problems can human activity cause (not just problems for animals)?
  - 3 Do you think there might be problems if people explore the deep ocean? Or caves? What kind of problems?
- SPEAKING** Work in pairs or small groups.
  - 1 Use your notes from Exercise 1. Decide on which question you are most interested in.
  - 2 Together, prepare a two-minute presentation

**Pronunciation**  
Linking: Intrusive /r/  
Go to page 121.

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**.



# The second reading text introduces a new language focus.

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

## READING

- Look at the photo and answer the questions.
  - What are the people doing?
  - Why do you think they are doing it?
- Read the article and check your ideas. Explain the play on words in the last sentence.
- Read the article again and mark the sentences T (true), F (false) or DS (doesn't say).
  - Pete Frates wanted to play professional baseball.
  - He was diagnosed with an illness called ALS in 2014.
  - If you did the Ice Bucket Challenge you didn't have to pay any money.
  - You had to film yourself doing the challenge.
  - Barack Obama refused to give any money to the charity.
  - Some people felt the Ice Bucket Challenge was a bit dangerous.
  - Nearly 10% of the UK population donated money through the Ice Bucket Challenge.
  - Some people thought it gave the wrong message about water.



## An Ice Cold Summer

In the summer of 2014, a weird and wonderful craze swept across the world. Everywhere you looked people were pouring buckets of freezing water over their heads. The craze soon had a name – 'The Ice Bucket Challenge' and the idea behind it was to raise money for charity. Despite the popularity of the challenge, not many people knew where it had come from. In fact it was the idea of an American called Pete Frates. He had been a promising college athlete who had a bright future with the Boston Red Sox. He cut short when he fell ill with a disease called amyotrophic lateral sclerosis (ALS) for short. ALS attacks the nervous system and can cause paralysis. It can also kill. Frates wanted to do something to raise awareness to help sufferers of ALS. He had a simple but brilliant idea: you chose a couple of friends and challenged them to pour a bucket of freezing water over their heads. If they did this for the charity, they paid \$100. To prove they had 24 hours to post a video of their challenge online. Then it was their turn to nominate two more people and challenge them.

Soon it had gone viral with plenty of celebrities worldwide joining in. Lady Gaga, Oprah Winfrey, Taylor Swift, Cristiano Ronaldo, US President George W. Bush. The US President Barack Obama and British Prime Minister David Cameron were also challenged although they

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.

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.

## GRAMMAR

### Linkers of contrast

- Read the example sentences about the article and use them to complete the rule.
  - Most people thought the Ice Bucket Challenge was brilliant. **However**, there were people who disagreed.
  - Despite** its popularity, many people didn't know where the idea had come from.
  - Pete Frates found the time to raise money for charity **in spite of** being quite ill.
  - Although** he was challenged, Barack Obama decided not to pour water over his head.
  - I didn't do the challenge **even though** four of my friends nominated me.
  - Many people did the challenge without donating. **Nevertheless**, the charity still made a lot of money.

**RULE:** To contrast ideas and facts, we use these linking words: *although, even though, however, despite, in spite of and nevertheless*.

- Despite* and \_\_\_\_\_ are followed by a noun phrase or a gerund. They can be used at the beginning or in the middle of a sentence.
- Although* and \_\_\_\_\_ are followed by a full clause. They can be used at the beginning or in the middle of a sentence.
- However* and \_\_\_\_\_ introduce the contrasting idea and come at the beginning of a new sentence. They are followed by a comma.

## 6 BRINGING PEOPLE TOGETHER

- Rewrite the sentences using the word in brackets.
  - I didn't know anyone at the party but I still had a good time. (in spite of)  
*In spite of not knowing anyone at the party, I still had a good time.*
  - I studied hard for the test. I failed it. (despite)
  - He doesn't earn a lot of money. He gives a lot of it to charity. (however)
  - I'd seen the film before. I still really enjoyed it. (although)
  - I started to eat less. I didn't lose any weight. (in spite of)
  - It wasn't very warm. We had a good time at the beach. (nevertheless)
  - I don't speak a word of Chinese. I understood what he said. (even though)

- Rewrite this idea using each of the linkers from the rule box.  
*I felt really tired. I stayed up till midnight to celebrate the new year.*

Workbook page 95

## THINK VALUES

### Doing good

- Work in groups of four. You are going to run an internet fundraising challenge for a charity. Use the points below to help you organise your ideas.
  - Decide on a charity.
    - Why are you choosing this charity?
    - What will the charity use this money for?
  - Decide on a challenge.
    - What is the challenge?
    - How are people chosen for the challenge?
    - What do you have to do if you refuse to do it?
  - Think of a famous person to get involved.
    - Why this person?
    - What do you want them to do?
  - Extras
    - What other things can you do to help your campaign? (T-shirts, write a song, etc.)
- SPEAKING** Present your ideas to the class. Each student in your group should talk about one of the points above.



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



Be aware of common errors related to verb patterns. 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.

In units 1, 4, 7 and 10 you'll find the photostory ...

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

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

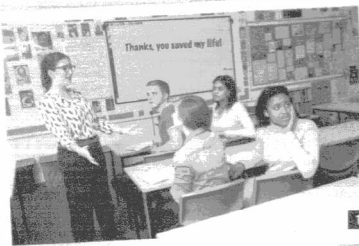


The four friends from left to right: Liam, Emma, Nicole, Justin.

PHOTOSTORY: episode 2

Writer's block

- Look at the photos and answer the questions.
  - Look at what the teacher has written on the board. What do you think the homework is?
  - How does Emma feel about the homework?
  - Do you think Justin is being helpful?
- Now read and listen to the photostory. Check your ideas.



TEACHER OK, everyone, so this is what I want you to do by Friday. OK? A short story, of five hundred words.  
EMMA Five hundred words?! She can't be serious!  
TEACHER ... and the story has to end with the words, 'Thanks, you saved my life!'  
EMMA What? This is awful. I can't do that. I'm hopeless at writing stories.  
TEACHER It's not that bad. It's just a story. You can write anything you want some creative!

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

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

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



EMMA OK, well this isn't getting me anywhere. And I've got to go home. I'm off - I'll see you lot later. And thanks for all the help, Justin! You're a real pal - not.  
JUSTIN Hey, what did I do?  
LIAM Well, you were a bit out of order, Justin. You can see that Emma's stressed out already, and you didn't exactly help.

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.

DEVELOPING SPEAKING

- Work in pairs. Discuss what happens next in the story. Write down your ideas.  
*We think Emma watches a film and gets an idea.*
- Watch to find out how the story continues.
- Match the sentence beginnings and endings.
  - Emma sees a woman who
  - The woman works for
  - The woman is desperate because
  - Emma tries to help
  - When Emma gets an idea
  - Emma gets the keys out
  - Emma's really happy about
    - but she can't get the keys out.
    - the last thing the woman says.
    - is looking for something.
    - using something she got at a shop.
    - the owner of an art gallery.
    - she goes to a shop nearby.
    - she hasn't got a spare set of keys.

WordWise Expressions with good

- Use the phrases in the list to complete these
  - Emma's such a nice person.

PHRASES FOR FLUENCY

- Find these expressions in the photostory. How do you say them in your language?
  - (She) can't be serious.
  - (What's the ending) again?
  - Calm down.
  - That's just it.
  - Give it a rest.
  - (You were a bit) out of order.
- Use the expressions in Exercise 1 to complete the sentences.
  - I know you told me before, but what's your name \_\_\_\_\_?
  - A Let's go for a walk in the park. B A walk in the park? You \_\_\_\_\_! It's raining!
  - A Come on, we're late! B \_\_\_\_\_ we're not late at all, we've got another fifteen minutes.
  - A Your hair looks really stupid! B Oh, \_\_\_\_\_, Michelle. I'm tired of how you criticise me all the time. You're really \_\_\_\_\_, you know?
  - A I don't feel like going out. Let's stay here and watch TV. B \_\_\_\_\_ You never want to go out.

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 Expressing frustration

- Read the photostory again. Which of these things does Emma not say? What do all the sentences have in common?
 

1 I can't (do that).	5 I give up.
2 I'm hopeless (at ...)	6 I'll never (come up with anything).
3 This is hopeless!	4 No chance.
4 No chance.	7 This is pointless.
- Think about the woman who loses her keys. Write three things she might have thought using the expressions in Exercise 1.  
*I'll never get the keys out.*

WRITING A story

Write a story. The story must end with the words: 'Thanks, you saved my life!' Write 120-150 words.

# ... 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 listen to.

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

## Culture

1 Centuries ago, there was a list of the 'Seven Wonders of the Ancient World'. Do you know any of the things or places that were on that list?

2 **2011** Read and listen to the article about the New Seven Wonders of the World. Which one is:

- the oldest?
- the newest?

### The New Seven Wonders of the World

Recently, an online poll was held to choose the New Seven Wonders of the World. Over 100 million people voted. Here are the seven winners – in no particular order.

**Chichén Itzá, Yucatan Peninsula, Mexico**  
This was an important city for the Mayans between about 800 and 1200 CE. A symbol of Mayan civilisation, it was a centre for trade in things like cloth, honey and salt. Most photographs of Chichén Itzá show a 24-metre high pyramid called El Castillo. There is also a ruin known as El Caracol which the Mayans used as an observatory – the view of the night sky from the top is beautiful.

**Christ the Redeemer, Rio de Janeiro, Brazil**  
Built between 1922 and 1931, the 'Cristo Redentor' statue on Mount Corcovado has become a worldwide icon of Brazil. Constructed of concrete and soapstone, the statue is about thirty metres high (and stands on an eight-metre pedestal) and the outstretched arms measure 28 metres end to end. Designed by a Frenchman and built by Heitor da Silva Costa, it attracts thousands of visitors every year.

**The Colosseum, Rome, Italy**  
This famous amphitheatre, built between 70 CE and 80 CE, was used by the Romans for about 500 years for all kinds of public spectacles. Now it is almost a complete ruin, as a result of earthquakes and the passage of time, but some parts can be visited. The Colosseum has become one of the most famous images of Italy.

**Great Wall of China, China**  
This amazing structure was built over a period of more than two thousand years, ending in the 16th century. It was built in order to keep out the hostile tribes of Mongolia on the other side. The Great Wall is not actually just one continuous wall, but a succession of many different ones. At around 6,500 kilometres, it's the longest man-made structure on the planet.

**Machu Picchu, Peru**  
Sitting up high in the Andes, the Inca city of Machu Picchu is believed to have been a sacred place for the inhabitants of nearby Cuzco. The Inca built it in the mid-1400s, though we don't really know how. The Inca abandoned the city and for many years, only local people knew about it, until it was rediscovered in 1911. Many tourists go there, mostly by train from Cuzco.

**Petra, Jordan**  
The city of Petra flourished from nine BCE to 40 CE. It was the capital of the Nabataean Empire. The city was built in a desert area by the people of this civilisation, who were very skilled at finding and storing water. There are many buildings carved out of stone, an amphitheatre that held 4,000 people and a monastery. Petra became a World Heritage Site in 1985.

**Taj Mahal, Agra, India**  
Built of white marble between 1632 and 1648, the world-famous Taj Mahal is thought of as one of the most beautiful buildings in the world. It's a mixture of Persian, Islamic, Turkish and Indian styles. It was built by Emperor Shah Jahan as the place to bury his wife Mumtaz Mahal when she died. Inside, there are flower gardens and pools.

3 Which place or thing:

- 1 is in a desert?
- 2 has architecture from different places mixed together?
- 3 has been damaged by natural events?
- 4 was designed to protect the people who built it?

4 ... was built in ways we don't really understand?

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.

## B MAKING LISTS

4 **VOCABULARY** Match the highlighted words in the article to the definitions.

- 1 left the place for ever and never went back
- 2 put something into a hole in the ground
- 3 grew, developed very successfully
- 4 unfriendly and aggressive, wanting to attack
- 5 a famous thing or person that represents a group or country
- 6 exciting public shows or events
- 7 one thing coming after another
- 8 made by cutting

### WRITING

#### Essay

- 1 Read Javed's essay. Why does he think the Simplon Tunnel is a modern wonder of the world?
- 2 Read the essay again. Ten things are underlined. Five of the things are mistakes, the other five are correct. Find an example of:
  - a spelling mistake
  - a mistake with the verb tense
  - a mistake with the wrong choice of connecting word
  - a preposition mistake
  - a mistake which is a missing word
- 3 Correct the mistakes in Javed's writing.
- 4 Look again at the list of kinds of mistakes in Exercise 2.
  - 1 Are there other kinds of mistakes that people make in writing? What are they? (e.g. punctuation, ...)
  - 2 Does the list in Exercise 2 show the kinds of mistakes that you have sometimes made in your writing so far using this book? If you've made other kinds of mistake, what were they?
  - 3 Make a checklist for yourself of Mistakes I should try not to make when I write in English.
- 5 You're going to write an essay entitled: 'A Modern Wonder of the World'.
  - 1 Look at question 2 in the Speaking exercise above. Choose one of the things that you discussed there.
  - 2 Make notes about why you think this thing is a good choice for a modern wonder of the world.
- 6 Write your essay in 150–200 words.
  - Make sure you state clearly what your choice is, and say where and what it is.
  - Give reasons for your choice being a 'wonder of the world'.
  - When you have written your text, read it through again and use your checklist of personal mistakes (Exercise 4.3) to make it as sure as possible that there are no mistakes in your writing.

### SPEAKING

Discuss in pairs or small groups.

- 1 Imagine you could choose one of the seven wonders to go and see. Which one would it be and why?
- 2 Think of two things from your country that you could campaign to be included in a list of seven wonders of the world. Give reasons to support your choice.

### A Modern Wonder of the World: The Simplon Tunnel

My choice for a modern wonder of the world is the Simplon Tunnel<sup>1</sup> in Switzerland. It's actually two tunnels – railway tracks run through both of them. They're each almost twenty kilometres long, so they're not<sup>2</sup> ... longest tunnels in the world now but they were when they were built, back in the beginning<sup>3</sup> of the twentieth century. The first one was started in 1898 and opened in 1906. The other one was started in 1918 and was opened in 1921, so each one<sup>4</sup> has taken about eight years to construct. The first tunnel was built by driving in both directions – when the two drill-holes met in 1905 they were only two centimetres out of alignment. In those days, that was a fantastic achievement. While it<sup>5</sup> was being built, about 8,000 people worked on the construction every day. The working conditions weren't very good – for example, it was often very hot inside – and more than sixty people died<sup>6</sup> while the building of the tunnel. The tunnel joins Switzerland and Italy,<sup>7</sup> and it has helped to make<sup>8</sup> ... travel between the two countries a lot easier<sup>9</sup> than it was before. Now people can put their car in the train and take it through the tunnel, so they don't have to drive over the Simplon Pass. I think this was a great thing to build all those years ago and it has made a big difference to the<sup>10</sup> whole of that part of Europe.

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

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: First writing test.

This extract from a novel gives you the opportunity to introduce your students to authentic English-language material. Comprehension questions and follow-up discussion questions help students to understand and engage with the text.

## Literature

1 Look at the photo and then read the introduction to the extract about his relationship with his mum?

2 **2011** Read and listen to the extract and check your ideas.

### About a Boy by Nick Hornby

Marcus is a schoolboy who lives with his mum, who is depressed. Marcus, bullied quite a lot, especially because of the clothes his mum makes him wear, who makes friends with Marcus and buys him new trainers. Here, Marcus and his mum are going home after visiting Will at his flat.

'You're not going round there again,' she said on the way home. Marcus knew she'd say it, and he also knew that he'd take no notice, but he argued anyway.

'Why not?'

'If you've got anything to say, you say it to me. If you want new clothes, I'll get them.'

'But you don't know what I need.'

'So tell me.'

'I don't know what I need. Only Will knows what I need.'

'Don't be ridiculous.'

'It's true. He knows what things kids wear.'

'Kids wear what they put on in the mornings.'

'You know what I mean.'

'You mean that he thinks he's trendy, and that [...] he knows which trainers are fashionable, even though he doesn't know the first thing about anything else.'

'That was exactly what he meant. That was what Will was good at, and Marcus thought he was lucky to have found him.'

'We don't need that kind of person. We're doing all right our way.'

Marcus looked out of the bus window and thought about whether this was true, and decided it wasn't, that neither of them were doing all right, whichever way you looked at it.

'If you are having trouble it's nothing to do with what shoes you wear. I can tell you that for nothing.'

'No, I know, but –'

'Marcus, trust me, OK? I've been your mother for twelve years. I haven't made too bad a job of it. I do think about it. I know what I'm doing.'

Marcus had never thought of his mother in that way before, as someone who knew what she was doing. He had never thought that she didn't have a clue either; it was just that what she did with him (for him? to him?) didn't appear to be anything like that. He had always looked on being a mother as straightforward, something like, say, driving: most people could do it, and you could mess it up by doing something really obvious, by driving your car into a bus, or not telling your kid to say please and thank you and sorry (there were loads of kids at school, he reckoned, kids who stole and swore too much and bullied other kids, whose mums and dads had a lot to answer for). If you looked at it that way, there wasn't an awful lot to think about. But his mum seemed to be saying that there was more to it than that. She was telling him she had a plan.

If she had a plan, then he had a choice. He could trust her, believe her when she said she knew what she was doing [...] Or he could decide that, actually, she was off her head [...] Either way it was scary. He didn't want to put up with things as they were, but the other choice meant he'd have to be his own mother, and how could you be your own mother when you were only twelve? He could tell himself to say please and thank you and sorry, that was easy, but he didn't know where to start with the rest of it. He didn't even know what the rest of it was. He hadn't even known until today that there was a rest of it.

# Literature appears in units 3, 6, 9 and 12.

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

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

**CAMBRIDGE ENGLISH: First**

**THINK EXAMS**

**SPEAKING**  
Part 3: Collaborative task

1 Imagine your school is organising a week's trip for the students in your year. Here are some ideas for some of the places they could take you and a question to discuss. First you have some time to look at the task.

a big city in your own country
a beach resort
a ski
an outdoor adventure centre

**WHY MIGHT STUDENTS WANT TO GO TO THESE PLACES?**

...might want to go to these places. Then decide which...

Part 4: Follow-up discussion  
Discuss the following questions.

- Do you think it's important for schools to offer trips like these? Why (not)?
- What things can students learn on trips like these?
- What might students find hardest about going away for a week?
- What might students enjoy most about going away for a week?
- Some people say that school trips are expensive and discriminate against children whose parents don't have money to pay for them. What do you think?
- Are school trips more useful for learning about some school subjects, e.g. foreign languages, than other subjects can you learn about on school trips? Explain how.

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

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.

**TEST YOURSELF** UNITS 11 & 12

**VOCABULARY**

1 Complete the sentences with the words in the list. There are four extra words.  
waterfall far-fetched squeezing make volcano reef took solar gave bonus action-packed breathtaking do star

- My baby cousin drew a picture of me by \_\_\_\_\_ toothpaste onto the mirror in the bathroom.
- Jack has an image of the \_\_\_\_\_ system projected on the ceiling of his bedroom.
- The effect of the fireworks and the music was really \_\_\_\_\_.
- Flights were disrupted when a \_\_\_\_\_ erupted and filled the sky with ash.
- We climbed up to the top of the \_\_\_\_\_ and watched the water pouring down.
- The water in the bay is always calm because it's protected by a \_\_\_\_\_.
- Pete's dad gave him some good advice, but I don't think he \_\_\_\_\_ it.
- We weren't expecting good weather on our holiday, so the sunshine was a real \_\_\_\_\_.
- Christine's presentation is next week, so she needs to \_\_\_\_\_ some research on the Internet.
- His excuse for being late was so \_\_\_\_\_ that I didn't believe a word of it.

/10

**GRAMMAR**

2 Complete the sentences with the phrases in the list. There are two extra phrases.  
must have due to was given consequently to have must be can't have to be

- Johnny Depp is known \_\_\_\_\_ received 50 million US dollars for just one film.
- Alan was always eating rubbish food, and \_\_\_\_\_ he put on a lot of weight.
- Silvia is a terrible singer – she \_\_\_\_\_ won the singing competition!
- London is known \_\_\_\_\_ one of the most expensive cities in the world.
- Janet left half an hour ago; she \_\_\_\_\_ home by now.
- Luis \_\_\_\_\_ two identical jumpers for his birthday.

3 Find and correct the mistake in each sentence.

- I'm sure a lot of people have met the new boy. Sue *mustn't* be the only one.
- Only a few people are thought to have survive so long alone in the desert.
- Oh dear, I'm bound to got this all wrong – I didn't understand the question.
- My father was brought up by his aunt after his parents were died.
- Kelly Jones is know to have owned three houses, although she has always said that she's very poor.
- I suppose it's possible – Carol *might* be at the party last night, but I didn't see her.

/12

**FUNCTIONAL LANGUAGE**

4 Choose the correct options.

- A I've lost my phone! I *can / must* have left it on the bus.  
B Oh dear / shame, that is a problem.
- A Last weekend we couldn't find our cat. We thought she *was / had been* run over by a car.  
B How shame / terrible! You must have been very worried.
- A You know, in the past, being left-handed was *believed / known* to be unnatural.  
B That *mustn't / can't* have been easy for left-handed people.
- A In some countries black cats are *thought / known* to be unlucky.  
B Yes, but in other countries they are seen / looked at as bringers of good luck.

MY SCORE /30

22 – 30  
10 – 21  
0 – 9

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- 4 Complete the second sentence so it has a similar meaning to the first sentence, using the word given and *so/such, did* for emphasis and *too / (not) enough*. Write between 2 and 5 words.
- There were too many people at the meeting. Some people had to stand.  
There \_\_\_\_\_ at the meeting that some people had to stand. (chairs)
  - He spends too much money.  
He \_\_\_\_\_ money. (save)
  - This book isn't interesting enough. I'm not going to finish it. This book is \_\_\_\_\_ finish. (boring)
  - You're wrong. I thought the book was really, really good.  
I \_\_\_\_\_ the book. (like)
  - I really think we should leave now.  
I \_\_\_\_\_ stay. (shouldn't)

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

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

**2 THE VERB CINATION**

7 \*\*\* Complete the sentence for each picture. Use too or (not) enough. Sometimes there is more than one possible answer.

**8** **Match the phrases (1-6) with the pictures (A-F).**

**9 \*\*\* Rewrite the sentences adding *did* or *didn't* to make them more emphatic. Make any other necessary changes.**

**10** **Match the phrases (1-6) with the pictures (A-F).**

**11** **Match the phrases (1-6) with the pictures (A-F).**

**12** **Match the phrases (1-6) with the pictures (A-F).**

**13** **Match the phrases (1-6) with the pictures (A-F).**

**14** **Match the phrases (1-6) with the pictures (A-F).**

**15** **Match the phrases (1-6) with the pictures (A-F).**

**16** **Match the phrases (1-6) with the pictures (A-F).**

**17** **Match the phrases (1-6) with the pictures (A-F).**

**18** **Match the phrases (1-6) with the pictures (A-F).**

**19** **Match the phrases (1-6) with the pictures (A-F).**

**20** **Match the phrases (1-6) with the pictures (A-F).**

**21** **Match the phrases (1-6) with the pictures (A-F).**

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**24** **Match the phrases (1-6) with the pictures (A-F).**

**25** **Match the phrases (1-6) with the pictures (A-F).**

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**28** **Match the phrases (1-6) with the pictures (A-F).**

**29** **Match the phrases (1-6) with the pictures (A-F).**

**30** **Match the phrases (1-6) with the pictures (A-F).**

**31** **Match the phrases (1-6) with the pictures (A-F).**

**32** **Match the phrases (1-6) with the pictures (A-F).**

**33** **Match the phrases (1-6) with the pictures (A-F).**

**34** **Match the phrases (1-6) with the pictures (A-F).**

**35** **Match the phrases (1-6) with the pictures (A-F).**

**36** **Match the phrases (1-6) with the pictures (A-F).**

**37** **Match the phrases (1-6) with the pictures (A-F).**

**38** **Match the phrases (1-6) with the pictures (A-F).**

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**GET IT RIGHT!**

**so and such**

Learners often confuse *so* and *such*.

✓ We had no idea that we were going to become such good friends.

✗ We had no idea that we were going to become so good friends.

✓ Luke's parents aren't so strict.

✗ Luke's parents aren't such strict.

**Find four mistakes in the text. Correct them.**

Bringing up children is not an easy job and some parents can be such strict that their children sometimes rebel. There is so a lot of advice out there about raising children that it's not always easy to make the right decisions. Amy Chua's book was such interesting I read it twice and it contained so many useful pieces of advice. Childhood is so a significant time in your life and it's so important to get things right.

**7 ALWAYS LOOK ON THE BRIGHT SIDE**

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**WordWise**

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**VOCABULARY**

**Word list**

climb, crawl, descend, stagger, hop, rush, swing, tiptoe, leap, wander

**Verbs of movement**

**Adjectives to describe uncomfortable feelings**

puzzled, stuck, desperate, ashamed, guilty, awkward

right?, right away, Too right, right up to, All right, Right

**Key words in context**

commercially: I don't think your product will be commercially successful. You won't have very many sales.

extreme: The weather conditions were extreme. It was very unusual to see such a snowstorm.

knot: He tied a knot at the end of the rope.

risky: It was risky to climb down the rock face without a safety rope but they had to do it.

shelter: It was snowing hard. We had to build a shelter to protect us from the snow and the cold.

slip: I slipped on the ice and fell over backwards.

stunt: That was a dangerous stunt. He jumped over three buses on a motorbike.

thrilled: I was thrilled when I won the race. My mum and dad were very happy too.

ultimate: Climbing Ben Nevis was the ultimate challenge for Jake. He had trained for months.

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

Finally, in units 1, 4, 7 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.