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THINK

TEACHER'S BOOK STARTER

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

A1

English
Profile

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Unit 2 I feel happy p 20	Talking about feelings Asking questions Expressing likes and dislikes	<i>to be</i> (negative, singular and plural) <i>to be</i> (questions and short answers) Object pronouns	Adjectives to describe feelings Positive and negative adjectives
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Unit 3 Me and my family p 30	Describing good qualities Talking about family Paying compliments	Possessive 's Possessive adjectives <i>this / that / these / those</i>	Family members House and furniture
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PRONUNCIATION	THINK	SKILLS
/h/ or /w/ in question words	Values: The Olympic Spirit Self-esteem: The 'Me' flag	Reading Website: Mad about The Olympics Dialogue: Favourite football teams Photostory: Just a little joke Listening Radio quiz: The One-Minute Challenge Writing Completing a questionnaire: Personal information
Vowel sounds – adjectives	Values: Welcoming a new classmate Train to Think: Categorising	Reading Text messages: Hi there! Dialogue: Deciding what to do Culture: Masks from around the world Listening Dialogues: Talking about feelings Writing Text message: Describing feelings and things
this / that / these / those	Values: Families Self-esteem: Being part of a family	Reading Article: Kate Middleton Dialogue: Agata's family Photostory: A song for Ruby Listening Dialogues: Describing family Writing Description: Your favourite room
Word stress in numbers	Values: My town/city Train to Think: Exploring numbers	Reading Brochure: Window of the World Dialogues: In the shops Culture: Parks around the world Listening Dialogues: Asking for directions Writing Brochure: A brochure for your town / city
Present simple verbs – third person	Values: Better together or better alone? Self-esteem: What makes me happy?	Reading Newsletter: I love Glee club! Quiz: Does TV control your life? Photostory: The school play Listening Monologues: Describing electronic gadgets Writing Paragraph: Days in your life
Long vowel sound /eɪ/	Values: Helping a friend Train to Think: Attention to detail	Reading Article: A real friend Dialogue: A surprise for Olivia Culture: Welcoming people around the world Listening Interview: Friendship bands Writing Paragraph: Describing a friend
Long vowel sound /ɔ:/	Values: The importance of sport Self-esteem: My time cake	Reading Article: They're good! Article: The Other Final Photostory: The big match Listening Phone call: Making arrangements Writing Paragraph: My favourite sportsperson
Intonation – listing items	Values: Music Train to Think: Memorising	Reading Tweets: #musicinsupermarket Dialogue: A conversation at a party Culture: Musical instruments around the world Listening Radio programme: Dances around the world Writing Tweet: Describing a scene
Intonation – giving two choices	Values: How you eat is important. Self-esteem: You are what you eat.	Reading Article: Young kitchen stars Menu and dialogue: In a restaurant Photostory: The pizza Listening Dialogue: Cooking Writing Menu: A meal plan for your friend
Past simple regular verbs	Values: Hard work and achievement Train to Think: Sequencing	Reading Article: It was her dream to be an astronaut Article: Fictional heroes Culture: Statues Listening Dialogue: Freddie's Saturday evening Writing Proposal: A statue in my town
Past simple irregular verbs	Values: Animals and us Self-esteem: Animals and nature	Reading Article: Erin and Tonk to the rescue Article: Extinct animals Photostory: The spider Listening Dialogue: Becky's holiday Writing Blog entry: A day in the life of an animal
Word stress – comparatives	Values: Transport and the environment Train to Think: Comparing	Reading Article: The great race Article: My favourite journey Culture: Transport around the world Listening Dialogue: At the train station Writing Description: Unusual forms of transport

COURSE METHODOLOGY

Solid skills and language work

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

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

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

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

Based on educational principles

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

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

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

TRAIN TO THINK

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

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

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

THINK VALUES

Values are what we need to guide us through our life and to inform the way in which we interact with others. They are crucial for young people. Parents, teachers, schools and societies have an obligation to and an interest in, conveying positive values to the next generation. Teaching values is undoubtedly a challenging task. Telling teens how they should or should not behave is rarely the most efficient way of inculcating the right values in your students. It might be more promising for you to model the behaviour you want to evoke in your students. So, for example, if we want our students to become empathetic listeners, we need to demonstrate what it means to be

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

THINK SELF-ESTEEM

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

Studies show that attempts to try and help students build their self-esteem by repeating affirmations, for example, tend to fail or even result in the exact opposite. Goodman claims that 'the quest for greater self-esteem can leave people feeling empty and dissatisfied'. (op cit, p. 27) and stresses (op cit p. 28) that 'a far better way to bolster your sense of self-worth is, ironically, to think about yourself less. Compassion toward others and yourself, along with

a less self-centred perspective on your situation, can motivate you to achieve your goals while helping you weather bad news, learn from your mistakes and fortify your friendships.'

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

Sources:

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

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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	Values	Self-esteem	Critical Thinking
1 One world	The Olympic Spirit [Health]	The 'Me' flag [A sense of identity]	
2 I feel happy	Welcoming a new classmate [Friendship, caring for others]		Categorising [Identifying and sorting]
3 Me and my family	Families [Relationships]	Being part of a family [A sense of belonging]	
4 In the city	My town/city [Community spirit]		Exploring numbers [Solving numerical problems]
5 In my free time	Better together or better alone? [Working together and alone]	What makes me happy? [A sense of identity]	
6 Friends	Helping a friend [Friendship & loyalty]		Attention to detail
7 Sporting life	The importance of sport [Health]	My time cake [A sense of identity: time planning]	
8 Dance to the music	Music [Culture and music]		Memorising
9 Would you like dessert?	How you eat is important. [Health]	You are what you eat. [A sense of identity: personal care and hygiene]	
10 High flyers	Hard work and achievement [Success]		Sequencing [Ordering events]
11 A world of animals	Animals and us [The environment]	Animals and nature [A sense of identity: our relationship with nature]	
12 Getting about	Transport and the environment [The environment]		Comparing [Comparing and contrasting]

USING THE STUDENT'S BOOK

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

3 ME AND MY FAMILY

OBJECTIVES

FUNCTIONS: describing people and things, talking about family, paying compliments

GRAMMAR: possessive 's; possessive adjectives; this / that / these / those

VOCABULARY: family members, house and furniture

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 Match the family members with the photos. Write 1-4 in the boxes.

- brother and sister
- mother and son
- father and daughter
- husband and wife

2 **SPEAKING** Think of famous examples of the following. Tell your partner.

- a husband and wife
- a mother and daughter
- a father and son
- sisters
- brothers

Brad Pitt and Angelina Jolie are a famous husband and wife.

1 **LISTEN** Look at the photos on page 31. Use words from Exercise 1 to talk about the people.

4 **LISTEN** Read and listen to the article. Mark the sentences T (true) or F (false).

- Kate Middleton is from England.
- She's got three brothers and sisters.
- Kate's picture is never in the newspapers.
- William's father is Prince Charles.
- Kate's home is new.
- Kate and William's apartment is small.

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.

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**.

Kate Middleton

Kate Middleton is an English woman. She likes sport (especially hockey) and photography. She's a very busy person. She works with many organisations to help children and sportspeople.

Kate's family is from Berkshire in England. She has a sister called Pippa and a brother called James.

So, is she a normal woman?

Not really. Now, she's famous all over the world. Her photograph is often in the newspapers and she's often on TV. She's The Duchess of Cambridge. Her husband is Prince William, the Duke of Cambridge. William's father is Prince Charles and his grandmother is Queen Elizabeth II of Britain.

3 ME AND MY FAMILY

William and Kate have a son called George and a daughter called Charlotte. George was born in 2013 and Charlotte was born in 2015.

Kate and William's home is an apartment in Kensington Palace, in London. The palace is 300 years old. Their apartment is really big, with twenty bedrooms.

THINK VALUES

Families

Complete the sentences with at least one word from the list. Use a dictionary to help you.

friendly, interested in..., patient, helpful, kind, strict, generous

- A good brother/sister is _____.
- A good father is _____.
- A good mother is _____.
- A good grandfather/grandmother is _____.

PERSONALISE Compare your ideas with others in the class.

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

GRAMMAR
can (ability)

- Look at the article on page 67 and complete the sentences. Then complete the rule and the table.
- They _____ jump.
- _____ they do it for 24 hours?
- He _____ read or write.

RULE: We use ¹ _____ to talk about ability.
The negative form is ² _____
We don't use *do/does* with *can* in questions or negative forms.

Positive	Negative
If you/we/he/she/it/they can _____ jump.	If you/we/he/she/it/they can _____ (cannot) jump.
Questions 2 _____ if/they jump?	Short answers Yes, if you/we/he/she/it/they can No, if you/we/he/she/it/they can't

- Write sentences about John with *can* or *can't*.
- | | |
|------------------|------------------|
| 0 swim ✓ | 3 speak French X |
| 1 John can swim. | 4 dance X |
| 2 cook ✓ | 5 ride a bike ✓ |

Examples of the target **grammar** are taken directly from the reading text. Language is therefore introduced in context, making it more meaningful for students.

- do a somersault
- skateboard
- throw a ball 20 metres
- spell your name in English
- count to 20 in English
- say the alphabet in less than 30 seconds
- make a cake
- jump high

- 4 **SPEAKING** Work in pairs. Ask and answer questions.

Can you count to 20 in English?
Yes, I can. 1, 2, 3, 4, ...

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

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

VOCABULARY
Sport

- 1 Match the words in the list with the photos. Write 1-8 in the boxes. Listen and check.
- | | | |
|---------------|-------------------|--------------|
| 1 cycle | 2 do tae kwon do | 3 go surfing |
| 4 ice-skate | 5 play basketball | |
| 6 play tennis | 7 play volleyball | 8 snowboard |

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.

Pronunciation
Long vowel sound /ɔ:/
Go to page 121.



Think **Self-esteem** helps students to empathise with the attitudes and opinions of others and reflect on their role in society. This in turn, enables them to foster greater understanding of their own thinking and in so doing, develop a stronger sense of self-worth. Students' responses and ideas are discussed in pairs or small groups.

7 **SPEAKING** Write the times under the clocks. Then ask and answer in pairs.

What's the time? It's quarter past four.

It's quarter past four.

THINK SELF-ESTEEM

My time cake

Look at the example of a time cake then draw a time cake for you.

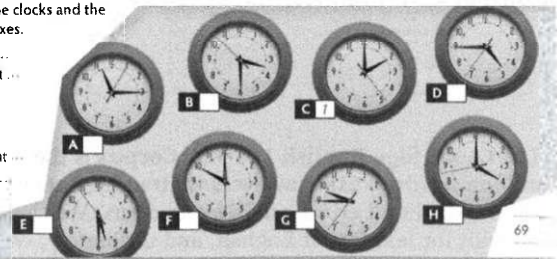
Lexical sets are presented with clear visuals to support immediate understanding of the new **vocabulary** items.

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.

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

- 8 **LISTENING**
- Listen to a phone call between Sam and Lucy. When do they decide to go surfing?
 - Listen again and tick (✓) the sports you hear.
 - a tennis
 - ✓ b surfing
 - c rugby
 - d volleyball
 - e golf
 - f basketball

- 9 **LISTENING** Listen again. Match the clocks and the sentences. Write 1-8 in the boxes.
- The volleyball match starts at ...
 - The volleyball match finishes at ...
 - The golf lesson starts at ...
 - The golf lesson finishes at ...
 - It gets dark at ...
 - The basketball match finishes at ...
 - The basketball match starts at ...
 - The time now is ...



The second reading text introduces a new language focus.

READING

- 1 Look at the pictures of two film heroes. What do you know about them? What special powers do you think they have?
- 2 Listen. Read and listen to the article and answer the questions.

Fictional heroes

Storm
 Her story started in New York, where she was born. Her mum was a photographer. When Storm was six, she moved to Cairo, Egypt with her parents. One day a plane crashed into their house. Storm's parents died, and she was alone in the big city. Her life in Cairo was very hard. When she was a teenager, Storm discovered that she had special powers, and she started to use them – not always successfully.

What are her powers?
 Storm has control over the weather. She can change the temperature. She can make rain, sunshine, hurricanes, clouds and storms.

Also in the... Percy Jackson
What's his story?
 His father is Poseidon, the Greek god of the sea. His half-brother is called Tyson. Tyson is a monster. At first, Percy hated his monster brother. Later, Percy and Tyson tried to help each other in their many adventures. In the end, they were friends. Percy was never afraid and he never worried about his life. He helped the people he liked.

Percy is very strong because he is the son of the god of the sea. He's a very fast swimmer. He can stay underwater for a long time. He can talk to sea animals and he can make sea storms.

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).

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

Sequencing

Put the sentences in order to tell the story of Kidhero's story.



- There was a very big fire in the town.
- Kidhero was very brave.
- There were also many people in the road.
- It was a hot day and the sun was shining.
- He walked to an ice cream shop.
- Kidhero jumped and stopped it with his super powers.
- He saved the children.
- He walked out of the ice cream shop.

Work in pairs
 Can you include these sentences in your story?
 He walked back home.
 Kidhero started to run.
 The children smiled.

Work in pairs
 Can you include these sentences in your story?
 He walked back home.
 Kidhero started to run.
 The children smiled.

GRAMMAR

Past simple: regular verbs

- 1 Write the base form of the verbs.
 Base form: help, start, move, like, hate
 Past simple: helped, started, moved, liked, hated
- 2 Complete the sentences from the text on page 96 with the past forms from Exercise 1, using the rule.

RULE: To form the past simple of regular verbs, add -ed to the base form.
 When the verb ends in -e, add -d.
 When the verb ends in consonant + y, change the y to i and add -ed.

- 1 Write the past simple forms of these verbs. Check your answers in the text on page 96.
 like, hate, worry, help, start, move, like, hate

Complete the text about Bruce Wayne. Use the past simple form of the verbs in brackets.

super heroes

Bruce Wayne is Batman. When Bruce Wayne was a child, he and his parents were in the streets of Gotham City and a man ¹ attacked (attack) them. The man ² (kill) Bruce's parents. The police ³ (arrive) too late. After this, Bruce ⁴ (decide) to fight crime.

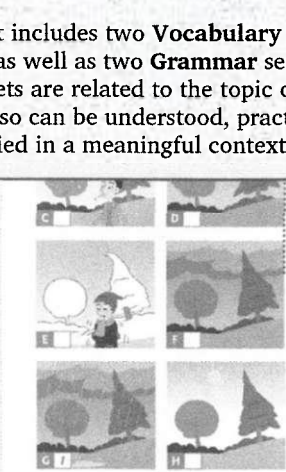
For many years, Bruce ⁵ (work) hard to become a crime fighter. He ⁶ (call) himself 'Batman', and ⁷ (try) hard to fight the bad people in Gotham. His best friend was James Gordon, a police officer. He had other friends, too. They all ⁸ (help) him to fight the criminals of Gotham.

Past simple regular verbs
 Go to page 121.

VOCABULARY

The weather

- 1 Match the sentences in the list with the pictures. Write 1-8 in the boxes. Listen and check.
 1 It's raining. 2 It's sunny. 3 It's windy.
 4 It's cloudy. 5 It's snowing. 6 It's hot.
 7 It's cold. 8 It's warm.



- 2 Complete the dialogues with some of the phrases from Exercise 1. Sometimes there is more than one correct answer.
 A What's the weather like?
 B It's raining. Take an umbrella.
 1 A Bye, Mum.
 B Bye. But you don't need a jumper. It's hot outside.
 2 A Hey look! It's sunny!
 B Great! We can go skiing later!
 3 A Wow, it's snowing today.
 B I know! You must hold on to your hat!
 3 **SPEAKING** Work in pairs. Write similar dialogues and act them out.

Each unit includes two Vocabulary sections as well as 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.

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.

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 of 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: Dan, Tom, Ruby, Ellie.

PHOTOSTORY: episode 4

The big match

Look at the photos and answer the questions.
Where are they in photo 2?
What happens to the TV?
Now read and listen to the photostory. Who does Tom want to win?

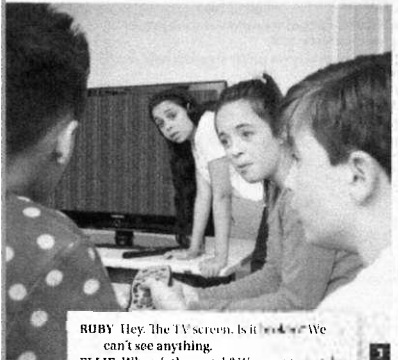


TOM It's the big match this afternoon. Why don't we all watch it together?
RUBY Great idea!
TOM OK. You call Ellie and I can call Dan. About 3.30 at my place!
RUBY Hmm, I've got some stuff to do first, but I think 3.30 is OK.



MAN ON TV Welcome to London!
ELLIE It's so exciting!
DAN I know. I love it!
TOM The US game is on!
RUBY No way!

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



RUBY Hey, the TV screen. Is it broken? We can't see anything.
ELLIE Where's the match? We want to watch the match!
DAN Come on, Tom. Do something! The match starts in a few minutes!
TOM Just a minute. Let me try and fix it.



ELLIE Oh, my! What's wrong?
DAN Now it's broken!
TOM It's not broken!
RUBY This is terrible!

DEVELOPING SPEAKING

- Watch to find out how the story continues.
 - What sports do Ruby, Ellie and Dan play?
 - Who wins the match on television?
- Watch again. Choose the correct answers.
 - Who offers to help Tom?
 - A Dan
 - B Ruby
 - C Ellie
 - Where is the table tennis table?
 - A in the living room
 - B in Tom's bedroom
 - C in the games room
 - Who wins the table tennis game?
 - A Dan
 - B Ruby
 - C Ellie
 - Where is the basketball hoop?
 - A in the garage
 - B outside
 - C in the games room
 - Where does Tom find the others?
 - A in the kitchen
 - B in the games room
 - C in the garden
 - Who wins the big game?
 - A the USA
 - B England
 - C We don't know.

- Put the sentences in the correct order to make a dialogue.

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

- Who is that woman?
- I'm sure she's a famous actress. I can't remember her name.
- Come to the shops with me.
- I can't. I've got a lot of ... to do at home.
- My computer is broken.
- But we need the Internet! ... ?
- I can't find my phone.
- ... You can use my phone.

FUNCTIONS

Making suggestions

- Complete the sentences from the story. Use the words and phrases in the list.

How about	Let's	Why don't
1	...	we all watch it together?
2	...	go and play table tennis.
3	...	playing another game?

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.

- PHRASES FOR FLUENCY
 - Find the expressions 1-4 in the story. Who says them?
 - ... stuff.
 - Now what ... ?
 - It's no big deal.
 - I'm sure ...
 - How do you say the expressions in Exercise 1 in your language?

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.

for speaker A.
thirsty
tired

... 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

Welcoming people around the world

What do you do when you see someone you know? Do you smile? Do you say hello? Do you touch the other person? Here are some ideas for travellers. They tell you how people in different countries and cultures welcome each other. Do you do different things in your country?

In many countries in the East, people bow their heads when they greet each other. This shows respect and in China is called 'kowtow'. In Thailand, people put their hands together and bow. This is called the 'wai'.

When people in Tibet greet each other, they stick out their tongue. This is a very old tradition. But you can still see it in Tibet today.

In Mongolia, people to guests who visit. This is a piece of silk get a 'hada', hold it hands. This also she

The Maori people in Zealand) rub noses when they meet. It's the 'hongi'.

In Western countries people shake hands; greet each other. It's just smile and say "Hello" or "Hi".

In many countries world, friends greet the cheek. In some do it on one cheek do it on two cheeks they kiss cheeks th

This reading is also available for students to read and listen to.

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

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.

1 Look at the photos on page 62. Find these things or actions.
bow their heads kiss a piece of silk put their hands together rub noses shake hands stick out their tongue touch

2 What do the photos show?
A people saying hello
B people helping people
C people saying thank you

3 Read and listen to the article. Write the names of the places under the photos.

4 Read the article again. Mark the sentences T (true) or F (false).
0 The 'kowtow' is a tradition in China.
1 In Thailand, people rub their noses to say hello.
2 In Tibet, it is not OK to show someone your tongue.
3 When you get a 'hada', don't hold it in one hand.
4 Maori people use the 'hongi' to say hello.
5 In Western countries, people never shake hands.
6 People only greet others with a kiss in Western countries.
7 In some countries, people kiss three times.

5 SPEAKING Discuss with a partner.
1 Which is your favourite way of welcoming people described in the text?
2 How do you welcome people in your country?

2 Read the text again. Complete the notes about James.

Appearance: hair _____
and _____
wears _____
tall _____
has got a nice smile _____

Personality: friendly (nice smiles) _____
(has got lots of friends)

3 Think about your best friend. Make notes.

Appearance: _____
Personality: _____

4 Answer the questions about your best friend.
1 What's his/her name?
2 How do you know him/her?
3 Why do you like him/her?
4 What do you do together?
5 Use your notes from Exercises 3 and 4 to write a short text (35-50 words) about your best friend.

WRITING
Describing a friend
1 Read the text. Tick (✓) the correct picture of James.

My best friend is called James Webb. He's quite tall. He's got short curly black hair and he wears glasses. He's in my class at school and he always helps me in my lessons. After school we always play football in the park and at the weekends we often go swimming together. He's a really friendly boy and he's got a very nice smile. He's very popular and everyone likes him. But I'm his best friend!

An 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.

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.