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

	FUNCTIONS & SPEAKING	GRAMMAR	VOCABULARY
<b>Unit 1</b> <b>Having a good time</b> p 12 ▶	Talking about routines and everyday activities Expressing likes and dislikes Giving warnings and stating prohibition Developing Speaking: Talking about free-time activities	Simple present review ▶ <i>like + -ing</i> Adverbs of frequency	Hobbies <b>WordWise:</b> Collocations with <i>have</i>
<b>Unit 2</b> <b>Spending money</b> p 20 ▶	Role-play: Buying things in a store Talking about what people are doing at the moment	Present continuous ▶ Verbs of perception Simple present vs. present continuous	Stores Clothes

**Life Competencies:** Empathy ▶, **Culture:** Paper money around the world ▶, Review

<b>Unit 3</b> <b>We are what we eat</b> p 30 ▶	Talking about food Ordering a meal Developing Speaking: Apologizing	▶ Countable and uncountable nouns <i>a/an, some, any</i> <i>(how) much / many, a lot of / lots of</i> <i>too</i> and <i>(not) enough</i>	Food and drink <b>WordWise:</b> Expressions with <i>have</i> Adjectives to talk about food
<b>Unit 4</b> <b>All in the family</b> p 38 ▶	Talking about families Asking for permission	Possessive adjectives and pronouns <i>whose</i> and possessive <i>'s</i> ▶ <i>was / were</i>	Family members Feelings

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<b>Unit 5</b> <b>No place like home</b> p 48 ▶	Talking about events in the past Role-play: At a market Developing Speaking: Making and responding to suggestions	Simple past (regular verbs) Modifiers: <i>fairly, quite, very, really</i> ▶ Simple past (negative)	Parts of a house and furniture <b>WordWise:</b> Phrasal verbs with <i>look</i> Adjectives with <i>-ed</i> or <i>-ing</i>
<b>Unit 6</b> <b>Friends forever</b> p 56 ▶	Saying what you like doing with others Talking about friends and friendships Talking about past events	Simple past (irregular verbs) Double genitive ▶ Simple past questions	Past time expressions Personality adjectives

**Life Competencies:** Be careful making judgments ▶, **Culture:** Friends in literature ▶, Review

<b>Unit 7</b> <b>The easy life</b> p 66 ▶	Giving advice Talking about obligation / lack of obligation Role-play: A phone call Developing Speaking: Asking for repetition and clarification	<i>have to / don't have to</i> <i>should / shouldn't</i> ▶ <i>mustn't</i> vs. <i>don't have to</i>	Gadgets <b>WordWise:</b> Expressions with <i>like</i> Housework
<b>Unit 8</b> <b>Ready, set, go!</b> p 74 ▶	Talking about sports Talking about feelings Talking about ongoing past events, sequencing events	Past continuous ▶ Past continuous vs. simple past <i>when</i> and <i>while</i>	Sports and sports verbs Adverbs of sequence

**Life Competencies:** Solving problems ▶, **Culture:** The wonderful world of sports ▶, Review

<b>Unit 9</b> <b>Wild and wonderful</b> p 84 ▶	Talking about the weather Developing Speaking: Giving compliments	Comparative adjectives ▶ <i>can / can't</i> (for ability) Superlative adjectives	Geographical features <b>WordWise:</b> Phrases with <i>with</i> The weather
<b>Unit 10</b> <b>Out and about</b> p 92 ▶	Talking about plans Inviting people and making arrangements Discussing ideas for an imaginary movie	▶ <i>be going to</i> for intentions Present continuous for arrangements Adverbs	Places in town Things in town: compound nouns

**Life Competencies:** Helping in the community ▶, **Culture:** Mythical places around the world ▶, Review

<b>Unit 11</b> <b>Future bodies</b> p 102 ▶	Making predictions Role-play: At the doctor's Developing Speaking: Sympathizing with people	<i>will / won't</i> for future predictions ▶ First conditional Time clauses with <i>when / as soon as</i>	Parts of the body <b>WordWise:</b> Expressions with <i>do when</i> and <i>if</i>
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**Life Competencies:** Dealing with negative feelings ▶, **Culture:** Hard journeys for schoolchildren ▶, Review

PRONUNCIATION	THINK!	SKILLS
/s/, /z/, /ɪz/ sounds	<b>Values:</b> Taking care of yourself	<b>Reading</b> Quiz: Do you enjoy life? Blog: What do you do in your free time? <b>Writing</b> Your routine <b>Listening</b> Conversations about hobbies
Contractions	<b>Values:</b> Fashion and clothing <b>Train to THINK:</b> Exploring numbers	<b>Reading</b> Chat conversation: Shopping Web forum: It's Sunday afternoon, what can I do? <b>Writing</b> An email to say what you're doing <b>Listening</b> Store conversations

A2 Key for Schools Exam practice

Vowel sounds /ɪ/ and /i:/	<b>Values:</b> Food and health	<b>Reading</b> Online article: Creepy-crawlies – the superfood of the future? Online blog: Eating around the world <b>Writing</b> What you eat <b>Listening</b> Ordering food in a cafe
-er /ər/ at the end of words	<b>Values:</b> Movie families <b>Train to THINK:</b> Making inferences	<b>Reading</b> Blog: Old movies, great families News article: Suzie saves her mom <b>Writing</b> An invitation <b>Listening</b> Why I love my family!

A2 Key for Schools Exam practice

-ed endings /d/, /t/, /ɪd/	<b>Values:</b> Following your dreams	<b>Reading</b> Magazine article: The 21st century caveman Travel blog: Our vacation castle <b>Writing</b> A summary / a blog post <b>Listening</b> My favorite room
Stressed syllables in words	<b>Values:</b> Friendship <b>Train to THINK:</b> Making decisions	<b>Reading</b> Web article: A special friendship Magazine article: Life stories – Pen pals for years <b>Writing</b> A thank-you note <b>Listening</b> Giving advice

A2 Key for Schools Exam practice

Vowel sounds: /ʊ/ and /u/	<b>Values:</b> Caring for people and the environment	<b>Reading</b> Article: "... just because I didn't want to take a bath" Website: Product reviews <b>Writing</b> A paragraph about housework <b>Listening</b> Radio show: advice for young inventors
was and were	<b>Values:</b> Trying, winning and losing <b>Train to THINK:</b> Sequencing	<b>Reading</b> Magazine article: The world's greatest sports achievements Web forum: Sports fails <b>Writing</b> An article about a sports event <b>Listening</b> Teens talking about sports

A2 Key for Schools Exam practice


Vowel sounds: /ɪ/ and /aɪ/	<b>Values:</b> Valuing our world	<b>Reading</b> Magazine article: The wild side of life Blog: Extreme nature! <b>Writing</b> An email about an amazing weather event <b>Listening</b> Interview with a Kalahari bushman
Voiced /ð/ and unvoiced /θ/	<b>Values:</b> Appreciating other cultures <b>Train to THINK:</b> Problem solving	<b>Reading</b> Emails: Experiences in foreign countries Letters to a local government website: How can we improve our town? <b>Writing</b> An informal email <b>Listening</b> Teens making plans

A2 Key for Schools Exam practice

The /h/ consonant sound	<b>Values:</b> Exercise and health	<b>Reading</b> Magazine article: Changing bodies Blog: Old Wives' Tales <b>Writing</b> A phone message <b>Listening</b> Conversations about physical problems
Sentence stress	<b>Values:</b> Travel broadens the mind <b>Train to THINK:</b> Exploring differences	<b>Reading</b> Newspaper article: A world record breaker Magazine article: Traveling the world from your sofa! <b>Writing</b> An essay: Someone I admire <b>Listening</b> A traveler talking to a class

A2 Key for Schools Exam practice





Welcome to **AMERICAN TH!NK**, the course that develops your students' communication and critical thinking skills, values, and life competencies so they can successfully meet the challenges ahead.

Have you ever asked yourself: "how can I be expected to prepare my students to succeed in a world that's changing so fast?" While it's impossible to predict what specific skills will be in demand by the time our students enter the workforce, there are some things that we as educators can do to ensure our students are as well prepared for their futures as they can be. We know there is an ever-increasing need for individuals to be able to work together effectively with others around the world, and to be able to think creatively and solve problems collaboratively. They also need to be able to analyze and process sources of information more critically, communicate, and support their views more effectively, and they need to maintain a positive mindset in challenging environments.

With **AMERICAN TH!NK** you can be certain you're giving your learners the tools they need to build a brighter future for themselves and a better world for us all.

# What's new in the Second Edition?

We've kept everything that teachers loved about **AMERICAN TH!NK** First Edition:

The high-interest,  
relevant and  
thought-provoking  
topics

The development  
of critical thinking,  
positive values, and  
self-esteem

A syllabus built  
on the Cambridge  
English Learner  
Corpus and English  
Profile

The inclusion of  
Cambridge Exams  
practice sections

The second edition builds and expands on these strengths:



The **globally focused content** will appeal to teens' natural curiosities and interests, and feed their growing sense of the world around them.



The **Life Competencies** strand, supported by entertaining student vlogs and correlated to the Cambridge Life Competencies Framework, will help them develop the vital capabilities they'll need to be successful throughout their lives.

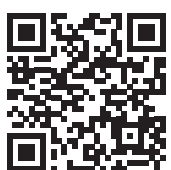


The authentic, **real-world documentary-style videos** will captivate student interest and provoke meaningful thought and lively classroom discussion.



Powerful, all-in-one digital tools and support will empower teachers to deliver dynamic and effective lessons.

## The story of **AMERICAN TH!NK**



**AMERICAN TH!NK** Second Edition was developed using the latest research into teen cognitive science and best practices and methodologies for the secondary classroom. To learn more, visit [cambridge.org/americanthink2e](https://cambridge.org/americanthink2e) or scan this QR code with your smartphone or tablet.



# Cambridge

## Life Competencies

A framework to develop skills for life

There have been many initiatives to address the skills and competencies our students need for the 21st century – each relating to different contexts. At Cambridge, we are responding to educators who have asked for a way to understand how all these different approaches to life competencies relate to English language programs.

**The Cambridge Framework sets out to have three dimensions:**



We have grouped the different competencies into six main areas.

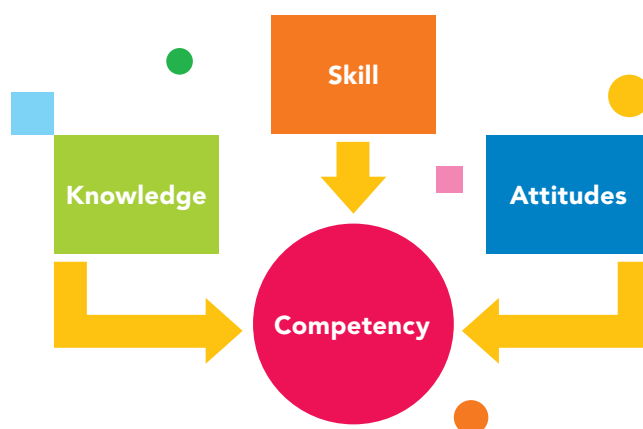
- **Creative Thinking**
- **Critical Thinking**
- **Learning to Learn**
- **Communication**
- **Collaboration**
- **Social Responsibilities**

These are supported by three foundation layers that underpin the Framework:

- **Emotional Development**
- **Digital Literacy**
- **Discipline Knowledge**

## What Are “Competencies”?

We call these “competencies” rather than “skills,” because competencies are more than just skills. The competencies in this Framework are complex and require development in three areas:



Competencies are defined as a combination of knowledge, skills, and attitudes, where:

- knowledge is composed of the facts and figures, concepts, ideas, and theories which are already established and support the understanding of a certain area or subject;
- skills are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results;
- attitudes describe the disposition and mindsets to act or react to ideas, persons, or situations.

*Council of the European Union, 2018, p14.*

## Core areas

### Creative Thinking

Participating in creative activities

Creating new content from own ideas or other resources

Using newly created content to solve problems and make decisions

### Critical Thinking

Understanding and analyzing links between ideas

Evaluating ideas, arguments, and options

Synthesizing ideas and information

### Learning to Learn

Practical skills for participating in learning

Taking control of own learning

Reflecting on and evaluating own learning success

### Communication

Using appropriate language and register for context

Managing conversations

Participating with appropriate confidence and clarity

### Collaboration

Taking personal responsibility for own contribution to a group task

Listening respectfully and responding constructively to others' contributions

Managing the sharing of tasks in a project

Working towards a resolution related to a task

### Social Responsibilities

Understanding personal responsibilities as part of a group and in society – including citizenship

Taking active roles including leadership

Understanding and describing own and others' cultures

Understanding and discussing global issues – environmental, political, financial, and social

## Foundational layers

Emotional Development

Digital Literacy

Discipline Knowledge

For a full correlation to the Cambridge Life Competencies Framework, visit [cambridge.org/americanthink2e](https://cambridge.org/americanthink2e)

[cambridge.org/clcf](https://cambridge.org/clcf)

# AMERICAN THINK and the Cambridge Life Competencies Framework

Although **AMERICAN THINK** focuses on both the *Social Responsibilities* and the *Emotional Development* competencies in the *Cambridge Life Competencies Framework*, all of the six Life Competencies are explored throughout the course.

The table below shows, at a glance, where you can find an activity which concentrates on a particular Core Area.

The following table shows which *competencies* are developed in this level.

Competency	Core Area	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12
Social Responsibilities	Understanding personal responsibilities as part of a group and in society – including citizenship	✓							✓	✓		✓	
	Understanding and discussing global issues – environmental, political, financial, and social		✓					✓					✓
	Understanding own and others' cultures		✓		✓					✓			✓
Emotional Development	Identifying and understanding emotions	✓											
	Empathy and relationship skills	✓	✓	✓		✓	✓						
	Managing own emotions							✓				✓	
Critical Thinking	Evaluating ideas, arguments, and options		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	Understanding and analyzing links between ideas												✓
Learning to Learn	Practical skills for participating in learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Communication	Managing conversations		✓	✓									
Creative Thinking	Creating new content from own ideas or other resources				✓		✓				✓		
	Participating in creative activities	✓		✓		✓		✓		✓		✓	
Collaboration	Listening respectfully and responding constructively to others' contributions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Here are a few examples of how activities can help your students develop particular Can Do Statements:

**Competency:** Social Responsibilities

**Core Area:** Understanding and discussing global issues – environmental, political, financial, and social

**Can Do Statement:** Understands how personal habits and behavior have the capacity to affect others and the environment

In the **THINK Values** section, students are encouraged to consider the impact of certain types of behavior on the environment.

“... just because I didn't want to **take a bath**”

THE EASY LIFE UNIT 7

Ludwick Marishane, a young man from South Africa, was with his friends in Limpopo when they started talking about inventing something to put on your skin so you don't have to take a bath. Ludwick thought that this was a great idea. He used his phone to do some research on the internet, and he found some shocking facts.

Millions of people around the world don't have clean water. This is a huge problem because dirty water can create terrible illnesses. One of them is trachoma: thousands of people all over the world get trachoma every year. They wash their faces with dirty water, get an infection, and sometimes become blind. To stop trachoma, people don't have to take expensive medication. They don't have to take pills. They don't have to have injections. They have to wash their faces with clean water. That's it.

Ludwick started thinking. He wanted to make something to help people in parts of the world where it's difficult to find clean water. He did more research on his phone, and he did more thinking. Ludwick had a plan. He wanted to make a gel for people to put on their skin so they don't have to take a bath. He wrote the formula for the gel on his phone. When he was in college, he never stopped thinking about his invention. He started to talk to other people about it, and three years later the dream came true. He made the gel and called it “DryBath.” It looks like any other gel, but it isn't. This gel saves lives!

Ludwick Marishane is the winner of lots of prizes. People call him “one of the brightest young men in the world.” He is very happy about his success. DryBath is helping people to be healthy. And DryBath also helps to save water. That's important in many parts of the world where it's difficult to find clean water. Now he wants to invent other things, and he wants to help other young people to become inventors, too.

**THINK values**

Caring for people and the environment

7 Match the values in the list with the sentences in the speech bubbles. Write a–d in the boxes.

a caring about the environment  
b caring about the quality of your work  
c caring about your appearance  
d caring about other people

1 The water in a lot of rivers and lakes is not clean. ☐

2 I need to wash my hair. It's dirty. ☐

3 Do you feel cold? I can give you my sweater. ☐

4 Can you turn off the radio, please? I'm doing my homework. ☐

8 **SPEAKING** Work in pairs. Ask and answer questions about Ludwick Marishane. Try to find as many answers as possible.

Does he care about the environment? his appearance? the quality of his work? other people?

He cares about the environment because DryBath helps to save water.

THE EASY LIFE UNIT 7

**LIFE COMPETENCIES**

Everybody has problems to solve. Sometimes the problems are big, and sometimes they are small, but it's always a good idea to think of all the possibilities before we decide what to do.

**Solving problems**

3 Read the conversation. What is Ben's problem?

Andy Hey, Ben. What are you doing?

Ben Hello, Andy. I'm thinking about how to go to school next week.

Andy Why?

Ben My mom's car isn't working, so we have to find another way. One idea is getting the bus.

Andy Good idea. The bus is fast, so you can get to school early. So, can we go out now?

Ben Hold on! I can see here that the bus leaves at 7:10, so I have to get up at ... 6. No chance! Also, I need to take my little sister to her school and I don't want to be at school an hour early.

Andy So why don't you walk? You can take Annie to school, walk from there to my house and then we can go to school together.

Ben Sounds good, but I'm not so sure. Annie's school is a long way from your house. And I don't want to arrive at school late, but I can't leave Annie at her school at 8 a.m. It's not open until 8:15.

Andy OK, so the bus is a no, and walking a no, too? How about going on your bikes? You can bike with Annie to her school at 8:15 and have time to get to school about 10 minutes early.

Ben Good idea! But Annie doesn't have a bike.

4 Ben and Andy think of three solutions. What are they? What are the positives and the negatives about each solution?

5 **SPEAKING** With your partner, think of another solution to Ben's problem. What are the positives and negatives about your solution?

6 **SPEAKING** Explain your solution to the rest of the class. Who has the best solution?

**Me and my world**

7 Answer the questions.

a Think of a small, medium, and large problem that you have.

b Who can you talk to about these problems?

c Do you have ideas about how to solve them?

**TIPS FOR SOLVING PROBLEMS**

- When you have a problem, spend some time trying to think of all the possible solutions.
- When you have all the possible solutions, think about the positives and negatives for each solution.
- After listing the positives and negatives, choose what you think the best solution is.
- Remember sometimes there is no good solution and you have to choose the one that is least bad.

**Competency:** Emotional Development

**Core Area:** Managing own emotions

**Can Do Statement:** Managing stress by employing strategies

The following exercises demonstrate how to prioritize problems and manage the outcomes effectively.

**Competency:** Critical Thinking

**Core Area:** Evaluating ideas, arguments, and options

**Can Do Statement:** Examines possible solutions to a given problem and states how effective they are.

Exercise 7 asks the students to think of a solution to a problem and to analyze the negative and positive effects of that solution.

# Student's Book

Each unit of **AMERICAN TH!NK** builds students' knowledge and skills through a series of carefully constructed learning inputs and activities. Units begin with a thought-provoking question and introductory video, followed by a series of high-interest readings and abundant opportunities for personalized speaking practice.

Each sequence of exercises helps students unlock the text, while contextualized vocabulary and grammar concepts recycle and build throughout the unit, sharpening students' language proficiency.

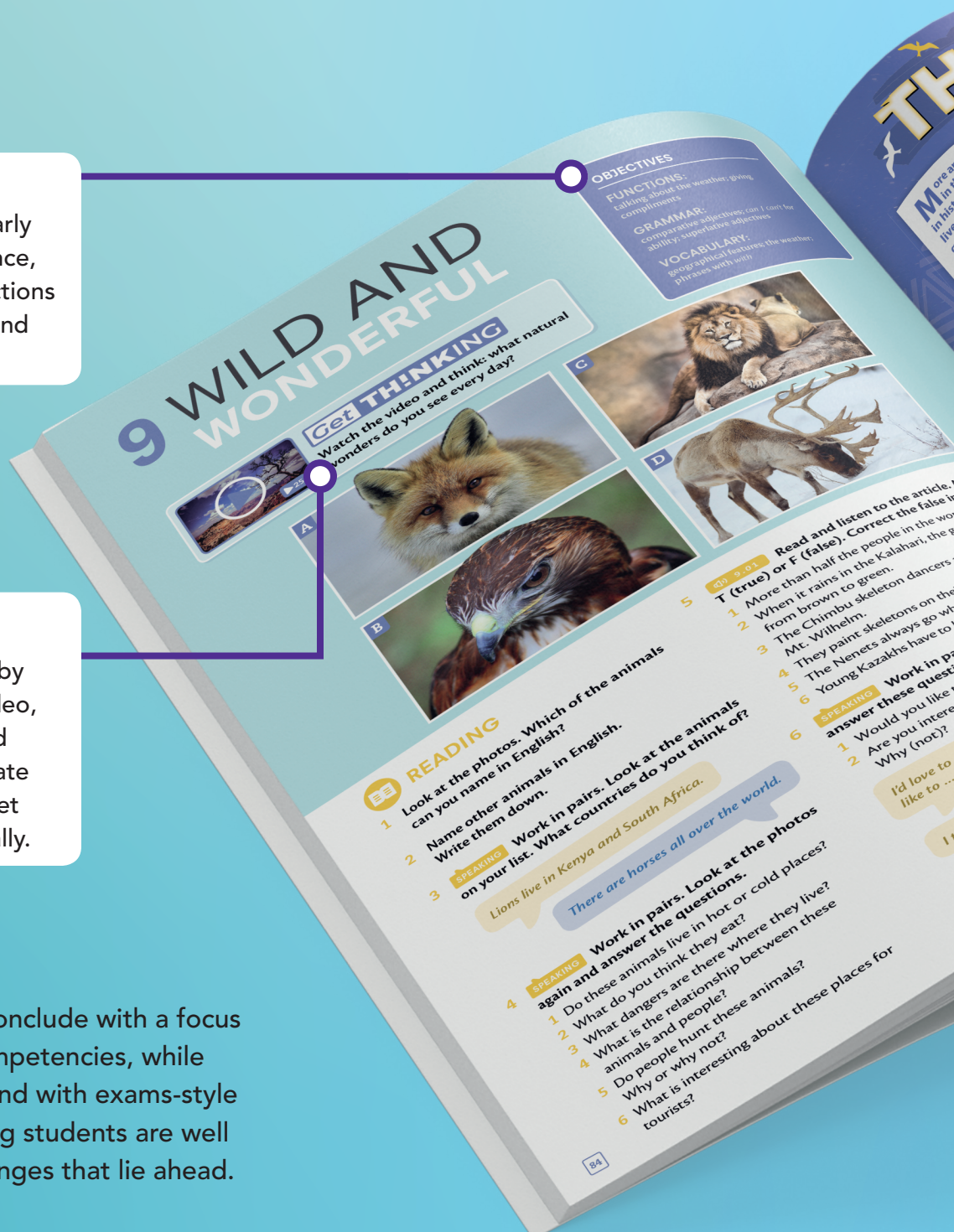
## Objectives

Learning objectives clearly show unit aims at a glance, including language functions and target vocabulary and grammar concepts.

## Get TH!NKING

Each unit is introduced by a documentary-style video, with questions designed to pique curiosity, activate prior knowledge, and get students thinking critically.

Odd-numbered units conclude with a focus on developing Life Competencies, while even-numbered units end with exams-style practice pages, ensuring students are well prepared for the challenges that lie ahead.







### THINK values

This feature encourages students to reflect on and discuss a wide range of important values, helping to develop their character as well as their sensitivity to others.

## GRAMMAR

Grammar presentations use a scaffolded inductive approach to help students understand the features and structures of English grammar.

## Grammar rap!

These short but catchy videos help illustrate and explain grammar concepts in an innovative and memorable way.

### GRAMMAR Comparative adjectives

- Look at the article on page 85. Find examples of comparisons. Then complete the table on the right.
- Complete the sentences. Use the comparative form of the adjectives.
  - Africa is \_\_\_\_\_ (big) than Europe, but \_\_\_\_\_ (small) than Asia.
  - Be careful with the spiders in the Kalahari. They're \_\_\_\_\_ (dangerous) than in Europe.
  - Cars these days are \_\_\_\_\_ (good) quality than they were 30 years ago.
  - Sarah loves wildlife. For her, vacations in the Kalahari are \_\_\_\_\_ (interesting) than going to the beach.
  - My sister has two children. Her son is nine. His sister is two years \_\_\_\_\_ (young).
  - John is a musician. It's \_\_\_\_\_ (easy) for him to learn a new instrument than it is for me.

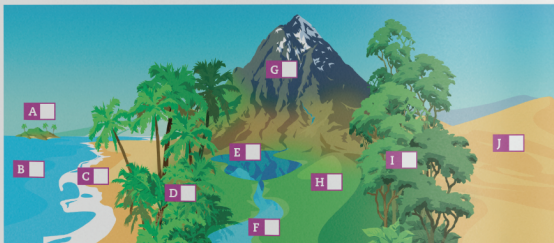
	Adjectives	Comparative form
short adjectives (one syllable)	small hot big	*smaller (than) hotter (than) <sup>1</sup> _____ (than)
adjectives ending in consonant + y	happy dry early	happier (than) <sup>2</sup> _____ (than) earlier (than)
longer adjectives (two or more syllables)	attractive beautiful	more attractive (than) <sup>3</sup> _____ (than)
irregular adjectives	bad good far	worse (than) <sup>4</sup> _____ (than) farther / further (than)

→ workbook page 82

### VOCABULARY Geographical features

- Label the picture with the words. Write 1–12 in the boxes. Then listen and check.

1 beach | 2 desert | 3 forest | 4 hill | 5 island | 6 jungle | 7 lake | 8 mountain | 9 ocean | 10 river



- SPEAKING** Work in pairs. Ask your partner to close their book and then ask them about the picture.
- SPEAKING** Work in pairs. Compare some of the places. Use the adjectives in the list to help you, or use other adjectives.

What's Af? I think it's ... / I'm not sure if I can remember. Is it ...? / Can you give me the first letter, please?

beautiful | big | dangerous | difficult  
exciting | high | hot | nice

A mountain is higher than a hill. Yes, and it's more difficult to climb a mountain.

→ workbook page 84

### LISTENING

- Match the words in the list with the photos. Write 1–4 in the boxes.

1 vultures | 2 a lion and its kill  
3 a spear | 4 antelopes



- Listen to an interview with a Kalahari bushman. Which title best summarizes the interview?

- Life in the Kalahari
- Lions, vultures, and antelopes
- A young man's difficult task
- Big cats can't run fast

- Listen again. For questions 1–5, check (✓) A, B, or C.

- Where was PK born?  
A in the Kalahari  
B in the Sahara  
C in Kenya
- Before a young man can get married, he has to  
A do a task.  
B find a lion.  
C kill an antelope.
- It's important for the future family that the young man  
A kills many lions.  
B likes the girl's father.  
C has courage.
- What can show the bushman where the lion is eating?  
A antelopes  
B vultures  
C his future family
- To take the kill away from the lion, you have to  
A run faster than the lion can.  
B attack the lion with your spear.  
C be very quiet and surprise the lion.

WILD AND WONDERFUL UNIT 9



### GRAMMAR can / can't for ability

- Complete the sentences with *can* or *can't*.
  - How \_\_\_\_\_ you find a lion and its kill?
  - You \_\_\_\_\_ get the kill from the lion at night.
  - How \_\_\_\_\_ you get the meat away from the lion?

- Complete the table.

Positive	I/you/we/they/he/she/it can run fast.
Negative	I/you/we/they/he/she/it <sup>1</sup> _____ (cannot) run fast.
Questions	<sup>2</sup> _____ I/you/we/they/he/she/it run fast?
Short answers	Yes, I/you/we/they/he/she/it can. No, I/you/we/they/he/she/it <sup>3</sup> _____ (cannot).

- Make sentences with *can* and *can't*.

- Simon + run fast / – swim fast  
*Simon can run fast, but he can't swim fast.*
- Matt + drive a car / – fly a plane  
Matt \_\_\_\_\_
- I + write emails / – do math on my laptop  
I \_\_\_\_\_
- They + write stories / – spell well  
They \_\_\_\_\_

→ workbook page 82

### WordWise: Phrases with with

- Match the parts of the sentences.

- They are very good ☐
- The Nenets always go ☐
- The Nenets now have more contact ☐
- It's a wild area ☐
- a with the reindeer.
- b with bows and arrows.
- c with many mountains.
- d with the outside world.

- Put the words in the correct order.

- friend / with / came / My / me / best
- not / I'm / very / computers / with / good
- with / very / I'm / homework / my / busy

→ workbook page 84

## WordWise

These features provide valuable practice with words or phrases that often have multiple uses or meanings in English.





## GRAMMAR and VOCABULARY



Each unit includes grammar and vocabulary sections that are presented in context and supported by additional practice in the Workbook.

### READING

- 1 **9-104** Read and listen to the blog. Where was the biggest snowfall ever in one day? How much snow fell on that day?

**EXTREME NATURE!**

At 7:30 a.m. on January 22, 1943, the people of Spearfish in South Dakota, US woke up to find the temperature outside was a freezing -20°C. Two minutes later, thermometers were showing a much warmer 7°C – a rise of 27°C in 120 seconds. But it didn't stop there. The temperature continued to go up and by 9 a.m. it was 12°C. Just as the people started to think about enjoying a warm winter's day, the temperature fell 16°C in just under half an hour back down to -4°C and the residents had to put their coats back on! It was the most dramatic temperature change in the history of American weather.

The village of Capracotta is in the mountains near the Adriatic coast of Italy. It gets a lot of snow in the winter. But on March 5, 2015, its 1,000 inhabitants saw 256 cm of snowfall in 18 hours. It was the biggest snowfall ever in one day. One photo taken on the day shows a woman in a house shaking hands through the window with her neighbor in the street. The neighbor is standing on top of the snow. The woman is on the second floor of her home!

Do you like long sunny days? Then the best city in the world to live in is Reykjavik. June 21 is the longest day of the year in the northern hemisphere, and the Icelandic capital gets 21 hours and 45 minutes of daylight. The sun hardly ever goes down. However, Reykjavik could also be the worst place to be. On the shortest day of the year, December 21, the sun hardly rises there, and people get only four hours and seven minutes of daylight. But during winter nights, you can often see the Northern Lights – one of the world's most beautiful natural events.

- 2 Read the blog again. Answer the questions.

- How quickly did the temperature change from 12°C to -4°C in Spearfish?
- What happened in Capracotta on March 5, 2015?
- What makes the long winter nights in Reykjavik better?

### SPEAKING

- 3 Work in pairs. Discuss these questions.

- Which of the facts did you know before?
- Which of the facts were new to you?
- Which of the places mentioned would you like to visit most? Why?

- 4 Can you think of an amazing weather event in your country? Use the questions below to help you.

Did a lot of snow fall?

Did it rain heavily or was there a very strong wind?

Was it very hot or was it very cold?

Where were you that day? What did you do? How did you feel?

#### PRONUNCIATION

Vowel sounds: /i/ and /a/. Go to page 121.



### WRITING

An email about an amazing weather event

- 5 Imagine you want to tell a friend about an amazing weather event. Write an email (100–125 words).

- Choose the place.
- In your email, say:
  - where the place is
  - what was special about the weather and when it happened
  - how the people reacted



### GRAMMAR

Superlative adjectives

- 6 Put the words in order to make sentences. Check your answers in the article.

- temperature change / the / of / was / the / American weather / it / in / most dramatic / history
- day / snowfall / the biggest / was / ever / it / a / in
- is / day of the year / June 21 / longest / the / in / hemisphere / the / northern
- worst / be / Reykjavik / to / However / be / also / the / could / place

- 7 Look at the table. Complete the "Adjectives" column with the words in the list. Then complete the comparative and superlative forms.

bad | beautiful | happy | hot | warm

	Adjectives	Comparative form	Superlative form
short adjectives (one syllable)	9 <u>warm</u>	warmer	the warmest
	short	5 _____	14 _____
	long	6 _____	15 _____
short adjectives ending in one vowel + one consonant	1 big	hotter	16 _____
adjectives ending in consonant + -y	2 sunny	8 happier	17 _____
longer adjectives (two or more syllables)	3 _____	more beautiful	18 _____
	difficult	9 _____	19 _____
	dramatic	10 _____	20 _____
irregular adjectives	4 _____	11 _____	21 _____
	good	12 _____	22 _____
	far	13 _____	23 _____

- 8 Complete the sentences. Use the superlative form of the adjectives.

- It's Cindy's birthday tomorrow. She's the happiest (happy) student in class.
- Brazil is \_\_\_\_\_ (big) country in South America.
- I didn't know anything on that test. That was \_\_\_\_\_ (bad) test ever!
- I think social media is \_\_\_\_\_ (good) way of contacting people.
- She's great at math. She can solve \_\_\_\_\_ (difficult) problems.

→ workbook page 83

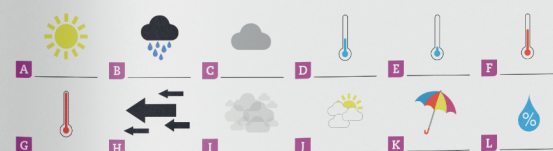


### VOCABULARY

The weather

- 9 **9-107** Write the words under the pictures. Listen and check.

cloudy | cold | dry | foggy | freezing | hot | humid | rainy | sunny | warm | wet | windy



- 10 Think about the different kinds of weather.

Write reasons why you think they can be good.

- a sunny day: We can ride our bikes.  
a hot day: We can go swimming.  
a rainy day: We can play computer games.

- 11 **SPEAKING** Work in pairs. Make dialogues about the weather with a partner.

What a nice day.

Yes, it's really warm. Let's ride our bikes.

Great idea.

→ workbook page 84



### SPEAKING

Frequent opportunities for speaking practice build on students' prior knowledge and encourage them to relate the text to their own experience, personalizing the speaking tasks.



### WRITING

Each unit includes scaffolded writing activities presented in a real-world context, as either an informal activity or a more academically focused task.



These modeled speaking activities provide abundant practice to help students build their speaking confidence while Phrases for Fluency tips focus on authentic language to help them sound more natural.

## LIFE COMPETENCIES

These lessons focus on developing a key competency area from the Cambridge Life Competencies Framework. The competencies that students develop throughout **AMERICAN THINK** will serve them throughout their lives within their communities and in the world at large.

- 1 **01 9:08** Look at the photo. What do you think is happening? Why? Listen and read to check.

James: Excuse me. Can we get our ball, please?  
 Alice: Yes, of course.  
 James: Oh, what a nice garden!  
 Alice: Thank you. That's a nice thing to say. Do you like gardening, then?  
 James: Well, not really. I don't know much about flowers and things. But my sister loves them, don't you, Gill?  
 Gill: That's right. And your flowers really look wonderful. I love your roses.  
 Alice: Thank you again. I do it all myself, you know. My husband helped me before, but he can't walk very well now, so I have to do it all. It's a lot of work. I get very, very tired.  
 Gill: Well, we can help you – can't we, James?  
 James: We're in the middle of a game and I'm winning! Maybe another day.  
 Gill: We can finish our game later, James. What would you like us to do?

Alice: What nice people you are! Well, perhaps you can help me move the table and chairs under that tree. They're in the sun right now and it's very hot. But first, I just need to make a phone call and a cup of tea. I'll be back in a minute.  
 James: No problem. We're fine here. OK. Let's move the table first. We can do that together. Then the chairs, moments later ...  
 Alice: Oh, that's fantastic. Great job! Look, let me give you some money for some ice cream or chocolate. To say thank you.  
 Gill: No, please. We're happy to help. Come on, James. Bye!  
 James: How nice! She wanted to give us some money! I know. And I feel so good now. I don't want ice cream, or chocolate, either. Her smile was enough.  
 James: That's right. But let's get some ice cream anyway!

- 2 **01 9:08** Read and listen again and answer the questions.

- 1 What does James say about Alice's garden?
- 2 Why doesn't Alice's husband help her?
- 3 What does Alice ask them to do?
- 4 Why does Alice want to give them money?
- 5 Why does Gill say "no" to Alice's money?

- 3 Imagine you were in James and Gill's situation. Would you take the money that Alice wanted to give them? Why (not)?

### Phrases for fluency

- 4 Find the expressions 1–5 in the dialogue. Who says them? How do you say them in your language?

- 0 ... in a minute. Alice 3 No problem. \_\_\_\_\_  
 1 Great job! \_\_\_\_\_ 4 ..., not really. \_\_\_\_\_  
 2 ..., either. \_\_\_\_\_ 5 ..., then? \_\_\_\_\_

- 5 Complete the conversations with the expressions in Exercise 4.

- 1 A I got 97% on the test. Dad.  
 B \_\_\_\_\_! Did you study hard for it, \_\_\_\_\_?  
 2 A Hi, David. I can't talk right now. Sorry, I'll call you \_\_\_\_\_, OK?  
 B \_\_\_\_\_, Chris. Call me back when you can.  
 3 A Did you enjoy the movie?  
 B No, \_\_\_\_\_, I didn't like the book very much, \_\_\_\_\_.

### FUNCTIONS

#### Giving compliments

#### KEY LANGUAGE

What a fantastic ...! ... looks wonderful. I love ...

- 6 Use the words from the Key Language box to write compliments.

- 1 Your friend is wearing a new jacket that you think is nice.  
 You: \_\_\_\_\_!
- 2 Your friend is drawing a very nice picture. You really like it.  
 You: \_\_\_\_\_.
- 3 Your friend has a new hairstyle and you really like it.  
 You: \_\_\_\_\_!

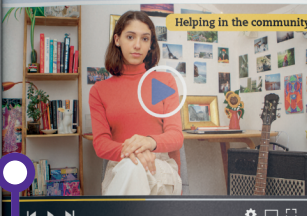
- 7 Work in pairs. Use the photos to give compliments.

What an incredible voice!



## LIFE COMPETENCIES

We all belong to communities – our family, our school, our town, our country – and there is always something everybody thinks should be better for that community. It's easy to do nothing and wait for other people to help. Helping our community isn't always easy, but it feels good.



- 1 **01 2:17** Watch the video. How many neighbors does she talk about? How does she help her community?

- 2 **01 2:17** Watch again and answer the questions.

- 1 Who gives her the project?  
 2 How does she feel when he gets the project?  
 3 What is the project?  
 4 What does she learn about:  
 a. Mr. Rodgers?  
 b. Mrs. Thomas?  
 c. Mr. Saunders?  
 5 How does she feel about the project now?

- 3 Read about the Under the Tree Foundation. What does it do?

When he was 12, Jonathan Woods went Christmas shopping and had a great idea. He was buying toys to give to an organization in his town. They gave the toys to young children whose parents didn't have enough money to buy Christmas presents. While he was looking for presents to buy, he had a thought. The organization helped young children, but many older children his age were probably in the same situation as the young children. Who was buying presents for them?

Jonathan decided to start an organization to buy Christmas presents for older children. He called it the Under the Tree Foundation. He also asked an

- 4 Work in pairs. Choose a community. Write all the difficulties you can think of for people in that community. Use the examples to help you.

Your country – homeless people ...  
 The world – places with no clean water ...  
 Your town/local area – trash on the streets ...  
 Your school – books in your classroom need organizing ...  
 Your family – the car is dirty ...

- 5 Exchange and share your ideas with another pair who wrote about a different community. Then write ideas on ways your class can help with these problems.

### Me and my world

- 6 **01 2:17** Check (✓) the sentences that are true for you. Compare with a partner.

- ☐ I know most of the people where I live.  
☐ I talk to my neighbors almost every day.  
☐ There is a good community spirit where I live.  
☐ I sometimes help with local projects.  
☐ I'd like to be more involved in my local community.  
☐ A happy community is good for everyone.

### TIPS FOR HELPING IN THE COMMUNITY

- Identify what you are not happy about in your community and think of ways of improving it.
- Always put the objectives of the community above your personal goals.
- Don't be afraid to offer your own suggestions, but listen and consider the opinions of others.

organization working with older children and teenagers in his local area for advice on what to buy.

In 2007, Jonathan sent letters to all his friends and family asking them to help Under the Tree. The response to these letters was fantastic. Twenty-five older children received the presents they'd wanted for Christmas, and over 80 teenagers were invited to a pizza and movie night.

The next year, Under the Tree bought presents for over 50 children. The organization still continues to help older children have a better Christmas.

## Life Lessons videos

Each Life Competency is introduced by a Life Lessons vlog recorded by a student. These videos help introduce the competency area in a natural and accessible way and serve as a springboard to the activities that follow.



## Train to THINK

### Problem solving

- 4 **READING** Work in pairs. Read and discuss the problem.  
The young people in your town aren't happy. They say there is nothing to do.  
Make a list of suggestions to help solve this problem.  
have a music festival build a skate park

- 5 Think about your suggestions. What are the advantages and disadvantages of each one?

Suggestions	😊	😞
music festival	young people love music / fun	noisy / make a mess / expensive

- 6 **READING** Decide which suggestion you think is the best. Compare your ideas with the rest of the class.

We think a musical festival is the best idea because all young people love music. It's also a lot of fun.

## GRAMMAR

### Adverbs

- 7 Look at the sentences from the website on page 96. Make a list of adjectives and adverbs.

- 0 We're looking for great ideas on how to spend the money well. **Adjective:** great. **Adverb:** well.  
1 We need somewhere to play happily and hang out safely in the evenings.  
2 Many motorists drive too fast.  
3 Main Street is full of empty stores.  
4 We could also have a music studio where local bands can record music cheaply.  
5 This probably sounds like a boring idea.  
6 We need to clean up our town quickly!

- 8 Complete the rule.

**RULE:** To form adverbs:  
• add 'ly' to regular adjectives (e.g. quick → quickly).  
• delete the -y and add 'ly' to adjectives ending in consonant + y (e.g. happy → happily).  
Some adjectives have irregular adverb forms.  
e.g. fast → fast good → well  
Adverbs usually come immediately after the object of the verb or the verb (if there is no object).  
He plays tennis well. NOT He plays well tennis.

- 9 Complete the sentences. Choose the correct words and write them in the correct form.

- 0 His car was really fast. He won the race easily.  
(easy / fast)  
1 It's not \_\_\_\_\_. You need to do it very \_\_\_\_\_.  
(careful / easy)  
2 We need to walk \_\_\_\_\_. I don't want to be \_\_\_\_\_.  
(late / quick)  
3 I did my homework \_\_\_\_\_. I was really \_\_\_\_\_.  
(tired / bad)  
4 He drives really \_\_\_\_\_. I get pretty \_\_\_\_\_ in the car with him. (scared / dangerous)

→ workbook page 91

## VOCABULARY

### Things in town: compound nouns

- 10 Choose a word from A and a word from B to make things you can find in a town. Look at the website on page 96 to help you.

A bill | bike | cross | graffiti | Main recycling | speed | youth  
B bin | board | camera | club | club walk | lane | Street | wall

- 11 Complete the sentences with the words in Exercise 10.

- 0 Slow down. There's a \_\_\_\_\_ speed camera just ahead.  
1 I really like that \_\_\_\_\_ advertising the new Italian restaurant has in town.  
2 Don't drop your paper on the ground. There's a \_\_\_\_\_ behind you.  
3 Don't try to cross the road here - there's a \_\_\_\_\_ at the intersection.  
4 We live in an apartment above one of the stores on \_\_\_\_\_.  
5 The new \_\_\_\_\_ is really popular.  
6 Lots of people are painting on it.  
7 I ride my bike to school. There's a \_\_\_\_\_ from outside my house all the way there.  
8 We go to the \_\_\_\_\_ every Friday night. I usually play table tennis and hang out with my friends there.

→ workbook page 92

### PRONUNCIATION

Voiced /v/ and unvoiced /f/  
Go to page 121.

## Train to THINK

Train to **THINK** sections encourage students to reflect on the topics presented in the readings and to express their opinions on meaningful issues, as well as requiring them to work together to achieve consensus or to solve a problem.

## Culture

The Culture sections introduce interesting topics and information about people and places around the world and spark discussion in a speaking task that requires students to make use of the information presented in the text.

## WRITING

An extended writing section guides students through the writing process for a variety of text types. Students are presented with a model text for analysis of the task and purpose, and to practice the useful language they will need, before they move on to write and share their own compositions.

## THINK

### Mythical places around the world

## Culture

- 1 Look at the pictures. What do you think a mythical place is?  
2 Read the article quickly. Where are each of the places?  
3 **GO TO 10** Read the article again and listen. Mark the sentences 'T' (true) or 'F' (false).  
1 Many people have heard about Atlantis, but it is not very clear where and what it is.  
2 The legend says that the people of Atlantis were famous for their culture and education.  
3 Jules Verne knew where to find Agartha.  
4 People believed that El Dorado was made of gold.  
5 Plato was the first person to write about the island of Thule.  
6 There is a story that Thule is a dark place, but a lot of great food grows there.

## Mythical PLACES AROUND THE WORLD

There are very few places on Earth that are undiscovered and we have satellite photos of the most remote places on the planet. But people are always interested in mythical lands, places that people say exist but no one has ever found.

Perhaps the most famous mythical place of all is Atlantis. Some people say it is a city, others say it is an island, and others call it a continent. But whatever it is exactly, there is one thing that everyone agrees on: it is under the sea. The Greek philosopher Plato was the first person to describe it and he suggested that one time, its people attacked Athens. No one is sure exactly where Atlantis is. Because of its name, some people think it is somewhere in the Atlantic Ocean. Others say it's in the Mediterranean Sea or in the Caribbean.

Agartha is another mythical place that is not on the land. The legend says that it's at the center of our planet. Like Atlantis, it is famous for its culture and educated society. It was the inspiration for Jules Verne's novel *Journey to the Center of the Earth*. It tells the story of a group of travelers who go on an exciting adventure underground. Many people have tried to find the entrance to Agartha, which they think is somewhere in Antarctica.

Some people believe that somewhere in South America, there is a famous city of gold: El Dorado. Many people tried to find it, but they weren't successful. El Dorado was originally the name of a person, a ruler of the ancient Colombian society called the Muisca. He covered himself in gold powder every day. There were legends in which people imagined that the whole city was made of gold.



Our final mythical land is an island called Thule. The legend says that it is in the north of the Earth, somewhere between Norway and Iceland. This is an area of the world that is completely dark for a lot of the year. But the story goes that Thule is a place where a lot of delicious food grows and people are always happy. The Roman poet Silius Italicus wrote about Thule. In his story, the people living there are painted blue.

- 4 **VOCABULARY** There are six highlighted words in the article. Match the words with these meanings. Write the words.

- 0 not real, with lots of stories about it mythical  
1 a large group of people who live together in an organized way \_\_\_\_\_  
2 leader of a country or kingdom \_\_\_\_\_  
3 far away from people and places \_\_\_\_\_  
4 without light \_\_\_\_\_  
5 an old story \_\_\_\_\_

- 5 **READING** Work in pairs. Discuss.

- 1 Imagine you are going to make a movie set in one of these mythical places. Think about the following:  
• What kind of movie is it? (horror, love, science fiction?)  
• What's the story about? (It's about a...)  
• Who is going to star in your movie? (It's going to star my favorite actors...)  
2 Present your ideas to the group and vote on the best idea.

## WRITING

### An informal email

- 1 **INPUT** Read the email. Answer the questions.  
1 Where is Emily going to spend her summer break?  
2 What is she going to do there?

- 2 Find these expressions in the email. Use them to answer the questions below.

Guess what? | You won't believe it. I can't wait. | By the way... | Anyway...

- 1 Which two expressions do we use to change topics?  
2 Which two expressions do we use to introduce something new?  
3 Which expression means 'I'm really excited'?

- 3 **ANALYSE** Look at paragraphs 1 and 2 of Emily's email. Match the functions with the paragraphs. Write a-d.

Paragraph 1: \_\_\_\_\_ and \_\_\_\_\_

Paragraph 2: \_\_\_\_\_ and \_\_\_\_\_

- a Describe the city  
b Give news  
c Ask how your friend is  
d Talk about your plans

- 4 What is the function of paragraph 3?



Luke  
lucky.kid@writing.com

### Exciting news!

Hi Luke,  
[1] How are you? I hope you're not studying too hard. Don't worry, there are only two more weeks of school. Anyway, I'm writing because I have some really cool news. You won't believe it. Mom and Dad are taking me to Cape Town for the summer. Cape Town, South Africa! I can't wait.  
[2] So I did some research on the internet. It looks like a really amazing place. Of course, there's the famous Table Mountain and the waterfront markets, but there are so many other great things to do there. I'm definitely going to go on a safari. And guess what? Mom's going to buy me some hang-gliding lessons. I'm going to be a hang-glider! We're going to be there for the whole of August. It's winter there, but I think the South African winter is hotter than our summer. So that's it - my big news. What do you think?  
[3] By the way, Dad says we're going to be in Newquay next weekend. Is there any chance we can meet up? Let me know.  
Love,  
Emily

- 5 Which paragraph answers these questions?

- a What famous mountain is there in Cape Town?  
b What's your news?  
c How long are you going to stay in Cape Town?  
d What's the weather like in Cape Town?  
e What are you going to do in Cape Town?  
f Where are you going?

- 6 **PRODUCE** Imagine you are going to spend your next vacation in a famous city. Write an email (about 100-120 words) to your friend telling her the news.

- Use the questions in Exercise 5 to help you.  
• Use some of the language in Exercise 2.