

# CONTENTS

**Welcome** p 4   **A** Introducing yourself; Asking questions; The weather; Families   **B** Meeting people; Irregular past participles; Losing things; Furniture  
**C** Buying and talking about food; In a restaurant; Stores; Things you have to do   **D** Plans and arrangements; Sports and sports verbs; Travel plans

	FUNCTIONS & SPEAKING	GRAMMAR	VOCABULARY
<b>Unit 1</b> <b>Incredible people</b> p 12 ▶	Talking about things you have and haven't done Developing Speaking: Offering encouragement	Present perfect with <i>just, already</i> , and <i>yet</i> ▶ Present perfect vs. simple past	Personality adjectives Collocations <b>WordWise:</b> Phrases with <i>just</i>
<b>Unit 2</b> <b>A good education</b> p 20 ▶	Asking and giving / refusing permission to do something Role-play: Asking permission	▶ Present perfect with <i>for</i> and <i>since</i> <i>a, an, the</i> , or no article	School subjects Verbs about thinking

**Life competencies:** Recognizing others' good work ▶, **Culture:** Schools with a difference ▶, Review

<b>Unit 3</b> <b>On the screen</b> p 30 ▶	Comparing things and actions Developing Speaking: Asking for and offering help	Comparative and superlative adjectives (review) ( <i>not</i> ) <i>as ... as</i> comparatives ▶ Making a comparison stronger or weaker Adverbs and comparative adverbs	Movie genres <b>WordWise:</b> Expressions with <i>get</i> Types of TV shows
<b>Unit 4</b> <b>Online life</b> p 38 ▶	Giving advice	Indefinite pronouns ( <i>everyone, no one, someone</i> , etc.) <i>all / some / none / any of them</i> ▶ <i>should(n't), had better, ought to</i>	IT terms Language for giving advice

**Life competencies:** Achieving your goals ▶, **Culture:** From caves to Kindles – how reading has changed ▶, Review

<b>Unit 5</b> <b>Music to my ears</b> p 48 ▶	Role-play: Helpful suggestions Developing Speaking: Asking about feelings	Present perfect continuous ▶ Present perfect vs. present perfect continuous	Making music <b>WordWise:</b> Phrasal verbs with <i>out</i> Musical instruments
<b>Unit 6</b> <b>No planet B</b> p 56 ▶	Expressing surprise and enthusiasm	<i>will (not), may (not), might (not)</i> for prediction ▶ First conditional <i>unless</i> in first conditional sentences	The environment Verbs to talk about energy

**Life competencies:** Managing your money ▶, **Culture:** Green solutions around the world ▶, Review

<b>Unit 7</b> <b>The future is now</b> p 66 ▶	Checking information Developing Speaking: Agreeing	Future forms ▶ Question tags <i>nor, neither</i> , and <i>so</i>	Future time expressions Organizing a party <b>WordWise:</b> Phrases with <i>about</i>
<b>Unit 8</b> <b>Science and us</b> p 74 ▶	Talking about past habits Talking about imaginary situations Talking about scientific discoveries	▶ Simple past vs. past continuous (review) <i>used to</i> Second conditional <i>I wish</i>	Direction and movement Science

**Life competencies:** Being flexible ▶, **Culture:** Amazing inventions from ancient civilizations ▶, Review

<b>Unit 9</b> <b>Working week</b> p 84 ▶	Developing Speaking: Accepting and refusing offers and invitations Role-play: Inviting friends to join you	▶ The passive (present, past, present continuous, present perfect)	Jobs <i>work as / in / for; work vs. job</i> <b>WordWise:</b> Time expressions with <i>in</i>
<b>Unit 10</b> <b>Mind and body</b> p 92 ▶	Talking about your health	Past perfect ▶ Past perfect continuous Past perfect vs. past perfect continuous	Time linkers Illness: collocations

**Life competencies:** Taking responsibility for your actions ▶, **Culture:** Keep in shape ... without going to the gym ▶, Review

<b>Unit 11</b> <b>Breaking news</b> p 102 ▶	Reporting what someone said Developing Speaking: Expressing feelings: anger	Reported statements ▶ Verb patterns: object + infinitive	Fun More verbs with object + infinitive <b>WordWise:</b> Expressions with <i>make</i>
<b>Unit 12</b> <b>Rules and regulations</b> p 110 ▶	Talking about permission Following and giving simple instructions	<i>be allowed to / let</i> ▶ Third conditional	Discipline Consequences and reasons

**Life competencies:** Being assertive ▶, **Culture:** Strange laws from around the world ▶, Review

PRONUNCIATION	THINK!	SKILLS
Intonation and sentence stress	<b>Values:</b> Human qualities	<b>Reading</b> Online survey responses: Who do you admire most? Article: Human moles <b>Writing</b> A short passage about someone you admire <b>Listening</b> Guessing game
Word stress	<b>Values:</b> Learning for life <b>Train to THINK</b> Learning about texts	<b>Reading</b> Article: The loneliest student in the UK Article: The power of “yet” <b>Writing</b> An email describing your school routine <b>Listening</b> Conversation about a summer activity list

B1 Preliminary for Schools Exam practice

Words ending in /ər/	<b>Values:</b> Preconceived ideas	<b>Reading</b> Article: A new kind of superhero Article: The history of watching TV <b>Writing</b> A paragraph about your TV habits <b>Listening</b> Interview with a teenage movie director
The short /ʌ/ vowel sound	<b>Values:</b> Responsible online behavior <b>Train to THINK</b> Logical sequencing	<b>Reading</b> Article: Leaving footprints Short texts: Different types of messages <b>Writing</b> A web page giving advice <b>Listening</b> Conversation about falling for online scams

B1 Preliminary for Schools Exam practice

The /ɑ/ vowel sound (spelled with o)	<b>Values:</b> Following your dreams	<b>Reading</b> Magazine article: A royal star Article: The future of live music <b>Writing</b> The story of your favorite band <b>Listening</b> Interviews about music
/f/, /v/, /b/ consonant sounds	<b>Values:</b> Caring for the world <b>Train to THINK</b> Different perspectives	<b>Reading</b> Magazine article: Hot topic: saving the Earth Brochure: Energy matters <b>Writing</b> An article for the school magazine <b>Listening</b> Interview about a town project

B1 Preliminary for Schools Exam practice

Intonation of question tags	<b>Values:</b> Believe in a better future	<b>Reading</b> Newspaper article: Today’s world Group chat: Organizing a party <b>Writing</b> An invitation to a party <b>Listening</b> Interview with a singer and a journalist
The /juː/ sound	<b>Values:</b> How science helps people <b>Train to THINK</b> Using criteria	<b>Reading</b> Magazine article: Curious minds Web forum: What invention or discovery would make your life better? <b>Writing</b> A blog entry <b>Listening</b> A science lesson

B1 Preliminary for Schools Exam practice


/tʃ/ and /dʒ/ consonant sounds	<b>Values:</b> What’s important in a job?	<b>Reading</b> Article: The perfect job? Article: Technology in the workplace <b>Writing</b> A short essay about jobs in the future <b>Listening</b> Interview with Marina Stuart
/tʃ/ and /ʃ/ consonant sounds	<b>Values:</b> Never give up <b>Train to THINK</b> Logical conclusions	<b>Reading</b> Article: 8,000 birds to see before you die Article: 3D printing – it can change lives <b>Writing</b> A story <b>Listening</b> Conversation about health and exercise

B1 Preliminary for Schools Exam practice

Intonation: rude or polite?	<b>Values:</b> Reacting to jokes	<b>Reading</b> Article: It’s all fake news Article: The danger of live TV <b>Writing</b> A news report <b>Listening</b> Profile of an extreme weather journalist
Silent consonants	<b>Values:</b> The importance of rules <b>Train to THINK</b> Being creative	<b>Reading</b> Article: Hard times to be a kid Website contest: The best 50-word stories <b>Writing</b> A set of rules <b>Listening</b> The rules of chess

B1 Preliminary 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 THINK** 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 THINK**



**AMERICAN THINK** 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.

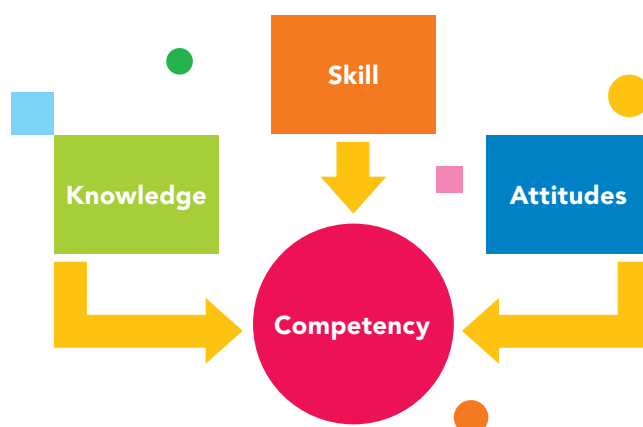
- **Creative Thinking**
- **Critical Thinking**
- **Learning to Learn**
- **Communication**
- **Collaboration**
- **Social Responsibilities**

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	Empathy and relationship skills	✓	✓	✓		✓	✓	✓				✓	
	Managing own emotions			✓								✓	
Critical Thinking	Evaluating ideas, arguments, and options		✓	✓	✓		✓	✓	✓	✓	✓		✓
	Understanding and analyzing links between ideas	✓	✓		✓		✓		✓	✓	✓	✓	
	Synthesizing ideas and information		✓					✓					
Learning to Learn	Practical skills for participating in learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Communication	Managing conversations							✓	✓			✓	
	Participating with appropriate confidence and clarity											✓	
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:** Critical Thinking

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

**Can Do Statement:** Assesses strengths and weaknesses of possible solutions.

In this **TH!NK Values** section, students are encouraged to compare points and arguments from different sources.

**THE PERFECT JOB?** WORKING WEEK UNIT 9

What would you choose as the perfect job? Here are three that could be on your list!

**MOVIE MADNESS**  
For all big movie fans out there, this is THE dream job. Most people pay to watch movies, but in this job, YOU are paid to watch TV series and movies. Around 30 people are employed by Netflix to watch Netflix content. They are required to binge-watch the latest movies and TV series on the platform and "tag" them with a few words. So, how does that work and why is it done? Words to describe each movie or TV series are entered into the system. This is done so that Netflix users can search for content more easily. For example, in the sci-fi category, the tags include *future* and *planets*. The release date of the movie, the language, the director, and actors in the movie are also included. How do you become a Netflix tagger? Well, first you need to have worked in the movie or TV industry for five years. You also need to specialize in a movie genre, for example, comedy, horror, or teen movies. Then there is a very difficult interview for the job. All Netflix taggers must have an excellent knowledge of movies and TV.

**ONLY DAREDEVILS NEED APPLY**  
Are you scared of heights? Then this is not the job for you. But if you are very brave and love rock climbing, then cleaning the windows of really tall skyscrapers is the perfect job for you. There is some on-the-job training to clean the windows: the cleaners are taught to abseil down from the top of the buildings. That means they move down the outside of the windows held by a rope around their bodies. Imagine cleaning the windows of the famous London Gherkin! It's 180 meters tall and 40 stories high. It was designed by a very famous English architect and it was built in the 2000s. Cleaners abseil down to the 35th floor. Below the 35th floor, the cleaners can work in a traditional cradle. It takes nine of them ten days to clean the whole building. Cleaners don't work on days when the winds are too strong. And guess what? The Gherkin is cleaned with soap and water. Where do the cleaners go for lunch? Well, lunch breaks aren't taken in a coffee shop. They are taken sitting at the top of the 40-story building. Imagine that amazing view every day.

**PET PSYCHOLOGIST**  
If you love animals, this could be the dream job for you. The pay is good, too. You can earn between \$32,000 and \$90,000 per year. The job is to study animal behavior and help owners discover the causes of their pets' problems. To work as a pet psychologist, you need to have a degree in veterinary science or zoology. You also need experience of working with animals, for example at a vet clinic or at a zoo. So, how is the job done? First, they talk to the owner to find out about the problem with the pet. For example, it may run after cars or bark too loudly. Then the animal is observed by the psychologist, and afterwards, once the pet psychologist discovers the causes of the pet's problems, the owners are given advice about how to help their pets.

**THINK values**

What's important in a job?

7 What do you think about the jobs in the text? Check (✓) the boxes.

	Netflix tagger	Extreme window-cleaner	Pet psychologist
1 This job is a waste of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 This job sounds fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 This job didn't exist in the past.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 This job is dangerous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I would like to have this job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8 **SPEAKING** Compare your ideas with others in the class.

9 Think of a job you might like to do in the future and write it down. Look at values a–f below. Rank each one 1–6 (1 = low, 6 = high) for your job.

Value	Score
a You can make a lot of money.	
b You might become famous.	
c It helps people.	
d It's fun to do.	
e It gives you lots of free time.	
f It's creative.	

10 **SPEAKING** Talk to others in your class. Compare your job and values with theirs.

**LIFE COMPETENCIES** WORKING WEEK UNIT 9

It isn't easy to tell other people when we've made a mistake. We might worry about what they will do or say. But taking responsibility for our actions often means that other people will know to respect and trust us.

**Taking responsibility for your actions**

1 Watch the video. What did Anna's mom already know about her daughter?

2 Watch again. Who said (or thought about saying) these things and why?

1 Can I copy your homework?	_____
2 Why haven't you done your homework?	_____
3 The hamster ate it.	_____
4 You never had a plate.	_____
5 Sorry, but I've had a little accident.	_____

3 Amy is telling her friend about an exam she failed. What excuses does she give for not studying?

"Mom and Dad are going to be really angry with me. You know what? They'll probably say I can't visit my cousins over the summer and they'll make me study instead. It isn't fair. Mr. Jones never gives me good grades. He just doesn't like me. I didn't have time to study either. It was my birthday over the weekend. I had a party on Saturday evening and I spent all day organizing it. I had to tell people what time to meet at the movie theater, and I had to call the pizza place to get a table. Then on Sunday, people were messaging me all day to wish me a happy birthday. You can't just turn your phone off when people are being nice enough to message you, can you? And then it was the first episode of *Lost Kings* on Sunday night and I was too tired to study after that. Then this morning, I was late for school. Mom forgot to leave me money for the bus, so I had to walk to school."

4 **SPEAKING** Work in pairs. Discuss these questions with your partner.

- Do you think any of Amy's excuses are good reasons for not studying?
- Do you think it would be fair if Amy's parents punished her?
- What should Amy say to her parents when they ask why she didn't study?
- Do you sometimes blame other people when things go wrong? Do you think you're always right when you do?

**Me and my world**

5 Here are some common excuses. Can you think of a time when you have said any of these things? Tell your partner about what happened.

I didn't see it.	The teacher never told me.
Homework?	She was doing it.
What homework?	so I did it, too.
It just broke.	I can't find it.
He started it.	They made me do it.

6 **SPEAKING** Think about your answers to Exercise 5. What might be a more responsible thing to say if you're in a similar situation again? Share your ideas with a partner.

**TIPS FOR TAKING RESPONSIBILITY FOR YOUR ACTIONS**

- Try to speak directly to someone when telling them what you've done. If you can't do that, write a letter or an email.
- Don't be surprised if the person you need to talk to is angry or upset at first. Stay calm. They will calm down and will respect you for being honest.
- Be sincere. Don't make excuses – just say what happened.

**Competency:** Social Responsibility

**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.



# 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.





## THINKvalues

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 and superlative adjectives (review)

- 1 Complete these sentences from the article on page 31 with the correct form of the words in the list.

big | exciting | short | strong | tall

- Batman is a superhero who is \_\_\_\_\_ and \_\_\_\_\_ than ordinary men.
- At 1.75 m, he was in fact \_\_\_\_\_ actor to ever play Batman.
- Dumbo the elephant has \_\_\_\_\_ ears than the other elephants.
- This new movie is \_\_\_\_\_ the old Disney movie.

#### (not) as ... as comparatives

- 2 Look at the examples of (not) as ... as to compare things. Answer the questions. Then complete the rule.

His character in the movie is not as scary as Tim Burton's original drawing.  
The new movie is still as sad as the old one.

- Which is scarier: the original drawing or the character in the movie?
- Is the new movie sadder than the old movie?

**RULE:** When we want to say that two things are (not) the same, we can use (not) as ... as + adjective + \_\_\_\_\_.

- 3 Complete each sentence with your own ideas.

- a Soccer isn't as exciting as \_\_\_\_\_ *skiing*.
- b Soccer is more exciting than \_\_\_\_\_ *golf*.
- a English is easier than \_\_\_\_\_.
- b English isn't as easy as \_\_\_\_\_.
- a Watching TV isn't as good as \_\_\_\_\_.
- b Watching TV is better than \_\_\_\_\_.

- 4 Complete the second sentence so it has the same meaning as the first. Use the word in parentheses.

- Ben's sister is younger than him. (old)  
Ben's sister \_\_\_\_\_ *isn't as old as* him.
- Traveling by train is faster than traveling by bus. (slow)  
Traveling by train \_\_\_\_\_ by bus.
- Tom is 1.65 m. Sue is 1.65 m, too. (tall)  
Tom \_\_\_\_\_ Sue.
- Dogs \_\_\_\_\_ cats. (quiet)
- This cell phone costs \$250. And the bicycle costs \$250, too. (expensive)  
The cell phone \_\_\_\_\_ the bicycle.
- Jo thinks geography is easier than history. (difficult)  
Jo thinks geography \_\_\_\_\_ history.
- My room is cleaner than yours. (messy)  
My room \_\_\_\_\_ yours.

#### PRONUNCIATION

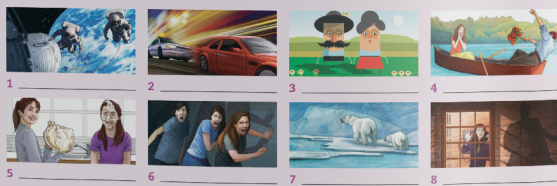
Words ending in /ə/ Go to page 120.

→ workbook page 28

### VOCABULARY Movie genres

- 5 Write the movie genres in the list under the pictures.

action movie | animated movie | comedy | documentary | horror movie  
romantic comedy (rom com) | science fiction (sci-fi) | thriller

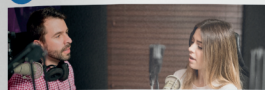


- 6 **SPEAKING** Can you think of an example of each movie genre? Do any of your examples fit more than one genre?

*Spies in Disguise is an action movie.*

→ workbook page 30

### LISTENING



- 7 **3.04** Listen to Part 1 of an interview. Why is Emma Harding a guest on the radio show?

- 8 **3.08** Listen to Part 2 of the interview. For each question, choose the correct answer.

- Emma says that making a Lego movie  
A takes a lot of time.  
B is far easier than you'd think.  
C requires lots of drawing.
- When she was making the movie, Emma  
A used her own camera.  
B didn't have any lights.  
C had some help from a friend.
- Emma says that her movie is  
A 10 seconds long.  
B 18 seconds long.  
C 20 seconds long.



### GRAMMAR Making a comparison stronger or weaker

- 9 Read the sentences. Choose the phrase that has a different meaning from the other two. Then complete the rule.

- Eighteen photos look a lot / much / *a little* better than ten photos.
- Together we made the script a little / a lot / a bit better.
- I'm sure it's a little / much / far more difficult than it looks.

**RULE:** Use 'a little' / 'a bit' / 'a lot' / 'much' / 'far' to make a comparative stronger.  
Use 'a bit' / 'a little' to make a comparative weaker.

- 10 Rewrite these sentences using the words in parentheses.

- Sharks are more dangerous than dolphins. (a lot)
- My brother is taller than me. (a bit)
- My new phone's better than my old one. (far)
- Her hair is longer than yours. (a little)
- The movie's more exciting than the book. (much)

ON THE SCREEN **UNIT 3**

- 11 Write sentences comparing these things. Use *much* / *far* / *a lot* or *a bit* / *a little*.

- watching TV / reading a book (interesting / easy)  
*I think watching TV is a lot more interesting than reading a book – and it's far easier, too.*
- gorillas / snakes (dangerous / beautiful)
- English / art (difficult / interesting)
- my country / the US (big / beautiful)

→ workbook page 29

### WordWise: Expressions with *get*

- 12 Look at the sentences from the unit so far. Choose the correct meaning of *get* in each one.

- Then you need to get yourself a camera.
- He got a Daytime Emmy Award for his cartoon series *Beetlejuice*.
- I couldn't wait to get home and tell my mom.
- I still get emotional when I think about it.

- a become c arrive  
b received d obtain, buy

- 13 Use a phrase from the list to complete each sentence.

get a drink | get angry | get home  
got better | got bored | got there

- The movie was terrible – after 20 minutes, I \_\_\_\_\_ and fell asleep.
- I was really late for school – when I \_\_\_\_\_, it was already ten o'clock!
- There's still a long way to go. I don't think we'll \_\_\_\_\_ before midnight.
- He was sick for about a week, but then he \_\_\_\_\_, I'm happy to say.
- It was just a joke. Please don't \_\_\_\_\_ with me!
- If you want, we can \_\_\_\_\_ in that coffee shop downtown.

- 14 Match the questions and answers.

- Let's go and get a drink.
- When do you get angry with people?
- Do you ever get bored watching TV?
- What time do you get to school?
- How often do you get sick?
- When they say things I don't like.
- Usually about eight o'clock.
- OK. The store over there sells water.
- Sometimes – usually in the winter.
- Only when it's a show I don't like.

→ workbook page 30

## GRAMMAR and VOCABULARY

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

## WordWise

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



## WRITING

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



### GRAMMAR

#### Present perfect continuous

- 1 Complete the sentences with the correct form of the words in parentheses. Check your answers in the article on page 49.

- 1 Sheku \_\_\_\_\_ (play) the cello since he was six.  
2 He \_\_\_\_\_ (perform) with Isata and his older brother Braimah for many years.

- 2 Match the example sentences below with the rules. Write the numbers 1–3.

- 1 I've been learning the piano for two years.  
2 I've been practicing the piano since 10 a.m.  
3 I've been playing the piano all day and I'm tired now.

**RULE:** The present perfect continuous is used for actions happening over a period of time. We use it to:

- a emphasize how long an activity has been happening. The activity may or may not be complete. ☐  
b talk generally about situations or activities that started in the past and are still continuing now. ☐  
c talk about situations or activities that have stopped but have a result in the present. ☐

- 3 Choose the correct words.

- 1 He's been talking / talked on the phone all morning.  
2 I've being / been playing this game for hours now.  
3 Jo hasn't / haven't been feeling well for a few days.  
4 They've been / being studying since ten o'clock.  
5 We haven't / hasn't been living here for very long.  
6 The dog's been barked / barking for half an hour.

- 4 Complete the sentences. Use the correct form of the words and for or since.

- 1 We're tired because we \_\_\_\_\_ (run) \_\_\_\_\_ hours.  
2 I \_\_\_\_\_ (wait) for her \_\_\_\_\_ 40 minutes.  
3 He \_\_\_\_\_ (watch) TV \_\_\_\_\_ 9 a.m.  
4 She's red because she \_\_\_\_\_ (lie) in the sun \_\_\_\_\_ this morning.  
5 They \_\_\_\_\_ (walk) in the rain \_\_\_\_\_ an hour and they're really wet.  
6 Dad's exhausted because he \_\_\_\_\_ (work) in the yard \_\_\_\_\_ he got up.

- 5 **SPEAKING** Work in pairs. Find out how long your partner has been doing these things.

- 1 living in their house 3 going to school  
2 learning English 4 talking

How long have you been learning English?

For two years.

→ workbook page 46

### PRONUNCIATION

The /ə/ vowel sound (spelled with o)  
Go to page 120.



### VOCABULARY

#### Making music

- 6 Complete the story of Dymonde with the verbs in the list.

enter | going | hit | playing | record  
released | start | streaming | won | writing

Alana Bolan started out as a teacher, but she always wanted to be a musician and she always loved \_\_\_\_\_ music and lyrics for songs. One day she decided to \_\_\_\_\_ a band, so she put an ad online. She soon found the band members she was looking for. They called themselves Dymonde. They practiced hard and started \_\_\_\_\_ local gigs. A few months ago they decided to \_\_\_\_\_ a talent show. They \_\_\_\_\_ the competition, and their prize was a day in a recording studio. They used it to \_\_\_\_\_ a single called *New Love*. They \_\_\_\_\_ the single a week ago, and a lot of people have been \_\_\_\_\_ it. It's already \_\_\_\_\_ the charts. Radio stations have been playing it a lot, too. Next month their album is coming out and they are \_\_\_\_\_ on tour all over the country. Get your tickets fast! They are running out quickly.



- 7 **SPEAKING** Work in pairs. Ask your partner about their favorite band. Use the expressions in Exercise 6.

Who writes the songs?

Have you been to any of their gigs?

→ workbook page 48



### WRITING

#### The story of your favorite band

- 8 Write the story of your favorite band.

Write about:

- how they started.
- how long they have been together.
- how long you have liked them and why.



### LISTENING

- 9 5.05 Listen to the interview with Dana. What is she talking about?

- 10 5.05 Listen again and answer the questions.

- 1 How important is music for Dana?  
2 What instrument would Dana like to play?  
3 What music does Dana listen to when she's studying?  
4 What does Dana think about song lyrics?

- 11 5.06 Now listen to Ben answering the same questions. Write three things he has in common with Dana.

- 1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_



### SPEAKING

- 12 Work in pairs. Do the quiz. Then discuss your answers to these questions.

- Do you agree or disagree with your score? Why?
- What music do you listen to when you are sad?
- What songs have special memories for you?
- What are your favorite song lyrics?
- How do you choose what music to listen to?
- What music do your friends like?



### DOES MUSIC ROCK YOUR WORLD? COULD YOU LIVE WITHOUT IT?

Take our quiz and find out just how important music is in your life.

For each question, choose the sentence that describes you best. Then work out your score and find out just how music crazy you are.

- 1 A I only listen to music when I'm happy.  
B Music makes me feel better when I'm feeling down.  
C I listen to different music depending on how I feel.

- 2 A I have lots of memories connected to different songs.  
B I never listen to music from when I was younger.  
C I get bored with songs quickly.

- 3 A My musical taste influences the clothes I wear.  
B Music has nothing to do with fashion.  
C I don't really think about what I wear.

### WordWise: Phrasal verbs with out

- 13 Complete each of these sentences from the unit so far with a word from the list.

coming | figure | find | go | running | started

- 1 Alana Bolan \_\_\_\_\_ out as a teacher.  
2 Next month their album is \_\_\_\_\_ out.  
3 Hurry up and get your tickets. They are \_\_\_\_\_ out quickly.  
4 When I have a problem to \_\_\_\_\_ out, listening to classical music can help.  
5 I'd never \_\_\_\_\_ out and buy any music.  
6 \_\_\_\_\_ out just how music crazy you are.

- 14 Match the phrases and the meanings.

- 1 to start out \_\_\_\_\_ 4 to come out \_\_\_\_\_  
2 to find out \_\_\_\_\_ 5 to run out \_\_\_\_\_  
3 to go out \_\_\_\_\_ 6 to figure out \_\_\_\_\_

- a to discover  
b to begin your working life  
c to leave your house  
d to become available  
e to find an answer or solution to a problem  
f to finish, use, or sell all of something, so that there is none left

- 15 Complete the sentences with the correct form of the verbs in Exercise 14.

- 1 John isn't here. He \_\_\_\_\_ about 20 minutes ago.  
2 It's a really old movie. I think it \_\_\_\_\_ in 2005.  
3 We need to go to the supermarket – we \_\_\_\_\_ of milk.  
4 The police are trying to \_\_\_\_\_ who started the trouble last night.  
5 We had some problems with the computer, but we \_\_\_\_\_ them \_\_\_\_\_ yesterday.  
6 She's a famous singer now, but she \_\_\_\_\_ as a dancer.

→ workbook page 48

- 4 A I have the same musical tastes as my best friends.  
B I like different music from most of my friends.  
C I always know if I'm going to be friends with someone when they tell me their taste in music.
- 5 A I always listen to the lyrics in songs.  
B Melody is more important than lyrics.  
C Melody and lyrics are both really important in a song.

GO TO PAGE 127 TO FIND OUT YOUR SCORE!



## 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.



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.



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 **GO 11-09** Look at the photo. What do you think they are looking at? Listen and read to check.

**Tony:** Hey, Sandra. Check this out. It's a tweet from Sam Johnson, and it's about your brother, Mark.

**Sandra:** Really? Let me see. "Our game against Charlton school yesterday finished 1-1. We didn't win because Mark Smith missed an easy goal. Don't even know why he's on the team." What! That's unfair. And I know for a fact that Mark scored our only goal. I'm going to have a word with Sam.

**Tony:** No, don't do that. It's not worth it.

**Sandra:** But it makes me so angry! Sam can't just post whatever he wants to post. Look, he's over there. I'm going to talk to him. Hey, Sam.

**Sam:** What's up? Oh, I think I know. My tweet about your brother, I guess.

**Sandra:** Well, yes. Why did you write that? And why didn't you say that he actually scored a goal?

**Sam:** I can write what I want. And anyway, I don't think your brother's a good player.

**Tony:** But we're talking about being truthful. He scored the goal. I think that's probably more important than his miss.

**Sam:** I'm just saying he isn't a good player. That's the truth. Get over it.

**Tony:** And he walks away! Incredible.

**Sandra:** OK, I'm going to write a tweet now. Here we go. "I'm really angry! Sam Johnson tweeted something completely untrue about my brother. I think it's because he's jealous."

**Tony:** No, Sandra. Don't say you're angry. Just tell people what he said.

**Sandra:** You're right. I'll change it. "I asked Sam Johnson why he tweeted something untrue and unfair about my brother. He was like, 'It just came into my head and I wrote it.' Any thoughts, guys? Let me know!"

**Tony:** That's it. Let's see what your friends think. Look – someone's already replied.

- 2 Read the dialogue again and answer the questions.

- 1 Why is Sandra upset about Sam's tweet?
- 2 What does Sam think about Mark?
- 3 What does Sandra want to say in her first tweet?
- 4 Why does she change her mind about what to write?

- 3 **SPEAKING** Discuss the questions in pairs.

- 1 Is Sandra right to be angry?
- 2 Is Sam's reason for his tweet a good reason?
- 3 Which of Sandra's tweets is best, and why?
- 4 Should people always be truthful in their messages?

#### Phrases for fluency

- 4 Find the underlined expressions in the dialogue and use them to complete the conversation.

- A Hi, \_\_\_\_\_! It's my new basketball gear.  
B Oh, nice. I wish I could play in the next game.  
A Did you talk to Alex about it?  
B Yes. But \_\_\_\_\_, "No way, you can't play and that's that."  
A Really? That's bad. Should I \_\_\_\_\_ with him?  
B No, it's OK, thanks.  
A \_\_\_\_\_, he shouldn't treat people like that.  
B Hmm, but \_\_\_\_\_ a guy who thinks he is better than everyone else.  
A Well, you never know.  
B \_\_\_\_\_ He won't listen to you.



#### FUNCTIONS

##### Expressing feelings: anger

#### KEY LANGUAGE

I got so angry ... I hate it ...  
It makes me really angry ...

- 5 Complete the mini-dialogues using the phrases from the Key Language box. Use the correct form of the verbs.

- 1 Jorge What's wrong, Emily?  
Emily My sister has been reading my texts. It \_\_\_\_\_ when she does that!  
2 Haruto \_\_\_\_\_ it when people don't listen to what I'm saying!  
Ethan Me, too! It's so annoying.  
3 Lena What's up, Isabel?  
Isabel My mom said I can't go to the party tomorrow. I \_\_\_\_\_ when she told me, but now I feel bad.

- 6 Make a list of the top three things that make you angry. Write sentences using the phrases in Exercise 5.

I get so angry when my brother takes my things.

- 7 **SPEAKING** Work in pairs. Tell each other about the things on your lists.



## LIFE COMPETENCIES

Being assertive is making sure you say clearly what you want or think but respect what other people think, too. Being passive or aggressive hurts either you or the people around you, but being assertive means you let people know what's important to you, which is more likely to have positive results for everyone.



- 1 **▶ 33** Watch the video. What was the problem with the meal?

- 2 **▶ 33** Watch again and answer the questions.

- 1 Who wanted to talk to the waiter?
- 2 Why was Kieran's sister embarrassed?
- 3 How did the waiter react?
- 4 What did Kieran learn from the experience?

- 3 Read the following situations. Decide which answer is passive, which is aggressive, and which is assertive.

- 1 A classmate wants to copy your homework.
  - a Say no and shout, "Somebody's not smart enough to do the homework!" in front of the whole class.
  - b Give the classmate your homework. They might say bad things about you if you don't.
  - c Say no and explain why you don't think it's right to let them copy your work.
- 2 Your best friend promises to call you, but doesn't.
  - a Feel hurt, but don't say anything about it.
  - b Call your friend and say, "You said you were going to call me. Is everything OK?"
  - c Be angry with your friend without saying why and stop talking to them.
- 3 You are in class and you don't understand what the teacher asked you to do.
  - a Sit and wait to see what other people do.
  - b Start talking to your friends.
  - c Raise your hand and say, "Sorry, I didn't understand. Can you please explain again?"

- 4 You need to ask permission from your parents to stay out late.
  - a Just stay out late and tell your parents that you didn't see the time.
  - b Don't ask. They never give you permission to do anything, so why ask?
  - c Tell your parents what time the movie you want to see finishes and ask to go.
- 5 You're in a bookstore looking for a book you want, but you can't find it.
  - a Say, "I can't find anything here! I'm going to a better store."
  - b Ask the sales assistant to help you find the book.
  - c Look on all the shelves again. You don't want to ask for help and look silly.

#### Me and my world

- 4 **SPEAKING** Work in pairs. Act out one of these situations three times – once being passive, once being aggressive, and once being assertive.
- You're working on a group project, but you are doing much more work than the other members of the group.
  - You asked your parents to sign a permission slip for a school trip, but they haven't signed it yet.
  - You're leaving a store and notice that you have paid twice for something.
- 5 **SPEAKING** Act out your situation for another pair, but don't tell them if you are being passive, aggressive, or assertive. After you finish, the other pair guesses which one you were acting out.
- 6 **SPEAKING** Work in small groups. Talk about a situation in your life when you should have been more assertive.

#### TIPS FOR BEING ASSERTIVE

- Remember that having a different point of view doesn't mean you are right and the other person is wrong.
- Be honest and tell others how you feel or what you want.
- Look at the other person and speak in a normal voice.

## 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

### Different perspectives

1 Read these different texts. Match them with the text types in the list. Write numbers 1-4. Give your reasons. There are two text types you don't need to use.

- |                                       |   |
|---------------------------------------|---|
| <input type="checkbox"/> note         | <input type="checkbox"/> online article       |
| <input type="checkbox"/> diary entry  | <input type="checkbox"/> informative brochure |
| <input type="checkbox"/> text message | <input type="checkbox"/> adventure story      |

2 **SPEAKING** Work in pairs. Discuss which of the texts are for and what their purpose is.

I think text 1 is probably for ... I think somebody wrote it in order to ...

### READING

3 **CD 6-4** Read and listen to the text. What type of text is it? Choose from the text types in Exercise 1. Who might this text be for?

1 This morning we took part in the Incredible Edible project. I was so proud when I saw that all of the students in my class had brought vegetable plants ...

2 Meeting the guys who want to plant vegetables by the soccer field at 5... Hope to CUL8R. S.

3 ... to buy OUR vegetables. They come from local farms. They are organic and fresh – and you don't have to pick them yourself. Prices are reasonable; the quality is high!

4 Our reporter has learned that the city council will publish a list of vacant land that can be used by the Incredible Edible project. It has been ...

## 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 require 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 produce and share their own compositions.

## THINK

Green solutions around the world

## Culture

- 1 Look at the photos. Where do you think these places might be?  
2 **CD 6-6** Read and listen to the article. Check your ideas.

## GREEN SOLUTIONS AROUND THE WORLD

### THE NETHERLANDS

Can a ban on cars help business? In the mid-seventies, there was a problem in the city of Groningen, in the Netherlands. Lots of people used the highway in the city and there were too many cars. This caused a lot of traffic jams. The city council decided to replace the highway with green areas, pedestrian areas, bike paths, and bus lanes. They stopped cars from parking in the town square and discouraged cars from entering the city. At first, store owners said they would lose customers. But they didn't and soon businesses and stores that were not in the car-free zone wanted the city council to expand it. Today, 61% of trips taken in the city are done by bicycle. The city is full of places for bikes to park and most buildings have bicycle garages. As a result, today Groningen has the cleanest air of any big Dutch city.

### MEXICO

Can a wood-burning stove really be environmentally friendly and still be efficient?

People in many countries still rely on open fires. Although the fires help people cook and stay warm, the smoke and gas can cause illnesses. They also use precious fuels such as wood or coal. The so-called Patsari stove uses less wood and so it improves both air quality in the home and family health. The stove was developed in Mexico. It is made of sealed-together brick stones so no gas can come out from the stove. The stones heat up when somebody lights a fire underneath and the back of the stove is attached to a chimney, which takes the smoke out of the home. Health studies show that families with a Patsari stove get 30% fewer lung infections and 50% fewer eye infections.

### ECUADOR

Can a camera trap program help save a nature park? The Bigal River nature park is located between the Amazon forest and the Andes. It is a beautiful area and is home to many different animals and birds. However, human activity has had a negative effect on the wildlife that lives there. Many animals and birds are endangered because of loss of habitat and hunting. To show people how wonderful the nature park is, the Sumar Mayu Foundation set up camera traps around the park. These traps record a video whenever an animal enters a certain place in the park. It shows where they are in the park and it studies changes in behavior caused by humans. The camera traps have been in the nature park since 2014. They have collected hundreds of hours of video showing wildlife and the material is being used to help fight new building projects in the protected land.

- 3 **SPEAKING** Work in pairs. Read these things people say. Are they from the Netherlands, Mexico, or Ecuador?  
1 "People in our town feel much healthier now."  
2 "I hope those birds don't disappear."  
3 "I still get a lot of customers in my restaurant."  
4 "We're happy that they didn't build there – and the video certainly helped."  
5 "It's much nicer inside my house now."  
6 "I never have a problem – there's always somewhere to live it."

4 Do you know of any other towns, cities, or countries where there has been an environmental project?

5 **SCRAMBLE** There are eight highlighted words in the article. Match the words with these meanings.

- Write the words.  
0 an organ in the chest that you use to breathe  
1 the place where an animal or plant usually lives  
2 things that people or animals do, or the way they act  
3 of great value because of being rare, expensive, or important  
4 the result of an action or other cause  
5 tried to prevent something from happening  
6 very tightly closed  
7 make something bigger

lung  
\_\_\_\_\_

**PRONUNCIATION**  
/l/, /e/, /o/ consonant sounds  
Go to page 120.

## WRITING

An article for the school magazine

1 **WRITE** Read this article from a school magazine. Then answer the questions.

- 1 How has the river changed?  
2 What are the main reasons for the problems?  
3 What will happen if the situation doesn't change?  
4 What should be done?

2 Put the words in the correct order to make sentences from the article. Then go through it and find the evidence the writer uses to support each of these statements.

- 1 so / the / beautiful / once / Quiller River / was  
2 situation / alarming / is / the  
3 the / riverbanks / and / look at / just

3 Match the sentence halves. Which of them talk about possible consequences? Which are suggestions? Which are predictions?

- 1 If politicians wake up and we all do something.  
2 We need stricter laws.  
3 In a few years' time.  
4 So I really think politicians  
5 The situation will be even worse in a few years

- a to protect our river.  
b unless factories stop polluting the water.  
c we might once again be able to enjoy the beauty of the river.  
d should do something about it.  
e all the fish may be dead.

4 **ANALYZE** The article has four paragraphs. Which of them ...

- a expresses the writer's hope that the situation will be better in the future?  
b introduces the topic?  
c describes problems and says what should be done?  
d describes problems, says what will happen if nothing is done, and what should be done?

## Quiller River POLLUTION

The Quiller River was once so beautiful that there was even a song about it. And now?

The situation is alarming. There are lots of factories along the river. Newspapers have recently reported that the water in the river is totally polluted. There are hardly any fish left and the water itself smells terrible. The situation will be even worse in a few years unless factories stop polluting the water. That is why I really think politicians should do something about it. We need stricter laws to protect our river.

And just look at the riverbanks. They are covered in trash. It seems that there are lots of people who throw their waste into the river. This must stop! We should all get together and help clean up the riverbanks.

In conclusion, if politicians wake up and we all do something, we might once again be able to enjoy the beauty of the river. Let's hope it's not too late.

5 **PLAN** Choose a local environmental problem and make notes about what the situation is now, possible consequences, and what should be done.

6 **PRODUCE** Write an article for your school magazine raising awareness about the environmental issue you have chosen.

- Find a good title.  
Write an introduction that catches the reader's interest.  
Describe what the problems are, what you think the consequences might be, and what should be done.