

TEACHER'S BOOK
with Digital Pack

3
CEFR
B1+

AMERICAN THINK

SECOND EDITION

Zoltan Rezmueves

 **CAMBRIDGE**
UNIVERSITY PRESS

CONTENTS

Welcome p 4 **A** *let and allow*; Music; Verbs of perception; The big screen; Present perfect tenses; TV programs
B Our endangered planet; Question tags; *So do I / Neither do I*; Accepting and refusing invitations; Party time; Indefinite pronouns; Arranging a party

	FUNCTIONS & SPEAKING	GRAMMAR	VOCABULARY
Unit 1 Big decisions p 12 ▶	Talking about the future Complaining Developing Speaking: Talking about worrying Role play: Complaining to a relative	Present tenses (review) ▶ Future tenses (review)	Making changes Life plans WordWise: Phrases with <i>up</i>
Unit 2 A hard life p 20 ▶	Talking about the past	▶ Narrative tenses (review) <i>would and used to</i>	Descriptive verbs Time periods

Life Competencies: Managing stress ▶, **Culture:** Creative climate solutions ▶, Review

Unit 3 What's in a name? p 30 ▶	Giving advice Expressing obligation Giving recommendations, warnings, and prohibitions	<i>(don't) have to / ought to / should(n't) / must</i> ▶ <i>had better (not) can('t) / must(n't)</i>	Making and selling Expressions with <i>name</i>
Unit 4 What would you do? p 38 ▶	Talking about hypothetical situations Expressing wishes Apologizing and accepting apologies Developing Speaking: Talking about what to study in college	First and second conditional (review) Time conjunctions ▶ <i>wish</i> and <i>if only</i> Third conditional (review)	Being honest Making a decision WordWise: Phrases with <i>now</i>

Life Competencies: Acting on instinct ▶, **Fiction:** *How I Met Myself* by David A. Hill, Review

Unit 5 Storytelling p 48 ▶	Telling a story	▶ Relative pronouns Defining and non-defining relative clauses Relative clauses with <i>which</i>	Elements of a story Types of story
Unit 6 That's impossible p 56 ▶	Talking about sequence Explaining how things are done	▶ Present and past passive (review) <i>have something done</i> Future and present perfect passive (review)	Extreme adjectives and modifiers <i>make and do</i>

Culture: Storytelling in the Caribbean ▶, **Fiction:** *The Mind Map* by David Morrison, Review

Unit 7 Breaking away p 66 ▶	Talking about permission Talking about habits Invitations Developing Speaking: Being more flexible Role play: Accepting or refusing invitations	<i>make / let and be allowed to</i> ▶ <i>be / get used to</i>	Phrasal verbs (1) Personality WordWise: Phrases with <i>all</i>
Unit 8 Crime and punishment p 74 ▶	Reporting what someone said, asked, or requested Giving and reacting to news	▶ Reported speech (review) Reported questions, requests, and imperatives	Crime Reporting verbs

Life Competencies: Getting along with others ▶, **Culture:** Famous prisons ▶, Review

Unit 9 It's a mystery! p 84 ▶	Making deductions	▶ Modals of deduction (present) <i>should(n't) have</i> Modals of deduction (past)	Mysteries Expressions with <i>go</i>
Unit 10 Money p 92 ▶	Talking about future events Sympathizing Developing Speaking: Talking about having or not having money	▶ Future continuous Future perfect	Money and value Jobs and work WordWise: Phrases with <i>by</i>

Life Competencies: Being determined ▶, **Fiction:** *Wild Country* by Margaret Johnson, Review

Unit 11 Emergency! p 102 ▶	Expressing purpose Emphasizing	Verbs followed by gerund or infinitive <i>to / in order to / so as to</i> ▶ <i>so</i> and <i>such</i>	Danger and safety Adjectives with negative prefixes
Unit 12 Life's firsts p 110 ▶	Expressing regret Talking about fears	Phrasal verbs ▶ <i>I wish / If only</i> + past perfect	Phrasal verbs (2) Nervousness and fear

Culture: The Great Escape ▶, **Fiction:** *Bullring Kid and Country Cowboy* by Louise Clover, Review

C Feeling under the weather; Giving advice; Better or worse?; Comparisons

D Reported speech; Sequencing words; Asking for and offering help; IT problems; IT vocabulary; Passive tenses

PRONUNCIATION	THINK!	SKILLS
Linking words with <i>up</i>	Train to THINK Reading between the lines	Reading Online forum: What next? Blog: Before I settle down – a list Writing An email about resolutions Listening Conversation about success and failure
Initial consonant clusters with /s/	Train to THINK Following an idea through a paragraph Values: Animal rights	Reading Magazine article: They made a difference: The slave trade Online magazine article: A short history of bathing in the UK Writing A magazine article about someone who made an important discovery Listening The passenger pigeon

TOWARDS B2 First for Schools practice

Strong and weak forms: /ɑv/ and /əv/	Train to THINK Identifying the main topic of a paragraph	Reading Article: Brand names Article: Funny place names Writing A reply to a letter asking for advice Listening Nicknames
Consonant–vowel word linking	Train to THINK Thinking of consequences Values: Doing the right thing	Reading Quiz: How honest are you? Article: How honest is that? Writing A journal entry about a dilemma Listening A guessing game: I wish

TOWARDS B2 First for Schools practice

The schwa /əɪr/ in word endings	Train to THINK Thinking about different writing styles	Reading Blog: So you want to write a novel, do you? Article series: There are always two sides to an argument: Books are always better than their movies. Writing A short paragraph expressing an opinion Listening Roald Dahl
The /ɜ/ phoneme	Train to THINK Understanding what's relevant	Reading Magazine article: How on earth does he do it? Blog: Big questions – bigger answers! Writing Explaining how things are done Listening Conversation about a haircut

TOWARDS B2 First for Schools practice

Intonation – inviting, accepting, and refusing invitations	Train to THINK Thinking outside the box Values: Stereotypes	Reading Article: Changing the rules Article: My prisoner, my friend, my president, and my father Writing An article about stereotypes Listening Conversation about traveling to India
Intonation – expressing surprise	Train to THINK Thinking about empathy Values: Respecting the law	Reading Newspaper articles: Crimes! Magazine article: Eating out behind bars Writing A report of a crime Listening Restoring Justice


TOWARDS B2 First for Schools practice

Moving word stress	Train to THINK Fact or opinion? Values: Thinking carefully before you act	Reading Web article: The truth is out there Magazine article: The dress Writing Explaining a mystery Listening A short story
Short and long vowel sounds: /ɪ/ – /i:/ and /ɑ/ – /oʊ/	Train to THINK Exaggeration	Reading Magazine article: Money: past, present, and future Web forum: Inequality Writing My life in the future Listening Game show: <i>Moneyspinners</i>

TOWARDS B2 First for Schools practice

Strong and weak forms: /tu:/ and /tə/	Train to THINK Understanding cause and effect	Reading News report: Miracle underground Article: Emergency? What emergency? Writing A story about a rescue Listening The story of <i>Androcles and the Lion</i>
Different pronunciations of <i>ea</i>	Train to THINK Logical conclusions Values: Breaking new ground	Reading Online forum: The first time I ... A story: The first time I made friends with a spider Writing A story about a bad decision Listening Quiz: Transportation firsts

TOWARDS B2 First for Schools practice



Welcome to **AMERICAN THINK**, 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 THINK** 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 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.

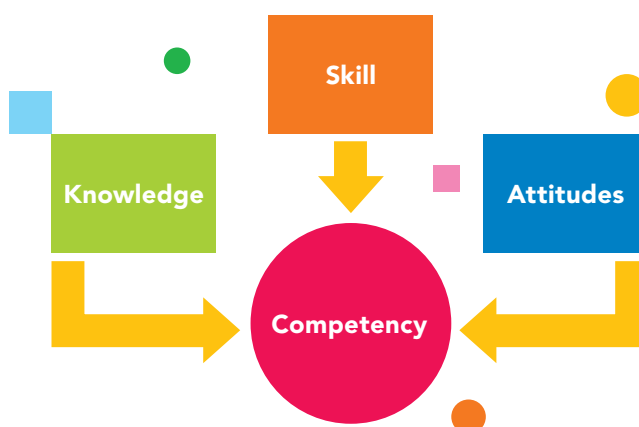
- Creative Thinking
- Critical Thinking
- Learning to Learn
- Communication
- Collaboration
- Social Responsibilities

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://www.cambridge.org/americanthink2e)

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 and describing own and others' cultures					✓		✓					
	Taking active roles including leadership												✓
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	Using appropriate language and register for context					✓					✓		
Creative Thinking	Participating in creative activities							✓	✓				
Collaboration	Listening respectfully and responding constructively to others' contributions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Taking personal responsibility for own contribution to a group task						✓						
	Setting measurable objectives					✓	✓						

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: Identifies assumptions and inferences in an argument.

*In this Train to **TH!NK** section, students are asked to draw their own conclusions from texts in which the writer does not give direct information.*

What next?

BIG DECISIONS UNIT 3

John posted 2 hours ago

My time at school is almost up and of course I'm thinking about the big question: what next? Maybe I've waited too long to start thinking about it, but that's how I am. I think I'll do well in my exams, so maybe I'll go to college and get more qualifications – but I've been asking myself if it's better to just find a job and start a career that way. On the other hand, if I do go on to study further, should I do it right away or maybe take a year off – a "gap year"? Helpful comments and ideas, please! Thanks.

Like Share Reply

Amy posted 5 minutes ago

Hi, John. I'm doing a gap year right now. I saved up some money and went to Thailand, but after two months of vacation, I got bored and the money was running out. Then I learned about a volunteer medical organization working in poor parts of the country and they let me join as a driver. Now I'm working, struggling with the Thai language (I spend up to an hour a day practicing with friends), and learning lots about myself. I've made a resolution, too – when I go home, I'm going to study medicine to be a doctor or a nurse. So my advice? Do a gap year, but don't just travel around – do some volunteer work somewhere. For me, it's been life-changing.

Like Share Reply

Mark posted 28 minutes ago

Hey! I finished high school three months ago and I didn't want to go to college or travel. So I'm doing a course. I'm studying to become a yoga teacher. I took up yoga a couple of years ago and I've loved it ever since. I was very lazy at school, but I've changed my ways and now I study really hard. The class starts every day at 7:00, so I've had to get into the habit of waking up early. But that's fine – I love what I'm doing. That's the important thing – do what you love, if you can.

Like Share Reply

Pauline posted 1 hour ago

Hi there! Here's my advice. Do what feels right for you now, but keep an open mind and be prepared to change. Some of my friends went traveling after school, but I didn't have the courage; I just went to college. It was OK and I was having a good time. Then one day, an old friend from school called me and said he was going to start an online company and asked me to join him. So, I quit college and went to work with him. It was the best thing I've ever done. I wasn't planning on dropping out of college, but I took the chance to try something different and I don't regret it.

Like Share Reply

Train to **TH!NK**

Reading between the lines

Sometimes a writer doesn't tell us everything directly: we need to draw conclusions from the information the writer gives. We call this "reading between the lines."

6 Answer the questions and give reasons for your answers.

- 1 Is John worried about his abilities as a student?
No, he says he'll do well on his exams and he's thinking about university.
- 2 Has Amy been enjoying her work with a medical organization?
- 3 Is Mark different now than when he was at school?
- 4 Did Pauline want to travel after leaving school?

13

7 SPEAKING

7 Work in pairs. Discuss these questions.

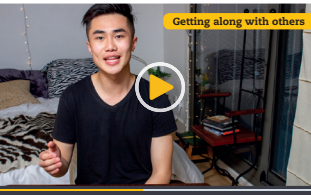
- 1 What resolutions are you going to make for this school year?
- 2 What do you think is the secret of changing your life for the better?

Plan carefully. Do work first, play later. Listen to your parents.

BIG DECISIONS UNIT 3

LIFE COMPETENCIES

Getting along with others is important. We don't always agree with other people or like the way they do things. However, even when we disagree with them, we ought to be friendly and respect them.



1 ▶ Watch the vlog. How would you describe the situation at home between Leo and his sister?

2 ▶ Watch the vlog again and make notes on:

- a three annoying things Leo does.
- b three annoying things his sister does.

3 Compare your notes with a partner.

4 Read the situations. Make notes about what you would do in each situation.

A You are working on a project with a group of students in your class. You have a lot of good ideas that you want to use, but one person is difficult to work with. She also has lots of ideas for the project, but the problem is you don't think her ideas are very good. She says that you are too bossy and that you won't listen to anyone else, because you think your ideas are the best.

B You have always been good at English, particularly in creative writing, and you usually get good grades. You used to have a good relationship with your teacher, but recently, he has started to be pretty negative about your work and has even criticized it in front of the class. Last week, you got a really bad grade on your homework and you don't know why. When you tried to speak to your teacher about it, he seemed annoyed.

5 Compare your answers with a partner. Do you agree? Have you ever been in a similar situation? What did you do?

6 **SPEAKING** Work in pairs. Match the solutions 1–4 to situations A and B in Exercise 4. Then discuss. Which solutions do you think are the best? Which would you not recommend?

- 1 Suggest everyone in the group votes on which ideas to use. Both of you will have to be prepared to accept that it may not be your ideas that are chosen.
- 2 Confront your teacher again and ask for an explanation. Explain that your work won't improve unless he gives you clear feedback on exactly what the problem is. Refuse to leave until it is resolved.
- 3 Listen to your friend's ideas and think about how they could work with your own. Maybe you could use some of your ideas and some of hers, too.
- 4 Try talking to another teacher. Ask him/her for advice on how to deal with the situation.

Me and my world

7 Think of someone you don't get along well with. Write down:

- 1 three reasons why you don't get along.
- 2 three things you could do to change things.

TIPS FOR GETTING ALONG WITH OTHERS

- Take a bit of time to stop and think about what someone has said or done. Don't respond or react in anger. This could make the situation worse.
- Be positive. Think of solutions to your problem before you speak to the person.
- Try to feel empathy. There may be a reason why the person is behaving a certain way. Ask how they are feeling.

21

Competency: Emotional Development

Core Area: Empathy and relationship skills

Can Do Statement: Negotiating conflict constructively.

The following exercises encourage students to put themselves in the position of others during times of conflict. They also practice stating opposing opinions in a constructive way.

Student's Book

Each unit of **AMERICAN THINK** 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.

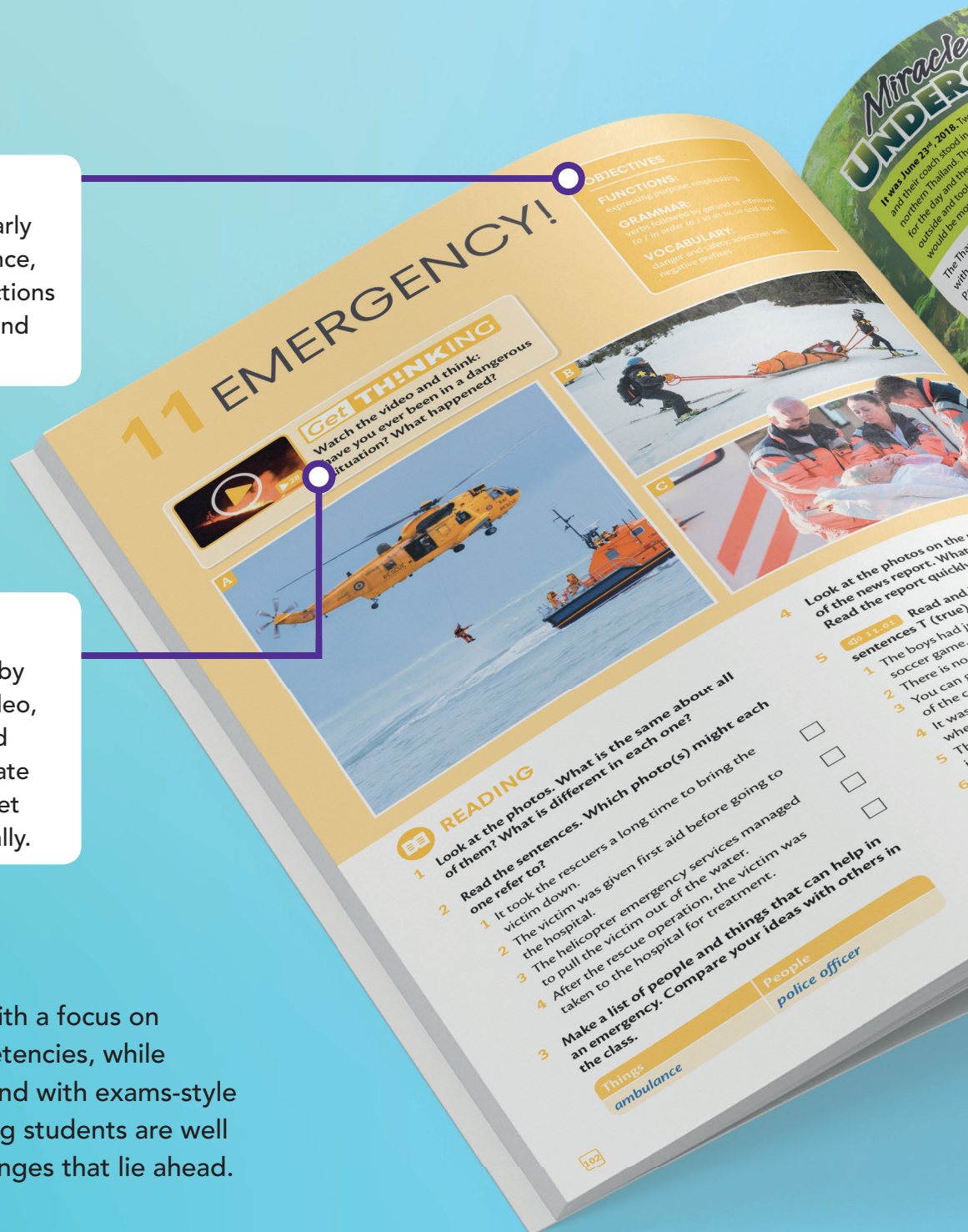
Objectives

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

Get THINKING

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

Some 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.





UNDERGROUND

2018. Twelve members of the Wild Boars soccer team stood in front of the entrance to the Tham Luang cave in Thailand and they decided to explore the cave. They left their bikes and took their flashlights and some snacks inside with them. It would be more than two weeks before the group saw daylight again.

The Tham Luang cave stretches 10 km into the mountain with a network of chambers, narrow passages, and tunnels. Inside, there is no phone signal, so contact with the outside world is impossible. The first kilometer is open to the public, but only until June. In the rainy season from July to November, it becomes extremely dangerous because the whole system quickly fills with water. And in June of 2018, the rain came early. When the boys failed to come home that evening, their parents contacted the police. Finding the bikes outside the cave, the police soon realized where they were, but they also knew they were trapped somewhere inside and were in great danger. At 4 a.m. the next morning Thai divers tried to start searching the cave, but it was soon clear that they did not have the equipment or experience they needed. News of the emergency soon spread. Within days, experts from countries all over the world had arrived at the cave hoping to help rescue the group. For days, an international team of divers searched deep into the caves, but found no sign of the boys. Then, at last, on the tenth day, two British divers arrived in a new chamber where they saw 13 figures sitting on a shelf of rock above the water. The boys and their coach were very thin and weak, but they were alive. The celebrations, though, were short. The divers

knew the boys weren't out of danger yet and that the rescue would be extremely difficult. They had 13 young people with no diving experience to bring to safety through 4 km of dark, narrow passages. Furthermore, heavy rain was predicted and water levels would soon be rising. If they weren't brought out soon, it would be impossible to save them.

A team of experts worked night and day to plan the rescue. Each boy, dressed in a wetsuit and with a supply of oxygen, was taken underwater by a diver through the flooded chambers. The divers were guided by ropes to avoid losing their way and they kept checking the air bubbles to make sure the boys were breathing. In other parts of the cave, the boys lay on plastic stretchers, which were pushed with great difficulty through the narrow spaces.

It took three days to get everyone to safety and the last person was brought out just as the water levels in the cave started to rise quickly. It was a miracle – all 13 members of the Wild Boars had survived.

Train to THINK

- There is a cause and effect relationship between two ideas only if we can show that one thing leads to another.
- 6 Match the causes (1–5) with the effects (a–e). Then check your answers in the article.
- The boys didn't come home.
 - The police found the boys' bikes.
 - It had rained a lot overnight.
 - News of the emergency spread.
 - The boys had been missing for ten days.
- Experts from all over the world arrived to help.
 - Most people thought they were dead.
 - The caves were flooded.
 - They knew the boys were in the cave.
 - The parents contacted the police.

- 7 Complete 1–3 with a cause or an effect.
- The flooding became worse, so the divers ...
 - ... so we decided to call the emergency services.
 - ... Therefore, the victim was taken to the hospital.

SPEAKING

- Work in pairs. Discuss these questions.
- Do you think the divers were heroes? Why or why not?
 - Do you know any stories of ordinary people being heroes?

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.

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.

GRAMMAR and VOCABULARY

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

GRAMMAR

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

GRAMMAR

Verbs followed by gerund or infinitive

1 Complete the sentences from the news report on page 103. What do the verbs have in common?

- They decided _____ the caves.
- The boys failed _____ home.
- They hoped _____ rescue the group.

2 Now complete these sentences from the report. What do these verbs have in common? Then complete the rule. Label the columns with to + infinitive or gerund.

- The boys, aged between 11 and 16, had finished _____ for the day.
- The divers were guided by ropes to avoid _____ their way.
- Divers kept _____ the air bubbles.

RULE:

Followed by + _____	Followed by + _____
avoid, enjoy, feel like, finish, imagine, keep, (don't) mind, miss, practice, (can't) stand, suggest	afford, choose, decide, expect, fail, hope, learn, offer, promise, want

3 Complete the sentences. Use a verb from A followed by a verb from B in each sentence.

- A avoid | choose | decide | feel like
finish | hope
- B buy | go | see | speak | stay | watch

0 I can't believe you *chose to stay* at home last night rather than come to the movies with us.

- After a lot of thought, I _____ a new bike.
- Bye! I _____ you again soon.
- I'm so tired. I just _____ to bed.
- I really don't like him, so I _____ to him.
- I'll help you. I'll just _____ this video first.

→ workbook page 100

PRONUNCIATION

Strong and weak forms: /tu:/ and /tə/
Go to page 121.

VOCABULARY

Danger and safety

4 Replace the underlined phrases with the words and phrases in the list.

rescued | dangerous | in danger | to safety
survived | recover | save his life | out of danger

- He was in a terrible accident, but he didn't die.
- Don't go into that room! There might be something that could hurt you in there.
- She went to the hospital to get better.
- The firefighter took the baby away from a dangerous situation.
- The doctors managed to prevent him from dying.
- People who lived near the volcano moved away so they were not going to be harmed.
- People who drive really fast sometimes put their lives in a situation where they are likely to be harmed.
- The helicopter took him to a place where he wasn't going to be harmed.

5 Choose the correct words.

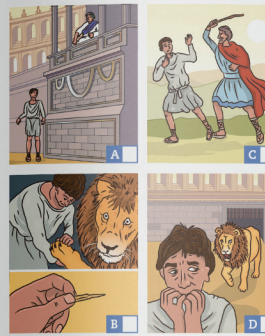
- Thank you so much – you *rescued* / *saved* my life!
- We can go in here. It isn't *safe* / *dangerous* at all.
- We were lucky to *survive* / *save* the accident.
- The boat sank, but all the passengers were *recovered* / *rescued* by another boat.
- Fortunately, he *recovered* / *saved* from his injuries.
- No one died. All the passengers *rescued* / *survived*.
- She was badly hurt in the accident, but fortunately she's *in* / *out of* danger now.
- The helicopter flew the survivors *in danger* / *to safety*.

6 **SPEAKING** Work in pairs or small groups. Discuss these questions.

- In which sports and activities are people in danger? Do you do them? Would you like to? Why or why not?
- Do you know of someone who has been in a bad accident and survived? How did he/she survive?
- Do you know anyone who's saved another person's life? Who was it? What happened?

→ workbook page 102

LISTENING



7 In which picture can you see these things?

arena | emperor | gate | master
paw | slave | thorn

8 **01 11.04** You're going to hear a story called *Androcles and the Lion*. Put the pictures in the order you think tells the story. Then listen and check.

9 **01 11.04** Listen again. Answer the questions.

- Why didn't Androcles run from the lion in the forest?
- Why did his master want to execute Androcles?
- Why didn't the lion attack Androcles?
- What did the emperor do and why?
- What does the host think the moral is?

10 **SPEAKING** Work in pairs or small groups. What do you think the moral of the story is? Do you know any other stories with morals?

11 **SPEAKING** Mark these statements 1–5 (1 = I strongly agree; 5 = I strongly disagree). Then discuss your answers in small groups.

- Helping someone else makes me feel good.
- I only help someone when they ask me to.
- You can always help another person.
- I only help people when I think they can also help me.
- I try to do something myself before I ask for help.

GRAMMAR

to / in order to / so as to

12 Look at the sentences from the listening. Then complete the rule.

- Androcles managed to escape and went to the forest to hide.
- Androcles took it in his hand so as to see what the problem was.
- The lion was kept in a cage for days without food in order to make him as hungry as possible.

RULE: We can use *to* + infinitive to talk about purpose. In more formal language or in writing, we can also use *in order to* or *so as to* + infinitive.

13 Think about the stories in the unit so far. Match 1–4 with a–d. Then rewrite each pair as one sentence using the words in parentheses.

- 0 Why did Androcles pull the thorn from the lion's paw?
- Androcles pulled the thorn from the lion's paw to help the lion.*
- Why did the divers use ropes?
 - Why did the international divers go to Thailand?
 - Why did the boys need oxygen?
 - Why was the lion put into the arena?
- a help the boys breathe underwater. (to)
b kill Androcles. (in order to)
c avoid losing their way. (so as to)
d help save the boys. (in order to)
e help the lion. (to)

→ workbook page 100

FUNCTIONS

Expressing purpose

14 Match 1–5 with a–e.

- Why did she send you a card?
- Why did you get up early yesterday?
- Why did you go into town?
- Why did he save his money for so long?
- Why did they move?

- a to watch the sun come up
b in order to get a new guitar
c so as to have more room
d to get a present for my mom
e to say thank you

15 **SPEAKING** Work in pairs. Think of three *Why do / did you ... ?* questions to ask your partner. Ask and answer each other's questions.

105



104

Grammar rap!

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

READING

- In the US, you dial 911 for the emergency services. What number do you call in your country? Does it depend on the type of emergency?
- Read and listen to the article. Which of the "emergency" calls do pictures A–C show?



EMERGENCY? What emergency?

An emergency service should be exactly that: a service that you call in an emergency. You might need to call an ambulance if you're in a car accident or the police if you see a crime happening. But some people call emergency services for such unimportant reasons that it's hard to believe these calls are real. Then again, there are some strange people out there, so maybe it isn't really so surprising that the emergency services get some unusual calls.

- One soccer fan was so angry that his team, Manchester United, had lost an extremely important game that he called emergency services after the match and demanded to speak to the team's manager, Sir Alex Ferguson.
- There was also a man who called the police after his son refused to get off his video game console late at night. He said they'd had such a bad argument that he wanted them to come and put the boy to bed.
- One woman couldn't find her glasses and thought the emergency services might help. She complained that she was trying to peel potatoes, but her eyesight was so bad that she couldn't see what she was doing.
- Once, a man dialed 911 when he found that his snowman had gone missing. He had left his house for five hours to find that it was gone when he returned. He said he was really angry and wanted the police to check security camera footage of the area.
- The emergency services received a call from a woman to tell them that she had such a bad memory that she couldn't remember the password for her computer. She was so disappointed when they explained that they couldn't help her.
- When one man's friend threw his shoes onto a supermarket roof as a joke, he called 911 and asked if the fire engine could come and help him get them down. He even offered to climb up to the roof himself if they could just bring a ladder.
- One woman called up to complain that her husband was such a lazy man because he wouldn't bring her her dinner while she sat and watched TV.
- Finally, one time a woman was so upset about a squirrel in her yard that didn't have any nuts that she called to say she wanted emergency services to find someone to bring it some food. She was worried it would starve.

These calls are amusing to read about, but they can have very serious consequences. "It's such a waste of time! Every call takes about a minute," said one man who works in the call center for the emergency services. "Maybe that doesn't sound a very long time, but in that one minute, other people are calling who really have an emergency. And for them, a minute might be extremely important."

! So let's get serious: please THINK before you call emergency services. And, of course, remember that you should never call them with information that's untrue – it's irresponsible and it's also illegal.

- Read the first and last paragraphs again. Answer the questions.
 - What examples are given of real emergencies?
 - Why should you never call emergency services with untrue information?
- SPEAKING** Work in small groups. Which of the calls do you think was the craziest?

Grammar rap!

GRAMMAR

so and such

- Complete the sentences from the article on page 106. Then complete the rule.
 - She was _____ disappointed when they explained that they couldn't help her.
 - One woman called up to complain that her husband was _____ a lazy man.

RULE: We can use *so* or *such* to emphasize adjectives, adverbs, nouns, and noun phrases:

- _____ + adjective / adverb
- _____ (+ *a / an*) (+ adjective) + noun

- Now complete these sentences from the article and complete the rule.
 - She had _____ that she couldn't remember the password for her computer.
 - Her eyesight was _____ that she couldn't see what she was doing.
 - They'd had _____ that he wanted the police to come and put the boy to bed.
 - One man was _____ that his team, Manchester United, had lost an extremely important game that he called emergency services.

RULE: We also use *so* or *such* to show how one thing is a result of another. The clause with *so* or *such* is followed by _____ + a result clause.

- Join the pairs of sentences. Use *so / such ... that*.
 - We were very late. We had to take a taxi.
We were so late that we had to take a taxi.
 - It was a very bad accident. Two people had to go to the hospital.
 - It was very windy. It was dangerous to walk there.
 - The music was very loud. I couldn't fall asleep.
 - The road was very icy. It was dangerous to drive on it.
 - They were careless people. They always forgot to lock the door to their house.

→ workbook page 101

EMERGENCY! UNIT 11

VOCABULARY

Adjectives with negative prefixes

- Replace the underlined words with one word.
 - The divers were not concerned about their own safety. *unconcerned*
 - It was not possible to get the boys out together.
 - The Manchester United fan was not happy because his team had lost.
 - It's not surprising that the emergency services get so many crazy calls.
 - Some people call 911 for not important reasons.
 - These not necessary calls take up a lot of time.
 - You should never call with information that's not true – it's not responsible and it's also not legal.
- Which negative prefixes do these adjectives take? Write them in the correct columns.

afraid | comfortable | concerned
expensive | formal | healthy | helpful
legal | logical | patient | polite
possible | regular | responsible | surprising

un-	im-	in-	ir-	il-
unsurprising				

- Complete the questions. Use adjectives from Exercise 9 with negative prefixes.



- Do you think it's very *impolite* to talk with food in your mouth?
 - Do you think it's _____ to eat fried food?
 - Do you worry about exams, or are you _____?
 - Do you sometimes get a little _____ when you have to wait for things?
 - Do your parents think you're too _____ to be at home alone all weekend?
 - Do you think that _____ clothes are always bad quality?
- SPEAKING** Work in pairs. Discuss the questions in Exercise 10.

→ workbook page 102

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 TH!NK** will serve them throughout their lives within their communities and in the world at large.

1 **Q1-19-09** Look at the photo. Where are the three people? What do you think they're talking about? Read and listen to check.



Josh: That was a delicious cookie. I wish I could buy another one – but I'm really strapped for cash, same as usual.
 Tanya: Don't look at me. Sorry, but I only have enough for my ice cream. Last week, I had to fix my bike. So I'm broke.
 Josh: What a shame. Never mind, though, you'll get some spending money soon, won't you?
 Tanya: I hate not having money to do the things I want. My grandparents have spent their whole lives like that. Not me. I'm determined to be seriously rich when I'm older.
 Josh: Your grandparents seem really happy to me. Maybe they never worried about material things.
 Tanya: So I'm wrong to want to be rich?
 Josh: No, I'm saying not everyone wants to be, that's all. You can be happy without a lot of money.

Tanya: I'm just ambitious. It's not my fault.
 Mark: Hi, guys! All right?
 Josh: Not bad, Mark. We're talking about money – or rather, not having it. We're both broke, basically.
 Mark: That's too bad. But good news. I've had some luck. I sold my tablet online for \$50. The food and drinks are on me! What do you guys want?
 Tanya: An ice cream please – and another cookie for Josh?
 Josh: No, I'm fine thanks. You should keep your money.
 Mark: No, money's for spending as far as I'm concerned. OK, then: one ice cream for Tanya and two for me!

2 **Q1-19-08** Listen and read the dialogue again. Answer the questions.

- Why doesn't Tanya have any money?
- Why doesn't she want to be like her grandparents?
- How much did Mark sell his tablet for?
- Who is going to buy food and drinks?

3 **SPEAKING** Discuss the statements in pairs. Which do you agree with (if any)?

- I'm determined to be seriously rich when I'm older.
- You can be happy without a lot of money.
- Money's for spending as far as I'm concerned.

Phrases for fluency

4 Find the underlined expressions in the dialogue. How do you say them in your language? Use the expressions to complete the dialogues.

- A I don't have enough money for lunch.
 B Well, _____! I can't pay because _____ – again!
 C It's OK. I'll pay for the food. Lunch and drinks _____!
- A Hi, Jack. How are you?
 B Oh, _____, really. Nothing changes a lot, does it?
 C Wow, this room is really messy!
 B Hey!, _____! Julie made the mess, not me.
 C OK, calm down. I didn't say it was you. I just said it was messy. _____.

FUNCTIONS
Sympathizing

KEY LANGUAGE
 I'm really sorry (to hear that).
 That's too bad.
 How awful.
 What a shame.
 Never mind.

5 Look back at the dialogue. Complete the extracts with some phrases from the Key Language box.

Tanya So, I'm broke.
 Josh 1 _____!
 2 _____, though, you'll get some spending money soon.
 Josh We're both broke, basically.
 Mark 3 _____!

6 **SPEAKING** Work in pairs. Write two-line conversations like the one in Exercise 5 about each of these situations. Then act them out.

- You tell your friend that ...
- your exam results are very bad.
 - you lost some money.
 - you broke your smartphone.

LIFE COMPETENCIES
 Being determined is a positive quality to have and it's good to want to achieve things in life.



1 **Q1-27** Watch the vlog. Match these people with the roles they play in Serena's dream of learning the guitar?

- | | |
|---------------------|-------------------|
| 1 her dad | a her mentor |
| 2 her music teacher | b her motivation |
| 3 her friends | c her inspiration |

2 **Q1-27** Watch the vlog again and answer the questions.

- How is she going to find the time to learn the guitar?
- How did her dad inspire her?
- What advice did her teacher give her?
- What is she going to do with her friends?

4 Answer the questions about the text.

- What difficulties has Harry had to overcome to try to reach his goal?
- What kind of special motivation does he have for being determined?
- How much money has he raised?
- How are other people helping him to achieve his goal?

Me and my world

5 Think of a time you were determined to do something and make notes.

- What did you want to do?
- Why did you want to do it?
- Were you successful?
- How did the experience make you feel?

6 Talk to your friend about the experience.

TIPS FOR BEING DETERMINED

- Try not to get discouraged – don't give up if things don't work out for you at first.
- Being determined isn't the only thing that counts. Remember to think about how your actions might affect the people around you.
- It's OK to accept help even when you were determined to complete a task alone.

3 Read the text. What is Harry's goal?



Last year, my aunt got sick with cancer. She has spent a year getting treatment and she's recovering now, but I felt that I wanted to do something for her and other people who are sick. So, in two months' time, I am doing a half marathon to raise money for a cancer charity. I'm not very good at running and during the first month of training, I hurt my ankle. My training also started in January when it was cold and often dark. It's been tough sometimes, but I'm so grateful to my mom, who encouraged me and ran with me on the cold mornings. So far I've raised \$400 and I'm hoping to raise \$500. My aunt is really proud of me, so I'm determined to finish for her.
 Harry

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.