

**STARTER**  
**TEACHER'S BOOK**  
with Digital Pack



# AMERICAN THINK

**SECOND EDITION**

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 **CAMBRIDGE**  
UNIVERSITY PRESS

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PRONUNCIATION	THINK!	SKILLS
/h/ or /w/ in question words	<b>Values:</b> Don't stop the music!	<b>Reading</b> Website: Crazy about music    Dialogue: Favorite artists <b>Writing</b> Completing a questionnaire: Personal information <b>Listening</b> Radio quiz: One-Minute Challenge
Vowel sounds – adjectives	<b>Values:</b> Welcoming someone <b>Train to THINK:</b> Categorizing	<b>Reading</b> Text messages: Hi there! Dialogue: A birthday present <b>Writing</b> Text message: Describing feelings and things <b>Listening</b> Dialogues: Talking about feelings

TOWARDS A2 Key for Schools practice

<i>this / that / these / those</i>	<b>Values:</b> Families	<b>Reading</b> Article: Movie stars and their families    Dialogue: Anna's family <b>Writing</b> Description: Your favorite room <b>Listening</b> Monologues: Describing family
Word stress in numbers	<b>Values:</b> My town/city <b>Train to THINK:</b> Exploring numbers	<b>Reading</b> Brochure: Great cities to visit Dialogues: In the store <b>Writing</b> Brochure: A brochure for your town / city <b>Listening</b> Dialogues: Asking for directions

TOWARDS A2 Key for Schools practice

Simple present verbs – third person	<b>Values:</b> Better together or better alone?	<b>Reading</b> Newsletter: Robotics Club is cool! Quiz: Do you need a tech break? <b>Writing</b> Paragraph: Days in your life <b>Listening</b> Monologues: Describing electronic gadgets
Long vowel sound /eɪ/	<b>Values:</b> Helping a friend <b>Train to THINK:</b> Attention to detail	<b>Reading</b> Article: A real friend    Dialogue: A surprise for Ellie <b>Writing</b> Paragraph: Describing a friend <b>Listening</b> Dialogue: Friendship symbols

TOWARDS A2 Key for Schools practice

Vowel sound /ɔr/	<b>Values:</b> The importance of sports	<b>Reading</b> Article: Sports wonders! Article: An amazing last four minutes <b>Writing</b> Paragraph: My favorite athlete <b>Listening</b> Phone call: Making arrangements
Intonation – listing items	<b>Values:</b> Music <b>Train to THINK:</b> Memorizing	<b>Reading</b> Microblogs: #Musicintheforest Dialogue: An interview with a teenage DJ <b>Writing</b> Microblogs: Describing a scene <b>Listening</b> Radio program: Musicians around the world

TOWARDS A2 Key for Schools practice

Intonation – giving two choices	<b>Values:</b> How you eat is important	<b>Reading</b> Article: Kitchen kids Menu and dialogue: In a restaurant <b>Writing</b> Menu: A meal plan for your friend <b>Listening</b> Dialogue: Cooking
Simple past regular verbs	<b>Values:</b> Hard work and achievement <b>Train to THINK:</b> Sequencing	<b>Reading</b> Article: She was the first woman in space Article: Sports achievers <b>Writing</b> Proposal: A statue in my town <b>Listening</b> Dialogue: An awards ceremony at school

TOWARDS A2 Key for Schools practice

Simple past irregular verbs	<b>Values:</b> Animals and us	<b>Reading</b> Article: Dolphins to the rescue Article: Extinct animals <b>Writing</b> Short text: An extinct animal <b>Listening</b> Dialogue: Josh's vacation
Word stress – comparatives	<b>Values:</b> Transportation and the environment <b>Train to THINK:</b> Comparing	<b>Reading</b> Article: The great race    Article: My favorite trip <b>Writing</b> Description: Unusual forms of transportation <b>Listening</b> Dialogue: At the train station

TOWARDS A2 Key for Schools practice



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

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

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



# What's new in the Second Edition?

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

The high-interest, relevant, and thought-provoking topics

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

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

The inclusion of Cambridge Exams practice sections

The second edition builds and expands on these strengths:



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



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

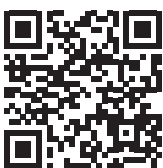


The authentic, **real-world documentary-style videos** will captivate student interest and provoke meaningful thought and lively classroom discussion.



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

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



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



# Cambridge

## Life Competencies

A framework to develop skills for life

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

The Cambridge Framework sets out to have three dimensions:



We have grouped the different competencies into six main areas.

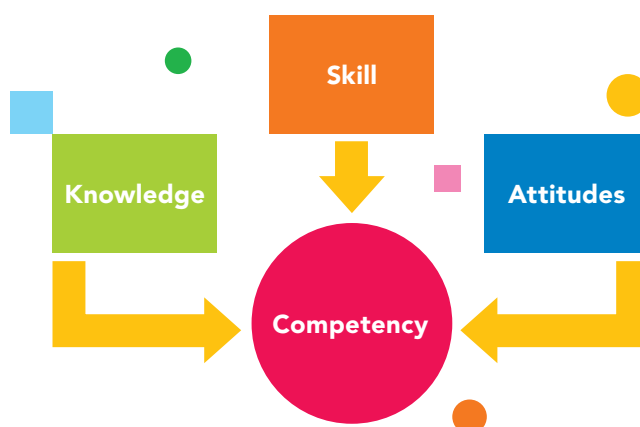
- Creative Thinking
- Critical Thinking
- Learning to Learn
- Communication
- Collaboration
- Social Responsibilities

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

- Emotional Development
- Digital Literacy
- Discipline Knowledge

## What Are “Competencies”?

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



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

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

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

Core areas

Creative Thinking

Participating in creative activities	Creating new content from own ideas or other resources	Using newly created content to solve problems and make decisions
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Critical Thinking

Understanding and analyzing links between ideas	Evaluating ideas, arguments, and options	Synthesizing ideas and information
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Learning to Learn

Practical skills for participating in learning	Taking control of own learning	Reflecting on and evaluating own learning success
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Communication

Using appropriate language and register for context	Managing conversations	Participating with appropriate confidence and clarity
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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
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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
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Foundational layers

Emotional Development
Digital Literacy
Discipline Knowledge

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

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

# AMERICAN TH!NK and the Cambridge



## Life Competencies Framework

Although **AMERICAN TH!NK** 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		✓		✓		✓		✓		✓		✓
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		✓				✓						✓
	Synthesizing ideas and information				✓								
Learning to Learn	Practical skills for participating in learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Communication	Participating with appropriate confidence and clarity										✓		
	Using appropriate language and register for context			✓									
Creative Thinking	Creating new content from own ideas or other resources	✓											
Collaboration	Listening respectfully and responding constructively to others' contributions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

*In this **TH!NK** Values section, students are encouraged to use their imagination and add their own ideas to the topic.*



Mine is "Music is great."



- Try to find out when a friend has a problem.
- Ask them to talk about the problem and listen to them.
- Think about how you can help.

*The following exercises encourage students to put themselves in the position of others and to think about how to offer help.*



# 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.

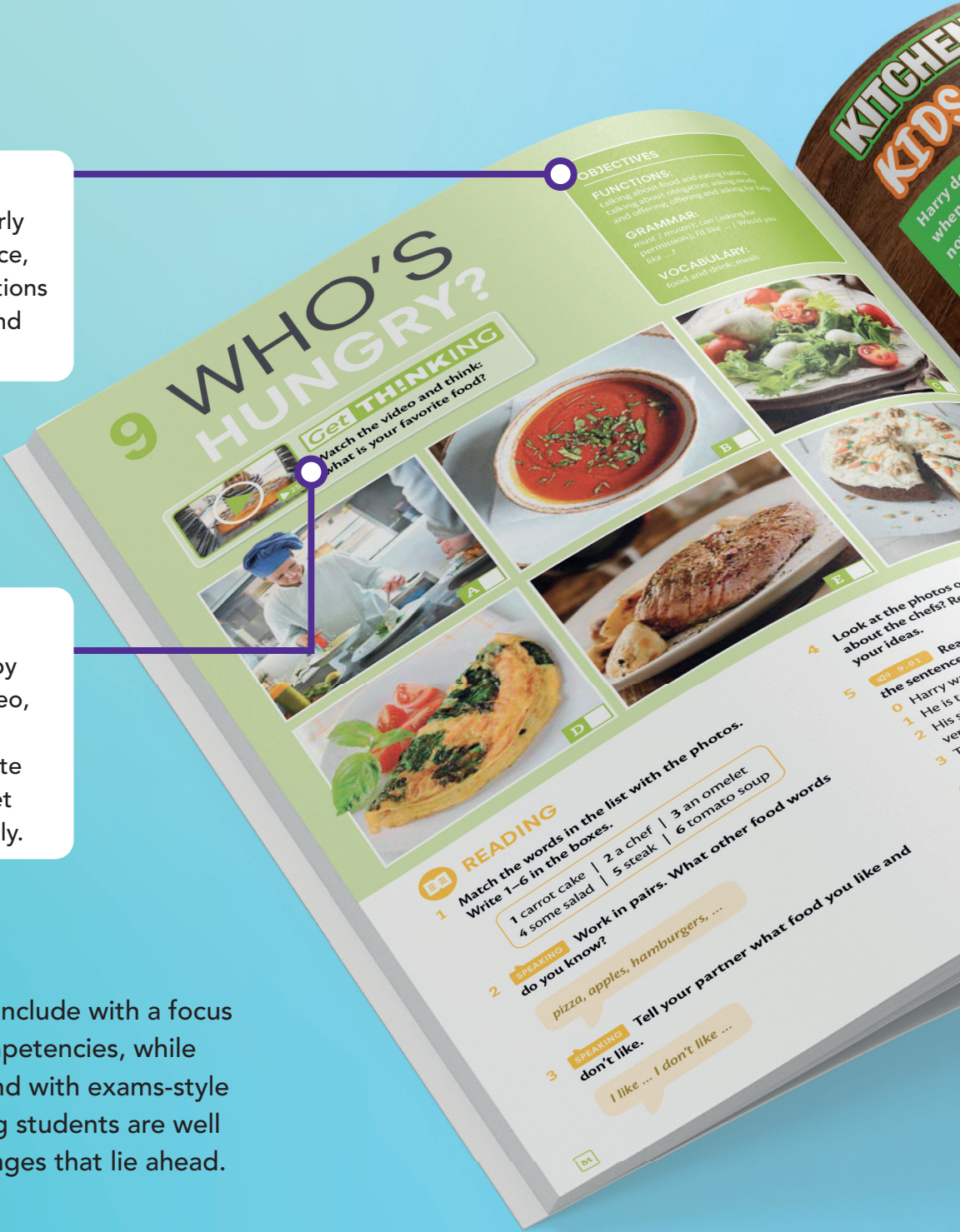
### Objectives

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.

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.





### TH!NK values

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



## GRAMMAR and VOCABULARY

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

### GRAMMAR must / mustn't

1 Look at the article on page 85. Complete the sentences with **must** or **mustn't**. Then complete the rule.

- You \_\_\_\_\_ be nine years old or older to be on *Kitchen Kids*.
- We \_\_\_\_\_ wash our hands before we start cooking.
- We \_\_\_\_\_ put them in our mouths.

**RULE:** We use **must** and **mustn't** to talk about rules. Use **must** to say that it's necessary to do something. Use **mustn't** to say that it's not OK to do something.

#### Meat



0 chicken 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

#### Fruit



4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_

#### Vegetables



8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ 11 \_\_\_\_\_

#### Drinks



12 \_\_\_\_\_ 13 \_\_\_\_\_ 14 \_\_\_\_\_ 15 \_\_\_\_\_

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2 Complete the dialogues. Use **must** or **mustn't** and a verb from the list.

buy | eat | forget | go

- A Jake has a new cat.  
B Oh, really. We \_\_\_\_\_ **must go** and see it.
- A Mom, can I have some ice cream?  
B Of course not! You know you \_\_\_\_\_ ice cream before lunch.
- A Hey, can I read that book?  
B Sure, but you \_\_\_\_\_ to give it back. It's my brother's.
- A Oh, no. There isn't any cheese.  
B I \_\_\_\_\_ some for the spaghetti bolognese.

3 **SPEAKING** Work in pairs. Think of some things that are important for you to do (or not do) in the next few days.

I must call my grandma.

I mustn't forget to finish my history project.

→ workbook page 82

### VOCABULARY Food and drink

4 **Q1 9.02** Write the names of the food and drinks under the photos. Listen and check.

5 **SPEAKING** Work in pairs. Say which word in each group is different. Why?

- 0 coffee – potato – tea
- 1 banana – orange – hamburger
- 2 carrot – chicken – beef
- 3 milk – strawberry – apple
- 4 pepper – potato – orange juice

Number 0 is potato – coffee and tea are drinks.

6 **SPEAKING** Look again at the food words in Exercise 4. Work in pairs. Ask and answer questions to find three things you both like.

Do you like strawberries?

Yes, I love them. And you?

I like them. Do you like ...?

→ workbook page 84

### LISTENING

7 Look at the photo. What can you see?

8 **Q1 9.03** Listen to the dialogue. What do they decide to eat in the end?

9 **Q2 9.03** Listen again. Put the sentences in the order you hear them. Write 1–6 in the boxes.

- Can we do that later?
- Can we make some sandwiches, Dad?
- Can we use this cheese, Dad?
- There are some tomatoes.
- Would you like some help?
- Can we go out for pizza, Dad?

### GRAMMAR can (asking for permission)

10 Match these answers to the questions in Exercise 9. Then read the rule.

- Hmm ... OK. Yes, we can.
- No, we can't.
- No. Your mom wants that for the lasagna.

**RULE:** We use **can** + subject to ask if it's OK to do something.

11 **Q1 9.04** Complete the questions with **can** and a verb from the list. Listen and check.

do | eat | go out | play | try on | use

- 0 Can I do my homework later?
- 1 \_\_\_\_\_ I \_\_\_\_\_ these jeans, please?
- 2 \_\_\_\_\_ I \_\_\_\_\_ your laptop, please?
- 3 Dad, \_\_\_\_\_ I \_\_\_\_\_ tonight?
- 4 \_\_\_\_\_ we \_\_\_\_\_ soccer in the yard?
- 5 \_\_\_\_\_ we \_\_\_\_\_ dinner in front of the TV?

12 Match the answers with the questions in Exercise 11.

- No, you can't. Do it now.
- Of course you can. But be careful.
- No, you can't. You have school tomorrow.
- Sorry, I need it to write some emails.
- Yes, the changing room is over there.
- Well, OK ... it's your birthday.

→ workbook page 82



### SPEAKING

13 Think about what is true for you. Choose 1–5 (1 = strongly agree, 5 = strongly disagree).

- I often eat between meals. 1 – 2 – 3 – 4 – 5
- I always eat breakfast. 1 – 2 – 3 – 4 – 5
- I eat fruit and vegetables every day. 1 – 2 – 3 – 4 – 5
- I drink lots of water. 1 – 2 – 3 – 4 – 5
- I eat lots of candy. 1 – 2 – 3 – 4 – 5
- I brush my teeth after every meal. 1 – 2 – 3 – 4 – 5

14 Work in pairs. Compare your answers with a partner.

I often eat between meals.

I eat fruit every day.

15 Discuss your answers with the rest of the class. Does everyone have the same answers?

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### 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 rap!

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

### READING

1 Read the menu. What food on it would you like?

2 **9.08** Read and listen to the dialogue. What does Emma eat? What does Oscar eat?

- Server Hello. Can I help you?  
 Emma Hi. Yes, we'd like a table for two, please.  
 Server Here are the menus.  
 Oscar Thanks.  
 Server What would you like to drink?  
 Emma I'd like an orange juice.  
 Oscar And I'd like water, please.  
 Server Great.  
 (Two minutes later ...)  
 Server Are you ready to order now?  
 Emma Yes, I'd like the pizza with salad.  
 Server Any starters?  
 Emma No, thanks.  
 Server Would you like any extra toppings on the pizza? Onion, peppers, or tomatoes?  
 Emma Some peppers, please.  
 Server And what would you like?  
 Oscar I'd like the chicken and fries.  
 Server OK. Is that everything?  
 Oscar Yes, thank you.  
 (Half an hour later ...)  
 Server Would you like a dessert?  
 Oscar Yes, please. I'd like the fruit salad with vanilla ice cream.  
 Emma Me, too.  
 (Ten minutes later ...)  
 Server How are your desserts?  
 Oscar Great.  
 Server Would you like any more drinks?  
 Emma No, thanks. We'd like the check, please.  
 Server Of course.



**Apple Tree CAFE**

**MENU**

**OUR STARTERS**

Watermelon and cheese salad \$5.25  
 Salad (tuna fish and tomato) \$7.50  
 Tomato soup \$6.60

**OUR MAIN COURSES**

Four-cheese pizza \$9.50  
 (extra toppings – onion, peppers, tomatoes)  
 Pasta with tomato sauce \$8.50  
 Turkey sandwich \$8.50  
 Chicken and fries \$7.80  
 Cheese and tomato sandwich \$6.50  
 Baked potato \$5.20

**OUR DESSERTS**

Fruit salad \$2.40  
 banana, strawberry, mango,  
 apple, and grapes  
 Ice cream (per scoop) \$1.20  
 Vanilla, strawberry, lemon, and chocolate  
 Chocolate pudding \$1.20

**OUR DRINKS**

Fruit juice (orange or apple) \$1.90  
 Coffee \$2.20  
 Tea \$1.60  
 Hot chocolate \$2.10  
 Water \$1.10

3 Who says these things in a restaurant? Write S (server) or C (customer) in the boxes.

- 0 Can I help you? ☐ S  
 1 A table for two, please. ☐  
 2 Here are the menus. ☐  
 3 Are you ready to order? ☐  
 4 I'd like the vegetable soup. ☐  
 5 What would you like to drink? ☐  
 6 Can we have the check, please? ☐  
 7 Would you like dessert? ☐

4 **9.09** Work in pairs. Look again at the menu and think of more food to add.

### Grammar rap!

#### GRAMMAR

*I'd like ... / Would you like ...?*

5 Complete these sentences from the dialogue on page 88. Then complete the rule.

- 1 And what \_\_\_\_\_ you like?  
 2 \_\_\_\_\_ like the chicken and fries.  
 3 Would you \_\_\_\_\_ a dessert?  
 4 \_\_\_\_\_ like the check, please.

**RULE:** We use *I + would ('d) + V* to ask for something in a nice way.  
 We use *Would + you + V* ... ? to offer something.

6 How do you say *Would you like ...?* and *I'd like ...* in your language?

7 Put the words in the correct order to make sentences or questions.

- 0 like / a / I'd / please / banana, /  
*I'd like a banana, please.*

1 like / some / you / Would / coffee / ?

2 a / like / turkey / I'd /, please / sandwich / .

3 you / What / to / would / like / eat / ?

4 to / We'd / like / here / sit / .

5 would / this afternoon / What / you / to / like / do / ?

8 Complete these sentences.

- 1 \_\_\_\_\_ to order now?  
 2 \_\_\_\_\_ some coffee?  
 3 We \_\_\_\_\_ to sit there, please.  
 4 I \_\_\_\_\_ some ice cream, please.

9 **9.10** Work in groups. One of you is the server at the Apple Tree Café, the others order food and drinks. Act out the situation. Then switch roles.

→ workbook page 83

#### PRONUNCIATION

Intonation – giving two choices Go to page 121. **9.11**

### WHO'S HUNGRY? UNIT 9

#### VOCABULARY

Meals

10 **9.08** Match the words in the list to the items in the picture. Write 1–9 in the boxes. Listen and check.

- 1 bread | 2 butter | 3 cereal | 4 egg | 5 fruit  
 6 honey | 7 jelly | 8 toast | 9 yogurt



11 **9.09** Copy the table into your notebook and complete it. Then tell the class.

	always	often	sometimes	never
breakfast				
lunch				
dinner				

For breakfast,  
I always drink ...

I never have  
(any) ... for lunch.

→ workbook page 84

#### WRITING

A meal plan for your friend

12 Ask a partner to give you his/her table from Exercise 11. Imagine he/she is staying at your house for two days. You want to make meals that he/she likes. Write a menu for your partner for both days.

SATURDAY	Breakfast:	SUNDAY	Breakfast:
Lunch:		Lunch:	
Dinner:		Dinner:	

13 **9.10** Show your ideas to your partner. Is he/she happy with the meals?

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#### WRITING

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



## DEVELOPING SPEAKING

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

## LIFE COMPETENCIES

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

### DEVELOPING SPEAKING

- Look at the photo. What is Jo doing?
- Now read and listen to the dialogue. What happens to Jo's lasagna?

Mom: Wow! What a great smell!

Jo: Thanks, Mom. It's lasagna. It's in the oven and it's almost ready.

Mom: Lasagna from the store?

Jo: No, Mom, it's my lasagna. It's got meat, pepper, mushrooms, cheese, onion – everything. And we can eat it with a little salad.

Mom: Oh, right. But, we? Who's coming for lunch?

Jo: Mark and Chloe. We want to study together this afternoon and have lunch together first. That's OK, right?

Mom: Of course, Jo. But ...

Jo: But what, Mom?

Mom: Well, the thing is, I'd like a nice, quiet afternoon.

- Read the dialogue again. Answer the questions with a partner.
  - Who cooked the lasagna?
  - Who is coming to have lunch with Jo?
  - What does Jo's mom want this afternoon?
  - What can Jo do to fix the problem?

#### Phrases for fluency

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

- Of course.
- Be careful ...
- a little ...
- the thing is, ...

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

- ☐ Harry Well, the thing is, I want to cook some Indian food.
- ☐ Harry Do you like Indian food?
- ☐ Harry Yes, but I don't know how to cook.
- ☐ Claire Oh. And you need a little help.
- ☐ Claire Of course. I love curry and stuff. Why?
- ☐ Claire OK. You can use my mom's cookbook. But be careful! She loves that book!

### DEVELOPING SPEAKING

Jo: Oh, don't worry, Mom. After lunch, we plan to study upstairs in my room.

Mom: Ah! It's ready.

Mom: Be careful, Jo. It's very hot. Car! I help you?

Jo: It's OK, Mom. I can just ... Oh no! My lasagna! It's all over the floor. Now what?

Mom: Well, first, let's clean it all up. And then ... do you and your friends want to go to the new sandwich place?

Jo: Not really. But I have an idea, Mom. We can just have the salad!

Mom: OK. And you and I can make some chocolate-covered bananas, so your friends can have some dessert, too.

Jo: Thanks, Mom, you're the best!



### FUNCTIONS

Offering and asking for help

**KEY LANGUAGE**

Can you ...? Do you want ...?

Can I ...? Thank you. / Nic, thank you.

- Complete the dialogues using the phrases from the Key Language box.
  - help me for a moment?
  - Of course. What would you like me to do?
  - I need some help cleaning the kitchen.
  - help you with anything?
  - I'm OK.
- Work in pairs. Think of a situation where you would ask for or offer help. Write a dialogue. Use phrases from the Key Language box.
- Act out your dialogue from Exercise 8.



## LIFE COMPETENCIES

We all want to do the things that we want to do – it makes us feel good. But thinking about other people, helping them, and making them happy can make us feel good, too.

### Thinking about other people



- Watch the vlog. Why can't Becky eat the pizza?
- Watch the vlog again. Match the food to the people in Becky's family.



- Read the dialogues. Who do you think says these things?

- What a nice party.
- Thanks for dinner, guys.
- I'm hungry. Let's call and get some Indian food.
- Curry! Yes! That's a great idea.
- Oh, just a minute. The thing is, Peter doesn't like Indian food very much.
- Oh, don't worry, he'll be OK with a curry.
- No, I don't think so. Let's get pizza. He likes pizza.
- Well, yes, OK. Pizza's good, too. Where's the phone?

- Olivia What are you doing?
- Laara I'm choosing the music for the family party.
- Olivia Cool. Is What a Wonderful World on the list?
- Laara Of course not! It's old!
- Olivia But Grandma and Grandpa are coming to the party and it's their favorite song.
- Laara Oh, yes. You're right. OK, where can I find it?

- Ask and answer the questions with a partner.
  - Who is thinking about other people?
  - What do they decide to do?

#### Me and my world

- How can you show these people you are thinking about them?
  - Your dad is traveling a lot for work.
  - Your brother is studying hard for some important exams.
  - Your best friend has a broken leg and is in bed for three weeks.
- How does it feel when someone thinks about you? Tell your partner.

### TIPS FOR THINKING ABOUT OTHER PEOPLE

- Think about how your actions can change other people's feelings.
- Remember to ask how other people feel.
- Ask yourself: "Does this person need help?" or "Is what I am doing OK for them, too?"

## 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.