

THINK

TEACHER'S BOOK 1

A2

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Rules

1 -ing 2 -ing

- 3 Students complete the sentences, and compare answers in pairs before you check with the whole class. In weaker classes, and/or to check that students have retained and understood the spelling rules, ask them to write the *-ing* forms for *run, visit, swim, eat, ride* and *talk* first. Check these with the class, then move on to the gap-fill task.

Answers

1 eating 2 talking 3 swimming 4 riding 5 visiting

- 4 **WRITING** Students write some sentences about things they like and dislike doing themselves and compare them in pairs. Monitor as they are doing this and make a note of common errors. Write these up on the board, ensuring anonymity, and ask students to correct them during whole-class feedback. Ask two or three students to tell the class something interesting they learnt about their partners. If you're short on time, you can set this exercise for homework.



Be aware of common errors related to *like + -ing*, go to Get it right on Student's Book page 122.

Adverbs of frequency

- 5 Ask students to find and underline the four adverbs of frequency in the blog on page 16, then with the help of the contexts, work out the answers for the task and label the diagram with *never, occasionally, often* and *always* in the correct position. Check answers with the whole class. If you're using an IWB, nominate students to label the diagram on the screen.

Answers

1 never 2 occasionally 3 often 4 always

- 6 Give students two minutes or so to complete the sentences. (The answers will be used later in Exercise 9.) Ask them to compare answers in pairs by trying to predict which adverb of frequency their partner has used for each situation.
- 7 First, ask students if they can remember who made these comments from the blog. Then ask them to look back at the text to check and complete the sentences. Working individually, students choose the correct alternatives to complete the rules referring to the sentences in both Exercise 6 and 7 for help. Ask them to compare answers in pairs before you check with the whole class.

Answers

1 Once a week (Izzy) 2 every day (Dylan)

Rules

1 after 2 before

- 8 Write *every day, three times a week* and *once a year* on the board and give some examples of your own, e.g. *I drink coffee every day; I go to the supermarket three times a week; I go on holiday once a year* to get

students started. Then give the class a minute or two to complete the sentences with their ideas.

- 9 **SPEAKING** Read the example with the class to introduce the questions *How often do you ...?* Refer to the examples you wrote on the board for Exercise 8 and turn them into questions – *How often do you drink coffee/go to the supermarket/go on holiday?* etc. – and elicit answers from individual students. Use their answers to build up the formula *once/twice/three/four times a ... day/week/month* etc. and write this on the board. Ask students to compare their ideas in small groups for two or three minutes and find the person who gave the most similar answers to them. Invite feedback from each group.

Workbook page 11 and page 122



Be aware of common errors related to adverbs of frequency, go to Get it right on Student's Book page 122.

WRITING

Students complete the sentences for homework. At the start of the next class, put them in groups again to compare their answers, then feed back, as in Exercise 9. Ask students to find out who gave the most similar responses to them.

Student's Book page 18–19

PHOTOSTORY: episode 1


Olivia's new hobby

- 1 Students look at the photos, but cover up the dialogues. If you use an IWB, zoom into the pictures and cover up the text, and do the activity on the screen with books closed. Ask students to describe the photos in as much detail as they can. Ask: *Where are the people? How many girls and how many boys are there? What is the relationship between them, (e.g. friends, brothers and sisters, etc.)? How old are they? Where are they? What are they doing? Are they having fun?* At this point, they have not covered the present continuous, so don't worry too much about its use. Then read the questions with the class and tell them that the people they can see are four friends: Luke, Ryan, Olivia and Megan, who are in the playground at the moment. The girl with the lighter hair is Olivia, and the boy with the lighter hair is Luke. Elicit students' ideas in answer to the questions and write them on the board. Don't give away correct answers at this point, as students are going to check their answers in the next exercise.
- 2 1.21 Before you play the audio, pre-teach/ elicit the meaning of *worried* (unhappy because you are thinking about problems or bad things that might happen). Students read and listen to the story and check the predictions on the board.

Answers

- 1 Taking photos of Megan (reading in strange places).
2 Olivia is very close to the water.

DEVELOPING SPEAKING

- 3 Ask students what they think happens next and ask them to brainstorm possible endings for the story. They could do this in groups with one student in each group acting as secretary and taking notes. Take feedback with the whole class and write the ideas on the board. Focus on the ideas, not on accuracy – correct errors only if they impede comprehension. Don't give away answers.
- 4  EP1 Play the video for students to watch and check their answers. The notes on the board will help them remember their suggestions. Who guessed correctly?
- 5 Students select the alternatives individually, then compare answers in pairs before checking with the whole class.

Answers

- 1 help 2 doesn't cry 3 doesn't laugh 4 is
5 doesn't tell 6 gives

Optional extension

You could ask students to role-play the story in groups of four. You could either ask students to memorise the lines from the story and imitate the intonation, or you could ask them to re-tell the story using their own words as much as they can. They can use their camera-equipped mobile phones as props. Invite groups of volunteers to perform in front of the class, then vote on the best performance.

PHRASES FOR FLUENCY

- 1 Students work in pairs to first match each of the expressions to the person who said them and then to use the context to help them match with the meanings. Stronger classes could try completing the task from memory first, without looking at the text, then check their answers. In weaker classes, you might like to stage this by first instructing students to find and underline the expressions in the story, then check in pairs. Then, next to each expression, they write the name of the person who said it. Feed back on this before students match to the definitions. Students compare answers in pairs before you check with the whole class.

Answers

- 1 f Luke 2 d Olivia 3 b Olivia 4 a Megan 5 c Ryan

- 2 Ask students to read the gapped conversation, then ask: *What do Sarah and Nicole want to do?* (walk); *Does Sarah like Mike Smith?* (no). Students complete the gaps individually, then compare answers in pairs. You could ask pairs to practise the dialogue together, and invite one or two pairs to perform in front of the class.

Answers

- 1 That's right 2 Cool! 3 Look out! 4 Come on
5 Hurry up

WordWise

Collocations with *have*

- 1 Write *have* + on the board and tell students that there are lots of expressions in English with the verb *have*. Give the class 30 seconds to read the sentence parts and match the first item as a class – *I'm not sure what they're doing + e but they're having a good time*. Students complete the matching individually, then compare answers in pairs. You may like to replay the video as a way of checking answers. Stop after each answer is given and get the students to repeat it in chorus to reinforce correct stress and intonation.

Answers

- 1 e 2 a 3 f 4 d 5 b 6 c

- 2 To practise the meaning of the phrases, students take turns to ask and answer the questions in pairs. Monitor their use of the collocations, paying special attention to the use of articles. Allow up to five minutes for the conversations. Ask two or three students to share with the class something interesting they have learnt about their partner. Alternatively, you could do this as a mingle activity. Students draw a blank table, and interview at least four other students to get their answers to all the questions, and make a note in their tables. Ask one or two students to report back on their findings.

Workbook page 12 

FUNCTIONS

Giving warnings and stating prohibition

- 1 Students order the sentences individually. Check answers as a class. Point out that we don't use a subject in the imperative form (*Don't do that! not You don't do that!*).

Answers

- 1 Be careful, Dan! 2 Look out, Lucy!
3 Don't do that! 4 Don't push too hard.

- 2 Students match the pictures and sentences individually, then compare ideas in pairs before you check answers with the class.

Answers

- 1 B 2 A 3 D 4 C

Optional extension

Students use search engines on the Internet to find a suitable photo to illustrate each of the four expressions. If they have their smartphones or tablets with them in class, or if you have access to internet-linked computers, you could do this as a class activity. Students then test each other in pairs by showing the photo and eliciting which expression it might match. Monitor that they are using English throughout.

2 MONEY AND HOW TO SPEND IT

Objectives

FUNCTIONS	buying things in a shop; talking about what people are doing at the moment
GRAMMAR	present continuous; verbs of perception; present simple vs. present continuous
VOCABULARY	shops; clothes

Student's Book page 20–21

READING

1 1.22 Give students one minute to discuss in pairs how to say the prices. Nominate different students to say each price aloud and ask the rest of the class if they agree or disagree. Play the audio for students to check their answers. Tell the students that in English we normally say a price by giving the amount in complete units first, then the currency, then the change, usually without saying *pence* or *cents*, e.g. *one pound fifty, three euros forty-six, ten dollars twenty*, etc. Ask: *Is this way of saying prices similar or different in your language?*

Answers

- 1 one euro forty-nine
- 2 twenty-two pounds seventy-five
- 3 two hundred and forty-nine dollars
- 4 five pounds ninety-nine
- 5 eight dollars twenty-five
- 6 eight hundred and thirty-five pounds

2 1.23 Ask students to look at the photos. If you're using an interactive whiteboard (IWB), display them on the screen. Elicit the names of the objects (*watch, notebook, laptop, camera, pen, sandwich*). Students work in pairs to match objects and prices. Take one or two suggestions from students and encourage others to react but don't confirm answers. Play the audio for students to check their answers.

Answers

A 2 B 5 C 6 D 3 E 1 F 4

3 **SPEAKING** Students read the four questions. Elicit or teach *cheap* (when something doesn't cost much money); *expensive* (when something costs a lot of money) and *dream about having* (give examples of things you dream about having and elicit examples from students). Give pairs two or three minutes to discuss their opinions and find out which items they agree and disagree about, then feed back with the

class. Ask students to tell the class which items they and their partner had very different ideas about.

4 Focus on the picture on page 21, and ask students to cover the dialogue. If you're using an IWB, zoom in to show the picture only, with books closed. Elicit answers to the questions, and put them on the board. Prompt students to speculate further about what is happening in the picture. Ask: *What is the boy doing? Why do you think they're looking at clothes? What does the boy think about the shirt?* Don't give away the correct answers yet.

5 1.24 Play the audio for students to read and listen to the dialogue, and check their predictions on the board. Did anyone get it right?

Suggested answers

- 1 They are brother and sister.
- 2 She doesn't like the yellow shirt. She thinks it's terrible.

6 Students read the sentences. Ask them to answer what they can from memory and try to predict the answers they aren't sure of. They can then read the dialogue again and check. Ask students to find and underline the relevant information relating to the questions in the dialogue as this will help them find the right answers and correct the false statements. Students compare their ideas in pairs before you check answers with the whole class. As you check answers, ask students to quote the text which supports their answers.

Answers

- 1 T 2 F (Maddy thinks yellow is a terrible idea.)
- 3 F (Tom doesn't think he's good-looking.)
- 4 F (Tom doesn't want to buy expensive clothes.) 5 T

Optional extension / Fast finishers

Students write four or five more statements about the dialogue, making some of them false. They can use these to test their classmates later on in the class.

THINK VALUES

Fashion and clothes

1 Read the seven statements with the class, and check the meaning of *designer clothes* by asking students to give examples. Ask: *What are some examples of designer jeans/designer trainers?* Also check students understand *bright clothes*. Ask: *Is yellow a bright colour? What are some other bright colours?* To check

feel comfortable you could talk about an item of clothing that is uncomfortable, e.g. *high heels* and ask students: *Are these generally comfortable or uncomfortable?* (uncomfortable); *What do you wear when you want to feel comfortable?* Then give the class a minute to go through the list and prioritise the values individually.

- 2 **SPEAKING** Look at the examples in speech bubbles with the class and write the phrases: *How important is ...?* on the board as reference. Demonstrate the task with a stronger student, by saying, for example, *Feeling comfortable is very important to me. I put five for 'I want to feel comfortable'. How important is this for you?* Students do the task in pairs. Tell them to try to ask for and/or give at least two follow-up pieces of information for each item they discuss, e.g. *What sort of clothes do you find comfortable/uncomfortable? What is your favourite or most comfortable piece of clothing? Where do you buy comfortable clothes?* etc. Ask students to note their partner's rating for each of the statements. Tell them not to look at each other's books (if necessary ask them to sit back to back). Monitor and help with vocabulary as necessary and make a note of any nice contributions to quote and praise at the end of the activity. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension. To follow up, put two pairs together to form groups of four to compare their ideas for another minute. Finally, bring things to a close by eliciting ideas from each group to discuss them in a whole-class setting.

Student's Book page 22–23

GRAMMAR

Present continuous

- 1 Read the examples with the class. You could perhaps ask different students to read each sentence aloud. Say: *These sentences are examples of ...* and elicit the *present continuous*. If they can't supply this term, point to the title at the top of the page. Give students a minute or two to complete the rule and the table in pairs. Check answers as a class. Make sure students understand that the present continuous is made up of two key elements. Ask: *What are the two parts?* (the correct form of the verb *be*, and the *-ing* form of the main verb); *Can we leave them out?* (Neither of these can be omitted in positive or negative sentences, or in questions.); *How do we reply to yes/no questions?* (We only use the correct form of the verb *be* in short answers to *yes/no* questions, and we don't repeat the main verb.)

Rule

1 continuous 2 the verb *be*

Answers

1 are 2 isn't 3 Am 4 Are 5 Is 6 are 7 aren't
8 is 9 isn't

- 2 Students work individually, then check answers in pairs before you check as a whole class.

Fast finishers

Students look around the classroom and write four to six more sentences about the different things people are doing around them at the moment or about what they think members of their family are doing now.

Workbook page 18 and page 122

Answers

1 're playing 2 's cleaning 3 aren't listening
4 'm doing 5 aren't playing, 're losing
6 Are ... watching, 'm not 7 are ... doing, 'm trying

VOCABULARY

Shops

- 1 To lead into the activity, first ask students what shops Tom and Maddy went to in the story (a clothes shop, and maybe a shoe shop). Ask the class to identify the pictures of these in the eight different shops shown (8 and 2). Students then complete the rest of the exercise individually and compare ideas in pairs before you check answers with the whole class.

Answers

1 bookshop 2 shoe shop 3 chemist's 4 supermarket
5 department store 6 sports shop 7 newsagent's
8 clothes shop

Fast finishers

Students write down at least one or two kinds of things they would buy at each of these shops.

- 2 **SPEAKING** Demonstrate the task by telling students about your own shopping preferences briefly, using the prompts. Check understanding by asking students to tell you which shops you said you like and which you don't like. Before students write about their own preferences, elicit from the class two or three things you can buy in each type of shop to help with vocabulary. Write the words on the board. Students spend two or three minutes thinking about and writing down their answers. Put them together in small groups of three or four to compare ideas with other students. You could turn this into a guessing game by asking students to omit the name of the shop for the others to guess, e.g. *In my town there's a very good ... It's called ... It's good because they sell all my favourite magazines.* Allow about three minutes for the conversations. Monitor the activity, and provide help as necessary with any unfamiliar vocabulary. Make sure students use the present simple, not the present continuous and prompt them to self-correct any mistakes with tense. Otherwise, avoid correcting errors that don't impede comprehension. At the end, present the vocabulary you helped some groups with to the whole class, and ask them to record the words.

Optional extension

If you're using an IWB, test students' memory by showing them the photos again without the list of words on the screen, then pointing to photos at random and eliciting names. Alternatively, students can test each other by taking turns to say the number of an image and asking their partner to say what it is.

Workbook page 20

GRAMMAR

Verbs of perception

- 1 Students look at the two *looks* and *sounds* sentences from the dialogue. In open class, elicit what the pronouns refer to in each one. You may like to do this on the IWB, or if you aren't using one, by writing the sentences on the board, so students aren't looking down at their books during the activity. Ask the rest of the class to listen, check and correct suggestions. Finally, ask all of them to go back to page 21, find the pronouns and check what they refer to.

Answers

- 1 the yellow shirt
- 2 the idea that Maddy takes Tom shopping for clothes and shoes

- 2 Students quickly match the pictures and verbs. Check answers. To aid recall, call out the verbs again at random, and ask students to touch the relevant part of their head (*sound* – ears; *smell* – nose; *taste* – mouth or tongue; *look* – eyes). Then ask students to complete the rules, and compare their ideas in pairs before you check the answers as a class.

Answers

- 1 D 2 A 3 C 4 B

Rule

- 1 continuous 2 adjectives

- 3 Students match the sentences and responses, then compare answers with a partner. Encourage them to read out the exchanges, rather than just say numbers and letters. Say the input sentences, and call up a different student to respond to each one with the appropriate phrase. Model the correct intonation of the responses and encourage students to use it. Confirm the answers only after you have received four correct responses.

Answers

- 1 b 2 c 3 d 4 a

Fast finishers

Students write four different conversations, each of which elicits one of the responses from a–d.

Workbook page 19 and page 122



Be aware of common errors related to verbs of perception, go to *Get it right on Student's Book page 122*.

LISTENING

- 1 1.25 To lead into the task, elicit the kinds of things people buy in the four shops mentioned – *bookshop*, *clothes shop*, *newsagent's* and *sports shop*. Write suggestions on the board. Tell students to think about what other things people talk about when shopping there, for example size, price, trying on clothes. Suggest that students listen for these key words and ideas to help them identify the shop. Play the audio, pausing after each dialogue briefly to give students time to process the information and select their answers. Check answers as a class. Ask stronger students to say in their own words why they chose each answer.

Answers

- 1 sports shop 2 bookshop 3 clothes shop 4 newsagent's

Audio Script Track 1.25

1

Woman Hi. Are you all right there?

Boy Yes. Well, these running shoes, how much are they?

Woman Let me look. Here you are ... they're forty-nine pounds.

Boy Right. Can I try them on, please? Size eight.

Woman Sure. I'll be right back.

2

Woman Hi. Do you need any help?

Girl Hello. Have you got anything about New York? My dad and I are going there on holiday.

Woman Um, yes. In the travel section. You'll find three or four books about New York there, I think.

Man Oh. Yes. Of course. Thanks a lot.

3

Man Can I help you?

Boy Yes, have you got this shirt in blue?

Man Let me look ... What size do you take?

Boy Medium. I think.

Man Um ... Yes, here you are.

Boy Great. Can I try it on please?

Man Sure. The changing rooms are over there, at the back.

4

Man Hello. Can I help you?

Girl Yes. This magazine please and this bar of chocolate.

Man OK. That's four pounds fifty please.

Girl Thanks.


Man And five pounds fifty change. Thank you! Bye.

- 2 1.25 Before you play the audio again, ask students to try and complete all the gaps with details they remember from the first listening and check ideas in pairs. Play the audio twice, pausing after each conversation to allow time for students to record their answers. Check answers as a class.

Answers

- 1 running shoes
- 2 travel books about New York
- 3 a blue shirt
- 4 a magazine and a bar of chocolate

FUNCTIONS**Buying things in a shop**

- 1 Check comprehension of *customer* and *assistant* by asking: *Who works in a shop?* (a shop assistant); *What do customers do in a shop?* (they buy things; they do their shopping). Students mark the statements from memory, then compare ideas in pairs before you check answers with the class.
- 2  1.26 Explain that students are going to hear another conversation in a shop, but first they must put the sentences from it in the correct order. Read the example, then do number 1 together. Give them two or three minutes for the task. Play the audio for students to listen and check their answers and then give them a few minutes to practise the dialogue in pairs.

Answers

- 1 A: Hello. Can I help you? 2 B: Yes, please. I like this jacket. Have you got it in black? 3 A: Sorry, no. Only brown. 4 B: Oh, well, brown's OK. How much is it? 5 A: It's £75.00. 6 B: Can I try it on? 7 A: Yes, of course. 8 B: Very nice. I'll take it. 9 A: Great. So – that's £75, please!

Optional extension

You may like to ask students to practise role-playing the dialogue with different attitudes: angry, polite, happy, tired, bored, etc. Write the adjectives you want to use on wordcards – one for each student, but the words can be repeated. Elicit or pre-teach all these adjectives before you begin. Give each pair two cards. The rest of the class should listen to their performance, and say which attitudes they think the pair were acting out.

ROLE PLAY BUYING CLOTHES IN A SHOP

Put students in pairs. Each of them study the relevant page. Check/clarify: *a pair of trainers*, *a sweatshirt*. Give students at least two to three minutes to prepare their conversations, using the previous exercises as a model. Monitor the preparation stage, and provide help with vocabulary as necessary. Point out errors for students to self-correct. It is better to correct any errors during the preparation than later during the performances. Pairs practise their conversations. You can encourage them to add different feelings and attitudes to their performances, e.g. the customer is impatient or shy, the assistant is bored or nervous. Monitor their conversations, and make a note of which pairs stand out in their use of the language or speak with confidence. When all pairs have completed both conversations, call up a couple of the best pairs you noted to perform them in front of the class. (Be careful not to choose shy students who would not enjoy the experience.) Have a vote on the best performance.

TRAIN TO THINK**Exploring numbers**

- 1 Read the instructions with the class and study the example. Check/clarify: *T-shirt*, *jumper*, *belt* and *jacket*. Ask students to point to their own clothing or find someone in the class who is wearing the particular item. Teach the language for making calculations by saying *I'm going to buy a T-shirt and a belt. How much is that?* Say: *£8.50 plus £3 equals £11.50* and write this on the board. Underline *plus* and *equals*. Students work on the questions individually. Allow up to three minutes. Remind them there may be a number of different possible answers.
- 2 **SPEAKING** Students compare their ideas in pairs before you check answers as a class.

Possible answers


- 1 This depends on which items students have selected (there are nine possible combinations).
- 2 They can't buy the jacket (over the limit), or all three of the other more expensive items together (those would cost £30.50). However, they can buy any two of the first three items and the belt.
- 3 Yes, they can. The total price is only £68.50.

PRONUNCIATION

For practice of contractions, go to Student's Book page 120.

Student's Book page 24–25

VOCABULARY**Clothes**

- 1  1.29 Focus attention on the pictures. Students complete the words for clothes, then compare their ideas in pairs, before you play the audio for them to check their answers. If you're using an IWB, nominate a different student to write each word on the screen or ask them to write the answers on the board for all to check. Tell students to find those clothes that have a name in plural form in English (*boots*, *shoes*, *trainers*, *shorts*, *trousers*), and ask them why they think this is (these items either come in pairs, or they have two legs), and whether they are also used in the plural in L1. You may like to elicit or input further similar examples (e.g. *jeans*, *sandals*, *flip-flops*, *swimming trunks*).

Answers

- 1 dress 2 jumper 3 shoes 4 trainers 5 boots
6 jacket 7 shirt 8 shorts 9 trousers

- 2 Students think about the questions and prepare their answers. Monitor and help with unfamiliar vocabulary as necessary. You may like to allow weaker students to write down their responses, but ask stronger students to make notes and only use them as prompts for giving more detailed answers.