

# THINK

## TEACHER'S BOOK 2

**B1**

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**CAMBRIDGE**  
UNIVERSITY PRESS

## Acknowledgements

The publishers are grateful to the following contributors:

Blooberry: text design and layouts

Claire Parson: cover design

Vicky Saumell: author of *Using the Digital Resources*

**CAMBRIDGE**  
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

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

Information on this title: [www.cambridge.org/think](http://www.cambridge.org/think)

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First published 2015

Printed in the XXXXX by XXXXXX

*A catalogue record for this publication is available from the British Library*

ISBN 978-1-107-50915-3 Student's Book Level 2

ISBN 978-1-107-50910-8 Student's Book with Online Workbook and Online Practice Level 2

ISBN 978-1-107-50917-7 Workbook with Online Practice Level 2

ISBN 978-1-107-50918-4 Combo A with online Workbook and Online Practice Level 2

ISBN 978-1-107-50921-4 Combo B with online Workbook and Online Practice Level 2

ISBN 978-1-107-50922-1 Teacher's Book Level 2

ISBN 978-1-107-50923-8 Class Audio CDs Level 2

ISBN 978-1-107-50925-2 Video DVD Level 2

ISBN 978-1-107-50931-3 Presentation Plus DVD-ROM Level 2

ISBN 978-1-107-50932-0 Presentation Plus DVD-ROM A Level 2

ISBN 978-1-107-50933-7 Presentation Plus DVD-ROM B Level 2

Additional resources for this publication at [www.cambridge.org/think](http://www.cambridge.org/think)

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## Answers

Questions 1 and 3

## Rule

past simple; present perfect

- 2 In open class, elicit the answers to question 1 and demonstrate why each tense is used. Ask students to work individually to complete the sentences. Allow them to check answers with a partner before open class feedback. During feedback, refer to the rule and check understanding of the difference between the tenses.

## Answers

1 a has/won b won 2 a has met b met  
3 a have done b did 4 a recorded b have recorded  
5 a lived b have lived 6 a has/signed b signed

## Fast finishers

If any students finish the activity early, ask them to turn to page 128 in their Workbooks and test themselves on the past simple and past participle of irregular verbs.

Workbook page 11 and page 122



Be aware of common errors related to present perfect vs. past simple, go to Get it right on Student's Book page 122.

## VOCABULARY

### Collocations

- 1 Do the first question in open class as an example and to introduce the concept of collocation (you can sign a contract or an autograph, but you can't sign a lesson). Point out that there may be more than one correct answer to each question. Students complete the exercise and check with a partner. Check answers in open class and focus on pronunciation.

## Answers

1 a, b 2 a, c 3 b, c 4 a, b 5 a, b 6 b, c

- 2 Focus on the six words and ask students which words could collocate with them. Remind them that there may be more than one answer. Check answers.

## Answer

The verb have can go before all of them. Other verbs can go before some of them.

- 3 **SPEAKING** Explain to students that they are going to ask questions to other members of the class in a *Find someone who ... ?* activity. In preparation for the exercise ask students to decide which questions they need to ask to get the information. They should think of a *Have you ever ... ?* question and a 'details' question for each. Point out that the details questions will use the past simple as they are asking about a specific point in the past. Students circulate asking

questions to complete the table. Make sure students don't look at each other's answers. During feedback, encourage students to answer in full sentences.

## Mixed-ability

Weaker classes: Give students time to write down full questions before they mingle.

Stronger classes: Suggest more questions to add to the list.

## Optional extension

If any students finish the activity early, ask them to write a short paragraph describing one of their experiences.

Workbook page 12

## WRITING

Ask students to make notes on their answers and monitor to help with any vocabulary. You may like to give an example of your own to get them started. Give students a short while to think about their answers to the questions and to make notes of their answers. Divide the class into pairs for students to discuss their plans with a partner. Finally, students should make further notes in their notebooks before writing their final version in class or at home.

## Language note

When responding to students' written work, it is important to focus not only on grammatical and lexical accuracy, but on various other factors. These factors can be neatly remembered with the acronym CARROT!

**Content** Has the student answered the question?

**Accuracy** Is the grammar and spelling correct?

**Range** Has the student used an appropriate variety of tenses, vocabulary and structures?

**Register** Is the writing suitably formal, informal or neutral?

**Organisation** Has the student used paragraphs? Have they used linking words?

**Target Reader** What effect does it have on the person reading it?


Student's Book page 18–19

## PHOTOSTORY: episode 1

### The new café

- 1 Write these questions on the board: *Have you ever been to an opening ceremony? What was opened? Who would you invite to open a new café in your town?* Students ask and answer the questions in pairs. Ask some pairs to report back to the class.

Students look at the photos and describe what the people are doing. Ask them to guess the answers to the questions without reading the conversation and write their ideas on the board. These can then be referred to during feedback.

- 2  1.11 Play the audio. Students read and listen to check their answers. Ask students to check answers with a partner before feedback in open class. During whole-class feedback, refer to their ideas from Exercise 1 and check if they predicted correctly.

**Answers**

Paul Norris Paula Mayberry

**DEVELOPING SPEAKING**

- 3 Divide the class into pairs and ask students to guess the continuation of the story. Ask them to write their answers in their notebooks. Monitor and help with any questions. Listen to some of their ideas in open class and write some of their ideas on the board, but don't comment at this stage.
- 4 **EP1** Play the video while students check their ideas. During feedback, refer to the ideas on the board and check which were correct.
- 5 Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. If necessary, play the video again, pausing as required for clarification. Check answers in open class.

**Answers**

- 1 the boys 2 Olivia 3 Megan 4 the headmaster  
5 the girls 6 the girls 7 Mr Lane

**PHRASES FOR FLUENCY**

- 1 Ask students to locate the expressions 1–6 in the story on page 18 and decide who says them. Ask them: *How would you say the expressions in your own language?* Ask students to compare their answers with a partner before open class feedback.

**Answers**

- 1 Ryan 2 Olivia 3 Ryan 4 Olivia 5 Megan 6 Megan

- 2 Ask students to read through the sentences and complete the answers. Go through the first sentence with them as an example if necessary. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practice the conversations.

**Answers**

- 1 I don't think so 2 Are you sure? 3 that sort of thing  
4 Let's face it 5 Know what? 6 and that's that

**PRONUNCIATION**

For pronunciation practice in intonation and sentence stress, go to Student's Book page 120.

**WordWise****Phrases with *just***

- 1 Books closed. Write on the board:  
*I have just passed my driving test.*  
*There were just twelve people at the concert.*  
*The film was just brilliant.*

Ask students to try to explain the different meanings of *just* in the three sentences.

Books open. Students match the meanings and sentences. Check answers and elicit further examples.

**Answers**

- 1 b 2 a 3 c

- 2 Students read through the sentences and match the meaning of *just* with the three options in Exercise 1. Ask students to compare answers with a partner before feedback in open class.

**Answers**

- 1 only 2 a short time ago 3 really 4 only  
5 a short time ago

- 3 Students complete the exercise and compare answers with a partner before whole-class feedback.

**Answers**

- 1 c 2 a 3 b

Workbook page 13

**FUNCTIONS****Offering encouragement**

- 1 **EP1** Students watch the video again and identify who says the sentences. Pause the video after each sentence if necessary.

**Answer**

Olivia says all of these things to Megan to show excitement for her idea and to offer encouragement.

**Good causes**

- 2 **ROLE PLAY** Divide the class into pairs and assign a letter A or B to each student. Ask students to turn to pages 127 and 128 and read their role cards. Tell students they should use some of the sentences from Exercise 1. Students work in pairs and hold the conversations. Monitor to help with any problems and also offer ideas. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension. Ask students to put a tick next to a sentence each time they use it and compete to use as many phrases as possible.

# 2 THE WAYS WE LEARN

## Objectives

FUNCTIONS	asking and giving / refusing permission to do something
GRAMMAR	present perfect with <i>for</i> and <i>since</i> ; <i>a</i> , <i>an</i> , <i>the</i> or no article
VOCABULARY	school subjects; verbs about thinking

Student's Book page 20–21

## READING

- 1 You could set a homework research task for students to find out about Gever Tulley and alternative education before the lesson. You could then start by asking students to tell the class what they have found out.

### BACKGROUND INFORMATION

Gever Tulley is an American writer, computer scientist and founder of the Tinkering School. He is the author of *50 Dangerous Things (You Should Let Your Children Do)* and he believes that children should not be over-protected as this harms their ability to learn and think.


The Tinkering School is an example of alternative schooling. Another example of this is the Steiner school system, which emphasizes independence and allows students to choose activities from a group of options. Classrooms are mixed-age and children learn through discovery rather than through direct instruction. There is also freedom of movement in the classroom. Another example of alternative education is the Sudbury Schools, which are run democratically and where students and staff are equals. There are weekly meetings to decide on school rules, use of budget, hiring and firing of staff etc. Each individual has an equal vote.

As a warm up, ask students: *How often do you work together to create something? In which subjects do you do most teamwork? Is it something you enjoy?* Listen to some of their ideas in an open class discussion.

### Mixed-ability

Divide the class into pairs according to level and ask them to create mind maps similar to the example on page 20. Weaker students can complete one mind map, stronger students can attempt all three. Monitor and help with any questions. When students have finished, ask individuals to come to the board and draw a mind map. If you are working with an interactive whiteboard (IWB), ask students to use different colours as this helps draw attention to individual words and makes the mind map easier to read. Elicit further ideas from other students and add them to the examples.

- 2 Ask students to describe what they can see in the photos and imagine where they were taken. Ask them: *Have you done any of the things in the photos?*

- 3  1.14 This exercise is closely modelled on Reading Part 4 of the Cambridge English: Preliminary exam. Read through the questions with students and check understanding. Check/clarify: *innovative, tools, injury, protection*. Ask students to underline the key information in the questions that will help them find their answers. Play the audio while students read and listen. Divide the class in pairs for students to answer the questions. Encourage students to underline the parts of the text that helped them choose their answers. Check answers with the whole class.

### Answers

1 D 2 C 3 B 4 A

- 4 Students read through the options and work in pairs to answer the question. Point out to students that the answers do not appear directly in the text and that they should imagine what Gever Tulley might say based on what they have read. Check the answer and ask students why they think the other options are incorrect. Refer to any points in the text that clarify the answers.

### Answers

C, D

### Optional extension

Divide the class into pairs and ask students to discuss whether the author of the article is positive or negative about the Tinkering School. Ask them to read through the article and underline phrases that support their answers. Listen to some of their ideas in open class feedback.

## THINK VALUES

### Learning for life

- 1 Working individually, students complete the exercise. Ask them to re-read the text and note down the reasons for their choices.
- 2 **SPEAKING** Read through the speech bubbles with students. Divide the class into pairs or small groups for them to compare their answers. Monitor and help students to explain their ideas. Listen to some of their answers with the whole class and encourage further discussion.

- 3 **SPEAKING** In pairs or small groups, students discuss the questions. Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

#### Optional extension

Ask students which of the six things in Exercise 1 they are taught at school. Ask them: *In which subjects are you taught them? Do you learn them from teachers or from other students? If you are not taught them, do you think you should be?* Divide the class into small groups for them to do the task. After five minutes, appoint a spokesperson from each group to feed back some of their ideas to the whole class.

### Student's Book page 22–23

## GRAMMAR

### Present perfect with *for* and *since*

- 1 Review the present perfect – make sure students understand how it is formed and when it is used. Then ask students to work individually to find examples of the present perfect in the article. Ask students why the past simple is not used instead (the present perfect refers to an indefinite point in the past, or refers to an action which started in the past and continues in the present).

#### Answers

Children have made fantastic things ...  
They have built a rollercoaster.  
They have made a rope bridge ...  
They have made tree houses ...  
Some children have cut themselves ...  
Tinkering School has been around for many years now, but nobody has ever suffered a serious injury ...  
Gever Tulley's ideas have worked very well.  
A lot of children have gone to his summer schools ...  
Since it started, Brightworks has been written about ...  
Most of the articles have been very positive ...  
They have praised the quality ...  
They have found the children are more motivated ...  
... there have also been critical voices.  
Some people have said ...  
She has been a student at the school ...  
... I've never sat in a "normal" class ...  
... it's been a very exciting experience.  
I've worked hard...  
... there hasn't been one single moment ...

#### Language note

Students may confuse the *for* and *since*, possibly due to L1 interference, e.g. *I have been here since five years*. Point out that we use *for* with a period of time and *since* when we mention a specific time.

- 2 Weaker classes: Write these sentences on the board:  
*Paul has lived in Paris since April.*  
*Sally has lived in Paris for three months.*

Ask students: *Who lives in Paris now?* (both Paul and Sally). Ask students to identify the tense in each sentence (the present perfect). Elicit or explain the use of the present perfect tense to indicate unfinished time and elicit the construction (*have/*

*has* + past participle). Point out that regular verbs have the same past simple form and past participle e.g. *has lived* – *lived*, *has played* – *played*. There is a list of irregular verbs on page 128 of the Workbook. Students complete the exercise in pairs.

Read through the rule in open class and elicit the answers.

#### Answers

1 since 2 for

#### Rule

1 for 2 since

- 3 Ask students to think about whether *for* and *since* refer to a period or a point in time. Students complete the chart and check answers with a partner before whole-class feedback.

#### Answers

*for* – a year, a long time, many years, days, an hour

*since* – your birthday, yesterday, 2014, I phoned you, Friday

#### Fast finishers

Ask students to add further examples to each list.

#### Optional extension

As a quick and fun practice of *for* and *since*, separate the class into two groups and ask them to test each other. One group should say a sentence with *for*, e.g. *I have lived here for three years*. The other group have to say the same information in a sentence with *since*, e.g. *I have lived here since 2011*. This is more entertaining (and difficult) if groups are only given ten seconds to think of the correct answer. You should act as judge and timekeeper, giving groups one point if they say a correct sentence in the given time.

- 4 Read through the sentences with the whole class and ask students to think about when each action started (numbers 1,5), or how long it has been taking place (numbers 2,3,4). Working individually, students complete the sentences with the correct form of the verbs in brackets. Check answers with the whole class. Point out that they do not repeat the auxiliary *have* before *phoned* in sentence 3.

#### Answers

1 have been, since 2 hasn't seen, for 3 haven't written, phoned, for 4 has lived, for 5 have had, since

- 5 Students construct sentences using the present perfect with *for* or *since* and the words in brackets. Go through the example sentence with the whole class. With weaker classes, you might like to elicit which word (*for* or *since*) students need to complete each sentence. Check answers with the whole class and make sure students are using the present perfect. If you're short on time, set this exercise as homework.



## Answers

- 1 They have been in the youth club for three hours.
- 2 Joanne and I have been good friends since primary school.
- 3 She has played in the volleyball team for two months.
- 4 I ought to see a doctor. I've been sick for a week.
- 5 I haven't heard a lot from Sandra since last October.

### Optional extension

For further practice of the difference between *for* and *since*, write this table on the board:

for		since
a day	→	yesterday
... hours	←	8 am
two days	→	...
... months	←	Christmas
ten minutes	→	...
... years	←	I was born
fourteen years	→	...

Tell students that each time period leading to the present has an equivalent with *for* or *since*. If necessary give them an example with the sentence: *We've been in this classroom for ... minutes* or *We've been in the classroom since ... o'clock*. Tell students to work in pairs to complete the table with the correct time phrases in each column.

### Suggested answers

for		since
three hours	←	8 am
two days	→	Monday
10 months	←	Christmas
ten minutes	→	11.30 am
15 years	←	I was born
fourteen years	→	2000

Workbook page 18 and page 122



Be aware of common errors related to present perfect with *for* and *since*, go to Get it right on Student's Book page 122.

## VOCABULARY

### School subjects

#### BACKGROUND INFORMATION

##### School subjects in the United Kingdom

In the UK, secondary education between the ages of 11 and 16 is split into two stages: Key Stage 3 (11–14) and Key Stage 4 (14–16). At Key Stage 3, students have to study twelve subjects. These are the same as the subjects in Vocabulary Exercise 1, with the exception of Drama, which is not a statutory subject. The twelfth subject is called Citizenship and focuses on politics, the legal system, the role of the media etc. and encourages students to research and debate topics. Students have to study a foreign language. At Key Stage 4, students study similar subjects, but have more choice in what they study.

- 1 1.15 Books closed. As an introduction to this activity, write *school subjects* in the centre of the board. Brainstorm subjects that students study. Ask them: *Can you think of any other subjects?*

Books open. Working individually, students look at the pictures and match them to the subjects. With stronger classes, ask students to cover the names of the subjects and try to complete the activity before looking at the names.

Listen to the audio to check, pausing as necessary to check pronunciation.

### Answers

- 1 K 2 G 3 D 4 I 5 E 6 A 7 J 8 H 9 C  
10 F 11 L 12 B

### Audio Script Track 1.15

- A Geography
- B Spanish
- C ICT (Information and Communication Technology)
- D Art Education
- E Design and Technology
- F Maths
- G Music
- H PE (Physical Education)
- I Drama
- J English
- K Science
- L History

- 2 **SPEAKING** Students work individually and make notes on their answers to the questions. Divide the class into pairs for students to compare their answers. Monitor and check students are pronouncing the subjects correctly. Listen to some of their answers in whole class as feedback.

### Fast finishers

Explain to students that the subjects in Exercise 1 are similar to those studied in the United Kingdom. Ask students to write sentences describing how this curriculum compares to the one in their country. Which do they prefer?

### Optional extension

As an extension to Exercise 2, you might like to refer back to the list of subjects and ask students to discuss why they think they study the subjects, e.g. *Why do you study Art Education? Why do you do PE?* Give students some time to discuss the subjects in small groups and then hold a class vote to decide which they feel are the most and the least useful subjects.

Workbook page 20

## LISTENING

- 1 As a warm up activity and to introduce the topic, show students some photographs or, if you have access to an IWB, videos of people doing dangerous things, e.g. bungee jumping or roof jumping. Ask students if they have ever done anything dangerous. Listen to some of their ideas and write any interesting vocabulary on the board.

With the whole class, ask students to look at the photos and to match them to the activities. Nominate individual students to give answers. Ask students: *Why do you think we like doing dangerous things?*

### Answers

1 B 2 A 3 E 4 C 5 D

- 2 **SPEAKING** In pairs students discuss the question. Monitor to help with any vocabulary problems and check that students are using English and not L1. As feedback, ask some of the students to share their experience with the rest of the class.
- 3 **1.16** Tell students they are going to hear two people talking about a book. Play the audio while students listen and answer the question. Tell students not to worry about difficult words, but to concentrate on the task. Students compare their answers with a partner before whole-class feedback.

### Answers

Make a fire, spend an hour blindfolded, drive a car

### Audio Script Track 1.16

John Hi, David.  
 David Oh, hi, John.  
 John I'm going to the pool. Want to come along?  
 David I can't. My dad has asked me to do some things with Nick.  
 John Your little brother? Oh, you're babysitting. Too bad.  
 David No, I'm not actually babysitting. My dad's going to be with us, too.  
 John So what are you doing?  
 David Well, it's a long story. It all started with a book my dad read recently. It's called *50 Dangerous Things You Should Let Your Children Do*.  
 John What? Seriously?  
 David Yeah.  
 John And?  
 David And ... , the book's cool, really. Parents are normally 'don't do this' and 'don't do that', right?  
 John Yeah, tell me about it.  
 David Well, this book says that parents should let children do things that most parents don't let them do.  
 John Wow! OK. Let children do things like what?  
 David So, for example, parents should let children make a fire.  
 John Really? Isn't that dangerous?  
 David Well, of course, kids shouldn't be alone when they make a fire. Parents should be with them, so they learn that fire can be dangerous. And of course they must not make a fire in a place where it is forbidden.  
 John Uh-huh. What else?

David Kids should spend an hour blindfolded.  
 John Really, young children? That's dangerous.  
 David That's right. That's why they couldn't do that on their own. Their parents need to make sure that nothing happens to them.  
 John OK, but why?  
 David The child learns something new. It's a new experience. And it's interesting for the child, too. They learn to be cautious.  
 John Hmm. Cool.  
 David Oh, something else.  
 John What's that?  
 David Parents should let their children drive a car.  
 John Really? In the street?  
 David No, no. In an empty space where there are no other cars, obviously.  
 John Wow!  
 David Yeah, but I'm not sure Dad will try this one with Nick.  
 John He thinks he'll probably drive straight into a tree, right?  
 David Look, I need to go now. I need to get some sausages.  
 John Sausages?  
 David Yes, Dad and I are going to show Nick how to make a fire. And then we want to grill some sausages.  
 John Really, wow! I'd love to come along.  
 David Why don't you?  
 John Would that be OK with your dad?  
 David Of course. He'd be happy if you could join us. And Nick ...  
 John What about him?  
 David Well, he'll be proud to show you he can make a fire!  
 John Of course!

- 4 **1.16** Read through the sentences with students to check understanding. Check/clarify: *babysitting*. Ask students to underline which key information they will need to listen for. Stronger students may like to try to answer the questions before listening again. Play the audio while students decide if the sentences are true or false. Let students compare answers with a partner before listening to the audio again. During feedback, ask students to explain the reasons for their answers.

### Answers

1 F 2 F 3 T 4 T 5 F 6 T

## FUNCTIONS

### Asking and giving / refusing permission

- 1 As a warm up activity, ask students to imagine that they are in England to learn English and they are staying with an English family. They want to ask the family if they can borrow a bicycle. Ask them: *What would you say?* Listen to their ideas and try to elicit. *Can I borrow a bicycle? Will you let me use your bicycle?* Ask students to work in pairs and order the two dialogues. Check answers with the whole class. Elicit which of the sentences ask for permission, give permission and refuse permission. During feedback, say the sentences for students to repeat altogether and check pronunciation. Students practise the dialogues in pairs. Monitor to help with any problems.