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Cambridge University Press
978-1-108-94344-4 — Think Level 3 Teacher's Book with Digital Pack British English
Herbert Puchta , Jeff Stranks , Peter Lewis-Jones
Excerpt
More Information



Welcome to 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 analyse 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 **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.

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What's new in the Second Edition?

We've kept everything that teachers loved about 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 upon 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 TH!NK

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/think2e** or scan this QR code with your smartphone or tablet.

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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 programmes.

The Cambridge Framework sets out to have three dimensions:

BREADTH	DEVELOPMENT	DEPTH
Complete view of transferable skills within one system	How the skills develop across stages of the learning journey	Enough detail to guide teaching and assessment in practical ways

We have grouped the different competencies into six main areas.

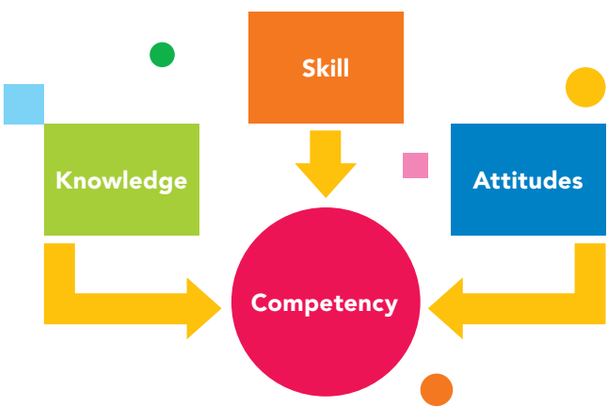
- **Creative Thinking**
- **Critical Thinking**
- **Learning to Learn**
- **Communication**
- **Collaboration**
- **Social Responsibilities**

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:

a) 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;

b) skills are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results;

c) attitudes describe the disposition and mind-sets to act or react to ideas, persons or situations.

Council of the European Union, 2018, p14.

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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 analysing links between ideas	Evaluating ideas, arguments and options	Synthesising 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

cambridge.org/clcf

See page ix for an example of how Life Competencies are covered in **TH!NK**.
For a full correlation to the Cambridge Life Competencies Framework, visit **www.cambridge.org/think2e**

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THINK and the Cambridge Life Competencies Framework

Although **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 analysing 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					✔	✔						

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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 1

John *posted 2 hours ago*

My time at school is almost up, and of course I'm thinking about the big question: what next? Perhaps I've left it a bit late 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 university or 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 perhaps 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 'holiday' I got bored and the money was running out. Then I learned about a volunteer medical organisation 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 practising 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 left school three months ago and I didn't want to go to university 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 quite lazy at school, but I've changed my ways and now I study really hard. The course 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 travelling after school, but I didn't have the courage; I just went to university. It was OK and I was having a good time. Then one day an old friend from school phoned me and said he was going to start an online company and asked me to join him. So, I gave up the university course and went to work with him. It was the best thing I've ever done. I wasn't intending to leave university, 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.**

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

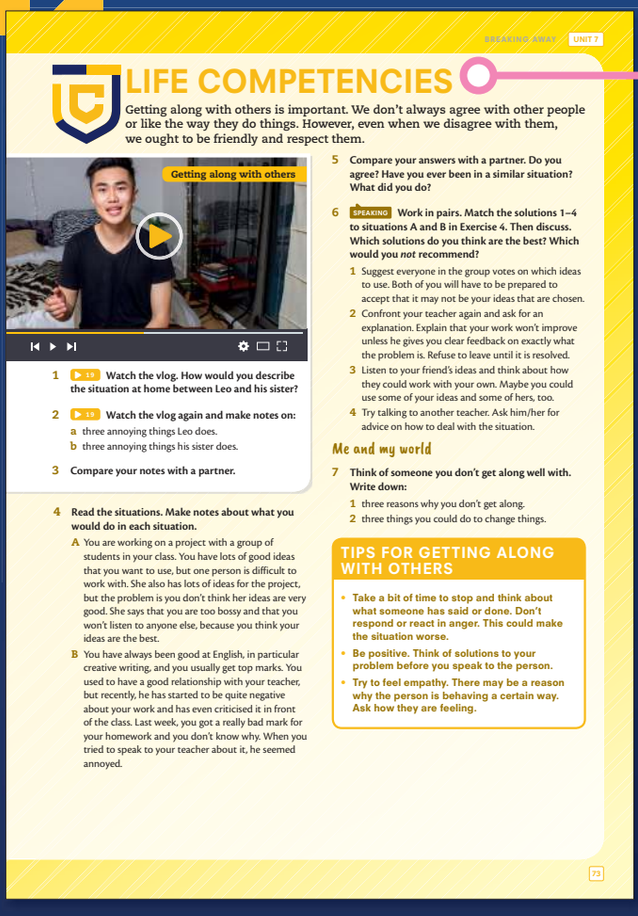
SPEAKING

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.*

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BREAKING AWAY UNIT 7

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.

Getting along with others

1 19 **Watch the vlog. How would you describe the situation at home between Leo and his sister?**

2 19 **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 lots 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, in particular creative writing, and you usually get top marks. You used to have a good relationship with your teacher, but recently, he has started to be quite negative about your work and has even criticised it in front of the class. Last week, you got a really bad mark for 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.**

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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 practise stating opposing opinions in a constructive way.

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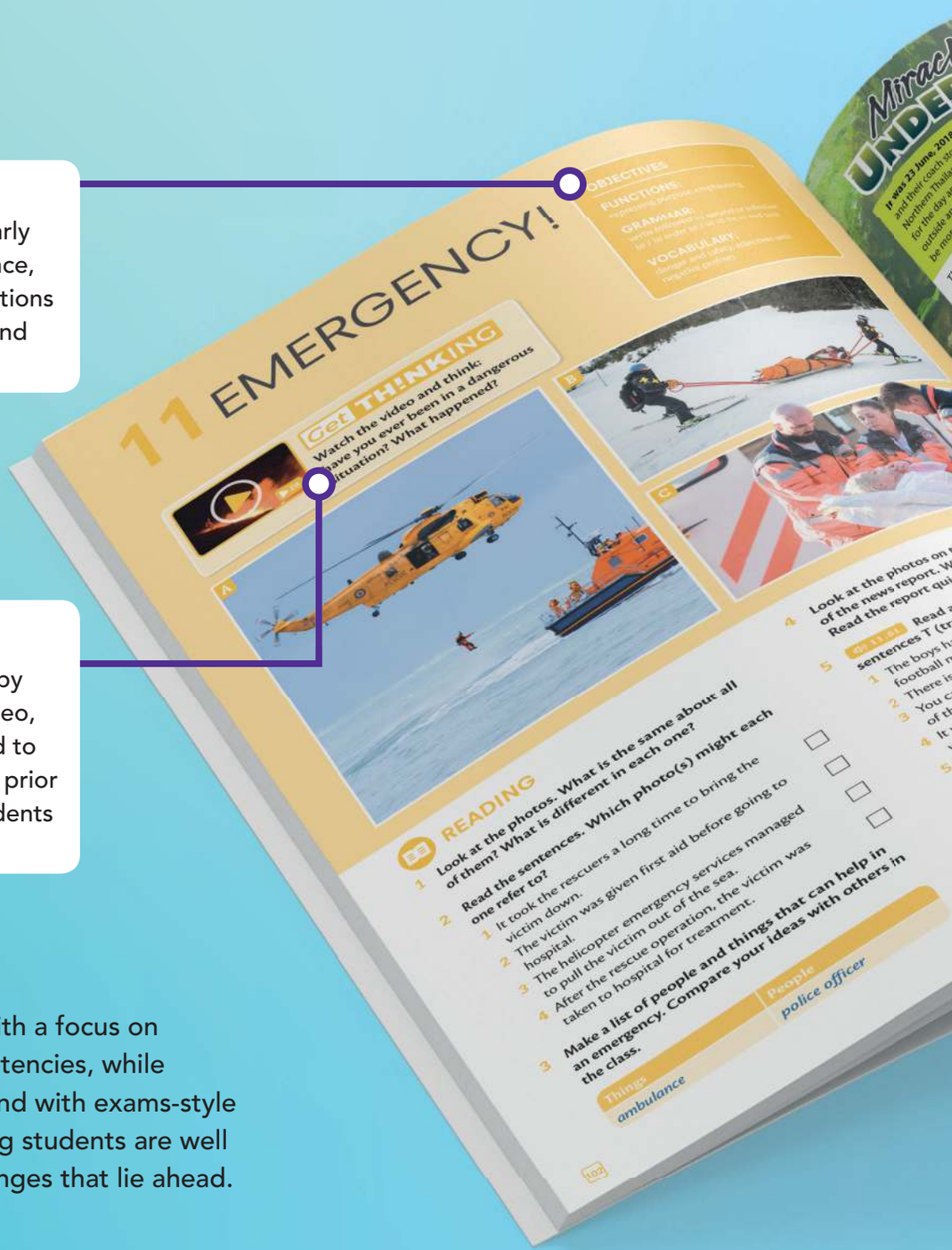
Student's Book

Each unit of TH!NK builds students' knowledge and skills through a series of carefully constructed learning inputs and activities. Units begin with a thought-provoking question and introductory video, followed by a series of high-interest readings and abundant opportunities for personalised speaking practice.

Each sequence of exercises helps students unlock the text, while contextualised vocabulary and grammar concepts recycle and build throughout the unit, sharpening students' language proficiency.

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

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



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.

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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 requiring 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, personalising the speaking tasks.

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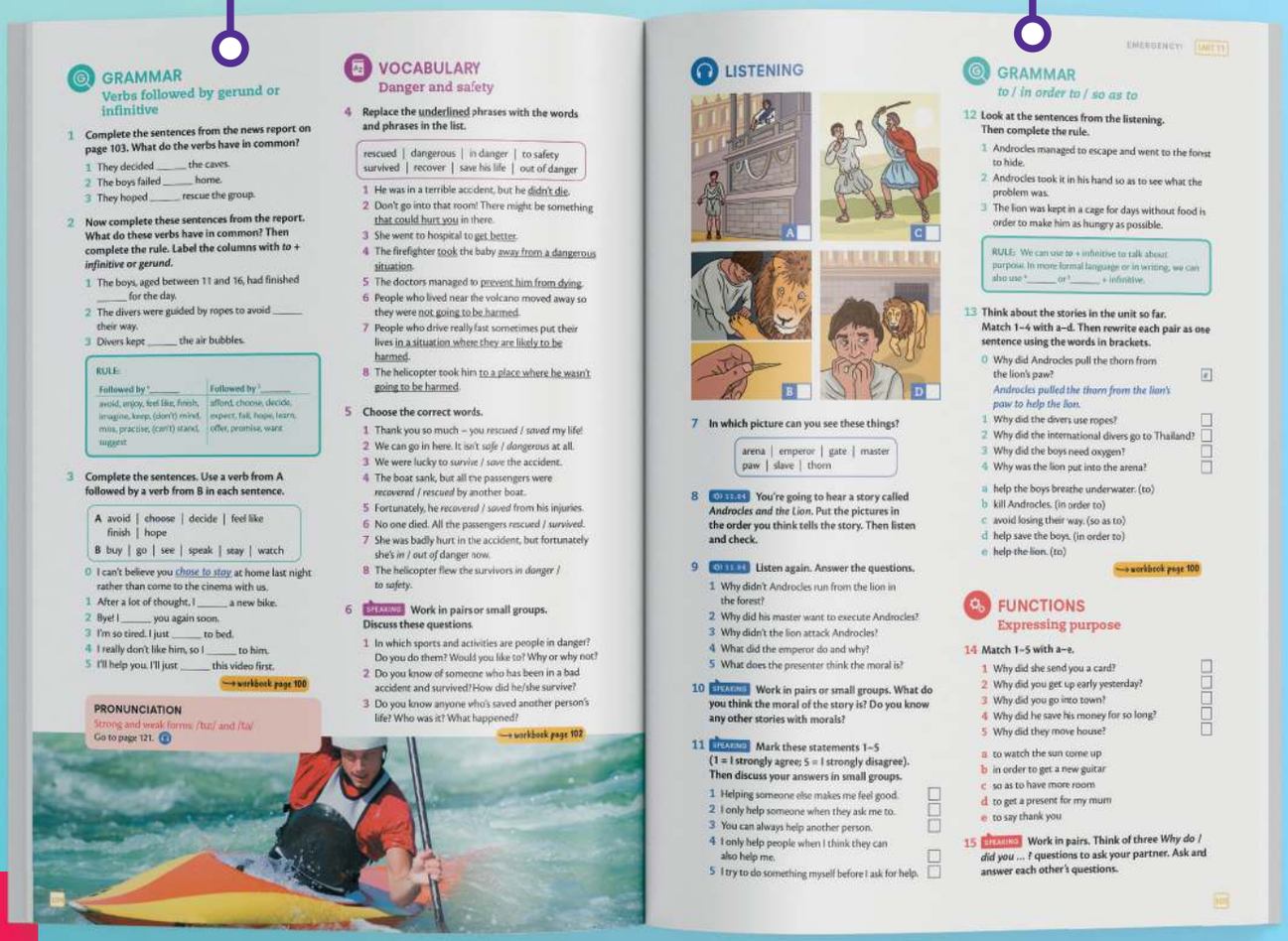
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GRAMMAR and VOCABULARY

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?
1 They decided _____ the caves.
2 The boys failed _____ home.
3 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*.
1 The boys, aged between 11 and 16, had finished _____ for the day.
2 The divers were guided by ropes to avoid _____ their way.
3 Divers kept _____ the air bubbles.

RULE:
Followed by [1]_____: avoid, enjoy, feel like, finish, imagine, keep, (don't) mind, miss, practise, (can't) stand, suggest
Followed by [2]_____: 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 cinema with us.
1 After a lot of thought, I _____ a new bike.
2 Bye! I _____ you again soon.
3 I'm so tired. I just _____ to bed.
4 I really don't like him, so I _____ to him.
5 I'll help you. I'll just _____ this video first.
→ workbook page 100

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

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

6 SPEAKING Work in pairs or small groups. Discuss these questions.
1 In which sports and activities are people in danger? Do you do them? Would you like to? Why or why not?
2 Do you know of someone who has been in a bad accident and survived? How did he/she survive?
3 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 CD 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 CD 11.04 Listen again. Answer the questions.
1 Why didn't Androcles run from the lion in the forest?
2 Why did his master want to execute Androcles?
3 Why didn't the lion attack Androcles?
4 What did the emperor do and why?
5 What does the presenter 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.
1 Helping someone else makes me feel good.
2 I only help someone when they ask me to.
3 You can always help another person.
4 I only help people when I think they can also help me.
5 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.
1 Androcles managed to escape and went to the forest to hide.
2 Androcles took it in his hand so as to see what the problem was.
3 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 [1]_____ or [2]_____ + 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 brackets.
0 Why did Androcles pull the thorn from the lion's paw? d
Androcles pulled the thorn from the lion's paw to help the lion.
1 Why did the divers use ropes?
2 Why did the international divers go to Thailand?
3 Why did the boys need oxygen?
4 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.
1 Why did she send you a card?
2 Why did you get up early yesterday?
3 Why did you go into town?
4 Why did he save his money for so long?
5 Why did they move house?
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 mum
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.

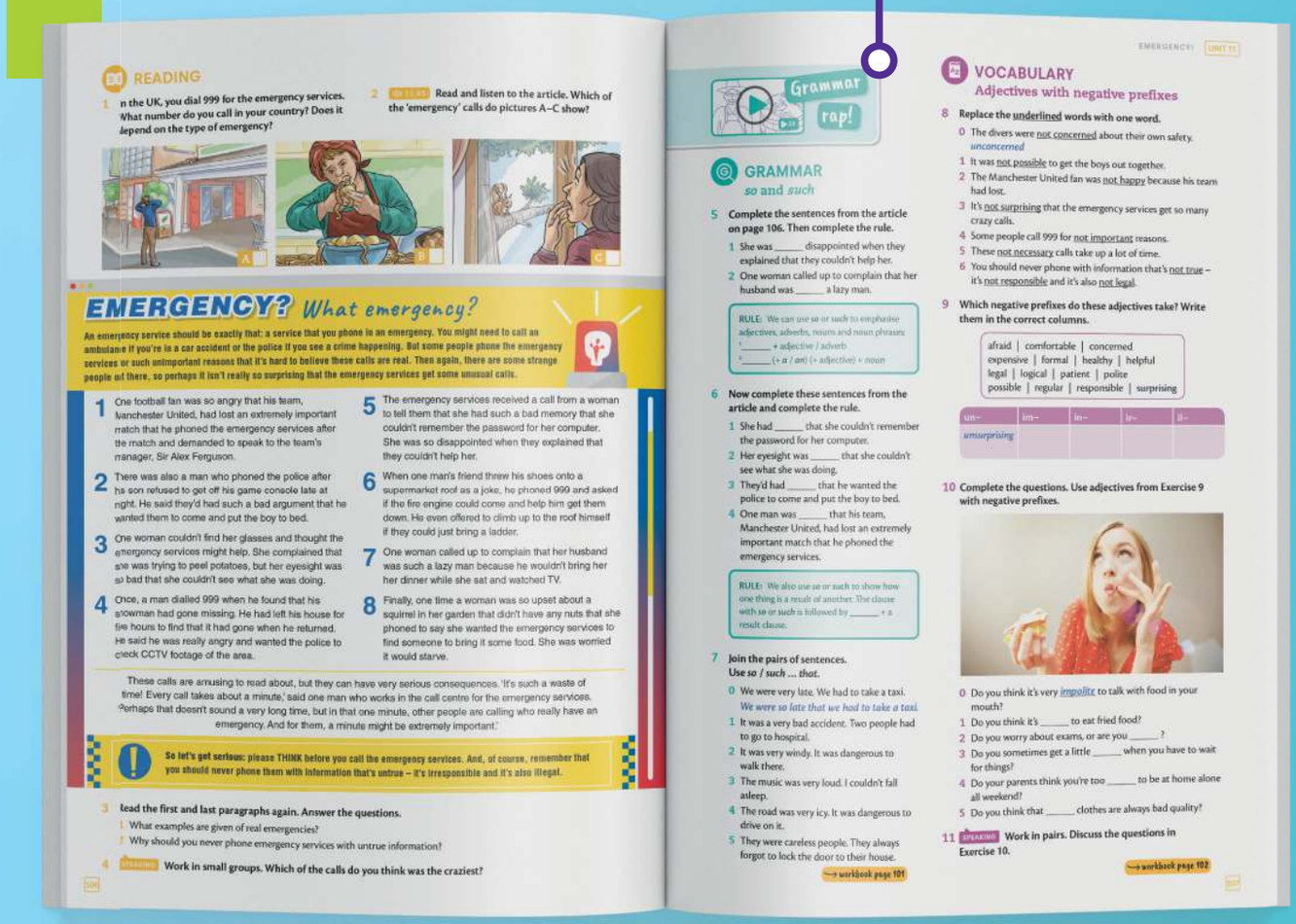
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Grammar rap!

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



READING

1 In the UK, you dial 999 for the emergency services. What number do you call in your country? Does it depend on the type of emergency?

2 SPEAKING Read and listen to the article. Which of the 'emergency' calls do pictures A–C show?

A B C

EMERGENCY? What emergency?

An emergency service should be exactly that: a service that you phone 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 phone the 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 perhaps it isn't really so surprising that the emergency services get some unusual calls.

1 One football fan was so angry that his team, Manchester United, had lost an extremely important match that he phoned the emergency services after the match and demanded to speak to the team's manager, Sir Alex Ferguson.

2 There was also a man who phoned the police after his son refused to get off his 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.

3 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.

4 Once, a man dialled 999 when he found that his snowman had gone missing. He had left his house for five hours to find that it had gone when he returned. He said he was really angry and wanted the police to check CCTV footage of the area.

5 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.

6 When one man's friend threw his shoes onto a supermarket roof as a joke, he phoned 999 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.

7 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.

8 Finally, one time a woman was so upset about a squirrel in her garden that didn't have any nuts that she phoned to say she wanted the 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 centre for the emergency services. 'Perhaps 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 the emergency services. And, of course, remember that you should never phone them with information that's untrue – it's irresponsible and it's also illegal.

3 Read the first and last paragraphs again. Answer the questions.
1 What examples are given of real emergencies?
2 Why should you never phone emergency services with untrue information?

4 SPEAKING Work in small groups. Which of the calls do you think was the craziest?

Grammar rap!

GRAMMAR
so and *such*

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

RULE: We can use *so* or *such* to emphasise adjectives, adverbs, nouns and noun phrases.
1 _____ + adjective / adverb
2 _____ (+ *a* / *an*) (+ adjective) + noun

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

7 Join the pairs of sentences. Use *so* / *such* ... *that*.
0 We were very late. We had to take a taxi.
We were so late that we had to take a taxi.
1 It was a very bad accident. Two people had to go to hospital.
2 It was very windy. It was dangerous to walk there.
3 The music was very loud. I couldn't fall asleep.
4 The road was very icy. It was dangerous to drive on it.
5 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

8 Replace the underlined words with one word.
0 The divers were not concerned about their own safety.
unconcerned
1 It was not possible to get the boys out together.
2 The Manchester United fan was not happy because his team had lost.
3 It's not surprising that the emergency services get so many crazy calls.
4 Some people call 999 for not important reasons.
5 These not necessary calls take up a lot of time.
6 You should never phone with information that's not true – it's not responsible and it's also not legal.

9 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				

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

0 Do you think it's very *impolite* to talk with food in your mouth?
1 Do you think it's _____ to eat fried food?
2 Do you worry about exams, or are you _____ ?
3 Do you sometimes get a little _____ when you have to wait for things?
4 Do your parents think you're too _____ to be at home alone all weekend?
5 Do you think that _____ clothes are always bad quality?

11 SPEAKING Work in pairs. Discuss the questions in Exercise 10.

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