Cambridge University Press 978-1-107-59675-7 – American Think Level 1 Zoltan Rezmuves Herbert Puchta Jeff Stranks Peter Lewis-Jones Excerpt <u>More information</u>

1 having FUN

OBJECTIVES

FUNCTIONS: talking about routines and everyday activities; expressing likes and dislikes; giving warnings and stating prohibition GRAMMAR: simple present review; like + -ing; adverbs of frequency VOCABULARY: hobbies; collocations with have









5 reading



- 1 Match the activities in the list with the photos. Write 1–8 in the boxes.
 - 1 sleeping
 - 2 doing homework 6 dancing
 - 3 playing soccer 7 cleaning
 - 4 studying 8 singing
- 2 Are these activities fun? Write always, sometimes, or never.
 - 1 Sleeping is _____ fun.
 - 2 Doing homework is _____ fun.
 - 3 Playing soccer is _____ fun.
 - 4 Studying is _____ fun.
 - 5 Reading is _____ fun.
 - 6 Dancing is _____ fun.
 - 7 Cleaning is _____ fun.
 - 8 Singing is _____ fun.

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3 SPEAKING Work in groups of three and compare your ideas from Exercise 2.

I think dancing is always fun.

I think it's sometimes fun.

4 **SPEAKING** Think of more activities and say what you think.

Riding a bike is always fun.

Doing housework is never fun.

5 Nead and listen to the quiz. Match the pictures with the questions in the quiz. Write 1–7 in the boxes.

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READING

1 If you have an interactive whiteboard (IWB), do the picture description as a whole-class activity. Say sleeping, and choose a strong student to point to the correct picture on the board. The rest of the class checks and confirms or rejects answers. There may be some pictures that students disagree about, so remind them that each word should only be used once, and they should try to work out the best answer through elimination. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Again, ask the rest of the class to check and confirm or reject answers.

Answers

1 C 2 G 3 H 4 B 5 A 6 E 7 F 8 D

Optional activity

Students work in pairs to test each other about the activities. They look at the photos and cover the exercises. They take turns pointing to a photo at random and asking: What's this? Monitor the activity, and conclude things when most pairs have gone through all the images.

- **2** Check comprehension of *fun* by asking students to name activities they consider fun. Also check if students understand the difference between always, sometimes, and never. Draw a line with 0% at one end and 100% at the other end on the board, and ask students to situate each adverb at the appropriate place on the line. Then have students go through the list and complete the statements. Have a show of hands to find out which activities students find the most fun (they could raise both hands for always and one hand for sometimes).
- **3 SPEAKING** Give groups two minutes or so to compare their ideas.
- **4 SPEAKING** Do the activity as a contest between groups: Which group will be the first to come up with at least ten activities? Ask the winning group to tell the class their ten activities, and write any new phrases on the board. The other students should cross off all the words they also have on their lists and tell you any other words they have thought of to be added to the list on the board. Give the groups a couple of minutes to discuss which activities they think are and aren't fun. They have them try to find activities that they agree about. Monitor and check the use of the new vocabulary. Ask a student from each group to report back on activities they all

agreed on and activities that caused disagreement for them. How many activities do all the students in the class agree on?

5 1.17 Ask students to cover up the text on page 13 and look at the title only, or display the page on the IWB and zoom in on the title. Ask students what they think the text is about, and write their ideas on the board. Prediction helps motivate students to read and find out if they're right. Check that students understand the meaning of take (good) care of (to look after), and ask them to read the introductory paragraph quickly to check their ideas. Elicit which predictions were correct and which were incorrect. Then ask the class to look at the pictures, and elicit what the person is doing in each case. This is a good opportunity to teach the words smile, relax, crossword puzzle, and hobby if students don't already know them. Play the audio for students to listen, read, and match the pictures with the questions. Have students compare answers in pairs before you check with the whole class.

Answers 1 D 2 A 3 C 4 F 5 B 6 E 7 G

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THINK VALUES

Taking care of yourself

1 Ask the class: *Why is it important to take care of yourself?* Elicit some simple responses, such as *because it's important to be healthy; you can't enjoy life if you aren't healthy;* etc. Then give students a minute to go through the list and match the questions with the items in the list.

Answers a 7 b 5 c 4 d 3 e 6 f 1 g 2

Optional activity

Ask students to think of things that they do for each of the categories in the list. For example: *being with people – I go to my friend's house after school and we do our homework together and talk; enjoying exercise – I play tennis at the gym on Thursday evenings*, etc. If they can't think of something they do already, then ask them to decide on something they will do in the future.

2 SPEAKING Allow two or three minutes for the pair-work activity. Monitor the conversations. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension. Check answers with the class.

Optional activity

Ask students to rank the ways of being healthy in order of importance and then compare their ideas with their partners'. Encourage them to try to give reasons for their ideas, but stress that there are no right or wrong answers. The pairs should try to agree on the top three most important ways to take care of themselves. Monitor and help with vocabulary as needed. Elicit feedback from the class and find out what the group thinks are the most important things they should do to take care of themselves.

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1 HAVING FUN Do you take good care of yourself? Does your teacher give you a lot of homework? Do your parents always want your bedroom clean? How many hours Schoolwork, housework – life isn't always easy. Do you like to exercise? There are a lot of things to do, and there isn't do you sleep a night? a) Yes, exercise is fun. always time to do them. But in your busy life a) nine to ten hours b) It's OK. it's important to think about yourself, too. It's b) about eight important to do things you like, things that make No. It's really boring. C) c) less than eight you happy. Everyone needs fun. So do you take good care of yourself? Take our quiz 7 and find out. Do you like puzzles and crosswords? a) I love them. Do you smile a lot? They're OK. b) a) Yes, I smile all the time. c) I don't really like b) I only smile when I'm happy. them. They're boring. c) My best friend says I don't smile very often. How many hobbies do you have? a) I have lots of hobbies. b) One or two. F c) I don't have any hobbies. 3 Which of these things do you When do you relax? do most? a) In the morning, afternoon, a) Talk with friends and family. and evening. b) Meet friends online. b) I relax when I have time. c) Watch TV and play computer games. c) I never relax. I'm always busy. **YOUR SCORE:** THINK VALUES Mostly As: You take good care of yourself. You know how Taking care of yourself to have fun and enjoy life. Mostly Bs: You take care of yourself OK, but can you do 1 Which questions in the quiz tell us that these more? Try to find more time for yourself. things are important for us? Mostly Cs: You don't take good care of yourself. Try to have more fun. 7 a Being with people **b** Enjoying exercise c Sleep d Getting rest 2 **SPEAKING** Compare your ideas with a partner. e Giving your brain exercise Question 7 shows us that being f Being positive with people is important. g Having interests 13

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GRAMMAR

Simple present review

- Complete the sentences with the words in the list. Check your answers in the quiz on page 13. relax | do | does | don't | says
 - 0 I never <u>relax</u>.
 - My best friend _ _ I don't smile 1 very often.
 - really like them. 2
 - 3 your teacher give you a lot of homework?
 - you like exercise?
- Look at the sentences in Exercise 1 and the table. 2 Complete the rule with do, does, don't, or doesn't.

Affirmative	Negative	
l like milk.	l don't like milk.	
You like milk.	You don't like milk.	
He/She/It likes milk.	He/She/It doesn't like milk.	
We like milk.	We don't like milk.	
They like milk.	They don't like milk.	
Questions	Short answers	
Do I like milk?	Yes, you do .	No, you don't .
Do you like milk?	Yes, I do .	No, I don't .
Does he/she/it like milk?	Yes, he/she/it does .	No, he/she/it doesn't .
Do we like milk?	Yes, we do .	No, we don't .
Do they like milk?	Yes, they do .	No, they don't .

RULE: Use the simple present for things that happen regularly or that are always true.

- In affirmative sentences:
- with *I*, *you*, *we*, and *they*, use the base form of the verb. with he, she, and it, add -s (or -es with verbs that end -s, -sh, -ch, -x, or -z).

In negative sentences:

- with *I*, *you*, *we*, and *they*, use 1 __
- with *he*, *she*, and *it*, use 2 _

In questions:

- with *I*, you, we, and they, use the auxiliary 3 _
- with he, she, and it, use the auxiliary ⁴_
- 14

YOUTH CLUB

NAME: Peter Summers ADDRESS: 51 Willow Avenue PHONE: 550-384-5873 MEMBERSHIP NUMBER: 09173

- Complete the sentences. Use the simple present of the verbs.
 - 0 | <u>don't like</u> (not like) roller coasters. | <u>get</u> (get) really scared on them.
 - My dad ____ (not sleep) a lot. He only 1 _ (need) five or six hours.
 - (study) English? 2 A ___you _ B Yes, I_
 - 3 My dad _____ (cook) really well, but he says he ____ ___ (not enjoy) it.
 - ____your sister (play) on 4 the school soccer team?
 - B No, she ____ _ (not like) traveling. 5 My grandparents ____ _____ (prefer) to stay at home. They ____
 - 6 My brother _ _ (watch) TV all day. He (not do) anything else.

Workbook page 10

Pronunciation /s/, /z/, /IZ/ sounds Go to page 120.

VOCABULARY

Hobbies

Complete the phrases with the words in the list. 1 play | write | have | take | be | collect

Piu,			incer
0	an instrument	3	photos
1	in a club	4	a pet
2	a blog	5	things

SPEAKING Work in pairs. Ask questions about 2 the hobbies in the pictures.

What do you play? Do you play an instrument?

Do you collect something? What ...?



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GRAMMAR

Simple present review

1 Students complete the sentences individually then check back in the quiz. They compare answers in pairs before you check them as a class. Ask: *In sentence 3, how does the answer change when you write it in the sentence? How do you write the answer to sentence 4?* Elicit that the answers begin with a capital letter because they are at the beginning of a sentence.

Answers

1 says 2 don't 3 Does 4 Do

2 While the students are completing item 1, you could copy the table with the different forms of *do* and *does* on the board with blanks for the verb forms. Then elicit the missing examples from the class. Students work individually to complete the rules and compare answers in pairs before you check with the whole class. Elicit the rules through concept-checking questions, for example: *What's different about the verb after* he, she, *or* it? (We add an *-s* in positive sentences, we use *doesn't* instead of *don't* in negative sentences, and we use *Does*, not *Do*, in questions.)

Rule
1 don't 2 doesn't 3 do 4 does

3 Look at the example with the class and check that students understand why these verb forms are used (point to the relevant column in the table). Elicit or explain the meaning of *roller coaster* (say that you find it at amusement parks and fairs, and it's like a kind of fast train that goes up and down a lot – you can do a rough drawing on the board to illustrate) and *scared* (frightened/afraid). You may also want to do item 1 together with the class as a model. Students complete the sentences individually then check in pairs before checking as a whole class.

Answers

- 1 doesn't sleep, needs 2 Do ... study, do
- 3 cooks, doesn't enjoy 4 Does ... play, doesn't
- 5 don't like, prefer 6 watches, doesn't do

Fast finishers

Students rewrite the sentences in Exercise 3 so they are true for them and their families.



Pronunciation 🚺 1.18

To practice the pronunciation of /s/, /z/, /IZ/ sounds, go to page 120.

VOCABULARY

Hobbies

1 To lead into the activity, ask students to look through pages 12–14 and find any hobbies mentioned so far. Stronger students could try to answer from memory. Elicit and write them on the board, or ask students to come to the board to write them. Try to elicit phrases rather than single words – e.g., play football, do crossword puzzles. You could also ask for examples of the students' own hobbies. Students match the verbs with the nouns in the exercise individually then check in pairs before a final check with the whole class. When checking the answers, students may come up with other acceptable alternatives, for example: keep a blog, collect photos, write things. If they do, say that this answer is possible, but ask: What other things do we have/collect/write, etc.? and elicit the preferred alternative from another student.

Answers

1 be 2 write 3 take 4 have 5 collect

Fast finishers

Students try to think of other hobbies where they write, take, have, or collect things, and make a list.

Optional activity

Test how well students remember the collocations. Call out either the verb or the noun, and choose a student to say the whole phrase. For example, you say: *play* or *instrument*, and they say: *play an instrument*. Alternatively, you could have pairs of students take turns testing each other in the same way.

2 SPEAKING Look at the example with the class so the task is clear to students: They must first ask a yes/no question then follow it up with a wh-question, asking for more details. Students take turns asking and answering questions about their hobbies in pairs using the phrases from Exercise 1. Ask them to find at least two interesting things about their partners they could share with the rest of the class. Monitor the correct use of the various forms of the simple present. Make a note of any grammar errors to go over at the end of the activity but avoid interrupting conversations. Input any unfamiliar vocabulary (e.g., the names of instruments) that students need. Ask two or three students to report back to the class on something interesting they found out about their partners.

Workbook page 12

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LISTENING

1 1.20 As a warm-up, ask students to look at the three pictures. Point out the lettering of the pictures (A–C). Then give students 30 seconds to memorize each picture. Ask them to close their books. If there is an IWB available, do this onscreen with books closed. Ask students: *Which picture shows a piano player? (B) a baseball player? (A) a sofa? (C) Which picture shows two adults? (A) a TV? (C) no girls? (C) somebody sitting? (B)* Students then open their books to check their answers – how many did they get right? Direct students' attention to the sentences in Exercise 2 and check that they understand *headache*. Then play the audio, pausing after each conversation so students can decide, in pairs, which picture they think it goes with. Check the answers as a class.

Answers 1 B 2 A 3 C

2 1.20 Before you play the audio again, give students the opportunity to complete the sentences with the details they remember from the first listening and check ideas in pairs. Drill the pronunciation of the names in the box (students repeat in chorus after you) so students will recognize them when they hear them. Play the recording, pausing after each conversation to allow time for students to record their answers. As you check answers, play the audio again, pausing at the relevant parts.

Answers

1 Kayla 2 Jack's mom 3 Jack 4 Grace 5 Kayla's dad

THINK SELF-ESTEEM

Why it's good to have a hobby

1 Refer students back to the people pictured at the top of the page and elicit their names. Then ask them to match the statements with the correct person. Students check answers in pairs before checking with the whole class. Give students 30 seconds to decide which of the three statements they agree with the most or which is closest to their own experience. Discuss as a class. Ask students to tell the class which statement they agree with the most and why.

Answers 1 B 2 C 3 A

2 Students copy the diagram into their notebooks; tell them to make it large enough to write all the items in it. Put the diagram up on the board or on the IWB screen and discuss as a class why *playing the piano* is in the position it is and where you would put *joining a tennis club*. Students complete the activity individually while you monitor and help with ideas as necessary. Move on to Exercise 3 when most students have completed their diagrams.

- use English to do so. Avoid error correction unless it really impedes comprehension. The focus of this task is fluency and development of the whole learner via an open discussion of students' own ideas and experiences, not on practice of structures or lexis. Make a note of any nice expressions in English that students use during the activity; at the end write them on the board for the whole class to copy, and praise the student who used them. Giving positive feedback like this will encourage students to be more adventurous in similar communication tasks 4 Students add their own hobbies to the diagram. Tell them to think about why their hobbies are good for them and to make notes about this to help them with the discussions in Exercise 5. Allow about a minute or so for this stage before returning to the pair-work activity. **5** Students discuss their hobbies with their partner.
 - Extend the activity by having students walk around the class asking as many people as possible what their hobbies are and their reasons for liking them, and taking notes. Ask them to make comparisons: *How many people have the same hobbies? Did they give the same reasons for liking them or not?* Monitor as in Exercise 3. At the end, ask for volunteers to report their findings to the class.

3 SPEAKING Write *It helps me / you to ...* on the board, then ask students to read the example.

Check comprehension by eliciting a translation in

Encourage them to give each other reasons, e.g.,

Playing the piano helps you to relax because music

helps you to forget your problems. Monitor and help

with vocabulary as necessary. Encourage students

to try to express their real ideas and opinions but

L1. Pairs then compare and discuss their diagrams.

Optional activity

In stronger classes or if students are motivated by this topic, they could survey students in other classes or members of their extended families about their hobbies and why they like them. Ask them to make a poster of their findings and illustrate it with suitable photos (downloaded from the Internet, for example) then present it to the class. For example: *In class 7C, 15 students play sports. It helps them to be fit. Four students play an instrument: Three play the piano, and one plays the guitar. It helps them to relax – and so on.* Students can do the project individually, in pairs, or in small groups.

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LISTENING

1 **Listen to the conversations. Match each one with a picture.**



Listen again. Complete the sentences with 2 the names in the list.

Tom | Grace | Kayla | Kayla's dad | Jack | Jack's mom

- ______ has a headache. 0
- ______wants to join a baseball team. 1
- _____ doesn't have time to relax. 2 _
- _____ thinks music is good for relaxing. 3 _
- _____ wants to be a famous piano player. 4
- _ thinks baseball is for boys. 5

THINK SELF-ESTEEM

Why it's good to have a hobby

1 Circle the person from Listening Exercise 1.

- I think it's good to have a hobby because ... 1 you can make new friends.
- A Grace B Kayla C Jack
- 2 it helps you relax. A Grace B Kayla C Jack
- 3 you can discover you have new talents.
- A Grace **B** Kayla **C** Jack



Copy the diagram into your notebooks and 2 complete it with the hobbies in the list.

playing the piano \mid joining a tennis club collecting stamps | writing a blog dancing | cooking | watching TV playing online games | taking photos



SPEAKING Work in pairs. Compare diagrams 3 with your partner.

Playing the piano is good. It helps you to relax.

- What hobbies do you have? Think about why 4 they are good for you. Take notes.
- 5 Tell your partner about your hobbies.

I dance. I'm not very good, but it helps me to relax.

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READING

- 1 Read the blog and answer the questions.
 - 1 How many people like collecting things?
 - 2 Who has the strangest hobby?

What do you do in your free time?

OK, we know you all like watching TV and playing computer games, but we want to know some of the other things you do when you have some free time. Write us a line or two and let us know.

Posted on January 22

NATHAN

I love taking photos of me with my friends and family. Now I want to get some of me with famous people.

CHLOE

I enjoy lying on my back and looking at clouds. I try to find different shapes in them. It's really relaxing and I occasionally fall asleep doing it.

ISABELLA

Once a week my grandpa takes me out for a milkshake. I love listening to his stories. It's the best.

ADAM

I can't stand walking to school, so I sometimes invent little games to help pass the time. For example, I try to think of an animal or soccer team or city for every letter of the alphabet.

LΙΖ

I like doing my homework as soon as I get home from school. Is there something wrong with me?

GABRIELA

I really like going for a walk on my own in the forest near our house. There's always something interesting to see, and I never get bored.

LUIZA

I collect bottle caps. They're hard to find these days, so when I go to a restaurant, I always ask if they have drinks in bottles.

DYLAN

I like watching the news on TV. I watch it every day. My friends think I'm weird.

DANIEL

I hate being alone. So when I am by myself I usually start talking to my imaginary friends. But don't tell anyone!

JASMINE

I rarely get bored, but if I do I just go to the library and get a book to learn about something new. It works every time.

MADDIE

I like writing poems. I often write a poem when I don't have anything to do.

Adam

2 Read the sentences. Which of the people above do you think is saying each one?

- A country that starts with R? Easy: Russia.
- 1 Do you have a book about birds?
- 2 Tell me more, please!
- 3 Can I take a photo with you?
- 4 Sorry, I can't come over now. I want to finish my math homework.
- 5 Hey, that one looks just like a cow.

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READING

1 Ask students to look at the three photos. If you use an IWB, show the page onscreen, and use two panels to cover up the text and exercise (you may need to set this up before the start of the lesson). Ask students to describe what's in each photo. If they don't know the words, point to the corresponding pictures and say: clouds, milkshake, and bottle caps. Ask: What shape can you see in the clouds? What kind of milkshake is it? What kind of bottle caps are they? and elicit ideas. Read the first paragraph of the text with the class and ask students for their ideas on what clouds, milkshakes, and bottle caps have to do with how people spend their free time. (Write their ideas on the board.) Then ask students to read the two questions so they know what information they are looking for in the text. Students read the blog and check their predictions. They can circle or underline any comments that refer to collecting things. Students check their answer to the first question and discuss the second question in pairs. There is no correct answer to the second question. As you check answers with the class, ask students to also match the three photos with the people (Luiza: bottle tops; Chloe: clouds; Isabella: milkshake).

Answers

1 Two: Nathan (photos of him with other people), Luiza (bottle tops)

Optional activity

To check comprehension of some key vocabulary, ask pairs of students to scan the text for the following words and try to work out their meaning from the context: *invent*, *pass the time, imaginary, library, poem*. Elicit definitions, explanations, or examples – and only teach the words overtly if students are unable to work out their meanings. Encourage students to take risks, even if they sometimes get it wrong, and don't forget to praise their efforts.

2 Read the example and ask students to find the part of Adam's comment that is connected to it (*I try to think of ... for every letter of the alphabet*). You might also do the next item with the whole class as a model. Students study each statement first then scan the paragraphs to find and underline any information that links them to these statements. Remind them not to look for specific words but for similar ideas. When you check the answers, ask students to read the parts of the paragraph aloud that support their idea.

Possible answers

1 Jasmine 2 Isabella 3 Nathan 4 Liz 5 Chloe

Optional activity

Students invent and write similar quotes for the remaining people – Gabriela, Luiza, Dylan, Daniel, and Maddie – then ask another student to try to match these to the paragraphs.