CAMBRIDGE

Cambridge University Press
978-1-107-59935-2 — American Think Level 4 Teacher's Edition
Brian Hart , Herbert Puchta , Jeff Stranks , Peter Lewis-Jones
Excerpt
More Information

# WELCOME

## A WHAT A STORY!

### A lucky pilot

**1** 1.02 **Complete the conversation with the verbs in the correct tense. Then listen and check.**

~~crash~~ | hit | find | add | end | pull | keep
take | destroy | scream | manage | dive

**MIKE** Did you see that story about the plane that [0] *crashed* in the Gulf of Mexico?

**ANDY** No, I didn't. What happened?

**MIKE** Well, this guy [1]_____ off from Miami in a single-engine plane and headed toward New Orleans.

**ANDY** Wow. That's a long way.

**MIKE** Exactly, and it's normally too far for a plane like that, but he had [2]_____ extra fuel tanks. After he had begun his journey, however, he realized he didn't have enough fuel to [3]_____ on flying, so he radioed New Orleans and told them that he was in trouble and had to land in the ocean.

**ANDY** In the water?

**MIKE** Yes, but luckily there was a fishing boat nearby that was able to pick him up. But here's the incredible thing. The plane had a parachute, so the pilot opened it, but this didn't work, and the plane started to [4]_____ toward the water! Then, almost at the last second, the parachute pulled the plane horizontal, just before it [5]_____ the water. The impact almost [6]_____ the plane.

**ANDY** And the pilot?

**MIKE** Fortunately, he was OK. He [7]_____ to get out of the plane and into a life raft from the fishing boat. Then the people on the boat came and [8]_____ him out of the raft to rescue him. He was fine. I mean, he didn't [9]_____ up in the hospital or anything. Now experts are trying to [10]_____ out what exactly went wrong.

**ANDY** Wow – I would have been so scared. I would have [11]_____ like crazy!

**2** **Read it again. Answer the questions.**

1 Where was the plane flying to and from?
2 Why had the pilot added extra fuel tanks?
3 What did the pilot use to land the plane safely?
4 How was the pilot rescued?

### Descriptive verbs

**1** **Match the verbs with the definitions.**

| | | |
|---|---|---|
| ☐ | 1 demolish | a to hit very hard and break |
| ☐ | 2 flee | b to run away quickly |
| ☐ | 3 grab | c to destroy completely |
| ☐ | 4 rage | d to shout in a high pitch |
| ☐ | 5 scream | e to take something quickly |
| ☐ | 6 smash | f to hit |
| ☐ | 7 strike | g to burn very fiercely |

**2** **Use the correct form of a verb from Exercise 1 to complete each sentence.**

0 The car went out of control and *struck* a big truck coming in the other direction.
1 By the time the spy was identified, he _____ the country.
2 The house was old and unsafe, so the town _____ it.
3 Come on, we're late! _____ your coat, and let's go!
4 By the time the firefighters got there, the fire _____ for more than 20 minutes.
5 When she reached her car, she saw that someone _____ the windshield with a rock.
6 I _____, but nobody heard me.



© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-107-59935-2 — American Think Level 4 Teacher's Edition
Brian Hart , Herbert Puchta , Jeff Stranks , Peter Lewis-Jones
Excerpt
More Information

# WELCOME

## A WHAT A STORY!

### A lucky pilot

**1** 1.02 Books closed. As a warm-up, ask students: *Have you ever flown in an airplane? Where did you fly to? How do you feel about flying? Why?* You could tell them your own answers to the questions to get them started. Put students in small groups to discuss the questions. Monitor, making a note of the most interesting ideas to share during feedback with the class. Elicit some answers from each group. Find out, through a quick show of hands, how students generally feel about flying. Lead a brief class discussion about possible reasons for people's fear of flying.

Books open. If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the picture on the IWB. Ask: *Have you ever flown in a plane like this? How is this plane different from the planes you have flown in?* Tell students they are going to read about a flight in a small airplane. Read the instructions and list of verbs with the class and check understanding. Check/clarify: *engine*, *fuel tanks*, *parachute*, *life raft*. Ask students to read the text quickly, ignoring the blanks, to answer the question: *Why was the pilot lucky?* Students then work individually to complete the exercise. Divide the class into pairs or small groups for students to compare their ideas before you play the audio for students to check their answers.

**Answers**

1 took 2 added 3 keep 4 dive 5 hit
6 destroyed 7 managed 8 pulled 9 end
10 find 11 screamed

**2** Give students a minute to read the questions. Check/clarify: *rescued*. Students work with a partner to decide what key information they need to look for in the conversation. Students read the conversation and complete the exercise. As they read, encourage them to underline the parts of the article that support their answers. During whole-class feedback, ask students to refer to the text and explain why they chose their answers.

**Answers**

1 To New Orleans from Miami
2 Because it's usually too far for a small plane
3 He used a parachute.
4 People from a fishing boat rescued him.

### Descriptive verbs

**1** Read the verbs with the class. Students work with a partner to complete the exercise. During whole-class feedback, say the verbs for students to repeat, and check pronunciation.

**Answers**

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

**Optional activity**

Elicit the past verb forms. Ask: *Which three of the verbs have an irregular past tense?* (*flee—fled*; *strike—struck*; *dive* has two past forms: *dived* and *dove*).

**2** Give students time to read the sentences, and check understanding. Students work individually to complete the exercise. Allow them to compare answers with a partner before whole-class feedback. If you're short on time, assign this exercise for homework.

**Mixed-ability idea**

Stronger students could cover up Exercise 1 and try to complete the sentences before looking back to check their answers.

**Answers**

1 had fled 2 demolished 3 Grab 4 had been raging
5 had smashed 6 screamed

**Optional activity**

Divide the class into pairs. Ask students to think of a story (a news story? a movie? a TV show?) in which:

1 there was a raging fire
2 something demolished something else
3 someone screamed
4 someone grabbed something
5 someone fled a place
6 something was smashed

Monitor, helping with any questions about vocabulary or giving students ideas for storylines. Make sure all students are taking notes to help them remember their stories. Put students with different partners to tell each other their stories. As feedback, ask some volunteers to tell their stories to the class.



© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-107-59935-2 — American Think Level 4 Teacher's Edition
Brian Hart , Herbert Puchta , Jeff Stranks , Peter Lewis-Jones
Excerpt
More Information

### Phrasal verbs

**1** Students complete the sentences and compare ideas in pairs before they look back at the story to check their answers.

**Answers**

1 took off 2 end up 3 find out

**2** Read the sentences with students. Students work individually to complete the exercise before comparing answers with a partner. Monitor, helping with any questions about vocabulary. Check answers with the class. Point out the use of the *-ing* form after the prepositions in sentences 1, 4, and 8. During feedback, elicit/explain the meanings of each of the options in the sentences.

**Answers**

1 gave up 2 clean up 3 sort it out 4 keep on
5 looking forward to 6 stands out 7 broke down
8 ended up

**Fast finishers**

Have students write sentences about their own lives using the phrasal verb they didn't choose in each sentence in Exercise 2. If you have time, elicit some of the sentences from the class and ask the other students to check and correct them.

### Childhood memories

**1** SPEAKING Books closed. To introduce the topic of movie-going memories, ask some questions to start a whole-class discussion. Ask: *What movies have you seen recently? Do you prefer going to a theater to watch them, or do you watch them at home? Why?*

Books open. Ask students to discuss their first movie memories and to write notes about the things they remember. Get some feedback from a few pairs about the most interesting things they found out about each other.

**2** Tell students they are going to read about a man's memories of movies in his childhood. Set a three-minute time limit and encourage students not to worry about unknown vocabulary but rather to focus on comparing the memories in the passage to the ones they discussed earlier. Remind them about using the notes they made. Elicit answers from the class and ask the rest of the class for comments.

**3** Read the questions with students and check understanding. Give students a minute to try to answer the questions without looking back at the text. Before students reread, check/clarify: *first few rows*, *boo*, *cheer*, *villain*. Students read the text again and answer the questions. Allow them to compare answers with a partner before whole-class feedback.

**Answers**

1 Cartoons, Westerns, action movies and sci-fi features
2 He went with his older brother.
3 They went early so they could get seats near the front.
4 They cheered when the cartoon theme song started and when the hero won.
5 They booed when they saw the villain.

### Elements of a story

**1** Books closed. Choose a movie or story that the majority of your students will know, and write the title on the board. Ask individuals to describe what happens in the movie/story; try to elicit the words from the list in the exercise.

Books open. Ask students to work with a partner to complete the exercise. During whole-class feedback, say the words for students to repeat, and check understanding. When checking pronunciation, write the words on the board and mark the stressed syllable for clarification.

**Answers**

1 set 2 hero 3 characters 4 villain 5 plot
6 ending 7 dialogues

**2** SPEAKING Before asking students to work together, you could elicit some examples from the class to give students some ideas. Divide the class into small groups to think of their own examples of each of the four things. Monitor, helping with any difficulties, and encourage students to speak in English. As feedback, regroup students and ask them to take turns describing one of their ideas for the rest of their group to guess what movie or book or which character is being described. Remind them to keep their accounts of plots or endings brief and to avoid going into too much detail.

### Talking about past routines

Ask students to read the questions. Elicit what forms we use in English to describe past habits and routines: *used to* or the simple past. Ask students to quickly reread the text and underline examples of each grammar form. Students write five sentences individually. If you're short on time, you could assign this task for homework. Divide the class into pairs or small groups for students to compare their answers.



© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-107-59935-2 — American Think Level 4 Teacher's Edition
Brian Hart , Herbert Puchta , Jeff Stranks , Peter Lewis-Jones
Excerpt
More Information



## Phrasal verbs

**1 Complete the sentences about the story. Then read again and check.**

1 The pilot _____ from Miami to go to New Orleans.
2 The pilot was OK. He didn't _____ in the hospital.
3 Now they're trying to _____ what went wrong.

**2 Choose the correct options.**

1 My father *gave up* / *ended up* smoking five years ago. He feels so much better now!
2 If you're bored, why don't you *put away* / *clean up* your room?
3 If there's a problem, tell me, and we can *sort it out* / *blow it out.*
4 Don't stop! We have to *get on* / *keep on* running to the finish.
5 We're going on vacation next Saturday for the whole month! I'm really *looking forward to* / *looking into* it.
6 There are good players here, but she's the best. She really *stands out* / *looks out.*
7 We had to stay home because our car *broke down* / *blew out.*
8 All the restaurants were full, so we *took up* / *ended up* buying some food at the supermarket and eating in our hotel room.

## Childhood memories

**1 SPEAKING Work with a partner. What do you remember about your first trip to a movie theater? (e.g., who you went with, what the movie was, etc.).**

**2 Read the extract from an autobiography. Which of the things that you remember are mentioned?**

**3 Read the extract again and answer the questions.**

1 What did theaters show at Saturday matinees?
2 Who did the writer go with?
3 Why did they go early?
4 When did the children usually cheer?
5 When did they boo?

## Elements of a story

**1 Use a word from the list in each space.**

plot | set | hero | characters
ending | villain | dialogues

I read a book last week called *Ecuador Escape*. It was a thriller – a kind of detective story. It is [1]_____ in Manta, Ecuador, in the 1800s. The [2]_____ of the story is a woman named Vera, who helps many of the other [3]_____ escape from a terrible situation – they have been kidnapped by a horrible old man named Campos. He's the [4]_____ of the story.

Anyway, the book's really good. I thought the overall [5]_____ was pretty exciting, and it had an unexpected twist at the end. (I won't tell you the [6]_____, though, in case you want to read the book yourself.) I really liked the [7]_____, too. The conversations between the different characters sound like real people talking to each other. It's a good read. I'd recommend it.

**2 SPEAKING In small groups, discuss an example of each of these from a movie or book.**

1 a great hero
2 a great villain
3 a great plot
4 a great ending

## Talking about past routines

**Think about yourself when you were five years old. What routines did you have? What things did you do? Write five sentences. Then compare with others.**

# The Saturday matinee

I'm in my 70s now and have loved the movies ever since I was a kid. Back in the 1950s and 60s, movie theaters used to have Saturday matinees. It was wonderful! Every Saturday afternoon, the theater showed movies for kids – only kids. They showed cartoons, Westerns, action movies, and sci-fi features – everything that kids loved back then (and I guess they still do!)

My brother, who was five years older than me, used to take me. We always tried to show up early so we could get seats somewhere in the first few rows. The theater sold candy and popcorn, and we bought as much as we could. We used to sit and watch the movies while stuffing ourselves with food.

We loved the cartoons. Our favorite was always *Tom and Jerry*, and we used to cheer as soon as we heard the theme song start. We also loved action movies. The plots were often terrible, and the acting, too, but we really didn't care. After all, we were kids! We used to boo the villains and cheer the heroes. Some kids used to throw popcorn at the screen when the villain came on – the ushers sometimes tried to stop us, but usually they gave up! The endings were always completely predictable, of course. The heroes always won, and we cheered like crazy when they did!



© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-107-59935-2 — American Think Level 4 Teacher's Edition
Brian Hart , Herbert Puchta , Jeff Stranks , Peter Lewis-Jones
Excerpt
More Information

## B AN UNCERTAIN FUTURE

### Future plans

**1** 1.03 **Read the conversation. Put the phrases (a–f) in the correct places. Then listen and check.**

a when you graduate
b get a good degree
c to start a family
d and then travel the world
e then retire
f before I think about settling down

MOM So, Greg, have you thought about which colleges you'd like to apply to yet?
GREG I told you, Mom – I'm not so sure that I want to go to college.
MOM But if you [1]____, you'll be guaranteed a secure future. You know, in ten years, you could be the manager of a huge company!
GREG But that's just it, Mom. I don't want to manage a big company, or a small company either. I don't want to spend 40 years doing that, [2]____ and wonder where my life went. That's not the future I want.
MOM So, what are you going to do [3]____ then?
GREG I'm not sure yet. Maybe work, save some money, [4]____ for a few months, you know, get some life experience.
MOM Well, that won't do you much good. In this day and age, employers want people with work experience, not travel experience.
GREG Well, maybe you're right, Mom. But even so, I want some time for myself [5]____.
MOM There's nothing wrong with settling down. That's what your father and I did.
GREG I know, Mom, and that was fine for you and Dad, back in the last century. But the world's different now, and people have such different aims, ideas, everything!
MOM Yes, I suppose so.
GREG But don't worry, Mom. I mean, I'd like [6]____ eventually. So you can look forward to playing with your grandchildren someday – I hope.
MOM Well, I'm delighted to hear that, Greg!

**2** **Mark T (true) or F (false) or DS (doesn't say).**

1 Greg and his mom have talked about college before. ☐
2 Greg's father worked for a big company. ☐
3 Greg definitely wants to travel after he graduates. ☐
4 Greg's mother values work experience. ☐
5 Greg would like to be a father someday. ☐

### Life plans

**1** **Use the words from the list to complete each sentence.**

graduate | settled | retired | travel | degree
start | career | promoted

1 I intended to _____ the world, but when I got to Brazil, I loved it so much that I stayed.
2 I don't know what to do after I _____ from high school.
3 She got her _____ from Harvard.
4 He worked really hard, and after a few months, he got _____.
5 My grandfather had worked for the same company for 42 years before he _____.
6 A marketing class is a good way to start a _____ in sales.
7 They bought a house and _____ down in the town where they grew up.
8 They feel they don't have enough money yet to _____ a family.

**2** SPEAKING **Answer the questions in pairs. Then compare your answers in small groups.**

1 At what age do people usually finish school in your country? Do you think this is the right age? Why or why not?
2 At what age can people retire in your country? Is it the same for men and for women? Do you think this is the right age? Why or why not?
3 Do you need a degree to have a good career? Why or why not?



© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-107-59935-2 — American Think Level 4 Teacher's Edition
Brian Hart , Herbert Puchta , Jeff Stranks , Peter Lewis-Jones
Excerpt
More Information

## B AN UNCERTAIN FUTURE

### Future plans

**1** 1.03 Put students in small groups to discuss the following questions: *Do you want to go to college when you graduate high school? Why? If so, what do you want to study? If you don't want to go to college, what do you want to do?* Monitor, helping with any challenging language. Elicit some ideas from the class.

Tell students they are going to read a conversation between a mother and son about college. Ask them to read it quickly, ignoring the blanks, and check if any of the ideas they mentioned appear in the conversation. Then read the phrases with students and check understanding. Ask students to work individually to complete the exercise before comparing answers with a partner. Play the audio for students to check their answers.

**Answers**

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

**2** Ask students to cover up the conversation and try to complete the exercise from memory. Students then reread the conversation and underline key text that helps them decide if each statement is true, false, or if the text doesn't say. Remind them that in this type of task a statement is only false if the text explicitly says so – they should not rely on their general knowledge or their own opinions when deciding. Allow students to compare answers with a partner before you elicit feedback from the class.

**Answers**

1 T 2 DS 3 T 4 T 5 T

### Life plans

**1** To introduce the topic, you may want to tell students what your life plans are (or what they were when you were younger). Try to include some of the words from the list in your plans.

Ask students to work with a partner to complete the sentences. Check answers with the class. During feedback, it is a good practice to check students' understanding of vocabulary by asking concept-check questions such as: *Do you intend to travel around the world when you are older? How would you feel if you got promoted? Why?*

**Answers**

1 travel 2 graduate 3 degree 4 promoted
5 retired 6 career 7 settled 8 start

**Fast finishers**

Ask students to write down a list of things that they want to do before they start their careers. Listen to some of their ideas with the class after feedback on Exercise 1.

**2** SPEAKING Divide the class into small groups and ask them to discuss the questions. For better results, you could give students a few minutes to think about their ideas before starting their discussion. Monitor, helping with any questions about vocabulary, but as this is a fluency practice activity, do not interrupt the conversations unless inaccuracy hinders comprehension. Listen to some of their ideas with the class as feedback.



© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-107-59935-2 — American Think Level 4 Teacher's Edition
Brian Hart , Herbert Puchta , Jeff Stranks , Peter Lewis-Jones
Excerpt
More Information

### Past perfect tenses

To remind students of the past perfect tenses, write the following sentences on the board:

*By the end of the day, they had watched three movies.*
*They had been watching a movie when the storm began.*

Ask a volunteer to underline the verbs in each sentence. Ask students to identify the past perfect verb (*had watched*) and the past perfect continuous verb (*had been watching*). Elicit that the past perfect is used to describe an action or situation that was completed when another action or situation occurred. In contrast, the past perfect continuous describes an action or situation that continued up to an event or situation in past time. Remind students that the past perfect continuous is often used to give background information.

Students complete the sentences and check answers in pairs before a whole-class check.

**Answers**

1 a had thought b had been planning
2 a had dreamed / dreamt b had been thinking

### Being emphatic: *so* and *such*

**1** Ask students to try to complete the sentences from memory before looking back at the conversation on page 6 to check. Check answers with the class. Elicit rules for the use of *so* and *such*. (We use them to make statements more emphatic. We use *so* + adjective and *such* + *a/an* + adjective + singular count noun, and *such* + adjective + noncount or plural count noun.) Check understanding of *emphatic* (strong and determined in speech or action, so that what is said or done gets attention).

**Answers**

1 so 2 such

**2** Read the example sentence with the class and elicit why *such*, not *so*, is used. Students complete the sentences individually. Ask them to compare ideas in pairs before you check answers with the class. During feedback, read the statements aloud for students to repeat, and check pronunciation. Make sure students are putting the main stress on the words *so* or *such*.

**Answers**

1 Working in the same job for 40 years sounds so terrifying.
2 Traveling is such an amazing experience.
3 Deciding to settle down is such a huge decision.
4 A boring job must be so awful.

**3** SPEAKING Read the first more emphatic statement from Exercise 2 aloud to the class: *Going to college is such a fantastic idea.* Ask: *Do you agree?* Listen to some students' opinions and encourage discussion.

Ask students to work with a partner and discuss which of the five statements in Exercise 2 they agree or disagree with. Encourage them to give reasons for their answers. Monitor, helping with vocabulary, but do not interrupt unless errors impede conversation. Listen to some of their ideas with the class and invite comments from the other students.

**Optional activity**

Ask students to work in small groups to write down four or five of their own opinions about life plans on a separate piece of paper. Give each group's statements to another group to discuss in a similar way to Exercise 3. Repeat the activity, giving each group another set of statements, if you like. Monitor throughout, making a note of the most interesting ideas to elicit during feedback. At the end, ask groups to share these ideas with the class, and invite comments.

### Extreme adjectives

**1** Ask students to try to complete the exercise from memory before looking back at the statements in Exercise 2 to check. Remind students that we do not normally use *very* with extreme adjectives. We can say *very scary*, but we can't say ~~*very terrifying*~~. We can use *really* instead: *really terrifying*.

**Answers**

1 huge 2 amazing 3 awful 4 terrifying

**2** Go through the list of words and, for each adjective, elicit a noun it could be used to describe. Students then complete the lists with the missing synonyms. Allow them to compare answers with a partner before checking answers with the class.

**Answers**

1 terrible 2 awesome 3 interesting 4 scared
5 funny 6 delighted 7 miserable 8 exciting
9 huge 10 tiny 11 freezing 12 hot

**3** Go through the example with the class to check comprehension of the task. Students work individually to complete the exercise. Remind them to look back at the lists in Exercise 2 before they make their choices. Allow them to check answers with a partner before whole-class feedback. If you're short on time, assign this exercise for homework.

**Answers**

1 delighted 2 hilarious 3 tiny 4 fantastic / wonderful / awesome / amazing 5 terrified 6 awful / terrible 7 thrilling 8 boiling

**4** Read the instructions with students. Ask students to work in pairs to write dialogues. Monitor, giving suggestions as needed for how students could use extreme adjectives. Give students time to practice their dialogues before listening to some examples with the class. Ask the rest of the class to listen and try to decide in what context the dialogue may have taken place.



© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-107-59935-2 — American Think Level 4 Teacher's Edition
Brian Hart , Herbert Puchta , Jeff Stranks , Peter Lewis-Jones
Excerpt
More Information



## Past perfect tenses

**Complete the sentences with the past perfect or past perfect continuous form of the verb.**

1 Greg told his parents that he wants to travel before college.

A He _____ (think) about it for a long time before he told them.

B He _____ (plan) to tell them earlier, but he couldn't find a good time.

2 Greg and his mom had different future paths for him.

A She _____ (dream) that he would become a manager of a huge company.

B He replied that he _____ (think) about getting some life experience.

## Being emphatic: *so* and *such*

**1 Complete the sentences from the conversation on page 6.**

1 I'm not _____ sure that I want to go to college.

2 People have _____ different aims, ideas, everything!

**2 Make these statements more emphatic. Use *so* or *such*.**

0 Going to college is a fantastic idea.
*Going to college is such a fantastic idea.*

1 Working in the same job for 40 years sounds terrifying.

_____

_____

2 Traveling is an amazing experience.

_____

_____

3 Deciding to settle down is a huge decision.

_____

_____

4 A boring job must be awful.

_____

_____

**3 SPEAKING Do you agree or disagree with the statements in Exercise 2? Explain your ideas.**

## Extreme adjectives

**1 Look at the *so*/*such* statements you wrote in the previous Exercise 2 again. Find words that mean:**

1 really big _____

2 really good _____

3 really bad _____

4 really scary _____

**2 Write the words in the correct places.**

hot | delighted | interesting | exciting | huge
terrible | scared | miserable | freezing | awesome
tiny | funny

| | Gradable adjective | Extreme adjective |
|---|---|---|
| 1 | bad | _____ / awful |
| 2 | good | fantastic / wonderful / _____ / amazing |
| 3 | _____ | fascinating |
| 4 | _____ | terrified |
| 5 | _____ | hilarious |
| 6 | happy | _____ |
| 7 | sad | _____ |
| 8 | _____ | thrilling |
| 9 | big | _____ / enormous |
| 10 | small | _____ / minute |
| 11 | cold | _____ |
| 12 | _____ | boiling |

**3 Complete the mini-dialogues. Use a suitable extreme adjective.**

0 A It's cold in here, isn't it?
B Yes, it's *freezing* !

1 A Are you happy they're coming?
B Yes, I'm _____.

2 A He tells funny jokes, doesn't he?
B Yes, they're _____.

3 A This room's small.
B Small?! It's _____ !

4 A So, it's good news, right?
B Yes, it's _____.

5 A Were you scared?
B Yes, I was. I was _____ !

6 A Was the film really that bad?
B Yes, it was. It was _____.

7 A Was the roller coaster ride exciting?
B Yes, it was. It was _____ !

8 A Be careful. The soup's quite hot.
B It's more than hot. It's _____.

**4 With a partner, write four more mini-dialogues using extreme adjectives from Exercise 2 above that don't appear in Exercise 3.**



© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-107-59935-2 — American Think Level 4 Teacher's Edition
Brian Hart , Herbert Puchta , Jeff Stranks , Peter Lewis-Jones
Excerpt
More Information

## C HOW PEOPLE BEHAVE

### Conversations

**1** 1.04 **Listen and match the conversations to the pictures. Write 1–3 in the boxes.**

**2** 1.04 **Listen again. Complete the spaces with one word.**

CONVERSATION 1

STEVE What's the matter with you?

MARIA I held the door open for that elderly lady; I let her go through in front of me.

STEVE Yeah. That was thoughtful of you. Very [a]_____.

MARIA But she just walked past me and didn't say thank you. She didn't even look at me! It's so [b]_____, I think.

STEVE Oh, you [c]_____ get so worked up. She was probably just thinking about something else.

CONVERSATION 2

MILLY Hi, Jack. Here are your headphones.

JACK My headphones! So you're the one who took them!

MILLY Yes. Sorry, I should [a]_____ asked you, I know, but …

JACK Well, give them back. You're not [b]_____ to take my things without asking!

MILLY OK. I'm sorry. But you don't have to be so [c]_____ about it.

CONVERSATION 3

JASON I'm really upset. I just heard that Paul, one of my best friends, is going to move to Canada.

SOFIA Oh, that's a shame. But never [a]_____, you have other friends, don't you?

JASON Yes, I know, but I'm going to miss him a lot. He's really fun to [b]_____ out with.

SOFIA Well, you don't [c]_____ to lose touch with him – not these days.

JASON That's right. Maybe my parents will [d]_____ me go and visit him some time.

**3** SPEAKING **Work with a partner. What would you have said in these situations if you were:**

- Steve?
- Milly?
- Sofia?

### Personality

SPEAKING **Work in pairs. Choose six of the adjectives. For each one, think of something that someone could say or do to show that quality.**

calm | cold | generous | kind | lively
polite | rude | selfish | shy | thoughtful
unfriendly | warm

*If someone talks to you without smiling or being friendly – well, that's cold.*

### Using *should*

SPEAKING **What could you say in the following situations? Use a form of *should* and a personality adjective.**

0 Someone has given you an expensive present.
*You shouldn't have spent so much! That was so generous of you.*

1 A friend of yours has said something unkind to a mutual friend.

2 Your friend wants to ask someone to dance but is shy.

3 A child doesn't want to let another child play with a toy.

4 Someone is getting angry because another person was rude.



© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-107-59935-2 — American Think Level 4 Teacher's Edition
Brian Hart , Herbert Puchta , Jeff Stranks , Peter Lewis-Jones
Excerpt
More Information

## C HOW PEOPLE BEHAVE

### Conversations

**1** 1.04 If there is an interactive whiteboard (IWB) available, display the pictures onscreen. Alternatively, ask students to cover up the rest of the page and focus on the three drawings. Ask: *What is happening in the pictures?* Elicit suggestions and accept any ideas at this stage. Play the audio for students to check their predictions and to match the pictures to the conversations. Students compare answers with a partner before a whole-class check.

**Answers**
1 C 2 A 3 B

**2** 1.04 Give students two minutes to read the conversations and try to fill in the blanks from memory. Play the audio again for students to listen and complete the conversations. When students have compared answers with a partner, check with the class.

**Answers**
Conversation 1: kind, rude, shouldn't
Conversation 2: have, allowed, unfriendly
Conversation 3: mind, hang, have, let

**3** SPEAKING Read the instructions with the class. Point out the use of *would have* + past participle to refer to a possible past situation. Students work with a partner to complete the exercise. Listen to some of their ideas with the class as feedback.

### Personality

SPEAKING Books closed. As a lead-in, give students three minutes to make a list of as many personality adjectives as they can think of. Elicit examples and create a mind map on the board, grouping similar adjectives where possible. Encourage students to decide together what the various categories should be and which adjectives belong under each heading. At the end, ask them to copy the mind map into their notebooks for future reference.

Books open. Ask students to read the list of adjectives, and say: *Which of these words are on your mind maps? Where should the other words go?* Students work in pairs and take turns choosing an adjective and giving an example to illustrate its meaning. Listen to some examples with the class as feedback.

**Mixed-ability idea**
Give weaker students time to prepare their answers before saying them to their partner.

### Using should

SPEAKING Read the instructions and the example with students. Ask: *Why do they say* shouldn't have *in the example?* (*To express regret or to give advice about a past action.*) Elicit some additional suggestions for the example situation from the students. Remind them to use *should have* or *shouldn't have* + past participle. Students work with a partner to complete the exercise. Listen to some of their ideas with the class as feedback.

**Mixed-ability idea**
Weaker classes: Ask students to decide whether each situation refers to the past or the future and to compare their ideas about this in pairs before they move on to making sentences.



© in this web service Cambridge University Press www.cambridge.org