



THINKING SPACE



LOMLOE

✓ Ready

Have you ever wondered what the world will be like in fifty years' time? Or thought about the impact of social media and how it affects you?

THINKING SPACE is the English course that develops your students as learners and challenges them to consider global issues such as climate change and important scientific discoveries.



With inspirational topics and texts from around the world, pages dedicated to life competencies and focused Cambridge English exam practice, this course encourages students to think big – in English.



LOMLOE
✓ Ready

With **THINKING SPACE** you can be certain you are following the recommendations of the latest educational law (LOMLOE) and giving your learners the tools they need to build a brighter future for themselves and a better world.

LIFE COMPETENCIES

The development of Life Competencies in **THINKING SPACE** is supported by entertaining student vlogs and correlated to the Cambridge Life Competencies Framework, which will help students to develop the vital capabilities they'll need to be successful throughout their lives.



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

Complete view of transferable skills within one system

DEVELOPMENT

How the skills develop across stages of the learning journey

DEPTH

Enough detail to guide teaching and assessment in practical ways

We have grouped the different competencies into six main areas.

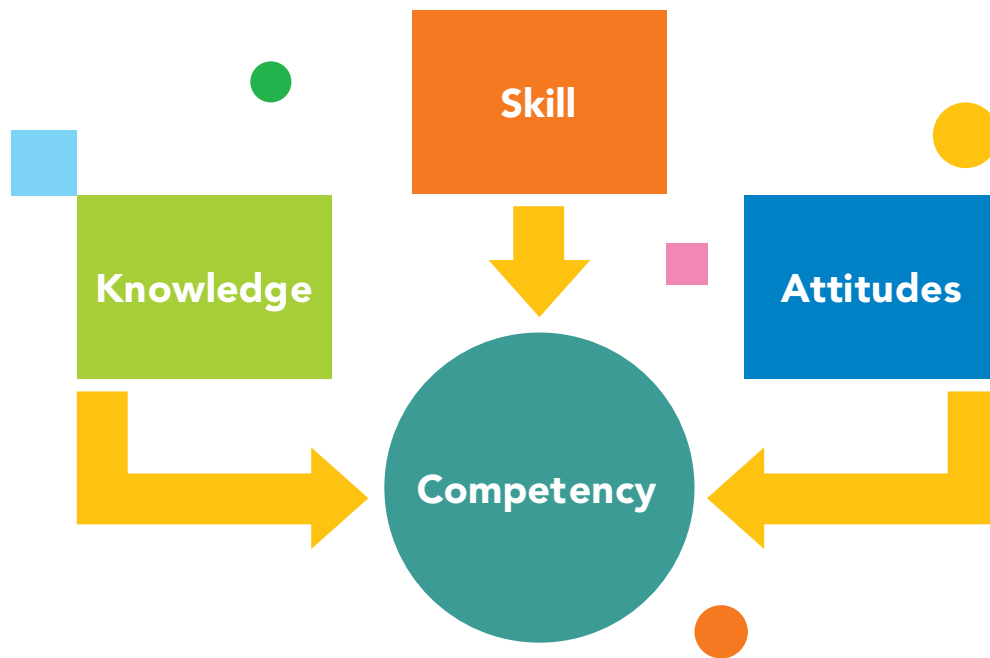
- **Creative Thinking**
- **Learning to Learn**
- **Collaboration**
- **Critical Thinking**
- **Communication**
- **Social Responsibilities**

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.

and the Key Competencies

Key competencies are a combination of knowledge, skills and attitudes designed to help young people develop tools which they can use both academically and in a wider social context. They are an aid to lifelong learning and are an essential part of the compulsory learning curriculum.

The Spanish education system has gradually adapted and adjusted the original descriptors set out by The Council of Europe and the new law, LOMLOE, has defined eight key competencies:



C1
Competence in linguistic communication



C5
Personal, social and learning to learn



C2
Multilingual competence



C6
Citizenship competence



C3
Mathematics, science and technology (STEM) competence



C7
Entrepreneurship competence



C4
Digital competence



C8
Competence in cultural awareness and expression

THINKING SPACE has been designed to offer numerous opportunities for the development of all eight competencies and the specific competencies throughout the course. The treatment of competencies is based on the *Cambridge Life Competencies Framework* which clearly defines those found in the new curriculum.

Core Areas: Cambridge Life Competencies and LOMLOE

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

C7 Entrepreneurship competence

Critical Thinking

Understanding and analysing links between ideas

Evaluating ideas, arguments and options

Synthesising ideas and information

C7 Entrepreneurship competence

Learning to Learn

Practical skills for participating in learning

Taking control of own learning

Reflecting on and evaluating own learning success

C5 Personal, social and learning to learn

Communication

Using appropriate language and register for context

Managing conversations

Participating with appropriate confidence and clarity

C1 Competence in linguistic communication

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

C5 Personal, social and learning to learn
C6 Citizenship competence
C7 Entrepreneurship competence

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

C5 Personal, social and learning to learn
C6 Citizenship competence
C8 Competence in cultural awareness and expression

Foundational layers

Emotional Development	C5 Personal, social and learning to learn
Digital Literacy	C4 Digital competence
Discipline Knowledge	C3 Mathematics, science and technology (STEM)

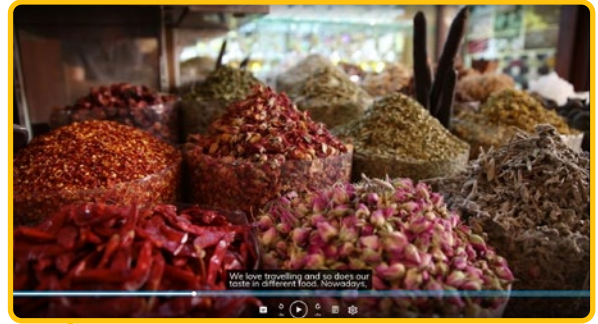
For a full correlation to the Cambridge Life Competencies Framework, visit www.cambridge.es/thinkingspace

cambridge.org/clcf

UNIT OPENERS

Every unit starts with an impactful **opening page** which engages the students right from the start.





Documentary-style videos at the start of every unit explore global issues and topics to arouse student's curiosity in the world around them and get them thinking critically.

■ The opening page provides an activity to get the students thinking about the unit topic and also includes the unit objectives.



The motivating Reading texts reflect teenage interests including music, films, TV and important global issues such as sustainability. Students are challenged by topics like eating bugs, climate change, digital detoxes and fake news.

All texts are available in audio format

In the **THINK values** section, students are encouraged to consider the impact of certain types of behaviour on the environment. **Competence:** Social responsibility.



Thinking Space A2



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.

Competence: Critical Thinking



READING

1 Look at the photos and match them with the mysteries.

Train to THINK

Fact or opinion?

A fact is something that can be proven to be true. An opinion is a personal belief. It's important to be able to see the difference.

- 5 Read about the octopuses again. According to what is written in the text, mark the sentence F (fact) or O (opinion).
- The population of the octopuses is bigger now than before.
 - The octopuses needed to travel to find food.
 - There were storms not long before they were walking on the beach.
 - The octopuses had a disease.

6 Copy and complete the table with two facts and two opinions for each mystery according to the article.

	Facts	Opinion
1 Giant stone balls		
2 Solway spaceman		
3 Voynich manuscript		

THE TRUTH IS OUT THERE

There are many unexplained mysteries in the world. How was the Great Pyramid at Giza built? Are there yetis in the Himalayas? Is there a monster in the depths of Loch Ness? Here are our favourites.



A The octopuses that walked on land

You might see an octopus hop from one rock pool to another, but in late October 2017, over 20 octopuses were seen coming out of the sea and moving along a beach in Wales. 'No one has ever seen anything like this before,' said one local. 'It's very odd behaviour.' So, why did it happen? Different experts have different opinions. One is that the octopuses were ill. Another is that two big storms a few days earlier had confused the octopuses and affected their senses. A third expert said: 'There's been an increase in the octopus population, so it might be the octopuses needed to travel further to find food.'

B The giant stone balls

There are hundreds of large stone balls in the Costa Rican jungle. Evidence shows that they must be at least 600 years old and some could date back to 200 BCE. The spheres are up to 2.4 metres in diameter and are almost perfectly round. They are also very heavy, with some of them weighing 16 tons. The stone itself comes from miles away, so it took a huge effort to move them. It's thought they probably had a religious purpose and some people suggest a connection with the sun. Others have even suggested that the balls were created by an alien life form. But no one really knows and the mystery continues.



C The Solway spaceman

In 1964, Jim Templeton from Carlisle took a photo of his daughter Elizabeth and was surprised to see in the photo a strange figure behind her that looked like an extraterrestrial spaceman. Jim took the photo with the mysterious figure to the police, and soon afterwards it appeared in the newspapers. Then one day, Jim was visited by two men who said they were government officials. They asked him to take them to the scene of the photograph. Who were they? Why were they interested? Some people say the figure in the photo must be Templeton's wife – the camera flash made her dress look bright white. Most people agree that the image is real but can't be a spaceman. What do you think?



D The Voynich manuscript

In 1639, Georgius Barschius from Prague told a friend that he had a mysterious book which might be about science or medicine. It was full of puzzling pictures and diagrams, and it was written in an unknown language. Today, the Voynich manuscript is over 600 years old and still no one can read it. It has been suggested that the mysterious writing could be based on an Arabic or Roma or Aztec language. Others say it must be a secret code, and many expert codebreakers have tried to crack it. Every year people think they have solved the mystery, but no one ever has.



SPEAKING

Work in pairs. Discuss these questions.

- Which of these mysteries do you think is the most interesting? Why?
- What other mysteries do you know of?

PRONUNCIATION

Moving word stress Go to page 138.

Thinking Space B1+



READING AND CULTURE

Culture sections introduce interesting topics and information about people and places around the world and spark discussion in a speaking task that requires students to make use of the information presented in the text.



Fascinating documentary videos accompany the lesson.

THINK
Family traditions around the world

Culture

- 1 Look at the photos. What do they show?
- 2 **id** 4.06 Read and listen to the article. Match the names of the countries with the photos.
- 3 What family traditions are there in your country?

FAMILY TRADITIONS around the world

The idea of the family is important all over the world and many countries have special occasions to **celebrate** it. Let's look at a few ...

FIRST DAY AT SCHOOL – GERMANY

In Germany, the first day at school is a very important time for all children. There is a special **event** called an *Einschulung*. Everyone in the family meets to give the child presents, like pens and books, for their new school life. For the first day of school, parents give their children a large paper cone called a *Schultüte*. Inside there are things for school and sweets.

REMEMBERING YOUR ANCESTORS – JAPAN

In traditional Japanese houses you often find a *butsudān*. A *butsudān* is a special place where you go to remember your dead **relatives**. People usually put things on the *butsudān* for their ancestors: a book, some flowers or a bowl of rice, for example. Adults also tell stories about these people to their children so they are not forgotten.

LOOKING AFTER ANIMALS – INDIA

Pets are popular in many cultures around the world. Looking after an animal helps a child learn how to be responsible. Every year in India there is a Hindu festival called *Thai Pongal*. During the festival families feed cows and birds to give thanks for these animals. Children also learn that all living things are connected and must **share** the world together.

WRITING POEMS – THE NETHERLANDS

In the Netherlands people celebrate the winter holiday on the 5th December. This holiday is called *Sinterklaas*. People give each other **presents**, but they also have a very special tradition. Each member of the family writes their name on a piece of paper and puts it in a hat. Everyone then takes a name from the hat and writes a poem about this person. Everyone sits in a circle and reads out their poems.

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Read the article and answer the questions.
1 What is an *Einschulung*?
2 What can you give a child for their first day at school?
3 Where can you find a *butsudān*?
4 What is *Thai Pongal*?
5 When and where do people celebrate *Sinterklaas*?

Work in small groups and discuss the traditions your country has.

We'll have a presentation about our traditions.

WRITING

An Invitation

Read the questions.
1 Who is Eli?
2 Can Daniel write a letter?

Hi Daniel,
Would you like to come to my party on Saturday for Eli's birthday?
My address is 43 Elm Street.
I'll be there at 7 o'clock.
Hope you can come.
Love,
Jen

PS Don't tell Eli, it's a surprise!

Match the sentences with the correct meaning.

- 1 I'd love to come to your party.
- 2 I'm sorry I can't come.
- 3 I don't want to go.
- 4 Can you make a card for me?
- 5 I'd love to come to your party.

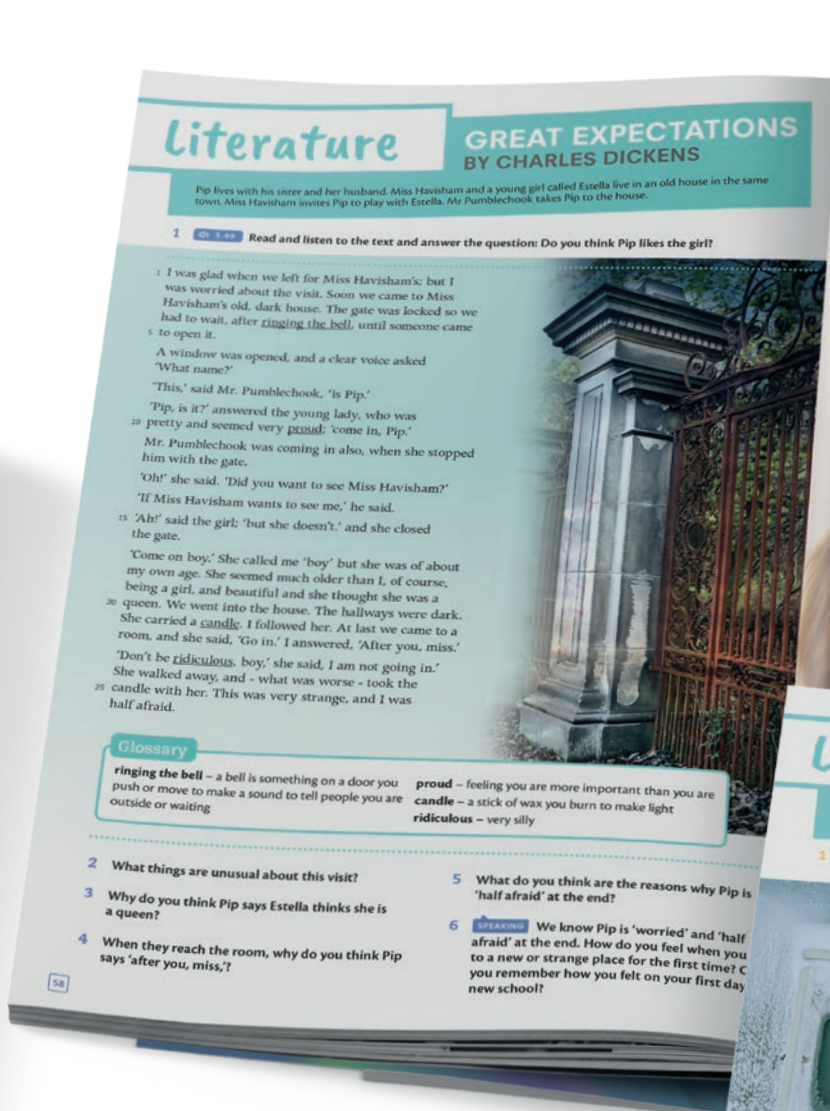
I'd be very happy to accept your invitation.



Thinking Space A2

Literature lessons expose students to authentic language and encourage an appreciation of literature.

These lessons expose students to extracts from authentic literature by classic and contemporary authors. The aim of these lessons is not language learning but rather literary appreciation and reading for pleasure.



Thinking Space A2

The extracts and exercises are carefully chosen to be thought-provoking and to arouse curiosity which is exploited in a discussion activity to stimulate thinking skills.



Thinking Space B1+

GRAMMAR AND VOCABULARY

Grammar presentations use a scaffolded inductive approach to help students understand the features and structures of English grammar.

Vocabulary sections are presented in context and supported by additional practice in the Workbook.

GRAMMAR Present continuous

- Look at the examples of the present continuous in the chat on page 17. Who says these lines, (M) Mike or (H) Hannah?
 - I'm looking for a new jacket.
 - Now it's raining.
 - She's doing some shopping at the moment.
 - Are you looking for a jacket or a shirt?
- Complete the rule and the table.

RULE: Use the present '... to talk about things that are happening at or around the time of speaking. Form the present continuous with the present simple of '... + the -ing form (e.g., running / doing / wearing, etc.) of the main verb.

Positive	Negative
I'm (= I am) working.	I'm not working.
You/we/they're (3...)	You/we/they aren't working.
He/she/it's (is) working.	He/she/it 's... working.
Questions	Short answers
5... I working?	Yes, I am. / No, I'm not.
6... you/we/they working?	Yes, you/we/they 's... No, you/we/they 're... .
7... he/she/it working?	Yes, he/she/it 's... No, he/she/it 's... .

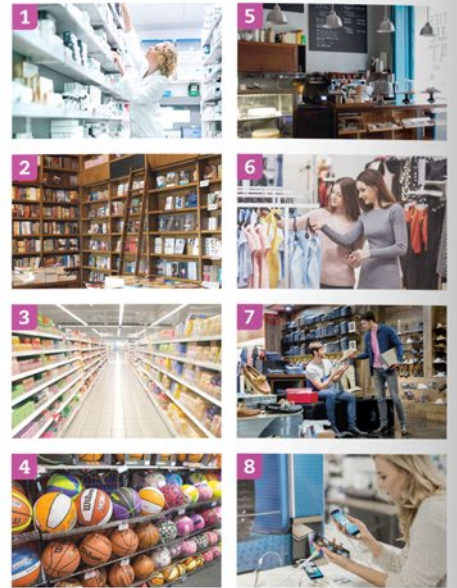
- Complete the sentences. Use the present continuous form of the verbs.
 - Sorry, Jenny's not here. *She's doing* some shopping in town.
 - They're in the living room. They ... (play) computer games.
 - Henry's in the garage. He ... (clean) his bike.
 - Steven! You ... (not listen) to me!
 - I can't talk now. I ... (do) my homework.
 - It's 3-0! We ... (not play) very well, and we ... (lose)!
 - A ... you ... (watch) this programme?
B No, I You can watch a different one if you want.
 - A What ... Anna ... (do)?
B She ... (not tidy) her room.
She ... (play) video games!

→ workbook page 18

VOCABULARY Shops

- Match the names of the shops with the photos.

bookshop | chemist's | clothes shop
coffee shop | department store
mobile phone shop | sports shop | supermarket



- SPEAKING** Complete the sentences with the names of shops from Exercise 4. Then compare your ideas with other students.

- In my town there's a very good ... It's called ... It's good because ...
- I often go there because ...
- I never go into ... because they don't interest me. I don't often go to ... because ...

In my town there's a very good clothes shop. It's good because the clothes aren't expensive.

→ workbook page 20

18

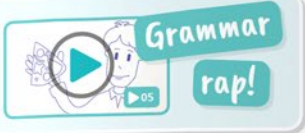
Thinking Space A2



GRAMMAR AND INTEGRATED SKILLS



There aren't enough mushrooms on the pizza.



GRAMMAR

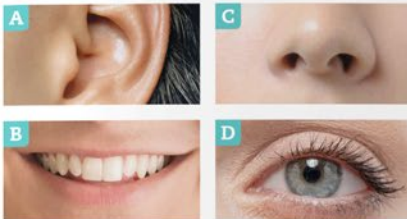
Verbs of perception

6 Look at the sentences from the text on page 17. Answer the questions.

- 1 It looks a bit old-fashioned though. What is 'it'?
- 2 That sounds like a bad idea. What is 'that'?

7 Match the verbs with the pictures. Then complete the rule.

- 1 look 2 sound 3 smell 4 taste



RULE: Verbs of perception are used in the present *'simple / continuous'* when they are used to give an opinion.

The food *tastes* great. That idea *sounds* good.
That pizza *smells* nice. His new shirt *looks* awful!
The words after the verbs of perception are *'nouns / adjectives'*.

8 Match the responses (a–d) to the first parts of the conversations (1–4).

- 1 I'm going to the park. a No. It tastes horrible!
- 2 My mother's making bread. b That sounds great.
- 3 I'm wearing my new clothes. c It smells fantastic.
- 4 Don't you like the juice? d They look nice.

→ workbook page 19

LISTENING

9 2.04 Listen. What shop (1–4) is each person in? Two shops are not used.

- bookshop
- chemist's
- clothes shop
- sports shop
- supermarket
- mobile phone shop

10 2.04 Listen again. What is each person buying?

FUNCTIONS

Buying things in a shop

11 Read the sentences. Who says them, the C (customer) or the A (assistant)?

- 0 Can I help you? **A**
- 1 Have you got ... ?
- 2 What size do you take?
- 3 Can I try it/them on, please?
- 4 How much is it/are they?
- 5 That's (twenty pounds), please.
- 6 Have you got it/them in (blue)?
- 7 Can I pay with my contactless card?
- 8 I can't find the price.
- 9 Would you like the receipt?

12 Complete the dialogue with the missing words.

- A Hello. Can I ¹... you?
B Yes, please. I like these shoes. Have you ²... them in black?
A Yes, we ³...
B Great. Can I ⁴... them on?
A Yes, of course. What size do you ⁵... ?
B I'm a ⁶... 42 ... They're very nice. I'll take them. How ⁷... are they?
A They're £75.
B I don't have cash. Can I pay with my ⁸... ?
A Yes, of course.

ROLE PLAY Buying things in a shop

Work in pairs. Student A: Go to page 143. Student B: Go to page 144. Take two or three minutes to prepare. Then have two conversations.

Train to THINK

Exploring numbers

13 You want to buy some new clothes. Here are some things you like. Answer the questions in pairs.

T-shirt – £10.50 shoes – £35.75 jumper – £18.25
belt – £6.50 jacket – £55

- 1 Choose three things. How much do they cost?
- 2 You've got £40. Name three things you can buy.
- 3 You've got £85. Can you buy all five things?

14 **SPEAKING** Compare your ideas with a partner.

PRONUNCIATION

Contractions Go to page 137.

Short, catchy animated grammar raps in the early levels and grammar videos in the higher levels explain grammar concepts in a fun and memorable way.

Frequent opportunities for speaking practice build on students' prior knowledge.

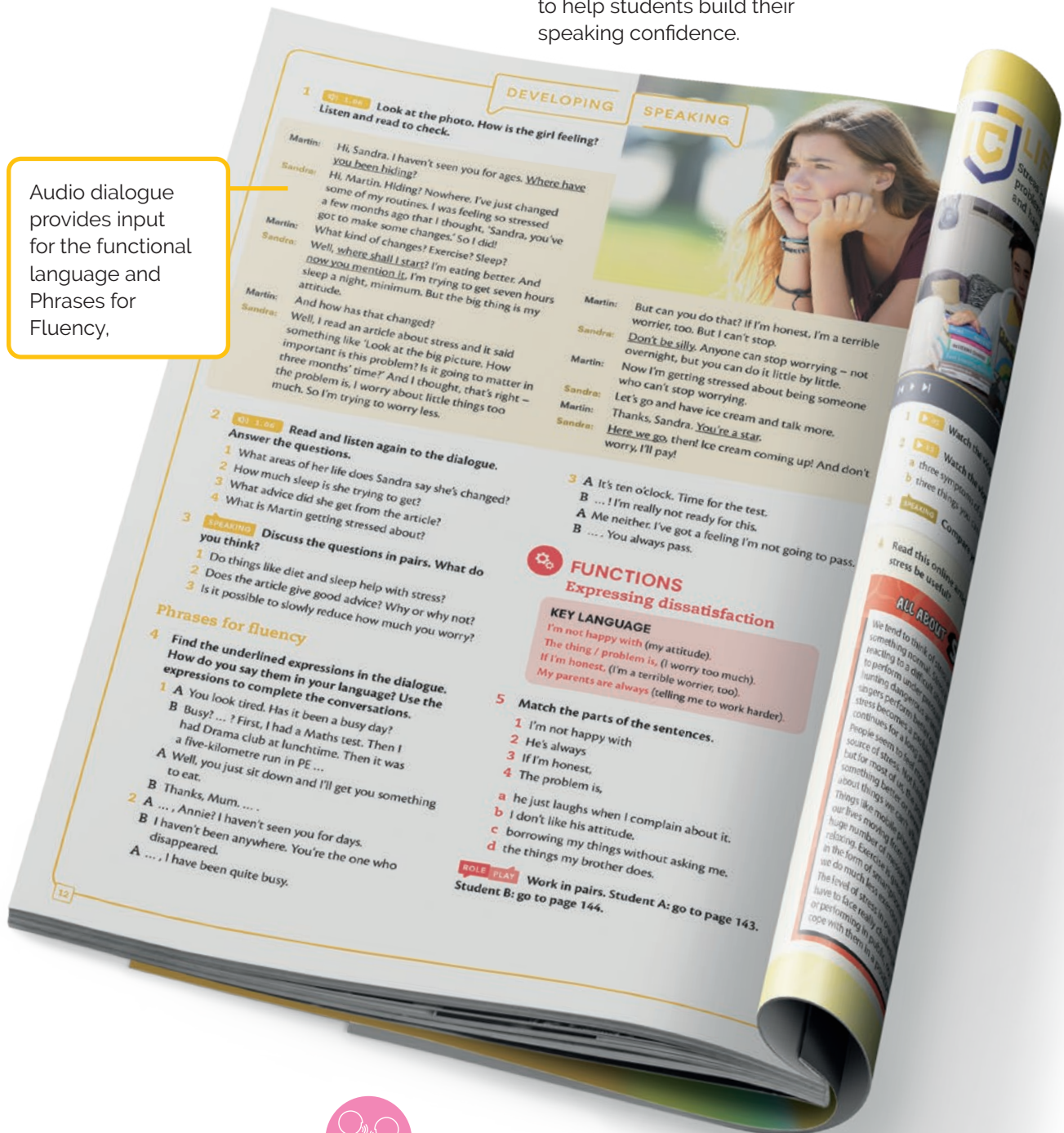
Pronunciation practice with a handy reference section at the back of the Student's Book, with specific reference to problem areas for Spanish speakers.

SPEAKING

Every lesson provides opportunities for speaking practice: *Think* sections, Reading and Listening texts, Grammar, etc. This encourages them to relate the lessons to their own experience, personalising the speaking tasks.

Specific modelled speaking lessons provide abundant practice to help students build their speaking confidence.

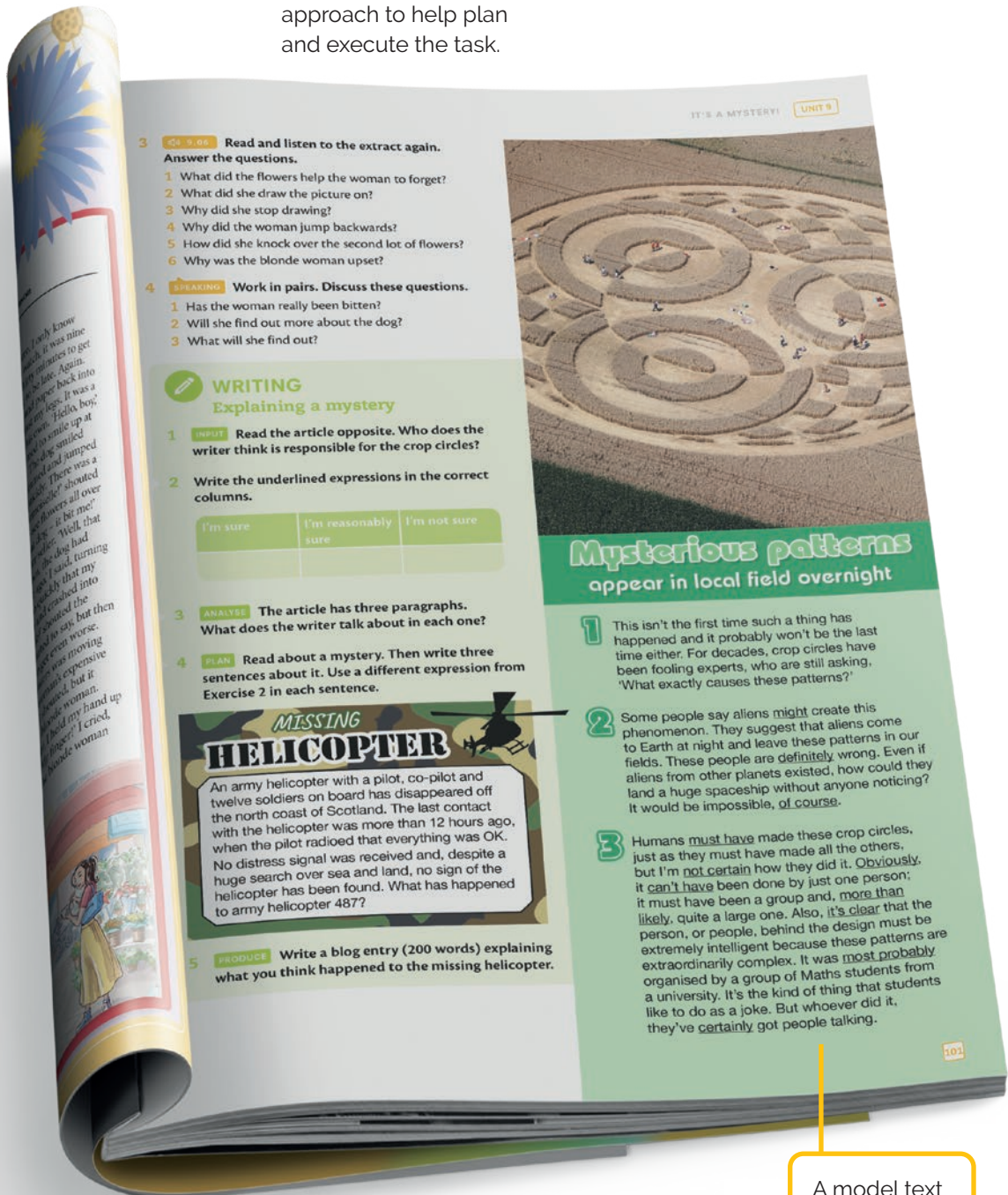
Audio dialogue provides input for the functional language and Phrases for Fluency,



Thinking Space B1+

An extended writing section with a scaffolded approach guides students through the writing process for a variety of text types.

A step-by-step approach to help plan and execute the task.



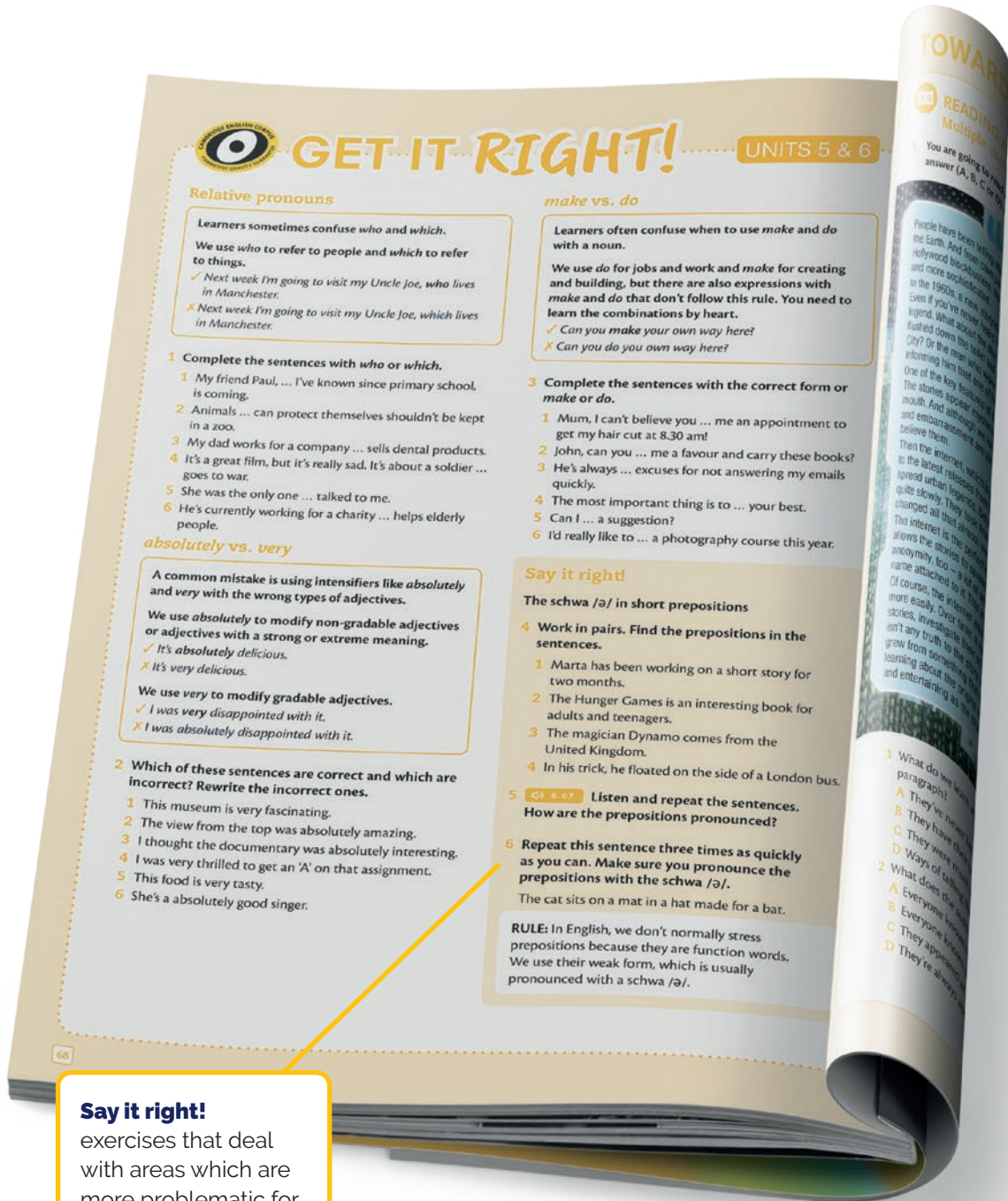
Thinking Space B1+



A model text to guide the students.

ENGLISH FOR SPANISH SPEAKERS

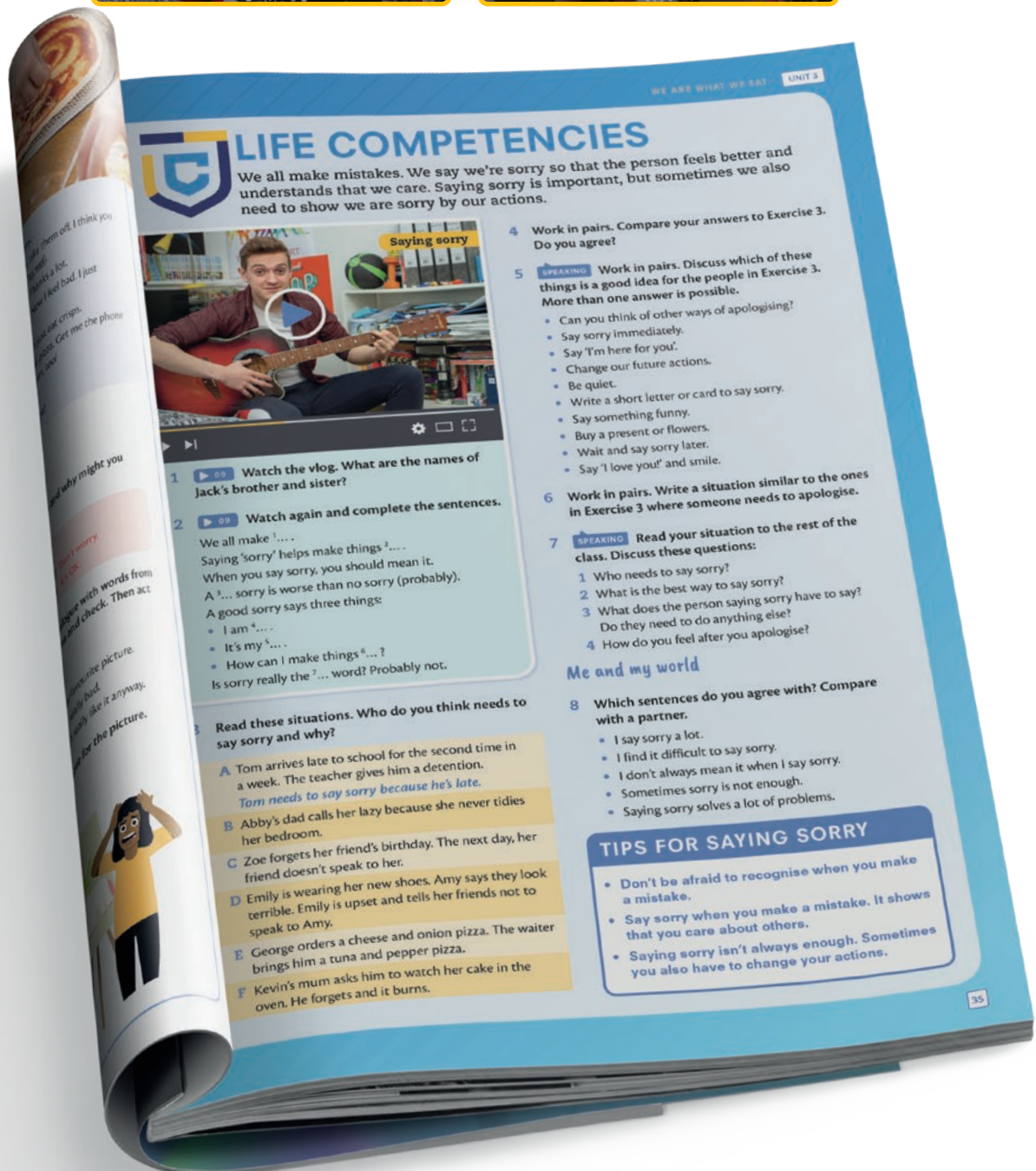
Get it right! pages in the Student's Book highlight common mistakes made by Spanish speaking learners. A specific pronunciation section focuses on common pronunciation errors.



Say it right! exercises that deal with areas which are more problematic for Spanish speakers.

Thinking Space B1+

Life Competencies pages, with a 'life lessons' vlog style video, focus on developing a key competency area from the Cambridge Life Competencies Framework



COLLABORATIVE PROJECTS

Every unit in **THINKING SPACE** offers an optional collaborative Project based on the unit theme.

These projects are the ideal way for students to work in teams and demonstrate what they have learned in the unit, and to evaluate the competencies acquired.

Thinking Space A2
UNIT 10 PROJECT

Name _____ Class _____ Date _____

Tourist tips

WARM-UP

1 What places are important to have in a town or city? Rank the places 1–5: 5 is very important and 1 is not important. Add one more.

Sports stadium		
Shops		
Outdoor spaces		
Museums		
Concert hall		
Cinema		

2 In groups, compare your rankings. Try to agree on the top two places.

DISCOVER

My town

3 Work in groups. What makes your town a good place for tourists?

Things to see	
Things to do	
Local food	
Local festivals	
Hotels	

RESEARCH

4 Read the brochure about Cambridge. What would you like to do in Cambridge? Discuss in pairs.

Things to do in Cambridge

One of the best things to do in Cambridge is to go punting (boating) on the river. Take a picnic to enjoy on your way. If you like music, the concert hall has international classical and pop concerts. In the summer you can enjoy the beautiful Botanic Gardens. There's also the Cambridge Mela festival which has dance and theatre performances from the Asian community. Take a tour of the famous colleges and learn about the history and culture of the university. If you love history, The Fitzwilliam Museum has an amazing collection of art and antiques. Of course, the shopping is great, too, with lots of interesting local shops for buying souvenirs.

5 In your group, choose your own town or a town you'd like to visit. Choose two of the categories from Exercise 3 and use the internet to do some research. Make notes in the table.

TASK

A brochure

6 In groups, design a page for a tourist brochure about your town. You can use an online template or your own idea. Find pictures to add to the brochure. Present your brochure to the rest of the class.

Title	
Picture	Description

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PHOTOCOPIABLE

Thinking Space A2 Unit 10 Project

The RESEARCH stage encourages the students to use internet, enhancing Digital competence.

Worksheets are provided to guide them through the Project.

- A step-by-step approach:
 - WARM-UP
 - DISCOVER
 - RESEARCH
 - TASK

Teacher's Notes are also provided to aid the implementation of project work in the classroom.

PROJECT TEACHER'S NOTES

PROJECT 1 HOBBIES

WARM-UP

- 1 Divide the class into pairs to make a list. Ask the pairs to come up with at least one hobby for each category.
Ask the pairs to tell you one hobby they have in common.

DISCOVER

- 2 Review question forms by writing *What, Where, Who, When* and *How* on the board and elicit a question for each one.
The students complete the questions and write their answers.
- 3 In pairs, the students think of two more questions to add to the questionnaire in Exercise 2. Remind them that they can also ask *Yes / No* questions.
- 4 If you have access to the internet in class and the students can use technology, give them a link for a questionnaire template that can be downloaded. If not, the students can use the questionnaire in Exercise 2 as a model.

RESEARCH

- 5 Depending on the technology available, the students complete each other's questionnaires online. Alternatively, ask the students to stand up and mingle and complete their questionnaire for as many people as possible in a given time limit.
- 6 Explain to the students that a tick chart is a good way to collate their results. Go through the tick chart with the class. Ask a few questions to check understanding, for example *How many people like watching TV?* (5); *How many people watch TV once a week?* (1).
In their pairs, the students create a tick chart to record their results.

TASK

- 7 Focus the students' attention on the bar chart. Ask which hobby each bar represents.
Once students have completed the sentences, check answers as a class.

Answers

- 1 Twelve 2 cycling 3 (watching) films 4 (doing) puzzles

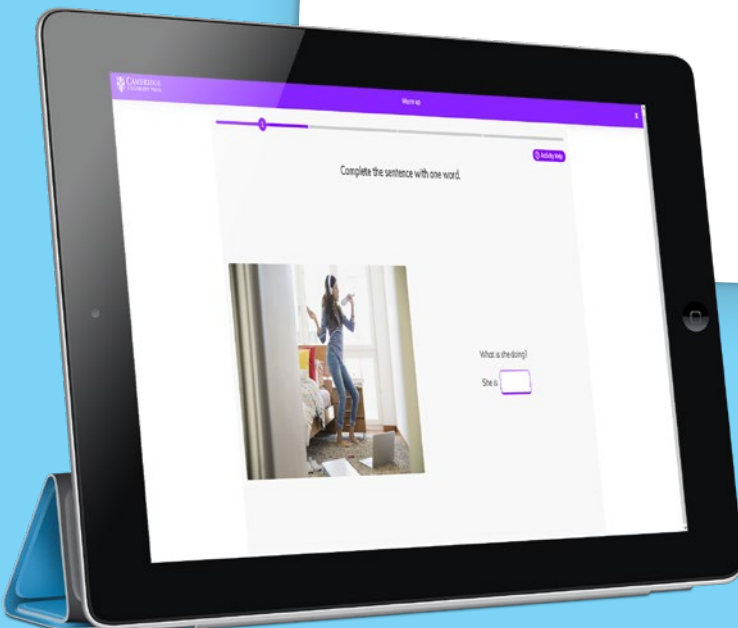
- 8 Ask different pairs which question they will use. If possible, make sure a variety of questions are chosen in the class. Ask the students to plan their chart and then give them a piece of A4 paper to draw their final bar chart.
If time allows, the students could do more than one bar chart using their different questions.
- 9 Ask different pairs to present their results to the whole class. Alternatively divide the class into groups and the pairs take turns to present to the group.

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Collaboration Plus

Students can work online together on digital projects and teachers can set, view, support and grade the work.

Teachers can share students' Project work with the class in the Showcase area.



EXAM PRACTICE

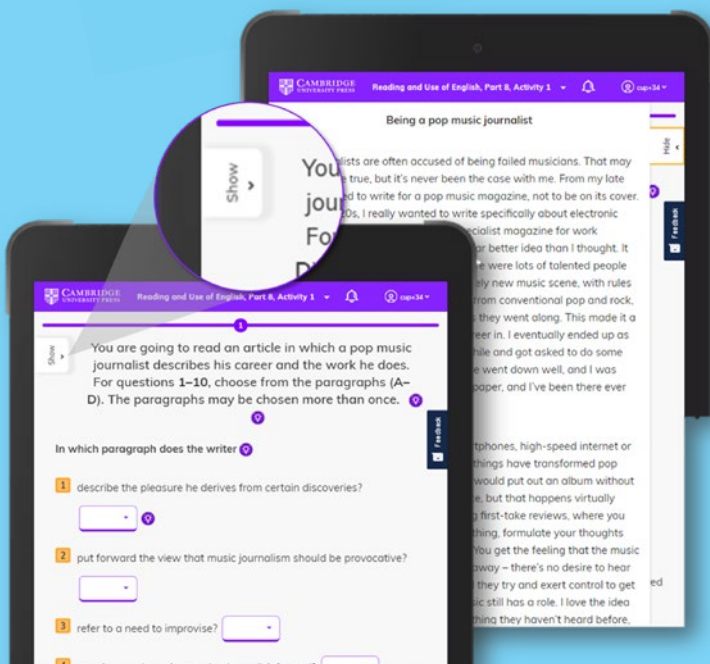
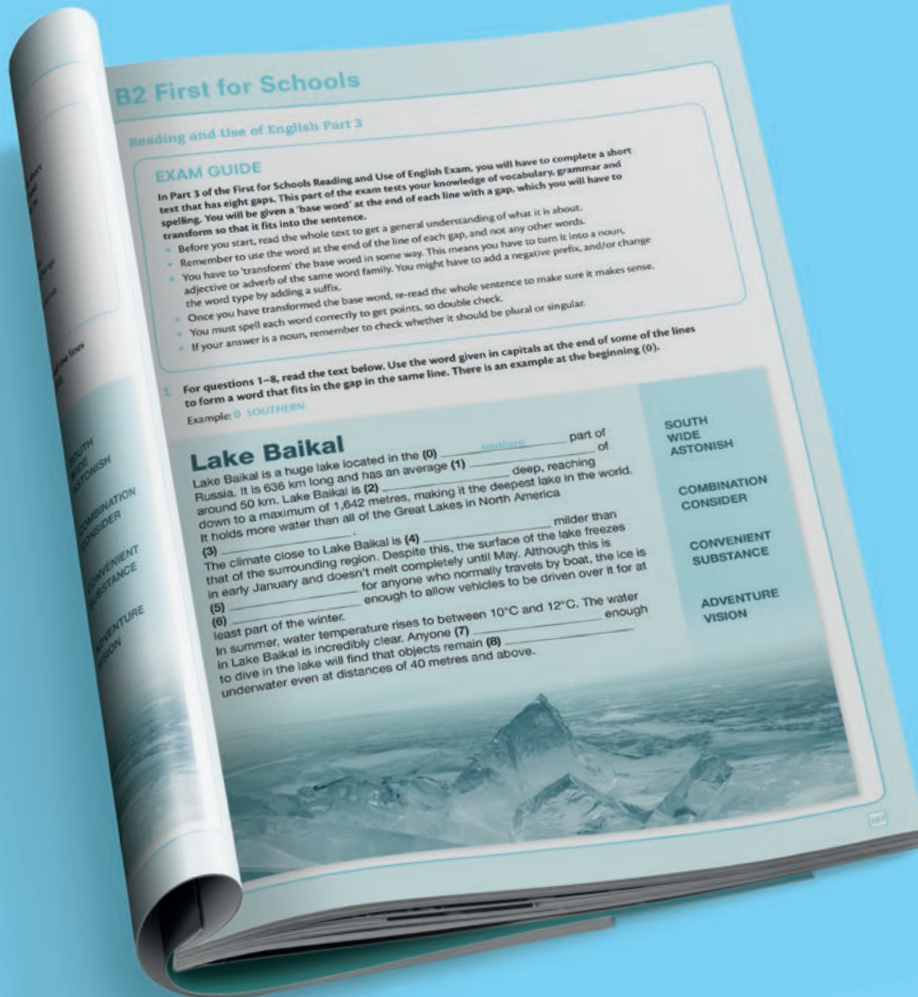
THINKING SPACE includes exam practice for Cambridge Qualifications.

All content has been checked for accuracy and level by Cambridge Assessment English.

- A2 Key for Schools
- B1 Preliminary for Schools
- B2 First for Schools
- Towards C1 Advanced



The **Workbook** also offers extra practice and useful tips to students in Cambridge Exams Practice sections



Test & Train

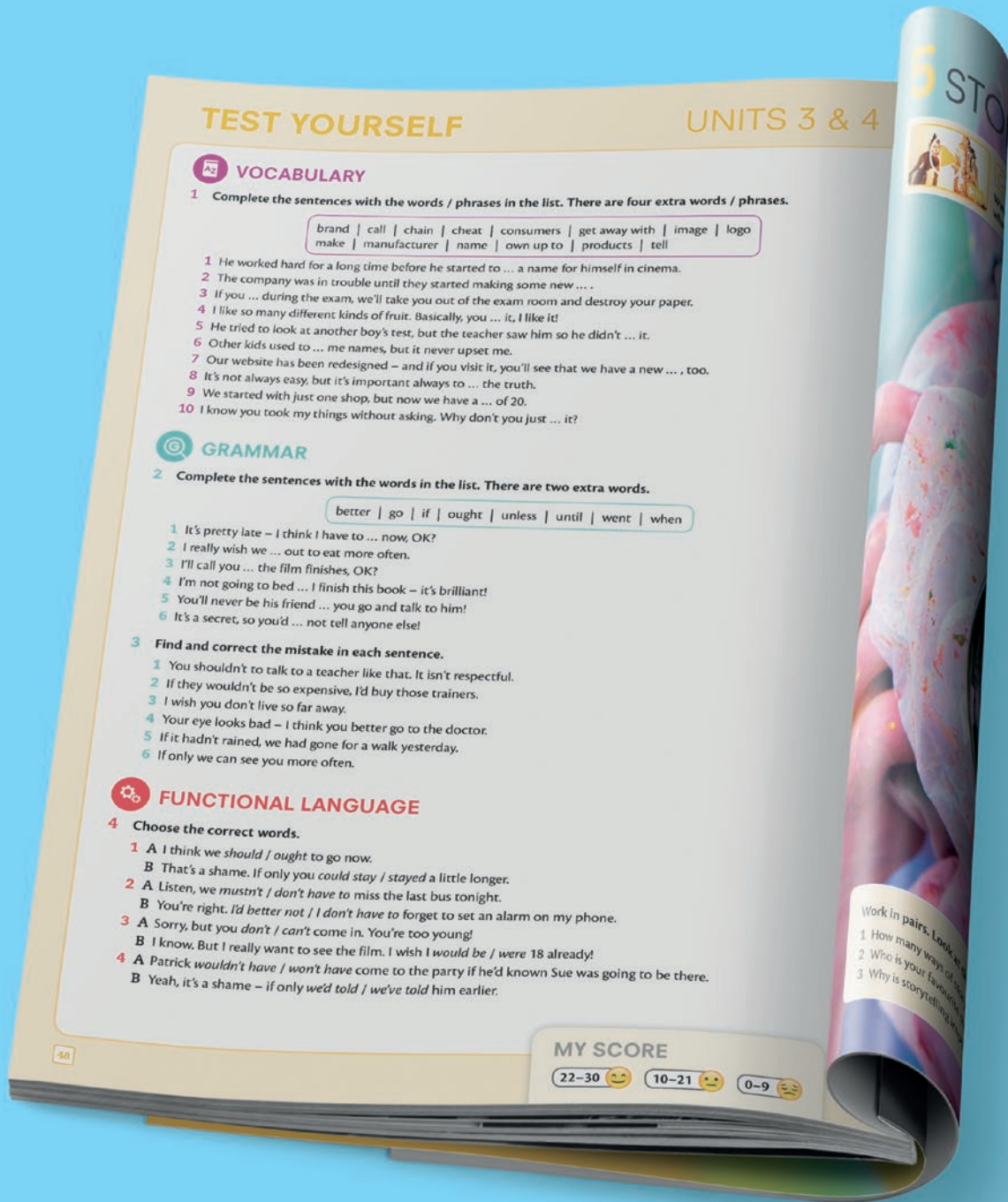
Test & Train is also available for Levels A2, B1 & B2.

Ensure your students are exam ready with authentic Cambridge Qualifications practice tests to develop exam strategies and skills.

Test & Train allows you to easily check your students' progress and scores via the teacher view.

EVALUATION

THINKING SPACE offers a variety of options for evaluation: self assessment, peer assessment, summative and formal assessment.



Thinking Space B1+

Self-assessment pages
in the Student's Book

The Test Generator provides assessment at two-levels, Standard and Extension, with Unit, Term and End-of-year tests.

LEVEL 1
UNIT 3 EXTENSION TEST

Name _____ Class _____ Date _____

THINKING SPACE

Vocabulary

1 Look at the meanings and complete the words.

- This is a kind of orange vegetable. c _____
- This food comes from milk. y _____
- Use fresh vegetables to make this. s _____
- A hot spicy vegetable. c _____
- Mix eggs and cheese to make this. o _____

5

2 Complete the sentences with the words from Exercise 1.

- I'm making a cheese and onion _____ for breakfast.
- They use a lot of _____ at this Indian restaurant.
- Let's put some cucumber and tomatoes in the _____.
- Shall I make some _____ juice? It's very healthy.
- I've got some strawberry _____ in my lunch box.

5

Grammar

3 Complete the conversation. Use one word from each list.

a | lots | how | so | some
many | salt | what | of | problem

A Let's make an omelette.
B I'm sorry, but I've got ¹_____. I don't know how to make omelettes.
A ²_____? I can help you. You've got some eggs, haven't you?
B Yes, I have. ³_____ eggs do we need?
A Let's use four. First, mix them well. Then put in ⁴_____ and pepper. It's nice with ⁵_____ cheese and a couple of tomatoes, too. Then fry it on both sides.

10

4 Complete the sentences with *much* or *many* and the words in the list.

meat | computer games | people | songs | time

- Mum's always busy, so she hasn't got _____.
- Have you got _____?
- Jane doesn't speak to _____ at school.
- Are there _____ on Ed Sheeran's new album?
- I'm not a vegetarian, but I don't eat _____.

10

5 Complete the sentences. Use *too*, *too much* or *too many* and the words in the list.

homework | cars | salty | upset | rain

- This soup is disgusting. It's _____.
- There are _____ on the road.
- I've got _____ and not enough time to play.
- It's cold and there's _____ in my country in winter.
- Tracy is _____ to talk on the phone.

10

6 Rewrite the sentences so that the second sentence means the same. Use the word in brackets and *too* or *enough*.

- The exam is too easy. (hard)

- This film isn't interesting enough for my dad. (boring)

- This book is too long. (short)

- The tea isn't warm enough to drink. (cold)

- This tablet isn't cheap enough. (expensive)

10

TOTAL SCORE **50**

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PHOTOCOPIABLE

THINKING SPACE (A2) Unit 3 Extension Test

Assessment of the Key Competencies

Formative assessment: learner and teacher facing evaluation templates with descriptors to help assess the key competencies are available to help you adapt to the new LOMLOE education law.

DIGITAL COMPONENTS FOR STUDENTS

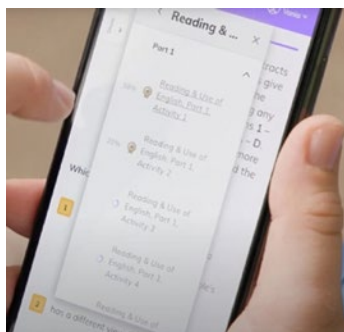
Digital support on Cambridge One

A new easy-to-use and flexible learning environment for students and teachers. A comprehensive mobile-friendly digital package for learners, with:



Student's eBook and eWorkbook

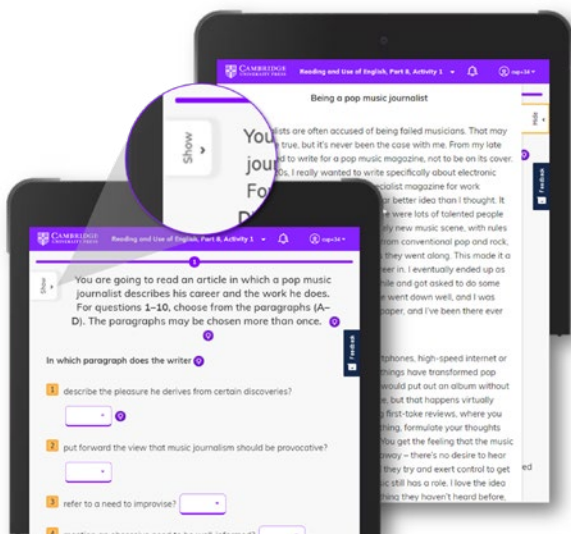
Easy access to interactive versions of the print books, with audio, video and activities.



Practice Extra

Bite-sized practice that students can do on the go, with activities, vocabulary and grammar games and an awards system to make learning enjoyable.

Performance tracking is also included.

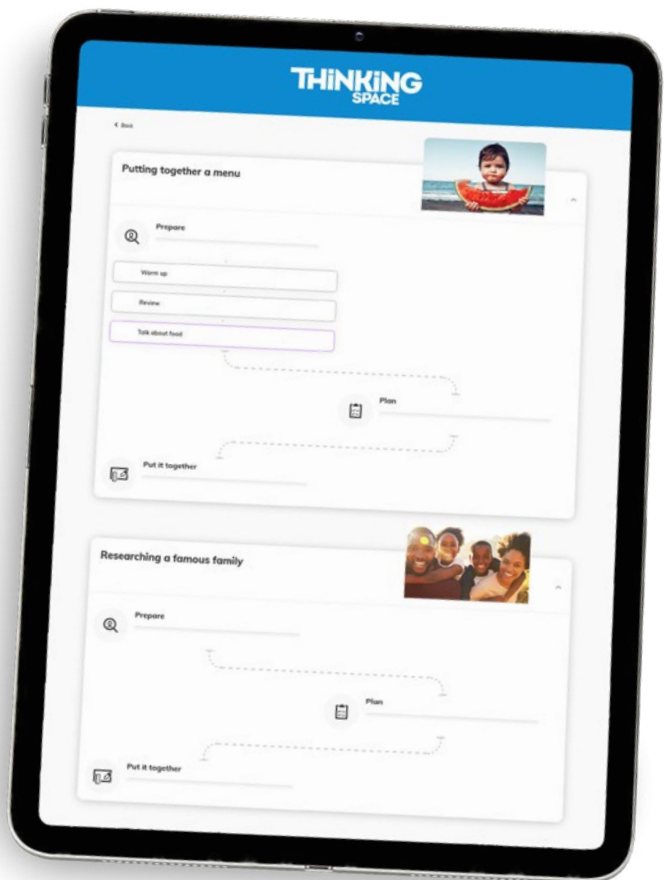


Test & Train (Levels A2, B1 and B2)

Authentic Cambridge English Qualifications practice tests to develop exam strategies and skills for A2 Key for Schools, B1 Preliminary for Schools and B2 First for Schools.

Collaboration Plus

An online collaboration space and portfolio tool to help students design and share creative work.



Also available on BlinkLearning

Digital Student's Book and Workbook

For teachers interested in a fully digital classroom with the possibility to set homework, track students' progress and grade online, these books are also available online and offline.

These are both multiplatform and multi-device.

DIGITAL COMPONENTS FOR TEACHERS

Digital support on Cambridge One

The screenshot shows a digital lesson page with the following sections:

- THINK**: Family traditions around the world.
- Culture**:
 - Look at the photos. What do they show?
 - Read and listen to the article. Write the names of the countries under the photos.
 - What family traditions are there in your country?
- FAMILY TRADITIONS around the world**:
 - The idea of the family is important all over the world and many countries have special occasions to celebrate it. Let's look at a few.
 - FIRST DAY AT SCHOOL – GERMANY**: In Germany, the first day at school is a very important time for all children. There is a special event called an *Erstschulfest*. Everyone in the family meets to give the child presents, like pens and books, for their new school life. For the first day of school, parents give their children a large paper cone called a *Schultüte*. Inside there are things for school and sweets.
 - REMEMBERING YOUR ANCESTORS – JAPAN**: In traditional Japanese houses you often find a *butohdan*. A *butohdan* is a special place where you go to remember your dead relatives. People usually put things on the *butohdan* for their ancestors: a book, some flowers or a bowl of rice. For example, adults also tell stories about these people to their children so they are not forgotten.
 - LOOKING AFTER ANIMALS – INDIA**: Pets are popular in many cultures around the world.
- ALL IN THE FAMILY UNIT 4**:
 - Read the article again and answer the questions.
 - What is an *Einschulfest*?
 - What can you find inside a *Schultüte*?
 - Where can you find a *butohdan*?
 - What is *Thal Pongal*?
 - When and where do people celebrate *Sinterklaas*?
 - Work in small groups. Talk about any special traditions your own families have.
 - We all have breakfast together at the local café on Sundays.
 - We usually spend the summer holidays at our grandparents' house.
 - I take my mum and dad a cup of tea in bed on Sunday mornings.
 - GRAMMAR**: There are six **highlighted** words in the article. Match the words with these meanings. Write the words.
 - to have fun, do something special, for example on a friend's birthday: *celebrate*
 - something important or unusual that happens: _____
 - to give food to: _____
 - to have something at the same time with other people: _____
 - the people in your family: _____
 - something you give to a person on a special day: _____
 - WRITING An invitation**:
 - Read the emails. Answer the questions.
 - Who is Ella?
 - Can Daniel go to the party?
 - Which pairs of sentences in Exercise 2 can you use to do these things?
 - accept an invitation
 - give an order
 - make an invitation
 - make a request
 - refuse an invitation
 - Read the invitation again and answer the questions.
 - What is the invitation for?
 - What special requests does Jim make?
 - You want to invite a friend to your house. What information should you include? Tick (✓) the correct boxes.

1. Name	2. Date	3. Time	4. Place	5. What to bring	6. What to wear
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

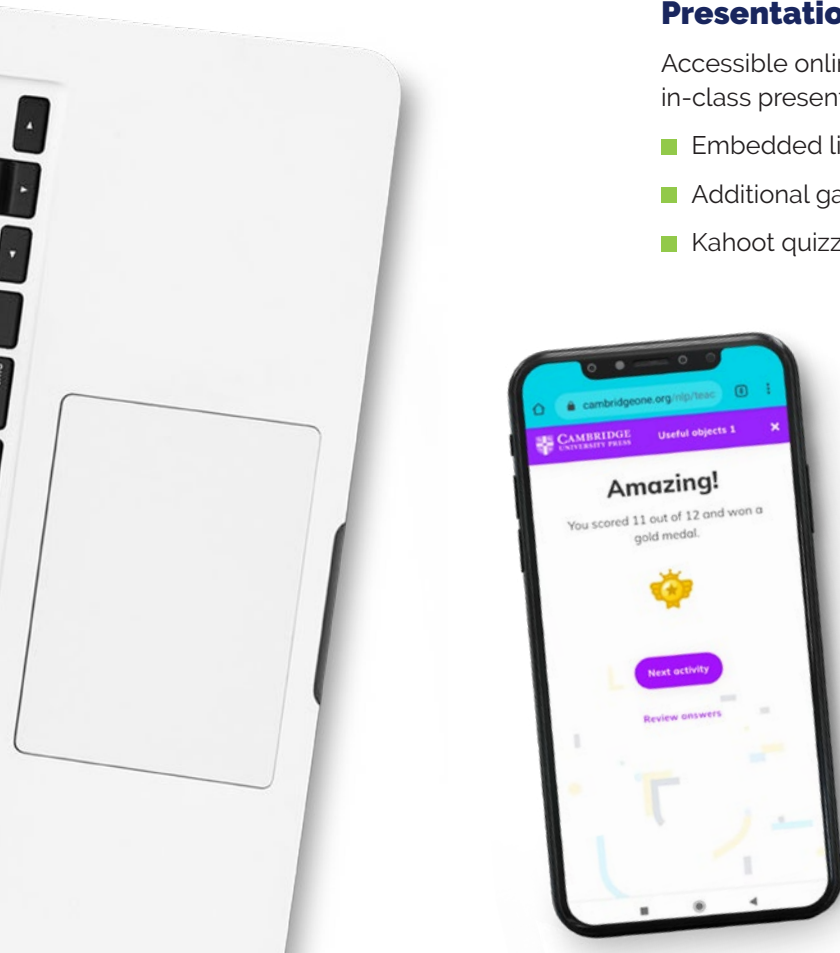
Presentation Plus

Accessible online and offline, this powerful in-class presentation tool includes:

- Embedded links to classroom audio and video
- Additional games and activities
- Kahoot quizzes.

Practice Extra

Encourage learner autonomy with bite-sized learning activities, online speaking tasks with audio and video, and gamification. See student progress at a glance with easy-to-use tracking!

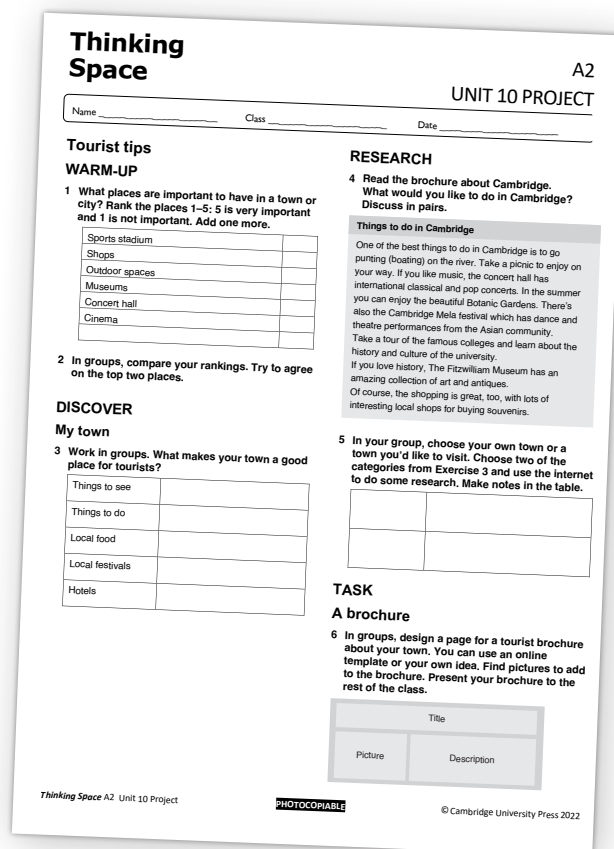
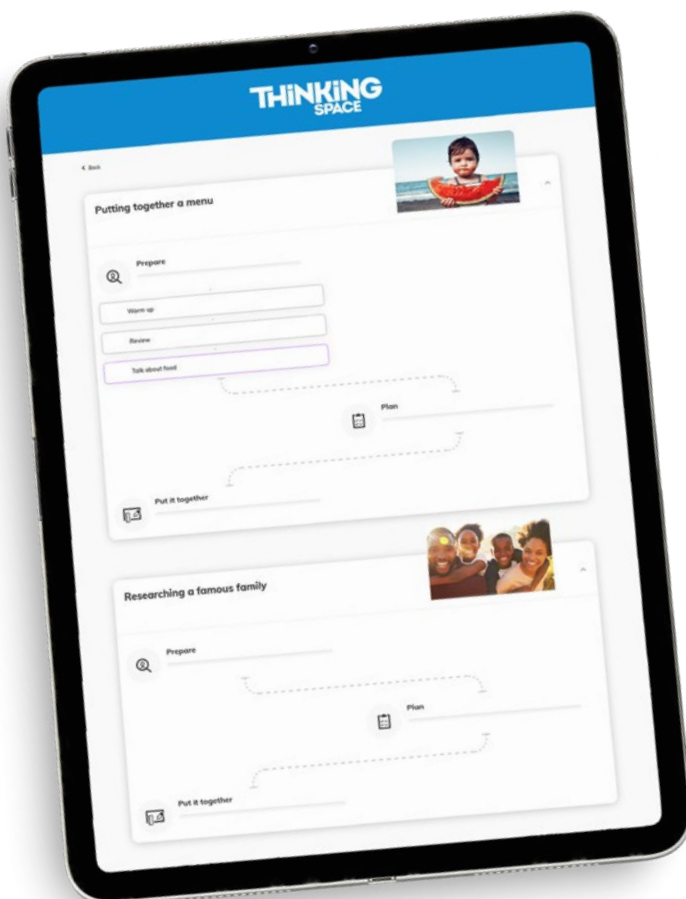


Teacher's Resource Bank

A complete package with all the classroom resources teachers need, including teacher resource area with support for projects, grade grammar and vocabulary practice worksheets, video worksheets, writing templates, extra speaking activities and more!

Test Generator

An easy-to-use tool to customize and create placement tests, unit, term and end-of-year tests as well as exam practice tests.



Test & Train (Levels A2, B1 and B2)

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Collaboration Plus

A flexible way for your students to work together on projects and allows you to organise the students into groups, then review and grade their work in the online gradebook.

STUDENT'S COMPONENTS

Student's Book with interactive eBook



- 12 units
- Over 30 videos per level: documentaries, Grammar raps and Life competencies vlogs
- Cambridge Qualifications practice
- Culture lessons
- Literature lessons
- Pronunciation and Get it right! sections specific for Spanish speakers
- Life Competencies lessons
- Critical thinking and values activities

Student's Book with Workbook Digital Pack

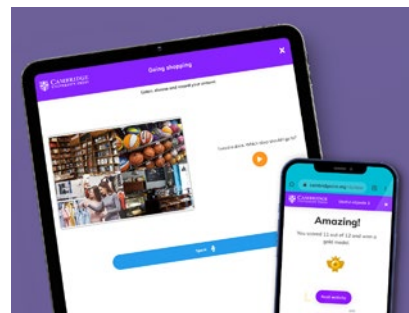
- Also available, this book combines the Student's Book with an interactive version of the Workbook and all its digital resources.

Workbook with Digital Pack



- Activities at three levels of difficulty
- Get it right! activities with common errors for Spanish speakers
- Vocabulary Extra sections
- A2 Key for Schools, B1 Preliminary for Schools and B2 First for Schools exam practice
- Extended scaffolded writing pages for every unit
- Pronunciation practice
- Grammar reference

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TEACHER'S COMPONENTS

Teacher's Book with Digital Pack



- Interleaved with the Student's Book
- LOMLOE Key Competencies mapping
- Life competencies mapped to the Cambridge Life Competencies Framework
- Optional tasks for mixed ability at 3 levels
- Background information
- Tips on collaborative learning
- Flipped classroom activities
- Warmers
- Help with new digital methodologies and tools

Digital support on Cambridge One



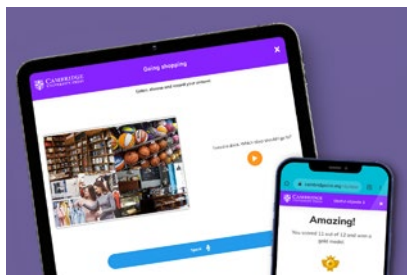
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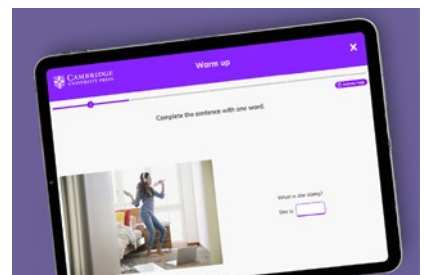


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