



CAMBRIDGE

AMERICAN EMPOWER

STUDENT'S BOOK
WITH EBOOK

A1

STARTER

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Better
Learning

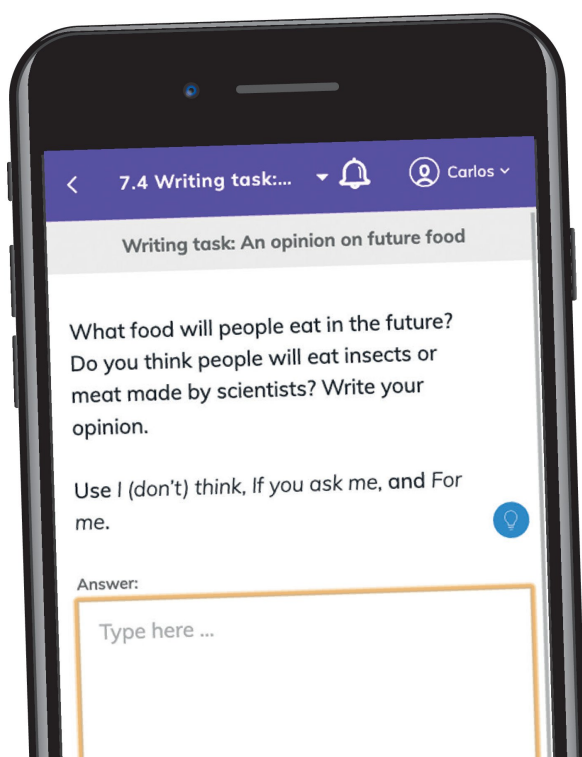
AMERICAN EMPOWER is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *American Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

American Empower's unique mix of engaging classroom materials and reliable assessment enables learners to make consistent and measurable progress.

Content you'll love.

Assessment you

can trust.



Better Learning with *American Empower*

Better Learning is our simple approach where **insights** we've gained from research have helped shape **content** that drives **results**.

Learner engagement

1 Content that informs and motivates

Insights

Sustained motivation is key to successful language learning and skills development.

Content

Clear learning goals, thought-provoking images, texts, and speaking activities, plus video content to arouse curiosity.

Results

Content that surprises, entertains, and provokes an emotional response, helping teachers to deliver motivating and memorable lessons.

8A I WAS ON TOUR WITH MY BAND

Learn to talk about past events

- Simple past: be
- Past time expressions

1 READING

a Look at the events in pictures a-d. Choose one you like and one you don't like. Tell a partner. Say why.




a concert a meeting

b Read about Cara, Antonio, and Ava. Which events in 1a do they talk about?

c Read the texts again. Which cities does each person talk about?

d Talk about Cara, Antonio, and Ava's lives with a partner. Who would you like to meet? Why?

"I was at a game in Los Angeles. It was the Finals!"

The people on our team ...
My name's Antonio Marotto. I'm the doctor for our team. It's a great job - I really like helping our players. I often go away with the team. We were in Miami two weeks ago for a game, and we were in Cleveland last week. It's fun to travel with the team.

"Yesterday I was in Chicago."

Ava on the road ...
Hi everyone, it's Ava. Last week I was on tour with my band in the U.S. - three cities in five days. We were in Seattle on Wednesday, and then we were in Portland on Thursday. But Saturday was the best night. We were in San Francisco, and about 1,000 people were at our concert.

"In this photo, we were in San Francisco."

UNIT 8

2 GRAMMAR Simple past: be affirmative

a Complete the chart. Find examples of the simple past of be in the texts about Cara, Antonio, and Ava.

you were	we were
he/she/it was	they were

b **Pronunciation** Listen to sentences 1-4. Are was and were stressed? Practice saying the sentences.

1 We were in Seattle.

3 We were in Miami.

2 I was in Los Angeles.

4 I was in New York.

c Now go to Grammar Focus 8A Part 1 on p. 128.

d Write sentences about where you were:

- this morning
- last night
- yesterday afternoon

e Compare your sentences in 2d with a partner. Were you in the same places?

3 VOCABULARY Past time expressions

a Today is Friday of week 3. Put the number of sentences 1-4 in the correct place on the timeline.

week 1	week 2	week 3
Monday	Tuesday	Wednesday
	Thursday	Friday

1 We were in Seattle on Wednesday.

2 We were in Miami two weeks ago.

3 ... we were in Cleveland last week.

4 I was in Chicago yesterday.

b Look at the underlined words in 3a. Replace them with words in the box.

months this morning Saturday year

c Now go to Vocabulary Focus 8A on p. 149.

d Work in pairs.

Student A: Say a past time expression.
Student B: Say where a person you know was. Then switch roles.

last weekend
My parents were in London last weekend.

two years ago
My friend Marco was in Ecuador two years ago.

4 LISTENING AND GRAMMAR Simple past: be negative and questions

a Review the texts about Cara, Antonio, and Ava again. Then listen to them talking to friends. Write the correct name for each conversation.

Conversation 1 _____
Conversation 2 _____
Conversation 3 _____

b Match events 1-3 with adjectives a-c. Listen again and check.

1 the meeting

a exciting

2 the game

b interesting

3 the concert

c fun

c Listen to Conversation 1 again. Complete the conversation with the words in the box.



was (x2) were (x2) wasn't

WILL _____ you at work yesterday?
CARA Yes, I _____, but I _____ here in the office.
WILL Where _____ you?
CARA I was at a meeting in Chicago.
WILL Oh, _____ it interesting?
CARA Yes, it was really interesting.

d Now go to Grammar Focus 8A Part 2 on p. 128.

e Complete the conversation with was, were, wasn't, or weren't. Listen and check.

A You _____ at work yesterday.
B No, I _____ off yesterday.
A Nice. _____ you at home all day?
B No, I _____ in town in the morning, and then I _____ at a party last night.
A _____ the party good?
B Yes, it _____ a lot of fun.

f Practice the conversation in 4e with a partner. Change some of the information.

I was at a baseball game in the morning and then at the movies last night.

Was the movie good?

5 SPEAKING

a Communication 8A Student A go to p. 113. Student B go to p. 111. Student C go to p. 115.

2 Personalized and relevant

Insights

Language learners benefit from frequent opportunities to personalize their responses.

Content

Personalization tasks in every unit make the target language more meaningful to the individual learner.

Results

Personal responses make learning more memorable and inclusive, with all students participating in spontaneous spoken interaction.

“There are so many adjectives to describe such a wonderful series, but in my opinion it's very reliable, practical, and modern.”

Zenaide Brianez, Director of Studies, Instituto da Língua Inglesa, Brazil

Measurable progress

1 Assessment you can trust

Insights

Tests developed and validated by Cambridge Assessment English, the world leaders in language assessment, to ensure they are accurate and meaningful.

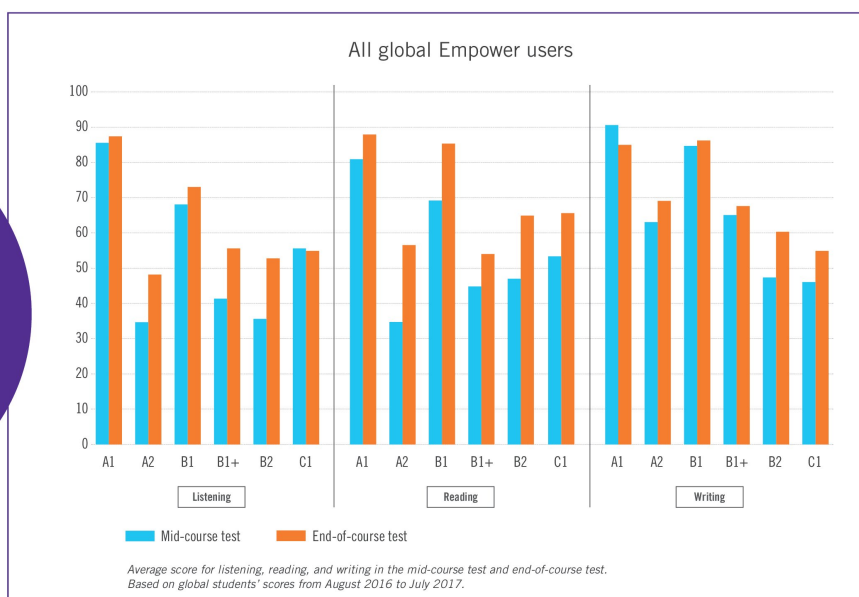
Content

End-of-unit tests, mid- and end-of-course competency tests, and personalized CEFR test report forms provide reliable information on progress with language skills.

Results

Teachers can see learners' progress at a glance, and learners can see measurable progress, which leads to greater motivation.

Results of an impact study showing % improvement of Reading levels, based on global Empower students' scores over one year.



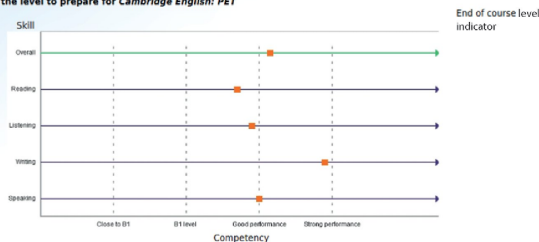
Cambridge English Empower B1+ intermediate

Competency test
Estimated CEFR level

Student Name:

Report Date:

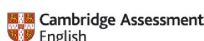
You are now at the level to prepare for Cambridge English: PET



Please note:

The Mid-course level indicator is replaced by the End-of-course level indicator.

The Reading, Listening and Writing sections are automatically scored. The score for the Speaking section is entered by your teacher.



“We started using the tests provided with Empower and our students started showing better results from this point until now.”

Kristina Ivanova, Director of Foreign Language Training Centre, ITMO University, Saint Petersburg, Russia

2 Evidence of impact

Insights

Schools and colleges need to show that they are evaluating the effectiveness of their language programs.

Content

Empower (British English) impact studies have been carried out in various countries, including Russia, Brazil, Turkey, and the UK, to provide evidence of positive impact and progress.

Results

Colleges and universities have demonstrated a significant improvement in language level between the mid- and end-of-course tests, as well as a high level of teacher satisfaction with Empower.

Manageable learning

1 Mobile friendly

Insights

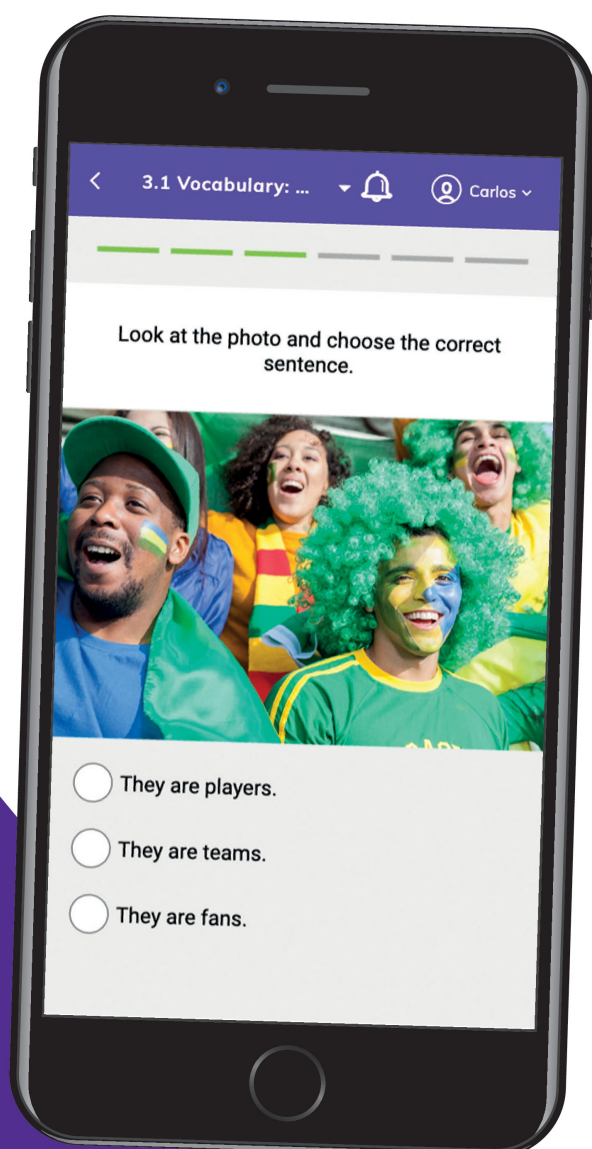
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

Content

American Empower provides easy access to Digital Workbook content that works on any device and includes practice activities with audio.

Results

Digital Workbook content is easy to access anywhere, and produces meaningful and actionable data so teachers can track their students' progress and adapt their lesson accordingly.



“I had been studying English for 10 years before university, and I didn't succeed. But now with Empower I know my level of English has changed.”

**Nikita, Empower Student,
ITMO University, Saint
Petersburg, Russia**

2 Corpus-informed

Insights

Corpora can provide valuable information about the language items learners are able to learn successfully at each CEFR level.

Content

Two powerful resources – Cambridge Corpus and English Profile – informed the development of the *Empower* course syllabus and the writing of the materials.

Results

Learners are presented with the target language they are able to incorporate and use at the right point in their learning journey. They are not overwhelmed with unrealistic learning expectations.

Rich in practice

1 Language in use

Insights

It is essential that learners are offered frequent and manageable opportunities to practice the language they have been focusing on.

Content

Throughout the *American Empower* Student's Book, learners are offered a wide variety of practice activities, plenty of controlled practice, and frequent opportunities for communicative spoken practice.

Results

Meaningful practice makes new language more memorable and leads to more efficient progress in language acquisition.

8B HE SAW A BEAR

1 READING

a Look at pictures 1-3 below. Match the pictures to the animal names. Where do they usually live? What do you know about them?

_____ deer _____ bear _____ hippo

b Read the stories below. Write the story titles next to the sentences.

- Hippos were on a rugby field.
- Three deer were in a woman's apartment.
- A bear was in a man's backyard.

c Read the stories again. Complete the information.

	Where?	When?	Animal activity?
Andrew from Utah	at home		
Ben from South Africa		evening	
A woman from Indiana			jump

2 LISTENING AND VOCABULARY

Free time activities

a Listen to three conversations about the three stories. In each conversation, some information is incorrect. What is the wrong information?

- _____
- _____
- _____

3 LISTENING AND VOCABULARY

Free time activities

a Listen to three conversations about the three stories. In each conversation, some information is incorrect. What is the wrong information?

- _____
- _____
- _____

WILD STORIES!

1 CURIOUS CREATURE

Andrew Singer from Utah was at home in his house on a farm. One evening he was in the kitchen, and he heard something strange in the backyard, so he looked out the window. He saw a bear in the backyard. The bear walked around the backyard and looked in the windows of the house. It tried to open the kitchen door, and the man was really scared. It wasn't possible for the bear to get in, so it went away. The man thinks the bear was hungry, but it's not a good idea to give bears food.

2 SURPRISE VISITORS

A woman from Indiana had an apartment with a yard. In the evening, she went into her living room and watched TV. She heard something in her bedroom, so she went to look. She saw three deer near her bed. They came into the living room and jumped on her sofa, then they went into the bathroom. The woman called 911, and the police came to catch the deer. She had an exciting night with her three new friends!

3 READY TO PLAY

Ben Kruger from South Africa loves playing rugby. He has a business in Limpopo, a city in the north of South Africa. One night after work, he went to a rugby field nearby. It was dark, and he saw something on the field. It was large, but it wasn't a person – it was a hippopotamus (hippo)! Then he saw another hippo and then another – there were a lot of them. The hippos ate some grass and then went away. Ben thinks the hippos were from a river near the rugby field.

2 Beyond the classroom

“There are plenty of opportunities for personalization.”

Elena Pro,
Teacher, EOI
de San Fernando
de Henares,
Spain

Insights

Progress with language learning often requires work outside of the classroom, and different teaching models require different approaches.

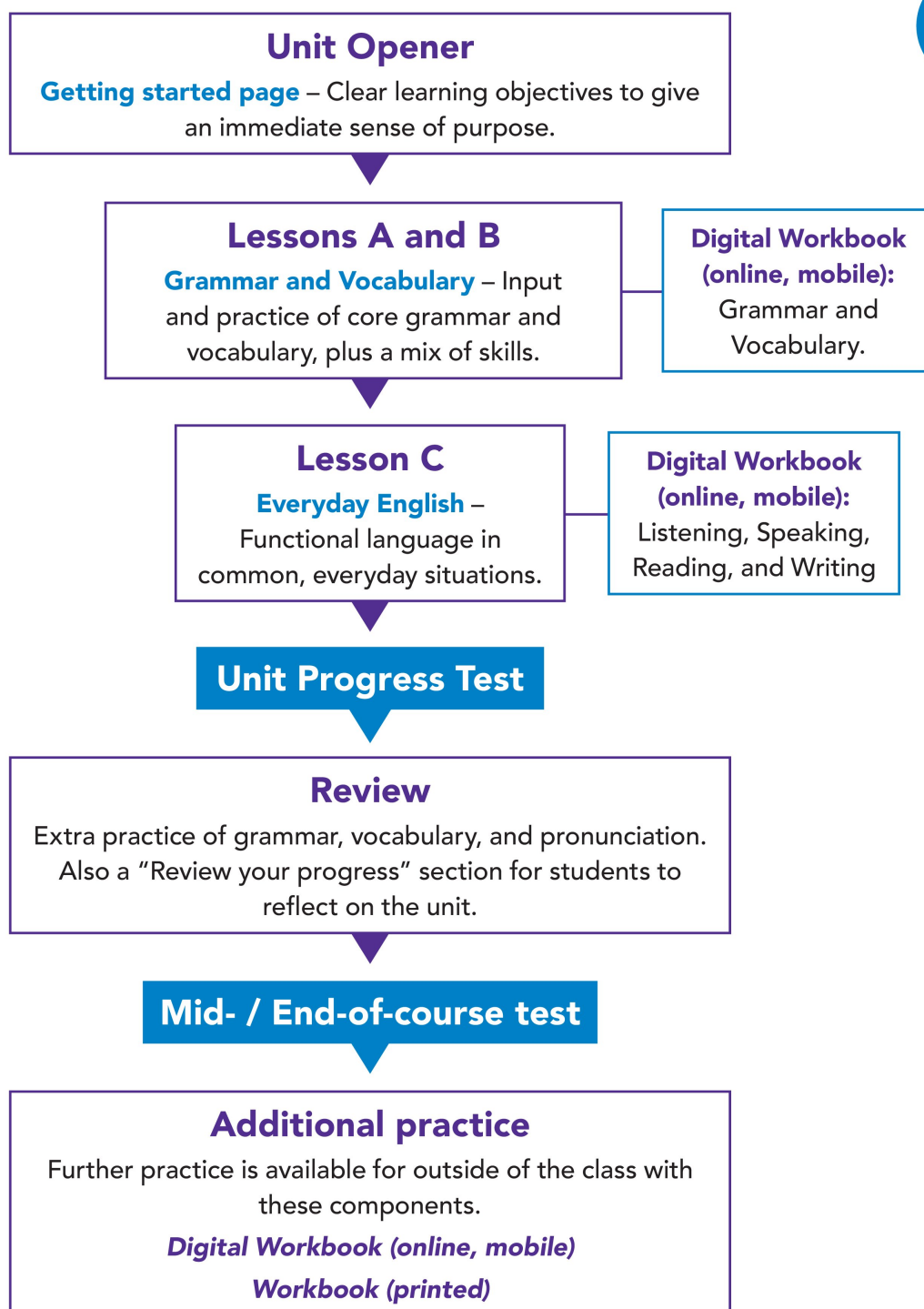
Content

American Empower is available with a print workbook, online practice, documentary-style videos that expose learners to real-world English, plus additional resources with extra ideas and fun activities.

Results

This choice of additional resources helps teachers to find the most effective ways to motivate their students both inside and outside the classroom.

Unit overview









Components

Resources – Available on [cambridgeone.org](https://www.cambridgeone.org)







- | | | |
|--|--|---|
| <ul style="list-style-type: none">• Audio• Video• Unit Progress Tests (Print)• Unit Progress Tests (Online) | <ul style="list-style-type: none">• Mid- and end-of-course assessment (Print)• Mid- and end-of-course assessment (Online) | <ul style="list-style-type: none">• Digital Workbook (Online)• Photocopiable Grammar, Vocabulary, and Pronunciation worksheets |
|--|--|---|

CONTENTS

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
Unit 1 Hello!				
Getting started Talk about countries and flags				
1A Say your name and country	<i>be: I / you / we</i>	Countries	Sound and spelling: /I'm, we're	
1B Talk about people you know	<i>be: he / she / they</i>	Nationalities; <i>this / these</i>	Syllables and word stress	
1C Meet and greet new people			Syllables and word stress; Stressed words; Intonation	Greeting people; Meeting new people
Unit 2 All about me				
Getting started Talk about objects				
2A Talk about your hometown	<i>be: it's / it's not;</i> Possessive adjectives	Common adjectives; <i>in / near</i>	Sound and spelling: /h/ and /w/	
2B Talk about possessions and common objects	Plural nouns; <i>I have / you have; a / an</i>	Common objects 1; Numbers 1	Sound and spelling: /s/, /z/, /ɪz/; <i>Do you ... ?</i>	
2C Ask for and give personal information			Stressed parts in questions; Intonation in questions	Asking for and giving personal information
Unit 3 Food and drink				
Getting started Talk about the food in a shopping cart				
3A Say what you eat and drink	Simple present: <i>I / you / we / they</i>	Food 1	Syllables and word stress; Sound and spelling: /i/, /ɪ/, and /aɪ/	
3B Talk about food and meals	Adverbs of frequency	Food 2; Time; <i>What time / When ... ?</i>	Sound and spelling: /æ/ and /ɔ/	
3C Order and pay in a café			Syllable stress; Stressed and unstressed words	Ordering and paying in a café
Unit 4 My life and my family				
Getting started Talk about who people are and what they do				
4A Talk about your life and ask about others'	Simple present: <i>Wh-</i> questions	Common verbs; <i>study</i>	Stressed words	
4B Talk about your family	Simple present: <i>he / she / it</i> affirmative	Family and people; Numbers 2; <i>How old ... ?</i>	Sound and spelling: /ð/	
4C Ask and talk about photos			Sound and spelling: /tʃ/ and /dʒ/	Asking and talking about photos
Unit 5 Places				
Getting started Talk about an unusual museum				
5A Describe a town	<i>there is / there are:</i> affirmative	Places in a town; <i>a few, a lot of</i>	<i>there's / there are;</i> Sound and spelling: /u/ and /ʌ/	
5B Talk about hotels and hostels	<i>there is / there are:</i> negative and questions	Hotels	Sound and spelling: /ʃ/; Stressed syllables	
5C Ask about and say where places are			Emphasizing what you say 1	Asking and saying where places are
Unit 6 Work and routines				
Getting started Talk about a job				
6A Talk about people's jobs	Simple present: <i>he / she / it</i> negative	Jobs; <i>work / job</i>	Main stress in compound nouns; Sound and spelling: /ʃ/ and /tʃ/	
6B Talk about daily routines and habits	Simple present: <i>he / she / it</i> questions	Daily routine; <i>for, from ... to ... , until</i>	Consonant clusters; Sentence stress	
6C Make and accept offers			<i>would;</i> Emphasizing what you say 2	Making and accepting offers

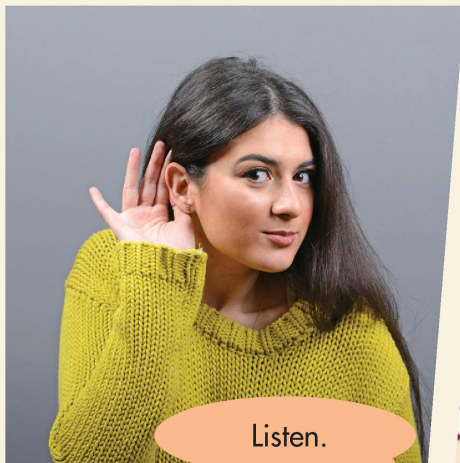
Listening	Reading	Speaking	Writing
A conversation about who you are	Three conversations meeting other students	Who you are and where you're from	
A conversation about people in pictures		People in a picture	
First day at work	An online profile	Greeting and meeting new people	A personal profile; Capital letters and periods  Unit Progress Test
Three conversations about hometowns	Three posts: <i>Our Homes</i>	Homes and hometowns	My hometown; A friend's home
A conversation at the airport		Possessions; What's in the bag?	
Finding a new apartment	A personal information form	Asking for and giving personal information	A personal information form; Spelling  Unit Progress Test
A conversation about food likes and dislikes	Three families' weekly food: <i>Food for One Week</i>	Food likes and dislikes	
Three conversations about dinner	An article: <i>The Number One Breakfast in ...</i>	Saying the time; Meal times and what you eat	
In a café	A text message	Ordering and paying in a café	A text message; Contractions  Unit Progress Test
A conversation about work and travel to work	A blog: <i>Breakfast in Málaga and Lunch in London</i>	Work, home, and study	About you
Photos of famous people and their families	Photo captions; <i>An International Family</i>	Your family	
Talking about family photos	A photo caption	Photos	Photo captions; Word order  Unit Progress Test
A conversation about places in a town	An article: <i>Very hot! Very cold!</i>	A street in your town	On my street
A conversation at a hostel reception	A hostel review	Hotels and hostels	Questions about a town
Looking for a café	An email	Places in a town	About your town; <i>and</i> and <i>but</i>  Unit Progress Test
Four people talk about their jobs	A website: <i>Jobs International</i>	People's jobs	Questions about jobs
A conversation about taking photos at night	An article: <i>A Good Night's Sleep</i>	People's daily routines and habits	Questions about daily routines
A friend's birthday	An email about daily life	Offering to pay for food and drink	An email about daily life; <i>because</i> and <i>also</i>  Unit Progress Test

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
Unit 7 Shopping and fashion				
Getting started Talk about the clothes in a market stall				
7A Talk about things you want to buy	<i>this, that, these, those</i>	Common objects 2; Prices	Sound and spelling: /b/, /p/, /g/, and /k/ Sound and spelling: <i>this, that,</i> <i>these, and those</i>	
7B Talk about the clothes that people wear	Possessive 's; Review of adverbs	Clothes; Colors; <i>dark / light</i>	Sound and spelling: /ʃ/ and /dʒ/	
7C Ask about and pay for things in a store			Connecting sounds	Going shopping
Unit 8 Past events				
Getting started Talk about your last New Year's Eve				
8A Talk about past events	Simple past: <i>be</i>	Past time expressions	<i>was / were</i>	
8B Describe events in the past	Simple past: affirmative	Free time activities	Sound and spelling: /t/ and /d/	
8C Make and respond to suggestions			Sentence stress and intonation	Making and responding to suggestions
Unit 9 Vacations				
Getting started Talk about an interesting vacation				
9A Talk about travel and vacation experiences	Simple past: negative	Transportation; <i>go</i>	Sound and spelling: the letter <i>a</i> ; Sentence stress	
9B Talk about past vacations	Simple past: questions	The seasons; The weather; <i>like</i>	Sound and spelling: the letter <i>o</i>	
9C Make and respond to requests			Syllables and spelling	Making and responding to requests
Unit 10 Here and now				
Getting started Talk about communicating online				
10A Talk about your home	Present continuous: affirmative	The home; <i>in / on</i>	Sound and spelling: /tʃ/ and /θ/; Sentence stress	
10B Ask where people are and what they're doing	Present continuous: negative and questions	Place phrases with prepositions	Sound and spelling: /ə/; Main stress in questions	
10C Ask for travel information			Sound and spelling: /ɪə/ and /eə/	Asking for travel information
Unit 11 Achievers				
Getting started Talk about a climber's experience				
11A Talk about people's lives	Object pronouns	Life events; Years	Sound and spelling: Numbers	
11B Talk about things you know how to do	<i>can</i> for ability	Abilities; (<i>very / pretty</i>) <i>well</i>	<i>can / can't</i>	
11C Talk about opinions			Stressed words; Consonant clusters	Talking about opinions
Unit 12 Plans				
Getting started Talk about a family vacation				
12A Talk about future plans	<i>be going to</i> : affirmative and negative	Months and future time expressions; Ordinal numbers; The date	Sentence stress; <i>be going to</i>	
12B Ask and answer about future plans	<i>be going to</i> : questions	Common verbs and collocations	Sound and spelling: /v/ and /w/	
12C Make and accept invitations			Sound and spelling: <i>oo</i>	Making and accepting invitations
Phonemic symbols and Irregular verbs p. 103	Communication Plus p. 104	Grammar Focus p. 116	Vocabulary Focus p. 136	

Listening	Reading	Speaking	Writing
A conversation at a home store	Places to go shopping	At a home store	
A conversation about old clothes	An article: <i>They Make Colorful Clothes ...</i>	The clothes you wear	A question about clothes
In a store	An advertisement and an email	Going shopping	An email reply to an advertisement; Commas, exclamation points, and question marks  Unit Progress Test
Three conversations about past events	People who travel for work	Past events	Sentences about past events
Conversations about animal stories	A website: <i>WILD Stories!</i>	Yesterday's activities	Sentences about free time activities
Monday morning at work	A thank you note	Making plans	A thank you note; Writing short emails, notes, and texts  Unit Progress Test
A conversation about a trip to Colombia	A website: <i>Backyard Camping</i>	A past travel experience	Sentences about your last vacation
A conversation about summer vacations	A blog post: <i>New Year's Fun in the Big Apple</i>	A past vacation	Questions about a past vacation
A trip to Mexico	An online post	Asking for help and responding	An online post about a trip; Making the order clear  Unit Progress Test
A monologue about an apartment	Text messages	Present activities	A text message to a friend
Five phone conversations about present activities	A message board: <i>How much do you use your phone?</i>	A phone conversation to make plans	A message board comment
At the train station	A message to a friend	A conversation about travel information	A message asking for information; Word order in questions  Unit Progress Test
A conversation about Valentina Tereshkova	An article: <i>They Were the First!</i>	Past life events	Sentences about past life events
A conversation about a job description	An article: <i>Amazing Humans</i>	Your abilities	Questions about abilities
Out for dinner	An email to a friend	Interesting places to visit in a town / city	An email to a friend; Pronouns  Unit Progress Test
Three conversations about summer vacation plans	A TV show review: <i>Danger Zone</i>	Your next vacation	Notes about vacation plans and everyday activities
Two conversations about weekend plans	An article: <i>Only 4,000 Weekends in Your Life!</i>	Your future plans	Questions about future plans
Making plans with a friend	Invitations and replies	Inviting a friend	An invitation and a reply; Paragraphs  Unit Progress Test

CLASSROOM LANGUAGE

00.02 Listen and read.



Listen.



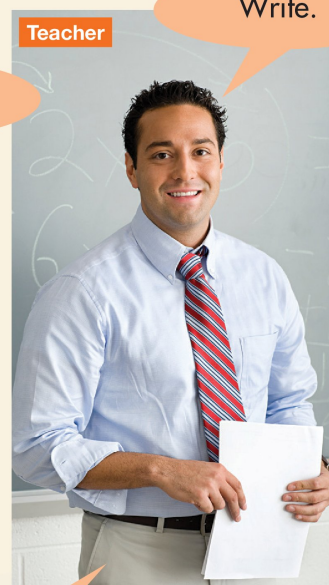
Read.



Write.



Watch.



Look at the pictures.



Work in pairs.



CAN DO OBJECTIVES



- Say your name and country
- Talk about people you know
- Meet and greet new people



HELLO!

UNIT 1

GETTING STARTED

- a**  Look at the picture. What country flags do you see?
- b**  What other countries do you know in English?

1A

I'M FROM MEXICO

Learn to say your name and country

G be: I / you / we

V Countries

1 READING AND GRAMMAR

be: I / you / we affirmative and questions

- a** **01.01** Listen. Then say *Hi, I'm ...* or *Hello, I'm ...* and say your name.



- b** **01.02** Read and listen to conversations 1–3. Match the conversations with groups of people a–c in the picture below.

- c** Complete the sentences in the chart.

I/we	you
I _____ Camila. (= I am ...)	_____ you from the U.S.?
We _____ from Ecuador. (= we are ...)	How _____ you?

- d** **>>>** Now go to Grammar Focus 1A Part 1 on p. 116.

- e** **Sound and spelling** *I'm, we're*

- 1 **01.06** Listen to the sound of *I'm* and *we're*.
a I am b I'm c we are d we're
2 **Practice** saying *I'm* and *we're*.

- f** **Practice** the conversations in 1b.

- 1 Work in pairs. Practice Conversation 1.
2 Work in groups of three. Practice Conversation 2.
3 Work with a new partner. Practice Conversation 3.

- g** **Practice** the conversations in 1b again. Use your own name.

1

V Hi, I'm Vilma. What's your name?
C I'm Camila.
V Hi, Camila. Nice to meet you.

2


H Hello, I'm Harumi.
K Hi. I'm Katia.
P And I'm Pablo. Hi.
H Are you from the U.S.?
P No, we're from Ecuador.

3

L Hi, Rubén. How are you?
R Hi, Li. I'm fine. How are you?
L Fine, thanks.



2 LISTENING AND GRAMMAR *be: I / you / we negative*

a  **01.07** Read and listen to the conversation. Choose the correct answers.

KELLY Are you Rubén?

RUBÉN Yes, I am.

KELLY Hi, I'm Kelly.

RUBÉN Oh, hi. Are you a student here?

KELLY No, I'm not a student. I'm your teacher!

RUBÉN Oh ... sorry.

- 1 Rubén is:
a a student. **b** a teacher.
- 2 Kelly is:
a a student. **b** a teacher.

b Complete the sentences in the chart.

Affirmative (+)	Negative (–)
I'm _____ a student. (= I am)	I'm _____ a student. (= I am not)
We _____ from England. (= we are)	We're <u>not</u> _____ from England. (= we are not)

C Now go to Grammar Focus 1A Part 2 on p. 116.

d Read the sentences. Make them true for you.

- 1 I'm a student.
2 We're teachers.
3 I'm from the U.S.
- 4 I'm Laura.
5 We're from Tokyo.


e  Tell a partner your sentences in 2d. Are they the same?

3 VOCABULARY AND READING Countries

a  **01.09** Match the countries in the box with maps 1–8. Listen and check.

the United Kingdom / the U.K. China the United States / the U.S. Spain Japan Ecuador Brazil Mexico




b  **01.10** Complete the sentences with the correct country. Listen and check.

C >> Now go to Vocabulary Focus 1A on p. 136.

d Choose a city and a country in 3a. Write it on a piece of paper.

Puebla, Mexico

 Give your piece of paper to the teacher and take a new one. Try to find the student with the information on your piece of paper.


Are you from Puebla?
No, I'm not. I'm from Mexico City.

4 SPEAKING


»» Communication 1A

Student A go to p. 104.
Student B go to p. 106.


OUR GROUP




Vilma 17:02
Hi Vilma. I'm from Rio de Janeiro, in ¹ _____.




Pablo 17:02
Hi, I'm Pablo. I'm from ² _____. I'm from Cuenca.




Camila 17:03
Hello. I'm from Puebla, in ³ _____, and my name's Camila.




Li 17:03
Hi, I'm Li. I'm from Beijing, in ⁴ _____. But I'm not in Beijing now. I'm a student in Shanghai.




Harumi 17:03
My name's Harumi. I'm from Tokyo, in ⁵ _____.



Michael 17:03
I'm Michael. I'm from ⁶ _____. I'm a teacher in London.



Rubén 17:03
I'm from Barcelona, in ⁷ _____, and my name's Rubén.



Kelly 17:03
Hello. I'm a teacher, and my name's Kelly.
I'm from New York, in ⁸ _____.

1B


HE'S ECUADORIAN

Learn to talk about people you know

G be: he / she / they

V Nationalities

1 VOCABULARY Nationalities

- a**  Do you know the people in pictures a–h?
Ask your partner.


Do you know Serena
and Venus Williams?

- b** Match the nationalities with pictures a–h.

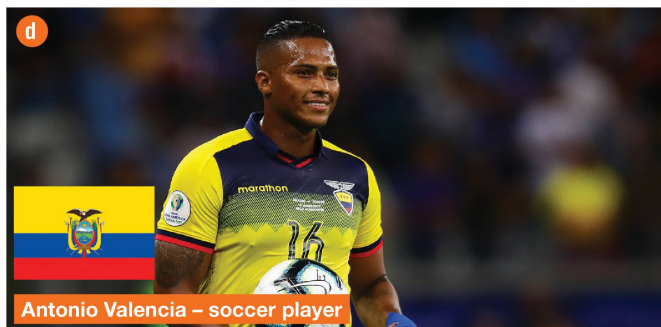
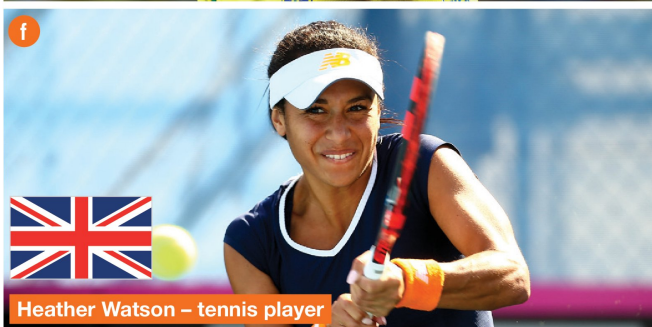
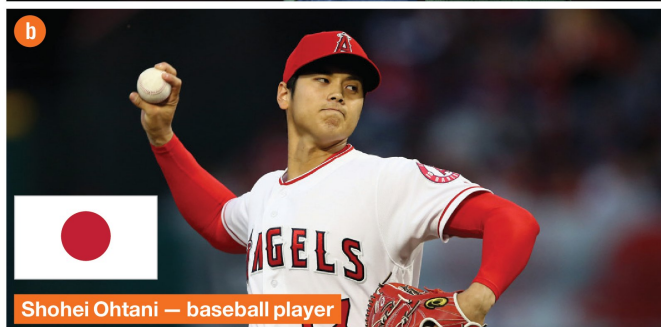
A|mer|i|can Chi|nese Mex|i|can Ec|ua|do|ri|an
Span|ish Brit|ish Jap|a|nese Bra|zil|ian

- c**  **01.12 Pronunciation** Listen to the words in 1b.
How many syllables are in each word?
A|mer|i|can = 4 syllables

- d**  **01.13** Listen and notice the stressed syllable.

- e**  **01.12** Listen to the words in 1b again. Underline
the stressed syllables. Then listen and repeat.

- f**  Now go to Vocabulary Focus 1B on p. 136.



2 GRAMMAR *be: he / she / they affirmative*

a 01.15 Match 1–3 with a–c. Listen and check.

- 1 Heather Watson is a tennis player.
- 2 Shohei Ohtani is a baseball player.
- 3 Serena and Venus Williams are tennis players.
- a He's Japanese.
- b They're American.
- c She's British.

b Complete the chart.

+	
she is ...	she's ...
he is ...	¹ _____
they are ...	² _____

c Now go to Grammar Focus 1B Part 1 on p. 116.

d Write two sentences about the people below.

- 1 Ricky Rubio
- 2 Zhu Ting
- 3 Javier Hernández and Guillermo Ochoa

e Tell a partner your sentences in 2d. Are they the same?

3 LISTENING

a 01.17 Look at the photo below. Read and listen to Mia talk about the people on her vacation. Complete 1–6 with the words in the box.

American Luis Lucía Colombian Mexican Anna

- MIA** This is ¹ _____. She's my friend from Chicago. She's ² _____.
- NOAH** OK. And who's this?
- MIA** This is ³ _____. He's a teacher in Brazil.
- NOAH** Is he Brazilian?
- MIA** No, he's not Brazilian. He's ⁴ _____.
- NOAH** Oh, really.
- MIA** And these are my friends ⁵ _____ and Mateo. They're married.
- NOAH** Are they American?
- MIA** No, they're not American. They're ⁶ _____ – from Veracruz.

b Tell a partner about two of your friends. What nationality are they?

4 GRAMMAR

be: he / she / they negative and questions

a Complete the charts with the words in the box.

they 's not is are 're not she

+	–
She's Spanish. They're Chinese.	She _____ Spanish. They _____ Chinese.

?
_____ Spanish? _____ Chinese?

b Now go to Grammar Focus 1B Part 2 on p. 116.

c 01.21 Complete the sentences. Listen and check.

- 1 **A** _____ he Mexican? 3 **A** _____ she Chinese?
- B** No, _____.
- 2 **A** _____ they 4 **A** _____ they Brazilian?
- American?
- B** No, _____.
- B** Yes, _____.
- 5 **A** _____ he British?
- B** Yes, _____.

d Practice saying 1–5 in 4c with a partner.

Language Plus *this / these*



This is Anna.
this = one person

These are my friends Lucía and Mateo.
these = two or more people

5 SPEAKING

Communication 1B Student A go to p. 104.
Student B go to p. 106.