

AMERICAN EMPOWER

TEACHER'S BOOK
WITH DIGITAL PACK

A1

STARTER

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Contents

<i>American Empower introduction</i>	iv
Learner engagement	v
Measurable progress	vi
Manageable learning	vii
Rich in practice	viii
Unit overview	ix
Getting Started	x
<i>American Empower Methodology</i>	xvii
Assessment	xx
Documentary videos	xxiii
eBooks	xxiv
<i>American Empower and the CEFR, English Profile</i>	xxv
Resources – How to access	xxvi
Introduction to the Cambridge Life Competencies Framework (CLCF)	xxvii
Student’s Book Scope and Sequence	xxviii

Teaching Notes

Unit 1	2
Unit 2	12
Unit 3	22
Unit 4	32
Unit 5	42
Unit 6	53
Unit 7	63
Unit 8	74
Unit 9	85
Unit 10	96
Unit 11	107
Unit 12	118
Teaching Plus	130

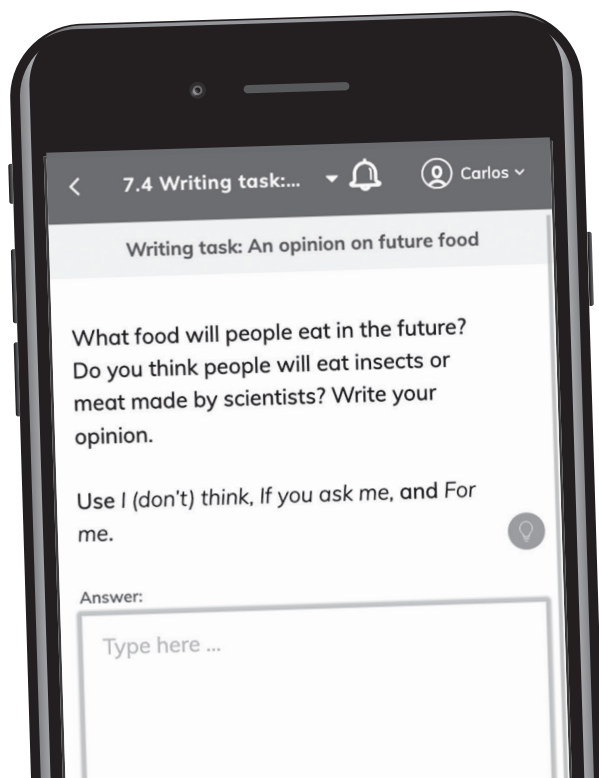
AMERICAN EMPOWER is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *American Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

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

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.

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?

My name's Cara. I'm a photographer. I was in New York three days ago for work, and then I was in Chicago yesterday at a meeting about newspaper photography. Life's busy right now!

"Yesterday I was in Chicago."

"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.

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."

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.

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

b **08.01 Pronunciation** Listen to sentences 1–4. Are was and were stressed? Practice saying the sentences.

1 We were in Seattle.

2 I was in Los Angeles.

3 We were in Miami.

4 I was in New York.

c **08.02** 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 **08.03** Compare your sentences in 2d with a partner. Were you in the same places?

Juan and I were at the supermarket yesterday.

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 **08.04** Now go to Vocabulary Focus 8A on p. 149.

d **08.05** 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 **08.06** 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 **08.07** Match events 1–3 with adjectives a–c. Listen again and check.

1 the meeting

2 the game

3 the concert

a exciting

b interesting

c fun

c **08.08** 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 **08.09** Now go to Grammar Focus 8A Part 2 on p. 128.

e **08.10** Complete the conversation with was, weren'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?

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.

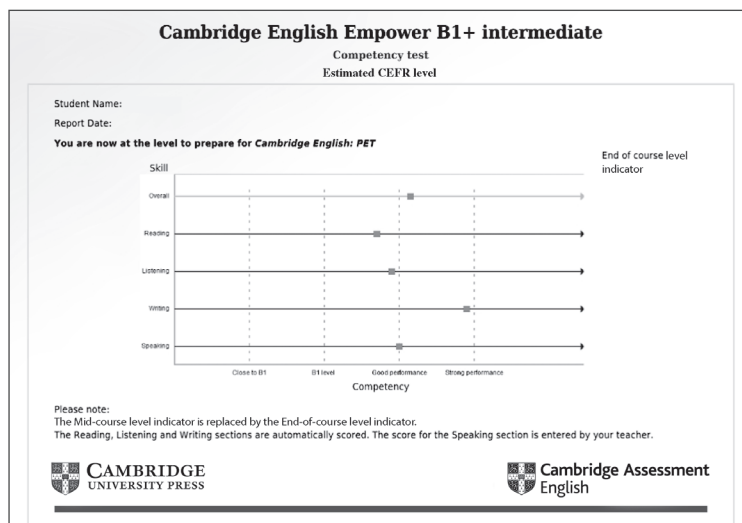
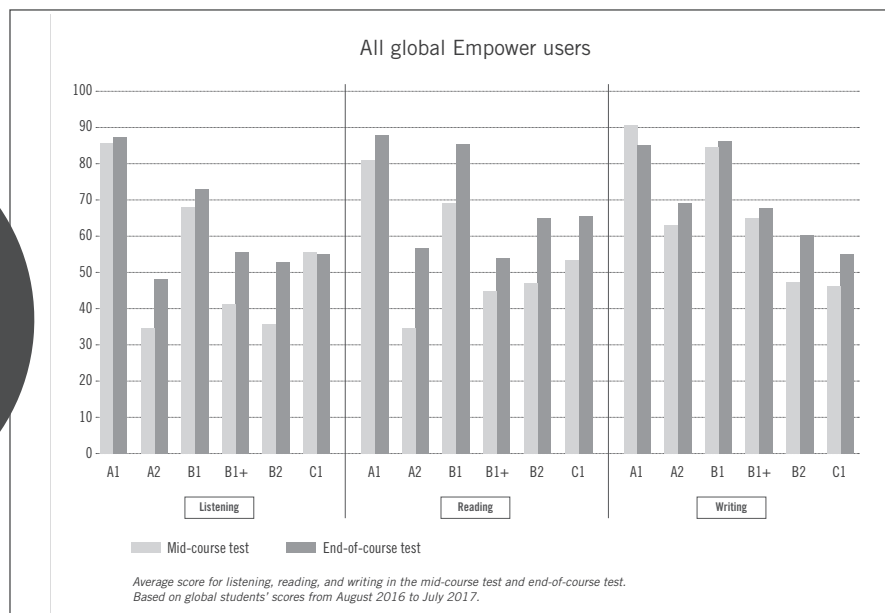
Content

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.



“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

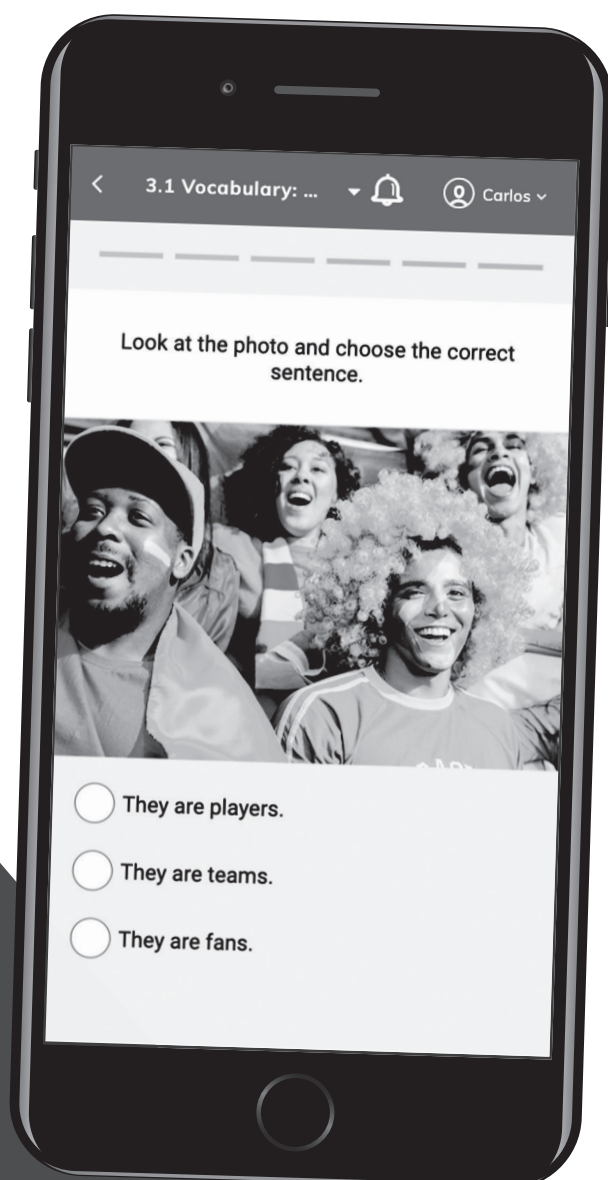
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

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

Learn to describe events in the past

Simple past: affirmative

Free time activities

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.


1 Hippos were on a rugby field. _____

2 Three deer were in a woman's apartment. _____


3 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




cat



dog




bird




snake

3 What do you do if a wild animal comes to your house?




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.



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!



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 GRAMMAR Simple past: affirmative

a Read the stories again and find the simple past forms of the verbs in the chart. Listen and check.

A		B	
Verb	Past form	Verb	Past form
look	looked	have	had
watch	_____	hear	_____
call	_____	eat	_____
jump	_____	see	_____
walk	_____	go	_____
try	_____	come	_____

b Answer the questions about the chart in 2a.

1 What do we add to the verbs in A to make the past form?

2 Do the verbs in B all change in the same way or in different ways?

c Sound and spelling /t/ and /d/

1 Listen and practice these sounds.

1 /t/ talked 2 /d/ lived

2 Listen to the past forms in the box. Which endings sound ... ?

• more like /t/ • more like /d/

looked watched called tried

walked played finished

3 Practice saying the words.

d Cover the chart in 2a. Test a partner.

Student A: Say a verb.

Student B: Say the past form.

Then switch roles.

e Now go to Grammar Focus 8B on p. 128.

f Complete the sentences so they are true for you.

1 Yesterday I called _____ (a person)

2 Last month I saw _____ (a TV show)

3 Last weekend I went to _____ (a place)

4 Last night I ate _____ (food)

Tell your partner about your sentences.

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?

1 _____

2 _____

3 _____

3 SPEAKING

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

UNIT 8

b Listen to the sentences from the conversations. Use the correct verb in the box.

read (x2) talked went had watched heard

1 I just _____ to a café.

2 I _____ a large coffee.

3 And I _____ the newspaper.

4 I _____ this funny story.

5 I _____ this story on a podcast.

6 I _____ to my friend Katie last night.

7 She _____ the video online.

c Match verbs 1 to 6 with a word or phrase in the box to make more simple past phrases.




a book to my parents home dinner a movie for a walk breakfast a song on the radio to my friend




1 went _____ 4 heard _____

2 had _____ 5 talked _____

3 read _____ 6 watched _____

d Listen to Emily talk about the things she did yesterday. Put pictures a-e in the correct order.

e Complete what Emily says with phrases from 3c. Then listen again and check.

Yesterday I _____ at about 9.00, and then I went to a café and had coffee with my friend Karen. After that, I went to work and was there all day. I _____ with my brother, and then I _____ and called my parents. I _____ online, and then I went to bed and _____ before going to sleep.

f Now go to Vocabulary Focus 8B on p. 150.

g Complete the sentences about free time activities.

1 When I was a child, I _____

2 After work / school, I often _____

3 On weekends, I like to _____

h Tell other students your sentences in 3g. What free time activities were/are popular ... ?

a when everyone was a child

b after work / school

c on weekends

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

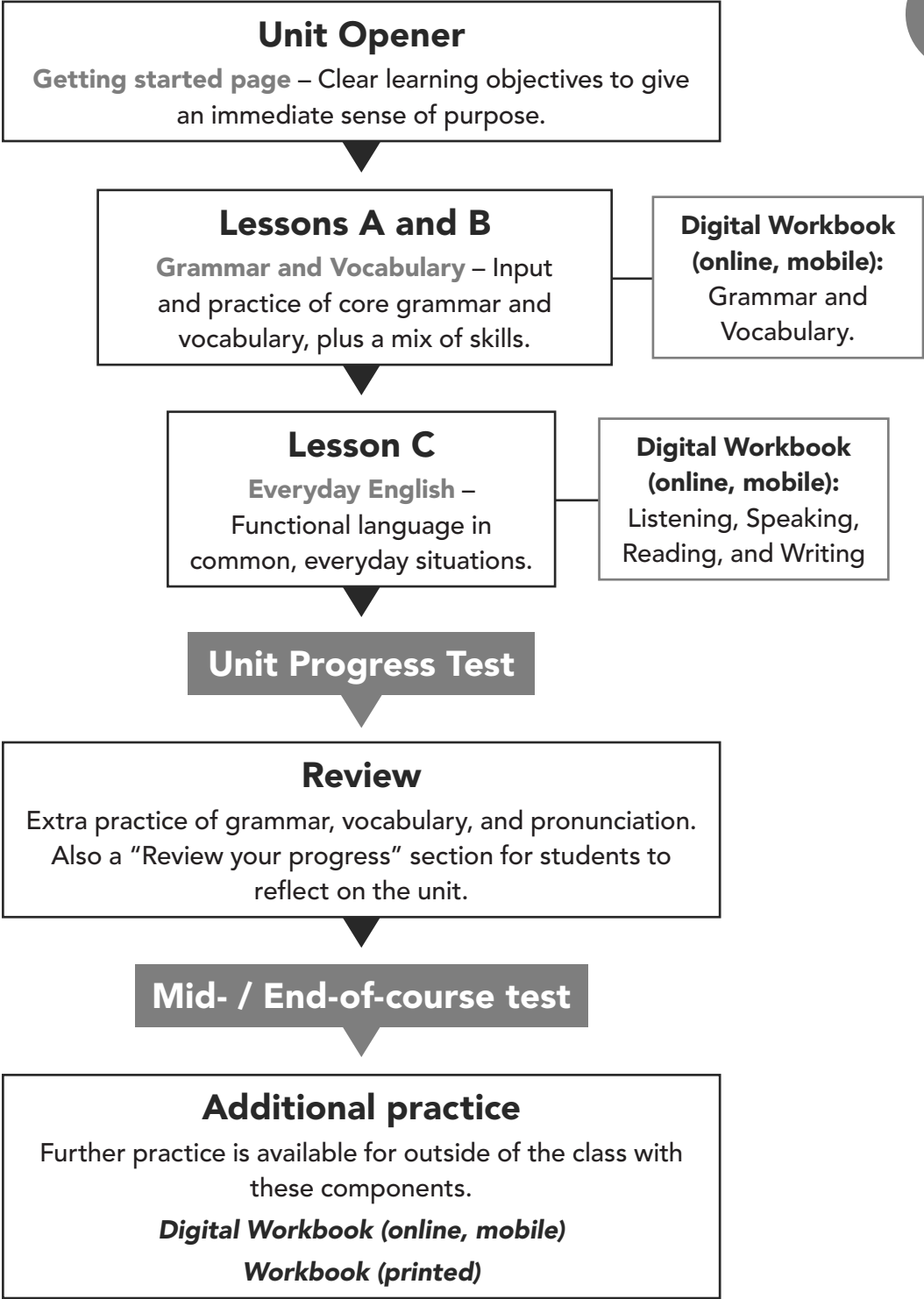
American Empower is available with a print workbook, online practice, documentary-style videos that expose learners to real-world English, plus additional resources with extra ideas and fun activities.

Results

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

viii

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 |
|--|--|---|

Getting Started

Clear learning objectives give an immediate sense of purpose.

Striking and unusual images arouse curiosity.



UNIT8

 CAN DO OBJECTIVES

- Talk about past events
- Describe events in the past
- Make and respond to suggestions

GETTING STARTED

a  Look at the picture of a New Year's Eve celebration and talk about the questions.

1 Do you want to go there? Why / Why not?

2 What do you think is happening at this New Year's Eve celebration? Here are some ideas:

☐ music

☐ fireworks

☐ dancing

☐ eating food

☐ shopping

☐ meeting friends

b  Talk about the questions.

1 Where were you last New Year's Eve?

2 Who were you with?

3 What things did you do?

4 Did you have fun?

63

Activities promote emotional engagement and a personal response.

X

Lessons A and B
Grammar and Vocabulary and a mix of skills

“Teach off the page”

A straightforward approach and clear lesson flow help to minimize preparation time.

Clear goals

Each lesson starts with a clear, practical, and achievable learning goal, creating an immediate sense of purpose.

8A I WAS ON TOUR WITH MY BAND

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 party



a sports game



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?



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.

64

Learn to talk about past events

- Simple past: *be*
Past time expressions

My name's Cara. I'm a photographer. I was in New York three days ago for work, and then I was in Chicago yesterday at a meeting about newspaper photography. Life's busy right now!



“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.”



The syllabus is informed by English Profile and the Cambridge English Corpus. Students will learn the most relevant and useful language at the most appropriate point in their learning journey. The target language is benchmarked to the CEFR.

Rich in practice
Clear signposts to
Grammar Focus
and **Vocabulary**
Focus sections offer
extra support and
practice.

Frequent speaking stages get students talking throughout the lesson.

Learner engagement
Engaging images and texts motivate students to respond personally. This makes learning more memorable and gives learners ownership of the language.

8B

HE SAW A BEAR

Learn to describe events in the past

- Simple past: affirmative
- Free time activities

1 READING

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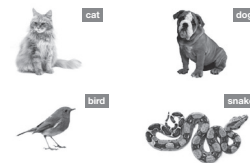
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c Read the stories again. Complete the information.

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

d Talk about the questions.

- Which story do you like?
- Which animals sometimes come into houses in your country?



3 What do you do if a wild animal comes to your house?

WILD STORIES!



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.



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try		come	

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- Do the verbs in B all change in the same way or in different ways?

c Sound and spelling /t/ and /d/

- Listen and practice these sounds.
1 /t/ talked 2 /d/ lived
- Listen to the past forms in the box. Which -ed endings sound ...?
• more like /t/ • more like /d/
looked watched called tried
walked played finished
- Practice saying the words.

d Cover the chart in 2a. Test a partner.

Student A: Say a verb.
Student B: Say the past form.
Then switch roles.

e Now go to Grammar Focus 8B on p. 128.

f Complete the sentences so they are true for you.

- Yesterday I called _____ (a person)
- Last month I saw _____ (a TV show)
- Last weekend I went to _____ (a place)
- Last night I ate _____ (food)

Tell your partner about your sentences.

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?

- _____
- _____
- _____

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read (x2) talked went had watched heard

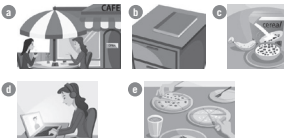
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- And I _____ the newspaper.
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- I _____ this story on a podcast.
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- She _____ the video online.

c Match verbs 1 to 6 with a word or phrase in the box to make more simple past phrases.

a book to my parents home dinner a movie
for a walk breakfast a song on the radio to my friend

- went _____
- had _____
- read _____
- heard _____
- talked _____
- watched _____

d Listen to Emily talk about the things she did yesterday. Put pictures a–e in the correct order.



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Yesterday I _____ at about 9:00, and then I went to a café and had coffee with my friend Karen. After that, I went to work and was there all day. I _____ with my brother, and then I _____ and called my parents. I _____ Rosie in Brazil on Skype. After, I _____ online, and then I went to bed and _____ before going to sleep.

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g Complete the sentences about free time activities.

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- After work / school, I often _____
- On weekends, I like to _____

h Tell other students your sentences in 3g. What free time activities were/are popular ...?

- when everyone was a child
- after work / school
- on weekends

4 SPEAKING

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

67

Spoken outcome

Each A and B lesson ends with a practical spoken outcome, so learners can use language immediately.

Lesson C

Prepares learners for effective real-world spoken communication

Everyday English

Thorough coverage of functional language for common everyday situations helps learners to communicate effectively in the real world.

Comprehensive approach to speaking skills

A unique combination of language input, pronunciation, and speaking strategies offers a comprehensive approach to speaking skills.

8C

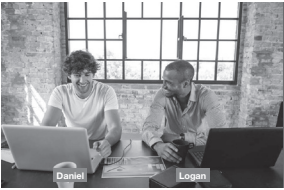
EVERYDAY ENGLISH

Let's go somewhere this weekend

Learn to make and respond to suggestions

Sentence stress and intonation

Thank you note



c **08.22** Listen to Part 1 again. Are the sentences true or false?

- Daniel was busy with friends all weekend.
- Logan likes the city, but he doesn't like the weather.
- Logan sees his family often.

d **08.23** What do you like about the town or city where you live? What don't you like?

e **08.23** Listen to Part 2. Who went to a party? Who watched TV?

f **08.23** Listen to Part 2 again and answer the questions.

- What's difficult for Logan? Is it hard for Daniel, too?
- What's Daniel's idea for next weekend?
- Does Logan feel happy or sad at the end of the conversation? Why?

g **08.23** Talk about the questions.

- Is it difficult to meet new people in your town / city? Why / Why not?
- What are good ways to meet new people?

1 LISTENING

a **08.22** Ask and answer the questions.

- On the first day at work / school after the weekend, how do you feel?
- What do you usually talk to your friends about on that day?

b **08.22** Listen to Part 1. Logan and Daniel are at work on Monday morning. Check (✓) the things they talk about:

- ☐ the weekend
- ☐ Boston (the city where they live)
- ☐ work
- ☐ family
- ☐ baseball

2 USEFUL LANGUAGE Making and responding to suggestions

a **08.23** Listen to the conversations. Underline the word you hear. Are both options possible?

- DANIEL** Let's / We could go to Newport.
LOGAN That sounds nice / good.
- DANIEL** So, do you want to / let's go there on Saturday?
LOGAN Yeah, that's a nice / great idea.

b **08.23** Complete the conversation with the words in the box. Listen and check.

A Let's _____ for dinner on Saturday.
B Saturday? I'm _____, I can't. I'm out of town on Saturday.
A Do you _____ to go on Sunday?
B Yes, that's a great _____.
want idea go sorry

c **08.23** Practice the conversation in 2b with a partner.

d Complete the conversation with words or expressions in 2a and 2b. There is sometimes more than one answer.

A _____ go to the movies tonight.
B _____, I'm busy. I have a work dinner.
A _____ go tomorrow night.
B OK, _____.

e **08.23** Practice the conversation in 2d with a partner. Take turns being A and B.

3 PRONUNCIATION Sentence stress and intonation

a **08.23** Listen to the expressions. Notice the main stress.

- Yes, that's a great idea.
- Yes, that's a nice idea.

b **08.23** Listen to the expressions in 3a again. Does the intonation rise \nearrow or fall \searrow after the main stress?

c **08.23** Work with a partner.

Student A: Say sentences 1 and 2.
Student B: Answer with phrases in 3a.

- Let's have some coffee.
- Do you want to go for a walk?

Then switch roles.

4 SPEAKING

a Work in pairs. Read the ideas below and think about what you want to say.

A	B
Suggest going to a restaurant on Friday.	You're busy on Friday. You have a work dinner.
Suggest Saturday.	Say yes. Suggest an Italian restaurant.
You went to an Italian restaurant last weekend. Suggest a Mexican restaurant.	Say yes. Suggest a time.
Agree with Student B. Say goodbye.	Thank Student A and say goodbye.

5 WRITING

a **08.23** Read Logan's text to Daniel. Why did Logan write it?

b **08.23** Now go to Writing Plus 8C on p. 161 for Writing short emails, notes, and texts.

c Write a note to a friend to thank them for something. Here are some ideas:


I want to say thank you for ...
It was ...
I hope ...

d Read another student's note. What do they say thank you for?

UNIT PROGRESS TEST


CHECK YOUR PROGRESS

YOU CAN NOW DO THE UNIT PROGRESS TEST.



68

Boston, Massachusetts



69

Spoken outcome

Each C lesson ends with a practical spoken outcome.

Unit Progress Test

Learners are now ready to do the Unit Progress Test, developed by Cambridge Assessment English.

xiv

Review and Extension

Extra practice of grammar and vocabulary is provided.

UNIT 8

Review

1 GRAMMAR

a Write simple past sentences and questions with *be* and the words and phrases.

> (?) where / you yesterday

Where were you yesterday?

1 (+) I / in a meeting.

2 (?) / you OK

3 (-) James / at work this morning.

4 (?) where / he

5 (+) Yasmin and Kylie / in New York two weeks ago.

6 (-) we / in Paris six years ago

b Complete the text with the simple past form of the verb in parentheses.

Last week my family and I ¹ _____ (be) in Miami.

We ² _____ (arrive) on Wednesday morning. First,

we ³ _____ (visit) my dad's family. My dad and his brothers ⁴ _____ (talk) for a long time. Then

we ⁵ _____ (go) to a big museum in downtown Miami. We ⁶ _____ (see) a lot of interesting things there. In the evening, we ⁷ _____ (watch) a movie.

We ⁸ _____ (stay) at the Dylan Hotel. The rooms ⁹ _____ (not / be) very big, but I ¹⁰ _____

(like) the bathroom and the food ¹¹ _____ (be) great! Every morning I ¹² _____ (have) toast, eggs, fruit, and

coffee for breakfast.

2 VOCABULARY

a Check (✓) the correct answer.

Today is WEDNESDAY, OCTOBER 21.
It's 7:30 p.m.

1 Wednesday, October 7

a ☐ two weeks ago

b ☐ yesterday

2 2:30 p.m. on Wednesday, October 21

a ☐ last night

b ☐ this afternoon

3 August 21

a ☐ two months ago

b ☐ last month

4 Tuesday, October 20

a ☐ yesterday

b ☐ a few days ago

5 Saturday, October 17

a ☐ this morning

b ☐ last Saturday

6 Sunday, October 18

a ☐ six months ago

b ☐ on Sunday

b Ask and answer questions with *Where were you ... ?* and a past time expression.

c Complete the chart with the words and phrases in the box.

a video game a soccer game (x2)
a magazine a pizza a podcast a shower

have	a drink, coffee, ¹ _____
listen to	music, ² _____
watch	³ _____, a movie
read	a book, ⁴ _____, the newspaper
play	the guitar, ⁵ _____, soccer
go to	the movies, a party, ⁶ _____, a café
take	⁷ _____

d Correct the sentences.

1 I was in Atlanta before two weeks ago.

2 We were in Quito last the weekend.

3 I had coffee with Lily at Friday.

4 We went a party yesterday.

5 I listened music last night.

6 We played the baseball this morning.

3 SOUND AND SPELLING

a **108.27** Look at the words in the box. Is the final sound /t/ or /d/? Complete the chart. Practice saying the words.

called talked lived watched
listened played finished

/t/	/d/
	called

b **108.28** Listen to the sentences. Underline the word with the main stress.

1 That's a great idea.

3 It was good.

2 It's a beautiful place.

4 How was your weekend?

c Complete the conversation with the phrases from 3b. Then practice with a partner.

A Good morning! ¹ _____

B ² _____ I stayed at home and watched movies.

What about you?

A On Saturday, I went to a new park in my city.

³ _____

B ⁴ _____ Saturday was a beautiful day.

A Yes, it was.

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.

3 = very well 2 = well 1 = not so well

I CAN ...

talk about past events

describe events in the past

make and respond to suggestions

Real-world video

Engaging video documentaries provide students with further opportunities to explore the themes of the unit.

Review Your Progress

helps students reflect on their success.

Each unit links to additional sections at the back of the book for more grammar, vocabulary, and speaking practice.

Grammar Focus

Provides an explanation of the grammar presented in the unit, along with exercises for students to practice.

GRAMMAR FOCUS

1A be: I / you / we

Part 1: Affirmative and questions

Affirmative (+)

I	I'm fine.
you	You're right.
we	We're from the U.S.
you	You're John and Hannah.

Tip
I am → I'm
You are → You're
We are → We're

Wh- questions (?)

I	Where am I?
you	How are you?
we	Where are we?
you	Where are you?

Part 2: Negative

Negative (-)

I	I'm not from Italy.
you	You're not a teacher.
we	We're not from the U.S.
you	You're not teachers.

Tip
I am not → I'm not
You are not → You're not / You aren't
We are not → We're not / We aren't

Wh- questions (?)

I	Where am I?
you	How are you?
we	Where are we?
you	Where are you?

1B be: he / she / they

Part 1: Affirmative

Affirmative (+)

he	He's Japanese.
she	She's Mexican.
they	They're American.

Tip
He is → He's
She is → She's
They are → They're

Part 2: Negative and questions

Negative (-)

he	He's not Japanese.
she	She's not Mexican.
they	They're not American.

Tip
He is not → He's not / He isn't
She is not → She's not / She isn't
They are not → They're not / They aren't

Wh- questions (?)

he/she	Where's he/she from? / Who's he/she?
they	Where are they from? / Who are they?

Grammar Focus

1A be: I / you / we

Part 1: Affirmative and questions

a Write sentences with 're or 'm.

- I am from New York. I'm from New York.
- We are students.
- You are Roberto.
- I am fine, thanks.
- We are from Mexico.

b Put the words in the correct order to make questions.

- you / are / how? → How are you?
- are / from / the U.S. / you? → Are you from the U.S.?
- we / in / Ecuador / are? → Are we in Ecuador?
- OK / I / am? → OK, I am.
- name / your / what's? → What's your name?

c Now go back to p. 8.

Part 2: Negative

a Write one affirmative (+) and one negative (-) sentence for 1-5.

- We / from Brazil → We're from Brazil. We're not from Brazil.
- You / Rebecca → You're Rebecca. You're not Rebecca.
- I / a teacher → I'm a teacher. I'm not a teacher.
- We / in Paris → We're in Paris. We're not in Paris.
- I / OK → I'm OK. I'm not OK.

b Write short answers.

1 A Are you from the U.S.?	3 A Are we in Spain?
B No, I'm not.	B No, we're not.
2 A Are you Eric?	4 A Are you students?
B Yes.	B Yes.

c Now go back to p. 9.

Vocabulary Focus

Extends and consolidates the vocabulary.

VOCABULARY FOCUS

1A Countries

a Listen and write the countries on the map.

the U.S. Brazil the U.K. / Britain Ecuador Spain Mexico Colombia China Japan

Tip
the U.S. = the United States of America
the U.K. = the United Kingdom

b Listen again and practice saying the countries.

c Add the name of your country in English to the list in a. Practice saying it.

d Now go back to p. 9.

1B Nationalities

a Complete the charts with countries from page 9.

Country	Nationality
Australia	Australian
Brazil	Brazilian
Canada	Canadian
Colombia	Colombian
Ecuador	Ecuadorian
Italy	Italian

b Listen and repeat the countries and nationalities.

c Write your nationality. I'm _____

d Work in pairs. Student A: Say a country. Student B: Say the nationality. Then switch roles.

e Now go back to p. 10.

Communication Plus

Provides a series of communication activities for each unit, providing additional opportunities for students to practice their speaking.

COMMUNICATION PLUS

1A STUDENT A

a You're Yoshi from Japan. You're a student. Complete the conversation.

A Hello, I'm _____.

B Hi, I'm Bella. Nice to meet you.

A Are you from the U.K.?

B No, I'm not. I'm from the U.S. And you?

A I'm from _____.

B Are you a teacher?

A No, I'm a _____ And you?

B I'm a teacher.

b Have a conversation with Student B.

c Choose a name and a country and have another conversation.

1B STUDENT A

a Look at the picture and the information box. Then cover the box.

b Tell Student B the names of the people and answer Student B's questions. This is ...

c Listen to Student B talk about the people in the picture. Then ask Student B about the nationalities of the people.

Are they Spanish? No, they're not. They're Brazilian.

1A STUDENT A

a Read the information about Kate.

Name: Kate

Town/City: Beaverton - small city near Portland, Oregon, in the U.S.

Home: beautiful, old house

b Tell Students B and C about Kate.

Her name's ...

She's from ...

Her home is ...

c Listen to Students B and C talk about two people. What information is the same about all three people?

1B STUDENT A

a Look at the picture. Student B has a similar picture. Ask and answer questions to find seven differences.

Do you have a phone in your picture? I have two phones.

b Now go back to p. 19.