

 CAMBRIDGE

# AMERICAN EMPOWER

STUDENT'S BOOK  
WITH EBOOK

# A2

ELEMENTARY

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Better

Learning




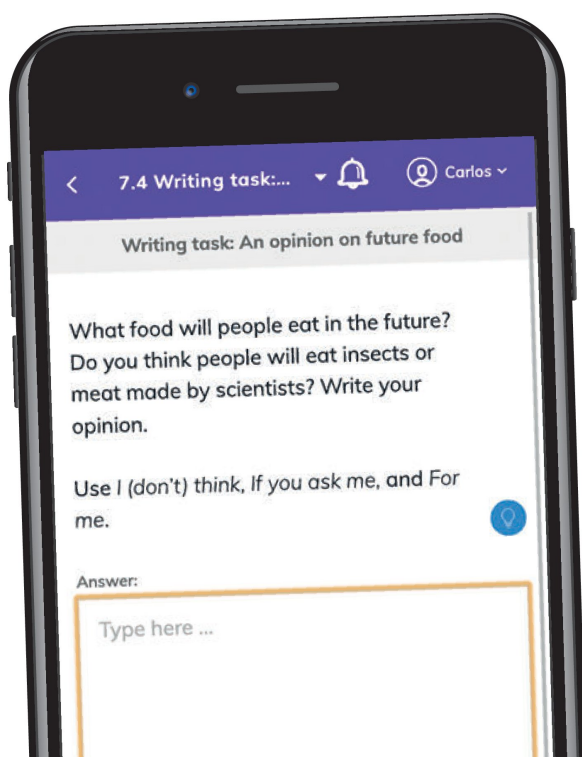
**AMERICAN EMPOWER** is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *American Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment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



**CAN DO OBJECTIVES**

- Talk about jobs
- Talk about study habits
- Ask for things and reply
- Complete a form

**UNIT 2**

**WORK AND STUDY**

**GETTING STARTED**

**a** Look at the picture and answer the questions.

- 1 Where do you think the woman is?
- 2 What is she holding?
- 3 What's one good thing about her job and one bad thing?

**b** What kind of work do you think is interesting? Here are some ideas:

- working with people
- working with animals
- working with machines
- working on your own

**19**

**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.

## 2A SHE LOVES HER JOB

Learn to talk about jobs  
Simple present: affirmative and negative  
Jobs

### 1 READING

**a** Look at the picture. Answer the questions.

- Where is this woman?  
a in a park      c by a river  
b at home
- Do you think ...?  
a she's a tourist      b she works here
- What do you know about alligators?

**b** Read the article and check your answers.

**c** Choose the correct answers.

- Most people like / don't like alligators.
- Gabby Scampone likes / doesn't like alligators.
- Alligators like / don't like people swimming near them.
- It is / is not dangerous to give alligators food.
- Gabby has one job / two jobs.

**d** Read the article again. Find two reasons why Gabby's work is interesting.

**e** Talk about the questions.

- Would you like Gabby's job? Why / Why not?
- What other unusual jobs do you know?

### 2 VOCABULARY Jobs

**a** Match words 1-9 with pictures a-i.

1 <input type="checkbox"/> nurse	4 <input type="checkbox"/> dentist	7 <input type="checkbox"/> janitor
2 <input type="checkbox"/> salesperson	5 <input type="checkbox"/> pilot	8 <input type="checkbox"/> photographer
3 <input type="checkbox"/> police officer	6 <input type="checkbox"/> engineer	9 <input type="checkbox"/> taxi driver

**b** **12.01 Pronunciation** Listen to the words and underline the stressed syllable.  
police officer engineer photographer dentist

**c** **12.02** Complete the sentences with jobs from 2a. Talk about your answers.

- A(n) \_\_\_\_\_ has a dangerous job.
- A(n) \_\_\_\_\_ has an easy job.
- A(n) \_\_\_\_\_ has an exciting job.
- The pay for a(n) \_\_\_\_\_ isn't very good.

**d** **12.03** Now go to Vocabulary Focus 2A on p. 163 for more jobs vocabulary.

### 3 GRAMMAR

**Simple present: affirmative and negative**

**a** **12.04** Look at the sentences from 1b and complete them with the verbs from the box. Listen and check.

catches come doesn't don't (x2) go attack think work works

I / we / you / they	he / she / it
+ Tourists _____ to look at the alligators.	She _____ at Everglades Holiday Park.
+ Her parents _____ she's crazy.	She _____ wild alligators.
- They _____ too close to them.	Gabby _____ always _____ at the park.
- Alligators _____ people.	

**b** Underline more simple present verbs in the text in 1b. Make two lists: affirmative and negative forms.

**c** **12.05** Now go to Grammar Focus 2A on p. 140.

**d** Underline the verbs in sentences 1-2.

- She loves her job.
- She catches wild alligators.

**e** **12.06 Pronunciation** Which verb in 3d has an extra syllable when we add the letter -s? Listen and check.

**f** Underline the correct answers.

- After the sounds /s/, /z/, /dz/ (spelled *ss*, *zz*, *dz* (spelled *sh*), and *ch* (spelled *ch*), we don't add / add an extra syllable.
- We don't add / add an extra syllable after other sounds.

**g** **12.07** Listen to these verbs. Check (✓) the verbs that have an extra syllable.

<input type="checkbox"/> works	<input type="checkbox"/> eats	<input type="checkbox"/> teaches
<input type="checkbox"/> finishes	<input type="checkbox"/> listens	<input type="checkbox"/> stops
<input type="checkbox"/> catches	<input type="checkbox"/> uses	<input type="checkbox"/> watches

**h** **12.08 Communication 2A** Student A go to p. 130. Student B go to p. 133.

## 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.

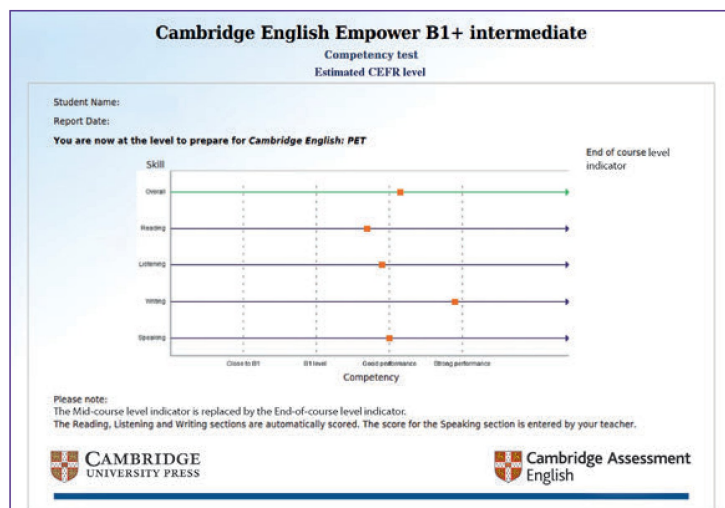
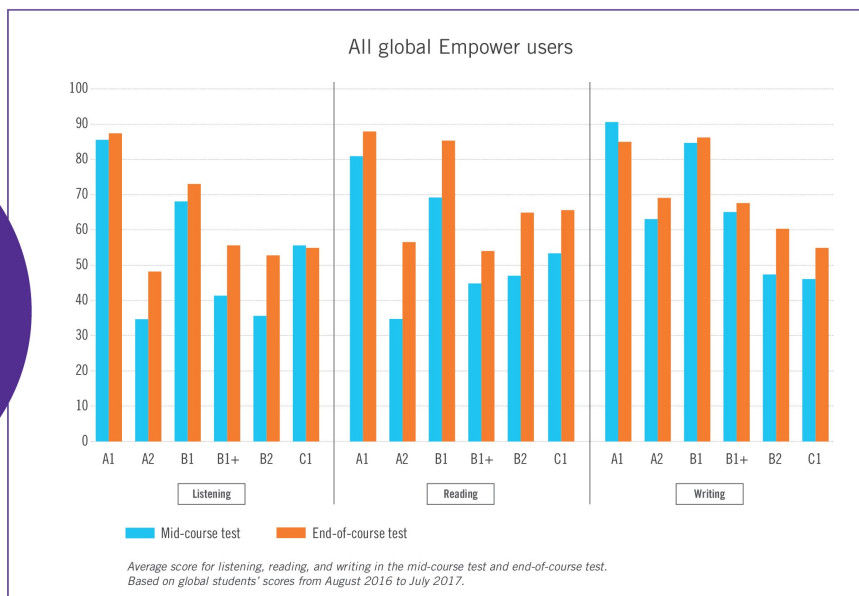
### Content

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

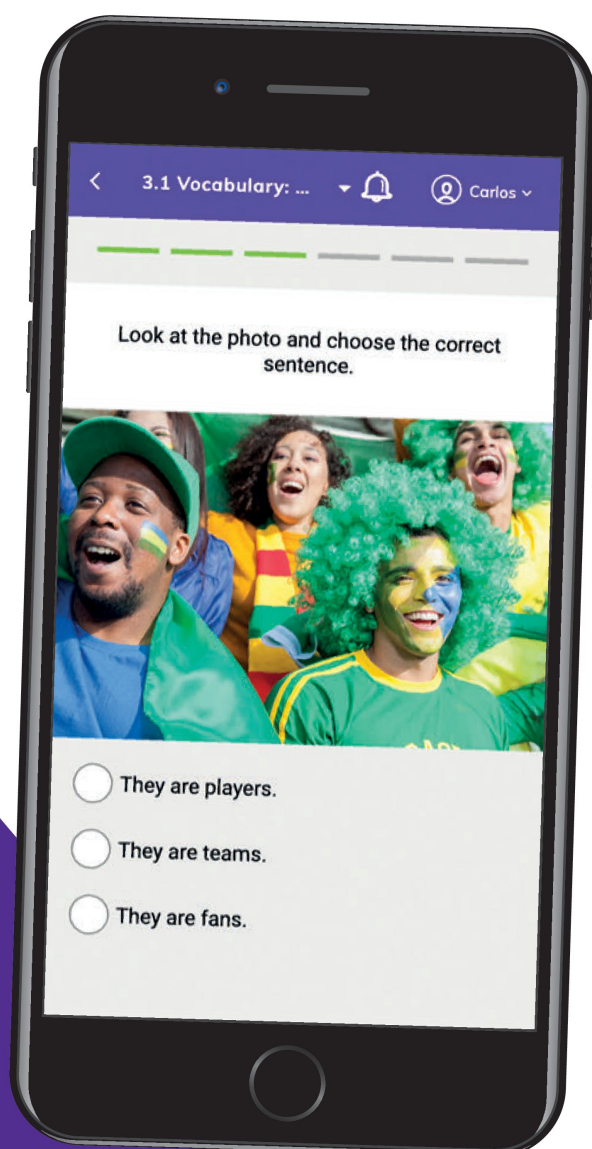
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

### 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.

The collage displays several pages from the *American Empower Student's Book*, Unit 2. The pages include:

- Page 22:** A reading section titled "DO YOU WORRY ABOUT EXAMS?" with a "CHAT" box and a "VOCABULARY Studying" section.
- Page 23:** A listening section titled "LISTENING" with a "VOCABULARY Time" section and a "SPEAKING" section.
- Page 24:** A grammar section titled "GRAMMAR Simple present: questions" with a "SPEAKING" section.

The pages feature various exercises, including reading comprehension, listening exercises, grammar practice, and speaking activities, all designed to help learners practice the language they are studying.

## 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

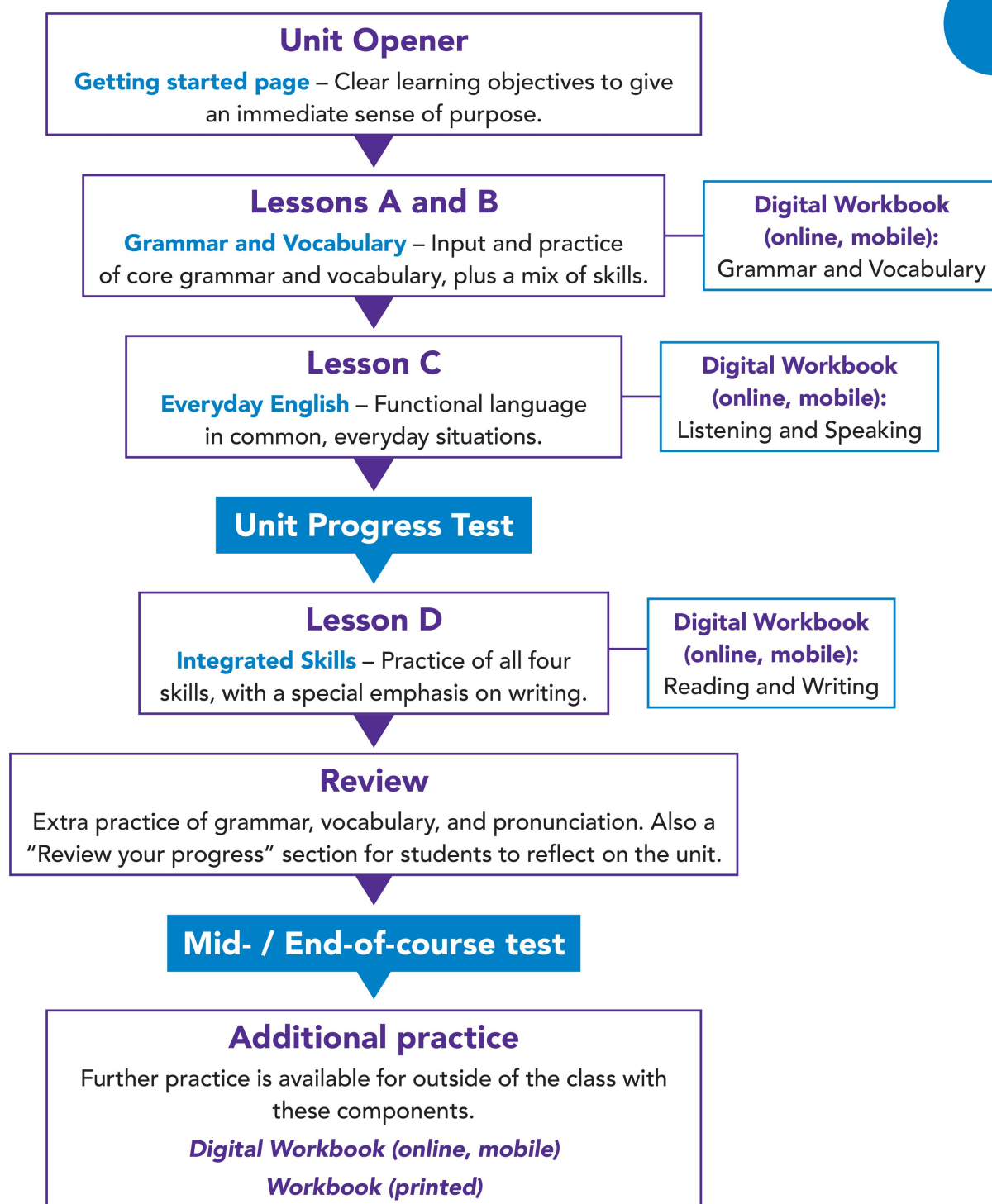
*American Empower* is available with a print workbook, online practice, documentary-style videos that expose learners to real-world English, plus additional resources with extra ideas and fun activities.

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

# CONTENTS







Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
<b>Welcome!</b>	Possessive adjectives; Question words; <i>a / an</i> ; Regular plural forms	Numbers; The alphabet; Colors; Classroom objects and instructions	Noticing word stress	Saying hello and introducing people; Spelling words
<b>Unit 1 People</b>				
<b>Getting started</b> Talk about meeting people from other countries				
<b>1A</b> Talk about where you're from	<i>be</i> : affirmative and negative	Countries and nationalities	Syllables and word stress	
<b>1B</b> Talk about people you know	<i>be</i> : questions and short answers	Adjectives	Sound and spelling: /k/	
<b>1C</b> Ask for and give information			Intonation for checking; Consonant clusters	Asking for and giving information
<b>1D</b> Write an online profile				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>from</i>		
<b>Unit 2 Work and study</b>				
<b>Getting started</b> Talk about what kind of work you find interesting				
<b>2A</b> Talk about jobs	Simple present: affirmative and negative	Jobs	Word stress; -s endings	
<b>2B</b> Talk about study habits	Simple present: questions and short answers	Studying; Time	<i>do you</i>	
<b>2C</b> Ask for things and reply			Sound and spelling: <i>ou</i>	Asking for things and replying
<b>2D</b> Complete a form				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>work</i>		
<b>Unit 3 Daily life</b>				
<b>Getting started</b> Talk about what you do every day				
<b>3A</b> Talk about routines	Position of adverbs of frequency	Time expressions; Common verbs	Sentence stress; Sound and spelling: /aɪ/ and /eɪ/;	
<b>3B</b> Talk about technology in your life	<i>do, go, have</i>	Technology	Word stress; Sound and spelling: /ʌ/, /oʊ/, and /u/	
<b>3C</b> Make plans			Main stress; Thinking about what you want to say	Making plans
<b>3D</b> Write an informal invitation				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> Prepositions of time		
<b>Unit 4 Food</b>				
<b>Getting started</b> Talk about eating with your family				
<b>4A</b> Talk about the food you want	Count and noncount nouns; <i>a / an, some, any</i>	Food	Sound and spelling: <i>ea</i> Sound and spelling: /k/ and /g/	
<b>4B</b> Talk about the food you eat every day	Quantifiers: <i>much, many,</i> <i>a lot of</i>	Cooking		
<b>4C</b> Arrive at and order a meal at a restaurant			Word groups	Arriving at a restaurant; Ordering a meal in a restaurant
<b>4D</b> Write a blog post about something you know how to do				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>like</i>		
<b>Unit 5 Places</b>				
<b>Getting started</b> Talk about what a good home is				
<b>5A</b> Talk about towns	<i>there is / there are</i>	Places in a city	Sound and spelling: /s/ and /z/ Sound and spelling: /b/ and /p/	
<b>5B</b> Describe rooms and furniture in your house	Possessive pronouns and possessive -'s	Furniture	Sound and spelling: vowels before <i>r</i>	
<b>5C</b> Ask for and give directions			Sentence stress	Asking for and giving directions
<b>5D</b> Write a description of your neighborhood				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> Prepositions of place		
<b>Unit 6 Family</b>				
<b>Getting started</b> Talk about a family you know				
<b>6A</b> Talk about your family and your family history	Simple past: <i>be</i>	Family; Years and dates	Sound and spelling: /ʌ/; Sentence stress	
<b>6B</b> Talk about past activities and hobbies	Simple past: affirmative	Simple past irregular verbs	-ed endings; Sound and spelling: <i>ea</i>	
<b>6C</b> Leave a voicemail message and ask for someone on the phone			Sound and spelling: <i>a</i>	Leaving a voicemail message
<b>6D</b> Write a life story				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>go</i>		



Listening	Reading	Speaking	Writing
Five conversations		Saying hello and introducing people	Names and addresses
A conversation about where you're from		Where you're from	Sentences about you
A conversation about people you know	Social media posts about people you know	People you know	Notes about people you know
Checking into a hotel		Asking for and giving information; Checking understanding	 <b>Unit Progress Test</b>
First day of an English class	Online profiles	Using social media sites	An online profile; Capital letters and punctuation
	An article about Gabby Scampone	Jobs	Sentences about jobs
A survey about study habits	An online forum about study habits	Studying; Study habits	Questions about study habits
Ordering in a café; Asking for help		Asking for things and replying; Reacting to news	 <b>Unit Progress Test</b>
Three monologues about studying English; A teacher addressing her class	A competition entry form	Studying English	A form; Spelling
A conversation about family routines	An article about an unusual workplace	Daily routines; Spending time with your family; Routines you share with others	A dialogue; Notes about routines you share with other people
Three conversations about gadgets	An interview about using the Internet	Technology in your life	Sentences about gadgets you have; Questions about gadgets you have
Making plans to go out		Making plans; Thinking about what you want to say	 <b>Unit Progress Test</b>
A monologue about someone's family	Two informal emails	Plan a party	An informal email invitation; Inviting and replying
A conversation about buying food	An article about world markets	Buying food; The food you like and don't like	
A conversation about cooking	A factfile about Aarón Sánchez; Two personal emails	Cooking shows; Cooking; The food you eat	Questions about food
At a restaurant		Arriving at a restaurant; Ordering a meal in a restaurant; Changing what you say	 <b>Unit Progress Test</b>
Four monologues about cooking	A cooking blog	Cooking; A good cook you know; Cooking for others	A blog post about something you know how to do; Making the order clear
	An article about an unusual town	Places you like; Describing a picture of a town; What there is in a town	Questions and sentences about what there is in a town
A conversation about a new home	An advertisement	Your home and furniture	Sentences about your home
On the street		Giving and following directions; Checking what other people say	 <b>Unit Progress Test</b>
Three monologues about neighborhoods	A website about neighborhoods around the world	What makes a good neighborhood; Your neighborhood	A description of your neighborhood; Linking ideas with <i>and</i> , <i>but</i> , and <i>so</i>
A conversation about a family tree		Your family	Notes about your family
A conversation about childhood hobbies	An article about Steve Jobs	Steve Jobs; What you did at different times; A childhood hobby	Notes about a childhood hobby
On the phone		Leaving a voicemail message; Asking for someone on the phone; Asking someone to wait	 <b>Unit Progress Test</b>
A monologue about someone's life story	A life story	Important years in your life	A life story about someone in your family; Linking ideas in the past

Lesson and objective		Grammar	Vocabulary	Pronunciation	Everyday English
Unit 7 Trips					
Getting started Talk about where you'd like to travel to					
7A	Talk about past trips	Simple past: negative and questions	Transportation	did you; Sound and spelling: /ɔ/	
7B	Talk about what you like and dislike about transportation	love / like / don't mind / hate + verb + -ing	Transportation adjectives	Word stress	
7C	Say excuse me and I'm sorry			Intonation for saying excuse me; Emphasizing what we say	Saying excuse me and I'm sorry
7D	Write an email about yourself				
Review and extension More practice		WORDPOWER get			
Unit 8 Healthy and in shape					
Getting started Talk about sports and exercise					
8A	Talk about past and present abilities; Talk about sports and exercise	can / can't; could / couldn't for ability	Sports and exercise	Can, can't, could, and couldn't; Sound and spelling: /u/ and /ʊ/	
8B	Talk about the body and getting in shape	have to / don't have to	Parts of the body; Appearance	have to; Word stress	
8C	Talk about health and how you feel			Connecting words	Talking about health and how you feel
8D	Write an article				
Review and extension More practice		WORDPOWER tell / say			
Unit 9 Clothes and shopping					
Getting started Talk about shopping in your town or city					
9A	Say where you are and what you're doing	Present continuous	Shopping; Money and prices	Word stress in compound nouns; Sentence stress	
9B	Talk about the clothes you wear at different times	Simple present or present continuous	Clothes	Sound and spelling: o; Syllables	
9C	Shop for clothes			Connecting words	Choosing clothes; Paying for clothes
9D	Write a thank-you email				
Review and extension More practice		WORDPOWER time			
Unit 10 Communication					
Getting started Talk about how you use your cell phone					
10A	Compare and talk about things you have	Comparative adjectives	IT collocations	Sentence stress	
10B	Talk about languages	Superlative adjectives	High numbers	Word stress; Main stress	
10C	Ask for help			Main stress and intonation	Asking for help
10D	Write a post expressing an opinion				
Review and extension More practice		WORDPOWER most			
Unit 11 Entertainment					
Getting started Talk about movies and TV shows you enjoyed when you were a child					
11A	Ask and answer about entertainment experiences	Present perfect	Irregular past participles	Sentence stress; Sound and spelling: /ɜr/	
11B	Talk about events you've been to	Present perfect or simple past	Music	Syllables	
11C	Ask for and express opinions about things you've seen			Main stress and intonation	Asking for and expressing opinions
11D	Write a review				
Review and extension More practice		WORDPOWER Multi-word verbs			
Unit 12 Travel					
Getting started Talk about photographs					
12A	Talk about vacation plans	be going to	Geography	Syllables and word stress; Sentence stress	
12B	Give advice about traveling	should / shouldn't	Travel collocations	should / shouldn't	
12C	Use language for travel and tourism			Intonation to show surprise; Consonant clusters	Checking in at a hotel; Asking for tourist information
12D	Write an email with travel advice				
Review and extension More practice		WORDPOWER take			
Phonemic symbols and Irregular verbs p. 129		Communication Plus p. 130		Grammar Focus p. 138	Vocabulary Focus p. 162



Listening	Reading	Speaking	Writing
A conversation about traveling	Three stories about vacations	A trip around your country	Notes about a trip around your country
A conversation about transportation in Moscow	A webpage about city transportation around the world; Four reviews of transportation systems	Subways you know; Disagreeing about transportation; Transportation you use	Notes about transportation
Air travel		Saying <i>excuse me</i> and <i>I'm sorry</i> ; Showing interest	 Unit Progress Test
A conversation about choosing a homestay family	Two online profiles; An email from Alejandro	Homestay families; English-speaking countries you'd like to visit	An email about yourself; Linking ideas with <i>after</i> , <i>when</i> , and <i>while</i>
A podcast about training for a marathon	An article about Paralympian Jonnie Peacock	Famous sporting events and people; Running and exercise; Present and past abilities	
Two monologues about exercise	An article about High Intensity Interval Training	Getting in shape; The things people have to do; Yoga; Parts of the body	Sentences and notes about what people have to do
At the gym		Health and how you feel; Expressing sympathy	 Unit Progress Test
A conversation about a free-time activity	An email about a company blog; A blog article about a free-time activity	Free-time activities in your country; Your free-time activities	An article; Linking ideas with <i>however</i> ; Adverbs of manner
Four phone conversations about meeting		Meeting friends in town; Saying where you are and what you're doing	Sentences about what you are doing
Two phone conversations about what people are wearing	Two blogs about living abroad; Text messages about what people are doing	Shopping; Festivals in your country; Clothes	Notes about what someone you know is wearing
Shopping for clothes		Choosing clothes; Paying for clothes; Saying something nice	 Unit Progress Test
Four monologues about giving presents	Two thank-you emails	The presents you like to get; Giving presents and thanking people for them	A thank-you email; Writing formal and informal emails
A conversation about telephones	An online discussion about headphones and earbuds	Headphones and earbuds; Telephones; Comparing two similar things	Notes about two similar things
A radio show about languages	A blog about languages	Languages; Blogs and language websites; High numbers	
Asking for help		Asking for help; Checking instructions	 Unit Progress Test
Three monologues about text messages	Four text messages; Six posts on an online discussion board	Sending messages; Social media posts	A post expressing an opinion; Linking ideas with <i>also</i> , <i>too</i> , and <i>as well</i>
A conversation about a magazine quiz	Three fact files about actresses; A magazine quiz about actresses; An article about actresses	Popular movies, TV shows, and books	Questions about movies, TV shows, and books
A conversation about music in Buenos Aires	An article about Buenos Aires	Buenos Aires; Kinds of music; Entertainment events in your town or city	Notes about entertainment events in your town or city
A night out		Going out in the evening; Asking for and expressing opinions; Responding to an opinion	 Unit Progress Test
A conversation about a movie	Three movie reviews	Movies	A movie review; Structuring a review
Two conversations about vacations	A webpage about vacations	Natural places; Important things when on vacation; Vacation plans	
Two monologues about things people like when traveling	An article about living in a different country	Living in a different country; Traveling and vacations; Giving advice about traveling	
A prize vacation		Checking in at a hotel; Asking for tourist information; Showing surprise	 Unit Progress Test
A conversation about a planned vacation	An email with travel advice; An email asking for travel advice	Planning vacations; Vancouver	An email with travel advice; Paragraph writing

# WELCOME!

- G** Possessive adjectives; Question words; *a/an*; Regular plural forms  
**V** Numbers; The alphabet; Colors; Classroom objects and instructions



## 1 FIRST CONVERSATIONS

**a** ▶ **00.02-00.06** Listen to five short conversations. Match them with pictures a-e.

**b** ▶ **00.02-00.06** Listen again. Who says these sentences? Match them with pictures a-e.

- 1 ☒ Nice to meet you.
- 2 ☐ How are you?
- 3 ☐ What's your name and address?
- 4 ☐ How do you spell that?
- 5 ☐ Can we pay, please?
- 6 ☐ Is that your apartment?

## 2 SAYING HELLO

**a** Read Conversation 1. Put the sentences in the correct order.

- ☐ Hello. Nice to meet you. I'm Pedro.
- ☐ Hello, Pedro. Nice to meet you.
- ☐ Hello. I'm Tony, and this is my wife, Joanna.

▶ **00.02** Listen and check your answer.

**b** In pairs, say hello and say your name.

**c** In groups of four, say hello. Say your name and introduce your partner.

**d** ▶ **00.03** Read Conversation 2 and complete the sentences. Listen and check your answers.

fine thanks how

- A** Hi, Nick. <sup>1</sup> \_\_\_\_\_ are you?  
**B** I'm <sup>2</sup> \_\_\_\_\_, thanks. And you?  
**A** I'm OK, <sup>3</sup> \_\_\_\_\_.

**e** Meet other students. Have a conversation with two or three people in the class.



## 3 NUMBERS

**a** ▶ **00.04** Listen to Conversation 3. Complete the bill.

How much do they pay? \$ \_\_\_\_\_

ITEM	NO.	PRICE
COFFEE	(2)	\$ _____
ICE CREAM	(2)	\$ _____
Total		\$ _____
THANK YOU		

**b** ▶ **00.07** Listen and circle the numbers you hear. Then say all the numbers.

13 15 16 17 12  
 30 50 60 70 20

**c** Choose the correct answer.

25 = twenty and five / twenty-five  
 61 = sixty-one / one and sixty  
 110 = a hundred ten / a hundred and ten

**d** Read the numbers aloud. Then say the next three numbers.

1, 2, 3, 4, ...                      31, 33, 35, ...  
 10, 20, 30, ...                    50, 100, 150, ...  
 15, 25, 35, ...





e

d Say these colors and spell the words.



e Write two words you know in English. Say the word and ask your partner to spell it.

f Listen to Conversation 4 and complete the name and address.

80%
Edit

### Contacts

**Mike K** \_\_\_\_\_

\_\_\_\_\_ **Lake Street**

**H** \_\_\_\_\_

g Work in pairs. Student A, tell Student B:

- your first and last name
- your address

Student B, ask Student A to spell their name and address. Write the information down. Then switch roles.

How do you spell  
your ... ?

## 4 THE ALPHABET

a Listen to the letters of the alphabet and say them.



b **Pronunciation** Which letters have ... ?

- 1 the same long sound as **see** /i/
- 2 the same long sound as **day** /eɪ/
- 3 the same short sound as **egg** /ɛ/

c Test a partner. Student A, point to a letter. Student B, say the letter.

## 5 POSSESSIVE ADJECTIVES

a Read and listen to Conversation 5. Underline the correct answer.

- A** This is a nice photo. This is *my* / *your* wife and *his* / *her* brother.
- B** Oh, yes. Is that *our* / *your* apartment?
- A** Yes, that's *our* / *their* apartment in San Francisco.
- B** Mmm, it's very nice.

b Complete the chart.

our      their      her      his

I live here.	This is <u>my</u> apartment.
Do you live here?	Is this <u>your</u> apartment?
He lives here.	This is _____ apartment.
She lives here.	This is _____ apartment.
We live here.	This is _____ apartment.
They live here.	This is _____ apartment.

c Complete the sentences with a word from the chart in 5b.

- 1 This is my brother. \_\_\_\_\_ name is Jorge.
- 2 Jenny and Phil are old friends, and that's \_\_\_\_\_ car.
- 3 That's a good photo of you. And is that \_\_\_\_\_ daughter?
- 4 In this photo, we're on vacation with \_\_\_\_\_ friends Sue and Bill.
- 5 I know that girl in the photo. What's \_\_\_\_\_ name?



## 6 CLASSROOM OBJECTS




**a** Match objects 1–10 with a–j in the picture.

- |                       |                       |
|-----------------------|-----------------------|
| 1 a <u>notebook</u>   | 6 a <u>cupboard</u>   |
| 2 a <u>dictionary</u> | 7 a <u>desk</u>       |
| 3 a <u>projector</u>  | 8 a <u>whiteboard</u> |
| 4 a <u>question</u>   | 9 an <u>answer</u>    |
| 5 a <u>pen</u>        | 10 a <u>textbook</u>  |

**b** ▶ **00.09 Pronunciation** Notice the stressed syllable in the words in 6a. Listen, then practice saying the words.

**c** When do we usually use *an*? Choose the correct answer.  
a before *a, e, i, o, u*      b before other letters

**d** Write *a* or *an* next to each word.

- |   |  |  |
|---|--|--|
| 1  _____ book  | 2  _____ apple          | 3  _____ camera |
| 4  _____ glass | 5  _____ egg            | 6  _____ baby   |
| 7  _____ box   | 8  _____ ice cream cone |  |

**e** Choose one of the words from 6a or 6d. Other students ask questions to guess the word.

Is it big?

No.

Is it white?

No.

**f** Look at how words change in the plural. Complete the rules.

Singular → Plural	Rule
a pen → pens	Most words add _____ in the plural.
a baby → babies	Change a final -y to _____ and add _____.
a glass → glasses	If a word ends in -s, -x, -sh, or -ch, we add _____.

## 7 CLASSROOM INSTRUCTIONS

**a** ▶ **00.10** Listen and follow the instructions you hear. Then listen again. Which verbs do you hear each time?  
open   close   look at   read   turn to   write   ask   work

**b** ▶ **00.11** Underline the correct words. Listen and check.

- What's / Who's* this? An apple or an orange?
- When's / Where's* Tokyo?
- How / What* do you say this word?
- Who's / When's* the president?
- When's / What's* your English lesson?

**c** Match questions 1–4 with answers a–d.

- |                              |                                     |
|------------------------------|-------------------------------------|
| 1 What's "amigo" in English? | a It's a bag you wear on your back. |
| 2 How do you spell "night"?  | b "Duh-bl."                         |
| 3 What's a "backpack"?       | c Friend.                           |
| 4 How do you say this word?  | d N-I-G-H-T.                        |

**d** Write a question like questions 1–4 in 7c. Then ask other students your question.



## CAN DO OBJECTIVES


- Talk about where you're from
- Talk about people you know
- Ask for and give information
- Write an online profile



## PEOPLE


# UNIT 1

### GETTING STARTED

**a**  Look at the picture and answer the questions.

- 1 What different countries are the people from?
- 2 Why are they together?
  - for a sports game
  - for a party
  - for a music concert
- 3 How do they feel? Here are some ideas:

a bored	c good	e sad
b excited	d happy	f tired

**b**  When do you meet people from other countries? Here are some more ideas:

- on vacation
- in a language class
- never
- at work
- at parties



# 1A

## I'M FROM FRANCE

Learn to talk about where you're from

**G** be: affirmative and negative

**V** Countries and nationalities

### 1 LISTENING AND READING

**a** Look at pictures a–f and answer the questions.

1 What sport do all the people like?

2 Match countries 1–6 with pictures a–f.

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| 1 <input type="checkbox"/> Brazil    | 4 <input type="checkbox"/> Japan  |
| 2 <input type="checkbox"/> Spain     | 5 <input type="checkbox"/> Mexico |
| 3 <input type="checkbox"/> Australia | 6 <input type="checkbox"/> France |

**b** **01.01** Listen and check. Practice saying the countries.

**c** **01.02** André and Valentina are at the World Cup. Listen and check (✓) the three things they talk about.

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| 1 <input type="checkbox"/> soccer    | 4 <input type="checkbox"/> a city |
| 2 <input type="checkbox"/> countries | 5 <input type="checkbox"/> TV     |
| 3 <input type="checkbox"/> food      |                                   |

**d** **01.02** Listen again. Complete the conversation.

**ANDRÉ** Hi there! My name's André. What's your <sup>1</sup> \_\_\_\_\_?

**VALENTINA** I'm Valentina.

**ANDRÉ** Hi, Valentina! Where are you <sup>2</sup> \_\_\_\_\_? Colombia?

**VALENTINA** Yeah, you're right! I'm Colombian. I'm from Cartagena.

**ANDRÉ** Oh, yes! It's a really beautiful city.

**VALENTINA** Yes, I think so, too. So, <sup>3</sup> \_\_\_\_\_ are you from, André?

**ANDRÉ** Me? I'm from <sup>4</sup> \_\_\_\_\_. I'm French.

**VALENTINA** Oh, the French team's really good!

**ANDRÉ** Of course! We're <sup>5</sup> \_\_\_\_\_!

**e** Are sentences 1–4 true or false?

- André and Valentina are friends.
- Valentina is from Colombia.
- André likes Cartagena.
- Valentina says the soccer team from France is very bad.

**f** Underline the two nationalities in the conversation in 1d.





## 2 VOCABULARY

### Countries and nationalities

a André says:

I'm from **France**. I'm **French**.

▶ **01.03** Find other pairs of countries and nationalities in the box below. Listen and check.

Col|om|bi|a Bra|zil|ian Span|ish Ja|pan  
Col|om|bi|an Ger|many Ja|pa|nese Ger|man  
Bra|zil Spain

b ▶ **01.03 Pronunciation** Notice how many syllables each word has. Underline the stressed syllable in each word in the box in 2a.

c ▶ **01.03** Listen again and repeat.

d Make sentences about the people below with the words in 2a.

- Valentina: She's Colombian. She's from \_\_\_\_\_.
- The people in pictures a–f: They're \_\_\_\_\_.  
They're from \_\_\_\_\_.

e Look at the conversation in 1d again. Complete the question. Then ask your partner.

\_\_\_\_\_ are  
you from?

I'm from \_\_\_\_\_.  
I'm \_\_\_\_\_.

f Now go to Vocabulary Focus 1A on p. 162 for more countries and nationalities.



## 3 GRAMMAR

### be: affirmative and negative

a ▶ **01.06** Listen to the next part of the conversation between André and Valentina. What do they talk about?

- their soccer teams
- the town where Andre is from

b ▶ **01.06** Underline the correct answers. Listen again and check.

- André 's / 's *not* from Paris.
- Valentina's friends *are* / *aren't* from Cartagena.
- André and Valentina *are* / *aren't* in the hotel.
- It's* / *It's not* 8:00.

c Look at the pairs of sentences and complete the rules.

- I'm from France. I'm not from Paris.
- It's a town near Paris. It's not very big.
- They're all in the hotel. They're not here.

To make *am*, *is*, and *are* negative, we add \_\_\_\_\_.  
We often use contractions for the verb:  
it **is** not = it's **not**      they **are** not = they're **not**  
I **am** not = I'm **not**

We sometimes use contractions for *not*:  
It **isn't** = it's **not**      they **aren't** = they're **not**  
But never: ~~amn't~~

Her friends **aren't** at the game.  
Valentina's sister **isn't** from Medellín.

d Complete the chart with the correct forms of the verb *be*.

Affirmative (+)	Negative (–)
I'm _____ from Cartagena.	I _____ French.
He _____ a really good player.	She _____ from Medellín.
They say they _____ tired.	They _____ at the game.

e Now go to Grammar Focus 1A on p. 138.

f André and Valentina talk more in the café. Add the verb *be* to make correct sentences.

- André says:
- My brother in college in Madrid.
  - My mother and father not here.

- Valentina says:
- Cartagena very hot in August.
  - My friends really interesting and fun.

g Write two affirmative and two negative sentences about you with the verb *be*. Make two of them false.

h Read your sentences to a partner and say if your partner's sentences are true or false.

## 4 SPEAKING

a **Communication 1A** Student A go to p. 130. Student B go to p. 133.

b Work in small groups. Tell other students:

- your name
- your hometown
- your country and nationality