

AMERICAN EMPOWER

TEACHER'S BOOK
WITH DIGITAL PACK

A2

ELEMENTARY

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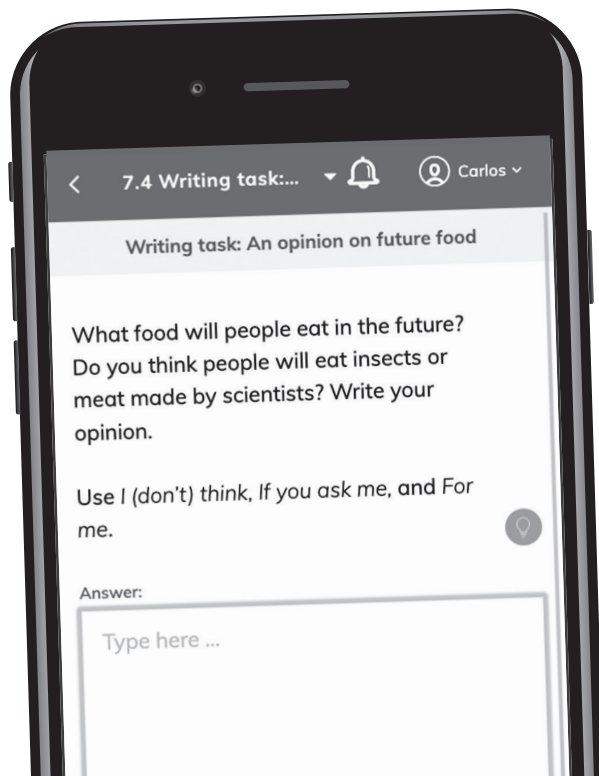
AMERICAN EMPOWER is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *American Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

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

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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

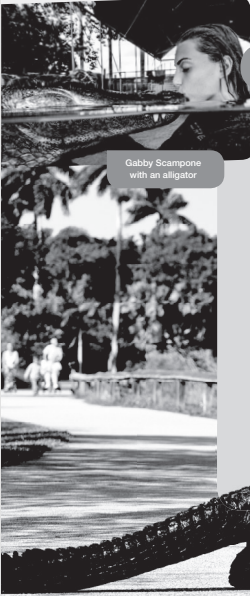
Learn to talk about jobs
Simple present: affirmative and negative
Jobs

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
c What do you know about alligators?

b Read the article and check your answers.



GATORGIRL

Everglades Holiday Park is an animal park in the U.S. It's in Florida. It has birds, fish, and... alligators! Many tourists visit the park every year. They come to look at the alligators. Most people think alligators are interesting, but they don't really like them, and they don't go too close to them!

Gabby Scampone is different. She lives in Florida, and she works at the park. She loves her job – and she also loves alligators. In her work, she teaches visitors about alligators. She tells visitors that alligators are not always dangerous animals. Usually, alligators don't attack people, but they don't like when people swim in the water near them. Also, if people give food to alligators, sometimes the alligators get too close, and that can be dangerous.

Gabby doesn't always work at the park. She also has a second job: she catches wild alligators. If a wild alligator goes near a person's house, Gabby and some other people catch it. They take the alligators back to the park. Her parents and friends think she's crazy, but she really enjoys the job. Gabby thinks many people don't understand alligators very well, but that alligators are smart and amazing animals. And so far she still has all of her fingers!

2 VOCABULARY Jobs

a Match words 1–9 with pictures a–i.

1 nurse	4 dentist	7 janitor
2 salesperson	5 pilot	8 photographer
3 police officer	6 engineer	9 taxi driver

b **102.01 Pronunciation** Listen to the words and underline the stressed syllable.
police officer engineer photographer dentist

c **102.02** 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 **102.03** Now go to Vocabulary Focus 2A on p. 163 for more jobs vocabulary.

3 GRAMMAR

Simple present: affirmative and negative

a **102.04** 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 **102.05** Underline more simple present verbs in the text in 1b. Make two lists: affirmative and negative forms.

c **102.06** Now go to Grammar Focus 2A on p. 140.

d **102.07** Underline the verbs in sentences 1–2.

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

e **102.08 Pronunciation** Which verb in 3d has an extra syllable when we add the letter -s? Listen and check.

f **102.09** Underline the correct answers.

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

g **102.10** 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 **102.11** Communication 2A Student A go to p. 130. Student B go to p. 133.

4 SPEAKING

a Think about your job or the job of someone you know. Write four sentences about the job: two affirmative (+) and two negative (–). Use the verbs in the box.

work	drive	have	like	study
speak	go	start	leave	know

+ I start work at 7:00 in the morning.
– I don't drive to work.

b **102.12** Tell your partner your sentences. Can they guess the job?

c Tell other students about your partner's job. Can they guess it?

She starts work at ...

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.

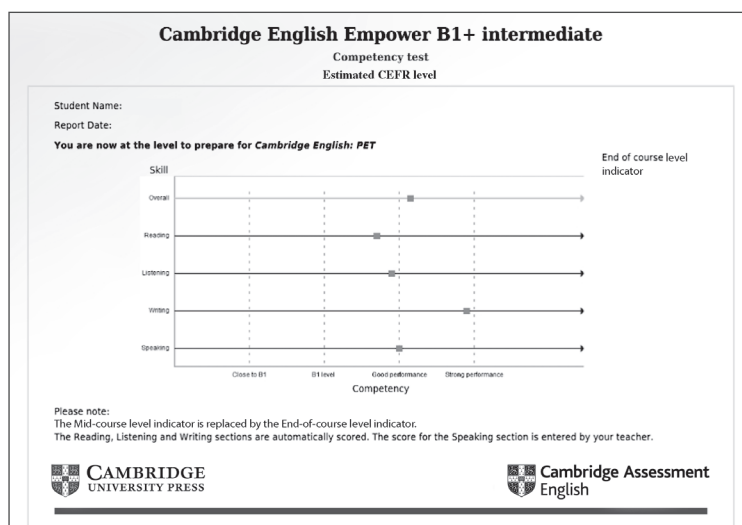
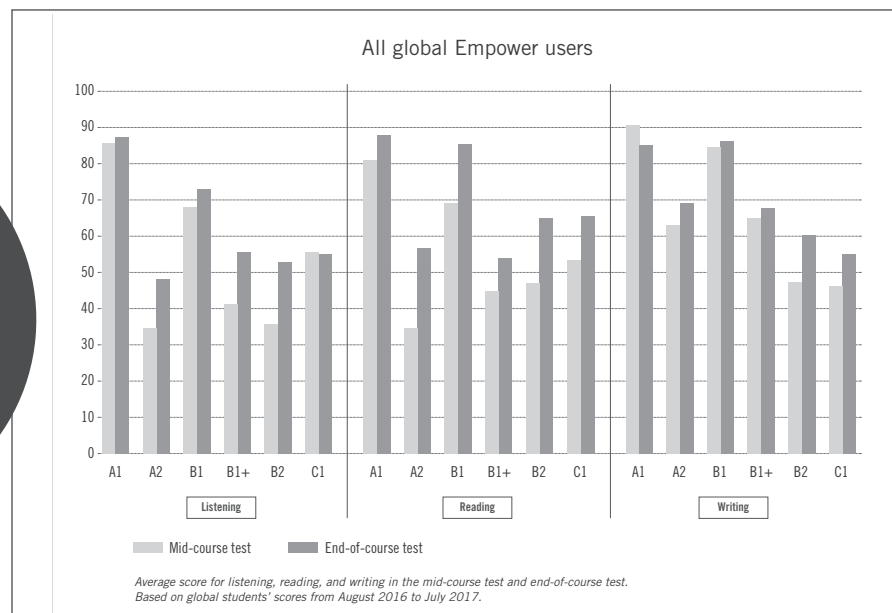
Content

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

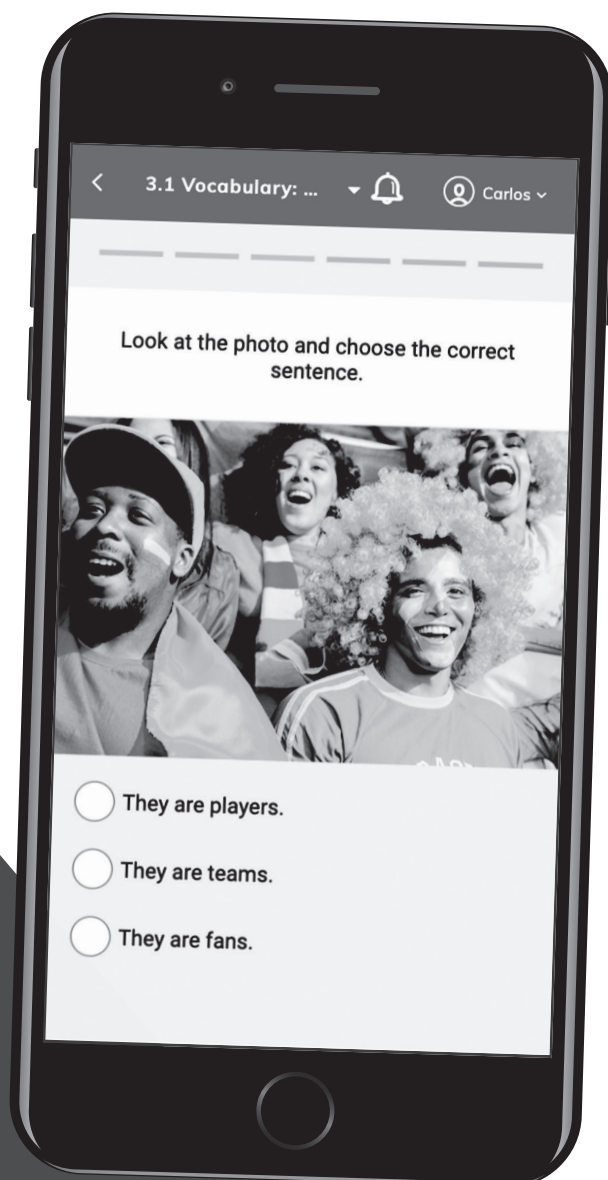
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

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.

2B

DO YOU WORRY ABOUT EXAMS?

Learn to talk about study habits

Simple present: questions and short answers

Studying: Time

READING

Ask and answer the questions.

Are you good at taking exams?

Do you worry about exams and tests?

Do you study a lot for an exam or test?

Read comments 1–3 in the online chat and match them with pictures a–c.

Read the comments again and answer the questions with a partner.

Which study habits are ...?

Put the study habits in the order you want to try them from 1 (really want to try) to 3 (don't want to try).

VOCABULARY Studying

Look at the underlined words in questions 1–7. Match them with pictures d–j below.

Do you have a break in the middle of your English class?

Do you have a schedule for your study routine?

Do you take notes when you read something in English?

Do you get good grades in English tests?

How many weeks is a semester at your school?

Do you have an exam at the end of the year?

Do you study with your friends?

Match the words in the box with 1–4. You can use some of the words more than once.

get good pass bad take fail

1 an exam 3 notes

2 grades 4 a test

Ask and answer the questions in 2a.

CHAT

Home Forums Articles Archives

Exam stress!

Hi guys! I have a big exam on Friday. It's really hard to study. I read my study notes for an hour, and then I watch really bad TV shows! What about you? Do you worry about exams? What are your study habits?

Yeah I hate tests. They're really difficult, and I can't always remember everything. I need to study every day and take a lot of notes. It's not easy, but it helps to listen to R&B music – really loud! It helps me think.

I agree – exams and tests are really, really hard. In my study breaks I play with my pet cat. Some people say that animals stop stress and relax people. I think it's true, well, for me it is! Everybody needs a cat to help them study!

I think it helps to have a good study routine. I make a study schedule and that helps me to pass my exams. I always plan a lot of breaks and have a cup of tea and something small to eat. I don't want to get tired when I study! But the breaks are only short – about five or ten minutes. Then I go back to studying hard for one or two hours. Good grades come from a lot of hard work!

LISTENING

Jack talks to Tania about her study habits. Listen and check (✓) the things they talk about.

places to study 3 exams

hours of study 4 free time

Listen again. Complete the information about Tania's studies.

Part-time or full-time student? When?

Hours a week? Where?

VOCABULARY Time

Match the times that Tania talks about with the clocks.

Usually at eight thirty ...

... last night at a quarter after eleven.

Complete the sentences with the words in the box.

to after o'clock thirty

1 four 3 (a) quarter four

2 four 4 (a) quarter five

Now go to Vocabulary Focus 2B on p. 164 for more practice with time vocabulary.

GRAMMAR Simple present: questions

Look at the questions. Which is correct? Listen and check.

You a full-time student or a part-time student?

Are you a full-time student or a part-time student?

You are a full-time student or a part-time student?

Complete the questions with one word.

... you study engineering?

... they like tests?

Jack asks Tania about her daughter, Ellie. Listen and complete the information about Ellie's studies.

Hours a week? When? Where?

Read the question Jack asks Tania.

Does she study more before an exam?

Look at the questions in 5b. How are they different? Why?

Now go to Grammar Focus 2B on p. 140.

Put the questions in the correct order. Listen and check.

a week / do you study / hours / how many?

study grammar / or vocabulary / do you?

you / when / study / do?

study / do / where / you?

Pronunciation Notice the pronunciation of do you in each question. Can you hear both words clearly?

SPEAKING

Look at the questions in 5f. Write another question about studying.

Ask and answer your questions in 6a.

Do you have any new ideas about studying now?

Natalia studies very early in the morning because she isn't very tired. I think it's a good idea, but I prefer to sleep!

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.

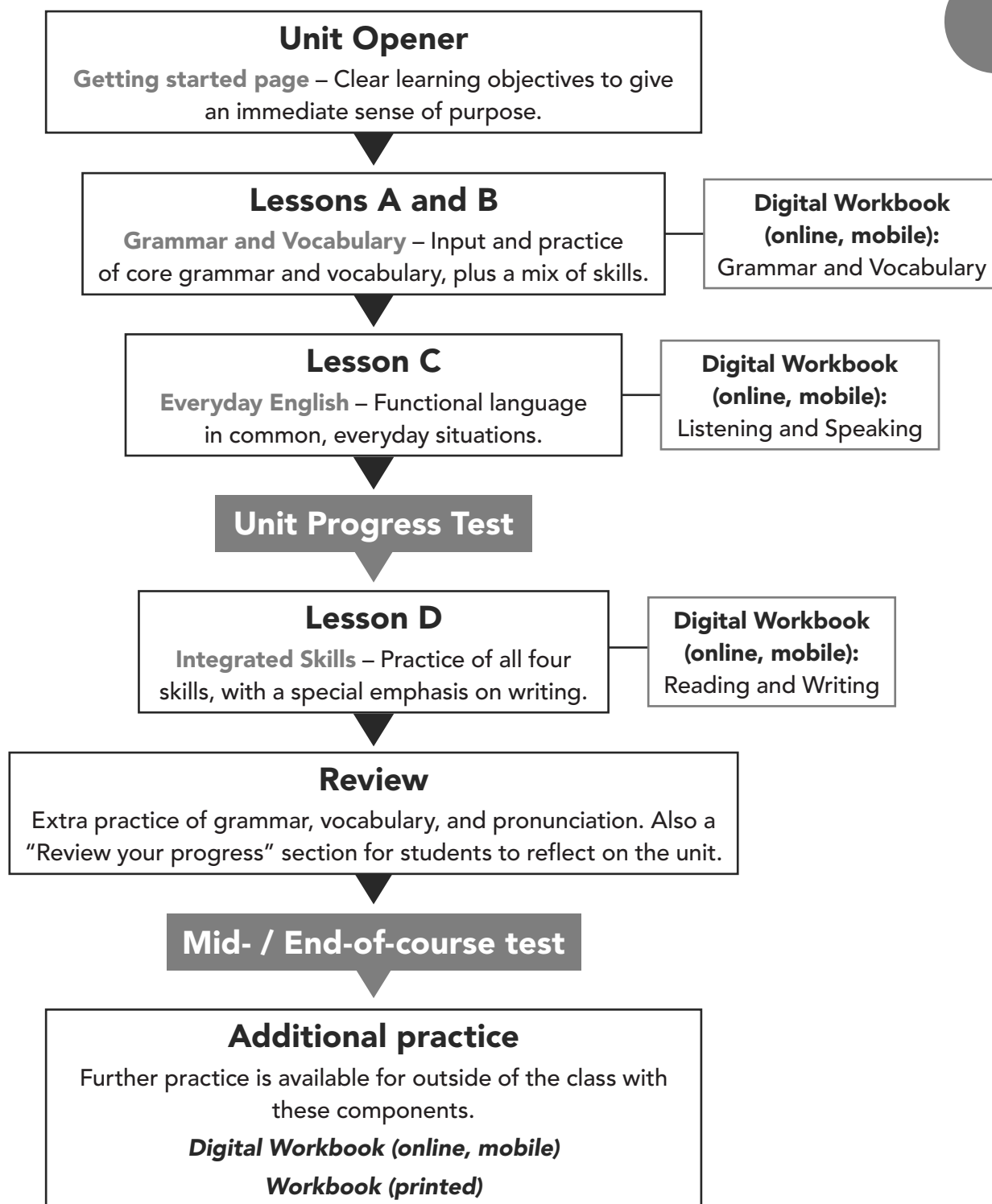
Content

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

Getting Started

Striking and unusual images arouse curiosity.

Clear learning objectives give an immediate sense of purpose.




 CAN DO OBJECTIVES


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

WORK AND STUDY

UNIT2

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

Activities promote emotional engagement and a personal response.

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.

2A SHE LOVES HER JOB

Learn to talk about jobs

- G Simple present: affirmative and negative
- V Jobs

1 READING

a Look at the picture. Answer the questions.

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

b Read the article and check your answers.

c Choose the correct answers.

- 1 Most people *like / don't like* alligators.
- 2 Gabby Scamponi *likes / doesn't like* alligators.
- 3 Alligators *like / don't like* people swimming near them.
- 4 It *is / is not* dangerous to give alligators food.
- 5 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.

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



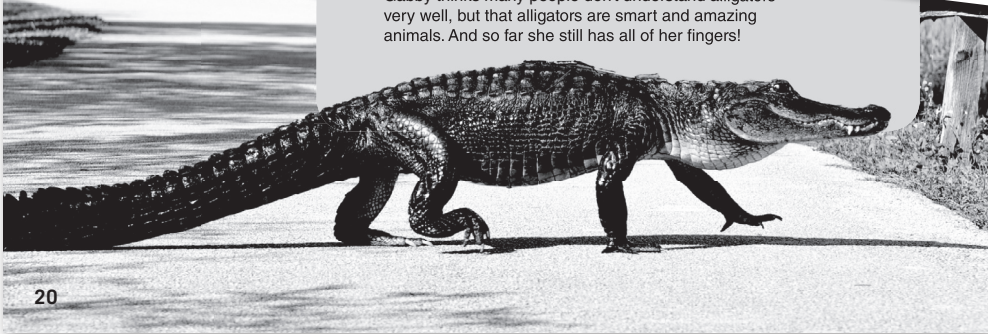
Gabby Scamponi with an alligator

GATOR GIRL

Everglades Holiday Park is an animal park in the U.S. It's in Florida. It has birds, fish, and ... alligators! Many tourists visit the park every year. They come to look at the alligators. Most people think alligators are interesting, but they don't really like them, and they don't go too close to them!

Gabby Scamponi is different. She lives in Florida, and she works at the park. She loves her job – and she also loves alligators. In her work, she teaches visitors about alligators. She tells visitors that alligators are not always dangerous animals. Usually, alligators don't attack people, but they don't like when people swim in the water near them. Also, if people give food to alligators, sometimes the alligators get too close, and that can be dangerous.

Gabby doesn't always work at the park. She also has a second job: she catches wild alligators. If a wild alligator goes near a person's house, Gabby and some other people catch it. They take the alligators back to the park. Her parents and friends think she's crazy, but she really enjoys the job. Gabby thinks many people don't understand alligators very well, but that alligators are smart and amazing animals. And so far she still has all of her fingers!



Manageable learning

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.

2 VOCABULARY Jobs

- a Match words 1–9 with pictures a–i.
- 1 ☐ nurse

2 ☐ salesperson

3 ☐ police officer

4 ☐ dentist

5 ☐ pilot

6 ☐ engineer

7 ☐ janitor

8 ☐ photographer

9 ☐ taxi driver
- b **102.01** Pronunciation Listen to the words and underline the stressed syllable.
police officer engineer photographer dentist
- c **102.02** Complete the sentences with jobs from 2a. Talk about your answers.
- 1 A(n) _____ has a dangerous job.

2 A(n) _____ has an easy job.

3 A(n) _____ has an exciting job.

4 The pay for a(n) _____ isn't very good.
- d **102.03** Now go to Vocabulary Focus 2A on p. 163 for more jobs vocabulary.

3 GRAMMAR

Simple present: affirmative and negative

- a **102.03** 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.
Her parents _____ she's crazy. | She _____ at Everglades Holiday Park.
She _____ wild alligators. |
| - They _____ too close to them.
Alligators _____ people. | Gabby _____ always _____ at the park. |
- b **102.04** Underline more simple present verbs in the text in 1b. Make two lists: affirmative and negative forms.
- c **102.05** Now go to Grammar Focus 2A on p. 140.
- d **102.06** Underline the verbs in sentences 1–2.
- 1 She loves her job.

2 She catches wild alligators.
- e **102.07** Pronunciation Which verb in 3d has an extra syllable when we add the letter -s? Listen and check.
- f **102.08** Underline the correct answers.
- 1 After the sounds /z/, /s/, /dʒ/ (spelled j), /ʃ/ (spelled sh), and /tʃ/ (spelled ch), we don't add / add an extra syllable.

2 We don't add / add an extra syllable after other sounds.
- g **102.09** Listen to these verbs. Check (✓) the verbs that have an extra syllable.
- ☐ works

☐ finishes

☐ catches

☐ eats

☐ listens

☐ uses

☐ teaches

☐ stops

☐ watches
- h **102.10** Communication 2A Student A go to p. 130. Student B go to p. 133.

UNIT 2



4 SPEAKING

- a Think about your job or the job of someone you know. Write four sentences about the job: two affirmative (+) and two negative (-). Use the verbs in the box.
- work drive have like study
speak go start leave know
- + I start work at 7:00 in the morning.
- I don't drive to work.
- b **102.11** Tell your partner your sentences. Can they guess the job?
- c Tell other students about your partner's job. Can they guess it?
- She starts work at ...

Regular speaking activities

Frequent speaking stages get students talking throughout the lesson.



2B

DO YOU WORRY ABOUT EXAMS?

Learn to talk about study habits

- Simple present: questions and short answers
- Studying: Time

1 READING

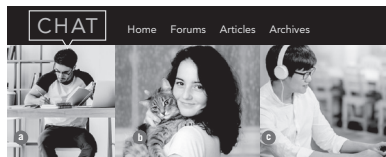
- a Ask and answer the questions.
- Are you good at taking exams?
 - Do you worry about exams and tests?
 - Do you study a lot for an exam or test?
- b Read comments 1–3 in the online chat and match them with pictures a–c.
- c Read the comments again and answer the questions with a partner.
- Which study habits are ... ?
 - useful
 - funny
 - Put the study habits in the order you want to try them from 1 (really want to try) to 3 (don't want to try).

2 VOCABULARY Studying

- a Look at the underlined words in questions 1–7. Match them with pictures d–j below.
- Do you have a break in the middle of your English class?
 - Do you have a schedule for your study routine?
 - Do you take notes when you read something in English?
 - Do you get good grades in English tests?
 - How many weeks is a semester at your school?
 - Do you have an exam at the end of the year?
 - Do you study with your friends?
- b Match the words in the box with 1–4. You can use some of the words more than once.

get	good	pass	bad	take	fail
1 an exam				3 notes	
2 grades				4 a test	

- c Ask and answer the questions in 2a.



Exam stress!

Hi guys! I have a big exam on Friday. It's really hard to study. I read my study notes for an hour, and then I watch really bad TV shows! What about you? Do you worry about exams? What are your study habits?

MIMI23

- 1 Yeah I hate tests. They're really difficult, and I can't always remember everything. I need to study every day and take a lot of notes. It's not easy, but it helps to listen to R&B music – really loud! It helps me think.

SOUL BOY2

REPLY

- 2 I agree – exams and tests are really, really hard. In my study breaks I play with my pet cat. Some people say that animals stop stress and relax people. I think it's true, well, for me it is! Everybody needs a cat to help them study!

CAT LOVERS

REPLY

- 3 I think it helps to have a good study routine. I make a study schedule and that helps me to pass my exams. I always plan a lot of breaks and have a cup of tea and something small to eat. I don't want to get tired when I study! But the breaks are only short – about five or ten minutes. Then I go back to studying hard for one or two hours. Good grades come from a lot of hard work!

BOOKWORM8

REPLY



Learner engagement

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



Tania and Jack

3 LISTENING

- a Listen to Jack talking to Tania about her study habits. Listen and check (✓) the things they talk about.

- | | |
|--|--------------------------------------|
| 1 <input type="checkbox"/> places to study | 3 <input type="checkbox"/> exams |
| 2 <input type="checkbox"/> hours of study | 4 <input type="checkbox"/> free time |

- b Listen again. Complete the information about Tania's studies.

- | | |
|-----------------------------------|----------|
| • Part-time or full-time student? | • When? |
| • Hours a week? | • Where? |

4 VOCABULARY Time

- a Match the times that Tania talks about with the clocks.
- Usually at **eight thirty**...
 - ... last night at a **quarter after eleven**.



- b Complete the sentences with the words in the box.

to after o'clock thirty

- 1 four 3 (a) quarter four

- 2 four 4 (a) quarter five

- c Now go to Vocabulary Focus 2B on p. 164 for more practice with time vocabulary.

UNIT 2

5 GRAMMAR Simple present: questions

- a Look at the questions. Which is correct? Listen and check.

- You a full-time student or a part-time student?
- Are you a full-time student or a part-time student?
- You are a full-time student or a part-time student?

- b Complete the questions with one word.

- ... you study engineering?
... they like tests?

- c Jack asks Tania about her daughter, Ellie. Listen and complete the information about Ellie's studies.

- Hours a week?
- When?
- Where?

- d Read the question Jack asks Tania.

Does she study more before an exam?

- Look at the questions in 5b. How are they different? Why?

- e Now go to Grammar Focus 2B on p. 140.

- f Put the questions in the correct order. Listen and check.

- a week / do you study / hours / how many?
- study grammar / or vocabulary / do you?
- you / when / study / do?
- study / do / where / you?

- g Pronunciation Notice the pronunciation of *do you* in each question. Can you hear both words clearly?

6 SPEAKING

- a Look at the questions in 5f. Write another question about studying.

- b Ask and answer your questions in 6a.

- c Do you have any new ideas about studying now?

Natalia studies very early in the morning because she isn't very tired. I think it's a good idea, but I prefer to sleep!

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.

2C

EVERYDAY ENGLISH
I'd like a latte

Learn to ask for things and reply

- Reacting to news
- Sound and spelling: ou

1 LISTENING

- a Look at the pictures. Where are Martina and Tomás?
1 at school 2 at work 3 in a coffee shop
- b Listen to Part 1 and check your answer in 1a.
- c Work in pairs. Choose the correct answers.
1 Tomás orders a small / large coffee, a small / large latte, and one muffin / two muffins.
2 It costs \$7.25 / \$8.25.
3 Martina asks Tomás for help / a croissant.
- d Listen to Part 1 again and check your answers in 1c.
- e Listen to Part 2. What does Martina need help with? Choose one answer.
She asks Tomás to help her ...
a pay for school b study for a test c make dinner
- f Listen to Part 2 again. Are the sentences true or false? Correct the false sentences.
1 Martina asks Tomás for help. 3 Martina isn't free on Friday.
2 Tomás is free tonight. 4 Martina's test is on Friday.
- g Where do you usually meet friends and family?
• in your home • in a coffee shop
• in their home • in a different place

2 USEFUL LANGUAGE

Asking for things and replying

- a Look at these ways to ask for things. Who says them: Tomás (T) or Martina (M)?
1 Can we have a coffee and a latte, please?
2 Could I come to your place tonight?
3 Could I have a blueberry muffin instead?
4 I need your help to get ready for a big math test.
- b Listen to Parts 1 and 2 again and check. Match a-d with 1-4 in 2a.
a So a large latte and a small coffee? Anything else?
b Oh, sure! No problem.
c Of course. It's the same price.
d Sorry, I have to work tonight.
- c In pairs, take turns asking for things and replying. Use the phrases from 2a and 2b.



- d Listen to three short conversations. Where are they? Match them with pictures a-c.

- e Complete the sentences from the conversations in 2d. Listen again and check your answers.
1 _____ some water, please?
2 _____ a chicken sandwich, please.
3 _____ you this afternoon?

- f Look at the situations. What can A and B say? Use expressions from 2a and 2b.

- | | |
|--|---------------------------------|
| A | B |
| 1 You're in B's home. Ask for some water. | Say yes. |
| 2 You're in a café. Ask for a small espresso. | You're the waiter. Say yes. |
| 3 You have a problem at work. Ask for some help. | Say no. (You're busy.) |
| 4 You want to meet B on Saturday. | Say no. (You aren't free then.) |

- g Work in pairs. Use the dialogue maps to ask for things and reply. Take turns being A and B.

UNIT 2

3 CONVERSATION SKILLS
Reacting to news

- a Complete the mini-conversations with words in the box. Listen and check your answers.
problem bad
SAM Sorry, I have another meeting in five minutes.
LARA OK, no _____. We can talk later.
LARA Sorry, I have plans tonight.
SAM Oh, that's too _____.
b Read the mini-conversations in 3a again. Which phrase means ... ?
1 "It's not important."
2 "I'm not happy about it."
c Match a-d with 1 or 2 in 3b.
a Never mind.
b I'm sorry about that.
c It doesn't matter.
d What a shame.

4 PRONUNCIATION
Sound and spelling: ou

- a Listen to the sound of the letters ou below.
1 an online course
2 house
Do the letters in 1 and 2 have different sounds?
b Do these words sound like 1 or 2 in 4a? Listen and check. Listen again and repeat.
out _____ four _____ your _____
about _____ sound _____

5 SPEAKING

- a Communication 2C Student A go to p. 130. Student B go to p. 133.

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

Unit Progress Test

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

Spoken outcome

Each C lesson ends with a practical spoken outcome.

Lesson D
Integrated skills with a special focus on writing

Skills for writing

The D lessons are highly communicative and cover all four skills, with a special focus on writing. They also recycle and consolidate the core language from the A, B, and C lessons.

Personal response

Clear model texts on which students can base their own writing are provided.

2D

SKILLS FOR WRITING
I need English for my job

Learn to complete a form

W Spelling

1 SPEAKING AND LISTENING

a

Why do you want to study English?

to get a good job

to meet new friends

for travel and tourism

to study something in English

a different reason

b

02.19

Listen to three International College students talk about where they're from and their reasons for studying English. Underline the correct answers.

I'm from
Acapulco / Mexico City, and
I need English for my
job / studies.

1

Daniela

I'm from Riyadh /
Jeddah, and I need
English for my job /
studies.

2

Said

I'm from
Tokyo / Osaka, and
I need English for my
job / studies.

3

Sakura

c

02.19

Listen again and complete the chart with the words in the box.

grammar the classes the teacher

reading and writing listening the schedule

	Likes at the college	Needs to improve
Daniela		
Said		
Sakura		

d

Talk about the questions with other students.

1 What do you need to improve in English?

2 Why is this important for you?

e

02.20

Listen to Kate talk about a competition at International College. What can you win?

f

02.20

Listen again. Answer the questions.

1 Can students who don't go to International College enter the competition?

2 Is it OK to use a computer for the entry form?

3 Where can students get entry forms?

2 READING

a

Look at the information about Daniela. Complete Part 1 of the form. Can you remember her nationality?

From: EIC Student Care

To: danielar@supermail.com

Dear Daniela,

We're looking forward to welcoming you to International College on July 6th.

You will be in class P1 and your teacher will be Kate Marks.

We hope . . .

INTERNATIONAL COLLEGE COMPETITION ENTRY FORM

Part 1

First name:

Last name:

de las Torres

Gender:

female

male

Nationality:

Cell phone (U.S.):

(321) 555-0986

Email address:

Your class now:

Class start date:

Part 2

Why is English important for you?

I work as a(n) ¹ in Mexico City. I love my job except for the ²! Every day they speak to me and ask me for information. I can't understand them, and it is difficult for me to answer. English is important to me because it helps me do my ³ well.

What do you want to improve in your English?

I think my speaking in English is OK for my level. But ⁴ and understanding is still very difficult for me. I really want to stay an extra month at your school and improve my listening.

26

Receptive skills development

Clearly staged tasks practice and develop listening and reading skills while supporting learners' understanding of texts.

XV

Comprehensive approach to writing skills
A clear focus on key aspects of writing helps develop effective real-world writingskills.

Staged for success
Careful staging and scaffolding generate successful outcomes.

3 WRITING SKILLS Spelling

- a Read Daniela's first draft of her entry form. Cover page 26. Look at the example spelling problem. Find eight more spelling problems.
- b Check (✓) when it's important to have correct spelling.
- 1 ☐ a first draft of a text
 - 2 ☐ a final draft of a text
 - 3 ☐ a text other people read
 - 4 ☐ a text only you read
- c Find and correct a spelling mistake in each sentence.
- 1 I really love swimming in the see.
 - 2 Can you please right your name on the form?
 - 3 I don't no the answer to this question.
 - 4 Can you speak up? I can't here you.
 - 5 Where can I bye bread?
- d In what way are the incorrect and correct words in 3c the same?

4 WRITING

- a Complete the form with your information.
- b Use your ideas in 1d to write answers to the questions in Part 2.
- c Switch forms with another student. Are your ideas in Part 2 the same?

INTERNATIONAL COLLEGE COMPETITION ENTRY FORM

Part 1

First name: _____

Last name: _____

Gender: ☐ female ☐ male

Nationality: _____

Cell phone (U.S.): _____

Email address: _____

Your class now: _____

Class start date: _____

Part 2

Why is English important for you?

What do you want to improve in your English?

UNIT 2

INTERNATIONAL COLLEGE COMPETITION ENTRY FORM

Part 2

Why is English important for you?

I work as a ~~trafe~~ traffic police offiser in Mexico City. I love my job except for the tooirists! Every day they speak to me and ask me for informashion. I can't understand them, and it is difficult for me to anser. English is important for me becos it helps me do my job well.

What do you want to improve in your English?

I think my speaking in English is OK for my level. I also find reading and writing pretty easy. But listning and understanding is still very hard for me. I really want to stay an extra month at your scool and improve my listening.



Written outcome
Each D lesson ends with a practical written outcome, so learners can put new language into practice right away.

Personal response
Frequent opportunities for personal response make learning more memorable.

Review and Extension

Extra practice of grammar and vocabulary is provided.

UNIT 2

Review and extension

1 GRAMMAR

- a Complete the text with the correct form of the verb in parentheses.

I'm a college student, but I ¹ _____ (work) in a clothing store every weekend. On Saturday I ² _____ (start) work at 9:00 a.m., but on Sunday I ³ _____ (not start) until 11:00 a.m. My sister's a nurse, so she ⁴ _____ (not have) a normal schedule. She sometimes ⁵ _____ (work) all night, but she ⁶ _____ (not like) it. My parents are both teachers, so they ⁷ _____ (work) from Monday to Friday.

- b Write possible questions for the answers.

- 1 A What _____? B I'm a receptionist.
2 A Do _____? B No, I don't. I work in a hospital.
3 A Do _____? B Yes, I do. It's great.
4 A When _____? B I start at 9 o'clock in the morning.
5 A Does _____? B Yes, he does. My husband is a teacher.
6 A Where _____? B He works in a high school.
7 A Does _____? B Yes, he does. He loves it.

- c Practice the conversation in 1b with a partner. Answer about your life.

2 VOCABULARY

- a Put the letters in parentheses in the correct order to complete the job.

- 1 n _____ e (s r u)
2 d _____ t (t e i s n)
3 p _____ t (l o i)
4 e _____ r (n n i e g e)
5 j _____ r (i o t a n)
6 p _____ r (o o h e h p r a t g)

- b Write the times in words.

- 10:15 – (a) quarter after ten or ten fifteen
1 11:30 3 6:00 5 2:40
2 12:45 4 8:15 6 5:20

- c Match 1–5 with a–e to complete the sentences.

- 1 Read the text and take
2 I'm not worried because I usually get good
3 I hope we have
4 He is worried because he often fails
5 I need to study for the final
a a break soon because I'm tired.
b important exams.
c notes on a piece of paper.
d exam next week.
e grades on tests.

3 WORDPOWER work

- a Match sentences 1–3 with pictures a–c.

- 1 I **work** in a hospital.
2 I **work** for Larkin Computers
3 I **work** as a receptionist.



- b Look at the phrases in **bold** in 3a. Match them with 1–3.

- 1 the job I do
2 the place of work
3 the company

- c Is **work** a verb or a noun in sentences 1–5?

- 1 I start **work** at 8:00 a.m. each day.
2 She leaves **work** at about 6:00 p.m.
3 I can't talk to you now – I'm at **work**.
4 I'm an actor, but I'm out of **work** at the moment.
5 They go to **work** very early in the morning.

- d Which **work** phrase in 3c do we use when ... ?

- a we don't have a job
b we are at the place we work

- e Put the word in parentheses in the correct place in the sentence.

- 1 He works a nurse at night. (as)
2 We all work at 6:00 p.m. (start)
3 She'd like a job because now she's of work. (out)
4 She's a photographer and works *The Times*. (for)
5 When I'm work, I have no free time. (at)
6 We both work a large office downtown. (in)

- f Write four sentences about people you know. Use **work** in different ways.

My brother works for a shoe store downtown.

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 jobs ☐
talk about study habits ☐
ask for things and reply ☐
complete a form ☐

Wordpower

Vocabulary extension recycles the vocabulary.

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: affirmative and negative

03107

Affirmative (+)

Full form	Contraction
I am a student.	I'm a student.
You are a good cook.	You're a good cook.
He is my friend.	He's my friend.
She is Spanish.	She's Spanish.
It is sunny.	It's sunny.
We are sisters.	We're sisters.
They are from Japan.	They're from Japan.

Full form	Contraction
I am not a teacher.	I'm not a teacher.
You are not French.	You're not French.
He is not Brazilian.	He's not Brazilian.
She is not my friend.	She's not my friend.
It is not sunny.	It's not sunny.
We are not sisters.	We're not sisters.
They are not students.	They're not students.

Remember to use the verb be to give information with a noun, adjective, preposition, or adverb.
My name is Hamid. (NOT ~~My name Hamid~~)
My teacher is nice. (NOT ~~My teacher nice~~)
I'm from China. (NOT ~~I from China~~)
We are here. (NOT ~~We here~~)
Always use a noun or a pronoun before affirmative and negative be.
He's my teacher. (NOT ~~My teacher~~)
They're Brazilian. (NOT ~~Are Brazilian~~)

Tip

you is the same when we talk to one person or two or more people.
You're a good cook. = one person
You're good cooks. = two or more people
We use contractions to help us speak quickly. In contractions, the apostrophe (') shows a letter is missing.
You are not old. → You're not old. / You aren't old.
There are two different contractions for is not and are not.
is not → isn't / is not He isn't = He's not
are not → aren't / are not We aren't = We're not
Tip
We can use 's after one name, but we don't use 're after two names.
Tom is my friend. → Tom's my friend.
Tom and Jo are my friends. (NOT Tom and Jo's my friends.)

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1B be: questions and short answers

In questions with the verb be, we change the word order.
They are Canadian. → Are they Canadian?
He is from San José. → Is he from San José?

03108

Yes/No questions

Questions	Short answers
Are you ready?	Yes, No, I am, I'm not.
Am I late?	Yes, No, you're not, / you aren't.
Is it cold?	Yes, No, it is, it's not, / it isn't.

Tip

With affirmative short answers, we don't use contractions.
Yes, I am. Yes, he is. Yes, we are.
(NOT ~~Yes-are. Yes-are. Yes-are~~)
Tip
We can use the contraction of is with question words.
What is your name? → What's your name?
Where is he from? → Where's he from?

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1A be: affirmative and negative

Write the correct form of be (am/is/are) in these sentences.
1 We are very happy.
2 My father is a taxi driver.
3 My parents are not old.
4 Carl and Michael are brothers.
5 I am not a good driver.
6 She is at work today.
7 Asheville is not a big city.
8 Our cats are hungry.

Write the sentence again with affirmative and negative contractions. More than one negative contraction may be possible.
1 She is Brazilian. She's Brazilian.
2 It is a beautiful city. It's a beautiful city.
3 We are from Los Angeles. We're from Los Angeles.
4 They are at a party. They're at a party.
5 I am tired. I'm tired.
6 You are right. You're right.

Complete the sentences with the correct affirmative (+) or negative (-) form of be. Use contractions if possible.
1 We are (+) at a concert.
2 She is not (-) Japanese.
3 I am (+) from Mexico City.
4 He is (-) home.
5 It is (+) a big hotel.
6 Valentina and Andre are (-) friends.
7 My city is (+) very beautiful.
8 Hi, my name is (+) Michael.
9 My parents are (-) at the game.
10 You are (+) very nice.

Write the correct sentences.
1 Spanish → French
She's Spanish. She's not / She isn't Spanish. She's French.
2 a doctor → a student
He's a doctor.
3 cousins → friends
They're my brothers.
4 London → Toronto
We're from London.
5 good → very bad cook
I'm a good cook.
Now go back to p. 11.

1B be: questions and short answers

Put the words in the correct order to make questions.
1 her / what / name / ?
2 from / are / you / where?
3 American / are / you?
4 she / popular / is?
5 names / are / what / your?
6 friends / you / are?
7 is / cold / it / very?
8 from / he / is / Chile?

What's her name?
Are you teachers?
Are Robert and Helen here today?
Is it a beautiful city?
Am I late?
Is he on vacation?
Are you from the U.S.?

a No, he's not.
b No, they're not.
c No, you're not.
d Yes, she is.
e No, I'm not.
f Yes, we are.
g Yes, it is.

Complete the conversations with the correct form of be. Use contractions if possible.
1 A Hi, I'm Manuel.
B Hi, Manuel. Where are you from?
A I'm from Lima, Peru.
2 A See that soccer player? What's his name?
B He's Philip Lalm.
A Where is he from?
B He's from Germany.
3 A Excuse me, where are you from?
B We're from Japan. We're here for the World Cup.
4 Hi, my name is Alice, and this is my sister, Marta.
B Hi, Alice. Hi, Marta. Are you from England?
A No, we're from New York.
B Oh really? My cousins are from New York.
Now go back to p. 13.

Vocabulary Focus

Extends and consolidates the vocabulary.

VOCABULARY FOCUS

1A Countries and nationalities

Look at the map below. Write the correct number next to each country in the chart. Listen and check.

Country	Nationality	Country	Nationality
A (-id)	Argentinian	C (-id)	Irish
Argentina	Australian	Poland	Polish
Australia	Canadian	Turkey	Turkish
Canada	Ecuadorian	(the) UK	British
Ecuador	Iranian	Britain	British
Iran	Nigerian	D (-ese)	Chinese
Nigeria	Russian	Japan	Japanese
Russia		E (-d)	Pakistani
		Pakistan	
B (-an)	Mexican	F (other)	New Zealander
Mexico	South African	New Zealand	Saudi
South Africa	American	Saudi Arabia	
(the) U.S.			

Talk about five countries you want to visit.

I'd like to visit China because I want to see the Great Wall of China.

Match the parts of the world 1-6 with a-f on the map.
1 North America
2 Asia
3 Central and South America
4 Africa
5 Europe
6 Oceania

Underline the different country in each group below. Say why.
1 France, Italy, Greece, Poland, China, Germany, Ireland
2 Turkey, Saudi Arabia, Brazil, Iran
3 The U.S., Russia, the UK, Australia, Canada
4 Argentina, Mexico, Colombia, Spain

Look at groups A-F in a. Match each nationality below to a group.
1 Brazilian
2 Spanish
3 Mexican
4 Indian
5 Japanese
6 French

Look at the nationalities in f again and answer the questions. Listen again and check.
1 In A, which word has a different stress pattern?
2 In B and in C, do the words have the same or a different stress pattern?

Student A: choose a new country and a nationality. Tell your partner the part of the world. Then answer his/her questions. Student B: ask questions to guess your partner's new country and nationality. Change roles and repeat.
I'm from South America. Are you from Brazil?
No, I'm not. Are you from Colombia?
Yes, I'm Colombian.

Now go back to p. 11.

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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

Read this social media profile. Answer Student B's questions about Roberto.

Hi! My name's Roberto. I'm from Cancún. It's a nice city by the sea in southern Mexico. I'm a student at Maryland University in the U.S.

Ask Student B your questions. Write their answers.
1 What's her name?
2 What's her nationality?
3 What's her hometown?
4 Where is she now?

Now go back to p. 11.

2A STUDENT A

Read about the job. Complete the sentences with the correct forms of the verbs.

Salesperson
1 She (start) work at 8:00 a.m.
2 She (not work) on Sunday.
3 She (like) her job because she (meet) people.
4 She (not wear) a uniform.
5 People (buy) things from her.
6 She (work) in a small store downtown.

Read your sentences out loud. Student B tries to guess the job after each sentence.
c Listen to Student B's sentences and guess the job.
Now go back to p. 21.

3A STUDENT C

Conversation 1. Read your first card. Then listen to Student B and reply.
You return home. Student B has a message for you from Student A.
Call Student A back. Have a conversation.

Conversation 2. Now look at your second card. Start the conversation with Student B.
Student B calls and you answer the phone.
He/She wants to speak to Student A, who isn't there. Take a message.
Student A returns. Give him/her Student B's message.

Conversation 3. Now look at your third card. Think about what you want to say. Then call Student B.
Think of a reason to call Student B.
You call Student B, but he/she isn't there. Leave a message with Student A.
Student B calls you back. Have a conversation.

4A STUDENT A

Conversation 1. Look at the picture. Answer Student B's questions about what's at your stall. Look at the examples.

Do you have any apples at your stall?
Yes, I do.
I'd like some onions, please.
I'm sorry, I don't have any onions.

Conversation 2. You want to buy food to cook dinner. You visit Student B's market stall. Ask about the things in the box. Look at the examples.
chicken eggs one lemon fruit tomatoes mushrooms cheese pears vegetables bread one onion apples
Do you have any eggs at your stall?
I'd like some mushrooms, please.

Conversation 1. Read your first card. Think about what you want to say. Then start the conversation with Student B.
You're at Student B's home for the weekend. You'd like to do the following things:
have something to eat
use your friend's computer
watch TV
Student B's at your home for the weekend. You're good friends, but you don't like when other people use your things, especially your new phone.

Conversation 2. Now look at your second card. Listen to Student B and reply.

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American Empower Methodology

A Learner-Centered Approach

American Empower, with its unique mix of learning and assessment, places students and their needs at the center of the learning process. This learner-centered approach also applies to the course methodology – the Student’s Book and the additional resources provide a range of classroom materials that motivate learners, address their language needs, and facilitate the development of their skills. This wide range of materials also means different learning preferences are catered to in each unit of the course. It provides teachers with flexibility with different learner groups.

Meeting the Needs of Learners at Different Levels

Supporting the Teacher

American Empower also supports the teacher with classroom methodology that is familiar and easy to use, and at the same time is flexible and creative. A number of key methodological principles underpin the course, enhancing the interface between learners and their learning, and between students and teachers. *American Empower*:

- 1 encourages learner engagement
- 2 delivers manageable learning
- 3 is rich in practice
- 4 provides a comprehensive approach to productive skills.

Measurable Progress

American Empower includes a uniquely reliable assessment package developed by test experts at Cambridge Assessment English. This allows teachers and learners to measure progress and determine learners’ strengths and needs. Not only do learners feel more motivated when they can see they are making progress, but they are then able to target and address specific learning needs.

Key Methodological Principles

1 Learner engagement

Getting Started

Each unit begins with a Getting Started page, designed to engage students from the very start of the unit – leading to greater motivation and more successful learning. It does this in the following ways:

- Striking images take an unusual perspective on the theme – this raises curiosity, prompts ideas and questions in the mind of the learner, and stimulates them to want to communicate.
- Speaking activities prompt a personal response – exploring beyond the surface of the image – while providing a cognitive and linguistic challenge for the student and a diagnostic opportunity for the teacher.

Remarkable texts, audio, and video

Throughout the course, learners encounter a range of **reading texts**, along with **audio and video**. The texts have been carefully selected to appeal to learners from a variety of cultural backgrounds. The topics will inform, amuse, surprise, entertain, raise questions, arouse curiosity and empathy, and provoke an emotional response. The texts, audio, and video in *American Empower* provide learners with new insights and perspectives on a variety of topics. By using a varied range of spoken and written contexts, students are consistently motivated to engage with the target grammar and vocabulary.

Frequent opportunities for personal and critical response

There are frequent opportunities to contribute personal views, experiences, and knowledge when discussing each lesson’s themes. Every lesson includes regular activities that encourage learners to respond personally to the content of the texts and images. These include **personalization** tasks which make the target language in every unit meaningful to the individual learner. Many activities also involve some kind of critical response to the content of texts. This helps develop students’ critical thinking skills as well as gives them further speaking practice.

Independent learning

In order to make progress, learners must build their language knowledge and their ability to use this knowledge in an active way. Reading and listening widely in English will help students to progress faster, as will the development of good study skills. In *American Empower*, **Learning Tips** support learners both in and outside the classroom. These features accompany the texts and audio and encourage learners to notice and systematically note useful language. The Teacher’s Notes for each lesson include **Homework activities** which encourage students to put the Learning Tips into practice in their independent learning and motivate further reading and listening outside the classroom.

