

AMERICAN EMPOWER

STUDENT'S BOOK
WITH EBOOK

B1+

INTERMEDIATE

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Better
Learning



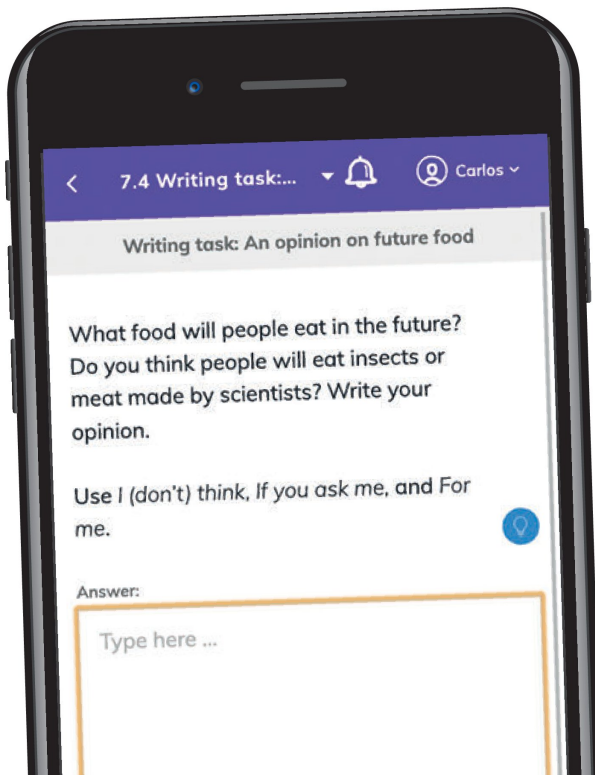
AMERICAN EMPOWER is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *American Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

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 advice and rules
- Describe food
- Ask for and give recommendations
- Write a review of a restaurant or café

UNIT 6

DIFFERENT CULTURES

GETTING STARTED

a 🗣️ Look at the photo. Ask and answer the questions.

- 1 In which part of the world do you think the photo was taken?
- 2 What job are the men doing?
- 3 How is this similar to or different from the same job in your culture?
- 4 Are there any jobs in your country that still use traditional methods? Give details.

b 🗣️ Have you met people from different cultures? If you have, what did you have in common? How were you different? If you haven't, what do you think they would find interesting or surprising about your country's culture?

67

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.

6A YOU SHOULD WEAR GOOD WALKING SHOES

Learn to talk about advice and rules
G Modals of obligation
V Compound nouns

1 SPEAKING AND READING

a Discuss the questions.

- What do you think the phrase "culture shock" means?
- What difficulties might culture shock cause?
- Think of a country you would like to visit. How do you think it would be different from your own country? Think about the words in the box.

food people customs getting around cities and streets

CULTURE SHOCK? THERE'S AN APP TO DEAL WITH THAT

Many travel apps and guidebooks can help you to book a cheap homestay or an expensive hotel with a swimming pool, and they can tell you where to go windsurfing or what restaurants serve the best seafood. But what if you want information on how to greet people politely in Tokyo, how much to tip a taxi driver in Madrid, or where to meet local people in Rio de Janeiro? Well, a new app for your cell phone can now do all that for you.

The app is called CultureMee, and it not only gives straightforward travel advice, but it also provides **insights** into the culture of the country you're visiting. It was set up by an Irish couple, John and Dee Lee, and has quickly grown in popularity. Thousands of people are already using the app, which now covers locations all over the world. It has also won several international awards.

The idea for the app came to them while they were on vacation in East Africa a few years ago. They had guidebooks that told them about places to visit, but they found it difficult to find out about what kind of plug they needed for their hair dryer or exactly what vaccinations they needed.

They realized that it would be very useful to have an app that could give people this kind of basic travel advice. They also wanted to help people understand the culture of any country they might visit, so this became an **integral** part of the app's content.

The couple decided not to take the conventional **approach to** culture, which is already a feature of standard guidebooks, but rather to focus on the everyday lives of people in the country. There are plenty of apps available that can help you book vacations and places to stay, and that give you information about tourist sights and museums. However, John and Dee felt that most travel apps didn't focus on ordinary people, so they decided to put this **at the heart of** what CultureMee does.

CultureMee offers a wide range of cultural content, including background information about the country and its history, details on contemporary culture, and advice on dealing with "culture shock." Users can access videos, produced by the couple themselves, that **supplement** the core content of the app. Many of these give tips on how to engage with local people and how to behave in an appropriate way. They are based on interviews with people who have visited the country and who can talk **with authority** about it from a visitor's point of view. There are also interviews with local people who provide insights into how they view their own culture.

So imagine that someone from the U.S. wants to travel to Brazil. They can select the appropriate culture video and hear a Brazilian talking about how to get along with Brazilians and understand their culture.

An essential aim of John and Dees' project is to create an online community of people who are interested in travel and culture. As the app becomes more popular, they hope this community will continue to **augment** it with their own stories and viewpoints.

"augment (v) to increase the size or value of something by adding to it

A screenshot from CultureMee

John and Dee Lee, founders of CultureMee

UNIT 6

The Ruins of Tikal: Insider Tips

If you're in Guatemala, you really must go to Tikal. It's a huge ancient city, built by the Maya civilization in the 5th century, and it's one of the world's most amazing sights.

You can hire an official ¹ to show you around, but it's better to take a good ² with you – it will tell you everything you need to know about the ruins and allow you to look at them at your own pace. The sun is very strong, so don't forget to put ³ on your face and arms and wear a(n) ⁴. Also, there are mosquitoes in the area, so you should put on some ⁵ before you start. The ruins cover several square kilometers and you have to walk, so you should wear good ⁶. You can buy food at the site, but it's pretty expensive. I always carry a small ⁷ with my own food and plenty of water to drink. After your visit, you might want to stop off at the visitor center near the entrance, where you can find a cafe and a(n) ⁸.

Special tip: Go at dawn to watch the sun rise over the ruins. It's an experience you'll never forget!

2 VOCABULARY Compound nouns

a Read the information below about compound nouns, then underline the compound nouns in the title and introduction to the article on p. 68.

Compound nouns combine two words. We write some compound nouns as one word (e.g., *lunchtime*) and others as two words (e.g., *living room*). They are usually formed by:

- noun + noun (e.g., *newspaper*)
- verb + -ing + noun (e.g., *washing machine*)
- noun + verb + -ing (e.g., *ice skating*)

3 LISTENING

a Look at the photos and the information about Kim, Will, and Daniel. What cultural differences do you think they noticed when they lived overseas? Compare your ideas with other students.

Kim from Canada went to live in Ecuador.
Will from the U.S. worked for a company in Nigeria.
Daniel from Brazil went to live in the U.S.

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.

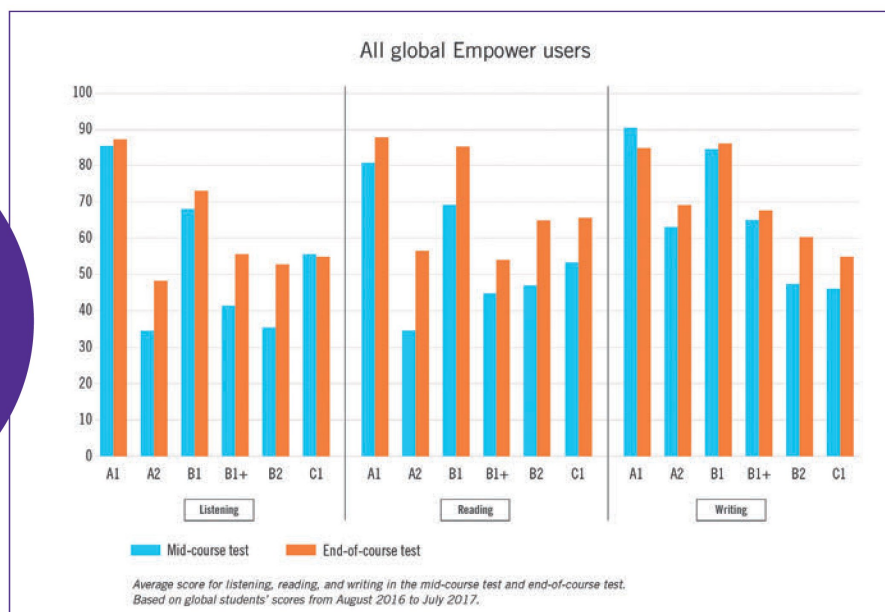
Content

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

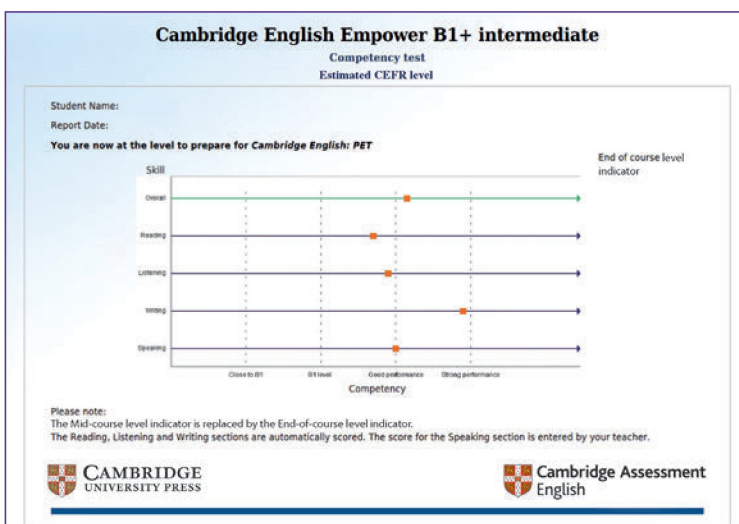
Schools and colleges need to show that they are evaluating the effectiveness of their language programs.

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.

6D SKILLS FOR WRITING

It's definitely worth a visit

1 SPEAKING AND LISTENING

a Look at situations 1-3. Where would you go for these occasions? Choose from the locations in the box.

- to meet friends for a chat and a cup of coffee
- a birthday or an anniversary
- a party at the end of the semester or the end of a language course

a café a cheap restaurant an expensive restaurant
a venue with music or dancing (e.g., a club)

b Compare your ideas. Do you agree?

c Listen to Jeff, Fabio, and Carla. Which place in photos 1-3 is each of them talking about?

d Listen again and answer the questions.

- Why doesn't Jeff like the atmosphere at expensive restaurants?
- What does he say about the food?
- Does Fabio go to cafés alone, or with friends, or both?
- Why does he like sidewalk cafés?
- What does Carla do before she starts dancing?
- What kind of music does her favorite place play?

e Think of one place to go out that you really like and one that you don't really like. Write notes about their good and bad points.

f Discuss your places. Do you agree with your partner's descriptions? Why / Why not?

2 READING

a Read the four reviews of a café on p. 77. The first reviewer gave it five stars (= excellent). How many stars do you think the other reviewers gave it?

b Read reviews a-d again. Underline any words or phrases that are used to describe the things below.

- the atmosphere
- the kind of food and drinks they serve
- the quality of the food
- the service
- the value
- the location

3 WRITING SKILLS Positive and negative language; Adverbs

a Add adjectives or phrases from the reviews above to the chart.

Positive	Fairly positive
delicious	friendly enough
Fairly negative	Negative
a little noisy	awful

b Compare your answers. Did you choose the same adjectives and phrases?

c Compare the two sentences. They are both negative, but they are not exactly the same. In which sentence is the writer trying not to sound too negative?

- The portions weren't **very** generous.
- The portions were **absolutely** tiny.

d Which of these sentences are slightly negative? Which are very negative?

- It was extremely disappointing.
- The bread wasn't very fresh.
- The sauce was completely tasteless.
- My soup wasn't really hot enough.
- The portions were fairly small.
- The service was awful.

UNIT 6

a "Very highly recommended. Would go back again." ★★★★★

I came here on my birthday. The coffee and cakes were delicious, and there was a relaxing atmosphere, with plenty of space. The staff were very friendly and gave us free birthday drinks. I can definitely recommend this café, and I'll be going back.

b "Visited twice in 3 days!" ★★★★★

We had wonderful food here. The fish was very fresh, and they had delicious salads. It's also a great place to just sit and relax. The second time we went, we just ordered coffee, and the waiters were friendly and left us alone. We stayed for three hours! It's right in the center of town, so it's a little noisy, but it's a convenient place to meet and fairly easy to get to. It's definitely worth a visit!

c "Completely overrated." ★★★★★

We had seen good reviews of this café, but it was extremely disappointing. The service was awful – we waited for 30 minutes before anyone even noticed we were there. We ordered pasta, but it was overcooked and the sauce was completely tasteless. My soup was tasty, but it was half cold and I had to send it back. The waiters were friendly enough, but they were so slow.

d "A nice place to meet friends" ★★★★★

This is a bright, friendly café, and they also serve good food, although the portions aren't very generous and it's a little overpriced. I usually go there for some coffee. It has a fairly pleasant atmosphere, and the service is always reasonably friendly and relaxed. I'd recommend it as a place to get something to drink with friends, but it might be better to eat somewhere else.

e Do we use these adverbs to make adjectives or phrases stronger or weaker?

a little absolutely completely extremely fairly not really
not very slightly barely really reasonably deeply

f Change the strong comments in the sentences in 3d so that they sound weaker. Change the weaker comments so that they sound stronger.

- It was a little disappointing.
- The bread was really old.

4 WRITING Two reviews

a Choose two places you know (restaurants, cafés, or venues with music). Think of one place you like a lot and one place you don't really like. Write notes about the points below.

- general atmosphere
- what they serve
- location
- how busy it is
- friendliness
- quality of food
- service
- prices
- value for the money

b Compare your ideas with a partner.

c Write two reviews, one for each place.

d Work in pairs. Read your partner's reviews. Check that your partner has done the things below.

- covered all the points in 4a
- used appropriate adjectives and phrases
- used adverbs appropriately

e Show your reviews to other students. Do you agree with your partner's descriptions? Why / Why not?

2 Beyond the classroom

“There are plenty of opportunities for personalization.”

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

Insights

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

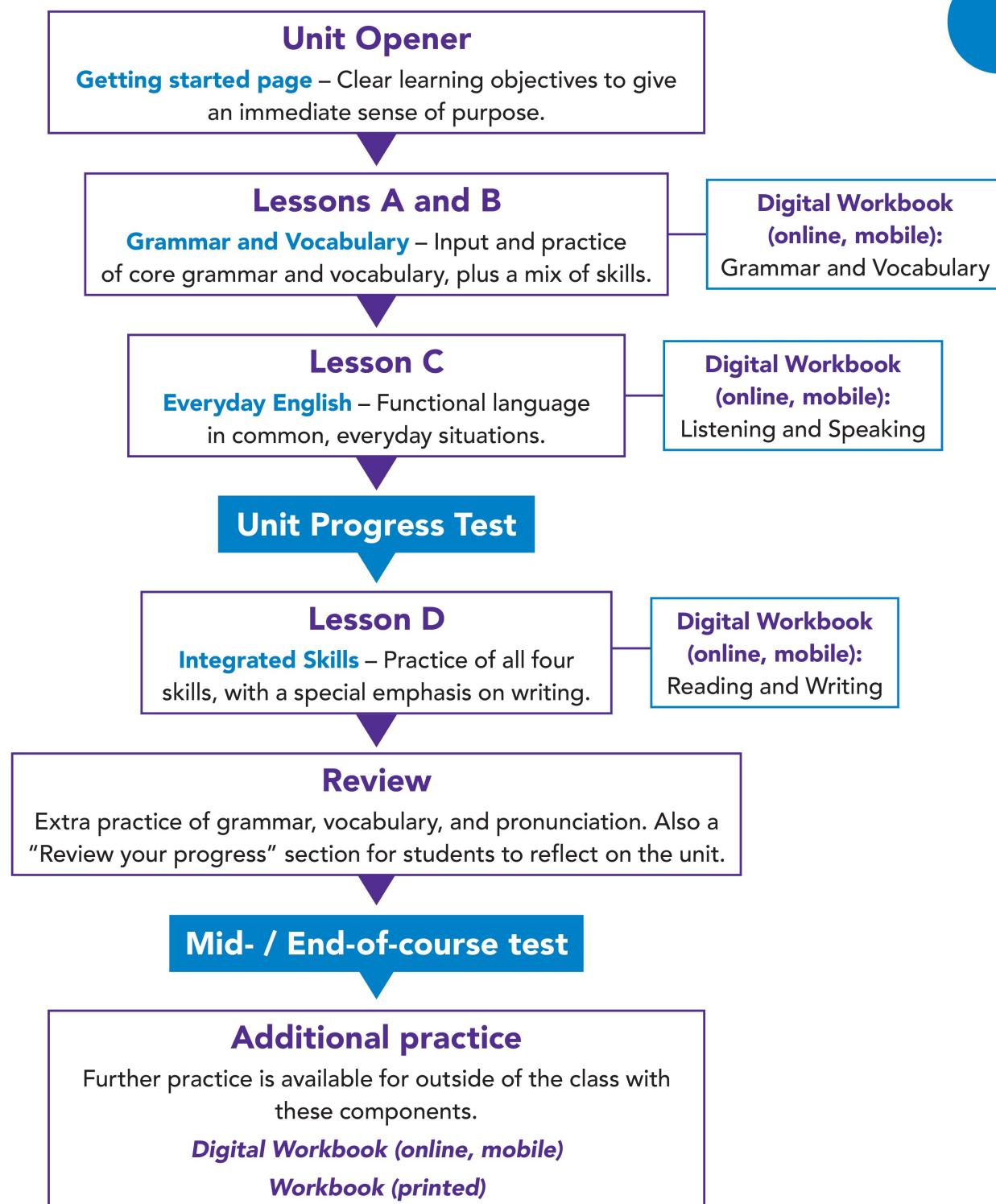
Content

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

Results

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

Unit overview



Components

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

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

CONTENTS

Lesson and objective		Grammar	Vocabulary	Pronunciation	Everyday English
Unit 1 Talk					
Getting started Talk about communication					
1A	Talk about friendship and communication	Subject and object questions	Friendship and communication		
1B	Describe experiences in the present	Simple present and present continuous	Gradable and extreme adjectives	Sentence stress: gradable and extreme adjectives	
1C	Give and respond to opinions			Word groups	Giving and responding to opinions
1D Write a guide					
Review and extension More practice		WORDPOWER yourself			
Unit 2 Modern life					
Getting started Talk about the workplace					
2A	Talk about experiences of work and training	Present perfect and simple past	Work	Present perfect and simple past: I've worked / I worked	
2B	Talk about technology	Present perfect and present perfect continuous	Technology	Sentence stress: main verb / auxiliary verb	
2C	Make and respond to suggestions			Sentence stress	Making and responding to suggestions
2D Write an email giving news					
Review and extension More practice		WORDPOWER look			
Unit 3 Relationships					
Getting started Talk about relationships					
3A	Talk about a friendship	Narrative tenses	Relationships	Linking sounds	
3B	Talk about families	used to, usually	Multi-word verbs	Sentence stress: multi-word verbs	
3C	Tell a story			Stress in word groups	Telling a story
3D Write about someone's life					
Review and extension More practice		WORDPOWER have			
Unit 4 Personality					
Getting started Talk about people					
4A	Describe people and their abilities	Modals and phrases of ability	Ability	Stress with modal verbs	
4B	Describe feelings	Articles	Personality adjectives		
4C	Offer and ask for help			Intonation in question tags	Offering and asking for help
4D Write an informal online ad					
Review and extension More practice		WORDPOWER so and such			
Unit 5 The natural world					
Getting started Talk about endangered animals					
5A	Talk about the future	Future forms	Environmental issues	Sound and spelling: a	
5B	Talk about if and when	Present and future real conditionals	The natural world	Consonant clusters	
5C	Give reasons, results, and examples			Voiced and unvoiced consonants	Giving reasons, results, and examples
5D Write a discussion essay					
Review and extension More practice		WORDPOWER problem			

Listening	Reading	Speaking	Writing
Three monologues: Online friendships	Article: "But Are They Real Friends?" Article: "Can You Really Learn a Language in 22 Hours?"	Things you have done recently Learning a foreign language	
What to cook?		Giving and responding to opinions; Using <i>me too</i> / <i>me neither</i>	Unit Progress Test
Conversation: learning vocabulary	Article: "What Kind of Learner Are You?"	Ways of learning vocabulary	A guide Introducing a purpose; Referring pronouns
Radio show: likeability	Article: "Not the Best Interview I've Ever Had!" Article: "What's Your Favorite App?"	Work and training experiences Interviewing classmates about technology use	
A problem		Making and responding to suggestions; Sounding sympathetic or pleased	Unit Progress Test
Conversation: life changes	An email about a new job	Life changes	An informal email Adding new information
Two monologues: being a twin A mistake	Article: "60 Years and 1,000 Miles: How a Word Game Brought Two Unlikely People Together" Article: "Twin Tales"	The story of a friendship Family traditions Reacting to what people say; Telling a story	Unit Progress Test
Conversation: great-grandparents	An email about how great-grandparents met	A member of your family	A biography Describing time
Radio show: successful people	Article: "What Happens to Talented Children When They Grow Up?"	Becoming successful at something	
Two monologues: personality types	Article: "Why the World Needs Introverts"	Describing a person	
Asking for help		Question tags; Offering and asking for help	Unit Progress Test
Three monologues: websites	Three online ads	Using the Internet to buy and sell things	An informal online ad The language of ads
Conversation: an environmental project Interview: inventions inspired by nature Talking about possible jobs	Web page: The Whitley Fund for Nature Article: "Animals Have Adapted to Survive Everywhere"	Predictions about the future The best place to experience natural beauty Reasons, results, and examples; Giving yourself time to think	Unit Progress Test
Monologue: rescuing whales	An essay about water pollution	A quiz about whales	A discussion essay Organizing an essay; Signposting language

Lesson and objective		Grammar	Vocabulary	Pronunciation	Everyday English
Unit 6 Different cultures					
Getting started Talk about different cultures					
6A	Talk about advice and rules	Modals of obligation	Compound nouns	Word stress: compound nouns	
6B	Describe food	Comparatives and superlatives	Describing food	Sound and spelling: /f/ and /tʃ/	
6C	Ask for and give recommendations			Sounding interested	Asking for and giving recommendations
6D	Write a review of a restaurant or café				
Review and extension More practice			WORDPOWER go		
Unit 7 House and home					
Getting started Talk about ideal houses					
7A	Describe a building	Modals of deduction	Buildings	Modal verbs: final /t/ sounds	
7B	Describe a town or city	Quantifiers	Verbs and prepositions	Sentence stress: verbs and prepositions	
7C	Make offers and ask for permission			Sounding polite	Making offers and asking for permission
7D	Write a note with useful information				
Review and extension More practice			WORDPOWER over		
Unit 8 Information					
Getting started Talk about an interesting news story					
8A	Talk about podcasts	Reported speech	Sharing information	Sound and spelling: /g/ and /k/	
8B	Talk about what other people say	Verb patterns	Reporting verbs		
8C	Generalize and be vague			Sound and spelling: /h/ and /w/	Generalizing and being vague
8D	Write an email summary of a news story				
Review and extension More practice			WORDPOWER in/on + noun		
Unit 9 Entertainment					
Getting started Talk about street entertainers					
9A	Talk about movies and TV	The passive	-ed / -ing adjectives	Sound and spelling: final -ed in adjectives	
9B	Give extra information	Defining and non-defining relative clauses	Music; Word-building (nouns)	Relative clauses: pausing; Word stress	
9C	Recommend and respond to recommendations			Showing contrast	Recommending and responding
9D	Write an article				
Review and extension More practice			WORDPOWER see, look at, watch, hear, listen to		
Unit 10 Opportunities					
Getting started Talk about different kinds of opportunities					
10A	Talk about new things it would be good to do	Present and future unreal conditionals	Sports; Adjectives and prepositions	Sentence stress: would	
10B	Talk about imagined past events	Past unreal conditionals	Expressions with do, make, and take	Sentence stress: would and have	
10C	Talk about possible problems and reassure someone			Sounding sure and unsure	Talking about possible problems and reassuring someone
10D	Write an email with advice				
Review and extension More practice			WORDPOWER Easily confused words		
Communication Plus p. 127		Vocabulary Focus p. 133		Grammar Focus p. 144	

Listening	Reading	Speaking	Writing
Three monologues: culture shock	Article: "Culture Shock? There's an App to Deal With That"	Describing different cultures	
Radio show: vending machines in Japan	Blog: "Hungry Adventures"	Describing a special meal	
A special gift		Asking for and giving recommendations; Expressing surprise	Unit Progress Test
Three monologues: special occasions	Reviews of a café	Places to go out	Two reviews Positive and negative language; Adverbs
	Web page: "A More Personal Place to Stay"	Describing buildings	
Conversation: comparing life in a town and a city	Web page: "Five Reasons Why Small Towns Are Better Than Cities"	Talking about where you live	
Visiting a friend's family		Making offers, requests, and asking for permission; Imagining how people feel	Unit Progress Test
Conversation: a vacation in Florida	Article: "Top Five Things to Do ... in and around Miami" A note	A recent vacation	A note with useful information Offering choices
Podcast: Pod-on-Pod	Article: "Thinking of Making a Podcast? Just Give It a Try!"	Giving opinions about podcasts	
Interview: fake reviews	Article: "The Restaurant That Wasn't There"	Describing experiences using reporting verbs	
A job interview		Generalizing; Being vague	Unit Progress Test
Monologue: a news story	A news story	Air travel	An email about a news story Summarizing information
Conversation: movie trailers	Article: "To Binge or Not to Binge ..."	Recommending a movie or TV show	
Three monologues: musical experiences	Article: "The Three Best Music Festivals You've Probably Never Heard Of"	A musical experience	
Planning an evening out		Recommending and responding; Asking someone to wait	Unit Progress Test
Two monologues: live music	A blog about staying at home	Live vs. recorded music	An article about a form of entertainment Contrasting ideas; The structure of an article
Conversation: trying new activities		Taking new opportunities	
	Article: "Searching for Serendipity"	A past event that made life better	
Asking for a promotion		Talking about possible problems and reassuring someone; Changing the subject	Unit Progress Test
Monologue: volunteering	A web page about volunteering; Emails giving advice	Volunteering	An email with advice Advising a course of action

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CAN DO OBJECTIVES


- Talk about friendship and communication
- Describe experiences in the present
- Give and respond to opinions
- Write a guide



UNIT 1

TALK

GETTING STARTED

a  Look at the photo and answer the questions.

- 1 Where do you think the girls are?
- 2 What do you think the girl on the left is saying? Why do you think that?
- 3 How do you think the other girl feels? Why?

b Discuss the questions.

- 1 Do/Did you talk a lot in class in school or in college?
- 2 Do you talk a lot when you are with your friends? What about with your family?
- 3 Do you think you should change anything about the way you talk (e.g., talk more, less, more loudly, more quietly)? Why / Why not?

1 SPEAKING AND VOCABULARY

Friendship and communication

a Discuss the questions.

- 1 How do you usually meet new people – face-to-face or online? Why?
- 2 Are your online friendships different from your other friendships? How?
- 3 What kinds of things do you talk about online? Is this different from most of your face-to-face conversations? Why / Why not?



b Match the words in bold in sentences 1–6 with definitions a–f.

- 1 Social media is a great way to **get in touch** with old friends you haven't seen in a while.
- 2 It's really difficult to **express your feelings** online because you can't look people in the eye.
- 3 When her brother, Mike, was in the hospital, Susanna **reached out** to all his friends to come and visit him.
- 4 It's easier to **interact with** people online because you can think about what you want to say before you write it.
- 5 With good friends, you often don't have to **put** how you feel **into words** because you just understand each other.
- 6 It's not a good idea to **give your opinion** in an online discussion because it's written. If you change your mind, you can't get rid of what you wrote.

- a to communicate with and react to a person or people
- b to say or write what you think or believe about something
- c to contact someone by phone, email, or text message
- d to try to communicate with a person or group of people, usually to help or involve them
- e to talk about your emotions
- f to explain a feeling using language

c Do you agree with sentences 1–6? Why / Why not?

d Now go to Vocabulary Focus 1A on p. 133.

2 READING

- a Read the article and find out if it has similar ideas to the ones you talked about in 1a.



You've probably heard it before, right? "Facebook and Instagram friends aren't the same as the real thing." People from generations that didn't grow up with online friendships criticize younger adults who say they have a lot of online friends. They don't think friendships that are made online are as real or as meaningful as face-to-face ones. But it looks like they may be wrong.

Researchers at the University of California have come to the conclusion that online friendships have the same qualities as those in the real world. In a study, the researchers looked at exchanges between online friends and observed the same kinds of behaviors that exist in face-to-face friendships. Online friends share experiences and interests, express their feelings, and reveal things about themselves. Sometimes they offer each other practical help, and they can keep each other company at any time of the day or night.

Another way that face-to-face and online friendships are similar is that they take time to develop. You can't just go online hoping to find a friend – it's not as simple as that. Experts say that you need to build online friendships carefully, and they offer the following advice:

- Join a discussion or community that talks about something you're interested in.
- Make sure it's an app or website where you can exchange ideas and information – not one where you just follow what other people say.
- Write a clear and honest profile of yourself. Make it interesting and use a friendly tone.
- Don't expect to find a friend immediately – it can take time.

And when you do find a friend ...

- Take things one step at a time, but make sure you keep in touch.
- Share things about your life, but not very personal things, and try to build trust.

b Read the article again. Are the sentences True (T) or False (F)? Correct the false sentences.

- 1 Some older people don't think online friends are true friends.
- 2 Researchers say there are many differences between face-to-face and online friendships.
- 3 Online friends can be available to interact with day and night.
- 4 You will find online friends very quickly.
- 5 To help an online friendship develop, share some details about yourself and your life.

c  Discuss the questions.

- 1 Do you think the advice in the article is good? Why / Why not?
- 2 What problems can happen as a result of online friendships? What are the benefits?
- 3 Do you think people express their feelings more or less carefully online? Why?
- 4 Do you think it's easier to find someone you have something in common with in the real world or online? Why?

3 GRAMMAR Subject and object questions

a Look at the questions and answers and underline the correct words in the box.

- 1 **Q:** What do experts **say** about making friends online?
A: You need to build online friendships carefully.
- 2 **Q:** Who **thinks** online friendships aren't real?
A: People from generations that didn't grow up with online friendships.

- a The answer to question 1 is the *subject / object* of the verb in **bold**. Question 1 is a(n) *subject / object* question.
- b The answer to question 2 is the *subject / object* of the verb in **bold**. Question 2 is a(n) *subject / object* question.

b Are the questions below subject (S) or object (O) questions?

- 1 Who do I give this to? _____
- 2 What happened to your leg? _____
- 3 Which of these books do you want to borrow? _____
- 4 Who gave you the flowers? _____
- 5 Which car uses less gas? _____
- 6 What did he say to you? _____

c  Now go to Grammar Focus 1A on p. 144.

d Make subject (S) or object (O) questions with the words below. You may need to change the verb or add *do*, *does*, or *did*.

- 1 Who / call / you / yesterday? (S)


- 2 Who / you / last / text? (O)

- 3 What / you and your friends / talk about? (O)

- 4 What / make / you and your friends / laugh? (S)

- 5 Which of your friends / you / see / every day? (O)

- 6 What / post / last / make / you laugh? (S)

e  Ask and answer the questions. Try to ask follow-up questions.

Here's a checklist of questions you can ask yourself as you explore the world of online friendships:

- 1 Is it easy to use the app/website? ☐
- 2 Is this a community I want to join? ☐
- 3 Are there people I want to communicate with? ☐
- 4 Am I interested in replying to posts? ☐
- 5 Are the posts friendly and honest? ☐
- 6 Do other people like or reply to my posts? ☐

4 LISTENING

a Discuss the questions.

- 1 Do you think online friends can become face-to-face friends? How can this happen?
- 2 What are the advantages and disadvantages of this change in friendship?

b 01.05 You are going to hear Chris, Alex, and Kelly talk about online friendships. Listen and put a name with each photo.

1 _____



2 _____



3 _____



c 01.05 Listen again and complete the information in the chart.

	Chris	Alex	Kelly
Friend's name			
Common interest			
Met – yes or no?			
What have they done together?			

d Which of the three speakers would you like most as an online friend? Why?

5 SPEAKING

a Check (✓) the things you have done recently. Write notes about the experience.

- ☐ met someone new face-to-face
- ☐ met someone new online
- ☐ met someone face-to-face who you first met online
- ☐ met an old friend you hadn't seen in a long time
- ☐ posted a strong opinion on social media or a discussion board
- ☐ posted a video story on social media
- ☐ created a playlist of your favorite music
- ☐ started a new job/course

b Look at the experiences your partner checked and write three questions to ask them.

met someone new

Who was it?

Where were you?

What did you talk about?

c Ask your partner about their experiences. Try to ask follow-up questions.

1B

I'M USING AN APP FOR LEARNING ENGLISH

Learn to describe experiences in the present

- G** Simple present and present continuous
- V** Gradable and extreme adjectives

1 SPEAKING

a Discuss the questions.

- How many languages can you say "Hello" in?
- How many languages can you order a meal or have a simple conversation in?
- What language are you best at (apart from your own)?

b Choose one idea below and continue using *because*. Write your idea.

Learning a new language is like ...

- making a new friend
- going on a long journey
- being a child again
- growing plants in a garden
- learning a musical instrument.

Learning a new language is like being a child again because you feel like you are starting from the beginning and everything is new.

c Read your sentences to each other. Do you agree with each other's ideas?

d Look at photos a–d and discuss the questions.

- What are the different ways of learning a language in the photos?
- What are the advantages and disadvantages of each way of learning a language?
- Which have you tried? Have you tried any other ways?

Dy bannee diu

Guten Tag

Gouden Dai

Salut

Сәлем!

Bonjour

Halito

Salute

Hallo

Håfa ådai

Ç'kemi

Guuten takh

Héébee

Bon die!

Servas

Tungjatjeta

Ola

Ahoj

Bitao

Góðan dag

Hoi

Salud

Hola / Buenos días

Bon dia



c



d



a

