

AMERICAN EMPOWER

TEACHER'S BOOK
WITH DIGITAL PACK

B1+

INTERMEDIATE

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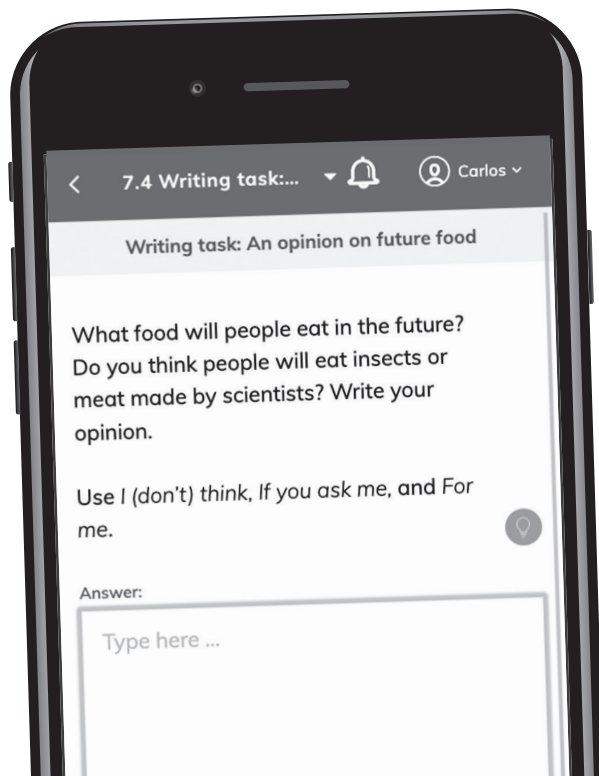
AMERICAN EMPOWER is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *American Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

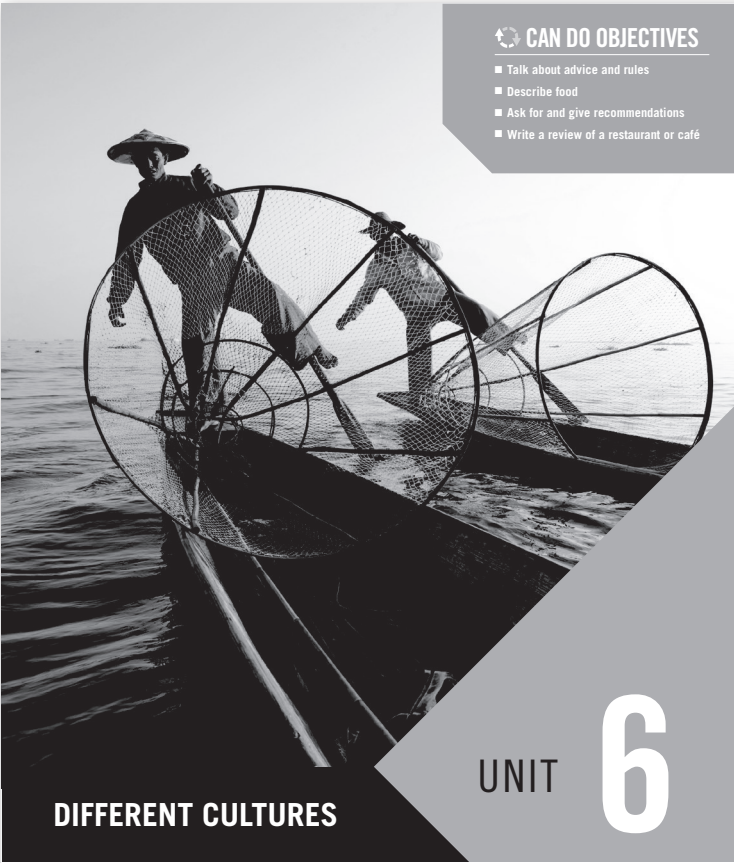
American Empower's unique mix of engaging classroom materials and reliable assessment enables learners to make consistent and measurable progress.

Content you'll love.

Assessment you

can trust.





CAN DO OBJECTIVES

- Talk about 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

- Modals of obligation
- 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.

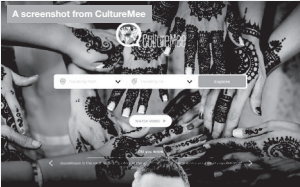
CultureMee offers a wide range of cultural content, including background information about the country and its history, details on contemporary culture, and advice on dealing with “culture shock.” Users can access videos, produced by the couple themselves, that **supplement** the core content of the 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 Brazilian culture. They can also watch a video of a non-Brazilian person talking about how to get along with Brazilians and understand their culture.


An essential aim of John and Dee's 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



c Read the article again. Decide if the sentences are true (T) or false (F). Find phrases in the text that tell you the answer.

- The new app only gives cultural advice, not practical travel advice.
- CultureMee has already been successful.
- John and Dee's guidebook on East Africa didn't tell them everything they needed to know.
- John and Dee decided to interview ordinary people who know about a country.
- All the interviews are with people who come from the country they talk about.
- They would like people who use the app to contribute to it and improve it.

d What do the words in **bold** mean in the context of the article? Choose a or b.

- insights**
a knowledge of something
b suggested places to visit
- integral**
a additional, extra
b central, essential
- approach**
a information about
b way of looking at
- at the heart of**
a feeling strongly about something
b central to something
- supplement**
a add to something
b use instead of something
- with authority**
a knowledgeable about something
b having permission to talk about something

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 café 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!

d Read the travel tips for Tikal in Guatemala. Complete the text with compound nouns from 2c.


e Communication 6A Student A: Go to p. 130. Student B: Go to p. 132.

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.

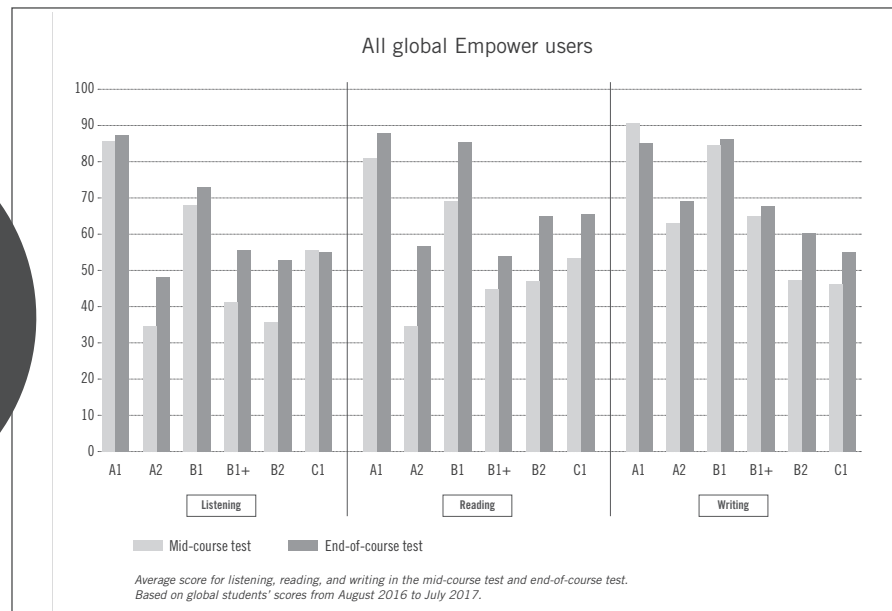
Content

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.



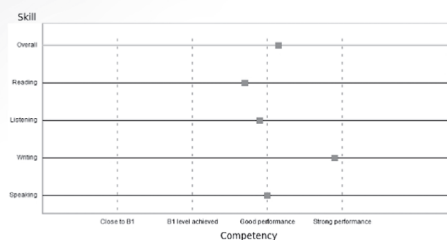
Cambridge English Empower B1+ intermediate

Competency test
CEFR report

Student Name:
Report Date: 17 March, 2017

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

End of course report



Please note:
The Mid course test report is replaced by the End of course test report.
The Reading, Listening and Writing sections are automatically scored. The score for the Speaking section is entered by your teacher.

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UNIVERSITY PRESS

Cambridge Assessment
English

“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

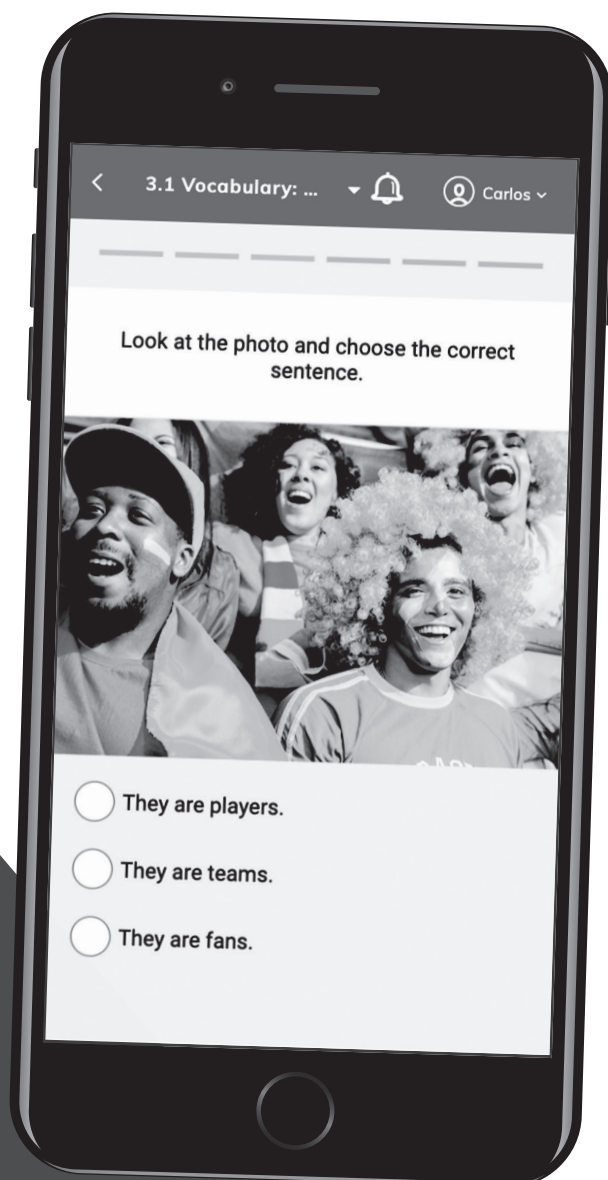
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

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

Learn to write a review of a restaurant or café

Positive and negative language; Adverbs

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



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 "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 to drink with friends, but it might be better to eat somewhere else.

d "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.



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.

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
- location
- how busy it is
- what they serve
- quality of food
- service
- friendliness
- 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.

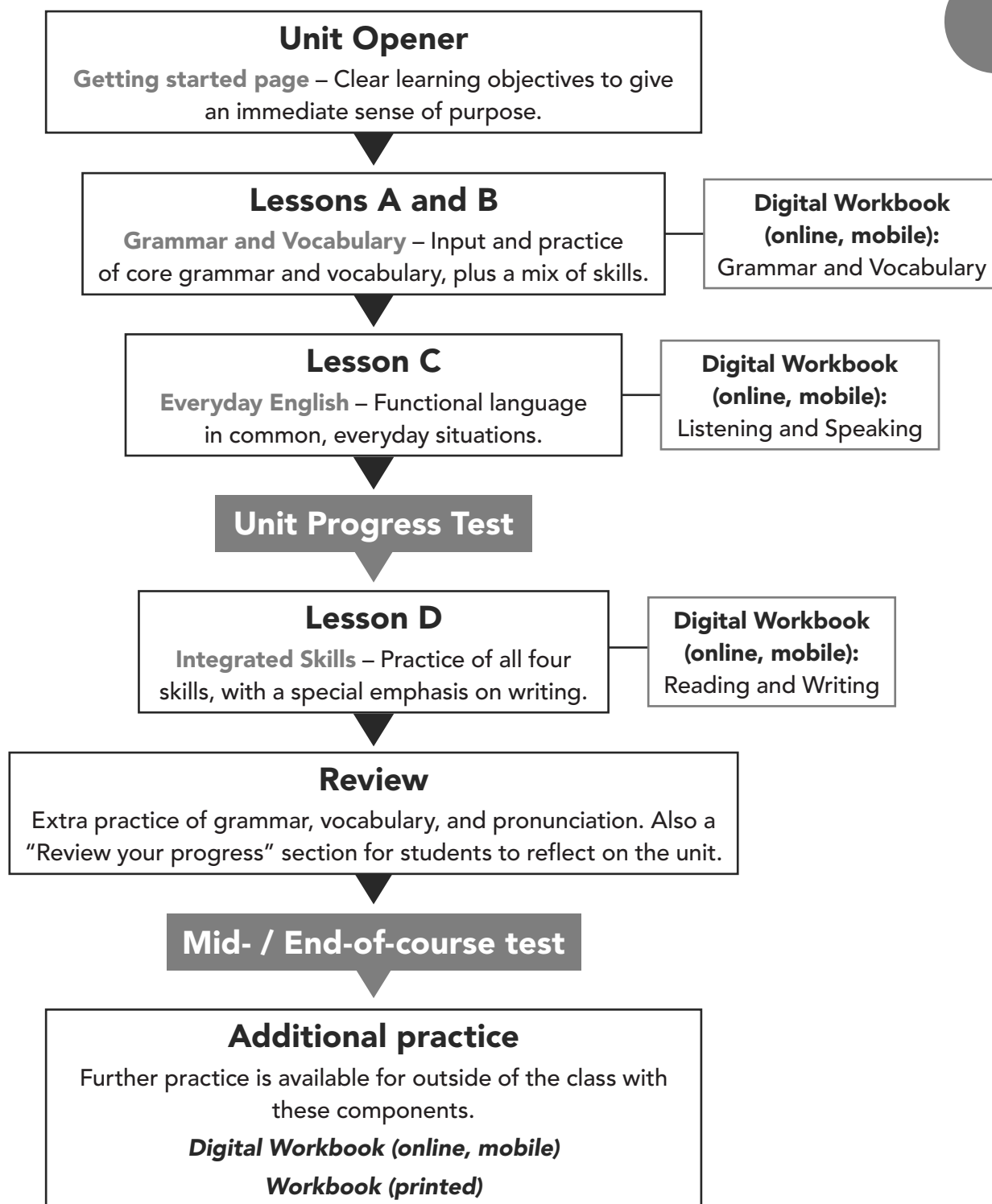
Content

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

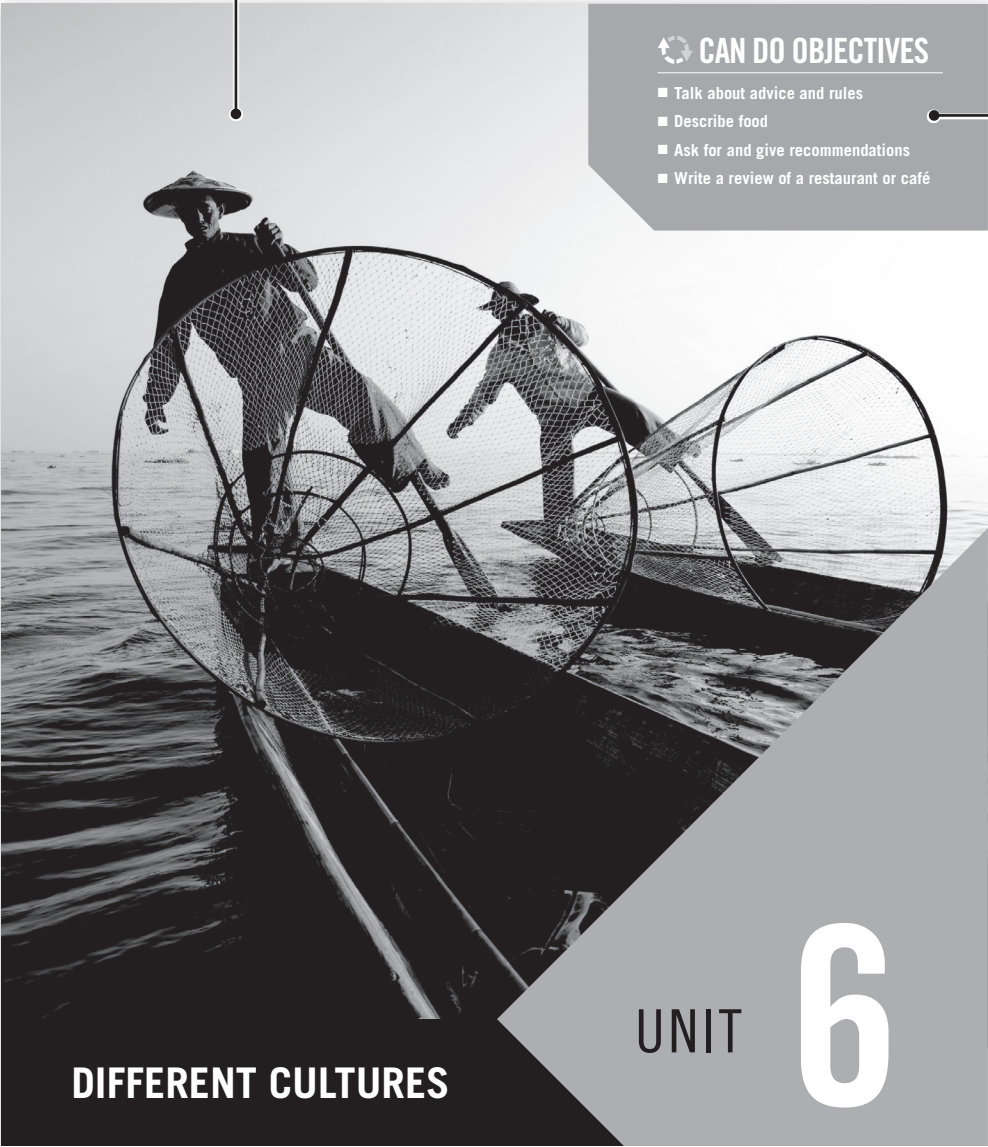
Getting Started

Striking and unusual images arouse curiosity.

Clear learning objectives give an immediate sense of purpose.

CAN DO OBJECTIVES

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



DIFFERENT CULTURES

UNIT 6

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?

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.

6A YOU SHOULD WEAR GOOD WALKING SHOES

Learn to talk about advice and rules

- 6 Modals of obligation
- V Compound nouns

1 SPEAKING AND READING

a Discuss the questions.

- 1 What do you think the phrase “culture shock” means? What difficulties might culture shock cause?
- 2 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

b Quickly read the article about CultureMee, an app for tourists traveling to other countries. Which of the things below does the app provide?

- 1 “insider tips” about the culture
- 2 information about main tourist sites
- 3 a history of the country
- 4 detailed descriptions of famous buildings
- 5 lists of recommended hotels and restaurants
- 6 tips about how to behave in the country
- 7 information about local attitudes and customs

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.

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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.

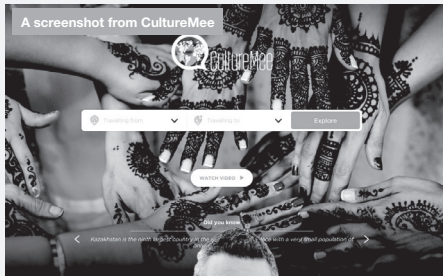
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So, imagine that someone from the U.S. wants to travel to Brazil. They can select the appropriate culture video and hear a Brazilian talking about Brazilian culture. They can also watch a video of a non-Brazilian person talking about how to get along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

An essential aim of John and Dee’s

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



John and Dee Lee, founders of CultureMee

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.

UNIT 6

b 06.02 Listen to Kim, Will, and Daniel. Which of these topics do they talk about? One topic is not mentioned.

talking to people being on time children
making eye contact getting up early going to bed

c 06.02 Listen again and write notes in the chart. Then compare with a partner.

Country	Cultural difference	Example(s)	Comments they make about it
Ecuador			
Nigeria			
U.S.			

d Think about the three cultural differences in the chart. Have you ever been in similar situations? What happened?

4 GRAMMAR Modals of obligation

a Complete these sentences from the interviews with the words in the box. You will use some of the words more than once.

can can't have to don't have to must
must not should shouldn't

Kim

- 1 If a meeting starts at 10 o'clock, you _____ be there at 10:00. You _____ come maybe fifteen or twenty minutes later, and that's fine.
- 2 They expect me to come on time, and they always say, "You _____ be late. You _____ come on time."

Will

- 3 If you're talking to someone you don't know well, you _____ look right at them.
- 4 In the U.S., you _____ definitely look the other person in the eye when you talk.

Daniel

- 5 At a certain time, maybe 7:00 or 8:00, all the children _____ go to bed.
- 6 In Brazil, children _____ usually stay up as long as they want. ... They _____ go to bed at a fixed time.
- 7 I think children _____ join in the life of the family, and it's a pity if they _____ be part of it.

b 06.03 Listen and check your answers.

c Now go to Grammar Focus 6A on p. 154.

d Complete these rules about transportation in your country. Use the modals in the box.

must have to need to don't have to don't need to
must not should shouldn't can can't

Buses

- 1 You _____ buy a ticket in advance.
- 2 You _____ buy a ticket on the bus.

Walking and cycling

- 3 You _____ use a crosswalk when you want to cross the street.
- 4 You _____ wear a bike helmet.
- 5 You _____ ride a bike on the sidewalk.
You _____ use bike lanes.

Cars

- 6 Passengers _____ wear a seat belt.
- 7 You _____ drive with your lights on during the day.

Taxis

- 8 You _____ stop taxis in the street.
- 9 You _____ book taxis in advance.
- 10 You _____ give taxi drivers a tip.

e A foreign visitor is coming to live in your country for six months. Prepare to give them some advice. Use the ideas in the box and your own ideas to make a list of rules and tips.

roads, sidewalks, and bike lanes public transportation
eating and drinking going out at night clothes
talking to people who are older than you language
parks and public spaces

You shouldn't eat or drink when walking in the street.
You should always give your seat to an older passenger on the bus.

f Take turns reading your rules and tips aloud. Discuss the questions.

- 1 Which rules and tips are about safety?
- 2 Which are about being polite to people?
- 3 Which rules and tips are the most important?

5 SPEAKING

a Work with a partner. Think about a foreign culture you both know something about. How is it different from your culture? Think about these topics and write brief notes.

children meals time men and women
older people greetings how people dress

b Work in groups. Tell your group about the differences in the culture you chose. Ask the other students questions about the culture they chose. Do you agree with them?

Rich in practice

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

Regular speaking activities

Frequent speaking stages get students talking throughout the lesson.

6B

IT'S TASTIER THAN I EXPECTED

1 VOCABULARY Describing food

a Look at photos a-e and discuss the questions.

- Which food would you most like to eat?
- What country do you think each dish comes from?
- What ingredients does each dish contain?
- Which of the dishes could a vegetarian eat?

b Match descriptions 1-5 with photos a-e.

- tasty Moroccan meatballs cooked in a tomato sauce, served with couscous and fresh herbs
- creamy Mexican avocado and tomato dip with crunchy tortilla chips
- whitefish cooked in a spicy Thai sauce with hot green chilies
- Japanese noodles with vegetables in a light soup served with an egg
- a slice of rich Austrian chocolate cake with a bitter orange filling

c Which adjectives in 1b could you use to describe a salad, a bowl of soup, or a curry dish?

d Now go to Vocabulary Focus 6B on p. 137.

e Pronunciation Listen and repeat these words. Pay attention to the pronunciation of the letters *sh* and *ch*.

/ʃ/	/tʃ/
fresh	chocolate
mash	chip
ship	rich
shape	crunchy

f A visitor has come to your town. You're going to give advice about where to eat and what typical dishes to try.

Student A: Give the visitor advice.

Student B: You are the visitor. Listen and ask further questions.

g Now change roles and have a second conversation.

2 LISTENING

a Look at the photo on the right and discuss the questions.

- Do you have vending machines in your country? What do they sell?
- How often do you use them? What do you usually buy?

b Listen to part of a radio show about vending machines in Japan.

- What types of food and drink are mentioned?
- What are the advantages for customers of vending machines over buying things from a store?
- What does the reporter think of the hot meal?

c Would you buy hot food from a vending machine? Why / Why not?

Learn to describe food

- Comparatives and superlatives
- Describing food



Learner engagement

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

Traveling and Eating Around the World



Hawker Centers – Street Food, but Not on the Streets

May 14th

Singapore is famous for its street food, but it's been illegal to sell cooked food in the streets for many years. So, if you're looking for Singapore's famous street food, hawker centers are the places to go. These are indoor food courts with stalls that sell freshly cooked food. You choose your hawker stall according to what kind of cuisine you want – Thai, Malay, Chinese, Indian, Japanese, or Korean.

I went to the Golden Mile Food Center – it was amazing to see so many different food stalls under one roof. *Sup tulang*, a Malay-Indian dish of beef bones in a red spicy sauce, looked very tasty. But in the end I wanted something lighter, so I chose *oyam buah keluak*, a Paranakan (Chinese-Malay) dish. It's chicken with Indonesian black nuts, served with steamed rice. A good choice – one of the most unusual dishes I've ever tasted.

Little India, Big Appetite

May 15th

This part of Singapore was full of the sights and smells of India. I ate *thosai* – crispy Indian pancakes made from rice and lentils. They were served with rich and spicy dips and vegetable curry. The meal was light and fresh – delicious!

Still full from my Indian lunch, I explored the Arab Quarter. There was plenty of great food available, but sadly I wasn't hungry! I'll have to come back to Singapore. I didn't have a chance to explore Chinatown either.

By the evening I was hungry again, so I tried some of the barbecued food at Lau Pa Sat, an old market. I went for Malaysian chicken *sotey*, pieces of chicken on sticks served with spicy peanut sauce. Absolutely delicious!

e Read the blog again and answer the questions.

- What two habits show that the people in Singapore love food?
- What did the blog writer eat with her fish head curry?
- Why can't you buy cooked food on the street in Singapore?
- Why didn't she have *sup tulang* at the Golden Mile Food Center?
- Why didn't she eat anything in the Arab Quarter?
- Which area of Singapore did she not go to?

f Imagine you are visiting Singapore. Where will you go? What will you eat?

I'd really like to go to a big hawker center, so we can see all the different options.

5 SPEAKING

a You are going to talk about a special meal. Write notes about one of these meals. Use the ideas in the box to help you plan what to say.

- the most special meal you've ever made
- the most delicious meal you've ever eaten
- a meal you'll never forget

where? when? who with? ingredients?
how was the food cooked? taste, smell, color?

b Take turns describing your meals. Then talk about which of the meals sounds the most delicious.

The most delicious meal I've ever eaten was in a little restaurant near my grandparents' house. I ate ...

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.

6C

EVERYDAY ENGLISH

Well, what would you recommend?

Learn to ask for and give recommendations

Sounding interested

Asking for and giving recommendations

1 LISTENING

a Discuss the questions.

1 Which of these do you think is the best birthday present? Why?

flowers

dinner at a restaurant

a homemade meal

a book

an expensive gift (e.g., jewelry)

2 Have you ever given these things to anyone?

b Michael and his sister Vanessa are shopping for a gift for Michael's wife, Julia. What do you think Vanessa might recommend? Look at the examples in 1a and add some new ideas of your own.

c Listen to Part 1. Does Vanessa mention your ideas?

d Listen again. Are the sentences true (T) or false (F)?

1 Michael knows what to get Julia.

2 Michael thinks a book is a good idea.

3 Vanessa thinks Michael should get Julia something that matches her style.

4 Vanessa thinks Michael should let Julia choose something.

e Do you agree with Vanessa's advice? What should Michael get Julia?

2 USEFUL LANGUAGE Asking for and giving recommendations

a Look at the phrases in bold below. Which ones are asking for recommendations? Which are giving recommendations?

1 Do you think that's a good idea?

2 If I were you, I'd go with jewelry.

3 It's probably worth thinking this through a little more.

4 Well, what would you recommend?

5 It's much better to buy something that's her style.

6 You can't go wrong with these earrings.

b Complete the conversations with the correct form of the verbs in parentheses. Look back at the phrases in 2a to help you.

1

MICHAEL She loves books! Well, what 1 _____? (you/ recommend)

VANESSA Books are great, but do you think that's enough? I mean, that sounds kind of boring. It's probably worth 2 _____ this through a little more. (think)

2

A Uh, she likes to play games with me sometimes, but I just don't know. What do you suggest?

B Well, if I were you, I 3 _____ with jewelry. A necklace, or a pair of earrings. Look, these are gorgeous. (go)

A Really? They're so ... plain. I think that pair with spikes looks cooler.

B I ... guess they're cool, but it's much better 4 _____ something that's her style. (buy)

3 CONVERSATION SKILLS

Expressing surprise

a Do you think Julia will like the gift Vanessa helped Michael to choose? Will she be surprised? Why / Why not?

b Listen to Part 2 and check your answers to 3a.

c Listen to Part 2 again and complete the sentences.

1 MICHAEL I hope you like it.

JULIA Earrings! _____!

2 JULIA Wow, these are gorgeous!

MICHAEL _____? You like them?

3 JULIA I was sure you were just going to get me a book. And that would have been fine, but these earrings, _____!

MICHAEL A book? You're _____!

d Take turns saying the sentences below and answering by expressing surprise.

1 I'm getting married.

2 I passed all my exams.

3 That coat costs \$300.

4 I lost my phone yesterday.

4 PRONUNCIATION

Sounding interested

a Listen to this extract. Is the intonation flat or not? Underline the correct word in the rule.

JULIA I love them! They're exactly my style! How did you know?

Sometimes, intonation is more important than the words we use. If we use *varied* / *flat* intonation, we may sound as if we're bored, or don't care about the subject.

b Listen to exchanges 1–3. Which of the B speakers sounds bored?

1 A I got a new job.

B Wow. That's incredible.

2 A I just bought some new shoes.

B That's amazing.

3 A We lost the game last night.

B That's terrible.

c Practice saying the exchanges in 4b. Try to sound interested.

5 SPEAKING

Communication 6C

Student A: Read the instructions below. Student B: Go to p. 130.

Student A

1 You have been offered an amazing job. The salary is very high, and it is a great opportunity. The problem is that you need to move to Berlin next month! Tell your partner your news and ask for some recommendations about what to do.

2 Listen to your partner's surprising news and give some recommendations.

I got an offer for a new job. It's in Berlin!

No way! That's great.

Do you think I should take it?

UNIT 6

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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.

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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.

Receptive skills development

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

6D

SKILLS FOR WRITING
It's definitely worth a visit

Learn to write a review of a restaurant or café

Positive and negative language; Adverbs

1 SPEAKING AND LISTENING

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

- 1 to meet friends for a chat and a cup of coffee
- 2 a birthday or an anniversary
- 3 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.

- 1 Why doesn't Jeff like the atmosphere at expensive restaurants?
- 2 What does he say about the food?
- 3 Does Fabio go to cafés alone, or with friends, or both?
- 4 Why does he like sidewalk cafés?
- 5 What does Carla do before she starts dancing?
- 6 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.

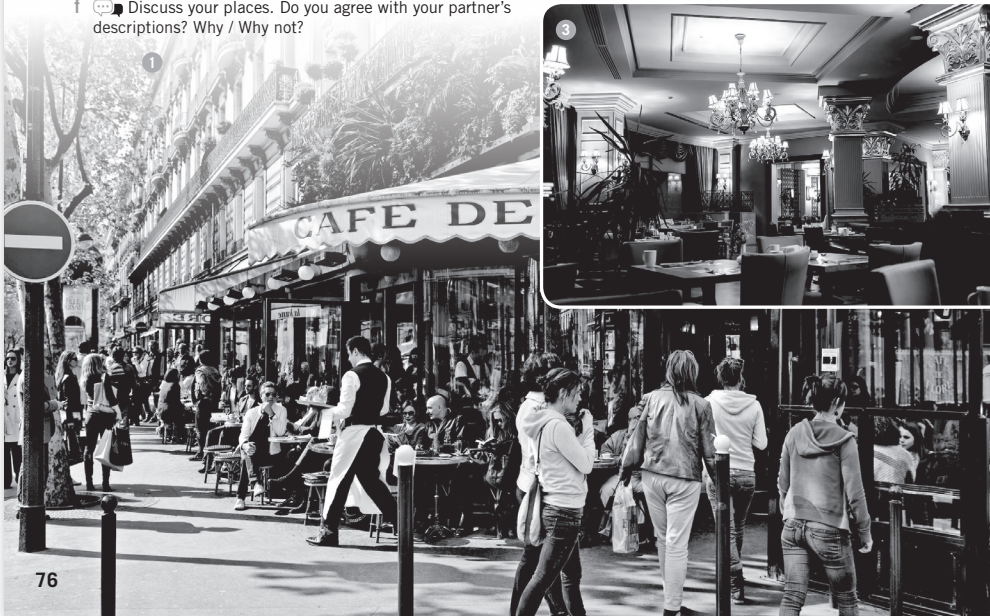
f Discuss your places. Do you agree with your partner's descriptions? Why / Why not?

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.

- | | |
|--|----------------|
| 1 the atmosphere | 4 the service |
| 2 the kind of food and drinks they serve | 5 the value |
| 3 the quality of the food | 6 the location |



Comprehensive approach to writing skills

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

Personal response

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

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.

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?

- 1

The portions weren't very generous.
- 2

The portions were absolutely tiny.

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

- 1

It was extremely disappointing.
- 2

The bread wasn't very fresh.
- 3

The sauce was completely tasteless.
- 4

My soup wasn't really hot enough.
- 5

The portions were fairly small.
- 6

The service was awful.

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.

- 1

It was a little disappointing.
- 2

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
- friendliness
- location
- quality of food
- prices
- how busy it is
- service
- 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.

- 1

covered all the points in 4a
- 2

used appropriate adjectives and phrases
- 3

used adverbs appropriately

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

Staged for success

Careful staging and scaffolding generate successful outcomes.

Personal response

Frequent opportunities for personal response make learning more memorable.

Written outcome

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