

AMERICAN EMPOWER

TEACHER'S BOOK
WITH DIGITAL PACK

B1

PRE-INTERMEDIATE

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CAMBRIDGE

UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

103 Penang Road, #05-06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781108818537

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First published 2022

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Great Britain by CPI Group (UK) Ltd, Croydon CR0 4YY

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-81812-4 Pre-intermediate Student's Book with eBook

ISBN 978-1-108-81851-3 Pre-intermediate Student's Book A with eBook

ISBN 978-1-108-81852-0 Pre-intermediate Student's Book B with eBook

ISBN 978-1-108-84969-2 Pre-intermediate Student's Book with Digital Pack

ISBN 978-1-108-84975-3 Pre-intermediate Student's Book A with Digital Pack

ISBN 978-1-108-84976-0 Pre-intermediate Student's Book B with Digital Pack

ISBN 978-1-108-81835-3 Pre-intermediate Workbook with Answers

ISBN 978-1-108-81836-0 Pre-intermediate Workbook A with Answers

ISBN 978-1-108-81837-7 Pre-intermediate Workbook B with Answers

ISBN 978-1-108-81838-4 Pre-intermediate Workbook without Answers

ISBN 978-1-108-81839-1 Pre-intermediate Workbook A without Answers

ISBN 978-1-108-81840-7 Pre-intermediate Workbook B without Answers

ISBN 978-1-108-81841-4 Pre-intermediate Full Contact with eBook

ISBN 978-1-108-81849-0 Pre-intermediate Full Contact A with eBook

ISBN 978-1-108-81850-6 Pre-intermediate Full Contact B with eBook

ISBN 978-1-108-84972-2 Pre-intermediate Full Contact with Digital Pack

ISBN 978-1-108-84973-9 Pre-intermediate Full Contact A with Digital Pack

ISBN 978-1-108-84974-6 Pre-intermediate Full Contact B with Digital Pack

ISBN 978-1-108-81853-7 Pre-intermediate Teacher's Book with Digital Pack

ISBN 978-1-108-81857-5 Pre-intermediate Presentation Plus

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Contents

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

Teaching Notes

Unit 1	2
Unit 2	15
Unit 3	29
Unit 4	42
Unit 5	55
Unit 6	68
Unit 7	81
Unit 8	93
Unit 9	105
Unit 10	118
Unit 11	129
Unit 12	142
Teaching Plus	154

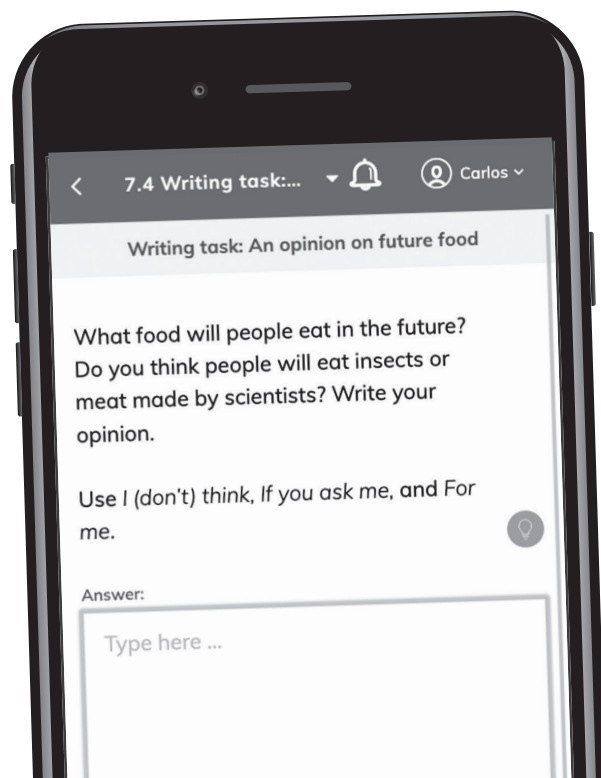
AMERICAN EMPOWER is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *American Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

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

- Ask and answer personal questions
- Talk about how you communicate
- Greet people and end conversations
- Write a personal email



UNIT 1

COMMUNICATING

GETTING STARTED

a Look at the picture and answer the questions.

- 1 What do you think the women's relationship is?
 - friends
 - sisters
 - coworkers
- 2 What do you think they're laughing about?

b Ask and answer the questions.

- 1 Who do you like to spend your free time with? What do you talk about?
- 2 Who makes you laugh the most? Why?

7

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.

1A DO YOU PLAY ANY SPORTS?

1 SPEAKING AND LISTENING

a Look at pictures 1–3 and answer the questions.

- What event are the people at?
- Do you think each pair is meeting for the first time? Why / Why not?

b Listen to conversations 1–3. What do the people talk about? Write the numbers of the conversations.

- the party 1, 2, 3
- work
- people they know
- their interests
- money
- education
- where they live

c Listen again. Which speakers are not enjoying their conversations? Why?

2 VOCABULARY Common adjectives

a Complete the sentences with the adjectives the speakers used in the listening. Then listen and check.

all right awful strange delicious perfect boring

- It's a(n) _____ day for a birthday party.
- The pizza is _____.
- It's _____, but the music is a little _____.
- It's a(n) _____ movie.
- It's a really _____ story.

b Which of the adjectives in 2a are positive? Which adjectives are negative? Which adjective means "OK"?

c Now go to Vocabulary Focus 1A on p. 134.

3 READING

a Talk to a partner. Answer the questions together.

- Where do you usually meet new people?
- Do you usually start conversations or wait for others to speak?
- What's the first question you usually ask someone?

b Read the first paragraph of "Small Talk." Who is the article for? What problem does it help with?

c Read the article. Fill in the blanks 1–8 with the questions below.

How do you know Ana? What do you do?
How much do you earn? How's the food?
Do you live near here? Do you play any sports?
How much rent do you pay? Where did you buy them?

d Read the article again with a partner. Do you both agree with the advice?

Learn to ask and answer personal questions

Question forms

Common adjectives

SMALL TALK

Do you have problems when you meet people for the first time?

Is it difficult to think of what to talk about? Don't worry. You don't need to talk about yourself; ask the right questions and you can make the other person talk.

When you start a conversation with a new person, ask about the situation you're in and the people who are there:

What do you think of the party?

1. _____

2. _____

Say something positive and follow it with a question:

This music's great. Do you know what it is?

The game was great last night. Do you watch soccer?

I really like your shoes. 3. _____

Then ask personal questions about interests and hobbies to show you are interested:

Did you see the movie? How did you like it?

4. _____ Which ones?

What was the last song you listened to?

What kind of music is that?

When you feel more relaxed, ask personal questions about relationships and home life:

Where did you grow up?

Are you married?

Do you have any children?

5. _____

Vacations are always a good topic if the conversation slows down:

Do you have any vacation plans?

Where did you go on your last vacation?

You can ask about work and school anytime:

6. _____

or Where do you study?

But be careful – sometimes people don't want to talk about work at a party!

There are also some topics that are never a good idea to talk about:

Money – people usually think talking about money is rude. So unless you know people very well, don't ask:

7. _____

8. _____

Politics and religion – you don't want to start an argument!

Age – never guess anyone's age. They won't be happy if you get it wrong!

UNIT

4 GRAMMAR Question forms

a Complete the charts with the questions in the box.

Where did you meet? Are you married?
Who do you know at this party? Why were you late?
Do you like the music? Is she your sister?

Questions with the verb be

Question word	Verb be	Subject	Adjective, noun, etc.
Why	Are		late?

Questions with other main verbs

Question word	Auxiliary verb	Subject	Main verb
Where			meet?
			know
			like
Do			at this party?
			the music?

b Look at the two charts in 4a and answer questions 1 and 2.

- In questions with the verb be, which word is first: be or the subject?
- In questions with other main verbs, what kind of word goes before the subject?

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

d Pronunciation Listen to the questions in the charts in 4a. Underline the stressed words.

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

- do / like / what kind of music / you ?
- do / what / your parents / do ?
- grow up / did / you / in this area ?
- are / you / how old ?
- have / you / do / any hobbies ?
- speak / any other languages / you / do ?

f Listen and check. Underline the stressed words.

g Ask and answer the questions in 4e.

5 SPEAKING

a Write down six questions that you would like to ask other people in the class. You can use questions from this lesson or write your own. Think about:

- home
- work
- relationships
- interests
- education
- people you know
- the weekend
- travel
- something else

b Work in small groups. Ask the other students the questions you wrote in 5a. Then ask for more information.

Do you live near here? No, I live 20 km away.

Oh, how do you get here? I drive.

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.

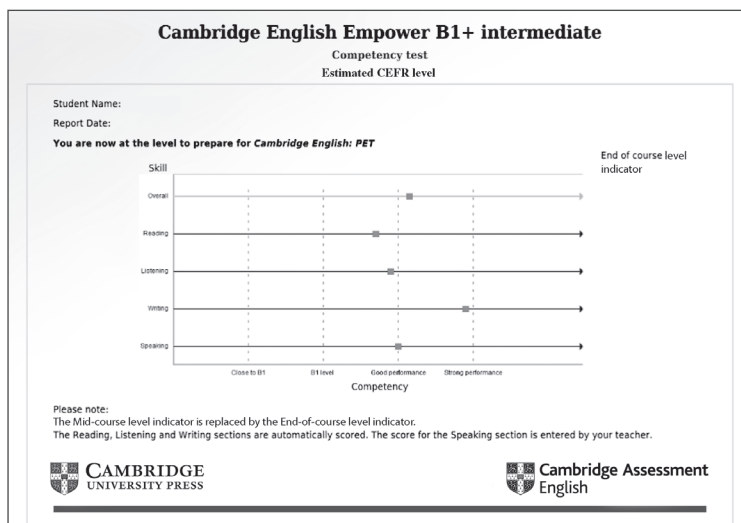
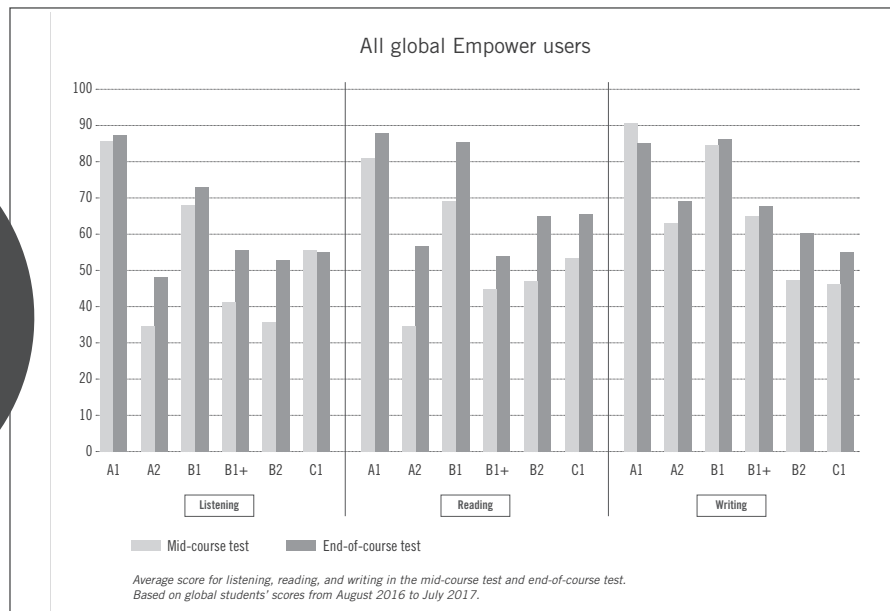
Content

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

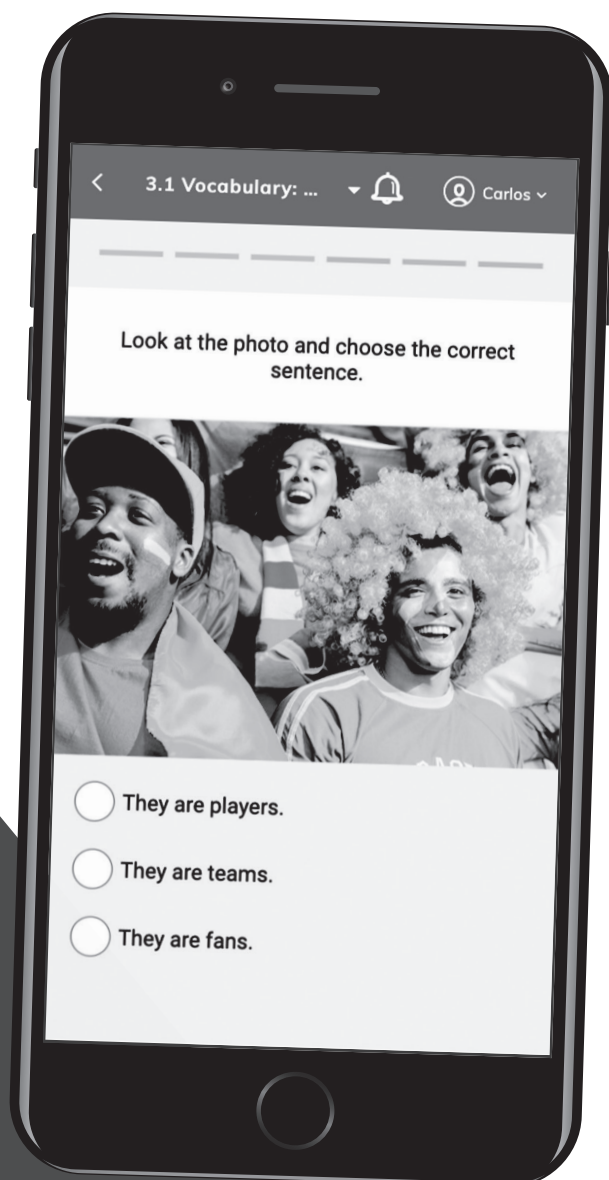
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

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.

1B I'M REALLY INTO SOCIAL MEDIA

Learn to talk about how you communicate

Simple present and present continuous

Adverbs

READING AND LISTENING

a How do you communicate? Do you do these things with your friends and family? If not, what do you do instead?

- send birthday cards to friends
- write a blog
- send postcards on vacation
- write letters by hand
- make plans with friends by email
- cancel plans by text or direct message
- call friends to invite them somewhere

I always send birthday cards. I don't write "Happy birthday" on Instagram instead.

b Read the introduction to the article and the line in "quotation marks" under each photo. What do you think the missing words are?

c Read the article and check your answers to 1b. Answer the questions.

- Why does Julie think her friend will cancel?
- What does social media help Jim remember?
- Why is Marc writing a blog?
- Why does Gabriel prefer communicating through pictures?

d **LISTEN** Listen to four speakers. Match them with the topics they talk about.

- Tara
- Magda
- Chris
- Mike

a blogs and emails

b relationships and texts

c important days and Instagram

d plans and texts

e **LISTEN** Listen again. Is each speaker happy or unhappy about the use of technology? Why / Why not?

f Which ideas do you agree with?

- It's rude to cancel by text.
- It's all right to end a relationship by text.
- Social media is the perfect place to say "Congratulations!"
- I love to get postcards and letters.

THE FAST AND THE FURIOUS

Communication is quick and easy with digital technology. But is it making us lazy? Should some things be more personal?

Julie: "Instagram means I don't _____ anything."

Jim: "I'm really into Instagram. It's especially useful for birthdays, that kind of thing. When I check my Instagram feed, I can see who's celebrating, so I never forget. And I can just write a message on their post. And when people have big news – maybe a new baby or something – you can write a comment right away."

Marc: "I'd prefer a phone call to a _____."

Gabriel: "I absolutely hate it when friends cancel by text. It's so rude. My friend Sara and I planned to go to the movies tonight. But I'm pretty sure she'll cancel – she usually does. I'm waiting for her text now."

Writing a blog is a lot easier than sending _____.

Hi Sara, Are we still on for the movie tonight?

Hi Julie, Not sure. I'll let you know soon.

2 VOCABULARY Adverbs

a Look at the highlighted adverbs in the article. Answer the questions.

- Which adverbs make another word stronger?
- Which adverbs make another word less strong?

b Look at the sentences and complete 1–4 with the frequency adverbs.

I **usually** just send a text.

I **hardly ever** get cards or presents from friends.

I **almost always** cancel plans by text.

My daughter **rarely** calls me.

100% always 2 _____

1 _____

often sometimes

3 _____ 4 _____

never 0%

c **LISTEN** Pronunciation Look at the words in the chart. Do the letters in **bold** make long or short vowel sounds? Complete the chart headings. Listen and check. Repeat the words.

— vowels —	— vowels —
really	cancel
write	especially
photos	particularly
usually	blog
	sometimes

d **LISTEN** Listen and repeat the sentences.

- My friend always cancels plans.
- I particularly enjoy getting letters.
- I think social media is fun.
- I hardly ever write postcards.
- I usually text my friends.
- I'm really into blogs.
- Sometimes I text my mom photos.
- I rarely see my family on the weekends.

e Change the sentences in 2d so they are true for you. Then compare your sentences with a partner.

3 GRAMMAR

Simple present and present continuous

a Look at these sentences. Which are simple present? Which are present continuous? Complete the headings.

- I like to put all my photos on my blog.
- When I plan something, I send a text.
- I'm waiting for her text.
- She's writing a blog so that we know what she's doing.

b Match sentences 1–4 with these uses of the simple present and present continuous.

We use the simple present to talk about

- habits and routines ☐
- feelings and permanent situations ☐

We use the present continuous to talk about

- actions right now ☐
- temporary actions around now ☐

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

4 SPEAKING

Ask and answer the questions. Give reasons for your answers.

How often do you read English-language websites?

Not very often, but I'm planning a vacation in Miami.

How often do you send e-cards?

Never. I absolutely hate them!

send video by text

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.

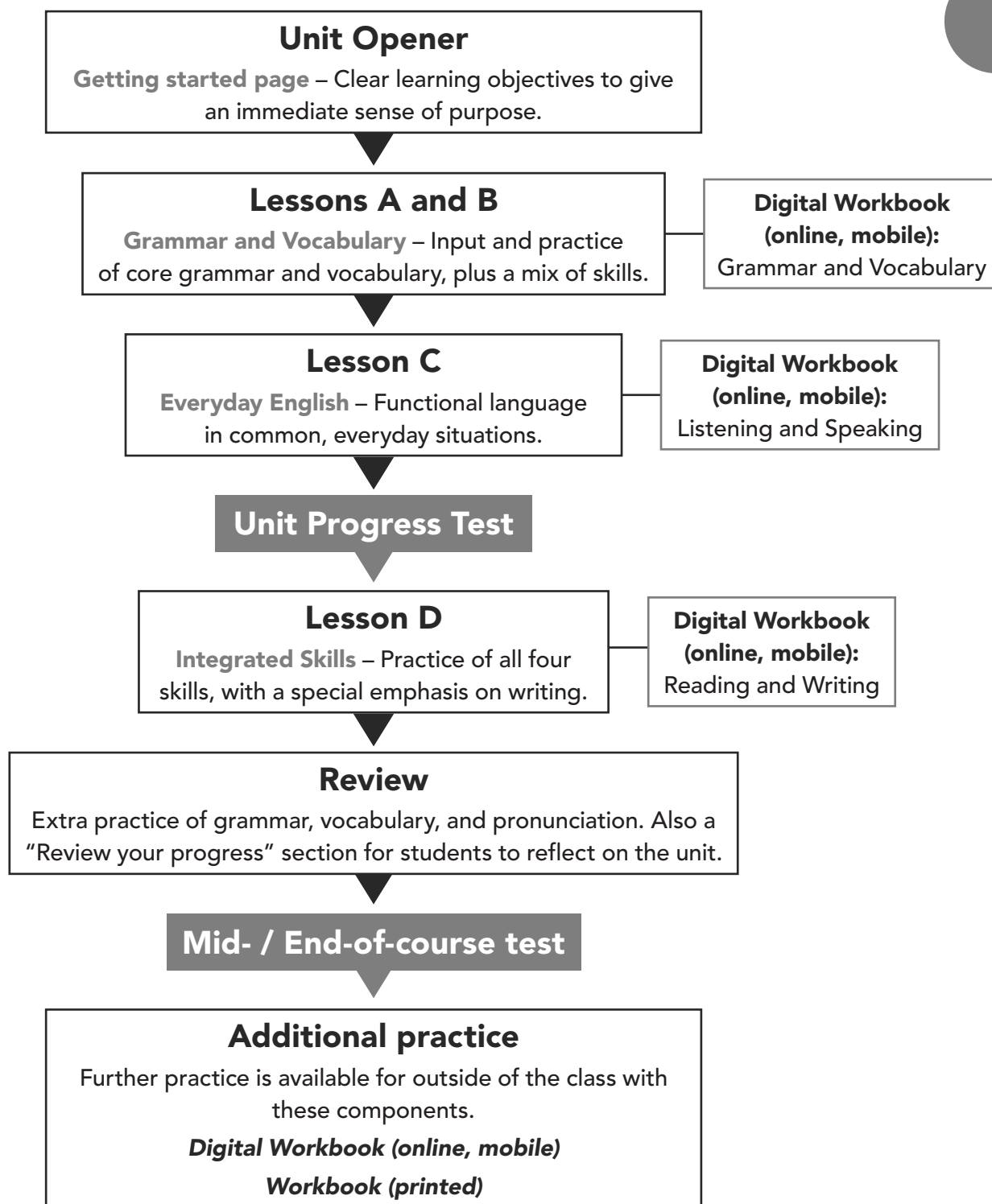
Content

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

Clear learning objectives give an immediate sense of purpose.

Striking and unusual images arouse curiosity.

CAN DO OBJECTIVES

- Ask and answer personal questions
- Talk about how you communicate
- Greet people and end conversations
- Write a personal email

UNIT

1

COMMUNICATING

GETTING STARTED

a

Look at the picture and answer the questions.

1

What do you think the women's relationship is?

• friends

• sisters

• coworkers

2

What do you think they're laughing about?

b

Ask and answer the questions.

1

Who do you like to spend your free time with? What do you talk about?

2

Who makes you laugh the most? Why?

7

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.

1A

DO YOU PLAY ANY SPORTS?

1 SPEAKING AND LISTENING

- a Look at pictures 1–3 and answer the questions.
- 1 What event are the people at?
2 Do you think each pair is meeting for the first time? Why / Why not?
- b Listen to conversations 1–3. What do the people talk about? Write the numbers of the conversations.
- the party 1, 2, 3 work
people they know their interests
money education
where they live
- c Listen again. Which speakers are not enjoying their conversations? Why?

2 VOCABULARY Common adjectives

- a Complete the sentences with the adjectives the speakers used in the listening. Then listen and check.
- all right awful strange delicious perfect boring
- 1 It's a(n) day for a birthday party.
2 The pizza is .
3 It's , but the music is a little .
4 It's a(n) movie.
5 It's a really story.
- b Which of the adjectives in 2a are positive? Which adjectives are negative? Which adjective means “OK”?
- c Now go to Vocabulary Focus 1A on p. 134.

3 READING

- a Talk to a partner. Answer the questions together.
- 1 Where do you usually meet new people?
2 Do you usually start conversations or wait for others to speak?
3 What's the first question you usually ask someone?
- b Read the first paragraph of “Small Talk.” Who is the article for? What problem does it help with?
- c Read the article. Fill in the blanks 1–8 with the questions below.
- How do you know Ana? What do you do?
How much do you earn? How's the food?
Do you live near here? Do you play any sports?
How much rent do you pay? Where did you buy them?
- d Read the article again with a partner. Do you both agree with the advice?

Learn to ask and answer personal questions

- Question forms
Common adjectives



SMALL TALK

Do you have problems when you meet people for the first time?

Is it difficult to think of what to talk about? Don't worry. You don't need to talk about yourself; ask the right questions and you can make the other person talk.

When you start a conversation with a new person, ask about the situation you're in and the people who are there:

What do you think of the party?

- 1
2

Say something positive and follow it with a question:

This music's great. Do you know what it is?
The game was great last night. Do you watch soccer?
I really like your shoes. 3

Then ask personal questions about interests and hobbies to show you are interested:

Did you see the movie? How did you like it?
4 Which ones?
What was the last song you listened to?
What kind of music is that?

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.



When you feel more relaxed, ask personal questions about relationships and home life:

Where did you grow up?
Are you married?
Do you have any children?

5.....
Vacations are always a good topic if the conversation slows down:

Do you have any vacation plans?
Where did you go on your last vacation?

You can ask about work and school anytime:

6.....
or Where do you study?

But be careful – sometimes people don't want to talk about work at a party!

There are also some topics that are never a good idea to talk about:

Money – people usually think talking about money is rude. So unless you know people very well, don't ask:

7.....

or

8.....

Politics and religion – you don't want to start an argument!

Age – never guess anyone's age. They won't be happy if you get it wrong!

UNIT 1

4 GRAMMAR Question forms

a Complete the charts with the questions in the box.

Where did you meet? Are you married?
Who do you know at this party? Why were you late?
Do you like the music? Is she your sister?

Questions with the verb be

Question word	Verb be	Subject	Adjective, noun, etc.
Why			late?
	Are		

Questions with other main verbs

Question word	Auxiliary verb	Subject	Main verb	
Where			meet?	
			know	at this party?
	Do		like	the music?

b Look at the two charts in 4a and answer questions 1 and 2.

- 1 In questions with the verb *be*, which word is first: *be* or the subject?
2 In questions with other main verbs, what kind of word goes before the subject?

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

d 01.07 Pronunciation Listen to the questions in the charts in 4a. Underline the stressed words.

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

- 1 do / like / what kind of music / you ?
2 do / what / your parents / do ?
3 grow up / did / you / in this area ?
4 are / you / how old ?
5 have / you / do / any hobbies ?
6 speak / any other languages / you / do ?

f 01.08 Listen and check. Underline the stressed words.

g Ask and answer the questions in 4e.

5 SPEAKING

a Write down six questions that you would like to ask other people in the class. You can use questions from this lesson or write your own. Think about:

- home
- work
- the weekend
- relationships
- interests
- travel
- education
- people you know
- something else

b Work in small groups. Ask the other students the questions you wrote in 5a. Then ask for more information.

Do you live near here? No, I live 20 km away.
Oh, how do you get here? I drive.

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.

READING AND LISTENING

- a How do you communicate? Do you do these things with your friends and family? If not, what do you do instead?
- send birthday cards to friends
 - write a blog
 - send postcards on vacation
 - write letters by hand
 - make plans with friends by email
 - cancel plans by text or direct message
 - call friends to invite them somewhere

I always send birthday cards.

I don't write "Happy birthday" on Instagram instead.

- b Read the introduction to the article and the line in "quotation marks" under each photo. What do you think the missing words are?

- c Read the article and check your answers to 1b. Answer the questions.

- Why does Julie think her friend will cancel?
- What does social media help Jin remember?
- Why is Marc writing a blog?
- Why does Gabriel prefer communicating through pictures?

- d Listen to four speakers. Match them with the topics they talk about.

- | | |
|----------------------------------|--------------------------------|
| 1 <input type="checkbox"/> Tara | a blogs and emails |
| 2 <input type="checkbox"/> Magda | b relationships and texts |
| 3 <input type="checkbox"/> Chris | c important days and Instagram |
| 4 <input type="checkbox"/> Mike | d plans and texts |

- e Listen again. Is each speaker happy or unhappy about the use of technology? Why / Why not?

- f Which ideas do you agree with?
- It's rude to cancel by text.
 - It's all right to end a relationship by text.
 - Social media is the perfect place to say "Congratulations!"
 - I love to get postcards and letters.

"I engage with my _____ on Instagram."

I don't keep in touch with a lot of close friends, but I do have a lot of followers on Instagram. I post photos and videos every day. I'm an artist, so sometimes I include my new art and talk about where people can see my art in person. My followers comment on my posts, and sometimes they come to one of my art shows. It's great to meet them in person, but I'm shy, so I prefer to communicate through pictures!

THE FAST
AND THE FURIOUS

Communication is quick and easy with digital technology. But is it making us lazy? Should some things be more personal?



"I'd prefer a phone call to a _____."

I absolutely hate it when friends cancel by text. It's so rude. My friend Sara and I planned to go to the movies tonight. But I'm pretty sure she'll cancel – she usually does. I'm waiting for her text now.



"Instagram means I don't _____ anything."

I'm really into Instagram. It's especially useful for birthdays, that kind of thing. When I check my Instagram feed, I can see who's celebrating, so I never forget. And I can just write a message on their post. And when people have big news – maybe a new baby or something – you can write a comment right away.

"Writing a blog is a lot easier than sending _____."

I'm studying in New York, away from my family. And while I'm here, I'm writing a blog so my friends and family at home know my news. I particularly like to put all my photos on there because people leave comments. Most of my friends use social media, but I prefer writing a blog. It's fairly easy to do, and it's quicker than writing 50 separate emails.



Learner engagement

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

2 VOCABULARY Adverbs

- a Look at the highlighted adverbs in the article. Answer the questions.

- Which adverbs make another word stronger?
- Which adverbs make another word less strong?

- b Look at the sentences and complete 1–4 with the frequency adverbs.

- I **usually** just send a text.
I **hardly ever** get cards or presents from friends.
I **almost always** cancel plans by text.
My daughter **rarely** calls me.



- c Pronunciation Look at the words in the chart. Do the letters in **bold** make long or short vowel sounds? Complete the chart headings. Listen and check. Repeat the words.

_____ vowels	_____ vowels
rarely	cancel
really	especially
write	particularly
photos	blog
usually	sometimes

- d Listen and repeat the sentences.

- My friend always cancels plans.
- I particularly enjoy getting letters.
- I think social media is fun.
- I hardly ever write postcards.
- I usually text my friends.
- I'm really into blogs.
- Sometimes I text my mom photos.
- I rarely see my family on the weekends.

- e Change the sentences in 2d so they are true for you. Then compare your sentences with a partner.

Hi Sara,
Are we still on for the movie tonight?

Hi Julie,
Not sure. I'll let you know soon.

3 GRAMMAR

Simple present and present continuous

- a Look at these sentences. Which are simple present? Which are present continuous? Complete the headings.

- I like to put all my photos on my blog.
- When I plan something, I send a text.
- I'm waiting for her text.
- She's writing a blog so that we know what she's doing.

- b Match sentences 1–4 with these uses of the simple present and present continuous.

We use the simple present to talk about ...

- habits and routines ☐
- feelings and permanent situations ☐

We use the present continuous to talk about ...

- actions right now ☐
- temporary actions around now ☐

- c Now go to Grammar Focus 1B on p. 144.

4 SPEAKING

- Ask and answer the questions. Give reasons for your answers.

How often do you ...?

- send a text to your boss or teacher to say you are sick
- share important news on social media
- read English-language websites
- send an e-card instead of a real card
- buy presents for people online
- start conversations with new people
- write emails in English
- video call friends and relatives
- send video by text

How often do you read English-language websites?

Not very often, but I'm planning a vacation in Miami ...

How often do you send e-cards?

Never. I absolutely hate them!

Spoken outcome

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

Prepares learners for effective real-world spoken communication

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

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

UNIT 1

4 PRONUNCIATION Sentence stress

a **CD 0118** Listen to the sentences. Notice the words with stressed syllables.

I think it was about six years ago.

I live on Balmont Road.

By the way, this is James.

He's my husband!

I'm going to the café down the street now ...
for some coffee.

b Look at the sentences in 4a. Which words have stressed syllables – grammar words or words that give information?

5 LISTENING

a **CD 0119** Look at the picture and think about the conversation in Part 1. Who do you think the children are – Carlota and James or Madeline and James? Why? Listen and check. What subjects do Carlota, James, and Madeline talk about in the café?

b **CD 0119** Listen again. Answer the questions.

- 1 What do Carlota and James invite Madeline to do?
- 2 What job does Madeline do?
- 3 Who helps Madeline at the store?
- 4 What is Madeline's nickname?
- 5 Where did Madeline grow up?
- 6 Where did James live as a child?
- 7 Why does Madeline leave?
- 8 Why does James ask Madeline to say hello to Sebastian for him?

6 USEFUL LANGUAGE Ending conversations

a **CD 0120** Listen and complete the phrases for ending a conversation.

1 I really need to _____ to the store.

2 It was great to _____ you again, Carlota.

3 James, it was really nice to _____ you again!

4 I'll _____ you a _____.

5 _____ hello to Sebastian for me!

b Put the sentences in the correct order to make a conversation.

B ☐ Oh, OK. It was great to see you.

A ☐ Not far from here. Look, I'm sorry, but I really need to go.
I'm late for a meeting.

A ☐ Dan, is that you?

A ☐ Yeah! I think I last saw you at John's wedding. How are you?

A ☐ You, too! I'll give you a call!

B ☐ I'm fine. And you? Where are you living these days?

B ☐ Hi, Sarah! Long time no see!

7 SPEAKING

a **Communication 1C Student A:** Look at 7b-d below.
Student B: Go to p. 130.

Student A

b Read card 1. Think about what you want to say.

c Start the conversation with Student B. Use your own name.

1 You are walking down the street and you see your friend.

- say hello
- give your news:
 - you have a new job
 - your own idea
- listen to your friend's news and respond
- say goodbye

d Now look at card 2. Listen to Student B and reply. Use your own name.

2 You meet a coworker for the first time.

- say who you are
- give some information:
 - your office is in building C
 - your own idea
- listen to what your new coworker says and respond
- say goodbye

UNIT PROGRESS TEST

CHECK YOUR GRAMMAR

You can now do the Unit Progress Test.

13

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

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.

1D

SKILLS FOR WRITING

I'm sending you some photos

Learn to write a personal email

W Correcting mistakes

1 SPEAKING AND LISTENING

a Read messages 1–3 and answer the questions.

- 1 What do the highlighted phrases mean?
2 Do you ever send or receive these kinds of messages? Who to/from? Why?

1 I can't seem to get in touch with you. Call me!

2 Did you get my last text?

3 Are you OK? We haven't heard from you in a long time.

b Listen to Nina and Chris talking about keeping in touch with friends and family. Who is better at keeping in touch: Nina or Chris?

c Listen again and answer the questions.

- 1 Why doesn't Nina send many emails?
2 Why does Chris call his mother so often?
3 How often does Nina call her parents?
4 When does Nina prefer to tell her friends her news?
5 When does Chris send photos by WhatsApp?

d How often do you keep in touch with friends and family? Circle the correct adverb for you.
always often sometimes rarely

Think about:

- 1 a family member who lives in a different place
2 a friend you don't see very often.

Which of these do you do with each person?
Write the first letter of their name.

- talk on the phone or make a video call
- send emails or texts
- send pictures, video, or links
- hardly ever keep in touch
- get together to talk

e Work in pairs. Talk about your answers to 1d.

I rarely keep in touch with people. I never have time to ...

I often keep in touch with my family. I enjoy sending ...

I sometimes send photos to my sister Jane. They're usually pictures of ...

I send my friend Alex links to interesting articles.

f Which of these opinions do you agree with?

- 1 "It's nice to see photos of what your friends are doing."
2 "You don't have to keep in touch with people all the time."
3 "If your parents worry a lot, you should call them."

2 READING

a Simon is a student from Canada. Look at his pictures from Mexico City. What do you think he is doing there?

b Read the emails and check your ideas in 2a. Which email is to his ... ?

- ☐ friend Blake ☐ uncle and aunt
☐ younger sister Mika

c Who does Simon write to about these subjects?

- the weather
- what he does in the evenings
- the family he is staying with
- learning to speak Spanish
- the other students

d Answer the questions about Simon's emails.

- 1 What does he say about speaking Spanish?
2 Why do you think he says different things about this to each person?



Receptive skills development

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

Careful staging and scaffolding generate successful outcomes.

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

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

Frequent opportunities for personal response make learning more memorable.

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

Review and Extension

Extra practice of grammar and vocabulary is provided.

UNIT 1

Review and extension

1 GRAMMAR

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

- 1 night / did / go / out / you / last ?
- 2 where / you / last / weekend / go / did ?
- 3 kinds of / like / you / what / do / TV shows ?
- 4 do / this school / know / who / at / you ?
- 5 you / how / play / sports / often / do ?
- 6 you / do / what / on weekends / do / usually ?
- 7 tired / you / are / today ?

b Ask and answer the questions in 1a.

c Complete the conversation with the simple present or present continuous forms of the verbs.

- JACKIE** Hi, Mom.
MOM Oh, hi, Jackie. Nice of you to call. You ¹ _____ (not call) very often!
JACKIE Oh, come on, Mom! I ² _____ (work) really hard in college right now. I never ³ _____ (have) time to call! And I ⁴ _____ (send) you emails all the time.
MOM I ⁵ _____ (like) to talk to you and hear your voice, that's all. Your sister ⁶ _____ (call) me every weekend.
JACKIE Well, we ⁷ _____ (talk) now, but the world ⁸ _____ (change), Mom! Some of my friends never ⁹ _____ (call) home. They just ¹⁰ _____ (email) or send a text.
MOM I preferred how things were in the past.

2 VOCABULARY

a Complete the sentences with the correct adjectives.

- 1 The movie was a _____ at the beginning, but I didn't like the ending.
- 2 We ate some really d_____ food at the party.
- 3 They have a nice house, but they live in a really u_____ part of town.
- 4 It was a w_____ day, so we decided to go to the beach.
- 5 I bought a b_____ new dress to wear to my friend's wedding.
- 6 He listens to really s_____ music – I don't know any of the bands.
- 7 This summer, the weather here was h_____ – it rained all the time.
- 8 This is a p_____ day for a walk in the park – it's so warm and sunny.

b Choose the correct answers.

- 1 I *absolutely* / *fairly* love football.
- 2 My parents live abroad. I *rarely* / *always* see them.
- 3 I think Italian movies are *especially* / *pretty* good, but I don't love them.
- 4 I *usually* / *particularly* go for a run once or twice a week.
- 5 I *really* / *fairly* hate rock music.
- 6 I love all sports, but tennis is *especially* / *usually* good.

c Which sentences in 2b are true for you?

3 WORDPOWER *like*

a Match sentences 1–4 with replies a–d.

- 1 ☐ I have a jacket **like** yours.
- 2 ☐ **What was** the movie **like**?
- 3 ☐ I enjoy visiting countries with a lot of history, **like** Greece.
- 4 ☐ We can go for a walk later **if you like**.

- a Yes, that would be great.
- b And Italy! Me, too.
- c Yes, this style's popular right now.
- d I thought it was all right, but my friend hated it.

b Match the expressions in **bold** from 3a with meanings a–d.

- a ☐ what was your opinion of
- b ☐ similar to
- c ☐ if you want
- d ☐ for example

c Complete the sentences with the words in **bold** from 3a.

- 1 **A** Is your college different from others in your country?
B No, it's _____ most of the others.
- 2 **A** We can meet tomorrow _____.
B OK – come to my apartment for coffee.
- 3 **A** Do you want me to bring something to the dinner party?
B Yes. Bring something sweet, _____ some ice cream.
- 4 **A** We went to that new restaurant yesterday.
B _____ it _____?

d We often use *like* with the verbs *look* and *sound*. Look at the examples.

- saying people or things are similar
*John **looks like** his brother – they're both tall with black hair.*
*I think this new song **sounds like** all their other stuff.*
- saying what you think will happen
*It **looks like** it might rain – it's very cloudy.*
- giving your opinion about what you heard or read
*I spoke to Sara yesterday. It **sounds like** she had a really good vacation.*

Complete the sentences with the correct forms of *look like* or *sound like*.

- 1 It _____ their first song. I really like it!
- 2 Sam invited Tom to the party, so it _____ he'll come.
- 3 You don't _____ your sister. She's very tall.
- 4 That was the last bus. It _____ we'll have to walk.

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 ...

- | | |
|------------------------------------|--------------------------|
| ask and answer personal questions | <input type="checkbox"/> |
| talk about how I communicate | <input type="checkbox"/> |
| greet people and end conversations | <input type="checkbox"/> |
| write a personal email. | <input type="checkbox"/> |

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 Question forms

Questions with be
In questions with be, the verb be goes before the subject. We don't add an auxiliary verb.

Question word	be	Subject	...
How	is	the food?	...
What	was	the party like yesterday?	...
...	Are	you a teacher?	...
...	Were	they late?	...

Tip When we want to ask for a description or an opinion, we can use:
be like
A What was the film like? B How was your vacation?
C It was all right.

Wh- questions start with a question word: Who, What, Where, When, Why, Which, Whose, How, How much, How many, What time, What color, What kind of, etc.

1B Simple present and present continuous

Simple present
We use the simple present to describe:
• routines and habits:
I **send** a lot of emails.
• situations which are generally true or stay the same for a long time:
He **doesn't work** very hard.
We use adverbs of frequency with the simple present:
I **always / sometimes / rarely / never** write letters.
The verb **be** doesn't have the same form as other verbs:
I **am** a student. They **are** not here.
It **is** always friendly? Yes, it **is**.

Present continuous
We use the present continuous to describe:
• actions right now, at the moment of speaking:
I **am watching** TV. He's **watching** TV.
• temporary actions around the present time:
They're **traveling** around Asia this year.
We often use these time expressions with the present continuous:
I'm working at a supermarket **right now / these days / at the moment / today / this summer**, etc.

SPELLING: verb + -ing

Most verbs	+ -ing
sleep watch say	sleeping watching saying

Stressed vowel + one consonant (not w, x, y)
stop run get
-ed -ing
ive make have
-ed -ing
living making having

Tip Is not and are not can be contracted two different ways:
Is not = isn't = 's not
Are not = aren't = 're not

Grammar Focus

1A Question forms

a Underline the main verb in each question.
1 Where do you live?
2 How are you today?
3 Did you see the soccer game yesterday?
4 Who do you know at this party?
5 What did you do last weekend?
6 What kind of food do you like?
7 What's the food like?
8 Can I sit here?

b Look at the questions in a again. Check (✓) the questions which have an auxiliary verb.
c Add the word at the end of each line to make correct questions.
1 What kind of books do you usually read? do
2 You watch the Olympics on TV? did
3 What the food like in India? was
4 You go to the gym? do
5 How much she earn? does
6 It cold today? is
7 Where they go on vacation? did
8 I late? am

d Correct the mistake in each question.
1 A Why do want you to go home?
B Because I'm tired.
2 A What did you meet at the party?
B Rashid and Fran.
3 A How much your car was?
B I paid \$900.
4 A Which did you see movie?
B The new James Bond movie.
5 A Who key is this?
B Mine.
6 A How many people you did invite?
B About 20.
7 A Was the movie like?
B It was pretty good.
8 A What kind music do you like?
B I like dance music.

e Now go back to p. 9.

VOCABULARY FOCUS

1A Common adjectives

a Listen to the conversations and look at the pictures. Underline the adjectives.
b Look at these adjectives and answer the questions. Use the conversations in a to help you.
delicious ugly serious rude
all right silly funny strange

Which adjectives mean ... ?
1 OK _____ 5 the food is good _____
2 not normal _____ 6 not serious _____
3 not beautiful _____ 7 bad (for a problem) _____
4 not polite _____ 8 not interesting _____

c Now look at these adjectives.
beautiful horrible wonderful
amazing awful perfect _____
Which adjectives mean ... ?
• very nice/good _____
• very bad _____

d Listen to the adjectives in b and c. How many syllables are there in each word? Underline the stressed syllable in each word.
e Practice the conversations with a partner.
f Now go back to p. 8.

2A Tourism

a Match the vacation items with the pictures. Listen and check. Repeat the words.
backpack suitcase
foreign currency sunglasses
guidebook sunscreen
map

b Which of the items in a do you always take on vacation?
1 2 3 4 5 6 7 8 9 10

c Complete the travel phrases with the words in the box. Listen and check.
sunscreen sightseeing visa compass souvenirs money accommodations hotel hostel adventure luggage
1 We went away on _____ for three weeks.
2 We needed to get a _____ from the embassy before we traveled.
3 We also exchanged some _____ at the bank.
4 We booked all of our _____ online.
5 When we arrived, we checked into our luxury _____ and unpacked our _____.
6 We did some _____ the castles and gardens were beautiful.
7 We bought _____ for our friends and family.
8 The second week, we checked out of our hotel and stayed in a _____. It was cheap and friendly.
9 The third week, we stayed on a _____ by the beach.
10 We had a great _____ and we didn't want to come home.

d Work in pairs. Think of your last vacation. Which of the things in c did you do? Tell your partner.
e Now go back to p. 19.

COMMUNICATION PLUS

2B STUDENT C

a You are a sales assistant. Look at the photos of your products and read the descriptions.
Large rubber duck \$12.99
- Fun gift: children
- Fixes in the bathtub
- Makes a noise when you press it
Modern spice rack \$31.99
- Perfect gift: cooks, food lovers
- 10 jars, quality herbs and spices
- Fixes to wall or free-standing
Colored pencils \$5.99
- Great gift: artists
- 36 bright colors
- Color in books or draw your own pictures
Scented candles \$9.99
- Colorful gift for the home
- Three scents: vanilla, rose, pine
- Creates a perfect atmosphere
Classic clock \$67.99
- Stylish gift: married couple
- Traditional design
- Batteries included
Animal slippers \$19.99 one pair
SALE \$29.99 for two pairs
- Fun gift: man, woman, children
- Various designs

2C STUDENT A

a Read "Did You Mean Capri?" and answer the questions.
1 Where were they going?
2 How were they traveling?
3 What was the problem?
4 Who helped solve the problem? How?
5 What happened in the end?

b Read "Did You Mean Capri?" and answer the questions.
1 Where were they going?
2 How were they traveling?
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4 Who helped solve the problem? How?
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c Complete the conversation with the simple present or present continuous.
A What are you doing, you / do?
B I'm checking it about 20 minutes ago. How often? (you / check) your account?
B Well, I'm checking it (I / usually check) my account once a day. But today's different. (my sister / travel) around Africa at the moment, and I'm worried about her. (she / usually send) me a message two or three times a day, but the last time she wrote was a week ago.
A Maybe? (she / travel) right now, and she can't use the Internet. (she / go) on safari?
B No, I don't think so. (she / not like) the country. (she / prefer) cities. Oh ... look! Here's a message from her. You were right! (she / drive) through the Masai Mara National Park right now.
A Where's that?
B It's (it / be) in Kenya. (there / be) a lot of wild animals there.
A Cool ... that's amazing. So why (she / spend) her time on Instagram?
d Now go back to p. 11.

Vocabulary Focus

Extends and consolidates the vocabulary.

VOCABULARY FOCUS

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- 10 jars, quality herbs and spices
- Fixes to wall or free-standing
Colored pencils \$5.99
- Great gift: artists
- 36 bright colors
- Color in books or draw your own pictures
Scented candles \$9.99
- Colorful gift for the home
- Three scents: vanilla, rose, pine
- Creates a perfect atmosphere
Classic clock \$67.99
- Stylish gift: married couple
- Traditional design
- Batteries included
Animal slippers \$19.99 one pair
SALE \$29.99 for two pairs
- Fun gift: man, woman, children
- Various designs

2C STUDENT A

a Read "Did You Mean Capri?" and answer the questions.
1 Where were they going?
2 How were they traveling?
3 What was the problem?
4 Who helped solve the problem? How?
5 What happened in the end?

b Read "Did You Mean Capri?" and answer the questions.
1 Where were they going?
2 How were they traveling?
3 What was the problem?
4 Who helped solve the problem? How?
5 What happened in the end?

c Complete the conversation with the simple present or present continuous.
A What are you doing, you / do?
B I'm checking it about 20 minutes ago. How often? (you / check) your account?
B Well, I'm checking it (I / usually check) my account once a day. But today's different. (my sister / travel) around Africa at the moment, and I'm worried about her. (she / usually send) me a message two or three times a day, but the last time she wrote was a week ago.
A Maybe? (she / travel) right now, and she can't use the Internet. (she / go) on safari?
B No, I don't think so. (she / not like) the country. (she / prefer) cities. Oh ... look! Here's a message from her. You were right! (she / drive) through the Masai Mara National Park right now.
A Where's that?
B It's (it / be) in Kenya. (there / be) a lot of wild animals there.
A Cool ... that's amazing. So why (she / spend) her time on Instagram?
d Now go back to p. 11.

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.

