

AMERICAN EMPOWER

STUDENT'S BOOK
WITH EBOOK

B2

UPPER INTERMEDIATE

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Herbert Puchta, Jeff Stranks, Peter Lewis-Jones

Better
Learning

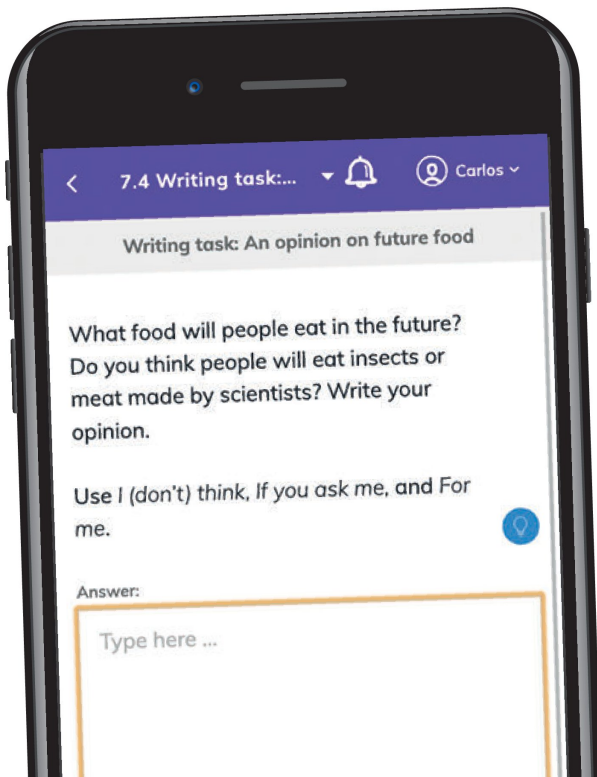
AMERICAN EMPOWER is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *American Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

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

Content you'll love.

Assessment you

can trust.



CAN DO OBJECTIVES

- Discuss possible future events
- Prepare for a job interview
- Discuss advantages and disadvantages
- Write an argument for and against an idea

UNIT 5

CHANCE

GETTING STARTED

a 🗣️ Look at the picture and answer the questions.

- 1 What is the woman doing?
- 2 Would you like to try something like that? Why / Why not?
- 3 What could the woman be thinking?
- 4 Imagine you're on the beach below. What would you be thinking?

b 🗣️ Discuss the questions.

- 1 Why do you think some people like doing extreme and dangerous things?
- 2 Do you think they do these things in spite of the risk or because of the risk?

55

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.

5A YOU COULD LIVE TO BE A HUNDRED

1 SPEAKING

Are you an **OPTIMIST** or a **PESSIMIST**?

a Are you an optimist or a pessimist? Mark your place on this scale, then compare with others in your group.

Optimist ← → Pessimist

b Decide what you think about the questions, then compare your answers.

1 If you take a test at the end of this class, how well will you do?

I'll get a perfect score. ← → I'll probably fail.

2 Do you expect the coming week to be ... ?

exciting/great ← → boring/terrible

3 Imagine you left your bag on the bus. Do you expect to get it back?

Yes ← → No

4 You start a new workout routine and you're really tired the next day. Do you expect it to be easier the next time?

Yes ← → No

c **Communication 5A** Now go to p. 129.

d Based on your answers in 1b, decide who in your group ... ?

- is the most optimistic
- is the most pessimistic
- is the most realistic

e Write a question to find out if other students are optimistic or pessimistic. Add a) and b) answer choices.

Example:
You want to buy a shirt you like, but the store is sold out. What do you think?
a) I'm sure I can find it somewhere else.
b) Why am I always so unlucky?

Learn to discuss possible future events

- Future probability
- Adjectives describing attitude

WHY WE THINK WE'RE GOING TO HAVE A LONG AND HAPPY LIFE

Researchers have found that people all over the world share an important characteristic: optimism. Sue Reynolds explains what it's all about.

WE'RE ALL ABOVE AVERAGE!

Try asking a 20-year-old these questions:

- What kind of career will you have?
- How long do you think you'll live?

Most people think they'll be able to earn above-average salaries, but only some of the population can make that much. Most young men in Europe will say they expect to live well into their 80s, but the average life expectancy for European men is 75. Most people will give an answer that is unrealistic because nearly everyone believes they will be better than the average. Obviously, they can't all be right.

Most people are also optimistic about their own strengths and abilities. Ask people, "How well do you get along with other people?" or "How intelligent are the people in your family?" and they'll usually say they're above average. Again, they can't all be right. We can't all be better than everyone else, but that's what we think.

LOOKING ON THE BRIGHT SIDE

There is a reason for this. Research has shown that, on the whole, we are optimistic by nature and have a positive view of ourselves. In fact, we are much more optimistic than realistic and frequently imagine things will turn out better than they actually do. Most people don't expect their marriages to end in divorce, they don't expect to lose their jobs, or to be diagnosed with a life-threatening disease. Furthermore, when things do go wrong, they are often quick to find something positive in all the gloom.

Many people who fail exams, for example, are convinced they were just unlucky with the questions and they'll do better next time. Or people who have had a serious illness often say that it was really positive because it made them appreciate life more. We really are very good at "looking on the bright side."

THE OPTIMISM BIAS

This certainty that our future is bound to be better than our past and present is known as the "Optimism Bias," and researchers have found that it is common to people all over the world and of all ages. Of course, the Optimism Bias can lead us to make some very bad decisions. Often, people don't take out travel insurance because they're sure everything will be all right, they don't worry about saving up for old age because the future looks fine, or they smoke cigarettes in spite of the health warnings on the pack because they believe "It won't happen to me." Or on a global scale, we keep polluting the planet because we're sure that we'll find a way to clean it up some day in the future.

OPTIMISM IS GOOD FOR YOU

But researchers believe that the Optimism Bias is actually good for us. People who expect the best are generally likely to be ambitious and adventurous, whereas people who expect the worst are likely to be more cautious, so optimism actually helps to make us successful. Optimists are also healthier because they feel less stress – they can relax because they think that everything is going to be just fine. Not only that, but the Optimism Bias may also have played an important part in our evolution as human beings. Because we hoped for the best, we were prepared to take risks such as hunting down dangerous animals and traveling across the sea to find new places to live, and this is why we became so successful as a species. Even if our optimism is unrealistic and leads us to take risks, without it we might still be living in caves, too afraid to go outside and explore the world in case we get eaten by wild animals.

... we keep polluting the planet because we're sure that we'll find a way to clean it up some day ...

Many people who fail exams are convinced they were just unlucky with the questions ...

Even if our optimism is unrealistic and leads us to take risks, without it we might still be living in caves ...

2 READING

a Read the article "Why We Think We're Going to Have a Long and Happy Life" quickly. Choose the correct words to complete the summary.

Most people are naturally *optimistic* / *pessimistic*, and this is generally an *advantage* / *a disadvantage* for the human race because it helps us to be *realistic* about the future / *more successful*.

b Read the article again. Check (✓) the five points made in the article.

- ☐ Pessimists usually have fewer friends than optimists.
- ☐ Humans are naturally positive about their future.
- ☐ Reality is often worse than we imagine it to be.
- ☐ People who live in warmer countries are usually more optimistic.
- ☐ We often act (or don't act) because we're confident everything will work out.
- ☐ If we imagine a better future, we will take more risks.
- ☐ Optimists spend a lot of time daydreaming.
- ☐ Optimism about the future makes us feel better in the present.

c Discuss the questions.

- Look again at your answers in 1b. Do you think you have the "Optimism Bias"?
- Do you agree that it's better to be optimistic than realistic? Why / Why not?
- How do you see yourself 20 years from now?

3 VOCABULARY

Adjectives describing attitude

a Find adjectives in "Why We Think We're Going to Have a Long and Happy Life" that mean:

- 1 expecting the future to be good
- 2 seeing things as they are
- 3 not seeing things as they are
- 4 prepared to take risks
- 5 not prepared to take risks
- 6 wanting to be successful

b Which of these adjectives best describe you?

c **Now go to Vocabulary Focus 5A on p. 158.**

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.

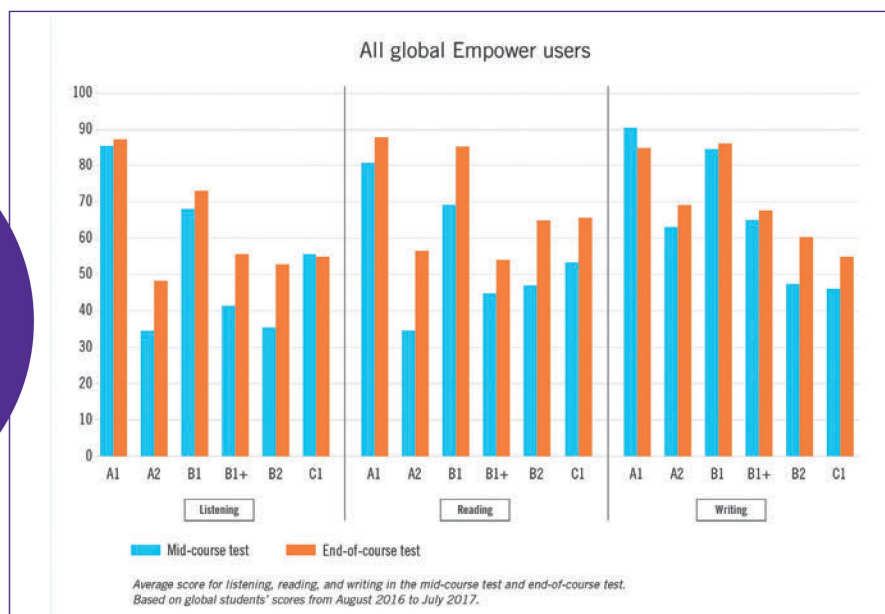
Content

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

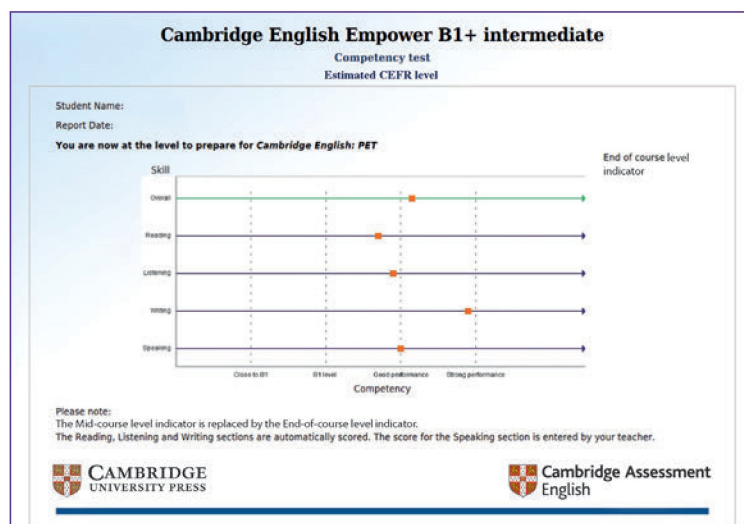
Schools and colleges need to show that they are evaluating the effectiveness of their language programs.

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

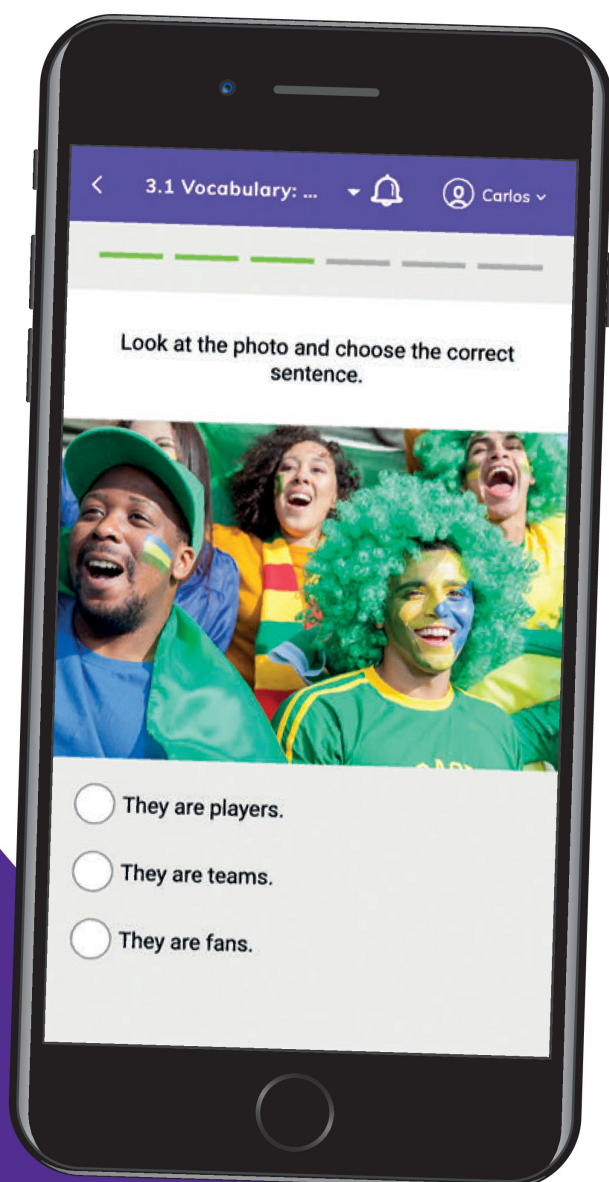
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

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.

5D SKILLS FOR WRITING
Learn to write an argument for and against an idea
Arguing for and against an idea

1 SPEAKING AND LISTENING

a Discuss the questions.

- What environmental problems are shown in photos a-d?
- What environmental problems exist in your country or region? Which do you think are the most serious?
- What action can people take to help solve them?

b Listen to the news reports and match them with photos a-d. What key words helped you decide?

c What did the news reports say about these topics?

- bees – pesticides – farmers – fruit trees
- air pollution – smog – masks – coal – exhaust fumes
- plastic – birds, sea animals, and fish – the sea – 2050
- fires – rainforest – wildfires – clearing forest for land – soccer fields

Retell the reports. Listen again if necessary.

d Discuss the questions.

- Have you ever heard a news report like those in 1b about your own country or a country you know? What happened?
- Which of these statements do you agree with the most and why?
 - We are responsible as individuals for protecting the environment. We can solve most environmental problems by behaving in a more responsible way.
 - The main responsibility for protecting the environment should lie with governments and large companies. There isn't much that individuals can do to change things.
- What actions do you think (a) governments, (b) large companies, and (c) individuals can take to protect the environment?

2 READING

a Leon wrote an essay discussing the topic of protecting the environment. Read the essay and answer the questions.

- Which of these sentences best summarizes the essay?
 - Leon considers whether individuals or governments can do the most to protect the environment.
 - Leon describes different ways in which we are damaging the environment.
- What is Leon's conclusion?
 - It's not clear how we can best protect the environment.
 - Both individuals and governments should act to protect the environment.

b Read the essay again and make brief notes on the main points Leon makes.

3 WRITING SKILLS
Arguing for and against an idea

a Match four of the descriptions below to paragraphs 1-4 in the essay.

- Introduction – stating the problem
- Introduction – giving Leon's point of view
- How individuals can help protect the environment
- How large companies damage the environment
- How large companies can help the environment
- Conclusion – restating the problem
- Conclusion – Leon's point of view

b Answer the questions.

- Why does Leon ask a question in the first paragraph? (i.e., not just his own opinion?)

4 WRITING

a Work in pairs. Choose one of the essay topics. Are extreme weather events a sign of climate change? Is building nuclear power stations the best way to provide "clean" energy? Should airlines be increased to discourage people from traveling by plane?

b Discuss the topic you chose and take notes on possible arguments for and against. Then decide on your conclusion.

c Work on your own. Plan your essay using the structure in 3a.

d Compare your notes with your partner and explain roughly what you plan to write.

e Write the essay in about 150-200 words, using expressions in 3c.

f Swap essays with another student. Does the essay ... ?

- have a clear structure
- set out the arguments in a clear way
- use suitable expressions for reporting opinions

Do you agree with the conclusion?

How can we help protect the environment?

1 Modern technology has many benefits – we can produce food cheaper and in greater quantities, we can manufacture the things we need more efficiently, and we can travel and communicate more easily. On the other hand, our activities can have negative impacts on the environment. It is well known that we are polluting our oceans with plastic and chemicals, many species are dying out, and natural areas are disappearing as cities spread. Scientists agree that we need to take urgent action to protect the world we live in before it's too late. But how can we do this?

2 Most people accept that in order to protect the environment, we need to change the way we live. As individuals, we can help the environment by living simpler: we can buy fewer things and keep things we buy longer. We can also use public transportation and only use cars and planes when necessary; we can eat locally produced food to cut down on transportation costs; and we can recycle more. People with their own houses and gardens can compost their food, grow organic vegetables, and invest in solar panels to provide energy.

3 However, not everyone agrees that the responsibility for protecting the environment lies with individuals. They point out that most environmental destruction is caused by companies, not individual people. For example, many people are worried that widespread use of fertilizers and pesticides threatens wildlife and pollutes soil and water, and that cutting down forests destroys the habitats of birds and animals. Also, pollution of the sea is often caused by waste from factories or by spills from oil tankers, and scientists warn that overfishing by large commercial fishing fleets could lead to fish disappearing from our oceans. Some people believe these things can only be changed by introducing new laws, not by asking individuals to change their lifestyle.

4 My own view is that both of these opinions are correct. We can do a lot as individuals to help the environment by behaving in a more responsible way, but that is not enough. We also need governments to take action to reduce pollution and improve the environment, and rich countries should lead the way in doing that.

64

65

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.

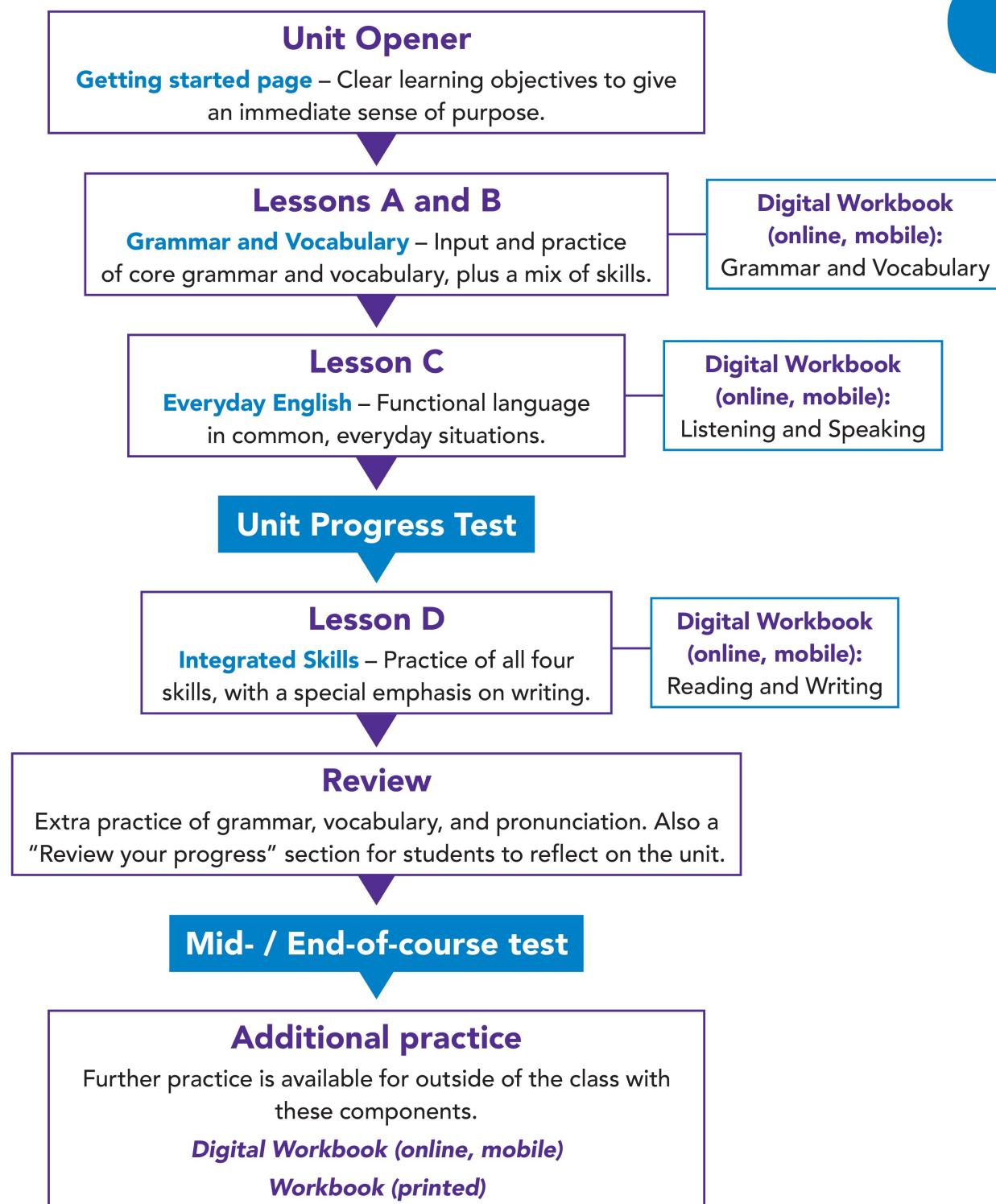
Content

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)





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

CONTENTS

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
Unit 1 Outstanding people				
Getting started Discuss meeting famous people				
1A	Discuss people you admire	Review of tenses	Character adjectives	The letter e; Word stress
1B	Discuss a challenge	Questions	Trying and succeeding	
1C	Explain what to do and check understanding		Rapid speech	Cutting a conversation short; Explaining and checking understanding
1D	Write an article			
Review and extension More practice		WORDPOWER make		
Unit 2 Survival				
Getting started Discuss coping with natural disasters				
2A	Discuss dangerous situations	Narrative tenses	Expressions with <i>get</i>	<i>had been</i>
2B	Give advice on avoiding danger	Future time clauses and conditionals	Animals and the environment	
2C	Give and respond to compliments		Intonation in question tags	Agreeing using question tags; Giving compliments and responding
2D	Write guidelines in a leaflet			
Review and extension More practice		WORDPOWER face		
Unit 3 Talent				
Getting started Discuss what makes something a work of art				
3A	Discuss ability and achievement	Multi-word verbs	Ability and achievement	
3B	Discuss sports activities and issues	Present perfect and present perfect continuous	Words connected with sports	Word stress
3C	Make careful suggestions		Sound and spelling: Consonant sounds	Keeping to the topic of the conversation; Making careful suggestions
3D	Write a description of data			
Review and extension More practice		WORDPOWER up		
Unit 4 Life lessons				
Getting started Discuss childhood experiences				
4A	Discuss events that changed your life	<i>used to</i> and <i>would</i>	Cause and result	
4B	Discuss and describe rules	Obligation and permission	Talking about difficulty	Sound and spelling: <i>u</i>
4C	Describe photos		Contrastive stress	Describing photos; Expressing careful disagreement
4D	Write an email to apply for work			
Review and extension More practice		WORDPOWER as		
Unit 5 Chance				
Getting started Discuss attitudes to risk				
5A	Discuss possible future events	Future probability	Adjectives describing attitude	Sound and spelling: <i>th</i>
5B	Prepare for a job interview	Future perfect and future continuous	The natural world	
5C	Discuss advantages and disadvantages		Intonation groups	Responding to an idea; Discussing advantages and disadvantages
5D	Write an argument for and against an idea			
Review and extension More practice		WORDPOWER side		

Listening	Reading	Speaking	Writing
Conversation about Jocelyn Bell-Burnell	Articles: "Apple's Design Genius" and "The Woman Who Reinvented Children's TV"	Discussing inspiring people	
Podcast: The 30-Day Challenge	Interviews: "30-Day Challenge"	Asking and answering questions about challenges	
Starting a new job		Cutting a conversation short; Explaining and checking understanding	 Unit Progress Test
Conversation about technology	Article: "Tech Free!"	Discussing technology	Article Organizing an article
Conversation about a survival situation	Article: "Lost at Sea"	Telling a survival story	
Interview: <i>The Tiger</i>	Leaflet: "How to Survive ... an Animal Attack"	Giving advice; Asking questions	
Cooking for a friend		Agreeing using question tags; Giving compliments and responding	 Unit Progress Test
Talking about getting lost	Leaflet: "Be Wise and Survive!"	Discussing the natural environment	Guidelines Organizing guidelines in a leaflet
Conversation: learning experiences	Text about learning: "Learning to Learn"	Talking about something you have put a lot of effort into	
Radio show: <i>The Sports Gene</i>	Article: "Born to Be the Best"; Three articles about athletes	Discussing sports and ways to improve performance	
Making party plans		Planning a party; Keeping to the topic of the conversation; Making careful suggestions	 Unit Progress Test
Interviews about sports	Article: "Fitness: Seattle Snapshot"	Talking about popular sports	Article describing data Describing data
Interview: Psychology of Money; Two monologues: Life-Changing Events	Two texts about winning the lottery	Talking about how your life has changed	
Two monologues: training for a job	Article: "Training for the Emergency Front Line"	Discuss experiences of training and rules	
Presenting photos		Describing photos; Expressing careful disagreement	 Unit Progress Test
Three monologues: living in different places	Ad for being an international student "buddy"	Discussing living in a different country	Job application Giving a positive impression
Monologue: What Are Your Chances?	Quiz: "Are You an Optimist or a Pessimist?"; Article: "Why We Think We're Going to Have a Long and Happy Life"	Discussing possible future events	
Conversation: talking about work	Quiz: "The Unknown Continent"; Article: "Working in Antarctica"	Role play: a job interview	
Money problems		Discussing advantages and disadvantages; Responding to an idea	 Unit Progress Test
News reports: environmental problems	Essay about protecting the environment	Giving opinions on environmental problems	For and against essay Arguing for and against an idea

Lesson and objective		Grammar	Vocabulary	Pronunciation	Everyday English
Unit 6 Around the globe					
Getting started Discuss traveling					
6A	Discuss choices	Gerunds and infinitives	Travel and tourism	Consonant groups	
6B	Discuss changes	The passive	Describing change		
6C	Introduce requests and say you are grateful			Consonant sounds	Introducing requests; Showing you are grateful
6D	Write a travel blog				
Review and extension More practice		WORDPOWER out			
Unit 7 City living					
Getting started Discuss the design of new buildings					
7A	Discuss living in cities	too / enough; so / such	Describing life in cities		
7B	Discuss changes to a home	Causative have / get	Movies and TV; Houses	Sound and spelling: o	
7C	Imagine how things could be			Stress in compound nouns	Imagining how things could be; Using vague language
7D	Write an email to complain				
Review and extension More practice		WORDPOWER down			
Unit 8 Dilemmas					
Getting started Discuss attitudes to money					
8A	Discuss personal finance	Future real and present / future unreal conditionals	Money and finance		
8B	Discuss moral dilemmas and crime	Past unreal conditional; should have + past participle	Crime	Stressed and unstressed words	
8C	How to be encouraging			Word groups	Being encouraging; Showing you have things in common
8D	Write a review				
Review and extension More practice		WORDPOWER take			
Unit 9 Discoveries					
Getting started Discuss the impact of new inventions					
9A	Discuss new inventions	Relative clauses	Health	Sound and spelling: ui	
9B	Discuss people's lives and achievements	Reported speech; Reporting verbs	Verbs describing thought and knowledge		
9C	Express uncertainty			Linking and intrusion	Expressing uncertainty; Clarifying a misunderstanding
9D	Write an essay expressing a point of view				
Review and extension More practice		WORDPOWER come			
Unit 10 Possibilities					
Getting started Discuss goals and expectations					
10A	Speculate about the past	Past modals of deduction	Adjectives with prefixes	Word stress	
10B	Discuss life achievements	Wishes and regrets	Verbs of effort		
10C	Describe how you felt			Consonant groups	Describing how you felt; Interrupting and announcing news
10D	Write a narrative				
Review and extension More practice		WORDPOWER way			
Communication Plus p.127		Grammar Focus p.134		Vocabulary Focus p.154	

Listening	Reading	Speaking	Writing
Two monologues about sightseeing tours	Website about three tourist destinations; Website: "Where to Go?"	Comparing different tourist destinations	
Interview: disappearing languages	Article: "Danger! Dying Languages"	Agreeing and disagreeing	
Asking for a favor		Asking for a favor; Introducing requests; Showing you are grateful	 Unit Progress Test
Conversation: a trip to the Grand Canyon	Travel blog: "Around the Grand Canyon"	Discussing local tourist destinations	Travel blog Using descriptive language
Interview: "Smart" Cities; Two monologues talking about "smart" cities	Article: "Quick – Slow Down!"	Discussing good and bad points about a city	
Two monologues: house renovations	Article: "Who Put the 'Real' in Reality TV?"	Planning a home renovation	
Apartment hunting		Designing and describing a new room; Imagining how things could be; Using vague language	 Unit Progress Test
Interviews about a new shopping mall	Email: complaining about an important issue		Email of complaint Using formal language
Radio show: personal finance	Article: "Is It Time to Give Up on Cash?"	Giving opinions on financial matters	
Three monologues about honesty	Newspaper article: "The Honesty Experiment"	Discussing moral dilemmas	
Job hunting		Talking about hopes and worries; Being encouraging; Showing you have things in common	 Unit Progress Test
Conversation about a TV show	Review: "Crime with a Smile"	Discussing shows about crime	Review Organizing a review
Conversation about inventions	Article: "Too Good to Be True?"	Talking about inventions	
Conversation about an email hoax	Article: "The Rise and Fall of Barry Minkow"	Describing a hoax or a scam	
A surprise/misunderstanding		Giving and receiving surprises; Expressing uncertainty; Clarifying a misunderstanding	 Unit Progress Test
Four monologues about alternative medicine	Essay: "The Value of Alternative Medicine"		Opinion essay Presenting a series of arguments
Interview about Dan Cooper	Story: "The Man Who Disappeared"; Blog: "The Wreck of the <i>Titan</i> "	Telling stories about coincidences	
Two monologues: pursuing a dream	Article: "Dream to Help"	Describing and comparing brave or amazing people	
Celebrating good news		Telling an important piece of news; Describing how you felt; Interrupting and announcing news	 Unit Progress Test
Conversation about goals	Story: "Rosa's Diary: The Ultimate Goal"	Talking about performing	Story Making a story interesting

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CAN DO OBJECTIVES


- Discuss people you admire
- Discuss a challenge
- Explain what to do and check understanding
- Write an article




UNIT 1

OUTSTANDING PEOPLE

GETTING STARTED

a  Look at the picture and answer the questions.

- 1 Who do you think the people taking a selfie are? Where are they?
- 2 What are the people around them doing?
- 3 What do you think they have just said to each other? What's going to happen next?

b  Discuss the questions.

- 1 On what occasions do you normally take photos?
- 2 If you could take a selfie with a famous person, who would you choose and why?
- 3 What role do you think famous people play in society? Should they be good role models? Should they inspire other people?

- G** Review of tenses
V Character adjectives

1 READING

- a** What kinds of people do you admire most? Why?
- b** Look at photos a and b. What do you think these people have done to make other people admire them?
- c** Read “Apple’s Design Genius” and “The Woman Who Reinvented Children’s TV” quickly and check your answers.
- d** Read the texts again and answer the questions. Write *Jl* (Jony Ive), *JGC* (Joan Ganz Cooney), or *B* (both).
 Who ... ?
 1 had training in their area of work
 2 carried out some research
 3 set up their own company
 4 was one of the first people in their role
 5 initially found the work challenging
 6 was interested in other people’s learning
 7 believes the things we use should be beautiful
 8 has won prizes for their work
- e** Who do you think is more inspiring, Jony Ive or Joan Ganz Cooney? Why?

Apple’s Design Genius

I’ve always loved great design. Ever since I can remember, I’ve been fascinated by the shape and look of objects. In my opinion, Apple Inc. is the number one company in the world for product design.

In the time that ¹**you’re reading** this article, around 750 iPhones and 300 iPads will be sold internationally. These iconic devices generate millions of dollars a day for Apple, and the man behind their iconic look is known as a “design genius.” *Time* magazine once listed him as one of the 100 most influential people in the world, but can you name him?

If you said Steve Jobs, you’d be wrong, although it was Jobs who first recognized this man’s talent. His name is Jony Ive.

Born in London, Jony Ive studied industrial design in college. After graduating, ²**he helped** set up the London design agency Tangerine. In 1992, while ³**he was working** at Tangerine, he accepted a job offer from Apple.

His first years in the job were tough, and the design work wasn’t very interesting. The company was also struggling to make money. However, when Steve Jobs returned to Apple in 1997 and saw the design work that Ive ⁴**had produced**, he immediately recognized Ive’s ability and promoted him. Ive’s first success in his new role was the design of the original, colorful iMac in 1998, which was quickly followed by the first iPod in 2001. Thanks to Ive’s simple, elegant designs, Apple became one of the most successful companies in the world. From then, until his retirement in 2019, he was responsible for the iPhone, iPad, and Apple Watch. Ive’s designs involved not only the way these products look but also the way they work. ⁵**He believes** devices have to be both beautiful and practical.

Jony Ive’s key contribution to Apple is recognized, and ⁶**he has received** numerous awards for his designs. There is no doubt that Steve Jobs was a larger-than-life idea man and businessperson who created a hugely successful company. However, without Jony Ive’s design talent, Apple may not have become such a huge success. So what have I learned from Jony Ive? That the best designs are often the simplest.





I've always felt passionate about television's ability to entertain and educate. I grew up watching what I consider to be a master class in how you can combine these two aspects of television: *Sesame Street*. This is the show that brought us Big Bird, Elmo, Cookie Monster, and more. These characters were brought to TV thanks to a woman I consider a genius: Joan Ganz Cooney.

In the mid-1960s, Ganz Cooney was working as a producer of television documentary shows in America. She realized television could play an important role in the education of preschool children. She researched this idea and, in 1967, she wrote an outline for *Sesame Street*.

Ganz Cooney presented her ideas to the TV network she was working for at the time. However, the network rejected her proposal, saying that they thought she didn't have the right experience to produce a TV show for children. As a result, she set up Children's Television Workshop with a colleague, and two years later they had managed to raise \$8 million to finance production. Even so, many people working in the television industry questioned her ability to manage such a project. This was during the 1960s, when the industry was largely controlled by men.

At first, Ganz Cooney didn't want to fight to keep her role as the director of the production company and the producer of the show. However, her husband and a colleague encouraged her to do so because they knew the project would fail without her involvement. This meant she became one of the first female television executives in the United States.

In 1969, two years after her initial research, *Sesame Street* went on the air, and today it's still going strong. However, Joan Ganz Cooney didn't stop there. She continued to take an interest in early childhood education, and in 2007, the Joan Ganz Cooney Center was founded to help improve children's digital literacy. I really admire the way she continued helping young children. She's not a household name like Big Bird, but she's won many awards for her work and had a huge impact on the education of millions of children around the world.

Sesame Street Facts

- more than 150 million viewers worldwide
- shown in more than 150 different countries
- now has a production budget of around \$17 million a year



2 GRAMMAR Review of tenses

a Match the verbs 1–6 in **bold** in “Apple’s Design Genius” with the tenses below.

- ☐ simple present
- ☐ simple past
- ☐ present continuous
- ☐ past continuous
- ☐ present perfect
- ☐ past perfect

b Complete the sentences with the tenses in 2a.

We use the:

- _____ to refer to an event that takes place at a specific time in the past.
- _____ to refer to a temporary event in progress in the present.
- _____ to refer to a state or action that began in the past and has continued until now.
- _____ to refer to something that's generally true.
- _____ to refer to an action that was in progress in the past when something else happened.
- _____ to refer to a past action that occurred before another past action.

c Underline examples of the six tenses in the second text.

d ➤➤➤ Now go to Grammar Focus 1A on p. 134.

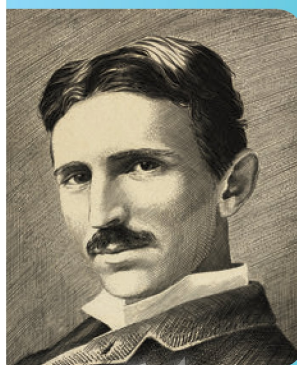
e Read the text about Nikola Tesla and underline the correct words.

f ▶ 01.02 Listen and check your answers.

NIKOLA TESLA

Not many people ¹ *have heard / heard* of Nikola Tesla, who ² *played / was playing* a key role in creating the alternating current (AC) supply of electricity we ³ *are having / have* in our homes today. Early in his career, Tesla ⁴ *has worked / worked* with Thomas Edison. He ⁵ *had emigrated / has emigrated* to the U.S. from Europe in 1884. While Tesla ⁶ *was working / had worked* for Edison, they had an argument over payment for an invention, so Tesla ⁷ *was deciding / decided* to work independently. It was then that he developed a motor that could produce an alternating current. Throughout his life,

Tesla continued to conduct experiments and ⁸ *helped / was helping* develop X-ray radiography and wireless communication. There is no doubt that he ⁹ *has had / had had* a large impact on modern technology. Many of the gadgets that we ¹⁰ *are enjoying / enjoy* today would not have been possible without Nikola Tesla.



3 LISTENING

a ▶ **01.03** Listen to two roommates, Amelia and Chloe, talking about a female scientist, Jocelyn Bell-Burnell. Check (✓) the correct sentences.

- 1 She's always been famous. ☐
- 2 She isn't very well known. ☐
- 3 She made an amazing discovery. ☐
- 4 She created a new mathematical theory. ☐

b ▶ **01.03** Listen again. Are the sentences true or false?

- 1 Amelia's reading a nonfiction book about planets and stars.
- 2 Jocelyn Bell-Burnell discovered a kind of star.
- 3 Bell-Burnell won a Nobel Prize for her discovery.
- 4 Bell-Burnell did badly when studying science in high school.
- 5 Life wasn't easy for her when she made her discovery.
- 6 The press didn't treat Bell-Burnell seriously.
- 7 Amelia has been inspired by Jocelyn Bell-Burnell.

c Discuss the questions.

- 1 Could Jocelyn Bell-Burnell's story have happened in your country? Do you know any similar examples?
- 2 How popular is science in your country? Is it popular with both men and women?
- 3 Is it important what gender a scientist is? Why do you think it was important in the case of Jocelyn Bell-Burnell?



4 VOCABULARY

Character adjectives

a Underline the five adjectives that describe people's character in sentences 1–4. Which two adjectives have a similar meaning, and what's the difference between them?

- 1 She's a respected physicist.
- 2 She is an inspiring woman.
- 3 She was really determined, but in a quiet way.
- 4 Well, you've always been motivated, that's for sure. And stubborn.

b ▶ **01.04** **Pronunciation** Listen to the pronunciation of the letter *e* in these words. Which two sounds are the same? What are the other two sounds?

respected determined

c ▶ **01.05** Look at the words in the box and decide how the underlined letter *e* is pronounced. Add the words to the chart, then listen and check. Practice saying the words.

slept revise helpful serve desire
prefer identity university women

Sound 1 /ɪ/	Sound 2 /e/	Sound 3 /ɜ:/

d Complete the sentences with the character adjectives in 4a.

- 1 Once Dan gets an idea in his head, nothing will change his mind. He's the most _____ person I know, and it's really annoying.
- 2 I'm not the sort of person who gives up easily – I'm very _____ to achieve new goals.
- 3 He's worked hard and has done some very interesting research. He's a highly _____ chemist who's known around the world.
- 4 Doing a PhD is hard work, so you have to be really _____ if you want to complete one.
- 5 In my last year of high school, we had a really _____ biology teacher. Her lessons were so interesting that we all worked very hard for her.

e Now go to Vocabulary Focus on p. 154.

5 SPEAKING

a Think of an inspiring person who has influenced you in some way. It can be someone you know or someone famous. Take notes about the person. Use the questions to help you.

- What is this person's background?
- What important things has this person done in their life?
- Why are they inspiring?
- How have they changed or influenced your life?

b Tell other students about your person. Ask questions.

My cousin Vera is an athlete. She trains really hard every day – she's very determined.

How does she stay motivated?

1B




ARE YOU FINDING IT DIFFICULT?

Learn to discuss a challenge

G Questions

V Trying and succeeding

1 SPEAKING AND LISTENING

- a**  Look at photos a–c and read “The 30-Day Challenge.” Then discuss the questions.
- What are the people in the photos doing? Have you ever taken up similar activities? If so, how successful were you?
 - Do you think doing something for 30 days gives you a better chance of succeeding? Why / Why not?
- b**  **01.09** Listen to a podcast about the 30-day challenge. Check (✓) the main point that Alison makes.
- The 30-day challenge is the only way to give up bad habits.
 - It's too difficult for the brain to adapt to new habits.
 - If you try something new for 30 days, you're more likely to stick with it afterward.
- c**  **01.09** Alison took some notes at the seminar. Complete her notes with one or two words in each blank. Listen again and check.

Seminar Notes

- It takes the brain 30 days to adapt to a new ¹ _____.
- 30 days isn't a ² _____ time, so it's fun to challenge yourself.
- Also a chance to try something ³ _____ – not just giving up bad habits.
- Two ways to do it:
 - do something that doesn't get in the way of your ⁴ _____
 - take time out to do something you've always ⁵ _____ do
- You need to make an ⁶ _____ !

The 30-Day Challenge

Have you ever started a new hobby but given up after only a couple of weeks? Or started a class and stopped after the first few lessons? Most of us have tried to learn something new, but very few of us ever really get any good at it – it's just too difficult to continue doing something new.

But now there's some good news: did you know that if you can keep up your new hobby for just 30 days, you have a much better chance of succeeding? And you may learn something new about yourself, too.


- d** What examples of 30-day challenges did you hear? Use words from both boxes for each challenge.

Bike everywhere, even in the rain.

bike drink climb get up cook paint write

sunrise poem coffee meal picture
mountain rain

- e** What do you think of the ideas Alison talks about? Take notes.

- f**  Compare your ideas.

