CAMBRIDGE

AMERICAN EMPOWER

TEACHER'S BOOK
WITH DIGITAL PACK

B2
UPPER INTERMEDIATE

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Contents

Teaching Notes

CAMBRIDGE

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.

Writing task: An opinion on future food

What food will people eat in the future? Do you think people will eat insects or meat made by scientists? Write your opinion.

Use I (don't) think, If you ask me, and For me.

Answer:

Type here ...

7.4 Writing task:... ▾ 🔔 (Q) Carlos ⌄

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

CHANCE

UNIT **5**

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?

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Better Learning with *American Empower*

Better Learning is our simple approach where insights we've gained from research have helped shape content that drives results .

Learner engagement

1 Content that informs and motivates

Insights
Sustained motivation is key to successful language learning and skills development.

Content
Clear learning goals, thought-provoking images, texts, and speaking activities, plus video content to arouse curiosity.

Results
Content that surprises, entertains, and provokes an emotional response, helping teachers to deliver motivating and memorable lessons.

5A YOU COULD LIVE TO BE A HUNDRED

Learn to discuss possible future events
G Future probability
V Adjectives describing attitude

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?

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

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

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."

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

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 all still be living in caves, too afraid to go outside and explore the world in case we get eaten by wild animals.

UNIT 5

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.
1 ☐ Pessimists usually have fewer friends than optimists.
2 ☐ Humans are naturally positive about their future.
3 ☐ Reality is often worse than we imagine it to be.
4 ☐ People who live in warmer countries are usually more optimistic.
5 ☐ We often act (or don't act) because we're confident everything will work out.
6 ☐ If we imagine a better future, we will take more risks.
7 ☐ Optimists spend a lot of time daydreaming.
8 ☐ 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.

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

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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.
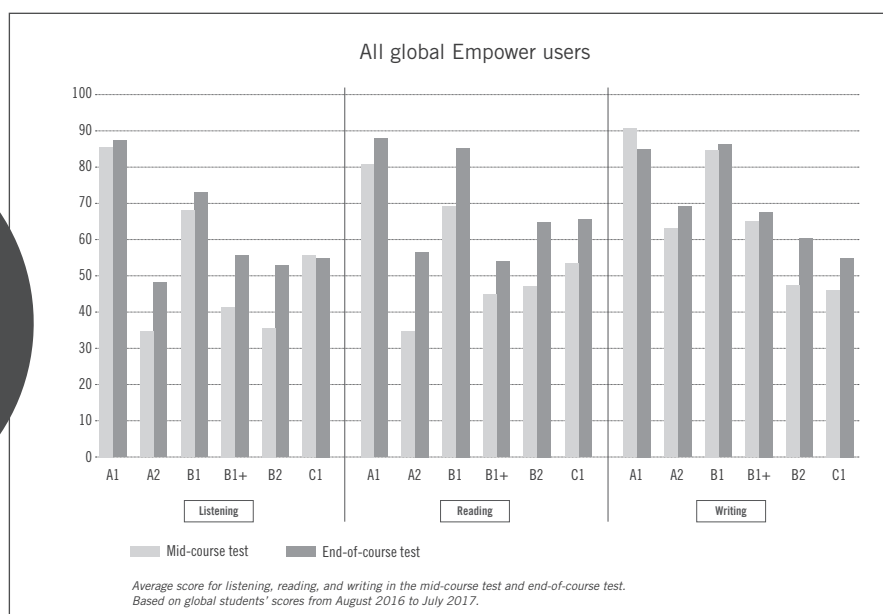
Content
End-of-unit tests, mid- and end-of-course competency tests, and personalized CEFR test report forms provide reliable information on progress with language skills.

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.


All global Empower users

Mid-course test   End-of-course test

Average score for listening, reading, and writing in the mid-course test and end-of-course test. Based on global students' scores from August 2016 to July 2017.

Cambridge English Empower B1+ intermediate
Competency test
Estimated CEFR level

Student Name:
Report Date:
You are now at the level to prepare for *Cambridge English: PET*
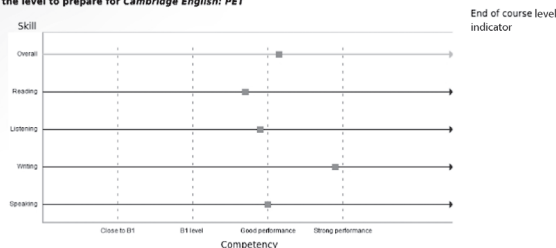
Please note:
The Mid-course level indicator is replaced by the End-of-course level indicator.
The Reading, Listening and Writing sections are automatically scored. The score for the Speaking section is entered by your teacher.

CAMBRIDGE UNIVERSITY PRESS   Cambridge Assessment English
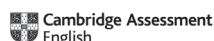
> **"** *We started using the tests provided with* Empower *and our students started showing better results from this point until now.* **"**

Kristina Ivanova, Director of Foreign Language Training Centre, ITMO University, Saint Petersburg, Russia

2 Evidence of impact

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

Content
Empower (British English) impact studies have been carried out in various countries, including Russia, Brazil, Turkey, and the UK, to provide evidence of positive impact and progress.

Results
Colleges and universities have demonstrated a significant improvement in language level between the mid- and end-of-course tests, as well as a high level of teacher satisfaction with *Empower*.

Manageable learning
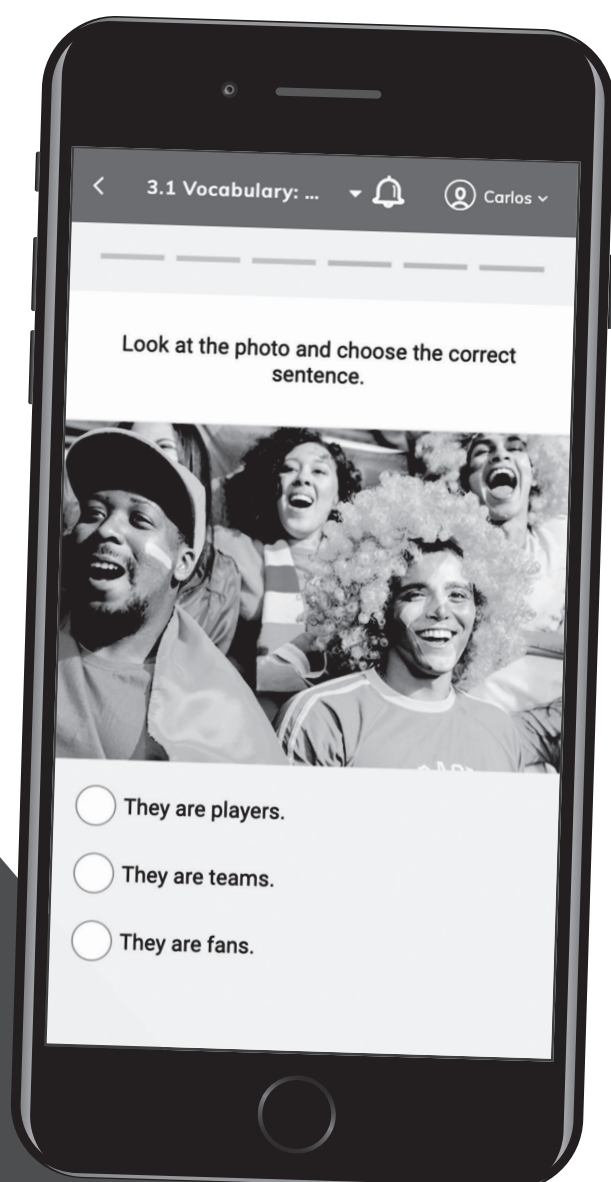
1 Mobile friendly

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

Content
American Empower provides easy access to Digital Workbook content that works on any device and includes practice activities with audio.

Results
Digital Workbook content is easy to access anywhere, and produces meaningful and actionable data so teachers can track their students' progress and adapt their lesson accordingly.

< 3.1 Vocabulary: ... 🔔 ⊙ Carlos ⌄

Look at the photo and choose the correct sentence.

◯ They are players.

◯ They are teams.

◯ They are fans.

"*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.

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
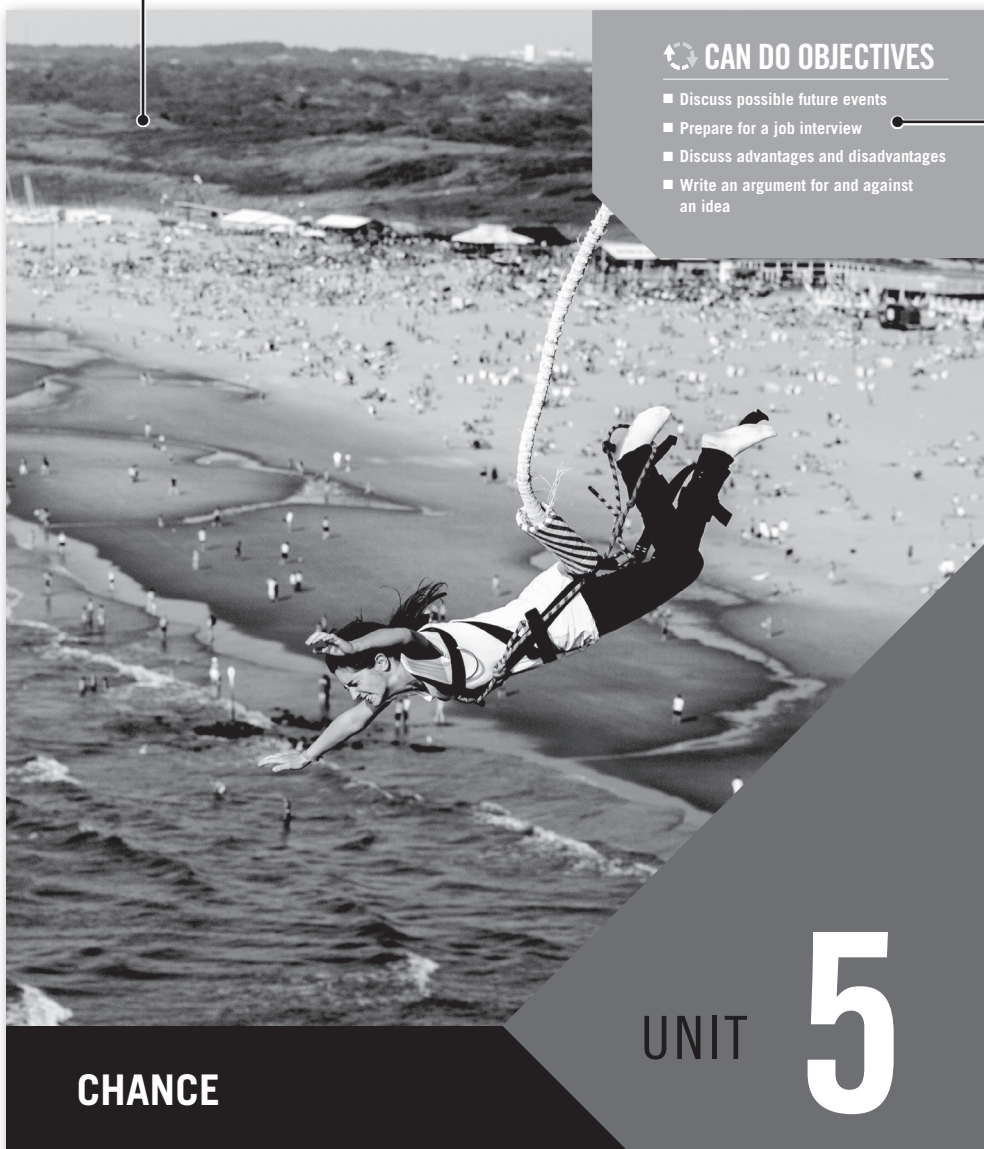
Unit Opener

Getting started page – Clear learning objectives to give an immediate sense of purpose.

▼

Lessons A and B

Grammar and Vocabulary – Input and practice of core grammar and vocabulary, plus a mix of skills.

Digital Workbook (online, mobile): Grammar and Vocabulary

▼

Lesson C

Everyday English – Functional language in common, everyday situations.

Digital Workbook (online, mobile): Listening and Speaking

▼

Unit Progress Test

▼

Lesson D

Integrated Skills – Practice of all four skills, with a special emphasis on writing.

Digital Workbook (online, mobile): Reading and Writing

▼

Review

Extra practice of grammar, vocabulary, and pronunciation. Also a "Review your progress" section for students to reflect on the unit.

▼

Mid- / End-of-course test

▼

Additional practice

Further practice is available for outside of the class with these components.

Digital Workbook (online, mobile)

Workbook (printed)

Components

Getting Started

Striking and unusual images arouse curiosity.

Clear learning objectives give an immediate sense of purpose.

⟳ CAN DO OBJECTIVES

- Discuss possible future events
- Prepare for a job interview
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UNIT **5**

CHANCE

GETTING STARTED

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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?

Activities promote emotional engagement and a personal response.

"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.

5A YOU COULD LIVE TO BE A HUNDRED

Learn to discuss possible future events
G Future probability
V Adjectives describing attitude

1 SPEAKING

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

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

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

xi

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.

4 LISTENING

a Read the statistics and guess which numbers complete the sentences.

8,000	6	18 million	1 million	4

WHAT ARE YOUR CHANCES?

Chance of living to be 100 (man):
1 in _____

Chance of living to be 100 (woman):
1 in _____

Chance of having a car accident:
1 in _____

Chance of winning the lottery:
1 in _____

Chance of being in a plane crash:
1 in _____

b ▶ 05.04 Listen and check your answers. Do you think any of the statistics would be different where you live?

c ▶ 05.04 According to the speaker, how can you increase your chances of doing these things? Listen again and check.
1 surviving a plane crash
2 getting to the airport safely
3 living to be 100

5 GRAMMAR Future probability

a ▶ 05.05 Complete the sentences with the words in the box. Then listen and check.

> likely   unlikely   could   may   probably (x2)
> certainly (x2)   chance

1 It's very _____ that your plane will crash.
2 Even if it does, you'll _____ be fine because 95% of people in plane crashes survive.
3 So, if you're worried about getting on that plane, don't be, because you'll almost _____ survive the trip.
4 You're more _____ to have an accident in the car going to the airport.
5 You have a good _____ of living to be 100.
6 Modern medicine _____ make the chances higher still during your lifetime.
7 You _____ won't die in a plane crash and you _____ live to be 100.
8 But the bad news is, you almost _____ won't win the lottery.

b Which phrases in 5a mean ... ?
1 it's certain / nearly certain   3 it's possible
2 it's probable   4 it's not probable

c Which words in the box in 5a are used in these patterns?
1 will _____ (+ verb)
2 _____ won't (+ verb)
3 is / are _____ to (+ verb)
4 It's _____ that …
5 There's a _____ that …

d 💬 Change these predictions, using words from 5a.
1 I'll meet someone famous in my life: 70%.
2 I'll have children: 50–60%.
3 I'll fall in love at least once in my life: 90%.
4 I'll become a millionaire: 0.05%.
5 Someone will steal from me: 80%.
6 I'll live in the same place all my life: 20%.

e ≫

6 SPEAKING

a Do you think these things will happen in your lifetime? Decide if each event is certain, probable, possible, unlikely to happen, or if it will certainly not happen. Then add a question of your own.
1 Will we find a cure for all forms of cancer?
2 Will people go to live on Mars?
3 Will the level of the oceans continue to rise?
4 Will there be another world war?
5 Will people stop using cars?
6 Will Spanish become the world's most used language?

b 💬 Ask other students their opinion.

c 💬 Tell the class what you found out.
● How many people agreed with your opinion?
● What were the most interesting comments?
● Are people in your class generally optimistic, pessimistic, or realistic?

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.

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

5B I'LL BE SETTLING INTO MY ACCOMMODATIONS

Learn to prepare for a job interview
G Future perfect and future continuous
V The natural world

1 READING

a Look at the pictures of Antarctica and answer the questions.
1 What can you see in the pictures?
2 What do you know about Antarctica?
3 Would you like to go there? Why / Why not?

b Take the quiz. Then compare your answers with a partner.

THE UNKNOWN CONTINENT

1 **HOW BIG IS ANTARCTICA?**
(a) the size of Russia
(b) the size of the U.S. and Mexico
(c) the size of Australia

2 **HOW MUCH OF ANTARCTICA IS COVERED BY ICE?**
(a) 98%   (b) 86%   (c) 77%

3 **WHICH OF THE FOLLOWING CAN'T YOU FIND IN ANTARCTICA?**
(a) rivers   (c) trees
(b) deserts

4 **WHICH OF THESE ANIMALS CAN YOU FIND THERE?**
(a) polar bears
(b) seals
(c) wolves

5 **WHO WAS THE FIRST PERSON TO REACH THE SOUTH POLE IN 1911?**
(a) Richard Byrd (American)
(b) Robert Scott (British)
(c) Roald Amundsen (Norwegian)

c

d Read the first part of an article about working in Antarctica. What would your reaction be to a job advertisement like this?

MY LIFE ON ICE

Imagine you saw a job advertised with the following conditions:
· no leaving your place of work for six months – you must stay inside
· work six days a week, but always be available
· socialize only with your colleagues – no contact with other friends and family

You'd be crazy to apply, wouldn't you? Probably. But if you want to work in Antarctica during the winter, this is what you'll have to put up with.

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d Work on your own. Answer the questions and take notes.
• Are there any environments near you that are considered fragile? What kind of environments are they?
• What different human inventions have a negative ecological impact?
• What kinds of things could you do to reduce your carbon footprint?

e Discuss your answers.

3 LISTENING

a ▶05.08 Martha's going to Antarctica to do research on penguins. She talks to her friend Joe about her work. Listen and answer the questions.
1 How well does Joe understand Martha's research?
2 Are his questions serious or light-hearted?
3 What do we learn about the personality of the penguins?
4 Why is the research important?

b ▶05.08 Listen again. Number the actions in the correct order from 1 to 5.
☐ The eggs are laid.
☐ Tags are put on the penguins.
☐ Penguins find mates.
☐ Martha arrives in Antarctica.
☐ Penguin chicks are born.

4 GRAMMAR
Future perfect and future continuous

a Look at these future verb forms from the conversation in 3a and match them to the uses a–c below.
1 … this time next week **I'll be settling** into my accommodation.
2 … I think **I'll be doing** similar things every day.
3 … by the time I arrive **the penguins will already have** found mates.

a talk about an action that will be in progress at a specific time in the future
b talk about an action that will be completed before a specific time in the future
c talk about planned actions in the future

b Now go to Grammar Focus 5B on p. 142.

c Work on your own. Take notes about the questions.
• Where do you think you'll be living this time next year?
• What do you think you'll have achieved five years from now?

d Tell each other your answers to 4c and ask follow-up questions.

5 SPEAKING

a Read the job advertisement. Would you like this job?

◁▷⌂ ⊕

Communications Officer in Antarctica

Responsibilities:
⊕ interview researchers and collect information about their projects
⊕ update our blog regularly
⊕ assist all staff with IT requests

You need a friendly personality and excellent people skills.
This job is from October to March.

b Prepare a job interview role play for the job in 5a.
Student A: You want to apply for the job. Imagine you have the skills and experience that make you a suitable job applicant. Think of questions you can ask the interviewer.
Student B: You are the interviewer. Think of questions you can ask the applicant. Think of any useful information you can tell the applicant.

c Work in pairs. Do the role play.
Student A: Do you still want the job?
Student B: Do you think Student A is suitable for the job? Why / Why not?

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

Lesson C
Prepares learners for effective real-world spoken communication

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

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

5C EVERYDAY ENGLISH
I'm not making enough money

Learn to discuss advantages and disadvantages
P Intonation groups
S Responding to an idea

1 SPEAKING AND LISTENING

a Answer the questions below.
1 What are the best ways to earn money?
2 Have you ever had a roommate to help save money on rent? What are some other ways to save money?

b 05.11 Listen to Part 1. Put four of these events in the correct order. One event doesn't occur. Which is it?
☐ Alex asks Daniel what's wrong.
☐ Sara offers to help.
☐ Daniel asks about Jim.
☐ Sara talks about a TV show.
☐ Daniel talks about money.

c 05.11 Answer the questions. Listen again and check.
1 Why is Daniel worried?
2 Why is being a server a good idea?
3 What problems with being a server do they mention?
4 What does Daniel want to know about Jim?

2 LISTENING

a 05.12 Look at the picture of Sara, Daniel, and Alex above. Which of these topics could they be talking about? Listen to Part 2 and check.

money problems   getting a roommate   Alex's birthday
vacation rentals   moving downtown

b 05.12 Listen again. Take notes about the ideas they discuss. What are the advantages and disadvantages of each idea?

3 USEFUL LANGUAGE
Discussing advantages and disadvantages

a Sara, Daniel, and Alex discuss Daniel's options for his problems. What do you think they say? Complete the sentences.
1 Of course, the _____ is, you'd have to find a roommate.
2 Yes, but the _____ is, I could keep the apartment.

b 05.13 Listen and check.

c Which of these words/phrases could you use in the sentences in 3a?

problem   advantage   disadvantage
best thing   drawback

d 05.14 Add prepositions from the box to the expressions. Then listen and check.

of (x2)   with (x2)   about

one good thing _____
the advantage/disadvantage _____
the only drawback _____
another problem _____
the trouble _____

e Look at some people's ideas for the future. Use an expression from 3d in each second sentence.
1 "I might sell my car and go everywhere by bicycle. I'd be so fit."
2 "I'd love to live in Montevideo. It would be very expensive."
3 "I could work in China for a year. I don't speak the language."

UNIT 5

4 PRONUNCIATION Intonation groups

a 05.15 Listen to these sentences. Answer the questions.
The good thing is, I could keep the apartment.
The trouble is, you'd have to find a roommate.
1 Where do you hear a slight pause?
2 Which words are stressed in the **bold** phrases?
3 Does Daniel's voice go up (↗) or down (↘) on the word *is*?

b 05.16 Listen to these sentences. Practice saying them, pausing after *is*.
1 The trouble is, I don't have enough money.
2 The point is, I still owe money to the bank.
3 The problem is, I'd need to get another job.
4 The advantage is, I'd be able to keep making art.

5 LISTENING

a 05.17 Listen to Part 3. What do they say about these things?
1 already has a room to rent
2 looking for a new job
3 needing money now
4 working at a café

b Which of these adjectives and phrases describe Alex? Which describe Daniel?

full of ideas   cautious in making decisions
enthusiastic   worried about the future

6 CONVERSATION SKILLS Responding to an idea

a Read what the speakers say. Complete the replies with the words in the box.

bad   possibility   great   worth

1 A I don't know, it's a big risk.
   B Not at all – I think it's a _____ idea!
2 B Well, how about entertainment? We could have live music and get local musicians to play on the weekend.
   A That might be _____ a try.
3 B Or display paintings or photos.
   A Hmm, that's not a _____ idea.
4 B Or readings. Have poetry readings.
   A Yeah, that's a _____.

b 05.18 Listen and check. Which of the replies is … ?
1 more enthusiastic   2 more cautious

c Look at these ways to respond to an idea. Order them from 1–6 (*1* = very cautious, *6* = very enthusiastic).
☐ It's an idea, I suppose.
☐ Yes, that makes sense.
☐ That's a great idea.
☐ What a fantastic idea!
☐ Hmm, I don't know about that.
☐ Yes, good idea.

d You want to do something with the whole class at the end of the year. Write down three ideas.

We could go on a day trip.

e Work in groups. Take turns suggesting and responding to each other's ideas, using expressions in 6a and 6c. Which idea is the best?

7 SPEAKING

a ≫ Communication 5C Now go to p. 128.

b Take a class vote. Whose idea sounds the best?

✓ UNIT PROGRESS TEST
▶ CHECK YOUR PROGRESS
You can now do the Unit Progress Test.

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

Spoken outcome
Each C lesson ends with a practical spoken outcome.

Lesson D
Integrated skills with a special focus on writing

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

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

5D SKILLS FOR WRITING
We need to change the way we live

Learn to write an argument for and against an idea

W Arguing for and against an idea

1 SPEAKING AND LISTENING

a 💬 Discuss the questions.
1 What environmental problems are shown in photos a–d?
2 What environmental problems exist in your country or region? Which do you think are the most serious?
3 What action can people take to help solve them?

b ▶ 05.19 Listen to the news reports and match them with photos a–d. What key words helped you decide?

c ▶ 05.19 💬 What did the news reports say about these topics?
1 beekeepers – bees – pesticides – farmers – fruit trees
2 air pollution – smog – masks – coal – exhaust fumes
3 plastic – birds, sea animals, and fish – the sea – 2050
4 fires – rainforest – wildfires – clearing forest for land – soccer fields

Retell the reports. Listen again if necessary.

d 💬 Discuss the questions.
1 Have you ever heard a news report like those in 1b about your own country or a country you know? What happened?
2 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.
3 What actions do you think (a) governments, (b) large companies, and (c) individuals can take to protect the environment?

How can we help protect the environment?

Leon
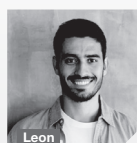
[1] Modern technology has many benefits – we can produce food cheaper and in greater quantities, we can manufacture the things we need more efficiently, and we can travel and communicate more easily. On the other hand, our activities can have negative impacts on the environment. It is well known that 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.

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

2 READING

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

   1 Which of these sentences best summarizes the essay?
      a Leon considers whether individuals or governments can do the most to protect the environment.
      b Leon describes different ways in which we are damaging the environment.
   2 What is Leon's conclusion?
      a It's not clear how we can best protect the environment.
      b 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.
   1 Why does Leon ask a question in the first paragraph?
   2 How does Leon make his arguments seem more objective (i.e., not just his own opinion)?

c Notice how Leon uses expressions like these to report people's opinions.

It is well known that …
Scientists agree that …

Find more expressions in the essay that:
   1 report what other people say or think (x3)
   2 report how people feel (x1)
   3 report what scientists say (x1)
   4 report what Leon thinks himself (x1).

d Write sentences in response to these questions, using expressions from 3c.

Does recycling plastic really make much difference to the environment?
Would eating less meat help protect the environment?
Are pesticides causing bees to die out?

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 airfares 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 … ?
   1 have a clear structure
   2 set out the arguments in a clear way
   3 use suitable expressions for reporting opinions

Do you agree with the conclusion?
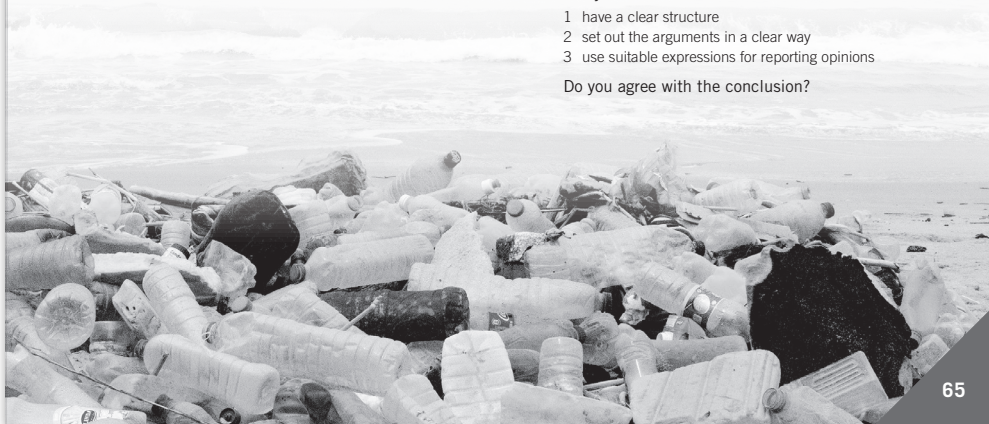
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UNIT 5
Review and extension

1 GRAMMAR

a Change these sentences using the words in parentheses so that the meaning stays the same.

1 Cities will probably become more dangerous over the next 50 years. (likely)
2 Scientists will probably find a way to delay the aging process soon. (chance)
3 It's likely that the Democratic Party will win the election. (probably)
4 There are bears in this forest, but you probably won't see one. (unlikely)

b Complete the blanks with the verbs in parentheses. Use either future continuous (*will be* + *-ing*) or future perfect (*will have* + past participle).

I'm in my 20s, but I sometimes imagine my life at 70. When I'm 70, I'll ^{1}_____ (retire), so I won't ^{2}_____ (work) and I'll have plenty of free time. But I will ^{3}_____ (have) a successful career, and I will ^{4}_____ (save) a lot of money, so I'll be rich. I will ^{5}_____ (get) married in my 30s, and we will ^{6}_____ (have) two or three children. By the time we're 70, we'll have a nice house by the ocean, and our children will ^{7}_____ (live) nearby.
Of course, my life could turn out differently, but it's always good to have positive dreams!

c 💬 Imagine yourself 30 years from now. What will you be doing? What will you have done by then?

2 VOCABULARY

a What adjective could describe these people? Use words from the box.

well-organized   critical   adventurous
reliable   sympathetic   realistic

1 Dana has started a rock group, but she knows she probably won't ever become famous.
2 Mia always keeps her desk clean, and she knows where to find everything.
3 Tom listens to people's problems and knows how to make them feel better.
4 Pedro gave up work for six months to travel through Central America on a motorcycle.
5 Christine's very hard to please. If you get something wrong, she'll notice it and she'll tell you.
6 If you ask Hamid to do a job, he'll always do it well and on time.

b What is the opposite of these words?

1 reliable   3 responsible   5 well-organized
2 sensitive   4 thoughtful   6 realistic

c 💬 Work in pairs. Which words in 2b (or their opposites) are true of people you know? Tell your partner and give a few examples of things the people do or don't do.

3 WORDPOWER *side*

a Look at these examples and match the word *side* with the meanings in the box.

group or team   point of view   part of a person's character

1 She's friendly, but she also has a rather unpleasant **side**.
2 He usually plays for San Jose, but today he's playing for the other **side**.
3 We need to look at both **sides** of the argument.

b Here are some common expressions with *side*. Use them instead of the underlined parts of the sentences.

on your side   look on the bright side
to one side   from side to side   on the side
side by side   see the funny side

1 They sat on the bench next to each other without talking.
2 We think he was wrong. We're all supporting you.
3 Well, let's see things positively – we're both still alive.
4 I didn't earn much as a taxi driver, but I made a lot of money doing other work.
5 I was very embarrassed at the time, but now I can laugh about what happened.
6 She took me away from the other people and said quietly, "I'll call you tonight."
7 As the sea got rougher, the lamp in my cabin started swinging from left to right.

c Read these extracts from stories. Which sentences in 3b do you think go in the blanks?

❶ The first few days of the voyage were calm, but then the weather changed. _____
I lay in my bed watching it, feeling sick.

❷ She saw a man approaching. It was Tom. "OK if I sit here?" he asked. She nodded. _____
Then he turned to her and said, "Do you still have the letter?"

d Work in pairs. Choose another sentence from 3b. Imagine it's from a story, and write a sentence before and after it.

e 💬 Read out your sentences. Which were the most interesting?

↻ 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 ...	
discuss possible future events	☐
prepare for a job interview	☐
discuss advantages and disadvantages	☐
write an argument for and against an idea.	☐