

AMERICAN EMPOWER

STUDENT'S BOOK
WITH EBOOK

C1

ADVANCED

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Better
Learning

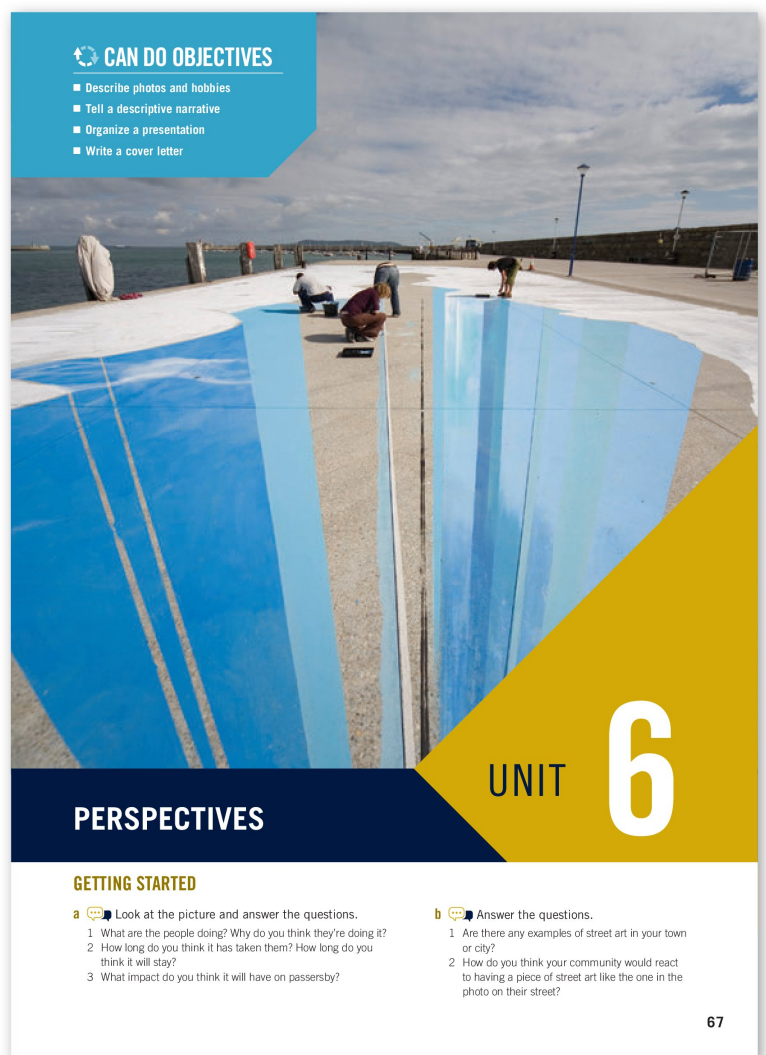
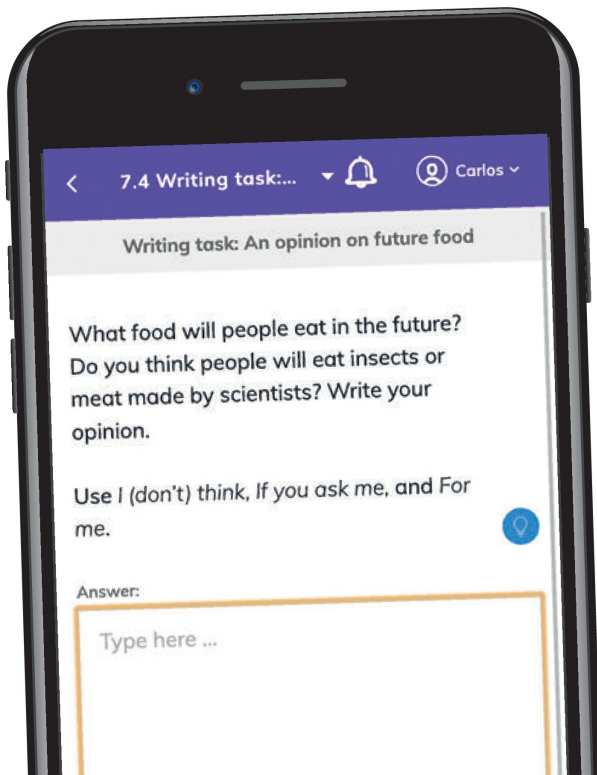
AMERICAN EMPOWER is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *American Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

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

Content you'll love.

Assessment you

can trust.



Better Learning with *American Empower*

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

Learner engagement

1 Content that informs and motivates

Insights

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

Content

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

Results

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

6A WE ALL SEEM TO LOVE TAKING PICTURES

Learn to describe photos and hobbies

- Simple and continuous verbs
- Adjectives: describing images

1 SPEAKING AND READING

a Answer the questions.

- What do you usually use to take photos – your phone or a camera?
- Do you take a lot of photos? Why / Why not?
- What do you usually do with the photos?
- Do you think you're good at taking photos? Why / Why not?

b Have you ever heard of the photographer Elliott Erwitt? Read the fact file on p. 69. What kind of photographs does he take?

c What do you think are important skills for photographers? Think about these things:

- what you choose to photograph
- the way the photos look
- the equipment you use
- your attitude and personality.

d Read the article. Are any of your ideas from 1c mentioned?

e Read the article again. Answer the questions.

- Why shouldn't street photographers plan much?
- What should be the aim of a street photograph, according to Elliott Erwitt and the writer?
- What do you think Elliott Erwitt means by *visual garbage*?
- What attributes does the writer think are most important in a street photographer?
- What does the writer mean when he talks about keeping an alien mindset?

f Answer the questions.

- How are Erwitt's methods and style evident in the photo of the Villa Borghese Gardens? What do you think of the photograph?
- Answer the question at the end of the article: As an alien – what would you find intriguing, amusing, or nonsensical?
- Look at the titles of the "lessons" (1–4) in the article. Are they relevant to other skills and/or jobs that you know about?

2 VOCABULARY Adjectives: describing images

a Work with a partner. What do the highlighted adjectives in the article mean? Check your ideas in a dictionary.

b Now go to Vocabulary Focus 6A on p. 163.



Villa Borghese Gardens, Rome 1969 by Elliott Erwitt

LESSONS ELLIOTT ERWITT HAS TAUGHT ME ABOUT STREET PHOTOGRAPHY

by Eric Kim

If you are not familiar with the work of Elliott Erwitt, you may perhaps have seen some of his iconic work from around the globe (the picture opposite was taken by him). He had one of the longest careers of any photographer, spanning over 50 years. What I most appreciate about Elliott Erwitt is his wry sense of humor when looking at the world – as well as his straightforward philosophies about photography. In this article, I share some of his thoughts and advice.

1 DON'T PLAN TOO MUCH – WANDER AROUND

I think that as a street photographer, sometimes I fall into a trap of planning too much. I generally try to focus my attention on projects (having a preconceived project in mind when shooting in the streets), but I often find it also takes away from the shooting experience. One of the best things about street photography is to be a flâneur – someone who wanders around without a specific destination in mind.

ERWITT I don't start out with any specific interests; I just react to what I see.

Takeaway point: Let your curiosity lead you. Just go out and shoot whatever you find interesting. Go down roads that may seem a little foreign, and you might be lucky enough to stumble upon great street photography shots.

2 FOCUS ON CONTENT OVER FORM

Great photos are a combination of content (what is happening in the frame) as well as form (composition). But which is more important? Content or form?

ERWITT My wish for the future of photography is that it might continue to have some relevance to the human condition and might represent work that evokes knowledge and emotions. That photography has content rather than just form. And I hope that there will be enough produce to balance out the visual garbage that one sees in our current life.

Takeaway point: We often find fascinating characters in the street and take photos of them, but the compositions may not be so good. On the other hand, we might take well-composed photos of a street scene, but there is nothing going on in the photo – it is boring and without soul.

I agree with Erwitt that we should, as street photographers, put more emphasis on content over form. I feel that photos that evoke emotions and the human condition are far more powerful and meaningful than just photos with good composition.

3 DON'T TAKE THINGS TOO SERIOUSLY

When one thinks about the photography agency Magnum, some adjectives that come to mind are *gritty* and *raw*.

However, Erwitt's style was vastly different. He didn't go out and take photos in conflicts or war. His photos tended to be more playful, humorous, and amusing.

ERWITT Well, I'm not a serious photographer like most of my colleagues. That is to say, I'm serious about not being serious.

Takeaway point: Don't take yourself and your street photography too seriously, and remember – at the end of the day you want to enjoy yourself.

4 HONE YOUR SKILLS OF OBSERVATION

Erwitt was inspired to go out and take pictures when he saw a photograph by master photographer Henri Cartier-Bresson. He realized it was an act of observation that made the photo great and that he could do something similar.

ERWITT The picture seemed evocative and emotional. Also, a simple observation was all that it took to produce it. I thought, if one could make a living out of doing such pictures that would be desirable.

Takeaway point: One of the things that is the most beautiful about street photography is that it doesn't rely on having an expensive camera or exotic lenses. Rather, it comes down to having an observant and curious eye for people and the world around you.

Therefore, cultivate your vision and way of seeing the world. I recommend that you always carry a camera with you because you never know when the best street photo opportunities will present themselves to you.

A fun exercise: Pretend that you are an alien from another planet, and you have come to the planet Earth for the first time. Imagine how strange human beings would seem – and the urban environment they have built for themselves. As an alien, what would you find intriguing, amusing, or nonsensical? Always keep that mindset to be amazed by what you see around you.

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 Brianey, Director of Studies, Instituto da Língua Inglesa, Brazil

Measurable progress

1 Assessment you can trust

Insights

Tests developed and validated by Cambridge Assessment English, the world leaders in language assessment, to ensure they are accurate and meaningful.

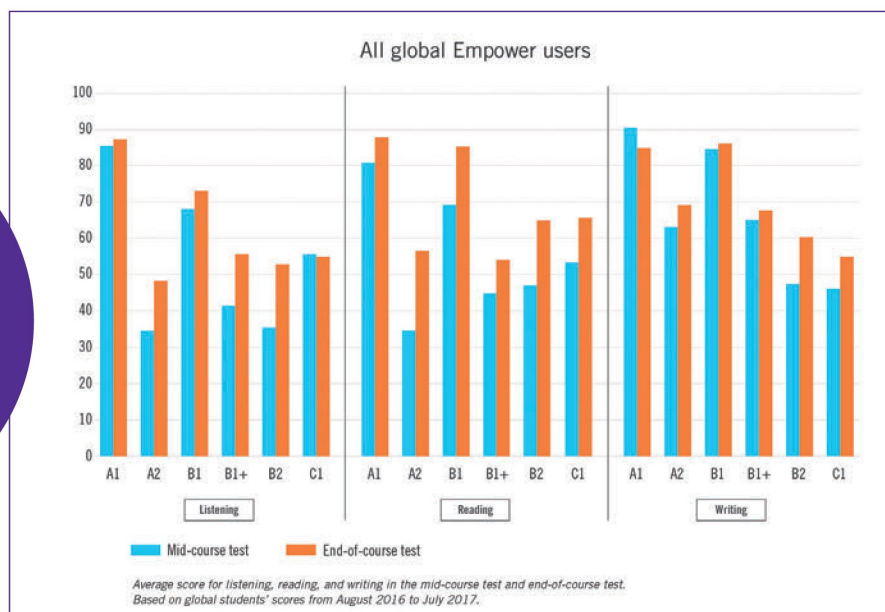
Content

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

Results

Teachers can see learners' progress at a glance, and learners can see measurable progress, which leads to greater motivation.

Results of an impact study showing % improvement of Reading levels, based on global *Empower* students' scores over one year.



“We started using the tests provided with Empower and our students started showing better results from this point until now.”

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

2 Evidence of impact

Insights

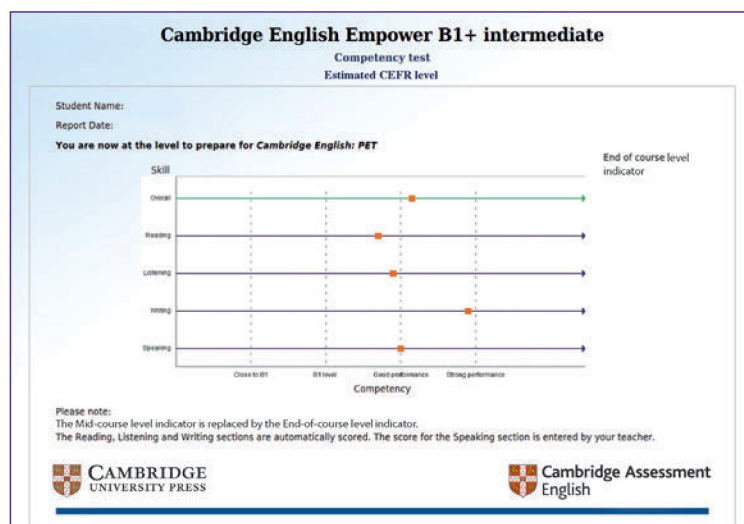
Schools and colleges need to show that they are evaluating the effectiveness of their language programs.

Content

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

Results

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



Manageable learning

1 Mobile friendly

Insights

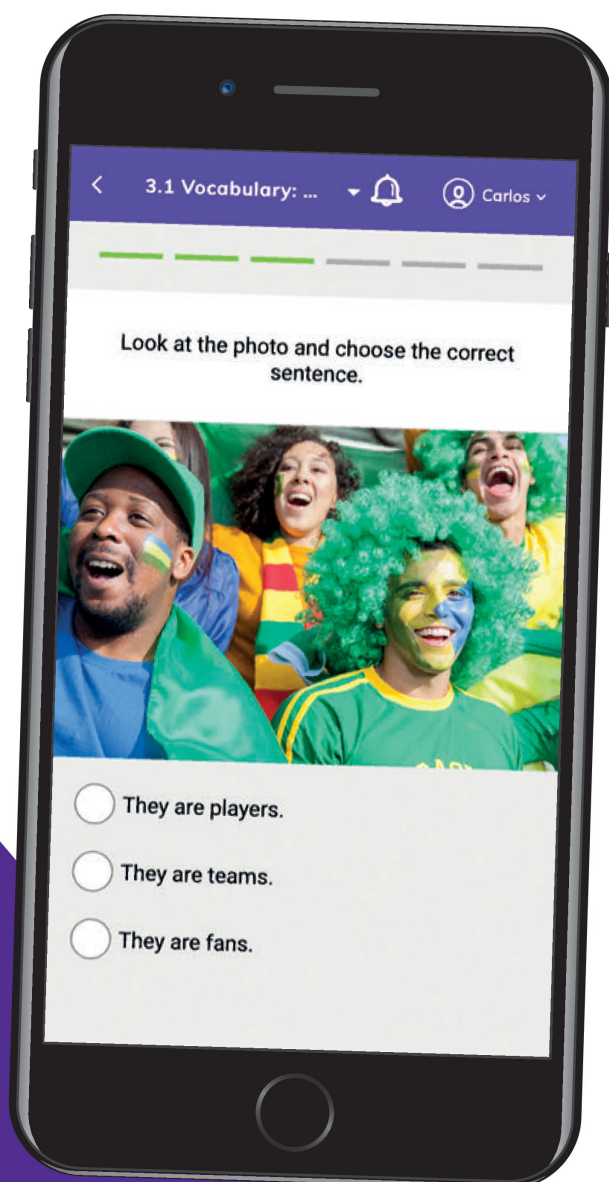
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

Content

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

Results

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



“I had been studying English for 10 years before university, and I didn't succeed. But now with Empower I know my level of English has changed.”

**Nikita, Empower Student,
ITMO University, Saint
Petersburg, Russia**

2 Corpus-informed

Insights

Corpora can provide valuable information about the language items learners are able to learn successfully at each CEFR level.

Content

Two powerful resources – Cambridge Corpus and English Profile – informed the development of the *Empower* course syllabus and the writing of the materials.

Results

Learners are presented with the target language they are able to incorporate and use at the right point in their learning journey. They are not overwhelmed with unrealistic learning expectations.

Rich in practice

1 Language in use

Insights

It is essential that learners are offered frequent and manageable opportunities to practice the language they have been focusing on.

Content

Throughout the *American Empower* Student's Book, learners are offered a wide variety of practice activities, plenty of controlled practice, and frequent opportunities for communicative spoken practice.

Results

Meaningful practice makes new language more memorable and leads to more efficient progress in language acquisition.

6D SKILLS FOR WRITING
I played an active role

1 SPEAKING AND LISTENING

a How much do you think you know about events and places in your local area? Which of these do you know about? Give yourself a score for each one (0 = I know nothing about it; 5 = I know a lot about it). Then compare your answers.

- ☐ movie theaters
- ☐ restaurants
- ☐ theaters
- ☐ cafes
- ☐ places for children
- ☐ outdoor spaces (parks, scenic views, etc.)
- ☐ live music
- ☐ sports and leisure facilities
- ☐ shopping and markets
- ☐ sports events
- ☐ exhibitions and museums

b Look at the six categories at the top of the website "Your Local Guide." What information would you expect to find in each category?

2 READING

a Read the advertisement. What are the requirements for the job? Can you think of any other qualities the publishers would be looking for? Do you think you'd be good at this job? Why / Why not?

b Read the cover letter. In what ways do you think Helen is suitable for the job? Is she unsuitable in any ways?

3 WRITING SKILLS
Formal letters; Giving a positive impression

a Read the cover letter again and match the paragraphs 1-5 with their purposes a-e.

- a ☐ to give examples of relevant experience
- b ☐ to state her qualifications
- c ☐ to demonstrate enthusiasm for the company
- d ☐ to summarize additional strengths
- e ☐ to state the reason for writing

b Look at the underlined phrases in these comments. Find equivalent phrases in the first three paragraphs of the letter and write them down.

- I want to write for your site.
- I think your site is just great.
- I really love the way you give a chance to local initiatives.
- My research was about sports and leisure in the community.
- I know about what is going on locally.

c One of Helen's aims is to give a positive impression of herself. Underline the phrases she uses to describe herself and her experience.

d Now go to Writing Focus 6D on p. 172.

4 WRITING

a Look at the other areas listed in the advertisement in 2a. Choose an area you know about and write a cover letter. Make sure you:

- organize what you write into logical paragraphs
- use fairly formal language so that you will be taken seriously
- give a positive impression so they will want to give you the job.

b Exchange your letter with another student. Read their letter. Would you be interested in using their reviews? Why / Why not?

Your Local Guide
what's going on, where to stay, and what to do

A You can enjoy old-style country living with the convenience of modern amenities. Each of the five guest rooms features a private shower, a flat-screen TV, and a spacious balcony. Daily rates: \$99 with breakfast included.

B Bustling with activity and color, this is a great place to while away a few hours browsing around the goods for sale, even if you're not tempted to purchase anything. Be sure to visit the second-hand clothing stalls on the first floor, where you can sometimes pick up a real bargain.

C This local band combines Cajun and hip-hop influences. Although they've only been playing together for just over a year, they're starting to make a name for themselves with their innovative and laid-back sound. Tickets online or at the venue.

D The menu features eight different tacos, including chicken, ground beef, tofu, and more. Beverage menu includes a plethora of freshly squeezed fruit juices, smoothies, and lemonade. And it's all great value for the money.

E The Canopy Tour consists of five dual zip lines ranging in distance from 100 to 500 meters through the trees. You can also explore the walking and biking trails along the river or visit the Olympic-sized outdoor pool.

Do you like our site? Why not join us?

We're always on the lookout for talented new people to contribute reviews to our site. If you have your finger on the pulse of events in your area, get in touch and join our team!

Maybe you know about ...

- events - what's going on where
- local places to eat and drink
- places to do sports and leisure activities
- shopping and markets
- cool places to stay
- great places to visit around the area

We can offer you a small fee for any reviews we use, and also other benefits like free tickets to events and discounts on purchases.

To apply, send an email to alan@stardevelopment.co.uk explaining what area(s) you are interested in and why you think you would be able to contribute to the site. Please also attach a sample review or article of no more than 300 words.

Dear Alan,

1 I am writing in response to your request for contributors to your site. I would like to express my interest in contributing to the site by writing reviews or background features.

2 Although I live locally, I often browse your site to keep up to date with events and find out about new attractions. I can say that I find the site very well organized and full of great information. I especially admire your policy of promoting local initiatives and giving a platform to ordinary citizens who are contributing in some way to the community.

3 I am a third-year college student studying sports education. My studies during the past semester included research on the topic of sports and leisure in the community, so I feel I am very much in touch with local events that involve health and recreation. Through my studies, I have been able to make contact with individuals and organizations who are active in this field.

4 For example, last summer I played an active role in helping to organize an Outdoor Youth Leisure Weekend, in which young people from local schools and colleges took part in a range of activities that included rock climbing, kayaking, zip-lining, and trail running. I am sure the prominent coverage your website gave us contributed to the success of the event.

5 I believe I would also be well placed to contribute reviews and features on other topics besides sports and leisure. I have an active social life in the city and a good sense of what places younger people like to go to, whether it's cafes, places to eat, or music and dance venues. I also like to attend local events such as concerts and other performances, and I am sure I would be able to contribute useful reviews about them for your site.

I am attaching a sample review of the newly opened Cole Valley Recreation Center, which I hope you will enjoy reading.

I look forward to hearing from you.

Sincerely,
Helen Appledown

2 Beyond the classroom

“There are plenty of opportunities for personalization.”

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

Insights

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

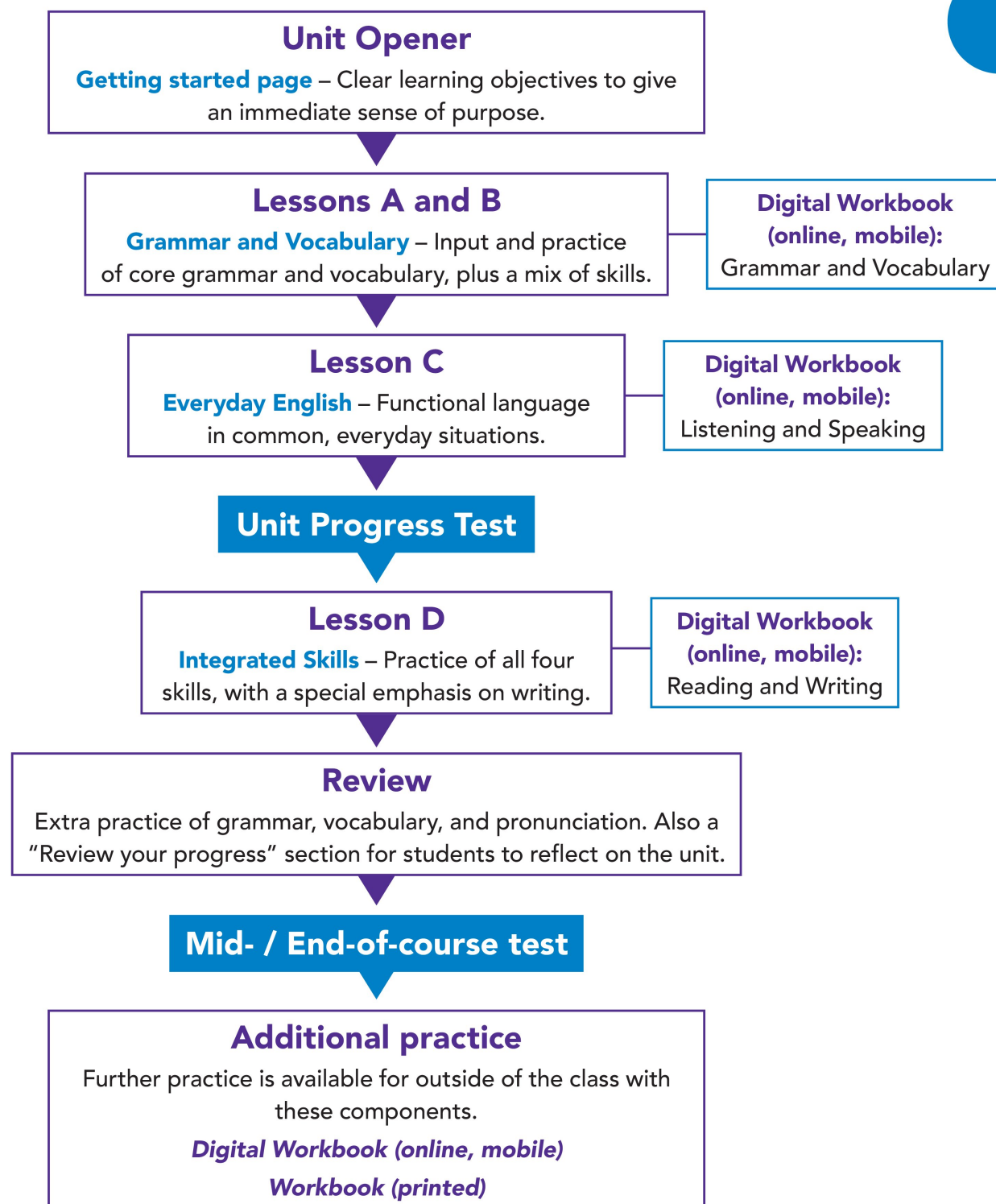
Content

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

Results

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

Unit overview



Components

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

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

CONTENTS

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
Unit 1 Language				
Getting started Talk about animals learning language				
1A Talk about learning a second language	Adverbs and adverbial phrases	Language learning; Noun forms	Word stress: noun forms with <i>-tion</i> and <i>-ity</i>	
1B Describe languages and how they change	The perfect aspect	Describing changes	Sentence stress	
1C Express yourself in an inexact way			Sound and spelling: <i>ea</i> , <i>ee</i> , and <i>ie</i>	Expressing yourself in an inexact way
1D Write a web forum post				
Review and extension More practice		WORDPOWER Idioms: Body parts		
Unit 2 Going to extremes				
Getting started Talk about tolerance of extreme conditions				
2A Describe extreme sensory experiences	Comparison	Multi-word verbs: social interaction	Consonant–vowel linking	
2B Talk about plans, intentions, and arrangements	Intentions and arrangements	Verbs of movement	Thought groups and main stress	
2C Give advice			Emphatic stress	Giving advice
2D Write a report				
Review and extension More practice		WORDPOWER Idioms: Movement		
Unit 3 Travel and adventure				
Getting started Talk about a mishap on a road trip				
3A Emphasize positive and negative experiences	Inversion	Wealth and poverty	Intonation in inversion structures; Word stress	
3B Describe journeys and landscapes	Future in the past; Narrative tenses	Landscape features	Different pronunciations of <i>t</i>	
3C Paraphrase and summarize			Sound and spelling: <i>t</i>	Paraphrasing and summarizing
3D Write a travel review				
Review and extension More practice		WORDPOWER Idioms: Landscapes		
Unit 4 Consciousness				
Getting started Talk about manipulating the senses				
4A Talk about using instinct and reason	Noun phrases	Instinct and reason		
4B Talk about memories and remembering	<i>have / get</i> passives	Memory	Sentence stress	
4C Use tact in formal discussions			Homophones in words and connected speech	Being tactful in formal discussions
4D Write a profile article				
Review and extension More practice		WORDPOWER <i>mind</i>		
Unit 5 Fairness				
Getting started Talk about activities for prisoners				
5A Talk about crime and punishment	Relative clauses	Crime and justice	Sound and spelling: <i>s</i> and <i>ss</i>	
5B Talk about job requirements and fair pay	Willingness, obligation, and necessity	Employment	Word stress: nouns and verbs	
5C Recall and speculate			Main stress	Recalling and speculating
5D Write an opinion essay				
Review and extension More practice		WORDPOWER Idioms: Crime		

Listening	Reading	Speaking	Writing
Interview: A bilingual upbringing	Blog post: "Speaking Italian to Cats"	Describing experiences of language learning Discussing language learning factors	Five pieces of advice for language learners
Monologue: The origins of words Four monologues about how languages change	Article: "How Quickly Is the English Language Changing?" Fact file: "How Languages Are Special"	Speculating when English words originated Discussing interesting facts about your language and others	Changes in your world
Friends and Rivals		Expressing yourself in an inexact way	Unit Progress Test
Monologue: The dominance of English as a world language	Four discussion board posts	Predicting the main points of a talk and discussing your predictions	Web forum post Expressing opinions
Monologue: My Vow of Silence	Article: "I've Been to the Quietest Place on Earth"	Questionnaire: "How Sensitive Are You to Sound?" Discussing different views on communication	
Interview with a base jumper	Leaflet: "Looking for a Good Thrill?" Article: "Why Some of Us Are Thrill-Seekers"	Giving opinions on extreme sports and dangerous activities Discussing a blog post	Blog post: A new experience
A guest overstays his welcome		Giving advice	Unit Progress Test
Four monologues about university social club activities	Report: Review and recommendations of a social club committee	Discussing the merits of activities for a social club	Reports Linking: contrast and concession
BBC talk: The Problem with Volunteering, Daniela Papi	Two reviews: "Thinking of Volunteering Abroad?"	Discussing volunteer work abroad Describing new experiences	Blog post: An unusual travel or tourism experience
BBC audio blog: Journey of a Lifetime, Will Millard	Narrative article: "Survival on the Mano River"	Telling the story of an adventurous journey	Article: An adventurous journey
A bad pitch		Paraphrasing and summarizing	Unit Progress Test
Two monologues about Cusco	Traveler's review: "Cusco Getaway"	Describing the best and worst places you have been as a tourist Expressing an opinion about a place	Travel review Descriptive language; Writing briefly
BBC radio discussion: Gut instinct in medical diagnosis	Article: "Learn to Trust Your Gut!"	Quiz: "Do You Have a Sixth Sense?" Dilemmas: Would you go with your gut instinct?	
Three monologues about childhood memories	Article: "False Childhood Memories" Article: "How Eyewitness Evidence Can Be Unreliable"	Talking about a childhood memory Giving an eyewitness account of a crime Discussing ways to improve memory	
Feedback and an unexpected opportunity		Being tactful in formal discussions	Unit Progress Test
Interview: musician Anita Coronel	Profile article: "Anita Coronel"	Asking and answering questions about being interviewed for a profile article Interviewing a classmate for a profile article	Profile article Organizing information; Showing time relationships
Radio news: Bizarre crimes	Article: "Can We Have a Swimming Pool? Life at Halden Prison"	Giving definitions of crime vocabulary Discussing punishments for crimes	
Four monologues about employment	Four job descriptions: Bomb disposal diver, Private butler, Ethical hacker, and Social engineer	Discussing employment benefits Exchanging information about different jobs Negotiating salaries for a range of jobs	
Opening up		Recalling and speculating	Unit Progress Test
Two monologues about job applications and social media	Essay: "Social Media and Recruitment"	Discussing how an employer should respond to employee comments on social media	Opinion essay Essays; Linking: addition and reinforcement

Lesson and objective		Grammar	Vocabulary	Pronunciation	Everyday English
Unit 6 Perspectives					
Getting started Talk about the impact of 3D street art					
6A	Describe photos and hobbies	Simple and continuous verbs	Adjectives: describing images		
6B	Tell a descriptive narrative	Participle clauses	Emotions	Main stress and emphatic stress (adverbs and adjectives)	
6C	Organize a presentation			Intonation in comment phrases	Organizing a presentation
6D	Write a cover letter				
Review and extension More practice		WORDPOWER Idioms: Feelings			
Unit 7 Connections					
Getting started Talk about technology in the classroom					
7A	Speculate about inventions and technology	Speculation and deduction	Compound adjectives	Main stress: compound adjectives	
7B	Emphasize opinions about the digital age	Cleft sentences	Nouns with suffixes: society and relationships	Intonation in cleft structures	
7C	Apologize and admit fault			Sound and spelling: <i>ou</i> and <i>ough</i>	Apologizing and admitting fault
7D	Write a proposal				
Review and extension More practice		WORDPOWER self-			
Unit 8 Body and health					
Getting started Talk about physical activity in old age					
8A	Describe sleeping habits and routines	Gerunds and infinitives	Sleep	Stress in fixed expressions	
8B	Talk about lifestyles and life expectancy	Conditionals	Aging and health	Pitch: extra information	
8C	Negotiate the price of a product or service			Sound and spelling: misleading vowels	Negotiating
8D	Write promotional material				
Review and extension More practice		WORDPOWER and			
Unit 9 Cities					
Getting started Talk about obstacles to urban development					
9A	Talk about city life and urban space	Reflexive and reciprocal pronouns	Verbs with <i>re-</i>	Sound and spelling: <i>re-</i>	
9B	Describe architecture and buildings	Ellipsis and substitution	Describing buildings	Word stress	
9C	Deal with conflict			Sound and spelling: foreign words in English	Dealing with conflict
9D	Write a discussion essay				
Review and extension More practice		WORDPOWER build			
Unit 10 Occasions					
Getting started Talk about an unusual wedding					
10A	Give a presentation or a speech	Regret and criticism structures	Communication verbs	Word groups and main stress	
10B	Talk about superstitions and rituals	Passive reporting verbs	Superstitions, customs, and beliefs	Consonant groups	
10C	Take turns in more formal conversations			Intonation in question tags	Turn-taking
10D	Write a movie review				
Review and extension More practice		WORDPOWER luck and chance			
Communication Plus p. 127		Grammar Focus p. 138		Vocabulary Focus p. 158	

Listening	Reading	Speaking	Writing
Interview with an amateur photographer	Article: "Lessons Elliott Erwitte Has Taught Me about Street Photography"	Discussing photography skills Talking about your favorite photos	
News report: The conclusion of the story of the suspicious encounter	Blog post and email: Two views of a suspicious encounter	Discussing the themes of a piece of fiction Reading a short story aloud	Creating an alternative ending to a short story
A big presentation		Organizing a presentation	 Unit Progress Test
Five conversations about things to see and do in the local area	Advertisement: Article writers required for local magazine	Talking about what's going on in your local area	Cover letter Formal letters; Giving a positive impression
Three monologues: Inventions that would make the world a better place	Article: "I'm about to Interview a Robot"	Discussing questions to ask a robot Presenting a new invention	
Radio show: <i>From My Bookshelf</i>	Article: "Loneliness and Temperature"	Talking about what you read online Explaining how you would overcome a hypothetical problem	
Unsolicited suggestions		Apologizing and admitting fault	 Unit Progress Test
Four monologues: People express their opinions of their coworkers	Proposal: A team-building program for senior management	Ordering the personality attributes required to be an effective team member	Proposal Linking: highlighting and giving examples
Radio interview with a sleep researcher Radio call-in show about waking up at night	Article: "Top Tips to Help You Sleep" Article: "The Myth of the Eight-Hour Sleep"	Discussing tips for a good night's sleep Planning a typical day for someone with a segmented sleep pattern	
BBC interview: Living on a calorie restricted diet	Article: "Anti-Aging Treatments" Interview: "We Don't Have to Get Sick as We Get Older"	Discussing anti-aging treatments Presenting your views on health and aging issues	
A one-of-a-kind gift		Negotiating	 Unit Progress Test
Radio interview: The Stone Age Diet	Homepage: <i>Ancestors</i> restaurant	Discussing what's important when you eat out	Promotional material Using persuasive language
Podcast: New ideas for "smart cities"	Article: "The Day of the Pedestrian" Fact files: Four city initiatives	Sharing information about initiatives to improve cities Presenting ideas for "smarter" cities	
Conversation: Thin skyscrapers	Article: "Jeanne Gang"	Describing buildings Presenting a proposal for the redevelopment of a derelict building	
A mistake		Dealing with conflict	 Unit Progress Test
Conversation: Life in a rural community in New Zealand compared to life in a city	Essay: Urban migration	Discussing rural and urban living	Discussion essay Linking: reason and result
Three monologues about giving a presentation	Article: "Don't Be Boring!"	Discussing what makes a good presentation Giving a one-minute speech: "Learning from My Mistakes"	
Radio interview: Superstitions in sports	Article: "The Game before the Game"	Discussing superstitions, customs, and beliefs; Role play talking about plans and responding	
A successful interview		Turn-taking	 Unit Progress Test
Four monologues about how people use reviews	Two movie reviews: <i>Ad Astra</i>	Discussing how much reviews influence your choices	Movie review Concise description


CAN DO OBJECTIVES

- Talk about learning a second language
- Describe languages and how they change
- Express yourself in an inexact way
- Write a web forum post


UNIT 1

LANGUAGE

GETTING STARTED

a  Look at the picture and answer the questions.


- 1 What do you think the ape is being taught to do? How successful do you think this will be?
- 2 What do you think the benefits of teaching animals language are for ... ?
 - humans
 - animals
- 3 In what ways do you think this ape's language learning experience is similar to or different from a human's?

b  Discuss the questions.

- 1 In what other situations do humans and animals communicate with each other?
- 2 Which animals are known for their ability to communicate well with humans?
- 3 If you could converse with any animal, which one would it be? What would you like to ask it?




1 READING

a  Do you agree with these statements about learning a second language? Why / Why not?

- 1 It's helpful to get feedback from native speakers.
- 2 Trying to memorize words and phrases is a core part of the learning process.
- 3 Communicating in another language makes you feel like a different person.
- 4 Learning grammar is a waste of time – I don't even know it in my first language!
- 5 The biggest reward is being able to relate to people from another culture.
- 6 Apps on smartphones and tablets have made learning a second language much easier.
- 7 When you've learned one second language, it's easier to learn another.

b Read about Scott's language learning experience. Which of the statements in 1a might he agree with?

c  Read the text again and answer the questions.

- 1 Why do you think Scott wants to put his money where his mouth is?
- 2 What is the difference between learning a language by ear and studying it formally?
- 3 How important is a learner's motivation when learning a new language?
- 4 How does self-consciousness inhibit learning a new language?

LANGUAGE TEACHERS LEARNING LANGUAGE

Speaking Italian to Cats

by Scott Fletcher

How I got my tongue around all those crazy Italian vowels with the help of some friendly cats and a mysterious woman on a train

When I finished my training as an English language teacher, I made a vow not to be one of those instructors who teach their native language but cannot speak another language **fluently** themselves. I wanted to put my money where my mouth was.

I managed to get a teaching job in the north of Italy in a small city called Aosta, right next to the French and Swiss borders, where there is great skiing. (I really love to ski.) I had studied French in high school and college, but **my language skills were a little rusty**. **At the time**, I didn't speak a word of Italian, so I packed one of those "teach yourself Italian" books in my luggage.

I flew direct to Milan, and the culture/language shock hit me as soon as I got off the plane. Still suffering from jet lag, I tried to memorize the phrase *Non capisco l'italiano* (I don't understand Italian), but I couldn't get it into my head. Not a great start.

Aosta is bilingual – Italian and French – and, **to begin with**, I brushed up on my college French and could get by. I was convinced I'd **just be able to pick Italian up by ear**. Being surrounded by the language and hearing it **all the time** meant I'd just kind of absorb it, but no such luck. **After three months**, I'd finally managed to remember *Non capisco l'italiano*, but not a whole lot more.

So I got out that "teach yourself Italian" book I had packed and got started on the grammar and vocabulary. And I downloaded some Italian learning apps on my phone. It was hard work, and I struggled to grasp some of the **verb tenses** and vocabulary. It seemed like I would have to remember a mountain of information if I were ever going to speak **correctly**.

I'd made friends with some students. I **sort of** tried to talk to them in Italian, but **more often than not** I got stuck. Their English was far better than my Italian. I remember going to dinner at my friend Matteo's place. His family had a couple of cats, and while Matteo was helping his mother serve up the pasta, I had my own private conversation with the cats.

Matteo overheard me, laughed, and said, "That's right, speak Italian to the cats – only they can understand you." It was a joke, but I felt crestfallen and could feel my vow to learn another language slipping away.

A few weeks after that, I went on a trip to Venice for a weekend. On the train going there, I met a teacher of English at a high school in Milan. We started chatting, and she asked me how long I'd been in Italy. By this time it was almost five months, and she smiled when I admitted that I couldn't speak Italian yet. I told her I'd been studying **on my own**, but I had no confidence to speak.

She then said (in Italian), "Come on. You can speak with me." She had a very determined look on her face, but also a warmth and friendliness that was somehow encouraging. So I took the plunge. Not very **well** to begin with, but I **gradually** began speaking in Italian with more and more confidence.

And that was my breakthrough. In the two hours it took to travel from Milan to Venice I **somehow** unlocked everything I had been studying. Why? **Basically**, I think it had everything to do with the woman I met (I don't know her name, and I've never met her again), but I felt less self-conscious speaking with someone who wasn't my student or my friend.

2 GRAMMAR

Adverbs and adverbial phrases

a Notice the **highlighted** adverbials in the texts. Add them to the lists below. The first one is done for you.

- 1 **Comment** (used to express the speaker's point of view):
clearly, apparently, actually, basically
- 2 **Degree** (used to make the meaning stronger or weaker):
very, a little, ...
- 3 **Manner** (used to say *how*): *slowly, on foot, ...*
- 4 **Time** (used to say *when*): *in the eighties, overnight, ...*
- 5 **Frequency** (used to say *how often*): *never, ...*

b What position(s) can each adverbial take in these sentences? Which adverbials change meaning in different positions?

- 1 a in the end ^{1,3} b eventually
¹ I ² managed to hold a conversation in Japanese ³.
- 2 a extremely b often
¹ I ² found it ³ difficult.
- 3 a frequently b all the time
¹ I ² made silly mistakes ³.
- 4 a slowly b clearly
¹ I ² would like native speakers to speak to me ³.
- 5 a naturally b well
¹ I'm ² a little envious of friends who can already speak the language ³.

c ➤➤➤ Now go to Grammar Focus 1A on p. 138.



When I went back to Aosta, my friends couldn't believe it. "What happened to you?" Matteo asked. I could **suddenly** speak Italian. I haven't looked back since, and my confidence in speaking has grown **enormously**. My Italian isn't perfect, but it's fairly fluent and I know the grammar. I did, in the end, manage to put my money where my mouth was.

d 💬 Think of a skill you have learned at some stage in your life. Plan to talk about it, using some of the adverbs from the reading and the box below. Write notes.

in the beginning obviously extremely eventually
correctly clearly incorrectly naturally in the end

Obviously, I was hopeless
in the beginning.

In order to do it correctly,
you have to concentrate
on the ball.

Playing a complete game involved a
lot of walking, and I was extremely
tired afterward.

e 💬 Describe the experience you had learning the skill without naming it. Can your partner guess what skill you are talking about?

3 VOCABULARY Language learning

a Look at the underlined parts of the texts. Match the words and phrases 1–4 with the definitions a–d.

- | | |
|--|----------------------------------|
| 1 <input type="checkbox"/> pick up | 3 <input type="checkbox"/> grasp |
| 2 <input type="checkbox"/> brush up on | 4 <input type="checkbox"/> rusty |

- a understand something, especially something difficult
- b less able because you are out of practice
- c learn something by being exposed to it
- d improve your knowledge of something you've partly forgotten

b ➤➤➤ Now go to Vocabulary Focus 1A on p. 158.

c Read the questions about your English language learning background. Add two more to ask a partner.

- 1 When did you first start learning English?
- 2 How long was it before you could hold a conversation in English?
- 3 When did you first put your learning into practice?
- 4 Have you progressed as well as you expected?
- 5 Have you ever been immersed in an English-speaking culture? If so, what was it like? If not, is there a culture you would like to get to know?
- 6 How important is it to you to speak accurately? Why?
- 7 What level of competence would you like to attain eventually?
- 8 _____
- 9 _____

d 💬 Work in pairs. Ask and answer the questions in 3c.

4 LISTENING

a Answer the questions.

- 1 Think about someone you know who grew up bilingual. What was their experience like?
- 2 What do you think are possible advantages and disadvantages of a bilingual upbringing?
- 3 What are attitudes toward being bilingual like in your country?

b 01.06 Listen to Katya being interviewed about her bilingual upbringing on the podcast *Linguistically Speaking*. Answer the questions.

- 1 Which languages does she speak?
- 2 What was unique about her upbringing?
- 3 What's her attitude to bilingualism?

c 01.06 Listen again. Are the sentences true or false? Correct the false sentences.

- 1 Katya realizes that her upbringing was very special and different.
- 2 Katya's mother used both English and Russian when she spoke to Katya.
- 3 She wasn't really aware that she was speaking two languages when she was a child.
- 4 She thinks she might have had some initial problems acquiring Portuguese.
- 5 She went to special classes to learn to read and write in English and Russian.
- 6 She found it easy to fit into her school in the U.S.
- 7 She believes being bilingual has given her an ability to concentrate on tasks.
- 8 She found she struggled learning Mandarin.

d Imagine you want to give your child a bilingual upbringing. What would you have to do? How easy or difficult would it be? Write notes and compare with your partner.

5 SPEAKING AND VOCABULARY Noun forms

a 01.07 Complete the sentences with the noun form of the words in parentheses. Listen and check.

- 1 So I got _____ (expose) to both languages right from the beginning.
- 2 If I wanted to communicate, I had to use Portuguese. It was a _____ (necessary).
- 3 There's a _____ (reluctant) on the part of some parents to let their children learn a second language.
- 4 And my _____ (motivate) was much higher. It's like there's a part of my brain that gets real _____ (please) from engaging with another language.

b Now go to Vocabulary Focus 1A on p. 158.

c How can these factors have an impact on learning a second language?

- the right mentality
- financial limitations
- distractions
- opportunities for interaction
- first language interference
- natural competence
- the prestige of knowing a second language

d Choose a person 1–3 and write five pieces of advice for them.

- 1 an English speaker who wants to learn your language
- 2 a friend who wants to pass a state English exam
- 3 a teenager who finds languages at school a turn-off

e Work in pairs. Compare your ideas in 5d and prioritize four suggestions that are useful for all language learners.



Katya as a child

The most universally useful suggestion here is to invest in a good dictionary.

I couldn't agree more. I also think putting your learning into practice whenever you can is really important.

Katya today

1B

LANGUAGE HAS BEEN CONSTANTLY EVOLVING

Learn to describe languages and how they change

G The perfect aspect

V Describing changes

1 SPEAKING

- a** Look at these words. Which ones do you know? Tell your partner. Look up the words you don't know in a dictionary.

radio babysitter ecotourism technophobe selfie in-joke spacecraft brainwash Bollywood environmentalism sudoku

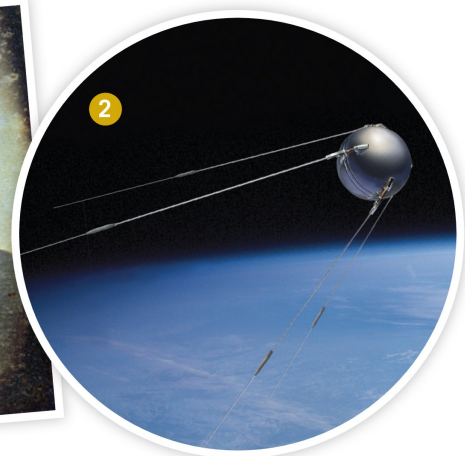
- b** Each word in 1a was first used in a different decade, from the 1900s to the 2010s. When do you think each word first came into the English language, and why? Put them in order.

1900s radio

1910s ...

- c** Listen and check your answers. What is the significance of photographs 1 and 2?

- d** Two more new words in English are *hangry* and *glamping*. Talk about their meanings. Do you know any other words that have come into the English language recently?



2 READING

- a** Read the introduction to an article about the way English has changed. Which two points does the writer make?

- ☐ English has become less complex over the years.
☐ Many changes to language take place gradually so we may not notice them.
☐ Modern technology has helped us see how language is changing.

- b** Answer these questions.

- 1 What do you think the words in *italics* in paragraph 1 mean?
 2 Can you think of an example of "the annoying inconsistencies between spelling and pronunciation in English"?

- c** **Communication 1B** Work in pairs. Student A: Go to p. 127. Student B: Go to p. 131.

- d** Look at each pair of sentences below. Do the sentences show a change you read about? Explain the change to your partner.

- 1 a Shall we meet at 6:00?
 b Do you want to meet at 6:00?
 2 a I was fired from my job.
 b I got fired from my job.
 3 a She started to cry.
 b She started crying.
 4 a I ought to go soon.
 b I need to be going soon.

How Quickly Is the English Language Changing?

We all know language changes. People's favorite music was *far-out* in the 1960s, *rad* in the 1980s, *wicked* in the 1990s, and *awesome* in 2010. You just need to watch a movie from ten years ago to hear phrases that have come and gone.

However, there are far more subtle, ongoing language changes taking place at any given time. These changes may have a hugely significant impact but can go entirely unnoticed while they are in progress. One lasting change to English that was barely perceptible at the time is known as the Great Vowel Shift. Over a period of 350 years (from 1350 to 1700), the long vowel sounds of English drifted so far that speakers at either end of the period could not have understood each other. However, nobody noticed for about 100 years after it had happened! The Great Vowel Shift was a major contributor to the annoying inconsistencies between spelling and pronunciation in English that have plagued users ever since.

These days no such important change would go unnoticed. Linguists can now analyze huge collections of text and transcribed speech and identify ongoing patterns of change that in the past would not have been visible for many years to come. Here are some of the less noticeable changes that are occurring in English right now:

3 VOCABULARY Describing changes

a Read the sentences about language change below. Which words/phrases in **bold** tell the reader ... ?

- | | |
|---|---|
| a the speed of a change | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| b that a change is in progress | <input type="checkbox"/> |
| c how easy a change is to see | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| d about something that is decreasing | <input type="checkbox"/> <input type="checkbox"/> |
| e how big or important a change is | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| f that a change is long-term or permanent | <input type="checkbox"/> |
| g about something that is increasing | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

You will write some numbers more than once.

One ¹**lasting** change to English that was ²**barely perceptible** at the time is known as the Great Vowel Shift.

These changes may have a ³**hugely significant** impact but can go ⁴**entirely unnoticed** while they are in progress.

Here are some of the less ⁵**noticeable** changes that are occurring in English right now:

There was ⁶**a steady shift** toward more frequent use of the verb + *-ing*, and these forms are still ⁷**on the rise**.

There are far more ⁸**subtle**, ⁹**ongoing** language changes taking place at any given time.

The use of continuous passive verb forms has also seen ¹⁰**a rapid rise**.

Modal verbs are ¹¹**gradually giving way** to other less formal expressions.

Stiff, formal words like *shall* and *ought* are ¹²**on the way out**.

Words that cover the same ground, such as *going to*, *have to*, *need to*, and *want to* are ¹³**taking over**.

The use of *get* passives has ¹⁴**grown substantially**.

b Write sentences about real changes. Then compare your ideas with other students.

- something that is on the way out in your culture
- a place that has changed substantially in recent years
- a problem that is on the rise
- a fashion that has taken over recently among the younger generation
- a subtle change to a popular product

4 LISTENING AND GRAMMAR

The perfect aspect

a Listen to four people commenting on the article in 2a and answer the questions.

- What kind of language change does each speaker focus on?
- What specific examples does each speaker give?

b Are the kinds of change the speakers mentioned happening in your first language?

c Complete the sentences using the correct forms of the verbs in parentheses. Then listen and check.

- Language ¹_____ much faster since people started using the Internet. (change)
- In a few years' time, they ²_____ out of fashion and other new words ³_____ into the language. (go, come)
- I mean, people ⁴_____ using strict rules for punctuation. (stop)
- In about 50 years, most dialects of English ⁵_____. (die out)
- Older generations ⁶_____ about language changing. They ⁷_____ strongly about it. (always / complain, always / feel)
- People ⁸_____ photos of themselves before 2013, but they didn't have a single word for it. (take)
- Now that computers have come along, the meaning of the word *wireless* ⁹_____. It used to mean "radio." (change)

d Answer the questions.

- Which of the examples in 4c happen in ... ?
 - a period up to the present
 - a period up to a time in the past
 - a period in the future
- What do all perfect verb forms have in common? Choose the correct word to complete the rule.

All perfect verb forms describe actions, states, and processes in the time period *before / after* a particular point in time.

e Pronunciation Listen to the sentences in 4c again and notice the pronunciation of the words you added. What kind of words are stressed? What kind of words are usually unstressed?

f Now go to Grammar Focus 1B on p. 139.

g Talk about words in your own language. Think about:

- a word in common use now that hadn't been invented when you were a child
- a word that people have been using a lot this year
- a word that will have fallen out of use in 20 years' time
- a word that has changed its meaning.