

# AMERICAN EMPOWER

**TEACHER'S BOOK**  
**WITH DIGITAL PACK**

# C1

**ADVANCED**

Wayne Rimmer  
with Tim Foster and Julian Oakley

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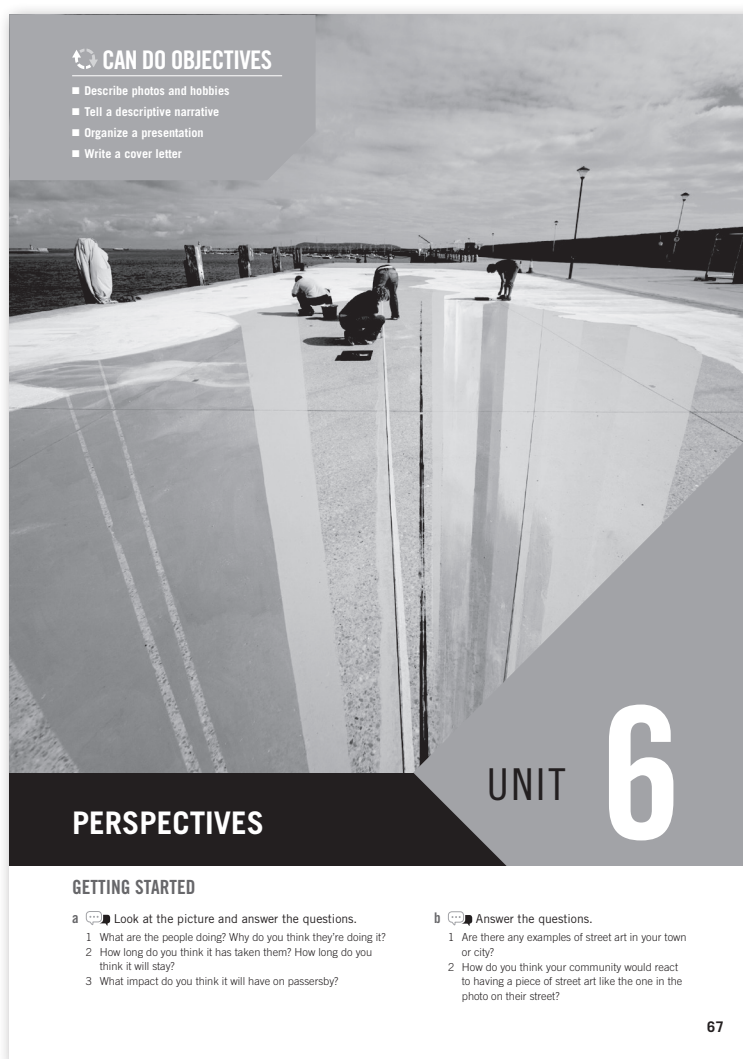
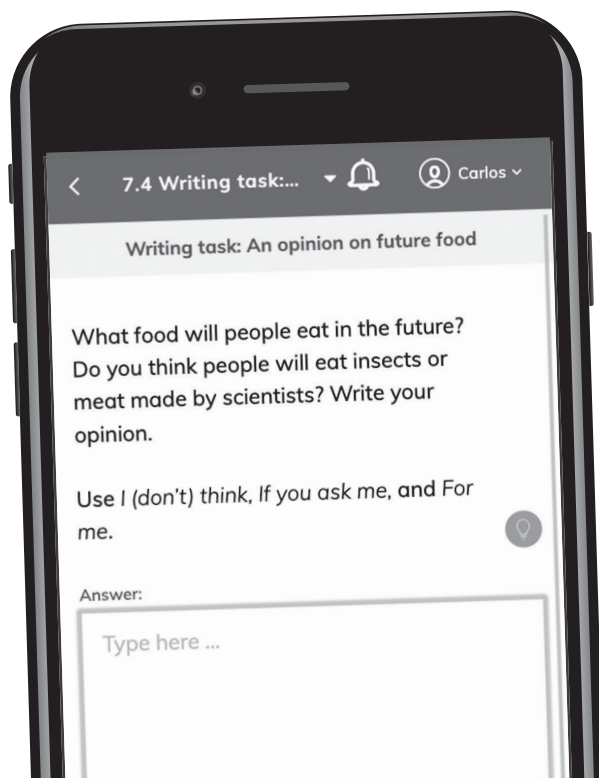
**AMERICAN EMPOWER** is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *American Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment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

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

Content you'll love.

Assessment you

can trust.



**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.



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### ELLIOTT ERWITT: PHOTOGRAPHER FACT FILE

- born in Paris, brought up in Italy, moved to the U.S. at age 10
- began photography career in the 1950s
- known for advertising and street photography, particularly **ironic** black-and-white shots of everyday life
- invited to join the internationally famous photography agency Magnum in 1953

### 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.

UNIT 6

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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.

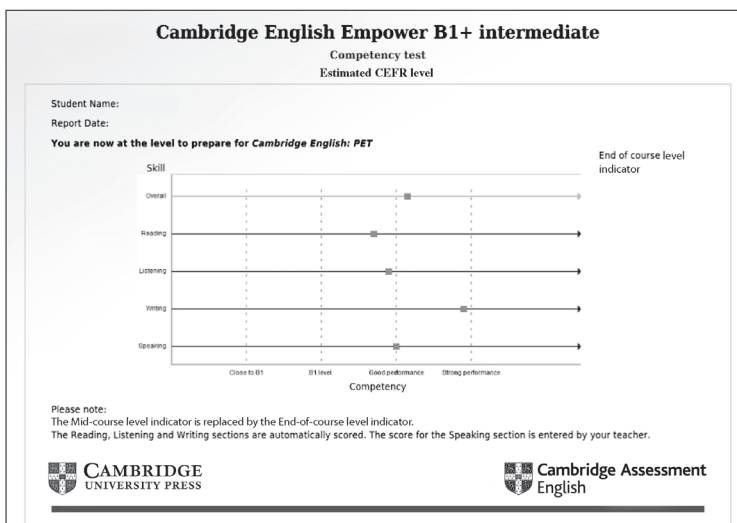
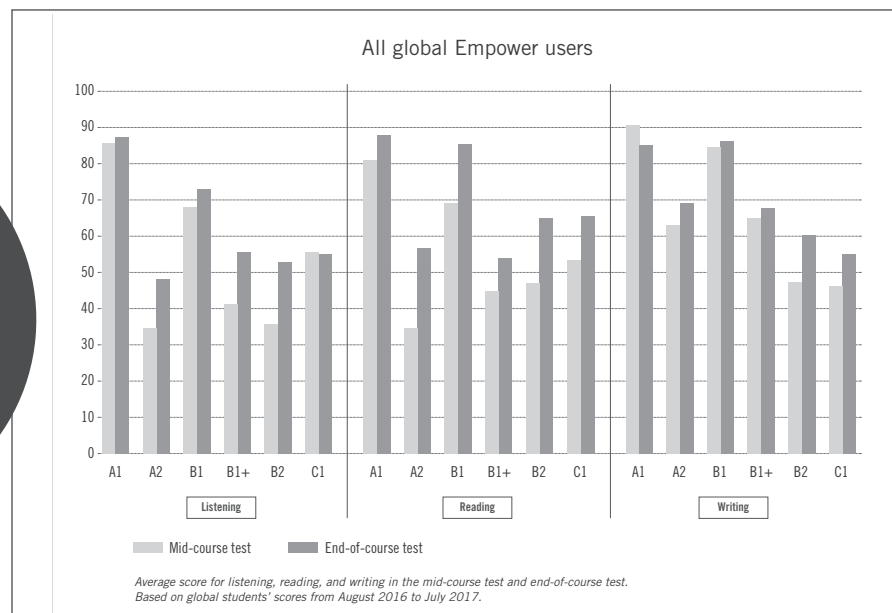
### Content

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.



“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

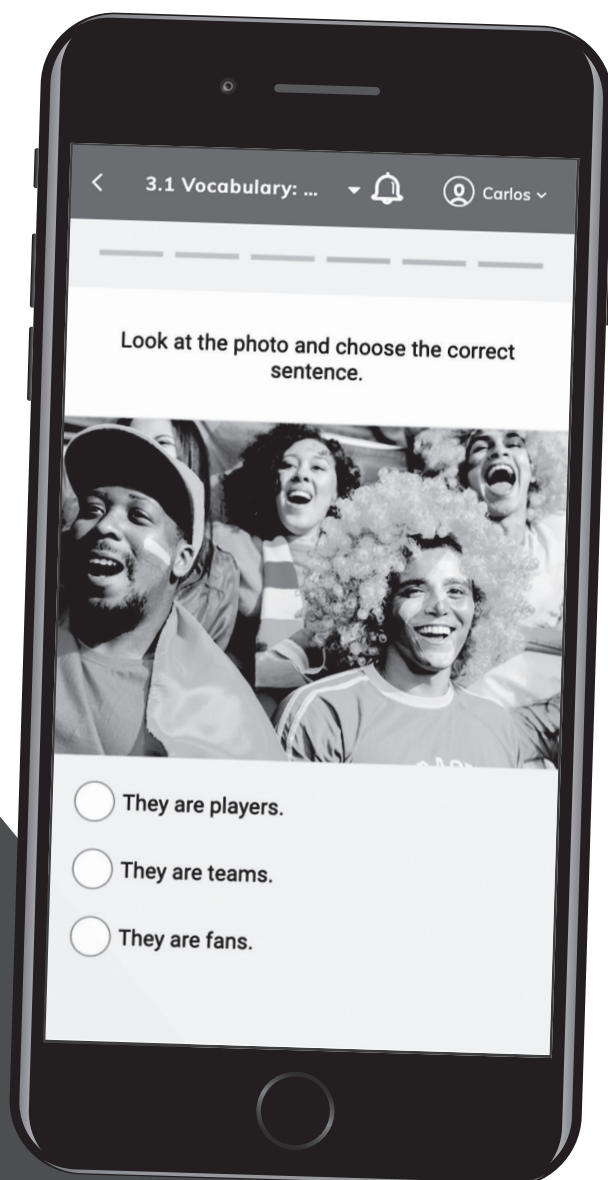
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

### 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

Learn to write a cover letter

Formal letters: Giving a positive impression

#### 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.

<input type="checkbox"/> movie theaters	<input type="checkbox"/> live music
<input type="checkbox"/> restaurants	<input type="checkbox"/> sports and leisure facilities
<input type="checkbox"/> theaters	<input type="checkbox"/> shopping and markets
<input type="checkbox"/> cafés	<input type="checkbox"/> sports events
<input type="checkbox"/> places for children	<input type="checkbox"/> exhibitions and museums
<input type="checkbox"/> outdoor spaces (parks, scenic views, etc.)	

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?

c Quickly read the reviews A–E in the guide. Match them with the categories.

d Listen to five conversations about the places and events in the guide and match them with the reviews. Write down words from the conversations that helped you match them.

e Answer the questions.

- Which of the events and places reviewed do you have in your town or area? Which would you go to yourself? Why? / Why not?
- Do you read online guides like this? Do you ever write reviews of local places or events online?

### 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	<input type="checkbox"/> to give examples of relevant experience
b	<input type="checkbox"/> to state her qualifications
c	<input type="checkbox"/> to demonstrate enthusiasm for the company
d	<input type="checkbox"/> to summarize additional strengths
e	<input type="checkbox"/> 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 Busting 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.

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### 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 at [alan@reviewcentral.com](mailto:alan@reviewcentral.com) explaining what exactly 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.

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## 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

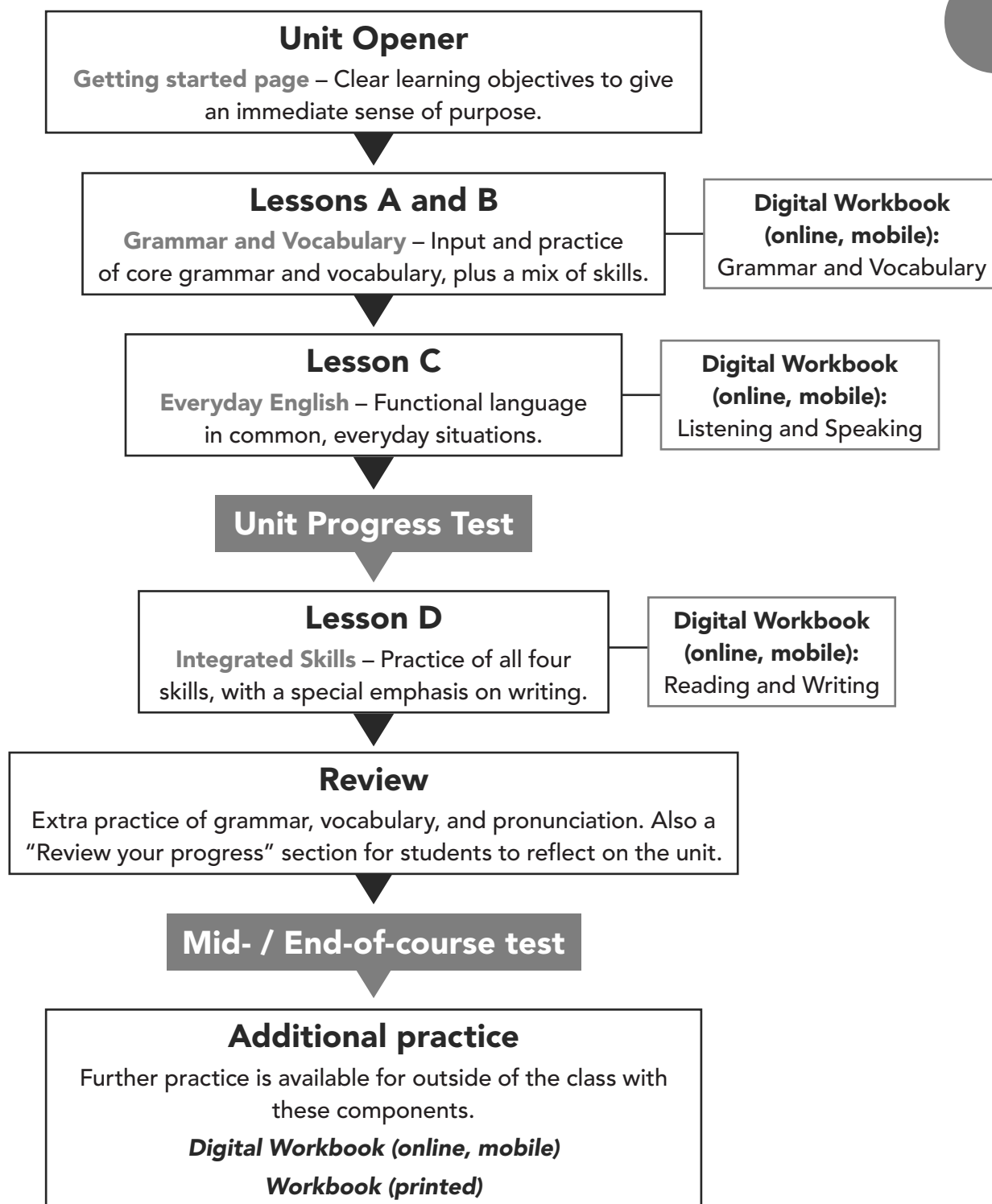
*American Empower* is available with a print workbook, online practice, documentary-style videos that expose learners to real-world English, plus additional resources with extra ideas and fun activities.

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

# Getting Started

Clear learning objectives give an immediate sense of purpose.

Striking and unusual images arouse curiosity.



 CAN DO OBJECTIVES

- Describe photos and hobbies
- Tell a descriptive narrative
- Organize a presentation
- Write a cover letter


UNIT

6

PERSPECTIVES

GETTING STARTED

a


 Look at the picture and answer the questions.

1 What are the people doing? Why do you think they're doing it?

2 How long do you think it has taken them? How long do you think it will stay?

3 What impact do you think it will have on passersby?

b

 Answer the questions.

1 Are there any examples of street art in your town or city?

2 How do you think your community would react to having a piece of street art like the one in the photo on their street?

Activities promote emotional engagement and a personal response.

X

Lessons A and B  
Grammar and Vocabulary and a mix of skills

“Teach off the page”

A straightforward approach and clear lesson flow help to minimize preparation time.

Clear goals

Each lesson starts with a clear, practical, and achievable learning goal, creating an immediate sense of purpose.

6A 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.



Manageable learning

The syllabus is informed by English Profile and the Cambridge English Corpus. Students will learn the most relevant and useful language at the most appropriate point in their learning journey. The target language is benchmarked to the CEFR.

UNIT 6

3 LISTENING

a Who do you know who is passionate about their hobby? What does the person's hobby involve?

b Listen to Monika, an amateur photographer. Do you think Monika is passionate about photography? Why?



A recent photo taken by Monika

c Listen again and answer the questions.

- What motivated Monika to learn more about photography? Why did she decide to take a course?
- How has she improved since she started the course?
- Why does Monika like the photo she took, on the right?
- How does she describe her other favorite photograph?

d Do you think Monika would agree with Elliott Erwit's lessons? Why / Why not?

4 GRAMMAR  
Simple and continuous verbs

a Which verb form in *italics* did you hear in the interview with Monika? Listen and check.

So, <sup>1</sup>*do you feel / are you feeling* more confident with your camera now?  
It <sup>2</sup>*depends / is depending* on the types of photo that I want to take.  
Have you <sup>3</sup>*discovered / been discovering* any bad habits since you <sup>4</sup>*started / were starting* your class?  
I <sup>5</sup>*took / was taking* photos of everything, and I wasn't really following any rules.  
When I <sup>6</sup>*take / 'm taking* my photos now, I'm more cautious and kind of careful how I do it.  
I <sup>7</sup>*think / am thinking* I have two pictures that are my favorite pictures.  
I chose this building that is supposed to be demolished. Actually, it <sup>8</sup>*is demolished / is being demolished* now.

b Look at the verb forms in the sentences in 4a. Match each example 1–8 with one or more descriptions below.

- The verb is ...
- simple for a verb not usually used in the continuous ☐
  - simple for a completed action ☐
  - simple for general truth or attitude ☐
  - continuous to describe a repeated action ☐
  - continuous to focus on the duration of an action ☐
  - continuous for an action in progress at a particular time ☐
  - a verb with different meanings in the simple and continuous. ☐

d Now go to Grammar Focus 6A on p. 148.

e In each sentence below, find a verb that would be better in the continuous and change it.

- My little brother always asks me to play computer games with him, but I find them really boring.
- By this time next month, I'll have played volleyball for three years.
- These days everyone appears to use a tablet in class rather than writing in a notebook.
- I often make mistakes when I'm not careful.
- I've looked for a good grammar app, but I can't find one that's free.

f Change the sentences in 4e to make them true for you. Compare your ideas with a partner.

5 SPEAKING

a Answer the questions.

- What is your favorite photo of yourself? Describe it to your partner. Say why you like it.
- What's the best / funniest / most beautiful photo you've ever taken? What's the story behind the picture?

b What kind of visual art interests you most? Think about:

- painting
- interior design
- drawing
- sculpture
- cartoons
- fashion.

c Tell your partner about:

- how you became interested
- what specifically you like
- where and how often you look at it
- any ways you can learn more about this.

d Do you and your partner share any interests in this area?

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.



## VOCABULARY Emotions

- a Which of the adjectives in the box have *positive* (P) or *negative* (N) meaning?

helpless	disillusioned
overjoyed	overexcited
satisfied	gleeful

- b Look at the adjectives in **bold**. Match the feelings 1–8 with their continuations a–h. Listen and check.

- I was absolutely **devastated**.
- I felt very **frustrated**.
- I was terribly **restless**.
- I felt extremely **jealous**.
- I felt a bit **insecure**.
- I was totally **speechless**.
- I feel so **ashamed**.
- I felt absolutely **petrified**.

- It was the most beautiful thing I'd ever seen.
- I needed to get in touch, but I couldn't track her down.
- My behavior at the party was unforgivable.
- It was the biggest game of the year, and we had played appallingly.
- I was the only person at the party who was over 40.
- My brother had money, friends, and now a charming wife.
- I couldn't concentrate on my book or TV or work.
- There was a snake crawling across my foot.

- c Write sentences like 1b a–h for the emotions in 1a. Read them to other students. Can they guess the feeling?

- d Pronunciation Listen to these pairs of sentences from 1b and mark the main stress. How is the stress different in the a and the b sentences? Which show stronger feelings?

- a I'm absolutely devastated.  
b I'm absolutely devastated.
- a I felt extremely jealous.  
b I felt extremely jealous.
- a I feel so ashamed.  
b I feel so ashamed.

- e Take turns reading aloud your sentences from 1c showing strong feelings. Ask your partner questions to continue the conversation.

## 2 READING

- a Read one of the two eyewitness accounts of the same incident. Student A: Read the blog "Brad's View." Student B: Read the email "Martha's View." Check (✓) the things below that are included in your story.

- |                                              |                                          |
|----------------------------------------------|------------------------------------------|
| <input type="checkbox"/> a man wearing a cap | <input type="checkbox"/> a group of kids |
| <input type="checkbox"/> a policeman         | <input type="checkbox"/> a speeding car  |
| <input type="checkbox"/> a blonde woman      | <input type="checkbox"/> a gun           |



## BRAD'S VIEW

I haven't really enjoyed coming here to the capital for a couple of weeks to do some training. I miss my friends, and the training is boring. Left to my own devices, I've ended up spending a lot of time sitting in cafés, so I've been feeling disillusioned by my time away. Also, in big cities there's some really weird stuff that goes on.

This morning I was sitting quietly in a diner with my coffee, waiting for my training session to begin. I noticed this guy. It looked like he might have been in his 50s, but it was hard to tell because he was wearing dark glasses and a baseball cap. He was taking photos of the buildings, stopping to look around between shots. To me it looked like he was casing the joint or something.

Looking directly at him, I saw him go up to this woman. I couldn't see her well, and all I know is that she had blonde hair and she was tall. He was talking to her and kind of leaning into her – his body language was very strange.

Then all of a sudden, this group of kids burst out of the subway and swarmed around the man and the woman. But I could see that the man and the woman were sort of holding on to each other, scheming something together.

Signaling to someone driving past, the woman puts her hand up. A car screeches to a halt, and they both seemed to make a dash for the car. It's like they're making some getaway together. And the car takes off at top speed.

The whole thing took less than a minute, and it's the kind of situation you could just overlook if you weren't paying attention. But who were these people? Spies? And what exactly were they up to? Why all the photography? Disturbed by what I saw, I couldn't concentrate on my training all day. It all just makes me feel very insecure about life in big cities.

I guess I should have reported it, but I don't like to get involved. I only have another five days here, and there's no point getting pulled into something like this. It makes me feel very on edge and restless. Yes, I can't wait to get away from all this intrigue.

## Learner engagement

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

## 3 GRAMMAR Participle clauses

- a Compare the underlined participle clauses from the story with the clauses in *italics*. Do they have exactly the same meaning? How are the participle clauses different in form from the clauses in *italics*?

- 1 Left to my own devices, I've ended up spending a lot of time sitting in cafés.

*Because I've been left to my own devices ...*

- 2 This morning I was sitting quietly in a diner with a large cup of coffee, waiting for my training session to begin.

*... while I was waiting for my training session to begin.*

- 3 Anyway, waiting at the bus stop, I just happened to notice this woman.

*Anyway, as I was waiting at the bus stop ...*

- 3 Pushed into the car like that, she could be in danger.

*Because she was pushed into the car like that ...*

- b In 3a, which are present participle clauses and which are past participle clauses?

- c What comes before the participle in this clause? Which clause in *italics* (1 or 2) has the same meaning? What kind of clause is this?

*... her arm went up in the air like a person waving for help*

1 *... like a person who was waving for help*

2 *... because she waved to a person for help*

- d Underline more examples of participle clauses in both texts.

- e Complete the extracts from fiction below with the participle clauses in the box. What do you think the stories are about?

having finished her breakfast crying her eyes out  
pulled from behind into a darkened room  
approaching the house wanting to reassure him

- At the sound of a car \_\_\_\_\_, they grabbed the bags and fled.
- On my last visit to the camp, I found a small girl \_\_\_\_\_.
- \_\_\_\_\_ I whispered, "You'll be fine." But I knew it wasn't true.
- \_\_\_\_\_ Amaranth walked down to the front and entered the Grand Hotel. "Where better to sit and be seen?" she thought.
- \_\_\_\_\_ he tried to turn around to see who had caught him.

- f Underline participle clauses in 3e ... ?

- ☐ show the sequence of events
- ☐ give a reason for an event
- ☐ describe an action in progress

- g Think of other participle clauses that could complete the extracts in 3e.

*At the sound of a car entering the parking garage, ...*

- h Now go to Grammar Focus 6B on p. 149.

- i Add three or more participle clauses to the story below to make it more interesting.

I walked down the street. I went into a café. I ordered a cup of coffee and a sandwich. I saw an old friend. I went over to say hello to him. I said goodbye. I went out of the café.

Compare your ideas with other students.

## 4 LISTENING

- a Listen to the news story about the situation you read about. Does the story match your interpretation of what happened?



- b Listen again and answer the questions.

- Who is Sione Leota?
- How serious was Mr. Leota's medical condition?
- What do we find out about the woman?
- Why doesn't anyone know who the woman is?
- What appeal does the anchor make? Why?

## 5 SPEAKING AND WRITING

- a Think of a situation that happened to you or someone you know where first impressions were mistaken. Write notes.

- b Tell another student your story.

- c Write the first part of the story that outlines only the first impressions. You can write your story or your partner's, if you prefer it. Remember to use:
- adjectives to describe feelings and reactions
  - participle clauses.

- d Switch your story with a different student. Read each other's stories aloud and try to guess what the outcome was and which first impressions were mistaken.



# Lesson C

Prepares learners for effective real-world spoken communication

## Everyday English

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

## Comprehensive approach to speaking skills

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

6C

## EVERYDAY ENGLISH

First and foremost

Learn to organize a presentation

- Present an application for a grant
- Intonation in comment phrases

### LISTENING

a Answer the questions.

- 1 Give an example of someone who has become famous in the last five years. What are they famous for? How did they become famous?
- 2 In what ways can you measure a person's fame?
- 3 How is fame today different from ... ?
  - 10 years ago
  - 50 years ago
  - 100 years ago

b Jessica works in marketing for a company that makes beauty products. She is giving a presentation about a social-media influencer to her bosses. What does she say about the following numbers? Listen to Part 1.

10,000 views 25,000 subscribers 30,000 followers

c Answer the questions. Listen to Part 1 again to check.

- 1 Why does Paul need to decide on whether they should work with Haley?
  - a Megan is convinced they shouldn't choose Haley.
  - b There's a chance Haley won't be exclusive to their brand.
  - c Paul hasn't heard of Haley.
- 2 What point is Jessica illustrating with the facts and figures?
  - a Haley is famous for good reasons.
  - b Haley will attract new influencers.
  - c Haley's popularity is increasing.
- 3 What role does Jessica propose Haley should play for the company?
  - a She's going to be a brand ambassador.
  - b She's going to write songs for the brand.
  - c She's going to host music festivals.
- 4 How does Jessica propose to work with Haley?
  - a She will get Haley more followers.
  - b She will get product placement in Haley's photos and videos.
  - c She will convince Haley to use their products.

d Language in context *Idioms*

- 1 What do you think these idioms mean?
  - a I clearly think she's **worth a shot**.
  - b I'll just have to **cross that bridge when I come to it**.
- 2 Talk about situations in your own life when you might use these idioms.



## USEFUL LANGUAGE

Organizing a presentation

a Complete Jessica's opening to her presentation. Listen to the extract to check.  
You may not \_\_\_\_\_ her now, but she's going to be a \_\_\_\_\_  
Do you think that her opening was successful? Why?

- b Complete these expressions from Part 1 below. Listen and check.
- 1 **Let me talk you \_\_\_\_\_**, why our customers will be influenced by Haley Rodriguez.
  - 2 \_\_\_\_\_ **and foremost**, we need to focus on micro-influencers ...
  - 3 **Let me \_\_\_\_\_ you through** some facts and figures ...
  - 4 **One \_\_\_\_\_ is clear** – Haley Rodriguez is on the road to becoming an internationally renowned artist.
  - 5 **Turning now \_\_\_\_\_**, the focus of the relationship itself ...
  - 6 \_\_\_\_\_ **specifically**, I propose to work with her on product placement ...
  - 7 **So to \_\_\_\_\_** what I've been saying ...
  - 8 **If you'd like me to \_\_\_\_\_** on anything I've just said ...

c Answer the questions.

- 1 Which of the words in **bold** in 2b can be replaced with ... ?
  - take
  - moving on
- 2 Which of the expressions in 2b can be used ... ?
  - to highlight ideas
  - to sequence ideas
  - at the end of a presentation
- 3 Can you think of other expressions you can use in presentations?

### LISTENING

a Listen to Part 2. What news does Tiffany have?

b What are the sentences below in response to? Listen to Part 2 again and check.

- 1 **TIFFANY:** Well, not a hundred percent, to be honest.  
*Jessica asks Tiffany how she's feeling.*
- 2 **JESSICA:** Pretty good, on the whole.
- 3 **TIFFANY:** Great!
- 4 **JESSICA:** Actually, no.
- 5 **TIFFANY:** Well, be careful what you say.

c Do you know any famous influencers online? How successful are they?

d Language in context *Expressions with point*  
Match the expressions a-c from Parts 1 and 2 with meanings 1-3.

- a ☐ overstate the point
  - b ☐ more to the point
  - c ☐ a bit of a sore point
- 1 a subject that someone prefers not to talk about because it makes them angry or embarrassed
  - 2 emphasize an idea more than is desirable/necessary
  - 3 more importantly

### PRONUNCIATION

Intonation in comment phrases

a Look at the phrase in **bold** from Part 1. Without it, would the sentence make sense?

Now as **luck would have it**, I bumped into Haley Rodriguez at the beauty expo the other day.

b Listen to the sentence in 4a. Does the intonation of the comment phrase fall then rise (↘↗) or rise (↗)?

c Listen to the intonation in the comment phrases in the pairs of sentences below. Check (✓) the sentences, a or b, that have rising intonation.

- 1 a ☐ Pretty good, **on the whole**.
- b ☐ **On the whole**, pretty good.
- 2 a ☐ It's a bit of a sore point with Paul, **actually**.
- b ☐ **Actually**, it's a bit of a sore point with Paul.
- 3 a ☐ **More to the point**, she's going to be famous.
- b ☐ She's going to be famous, **more to the point**.

d Complete the rule with *fall-rise* or *rising*.

When comment phrases are at the beginning of a sentence, they have a \_\_\_\_\_ intonation. When they are at the end of the sentence, they have a \_\_\_\_\_ intonation.

e Practice saying the sentences in 4c.



### SPEAKING

a Your school has applied for a grant, and to secure it, you need to give a presentation to the funding body's director detailing:

- what kind of grant is required (arts, sports, technology, environmental)
- how much money is needed
- two or more specific things your school will spend the grant on
- the impact the grant will have on the school and its students.

In pairs, plan your presentation. Here are some ideas:

- an arts grant to fund a movie project or trip to an exhibition
- a sports grant to install a gym or to equip a soccer team
- a technology grant to buy an interactive whiteboard or tablets and ebooks
- an environmental grant to create a conservation area or improve recycling capabilities.

b Take turns practicing the presentation. Think about a successful opening and use expressions from 2b.

c In new pairs, give your presentations. Decide whether you will award a grant to your partner or not.

## UNIT PROGRESS TEST

### CHECK YOUR PROGRESS

YOU CAN NOW DO THE UNIT PROGRESS TEST.

## 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.

Receptive skills development

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

6D SKILLS FOR WRITING  
I played an active role

Learn to write a cover letter  
Formal letters; Giving a positive impression

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.
- |                                                                     |                                                        |
|---------------------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> movie theaters                             | <input type="checkbox"/> live music                    |
| <input type="checkbox"/> restaurants                                | <input type="checkbox"/> sports and leisure facilities |
| <input type="checkbox"/> theaters                                   | <input type="checkbox"/> shopping and markets          |
| <input type="checkbox"/> cafés                                      | <input type="checkbox"/> sports events                 |
| <input type="checkbox"/> places for children                        | <input type="checkbox"/> exhibitions and museums       |
| <input type="checkbox"/> outdoor spaces (parks, scenic views, etc.) |                                                        |
- 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?
- c Quickly read the reviews A–E in the guide. Match them with the categories.
- d 06:16 Listen to five conversations about the places and events in the guide and match them with the reviews. Write down words from the conversations that helped you match them.
- e Answer the questions.
- Which of the events and places reviewed do you have in your town or area? Which would you go to yourself? Why? / Why not?
  - Do you read online guides like this? Do you ever write reviews of local places or events online?

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

LODGING DINING SHOPPING OUTDOORS EVENTS CONTACT

- 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.



Personal response

Frequent opportunities for personal response make learning more memorable.

**Staged for success**

Careful staging and scaffolding generate successful outcomes.

**Comprehensive approach to writing skills**

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

**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?

**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
- shopping and markets
- local places to eat and drink
- cool places to stay
- places to do sports and leisure activities
- 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 at [alan@eventsfeatures.cup.org](mailto:alan@eventsfeatures.cup.org) 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,

- 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.
- 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.
- 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.
- 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.
- 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 cafés, 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

**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?

**Personal response**

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

**Written outcome**

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

## Review and Extension

Extra practice of grammar and vocabulary is provided.

# UNIT 6

## Review and extension

### 1 GRAMMAR

a Match the sentences that go together.

- 1 ☐ Do you come from Tokyo?
- 2 ☐ Are you coming from Tokyo?
  - a Yes, it'll be a long flight.
  - b Yes, I've always lived there.
- 3 ☐ Emily always consults me on everything.
- 4 ☐ Emily is always consulting me on everything.
  - a She is very considerate.
  - b She can't think for herself.
- 5 ☐ My sister hasn't written.
- 6 ☐ My sister hasn't been writing.
  - a She has been very busy recently.
  - b I haven't had a single message from her.
- 7 ☐ Joan just told me what happened.
- 8 ☐ Joan was just telling me what happened.
  - a Unfortunately, you interrupted her.
  - b But it was nothing I didn't already know.

b Rewrite the underlined phrases as participle clauses.

- 1 My friend knows the people that were involved that day.
- 2 I didn't want to seem rude, so I pretended to agree with her.
- 3 A friend who I hadn't seen for ages was on the train that was approaching platform 5.
- 4 Since he didn't understand Spanish, he struggled to communicate.
- 5 While we were waiting for the tour to start, we looked at the pictures that were displayed in the foyer.
- 6 I used just my hands and felt my way across the dark room.

### 2 VOCABULARY

a Correct the spelling mistakes.

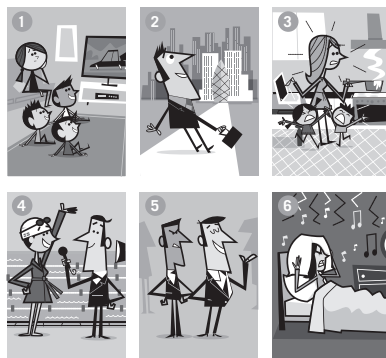
- 1 The Sydney Opera House is an ikonic building.
- 2 The play is quite humourous.
- 3 Her photographs are very playfull.
- 4 The images he creates are flawles.
- 5 A black-and-white picture can be really envocative.
- 6 I found his work very meanful.
- 7 The jungle scenes are wonderfully ecsotic.

b Complete the sentences with the correct word. The first letter is given.

- 1 John was j\_\_\_\_\_ of Brad's new car.
- 2 I was p\_\_\_\_\_ when I saw how high up we were.
- 3 I felt too a\_\_\_\_\_ to stand up and admit I was wrong.
- 4 Without my phone, I feel completely h\_\_\_\_\_.
- 5 Millions of teenage fans were d\_\_\_\_\_ to hear about the boy band breaking up.
- 6 I often feel r\_\_\_\_\_ when it's too cold to go out.
- 7 The kids were really o\_\_\_\_\_ at the party.

### 3 WORDPOWER Idioms: Feelings

a Match comments a–f with pictures 1–6. Where are the people and why are they saying this?



- a ☐ "I just had to **grin and bear it**."
- b ☐ "I'm **over the moon**."
- c ☐ "My neighbors really **get on my nerves**."
- d ☐ "Ten years later, **I couldn't believe my eyes**."
- e ☐ "He really **gets my goat**."
- f ☐ "I can't cope! I'm **at the end of my rope**."

b Match the idioms a–f in 3a with definitions 1–5.

- 1 ☐ have no strength or patience left
- 2 ☐ tolerate, put up with
- 3 ☐ be very pleased and happy
- 4 ☐ be made angry by something
- 5 ☐ be very surprised

c Complete the questions with the correct words or phrases. Ask and answer the questions.

- 1 What do people do that \_\_\_\_\_ your \_\_\_\_\_?
- 2 When was the last time you were at the \_\_\_\_\_ of your \_\_\_\_\_?
- 3 If you don't like your meal in a restaurant, do you \_\_\_\_\_ and \_\_\_\_\_ it or say something?
- 4 Have you been \_\_\_\_\_ about some good news recently? When?
- 5 Have you ever seen a price tag so high that you couldn't \_\_\_\_\_ your \_\_\_\_\_?
- 6 Which noises really \_\_\_\_\_ on your \_\_\_\_\_?

### 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 ...

- |                              |                          |
|------------------------------|--------------------------|
| describe photos and hobbies  | <input type="checkbox"/> |
| tell a descriptive narrative | <input type="checkbox"/> |
| organize a presentation      | <input type="checkbox"/> |
| write a cover letter.        | <input type="checkbox"/> |

### Wordpower

Vocabulary extension recycles the vocabulary.

### Real-world video

Engaging video documentaries provide students with further opportunities to explore the themes of the unit.

### Review Your Progress

helps students reflect on their success.



Each unit links to additional sections at the back of the book for more grammar, vocabulary, and speaking practice.

# Grammar Focus

Provides an explanation of the grammar presented in the unit, along with exercises for students to practice.

### GRAMMAR FOCUS

**1A Adverbs and adverbial phrases**

There are three main positions for adverbials in relation to a main clause, front, middle, and end.

**Obviously, I usually study after work.**

Adverbials include single-word adverbs, e.g., *obviously*, and adverbial phrases, e.g., *after work*.

**1A.1 End position**

In spoken English, adverbials of manner, place, and time usually go at the end of the clause, after the verb and the object.

*I write very slowly. NOT I write slowly very.*

*I live nearby, so we'll be there soon.*

Adverbial phrases of frequency usually go in the end position. Some single-word frequency adverbs take this position too: sometimes, occasionally, regularly...

*We have a lot every couple of weeks.*

*I go there regularly.*

Don't place adverbs between the verb and the direct object. She did the work too quickly. NOT She did the work quickly too.

*I'm sure I'll meet her someday. NOT I'm sure I'll meet her someday her.*

The usual order for adverbs at the end of a sentence is manner, place, time.

*We didn't sleep well on those nights last night.*

However, when an adverb of place is necessary to complete the meaning of the verb, this order can change.

*I came here on foot. NOT I came on foot here.*

Where there are two verbs, adverbs of manner go before the first verb or after the second verb, depending which verb the adverb modifies.

*I quickly decided to take the job.*

*She made the effort to drive carefully.*

**1A.2 Middle position**

Adverbial phrases are very rare in the middle position.

*At last I got home. I got home at last. NOT I got home at last home.*

**1A.3 Front position**

In the middle position, the adverb goes before the main verb, usually after the first auxiliary or modal verb, or after *be*. Adverbs of probability, certainty, frequency, and focus often take the middle position.

*Good exam results don't inevitably mean success in later life.*

*Grammar is usually my weakest point.*

Many adverbs of frequency (*never, always, ever*) and certain time adverbs (*just, still*) can only go in the middle position.

*She still practices her Japanese. NOT She practices still.*

*I'm sure she'll come soon.*

Adverbs of certainty usually go after auxiliaries, but they go before contracted negative auxiliaries.

*I'll probably see you soon. NOT I'm probably see you.*

*She probably definitely can't hear you. NOT I'm not probably hear you.*

Be careful with the word order of contracted negative auxiliaries.

*I don't really care. (= not much) I definitely won't come. (= no chance) I really don't care. (= not at all) I don't definitely come. (= not sure)*

**1A.4 Front position**

Comment and linking adverbs usually go at the front of the clause, followed by a comma.

*Obviously, he knows his grammar. However, he isn't as fluent as he'd like to be.*

Adverbials of time, place, and frequency can also go at the front, when we want to set the scene or change the focus.

*In London there are plenty of jobs.*

*Every so often I forget the word for "window" in French.*

**1A.5 Modifying adverbs and adjectives**

Adverbials of degree go directly before the word(s) they modify.

*Laura speaks German reasonably well, but her French is a little basic.*

Adverbs can be modified by phrases with prepositions.

*I drove here slowly by my standards.*

*Lazily for you, I'm in a good mood.*

**1A.6 Tip** For emphasis in written texts such as narratives, adverbs of manner can go in the front or middle position.

*Heavily, she carefully unpacked the package.*

**1A.7 Tip** Some adverbs have different meanings in different contexts: amazingly, strangely, naturally, clearly, fairly, reasonably...

*Strangely, Kate speaks Chinese. (= surprisingly)*

*Kate speaks Chinese strangely. (= badly)*

### The perfect aspect

**1B.1 Completed actions**

Perfect tenses can describe completed actions before a certain time in the past, present, or future.

- We can use perfect tenses to give news and describe recent activities before a certain time:  
*Linguists have invented a new language with only 200 words.*  
*At long last the war had ended; we couldn't believe it.*  
*It had been raining all night.*
- Perfect verbs focus on the effects of completing an activity:  
*I've done all I can. You'd have to finish the report on your own.*  
*When she'd finished putting the decorations up, the house looked amazing.*  
*I can't meet you at 7:00. I won't have gotten through immigration by then.*
- Use perfect verbs to say how much / how many / how often by a certain time:  
*The professor has written over 50 books about the English language.*  
*We've already seen the movie twice.*  
*You need to have read all the books on the list by June.*  
*I'd called him three times but failed to get through.*
- Perfect continuous verbs focus on the effects of doing an activity:  
*Something had been worrying her at work, so she spoke to her boss.*  
*Your eyes are red. Have you been crying?*  
*He will have been driving all night, so he'll need to go to bed.*
- Compare the simple perfect and perfect continuous:  
*I've made dinner! You don't need to do anything. (focus on completion)*  
*I've been making dinner! I'm all hot and sweaty. (focus on doing the activity)*

**1B.2 Unfinished activities and states**

Perfect verb forms can also describe continuing activities or states at a certain time.

- I haven't been sleeping well recently. I might go to see the doctor.*  
*He will have been working on the project for long enough to take over by then.*  
*I've always enjoyed spending time with my family.*  
*They've been sad since their old teacher left.*
- We often want to say the duration of the activity:  
*Lucretia has been studying Spanish since January and she loves it.*  
*I've never really understood the grammar, so I still make a lot of mistakes.*
- For certain activities we often use both simple perfect verbs and perfect continuous verbs with little difference in meaning:  
*How long have you worked / been working in the languages department?*  
*This June I will have lived / been living here for five years.*

**1B.3 Tip** We can use the past perfect with stress on *had* to express dissatisfaction:  
*We had hoped Sheila would be out of the hospital by now – Sheila is still in the hospital, and we are disappointed.*

**a Match the sentence halves.**

1 I've been living in Bangkok.  
2 I've been running around all day.  
3 I've been thinking about it all day.  
4 I've been doing it all my life.  
5 I've seen you so many times.  
6 I haven't bought a ticket in time.  
7 I will have been living here for three years.

**b Choose the best verb form in each sentence.**

1 I lived / have lived in the same place my whole life.  
2 Shakespeare died / has died a long time ago, but he is still very popular.  
3 Have you ever tried / been trying to drive in the snow?  
4 This is the third time I have told / been telling you to be quiet!  
5 Don't tell me I've painted / been painting, and the paint is wet.  
6 As soon as I got home, I went / had gone straight to bed.  
7 I've had / had / been reading most of the book before she saw the movie.  
8 Luke has / had been thinking about leaving college, but in the end he decided to stay.  
9 The train has / had just left when we got to the station.  
10 They might have finished / been finishing the decorating by the time we get home.

**c Complete the text with the correct perfect forms of the verbs in parentheses.**

People I have been complaining (complain) about English spelling for centuries because certain sounds can be written in several different ways. For example, you can't (notice) that *iv* is the sound in sit, carpet, and women. Linguists suggest (suggest) several reasons for our difficult spelling. First, English has (inherit) a lot of foreign words into its vocabulary, so the *ch* in *church* & a Greek word, and *qu* in *quaff* (a French word, sounds different. Second, early printers often weren't certain of the spelling of a word – no official spelling – (the established) – so they generally spelled a word pretty much as they liked. The spelling of English has (become) a bit of a joke today, but who knows, by the time our grandchildren go to school maybe someone will (invent) a spelling system that is logical and easy to remember.

**d Now go back to p. 12.**

# Vocabulary Focus

Extends and consolidates the vocabulary.

### VOCABULARY FOCUS

**1A Language learning**

**Verb phrases**

**a** Complete the expressions in bold with the words in the box. Listen and check.

ear acquire rusty brushed  
pick struggle  
come accustomed hold  
practice immersed attain

1 Some learners appear to be able to **acquire** language without much formal study.  
2 I really **struggle** with English idioms. I can never remember them.  
3 I'm not sure if I'll ever **attain** a native speaker level of competence, but I'm not sure I really need to.  
4 When he went to live in Korea, he quickly **got** **into** the sound of the language.  
5 I've **brushed** up on my Arabic because I'm going to Riyadh next week.  
6 Penny's lucky – she **has** **an** **ear** for languages. She learns them much more easily than me.  
7 After about a year, he found he could **hold** **a** **conversation** in Italian without too much effort.  
8 Unless I **put** a new piece of language **into** immediately, I find I forget it.  
9 People tend to give up on learning a second language too easily. You need to **immerse** **it** if you want to succeed.  
10 She spent six weeks in Poland and really **got** **into** the language and culture.  
11 It's easy to **pick** up phrases like "hello" and "excuse me" wherever you are in the world.  
12 The sounds of Finnish are unique, so I found it difficult to **brush** up on the pronunciation.  
13 I need practice my speaking now that I'm back. I'm sure I'm **brushed** up.

**b Match the verbs 1-6 with the phrases a-f.**

1 hold a new idea  
2 keep a backstage of competence  
3 get a conversation  
4 put a conversation  
5 acquire into practice  
6 attain a new second language

**c Now go back to p. 9.**

**Noun forms**

**d** Complete the chart with the missing noun forms. Use a dictionary to help you if necessary.

Adjective	Noun	Verb
1 interactive		interact
2 distracted		distract
3 dedicated		dedicate
4 limited		limit
5 motivated		motivate
6 necessary		necessitate
7 capable		
8 mental		
9 reluctant		
10 inflexible		interfere
11 competent		
12 literate		
13 exposed		expose
14 ...		acquire
15 integral		
16 prehistoric		
17 disciplined		discipline

**e** Pronunciation Listen to some of the adjectives and nouns in the chart.

1 Which nouns have more syllables than their adjectives?  
2 Notice the stressed syllables in the adjectives. Practice saying the words and **underline** the stressed syllables in the nouns. Listen again and check.  
3 Notice that the stress sometimes changes in the noun. Choose the correct option to complete the rule.

In nouns with the suffixes *-ion* and *-ity*, the stressed syllable is always the first syllable / the syllable before the suffix.

**Learning Tip** Organizing your records of word families by suffix can make features such as sound and spelling relationships easier to remember.

**f** What other nouns do you know with the suffixes *-ion* and *-ity*? Make a list and practice saying the words.

**g Now go back to p. 10.**

### COMMUNICATION PLUS

**1B STUDENT A**

a Read about two more language changes. How does each heading represent the change?

**1 To be or not to be?**

Verbs that are followed by an infinitive or verb + *ing* give us a choice of form with no real difference in meaning. In the last century, there was a steady shift toward more frequent use of the verb + *ing* after verbs like *begin, start, like, love, and hate*, and these are still on the increase.

A I like getting up late and eating a big breakfast.  
B I like to get up late and eat a big breakfast.

The more modern of these two speakers is Speaker A, although they're unlikely to be aware of it.

**2 Are you being serious?**

English is getting more and more progressive. Constructions such as *I have to be leaving now* and *I'm being smarter about my choices* wouldn't have sounded correct 150 years ago, but nowadays are fairly high frequency. The use of continuous passive verb forms has also seen a rapid rise. And what's being done about it? Nothing.

**b Now go back to p. 11.**

**2B STUDENT A**

a Read about this problem you have and think about what you want to say.

- You live in a shared apartment. While your roommate was away, you borrowed an item belonging to them without asking. (Decide what you borrowed.) Unfortunately, you broke the item. (Decide what you were doing when this happened.)
- You go to the shopping center to buy a replacement. You can't find anything exactly the same, but there's something very similar, and you don't think your roommate will notice.

**b Student B also has a problem. Listen carefully and talk about some solutions to the problem. Make three suggestions using the language for giving advice on p. 27.**

**c** Now present your problem to Student B and ask for advice.

**2A**

a Answer the questions with a partner. Do you feel the same about the different types of sound? Who do you think is more sensitive to noise?

**HOW SENSITIVE ARE YOU TO SOUND?**

1 Do you find it difficult to read a book if someone is having a conversation in the same room?  
2 When a coworker types loudly on their computer at work, do you have problems concentrating?  
3 Does the sound of household appliances like vacuum cleaners irritate you?  
4 Does constant traffic noise drive you crazy?  
5 Does the sound of excited children playing together annoy you?  
6 Do unexpected sounds at night spoil you?  
7 Do you find it impossible to sleep if you can hear your neighbors having a party?

**b** Ask and answer the questions.

1 Are there any other sounds that drive you crazy? What?  
2 What can you do if you feel apprehensive about going to noisy places?  
3 What can you do to improve your tolerance of background noise?

**c** Now go to p. 128 for suggestions on how to manage noise.

**4B STUDENT A**

a Read your card. Think about what you might say using the language on p. 50.

- You're an employee. You have produced a report for your boss. You think it's good, but your boss has some criticisms. Make these points tactfully.
- You weren't given a clear brief about what was required, so you had to use your initiative.
- You were only asked to write a report a week ago, so you had very little time to do it.
- Your boss is often out of the office, so you couldn't ask for help.

**b** Listen to Student B and respond. Try to agree on a way forward.



# American Empower Methodology

## A Learner-Centered Approach

*American Empower*, with its unique mix of learning and assessment, places students and their needs at the center of the learning process. This learner-centered approach also applies to the course methodology – the Student’s Book and the additional resources provide a range of classroom materials that motivate learners, address their language needs, and facilitate the development of their skills. This wide range of materials also means different learning preferences are catered to in each unit of the course. It provides teachers with flexibility with different learner groups.

## Meeting the Needs of Learners at Different Levels

### Supporting the Teacher

*American Empower* also supports the teacher with classroom methodology that is familiar and easy to use, and at the same time is flexible and creative. A number of key methodological principles underpin the course, enhancing the interface between learners and their learning, and between students and teachers. *American Empower*:

- 1 encourages learner engagement
- 2 delivers manageable learning
- 3 is rich in practice
- 4 provides a comprehensive approach to productive skills.

### Measurable Progress

*American Empower* includes a uniquely reliable assessment package developed by test experts at Cambridge Assessment English. This allows teachers and learners to measure progress and determine learners’ strengths and needs. Not only do learners feel more motivated when they can see they are making progress, but they are then able to target and address specific learning needs.

## Key Methodological Principles

### 1 Learner engagement

#### Getting Started

Each unit begins with a Getting Started page, designed to engage students from the very start of the unit – leading to greater motivation and more successful learning. It does this in the following ways:

- Striking images take an unusual perspective on the theme – this raises curiosity, prompts ideas and questions in the mind of the learner, and stimulates them to want to communicate.
- Speaking activities prompt a personal response – exploring beyond the surface of the image – while providing a cognitive and linguistic challenge for the student and a diagnostic opportunity for the teacher.

### Remarkable texts, audio, and video

Throughout the course, learners encounter a range of **reading texts**, along with **audio and video**. The texts have been carefully selected to appeal to learners from a variety of cultural backgrounds. The topics will inform, amuse, surprise, entertain, raise questions, arouse curiosity and empathy, and provoke an emotional response. The texts, audio, and video in *American Empower* provide learners with new insights and perspectives on a variety of topics. By using a varied range of spoken and written contexts, students are consistently motivated to engage with the target grammar and vocabulary.

### Frequent opportunities for personal and critical response

There are frequent opportunities to contribute personal views, experiences, and knowledge when discussing each lesson’s themes. Every lesson includes regular activities that encourage learners to respond personally to the content of the texts and images. These include **personalization** tasks which make the target language in every unit meaningful to the individual learner. Many activities also involve some kind of critical response to the content of texts. This helps develop students’ critical thinking skills as well as gives them further speaking practice.

### Independent learning

In order to make progress, learners must build their language knowledge and their ability to use this knowledge in an active way. Reading and listening widely in English will help students to progress faster, as will the development of good study skills. In *American Empower*, **Learning Tips** support learners both in and outside the classroom. These features accompany the texts and audio and encourage learners to notice and systematically note useful language. The Teacher’s Notes for each lesson include **Homework activities** which encourage students to put the Learning Tips into practice in their independent learning and motivate further reading and listening outside the classroom.