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978-1-108-79807-5 — Cambridge English American Empower Intermediate/B1+ Student's Book with eBook
Adrian Doff, Craig Thaine, Herbert Puchta, Jeff Stranks, Peter Lewis-Jones
Excerpt
More Information



CAN DO OBJECTIVES

- Talk about friendship and communication
- Describe experiences in the present
- Give and respond to opinions
- Write a guide

UNIT 1

TALK

GETTING STARTED

a Look at the photo and answer the questions.

1 Where do you think the girls are?
2 What do you think the girl on the left is saying? Why do you think that?
3 How do you think the other girl feels? Why?

b Discuss the questions.

1 Do/Did you talk a lot in class in school or in college?
2 Do you talk a lot when you are with your friends? What about with your family?
3 Do you think you should change anything about the way you talk (e.g., talk more, less, more loudly, more quietly)? Why / Why not?

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1A WHO LIKES MY POSTS?

Learn to talk about friendship and communication

- G Subject and object questions
- V Friendship and communication

1 SPEAKING AND VOCABULARY
Friendship and communication

a Discuss the questions.

1 How do you usually meet new people – face-to-face or online? Why?
2 Are your online friendships different from your other friendships? How?
3 What kinds of things do you talk about online? Is this different from most of your face-to-face conversations? Why / Why not?





b Match the words in bold in sentences 1–6 with definitions a–f.

1 Social media is a great way to **get in touch** with old friends you haven't seen in a while.
2 It's really difficult to **express your feelings** online because you can't look people in the eye.
3 When her brother, Mike, was in the hospital, Susanna **reached out** to all his friends to come and visit him.
4 It's easier to **interact with** people online because you can think about what you want to say before you write it.
5 With good friends, you often don't have to **put** how you feel **into words** because you just understand each other.
6 It's not a good idea to **give your opinion** in an online discussion because it's written. If you change your mind, you can't get rid of what you wrote.

a to communicate with and react to a person or people
b to say or write what you think or believe about something
c to contact someone by phone, email, or text message
d to try to communicate with a person or group of people, usually to help or involve them
e to talk about your emotions
f to explain a feeling using language

c Do you agree with sentences 1–6? Why / Why not?

d Now go to Vocabulary Focus 1A on p. 133.

2 READING

a Read the article and find out if it has similar ideas to the ones you talked about in 1a.

BUT ARE THEY REAL FRIENDS?



You've probably heard it before, right? "Facebook and Instagram friends aren't the same as the real thing." People from generations that didn't grow up with online friendships criticize younger adults who say they have a lot of online friends. They don't think friendships that are made online are as real or as meaningful as face-to-face ones. But it looks like they may be wrong.

Researchers at the University of California have come to the conclusion that online friendships have the same qualities as those in the real world. In a study, the researchers looked at exchanges between online friends and observed the same kinds of behaviors that exist in face-to-face friendships. Online friends share experiences and interests, express their feelings, and reveal things about themselves. Sometimes they offer each other practical help, and they can keep each other company at any time of the day or night.

Another way that face-to-face and online friendships are similar is that they take time to develop. You can't just go online hoping to find a friend – it's not as simple as that. Experts say that you need to build online friendships carefully, and they offer the following advice:

- **Join a discussion or community that talks about something you're interested in.**
- **Make sure it's an app or website where you can exchange ideas and information – not one where you just follow what other people say.**
- **Write a clear and honest profile of yourself. Make it interesting and use a friendly tone.**
- **Don't expect to find a friend immediately – it can take time.**

And when you do find a friend ...

- **Take things one step at a time, but make sure you keep in touch.**
- **Share things about your life, but not very personal things, and try to build trust.**

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b Read the article again. Are the sentences True (T) or False (F)? Correct the false sentences.

1 Some older people don't think online friends are true friends.
2 Researchers say there are many differences between face-to-face and online friendships.
3 Online friends can be available to interact with day and night.
4 You will find online friends very quickly.
5 To help an online friendship develop, share some details about yourself and your life.



Here's a checklist of questions you can ask yourself as you explore the world of online friendships:

1 **Is it easy to use the app/website?** ☐
2 **Is this a community I want to join?** ☐
3 **Are there people I want to communicate with?** ☐
4 **Am I interested in replying to posts?** ☐
5 **Are the posts friendly and honest?** ☐
6 **Do other people like or reply to my posts?** ☐

c Discuss the questions.

1 Do you think the advice in the article is good? Why / Why not?
2 What problems can happen as a result of online friendships? What are the benefits?
3 Do you think people express their feelings more or less carefully online? Why?
4 Do you think it's easier to find someone you have something in common with in the real world or online? Why?

3 GRAMMAR Subject and object questions

a Look at the questions and answers and underline the correct words in the box.

1 **Q:** What do experts **say** about making friends online?
A: You need to build online friendships carefully.
2 **Q:** Who **thinks** online friendships aren't real?
A: People from generations that didn't grow up with online friendships.

a The answer to question 1 is the *subject* / *object* of the verb in **bold**. Question 1 is a(n) *subject* / *object* question.
b The answer to question 2 is the *subject* / *object* of the verb in **bold**. Question 2 is a(n) *subject* / *object* question.

b Are the questions below subject (S) or object (O) questions?

1 Who do I give this to? _____
2 What happened to your leg? _____
3 Which of these books do you want to borrow? _____
4 Who gave you the flowers? _____
5 Which car uses less gas? _____
6 What did he say to you? _____

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

d Make subject (S) or object (O) questions with the words below. You may need to change the verb or add *do*, *does*, or *did*.

1 Who / call / you / yesterday? (S)
_____
2 Who / you / last / text? (O)
_____
3 What / you and your friends / talk about? (O)
_____
4 What / make / you and your friends / laugh? (S)
_____
5 Which of your friends / you / see / every day? (O)
_____
6 What / post / last / make / you laugh? (S)
_____

e Ask and answer the questions. Try to ask follow-up questions.

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4 LISTENING

a Discuss the questions.

1 Do you think online friends can become face-to-face friends? How can this happen?
2 What are the advantages and disadvantages of this change in friendship?

b 01.05 You are going to hear Chris, Alex, and Kelly talk about online friendships. Listen and put a name with each photo.

1 _____



2 _____



3 _____



c 01.05 Listen again and complete the information in the chart.

	Chris	Alex	Kelly
Friend's name			
Common interest			
Met – yes or no?			
What have they done together?			

d Which of the three speakers would you like most as an online friend? Why?

5 SPEAKING

a Check (✓) the things you have done recently. Write notes about the experience.

- ☐ met someone new face-to-face
- ☐ met someone new online
- ☐ met someone face-to-face who you first met online
- ☐ met an old friend you hadn't seen in a long time
- ☐ posted a strong opinion on social media or a discussion board
- ☐ posted a video story on social media
- ☐ created a playlist of your favorite music
- ☐ started a new job/course

b Look at the experiences your partner checked and write three questions to ask them.

met someone new
Who was it?
Where were you?
What did you talk about?

c Ask your partner about their experiences. Try to ask follow-up questions.

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1B I'M USING AN APP FOR LEARNING ENGLISH

Learn to describe experiences in the present

- G Simple present and present continuous
- V Gradable and extreme adjectives

1 SPEAKING

Dy bannee diu · Guten Tag · Gouden Dai · Salut · Сәлем! · Bonjour · Halito · Salute · Hallo · Håfa ådai · Ç'kemi · Guuten takh · Héébee · Bon die! · Servas · Tungjatjeta · Ola · Ahoj · Вітаю · Góðan dag · Hoi · Salud · Hola / Buenos días · Bon dia

a Discuss the questions.

1 How many languages can you say "Hello" in?
2 How many languages can you order a meal or have a simple conversation in?
3 What language are you best at (apart from your own)?

b Choose one idea below and continue using *because*. Write your idea.

Learning a new language is like …

- making a new friend
- going on a long journey
- being a child again
- growing plants in a garden
- learning a musical instrument.

Learning a new language is like being a child again because you feel like you are starting from the beginning and everything is new.

c Read your sentences to each other. Do you agree with each other's ideas?

d Look at photos a–d and discuss the questions.

1 What are the different ways of learning a language in the photos?
2 What are the advantages and disadvantages of each way of learning a language?
3 Which have you tried? Have you tried any other ways?



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2 READING

a Read "Can You Really Learn a Language in 22 Hours?" quickly and answer the questions.

1 What is Memrise?
2 Why is Jon Foster using it?
3 How much has he learned?

b Read the article again and choose the correct answers for questions 1–4.

1 The writer wants to learn Lingala because he … .
   a loves new languages
   b wants to talk with the people who speak it
   c wants to try Memrise
2 Ed Cooke wants learners to … .
   a enjoy learning more
   b improve quickly
   c do more vocabulary practice
3 A "mem" is … .
   a a digital plant that you "water"
   b a translation of a new word
   c a picture that helps people remember new words
4 Where do the mems come from?
   a Ed Cooke creates them.
   b Users can create mems for themselves and other users.
   c Every user creates mems only for themselves.

c Match the words in **bold** in the article with meanings 1–8 below.

1 getting better
2 changes a word from one language into another
3 what someone wants to do
4 learned something so that you remember it exactly
5 something difficult that tests your ability
6 able to communicate freely and easily
7 to make someone remember something
8 do something again

d Have you used or would you like to use Memrise? Why / Why not?

Can You Really Learn a Language in 22 Hours?

We all know that people learn better if they enjoy learning.

Jon Foster reports on an app that makes learning a new language like playing a game.

I've never been very good at languages.

But next month, I'm traveling to a remote area of Central Africa, and my **goal** is to know enough Lingala – one of the local languages – to have a conversation. I wasn't sure how I was going to do this – until I discovered a way to spend just a few minutes, a few times a day, learning all the vocabulary I'm going to need.

To be honest, normally when I get a spare moment at home, I go on Facebook or play games on my phone. But, at the moment, I'm using those short breaks for something more useful. I'm learning a foreign language. And thanks to Memrise, the app I'm using, it feels just like a game.

"People often stop learning things because they feel they're not **making progress** or because it all feels like too much hard work," says Ed Cooke, one of the people who created Memrise. "We're trying to create a form of learning experience that is fun and is something you'd want to do instead of watching TV."

And Memrise is fun. It's a **challenge**. It gives you a few new words to learn, and these are "seeds" that you plant in your "greenhouse." (This represents your short-term memory.) When you practice the words, you "water your plants" and they grow. When the app believes that you have really remembered a word, it moves the word to your "garden." You get points as your garden grows, so you can compare yourself to other Memrise users. I want to get a high score and go to the next level. And if I forget to log on, the app sends me emails that **remind** me to water my plants.

The app uses two principles about learning. The first is that people remember things better when they link them to a picture in their mind. Memrise **translates** words into your own language, but it also encourages you to use "mems" – images that help you remember new words. You can use mems that other users have created or you can create your own. I **memorized** *motele*, the Lingalan word for "engine," using a mem I created – I imagined an old engine in a motel room.



The second principle is that we need to stop after studying words and then **repeat** them again later, leaving time between study sessions. Memrise helps you with this because it's the kind of app you only use for five or ten minutes a day.

I've learned hundreds of Lingalan words with Memrise. I know this won't make me a **fluent** speaker, but I hope I'll be able to do more than just smile and nod when I meet people in the Congo.

Now, why am I still sitting here writing this? I need to go and water my vocabulary!

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3 GRAMMAR Simple present and present continuous

a Match simple present sentences a–c with uses 1–3.

a When I get a spare moment at home, I normally **go** on Facebook or **play** games on my phone.
b I **know** this won't make me a fluent speaker.
c People **learn** better if they enjoy learning.

We can use the simple present:
1 to talk about things that are generally true (sentence _____)
2 to talk about habits and routines (sentence _____)
3 with state verbs – verbs about thoughts (e.g., *understand*), feelings (e.g., *want*), and possession (e.g., *own*). (sentence _____)

b Match present continuous sentences a–c with uses 1–3.

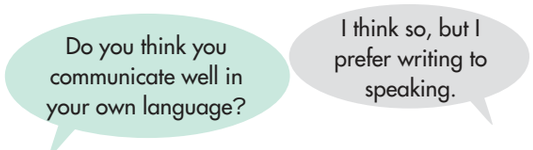
a **I'm learning** a foreign language.
b Now, why **am** I still **sitting** here writing this?
c Young people **are spending** more and more time playing video games.

We can use the present continuous to talk about:
1 actions in progress at the same time as speaking/writing (sentence _____)
2 actions in progress around (before and after) the time of speaking/writing (sentence _____)
3 changing situations (sentence _____)

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

d Make questions with the words below. Then discuss the questions.

1 you / think / you / communicate / well in your own language?
2 How often / you / hear / foreign languages where you live?
3 you / think / you / have / a good memory?
4 What / help / you / learn / English grammar?
5 What / you / think / about / right now?
6 you / prepare / for an exam at the moment?
7 more people / learn / languages in your country than before?



e **Communication 1B** Student A: Look at the picture on p. 127. Student B: Look at the picture on p. 129. Follow the instructions on the page.



4 VOCABULARY Gradable and extreme adjectives

a 01.08 You will hear four short conversations about learning languages. Listen and underline the correct words.

1 James is a *little* / *very* tired.
2 Linda *likes* / *doesn't like* the book.
3 Tony thinks the girl can do something *really* / *not very* impressive.
4 The teacher thinks Olivier *will* / *won't* be able to pronounce "squirrel."

b 01.08 Complete the sentences with the words in the box. Listen again and check.

exhausted fantastic impossible useless

1 I'm absolutely _____.
2 This book's _____.
3 That's _____! I can only speak one language.
4 It's _____! I'll never get it right.

c Read about gradable and extreme adjectives. Complete sentences 1–6 with a word to make the meaning stronger.

- With some adjectives (*good*, *bad*, *difficult*), we can use words like *very*, *really*, and *extremely* to make their meaning stronger (e.g., *His pronunciation is really good. The exam was extremely difficult.*).
- Other adjectives already have a strong or extreme meaning (e.g., *perfect, useless*). We can use words like *really*, *totally*, or *absolutely* before these adjectives to add emphasis (*Her English is absolutely perfect.*).

1 Online dictionaries are often _____ **useful**.
2 That cake's _____ **enormous**.
3 I think Anna's _____ **confident**.
4 I went for a swim in the river, and the water was _____ **freezing**.
5 The new Wes Anderson movie is _____ **fantastic**!
6 It's _____ **important** to learn pronunciation as well as vocabulary.

d 01.09 **Pronunciation** Listen and check. Then answer the questions below.

1 Which word is stressed in each sentence?
2 Do we usually stress gradable adjectives or extreme adjectives?

e 01.09 Listen again and repeat the sentences.

f Now go to Vocabulary Focus 1B on p. 134.

5 SPEAKING

a Talk about learning a foreign language. Use the questions below.

- What do you want to be able to do with English?
- What level of English do you hope to reach?
- How often do you review what you have learned?
- How often do you watch or read things in English?
- How often do you communicate with native speakers?
- What are you doing at the moment to learn English?
- Are you having any problems with English at the moment?

b Report back to the class about what you found out.

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1C EVERYDAY ENGLISH

Well, if you ask me …

Learn to give and respond to opinions

- P Word groups
- S Using *me too* / *me neither*



1 LISTENING

a Discuss the questions.

1 Do you enjoy meeting new people?
2 Do you usually decide what you think of someone from a first impression? Or do you get to know them first?

b Look at the photo above. What kind of store is it?

c 01.12 Listen to Part 1 and check.

d 01.12 Listen again and underline the correct answers.

1 Randi is buying flowers because she's *going to someone's house* / *getting married*.
2 She doesn't want roses because *she doesn't like them* / *they're too romantic*.
3 She *wants* / *doesn't want* tulips.
4 She will *buy flowers in another shop* / *come back later*.

e 01.13 Listen to Part 2 and answer the questions.

1 Who needs advice?
2 Is the advice she gets helpful?

f 01.13 Listen again and answer the questions.

1 What is Randi's profession?
2 What is Kristen worried about?
3 What is Randi's advice?
4 What do Randi and Kristen have in common?

2 USEFUL LANGUAGE

Giving and responding to opinions

a 01.14 Listen and complete the sentences with one word.

1 Well, in my _____, roses are always a good option.
2 I _____ what you mean.
3 I _____ something like tulips might be better.
4 Well, if you _____ me, you can't go wrong with irises.

b 01.15 Listen and put the words in the correct order to make more formal phrases for giving an opinion. Complete the sentences with your own opinions on a topic.

1 it / me / seems / that / to
2 as / as / concerned / far / I'm

c Look at five ways of responding to an opinion. Does the speaker agree (A) or disagree (D)?

1 I know what you mean, but … ___
2 I know exactly what you mean. ___
3 I'm not so sure about that. ___
4 That's right. ___
5 I see where you're coming from, but … ___

d Check (✓) the sentences you agree with. Change the other sentences so you agree with them.

1 ☐ English is an easy language to learn.
2 ☐ It's difficult to communicate with older people.
3 ☐ First impressions are important when you meet someone.
4 ☐ Too much screen time is bad for you.
5 ☐ Exercise is as important as a healthy diet.

e Give your opinions from 2d and respond to your partner's opinions. Use phrases for agreeing or disagreeing. Explain your opinions.

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3 PRONUNCIATION Word groups

a 01.16 Listen to these sentences. Notice where the speaker pauses to make the message clearer. Write // where you think the speaker pauses.

I'm a little worried. I'm cooking for some people I've never met tonight.

b 01.17 Listen to this similar sentence. Does the speaker pause?

I'm a little worried they won't like my food.

c Look at the conversation. Write // where you think the speakers pause.

KRISTEN See, I'm a little worried. I'm cooking for some people I've never met tonight, and I don't know what kind of food they'll like.
RANDI Yeah, I don't like cooking for people I don't know.
KRISTEN Me neither. But you're a chef. You cook for people you don't know every night!

d 01.18 Listen and check.

4 CONVERSATION SKILLS Using *me too / me neither*

a 01.19 Listen and underline the correct words.

1 **RANDI** Yeah, I don't like cooking for people I don't know.
KRISTEN *Me too / Me neither*. But you're a chef. You cook for people you don't know every night!
2 **RANDI** When it's done right, a roast chicken is my very favorite meal. I love it!
KRISTEN *Me too / Me neither*, now that I think about it. Thank you!

1 We use *Me too* and *Me neither* to say we agree or are in the same situation.
2 We use *Me too* after an affirmative sentence.
3 We use *Me neither* after a negative sentence.

b Complete the exchanges with appropriate responses.

1 **A** I need a cup of coffee.
B _____.
2 **A** I don't really like watching soccer.
B _____.
3 **A** I wasn't invited to the wedding.
B _____.
4 **A** I'm looking forward to the party.
B _____.
5 **A** I don't really eat chocolate.
B _____.
6 **A** I hate going out in the rain.
B _____.

5 LISTENING

a 01.20 Listen to Part 3. Do you think Kristen's dinner will be a success? Will the guest enjoy the food?



b 01.20 Listen again and answer the questions.

1 Where does Kristen know Randi from?
2 What mistake do people often make about Randi when they hear her name?
3 What does Randi offer to help Kristen with?

c Discuss the questions.

Have you ever made the wrong first impression? What happened? Were you able to fix it? Why / Why not?

6 SPEAKING

a Think of an example of:

- a good way to meet new people
- a good way to make a good first impression
- a good topic of conversation with someone you don't know well
- a good reason to dislike someone you've just met.

b Discuss your ideas in 6a.

If you ask me, the best way to make a good impression is to use people's names a lot.

I'm not so sure about that.

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

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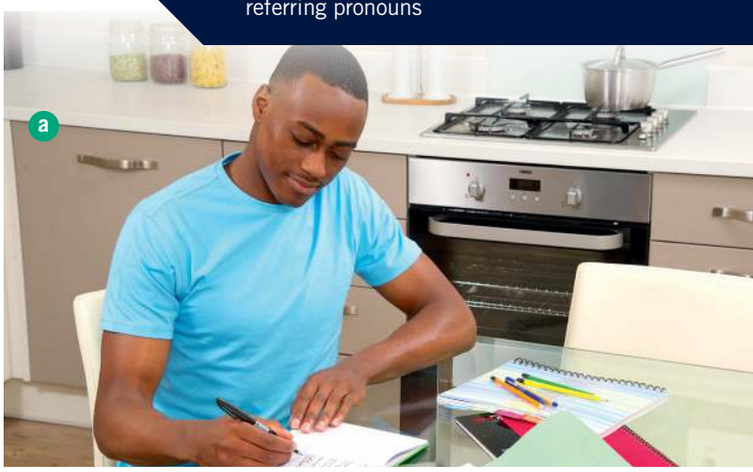
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1D SKILLS FOR WRITING
Different ways of learning

Learn to write a guide

W Introducing a purpose; referring pronouns



1 SPEAKING AND LISTENING

a What do you think are some good ways to learn new vocabulary in English? Talk about the ideas in photos a–e or your own ideas.

b 01.21 Listen to Maria and Gilberto talking about learning vocabulary. Are you more like Maria or Gilberto?

c 01.21 Listen again and answer the questions.

1 What system does Maria use for learning vocabulary?
2 What system did Maria's sister use?
3 Does Gilberto think either system will work for him? Why / Why not?

d Read the descriptions of each style. What kinds of learners are Maria and Gilberto?





VISUAL LEARNERS



They prefer to learn by seeing or reading things. They need to see new information written down.

AUDITORY LEARNERS



They prefer to learn by listening to new information. They also like to talk about the new things they've learned.

KINESTHETIC LEARNERS



They prefer to learn by doing something. They don't like sitting still for very long.



e Talk about what kind of learner you are and why.

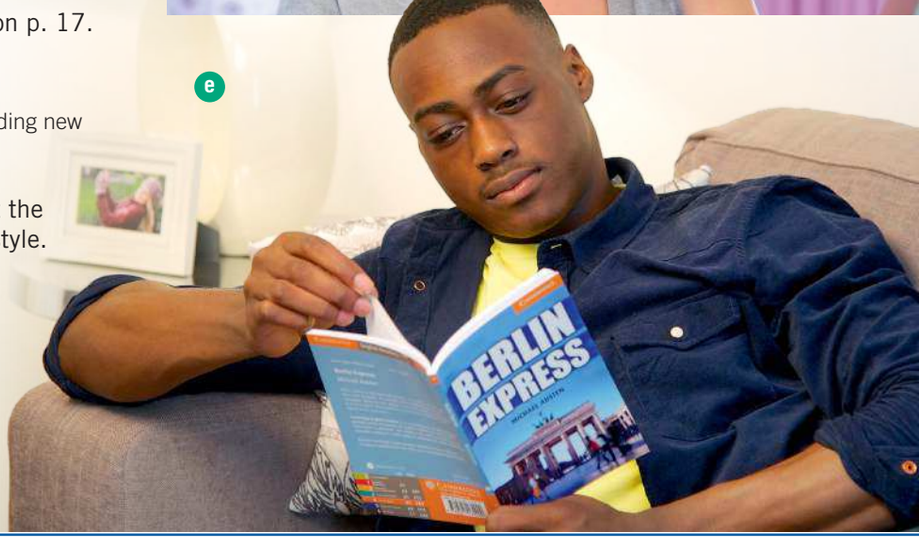
2 READING

a Read "What Kind of Learner Are You?" on p. 17. Answer the questions.

1 Which of Maria's ideas is mentioned?
2 Does the article talk more about understanding new information or remembering it?

b Read the article again. Take notes about the key study techniques for each learning style.

- visual
- auditory
- kinesthetic



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