



CAMBRIDGE

# EMPOWER

SECOND EDITION

STUDENT'S BOOK  
WITH EBOOK

**B1+**

INTERMEDIATE

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Herbert Puchta, Jeff Stranks, Peter Lewis-Jones

Better  
Learning



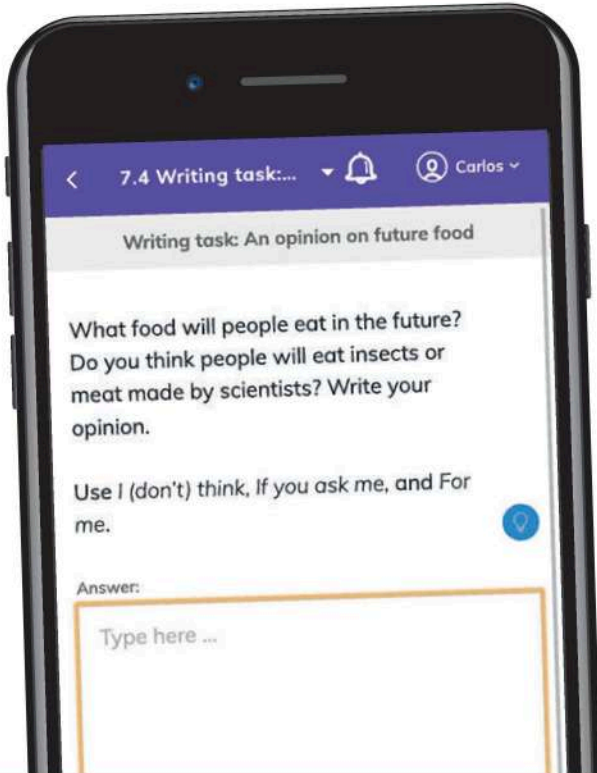
**EMPOWER SECOND EDITION** is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

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

**Content you love.**

**Assessment you**

**can trust.**

The cover page for Unit 6, 'Different Cultures'. It features a photograph of two fishermen in traditional conical hats using large circular nets to catch fish in a boat on the water. In the top right corner, there is a blue box titled 'CAN DO OBJECTIVES' with a list: 'Talk about advice and rules', 'Describe food', 'Ask for and give recommendations', and 'Write a review of a restaurant or cafe'. A large green triangle in the bottom right corner contains the text 'UNIT 6' and 'DIFFERENT CULTURES'. At the bottom, there is a 'GETTING STARTED' section with two tasks: 'a' involves looking at the photo and answering questions about the location, the men's jobs, and traditional methods; 'b' asks about meeting people from different cultures and finding commonalities. The page number '67' is in the bottom right corner.

**Better Learning** with *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 YOU SHOULD WEAR GOOD WALKING SHOES

Learn to talk about advice and rules

- 6 Modals of obligation
- 7 Compound nouns

### 1 SPEAKING AND READING

1 Discuss the questions.

- What do you think the phrase 'culture shock' means? What difficulties might culture shock cause?
- Think of a country you would like to visit. How do you think it is different from your own country? Think about the words in the box.

cities and streets customs food getting around people

2 Quickly read the article about CultureMee, an app for tourists travelling to other countries. Which of the things below does the app provide?

- 'Insider tips' about the culture
- information about main tourist sites
- a history of the country
- detailed descriptions of famous buildings
- lists of recommended hotels and restaurants
- tips about how to behave in the country
- information about local attitudes and customs

## CULTURE SHOCK? THERE'S AN APP TO DEAL WITH THAT

Many travel apps and guidebooks can help you to book a cheap homestay or an expensive hotel with a swimming pool, and they can tell you where to go windsurfing or what restaurants serve the best seafood. But what if you want information on how to greet people politely in Tokyo, how much to tip a taxi driver in Madrid or where to meet local people in Rio de Janeiro? Well, a new app for your smartphone can now do all that for you.

The app is called CultureMee, and it not only gives straightforward travel advice, but it also provides **insights** into the culture of the country you're visiting. It was set up by a Irish couple, John and Dee Lee, and has quickly grown in popularity. Thousands of people are already using the app, which now covers locations all over the world. It has also won several international awards.

The idea for the app came to them while they were on holiday in Tai. Just a few years ago they had guidebooks that told them about places to visit, but they found it difficult to find out about what kind of plug they needed for their hair dryer or exactly what vaccinations they needed.

They realised that it would be very useful to have an app that could give people this kind of basic travel advice. They also wanted to help people understand the culture of any country they might visit, so this became an **integral** part of the app's content.

The couple decided not to take the conventional **approach** to culture, which is already a feature of standard guidebooks, but rather to focus on the everyday lives of people in the country. There are plenty

of apps available that can help you book holidays and places to stay, and that give you information about tourist sights and museums. However, John and Dee felt that most travel apps didn't focus on ordinary people, so they decided to put this **at the heart** of what CultureMee does.

CultureMee offers a wide range of cultural content, including background information about the country and its history, details on contemporary culture and advice on dealing with culture shock. Users can access videos, produced by the couple themselves, that **supplement** the core content of the app. Many of these give the user on how to engage with local people and how to behave in an appropriate way. They are based on interviews with people who have visited the country, and who can talk **with authority** about it from a visitor's point of view. There are also interviews with local people who provide insights into how they view their own culture.

So imagine that someone from the UK wants to travel to Thailand. They can select the appropriate culture videos and hear a Thai person talking about Thai culture. They can also watch a video of a non-Thai person talking about how to get on with Thai people and understand their culture.

An essential aim of John and Dee's project is to create an online community of people who are interested in travel and culture. As the app becomes more popular, they hope this community will continue to **augment** it with their own stories and viewpoints.

\***augment** (v) to increase the size or value of something by adding to it



John and Dee Lee, founders of CultureMee

c Read the article again. Decide if the sentences are true (T) or false (F). Find phrases in the text that tell you the answer.

- The new app only gives cultural advice, not practical travel advice.
- CultureMee has already been successful.
- John and Dee's guidebook on East Africa didn't tell them everything they needed to know.
- John and Dee decided to interview ordinary people who know about a country.
- All the interviews are with people who come from the country they talk about.
- They would like people who use the app to contribute to it and improve it.

d What do the words in **bold** mean in the context of the article? Choose a or b.

- insights**  
a knowledge of something  
b suggested places to visit
- integral**  
a additional, extra  
b central, essential
- approach**  
a information about  
b way of looking at
- at the heart of**  
a feeling strongly about something  
b central to something
- supplement**  
a add to something  
b use instead of something
- with authority**  
a knowledgeable about something  
b having permission to talk about something

### 2 VOCABULARY Compound nouns

a Read the information below about compound nouns, then underline the compound nouns in the title and introduction to the article on p. 68.

Compound nouns combine two words. We write some compound nouns as one word (e.g., *lunchtime*) and others as two words (e.g., *living room*). They are usually formed by:

- noun + noun (e.g., *rearranger*)
- verb + -ing + noun (e.g., *washing machine*)
- noun + verb + -ing (e.g., *ice skating*)

b **Ex. 61 Pronunciation** Listen to the compound nouns from the article. Which part is stressed – the first or the second word? Practise saying the words.

c Complete the compound nouns with the words in the box.

baseball book insect pack screen shop tour walking

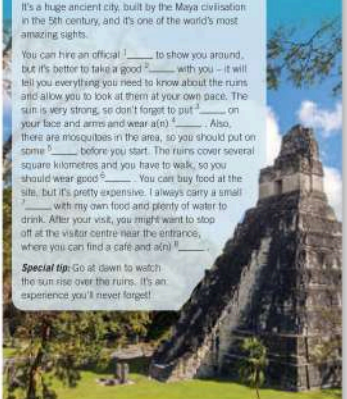
- |                |                 |
|----------------|-----------------|
| 1 ___ guide    | 5 back ___      |
| 2 sun ___      | 6 guide ___     |
| 3 souvenir ___ | 7 ___ shoes     |
| 4 ___ cap      | 8 ___ repellent |

## The Ruins of Tikal: Insider Tips

If you're in Guatemala, you really must go to Tikal. It's a huge ancient city, built by the Maya civilisation in the 5th century, and it's one of the world's most amazing sights.

You can hire an official \_\_\_ to show you around, but it's better to take a good \_\_\_ with you – it will tell you everything you need to know about the ruins and allow you to look at them at your own pace. The sun is very strong, so don't forget to put \_\_\_ on your face and arms and wear a(n) \_\_\_. Also, there are mosquitoes in the area, so you should put on some \_\_\_ before you start. The ruins cover several square kilometres and you have to walk, so you should wear good \_\_\_ shoes. You can buy food at the site, but it's pretty expensive. I always carry a small \_\_\_ with my own food and plenty of water to drink. After your visit, you might want to stop off at the visitor centre near the entrance, where you can find a cafe and a(n) \_\_\_.

**Special tip:** Go at dawn to watch the sun rise over the ruins. It's an experience you'll never forget!



d Read the travel tips for Tikal in Guatemala. Complete the text with compound nouns from 2c.

e **Communication 6A** Student A: Go to p. 130. Student B: Go to p. 132.

### 3 LISTENING

a Look at the photos and the information about Kim, Will and Tasia. What cultural differences do you think they noticed when they lived overseas? Compare your ideas with other students.



Kim from England went to live in Brazil.

Will from the USA worked for a company in Nigeria.

Tasia from Greece went to live in the UK.

## 2 Personalised and relevant

### Insights

Language learners benefit from frequent opportunities to personalise their responses.

### Content

Personalisation 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.

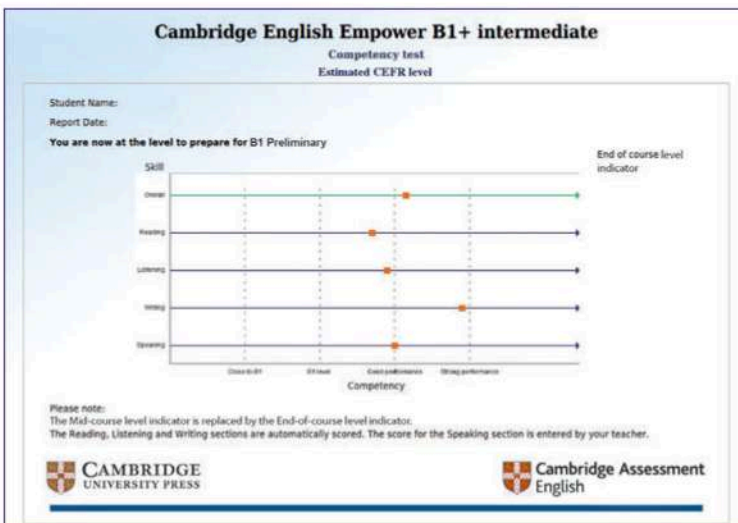
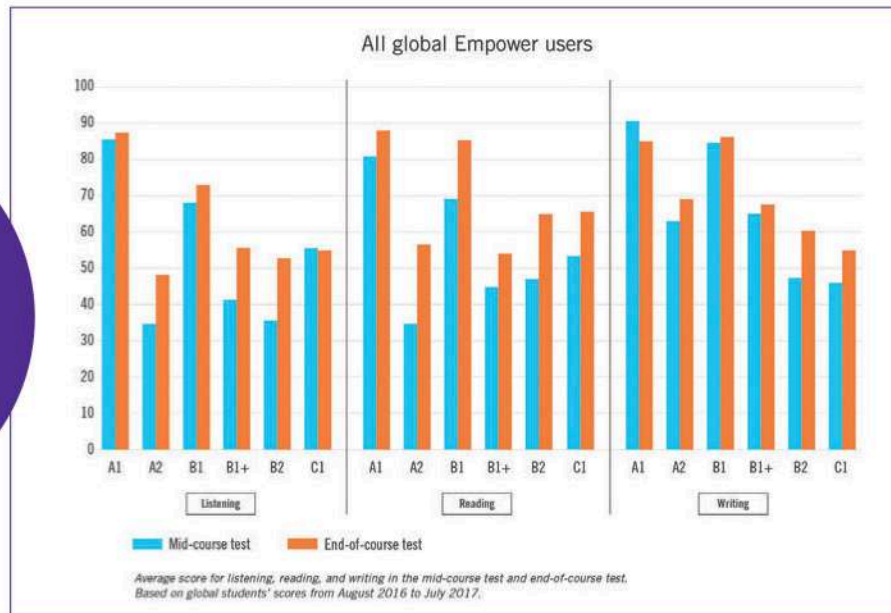
### Content

End-of-unit tests, mid- and end-of-course competency tests and personalised 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 programmes.

### 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

*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 ten 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 practise the language they have been focusing on.

### Content

Throughout the *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

It's definitely worth a visit

Learn to write a review of a restaurant or café

Positive and negative language; Adverbs

**1 SPEAKING AND LISTENING**

Look at situations 1-3. Where would you go for these occasions? Choose from the locations in the box.

- to meet friends for a drink and a cup of coffee
- a birthday or an anniversary
- a party at the end of term or the end of a language course

a café a cheap restaurant an expensive restaurant a venue with music or dancing (e.g. a club)

Compare your ideas. Do you agree?

Listen to Jeff, Fabio and Carla. Which place in photos 1-3 is each of them talking about?

Listen again and answer the questions.

- Why doesn't Jeff like the atmosphere at expensive restaurants?
- What does he say about the food?
- Does Fabio go to cafés alone, or with friends, or both?
- Why does he like pavement cafés?
- What does Carla do before she starts dancing?
- What kind of music does her favourite place play?

Think of one place to go out that you really like and one that you don't really like. Make notes about their good and bad points.

Discuss your places. Do you agree with your partner's descriptions? Why? Why not?

**2 READING**

Read the four reviews of a café on p. 77. The first reviewer gave it five stars (= excellent). How many stars do you think the other reviewers gave it?

Read reviews a-d again. Underline any words or phrases that are used to describe the things below.

- the atmosphere
- the kind of food and drinks they serve
- the quality of the food
- the service
- value for money
- the location

**3 WRITING SKILLS Positive and negative language; Adverbs**

Add adjectives or phrases from the reviews above to the table.

Positive	Fairly positive
delicious	friendly enough
Fairly negative	Negative
a bit noisy	awful


Compare your answers. Did you choose the same adjectives and phrases?

Compare the two sentences. They are both negative, but they are not exactly the same. In which sentence is the writer trying not to sound too negative?

- The portions weren't **very generous**.
- The portions were **absolutely tiny**.

Which of these sentences are slightly negative? Which are very negative?

- It was **extremely** disappointing.
- The soup **wasn't** very fresh.
- The sauce **was** completely tasteless.
- My soup **wasn't** really hot enough.
- The portions **were** rather small.
- The service **was** awful.



## 2 Beyond the classroom

There are plenty of opportunities for personalisation.

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

### Insights

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

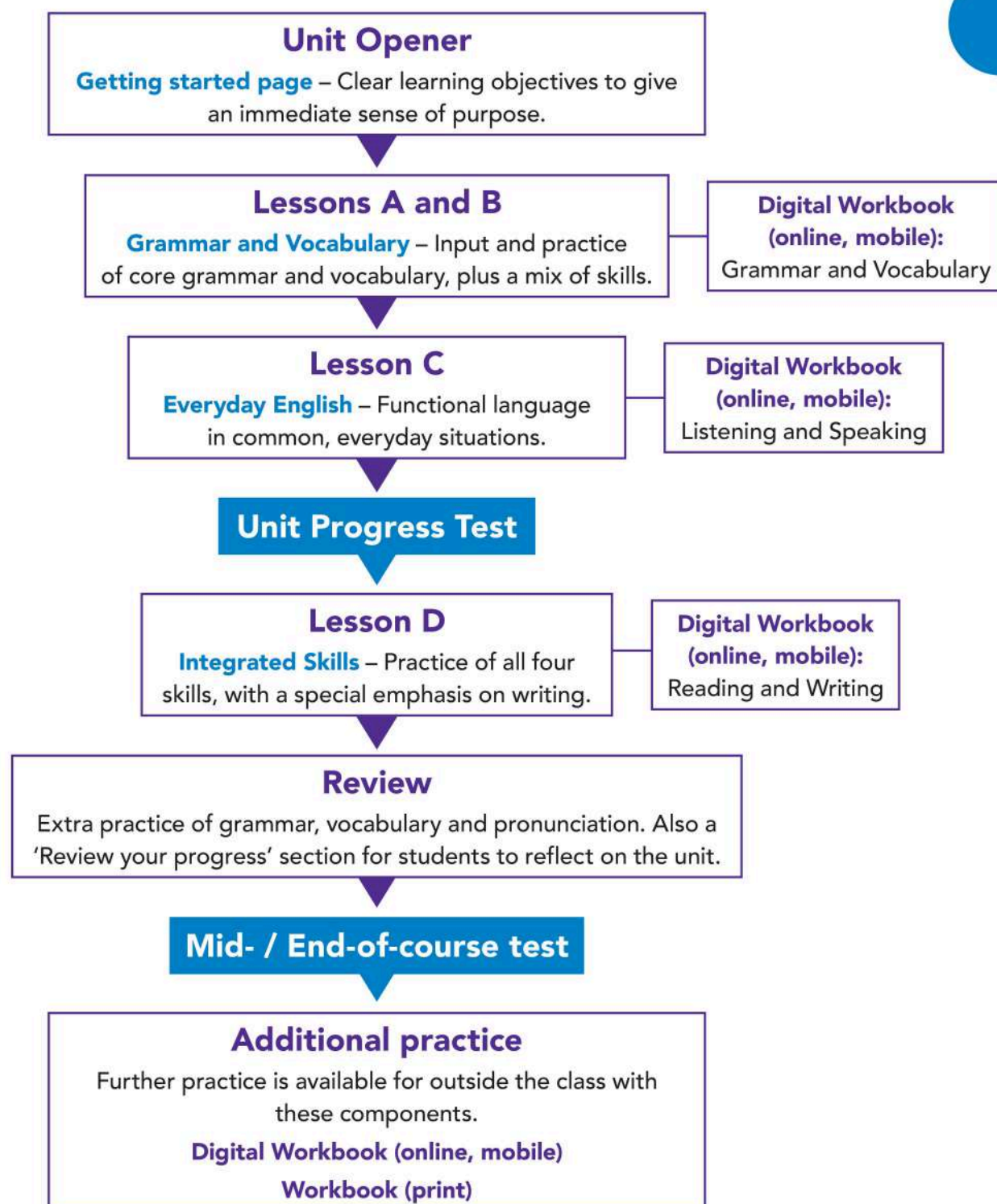
### Content

*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)






- Audio
- Video
- Unit Progress Tests (print)
- Unit Progress Tests (online)
- Mid- and end-of-course assessment (print)
- Mid- and end-of-course assessment (online)
- Digital Workbook (online)
- Photocopiable Grammar, Vocabulary and Pronunciation worksheets



# CONTENTS

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
<b>Unit 1 Talk</b>				
<b>Getting started</b> Talk about communication				
<b>1A</b>	Talk about friendship and communication	Subject and object questions	Friendship and communication	
<b>1B</b>	Describe experiences in the present	Present simple and present continuous	Gradable and extreme adjectives	Word stress: extreme adjectives
<b>1C</b>	Give and respond to opinions		Word groups	Giving and responding to opinions
<b>1D</b>	Write a guide			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>yourself</i>		
<b>Unit 2 Modern life</b>				
<b>Getting started</b> Talk about the workplace				
<b>2A</b>	Talk about experiences of work and training	Present perfect and past simple	Work	Present perfect and past simple
<b>2B</b>	Talk about technology	Present perfect and present perfect continuous	Technology	Sentence stress: main verb / auxiliary verb
<b>2C</b>	Make and respond to suggestions			Sentence stress
<b>2D</b>	Write an email giving news			Making and responding to suggestions
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>look</i>		
<b>Unit 3 Relationships</b>				
<b>Getting started</b> Talk about relationships				
<b>3A</b>	Talk about a friendship	Narrative tenses	Relationships	Linking sounds
<b>3B</b>	Talk about families	<i>used to, usually</i>	Multi-word verbs	Sentence stress: multi-word verbs
<b>3C</b>	Tell a story			Stress in word groups
<b>3D</b>	Write about someone's life			Telling a story
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>have</i>		
<b>Unit 4 Personality</b>				
<b>Getting started</b> Talk about people				
<b>4A</b>	Describe people and their abilities	Modals and phrases of ability	Ability	Stress with modal verbs
<b>4B</b>	Describe feelings	Articles	Personality adjectives	
<b>4C</b>	Offer and ask for help			Intonation in question tags
<b>4D</b>	Write an informal online advert			Offering and asking for help
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>so and such</i>		
<b>Unit 5 The natural world</b>				
<b>Getting started</b> Talk about endangered animals				
<b>5A</b>	Talk about the future	Future forms	Environmental issues	Sound and spelling: <i>a</i>
<b>5B</b>	Talk about <i>if</i> and <i>when</i>	Zero and first conditionals	The natural world	Consonant clusters
<b>5C</b>	Give reasons, results and examples			Voiced and unvoiced consonants
<b>5D</b>	Write a discussion essay			Giving reasons, results and examples
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>problem</i>		



Listening	Reading	Speaking	Writing
Three monologues: Online friendships	Article: <i>But are they real friends?</i> Article: <i>Can you really learn a language in 22 hours?</i>	Things you have done recently Learning a foreign language	
At the flower shop		Giving and responding to opinions; Using <i>me too / me neither</i>	 Unit Progress Test
Conversation: learning vocabulary	Article: <i>What kind of learner are you?</i>	Ways of learning vocabulary	A guide Introducing a purpose; Referring pronouns
Radio show: likeability	Article: <i>Not the best interview I've ever had!</i> Article: <i>What's your favourite app?</i>	Work and training experiences Interviewing classmates about technology use	
A problem		Making and responding to suggestions; Sounding sympathetic or pleased	 Unit Progress Test
Conversation: life changes	An email about a new job	Life changes	An informal email Adding new information
	Article: <i>60 years and 1,000 miles: How a word game brought two unlikely people together</i>	The story of a friendship	
Two monologues: being a twin A mistake	Article: <i>Twin tales</i>	Family traditions Reacting to what people say; Telling a story	 Unit Progress Test
Conversation: great-grandparents	An email about how great-grandparents met	A member of your family	A biography Describing time
Radio show: successful people	Article: <i>When will I be famous?</i>	Becoming successful at something	
Two monologues: personality types	Article: <i>Why the world needs introverts</i>	Describing a person	
Asking for help		Question tags; Offering and asking for help	 Unit Progress Test
Three monologues: websites	Three online adverts	Things people use the Internet for	An informal online advert The language of adverts
Conversation: an environmental project	Web page: The Whitley Fund for Nature	Predictions about the future	
Interview: inventions inspired by nature	Article: <i>Animals have adapted to survive everywhere</i>	The best place to experience natural beauty	
Talking about possible jobs		Giving reasons, results and examples; Giving yourself time to think	 Unit Progress Test
Monologue: rescuing whales	An essay about water pollution	A quiz about whales	A discussion essay Organising an essay; Signposting language



Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
<b>Unit 6 Different cultures</b>				
<b>Getting started</b> Talk about different cultures				
6A	Talk about advice and rules	Modals of obligation	Compound nouns	Word stress: compound nouns
6B	Describe food	Comparatives and superlatives	Describing food	Sound and spelling: /f/ and /tʃ/
6C	Ask for and give recommendations		Sounding interested	Asking for and giving recommendations
6D	Write a review of a restaurant or café			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>go</i>		
<b>Unit 7 House and home</b>				
<b>Getting started</b> Talk about ideal houses				
7A	Describe a building	Modals of deduction	Buildings	Modal verbs: final /t/ and /d/ sounds
7B	Describe a town or city	Quantifiers	Verbs and prepositions	Sentence stress: verbs and prepositions
7C	Make offers and requests and ask for permission			Sounding polite
7D	Write a note with useful information			Making offers and requests and asking for permission
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>over</i>		
<b>Unit 8 Information</b>				
<b>Getting started</b> Talk about an interesting news story				
8A	Talk about podcasts	Reported speech	Sharing information	Sound and spelling: /g/ and /k/
8B	Talk about what other people say	Verb patterns	Reporting verbs	
8C	Generalise and be vague			Sound and spelling: /h/ and /w/
8D	Write an email summary of a news story			Generalising and being vague
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>in / on + noun</i>		
<b>Unit 9 Entertainment</b>				
<b>Getting started</b> Talk about street entertainers				
9A	Talk about films and TV	The passive	-ed / -ing adjectives	Sound and spelling: final -ed in adjectives
9B	Give extra information	Defining and non-defining relative clauses	Music; Word-building (nouns)	Relative clauses: pausing; Word stress
9C	Recommend and respond to recommendations			Showing contrast
9D	Write an article			Recommending and responding to recommendations
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>see, look at, watch, hear, listen to</i>		
<b>Unit 10 Opportunities</b>				
<b>Getting started</b> Talk about different kinds of opportunities				
10A	Talk about new things it would be good to do	Second conditional	Sport; Adjectives and prepositions	Sentence stress: <i>would</i>
10B	Talk about imagined past events	Third conditional	Expressions with <i>do, make</i> and <i>take</i>	Sentence stress: <i>would</i> and <i>have</i>
10C	Talk about possible problems and reassure someone			Sounding sure and unsure
10D	Write an email with advice			Talking about possible problems and reassuring someone
<b>Review and extension</b> More practice		<b>WORDPOWER</b> Easily confused words		
<b>Communication Plus</b> p. 127		<b>Vocabulary Focus</b> p. 133		<b>Grammar Focus</b> p. 144



Listening	Reading	Speaking	Writing
Three monologues: culture shock	Article: <i>Culture shock? There's an app to deal with that</i>	Describing different cultures	
Radio show: vending machines in Japan A special gift	Blog: <i>Hungry adventures</i>	Describing a special meal  Asking for and giving recommendations; Expressing surprise	<b>Unit Progress Test</b>
Three monologues: special occasions	Reviews of a café	Places to go out	Two reviews Positive and negative language; Adverbs
Four monologues: describing buildings Conversation: comparing life in a town and a city	Web page: <i>A more personal place to stay</i> Web page: <i>Five reasons why small towns are better than cities</i>	Describing buildings  Talking about where you live	
Visiting a friend's family		Making offers and requests and asking for permission; Imagining people's feelings	<b>Unit Progress Test</b>
Conversation: a holiday in Florida	Article: <i>Top five things to do ... in and around Miami, Florida</i> ; A note	A recent holiday	A note with useful information Offering choices
Podcast: Pod-on-pod	Article: <i>Thinking of making a podcast? Just give it a try!</i>	Giving opinions about podcasts	
Interview: fake reviews A job interview	Article: <i>The restaurant that wasn't there</i>	Describing experiences using reporting verbs Generalising; Being vague	<b>Unit Progress Test</b>
Monologue: a news story	A news story	Air travel	An email about a news story Summarising information
Conversation: film trailers Three monologues: musical experiences	Article: <i>To binge or not to binge ...</i> Article: <i>The three best music festivals you've probably never heard of</i>	Recommending a film or TV programme A musical experience	
Planning an evening out		Recommending and responding; Asking someone to wait	<b>Unit Progress Test</b>
Two monologues: live music	A blog about staying at home	Live vs. recorded music	An article about a form of entertainment Contrasting ideas; The structure of an article
Conversation: trying new activities		Taking new opportunities	
Making a marriage proposal	Article: <i>Searching for serendipity</i>	A past event that made life better	
Monologue: volunteering	A web page about volunteering; Emails giving advice	Talking about possible problems and reassuring someone; Changing the subject Volunteering	<b>Unit Progress Test</b>  An email with advice Advising a course of action



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## 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 at university?
- 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?



# 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 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.



You've probably heard it before, haven't you? 'Facebook and Instagram friends aren't the same as the real thing.' People from generations that didn't grow up with online friendships criticise 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 behaviours 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 stay in touch.**
- Share things about your life, but not very personal things, and try to build trust.**



**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.

**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. The main verb is in **bold**. Underline the correct words in the box.

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

- a In question 1 the subject is *what / experts / making friends*. Question 1 is a(n) *subject / object* question.
- b In question 2, the subject is *Who / online friendships*. Question 2 is a(n) *subject / object* question.
- c We use auxiliary verbs *do, does, did* in *subject / object* questions.


**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 petrol?
- 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.

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?



**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 Kris, Alex and Kelly talk about online friendships. Listen and put a name with each photo.

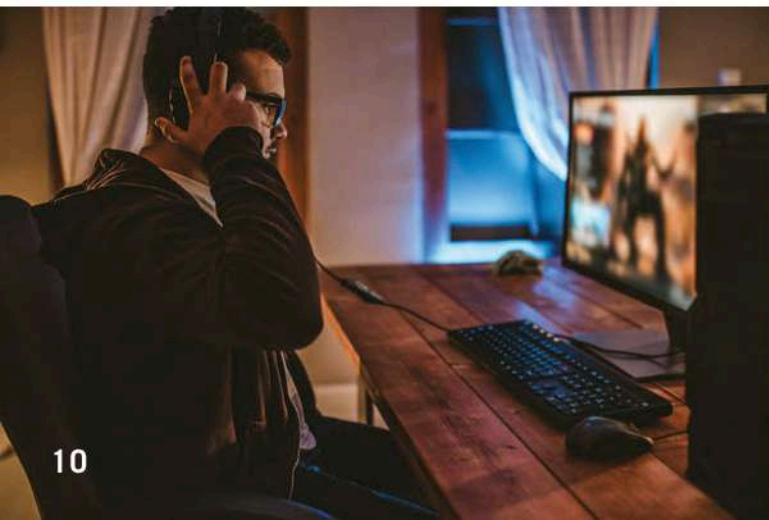
1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



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

	Kris	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** Tick (✓) the things you have done recently. Make 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 favourite music
- started a new job/course

**b** Look at the experiences your partner ticked 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.



# 1B

## I'M USING AN APP FOR LEARNING ENGLISH

Learn to describe experiences in the present

- G** Present simple 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    Bitao    Góðan dag    Hoi

Salud    Hola / Buenos días    Bom dia

**a** Discuss the questions.

- How many languages can you say 'Hello' in?
- How many languages can you order a meal or have a simple conversation in?
- 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.

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





## 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 travelling 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 practise 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 **memorised** *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!





### 3 GRAMMAR Present simple and present continuous

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

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

We can use the present simple:

- to talk about things that are generally true (sentence \_\_\_\_\_)
- to talk about habits and routines (sentence \_\_\_\_\_)
- 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.

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


We can use the present continuous to talk about:

- actions in progress at the same time as speaking/writing (sentence \_\_\_\_\_)
- actions in progress around (before and after) the time of speaking/writing (sentence \_\_\_\_\_)
- changing situations (sentence \_\_\_\_\_).



c Complete the rule about how we make the present continuous.

subject + *am* / \_\_\_\_\_ / *is* + verb + \_\_\_\_\_


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

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

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

f  **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. Which conversation is about someone who ... ?

- is having pronunciation problems.
- has been practising another language a lot.
- doesn't have good learning material.
- is very good at learning languages.

b  **01.08** Listen to the conversations again. What word do you hear?

- I'm OK, but I'm really *tired* / *exhausted*.
- I'm trying to, but this book's absolutely *bad* / *useless*!
- That's absolutely *amazing* / *good*. I can only speak one language.
- It's very *hard* / *impossible*. I'll never get it right!

c Underline the word that comes before each adjective. Does it make the meaning weaker or stronger?

d 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* or *absolutely* before these adjectives to add emphasis (e.g., *Her English is absolutely perfect.*).

- Online dictionaries are often \_\_\_\_\_ **useful**.
- That cake's \_\_\_\_\_ **enormous**.
- I think Anna's \_\_\_\_\_ **confident**.
- I went for a swim in the river and the water was \_\_\_\_\_ **freezing**.
- There are only seven houses in my village – it's \_\_\_\_\_ **tiny**.
- She's a(n) \_\_\_\_\_ **important** figure in world politics.

e  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 revise 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.







## 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 do you think the customer is buying?

c 01.11 Watch or listen to Part 1 to check.

d 01.11 Watch or listen again and underline the correct answers.

- 1 Becky 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 *likes / doesn't like* the tulips.
- 4 She will *buy flowers in another shop / come back later*.

e Look at the photo below right and answer the questions.

- 1 Where are the people?
- 2 What are they doing?

f 01.12 Watch or listen to Part 2 to check.

g 01.12 Watch or listen again and answer the questions.

- 1 What will happen to the bookshop?
- 2 What problem will this cause for Rachel?
- 3 What is Mark's advice?
- 4 What does Rachel say happened at work?

## 2 USEFUL LANGUAGE

### Giving and responding to opinions

a 01.13 Listen and complete the sentences with one word.

- 1 Well, in my \_\_\_\_\_, roses are always a good option.
- 2 I \_\_\_\_\_ something like tulips might be better.
- 3 I \_\_\_\_\_ it's going to be impossible with another florist's in the same street.
- 4 Well, if you \_\_\_\_\_ me, it's not worth worrying about until we know for sure.

b Put the words in the correct order to make more formal phrases for giving an opinion.

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

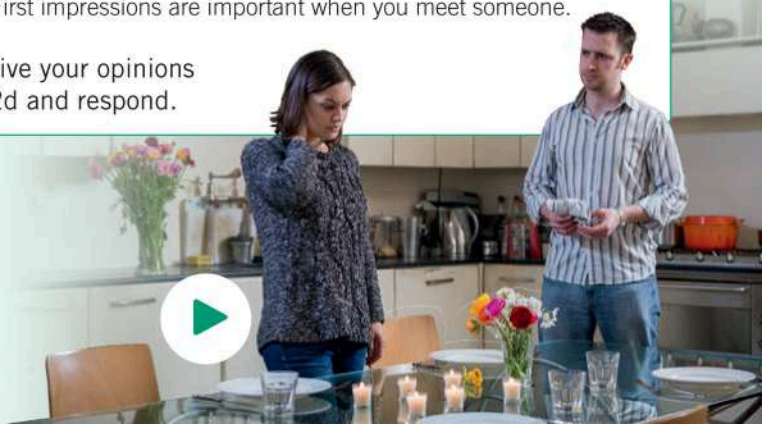
c Look at five ways of responding to an opinion. Does the speaker agree (A) or disagree (D)?

- 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 Tick (✓) 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.

e Give your opinions from 2d and respond.





### 3 PRONUNCIATION Word groups


- a  01.14 Listen to these sentences. Notice where the speaker pauses to make the message clearer.  
I'm really worried. Jo phoned today with some bad news.
- b  01.15 Listen to this similar sentence. Does the speaker pause?  
I'm really worried I won't make enough money.
- c Look at the conversation. Write // where you think the speakers pause.
- Rachel** Oh, I'm sorry, love. I'm just a bit worried. Jo phoned today and said that the old bookshop is going to be turned into another florist's.
- Mark** The bookshop on the corner? I didn't know they'd sold it.
- Rachel** Me neither. But what am I going to do? It's hard enough already to make money, but I think it's going to be impossible with another florist's in the same street.
- d  01.16 Listen and check.

### 4 CONVERSATION SKILLS



#### Using *me too* / *me neither*

- a  01.17 Listen and underline the correct words.
- 1 **Mark** The bookshop on the corner? I didn't know they'd sold it.  
**Rachel** *Me too / neither.*
- 2 **Mark** Hey, don't worry about it. Let's just forget about work. Personally, I need a relaxing evening!  
**Rachel** *Me too / neither.*
- 1 We use *Me too* and *Me neither* to say we agree or are in the same situation.  
2 We use *Me too* after a positive sentence.  
3 We use *Me neither* after a negative sentence.
- b Complete the exchanges with appropriate responses.
- 1 **A** I need a nice cup of tea.  
**B** \_\_\_\_\_.
- 2 **A** I don't really like watching football.  
**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  Look at the photo. What is happening? What do you think will happen next?



- b  01.18 Watch or listen to Part 3 and check your ideas.
- c  Discuss the questions.
- 1 How would you feel in Becky's situation?
  - 2 How would you feel in Rachel's situation?
  - 3 Have you ever made a bad first impression?

### 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

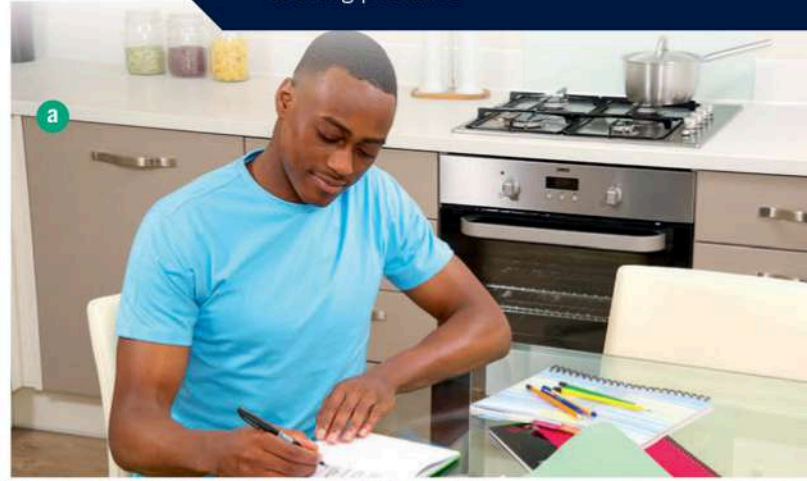
### → CHECK YOUR PROGRESS

You can now do the Unit Progress Test.



### 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**  **01.19** Listen to Maria and Gilberto talking about learning vocabulary. Are you more like Maria or Gilberto?
- c**  **01.19** 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.

#### KINAESTHETIC 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. Make notes about the key study techniques for each learning style.
- visual
  - auditory
  - kinaesthetic





# What kind of learner are you?

Different people learn in different ways. In order to find the most useful way to learn new information, it's a good idea to think about the kind of learner you are: visual, auditory or kinaesthetic. Knowing your learning style helps you study more effectively, so you remember what you have learned more easily. Remember, you don't just learn when you study – this advice can also be useful for learning at work or in your free time.

## VISUAL LEARNERS

It helps to study in a quiet place so that you can concentrate. To learn new information, try to think of an image in your head, or make a diagram to highlight different points. <sup>1</sup>This technique helps your memory and it means you can find the information easily when you look at your notes again.



## AUDITORY LEARNERS

Going to a lecture is a good way for you to learn. Read your notes aloud, then cover them and try to say them again from memory. Also, try to use new words when you're talking to people. If you are studying words on a particular topic, you can listen to podcasts that include this vocabulary. <sup>2</sup>These ideas should help you remember what you need to know.



## KINAESTHETIC LEARNERS

In order to learn new information, you need to be doing something. It helps to study in a place where you can walk around the room, touch things and move as freely as possible. Make sure you take regular breaks and go for a walk. <sup>3</sup>This will help you to concentrate and remain interested in what you are studying.




These descriptions are only a guide. Most people have a mixture of learning styles. To study successfully, you need to experiment and find the best method.

## 3 WRITING SKILLS Introducing a purpose; referring pronouns

- a** Look at these sentences from the article. Circle the words or phrases in the underlined parts which introduce the purpose in each sentence.
- In order to find the most useful way to learn new information, it's a good idea to think about the kind of learner you are.
  - Knowing your learning style helps you study more effectively, so you remember what you have learned more easily.
  - To learn new information, try to think of an image in your head.
- b** Underline other examples of purpose words/phrases in the article.
- c** Join the sentences using purpose words/phrases. More than one answer is possible.
- I write the new words in a vocabulary notebook. I remember them.
  - I practise pronunciation. I record myself saying words on my phone.
  - I write grammar rules on a piece of paper. I understand them better.
- d** Look at sentences 1–3 in **bold** in the article and underline the correct words in the rules.
- This and these refer to ideas already mentioned / new ideas.*
  - In sentences 1 and 3, *this* refers back to *one word / a complete idea*.
  - We sometimes put *a noun / an adjective* after *this* and *these*.

## 4 WRITING A guide

- a** Think of a skill you know how to do well. It can be something to do with school, work, sport or a free-time activity. Make notes using these questions.
- How easy is it to learn this skill?
  - What are the problems people have when learning it?
  - What are good ways to learn this skill?
  - Why are they good ways?
- b** Write a guide on how to learn this skill. Use words/phrases to introduce purpose and *this* or *these*, if possible, to refer back to ideas.
- c**  Work in pairs. Read your partner's guide. How easy do you think it would be to learn their skill?



# UNIT 1

## Review and extension

### 1 GRAMMAR

- a** Complete the questions. Then ask and answer the questions.
- You live with someone.  
Who do you live with?
  - Something woke you up this morning.  
What \_\_\_\_\_ this morning?
  - You talk to someone every day.  
Who \_\_\_\_\_ every day?
  - You read something yesterday.  
What \_\_\_\_\_ yesterday?
  - Something made you laugh recently.  
What \_\_\_\_\_ recently?
  - Someone speaks to you in English.  
Who \_\_\_\_\_ in English?
  - You know different ways of learning English.  
Which different ways of learning English \_\_\_\_\_?
  - Some ways of learning English work best for you.  
Which ways of learning English \_\_\_\_\_?
- b** Tick (✓) the four correct sentences. Then correct the mistakes in the other sentences.
- John's having a shower.
  - I think we need a new laptop. Are you agreeing?
  - I'm hardly ever writing letters.
  - You look sad, Maria. What do you think about?
  - Monkeys communicate with sounds.
  - I don't know at the moment.
  - Carrie doesn't work this week because she's ill.
  - I'm getting cold.

### 2 VOCABULARY

- a** Complete the sentences with the verbs in the box.
- argue complain encourage express  
forgive persuade refuse update
- Are you going to \_\_\_\_\_ about the terrible food?
  - I'm very sorry. Will you please \_\_\_\_\_ me?
  - Please \_\_\_\_\_ me on your progress.
  - I \_\_\_\_\_ you to try Thai food. It's delicious!
  - He prefers to \_\_\_\_\_ his feelings in writing.
  - She's trying to \_\_\_\_\_ me to go on holiday with her.
  - Please don't \_\_\_\_\_ my request! You have to say yes.
  - I try not to \_\_\_\_\_ with my boss – even when he's wrong!

- b** Match the extreme adjectives in the box with gradable adjectives 1–8.
- awful brilliant enormous exhausted  
filthy freezing furious tiny

- |               |               |              |
|---------------|---------------|--------------|
| 1 big _____   | 4 cold _____  | 7 bad _____  |
| 2 dirty _____ | 5 tired _____ | 8 good _____ |
| 3 small _____ | 6 angry _____ |              |

### 3 WORDPOWER yourself

- a** Match sentence beginnings 1–6 with endings a–f.
- Why do you keep **talking**
  - This room needs a lot of work, but you can **do**
  - Come in! **Make yourself**
  - Good luck at the interview! Just **be**
  - Bye! Have a wonderful time! **Look**
  - Are you OK? Have you
- a **after yourself** and have fun – **enjoy yourself!**  
 b **yourself** and **tell yourself** 'I can do this!'  
 c **to yourself**? Is it because you're **teaching yourself** German?  
 d **hurt yourself**?  
 e **at home** and **help yourself** to food and drink.  
 f **it yourself** – you don't need to pay someone.
- b** Underline the correct words in the rule.
- We use *yourself* in the phrases in **bold** in 3a because the object of the verb is *the same as / different from* the subject of the verb.
- c** Underline the correct words.
- Is it possible to *help / teach* yourself how to swim?
  - You could pay someone to clean the car, or you could *do / do it* yourself.
  - There's a lot of food in the fridge. Please *help / make* yourself.
  - Don't copy other people. *Be by / Be* yourself.
  - Sit down. Make yourself *to / at* home!
  - You should *tell / tell to* yourself 'I'm wonderful!' every day.
- d** Complete the questions with the correct form of the verbs in the box and *yourself*.
- enjoy hurt look after talk to teach
- Have you ever \_\_\_\_\_ how to do something? What was it? Was it easy or difficult to learn?
  - Do you \_\_\_\_\_? Do you eat well and get enough sleep?
  - Have you ever \_\_\_\_\_ at home? Did you have to go to hospital?
  - Do you ever \_\_\_\_\_? What do you say?
  - Are you \_\_\_\_\_ at the moment? If not, what would make you happy?
- e** Discuss the questions in 3d.

### 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 ...

- |   |                          |
|---|--------------------------|
| talk about friendship and communication | <input type="checkbox"/> |
| describe experiences in the present     | <input type="checkbox"/> |
| give and respond to opinions            | <input type="checkbox"/> |
| write a guide.                          | <input type="checkbox"/> |