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Cambridge English

EMPOWER

**UPPER INTERMEDIATE
TEACHER'S BOOK**

B2

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Welcome to *Cambridge English Empower*

A unique mix of learning and assessment

Cambridge English Empower is a new general English adult course that combines course content from Cambridge University Press with validated assessment from Cambridge English Language Assessment.

This unique mix of engaging classroom material and reliable assessment, with personalised online practice, enables learners to make consistent and measurable progress.

What could your students achieve with **Cambridge English Empower**?

Teacher's Book contents

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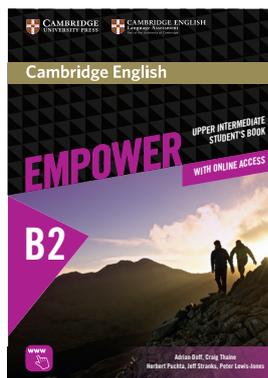
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For Students



Student's Book
with online access



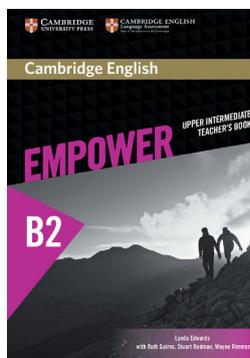
Online Assessment
Online Practice
Online Workbook

Student's Book also available as Interactive eBook

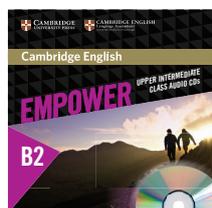
Also available

- Student's Book (or eBook) without online access
- Print Workbook (with and without answers), with downloadable audio and video

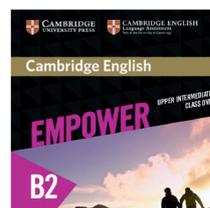
For Teachers



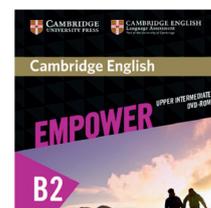
Teacher's Book
with photocopyable
activities and
online access



Class Audio
CDs



Class DVD



Presentation Plus

Student's Book with online access

- Comes complete with access to Online Assessment, Online Practice, and Online Workbook – delivered via the Cambridge Learning Management System (CLMS)
- Syllabus informed by English Profile, the Cambridge English Corpus, and benchmarked to the CEFR



Interactive eBook

- With the Interactive eBook, you can do the Student's Book activities in interactive form (specially designed for tablets), play all Class Audio and Video, check and display answers, control audio speed, create text and voice notes, and more.
- The Interactive eBook can be accessed with the Cambridge Bookshelf iPad app, or using the Cambridge Bookshelf Web Reader on a desktop or laptop computer, and can be used offline (after initial download).

Online Assessment

- Validated and reliable assessment throughout the course – developed by experts at Cambridge English Language Assessment
- A learning-oriented approach – assessment that regularly informs teaching and learning
- A Unit Progress Test for every unit (automatically marked) – covering grammar, vocabulary and functional language – plus a Unit Speaking Test
- Mid-course and end-of-course competency tests that cover all four skills and generate a CEFR report which reliably benchmarks learners to the target level

For more details about the **Cambridge English Empower** assessment package, and Learning Oriented Assessment, please see pages 7–8.

Online Practice

- Personalised practice – automatically assigned according to each student's score in the Unit Progress Test, so their time is spent on what they need most
- Language presentations, practice activities and skills-based extension activities for every unit
- Automatically marked

Online Workbook

- Extra practice of all the grammar, vocabulary and functional language, plus extra writing
- Automatically marked

Teacher's Book

- Detailed teacher's notes for every lesson, including extra tips, ideas and support, and answer keys
- Photocopiable activities – a range of communicative extra practice activities for every unit, including grammar, vocabulary, pronunciation and Wordpower

Online access for teachers

- To access **Cambridge English Empower's** unique online assessment and practice package, please go to cambridgeclms.org/empower, select 'Register' and follow the instructions.

Presentation Plus

- With Presentation Plus, you can display all Student's Book material, play all Class Audio and Video, show answer keys, and more.
- Presentation Plus can be used with all types of interactive whiteboards, or with a computer and projector.

Class DVD

- All the video material for the Student's Book, plus Video Extra

Class Audio CDs

- All the listening material for the Student's Book

Print tests

- Downloadable from cambridge.org/empower

For more information and extra resources, go to:
cambridge.org/empower

Course methodology

A learner-centred approach

Cambridge English Empower, with its unique mix of learning and assessment, places the learner at the centre of the learning process. This learner-centred approach also applies to the course methodology – the Student's Book and additional resources provide a range of classroom materials that motivate learners, address their language needs and facilitate the development of their skills.

Supporting the teacher

Cambridge English Empower also supports the teacher through 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 learners and teachers. **Cambridge English Empower:**

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

Measurable progress

This leads to motivated learners, successful lessons and measurable progress. This progress is then measured by a uniquely reliable assessment package, developed by test experts at Cambridge English Language Assessment.

Key methodological principles

1 Learner engagement

Getting Started

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

- **Clear learning goals** – 'can do' statements immediately focus learners on their objectives.
- **Striking images** that take an unusual perspective on the unit theme – this raises curiosity, prompts ideas and questions in the mind of the learner, and stimulates them to want to communicate.
- Short **speaking activities** that prompt a personal response – leading to longer-lasting learning and a sense of ownership from the start. These activities also offer a diagnostic opportunity to the teacher.

Remarkable texts and images

Throughout the course, learners encounter texts and images that inform, amuse, surprise, entertain, raise questions, arouse curiosity and empathy, provoke an emotional response and prompt new insights and perspectives – this means that learners are consistently motivated to engage, read, listen and communicate.

The texts have been carefully selected to appeal to a wide range of learners from a variety of cultural backgrounds. They have an international focus and flavour, and each text has a story to tell or a point of view to offer that will be of interest to learners. All texts are accompanied by receptive tasks that support the development of reading and listening skills.

Frequent opportunities for personal response

There are frequent opportunities to practise speaking throughout every lesson. These include **personalisation** tasks which make the target language in every unit meaningful to the individual learner. But not only that – there are also regular activities that encourage learners to respond personally to the content of texts and images. These **personal response** activities foster successful learning because they:

- make learning more memorable – so it lasts longer
- are inclusive – there is no 'correct' answer, so all learners can participate successfully
- promote spontaneous spoken interaction – this further enhances the learner's sense of freedom and ownership, enhances motivation, and makes learning more relevant and enjoyable

2 Manageable learning

A second core principle that informs **Cambridge English Empower** is recognition of the importance of manageable learning. This offers learners (and their teachers) reassurance that they will not be overwhelmed at any point in their learning journey, leading to more successful learning outcomes and sustained motivation. The **Cambridge English Empower** classroom material reflects the concept of manageable learning in three main ways:

- Syllabus planning and the selection of language
- Lesson flow
- Task design

Syllabus planning and the selection of language

A key element in making learning material manageable concerns the selection of target language. In **Cambridge English Empower**, two powerful Cambridge English resources – the *Cambridge Corpus* and *English Profile* – have been used to inform the development of the course syllabus and the writing of the material. These resources provide reliable information as to which language items learners are likely to be able to learn successfully at each level of the CEFR (Common European Framework of Reference). This means learners using **Cambridge English Empower** are presented with target language that they are able to incorporate and use at that point in their learning journey, and they won't encounter too much above-level language in reading and listening texts. It also means that learners are not overwhelmed with unrealistic amounts of language because the *Cambridge Corpus* and *English Profile* are also able to give an indication of what constitutes a manageable quantity of language at each level.

Lesson flow

Learning is also made more manageable through the careful staging and sequencing of activities. Every lesson starts with a clear 'Learn to ...' objective and ends with a substantial output task. Each lesson is comprised of several manageable sections, each with a clear focus on language and/or skills. Each section builds towards the next, and activities within sections do likewise. The final activity of each spread involves a productive learning outcome that brings together the language and the topic of the lesson, allowing learners to put what they have learnt into immediate use.

Task and activity design

Tasks and activities have been designed to give learners an appropriate balance between freedom and support. Grammar and vocabulary presentations take a straightforward approach to dealing with the meaning and form of new language, and practice is carefully staged, with additional support in the

'Grammar Focus' and 'Vocabulary Focus' sections at the back of the book. Reading and listening activities allow learners to process information in texts in a gradual, supportive way. Speaking and writing activities are made manageable by means of clear models, appropriate scaffolding and a focus on relevant sub-skills associated with a specific spoken or written outcome.

As an overall principle, the methodology throughout **Cambridge English Empower** anticipates and mitigates potential problems that learners might encounter with language and tasks. While this clearly supports learners, it also supports teachers because there are likely to be fewer unexpected challenges during the course of a lesson – this also means that necessary preparation time is reduced to a minimum.

3 Rich in practice

It is essential that learners are offered frequent and manageable opportunities to practise the language they have been focusing on – they need to activate the language they have studied in a meaningful way in order to gain confidence in using it, and of course meaningful practice also makes new language more memorable.

Cambridge English Empower is rich in practice activities and provides learners and teachers with a wide variety of tasks that help learners to become confident users of new language.

Student's Book

Throughout each **Cambridge English Empower** Student's Book, learners are offered a wide variety of practice activities, appropriate to the stage of the lesson or unit:

- Ample opportunities are provided for controlled practice of target language.
- Many of the practice activities provide learners with an opportunity to personalise language.
- There are frequent opportunities for communicative spoken practice. Communicative practice activities are clearly contextualised and carefully staged and scaffolded, in line with the principle of manageable learning.
- Further spoken practice is provided in the final speaking activity in each of the A, B and C lessons, providing the principal communicative learning outcome in each of these lessons.
- In the 'Grammar Focus' and 'Vocabulary Focus' pages at the back of the Student's Book, there are more opportunities for practice of grammar and vocabulary, helping to consolidate learning.

- In the 'Review and Extension' page at the end of each unit, there are more opportunities for both written and spoken practice of target language.

Teacher's Book

- Many learners find practice activities that involve an element of fun to be particularly motivating. Many such activities – six per unit – are provided in the photocopiable activities in the Teacher's Book, providing fun, communicative practice of grammar, vocabulary and pronunciation.
- The main teacher's notes also provide ideas for extra activities at various stages of the lesson.

Other components

Through the Cambridge LMS, **Cambridge English Empower** provides an extensive range of practice activities that learners can use to review and consolidate their learning outside the classroom:

- The Online Practice component offers interactive language presentations followed by practice and extension activities. Learners are automatically directed to the appropriate point in this practice cycle, according to their score in the Unit Progress Test (at the end of Student's Book lesson C).
- The Workbook (Online or Print) provides practice of the target language after each A, B and C lesson.

4 A comprehensive approach to productive skills

Most learners study English because they want to use the language in some way. This means that speaking and writing – the productive skills – are more often than not a priority for learners. **Cambridge English Empower** is systematic and comprehensive in its approach to developing both speaking and writing skills.

Speaking

The **C lesson** in each unit – 'Everyday English' – takes a comprehensive approach to speaking skills, and particularly in helping learners to become effective users of high-frequency functional/situational language. The target language is clearly contextualised by means of engaging video (also available as audio-only via the Class CDs), filmed in the real world in contexts that will be relevant and familiar to adult learners. These 'Everyday English' lessons focus on three key elements of spoken language:

- Useful language – focusing on the functional and situational language that is most relevant to learners' needs, and manageable within the target level
- Pronunciation – focusing on intelligibility and covering many aspects of phonology and the characteristics of natural speech, from individual sounds to extended utterances
- Conversation skills – speaking strategies and sub-skills, the 'polish' that helps learners to become more effective communicators

The final speaking task in each 'Everyday English' lesson provides learners with an opportunity to activate all three of these elements. This comprehensive approach ensures that speaking skills are actively developed, not just practised.

Writing

Across each level of **Cambridge English Empower**, learners receive guidance and practice in writing a wide range of text types. The **D lesson** in each unit – 'Skills for Writing' – builds to a learning outcome in which learners produce a written text that is relevant to their real-life needs, appropriate to the level, and related to the topic of the unit. However, these are not 'heads-down' writing lessons – instead, and in keeping with the overall course methodology, they are highly communicative mixed-skills lessons, with a special focus on writing. This means that writing is fully integrated with listening, reading and speaking – as it is in real life – and is not practised in isolation. Each 'Skills for Writing' lesson follows a tried and tested formula:

- 1 Learners engage with the topic through activities that focus on speaking and listening skills.
- 2 They read a text which also provides a model for the later writing output task.
- 3 They then do a series of activities which develop aspects of a specific writing sub-skill that has been encountered in the model text.
- 4 They then go on to write their own text, in collaboration with other learners.
- 5 Process writing skills are embedded in the instructions for writing activities and encourage learners to self-correct and seek peer feedback.

Also, while the **A and B lessons** provide the main input and practice of the core language syllabus, they also provide frequent opportunities for learners to develop their receptive and productive skills.

In line with other elements of **Cambridge English Empower**, the texts used for skills development engage learners and provide them with opportunities to personalise language. Likewise, the tasks are designed in such a way as to make the learning manageable.

The extension activities in the Online Practice component (via the Cambridge LMS) also offer further practice in reading and listening skills.

What is Learning Oriented Assessment (LOA)?

As a teacher, you'll naturally be interested in your learners' progress. Every time they step into your classroom, you'll note if a learner is struggling with a language concept, is unable to read at a natural rate, or can understand a new grammar point but still can't produce it in a practice activity. This is often an intuitive and spontaneous process. By the end of a course or a cycle of learning, you'll know far more about a learner's ability than an end-of-course test alone can show.

An LOA approach to teaching and learning brings together this ongoing informal evaluation with more formal or structured assessment such as end-of-unit or end-of-course tests. Ideally supported by a learner management system (LMS), LOA is an approach that allows you to pull together all this information and knowledge in order to understand learners' achievements and progress and to identify and address their needs in a targeted and informed way. A range of insights into learners and their progress feeds into **total assessment** of the learner. It also allows you to use all of this information not just to produce a report on a learner's level of competence but also to plan and inform future learning.

For more information about LOA, go to cambridgeenglish.org/loa

How does Cambridge English Empower support LOA?

Cambridge English Empower supports LOA both informally and formally, and both inside and outside the classroom:

1 Assessment that informs teaching and learning

- Reliable tests for both formative and summative assessment (Unit Progress Tests, Unit Speaking Tests and skills-based Competency Tests)
- Targeted extra practice online via the Cambridge Learning Management System (CLMS) to address areas in which the tests show that learners need more support
- Opportunities to do the test again and improve performance
- Clear record of learner performance through the CLMS

2 LOA classroom support

- Clear learning objectives – and activities that clearly build towards those objectives
- Activities that offer opportunities for learner reflection and peer feedback
- A range of tips for teachers on how to incorporate LOA techniques, including informal assessment, into your lessons as part of normal classroom practice

1 Assessment that informs teaching and learning

Cambridge English Empower offers three types of tests written and developed by teams of Cambridge English exam writers. All tests in the course have been trialled on thousands of candidates to ensure that test items are appropriate to the level.

Cambridge English tests are underpinned by research and evaluation and by continuous monitoring and statistical analysis of performance of test questions.

Cambridge English Empower tests are designed around the following essential principles:

Validity – tests are authentic tests of real-life English and test the language covered in the coursebook

Reliability – tasks selected are consistent and fair

Impact – tests have a positive effect on teaching and learning in and outside the classroom

Practicality – tests are user-friendly and practical for teachers and students

Unit Progress Tests

The course provides an online Unit Progress Test at the end of every unit, testing the target grammar, vocabulary and functional language from the unit. The teacher and learner are provided with a score for each language area that has been tested, identifying the areas where the learner has either encountered difficulties and needs more support, or has mastered well. According to their score in each section of the test, the learner is directed either to extension activities or to a sequence of practice activities appropriate to their level, focusing on the language points where they need most support. This means that learners can focus their time and effort on activities that will really benefit them. They then have the opportunity to retake the Unit Progress Test – questions they got right first time will still be filled in, meaning that they can focus on those with which they had difficulty first time round.

Unit Speaking Tests

Cambridge English Empower provides a comprehensive approach to speaking skills. For every unit, there is an online Unit Speaking Test which offers learners the opportunity to test and practise a range of aspects of pronunciation and fluency. These tests use innovative voice-recognition software and allow the learner to listen to model utterances, record themselves, and re-record if they wish before submitting.

Competency Tests

Cambridge English Empower offers mid-course and end-of-course Competency Tests. These skills-based tests cover Reading, Writing, Listening and Speaking, and are calibrated to the Common European Framework of Reference (CEFR). They provide teachers and learners with a reliable indication of level, as well as a record of their progress – a CEFR report is

generated for each learner, showing their performance within the relevant CEFR level (both overall and for each of the skills).

The **Cambridge Learning Management System (CLMS)** provides teachers and learners with a clear and comprehensive record of each learner's progress during the course, including all test results and also their scores relating to the online practice activities that follow the tests – helping teachers and learners to recognise achievement and identify further learning needs. Within the CLMS, a number of different web tools, including message boards, forums and e-portfolios, provide opportunities for teachers and learners to communicate outside of class, and for learners to do additional practice. These tools can also be used by teachers to give more specific feedback based on the teacher's informal evaluation during lessons. The CLMS helps teachers to systematically collect and record evidence of learning and performance and in doing so demonstrates to teachers and learners how much progress has been made over time.

2 LOA classroom support

Clear objectives

An LOA approach encourages learners to reflect and self-assess. In order to do this, learning objectives must be clear. In **Cambridge English Empower**, each unit begins with a clear set of 'can do' objectives so that learners feel an immediate sense of purpose. Each lesson starts with a clear 'Learn to ...' goal, and the activities all contribute towards this goal, leading to a significant practical outcome at the end of the lesson. At the end of each unit, there is a 'Review your progress' feature that encourages learners to reflect on their success, relative to the 'can do' objectives at the start of the unit. Within the lessons, there are also opportunities for reflection, collaborative learning and peer feedback.

LOA classroom tips for teachers

In a typical lesson you're likely to use some or perhaps all of the following teaching techniques:

- **monitor** learners during learner-centred stages of the lesson
- **elicit** information and language
- **concept check** new language
- **drill** new vocabulary or grammar
- encourage learners to **review and reflect** after they've worked on a task

The table below summarises core and LOA-specific aims for each of the above techniques. All these familiar teaching techniques are a natural fit for the kind of methodology that informally supports LOA. An LOA approach will emphasise those parts of your thinking that involve forming evaluations or judgements about learners' performance (and therefore what to do next to better assist the learner). The 'LOA teacher' is constantly thinking things like:

- *Have they understood that word?*
- *How well are they pronouncing that phrase?*
- *Were they able to use that language in a freer activity?*
- *How many answers did they get right?*
- *How well did they understand that listening text?*
- *How many errors did I hear?*
- *And what does that mean for the next step in the learning process?*

The **Cambridge English Empower Teacher's Book** provides tips on how to use a number of these techniques within each lesson. This will help teachers to consider their learners with more of an evaluative eye. Of course it also helps learners if teachers share their assessment with them and ensure they get plenty of feedback. It's important that teachers make sure feedback is well balanced, so it helps learners to know what they are doing well in addition to what needs a little more work.

Teaching techniques					
	monitoring	eliciting	concept checking	drilling	review and reflect
Core aims	<ul style="list-style-type: none"> • checking learners are on task • checking learners' progress • making yourself available to learners who are having problems 	<ul style="list-style-type: none"> • checking what learners know about a topic in order to generate interest 	<ul style="list-style-type: none"> • checking that learners understand the use and meaning of new language 	<ul style="list-style-type: none"> • providing highly controlled practice of new language 	<ul style="list-style-type: none"> • finding out what ideas learners generated when working on a task • praising learners' performance of a task • indicating where improvement can be made
LOA aims	<ul style="list-style-type: none"> • listening to learners' oral language, and checking learners' written language, in order to: <ul style="list-style-type: none"> » diagnose potential needs » check if they can use new language correctly in context 	<ul style="list-style-type: none"> • finding out if learners already know a vocabulary or grammar item • adapting the lesson to take into account students' individual starting points and interests 	<ul style="list-style-type: none"> • checking what could be a potential problem with the use and meaning of new language for your learners • anticipating and preparing for challenges in understanding new language, both for the whole class and for individuals 	<ul style="list-style-type: none"> • checking that learners have consolidated the form of new language • checking intelligible pronunciation of new language 	<ul style="list-style-type: none"> • asking learners how well they feel they performed a task • giving feedback to learners on specific language strengths and needs • fostering 'learning how to learn' skills

Getting Started page

- clear learning objectives to give an immediate sense of purpose
- striking and unusual images to arouse curiosity
- activities that promote emotional engagement and a personal response



Lesson C

- functional language in common everyday situations
- language is presented through video filmed in the real world



Unit Progress Test

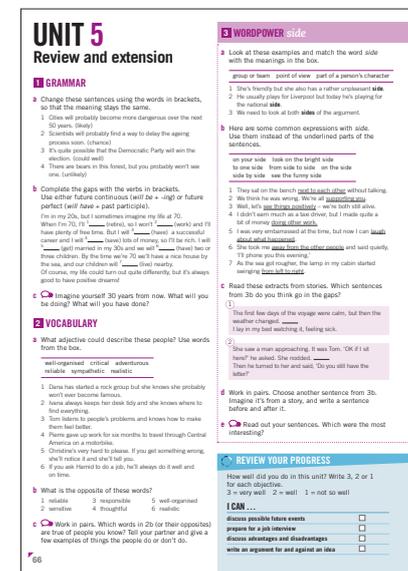
- covering grammar, vocabulary and functional language

Also available:

- Speaking Test for every unit
- mid-course and end-of-course competency tests

Review and Extension

- extra practice of grammar and vocabulary
- Wordpower vocabulary extension
- 'Review your progress' to reflect on success



Lesson A and Lesson B

- input and practice of core grammar and vocabulary, plus a mix of skills

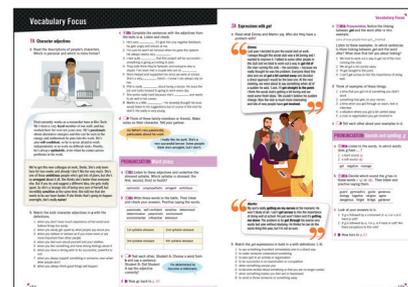
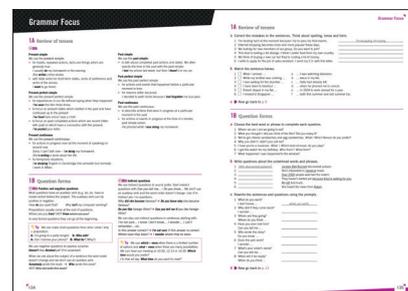


Lesson D

- highly communicative integrated skills lesson
- special focus on writing skills
- recycling of core language from the A, B and C lessons



For extra input and practice, every unit includes illustrated **Grammar Focus** and **Vocabulary Focus** sections at the back of the book.



Lessons A and B

Grammar and Vocabulary and a mix of skills

Regular speaking activities

Frequent speaking stages to get students talking throughout the lesson.

Clear goals

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

5B I'll be settling into my accommodation

Learn to prepare for a job interview

- G Future perfect and future continuous
- V The natural world

1 READING

a Look at the pictures of Antarctica and answer the questions.

- 1 What can you see in the pictures?
- 2 What do you know about Antarctica?
- 3 Would you like to go there? Why / Why not?

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

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

THE UNKNOWN CONTINENT

1 HOW BIG IS ANTARCTICA?

- (a) the size of Russia
- (b) the size of the USA and Mexico
- (c) the size of Australia



2 HOW MUCH OF ANTARCTICA IS COVERED BY ICE?

- (a) 98%
- (b) 86%
- (c) 77%

3 WHICH OF THE FOLLOWING CAN'T YOU FIND IN ANTARCTICA?

- (a) rivers
- (b) deserts
- (c) trees



4 WHICH OF THESE ANIMALS CAN YOU FIND THERE?

- (a) polar bears
- (b) seals
- (c) wolves



5 WHO WAS THE FIRST PERSON TO REACH THE SOUTH POLE IN 1911?

- (a) Richard Byrd (American)
- (b) Robert Scott (British)
- (c) Roald Amundsen (Norwegian)

My life ON ICE

Imagine you saw a job advertised with the following conditions:

- ❄ no leaving your place of work for 6 months – you must stay inside
- ❄ work six days a week, but always be available
- ❄ socialise only with your colleagues – no contact with other friends and family

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

Learner engagement

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

c Communication 5B Now go to p.132.

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 appropriate point in their learning journey. The target language is benchmarked to the CEFR.

'Teach off the page'

Straightforward approach and clear lesson flow for minimum preparation time.

UNIT 5

e Discuss the questions.

- Why do you think people want to work in Antarctica?
- What kinds of jobs can people do there?
- What kinds of leisure activities do they do during the winter months when it's difficult to go outside?

f Read *Cooking in Antarctica*. Does it include any of your ideas from 1e?

g Read the article again. Make notes about:

- Fleur's background
- her role at the base
- her free time
- her thoughts about Antarctica
- her colleagues at the base

h What do you think are ... ?

- the advantages of a job like Fleur's
- possible frustrations in this kind of job

Would you ever consider doing a job like this?

2 VOCABULARY The natural world

a Cover the article *Cooking in Antarctica*. Match words from A with words from B to make collocations.

A	B
rough	environment
environmentally	energy
solar	atmosphere
fragile	footprint
ecological	weather
global	change
carbon	warming
climate	impact
the Earth's	friendly

b Check your answers in the article.

c Complete the sentences with the collocations in 2a.

- We're going to change our energy supply to _____ to reduce our _____.
- When the steam engine was invented, not many would have thought about the _____ of burning so much coal.
- Our boat trip was cancelled due to _____.
- The factories on the outskirts of town burn their waste and release toxic gases into _____. I think they should be shut down.
- If there is an oil spill from a ship, it will damage the _____ marine _____ in this bay.
- Most scientists agree that irregular weather patterns are evidence of _____ and _____.
- Travelling by train is slower but it's far more _____ than going by plane.

Cooking in
ANTARCTICA

When she saw an online advertisement for a Chef Manager at the British Antarctic Survey (BAS) base in Rothera, chef Fleur Wilson was certainly given food for thought. Fleur, in her mid-thirties, felt it was time for an adventure and a life experience that really was different.

Fleur is part of a group of key support staff at Rothera. The main focus of BAS is scientific research into the climate, the oceans and ecosystems of Antarctica. In order to carry out this research successfully, scientists need the help of people like Fleur to make their lives as comfortable as possible.

A key responsibility for Fleur is keeping everyone happy, and one of the best ways of doing this is by keeping them well fed. This doesn't mean preparing high-end restaurant food, but it does mean organising lots of social events to boost the mood. However, everyone has to play their part, and Fleur makes sure no one escapes doing the dishes.

One thing that all staff at BAS share is their love of the continent. 'I don't mind the rough weather,' Fleur says, 'and I've always found landscapes with ice and snow amazingly beautiful. Sure, I don't get to see much for six months of the year, but for the other six months there's plenty of light and the scenery is stunning.' But, for Antarctica, the world, it is large of human being continent and, stations use solar as environment want to leave a footprint.

As Fleur notes, happening in the and climate cha notice if things themselves ent gifts for each of event, Fleur has intermediate lev months she doe trips to do some Fleur realises Antarctica isn't of person that li and clubbing, th year here and s experience. 'I was mad e job and I've bee But it's a job th much - I've wo remarkable peo living in a uniu fascinating part the world.'

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Rich in practice
Clear signposts to **Grammar Focus** and **Vocabulary Focus** sections for extra support and practice.

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

d Work on your own. Answer the questions and make notes.

- Are there any environments in your country that are considered fragile? What kind of environments are they?
- What different human inventions have a negative ecological impact?
- What kind of things could you do to reduce your carbon footprint?

e Discuss your answers.

3 LISTENING

a Listen to Martha's going to Antarctica to do research on Adelle penguins. She talks to her friend Joe about her work. Listen and answer the questions.

- How well does Joe understand Martha's research?
- Are his questions serious or light-hearted?
- What do we learn about the personality of the penguins?
- Why is the research important?

b Listen again. Number the actions in the correct order from 1 to 5.

- the eggs are laid
- tags are put on the penguins
- penguins get into pairs
- Martha arrives in Antarctica
- penguin chicks are born

UNIT 5

4 GRAMMAR
Future perfect and future continuous

a Look at these future verb forms from the conversation in 3a and match them to the uses a-c below.

- ... this time next week **I'll be settling** into my accommodation.
- ... I think **I'll be doing** similar things every day.
- ... by the time I arrive **the penguins will already have got** into pairs.

a talk about an action that will be in progress at a specific time in the future

b talk about an action that will be completed before a specific time in the future

c talk about planned actions in the future

b Now go to the Grammar Focus on p.142

c Work on your own. Make notes about the questions.

- Where do you think you'll be living this time next year?
- What do you think you'll have achieved in five years' time?

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

5 SPEAKING

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

Communications Officer in Antarctica

Responsibilities:

- interview researchers and collect information about their projects
- update our blog regularly
- assist all staff with IT

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

b Prepare a job interview role play for the job in 5a.

Student A: You want to apply for the job. Imagine you have the skills and experience that make you a suitable job applicant. Think of questions you can ask the interviewer.

Student B: You are the interviewer. Think of questions you can ask the applicant. Think of any useful information you can tell the applicant.

c Work in pairs. Do the role play.

Student A: Do you still want the job?

Student B: Do you think Student A is suitable for the job? Why / Why not?

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Lesson C

Prepares learners for effective real-world spoken communication

Everyday English

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

Real-world video

Language is showcased through high-quality video filmed in the real world, which shows language clearly and in context.



Learn to discuss advantages and disadvantages

- P** Tone groups
- S** Responding to an idea

Comprehensive approach to speaking skills

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

1 SPEAKING and LISTENING

- a** Discuss the questions below.
- What kind of cafés are there near where you live? e.g traditional, modern, part of a chain
 - What kind of cafés do you like? Why?
 - What do you usually do in a café?
- b** **2.30** Watch or listen to Part 1. Put four of these events in the correct order. One event doesn't appear in the scene. Which is it?
- Sam talks about money.
 - Becky offers to help.
 - Phil finishes his chapter.
 - Phil asks about Tessa.
 - Phil suggests staying open longer.
- c** **2.30** Answer the questions. Watch or listen again and check.
- 1 Why is Sam worried?
 - 2 What are the problems with serving meals?
 - 3 Why does Phil think serving meals is a good idea?
 - 4 What does Phil want to know about Tessa?

2 LISTENING

- a** **2.31** Look at photo b of Sam and Emma. Which of these topics do you think they're talking about? Listen to Part 2 and check.
- money problems staying open later Sam's birthday
hiring a cook investing money in the café
- b** **2.31** Watch or listen again. Make notes about the ideas Sam and Emma discuss. What are the positive and negative points for each idea?

3 USEFUL LANGUAGE

Discussing advantages and disadvantages

- a** Sam and Emma discuss the advantages and disadvantages of making changes to the café. What do you think they say? Complete the sentences.
- 1 Of course, the _____ is we'd have to invest even more money.
 - 2 Yes, but the _____ is, it might be a way to get more business.
- b** **2.32** Listen and check.
- c** Which of these words/phrases could you use in the sentences in 3a?
- problem advantage disadvantage
best thing drawback
- d** **2.33** Add prepositions from the box to the expressions. Then listen and check.
- of (x2) with (x2) about
- one good thing _____
the advantage/disadvantage _____
the only drawback _____
another problem _____
the trouble _____
- e** Look at some people's ideas for the future. Use an expression from 3d in each second sentence.
- 1 'I might sell my car and go everywhere by bike. I'd get fit.'
 - 2 'I'd love to live in London. It would be very expensive.'
 - 3 'I could work in China for a year. I don't speak the language.'

Comprehensive approach to speaking skills

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

UNIT 5

4 PRONUNCIATION Tone groups

a **2.34** Listen to these sentences. Answer the questions.

The **good thing about it is** it might be a good way to get more business.

The **trouble is** it means investing even more money.

- Where do you hear a slight pause?
- Which words are stressed in the **bold** phrase?
- Does Sam's voice go up (↗) or down (↘) on the word *is*?

b **2.35** Listen to these sentences. Practise saying them, pausing after *is*.

- The trouble is we don't have enough money.
- The point is we still owe money to the bank.
- The problem is we'd need to employ more staff.
- The advantage is we'd attract more customers.

5 LISTENING

a **2.36** Watch or listen to Part 3. Who suggests doing these things (Sam or Emma) and what do they say about it?

- have live music
- get students to play music
- have photo exhibitions
- ask people to read poems and stories

b Which of these adjectives and phrases describe Emma? Which describe Sam?

full of ideas cautious in making decisions
enthusiastic worried about the future
careful with money fair to other people

6 CONVERSATION SKILLS Responding to an idea

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

bad possibility lovely worth

- A** I don't know, it's a big risk.
B I think it's a _____ idea.
- B** Well, how about entertainment? We could have live music, get locals to play at the weekend.
A That might be _____ a try.
- B** Or display paintings or photos.
A That's not a _____ idea.
- B** Or readings. Have poetry readings.
A Yeah, that's a _____.

b **2.37** Listen and check. Which of the replies is ... ?

- more enthusiastic
- more cautious

c Look at these ways to respond to an idea. Order them from 1–6 (1 = very cautious, 6 = very enthusiastic).

- It's an idea, I suppose.
- Yes, that makes sense.
- That's a great idea.
- What a brilliant idea!
- 1 Mm, I don't know about that.
- Yes, good idea.

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

We could go on a day trip

e Work in groups. Take turns to suggest your ideas. Respond to other students' ideas, using expressions in 6a and 6c. Which idea is the best?

Support for learners
Tasks are scaffolded to facilitate success.

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

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

7 SPEAKING

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

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

Unit Progress Test

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

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 practise and develop listening and reading skills while supporting learners' understanding of texts.

5D Skills for Writing

The weather is getting more extreme

Learn to write an argument for and against an idea

W Arguing for and against an idea

1 SPEAKING and LISTENING

a Discuss the questions.

- 1 What extreme weather events are shown in photos a–d?
- 2 What kinds of extreme weather might affect your country or region? What can people do to protect themselves against it?

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

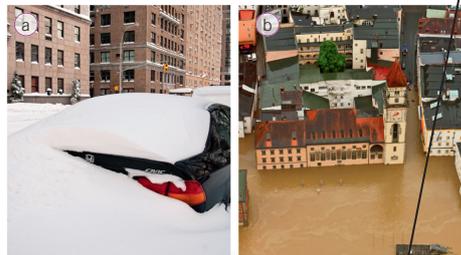
c What did the news reports say about these topics?

- 1 farmland – cattle – villages – rivers
- 2 around Boston – the Boston to New York highway – residents
- 3 the weather in March – emergency supplies – the rice harvest
- 4 winds – residents – food and shelter

Re-tell the reports. Listen again if necessary.

d Discuss the questions.

- 1 Have you ever heard a news report like those in 1b about your own country or a country you know? What happened?
- 2 Which of these statements do you agree with most and why?
 - 'The climate does seem to be changing, but it's probably just a natural process.'
 - 'The weather is getting more extreme all over the world. This is clearly a sign of man-made climate change.'
- 3 What action (if any) do you think governments and world leaders should take to manage climate change?



Are extreme weather events a sign of

CLIMATE CHANGE?

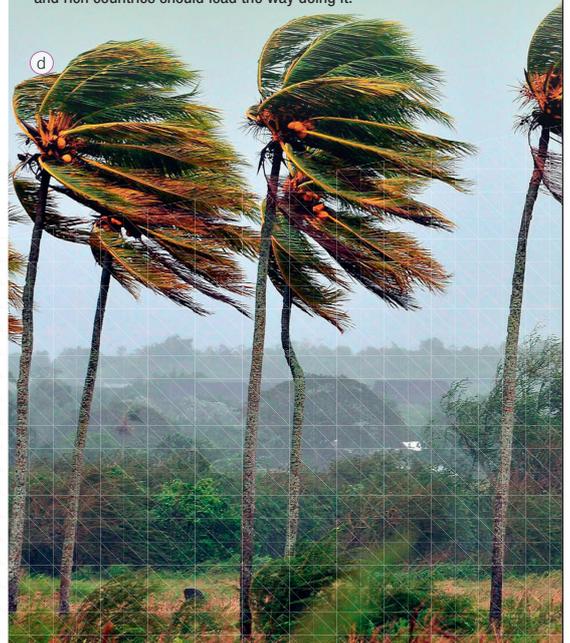


¹ People have always complained about the weather, but the number of extreme weather events – such as droughts, hurricanes and heavy snow – seems to have increased in recent years. Naturally, people are worried about this. But are these events a sign that our climate is changing?

² Many people believe that extreme weather is part of a general pattern of climate change. Scientists predicted that global warming would lead to more unstable weather and this is exactly what seems to be happening. Furthermore, most scientists agree that these changes are happening faster than expected and that they are a direct result of human activity. Many scientists also warn that this is only the beginning and things will almost certainly get worse if we don't take action.

³ However, not everyone agrees with this point of view. Some people point out that there have always been extreme weather events, but we are simply more aware of them now. They say it's not certain that climate change is a result of human activity, so we should try to find out the facts before we spend millions on fighting it.

⁴ On balance, it seems that extreme weather is probably linked to climate change, but we can't be completely sure about this. My own view is that we can't take the risk of waiting until we are absolutely certain about climate change, as by then it will be too late to stop it. It's far cheaper to invest in cleaner forms of energy now than to fight climate change in the future, and rich countries should lead the way doing it.



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Clear models for writing

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

Comprehensive approach to writing skills

Clear focus on key aspects of writing helps develop effective real-world writing skills.

Staged for success

Careful staging and scaffolding generates successful outcomes.

UNIT 5**2 READING**

- a** Leon wrote an essay discussing the topic of climate change. Read the essay and answer the questions.
- Which of these sentences best summarises the essay?
 - He considers arguments for and against climate change and then draws a conclusion.
 - He sets out to prove that climate change is really happening.
 - What is his conclusion?
 - We don't know enough about it to act now.
 - We should act against climate change now or it will be too late.
- b** Read the essay again and make notes on the points Leon makes for and against extreme weather being a sign of climate change.

3 WRITING SKILLS Reporting opinions

- a** Match four of the descriptions below to paragraphs 1–4 in the essay.
- Introduction – stating the problem
 - Introduction – giving Leon's point of view
 - Arguments against the existence of climate change
 - Arguments for the existence of climate change
 - Conclusion – re-stating the problem
 - Conclusion – summarising the main points and giving Leon's point of view
- b** Answer the questions.
- Why does Leon ask a question in the first paragraph?
 - How does Leon make his arguments seem more objective (i.e. not just his own opinion)?

- c** Find linking expressions in the essay that mean:
- | | |
|-------------------------------------|--------|
| 1 considering the various arguments | 3 also |
| 2 I think | 4 but |
- d** Notice how Leon uses expressions like these to report people's opinions.

Most scientists agree that ...
Many people believe that ...

Find more expressions in the essay that:

- report what scientists say or think (x2)
 - report what other people say or think (x4)
 - report how people feel (x1).
- e** Write sentences for and against these questions, using expressions from 3d. Compare your sentences with other students.
- Should investment in cleaner forms of energy continue?
Is the climate changing faster now than ever before?
Is it already too late to stop climate change?

4 WRITING

- a** Work in pairs. Choose one of the essay topics below.
- Should air fares be increased to discourage people from travelling by plane?
Does recycling household rubbish really make any difference to the planet?
Is building nuclear power stations the best way to provide 'clean' energy?
- b** Discuss the topic you chose and make notes on possible arguments for and against. Then decide on your conclusion.
- c** Work on your own. Plan your essay using the structure in 3a.
- d** Compare your notes with your partner and explain roughly what you plan to write.
- e** Write the essay in about 150–200 words, using expressions in 3b–3d.
- f** Swap essays with another student. Does the essay ... ?
- have a clear structure
 - set out the arguments in a clear way
 - use suitable expressions for reporting opinions
- Do you agree with the conclusion?

Written outcome

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

Personal response

Frequent opportunities for personal response make learning more memorable.

Also in every unit:

- Review and Extension page
- Grammar Focus
- Vocabulary Focus
- Communication Plus