

Introduction

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 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.

# Learning Oriented Assessment

## 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](http://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
- provide **feedback** after learners have 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 judgments 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.

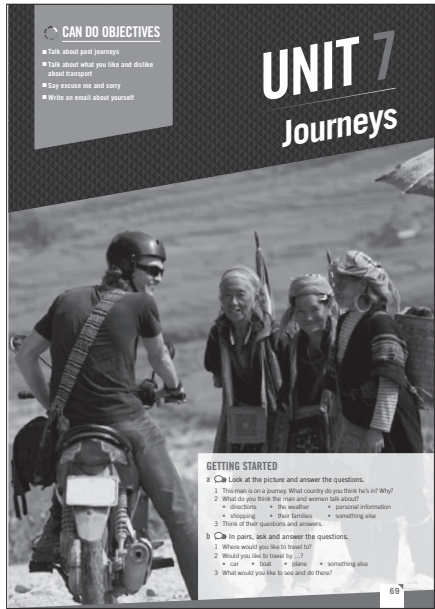
Teaching techniques					
	monitoring	eliciting	concept checking	drilling	providing feedback
Core aims	<ul style="list-style-type: none"><li>• checking learners are on task</li><li>• checking learners’ progress</li><li>• making yourself available to learners who are having problems</li></ul>	<ul style="list-style-type: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

# Unit overview

## Introduction

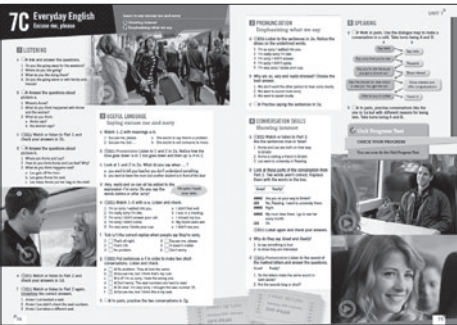
### Getting Started page

- 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

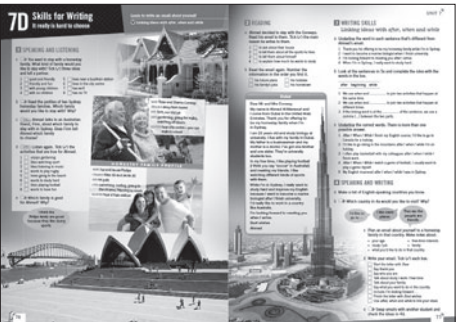
- covering grammar, vocabulary and functional language

Also available:

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

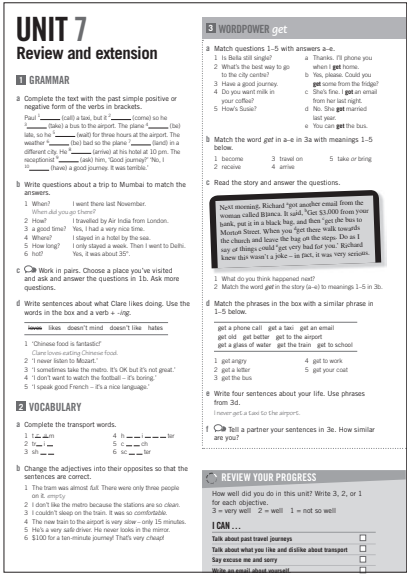
### Lesson D

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



### Review and Extension

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

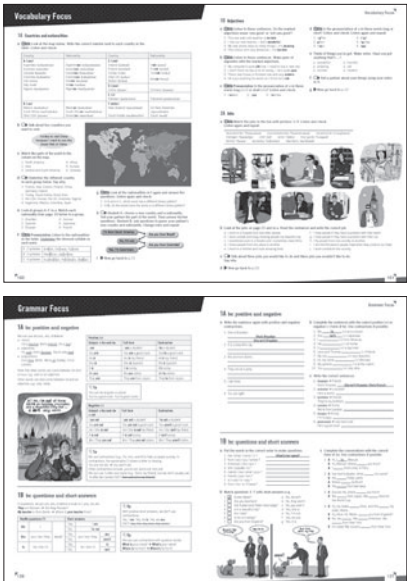


### Lesson A and Lesson B

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



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

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

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

**Regular speaking activities**  
Frequent speaking stages to get students talking throughout the lesson.

# 7A

## We didn't plan our trip

Learn to talk about past journeys

- G Past simple: negative and questions
- V Transport

1

Asia

From China to Europe

2

Africa

From South Africa to Egypt

3

South America

From Ecuador to Chile

# THE SILK ROAD

More than 2,000 years ago, China began looking for new places in Europe to sell products such as silk. Different routes opened and these routes were called the 'Silk Road'. It was a difficult journey and could take six months on foot. Today, companies such as Hewlett Packard use the 'New Silk Road' to transport laptops between China and Germany by train – and it only takes 13 days! The Old Silk Road is also very popular now with tourists – more than 50 million tourists visit Xi'an, the city at the start of the Old Silk Road, every year.

# 1 READING

a Look at maps 1–3. Which journey would you like to go on? Why?

b Read *The Silk Road* and answer the questions.

- Which journey in 1a does it describe?
- Was it always a tourist route?

c Read *Travelblog* and match the texts with pictures a and b.

d Read the blogs again. Who do you think said each sentence after their trip, Murat (M) or Ingrid (I)?

- I saw some unusual sports on my trip.
- We made sure our bags were light.
- Sometimes we didn't want to get on our bikes.
- The places we stayed in were usually two-star.
- I needed to show my passport a lot.
- We loved seeing where people lived.

e Whose trip do you think was better? Why?

# TRAVEL BLOG

HOME FORUMS PHOTOS VIDEOS LINKS

bike

MY BEST TRIP EVER!! MURAT AKAN

It really was a great trip and I can remember so many amazing things that we did. For example, when we were in Kyrgyzstan, we saw some very exciting competitions with horses. We didn't understand them, but it was a lot of fun! We didn't normally travel much more than 300 kilometres a day – and sometimes less – but one day we travelled 500! I slept well that night! We stayed in hotels, but we didn't use luxury hotels because they were too expensive. There was only one thing we didn't like – going from one country to another. The border police checked everything again and again and it took a long time – six hours one day!

motorbike

70

10

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Introduction

**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.

UNIT 7

2 VOCABULARY Transport

a Match the words in the box with pictures 1–8.

aeroplane (plane) scooter tram ship  
helicopter coach ferry train



- b Which kinds of transport:
- do people often use to go on holiday?
  - do people normally use to get to work or school?
  - are unusual for people to use in your country?
  - do you normally use?

c Now go to Vocabulary Focus 7A on p.166

3 GRAMMAR Past simple: negative

- a Complete the sentences from Ingrid's blog.
- We \_\_\_\_\_ go very far at all.
  - We didn't \_\_\_\_\_ to take anything that we didn't \_\_\_\_\_.
- b Look at the sentences in 3a and complete the rule.

To make the past simple negative, we use:  
\_\_\_\_\_ + the infinitive

MY DREAM JOURNEY ON THE SILK ROAD INGRID LEIDENROTH

This was my dream holiday!! It wasn't a fast way to travel, but there was a lot to see and a lot of time to think! Before we left, we packed our bags very carefully because we didn't want to take anything that we didn't need (too heavy!). Some days we travelled about 80 kilometres, but other days – when we were tired – we didn't go very far at all. And sometimes, when we were very tired, we didn't want to cycle and we got lifts on trucks. We didn't plan our trip very carefully, and we often changed our plans. We slept in tents next to the road and watched the stars for hours. The best thing about travelling this way is that you can meet the people who live there. They were interested in us and wanted to find out about our trip. We even saw inside a traditional home – a yurt – and had dinner with the family!

4 LISTENING

- a You can also travel along the Silk Road by bus or train. Which would you prefer to do?
- b Klara talks to her friend Hans about the Silk Road. How did Hans travel?
- c Listen again and underline the correct answers.
- Country started in: Turkey / Russia / China
  - Cities visited: Samarkand / Tashkent / Kabul / Almaty
  - Change trains: yes / no
  - Price: \$2,500 / \$25,000
- d Listen again. Are the sentences true or false?
- Hans thinks the train is the best way to travel on the Silk Road.
  - He liked visiting the cities in Central Asia.
  - He didn't like the train very much.
  - He didn't think the trip was too expensive.

5 GRAMMAR Past simple: questions

- a Complete these questions from Klara and Hans' conversation. Listen and check.
- How \_\_\_\_\_ you travel?
  - Where \_\_\_\_\_ you catch the train from?
  - \_\_\_\_\_ you go through Central Asia?
- b Look at the questions in 5a and complete the rule.
- To make questions in the past simple, we use:  
\_\_\_\_\_ + subject + infinitive
- c Pronunciation Listen to the questions in 5a again. Notice the pronunciation of *did you* in each question. Can you hear both words clearly?
- d Now go to Grammar Focus 7A on p.148

- e Klara went on the Silk Road and told another friend about her journey. Complete their conversation using the verbs in brackets. Then listen and check.
- PAUL How <sup>1</sup> \_\_\_\_\_ (be) your journey along the Silk Road?
- KLARA It <sup>2</sup> \_\_\_\_\_ (be) amazing – incredible!
- PAUL How <sup>3</sup> \_\_\_\_\_ you \_\_\_\_\_ (travel)?
- KLARA We <sup>4</sup> \_\_\_\_\_ (cycle), but sometimes we <sup>5</sup> \_\_\_\_\_ (take) trains or <sup>6</sup> \_\_\_\_\_ (travel) by coach.
- PAUL How many countries <sup>7</sup> \_\_\_\_\_ you \_\_\_\_\_ (visit)?
- KLARA Most countries in Central Asia, but we <sup>8</sup> \_\_\_\_\_ \_\_\_\_\_ (not go) to Tajikistan.
- PAUL What <sup>9</sup> \_\_\_\_\_ you \_\_\_\_\_ (enjoy) most?
- KLARA Meeting the people – they <sup>10</sup> \_\_\_\_\_ (be) so friendly.

6 SPEAKING

- a Communication 7A Student A go to p.130. Student B go to p.134.
- b Would you still like to go on the journey you chose in 1a? Why / Why not?

'Teach off the page'  
Straightforward approach and clear lesson flow for minimum preparation time.

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.

# Lesson C

## Prepares learners for effective real-world spoken communication

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

**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 shown-cased through high-quality video filmed in the real world, which shows language clearly and in context.

# 7C

## Everyday English

Excuse me, please

**Learn to say excuse me and sorry**

- S Showing interest
- P Emphasising what we say

### 1 LISTENING

**a** Ask and answer the questions.

- Do you like going away for the weekend?
- Where do you like going?
- What do you like doing there?
- Do you like going alone or with family and friends?


**b** Answer the questions about picture a.

- Where's Annie?
- What do you think happened with Annie and the woman?
- What do you think:
  - Annie says?
  - the woman says?

**c** **2.32** Watch or listen to Part 1 and check your answers in 1b.

**d** Answer the questions about picture b.

- Where are Annie and Leo?
- How do you think Annie and Leo feel? Why?
- What do you think happens next?
  - Leo gets off the train.
  - Leo gives Annie his seat.
  - Leo helps Annie put her bag on the shelf.



**2 USEFUL LANGUAGE**  
Saying excuse me and sorry

**a** Match 1–2 with meanings a–b.

1 Excuse me, please.	a She wants to say there's a problem.
2 Excuse me, but ...	b She wants to ask someone to move.

**b** **2.34** **Pronunciation** Listen to 1 and 2 in 2a. Notice how the tone goes down ↘ in 1 but goes down and then up ↘↗ in 2.

**c** Look at 1 and 2 in 2a. What do you say when ... ?

a you want to tell your teacher you don't understand something
b you want to leave the room but another student is in front of the door

**d** *Very, really* and *so* can all be added to the expression *I'm sorry*. Do you say the words before or after *sorry*?

**e** **2.35** Match 1–5 with a–e. Listen and check.

1 I'm so sorry I walked into you.	a I didn't feel well.
2 I'm really sorry I'm late.	b I was in a meeting.
3 I'm sorry I didn't answer your call.	c I missed my bus.
4 I'm sorry I didn't come.	d My hands were wet.
5 I'm very sorry I broke your cup.	e I didn't see you.


**f** Tick (✓) the correct replies when people say they're sorry.

1 <input type="checkbox"/> That's all right.	4 <input type="checkbox"/> Excuse me, please.
2 <input type="checkbox"/> That's OK.	5 <input type="checkbox"/> It doesn't matter.
3 <input type="checkbox"/> No problem.	6 <input type="checkbox"/> Don't worry.

**g** **2.36** Put sentences a–f in order to make two short conversations. Listen and check.

a <input type="checkbox"/> A No problem. They all look the same.
b <input checked="" type="checkbox"/> A Excuse me, but I think that's my coat.
c <input type="checkbox"/> B Is it? I'm so sorry. I took the wrong one.
d <input type="checkbox"/> A Don't worry. The seat numbers are hard to read.
e <input type="checkbox"/> B Oh dear. I'm very sorry. I thought this was number 35.
f <input checked="" type="checkbox"/> A Excuse me, but I think this is my seat.

**h** In pairs, practise the two conversations in 2g.



**e** **2.33** Watch or listen to Part 2 and check your answers in 1d.

**f** **2.33** Watch or listen to Part 2 again. Underline the correct answers.

- Annie / Leo booked a seat.
- Annie / Leo didn't check the seat numbers.
- Annie / Leo takes a different seat.

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