



EMPOWER

SECOND EDITION

STUDENT'S BOOK

WITH EBOOK



Adrian Doff, Craig Thaine
Herbert Puchta, Jeff Stranks, Peter Lewis-Jones



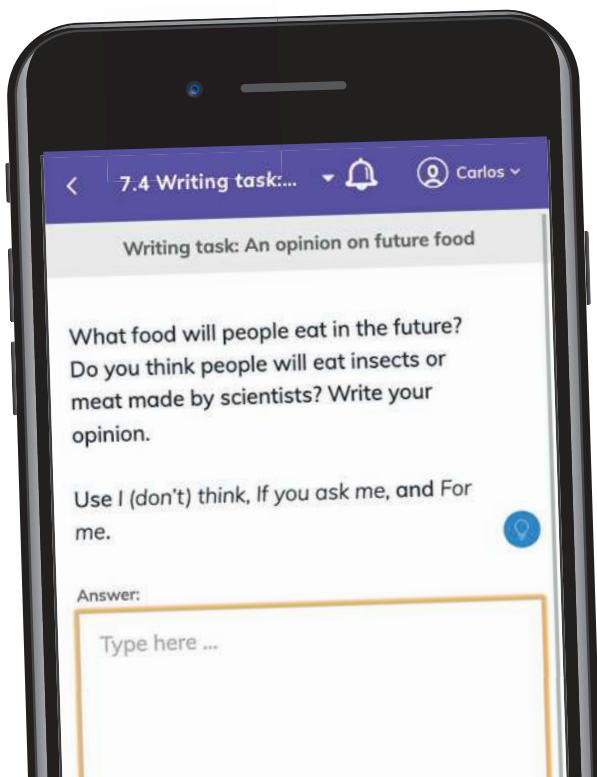
EMPOWER SECOND EDITION is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

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.



CAN DO OBJECTIVES

- Discuss possible future events
- Prepare for a job interview
- Discuss advantages and disadvantages
- Write an argument for and against an idea

CHANGE UNIT 5

GETTING STARTED

a 🗣️ Look at the picture and answer the questions.

- 1 What is the woman doing?
- 2 Would you like to try something like that? Why / Why not?
- 3 What could the woman be thinking?
- 4 Imagine you're on the beach in the picture. What would you be thinking?

b 🗣️ Discuss the questions.

- 1 Why do you think some people like doing extreme and dangerous things?
- 2 Do you think they do these things in spite of the risk or because of the risk?

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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.

5A YOU COULD LIVE TO BE A HUNDRED

Learn to discuss possible future events
 G Future probability
 V Adjectives describing attitude

Are you an **OPTIMIST** or a **PESSIMIST**?

- If you take a test at the end of this course, how well will you do?
 I'll get a perfect score. ← → I'll probably fail.
- Do you expect the coming week to be ... ?
 exciting/great ← → boring/terrible
- Imagine you left your bag on the bus. Do you expect to get it back?
 Yes. ← → No.
- You start a new workout routine and you're really tired the next day. Do you expect it to be easier the next time?
 Yes. ← → No.

1 SPEAKING

a Are you an optimist or a pessimist? Mark your place on this scale, then compare with others in your group.

Optimist ← → Pessimist

b Decide what you think about the questions in the quiz above, then compare your answers.

c **Communication 5A** Now go to p. 129.

d Based on your answers in 1b, decide who in your group ... ?

- is the most optimistic
- is the most pessimistic
- is the most realistic

e Write a question to find out if other students are optimistic or pessimistic. Add a) and b) answer choices.
 Example:
 You want to buy a shirt you like, but the shop has sold out. What do you think?
 a I'm sure I can find it somewhere else.
 b Why am I always so unlucky?

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WHY WE THINK WE'RE GOING TO HAVE A LONG AND HAPPY LIFE

Researchers have found that people all over the world share an important characteristic: optimism. Sue Reynolds explains what it's all about.

WE'RE ALL ABOVE AVERAGE!
 Try asking a 20-year-old these questions:
 • What kind of career will you have?
 • How long do you think you'll live?
 Most people think they'll be able to earn above-average salaries, but only some of the population can make that much. Most young men in Europe will say they expect to live well into their 90s, but the average life expectancy for European men is 75. Most people will give an answer that is unrealistic because nearly everyone believes they will be better than the average. Obviously, they can't all be right.
 Most people are also optimistic about their own strengths and abilities. Ask people, 'How well do you get on with other people?' or 'How intelligent are the people in your family?' and they'll usually say they're above average. Again, they can't all be right. We can't all be better than everyone else, but that's what we think.

LOOKING ON THE BRIGHT SIDE
 There is a reason for this. Research has shown that, on the whole, we are optimistic by nature and have a positive view of ourselves. In fact, we are much more optimistic than realistic and frequently imagine things will turn out better than they actually do. Most people don't expect their marriages to end in divorce, they don't expect to lose their jobs or to be diagnosed with a life-threatening disease. Furthermore, when things do go wrong, they are often quick to find something positive in all the gloom.
 Many people who fail exams, for example, are convinced they were just unlucky with the questions and they'll do better next time. Or people who have had a serious illness often say that it was really positive because it made them appreciate life more. We really are very good at looking on the bright side.

Even if our optimism is unrealistic and leads us to take risks, without it we might all still be living in caves.

... we carry on polluting the planet because we're sure that we'll find a way to clean it up some day ...

THE OPTIMISM BIAS
 This certainty that our future is bound to be better than our past and present is known as the 'Optimism Bias', and researchers have found that it is common to people all over the world and of all ages. Of course, the Optimism Bias can lead us to make some very bad decisions. Often, people don't take out travel insurance because they're sure everything will be all right, they don't worry about saving up for old age because the future looks fine, or they smoke cigarettes in spite of the health warnings on the pack because they believe 'it won't happen to me'. Or on a global scale, we carry on polluting the planet because we're sure that we'll find a way to clean it up some day in the future.

OPTIMISM IS GOOD FOR YOU
 But researchers believe that the Optimism Bias is actually good for us. People who expect the best are generally likely to be ambitious and adventurous, whereas people who expect the worst are likely to be more cautious, so optimism actually helps to make us successful. Optimists are also healthier because they feel less stress – they can relax because they think that everything is going to be just fine. Not only that, but the Optimism Bias may also have played an important part in our evolution as human beings. Because we hoped for the best, we were prepared to take risks such as hunting down dangerous animals and travelling overseas to find new places to live, and this is why we became so successful as a species. Even if our optimism is unrealistic and leads us to take risks, without it we might all still be living in caves, too afraid to go outside and explore the world in case we get eaten by wild animals.

Many people who fail exams are convinced they were just unlucky with the questions ...

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UNIT 5

2 READING

a Read the article *Why we think we're going to have a long and happy life* quickly. Choose the correct words to complete the summary.
 Most people are naturally *optimistic* / *pessimistic*, and this is generally an *advantage* / a *disadvantage* for the human race because it helps us to be *realistic* about the future / *more successful*.

b Read the article again. Tick (✓) the five points made in the article.

- Pessimists usually have fewer friends than optimists.
- Humans are naturally positive about their future.
- Reality is often worse than we imagine it to be.
- People who live in warmer countries are usually more optimistic.
- We often act (or don't act) because we're confident everything will work out.
- If we imagine a better future, we will take more risks.
- Optimists spend a lot of time daydreaming.
- Optimism about the future makes us feel better in the present.

c Discuss the questions.

- Look again at your answers in 1b. Do you think you have the 'Optimism Bias'?
- Do you agree that it's better to be optimistic than realistic?
- Why / Why not?
- How do you see yourself 20 years from now?

3 VOCABULARY
Adjectives describing attitude

a Find adjectives in *Why we think we're going to have a long and happy life* that mean:

- expecting the future to be good
- seeing things as they are
- not seeing things as they are
- prepared to take risks
- not prepared to take risks
- wanting to be successful.

b Which of these adjectives best describe you?

c **Now go to Vocabulary Focus 5A on p. 158.**

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.

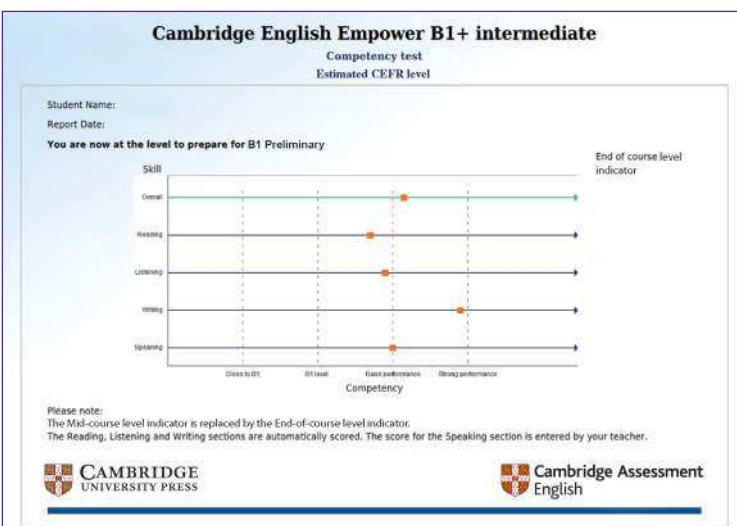
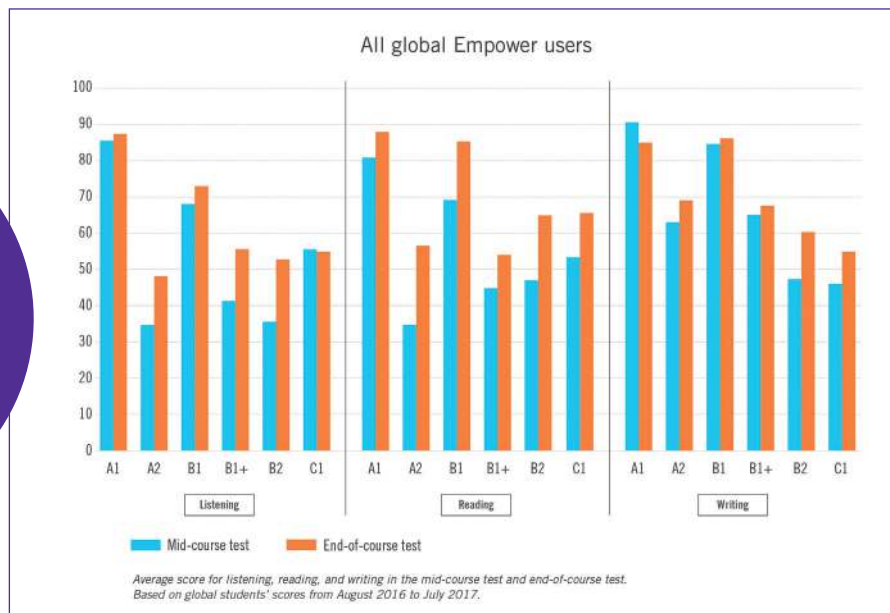
Content

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 universities 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

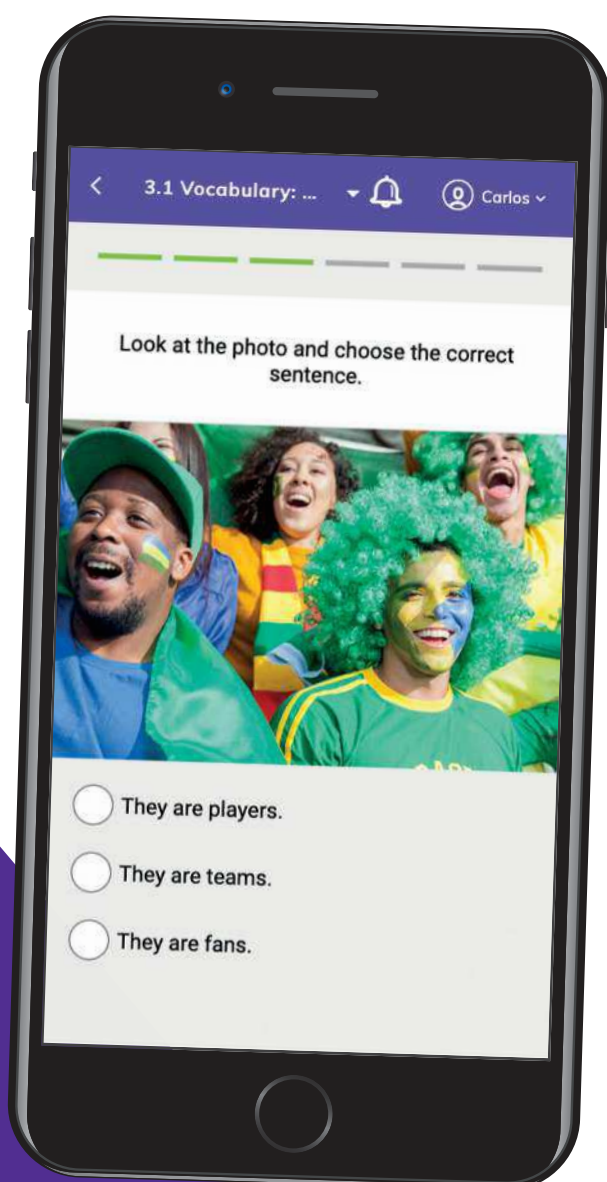
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

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.

5D SKILLS FOR WRITING
 We need to change the way we live

1 SPEAKING AND LISTENING

2 READING

3 WRITING SKILLS
 Arguing for and against an idea

4 WRITING

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2 Beyond the classroom

Insights

Progress with language learning often requires work outside of 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.

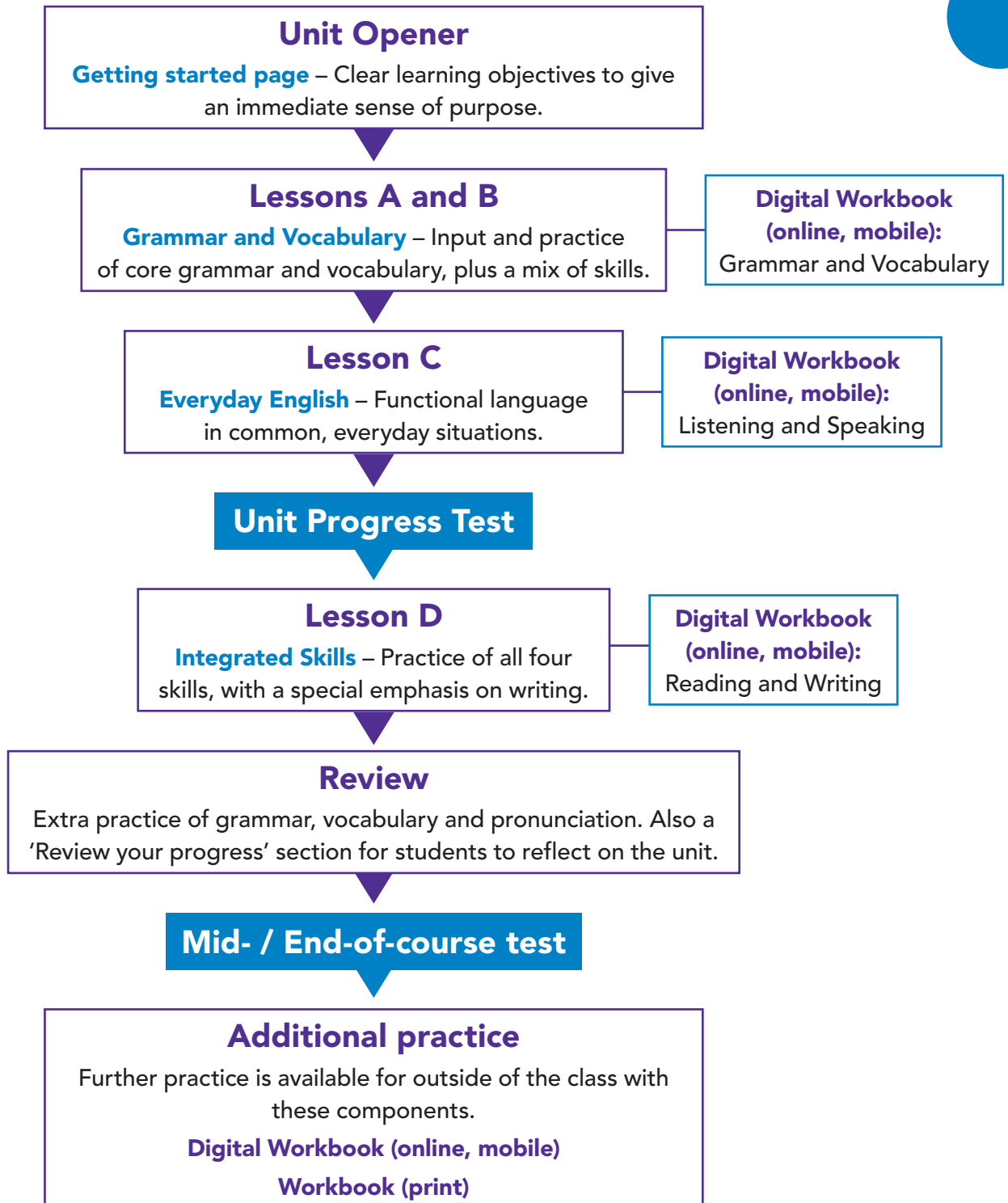
Results

This choice of additional resources helps teachers to find the most effective ways to motivate their students both inside and outside the classroom.

There are plenty of opportunities for personalisation.

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

Unit overview



Components

Resources – Available on [cambridgeone.org](https://www.cambridge.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
Unit 1 Outstanding people				
Getting started Discuss meeting famous people				
1A Discuss people you admire	Review of tenses	Character adjectives	The letter <i>e</i> ; Word stress	
1B Discuss a challenge	Questions	Trying and succeeding		
1C Explain what to do and check understanding			Rapid speech	Breaking off a conversation; Explaining and checking understanding
1D Write an article				
Review and extension More practice		WORDPOWER <i>make</i>		
Unit 2 Survival				
Getting started Discuss coping with natural disasters				
2A Discuss dangerous situations	Narrative tenses	Expressions with <i>get</i>	Sound and spelling: <i>g</i>	
2B Give advice on avoiding danger	Future time clauses and conditionals	Animals and the environment		
2C Give and respond to compliments			Intonation in question tags	Agreeing using question tags; Giving compliments and responding
2D Write guidelines in a leaflet				
Review and extension More practice		WORDPOWER <i>face</i>		
Unit 3 Talent				
Getting started Discuss what makes something a work of art				
3A Discuss ability and achievement	Multi-word verbs	Ability and achievement		
3B Discuss sports activities and issues	Present perfect and present perfect continuous	Words connected with sport	Word stress	
3C Make careful suggestions			Sound and spelling: Consonant sounds	Keeping to the topic of the conversation; Making careful suggestions
3D Write a description of data				
Review and extension More practice		WORDPOWER <i>up</i>		
Unit 4 Life lessons				
Getting started Discuss childhood experiences				
4A Discuss events that changed your life	<i>used to</i> and <i>would</i>	Cause and result		
4B Discuss and describe rules	Obligation and permission	Talking about difficulty	Sound and spelling: <i>u</i>	
4C Describe photos			Contrastive stress	Describing photos; Expressing careful disagreement
4D Write an email to apply for work				
Review and extension More practice		WORDPOWER <i>as</i>		
Unit 5 Chance				
Getting started Discuss attitudes to risk				
5A Discuss possible future events	Future probability	Adjectives describing attitude	Sound and spelling: <i>th</i>	
5B Prepare for a job interview	Future perfect and future continuous	The natural world		
5C Discuss advantages and disadvantages			Intonation groups	Responding to an idea; Discussing advantages and disadvantages
5D Write an argument for and against an idea				
Review and extension More practice		WORDPOWER <i>side</i>		

Listening	Reading	Speaking	Writing
Conversation about Jocelyn Bell-Burnell	Articles: <i>Protector of the sea</i> and <i>The woman who reinvented children's TV</i>	Discussing inspiring people	
Podcast: <i>The 30-day challenge</i>	Interviews: <i>30-day challenge</i>	Asking and answering questions about challenges	
Starting a new job		Explaining a process; Checking understanding	Unit Progress Test
Conversation about technology	Article: <i>Tech free!</i>	Discussing technology	Article Organising an article
Conversation about a survival situation	Article: <i>Lost at sea</i>	Telling a survival story	
Interview: <i>The Tiger</i>	Leaflet: <i>How to survive ... an animal attack</i>	Giving advice; Asking questions	
Cooking for a friend		Giving compliments and responding	Unit Progress Test
Talking about getting lost	Leaflet: <i>Be wise and survive</i>	Discussing the natural environment	Guidelines Organising guidelines in a leaflet
Conversation: learning experiences	Text about learning: <i>Learning to learn</i>	Talking about something you have put a lot of effort into	
Radio programme: <i>The sports gene</i>	Article: <i>Born to be the best</i> ; Three articles about athletes	Discussing sport and ways to improve performance	
Making wedding plans		Planning a party	Unit Progress Test
Interviews about sport	Article: <i>Fitness: Seattle snapshot</i>	Talking about popular sports	Article describing data Describing data
Interview: Psychology of money; Two monologues: Life-changing events	Two texts about life-changing events that helped people become rich	Talking about how your life has changed	
Two monologues: training for a job	Article: <i>Training for the emergency frontline</i>	Discuss experiences of training and rules	
Presenting photos		Describing photos; Expressing careful disagreement	Unit Progress Test
Three monologues: living in different places	Advert for being an international student 'buddy'	Discussing living in a different country	Job application Giving a positive impression
Monologue: What are your chances?	Quiz: <i>Are you an optimist or a pessimist?</i> ; Article: <i>Why we think we're going to have a long and happy life</i>	Discussing possible future events	
Conversation: talking about work	Quiz: <i>The unknown continent</i> ; Article: <i>Cooking in Antarctica</i>	Role play: a job interview	
Money problems		Explaining and responding to an idea for a café	Unit Progress Test
News reports: environmental problems	Essay about protecting the environment	Giving opinions on environmental problems	For and against essay Arguing for and against an idea

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
Unit 6 Around the globe				
Getting started Discuss travelling				
6A Discuss choices	Infinitives and <i>-ing</i> forms	Travel and tourism	Consonant clusters	
6B Discuss changes	The passive	Describing changes		
6C Introduce requests and say you are grateful			Consonant sounds	Introducing requests; Showing you are grateful
6D Write a travel blog				
Review and extension More practice		WORDPOWER out		
Unit 7 City living				
Getting started Discuss the design of new buildings				
7A Discuss living in cities	<i>too / enough; so / such</i>	Describing life in cities		
7B Discuss changes to a home	Causative <i>have / get</i>	Film and TV; Houses	Sound and spelling: <i>o</i>	
7C Imagine how things could be			Stress in compound nouns	Imagining how things could be; Using vague language
7D Write an email to complain				
Review and extension More practice		WORDPOWER down		
Unit 8 Dilemmas				
Getting started Discuss attitudes to money				
8A Discuss personal finance	First and second conditionals	Money and finance		
8B Discuss moral dilemmas and crime	Third conditional; <i>should have + past participle</i>	Crime	Stressed and unstressed words; Sound and spelling: <i>/</i>	
8C Be encouraging			Word groups	Being encouraging; Showing you have things in common
8D Write a review				
Review and extension More practice		WORDPOWER take		
Unit 9 Discoveries				
Getting started Discuss the impact of new inventions				
9A Discuss new inventions	Relative clauses	Health	Sound and spelling: <i>ui</i>	
9B Discuss people's lives and achievements	Reported speech; Reporting verbs	Verbs describing thought and knowledge		
9C Express uncertainty			Linking and intrusion	Expressing uncertainty; Clarifying a misunderstanding
9D Write an essay expressing a point of view				
Review and extension More practice		WORDPOWER come		
Unit 10 Possibilities				
Getting started Discuss ambitions and expectations				
10A Speculate about the past	Past modals of deduction	Adjectives with prefixes	Word stress	
10B Discuss life achievements	Wishes and regrets	Verbs of effort	Linking	
10C Describe how you felt			Consonant clusters	Describing how you felt; Interrupting and announcing news
10D Write a narrative				
Review and extension More practice		WORDPOWER way		
Communication Plus p.127		Grammar Focus p.134		Vocabulary Focus p.154

Contents

Listening	Reading	Speaking	Writing
Two monologues about sightseeing tours	Website about four tourist destinations; Website: <i>Where to go?</i>	Comparing different tourist destinations	
Interview: disappearing languages	Article: <i>Danger! Dying languages</i>	Agreeing and disagreeing	
Asking for a favour		Asking for a favour	Unit Progress Test
Conversation: a trip to the Grand Canyon	Travel blog: <i>Around the Grand Canyon</i>	Discussing local tourist destinations	Travel blog Using descriptive language
Interview: 'Smart' cities; Two monologues talking about 'smart' cities	Article: <i>Quick – slow down!</i>	Discussing good and bad points about a city	
Two monologues: house renovations	Article: <i>Who puts the 'real' in reality TV?</i>	Planning a home renovation	
Flat hunting		Designing and describing a new room	Unit Progress Test
Interviews about a new shopping centre	Email: complaining about an important issue		Email of complaint Using formal language
Radio programme: personal finance	Article: <i>Is it time to give up on cash?</i>	Giving opinions on financial matters	
Three monologues about honesty	Newspaper article: <i>The honesty experiment</i>	Discussing moral dilemmas	
Going to the bank		Talking about hopes and worries	Unit Progress Test
Conversation about a TV programme	Review: <i>Crime with a smile</i>	Discussing programmes about crime	Review Organising a review
Conversation about inventions	Article: <i>Too good to be true?</i>	Talking about inventions	
Conversation about an email hoax	Article: <i>The rise and fall of Barry Minkow</i>	Describing a hoax or a scam or a case of fraud	
Finding the perfect flat		Giving and receiving surprises	Unit Progress Test
Four monologues about alternative medicine	Essay: <i>The value of alternative medicine</i>		Opinion essay Presenting a series of arguments
Interview about Dan Cooper	Story: <i>The man who disappeared</i> ; Blog: <i>The Wreck of the Titan</i>	Telling stories about coincidences	
Two monologues: pursuing a dream	Article: <i>Dream to help</i>	Describing and comparing brave or amazing people	
Celebrating good news		Telling an important piece of news	Unit Progress Test
Conversation about goals	Story: <i>Rosa's diary: The ultimate goal</i>	Talking about performing	Story Making a story interesting

Phonemic symbols and Irregular verbs p.164