

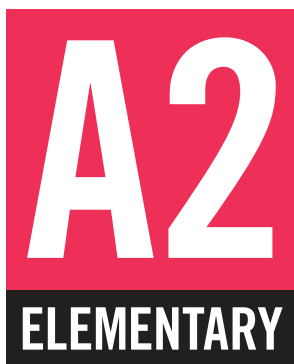


# EMPOWER

## SECOND EDITION

### STUDENT'S BOOK

#### WITH EBOOK



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



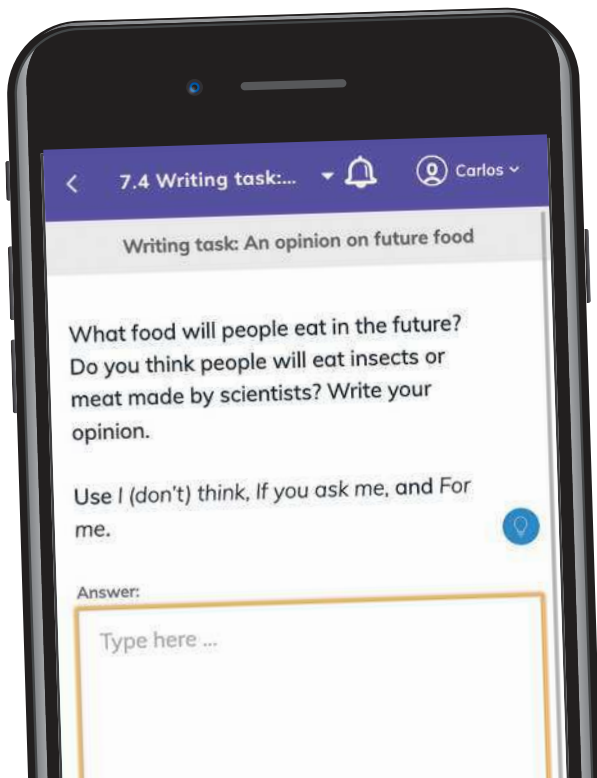
**EMPOWER SECOND EDITION** is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

*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**

- Talk about jobs
- Talk about study habits
- Ask for things and reply
- Complete a form

UNIT 2

WORK AND STUDY

**GETTING STARTED**

**a** 🗣️ Look at the picture and answer the questions.

- 1 Where do you think the woman is?
- 2 What is she holding?
- 3 What's one good thing about her job and one bad thing?

**b** 🗣️ What kind of work do you think is interesting? Here are some ideas:

- working with people
- working with animals
- working with machines
- working on your own

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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.

## 2A SHE LOVES HER JOB

Learn to talk about jobs  
 Present simple: positive and negative  
 Jobs

### 1 READING

**a** Look at the pictures. Answer the questions.

- Where is this woman?  
 a in a park      c by a river  
 b at home
- Do you think ...?  
 a she's a tourist      b she works here  
 c what do you know about alligators?

**b** Read the article and check your answers.



GATOR GIRL

Everglades Holiday Park is an animal park in the USA. It's in Florida. It has birds, fish and ... alligators! Many tourists visit the park every year. They come to look at the alligators. Most people think alligators are interesting, but they don't really like them, and they don't go too close to them!

Gabby Scampono is different. She lives in Florida, and she works at the park. She loves her job – and she also loves alligators. In her work, she teaches visitors about alligators. She tells visitors that alligators are not always dangerous animals. Usually, alligators don't attack people, but they don't like it when people swim in the water near them. Also, if people give food to alligators, sometimes the alligators get too close, and that can be dangerous.

Gabby doesn't always work at the park. She also has a second job: she catches wild alligators. If a wild alligator goes near a person's house, Gabby and some other people catch it. They take the alligators back to the park. Her parents and friends think she's crazy, but she really enjoys the job. Gabby thinks many people don't understand alligators very well, but that alligators are smart and amazing animals. And so far she still has all of her fingers!

### 2 VOCABULARY Jobs

**a** Match words 1–9 with pictures a–i.

1 <input type="checkbox"/> nurse	4 <input type="checkbox"/> dentist	7 <input type="checkbox"/> cleaner
2 <input type="checkbox"/> shop assistant	5 <input type="checkbox"/> pilot	8 <input type="checkbox"/> photographer
3 <input type="checkbox"/> police officer	6 <input type="checkbox"/> engineer	9 <input type="checkbox"/> taxi driver

**b** **02.01. Pronunciation** Listen to the words and underline the stressed syllable.  
 police officer    engineer    photographer    dentist

**c** Complete the sentences with jobs from 2a. Talk about your answers.

- A(n) \_\_\_\_\_ has a dangerous job.
- A(n) \_\_\_\_\_ has an easy job.
- A(n) \_\_\_\_\_ has an exciting job.
- The pay for a(n) \_\_\_\_\_ isn't very good.

**d** Now go to Vocabulary Focus 2A on p. 163 for more jobs vocabulary.

### 3 GRAMMAR

**Present simple: positive and negative**

**a** Look at the sentences from 1b and complete them with the verbs from the box. Listen and check.

catches come doesn't don't (x2) go attack think work works

I / we / you / they	he / she / it
+ Tourists _____ to look at the alligators.	She _____ at Everglades Holiday Park.
Her parents _____ she's crazy.	She _____ wild alligators.
- They _____ too close to them.	Gabby _____ always _____ at the park.
Alligators _____ people.	

**b** Underline more present simple verbs in the text in 1b. Make two lists: positive and negative forms.

**c** Now go to Grammar Focus 2A on p. 140.

**d** Underline the verbs in sentences 1–2.

- She loves her job.
- She catches wild alligators.

**e** **02.03. Pronunciation** Which verb in 3d has an extra syllable when we add the letter -s? Listen and check.

**f** Underline the correct answers.

- After the sounds /r/, /v/, /z/ (spelled j), /ʃ/ (spelled sh) and /tʃ/ (spelled ch), we add / don't add an extra syllable.
- We add / don't add an extra syllable after other sounds.

**g** **02.03.** Listen to these verbs. Tick (✓) the verbs that have an extra syllable.

<input type="checkbox"/> works	<input type="checkbox"/> eats	<input type="checkbox"/> teaches
<input type="checkbox"/> finishes	<input type="checkbox"/> listens	<input type="checkbox"/> stops
<input type="checkbox"/> drives	<input type="checkbox"/> uses	<input type="checkbox"/> watches

**h** **Communication 2A** Student A: Go to p. 130. Student B: Go to p. 133.

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### 4 SPEAKING

**a** Think about your job or the job of someone you know. Write four sentences about the job: two positive (+) and two negative (-). Use the verbs in the box.

work drive have like study speak go start leave know

+ I start work at 7:00 in the morning.  
 - I don't drive to work.

**b** Tell your partner your sentences. Can they guess the job?

**c** Tell other students about your partner's job. Can they guess it?

She starts work at ...

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## 2 Personalised and relevant

### Insights

Language learners benefit from frequent opportunities to personalise their responses.

### Content

Personalisation tasks in every unit make the target language more meaningful to the individual learner.

### Results

Personal responses make learning more memorable and inclusive, with all students participating in spontaneous spoken interaction.

“There are so many adjectives to describe such a wonderful series, but in my opinion it's very reliable, practical and modern.”

**Zenaide Brianez, Director of Studies, Instituto da Língua Inglesa, Brazil**

# Measurable progress

## 1 Assessment you can trust

### Insights

Tests developed and validated by Cambridge Assessment English, the world leaders in language assessment, to ensure they are accurate and meaningful.

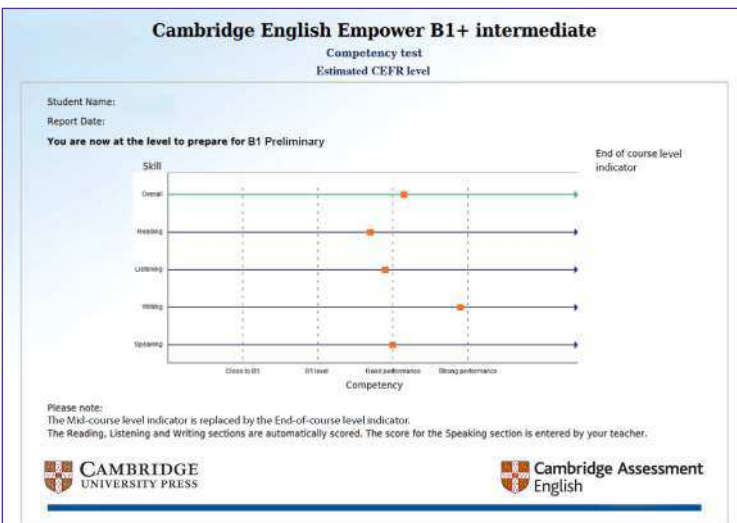
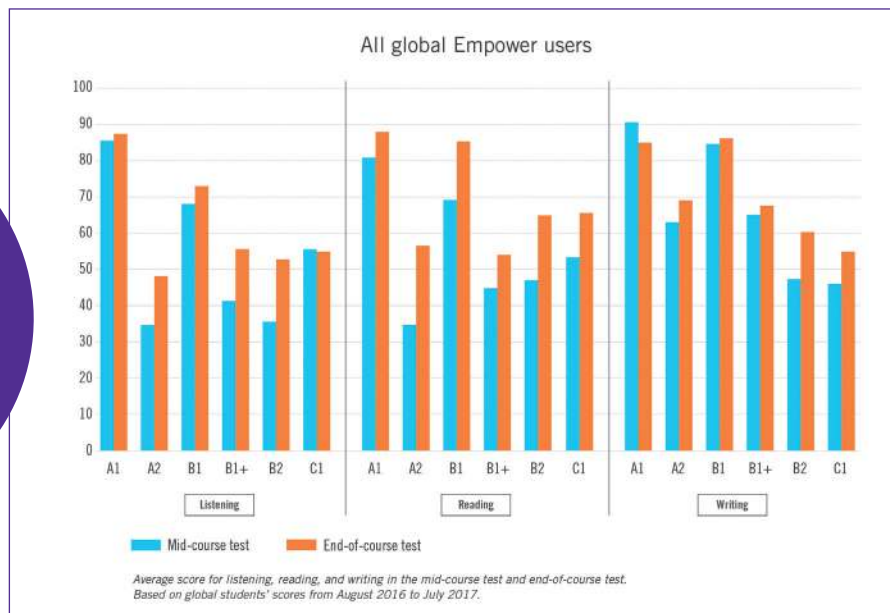
### Content

End-of-unit tests, mid- and end-of-course competency tests, and personalised CEFR test report forms provide reliable information on progress with language skills.

### Results

Teachers can see learners' progress at a glance, and learners can see measurable progress, which leads to greater motivation.

Results of an impact study showing % improvement of Reading levels, based on global *Empower* students' scores over one year.



*“We started using the tests provided with Empower and our students started showing better results from this point until now.”*

**Kristina Ivanova, Director of Foreign Language Training Centre, ITMO University, Saint Petersburg, Russia**

## 2 Evidence of impact

### Insights

Schools and colleges need to show that they are evaluating the effectiveness of their language programmes.

### Content

*Empower* (British English) impact studies have been carried out in various countries, including Russia, Brazil, Turkey and the UK, to provide evidence of positive impact and progress.

### Results

Colleges and universities have demonstrated a significant improvement in language level between the mid- and end-of-course tests, as well as a high level of teacher satisfaction with *Empower*.



# Manageable learning

## 1 Mobile friendly

### Insights

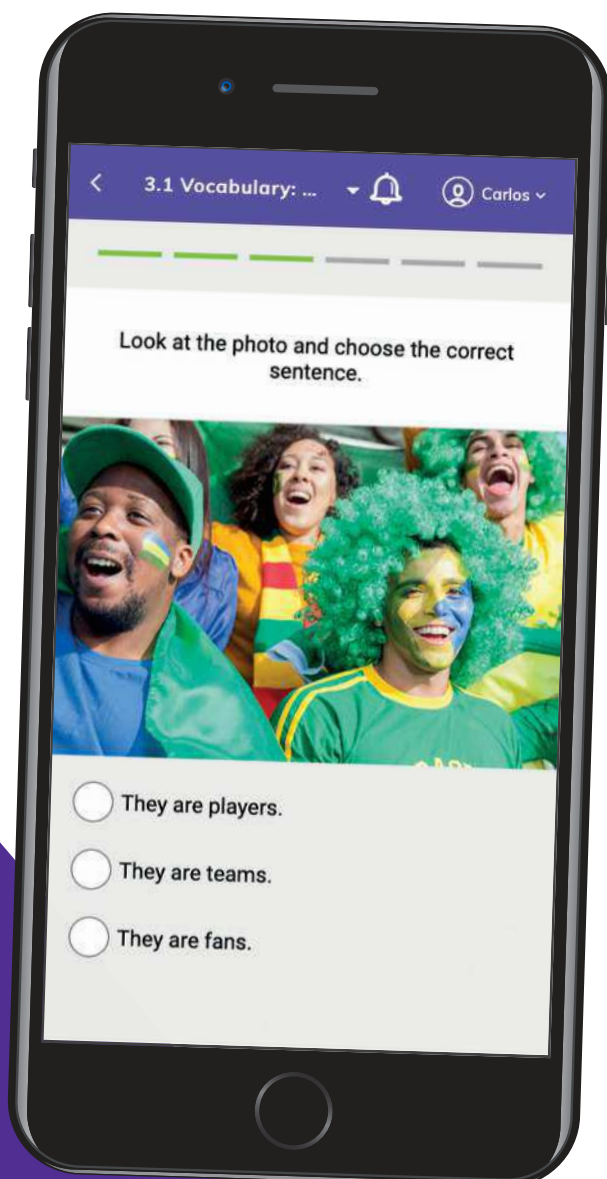
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

### Content

*Empower* provides easy access to Cambridge One: Digital Workbook content that works on any device and includes practice activities with audio.

### Results

Cambridge One: 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.

The collage displays several pages from the textbook. On the left, page 22 features a 'READING' section with questions about exam habits and a 'CHAT' section with an online chat transcript about 'Exam stress!'. The middle section shows a 'LISTENING' activity with a photo of Tania and Jack, and a 'VOCABULARY' section with a clock face and time-related exercises. On the right, page 23 shows a 'GRAMMAR' section on 'Present simple: questions' and a 'SPEAKING' section with a role-play scenario about studying.

## 2 Beyond the classroom

There are plenty of opportunities for personalisation.

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

### Insights

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

### Content

*Empower* is available with a print workbook, online practice and documentary-style videos that expose learners to real-world English, plus additional resources with extra ideas and fun activities.

### Results

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

## Unit overview



## Components

### Resources – Available on [cambridgeone.org](https://www.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
<b>Welcome!</b>	Possessive adjectives; Question words; <i>a / an</i> ; Regular plural forms	Numbers; The alphabet; Colours; Classroom objects and instructions	Noticing word stress	Saying hello and introducing people; Spelling words
<b>Unit 1 People</b>				
<b>Getting started</b> Talk about meeting people from other countries				
<b>1A</b> Talk about where you're from	<i>be</i> : positive and negative	Countries and nationalities	Syllables and word stress	
<b>1B</b> Talk about people you know	<i>be</i> : questions and short answers	Adjectives	Sound and spelling: /k/; Sound and spelling: long and short o	
<b>1C</b> Ask for and give information			Intonation for checking; Consonant clusters	Asking for and giving information
<b>1D</b> Write an online profile				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>from</i>		
<b>Unit 2 Work and study</b>				
<b>Getting started</b> Talk about what kind of work you find interesting				
<b>2A</b> Talk about jobs	Present simple: positive and negative	Jobs	Word stress; -s endings	
<b>2B</b> Talk about study habits	Present simple: questions and short answers	Studying; Time	<i>do you</i>	
<b>2C</b> Ask for things and reply			Sound and spelling: <i>ou</i>	Asking for things and replying
<b>2D</b> Complete a form				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>work</i>		
<b>Unit 3 Daily life</b>				
<b>Getting started</b> Talk about what you do every day				
<b>3A</b> Talk about routines	Position of adverbs of frequency	Time expressions; Common verbs	Sentence stress; Sound and spelling: /aɪ/ and /eɪ/	
<b>3B</b> Talk about technology in your life	<i>have got</i>	Technology	Word stress; Main stress and intonation	
<b>3C</b> Make arrangements			Main stress; Thinking about what you want to say	Making arrangements
<b>3D</b> Write an informal invitation				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> Prepositions of time		
<b>Unit 4 Food</b>				
<b>Getting started</b> Talk about eating with your family				
<b>4A</b> Talk about the food you want	Countable and uncountable nouns; <i>a / an, some, any</i>	Food	Sound and spelling: <i>ea</i> ; Sound and spelling: /k/ and /g/	
<b>4B</b> Talk about the food you eat every day	Quantifiers: <i>much, many,</i> <i>a lot (of)</i>	Cooking		
<b>4C</b> Arrive at and order a meal in a restaurant			Word groups	Arriving at a restaurant; Ordering a meal in a restaurant
<b>4D</b> Write a blog post about something you know how to do				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>like</i>		
<b>Unit 5 Places</b>				
<b>Getting started</b> Talk about what a good home is				
<b>5A</b> Talk about towns	<i>there is / there are</i>	Places in a city	<i>there's</i> ; Sound and spelling: /b/ and /p/	
<b>5B</b> Describe rooms and furniture in your home	Possessive pronouns and possessive 's	Furniture	Sound and spelling: vowels before <i>r</i>	
<b>5C</b> Ask for and give directions			Sentence stress	Asking for and giving directions
<b>5D</b> Write a description of your neighbourhood				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> Prepositions of place		
<b>Unit 6 Family</b>				
<b>Getting started</b> Talk about a family you know				
<b>6A</b> Talk about your family and your family history	Past simple: <i>be</i>	Family; Years and dates	Sound and spelling: /s/; Sentence stress	
<b>6B</b> Talk about past activities and hobbies	Past simple: positive	Past simple: irregular verbs	-ed endings; Sound and spelling: <i>ea</i>	
<b>6C</b> Leave a voicemail message and ask for someone on the phone			Sound and spelling: <i>a</i>	Leaving a voicemail message
<b>6D</b> Write a life story				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>go</i>		



Contents

Listening	Reading	Speaking	Writing
Five conversations		Saying hello and introducing people	Names and addresses
A conversation about where you're from		Where you're from	Sentences about you
A conversation about people you know	Social media posts about people you know	People you know	Notes about people you know
At the gym reception		Asking for and giving information; Checking understanding	Unit Progress Test
First day of an English class	Online profiles	Using social media	An online profile; Capital letters and punctuation
	An article about Gabby Scampone	Jobs	Sentences about jobs
A survey about study habits	An online forum about study habits	Studying; Study habits	Questions about study habits
Ordering in a café; Asking for help		Asking for things and replying; Reacting to news	Unit Progress Test
Three monologues about studying English; A teacher addressing her class	A competition entry form	Studying English	A form; Spelling
A conversation about family routines	An article about an unusual workplace	Daily routines; Spending time with your family; Routines you share with others	A dialogue; Notes about routines you share with other people
Three conversations about gadgets	An interview about using the Internet	Technology in your life	Sentences about gadgets you've got; Questions about gadgets you've got
Making arrangements to go out		Making arrangements; Thinking about what you want to say	Unit Progress Test
A monologue about someone's family	Two informal emails	Plan a party	An informal email invitation; Inviting and replying
A conversation about buying food	An article about world markets	Buying food; The food you like and don't like	
A conversation about cooking	A factfile about Albert Adrià; Two personal emails	Cooking programmes; Cooking; The food you eat	Questions about food
At a restaurant		Arriving at a restaurant; Ordering a meal in a restaurant; Changing what you say	Unit Progress Test
Four monologues about cooking	A cooking blog	Cooking; A good cook you know; Cooking for others	A blog post about something you know how to do; Making the order clear
	An article about an unusual town	Places you like; Describing a picture of a town; What there is in a town	Questions and sentences about what there is in a town
A conversation about a new home	An advertisement	Your home and furniture	Sentences about your home
On the street		Giving and following directions; Checking what other people say	Unit Progress Test
Three monologues about neighbourhoods	A website about neighbourhoods around the world	What makes a good neighbourhood; Your neighbourhood	A description of your neighbourhood; Linking ideas with <i>and</i> , <i>but</i> and <i>so</i>
A conversation about a family tree		Your family	Notes about your family
A conversation about childhood hobbies	An article about Steve Jobs	Steve Jobs; What you did at different times; A childhood hobby	Notes about a childhood hobby
On the phone		Leaving a voicemail message; Asking for someone on the phone; Asking someone to wait	Unit Progress Test
A monologue about someone's life story	A life story	Important years in your life	A life story about someone in your family; Linking ideas in the past

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
<b>Unit 7 Trips</b>				
<b>Getting started</b> Talk about where you'd like to travel to				
<b>7A</b> Talk about past trips	Past simple: negative and questions	Transport	<i>did you</i> ; Sound and spelling: /ɜ:/	
<b>7B</b> Talk about what you like and dislike about transport	<i>love / like / don't mind / hate + verb + -ing</i>	Transport adjectives	Word stress	
<b>7C</b> Say <i>excuse me</i> and <i>I'm sorry</i>			Intonation for saying <i>excuse me</i> ; Emphasising what we say	Saying <i>excuse me</i> and <i>I'm sorry</i>
<b>7D</b> Write an email about yourself				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>get</i>		
<b>Unit 8 Fit and healthy</b>				
<b>Getting started</b> Talk about sport and exercise				
<b>8A</b> Talk about past and present abilities; Talk about sport and exercise	<i>can / can't, could / couldn't</i> for ability	Sport and exercise	<i>Can, can't, could</i> and <i>couldn't</i> ; Sound and spelling: /u:/ and /ʊ/	
<b>8B</b> Talk about the body and getting fit	<i>have to / don't have to</i>	Parts of the body; Appearance	<i>have to</i> ; Word stress	
<b>8C</b> Talk about health and how you feel			Joining words	Talking about health and how you feel
<b>8D</b> Write an article				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>tell / say</i>		
<b>Unit 9 Clothes and shopping</b>				
<b>Getting started</b> Talk about shopping in your town or city				
<b>9A</b> Say where you are and what you're doing	Present continuous	Shopping; Money and prices	Word stress in compound nouns; Sentence stress	
<b>9B</b> Talk about the clothes you wear at different times	Present simple or present continuous	Clothes	Sound and spelling: <i>o</i> ; Syllables	
<b>9C</b> Shop for clothes			Joining words	Choosing clothes; Paying for clothes
<b>9D</b> Write a thank-you email				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>time</i>		
<b>Unit 10 Communication</b>				
<b>Getting started</b> Talk about how you use your smartphone				
<b>10A</b> Compare and talk about things you have	Comparative adjectives	IT collocations	Sentence stress	
<b>10B</b> Talk about languages	Superlative adjectives	High numbers	Word stress; Main stress	
<b>10C</b> Ask for help			Main stress and intonation	Asking for help
<b>10D</b> Write a post expressing an opinion				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>most</i>		
<b>Unit 11 Entertainment</b>				
<b>Getting started</b> Talk about films and TV programmes you enjoyed when you were a child				
<b>11A</b> Ask and answer about entertainment experiences	Present perfect	Irregular past participles	Sentence stress; Sound and spelling: /ɜ:/	
<b>11B</b> Talk about events you've been to	Present perfect or past simple	Music	Syllables	
<b>11C</b> Ask for and express opinions about things you've seen			Main stress and intonation	Asking for and expressing opinions
<b>11D</b> Write a review				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> Multi-word verbs		
<b>Unit 12 Travel</b>				
<b>Getting started</b> Talk about photographs				
<b>12A</b> Talk about holiday plans	<i>be going to</i>	Geography	Syllables and word stress; Sentence stress	
<b>12B</b> Give advice about travelling	<i>should / shouldn't</i>	Travel collocations	<i>should / shouldn't</i>	
<b>12C</b> Use language for travel and tourism			Intonation for showing surprise; Consonant clusters	Checking in at a hotel; Asking for tourist information
<b>12D</b> Write an email with travel advice				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>take</i>		
<b>Phonemic symbols and Irregular verbs</b> p. 129	<b>Communication Plus</b> p. 130	<b>Grammar Focus</b> p. 138	<b>Vocabulary Focus</b> p. 162	

Contents

Listening	Reading	Speaking	Writing
A conversation about travelling	Three stories about holidays	A trip around your country	Notes about a trip around your country
A conversation about transport in Moscow	A webpage about city transport around the world; Four reviews of transport systems	Metros and express buses you know; Disagreeing about transport; Transport you use	Notes about transport
On the train		Saying <i>excuse me</i> and <i>I'm sorry</i> ; Showing interest	Unit Progress Test
A conversation about choosing a homestay family	Two online profiles; An email from Ahmed	Homestay families; English-speaking countries you'd like to visit	An email about yourself; Linking ideas with <i>after</i> , <i>when</i> and <i>while</i>
A podcast about training for a marathon	An article about Paralympian Jonnie Peacock	Famous sporting events and people; Running and exercise; Present and past abilities	Sentences about present and past abilities
Two monologues about exercise	An article about High Intensity Interval Training	Getting fit; The things people have to do; Yoga; Parts of the body	Sentences and notes about what people have to do
At the gym		Health and how you feel; Expressing sympathy	Unit Progress Test
A conversation about a free-time activity	An email about a company blog; A blog article about a free-time activity	Free-time activities in your country; Your free-time activities	An article; Linking ideas with <i>however</i> ; Adverbs of manner
Four phone conversations about meeting		Meeting friends in town; Saying where you are and what you're doing	Sentences about what you are doing
Two phone conversations about what people are wearing	Two posts about living abroad; Text messages about what people are doing	Shopping; Festivals in your country; Clothes	Notes about what someone you know is wearing
Shopping for clothes		Choosing clothes; Paying for clothes; Saying something nice	Unit Progress Test
Four monologues about giving presents	Two thank-you emails	The presents you like to get; Giving presents and thanking people for them	A thank-you email; Writing formal and informal emails
A conversation about phones	An online discussion about headphones and earbuds	Headphones and earbuds; Phones; Comparing two similar things	Notes about two similar things
A radio programme about languages	A blog about languages	Languages; Blogs and language websites; High numbers	
Asking for help		Asking for help; Checking instructions	Unit Progress Test
Three monologues about text messages	Four text messages; Six posts on an online discussion board	Sending messages; Social media posts	A post expressing an opinion; Linking ideas with <i>also</i> , <i>too</i> and <i>as well</i>
A conversation about a magazine quiz	Three fact files about actors; A magazine quiz about actors; An article about actors	Popular films, TV programmes and books	Questions about films, TV programmes and books
A conversation about music in Budapest	An article about Budapest	Budapest; Kinds of music; Entertainment events in your town or city	Notes about entertainment events in your town or city
A night out		Going out in the evening; Asking for and expressing opinions; Responding to an opinion	Unit Progress Test
A conversation about a film	Three film reviews	Films	A film review; Structuring a review
Two conversations about holidays	A web page about holidays	Natural places; Important things when on holiday; Holiday plans	
Two monologues about things people like when travelling	An article about living in a different country	Living in a different country; Travelling and holidays; Giving advice about travelling	
A prize holiday		Checking in at a hotel; Asking for tourist information; Showing surprise	Unit Progress Test
A conversation about a planned holiday	An email with travel advice; An email asking for travel advice	Planning holidays; Porto	An email with travel advice; Paragraph writing