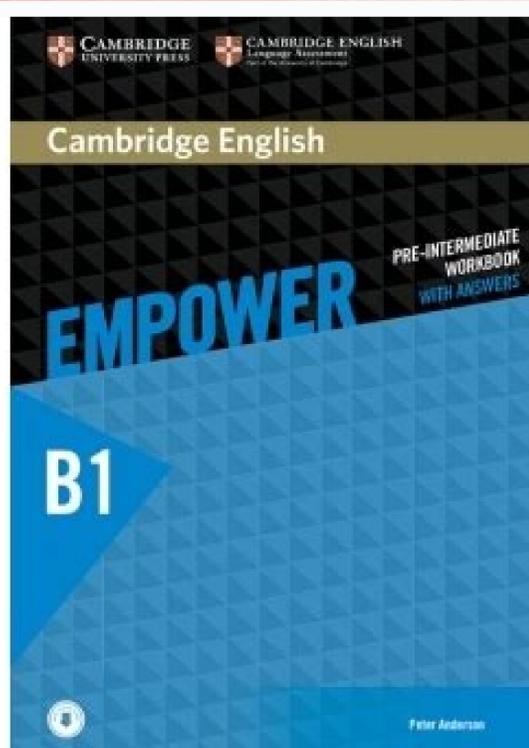
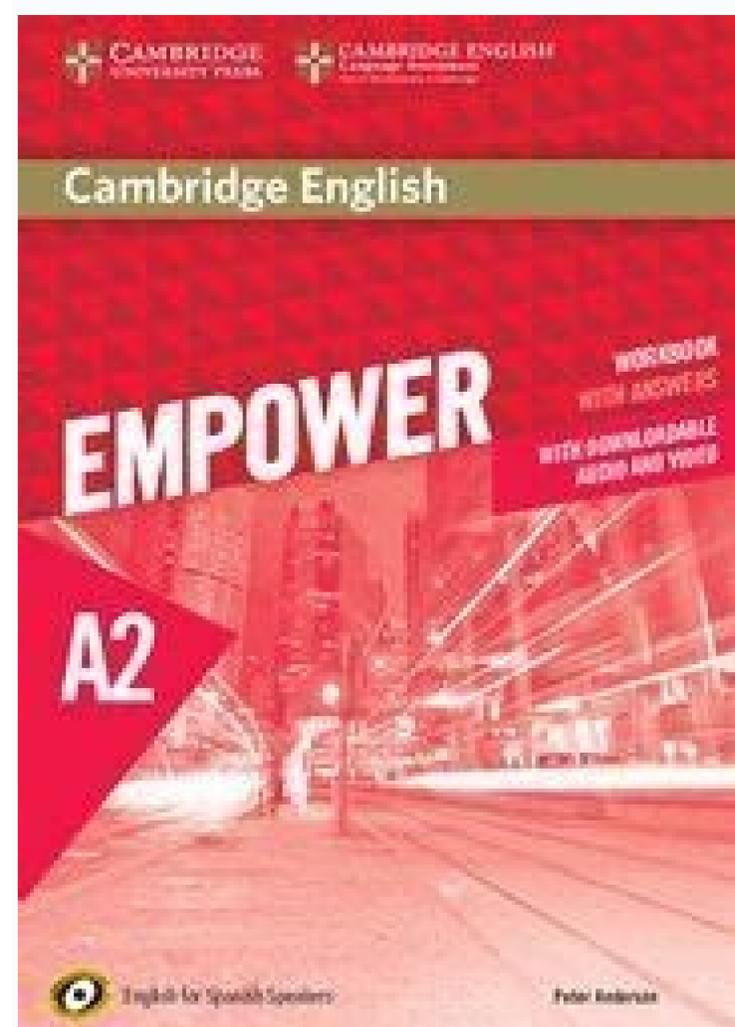
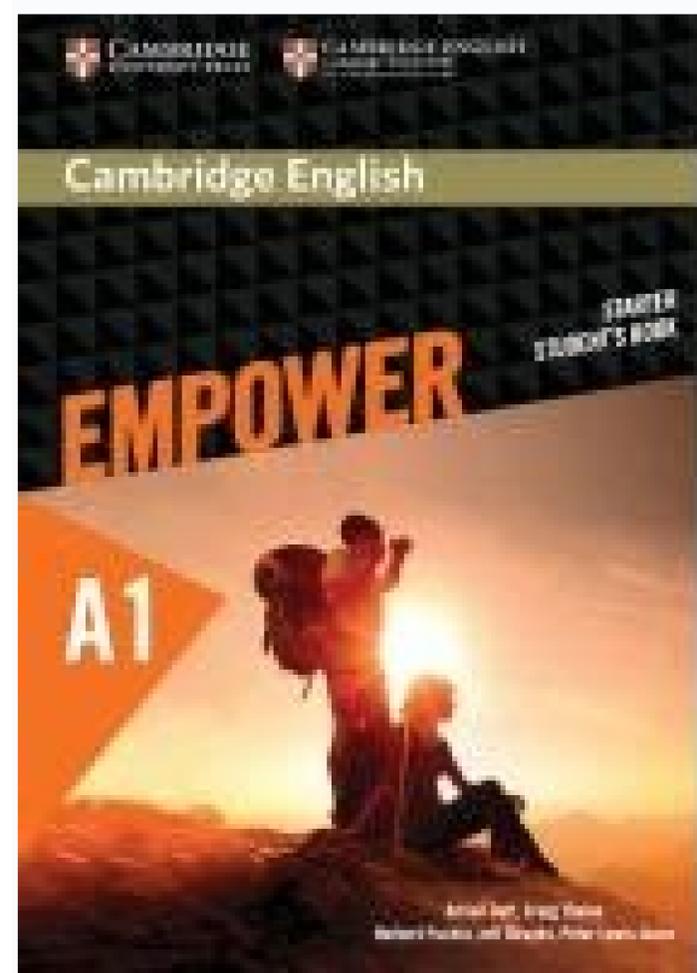
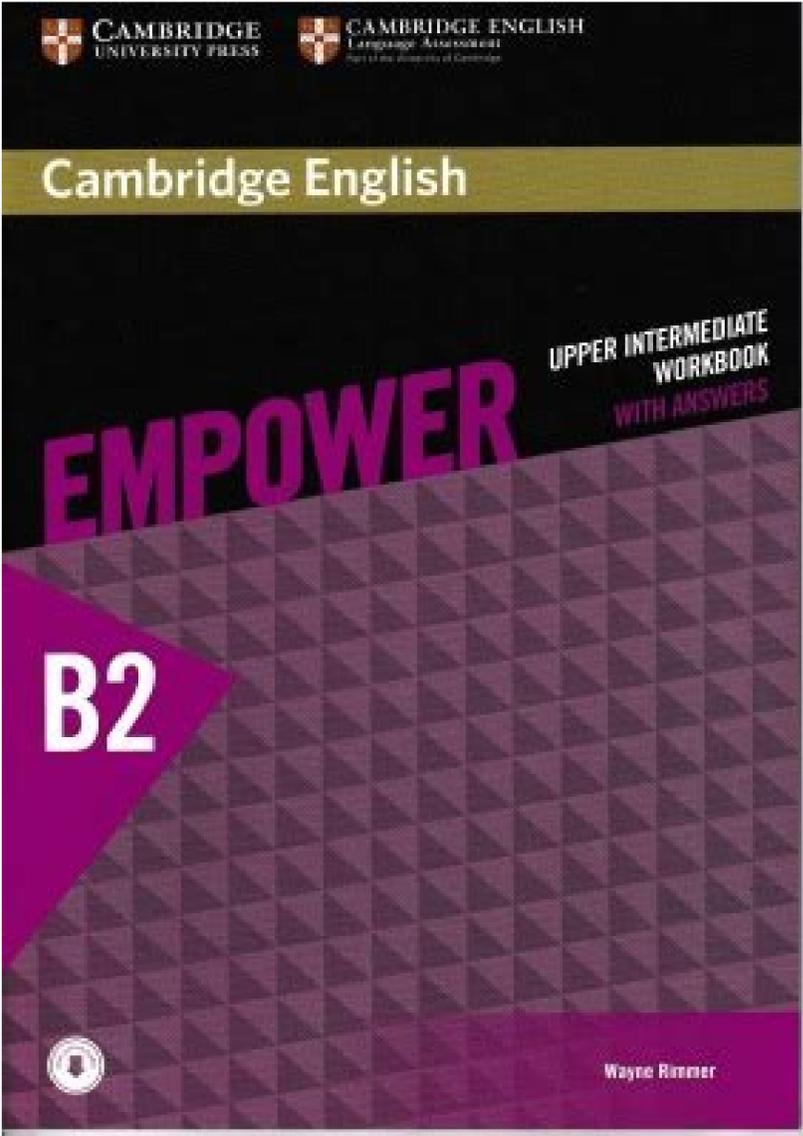
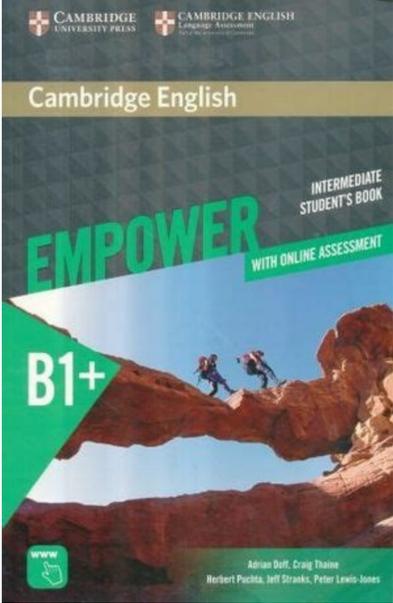


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b Answers (Vocabulary Focus 9A SB p.139) a 1 e 2 c 3 a 4 b 5 d 6 g 7 f b 1 get into 2 do 3 get 4 write 5 took 6 handed 7 got 8 failed d 1 degree 2 essay 3 exam 4 mark 5 notes 6 place 7 university 4 a LISTENING 3.5 Ask the class: Remind me: what do successful students do, those who have good study habits? Ask: Are the underlined words giving more information about the subject or the object of the sentence? Make sure students are stressing the correct auxiliaries only. Model the sentences again for students to repeat. Ask the class what was different between the first time and the second time. 1 I called him for days, but ... 3 It's not very friendly, in ... Ask students to work in pairs to complete the phrases from memory if they can. And what did the doctor say? I remember one time when I was really mean to him. 4 WRITING A Read through the choice of emails 1 and 2. Then get the students to turn over the worksheet, you read out a sentence and see if they can remember the answer or think of another appropriate response to match the sentence stress. It just shows that we can all make that change if we decide to do it! P VOCABULARY SUPPORT add up (B1) - put two numbers together overseas (B2) - in another country/abroad c 2.56 Read through the questions in the table. Can they guess what your complaints are? So I'm not but I'm meeting the others at going to see Monisha until the 7 pm so we can start queuing. (Wow, that's great. Read lots of things in English. to the bank. Clarke (2001: a Space Odyssey). J Really, Roberta? o No, they're green. Nominate students to role play their conversations to the class. Return from the Stars by Polish author Stanislaw Lem tells the story of an astronaut returning to Earth to find it completely changed. Answers shouldn't: short use: long e In pairs, students look through the sentences and practise reading them aloud to see how they think the vowel sounds are pronounced. The winning group is the one with the most ideas. a Ask students to look at the pictures of Simon with his blog and guess the answers to the questions. A book money bank? Answers: 1 lovely 2 nice 3 fantastic 4 good b Elicit from the students that the highlighted phrases don't add extra information but indicate interest and/or surprise on the part of the speaker. However, he is also famous for the funny characters he created. Ask them to match the charities with the sentences. Then change the pairs to check the second student's answers. Who ... ? Remind them to use words and phrases to explain reasons and results. When Brian got home, he found a special offer online. Students complete the table with a partner. room. But I was glad the week was nearly finished. 2 I've already spent my salary this month. EXTRA ACTIVITY Ask students why the following are mentioned in the dialogue: brother (Annie's going to visit him), a party (her brother might have one on Sunday), cheaper (tickets are cheaper on Sundays). Ask students some extra questions using change, e.g. When did you last change your mind? ... Thank you. Suggested answers 1 playing with a ball 2 to let him have some fun / for company 3 perhaps - it would be warm and friendly; perhaps not - have to feed it, it makes a mess, it needs walks 4 nothing; it can't lick you, communicate CULTURE NOTES The picture shows the AIBO, an artificial intelligence robot. They then have to see how many of the cities they can name. How quickly can they find the names? They need to choose which event to organise. (If students cannot think of any ideas, they can try again with the next sentence.) The student should choose which response they most like and 'award' the card to that student. The Iron Man films are based on the Marvel comicbook superhero (pictured on SB p.109, bottom) who first appeared in comicbooks in 1963. Oh, I don't know. Did you get it? Ask one or two students to tell the class what they found out from their partner. Download & View Cambridge English Empower Pre Intermediate B1 Student's Book as PDF for free You're Reading a Free Preview Pages 8 to 12 are not shown in this preview. Encourage students to ask as many follow-up questions as possible, e.g. Did you have fun? And when she looked at Hannah, she saw that her face had gone blue. If your group is large, you could project the photo onto a screen or whiteboard. b 1.33 Tell students they will now hear the woman tell her story. How many international students were there? Elicit/Remind them of how we use to (from Unit 7). 2 VOCABULARY a Students complete the sentences individually. 3 4 I'd like to have more friends, but I don't know how to meet any new people. Answers Verb + -ing to + infinitive avoid imagine like miss recommend regret agree arrange like forget manage promise refuse For Activity B, demonstrate what students have to do with one pair/group. Complete the sentences. Answers b Julie; text message Marc; emails Gin; forget Claudio; instant message c 1 because she generally does 2 people's birthdays, and big news 3 so his friends and family know his news 4 because it's better than a lot of shouting and crying VOCABULARY SUPPORT abroad (B2) - in another country blog (B1) - information that you put on the Internet regularly for people to read cancel (B1) - stop something that's arranged comment (B1) - words or message about something instant message (IM) - a way of communicating very quickly online realise (B1) - suddenly start to understand separate, independent of each other (B1) - different 24 UNIT 1 Communicating CULTURE NOTES In 2014, the social networking site Facebook had around 1.3 billion users, with 654 million using the site every day on their smartphones or tablets. Monitor and help students with their explanations. You'll have the chance to do something new. I'm taking an exam this afternoon. Answers 1, 2, 4 2.33 Play the recording for students to listen and repeat the phrases. One student is the shop assistant and the other students are Mark and Rachel. T So, that was some red roses ... C Three dozen, please. Write the following situations on the board: on a bus, in a supermarket, at an airport, in the street, in a hospital. Some will need help with ideas whereas others will need language advice. For the example above, Joe didn't put his coffee cup down next to his chair or Did Joe put his coffee cup down next to his chair? After the activity, ask students to say who they are most similar to in their group, and why. Revise the symbols by writing some simple transcripts on the board for students to say the word, e.g. /tri:/ (tree), /maʊs/ (mouse), /wɪndəʊ/ (window). Students continue to discuss the sentences in pairs and agree on an ending for each one which they write in one of the shapes at the bottom of the worksheet. We'll start with you ... Who are you going to talk about today? R Yeah. Are the phrases the same as those on the board? c Read the title of the article with students and ask them to guess what the article might be about. Students explain their answers e.g. I went on holiday to France last year. Monitor, but don't make any corrections at this stage. Point out that there aren't mistakes in every line, but there is a case where there are two mistakes in one line. A It's Annie. Students read the information in Grammar Focus 6B on SB p.152. They complete the tasks individually, but compare their ideas with a partner before you take feedback as a class. 3 Do you think the 1950s were a good time to live? Firstly, the number of squares at the end of the words is not specified, so students have to decide whether to use an -ed or an -ing ending. Ask: What is the subject of this sentence? I asked the flight attendant where I should sit and she told me that the only place was the toilet. You can do this by echoing the incorrect pronunciation a student has given. Note or remember any basic problems to go through afterwards. In feedback, ask for more example sentences from students for each verb, to practise using the correct form. Answers giving: lend to communicating; explain to c Tell students to add the verb + to combinations to the table. Elicit some examples to show the meanings: I hope I pass the exam. GRAMMAR will / won't / shall 1.69 Books closed. Ask the first student to say the first sentence (It was a ...) and then roll the dice. 4 I was carrying the glasses carefully, but I accidentally. • Jake is in number 14 and he is going to be a famous actor, so he reads scripts aloud. Find an opportunity to introduce careers fair because students will need this term for the listening. We're meeting some friends. Read through the situations with them. You may wish to help them with the words in the Vocabulary support box. Sat naps are always out-of-date. Sentences from Student C 1 2 3 4 * Student B 1 2 3 4 I'll see you later. EXTRA ACTIVITY to discuss a question. But Rivaldo proved the coach wrong and became one of the best footballers in the world. Encourage students to ask as many follow-up questions as possible, e.g. Did you have fun? And when she looked at Hannah, she saw that her face had gone blue. If your group is large, you could project the photo onto a screen or whiteboard. b 1.33 Tell students they will now hear the woman tell her story. How many international students were there? 4 There might be no science, engineering or computers. b Elicit which verb + to combination is related to giving and which to communicating. Where does it hurt/the bus go/your friend live/you did work? Answers 1 soon 2 after a while c Ask students to complete the text with the correct words and phrases. 4 What did Polly write to Mr Smith? We need to learn them as complete phrases. This is because their habitat has been destroyed and also because of illegal hunting. Answers (Grammar Focus 3A SB p.147) a 1 bought 2 done 3 driven 4 given 5 made 6 lent 7 ridden 8 saved 9 seen 10 sold 11 smiled 12 spent 13 taken 14 wanted 15 written b 1 I've never given 2 Have you ever sold 3 's lived 4 've eaten 5 've never sung 6 Has he ever cooked 7 's helped 8 's never broken down 9 have the children 10 've never tried c 2 I've never seen that film. Student A reads aloud one of their sentence endings, while Student B looks at the sentence beginnings and tries to guess the correct one. Mostly c. Join the gym today. Fox (pictured on SB p.109, top right) travels in time both to the past and to the future in a car which is adapted into a time machine. 9 'Thriller is a best-selling Jackson. Tell them they should continue for as long as possible. Ask students to read the article again to answer the questions individually and then check with a partner. If necessary, play the recording again. See you. It's really just a place for tourists. And I can't get to sleep. Answers 1 a job 2 paid 3 divorced 4 rich 5 in touch 6 ill 7 a place 8 on well 9 to know 10 better 11 old 12 together 188 Groups will spend different amounts of time on each statement in Activity C, so monitor carefully. The past tense forms are: rise, rose, risen and it doesn't take an object, e.g. The sun rises very early these days. UNIT 6 Problems and advice b Students match the words with a-f in the pictures. Ask one or two students to play the game with the whole class. Allow some time for students to read their story and answer the five questions. EXTRA ACTIVITY In pairs, students make a list of ways in which the seaside in their country has changed in the last 50 years (or since their grandparents were young). WORDPOWER Answers 1 put off 2 put on 3 put on 4 put down 5 put through 6 put up 7 put back c Students complete the sentences individually. 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...clearly/stressfully in negative sentences. Students read out their summaries or circulate them in the class. But Baumgartner didn't break all of Kittinger's records, he only broke two. GRAMMAR CAREFUL! Students often confuse the use of say and tell, e.g. The man told that the film was boring (Correct form: The man said that the film was boring.) It is usually followed by a personal object, unlike say. Ask pairs to take turns reading sentences to each other. Elicit or correct mistakes with forms with /not/ enough. Tell them to use the context to work out the meanings. 2 He hasn't paid Mark back yet. 4a How much is a ticket? Point out that verbs that always go with a certain noun like the ones in this exercise are very common in English. Group A work together to write positive and negative sentences, e.g. He used to have a pet (bird), 4 a answers. 5 She has bought flight tickets. PIERRE HI. H So Pierre, tell us about your idea for a great invention. The task will be quite challenging if you set a time limit: Look at question 1 together. UNIT 7 Changes 107 7D Skills for Writing At the end of this lesson, students will be able to: After that, I decided to make a change OPTIONAL LEAD-IN Books closed. Monitor and give encouragement and ideas where necessary. Ask students to choose which phrases they heard in Part 1. N Every weekend! C Yes, she gets worried about me and she wants to know what I'm doing. If necessary, be ready to give some examples yourself, e.g. Do you live near the school? ADDITIONAL MATERIAL Workbook 2C Unit Progress Test Personalised online practice UNIT 2 Travel and tourism 43 2D Skills for Writing At the end of this lesson, students will be able to: This city is different, but very friendly - understand a conversation about a travel experience - read and understand a travel blog - use linking words and /but/ so /because/ /when - write a travel blog OPTIONAL LEAD-IN Put students into pairs. It's called Eye of the Storm, and it's about a hurricane - a very strong storm - which is coming towards the coast of Florida, in the USA. Answers 1 a) ...the weather is terrible. b) ...the weather is terrible. c) ...the weather is terrible. d) ...the weather is terrible. e) ...the weather is terrible. f) ...the weather is terrible. g) ...the weather is terrible. h) ...the weather is terrible. i) ...the weather is terrible. j) ...the weather is terrible. k) ...the weather is terrible. l) ...the weather is terrible. m) ...the weather is terrible. n) ...the weather is terrible. o) ...the weather is terrible. p) ...the weather is terrible. q) ...the weather is terrible. r) ...the weather is terrible. s) ...the weather is terrible. t) ...the weather is terrible. u) ...the weather is terrible. v) ...the weather is terrible. w) ...the weather is terrible. x) ...the weather is terrible. y) ...the weather is terrible. z) ...the weather is terrible. ...

you understand and care about someone's problems. 5 S 6 S 7 O 8 S 9 O Put the phrases from the word box in 4c on the board. I really hope it doesn't hurt... can't wait. A I hope so anyway. I'll get you back to work on your work now. I just closed the door again. There was too much... Video/AudioScript (Part 2) RACHEL OK. When you do start the... also show that he took good care for his age, had been quite ill just before his death and that he had tattoos. EXTRA ACTIVITY Put students that many UK stations today have ticket machines and no ticket offices. Choose a text of the right level for your students and which does not contain unfamiliar words. There were some different numbers. B students read the quotes and match the people to the topics 1-6. 19 There's a horrible smell in the kitchen. What else do you have? Ask if they have heard of any unusual devices/machines. 2 She isn't sure Leo loves football. Same i e s p Different i: cheap u; who ao cat i chip ao now f chair b m n a teacher ao man qj ob d i near a but o think k i late o put o the g r w s; kind a: part j sh s; walk b got 3 television oo tour b; how e hair a i f i would j yes njsing B Find the phonetic script for the words in the wordsearch. Ask students: Why did I use the present continuous for this sentence? Konishi used his huge weight to help him win fights - he usually sat on people until he won. 12 She's not very well / she's always very short as it's her birthday. There may be different answers. 4 No, I wouldn't download an album if it was for charity. I didn't mind, but I didn't like the attention she got from my parents. funny? C Read through the questions in 1c with the class. How much do you owe them? Ask what other kinds of things people sometimes want to change about themselves and put students' ideas on the board. e.g. diet, bad habits, job, appearance. Cambridge English Empower B1 Teacher's Book © Cambridge University Press 2015 PHOTOCOPIABLE 4B Grammar will / won't / shall / I've missed the bus and it's raining. Students uncover the task and check. B Find a new partner. Individually, students write positive responses to other worries and compare their ideas with a partner. 6 Where... Video/AudioScript (Part 1) RACHEL Hello, Fantastic Flowers. They must take it in turns to explain the words for their crossword to their partner and to ask their partner to explain words in order to complete the empty rows on their own. 7... 8... 9... 10... 11... 12... 13... 14... 15... 16... 17... 18... 19... 20... 21... 22... 23... 24... 25... 26... 27... 28... 29... 30... 31... 32... 33... 34... 35... 36... 37... 38... 39... 40... 41... 42... 43... 44... 45... 46... 47... 48... 49... 50... 51... 52... 53... 54... 55... 56... 57... 58... 59... 60... 61... 62... 63... 64... 65... 66... 67... 68... 69... 70... 71... 72... 73... 74... 75... 76... 77... 78... 79... 80... 81... 82... 83... 84... 85... 86... 87... 88... 89... 90... 91... 92... 93... 94... 95... 96... 97... 98... 99... 100... 101... 102... 103... 104... 105... 106... 107... 108... 109... 110... 111... 112... 113... 114... 115... 116... 117... 118... 119... 120... 121... 122... 123... 124... 125... 126... 127... 128... 129... 130... 131... 132... 133... 134... 135... 136... 137... 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