PIONEER is a brand new series with functional language and competence-based tasks.

7 LEVELS
Beginners to Advanced
A1, A2, B1, B1+, B2, C1

Pioneer is an innovative course for young adults and adults which takes learners from Beginners to Advanced level. The course follows the requirements of the Common European Framework of Reference and focuses on the systematic development of key competences. The course is organized into twelve topic-based modules, which allows learners to deal with a variety of topics in depth. In this way, learners are enabled to communicate successfully in English in a wide range of social situations and environments.

Course Features:

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting functional language in real-life situations
- Reading material from authentic sources
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practiced in context
- Systematic development of reading and listening skills and subskills
- A variety of communicative tasks
- Step-by-step approach to writing
- Activities encouraging critical thinking and personal response
- Task-based activities preparing learners for the real world
- Practical tips helping students to become autonomous learners
- A review section in each module providing regular revision and consolidation
- A grammar reference section

In Pioneer Level B2 and in Pioneer Level C1 both British and American English have been used in different written and spoken texts, thus preparing students for various examinations. British English spelling conventions are used throughout these books.
British edition also available
Components for students

Student’s Book
Full-colour Workbook
Pioneer Online Pack
(e-Workbook: online version of the Workbook with interactive activities, digital glossary, extra interactive activities, videos & video activities / Workbook print edition)

Components for teachers

Teacher’s Book
Workbook key Booklet
Class CDs

Interactive Whiteboard Material with videos
Teacher’s Resource CD/CD-ROM (Tests, Extra material, Video worksheets)
DVD including videos: Pioneer Clips and Pioneer on View
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Discuss:

• What are the most common names in your country? Do they have English equivalents?
• Do you like your name? Do you think it suits you?

In this module you will learn...

• to greet people and say goodbye in formal and informal situations
• to introduce yourself and others
• to spell names
• to understand information on business cards
• to exchange basic personal information (name, age, nationality, occupation, telephone number, address, email, marital status, date of birth)
• to say where you’re from
• to express possession
• to talk about members of your family
• to complete a form
1a Reading

Listen and read. Which phrases are formal, informal or both?

A: Hi!
B: Hey. What’s up?
A: Not much.
B: Good to see you. Are we in the same class?
A: Yeah, I think we are. See you later, then.
B: Bye.

A: Excuse me, what’s your name?
B: Mark Addison.
A: How do you spell your last name, Mr. Addison?
B: It’s A-D-I-S-O-N.
A: OK, thank you.

A: Hello, Jack. How are you?
B: I’m very well. And you?
A: I’m fine, thanks.

A: Pleased to meet you, Ms. Thompson.
B: Good morning. My name’s Alison Thompson.
A: I’m shortine, thank you.
B: I’m very well. And you?
A: Hello, my name’s Tina.
B: Nice to meet you, Maria.
A: This is Maria, by the way.
B: Not bad.
A: Good, thanks. And you?
B: How are you?
A: Hi.
B: Hello.

A: Hello, Paul.
B: Hi, Andy. And who is this?
A: This is my son, Steven.
B: Nice to meet you, Steven.
C: Nice to meet you, too.
B: How old are you?
C: I’m eight.
B: Really? You look over ten!
2 Intonation

Listen and repeat. Notice where the sentences are stressed.

I'm fine, thank you.
See you later.
Pleased to meet you.

How's it going?
Have a nice day.

3 Speaking

Talk in groups of three as in the example. Use the phrases given.

Hello
Hi
Hey
Good morning
Good afternoon
Good evening

How are you?
Not bad.
So-so.

How's it going?
I'm OK/good, thanks.

What's up?
I'm fine, thank you.

How's everything?
I'm very well. And you?

How are you doing?
Great! Good to see you!

What's up?
See you.

How's it going?
See you later.

How's it going?
See you tomorrow.

Nice to meet you.
Pleased to meet you.

Pleasure to meet you.

4 Grammar

The verb to be → p. 133

Read the examples. What do you notice about the formation of the negative and question form of the verb to be?

A: Are you a student?
B: No, I'm not. I'm a teacher.
A: Are you American?
B: Yes, we are. We're from New York.
A: Is Maria in your class?
B: No, she isn't. She's in class A3.

A: Is Fred a new student?
B: Yes, he is.
A: Who are they?
B: They're my friends.
A: Are they in the same class?
B: No, they aren't.

5 Listening

Listen to two dialogues and answer the questions.

1. How old is Gary?
   a. 20
   b. 22

2. How does Mary spell her last name?
   a. Malloney
   b. Maloney

6 Speaking

Talk in pairs. Exchange personal information and complete the table.

First name
Last name
Age

What's your name?
Tony Phillips.

How do you spell your last name?
P-H-L-L-P-S
1. **Vocabulary**
   A. Match the occupations with the pictures. Then listen and check your answers. Which of these people might have a business card?
   - vet
   - accountant
   - secretary
   - hairstylist
   - waiter/waitress
   - lawyer
   - electrician
   - doctor
   - architect
   - salesperson

2. **Reading**
   A. What sort of information do you expect to see on a business card? Check.
   - name
   - e-mail
   - age
   - address
   - occupation
   - nationality
   - website
   - company name
   - phone number

   B. Read the business cards below and complete the sentences with the correct information.

   **THE DAILY NEWS**
   - John Richards
     - photographer
     - phone: 998-001-3343
     - e-mail: jrphoto@zmail.com
     - www.thedailynews.net

   **Sheila’s hair & beauty salon**
   - Sheila Cook
     - 125 Main St.
     - Greenville
     - Illinois
     - 62246
     - Cell phone: 334-435-6653
     - Call for appointment

   **Big Dan’s cars**
   - Lisa Jacobs
     - salesperson
     - 339-404-9655
     - lisa@bigdanscars.net

   **Prentiss and Blair Accounting**
   - Lionel Jones
     - home: 124-544-0667
     - cell: 234-554-6674
     - e-mail: l.jones@pandbaccounting.com

3. **Listening**
   - Try to guess who owns the items below.
   - **Grammar**
     - A.
       - What does Steve’s dad do?
       - He’s an architect.
     - B.
       - What’s your address?
       - These are my watches.

4. **Speaking**
   - **Listening**
     - What’s your cell phone number?
     - I think that’s Pat’s wallet.
   - **Speaking**
     - Look at the business cards again and talk about the people.
       - John Richards is a photographer.
       - Lionel Jones is an accountant.
       - Lionil Jones’ cell phone number is 334-435-6653.
       - Lisa Jacobs’ e-mail address is lisa@bigdanscars.net.
       - Lisa Jacobs’ e-mail address is lisa@bigdanscars.net.

5. **Writing & Speaking**
   - **Listening**
     - What are the words in bold followed by?
     - a.
       - What do you do?
       - I’m Keith.
     - b.
       - What does your father do?
       - He’s a doctor.

6. **Warm-up activity**
   - Introducing the topic and encouraging personal response
   - Vocabulary presented through visual prompts

7. **Various types of authentic texts**
   - Through various types of authentic texts
3 Writing & Speaking

Create your own business card including all the appropriate information. Then work in groups and exchange information.

What do you do? I'm a photographer.

What's your cell phone number? It's 998-001-3343.

What's your e-mail address? jrphoto@zmail.com.

What's your address? 124-544-0667.

4 Grammar

These/Those, Plurals, Possessive adjectives, Possessive case → p. 133

A. Complete the table.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is __________.</td>
<td>These are my watches.</td>
</tr>
<tr>
<td>__________ a new bag.</td>
<td>Those are new bags.</td>
</tr>
</tbody>
</table>

B. Match. What are the words in bold followed by?

I'm a doctor.

He's an architect.

She's a reporter.

They're students.

We're brothers.

His cell phone number is 456-505-6617.

Her father is a reporter, too.

C. Circle the correct words.

1. A: Are these / those your keys over there?
   B: No, they aren't. These / Those are my keys here.
   A: Oh, maybe they're Paul's / Paul's then.

2. A: Are these men's / mens' sunglasses?
   B: No, they aren't. But these / those over there are.
   A: Thanks.

D. Match the phrases with the pictures.

the teacher's pen

the teacher's pens

the teachers' pens

3. A: That's your parent's / parents' car, right?
   B: No, their / your car is red. That's black.
   A: So, is it you / your car?
   B: No, it isn't. It's my brothers' / brother's.
   A: Wow! His / He's car is nice.

5 Listening

Listen and answer the questions.

1. What does Steve's dad do?
   a. He's an electrician.
   b. He's an architect.

2. What is Mr. Peters' e-mail address?
   a. j.peters@ethermail.net
   b. j.peters@ethermail.com

3. What is new?
   a. Kelly's sunglasses.
   b. Kelly's watch.

4. What is the doctor's cell phone number?
   a. 346-388-1267
   b. 354-667-8834

6 Speaking

Try to guess who owns the items below.

I think that's Pat's wallet.
I'm Alfredo and I live and go to school in London. My mother is Irish and my father's from Italy. My mother is an only child but my father has six brothers and sisters. They are all married with children. So, I have lots of cousins in Rome. One of my cousins lives with us because he goes to college here in London.

I'm Antonio and I'm 18. I'm from Castellon, Spain, but I live in Mexico City with my brother, Pedro. I'm a college student and Pedro works at a bank. He speaks three languages but I only speak English and Spanish.

I'm single and I'm from Brazil. I live in Paris and I work in a museum there. My parents are back home but my brother also lives in Paris. He's married. His wife's American. They have a ten-year-old son. He speaks Portuguese, French and a little bit of English. Imagine that!

I'm Bianca, I'm single and I'm from Brazil. I live in Paris and I work in a museum there. My parents are back home but my brother also lives in Paris. He's married. His wife's American. They have a ten-year-old son. He speaks Portuguese, French and a little bit of English. Imagine that!

Listen to the words in the box. Then look at the family tree and complete the sentences using some of the words in the box.

1. Diana is Liam's __________.
2. Liam is Brian and Helen's __________.
3. Nora is Mike's __________.
4. Liam is Fay's __________.
5. Brian is Paul's __________.
6. James is Peter's __________.
7. Fay is Tim and Diana's __________.

Look at the pictures. What can you tell about these people? Listen, read and check your answers.

I'm Alfredo and I live and go to school in London. My mother is Irish and my father's from Italy. My mother is an only child but my father has six brothers and sisters. They are all married with children. So, I have lots of cousins in Rome. One of my cousins lives with us because he goes to college here in London.

I'm Antonio and I'm 18. I'm from Castellon, Spain, but I live in Mexico City with my brother, Pedro. I'm a college student and Pedro works at a bank. He speaks three languages but I only speak English and Spanish.

I'm Bianca, I'm single and I'm from Brazil. I live in Paris and I work in a museum there. My parents are back home but my brother also lives in Paris. He's married. His wife's American. They have a ten-year-old son. He speaks Portuguese, French and a little bit of English. Imagine that!

Read again and write T for True or F for False.
1. Bianca lives and works in France.
2. Bianca's nephew speaks three languages.
3. Antonio and Pedro are Spanish.
4. Pedro goes to college.
5. Alfredo's parents are from different countries.
6. Alfredo's mother has family in Italy.
7. Alfredo lives with one of his cousins in Rome.

My son is three years old. I have a three-year-old son.
3 Vocabulary & Speaking

A. Match. Then listen and check your answers.

COUNTRIES
- Argentina
- Australia
- Brazil
- Canada
- China
- Colombia
- Egypt
- France
- Hungary
- India
- Ireland
- Italy
- Mexico
- Peru
- Poland
- Portugal
- Russia
- Spain
- the U.K.
- the U.S.A.
- Turkey

NATIONALITIES
- Spanish
- Mexican
- British
- Polish
- Hungarian
- American
- Italian
- French
- Portuguese
- Chinese
- Russian
- Argentinian
- Argentine
- Peruvian
- Australian
- Turkish
- Brazilian
- Canadian
- Irish
- Egyptian
- Egyptian
- Colombian
- Indian

- the U.S.A. = the United States of America
- (the U.S., the States)
- the U.K. = the United Kingdom of Great Britain
- and Northern Ireland

B. Talk in pairs.

“Where are you from?
I’m from... but/and I live in...
And you?”

In + city/country
I live in Houston.

4 Grammar

Present Simple (affirmative) → p. 133

A. Read the examples. How do we form the third person singular?

I work at a bank.
Peter works in an office.
We go to college.
My sister goes to school.

I have - He has

B. Complete the sentences with the Present Simple of the verbs in parentheses.

   City but she ________ (work) in Manhattan.

2. John and his cousin are teachers. They ________ (work) in the same school.


4. Harry ________ (have) two cousins. They ________ (live) in London. They ________ (go) to college there.

B. Draw your family tree.

Present yourself and members of your family to your partner. Answer any questions he/she may have.

“I am from a small/big family. I have...
I live in... with...
I go to school/college in...
I work in/at...
I speak...
I’m single/married.
My...’s name is...
He/She works...

I. Present yourself and members of your family to the class.

II. Create a riddle for your partner to solve.

All your cousins have an aunt, but she isn’t your aunt. Why?

Sisters and brothers I have none, but that man’s father is my father’s son. Who is it?”

Task

competence-based tasks promoting critical thinking skills, research skills, problem-solving skills, organization skills, collaboration skills

performance evidence

I have - He has
1 Vocabulary

A. Complete the days, ordinals and months with the missing words. Then listen and check your answers.

tenth July November thirty-first twenty-fifth April fourth September Wednesday

B. Think about the academic year in your country and discuss:
• when the academic year starts and ends.
• what kind of breaks there are (spring, summer, fall, winter, etc.) and when.
• how many semesters/terms there are.

"In (name of country), the academic year starts ..."

2 Speaking Game

Go around the class, ask questions and complete the sentences for the game with names. Add up your score and see who the winner is!

"When's your birthday? My birthday is...
How do you spell your name? ..."

Classmate Search!

POINTS

2 's birthday is in September.
4 's birthday is in the same month as my birthday.
10 's birthday is on the same date as my birthday.
2 is over twenty years old.
4 is the same age as I am.
2 is from another town/city.
4 is from abroad.
2 's first name starts with the letter 'P'.
10 's first name starts with the letter 'Z'.
6 's last name ends with the letter 'A'.
4 's last name has six letters.
6 's last name has over six letters.

TOTAL SCORE
In (name of country), the academic year starts...

• how many semesters/terms there are.
• what kind of breaks there are (spring, summer, fall, winter, etc.) and when.
• when the academic year starts and ends.

B. Think about the academic year in your country and discuss:

Speaking the game with names. Add up your score and see who the winner is!

Go around the class, ask questions and complete the sentences for

Game Vocabulary and check your answers

-tenth    July    November    thirty-first    twenty-fifth    April    fourth    September    Wednesday

Complete the days, ordinals and months with the missing words. Then listen

POINTS
10
4
4
6
2
4
2
4
2
4
2
4
2

Search! on dates / days of the week + seasons / months / years

January 16th, 2012   01/16/2012

we say: 'two thousand (and)

1999 We say: 'nineteen ninety nine'

.../quotedblright.cap

How do you spell your name?

My birthday is...

/student.

Complete the form below.

APPLICATION FORM

First name _____________________________  Middle name _____________________________

Last name _____________________________

Gender Male ☐  Female ☐

Date of birth ________/_____/______

Nationality _____________________________  Country of birth (if different) _____________________________

Occupation _____________________________

Preferred mailing address

city/town _____________________________ state _____________________________

country _____________________________ zip code _____________________________

e-mail address _____________________________

Preferred telephone  Home ☐  Cell ☐

Home _____________________________

Cell _____________________________

Passport / Identity card number _____________________________

Language Proficiency (Check which apply)

speak ☐  read ☐  write ☐  1st language ☐  spoken at home ☐

I, _____________________________, certify that the information given on this form is, to the best of
my knowledge, correct and complete.

Signature _____________________________  Date _____________________________

5 Speaking

Look at the form above with your information and present yourself to your partner or to the class.
It’s up to you which information to give and which to leave out.
Vocabulary
A. Complete the sentences.
1. Your aunt’s daughter is your __________.
2. A person from Brazil is __________.
3. The ninth month of the year is __________.
4. Your sister’s son is your __________.
5. A person from China is __________.
6. June is the __________ month of the year.
7. A person from Russia is __________.
8. The day after Monday is __________.

B. Circle the correct words.
1. What is your e-mail number / address?
2. Julie is a hairstylist / waitress at a beauty salon.
3. Mr. and Mrs. Jones have three children, a son and two nieces / daughters.
4. I have an appointment / application with Dr. Roberts.
6. Donald is single / married. His wife’s name is Anne.

Grammar
C. Complete the dialogues.
1. A: That is my best friend, Jane.
   B: a reporter, too?
   A: No, __________. __________ a photographer.
2. A: Italian?
   B: No, __________. I __________ Portuguese.
3. A: Who are they? __________ your friends?
   B: Yes, __________.

D. Choose a, b or c.
1. We live in Rome but ____ apartment is very small.
   a. we b. their c. our
2. The ____ father is an accountant.
   a. children b. children’s c. children’s
3. Look at ____ sunglasses over there. They’re really nice.
   a. that b. these c. those
4. There’s my English teacher. ____ name is Ms. Brown.
   a. His b. Her c. She
5. My ____ wallet is brown. It isn’t black.
   a. brother b. brother’s c. brothers’
6. ____ keys here are my sister’s.
   a. These b. Those c. This

E. Rewrite the sentences into the plural.
1. This is my watch.
   __________
2. That’s John’s umbrella.
   __________
3. That man is a reporter.
   __________

F. Complete the sentences with the Present Simple of the verbs in the box.

<table>
<thead>
<tr>
<th>speak</th>
<th>live</th>
<th>start</th>
<th>work</th>
<th>go</th>
<th>have</th>
</tr>
</thead>
</table>
1. Ken and I _______ to Moorbrook College.
2. Linda _______ three languages: Italian, Russian and English.
3. Tony is a photographer and he _______ for a newspaper.
5. My grandparents _______ houses in Los Angeles and Dallas.
6. The semester _______ in February.

Communication
G. Complete the dialogues. Choose a or b.
1. A: How are you doing?
   B: __________
   a. I’m very well.
   b. I’m a salesperson.
2. A: What’s the date today?
   B: __________
   a. May seventh.
   b. It’s Friday.
3. A: See you later!
   B: __________
   a. Thanks.
   b. Take care.
4. A: Where are you from?
   B: __________
   a. 12 Raymond Avenue, London.
   b. Peru.
5. A: Who are you?
   B: __________
   a. I’m a new student here.
   b. Good. And you?

Self-assessment
Read the following and check the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...

- greet people and say goodbye
- introduce myself and others
- spell names
- exchange basic personal information (name, age, nationality, occupation, telephone number, address, e-mail, marital status, date of birth)
- say where I’m from
- express possession
- talk about members of my family
- complete a form

self-evaluation section promoting learner autonomy
A. Cross out the odd word. Then add one more.
1. secretary - reporter - company - water
2. town - state - street - website
3. aunt - niece - man - uncle
4. French - Poland - Turkish - Canadian
5. Tuesday - Saturday - January - Wednesday
6. spring - semester - fall - winter

B. Circle the correct words.
1. I think those / these sunglasses over there are Fred's.
2. The man's / mens' address is 344 South Leeway St.
3. They're / Their from Australia.
4. This / That watch over here is my sister's.
5. The children's / childrens' bags are on the table.
6. Richard is an accountant. He / His e-mail is richard@talbotandgibbs.com.

C. Complete the dialogues with the words in the box.
1. Who     ?
A: That's Roy and that woman over there is     wife.
B: Really? And look. Those are     children over there.
2. Who     ?
A: I     (live) in Louisiana with my parents.
B: Yeah! And look. Those are     children over there.
3. Who     ?
A: Is that man your cousin?
B: No,     (be) my nephews. They're Sally's friends.
4. Who     ?
A: Where are you from?
B: I     (be) from the U.S.A.

D. Change these sentences into the plural form.
1. Is that man your cousin?
2. This child isn't from Brazil.
3. My brother goes to King's College.
4. Is this my English book?
5. My father     (work) on Saturdays.

E. Complete the sentences with the Present Simple of the verbs in parentheses.
1. The summer semester     (end) in June.
2. I     (live) in Louisiana with my parents.
3. They are from Peru and they     (speak) Spanish and English.
4. John     (have) a friend from Russia.
5. My father     (work) on Saturdays.
6. Jennifer     (go) to the hairstylist every Friday.

F. Read the forms below and check the correct sentences. Correct the sentences that are wrong, as in the example.

Name: Tony Jennings
Date of birth: 2/27/1990
Nationality: British
Occupation: photographer
Preferred mailing address: 1154 Williams St.
Bellevue, Washington 98004
Preferred telephone: Home: 457 - 459 - 3695
Cell: 33455678
Identity card number: 33456678

1. Tony's ID number is 53946236631.
2. John's last name is Oliver.
3. Luisa lives in Mexico.
4. John's home phone number is 457 - 546 - 9985.
5. Luisa's middle name is Maria.
6. Tony lives in the state of Washington.
7. Luisa is a photographer.
8. Tony's zip code is 543 - 654 - 789.
9. John is from the U.S.A.
10. Luisa's birthday is in December.
Functions
Talking about members of your family
Talking about your marital status
Talking about nationalities
Giving information about your life

Structures
Present Simple (affirmative)

Vocabulary
Words and phrases
a little bit (of) also bank because but
different go to college language live lots
of married museum only child single speak
work
Family
aunt cousin daughter grandchildren
granddaughter grandfather grandmother
grandparents grandson husband kid nephew
uncle wife
Countries-nationalities
Argentina - Argentine / Argentina Australia - Australian
Brazil - Brazilian Canada - Canadian China - Chinese
Colombia - Colombian Egypt - Egyptian
France - French Hungary - Hungarian India - Indian
Ireland - Irish Italy - Italian Mexico - Mexican
Peru - Peruvian Poland - Polish Portugal - Portuguese
Russia - Russian Spain - Spanish the U.K. - British
the U.S.A. - American Turkey - Turkish
Phrases
Where are you from? I’m from...

1. Vocabulary & Listening CD1 11, 12

A. Aim: to present and practice vocabulary related to family
• Draw Ss’ attention to the words in the box which describe family relationships.
• Play the CD and have Ss listen and follow in their books.
• Alternatively, you can pause after each word so that Ss can repeat what they hear.
• Explain any unknown words.
• Draw Ss’ attention to the family tree showing 3 generations. Make sure that Ss understand what a family tree is (a diagram showing the relationships between the different members of a family).
• Help Ss understand the relationships between the different members of the family, i.e. who is married to who, their children and the resulting relationships.
• Ask Ss to read through the incomplete sentences 1-7 and work out the relationships examined in the activity.
• Have Ss do the activity.
• Check the answers with the class.

1. aunt, 2. grandson, 3. wife, 4. cousin, 5. grandfather, 6. nephew, 7. daughter

Optional activity
• Tell Ss to make some more sentences using the family tree.

B. Aims: to give Ss practice in transferring from verbal to visual
to give Ss practice in listening for specific information
• Ask Ss to look at the family tree carefully.
• Play the CD twice.
• Check the answers with the class.

2. Reading CD1 13

A. Aims: to help Ss make predictions about the content of the reading activity based on visual prompts
to present vocabulary, structures and functions in the context of four short texts
• Draw Ss’ attention to the pictures and ask them the question in the rubric.
• Tell Ss to think about these people’s nationality, age, job, marital status, etc.
• Elicit answers but do not correct Ss at this stage.
• Play the CD and have Ss follow in their books. Tell them to check their predictions and underline any unknown words at the same time.
• Ask Ss some comprehension questions:

Where is Bianca from? From Brazil.
Is she married? No, she isn’t.
Where do her parents live? In Brazil.
Is he married? Yes, he is.
Where is his wife from? From the U.S.A.
Do they have a son? Yes, they do.
How old is he? 10.

How old is Antonio? 18.
What does he do? He’s a college student.
Where does he live? In Mexico City.
How many languages does he speak? Two.
What languages does he speak? English and Spanish.
Does he live alone? No, he doesn’t.
Who does he live with? With his brother.
What is his brother’s name? Pedro.
How many languages does Pedro speak? Three.

Does his mother have any brothers and sisters? No, she doesn’t.
How many brothers and sisters does his father have? Six.
Where are Alfredo’s cousins? In Rome.
Why does one of his cousins live with them? Because he goes to college in London.

B. Aims: to give Ss practice in looking for specific information
• Ask Ss to read through the sentences 1-8 and check their comprehension.
• Have Ss do the activity.
• Check the answers with the class.


Optional activity
• Ask Ss to read through the sentences in the red box. Draw their attention to the use of the words years and year in the respective sentences and point out to them that in the second sentence the hyphenated phrase three-year-old is used as an adjective. For further practice, ask them to give you their age, their parents’ age, etc. in both ways.
• Explain any unknown words and choose some Ss to read the four short texts out loud.
In this module you will learn...

- to refer to the future using appropriate tenses
- to form opposites using prefixes (un-, in-, il-, ir-, im-)
- to express hypotheses about what is likely or unlikely to happen in the future
- to talk about your goals and ambitions
- to discuss the advantages and disadvantages of an issue
- ways to open a discussion
- to support your opinion
- to express contrast
- linking words/phrases used when listing/adding points and when summing up
- to write an essay presenting advantages and disadvantages

Discuss:

- Look at the pictures. What is success for you? Put the ideas in order of importance.
- What is considered successful in your culture?
- What do you consider yourself to be successful at?
- What would you like to be successful at?
Fearless Felix

On August 16th, 1960, a man named Joe Kittinger jumped from a height of 102,800 ft. (19.5 miles). He fell for 4 minutes and 36 seconds, reaching a top speed of 614 mph before opening his parachute at 18,000 ft. In a matter of minutes, Kittinger had made history. He set records for highest ascent*, highest parachute jump and fastest velocity*. 52 years later, Kittinger was first on the list of a highly-experienced crew when skydiver Felix Baumgartner decided to break the record and go even higher. Felix Baumgartner was born on April 20th, 1969 in Salzburg, Austria. He is a professional BASE jumper and skydiver, and has accomplished many amazing feats. In 1999, he claimed the world record for the highest parachute jump from a building after leaping 1,479 ft. from The Petronas Twin Towers in Malaysia, which were the tallest buildings in the world at the time. In 2004, Felix jumped off the highest bridge in the world, the Millau Viaduct in France, from an altitude of 1,125 ft. In 2007, Felix jumped to the bottom of the world’s second biggest cave, called “Seating of the Spirits,” located in Oman. The depth of the cave (only 395 ft.) and its tube-like shape made this challenge seem impossible. Felix, however, jumped into pitch darkness and landed unhurt six seconds later with only two seconds to open his parachute!

Before attempting the highest skydive on record, Felix had made two successful stratosphere* test jumps from 71,581 ft. and 96,650 ft. Weather conditions on October 14th, 2012 were perfect as the helium balloon and capsule* moved upwards into the sky. However, when it reached 62,000 ft., Felix reported that his visor heater wasn’t working properly. The ground crew briefly considered aborting the mission, but decided to continue. It took him two and a half hours to climb to 127,851 ft. (over 24 miles) and as he prepared to jump, Kittinger told him via radio, “OK, we’re getting serious now, Felix.”

Along with the many dangers of skydiving, the main fear for Felix was what would happen to his body if he broke the sound barrier at 768 mph. No human had traveled faster than the speed of sound before without a vehicle. 8,000,000 people were watching the live stream on YouTube as Felix looked down at the Earth below him and said, “I’m coming home.” Then he jumped. After 42 seconds of freefall, he reached a top speed of 843.6 mph. Soon after, the atmosphere became thicker and slowed him down a little. Approximately four minutes later, he opened his parachute and was safely back on the ground eleven minutes after leaving the capsule. Felix had once again succeeded, therefore proving his ability to achieve his goals. Felix broke three records and gained international fame. What will his passion make him do next?

---

*a = the act of climbing or moving upwards
*b = the speed of something that is moving
*stratosphere = the outer part of the air surrounding the Earth, from 32,808 ft. to 164,041 ft. above the Earth
*capsule = the part of a spacecraft in which people travel
Vocabulary

1. Look at the nouns below from the text. Which adjectives do they derive from?

- darkness
- ability
- height
- depth

2. Read the notes and complete the tables.

**Some nouns are formed by adding the suffix -ness or -ify to an adjective.**

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>lazy</td>
<td>laziness</td>
</tr>
<tr>
<td>creative</td>
<td>creativity</td>
</tr>
<tr>
<td>popular</td>
<td>popularity</td>
</tr>
<tr>
<td>aware</td>
<td>awareness</td>
</tr>
<tr>
<td>responsible</td>
<td>responsibility</td>
</tr>
<tr>
<td>weak</td>
<td>weakness</td>
</tr>
<tr>
<td>kind</td>
<td>kindness</td>
</tr>
<tr>
<td>similar</td>
<td>similarity</td>
</tr>
</tbody>
</table>

**Some nouns have an irregular formation.**

<table>
<thead>
<tr>
<th>Adjective or Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>weigh</td>
<td>strength</td>
</tr>
<tr>
<td>dead/die</td>
<td>strength</td>
</tr>
<tr>
<td>relieve</td>
<td>belief</td>
</tr>
<tr>
<td></td>
<td>anger</td>
</tr>
<tr>
<td></td>
<td>thought</td>
</tr>
<tr>
<td></td>
<td>growth</td>
</tr>
<tr>
<td></td>
<td>famous</td>
</tr>
</tbody>
</table>

Listening

1. Read the questions in the quiz below and try to guess the answers.

**RECORD BREAKERS!**

1. What distance is the longest 24-hour bike ride without the rider’s feet touching the ground?
   - 531 miles
   - 5,533.5 miles
   - 5,533.5 miles

2. How long is the longest beard?
   - 2.7 ft.
   - 4.7 ft.
   - 7.7 ft.

3. How many records were broken at the 2011 London Marathon?
   - 0
   - 5
   - 35

4. In 2012 Eva and Paul Yavorzho decided to get married underwater. But how many guests joined them underwater?
   - 15
   - 134
   - 275

5. In 2011 Sanath Bandara, from Sri Lanka, broke the record for wearing the most T-shirts worn at once. But how many did he wear?
   - 157
   - 257
   - 357

E. Discuss.

- Would you like to experience what Baumgartner went through? Why? / Why not?
Speaking

Talk in pairs. Imagine your college is planning on expanding its facilities. Behind the college is an area of open ground which will be turned into one of the two options shown below. You are on the committee and have been asked to give your opinion. First discuss the advantages and disadvantages of each option using the ideas in the box and the words given. Then decide which option would appeal most to your fellow students. Use some of the phrases given.

a cafeteria with an outdoor patio

an indoor swimming pool

Talk about:
• the cost needed to build/maintain
• how appealing it is to college students
• what students can do there
• how the weather affects it
• how it can improve students’ lives

Opening a discussion
To begin with...
First, we need to discuss...
Let’s start by talking/thinking about...
The important thing (here) is...
The main thing we need to discuss is...

Supporting one’s opinion
I believe... is a good idea because...
There are several reasons why I believe this. The first is...
... would provide students with an opportunity to...
Some students may find this... as they are (not) interested in...
The reason I think... is more appealing to students is because...
One of the advantages/disadvantages of... is...
I think... would be the most appropriate/suitable option for... as many students...

Expressing contrast
On the other hand,...
However,...
Very true, but...
You may be right, but...

Writing

An essay (discussing advantages and disadvantages)

a Discuss.
• If you were an athlete, would you like to be a professional athlete? Why?/Why not?

b Read the writing task and underline the key words. Then read the essay and answer the questions that follow.
You have been asked to write an essay on the following topic:
What are the advantages and disadvantages of being a professional athlete?

Being a professional athlete requires a lot of effort and devotion. Many people consider it to be a dream career, while others disagree. It is not difficult to see the benefits of being a professional athlete. To begin with, the main advantage is earning a huge income doing something you enjoy, as well as earning money from advertising products. In addition, most athletes enjoy fame and at the same time act as role models for thousands of people. Moreover, there are excellent opportunities for athletes to travel around the world as they can take part in different worldwide events and competitions.

However, there are also certain disadvantages to being a professional athlete. Firstly, there is a huge amount of stress involved, as any failure means disappointment for you, your coach, your team and your fans. Secondly, there is the lack of spare time, as athletes need to devote all their time and energy to demanding training. Besides that, extensive travel makes family life difficult. Last but not least, there is the issue of injuries. If a professional athlete gets injured, it could mean the end of his or her career.

On the whole, I believe the advantages outweigh the disadvantages. The way I see it, being a professional athlete is difficult, but rewarding. Those who have natural talent should not let it go to waste. They should turn professional.

1. How many advantages does the writer mention in the second paragraph? What are they?
2. How many disadvantages does the writer mention in the third paragraph? What are they?
3. In which paragraph does the writer express his/her opinion?
Look at the highlighted words/phrases in the essay and use them to complete the table below.

<table>
<thead>
<tr>
<th>LINKING WORDS/PHRASES</th>
<th>Listing/Adding points</th>
<th>Expressing contrast</th>
<th>Summing up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>first of all, in the first place,</td>
<td>but, on the other hand,</td>
<td>to sum up, in conclusion, all in all,</td>
</tr>
<tr>
<td></td>
<td>what is more,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>furthermore, apart from that, also,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>finally, lastly,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Read the writing task below and make a list of advantages and disadvantages. Then write the essay using the TIP and the plan.

You have been asked to write an essay on the following topic:

What are the pros and cons of working out outdoors?

**Plan**

An essay discussing advantages and disadvantages

**INTRODUCTION**

Introduce the subject of the essay and both sides of the topic.

**MAIN PART (2 PARAGRAPHS)**

Refer to the advantages/disadvantages in separate paragraphs. Cover both sides of the topic equally.

**CONCLUSION**

Make a general statement summing up and state your opinion.

**ADVANTAGES**

**DISADVANTAGES**

When writing an essay discussing advantages and disadvantages,

- think about the topic carefully.
- choose two or three ideas/points (the ones that you can explain and support) for each paragraph of the main part. Don’t try to deal with too many points.
- use a variety of linking words/phrases to list points, add points, express contrast, give your opinion, sum up, etc.
- write in a formal style and do not use short forms.
- avoid introducing any new ideas in the conclusion.
Eric No problem. Anything else?
Bill Well, I probably 6 ____________ (not finish) with my shopping by this afternoon either. 
7 ____________ (you / stop) by the grocery store for me?
Eric Of course. I 8 ____________ (go) there anyway because I need some stuff. So, just give me the list.
Bill, I 9 ____________ (give) you a call as soon as I 10 ____________ (finish) shopping, so that you can tell me about anything else you need. OK?
Eric Thanks, Eric.

B. Complete the sentences with the correct form of the verbs in parentheses.
1. Martin ____________ (help) you if you ask him.
2. Where would you go if you ____________ (can) travel anywhere in the world?
3. If you ____________ (not hurry), we'll be late.
4. When people ____________ (eat) unhealthy food, they put on weight easily.
5. I ____________ (not go) out with William if I were you. He's boring.
6. Unless Sandra ____________ (want) to get fired, she shouldn't be late for work again.
7. If Michelle had more time, she ____________ (cook) more often.
8. You ____________ (not succeed) unless you work hard.
9. If Jerry ____________ (not live) in the countryside, we'd see him more often.

Self-assessment
Read the following and check the appropriate boxes.
For the points you are unsure of, refer back to the relevant sections in the module.

- refer to the future using appropriate tenses
- form opposites using prefixes (un-, in-, il-, ir-, im-)
- express hypotheses about what is likely or unlikely to happen in the future
- talk about my goals and ambitions
- discuss the advantages and disadvantages of an issue
- open a discussion
- support my opinion
- express contrast
- use linking words/phrases to list/add points and to sum up
- write an essay presenting advantages and disadvantages

Now I can...

--polite
-weak
-experienced
-willing
-creative
-lazy
-reliable

C. Complete with the Future will, the Future going to, the Present Simple or the Future Perfect of the verbs in parentheses.

Bill Hey, Eric. 1 ____________ (you / get up) early tomorrow morning, like you said.
Eric Yeah.
Bill 2 ____________ (you / wake) me up, too? I have so many things to do for my business trip! I think I 3 ____________ (be) busy all day long.
Eric Don't worry. I 4 ____________ (help) you. What do you want me to do?
Bill 5 ____________ (you / pick up) my suit from the dry cleaner's, please?

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A. Complete with the words in the box.

1. There were a few problems, but __________ the whole I thought the day went well.  
2. The idea of studying to become a doctor doesn't seem very __________ to me.  
3. Garry never got over the __________ of only getting two questions correct on his history exam.  
4. Danny couldn't play soccer for three weeks because of his __________.  
5. Maybe we shouldn't rush into buying a new computer.  
6. To save water you should __________ up your washing __________.  

B. Complete the essay with the words/phrases in capitals.

All sports have benefits, and many people choose team sports for a variety of reasons. However, it's important to consider the advantages and disadvantages before choosing which team sport to take up.

Playing a team sport has many advantages. 1. __________ players learn to work together towards a common goal. For this reason, they feel a sense of team spirit. 2. __________ playing on a team can help you make new friends and feel a sense of belonging. 3. __________ whether you win or lose, you have someone to share the experience with. On the one hand, being part of a team can be rewarding. 4. __________ there are certain disadvantages to consider. For example, there is a chance you will not get along with some of the players on the team. Also, a player might feel pressure if the team loses and they did not play well. 5. __________ you have to depend on other people all the time because every player's actions affect the results of the game. 6. __________ there is no doubt that whichever type of sport you choose, there are lots of benefits. In my opinion, there is a lot to be gained by taking up a team sport.

C. Complete with the correct form of the words in capitals.

1. FEAR  Nobody can claim to be completely ____________ scared of spiders. For arachnophobics, just the ____________ of being near is enough for them to have a panic attack. However, there are many less ____________ phobias, and becomes unbearable, then you probably have a phobia. Some of the most common phobias are ____________ or ____________ and ____________ to be completely ____________ scared you. The ____________ you have the stronger ____________ is the ____________ phobia. For ____________, which ____________ or ____________, you have to ____________ to ____________ your ____________.

D. Complete the dialogue with a-d.

A: Let's look at the pros and cons.
B: Oh, let's discuss it. 1. __________
A: I think it all depends on the price. 2. __________
B: OK, then. 2. __________
A: Yes, it's important to see both sides.
B: Definitely. 3. __________
A: On the other hand, it's 4. __________ old.
B: You're right. We can always use the old computer for other things.
A: OK, let's get online and have a look at some new computers.

E. Complete the essay using the words/phrases in the box. In some cases there may be more than one answer.

1. On the other hand 2. Finally 3. All in addition 4. Moreover 5. First of all

A. One sports fan, Sam Whittingham, was awarded for his ____________ to the sport.  
B. The idea of studying to become a doctor doesn't seem very ____________ to me.  
C. Gary never got over the ____________ of only getting two questions correct on his history exam.  
D. Danny couldn't play soccer for three weeks because of his ____________.
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