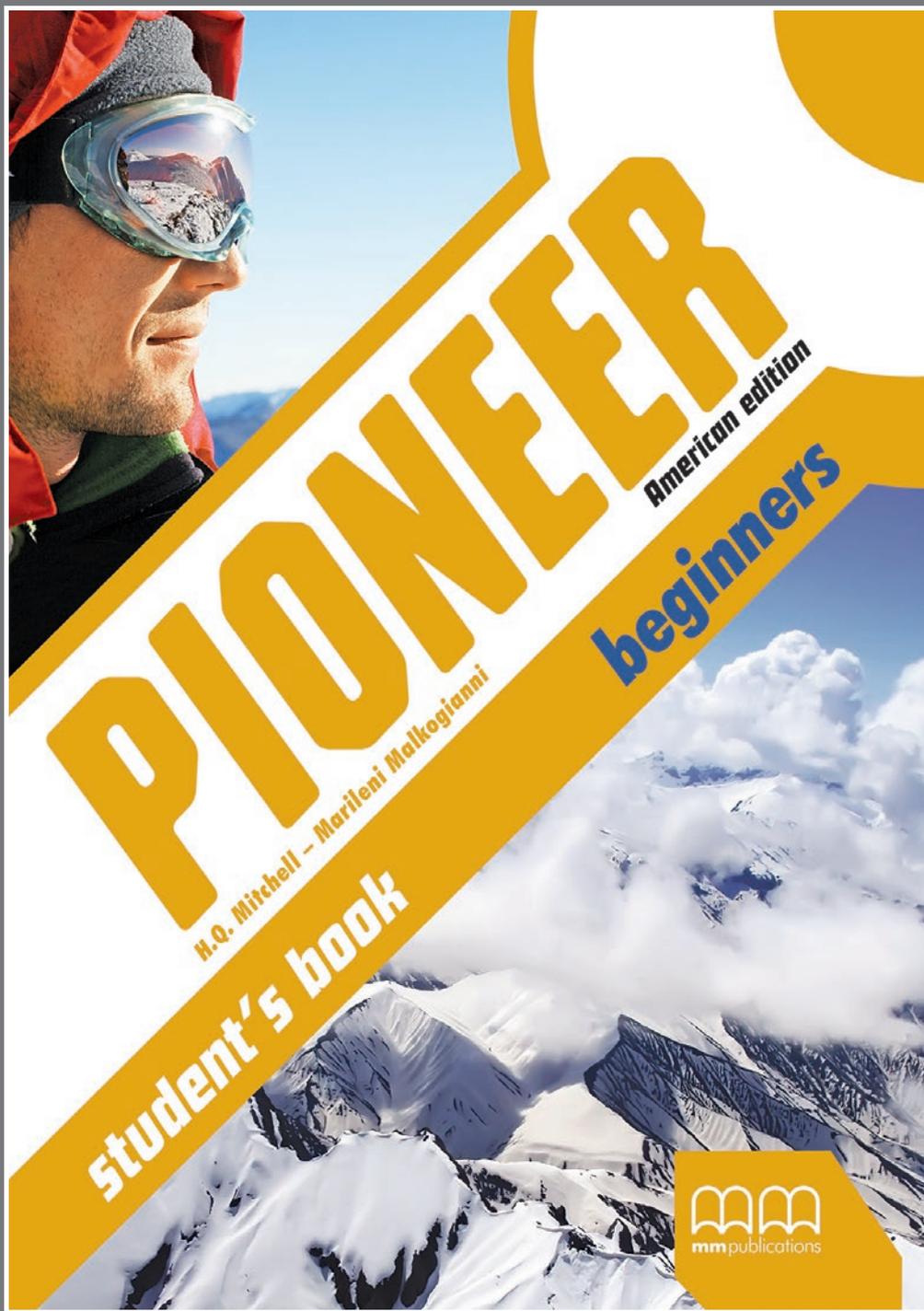
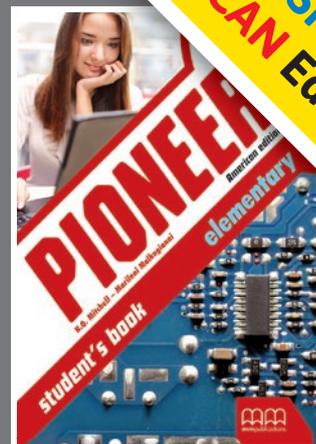


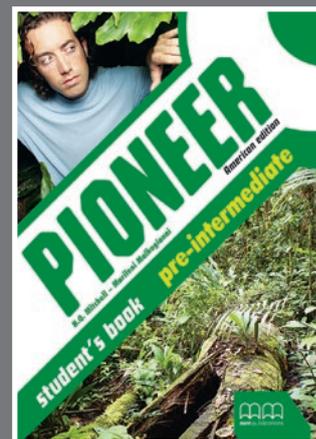
A1.1



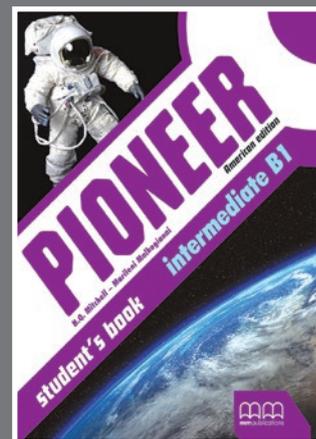
A1.2



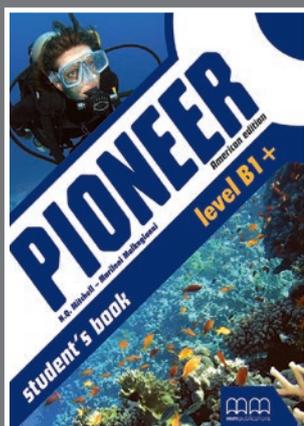
A2



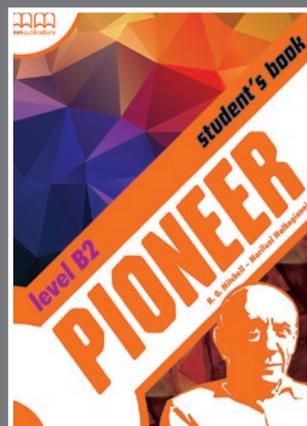
B1



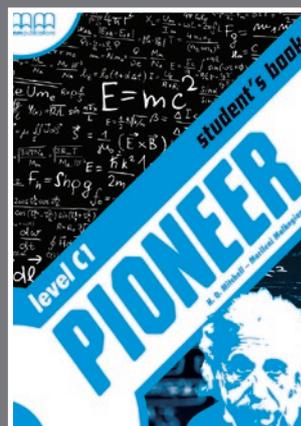
B1+



B2



C1



sample pages catalogue



Explore! Discover! Succeed!

Be a PIONEER!

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.

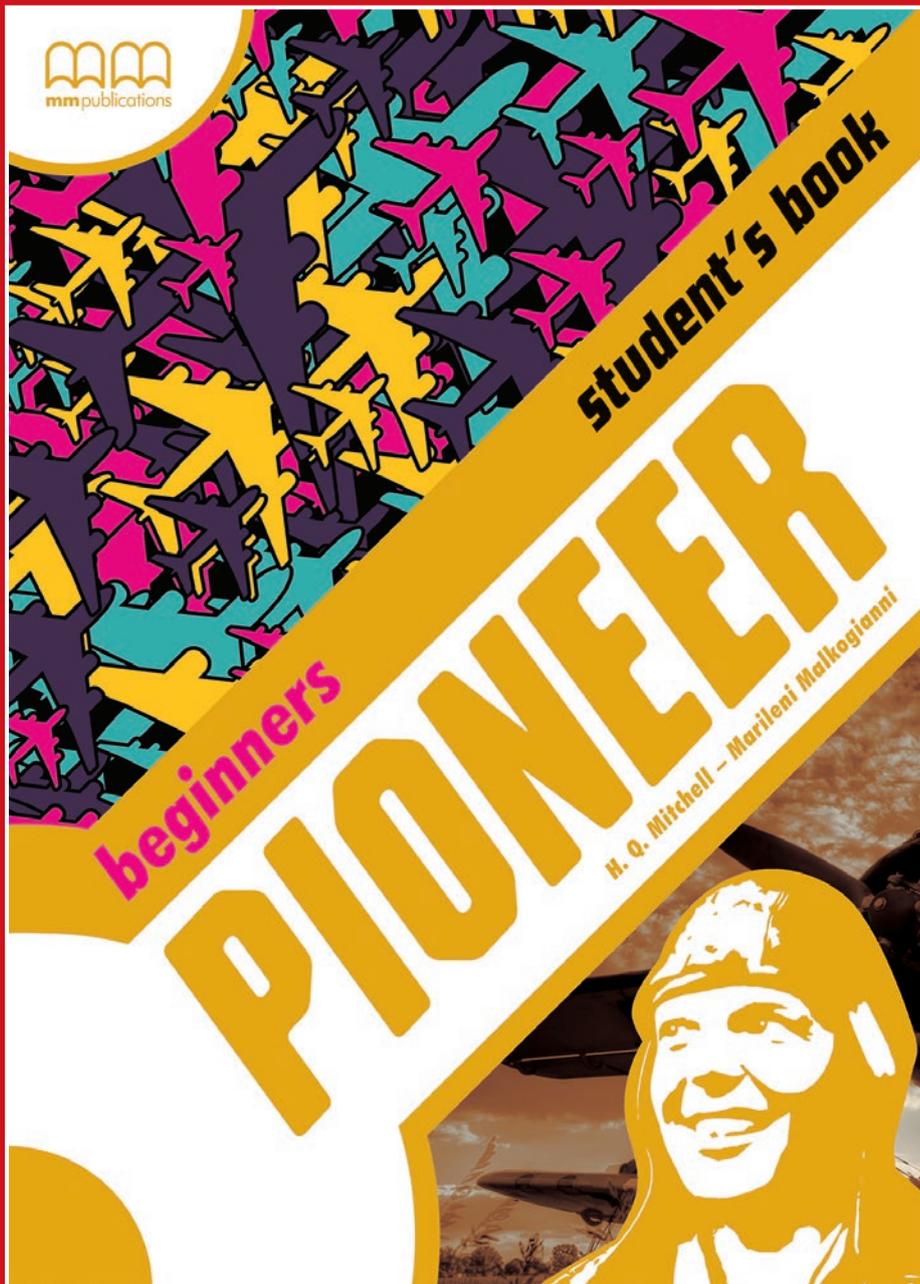
Course Features:

- 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

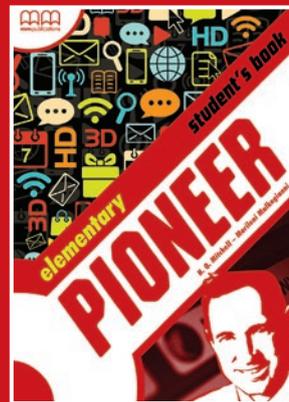
In Pioneer Level B2 and in Pioneer Level C1 both British and American English have been used in different written and spoken texts, thus preparing students for various examinations. British English spelling conventions are used throughout these books.

British edition also available

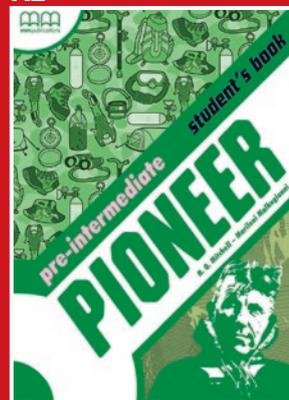
A1.1



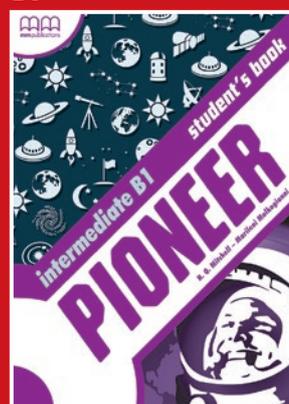
A1.2



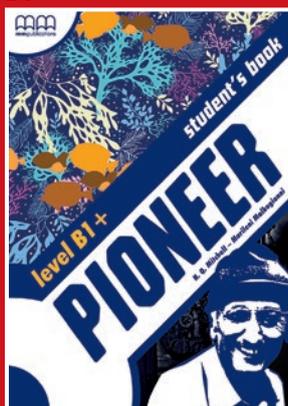
A2



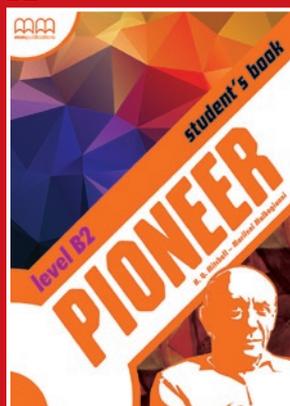
B1



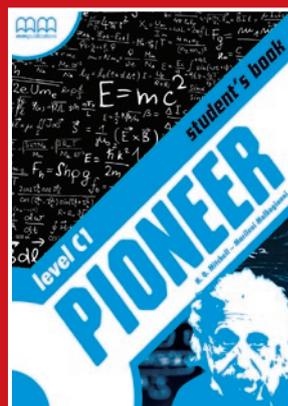
B1+



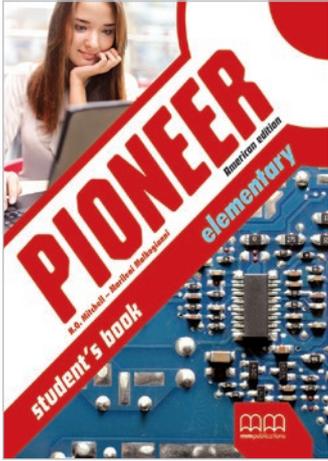
B2



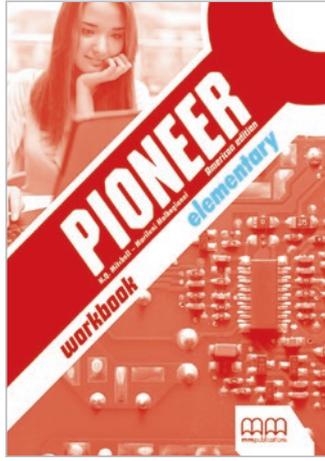
C1



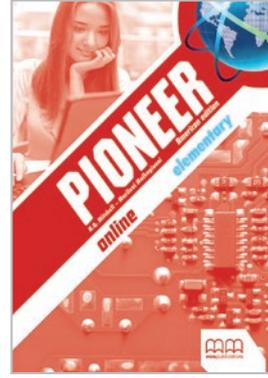
Components for students



Student's Book

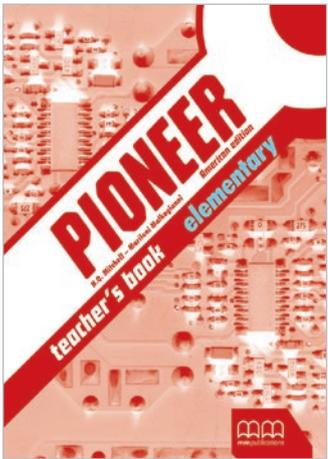


Full-colour Workbook

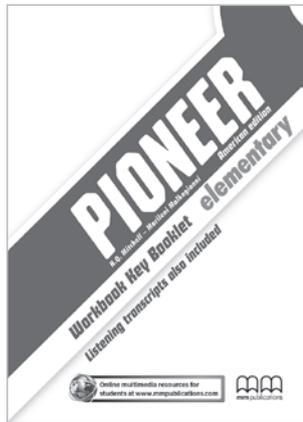


Pioneer Online Pack
(e-Workbook: online version of the Workbook with interactive activities, digital glossary, extra interactive activities, videos & video activities / Workbook print edition)

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



Online Tests

CONTENTS PIONEER BEGINNERS

Vocabulary	Grammar
Module 1 Hello there!	
Greetings / Conversational English / Occupations / Numbers 0-100 / Countries and nationalities	The verb <i>to be</i> Possessive adjectives
Module 2 Favorites	
Colors Personal items Family Conversational English Words/Phrases related to technology Words/Phrases related to appearance	The verb <i>to have</i> (affirmative) Possessive case (s) Adjectives This/That - These/Those Plurals (regular - irregular)
Module 3 Daily life	
Days of the week Daily routine Words/Phrases related to time Sports Conversational English Spare-time activities Types of TV shows	Present Simple Prepositions of time Wh-questions
Module 4 At home	
Chores Furniture and appliances Household items Prepositions of place Conversational English Rooms and parts of a house Ordinals	Adverbs of frequency There is / There are Articles: a(n) / the
Module 5 In the city	
Modes of transportation Places in a city Conversational English Location and directions Words/Phrases related to the environment Sights	The verb <i>can</i> (ability) Imperative Object personal pronouns
Module 6 Grab a bite	
Food and drink Food categories Conversational English Phrases denoting quantity	Countable and Uncountable nouns a(n) / some some / any How much...? / How many...?
Module 7 Online	
Ways of communicating Telephone language Conversational English Computer language The weather	Present Progressive
Module 8 Memories	
School subjects Years Conversational English Word building: nouns ending in -er and -or referring to people Life events Parts of the body	Past Simple Past Simple of the verb <i>to be</i> There was / There were
Module 9 Extreme	
Numbers over a hundred Clothes Sizes Prices Words/Phrases related to shopping Conversational English Words/Phrases related to space Animals Extreme sports	Comparative forms Superlative forms
Module 10 Get away	
Types of vacation / Seasons / Months / Geographical features / Vacation activities / Conversational English	Future <i>going to</i> The verb <i>should</i>

CONTENTS PIONEER ELEMENTARY

Vocabulary	Grammar
Module 1 That's me!	
Greetings / Conversational English / Occupations / Family / Countries and nationalities / Days of the week / Months / Ordinals / Years	The verb <i>to be</i> / These/Those / Plurals / Possessive adjectives / Possessive case / Present Simple (affirmative)
Module 2 24/7	
Chores and daily routine / Words/Phrases related to time / Conversational English / Words/ Phrases related to technology / Numbers over a hundred / Spare-time activities	Present Simple Wh-questions Prepositions of time Adverbs of frequency
Module 3 Sounds like fun	
Types of movies & TV shows / Conversational English / Adjectives describing personality / Talents and abilities / Words/ Phrases related to fitness / Spare-time activities	like / love / enjoy / hate / can't stand + -ing want to / would like to The verb <i>can</i> (ability) Adjectives - Adverbs of manner
Module 4 Looking good	
Words/Phrases related to appearance / Conversational English / Furniture and appliances / Rooms and parts of a house / Prepositions of place / Adjectives describing personality / Housing facilities	Possessive pronouns Whose...? There is / There are Articles: a(n) / the
Module 5 What's new?	
Telephone language / Conversational English / Words/Phrases related to text messaging / Abbreviations / Life events	Present Progressive / Object personal pronouns / Present Simple vs. Present Progressive / Stative verbs
Module 6 Flashback	
Phrases related to misfortunes / Conversational English / Words/Phrases related to life in the past / Vacation activities / The weather	Past Simple Past Simple of <i>to be</i> There was / There were Past Simple of <i>can</i>
Module 7 Unique flavors	
Places to eat / Food and drink / Containers / Conversational English / Adjectives describing food / Words related to recipes / Types of food	Countable/ Uncountable nouns some / any / no How much...? / How many...? much / many / a lot of / lots of / a few / a little
Module 8 Urban life	
Modes of transportation / Conversational English / Prices / Location and directions / Prepositions of movement Words/Phrases related to the environment / Places in a city	<i>have to</i> (affirmative) Future <i>going to</i>
Module 9 Add to cart	
Places to shop / Clothes / Words/Phrases related to shopping / Conversational English / Words/ Phrases related to the environment / Words/Phrases related to electronic devices	too / enough one / ones Compounds of <i>some, any, no, every</i>
Module 10 Lend a hand	
Conversational English / Verbs easily confused / Ailments / Emergency services	The verb <i>should</i> Reported Speech (Commands - Requests)
Module 11 Where to?	
Types of vacations and accommodations / Conversational English / Geographical features / Words related to gestures / Services and hotel facilities	Comparative Forms Superlative Forms
Module 12 Well done!	
Words/Phrases related to sports / Conversational English / Academic subjects / Collocations and words related to education / Word building: nouns ending in -er, -or, -ist referring to people / Life events	Present Perfect Simple (always, never, ever, before, once, twice, so far, just) / Present Perfect Simple vs. Past Simple / have been - have gone

CONTENTS PIONEER PRE-INTERMEDIATE

Vocabulary	Grammar
Module 1 Trending	
Greetings Conversational English Words easily confused Materials Phrases expressing like/dislike	Present Simple vs. Present Progressive / Stative verbs / Past Simple Prepositions of time / The verb <i>used to</i>
Module 2 Face-to-face	
Words/Phrases related to photography Words/Phrases describing relationships Conversational English Words/Phrases related to communication Personality adjectives	Present Perfect Simple Present Perfect Simple vs. Past Simple for, since, yet, already
Module 3 Something new	
Adjectives describing food / Conversational English / Phrasal verbs / Word building: nouns ending in <i>-ion, -ation</i> / Hobbies	Quantifiers: some, any, no, much, many, a lot of, lots of, (a) few, (a) little / Relative pronouns: who, which, that / Relative adverb: where
Module 4 What happened?	
Words/Phrases related to accidents and injuries Words/Phrases related to cars Conversational English Words/Phrases related to natural disasters Adjectives ending in <i>-ed</i> and <i>-ing</i>	Past Progressive Past Simple vs. Past Progressive Time Clauses: when, while, as, as soon as
Module 5 Destinations	
Words easily confused / Language required when traveling by plane / Conversational English / Compound nouns / Adjectives describing places	Past Perfect Simple can, could, may, will, would should, had better
Module 6 A modern world	
Conversational English / Expressions with <i>make</i> / Prepositional phrases with <i>at</i> / Word building: adjectives ending in <i>-ful, -less</i>	Future <i>will</i> Time clauses be able to
Module 7 Choices	
Conversational English Words/Phrases related to signs Word building: opposites with <i>un-, dis-</i>	may, might, could / Conditional Sentences Type 1 if vs. when / Comparisons
Module 8 All the action	
Words/Phrases related to sports Conversational English Phrasal verbs Words/Phrases related to movies	Exclamatory sentences Clauses of result have to, don't have to, must, mustn't, need to, don't need to, needn't Passive Voice (Present Simple - Past Simple)
Module 9 Career paths	
Occupations / Academic subjects / Conversational English / Words easily confused / Words/Phrases related to employment and qualifications	So, neither, too, either Reflexive pronouns Present Perfect Progressive Present Perfect Simple vs. Present Perfect Progressive
Module 10 Facts and figures	
Words/Phrases related to banks and money / Conversational English / Words with more than one meaning / Units of measurement	too / enough Infinitives <i>-ing</i> form
Module 11 Different cultures	
British English vocabulary / Conversational English / Words related to traveling / Adjectives + prepositions / Words/Phrases related to celebrations / Prepositional phrases with <i>in</i>	Indirect questions Conditional Sentences Type 2 Wishes
Module 12 That's life	
Words/Phrases related to different medical situations Conversational English Phrasal verbs Idioms describing feelings "Strong" adjectives	Negative questions Tag questions Reported Speech: Statements, Questions, Commands, Requests

CONTENTS PIONEER INTERMEDIATE B1

Vocabulary	Grammar
Module 1 Feels like home	
Phrases related to homes Adjectives describing homes and houses Different ways to say where you live Phrasal verbs Phrases and expressions with <i>get</i>	Present Simple vs. Present Progressive Stative verbs Question words Subject-Object questions Indirect questions
Module 2 Endurance	
Words/Phrases related to survival Words easily confused Words describing the weather Word building: nouns ending in <i>-er, -or, -ist, -ant</i> referring to people	Past Simple <i>used to</i> Past Progressive Past Simple vs. Past Progressive
Module 3 Globetrotting	
Words/Phrases related to traveling Words easily confused Word building: nouns ending in <i>-ion, -ation, -ment</i> Colorful adjectives	Present Perfect Simple vs. Past Simple / Present Perfect Simple - Present Perfect Progressive / Adjectives - Adverbs of manner / Comparisons
Module 4 Job seeking	
Words/Phrases related to jobs and employment Collocations with <i>make</i> and <i>do</i> Words easily confused Personality adjectives	must / have to / need should / ought to / had better may / might / could must / can't Modal verbs + have + past participle
Module 5 Get the message	
Words/Phrases related to communication Collocations with <i>say</i> and <i>tell</i> Verbs easily confused Verbs related to computers, devices and the Internet Words/Phrases used in signs Directions	Relative pronouns: who, which, that, whose Relative adverb: where Relative Clauses: defining, non-defining
Module 6 Success	
Word building: opposites with <i>un-, in-, il-, ir-, im-</i> Word building: nouns ending in <i>-ness, -ity</i> Nouns with an irregular formation	Future <i>will</i> Future <i>going to</i> Future Perfect Simple Conditional Sentences Types Zero, 1 and 2
Module 7 H₂O	
Geographical features / Animals / Verbs + prepositions	Past Perfect Simple - Past Perfect Progressive / Articles
Module 8 Green living	
Words/Phrases related to the environment Verbs easily confused Phrasal verbs Lexical set: food and food substances	Passive Voice I Passive Voice II
Module 9 Preferences	
Words/Phrases related to shopping Word building: negative words beginning with <i>dis-, mis-</i> , ending in <i>-less</i> Words/Phrases related to books	Full/Bare Infinitive <i>-ing</i> form prefer, would prefer, would rather
Module 10 Let's go!	
Idiomatic expressions Words related to sports and fitness Prepositional phrases with <i>in</i> and <i>out of</i> Collocations with <i>lose</i> and <i>miss</i>	Reported Speech: Statements, Questions, Commands, Requests
Module 11 Night	
Words related to medical issues Words easily confused Phrasal verbs with <i>up</i> Word building: adjectives ending in <i>-ous, -al, -ful, -able, -ive, -ing</i>	Clauses of concession and purpose all / both / neither / none / either both... and... / neither... nor... / either... or...
Module 12 By chance	
Expressions with <i>chance</i> / Words used both as verbs and as nouns / Expressions with <i>time</i> / Idiomatic expressions	Conditional Sentences Type 3 Wishes and Unreal Past

CONTENTS PIONEER B1+

Vocabulary	Grammar
Module 1 A job worth doing	
Words, phrases, idioms and collocations related to employment and careers	Present Simple vs. Present Progressive Stative verbs
Module 2 Chillax!	
Words easily confused Words/Phrases related to time Word building: negative prefixes <i>non-, in-, un-</i> Collocations with <i>play, go, do, belong, join, collect</i>	Present Perfect Simple vs. Present Perfect Progressive Comparisons
Module 3 Experience the world	
Prepositional phrases with <i>in</i> and <i>on</i> Phrasal verbs with <i>take</i> and <i>get</i> Words easily confused	Past Simple vs. Past Progressive <i>used to, would, was/were going to</i>
Module 4 Nature watch	
Words/Phrases related to nature and the environment Nouns with prepositions Compound words with the prefixes <i>under</i> and <i>over</i>	Past Perfect Simple vs. Past Perfect Progressive Clauses of reason and concession
Module 5 Looking ahead	
Words easily confused <i>-ing / -ed</i> adjectives Word building: noun suffixes <i>-ion, -ation, -ment</i> Word building: Adjective suffixes <i>-al, -ive, -y, -ous/-ious, -able/-ible</i>	Future tenses Other future forms Time clauses Modal verbs I
Module 6 Private lives	
Adjectives describing personality Idioms with <i>break</i> Words easily confused Phrases relating to personality	Defining and non-defining relative clauses Countable / Uncountable nouns Quantifiers
Module 7 Information age	
Words related to the Internet Words/phrases related to the topic of being informed Idioms with <i>touch</i> Prepositional phrases with <i>in</i>	Passive Voice I Passive Voice II
Module 8 Against the law	
Collocations related to crime Word building: crimes and criminals Words easily confused Phrasal verbs related to crime	Full Infinitive, Bare Infinitive, <i>-ing</i> form Modal verbs II (past reference + deduction)
Module 9 Better safe than sorry	
Parts of the body Words related to nutrition and health Word building: verbs with prefixes <i>dis-, mis-</i> Phrasal verbs with <i>come</i> and <i>go</i>	Conditional Sentences Type Zero, 1, 2 and 3
Module 10 At your service	
Words related to hotels, the hospitality industry and the service sector Prepositional phrases with <i>at</i> and <i>by</i> Words easily confused Words related to banking and finance	Clauses of result and purpose Causative Form
Module 11 Where on earth...?	
Architectural features Word building: nouns ending in <i>-ity, -ence, -ance, -ness</i> Descriptive adjectives	Reported Speech: Statements, Questions, Commands, Requests Special introductory verbs
Module 12 A penny saved is a penny earned	
Words easily confused Prepositions used in expressions related to money Idiomatic expressions Places to shop Word building: nouns denoting occupations ending in <i>-er, -or, -ian, -ist</i> Collocations related to shopping	Wishes and Unreal Past Tag questions Subject - Object Questions and question words

CONTENTS PIONEER B2

Vocabulary	Grammar
Module 1 Window on the world	
Words easily confused / Word building: adjective suffixes <i>-able, -ible, -al, -ant, -ent, -ary, -ive, -ative, -ed, -ing, -ful, -ous, -y, -ly</i> / Shapes	Present Simple vs Present Progressive Stative verbs Articles
Module 2 A thirst for knowledge	
Words easily confused Phrases and collocations related to education and learning Verbs/expressions with prepositions Word building: nouns ending in <i>-ion, -ation, -ment, -ance</i> Differences between British and American English	Present Perfect Simple vs Present Perfect Progressive Countable/Uncountable nouns Quantifiers
Module 3 Human nature	
Phrasal verbs with <i>come</i> Similes with <i>as...as...</i> Phrases related to gestures Compound adjectives Idioms with parts of the body	Past Simple vs Past Progressive <i>used to, would</i> Past Perfect Simple vs Past Perfect Progressive <i>was/were going to</i>
Module 4 Pack your bags	
Words easily confused Adjectives describing places Lexical sets and phrasal verbs related to travel	Future forms Time clauses Conditional Sentences Types Zero and 1
Module 5 In shape	
Words easily confused Idioms related to sports Verbs with prepositions Phrasal verbs with <i>break</i>	can, could, be able to, must, mustn't, have to, don't have to, need, needn't, don't need to, will, may, might, can't, should, ought to, had better / Modal verbs + have + past participle
Module 6 Blue	
Idioms with colours Verbs starting with <i>re-</i> Words related to animals, animal categories and body parts of animals	Passive Voice I Passive Voice II
Module 7 Not what it seems	
Words easily confused / Word building: negative prefixes <i>un-, in-, il-, ir-, im-, dis-, mis-, under-</i> and the suffix <i>-less</i> / Phrasal verbs with <i>go</i> and <i>fall</i> / Adjectives describing food	Defining and non-defining relative clauses Participle clauses
Module 8 Follow the clues	
Words easily confused Prepositional phrases with <i>for</i> and <i>without</i> Collocations with <i>make, do, have</i> Word building: crimes and criminals Lexical sets/collocations related to crime and punishment	Conditional Sentences Types 2, 3 Unreal past
Module 9 The mind	
Words easily confused Expressions with <i>mind</i> Word building: nouns ending in <i>-ness, -ity, -ant/-ent, -ance/-ence</i> Adjectives with prepositions	Infinitives and <i>-ing</i> form Causative form
Module 10 Just the job	
Lexical sets, collocations and phrasal verbs related to jobs and job satisfaction	Reported Speech: Statements, Questions, Commands, Requests Special introductory verbs
Module 11 Project Earth	
Phrases with <i>earth</i> / Words related to the environment / Word building: words with prefixes <i>pre-, post-</i> / Expressions with <i>put</i> / Phrasal verbs with <i>give</i>	Clauses of purpose, result and concession Comparisons
Module 12 Big issues	
Word building: nouns with suffixes <i>-dom, -hood, -ship</i> / Expressions with <i>come</i> / Word pairs / Words related to the weather and natural disasters	Inversion All / Both / Neither / None / Either Double conjunctions

CONTENTS PIONEER C1

Grammar

Module 1 Cycles

Present Tenses
Adjectives - Adverbs - Comparisons

Module 2 Time

Past Tenses
used to - would - was/were going to - was/
were about to
Nouns - Articles

Module 3 Reactions

Modal verbs
Infinitives and -ing form

Module 4 Development

Future forms
Determiners - Quantifiers

Module 5 Win some, Lose some

Relative Clauses
Participle Clauses

Module 6 Links

Conditional Sentences
Mixed Conditionals

Module 7 Needs

Wishes and Unreal Past
Clauses of reason, concession, result and
purpose

Module 8 Green

Passive Voice
Causative form

Module 9 Global Citizen

Inversion
Emphatic forms

Module 10 Flow

Reported Speech

Explore! Discover! Succeed!
Be a PIONEER!

That's me!



I'm Victor.



I'm Maria.



I'm Melanie.



I'm Jack.

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?

introduction to the topic of the module through brief discussion and/or activities

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



I'm Anna.
Who are you?

objectives of module clearly presented

10

1 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-D-I-S-O-N.
A: OK, thank you.

dialogues presenting real spoken English

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

Male: Mr. + last name
 Female: Miss / Mrs. / Ms. + last name

Spelling
 Kelly = K - E - double L - Y

notes highlighting key language points



A: Good morning. My name's Alison Thompson.
B: Pleased to meet you, Ms. Thompson.
A: Please, call me Alison.



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**. How's it **going**?
Pleased to **meet** you. Have a nice **day**. How are **you**?

3 Speaking

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

Hello	How are you?	Not bad.	Bye.
Hi	How's it going?	So-so.	Goodbye.
Hey	What's up?	Not much.	See you.
Good morning	How's everything?	I'm OK/good, thanks.	See you later.
Good afternoon	How are you doing?	Great! Good to see you!	See you tomorrow.
Good evening		I'm fine, thank you.	Take care.
		I'm very well. And you?	Have a nice day.
	My name's...	Nice to meet you.	
	This is...	Pleased to meet you.	
		Pleasure to meet you.	

“ Hello.
Hi.
How are you?
Good, thanks. And you?
Not bad.
This is Maria, by the way.
Nice to meet you, Maria.
Pleased to meet you, too.
OK, see you later.
Yeah, have a nice day.
Bye! ”

4 Grammar The verb to be → p. 133

A. 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?	A: Is Fred a new student?
B: No, I'm not. I'm a teacher.	B: Yes, he is.
A: Are you American?	A: Who are they?
B: Yes, we are. We're from New York.	B: They're my friends.
A: Is Maria in your class?	A: Are they in the same class?
B: No, she isn't. She's in class A3.	B: No, they aren't.

speaking activities practicing useful language functions

B. Complete the dialogues.

- A:** Excuse me, _____ Donald?
B: No, _____ Ronald.
A: Oh sorry, _____ your last name Kent?
B: Yes, _____.
- A:** Look! There's Jane and Carol.
B: _____ in your English class?
A: Yes, _____.
B: Who _____ that?
A: That's Mr. Kingston. _____ a teacher.
- A:** Who's that?
B: That's Paula. _____ new here.
A: _____ you and Paula friends?
B: Well, yes, but _____ best friends.
- A:** Hello, my name's Tina.
B: Hi, _____ Issie. Nice to meet you.
A: Issie? Is that from Isabel?
B: No, _____ . It's actually Isabella.

5 Listening

Listen to two dialogues and answer the questions.

- How old is Gary?
a. 20
b. 22
- 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-I-L-L-I-P-S ”

1b

vocabulary presented through visual prompts

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 | <input type="checkbox"/> | accountant | <input type="checkbox"/> | secretary | <input type="checkbox"/> | hairstylist | <input type="checkbox"/> |
| waiter/waitress | <input type="checkbox"/> | photographer | <input type="checkbox"/> | architect | <input type="checkbox"/> | electrician | <input type="checkbox"/> |
| salesperson | <input type="checkbox"/> | doctor | <input type="checkbox"/> | reporter | <input type="checkbox"/> | | |



warm-up activity introducing the topic and encouraging personal response

B. Which of the occupations take a and which an?

a secretary
an architect

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.



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



Prentiss and Blair Accounting

Lionel Jones

home: 124-544-0667
cell: 234-554-6674

e-mail: ljones@pandbaccounting.com



Big Dan's cars

Lisa Jacobs
salesperson

339-404-9655

lisa@bigdancars.net

- _____ is a _____ for a newspaper.
- _____ is a hairstylist.
- _____ is an accountant.
- Lionel Jones' cell phone number is _____.
- Lisa Jacobs' e-mail address is _____.

C. Look at the business cards again and talk about the people.

66 John Richards is a photographer. His phone number is... 99

phone number
0334 = zero - double 3 - four

e-mail
tinaroberts4@intermail.com =
Tina Roberts 4 'at' intermail 'dot' com

address
147 Elm Street = number +
name of Street/Road/Avenue
Santa Cruz = town/city
California = state
95061 = zip code

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 reporter ”

“ What's your cell
phone number?
It's... ”

“ What's your e-mail
address?
It's... ”

“ What's your address?
.... ”

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

A. Complete the table.

SINGULAR	PLURAL
This is _____.	These are my watches.
_____ a new bag.	Those are new bags.

man - men child - children
woman - women person - people

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

- I'm Keith. **Their** school is on Benson Road.
He's a doctor. **Our** address is 345 Rosebud Avenue.
She's a reporter. **My** e-mail is kfg1234@gmail.com.
We're brothers. **His** cell phone number is 456-505-6617.
They're students. **Her** father is a reporter, too.

C. Match the phrases with the pictures.

- the teacher's pen
the teacher's pens
the teachers' pens



active involvement of students in the explanation of the grammatical structures

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

grammar practiced in context

5 Listening

Listen and answer the questions.

- What does Steve's dad do?
a. He's an electrician.
b. He's an architect.
- What is Mr. Peters' e-mail address?
a. j.peters@ethermail.net
b. j.peters@ethermail.com
- What is new?
a. Kelly's sunglasses.
b. Kelly's watch.
- 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. ”

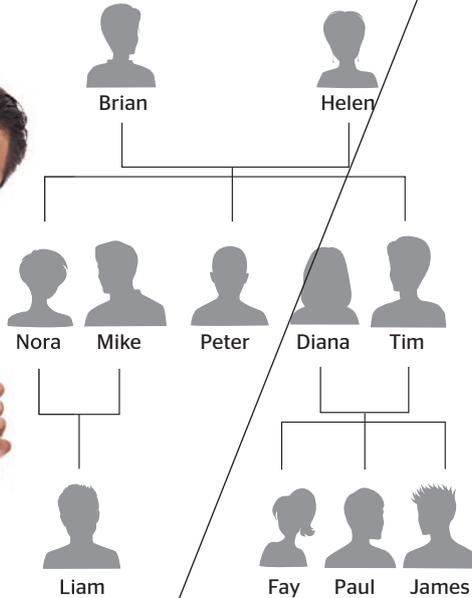


activities focusing on reading for gist



1 Vocabulary & Listening

A. 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.



husband - wife
 parents: father - mother
 brother - sister
 children/kids: son - daughter
 grandparents: grandfather - grandmother
 grandchildren: granddaughter - grandson
 uncle - aunt
 nephew - niece
 cousin

- Diana is Liam's _____.
- Liam is Brian and Helen's _____.
- Nora is Mike's _____.
- Liam is Fay's _____.
- Brian is Paul's _____.
- James is Peter's _____.
- Fay is Tim and Diana's _____.

B. Listen and find the person who's talking.

2 Reading

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

where I come from

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!

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 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.

B. Read again and write T for True or F for False.

- Bianca lives and works in France.
- Bianca's nephew speaks three languages.
- Antonio and Pedro are Spanish.
- Pedro goes to college.
- Alfredo's parents are from different countries.
- Alfredo's mother has family in Italy.
- Alfredo lives with one of his cousins in Rome.

My son is three years old.
 I have a three-year-old son.

activities focusing on reading for details

3 Vocabulary & Speaking

A. Match. Then listen and check your answers.

COUNTRIES	NATIONALITIES
Argentina	Spanish
Australia	Mexican
Brazil	British
Canada	Polish
China	Hungarian
Colombia	American
Egypt	Italian
France	French
Hungary	Portuguese
India	Chinese
Ireland	Russian
Italy	Argentinian/Argentine
Mexico	Peruvian
Peru	Australian
Poland	Turkish
Portugal	Brazilian
Russia	Canadian
Spain	Irish
the U.K.	Egyptian
the U.S.A.	Colombian
Turkey	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.

- Sandra _____ (live) in Brooklyn in New York City but she _____ (work) in Manhattan.
- John and his cousin are teachers. They _____ (work) in the same school.
- My best friend _____ (speak) Spanish and a little bit of English. I _____ (speak) English and a little bit of Spanish.
- Harry _____ (have) two cousins. They _____ (live) in London. They _____ (go) to college there.

B. Try to solve the following riddles.

Task

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



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?

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... ”

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

D. Create a riddle for your partner to solve.



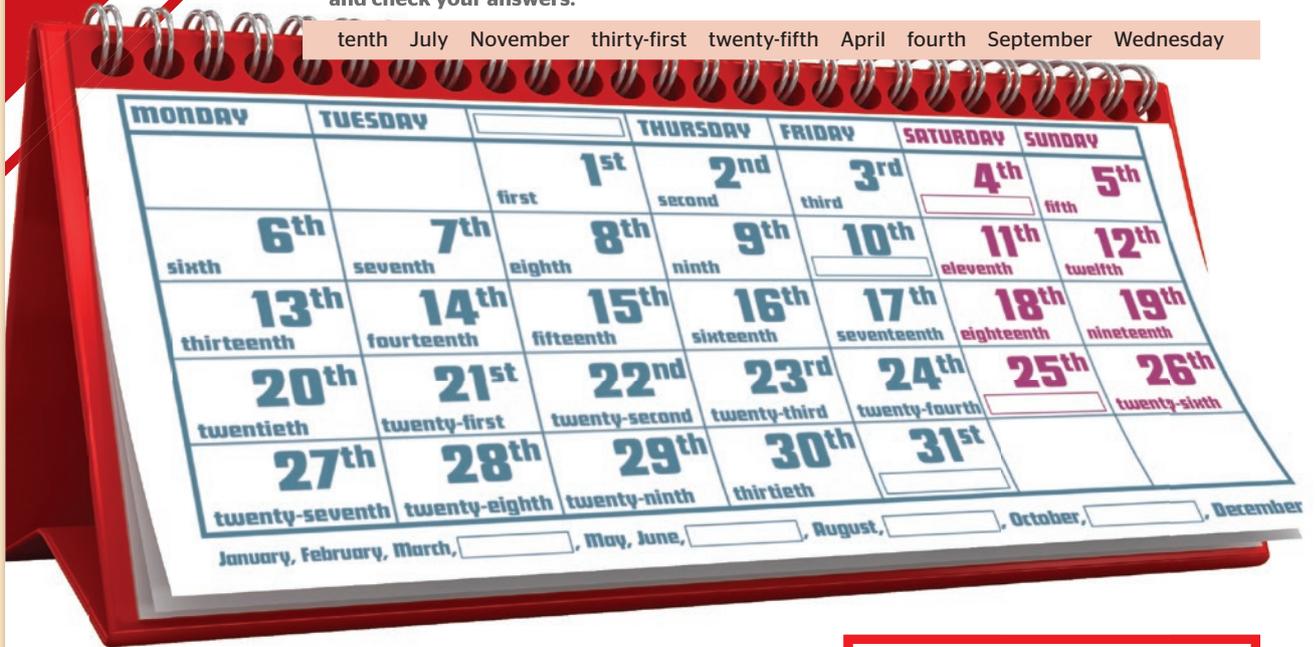
performance evidence

1st

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 ... ”

Dates: January 16th, 2012 01/16/2012

Years: 1999 We say: 'nineteen ninety nine'
2012 We say: 'two thousand (and) twelve' or 'twenty twelve'

in + seasons / months / years

on + dates / days of the week

various types of speaking activities

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

○

useful guidance enabling students to develop their writing skills

3 Listening

Listen to a conversation between a young man and a receptionist at Springfield Language Institute. Circle the correct words.

1. Lucas is a **new / an old** student.
2. Lucas gives two **e-mail / mailing** addresses.
3. Lucas is **Peruvian / Argentinian**.
4. The date today is **June 19th / July 19th**.

a variety of listening activities



4 Writing Complete a form

A. Read the note and add capitals to the sentences 1-7.

Capital letters

Use capital letters:

- at the beginning of a sentence
- with first and last names
- with Mr./Mrs./Miss/Ms. and Dr.
- with streets/roads/avenues, etc.
- with cities/countries/nationalities
- with languages
- with months and days of the week
- with the personal pronoun I

1. mr. jones is married to a woman from brazil.
2. hi! how's it going, greg?
3. i'm spanish but i live in canada.
4. ms. anderson speaks two languages, french and chinese.
5. jack's a college student in barcelona.
6. what's the date today? is it may second or third?
7. our english teacher lives on park avenue.

TIP
Don't be afraid to ask for help when completing a form. A serious mistake could cause problems.
• Can you please help me with this?
• What does this mean?

useful tips enabling students to develop skills and strategies

B. Complete the form below.

SPRINGFIELD LANGUAGE INSTITUTE

APPLICATION FORM

First name _____ Middle name _____
 Last name _____
 Gender Male Female
 Date of birth _____
mm / dd / yyyy

Nationality _____ Country of birth (if different) _____
 Occupation _____
 Preferred mailing address _____
number & street apartment number

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
_____	<input type="checkbox"/>				
_____	<input type="checkbox"/>				
_____	<input type="checkbox"/>				

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

writing activities which help students become independent writers



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.

REVIEW

Vocabulary

A. Complete the sentences.

- Your aunt's daughter is your _____.
- A person from Brazil is _____.
- The ninth month of the year is _____.
- Your sister's son is your _____.
- A person from China is _____.
- June is the _____ month of the year.
- A person from Russia is _____.
- The day after Monday is _____.

B. Circle the correct words.

- What is your e-mail **number / address**?
- Julie is a **hairstylist / waitress** at a beauty salon.
- Mr. and Mrs. Jones have three children, a son and two **nieces / daughters**.
- I have an **appointment / application** with Dr. Roberts.
- Her **date / state** of birth is 7/5/1997.
- Donald is **single / married**. His wife's name is Anne.

Grammar

C. Complete the dialogues.

- A:** That _____ my best friend, Jane.
B: _____ a reporter, too?
A: No, _____ a photographer.
- A:** _____ Italian?
B: No, _____ I _____ Portuguese.
- A:** Who are they? _____ your friends?
B: Yes, _____.

D. Choose a, b or c.

- We live in Rome but _____ apartment is very small.
a. we b. their c. our
- The _____ father is an accountant.
a. children b. children's c. childrens'
- Look at _____ sunglasses over there. They're really nice.
a. that b. these c. those
- There's my English teacher. _____ name is Ms. Brown.
a. His b. Her c. She
- My _____ wallet is brown. It isn't black.
a. brother b. brother's c. brothers'
- _____ keys here are my sister's.
a. These b. Those c. This

E. Rewrite the sentences into the plural.

- This is my watch.

- That's John's umbrella.

- That man is a reporter.

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

speak live start work go have

- Ken and I _____ to Moorbrook College.
- Linda _____ three languages: Italian, Russian and English.
- Tony is a photographer and he _____ for a newspaper.
- My cousin _____ in a small town in Florida.
- My grandparents _____ houses in Los Angeles and Dallas.
- The semester _____ in February.

Communication

G. Complete the dialogues. Choose a or b.

- A:** How are you doing?
B: _____
a. I'm very well.
b. I'm a salesperson.
- A:** What's the date today?
B: _____
a. May seventh.
b. It's Friday.
- A:** See you later!
B: _____
a. Thanks.
b. Take care.
- A:** Where are you from?
B: _____
a. 12 Raymond Avenue, London.
b. Peru.
- 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



- f. Match.**
1. I'm a reporter.
 2. How's everything?
 3. What's the date today?
 4. How old are you?
 5. What do you do?
 6. Where are you from?

1. secretary - reporter - company - waiter
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

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



- h. Circle the correct words.**
1. I think **those** / **these** sunglasses over there are Fred's.
 2. The **man's** / **women's** 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@taibotandjibbs.com.
 7. This is my **parents'** / **parent's** new apartment.
 8. **A:** What's **she** / **her** name?
B: Ms. Smith. She's **Rita** / **Rita's** new teacher.

- i. Complete the dialogues with the words in the box.**
- is she his an my are they their they aren't a is he
1. **A:** Who _____?
B: She's _____ niece. Sally. She's _____ architect.
A: And who _____? Your nephews?
B: No, _____ my nephews. They're Sally's friends.
 2. **A:** Who _____?
B: That's Roy and that woman over there is _____ wife.
A: Really?
B: Yeah! And look. Those are _____ children over there.

- j. 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. _____
- k. 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.

First name(s) John Oliver
 Last name Richards
 Gender Male Female
 Date of birth 6/22/1984
 Nationality American
 Occupation electrician
 Preferred mailing address 488 West Porterville St. 4
 number & street
Scottsburg Virginia
 city/town state
U.S.A. 24589
 country zip code
 e-mail address johnrichards223@hotmail.com
 Telephone Home 812 - 752 - 5568 Cell
 Cell 457 - 559 - 9985

First name Luisa Middle name Maria
 Last name Sanchez
 Nationality Mexican
 Gender Male Female
 Date of birth 12/2/1987
 mm dd yyyy
 Preferred telephone Home Cell
 Home 434 - 554 - 1181 Cell 928 - 548 - 2214
 Occupation accountant
 Address 256 Carlston Avenue,
Scottsburg VA, U.S.A. 24589
 e-mail address luisasanchez221@hotmail.com

Name Tony Jennings
 Date of birth 2/7/1990
 Nationality British
 Occupation photographer
 Preferred mailing address 1154 Williams St.
Bellingham, Washington
98225
 e-mail address tony@jenningsphotos.com
 Identity card number 33456678
 Preferred telephone Home Cell
 Home 360 - 748 - 5548
 Cell 991 623 6691

- 33456678**
1. Tony's ID number is 33456678.
 2. John's last name is Oliver.
 3. Luisa lives in Mexico.
 4. John's home phone number is 457 - 558 - 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 11544.
 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
 with work

Family

aunt cousin daughter grandchildren
 granddaughter grandfather grandmother
 grandparents grandson husband kid nephew
 niece uncle wife

Countries-nationalities

Argentina - Argentinian / Argentine 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.

Nora **KEY**

Language plus

- There are formal and more informal ways of addressing members of the family. For example, **mom/mommy, dad/daddy, grandma/nan, grandpa/granddad** are the informal equivalents for **mother, father, grandmother** and **grandfather** respectively. Also, **bro** and **sis** are for **brother** and **sister**.
- The word **cousin** is used for both male and female.

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.
Where does her brother live? In Paris.
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.
Where does Alfredo live? In London.
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. Aim: ► 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.

1. T, 2. T, 3. T, 4. F, 5. T, 6. F, 7. F

- 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.

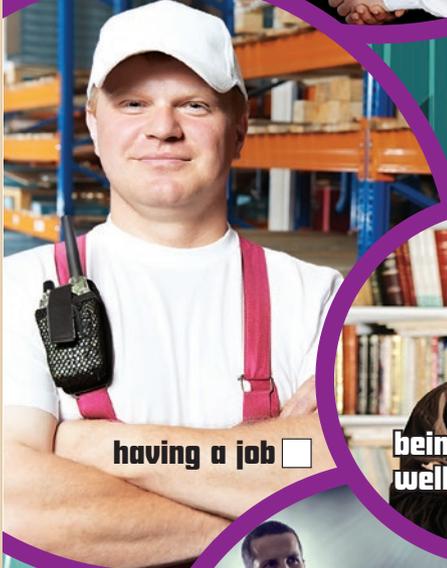
6 Success



being respected

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?



having a job



being well-educated



making history



being famous



being attractive



being rich

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

6b



Felix Baumgartner
127,851 ft.



Joe Kittinger
102,800 ft.



weather balloon
80,000 ft.



Boeing 747
46,000 ft.

STRATOSPHERE

Mt. Everest
29,029 ft.

Reading

A. Discuss.

- Do you know of or have you heard of any record-breaking achievements?

B. Read the text quickly. What is the purpose of this text?

- to describe an important event in the history of skydiving
- to explain what extreme skydivers go through
- to compare the lives of Joe Kittinger and Felix Baumgartner
- to discuss the history and future of skydiving

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?

* ascent = the act of climbing or moving upwards
 * velocity = 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

C. Read again and write T for True, F for False or NM for Not Mentioned.

1. Joe Kittinger held three world records for 52 years.
2. Felix still holds the record for the highest parachute jump from a building.
3. Felix's jump into the cave lasted 8 seconds.
4. Felix was forced to cancel his jump on October 14th, 2012 because of a problem with his equipment.
5. Felix had no contact with the ground crew when he reached 127,851 ft.
6. Felix traveled faster than the speed of sound while falling.
7. The Earth's atmosphere made Felix travel more slowly.
8. Felix's jump from space lasted 11 minutes.
9. Felix is now planning his next breathtaking feat.

D. Look at the highlighted words in the text and match them with their meanings.

1. feat
2. leap
3. altitude
4. properly
5. abort
6. fame
7. passion

- a. the height above sea level
- b. correctly, right
- c. a very strong interest in sth.; enthusiasm
- d. an achievement
- e. the success and attention you get when being famous
- f. to jump
- g. to stop an activity or plan before completing it

E. Discuss.

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

Vocabulary

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

darkness ability height depth

B. Read the notes and complete the tables.

Some nouns are formed by adding the suffix *-ness* or *-ity* to an adjective.
e.g. sad-sadness, active-activity

Adjective	Noun
lazy	
creative	
popular	
aware	
responsible	
weak	
kind	
similar	

Some nouns have an irregular formation.

Adjective or Verb	Noun
weigh	
	strength
dead/die	
	belief
relieve	
	anger
	thought
	growth
famous	



Listening

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



1. What distance is the longest 24-hour bike ride without the rider's feet touching the ground?

- a. 53.1 miles b. 553.15 miles c. 5,533.5 miles

2. How long is the longest beard?

- a. 2.7 ft. b. 4.7 ft. c. 7.7 ft.

3. How many records were broken at the 2011 London Marathon?

- a. 0 b. 5 c. 35

4. In 2012 Eva and Paul Yavorzhno decided to get married underwater. But how many guests joined them underwater?

- a. 15 b. 134 c. 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?

- a. 157 b. 257 c. 357

B. Now listen to part of a radio show and check your answers.

6b

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

pay for maintenance (un)appealing socialize
 enjoyable relax energizing beneficial
 escape from routine weather dependent stay in shape

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)

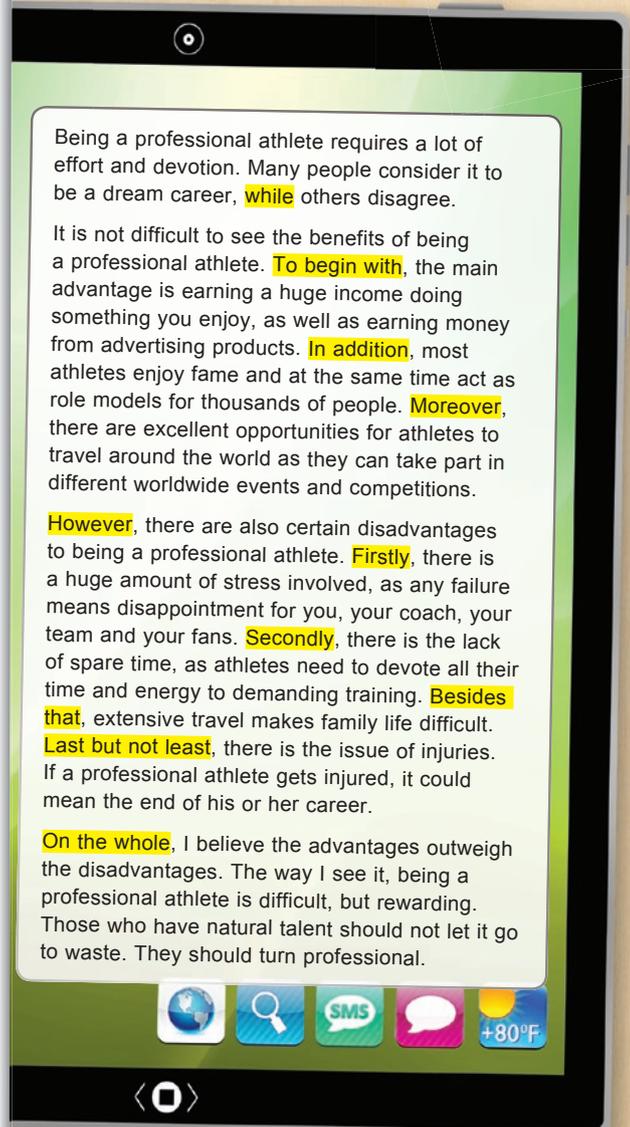
A. Discuss.

- 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?

C. Look at the highlighted words/phrases in the essay and use them to complete the table below.

LINKING WORDS/PHRASES	
Listing/Adding points	_____, first of all, in the first place,
	_____, _____, what is more,
	_____, _____,
	furthermore, apart from that, also, _____,
	finally, lastly, _____
Expressing contrast	_____, but, _____, on the one hand, on the other hand
Summing up	to sum up, in conclusion, all in all, _____

D. 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?

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.

TIP

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.

6
REVIEW

R. Choose a, b or c.

- When Brian ____ a goal, he always accomplishes it.
a. puts b. breaks c. sets
- Don't ____ me for what happened. It's totally your fault.
a. intend b. blame c. reveal
- The local team's ____ made the crowd cheer.
a. victory b. ambition c. intelligence
- Climbing Mt. Everest is a dangerous and difficult ____.
a. feat b. passion c. concept
- All ____ all, we had a great time on our vacation.
a. on b. to c. in
- We were flying at a(n) ____ of about 35,000 ft. and I could see the clouds down below.
a. depth b. speed c. altitude
- Cindy's job at the hospital is pretty ____, as she sometimes has to deal with difficult patients.
a. demanding b. energizing c. appealing
- I can't stand Carl's loud and annoying ____.
a. anger b. response c. laughter
- I hate it when people make fun ____ others.
a. of b. with c. on
- Someone who is ____ doesn't know how to read or write.
a. insecure b. illiterate c. immature

R. Complete the sentences with the correct form of the words in capitals.

- Mike never says "please" or "thank you". He's very _____. **POLITE**
- Eating chocolate is my _____. I absolutely love it. **WEAK**
- Joyce didn't get the job because she was _____. **EXPERIENCED**
- I argued with George and now he is _____ to talk to me. **WILLING**
- Writing an interesting story requires _____. **CREATIVE**
- You should get over your _____ and go to the gym! **LAZY**
- I don't trust Marshall. He is completely _____. **RELIABLE**

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

- Bill** Hey, Eric. I 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?

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. Listen, 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?

Bill Thanks, Eric.

D. Complete the sentences with the correct form of the verbs in parentheses.

- Martin _____ (help) you if you ask him.
- Where would you go if you _____ (can) travel anywhere in the world?
- If you _____ (not hurry), we'll be late.
- When people _____ (eat) unhealthy food, they put on weight easily.
- I _____ (not go) out with William if I were you. He's boring.
- Unless Sandra _____ (want) to get fired, she shouldn't be late for work again.
- If Michelle had more time, she _____ (cook) more often.
- You _____ (not succeed) unless you work hard.
- If Jerry _____ (not live) in the countryside, we'd see him more often.
- A "help" box _____ (appear) on the screen when you press F1.

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...

- ▶ 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

Task 5&6 p. 129

Exam Practice Modules 4-6 p. 140

Task 7.8

Average daily water use

Bath	28-36 gallons (full tub)
Shower	2.5 gallons per minute (7-8 gallons per minute)*
Brushing teeth	1 gallon per minute
Toilet flush	1.6 gallons per flush (3-6 gallons per flush)*
Dishwasher	4-10 gallons per load (15 gallons per load)*
Dishwashing by hand	2.2 gallons per minute
Washing machine	18-25 gallons per load (40-55 gallons per load)*
Outdoor watering	5 gallons per minute (10 gallons per minute)*
Car wash	5 gallons per minute (10 gallons per minute)*

* non water-saving devices and appliances

ii. Look at the chart below. What kind of information does it give you? Do any of the amounts on the chart surprise you?

- Which activity saves more water, showering or taking a bath? What does it depend on?
- Does dishwashing by hand save more water than using a dishwasher?
- Which activity do you think consumes more water for a household?
- Do you think that water-saving devices and appliances make a big difference in the amount of water a household consumes?

i. Read the statements below and decide if they are true or false. Then listen to part of a talk on saving water and check your answers.

- Fixing a leaky toilet can save up to 200 gallons of water a month.
- Fixing a faucet that leaks 20 drops a minute can save over 700 gallons of water a year.
- Turning off the faucet while brushing your teeth can save up to 500 gallons of water a month.
- Taking a 5-minute shower saves over 350 gallons of water each week.
- Using a dishwasher always saves more water than washing the dishes by hand.
- To save water you should fill up your washing machine.

ii. Talk in pairs. The average person uses about 80-100 gallons of water daily. Look at the chart above again and discuss how much water you use as an individual and what kind of chores/activities make you consume more water. Do you need to make changes to save water? Discuss and decide how.

E. What did you learn about yourself? What changes are you going to make to save more water? Report to the class.

Student's Book pp. 64-65

i. Complete with the correct prepositions.

- I was worried about the new teacher's lack _____ experience.
- There were a few problems, but _____ the whole I thought the day went well.
- Do you want to go and work _____ at the gym later?
- I like to go and stay with my grandparents in the countryside to escape _____ the routine of the city.
- Diana didn't even want to go hiking _____ the first place.
- All _____ all, I think Jimmy did a good job painting the house.

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

- The baseball player, Jim Watson, was awarded for his _____ to the sport. **DEVOTE**
- The idea of studying to become a doctor doesn't seem very _____ to me. **APPEAL**
- Gary never got over the _____ of only getting two questions correct on his history exam. **DISAPPOINT**
- Lenny takes care of all the _____ in the building. **MAINTAIN**
- It's amazing how _____ going for a run in the morning can be. **ENERGY**
- Danny couldn't play soccer for three weeks because of his _____. **INJURE**

i. Complete the dialogue with a-d.

a. Let's look at the pros and cons.
b. We shouldn't let it go to waste, though.
c. First of all, do we have enough money for a new computer?
d. On the one hand, we already have a computer.

A: Maybe we shouldn't rush into buying a new computer.
B: OK. Let's discuss it. 1 _____
A: I think so. It depends on the price.
B: OK, then. 2 _____
A: Yes. It's important to see both sides.
B: Definitely. 3 _____ But on the other hand, it's kind of old.
A: 4 _____
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.

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

a. On the other hand **d.** In addition
b. Finally **e.** Moreover
c. In conclusion **f.** First of all

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 with others 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.

British edition



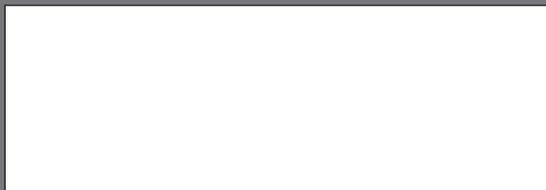
Turn your classroom into a motivating, interactive environment with whiteboard material.

MM Publications

129 Colney Hatch Lane, Muswell Hill, London N10 1HD, United Kingdom
info@mmpublications.com www.mmpublications.com

Offices: UK Cyprus France Greece Poland Turkey USA

Distributors - Agents throughout the world



ISBN: 978-960-573-899-0



9 789605 738990

C1511005042-10859