

mm
publications

Podręcznik
ISBN 978-618-05-3808-3,
zgodny z podstawą programową
obowiązującą od 2019 r.

student's book

elementary

PIONEER PLUS

H. O. Mitchell – Marileni Malkogianni

Współpraca i konsultacje: Maria Łątka – Magdalena Wisniewska

PODRĘCZNIK DLA SZKÓŁ PONADPODSTAWOWYCH



PIONEER PLUS ELEMENTARY CONTENTS

	Vocabulary	Grammar	Functions
1 p. 7 That's me!	<ul style="list-style-type: none"> Greetings Conversational English Occupations Family Countries and nationalities Days of the week Months Ordinals Years 	<ul style="list-style-type: none"> The verb <i>to be</i> These/Those Plurals Possessive adjectives Possessive case Present Simple (affirmative) 	<ul style="list-style-type: none"> Greeting and saying goodbye in formal and informal situations Introducing oneself and others Spelling names Understanding information on business cards Exchanging basic personal information (name, age, nationality, occupation, telephone number, address, email, marital status, date of birth) Expressing possession Talking about family members
Task: Presenting yourself and family members through a family tree			
2 p. 17 24/7	<ul style="list-style-type: none"> Housework and daily routine Words/Phrases related to time Conversational English Words/Phrases related to technology Numbers over a hundred Spare-time activities 	<ul style="list-style-type: none"> Present Simple Wh-questions Prepositions of time Adverbs of frequency 	<ul style="list-style-type: none"> Discussing habitual actions and routine Telling the time Understanding signs and timetables Asking and answering different types of questions Talking about frequency Talking about spare-time activities
Task: Creating, conducting and reporting the results of a survey			
3 p. 27 Sounds like fun	<ul style="list-style-type: none"> Types of films & TV programmes Conversational English Adjectives describing personality Talents and abilities Words/Phrases related to fitness Spare-time activities 	<ul style="list-style-type: none"> like / love / enjoy / hate / can't stand + <i>-ing</i> want to / would like to The verb <i>can</i> (ability) Adjectives - Adverbs of manner 	<ul style="list-style-type: none"> Expressing likes and dislikes Talking about intentions Making suggestions and arrangements Expressing ability Describing the manner in which something happens Understanding the features of a website Understanding information on a flyer Talking about spare-time activities and forms of entertainment
Task: Collaborating with a partner to reach a decision			
4 p. 37 Looking good	<ul style="list-style-type: none"> Words/Phrases related to appearance Conversational English Furniture and appliances Rooms and parts of a house Prepositions of place Adjectives describing personality Housing facilities 	<ul style="list-style-type: none"> Possessive adjectives/pronouns Whose...? There is / There are Articles: a(n) / the 	<ul style="list-style-type: none"> Describing people's appearance Expressing possession Making and accepting compliments Referring to the location of objects Describing one's house/flat Describing people's personality Expressing opinion Identifying synonyms and opposites
Task: Collaborating with a group to make speculations based on experience			
5 p. 47 What's new?	<ul style="list-style-type: none"> Telephone language Conversational English Words/Phrases related to text messaging Abbreviations Life events 	<ul style="list-style-type: none"> Present Progressive Object personal pronouns Present Simple vs Present Progressive Stative verbs 	<ul style="list-style-type: none"> Talking about current activities, temporary states and future plans Locating information on posters Talking on the phone Asking for, giving and refusing permission Making offers, requests and asking for favours Distinguishing between current events and habitual actions Giving news and responding to news Showing interest and surprise
Task: Understanding and writing notes and messages			
6 p. 57 Flashback	<ul style="list-style-type: none"> Phrases related to misfortunes Conversational English Words/Phrases related to life in the past Holiday activities The weather 	<ul style="list-style-type: none"> Past Simple Past Simple of <i>to be</i> There was / There were Past Simple of <i>can</i> 	<ul style="list-style-type: none"> Talking about past events/experiences Locating information on tickets and receipts Talking about misfortunes Apologising and accepting sb's apology Expressing disbelief Responding to bad news Expressing ability in the past Using a mind map to organise ideas Describing the weather
Task: Collaborating with others to do a project			

Reading	Listening	Speaking (Pronunciation/Intonation*)	Writing
<ul style="list-style-type: none"> • Four business cards • A magazine article: <i>Where I come from</i> 	<ul style="list-style-type: none"> • Short formal and informal dialogues discussing personal information • Short dialogues and a voicemail giving information • A short monologue talking about one's family members • A conversation at a language institute 	<ul style="list-style-type: none"> • Group work: Greeting, introducing and saying goodbye • Pair work: Exchanging personal information (name, age) • Group work: Exchanging personal information (job, phone number, email, address) • Class speculation about possession • Pair work: Saying where you're from and where you live • Class game: Classmate search • Presenting oneself <p>* Sentence stress</p>	<ul style="list-style-type: none"> • Making a business card • Completing a form <p>Developing skills:</p> <ul style="list-style-type: none"> • Capital letters
<ul style="list-style-type: none"> • A comic strip: <i>Flatmates...</i> • A magazine article: <i>Tech a look at your life!</i> 	<ul style="list-style-type: none"> • Short dialogues and an announcement referring to time • Four people answering a survey question • A radio call-in programme for people who have trouble sleeping 	<ul style="list-style-type: none"> • Pair work: Talking about routine • Pair work: Telling time • Pair work: Discussing times and timetables • Group work: Conducting and taking part in a survey • Class discussion about habits <p>* Third-person singular -s * Intonation of questions</p>	<ul style="list-style-type: none"> • Sentences reporting the results of a survey • A blog entry describing a day in your life <p>Developing skills:</p> <ul style="list-style-type: none"> • Word order • Planning and organising your writing
<ul style="list-style-type: none"> • Quiz: <i>Practical, creative or physical? What kind of person are you?</i> • A website about a fitness centre called <i>SuperFit</i> 	<ul style="list-style-type: none"> • Two recorded messages from a cinema • A radio advertisement about a gym • Four monologues about entertainment 	<ul style="list-style-type: none"> • Pair work: Talking about film/TV programme preferences • Pair work: Choosing a film and making arrangements • Pair work: Discussing talents and abilities • Pair work: Deciding which gym classes to take up • Class discussion about entertainment <p>* /l/, /i:/, /a/</p>	<ul style="list-style-type: none"> • A covering letter • A paragraph presenting yourself <p>Developing skills:</p> <ul style="list-style-type: none"> • Linking words (and, but, so, because)
<ul style="list-style-type: none"> • Comments on a furniture catalogue website • A magazine article: <i>Colour</i> 	<ul style="list-style-type: none"> • A conversation between a couple at a furniture shop • A radio programme about car colours and personality • A one-sided telephone conversation about a flat 	<ul style="list-style-type: none"> • Group game: Guess the person being described • Pair work: Making compliments and giving opinion politely • Pair work: Describing people • Pair work: Describing one's house/flat • Pair work: Talking about each other's personality • Group work: Expressing opinion, making guesses and comparing facts <p>* Intonation of compliments</p>	<ul style="list-style-type: none"> • A paragraph describing the place where you live <p>Developing skills:</p> <ul style="list-style-type: none"> • Using correction techniques
<ul style="list-style-type: none"> • Four posters about events • A magazine article: <i>Txtese: Is it destroying the language?</i> 	<ul style="list-style-type: none"> • Three short dialogues • Short dialogues and a voicemail telling one's news 	<ul style="list-style-type: none"> • Game: What's happening now? • Pair work: Discussing weekend plans • Pair work: Asking for permission and favours, making requests and offering help • Group work: Role play talking on the phone • Pair work: Identifying the key features of notes and messages • Pair work: Giving news and responding to news <p>* /æ/, /ʌ/, /ɑ:/</p>	<ul style="list-style-type: none"> • A note and a text message • A letter/An email giving news <p>Developing skills:</p> <ul style="list-style-type: none"> • Organising a letter/an email with the help of a plan • Set phrases for informal letters/emails
<ul style="list-style-type: none"> • Tickets and receipts showing someone's weekend activities • A feature article: <i>Maya Life</i> 	<ul style="list-style-type: none"> • Two monologues about a visit to the shopping centre • A conversation between a couple • Four short dialogues about holidays 	<ul style="list-style-type: none"> • Pair work: Discussing last weekend • Pair work: Using guidelines to hold a conversation • Pair work: Information gap activity • Pair work: Discussing a past holiday <p>* -ed endings: /t/, /d/, /ɪd/ * The reduced form of <i>did you</i></p>	<ul style="list-style-type: none"> • Project about life in the past in your country • A paragraph about a past holiday <p>Developing skills:</p> <ul style="list-style-type: none"> • Using a variety of adjectives

7
p. 67

Unique flavours

Vocabulary	Grammar	Functions
<ul style="list-style-type: none"> • Places to eat • Food and drink • Containers • Conversational English • Adjectives describing food • Words related to recipes • Types of food 	<ul style="list-style-type: none"> • Countable/ Uncountable nouns • some / any / no • How much...? / How many...? • much / many / a lot of / lots of / a few / a little 	<ul style="list-style-type: none"> • Understanding menus • Ordering food • Making, accepting and refusing offers • Asking and answering about quantity • Talking about food preferences and eating habits • Discussing healthy and unhealthy food • Describing what food tastes like • Understanding and describing cooking procedures • Inviting, accepting and refusing an invitation • Making suggestions and arrangements

Task: Understanding and describing a procedure in the form of a recipe

8
p. 77

Urban life

<ul style="list-style-type: none"> • Means of transport • Conversational English • Prices • Location and directions • Prepositions of movement • Words/Phrases related to the environment • Places in a city 	<ul style="list-style-type: none"> • <i>have to</i> (affirmative) • Future <i>be going to</i> 	<ul style="list-style-type: none"> • Talking about the cost of something • Attracting someone's attention • Checking and confirming information • Apologising • Expressing obligation • Understanding information on a map • Asking for, giving and following directions • Brainstorming ideas • Making future plans • Describing a place
---	---	---

Task: Developing self-awareness and making decisions to change your lifestyle

9
p. 87

Add to cart

<ul style="list-style-type: none"> • Places to shop • Clothes • Words/Phrases related to shopping • Conversational English • Words/Phrases related to the environment • Words/Phrases related to electronic devices 	<ul style="list-style-type: none"> • too / enough • one / ones • Compounds of <i>some, any, no, every</i> 	<ul style="list-style-type: none"> • Talking about clothes and expressing preference • Talking about shopping habits • Talking about prices and sizes • Distinguishing between words easily confused • Expressing opinion • Understanding dictionary entries • Describing problems related to electronic devices
---	--	---

Task: Collaborating with a partner to reach a decision based on specific criteria

10
p. 97

Lend a hand

<ul style="list-style-type: none"> • Conversational English • Verbs easily confused • Ailments • Emergency services 	<ul style="list-style-type: none"> • The verb <i>should</i> • Reported Speech (Commands - Requests) 	<ul style="list-style-type: none"> • Making requests and asking for favours • Responding to requests and giving excuses • Making/Cancelling an appointment • Talking about ailments • Asking for and giving advice • Narrating a story • Reporting commands and requests • Describing a problem • Expressing opinion
---	---	---

Task: Collaborating with others to create a story

11
p. 107

Where to?

<ul style="list-style-type: none"> • Types of holidays and accommodation • Conversational English • Geographical features • Words related to gestures • Services and hotel facilities 	<ul style="list-style-type: none"> • Comparative Forms • Superlative Forms 	<ul style="list-style-type: none"> • Making comparisons • Showing interest and lack of interest • Expressing opinion and preference • Persuading another person • Understanding fact files • Discussing cultural differences • Inquiring about hotel services and facilities • Distinguishing between formal and informal language
--	--	--

Task: Creating a poster with cultural guidelines

12
p. 117

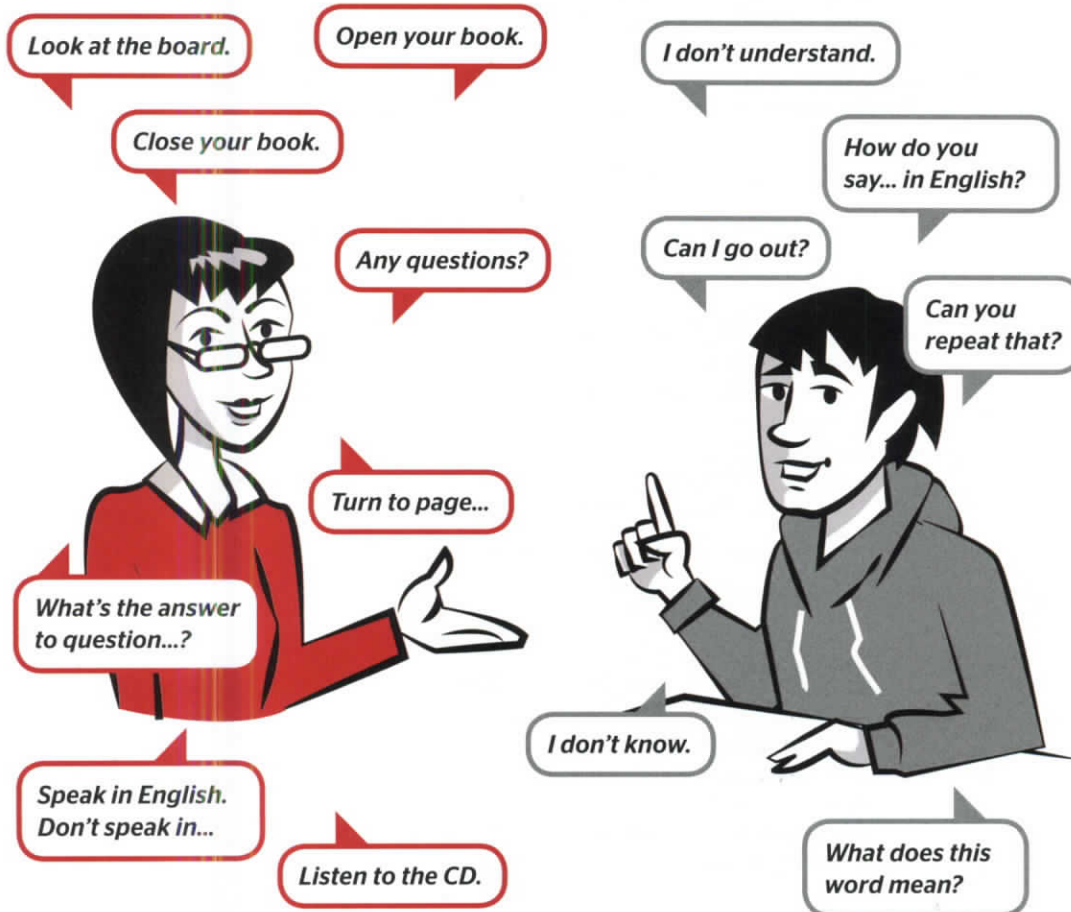
Well done!

<ul style="list-style-type: none"> • Words/Phrases related to sports • Conversational English • School subjects • Collocations and words related to education • Word building: nouns ending in <i>-er, -or, -ist</i> referring to people • Life events 	<ul style="list-style-type: none"> • Present Perfect Simple (always, never, ever, before, once, twice, so far, just) • Present Perfect Simple vs Past Simple • have been - have gone 	<ul style="list-style-type: none"> • Talking about sports • Talking about experiences • Distinguishing between words easily confused • Talking about education • Discussing facts • Talking about life events and achievements
--	---	--

Task: Collaborating and creating a general knowledge quiz

Reading	Listening	Speaking (Pronunciation/Intonation*)	Writing
<ul style="list-style-type: none"> • A magazine article: <i>How well do you know your food facts?</i> • A magazine article: <i>Truly traditional</i> 	<ul style="list-style-type: none"> • Three people answering questions for a survey • A conversation about a recipe • A conversation about a night out 	<ul style="list-style-type: none"> • Group work: Role play at a restaurant • Class discussion about healthy and unhealthy eating • Pair work: Discussing a recipe • Class discussion about places to eat out • Group work: Planning a night out <p>* /g/, /dʒ/</p>	<ul style="list-style-type: none"> • A paragraph about your eating habits • A recipe • An email of invitation • An email replying to an invitation <p>Developing skills:</p> <ul style="list-style-type: none"> • Set phrases to invite and accept or refuse an invitation • Understanding purpose
<ul style="list-style-type: none"> • A map and an online road route planner • A magazine article: <i>Green ideas for a green lifestyle</i> 	<ul style="list-style-type: none"> • A GPS device giving directions • A radio programme about Panama City 	<ul style="list-style-type: none"> • Pair work: Discussing a transport survey • Pair work: Role play using different means of transport • Pair work: Asking for and giving directions • Class discussion about actions that are good/bad for the environment • Group work: Brainstorming ideas • Pair work: Talking about one's town/city <p>* Intonation of questions when checking and confirming</p> <p>* /v:/, /əʊ/</p>	<ul style="list-style-type: none"> • Making an action plan • A description of one's town/city <p>Developing skills:</p> <ul style="list-style-type: none"> • Avoiding repetition • Organising a description of a town/city with the help of a plan
<ul style="list-style-type: none"> • An online clothing shop and two reviews • A magazine article: <i>Eco-shopping</i> 	<ul style="list-style-type: none"> • Four short dialogues related to shopping • A voicemail about a problem with an electronic device 	<ul style="list-style-type: none"> • Class discussion about clothes and clothing preferences • Pair work: Questionnaire on clothes shopping habits • Pair work: Role play at a department store • Pair work: Discussing advertisements and reaching a decision • Pair work: Discussing a problem you have with an electronic device <p>* /ʊ/, /u:/</p>	<ul style="list-style-type: none"> • An email sharing a problem <p>Developing skills:</p> <ul style="list-style-type: none"> • Linking words/phrases to list or add points
<ul style="list-style-type: none"> • A comic strip: <i>Mrs Pickles</i> • A magazine article: <i>Surviving El Capitan</i> 	<ul style="list-style-type: none"> • A conversation between two people • A conversation between a doctor and a patient • Three people describing a problem and asking for advice 	<ul style="list-style-type: none"> • Pair work: Role play making an appointment • Pair work: Making requests, asking for favours and responding • Pair work: Role play at a doctor's office • Class discussion: Speculating on a newspaper headline and picture • Group work: Reporting commands and requests • Class discussion about problems and how to deal with them • Pair work: Asking for and giving advice <p>* Intonation of requests</p>	<ul style="list-style-type: none"> • A story based on prompts • A paragraph asking for advice • A paragraph giving advice <p>Developing skills:</p> <ul style="list-style-type: none"> • Set phrases to ask for and give advice
<ul style="list-style-type: none"> • A feature article: <i>Argentina</i> • A magazine article: <i>A question of culture</i> 	<ul style="list-style-type: none"> • A conversation about holidays • A radio call-in programme about people's cultural experiences abroad • Three dialogues about hotel services and facilities 	<ul style="list-style-type: none"> • Pair work: Comparing two kinds of holidays and reaching a decision • Pair work: Information gap activity using country fact files • Class discussion about gestures and cultural differences • Group work: Discussing what first-time visitors to your country should keep in mind • Class discussion about hotel services/facilities • Pair work: Asking about hotel services and facilities <p>* Intonation: showing interest and lack of interest</p>	<ul style="list-style-type: none"> • A paragraph describing a country • A list of guidelines • A formal email changing booking arrangements <p>Developing skills:</p> <ul style="list-style-type: none"> • Set phrases for a formal email • Organising a formal email with the help of a plan
<ul style="list-style-type: none"> • A comic strip: <i>College clown</i> • Two biographies: <i>They changed the world...</i> 	<ul style="list-style-type: none"> • Four people answering a survey question • A radio programme about a general knowledge quiz • An interview with a chef 	<ul style="list-style-type: none"> • Group work: Discussing sports experiences • Pair work: Talking about one's favourite team • Pair work: Asking and answering about experiences • Group work: Discussing facts • Class discussion about life events/achievements • Pair work: Interviewing each other about life events <p>* Silent letters</p>	<ul style="list-style-type: none"> • A questionnaire • A paragraph about one's favourite team • A quiz • A text about one's life <p>Developing skills:</p> <ul style="list-style-type: none"> • Using appropriate tenses and time expressions

Classroom language 🗣️



Numbers 🗣️

0	zero
1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty
21	twenty-one
22	twenty-two
23	twenty-three
24	twenty-four
25	twenty-five
26	twenty-six
27	twenty-seven
28	twenty-eight
29	twenty-nine
30	thirty
40	forty
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety
100	one hundred

The Alphabet 🗣️



What's new? 5

Internet, social media & email

TV

Discuss:

- How do you share your news with other people?
- Look at the means of communication in the pictures. How do you get information about the following?
international news
a close friend's news
a distant relative's news sports news
local news university news
entertainment news
- How does technology help you communicate?

newspaper

radio

telephone

in person

In this module you will learn...

- to talk about things that are happening now
- to talk about temporary situations
- to talk about future plans and arrangements
- to locate information on posters and flyers
- language common in telephone conversations
- to ask for, give and refuse permission
- to make offers, requests and ask for favours
- to distinguish between habitual actions and things that are happening now
- to read and write notes and messages
- to give news and respond to other people's news
- to write an email giving news
- set phrases for informal letters/emails

Skills Practice

In this module you will practise the following skills:

- p. 48, reading: matching (wyciąganie wniosków z informacji zawartych w tekście), open-ended questions (znajdywanie w tekście określonych informacji)
- p. 49, grammar: Present Progressive (posługiwanie się zasobami gramatycznymi w określonym kontekście)
- p. 49, pronunciation: /æ/ /ʌ/ /ɑ:/ (posługiwanie się zasobami fonetycznymi)
- p. 49, speaking: pair work (przedstawianie planów i intencji)
- p. 50, reading: matching (określanie kontekstu wypowiedzi: nadawca, odbiorca), układanie informacji w określonym porządku
- p. 50, vocabulary: words/phrases related to using a phone (posługiwanie się zasobami leksykalnymi w określonym kontekście)
- p. 51, speaking: pair work (pytanie o pozwolenie, udzielanie i odmawianie pozwolenia; proponowanie, przyjmowanie i odrzucanie propozycji; wyrażanie prośby oraz zgody lub odmowy spełnienia prośby; stosowanie zwrotów i form grzecznościowych; dostosowanie stylu wypowiedzi do sytuacji)
- p. 51, grammar: object personal pronouns (posługiwanie się zasobami gramatycznymi w określonym kontekście)
- p. 51, listening: multiple choice (znajdywanie w wypowiedzi określonych informacji)
- p. 51, speaking: role play (dostosowanie stylu wypowiedzi do sytuacji)
- p. 52, 53, reading: open-ended questions (znajdywanie w tekście określonych informacji)
- p. 53, grammar: Present Simple vs Present Progressive (posługiwanie się czasami gramatycznymi w określonym kontekście)
- p. 54, vocabulary: words/phrases related to life events (posługiwanie się zasobami leksykalnymi w określonym kontekście)
- p. 54, speaking: pair work (uzyskiwanie i przekazywanie informacji i wyjaśnień, wyrażanie uczuć i emocji)
- p. 54, listening: multiple choice (znajdywanie w wypowiedzi określonych informacji)
- p. 55, writing: a letter / an e-mail giving information (przedstawianie faktów z teraźniejszości, konstruowanie nieformalnego listu / e-maila według określonych zasad)

1 Reading

A. Listen and read. Where do the people decide to go? Look at the posters A-D on the right and answer the question.

Tim What are you reading, Jill?

Jill The *What's happening this weekend?* section.

Tim Anything good?

Jill Well, *Plastic Domino* are playing at the Everglade Stadium.

Tim I'm not a big fan. Anything else?

Jill A new exhibition about butterflies and an interesting lecture, a night run, and of course the ballet at the Palace Theatre. Let's go there.

Tim I don't know... What's that night run about?

Jill Umm... a 3-mile run, taking place on Saturday.

Tim Sounds like fun.

Jill OK. Let's call the others and see if they're free.

B. Read the information on the posters and answer the questions.

1. How can you get tickets for the concert?
2. Which event is free?
3. Where does the run end?
4. On which days can you go to the ballet performance?
5. What does the Heyburn Running Club give to runners?
6. Where is the lecture taking place?
7. How much does a couple need to pay for the ballet performance?
8. What time do runners need to be at Weston Lake?

C. Look at the words/phrases 1-7 from the posters and match them with their meanings a-g by writing the corresponding items in your notebook.

- | | |
|-------------------------|----------------------------|
| 1. prize (poster B) | 5. daily (poster D) |
| 2. spectator (poster B) | 6. in advance (poster D) |
| 3. venue (poster C) | 7. entrance fee (poster D) |
| 4. stage (poster C) | |


- a. money that you pay to enter a place
- b. something you win in a competition, race, etc.
- c. an area, usually in a theatre, where performers (actors, singers, etc.) perform
- d. someone who watches a sporting event
- e. every day
- f. the place where an event happens
- g. before you go

D. Discuss.

- Which event would you like to attend? Why?

A

PALACE THEATRE
SWAN LAKE
Watch the National Ballet Company perform this timeless classic



Performances: Wed-Sun 9pm
Tickets: adults £23 children £18
Call 0158 454 3333 or visit www.palacetheatre.com/tickets
Don't miss it!

B

Are you looking for something different?

The Heyburn Running Club is organising a
NIGHT RUN!



Saturday 23rd July
Come along and take part. ONLY £10

3-mile route from Weston Lake to Reynold Park
FREE torches and T-shirts
Time: 7:00pm but be there an hour earlier
First Prize: **£300**
Spectators welcome!

PLASTIC DOMINO

For 2 days only!
23rd & 24th July

Venue:
Everglade
Stadium

Be the first to see them perform
on stage at the Everglade!

tickets: at ticket office 125 Rosemary
or online at www.evergladeconcerts.com

NATURAL HISTORY MUSEUM

The evolution of BUTTERFLIES

Summer Exhibition
10th June - 27th August

Opening hours:
daily from 10am to 9pm

Listen to world-famous environment
expert Professor Charles P Greenfield
To attend lecture, call in advance
Date: Sat 23rd July
Time: 7 pm
Venue: Natural History Lecture Hall
No entrance fee

0129 445 7855
www.nathismus.com

2 Grammar Present Progressive → p. 146

A. Read the examples. What do you notice about the formation of the Present Progressive?

- I'm **checking** my email and the children **are watching** TV at the moment.
- Jenny **isn't going** to the cinema next Saturday. She's **going** tonight.
- **Are you playing** cricket tomorrow?
Yes, I **am**. / No, I'm **not**.
- **Is Frank studying** History at university?
Yes, he **is**. / No, he **isn't**.

B. What does the Present Progressive refer to? Match 1-3 with a-c by writing the corresponding items in your notebook.

1. Ryan is sleeping at the moment.
2. I'm staying with some friends in Oxford for a few weeks.
3. We're having a party this weekend.

- a. it refers to the future
- b. it refers to something happening now
- c. it refers to a temporary state

C. Play a game. In pairs, describe things that are happening in your classroom now. The pair that finds the most actions wins!

• Maria is writing.

• Tom is sitting near the window. ♪

D. Complete the dialogues with the Present Progressive of the verbs in brackets. Write the answers in your notebook.

1. A: Is your brother at work?

B: No, he isn't. He (not work) this week. At the moment he's in his room. He (talk) on the phone.

2. A: What you (do)?

B: I (cook).

A: That's a lot of food!

B: Well, my cousins (come) over for dinner tonight so I (make) lots of different things.

A: Let me help you then.

3. A: My school (organise) a sports day next month.

B: Really? you and your friends (take part)?

A: My friends (not take part) but I am. I'm good at sports.

3 Pronunciation

A. Listen and repeat. Note the difference in pronunciation.

/æ/	fan	ballet	lamp	actor
/ʌ/	fun	become	runner	couple
/ɑ:/	far	party	dark	large

B. Say the words below. In which category would you add them? Listen and check your answers.

sun garden happy seminar money active

4 Speaking

Talk in pairs. Discuss your plans for the weekend.

• What are you doing this weekend?

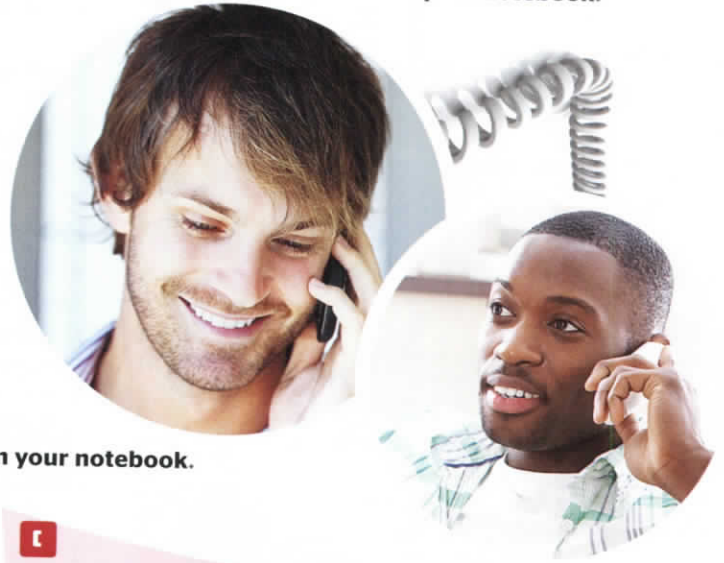
I haven't got any plans. I'm staying at home. Are you doing anything?

Well, I'm... ♪

1 Reading

A. The phrases below are common in telephone conversations. Who do you think says each phrase? Write C for caller, R for person receiving the call or B for Both in your notebook.

1. It's Tim calling.
2. Who's calling?
3. This is Diane.
4. Can I speak to Maria, please?
5. Hold on a minute. Let me check.
6. Is John there, please?
7. Call back later, OK?
8. Can I leave a message?
9. Speaking.
10. Just a sec. I'll get him.
11. Who's this?



B. Read and put the dialogues in order. Write the letters in your notebook. Then listen and check your answers.

a

- A:** Hello?
B: Hey, Andrew. This is John. Can I talk to your brother?
A: Steve's not here, but he's coming over in a little while.
B: Yeah? Can you tell him to call me when he gets in?
A: Sure.
B: Don't forget! Thanks!

b

- A:** Hello?
B: Hello, Mrs Collins. Is Steve there, please?
A: I'm afraid not. Who's calling?
B: It's John Powell, from work.
A: Oh, hello, John. Call him on his mobile.
B: There's something wrong with it. The line's busy all the time.
A: Well, try his father's office. He sometimes goes there on Saturdays. Have you got the number?
B: No, I haven't. Can you give it to me?
A: Of course. It's 0153 989 0763.
B: Thank you very much. Bye!

c

- A:** Steve!? Finally!
B: Hi, John!
A: There you are!
B: What's up?
A: Listen, I need a favour. Can I borrow your car? I need to take a friend to the airport this evening.
B: Sure, no problem. Let's meet at my place in a couple of hours.
A: OK, thanks. See you!

d

- A:** Hello. How can I help you?
B: Is Mr Collins there?
A: Yes, speaking.
B: It's John Powell calling. Is Steve there, please?
A: Hello, John. No, I think he's at his brother's place. Try there.
B: Thank you.

C. Read the dialogues again and answer the questions. Write the letters in your notebook.

In which dialogue(s) is John...

1. ...asking to speak to Steve?
2. ...leaving a message?
3. ...talking to a member of Steve's family?
4. ...talking to Steve?
5. ...calling an office?
6. ...asking for a favour?
7. ...asking for a number?

2 Vocabulary

Match 1-6 with a-f by writing the corresponding items in your notebook. Then listen and check your answers.

1. Can I borrow your mobile?
2. I'm afraid I can't talk to you right now.
3. Can I speak to Mary Watson, please?
4. Your phone's ringing!
5. Thanks for calling. Bye!
6. Fay's not picking up.
- a. Wait... don't hang up!
- b. Leave a message on her voicemail.
- c. I'm afraid you've got the wrong number.
- d. Sorry. My battery's very low.
- e. Can you answer it for me?
- f. OK. Give me a call later.



3 Speaking

Talk in pairs. Use the ideas given below or your own to practise the functions in the red box.

- borrow / mobile phone, camera, car, etc.
- use / mobile phone, laptop, MP4, etc.
- help / project, housework, etc.
- take / airport, shopping centre, city centre, etc.
- lend / T-shirt, camera, CDs, etc.

Use Can I...? to ask for permission.

A: Can I borrow your mobile phone?

B: Yes, of course (you can). / Sure, no problem.
No, I'm sorry you can't. / I'm afraid not.

Use Can I...? to offer help.

A: Can I help you?

B: Yes, please. Thanks.
No, it's OK.

Use Can I/you ...? to make a request and ask for a favour.

A: Can I have a glass of water?

A: Can you help me with this?

B: Sure. Here you are.

B: Sorry, I'm busy right now.

4 Grammar Object Personal Pronouns → p. 147

A. Read the examples. What do the words in blue refer to? What do you notice about their position in the sentences?

I don't understand this manual. Can you help **me**?
It's Greg's birthday today. Let's call **him**.
Tina's on the phone. Do you want to speak to **her**?

That's a great mobile phone. Buy **it**.
We want to go to the supermarket. Can you take **us** there?
There's Danny and Olivia! Tell **them** about the seminar.

B. Complete the sentences with subject or object personal pronouns. Write the answers in your notebook.

1. **A:** These are my new sunglasses. Do you like **_____**?

B: Yes, **_____** 're cool!

2. **A:** Do you know Tim? **_____**'s my next-door neighbour.

B: No, I don't know **_____**.

3. **A:** Excuse me, **_____**'m looking for Mr Knowles.

B: Please tell **_____** your name.

4. **A:** I want to call James, but I haven't got his number.

Do you know **_____**?

B: I think **_____**'s in my phone book. Take a look.

5. **A:** It's Janet's birthday today. Let's buy **_____** a

present.

B: OK. What about a book? Does **_____** like books?

6. **A:** Paul and I are going to the cinema tonight.

_____ want to see the new thriller. Do you want to join **_____**?

B: Sure.



5 Listening

Listen to three short dialogues and answer the questions. Choose a, b or c and write it in your notebook.

1. What favour does Lee ask from Jess?

- to borrow her phone
- to give someone a message
- to help him fix his motorbike

2. What does the girl decide to do?

- leave a message
- call back
- wait

3. What does the woman do?

- She leaves a voicemail message.
- She hangs up on her friend.
- She calls another number.

6 Speaking Role play

Talk in groups of three.

Step 1

Student A: Call Student C's house and ask for Student C. You want to ask him/her for a favour, but he/she isn't available. You talk to a member of his/her family (Student B) and leave a message for him/her.

Student B: You are Student C's brother/sister/mum/dad. Answer the phone and explain to Student A where Student C is and what he/she is doing. Take Student A's message.

Step 2

Student B: Tell Student C about Student A's call and give him/her the message.

Student C: Thank Student B.

Step 3

Student C: Call Student A and ask what he/she wants.

Student A: Tell Student C about the favour you want him/her to do.

1 Reading

A. Can you understand any of the phrases below?

r u @ home 2day?

w8 4 me @ Al's, pls

y r u l8? h8 w8ing 4 u

cu @ the library l8r, k?

r u cing frnds 2nite?

thx 4 txtng. cu 2mrw?



B. Listen and read. Does the text help you understand the phrases above better?



Txtese is also called SMS language or chatspeak. People use it in text messages on mobile phones, on social network sites or in emails. It is a short and easy way to write messages by omitting letters, using abbreviations and slang. Txtese is a fast way to write messages, but it often takes longer to read than normal messages.

In txtese, you can type one letter and it can mean a whole word. For example, b means 'be' and y means 'why'. You can also shorten words and use symbols and numbers. For example, pls means 'please' and l8r means 'later'. Another thing you can do is shorten phrases to letters, like brb means 'be right back'. When something is funny, you can type lol, 'laughing out loud'. There are no rules to txtese. You can shorten any word. Just make sure the receiver of the message understands it.

Some people believe it is bad for young learners to use txtese because they don't use punctuation, grammar, capitals, etc. But many experts and social network users disagree. What do you think?

I always use txtese when I communicate with friends. I haven't got time to write full sentences. I don't believe it is destroying the language because you need to know how to spell and use grammar in order to write txtese.

Stephen Prior, 25

It isn't easy for me to understand chatspeak, but I see it everywhere. Nowadays, people use it very often. At the moment my son is teaching me how to read chatspeak. What can I say? Language is changing all the time. Maybe this is the future of communication.

Allison Rigby, 45



C. Read again and answer the questions.

1. What are two other names for txtese?
2. Where can you use txtese?
3. Why can txtese be a problem for readers?
4. When do you use lol?
5. What is the most important thing to remember when writing txtese?
6. According to some people, why is it bad for young learners to use txtese?
7. According to Stephen Prior, is txtese destroying the language? Why? / Why not?
8. What is Alison Rigby doing these days?

D. Discuss.

- How do you communicate with your friends?
- Do you use txtese? Why? / Why not?
- Do you think txtese is bad for the language?

2 Grammar Present Simple vs Present Progressive → p. 147

A. Read the examples. What's the difference between the two tenses?

My sister **communicates** with her friends every day.
 At the moment she's **texting** her friend Mary.
 Mary **isn't working** this week.
 So, they're **going** shopping all day tomorrow.

Stative verbs (**see, like, love, hate, want, think, believe, need, know, understand, etc.**) are usually not used in the Present Progressive.
I want to buy this car. I love it!

B. Read the dialogues below. Choose the correct option and write it in your notebook.

1. **A: Do you use / Are you using** the phone at the moment?
B: Yes, I call / 'm calling Monica. But she **doesn't answer / isn't answering**. Where is she?
A: Well, she usually takes / is usually taking her dog for a walk in the mornings.
2. **A: What do you do / are you doing**?
B: I make / 'm making dinner. **Do you want / Are you wanting** to stay and eat with us?
A: Sorry I can't. I visit / am visiting my cousins today and we **go / 're going** out for dinner later this evening.
B: You never have / are never having dinner with us.
A: Maybe next time.

A. Discuss.

- Do you often leave notes to others?
- Who do you usually leave notes to?
- What are they usually about?

B. Look at the abbreviations. Have you ever seen any of them? Where? What do you think each abbreviation means?

St	ASAP	Rd	PTO	min	hr	No	mph
tel	eg	Dr	4WD	Mon	Sept	PIN	

C. Read the notes/messages below and answer the questions.



1. Where would you find these notes/signs/messages?
2. What would you actually say if you were speaking to the person?
3. How are text messages different from notes?

D. Work in pairs. Read the sentences and decide if they are True or False. Write T or F in your notebook.

1. In notes/messages, we only give the important information.
2. In notes/messages, we always write full sentences.
3. In notes/messages, we can omit articles, prepositions, pronouns and certain verbs (e.g. *be, have*).
4. In notes/messages, we can use abbreviations.
5. In notes/messages, we sometimes write who the note/message is for.
6. In text messages, we greet and sign off by writing names.

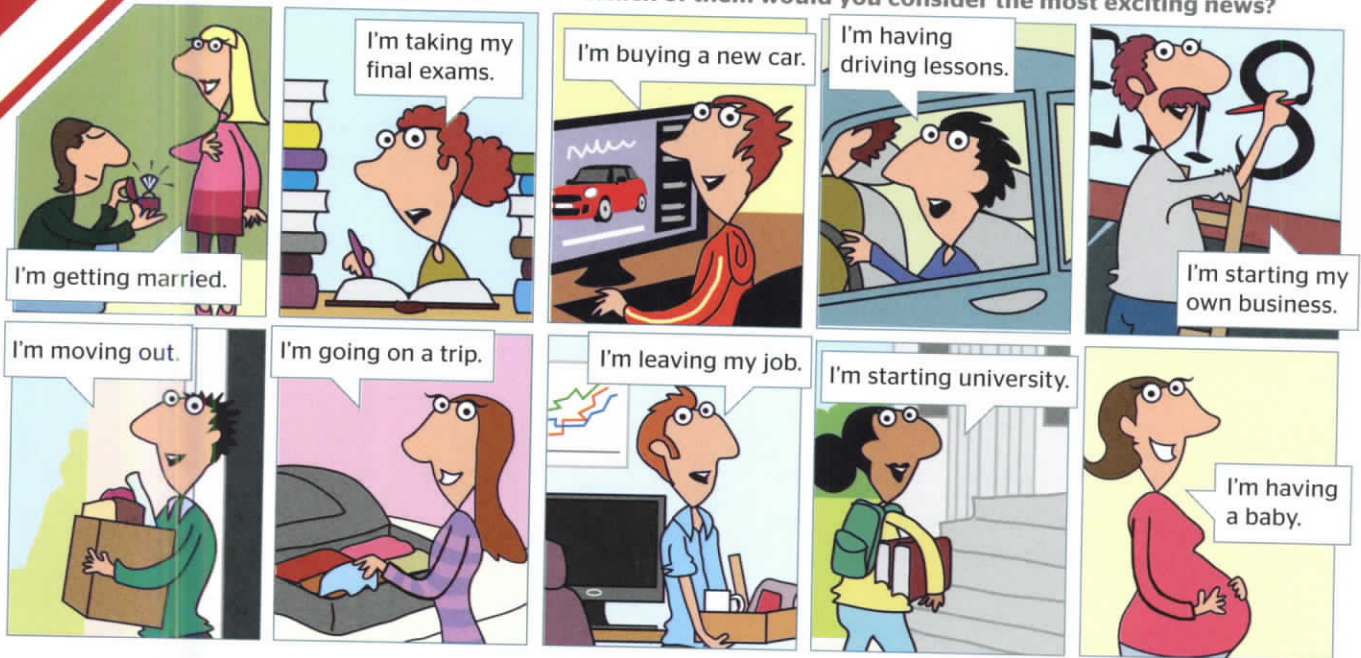
E. Read the situations below and write a note and a text message.

- You are going out with friends tonight. Leave a note to your sister asking her if she wants to come and telling her where you are going, where you are meeting and what time.
- You have made plans to go out with a friend tonight. Write a text message to your friend telling him/her that you can't go and the reason why and asking him/her when he/she is free.

→ See page 140 for a list of abbreviations and SMS dictionary.

1 Vocabulary

Listen to the phrases below. Which of them would you consider the most exciting news?



2 Speaking

Talk in pairs.

Student A: Imagine you have news to tell Student B. Use the ideas from above or your own.

Student B: Listen to Student A's news and use the phrases in the box to respond.

Really?
 That's great news.
 Congratulations!
 I'm really happy for you.
 How fantastic!
 What wonderful news!
 Lucky you!
 Good luck!
 I'm glad to hear that.
 I can't believe it!
 Good for you!
 Have a nice trip!
 All the best!

Are you excited?
 So, when/where are you...?
 Tell me about...

Guess what! I'm buying a new car...
 Lucky you! So, when are you...?



When talking to another person, listen carefully to him or her and respond to what he or she is saying (e.g. *That's great news! Congratulations!*). Also, show interest or surprise by using phrases like *Really?*, *Are you excited?* and try to keep the conversation going.

TIP

3 Listening

Listen and answer the questions. Choose a, b or c and write it in your notebook.

- Why is Glenda calling her friend?
 - To tell her that she's having a baby.
 - To tell her about her new flat.
 - To tell her about her job.
- What is Henry's news?
 - He's attending an exhibition.
 - He's getting married.
 - He's going on a trip.
- Why does the woman get annoyed with the man?
 - He's not very excited.
 - He doesn't believe her.
 - He isn't listening to her.

4 Writing A letter / An email giving news

A. Read the email on the right and answer the questions.

1. Who is writing the email?
2. Why is this person writing it?
3. What is the purpose of each paragraph?

Match the phrases a-c with the paragraphs 1-3 by writing the corresponding items in your notebook.

- a. ending the email and asking for news
 - b. giving news
 - c. say the reason for writing
4. Which phrases does the writer use to begin and end the email?

B. Read the plan and the phrases 1-4 below. In which part do they belong? Write **O** for Opening Paragraph or **C** for Closing Paragraph in your notebook.

1. That's all my news for now.
2. How are you? I hope you're well.
3. How's life?
4. Send me a letter / an email with your news.

Plan

A letter or an email giving news

GREETING

• Greet the person you're writing to.

- Dear Jane, • Hi Bill, • Hello Mike,

OPENING PARAGRAPH

• Begin your letter/email and say why you're writing.

Use set phrases like:

- How's it going?
- How are things? I hope everything's OK.
- I'm writing to tell you about...
- Thanks for your letter/email.
- Guess what! I've got some exciting news.

MAIN PART

• Give your news. Use phrases like:

- The good news is...
- Can you believe it?

CLOSING PARAGRAPH

• End your letter/email. Use set phrases like:

- Well, that's all for now.
- What's happening in your life?
- Write back soon.

SIGNING OFF

• Use a set phrase and your first name below that.

- Yours, • Love, • Bye for now, • See you soon,
- Anna Joe Nancy Brian
- Take care, • Write back soon,
- Fran Victor

Hi Mark,

How's it going? Thanks for the email. I really enjoy your emails. They're funny. Guess what! I've got some great news.

I'm finally ready to take my driving test. I'm taking it on Friday morning, so wish me luck! I'm excited and a little nervous at the same time. I hope I pass and get my driving licence because I want to buy a car. I'm probably getting a used car, but I don't mind. I just want to be free to go wherever I want, whenever I want. My parents are giving me half the money, so I'm trying to save up to pay for the other half. Maybe I need to get a part-time job.

Well, that's all my news for now. What's happening in your life? Send me an email when you find time.

Take care,
Ian



C. Think of news you want to tell a friend/relative. Use the questions below. Keep notes if you like.

- What are you doing these days?
- What are you planning for the near future? When? Who with?
- How do you feel?

D. Write a letter/an email to a friend/relative who lives in another town to give him/her your news. Use your ideas from activity C.

When writing a letter or an email, keep this general plan in mind. It will help you organise your letter/email. Also, don't forget to use set phrases.

TIP

Vocabulary

A. Match by writing the corresponding items in your notebook.

- | | |
|------------|--------------------|
| 1. leave | a. a trip |
| 2. pick up | b. the phone |
| 3. go on | c. somebody back |
| 4. give | d. somebody a call |
| 5. make | e. sure |
| 6. call | f. a message |

B. Complete the sentences with the words in the box. Write the answers in your notebook.

fee	order	battery	lecture	licence
	final	busy	torch	

- The line's []. Let's try again in a while.
- Can I use your mobile please? My [] is very low.
- The entrance [] is only £10.
- Are you attending Professor Brown's []?
- It's dark in here. Have we got a []?
- The washing machine is out of [] again. We need to buy a new one.
- Peter's got a car but he hasn't got a driving []. Isn't that funny?
- Katie is taking her [] exams tomorrow. She's kind of nervous.

Grammar

C. Complete with the Present Progressive of the verbs in brackets. Write the answers in your notebook.

- A:** [] you [] (talk) on the phone?
B: Well, I [] (call) John but he [] (not answer). We [] (go) to a concert tonight and I just want to know what time we [] (meet).
A: Really? What concert?
B: It's a university band. They [] (play) at TD Garden.
- A:** [] Linda [] (work) today?
B: No. She doesn't work on Saturdays.
A: Oh. So, where is she? [] she [] (visit) her parents?
B: No, she [] (not visit) her parents. She's at her sister's house.

D. Complete with subject or object personal pronouns. Write the answers in your notebook.

- My parents aren't here at the moment. But you can leave [] a message.
- Let's go! Mark's waiting for [].
- My friend, Lara, has got a brother. [] works in that bank over there.
- It's a great performance. Don't miss []!
- A:** Is Bob there?
B: I'm afraid not. Call [] back in about an hour.

- My cousins from Australia are here and [] are all coming over for dinner tonight.

E. Choose the correct option and write it in your notebook, e.g. 1-usually does.

- Jake **usually does / is usually doing** his homework in the evening.
- Tom and Lucy **leave / are leaving** for Italy tomorrow.
- I'm busy right now. I **write / am writing** an email.
- This weekend we **go / are going** to my aunt in Los Angeles. We **visit / are visiting** her every summer.
- A:** Where are the boys?
B: They're outside. They **look / are looking** for the cat.
- John **doesn't understand / isn't understanding** this activity. Help him, please.

Communication

F. What would you say in the following situations? Use Can. Write the answers in your notebook.

- You want your sister to help you find your mobile.
- You want your father to take you to the railway station.
- You need to use your friend's camera.

G. Choose the correct response and write a or b in your notebook.

- | | |
|---|--|
| 1. A: Hello. Is Mrs Andrews there?
B: [] | 3. A: Is your brother home?
B: [] Let me check. |
| a. Yes, I'm calling. | a. Hold on. |
| b. Yes, speaking. | b. Hang up. |
| 2. A: Are you doing anything tonight?
B: [] | 4. A: Guess what! My sister's having a baby!
B: [] |
| a. That's all for now. | a. Good for you. |
| b. No. I haven't got any plans. | b. What wonderful news! |

Self-assessment

Read the following and decide which of them you can do. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...

- › talk about things that are happening now
- › talk about temporary situations
- › talk about future plans and arrangements
- › locate information on posters and flyers
- › use language common in telephone conversations
- › ask for, give and refuse permission
- › make offers, requests and ask for favours
- › distinguish between habitual actions and things that are happening now
- › read and write notes and messages
- › give news and respond to other people's news
- › write an email giving news

pre-intermediate student's book

PIONEER PLUS

H. O. Mitchell – Marileni Malkogianni
Współpraca i konsultacje: Maria Łotka – Magdalena Wisniewska

PODRĘCZNIK DLA SZKÓŁ PONADPODSTAWOWYCH



PIONEER PLUS PRE-INTERMEDIATE CONTENTS

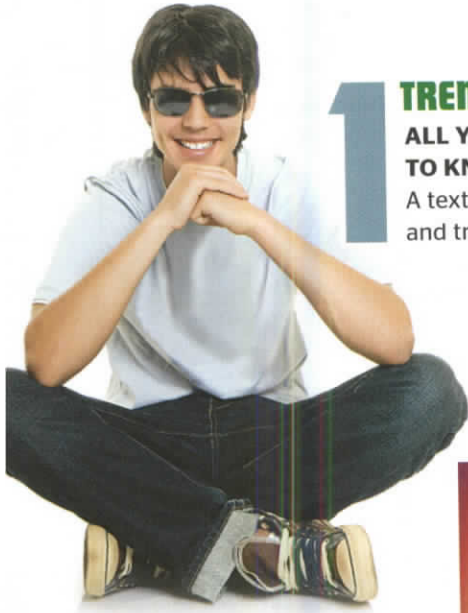
	Vocabulary	Grammar	Functions
1 p.7 Trending	<ul style="list-style-type: none"> Greetings Conversational English Words easily confused Materials Phrases expressing like/dislike 	<ul style="list-style-type: none"> Present Simple vs Present Progressive Stative verbs Past Simple Prepositions of time The verb <i>used to</i> 	<ul style="list-style-type: none"> Greetings and saying goodbye Distinguishing between permanent and temporary situations Making plans and future arrangements Talking about the present and past Guessing the meaning of unknown words Talking about past habits and events Describing clothes and talking about fashion Expressing likes and dislikes Using a mind map to come up with and organise ideas
2 p.17 Face-to-face	<ul style="list-style-type: none"> Words/Phrases related to photography Words/Phrases describing relationships Conversational English Words/Phrases related to communication Personality adjectives 	<ul style="list-style-type: none"> Present Perfect Simple Present Perfect Simple vs Past Simple for, since, yet, already 	<ul style="list-style-type: none"> Talking about experiences Using appropriate tenses to link the past with the present Guessing the meaning of unknown words Starting, maintaining and ending a conversation Talking about communication Describing the positive and negative qualities in people Emphasising adjectives
Task 1 & 2: Conducting an interview and creating a Mini Bio p.141			
3 p.27 Something new	<ul style="list-style-type: none"> Adjectives describing food Conversational English Phrasal verbs Word building: nouns ending in <i>-ion, -ation</i> Hobbies 	<ul style="list-style-type: none"> Quantifiers: some, any, no, much, many, a lot of, lots of, (a) few, (a) little Relative pronouns: who, which, that Relative adverb: where 	<ul style="list-style-type: none"> Describing what food tastes and looks like Asking about dishes at a restaurant Making recommendations Persuading someone to do something Making a reservation at a restaurant Reading and understanding dictionary entries Guessing the meaning of unknown words Defining people, things and places Talking about different forms of art Giving news Responding to news by showing surprise and enthusiasm, and asking for details
4 p.37 What happened?	<ul style="list-style-type: none"> 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> 	<ul style="list-style-type: none"> Past Progressive Past Simple vs Past Progressive Time Clauses: when, while, as, as soon as 	<ul style="list-style-type: none"> Narrating events and experiences Referring to time Sequencing events Responding to bad news and showing concern Expressing criticism Guessing the meaning of unknown words Understanding headlines Describing feelings
Task 3 & 4: Collecting details to create a story p.142			
5 p.47 Destinations	<ul style="list-style-type: none"> Words easily confused Language required when travelling by plane Conversational English Compound nouns Adjectives describing places 	<ul style="list-style-type: none"> Past Perfect Simple can, could, may, will, would should, had better 	<ul style="list-style-type: none"> Talking about events in history Sequencing past actions and events Guessing the meaning of unknown words Making offers and requests and asking for favours Asking for, giving and refusing permission Asking for and giving advice Expressing opinion and making suggestions Agreeing and disagreeing with an opinion Describing places
6 p.57 A modern world	<ul style="list-style-type: none"> Conversational English Expressions with <i>make</i> Prepositional phrases with <i>at</i> Word building: adjectives ending in <i>-ful, -less</i> 	<ul style="list-style-type: none"> Future <i>will</i> Time clauses be able to 	<ul style="list-style-type: none"> Making predictions Finding synonyms and antonyms Making offers, promises, on-the-spot decisions and requests Understanding language used in advertisements Expressing ability Guessing the meaning of unknown words Discussing the positive and negative aspects of an issue Expressing opinion
Task 5 & 6: Analysing and interpreting pie charts p.143			

Reading	Listening	Speaking (Pronunciation/Intonation*)	Writing
<ul style="list-style-type: none"> • Quiz: <i>Then and now...</i> • A magazine article: <i>All you need to know about sunglasses and trainers</i> 	<ul style="list-style-type: none"> • Four short dialogues • A conversation about what gifts to buy for friends 	<ul style="list-style-type: none"> • Pair work: Greeting, making plans and saying goodbye • Pair work: Interviewing each other and reporting answers • Pair/Group work: Talking about clothes • Pair work: Talking about likes/dislikes <p>* The verb <i>used to</i></p>	<ul style="list-style-type: none"> • An online conversation • A questionnaire • A short text presenting yourself <p>Developing skills:</p> <ul style="list-style-type: none"> • Brainstorming and organising ideas with the help of a mind map • Linking words (and, but, so, because, or)
<ul style="list-style-type: none"> • A website: <i>Top tips for better photos of people</i> • A magazine article: <i>Direct communication is dying out...</i> 	<ul style="list-style-type: none"> • A conversation between two strangers • Three monologues about instant messaging • A conversation about a questionnaire: <i>Choose the right flatmate</i> 	<ul style="list-style-type: none"> • Pair work: Discussing experiences • Pair work: Role play situations involving meeting people • Group work: Conducting and taking part in a survey about communication habits • Pair work: Talking about the right kind of flatmate <p>* The reduced form of <i>did you</i> and <i>have you</i></p>	<ul style="list-style-type: none"> • A description of a person <p>Developing skills:</p> <ul style="list-style-type: none"> • Using intensifiers to emphasise adjectives • Organising your description with the help of a plan
<ul style="list-style-type: none"> • An article: <i>Neologisms!</i> • A magazine article: <i>Be part of the art</i> 	<ul style="list-style-type: none"> • Three teenagers playing a guessing game • Three short dialogues about art • A conversation between two friends 	<ul style="list-style-type: none"> • Group work: Describing what food tastes and looks like • Pair work: Role play situations at restaurants • Pair work: Guess the word being described • Class discussion about different forms of art • Pair work: Giving news and responding to news <p>* Word stress: nouns ending in <i>-ion</i> and <i>-ation</i></p>	<ul style="list-style-type: none"> • An email giving news <p>Developing skills:</p> <ul style="list-style-type: none"> • Organising an email with the help of a plan • Set phrases for informal letters/emails
<ul style="list-style-type: none"> • A comic strip: <i>The blackout</i> • A newspaper article: <i>Double Disaster in Japan</i> 	<ul style="list-style-type: none"> • Four news bulletins • A conversation between two friends about a missing person 	<ul style="list-style-type: none"> • Class discussion about accidents and injuries • Group work: Narrating a bad experience and responding by showing concern and/or criticism • Pair/Group work: Speculating about newspaper headlines • Group work: Narrating a story <p>* /tʃ/, /dʒ/</p>	<ul style="list-style-type: none"> • A paragraph describing a bad experience • A story based on prompts <p>Developing skills:</p> <ul style="list-style-type: none"> • Using adverbs and adverbial phrases • Organising a story with the help of a plan
<ul style="list-style-type: none"> • A historical journal: <i>Robert O'Hara Burke</i> • A magazine article: <i>Top tips for a comfortable trip</i> 	<ul style="list-style-type: none"> • Five short announcements • A radio show about packing • A recorded message from a travel agency 	<ul style="list-style-type: none"> • Pair work: Information gap activity about two explorers • Group work: Role play situations related to travelling • Pair work: Asking for and giving advice about a trip, and making suggestions • Pair work: Discussing day trips and reaching a decision <p>* Consonant clusters</p>	<ul style="list-style-type: none"> • A description of a place <p>Developing skills:</p> <ul style="list-style-type: none"> • Using topic sentences and forming well-organised paragraphs • Organising a description of a place with the help of a plan
<ul style="list-style-type: none"> • A magazine article: <i>Life on Earth a hundred years from now</i> • An Internet advertisement: <i>Solar cap!</i> • A magazine interview about Space Tourism 	<ul style="list-style-type: none"> • A conversation about a quiz on carbon footprint • A radio interview with an expert on Mars • People giving their opinion about the Internet 	<ul style="list-style-type: none"> • Pair work: Making predictions about the future • Pair work: Role play situations • Group work: Discussing things people will be able to do 100 years from now and comparing with other groups • Group work: Discussing positive and negative aspects of the Internet and expressing opinion <p>* The contracted form of <i>will</i></p>	<ul style="list-style-type: none"> • Predictions about the future • Making a list of things people will be able to do 100 years from now • A paragraph expressing an opinion <p>Developing skills:</p> <ul style="list-style-type: none"> • Linking words/phrases to list or add points

	Vocabulary	Grammar	Functions
7 p.67 Choices	<ul style="list-style-type: none"> • Conversational English • Words/Phrases related to signs • Word building: opposites with <i>un-</i>, <i>dis-</i> 	<ul style="list-style-type: none"> • may, might, could • Conditional Sentences Type 1 • if vs when • Comparisons 	<ul style="list-style-type: none"> • Expressing possibility and certainty in the present and future • Expressing preference • Guessing the meaning of unknown words • Understanding signs and messages • Talking about conditions and their results • Comparing and contrasting people and situations • Talking about lifestyle changes and intentions • Taking notes • Inviting and accepting or refusing an invitation • Making suggestions and arrangements
8 p.77 All the action	<ul style="list-style-type: none"> • Words/Phrases related to sports • Conversational English • Phrasal verbs • Words/Phrases related to films 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Expressing enthusiasm, surprise, admiration, disappointment, anger, annoyance, etc. • Expressing result • Guessing the meaning of unknown words • Understanding information on fliers and signs • Expressing obligation, lack of obligation, and prohibition • Talking about films and expressing opinion
Task 7 & 8: Collaborating with a partner to reach a decision based on specific criteria p.144			
9 p.87 Career paths	<ul style="list-style-type: none"> • Occupations • Academic subjects • Conversational English • Words easily confused • Words/Phrases related to employment and qualifications 	<ul style="list-style-type: none"> • So, neither, too, either • Reflexive pronouns • Present Perfect Progressive • Present Perfect Simple vs Present Perfect Progressive 	<ul style="list-style-type: none"> • Talking about one's studies and one's job • Expressing agreement and disagreement • Distinguishing between words easily confused • Linking the past with the present • Talking about language learning experiences • Guessing the meaning of unknown words • Understanding information in job advertisements • Describing one's qualifications
10 p.97 Facts and figures	<ul style="list-style-type: none"> • Words/Phrases related to banks and money • Conversational English • Words with more than one meaning • Units of measurement 	<ul style="list-style-type: none"> • too / enough • Infinitives • -ing form 	<ul style="list-style-type: none"> • Carrying out money transactions • Indicating degree and extent • Giving and understanding different kinds of instructions • Guessing the meaning of unknown words • Expressing opinion and giving information
Task 9 & 10: Understanding the key features of a résumé and creating one's own p.145			
11 p.107 Different cultures	<ul style="list-style-type: none"> • American English vocabulary • Conversational English • Words related to travelling • Adjectives + prepositions • Words/Phrases related to celebrations • Prepositional phrases with <i>in</i> 	<ul style="list-style-type: none"> • Indirect questions • Conditional Sentences Type 2 • Wishes 	<ul style="list-style-type: none"> • Asking for information informally and formally • Asking for clarification and repetition • Giving information • Understanding differences between British and American English • Talking about imaginary situations • Making wishes and expressing regret • Talking about celebrations/festivals/events • Guessing the meaning of unknown words • Distinguishing between formal and informal language
12 p.117 That's life	<ul style="list-style-type: none"> • Words/Phrases related to different medical situations • Conversational English • Phrasal verbs • Idioms describing feelings • 'Strong' adjectives 	<ul style="list-style-type: none"> • Negative questions • Tag questions • Reported Speech: Statements, Questions, Commands, Requests 	<ul style="list-style-type: none"> • Expressing uncertainty and asking for confirmation • Expressing emotions like surprise, anger and annoyance • Guessing the meaning of unknown words • Describing feelings • Narrating events • Reporting • Asking for and giving advice • Describing problems • Taking time to think when talking
Task 11 & 12: Preparing for and taking part in a debate p.146			

Reading	Listening	Speaking (Pronunciation/Intonation*)	Writing
<ul style="list-style-type: none"> Signs and messages A magazine article: <i>What happened to Nicholas Baines?</i> 	<ul style="list-style-type: none"> A conversation about a night out Three short dialogues Three voicemail messages 	<ul style="list-style-type: none"> Pair work: Discussing and deciding which event to go to Pair work: Discussing posters and trying to persuade each other Class discussion about lifestyle changes Pair work: Inviting and accepting or refusing an invitation <p>* Sentence stress in Conditional Sentences Type 1</p>	<ul style="list-style-type: none"> A few sentences about lifestyle changes you would like to make An email based on prompts <p>Developing skills:</p> <ul style="list-style-type: none"> Expanding on prompts
<ul style="list-style-type: none"> A flier and an Internet confirmation email A magazine article: <i>Football Codes</i> 	<ul style="list-style-type: none"> Four people talking about a hockey game Four short dialogues about films 	<ul style="list-style-type: none"> Pair work: Discussing events, showing enthusiasm and disappointment Group guessing game: Talking about rules at different places Pair work: A sports quiz Group work: Talking about a film <p>* The schwa sound (ə)</p>	<ul style="list-style-type: none"> Describing the rules of a sport A film review <p>Developing skills:</p> <ul style="list-style-type: none"> Organising a film review with the help of a plan Set phrases used in film reviews
<ul style="list-style-type: none"> Eight cartoons about employment An Internet forum: <i>Tell us your language learning experiences</i> 	<ul style="list-style-type: none"> Three short dialogues related to employment A conversation about learning Mandarin A job interview 	<ul style="list-style-type: none"> Pair work: Talking about one's studies and/or job Group work: Expressing opinion on different issues and agreeing or disagreeing Pair work: Role play at work Pair work: A survey about learning English Pair work: Role play a job interview <p>* Pronunciation variants</p>	<ul style="list-style-type: none"> A paragraph about your experiences in learning English A covering letter <p>Developing skills:</p> <ul style="list-style-type: none"> Distinguishing between formal and informal language
<ul style="list-style-type: none"> Instructions and labels A magazine article: <i>Memory</i> 	<ul style="list-style-type: none"> Three short dialogues involving instructions A radio show with an expert giving tips about memory A radio announcement about an event A conversation about an event 	<ul style="list-style-type: none"> Pair work: Role play situations at a currency exchange office, at a shop, at the bank and at an ATM Pair work: Asking for and giving instructions Pair work: Discussing ways to remember different kinds of information Group work: Talking about places you've been to and events you've attended <p>* The different /gh/ sounds</p>	<ul style="list-style-type: none"> A note with instructions An email giving information and opinion <p>Developing skills:</p> <ul style="list-style-type: none"> Replying to the sender's requests suitably
<ul style="list-style-type: none"> A quiz: <i>What kind of traveller are you?</i> A magazine article: <i>Notting Hill Carnival</i> 	<ul style="list-style-type: none"> A conversation about working abroad Three short dialogues about celebrations A conversation at a travel agency 	<ul style="list-style-type: none"> Pair work: Information gap activity: Asking for and giving information Pair work: Speculating about unreal situations Pair/Group work: Talking about a celebration/festival/event Pair work: Role play: Simulating a conversation between a visitor and an information desk clerk <p>* Intonation of direct and indirect questions</p>	<ul style="list-style-type: none"> A short description of a celebration/festival/event A formal email asking for information <p>Developing skills:</p> <ul style="list-style-type: none"> Set phrases for a formal email Linking words/phrases for listing points Organising a formal email with the help of a plan
<ul style="list-style-type: none"> A magazine page: <i>Now that's embarrassing!</i> An extract from a novel: <i>Oliver Twist</i> 	<ul style="list-style-type: none"> Three people describing experiences A girl describing a problem to some friends People giving advice 	<ul style="list-style-type: none"> Pair work: Role play different medical situations Pair work: Giving an account of an experience Class discussion about books Pair work: Asking for and giving advice <p>* Intonation of question tags</p>	<ul style="list-style-type: none"> A short account of an experience An email asking for or giving advice <p>Developing skills:</p> <ul style="list-style-type: none"> Set phrases to ask for or give advice Organising an email with the help of a plan

DON'T MISS...

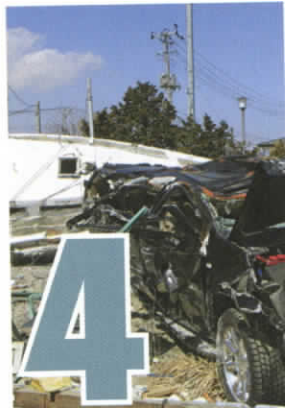


1 TRENDING
ALL YOU NEED TO KNOW ABOUT...
A text about sunglasses and trainers **p.12**

FACE-TO-FACE
TOP TIPS FOR BETTER PHOTOS OF PEOPLE
p.18



2



4

WHAT HAPPENED?
DOUBLE DISASTER IN JAPAN
A newspaper article about a natural disaster **p.42**



SOMETHING NEW
A text about new words **p.30**

5 DESTINATIONS
Dialogues associated with flying **p.50**



6

A MODERN WORLD
SPACE TOURISM
An interview with an expert on space travel **p.62**



7 CHOICES
WHAT HAPPENED TO NICHOLAS BAINES?
An article about a TV announcer **p.72**

8 ALL THE ACTION
LOOKING FOR A THRILL?
A flier for a skydiving centre **p.80**



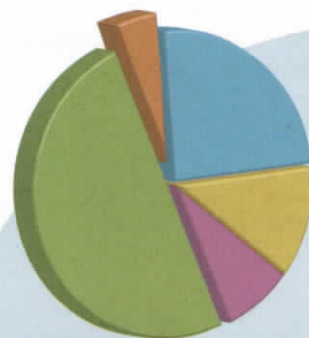
9 CAREER PATHS
Cartoons to do with work **p.90**



10 FACTS AND FIGURES
Labels and instructions from products **p.100**

11 DIFFERENT CULTURES QUIZ:
What kind of traveller are you? **p.110**

12 THAT'S LIFE
An extract from a novel **p.122**

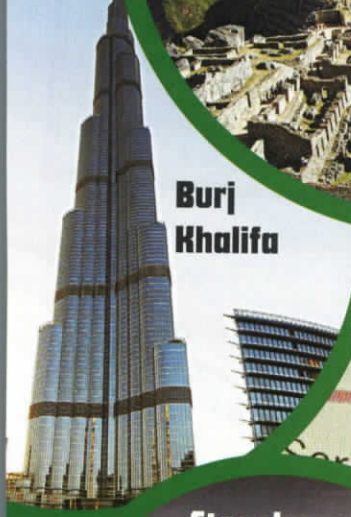


TASKS
Life skills:
Learn how to interpret pie charts **p.141**

5 Destinations



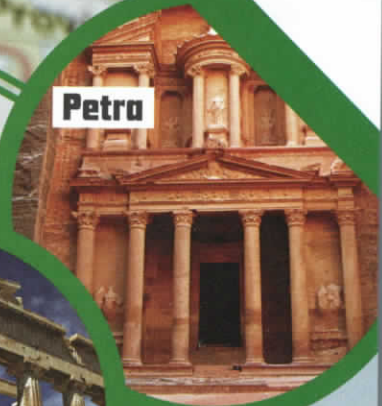
Machu Picchu



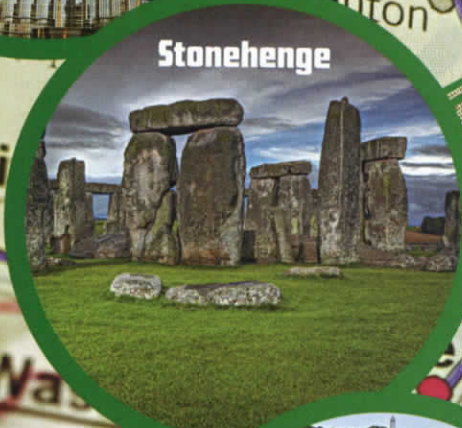
Burj Khalifa

Discuss:

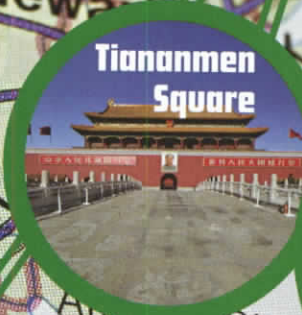
- Look at the pictures. Where are these famous landmarks?
- Have you ever visited any of them? Would you like to?
- Which do you think is the most popular destination?



Petra



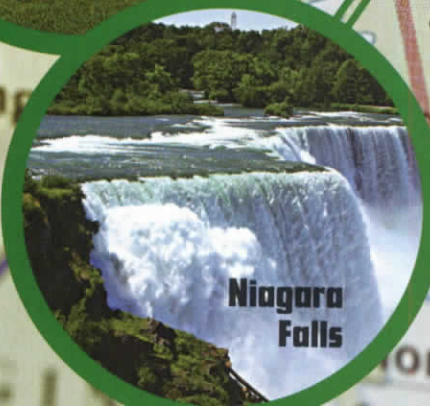
Stonehenge



Tiananmen Square



the Parthenon



Niagara Falls

In this module you will learn...

- to talk about events in history
- to sequence past actions and events
- to distinguish between words easily confused
- language required when travelling by plane
- to make offers and requests and ask for favours
- to ask for, give and refuse permission
- to talk about problems people have when travelling
- to ask for and give advice
- to express opinion and make suggestions
- to agree or disagree with an opinion
- to describe places
- to form well-organised paragraphs

Skills Practice

In this module you will practise the following skills:

- p. 49 ex. 2 & 3: **posługiwanie się zasobem środków językowych (leksyka: words easily confused, gramatyka: Past Perfect Simple)**
- p. 49 ex. 4, speaking: **asking for and giving information (reagowanie ustne w typowych sytuacjach - uzyskiwanie i udzielanie informacji)**
- p. 50 reading (ex. B, C): **matching (dobieranie - określanie głównej myśli tekstu, wyszukiwanie w tekście określonych informacji)**
- p. 51 ex. 4, grammar: **posługiwanie się strukturami gramatycznymi (can, could, may, will, would)**
- p. 51 ex. 6, speaking: **odgrywanie roli (reagowanie ustne w typowych sytuacjach - uzyskiwanie i udzielanie informacji)**
- p. 52 reading (ex. C): **T/F (prawda / fałsz - wyszukiwanie w tekście określonych informacji)**
- p. 53 ex. 3, grammar: **posługiwanie się strukturami gramatycznymi (should, had better)**
- p. 53 ex. 5, speaking: **odgrywanie roli (prośenie o radę i udzielanie rady)**
- p. 53, ex. 2, vocabulary: **posługiwanie się zasobem środków leksykalnych (compound nouns)**
- p. 54 ex. 2, listening: **multiple choice (test wyboru - wyszukiwanie w tekście określonych informacji)**
- p. 54 ex. 3, speaking: **odgrywanie roli (wyrażanie opinii, negocjowanie)**
- p. 55 ex. 4, writing: **a description of a place (opis miejsca)**

1 Reading

A. Look at the reward announcement on the right, the map and the newspaper clipping. What do you think the explorers tried to do? Did they succeed? Then listen, read and find out more about the expedition from Burke's journal.

The journal of Robert O'Hara Burke

20th August, 1860

We set off early. A large crowd had gathered in Royal Park. The expedition consists of 19 men, 26 camels, 23 horses and 6 wagons. Around 20 tons of equipment and food for 2 years. We are all very excited.

24th September, 1860

Loaded the camels with supplies and ordered the men to walk.

2nd November, 1860

Have received word that John McDouall Stuart has taken up the challenge. I am worried about our slow progress. I had expected to travel faster. Stuart is a more experienced explorer than I am. My second-in-command, Wills, and I have decided to take the seven strongest men and horses, and continue quickly to Cooper's Creek. The others can catch up later.

15th December, 1860

Everyone is safe and settled here in Cooper's Creek. Tomorrow, Wills and I are going to take some men and camels and go north, so Brahe is in charge until we return.

£2,000
REWARD
for the
FIRST SUCCESSFUL SOUTH-NORTH
CROSSING OF THE CONTINENT
issued by the
South Australian Government
1859



9th February, 1861

Reached the swamps today. Good weather. Journey was easier than I had thought. Finally, the Gulf of Carpentaria is very near. But we are running out of supplies.

17th April, 1861

The return journey is getting harder. The heat is unbearable. We have lost a lot of camels and some good men. It's very sad.

21st April, 1861

We finally managed to get to Cooper's Creek. Very disappointed. Brahe and the others left this morning. I had told them to wait 13 weeks. It's been 18. They left a note and buried some supplies under a tree. It's late evening now. We are exhausted and very weak, so no hope of catching up with them.

The Sydney Morning Herald 12th Aug, 1862



Tragic end for first explorers to cross the continent

An expedition returned yesterday with the bodies of Robert O'Hara Burke and William Wills. They died shortly after they had reached Cooper's Creek on their way home. They were the first Europeans

B. Read the text again and answer the questions in your notebook.

1. Who is the leader of the expedition?
2. What supplies did they start their journey with?
3. Who else decided to cross the continent?
4. Why was Burke worried when he found out about Stuart?
5. Who arrived at Cooper's Creek first?
6. Why was the return journey difficult?
7. What did Brahe and the others do before they left Cooper's Creek?
8. Why couldn't Burke and Wills catch up with the others?

C. Match the words/phrases from the text with their meanings below. Write the answers in your notebook. e.g. 1-c.

- | | |
|--------------|-----------------------|
| 1. set off | 6. unbearable |
| 2. crowd | 7. bury |
| 3. wagon | 8. weak |
| 4. supplies | 9. catch up (with sb) |
| 5. challenge | |

- a. a vehicle with four wheels, usually pulled by a horse
- a difficult task that tests sb's ability
- to begin a journey
- to hide something in the ground
- a large group of people who have gathered together
- to reach sb who is in front of you by going faster
- not strong
- so unpleasant or annoying that you can't accept it
- food, clothes, medicine, etc. that are necessary for a particular purpose

D. Discuss.

- Do you know of any other famous explorers?
- What did they discover?

E. Your little brother, who doesn't speak any English, is interested in finding out information about great explorers. Tell him the story Robert O'Hara Burke.



2 Vocabulary

Complete the sentences with the correct form of the words in the boxes. Write the answers in your notebook.

explore discover invent

1. Percy Spencer the first microwave oven in the 1940s.
2. The best way to Barcelona is on foot.
3. William Herschel the planet Uranus in 1781.

arrive get reach

4. When we finally our destination, we were exhausted.
5. The train at the station an hour late yesterday evening.
6. It took the explorers over five hours to to the north coast of the island.

manage succeed

7. Luckily, the rescue team to find the missing girl.
8. In the end, the climbers in reaching the top of the mountain.

3 Grammar Past Perfect Simple → p. 157

A. Read the examples and find which actions happened first and which happened second. Then complete the rule and write it in your notebook.

- They **had gathered** lots of supplies before they **left** Royal Park.
- By the time Burke **arrived** at Cooper's Creek, the others **had left**.
- We **went** to Royal Park yesterday. We **hadn't been** there before.

Past Perfect Simple

+ past participle

We use the Past Perfect Simple for an action which had happened another action in the past.

B. Complete with the Past Simple or the Past Perfect Simple of the verbs in brackets. Write the answers in your notebook.

1. By the time the climbers (reach) the top of the mountain, it (start) raining.
2. When I (arrive) at the office, I (realise) that I (not take) my mobile phone with me.
3. My sister (be) angry when she (come) home because her car (break down).
4. The men (load) all the supplies on the ship before they (leave) the port.
5. After Jamie and his friends (explore) the old part of the town, they (go) to the beach.

4 Speaking Information gap activity

Talk in pairs.

Student A go to page 148. Student B go to page 151.

1 Reading

A. Discuss.

- Have you ever travelled by plane? If not, would you like to?
- Is there anything you like / don't like about flying?

B. Listen and read. Where are the dialogues taking place? Write the answers in your notebook.

- Dialogue 1** on a plane
Dialogue 2 at a tourist information desk
Dialogue 3 at a check-in desk
Dialogue 4 at a car hire desk

C. Read again and answer the questions. Write A-H in your notebook. You will not need to use all the letters.

1. Who asks for permission to do something?
2. Who asks to see some official documents?
3. Who offers to help another person?
4. Who requests some information?

— 1 —

A: Good afternoon. Could I see your passport, please?
B: Certainly. Could I take this hand luggage with me? I haven't got anything else.
A: Sure, no problem.
B: Umm, can I ask you something else? Is there a delay?
A: No, the flight is running on time.
B: Good.
A: Here's your boarding pass. Check the TV monitors for your gate number. Enjoy your flight.
B: Thank you very much.

— 2 —

C: Hello, I made a reservation for a medium-size car.
D: Name, please?
C: Larry Kramer.
D: I'm sorry, but there's been a mix-up. There aren't any medium-size vehicles available here at the airport. However...
C: What? I made a reservation.
D: You can hire a larger vehicle at the same price.
C: OK, then. And I'd like insurance, too.
D: Of course. Can I see your driving licence?
C: Here you go.

— 3 —

E: Good morning, sir. How may I help you?
F: Hello, I'd like some information, please. Where is the exhibition centre?
E: Let me show you on this map. Here it is, on the other side of town.
F: Could you tell me how to get there from the airport?
E: Well, there's no bus service, but you can take the underground to Green Park station and walk from there. Or you can take a taxi.
F: OK. May I keep this map?
E: Yes, of course.

— 4 —

G: Excuse me, will you please help me put my bag in the overhead compartment?
H: Of course. There you go. Anything else?
G: Yes, I have an aisle seat, but there's nobody by the window. Can I sit there?
H: I don't think there are any more passengers, so yes. Go ahead.
G: Thank you.
H: Would you like me to put your coat up there, too?
G: No, thanks. What time are we leaving?
H: We're taking off very soon.

2 Vocabulary

Complete the sentences with the words in the box. Write the answers in your notebook.

boarded arrival luggage flight attendant landed

1. The told us to fasten our seat belts.
2. We at Terminal 1 and went to collect our bags.
3. You can see and departure times and gate numbers on the TV monitors.
4. **A:** How much are you checking in?
B: Just this suitcase.
A: Please put it on the conveyor belt.
5. Members of the cabin crew welcomed us and gave us newspapers as we the plane.

NAME OF PASSENGER

FROM LONDON LHR
 TO WARSAW WAW

CARRIER / FLIGHT 282 M CLASS / DATE M 16AUG TIME 1040

GATE 7 GATE CLOSES 1030 SEAT 23D SMOKE XX

PCR CK WT LINCK WT SEQ NO
 1 17 0 101

PASSENGER TICKET AND BAGGAGE CHECK
 4A

3 Pronunciation

A. Look at the words below containing consonant clusters. Listen and repeat.

A consonant cluster is a group of two or three consonants that appear together in a word without any vowels between them. When reading, each letter within the cluster is pronounced individually.

- problem information desk conveyor belt
 attendant ground compartment

B. Listen. Then practise saying these sentences.

The train went through the tunnel at twenty to three.
 On Friday Frank flew from Florence to Frankfurt.
 Professor Blake took a plane from Bristol to Brazil.



4 Grammar can, could, may, will, would → p. 157

A. Read the examples below. What do the words in blue express? Complete the rules using *requests, favours, permission* and *offers* and write them in your notebook.

• To ask for _____, use:

<p>Can I Could I May I</p>	}	<p>take this on the plane?</p>	<p>Yes, you can/may. Yes, of course. Go ahead. Certainly. Sure, no problem. No, you can't. I'm afraid not. No, sorry.</p>
------------------------------------	---	--------------------------------	---

• To make requests and _____, use:

<p>Can I Could I May I</p>	}	<p>see your boarding pass? help you?</p>
------------------------------------	---	---

• To make _____ and ask for _____, use:

<p>Can you Could you Will you Would you</p>	}	<p>bring me a magazine? lend me your mobile phone?</p>
---	---	---

B. Think of four things you want from a classmate and four things you want from your teacher. Make requests or ask for permission.

- Could I borrow a pen, please?
 • May I go out, please? •

5 Listening

Listen to five short announcements and answer the questions.

- Where do passengers on flight R217 to Calgary need to go?
- What is happening soon?
- What should the passengers do with their hand luggage?
- Why can't the plane land?
- Has the plane landed or taken off?

6 Speaking Role play

Talk in groups of three using the ideas in the boxes.

1.

Student A: You are a check-in agent at the airport.
Students B + C: You are tourists checking in luggage.

see / passports?
 have aisle or window seats?
 put luggage / conveyor belt?
 check in / this bag?
 show me / hand luggage?
 take / laptop / on plane?
 go / gate...

2.

Student A: You are a flight attendant.
Students B + C: You are passengers on a plane sitting next to each other.

have / water?
 borrow / newspaper?
 turn off / mobile phone?
 use / laptop / now?
 get up?
 fasten / seat belt?
 put / hand luggage / overhead compartment?
 change / seats?

3.

Student A: You are a clerk at a tourist information desk.
Students B + C: You are tourists who have just landed at the airport.

help / you?
 give us / information about...?
 inform us / sights?
 tell us / how / get there?
 keep / brochure and map?
 show us / bus stop?

1 Reading 

A. Discuss.

- Do you like travelling?
- What means of transport do you usually use?
- Have you ever had problems while travelling?

B. Listen, read and choose the best title.

- a. **HOW TO TRAVEL SAFELY**
- b. **TOP TIPS FOR A COMFORTABLE TRIP**
- c. **WAYS TO MAKE YOUR HOLIDAY ENJOYABLE**



When you've planned a holiday, you don't want anything to ruin it, especially problems like jet lag and motion sickness. Whether you are travelling by plane, going on a cruise or taking a road trip, there are things you can do to prevent these problems.

I go on many overseas business trips and used to suffer badly from jet lag. I had difficulty adjusting to the new time zone after a long flight. I felt tired, sleepy and sometimes just plain ill for days. I've learnt to deal with it and have managed to reduce the symptoms. Here's what I do. When I get on an aeroplane, I always set the time on my watch to the new time zone. I sleep according to my new schedule and not when my body feels like it, which means you should stay awake during the daytime. Food is important, too. Don't eat whatever they serve you. You should eat very little and lightly, and only when you're hungry, not because you're bored. I eat lots of fruit and drink plenty of water. Avoid coffee, tea or soft drinks with caffeine. They mess up your wake/sleep patterns and cause dehydration. Also, during the flight you should get up and walk around often. It helps.

Motion sickness is another problem some travellers have when travelling by car or boat, and can make them feel nauseous or dizzy. I used to take motion sickness medicine, but it wasn't a good solution because it didn't really work and it had a lot of side effects, including drowsiness. My advice? Well, even before you start feeling sick, you should try to focus on a distant point on the horizon, and avoid reading. Sitting in the front seat of a car can help and when on a boat, try to find a seat near the middle on the lower levels. I like drinking a lot of coffee, but I have noticed that it makes the symptoms worse, so you'd better avoid it. You shouldn't eat too much food, but the truth is that travelling on an empty stomach doesn't help much either. There is one thing that seems to work for me: green apples.

C. Read again and decide if the statements are True or False. Write T or F in your notebook.

1. The writer doesn't have a serious problem with jet lag anymore.
2. The writer starts following a new sleeping pattern days before his flight.
3. According to the writer, eating during the flight reduces the symptoms of jet lag quickly.
4. The writer stopped taking motion sickness medicine because it did more harm than good.
5. According to the writer, your position and where you look affect motion sickness.
6. The writer recommends green apples for motion sickness.
7. According to the writer, coffee is bad for both jet lag and motion sickness.

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

All the missing words are in the text. Write the answers in your notebook, e.g. 1-sickness.

1. Helen has been off work for two weeks because of .
2. The from Paris to Los Angeles is boarding now.
3. I can't keep my eyes open. I'm very .
4. I'm having finding a book to take with me on my trip.
5. Harry enjoys chatting with other on a long journey.
6. Have you found a to the problem yet?
7. I'm telling you the . I'm not lying!

- SICK
- FLY
- SLEEP
- DIFFICULT
- TRAVEL
- SOLVE
- TRUE

E. Discuss.

- Have you ever experienced jet lag or motion sickness? What did you do?
- What sort of things can ruin a holiday?



2 Vocabulary

A. Look at the nouns below from the text. What other kinds of trips can you think of?

road trip business trip

B. Read the note and find more compound nouns in the text in activity 1.

A compound noun is a combination of two nouns that function as one word. The first noun defines the second one (e.g. bus stop = a stop for buses).

C. Match the nouns on the left with the nouns on the right to make compound nouns. Write the answers in your notebook, e.g. 1-c.

- | | |
|-------------|----------------|
| 1. tourist | a. station |
| 2. travel | b. guide |
| 3. ski | c. agency |
| 4. railway | d. shopping |
| 5. souvenir | e. destination |
| 6. tour | f. resort |

3 Grammar should, had better → p. 157

A. Read the examples. Are the statements 1-6 below true or false? Write the answers in your notebook.

I think you **should** book your holiday at the local travel agency.
 You **d better** see a doctor about your headaches.
 You **shouldn't** drink so much caffeine. It's bad for you.
 You can borrow my car but you **d better not** crash it.

- Should and had better are followed by to + base form.
- We use should and had better to give advice.
- Should and had better refer to the past.
- The negative form of should and had better is formed by adding not.
- We use should and had better to give our opinion or make a suggestion.
- Had better can sometimes imply a warning.

B. Rewrite the sentences in your notebook, using the words in bold.

- Don't forget to set the alarm clock for tomorrow morning. **(You had better)**
- It's a good idea to take sunscreen with you. **(You should)**
- We have to leave for the station right now because we're going to miss our train. **(We had better)**
- It's not a good idea to drive when you're feeling dizzy. **(You should)**

4 Listening

A. Discuss.

- Do you find packing for a trip stressful?
- How do you decide what to take and what not to take with you?

B. Listen to a radio show about packing. Which of the following are mentioned?



C. Listen again and answer the questions.

- How many suitcases do airlines lose every year?
- Where shouldn't you put valuable items?
- What can't you take with you to Singapore?
- Where should you call before you leave?
- What should you wear while you're travelling?

5 Speaking

Talk in pairs.

Student A: Imagine that this is the first time you are going to visit a friend (Student B) who lives in another city/country. Call him/her asking about the following:

- What / weather / like?
- What / do / while / there?
- What / pack?
- visit / museums?
- bring / warm clothes?
- anything else?

Student B: Imagine that your friend (Student A) who lives in another city/country is going to visit you for the first time. He/She calls you to ask for advice. Answer his/her questions, give advice and make suggestions.

I have great news! I'm coming next week!
Really? I can't wait!

Listen, I have some questions for you. What's the weather like at this time of year?

...

So, what should I pack?

You should definitely bring... and you'd better not forget... ♪

1 Vocabulary

A. Read the sentences 1-7 below and match the adjectives in bold with the definitions a-g. Write the answers in your notebook, e.g. 1-g.

- Don't forget to visit the old town where there are lots of **historic** buildings.
 - Yesterday we explored a cave. It was an **unforgettable** experience.
 - The locals are very kind and **hospitable** to tourists.
 - Life in the village is so **peaceful**, nothing like the busy city.
 - From my hotel window, I had a **breathtaking** view of the ancient ruins.
 - The well-known island of Santorini in Greece has got **unique** beaches, with white, red or even black sand. You've never seen anything like it!
 - Take the ferry and go to the island. It's the **ideal** place for swimming.
- quiet and calm
 - that you cannot forget
 - being the only one of its kind; very unusual or special
 - friendly and welcoming to visitors
 - very beautiful, impressive or surprising
 - perfect, most suitable
 - important in history

B. Use some of the adjectives to describe the place where you live.

2 Listening

A. Someone is calling a travel agency and is listening to a recorded message. Listen and write the topics that are mentioned in your notebook.

prices weather sightseeing
means of transport food hotels
time schedule

B. Listen again and answer the questions. Choose a, b or c. Write the answers in your notebook.

- Which destination does the person calling want information about?
 - Costa del Sol
 - Morocco
 - Tunisia
- What does the day trip include?
 - breakfast and dinner
 - lunch and dinner
 - lunch only
- What can tourists do in the old city?
 - They can visit a traditional market.
 - They can visit a cave.
 - Both of the above.
- How much does each member of a group of five students have to pay?
 - 30 euros
 - 40 euros
 - 50 euros

3 Speaking

Talk in pairs. Imagine you work for a travel agency. Look at the three groups of people below and read the information given about the day trips. Discuss the day trips and decide which one is the most suitable for each group. Give reasons for your choices. Use the phrases in the box.

A family with young children **A group of teenagers**

A group of elderly people

Bibury Village
Fishing in River Coln
Hiking in the country
17th-century buildings

Mini London Tour
Oxford Street Shopping
Battersea Park Zoo
British Museum

Exploring Wales
Birdwatching
Conwy Castle
Mountain biking

TRAVEL AGENCY

Expressing opinion

I think...
Personally, I believe...
In my opinion, ...
They should/shouldn't...

Agreeing/Disagreeing

I agree/disagree with you.
I think so, too. / I don't think so.
You're right/wrong about that.
You have a point.
I'm not so sure about that.

☞ I think Exploring Wales is more suitable for the family because...

I don't agree.
I think the ideal day trip for them is... because... ☞



4 Writing

A description of a place

A. Read the description and find the following:

1. general information about the city.
2. three sights the writer recommends.
3. examples of factual information describing the sights.
4. the place the writer recommends for shopping.
5. some adjectives the writer uses to describe the place.
6. examples of the writer's opinion.

B. Read the note. Then find the four topic sentences in the description and write them in your notebook.

Topic sentences

The sentence that introduces the central idea of a paragraph is called a topic sentence. This is usually the first sentence in the paragraph. The other sentences develop the idea expressed in the topic sentence by expanding on it, giving examples or explaining it.

C. Think of an interesting place you have visited and know well. Look at the questions below and make some notes.

- What's the name of this place?
- Where is it?
- Is there anything special about it?
- What are some of the most interesting sights?
- Do you know anything about them?
- Do they attract many tourists?
- What can visitors do there?
- What did you like the most about this place?
- Is this place worth visiting?

When writing a description of a place:

- try to have well-organised paragraphs with topic sentences.
- use a variety of adjectives (e.g. impressive, breathtaking) to make your description lively.

Travel routes blog HOME PHOTOS FORUM SPECIAL OFFERS

TravelMan
Messages: 483
Last post: 03/12/2012

My destinations
My maps
My photos

Alexandria

Alexandria is one of the most impressive cities I've ever visited. Its nickname is the *Pearl of the Mediterranean*. It is the second largest city in Egypt and the country's main port.

Alexandria has many interesting sights as it is rich in history. One of the most well-known is Fort Qaitbey. This impressive 15th-century building stands on the site where one of the Seven Wonders of the Ancient World once stood – the famous Lighthouse of Alexandria. The Montazah Palace is also worth visiting. Its beautiful gardens and museum attract many tourists. Another top attraction is the Bibliotheca Alexandrina, a modern library with impressive architecture.

There are many things to do in Alexandria. The local open markets, or souks, are great for shopping as you can find some real bargains there. Also, go for a walk along the *Corniche*, the road which runs along the coast. Don't leave without trying the seafood in one of the many restaurants the city offers. You should also visit one of Alexandria's beautiful beaches.

Alexandria is a fascinating city and I had an unforgettable time there. Personally, I believe that everyone should visit this place at least once in their lifetime.

Navigation: < [] >

D. Write a description of an interesting place you have visited and know well for a travel blog. Use your notes from activity C and follow the plan below.

Plan

A description of a place

INTRODUCTION

Give some general information about the place (name, location, most interesting features).

MAIN PART (2 PARAGRAPHS)

1 Mention some of the sights but don't just list them. Try to give some information about each sight. Use phrases like:

- One of the most interesting/well-known places is...
- There's also...
- Another place worth visiting is...
- ... also attracts many tourists.
- ... is another top attraction.
- You can also visit...
- Don't forget to visit...

2 Mention what visitors can do there. Use phrases like:

- You can...
- Don't leave without...
- Another thing you can do is...
- You should also...

CONCLUSION

Give your general opinion of this place.

Vocabulary

A. Choose the correct word in each sentence and write it in your notebook, e.g. 1-took off.

- The plane **set off / took off** at 8 a.m. so we're landing in about two and a half hours.
- This website explains how you can prevent motion **sickness / symptoms**.
- There's a two-hour **delay / departure**, so I guess we can take a look around the shops.
- During your stay in Mexico, don't forget to visit the **elderly / ancient** ruins of the old city of Palenque.
- The cabin **crew / compartment** helped us with our hand luggage.
- How long did it take the explorers to reach their **expedition / destination**?
- What kind of food did they **solve / serve** on the plane?

B. Complete with the words in the box. Write the answers in your notebook.

supplies difficulty weak official
hospitable consists deal

- Why do you have [] sleeping? Is there any particular reason?
- The palace [] of three main buildings and an impressive garden.
- I don't know how to [] with this problem. Any ideas?
- Before you leave on the camping trip, make sure you have enough [] for three days.
- Do I need to have any [] documents with me?
- We were amazed by how [] the locals were. We really felt at home.
- I have been ill for four days and now I feel very [].

Grammar

C. Rewrite the sentences in your notebook, using the words in brackets.

- Is it OK to take a bottle of water on the plane? (could)
- Do you mind helping me carry these bags? (can)
- Don't leave your luggage here. (had better)
- Is it possible for me to use your mobile phone for a minute? (may)
- Jake, please give me Maria's number. (will)
- It is a good idea to avoid drinking coffee before your flight. (should)

D. Complete with the Past Simple or the Past Perfect Simple of the verbs in brackets. Write the answers in your notebook.

- We [] (check in) our luggage and then []

(get) something to eat from a café. When we [] (reach) the gate, we [] (realise) we [] (leave) our boarding passes at the café.

- When we [] (hear) the announcement about the delay, we [] (not be) surprised. The information desk clerk [] (inform) us about it.
- By the time the flight attendants [] (serve) the meal, most of the passengers [] (fall) asleep.
- The flight attendant [] (ask) the passengers to fasten their seat belts after everyone [] (board) the plane.

Communication

E. Complete the dialogue with the phrases in the box. Write the answers in your notebook.

- You should.
- You have a point.
- Here you go.
- Would you like me to show you?
- Personally, I believe that's the best one.

A: Can I take a look at that brochure you've got there?

B: Sure. 1 []

A: Thanks. Seattle, huh? My wife and I really want to go there.

B: 2 [] But not in the winter, that's for sure. It doesn't stop raining.

A: 3 [] Anyway, which attractions would you recommend?

B: There's Pioneer Square, Pike Place Market, Elliott Bay and, of course, the unbelievable Space Needle. 4 []

A: Really?

B: Oh, yes. The view from up there is unique. You can check it out on the Net. The official website has a live camera and you can see the view from the top live!

B: Unbelievable!

A: 5 [] I've got my laptop with me.

B: Thanks.

Self-assessment

Read the following statements and decide which of them you can do. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...

- › sequence past events and actions
- › use language required when travelling by plane
- › make offers, requests and ask for favours
- › ask for, give and refuse permission
- › ask for and give advice
- › express opinion and make suggestions
- › agree or disagree with an opinion
- › describe places

intermediate B1 student's book

PIONEER PLUS

H. O. Mitchell – Marileni Malkogianni
Współpraca i konsultacje: Maria Łącka – Magdalena Wisniewska

PODRĘCZNIK DLA SZKÓŁ PONADPODSTAWOWYCH



PIONEER INTERMEDIATE B1 CONTENTS

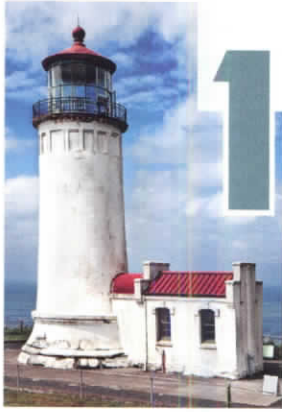
	Vocabulary	Grammar	Functions
1 p. 7 Feels like home	<ul style="list-style-type: none"> Phrases related to homes Adjectives describing homes and houses Different ways to say where you live Phrasal verbs Phrases and expressions with <i>get</i> 	<ul style="list-style-type: none"> Present Simple vs Present Progressive Stative verbs Question words Subject-Object questions Indirect questions 	<ul style="list-style-type: none"> Distinguishing between permanent and temporary situations Making plans and future arrangements Guessing the meaning of unknown words/phrases Forming different types of questions Asking for and giving information formally and informally Asking for and giving opinion Expressing agreement and disagreement Giving news Responding to news by showing enthusiasm
2 p. 17 Endurance	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Past Simple <i>used to</i> Past Progressive Past Simple vs Past Progressive 	<ul style="list-style-type: none"> Locating important facts in newspaper clippings Distinguishing between words easily confused Guessing the meaning of unknown words Talking about past habits Narrating past events and experiences Reporting incidents Responding to bad news and showing concern Sequencing events
Task 1 & 2: Analysing and interpreting bar graphs p. 139			
3 p. 27 Globetrotting	<ul style="list-style-type: none"> Words/Phrases related to travelling Words easily confused Word building: nouns ending in <i>-ion, -ation, -ment</i> Colourful adjectives 	<ul style="list-style-type: none"> Present Perfect Simple vs Past Simple Present Perfect Simple - Present Perfect Progressive Adjectives - Adverbs of manner Comparisons 	<ul style="list-style-type: none"> Linking past and present time Guessing the meaning of unknown words/phrases Distinguishing between words easily confused Comparing and contrasting people and situations Talking about holiday preferences and travelling experiences Making recommendations and suggestions Agreeing or disagreeing with a suggestion Expressing preference Using descriptive language
4 p. 37 Job seeking	<ul style="list-style-type: none"> Words/Phrases related to jobs and employment Collocations with <i>make</i> and <i>do</i> Words easily confused Personality adjectives 	<ul style="list-style-type: none"> <i>must / have to / need</i> <i>should / ought to / had better</i> <i>may / might / could</i> <i>must / can't</i> Modal verbs + <i>have</i> + past participle 	<ul style="list-style-type: none"> Talking about employment and volunteering Expressing obligation, lack of obligation, and prohibition Expressing opinion and giving advice Expressing threat or warning Expressing regret, disapproval and criticism Distinguishing between words easily confused Expressing possibility, certainty and making deductions
Task 3 & 4: Designing a tour based on criteria p. 140			
5 p. 47 Get the message	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Relative pronouns: <i>who, which, that, whose</i> Relative adverb: <i>where</i> Relative Clauses: defining, non-defining 	<ul style="list-style-type: none"> Defining people, places, things and ideas and giving additional information about them Guessing the meaning of unknown words/phrases Taking time to think when talking Interrupting politely Getting back to the topic of discussion Understanding warning signs Saying whether something is permitted or not Asking for and giving directions Asking for clarification and repetition Asking if you have been understood Making suggestions and arrangements
6 p. 57 Success	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Future <i>will</i> Future <i>be going to</i> Future Perfect Simple Conditional Sentences Types Zero, 1 and 2 	<ul style="list-style-type: none"> Talking about various aspects of success Talking about future plans Making predictions Making offers, promises, on-the-spot decisions and requests Expressing hypotheses about what is likely or unlikely to happen in the future Expressing wants, desires and intentions Guessing the meaning of unknown words/phrases Opening a discussion Expressing and supporting an opinion Expressing contrast Discussing the positive and negative aspects of an issue
Task 5 & 6: Improving one's language-learning skills p. 141			

Reading	Listening	Speaking (Pronunciation/Intonation*)	Writing
<ul style="list-style-type: none"> • A magazine page with three short texts: <i>My unusual house</i> • A magazine article: <i>Feeling at home when living abroad: The 4 phases of culture shock</i> 	<ul style="list-style-type: none"> • People talking in different situations • Three people talking about their experiences abroad 	<ul style="list-style-type: none"> • Pair work: Talking about where you live • Pair work: Role play requesting information • Class discussion about living abroad • Pair work: Discussing and making a decision: Matching a person to a city <p>* Intonation of direct and indirect questions</p>	<ul style="list-style-type: none"> • An informal email (I) <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on the features of an informal letter/email (layout, language, content)
<ul style="list-style-type: none"> • Three newspaper clippings describing survival stories • A magazine article: <i>The Dakar Rally</i> 	<ul style="list-style-type: none"> • A radio interview about a survival story • A live radio report of a cycling endurance race 	<ul style="list-style-type: none"> • Class discussion about survival stories • Class discussion about the weather • Pair work: Role play: Simulating a conversation between a reporter and an eyewitness to an accident • Pair work: Narrating a bad experience and responding by showing concern <p>* Using stress to emphasise important facts</p>	<ul style="list-style-type: none"> • A story with a given sentence <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on the features of a story (tenses, tips to make it more exciting, etc.) • Using time linkers to indicate the sequence of events • Brainstorming and organising ideas with the help of an outline
<ul style="list-style-type: none"> • An article: <i>The history of round-the-world trips</i> • Short descriptions of apps 	<ul style="list-style-type: none"> • People talking in different situations • A conversation about travelling apps 	<ul style="list-style-type: none"> • Class discussion about travelling • Group work: Comparing three different types of holidays • Class discussion about apps • Pair work: Discussing and making a decision: Choosing between two tours 	<ul style="list-style-type: none"> • An article describing a place <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on the features of an article • Using different ways to attract the reader's attention (e.g. descriptive language) • Brainstorming and organising ideas with the help of an outline
<ul style="list-style-type: none"> • A volunteer teacher's blog • A quiz: <i>Find the perfect job for you</i> 	<ul style="list-style-type: none"> • People talking in different situations • Four people talking about advice they were given 	<ul style="list-style-type: none"> • Class discussion about volunteer work • Group work: Role play situations related to employment • Group work: Discussing different professions • Pair work: Speculating about a picture <p>* Intonation of modal verbs in sentences</p>	<ul style="list-style-type: none"> • A semi-formal email asking for and giving information <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on content and stylistic features of a semi-formal letter/email
<ul style="list-style-type: none"> • A magazine article: <i>Whistled Languages</i> • Three warning signs 	<ul style="list-style-type: none"> • A conversation about a social media site • People talking in different situations 	<ul style="list-style-type: none"> • Group work: Talking about communication • Pair work: Talking about the meaning of different signs • Pair work: Role play asking for and giving directions <p>* Intonation of non-defining relative clauses</p>	<ul style="list-style-type: none"> • An informal email (II) <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on language and content
<ul style="list-style-type: none"> • A magazine article: <i>Winners / Losers</i> • An article: <i>Fearless Felix</i> 	<ul style="list-style-type: none"> • A talk about <i>The Marshmallow Experiment</i> • A radio quiz about world records 	<ul style="list-style-type: none"> • Class discussion about dreams, goals and ambitions • Pair work: Discussing the advantages and disadvantages of two options and making a decision <p>* Intonation of conditional sentences</p>	<ul style="list-style-type: none"> • An essay (discussing advantages and disadvantages) <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on layout, language and content • Using linking words/phrases to list/add points, to express contrast and to sum up

	Vocabulary	Grammar	Functions
7 p. 67 H₂O	<ul style="list-style-type: none"> • Geographical features • Animals • Verbs + prepositions 	<ul style="list-style-type: none"> • Past Perfect Simple - Past Perfect Progressive • Articles 	<ul style="list-style-type: none"> • Sequencing past actions and events • Narrating • Discussing facts • Guessing the meaning of unknown words/phrases • Expressing doubt and confidence • Commenting on something someone has said • Paraphrasing what someone has said
8 p. 77 Green living	<ul style="list-style-type: none"> • Words/Phrases related to the environment • Verbs easily confused • Phrasal verbs • Lexical set: food and food substances 	<ul style="list-style-type: none"> • Passive Voice I • Passive Voice II 	<ul style="list-style-type: none"> • Talking about environmental issues • Emphasising an action rather than the doer of the action • Guessing the meaning of unknown words/phrases • Stating accepted facts • Talking about healthy eating habits • Expressing and supporting an opinion • Comparing two pictures
Task 7 & 8: Developing environmental self-awareness p. 142			
9 p. 87 Preferences	<ul style="list-style-type: none"> • Words/Phrases related to shopping • Word building: negative words beginning with <i>dis-</i>, <i>mis-</i>, ending in <i>-less</i> • Words/Phrases related to books 	<ul style="list-style-type: none"> • Full/Bare Infinitive • <i>-ing</i> form • prefer, would prefer, would rather 	<ul style="list-style-type: none"> • Expressing preference • Talking about shopping habits • Guessing the meaning of unknown words/phrases • Understanding online advertisements and reviews • Changing the meaning of a sentence through word stress • Talking about books
10 p. 97 Let's go!	<ul style="list-style-type: none"> • 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> 	<ul style="list-style-type: none"> • Reported Speech: Statements, Questions, Commands, Requests 	<ul style="list-style-type: none"> • Talking about various forms of entertainment and spare-time activities • Guessing the meaning of unknown phrases • Talking about staying in shape • Reporting • Describing events
Task 9 & 10: Collaborating with a group to organise a fundraiser p. 143			
11 p. 107 Night	<ul style="list-style-type: none"> • Words related to medical issues • Words easily confused • Phrasal verbs with <i>up</i> • Word building: adjectives ending in <i>-ous</i>, <i>-al</i>, <i>-ful</i>, <i>-able</i>, <i>-ive</i>, <i>-ing</i> 	<ul style="list-style-type: none"> • Clauses of concession and purpose • all / both / neither / none / either • both... and... / neither... nor... / either... or... 	<ul style="list-style-type: none"> • Talking about sleeping habits and problems • Guessing the meaning of unknown words/phrases • Distinguishing between words easily confused • Expressing contrast, purpose, reason and result • Emphasising what you are saying • Indicating that you are following what someone is saying • Analysing problems and proposing solutions
12 p. 117 By chance	<ul style="list-style-type: none"> • Expressions with <i>chance</i> • Words used both as verbs and as nouns • Expressions with <i>time</i> • Idiomatic expressions 	<ul style="list-style-type: none"> • Conditional Sentences Type 3 • Wishes and Unreal Past 	<ul style="list-style-type: none"> • Guessing the meaning of unknown words/phrases • Talking about imaginary and hypothetical situations in the past • Expressing wishes and regret about something in the past • Showing sympathy and being encouraging • Discussing problems • Asking for and giving advice • Editing your own work
Task 11 & 12: Preparing for and taking part in a debate p. 144			

Reading	Listening	Speaking (Pronunciation/Intonation*)	Writing
<ul style="list-style-type: none"> An extract from a novel: <i>Twenty Thousand Leagues Under the Sea</i> A Q&A column of a magazine: <i>H₂O</i> 	<ul style="list-style-type: none"> A TV documentary about marine animals A radio interview about World Water Day 	<ul style="list-style-type: none"> Pair work: Recounting a story Class discussion: Predicting the continuation of a story Pair work: Discussing facts Group work: Speculating and making up a story using prompts <p>* Pronunciation of <i>the</i></p>	<ul style="list-style-type: none"> A story with a given sentence and prompts <p>Developing skills:</p> <ul style="list-style-type: none"> Using 'strong' adjectives Using adverb and adjective collocations
<ul style="list-style-type: none"> A feature article: <i>The Green Wall of China</i> A magazine article: <i>To Meat or Not To Meat</i> 	<ul style="list-style-type: none"> A radio interview about wind turbines People talking in different situations 	<ul style="list-style-type: none"> Class discussion about the problems created by pollution Group work: Discussing headlines and proposing solutions to problems Class discussion about healthy eating habits Comparing two photographs of places to eat 	<ul style="list-style-type: none"> An essay expressing an opinion <p>Developing skills:</p> <ul style="list-style-type: none"> Using topic sentences
<ul style="list-style-type: none"> A magazine article: <i>Decisions, Decisions...</i> Four online product reviews 	<ul style="list-style-type: none"> People talking in different situations A conversation between a man and a customer service representative 	<ul style="list-style-type: none"> Class discussion about decision making Class discussion about shopping habits Pair work: Talking about what to buy and reaching a decision based on specific criteria Class discussion about products and services Class discussion about book preferences Pair work: Choosing which books to read <p>* Stress and meaning</p>	<ul style="list-style-type: none"> A book review <p>Developing skills:</p> <ul style="list-style-type: none"> Focusing on language and content Brainstorming and organising ideas with the help of an outline
<ul style="list-style-type: none"> A magazine article: <i>Xpogo!</i> A walkthrough: <i>Tales of Simiaz II</i> 	<ul style="list-style-type: none"> People talking in different situations An interview with a video game designer 	<ul style="list-style-type: none"> Class discussion about extreme sports Pair work: Role play situations Class discussion about video games Pair work: Talking about events and coming to a decision Class discussion about events you like to attend 	<ul style="list-style-type: none"> An article describing an event <p>Developing skills:</p> <ul style="list-style-type: none"> Focusing on text cohesion and paragraphing Brainstorming and organising ideas with the help of an outline
<ul style="list-style-type: none"> A problem page: <i>Solving your sleep problems</i> An article: <i>Northern lights, a spectacular display</i> 	<ul style="list-style-type: none"> Four people describing dreams A scientist talking at a planetarium 	<ul style="list-style-type: none"> Class discussion about sleeping problems Pair work: Discussing dreams Class discussion about natural phenomena Group work: Analysing city problems and expressing reason and result Group work: Proposing solutions <p>* Silent letters</p>	<ul style="list-style-type: none"> A letter (to the editor) expressing an opinion <p>Developing skills:</p> <ul style="list-style-type: none"> Focusing on language and content Brainstorming and organising ideas with the help of a mind map
<ul style="list-style-type: none"> A magazine page: <i>Oops! Accidental discoveries</i> A magazine article: <i>I never want to see that number again</i> 	<ul style="list-style-type: none"> People talking in different situations A radio programme about identical twins 	<ul style="list-style-type: none"> Speculating about a picture Class discussion about coincidences Pair work: Talking about things you wish were different in your life Pair work: Discussing problems and asking for and giving advice 	<ul style="list-style-type: none"> An informal email (III) <p>Developing skills:</p> <ul style="list-style-type: none"> Focusing on language and content Using correction techniques

DON'T MISS...



1

FEELS LIKE HOME MY (UNUSUAL) HOUSE

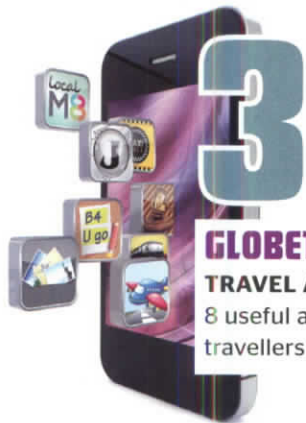
People describing their extraordinary homes
p. 8



2

ENDURANCE THE DAKAR RALLY

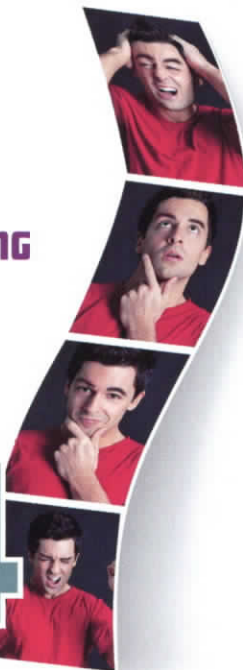
The ultimate off-road race *p. 22*



3

GLOBETROTTING

TRAVEL APPS
8 useful apps for travellers *p. 32*



4

JOB SEEKING

QUIZ: FIND THE PERFECT JOB FOR YOU

Do the quiz and find out what job suits your personality type *p. 42*

5

GET THE MESSAGE

WHISTLED LANGUAGES

A melodic way to communicate *p. 48*

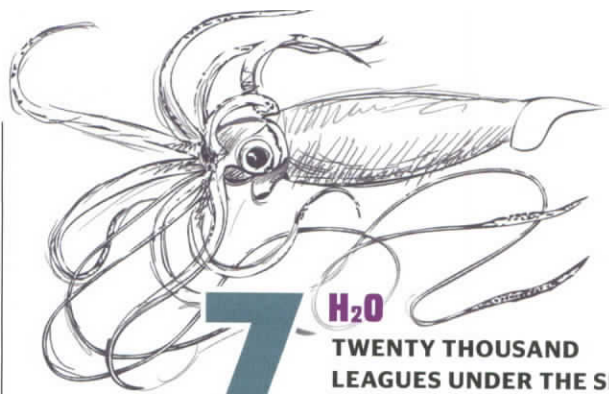


6

SUCCESS

FEARLESS FELIX

A record-breaking jump from space
p. 62



7

H₂O

TWENTY THOUSAND LEAGUES UNDER THE SEA

A classic underwater adventure *p. 68*

8

GREEN LIVING

THE GREEN WALL OF CHINA

Trees vs desert
p. 78



9

PREFERENCES

ONLINE SHOPPING

Reviews of four fun products *p. 92*



10

LET'S GO!

XPOGO!

It's pogo, but not as you know it *p. 98*



11

NIGHT

NORTHERN LIGHTS

A spectacular display *p. 112*

12

BY CHANCE

OOPS!

Accidental discoveries that changed the world *p. 118*



TASKS

DEBATE:

The Internet is making us stupid *p. 144*

4 Job seeking

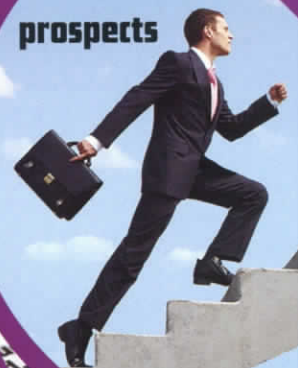
work environment



Discuss:

- Look at the pictures. Which of the aspects do you think people consider important when looking for a job?
- Can you think of other things that are important?
- What would your ideal job be?

prospects



work/life balance

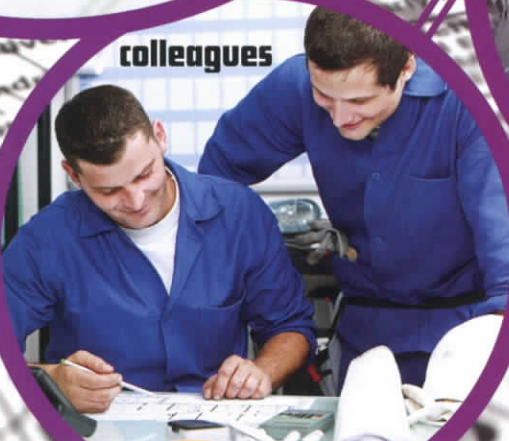


benefits



salary

colleagues



In this module you will learn...

- to express obligation, lack of obligation, and prohibition
- to express strong advice, threat and warning
- to express regret, disapproval and criticism
- to talk about jobs and employment
- to express possibility, certainty and make deductions in the present/future and in the past
- to write a semi-formal email asking for and giving information

Skills Practice

In this module you will practise the following skills:

- p. 38 ex. B, reading: skimming (określanie celu i adresata tekstu)
- p. 39 ex. C, reading: multiple choice (wyszukiwanie określonych informacji)
- p. 39 ex. C, D, grammar: Modal verbs (posługiwanie się strukturami gramatycznymi w kontekście)
- p. 41, listening: multiple choice (wyszukiwanie określonych informacji)
- p. 41, speaking: Group work (wyrażanie krytyki, udzielanie rady)
- p. 43, listening: matching (wyszukiwanie określonych informacji)
- p. 44, speaking: pair work (spekulowanie na temat przeszłych wydarzeń)
- p. 44, writing: A semi-formal email (prośba o udzielenie informacji)

Reading

A. Discuss.


- Have you ever done any volunteer work?
- If yes, what did you do and why?
- If not, would you like to?

B. Read the blog quickly. What is the purpose of the text? Choose a, b, c or d and write it in your notebook.

- To inform people about Borneo and its people.
- To encourage people to visit Borneo.
- To explain what it's like to be a volunteer in Borneo.
- To advise people who are planning to travel to Borneo.

Log in

Search



Hi! I'm Jane Callaghan from Killarney, in Ireland. I studied English Literature, but somehow found myself working in an office. My income was fairly good, but I wasn't satisfied. I had long working hours and my job was stressful. One day, I had enough so I made the decision to take a career break and do something I would enjoy. That's when I learnt about the volunteer programmes in Borneo, and I was willing to give it a try. So here I am, in Borneo, trying to make a difference to the lives of these people as a volunteer teacher. So far, it's been rewarding, and I've made plenty of friends along the way! If you wish to sponsor me, you should subscribe to this blog.



At last, I got an Internet connection and I can write about my experience in Tawau, where I'm teaching English to twenty-four local teens. They must have really needed me at the school here because, as soon as I got off the bumpy bus from Kota Kinabalu, the headteacher put me in a classroom! 'You can't be serious,' I said to him, but he was.

After a sleepless night on a crowded bus, teaching was the last thing on my mind, but I made an effort to do my best. In return, the students immediately made me feel at home. 'Welcome, Miss Jane! You are our family now,' they sang together. You should have seen the smiles on their faces. They made me feel so important!

When they greeted me into their 'family', they really meant it! We are all one big family here as we study, cook, eat, clean, play sports and share happy moments together even when not in school. Also, because we interact in English, they're benefiting even more. These young cheerful teens are great teachers as well as enthusiastic students. They are always so eager to teach me about their culture and customs.

Being in a classroom with students who are so motivated to learn is a wonderful experience. It's not all work, work, work, though. A few days ago, the headteacher encouraged me to take a trip to Sepilok Orangutan Sanctuary. I was delighted! Orangutans are fascinating creatures, and I was allowed to feed a baby orangutan!

My first two weeks in Tawau have passed by quickly, and I'm sure the next three will fly by. I really shouldn't have arranged to leave so soon. I'm going to try to make the most of my short stay but, when I leave, I'm going to miss the school, the students, the other teachers, and the wonderful sounds of the mynah birds singing when the sun rises in the morning. I still don't know my plans for next year, so hopefully I may be able to come back again soon.

[Leave a comment](#)

[Click here to read all 32 comments](#)

C. Read the blog again and answer the questions. Choose a, b or c and write it in your notebook.

- Why did Jane decide to volunteer?
 - to get teaching experience
 - to make money from a blog
 - to help people in need
- Why did Jane feel that they must have really needed her at the school?
 - The headteacher didn't waste time putting her in a class.
 - They welcomed her so cheerfully into their 'family'.
 - They made her come on an overnight bus in a hurry.
- Why does Jane feel that the school is a 'family'?
 - She lives with some of the students.
 - Everybody is always happy together, like a 'family'.
 - Apart from teaching, teachers take part in other daily activities.
- What does Jane think of her trip to the sanctuary?
 - It can't be compared to her teaching experience.
 - It was fun and enjoyable.
 - Both of the above.
- How long will Jane's stay in Tawau last?
 - two weeks
 - three weeks
 - five weeks
- What is true about Jane?
 - She regrets not staying longer.
 - She's planning to participate in another volunteer programme.
 - She has to leave earlier than planned.

D. Discuss.

- Would you consider travelling abroad to be a volunteer? Why?/Why not?
- Would you become a volunteer teacher? Why?/Why not?

E. Explain to your cousin, who doesn't speak any English, what Jane Callaghan has written in her blog.

Vocabulary

Complete with *make* or *do* to form phrases. Some of the phrases appear in the blog. Write the phrases in your notebook.

- | | |
|--|--|
| 1. <input type="text"/> a decision/guess | 11. <input type="text"/> research |
| 2. <input type="text"/> my best | 12. <input type="text"/> a suggestion / an arrangement |
| 3. <input type="text"/> up my mind | 13. <input type="text"/> a mistake |
| 4. <input type="text"/> as you please | 14. <input type="text"/> my hair |
| 5. <input type="text"/> sb a favour | 15. <input type="text"/> some exercise |
| 6. <input type="text"/> a difference | 16. <input type="text"/> sense |
| 7. <input type="text"/> an effort | 17. <input type="text"/> well/badly |
| 8. <input type="text"/> business | 18. <input type="text"/> a good/bad impression |
| 9. <input type="text"/> a project | 19. <input type="text"/> plans |
| 10. <input type="text"/> the most of sth | 20. <input type="text"/> an experiment |

Grammar Modals I (must/have to/need, should/ought to/had better) → p. 152

A. Which of the verbs in the box can we use to replace those in blue in the sentences so that they have a similar meaning? Write the answers in your notebook.

needn't have to had to need to mustn't didn't need to don't have to

- You **must** be a native speaker to teach in Borneo.
- You **don't need to** stay for the whole summer. It isn't necessary.
- You **can't** take the students on a trip without asking the headteacher. You're not allowed.
- I **needed to** send them a CV before they accepted me.
- You **didn't have to** bring warm clothes with you. It's very warm in Borneo.

B. Read the examples and find the modal verb that expresses a stronger piece of advice or threat/warning.

- You **should** be on time for the staff meeting.
- You **ought to** be at the staff meeting at seven.
- You **had better not** be late for the staff meeting.

C. Read the dialogue and answer the questions.

Peter: I **should have worked** overtime today to finish my project.

Mark: I agree. You **shouldn't have left** work so early. Mr Davis will be angry with you. You **should go** in early tomorrow and **work** overtime if you have to.

- Which sentence(s) refer(s) to the past? Which verb form is used after the modal verb *should* in this case?
- Did Peter work overtime today? How does he feel about it?
- Does Mark think Peter did the right thing?

D. Choose the correct option and write it in your notebook.

- Diane **needs / ought to** go to Mrs Stevens' office right now. She called for her.
- You **should have / must** been more careful while you were driving to work.
- She **has / should** definitely apply for that job. It's perfect for her!
- You **mustn't / didn't have to** bring this cake; I already made one!
- He **had to / should have** finish his work before he left the office.
- I **had better not / shouldn't have** stayed up late last night; now I'm tired.
- Students at this school **should / must** wear uniforms. It's a rule.
- Don't worry. You **don't need to / shouldn't** take the bus. I'll drive you to work.

Vocabulary

Choose the correct words and write it in your notebook.

- I quit my job because the **income / salary** I was getting was too low.
- Our only **income / salary** at the moment is the rent we receive from our flat in London.
- Mr Edison **hired / rented** three graphic designers this week.
- Anthony **hired / rented** a flat near his office.
- The company I work for always looks for the best person to fill the **position / job**.
- Roger is very experienced. He's been doing the **position / job** for years.
- Unfortunately, I haven't got any **knowledge / experience** of English history.
- Peter has no previous **knowledge / experience** as an accountant.



Grammar Modals II (may/might/could, must/can't) → p. 153

A. Read the examples 1-3. Which refers to the present/future and which refer to the past? Then, choose which of the statements a or b is closer in meaning and write it in your notebook.

1. Learning a foreign language **may/might/could help** you get a better job.

- It is likely to happen.
- It will certainly happen.

2. Brad's late. He **may/might have had** an accident. Let's call him.

- Brad definitely had an accident.
- It is possible that Brad had an accident.

3. Without my GPS, I **could have got** lost in the mountains.

- I was able to get lost.
- There was a possibility I would get lost, but I didn't.

B. Read the examples. What do they mean? Choose a or b and write it in your notebook.

1. Jack **must be** good at his job, because he got a pay rise.

- Jack has to be good at his job.
- I believe Jack is good at his job.

2. She **can't be** the manager of the company. Look at how young she is!

- I'm sure she isn't the manager.
- She isn't able to be the manager.

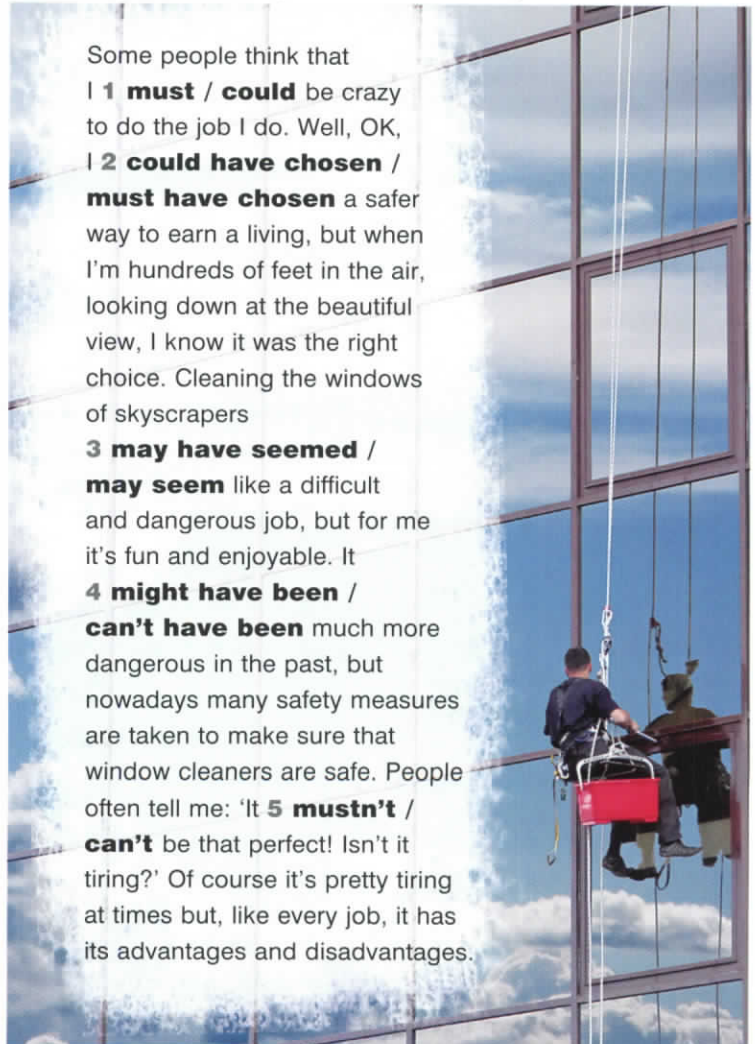
C. Read the examples and answer the questions. Then come up with examples of your own.

- Tina **must have worked** overtime today because she still hasn't arrived home.
- Robert **can't/couldn't have got** the job in Paris. He doesn't speak a word of French!

- Do the examples refer to the present/future or past?
- What do the words in blue express in each example?

D. Choose the correct option and write it in your notebook.

Some people think that I **1 must / could** be crazy to do the job I do. Well, OK, I **2 could have chosen / must have chosen** a safer way to earn a living, but when I'm hundreds of feet in the air, looking down at the beautiful view, I know it was the right choice. Cleaning the windows of skyscrapers **3 may have seemed / may seem** like a difficult and dangerous job, but for me it's fun and enjoyable. It **4 might have been / can't have been** much more dangerous in the past, but nowadays many safety measures are taken to make sure that window cleaners are safe. People often tell me: 'It **5 mustn't / can't** be that perfect! Isn't it tiring?' Of course it's pretty tiring at times but, like every job, it has its advantages and disadvantages.



Intonation

Listen and repeat. Notice the stressed words.

1. Natalie might come with us.
2. Daniel could have had a successful career but he didn't work hard enough.
3. Mary shouldn't have lied to her parents.
4. Albert can't become a paramedic. He hasn't got the qualifications.
5. Jack must have done very well in his interview because he got hired.
6. You can't have met the manager. He's away on a business trip.

Listening

You will hear people talking in six different situations. For questions 1-6, choose the best answer a, b or c and write it in your notebook.

1. Why does the woman believe Danny got fired?
 - a. He was lazy.
 - b. He was looking for a new job.
 - c. He was often late.
2. What does Bill regret?
 - a. making a bad impression at an interview
 - b. leaving his previous job without finding a new one first
 - c. forgetting to call his cousin
3. What made the applicant apply for the job?
 - a. the salary
 - b. the job prospects
 - c. the working hours
4. What doesn't Mark like about his job?
 - a. the distance he has to travel
 - b. the salary
 - c. the people he works with
5. What's wrong with Susan's new colleague?
 - a. She isn't very willing to help.
 - b. She's never worked for a computer company before.
 - c. She doesn't know much about computers.
6. What is one of the requirements of the volunteer programme?
 - a. paying for your own flight
 - b. arranging your own accommodation
 - c. being able to speak a second language

Speaking

Talk in groups of three.

Student A: Choose one of the situations below and tell Students B and C what happened. Discuss what you think went wrong and what you should(n't) have or could have done instead. Use some of the phrases in the box.

- You've just lost your job because you were late every morning.
- Your boss told you off for taking too many breaks.
- You left your job without finding a new one and are now unemployed.
- Your boss offered you a more important position, but you refused it.
- You went to a job interview, but you didn't get the job.
- You complained about a colleague at work and they got fired.
- You were playing online games at work, and your computer got a virus.

Expressing regret

I should have thought twice before...	I guess I could have just...
I shouldn't have reacted the way I did.	I've got no excuse for my behaviour.
I regret (not) doing...	I didn't mean to...
That was thoughtless/careless of me...	
I don't know what I was thinking.	

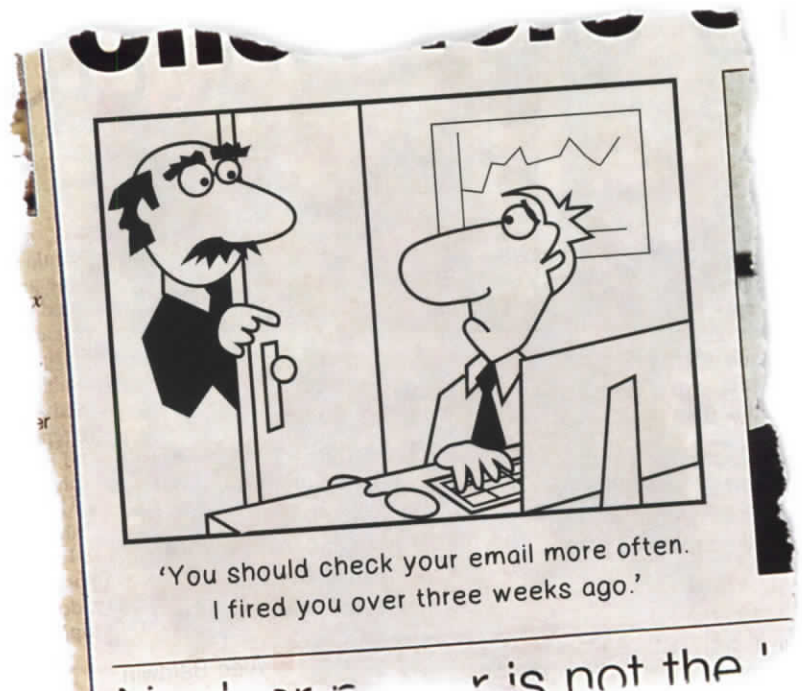
Students B and C: Listen to Student A and point out what he/she should(n't) have or could have done instead. Then give him/her advice on what he/she can do now. Use some of the phrases in the box.

Expressing disapproval and criticism

You did what?
That wasn't very wise of you.
What were you thinking?
You shouldn't have done that!
You know better than that!
Why on earth did you do that?
How thoughtless of you!
You know, you could have just...

Giving advice

If I were you, I'd...
You'd better...
I suggest you...
You should definitely...
I would strongly advise you to...
It might be a good idea to...
You ought to...



Vocabulary & Speaking

A. Read the sentences. What do the adjectives in bold mean? Match them with the definitions a-j by writing the corresponding items in your notebook.

1. Mark is such a **sociable** young man. He can easily start a conversation with a complete stranger.
2. You need to be **imaginative** to create something unique.
3. Frank is a very **rational** person. He never lets his feelings affect his decisions.
4. Andrew was very **courageous**. He ran into the burning house to save the girl.
5. Olivia is the most **spontaneous** person I know. She doesn't think twice about anything.
6. Karen is a very **honest** young lady. You should believe her.
7. Whenever I'm in trouble, I go to my sister. She's the most **reliable** person I know.
8. Nathan is an **ambitious** young man who will do anything to achieve what he wants.
9. Liv is too **disorganised** to become a successful accountant.
10. Our teacher is **patient**. She never gets angry with us.

- a. really wanting to become successful
- b. able to think calmly and make decisions that are not based on emotions only
- c. always telling the truth
- d. able to stay calm for a long time
- e. good at thinking of new and interesting ideas
- f. enjoying meeting and talking with other people; outgoing
- g. brave; showing courage
- h. doing things without planning them first
- i. can be trusted when needed for help or support
- j. bad at arranging or planning things

B. Talk in groups. Look at the pictures. What characteristics do you need for these jobs? Why? You can use some of the phrases in the boxes and some of the adjectives from the vocabulary activity above.



be hard-working
be a role model
have good communication skills
like helping other people
deal with emergencies
provide medical care
work well as part of a team
be organised

To become a...
If you want to become...
People who want to become...
In my opinion, you have to be able to...
I think/believe you must have the ability to...
You definitely need to...
This job involves being...

Reading

A. Do the quiz in your notebook in order to find out what kind of job you are best suited for.

FIND THE

Extrovert or **I**ntrovert?

1. Working as part of a team feels:

- uncomfortable. I prefer working alone. (I)
- good. I feel more confident when others can help me with my ideas. (E)

2. Your idea of a perfect evening is:

- staying in with a book. (I)
- going out with friends and meeting new people. (E)

3. When you communicate:

- you take your time to think before you speak. (I)
- express yourself freely without thinking too much. (E)

E or **I**? Which do you have more of?

Creative or **R**ational?

1. If a device or appliance breaks down:

- you are the person people call to fix it. (C)
- you're useless. You have to call a technician. (R)

2. At work, you prefer tasks to be:

- clear with rules and instructions. (R)
- without rules so that you have the freedom to be creative. (C)

3. You prefer to learn through:

- reading and research. (R)
- trying things out for yourself. (C)

C or **R**? Which do you have more of?

Organised or **S**pontaneous?

1. You've made plans to meet a friend at 4 p.m. You're:

- on time, as always. (O)
- ten minutes late. Never mind. (S)

2. Your desk or the area in which you work is usually:

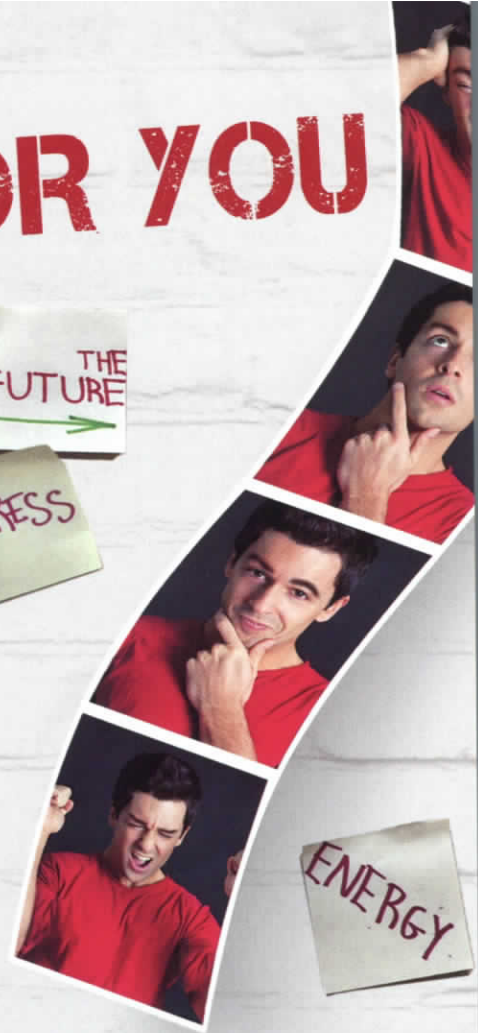
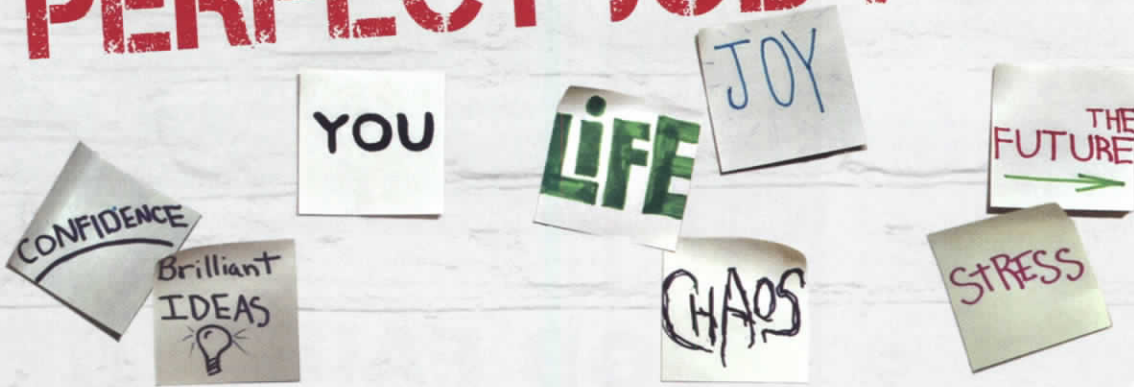
- well-organised and neat. (O)
- a mess. (S)

3. When you travel, how do you usually prepare?

- At the last minute. (S)
- I always know all the details for the entire trip before I leave. (O)

O or **S**? Which do you have more of?

PERFECT JOB FOR YOU



RESULTS

Which personality type are you?

ERO types are sociable, confident and comfortable working with other people. They are honest and organised. They usually like structure and working with rules and instructions.

Possible careers: lawyer, scientist, engineer, doctor, accountant

ERS types are usually confident, patient people who express themselves well and get along well with lots of different people. They hate routine and are more interested in complex issues than everyday concerns.

Possible careers: consultant, online business manager, journalist, sales manager

ECO types enjoy being in a variety of social situations. They are usually artistic or musical. They are reliable and organised, and they work well with deadlines.

Possible careers: graphic designer, music teacher, politician, marketing manager

ECS types are usually outgoing and need to feel free to express themselves. They are spontaneous and don't like planning or rules. They often come up with original ideas. They can get bored with routine or in structured environments.

Possible careers: musician, writer, performer, public speaker, director, actor

IRO types are quiet and hard-working. They read a lot and enjoy learning about a variety of things. They are well-organised and practical, and like to plan ahead. They are good at finding solutions to problems.

Possible careers: politician, engineer, lawyer, computer programmer, scientist, editor

IRS types are usually pretty quiet and shy. They like to follow instructions and are practical. They prefer to learn by reading. However, they like variety in life and do not like to plan into the future very much.

Possible careers: police detective, accountant, vet, writer

ICO types are imaginative and usually good at working with their hands. They prefer to work on their own, in their own organised way, without having strict rules. They like testing new ideas.

Possible careers: architect, writer, artist, teacher, designer, mechanic

ICS types are usually shy people who are happier working alone. They have a creative imagination, but are often considered disorganised by others because of the way they work.

Possible careers: musician, artist, interior designer, researcher, academic, scientist

B. Talk in groups. Find out which personality type your classmates are. Do you agree or disagree with the results? Discuss.

Listening

Listen to four people talking about advice they were given. Match the speakers 1-4 with the statements a-f by writing the corresponding items in your notebook. There are two extra statements which you do not need to use.

Speaker 1	Speaker 3
Speaker 2	Speaker 4

- This person was advised to be honest.
- This person was advised to be sociable.
- This person was advised to be spontaneous.
- This person was advised to be patient.
- This person was advised to be ambitious.
- This person was advised to be organised.

Speaking

Talk in pairs. Look at the picture below and try to speculate what might have happened to the man and why he's upset. Use some of the ideas and phrases in the boxes.

- lose/delete important document
- get fired
- have to work overtime
- exhausted / out late last night
- have an argument with boss
- give a bad presentation
- not get promotion
- cannot make the deadline



Expressing possibility (we are not certain)

- He may/might/could (have)...
- He may not/might not (have)...
- Maybe/Perhaps he...
- It's hard to say, but it's possible that he...

Expressing probability (we are almost certain)

- He must (have)...
- He can't/couldn't (have)...
- He probably...
- It's probable that...
- It's very (un)likely that...
- I bet...
- I guess he...
- My guess is that...

6 I think he must have deleted an important document by mistake. That's why he's upset. He's also probably thinking about...

I doubt it. That's very unlikely. I think he might have... 9

Writing A semi-formal email asking for and giving information

R. Discuss.

- Have you ever been to a job fair?
- Do you think they are useful for finding a job?

B. Read the flyer about the job fair and the email Tony wrote in response. Then answer the questions.

Riverdale Workforce and Development Network invite you to

Riverdale Community

JOB FAIR

Cole Andrews Recreation Centre
Saturday, 29 October
9 a.m.

- Showcasing 50+ companies
- Candidates of all ages and experience levels welcome
- Companies will be looking to fill positions or offer internship opportunities
- Please come prepared with CVs and dress professionally

Guest speaker: **John Fitzwilliam**
giving a talk on: **'Tips for finding a job'**

For information and to reserve a place contact:
Jane Rollins
01228 902516
info@riverdalecommunity.net

DAILY NEWS

Real estate listings and classifieds from a newspaper. Visible sections include:

- WRECKING RECEPTION**: For sale or rent...
- GENERAL MANAGER**: Seeking a professional...
- RENTAL PROPERTIES**: Various houses and flats for rent.
- STUDENT LOANS**: Finance for students.
- NEED A SMALL LOAN**: Quick cash options.
- RECEPTIONIST**: Job opening.
- SALES ASSISTANT**: Job opening.
- RECEPTIONIST**: Job opening.
- SALES ASSISTANT**: Job opening.
- RECEPTIONIST**: Job opening.
- SALES ASSISTANT**: Job opening.

New mail

To: info@riverdalecommunity.net

Dear Ms Rollins,

I saw the flyer for the Riverdale Community Job Fair and I am very interested in attending this event.

My name is Tony Richards and I am 22 years old. I am a university student in my final year. I am looking for ideas of what career to follow, so I believe the job fair will be an excellent opportunity for me. I am really looking forward to the event and I would like to reserve a place.

However, I would like to have some more information about the job fair. Firstly, I would like to know what time the fair closes. It is not mentioned on the flyer. Also, will companies be promoting full-time positions, or part-time as well? I was also wondering what 'dress professionally' means. Should I wear a suit and tie?

Looking forward to your reply.

Yours sincerely,
Tony Richards

B I A



1. How does Tony address the person he is writing to?
2. What information does Tony give about himself?
3. Do you find any of this information irrelevant?
4. What information does Tony ask for?
5. Does he use direct or indirect questions?
6. What is the topic of each of the paragraphs?
7. How does Tony sign off?

f. Below is another email someone wrote in response to the flyer in activity B. Rewrite it in your notebook, dividing it into paragraphs and improving the underlined sections.

Dear Rollins,

I saw the flyer for the Riverdale Community Job Fair on my school notice board and I am very interested in attending. My name is Kelly White and I am 22 years old. I am a final year student so I was very excited to read about the job fair. As I have never attended something similar before, it will give me the chance to learn what career opportunities are available with my degree. So, I would really like to reserve a place. However, here are a few questions for you. First of all, I would like to know how much it costs to attend. This information is not mentioned on the flyer. Furthermore, why don't you mention what time Mr Fitzwilliam's talk begins? Do I need to book a seat? I look forward to hearing from you.

Bye for now,
Kelly

D. You have seen the following flyer. You are interested in taking part, but you need more information before you decide. You want to ask:

- about the cost
- if accommodation is provided
- how long the exchange programme lasts

Write an email to Mr Collins giving any necessary information about yourself and asking for the information you want.

SIGN UP FOR AN UNFORGETTABLE SUMMER EXPERIENCE!

International Language Exchange Programme

Each term, ILEP connects hundreds of students from all over the world so they can help each other learn more about languages, cultures and customs ILEP is a great opportunity to stay in touch with a language you have already learnt or to learn a new one.

To sign up, contact James Collins, giving name, age and saying which country you are interested in going to. Registration ends on 7 May.

AUTHENTIC SPEAKING OPPORTUNITIES FOR ALL STUDENTS!

Contact information:
James Collins
International Language Exchange Programme
Ormond Road
TW11

A semi-formal letter/email:

- is written to a person you don't know very well or when you want to be polite and respectful.
- begins with **Dear Mr/Miss/Mrs/Ms/Dr + surname** or with **Dear + first name** and ends with **Yours sincerely**.
- is neutral in style (not too informal and not too formal).

When writing a semi-formal letter/email asking for and giving information:

- write in an appropriate style.
- read the information given carefully and cover all the points required.
- organise the information into paragraphs.
- use standard grammar and spelling conventions.
- use a combination of direct and indirect questions.
- use linking words/phrases to list your questions

- *firstly, first of all, to begin with*
- *secondly, also, what is more, furthermore, in addition, apart from that*
- *finally, lastly*

TIP

R. Choose a, b or c and write it in your notebook.

- Derek is a(n) [] person and he doesn't usually plan things ahead.
a. spontaneous b. rational c. ambitious
- What do you do to [] a living?
a. earn b. rise c. get
- Ted must have [] a good impression, because he immediately got the job.
a. made b. had c. done
- Britney is new at work, but she is very [] to learn new things.
a. delighted b. eager c. honest
- Olga is never afraid to [] her feelings, whether she is happy or sad.
a. react b. express c. interact
- It's difficult to find [] and hard-working employees nowadays.
a. rewarding b. courageous c. reliable
- A colleague at work got [] because he was never on time.
a. hired b. rented c. fired
- Fred studied to be a(n) [].
a. accountant b. applicant c. candidate

B. Complete the sentences with the words in the box. Write the answers in your notebook.

trust registration sanctuary incomes
deadline promotion knowledge

- Don't worry. You can [] me to keep your secret.
- There's a bird [] near here. Do you want to visit it?
- I have been working at this company for three years and I soon hope to get a [].
- I've only got a few days to finish this project; the [] is on Monday.
- I was amazed at Tim's [] of English literature.
- To attend the seminar, you need to pay a [] fee.
- There are lots of people living on low [] nowadays.

I. Choose the correct option and write it in your notebook.

- I **may / must** go shopping later today. If I do, do you need anything?
- You **mustn't / don't have to** drive a car without a driving licence.
- Tony **ought to / should have** apologised for his behaviour.
- You **didn't have to / needn't** tell him off. You **could / must** have explained what he did wrong politely.

- Brian **can't / mustn't** be asleep. I can hear him talking.
- Penny **ought / had better** to go on the volunteer programme. It's a great opportunity.
- You **don't have to / shouldn't** forget to make an appointment with the doctor.

D. Rewrite the sentences in your notebook, using the words given.

- It's a good idea to dress professionally for the job interview. (**better**)
- It isn't necessary to call a technician for the printer. (**need**)
- I regret quitting my old job. (**should**)
- I'm pretty sure I left my mobile phone at home. (**must**)

E. Complete the dialogue with the phrases a-e. Write the answers in your notebook.

- You should definitely apologise for your behaviour.
- That wasn't very wise of you.
- I shouldn't have reacted the way I did.
- I doubt it.
- You know, you could have just repeated the question.

A: What's the matter, William?

B: I feel horrible. I got into a really bad argument with my colleague Robert.

A: 1 []

B: You can say that again. I don't know what I was thinking.

A: What exactly happened?

B: I asked him a question about a project we're working on together and he didn't answer me.

A: 2 []

B: Yeah, well I didn't, and I started shouting at him.

A: What were you thinking?

B: I know, but it's too late now! He's really angry with me.

3 [] It was so thoughtless of me.

A: That's true. 4 [] Maybe he'll forgive you.

B: 5 []

Self-assessment

Read the following statements and decide which ones you can do. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...

- ▶ express obligation, lack of obligation, and prohibition
- ▶ express strong advice, threat and warning
- ▶ express regret, disapproval and criticism
- ▶ talk about jobs and employment
- ▶ express possibility, certainty and make deductions in the present/future and in the past
- ▶ write a semi-formal email asking for and giving information

level B1+

student's book

PIONEER PLUS

H. O. Mitchell – Marileni Malkogianni
Współpraca i konsultacje: Maria Łąka – Magdalena Wisniewska

PODRĘCZNIK DLA SZKÓŁ PONADPODSTAWOWYCH



level B1+

PIONEER PLUS

student's book

H. O. Mitchell – Marileni Malkogianni
Współpraca i konsultacje: Maria Łąka – Magdalena Wisniewska

PODRĘCZNIK DO SZKOŁ PONADPODSTAWOWYCH

Jacques Cousteau
French marine
exploration pioneer



PIONEER LEVEL B1+ CONTENTS

	Vocabulary	Grammar	Functions
1 p.7 A job worth doing	<ul style="list-style-type: none"> Words, phrases, idioms and collocations related to employment and careers 	<ul style="list-style-type: none"> Present Simple vs Present Progressive Stative verbs 	<ul style="list-style-type: none"> Distinguishing between permanent and temporary situations Expressing states and dynamic actions Expressing degrees of probability
2 p.19 Chillax!	<ul style="list-style-type: none"> Words easily confused Words/Phrases related to time Word building: negative prefixes <i>non-</i>, <i>in-</i>, <i>un-</i> Collocations with <i>play</i>, <i>go</i>, <i>do</i>, <i>belong</i>, <i>join</i>, <i>collect</i> 	<ul style="list-style-type: none"> Present Perfect Simple vs Present Perfect Progressive Comparisons 	<ul style="list-style-type: none"> Linking past and present time Asking someone's opinion Expressing an opinion Expressing comparison Signalling non-understanding Asking for repetition Asking for definition or clarification
3 p.31 Experience the world	<ul style="list-style-type: none"> Prepositional phrases with <i>in</i> and <i>on</i> Phrasal verbs with <i>take</i> and <i>get</i> Words easily confused 	<ul style="list-style-type: none"> Past Simple vs Past Progressive <i>used to</i>, <i>would</i>, <i>was/were going to</i> 	<ul style="list-style-type: none"> Talking about past events and situations Expressing past habits and typical behaviour in the past Checking availability at a hotel Stating what you want Discussing terms Making a hotel reservation Asking for information/details Providing information Expressing dissatisfaction / Complaining Expressing regret / Apologising
4 p.43 Nature watch	<ul style="list-style-type: none"> Words/Phrases related to nature and the environment Nouns with prepositions Compound words with the prefixes <i>under</i> and <i>over</i> 	<ul style="list-style-type: none"> Past Perfect Simple vs Past Perfect Progressive Clauses of reason and concession 	<ul style="list-style-type: none"> Referring to past events and situations Expressing reason and contrast Inquiring about and expressing preference Structuring discourse and introducing a theme Using persuasive language Comparing and contrasting Interpreting graphs and line charts
5 p.55 Looking ahead	<ul style="list-style-type: none"> Words easily confused -ing / -ed adjectives Word building: noun suffixes <i>-ion</i>, <i>-ation</i>, <i>-ment</i> Word building: Adjective suffixes <i>-al</i>, <i>ive</i>, <i>-y</i>, <i>-ous/-ious</i>, <i>-able/-ible</i> 	<ul style="list-style-type: none"> Future tenses Other future forms Time clauses Modal verbs I 	<ul style="list-style-type: none"> Distinguishing between the uses of the future forms Expressing ability, asking for permission and making requests Expressing possibility, obligation, prohibition, absence of obligation, and opinion Asking for and giving advice Making predictions
6 p.67 Private lives	<ul style="list-style-type: none"> Adjectives describing personality Idioms with <i>break</i> Words easily confused Phrases relating to personality 	<ul style="list-style-type: none"> Defining and non-defining relative clauses Countable / Uncountable nouns Quantifiers 	<ul style="list-style-type: none"> Defining people, places, things and ideas, and giving additional information about them Expressing number and quantity Speculating Expressing agreement and disagreement Giving advice Rejecting ideas

Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • Five people describing their jobs • An interview about apprenticeships: <i>Careers Corner</i> 	<ul style="list-style-type: none"> • An interview about job satisfaction • A career adviser giving a speech 	<ul style="list-style-type: none"> • Pair work: Comparing and contrasting jobs and discussing employment 	<ul style="list-style-type: none"> • An article (I) <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on register, style and text organisation
<ul style="list-style-type: none"> • A web article: <i>The World of Unusual Hobbies</i> • A magazine article: <i>On the Hoof, On the Wing, On the Go!</i> 	<ul style="list-style-type: none"> • People talking in different situations 	<ul style="list-style-type: none"> • Pair work: Discussing and making a decision: Choosing between appropriate activities for students • Pair work: Choosing between two options 	<ul style="list-style-type: none"> • An informal email (I) <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on register, style and text organisation • Using correction techniques
<ul style="list-style-type: none"> • An article: <i>The Grand Tour</i> • Three personal accounts of extreme activities: <i>The Fun and the Fear</i> 	<ul style="list-style-type: none"> • A conversation between two friends discussing a holiday experience • A conversation between a travel agent and a customer 	<ul style="list-style-type: none"> • Pair work: Role play situations: booking a hotel room, complaining to a hotel manager 	<ul style="list-style-type: none"> • A story <p>Developing skills:</p> <ul style="list-style-type: none"> • Using time linkers to indicate the sequence of events • Brainstorming and organising ideas with the help of an outline
<ul style="list-style-type: none"> • A magazine article: <i>From artificial to natural at the Underwater Museum</i> • Six environmental issues: <i>Success or Failure?</i> 	<ul style="list-style-type: none"> • An interview with an expert about conservation holidays 	<ul style="list-style-type: none"> • Group work: Discussing advantages and disadvantages and reaching a decision • Pair work: Comparing and contrasting two pictures 	<ul style="list-style-type: none"> • An essay (I) <p>Developing skills:</p> <ul style="list-style-type: none"> • Using linking words/phrases to introduce points, list/add points, give examples and express contrast
<ul style="list-style-type: none"> • Four texts about the technology of the future: <i>Future Living</i> • An extract from a novel: <i>The Sleeper Awakes</i> 	<ul style="list-style-type: none"> • Five people expressing their opinion on what life will be like in the future • People talking in different situations 	<ul style="list-style-type: none"> • Pair work: Expressing opinion and making predictions about the future 	<ul style="list-style-type: none"> • A formal letter/email asking for information <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on register and style of a formal letter/email
<ul style="list-style-type: none"> • A personality quiz: <i>Are you a Keeper, a Free Spirit, a Scholar, or a Dreamer?</i> • A text about stereotypes: <i>A reunion of identities</i> 	<ul style="list-style-type: none"> • A radio programme discussion about leadership qualities 	<ul style="list-style-type: none"> • Group work game: <i>How well do you know your classmates?</i> • Pair work: Helping solve a problem 	<ul style="list-style-type: none"> • An essay (II) <p>Developing skills:</p> <ul style="list-style-type: none"> • Using topic sentences

	Vocabulary	Grammar	Functions
7 p.79 Information age	<ul style="list-style-type: none"> • Words related to the Internet • Words/phrases related to the topic of getting information • Idioms with <i>touch</i> • Prepositional phrases with <i>in</i> 	<ul style="list-style-type: none"> • Passive Voice I • Passive Voice II 	<ul style="list-style-type: none"> • Emphasising an action using the Passive Voice • Placing emphasis on the direct/indirect object using the Passive Voice • Emphasising • Structuring discourse by interrupting / asking to speak • Indicating a wish to continue speaking • Indicating that you are coming to an end
8 p.91 Against the law	<ul style="list-style-type: none"> • Collocations related to crime • Word building: crimes and criminals • Words easily confused • Phrasal verbs related to crime 	<ul style="list-style-type: none"> • Full Infinitive, Bare Infinitive, -ing form • Modal verbs II (past reference + deduction) 	<ul style="list-style-type: none"> • Expressing possibility and making deductions • Expressing regret and criticism • Exploring options • Supporting one's opinion by giving examples
9 p.103 Better safe than sorry	<ul style="list-style-type: none"> • Parts of the body • Words related to nutrition and health • Word building: verbs with prefixes <i>dis-</i>, <i>mis-</i> • Phrasal verbs with <i>come</i> and <i>go</i> 	<ul style="list-style-type: none"> • Conditional Sentences Type Zero, 1, 2 and 3 	<ul style="list-style-type: none"> • Expressing likelihood, referring to present or past imaginary/unreal situations and their results • Enumerating and prioritising • Speculating and making a decision • Giving advice
10 p.115 At your service	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Clauses of result and purpose • Causative Form 	<ul style="list-style-type: none"> • Expressing purpose and result • Offering assistance • Requesting • Agreeing willingly • Refusing politely • Describing a graph • Expressing agreement with reservations • Reaching a decision through negotiating
11 p.127 Where on earth...?	<ul style="list-style-type: none"> • Architectural features • Word building: nouns ending in <i>-ity</i>, <i>-ence</i>, <i>-ance</i>, <i>-ness</i> • Descriptive adjectives 	<ul style="list-style-type: none"> • Reported Speech: Statements, Questions, Commands, Requests • Special introductory verbs 	<ul style="list-style-type: none"> • Reporting • Describing places
12 p.139 A penny saved is a penny earned	<ul style="list-style-type: none"> • Words easily confused • Prepositions used in expressions related to money • Idiomatic expressions • Places to shop • Word building: nouns denoting occupations ending in <i>-er</i>, <i>-or</i>, <i>-ian</i>, <i>-ist</i> • Collocations related to shopping 	<ul style="list-style-type: none"> • Wishes and Unreal Past • Question tags • Subject - Object Questions and question words 	<ul style="list-style-type: none"> • Expressing wishes and regret about present / past events • Expressing preference • Expressing uncertainty and asking for confirmation • Making assumptions

Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • A magazine article: <i>Internet History: The first...</i> • Four short texts connected to the life of a director 	<ul style="list-style-type: none"> • A radio interview with an expert on social media • A radio interview with a documentary maker 	<ul style="list-style-type: none"> • Class debate: <i>Television has a negative influence on viewers</i> 	<ul style="list-style-type: none"> • A review <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on text organisation, register and style
<ul style="list-style-type: none"> • Four texts about con artists: <i>I've been tricked!</i> • A magazine article: <i>Bullying</i> 	<ul style="list-style-type: none"> • A radio programme - Sherlock Holmes: <i>A case of identity</i> 	<ul style="list-style-type: none"> • Pair work: Speculating and reaching a decision • Class discussion: <i>Bullying</i> 	<ul style="list-style-type: none"> • An essay (III) <p>Developing skills:</p> <ul style="list-style-type: none"> • Supporting topic sentences
<ul style="list-style-type: none"> • A magazine article: <i>Prevention is better than cure</i> • An article from the science section of a newspaper: <i>How about that!</i> 	<ul style="list-style-type: none"> • Five people talking about emergency services • People talking in different situations 	<ul style="list-style-type: none"> • Pair work: Speculating and reaching a decision 	<ul style="list-style-type: none"> • An informal email (II) <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on register and content
<ul style="list-style-type: none"> • Two hotel/hostel brochures welcoming guests • A promotional brochure for corporate event planners 	<ul style="list-style-type: none"> • People talking in different situations 	<ul style="list-style-type: none"> • Pair work: Role play - a situation in a bank • Pair work: Discussing the advantages and disadvantages of public services for a small town, and reaching a decision 	<ul style="list-style-type: none"> • A report <p>Developing skills:</p> <ul style="list-style-type: none"> • Using the Passive Voice to write in an impersonal, formal way • Using headings to indicate the focus of a paragraph
<ul style="list-style-type: none"> • A travel guide: <i>Cappadocia</i> • A magazine article: <i>Stories Behind Place Names</i> 	<ul style="list-style-type: none"> • Two people describing a trip to a museum • A tour guide addressing a group • A teacher addressing a class 	<ul style="list-style-type: none"> • Pair work: Speculating and reaching a decision: Where to go on a 4-day trip 	<ul style="list-style-type: none"> • An article (II) <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on register and style
<ul style="list-style-type: none"> • A magazine article: <i>How to live well on a budget</i> • Four short texts related to the life of a clothes designer 	<ul style="list-style-type: none"> • A conversation between friends about shopping 	<ul style="list-style-type: none"> • Pair work: Role play - situations in shops • Class discussion: Discussing clichés related to money 	<ul style="list-style-type: none"> • An essay (IV) <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on text organisation and content (advantages, disadvantages, examples to support) • Brainstorming and organising ideas with the help of an outline

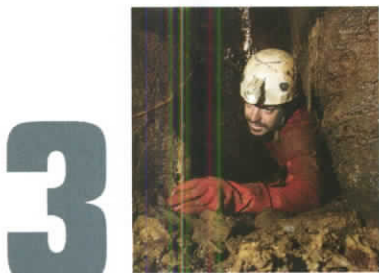
DON'T MISS...



1 A JOB WORTH DOING
DIVING FOR GOLF BALLS
People describing their extraordinary jobs
p.8

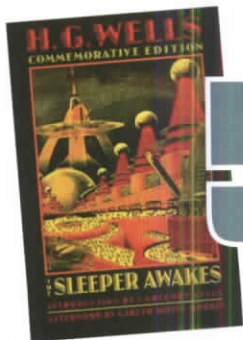


2 CHILLAX!
ON THE HOOF, ON THE WING, ON THE GO!
Animals in Sport
p.26



3 EXPERIENCE THE WORLD
THE FUN AND THE FEAR
Extreme vacations *p.38*

NATURE WATCH
AN UNDERWATER MUSEUM
An unusual place to view artistic creations *p.44*



5 LOOKING AHEAD
THE SLEEPER AWAKES
An extract from a classic science fiction novel
p.62

PRIVATE LIVES
QUIZ: WHAT PERSONALITY TYPE ARE YOU?
Discover whether you're a scholar, a keeper, a dreamer or a free spirit *p.68*

6



7 INFORMATION AGE
INTERNET FIRSTS
The history of emoticons, blogs, social media and more
p.80

AGAINST THE LAW
I'VE BEEN TRICKED!
Stories of con artists through the ages *p.92*

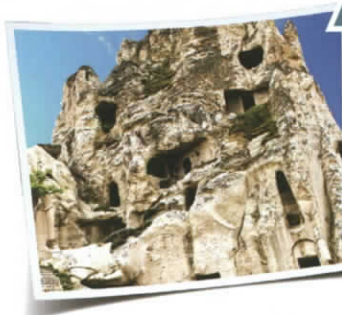
8



9 BETTER SAFE THAN SORRY
HOW ABOUT THAT!
Amazing facts about the human body *p.110*



10 AT YOUR SERVICE
VACATION ACCOMMODATIONS
Hotel and hostel brochures *p.116*



11 WHERE ON EARTH...?
CAPPADOCIA
A dreamlike destination of unique beauty *p.128*

A PENNY SAVED IS A PENNY EARNED
HOW TO LIVE WELL ON A BUDGET
Helpful tips from a money savings expert *p.140*

12



Discuss:

- Which of the following do you think a holiday should include?
travel relaxation adventure
fun thrills acquiring experiences
learning about other cultures
learning a foreign language
volunteering excitement
- What do you think the following alternative holidays involve? Can you name any others?
Would you be interested in an alternative holiday?

Rock and gem hunting holiday in the eastern Arizona desert

Zip lining holiday in Florida

House sitting holiday in Paris

Skills Practice

In this module you will practise the following skills:

- pp. 32, 33, reading: gap filling (dobieranie – określanie intencji nadawcy, rozpoznanie związku między poszczególnymi częściami tekstu)
- pp. 34, 35, 36, vocabulary: Prepositional phrases, Phrasal verbs with take and get, words easily confused (stosowanie zasobów leksykalnych adekwatnie do kontekstu)
- pp. 35, 37, grammar: Past Simple vs Past Progressive, used to, would, was/ were going to (posługiwanie się czasami gramatycznymi w określonym kontekście)
- p. 36, listening: T/F (wyszukiwanie określonych informacji w tekście)
- p. 37, speaking: role play (uzyskiwanie i przekazywanie informacji i wyjaśnienia, wyrażanie preferencji, wyrażanie i uzasadnianie opinii oraz emocji: niezadowolenie, współczucie; stosowanie zwrotów i form grzecznościowych)
- pp. 38, 39, reading: gap filling (wyszukiwanie określonych informacji w tekście, selekcjonowanie informacji)
- p. 39, listening: sentence completion (wyszukiwanie określonych informacji w tekście)
- pp. 40, 41, writing: a story (opowiadanie o czynnościach, doświadczeniach i wydarzeniach z przeszłości i teraźniejszości, konstruowanie opowiadania według określonych zasad)

In this module you will...

- discuss issues relating to travel, holidays and adventure
- learn phrasal verbs, prepositional phrases, and to distinguish between words easily confused
- learn how to use appropriate tenses to talk about past events and situations
- learn to ask for/provide information, state what you want, discuss terms, make a reservation, express dissatisfaction, complain, express regret and apologise
- learn how to write a story

Reading

A. Discuss.

- What different reasons do people have for travelling to foreign countries?
- In what other ways can we learn about another country and its culture without travelling there?

B. Read the text quickly without paying attention to the missing sentences. What is the purpose of this article?

- To describe a popular trip of the past.
- To encourage people to go on the Grand Tour.
- To show how travel trends have changed over the years.
- To give examples of the advantages and disadvantages of travelling.



The Grand Tour

Nowadays, organised tours are a common choice for travellers, and the tourist industry is full of options to cater for every taste. From budget tours for the **thrifty** traveller to expensive luxury trips around exotic islands, there really is something out there for everyone. However, most of these modern tours are **a far cry from** the *Grand Tour* that Richard Lassels described in his 1670 book *Voyage to Italy*. **1**

The Grand Tour was usually taken by young, wealthy and well-educated men from England who hoped to broaden their horizons and complete their education in culture and the arts by travelling to Europe, taking in the sights and gaining first-hand experience. The Tour lasted anything from a few months up to several years. London was a frequent starting point and Paris a compulsory destination; a trip from Dover across the Channel to Calais and on to Paris normally took three days. The crossing of the Channel was not an easy one. **2**

A typical Grand Tourist would arrive in Paris and rent rooms, or 'apartments', for several weeks or months. From there they would organise trips to places such as the Palace of Versailles. After staying in Paris, many then travelled to the Netherlands, some to Switzerland and Germany, and a few adventurers to Spain, Greece, or Turkey. **3** Rome, Venice and Florence were absolutely not to

be missed, with their wealth of cultural **delights** that could exhaust even the most demanding of travellers.

There were very few museums until the 18th century, so the early travellers viewed paintings, sculptures and other treasures in private collections. **4** Unlike many modern-day tourists who are most likely to leave with souvenirs of **questionable** taste - a mini Eiffel Tower, maybe, or an 'I love Rome' T-shirt - Grand Tourists returned home with crates of books, paintings, sculptures and items of cultural interest.

While on the Tour, the travellers practised or learnt the local language with the help of a guide or tutor who accompanied them. These tutors were known as 'bear-leaders'. Richard Lassels wrote that on The Grand Tour participants learnt about the political, social and economic realities of the world. **5** They were physically active too, some taking lessons in dancing, fencing and riding. The Tour also used to be the final stage of an architect's education, during which ancient monuments were studied in order to be reproduced at country homes back in England.

The Grand Tour was considered an **invaluable** experience that led to a dramatic improvement in British architecture and culture. However, the French Revolution in 1789 marked the end of the tours, and in the early nineteenth century, railways totally changed the face of tourism and travel across the continent. **6** However, they usually stay for much shorter periods of time and few claim to feel the way the early travellers felt on The Grand Tour.



When you are presented with a text from which sentences have been removed:

- first read the whole text in order to get the overall idea.
- read the sentences before and after the gap and the sentences that have been removed from the text, looking for clues in both the text and the sentences. The correct option must logically complete the writer's meaning and grammatically fit the gap.
- pay attention to sentence linkers (*moreover, on the other hand, as a result, after, etc.*) as well as reference items (*he, it, this, there, etc.*) and identify what they refer to. This will help you understand the text.

TIP

I. Read the text again. Complete the gaps 1-6 with the sentences a-g below. There is one extra sentence which you do not need to use. Write the answers in your notebook.

- There were risks of seasickness, illness and even shipwreck.
- They often bought examples of artwork for their own collections at home.
- In other words, it was an experience that educated travellers on many levels.
- However, the essential place to visit for Grand Tourists was Italy.
- Travellers often kept a diary of their experiences.
- He was referring to a cultural journey of education that first became popular in the seventeenth century.
- It must be said that there are some people today who still follow the idea of The Grand Tours of the past, visiting the cultural treasures of France, Italy and beyond.

II. Look at the highlighted words/phrases in the text and match them with their meanings. Write the answers in your notebook.

- extremely useful:
- concerned with saving money:
- uncertain:
- something giving great pleasure and joy:
- very different from:

E. Discuss.

- Does the idea of The Grand Tour appeal to you? Why? / Why not?
- What sights or monuments would you recommend to visitors to your country and why?

Vocabulary

A. Read the following extract from *The Grand Tour*. What do you think the prepositional phrase in bold means?

...**In other words**, it was an experience that educated travellers on many levels.

- a. that is to say b. to use somebody else's words

A prepositional phrase consists of a preposition and its object.

B. Complete the table with the words/phrases in the box to form prepositional phrases. Write the answers in your notebook.

holiday tour trouble the future the mood for purpose a hurry the run a mess
 good terms cash fire charge of display sale debt second thoughts particular the phone
 public one's interest tears behalf of the long run the meantime the verge of

in	on				

C. Complete the sentences with some of the prepositional phrases from above. Write the answers in your notebook.

- On _____, I'll come with you. I'd like to see Rodney.
- You're in _____ the kids while we are away this weekend.
- I'm not really in _____ pizza tonight. Let's have something else.
- What did you say to her? She was on _____.
- I'm sorry. I didn't do it on _____. It was an accident.
- If we do it this way, I think it'll be better in _____.
- Call 999! The house is on _____!
- I'd love to stay and chat but I'm in _____. I have a train to catch.

D. Look at the example taken from *The Grand Tour*. What does the phrasal verb in bold mean?

...by travelling to Europe, **taking in** the sights and gaining first-hand experience.

Now read the text and match the phrasal verbs 1-7 with the definitions a-g. Write the answers in your notebook.

Sandra **1 takes after** her father. She is punctual. That's why I was surprised when she turned up twenty minutes before the plane **2 took off**. She ran up to me at the check-in desk, talking really fast.

'Slow down!' I said. 'I can't **3 take in** what you're saying. Why are you late?'

'I had to go back home because I left my passport behind.'

This was really unlike her. I suppose she was anxious about **4 taking over** her father's business, even though she had been running the company anyway.

Sandra had a small case with her.

'What's in there?' I asked her.

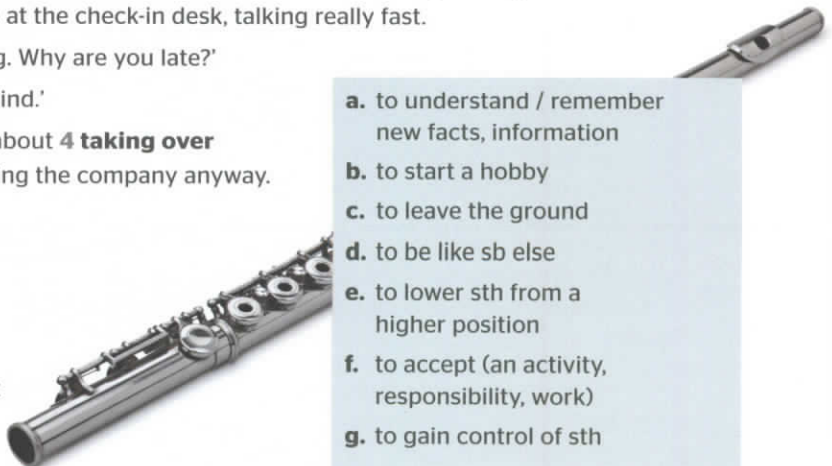
'I've decided to **5 take up** the flute again,' she said.

'Aren't you **6 taking on** too much?' I asked her.

'When I was packing, I saw it on the shelf and **7 took it down**. I decided that if I was going to become a CEO, at least I should have a hobby to keep me balanced!'



- to understand / remember new facts, information
- to start a hobby
- to leave the ground
- to be like sb else
- to lower sth from a higher position
- to accept (an activity, responsibility, work)
- to gain control of sth



E. Read the sentences and match the phrasal verbs 1-7 with the definitions a-g.

Write the answers in your notebook.

1. She was tired of stressful city life and dreamt of **getting away** from it all and going to live in the countryside.
2. I need to eat more fruit and get more sleep so that I can **get over** the flu.
3. Try and **get along with** each other; you're going to be sharing the same flat for a week.
4. We can **get by** if we are careful with our money.
5. Sorry I didn't **get around to** calling you until today. I've been really busy.
6. Do you know where Maggie is? I've been trying to **get through to** her all morning.
7. OK, everyone, break is over! Let's **get down to** business.

- a. to manage to live
- b. to manage to leave a place
- c. to turn your attention and effort to
- d. to have a good relationship
- e. to recover or overcome
- f. to find time to do
- g. to contact sb by phone

Grammar Past Simple vs Past Progressive → p. 164

A. Read the text below, paying attention to the verbs in red. Then match the verbs with the different uses of the Past Simple. Write the answers in your notebook.

I'm the average holidaymaker who does not like surprises. Whenever I **went** on holiday, I always **looked for** quiet beach resorts where I could find other people like me who **were just relaxing** and enjoying the beach. So, naturally, the travel agent's suggestion didn't appeal to me. 'A treasure hunt in Venice? At my age?' I **said** to the travel agent, **placed** the brochure on her desk and **got up** to leave. She **smiled** politely. 'Just give me a minute,' she said, so I **sat** down again. While she **was searching** for something on her desk, I **was thinking** about going to another travel agency. She **found** a booklet and **handed** it to me. As I **was looking** through it, I **realised** that maybe I should think twice before deciding. The thrill of solving a real-life puzzle began to appeal to me. I started to like the idea of following clues to discover fascinating parts of the city, away from the city centre which was full of tourists who **were exploring** the popular sights.

The Past Simple is used for:

1. completed actions in the past
2. completed actions that happened one after the other in the past
3. past habits or repeated actions in the past (often used with adverbs of frequency)
4. an action in the past that interrupted a 'longer' action in progress

B. Read the text in activity A again and match the verbs in blue with the different uses of the Past Progressive. Write the answers in your notebook.

The Past Progressive is used for:

1. temporary past states or actions
2. an action in progress in the past that was interrupted by another action
3. simultaneous actions in progress in the past

C. Complete the text with the Past Simple or the Past Progressive of the verbs in brackets. Write the answers in your notebook.

WISTERIA HIKE HEELS

Before I **1** (become) a member of the Wisteria Hike Heels, a women's hiking group, I **2** (not find) the idea of going on a hiking trip very exciting. However, I **3** (change) my mind after joining. Last year, the group **4** (travel) to various fascinating destinations, from deep valleys to green jungles and dry deserts. **5** (I / have) any unpleasant experiences during my trips? Well, yes. I remember one experience in Brazil, for which I blame only myself. I remember we **6** (stay) at a central hotel in São Paulo for a few days because we **7** (want) to explore the huge city on foot. Anyway, one afternoon, after our usual hike, I **8** (sit) on the balcony of my room while the other girls **9** (rest) in their rooms before dinner. I **10** (decide) that I could use the time before dinner to do some shopping. Big mistake. Before I **11** (know) it, I **12** (be) lost. Eventually, after wandering around for two hours, I **13** (find) my way back. When I finally **14** (walk) into the hotel totally exhausted, everyone else **15** (enjoy) their meal in the dining room.



Listening

A. Discuss.

- What can go wrong on a holiday?
- Have you ever experienced a holiday where something went wrong? If yes, what happened?

B. Listen to a dialogue between two friends discussing a holiday experience. Which of the problems below did Steve encounter? Write the answers in your notebook.

missed/delayed flight argument with travel companions lost passport and/or luggage
 bad hotel service/facilities got lost an emergency back home bad weather
 food poisoning ran out of money

C. Listen again and write T for True or F for False. Write the answers in your notebook.

- Steve didn't get any sleep during the flight because he drank too much coffee on the plane.
- Steve and his wife hadn't realised how jet lag would affect their children.
- It took the children less than a day to recover from jet lag.
- Steve's wife was not as interested as he was in making use of the hotel's facilities.
- Steve didn't like the food very much.
- Steve tried unsuccessfully to practise his French while he was on holiday.

Vocabulary

Complete the sentences with the correct form of the words in the boxes. Write the answers in your notebook.

tour trip journey

- The package deal included flights, accommodation and a _____ of the island.
- After a five-hour _____, the hikers were exhausted.
- Are you still planning to go on a _____ to Barcelona?

stranger foreigner immigrant

- Parents often warn their children not to talk to _____.
- You can tell from his accent that he's a(n) _____.
- He was born in New York and has lived there all his life, but his parents were Italian _____.

depart disembark set off

- All the passengers prepared to _____ from the ship.
- Flights for Europe _____ from Terminal 1.
- We parked our car at the entrance to the National Park and _____ for the lake on foot.

ticket fare price

- How much did your _____ to London cost?
- The boat trip is included in the _____ of your holiday.
- Could you lend me some money for the bus _____?

delay postpone cancel

- I had to _____ my hotel reservation when I realised I couldn't go to Rome.
 - The meeting will have to be _____ till next week as the boss has come down with the flu.
 - The passengers got angry when air traffic problems _____ their flight for over two hours.
- arrive get reach come
- Are you _____ to the railway station with me to pick up Dad?
 - What's the best way to _____ to the stadium?
 - It took the men three days to _____ the top of the mountain.
 - We _____ at the hotel at midnight.



Grammar used to, would, was/were going to → p. 165

A. Read the sentences below and answer the questions that follow. Write the answers in your notebook.

- We **were going to travel** to Brisbane by train, but a workers' strike changed our plans.
- The idea of flying **used to terrify me**, and I **would choose** any other means of transport available to get to my destination. Fortunately, I'm over it now.

1. Which structure refers to actions somebody intended to do in the past (but probably didn't)?
2. Which structures refer to repeated actions or situations in the past?

B. Rewrite the sentences below using the words in brackets. Write the answers in your notebook.

1. When I was young, I regularly spent my afternoons on the beach with a good book. (would)
2. We were planning to take a tour of the island, but my wife got sick and we had to cancel it. (going)
3. My family and I always travelled to Europe when we could afford it. (would)
4. They wanted to get a visa on Monday, but they didn't have all the documents and had to go back the following day. (going)
5. I always thought that trips to the countryside were boring until I went to visit my aunt in Oxfordshire by train. (used)

Speaking Role play

Talk in pairs. Act out the following conversations.

Booking a hotel room over the phone

Student A: You want to book a room in a hotel. You call the hotel, ask for information and finally decide whether you are going to make the reservation. Use some of the phrases in the boxes.

Checking availability

Hello. I'd like to book a room. / I'd like to make a reservation at your hotel.
 Could you tell me if there are any rooms available for the (date)?
 Do you have any vacancies for the (date)?

Stating what you want / Asking about the facilities

I'd like a single/double room (with...)
 Are there any rooms with a sea view?
 Has the room got air conditioning?
 Is there a swimming pool?

Discussing terms

What's the price per night? Is breakfast included in
 Can you offer me a discount? the price?
 Do you have anything cheaper? What time is checkout?

Making the reservation

OK. Can you please make the reservation? OK, I'll take it.

Student B: You work at a hotel and are talking to a customer (Student A) on the phone who wants to book a room. Provide him/her with the necessary information and ask him/her for details. Use some of the phrases in the boxes.

Asking for information/details

Which dates would you like to stay?
 How many nights do you need the room for?
 What sort of room would you like?
 Can you give me your name and a contact number?

Providing information

Let me check (availability). There's a... room available.
 I'm afraid there's nothing available for those dates.
 All rooms have... We also offer...
 Breakfast is included in the price of your stay.
 The room costs... per night.

Complaining to a hotel manager about a room

Student A: You are a hotel guest who is unhappy with his/her room. You decide to complain to the hotel manager (Student B). Use some of the phrases in the box.

Expressing dissatisfaction / Complaining

I'm sorry to have to say this, but I have a complaint (to make).
 I don't want to complain, but...
 Do you really expect me to stay in this room?
 I'm not satisfied/happy with...
 I am dissatisfied with...
 I think there's been some sort of mistake.
 This is not what I asked for.
 This is certainly not what I had in mind.
 I'm afraid it's not good enough.
 The room's very/too/so/rather...
 It's not at all...
 The... doesn't work.

Student B: You are a hotel manager. A hotel guest (Student A) is complaining about the room. Be polite and offer him/her a discount. Use some of the phrases in the box.

Expressing regret / Apologising

I'm so/very/terribly sorry about that.
 I'm so sorry for the inconvenience.
 I believe there's been some sort of mistake.
 I (do) apologise for...
 Please accept our apologies.
 Keeping our customers happy is our top priority, so can we offer you...?

Reading

A. Discuss.

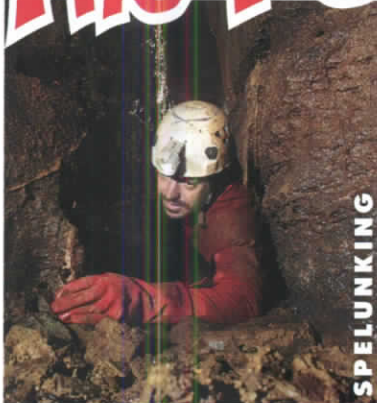
- Would an extreme sport holiday appeal to you? Why? / Why not?
- Why do you think people are attracted to holidays involving extreme sports?

B. Look at the pictures and the words in the box. How do you think the people felt? Discuss. Then read and check your answers.

shocked fearless anxious
embarrassed relieved curious

The FUN and the FEAR

A



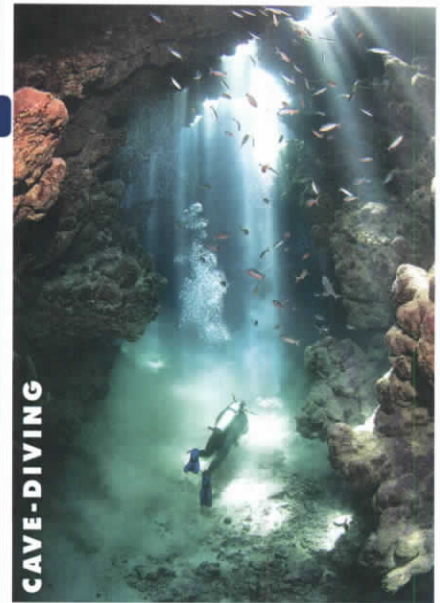
SPELUNKING

I used to go on spelunking holidays in Greece with a group of friends. We would go into caves deep underground and that meant crawling through some very tight spaces. However, there was always an experienced spelunker in charge and we felt safe. Then the time came for me to go on my own. To be honest, I got more and more **apprehensive** as the big day approached. I got even more nervous when I saw a film about a spelunker who got trapped in

a cave by a falling rock. You have to get used to stories like that and be prepared for the unexpected when you want to take up a sport like spelunking, but the sound of the falling rock from the film **haunted** me. Nonetheless, by the time I arrived at the entrance to the caves, I felt very focused. I began to crawl further and further into the caves. Suddenly, I heard an unfamiliar rumbling sound. I moved quickly back on my stomach along the tight cave. When I looked up, I couldn't believe my eyes! I saw that a huge rock had fallen directly onto the spot that I had just left. A few minutes earlier and it would have been too late for me!

MALCOLM

C



CAVE-DIVING

I learnt to swim when I was seven. My mother said I was like a fish in the water. I used to feel at home in the sea and soon I was swimming whenever I had the chance. I remember I always used to wonder how far down I could go as I secretly dreamt of discovering marine creatures no one had ever set eyes on. I was in my twenties when I started scuba diving. As I gained experience, I went deeper and deeper and was **stunned** by the beauty of the underwater world. I travelled all over the world. A friend told me that if I wanted to see really rare creatures, I should go cave-diving in Sharm el-Sheikh, Egypt. I just had to go and check it out. Once there, I was lowered down near a cave and then had to swim through it. I was excited as I entered the underwater cavern. I was certain I was going to see something extraordinary. Then I shone a light into the darkness and gasped at what I saw. Right in front of me was a huge **menacing** fish. I had seen nothing like it in my life. I swam as quickly as I could in the other direction.

JACKIE

B

I used to enjoy skateboarding when I was young. Then when I got older, I started snowboarding. I found that the steeper the slope and the faster I was going, the more **exhilarated** I felt. I was always looking for more excitement. Then I read about people who were going down the side of an active volcano in Nicaragua on boards. Lots of people went there from far and wide just to go down the volcano.



VOLCANO SURFING

It looked like snowboarding except there was ash instead of snow. It looked pretty dangerous, but I had to try it. I was excited as I travelled there but when I stood at the top of the volcano a wave of **tension** overwhelmed me. I tried to hide my nervousness by telling the guide how I used to go snowboarding and was going to be great at this. Then he showed me the board I was going to be using. It was a piece of broken wood which I tied to my feet. The guide said that because I was so confident, I was going first. I smiled awkwardly and went for it. A minute later I was lying face down. Luckily, the others couldn't see my red face as it was covered in ash.

PETER

C. Read the three texts again and complete the summaries using words from the texts. Write the answers in your notebook.

- A** Malcolm and his friends often went to 1 [] on underground cave explorations. At first, the 2 [] was led by a professional but, before long, Malcolm was ready to try spelunking on his 3 []. Unluckily, his first experience wasn't all that pleasant, as he almost got hit by a massive 4 [].
- B** Peter's volcano surfing career started because it had a lot in common with 5 []. Still, his first attempt at going down the side of an active volcano in 6 [] was unsuccessful, and instead of speeding down the slope, he fell face down into the 7 [].
- C** Jackie started swimming at the age of 8 [] and has become a skilled scuba diver. She has always been fascinated by the underwater world and decided to explore a place in 9 [] as there was a strong possibility that she might see 10 []. However, the experience was nothing like she had expected. She came face-to-face with a terrifying 11 [].

D. Look at the highlighted words in the texts and choose the correct meaning, a, b or c. Write the answers in your notebook.

- apprehensive
 - excited
 - unhappy
 - worried
- haunt
 - to trouble and cause anxiety to sb
 - to encourage sb to do sth
 - to change one's mind
- exhilarated
 - happy and excited
 - nervous
 - experienced
- tension
 - satisfaction
 - annoyance
 - anxiety
- stunned
 - frightened
 - impressed
 - bored
- menacing
 - threatening
 - harmless
 - beautiful

E. Discuss.

- Imagine you were one of the people in the situations. How would you have felt? Would you have done anything differently?
- Have you ever been in a similar situation? What happened?
- Do you think extreme sports fans sometimes risk their safety in order to have fun?



Listening

A. Discuss.

- Do you know anything about Egypt?
- If you were going to visit a foreign country, what would you like to know beforehand about that country?

B. Listen to a conversation between a travel agent and a customer. For questions 1-8 complete the sentences. Use no more than three words. Write the answers in your notebook.

Before you listen, read the incomplete sentences or notes carefully to get a better idea of what the speakers are going to say and try to predict what kind of information is missing in each blank. **TIP**

- The man thinks that the cheapest way to see Egypt is by going on a [].
- The man's wife would like to see the sights as well as go on a [].
- The travel agent recommends the [] Tour to the customer.
- The couple will also have the opportunity to explore the desert while riding a [].
- More than [] Egyptian kings were buried in the Valley of the Kings.
- According to the speakers, the [] of Ramses II is very impressive to look at.
- Most travellers get [] to enter Egypt at the airport.
- The itinerary for the trip tells tourists which places they will visit, what they will see and also the [] of the trip.

C. Discuss.

- Would a trip to Egypt appeal to you?
- Would you prefer to visit a foreign country on your own or as part of a group?

Writing A story

R. Discuss.

- Have you ever been mistaken for another person or been involved in some kind of misunderstanding? What happened?

B. Read the writing task and the story below. Then, answer questions 1-6. Write the answers in your notebook.

You have seen this announcement in an international magazine.

MASSMAGAZINE

Holiday Time, an English-language magazine, is looking for stories for its next issue. Your story must begin with this sentence:

As I was getting off the plane, I had no idea what was in store for me.

Your story must include:

- police officers
- a misunderstanding

As I was getting off the plane, I had no idea what was in store for me. This was supposed to be the ideal holiday: two weeks of sun and fun in Cancun with my friends. I couldn't hide my excitement!

Things were just fine **until** a friendly stranger started talking to me in a foreign language **while** we were waiting for a taxi to take us to our hotel. I was about to tell him that I had no idea what he was saying, **when** two police officers approached us and asked us to follow them. What could I do? I followed them, and my friends followed me, luggage and all.

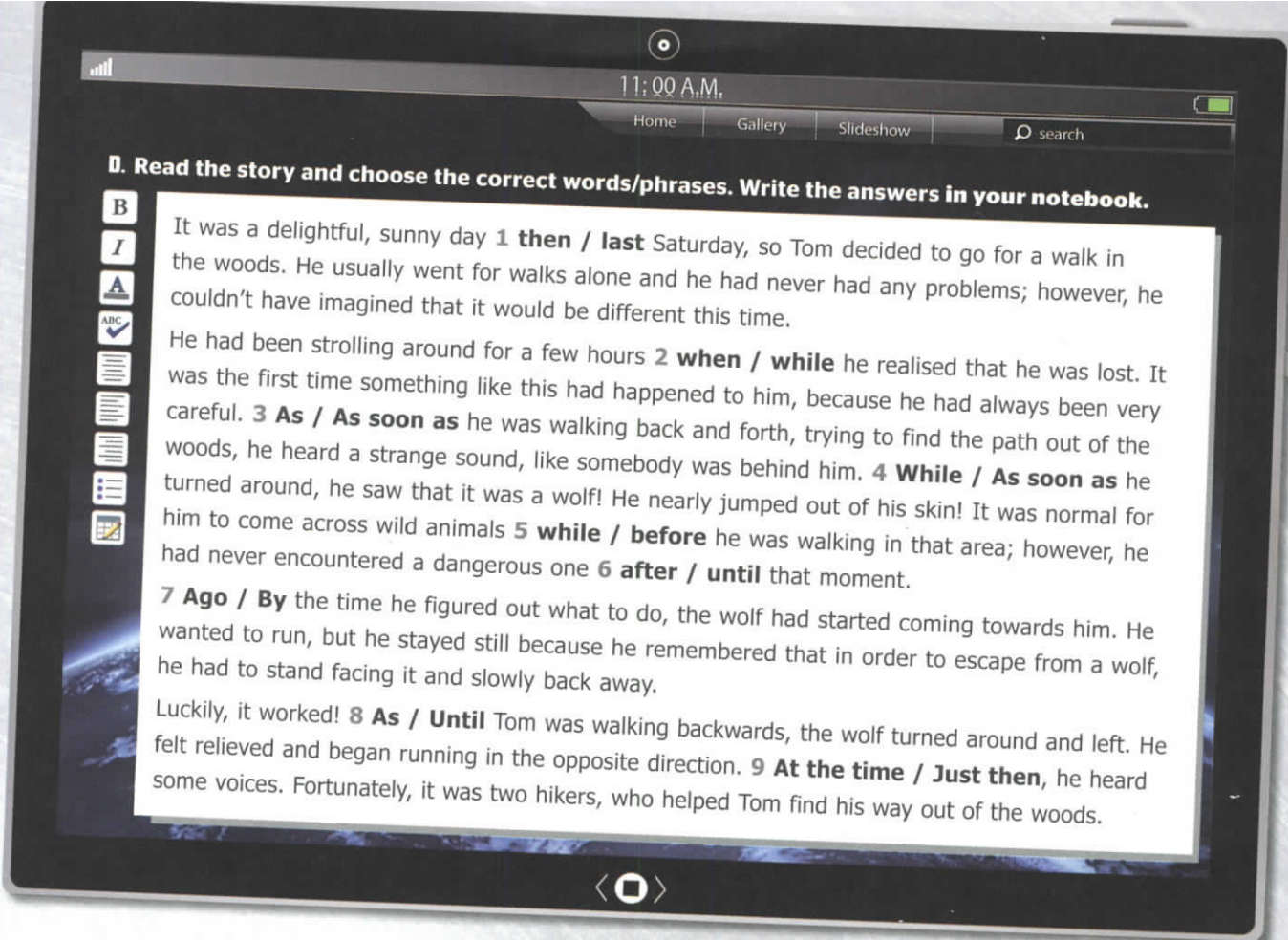
I was taken to a room somewhere in the airport, where an airport official told me to sit down and started asking me questions. **When** I asked: 'What's this all about?' I got no answer. **Just then**, the two police officers that had approached me earlier arrived with another man who looked exactly like me. I was totally puzzled! **After** they looked at both of us together, the official told me I was free to go. Of course, that's just what I did; I got out of there as fast as I could!

Needless to say, I had never been so relieved in my life. I never found out what the other man was wanted for and my friends and I often wonder about it. To make a long story short, we actually did manage to spend an ideal two weeks in Cancun and ended up with a story to tell.

1. What does the writer mean when he/she says, 'I had no idea what was in store for me'?
2. Has the writer changed the given sentence?
3. Has the writer included the ideas specified?
4. How does the writer feel throughout the story?
5. What tenses does the writer mainly use in the story?
6. Find examples of the following features which make the story interesting: direct speech, questions, exclamations.

C. Complete the rules about the use of time linkers with the highlighted words in the story. Write the answers in your notebook.

1. Use **until**, **before**, **while**, **when**, **just then**, **after**, **as soon as**, and **by the time** to link two past actions one of which happened earlier than the other.
2. Use **when** and **as** with the Past Progressive to link two past actions which were happening at the same time or to introduce the 'longer' of the two actions.
3. Use time words/phrases such as **yesterday**, **last night/month/year**, **then**, **after that**, **at the time**, etc. to indicate when something happened.



D. Read the story and choose the correct words/phrases. Write the answers in your notebook.

B

I

A

ABC

✓

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

It was a delightful, sunny day **1 then / last** Saturday, so Tom decided to go for a walk in the woods. He usually went for walks alone and he had never had any problems; however, he couldn't have imagined that it would be different this time.

He had been strolling around for a few hours **2 when / while** he realised that he was lost. It was the first time something like this had happened to him, because he had always been very careful. **3 As / As soon as** he was walking back and forth, trying to find the path out of the woods, he heard a strange sound, like somebody was behind him. **4 While / As soon as** he turned around, he saw that it was a wolf! He nearly jumped out of his skin! It was normal for him to come across wild animals **5 while / before** he was walking in that area; however, he had never encountered a dangerous one **6 after / until** that moment.

7 Ago / By the time he figured out what to do, the wolf had started coming towards him. He wanted to run, but he stayed still because he remembered that in order to escape from a wolf, he had to stand facing it and slowly back away.

Luckily, it worked! **8 As / Until** Tom was walking backwards, the wolf turned around and left. He felt relieved and began running in the opposite direction. **9 At the time / Just then**, he heard some voices. Fortunately, it was two hikers, who helped Tom find his way out of the woods.

E. Read the writing task below and complete the outline for the story. Write the answers in your notebook.

You have seen this announcement in an international magazine.

We are looking for stories for our special holiday edition. Your stories must begin with this sentence:

When Eddie saw the smoke, he knew he had to act fast.

Your story must include:

- a map
- an argument



INTRODUCTION

- Where was Eddie?
- Who was he with?
- How did he feel at the time?

MAIN PART (2-3 PARAGRAPHS)

- How is the map related to the story?
- When and why did the argument occur?
- What was the result?
- How did Eddie (and the others) feel?

CONCLUSION

- What was the outcome of the events?
- How did Eddie (and the others) feel at the time?

TIP

When writing a story, remember that:

- you should try to keep the plot of the story fairly simple.
- the story should continue from the given sentence and include any other points / ideas required.
- the story should be organised in paragraphs, have an interesting introduction and an appropriate ending.
- you should use informal or consistently neutral language.
- you should use past (narrative) tenses.
- you should use linking words (to indicate the sequence of events, chronological order, etc.)
- you should try to create an appropriate atmosphere by using direct speech, very short sentences, questions, exclamations and vivid vocabulary.

F. Now write your story. (140-190 words)



A. Complete the sentences with the prepositions *in* or *on*. Write the answers in your notebook.

- The scientist is the verge of making an important discovery.
- We can't afford to go on holiday because we are debt.
- My father is a busy man and is always a hurry.
- I didn't do it purpose! It was an accident.
- Ron spoke behalf of all of us.
- Natasha was tears after she got fired.
- I don't think you should invite both Sally and Brenda. They're not good terms.
- I'll buy it. No, second thoughts, I'll wait for the sales.

B. Choose the correct options. Write the answers in your notebook.

- Could you please pay the taxi **price / fare**? I don't have enough cash on me.
- When you **reach / arrive** the National Museum, turn left and park.
- A:** Excuse me, do you have any rooms available?
B: I'm sorry, we have no **vacancies / reservations**.
- Louise is trying to get **by / over** her cold.
- I think John **takes after / gets along with** his mother. They have the same eyes and smile.
- When it was my turn to bungee jump, I was **focused / overwhelmed** with excitement.
- We sat in our seats and waited for the plane to take **up / off**.
- The climbers **encouraged / encountered** bad weather and had to find shelter for the night.
- That man doesn't speak English. He's a **stranger / foreigner**.
- Debbie **gaspd / strolled** when she heard the terrible news.

C. Choose the correct options. Write the answers in your notebook.

Last month, while I **1 looked / was looking** online for information about my summer holiday, my sister, Karen, **2 was calling / called** me up to see how I **3 did / was doing**. Before her phone call, I **4 would travel / was going to travel** to a destination in Europe, but I **5 used to end up / ended up** making a completely different decision. You see, Karen had just returned from a safari in Africa and told me

about all the wonderful things she had seen. Needless to say, that's how I **6 would decide / decided** to do something similar. I remember that as children we **7 used / would** to love exploring nature and observing animals. Back then, we **8 were playing / would play** in the forest or down by the lake with our friends for hours.

So in the end, I **9 booked / was booking** an adventure safari in Kenya and Tanzania. The travel agency **10 informed / was informing** me that it would be a once-in-a-lifetime experience and I would witness wild animals like lions and elephants first-hand. The big day is approaching and I can hardly wait to go on my trip!

D. Rewrite the sentences using the words in brackets. Write the answers in your notebook.

- When I was young, I always risked my life doing extreme sports. **(would)**
- I was planning to go windsurfing, but the wind wasn't strong enough. **(going)**
- My brother was watching TV when an earthquake occurred. **(while)**
- I was afraid of flying until I read an article about the safety of planes. **(used)**
- I wanted to travel around France but then I got sick and cancelled my trip. **(going)**
- As I was going down the stairs, I slipped and broke my leg. **(when)**
- I was driving to the shops when I realised that I had no money on me. **(as)**

Self-assessment

Read the following statements and decide which ones you can do. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...

- ▶ discuss issues relating to travel, holidays and adventure
- ▶ use phrasal verbs with *take* and *get* and prepositional phrases with *in* and *on*
- ▶ use appropriate tenses to talk about past events and situations
- ▶ ask for/provide information, state what I want, discuss terms, make a reservation, express dissatisfaction, complain, express regret and apologise
- ▶ write a story

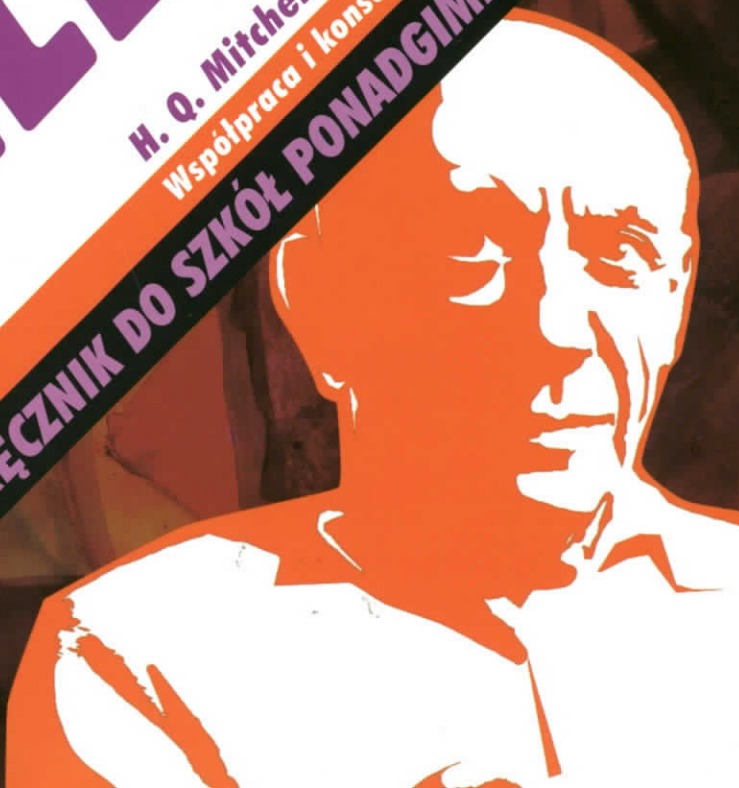
student's book

level B2

PIONEER PLUS

H. Q. Mitchell – Marileni Malkogianni
Współpraca i konsultacje: Marta Trojanowska-Gołka

PODRĘCZNIK DO SZKÓŁ PONADGIMNAZJALNYCH



PIONEER LEVEL B2 CONTENTS

	Vocabulary	Grammar	Functions
1 p.7 Window on the world	<ul style="list-style-type: none"> • Words easily confused • Word building: adjective suffixes <i>-able, -ible, -al, -ant, -ent, -ary, -ive, -ative, -ed, -ing, -ful, -ous, -y, -ly</i> • Shapes 	<ul style="list-style-type: none"> • Present Simple vs Present Progressive • Stative verbs • Articles 	<ul style="list-style-type: none"> • Distinguishing between permanent and temporary situations • Expressing states and dynamic actions • Expressing an opinion • Speculating and reaching a decision • Describing festivals and flags
2 p.19 A thirst for knowledge	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Present Perfect Simple vs Present Perfect Progressive • Countable/Uncountable nouns • Quantifiers 	<ul style="list-style-type: none"> • Using appropriate tenses to link the past with the present • Referring to countable/uncountable nouns • Expressing number and quantity • Comparing situations • Expressing preference and opinion
Task 1&2: Analysing and creating graphs and charts p.151			
3 p.31 Human nature	<ul style="list-style-type: none"> • Phrasal verbs with <i>come</i> • Similes with <i>as...as...</i> • Phrases related to gestures • Compound adjectives • Idioms with parts of the body 	<ul style="list-style-type: none"> • Past Simple vs Past Progressive • used to, would • Past Perfect Simple vs Past Perfect Progressive • was/were going to 	<ul style="list-style-type: none"> • Talking about past events and situations • Expressing past habits and typical behaviour in the past • Expressing a past intention • Giving advice • Narrating a story • Sequencing past actions and events
4 p.43 Pack your bags	<ul style="list-style-type: none"> • Words easily confused • Adjectives describing places • Lexical sets and phrasal verbs related to travel 	<ul style="list-style-type: none"> • Future forms • Time clauses • Conditional Sentences Types Zero and 1 	<ul style="list-style-type: none"> • Distinguishing between the uses of future forms • Expressing general truths and facts • Expressing hypotheses about what is likely to happen in the present/future • Expressing opinion/preference and justifying • Making recommendations/suggestions
Task 3&4: Interpreting receipts, tickets and other documents, and sequencing events to create a story p.152			
5 p.55 In shape	<ul style="list-style-type: none"> • Words easily confused • Idioms related to sports • Verbs with prepositions • Phrasal verbs with <i>break</i> 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Expressing ability/inability, obligation/necessity, absence of obligation/necessity, prohibition, permission, requests, advice/opinion, certainty • Expressing regret or criticism, absence of necessity, (unfulfilled) possibility, positive and negative deduction in the past • Speculating and making a decision • Expressing an opinion
6 p.67 Blue	<ul style="list-style-type: none"> • Idioms with colours • Verbs starting with <i>re-</i> • Words related to animals, animal categories and body parts of animals 	<ul style="list-style-type: none"> • Passive Voice I • Passive Voice II 	<ul style="list-style-type: none"> • Emphasising an action rather than the doer of the action • Placing emphasis on the direct/indirect object using the Passive Voice • Stating accepted facts • Expressing opinion and reaching a decision
Task 5&6: Writing a summary of a text p.153			

Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • A magazine article: <i>How to have an authentic travel experience</i> • An article: <i>Fantastic Flags</i> 	<ul style="list-style-type: none"> • People talking in different situations 	<ul style="list-style-type: none"> • Discussing what items to put in a time capsule and reaching a decision 	<ul style="list-style-type: none"> • An informal e-mail describing an event <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on register, style and text organisation • Using correction techniques
<ul style="list-style-type: none"> • Four short texts about alternative schools 	<ul style="list-style-type: none"> • An interview with a classroom design expert • People talking in different situations 	<ul style="list-style-type: none"> • Talking about studies • Comparing extra-curricular activities and different types of learning environments 	<ul style="list-style-type: none"> • An essay (I) <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on language and content • Using linking words/phrases to list/add points, express result/consequence, conclude and express opinion
<ul style="list-style-type: none"> • An extract from the novel: <i>The Jungle Book</i> • A magazine article: <i>Mystery Heroes</i> 	<ul style="list-style-type: none"> • Five people talking about what they did with money they found 	<ul style="list-style-type: none"> • Creating and narrating a story • Helping solve a problem concerning money issues 	<ul style="list-style-type: none"> • A story <p>Developing skills:</p> <ul style="list-style-type: none"> • Using adverbs to improve style and give emphasis • Using time linkers to indicate the sequence of events
<ul style="list-style-type: none"> • Four short texts related to the Italian city Venice 	<ul style="list-style-type: none"> • A futurologist talking about the future of holidaying • People talking in different situations 	<ul style="list-style-type: none"> • Describing a town/city • Comparing different types of holidays and means of transport and discussing the advantages and disadvantages 	<ul style="list-style-type: none"> • A report <p>Developing skills:</p> <ul style="list-style-type: none"> • Using headings to indicate the focus of a paragraph • Using register appropriate for reports • Brainstorming using a mind map
<ul style="list-style-type: none"> • Four personal accounts of ultramarathons • A magazine article: <i>Pilates: How it all began</i> 	<ul style="list-style-type: none"> • People talking in different situations 	<ul style="list-style-type: none"> • Discussing different services in a spa, how beneficial they are and reaching a decision 	<ul style="list-style-type: none"> • A semi-formal letter expressing an opinion <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on register and style • Using linking words/phrases to emphasise, give an example and express cause/reason
<ul style="list-style-type: none"> • A personal account: <i>Out of the blue</i> 	<ul style="list-style-type: none"> • A naturalist talking about wildlife • Five people talking about interior design 	<ul style="list-style-type: none"> • Making a decision concerning interior design 	<ul style="list-style-type: none"> • An article <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on register and style • Using techniques to attract the reader's attention • Using 'strong' adjectives • Using adverb and adjective collocations

7
p.79

Not what it seems

Vocabulary	Grammar	Functions
<ul style="list-style-type: none"> • Words easily confused • Word building: negative prefixes <i>un-</i>, <i>in-</i>, <i>il-</i>, <i>ir-</i>, <i>im-</i>, <i>dis-</i>, <i>mis-</i>, <i>under-</i> and the suffix <i>-less</i> • Phrasal verbs with <i>go</i> and <i>fall</i> • Adjectives describing food 	<ul style="list-style-type: none"> • Defining and non-defining relative clauses • Participle clauses 	<ul style="list-style-type: none"> • Defining people, places, things and ideas, and giving additional information about them • Speculating and making a decision • Expressing opinion

8
p.91

Follow the clues

<ul style="list-style-type: none"> • Words easily confused • Prepositional phrases with <i>for</i> and <i>without</i> • Collocations with <i>make</i>, <i>do</i>, <i>have</i> • Word building: crimes and criminals • Lexical sets/collocations related to crime and punishment 	<ul style="list-style-type: none"> • Conditional Sentences Types 2, 3 • Unreal past 	<ul style="list-style-type: none"> • Referring to something imaginary, unreal or unlikely to happen in the present/future • Referring to untrue situations and events in the past • Making wishes • Expressing regret, opinion, advice, complaint and criticism
--	---	---

Task 7&8: Organising and participating in a press conference p.154

9
p.103

The mind

<ul style="list-style-type: none"> • Words easily confused • Expressions with <i>mind</i> • Word building: nouns ending in <i>-ness</i>, <i>-ity</i>, <i>-ant/-ent</i>, <i>-ance/-ence</i> • Adjectives with prepositions 	<ul style="list-style-type: none"> • Infinitives and <i>-ing</i> form • Causative form 	<ul style="list-style-type: none"> • Expressing actions that have been carried out by someone else • Exploring options • Supporting one's opinion by giving examples
---	--	---

10
p.115

Just the job

<ul style="list-style-type: none"> • Lexical sets, collocations and phrasal verbs related to jobs and job satisfaction 	<ul style="list-style-type: none"> • Reported Speech: Statements, Questions, Commands, Requests • Special introductory verbs 	<ul style="list-style-type: none"> • Reporting • Comparing situations • Expressing opinion/preference and justifying
---	--	---

Task 9&10: Following and giving instructions p.155

11
p.127

Project Earth

<ul style="list-style-type: none"> • Phrases with <i>earth</i> • Words related to the environment • Word building: words with prefixes <i>pre-</i>, <i>post-</i> • Expressions with <i>put</i> • Phrasal verbs with <i>give</i> 	<ul style="list-style-type: none"> • Clauses of purpose, result and concession • Comparisons 	<ul style="list-style-type: none"> • Expressing purpose, result and contrast/concession • Emphasising • Making comparisons • Expressing opinion
--	--	---

12
p.139

Big issues

<ul style="list-style-type: none"> • Word building: nouns with suffixes <i>-dom</i>, <i>-hood</i>, <i>-ship</i> • Expressions with <i>come</i> • Word pairs • Words related to the weather and natural disasters 	<ul style="list-style-type: none"> • Inversion • All / Both / Neither / None / Either • Double conjunctions 	<ul style="list-style-type: none"> • Emphasising • Exploring options • Discussing problems and suggesting solutions
--	--	--

Task 11&12: Applying public speaking techniques and giving a presentation p.156

Tasks p. 151
Grammar Reference p. 164

Speaking Activities p. 157
Irregular Verbs p. 178

Writing Reference p. 160
American and British English p. 179

Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • Four short texts related to food advertising • A magazine article: <i>No Shortage of Fools</i> 	<ul style="list-style-type: none"> • A radio show giving advice to shoppers 	<ul style="list-style-type: none"> • Discussing the advantages and disadvantages of different means of advertising and reaching a decision 	<ul style="list-style-type: none"> • An essay (II) <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on the introduction and conclusion • Brainstorming and organising ideas with the help of a plan
<ul style="list-style-type: none"> • An article: <i>Sherlock Holmes: Myths and Misconceptions</i> 	<ul style="list-style-type: none"> • A radio interview with a successful author of crime fiction • People talking in different situations 	<ul style="list-style-type: none"> • Helping solve a problem 	<ul style="list-style-type: none"> • A film review <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on text organisation, register and style
<ul style="list-style-type: none"> • Four short texts in which people talk about ways to enhance mental ability: <i>Mind-Boosting methods</i> • An article: <i>The Genius of Leonardo da Vinci</i> 	<ul style="list-style-type: none"> • A radio interview with a former world memory champion 	<ul style="list-style-type: none"> • Discussing effective techniques when you have to remember to do something and reaching a decision 	<ul style="list-style-type: none"> • An essay (III) <p>Developing skills:</p> <ul style="list-style-type: none"> • Using topic sentences • Using linking words/phrases to indicate the topic being discussed and to express contrast
<ul style="list-style-type: none"> • Four short texts related to unemployment 	<ul style="list-style-type: none"> • People talking in different situations • Five people talking about following their dreams 	<ul style="list-style-type: none"> • Comparing different jobs and working environments and discussing their advantages and disadvantages 	<ul style="list-style-type: none"> • A covering letter <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on text organisation, register and style
<ul style="list-style-type: none"> • A magazine article: <i>Out of this World</i> • A magazine article: <i>The Sea Always Wins</i> 	<ul style="list-style-type: none"> • A radio show about the exhibition: <i>Lights Out</i> 	<ul style="list-style-type: none"> • Comparing two activities to protect the environment and two different types of pollution 	<ul style="list-style-type: none"> • A letter (to the editor) expressing an opinion <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on text organisation, register and style • Using techniques to avoid repetition
<ul style="list-style-type: none"> • A magazine article: <i>How The Big Issue changed my life</i> 	<ul style="list-style-type: none"> • A talk about environmental refugees • A talk about a children's charity 	<ul style="list-style-type: none"> • Choosing between options 	<ul style="list-style-type: none"> • An essay (IV) <p>Developing skills:</p> <ul style="list-style-type: none"> • Supporting topic sentences • Focusing on text organisation and content

Discuss:

- Do you consider yourself to be fit? Why? / Why not?
- What do you do to stay fit?
- Do you enjoy exercising, or is it something you feel you have to do?
- Which is more important, exercising or eating healthily?

Skills Practice

In this module you will practise the following skills:

- p. 56, 57 ex. B, C, reading: **(określenie głównej myśli tekstu, dobieranie – wyszukiwanie w tekście szczegółowych informacji)**
- p. 59 ex. A, B, C, grammar: can, could, be able to, must, mustn't, have to, don't have to, need, needn't, don't need, will, may, might, can't, should, had better **(posługiwanie się strukturami gramatycznymi)**
- p. 60 ex. B, C, reading: skimming **(wybór tytułu zgodnego z główną myślą artykułu)**
- p. 60 ex. C, reading: gap filling **(wyszukiwanie w tekście szczegółowych informacji)**
- p. 62 ex. A, B, C, grammar: Modal verbs + have + past participle **(posługiwanie się strukturami gramatycznymi)**
- p. 62, listening: multiple choice **(test wyboru – wyszukiwanie w tekście szczegółowych informacji)**
- p. 63, speaking: group discussion, pair work **(wyrażanie swojej opinii, podejmowanie wspólnej decyzji)**
- p. 64 ex. A - F, writing: A semi-formal letter **(list półformalny – wyrażanie opinii)**

In this module you will...

- discuss issues related to health and fitness
- learn sports idioms, verbs with prepositions, phrasal verbs, and how to distinguish between words easily confused
- learn to express ability, inability, obligation, necessity, absence of obligation/necessity, prohibition, permission, requests, advice, opinion, certainty, regret and criticism
- learn to express possibility and make deductions in the present/future and past
- learn to write a semi-formal letter expressing an opinion
- acquire skills and strategies that will help you with exams

Reading

A. Discuss.

- What's the longest distance you have ever run/walked?
- Have you ever taken part in a marathon?
- What characteristics/qualities do you need to complete long-distance races?

B. Read the texts quickly and complete the fact file. Write the answers in your notebook.

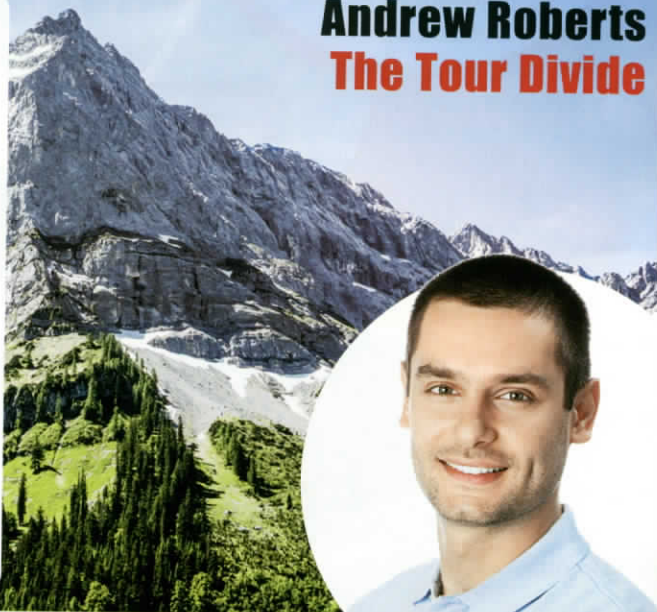
	Tour Divide	6633 Ultra	Marathon des Sables	Jungle Ultra
Race type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approximate completion time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ULTRAMARATHONS

A.

I wanted to find the ultimate challenge to push myself to the limit. Being a big fan of mountain biking, I chose the Tour Divide, the world's longest off-pavement cycling race, and after five months of training, I was ready for it. If you have good navigational skills and are able to get by with the minimum of possessions, then you should attempt this extreme test of endurance. The route follows the Continental Divide from Canada through the United States down to the Mexican border. It covers the length of the Rocky Mountains, a distance of 2,745 miles, but this includes nearly 200,000 feet of mountain, which is the **equivalent** of reaching the summit of Mount Everest from sea-level 7 times. It takes the average rider more than two weeks to complete the race. I really enjoyed the experience because, as there are no prizes for finishing, there was no pressure. I could travel at my own pace, and enjoy the beautiful surroundings.

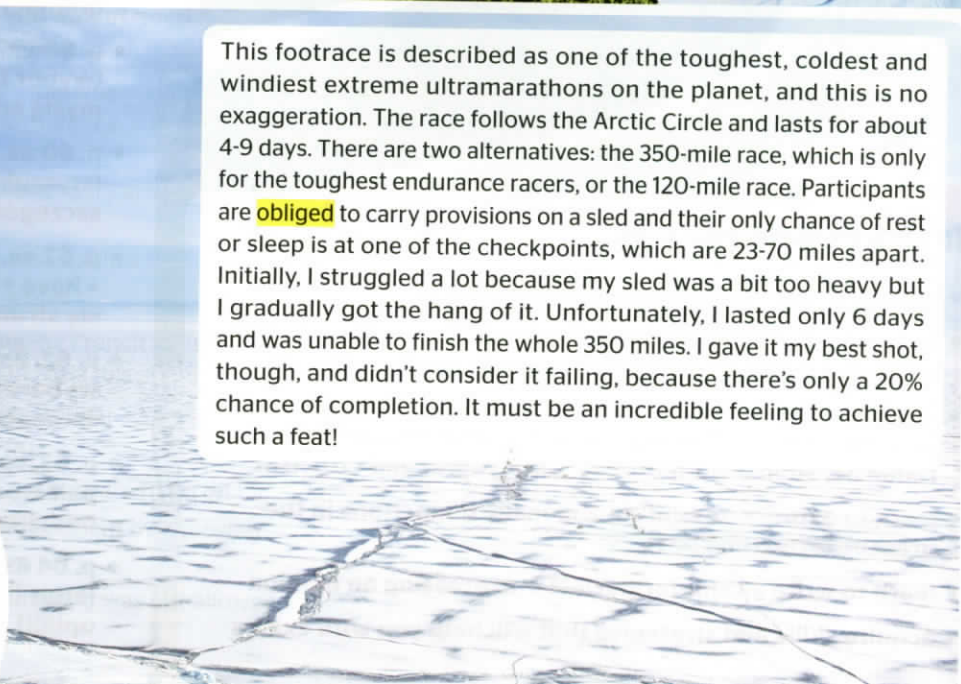
Andrew Roberts The Tour Divide



B.

Steve Edwards 6633 Ultra

This footrace is described as one of the toughest, coldest and windiest extreme ultramarathons on the planet, and this is no exaggeration. The race follows the Arctic Circle and lasts for about 4-9 days. There are two alternatives: the 350-mile race, which is only for the toughest endurance racers, or the 120-mile race. Participants are **obliged** to carry provisions on a sled and their only chance of rest or sleep is at one of the checkpoints, which are 23-70 miles apart. Initially, I struggled a lot because my sled was a bit too heavy but I gradually got the hang of it. Unfortunately, I lasted only 6 days and was unable to finish the whole 350 miles. I gave it my best shot, though, and didn't consider it failing, because there's only a 20% chance of completion. It must be an incredible feeling to achieve such a feat!



C.

Henry Oliver Marathon des Sables

The Marathon des Sables is known as the toughest footrace on the planet. This is a **strenuous** event which takes place in one of the world's most inhospitable locations, the Sahara Desert. Every participant has to run under the **scorching** sun for six days, a total of 156 miles. The rules require runners to be **self-sufficient** and carry everything they need to survive on their back. The only thing they don't need to carry is water, which is handed out at checkpoints. Temperatures can reach 50°C and the landscape is just endless sand dunes. For me, the most beautiful sight every day was the final checkpoint. There, I could recharge my batteries and compare blisters with my fellow runners. However, as the race progressed, getting up at six in the morning became a real struggle. Nevertheless, I consider it one of my greatest accomplishments in life and will definitely go again next year.

D. Lee Eastman Jungle Ultra



I had taken part in a few ultramarathons so I was quite confident about this race in Peru. I was at the first-ever race in 2012, and it's an experience I will never forget. You have to run through jungle trails, tough mountain roads and paths. The jungle was teeming with creepy-crawlies, there were 70 rivers to cross and hills that took days to climb. The first problem you encounter, though, is lack of oxygen as the race begins at 10,500 ft in the Manu Cloud Forest in the Andes. As you make your way down to the Amazon Jungle, you will face humidity levels near 100%. Not to mention that you also have to carry your supplies the whole way. The race lasts for 6 days and covers a distance of 143 miles. You have to **register** at the checkpoints, which are every 6-9 miles. I almost missed the second to last one, which would have meant instant disqualification. Imagine being so close to the end and not being able to finish!

C. Read the texts again. For questions 1-10, choose from the people (A-D). The people may be chosen more than once. Write the answers in your notebook.

Which person

- describes the difficulties of racing at high altitude?
- mentions different versions of the race?
- mentions his preparation for the race?
- found comfort in the fact that few people complete the race?
- mentions having previous experience of similar races?
- mentions that some essential supplies are provided during the race?
- mentions that the race was a stress-free experience?
- explains how his equipment gave him a hard time?
- says that he could have been prevented from finishing the race because of a mistake?
- mentions spending time with other participants during the race?

D. Look at the highlighted words in the texts and match them with their meanings. Write the answers in your notebook.

- equivalent
- oblige
- strenuous
- scorching
- self-sufficient
- register

- extremely hot
- able to provide or do everything you need without the help of others
- sth that has the same value, amount, meaning, etc. as sth else
- to put sb's name on an official list
- to force sb to do sth because it is necessary
- needing great effort and strength

E. Discuss.

- Which of the races do you consider to be the most difficult?
- Which race would you consider trying? Why?

Vocabulary

A. Read the extract taken from the text on page 56. Can you think of any other sports idioms?

I gave it my best shot, though, and didn't consider it failing...

B. Look at the idioms in bold in the sentences below and match them with their meanings. Then try to guess which sports they come from. Write the answers in your notebook.

- Robbie called Tim lazy in front of everyone which I thought was a bit **below the belt**.
- A:** I don't have time to pick up Emily from gymnastics this afternoon. Can you do it?
B: No sweat. I'll go.
- Louis is **skating on thin ice** by asking his boss for more time off.
- I decided to **get the ball rolling** so I got up and went to serve myself at the buffet. After a few minutes everyone else got up, too.
- With all the unexpected expenses Suzy has had the past year, she constantly feels like she is barely **keeping her head above water**.
- This is a difficult project. I just hope I will be able to **go the full distance**.
- Sally didn't know how to use the till but the shop manager **showed her the ropes**.
- Mr Roberts has offered me the job, so **the ball is in my court** now.
- Diana got in trouble because she **jumped the gun** and started the test before the teacher told the students to do so.

- 10.** I was trying to come up with a good excuse for not wanting to join the others for dinner when my bus arrived.
Saved by the bell!



- to teach sb how sth should be done
- to be one's turn to act
- to do sth too soon
- to finish sth
- very cruel or unfair
- to just be able to manage, especially when you have financial problems
- used to say that you can do sth easily
- rescued from a tricky situation just in time
- to make sth start happening
- to be in a risky situation

C. Complete the sentences with the correct form of the words in the boxes. In some cases more than one answer may be correct. Write the answers in your notebook.

match game race competition

- I'm thinking of participating in a photography . What do you think?
- The tennis was cancelled when one of the opponents was badly injured.
- Most of the runners who took part in the had been training for a long time.
- American football seems very interesting but I don't understand the rules of the .

fan spectator viewer audience

- The applauded at the end of the performance.
- Dennis is a big of rugby. He never misses a match.
- The Olympic Games are broadcast on TV and attract billions of worldwide.
- The stood on the side of the road and cheered the runners on.

location position site spot venue

- The Mayan city of Palenque is a beautiful archaeological in Mexico.
- From our at the top of the mountain, we could see the ocean in the distance.
- His favourite in the house is the armchair near the fireplace.
- The gym is moving to a new on the other side of town.
- This hotel is often used as a conference .

win beat defeat fail lose

- My team has three matches in a row this season. I don't know why we're playing so badly.
- Jake is an excellent table tennis player. He always me when we play.
- Gregory always wanted to become a professional football player, but unfortunately he .
- Germany the World Cup in 2014 by Argentina in the final.

Grammar 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 → p. 169

A. Read the examples below and complete with the missing verb forms. Write the answers in your notebook.

- You **don't need to** buy ski equipment; you can rent equipment at the resort.
- All participants **have to** arrive at the starting point 30 minutes before the race begins.
- Excuse me, **would** you show me how the game is played?
- May** I use your mobile phone for a minute?
- You'd **better** do some warm-up exercises first, or else you'll pull a muscle.
- You **mustn't** use your hands when playing football. It's against the rules.
- When I was younger, I **could** run non-stop for two kilometres, but now I can't.

Ability / Inability

Present / Future	Past
can('t), am/is/are (not) able to	1 (n't), was/were (not) able to

Obligation / Necessity

Present / Future	Past
must, 2, need to	had to, needed to

Absence of obligation / necessity

Present / Future	Past
don't have to, 3, needn't	didn't have to, didn't need to

Prohibition

4, can't	can, could, 5, might
----------	----------------------

Permission

Requests

can, could, may, will, 6	should(n't), ought (not) to, 7 (not)
--------------------------	--------------------------------------

Advice / Opinion

B. Read the examples and match the verb forms in blue with what they express. Write a-d in your notebook.

- The Tigers **must be** the winners of the championship; I just turned on the TV and saw them celebrating on the field.
- The Tigers **may/might/could be** the winners of the championship; there are a few other good teams, but I believe the Tigers have a great chance.
- The Tigers **will be** the winners of the championship; they're the best team ever, so there's no doubt about it.
- The Tigers **can't be** the winners of the championship; they played terribly this season!

- certainty (we are absolutely sure about sth)
- positive deduction (we are almost sure that sth is true)
- possibility (sth is possible to happen but we are not sure)
- negative deduction (we are almost sure that sth is not true)

C. Read and choose the correct options. Write the answers in your notebook.

A: I bought this great book with different diets and tips, and I found a diet I think I'll **1 need / be able** to stick to this time.

B: It **2 could / had better** be an easy one! You **3 didn't have to / weren't able to** keep up any of the other diets you've tried.

A: I know, but this time I'm confident. And you know how people say we **4 might / should** sleep at least eight hours a night? Well, they're right.

B: Sure, but it's not always easy. For example, I **5 have to / can** get up really early in the morning every day and I **6 can't / mustn't** always go to bed early.

A: Yes, but studies show that weight gain **7 had to / may** be related to lack of sleep. A good night's sleep helps burn fat, as well as reduce your appetite for unhealthy high-sugar food.

B: OK, but **8 could / should** I ask you a question? What does this book of yours say you **9 had better / ought** to do when it's not possible to get enough sleep?

A: You **10 needn't / might not** worry. If that is the case, it says that you **11 could / must** ensure a good night's sleep by drinking a relaxing herbal tea. You won't sleep any longer than usual, but it **12 will / must** definitely help you sleep more deeply, which means you'll be better rested.

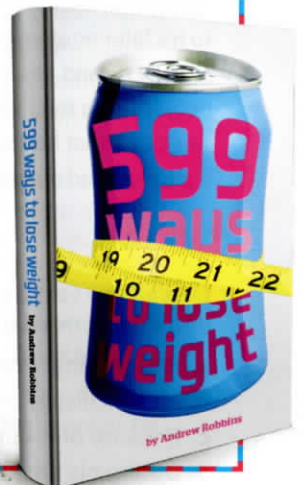
B: That **13 can't / mustn't** be true. It doesn't sound very convincing to me.

A: You don't think so? It says here that people who get stomach aches easily **14 needn't / shouldn't** try it without

asking a doctor first. But I don't have a problem so I'm going to give it a go. I'm positive it **15 can / will** work.

Would you like me to buy some herbal tea for you, too?

B: No thanks. If I **16 need / ought** to lose weight, I'll just go to the gym.



Over to you

Student A Go to page 221.
Student B Go to page 222.

Reading

A. Discuss.

- Do you know what Pilates is? Have you ever tried it?

B. Read the text quickly without paying attention to the missing sentences. Which of the following titles is the most appropriate for the article?

a. Benefits of Pilates

b. Pilates: How it all began

c. The Past and Future of Pilates



"I must be right. Never an aspirin. Never injured a day in my life. The whole country, the whole world, should be doing my exercises. They'd be happier."
- J. H. Pilates, 1965, age 82.

Lately it seems that everybody is doing or thinking of trying out the Pilates method of exercise. **1** It's a popular method that works well for all sorts of people - from professionals such as athletes to the elderly and even pregnant women. However, not many people know how it came about.

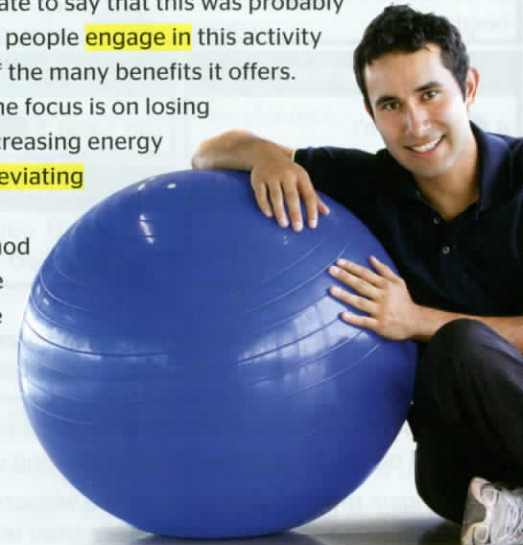
Pilates is a method developed by German-born J. H. Pilates (1883-1967), who was a gymnast and bodybuilder among other things. When he was young, he suffered from many diseases. **2** By exercising outside in the sun, he overcame rickets, a condition that appears because of a vitamin D deficiency. He continued to study anatomy and develop himself in multiple areas of fitness and athletics, such as martial arts, bodybuilding, skiing, gymnastics, boxing and diving. These activities influenced and inspired him to create the Pilates method.

Pilates insisted that the modern lifestyle people were leading was the root of most health problems. **3** This led him to create a series of exercises that centred on improving these along with balance, flexibility and the strengthening of the core muscles, which are the foundation of the whole body.

He began to develop his method in England in 1912 while he was working as a circus performer, a boxer and a self-defence instructor at police schools. However, when World War I broke out, he was placed in a prison camp. **4** He also attached springs to the hospital beds, turning them into workout equipment for patients who were unable to get out of bed. This **innovation** led to his later equipment designs. In 1918, an influenza epidemic struck England, resulting in thousands of deaths. Not one of the people using the Pilates method died from it. This, he claimed, was proof that his method was indeed effective and promoted a physical and mental state of well-being.

Pilates returned to Germany, where his exercise method had already gained popularity. He could have stayed there and continued his work but, in 1926, he decided to emigrate to America. During the voyage, he met Anna Clara Zuener. Together, in New York, they **founded** the first Pilates studio, which soon brought about new developments in the field of fitness. The name that Pilates used for his method was 'Contrology', as it focused on using the mind to control the body's muscles. **5** Many well-known dancers and choreographers, such as George Balanchine, sent their students to Pilates' studio to train or **rehabilitate** after an accident. It was good for helping them acquire the strength, flexibility and **stamina** they needed to control their movements while performing. Once the ballet community discovered the Pilates method, others also followed, which led to more studios opening.

Decades later, the Pilates method has become one of the fastest-growing fitness trends worldwide. **6** It wouldn't be inaccurate to say that this was probably true. Many people **engage in** this activity because of the many benefits it offers. Whether the focus is on losing weight, increasing energy or even **alleviating** backache, it is a method that is sure to improve a person's health.



C. Read the text again. Match the numbers 1-6 with the sentences a-g below. There is one extra sentence which you do not need to use. Write the answers in your notebook.

- It is said that Pilates claimed he was ahead of his time.
- He specifically believed that poor posture and inefficient breathing were the primary issues that needed to be dealt with.
- Because of his unhealthy condition, he dedicated himself to the improvement of his physical strength and overall health.
- During his time there, Pilates improved his exercise method and started teaching others.
- Despite this, this demanding exercise could gradually transform the body.
- This is one of the main reasons the method soon caught on and became popular especially among performers.
- This really shouldn't surprise us.

D. Look at the highlighted words in the text and match them with their meanings. There are two extra meanings which you do not need to use. Write the answers in your notebook.

1. innovation
2. found
3. rehabilitate
4. stamina
5. engage in
6. alleviate

- a. physical and mental strength needed to do sth difficult for a long time
- b. to make sth less severe and less painful
- c. to start a company, organisation, etc.
- d. to discover sth
- e. to take part in
- f. a physical activity
- g. to help sb return to a good or healthy condition after they have been seriously ill, injured, etc.
- h. a new idea, method, invention

Vocabulary

R. Look at the following extracts from the text. Can you think of any other verbs followed by the preposition on?

*This led him to create a series of exercises that **centred on** improving these along with balance...*

*The name that Pilates used for his method was 'Contrology', as it **focused on** using the mind to control the body's muscles.*

B. Write the verbs in the box with the correct preposition in your notebook.

cope result depend lead interact amount invest refer
 rely believe comment participate relate contribute
 congratulate replace confuse insist combine specialise

verb + on

verb + in

verb + to

verb + with

C. Complete the sentences below using the correct form of some of the verbs from the exercise above. Write the answers in your notebook.

1. The instructor on everyone wearing a life jacket before getting onto the boat.
2. The police are interested in the events that to the accident.
3. I always karate with judo. I don't know the difference between the two martial arts.
4. If you don't have any butter, you can it with oil.
5. The coach didn't want to on the match until it was over.
6. Eating too much junk food can in obesity.
7. The company I work for will about €500,000 in new technology.
8. This is a great book because it history with fiction.
9. Kevin had nothing to to the discussion. He just sat there and listened.
10. The new fitness instructor in aerobics group sessions.

E. Discuss.

- What fact about Pilates did you find most interesting?
- Would you be interested in trying or taking up Pilates if you haven't already done so? Why? / Why not?



D. Read the sentences. Does the phrasal verb in bold have the same meaning in both sentences?

- *However, when World War I **broke out**, he was placed in a prison camp.*
- *Ten prisoners **broke out** of prison last night.*

Some phrasal verbs often have more than one meaning. Pay attention to the context to understand the meaning.

E. Read the sentences and match the phrasal verbs in bold with their meanings. Write the answers in your notebook.

1. Mr Watson will be free in about an hour, when his meeting **breaks up**.
2. Amanda **broke down** when she heard the bad news.
3. Someone **broke into** the gym last night, but nothing was stolen.
4. I couldn't understand what Tom was saying while we were talking on the phone because he was **breaking up**.
5. There was a lot of traffic in the centre today because a lorry had **broken down**.
6. The crowd **broke into** applause when Julian scored a goal.

- a. to end
- b. to begin to cry
- c. to stop being heard because of a bad connection
- d. to enter a building or car by force
- e. to suddenly begin to do sth i.e. laughing
- f. to stop working

Grammar Modal verbs + have + past participle → p. 170

A. Read the sentences below. Do they refer to the present, past or future?

- Patrick **could have broken** his leg when he fell off the motorbike, but fortunately he didn't.
- You **can't have seen** Sally today. She's at a spa resort.
- I **should have gone** to bed earlier last night so I wouldn't be so tired right now.
- You **must have heard** of him. He was a famous swimmer.
- My sister **might have tried** this diet before but I'm not 100% certain.
- Kelly **needn't have bought** a tent for the camping trip. I have one.

B. Read the sentences again and complete with the missing modal verbs. Write the answers in your notebook.

Regret or criticism about an action or somebody's behaviour in the past

1 or ought (not) to + have + past participle

Absence of necessity in the past (something wasn't necessary but it was done)

2 + have + past participle

Possibility in the past (perhaps something happened but we are not sure)

may or 3 + have + past participle

Unfulfilled possibility in the past (it was possible for something to happen but it didn't)

4 + have + past participle

Positive deduction in the past (we are almost sure that something happened)

5 + have + past participle

Negative deduction in the past (we are almost sure that something didn't happen)

6 or couldn't + have + past participle

C. Complete with the appropriate modal verb + have + past participle of the verbs in brackets. Write the answers in your notebook.

- A:** This crash diet didn't work at all. I feel weak and I haven't lost a single kilo.

B: You (take) my advice. Unless you follow a balanced diet and exercise, you won't lose any weight.
- A:** Did you see the match last night?

B: Yeah, it was brilliant! However, Timmons (injure) his back quite badly. He could barely walk by the end.
- A:** You (go) mountain biking by yourself! You (get) injured and nobody would have been there to help you.

B: Yeah, I realise that now.
- A:** I heard that Jack has an interview at the new fitness centre. Maybe he'll be the new aerobics instructor.

B: What are you talking about? He (apply) for the position of a gym instructor. He doesn't have a degree in Physical Education.
- A:** Hi, Jill. How are you feeling? You sounded depressed on the phone, so I brought a little something to cheer you up.

B: I'm a bit better, actually. But you (come) over, and you definitely (buy) all these sweets for me.
- A:** Hey, Cindy. You look nice and relaxed.

B: Yeah. I feel wonderful! I've taken up Pilates and I feel very energetic. I (lose) some weight too, but haven't weighed myself so I'm not sure.

A: Well, whatever it is you're doing, it's working. Keep it up!

Listening

You will hear people talking in six different situations. For questions 1-6, choose the best answer a, b or c. Write the answers in your notebook.

- You hear a voicemail message. What must have happened to Patrick?
 - He went to the wrong café.
 - He missed the bus.
 - His car broke down.
- You hear two people talking at a supermarket. How does the man feel about organic food?
 - He thinks it's usually overpriced.
 - He believes companies aren't honest about their products.
 - He thinks it tastes better than regular food.
- You hear two friends at a get-together. What is true about Sue's cake?
 - Sue chose a recipe that was healthy.
 - It wasn't very easy to make.
 - Sue needn't have made it.
- You hear a nutritionist talking about healthy eating. What annoys her most about people on a diet?
 - They have no self-control.
 - They don't seek professional advice before going on a diet.
 - They believe a diet is only for a short time.
- You hear two people talking about an injury. The woman finds the man's actions
 - wise.
 - unwise.
 - helpful.
- You hear someone talking to a gym instructor. What advice does the instructor give the man?
 - increase the amount of exercise he does
 - train for a shorter time every session
 - take a break from training for a while

Speaking

A. Discuss.

- What do you do to relax after a long, hard day?
- Is there any particular time of the year when you feel tired and drained? What do you do to re-energise?

B. Talk in pairs. Imagine that you have decided to visit a spa. Below are some services that the spa offers. First, talk to each other about how beneficial each of the options are. Then decide which two services you would most like to try. You can use some of the words and expressions in the boxes.



face/body/foot massage



salt-water swimming pool



nutrition counselling

How beneficial are the different options?



personal training



hot springs

- | | | | | |
|--------------------------|-------------------|--------------------|--------------------------------|---------------------------------|
| unwind | relaxing | reduce stress | relieve aches and muscle pains | relieve tension and anxiety |
| establish lifetime habit | feel re-energised | strengthen muscles | work out | guide you to exercise correctly |
| control weight | therapeutic | balanced diet | contain minerals | good for the skin |
| | | | promote health and well-being | eliminate body toxins |

- I (don't) believe that... is very beneficial because...
- ... is more beneficial than... because...
- ... is certainly a way to...
- In my opinion, we would benefit more from...
- We should definitely consider... because... it would help / be better for...

C. Discuss.

- Have you ever been to a spa or a health resort? What did you think of the experience? If not, would you like to go? Why? / Why not?
- What other kinds of activities can people do to promote their health and well-being?
- What does the saying 'Healthy body, healthy mind' mean? Do you agree?



Writing A semi-formal letter expressing an opinion

B. Read the writing task below. Do you agree with the Student Commons' proposition?

Tom Getty, Director of Student Activities, has asked students to say whether or not they agree with the proposal. Should participation in the workshops be mandatory for university freshmen? Explain your opinion. Begin your letter: 'Dear Mr Getty'.

REGISTER NOW!!!

Wendell University News

The Wendell University Student Commons is planning a series of health and nutrition workshops which will focus on healthy eating, eating disorders and ideas for simple, nutritious recipes. The Student Commons proposes that participation in the workshops should be mandatory for all university freshmen. However, many students have already expressed their disagreement.

We provide complete Property

B. Read the letter that a student wrote in response to the writing task above. Do you agree with the writer's opinion?

Dear Mr Getty,

As a freshman, I am writing to express my opinion about your decision to run health and nutrition workshops, mandatory for all university freshmen.

To begin with, I think it's a great idea. We are university students, but we don't know enough about healthy eating or, **more importantly**, we seem to have our facts wrong. Therefore, what would be more beneficial than having experts, **such as** nutritionists or medical professionals, educate us and help us distinguish between good and bad eating habits? These workshops will also inform us about various disorders or health issues which we may eventually face if we don't start making healthier food choices.

Moreover, I believe the practical side of these workshops will be useful to all students. **Due to the fact that** most of us attend university and work part-time, we just grab a bite to eat from a fast food place. So, learning to prepare healthy food, **particularly** snacks, using simple and nutritious recipes will help us cut down on junk food.

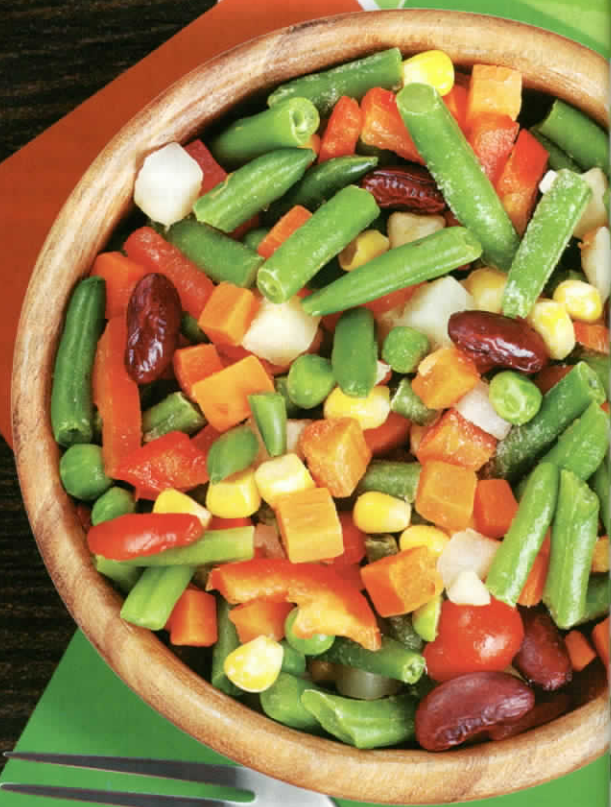
Anyway, these workshops are an excellent idea and I personally support your efforts. For this reason, if you need any assistance in organising them, please don't hesitate to ask.

Kind regards,
Erin Kingston

C. Read the following statements. Write the numbers of the sentences which apply to the letter in your notebook.

The writer:

1. uses an informal greeting and signature ending.
2. states why she is writing in the main part.
3. justifies her opinion and gives examples.
4. uses rhetorical questions for emphasis.
5. uses linking words/phrases.
6. expresses her opinion in an aggressive manner.
7. refers to the issue expressed in the newspaper article.
8. uses short forms.



D. Read the letter again, paying attention to the highlighted words/phrases. Decide which category they belong to. Write the answers in your notebook.

LINKING WORDS/PHRASES

Emphasising

in fact, as a matter of fact, even more, **above all**, indeed

Giving an example

(take) for example, (take) for instance, **especially**, specifically, **in particular**

Expressing cause/reason

as, since, because (of), **because of**

E. Choose the correct linking words/phrases. Write the answers in your notebook.

1. Most people have health problems **because of / since** their unhealthy eating habits.
2. Some types of diets can be dangerous. **As a matter of fact / Take for instance**, crash diets can even lead to death.
3. If you want to keep in shape, you can take up a sport **as / such as** tennis.
4. I love eating fruit, **especially / indeed** cherries and apricots.
5. **Specifically / Since** I put on weight easily, I'm constantly on a diet.
6. Obesity is a major health issue in the USA. **In fact / For instance**, the United States is among the countries with the highest percentage of obese people in the world.

F. Read the writing task below and respond by writing a letter (140-190 words) expressing your views on the issue. Use the plan and TIP.

WENDELL UNIVERSITY NEWS

The Wendell University Student Commons is pushing to make the fitness centre on campus free for all students. They are facing opposition from students in favour of the \$30-monthly fee, who fear that there won't be enough money to keep the fitness centre in good condition. 'The funds we receive are just not enough,' says Richard Campbell, head of the student committee.

Write a letter to Richard Campbell expressing your views on the issue. Should the fitness centre on campus be made free for all students? Begin your letter: 'Dear Mr Campbell,'

Plan

A semi-formal letter expressing an opinion

GREETING

Use a polite greeting, depending on the situation.

- Dear Mr/Ms/Miss/Mrs/Dr + last name,
- Dear + first name,

OPENING PARAGRAPH

Say why you are writing the letter, referring to the issue you are responding to.

MAIN PART (1-2 paragraphs)

- Focus on one or two aspects of the issue/problem.
- Give your opinion and provide justification and examples.
- Make any relevant suggestions.

CLOSING PARAGRAPH

Summarise your points and end your letter politely.

SIGNING OFF

Use an appropriate signature ending and print your full name underneath.

- Yours sincerely,
- Yours truly,
- All the best,
- Best wishes,
- Kind regards,
- Yours,

When writing a semi-formal letter:

- keep in mind that it is written to a person you don't know very well or when you want to be polite and respectful.
- use a neutral style (not too formal and not too informal).
- use the same layout as a formal letter (see page 163), but keep in mind that the language and style is less formal.
- read the information given carefully and cover the points required.
- state your opinion clearly, but do not be aggressive and do not use offensive language.
- group related ideas together in paragraphs.
- use standard grammar and spelling conventions.
- use linking words/phrases.
- use rhetorical questions for emphasis.

TIP



A. Choose a, b, c or d. Write the answers in your notebook.

- He is one of the best tennis players in the world. So far this year, no one has [] him.
 - lost
 - beaten
 - won
 - failed
- Your cruel comments made John furious. They [].
 - got the ball rolling
 - went the full distance
 - were below the belt
 - jumped the gun
- The expensive treadmill we bought broke [] after only a week.
 - out
 - into
 - down
 - up
- To achieve your weight loss goal, you will need to eat healthily, sleep properly and, [], exercise.
 - nevertheless
 - above all
 - as a matter of fact
 - even more
- Millions of [] from all over the world watch the World Cup on television.
 - opponents
 - viewers
 - audience
 - spectators
- Even though he sprained his ankle when he fell, he insisted [] finishing the race.
 - to
 - with
 - in
 - on
- Look around you. We are now standing on the archaeological [] of Olympia, where the first Olympic Games took place.
 - location
 - site
 - venue
 - position
- Patrick hates losing, which is why he claims that the wet weather [] to the disappointing outcome of the match.
 - centred
 - contributed
 - resulted
 - depended
- To say that we've been having scorching weather is an []; it's simply hotter than usual.
 - opposition
 - innovation
 - exaggeration
 - altitude
- Getting a massage might help [] your backache.
 - establish
 - strengthen
 - engage
 - relieve

B. Choose a, b, c or d. Write the answers in your notebook.

- He [] register for the course online because the website had crashed.
 - shouldn't
 - couldn't
 - wouldn't
 - needn't
- Those of you who want to pass the exam [] start studying.
 - needs to
 - had better
 - might
 - would
- We [] buy any camping gear in the end. We borrowed everything from my cousin.
 - mustn't
 - needn't
 - didn't have to
 - don't need to
- You [] take any photographs at the event, but you

are free to do so if you like.

- mustn't
 - are able to
 - don't have to
 - can't
- I'm really hungry. [] I have another piece of chicken?
 - Would
 - Should
 - May
 - Must
 - You should [] your boss that you were going to be late.
 - inform
 - to inform
 - informed
 - have informed
 - Greg and Kyle [] each other. I saw them talking earlier.
 - must know
 - must have known
 - they might know
 - might have known
 - You [] been killed if you had fallen off that cliff. You should watch your step.
 - may
 - may have
 - could
 - could have
 - He [] have been at work yesterday because he told me he would be out of town.
 - needn't
 - mustn't
 - shouldn't
 - can't

C. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Write the answers in your notebook.

- I'm certain that it was Gary who ate your sandwich because he was sitting in the kitchen earlier. **must**
It [] who ate your sandwich because he was sitting in the kitchen earlier.
- It was impossible for my dad to fix the car. **able**
My dad [] the car.
- It was a mistake not to take the complaint seriously. **ought**
We [] the complaint seriously.
- It was unnecessary for you to spend so much money on presents. **spent**
You [] so much money on presents.
- There's a possibility that Martin won't win the race. **may**
Martin [] the race.

Self-assessment

Read the following and decide which ones you can do. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...

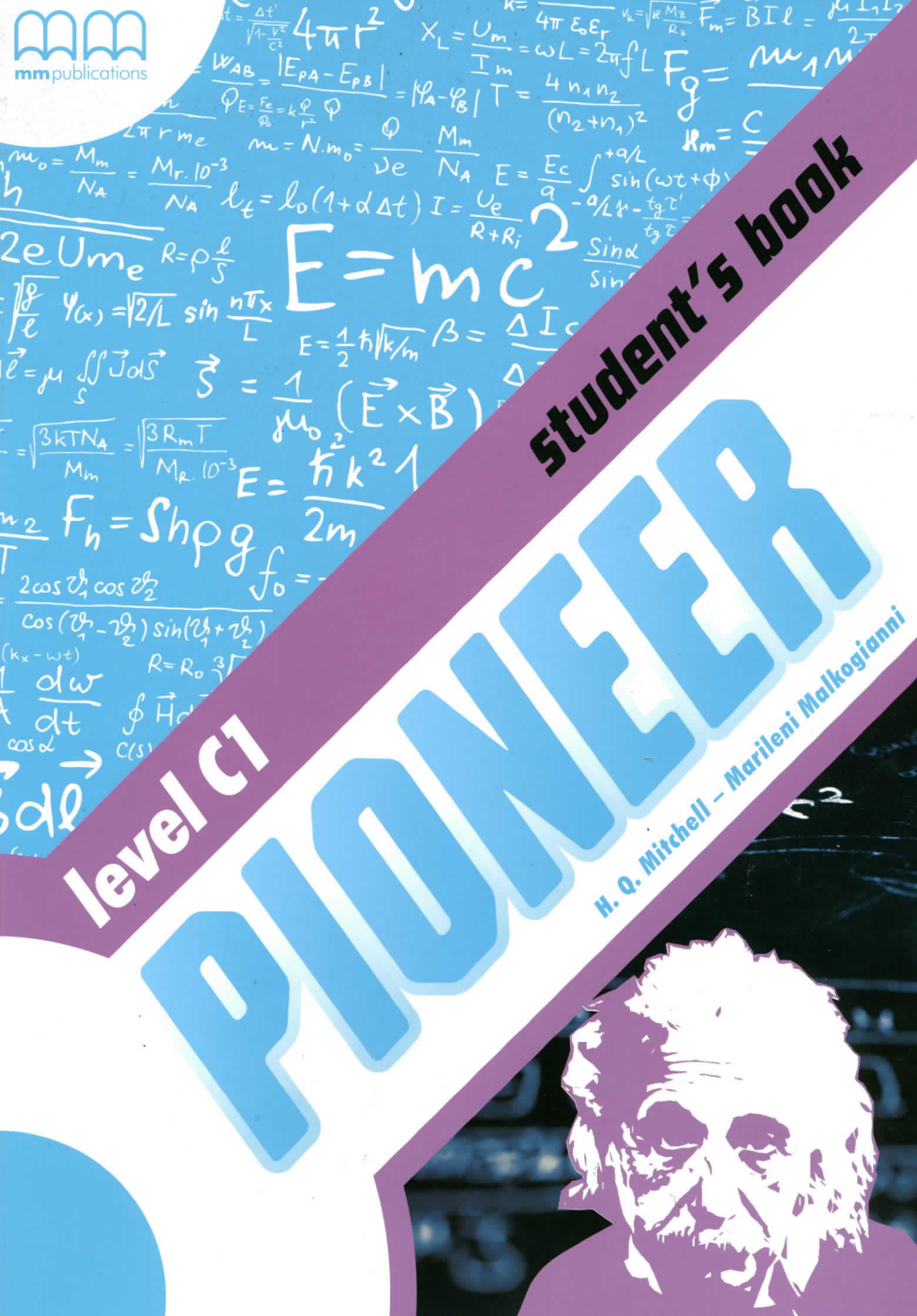
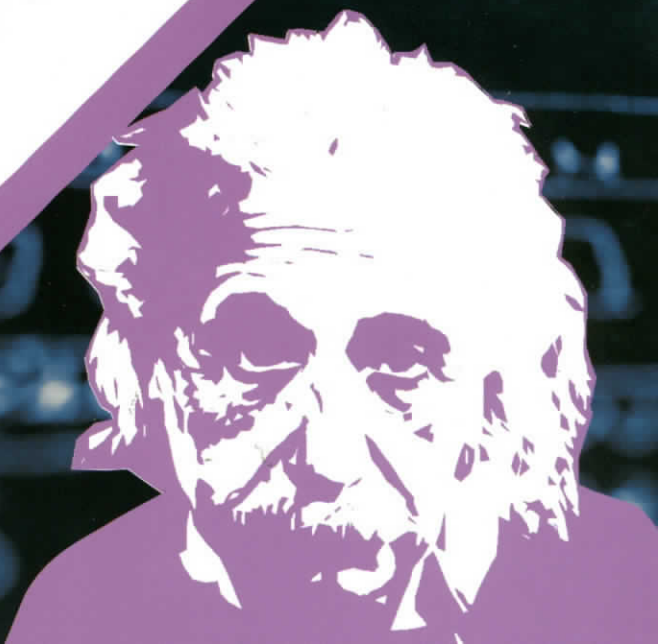
- ▶ discuss issues related to health and fitness
- ▶ use sports idioms, verbs with prepositions and phrasal verbs
- ▶ express ability, inability, obligation, necessity, absence of obligation/necessity, prohibition, permission, requests, advice, opinion, certainty, regret and criticism
- ▶ express possibility and make deductions in the present/future and past
- ▶ write a semi-formal letter expressing an opinion

student's book

level 1

PIONEER

H. Q. Mitchell – Marileni Malkogianni



PIONEER LEVEL C1 CONTENTS

	Vocabulary	Grammar	Reading
1 p.7 Sky's the limit	<ul style="list-style-type: none"> • Words easily confused • Lexical set: positive and negative character traits • Word building: word webs • Phrasal verbs • Collocations related to education • Idioms related to learning • Words with multiple meanings 	<ul style="list-style-type: none"> • Present Simple - Present Progressive - Present Perfect Simple - Present Perfect Progressive • Stative verbs • Future forms • Expressions with future meaning 	A book review: <i>What Color Is Your Parachute?</i> Developing skills: <ul style="list-style-type: none"> • Answering multiple-choice questions: Ruling out incorrect options / Checking an option against the evidence in the text • Guessing the meaning of unknown words
2 p.25 Animal planet	<ul style="list-style-type: none"> • Topic-related vocabulary • Verbs with prepositions • Phrasal verbs with 'down' • Verbs used in a figurative sense • Words that describe groups of animals, people and things • Idioms with animals • Collocations 	<ul style="list-style-type: none"> • Articles - Nouns • Determiners - Pronouns 	A magazine article: <i>Staging Reality in Wildlife Documentaries</i> Developing skills: <ul style="list-style-type: none"> • Reconstructing a gapped text: Identifying reference items A short text: <i>Elephants and Memory</i> Developing skills: <ul style="list-style-type: none"> • Answering multiple-choice questions
3 p.43 Tempt your palate	<ul style="list-style-type: none"> • Adjectives related to food and eating • Metaphors • Prepositional phrases • Colloquial expressions • Vocabulary related to food, eating and health issues • Idioms related to food and eating • Noun collocations 	<ul style="list-style-type: none"> • Past tenses • used to - would - was/were going to • Passive Voice 	A short text: <i>Coffee anyone?</i> Developing skills: <ul style="list-style-type: none"> • Answering multiple-choice questions: Focusing on global understanding / Finding evidence to support answers
4 p.61 Being human	<ul style="list-style-type: none"> • Word building: negative prefixes • Compound adjectives • Adverb-adjective collocations • Idioms with body parts • Words easily confused • Verbs describing movement and sight • Adjectives expressing emotions 	<ul style="list-style-type: none"> • Adjectives - Adverbs • Gradability • Comparisons 	A magazine article: <i>The Poison of Envy</i> Developing skills: <ul style="list-style-type: none"> • Multiple matching: Analysing the aspects of a question that must be answered Personality Quiz: <i>A Walk Through the Forest</i> Developing skills: <ul style="list-style-type: none"> • Answering questions: Focusing on specific information / Making assumptions
5 p.79 Experience life	<ul style="list-style-type: none"> • Words easily confused • Word building: verb suffixes (-en, -ise) • Phrases and collocations related to sound and silence • Conversational phrases • Phrases expressing success and failure • Compound nouns • Expressions with 'take' • Nouns and adjectives referring to human qualities • Idioms 	<ul style="list-style-type: none"> • Relative clauses • Participle clauses 	A travel experience: <i>Arctic Boot Camp</i> Developing skills: <ul style="list-style-type: none"> • Answering multiple-choice questions: Determining the purpose of a text / Focusing on inferring underlying meaning

Listening	Speaking	Writing
<p>Three short extracts</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Answering multiple-choice questions: Identifying the focus of a question <p>A segment from a radio show discussing games in education</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Answering multiple-choice questions: Developing note-taking skills 	<p>A short interview presenting oneself: Giving personal information and opinion on a variety of topics</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Taking a short turn • Identifying features that contribute to the appropriacy of a response • Using words/phrases to express opinion and possibility; to add points; to give reasons, explanations and examples; to sound natural; to ask for clarification and repetition; to gain time to think 	<p>A covering letter</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on language, content, structure, style and register • Developing proofreading and editing skills
<p>Five short extracts in which people are talking about a conservation project they are currently involved in</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Multiple matching: Working on the transcript to justify answers and to determine possible distractors / Identifying purpose and opinion 	<p>Expounding on the topic of animals using prompt cards</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Structuring a long turn • Using linking words/phrases to address the topic; to sequence points; to add more points 	<p>An essay based on prompts</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on language and content • Using linking words/phrases to list/sequence points; to add more points; to express contrast, result/consequence; to make statements; to give examples and opinion; to sum up
<p>Three short dialogues in which people are ordering coffee</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Identifying specific information <p>A talk about the use of salt in cooking</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Sentence completion: Identifying what parts of speech the missing words might be / Working on the transcript to justify answers <p>Eight short conversations</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Choosing an option that reflects the meaning of a conversation: Distinguishing between homophones / Focusing on features that help make spoken language sound natural (connected speech, reduced forms) / Focusing on colloquial expressions <p>Ten brief exchanges</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Choosing the appropriate response to a question/statement: Identifying the actual question enclosed in a longer question/statement 	<p>Speculating on pictures: Discussing food and eating related to different social contexts / Discussing activities related to health issues</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Managing turn-taking • Using words/phrases to interrupt politely; to continue what you were going to say; to invite the other speaker to speak; to show you are actively listening 	<p>A review</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on language, content and style • Brainstorming using a diagram
<p>A radio programme about the phenomenon of synaesthesia</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Answering multiple-choice questions: Determining why the incorrect options are unsuitable / Working on the transcript to justify answers and to determine possible distractors 	<p>Comparing, contrasting and speculating on pictures depicting situations related to human nature</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on emotions and reactions • Using set phrases to compare, contrast and speculate 	<p>An essay summarising two texts</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on language, content and text organisation • Summarising information • Using paraphrasing techniques
<p>A monologue by a scuba diving instructor</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Sentence completion: Identifying specific information and stated opinion <p>Five short extracts in which people are talking about an experience they had</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Multiple matching: Identifying reason and main point 	<p>Speculating on pictures and reaching a decision: Discussing life and travel experiences</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Exchanging ideas, agreeing/disagreeing and reaching a decision through negotiation • Using phrases to initiate a discussion; to show total or partial agreement; to disagree; to conclude 	<p>An article including a personal account</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on language, register and style • Using techniques to attract the reader's attention • Brainstorming using a cube

To move, to breathe, to fly, to float,
 To gain all while you give,
 To roam the roads of lands remote,
 To travel is to live.

– Hans Christian Andersen

Discuss:

- Read the two quotes. What do the writers of the quotes have to say about experiencing life?
- Do you think you live life to the full? What is the motto of your life?
- What goals have you set for this month, this year, the next five years?

Quote for all

quote of the day

see recent

see more popular

If life is a poem, be the poet.
 If life is a story, be the author.
 If life is an adventure, be the hero.
 To live any other way is a waste of
 this experience we call life.

– Steve Maraboli

In this module you will...

- discuss issues related to holidaying and travelling, encountering new experiences and learning new life lessons
- learn how to refer to, define and give additional information about people, places, things and ideas
- learn how to use participle clauses
- expand your vocabulary by learning verb suffixes; compound nouns; conversational phrases; phrases and collocations related to sound and silence; phrases expressing success and failure; expressions with 'take'; idioms; nouns and adjectives referring to human qualities
- expand your vocabulary by distinguishing between words easily confused
- learn how to write an article that includes a personal account
- acquire skills and strategies that will help you in exams

Reading

A. Read the advertisement below and discuss. Would you like to visit the IceHotel? Which activities appeal to you?

IceHotel



An unforgettable travel experience at the 'coolest' hotel in the world!

A great opportunity to visit the Arctic Circle and sleep on a bed of ice!



Winter activities include:

- snowmobile tours
- cross-country skiing
- winter survival training
- wilderness running
- husky sled ride
- moose safari on horseback
- ice sculpting

All this, plus the chance to see the dancing colours of the northern lights. What more could you ask for?

Arctic boot camp


We've been running through the forest for 10 minutes before Staffan mentions casually that it's full of bears. That they're hibernating is only partially reassuring. Surely they're just going to be more angry if disturbed? Staffan's not listening. He's running on ahead enthusiastically, wearing the smile typical of someone in their element. 'I like running when it's cold – it's so refreshing,' he says. 'The temperature adds an urgency. You run faster because you're colder.' *You* might, mate. *I'm* struggling here. The snow is ankle-deep and the crisp, cold air alien to my pollution-accustomed lungs. I picture myself falling behind and being claimed by the snow. A humiliating end, not least because I'm wearing ridiculous thermal underwear. I also have rubberised spikes over my trainers, and ice claws around my neck in case I take a tumble through the frozen surface of the lake.

I'm in Lapland to try out a new break offered by the IceHotel. It's called a Wellbeing Escape, but with wilderness running and cross-country skiing on the schedule, it's the closest thing you get to a polar boot camp. Staffan – our guide – offers tips. If the temperature is '10' (they drop the minus in parts where it's a given), he wears two layers. When it hits 20, 'maybe three'. I nod, while mentally picking out the six layers I'm going to wear regardless.

We set off at dawn. Here, 150 miles north of the Arctic Circle in midwinter, that's 10 a.m. We run along the single street of the surrounding village, Jukkasjärvi, past the reindeer camp and out into the icy isolation of the boreal forest where massed ranks of birch and conifer stand crystallised by ice. Fluffy flakes fall in the soundproofed stillness. This is one of the least populated spots on Earth, but it's far from uninhabited. Golden eagles, moose, lynxes and Arctic foxes frequent these parts. As do wolverines, strategic 'sightings' of whose tracks prove to be a useful delaying tactic on our part.

B. Read the text titled 'Arctic boot camp'. What is the purpose of this article? Choose from the options below.

- a. to urge the reader to set off on a similar adventure
- b. to warn of the difficulties encountered in cold climates
- c. to describe an unconventional holiday experience
- d. to underline the strenuousness involved in such a holiday



We complete a three-mile loop and head down to the frozen Torne River as a salmon sky signals the arrival of dusk. We've been running for just under an hour. Or, as I like to call it, 'all day'. The ice is coated in snow. The expanse is so large and devoid of focal points that I have a sense of running through a cloud, not knowing where my foot is going to land.

The coldness of the air seems to mimic the effect of altitude, making me breathe harder and causing my throat and lungs to ache. I'm also ravenous because of the extra energy needed to maintain bodily warmth in subzero temperatures. Dehydrated, too – so Staffan drills a hole in the ice and fills a cup with the chilled water, fresher than anything I've tasted. Then we head back to camp for lunch in the Ice restaurant. Conscious of the 'wellbeing' nature of the trip, I try to keep it healthy: warm lingonberry juice, smoked Arctic char, *rödbetsbröd* (beetroot bread) for energy. But my eye and fork begin to wander. Pretty soon, I'm in the midst of a full-on comfort-food binge, stuffing myself with moose carpaccio, scallops and truffles, then berry crumble.

With a full belly and darkness outside, I feel my determination weakening, but Staffan lets logic do his shouting for him. 'To survive up here, you just have to ignore your body's signals,' he says. 'The key is to get outside, stay active. Darkness is just a detail.'

I don't dare say what I think about that. What I do is smile willingly, switch spikes for ski boots and follow him back out onto the frozen lake. Soon I'm sucking in the invigorating air, endorphins flowing, my heart beating at full speed.

I've never tried cross-country skiing, the full-body workout the Swedes call 'swimming standing up', but gradually I find a rhythm. We reach the opposite shore and enter the forest. At 'night' it's a different beast, creepy yet somehow more inviting, frosted branches looming out of the monochrome quiet.

At length, we arrive at one of Staffan's wilderness camps. A fire is lit using birch bark, which bursts into flames with the ease of a firelighter, and coffee is served with homemade energy bars – the perfect alfresco Swedish *fika*.

There's a smudge of rusty orange on the horizon, and across the river in the distance, the blue-lit dome of the IceHotel is glowing, guests in their Gore-Tex and reindeer jumpers enjoying their holiday experience. I feel faintly intrepid, sitting out here in the forest in the polar night. Fitter? I don't know. Certainly smugger. And, straining my ears, I fancy I can hear the faint sound of bears snoring.

C. Read the text about the travel experience again. For questions 1-6 below, choose the answer (a, b, c or d) which you think fits best according to the text. Locate and underline the part of the text where the answer can be found. (See TIP 1 in the Reading Reference)

- In the first paragraph, the writer's purpose is to
 - emphasise how much out of his element he was.
 - stress the fitness requirements of the camp.
 - underline the importance of safety in such situations.
 - give examples of the possible accidents that could occur.
- What does the writer's reference to wolverine tracks suggest?
 - He was surprised that there have been sightings of them.
 - They are used as an excuse to take a break from running.
 - They have been sighted very close to where the camp is.
 - He is not convinced that they serve as proof of wolverine activities in the area.
- The writer uses the phrase 'all day' (line 39) because he
 - has been out for many hours and it is getting late.
 - is relieved the day has come to an end.
 - is completely baffled by the duration of a day in the Arctic.
 - is making a witty remark about the limited hours of daylight.
- What can be inferred about the writer from the fifth paragraph?
 - He has low levels of self-discipline.
 - He is hesitant to try unfamiliar cuisine.
 - He is a picky eater.
 - He considers himself a food connoisseur.
- What can be inferred from the phrase 'I don't dare say what I think about that' (line 65)?
 - The writer does not consider what Staffan is saying to be logical.
 - The writer is reluctant to express his fears about the risks involved.
 - The writer does not feel up to exercising, especially outdoors in the dark.
 - The writer is scared to tell Staffan that he has overeaten.
- In the last paragraph, the writer
 - feels proud of himself for stepping out of his comfort zone.
 - wishes he were still in the warmth and safety of the hotel.
 - is motivated to improve his fitness levels.
 - is considering returning to the hotel in the future.

D. In order to fully appreciate a text, you must know how to 'read between the lines', in other words, to understand or find implicit meaning in addition to the obvious one. Explain what the writer is trying to say in the following extracts.

- That they're hibernating is only partially reassuring.* (para. 1)
- ... the crisp, cold air alien to my pollution-accustomed lungs.* (para. 1)
- ... it's the closest thing you get to a polar boot camp.* (para. 2)
- I nod, while mentally picking out the six layers I'm going to wear regardless.* (para. 2)
- ... cross-country skiing, the full-body workout the Swedes call 'swimming standing up'...* (para. 8)

Vocabulary

A. Look at the sentences taken from the text on pp. 80-81 and circle the correct words. What is the difference between each pair of words?

1. *That they're hibernating is only partially **ensuring** / **reassuring**.*
2. *I'm in Lapland to try out a new **break** / **brake** offered by the IceHotel.*
3. *We run along the single street of the surrounding village, Jukkasjärvi, **past** / **passed** the reindeer camp...*
4. *As do wolverines, strategic 'sightings' of whose tracks **approve** / **prove** to be a useful delaying tactic on our part.*
5. *The coldness of the air seems to mimic the **affect** / **effect** of altitude...*
6. *At 'night' it's a different beast, creepy yet somehow more inviting, frosted branches looming out of the monochrome **quiet** / **quite**.*

B. Read the note. Then look at the pairs of commonly confused words. Choose the word that correctly completes each sentence. You might need to change the form.

The English language has many words that are commonly confused because they have:

- similar spelling e.g. *quiet* - *quite*
- similar pronunciation e.g. *break* - *brake*
- the same root word e.g. *sure* - *ensure* - *reassure*
- similar meanings, but are different parts of speech e.g. *affect* (v) - *effect* (n)

Learn them in order to use them correctly.

advice - advise

1. His _____ was to book a hotel that is close to the railway station.
2. I asked them to _____ me on the best airline to use for a round trip to New Zealand.

lie - lay

3. All I want for the next two weeks is to _____ on the beach and do nothing.
4. Don't _____ the suitcase on the bed - it's dirty.

expect - except

5. We'll pack all the provisions we bought, _____ for our boots.
6. Weather forecasters _____ heavy rainfall this evening, so we'll have to stop trekking soon.

lose - loose

7. It's best if you wear _____ clothes on long flights.
8. _____ your passport can ruin your whole trip.

later - latter

9. Unfortunately, the festival starts at a slightly _____ time than we initially thought.
10. We managed to squeeze in two exhibitions while in London, one on the history of money, and another on ancient Egyptian art; I found the _____ particularly interesting.

breathe - breath

11. Sitting on the balcony, I could _____ in the sweet fragrance coming from the flowers.
12. Before diving, take a deep _____ and close your mouth.

confirm - conform

13. Young people often feel enormous pressure to _____ to certain behaviours when growing up.
14. For those interested in attending the Volunteering Abroad seminar, please _____ your attendance no later than Wednesday afternoon.

prescribe - subscribe

15. Angus is a fishing enthusiast. He has _____ to all the main fishing magazines.
16. After Roy's white-water rafting accident, his doctor _____ ten weeks of physiotherapy along with lots of rest.

story - storey

17. We stayed in the most charming four-_____ guesthouse during our time in Paris; the architecture was stunning.
18. Deborah told her Moroccan camel-riding _____ again and again, as the children loved it.

principal - principle

19. I suppose that our _____ motive for choosing to travel across Southeast Asia rather than Europe is that we wanted to experience a totally different culture from our own.
20. The idea of a house-swapping holiday works on the _____ that two families exchange their houses, free of charge, for a certain period of time.

C. Can you explain the difference between the pairs of words below? Give examples.

accept - except ensure - insure desert - dessert
 piece - peace poor - pour practice - practise
 beside - besides sight - site everyday - every day

D. Read the note and form verbs to complete the table using the adjectives and nouns in the box. Make any necessary changes.

Many verbs are formed by adding a suffix to an adjective or a noun.

Two common verb suffixes are **-en** and **-ise**.

weak - weaken emphasis - emphasise

special length threat economy straight worse
 rational general loose minimum

Verbs in -en	Verbs in -ise

E. Complete the sentences using the correct form of the words in capitals.

- Our football coach taught us how to fall down in such a way so as to _____ the chance of injury. **LESS**
- The game was uninteresting until Matthews managed to _____ it up by scoring two goals in a row. **LIVE**
- Before he started mountain climbing, he made sure to _____ all of his gear so it fit him perfectly. **CUSTOM**
- After _____ the date of their wedding, Angie and Tom started the exciting process of searching for a venue. **FINAL**
- When I was younger, my mother and I would always pick the blackberries as soon as they started to _____ and use them to make jam. **RIPE**
- Most experts agree that we can help to _____ our happiness by filling our lives with meaningful and fulfilling activities. **MAXIMUM**
- The sun really _____ my hair this summer. I should have worn a hat while on the beach. **LIGHT**
- Try and _____ the cake with more sugar next time; it might improve the taste. **SWEET**
- Rome was exactly as I'd _____ it: impressive buildings and beautiful fountains. **VISUAL**
- As our guide explained at the science museum, great medical advancements and huge technological developments _____ the 20th century. **CHARACTER**

F. Complete the sentences with the correct form of the verbs in the box to form phrases related to sound and silence.

make cut keep utter
 drown mutter let

- As he stumbled and fell hard on the ground, he _____ **out a cry of pain**.
- We tried to listen carefully to what she was saying, but her voice **was** _____ **out by** all the noise.
- All was quiet, until an ear-piercing scream _____ **through** the silence.
- As the show began, we were warned to _____ **no sound**.
- The great writer would often be seen walking down the street _____ **under his breath**, as if he were talking to himself.
- Please _____ **your voice down**. People don't need to know we're arguing.
- How did you manage not to _____ **a single word** in response to all the stupid things he said?

G. In each sentence, all the words/phrases in bold collocate with the word in blue, but one of them is not appropriate in this specific context. Which word/phrase doesn't fit?

- During the school performance, Rodney, who had the role of a giant, **raised / lost / disguised** his **voice** when he said: 'Where is my food?'
- Their yelling **interrupted / filled / maintained** the **silence**.
- We **woke up to / were filled with / jumped at** the **sound** of lions roaring.
- Tina's **voice whispered / broke / shook** as she described the tragic accident.
- Silence filled / came over / grew** the night.
- The **sound faded / travelled / echoed** through the house.

Grammar Relative clauses

A. Read the sentences and answer the questions.

- Many people **who seek thrilling experiences** enjoy bungee jumping.
- Johnny, **who is a fan of most extreme sports**, has decided to try skydiving for the first time.

1. In which sentence does the relative clause provide additional information about someone?
2. In which sentence does the relative clause provide information which is necessary to define someone?
3. In which sentence can the relative pronoun be replaced by *that*?
4. Can *who* be omitted in either of the sentences? Why? / Why not?

- The city tour **which we chose** was very informative.
- The city tour was very informative, **which surprised us**.

5. What does *which* in each of the two sentences refer to?
6. In which sentence could the pronoun be replaced by *that*?
7. In which sentence could the pronoun be omitted?

- When I went to Spain, I visited the province of Granada, **where lots of olive trees grow**.

8. Does the relative clause provide additional or essential information about Granada?
9. Why is *where* used?

- The car **parked outside** belongs to my brother.
- The woman **talking to Lisa** has taken part in cycling races.

10. Which words have been omitted before *parked* and *talking*?

B. Join the sentences using an appropriate relative pronoun or adverb. Make all the necessary changes.

1. My sister has lots of Mexican recipe books. She hasn't even opened most of them.

2. We would spend hours exploring the forest. Do you remember those days?

3. We visited a place in Iceland called Westfjords. The sun was visible there for 24 hours.

4. The woman is a local travel agent. I was talking to her.

5. In the village we met a tourist. He had been backpacking across Europe for a month.

6. The house is located at the top of a hill. It has a view of the whole beach.

7. She gave me a book. I have forgotten its title.

8. It was pouring all day long and so the picnic was cancelled. This annoyed the children immensely.

C. Complete the sentences with the words/phrases in the box.

by which time	whoever
a great number of	in which case
both of whom	as a result of which
in addition to which	several of whom
whichever	neither of which

1. I talked with two locals from the village, _____ were polite and helpful.
2. Receiving too much negative criticism is discouraging and not likely to be productive, _____ it makes people stop wanting to try to improve.
3. The young students, _____ had never visited an aquarium before, admired the colourful sea creatures swimming in front of them.
4. I might not make it in time tomorrow, _____ you'll have to get started without me.
5. I expect _____ made this mess to clean it up immediately.
6. A student broke his leg during lunch, _____ football has been banned during break times.
7. Jake Lambert is a well-known landscape photographer, _____ photos depict breathtaking scenery from all over the world.
8. Tom and Bob went on a trip to Mexico in 2015, _____ they had been learning Spanish for three years.
9. _____ one of you finishes the race first will get a medal.
10. Carl suggested we go hang-gliding or surfing this weekend - _____ excites me.

D. Which words can be omitted in the sentences below? Put them in brackets.

1. A painting that was worth 1.5 million pounds was stolen from the National Museum last night.
2. Anyone who is interested in trying bungee jumping should complete this form first.
3. Lots of people visit the ancient ruins which have been discovered in Amphipolis, Greece.
4. The man that's wearing the wetsuit is our scuba-diving instructor.
5. This is a training programme for those who are not accustomed to trekking at high altitudes.
6. The resort which is situated at the top of the mountain can only be accessed by car.

Listening 1

A. Look at the pictures and discuss.

- Why do you think people seek out these kinds of activities?
- Have you done any of the activities depicted in the pictures? If not, which one would you want to try and why?
- What, in your opinion, can make or break a holiday?



B. Listen to a man talking. What information do you learn about him?

C. You will hear Jack Hobbs, a scuba-diving instructor, talking about scuba diving in the Red Sea. For questions 1-9, complete the sentences with a word or short phrase. (See TIP 4 in the Listening Reference)

1. The instructor mainly organises dives for _____ purposes.
2. Due to infrequent rain, _____ is exceptional in the Red Sea.
3. Many divers hope to spot a(n) _____ at the Elphinstone Reef.
4. The instructor suggests that _____ is one of the many reasons why the number of large predators has increased in some areas of the Red Sea.
5. The tasselled scorpionfish's main distinguishing feature is its tassels, which resemble a(n) _____.
6. The coral reefs of the Red Sea are also described as the _____ of the sea.
7. The reason why some corals are fluorescent green is because they are located in _____ waters.
8. The *Thistlegorm* sank in the year _____.
9. When explaining the range of artefacts that divers can see at the *Thistlegorm*, the instructor compares the site to a(n) _____.

Listening 2

A. You will hear five short extracts in which people are talking about an experience they had. You will hear the recording twice. While you listen, you must complete two tasks. (See TIP 3 in the Listening Reference)

TASK ONE

Choose from the list (A-H) the reason why each speaker took part in the activity.

Speaker 1

Speaker 4

Speaker 2

Speaker 5

Speaker 3

- A. to confront a long-standing fear
- B. to support a worthy cause
- C. to acquire new friendships
- D. to achieve a personal milestone
- E. to satisfy their curiosity
- F. to experience competing with others
- G. to break the monotony in their life
- H. to avoid causing disappointment

TASK TWO

Choose from the list (A-H) what each speaker learnt from the experience.

Speaker 1

Speaker 4

Speaker 2

Speaker 5

Speaker 3

- A. how talent can be developed
- B. how to make decisions under pressure
- C. the importance of focusing on the process rather than the end result
- D. how to prioritise their time
- E. how fear can prevent you from seeing something clearly
- F. the power of determination
- G. the importance of effective teamwork
- H. the significance of thorough planning

B. The English language has lots of conversational phrases. The ones below were heard in the listening activity. Listen to parts of the recording again and complete the missing words. What do you think these phrases mean?

1. I'd been out of action following a serious back injury - this was to be my first climb in over three years, so completing it was **no mean** _____.
2. I probably did _____ **off more than I could chew**.
3. I realised it really is **a case of mind over** _____ in life.
4. I **didn't have the** _____ **to** back out.
5. It has become clear to me now how much our anxieties _____ **us back**.
6. After listening to so many of my friends rave about their bungee jumping experiences, I wanted to know **what all the** _____ **was about**, so when an opportunity presented itself, I didn't **think** _____.
7. Unfortunately, I didn't even _____ **it** across the finish line.
8. ... to **add a bit of** _____ **to my life**, which I was seriously lacking.
9. I've surprised myself, as I wouldn't say I _____ **a knack for** racing...
10. Actually, dedication and lots of practice can **go a long** _____ too.



Vocabulary

A. Read sentences 1-10 and decide whether the expressions in bold generally express success or failure. Can you guess what each expression specifically means?

- When I failed to save up enough money during the year, all my plans to spend my holiday in Patagonia **went up in smoke**.
- Kevin was alone and jobless at the time, but he managed to **weather the storm** and he's now doing pretty well for himself.
- Your refusal to agree to their demands is leading the negotiations to **a dead end**, so it would be best if we continue this meeting tomorrow.
- If we go there, you'll be able to lie on the beach all day and I'll be able to take part in the beach volleyball tournament. It's a **win-win situation**.
- After all the hours of work I put into compiling the data, I somehow deleted the file so I'm now **back to square one**.
- If you don't even go to this job interview, you will have let your future career **slip through your fingers** for no reason at all.
- After managing such an incredible feat, I'm sure there's nothing Ashley won't be able to achieve. **The sky's the limit** for her.
- Just because you didn't succeed in your first attempt, you're going to **throw in the towel**?
- It might work or it might not, but you'll never know unless you try. After all, **nothing ventured, nothing gained**.
- We thought she'd recover quite well after she broke her hip, but since coming out of hospital, her health has been **going downhill**.

B. Read the note and form the plural of the compound nouns 1-10.

C. Complete the sentences with the correct form of the compound nouns in the box. Can you identify any extra compound nouns that are already in the sentences?

- Compound nouns** are noun phrases that are formed by two or more words (e.g. *teamwork, bungee jumping, commander-in-chief*). Usually, the first word describes the second one (e.g. *heart attack, rescue team, father-in-law*). In a compound noun we usually stress the first word.
- When forming the **plural** of compound nouns:
 - for one-word nouns, we add -s to the end of the word (e.g. *bedroom > bedrooms, headphone > headphones*).
 - for hyphenated nouns and two/three-word nouns, we usually pluralise the word that is being described or the word that can be made plural (e.g. *car park > car parks, tea leaf > tea leaves, sister-in-law > sisters-in-law, doctor of philosophy > doctors of philosophy*). If there is no specific word that can be pluralised, add an -s to the end of the word (e.g. *get-togethers, hand-me-downs*).

aftermath common sense copyright
 driving licence mother tongue onlooker
 passer-by understatement

- age group _____
- viewpoint _____
- five-year-old _____
- car industry _____
- goalkeeper _____
- life jacket _____
- air traffic controller _____
- time-out _____
- runner-up _____
- home address _____
- Annie's _____ is English, but she also learnt fluent Italian and French from her grandparents on either side of the family.
- Although no one died, many were hurt in the _____ of the explosion, when the fire and smoke got to them.
- The out-of-control bus injured many of those who were waiting at the bus stop, as well as a few _____.
- We're not allowed to publish any parts of the book on our website unless we find who owns the _____ for it and they give us permission to do so.
- To say I was happy is a(n) _____ - I was thrilled beyond anything to learn I was to become an aunt.
- I checked the expiry date on my _____; I have to renew it by next month if I want to keep driving.
- The teenagers were eager to show off their skateboarding tricks to the crowd of excited _____ that had gathered.
- Engaging in extreme sports is safe as long as you use _____ and know your limits.

Vocabulary

D. Complete the sentences with the words in the box to form expressions and collocations with the verb **take**.

interest credit effect
initiative personally pride risks
shape sides turns

- The painkillers will **take** _____ soon and you'll be able to sleep peacefully.
- I think she **took** my joke _____, although I never meant to sound offensive.
- Sean finally **took** the _____ and booked a show for us to see, instead of leaving all entertainment decisions to me.
- My flatmate and I **take** _____ cleaning the bathroom because neither one of us enjoys the chore.
- Though they're amateurish, Emily **takes** great _____ in her children's drawings.
- Do you think it was fair that Liam **took** all the _____ for work that was mostly done by his partner?
- We decided on doing a month-long tour of Nepal, but the specific plans are just now **taking** _____.
- The expedition was very poorly organised; they had no right to **take** such _____ with people's lives.
- Although sometimes I do agree with one of them, I try not to **take** _____ when my brothers argue.
- I have recently **taken** an active _____ in water sports and, more specifically, in parasailing.

E. Which of the following words/phrases can also form expressions with **take**?

a chance a difference a message
a while light notes the opportunity
your mind notice

Grammar Participle clauses

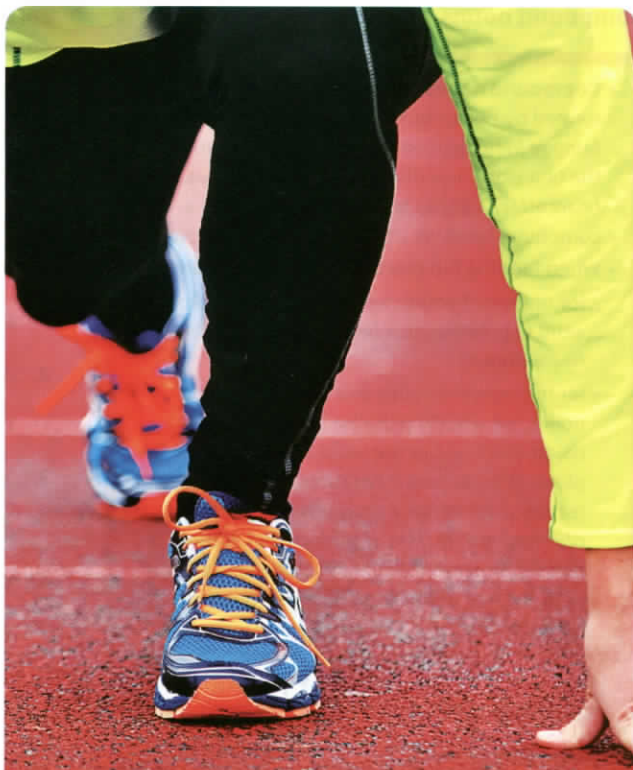
A. Read the sentences and answer the questions that follow.

Holding onto the rope tightly, Mark climbed down the side of the mountain.

- Who held onto the rope tightly?
- Which of the following does the sentence mean?
 - Mark was holding onto the rope tightly and he climbed down the side of the mountain.
 - Mark climbed down the side of the mountain because he was holding onto the rope tightly.

Combined with chilled water, this coffee could become a refreshing drink.

- Which of the following could be used instead of *combined*?
 - Because it was combined
 - If it is combined
 - Before it is combined



Having trained with the best coaches, Justin Miller became a top-class runner representing his country at the Olympic Games.

- Why was he a top-class runner?
- Which of the following does the phrase **having trained** mean?
 - that he had trained at an earlier time
 - that he was being trained while doing something else
 - that he hadn't completed his training



B. Rewrite the sentences replacing the words in bold with participle clauses.

1. **We were stunned** by the view from our hotel window and didn't want to leave.

2. **Since I was** aware of how difficult the activity would be, I asked Heather for help.

3. I booked a plane ticket **because I had been accepted** on a course abroad.

4. **While he was searching** for his phone, Alex knocked over the lamp.

5. **I didn't know** how much the city tour would cost, so I asked the travel agent.

6. **Paul didn't sleep** much last night and was exhausted all day today.

C. Read the sentences and rephrase the phrases in blue.

On arriving at the park, Donald was surprised to find that his friends had left.

If opened, the gadget cannot be returned.

D. Rewrite the sentences using a participle clause and starting with the word given.

1. While I understand the difficulty of the situation, I can't do much in this case.

While _____

2. Since Joe moved to Australia, he hasn't contacted us at all.

Since _____

3. After he studied to be a filmmaker, Jay went on to travel the world and make documentaries on social issues.

After _____

4. The little boy was crying when he was found by the security guard in the mall.

When _____

5. Nelly didn't manage to finish her novel on time although she wrote a few pages every day.

Although _____

6. Once your account is approved, it will be ready to be activated.

Once _____

7. When she entered the room, she was surprised to find Danny sitting on the sofa.

On _____

8. When the fire alarm goes off, get out of the building through the side entrance if you are not otherwise instructed.

Unless _____

9. Extra remedial work will be provided for the students if it is required.

If _____

10. None of the medical devices are to be used until they are fully tested.

Until _____

Magazine article - Life experiences



A. Discuss.

- What kind of experiences can change your life and way of thinking?
- Can you describe an experience you had that had a big impact on you?

B. Work in pairs. On the left are some pictures of different situations. Read TIP 3 in the Speaking Reference and do the following tasks. Use phrases (p. 54) to help you manage the conversation.

1

Look at pictures **A** and **E** and talk together for approximately 1 minute about what might have happened just before the pictures were taken.

2

Look at pictures **B** and **C** and talk together for approximately 1 minute about which activity you find more appealing.

3

Look at pictures **D** and **F** and talk together for approximately 1 minute about why you think the pictures might have been taken.

C. Listen to a teacher giving instructions and to two students doing a speaking activity involving pictures A-F. Then answer the questions.

1. What are the students instructed to do?
2. Do you think the students complete the task successfully? Why? / Why not?
3. Which two situations do they choose for the magazine article?

D. Listen to the dialogue again and pay attention to phrases showing agreement and disagreement. Write down as many as you can.

E. Complete the tables on the next page by adding the phrases you found in activity D to the correct categories.

F. In pairs, briefly discuss which two experiences (pictures A-F) you consider to have the biggest impact on people's lives using the phrases in the tables.

Initiating

So we have to...

There are several possibilities for...

Let's talk about... first, shall we?

Total agreement

That's a fair suggestion.

That seems reasonable.

Exactly. / Absolutely.

I'd go along with that.

So do I. / Neither do I. / Me neither.

That's just what I was thinking.

That's exactly how I feel.

I was just going to say that.

I think so. / I don't think so either.

On second thoughts, I have to agree with you...

You're absolutely right.

Tell me about it.

That's a good point.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Partial agreement

Yes, I see your point, but let's also think of...

That's a very interesting point, I must say. Alternatively...

You have certainly raised an important issue. However, don't you think...?

Yes, but there are other points to bear in mind, such as...

True, yet if we look at this from another angle...

9. _____

Disagreeing

I'm afraid I have something different in mind.

I am afraid that doesn't work for me.

I totally disagree.

I'm sorry to disagree with you, but...

No way.

I wouldn't say that.

I'd say the exact opposite.

Not necessarily.

That's not always true / the case.

No, I'm not so sure about that.

I'm sure that's wrong.

I think that might be a bit difficult if...

10. _____

11. _____

12. _____

Concluding

So, if we summarise...

So, what shall we decide?

So, what do you think? Are we ready to choose...?

Right, so you think... and I think...

Can we agree on...?

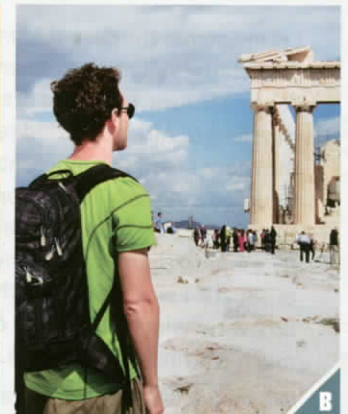
G. Work in pairs. Read TIP 5 in the Speaking Reference and do the following task. You can use some of the words/phrases in the box.

Imagine that a magazine is producing an article called 'Live and Travel'. The pictures below (A-E) illustrate different travel experiences. Talk together about the appealing aspects of these experiences. Then decide which two best represent what your country has to offer tourists and should be included in the article. Talk together for approximately 3 minutes.

exotic/traditional/local cuisine
range of flavours
historical/archaeological sites/monuments/landmarks
come into contact with tourists
artefacts on display
local customs and traditions

immerse oneself in culture
trace history
off the beaten track
seeking something out of the ordinary
varied landscape
natural beauty
create lifelong memories

Magazine article - Travel experiences



Writing An article including a personal account

A. Discuss.

- Read the riddle below and choose from the words (a-e) the one that you think answers it.

It is more precious than jewels or gold; it cannot be bought, it cannot be sold. Usually, to get it, you must grow old. The only other way is to listen when told. Although you may think it is hard, mean and cold, its true form is kind, warm and bold. What is it?

- a. confidence b. respect c. trust d. wisdom e. honesty

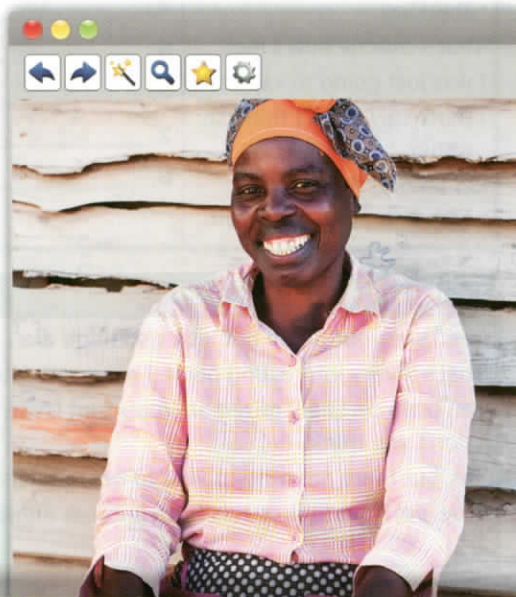
- Why is there a strong connection between this particular quality and age?
- Which of the other qualities mentioned above do you think come with age? Why?



- Read the writing task below and underline the key words/phrases. What are you required to write?

A lifestyle magazine has invited readers to contribute to a series of articles entitled 'Life Lessons' for its next issue. Write an article in which you talk about an experience that has had a very big impact on your life and what you learnt from it.

- Read the sample article for the writing task above and complete the tasks that follow.



1. Which of the following headlines do you think is the most suitable for the article? Why?

An Ideal holiday destination
Combining Work and Play
A Window on the World!

2. Each of the following statements corresponds to one of the paragraphs in the article. Write the numbers 1-3 in the boxes.

In this paragraph the writer:

- a. describes his/her experience.
- b. introduces the person/people involved.
- c. mentions how he/she feels now about his/her experience.
- d. mentions for the first time where his/her experience took place.
- e. explains what his/her experience taught him/her.
- f. describes the events leading up to the actual experience.
- g. mentions the emotions he/she felt while going through the experience.

11:00 AM

Home

Gallery

Slideshow

search

B

I

A

ABC

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

☰

I came across the *Global Mamas* site while shopping online. The words 'Volunteer in Ghana' immediately **caught my eye**. That's because, my friend Brenda and I had always dreamt of travelling to Africa. I started reading about *Global Mamas* and the more I read the more interested I became in the cause. It turned out that *Global Mamas* is a non-profit organisation that strives to help Ghanaian women earn a livelihood by helping them create and sell traditional handcrafted products. I was moved by the hardships they face and felt an overwhelming desire to contribute. Brenda didn't need much convincing to join me.

We soon found ourselves flying to Cape Coast, which is where we would be staying with our host family and working with a team of 'mamas' on a design project for three months. Initially, both Brenda and I felt frustrated because the comforts that we take for granted are considered a luxury in places like Ghana. Nevertheless, we soon settled into a routine, one that we came to love. In those three months, we became totally immersed in Ghanaian culture. We took in all the sights, tastes, smells and sounds of this wonderful place. We lived and worked side by side with Ghanaian people and developed a deep respect for them, and an appreciation of their courage, generosity and optimism. When the time came for us to leave we did so **with a heavy heart!**

My experience in Ghana made me realise that we all have a responsibility and a role to play in making the world a better place. Volunteering helped me step out of my comfort zone and embrace a totally new reality and perception of life. It taught me to **keep an open mind**, awakened my compassion and respect for people who persevere in the face of difficulties and increased my tolerance of cultural diversity. Whenever I think back to my experience, I am filled with a deep sense of gratitude. It helped carve a path for me, one that I intend to follow. I will, without a doubt, be volunteering for many years to come!

D. Match the words with their definitions. Then determine which of these qualities were mentioned in the sample article. Find additional qualities that appeared in the article but do not feature in the list below.

1. respect
2. compassion
3. fairness
4. modesty
5. tolerance
6. gratitude
7. perseverance
8. assertiveness

- a. the quality of not talking about or publicising one's abilities or achievements
- b. the quality of expressing your opinions and needs clearly and confidently
- c. a feeling of admiration for sb
- d. the quality of treating people equally or in a way that is right
- e. a strong feeling of sympathy for sb who is experiencing difficulties, and a desire to help
- f. the determination to continue to do something even though it is difficult
- g. the patience to accept people, their beliefs, behaviour and lifestyle choices even though they differ from your own
- h. a strong sense of appreciation for what you have or have been given

E. Complete the sentences below using the adjectives in the box formed from the nouns in activity D.

respectful compassionate fair modest tolerant
grateful persevering assertive

1. I am deeply _____ for all the help and support she has provided me with.
2. Although he is a successful businessman and an accomplished author, he is very _____ about his achievements.
3. Although the situation looked hopeless, her burning desire to succeed and her _____ nature would not let her give up.
4. My experience taught me the importance of being _____ and standing up for my beliefs.
5. Parents should teach children manners and to be _____ towards their elders from a young age.
6. Travelling broadens your mind and helps you become more _____ and able to accept different points of view.
7. This experience taught me the importance of being _____ and helping those who are less fortunate than myself.
8. Being _____ involves listening to both sides of the story before blaming someone for something.

F. Look at the highlighted idioms in the sample article. What do you think these idioms mean? Complete the sentences below with the words in the box to form idioms. Some of the words can be used more than once. Can you guess what the idioms mean?

eye chest heart head shoulder arm feet
mind

1. I really **had my** _____ **set on** winning the Young Writers' Competition so when I lost I was really upset.
2. My parents taught me the importance of **speaking my** _____ so I always say how I feel about things.
3. This experience served as a real _____ **-opener** because it taught me that our perception of beauty is determined by our culture.
4. I realised that Jenny was **giving me the cold** _____ because what I had said to her the day before had hurt her feelings.
5. I can't tell you the cost of the trip **off the top of my** _____, but I can check and get back to you.
6. My father and I may not **see** _____ **to** _____ **on** certain issues but we respect each other's opinion.
7. If something is worrying you, it's a good idea to confide in someone and **get it off your** _____.
8. I was going to sell the house I grew up in, but after my last visit to my home town, which filled me with childhood memories, I had **a change of** _____.
9. Living abroad and away from my parents helped me learn to **stand on my own two** _____.
10. Ben is a very active member of our community so I didn't need to **twist his** _____ to get him to take part in the charity event.



Writing

G. Read the writing task below and underline the key words/phrases. Then do the tasks that follow to help you generate ideas.

A school magazine has invited students to contribute to a series of articles entitled 'A Lesson Learnt' for its next issue. Write an article in which you describe an experience that has had a big impact on your life and how this experience has changed you.

1. Think of an experience (imaginary or real) that has had a very big impact on your life and has brought about changes in how you behave in certain situations or towards certain people, and/or how you feel and think about certain issues/people/things.
2. Using the prompts on the cubes on the right and the questions given below, work on establishing the details of your experience. Take time to brainstorm ideas for each prompt and write down the ideas you come up with. The points you write down should be in the form of key words and phrases, NOT sentences.
3. Once you have worked on all six prompts, choose the ideas that you wish to include in your article.



Describe it: When and where did it happen? What events took place prior to the experience? What exactly did you experience? Who was involved? What were you required to do? How did you feel before/during/after?

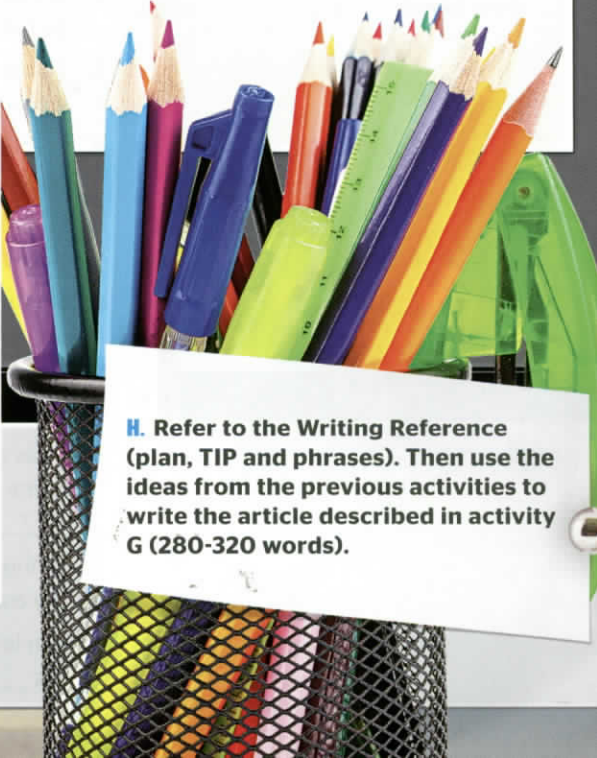
Compare it: What is this experience similar to? How does it differ from similar experiences that you have had?

Associate it: What did/does it make you think of? List the memories or thoughts that come to mind when reflecting on the subject. (For example, *When I think back to my holiday in South Africa, what comes to mind is the lively atmosphere of the Panorama Flea Market.* OR *The smell of roses reminds me of my grandmother and brings back memories of long, lazy summer days.* OR *When I recall the time spent with the Ghanaian women, I am filled with a deep sense of gratitude.*)

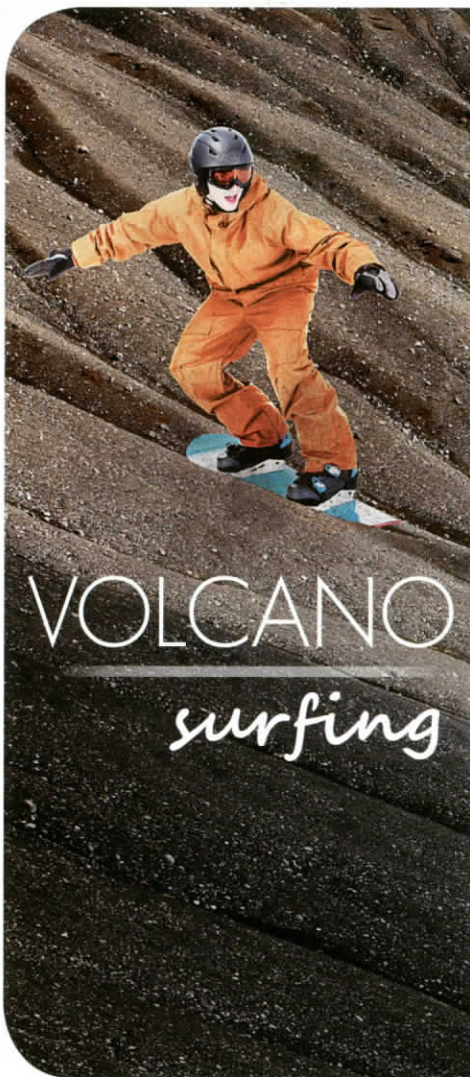
Analyse it: What did it involve? What did you learn from this experience?

Apply it: How has this experience changed you? How can you use what you have learnt?

Argue for or against it: Was it a positive or negative experience? What are the pros and cons of this experience? Would you like to experience something similar again? What can you tell others?



H. Refer to the Writing Reference (plan, TIP and phrases). Then use the ideas from the previous activities to write the article described in activity G (280-320 words).



A new and unusual activity, referred to as volcano surfing, has been gaining popularity in extreme sports circles. This full-on extreme sport involves racing down an active volcano on a plywood-constructed board at speeds of somewhere in the region of 50 miles per hour. While this may be an 1 ___ concept for many, those who 2 ___ to participate are promised excitement, an adrenaline rush and a superb mountain view. As 3 ___ a tumble is the obvious risk, 'surfers' 4 ___ the chance of serious harm or injury by respecting a few simple safety rules. In wearing the heavy-duty 5 ___ that accompanies the activity, namely the industrial-style jumpsuit and goggles, surfers are offered protection 6 ___ the volcanic dust and flying stones that surround them as they go down the mountain. Clearly, as an activity, it is better suited to the more 7 ___ sportsperson; however, there is really no reason why anyone with previous surfing or snowboarding experience wishing to add a bit of 8 ___ to their life shouldn't try it out.

- | | | | |
|-----------------|---------------|-----------------|------------------|
| 1. a. alien | b. offensive | c. invigorating | d. insignificant |
| 2. a. trace | b. fancy | c. urge | d. dare |
| 3. a. having | b. taking | c. making | d. doing |
| 4. a. economise | b. maximise | c. customise | d. minimise |
| 5. a. gear | b. provisions | c. accessories | d. supply |
| 6. a. for | b. as | c. from | d. by |
| 7. a. amiable | b. assertive | c. intrepid | d. witty |
| 8. a. rhythm | b. colour | c. feat | d. desire |

B. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between **three** and **eight** words, including the word given.

- She couldn't look after all the children so she asked her mother for help. **able**
Not _____ of all the children, she asked her mother for help.
- She has two sons and they are both still in secondary school. **finished**
She has two sons, _____ secondary school yet.
- The construction company where I worked stopped operating last month. **down**
The construction company at _____ last month.
- Since they lost to Liverpool, they were eliminated from the next round. **by**
Having _____ Liverpool, they were eliminated from the next round.
- If we want to avoid a crisis situation from unfolding, action is urgently needed now. **required**
Acting with _____ if we want to avoid a crisis situation from unfolding.
- Julia is thinking of opening up a bakery as she's naturally talented in baking. **knack**
Julia _____ is why she is thinking of opening up a bakery.