

# ***CONTENTS OF TEACHER'S BOOK***

## **Introduction**

### **Student's Book with Teacher's Notes**

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## OUTLINE OF THE COURSE

### Objectives

*Pioneer, American Edition* is an exciting and easy-to-use seven-level course in English for young adults, which smoothly takes learners from Beginners to C1 level. The main concern of the writers of this course has been to explicitly demonstrate how English is used in real-life situations, thus enabling learners to use it in meaningful contexts. *Pioneer, American Edition* has been meticulously designed to build the learners' ability to communicate their ideas fluently, accurately and confidently.

### Goals

*Pioneer, American Edition* follows the requirements of the Common European Framework of Reference for Languages (CEFR). It aims at achieving the following goals:

- **Communicative** - to help Ss establish relations, exchange information and express ideas, attitudes and feelings.
- **Socio-cultural** - to help Ss grasp an understanding of everyday life patterns of their age group. This covers topics such as home, leisure, etc. in the target language.
- **Learning how to learn** - to help Ss plan their work over a time span and set themselves realistic objectives.
- **Language and cultural awareness** - to help Ss acquire an understanding of the language and culture.
- **Systematic development of key competences** - to promote critical thinking skills, research skills, problem-solving skills, organization skills, collaboration skills.
- Effective preparation for all exams (Cambridge, FCE, Michigan, etc.)

### Syllabus

*Pioneer, American Edition* follows the modular approach, which enables Ss to deal with topics in depth and over a longer period of time. Moreover, the course uses an integrated approach to all four language skills (reading, listening, speaking and writing) in a carefully graded and well-organized, user-friendly syllabus combining functions, structures, vocabulary, pronunciation, intonation and communication skills. A building-block strategy has been employed through which every lexical and grammatical item is carefully presented and systematically revised enabling Ss to acquire the language naturally and use it in meaningful contexts. Communicative language teaching is viewed as a practical activity rather than a theoretical notion.

### Organization and length of the course

This book effectively brings learners to a level of linguistic ability at which they can satisfy their basic communication needs. It gradually introduces students to the Cambridge FCE and other examinations. However, the primary and most significant focus of the *Pioneer* series is for learners to acquire the English language and use it in real-life situations. The book is organized in twelve modules, each of which is based on a general topic. The modules are well-organized within a steady framework. Throughout the module, Ss are presented with different aspects of the same topic. The modular approach promotes progress in all dimensions and by the end of the course, Ss will have been systematically exposed to the functions and structures outlined in the contents. Additionally, they will have been given the opportunity to develop all four skills, having been given adequate practice throughout the book. The precise time needed to complete the course will vary according to factors such as school organization, class size, learner ability and motivation.

### Key features

Certain key features of the book add to the challenging and motivating material of the course:

- **Motivating and contemporary topics** related to the interests of young adults.
- Systematic development of **reading and listening skills and subskills**.
- A variety of **communicative tasks**.

- A **step-by-step** approach to **writing**.
- Emphasis on **vocabulary building**.
- **Cross-curricular** and **cultural** information.
- **Practical tips** leading to the development of skills and strategies.
- Gradual familiarization with **exam type tasks**.
- **The language** used. It is principally American English. However, the writers have taken into consideration the fact that English is spoken as a first, second or foreign language throughout the world. Therefore, Ss are exposed to linguistic varieties as well as texts and information about various English-speaking countries and cultures.
- **Personalization activities**.
- **Task-based activities** preparing Ss for the real world.
- Opportunities for promoting **learner autonomy** with learning tips, self-assessment (*Now I can*) sections, learning objectives on the cover pages, competence-based tasks, a Workbook key booklet for self-check, etc.
- Opportunities for promoting **critical thinking** skills by using an inductive approach to present grammar and vocabulary, relating new information to prior knowledge with warm-up activities, by asking open-ended questions, by providing Ss with problem-solving activities, etc.
- The use of **IT (Information Technology)** (e.g. Interactive Whiteboard material, online e-Workbook, online multimedia resources).

## COURSE COMPONENTS

### Student's Book

The Student's Book contains:

- A table of contents presenting the topics, vocabulary, structures, functions, pronunciation/intonation as well as the language skills practiced in each module.
- Twelve modules, each 10 pages long, divided into two parts **a** and **b** and including a cover page and a review page.
- A section including tasks (one for every two modules).
- A writing reference section.
- A section with Phonetic Symbols including vowel and consonant sounds.
- An exam practice section with examination-type activities for every three modules.
- A grammar reference section with useful tables, examples and explanations of the structures dealt with in each module.
- A list of irregular verbs.
- An appendix of differences between American and British English.
- A section with the transcripts from the listening activities included in the Student's Book.
- A word list containing the active vocabulary in alphabetical order per lesson.

### Workbook

The Workbook is in full color and is closely linked to the Student's Book comprising vocabulary, grammar, communication, listening, reading and writing development tasks. It provides Ss with further practice of all the linguistic items dealt with in the Student's Book. Ss are thus able to reinforce and consolidate what they have learned and also gain a sense of achievement. It is recommended that some of the exercises in the Workbook should be done in class but most of them should be assigned for homework.

The Workbook is also available with a **Key Booklet**. This contains the key to all the exercises along with suggested answers, and the transcripts from the listening activities included in the Workbook.



## Pioneer Online

Pioneer Online consists of:


- the e-Workbook (online version of the Workbook with interactive activities)
- a digital glossary
- extra interactive activities for every module focusing on vocabulary, communication, grammar, listening, reading
- videos: Pioneer on View
- interactive video activities

## Interleaved Teacher's Book

The Teacher's Book contains:

- An introduction.
- A table of contents as it appears in the Student's Book.
- Teacher's Notes interleaved with the pages of the Student's Book. Each lesson includes tables of the functions, structures and vocabulary introduced and useful notes for teaching. These notes provide teachers with a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the Ss' needs. Answers to all exercises and the aims for every activity in the Student's Book are also included.
- Ideas for optional activities which help Ss get a better understanding of the vocabulary and grammatical structures or forms introduced and provide them with an opportunity for further practice.
- Background notes on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book.
- Language Plus boxes which give more detailed information about the new linguistic items presented in each lesson.
- Suggested answers to all activities where oral production is required.
- A section including tasks, a writing reference section, a section with phonetic symbols, a section including Exam Practice, a grammar reference section, a list of irregular verbs, an appendix of differences between American and British English, a section with the transcripts from the listening activities and a word list as they appear in the Student's Book.
- The transcripts of the listening activities included in the Workbook.
- The key to the Workbook.
- The tracks (   66 = Track 66 of CD1) for all the recorded material included in the class CDs.

## Class CDs

The Class CDs include all the recorded material from the sections in the Student's Book where the symbol  appears. They also include the recorded material of the listening activities in the Workbook.

## Teacher's Resource CD/CD-ROM

The Teacher's Resource CD/CD-ROM contains:

- **Tests**  
In this section there are:
  - > 12 tests corresponding to the modules of the book
  - > a midterm test
  - > a final test
  - > keys and transcripts.The tests are available in PDF format for printing and in modifiable format, so that the teacher can add, omit or change the order of the items and/or exercises according to the needs of their classes.
- **Extra Material**  
This section provides teachers with supplementary material for extra practice. It includes extra vocabulary, communication, grammar, listening, reading and short discussions. The Extra Material is in PDF format for printing.
- **Pioneer video worksheets**  
This section includes worksheets with activities that can be used along with the Pioneer on View and Video Master.

## • Audio

This section contains the recorded material of the tests and extra material.

## Interactive Whiteboard Material

The Interactive Whiteboard material includes all the textual, visual and audio material from the entire Student's Book as well as from the Workbook. It is also accompanied by a vocabulary list, the videos (Pioneer on View and Video Master) as well as the video activities.

## Pioneer DVD

Pioneer on View can be used as a supplement to the Pioneer series. Pioneer on View consists of factual videos presented in a documentary style.

## Online Tests

## THE STRUCTURE OF THE MODULES IN PIONEER INTERMEDIATE B1, AMERICAN EDITION

### Modules 1-12 (an overview)

Each module is 10 pages long and is divided into two parts a and b. In both parts, the target language (vocabulary, grammar, functions) is presented and practiced extensively, while at the same time the four basic skills (reading, listening, speaking, writing) and micro-skills are developed.

The structure of each module is as follows:

- Cover page (1 page)
- Part a: - reading, vocabulary, grammar (2 pages)
  - vocabulary, grammar, intonation/ pronunciation, listening, speaking (2 pages)
- Part b: - reading, vocabulary, listening (2 pages)
  - speaking, writing (2 pages)
- Review (1 page)

Lastly, the review page at the end of each module thoroughly revises the functions, grammar and vocabulary that have been taught in the preceding lessons and offers a unique opportunity for self-evaluation.

### Cover page

The cover page is the first page of the module. Ss are introduced to the topic of the module through a discussion while being presented with some new topic-related vocabulary. The purpose of this discussion is to activate Ss' background knowledge and create a sense of anticipation. There is also a set of learning objectives on the cover page. Ss read about what they will learn in the module, which increases motivation and helps them become autonomous learners.

### Vocabulary

There are two or three vocabulary sections in each module. The lexical material presented is relevant to the topic of the module and is semantically grouped. Vocabulary is presented and practiced in situational and linguistic context, which facilitates understanding. Particular attention has been paid to the selection of useful, high-frequency lexis appropriate for the students' level, while it is borne in mind that vocabulary is not just words but also phrases or chunks of language, which have the same function as single words. Different lexical areas are covered such as phrasal verbs, collocations, words easily confused, word building, lexical sets, words with prepositions, prepositional phrases, idioms, etc.

However, this section is not just a list of lexical items which are presented to be memorized. Ss are often asked to do a task and/or hold a discussion, which requires them to retrieve knowledge and information from either their previous exposure to the English language or their knowledge of the world, to think critically, and make educated guesses.

Ss are further helped to learn vocabulary with the inclusion of useful advice given throughout the book in the form of **tips**.

### Reading

There are two reading sections in each module. Throughout the book, students are exposed to the written language through a variety of reading material: newspaper and magazine articles, blogs, advertisements, extracts from literature, etc. The texts cover a broad range of motivating and contemporary topics and provide students with interesting, multi-cultural, cross-curricular information about the real world. The texts have been carefully selected not only for their language content but also for their interest and appropriateness to the level and age of students this course is intended for. The texts aim at the development of reading micro-skills with emphasis on skimming or reading for gist, scanning for specific information, understanding details and awareness of text cohesion. The reading section is divided into five subsections:

#### A. PRE-READING

Before students are asked to deal with the reading material, they are engaged in warm-up activities, which introduce the topic. These pre-reading questions are usually of a general nature, which students can relate to and express their opinion about or answer according to their personal experience.

#### B. READING FOR GIST

This task requires students to read the text quickly and understand the main idea(s), the topic(s) discussed, the writer's purpose, etc. It is advisable that students are given sufficient but not excessive time to carry out the task and that teachers point out to students that unknown words should not worry them at this stage.

#### C. READING FOR DETAIL

Students are required to read the text again, this time in detail, and do various types of activities, such as multiple matching, answering multiple choice questions or reconstructing a gapped text, all of which familiarize them with examination-type tasks. It is important that teachers set a time limit and stick to it. Unknown words in the text, apart from a few key ones, should not be explained, but teachers should make sure that students do not have any unknown words in the questions and options as this could render the reading task impossible to complete. Teachers should vary the approach adopted and have students work individually at times and in groups at other times. Students should be encouraged to underline the parts in the text which led them to their answer choice and compare their answers in pairs or small groups before they discuss them in class. Teachers should always ask students to justify their answers and say why they have eliminated the other options.

Students are further helped to develop their reading skills with the inclusion of useful advice given throughout the book in the form of **tips**.

#### D. GUESSING THE MEANING OF UNKNOWN WORDS

This activity requires students to guess the meaning of certain unknown words appearing in the text by looking for clues in the context. It is worth mentioning that some of the words appearing in this activity may be beyond the level of B1 students. However, the aim of the activity is to have students guess the meaning of advanced lexis, which they are likely to encounter in examinations as well as in real life when reading authentic texts. It is important to do this activity in class and it is strongly recommended that students work in pairs or small groups and compare their answers.

#### E. POST-READING

The reading section ends with one or two post-reading questions, which give students the opportunity to expand on the topic of the reading text using topic-related vocabulary and develop critical thinking skills. It is recommended that this activity is done systematically to round up the reading section.

### Grammar

The aim is to present grammatical structures gradually (building-block strategy). Examples of these structures may appear in the preceding reading texts. The use of the grammatical structures is illustrated in context through example sentences. Ss are actively involved in their understanding through various language awareness activities. For example, they are required to make inferences about the functions and formation of grammatical structures and to complete tables and/or sentences. In this way, Ss develop strategies that help them identify language patterns, develop a greater awareness of language and become more independent learners. A more detailed presentation of the grammar focus in each lesson is included in the Grammar Reference at the back of the book, which Ss may refer to whenever necessary.

The grammar section ends with a simple activity which allows Ss to use the structures they have learned in context, while teachers are able to check their Ss' comprehension of the particular structure. These activities can be completed in class, either in pairs or individually.

### Pronunciation / Intonation

It is important to sensitize Ss to the different sounds of the foreign language as well as to different intonation patterns and give them as much practice as possible. The aim is not for Ss to acquire a native-like pronunciation but to enable them to speak intelligible English. The pronunciation and intonation sections deal with significant aspects of spoken English in an organized manner and, wherever possible, is linked to the language of each module. This section presents and provides controlled practice of individual sounds, as well as sentence stress and intonation patterns.

The International Phonetic Alphabet (IPA) transcription system has been used to indicate the pronunciation of individual sounds.

### Listening

The topic of the listening task is always related to the topic of the lesson. A variety of spoken text types and task formats have been employed through which important listening micro-skills are developed. The focus is on listening for gist and/or specific information. Therefore, it is always a good idea to have Ss read through the questions/gapped text, etc. first and make predictions about the possible answers using prompts such as pictures, tables, etc. It is always important to stress that Ss do not need to understand every word that they hear. After making sure that Ss have understood the instructions and the language included in the activity, play the CD two or more times if necessary. Elicit answers from Ss and ask them to justify their answers. Then, if necessary, play the CD again and clarify any points that have not been understood or ask Ss to look at the transcripts in the special section at the back of the book..

Ss are further helped to develop their listening skills with the inclusion of useful advice given throughout the book in the form of **tips**.

### Speaking

Speaking tasks provide Ss with further practice of the vocabulary, structures and functions presented. Ss are engaged in meaningful communication and emphasis is placed on communicating for a particular purpose. Ss usually work in pairs or groups and perform a variety of real-life tasks (role-plays, guessing games, surveys, questionnaires, information-gap activities, etc.). They discuss or exchange information, make suggestions, make decisions or express personal opinion in order to achieve a communicative goal. By working in pairs or groups, the amount of time students speak is increased significantly and cooperation among students is encouraged. In addition, pairwork or group work helps to lessen students' communicative stress. Verbal and/or visual prompts are provided to facilitate the students' task. For most speaking activities, support is provided through boxes including phrases and expressions related to the topic/function of the speaking activity in order to help students carry out the task successfully.

During the activity, the teacher should go around the classroom, listen to the discussions taking place and make sure that Ss speak only in English. Whenever necessary, help and support should be provided. It is recommended that teachers should not interrupt in order to correct Ss' errors. It is preferable for the teacher to keep a record of common or basic mistakes and to comment on them at the end of the activity. To achieve optimum results, it is advisable to set a time limit for the activity and stick to it.

Ss are further helped to develop their speaking skills with the inclusion of useful advice given throughout the book in the form of **tips**.

### Writing

Writing is perhaps one of the most difficult skills for Ss to master. The writer must take many things into consideration: handwriting, spelling, punctuation, paragraphing, purpose, audience, syntax. For this reason, the course has paid particular attention to this skill. The book helps Ss build up their writing skills through the integration of skills, as the writing activities are thematically linked to the lesson and the module.

Most importantly, Ss are provided with a model text, so they are exposed to a sample of what they have to produce later. There are different activities focusing on the content, layout, brainstorming, register, style, text organization, linking words/phrases, planning, cohesion/coherence, etc. Ss are also provided with guidance concerning different types of writing and tips to help them deal with the writing tasks. These writing tasks are particularly suitable for homework, as they give Ss the opportunity to revise the language introduced in the lesson and expand on the topic. Instructions should be explained carefully in class, as it is important to ensure that Ss have fully understood what they are expected to do. Ss' written work should always be corrected (not during class time) and returned to Ss in due course. Alternatively, Ss could work in pairs and correct each other's work before giving it to the teacher. Moreover, Ss should be familiarized with a correction code, like the one suggested below, which will help them identify and correct their own mistakes.

WW: wrong word  
S : spelling  
P : punctuation  
T : tense  
A : article  
WO: word order  
^ : something missing  
Pr: preposition

Another way to deal with writing is as a cooperative activity. Writing in pairs or groups can be highly motivating for Ss and incorporates research, discussion and peer evaluation. Ss are further helped to develop their writing skills with the inclusion of useful advice given throughout the book in the form of **tips**.

### Task

These meaningful tasks don't only focus on language skills. They focus on life skills and link the English lesson with real-life needs that the Ss will face in their everyday life outside the classroom. This section focuses on the systematic development of key competences, the promotion of critical thinking skills, research skills, problem-solving skills, organization skills and collaboration skills. First the Ss are presented with input, and they are asked to do an activity or exercise based on it. This phase functions as a preparation stage for the task involving analysis, skills integration and information transfer. Then the Ss are involved in various competence-based activities (usually writing and/or speaking), which are usually done in pairs or groups. These activities require Ss to find and/or exchange information, take notes, negotiate, make a decision, etc. At this stage, learner autonomy and collaborative learning are encouraged as the Ss work by themselves without active

participation of the teacher. The final stage of the task requires Ss to give feedback in spoken or written form and serves as performance evidence. This last phase is often enriched by a spoken interaction activity in which Ss ask and answer questions. In the Teacher's Book you will find a Recap section where the Ss are encouraged to become aware of what they have practiced in each task as well as where and how they can apply the strategies in real life.

### Review

The Review page consists of exercises revising the vocabulary, grammar and functions dealt with in the module. There are also self-assessment charts at the end of each Review page where Ss can check their progress. These charts give Ss the opportunity to take responsibility for their learning, see what they can do with the language they have learned and evaluate their own strengths and weaknesses.

### POINTS TO REMEMBER

- Whether an activity is carried out in class or assigned as homework, make sure that Ss fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate through examples what the activity requires them to do. This is especially recommended in all speaking activities.
- Whenever an activity requires understanding gist, the teacher should not explain unknown words, thus encouraging Ss to focus on gist only. Whenever necessary, however, certain key words that block understanding could be explained.
- In the listening activities, make sure that Ss have no unknown words before they do the activity.
- In the speaking activities, it is important to remind Ss that there are no right or wrong answers; the aim is to get them talking about the topic using some new vocabulary and structures.
- Regarding the grammar section, Ss will feel more confident if unknown words are explained before they do the grammar activities.
- When correcting Ss' written work, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to Ss orally or in written form on the board.
- When explaining new lexical items, a variety of techniques could be employed such as example sentences, mimicry, definitions, antonyms, synonyms, enumeration and/or translation.
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where Ss are asked to do guesswork, no answers should be revealed before Ss proceed to the actual activity and check their predictions.
- It is advisable that teachers use the Ss' L1 when necessary (e.g. to initiate a discussion on a topic in order to activate Ss' background knowledge, to explain grammar rules).

### Abbreviations used in Teacher's Book

adj. → adjective  
adv. → adverb  
prep. → preposition  
n. → noun  
v. → verb  
p. → page  
pp. → pages  
e.g. → for example  
etc. → et cetera  
sb. → somebody  
sth. → something  
Ss → Students  
SA → Student A  
SB → Student B  
TB → Teacher's Book  
L1 → Ss' first language

## Vocabulary

make history well-educated

**Aims:** ) to introduce the topic of the module and activate Ss' background knowledge

) to present the learning objectives of the module

- Draw Ss' attention to the title of the module.
- Ask Ss to tell you what they think the module is about.
- Elicit answers.
- Ask Ss to look at the pictures on the page and read through the accompanying captions.
- Ask Ss the questions in the *Discuss* section.
- Elicit answers and initiate a short discussion.

### *Suggested answers*

KEY

- being well-educated 1
  - having a job 2
  - being respected 3
  - making history 4
  - being rich 5
  - being famous 6
  - being attractive 7
  - For many people in my culture, the idea of being successful is associated with being well-educated and having a job. Others focus on having money and a successful marriage, while there are those who believe that being famous and highly respected are what make someone successful.
  - I consider myself to be successful at my work.
  - I would like to be successful at having a loving family.
- Read out the objectives listed in the *In this module you will learn...* section.
  - Explain any unknown words.

# 6 Success



being respected

**Discuss:**

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



having a job



being well-educated



making history



being famous



being attractive



being rich

**In this module you will learn...**

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

## Reading

**A.** Read the statements below. What do they mean? Do you agree with them?

- a. **Winners are always part of the answer** ← → **Losers are always part of the problem**  
 b. **Winners learn from mistakes** ← → **Losers forget their mistakes**  
 c. **Winners see opportunities** ← → **Losers have doubt**  
 d. **Winners find answers** ← → **Losers only see difficulties**  
 e. **Winners follow their heart** ← → **Losers settle for second best**  
 f. **Winners are a part of the team** ← → **Losers are apart from the team**

**B.** Read the text quickly and find the correct headings from above to match with the stories (1-4). There are two extra headings which you will not need to use.

# Winners | Losers

**Everybody enjoys winning. However the concept of victory is so mysterious. Those who are successful make it seem so simple that we are all curious about how it's done. Perhaps that's why we love success stories. Here are a few snippets of success:**

**1**

A reporter once asked a bank president what the secret of his success was. "Two words," said the bank president. "Right decisions." When asked how he learned to make these, the bank president gave a one-word response. "Experience." Hoping for a more satisfying answer, the reporter asked him how he got his experience. "Two words," said the bank president. "Wrong decisions!"

**2**

In another interview, a farmer who grew award-winning corn revealed that he shared his best seeds with his neighbors. The reporter was surprised that the farmer was risking being outdone by his neighbors. "I know it seems irrational, but if I don't share, then the risk is greater," explained the farmer. "When the wind picks up pollen from the corn, it blows it from field to field. If my neighbors grow bad corn, I will too. Unless I help them, I won't be able to grow good corn. We are all connected."



**3**

A shoemaker once sent two salesmen to investigate the market of a developing country. "Nobody will buy shoes here," said the first salesman confidently. "They don't wear them." "We will have sold thousands of shoes by the end of the year," reported the second salesman, a winner by nature. "They are all barefoot!"



**4**

In a fable by cartoonist James Thurber, there was a little moth that fell in love with a star. "If I were you, I wouldn't set such an unrealistic goal," said his mother. "You will be much happier if you fall in love with a candle."

"I'm going to reach my star!" said the little moth while the other moths made fun of him. Unaffected by their laughter, the dreamy moth left. He kept flying up high as the other moths below were getting burned by candles and street lights. The moth must have been miles and miles away when he looked down and realized that he was the only moth of his family that was still alive. "Without you I wouldn't exist now!" the moth said to the beloved star that had saved his life.





## Functions

Talking about what it takes to be a winner or a loser  
Referring to the future

## Structures

Future Tenses

## Vocabulary

award barefoot blame (v.) by nature candle concept  
developing country doubt (n.) exist fable fall in love  
go after (a dream) investigate irrational laughter  
make fun of president realistic response reveal  
risk (v.) satisfying seed set a goal unrealistic victory

## Reading CD2 ▶▶7

**A. Aim:** ) to introduce the topic of the reading text by activating Ss' background knowledge and personal opinion

- Ask Ss to read through the statements a-f and make sure they do not have any unknown words.
- Ask Ss the questions in the rubric.
- Elicit answers and initiate a short discussion.

### Suggested answers

- I agree because winners are eager to solve a problem and find the answer, while losers are part of the problem and can't see a way out.
- I agree because winners examine the reason why they made a mistake so as to find out what went wrong and not repeat it in the future. Losers are too selfish to analyze their mistakes and learn from them.
- I agree because winners leap at the chance to accomplish their goals while losers hesitate.
- I agree because winners try to find effective answers to any problems that may arise while losers can't overcome any difficulties they face.
- I agree because winners have the courage to do so while losers are not willing to try harder.
- I agree because winners know that cooperation is the key to success.

**B. Aims:** ) to present the functions, structures and vocabulary in the context of four short success stories

) to give Ss practice in reading for gist and identifying the main idea of each success story

- Ask Ss to look at the layout of the text and tell you what kind of text it is (*an article*) and where it can be found (*in a magazine*).
- Ask Ss to look at the pictures accompanying the text and tell you what they can see (*a man who must decide which direction to go in, a hand holding some seeds of corn, a pair of bare feet, a night shot showing two lit street lights and some moths flying around*).
- Draw Ss' attention to the title of the text and ask them to tell you how the pictures can be related to the title of the text.
- Elicit answers.
- Ask Ss to read through the text and underline any unknown words at the same time.
- Refer Ss to the statements a-f in the previous activity and have them do the activity.
- Check the answers with the class.

1. b, 2. f, 3. c, 4. e

REV

- Ask Ss some comprehension questions:

*What does everybody enjoy? Everybody enjoys winning.  
What is the concept of victory considered to be? It's considered to be mysterious.*

*What did the reporter want the bank president to tell him?  
What the secret of his success was.*

*Did the bank president give him a long answer? No, he didn't.  
Was the reporter satisfied with the bank president's first answer? No, he wasn't.*

*What did he do? He asked him a second question.*

*Did the bank president's second answer explain how he became successful? Yes, it did.*

*What did the farmer grow? He grew award-winning corn.*

*What did he reveal in an interview? That he shared his best seeds with his neighbors.*

*How did the reporter feel when he heard that? He felt surprised.*

*Why was he surprised? Because he thought that the farmer was risking being outdone by his neighbors.*

*According to the farmer, is it worth taking this risk? Yes, it is. Why? Because if he doesn't share, the risk is greater.*

*How can his neighbors' corn affect the quality of his corn? The wind can pick up pollen from their corn and blow it into his field. So if they grow bad corn, he will too.*

*Why did a shoemaker send two salesmen to a developing country? Because he wanted them to investigate the market there.*

*Was the first salesman optimistic about the possibility of selling shoes there? No, he wasn't.*

*Why? Because the people were barefoot and he thought that nobody would buy shoes.*

*Did the second salesman think in the same way? No, he didn't.*

*Who was James Thurber? A cartoonist.*

*What happened in one of his fables? A little moth fell in love with a star.*

*Did his mother believe that the little moth would be happy being in love with a star? No, she didn't.*

*What did she think the little moth should fall in love with? She thought that the little moth should fall in love with a candle.*

*Did his mother's advice stop him from reaching his star? No, it didn't.*

*How did the other moths react? They made fun of him.*

*Was he affected by their reaction? No, he wasn't.*

*What was happening to the other moths while he was flying up higher? They were getting burned by candles and street lights.*

*What did the moth realize when he looked down? That he was the only moth of his family that was still alive.*

*What did the moth tell the star? That without it, he would be dead.*

## Background knowledge

**James Grover Thurber** (December 8, 1894 - November 2, 1961) was an American author, cartoonist and celebrated wit. Thurber was best known for his cartoons and short stories, published mainly in *The New Yorker* magazine and collected in his numerous books. One of the most popular humorists of his time, Thurber celebrated the comic frustrations and eccentricities of ordinary people.

**C. Aim: ) to give Ss practice in identifying specific information**

- Read out and explain the TIP.
- Ask Ss to read through the questions 1-6 and the corresponding answer choices. Make sure they do not have any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

1. c, 2. c, 3. d, 4. b, 5. d, 6. a

- Explain any unknown words and choose Ss to read out the text.

**D. Aim: ) to give Ss the opportunity to elaborate on the topic of the reading text**

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.
- Explain to Ss that they can also mention examples of successful people from their family and friends.

*Suggested answers*

- Bill Gates (businessman and computer programmer), Mark Zuckerberg (one of the five co-founders of Facebook), etc.
- I think I do because I believe in myself and I go after my dreams. I set high goals and I work hard to achieve them. Moreover, I don't get discouraged by my mistakes but I try to learn from them so as not to repeat them in the future.

## Grammar

**A. Aim: ) to revise the Future *will*, the Future *going to*, the Present Progressive with future meaning and time clauses referring to the future**

- Ask Ss to read through the dialogue in the box and draw their attention to the phrases in blue.
- Make sure that Ss can identify the Future *going to* and the Future *will*.
- Ask Ss to read through the functions a-c and check their understanding.
- Have Ss do the activity. Check the answers with the class and refer Ss to the Grammar Reference (p. 151).

c, a, b

- Ask Ss to read through the note with the rules of the Present Progressive with future meaning and the formation of time clauses with future reference and provide them with any necessary clarifications.
- Ask Ss to come up with their own examples.

**B. Aim: ) to present the Future Perfect Simple**

- Ask Ss to read through the example and draw their attention to the phrase in blue.
- Point out to Ss that this is the Future Perfect Simple of the verb *sell*.
- Ask Ss the question that follows.
- Elicit and check answers.

The correct answer is **a. before the end of the year**

- Ask Ss to read through the incomplete rule referring to the formation and the use of the Future Perfect Simple and check their understanding.
- Refer Ss to the example of the Future Perfect Simple of the verb *sell* in the box and have them complete the rule.
- Check the answers with the class and refer Ss to the Grammar Reference (p. 151).

have, before

**C. Aim: ) to give Ss practice in using future tenses in context**

- Have Ss do the activity.
- Check the answers with the class.

1. 'm going to get / 'll get
2. get
3. will have left
4. 're going to work / 'll work
5. 'll make
6. 'll call
7. return

**C. Read again and answer the questions. Choose a, b, c or d.**

TIP

- Read each question carefully to get an idea of what you are looking for and underline the section in the text where the answer is found.
- When a question refers to the whole text, avoid options which are true but refer only to part of the text.
- Make sure you have chosen the correct answer by eliminating the wrong options.
- Avoid options which:
  - sound logical but are not mentioned in the text.
  - include a word/phrase from the text, but do not mean the same thing.
  - overgeneralize using words like *always, all, every, etc.*

1. Why does the writer suggest that we like success stories?
  - a. They make us feel like winners.
  - b. The lives of winners have secrets.
  - c. We want to find out how to win.
  - d. Their stories make us enthusiastic about winning.
2. What was it that made the bank president a successful man?
  - a. Making decisions at the right time.
  - b. Blaming others for mistakes.
  - c. Learning from experience.
  - d. It is not mentioned.
3. Why did the farmer give his best seeds to his neighbors?
  - a. He didn't care about the competition.
  - b. He liked challenges when competing.
  - c. He was a good neighbor and a risk-taker.
  - d. He wanted to be sure that he would get corn of the best quality.
4. Why was the second salesman a winner by nature?
  - a. He refused to be realistic in his report.
  - b. He saw the positive side of things.
  - c. He did better research than the first.
  - d. He sold more shoes to the people.
5. How did the moth survive?
  - a. He took his mother's advice.
  - b. He tried to avoid candles and street lights.
  - c. He was helped by other moths.
  - d. He went after his dream.
6. According to the whole text, which of the following people aren't winners?
  - a. Those who believe in themselves and think they know everything.
  - b. Those who aren't afraid of taking risks when others see danger.
  - c. Those who keep trying and are eager to learn from their mistakes.
  - d. Those who dream of achieving a goal that may not be realistic.

**D. Discuss.**

- What examples of successful people can you think of?
- Do you have the qualities of a winner?

**Grammar Future Tenses → p. 151**

**A. Read the dialogue below and match the phrases in blue with their functions a-c.**

**A:** Next week I **am going to attend** a seminar on how to start a business. Why don't you come along?

**B:** Well, I have no plans, but it sounds pretty boring.

**A:** Brad Garner, the guy who owns the computer company BigBytes, is going to reveal the secret of how he achieved success. It **will be** a very useful seminar!

**B:** Well, in that case, I'll **come** with you.

- a. a future prediction
- b. sth. that sb. has just decided to do
- c. sth. that sb. has already planned to do

- The **Present Progressive** is used for future plans and arrangements.  
*We're traveling to New York this weekend.*
- When referring to the future, use **will** in the main clause but use the **Present Simple** in the time clause (i.e. after *when, as soon as, until, till, before, after* and *by the time*).  
*I'll get the groceries before I come home.*

**B. Read the example from the text, answer the question and complete the rule.**

"We **will have sold** thousands of shoes by the end of the year," reported the second salesman.

When will it happen?

- a. before the end of the year    b. after the end of the year

The **Future Perfect** (will + \_\_\_\_\_ + past participle) is used for actions that will be completed \_\_\_\_\_ a specific time or another action in the future.

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

- A:** Susan, I have a meeting at 6 p.m., so I 1 \_\_\_\_\_ (get) home late.
- B:** Well, by the time you 2 \_\_\_\_\_ (get) back, I 3 \_\_\_\_\_ (leave).
- A:** Where are you going? To Tracy's?
- B:** Yes. We 4 \_\_\_\_\_ (work) on that college assignment for a while and then go for a run in the park.
- A:** Be careful.
- B:** Don't worry. I 5 \_\_\_\_\_ (make) sure I have my cell phone with me. I 6 \_\_\_\_\_ (call) you as soon as we 7 \_\_\_\_\_ (return) to Tracy's house.

## Vocabulary

**A. What are the opposites of the following words?  
What do you notice about their formation?**

suitable      convenient      legal      rational      possible

**B. Complete the table forming the opposites of the adjectives in the box.**

The opposites of many English words are formed by adding a negative prefix (un-, in-, il-, ir-, im-) to the words. Notice the rules in the table below but keep in mind that there are exceptions: e.g. *lucky-unlucky, realistic-unrealistic, reliable-unreliable, pleasant-unpleasant, professional-unprofessional*

patient    literate    regular    secure    logical    correct    affected    mature    practical  
aware    responsible    experienced    polite    kind    appropriate    relevant    willing

un-	in-	il- (+adj. starting with l)	ir- (+adj. starting with r)	im- (+adj. starting with m or p)

**C. Complete the sentences with some of the opposites from the table above.**

1. Mark may be seventeen, but I don't think he should get a driver's license yet. He's so im \_\_\_\_\_ for his age!
2. The politician was un \_\_\_\_\_ to answer the reporters' questions and got up and left.
3. Whether I think you're good at math or not is ir \_\_\_\_\_. The important thing is that you pass the exam.
4. What I'm going to say may sound crazy and il \_\_\_\_\_ but it's true.
5. Lots of teenagers are in \_\_\_\_\_ about their appearance. We need to help them feel confident about themselves.
6. Don't be im \_\_\_\_\_. I know it's a long line but it will be your turn soon.

## Grammar Conditional Sentences Type Zero, 1, 2 → p. 151

**A. Read the examples and answer the questions.**

If/When ice melts, it turns into water.

1. Does this sentence refer to sth. that is likely to happen or to a general truth/fact?

If my neighbors grow bad corn, I will grow bad corn, too.

2. Does this sentence refer to the present/future or past?
3. Does the speaker think that this is likely to happen?

If I were a scientist, I would try to find a solution to the problem of global warming.

4. Is the speaker a scientist?
5. Is it likely that the speaker will find a solution?
6. Does the sentence refer to the present/future or past?

**B. Read the examples again and complete the rules below.**

**Conditional Sentences Type Zero** are used to talk about general truths/facts.

If/When + \_\_\_\_\_ Simple → \_\_\_\_\_ Simple

**Conditional Sentences Type 1** express something which is likely to happen in the present or future.

If + \_\_\_\_\_ ↗ will, can, must, may, might, should +  
base form  
↘ Imperative

**Conditional Sentences Type 2** express something imaginary/unreal or unlikely to happen in the present or future.

If + Past Simple → \_\_\_\_\_, could + base form

**Unless** can be used instead of **if... not**.

*You won't reach your goal **unless** you work hard.*

*You won't reach your goal **if** you **don't** work hard.*

## Functions

Expressing hypotheses about what is likely or unlikely to happen in the present/future  
 Expressing general truths and facts  
 Talking about one's dreams, goals and ambitions

## Structures

Conditional Sentences Type Zero, 1, 2

## Vocabulary

accomplish affected ambition illiterate illogical  
 immature impolite impractical inappropriate  
 incorrect inexperienced insecure intelligence intend  
 irregular irrelevant irresponsible literate logical  
 marshmallow mature psychologist relevant  
 secure (adj.) unaware unkind unprofessional  
 unreliable unsuitable unwilling

## Vocabulary

**A. Aim:** ) to raise Ss' awareness of the formation of opposites with negative prefixes (*un-*, *in-*, *il-*, *ir-*, *im-*)

- Ask Ss to read through the adjectives given here and form their opposites.
- Write the opposites on the board.
- Ask Ss to tell you what they notice about the formation of the opposites.
- Check the answers with the class.

unsuitable, inconvenient, illegal, irrational, impossible  
 The opposites are formed with the negative prefixes *un-*, *in-*, *il-*, *ir-* and *im-*.

**B. Aim:** ) to give Ss practice in forming opposites with negative prefixes (*un-*, *in-*, *il-*, *ir-*, *im-*)

- Draw Ss' attention to the note and provide them with any necessary explanations.
- Ask Ss to read through the adjectives in the box and check their understanding.
- Draw Ss' attention to the table and point out to them that the negative prefix *il-* is added to adjectives starting with *l*, the negative prefix *ir-* is added to adjectives starting with *r* and the negative prefix *im-* is added to adjectives starting with *m* or *p*.
- Have Ss do the activity.
- Check the answers with the class.

un-	in-	il-
unaffected	insecure	illiterate
unaware	incorrect	illogical
unkind	inexperienced	
unwilling	inappropriate	

ir-	im-
irregular	impatient
irresponsible	immature
irrelevant	impractical
	impolite

**C. Aim:** ) to give Ss practice in using opposites with negative prefixes in context

- Ask Ss to read through the statements 1-6 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

- |               |              |
|---------------|--------------|
| 1. immature   | 4. illogical |
| 2. unwilling  | 5. insecure  |
| 3. irrelevant | 6. impatient |

## Grammar

**A. Aims:** ) to present Conditional Sentences Type Zero  
 ) to revise Conditional Sentences Type 1 and 2

- Ask Ss to read through the first example and make sure that Ss understand that this is a conditional sentence.
- Ask Ss the question.
- Elicit and check answers.
- Follow the same procedure with the other two examples.
- Check the answers with the class.

- |                                       |
|---------------------------------------|
| 1. It refers to a general truth/fact. |
| 2. It refers to the present/future.   |
| 3. Yes, he does.                      |
| 4. No, s/he isn't.                    |
| 5. No, it isn't.                      |
| 6. It refers to the present/future.   |

**B. Aims:** ) to present the use and formation of Conditional Sentences Type Zero  
 ) to revise the use and formation of Conditional Sentences Types 1 and 2

- Ask Ss to read the first rule about Conditional Sentences Type Zero.
- Ask Ss to complete how Conditional Sentences Type Zero are formed.
- Follow the same procedure with the rest of the rules.
- Check the answers with the class.
- Draw Ss' attention to the note and explain it.
- Refer Ss to the Grammar Reference (p. 151).
- Ask Ss to come up with their own examples.

- |                    |
|--------------------|
| • Present, Present |
| • Present Simple   |
| • would            |

**C. Aims:** ) to give Ss practice in using Conditional Sentences Type Zero, 1 and 2 in context

- Have Ss do the activity.
- Check the answers with the class.

1. won	6. had	11. became
2. were/was	7. would start	12. would be
3. would travel	8. had	13. can't become
4. travel	9. would open	14. take
5. learn	10. decide	15. want

**Intonation** CD2 ▶▶ 8

**Aim:** ) to familiarize Ss with the intonation and rhythm in Conditional Sentences Type Zero, 1 and 2

- Play the CD and pause after each conditional sentence so that Ss can repeat it.
- Ask Ss to tell you what they notice about the intonation and rhythm in each conditional sentence.
- Elicit the answer that the intonation and rhythm in the conditional clause rises while the intonation and rhythm in the main clause falls.

**Listening** CD2 ▶▶ 9

**A. Aim:** ) to prepare Ss for the topic of the listening activity by activating their personal opinion and background knowledge

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

*Suggested answers*

- You can't always predict if a person will be successful from a young age. There may be some indications but it is not always safe and wise to rely on them.
- I've never heard of the "Marshmallow Experiment" but from what the name itself suggests, it must be about an experiment involving marshmallows.

**B. Aim:** ) to give Ss practice in listening for specific information

- Read out and explain the TIP.
- Ask Ss to read through the notes and make sure they do not have any unknown words.
- Point out to Ss that they will need to complete each gap with a word or a short phrase.
- Play the CD twice and have Ss listen to the psychologist's talk and do the activity.
- Check the answers with the class.

1. 1960s	5. 15 minutes
2. 1970s	6. one
3. control	7. three
4. four-	8. successful

**Optional activity**

- Ask Ss:
  - What do you think of the "Marshmallow Experiment"?
  - Do you agree with the results of the experiment?
  - Have you heard of any similar experiments?
  - Have you ever taken part in a similar experiment?
- Elicit answers and initiate a short discussion.

**Speaking**

**Aim:** ) to give Ss practice in talking about their dreams, goals and ambitions

- Ask Ss to read through the questions and check their understanding.
- Ask Ss to read through the suggested phrases and check their understanding.
- Ask Ss the questions.
- Elicit answers and initiate a discussion.
- Alternatively, have Ss in pairs/groups discuss the questions and go around the class helping them when necessary.
- Choose some pairs/groups to report their answers to the class.

*Suggested answer:*

- I want to study Medicine and become a famous surgeon so as to help people who suffer from serious health problems. I would also like to become involved in medical research.
- I plan to achieve my goals by working hard and making a lot of personal sacrifices. I know that if I want to become really successful in my field, I have to be focused and committed.
- I'm too young to have achieved any of my long-term goals. I've been studying really hard so as to manage to get into a medical school and start going after my dreams.
- It is very important for people to go after their dreams because it gives them a sense of purpose and makes their life worth living.
- I would like to become a famous athlete but I consider it impossible because I'm not good at sports.
- In ten years' time I think I'll have become a doctor but I will still need to study and work hard in order to excel in my field.
- If I had the chance to be anyone in the world, I would like to be one of the doctors who work for the organization Doctors Without Borders which provides medical aid to people all over the world. I really admire and respect them for the way they provide their services to people in need.

**C. Complete the dialogue with the correct form of the verbs in parentheses.**

- A:** What would you do if you suddenly 1 \_\_\_\_\_ (win) a lot of money and became rich?
- B:** Well, if I 2 \_\_\_\_\_ (be) rich, I 3 \_\_\_\_\_ (travel). I love traveling. When you 4 \_\_\_\_\_ (travel), you 5 \_\_\_\_\_ (learn) so much about other countries and cultures without realizing it.
- A:** That's true, but if I 6 \_\_\_\_\_ (have) a lot of money, I 7 \_\_\_\_\_ (start) my own business.
- B:** Like what?
- A:** Well, if I 8 \_\_\_\_\_ (have) the chance to do anything I liked, I 9 \_\_\_\_\_ (open) a restaurant. My dream is to become a famous chef.
- B:** A chef? That's impossible! You don't know how to cook anything.
- A:** I can easily learn anything if I 10 \_\_\_\_\_ (decide) to. If I 11 \_\_\_\_\_ (become) a chef, I 12 \_\_\_\_\_ (be) very successful, I'm sure.
- B:** I'm sure of one thing: you 13 \_\_\_\_\_ (not become) a chef unless you 14 \_\_\_\_\_ (take) some courses. So, start studying harder if you 15 \_\_\_\_\_ (want) to go to college.

**Intonation**

Listen and repeat. Notice the intonation and rhythm.

- If you ever need help, just give me a call.
- Unless we hurry, we'll miss the bus.
- When you believe in success, you succeed.
- If I were you, I wouldn't make fun of people.
- If Mary lived closer, we'd visit her more often.
- If you eat a lot of junk food, you put on weight.

**Listening**

**A. Discuss.**

- Do you think it's possible to predict if a person will be successful from a young age?
- Have you ever heard of the "Marshmallow Experiment"? Can you guess what it involves?



**B. Listen to a psychologist giving a talk about the "Marshmallow Experiment" and complete the notes.**

**TIP**  
Read the notes carefully before listening to the recording. This will give you some idea of what you are going to hear and what kind of answers you are looking for.

**The Marshmallow Experiment**

**When?:** 1 \_\_\_\_\_ and 2 \_\_\_\_\_

**The concept:** Success is not just about intelligence but also about whether people are able to 3 \_\_\_\_\_ themselves and delay gratification\*.

**The experiment:** A group of 4 \_\_\_\_\_ year-olds had to choose between 2 options: eat one marshmallow only or wait for 5 \_\_\_\_\_ to get a second one.

**Results:** 6 \_\_\_\_\_ out of 7 \_\_\_\_\_ children was able to wait for a second marshmallow.

**15 years later:** The children who had waited to get a second marshmallow were more 8 \_\_\_\_\_ than the other children later on in their lives.

\*gratification: the state of feeling satisfied

**Speaking**

Think of your dreams, goals and ambitions and discuss the questions below. Use some of the phrases given.

- What goals have you set in your life?
- How do you plan to achieve them?
- Have you achieved any so far?
- In your opinion, is it important for people to go after their dreams? Why?/Why not?
- Is there anything you would like to do but consider impossible?
- What do you think you will have accomplished in ten years' time?
- If you could be anyone in the world, who would you choose to be? Why?

I want to...  
I'd like to...  
I'm planning to/on...  
I intend to...  
I'm going to...  
I'm thinking of...  
I'm hoping to...  
As soon as I finish school/college, I'll...  
My dream has always been to...  
If I (don't) succeed in..., I will (not)...  
If I ever manage to..., I'll...  
After I accomplish that, I'll...  
If I had the chance to..., I'd...  
I'd never choose to be... because...





Felix Baumgartner  
127,851 ft.



Joe Kittinger  
102,800 ft.



weather balloon  
80,000 ft.



Boeing 747  
46,000 ft.

## STRATOSPHERE

Mt. Everest  
29,029 ft.

## Reading

### A. Discuss.

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

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

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

# Fearless Felix

On August 16<sup>th</sup>, 1960, a man named Joe Kittinger jumped from a height of 102,800 ft. (19.5 miles). He fell for 4 minutes and 36 seconds, reaching a top speed of 614 mph before opening his parachute at 18,000 ft. In a matter of minutes, Kittinger had made history. He set records for highest ascent\*, highest parachute jump and fastest velocity\*. 52 years later, Kittinger was first on the list of a highly-experienced crew when skydiver Felix Baumgartner decided to break the record and go even higher.

Felix Baumgartner was born on April 20<sup>th</sup>, 1969 in Salzburg, Austria. He is a professional BASE jumper and skydiver, and has accomplished many amazing **feats**. In 1999, he claimed the world record for the highest parachute jump from a building after **leaping** 1,479 ft. from The Petronas Twin Towers in Malaysia, which were the tallest buildings in the world at the time. In 2004, Felix jumped off the highest bridge in the world, the Millau Viaduct in France, from an **altitude** of 1,125 ft. In 2007, Felix jumped to the bottom of the world's second biggest cave, called "Seating of the Spirits," located in Oman. The depth of the cave (only 395 ft.) and its tube-like shape made this challenge seem impossible. Felix, however, jumped into pitch darkness and landed unharmed six seconds later with only two seconds to open his parachute!

Before attempting the highest skydive

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

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

\* ascent = the act of climbing or moving upwards

\* velocity = the speed of something that is moving

\* stratosphere = the outer part of the air surrounding the Earth, from 32,808 ft. to 164,041 ft. above the Earth

\* capsule = the part of a spacecraft in which people travel



## Functions

Talking about record-breaking achievements

## Vocabulary

altitude anger approximately awareness be named belief break a record briefly cave creativity darkness depth fame fearless feat gain growth height kindness laziness leap (v.) mission parachute passion popularity properly relief responsibility sadness set a record similarity slow down speed strength therefore thought (n.) unhurt weakness weight

## Reading CD2 ▶▶ 10

**A. Aim:** ) to introduce the topic of the reading text by activating Ss' background knowledge

- Ask Ss the question.
- Elicit answers and initiate a short discussion.

**B. Aims:** ) to present the functions and vocabulary in the context of a text about Felix Baumgartner  
 ) to give Ss practice in reading for gist

- Ask Ss to look at the layout of the text and tell you what kind of text it is (*an article*) and where it can be found (*in a magazine, on the Internet*).
- Elicit answers.
- Draw Ss' attention to the title of the text and ask them to tell you what they think it is about, who *Fearless Felix* is and why he is fearless.
- Elicit answers.
- Ask Ss to read through the text and tell them to underline any unknown words at the same time.
- Ask Ss to read through the statements a-d and make sure they do not have any unknown words.
- Have Ss do the activity.
- Check the answer with the class.

**a.** to describe an important event in the history of skydiving

- Ask Ss to look at the pictures on the left and read through the captions to understand how high Felix jumped from.
- Ask Ss some comprehension questions:
  - What did Joe Kittinger do on August 16th, 1960? He jumped from a height of 102,800 ft.*
  - How long did his fall last? 4 minutes and 36 seconds.*
  - What was the top speed he reached while he was falling? 614 mph.*
  - At what height did he open his parachute? At 18,000 ft.*
  - When was Felix Baumgartner born? On April 20th, 1969.*
  - Where was he born? In Salzburg, Austria.*
  - What does he do? He is a professional BASE jumper and skydiver.*
  - Where are The Petronas Twin Towers? In Malaysia.*
  - How tall are they? 1,479 ft.*
  - What were they considered to be back in 1999? The tallest buildings in the world.*

*What is the Millau Viaduct? It's the highest bridge in the world and it's in France.*

*How tall is it? 1,125 ft.*

*When did Felix jump off this bridge? In 2004.*

*What did he do in 2007? He jumped to the bottom of the world's second biggest cave.*

*What is this cave called? It's called "Seating of the Spirits."*

*Where is it? It's in Oman.*

*Why did this challenge seem impossible? Because of the cave's depth and tube-like shape.*

*What is the stratosphere? It's the outer part of the air surrounding the Earth.*

*How high is it above the Earth? It's from 32,808 ft. to 164,041 ft. above it.*

*How many stratosphere test jumps did Felix make before attempting the highest skydive on record? 2.*

*Were they successful? Yes, they were.*

*What were the altitudes that he jumped from? 71,581 ft. and 96,650 ft.*

*What were the weather conditions like on October 14th, 2012? They were perfect.*

*What did he use to go up into the sky? A helium balloon and capsule.*

*When did he report that he was facing a problem? When he reached 62,000 ft.*

*What problem was he facing? His visor heater wasn't working properly.*

*What was everyone's main fear? What would happen to Felix's body if he broke the sound barrier at 768 mph.*

*Was he the first to travel faster than the speed of sound without a vehicle? Yes, he was.*

*How many people watched the live stream of his jump on YouTube? 8,000,000.*

*What did he say before he jumped? He said, "I'm coming home."*

*How many records did Felix break that day? Three.*

## Background knowledge

**BASE jumping**, also sometimes written as **B.A.S.E.**

**jumping**, is an activity where participants jump from fixed objects and use a parachute to break their fall. "BASE" is an acronym that stands for four categories of fixed objects from which one can jump: buildings, antennas, spans (bridges), and earth (cliffs).

**Oman**, officially called the Sultanate of Oman, is an Arab state in southwest Asia on the southeast coast of the Arabian Peninsula.

**C. Aim:** ) to give Ss practice in reading for specific information

- Ask Ss to read through the statements 1-9 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. T, 2. NM, 3. F, 4. F, 5. F, 6. T, 7. T, 8. T, 9. NM **KEY**

**D. Aim:** ) to give Ss practice in deducing the meaning of some words presented in the text from the context

- Refer Ss to the highlighted words 1-7 in the text.
- Ask Ss to read through the meanings a-g and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. d, 2. f, 3. a, 4. b, 5. g, 6. e, 7. c **KEY**

- Explain any unknown words and choose some Ss to read out the text.

**E. Aim:** ) to give Ss the opportunity to elaborate on the topic of the reading text

- Ask Ss the question.
- Elicit answers and initiate a short discussion.

*Suggested answer*

- No, because for me it is simply unthinkable to go through what he went through. It is too dangerous and scary, and something that very few people can do or even attempt to do.

**KEY**

## Vocabulary

**A. Aim:** ) to raise Ss' awareness of how nouns can be formed from adjectives

- Ask Ss to look at the four nouns from the text.
- Ask Ss the question in the rubric.
- Check the answers with the class.

dark, able, high, deep **KEY**

**B. Aims:** ) to give Ss practice in forming nouns from adjectives  
 ) to familiarize Ss with nouns which have an irregular formation

- Read out and explain the first note.
- Ask Ss to read through the adjectives in the first table and make sure they do not have any unknown words.
- Have Ss complete the first table.
- Check the answers with the class.

Adjective	Noun
lazy	laziness
creative	creativity
popular	popularity
aware	awareness
responsible	responsibility
weak	weakness
kind	kindness
similar	similarity

**KEY**

- Draw Ss' attention to the second note.
- Ask Ss to look at the second table and make sure they do not have any unknown words.
- Have Ss complete the table.
- Check the answers with the class.

Adjective or Verb	Noun
weigh	weight
strong	strength
dead/die	death
believe	belief
relieve	relief
angry	anger
think	thought
grow	growth
famous	fame

**KEY**

## Listening CD2 ▶▶11

**A. Aims:** ) to activate Ss' background knowledge  
 ) to give Ss practice in guessing about record-breaking achievements

- Ask Ss to read through the questions 1-5 of the *Record Breakers* quiz as well as the corresponding answer choices and make sure they do not have any unknown words.
- Allow Ss some time to do the quiz. Do not correct any of their answers.

**B. Aims:** ) to give Ss practice in listening for specific information  
 ) to check Ss' predictions

- Play the CD twice and have Ss listen and check their answers.
- Check the answers with the class.

1. b, 2. c, 3. c, 4. c, 5. b **KEY**

**Optional activity**

Ask Ss how many questions they answered correctly, what they think of these records, if they find them amazing or surprising, if they know of any other facts relevant to these records, if they know of any other records, etc. and initiate a short discussion.

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

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

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

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

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

**E. Discuss.**

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

## Vocabulary

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

darkness    ability    height    depth

**B. Read the notes and complete the tables.**

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

Adjective	Noun
lazy	
creative	
popular	
aware	
responsible	
weak	
kind	
similar	

Some nouns have an irregular formation.

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



## Listening

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



1. What distance is the longest 24-hour bike ride without the rider's feet touching the ground?  
a. 53.1 miles    b. 553.15 miles    c. 5,533.5 miles

2. How long is the longest beard?  
a. 2.7 ft.    b. 4.7 ft.    c. 7.7 ft.

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

4. In 2012 Eva and Paul Yavorzhno decided to get married underwater. But how many guests joined them underwater?  
a. 15    b. 134    c. 275

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

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

## Speaking

Talk in pairs. Imagine your college is planning on expanding its facilities. Behind the college is an area of open ground which

will be turned into one of the two options shown below. You are on the committee and have been asked to give your opinion. First discuss the advantages and disadvantages of each option using the ideas in the box and the words given. Then decide which option would appeal most to your fellow students. Use some of the phrases given.

a cafeteria with an outdoor patio



an indoor swimming pool



### Talk about:

- the cost needed to build/maintain
- how appealing it is to college students
- what students can do there
- how the weather affects it
- how it can improve students' lives

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

### Opening a discussion

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

### Supporting one's opinion

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

### Expressing contrast

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

## Writing An essay (discussing advantages and disadvantages)

### A. Discuss.

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

### B. Read the writing task and underline the key words. Then read the essay and answer the questions that follow.

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

*What are the advantages and disadvantages of being a professional athlete?*

Being a professional athlete requires a lot of effort and devotion. Many people consider it to be a dream career, **while** others disagree.

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

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

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

1. How many advantages does the writer mention in the second paragraph? What are they?
2. How many disadvantages does the writer mention in the third paragraph? What are they?
3. In which paragraph does the writer express his/her opinion?

## Functions

Discussing the advantages and disadvantages of an issue  
Speculating and making a decision

## Vocabulary

all in all appealing besides that demanding devote  
devotion disappointment energizing escape from  
extensive failure in conclusion in the first place  
injury lack of last but not least let sth. go to waste  
maintain maintenance moreover on the one hand  
on the other hand on the whole outweigh patio  
the pros and cons to sum up turn professional  
unappealing weather dependent while (=contrast)  
work out (exercise)

## Speaking

**Aim:** ) to give Ss practice in speculating and making a decision

- Ask Ss to look at the pictures and the respective captions.
- Ask Ss to read through the suggested points for discussion and check their understanding.
- Ask Ss to read through the suggested vocabulary in the box and check their understanding.
- Ask Ss to read through the suggested phrases for *Opening a discussion*, *Supporting one's opinion* and *Expressing contrast* and check their understanding.
- Have Ss do the activity in pairs and go around the class helping them when necessary.
- Choose some pairs to act out the dialogues.

### Suggested answer

**A:** We need to discuss how we are going to use the area of open ground which is behind the college. Do you think it should be turned into a cafeteria with an outdoor patio or an indoor swimming pool?

**B:** Let's start by thinking about the advantages of a cafeteria with an outdoor patio. In my opinion, it'll be a great place for students to socialize and relax before or after classes. Furthermore, the cost for building and maintaining it is not as high as that of a swimming pool.

**A:** You have a point but we also need to consider the advantages of an indoor swimming pool, which will be very beneficial for students. They will be able to stay in shape and use their spare time in a more productive way.

**B:** You may be right, but some students may find this unappealing as they are not interested in sports. And of course, as I mentioned before, the cost for building and maintaining an indoor swimming pool will be extremely high.

**A:** Very true, but the real benefits of an indoor swimming pool are greater than those of a cafeteria. The reason I believe this is because if students have easy access to a swimming pool, which is not weather dependent, they will have the opportunity to escape from routine and feel full of energy. Even those who are not interested in sports may be encouraged to become more active! Also, if lots of students use the swimming pool, they won't mind paying a very low membership fee, so that the maintenance cost can be covered.

**B:** Thinking about it more carefully, I think I'll agree with you! After all, the area around the college is full of cafeterias, so I believe an indoor swimming pool would appeal to more students and will definitely improve our quality of life.

## Writing

**A. Aim:** ) to introduce the topic of the writing task by relating it to Ss' personal opinion

- Ask Ss the question.
- Elicit answers and initiate a short discussion.

• No, I wouldn't like to because being a professional athlete would demand a lot of hard work and personal sacrifices. So, I'd prefer to be an amateur athlete and play sports and participate in sporting events just for the fun of it. / Yes, I'd like to be a professional athlete because I'm very competitive by nature and if I were an athlete, I'd try to do my best. Besides, I'd be rich and famous.

**B. Aims:** ) to prepare Ss for the writing activity

) to help Ss determine what information to include in an essay discussing advantages and disadvantages

) to provide Ss with a sample essay discussing advantages and disadvantages

) to give Ss practice in identifying some of the stylistic features of an essay discussing advantages and disadvantages

- Ask Ss to read the writing task and underline the key words in it.
- Elicit answers.

*The following should be underlined:*  
essay, advantages, disadvantages, professional athlete

- Ask Ss to read through the essay and underline any unknown words in it at the same time.
- Ask Ss to read through questions 1-3 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

**1.** The writer mentions five advantages:

- professional athletes earn a huge income doing something they enjoy
- professional athletes earn money from advertising products
- professional athletes enjoy fame
- professional athletes act as role models for thousands of people
- professional athletes travel around the world to take part in events and competitions

**2.** The writer mentions four disadvantages:

- professional athletes are under a lot of stress not to disappoint themselves and the people around them
- professional athletes do not have much spare time because they have to train all the time
- professional athletes have to travel a lot and that makes family life difficult
- professional athletes have the risk of getting injured which may mean the end of their career

3. The writer expresses his/her opinion in the last paragraph. He/She uses the following phrases:  
*I believe, The way I see it*

- Explain any unknown words and choose Ss to read out the essay.

**C. Aims:** ) to present some linking words/phrases used to express different functions in an essay discussing advantages and disadvantages  
 ) to raise Ss' awareness of the use of linking words/phrases as an important stylistic feature of an essay discussing advantages and disadvantages

- Draw Ss' attention to the table and ask them to read through the different categories of linking words/phrases.
- Point out to Ss that the linking words/phrases presented here are used to list/add points and express contrast in the main part and to sum up the writer's ideas in the concluding part of an essay. If necessary, explain any unknown words Ss might have.
- Refer Ss to the highlighted words/phrases in the essay and ask them to complete the table with them according to what they express.
- Have Ss do the activity.
- Check the answers with the class.

**Listing/Adding points:** to begin with, in addition, moreover, firstly, secondly, besides that, last but not least

**Expressing contrast:** while, however

**Summing up:** on the whole

**D. Aims:** ) to prepare Ss for the writing task  
 ) to give Ss practice in considering the advantages and disadvantages of an issue  
 ) to provide Ss with a plan and some tips for writing an essay discussing advantages and disadvantages  
 ) to give Ss practice in writing an essay discussing advantages and disadvantages

- Ask Ss to read the writing task and allow them some time to list the pros and cons of working out outdoors in the table.

*Suggested ideas*

#### **Working out outdoors**

##### **Advantages**

- enjoy the beautiful scenery and get fresh air
- close to nature which influences your mood and feelings positively
- it's free - no membership fee
- variety of places to choose from

##### **Disadvantages**

- weather dependent
- not always easy to find a good spot to work out
- can be dangerous (cars, motorcycles, exhaust fumes, etc.)
- can feel lonely and/or lose interest

- Ask Ss to read through the plan and give them any necessary explanations about the structure and the parts of an essay discussing advantages and disadvantages.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their essays using the ideas in the list.
- Choose some Ss to read out their essays.

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

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

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

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

What are the pros and cons of working out outdoors?

#### ADVANTAGES

#### DISADVANTAGES

When writing an essay discussing advantages and disadvantages,

- think about the topic carefully.
- choose two or three ideas/points (the ones that you can explain and support) for each paragraph of the main part. Don't try to deal with too many points.
- use a variety of linking words/phrases to list points, add points, express contrast, give your opinion, sum up, etc.
- write in a formal style and do not use short forms.
- avoid introducing any new ideas in the conclusion.

**TIP**

### Plan

An essay discussing advantages and disadvantages

#### INTRODUCTION

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

#### MAIN PART (2 PARAGRAPHS)

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

#### CONCLUSION

Make a general statement summing up and state your opinion.

### R. Choose a, b or c.

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

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

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

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

**Bill** Hey, Eric. I 1 \_\_\_\_\_ (you / get up) early tomorrow morning, like you said?

**Eric** Yeah.

**Bill** 2 \_\_\_\_\_ (you / wake) me up, too? I have so many things to do for my business trip! I think I 3 \_\_\_\_\_ (be) busy all day long.

**Eric** Don't worry. I 4 \_\_\_\_\_ (help) you. What do you want me to do?

**Bill** 5 \_\_\_\_\_ (you / pick up) my suit from the dry cleaner's, please?

**Eric** No problem. Anything else?

**Bill** Well, I probably 6 \_\_\_\_\_ (not finish) with my shopping by this afternoon either. 7 \_\_\_\_\_ (you / stop) by the grocery store for me?

**Eric** Of course. I 8 \_\_\_\_\_ (go) there anyway because I need some stuff. So, just give me the list. Listen, I 9 \_\_\_\_\_ (give) you a call as soon as I 10 \_\_\_\_\_ (finish) shopping, so that you can tell me about anything else you need. OK?

**Bill** Thanks, Eric.

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

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

### Self-assessment

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

#### NOW I CAN...

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

Task 5&6 p. 129

Exam Practice Modules 4-6 p. 140



To be more effective, the exercises in the Review section should be completed and checked in class.

**Aim:** ) to help Ss revise the structures, functions and vocabulary presented in Module 6 through various activities

A.

1. c 2. b 3. a 4. a 5. c  
6. c 7. a 8. c 9. a 10. b

B.

1. impolite  
2. weakness  
3. inexperienced  
4. unwilling  
5. creativity  
6. laziness  
7. unreliable

C.

1. Are you going to get up  
2. Will you wake  
3. 'll be  
4. 'll help  
5. Will you pick up  
6. won't have finished  
7. Will you stop  
8. 'm going to go  
9. 'll give  
10. finish

D.

1. will help  
2. could  
3. don't hurry  
4. eat  
5. wouldn't go  
6. wants  
7. would cook  
8. won't succeed  
9. didn't live  
10. appears

## Self-assessment

**Aims:** ) to give Ss the opportunity to check their progress

) to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to check the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

## Exam practice Modules 4-6 (p.140)

A.

1. a 2. b 3. c 4. d 5. a 6. d  
7. a 8. a 9. d 10. c 11. b 12. b

B.

1. would 7. after  
2. that 8. out  
3. who 9. set  
4. has 10. where/and  
5. unless 11. may/might/probably  
6. made 12. At

C.

1. unless the girl has experience  
2. is forbidden to park  
3. had better not be late  
4. must have stolen your cell  
5. came up with a way  
6. in which I grew up / (which) I grew up in  
7. against the law to drive  
8. are not allowed to enter  
9. I will have moved  
10. if I didn't work  
11. shouldn't have shouted  
12. made up your mind

D.

1. Researchers 6. addition  
2. impractical 7. belief  
3. inconvenient 8. ambitious  
4. socialize 9. creativity  
5. instantly 10. failure