Explore! Discover! Succeed!

Be a PIONEER!

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

7 LEVELS

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

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

Course Features:

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

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

Student’s Book

Full-colour Workbook

Pioneer Online e-Workbook (videos and extra material are also included)

Components for teachers

Teacher’s Book

Workbook key Booklet

Class CDs

Interactive Whiteboard Material with videos

Teacher’s Resource CD-ROM with tests and extra material

DVD including videos: Pioneer Clips and Pioneer on View

Online Tests
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</tr>
<tr>
<td>Places to shop</td>
<td>All / Both / Neither / None / Either</td>
</tr>
<tr>
<td>Word building: nouns denoting occupations ending in -er, -or, -ian, -ist</td>
<td>Double conjunctions</td>
</tr>
<tr>
<td>Collocations related to shopping</td>
<td>Wishes and Unreal Past Tag questions</td>
</tr>
</tbody>
</table>
# Vocabulary

## Module 1: Cycles

- Present Tenses
- Adjectives - Adverbs - Comparisons

## Module 2: Time

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

## Module 3: Reactions

- Modal verbs
- Infinitives and -ing form

## Module 4: Development

- Future forms
- Determiners - Quantifiers

## Module 5: Win some, Lose some

- Relative Clauses
- Participle Clauses

## Module 6: Links

- Conditional Sentences
- Mixed Conditionals

## Module 7: Needs

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

## Module 8: Green

- Passive Voice
- Causative form

## Module 9: Global Citizen

- Inversion
- Emphatic forms

## Module 10: Flow

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

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

objectives of module clearly presented

introduction to the topic of the module through brief discussion and/or activities
1a Reading
Listen and read. Which phrases are formal, informal or both?

1. A: H1!
   B: Hey. What's up?
   A: Not much.
   B: Good to see you. Are we in the same class?
   A: Yeah. I think we are. See you later, then.
   B: Bye

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

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

   B: Pleased to meet you, Ms. Thompson.
   A: Please, call me Alison.

5. A: Hello, Paul.
   B: Hi, Andy. And who is this?
   A: This is my son, Steven.
   B: Nice to meet you, Steven.
   C: Nice to meet you, too.
2 Intonation

Listen and repeat. Notice where the sentences are stressed.

I'm fine, thank you. See you later. How's it going?
Pleased to meet you. Have a nice day. How are you?

3 Speaking

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

Hello
Hi
Hey
Good morning
Good afternoon
Good evening

How are you?
How's it going?
What's up?
How's everything?
How are you doing?

My name's...
This is...

Nice to meet you.
Pleased to meet you.

Bye.
Goodbye.
See you.
See you later.
See you tomorrow.
Have a nice day.

4 Grammar

The verb to be

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

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

8. Complete the dialogues.

1. A: Excuse me, ___________ Donald?
   B: No, ___________ Ronald.
   A: Oh sorry, ___________ your last name Kent?
   B: Yes, ___________.

   B: ___________ in your English class?
   A: Yes, ___________.
   B: Who ___________ that?
   A: That's Mr. Kingston. ___________ a teacher.

3. A: Who's that?
   B: That's Paula. ___________ new here.
   A: ___________ you and Paula friends?
   B: Well, yes, but ___________ best friends.

   B: Hi, ___________ Issie. Nice to meet you.
   A: Issie? Is that from Isabel?
   B: No, ___________. It's actually Isabella.

5 Listening

Listen to two dialogues and answer the questions.

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

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

6 Speaking

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

What's your name?
Tony Phillips.
How do you spell your last name?
P-H-I-L-L-P-S
1b Vocabulary

1. Match the occupations with the pictures. Then listen and check your answers. Which of these people might have a business card?

   - vet
   - accountant
   - secretary
   - hairstylist
   - salesperson
   - photographer
   - architect
   - reporter
   - electrician

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

2 Reading

a. What sort of information do you expect to see on a business card? Check.

<table>
<thead>
<tr>
<th>name</th>
<th>e-mail</th>
<th>age</th>
<th>address</th>
<th>occupation</th>
<th>nationality</th>
<th>website</th>
<th>company name</th>
<th>phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Richards</td>
<td><a href="mailto:jrphoto@zmail.com">jrphoto@zmail.com</a></td>
<td></td>
<td></td>
<td>photographer</td>
<td></td>
<td></td>
<td></td>
<td>998-001-3343</td>
</tr>
<tr>
<td>Lionel Jones</td>
<td><a href="mailto:l.jones@pandbaccounting.com">l.jones@pandbaccounting.com</a></td>
<td></td>
<td></td>
<td>accountant</td>
<td></td>
<td></td>
<td></td>
<td>333-404-7655</td>
</tr>
<tr>
<td>Sheila Cook</td>
<td><a href="mailto:j.peters@ethermail.com">j.peters@ethermail.com</a></td>
<td></td>
<td>125 Main St. Greenville, IL</td>
<td>hairstylist</td>
<td></td>
<td></td>
<td></td>
<td>346-388-1267</td>
</tr>
</tbody>
</table>

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

1. __________ is a __________ for a newspaper.
2. __________ is a hairstylist.
3. __________ is an accountant.
4. Lionel Jones’ cell phone number is __________.
5. Lisa Jacobs’ e-mail address is __________.

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

   “John Richards is a photographer. His phone number is...”
3 Writing & Speaking

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

“ What do you do? I’m a reporter .... ”
“ What’s your cell phone number? It’s... ”
“ What’s your e-mail address? It’s... ”
“ What’s your address? ... ”

4 Grammar

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

a. Complete the table.

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

b. Match. What are the words in bold followed by?
I’m Keith.
He’s a doctor.
She’s a reporter.
We’re brothers.
They’re students.
Her father is a reporter, too.

A: Are these / those your keys over there?
B: No, they aren’t. These / Those are my keys here.

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

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

5 Listening

Listen and answer the questions.

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

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

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

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

6 Speaking

Try to guess who owns the items below.

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

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

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

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

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

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

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

Match. Then listen and check your answers.

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

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

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

B. Talk in pairs.

"Where are you from?"
I'm from... but/and I live in...
And you?"

4 Grammar Present Simple (affirmative) p. 133

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

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

- I have - He has

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

1. Sandra ________ (live) in Brooklyn in New York City but she ________ (work) in Manhattan.

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


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

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

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

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

B. Create a riddle for your partner to solve.
1 Vocabulary

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

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

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

   “In (name of country), the academic year starts …”

2 Speaking Game

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

“Who's birthday is in September? My birthday is… How do you spell your name? …”

Classmate Search!

POINTS

2   _______’s birthday is in September.
4   _______’s birthday is in the same month as my birthday.
10  _______’s birthday is on the same date as my birthday.

2   _______ is over twenty years old.
4   _______ is the same age as I am.
2   _______ is from another town/city.
4   _______ is from abroad.
2   _______’s first name starts with the letter ‘P’.
10  _______’s first name starts with the letter ‘Z’.
6   _______’s last name ends with the letter ‘A’.
4   _______’s last name has six letters.
6   _______’s last name has over six letters.
In (name of country), the academic year starts ...

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

Speaking:

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

4. Writing Complete a form

A. Capital letters:

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

B. Capital letters:

- at the beginning of a sentence
- with the personal pronoun I

3. Listening

Listen to a conversation between a young man and a receptionist at Springfield Language Institute.

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

4. Writing Complete a form

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

B. Capital letters:

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

5. Speaking

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

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

Grammar
C. Complete the dialogues.
   B: ________ a reporter, too?
   A: No, ________ ________. ________ ________ ________.
2. A: ________ Italian?
   B: No, ________. I ________ Portuguese.
3. A: Who are they? ________ your friends?
   B: Yes, ________.

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

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

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

   speak live start work go have

1. Ken and I ________ to Moorbrook College.
2. Linda ________ three languages: Italian, Russian and English.
3. Tony is a photographer and he ________ for a newspaper.
5. My grandparents ________ houses in Los Angeles and Dallas.
6. The semester ________ in February.

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

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

NOW I CAN...

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

1. secretary - reporter - company - waiter
2. town - state - street - website
3. aunt - niece - man - uncle
4. French - Poland - Turkish - Canadian
5. Tuesday - Saturday - January - Wednesday
6. spring - semester - fall - winter

2. Circle the correct words.

1. I think those / these sunglasses over there are Fred's.
2. The man's / mans address is 344 South Leeway St.
3. They're / Their from Australia.
4. This / That watch over here is my sister's.
5. The children's / children's bags are on the table.
6. Richard is an accountant. Me / His e-mail is richard@talbotandgibbs.com.
7. This is my parents' / parent's new apartment.
8. A: What's she / her name?
   B: Ms. Smith. She's Rita / Rita's new teacher.

3. Complete the dialogues with the words in the box.

Who is she his an my are they their they aren't a is he

1. A: Who is she?
   B: She's my niece, Sally. She's an architect.

2. A: Who is he?
   B: That's Roy and that woman over there is Roy's wife, Isabel. She's a singer.

4. A: Really?
   B: Yeah! And look. Those are Roy's children over there.

5. Change these sentences into the plural form.

1. Is that man your cousin?
   ____________ are your cousins.

2. This child isn't from Brazil.
   ____________ aren't from Brazil.

3. My brother goes to King's College.
   ____________ go to King's College.

4. That person is Spanish.
   ____________ are Spanish.

5. Is this my English book?
   ____________ are my English books.

6. Her teacher is Hungarian.
   ____________ are Hungarian teachers.

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

1. The summer semester ________ (end) in June.

2. I ________ (live) in Louisiana with my parents.

3. They are from Peru and they ________ (speak) Spanish and English.

4. John ________ (travel) a friend from Russia.

5. My father ________ (work) on Saturdays.

6. Jennifer ________ (go) to the hair stylist every Friday.

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

First name(s) John Oliver
Last name Richards
Date of birth 12/10/1987
Nationality American
Address 125 West Parkside St. 4
City/Village Bergen
State New Jersey
Zip code 11544
Preferred mailing address 434 - 554 - 1181
Telephone Home 1154 Williams St.
Cell 928 - 548 - 2214
Preferred telephone Home
Cell
Occupation electrician
Gender Male
Nationality Mexican
E-mail address johnrichards223@hotmail.com
Identity card number

PIONEER ELEMENTARY - WORKBOOK

Name: Tony Jennings
Date of birth: 12/7/1985
Occupation: photographer
Preferred mailing address: 964 Williams St.
Baltimore, Washington 20216
E-mail address: tonyjennings@photos.com
Identity card number: 33466678
Preferred telephone Home
Cell

1. Tony's ID number is 33466678.
2. John's last name is Oliver.
3. Luisa lives in Mexico.
4. John's home phone number is 457 - 518 - 9986.
5. Luisa's middle name is Maria.
6. Tony lives in the state of Washington.
7. Luisa is a photographer.
8. Tony's zip code is 11544.
9. John is from the U.S.A.
10. Luisa's birthday is in December.
Functions
Talking about members of your family
Talking about your marital status
Talking about nationalities
Giving information about your life

Structures
Present Simple (affirmative)

Vocabulary

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

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

- How old is Antonio? 18.
- What does he do? He's a college student.
- Where does he live? In Mexico City.
- How many languages does Pedro speak? Three.
- What is his brother's name? Pedro. How many languages does Pedro speak? Three.
- Does his mother have any brothers and sisters? No, she doesn't.
- How many brothers and sisters does his father have? Six.
- Where are Alfredo's cousins? In Rome. Why does one of his cousins live with them? Because he goes to college in London.

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

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

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

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

Discuss:

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

Success

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

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

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

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

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

Reading

B. Read the text quickly. What is the purpose of this text?
   a. to describe an important event in the history of skydiving
   b. to explain what extreme skydivers go through
   c. to compare the lives of Joe Kittinger and Felix Baumgartner
   d. to discuss the history and future of skydiving

Fearless Felix

A. Discuss.
   a. Do you know of or have you heard of any record-breaking achievements?
   b. Would you like to experience what Baumgartner went through? Why? / Why not?
   c. What is the main fear for Felix when he skydives?
   d. Why was the mission more dangerous than expected?
   e. What was Felix’s reaction after he landed?
   f. If you had the chance to go skydiving, would you agree to do it?
   g. What would you do if you were Felix’s friend? Why?
   h. What would you say to someone who is afraid of heights but wants to try skydiving?

B. Read the text quickly. What is the purpose of this text?
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Felix Baumgartner 127,851 ft.
Joe Kittinger 80,000 ft.
weather balloon 90,000 ft.
Boeing 747 80,000 ft.
Mt. Everest 29,029 ft.
I. Read again and write T for True, F for False or NM for Not Mentioned.

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

II. 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

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
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</thead>
<tbody>
<tr>
<td>lazy</td>
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<tr>
<td>creative</td>
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<td>popular</td>
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<td>aware</td>
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<td>responsible</td>
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<td>similar</td>
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<table>
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<tr>
<th>Adjective or Verb</th>
<th>Noun</th>
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<td>weigh</td>
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<td>dead/die</td>
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<td>thought</td>
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<tr>
<td></td>
<td>growth</td>
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<tr>
<td></td>
<td>famous</td>
</tr>
</tbody>
</table>

Some nouns have an irregular formation:

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

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. 531 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 Yavorzho 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.

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

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

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

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

Writing
An essay (discussing advantages and disadvantages)

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

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

You have been asked to write an essay on the following topic:
What are the advantages and disadvantages of being a professional athlete?

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

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

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

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

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

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

**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.

---

**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.
9. Complete the sentences with the correct form of the verbs in parentheses.

I. Martin ____________ (help) you if you ask him.
II. Where would you go if you ____________ (can) travel anywhere in the world?
III. If you ____________ (not hurry), we’ll be late.
IV. When people ____________ (eat) unhealthy food, they put on weight easily.
V. I ____________ (not go) out with William if I were you. He’s boring.
VI. Unless Sandra ____________ (want) to get fired, she shouldn’t be late for work again.
VII. If Michelle had more time, she ____________ (cook) more often.
VIII. You ____________ (not succeed) unless you work hard.
IX. If Jerry ____________ (not live) in the countryside, we’d see him more often.
X. 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. 125**

Exam Practice Modules 4-6 p. 140
A. Complete with the correct prepositions.


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

1. ENERGY
2. INJURE
3. ABLE
4. ELECTRIC
5. PROPERILL

C. Complete with the correct words from the box. In some cases there may be more than one answer.

A. On the other hand, we already have a computer.
B. On the one hand, we have a computer.
C. Maybe we should buy a new computer.
D. Maybe we should buy a new computer.
E. Playing a team sport is for a variety of reasons. However, it’s important to consider the advantages and disadvantages before choosing which team sport to take up.
F. Playing a team sport is for a variety of reasons. However, it’s important to consider the advantages and disadvantages before choosing which team sport to take up.
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Z. Playing a team sport is for a variety of reasons. However, it’s important to consider the advantages and disadvantages before choosing which team sport to take up.
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