

student's book

level B1+

# PIONEER

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# PIONEER LEVEL B1+ CONTENTS

	Vocabulary	Grammar	Functions
<b>1</b> p.7 <b>A job worth doing</b>	<ul style="list-style-type: none"> <li>• Words, phrases, idioms and collocations related to employment and careers</li> </ul>	<ul style="list-style-type: none"> <li>• Present Simple vs Present Progressive</li> <li>• Stative verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishing between permanent and temporary situations</li> <li>• Expressing states and dynamic actions</li> <li>• Expressing degrees of probability</li> </ul>
<b>2</b> p.19 <b>Chillax!</b>	<ul style="list-style-type: none"> <li>• Words easily confused</li> <li>• Words/Phrases related to time</li> <li>• Word building: negative prefixes <i>non-</i>, <i>in-</i>, <i>un-</i></li> <li>• Collocations with <i>play</i>, <i>go</i>, <i>do</i>, <i>belong</i>, <i>join</i>, <i>collect</i></li> </ul>	<ul style="list-style-type: none"> <li>• Present Perfect Simple vs Present Perfect Progressive</li> <li>• Comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• Linking past and present time</li> <li>• Asking someone's opinion</li> <li>• Expressing an opinion</li> <li>• Expressing comparison</li> <li>• Signalling non-understanding</li> <li>• Asking for repetition</li> <li>• Asking for definition or clarification</li> </ul>
<b>Task 1 &amp; 2: Becoming familiar with job interview situations p.151</b>			
<b>3</b> p.31 <b>Experience the world</b>	<ul style="list-style-type: none"> <li>• Prepositional phrases with <i>in</i> and <i>on</i></li> <li>• Phrasal verbs with <i>take</i> and <i>get</i></li> <li>• Words easily confused</li> </ul>	<ul style="list-style-type: none"> <li>• Past Simple vs Past Progressive</li> <li>• <i>used to</i>, <i>would</i>, <i>was/were going to</i></li> </ul>	<ul style="list-style-type: none"> <li>• Talking about past events and situations</li> <li>• Expressing past habits and typical behaviour in the past</li> <li>• Checking availability at a hotel</li> <li>• Stating what you want</li> <li>• Discussing terms</li> <li>• Making a hotel reservation</li> <li>• Asking for information/details</li> <li>• Providing information</li> <li>• Expressing dissatisfaction / Complaining</li> <li>• Expressing regret / Apologising</li> </ul>
<b>4</b> p.43 <b>Nature watch</b>	<ul style="list-style-type: none"> <li>• Words/Phrases related to nature and the environment</li> <li>• Nouns with prepositions</li> <li>• Compound words with the prefixes <i>under</i> and <i>over</i></li> </ul>	<ul style="list-style-type: none"> <li>• Past Perfect Simple vs Past Perfect Progressive</li> <li>• Clauses of reason and concession</li> </ul>	<ul style="list-style-type: none"> <li>• Referring to past events and situations</li> <li>• Expressing reason and contrast</li> <li>• Inquiring about and expressing preference</li> <li>• Structuring discourse and introducing a theme</li> <li>• Using persuasive language</li> <li>• Comparing and contrasting</li> <li>• Interpreting graphs and line charts</li> </ul>
<b>Task 3 &amp; 4: Collaborating with a group to make a proposal p.152</b>			
<b>5</b> p.55 <b>Looking ahead</b>	<ul style="list-style-type: none"> <li>• Words easily confused</li> <li>• -ing / -ed adjectives</li> <li>• Word building: noun suffixes <i>-ion</i>, <i>-ation</i>, <i>-ment</i></li> <li>• Word building: Adjective suffixes <i>-al</i>, <i>ive</i>, <i>-y</i>, <i>-ous/-ious</i>, <i>-able/-ible</i></li> </ul>	<ul style="list-style-type: none"> <li>• Future tenses</li> <li>• Other future forms</li> <li>• Time clauses</li> <li>• Modal verbs I</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishing between the uses of the future forms</li> <li>• Expressing ability, asking for permission and making requests</li> <li>• Expressing possibility, obligation, prohibition, absence of obligation, and opinion</li> <li>• Asking for and giving advice</li> <li>• Making predictions</li> </ul>
<b>6</b> p.67 <b>Private lives</b>	<ul style="list-style-type: none"> <li>• Adjectives describing personality</li> <li>• Idioms with <i>break</i></li> <li>• Words easily confused</li> <li>• Phrases relating to personality</li> </ul>	<ul style="list-style-type: none"> <li>• Defining and non-defining relative clauses</li> <li>• Countable / Uncountable nouns</li> <li>• Quantifiers</li> </ul>	<ul style="list-style-type: none"> <li>• Defining people, places, things and ideas, and giving additional information about them</li> <li>• Expressing number and quantity</li> <li>• Speculating</li> <li>• Expressing agreement and disagreement</li> <li>• Giving advice</li> <li>• Rejecting ideas</li> </ul>
<b>Task 5 &amp; 6: Organising and creating a slideshow presentation p.153</b>			

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

		Vocabulary	Grammar	Functions
7 p.79	Information age	<ul style="list-style-type: none"> <li>• Words related to the Internet</li> <li>• Words/phrases related to the topic of getting information</li> <li>• Idioms with <i>touch</i></li> <li>• Prepositional phrases with <i>in</i></li> </ul>	<ul style="list-style-type: none"> <li>• Passive Voice I</li> <li>• Passive Voice II</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasising an action using the Passive Voice</li> <li>• Placing emphasis on the direct/indirect object using the Passive Voice</li> <li>• Emphasising</li> <li>• Structuring discourse by interrupting / asking to speak</li> <li>• Indicating a wish to continue speaking</li> <li>• Indicating that you are coming to an end</li> </ul>
		<ul style="list-style-type: none"> <li>• Collocations related to crime</li> <li>• Word building: crimes and criminals</li> <li>• Words easily confused</li> <li>• Phrasal verbs related to crime</li> </ul>	<ul style="list-style-type: none"> <li>• Full Infinitive, Bare Infinitive, -ing form</li> <li>• Modal verbs II (past reference + deduction)</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing possibility and making deductions</li> <li>• Expressing regret and criticism</li> <li>• Exploring options</li> <li>• Supporting one's opinion by giving examples</li> </ul>
<b>Task 7 &amp; 8: Conducting a survey and creating a bar graph p.154</b>				
9 p.103	Better safe than sorry	<ul style="list-style-type: none"> <li>• Parts of the body</li> <li>• Words related to nutrition and health</li> <li>• Word building: verbs with prefixes <i>dis-</i>, <i>mis-</i></li> <li>• Phrasal verbs with <i>come</i> and <i>go</i></li> </ul>	<ul style="list-style-type: none"> <li>• Conditional Sentences Type Zero, 1, 2 and 3</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing likelihood, referring to present or past imaginary/unreal situations and their results</li> <li>• Enumerating and prioritising</li> <li>• Speculating and making a decision</li> <li>• Giving advice</li> </ul>
		<ul style="list-style-type: none"> <li>• Words related to hotels, the hospitality industry and the service sector</li> <li>• Prepositional phrases with <i>at</i> and <i>by</i></li> <li>• Words easily confused</li> <li>• Words related to banking and finance</li> </ul>	<ul style="list-style-type: none"> <li>• Clauses of result and purpose</li> <li>• Causative Form</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing purpose and result</li> <li>• Offering assistance</li> <li>• Requesting</li> <li>• Agreeing willingly</li> <li>• Refusing politely</li> <li>• Describing a graph</li> <li>• Expressing agreement with reservations</li> <li>• Reaching a decision through negotiating</li> </ul>
<b>Task 9 &amp; 10: Designing a leaflet giving safety tips on a natural disaster p.155</b>				
11 p.127	Where on earth...?	<ul style="list-style-type: none"> <li>• Architectural features</li> <li>• Word building: nouns ending in <i>-ity</i>, <i>-ence</i>, <i>-ance</i>, <i>-ness</i></li> <li>• Descriptive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Reported Speech: Statements, Questions, Commands, Requests</li> <li>• Special introductory verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting</li> <li>• Describing places</li> </ul>
		<ul style="list-style-type: none"> <li>• Words easily confused</li> <li>• Prepositions used in expressions related to money</li> <li>• Idiomatic expressions</li> <li>• Places to shop</li> <li>• Word building: nouns denoting occupations ending in <i>-er</i>, <i>-or</i>, <i>-ian</i>, <i>-ist</i></li> <li>• Collocations related to shopping</li> </ul>	<ul style="list-style-type: none"> <li>• Wishes and Unreal Past</li> <li>• Question tags</li> <li>• Subject - Object Questions and question words</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing wishes and regret about present / past events</li> <li>• Expressing preference</li> <li>• Expressing uncertainty and asking for confirmation</li> <li>• Making assumptions</li> </ul>
<b>Task 11 &amp; 12: Developing self-awareness and making decisions to change your spending habits p.156</b>				

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

# Looking ahead 5

## Discuss:

- How do you imagine yourself in ten years' time?
- To what extent do you think technology improves people's lives? Are there also any negative aspects to technology?
- Is there anything that does not yet exist that you would like to see invented? What is it?

## In this module you will...

- discuss issues relating to technological developments and various aspects of the future
- learn adjectives ending in *-ed* and *-ing*, nouns deriving from verbs, adjectives deriving from verbs and nouns, and also learn to differentiate between words easily confused
- learn how to refer to the future using appropriate tenses
- learn how to express ability, ask for permission and make requests
- learn how to express possibility, obligation, prohibition, absence of obligation, and opinion
- learn to ask for and give advice
- learn to make predictions
- learn how to write a formal email asking for information

## Reading

### A. Discuss.

- Describe your favourite gadget. What does it do? Why do you like it so much?

### B. Read the four texts and say where you would expect to find such texts.

# FUTURE LIVING



## 1. FUTURE DECORATION

So here's the scenario: you've just bought yourself a house, but the decor is **appalling**! It could even be the worst you have ever seen. In come the interior designers and, as they are the experts, you want their advice. 'Try to imagine what it will look like once finished, they might say. Well, what if you don't need to imagine it? What if you were able to see exactly what the decorator has in mind? Well, you will be able to!

Using sophisticated technology, designers are developing software for tablets that will be able to show you what your room will look like in different colours, light and even with different furniture. Simply tell the tablet what you want, point the camera at the room and you will see the transformation. The technology is so advanced you can even walk from room to room and see what your home would look like redecorated.



## 2. CARS OF THE FUTURE

Ever been on a long journey and just wished you could close your eyes and let the car drive itself? In the not-so-distant future, you might be able to do so. Some car manufacturers already have the ability to give a car 'memory' and this technology has recently been put through its paces. Using some of the world's best-known racetracks and most famous drivers, car companies have shown us the future of driving. On the track, a human drives the car and the journey is recorded by a **specialised** computer. The computer is then able to control the car and reproduce the driver's actions. The car literally drives itself and if it can keep up with world champion race car drivers, it must be doing something right!

'We aim to have a car that can drive itself around a town or city,' explains Frank Hitzberger, a leading developer of Automated Car Technology (ACT). 'Although we can get a car around an empty track, it's a very different story to get one through a busy town with lots of other cars.' Although it is not here yet, it may not be long before you climb into your car, tell it where to go and relax until you arrive.

## 3. MOBILE PHONE SHOPPING

As technology **advances**, our phones can be used for an increasing number of things. Important information is at our fingertips, the Internet is instantly accessible, everyone on your contact list is only moments away from being on the phone or on screen talking face-to-face. So what's the next step for mobile phones? Not only will we be able to **browse** online for our favourite items, but we'll be able to buy things with the swipe of a phone.

Some companies have already begun 'tagging' their advertisements with quick response bar codes, or 'QR' codes. When these bar codes are scanned, your phone will use the Internet to find information about the product. The next step for this technology is to actually buy the product you're scanning. Simply program your delivery address, link your phone to your bank account or credit card, scan the item you want and wait for it to turn up at your door. No online orders, no trip to the shop, just a quick scan. Could shopping be any simpler?



## 4. CONVENIENT KEYS

It won't be long before smartphones will change the way we get into our homes. In fact, a company called *Unikey* has combined a lock with an app, which may **eradicate** the need for the age-old key.

The app is assigned a unique code, which is matched with a lock fitted to the user's home. When the user taps the lock on the door, it searches for a smartphone and communicates with it. If the code is correct, the door unlocks. It even recognises whether the smartphone is inside or outside the house. The user can send virtual keys to guests and, if you need, you can **specify** a time and date for the virtual key to work.

And what if the smartphone is broken or lost? The lock is easy to reset so that it accepts a new code. No need for replacements, no need for costly locksmiths. Just one call to *Unikey* and a new code means your lock is as good as new!



**I. Read the statements and tick two that can be inferred from each text.**

### Text 1

1. With this technology people will avoid the disappointment of seeing their house in colours that do not match.
2. Many decorators will be out of work thanks to this new technology.
3. It will be easier for estate agents to sell homes.
4. This technology helps people with little imagination.

### Text 2

5. ACT will make buying a car cheaper.
6. The number of road accidents will drop.
7. ACT doesn't have any practical use yet.
8. Part of this technology relies on copying.

### Text 3

9. This technology will allow people to save money.
10. You need to make payment arrangements before the item comes to your house.
11. You need a credit card to make a purchase.
12. Companies consider this technology to be the future of shopping.

### Text 4

13. There will be fewer burglaries in the future.
14. If you can't enter your house, *Unikey* will function as your 'locksmith'.
15. Apart from the code, your guests will need a smartphone to enter your house.
16. This new app will be quite expensive.

**II. Look at the highlighted words in the texts and match them with their meanings a-h. There are two extra meanings which you do not need to use.**

- |                |                          |                                      |
|----------------|--------------------------|--------------------------------------|
| 1. appalling   | <input type="checkbox"/> | a. to get rid of                     |
| 2. specialised | <input type="checkbox"/> | b. terrible                          |
| 3. advance     | <input type="checkbox"/> | c. designed for a particular purpose |
| 4. browse      | <input type="checkbox"/> | d. uncomfortable                     |
| 5. eradicate   | <input type="checkbox"/> | e. to give exact information         |
| 6. specify     | <input type="checkbox"/> | f. to look for sth                   |
|                |                          | g. to correct                        |
|                |                          | h. to develop and improve            |

### E. Discuss.

- How useful do you find these new technological advances?
- How will they change our lives?



## Vocabulary

**A. Complete the sentences using the correct form of the words in the boxes.**

exactly    literally    actually

- I can't believe he \_\_\_\_\_ came to the festival.
- I know \_\_\_\_\_ how you feel.
- John was only kidding but Maria took his comments \_\_\_\_\_.

scenario    situation    case    event

- In \_\_\_\_\_ of emergency, please leave calmly through the nearest exit.
- In the \_\_\_\_\_ of rain, the concert will take place in the town hall.
- He is in a very difficult \_\_\_\_\_.
- One possible \_\_\_\_\_ is that you will have to stay an extra week to finish the work.

memorise    remember    remind

- Can you \_\_\_\_\_ me of your name?
- \_\_\_\_\_ your PIN number; don't write it down.
- She \_\_\_\_\_ him from school. He hadn't changed much.

unique    single    rare

- Their team lost the game by a \_\_\_\_\_ point.
- He suffers from a \_\_\_\_\_ disease.
- These dresses are expensive because each one is \_\_\_\_\_.

combine    connect    match

- I don't think that shirt \_\_\_\_\_ your skirt.
- Mary is trying to \_\_\_\_\_ a career with being a mother.
- They built a new railroad to \_\_\_\_\_ the two cities.

**B. Read the following sentence. What's the difference between *fascinating* and *fascinated*?**

He is such a *fascinating* speaker that the *fascinated* audience didn't want him to stop.

**C. Read the sentences below and circle the correct words.**

- Jennifer was **appalling** / **appalled** that the children behaved so badly.
- I woke up to the **pleasing** / **pleased** sound of singing birds.
- What is that **disgusted** / **disgusting** smell?
- Alarmed** / **Alarming** residents left their houses when they saw the flood waters rising.
- Don't be **disappointing** / **disappointed** that you didn't pass. A lot of people fail their first driving test.
- That was very **embarrassed** / **embarrassing**. I'm not going back in there again!
- I'm even more **confusing** / **confused** now. Can you repeat that?
- Sue is feeling a little **depressed** / **depressing**. Let's call her.

**D. Find nouns in the reading texts on pages 56-57 which derive from the verbs below. Which suffixes are added to the verbs?**

decorate \_\_\_\_\_    inform \_\_\_\_\_  
transform \_\_\_\_\_    advertise \_\_\_\_\_  
act \_\_\_\_\_    replace \_\_\_\_\_

Many nouns are formed by adding a suffix such as **-ion**, **-ation** and **-ment** to a verb. Pay attention to irregularities:

decide - decision	explain - explanation
introduce - introduction	apply - application
describe - description	satisfy - satisfaction

**E. Complete with the correct form of the words in capitals.**

- Losing the last match of his long career came as a huge \_\_\_\_\_ to him. **DISAPPOINT**
- I'm sorry sir, but we have no record of the \_\_\_\_\_ of your booking. **CANCEL**
- We're having a staff meeting because the manager has an important \_\_\_\_\_ to make. **ANNOUNCE**
- Is it my \_\_\_\_\_, or does it feel colder inside than outside today? **IMAGINE**
- The artist's \_\_\_\_\_ for this painting was a little cottage he stayed in last summer. **INSPIRE**
- It's not surprising that the workers at the factory have no \_\_\_\_\_ when their wages are so low. **MOTIVATE**
- I consider building up a successful business as my greatest \_\_\_\_\_. **ACHIEVE**
- The Internet \_\_\_\_\_ at the hotel was really slow. **CONNECT**
- Exercising and a healthy diet play an important role in the \_\_\_\_\_ of heart disease. **PREVENT**

# Grammar Future tenses, Other future forms, Time clauses → p. 166

## A. Match the sentences 1-4 with the uses of the future tenses a-d.

1. In a few years' time, we **will be driving** around in solar-powered vehicles.
2. I doubt that Erin **will enjoy** this science fiction film.
3. It is believed that by 2020, scientists **will have invented** 'flying cars'.
4. By the end of the year, I **will have been studying** computer programming for two years.

- a. to show the duration of an action up to a certain point of time in the future (Future Perfect Progressive)
- b. an action that will be completed before a specific time or another action in the future (Future Perfect Simple)
- c. an action that will be in progress at a specific time in the future (Future Progressive)
- d. a prediction (Future *will*)

## B. Match the sentences 1-3 with the uses a-c.

1. I'm **attending** a lecture on social networking this afternoon.
2. He's **going to work** for his father's company when he finishes his degree.
3. Your plane **leaves** at 5 in the afternoon, so make sure you're there by 3.

- a. to refer to official timetables (Present Simple)
- b. to refer to plans and arrangements (Present Progressive)
- c. to refer to intentions or decisions that have already been made (Future *be going to*)

## C. Look at the example and answer the questions.

When I **complete** my project, I **will know** a lot more about alternative sources of energy.

- Which tense is used to refer to the future in the time clause (i.e. after *when, as soon as, until, before, etc.*)?
- Which tense is used in the main clause?

## D. Match the sentence beginnings 1-5 with the endings a-e.

1. Will you please
2. This mobile phone is cheaper than the other ones on display;
3. Be careful when crossing the street or
4. If you want,
5. I give you my word

- a. I'll help you prepare the meal for your dinner party.
- b. that next week I'll return the money I borrowed from you.
- c. call your father and tell him I'm going to be late?
- d. you'll get hit by a car.
- e. I think I'll buy it.

### Now decide which of them expresses:

- a promise  a request  a spontaneous decision   
 an offer  a warning

## E. Read the sentences and circle the correct words.

1. I'm feeling really bored. I think I **will ask / will be asking** Jack to come over so we can watch a film.
2. This time next week Sandy **will have lain / will be lying** on a beach in Greece.
3. If you lend me the book today, I promise that I **am giving / will give** it back to you at the weekend.
4. You **will lose / are losing** your job if you keep coming in late.
5. By the end of this week I **will have finished / finish** my project.
6. The bus **leaves / will have left** in half an hour, so we had better leave now if we don't want to miss it.
7. I **have / am having** a barbecue at the weekend; I hope you can come.
8. I **am going to buy / buy** a new app for my phone that translates different languages, like Spanish and Chinese, into English.



## Listening

### A. Discuss.

- Do you think the world is a better place today than 20 years ago? Why? / Why not?
- Do you think the world will be a better place in 20 years' time? What will be different?

**B.** You will hear five people expressing their opinion on what life will be like in twenty years' time. Match the speakers with the statements a-h. There are three extra statements which you do not need to use.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

- I think technology will make people healthier.
- I think travelling will be quicker and more environmentally friendly.
- I think technology will have a negative effect on personal privacy.
- I think people will only travel short distances.
- I think technology and humans will come closer together than ever before.
- I think life will be worse due to a lack of resources.
- I think healthcare will become unaffordable.
- I think energy consumption will decrease due to new technological advances.

**C.** Which speaker's opinion do you agree with most?

## Vocabulary

**A.** Read the extract taken from the listening activity above. What does the suffix *-able* in *affordable* and *available* mean?

*Vaccines... will also become affordable and readily available in developing countries.*

A lot of adjectives are formed by adding a suffix to a verb or noun.

**B.** Look at the adjectives below and write how they are formed, as in the example.

environmental = *noun (environment) + al*

wearable = \_\_\_\_\_

wealthy = \_\_\_\_\_

famous = \_\_\_\_\_

sensible = \_\_\_\_\_

active = \_\_\_\_\_

mysterious = \_\_\_\_\_

When doing a multiple matching listening task, remember to:

- read through the questions carefully to get a clear idea of what you are listening for.
- wait to hear the recording a second time before you make your final decision.

**TIP**

**C.** Form adjectives to complete the table. Use the verbs/nouns in the box and a suitable suffix. Make any necessary changes.

intense health space decide adventure benefit access  
cooperate predict dirt finance risk reuse education  
advise humour globe fury dust protect

-al	-ive	-y

-ous / -ious	-able / -ible

## Grammar Modal Verbs I → p. 166

**A.** Read the sentences below and complete the table with the missing modal verbs.

- Will** you help me plant these flowers?
- You **can't** use your mobile phone during the exam.
- I think you **ought to** visit your grandparents more often.
- I **could** play tennis very well when I was young.
- I really **have to** finish this project by Friday.
- You **don't have to** pick me up from the airport; I can take a cab.
- May** I borrow your laptop for a couple of days?
- I **might** leave work early today if I am not needed.

<b>Ability</b>	can (present)	_____ (past)
<b>Obligation / Necessity</b>	must / _____ / need to (present)	had to (past)
<b>Permission</b>	can / could / _____ / might	
<b>Request</b>	may / can / could / _____ / would	
<b>Advice / Opinion</b>	should / _____ / had better	
<b>Prohibition</b>	mustn't / _____	
<b>Absence of Obligation</b>	needn't / _____ / don't need to	
<b>Possibility</b>	can / could / may / _____	

**B.** Read the sentences and circle the correct words.

- Must / May** I use your pen for a minute?
- You **might / should** tell your parents the truth; that way they will be able to help you.
- You **should / need** get someone to look at that cut; you **can / might** need stitches.
- You **mustn't / don't have to** call to say you're going; they are expecting you.
- You really **ought / had better** to help your mother clean up.
- Could / Should** you turn down the TV? I'm trying to study.
- You **mustn't / needn't** interrupt him when he is talking or he'll lose his temper.
- I **ought to / had to** take my car to the mechanic yesterday because it was making a strange noise.
- I **wouldn't / couldn't** hear what the speaker was saying because the microphone wasn't working.
- You **had better not / don't have to** skip lessons again or your parents will be informed.

## Speaking

In pairs, discuss the following questions.

### QUESTIONS

- Do you believe that the future can be predicted accurately? Would you want a detailed description of what your future life would be like if this was possible? Why? / Why not?
- What would you put in a time capsule that would be opened in one hundred years' time? Why?
- If there was such a thing as a time machine, would you be interested in becoming a time traveller? Why? / Why not?
- Do you believe that humans will ever meet aliens? Why? / Why not? What do you think would happen if such a meeting took place? Would it be a positive encounter?
- How will robots develop? Do you believe that robots will ever be programmed to think? How would people be affected if robots ever gained this ability?
- You have been invited to a futurists' conference on cities in the year 2050. Do you agree or disagree that cities of the future will be better than cities today? What do you think they'll be like?
- According to an estimate by the United Nations, there will be 9.6 billion people in the year 2050. How do you think this will influence the planet and life as we know it? Are you worried that the world might become overpopulated?

**time capsule** = a box that contains goods from the present time, which will be opened in the future

**time machine** = a machine that allows you to travel to various periods of time

**time traveller** = somebody who travels in time

**alien** = a creature from another planet

**futurist** = a person, usually a scientist, that studies changes that are likely to take place in the future

#### Time Expressions

In the near/distant future...

Time will tell if...

By the year..., there will...

Sooner or later...

... is just around the corner...

... will happen in our lifetime...

#### Predicting

I suppose/imagine that...

It is bound/likely/sure to...

It is highly likely/unlikely...

It's probable/improbable that...

It probably will/won't...

I doubt that...

I wouldn't be surprised if...

My guess is that...

## Reading

## A. Discuss.

- What changes would you like to see in your country in the future?
- Do you think money will exist in the future? If not, why not?
- Can you think of any contemporary films or books that depict a dark and hopeless future?

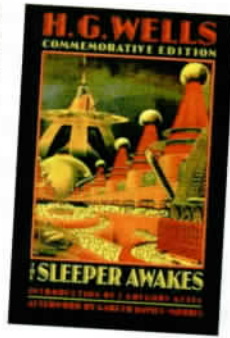
**B. Read the introduction to the novel *The Sleeper Awakes*. Then quickly read the extract below from an adapted version of the novel. How does Graham feel?**

- a. depressed                      c. excited  
b. puzzled                         d. joyful

## The Sleeper Awakes by H.G. Wells

Set in a futuristic London, *The Sleeper Awakes* (1899) by H.G. Wells tells the story of an Englishman named Graham who falls into a trance and wakes up 203 years later. He discovers that his money was put into a trust and that he has become the wealthiest man in the world. The White Council – the trustees who control Graham's finances – used his money to buy businesses and political parties and to establish a new world order; consequently, Graham has become the master of the world.

★★★★★



When Graham woke up, he was lying on a bed in an unfamiliar room and a blond man dressed in purple robes was staring at him intently. Two other men – a red-haired man and a very young man – stood in the shadows behind him.

Graham stirred. 'Where am I?' he said slowly.

The man in purple answered in a soft voice, speaking English with a slightly foreign accent, or so it seemed to the Sleeper's ears. 'You are quite safe. You were brought here from where you fell asleep. You have been here for some time – sleeping.'

The man picked up a small bottle and sprayed Graham's face with a cooling mist. He felt instantly refreshed and he closed his eyes in satisfaction.

'Better?' asked the man in purple as Graham opened his eyes again.

'Yes,' answered Graham.

'You have been asleep for some time,' said the man. 'You were in a trance. This may sound strange to you, but I can assure you everything is well.'

Graham did not answer. His gaze fell on the two men standing behind the man in purple. They were looking at him in fascination.

Then, suddenly, Graham realised what had happened to him. He knew that his trance had lasted for a very long time; he knew because of the way the men were staring at him. Graham began to tremble and the man in purple gave him a pink fluid to drink that tasted like meat.

'I – I feel much better now,' said Graham.

The man in purple smiled.

Graham cleared his throat. 'How long have I been asleep?' he asked.

'For a very long time,' said the man in purple.

'Yes, I know,' said Graham, 'but how long has it been?'

'I – I feel so confused... Please, tell me, how long?'

The men spoke softly to each other and Graham waited for an answer. 'A few months?' he asked quietly.

'Very much more than that,' said the man in purple.

'More?'

'You've been asleep for a couple of centuries,' said the red-haired man.

'What?' cried Graham. 'A couple of centuries?'

'Yes. Two hundred years.'

'Two hundred years?' shouted Graham in disbelief. 'But it can't be! Trances don't last that long! This isn't right! You're playing a joke on me!'

The men did not respond.

Graham sat in silence for a few minutes, unable to comprehend his situation. The men watched him with concern, but said nothing. A short while later, a man dressed in green entered the room.

'This is the tailor,' said the man in purple. 'He has been instructed to make some new clothes for you.'

The tailor greeted Graham and sat down on the bed next to him. 'You will find that the fashions have changed since your time,' said the tailor. He removed a small device from his pocket that resembled a watch and turned the knob. Immediately, a little three-dimensional figure appeared on the face of the watch. The figure was dressed in purple trousers, a purple vest and purple robes. 'This is the outfit I've designed for you,' said the tailor.

Once the tailor had taken Graham's measurements, another man arrived.

'This is your capillotomist,' said the man in purple.

'Capillotomist?' repeated Graham.

'He's going to cut your hair,' explained the man in purple.

The capillotomist examined Graham's head, then he shaved the Sleeper's beard and cut his hair.

Graham looked at his reflection in a mirror and sighed. Suddenly, a loud voice echoed through the room. It seemed to be coming from a machine in the corner: 'The people all over the city know! They know that the Sleeper has finally woken up! Stop working and come see the Sleeper! The Sleeper has woken up! I repeat: the master of the world has woken up!'

Graham turned to look at the machine and gasped.

**C. Read the text again and answer the questions below.**

- Who was in the room with Graham when he woke up?
- Why did the man in purple give Graham a pink fluid to drink?
- Why do you think the men spoke softly to each other before telling Graham how long he had been asleep?
- Why did Graham think a joke was being played on him?
- What was the purpose of the tailor's futuristic device?
- What is a *capillotomist*?
- Why did Graham react with surprise to the announcement at the end of the extract?

When reading, you sometimes have to read between the lines. In other words, interpret what the writer means although it is not explicitly expressed. Try to make logical deductions from the text.

**TIP**

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

- |               |                          |               |                          |
|---------------|--------------------------|---------------|--------------------------|
| 1. tremble    | <input type="checkbox"/> | 4. resemble   | <input type="checkbox"/> |
| 2. respond    | <input type="checkbox"/> | 5. outfit     | <input type="checkbox"/> |
| 3. comprehend | <input type="checkbox"/> | 6. reflection | <input type="checkbox"/> |

- to complain
- to react by saying or doing sth
- to get over a difficult situation
- to understand sth
- an image in a mirror, glass or water
- to shake because you are afraid or cold
- to look like
- a set of clothes worn together

**E. Discuss.**



- If you were to find yourself in Graham's unlikely situation, what's the first thing you would do?
- What do you think daily life will be like in two hundred years' time?

## Listening

You will hear seven short conversations. After you hear each conversation, you will be asked a question. Choose the picture which answers the question correctly.

**TIP**

- Before you start listening, look at the three pictures carefully to get a general idea of what you are going to hear.
- Listen carefully to the dialogue and focus on the question. All three pictures may be referred to in the dialogue. However, only one of them correctly answers the question.

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**Writing** A formal letter/email asking for information

**A. Discuss.**

- Have you ever asked for information about an advertisement in writing or over the telephone? If yes, what sort of information did you request?

**B. Read the advertisement on the right and answer the questions below.**

1. Would you be interested in becoming a permanent resident of this lunar space colony? Why? / Why not?
2. What else would you like to know about the mission and the lunar colony?

**C. Now read the advertisement again and the email below and underline the questions being asked. What do you notice about the questions and the way they are phrased?**

To: [info@lunarspacecolony.net](mailto:info@lunarspacecolony.net)

Dear Sir/Madam,

I am writing with regard to your advertisement about the lunar colony which I saw in the Daily News on 25<sup>th</sup> August. I have always been fascinated with missions to the moon and I would therefore like to make some inquiries.

To begin with, in your advertisement you mention that interested candidates will have to meet certain requirements. I would therefore be interested in knowing what these requirements are. Furthermore, according to your advertisement, candidates will undergo a training process that will prepare them for this mission. I would appreciate it if you could tell me what this process involves and how long it will last.

In addition, I would like you to inform me about return trips to Earth and how often they will be organised for lunar residents. Last but not least, I would be grateful for information concerning recreational and sports facilities residents will have access to.

I would like to thank you in advance for your assistance. I look forward to hearing from you at your earliest convenience.

Yours faithfully,  
Betty Parker

Issue: 240104

First Edition

## Volunteers wanted for **LUNAR SPACE COLONY**

**SPACEPROBE** is presently building a fully functional and sustainable colony on the moon. This lunar colony, named **Moon Base 1**, will act primarily as a research centre. We are looking for individuals interested in becoming permanent residents to take part in this exciting venture. Candidates who meet the requirements will undergo a training process that will prepare them for the actual trip to the moon and for life on the colony. If you are interested in finding out more about this venture, please write to us for more information.

[info@lunarspacecolony.net](mailto:info@lunarspacecolony.net)



**D. Read the following statements. Tick those that apply to the email.**

**The writer:**

1. uses an informal greeting and ending.
2. uses appropriate set phrases to begin and end the email.
3. states why she is writing.
4. uses linking words to refer to the information in the advertisement and to list points.
5. uses direct questions and exclamations.
6. uses short forms and abbreviations.



**E. Read the email again and find the more formal equivalents of the words/phrases below.**

1. about (para. 1): \_\_\_\_\_
2. ask some questions (para. 1): \_\_\_\_\_
3. firstly (para. 2): \_\_\_\_\_
4. say (para. 2): \_\_\_\_\_
5. let me know (para. 3): \_\_\_\_\_
6. about (para. 3): \_\_\_\_\_
7. beforehand (para. 4): \_\_\_\_\_
8. help (para. 4): \_\_\_\_\_
9. as soon as possible (para. 4): \_\_\_\_\_

**F. Read the writing task below and underline the key words.**

You have seen this advertisement in the Daily News and are interested in making some inquiries to obtain additional information.



## FUTURETECH

*is an innovative and dynamic multinational company which designs and manufactures gadgets and devices - from mobile phones to robots.*

We are looking for young, enthusiastic university students or graduates to test various inventions which are still in the experimental phase. Successful candidates will be responsible for providing us with information on how effective these inventions are. The chosen candidates will be employed part time, but those who are found to suit our needs will be provided with the unique opportunity to work full time for our company.

**For inquiries please email us at [futuretech@us.com](mailto:futuretech@us.com)**

**G. In pairs discuss the following:**

1. Would a position in a company such as this interest you? Why? / Why not?
2. Which pieces of information in the advertisement would you be interested in finding out more about?
3. What additional questions would you be interested in asking?

**H. Read the plan and the tip below. Then write your email using the ideas you discussed in activity G. (140-190 words)**

## Plan

### GREETING

**Use a formal greeting, not first names.**

- Dear Sir/Madam,
- Dear Mr/Ms/Miss/Mrs + last name,

### OPENING PARAGRAPH

**Use set phrases to refer to the advertisement you have seen and state why you are writing.**

- I am writing with regard to your advertisement about... in (+ name of newspaper/magazine + date) / on (+ website).
- I am interested in requesting further/additional information.
- I am writing as I would like you to inform me about...
- I would like to request additional information about...
- I would like to make some inquiries about...
- I would appreciate some further information about...

### MAIN PART (1-2 paragraphs)

**Ask for the information in a formal, polite and organised manner. Remember indirect questions are more formal and polite than direct questions.**

- I would like to know if/whether...
- I would be interested in knowing...
- I would be grateful if you could inform me about...
- Could/Would you please provide me with further information concerning...?

### CLOSING PARAGRAPH

**State anything you want to emphasise. Use set phrases to end your letter.**

- I would be very grateful if you would/could reply as soon as possible.
- Thanking you in advance for your time and assistance.
- I look forward to hearing from you at your earliest convenience.

### SIGNING OFF

**Use a formal signature ending/closing phrase as appropriate.**

- Yours faithfully, (if you begin with Dear Sir/Madam)
- Yours sincerely, (if you begin with Dear Mr Smith/Mrs Jones, etc.)

**When writing a formal letter/email asking for information:**

- use formal language.
- use appropriate phrases to begin and end your letter/email.
- use formal linking words/phrases to refer to information in the advertisement and to list points.
- avoid using direct questions too often.
- use formal vocabulary (avoid the use of phrasal verbs, informal expressions and exclamations).

**TIP**



## A. Circle the correct options.

- The science fiction film we saw was pretty **disappointed / disappointing**.
- I would like to make some **concerns / inquiries** about the job offer.
- Please **remind / remember** me to call Mr Jones later.
- The child was **confused / confusing** after the accident.
- We explored all the different **scenarios / situations** and decided that the trip would be too risky.
- When I heard the noise, I started **removing / trembling** with fear.
- You should buy this car; I can **assure / establish** you that it won't let you down.
- This machine **scans / browses** the bar codes of the products we buy.
- All mothers believe that their children are special and **unique / single**.
- He sat there and did not **stir / stare** from the sofa for hours.
- We got rid **of / off** our TV and now actually speak during dinnertime.
- I'm not sure what kind of plane it was but it **resembled / recognised** a spaceship.

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

A team of four South Korean scientists have come up with an idea to clean up the seas and oceans. The design is still in 1 \_\_\_\_\_, but if it ever became a reality, it would be extremely 2 \_\_\_\_\_ for the environment. The Korean team have designed an 3 \_\_\_\_\_ underwater structure, the Plastic Fish Tower, that would float on the surface of the sea, collect rubbish and recycle it. The Great Pacific Garbage Patch (GPGP) was the 4 \_\_\_\_\_ for the Plastic Fish Tower. The GPGP is a huge area in the Pacific Ocean that is covered in waste and poses a 5 \_\_\_\_\_ threat. The team also hopes to turn their invention into an eco-tourism 6 \_\_\_\_\_. The Plastic Fish Tower would be fully 7 \_\_\_\_\_ to tourists and, ideally, visitors will be transported to and from the area by ships using fuel created from the recycled waste. Of course, all of this is very costly and requires huge 8 \_\_\_\_\_ from governments or private companies, but the 9 \_\_\_\_\_ of the environment is really worth the effort.

DEVELOP

BENEFIT

IMPRESS

INSPIRE

GLOBE

ATTRACT

ACCESS

INVEST

PROTECT

## C. Circle the correct options.

- A:** I **1 'm going to go / will have gone** to the new shopping centre tomorrow. **2 Do / Will** you come with me?
- B:** Well, I don't know. I'm **3 planning / going to plan** on studying for a test I have next Monday.
- 4 Are you going to buy / Will you have bought** anything in particular?
- A:** No. Actually, one of my favourite authors, Chuck Powell, **5 will have been signing / will be signing** his new bestseller for his fans.
- B:** Really? That sounds interesting. You know what? I **6 'll come / 'll be coming!**
- A:** Great. Have you read his new novel?
- B:** I'm halfway through it. I **7 will have finished / finish** reading it by next week. What time should we be there?
- A:** He **8 is going to talk / will have talked** about the book first and that **9 starts / is starting** at 6 p.m. We'll go as soon as I **10 get off / will get off** work.

## D. Read the dialogues and circle the correct options.

- A:** I'm sorry, but you **can't / don't need to** park here.  
**B:** OK. **Can / Would** I park over there, next to the red car?
- A:** You **didn't need to / mustn't** do the washing-up. I would have done it.  
**B:** Don't worry. It wasn't any trouble.
- A:** **Should / Could** you drive me to the doctor's? I **may / have to** be there in half an hour for an appointment.  
**B:** Sure, no problem. We **might / had better** be a little late though, because I **had better / need to** stop at a petrol station first.
- A:** You **could / ought to** apologise to your friend.  
**B:** You're right. I **should / would** call her now and talk to her.
- A:** I **had better / would** leave before the storm gets worse.  
**B:** It's already really bad out there. You **should / might** sleep here tonight.

## Self-assessment

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

### NOW I CAN...

- discuss issues relating to technological developments and various aspects of the future
- use adjectives ending in *-ed* and *-ing*, nouns deriving from verbs, adjectives deriving from verbs and nouns
- refer to the future using appropriate tenses
- express ability, ask for permission and make requests
- express possibility, obligation/necessity, prohibition, absence of obligation and advice/opinion
- ask for and give advice
- make predictions
- write a formal email asking for information