

PRE-INTERMEDIATE coursebook

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global

UNIT 4 Hopes & Fears

Part 1

Vocabulary

Adjectives & synonyms

Reading

When I grow up ...

Grammar

Future hopes & plans

Speaking

My hopes & plans



Vocabulary

1 Look at the phrases below. Put them in order from most important (1) to least important (4). Compare your answers with a partner.

being **good-looking** being **intelligent**
being **rich** having **good** health

2 Match the words in bold in exercise 1 to the words in the box with similar meanings. There are two words in the box that you don't need.

awful beautiful clever excellent
handsome smart terrible wealthy
well-off wonderful

3 Look at the two extra words. What are they synonyms of?

4 Look at your list from exercise 1. Do you think your order was different in the past? How about in the future? Complete the sentences and then compare with a partner.

When I was younger I probably thought ... was more important.

... will be more important when I'm older.

Reading

1 Read the text *When I grow up*. What are the children talking about?

- a Their hopes for their own lives and their families
- b Their hopes for the world
- c Both a and b

2 Read the text again. Which quotes are the most interesting for you? Choose two quotes and tell a partner.

3 Work in pairs. Choose two of these questions and then discuss them.

- Do you think these children are optimistic or pessimistic about the future?
- Do children in your country have similar hopes?
- Did you have similar hopes when you were a child?

WHEN I GROW UP ...

I'd like to be **super intelligent**.

I want to live with **my mum** as long as I can.

I hope to have a **rich** husband.

I'd like to have **lots of money**.

I hope that people in my area **say sorry** when they do something bad.

I hope we have more places where you can **sit and talk** without the sound of **cars**.

To put the **world's money** together and give Africa **water**.

I'm planning to **travel** and learn different languages.

I hope to have a **lot of money**.

I'd like thousands of people to **watch me on TV**.

My family is going to find a **box of treasure**.

I hope that **my mum** meets someone and **has a baby**.



Grammar

I hope to have a lot of money.

I would like to be super intelligent.

I am looking forward to being older.

I'm going to be a fun but good teacher.

- use *hope, plan, want* and *would like* to talk about future hopes that aren't definite
- use the infinitive after *hope, plan, want* and *would like*
- use *look forward to* to talk about definite future plans
- use *be going to* to talk about things you have already decided to do

1 How many correct sentences can you make with the words in the table? Use the text to help you.

I	'm -	hope going looking forward planning want would like	to	get getting	a good job.
---	---------	---	----	----------------	----------------

2 Complete the text using the correct form of the words given.

The hopes of children

In a survey of English schoolchildren, researcher Cathie Holden found that, for their personal future, the majority of boys and girls hope *to go / going to* university or college. They also all hope *getting / to get* a good job. More boys are planning *to pass / pass* their driving test than girls, and more girls are looking forward *to have / having* children.

For their local area, children in the report said they hope for less violence and fewer poor people. They also said that they would like *have / to have* more parks and places to play. The majority of boys and girls are looking forward *to living / live* in a world without wars and an important number of them said they would like things *to get / getting* better in the developing world.

G **Grammar focus** – explanation & more practice of future tenses on page 138

Speaking

1 Choose **three** of the ideas in the box that you would like to talk about.

- A place you hope to visit one day
- Something you hope you **don't** do in the future
- Something you're not looking forward to
- A person you'd like to meet one day
- A person you're going to see today

2 Work in pairs. A: tell B about your ideas.
B: ask for more information.

3 Swap roles and repeat.



I'm planning to have one child and spend lots of time with him or her.

I want to be good looking.

I'd like my dad to understand me one day.

No wars because my brother's dad will die, he's in the army.

I'd like to have less pollution in my city.

I'm going to be a fun but good teacher.

I want to have a nice house.

I'm looking forward to being older and not having to listen to my parents any more.

I want to get a good wife.

I'd like people to grow up but never die.

I want to be wise.

For the world to be more human.

I'd like to make a difference.

UNIT 4 Hopes & Fears

Part 2

Speaking & Listening

A profession of hope

Vocabulary & Pronunciation

Global issues, word stress

Grammar

Future plans & intentions (be going to, present continuous)

Reading & Speaking

Pandora's box



Josh Gross and Helle Hansen are based in Denmark. In terms of foreign aid, Denmark is one of the most generous countries in the world. There are many NGOs (Non Governmental Organisations) in Denmark that work on projects in Latin America and Africa.

Speaking and Listening

1 Study the graph about foreign aid below. Then work in pairs and discuss the questions.

- Does anything about the graph surprise you?
- Do you know any aid organisations? What are they?
- Have you ever given money to an aid organisation?
- Do you think rich countries should give more money in foreign aid?
- Do you know anyone who works for an aid organisation?

2 1.48 Listen to two aid workers talking about their next job. Put the interviewer's questions and comments in the correct order.

- How did you become aid workers? _____
- What is the most important thing in your job? _____
- So, tell us about yourselves. 1
- Thanks for your time. _____
- What are you going to do there? _____

3 Listen again. What do these words mean in the listening?

Danish Guatemala
two years ago village

4 Would you like to work for an aid organisation? Why?

Vocabulary and Pronunciation

1 Match the words in the box to the definitions below.

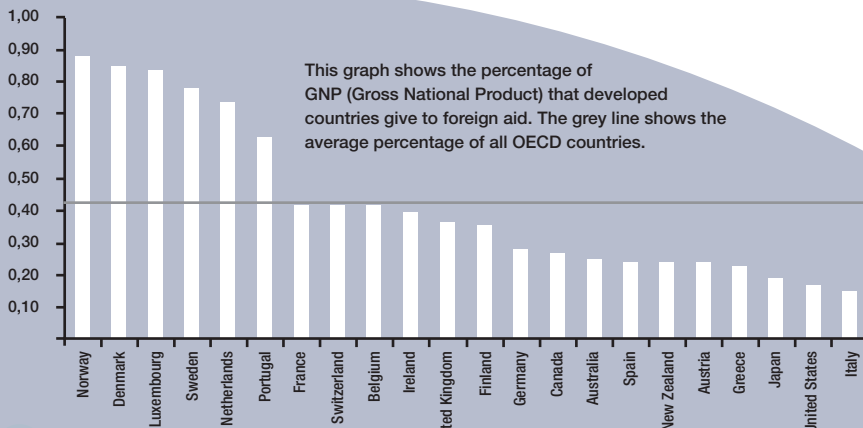
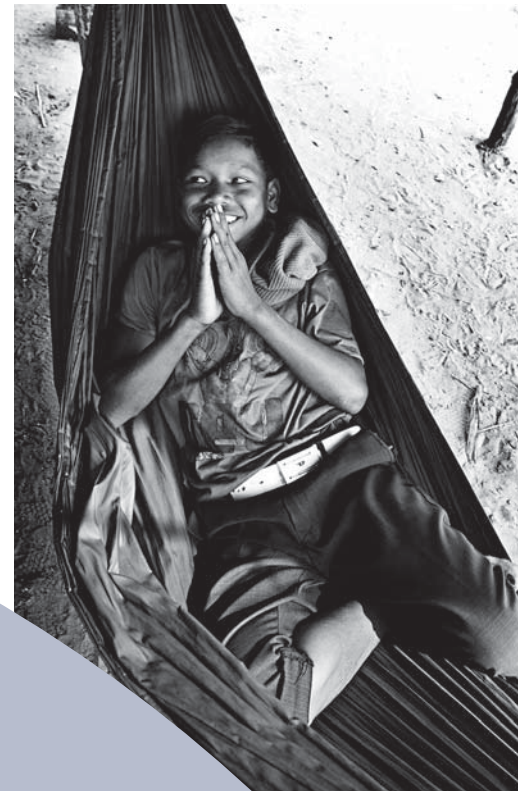
disease homelessness hunger
natural disasters pollution poverty war

- 1 people do not have enough money
- 2 people do not have a place to live
- 3 people do not have enough food
- 4 people are sick
- 5 countries are fighting each other
- 6 weather or environmental problems such as floods (too much water) or earthquakes (when the earth moves)
- 7 the air, water or land is dirty

2 Complete the pronunciation chart with the words from exercise 1.

O	Oo	oO	Ooo	oOo
war	natural	_____	_____	_____
		_____	_____	_____

3 1.49 Listen and check your answers. Then repeat the words.



Pandora's box

In Greek mythology, the character Pandora had a large box. It contained all the troubles of the world. When she opened the box, she let all the troubles come into the world except one – **hope**. The Greeks thought that hope was also very dangerous. But without hope, people were filled with despair. Finally Pandora opened the box again and **let out hope** as well.

Grammar

*We **are going to work** with the children there. The organisation **is starting** a new project in Guatemala next year.*

- use *be going to* to talk about things you have already decided to do
- use the present continuous to talk about future plans, often when they are already arranged

1 Read the text and decide if the underlined parts are correct or incorrect. Then correct the mistakes.

A new project

Susana works for a Spanish NGO in Madrid. The organisation is start a project next month in Ethiopia. Susana is going for work with a local women's organisation in the country. Together they are going to develop an educational project for pregnant women. Susana is going to travel to Ethiopia with a group of doctors. 'I'm a bit nervous, but I've been to Africa before and I know Ethiopia,' she says. 'It's going to being a great project.'

2 Complete the questions with the present continuous or *be going to*.

- A: What _____ (do) after class?
B: Meeting a friend.
- A: _____ you _____ (go) away next summer?
B: No, I'm staying here.
- A: _____ you _____ (read) an English book this year?
B: Yes, I am. I have a detective novel I want to read.
- A: _____ you _____ (work) tomorrow?
B: Yes, I am. I start at 8am!
- A: _____ you _____ (study) English next year?
B: Yes, I think so.

3 Work in pairs and ask each other the questions from exercise 2.

Reading and Speaking

Work in pairs. Read *Pandora's box* and then discuss the questions.

- Why do you think the Ancient Greeks thought hope was dangerous?
- Did people use to have more hope twenty years ago? A hundred years ago?
- Are you a person with a lot of hope? Why or why not?



Part 3

Reading

Things will get worse

Grammar

Prediction & ability
(will, be able to)


Vocabulary

Phrasal verbs with
get

Reading

1 Which novels do students in your country usually have to read at school? Did you read them?

2 Look at the titles below of three famous books that students in many English-speaking countries often study. Do you know any of these books?

3  **1.50** Read and listen to the summaries and tick (✓) the features they have in common.

- a The story happens in the future.
- b The government controls everything.
- c The story happens in England.
- d People are happy.

4 Read the summaries again and decide if the sentences refer to *1984*, *Brave New World* (*BNW*) or *A Handmaid's Tale* (*HT*).

- 1 Women won't be able to have children. _____
- 2 There'll be only three countries in the world. _____
- 3 There will be a nuclear disaster. _____
- 4 We won't have wars. _____
- 5 Babies will be born in factories. _____
- 6 The government will control people's thoughts. _____
- 7 Love will be a crime. _____
- 8 People won't get sick from disease. _____

5 Look at the sentences in exercise 4. Do you think these things will happen in the future? Tell a partner.

Useful phrases

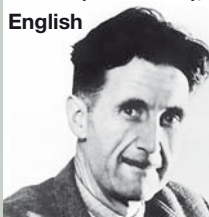
- It's possible.
- I don't think ...
- Maybe ...
- I'm sure ... won't ...
- I'm sure ... will ...
- I hope not.

Things will get worse ... Famous dystopias in literature

Nineteen Eighty-Four

The novel is set in the future, but it is the year 1984. Winston Smith lives in London, part of the country Oceania. There are three countries in the world: Oceania, Eurasia and Eastasia. Big Brother is the leader of Oceania. The government controls everything, even people's thoughts. Winston works for the government, but he is getting tired of his boring life. He meets Julia, another worker, and they fall in love – a crime in Oceania. The government discovers their secret, and Winston and Julia must go to the Ministry of Love, a centre for enemies of Big Brother.

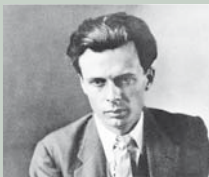
The author: **George Orwell (1903–1950), English**



Brave New World

London, 600 years in the future. The Controllers are the rulers of the world. People don't know war, poverty, disease or pain. They enjoy leisure time, sports and pleasure, but they are not free. The Controllers create babies in factories. Adults are divided into five social classes, from the intelligent *alphas* to the worker *epsilons*. When a man from a wild area of the world gets to London, he criticises the society. In the end, he has to choose between joining them or dying.

The author: **Aldous Huxley (1894–1963), English**



Glossary

dystopia (*noun*) – imaginary place or situation where everything is very bad

infertile (*adjective*) – not physically able to have children

pollution (*noun*) – chemicals and other substances that have a harmful effect on air, water or land

revolution (*noun*) – a situation in which people completely change their government or political system

totalitarian (*adjective*) – controlling a country and its people in a very strict way

underground resistance (*noun*) – a secret organisation that fights against the group that controls their country

A Handmaid's Tale

In the future a revolution replaces the government of the United States with the totalitarian Republic of Gilead. Because of pollution and nuclear accidents, many women are infertile. New laws create the job of handmaid, a woman who can have babies for rich families.

This is the story of Offred, a handmaid. Offred works for Fred, a commander, and his family. She wonders if she can get away, and learns about an underground resistance from another handmaid. But there isn't much time. If Offred doesn't get pregnant soon, she knows they will send her to the dangerous colonies.



The author: **Margaret Atwood (1939–), Canadian**

Grammar

There **will** be only three countries in the world.

Women **won't be able to** have children.

- use *will* and *won't* to talk about future predictions
- use *will / won't be able to* to talk about ability or possibility in the future

1 Read the text about *Fahrenheit 451*. Complete the summary below by rewriting the underlined sentences with *will / won't* or *will / won't be able to*.

Fahrenheit 451

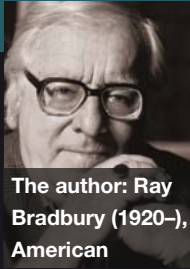
It is 24th century America.

The government controls society through the media.

It is criminal to be an intellectual. People can't read or own books, as books are against the law.

The population gets all their information from the television. They don't know their history.

Guy Montag is a fireman. Firemen don't stop fires, they start them. They burn books at a temperature of 451 degrees. One day Montag meets the young Clarisse, who makes him question the society he lives in. Soon Montag gets interested in the books he is supposed to destroy.



The author: Ray Bradbury (1920–), American

In Ray Bradbury's vision of the future ... *the government will control society through the media.*

2 Read the definition of *utopia*. Write five predictions for a future utopia.

utopia (*noun*) – an imaginary place or situation in which everything is perfect

G Grammar focus – explanation & more practice of prediction & ability on page 138

Vocabulary

1 Look at these phrases with *get* from the summaries. Write them next to the correct meanings of *get* in the table below.

- 1 Winston works for the government, but he is *getting tired* of his boring life.
- 2 When a man from a wild area of the world *gets to London* ...
- 3 If Offred doesn't *get pregnant* soon ...
- 4 The population *gets all their information* from the television.
- 5 Soon Montag *gets interested* in the books ...

Meaning of <i>get</i>	Examples	
become	<i>getting tired</i>	
receive		
arrive		

2 Match the phrasal verbs with *get* to the correct definitions.

- | | |
|----------------|---------------------------|
| 1 get around | a return (from a journey) |
| 2 get away | b travel |
| 3 get back | c get out of bed |
| 4 get together | d leave / escape |
| 5 get up | e spend time with someone |

3 Work in pairs and ask each other the questions.

Imagine it's a perfect, utopian world ...

- What time do you get up every day?
- What time do you get back home from work?
- Where do you get away when you need a holiday?
- How often do you get together with friends and family?
- How do you get around? What kind of transport do you use?



UNIT 4 Hopes & Fears

Part 4

Vocabulary

Geographical features

Listening

An inconvenient truth

Grammar


Future time clauses

Speaking

Climate change questionnaire

Vocabulary

1 Look at the pictures and complete the words with the correct vowels.

2  1.51 Listen and check your answers. Then repeat the words.

CLIMATE CHANGE the signs are here



EUROPE

Stronger st_rms and increased chance of fl_ _ ds



AFRICA

L_k_s and r_v_rs disappearing



MEXICO, US

Numerous f_r_st fires

NEW ZEALAND

c _ns getting warmer



AFRICA

Area of d_s_rt increasing




GREENLAND

Glacial _ce melting



Listening

1 Look at the film poster on page 49. How does the poster describe the film? What do you think it is about?

2  1.52 Listen to people talking about the film and check your answer.

3 Listen again. Are the statements true (T) or false (F)?

Speaker 1: He saw the film a few years ago.
Speaker 2: She didn't know about global warming and climate change before she saw the film.

Speaker 3: He liked the film.

Speaker 4: He thinks it's a typical Hollywood film.

Speaker 5: She doesn't believe that climate change is happening.

Speaker 6: He thinks it's important for young people to see it.

4 Have you seen this film? Would you like to?

Extend your Vocabulary – -ed / -ing adjectives

Terrified describes how we feel.

I was terrified by the film.

Terrifying describes things or situations that make us feel terrified.

It was a terrifying experience.

We can use this rule for many adjectives:

bored / boring, frightened / frightening, interested / interesting, surprised / surprising.

Choose the correct words to complete the dialogues.

1 A: Did you see the film?

B: Yes, I did. It was long, and really *bored / boring*.

2 A: So, was he angry?

B: No. He was very *relaxed / relaxing* about the whole thing. I was *surprised / surprising*.

3 A: I'm a bit nervous about the heat this summer.

B: I know what you mean. It's a *worrying / worried* situation.



Speaking

1 Read the questions below and think about your answers.

How to reduce your carbon footprint

- 1 Do you use energy-saving light bulbs? How many?
- 2 Do you recycle anything? What?
- 3 Do you ever walk / take the bus instead of driving? How often?
- 4 Do you use a lot of hot water at home? What for?
- 5 Do you buy things with lots of packaging? What?
- 6 Have you ever planted a tree? When?

2 Work in pairs and ask each other the questions. If your partner answers *yes*, ask the follow-up question.

3 Look at the information in the table and tell your partner how much carbon they will save if they make these changes.

Action	Carbon saving
Change to energy-efficient light bulbs	68 kg per year
Recycle half of your household waste	1,095 kg
Walk instead of driving	0.5 kg per km
Wash your clothes in cold water	225 kg per year
Reduce your household waste by 10%	544 kg
Plant a tree	907 kg

Grammar

After you see this film, you will think differently.

If we reduce carbon emissions, we will reduce global warming.

- after future time clauses such as *after*, *before*, *when* and *if* we use a present tense

1 Complete the sentences with the present simple or future simple of the verbs in brackets.

- 1 If we _____ (*not do*) something now, we _____ (*have*) serious problems in the future.
- 2 If you _____ (*look*) at the ten hottest years, you _____ (*see*) they happened in the last fourteen years.
- 3 When this climate change _____, (*happen*) I _____ (*be*) dead.
- 4 You _____ (*think*) differently after you _____ (*see*) it.

2 Work in pairs and complete the sentences with your own ideas.

After class finishes ...

I ... before the end of this year.

If the weather is good tomorrow ...

When I have enough money ...

G **Grammar focus** – explanation & more practice of future time clauses on page 138



Warm up

Work in pairs and choose three situations from the list below. Roleplay a short conversation for each situation.

Situations

- A: You are talking to a friend (B). Your train to the airport leaves in 5 minutes. You're late!
B: your car is parked outside.
- A: you arrive at your destination and get off the train.
B: you are carrying a very heavy bag.
- A: you are in the train station café with a friend (B).
B: You don't have enough money to pay for the coffees.
- A: you are at the train station but have missed your train.
You want to buy a ticket for the next train.
B: you work in the ticket office.

Listening

1 **1.53–1.55** Listen to three conversations. Match each one to a situation in the Warm up. There is one situation you don't need.

2 Listen again and answer the questions.

Conversation 1: How much is the bill?

Conversation 2: How is the man going to get to the airport?

Conversation 3: What train is the woman going to take?

Language Focus: offers and decisions

1 Read the information in the table. What verb do we often use to make offers and decisions?

Offers	I'll carry those books for you.
	Shall I pay for this?
	Let me take that for you.
Decisions	I'll take the next train.
	I won't take the train. I'll take a taxi.

Language note: *shall* is usually used only in questions and with *I* or *we*.

2 Complete the offers or decisions with *will* or *shall* and a verb from the box. There is one verb you don't need.

carry have help pay take

- A: Are you ready to order?
B: Yes. I _____ a salad.
- A: I don't understand this.
B: That's all right. I _____ you.
- A: The next train is in twenty minutes.
B: _____ we _____ it or wait?
- A: Here, let me take those bags.
B: Thanks, but it's OK. I _____ them.

3 **1.56** Listen and check your answers. Then listen and repeat the phrases.

Speaking

Work with a new partner and choose **one** of the tasks below.

A Repeat the warm up activity using the new expressions you have learnt.

B Look at the audioscript on page 000 and choose one of the conversations. Practise the conversation and try to memorise it.

Warm up


1 Read ten reasons why people learn English. Choose the top 3 and the bottom 3 for you.

I'm learning English because ...

- 1 I'd like to get a job with a multinational company.
- 2 I want to understand songs, TV programmes or films in English.
- 3 I hope to get a job with a company in the USA.
- 4 I'd like to be an English teacher.
- 5 It will be helpful for my career.
- 6 I'm planning to get a job in the tourism industry.
- 7 I want to meet other English-speaking people and make friends.
- 8 It's important for my studies.
- 9 It's a world language and it's important to know.
- 10 I like English and American culture.

2 Work in pairs and compare your answers. Can you think of any other reasons why people learn English?

Listening

 1.57–1.62 Listen to six people talking about why they are learning English. Which reasons from exercise 1 do they give? Write the numbers.

- | | | | |
|----------------|-----|----------------------|-----|
| 1 Abdul, Libya | ___ | 4 Naif, Saudi Arabia | ___ |
| 2 Olga, Russia | ___ | 5 Arthur, France | ___ |
| 3 Mert, Turkey | ___ | 6 Dain, South Korea | ___ |



Abdul, Libya



Olga, Russia



Mert, Turkey



Naif, Saudi Arabia



Arthur, France



Dain, South Korea

Language focus: synonyms

Read the sentences from the listening. Which word in the box has a **different** meaning to the word in bold?

- 1 Well I believe English is very important **nowadays**.
Naif, Saudi Arabia

actually currently now these days

- 2 I'm learning English because it will be helpful for my **career**.
Abdul, Libya

job profession university studies work

- 3 We need to study English. It is **essential**.
Dain, South Korea

important necessary obvious vital

Speaking

1 Read the questions about learning English. They are typical questions from international English speaking exams. Choose three questions you can answer.

- How long have you been learning English?
- Why are you learning English?
- How important is English in your country?
- How will English be useful to you in the future?

2 Think about your answers and practise what you want to say.

3 Work in pairs and ask each other the questions.

Reading

1 Read two emails between friends. What do they arrange to do?



Hi Pamela,

I am writing to invite you to go to the cinema with me this weekend. I would like to see *La vie en rose*.

It is a drama starring Marion Cotillard and it has had very good reviews. It is the true story of the famous French singer, Edith Piaf. I have heard that the music is beautiful and the acting is brilliant.

We could meet in front of Cinemark at Higienópolis Mall at four o'clock on Saturday. Would that be convenient for you?

Yours sincerely
Laura

Hello Laura,

I would love to go to the cinema with you. That would be wonderful. I would really like to see this film. My sister has seen it and she says it is great. I will see you at four o'clock.

Pamela

2 Would you like to see this film? Why?

Writing skills: informal style

1 Are these statements true (T) or false (F)?

In emails to friends ...

- do not use contractions such as *I'm, it'll*.
- use informal salutations such as *hi*, and endings such as *cheers*.
- we can miss out salutations and endings.
- we must write in paragraphs.

2 Laura and Pamela have not used contractions in their emails. Make 13 changes to the emails.

3 Mark these expressions formal (F), quite informal (Q) or informal (I).

Hello Laura	Dear Laura	Hi Laura
Best wishes	Cheers	Yours sincerely
Bye for now	Regards	Yours

Language focus: making invitations and arrangements

1 Mark these expressions formal (F) or informal (I).

- I am writing to invite you to go to the cinema.
- How do you fancy going to the cinema with me?
- I'm afraid I'm busy tomorrow.
- Unfortunately I am busy tomorrow.
- Would it be convenient to meet on Friday evening?
- What about meeting outside Pizza World?
- I'd love to see the film.
- I would very much like to see the film.
- That would be wonderful.
- That sounds great.
- I look forward to seeing you on Friday.
- See you on Friday.

2 Read the emails again and change any expressions that are too formal.

Preparing to write

Work in pairs and tell each other about a film you have seen recently. Use the useful phrases below to help you.

Describing a film

- It's a western / comedy / drama / thriller / musical.
- It's an action film / a horror film / a documentary.
- It's about ...
- It's had brilliant / good / quite good / poor reviews.
- It stars Marion Cotillard and it's directed by Olivier Dahan.
- The acting / photography is wonderful / poor.

Writing

Work with a new partner. Write an *email* to your partner inviting them to see a film. Describe the film and suggest a time and a place to meet. Then swap your emails and write replies.

Grammar

Complete the sentences with the correct words.

- 1 What *do you do / are you doing* next weekend?
- 2 I hope *getting / to get* together with some friends.
- 3 I would like *to learn / learning* another language.
- 4 I *'ll buy / 'm going to buy* a new car at the weekend.
- 5 When I *buy / will buy* my new car, I *will be able / will be able* to get around more.
- 6 Are you looking forward to *go / going* to university?
- 7 Next month I *will start / am starting* a new job.
- 8 If the world's temperature *gets / will get* warmer in the next few years, glacial ice *melts / will melt*.

Vocabulary

Put the words into the correct boxes. There are two words you do not need.

clever desert flood forest fire homeless lake
ocean poor storm war wealthy well-off

Natural disasters	People with a lot of money
People helped by aid organisations	Geographical features

Speaking and Writing

1 Work in groups of three. Ask each other about your plans for the times below.

- after class
- this evening
- the weekend
- next summer

Try to find one plan that is the same for everybody.

2 Work in pairs. Write a list of five things people could do to reduce their carbon footprint. Then compare your list with another pair.

Using your dictionary: finding the right entry

1 Work in pairs and look at the phrases below. Which word would you look up in the dictionary to find the meaning of each phrase?

- 1 global warming
- 2 get away
- 3 fall in love
- 4 against the law

2 Look up the words to see if you were right.

- * The most important word in an expression is called the **keyword**. Keywords are often nouns, but can also be verbs, adjectives or adverbs.
- * Some words in a dictionary have more than one entry. This might be because the same word can belong to two classes:
an orange dress **eat an orange**
(adjective) (noun)

3 Find two different word classes for each of these words.

- 1 heat _____
- 2 pretty _____
- 3 fair _____

Sometimes words have the same spelling but different meanings or different pronunciations.

4 Find two meanings and pronunciations for these words.

- 1 tear _____

- 2 close _____

Some words have many meanings. These are listed at the beginning of an entry.

green (noun)

- | | |
|------------------------|-------------------------|
| 1 like grass in colour | 4 not ready to be eaten |
| 2 with lots of plants | 5 not experienced |
| 3 caring for nature | 6 of the Green Party |

5 Choose the best meaning of **green** in the sentences below.

- 1 She is campaigning for **green** issues such as reducing packaging and the use of cars.
- 2 We need more **green** areas in our town.
- 3 He is too **green** to manage the company.