

Martyn Hobbs & Julia Starr Keddle

FOR REAL PLUS

pre-intermediate

SKILLS BOOK



Warm up

1 PAIRWORK Discuss the questions.

- Are you interested in nature? Why? / Why not?
- How many birds, trees and plants can you name?
- What do you think instructors teach at a survival school? Make a list.



'Dawn... is like the morning news – the birds tell you about the forest. And they tell you if predators are nearby.'

Ray Harari is an instructor in a tracking and wilderness survival school. He learned about tracking from Flying Eagle, an Apache elder. Flying Eagle believed that we are losing touch with the Earth. He thought it was important to remember the old skills and beliefs. He taught Ray about the natural world, how to read its signs and survive in the wild. Ray has travelled to the wildernesses of North America, South America and Canada, and now teaches the old skills in a survival school in Quebec.

'Dawn is my favourite time with the light, the smells and sounds of the forest, especially the birds,' explains Ray. 'It's like the morning news – the birds tell you about the forest. And they tell you if predators are nearby.'

'Dusk, the moment just before dark, is another magical time. In the wild I build a shelter and collect food before it gets dark. The sounds are different because the hunters are out – the bears, foxes, and wild cats. It's a good time to listen.'

Ray teaches all kinds of people from college students to businessmen. Some of them want to escape from the stresses of the modern world. Others, like police officers and soldiers come to learn specific skills which they will use in their work. He also occasionally works as a volunteer for the police if there is a missing child or hiker. 'It's a horrible part of my job,' says Ray, 'because sometimes the people don't survive. I follow their tracks using their shoes so I can match the tracks. Tracks tell you a lot – they tell you if a person or animal is tired, anxious, or hungry.'

Comprehension

2 T Look at the sentences about a wilderness survival instructor. Read the text and tick ☒ the correct sentences.

- ☐ Flying Eagle works for a tracking and wilderness survival school.
- ☐ Ray has visited wildernesses in several different places.
- ☐ In the morning, the sounds from the birds can give Ray some useful information.
- ☐ After dark, Ray finds his food and prepares a safe place to rest.
- ☐ Ray can hear the predators in the wild at dawn.
- ☐ Sometimes people come to the school because they find life difficult in today's world.
- ☐ Ray doesn't enjoy helping the police to find missing people.
- ☐ Ray eats meat.
- ☐ The plants and berries in the forest are all very healthy.
- ☐ At Ray's school, they never use modern technology.

Ray doesn't worry about feeling hungry in the wilderness. 'Lunch in the wild can be very good,' he says. 'I'm not a vegetarian, but I eat lots of edible plants and berries. These give you energy and keep you healthy. At the school we teach the students to recognise the safe plants and the dangerous plants. We teach them how to make a fire without matches and cook what they gather in the wild. They also learn to hunt and kill.'

Ray likes to keep the wilderness as a technology-free zone. 'Most of my days are spent without the gadgets of modern life,' he explains. 'Of course, we use mobile phones, computers and electricity, but in the wilderness we put aside technology and try to get closer to nature.'

EXAM TIPS Scanning to find specific information

When you read a text, you may need to look for the answers to specific questions. This is called 'scanning' and is a very useful skill. You scan texts to find out and check general information about subjects that interest you.

- Let your eyes move quickly down the text.
- Look for key words in the question and underline them.
- You don't need to read or understand every word to answer the questions.

Towards Trinity ISE I Reading

Over to you

3 PAIRWORK Do the task.

- Find a text from Units 5 and 6.
- Read the text once or twice so you understand it.
- Write four questions about the text.
- Swap texts and questions with your partner.
- Read your partner's text and answer the questions.

Listening skills 5&6

Conversation

Warm up

1 PAIRWORK Discuss the questions.

- 1 Write a list of ten household chores.
- 2 How often do you do these chores?
- 3 Which ones do you like, or dislike?
- 4 Do you ever argue about chores?

Comprehension

-  **2**  **06**  **P** Listen to the conversation and tick ☒ the correct answers, A, B or C.

EXAM TIPS Listening to a conversation

You don't need to understand every word in a conversation. Focus on the general meaning and on the key words you hear.

- Before you listen, read the six statements and the three options (A, B or C).
- Underline the key words. This helps you understand the topic.
- Listen and choose the answer that is the best way to complete the statement.

Towards B1 Preliminary Listening

1 Maddy usually

- A ☐ does all of the household chores.
B ☐ does most of the cleaning.
C ☐ does the cleaning and cooking.

2 Jenny and Maddy

- A ☐ pay someone to do the ironing because they don't like doing it.
B ☐ leave the ironing to Maddy because Jenny doesn't do it.
C ☐ leave the ironing because no one wants to do it.

3 The interviewer thinks

- A ☐ Jenny doesn't do any of the work.
B ☐ Jenny does too much of the work.
C ☐ Jenny doesn't do as much work as Maddy.

4 Jenny goes shopping because

- A ☐ Maddy isn't good with money.
B ☐ Maddy doesn't like going shopping.
C ☐ Jenny wants to choose the fruit and vegetables.

5 Jenny and Maddy get on well at home because

- A ☐ they are similar characters and good friends.
B ☐ they have similar jobs.
C ☐ they asked for help from their parents.

6 Next year, Jenny and Maddy will

- A ☐ continue to share a flat.
B ☐ move to a flat with different people.
C ☐ move to their own flats.

Over to you

3 GROUPWORK Do the task.

- Listen again to the conversation in exercise 2.
- Make notes about the questions the interviewer asks, and what Jenny and Maddy say about which chores they do.
- Roleplay a similar conversation between the interviewer and two flatmates. Add your own ideas.
- Record your conversation on your phone.
- Swap with another pair and listen to each other's conversations.



What do you do to help the environment?



1a 00.02 ▶ Watch and tick the actions each time they are mentioned.

reduce plastic use | recycle | re-use | turn off the tap | do gardening | drive a hybrid car | use public transportation | carry a refillable water bottle | help make compost



1b Complete the quotes. Watch again and check.

shopping | doing up | called | volunteer | help | carry | put

SEBASTIAN I _____ with a group _____ Permablitz, and they _____ by _____ people's gardens and communal gardens.

JANE I also like to _____ around re-usable bags, so when I'm grocery _____ I can _____ all of my fruit and vegetables in those bags directly.

FLUENCY CLIPS Describing effort

Watch the speakers use these phrases:

LUKE as little as I possibly can | as best I can

KHARIS as much as I can

JANE as much as I possibly can

BEN as much as I can | as often as I possibly can

How will life be different in 50 years' time?



2a 02.28 ▶ Watch the video and write the names. Then watch again and check.

Jamie | Immy | Luke | Emily | Andrea | Josh

Who thinks that in 50 years' time...

1
2
3
4
5
6
7
8
9

we won't be living on Earth? _____
we will own electric cars? _____
travel will be better? _____
there will be a nuclear meltdown? _____
there will be more robots? _____
technology will be more advanced? _____
there will be no water or fresh air? _____
we will have better renewable energy? _____
there will be less plastic? _____

FLUENCY CLIPS

Expressing opinions | Talking about the future

Watch and count the times the speakers say:

I believe | *I think*.

Watch again and count how often the speakers use:

modal verb: *will be going to*.

2b **GROUPWORK** Discuss the predictions. Which do you agree/disagree with?

What would life be like without the internet?

3a Use these ideas to write notes in the columns below.

isolated | bullied | slower | exchange of information | good | free | more time to think | harder | connections with people | access to information | effect on psychology | worldwide communication | brainwashed | access to free education

Without the internet, life would be...

worse	better
We'd be more isolated	We wouldn't be bullied

3b 03.48 ▶ Watch and write who is positive (P), negative (N) or both (B) about life without the internet.

☐ Sebastian ☐ Kharis ☐ Andrea ☐ Simone
☐ Cindy ☐ Josh ☐ Jane ☐ Ben

3c Watch again. Who mentioned the ideas in exercise 3a?

FLUENCY CLIPS comparing

Watch again. Notice these words and phrases:

(slightly) more | (a lot) less | reduced | not the same | harder | much better

Over to you

4 **GROUPWORK** Make video interviews. Use the questions from the video and language from the Fluency clips boxes.

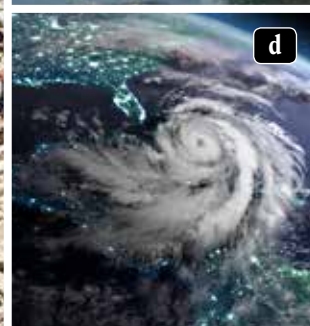
Speaking skills 5&6

Giving opinions

Warm up

1 **PAIRWORK** Match the photos with the types of disasters.

earthquake | tsunami | floods | meteorite | hurricane



EXAM TIPS Explaining what you mean

If you don't know a specific word, try different strategies to explain what you mean.

- Use another word with a similar meaning.
- Give an explanation: *It's when there's a lot of rain for a long time and everywhere is covered with water.*
- Apologise: *I'm sorry, I can't remember / I don't know the word.*

Towards B1 Preliminary Speaking

Task

2 **P PAIRWORK** Discuss the questions.

- Have you ever experienced an earthquake or a hurricane? If so, how did it feel? If not, how would you expect it to feel? What kinds of injuries can be caused by an earthquake?
- Is an earthquake always followed by a tsunami?
- Has your area ever suffered from flooding?
- Is the risk of flooding increasing in your country? If so, in which areas?
- Which countries usually suffer from famine?
- What do you think would happen if a meteor hit the Earth?

3 **PAIRWORK** Read the predictions about the future and check the meaning of any words you do not know.

- 1 I think the future will be brilliant. When the weather isn't good, all you'll need to do is push a button and your house will be up above the clouds.
- 2 A large meteor will strike Europe causing widespread flooding in the Netherlands and France.
- 3 Money won't exist. We'll have a microchip under our skin which will scan things that we want to buy and charge it to our bank accounts.
- 4 The ice in the North and South Poles will melt, causing the oceans to rise. Many countries will disappear completely.
- 5 In the future there will be no different languages. We will all speak the same language.
- 6 We will realise when it's too late that we have damaged the planet beyond repair. Year after year, we will see an increase in earthquakes, hurricanes, tsunami and floods. In fact, it's already started.
- 7 Within the next twenty years China will become the most important country in the world.

Over to you

4 **GROUPWORK** Discuss the questions.

- Which of the predictions do you think are realistic and which do you think are unrealistic? Why?
- Do you think that we are damaging the planet or do you think that it's just media hysteria?
- Which future events can we change, starting now, and which future events are out of our control?
- What are you *most* looking forward to in your personal future? What about in the future of the world?

Warm up

1 PAIRWORK Discuss the questions.

- 1 Is the language in articles usually formal or informal?
- 2 What language do you use to give your opinion?

Writing practice

2 **P** Read the task and then look at the mind map and the article below. Use the mind map to help you complete the article.

Write an article for a college magazine giving your predictions about how we will travel in the future. Do you think that society will become more environmentally friendly or less? Give reasons for your answer. Write about 100 words.

USEFUL LANGUAGE

so... that and such... that

Use so... that and such... that to show extremes and their consequences.

so + adjective + **that**:

She was so angry that she threw Mike's phone out of the window.

so + much / many:

*He has so many books that his room looks like a bookshop!
We have so much time that we don't need to hurry.*

such + adjective + noun + **that**:

*It's such a hot day that I have to have an ice cream!
We've got such noisy neighbours that I can't sleep at night.*

TRAVELLING IN THE future

In the future, ¹ _____ will become such a bad problem that society will change and we will all have to become more environmentally friendly. I think that we will develop cars that are ² _____ and they will use ³ _____. However, in my opinion, we won't use cars so much in the future, because we will have ⁴ _____ and so we won't have to drive to go shopping or go to school. So more people will ⁵ _____ to the shops, or will ride their ⁶ _____. Air travel will be much faster but it will become so expensive that ⁷ _____ or travel abroad.



EXAM TIPS Checking your work

When you check your work, use this list of questions to help you.

- Did you answer the question?
- Is it clear and easy to understand?
- Did you use a good range of vocabulary and the correct level of formality?
- Count the words. Have you written too much or too little?

Towards B1 Preliminary Writing

Over to you

3 Read the task below and write your answer.

Write an article for a music website saying what bands and singers are popular at the moment. Give your opinion on the music scene and say what music you plan to listen to in the future. Write about 100 words.

Word skills 5&6

The environment

Warm up

1 **PAIRWORK** Match the words with the pictures. Which things are problems and which are solutions?

climate change | conservation project | global warming | renewable energy | single use plastic | sustainable development



Word practice

2a **Complete the sentences with the correct words and expressions in exercise 1.**

- 1 Unfortunately, most _____ is not recycled.
- 2 The California Academy of Science building is a perfect example of _____ in action.
- 3 Due to _____, we are having much hotter summers than we used to.
- 4 Nature provides us with several sources of _____, such as wave, solar and wind power.
- 5 Sasha worked for six months on a _____, studying dolphins in Croatia.
- 6 Most scientists believe that _____ is now a reality.



2b **13 Match the completed sentences in exercise 2a with the pictures. Then listen and check.**

TIPS Collocations

Collocations are words that go together. For example, the correct verb to use with a noun. We say *travel on foot* and we say *travel by bus, car, train, plane*.

- Memorise whole phrases, not individual words.
- Draw mind maps that match verbs and nouns, or adjectives and nouns.

Over to you

3 **GROUPWORK** Do the task in groups of three.

- Look up these words and expressions in a dictionary.
biodegradable carbon footprint
energy efficiency natural resources
- Write a definition for each word.
- Share your definitions and decide on the best one.

Warm up

1 Answer the questions.

- When did World War I start?
a 1914 b 1918 c 1939
- How many soldiers died in World War I?
a 97,000 b 970,000 c 9.7 million
- Can you put these countries under the correct heading?
United Kingdom | Austro-Hungarian Empire | France |
USA | Ottoman Empire | Belgium | Serbia | German Empire |
Italy | Russia | Bulgaria

Entente powers

United Kingdom

Central powers

Austro-Hungarian Empire

2 Now read the paragraph below about World War I and check your answers to question 1.

World War I (1914-1918) was also called 'The Great War' and 'The War to end all Wars'. 135 countries in total took part in the war, which was fought on many different fronts, in many different countries. The Entente powers, or Allied forces, included the United Kingdom, Russia, France, Italy and Serbia. The Central powers included the German Empire, the Austro-Hungarian Empire, the Ottoman Empire and Bulgaria. Over 15 million people were killed in World War I – 9.7 million soldiers and nearly 6 million civilians. World War I is particularly known for the use of trench warfare – in which soldiers of both sides dug deep trenches and fought from those trenches.

Listening



3 22 Listen to Sally talking about Harry Patch. Why was Harry Patch famous?

4 Listen again and answer these questions.

- How old was Harry Patch when he died?
- When did he join the army?
- When did he first talk about his experiences during the war?
- Why did he agree to take part in the BBC documentary?
- What happened when he was 106 years old?



In Flanders Fields

by John McCrae, May 1915

*In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard¹ amid the guns below.*

*We are the Dead. Short² days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.*

*Take up our quarrel³ with the foe⁴:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye⁵ break faith⁶ with us who die
We shall not sleep, though poppies grow
In Flanders fields.*



Glossary

- scarce heard** – it is difficult to hear them
- short** – a few
- quarrel** – argument / fight
- foe** – enemy
- ye** – you
- break faith** – don't keep your promise