

**Student's book**

**elementary**

# **PIONEER**

**H. Q. Mitchell – Marileni Malkogianni**



# PIONEER ELEMENTARY CONTENTS

	Vocabulary	Grammar	Functions
<b>1</b> p. 7 <b>That's me!</b>	<ul style="list-style-type: none"> <li>Greetings</li> <li>Conversational English</li> <li>Occupations</li> <li>Family</li> <li>Countries and nationalities</li> <li>Days of the week</li> <li>Months</li> <li>Ordinals</li> <li>Years</li> </ul>	<ul style="list-style-type: none"> <li>The verb <i>to be</i></li> <li>These/Those</li> <li>Plurals</li> <li>Possessive adjectives</li> <li>Possessive case</li> <li>Present Simple (affirmative)</li> </ul>	<ul style="list-style-type: none"> <li>Greeting and saying goodbye in formal and informal situations</li> <li>Introducing oneself and others</li> <li>Spelling names</li> <li>Understanding information on business cards</li> <li>Exchanging basic personal information (name, age, nationality, occupation, telephone number, address, email, marital status, date of birth)</li> <li>Expressing possession</li> <li>Talking about family members</li> </ul>
<b>Task: Presenting yourself and family members through a family tree</b>			
<b>2</b> p. 17 <b>24/7</b>	<ul style="list-style-type: none"> <li>Housework and daily routine</li> <li>Words/Phrases related to time</li> <li>Conversational English</li> <li>Words/Phrases related to technology</li> <li>Numbers over a hundred</li> <li>Spare-time activities</li> </ul>	<ul style="list-style-type: none"> <li>Present Simple</li> <li>Wh-questions</li> <li>Prepositions of time</li> <li>Adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li>Discussing habitual actions and routine</li> <li>Telling the time</li> <li>Understanding signs and timetables</li> <li>Asking and answering different types of questions</li> <li>Talking about frequency</li> <li>Talking about spare-time activities</li> </ul>
<b>Task: Creating, conducting and reporting the results of a survey</b>			
<b>3</b> p. 27 <b>Sounds like fun</b>	<ul style="list-style-type: none"> <li>Types of films &amp; TV programmes</li> <li>Conversational English</li> <li>Adjectives describing personality</li> <li>Talents and abilities</li> <li>Words/Phrases related to fitness</li> <li>Spare-time activities</li> </ul>	<ul style="list-style-type: none"> <li>like / love / enjoy / hate / can't stand + <i>-ing</i></li> <li>want to / would like to</li> <li>The verb <i>can</i> (ability)</li> <li>Adjectives - Adverbs of manner</li> </ul>	<ul style="list-style-type: none"> <li>Expressing likes and dislikes</li> <li>Talking about intentions</li> <li>Making suggestions and arrangements</li> <li>Expressing ability</li> <li>Describing the manner in which something happens</li> <li>Understanding the features of a website</li> <li>Understanding information on a flyer</li> <li>Talking about spare-time activities and forms of entertainment</li> </ul>
<b>Task: Collaborating with a partner to reach a decision</b>			
<b>4</b> p. 37 <b>Looking good</b>	<ul style="list-style-type: none"> <li>Words/Phrases related to appearance</li> <li>Conversational English</li> <li>Furniture and appliances</li> <li>Rooms and parts of a house</li> <li>Prepositions of place</li> <li>Adjectives describing personality</li> <li>Housing facilities</li> </ul>	<ul style="list-style-type: none"> <li>Possessive adjectives/ pronouns</li> <li>Whose...?</li> <li>There is / There are</li> <li>Articles: a(n) / the</li> </ul>	<ul style="list-style-type: none"> <li>Describing people's appearance</li> <li>Expressing possession</li> <li>Making and accepting compliments</li> <li>Referring to the location of objects</li> <li>Describing one's house/flat</li> <li>Describing people's personality</li> <li>Expressing opinion</li> <li>Identifying synonyms and opposites</li> </ul>
<b>Task: Collaborating with a group to make speculations based on experience</b>			
<b>5</b> p. 47 <b>What's new?</b>	<ul style="list-style-type: none"> <li>Telephone language</li> <li>Conversational English</li> <li>Words/Phrases related to text messaging</li> <li>Abbreviations</li> <li>Life events</li> </ul>	<ul style="list-style-type: none"> <li>Present Progressive</li> <li>Object personal pronouns</li> <li>Present Simple vs Present Progressive</li> <li>Stative verbs</li> </ul>	<ul style="list-style-type: none"> <li>Talking about current activities, temporary states and future plans</li> <li>Locating information on posters</li> <li>Talking on the phone</li> <li>Asking for, giving and refusing permission</li> <li>Making offers, requests and asking for favours</li> <li>Distinguishing between current events and habitual actions</li> <li>Giving news and responding to news</li> <li>Showing interest and surprise</li> </ul>
<b>Task: Understanding and writing notes and messages</b>			
<b>6</b> p. 57 <b>Flashback</b>	<ul style="list-style-type: none"> <li>Phrases related to misfortunes</li> <li>Conversational English</li> <li>Words/Phrases related to life in the past</li> <li>Holiday activities</li> <li>The weather</li> </ul>	<ul style="list-style-type: none"> <li>Past Simple</li> <li>Past Simple of <i>to be</i></li> <li>There was / There were</li> <li>Past Simple of <i>can</i></li> </ul>	<ul style="list-style-type: none"> <li>Talking about past events/experiences</li> <li>Locating information on tickets and receipts</li> <li>Talking about misfortunes</li> <li>Apologising and accepting sb's apology</li> <li>Expressing disbelief</li> <li>Responding to bad news</li> <li>Expressing ability in the past</li> <li>Using a mind map to organise ideas</li> <li>Describing the weather</li> </ul>
<b>Task: Collaborating with others to do a project</b>			

Reading	Listening	Speaking (Pronunciation/Intonation*)	Writing
<ul style="list-style-type: none"> <li>• Four business cards</li> <li>• A magazine article: <i>Where I come from</i></li> </ul>	<ul style="list-style-type: none"> <li>• Short formal and informal dialogues discussing personal information</li> <li>• Short dialogues and a voicemail giving information</li> <li>• A short monologue talking about one's family members</li> <li>• A conversation at a language institute</li> </ul>	<ul style="list-style-type: none"> <li>• Group work: Greeting, introducing and saying goodbye</li> <li>• Pair work: Exchanging personal information (name, age)</li> <li>• Group work: Exchanging personal information (job, phone number, email, address)</li> <li>• Class speculation about possession</li> <li>• Pair work: Saying where you're from and where you live</li> <li>• Class game: Classmate search</li> <li>• Presenting oneself</li> </ul> <p>* Sentence stress</p>	<ul style="list-style-type: none"> <li>• Making a business card</li> <li>• Completing a form</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Capital letters</li> </ul>
<ul style="list-style-type: none"> <li>• A comic strip: <i>Flatmates...</i></li> <li>• A magazine article: <i>Tech a look at your life!</i></li> </ul>	<ul style="list-style-type: none"> <li>• Short dialogues and an announcement referring to time</li> <li>• Four people answering a survey question</li> <li>• A radio call-in programme for people who have trouble sleeping</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Talking about routine</li> <li>• Pair work: Telling time</li> <li>• Pair work: Discussing times and timetables</li> <li>• Group work: Conducting and taking part in a survey</li> <li>• Class discussion about habits</li> </ul> <p>* Third-person singular -s * Intonation of questions</p>	<ul style="list-style-type: none"> <li>• Sentences reporting the results of a survey</li> <li>• A paragraph describing a day in your life</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Word order</li> <li>• Planning and organising your writing</li> </ul>
<ul style="list-style-type: none"> <li>• Quiz: <i>Practical, creative or physical? What kind of person are you?</i></li> <li>• A website about a fitness centre called <i>SuperFit</i></li> </ul>	<ul style="list-style-type: none"> <li>• Two recorded messages from a cinema</li> <li>• A radio advertisement about a gym</li> <li>• Four monologues about entertainment</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Talking about film/TV programme preferences</li> <li>• Pair work: Choosing a movie and making arrangements</li> <li>• Pair work: Discussing talents and abilities</li> <li>• Pair work: Deciding which gym classes to take up</li> <li>• Class discussion about entertainment</li> </ul> <p>* /ɪ/, /i:/, /aɪ/</p>	<ul style="list-style-type: none"> <li>• Sentences about your talents and abilities</li> <li>• A paragraph presenting yourself</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Linking words (and, but, so, because)</li> </ul>
<ul style="list-style-type: none"> <li>• Comments on a furniture catalogue website</li> <li>• A magazine article: <i>Colour</i></li> </ul>	<ul style="list-style-type: none"> <li>• A conversation between a couple at a furniture shop</li> <li>• A radio programme about car colours and personality</li> <li>• A one-sided telephone conversation about a flat</li> </ul>	<ul style="list-style-type: none"> <li>• Group game: Guess the person being described</li> <li>• Pair work: Making compliments and giving opinion politely</li> <li>• Pair work: Describing people</li> <li>• Pair work: Describing one's house/flat</li> <li>• Pair work: Talking about each other's personality</li> <li>• Group work: Expressing opinion, making guesses and comparing facts</li> </ul> <p>* Intonation of compliments</p>	<ul style="list-style-type: none"> <li>• A paragraph describing the place where you live</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Using correction techniques</li> </ul>
<ul style="list-style-type: none"> <li>• Four posters about events</li> <li>• A magazine article: <i>Txtese: Is it destroying the language?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Three short dialogues</li> <li>• Short dialogues and a voicemail telling one's news</li> </ul>	<ul style="list-style-type: none"> <li>• Game: What's happening now?</li> <li>• Pair work: Discussing weekend plans</li> <li>• Pair work: Asking for permission and favours, making requests and offering help</li> <li>• Group work: Role play talking on the phone</li> <li>• Pair work: Identifying the key features of notes and messages</li> <li>• Pair work: Giving news and responding to news</li> </ul> <p>* /æ/, /ʌ/, /ɑ:/</p>	<ul style="list-style-type: none"> <li>• A note and a text message</li> <li>• A letter/An email giving news</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Organising a letter/an email with the help of a plan</li> <li>• Set phrases for informal letters/emails</li> </ul>
<ul style="list-style-type: none"> <li>• Tickets and receipts showing someone's weekend activities</li> <li>• A feature article: <i>Maya Life</i></li> </ul>	<ul style="list-style-type: none"> <li>• Two monologues about a visit to the shopping centre</li> <li>• A conversation between a couple</li> <li>• Four short dialogues about holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Discussing last weekend</li> <li>• Pair work: Using guidelines to hold a conversation</li> <li>• Pair work: Information gap activity</li> <li>• Pair work: Discussing a past holiday</li> </ul> <p>* -ed endings: /t/, /d/, /ɪd/ * The reduced form of <i>did you</i></p>	<ul style="list-style-type: none"> <li>• Project about life in the past in your country</li> <li>• A paragraph about a past holiday</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Using a variety of adjectives</li> </ul>

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Unique flavours

Vocabulary	Grammar	Functions
<ul style="list-style-type: none"> <li>• Places to eat</li> <li>• Food and drink</li> <li>• Containers</li> <li>• Conversational English</li> <li>• Adjectives describing food</li> <li>• Words related to recipes</li> <li>• Types of food</li> </ul>	<ul style="list-style-type: none"> <li>• Countable/ Uncountable nouns</li> <li>• some / any / no</li> <li>• How much...? / How many...?</li> <li>• much / many / a lot of / lots of / a few / a little</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding menus</li> <li>• Ordering food</li> <li>• Making, accepting and refusing offers</li> <li>• Asking and answering about quantity</li> <li>• Talking about food preferences and eating habits</li> <li>• Discussing healthy and unhealthy food</li> <li>• Describing what food tastes like</li> <li>• Understanding and describing cooking procedures</li> <li>• Inviting, accepting and refusing an invitation</li> <li>• Making suggestions and arrangements</li> </ul>

**Task:** Understanding and describing a procedure in the form of a recipe

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Urban life

<ul style="list-style-type: none"> <li>• Means of transport</li> <li>• Conversational English</li> <li>• Prices</li> <li>• Location and directions</li> <li>• Prepositions of movement</li> <li>• Words/Phrases related to the environment</li> <li>• Places in a city</li> </ul>	<ul style="list-style-type: none"> <li>• <i>have to</i> (affirmative)</li> <li>• Future <i>be going to</i></li> </ul>	<ul style="list-style-type: none"> <li>• Talking about the cost of something</li> <li>• Attracting someone's attention</li> <li>• Checking and confirming information</li> <li>• Apologising</li> <li>• Expressing obligation</li> <li>• Understanding information on a map</li> <li>• Asking for, giving and following directions</li> <li>• Brainstorming ideas</li> <li>• Making future plans</li> <li>• Describing a place</li> </ul>
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**Task:** Developing self-awareness and making decisions to change your lifestyle

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Add to cart

<ul style="list-style-type: none"> <li>• Places to shop</li> <li>• Clothes</li> <li>• Words/Phrases related to shopping</li> <li>• Conversational English</li> <li>• Words/Phrases related to the environment</li> <li>• Words/Phrases related to electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>• too / enough</li> <li>• one / ones</li> <li>• Compounds of <i>some, any, no, every</i></li> </ul>	<ul style="list-style-type: none"> <li>• Talking about clothes and expressing preference</li> <li>• Talking about shopping habits</li> <li>• Talking about prices and sizes</li> <li>• Distinguishing between words easily confused</li> <li>• Expressing opinion</li> <li>• Understanding dictionary entries</li> <li>• Describing problems related to electronic devices</li> </ul>
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**Task:** Collaborating with a partner to reach a decision based on specific criteria

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Lend a hand

<ul style="list-style-type: none"> <li>• Conversational English</li> <li>• Verbs easily confused</li> <li>• Ailments</li> <li>• Emergency services</li> </ul>	<ul style="list-style-type: none"> <li>• The verb <i>should</i></li> <li>• Reported Speech (Commands - Requests)</li> </ul>	<ul style="list-style-type: none"> <li>• Making requests and asking for favours</li> <li>• Responding to requests and giving excuses</li> <li>• Making/Cancelling an appointment</li> <li>• Talking about ailments</li> <li>• Asking for and giving advice</li> <li>• Narrating a story</li> <li>• Reporting commands and requests</li> <li>• Describing a problem</li> <li>• Expressing opinion</li> </ul>
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**Task:** Collaborating with others to create a story

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Where to?

<ul style="list-style-type: none"> <li>• Types of holidays and accommodation</li> <li>• Conversational English</li> <li>• Geographical features</li> <li>• Words related to gestures</li> <li>• Services and hotel facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Comparative Forms</li> <li>• Superlative Forms</li> </ul>	<ul style="list-style-type: none"> <li>• Making comparisons</li> <li>• Showing interest and lack of interest</li> <li>• Expressing opinion and preference</li> <li>• Persuading another person</li> <li>• Understanding fact files</li> <li>• Discussing cultural differences</li> <li>• Inquiring about hotel services and facilities</li> <li>• Distinguishing between formal and informal language</li> </ul>
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**Task:** Creating a poster with cultural guidelines

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Well done!

<ul style="list-style-type: none"> <li>• Words/Phrases related to sports</li> <li>• Conversational English</li> <li>• Academic subjects</li> <li>• Collocations and words related to education</li> <li>• Word building: nouns ending in <i>-er, -or, -ist</i> referring to people</li> <li>• Life events</li> </ul>	<ul style="list-style-type: none"> <li>• Present Perfect Simple (always, never, ever, before, once, twice, so far, just)</li> <li>• Present Perfect Simple vs Past Simple</li> <li>• have been - have gone</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about sports</li> <li>• Talking about experiences</li> <li>• Distinguishing between words easily confused</li> <li>• Talking about education</li> <li>• Discussing facts</li> <li>• Talking about life events and achievements</li> </ul>
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**Task:** Collaborating and creating a general knowledge quiz

Reading	Listening	Speaking (Pronunciation/Intonation*)	Writing
<ul style="list-style-type: none"> <li>• A magazine article: <i>How well do you know your food facts?</i></li> <li>• A magazine article: <i>Truly traditional</i></li> </ul>	<ul style="list-style-type: none"> <li>• Three people answering questions for a survey</li> <li>• A conversation about a recipe</li> <li>• A conversation about a night out</li> </ul>	<ul style="list-style-type: none"> <li>• Group work: Role play at a restaurant</li> <li>• Class discussion about healthy and unhealthy eating</li> <li>• Pair work: Discussing a recipe</li> <li>• Class discussion about places to eat out</li> <li>• Group work: Planning a night out</li> </ul> <p>* /b/, /v/, /w/</p>	<ul style="list-style-type: none"> <li>• A paragraph about your eating habits</li> <li>• A recipe</li> <li>• An email of invitation</li> <li>• An email replying to an invitation</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Set phrases to invite and accept or refuse an invitation</li> <li>• Understanding purpose</li> </ul>
<ul style="list-style-type: none"> <li>• A map and an online road route planner</li> <li>• A magazine article: <i>Green ideas for a green lifestyle</i></li> </ul>	<ul style="list-style-type: none"> <li>• A GPS device giving directions</li> <li>• A radio programme about Panama City</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Discussing a transport survey</li> <li>• Pair work: Role play using different means of transport</li> <li>• Pair work: Asking for and giving directions</li> <li>• Class discussion about actions that are good/bad for the environment</li> <li>• Group work: Brainstorming ideas</li> <li>• Pair work: Talking about one's town/city</li> </ul> <p>* Intonation of questions when checking and confirming</p> <p>* /v:/, /əv/</p>	<ul style="list-style-type: none"> <li>• Making an action plan</li> <li>• A description of one's town/city</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Avoiding repetition</li> <li>• Organising a description of a town/city with the help of a plan</li> </ul>
<ul style="list-style-type: none"> <li>• An online clothing shop and two reviews</li> <li>• A magazine article: <i>Eco-shopping</i></li> </ul>	<ul style="list-style-type: none"> <li>• Four short dialogues related to shopping</li> <li>• A voicemail about a problem with an electronic device</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion about clothes and clothing preferences</li> <li>• Pair work: Questionnaire on clothes shopping habits</li> <li>• Pair work: Role play at a department store</li> <li>• Pair work: Discussing advertisements and reaching a decision</li> <li>• Pair work: Discussing a problem you have with an electronic device</li> </ul> <p>* /v/, /u:/</p>	<ul style="list-style-type: none"> <li>• An email sharing a problem</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Linking words/phrases to list or add points</li> </ul>
<ul style="list-style-type: none"> <li>• A comic strip: <i>Mrs Pickles</i></li> <li>• A magazine article: <i>Surviving El Capitan</i></li> </ul>	<ul style="list-style-type: none"> <li>• A conversation between two people</li> <li>• A conversation between a doctor and a patient</li> <li>• Three people describing a problem and asking for advice</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Role play making an appointment</li> <li>• Pair work: Making requests, asking for favours and responding</li> <li>• Pair work: Role play at a doctor's office</li> <li>• Class discussion: Speculating on a newspaper headline and picture</li> <li>• Group work: Reporting commands and requests</li> <li>• Class discussion about problems and how to deal with them</li> <li>• Pair work: Asking for and giving advice</li> </ul> <p>* Intonation of requests</p>	<ul style="list-style-type: none"> <li>• A story based on prompts</li> <li>• A paragraph asking for advice</li> <li>• A paragraph giving advice</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Set phrases to ask for and give advice</li> </ul>
<ul style="list-style-type: none"> <li>• A feature article: <i>Argentina</i></li> <li>• A magazine article: <i>A question of culture</i></li> </ul>	<ul style="list-style-type: none"> <li>• A conversation about holidays</li> <li>• A radio call-in programme about people's cultural experiences abroad</li> <li>• Three dialogues about hotel services and facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Comparing two kinds of holidays and reaching a decision</li> <li>• Pair work: Information gap activity using country fact files</li> <li>• Class discussion about gestures and cultural differences</li> <li>• Group work: Discussing what first-time visitors to your country should keep in mind</li> <li>• Class discussion about hotel services/facilities</li> <li>• Pair work: Asking about hotel services and facilities</li> </ul> <p>* Intonation: showing interest and lack of interest</p>	<ul style="list-style-type: none"> <li>• A paragraph describing a country</li> <li>• A list of guidelines</li> <li>• A formal email changing booking arrangements</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Set phrases for a formal email</li> <li>• Organising a formal email with the help of a plan</li> </ul>
<ul style="list-style-type: none"> <li>• A comic strip: <i>College clown</i></li> <li>• Two biographies: <i>They changed the world...</i></li> </ul>	<ul style="list-style-type: none"> <li>• Four people answering a survey question</li> <li>• A radio programme about a general knowledge quiz</li> <li>• An interview with a chef</li> </ul>	<ul style="list-style-type: none"> <li>• Group work: Discussing sports experiences</li> <li>• Pair work: Talking about one's favourite team</li> <li>• Pair work: Asking and answering about experiences</li> <li>• Group work: Discussing facts</li> <li>• Class discussion about life events/achievements</li> <li>• Pair work: Interviewing each other about life events</li> </ul> <p>* Silent letters</p>	<ul style="list-style-type: none"> <li>• A questionnaire</li> <li>• A paragraph about one's favourite team</li> <li>• A quiz</li> <li>• A text about one's life</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Using appropriate tenses and time expressions</li> </ul>

# 5 What's new?



Internet, social media & email

## Discuss:

- How do you share your news with other people?
- Look at the means of communication in the pictures. How do you get information about the following?
  - international news
  - a close friend's news
  - a distant relative's news
  - sports news
  - local news
  - university news
  - entertainment news
- How does technology help you communicate?



TU



radio



telephone



in person

## In this module you will learn...

- to talk about things that are happening now
- to talk about temporary situations
- to talk about future plans and arrangements
- to locate information on posters and flyers
- language common in telephone conversations
- to ask for, give and refuse permission
- to make offers, requests and ask for favours
- to distinguish between habitual actions and things that are happening now
- to read and write notes and messages
- to give news and respond to other people's news
- to write an email giving news
- set phrases for informal letters/emails



newspaper

**1 Reading** 

**A.** Listen and read. Where do the people decide to go? Look at the posters A-D on the right and answer the question.

- Tim** What are you reading, Jill?  
**Jill** The *What's happening this weekend?* section.  
**Tim** Anything good?  
**Jill** Well, *Plastic Domino* are playing at the Everglade Stadium.  
**Tim** I'm not a big fan. Anything else?  
**Jill** A new exhibition about butterflies and an interesting lecture, a night run, and of course the ballet at the Palace Theatre. Let's go there.  
**Tim** I don't know... What's that night run about?  
**Jill** Umm... a 3-mile run, taking place on Saturday.  
**Tim** Sounds like fun.  
**Jill** OK. Let's call the others and see if they're free.

**B. Read the information on the posters and answer the questions.**

- How can you get tickets for the concert?
- Which event is free?
- Where does the run end?
- On which days can you go to the ballet performance?
- What does the Heyburn Running Club give to runners?
- Where is the lecture taking place?
- How much does a couple need to pay for the ballet performance?
- What time do runners need to be at Weston Lake?

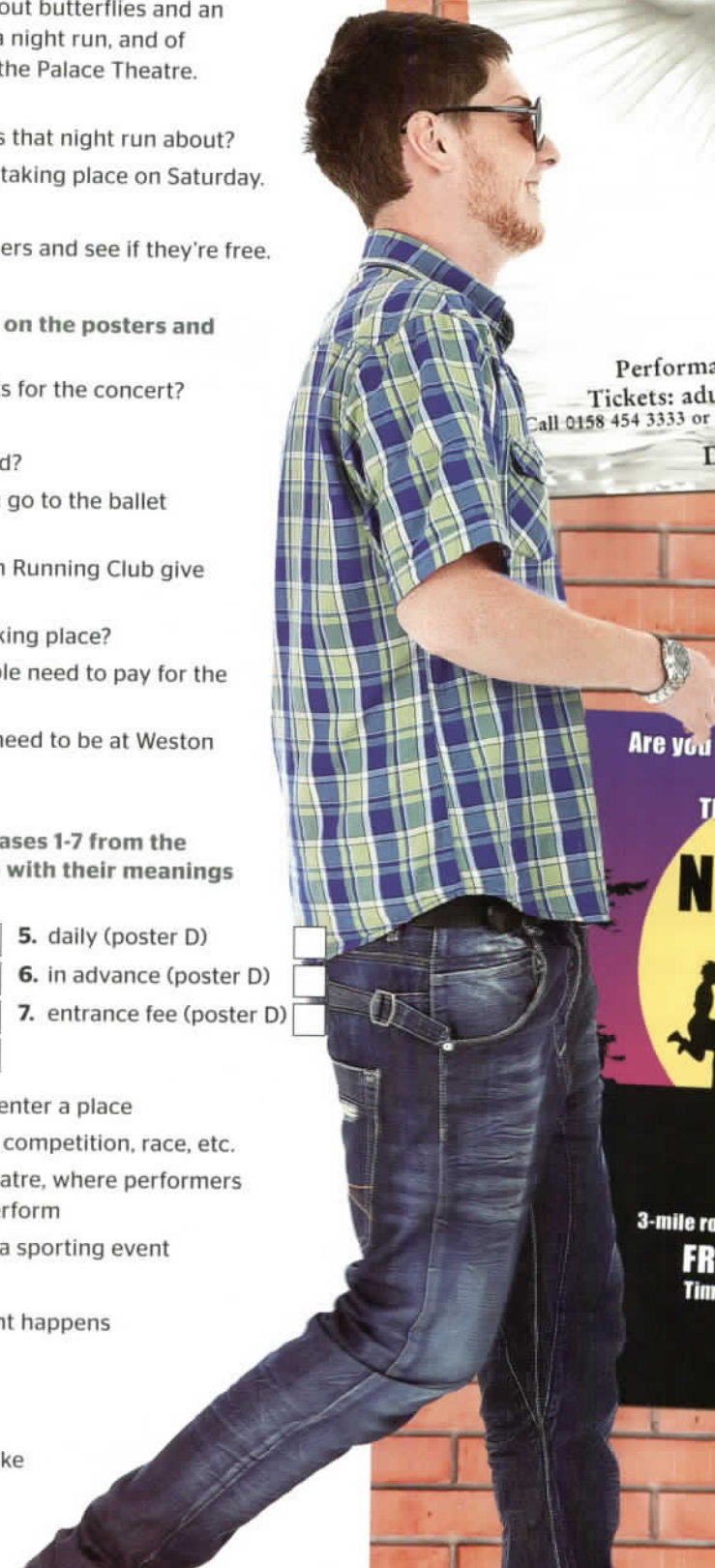
**C. Look at the words/phrases 1-7 from the posters and match them with their meanings a-g.**

- |                         |                          |                            |                          |
|-------------------------|--------------------------|----------------------------|--------------------------|
| 1. prize (poster B)     | <input type="checkbox"/> | 5. daily (poster D)        | <input type="checkbox"/> |
| 2. spectator (poster B) | <input type="checkbox"/> | 6. in advance (poster D)   | <input type="checkbox"/> |
| 3. venue (poster C)     | <input type="checkbox"/> | 7. entrance fee (poster D) | <input type="checkbox"/> |
| 4. stage (poster C)     | <input type="checkbox"/> |                            |                          |

- money that you pay to enter a place
- something you win in a competition, race, etc.
- an area, usually in a theatre, where performers (actors, singers, etc.) perform
- someone who watches a sporting event
- every day
- the place where an event happens
- before you go

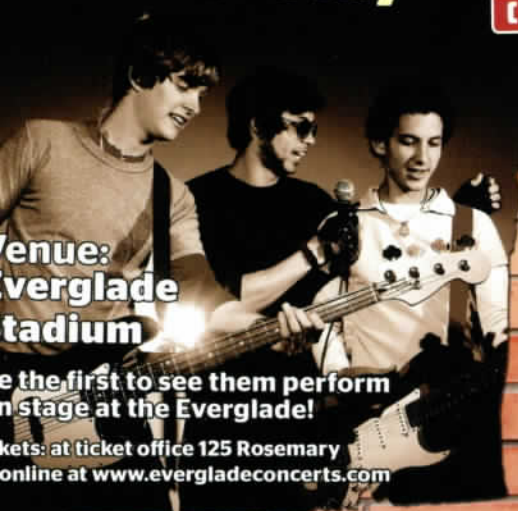
**D. Discuss.**

- Which event would you like to attend? Why?



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## 2 Grammar Present Progressive → p. 136

A. Read the examples. What do you notice about the formation of the Present Progressive?

- I'm **checking** my email and the children are **watching** TV at the moment.
- Jenny **isn't going** to the cinema next Saturday. She's **going** tonight.
- **Are you playing** cricket tomorrow?  
Yes, I am. / No, I'm not.
- **Is Frank studying** History at university?  
Yes, he is. / No, he isn't.

B. What does the Present Progressive refer to? Match.

1. Ryan is sleeping at the moment.
2. I'm staying with some friends in Oxford for a few weeks.
3. We're having a party this weekend.

- a. it refers to the future
- b. it refers to something happening now
- c. it refers to a temporary state

C. Play a game. In pairs, describe things that are happening in your classroom now. The pair that finds the most actions wins!

• Maria is writing.

Tom is sitting near the window. ♪

D. Complete the dialogues with the Present Progressive of the verbs in brackets.

1. A: Is your brother at work?  
B: No, he isn't. He \_\_\_\_\_ (not work) this week. At the moment he's in his room. He \_\_\_\_\_ (talk) on the phone.
2. A: What \_\_\_\_\_ you \_\_\_\_\_ (do)?  
B: I \_\_\_\_\_ (cook).  
A: That's a lot of food!  
B: Well, my cousins \_\_\_\_\_ (come) over for dinner tonight so I \_\_\_\_\_ (make) lots of different things.  
A: Let me help you then.
3. A: My school \_\_\_\_\_ (organise) a sports day next month.  
B: Really? \_\_\_\_\_ you and your friends \_\_\_\_\_ (take part)?  
A: My friends \_\_\_\_\_ (not take part) but I am. I'm good at sports.

## 3 Pronunciation (1)

A. Listen and repeat. Notice the difference in pronunciation.

/æ/	fan	ballet	lamp	actor
/ʌ/	fun	become	runner	couple
/ɑ:/	far	party	dark	large

B. Say the words below. In which category would you add them? Listen and check your answers.

sun garden happy seminar money active

## 4 Speaking

Talk in pairs. Discuss your plans for the weekend.

• What are you doing this weekend?

I haven't got any plans. I'm staying at home. Are you doing anything?

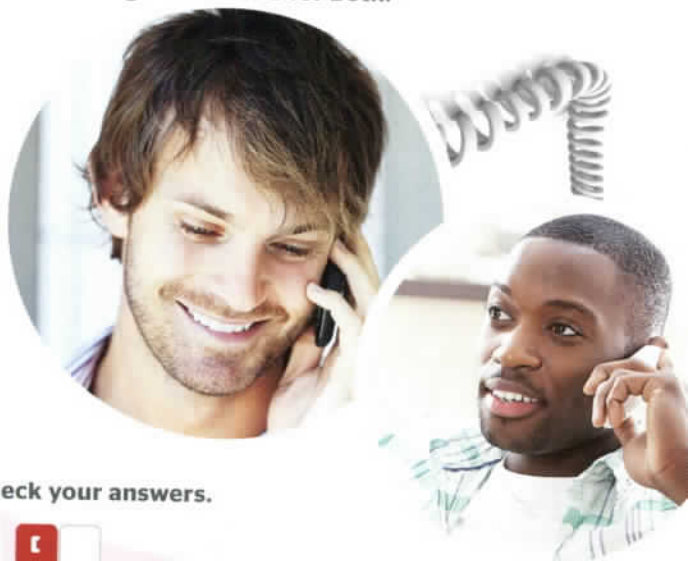
Well, I'm... ♪



# 1 Reading

**A.** The phrases below are common in telephone conversations. Who do you think says each phrase? Write C for caller, R for person receiving the call or B for Both.

- |                                    |                          |
|------------------------------------|--------------------------|
| 1. It's Tim calling.               | <input type="checkbox"/> |
| 2. Who's calling?                  | <input type="checkbox"/> |
| 3. This is Diane.                  | <input type="checkbox"/> |
| 4. Can I speak to Maria, please?   | <input type="checkbox"/> |
| 5. Hold on a minute. Let me check. | <input type="checkbox"/> |
| 6. Is John there, please?          | <input type="checkbox"/> |
| 7. Call back later, OK?            | <input type="checkbox"/> |
| 8. Can I leave a message?          | <input type="checkbox"/> |
| 9. Speaking.                       | <input type="checkbox"/> |
| 10. Just a sec. I'll get him.      | <input type="checkbox"/> |
| 11. Who's this?                    | <input type="checkbox"/> |



**B.** Read and put the dialogues in order. Then listen and check your answers.

**a**

**A:** Hello?  
**B:** Hey, Andrew. This is John. Can I talk to your brother?  
**A:** Steve's not here, but he's coming over in a little while.  
**B:** Yeah? Can you tell him to call me when he gets in?  
**A:** Sure.  
**B:** Don't forget! Thanks!

**b**

**A:** Hello?  
**B:** Hello, Mrs Collins. Is Steve there, please?  
**A:** I'm afraid not. Who's calling?  
**B:** It's John Powell, from work.  
**A:** Oh, hello, John. Call him on his mobile.  
**B:** There's something wrong with it. The line's busy all the time.  
**A:** Well, try his father's office. He sometimes goes there on Saturdays. Have you got the number?  
**B:** No, I haven't. Can you give it to me?  
**A:** Of course. It's 0153 989 0763.  
**B:** Thank you very much. Bye!

**c**

**A:** Steve!? Finally!  
**B:** Hi, John!  
**A:** There you are!  
**B:** What's up?  
**A:** Listen, I need a favour. Can I borrow your car? I need to take a friend to the airport this evening.  
**B:** Sure, no problem. Let's meet at my place in a couple of hours.  
**A:** OK, thanks. See you!

**d**

**A:** Hello. How can I help you?  
**B:** Is Mr Collins there?  
**A:** Yes, speaking.  
**B:** It's John Powell calling. Is Steve there, please?  
**A:** Hello, John. No, I think he's at his brother's place. Try there.  
**B:** Thank you.

**C.** Read the dialogues again and answer the questions.

**In which dialogue(s) is John...**

- |  |                            |
|--|----------------------------|
| 1. ...asking to speak to Steve?              | 5. ...calling an office?   |
| 2. ...leaving a message?                     | 6. ...asking for a favour? |
| 3. ...talking to a member of Steve's family? | 7. ...asking for a number? |
| 4. ...talking to Steve?                      |                            |

# 2 Vocabulary

**Match. Then listen and check your answers.**

- |  |  |
|--|--|
| 1. Can I borrow your mobile?                 | a. Wait... don't hang up!                  |
| 2. I'm afraid I can't talk to you right now. | b. Leave a message on her voicemail.       |
| 3. Can I speak to Mary Watson, please?       | c. I'm afraid you've got the wrong number. |
| 4. Your phone's ringing!                     | d. Sorry. My battery's very low.           |
| 5. Thanks for calling. Bye!                  | e. Can you answer it for me?               |
| 6. Fay's not picking up.                     | f. OK. Give me a call later.               |



### 3 Speaking

Talk in pairs. Use the ideas given below or your own to practise the functions in the red box.

- borrow / mobile phone, camera, car, etc.
- use / mobile phone, laptop, MP4, etc.
- help / project, housework, etc.
- take / airport, shopping centre, city centre, etc.
- lend / T-shirt, camera, CDs, etc.

**Use Can I...? to ask for permission.**

**A:** Can I borrow your mobile phone?

**B:** Yes, of course (you can). / Sure, no problem.  
No, I'm sorry you can't. / I'm afraid not.

**Use Can I...? to offer help.**

**A:** Can I help you?

**B:** Yes, please. Thanks.  
No, it's OK.

**Use Can I/you ...? to make a request and ask for a favour.**

**A:** Can I have a glass of water?

**A:** Can you help me with this?

**B:** Sure. Here you are.

**B:** Sorry, I'm busy right now.

### 4 Grammar Object Personal Pronouns → p. 137

**A.** Read the examples. What do the words in blue refer to? What do you notice about their position in the sentences?

I don't understand this manual. Can you help **me**?

It's Greg's birthday today. Let's call **him**.

Tina's on the phone. Do you want to speak to **her**?

That's a great mobile phone. Buy **it**.

We want to go to the supermarket. Can you take **us** there?

There's Danny and Olivia! Tell **them** about the seminar.

**B.** Complete with subject or object personal pronouns.

1. **A:** These are my new sunglasses. Do you like \_\_\_\_\_?

**B:** Yes, \_\_\_\_\_'re cool!

2. **A:** Do you know Tim? \_\_\_\_\_'s my next-door neighbour.

**B:** No, I don't know \_\_\_\_\_.

3. **A:** Excuse me, \_\_\_\_\_'m looking for Mr Knowles.

**B:** Please tell \_\_\_\_\_ your name.

4. **A:** I want to call James, but I haven't got his number.

Do you know \_\_\_\_\_?

**B:** I think \_\_\_\_\_'s in my phone book. Take a look.

5. **A:** It's Janet's birthday today. Let's buy \_\_\_\_\_

a present.

**B:** OK. What about a book? Does \_\_\_\_\_ like books?

6. **A:** Paul and I are going to the cinema tonight.

\_\_\_\_\_ want to see the new thriller. Do you want to join \_\_\_\_\_?

**B:** Sure.



### 5 Listening

Listen to three short dialogues and answer the questions.

1. What favour does Lee ask from Jess?

- a. to borrow her phone
- b. to give someone a message
- c. to help him fix his motorbike

2. What does the girl decide to do?

- a. leave a message
- b. call back
- c. wait

3. What does the woman do?

- a. She leaves a voicemail message.
- b. She hangs up on her friend.
- c. She calls another number.

### 6 Speaking Role play

Talk in groups of three.

#### Step 1

**Student A:** Call Student C's house and ask for Student C. You want to ask him/her for a favour, but he/she isn't available. You talk to a member of his/her family (Student B) and leave a message for him/her.

**Student B:** You are Student C's brother/sister/mum/dad. Answer the phone and explain to Student A where Student C is and what he/she is doing. Take Student A's message.

#### Step 2

**Student B:** Tell Student C about Student A's call and give him/her the message.

**Student C:** Thank Student B.

#### Step 3

**Student C:** Call Student A and ask what he/she wants.

**Student A:** Tell Student C about the favour you want him/her to do.

# 1 Reading

A. Can you understand any of the phrases below?

r u @ home 2day?

w8 4 me @ Al's, pls

y r u l8? h8 w8ing 4 u

cu @ the library l8r, k?

r u cing frnds 2nite?

thx 4 txtng. cu 2mrw?



B. Listen and read. Does the text help you understand the phrases above better?



Ttxtese is also called SMS language or chatspeak. People use it in text messages on mobile phones, on social network sites or in emails. It is a short and easy way to write messages by omitting letters, using abbreviations and slang. Ttxtese is a fast way to write messages, but it often takes longer to read than normal messages.

In txtese, you can type one letter and it can mean a whole word. For example, b means 'be' and y means 'why'. You can also shorten words and use symbols and numbers. For example, pls means 'please' and l8r means 'later'. Another thing you can do is shorten phrases to letters, like brb means 'be right back'. When something is funny, you can type lol, 'laughing out loud'. There are no rules to txtese. You can shorten any word. Just make sure the receiver of the message understands it.

Some people believe it is bad for young learners to use txtese because they don't use punctuation, grammar, capitals, etc. But many experts and social network users disagree. What do you think?

I always use txtese when I communicate with friends. I haven't got time to write full sentences. I don't believe it is destroying the language because you need to know how to spell and use grammar in order to write txtese.

*Stephen Prior, 25*

It isn't easy for me to understand chatspeak, but I see it everywhere. Nowadays, people use it very often. At the moment my son is teaching me how to read chatspeak. What can I say? Language is changing all the time. Maybe this is the future of communication.

*Alison Rigby, 45*



### C. Read again and answer the questions.

1. What are two other names for txtese?
2. Where can you use txtese?
3. Why can txtese be a problem for readers?
4. When do you use lol?
5. What is the most important thing to remember when writing txtese?
6. According to some people, why is it bad for young learners to use txtese?
7. According to Stephen Prior, is txtese destroying the language? Why? / Why not?
8. What is Alison Rigby doing these days?

### D. Discuss.

- How do you communicate with your friends?
- Do you use txtese? Why? / Why not?
- Do you think txtese is bad for the language?

## 2 Grammar Present Simple vs Present Progressive → p. 137

### A. Read the examples. What's the difference between the two tenses?

My sister **communicates** with her friends every day.

At the moment she's **texting** her friend Mary.

Mary **isn't working** this week.

So, they're **going** shopping all day tomorrow.

Stative verbs (**see, like, love, hate, want, think, believe, need, know, understand, etc.**) are usually not used in the Present Progressive.  
*I want to buy this car. I love it!*

### B. Read the dialogues and circle the correct words.

1. **A: Do you use / Are you using** the phone at the moment?

**B:** Yes, I **call / 'm calling** Monica. But she **doesn't answer / isn't answering**. Where is she?

**A:** Well, she **usually takes / is usually taking** her dog for a walk in the mornings.

2. **A: What do you do / are you doing?**

**B:** I **make / 'm making** dinner. **Do you want / Are you wanting** to stay and eat with us?

**A:** Sorry I can't. I **visit / am visiting** my cousins today and we **go / 're going** out for dinner later this evening.

**B:** You **never have / are never having** dinner with us.

**A:** Maybe next time.

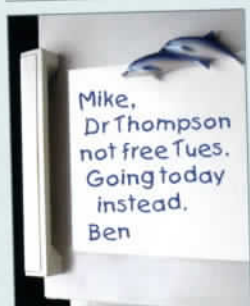
### A. Discuss.

- Do you often leave notes to others?
- Who do you usually leave notes to?
- What are they usually about?

### B. Look at the abbreviations. Have you ever seen any of them? Where? What do you think each abbreviation means?

St	ASAP	Rd	PTO	min	hr	No	mph
tel	eg	Dr	4WD	Mon	Sept	PIN	

### C. Read the notes/messages below and answer the questions.



1. Where would you find these notes/signs/messages?
2. What would you actually say if you were speaking to the person?
3. How are text messages different from notes?

### D. Work in pairs. Read the sentences and write T for True or F for False.

1. In notes/messages, we only give the important information.
2. In notes/messages, we always write full sentences.
3. In notes/messages, we can omit articles, prepositions, pronouns and certain verbs (e.g. *be, have*).
4. In notes/messages, we can use abbreviations.
5. In notes/messages, we sometimes write who the note/message is for.
6. In text messages, we greet and sign off by writing names.

### E. Read the situations below and write a note and a text message.

- You are going out with friends tonight. Leave a note to your sister asking her if she wants to come and telling her where you are going, where you are meeting and what time.
- You have made plans to go out with a friend tonight. Write a text message to your friend telling him/her that you can't go and the reason why and asking him/her when he/she is free.

→ See page 132 for a list of abbreviations and SMS dictionary.

# 1 Vocabulary

Listen to the phrases below. Which of them would you consider the most exciting news?



# 2 Speaking

Talk in pairs.

**Student A:** Imagine you have news to tell Student B. Use the ideas from above or your own.

**Student B:** Listen to Student A's news and use the phrases in the box to respond.

- Really?
- That's great news.
- Congratulations!
- I'm really happy for you.
- How fantastic!
- What wonderful news!
- Lucky you!
- Good luck!
- I'm glad to hear that.
- I can't believe it!
- Good for you!
- Have a nice trip!
- All the best!

- Are you excited?
- So, when/where are you...?
- Tell me about...

Guess what! I'm buying a new car...  
Lucky you! So, when are you...?



When talking to another person, listen carefully to him/her and respond to what he/she is saying (e.g. *That's great news! Congratulations!*). Also, show interest or surprise by using phrases like *Really?*, *Are you excited?* and try to keep the conversation going.

**TIP**

# 3 Listening

Listen and answer the questions.

1. Why is Glenda calling her friend?
  - a. To tell her that she's having a baby.
  - b. To tell her about her new flat.
  - c. To tell her about her job.
2. What is Henry's news?
  - a. He's attending an exhibition.
  - b. He's getting married.
  - c. He's going on a trip.
3. Why does the woman get annoyed with the man?
  - a. He's not very excited.
  - b. He doesn't believe her.
  - c. He isn't listening to her.

# 4 Writing

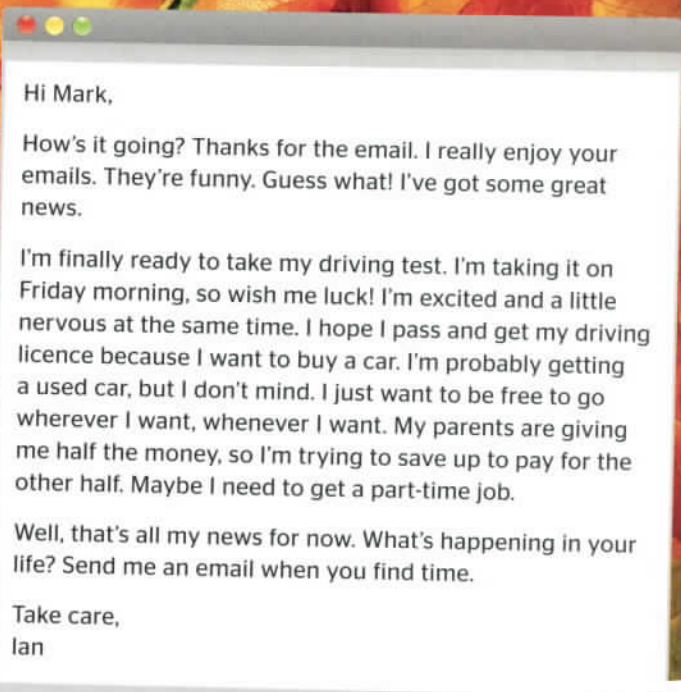
A letter / An email giving news

**A.** Read the email on the right and answer the questions.

1. Who is writing the email?
2. Why is this person writing it?
3. What is the purpose of each paragraph?  
Match the phrases a-c with the paragraphs 1-3.
  - a. ending the email and asking for news
  - b. giving news
  - c. say the reason for writing
4. Which phrases does the writer use to begin and end the email?

**B.** Read the plan and the phrases 1-4 below. In which part do they belong? Write the phrases in the plan.

1. That's all my news for now.
2. How are you? I hope you're well.
3. How's life?
4. Send me a letter / an email with your news.



## Plan

A letter or an email giving news

### GREETING

• Greet the person you're writing to.

- Dear Jane, • Hi Bill, • Hello Mike,

### OPENING PARAGRAPH

• Begin your letter/email and say why you're writing.

Use set phrases like:

- How's it going?
- How are things? I hope everything's OK.
- I'm writing to tell you about...
- Thanks for your letter/email.
- Guess what! I've got some exciting news.

### MAIN PART

• Give your news. Use phrases like:

- The good news is...
- Can you believe it?

### CLOSING PARAGRAPH

• End your letter/email. Use set phrases like:

- Well, that's all for now.
- What's happening in your life?
- Write back soon.

### SIGNING OFF

• Use a set phrase and your first name below that.

- Yours, Anna • Love, Joe • Bye for now, Nancy • See you soon, Brian
- Take care, Fran • Write back soon, Victor



**C.** Think of news you want to tell a friend/relative. Use the questions below. Keep notes if you like.

- What are you doing these days?
- What are you planning for the near future? When? Who with?
- How do you feel?

**D.** Write a letter/an email to a friend/relative who lives in another town to give him/her your news. Use your ideas from activity C.

When writing a letter or an email, keep this general plan in mind. It will help you organise your letter/email. Also, don't forget to use set phrases.

**TIP**

## Vocabulary

### A. Match.

- |            |                    |
|------------|--------------------|
| 1. leave   | a. a trip          |
| 2. pick up | b. the phone       |
| 3. go on   | c. somebody back   |
| 4. give    | d. somebody a call |
| 5. make    | e. sure            |
| 6. call    | f. a message       |

### B. Complete the sentences with the words in the box.

fee   order   battery   lecture   licence  
final   busy   torch

- The line's \_\_\_\_\_. Let's try again in a while.
- Can I use your mobile please? My \_\_\_\_\_ is very low.
- The entrance \_\_\_\_\_ is only £10.
- Are you attending Professor Brown's \_\_\_\_\_?
- It's dark in here. Have we got a \_\_\_\_\_?
- The washing machine is out of \_\_\_\_\_ again. We need to buy a new one.
- Peter's got a car but he hasn't got a driving \_\_\_\_\_. Isn't that funny?
- Katie is taking her \_\_\_\_\_ exams tomorrow. She's kind of nervous.

## Grammar

### C. Complete with the Present Progressive of the verbs in brackets.

- A:** \_\_\_\_\_ you \_\_\_\_\_ (talk) on the phone?  
**B:** Well, I \_\_\_\_\_ (call) John but he \_\_\_\_\_ (not answer). We \_\_\_\_\_ (go) to a concert tonight and I just want to know what time we \_\_\_\_\_ (meet).  
**A:** Really? What concert?  
**B:** It's a university band. They \_\_\_\_\_ (play) at TD Garden.
- A:** \_\_\_\_\_ Linda \_\_\_\_\_ (work) today?  
**B:** No. She doesn't work on Saturdays.  
**A:** Oh. So, where is she? \_\_\_\_\_ she \_\_\_\_\_ (visit) her parents?  
**B:** No, she \_\_\_\_\_ (not visit) her parents. She's at her sister's house.

### D. Complete with subject or object personal pronouns.

- My parents aren't here at the moment. But you can leave \_\_\_\_\_ a message.
- Let's go! Mark's waiting for \_\_\_\_\_.
- My friend, Lara, has got a brother. \_\_\_\_\_ works in that bank over there.
- It's a great performance. Don't miss \_\_\_\_\_!
- A:** Is Bob there?  
**B:** I'm afraid not. Call \_\_\_\_\_ back in about an hour.
- My cousins from Australia are here and \_\_\_\_\_ are all coming over for dinner tonight.

### E. Circle the correct words.

- Jake **usually does / is usually doing** his homework in the evening.
- Tom and Lucy **leave / are leaving** for Italy tomorrow.
- I'm busy right now. I **write / am writing** an email.
- This weekend we **go / are going** to my aunt in Los Angeles. We **visit / are visiting** her every summer.
- A:** Where are the boys?  
**B:** They're outside. They **look / are looking** for the cat.
- John **doesn't understand / isn't understanding** this activity. Help him, please.

## Communication

### F. What would you say in the following situations? Use *Can*.

- You want your sister to help you find your mobile.  
\_\_\_\_\_
- You want your father to take you to the railway station.  
\_\_\_\_\_
- You need to use your friend's camera.  
\_\_\_\_\_

### G. Choose a or b.

1. **A:** Hello. Is Mrs Andrews there?

**B:** \_\_\_\_\_

a. Yes, I'm calling.

b. Yes, speaking.

3. **A:** Is your brother home?

**B:** \_\_\_\_\_ Let me check.

a. Hold on.

b. Hang up.

2. **A:** Are you doing anything tonight?

**B:** \_\_\_\_\_

a. That's all for now.

b. No. I haven't got any plans.

4. **A:** Guess what! My sister's having a baby!

**B:** \_\_\_\_\_

a. Good for you.

b. What wonderful news!

## 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...

- ▶ talk about things that are happening now
- ▶ talk about temporary situations
- ▶ talk about future plans and arrangements
- ▶ locate information on posters and flyers
- ▶ use language common in telephone conversations
- ▶ ask for, give and refuse permission
- ▶ make offers, requests and ask for favours
- ▶ distinguish between habitual actions and things that are happening now
- ▶ read and write notes and messages
- ▶ give news and respond to other people's news
- ▶ write an email giving news