



student's book

beginners

# PIONEER

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# PIONEER BEGINNERS CONTENTS

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Hello there!

Vocabulary	Grammar	Functions
<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Conversational English</li> <li>• Occupations</li> <li>• Numbers 0-100</li> <li>• Countries and nationalities</li> </ul>	<ul style="list-style-type: none"> <li>• The verb <i>to be</i></li> <li>• Possessive adjectives</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>• Understanding information on business cards</li> <li>• Exchanging basic personal information (name, age, job, telephone number, address, email, nationality)</li> <li>• Spelling names</li> </ul>

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Daily life

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**Task:** Collaborating with a partner to reach a decision

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In the city

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**Task:** Collaborating with others, discussing ideas and making a poster advertising events

Reading	Listening	Speaking (Pronunciation/Intonation*)	Writing
<ul style="list-style-type: none"> <li>• A comic strip: <i>Teacher trouble...</i></li> </ul>	<ul style="list-style-type: none"> <li>• Greeting people, introducing others and saying goodbye</li> <li>• Short formal and informal dialogues discussing personal information</li> <li>• A formal conversation requesting personal information</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Greeting each other</li> <li>• Group work: Greeting, introducing and saying goodbye</li> <li>• Group work: Talking about jobs</li> <li>• Pair work game: Asking questions to guess the person</li> <li>• Pair work: Exchanging personal information (age, phone number, address, email)</li> <li>• Presenting oneself and others</li> <li>• Pair work: Saying where you are from and where you live</li> <li>• Pair work: Spelling names</li> </ul> <p>* Numbers (fifteen vs fifty)</p>	<ul style="list-style-type: none"> <li>• Sentences about yourself</li> <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 magazine article: <i>What's your favourite gadget?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Three short dialogues about gadgets</li> <li>• A conversation between a woman and an airport official</li> <li>• A conversation about a teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Group work: Asking and answering questions about a family tree</li> <li>• Presenting oneself and family members</li> <li>• Pair work: Expressing opinion about gadgets</li> <li>• Pair work game: Identifying objects</li> <li>• Pair work: Identifying the contents of one's bag</li> <li>• Pair work: Describing people</li> <li>• Pair work game: Guessing the person being described</li> </ul> <p>* /s/, /z/, /vz/ (plural -s)</p>	<ul style="list-style-type: none"> <li>• Sentences about yourself and family members</li> <li>• Sentences about your favourite gadget</li> <li>• A paragraph describing a person</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Capital letters</li> </ul>
<ul style="list-style-type: none"> <li>• A short text: <i>Pastry Patty</i></li> <li>• A magazine interview: <i>Life as a... Game Tester!</i></li> </ul>	<ul style="list-style-type: none"> <li>• Three short dialogues about sports</li> <li>• A street survey about spare time</li> <li>• Three short dialogues about TV programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Talking about routines</li> <li>• Group work: Talking about sport preferences and making suggestions</li> <li>• Pair work: Talking about spare-time activities</li> <li>• Pair work: Conducting and taking part in a survey about spare time</li> <li>• Group work: Talking about TV programmes and preferences</li> </ul> <p>* Third-person singular -s</p> <p>* Intonation of questions</p>	<ul style="list-style-type: none"> <li>• Sentences comparing people's daily routines</li> <li>• A profile for a social media site</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>• A magazine article: <i>My guide to simple housework</i></li> <li>• House advertisements</li> </ul>	<ul style="list-style-type: none"> <li>• A street survey about housework</li> <li>• A conversation about which flat to rent</li> <li>• Two short dialogues about where one lives</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Talking about housework</li> <li>• Group work: Speculating about the location of objects</li> <li>• Pair work: Talking about one's bedroom</li> <li>• Pair work: Discussing which flat to rent</li> <li>• Pair work: Talking about where you live</li> <li>• Pair work: Describing one's house/flat</li> </ul> <p>* Intonation of questions and answers</p>	<ul style="list-style-type: none"> <li>• Sentences about one's bedroom</li> <li>• A description of a house / a flat</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Aspects of sentence structure</li> <li>• Listing things</li> </ul>
<ul style="list-style-type: none"> <li>• An Internet forum: <i>How do you get around the city?</i></li> <li>• A poster: <i>Green Neighbourhood</i></li> </ul>	<ul style="list-style-type: none"> <li>• A radio report about traffic</li> <li>• Three short dialogues discussing directions</li> <li>• Four short dialogues taking place at different places in a city</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion about getting around</li> <li>• Group survey: <i>Can you...?</i></li> <li>• Pair work: Asking for and giving directions</li> <li>• Class discussion about how 'green' one's neighbourhood is</li> <li>• Group work: Discussing changes and planning events</li> <li>• Group work: Talking about one's town/city</li> </ul> <p>* /ʃ/, /s/, /tʃ/</p>	<ul style="list-style-type: none"> <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>• Planning and organising your writing</li> </ul>

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Grab a bite

Vocabulary	Grammar	Functions
<ul style="list-style-type: none"> <li>• Food and drink</li> <li>• Food categories</li> <li>• Conversational English</li> <li>• Phrases denoting quantity</li> </ul>	<ul style="list-style-type: none"> <li>• Countable and Uncountable nouns</li> <li>• a(n) / some</li> <li>• some / any</li> <li>• How much...? / How many...?</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about food preferences and eating habits</li> <li>• Asking and answering about quantity</li> <li>• Understanding menus</li> <li>• Ordering food and drink</li> <li>• Making, accepting and refusing offers</li> </ul>
<p><b>Task: Creating, conducting and reporting the results of a survey</b></p>		

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Online

<ul style="list-style-type: none"> <li>• Ways of communicating</li> <li>• Telephone language</li> <li>• Conversational English</li> <li>• Computer language</li> <li>• The weather</li> </ul>	<ul style="list-style-type: none"> <li>• Present Progressive</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about current activities</li> <li>• Talking on the phone</li> <li>• Asking for help and offering help</li> <li>• Thanking and responding to thanks</li> <li>• Guessing the meaning of words in context</li> <li>• Discussing facts</li> <li>• Making suggestions</li> <li>• Talking about the weather</li> </ul>
<p><b>Task: Collaborating and creating a quiz about technology</b></p>		

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Memories

<ul style="list-style-type: none"> <li>• School subjects</li> <li>• Years</li> <li>• Conversational English</li> <li>• Word building: nouns ending in <i>-er</i> and <i>-or</i> referring to people</li> <li>• Life events</li> <li>• Parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>• Past Simple</li> <li>• Past Simple of the verb <i>to be</i></li> <li>• There was / There were</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about past events/experiences</li> <li>• Giving reasons</li> <li>• Talking about famous people in history and their achievements</li> <li>• Understanding dictionary entries</li> <li>• Talking about accidents and responding to bad news</li> </ul>
<p><b>Task: Collaborating with others to write a biography</b></p>		

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Extreme

<ul style="list-style-type: none"> <li>• Numbers over a hundred</li> <li>• Clothes</li> <li>• Sizes</li> <li>• Prices</li> <li>• Words/Phrases related to shopping</li> <li>• Conversational English</li> <li>• Words/Phrases related to space</li> <li>• Animals</li> <li>• Extreme sports</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>• Talking about clothes and expressing preference</li> <li>• Talking about prices and sizes</li> <li>• Discussing facts</li> <li>• Expressing opinion, agreement and disagreement</li> <li>• Discussing past experiences</li> </ul>
<p><b>Task: Collaborating with a partner to reach a decision based on specific criteria</b></p>		

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Get away

<ul style="list-style-type: none"> <li>• Types of holiday</li> <li>• Seasons</li> <li>• Months</li> <li>• Geographical features</li> <li>• Holiday activities</li> <li>• Conversational English</li> </ul>	<ul style="list-style-type: none"> <li>• Future <i>be going to</i></li> <li>• The verb <i>should</i></li> </ul>	<ul style="list-style-type: none"> <li>• Talking about holidays</li> <li>• Talking about dates and seasons</li> <li>• Locating information on tickets, schedules, etc.</li> <li>• Making plans and future arrangements</li> <li>• Inviting, accepting and refusing an invitation</li> <li>• Asking for and giving advice</li> <li>• Expressing opinion and giving reason</li> </ul>
<p><b>Task: Prioritising and reaching a decision</b></p>		

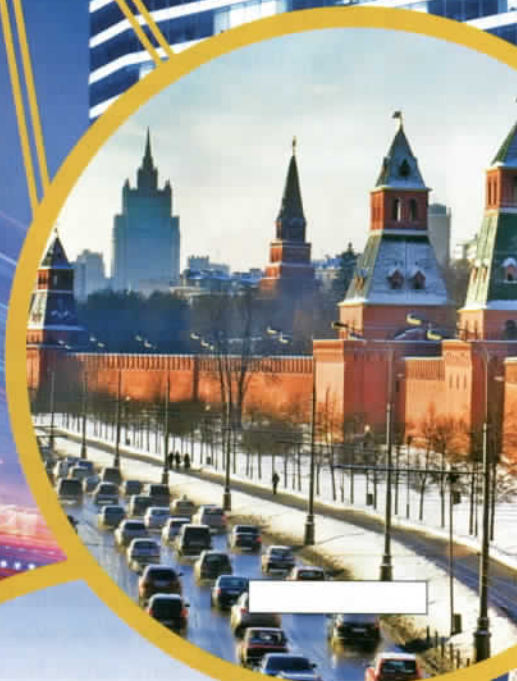
Reading	Listening	Speaking (Pronunciation/Intonation*)	Writing
<ul style="list-style-type: none"> <li>• A magazine article: <i>Vegetarian or Meat eater?</i></li> <li>• A comic strip: <i>Mrs Pickles</i></li> </ul>	<ul style="list-style-type: none"> <li>• A conversation between a waiter and a couple ordering</li> <li>• Four people answering questions for a survey</li> <li>• Two short dialogues</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Discussing food preferences and eating habits</li> <li>• Pair work: Role play at a restaurant</li> <li>• Group work: Conducting and taking part in a survey</li> <li>• Class discussion about food from other countries</li> <li>• Pair work: Asking for and giving information about a restaurant</li> <li>• Pair work: Talking about people's eating habits in your country</li> </ul> <p>* /g/, /dʒ/</p>	<ul style="list-style-type: none"> <li>• Sentences about food preferences</li> <li>• A short text about eating habits</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Linking words (and, but, or)</li> <li>• Planning and organising your writing</li> </ul>
<ul style="list-style-type: none"> <li>• A feature article: <i>Keyboard shortcuts</i></li> </ul>	<ul style="list-style-type: none"> <li>• Two short dialogues</li> <li>• A radio programme about a computer quiz</li> <li>• Three short dialogues about the weather</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Role play talking on the phone</li> <li>• Pair work: Using guidelines to hold a conversation</li> <li>• Group work: Discussing facts</li> <li>• Class discussion about the weather</li> <li>• Group work: Discussing, making suggestions and deciding what to do</li> <li>• Pair work: An everyday conversation</li> </ul> <p>* /n/, /ŋ/ * Word stress</p>	<ul style="list-style-type: none"> <li>• A quiz</li> <li>• A letter / An email to a friend</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Set phrases for informal letters/emails</li> </ul>
<ul style="list-style-type: none"> <li>• Two short emails about a day out</li> <li>• A factual text: <i>The Brontë Sisters</i></li> </ul>	<ul style="list-style-type: none"> <li>• Three short dialogues about school memories</li> <li>• A radio programme about a famous person in history</li> <li>• A conversation about an accident</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Talking about yesterday</li> <li>• Pair work: Talking about one's school years</li> <li>• Group game: Guessing the famous person in history</li> <li>• Pair work: Discussing an accident</li> </ul> <p>* /t/, /d/, /ɪd/</p>	<ul style="list-style-type: none"> <li>• A short email about the recent past</li> <li>• A short biography</li> <li>• A paragraph about a bad day</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Linking words/phrases to list events</li> </ul>
<ul style="list-style-type: none"> <li>• A comic strip: <i>Big Shorts</i></li> <li>• Quiz: <i>Cosmic quiz!</i></li> <li>• A webpage: <i>Help Save Snow Leopards!</i></li> </ul>	<ul style="list-style-type: none"> <li>• A science teacher talking to his class</li> <li>• A conversation about mountain gorillas</li> <li>• A conversation at a rock climbing school</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion about clothes and prices</li> <li>• Group work: Role play at a clothes shop</li> <li>• Pair work game: Presenting facts and guessing the planet</li> <li>• Pair work: Discussing what to buy and reaching a decision</li> <li>• Group work: Talking about extreme sports</li> <li>• Pair work: Talking about past experiences</li> </ul> <p>* /l/, /i:/</p>	<ul style="list-style-type: none"> <li>• An email describing an experience</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Linking words (because, so)</li> </ul>
<ul style="list-style-type: none"> <li>• A booking confirmation, tickets, schedules, etc. showing someone's holiday plans</li> <li>• A webpage: <i>Advice for travellers going abroad</i></li> </ul>	<ul style="list-style-type: none"> <li>• A conversation between a couple while on holiday</li> <li>• Four monologues about what these people can't go camping without</li> <li>• A conversation about a holiday</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Using dates</li> <li>• Pair work: Making plans for a trip</li> <li>• Group work: Inviting, accepting and refusing an invitation</li> <li>• Pair work: Discussing what to take on a camping trip</li> <li>• Group work: Matching people with holidays</li> </ul> <p>* /θ/, /ð/ * Silent letters</p>	<ul style="list-style-type: none"> <li>• A short email about holiday plans</li> <li>• An email while on holidays</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Using appropriate tenses and time expressions</li> </ul>

# In the city 5



**Discuss:**

- Can you match the pictures with the names of the cities?  
Rio de Janeiro Los Angeles  
Cairo Moscow Sydney  
Beijing
- Are any of them capital cities?
- Which is the biggest?
- Which is your favourite city?



**In this module you will learn...**

- to talk about the means of transport you use
- to talk about your abilities
- to refer to the location of places in a town/city
- to read a map
- to ask for, give and follow directions
- some useful vocabulary related to the environment
- to collaborate with others, discuss ideas and reach a decision
- to express your opinion
- to talk about places in your town/city
- how to avoid repetition when writing
- to write a description of your town/city



## 1 Vocabulary

Listen. How else can you get around in your town/city?



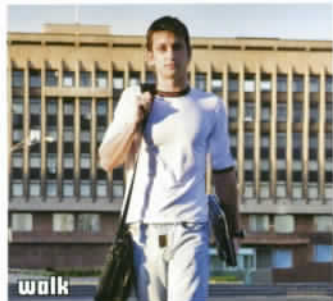
drive a car



ride a bike



ride a motorbike



walk



take a taxi



take the underground



take the bus

## 2 Reading

**A.** How do you think a businesswoman, a teacher and a university student get around the city?

Listen, read and check your answers.

### HOW DO YOU GET AROUND THE CITY?

People don't always use the same means of transport. They think of the traffic, the time they have, the money, the weather, etc. Write and tell us how you get around.



POSTED BY:  
**NANCY**  
13:46

I'm a businesswoman and I work in the city centre. I live outside the city and take the train every morning. From the station, I usually take a bus to my office or a taxi when I'm late. My mornings aren't easy, but I can't drive so I haven't got a car.



POSTED BY:  
**DEREK**  
18:58

I'm a primary school teacher. I live near the school, so I can walk to work. When I want to go shopping or go out with friends, I ride my bike. There are lots of bicycle lanes around the city. I don't use public transport very often, only when there's bad weather.



POSTED BY:  
**MARK**  
21:05

I'm a student, but my flat is far from the university. I sometimes take the bus to get there. When there's a lot of traffic, I take the underground. Sometimes, friends give me a lift home in the evenings. I can't buy a car right now, but I really want to get a motorbike.

**B.** Read again and write N for Nancy, D for Derek or M for Mark.

- |  |                          |   |                          |
|--|--------------------------|---|--------------------------|
| 1. This person doesn't live in the city.                                 | <input type="checkbox"/> | 5. This person wants to change the way he/she gets around the city. | <input type="checkbox"/> |
| 2. This person doesn't need a lot of time to get to his/her school/work. | <input type="checkbox"/> | 6. This person doesn't often use public transport.                  | <input type="checkbox"/> |
| 3. This person sometimes gets a lift from others.                        | <input type="checkbox"/> | 7. This person uses two means of transport in the morning.          | <input type="checkbox"/> |
| 4. This person sometimes takes a taxi.                                   | <input type="checkbox"/> |   |                          |

### 3 Speaking

Discuss the following:

- How do you get to work/school/the gym, etc.?
- Do you often use public transport?
- Is it easy to get around your neighbourhood/town/city on a bike?
- How do you get around when the weather is bad?
- Is there a lot of traffic in your town/city?
- Have you got a car? Do you use it a lot?



### 4 Grammar The verb can → p. 113

**A.** Read the examples. When do we use *can* and when do we use *can't*?

I		
He/She/It	can	run fast.
We/You/They		
I		
He/She/It	can't	run fast.
We/You/They		
Can	I	run fast?
	he/she/it	
	we/you/they	
Yes,	I	can.
	he/she/it	
	we/you/they	
No,	I	can't.
	he/she/it	
	we/you/they	

**B.** Complete with *can* and the words in brackets. Give short answers where possible.

1. Carol starts work at 7 a.m. but she's usually late.  
She \_\_\_\_\_ (not get) up early in the mornings.
2. **A:** \_\_\_\_\_ (you / speak) French?  
**B:** No, \_\_\_\_\_, but I \_\_\_\_\_ (speak) Spanish.
3. **A:** \_\_\_\_\_ (your sister / drive)?  
**B:** No, \_\_\_\_\_. She's only fourteen!
4. **A:** Peter loves sports. He \_\_\_\_\_ (play) football and basketball well.  
**B:** Really? \_\_\_\_\_ (he / play) tennis, too?  
**A:** Tennis? Oh, I don't know about that.
5. **A:** \_\_\_\_\_ (the children / swim)?  
**B:** Yes, \_\_\_\_\_.  
**A:** Great! Let's go swimming together.

#### C. Group survey

Work in groups of four. Look at the table below and complete the left column with your own ideas. Then ask each other questions and note down the answers. Finally, report your group's answers to the class.

#### Can you...?

	YOU	Student 1:	Student 2:	Student 3:
drive a car				
ride a bike				
ride a motorbike				

### 5 Listening

**A.** Listen to somebody talking on the radio. What is he talking about? Choose a, b or c.

- a. a bicycle race in the city centre
- b. what people can do in the city centre today
- c. the traffic in the city centre

**B.** Listen again and write T for True or F for False.

1. There are lots of people in the shops today.
2. Drivers can't use Manson Street.
3. There is a lot of traffic in Pitt Avenue.
4. It's a good idea to walk around the city today.



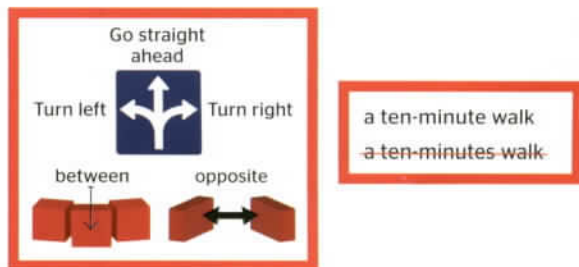
# 1 Vocabulary

Listen. Then find these places on the map below.

# 2 Reading

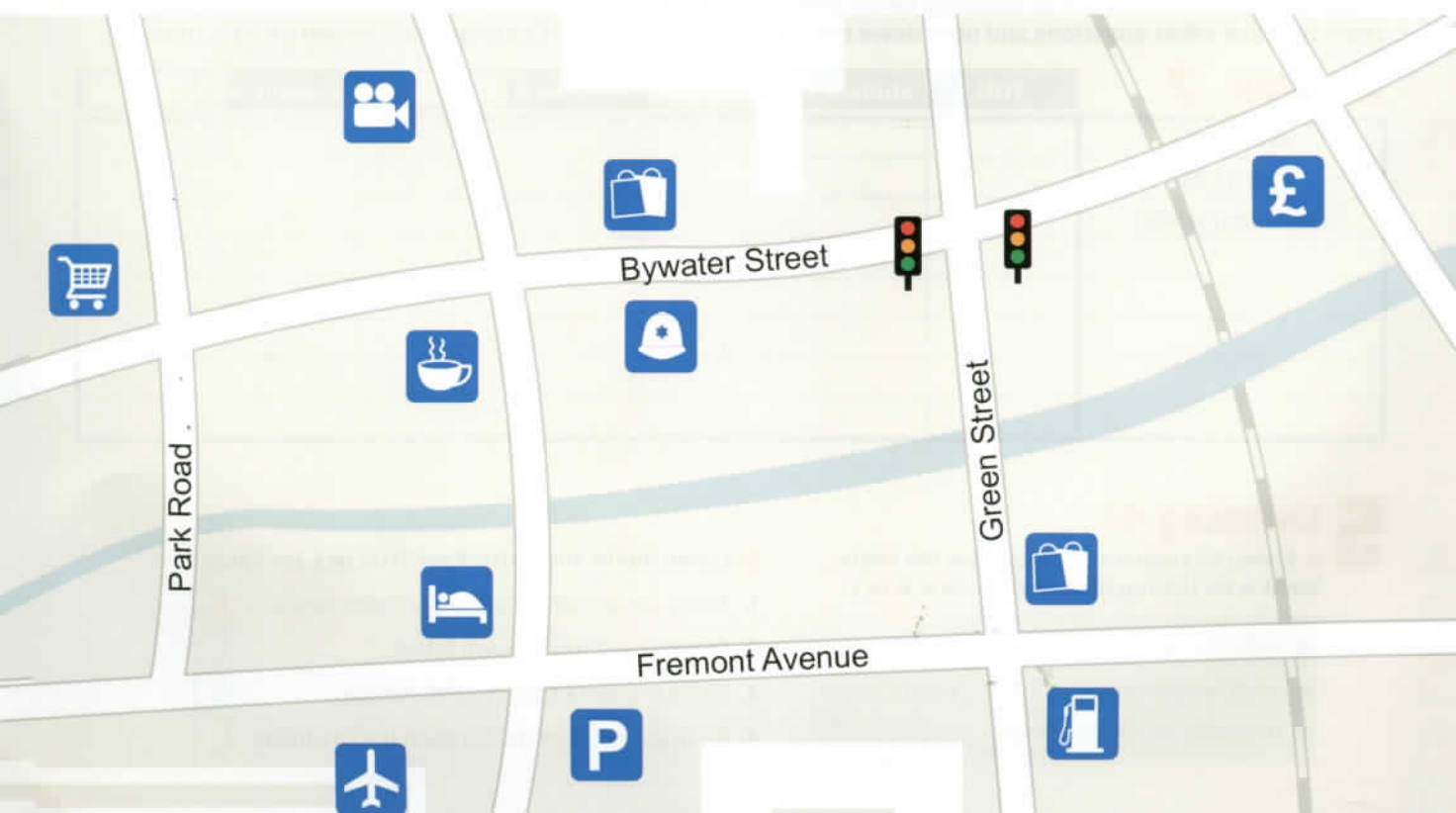
Listen, read and name the two shopping centres on the map below.

**Woman:** Excuse me, is this North Road Shopping Centre?  
**Man:** No, this is Shoppers World. North Road Shopping Centre is in Bywater Street.  
**Woman:** Thank you. Now, I need to find a taxi.  
**Man:** Don't take a taxi. Walk there.  
**Woman:** Well, I don't know my way around.  
**Man:** Don't worry. It's only a ten-minute walk.  
**Woman:** Oh, OK. How can I get there?  
**Man:** Go down this road and turn left at the traffic lights. That's Bywater Street. Go straight ahead and the shopping centre is on your right, opposite the police station.  
**Woman:** OK, thanks.  
**Man:** No problem.



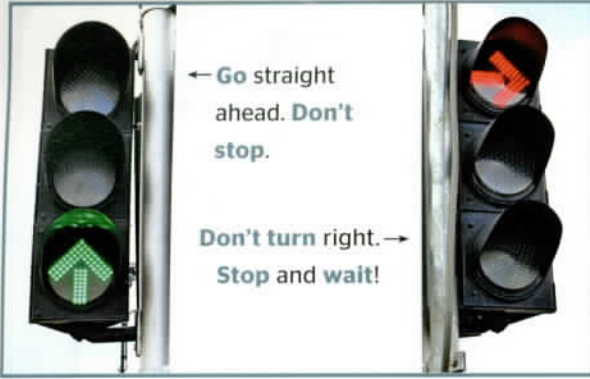
8. Read again and write T for True or F for False.

1. The woman wants to go to Shoppers World.
2. The woman takes a taxi to the shopping centre.
3. It takes ten minutes to walk to the shopping centre.
4. The police station is next to the shopping centre.
5. The police station is in Bywater Street.



### 3 Grammar Imperative → p. 113

Read the examples and complete the sentences 1-5 with the correct form of the verbs in the box.



not drive   do   not use   go   turn  
not watch   take

- A:** How do I get to the petrol station?  
**B:** \_\_\_\_\_ down this street and \_\_\_\_\_ right at the café. The petrol station is on your left, between the supermarket and the bank.
- \_\_\_\_\_ your car to work. \_\_\_\_\_ the bus.
- \_\_\_\_\_ TV now. It's late!
- Maria! Please \_\_\_\_\_ the washing-up. I haven't got time.
- A:** \_\_\_\_\_ the lift. It doesn't work.  
**B:** Oh, OK.

### 4 Listening

Look at the map below and listen to three short dialogues. Where do the people want to go?



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### 5 Speaking

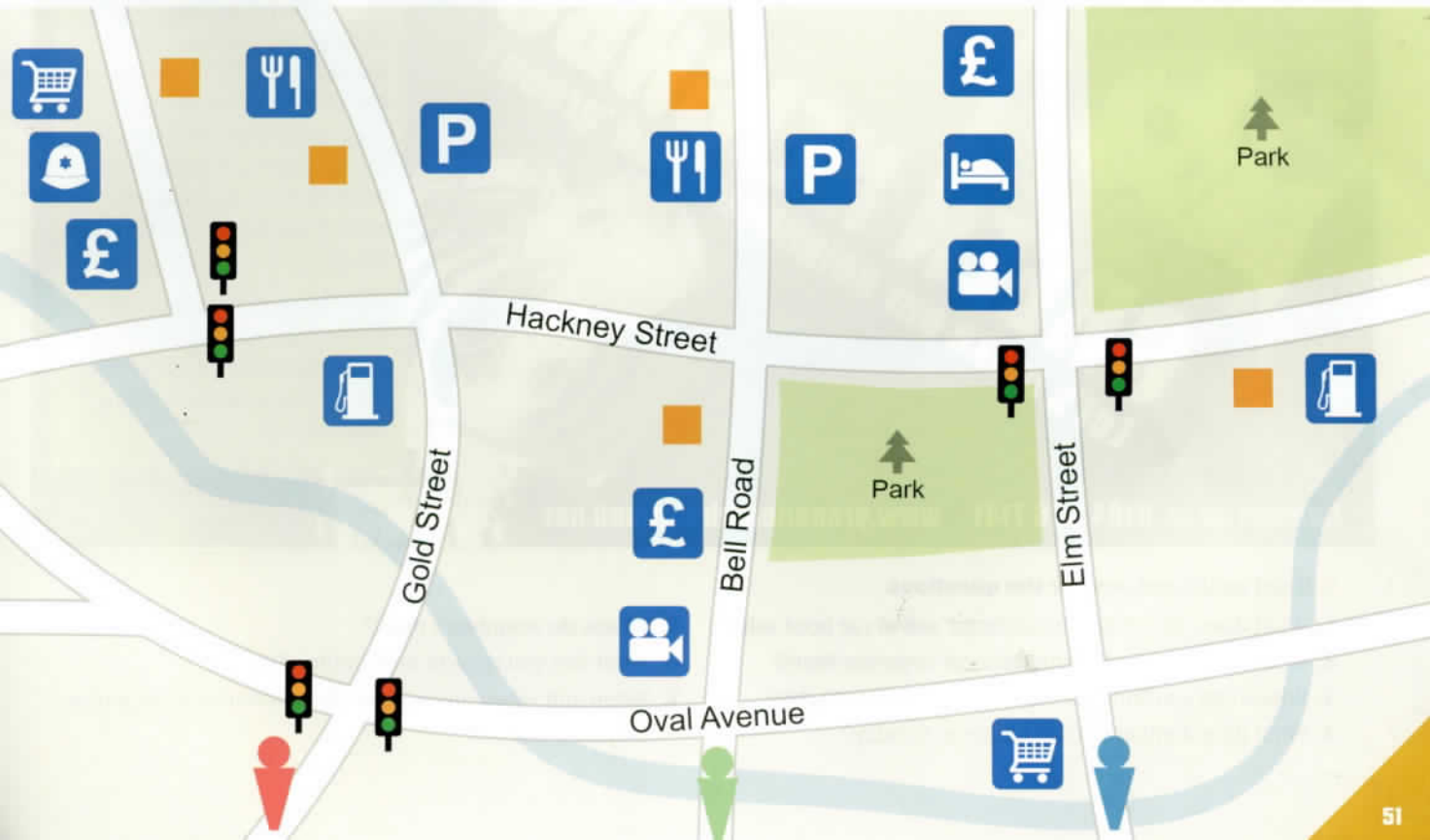
Talk in pairs. Look at the map below.

**Student A:** Imagine that you are at the traffic lights in Gold Street. You want to go to Joe's Café, but you don't know where it is. Ask Student B for directions. Use the phrases in the box.

How can/do I get to...?  
Excuse me, where's...?  
Excuse me, is... near here?  
Is it far?

**Student B:** Choose one of the orange squares on the map to be Joe's Café. Don't show Student A which square you have chosen. Imagine you are at the traffic lights in Gold Street. Give Student A directions. Use the phrases in the box.

Go down...  
Go straight.  
Turn left/right at the hotel / traffic lights, etc.  
It's on your left/right.  
It's next to / between / opposite...



## 1 Vocabulary

Listen. Do you do any of these activities?



Plant trees.



Throw rubbish/litter into rubbish/litter bins



Use recycling bins. Recycle newspapers, magazines, bottles and cans.



Save energy. Turn off lights.



Save water. Turn off the tap.



Use public transport.



## 2 Reading

A. Look at the poster about the organisation 'Green Neighbourhood' and read the titles. What do you think happens at these events? Listen, read and check your answers.

### Car Boot Sale

Don't throw away old clothes, books, furniture, etc. Give them to us! We can sell them and use the money to buy recycling bins, benches, trees, etc. for our neighbourhood. We organise a car boot sale every Saturday at a different place in the neighbourhood. Check out our website.

### Clean-up Sunday

Help us clean up the parks in the neighbourhood. We need lots of volunteers to pick up rubbish, plant trees, put up benches, paint fences and old benches, etc. Meet us outside the Hillside Community Centre every Sunday at 8 a.m.

### E-cycling Day

Have you got old mobile phones, gadgets or TVs? Well, it's not a good idea to throw them away. We can help you recycle them properly. Bring them to Hillside car park every Tuesday from 9 a.m. to 2 p.m.

Have you got old appliances, like fridges and washing machines? Well, don't worry. We can come and get them. Just call us!

**GREEN NEIGHBOURHOOD**  
Let's make our neighbourhood 'green'!

Contact us at: 0184 936 7141 [www.greenneighbourhood.net](http://www.greenneighbourhood.net)

B. Read again and answer the questions.

1. What does 'Green Neighbourhood' sell at car boot sales?
2. When does 'Green Neighbourhood' organise them?
3. Where can you find information about car boot sales?
4. What do volunteers do on Clean-up Sunday?
5. Where do volunteers meet?
6. What can you recycle on E-cycling Day?
7. When and where does 'Green Neighbourhood' organise E-cycling Day?

## 3 Grammar Object Personal Pronouns → p. 113

**A.** Read the examples. What do you notice about the words in blue?

I want a croissant. Give **me** a croissant, please.

You need help. I can help **you**.

Tony's a volunteer. **He's** nice. I like **him**.

There's Diane. **She's** new here. You know **her**, right?

Look at that fence. **It's** old. Let's paint **it**.

**We** want information about *Green Neighbourhood*. Tell **us** about it.

I don't want these magazines. **They're** old. Put **them** in the recycling bin.

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

1. **A:** How do your children get to school?

**B:** I drive \_\_\_\_\_ to school every day.

2. **A:** I love that mobile phone.

**B:** It's not very expensive. Buy \_\_\_\_\_.

3. **A:** Isn't Dave here today?

**B:** No, he's ill. Call \_\_\_\_\_ at home.

4. **A:** I want to go bowling with you and your friends.

**B:** OK. Meet \_\_\_\_\_ at the underground station at 7 p.m.

5. **A:** Bring \_\_\_\_\_ my sunglasses, please.

**B:** Here you are.

6. **A:** Where's Jenny?

**B:** I don't know. I can't find \_\_\_\_\_.

## 4 Pronunciation

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

/f/	rubbish	information	electrician
/s/	save	recycle	across
/tʃ/	bench	check	signature

Pay attention to the spelling of words. Not all sounds have the same spelling.

**TIP**

**B.** Say these words and check the correct sound. Then listen and check your answers.

	rubbish /f/	save /s/	bench /tʃ/
channel			
finish			
fence			
chef			
tissues			
furniture			
website			
station			

**A.** Think about your neighbourhood and answer the questions below. You can make notes if you like.

- How 'green' is your neighbourhood?
- What are the parks like? Are they clean? Do they have trees, recycling bins, rubbish bins, benches, etc.?
- What are the schools like?
- What are the streets like?
- How can you change your neighbourhood to make it 'greener'?
- What events can you organise to help?

**B.** Talk in groups of three. Discuss and decide what changes you would like to make to your neighbourhood and what events you can organise.

**C.** *Let's clean up...park.*

*That's a good idea. There's a lot of rubbish there.*

*I think so, too. We can also...*

*I don't think so. Maybe we can plant trees and...*

*Of course. We can also...*

*I'm not sure about that. Let's organise... ➤*

**D.** Work in groups. Make a poster advertising your plans from activity B. Include the following information.

- place
- date
- activities
- contact information

**E.** Present your poster to the class.



## 1 Vocabulary

Match the sights/places with the phrases. Then listen and check your answers. Which of these can be found in the town/city where you live? What are they called?



- You can watch a match there.
- You can see wild animals there.
- You can buy things there.
- You can watch a play there.
- You can see fish and other water creatures there.
- You can see important objects and paintings there.
- You can see an old building and learn about history there.



## 2 Listening

Listen to four short dialogues. Where are the people? Match. There is one extra place you do not need to use.

Listen for key words to understand the main ideas.

**TIP**

- |            |                |
|------------|----------------|
| Dialogue 1 | at a stadium   |
| Dialogue 2 | at an aquarium |
| Dialogue 3 | at a castle    |
| Dialogue 4 | at a theatre   |
|            | at a museum    |

### 3 Writing A description of one's town/city

A. Read the text and answer the question.

Where can you find a text like this?

- a. in a letter      b. in a brochure      c. in an encyclopedia

## Beautiful Barcelona!

### What to see

Barcelona is famous for its architecture. There are lots of buildings by the famous architect Antoni Gaudi. Go to the city centre to see many of **them**.

There are over 55 museums in the city so there are lots of things to see. Also, don't miss Montjuic Castle. Visit **it** and learn about the history of Catalonia.

Remember to visit the Camp Nou Stadium. It is famous because **it** is the home of FC Barcelona.

### What to do

Barcelona has got fantastic places to walk around, like Park Guell. Also, go to La Rambla. This beautiful street has got restaurants, cafés and lots of shops.

Don't forget to visit one of the seven beaches, like Barceloneta beach. **They** are very popular. Go swimming or just go for a walk.

### How to get around

There are buses, trams and an excellent underground system. The best way to see Barcelona is to walk around or rent a bicycle or a scooter. There are lots of bicycle lanes in the city.

B. Read again.  
Can you name the places in the pictures?



C. Read the note below and find what the highlighted words 1-4 in the text on the left refer to.

### Avoiding repetition

When writing, try not to repeat the same words all the time. Use:

- he/she/it/we/they (subject personal pronouns)

*Lots of children visit the zoo. **They** love the animals.*

- him/her/it/us/them (object personal pronouns)
- The market has got lots of things to buy. Don't miss **it** the market.*

1. them: \_\_\_\_\_

2. it: \_\_\_\_\_

3. it: \_\_\_\_\_

4. They: \_\_\_\_\_

D. Think about your town/city. In groups, discuss the following questions. Then look at the table below and write down some notes.

- What are some popular sights in your town/city?
- Where are they?
- Do you know anything about them?
- Do a lot of people visit them?

- What can tourists do in your town/city?
- Where is a good place to go shopping?

- How can people get around your town/city?
- What is the best way to see the town/city?

6 ...has got lots of museums.

*That's right, and I think The National Museum is very popular.*

*Yes, lots of tourists visit it. There's also the...*

What to see	What to do	How to get around

E. Write a few paragraphs describing your town/city. Use the headings and your notes from activity D. Also, use the phrases given below.

*In...there is/are...  
...has got..., like the...  
The...is very famous/popular.  
The best way to see...is to...  
Go to / Visit...*

*Walk around...  
Remember to...  
Don't forget to...  
Don't miss...*

## Vocabulary

### A. Circle the correct words.

- The cinema isn't **near** / **far**. Let's walk there.
- Please, **pick** / **put** up your clothes from the floor.
- They need lots of **volunteers** / **tourists** to clean the beach. Do you want to go?
- It is **popular** / **important** to protect the environment.
- The café is **opposite** / **between** a Chinese restaurant.
- The **castle** / **hotel** is open from 9 a.m. to 5 p.m.

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

transport	paintings	aquarium
plant	park	traffic

- There are lots of \_\_\_\_\_ by Picasso in that museum.
- Do you use public \_\_\_\_\_ to get to work?
- There's a big car \_\_\_\_\_ behind the supermarket.
- Turn left at the \_\_\_\_\_ lights.
- The \_\_\_\_\_ is amazing. Visit it.
- Let's \_\_\_\_\_ trees around the school.

## Grammar

### L. Complete with *can* and the words in brackets. Give short answers where possible.

- A:** \_\_\_\_\_ (Mary / cook)?

**B:** Of course, \_\_\_\_\_. She's a chef!
- A:** \_\_\_\_\_ (you / drive) a car?

**B:** No, \_\_\_\_\_, but I \_\_\_\_\_ (ride) a motorbike.
- A:** Nancy \_\_\_\_\_ (use) a computer quite well.

**B:** Really? She's only seven years old. \_\_\_\_\_ (she / send) emails, too?

**A:** Yes, \_\_\_\_\_.

**B:** Wow!

### M. Complete with object personal pronouns.

- Those newspapers are old. Let's recycle \_\_\_\_\_.
- My grandmother is ill and I want to visit \_\_\_\_\_.
- There's a documentary about universities on TV this evening. Don't miss \_\_\_\_\_.
- Where's Mr Bean? I want to speak to \_\_\_\_\_.
- Don't go out alone. Wait for \_\_\_\_\_. We want to come, too.
- I'm late. Give \_\_\_\_\_ a lift to the underground station, please.

### E. Rewrite using *Don't* and the words given.

- Turn left at the bank. right

---

- Remember to call Peter. forget

---

- Go to bed early. late

---

- Throw rubbish in rubbish bins. in the street

---

## Communication

### F. Complete the dialogues with the sentences.

- |   |
|---|
| <ol style="list-style-type: none"> <li>It's about a 10-minute walk.</li> <li>Where's the theatre?</li> <li>Go straight ahead.</li> <li>How do I get there?</li> <li>Go down Elwood Avenue and turn right at the supermarket.</li> </ol> |
|---|

- A:** Excuse me. 1 \_\_\_\_\_
- B:** It's opposite the police station.
- A:** Where's that? Is it far?
- B:** No, it's isn't. 2 \_\_\_\_\_
- A:** Great. 3 \_\_\_\_\_
- B:** Go down this road and turn right at the museum. 4 \_\_\_\_\_ Then turn left at the traffic lights. That's Elwood Avenue. 5 \_\_\_\_\_ The theatre is on your left.
- A:** Thank you.

- |   |
|---|
| <ol style="list-style-type: none"> <li>The best way is to take a taxi.</li> <li>What is there to see in this town?</li> <li>No problem.</li> <li>I think so.</li> </ol> |
|---|

- A:** Excuse me. 6 \_\_\_\_\_
- B:** Well, there's the Modern Art Museum and the zoo.
- A:** A zoo? Is it open today?
- B:** 7 \_\_\_\_\_
- A:** Great. How can I get there?
- B:** Well, it's far. 8 \_\_\_\_\_
- A:** OK. Thanks.
- B:** 9 \_\_\_\_\_

## 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...

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | talk about the means of transport I use        |
| <input type="checkbox"/> | talk about my abilities                        |
| <input type="checkbox"/> | refer to the location of places in a town/city |
| <input type="checkbox"/> | read a map                                     |
| <input type="checkbox"/> | ask for, give and follow directions            |
| <input type="checkbox"/> | express my opinion                             |
| <input type="checkbox"/> | talk about places in my town/city              |
| <input type="checkbox"/> | avoid repetition when writing                  |
| <input type="checkbox"/> | write a description of my town/city            |