

# ROADMAP<sup>TM</sup>



## **Teacher's Book**

**with digital resources and assessment package**

**Kate Fuscoe, Clementine Annabell**

# ROADMAP™

## Every class is different, every learner is unique.

**Roadmap** is a new eight-level general English course for adults which recognises that every class is different and every learner is unique. Built on **Global Scale of English** learning objectives, the course is designed to give learners the specific language training they need to progress. Engaging, relevant content and extensive support materials make lessons enjoyable for both learners and teachers.

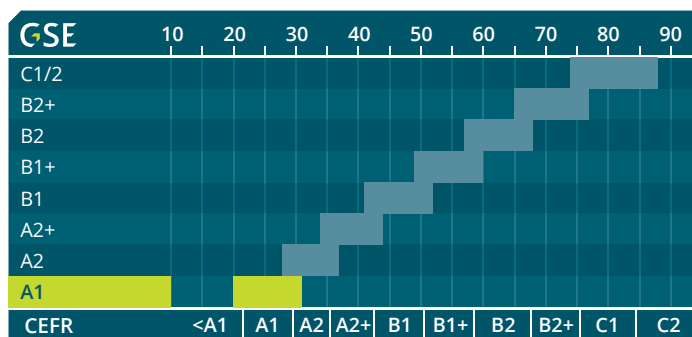
The **Roadmap** Teacher's Book with digital resources and assessment package provides everything you need to deliver successful lessons and get the most out of the course.

- Clear instructions on how to exploit each lesson
- Ideas for warmers, fillers, extension and homework activities
- Culture notes and suggestions for dealing with tricky language points
- Answer keys for all practice exercises
- Additional support materials to add 'spice' to your lessons including photocopiable worksheets, games and activities
- Audio and video scripts plus video worksheets
- Unit, achievement, mid and end of course tests in accompanying assessment package

### COURSE COMPONENTS

- Students' Book with digital resources and mobile app
- Students' Book with online practice, digital resources and mobile app
- Workbook with key and online audio
- Teacher's Book with digital resources and assessment package
- Presentation tool

Find out more at [english.com/roadmap](https://english.com/roadmap)



Learn more about the Global Scale of English at [english.com/gse](https://english.com/gse)





# CONTENTS

## Introduction

Students' Book contents	4–7
Welcome to <i>Roadmap</i>	8–9
Course components	10–11
Students' Book	12–15
Support components	16–19
Workbook	16
Mobile app	16
Online practice	17
Teacher's Book	18
Teacher's digital resources	18
Presentation tool	19
Course methodology	20–23

## Teacher's notes

Units 1–10	24–138
------------	--------

## Resource bank

Photocopiable activities index	139–140
Photocopiable activities	141–230
Photocopiable activities notes and answer key	231–252

## Contents

## FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
<b>UNIT 1</b> page 6				
<b>1A</b> Hello page 6	be: I and you	countries	short forms of <i>be</i>	introduce yourself to other students
<b>1B</b> Jobs page 8	be: he/she/it	jobs	short forms of <i>be</i>	ask and answer about jobs
<b>1C</b> Nationalities page 10	be: you/we/they	nationalities	short forms of <i>be</i>	talk about different nationalities
<b>1D</b> English in action page 12	ask for and give contact information			ask for and give contact information
Check and reflect page 13  Go online for the Roadmap video.				
<b>UNIT 2</b> page 14				
<b>2A</b> Families page 14	possessive 's, I/my, you/your, etc.	family	words that sound the same	talk about your family
<b>2B</b> Everyday things page 16	this, that, these and those	everyday objects (1)	this and these	talk about everyday objects
<b>2C</b> Numbers page 18	question words with <i>be</i>	numbers 1-100	forms of <i>be</i> with question words	ask questions about other people
<b>2D</b> English in action page 20	pay for things in a shop			pay for things in a shop
Check and reflect page 21  Go online for the Roadmap video.				
<b>UNIT 3</b> page 22				
<b>3A</b> My town page 22	There is/ There are; singular and plural nouns	places in town	short forms of <i>there is</i> and <i>there are</i>	say what's in a town
<b>3B</b> Is there wifi? page 24	Is there a/an ...?/Are there any ...?	rooms and things in a home	intonation in questions and answers	talk about a flat
<b>3C</b> It's expensive! page 26	position of adjectives	describing places	sentences stress	describe a town or a city
<b>3D</b> English in action page 28	ask for and give directions			ask for and give directions
Check and reflect page 29  Go online for the Roadmap video.				
<b>UNIT 4</b> page 30				
<b>4A</b> You've got a friend page 30	have/has got	describing people	short forms of <i>have/has got</i>	describe people
<b>4B</b> Have you got it? page 32	have/has got: questions	everyday objects (2)	strong and weak forms of <i>have</i> and <i>has</i>	prepare for a trip
<b>4C</b> Dos and don'ts page 34	imperatives	common verbs	sentence stress	give advice
<b>4D</b> English in action page 36	tell the time			tell the time
Check and reflect page 37  Go online for the Roadmap video.				
<b>UNIT 5</b> page 38				
<b>5A</b> My week page 38	present simple: I/you/we/they	days of the week, everyday activities	sentence stress	describe part of your week
<b>5B</b> A long journey page 40	present simple questions: I/we/you/they	travel and transport	strong and weak forms of <i>do</i>	talk about how you travel to work/university
<b>5C</b> Food and drink page 42	present simple with frequency adverbs	food and drink	word stress in frequency adverbs	take part in a survey about being healthy
<b>5D</b> English in action page 44	order food and drink			order food and drink
Check and reflect page 45  Go online for the Roadmap video.				

## EXTENDED ROUTE

DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS
<b>1A Develop your reading</b> page 86	understand a simple online profile	understanding capital letters
<b>1B Develop your listening</b> page 87	understand short conversations about personal details	understanding answers to questions
<b>1C Develop your writing</b> page 88	write a short personal profile	using capital letters and full stops
<b>2A Develop your reading</b> page 89	read a description of a photo	understanding subject pronouns and possessive adjectives
<b>2B Develop your writing</b> page 90	complete a form	completing forms
<b>2C Develop your listening</b> page 91	understand a description of classmates	understanding numbers
<b>3A Develop your reading</b> page 92	read a description of a place	understanding <i>and</i> and <i>but</i>
<b>3B Develop your listening</b> page 93	understand a description of a house	noticing intonation in lists
<b>3C Develop your writing</b> page 94	write about your town	using <i>and</i> and <i>but</i>
<b>4A Develop your reading</b> page 95	understand a short text	understanding punctuation: apostrophes
<b>4B Develop your listening</b> page 96	understand a short, informal conversation	understanding questions
<b>4C Develop your writing</b> page 97	write a message to a friend	using basic punctuation
<b>5A Develop your reading</b> page 98	understand a blog	understanding sequence adverbs
<b>5B Develop your listening</b> page 99	understand short, factual conversations	using pictures to help you listen
<b>5C Develop your writing</b> page 100	write an informal message	using correct word order



## Contents

## FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
<b>UNIT 6</b> page 46				
<b>6A</b> Good and bad habits page 46	present simple: <i>he/she/it</i>	time expressions	verb endings: /s/, /z/ and /iz/	talk about another person's habits
<b>6B</b> Jobs around the house page 48	present simple questions: <i>he/she/it</i>	jobs around the house	strong and weak forms of <i>does</i>	ask and answer about things people often do
<b>6C</b> Skills page 50	<i>can/can't</i> for ability	skills	strong and weak forms of <i>can</i>	ask and answer about things you can and can't do
<b>6D</b> English in action page 52	make requests			make requests
Check and reflect page 53  Go online for the Roadmap video.				
<b>UNIT 7</b> page 54				
<b>7A</b> Questions page 54	<i>wh-</i> questions	places	intonation in questions	ask and answer about a place
<b>7B</b> A good day page 56	<i>was/were, there was/were</i>	months, dates	short forms of <i>was not</i> and <i>were not</i>	talk about good days
<b>7C</b> How was it? page 58	<i>was/were</i> (questions), <i>there was/were</i> (questions)	adjectives	strong and weak forms of <i>was</i> and <i>were</i>	ask and answer about past events
<b>7D</b> English in action page 60	buy travel tickets			buy travel tickets
Check and reflect page 61  Go online for the Roadmap video.				
<b>UNIT 8</b> page 62				
<b>8A</b> 8A When I was young page 62	past simple (regular verbs)	verb phrases	verb endings: /t/, /d/ and /ɪd/	give a talk about when you were young
<b>8B</b> 8B You had a bad day page 64	past simple (irregular verbs)	irregular verbs	silent letter in <i>didn't</i>	talk about a bad day
<b>8C</b> 8C Good places page 66	past simple (questions)	holiday activities	linking sounds	talk about a holiday
<b>8D</b> 8D English in action page 68	greet people			greet people
Check and reflect page 69  Go online for the Roadmap video.				
<b>UNIT 9</b> page 70				
<b>9A</b> 9A Family photos page 70	object pronouns ( <i>me, him, her, etc.</i> )	prepositions of place	weak form of object pronouns	talk about the people in a photo
<b>9B</b> 9B Hobbies page 72	<i>like/enjoy/love/hate + -ing</i>	hobbies	weak form of <i>-ing</i>	ask and answer about things you and I like doing
<b>9C</b> 9C Study habits page 74	<i>why</i> and <i>because</i>	learning a language	<i>because</i>	ask and answer about study habits
<b>9D</b> 9D English in action page 76	make and respond to suggestions			make and respond to suggestions
Check and reflect page 77  Go online for the Roadmap video.				
<b>UNIT 10</b> page 78				
<b>10A</b> 10A Goals page 78	<i>would like/love to</i>	collocations	short form of <i>would</i>	ask and answer about dreams and wishes
<b>10B</b> 10B Party time page 80	<i>be going to</i>	party vocabulary	<i>going to</i>	talk about plans for a class party
<b>10C</b> 10C My plans page 82	<i>be going to</i> : questions	seasons, time expressions	linking words	ask and answer about plans for the year
<b>10D</b> 10D English in action page 84	make and respond to invitations			make and respond to invitations
Check and reflect page 85  Go online for the Roadmap video.				
Grammar bank page 116      Vocabulary bank page 136      Communication review 146				

## EXTENDED ROUTE

DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS
<b>6A Develop your writing</b> page 101	write about a daily routine	using time expressions
<b>6B Develop your listening</b> page 102	understand short conversations	linking between words
<b>6C Develop your reading</b> page 103	understand a short text	understanding titles
<b>7A Develop your writing</b> page 104	write directions	using sequence adverbs
<b>7B Develop your listening</b> page 105	understand a short conversation about events	understanding present and past
<b>7C Develop your reading</b> page 106	understand short texts	finding dates, times and place names
<b>8A Develop your reading</b> page 107	understand a short story	understanding <i>a/an</i> and <i>the</i>
<b>8B Develop your writing</b> page 108	write a description of your last birthday	planning your writing
<b>8C Develop your listening</b> page 109	understand directions	listening for sequence adverbs
<b>9A Develop your reading</b> page 110	understand short messages	understanding subject and object pronouns
<b>9B Develop your listening</b> page 111	understand people's feelings	listening for how people feel
<b>9C Develop your writing</b> page 112	write a short text	using <i>because</i>
<b>10A Develop your reading</b> page 113	understand a short article	understanding paragraphs
<b>10B Develop your listening</b> page 114	understand a conversation about plans	checking information and showing understanding
<b>10C Develop your writing</b> page 115	write a short message for an online discussion	using subject and object pronouns
Communication bank page 151   Irregular verbs page 160		







# WELCOME TO *ROADMAP*

*Roadmap* is a new, flexible eight-level general English course for adults. Recognising that every class is different and every learner is unique, *Roadmap* provides a dual track approach that allows all learners to develop confidence in speaking while taking a more tailored approach to skills development. It does this by providing smooth syllabus progression based on the *Global Scale of English*, by putting clear and achievable speaking goals at the heart of every lesson, and by providing in-depth skills development lessons for teachers to choose from at the back of the Students' Book. Multiple opportunities are provided for learners to practise outside the classroom in print, online and using the mobile app.

## Map your own route through the course

It can be challenging for institutions and teachers to deal with the different needs, interests and abilities of each student, especially if they have a wide mix of learners in the same class. The unique dual track approach of *Roadmap* helps you solve this problem.

- The **fast track route** concentrates on developing learners' speaking skills as well as giving them the grammar, vocabulary and functional language they need to achieve their goals.
- The **extended route** gives learners valuable practice in reading, writing and listening as well as specific training and strategies for developing these skills.

### Fast track route:

10 core units featuring grammar, vocabulary and pronunciation with each lesson leading to a final GSE-related speaking activity.

### Extended route:

10 core units plus additional skills-based lessons (reading, writing and listening) linked to the content of each lesson.

This unique approach also allows you to adapt material to suit different course lengths. Whatever the number of hours in your course and whatever the interests of your learners, the flexible organisation of *Roadmap* makes it easy for you to choose the best route for your students' success.

## Build your students' confidence

Learners need to know what they are aiming for and why. This is key to building confidence, increasing motivation and helping learners make rapid, tangible progress.

- *Global Scale of English* learning objectives provide students with clear goals for every lesson (the goals have been selected to be useful and relevant to students in real-life situations).
- Grammar and vocabulary has been specifically selected according to how useful it is in terms of helping learners reach specific goals.
- Carefully structured tasks with 'models' and opportunities to review performance, *Check and reflect* activities and regular progress tests allow learners to see how well they are doing and highlight the areas they need to improve.



## Make the most of your skills as a teacher

*Roadmap* is designed to be as supportive and easy to use as possible, whatever your level of experience, with:

- 'pick-up-and-go' lessons with clear aims and outcomes that are guaranteed to work.
- clear instructions on how to exploit each lesson, including help with tricky language points, ideas for warmers, fillers, extension and homework activities.
- a huge range of additional support materials, including video, photocopiable games and activities, online and mobile app practice activities, are provided to add variety to your lessons.

The front of class presentation tool makes it easy to access all the support material in one place and enhances your performance as a teacher.



## FOR LEARNERS

### STUDENTS' BOOK WITH DIGITAL RESOURCES AND MOBILE APP

- Ten units with three main input lessons linked to three *Develop your skills* lessons at the back of the book.
- Each lesson includes grammar, vocabulary and pronunciation and leads to a final speaking task based on *Global Scale of English* learning objectives.
- Key language presented and cross-referenced to a *Grammar bank* at the back of the book.
- A *Vocabulary bank* extends some of the key lexical sets in each unit and focuses on important areas such as word-building and collocation.
- An *English in action* lesson in each unit covers key functional language.
- *Check and reflect* pages at the end of each unit show learners how their confidence and mastery of spoken language has improved.
- Light-hearted video clips and worksheets (available online) extend and consolidate key language covered in the unit.
- Extra grammar and vocabulary exercises, available on the mobile app (the *Pearson Practice English* app), consolidate language points covered in the Students' Book.
- *Develop your skills* lessons at the back of the book expose learners to different genres and give them strategies for developing skills.
- *Communication games* at the back of the book enable learners to practise key language in a fun, communicative way.
- Audio/video scripts and word lists available online.

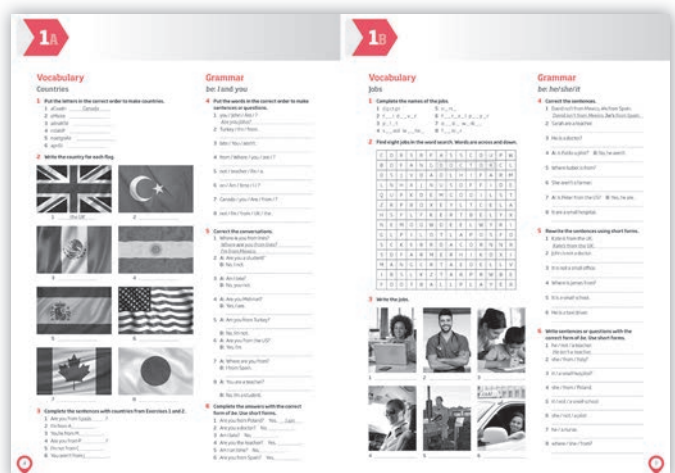


### STUDENTS' BOOK WITH ONLINE PRACTICE, DIGITAL RESOURCES AND MOBILE APP

- Provides online practice for students, class management for teachers and a gradebook to review performance.
- Includes all the Students' Book material plus a digital version of the exercises and activities from the Workbook and Tests.
- Includes tools for managing and assigning self-study and practice activities to students, with automatic marking to save time.
- Includes a gradebook for reviewing performance of individual students and classes.

### WORKBOOK WITH KEY AND ONLINE AUDIO

- Ten units provide additional practice of material covered in the Students' Book.
- Additional grammar, vocabulary and functional language practice activities.
- Additional reading, writing and listening practice activities.
- Answer key at the back of the book allows learners to check their answers.
- Audio available online.

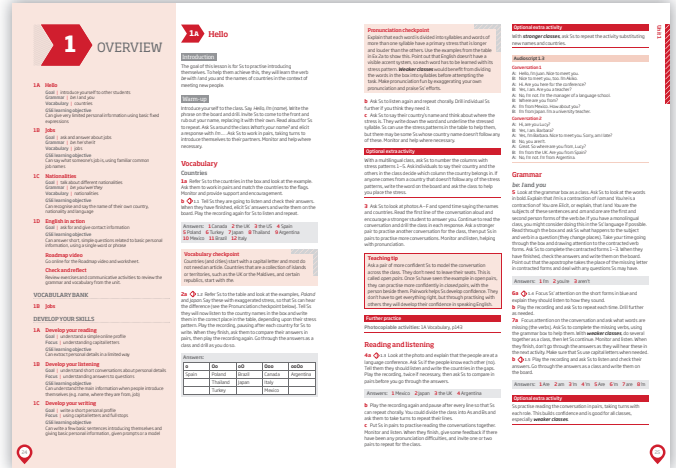


# FOR TEACHERS

## TEACHER'S BOOK

The Teacher's Book features a host of support materials to help teachers get the most out of the course.

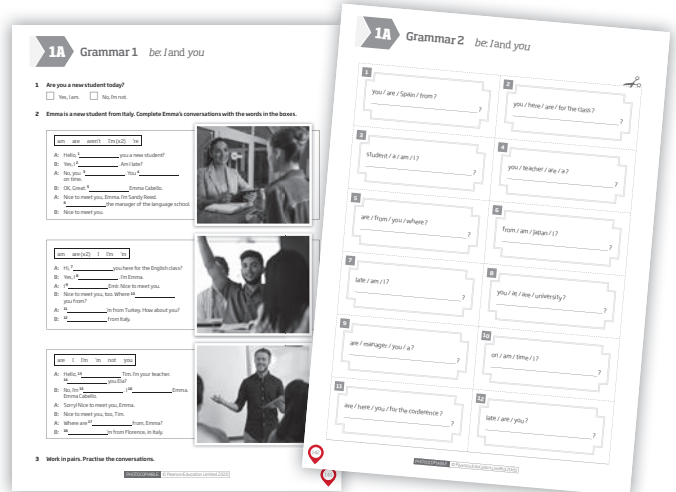
- Teacher's notes for every unit with warmers, fillers, alternative suggestions, advice on dealing with tricky language items, culture notes, etc.
- Teaching tips on useful areas such as dealing with mixed abilities, teaching grammar, vocabulary and pronunciation.
- Grammar and vocabulary photocopyable worksheets for every unit, including accompanying teacher's notes and answer keys.
- Class audio scripts and answer keys.
- Photocopyable worksheets for each Students' Book unit accompanied by teaching notes and answer key.



## TEACHER'S DIGITAL RESOURCES

Additional resources can be accessed on the *Pearson English Portal* using the access code in the Teacher's Book.

- Class audio.
- Video and video worksheets.
- Audio and video scripts.
- Word lists.
- Students' Book answer key.
- Assessment package with a range of tests including unit tests (grammar, vocabulary and functional language), achievement and mid and end of course tests (grammar, vocabulary, functional language and skills), with accompanying audio.
- Workbook audio.



## VIDEO

- Ten videos – one for each unit – designed to consolidate key language and illustrate some of the quirkier aspects of real life.
- Each video features a roving reporter who goes out on location to visit interesting places, meet interesting people and/or try new experiences.
- Video clips are 2–3 minutes in length and are designed to entertain learners and provide a bit of light relief.
- Video worksheets (to exploit the language in the videos) are available online.



## PRESENTATION TOOL

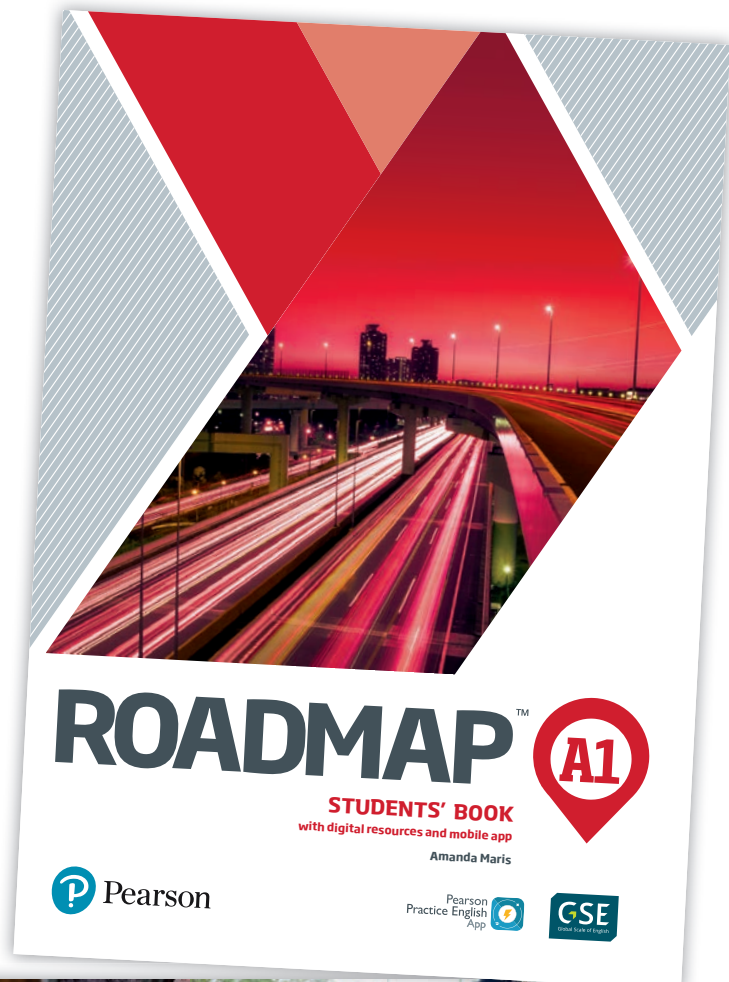
- Interactive version of the Students' Book with integrated audio and video is available on the *Pearson English Portal*.
- Planning mode (includes teacher's notes) and teaching mode.
- Easy navigation via book page and lesson flow.
- Answers to exercises at the touch of a button.
- Integrated audio.
- Integrated video, with timed-coded video scripts.
- A host of useful classroom tools.





The **Students' Book** has ten units featuring three double-page main lessons containing approximately 90 minutes of teaching material. Each lesson features grammar, vocabulary and pronunciation activities which lead up to a final speaking task. Each lesson links to a *Develop your skills* lesson and other material at the back of the book including a *Grammar bank*, *Vocabulary bank*, *Communication bank* and *Communication games*.

- 1 Clearly defined *Global Scale of English* objectives at the start of each lesson.
- 2 Different topics for each lesson to maintain interest and motivation.
- 3 Striking images provoke interest in the topic and provide a vehicle for teaching vocabulary.
- 4 Short reading and/or listening texts featuring real-life information are used to present grammar and/or vocabulary.
- 5 Grammar rules are clearly highlighted and target language practised through form-based and communicative practice activities.
- 6 Pronunciation is highlighted and practised in each lesson.
- 7 Additional practice is provided on the mobile app and in the *Grammar bank* at the back of the book.
- 8 Key vocabulary is presented in context and practised through personalised activities.
- 9 Carefully staged speaking tasks with 'models' and time to prepare build learners' confidence.
- 10 Relevant, meaningful tasks engage learners and prepare them for real life.
- 11 *English in action* pages focus on functional language.
- 12 Each unit ends with a *Check and reflect* page that consolidates key grammar and vocabulary.



## 1A Hello

**1** Goal: introduce yourself to other students  
Grammar: *be* I and you  
Vocabulary: countries

**8 Vocabulary**

1 a Match flags 1–12 with the countries in the box.

Argentina	Brazil	Canada	Italy	Japan
Mexico	Poland	Spain	Thailand	the UK
Turkey				

1 Canada

**4 Reading and listening**

4 a 1.3 Listen to two conversations at a language conference. Complete them with the correct countries.

**Conversation 1**

A: Hello. I'm Juan. Nice to meet you.  
B: Nice to meet you, too. I'm Akiko.  
A: Hi. Are you here for the conference?  
B: Yes, I am. Are you a teacher?  
A: No, I'm not. I'm the manager of a language school.  
B: Where are you from?  
A: I'm from <sup>1</sup>\_\_\_\_\_. How about you?  
B: I'm from <sup>2</sup>\_\_\_\_\_. I'm a university teacher.

**Conversation 2**

A: Hi, are you Lucy?  
B: Yes, I am. Barbara?  
A: Yes, I'm Barbara. Nice to meet you. Sorry, am I late?  
B: No, you aren't.  
A: Great. So where are you from, Lucy?  
B: I'm from <sup>3</sup>\_\_\_\_\_. Are you from Spain?  
A: No, I'm not. I'm from <sup>4</sup>\_\_\_\_\_.

**10** Work in pairs. Practise the conversations.

## 2 Grammar

**5 Grammar**

5 Read and complete the grammar box.

**be: I and you**

+	I'm Juan.	
+	I'm a university teacher.	
+	You're on time.	
?	Am I late?	+ Yes, <b>you are</b> . - No, <b>you aren't</b> .
?	Are you a teacher?	+ Yes, <b>I am</b> . - No, <b>I'm not</b> .
?	Are you from Spain?	

with where  
**Where are you from?** I'm from Mexico.

**Short forms**

1 \_\_\_\_\_ = I am  
2 \_\_\_\_\_ = you are  
3 \_\_\_\_\_ = are not

**6** 6 a 1.4 Listen to the sentences. Notice the pronunciation of the short forms in blue.

1 I'm from Mexico.  
2 I'm not a teacher.  
3 You're on time.  
4 You aren't late.

**7** a Listen again and repeat.

b Complete the conversation with the correct form of *be*.

A: Hello, <sup>1</sup>\_\_\_\_\_ you here for the conference?  
B: Yes, I <sup>2</sup>\_\_\_\_\_. I <sup>3</sup>\_\_\_\_\_ Laura.  
A: I <sup>4</sup>\_\_\_\_\_ Elif.  
B: Nice to meet you.  
A: Nice to meet you, too. <sup>5</sup>\_\_\_\_\_ you from the US?  
B: No, I <sup>6</sup>\_\_\_\_\_ not. I'm from Toronto in Canada. Where <sup>7</sup>\_\_\_\_\_ you from?  
A: I <sup>8</sup>\_\_\_\_\_ from Ankara in Turkey.

b 1.5 Listen and check your answers.

**8** Work in pairs. Roleplay conversations with the information below. Use Exercise 7a to help you.

Conversation 1	Conversation 2
Name: Diego Castillo City: Buenos Aires Country: Argentina	Name: Ana Santos City: São Paulo Country: Brazil
Name: Sofia Romano City: Milan Country: Italy	Name: Aleksander Nowicki City: Warsaw Country: Poland

**9** Go to page 116 or your app for more information and practice.

**Speaking**

**9** PREPARE

9 Complete the conference card with your information.

**10th International Language Conference**

Name: \_\_\_\_\_  
City: \_\_\_\_\_  
Country: \_\_\_\_\_  
☐ student ☐ school teacher ☐ university teacher  
☐ language school teacher ☐ manager

**10** SPEAK

10 Work in groups. You are at the language conference. Introduce yourself to the other students.

A: Hi, I'm *Frederick Dorian*.  
B: Hello, I'm *Lana Cruz*. Nice to meet you.  
A: Nice to meet you, too. Where are you from?





The **Students' Book** also features *Develop your skills* lessons at the back of the book. These lessons are based on GSE learning objectives and are thematically linked to the main lessons. They focus on developing specific strategies for improving reading, writing and listening and expose learners to a wide variety of different text types/genres. The *Develop your skills* lessons can either be done in class following the main lessons they are linked to, or they can be used for homework.

- 1 *Develop your reading* lessons provide practice of specific genres such as online profiles, descriptions, texts, articles, stories and blogs.
- 2 *Develop your listening* lessons provide practice in different types of listening such as short conversations on a range of familiar subjects, monologues, directions and descriptions.
- 3 *Develop your writing* lessons provide practice of specific genres such as personal profiles, informal messages, short descriptions and texts, online discussions and directions.
- 4 Each *Develop your skills* lesson has a clearly defined genre-related goal and a focus which teaches a sub-skill related to the genre.
- 5 Special *Focus boxes* highlight reading, listening and writing sub-skills such as understanding capital letters, understanding answers to questions, completing forms, understanding *and* and *but*, planning your writing and using subject and object pronouns etc.
- 6 Practice exercises are provided to ensure learners can recognise and use the sub-skills in focus.

## 1A Develop your reading

**Goal:** understand a simple online profile  
**Focus:** understanding capital letters

1 Match photos A–D with sentences 1–4.  
1 John Smith is from Liverpool in the UK.  
2 Maria Fernandez is from Granada in Spain.  
3 Toru Yamashita is from Osaka in Japan.  
4 Natalia Mazur is from Poznań in Poland.

2 Read the Focus box. Underline the capital letters in Exercise 1.

**Understanding capital letters**  
People's names start with CAPITAL letters:  
• John Smith  
• Maria Fernandez  
Place names start with CAPITAL letters:  
• Granada in Spain  
• Poznań in Poland

3 Look at the website. Underline the people's names. Circle the place names.

**International Student Conference**  
London University

**Listen to these people:**  
• Marco Silva: he's from Buenos Aires in Argentina.  
• Monika Lewandowski: she's from Warsaw in Poland.  
• Benjamin Carter: he's from Auckland in New Zealand.  
• Mariko Sato: she's from Fukuoka in Japan.  
• Sang Mai: he's from Hanoi in Vietnam.

4 Read the messages and complete the table. Use the capital letters to help you.

Name	From	Place of work
1		
2		
3		

## 1B Develop your listening

**Goal:** understand short conversations about personal details  
**Focus:** understanding answers to questions

1 Match questions 1–3 with answers a–c.  
1 What's your name?  
2 Where are you from?  
3 What's your job?  
a It's Pamela.  
b Spain.  
c Steven.  
d I'm called Trudy.  
e I'm a taxi driver.  
f My job? I'm a teacher.  
g My name's Anna.  
h I come from Argentina.

2 Listen to three conversations and complete the information about the people.

1 Name: \_\_\_\_\_  
Country: \_\_\_\_\_  
Job: \_\_\_\_\_

2 Name: \_\_\_\_\_  
Country: \_\_\_\_\_  
Job: \_\_\_\_\_

3 Name: \_\_\_\_\_  
Country: \_\_\_\_\_  
Job: \_\_\_\_\_

4 Listen to three conversations. How does Jason answer the questions?  
1 I'm called Jason.  
2 I'm from the US.  
3 I'm a farmer.  
4 I'm a farmer.

5 Read the Focus box. Where is the important information in answers, at the beginning or end?

**Understanding answers to questions**  
What's your name?  
It's Jason.  
My name's Jason.  
Jason.  
I'm called Jason.  
Where are you from?  
I'm from the US.  
I come from the US.  
The US.  
What's your job?  
I'm a farmer.  
My job? I'm a farmer.

## 1C Develop your writing

**Goal:** write a short personal profile  
**Focus:** using capital letters and full stops

3 Correct the mistakes. Use capital letters and full stops.

1 Hello, I'm louisa west. I'm from London I'm an english teacher.

2 hello, I'm Marek Kowalski. I'm from Lodz in poland. I'm a nurse.

3 Hi, I'm christine chen. I'm from Beijing in china. I'm an office worker

4 Hello, I'm Tamara Gonzalez. I'm from valencia in Spain. I'm a football player.

5 hi, I'm stefano pomesano. I'm from Bergamo in Italy. I'm a farmer.

4 Write a profile for this student. Use capital letters and full stops.

Name	Jonas weber
City	berlin
Country	germany
Job	taxi driver

**Prepare**  
5 Complete the table with your information.

Name	
City	
Country	
Job	

**Write**  
6 a Write your profile.  
b Work in pairs. Read and check the capital letters and full stops in your partner's profile.

1 Match photos A–C with profiles 1–3.  
1 Hi, I'm Pedro. I'm from Barcelona in Spain. I'm a doctor.  
2 Hello. My name is Benjamin Turner. I'm from Vancouver in Canada. I'm an English teacher.  
3 Hello. I'm Raquel Jimenez. I'm from Mexico City in Mexico. I'm an office worker.

2 Read the Focus box. Circle the capital letters and full stops in Exercise 1.

**Using capital letters and full stops**  
Use capital letters (A, B, C etc.):  
• for I: I'm a football player.  
• for names: My name is Helen Martin.  
• for places: I'm from Nagasaki in Japan.  
• for languages: I'm an English student.  
Use full stops (.) and capital letters in sentences:  
I'm a teacher. Are you a teacher?  
No. I'm not. I'm an office worker.

The **Students' Book** also has extensive back of book material including a *Grammar bank*, a *Vocabulary bank*, *Communication games* and a *Communication bank*.

## Vocabulary bank

### 1B Jobs

1 Look at the photos and complete 1–12 with the words in the box.

artist bus driver manager police officer receptionist shop assistant  
soldier student tennis player tour guide waiter/waitress writer



2 Work in pairs. Do you know anyone who does the jobs in Exercise 1?  
*My mum is a bus driver.*

### 2A Family

1 Look at the photos and complete the sentences with the words in the box.

uncle aunt niece cousins girlfriend grandad grandma nephew



Beth: They are my mum and dad. They are my <sup>1</sup> parents.  
Yuri: They are my father's parents. He's my <sup>2</sup> uncle and she's my <sup>3</sup> aunt.  
Rick: They are my dad's brother and his wife. He's my <sup>4</sup> cousin and she's my <sup>5</sup> niece.



Marcus: They are my aunt and uncle's children. They are my <sup>6</sup> cousins.  
Eve: They are my brother's children. He is my <sup>7</sup> brother and she is my <sup>8</sup> sister.  
Elsa: He's not in my family. He's my <sup>9</sup> uncle and I'm his <sup>10</sup> niece.

2 Work in pairs. Tell your partner the names of people in your family.  
*My uncle's name is Vladimir.*

### 2B Everyday objects

1 Look at the picture and complete 1–12 with the words in the box.

backpack credit card glasses handbag  
keyboard laptop money newspaper  
passport screen umbrella wallet

1 newspaper 7 umbrella  
2 credit card 8 glasses  
3 backpack 9 handbag  
4 passport 10 screen  
5 keyboard 11 laptop  
6 money 12 wallet

2 Work in pairs. What objects are in your bag?  
*my credit card, my glasses...*



## Communication review

### Reach the end (Units 1–2 review)

Work in groups. Roll the dice and move your counter to the correct square. Read and answer the question on the square. If you cannot answer it, go back to your previous square. The first person to reach Finish wins.



## Communication bank

### Lesson 1B

#### 8 Student A

Read the profiles of Julia Smith and Pavel Kowalski and think of questions to complete the information. Then turn back to page 9, Exercise 9.  
*Is Julia a doctor?*

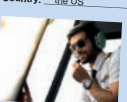
Name: Julia Smith  
Job: \_\_\_\_\_  
City: \_\_\_\_\_  
Country: \_\_\_\_\_



Name: Pavel Kowalski  
Job: \_\_\_\_\_  
City: \_\_\_\_\_  
Country: \_\_\_\_\_



Name: Javier Martinez  
Job: \_\_\_\_\_  
City: \_\_\_\_\_  
Country: \_\_\_\_\_



Name: Yuki Mori  
Job: \_\_\_\_\_  
City: \_\_\_\_\_  
Country: \_\_\_\_\_



### Lesson 2C

#### 9 Student A

Read the profiles and think of questions to complete the information. Then turn back to page 19, Exercise 10.  
*Where's Lena from?*

Name: Lena Barros  
Country: \_\_\_\_\_  
Age: \_\_\_\_\_  
Job: \_\_\_\_\_



Name: Niran Meesboon  
Country: \_\_\_\_\_  
Age: \_\_\_\_\_  
Job: \_\_\_\_\_



Name: Silvia Lopez  
Country: \_\_\_\_\_  
Age: \_\_\_\_\_  
Job: \_\_\_\_\_



Name: Thiago Moreno  
Country: \_\_\_\_\_  
Age: \_\_\_\_\_  
Job: \_\_\_\_\_





## WORKBOOK WITH ONLINE AUDIO

The **Roadmap Workbook** contains a wide variety of grammar, vocabulary and functional language exercises that review all the areas covered in the Students' Book. It also features additional listening, reading and writing practice.

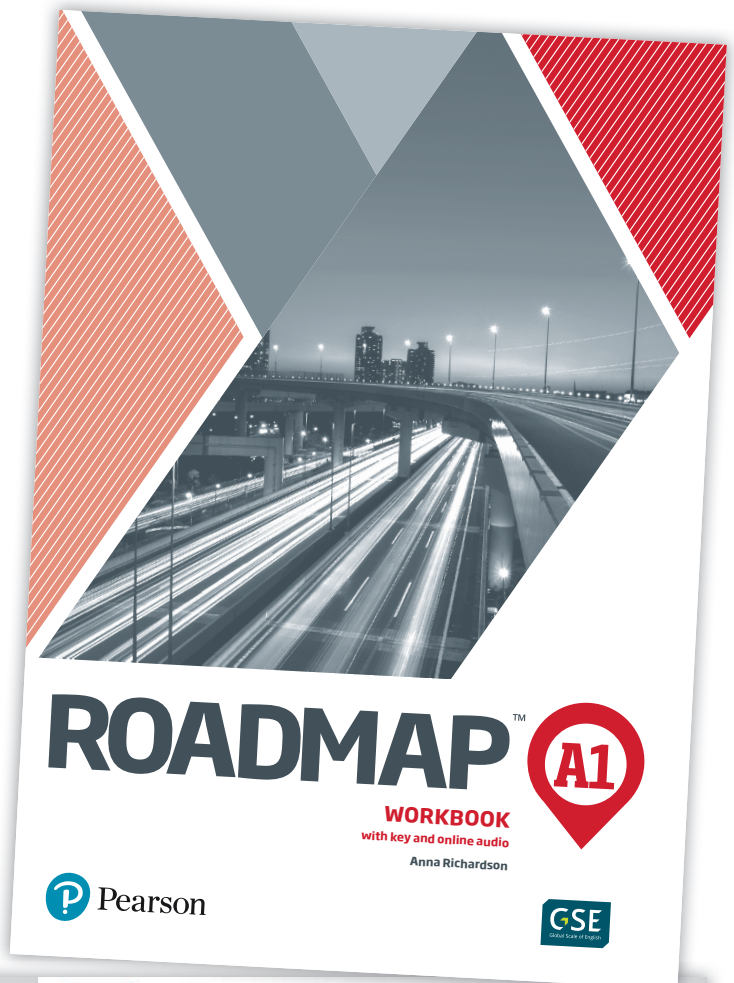
- Extensive practice of grammar, vocabulary and functional language covered in the Students' Book.
- Additional listening, reading and writing practice to further develop learners' knowledge and mastery of skills.
- Full answer keys and audio scripts are provided at the back of the book.

Roadmap Workbook audio is available online for students and teachers in the *Pearson English Portal*.

## MOBILE APP

Extra grammar and vocabulary exercises, available on the mobile app (the *Pearson Practice English* app), consolidate language points covered in the Students' Book.

- On-the-go, bite-sized practice which can be done anywhere, any time.
- Instant feedback provided to students.
- Progressive levels of challenge.



1A

### Vocabulary

#### Countries

1 Put the letters in the correct order to make countries.

- 1 aCaadn \_\_\_\_\_ Canada
- 2 oMxice \_\_\_\_\_
- 3 aInahTd \_\_\_\_\_
- 4 nCaOP \_\_\_\_\_
- 5 naetgnAr \_\_\_\_\_
- 6 aprSi \_\_\_\_\_

2 Write the country for each flag.



1 \_\_\_\_\_ the UK 2 \_\_\_\_\_



3 \_\_\_\_\_ 4 \_\_\_\_\_



5 \_\_\_\_\_ 6 \_\_\_\_\_



7 \_\_\_\_\_ 8 \_\_\_\_\_

3 Complete the sentences with countries from Exercises 1 and 2.

- 1 Are you from Spain? \_\_\_\_\_
- 2 I'm from A. \_\_\_\_\_
- 3 You're from M. \_\_\_\_\_
- 4 Are you from P. \_\_\_\_\_
- 5 I'm not from C. \_\_\_\_\_
- 6 You aren't from J. \_\_\_\_\_

### Grammar

#### be: I and you

4 Put the words in the correct order to make sentences or questions.

- 1 you / John / Are / ?  
Are you John?
- 2 Turkey / I'm / from /  
I'm from Turkey.
- 3 late / You / aren't /  
You aren't late.

4 from / Where / you / are / ?  
Where are you from?

5 not / teacher / I'm / a.  
I'm not a teacher.

6 on / Am / time / I / ?  
Am I on time?

7 Canada / you / Are / from / ?  
Are you from Canada?

8 not / I'm / from / UK / the.  
I'm not from the UK.

5 Correct the conversations.

1 Where are you from? B: I'm from Mexico.

2 A: Are you a student? B: No, I not.

3 A: Am I late? B: No, you not.

4 A: Are you Mehmet? B: Yes, I are.

5 A: Am you from Turkey? B: No, I'm not.

6 A: Are you from the US? B: Yes, I'm.

7 A: Where are you from? B: I from Spain.

8 A: You are a teacher? B: No, I'm a student.

6 Complete the answers with the correct form of be. Use short forms.

- 1 Are you from Poland? Yes, I am.
- 2 Are you a doctor? No, I'm not.
- 3 Am I late? No, I'm not.
- 4 Am I the teacher? Yes, I am.
- 5 Am I on time? No, I'm not.
- 6 Are you from Spain? Yes, I am.

1B

### Vocabulary

#### Jobs

1 Complete the names of the jobs.

- 1 doctor 5 n...rs...
- 2 t...l d...y...r 6 f...t...r...p...y...r
- 3 p...t 7 o...k...w...rk...
- 4 s...ool te...he 8 f...m...r

2 Find eight jobs in the word search. Words are across and down.

C	O	R	S	R	F	A	S	S	C	D	U	P	W
B	O	F	A	N	G	D	O	C	T	O	R	C	L
O	S	J	V	D	A	O	L	H	I	F	A	R	M
L	N	H	X	I	N	U	S	O	F	F	I	D	E
Q	U	P	K	D	E	M	G	O	O	I	L	S	T
Z	R	P	B	O	X	E	Y	L	T	C	E	L	A
H	S	F	L	F	K	E	R	T	B	E	L	Y	X
N	E	M	O	Q	W	D	E	E	L	W	Y	R	I
G	L	P	I	L	O	T	L	A	P	O	S	F	D
S	C	K	E	R	R	D	A	C	O	R	N	N	R
S	D	F	A	R	M	E	R	H	I	K	D	X	I
M	A	N	G	C	R	T	A	E	O	E	L	L	V
I	B	S	L	K	Z	T	A	R	P	R	W	B	E
F	O	O	T	B	A	L	L	P	L	A	Y	E	R

3 Write the jobs.



### Grammar

#### be: he/she/it

4 Correct the sentences.

- 1 David isn't from Mexico, he's from Spain.  
David isn't from Mexico, he's from Spain.
- 2 Sarah are a teacher.  
Sarah is a teacher.
- 3 He is a doctor?  
He is a doctor.

4 A: Is Pablo a pilot? B: No, he aren't.  
A: Is Pablo a pilot? B: No, he isn't.

5 Where isabel is from?  
Where is Isabel from?

6 She aren't a farmer.  
She isn't a farmer.

7 A: Is Peter from the US? B: Yes, he are.  
A: Is Peter from the US? B: Yes, he is.

8 It are a small hospital.  
It is a small hospital.

5 Rewrite the sentences using short forms.

1 Kate is from the UK.  
Kate's from the UK.

2 John is not a doctor.  
John isn't a doctor.

3 It is not a small office.  
It isn't a small office.

4 Where is James from?  
Where's James from?

5 It is a small school.  
It's a small school.

6 He is a taxi driver.  
He's a taxi driver.

6 Write sentences or questions with the correct form of be. Use short forms.

1 he / not / a teacher  
He isn't a teacher.

2 she / from / Italy?  
Is she from Italy?

3 it / a small hospital?  
Is it a small hospital?

4 she / from / Poland.  
Is she from Poland?

5 it / not / a small school.  
Is it not a small school?

6 she / not / a pilot  
Is she not a pilot?

7 he / a nurse.  
Is he a nurse?

8 where / she / from?  
Where is she from?

1

## Reading

1 Read the webpage. Choose the correct options, a, b or c.

- 1 Thistle House is a \_\_\_\_\_.  
 a university  
 b language school  
 c hotel

- 2 It is in \_\_\_\_\_.  
 a London  
 b Melbourne  
 c Edinburgh

2 Write the answers.

- 1 Who is from South Korea? *Mi Na*  
 2 Who is an office worker? \_\_\_\_\_  
 3 Who is Brazilian? \_\_\_\_\_  
 4 Who is Canadian? \_\_\_\_\_  
 5 Who is a pilot? \_\_\_\_\_  
 6 Who is a manager? \_\_\_\_\_  
 7 Who is from New York? \_\_\_\_\_  
 8 Who is British? \_\_\_\_\_  
 9 Who is Italian? \_\_\_\_\_  
 10 Who is a nurse? \_\_\_\_\_

3 Are the sentences true (T) or false (F)?

- 1 Thistle House is a small school. *F*  
 2 Edinburgh is in the US. \_\_\_\_\_  
 3 The students come from a lot of different countries. \_\_\_\_\_  
 4 The teachers are all British. \_\_\_\_\_  
 5 The manager is from Edinburgh. \_\_\_\_\_  
 6 Steve and Jenny are both Canadian. \_\_\_\_\_  
 7 Samira isn't a teacher. \_\_\_\_\_  
 8 Mi Na and Matteo are students. \_\_\_\_\_

4 Read the webpage again. Find six jobs, five countries and two nationalities.

- 1 Jobs \_\_\_\_\_  
 student \_\_\_\_\_  
 teacher \_\_\_\_\_  
 2 Countries \_\_\_\_\_  
 Canada \_\_\_\_\_  
 3 Nationalities \_\_\_\_\_  
 English \_\_\_\_\_

## Welcome to Thistle House!

Thistle House is a large English language school. It is in the centre of Edinburgh in the UK. Our students and teachers come from all over the world.



Hi, I'm Lesley. I'm the manager of Thistle House. I'm not from Edinburgh. I'm from London in the UK.



Hello, we're teachers here! I'm Steve. I'm from Vancouver in Canada. Jenny is American. She's from New York.



Hi, I'm Gabriela. I'm from Brazil. I'm an office worker at Thistle House.



Hi, we're students here. I'm Mi Na and I'm from South Korea. Matteo is from Italy. I'm a nurse and Matteo's a pilot.

1

## Writing

1 Read profiles A-D and complete the table.

Name	City	Country	Nationality	Job
Sara Demir	Istanbul			
	Manchester			
		Argentina		
			Polish	

2 Read the Focus box. Underline the capital letters in the profiles in Exercise 1. Circle the full stops.

## Using capital letters and full stops

Use capital letters (A, B, C, etc.) at the beginning of a sentence. Use full stops (.) at the end of a sentence.

*My name is Calum Edwards. He's from Thailand.*

We also use CAPITAL letters:

- for I: I'm an office worker.
- for names: Her name is Allison Stewart.
- for places: I'm from Vancouver in Canada.
- for nationalities: He's Spanish.
- for languages: I'm an English teacher.

3 Rewrite the sentences with capital letters and full stops.

- 1 becky isn't from the us she's from canada  
*Becky isn't from the US. She's from Canada.*  
 2 my name is peter i'm from london  
*My name is Peter. I'm from London.*  
 3 jane and i aren't sisters we're housemates  
*Jane and I aren't sisters. We're housemates.*  
 4 my mother is polish and my father is from italy  
*My mother is Polish and my father is from Italy.*  
 5 antoni is a football player  
*Antoni is a football player.*  
 6 jose and pablo are in the same class.  
*Jose and Pablo are in the same class.*

4 Write profiles for the two people. Use capital letters and full stops.

1 Name: gloria lopez  
City: mexico city  
Country: mexico  
Job: doctor

2 Name: charlie suparat  
City: bangkok  
Country: thailand  
Job: student

## Prepare

5 Complete the information about someone you know (a friend or someone in your family).

Name: \_\_\_\_\_  
 City: \_\_\_\_\_  
 Country: \_\_\_\_\_  
 Job: \_\_\_\_\_

## Write

6 Write a profile using the information in Exercise 5. Use capital letters and full stops.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## ONLINE PRACTICE

Roadmap Online practice provides a blended and personalised learning environment with materials that can be assigned at the touch of a button.

- Interactive Workbook exercises with instant feedback and automatic grade book.
- Common errors report that highlights mistakes learners are making.
- Tips and feedback that direct learners to reference materials and encourage them to work out answers themselves.
- Unit, achievement, mid and end of course tests.

MyEnglishLab ROADMAP A1

Exercise 2

Choose the correct alternatives.

1 Raul usually feels tired in the \_\_\_\_\_.  
 2 He finds it \_\_\_\_\_ to remember things.  
 3 He \_\_\_\_\_ notes to help him.  
 4 He needs a comfortable \_\_\_\_\_ to help him study.

MyEnglishLab ROADMAP A1

Exercise 1

Read the article. Match photos A-C with the people.

Kelly \_\_\_\_\_ Sara \_\_\_\_\_ Yul \_\_\_\_\_

Who's in your family?

Hi, I'm Sara. I'm from Madrid in Spain, but now I'm a student in London. My family is very big. My parents' names are Eduardo and Laura. My dad is from Spain, but my mum isn't Spanish. She's from the UK. This is a photo of my brothers and sisters. My sisters' names are Lucia and Nuria. Lucia is 26 and Nuria is 21. My brothers' names are David, Pablo and Alex. They are 24, 22 and 18. Lucia's a nurse and David's a teacher. Nuria, Pablo and Alex are students.

This is my favourite photo of my family. We're from Japan. I'm Yul. I'm 32. That's my son. His name's Raul. He's 5 years old. My brother's name is Haruki. He's 30. He's a doctor in the US now. My mother's name is Moe. She's 65. My father's name is Ryo. He's 65.

I'm Kelly. I'm from Canada. My family isn't very big. My mum's name is Jenny and my dad's name is Brian. They're 39 years old. My husband's name is Damien. He's from Italy. These are our children. Our daughter's name is Louise. She's 8 years old. Our son's name is Nathan. He's 5.

## TEACHER'S BOOK

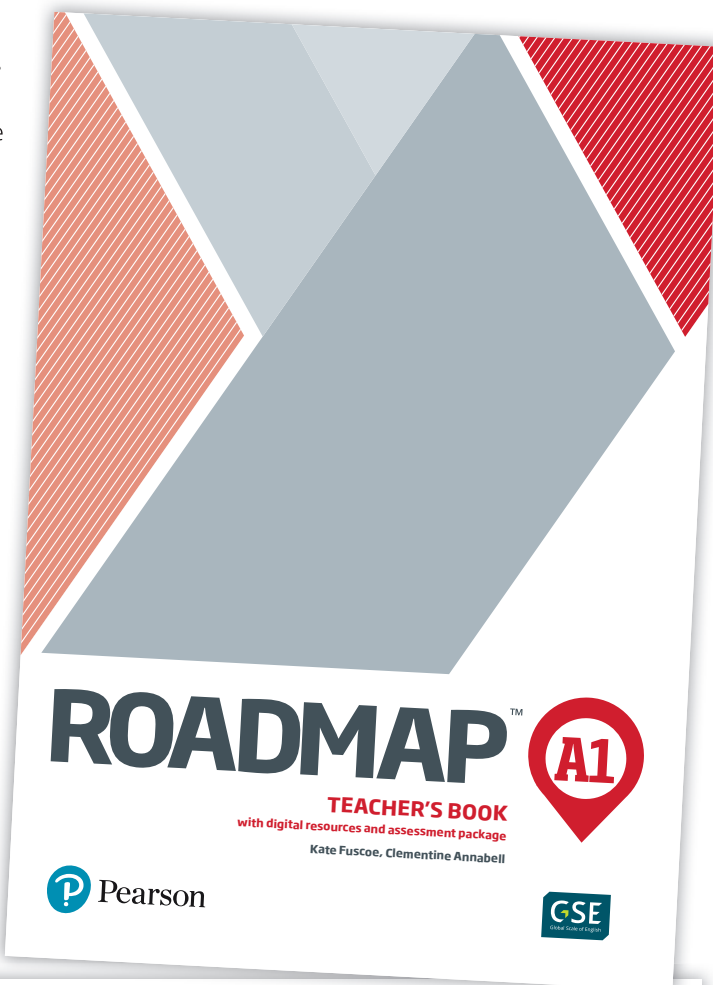
The *Roadmap Teacher's Book* provides step-by-step instructions on how to exploit the material.

- Teacher's notes for every unit with warmers, fillers, alternative suggestions, culture notes and answer keys.
- Generic teaching tips on useful areas such as grammar, lexis, pronunciation etc.
- Photocopiable grammar and vocabulary worksheets for every unit.
- Class audio scripts.

## TEACHER'S DIGITAL RESOURCES

The *Roadmap* digital resources area (accessed via the *Pearson English Portal*) provides a host of support materials to help teachers get the most out of the course.

- Photocopiable grammar and vocabulary worksheets for every unit, with teacher's notes and answer keys.
- Class audio and scripts.
- Workbook audio and scripts.
- Word lists.
- Students' Book answer key.
- Video, video scripts and video worksheets.
- Unit, achievement, mid and end of course tests.
- Tests audio, audio scripts and answer keys.



## 1 OVERVIEW

- 1A Hello**  
Goal | introduce yourself to other students  
Grammar | be / and you  
Vocabulary | countries  
GSE learning objective  
Can give very limited personal information using basic fixed expressions
- 1B Jobs**  
Goal | ask and answer about jobs  
Grammar | be / he / she / it  
Vocabulary | jobs  
GSE learning objective  
Can say what someone's job is, using familiar common job names
- 1C Nationalities**  
Goal | talk about different nationalities  
Grammar | be / you / we / they  
Vocabulary | nationalities  
GSE learning objective  
Can recognise and say the name of their own country, nationality and language
- 1D English in action**  
Goal | ask for and give contact information  
GSE learning objective  
Can answer short, simple questions related to basic personal information, using a single word or phrase
- Roadmap video**  
Go online for the Roadmap video and worksheet.
- Check and reflect**  
Review exercises and communicative activities to review the grammar and vocabulary from the unit.
- VOCABULARY BANK**
- 1B Jobs**
- DEVELOP YOUR SKILLS**
- 1A Develop your reading**  
Goal | understand a simple online profile  
Focus | understanding capital letters  
GSE learning objective  
Can extract personal details in a limited way
- 1B Develop your listening**  
Goal | understand short conversations about personal details  
Focus | understanding answers to questions  
GSE learning objective  
Can understand the main information when people introduce themselves (e.g. name, where they are from, job)
- 1C Develop your writing**  
Goal | write a short personal profile  
Focus | using capital letters and full stops  
GSE learning objective  
Can write a few basic sentences introducing themselves and giving basic personal information, given prompts or a model

### 1A Hello

#### Introduction

The goal of this lesson is for Ss to practise introducing themselves. To help them achieve this, they will learn the verb *be* with *I* and *you* and the names of countries in the context of meeting new people.

#### Warm-up

Introduce yourself to the class. Say *Hello, I'm (name)*. Write the phrase on the board and drill. Invite Ss to come to the front and rub out your name, replacing it with their own. Read aloud for Ss to repeat. Ask Ss around the class *What's your name?* and elicit a response with *I'm ...*. Ask Ss to work in pairs, taking turns to introduce themselves to their partners. Monitor and help where necessary.

#### Vocabulary

##### Countries

**1a** Refer Ss to the countries in the box and look at the example. Ask them to work in pairs and match the countries to the flags. Monitor and provide support and encouragement.

**b** 1.1 Tell Ss they are going to listen and check their answers. When they have finished, elicit Ss' answers and write them on the board. Play the recording again for Ss to listen and repeat.

Answers: **1** Canada **2** the UK **3** the US **4** Spain  
**5** Poland **6** Turkey **7** Japan **8** Thailand **9** Argentina  
**10** Mexico **11** Brazil **12** Italy

#### Vocabulary checkpoint

Countries (and cities) start with a capital letter and most do not need an article. Countries that are a collection of islands or territories, such as the UK or the Maldives, and certain republics, start with *the*.

**2a** 1.2 Refer Ss to the table and look at the examples, Poland and Japan. Say these with exaggerated stress, so that Ss can hear the difference (see the Pronunciation checkpoint below). Tell Ss they will now listen to the country names in the box and write them in the correct place in the table, depending upon their stress pattern. Play the recording, pausing after each country for Ss to write. When they finish, ask them to compare their answers in pairs, then play the recording again. Go through the answers as a class and drill as you do so.

o	Oo	oO	Ooo	ooOo
Spain	Poland	Brazil	Canada	Argentina
Thailand	Japan	Italy		
Turkey		Mexico		

#### Pronunciation checkpoint

Explain that each word is divided into syllables and words of more than one syllable have a primary stress that is louder and longer than the others. Use the examples from the table in Ex 2a to show this. Point out that English doesn't have a visible accent system, so each word has to be learned with its stress pattern. **Weaker classes** would benefit from dividing the words in the box into syllables before attempting the task. Make pronunciation fun by exaggerating your own pronunciation and praise Ss' efforts.

**b** Ask Ss to listen again and repeat chorally. Drill individual Ss further if you think they need it.

**c** Ask Ss to say their country's name and think about where the stress is. They write down the word and underline the stressed syllable. Ss can use the stress patterns in the table to help them, but there may be some Ss whose country name doesn't follow any of these. Monitor and help where necessary.

#### Optional extra activity

With a multilingual class, ask Ss to number the columns with stress patterns 1–5. Ask individuals to say their country and the others in the class decide which column the country belongs in. If anyone comes from a country that doesn't follow any of the stress patterns, write the word on the board and ask the class to help you place the stress.

**3** Ask Ss to look at photos A–F and spend time saying the names and countries. Read the first line of the conversation aloud and encourage a stronger student to answer you. Continue to read the conversation and drill the class in each response. Ask a stronger pair to practise another conversation for the class, then put Ss in pairs to practise more conversations. Monitor and listen, helping with pronunciation.

#### Teaching tip

Ask a pair of more confident Ss to model the conversation across the class. They don't need to leave their seats. This is called *open pairs*. Once Ss have seen the example in open pairs, they can practise more confidently in *closed pairs*, with the person beside them. Pairwork helps Ss develop confidence. They don't have to get everything right, but through practising with others they will develop their confidence in speaking English.

#### Further practice

Photocopiable activities: 1A Vocabulary, p143

#### Reading and listening

**4a** 1.3 Look at the photo and explain that the people are at a language conference. Ask Ss if the people know each other (no). Tell them they should listen and write the countries in the gaps. Play the recording, twice if necessary, then ask Ss to compare in pairs before you go through the answers.

Answers: **1** Mexico **2** Japan **3** the UK **4** Argentina

**b** Play the recording again and pause after every line so that Ss can repeat chorally. You could divide the class into As and Bs and ask them to take turns to repeat their lines.

**c** Put Ss in pairs to practise reading the conversations together. Monitor and listen. When they finish, give some feedback if there have been any pronunciation difficulties, and invite one or two pairs to repeat for the class.

#### Optional extra activity

With **stronger classes**, ask Ss to repeat the activity substituting new names and countries.

#### Audiocscript 1.3

##### Conversation 1

A: Hello, I'm Juan. Nice to meet you.  
B: Nice to meet you, too. I'm Akko.  
A: Hi. Are you here for the conference?  
B: Yes, I am. Are you a teacher?  
A: No, I'm not. I'm the manager of a language school.  
B: Where are you from?  
A: I'm from Mexico. How about you?  
B: I'm from Japan. I'm a university teacher.

##### Conversation 2

A: Hi, are you Lucy?  
B: Yes, I am. Barbara?  
A: Yes, I'm Barbara. Nice to meet you. Sorry, am I late?  
B: No, you aren't.  
A: Great. So where are you from, Lucy?  
B: I'm from the UK. Are you from Spain?  
A: No, I'm not. I'm from Argentina.

#### Grammar

##### be: I and you

**5** Look at the grammar box as a class. Ask Ss to look at the words in bold. Explain that *I'm* is a contraction of *I am* and *you're* is a contraction of *you are*. Elicit, or explain, that *I* and *you* are the subjects of these sentences and *am* and *are* are the first and second person forms of the verb *be*. If you have a monolingual class, you might consider doing this in the Ss' language if possible. Read through the box and ask Ss what happens to the subject and verb in a question (they change places). Take your time going through the box and drawing attention to the contracted verb forms. Ask Ss to complete the contracted forms 1–3. When they have finished, check the answers and write them on the board. Point out that the apostrophe takes the place of the missing letter in contracted forms and deal with any questions Ss may have.

Answers: **1** I'm **2** you're **3** aren't

**6a** 1.4 Focus Ss' attention on the short forms in blue and

explain they should listen to how they sound.

**b** Play the recording and ask Ss to repeat each time. Drill further as needed.

**7a** Focus attention on the conversation and ask what words are missing (the verbs). Ask Ss to complete the missing verbs, using the grammar box to help them. With **weaker classes**, do several together as a class, then let Ss continue. Monitor and listen. When they finish, don't go through the answers as they will hear these in the next activity. Make sure that Ss use capital letters when needed.

**b** 1.5 Play the recording and ask Ss to listen and check their answers. Go through the answers as a class and write them on the board.

Answers: **1** Are **2** am **3** m **4** m **5** Are **6** m **7** are **8** m

#### Optional extra activity

Ss practise reading the conversation in pairs, taking turns with each role. This builds confidence and is good for all classes, especially **weaker classes**.



## 5B

### Grammar 2 Present simple questions: I/you/we/they

 <b>Lina</b> 6.00 Get up 7.00 Leave home 7.30 Arrive at work 	 <b>Jason</b> 7.00 Get up 7.30 Leave home 9.00 Arrive at work 	 <b>Brianna</b> 7.00 Get up 8.00 Leave home 9.00 Arrive at work 
 <b>Ben</b> 7.00 Get up 7.30 Leave home 8.00 Arrive at work 	 <b>Azia</b> 6.30 Get up 8.00 Leave home 9.00 Arrive at work 	 <b>Ming</b> 6.30 Get up 7.00 Leave home 9.00 Arrive at work 
 <b>Rachel</b> 7.00 Get up 7.30 Leave home 8.00 Arrive at work 	 <b>Vijay</b> 6.00 Get up 7.00 Leave home 7.30 Arrive at work 	 <b>Diana</b> 6.30 Get up 7.00 Leave home 7.30 Arrive at work 
 <b>Gareth</b> 7.00 Get up 8.00 Leave home 9.30 Arrive at work 	 <b>Sasha</b> 6.00 Get up 7.00 Leave home 8.00 Arrive at work 	 <b>Ray</b> 6.00 Get up 7.00 Leave home 7.30 Arrive at work 

PHOTOCOPIABLE © Pearson Education Limited 2020

## 6C

### Vocabulary Skills

1 Look at the pictures. Complete the missing words.

 1 _____	 2 _____ on a train	 3 _____ a website
 4 _____	 5 _____ pictures	 6 _____ a horse
 7 _____ a plane	 8 _____ a cake	 9 _____ football
 10 _____ clothes	 11 _____ two languages	 12 _____

2 Work in groups. Ask each other questions about the things in Exercise 1. Start with:

Can you ...  
How often do you ...  
Where do you ...

PHOTOCOPIABLE © Pearson Education Limited 2020

## PRESENTATION TOOL

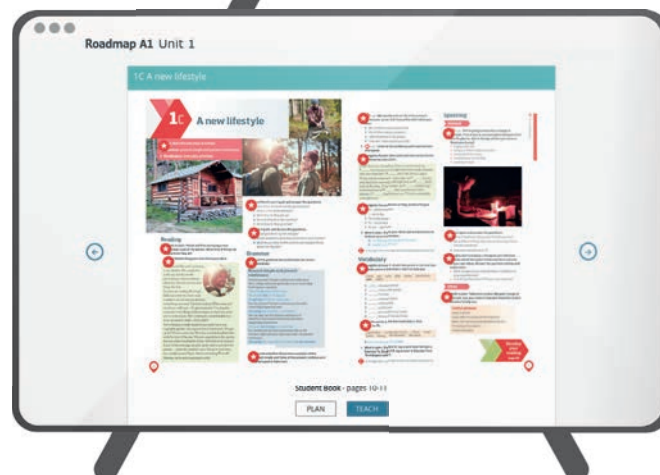
The **Roadmap Presentation tool** contains everything you need to make the course come alive. It includes integrated whiteboard software that allows you to add notes, embed files, save your work and reduce preparation time.

### Presentation tool:

- Fully interactive version of the Students' Book.
- Planning mode (includes teacher's notes) and teaching mode.
- Easy navigation via book page and lesson flow.
- Answers to exercises at the touch of a button.
- Integrated audio.
- Integrated video, with time-coded video scripts.
- A host of useful classroom tools.

### Resources area:

- PDFs of the *Grammar bank* materials.
- Video worksheets.
- Photocopiable activities with teacher's notes.
- Audioscripts.
- Assessment package containing all the course tests.





## Syllabus

The *Roadmap* syllabus is built on *Global Scale of English* language learning objectives (see below) but there is a strong focus on the key grammar, functional language, vocabulary and pronunciation needed to perform those objectives in each of the main lessons. Language items have been selected according to their level of difficulty and how useful they are in helping learners to achieve the communicative goal which is at the heart of each lesson. As a result, learners never feel that they are studying grammar, functional language, vocabulary or pronunciation for its own sake and can immediately see the relevance of what they are learning.

- Syllabus built on *Global Scale of English* learning objectives so learners can immediately see the relevance of what they are learning.
- Strong focus on the grammar, vocabulary, functional language and pronunciation needed to achieve the speaking objective at the heart of every lesson.

## The Global Scale of English

The **Global Scale of English (GSE)** is a standardised, granular scale that measures English language proficiency. Using the GSE students and teachers can now answer three questions accurately: Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?

The GSE identifies what a learner can do at each point on a scale from 10 to 90, across all four skills (listening, reading, speaking, and writing), as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made and what they need to learn next.

The GSE is designed to motivate learners by making it easier to demonstrate granular progress in their language ability. Teachers can use their knowledge of their students' GSE levels to choose course materials that are precisely matched to ability and learning goals. The GSE serves as a standard against which English language courses and assessments can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

## Teacher Mapping Booklet and GSE Toolkit

You will find the GSE Teacher Mapping Booklet for *Roadmap* online at [english.com/roadmap](http://english.com/roadmap). This booklet provides an overview of all the learning objectives covered in each unit of *Roadmap*, lesson by lesson.

These GSE learning objectives are only a selection from the larger collection contained within the GSE. To explore additional resources to support students, there is an online GSE Teacher Toolkit. This searchable online database gives you quick and easy access to the learning objectives and grammar and vocabulary resources. It also gives you access to GSE job profiles: 250 job skills mapped to GSE learning objectives, enabling you to pinpoint the specific language skills required for professional learners.

For more information please go to [english.com/gse](http://english.com/gse).

## Topics

Maintaining learners' interest is a vital part of the teacher's role. Research suggests that learners get bored if they stay on the same topic for too long so each lesson in *Roadmap* introduces a fresh theme, although there is always a coherent link in terms of language items covered from one lesson to the next. There is also a topic link with the *Develop your skills* lessons which are an extension of the main lesson. Fresh angles on familiar topics have been used wherever possible and reading and listening texts have been designed to be as authentic as possible. The texts are based on real-world sources and although they have been graded, especially at the lower levels, to make them accessible for students, the 'tone' of the texts is as realistic as possible. Every unit contains a variety of rich and authentic input material including specially filmed video clips.

- New topics are introduced in every lesson so learners never get bored.
- Fresh angles on familiar topics have been introduced wherever possible.
- Reading and listening texts are designed to be as authentic as possible and are based on real-world sources.

## Grammar

Successful communication is dependent on an ability to recognise and use grammatical structures. Learners can often manage to make themselves understood with a limited repertoire of words and phrases but as their level progresses, they increasingly need grammar to navigate more complex situations and communicate more sophisticated ideas and opinions. Students also need a knowledge of grammar to understand sentence formation when reading and listening and to be able to produce accurate grammar in professional and exam situations. Grammar is a core feature of learning a language and *Roadmap* recognises this by giving it a central role in each of the main lessons:

- Grammar is introduced in context through short listening/reading texts so that learners can see the language in action, and understand how and when it is used.
- Grammar items are then presented and practised using a 'guided-discovery' approach. Learners study the patterns of a grammar point and are often asked to identify aspects of meaning or form by completing simple exercises and/or rules and tables.
- Language items are presented in a concise form in a Grammar box in the main lesson and a fuller explanation of each grammar point is provided in the *Grammar bank* at the back of the book.
- Each grammar point has one or two controlled practice exercises plus a freer personalised activity which is designed to be genuinely communicative and to offer students the opportunity to say something about themselves or the topic. Learners are also encouraged to use the language they have learned in the final speaking task.
- The *Grammar bank* in the Students' Book, the Workbook and mobile app have additional grammar practice exercises. There are also further photocopiable grammar activities in the Teacher's Book.

## Vocabulary

Developing a wide range of vocabulary is also key to developing communicative competence. A good knowledge of vocabulary helps learners to improve their reading and listening skills and is also important for writing. A knowledge of high-frequency collocations and fixed and semi-fixed phrases is also an effective way to increase spoken fluency. Vocabulary is an important feature of every lesson in *Roadmap*. Vocabulary items have been selected a) according to the topic of the lesson and b) according to how useful they are for the final speaking task. Vocabulary is always presented in context through photos or texts and practised through controlled and freer practice activities. Vocabulary is also constantly recycled throughout the course and learners are actively encouraged to use the new vocabulary they have learned to give their personal opinions on the topics in focus and to talk about their own lives and experiences.

- Vocabulary is an important feature of every lesson. It is usually presented in context through quotes and/or short reading texts or illustrated with photos and/or cartoons so that learners can understand how and when an item is used.
- The emphasis throughout is on high-frequency, useful vocabulary. At lower levels, the focus is on presenting lexical sets and at higher levels there is an increased focus on word-building, collocation and useful fixed phrases.
- Vocabulary is practised in a variety of ways with one or two controlled practice activities for each vocabulary section. Learners are often asked to relate the vocabulary they have learned to their own lives making it more memorable.
- Vocabulary is constantly recycled throughout the course and further practice is provided in the *Check and reflect* pages, on the mobile app, in the Workbook and photocopiable activities in the Teacher's Book.
- The *Vocabulary bank* at the back of the Students' Book further extends some of the key vocabulary areas covered in the main lessons.

## Functional Language

Learners need to manage communication in a wide variety of different situations and they need to be able to recognise and use phrases and expressions that are appropriate for each situation. These include transactional exchanges, where the focus is on getting something done or interactional exchanges where the focus is on socialising with others.

*Roadmap* recognises the importance of functional language and each unit has an *English in action* page which focuses on useful areas such as giving directions, asking for information, clarifying information, etc. Each *English in action* lesson has a communicative outcome based on a GSE learning objective and key functional language items are highlighted in a *Useful phrases* box.

- *English in action* lessons focus on useful functional areas such as giving directions, clarifying information, etc.
- Each *English in action* lesson has a communicative outcome based on a GSE learning objective.
- Key functional language items are highlighted in a *Useful phrases* box.

## Pronunciation

Teachers often have mixed attitudes towards teaching pronunciation in their lessons. Some consider that it is relatively unimportant, especially if their learners can generally make themselves understood, but others place great importance on developing pronunciation that is more than just intelligible. They consider that a systematic focus on pronunciation in a lesson, however brief, can have a significant impact on developing learners' communicative competence.

In *Roadmap*, we have taken a practical, integrated approach to developing students' pronunciation by highlighting features that often cause problems in conjunction with the areas of grammar, vocabulary or functional language in focus. Where relevant to the level, a grammatical or functional language focus is followed by practice of a feature of pronunciation, for example, the weak forms of auxiliary verbs or connected speech in certain functional exponents. Students are given the opportunity to listen to models of the pronunciation, notice the key features and then practise it.

- Pronunciation is a prominent feature of the syllabus, and practice is generally linked to the main grammar, vocabulary and functional language in focus.
- *Listen and repeat* activities reinforce pronunciation of new language. As and when appropriate, there is an emphasis on areas of pronunciation that affect communication, for example, sentence stress/intonation.

## Skills development

*Roadmap* recognises that effective communication involves receptive as well as productive skills. Although speaking is the main skills focus in each of the main lessons, short reading and listening texts are used to present and practise new language and introduce topics for discussion. These cover a variety of different genres – blogs, articles, fact files, etc. – but are never very long as research indicates that teachers want to maximise speaking practice during class time. *Roadmap* also recognises the importance of writing and suggestions for writing extension activities are suggested in the teacher's notes for each of the main lessons.

In addition to the reading, writing and listening material in the main lessons, there is a *Develop your skills* section at the back of the book for learners who want to improve their reading, writing or listening skills. There are three *Develop your skills* lessons for each unit. Each lesson is built around a GSE learning objective and concentrates on a specific skill – reading, listening or writing. They are linked thematically to one of the main lessons and can be done at home or in class. The *Develop your skills* lessons expose learners to different text genres of reading (articles, blogs, etc.), writing (emails, reports, essays, etc.) and listening (radio broadcasts, conversations, etc.) and focus on different strategies or sub-skills to improve general competence in each skill. These strategies are particularly useful for exam training.

## Speaking

Most learners, whatever their age and whatever specific goals or reasons they might have for learning English, want to improve their speaking skills. Many learners lack opportunities to practise in the real world so they need to make the most of opportunities to speak English in the classroom. *Roadmap* recognises the importance of speaking and there are many opportunities throughout the course for learners to participate in a wide variety of different speaking activities. For example, learners might



be asked to discuss a series of questions, respond to photos or cartoons, give their opinions about the content of a reading or listening text or take part in conversations, discussions and role-plays. Speaking is a fundamental part of each lesson and learners are frequently asked to work together in pairs or groups to maximise opportunities to speak in class.

Many learners are reluctant or unable to speak because they have nothing to say or lack the language they need to say what they want to say. *Roadmap* helps learners to overcome these problems and one of the key aims of the course is to increase learners' confidence and fluency. Each of the four core lessons in each unit are built around a *Global Scale of English* speaking objective and all the grammar, functional language, vocabulary and pronunciation is geared towards helping learners achieve that objective. Learners develop fluency when they are motivated to speak and for this to happen, engaging topics and relevant, carefully-staged speaking tasks are essential. In each lesson of *Roadmap* there is a logical sequence of linked activities that have been carefully constructed and staged to help learners perform the final speaking task to the best of their ability. Learners are given time to prepare their ideas and think about the language they need for the final speaking task in a structured way. Giving learners time to rehearse is crucial in terms of building their confidence and this in turn leads to better motivation and greater accuracy and fluency. As learners' confidence increases, their willingness to experiment with the language also increases. Speaking is systematically developed in *Roadmap* through the following activities:

- Lead-in questions and/or striking images engage learners' interest and activate passive knowledge of vocabulary related to the topic.
- Grammar and vocabulary relevant for the final speaking activities are presented and practised.
- Personalised practice activities encourage learners to give their own opinions on the topic and talk about their own lives and experiences
- Learners are given 'models' and time to prepare their ideas for the final speaking task.
- Useful phrases give learners ideas and provide prompts to help them get started.
- Learners perform the speaking task in pairs or groups and are invited to reflect on their performance through a whole class round-up activity.

## Listening

Listening is an important skill for all users of English and one which learners often find quite challenging. Many learners complain that they can understand their teacher but find it difficult to understand people speaking English outside the classroom, especially if speakers do not make any concessions to their audience in terms of their speed of delivery. Learners with poor listening skills are unlikely to be competent communicators or users of the language so listening features almost as prominently as speaking in the main lessons in *Roadmap*. It is important to expose learners to real language in use as well as different varieties of English. Listening material, particularly at lower levels, is scripted but aims to reflect the patterns of natural speech and is designed to be as authentic-sounding as possible whilst bearing in mind the need to make it accessible for the level. Listening texts are often used to present new grammar or vocabulary and can act as a springboard to stimulate discussion in class. In addition, there is a listening 'model' for each of the speaking tasks in which one or

more speakers perform whole or part of the task. Learners listen to this and try to replicate what they have heard when they come to perform the task themselves.

Listening is a prominent feature in the main lessons but more in-depth practice of different genres, for example, short talks and monologues, conversations, radio interviews and discussions, etc. is provided in the *Develop your listening* lessons at the back of the book. The *Develop your listening* lessons also provide invaluable training in listening sub-skills, for example, predicting information, recognising discourse markers and weak forms, identifying examples and sequencing words. Each *Develop your listening* lesson provides an example of the genre as well as highlighting a sub-skill which is outlined in a special *Focus box* and practised in the lesson. As mentioned in the introduction to the Teacher's Book, the *Develop your listening* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used in conjunction with the main lessons to form the extended route through the course or they can be used individually and/or given to learners to do for homework.

- Listening is a prominent feature of the main lessons and is often used to present new grammar or vocabulary or act as a springboard to stimulate discussion.
- Listening 'models' are provided to build learners' confidence.
- Listening material is designed to be as authentic-sounding as possible whilst bearing in mind the need to make it accessible for the level.
- More in-depth practice of different listening genres – short talks and monologues, conversations, radio interviews and discussions – is provided in the *Develop your listening* lessons at the back of the book.
- *Develop your listening* lessons provide an example of the genre as well as highlighting different sub-skills needed to develop mastery of the skill.
- Listening sub-skills are outlined in a special *Focus box* and practised in the lesson.
- *Develop your listening* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used individually and/or given for homework.

## Reading

Reading is important for many students, particularly if they need it for their work or studies. The learner who develops confidence in reading both in and outside the classroom will undoubtedly make faster progress. We now have access to a very wide range of English language reading material and it is a good idea to encourage learners to read as much as possible outside the classroom. *Roadmap* provides ample opportunities for learners to practise their reading skills, both in the main lessons and in the *Develop your reading* sections at the back of the book.

Short reading texts are included in the main lessons to contextualise new grammar or vocabulary and they also often serve as a springboard for discussion. As with the listening material, there is an emphasis on authenticity, and although reading texts have been adapted or graded for the level, there is an attempt to maintain authenticity by remaining faithful to the text type in terms of content and style. Texts are relevant and up-to-date, and are designed to stimulate interest and motivate learners to read. The texts represent a variety of genres and mirror the text types that learners will probably encounter in their everyday lives. Texts are generally not exploited in any great depth in the main lessons (as in-depth work on reading is provided in



the *Develop your reading* section) but learners are always given a reason to read along with basic comprehension exercises. More in-depth practice of different genres is provided in the *Develop your reading* lessons at the back of the book. The *Develop your reading* lessons also provide invaluable training in reading sub-skills such as identifying the main ideas in a text, guessing the meaning of words from context, identifying positive and negative attitudes, understanding pronouns, missing words, etc. Each *Develop your reading* lesson provides an example of the genre as well as highlighting a sub-skill which is outlined in a special *Focus box* and practised in the lesson. As mentioned in the introduction to the Teacher's Book, the *Develop your reading* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used in conjunction with the main lessons to form the extended route through the course or they can be used individually and/or given to learners to do for homework.

- Reading is a prominent feature of the main lessons and is often used to present new grammar or vocabulary or act as a springboard to stimulate discussion.
- Reading material is designed to be as authentic as possible whilst bearing in mind the need to make it accessible for the level. Text types mirror those learners will encounter in their everyday lives, for example, blogs, social media posts, etc.
- More in-depth practice of different reading genres – stories, articles, reviews, factual texts, reports, social media and blog posts, etc. – is provided in the *Develop your reading* lessons at the back of the book.
- *Develop your reading* lessons provide an example of the genre as well as highlighting different sub-skills needed to develop mastery of the skill.
- Reading sub-skills are outlined in a special *Focus box* and practised in the lesson.
- *Develop your reading* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used individually and/or given for homework.

## Writing

In recent years the growth of email and the internet means that people worldwide are writing more than ever before – for business, for their studies and for personal communication. Learners need effective writing skills for professional and academic purposes but people also use writing – email, text messages, social media posts, etc. – as an informal means of communication far more than they used to. The latter isn't simply speech written down and there are all sorts of conventions for both informal and formal writing. It is therefore important to focus on a range of genres, from formal text types such as essays, letters and reports to informal genres such as blog entries and personal messages. *Roadmap* provides extensive training in all these types of writing.

Writing is not a prominent feature of the main lessons in *Roadmap* although learners are frequently asked to make notes as preparation for the speaking task. There are also suggestions in the teacher's notes on ways to extend the tasks with follow-up written work. However, in-depth practice of different genres of writing is provided in the *Develop your writing* lessons at the back of the book. The *Develop your writing* lessons also provide invaluable training in writing sub-skills such as organising ideas, using paragraphs, explaining reasons and results, using time expressions and linkers, constructing narratives, etc.

Each *Develop your writing* lesson provides an example of the genre as well as highlighting a sub-skill which is outlined in a special *Focus box* and practised in the lesson. As mentioned in the introduction to the Teacher's Book, the *Develop your writing* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used in conjunction with the main lessons to form the extended route through the course or they can be used individually and/or given to learners to do for homework. Each *Develop your writing* lesson follows a similar format:

- Some writing practice is provided in the main lessons and in-depth work on different genres of writing as well as writing sub-skills is provided in the *Develop your writing* section at the back of the book.
- Each *Develop your writing* lesson starts with a few discussion questions designed to activate learners' vocabulary and get them thinking about ideas related to the topic.
- Each *Develop your writing* lesson provides a model of the genre in focus. These are designed to be as authentic as possible whilst bearing in mind the need to make them accessible for the level. Types of writing mirror those that learners will encounter in their everyday lives, for example, stories, formal and informal emails, blog posts, descriptions, invitations, reviews, etc.
- *Develop your writing* lessons provide examples of the genre as well as highlighting different sub-skills needed to develop mastery of it, for example, organising ideas, using paragraphs, explaining reasons and results, using time expressions and linkers, constructing narratives, etc.
- Writing sub-skills are outlined in a special *Focus box* and practised in the lesson.
- Learners prepare and then write their own example of the genre in focus and are encouraged to use the sub-skills they have practised in the lesson.
- *Develop your writing* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used individually and/or given for homework.

## Review and consolidation

Language items are regularly recycled in each lesson of *Roadmap*. At end of each unit, there is a *Check and reflect* page which is designed to review all the language points covered and give learners an opportunity to reflect on how their confidence and mastery of the language has improved. In addition, each unit is accompanied by a short video – *the Roadmap report* – that can be used to provide a break from the routine of the Students' Book as well as revise and consolidate language in a fun, light-hearted way. Each *Roadmap report* features a 'roving reporter' who goes out on location to visit interesting people and places and has a variety of new experiences. The videos are designed to illustrate some of the quirkier aspects of real life as well as show language items covered in the unit in realistic contexts.

- Video clips and extension activities consolidate key language covered in each unit and illustrate some of the quirkier aspects of real life.
- Video clips are 3–5 minutes in length and are designed to entertain learners and provide a bit of light relief.
- Video worksheets (to exploit the language in the videos) are available online.

# 1

## OVERVIEW

### 1A Hello

**Goal** | introduce yourself to other students

**Grammar** | *be: I and you*

**Vocabulary** | countries

**GSE learning objective**

Can give very limited personal information using basic fixed expressions

### 1B Jobs

**Goal** | ask and answer about jobs

**Grammar** | *be: he/she/it*

**Vocabulary** | jobs

**GSE learning objective**

Can say what someone's job is, using familiar common job names

### 1C Nationalities

**Goal** | talk about different nationalities

**Grammar** | *be: you/we/they*

**Vocabulary** | nationalities

**GSE learning objective**

Can recognise and say the name of their own country, nationality and language

### 1D English in action

**Goal** | ask for and give contact information

**GSE learning objective**

Can answer short, simple questions related to basic personal information, using a single word or phrase

#### Roadmap video

Go online for the Roadmap video and worksheet.

#### Check and reflect

Review exercises and communicative activities to review the grammar and vocabulary from the unit.

## VOCABULARY BANK

### 1B Jobs

## DEVELOP YOUR SKILLS

### 1A Develop your reading

**Goal** | understand a simple online profile

**Focus** | understanding capital letters

**GSE learning objective**

Can extract personal details in a limited way

### 1B Develop your listening

**Goal** | understand short conversations about personal details

**Focus** | understanding answers to questions

**GSE learning objective**

Can understand the main information when people introduce themselves (e.g. name, where they are from, job)

### 1C Develop your writing

**Goal** | write a short personal profile

**Focus** | using capital letters and full stops

**GSE learning objective**

Can write a few basic sentences introducing themselves and giving basic personal information, given prompts or a model

## 1A

## Hello

### Introduction

The goal of this lesson is for Ss to practise introducing themselves. To help them achieve this, they will learn the verb *be* with *I* and *you* and the names of countries in the context of meeting new people.


### Warm-up

Introduce yourself to the class. Say *Hello, I'm (name)*. Write the phrase on the board and drill. Invite Ss to come to the front and rub out your name, replacing it with their own. Read aloud for Ss to repeat. Ask Ss around the class *What's your name?* and elicit a response with *I'm ...*. Ask Ss to work in pairs, taking turns to introduce themselves to their partners. Monitor and help where necessary.

## Vocabulary

### Countries


**1a** Refer Ss to the countries in the box and look at the example. Ask them to work in pairs and match the countries to the flags. Monitor and provide support and encouragement.

**b**  **1.1** Tell Ss they are going to listen and check their answers. When they have finished, elicit Ss' answers and write them on the board. Play the recording again for Ss to listen and repeat.

**Answers:** **1** Canada **2** the UK **3** the US **4** Spain  
**5** Poland **6** Turkey **7** Japan **8** Thailand **9** Argentina  
**10** Mexico **11** Brazil **12** Italy

### Vocabulary checkpoint

Countries (and cities) start with a capital letter and most do not need an article. Countries that are a collection of islands or territories, such as the UK or the Maldives, and certain republics, start with *the*.

**2a**  **1.2** Refer Ss to the table and look at the examples, *Poland* and *Japan*. Say these with exaggerated stress, so that Ss can hear the difference (see the Pronunciation checkpoint below). Tell Ss they will now listen to the country names in the box and write them in the correct place in the table, depending upon their stress pattern. Play the recording, pausing after each country for Ss to write. When they finish, ask them to compare their answers in pairs, then play the recording again. Go through the answers as a class and drill as you do so.

#### Answers:

o	Oo	oO	Ooo	ooOo
Spain	Poland	Brazil	Canada	Argentina
	Thailand	Japan	Italy	
	Turkey		Mexico	

### Pronunciation checkpoint

Explain that each word is divided into syllables and words of more than one syllable have a primary stress that is longer and louder than the others. Use the examples from the table in Ex 2a to show this. Point out that English doesn't have a visible accent system, so each word has to be learned with its stress pattern. **Weaker classes** would benefit from dividing the words in the box into syllables before attempting the task. Make pronunciation fun by exaggerating your own pronunciation and praise Ss' efforts.

- b** Ask Ss to listen again and repeat chorally. Drill individual Ss further if you think they need it.
- c** Ask Ss to say their country's name and think about where the stress is. They write down the word and underline the stressed syllable. Ss can use the stress patterns in the table to help them, but there may be some Ss whose country name doesn't follow any of these. Monitor and help where necessary.

### Optional extra activity

With a multilingual class, ask Ss to number the columns with stress patterns 1–5. Ask individuals to say their country and the others in the class decide which column the country belongs in. If anyone comes from a country that doesn't follow any of the stress patterns, write the word on the board and ask the class to help you place the stress.

- 3** Ask Ss to look at photos A–F and spend time saying the names and countries. Read the first line of the conversation aloud and encourage a stronger student to answer you. Continue to read the conversation and drill the class in each response. Ask a stronger pair to practise another conversation for the class, then put Ss in pairs to practise more conversations. Monitor and listen, helping with pronunciation.


### Teaching tip

Ask a pair of more confident Ss to model the conversation across the class. They don't need to leave their seats. This is called *open pairs*. Once Ss have seen the example in open pairs, they can practise more confidently in *closed pairs*, with the person beside them. Pairwork helps Ss develop confidence. They don't have to get everything right, but through practising with others they will develop their confidence in speaking English.

### Further practice

**Photocopiable activities:** 1A Vocabulary, p143

## Reading and listening

- 4a**  **1.3** Look at the photo and explain that the people are at a language conference. Ask Ss if the people know each other (no). Tell them they should listen and write the countries in the gaps. Play the recording, twice if necessary, then ask Ss to compare in pairs before you go through the answers.

**Answers:** 1 Mexico 2 Japan 3 the UK 4 Argentina

- b** Play the recording again and pause after every line so that Ss can repeat chorally. You could divide the class into As and Bs and ask them to take turns to repeat their lines.
- c** Put Ss in pairs to practise reading the conversations together. Monitor and listen. When they finish, give some feedback if there have been any pronunciation difficulties, and invite one or two pairs to repeat for the class.

### Optional extra activity

With **stronger classes**, ask Ss to repeat the activity substituting new names and countries.

### Audioscript 1.3

#### Conversation 1

- A:** Hello, I'm Juan. Nice to meet you.  
**B:** Nice to meet you, too. I'm Akiko.  
**A:** Hi. Are you here for the conference?  
**B:** Yes, I am. Are you a teacher?  
**A:** No, I'm not. I'm the manager of a language school.  
**B:** Where are you from?  
**A:** I'm from Mexico. How about you?  
**B:** I'm from Japan. I'm a university teacher.

#### Conversation 2


- A:** Hi, are you Lucy?  
**B:** Yes, I am. Barbara?  
**A:** Yes, I'm Barbara. Nice to meet you. Sorry, am I late?  
**B:** No, you aren't.  
**A:** Great. So where are you from, Lucy?  
**B:** I'm from the UK. Are you from Spain?  
**A:** No, I'm not. I'm from Argentina.

## Grammar

### be: I and you


- 5** Look at the grammar box as a class. Ask Ss to look at the words in bold. Explain that *I'm* is a contraction of *I am* and *You're* is a contraction of *You are*. Elicit, or explain, that *I* and *You* are the subjects of these sentences and *am* and *are* are the first and second person forms of the verb *be*. If you have a monolingual class, you might consider doing this in the Ss' language if possible. Read through the box and ask Ss what happens to the subject and verb in a question (they change places). Take your time going through the box and drawing attention to the contracted verb forms. Ask Ss to complete the contracted forms 1–3. When they have finished, check the answers and write them on the board. Point out that the apostrophe takes the place of the missing letter in contracted forms and deal with any questions Ss may have.

**Answers:** 1 I'm 2 you're 3 aren't

- 6a**  **1.4** Focus Ss' attention on the short forms in blue and explain they should listen to how they sound.

- b** Play the recording and ask Ss to repeat each time. Drill further as needed.

- 7a** Focus attention on the conversation and ask what words are missing (the verbs). Ask Ss to complete the missing verbs, using the grammar box to help them. With **weaker classes**, do several together as a class, then let Ss continue. Monitor and listen. When they finish, don't go through the answers as they will hear these in the next activity. Make sure that Ss use capital letters when needed.

- b**  **1.5** Play the recording and ask Ss to listen and check their answers. Go through the answers as a class and write them on the board.

**Answers:** 1 Are 2 am 3 'm 4 'm 5 Are 6 'm 7 are 8 'm

### Optional extra activity

Ss practise reading the conversation in pairs, taking turns with each role. This builds confidence and is good for all classes, especially **weaker classes**.

**8** Tell Ss they are now going to practise. Put Ss in pairs and refer them to the information on the badges. Explain that they should take one identity each from conversation 1 and practise the conversation in Ex 7a, changing the names, cities and countries to match the information on their badges. They repeat with conversation 2. **Fast finishers** can improvise more conversations.

### Teaching tip

It can be helpful to ask questions to check Ss understand what to do before starting an activity, so that they can do it correctly and with confidence. These questions should focus on the key aspects of the task. In this case, *Do you write?* (no, speak) *Do you use your own information?* (no, the information on the badges).

### GRAMMAR BANK 1A pp.116–117

**Stronger classes** could read the notes at home. Otherwise, go over the notes with Ss, especially the use of contractions and the fact that *you* is both singular and plural. In each exercise, elicit the first answer, or look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

#### Answers:

**1** 1 I'm 2 I'm 3 I'm not 4 You're 5 aren't 6 Are you  
7 I am 8 are you  
**2** 1 I'm 2 Are you 3 I'm not 4 I'm from 5 Where are you

### Further practice

**Photocopiable activities:** 1A Grammar 1, p141;  
1A Grammar 2, p142

## Speaking

### Prepare

**9** Focus on the conference card and ask Ss to look at what information is missing. Ask them to complete the card with their own details and choose an occupation (they don't have to be a student). Monitor and help. Allow a few minutes for this.

### Speak

**10** Model the activity by completing a card for yourself on the board and inviting Ss to question you. Drill as needed, then ask Ss to get up and move around the room, introducing themselves and asking questions. Monitor the activity, making a note of errors and problems. When Ss finish, ask them to sit again and correct the main errors on the board, focusing particularly on question formation.

### Reflection on learning

Write the following question on the board:

*How many country names can you remember? Make a list.*

Put Ss in pairs to discuss the question. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

### Homework ideas

**Grammar bank:** 1A Ex 1–2, pp.116–117

**Workbook:** Ex 1–6, p4

**App:** grammar and vocabulary practice

**Fast route:** continue to Lesson 1B

**Extended route:** go to p86 for Develop your reading

## 1B Jobs

### Introduction

The goal of this lesson is for Ss to talk about jobs. To help them achieve this, they will learn vocabulary for jobs and how to use the verb *be* with *he*, *she* and *it* in sentences and questions.

### Warm-up

Write a list of cities on one side of the board and their countries, in a different order, on the other. From this lesson, include Chicago/ the US, Guadalajara/Mexico and Nagoya/Japan. Ask Ss to match the cities and the countries. Ask Ss to work in pairs, then in feedback ask individuals to say the pairings aloud. Drill as needed.

## Vocabulary


### Jobs

**1a** Put Ss in pairs and give them a few minutes to discuss the question. Go through the answers as a class. Drill and mark syllable stress.

**Answers:** 1 The US 2 The UK 3 Poland 4 Japan  
5 Mexico 6 Argentina 7 Spain 8 Thailand

**b** Ask Ss to look at the list of jobs. Explain that they must match the jobs (a–h) with the profiles (1–8).

**Answers:** 1 g 2 e 3 d 4 h 5 b 6 a 7 f 8 c

**c**  1.6 Tell Ss that they're going to listen to a list of jobs. They should listen and underline the stressed syllables in the jobs. Point out that one-syllable words don't have a stress and two-word jobs may have two stress points. Look at the first one as an example and play the recording. Before feedback, ask Ss to check answers in pairs, then go through with the whole class. Drill the sentences after the recording with the correct stress pattern.

**Answers:** 1 football player 2 doctor 3 school teacher  
4 pilot 5 farmer 6 nurse 7 taxi driver 8 office worker

### Vocabulary checkpoint

Point out that jobs take an article, *a* or *an*. Make sentences to show that we need *a* before consonants and *an* before vowels, e.g. *She's a doctor. He's an actor.*

Ss may have heard the gender specific terms *actor* and *actress*. Point out that these days we use *actor* for both males and females.

**2** Look at the example conversation with the class. Explain that Ss should pretend to be someone else from Ex 1 and ask and answer questions to find out who their partner is. Read the example with the class and demonstrate the activity with a stronger student. Ss ask and answer the questions in pairs. Monitor and make notes on their language use for feedback after they've finished.

### Grammar checkpoint

At this level, encourage Ss to use language at phrase level, without analysing exactly what it is or how it works as 'grammar'. If Ss are uncomfortable with this approach, assure them they will do more focused work on grammar as they progress with the course.

## VOCABULARY BANK 1B p136

## Jobs

These optional exercises build on the lexical set in the vocabulary section.

**1** Ss match the words with the photos alone, then check in pairs. Check answers as a class.

**Answers:** 1 student 2 police officer 3 manager 4 soldier  
5 artist 6 writer 7 tennis player 8 shop assistant  
9 bus driver 10 waiter/waitress 11 receptionist 12 tour guide

**2** Ss discuss the question in pairs. In feedback, nominate a few Ss to share their ideas with the class.

## Optional alternative activity

**Stronger classes** can complete Ex 1 at home, then discuss Ex 2 in the next class.

## Optional additional activity

Prepare a list of names of Ss in the class on a handout. Ss ask each other the question, *Are you ... ?*, using the list provided and ticking the name when they have found the correct person. This is suitable for **weaker classes** that would benefit from further practice. It's good for classes that are new to each other, but can equally be used even when Ss know each other's names.

## Further practice

**Photocopiable activities:** 1B Vocabulary, p146

## Reading

**3** Refer Ss to the web page. Ask Ss what the workplace is (a hospital). Ask Ss to read the web page, then match the names to the jobs. Ss can compare in pairs before you check answers as a class.

**Answers:** 1 b 2 c 3 a

**4a** Ask Ss to read the web page again and choose the correct answers (a or b) to the questions. Check the answers with the class.

**Answers:** 1 b 2 a 3 b

**b** Tell Ss that they are going to use the text from Exs 3 and 4a to study some grammar. Ask them to locate all the examples of *'s*, *is* and *isn't* in Exs 3 and 4a. They can underline or highlight. Ask Ss what kind of words these are (verbs). Go through the answers.

**Answers:**

**Green Cross Hospital**

**About us**

Green Cross Hospital is a small hospital. It is in Manchester in the UK.

**Hospital Staff**

**Lucy Brown**

Lucy is from London. She is a doctor.

**Paul Turner**

Paul is from Manchester. He is a nurse.

**Mila Kowalski**

Mila is from Toronto. She is an office worker at the hospital.

**1** Is the hospital in London?

**a** Yes, it is. **b** No, it isn't.

**2** Is Paul from the UK?

**a** Yes, he is. **b** No, he isn't.

**3** Is Mila a doctor?

**a** No, she isn't a doctor. She is a nurse.

**b** No, she isn't a doctor. She is an office worker.

## Grammar

**be: he, she, it**


**5a** Ask Ss to tell you the difference between *'s*, *is* and *isn't* – *'s* is the contracted verb with no change in meaning, and *is* and *isn't* are positive and negative forms of the verb.

Focus Ss' attention on the grammar box and point out how it is divided into positive, negative and question forms. Ask Ss to use the examples in bold to help them complete the gaps. Check answers with the whole class and be prepared to give further explanations or examples where necessary. With **weaker classes**, do this activity as a class. Point out how the verb and subject change place in the question form.


**Answers:** 1 's 2 's 3 isn't 4 's

## Grammar checkpoint

Some Ss may consider full forms to be more 'correct' than contracted verbs. Point out that most people almost always use contracted verb forms when speaking and also in informal writing. Remind Ss that the apostrophe takes the place of the letter that has been removed. Show this with examples on the board.

**b**  **1.7** Ask Ss to listen to the sentences, paying particular attention to how the short forms in blue are pronounced.

**c** Ask Ss to listen to the sentences again and repeat chorally after the recording. Monitor and make sure they pronounce the short forms correctly.

**6**  **1.8** Ask Ss to look at the conversation and the pairs of options in italics. Ask Ss to underline the correct option, then listen and check. When they have finished listening, go through the answers as a class.

**Answers:** 1 I'm 2 Is it 3 it is 4 Is the manager 5 he's  
6 Is he 7 isn't 8 's he 9 He's

**7a** This exercise checks if Ss have absorbed the rules and can apply them. Refer Ss back to the profiles in Ex 1a. With **weaker classes**, look at each person in turn, and ask if they are male (he) or female (she). Read the example question and answer as a class, then ask Ss to continue the activity in pairs. When they finish, go through the answers as a class. Ask pairs to read out each question and answer. Write them on the board to ensure that Ss record them correctly.

**Answers:**

**1** No, she isn't. She is from Thailand.

**2** No, he isn't. He is a football player.

**3** No, she isn't. She is an office worker.

**4** Yes, he is.

**5** No, he isn't. He is a taxi driver.

**6** Yes, she is.

## Optional extra activity

Ask **fast finishers** in **stronger classes** to write some of their own questions about the people from the profiles. They then work in pairs to ask and answer the questions.



**b** Ask Ss to complete the profiles about people they know or people they have made up. Put Ss in pairs to tell each other about the people. Monitor and listen, making a note of any errors. **Fast finishers** can take turns to ask and answer questions about the people. When they finish, ask a few pairs to share information about the people they heard about. During feedback, go through any errors you heard and ask the class to help correct them.

### GRAMMAR BANK 1B pp.116–117

**Stronger classes** could read the notes at home. Otherwise, go over the notes with Ss, reminding Ss of how the word order changes in question forms. In each exercise, look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

#### Answers:

- 1 1 Is 2's 3 he 4 isn't 5 it 6 it's 7 is 8 he's  
 2 1 He's a nurse. He isn't a teacher.  
 2 She's a taxi driver. She isn't a doctor.  
 3 He's a teacher. He isn't a farmer.  
 4 She's a football player. She isn't a nurse.  
 5 He's an office worker. He isn't a pilot.

### Further practice

**Photocopiable activities:** 1B Grammar 1, p144;  
 1B Grammar 2, p145

## Speaking

### Prepare

**8** Read the instruction together. Name Ss A or B and ask them to turn to the correct page. Explain that they need to ask questions to complete the missing information. Give Ss time to think about the questions they can ask. **Weaker classes** can write the questions down.

### Optional extra activity

Ss can prepare the questions in pairs, AA and BB, so they can help each other. If Ss need further practice, provide names or photos of famous people for them to ask and answer about.

### Speak

**9** Ask Ss to work in pairs, ask the questions and write the answers, then change roles. Monitor and check that they are using the correct verb forms in their questions and answers.

### Teaching tip

Observe Ss during speaking activities. Look for common problem areas in pronunciation and grammar, etc. When Ss finish, decide which errors to focus on and add them to the board for Ss to try and correct. If there is a pronunciation problem, write the phrase or word and ask Ss to say it, then model yourself so they can hear the difference. Try and include examples of correct language use as well, so Ss don't feel disheartened.

### Reflection on learning

Write the following questions on the board:

*How many jobs can you name? Make a list.*

*How do you make a question with the verb to be? Write two questions and check with a partner.*

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

### Homework ideas

**Ex 7b:** Write a profile for a family member or friend.

**Grammar bank:** 1B Ex 1–2, pp.116–117

**Workbook:** Ex 1–6, p5

**App:** grammar and vocabulary practice

**Fast route:** continue to Lesson 1C

**Extended route:** go to p87 for Develop your listening

## 1c Nationalities

### Introduction

The goal of this lesson is for Ss to talk about different nationalities. To help them achieve this, they will learn and practise nationalities and further forms of the verb *be*.

### Warm-up

Play a game to review the vocabulary from the previous lessons. Write the countries on the board, with some of the letters replaced by gaps. Ask Ss to work in pairs to write the names of the countries, without checking back in their books. After two minutes, go through the answers and write the missing letters in the words on the board.

## Vocabulary

### Nationalities

**1a** Ask Ss to work in pairs to look at the photos and name the countries. When they have finished, check the answers as a class and drill new words as needed.

**Answers:** 1 the UK 2 Canada 3 Argentina 4 the US  
 5 Japan 6 Thailand

### Optional extra activity

You may like to lead a whole-class discussion on what places/things they can see in the photos.

#### Answers:

- 1 red phone boxes in the UK.  
 2 maple leaf, national symbol of Canada  
 3 a *gaucho* in Argentina  
 4 The Statue of Liberty in New York  
 5 Mount Fuji in Japan  
 6 a beach in Thailand

**b** Ask Ss to work in pairs. Ask them to match the countries with the nationalities and to discuss with each other how they think each nationality should be pronounced. Once they have completed the task, go through the answers with them, but don't discuss the pronunciation yet as that will be covered in the next task.

**Answers:** 1 d 2 j 3 g 4 i 5 c 6 l 7 a 8 b 9 e  
10 f 11 k 12 h

**2a** 1.11 Ask Ss to look at the nationalities shown in Ex 1b. Play the recording for them to listen and underline the stressed syllables. Check the answers with the class.

**Answers:** Thai British Polish Spanish Turkish  
Mexican Japanese Italian American Canadian Brazilian  
Argentinian

**b** Ask Ss to listen again and repeat.

**c** 1.12 Ask Ss to look at the sentences. Read the first pair of sentences with the class, emphasising the stress on the words *Argentina* and *Argentinian*. Ss may notice that the vowel quality is a bit different, but the stress is in the same place. Put Ss in pairs to read the sentences and decide if the stress in the countries and nationalities is the same (S) or different (D). Play the recording for them to check before feedback as a class. Share the information in the Pronunciation checkpoint if you think your Ss will find it useful.

**Answers:**

- 1 She's from Argentina. She's Argentinian. (S)
- 2 She's from Canada. She's Canadian. (D)
- 3 He's from Japan. He's Japanese. (D)
- 4 She's from Mexico. She's Mexican. (S)
- 5 He's from Poland. He's Polish. (S)

### Pronunciation checkpoint

All words of more than one syllable have a stressed syllable that is longer and louder than the others in the word. Related words don't always follow the same pattern. When a word becomes longer, as in *Japan* and *Japanese*, the placement of stress often changes. Two-syllable nouns are most often stressed on the first syllable, but not always. One-syllable words don't have a stress.

**3** Name or show an image of a famous person. Ask Ss which country he/she comes from. Elicit a sentence about the person's nationality, e.g. *Jaden Smith is American*. Repeat with other examples. Then, ask Ss to write their own sentences about the nationalities of famous people and compare in pairs before feedback as a whole class.

### Further practice

**Photocopiable activities:** 1C Vocabulary, p149

## Reading

**4a** Ask Ss to read the blog silently and match the photos (A–E) to the correct paragraphs (1–5). Complete the first one together, to identify Nina (D), then ask Ss to continue. Check the answers as a class.

**Answers:** 1 D 2 A 3 C 4 B 5 E

### Teaching tip

There are a few words and phrases in the text that Ss may not have seen before (*all over the world* and *team*), but they should be able to complete the task without knowing them. Encourage Ss to 'read past' unknown words and not look everything up on their device. This helps develop reading skills. Ss should read silently, as this is what we usually do in our first language, but if they finish quickly and are keen, they can read the text to their partner in pairs for pronunciation practice. At the end of the activity, go through the meanings of any words that Ss are still unsure of.

**b** Write the example on the board and go through it together. Show that false means *wrong* by marking it with a cross and the letter F. Ask Ss to read the text again and check if the remaining sentences are true or false, marking them T or F. Where the answer is false, they should rewrite the sentence so that it is true. When they finish, they should discuss in their pairs, before you go through the answers as a class.

**Answers:**

- 1 False – Nina is from the UK.
- 2 False – Tessa is from Turkey. Julia is from Poland.
- 3 True.
- 4 False – They aren't in the UK now. / They're at an American university.
- 5 False – He's from London. / He's in Vancouver.

## Grammar

### be: you/we/they

**5a** Ss will probably already have noticed the verb forms in the reading text. Read the instruction and ask which is positive (*are*) and negative (*aren't*). Ask Ss what *aren't* is a contracted form of (*are not*). Refer Ss to the grammar box and ask them to use the reading to complete the gaps. Go through the answers as a class. With **weaker classes**, complete the gaps as a class. Make sure that Ss use capital letters when needed.

**Answers:** 1 aren't 2 are 3 Are 4 aren't 5 are

### Optional extra activity

Ss work in pairs. One reads the left-hand column and their partner reads the right. This provides pronunciation practice while reinforcing Ss' understanding of the grammar. They change roles when they finish.

**b** 1.13 Ask Ss to listen, paying particular attention to how the short forms in blue are pronounced. Share the information in the Pronunciation checkpoint if you think it will help the class.

### Pronunciation checkpoint

Ss often try to pronounce the letter *r* in the word *aren't* (a:nt). Listen for this. Point out that the *r* is not sounded and drill as needed.



**c** Ask Ss to listen again and repeat the sentences. Monitor and make sure they pronounce the short forms correctly.

**6** Ask Ss to complete the texts using the words in the box. Ask Ss to compare in pairs, then ask individuals to read the correct answers aloud as a whole-class check.

**Answers:** 1 are 2're 3 aren't 4're 5're 6 are 7 aren't 8're 9 are 10 are

**7a** Look at the example together, then ask Ss to work alone to write questions. Monitor and help where necessary, checking that they are completing the task correctly. When they have finished, ask pairs to compare, then go through answers as a class and write the correct answers on the board.

**Answers:**

- 1 Are you and your friends at university?
- 2 Are the teachers at your school American?
- 3 Are your classmates from different countries?
- 4 Where are you and your classmates now?
- 5 Who are your teachers?
- 6 Where are your teachers from?

**b** Ask Ss to work in pairs to ask and answer the questions in Ex 7a, about themselves. Monitor and listen. When they finish, ask a few confident pairs to question and answer across the class.

#### GRAMMAR BANK 1C pp.116–117

**Stronger classes** could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, elicit the first answer, or look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

**Answers:**

- 1 1 c 2 d 3 a 4 e 5 f 6 b
- 2 1 My friends aren't American.
- 2 We aren't in Class 6 today.
- 3 They aren't from Thailand.
- 4 Karel and Suki aren't Polish.
- 5 Annie and Nick aren't from the UK.
- 6 We aren't in the same class for English.
- 7 They aren't from New York.
- 8 Beth and Simon aren't at work today.

#### Further practice

**Photocopiable activities:** 1C Grammar 1, p147; 1C Grammar 2, p148

## Speaking

### Prepare

**8a** Put Ss in pairs and name them A and B. Refer A to photo 1 and B to photo 2 and explain that these are their friends. Ask them to think about what the people might be called, which countries they come from and what their jobs are.

**b** Ask Student A to make notes about photo 1 and Student B about photo 2. Remind them they are making notes, like the example, not sentences. There are no fixed answers. Monitor and help.

### Optional alternative activity

Some Ss may benefit from completing this task in pairs, particularly **weaker classes** or groups that need speaking practice. They can share ideas and help each other. Both Ss need to write, for the speaking stage that follows. Re-pair them for the next stage, so that when they come to ask their questions they work with a new partner who hasn't seen their profiles.

### Speak

**9** Look at the example as a class. With **weaker classes**, do a more detailed example yourself and elicit other questions that Ss might need, e.g. *Is she (a farmer)? / Is he (a student)?* Write these on the board as a reminder. Put Ss in pairs to ask their questions and give their answers, taking turns to speak. Monitor and encourage them to ask a range of questions.

### Optional extra activity

Ask Ss to pair with another student and repeat the activity. **Fast finishers** can repeat more than once with different partners.

### Reflection on learning

Write the following questions on the board:

*Can you remember all the forms of the verb to be? Write them.  
How many nationalities can you remember? Make a list and compare with a partner.*

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

### Homework ideas

**Ex 8–9:** Write sentences about the people.

**Grammar bank:** 1C Ex 1–2, pp.116–117

**Workbook:** Ex 1–6, p6

**App:** grammar and vocabulary practice

**Fast route:** continue to Lesson 1D

**Extended route:** go to p88 for Develop your writing

## 1b

## English in action

## Introduction


The goal of this lesson is for Ss to ask for and give contact information. To help them achieve this, they will study numbers and spelling.

## Warm-up

Write the numbers and words 1–10 in jumbled order on the board. Ask Ss to match them. Say the numbers 1–10 around the class.

**1** Ask Ss to look at the photo, then answer the question in pairs. Check the answer as a class.

**Answer:** b

**2**  **1.14** Tell Ss they are going to listen to a new student registering at a language school. They should listen and answer the questions. Play the recording, then check answers with the class.

**Answers:** The student is Selin Atakan. She is from Turkey.

**3a** Refer Ss to the Useful phrases and ask them to read them through. Explain that they will listen again and should number the phrases in the order that they hear them. Point out that there are two phrases they won't hear (*What's your first name?* and *My first name is ...*). Play the recording. Ask Ss to check in pairs and play it again as needed. Check as a class.

**Answers:**

- 2** What's your family name?
- 4** What's your phone number?
- 7** What's your email address?
- 6** Sorry, can you say that again?
- 1** How do you spell ...?
- 3** My family name is ...
- 5** My number is ...
- 8** My email address is ...

## Vocabulary checkpoint

Go through the names of symbols in email addresses and their pronunciation:

- @ = at
- . = dot
- \_ = underscore
- = hyphen

Point out that we often 'chunk' phone numbers into groups of three to four digits, we say *oh* rather than *zero* in phone numbers and we say *double* when a number repeats:

031 4425 0865 = *oh three one, double four two five, oh eight six five*


**b** Ask Ss to look at the card and read it through. Tell them to listen to the recording again and complete the missing information. Ask Ss to compare answers with their partners, then go through the answers as a class.

**Answers:** First name: Selin Family name: Atakan  
Phone number: 020-555-7645  
Email address: selin2000@dmil.com

## Audioscript 1.14

**A:** Hello. Are you a new student?  
**B:** Yes, I am.  
**A:** OK. I'm the manager of the school. My name is Julia. It's very nice to meet you.  
**B:** Nice to meet you, too. I'm Selin.  
**A:** Where are you from, Selin?  
**B:** I'm from Turkey.  
**A:** Great. Well, welcome to our school. Can I take your contact details?  
**B:** Sure.  
**A:** How do you spell your first name?  
**B:** S-E-L-I-N.  
**A:** And what's your family name?  
**B:** My family name is Atakan. That's A-T-A-K-A-N.  
**A:** And what's your phone number?  
**B:** My number is 020-555-7645.  
**A:** Sorry, can you say that again?  
**B:** 020-555-7645.  
**A:** Thank you. And what's your email address?  
**B:** My email is selin2000@dmil.com.  
**A:** Is that dmil.com?  
**B:** Yes.  
**A:** OK. Thank you.

**4a** Tell Ss they will listen to another conversation. First, ask them to use the Useful phrases to help them complete the gaps with questions. Allow plenty of time for this. Don't go through the answers as Ss will listen for them in the following activity.

**b**  **1.15** Ss should check their answers to Ex 4a in pairs, then listen to the recording and check as a class. Pause the recording after each line for Ss to repeat chorally and individually.

## Optional extra activity

Ss read the conversation in pairs, taking turns at both roles. This is a confidence building and enjoyable step before using their own details in Ex 6.

**Answers:**

- 1** What's your name?
- 2** How do you spell your ...
- 3** what's your family name
- 4** What's your phone number?
- 5** can you say that again?
- 6** what's your email address?

## Audioscript 1.15

**A:** What's your name?  
**B:** Dieter Neumann.  
**A:** How do you spell your first name?  
**B:** D-I-E-T-E-R.  
**A:** And what's your family name again?  
**B:** Neumann. That's N-E-U-M-A-N-N.  
**A:** What's your phone number?  
**B:** It's 07700 900617.  
**A:** Sorry, can you say that again?  
**B:** 07700 900617.  
**A:** And what's your email address?  
**B:** It's dieter@intertalk.com.

**5** Tell Ss that now it's time to practise. Refer them to the contact form and ask them to complete it. They can give their own details or invent them. Allow a few minutes for this and monitor to ensure Ss are completing it correctly.

**6** Tell Ss they are going to ask and answer and complete the new contact information for their partner. Model a question and answer exchange with a stronger student, then put Ss in pairs to ask and answer. Remind them to use the Useful phrases to help them. Monitor and see how they manage with the phrases. When they finish, give feedback on good use of language or ask a confident pair to perform their roleplay for the class.

### Optional extra activity

Make multiple copies of the form, so that Ss can repeat the activity with new partners.

### Teaching tip

Ss at this level need to repeat several times. It's not boring for them; they need plenty of practice to help them embed new language. You can vary this by changing partners and details.

### Reflection on learning

Write the following questions on the board:

*Write two questions asking for information. Check with a partner.*

*When do you think you can use these questions in the future?*

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

### Homework ideas

**Reflection on learning:** Write your answers.

**Workbook:** Ex 1–3, p7

**App:** grammar and vocabulary practice

### Roadmap video

Go online for the Roadmap video and worksheet.

## 1 Check and reflect

### Introduction

Ss revise and practise the language of Unit 1. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework or use them as a diagnostic or progress test.

**1** Look at the example with the class. Explain that nine more countries are hidden in the grid and may read across or down. Ss work alone to find the remaining countries, then check in pairs. Go through the answers as a class.

### Answers:

P	L	B	R	A	Z	I	L	M
O	T	U	X	O	P	R	N	E
L	U	R	I	T	A	L	Y	K
A	R	G	E	N	T	I	N	A
N	K	I	A	P	A	N	S	F
D	E	K	Z	Z	O	N	B	T
B	Y	U	S	P	A	I	N	K
T	H	A	I	L	A	N	D	R
U	K	V	S	J	J	K	P	K
C	A	N	A	D	A	I	B	B

**2a** Ss write the words in the correct order to make sentences or questions in their notebook. Go through the answers as a class.

### Answers:

- 1 I am from Brazil.
- 2 I am not from London.
- 3 Are you in my class?
- 4 Where are you from?
- 5 No, you are not in my class.

**b** Look at Ex 2a again with the class and ask Ss to identify the sentences (1, 2 and 5). Ss work alone to rewrite these sentences using short (contracted) forms. Go through the answers.

### Answers:

- 1 I'm from ...
- 2 I'm not from ...
- 5 No, you aren't in ...

**3** Ss work alone to complete the sentences with the correct form of *be*, using short forms where possible. Ask Ss to compare in pairs, then go through the answers.

- Answers:** 1 Are, 'm 2 'm, Are, 'm not, 'm 3 'm, 'm, 'm  
4 Am, aren't

**4** Ss complete the job names alone, then check in pairs. Go through the answers.

- Answers:** 1 football player 2 school teacher 3 farmer  
4 office worker 5 pilot 6 doctor 7 taxi driver 8 nurse

**5** Elicit the first answer as an example. Ss work alone to rewrite the remaining sentences and questions, putting *is* or *isn't* in the correct place. Ask them to check in pairs, then go through the answers.

#### Answers:

- 1** Lionel Messi **is** a football player.
- 2** **Is** Marina from Italy?
- 3** Yes, Yoko **is** in Class 5.
- 4** The White House **is** in New York.
- 5** **Is** Pete a doctor?
- 6** No, he **isn't**.

**6** Ask Ss to look at the sentences. Explain that all of the sentences are incorrect, but the correct information is given in brackets. If Ss don't know who all of the people are, it doesn't matter. Focus on the example. Show how the first sentence is negative and the second is positive. Ss correct the remaining sentences using the information in brackets. Put **fast finishers** in pairs to practise saying the sentences aloud. Go through the answers with the class.

#### Answers:

- 1** Jennifer Lopez isn't English. She's American
- 2** Cristiano Ronaldo isn't a doctor. He's a football player,
- 3** The students aren't at a British university. They're at an American university.
- 4** Celine Dion isn't from Spain. She's from Canada.
- 5** We aren't from Spain. We're from all over the world.

**7a** Ss complete the second sentence in each pair with the correct nationality, using the information from the first sentence. Go through the answers, paying attention to pronunciation.

**Answers:** **1** British **2** Turkish **3** Japanese **4** Canadian  
**5** Brazilian **6** Spanish **7** Argentinian **8** Mexican **9** Polish  
**10** Thai

**b** Ask Ss to think of three people they know and write their names, nationalities and jobs. Go round the class and check.

**c** Read through the example with the class. Ss tell each other about the people from Ex 7b, using the details they wrote down. Monitor and help with sentence formation and pronunciation where necessary. Ask some of the Ss to tell the class about one of their people.

**8** Ss work alone to read the sentences and choose the correct option from each pair of alternatives. Ask them to compare in pairs, then go through the answers. Write them on the board to ensure Ss are correct.

**Answers:** **1** They're **2** are we **3** They are  
**4** Are you, We aren't, We're **5** You aren't

**9** Ss work alone to complete the text with the correct words. Allow them to check in pairs, then go through the answers as a class.

**Answers:** are, aren't, 're

### Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 1.

## 1A

## Develop your reading

### Introduction

The goal of this lesson is for Ss to understand a simple online profile. To help them achieve this, they will learn to identify and use capital letters.

### Warm-up

Write the letters of the alphabet on the board in jumbled order, both in capital and lower case format. Ask Ss to work in pairs to match the capital letters to the corresponding lower case letters and write them down. Tell them that in today's lesson, they will be learning more about using capital letters.

**1** Put Ss in pairs and ask them to match the sentences and photos, writing the letter with the number. In feedback, ask individual Ss to read the sentences aloud.

**Answers:** **1** C **2** D **3** A **4** B

**2** Refer Ss to the Focus box. Read it aloud or ask a stronger student to read it, then ask Ss to underline the capital letters in Ex 1. Ask Ss to compare in pairs, then go through the answers.

#### Answers:

- 1** John Smith is from Liverpool in the UK.
- 2** Maria Fernandez is from Granada in Spain.
- 3** Toru Yamashita is from Osaka in Japan.
- 4** Natalia Mazur is from Poznań in Poland.

### Optional extra activity

With classes whose first language doesn't have a Roman script, you might like to spend time looking at letter formation and position. Point out that capital letter shapes can be the same as their lower case equivalents, but larger, e.g. *s/S*, *w/W* and *c/C*. In other cases, the shape is different, e.g. *h/H*, *r/R* and *g/G*. Draw a line on the board and point out that capital letters go above the line, but some lower case letters extend below it. Show how capital *P* goes above the line, whereas lower case *p* rests on it, with the tail going below. Provide further examples for Ss to practise, e.g. *y*, *g* and *f*.

**3a** Refer Ss to the website text. Ask them to underline the people's names and circle the place names. Complete the first one together to ensure all Ss know what to do, then ask them to continue. Ask Ss to compare their answers in pairs. Go through the answers as a class.

#### Answers:

**Underline:** Marco Silva, Monika Lewandowski, Benjamin Carter, Mariko Sato, Sang Mai

**Circle:** Buenos Aires, Argentina, Warsaw, Poland, Auckland, New Zealand, Fukuoka, Japan, Hanoi, Vietnam

**b** Refer Ss to the five questions. Ask them to read the website again and find the answers. Weaker Ss can write single word answers; **stronger classes** can write sentences. Remind them to use capital letters for people's names and place names. When they finish, check the answers as a class.

**Answers:**

- 1 No, he isn't. He's from New Zealand.
- 2 He's from Buenos Aires in Argentina.
- 3 No, she isn't. She's from Fukuoka in Japan.
- 4 She's from Warsaw in Poland.
- 5 He's from Hanoi in Vietnam.

**Optional extra activity**

For extra speaking practice, Ss ask and answer the questions in pairs after you have checked the answers.

4 Refer Ss to the text and tell them it's an online discussion forum. Refer them to the table and ask them to complete it with the information. Point out that they can use capital letters to help them identify people's names and the places they come from. When Ss finish, ask them to compare answers, then check them as a class. Write the answers on the board, using capitals as required.

**Answers:**

	Name	From	Place of work
1	Antoni Bakula	Lublin in Poland	a language school in Berlin in Germany
2	Billy Davies	Chicago in the US	a university in Moscow in Russia
3	Josefina Flores	Acapulco in Mexico	a school in San Juan in Mexico

**Homework ideas**

Workbook: Ex 1–4, p8

**1B Develop your listening****Introduction**

The goal of this lesson is for Ss to understand short conversations about personal details. To help them achieve this, they will practise listening for specific information such as names, countries and jobs.

**Warm-up**

Write the following sentences on the board, without capital letters.

*madrid is the capital of spain.*

*peter lives in germany.*

Ask Ss to write them in their notebooks, using capital letters for people's names and place names. To check answers, ask a confident student to come and write the sentences on the board.

1a Ask Ss to match questions 1–3 with answers a–c, then check their answers in pairs. After a few minutes, go through the answers as a class.

**Answers:** 1 b 2 c 3 a

**Optional extra activity**

For extra speaking practice, Ss ask and answer the questions across the class after you have corrected the answers.

b 1.9 Explain to Ss that they will hear four different ways of responding to the same question. Play the recording for Ss to listen and complete the answers. Ask Ss to compare in pairs, play the recording again as necessary, then check the answers.

**Answers:** 1 I'm called Jason. 2 Jason. 3 My name's Jason. 4 It's Jason.

**Audioscript 1.9**

**Narrator:** 1

**A:** What's your name?

**B:** I'm called Jason.

**Narrator:** 2

**A:** What's your name?

**B:** Jason.

**Narrator:** 3

**A:** What's your name?

**B:** My name's Jason.

**Narrator:** 4

**A:** What's your name?

**B:** It's Jason.

**Optional extra activity**

Ask Ss to practise the four answers in pairs with their own names.

2 Refer Ss to the Focus box and ask them where the important information comes in a sentence.

**Answer:** At the end.

3 Ask Ss to match the questions with the different answers. Ask them to work individually, then check their answers in pairs.

**Answers:** 1 a, c, d, g 2 b, h 3 e, f

**Teaching tip**

In developing listening and reading skills, Ss need to learn to disregard information that is not important to them. These exercises help Ss to tune in only to the information required.

4 1.10 Play the recording for Ss to complete the information under each photo. Ask Ss to compare in pairs, then check the answers.

**Answers:**

1 Name: Dan Country: the US Job: Student

2 Name: Sara Country: the UK Job: Teacher

3 Name: Jim Country: Canada Job: Nurse

**Audioscript 1.10**

1

**A:** Hi! What's your name?

**B:** My name? It's Dan. D-A-N

**A:** Hi Dan! Where are you from?

**B:** I come from the US.

**A:** And what's your job?

**B:** My job? I'm a student.

2

**A:** Hello, come in! What's your name?

**B:** Hi! It's Sara. S-A-R-A.

**A:** Sara, great. And where are you from?

**B:** The UK.

**A:** The UK, OK. And what's your job, Sara?

**B:** My job? I'm a teacher.

3

A: Good morning, how are you?

B: Fine, thank you.

A: OK, so what's your name?

B: Jim. J-I-M.

A: Tim,

B: Jim.

A: Ah, Jim ... And where are you from, Jim?

B: I come from Canada.

A: Canada, great. And what's your job?

B: I'm a nurse.

A: Great, thanks!

### Homework ideas

Workbook: Ex 1–4, p7

## 1c Develop your writing

### Introduction

The goal of this lesson is for Ss to write a short personal profile. To help them achieve this, they will learn how to begin a sentence with a capital letter and finish it with a full stop.

### Warm-up

Display a map of the world and give Ss the following place names to locate on the map: Japan, Mexico, Spain, Canada, plus a few others of your choice. You could put Ss in pairs and give each pair a place name to stick on the map.

Ask Ss to identify their own countries on the map.

**1** Read the instruction aloud or ask a student to read it out. Ask Ss to match the photos A–C to sentences 1–3. After a few minutes, put Ss in pairs and ask them for their answers.

**Answers:** 1 B 2 C 3 A

**2** Refer Ss to the Focus Box. Read it aloud to the class. Ss then work alone to circle the capital letters and full stops in Ex 1. Ask them to compare in pairs, then go through the answers and deal with any queries. Point out that *doctor* has a lower case letter at the beginning when we're referring to someone's job but has a capital if it's a name – *Doctor Brown*.

### Answers:

**1** Hi, I'm Pedro. I'm from Barcelona in Spain. I'm a doctor.

**2** Hello. My name is Benjamin Turner. I'm from Vancouver in Canada. I'm an English teacher.

**3** Hello. I'm Raquel Jimenez. I'm from Mexico City in Mexico. I'm an office worker.

**3** Ask Ss to look at the poster. Give them a few minutes to read the information and ask if anything seems wrong (some of the punctuation is missing). Ask Ss to work alone to correct the poster by adding full stops and capital letters. Ask them to compare, then go through the answers as a class.

### Answers:

**1** Hello. I'm Louisa West. I'm from London. I'm an English teacher.

**2** Hello. I'm Marek Kowalski. I'm from Lodz in Poland. I'm a nurse.

**3** Hi. I'm Christine Chen. I'm from Beijing in China. I'm an office worker.

**4** Hello. I'm Tamara Gonzalez. I'm from Valencia in Spain. I'm a football player.

**5** Hi. I'm Stefano Pomesano. I'm from Bergamo in Italy. I'm a farmer.

### Optional alternative activity

If you are short of time, divide the task among different pairs, then share answers as a class.

**4** Ask Ss to read over the table quickly and use the information to write a profile for Jonas Weber, using sentences like the ones in Ex 3. Point out that they need to add capital letters and full stops. Give them a few minutes to work alone, then check in pairs. Go through the answers as a class.

**Answers:** Hello. I'm Jonas Weber. I'm from Berlin in Germany. I'm a taxi driver.

### Prepare

**5** Refer Ss to the table and ask them to complete it with their own information. Point out that they don't need to write sentences, just words.

### Write

**6a** Ask Ss to use the information in the table to write sentences, like the profiles they saw in Exs 3 and 4. Remind them to use capital letters and full stops. Ss should work alone. Monitor and be available to help as needed.

**b** Put Ss in pairs. Ask them to exchange profiles and check each other's work for correct punctuation.

### Optional extra activity

Put Ss in small groups to read their profiles to each other. When they finish, the profiles can be used for a wall display.

### Homework ideas

Workbook: Ex 1–6, p9