

ROADMAPTM



Teacher's Book

with digital resources and assessment package

Damian Williams



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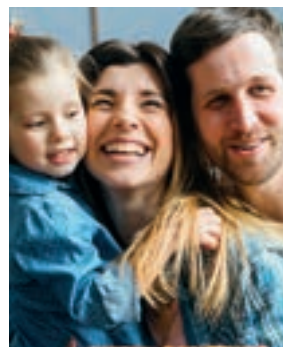
Contents

FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 1 page 6				
1A People and places page 6	verb <i>be</i> – positive and negative	countries and nationalities	contractions with <i>be</i>	introduce yourself
1B All about me page 8	questions with <i>be</i>	question words	intonation in questions	ask and answer questions
1C For sale page 10	<i>this, that, these</i> and <i>those</i>	everyday objects 1	<i>this, these</i>	talk about things for sale
1D English in action page 12	tell the time			tell the time
Check and reflect page 13 Go online for the Roadmap video.				
UNIT 2 page 14				
2A Families page 14	possessive adjectives and possessive 's	family members	possessive 's	describe your family
2B After the party page 16	<i>whose</i> and possessive pronouns	everyday objects 2	possessive pronouns	say who things belong to
2C Special things page 18	<i>have got</i>	adjectives describing objects	<i>have/has</i>	describe objects
2D English in action page 20	buy things in a shop			buy things in a shop
Check and reflect page 21 Go online for the Roadmap video.				
Communication game Units 1–2 page 146				
UNIT 3 page 22				
3A Free time page 22	present simple with <i>I, you, we</i> and <i>they</i> ; adverbs of frequency and time expressions	free-time activities 1	adverbs of frequency	talk about free-time activities
3B A night's work page 24	present simple with <i>he, she</i> and <i>it</i>	everyday activities	present simple with <i>he, she</i> and <i>it</i>	describe daily routines
3C Going out page 26	present simple questions	free-time activities 2	<i>do/does</i>	ask about free-time activities
3D English in action page 28	buy tickets			buy tickets
Check and reflect page 29 Go online for the Roadmap video.				
UNIT 4 page 30				
4A A nice area page 30	<i>there is/are</i>	places in a city	linking	talk about your city
4B Homes page 32	articles	things in a home	<i>the</i>	describe your home
4C Be prepared page 34	<i>need</i> + noun, <i>need</i> + infinitive with <i>to</i>	equipment	weak forms	discuss what to take on a trip
4D English in action page 36	ask for information			ask for information
Check and reflect page 37 Go online for the Roadmap video.				
Communication game Units 3–4 page 147				
UNIT 5 page 38				
5A What does he look like? page 38	position of adjectives	appearance	tonic stress on adjectives	describe people's appearance
5B How was it? page 40	<i>was/were</i>	adjectives to describe experiences	weak forms of <i>was/were</i>	describe an experience
5C You can do it! page 42	<i>can/can't</i> for ability	skills	<i>can/can't</i>	describe your skills
5D English in action page 44	make and respond to requests			make and respond to requests
Check and reflect page 45 Go online for the Roadmap video.				

EXTENDED ROUTE

DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS
1A Develop your writing page 86	write an online message	using capital letters and full stops
1B Develop your listening page 87	understand a simple conversation	understanding question words
1C Develop your reading page 88	understand adverts	identifying specific information
2A Develop your listening page 89	understand a conversation about family	<i>and, too and but</i>
2B Develop your reading page 90	understand online posts	understanding the important words
2C Develop your writing page 91	write a review of a product	using <i>and, but and so</i>
3A Develop your writing page 92	write an online profile	using commas and apostrophes
3B Develop your reading page 93	understand a factual text	using headings to find information
3C Develop your listening page 94	understand short talks	understanding key words
4A Develop your writing page 95	write a description	using word order correctly
4B Develop your reading page 96	understand social media posts	guessing new words
4C Develop your listening page 97	understand a short radio programme	understanding weak forms
5A Develop your writing page 98	write a description of a person	using paragraphs
5B Develop your listening page 99	understand a story	linking between words
5C Develop your reading page 100	understand information in a brochure	understanding <i>it, they and them</i>



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FAST-TRACK ROUTE

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6B A good weekend page 48	past simple (irregular verbs)	irregular verbs	past simple (irregular verbs)	describe a good weekend
6C A different world page 50	past simple (questions)	verbs + prepositions	<i>did you?</i>	ask and answer questions
6D English in action page 52	give and accept an apology			give and accept an apology
Check and reflect page 53 Go online for the Roadmap video.				
Communication game Units 5–6 page 148				
UNIT 7 page 54				
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7B Shopping page 56	<i>how much/ how many?</i> + quantifiers	food containers	sentence stress	create a dish
7C Unusual cafés page 58	comparative adjectives	describing places to eat	comparative adjectives	compare places to eat
7D English in action page 60	order in a café			order in a café
Check and reflect page 61 Go online for the Roadmap video.				
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8A A great time page 62	present continuous	geography	<i>-ing</i>	describe a travel experience
8B Weather page 64	present simple and present continuous	weather	contractions	describe the weather
8C Travel talk page 66	superlative adjectives	phrases describing travel	<i>-iest</i>	compare places, activities and transport
8D English in action page 68	make a phone call			make a phone call
Check and reflect page 69 Go online for the Roadmap video.				
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9A Good advice page 70	<i>should/shouldn't</i>	health	<i>should/shouldn't</i>	give advice
9B My goals page 72	<i>be going to</i>	future plans	<i>be going to</i>	discuss your goals for the future
9C New experiences page 74	<i>would like/want</i>	activities with <i>go</i>	tonic stress; weak forms	describe what you want to do
9D English in action page 76	make arrangements and invitations			make arrangements and invitations
Check and reflect page 77 Go online for the Roadmap video.				
UNIT 10 page 78				
10A Living together page 78	verb patterns	housework	sentence stress	interview people
10B Formal or casual? page 80	<i>have to/don't have to</i>	clothes	word stress; <i>have to</i>	play a guessing game
10C A digital world page 82	present perfect simple	technology	contractions	talk about past experiences
10D English in action page 84	give a compliment			give a compliment
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EXTENDED ROUTE

DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS
6A Develop your reading page 101	understand reviews	understanding adjectives
6B Develop your listening page 102	understand a narrative	understanding the order of events
6C Develop your writing page 103	write a short story	using subject pronouns
7A Develop your listening page 104	understand announcements	listening for specific information
7B Develop your writing page 105	write a social media post	giving opinions and reasons
7C Develop your reading page 106	follow instructions	understanding instructions
8A Develop your writing page 107	write a guide	using adjectives
8B Develop your listening page 108	understand a news report	understanding connected speech
8C Develop your reading page 109	understand a short article	understanding paragraph topics
9A Develop your listening page 110	understand a short talk	dealing with unknown words
9B Develop your writing page 111	write an informal email	organising an email to a friend
9C Develop your reading page 112	understand a blog post	understanding <i>because</i> and <i>so</i>
10A Develop your writing page 113	write a personal profile	expressing likes and dislikes
10B Develop your reading page 114	understand an opinion article	identifying opinions
10C Develop your listening page 115	understand an interview	understanding time expressions





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.





COURSE COMPONENTS

FOR LEARNERS

STUDENTS' BOOK WITH DIGITAL RESOURCES AND MOBILE APP

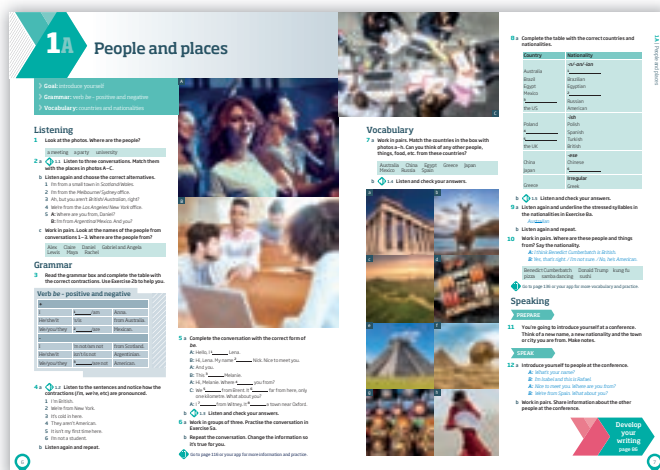
- Ten units with three main input lessons linked to three *Develop your skills* lessons at the back of the book.
- Each lesson includes grammar, vocabulary and pronunciation and leads to a final speaking task based on *Global Scale of English* learning objectives.
- Key language presented and cross-referenced 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 photocopiable worksheets for every unit, including accompanying teacher's notes and answer keys.
- Class audio scripts and answer keys.
- Photocopiable 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.

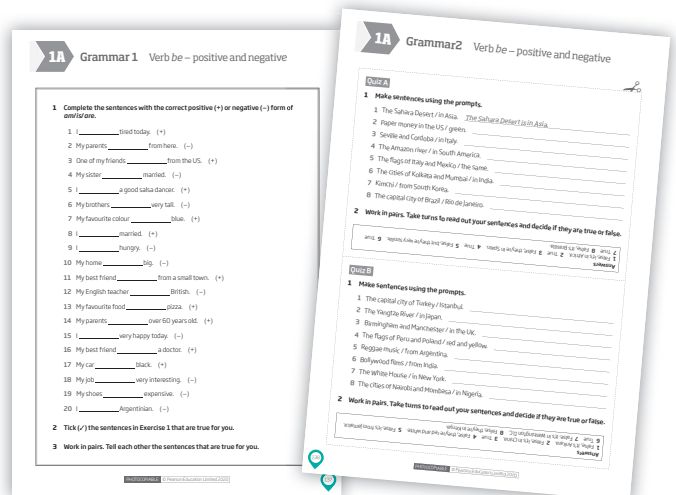
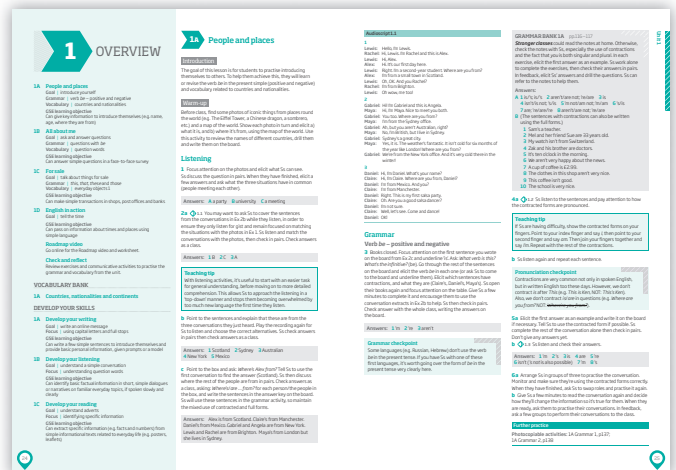
- Class audio.
- Video and video worksheets.
- Audio and video scripts.
- Word lists.
- Students' Book answer key.
- Assessment package with a range of tests including unit tests (grammar, vocabulary and functional language), achievement and mid and end of course tests (grammar, vocabulary, functional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

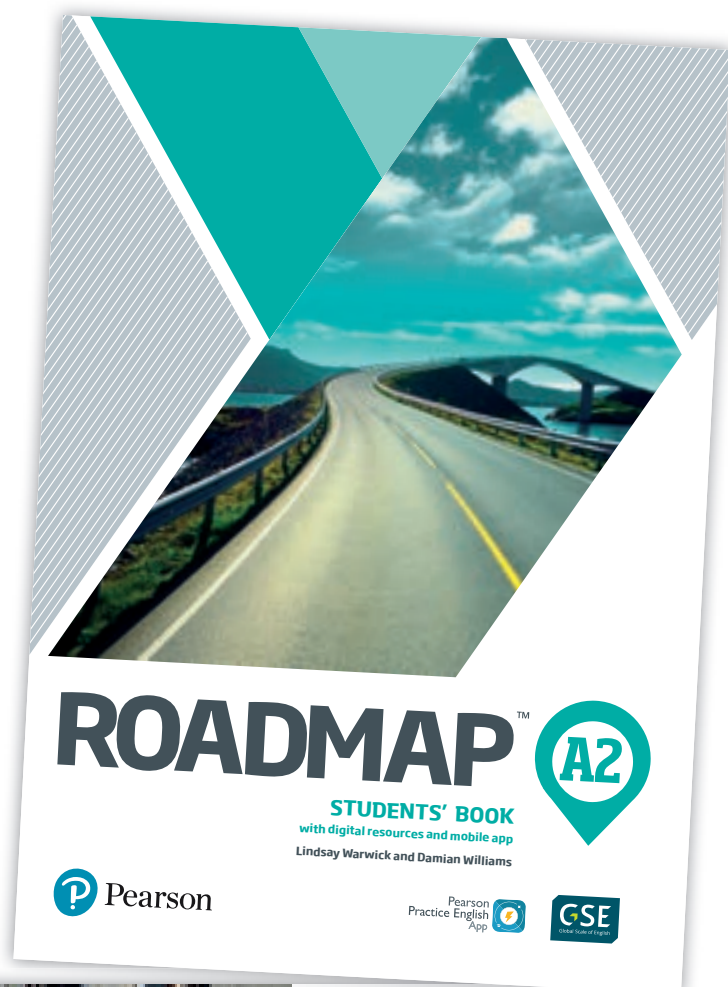
PRESENTATION TOOL

- 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 People and places

1 Goal: introduce yourself
Grammar: verb be - positive and negative
Vocabulary: countries and nationalities

4 Listening
1 Look at the photos. Where are the people?
a meeting a party university
2 a 1.1 Listen to three conversations. Match them with the places in photos A-C.
b Listen again and choose the correct alternatives.
1 I'm from a small town in Scotland/Wales.
2 I'm from the Melbourne/Sydney office.
3 Ah, but you aren't British/Australian, right?
4 We're from the Los Angeles/New York office.
5 A: Where are you from, Daniel?
B: I'm from Argentina/Mexico. And you?
c Work in pairs. Look at the names of the people from conversations 1-3. Where are they from?
Alex Claire Daniel Gabriel and Angela
Lewis Maya Rachel

5 Grammar
3 Read the grammar box and complete the table with the correct contractions. Use Exercise 2b to help you.

Verb be - positive and negative		
I	is/am	Anna.
He/she/it	is/is	from Australia.
We/you/they	are/are	Mexican.
I	isn't/am not	from Scotland.
He/she/it	isn't/is not	Argentinian.
We/you/they	are not/are not	American.

6 4 a 1.2 Listen to the sentences and notice how the contractions (I'm, we're, etc) are pronounced.
1 I'm British.
2 We're from New York.
3 It's cold in here.
4 They aren't American.
5 It isn't my first time here.
6 I'm not a student.
b Listen again and repeat.

8 Vocabulary
7 a Work in pairs. Match the countries in the box with photos a-h. Can you think of any other people, things, food, etc. from these countries?
Australia China Egypt Greece Japan
Mexico Russia Spain
b 1.4 Listen and check your answers.

9 a Complete the table with the correct countries and nationalities.

Country	Nationality
Australia	-n/-an/-ian
Brazil	1. _____
Egypt	Brazilian
Mexico	Egyptian
2. _____	Russian
the US	American
3. _____	-ish
Poland	Polish
4. _____	Spanish
5. _____	Turkish
the UK	British
China	-ese
Japan	Chinese
6. _____	Irregular
Greece	Greek

b 1.5 Listen and check your answers.
9 a Listen again and underline the stressed syllables in the nationalities in Exercise 8a.
Australian
b Listen again and repeat.
10 Work in pairs. Where are these people and things from? Say the nationality.
A: I think Benedict Cumberbatch is British.
B: Yes, that's right. / I'm not sure. / No, he's American.
Benedict Cumberbatch Donald Trump kung fu
pizza samba dancing sushi
11 Go to page 136 or your app for more vocabulary and practice.

Speaking
9 PREPARE
11 You're going to introduce yourself at a conference. Think of a new name, a new nationality and the town or city you are from. Make notes.
10 SPEAK
12 a Introduce yourself to people at the conference.
A: What's your name?
B: I'm Isabel and this is Rafael.
A: Nice to meet you. Where are you from?
B: We're from Spain. What about you?
b Work in pairs. Share information about the other people at the conference.

Develop your writing
page 86

7

1B

All about me

- Goal: ask and answer questions
- Grammar: questions with be
- Vocabulary: question words



Listening and vocabulary

- 1 a Work in pairs. How many words do you know for each topic? Use the photos to help you.
- colours: red, blue
 - months: January, December
 - hobbies: football, dancing
 - feelings (adjectives): happy, tired
 - jobs: teacher, doctor
- b Work in groups of four and compare your answers. Are any the same?
- 2 Complete Larissa's social media profile with the words in the box.
- good November pink walking

Friendly Face



Larissa Norte

Feeling '_____'

From: Rio, Brazil

Birthday: 25th

Hobbies: tennis, _____

Favourite colour: _____

Favourite actor: Jennifer Lawrence

Favourite food: Italian

- 3 a Match questions 1–7 with answers a–g. Use the words in bold to help you.
- What's your favourite colour?
 - Where are you from?
 - Who's your favourite actor?
 - When's your birthday?
 - What's your favourite food?
 - How are you today?
 - Are you interested in reading?
- I'm OK.
 - Chinese food. No, maybe it's Indian. No, it's Chinese.
 - I think Simon Pegg is really good.
 - Yes, I love it!
 - I'm from Napoli, in Italy.
 - It's in September.
 - It's blue.

- b 1.6 Listen and check your answers.
- 4 a Complete the questions with the correct question words or form of the verb be.
- _____ is your birthday?
 - _____ is your friend from?
 - _____ is your favourite food?
 - _____ your favourite actor Jude Law?
 - _____ is your teacher from?
 - _____ are you today? Are you OK?
 - _____ is your best friend?
 - _____ you interested in art?
 - _____ is your next English class? Is it today?
 - _____ it Friday today?
- b Work in pairs. Ask and answer the questions.

Go to your app for more vocabulary and practice.

Grammar

- 5 Complete the grammar box with the correct form of be. Use Exercises 3 and 4 to help you.

Questions with be			
Yes/No questions	Subject	Other information	Short answers
1. _____ I _____	I	late?	Yes, I am. No, I'm not.
2. _____ he/she/it _____	he/she/it	Greek?	Yes, he/she/it is. No, he/she/it isn't.
3. _____ we/you/they _____	we/you/they	interested in art?	Yes, we/you/they are. No, we/you/they aren't.
Wh-questions			
Question word	am/is/are	subject	
Where	4. _____ / _____	your teacher from?	
What	5. _____	your favourite films?	

- 6 a 1.7 Listen to the sentences. Does the speaker's voice go up or down at the end?
- Are you from Argentina?
 - What's your favourite food?
 - Are you OK today?
 - Where is he from?
- b Listen again and repeat.

7 a Put the words in the correct order to make sentences.

- who / your / favourite singer / is?
Who is your favourite singer?
- are / your parents / the US / from?
- photography / are / you / interested in?
- is / your / birthday / when?
- today / are / you / how?
- why / are / in this class / you?
- your / what's / favourite / month?
- are / tired / today / you?
- your / is / teacher / Spain / from?
- second name / your / is / what?

- b Work in pairs. Student A give an answer to one of the questions in Exercise 7a. Student B say the correct question. Swap roles.

A: December.

B: What's your favourite month?

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

Speaking

PREPARE

- 8 You're going to make a social media profile about your partner. First, write some questions to ask your partner. Use the ideas below to help you.

- name
- nationality/country
- hobbies/interests
- favourite (actor/singer/food, etc)



SPEAK

- 9 a Work in pairs. Ask and answer your questions. Use the Useful phrases to help you. Make notes of your partner's answers.

Useful phrases

- OK, first question ...
Next question ...
That's interesting!
Why is Iggy Pop your favourite singer?

- b Make a social media profile for your partner.

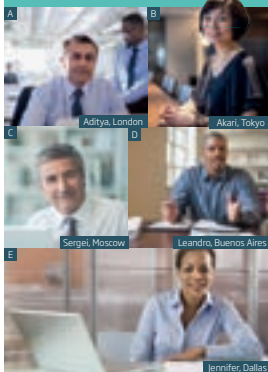
- c Look at your social media profile. Is all the information correct?

Develop your listening page 87

1D

English in action

Goal: tell the time



- 1 Look at the photos. What countries are the people from? What are their nationalities?
- A: She's from Japan.
B: Yes, she's Japanese.

- 2 a 1.18 Listen to a conference call. What's the time in each location? Choose the correct alternatives.
- It's 6.15 a.m./6.50 a.m. in Dallas.
 - It's 10.15 p.m./2.15 p.m. in Moscow.
 - It's 12.15 p.m./12.45 p.m. in London.
 - It's 5.15 p.m./9.15 a.m. in Buenos Aires.
 - It's 9.15 a.m./9.15 p.m. in Tokyo.

- b Listen again. Tick the phrases in the Useful phrases box that you hear.

Useful phrases

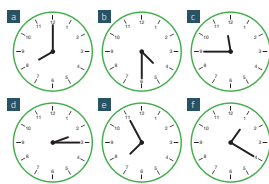
Asking for the time
What's the time (in Buenos Aires)?
What time is it (there)?

Telling the time

It's six fifteen in the morning. [6.15]
It's four twenty p.m. [16.20]
It's half past two in the afternoon. [14.30]
It's three o'clock in the morning. [03.00]
It's a quarter to six in the evening. [17.45]

- 3 a Match the times in the box with clocks a–f. Sometimes more than one answer is possible.

a quarter past two a quarter to twelve
eight o'clock eleven forty-five twenty past one
five to eight half past four four thirty
one twenty seven fifty-five two fifteen



- b 1.19 Listen and check. Then listen and repeat.

- 4 Choose the correct alternatives.

- A: What's the time?
B: It's a quarter two to six.
- A: What's the time at/in Nairobi?
B: It's four thirty/half p.m.
- A: What time is it is there?
B: It's a half/half past ten in the morning.
- A: What's the time there/here?
B: It's seven twenty-five a.m./in a.m.

- 5 Work in pairs. Ask for and tell the time with the clocks in Exercise 3a. Tell the time in different ways.

A: What's the time on clock a?
B: It's eight o'clock. What time is it on clock e?
A: It's seven fifty-five.

- 6 You are going to have a conference call. First, think about:

- your name
- your location
- your nationality
- the time where you are now

- 7 a Work in groups. Have a conference call. Introduce yourself. Write down the names, locations, nationalities and times of the other people in your group.

- b Work in pairs. Tell your partner about the other people in your group in Exercise 7a.

Go online for the Roadmap video.

Check and reflect

- 1 Choose the correct alternatives.

- My name *are's* Carla. I *in's* American.
- My mother *aren't* Italian. She *in's* Spanish.
- Kate and Graham *are's* from a small town in Australia.
- We *'re* Spanish but our father *is/are* from Poland.
- They *isn't/aren't* students.
- My teacher *isn't* Japanese. He *'s/are* from China.
- I'm from the US but my boyfriend *isn't/is*. He *'s/are* Italian.
- This is Maria. She *'s/are* from Brazil.

- 2 Complete each sentence with a country or nationality.

- He's from the UK. He's _____.
- They're from _____. They're Greek.
- I'm from Poland. I'm _____.
- She's from _____. She's Turkish.
- We're from China. We're _____.
- They're from _____. They're Mexican.
- I'm from Australia. I'm _____.
- You're from _____. You're Egyptian.

- 3 a Think of five famous people from different countries and write their names. Make sure you know which country they're from.

- b Work in pairs. Say the names of the famous people. Guess where your partner's people are from.

A: Kate Winslet.
B: She's American.
A: No, she's from the UK.

- 4 a Match questions 1–6 with endings a–f.

- What's _____ a a doctor?
- Where are _____ b parents now?
- Are you _____ c favourite singer?
- Who's your _____ d your job?
- How old _____ e you from?
- Where are your _____ f are your brothers and sisters?

- b Work in pairs. Ask and answer the questions.

- 5 Choose the correct alternatives.

- A: Is/Are her name Catherine?
B: Yes, it is/are.
- A: Where is/are you from?
B: I'm/ 's from Russia.
- A: Are/Am they from Turkey?
B: No, they isn't/aren't. They're from Spain.
- A: What are/s your email address?
B: It's/ 're/jeanne21@gmail.uk.
- A: Are/Is you a nurse?
B: No, I 's/ 'm not. I'm a doctor.

- 6 Choose the correct alternatives.

- I don't go by car. Take your bike/lamp.
- I want to play tennis but I don't have a racket/sunglasses.
- It's raining – take your umbrella/rings.
- I work on my laptop/skateboard in a café.
- My son plays on his umbrella/skateboard every day.
- My family sometimes play board games/printer.
- On holiday, I sometimes read suitcases/books.
- Take a photo with your pictures/camera.
- The camera/pictures of your holiday are nice.
- That lamp/printer is beautiful.

- b Work in pairs. Which of the objects in Exercise 6a do you have in your home?

I have a camera, board games ...

- 7 Choose the correct alternatives.

- A: What's this/these?
B: It's my pen. Do you like it?
- A: I like that/those sunglasses.
B: Thank you. They're from Italy.
- A: Are this/these your keys?
B: No, that/those are my keys over there.
- A: What's that/those over there?
B: It's my bag.
- A: Hi Karen. This/That is Phil.
B: Hi Phil. Nice to meet you.

- 8 Work in pairs. Take some objects out of your bag and put them on your desk. Ask and answer questions about them.

A: This is my pencil, that's my mobile phone.
What are those?
B: These are my keys.

- 9 Write the times.

- | | | |
|---------|--------|---------|
| 1 08.15 | 3 6.45 | 5 09.00 |
| 2 03.00 | 4 3.30 | 6 11.20 |
- It's a quarter past eight in the evening.

Reflect

How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

- I can introduce myself.
- I can ask and answer questions.
- I can talk about things for sale.
- I can tell the time.

Want more practice? Go to your Workbook or app.

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 writing* lessons provide practice of specific genres such as stories, formal and informal emails, blog posts, descriptions, invitations and reviews.
- 2 *Develop your listening* lessons provide practice in different types of listening such as short talks and monologues, conversations, radio interviews and discussions.
- 3 *Develop your reading* lessons provide practice of specific genres such as stories, articles, reviews, factual texts, reports, social media and blog posts.
- 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 identifying the main ideas in a text, guessing the meaning of words from context, identifying positive and negative attitudes, organising ideas, using paragraphs, explaining reasons and results, using time expressions and linkers etc.
- 6 Practice exercises are provided to ensure learners can recognise and use the sub-skills in focus.
- 7 Follow-up questions round up the lesson and provide opportunities for further discussion.

1A Develop your writing

- **Goal:** write an online message
➤ **Focus:** using capital letters and full stops

1 a Discuss the questions. What's a study group? Do you think it's a good idea?

b Read the conversation in an online study group. Which person/people...

- 1 likes sports?
- 2 is a songwriter?
- 3 are parents?
- 4 is from another country?
- 5 are teachers?



Patrick Smith

Hi, everyone. Welcome to the study group! I'm Patrick Smith. I'm from Chicago. I'm an English teacher at a high school there. I'm a big music fan. I play the guitar and write my own songs.



Mona Galotti

It's nice to meet you, Patrick. My name's Mona and I'm a university student. I'm from a small town in Texas called Palmer. It's about 30 minutes from Dallas. I'm a soccer player and I'm in a really great team in my town. My best friend is my dog, Bertie. He's big, brown and really friendly.



Steven Welsh

Hi, Patrick. Hi, Mona and everyone else. I'm Steven. I'm from Denver in Colorado. I'm a taxi driver and I'm married with five children. First of all, they're all girls, too! Every room in my house is noisy. The only quiet place is the garden. It's my favourite place at home!



Annika Petrov

Hello, everyone! I'm Annika. I'm Russian but I'm here in the US now. I'm a teacher at the University of California. Nice to meet you all. I speak three languages - Russian, English and French. I love books and read all kinds of books from all over the world. My favourite author is Haruki Murakami. His books are amazing!



Maria Martinez

Hi! I'm Maria. I'm from Charlotte, a city in North Carolina. I'm a receptionist at a big hotel in Tryon Street on Fridays, Saturdays and Sundays and I'm a mother, too. My children are four and five so life is busy and I'm always tired. I like books, TV and films. I think all stories are interesting - I love them all.

2 a Read the Focus box. Find one example of each use of capital letters in the online group in Exercise 1b.

Using capital letters and full stops

We use capital letters (e.g. A, B, C) at the beginning of a sentence. We use a full stop (.) at the end of a sentence.

Hi everyone. Welcome to the group.

I'm a big music fan.

We also use capital letters for:

- the subject I
- people's names, e.g. *Natasha, Leo*
- road or street names, e.g. *Park Road, Oxford Street*
- names of towns, cities, states and countries, e.g. *Sheffield, Florida, Argentina*
- nationalities, e.g. *Japanese, Turkish*
- languages, e.g. *English, Spanish*
- names of companies and universities, e.g. *Samsung, the University of Cambridge*
- days and months, e.g. *Friday, October*

b Rewrite the message below. Add capital letters and full stops.

hello everyone i'm kelvin and i'm canadian i'm a doctor at the south west hospital here in los angeles i'm married with two children, sam and maggie my wife is a manager at the california water company she is at work all week, but i am only at the hospital on mondays, wednesdays and thursdays

Prepare

3 You're going to write an online message to introduce yourself to your classmates. Make notes about:

- your name
- your town/city
- your job
- your family
- something else about you

Write

4 Write your message. Use capital letters and full stops.



1B Develop your listening

- **Goal:** understand a simple conversation
➤ **Focus:** understanding question words

1 1.8 Listen to a conversation between two people, Marco and Eva. Answer the questions.

- 1 Who are they?
- 2 Where are they?
- 3 Where are they from?

2 a Read the Focus box. What do question words do?

Understanding question words

To help to understand a question, listen for the question word. It tells you what information the speaker wants.

For example:

When is your first lesson? = Time

Where is your first lesson? = Place

What is your first lesson? = Type (e.g. writing, speaking)

b Match question words 1-6 with meanings a-f.

- | | |
|-----------|----------|
| 1 What | a time |
| 2 Where | b age |
| 3 When | c thing |
| 4 Who | d person |
| 5 How old | e reason |
| 6 Why | f place |

c 1.9 Listen to the pronunciation of the question words. When does the speaker pronounce the sound /h/?

3 a 1.8 Listen to Marco and Eva again. Write the question word in each question. If there is no question word, write -.

- 1 ...s your name?
- 2 ...are you from?
- 3 ...are you here for nine months?
- 4 ...are you a student?
- 5 ...s your job?
- 6 ...s your first lesson?
- 7 ...is it?
- 8 ...s the teacher?

b 1.10 Listen to Marco and Eva's questions. Match answers a-h with questions 1-8 in Exercise 3a.

- a In classroom 6b.
- b Monza.
- c Eleven o'clock.
- d I'm a university student.
- e Marketa.
- f Marco.
- g Yes, I am.
- h No, I'm not. I work for a bank.



4 a You're going to listen to Marco talking to another student. What information is missing? What question word can help us to get that information?

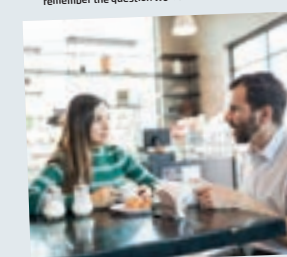
- 1 Her name is (Name: e.g. Linda, Michell) ... What
- 2 She's from ...
- 3 She's in class ...
- 4 She's here with ...
- 5 She works for an ... company.
- 6 Her next lesson is at ... o'clock.

b 1.11 Listen to the conversation and complete the sentences in Exercise 4a.

5 a 1.12 Work in pairs. Student A: Listen to the questions and say your answers. Student B: Listen and write down Student A's answers.

b 1.13 Student B: Listen to the questions and say your answers. Student A: Listen and write down Student B's answers.

6 Work in pairs. Look at your answers. Can you remember the question words?



1C Develop your reading

- **Goal:** understand adverts
➤ **Focus:** identifying specific information

1 Read the website quickly and choose the correct option.

This website is for ...

- a making friends.
- b buying and selling things.
- c watching videos.



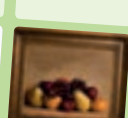
Korean laptop
This laptop is two years old. It's good but I need a tablet for work. It's black with white lines on the side.
€100



Red dress from a lovely shop in Paris
It's three years old but I never wear it because it's a bit small for me now.
€1,500



Children's book from the 1950s
A lovely story book for young readers.
€300



Picture by Carla Weber, a German artist
I love it but my new house is very small and there's no space.
2 metres x 1.5 metres
€75



Mobile phone with wifi and 4G
Ready to use with any phone company. Only three months old. Unwanted gift.
€500



Sports bag from the US
Good for running or cycling. This is a very good bag at a very good price!
€5

2 Read the Focus box, then find the prices, places, ages and sizes in the adverts in Exercise 1.

Identifying specific information

To find information quickly in a text, don't read everything.

- To find a price, look for symbols, e.g. £, €, \$, etc. and a number.
- To find where something or someone is from, look for place names with a capital letter, e.g. *France, Spain, Rome*, etc.
- To find age, look for years old or years in numbers, e.g. *50 years old, from the 1970s*, etc.
- To find size, look for cm, m, metres with numbers, e.g. *35 cm x 1.5 m*, etc.

3 a Read the adverts in Exercise 1 again and answer the questions.

Which object is ...

- 1 almost new?
- 2 from the US?
- 3 from Asia?
- 4 expensive?
- 5 big?
- 6 old?

b Work in pairs. Which words in each advert gave you the answers in Exercise 3a?

4 Read adverts 1-4 quickly and find the information.

Which object is ...

- 1 small?
- 2 old?
- 3 quite new?
- 4 from Spain?
- 5 cheap?
- 6 free?
- 7 good for a student?

'Men's racing bike

This bike is twenty years old. It's a really great bike. Only €100!



*Large suitcase for sale

This is a strong suitcase and only six months old. 76 cm x 48 cm

€50



*White desk lamp

30 cm tall

Perfect for work or homework!

€5



*Spanish guitar

made in Madrid. I don't have time to play it now. Free to good home.



5 Work in pairs. Which things on the page do you like?
Like the bike!

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

1A Countries, nationalities and continents

1 a Complete the nationalities with *ish*, *-ian*, *an* or *-ese*.

Germany	Germ_____
Argentina	Argentini_____
Italy	Ital_____
Portugal	Portug_____
Sweden	Swed_____
Nigeria	Niger_____
India	Ind_____
Ireland	Ir_____
Colombia	Colomb_____
Vietnam	Vietnam_____

b Can you think of a person or thing that comes from these countries?
Lionel Messi is Argentinian.

2 a Label the continents A-D with the words in the box.

Africa	Asia	Europe
North and South America		

b Match the countries in Exercise 1a to the continents A-D.



2B Everyday objects 2

1 a Match objects 1-8 with photos A-H.



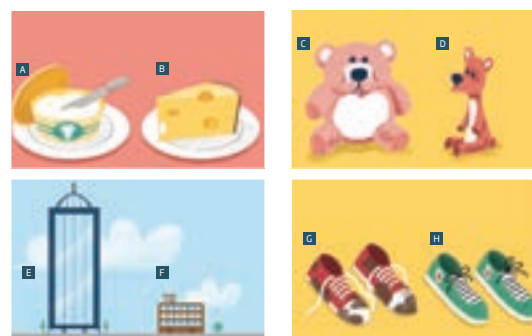
- | | |
|------------|------------|
| 1 battery | 5 ID card |
| 2 calendar | 6 poster |
| 3 envelope | 7 textbook |
| 4 folder | 8 scissors |

b Work in pairs. Look around your classroom. Which objects in Exercise 1a can you see?

2C Describing objects

1 a Match the adjectives in the box with A-H.

clean dirty fat hard high low soft thin



b Work in pairs. Describe objects in the room or the building using the adjectives in Exercise 1a.

Communication review

Three in a line (Units 1-2 review)

Work in pairs or two teams. Choose a square and start the game. If you get the answer correct, you win the square. Try to get a line in a row.

Game 1

- | | | |
|---|---|---|
| 1 My sister _____ name is Sam. Fill the gap. | 2 What jewellery do people wear on their fingers? | 3 Women keep their money in a _____. Fill the gap. |
| 4 _____ notebook is this? Fill the gap. | 5 That's not our car. That one over there is _____. Fill the gap. | 6 A: Excuse me, how _____ is this? B: It's £4.99. Fill the gap. |
| 7 Describe an object in the classroom using three different adjectives. | 8 What do you put on your hands in cold weather? | 9 My father's brother is my _____. Fill the gap. |

Game 2

- | | | |
|---|--|--|
| 1 A: That's £3. B: Here's £10. A: Thanks. That's £7 _____. Fill the gap. | 2 Describe an object in your bag or pocket using three different adjectives. | 3 What object do people use to put electricity in their phone? |
| 4 My parent's parents are Sue and Martin. They're my _____. Fill the gap. | 5 Make a true sentence about you with haven't got. | 6 That's £7.17, please. _____ you like a bag? Fill the gap. |
| 7 His brother is called Ben and daughter is called Lily. Fill the gap. | 8 Is this umbrella _____? I know you have a blue one. Fill the gap. | 9 These boots are not light. They're really _____. Fill the gap. |

Game 3

- | | | |
|---|--|--|
| 1 What jewellery do people wear in their ears? | 2 A: Is that Rick and David's car? B: No, _____ car is blue. Fill the gap. | 3 A: _____ you got a red pen? B: No, I _____, sorry. Fill the gaps. |
| 4 My watch isn't round, it's _____. Fill the gap. | 5 A: Excuse me, where's the milk? B: It's _____ there next to the bread. Fill the gap. | 6 This object says you can drive a car and has a photo of you on it. What is it? |
| 7 Ask a student in the other team three questions with Have you got...? | 8 A: Here's your jacket. B: It's not _____. It's Belinda's. Fill the gap. | 9 The opposite of old is new or _____. Fill the gap. |

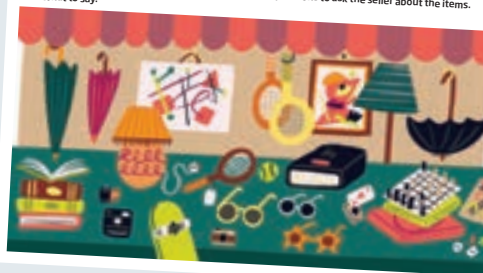
Communication bank

Lesson 1C

Exercise 10

Student A

Look at the items for sale. You are a customer. Think of questions to ask the seller about the items. Plan what to say.



Lesson 2D

Exercise 5

Student A

Part 1
You're a shop assistant in a supermarket. A customer wants batteries. Decide where they are and how much they cost. Serve the customer.

Part 2
You're a customer in a chemist's. You want some medicine for a stomach ache. Decide what questions to ask. Buy the medicine.

Lesson 8C

Exercise 8a

Student A

VANCOUVER, Canada

WHEN TO GO
December to March for snow sports
Spring and autumn for sightseeing
WHERE TO GO
Take a bus to Grouse Mountain - wonderful views of the city. Ski there in winter.
Walk or cycle along the beach for a view of the mountains.

WHERE TO EAT
Visit the popular Gastown area of the city - great restaurants, amazing food.
Go to Chinatown for fantastic Asian food.
THINGS TO DO
Ski at one of the three mountains in the area.
Swim in the sea or try surfing.
Take a boat tour and look for sea life.
GETTING AROUND
Take a bus tour and get on and off where you want.
Use the Translink system (electric bus, sea bus) - cheap and safe. You only need one ticket.

SUPPORT COMPONENTS

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.

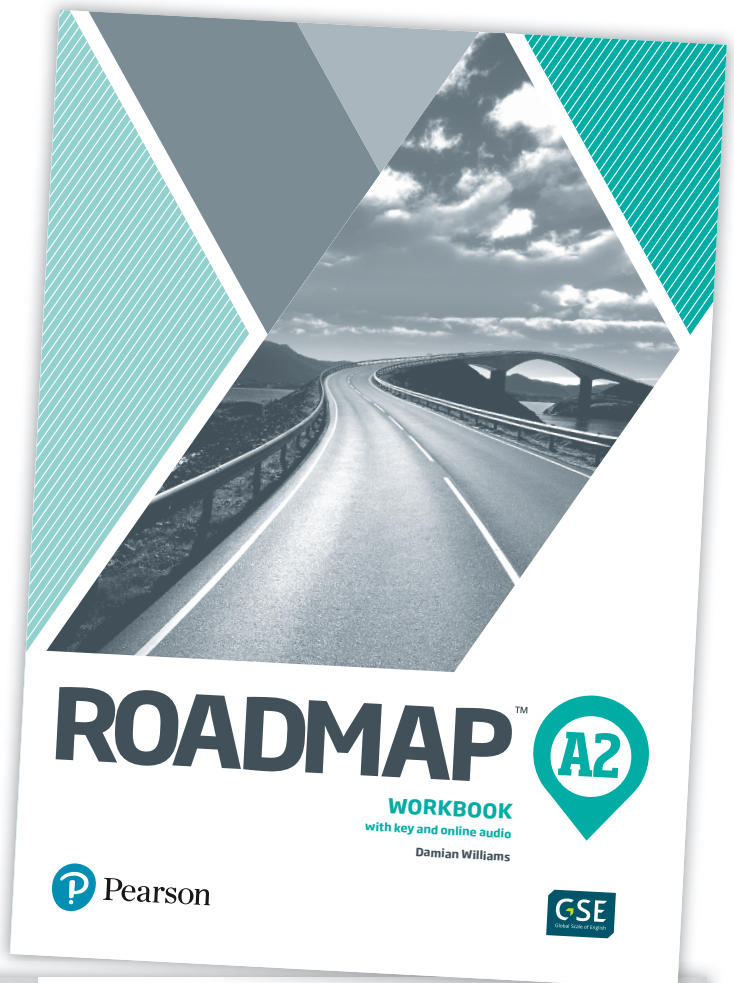
- Extensive practice of grammar, vocabulary and functional language covered in the Students' Book.
- Additional listening, reading and writing practice to further develop learners' knowledge and mastery of skills.
- Full answer keys and audio scripts are provided at the back of the book.

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.



1

Reading

1 Read the advertisements 1–4 and match them with titles a–d.

- a Study English in New York
- b English in the beautiful countryside
- c English Anywhere
- d Learn English in only 30 minutes

2 Read the advertisements again and answer the questions.

Which English course is ...

- a includes other types of classes?
- b is good for making friends?
- c is quick?
- d has games?
- e has small classes?
- f is in a quiet place?
- g is completely online?

3 Read the advertisements again. Are the sentences true (T) or false (F)?

- 1 Course 1 is the same as other courses.
- 2 It's good for people without free time.
- 3 Course 2 is online.
- 4 There are interesting classes in the morning.
- 5 Course 3 is in a big city.
- 6 There are classes all day.
- 7 Course 4 is in a big school.
- 8 You enjoy the course.

4 Match the words in the box with meanings 1–5.

leaving exciting anyone new social programme

- 1 becomes better at something
- 2 system of free-time activities
- 3 makes you feel happy/interested
- 4 using word of mouth, not the real thing
- 5 using a computer for fun

1

Writing


1 Read the online competition entry. What do they want you to write about? What else do they want?

ONLINE SHOW & TELL

What's your favourite object?
Tell us what it is and why it's special to you.
Send us a photo and your description and you can win £50!

2 Read Clara's description and answer the questions.

- 1. What is her suitcase from?
- 2. What is it?
- 3. Why does she like it?
- 4. What is the name of her suit and?
- 5. Is it a large suitcase?



This is my favourite object. It's a Brazilian suitcase and it's from São Paulo. I was a trip in Brazil for a few years and it's special because it gives me memories with me. It's quite small but it's like I like it so much it has a name – its name is Sandra.

3 Read the Focus box. Find examples in Clara's description of each one of capital letters.

Using capital letters and full stops

A sentence has a subject and a verb. We use capital letters (e.g. A, B, C) at the beginning of a sentence. We use a full stop (.) at the end of a sentence.

Sometimes a comma makes a sentence, but there is no subject or verb. These phrases start with a capital letter and end with a full stop.

20, even years. Welcome to this group.

We also use capital letters for:

- the subject of a sentence
- people's names
- road or street names
- names of towns, cities, states and countries
- nationalities
- languages
- names of universities and universities
- days and months

4 Read the Focus box. Find examples in Clara's description of each one of capital letters.

5 Write your description. Use your notes in Exercise 3 and the Focus box to help you.

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.





TEACHER'S BOOK

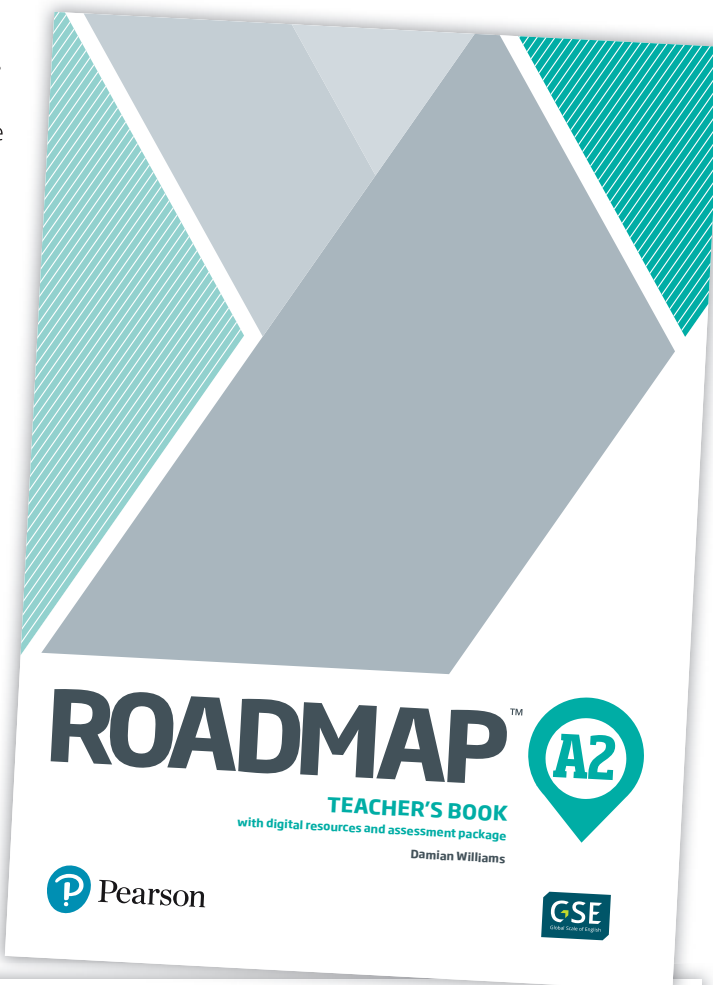
The *Roadmap Teacher's Book* provides step-by-step instructions on how to exploit the material.

- 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 People and places

Goal | introduce yourself
Grammar | verb be – positive and negative
Vocabulary | countries and nationalities
GSE learning objective
Can give key information to introduce themselves (e.g. name, age, where they are from)

1B All about me

Goal | ask and answer questions
Grammar | questions with be
Vocabulary | question words
GSE learning objective
Can answer simple questions in a face-to-face survey

1C For sale

Goal | talk about things for sale
Grammar | this, that, these and those
Vocabulary | everyday objects
GSE learning objective
Can make simple transactions in shops, post offices and banks

1D English in action

Goal | tell the time
GSE learning objective
Can pass on information about times and places using simple language

Roadmap video

Go online for the Roadmap video and worksheet.

Check and reflect

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

VOCABULARY BANK

1A Countries, nationalities and continents

DEVELOP YOUR SKILLS

1A Develop your writing

Goal | write an online message
Focus | using capital letters and full stops
GSE learning objective
Can write a few simple sentences to introduce themselves and provide basic personal information, given prompts or a model

1B Develop your listening

Goal | understand a simple conversation
Focus | understanding question words
GSE learning objective
Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly

1C Develop your reading

Goal | understand adverts
Focus | identifying specific information
GSE learning objective
Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets)

1A People and places

Introduction

The goal of this lesson is for students to practise introducing themselves to others. To help them achieve this, they will learn or revise the verb *be* in the present simple (positive and negative) and vocabulary related to countries and nationalities.

Warm-up

Before class, find some photos of iconic things from places round the world (e.g. The Eiffel Tower, a Chinese dragon, a sombrero, etc.) and a map of the world. Show each photo in turn and elicit a) what it is, and b) where it's from, using the map of the world. Use this activity to review the names of different countries, drill them and write them on the board.

Listening

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the question in pairs. When they have finished, elicit a few answers and ask what the three situations have in common (people meeting each other).

Answers: A a party B university C a meeting

2a 1.1 You may want to ask Ss to cover the sentences from the conversations in Ex 2b while they listen, in order to ensure they only listen for gist and remain focused on matching the situations with the photos in Ex 1. Ss listen and match the conversations with the photos, then check in pairs. Check answers as a class.

Answers: 1 B 2 C 3 A

Teaching tip

With listening activities, it's useful to start with an easier task for general understanding, before moving on to more detailed comprehension. This allows Ss to approach the listening in a 'top-down' manner and stops them becoming overwhelmed by too much new language the first time they listen.

b Point to the sentences and explain that these are from the three conversations they just heard. Play the recording again for Ss to listen and choose the correct alternatives. Ss check answers in pairs then check answers as a class.

Answers: 1 Scotland 2 Sydney 3 Australian
4 New York 5 Mexico

c Point to the box and ask: Where's Alex from? Tell Ss to use the first conversation to find the answer (Scotland). Ss then discuss where the rest of the people are from in pairs. Check answers as a class, asking: Where's/are... from? for each person/the people in the box, and write the sentences in the answer key on the board. Ss will use these sentences in the grammar activity, so maintain the mixed use of contracted and full forms.

Answers: Alex is from Scotland. Claire's from Manchester. Daniel's from Mexico. Gabriel and Angela are from New York. Lewis and Rachel are from Brighton. Maya's from London but she lives in Sydney.

Audioscript 1.1

1
Lewis: Hello, I'm Lewis.
Rachel: Hi, Lewis. I'm Rachel and this is Alex.
Lewis: Hi, Alex.
Alex: Hi. It's our first day here.
Lewis: Right. I'm a second-year student. Where are you from?
Alex: I'm from a small town in Scotland.
Lewis: Oh, OK. And you Rachel?
Rachel: I'm from Brighton.
Lewis: Oh wow, me too!
2
Gabriel: Hi! I'm Gabriel and this is Angela.
Maya: Hi, I'm Maya. Nice to meet you both.
Gabriel: You too. Where are you from?
Maya: I'm from the Sydney office.
Gabriel: Ah, but you aren't Australian, right?
Maya: No, I'm British, but I live in Sydney.
Gabriel: Sydney's a great city.
Maya: Yes, it is. The weather's fantastic. It isn't cold for six months of the year like London! Where are you from?
Gabriel: We're from the New York office. And it's very cold there in the winter!
3
Daniel: Hi, I'm Daniel. What's your name?
Claire: Hi, I'm Claire. Where are you from, Daniel?
Daniel: I'm from Mexico. And you?
Claire: I'm from Manchester.
Daniel: Right. This is my first salsa party.
Claire: Oh, are you a good salsa dancer?
Daniel: I'm not sure.
Claire: Well, let's see. Come and dance!
Daniel: OK!

Grammar

Verb be – positive and negative

3 Books closed. Focus attention on the first sentence you wrote on the board from Ex 2c and underline 'is'. Ask: What verb is this? What's the infinitive? (be). Go through the rest of the sentences on the board and elicit the verb *be* in each one (or ask Ss to come to the board and underline them). Elicit which sentences have contractions, and what they are (Claire's, Daniel's, Maya's). Ss open their books again and focus attention on the table. Give Ss a few minutes to complete it and encourage them to use the conversation extracts in Ex 2b to help. Ss then check in pairs. Check answer with the whole class, writing the answers on the board.

Answers: 1'm 2're 3 aren't

Grammar checkpoint

Some languages (e.g. Russian, Hebrew) don't use the verb *be* in the present tense. If you have Ss with one of these first languages, it's worth going over the form of *be* in the present tense very clearly here.

GRAMMAR BANK 1A pp.116–117

Stronger classes could read the notes at home. Otherwise, check 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 as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

- A 1 is/s; is/s 2 aren't/are not; 're/are 3 is
4 isn't/is not; 's/is 5 'm not/am not; 'm/am 6 's/is
7 are; 're/are/'re 8 aren't/are not; 're/are
B (The sentences with contractions can also be written using the full forms.)
1 Sam's a teacher.
2 Mel and her friend Sue are 33 years old.
3 My watch isn't from Switzerland.
4 Zak and his brother are doctors.
5 It's ten o'clock in the morning.
6 We aren't very happy about the news.
7 A cup of coffee is £2.99.
8 The clothes in this shop aren't very nice.
9 This coffee isn't good.
10 The school is very nice.

4a 1.2 Ss listen to the sentences and pay attention to how the contracted forms are pronounced.

Teaching tip

If Ss are having difficulty, show the contracted forms on your fingers. Point to your index finger and say I, then point to your second finger and say am. Then join your fingers together and say I'm. Repeat with the rest of the contractions.

b Ss listen again and repeat each sentence.

Pronunciation checkpoint

Contractions are very common not only in spoken English, but in written English too these days. However, we don't contract is after This (e.g. This is Ken, NOT: This's Ken). Also, we don't contract is/are in questions (e.g. Where are you from? NOT: Where're you from?).

5a Elicit the first answer as an example and write it on the board if necessary. Tell Ss to use the contracted form if possible. Ss complete the rest of the conversation alone then check in pairs. Don't give any answers yet.

b 1.3 Ss listen and check their answers.

Answers: 1'm 2's 3 is 4 are 5're
6 isn't (S not is also possible) 7'm 8's

6a Arrange Ss in groups of three to practise the conversation. Monitor and make sure they're using the contracted forms correctly. When they have finished, ask Ss to swap roles and practise it again.

b Give Ss a few minutes to read the conversation again and decide how they'll change the information so it's true for them. When they are ready, ask them to practise their conversations. In feedback, ask a few groups to perform their conversations to the class.

Further practice

Photocopiable activities: 1A Grammar 1, p137;
1A Grammar 2, p138

2A

Grammar 2 Possessive adjectives and possessive 's

Student A

1 Complete the text with possessive adjectives and possessive 's.

Jannik is 20 years old and he's a student. Jannik ¹ mother and father are from Germany. ² house is in Berlin. Jannik's sister lives in Munich. She's 26 years old. ³ husband is a teacher. They live with ⁴ daughter. ⁵ name's Antonia and she's three years old. Jannik's other sister lives with ⁶ dog. ⁷ dog's name is Trixie. She's in Canada now because ⁸ boyfriend is Canadian.

2 Read your text to Student B.

3 Listen to Student B and complete the text with the missing information.

Luiza is ¹ years old. She lives in Buenos Aires with her husband ². They have a small apartment, a son and a cat. Their son's name is ³. Their cat's name is Sofia. Luiza's son is at university. He studies English. Luiza's mother is Argentinean. Her father is Mexican. They live in Santa Fe, but her father is in ⁴ now. Luiza's brother is called ⁵. He lives in the US. He's married. His wife is American. Their daughter is at school. She's ⁶ years old.

Student B

1 Complete the text with possessive adjectives and possessive 's.

Luiza is 45 years old. She lives in Buenos Aires with ¹ husband Mateo. They have a small apartment, a son and a cat. ² son's name is Leandro. ³ cat's name is Sofia. Luiza ⁴ son is at university. He studies English. Luiza ⁵ mother is Argentinean. ⁶ father is Mexican. They live in Santa Fe, but her father is in New York now. Luiza's brother is called Alfredo. He lives in the US. He's married. ⁷ wife is American. ⁸ daughter is at school. She's 12 years old.

2 Read your text to Student A.

3 Listen to Student A and complete the text with the missing information.

Jannik is ¹ years old and he's a student. Jannik's mother and father are from Germany. Their house is in ². Jannik's sister lives in Munich. She's ³ years old. Her husband is a teacher. They live with their daughter. Her name's ⁴ and she's three years old. Jannik's other sister lives with her dog. Her dog's name is ⁵. She's in ⁶ now because her boyfriend is Canadian.

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3B

Grammar 1 Present simple with *he, she* and *it*

1 Write sentences using the prompts to describe Millie's day.

1 Millie / get up Millie gets up at quarter past six.	2 have / breakfast	3 leave / home
4 get / work	5 have / coffee, read / newspaper	6 have / lunch
7 finish / work	8 get / home	9 go / to the gym
10 have / dinner	11 watch / TV	12 go / to bed

2 Work in pairs and follow the instructions.

- Student A, turn over your worksheet. Can you remember Millie's day from morning to lunchtime? Student B, check their answers.
- Student B, turn over your worksheet. Can you remember Millie's day from lunchtime to evening? Student A, check their answers.

3 Is your day similar or different to Millie's? Tell your partner.

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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. 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.

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 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.

1

OVERVIEW

1A People and places

Goal | introduce yourself

Grammar | verb *be* – positive and negative

Vocabulary | countries and nationalities

GSE learning objective

Can give key information to introduce themselves (e.g. name, age, where they are from)

1B All about me

Goal | ask and answer questions

Grammar | questions with *be*

Vocabulary | question words

GSE learning objective

Can answer simple questions in a face-to-face survey

1C For sale

Goal | talk about things for sale

Grammar | *this, that, these* and *those*

Vocabulary | everyday objects 1

GSE learning objective

Can make simple transactions in shops, post offices and banks

1D English in action

Goal | tell the time

GSE learning objective

Can pass on information about times and places using simple language

Roadmap video

Go online for the Roadmap video and worksheet.

Check and reflect

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

VOCABULARY BANK

1A Countries, nationalities and continents

DEVELOP YOUR SKILLS

1A Develop your writing

Goal | write an online message

Focus | using capital letters and full stops

GSE learning objective

Can write a few simple sentences to introduce themselves and provide basic personal information, given prompts or a model

1B Develop your listening

Goal | understand a simple conversation

Focus | understanding question words

GSE learning objective

Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly

1C Develop your reading

Goal | understand adverts

Focus | identifying specific information

GSE learning objective

Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets)

1A

People and places

Introduction

The goal of this lesson is for students to practise introducing themselves to others. To help them achieve this, they will learn or revise the verb *be* in the present simple (positive and negative) and vocabulary related to countries and nationalities.


Warm-up

Before class, find some photos of iconic things from places round the world (e.g. The Eiffel Tower, a Chinese dragon, a sombrero, etc.) and a map of the world. Show each photo in turn and elicit a) what it is, and b) where it's from, using the map of the world. Use this activity to review the names of different countries, drill them and write them on the board.

Listening

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the question in pairs. When they have finished, elicit a few answers and ask what the three situations have in common (people meeting each other).

Answers: A a party B university C a meeting

2a  **1.1** You may want to ask Ss to cover the sentences from the conversations in Ex 2b while they listen, in order to ensure they only listen for gist and remain focused on matching the situations with the photos in Ex 1. Ss listen and match the conversations with the photos, then check in pairs. Check answers as a class.

Answers: 1 B 2 C 3 A

Teaching tip

With listening activities, it's useful to start with an easier task for general understanding, before moving on to more detailed comprehension. This allows Ss to approach the listening in a 'top-down' manner and stops them becoming overwhelmed by too much new language the first time they listen.

b Point to the sentences and explain that these are from the three conversations they just heard. Play the recording again for Ss to listen and choose the correct alternatives. Ss check answers in pairs then check answers as a class.

Answers: 1 Scotland 2 Sydney 3 Australian
4 New York 5 Mexico

c Point to the box and ask: *Where's Alex from?* Tell Ss to use the first conversation to find the answer (Scotland). Ss then discuss where the rest of the people are from in pairs. Check answers as a class, asking: *Where's/are ... from?* for each person/the people in the box, and write the sentences in the answer key on the board. Ss will use these sentences in the grammar activity, so maintain the mixed use of contracted and full forms.

Answers: Alex is from Scotland. Claire's from Manchester. Daniel's from Mexico. Gabriel and Angela are from New York. Lewis and Rachel are from Brighton. Maya's from London but she lives in Sydney.

Audioscript 1.1

- 1**
Lewis: Hello, I'm Lewis.
Rachel: Hi, Lewis. I'm Rachel and this is Alex.
Lewis: Hi, Alex.
Alex: Hi. It's our first day here.
Lewis: Right. I'm a second-year student. Where are you from?
Alex: I'm from a small town in Scotland.
Lewis: Oh, OK. And you Rachel?
Rachel: I'm from Brighton.
Lewis: Oh wow, me too!
- 2**
Gabriel: Hi! I'm Gabriel and this is Angela.
Maya: Hi, I'm Maya. Nice to meet you both.
Gabriel: You too. Where are you from?
Maya: I'm from the Sydney office.
Gabriel: Ah, but you aren't Australian, right?
Maya: No, I'm British, but I live in Sydney.
Gabriel: Sydney's a great city.
Maya: Yes, it is. The weather's fantastic. It isn't cold for six months of the year like London! Where are you from?
Gabriel: We're from the New York office. And it's very cold there in the winter!
- 3**
Daniel: Hi, I'm Daniel. What's your name?
Claire: Hi, I'm Claire. Where are you from, Daniel?
Daniel: I'm from Mexico. And you?
Claire: I'm from Manchester.
Daniel: Right. This is my first salsa party.
Claire: Oh. Are you a good salsa dancer?
Daniel: I'm not sure.
Claire: Well, let's see. Come and dance!
Daniel: OK!

Grammar

Verb *be* – positive and negative

3 Books closed. Focus attention on the first sentence you wrote on the board from Ex 2c and underline 'is'. Ask: *What verb is this? What's the infinitive?* (be). Go through the rest of the sentences on the board and elicit the verb *be* in each one (or ask Ss to come to the board and underline them). Elicit which sentences have contractions, and what they are (Claire's, Daniel's, Maya's). Ss open their books again and focus attention on the table. Give Ss a few minutes to complete it and encourage them to use the conversation extracts in Ex 2b to help. Ss then check in pairs. Check answer with the whole class, writing the answers on the board.

Answers: 1'm 2're 3 aren't

Grammar checkpoint

Some languages (e.g. Russian, Hebrew) don't use the verb *be* in the present tense. If you have Ss with one of these first languages, it's worth going over the form of *be* in the present tense very clearly here.

GRAMMAR BANK 1A pp.116–117

Stronger classes could read the notes at home. Otherwise, check 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 as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

- A** 1 is/'s; is/'s 2 aren't/are not; 're/are 3 is
 4 isn't/is not; 's/is 5 'm not/am not; 'm/am 6 's/is
 7 are; 're/are/'re 8 aren't/are not; 're/are
- B** (The sentences with contractions can also be written using the full forms.)
 1 Sam's a teacher.
 2 Mel and her friend Sue are 33 years old.
 3 My watch isn't from Switzerland.
 4 Zak and his brother are doctors.
 5 It's ten o'clock in the morning.
 6 We aren't very happy about the news.
 7 A cup of coffee is £2.99.
 8 The clothes in this shop aren't very nice.
 9 This coffee isn't good.
 10 The school is very nice.

4a 1.2 Ss listen to the sentences and pay attention to how the contracted forms are pronounced.

Teaching tip

If Ss are having difficulty, show the contracted forms on your fingers. Point to your index finger and say *I*, then point to your second finger and say *am*. Then join your fingers together and say *I'm*. Repeat with the rest of the contractions.

b Ss listen again and repeat each sentence.

Pronunciation checkpoint

Contractions are very common not only in spoken English, but in written English too these days. However, we don't contract *is* after *This* (e.g. *This is Ken*, NOT: *This's Ken*). Also, we don't contract *is/are* in questions (e.g. *Where are you from?* NOT: ~~*Where're you from?*~~).

5a Elicit the first answer as an example and write it on the board if necessary. Tell Ss to use the contracted form if possible. Ss complete the rest of the conversation alone then check in pairs. Don't give any answers yet.

b 1.3 Ss listen and check their answers.

Answers: 1'm 2's 3 is 4 are 5're
 6 isn't ('s *not* is also possible) 7'm 8's

6a Arrange Ss in groups of three to practise the conversation. Monitor and make sure they're using the contracted forms correctly. When they have finished, ask Ss to swap roles and practise it again.
b Give Ss a few minutes to read the conversation again and decide how they'll change the information so it's true for them. When they are ready, ask them to practise their conversations. In feedback, ask a few groups to perform their conversations to the class.


Further practice

Photocopiable activities: 1A Grammar 1, p137;
 1A Grammar 2, p138

Vocabulary

Countries and nationalities

7a Focus attention on the photos and elicit Ss' ideas about what they can see. Ss match the countries with the photos in pairs.


b  1.4 Play the recording for Ss to check their answers. Check answers as a class, and as you give each answer, elicit anything else Ss associate with these countries.

Answers: **a** Greece **b** Australia **c** China **d** Japan
e Mexico **f** Egypt **g** Russia **h** Spain

Optional alternative activity

You could do Ex 7 as a quiz. Arrange Ss in small groups and ask them to write their answers on a separate piece of paper. When they have finished, ask each team to pass their paper to another group. Play recording 1.4 for groups to check answers, awarding a point for each correct answer. The team with the most points at the end wins.

8a Ss complete the table in pairs. Monitor and help with spelling if necessary. Don't give any answers yet.

b  1.5 Play the recording for Ss to check their answers, then check answers as a class, writing the answers on the board and carefully checking spelling.

Answers: **1** Australian **2** Mexican **3** Russia **4** Spain
5 Turkey **6** Japanese

9a Read the example with the class, then play the recording again for Ss to underline the stressed syllables. Check answers as a class.

Answers: Australian, Brazilian, Egyptian, Mexican, Russian,
American, Polish, Spanish, Turkish, British, Chinese, Japanese, Greek

b Ss listen again and repeat each nationality after they hear it.

10 Read the example with the class, then put Ss in pairs to discuss where they think each thing is from. Don't give any answers yet. When they have finished, check answers as a class.

Answers: Benedict Cumberbatch is British. Donald Trump is American. Kung fu is Chinese. Pizza is Italian. Samba dancing is Brazilian. Sushi is Japanese.

VOCABULARY BANK 1A p136

Countries, nationalities and continents

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

1a Elicit the first answer as an example. Ss complete the words alone, then check in pairs. Check answers as a class.

Answers: German, Argentinian, Italian, Portuguese, Swedish, Nigerian, Indian, Irish, Colombian, Vietnamese

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

2a Ss complete the exercise alone, then check in pairs. Check answers as a class.

Answers: **A** Africa **B** Europe **C** Asia
D North and South America

b Ask one or two Ss which country they are from, then elicit which continent it belongs to. Ss then complete the exercise alone. Check answers as a class.

Answers: **1** Nigeria **2–6** Germany, Italy, Portugal, Sweden, Ireland **7–8** India, Vietman **9–10** Argentina, Colombia

Optional alternative activity

Stronger classes can complete Ex 1a at home, then discuss Exs 1b and 2 in the next class.

Further practice

Photocopiable activities: 1A Vocabulary, p139

Speaking

Prepare

11 Check Ss understand *conference* (an event where people with similar interests or professions come to meet and exchange ideas). Ask Ss to think of a new name, nationality and town or city they're from for themselves. Monitor and help with ideas and spelling if necessary, and encourage them to be creative with their information.

Speak

12a Go through the Useful phrases with the class and check understanding. Drill the phrases chorally and individually. Ask Ss to imagine they are now at the conference and to stand up and introduce themselves to as many other people as possible. Ask them to also try and remember some of the information they hear. While they are speaking, monitor their use of language, especially the use of contracted forms of the verb *be*, and encourage them to use contractions if they're using full forms.

b Arrange Ss in pairs and ask them to discuss what they can remember about other people at the conference. In feedback, ask a few Ss to tell the class what they remember and check if they were correct.

Reflection on learning

Write the following questions on the board:

How many countries and nationalities from the lesson can you remember?

Can you use contractions of the verb 'be'?

How can you practise these 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

Ex 11: Write a short paragraph introducing yourself.

Grammar bank: 1A Ex A–B, p117

Workbook: Ex 1–6, p4

App: grammar and vocabulary practice

Fast route: continue to Lesson 1B

Extended route: go to p86 for Develop your writing

1B All about me

Introduction

The goal of this lesson is for students to ask and answer questions to give personal information about themselves. To help them achieve this, they will learn or revise question words and the verb *be*.

Warm-up

Tell Ss that today's lesson is about asking questions. Ask Ss to work in pairs to write two or three questions to ask you. This is a chance to preview the grammar to be taught, as well as the topic. When they are ready, ask pairs to question you and give your own answers. Observe errors but don't correct them yet.

Listening and vocabulary

Question words

1a Ask Ss to make their lists in pairs, referring to the photos to help them. Move around the class and support as needed.

Optional alternative activity

With **weaker classes** or if time is short, divide the categories among the class, giving different topics to different pairs or groups. When they have finished, ask each pair or group to share their answers with the class. Write the words on the board for Ss to copy.

b When they have finished, put pairs together to make groups of four and ask them to compare their answers. Write lists on the board as a class and encourage Ss to write the vocabulary in their notebooks.

Teaching tip

Even at lower levels, Ss can be encouraged to peer-teach. This 'pair and share' stage enables students to maximise their talk and develop confidence in learning from each other as well as from the teacher. While they do this, move around the class and look for common misunderstandings that you can pick up in a final feedback stage.


2 Focus attention on the social media profile and ask Ss to complete it with the words in the box. Give them a minute or two. When they have finished, check answers as a class.

Answers: **1** good **2** November **3** walking **4** pink

Culture notes

Jennifer Lawrence was the highest-paid actress in the world in 2015/2016. She is perhaps most famous for *The Hunger Games* series. Note that the term *actor* is nowadays often used for both male and female, as the term *actress* can be considered less serious.

3a Ss match the questions and answers using the words in bold to help them. Monitor and help with vocabulary if necessary. When they have finished, Ss check answers in pairs. Don't give any answers yet.

b  **1.6** Ss listen and check their answers in pairs. Check answers as a class.

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

Audioscript 1.6

Tina: Hey Jacomo. How are you today?
Jacomo: I'm OK. A little tired maybe. How are you?
Tina: Very well! OK, let's write your Sinder profile. Some quick questions. So, where are you from?
Jacomo: I'm from Napoli, in Italy.
Tina: Oh, that's nice. Bellissima!
Jacomo: How many questions are there? I'm tired.
Tina: OK. Who's your favourite actor?
Jacomo: I think Simon Pegg is really good.
Tina: Pegg ... And when's your birthday?
Jacomo: It's in September.
Tina: Uh huh. And ... what's your favourite colour?
Jacomo: It's blue. How many more questions, Tina?
Tina: Two more! What's your favourite food?
Jacomo: Chinese food. No, maybe it's Indian. No, it's Chinese. Goodbye, Tina.
Tina: Are you interested in reading?
Jacomo: Yes, I love it!

4a Focus attention on the questions and ask what kind of word is missing from each (a question word). Elicit the first answer as an example. Ss complete the remaining questions alone. Check answers as a class.

Answers: **1** When **2** Where **3** What **4** Is **5** Where
6 How **7** Who **8** Are **9** When **10** Is

b Put Ss in pairs to ask and answer the questions. When they have finished, ask a few Ss to tell the class something interesting they found out about their partner.

Optional extra activity

With **weaker classes**, get Ss to ask you the questions before they do Ex 4b. Drill the questions as needed, to improve their pronunciation, and give your own answers.

Further practice

Photocopiable activities: 1B Vocabulary, p142

Grammar

Questions with *be*

5 Focus attention on the grammar box. Elicit the first missing word as an example. Ss complete the rest of the table, using Ex 3 and Ex 4 to help, then check in pairs. Check answers as a class, reminding Ss that a capital letter is needed at the start of each question. Be prepared to give further explanations or examples if necessary.

Answers: **1** Am **2** Is **3** Are **4** is/s **5** are

Grammar checkpoint


Ss may need a reminder that word order must change for questions in English and that the subject must be included. This may be a problem if, in Ss' own language(s), a question can be implied without changing the word order and/or the subject is implied by the verb form. If Ss struggle with this, word ordering practice tasks can be very helpful, either moving parts of cut-up sentences around or reordering jumbled sentences in writing (as in Ex 7a).

GRAMMAR BANK 1B pp.116–117

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

- A**
- 1 Where are you from?
 - 2 What is your email address?
 - 3 Are you a student?
 - 4 When is your next lesson?
 - 5 What is your job?
 - 6 Who is the woman over there?
 - 7 Are you married?
 - 8 What is your favourite colour?
 - 9 Where is your friend from?
 - 10 How is your class?
- B**
- 1 How old is your brother?
 - 2 What is our teacher's name?
 - 1 How old is Megan?
 - 2 What is your phone number?
 - 3 Who is that man?
 - 4 What is your job?
 - 5 Where are they from?
 - 6 Where are my keys?
 - 7 What is the time? / What time is it?
 - 8 How much is a cup of tea?
 - 9 Is she French?
 - 10 Where are you?

6a  1.7 Ask Ss to read through the questions, then listen and add an arrow going up or down to each sentence as they hear it. With **weaker classes**, do this as a class. Check the answers as a class and deal with any queries. Share the information in the pronunciation checkpoint if you think it's useful.

Answers: 1 up 2 down 3 up 4 down

b Ss listen and repeat chorally.

Pronunciation checkpoint

Ss often assume that the voice rises at the end of all questions. In fact, with questions starting with a question word the voice tends to fall at the end; it is on questions starting with an auxiliary verb that the voice tends to rise.

7a Do the first one as an example. Make sure Ss realise they don't need to add any extra words and tell them to refer to the grammar box if they need help. Ss order the words to make the remaining questions alone then check in pairs. Check answers as a class. Ask individual Ss to read each answer aloud and drill where needed, focusing on the intonation.

Answers:

- 1 Who is your favourite singer?
- 2 Are your parents from the US?
- 3 Are you interested in photography?
- 4 When is your birthday?
- 5 How are you today?
- 6 Why are you in this class?
- 7 What's your favourite month?
- 8 Are you tired today?
- 9 Is your teacher from Spain?
- 10 What is your second name?

b Look at the example as a class. Point out that the first student should give the answer and their partner should provide the correct question. Ask a stronger pair to model this dialogue for the class, then put Ss in A/B pairs to continue, taking turns to provide answers. **Weaker classes** may benefit from going through the questions and their answers first. Close the activity by asking a few pairs for any similar or shared answers they had.

Optional extra activity

With the whole class, ask Ss to choose random questions to ask another student in the class. The answering classmate should then choose another question to ask a different student. This encourages Ss to hear their voice in the larger group and to work with different students.

Teaching tip

Ss benefit from listening to each other, not just to the teacher, and hearing their voices in a larger group. When you ask Ss to ask each other across the class (this is sometimes called 'open pairs') ensure all are paying attention. This also builds a positive classroom dynamic. For the same reason, when calling on Ss for answers, avoid going around the class in a predictable order. This ensures Ss are listening as they don't know when they will be called on!

Further practice

Photocopiable activities: 1B Grammar 1, p140;
1B Grammar 2, p141

Speaking**Prepare**

8 Tell Ss they are going to make a social media profile about their partner. Ask Ss to write questions using the prompts shown. **Weaker classes** can do this in pairs. Monitor and help, ensuring Ss are forming questions correctly.

Speak

9a When they are ready, put Ss in (new) pairs to ask and answer their questions. Go through the Useful phrases with the class then tell Ss to ask their questions and make notes of their partner's answers. Monitor and help if necessary.

b When they have finished, ask Ss to use the information they have noted to write a profile like the one in Ex 2.

c Ask Ss to give the profile to their partner so that they can check the information is correct.

Optional extra activity

Stick the profiles on the wall around the room and ask Ss to walk around and read about their classmates. Encourage them to ask each other questions if they read something interesting or discover a shared interest.

Reflection on learning

Write the following questions on the board:

What was fun about this lesson?

What do you want to do more of?

Why is it important to you?

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

Grammar bank: 1B Ex A–B, p117

Workbook: Ex 1–5, p5

App: grammar and vocabulary practice

Fast route: continue to Lesson 1C

Extended route: go to p87 for Develop your listening

1c For sale

Introduction

The goal of this lesson is for students to practise describing objects in the context of a sale. To help them achieve this, they will learn or revise *this*, *that*, *these* and *those* and vocabulary related to everyday objects.

Warm-up

Bring a few everyday objects to the class (e.g. a pen, mobile phone, book). Show each one in turn to the class and elicit or teach what they're called in English. Put the objects away, then put Ss in pairs to try and remember all of the objects and write them down. When they have finished, find out which pair remembered the most objects correctly.

Vocabulary

Everyday objects 1

1 Focus attention on the picture and elicit what Ss can see. Put them in pairs to discuss the questions. When they have finished, elicit their answers and have a brief class discussion.

Answers: 1 a market 2 The objects are new.

2a Elicit the first answer as an example. Ss match the rest of the words with the photos alone then check in pairs. Check answers as a class.

Answers: A laptop B sunglasses C books D camera
E clock F lamp G board games H pictures I bike J rings
K skateboard L suitcase M tennis racket N umbrella

b 1.14 Play the recording for Ss to listen and repeat the words. Drill further if necessary.

Optional extra activity

Write on the board: *camera*, *laptop*, *pictures*, *skateboard*, *suitcase*, *sunglasses*, *umbrella*. Ask: Which syllable in 'camera' is stressed? Elicit the answer and underline the stress on the board. Put Ss in pairs to underline the stress in the other words, then play the recording again for Ss to check their answers. Check answers as a class and underline the stressed syllables on the board.

Answers: camera, laptop, pictures, skateboard, suitcase, sunglasses, umbrella

3 Books closed. Put Ss in pairs and ask them to remember as many of the objects as they can and note them down. When they have finished, ask them to open their books again and check.

Further practice

Photocopiable activities: 1C Vocabulary, p145

Listening

4 1.15 Tell Ss they are going to listen to two people, Jake and Chris, at a market like the one in the picture in Ex 1. Ss listen and find out what Chris wants to buy, then check in pairs. Check the answer as a class.

Answer: Chris wants to buy a (new) bike.

Audioscript 1.15

Jake: Hey, Chris. That's a nice bike over there.

Chris: Hmm, it looks old. I want a new bike, really.

Jake: OK, well what about those bikes over there?

Chris: Yes, they look new. Come on Jake, let's go and look.

5a 1.16 Ss listen to the next part of the conversation and find out what Jake and Chris buy. Check the answer as a class.

Answer: Chris buys sunglasses and Jake buys a lamp.

b Stronger classes can complete the sentences from memory then listen to check. Otherwise, play the recording again for Ss to complete the sentences. Ss check answers in pairs, then check answers as a class.

Answers: 1 10 2 10 3 5 4 3

Audioscript 1.16

Chris: Excuse me, are these bikes new?

Seller: No, they aren't. They're about ten years old.

Chris: Oh, OK.

...

Chris: Wow, are these sunglasses only a pound?

Seller: No, they're ten pounds.

Chris: Hmm, are they for men or women?

Seller: They're men's sunglasses.

Chris: They're very nice. OK, I'll have them, please.

Seller: Great, here you are.

Jake: Oh, this lamp is nice. Excuse me, is this lamp new?

Seller: Um, well, yes – almost new. It's only five pounds.

Jake: I'll give you three.

Seller: Hmm, OK then.

Jake: Thanks! Here you are.

Grammar

this, that, these and those

6 Arrange four pens in front of you on a desk in front of the class: two near you and two further away. Point to one of the pens near you with one hand and say: *this pen*. Then point to the two pens near you with both hands and say: *these pens*. (With **stronger classes**, you could elicit this and the next phrases.) Then point to one of the pens further away from you with one hand and say: *that pen*. Finally point to the two pens further away from you with both hands and say: *those pens*. Focus attention on the table in the book. Ss choose the correct alternatives alone, then check in pairs. Check answers as a class.


Answers: 1 This 2 these

GRAMMAR BANK 1C pp.116–117

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

- A 1 ~~that~~ those/these 2 ~~these~~ this 3 Correct
 4 ~~these~~ this 5 ~~Those~~ That 6 Correct 7 ~~this~~ that
 8 ~~those~~ that/this
- B 1 A: How much are **those** bags over there?
 B: The blue bag is £10 and **that** red bag is £20.
 2 A: Do you prefer **that** bike over there or **this** bike here?
 B: I prefer **that** one.
 3 A: I don't like **those** shoes, but I like **this** jacket.
 B: Oh, really? I like **those** pink shoes.
 4 A: **That** skateboard is expensive, but **those** board games are cheap.
 B: How much are **those** board games?
 5 A: Look at **these** plates here. They're really nice.
 B: **These** plates are nice. **Those** plates over there are really pretty too.
 6 A: How much is **that** umbrella in the window?
 B: It's £25. **This** one here is £15.

7a  1.17 Play the recording for Ss to listen and answer the question. Check the answers with the whole class.

Answers: *this* – short; *these* – long

- 1 these books 2 this laptop 3 this lamp 4 these printers
 5 these bikes

b Play the recording again for Ss to listen and repeat.

Pronunciation checkpoint

Note that *this* ends with the /s/ sound, whereas *these* and *those* end with the /z/ sound. Point this out to Ss and drill the difference.

8a Focus attention on the pictures and elicit what Ss can see. Ss choose the correct alternatives to complete the sentences, then check in pairs. Check answers as a class.

Answers: 1 That 2 these 3 This 4 Those

b Ask Ss to cover the sentences in Ex 8a. Read the example with the class and demonstrate the activity with a stronger student. Ss practise pointing and saying what the objects are in pairs.
 9 Elicit the first sentence as an example. Ss reorder the words alone, then check in pairs. Check answers as a class.

Answers:

- 1 How much are those shoes?
 2 That lamp is really nice.
 3 How old is that bike?
 4 Are these shoes new?
 5 That ring is very pretty.
 6 Is this book £5?
 7 I love that guitar.
 8 Where is that clock from?

Further practice

Photocopiable activities: 1C Grammar 1, p143;
 1C Grammar 2, p144

Speaking

Prepare

10 Put Ss in A/B pairs and ask them to turn to the relevant pages at the back of the book. Give them a few minutes to read their instructions and plan what to say. Monitor and help with ideas and vocabulary, writing any new words and phrases on the board

Speak

11a Go through the Useful phrases with the class. Ss ask and answer their questions in pairs and decide what to buy. Monitor and make notes on their use of language for feedback later.

b Ss swap roles and repeat the activity. Give them a few minutes of preparation time if they need it.

c When they have finished, ask a few Ss what they bought and why. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

What was difficult in today's lesson?

What can you do to improve this 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

Grammar bank: 1C Ex A–B, p117

Workbook: Ex 1–6, p6

App: grammar and vocabulary practice

Fast route: continue to Lesson 1D

Extended route: go to p88 for Develop your reading

1D English in action

Introduction

The goal of this lesson is for students to practise telling the time. To help them achieve this, they will learn a range of phrases for asking for and telling the time in the context of an international conference call.

Warm-up

Write on the board: *phone calls, videocalls, text messages*. Ask Ss which they prefer to communicate with and with whom, and have a brief class discussion. You could also ask which they prefer to use at work and if it's different, ask why.

1 Focus attention on the photos and read the example with the class. Ss practise saying where the people are from and their nationalities in pairs. Check answers as a class.

Answers:


Aditya's from the UK. He's British.

Akari's from Japan. She's Japanese.

Sergei's from Russia. He's Russian.

Leandro's from Argentina. He's Argentinian.

Jennifer's from the US. She's American.

2a  **1.18** You may want to check Ss know the difference between *a.m.* (before noon) and *p.m.* (after noon) before they do this exercise. Tell Ss they're going to listen to the people in the photos in Ex 1 having a conference call. Play the recording for Ss to listen and choose the correct options then check answers in pairs. Check answers as a class.

Answers: **1** 6.15 a.m. **2** 2.15 p.m. **3** 12.15 p.m. **4** 9.15 a.m.
5 9.15 p.m.

b Give Ss a few minutes to read through the phrases in the box, then play the recording again for Ss to tick the phrases they hear. Ss check answers in pairs, then check with the whole class.

Answers:

Asking for the time: What's the time (in Buenos Aires)?

Telling the time: It's six fifteen in the morning.


Audioscript 1.18

Sergei: Hi everyone, thanks for coming. Is everyone here?
Aditya: I don't think Jennifer is here yet.
Sergei: Ah, OK. It's very early in Dallas at the moment. It's six fifteen in the morning! I think she'll be here soon. While we wait, let's introduce ourselves. I'm Sergei, International Manager. Here in Moscow it's a quarter past two in the afternoon. Aditya.
Aditya: Hi everyone. I'm Aditya in London. It's a quarter past twelve here.
Sergei: Hi Aditya. Leandro? Leandro? Can you hear us?
...
Leandro: Sorry about that ... let me just connect my mic properly. Hi Sergei, hi everyone. Sorry about that. I'm Leandro and I'm in Buenos Aires.
Sergei: What's the time in Buenos Aires, Leandro?
Leandro: It's a quarter past nine here.
Jennifer: Hello everyone, sorry I'm late! It's very early here in Dallas!
Sergei: That's OK, Jennifer. Welcome to the meeting. OK, so the last person to introduce themselves is Akari.
Akari: Hello everybody. I'm Akari in Tokyo. Here it's nine fifteen in the evening.
Sergei: Wow, thanks for staying so late, Akari! OK, let's begin ...

3a Elicit the first answer as an example and make sure Ss understand that more than one phrase can go with each clock. Ss match the phrases with the clocks alone then check in pairs. Don't give any answers yet.

Optional extra activity

With **weaker classes**, or if you think it will be useful for your Ss, use a real clock or draw one on the board. Use it to elicit or teach: *past* and *to* each hour, *half*, *quarter* and *o'clock*.

b  **1.19** Play the recording for Ss to check, then check answers as a class. Play the recording again for Ss to listen and repeat. Drill further if necessary.

Answers:

- a** It's eight o'clock.
- b** It's half past four.; It's four thirty.
- c** It's a quarter to twelve.; It's eleven forty-five.
- d** It's a quarter past two.; It's two fifteen.
- e** It's five to eight.; It's seven fifty-five.
- f** It's twenty past one.; It's one twenty.

4 Elicit the first answer as an example. Ss choose the correct alternatives alone then check in pairs. Check answers as a class, then ask Ss to practise the conversations.

Answers: **1** the; to **2** in; thirty **3** is it; half **4** there; a.m.

5 Read the example with the class. Ask Ss to cover the box with the phrases in Ex 3a. Ss take turns pointing to the clocks and saying the time. When they have finished, ask a few pairs to point to the clocks and say what the time is.

6 Tell Ss they are going have their own conference call. Give them a few minutes to prepare the information on their own. If they want, Ss can use their mobile devices to find out what the time is in their location or they can just invent what the time is.

7a Put Ss in groups. With **stronger classes**, you could ask them to sit in a circle, all facing outwards so they can't see each other while they speak. (This means they'll have to speak and listen more carefully, as with a telephone call.) Ss practise their conference call. Monitor and make notes on their language use for feedback later.

b Put Ss in pairs, making sure their partner is from a different group than they were in in Ex 7a. Ss tell their partner as much as they can remember about the people in their group. In feedback, ask a few Ss to share what they found out with the class and give the class feedback on their language use.

Reflection on learning

Write the following questions on the board:

What new phrases did you learn in today's lesson?

How can you practise these 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 using a combination of review exercises and more communicative activities, involving pairwork. The notes below provide some ideas for exploiting the activities in class, but you may want to set the review exercises for homework or use them as a diagnostic or progress test.

1 Elicit the first answer as an example. Ss choose the correct alternatives alone then check in pairs. Check answers as a class.

Answers: **1** 's; 'm **2** isn't; 's **3** are **4** 're; is **5** aren't
6 isn't; 's **7** isn't; 's **8** 's

2 Elicit the first answer as an example and write it on the board. Ss complete the sentences alone then check in pairs. Check answers as a class.

Answers: 1 British 2 Greece 3 Polish 4 Turkey
5 Chinese 6 Mexico 7 Australian 8 Egypt

Optional extra activity

Put Ss in pairs, one with their book open and the other with it closed. Ss test each other by saying e.g. *I'm from Argentina, I'm ...* for their partner to say the nationality. When they have finished, Ss swap roles and repeat the activity.

3a Ss think of and write the names of five famous people that they think other Ss will know. Monitor and help with ideas if necessary.

b Read the example with the class, then put Ss in pairs to share their names and guess the nationalities.

4a Elicit the first answer with the class as an example. Ss match the question halves alone then check in pairs. Check answers as a class by reading out the first half and eliciting the ending.

Answers: 1 d 2 e 3 a 4 c 5 f 6 b

b Ss ask and answer the questions in pairs. Monitor and make notes on their language use for feedback after they've finished.

5 Ss choose the correct alternatives alone, then check in pairs. Check answers as a class.

Answers: 1 Is; is 2 are; 'm 3 Are; aren't 4 's; 's 5 Are; 'm

Optional extra activity

After Ex 5, write these skeletal conversations on the board:

- 1 A: Catherine? B: Yes
2 A: from? B: Canada
3 A: Turkey? B: No, Germany
4 A: email address? B: jaime21@email.uk
5 A: nurse? B: No, doctor

Ask Ss to practise the conversations in pairs with their books closed.

6 Ss choose the correct words to complete the sentences alone, then check in pairs. Check answers as a class.

Answers: 1 bike 2 racket 3 umbrella 4 laptop
5 skateboard 6 board games 7 books 8 camera
9 pictures 10 lamp

b Put Ss in pairs to discuss the question.

7 Ss choose the correct alternatives alone then check in pairs. Check answers as a class, then ask Ss to practise the conversations.

Answers: 1 this 2 those 3 these; those 4 that 5 This

8 Demonstrate the activity by taking some objects out of your bag and describing them. Read the example with the class. Ss talk and ask about their objects in pairs. Ask them to spread them around the desk in front of them, so that some objects are nearer and some are further away.

9 Read the example with the class. Ss write the sentences alone then check in pairs. Make sure they write the answers in their notebooks and not on the page.

Suggested answers:

- 1 It's a quarter past eight in the evening.
2 It's three o'clock in the morning.
3 It's a quarter to seven in the evening.
4 It's half past three in the afternoon.
5 It's nine o'clock in the morning.
6 It's eleven twenty p.m.

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 writing

Introduction

Ss develop the skill of writing an online message by learning how to use capital letters and full stops.

Warm-up

Before the class, write: *am*, *is* and *are* in large letters on three pieces of paper, and stick them to three of the walls in the classroom. Ask Ss to stand up, and explain that you are going to say a pronoun (e.g. *we*) and Ss should walk to the correct wall (*are*). Call out a pronoun each turn for Ss to move to the correct wall. If you have a large class, make two copies of the verbs on paper and split the class into two groups.

1a Check understanding of *study groups*. Ss discuss the questions in pairs.

b Focus attention on the text and explain that it's a conversation among people in an online study group based in the US. The posts are the people introducing themselves. Ss read the posts and answer the questions, then check in pairs. Check answers as a class.

Answers: 1 Mona 2 Patrick 3 Steven and Maria
4 Annika 5 Patrick and Annika

2a Give Ss a few minutes to read the Focus box and ask about anything they're not sure of, then find the examples in the text in Ex 1b. Ss check in pairs then with the whole class. Point out the use of exclamation marks, too.

Answers:

Capital letters and full stops – every sentence in the conversation.
The subject *I* – I'm Patrick Smith.
People's names – Mona Galotti
Road or street names – Tryon Street
Names of towns, cities and countries – Denver, Colorado
Nationalities – Russian
Languages – French
Names of companies and universities – the University of California
Days and months – Fridays
There are other possible examples in addition to the ones given above.

b Focus attention on the message and explain that it needs lots of capital letters and six full stops. Ss rewrite it alone then check in pairs, using the Focus box to help. While they are working, write the text on the board as it is on the page. In feedback, ask Ss to come to the board and correct the punctuation. Check answers as a class.

Answers:

Hello everyone. I'm Kelvin and I'm Canadian. I'm a doctor at the South West Hospital here in Los Angeles. I'm married with two children, Sam and Maggie. My wife is a manager at the California Water Company. She is at work all week, but I am only at the hospital on Mondays, Wednesdays and Thursdays.

Note: the final full stop could also be an exclamation mark.

Prepare

3 Tell Ss they're going to write their own online messages. Give them plenty of time to make notes on the things in the list. Monitor and help with ideas and vocabulary if necessary.

Write

4 While Ss are writing, monitor and help if necessary. When they have finished, ask Ss to check their writing and think about whether they have used capital letters and full stops correctly.

Homework ideas

Workbook: Ex 1–6, p9

1B Develop your listening

Introduction

Ss develop the listening skill of understanding a simple conversation by learning how to understand question words.

Warm-up

Do a backwards dictation. Arrange Ss in small groups and explain that you're going to dictate a word letter by letter, but backwards. Demonstrate with a simple word (e.g. *D-O-O-G good*). Each turn, dictate a country or nationality from Lesson 1A backwards. The first group to call out the word gets a point. The group with the most points at the end wins.

1 **1.8** Focus attention on the photo and tell Ss they're going to listen to two people meeting for the first time. Read the questions with the class and elicit their predictions. Play the recording for Ss to listen and answer the questions, then check answers in pairs. Check answers as a class.

Answers:

- 1 They're international students.
- 2 They're at a language school.
- 3 Marco is from Monza, Italy and Eva is from Elche, Spain.

Audioscript 1.8

Marco: Hello, I'm a new student here.
Eva: Me too. I'm Eva. What's your name?
Marco: It's Marco.
Eva: Nice to meet you, Marco.
Marco: And you, Eva.
Eva: So, where are you from?
Marco: I'm from Monza.
Eva: Oh? Where's Monza?
Marco: It's in Italy.
Eva: Ah, right. I'm from Elche in Spain.
Marco: OK. Are you here for nine months?
Eva: Yes, I am. What about you?
Marco: Maybe a year – or more.
Eva: Oh, right. Are you a student?
Marco: No, I'm not. I work for an international bank. What's your job?
Eva: I'm a university student. I study languages.
Marco: When's your first lesson?
Eva: It's at eleven o'clock, I think.
Marco: Mine too. Where is it?
Eva: In classroom 6b.
Marco: Me too. Great! We're in the same class. Who's the teacher?
Eva: It's someone called Marketa.
Marco: OK, good. Shall we get a coffee before the lesson?
Eva: Sounds great! Let's go!

2a Read the Focus box with the class and elicit the answer to the question.

Answer: They tell us what information the speaker wants.

b Ss match the question words with the meanings alone then check in pairs. Check answers as a class.

Answers: 1 c 2 f 3 a 4 d 5 b 6 e

c **1.9** Play the recording for Ss to listen and answer the question. Check the answer with the class.

Answer: Who, How. The *h* is silent in the other words.

3a **1.8** Read the questions with the class and elicit Ss' guesses as to what the missing words are, but don't give any answers yet. Play the recording for Ss to complete the questions then check in pairs. Check answers as a class. Note that the answers for 6 and 7 could be swapped, but these are the words they use.

Answers: 1 What 2 Where 3 – 4 – 5 What 6 When
7 Where 8 Who

b **1.10** Play the recording, pausing after each question for Ss to write which answer is correct. Play recording 1.8 again for Ss to check their answers. Check answers as a class.

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

4a Tell Ss they're going to listen to Marco talking to another student. Focus attention on the first sentence and elicit what information is missing and which question word they need (*Name*; *What*). Ss do the same in pairs for the rest of the sentences.

Answers:

- 1 What
- 2 Place (e.g. Spain); Where
- 3 Class number (e.g. 3a); What
- 4 Name (e.g. Max); Who
- 5 Type of company (e.g. phone); What
- 6 Time (e.g. 11); When/What time

b 1.11 Ss listen to the conversation and complete the sentences in Ex 4a, then check in pairs. Play the recording again if necessary, then check answers as a class.

Answers: 1 Renata 2 Rio de Janeiro/Brazil 3 8c
4 a work friend 5 international 6 two

Audioscript 1.11

Marco: Hi, I'm Marco.
Renata: Hi Marco.
Marco: What's your name?
Renata: It's Renata.
Marco: Renata. Is that a Greek name?
Renata: No, I don't think so!
Marco: Oh. Where are you from?
Renata: I'm from Rio de Janeiro.
Marco: Oh, you're Brazilian!
Renata: Yes, that's right. And you?
Marco: I'm from Monza.
Renata: Where's Monza?
Marco: It's in the north of Italy.
Renata: Ah right. And why are you here at the school?
Marco: For my job. What about you?
Renata: For my job, too. We work at an international company but our English isn't very good.
Marco: Oh, who are you here with?
Renata: A work friend. We're in class 8c. What class are you in?
Marco: Oh, I'm in 6b. When's your next lesson?
Renata: It's at two o'clock.
Marco: Are you free for lunch?
Renata: Sure. You?
Marco: Yeah. Let's have lunch together.
Renata: OK, great!

5a 1.12 Put Ss in A/B pairs. Play the recording, pausing after each question for Student A to say their answer and Student B to write it down. Demonstrate with a stronger pair first.

Audioscript 1.12

- 1 What's your surname?
- 2 Where are you from?
- 3 What's your job?
- 4 What's your email address?
- 5 Who's your teacher?
- 6 When's your next English lesson?
- 7 When's your birthday?
- 8 Where's your favourite place?

b 1.13 Repeat the activity in Ex 5a but with Student B answering the questions and Student A writing them down.

Audioscript 1.13

- 1 What's your first name?
- 2 Where's your home town?
- 3 What's your first language?
- 4 Are you a student?
- 5 What's your email address?
- 6 When's your birthday?
- 7 Who's your best friend?
- 8 What's your favourite colour?

6 In the same pairs, ask Ss to look at each other's answers and try to remember the question words and the questions. If they want to, they could listen to the questions again and check. In feedback, ask a few Ss to share any interesting information they found out with the class.

Homework ideas

Workbook: Ex 1–4, p7

1c Develop your reading

Introduction

Ss develop the reading skill of understanding adverts by learning how to identify specific information in the context of a website for buying and selling things.

Warm-up

Write on the board:

Do you ever sell things? How and where?

Ss discuss the questions in small groups. When they are ready, nominate a student from each group to share their ideas with the class.

1 Give Ss a minute to skim the website and choose the correct option. Check the answer with the class and explain that it's a place where people can sell things they don't want any more. Ask Ss if they know any websites like this and what they're called.

Answer: b

2 Ss read the Focus box, find the information, then check answers in pairs. In feedback, explain that this is something we do subconsciously in our first language and is a good strategy to use when learning a language to help us identify specific information.

Answers:

prices: €100, €1,500, €300, €75, €500, €5

places: (Korean,) Paris, (German,) the US

ages: two years old, three years old, from the 1950s, three months old

sizes: 2 metres x 1.5 metres

3a Ss read the adverts again and find the information alone, then check in pairs. Check answers as a class.

Answers: 1 mobile phone 2 bag 3 laptop 4 dress
5 picture 6 book

b Ss discuss the question in pairs. When they have finished, check answers as a class.

Answers: 1 three months old 2 from the US 3 Korean
4 €1,500 5 2 metres x 1.5 metres 6 from the 1950s

4 Focus attention on the adverts and elicit what Ss can see in the photos. Ss find the information alone then check in pairs. Check answers as a class.

Answers: 1 lamp 2 bike 3 suitcase 4 guitar 5 lamp
6 guitar 7 lamp

Optional alternative activity

Do Ex 4 as a race. Ask Ss to cover the adverts, then begin reading when you say 'Go!'. The first student to find all the correct information wins. This will encourage Ss to read quickly and scan for specific information.

5 Ss discuss which of the objects they like. When they have finished, elicit a few answers and have a brief class discussion.

Homework ideas

Workbook: Ex 1–4, p8