

ROADMAPTM

Every class is different, every learner is unique.

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

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

- clear instructions on how to exploit each lesson.
- ideas for warmers, fillers, extension and homework activities.
- culture notes and suggestions for dealing with tricky language points.
- answer keys for all practice exercises.
- additional support materials to add 'spice' to your lessons including photocopiable worksheets, games and activities.
- audio and video scripts plus video worksheets.
- unit, achievement, mid and end of course tests in accompanying assessment package.

COURSE COMPONENTS

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

Find out more at english.com/roadmap

GSE	10	20	30	40	50	60	70	80	90	
C1/2										
B2+										
B2										
B1+										
B1										
A2+										
A2										
A1										
CEFR	<A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2

Learn more about the Global Scale of English at english.com/gse



ROADMAPTM

The logo for B1+ is a purple location pin shape. Inside the pin, the text "B1+" is written in a bold, purple, sans-serif font. The "1" is slightly smaller than the "B" and has a small plus sign to its right.

Teacher's Book

with digital resources and assessment package

Kate Fuscoe, Clementine Annabell



CONTENTS

Introduction

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

Teacher's notes

Units 1–10	24–152
------------	--------

Resource bank

Photocopiable activities index	153–154
Photocopiable activities	155–244
Photocopiable notes and answer key	245–266

Contents

FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 1 page 6				
1A Eating out page 6	noun phrases 1	eating out	sentence stress	decide where to eat out
1B A place to live page 8	modifying comparisons	where I live		talk about where you live
1C A late night page 10	non-defining relative clauses	going out, staying in	non-defining relative clauses	describe a night out
1D English in action page 12	express preferences and reasons			express preferences and give reasons
Check and reflect page 13 Go online for the Roadmap video.				
UNIT 2 page 14				
2A Getting better page 14	present simple and present continuous	learning new skills	weak forms: auxiliary verb <i>be</i>	talk about your free time
2B First days page 16	present habits	starting work	silent letters	give a talk about where you work/study
2C Changing world page 18	<i>used to</i> , <i>would</i> and past simple	parents and children	silent letters	discuss how life has changed
2D English in action page 20	end conversations politely			end conversations politely
Check and reflect page 21 Go online for the Roadmap video.				
UNIT 3 page 22				
3A Places to see page 22	present perfect simple questions and answers	tourist places	weak forms: <i>have you been</i>	recommend places to go on holiday
3B Big issues page 24	present perfect simple and continuous	science and research	weak forms: <i>have and been</i>	discuss an article
3C Living abroad page 26	obligation and permission	rules and customs	weak forms: <i>you're and to</i>	give advice about rules and customs
3D English in action page 28	ask for and give explanations			ask for and give explanations
Check and reflect page 29 Go online for the Roadmap video.				
UNIT 4 page 30				
4A A big mistake page 30	past simple and past continuous	accidents and mistakes	weak forms: <i>was and were</i>	talk about accidents and mistakes
4B Crime doesn't pay page 32	past perfect simple	crime in the news	weak forms: <i>had</i>	discuss crime stories
4C It's not good enough! page 34	reported speech	complaints	sentence stress	make a complaint
4D English in action page 36	respond to news			respond to news
Check and reflect page 37 Go online for the Roadmap video.				
UNIT 5 page 38				
5A A bright future page 38	future forms	running a company	<i>'ll and going to</i>	interview someone about future plans
5B Living the dream page 40	adverbs used with the present perfect	new projects	sentence stress	talk about new projects
5C A good education page 42	comment adverbs	education	stress on comment adverbs	take part in a discussion
5D English in action page 44	agree and disagree		sentence stress	agree and disagree
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 emails arranging a party	making requests in emails
1B Develop your reading page 88	understand a biography	noticing collocations
1C Develop your listening page 90	understand a radio programme	recognising sounds and words
2A Develop your listening page 91	understand a radio phone-in programme	identifying details that support key ideas
2B Develop your writing page 92	write an informal email	linking words and questions in informal emails
2C Develop your reading page 94	understand an article	using affixation to recognise new words
3A Develop your reading page 96	understand a newspaper article	understanding cause and result
3B Develop your writing page 98	summarise an article	writing a summary
3C Develop your listening page 100	understand a podcast	understanding attitude
4A Develop your listening page 101	understand informal conversations	recognising rhetorical questions
4B Develop your writing page 102	write a story	creating interest in stories
4C Develop your reading page 104	understand an article	guessing meaning
5A Develop your writing page 106	write an essay	using supporting examples
5B Develop your reading page 108	understand a blog	recognising attitude
5C Develop your listening page 110	understand a lecture	understanding explanations



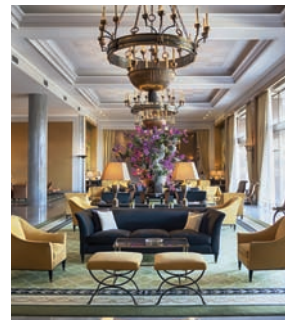
Contents

FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 6 page 46				
6A A great show page 46	passive	at the cinema, on TV	weak forms: auxiliary verb <i>be</i>	talk about films and TV
6B A five-star review page 48	<i>have/get something done</i>	services and recommendations		recommend services
6C Headline news page 50	probability	in the news		discuss news stories
6D English in action page 52	apologise and make excuses		apologising and making excuses	apologise and make excuses
Check and reflect page 53 Go online for the Roadmap video.				
UNIT 7 page 54				
7A Health problems page 54	verb patterns 1	health problems		discuss a health problem with a doctor
7B Money talks page 56	verb patterns 2	money	weak forms: <i>that</i>	discuss money issues
7C Kings of the road page 58	noun phrases 2	on the road	stress in noun phrases	tell a travel story
7D English in action page 60	deal with problems with shops and services		sentence stress	deal with problems with shops and services
Check and reflect page 61 Go online for the Roadmap video.				
UNIT 8 page 62				
8A 8A Small changes page 62	first conditional	the environment	weak forms: <i>will</i> and <i>won't</i>	discuss environmental issues
8B 8B Relationships page 64	<i>whatever, whoever, whenever, however</i> , etc.	character	word stress in <i>whatever</i> , etc.	talk about different relationships
8C 8C Big moments page 66	time conjunctions	life events	connected speech	describe important life events
8D 8D English in action page 68	make phone calls			make phone calls
Check and reflect page 69 Go online for the Roadmap video.				
UNIT 9 page 70				
9A Quality of life page 70	patterns after <i>wish</i>	quality of life		conduct a survey
9B An ideal society page 72	second conditional	society	weak forms: <i>would</i>	take part in a discussion
9C Great sporting moments page 74	past modals of deduction	sport	weak forms: <i>have</i>	talk about a sporting event
9D English in action page 76	interrupt politely		intonation	interrupt politely
Check and reflect page 77 Go online for the Roadmap video.				
UNIT 10 page 78				
10A A huge influence page 78	third conditional	influential people	connected speech	talk about an influential person
10B Interviews page 80	<i>should have</i>	successes and failures	weak forms: <i>should have/shouldn't have</i>	talk about successes and failures
10C Describing things page 82	adjective word order	describing things	sentence stress	describe possessions
10D English in action page 84	offer and accept/decline			offer and accept/decline
Check and reflect page 85 Go online for the Roadmap video.				
Grammar bank page 136 Vocabulary bank page 156 Communication bank page 166 Irregular verbs page 175				

EXTENDED ROUTE

DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS
6A Develop your reading page 111	understand book reviews	reading for gist
6B Develop your listening page 113	understand a technical support line	dealing with technical terms
6C Develop your writing page 114	write a report	organising information
7A Develop your reading page 116	understand a written interview	recognising pronoun referents
7B Develop your listening page 118	understand a conversation	understanding vague language
7C Develop your writing page 119	give written directions	adding supporting details
8A Develop your listening page 121	understand a radio programme	understanding new words
8B Develop your reading page 122	understand a blog post	using existing knowledge
8C Develop your writing page 124	write invitations	formal and informal language
9A Develop your listening page 126	understand a radio programme	recognising uncertainty and opinion
9B Develop your reading page 127	understand adverts	recognising persuasive language
9C Develop your writing page 129	write a description of an event	expressing cause and result
10A Develop your listening page 131	understand a lecture	taking notes
10B Develop your reading page 132	understand a magazine article	recognising referents
10C Develop your writing page 134	write an essay	answering the essay question





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

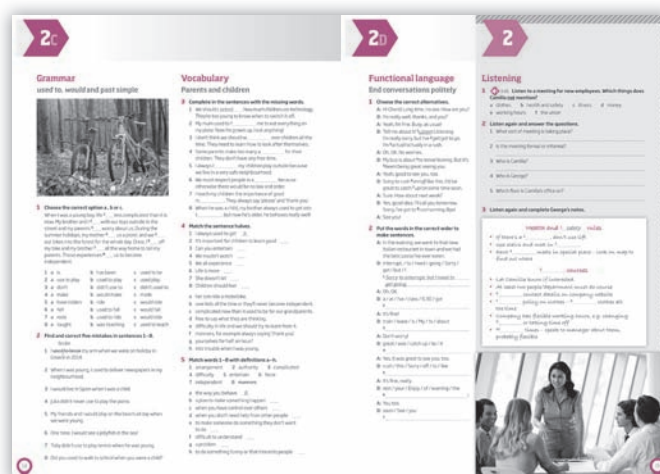
- Ten units with three main input lessons linked to three *Develop your skills* lessons at the back of the book.
- Each lesson includes grammar, vocabulary and pronunciation and leads to a final speaking task based on *Global Scale of English* learning objectives.
- Key language presented and cross-referenced 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 activities* 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.

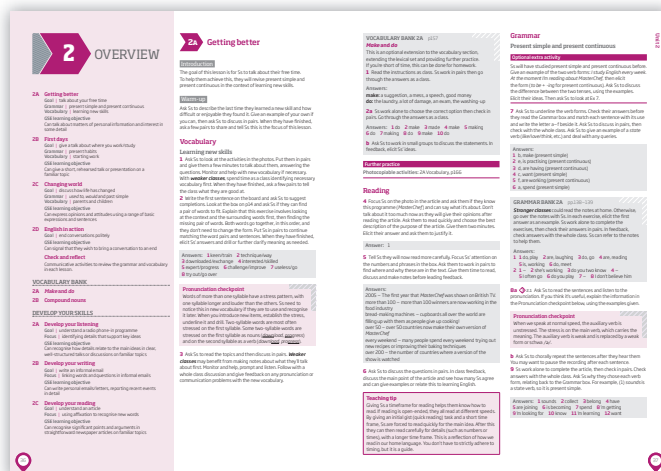


FOR TEACHERS

TEACHER'S BOOK

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

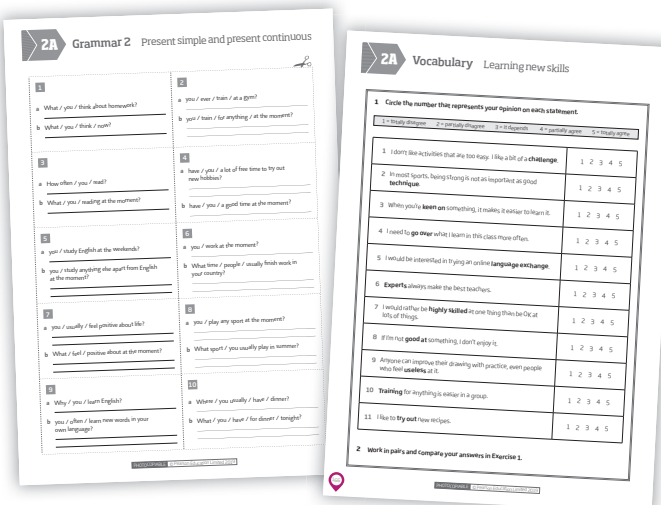
- Teacher's notes for every unit with warmers, fillers, alternative suggestions, advice on dealing with tricky language items, culture notes etc.
- Teaching tips on useful areas such as dealing with mixed abilities, teaching grammar, vocabulary and pronunciation.
- Grammar and vocabulary photocopiable 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 quirkiest 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.



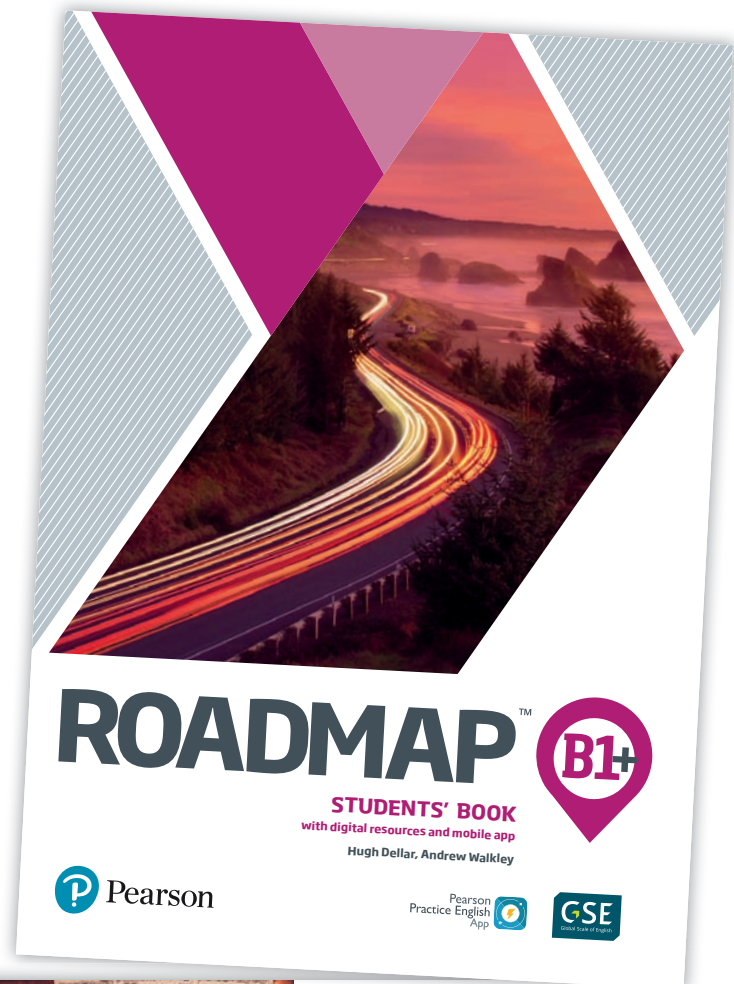
PRESENTATION TOOL

- 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 Key vocabulary is presented in context and practised through personalised activities.
- 5 Short reading and/or listening texts featuring real-life information are used to present grammar and/or vocabulary.
- 6 Grammar rules are clearly highlighted and target language practised through form-based and communicative practice activities.
- 7 Additional practice is provided on the mobile app and in the *Grammar bank* at the back of the book.
- 8 Pronunciation is highlighted and practised in each lesson.
- 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.



2A Getting better

1 Goal: talk about your free time
Grammar: present simple and present continuous
Vocabulary: learning new skills

4 Vocabulary

1 Look at the photos and answer the questions.

- 1 Which of the activities are you very good/OK at?
- 2 Which have you tried to do, but aren't good at?
- 3 Which have you never tried?

2 Complete the sentences with the pairs of words in the box.

downloaded/exchange	interested/skilled
expert/progress	technique/away
challenge/improve	try out/go over
keen/train	useless/go

- 1 I'm very _____ on running. I want to do a 10K race this year, so I _____ every day before work.
- 2 I play golf every Sunday. I'm slowly developing my _____, but I still have a long _____ to go.
- 3 I'm learning Italian at the moment. I've _____ a few apps and I do a language _____ with an Italian girl.
- 4 Painting has always _____ me – maybe because my mum's a highly _____ artist.
- 5 I started baking last year. I'm no _____ but I've made a lot of _____.
- 6 It's been a bit of a _____ at times, but I can feel I'm starting to _____, so that's good.
- 7 I'm _____ at it, but it's nice to have a _____.
- 8 I like to _____ new skills, but it's also important to _____ what I've already learnt to do.

3 Work in pairs and discuss the topics.

- something I'm **keen on** and has always **interested me**
- a time I **made a lot of progress**
- something that was **a bit of a challenge** for me
- something I'm **useless at**, but enjoy doing anyway

Go to page 157 or your app for more vocabulary and practice.

5 Reading

4 Read the article. What is its main purpose?

- 1 to explain why so few people get really good at things
- 2 to explain why so many people love *MasterChef*

5 Read the article again. Why are the things in the box mentioned?

2005	more than 100	bread-making machines
over 50	every weekend	over 200

6 Grammar

7 Read the sentences from the article. Underline the present simple and present continuous forms. Then match the sentences with explanations a–f in the grammar box.

- 1 Over 50 different countries now make their own versions of *MasterChef*.
- 2 Somewhere in the world, someone is practising a special dish right now.
- 3 More and more people are having a go at cooking.
- 4 Many of us want to get back to basics.
- 5 More than 100 winners are working in the food industry.
- 6 Many people spend every weekend trying out another new recipe.

Present simple and present continuous

Use the present simple:

- a to describe habits and routines.
- b for things we see as facts.
- c with state verbs.

Use the present continuous:

- a to talk about current trends.
- b for actions in progress at the moment of speaking.
- c for actions that are happening 'around now', but not necessarily at the moment of speaking.

8 Listen and notice what happens to the underlined auxiliary verbs in normal-speed speech.

- 1 I am training for a marathon at the moment.
- 2 She is learning how to surf at the moment.
- 3 He is slowly getting better at it.
- 4 We are not making enough progress.
- 5 They are improving all the time.

9 Complete the article with the correct form of the verbs in the box.

become belong collect get have join know learn look for sound spend want

I guess it ¹ _____ a bit strange, but believe it or not, I ² _____ hair. Not just any hair, though – it must be the hair of someone famous. I ³ _____ to an online club, so I'm in touch with other collectors all over the world. We already ⁴ _____ over 1,000 members and more and more people ⁵ _____ all the time. Collecting hair ⁶ _____ popular all over the world. I ⁷ _____ most of my spare money on bits of hair – and I ⁸ _____ better at asking people for hair as well. At the moment, I ⁹ _____ a piece of Donald Trump's hair. I ¹⁰ _____ it won't be cheap! Oh, and I ¹¹ _____ how to design websites because I ¹² _____ a space online where I can show my collection.

10 Look at the topics in the box and think about current trends in your country. Answer the questions about each trend.

fashion	food and drink	free time activities	work
social media	technology		

- 1 Why do you think it's happening?
- 2 What does it involve?
- 3 Does anyone you know follow this trend?

11 Work in pairs and compare your ideas. Try to use the present simple and the present continuous.

12 Make notes about something you're getting better at/learning to do at the moment. Think about...

- how often you do it
- how/when you started doing it
- anything special you're doing to help you improve.

13 Work with different students in the class. Take turns telling each other about something you do in your free time. Ask and answer questions.

14 Work in pairs and discuss what you learnt about other students in the class. Who is learning the most interesting things?

2A Getting better

1 Goal: talk about your free time
Grammar: present simple and present continuous
Vocabulary: learning new skills

4 Vocabulary

1 Look at the photos and answer the questions.

- 1 Which of the activities are you very good/OK at?
- 2 Which have you tried to do, but aren't good at?
- 3 Which have you never tried?

2 Complete the sentences with the pairs of words in the box.

downloaded/exchange	interested/skilled
expert/progress	technique/away
challenge/improve	try out/go over
keen/train	useless/go

- 1 I'm very _____ on running. I want to do a 10K race this year, so I _____ every day before work.
- 2 I play golf every Sunday. I'm slowly developing my _____, but I still have a long _____ to go.
- 3 I'm learning Italian at the moment. I've _____ a few apps and I do a language _____ with an Italian girl.
- 4 Painting has always _____ me – maybe because my mum's a highly _____ artist.
- 5 I started baking last year. I'm no _____ but I've made a lot of _____.
- 6 It's been a bit of a _____ at times, but I can feel I'm starting to _____, so that's good.
- 7 I'm _____ at it, but it's nice to have a _____.
- 8 I like to _____ new skills, but it's also important to _____ what I've already learnt to do.

3 Work in pairs and discuss the topics.

- something I'm **keen on** and has always **interested me**
- a time I **made a lot of progress**
- something that was **a bit of a challenge** for me
- something I'm **useless at**, but enjoy doing anyway

Go to page 157 or your app for more vocabulary and practice.

5 Reading

4 Read the article. What is its main purpose?

- 1 to explain why so few people get really good at things
- 2 to explain why so many people love *MasterChef*

5 Read the article again. Why are the things in the box mentioned?

2005	more than 100	bread-making machines
over 50	every weekend	over 200

6 Grammar

7 Read the sentences from the article. Underline the present simple and present continuous forms. Then match the sentences with explanations a–f in the grammar box.

- 1 Over 50 different countries now make their own versions of *MasterChef*.
- 2 Somewhere in the world, someone is practising a special dish right now.
- 3 More and more people are having a go at cooking.
- 4 Many of us want to get back to basics.
- 5 More than 100 winners are working in the food industry.
- 6 Many people spend every weekend trying out another new recipe.

Present simple and present continuous

Use the present simple:

- a to describe habits and routines.
- b for things we see as facts.
- c with state verbs.

Use the present continuous:

- a to talk about current trends.
- b for actions in progress at the moment of speaking.
- c for actions that are happening 'around now', but not necessarily at the moment of speaking.

8 Listen and notice what happens to the underlined auxiliary verbs in normal-speed speech.

- 1 I am training for a marathon at the moment.
- 2 She is learning how to surf at the moment.
- 3 He is slowly getting better at it.
- 4 We are not making enough progress.
- 5 They are improving all the time.

9 Complete the article with the correct form of the verbs in the box.

become belong collect get have join know learn look for sound spend want

I guess it ¹ _____ a bit strange, but believe it or not, I ² _____ hair. Not just any hair, though – it must be the hair of someone famous. I ³ _____ to an online club, so I'm in touch with other collectors all over the world. We already ⁴ _____ over 1,000 members and more and more people ⁵ _____ all the time. Collecting hair ⁶ _____ popular all over the world. I ⁷ _____ most of my spare money on bits of hair – and I ⁸ _____ better at asking people for hair as well. At the moment, I ⁹ _____ a piece of Donald Trump's hair. I ¹⁰ _____ it won't be cheap! Oh, and I ¹¹ _____ how to design websites because I ¹² _____ a space online where I can show my collection.

10 Look at the topics in the box and think about current trends in your country. Answer the questions about each trend.

fashion	food and drink	free time activities	work
social media	technology		

- 1 Why do you think it's happening?
- 2 What does it involve?
- 3 Does anyone you know follow this trend?

11 Work in pairs and compare your ideas. Try to use the present simple and the present continuous.

12 Make notes about something you're getting better at/learning to do at the moment. Think about...

- how often you do it
- how/when you started doing it
- anything special you're doing to help you improve.

13 Work with different students in the class. Take turns telling each other about something you do in your free time. Ask and answer questions.

14 Work in pairs and discuss what you learnt about other students in the class. Who is learning the most interesting things?

THE LONG ROAD TO SUCCESS

It's official: a TV programme in which people compete against each other in the hope of becoming famous for their cooking is now the most successful cookery programme ever. Since it was first shown on British TV in 2005, *MasterChef* has spread around the world, becoming huge in Asia, Australia, Latin America and the Middle East. Over 50 different countries now make their own versions of *MasterChef*, and the programme is watched in over 200 countries. More than 100 winners are working in the food industry and many have become best-selling writers, too.

Of course, the programme has created a lot of interest in cooking. In fact, you can be sure that somewhere in the world, someone is practising a special dish and dreaming of winning the programme right now. The success of *MasterChef* is part of a growing trend. We lead busy and stressful lives, and many of us want to get back to basics and enjoy the simple things of life. More and more people are having a go at cooking, gardening and craft activities like making things with paper. However, while many people spend every weekend trying out another new recipe or improving their baking techniques, others are giving up. After finding that it is not so easy to copy what they have seen on TV, people stop believing they can ever make real progress and as a result cupboards are filling up with cookery books, bread-making machines, and other expensive equipment.

What very few of us want to accept is that no one becomes highly skilled overnight – and if you want to get good at something, you need to give it time!

6 Work in pairs and discuss the questions.

- 1 Are the trends described in the article also happening in your country?
- 2 Do you agree with the main point at the end?

2A Getting better

1 Goal: talk about your free time
Grammar: present simple and present continuous
Vocabulary: learning new skills

4 Vocabulary

1 Look at the photos and answer the questions.

- 1 Which of the activities are you very good/OK at?
- 2 Which have you tried to do, but aren't good at?
- 3 Which have you never tried?

2 Complete the sentences with the pairs of words in the box.

downloaded/exchange	interested/skilled
expert/progress	technique/away
challenge/improve	try out/go over
keen/train	useless/go

- 1 I'm very _____ on running. I want to do a 10K race this year, so I _____ every day before work.
- 2 I play golf every Sunday. I'm slowly developing my _____, but I still have a long _____ to go.
- 3 I'm learning Italian at the moment. I've _____ a few apps and I do a language _____ with an Italian girl.
- 4 Painting has always _____ me – maybe because my mum's a highly _____ artist.
- 5 I started baking last year. I'm no _____ but I've made a lot of _____.
- 6 It's been a bit of a _____ at times, but I can feel I'm starting to _____, so that's good.
- 7 I'm _____ at it, but it's nice to have a _____.
- 8 I like to _____ new skills, but it's also important to _____ what I've already learnt to do.

3 Work in pairs and discuss the topics.

- something I'm **keen on** and has always **interested me**
- a time I **made a lot of progress**
- something that was **a bit of a challenge** for me
- something I'm **useless at**, but enjoy doing anyway

Go to page 157 or your app for more vocabulary and practice.

5 Reading

4 Read the article. What is its main purpose?

- 1 to explain why so few people get really good at things
- 2 to explain why so many people love *MasterChef*

5 Read the article again. Why are the things in the box mentioned?

2005	more than 100	bread-making machines
over 50	every weekend	over 200

2A Getting better

1 Goal: talk about your free time
Grammar: present simple and present continuous
Vocabulary: learning new skills

4 Vocabulary

1 Look at the photos and answer the questions.

- 1 Which of the activities are you very good/OK at?
- 2 Which have you tried to do, but aren't good at?
- 3 Which have you never tried?

2 Complete the sentences with the pairs of words in the box.

downloaded/exchange	interested/skilled
expert/progress	technique/away
challenge/improve	try out/go over
keen/train	useless/go

- 1 I'm very _____ on running. I want to do a 10K race this year, so I _____ every day before work.
- 2 I play golf every Sunday. I'm slowly developing my _____, but I still have a long _____ to go.
- 3 I'm learning Italian at the moment. I've _____ a few apps and I do a language _____ with an Italian girl.
- 4 Painting has always _____ me – maybe because my mum's a highly _____ artist.
- 5 I started baking last year. I'm no _____ but I've made a lot of _____.
- 6 It's been a bit of a _____ at times, but I can feel I'm starting to _____, so that's good.
- 7 I'm _____ at it, but it's nice to have a _____.
- 8 I like to _____ new skills, but it's also important to _____ what I've already learnt to do.

3 Work in pairs and discuss the topics.

- something I'm **keen on** and has always **interested me**
- a time I **made a lot of progress**
- something that was **a bit of a challenge** for me
- something I'm **useless at**, but enjoy doing anyway

Go to page 157 or your app for more vocabulary and practice.

5 Reading

4 Read the article. What is its main purpose?

- 1 to explain why so few people get really good at things
- 2 to explain why so many people love *MasterChef*

5 Read the article again. Why are the things in the box mentioned?

2005	more than 100	bread-making machines
over 50	every weekend	over 200

2A Getting better

1 Goal: talk about your free time
Grammar: present simple and present continuous
Vocabulary: learning new skills

4 Vocabulary

1 Look at the photos and answer the questions.

- 1 Which of the activities are you very good/OK at?
- 2 Which have you tried to do, but aren't good at?
- 3 Which have you never tried?

2 Complete the sentences with the pairs of words in the box.

downloaded/exchange	interested/skilled
expert/progress	technique/away
challenge/improve	try out/go over
keen/train	useless/go

- 1 I'm very _____ on running. I want to do a 10K race this year, so I _____ every day before work.
- 2 I play golf every Sunday. I'm slowly developing my _____, but I still have a long _____ to go.
- 3 I'm learning Italian at the moment. I've _____ a few apps and I do a language _____ with an Italian girl.
- 4 Painting has always _____ me – maybe because my mum's a highly _____ artist.
- 5 I started baking last year. I'm no _____ but I've made a lot of _____.
- 6 It's been a bit of a _____ at times, but I can feel I'm starting to _____, so that's good.
- 7 I'm _____ at it, but it's nice to have a _____.
- 8 I like to _____ new skills, but it's also important to _____ what I've already learnt to do.

3 Work in pairs and discuss the topics.

- something I'm **keen on** and has always **interested me**
- a time I **made a lot of progress**
- something that was **a bit of a challenge** for me
- something I'm **useless at**, but enjoy doing anyway

Go to page 157 or your app for more vocabulary and practice.

5 Reading

4 Read the article. What is its main purpose?

- 1 to explain why so few people get really good at things
- 2 to explain why so many people love *MasterChef*

5 Read the article again. Why are the things in the box mentioned?

2005	more than 100	bread-making machines
over 50	every weekend	over 200

12

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 listening* lessons provide practice in different types of listening such as short talks and monologues, conversations, radio interviews and discussions.
- 2 *Develop your writing* lessons provide practice of specific genres such as stories, formal and informal emails, blog posts, descriptions, invitations and reviews.
- 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.

2A Develop your listening

Goal: understand a radio phone-in programme
Focus: identifying details that support key ideas



- 1 **Work in pairs and discuss the questions.**
 - 1 Do you do any sport/physical activity?
 - 2 What things do you think might be good for your mental and/or physical health?
- 2 **Listen to the beginning of a radio programme and answer the questions.**
 - 1 What kind of programme is it?
 - 2 What is the main topic being discussed?
- 3 **Read the Focus box. What do supporting details do? What phrases do people use to give details?**

Identifying details that support key ideas

When listening, it's important to first identify the key ideas, and then listen for details. Think of a key idea as an 'umbrella' idea with supporting details under it. Supporting details may describe or explain a key idea. They can include examples, reasons, results and other facts. Speakers sometimes show listeners they are going to give examples or give reasons by using certain phrases.

We should spend less money on Olympic sports and more on general public sports... (= key idea)
...like park football or providing free gym membership. (= example)

For example, you could build a swimming pool in every neighbourhood... (= example)
Look at people's level of fitness... we all spend too much time sitting down. (= reason)
In fact, we spend almost the same on a few Olympic sports as we do on all school sport. (= fact)
It's the kind of thing that would win votes in an election. (= result)
And another thing is, if people were fitter we could save money on healthcare. (= result)

However, speakers often assume that listeners understand why details are being given, and so don't always draw attention to them like this.
- 4 **Listen to the rest of the programme. Number the key ideas in the order that you hear them. One of the ideas is not discussed.**
 - a having Olympic sports that are based on jobs
 - b having Olympic motor sports
 - c having Olympic sports that are connected to parenting
 - d having Olympic sports that are only played in one country
 - e having Olympic sports that aren't physical, e.g. card games
- 5 **Work in pairs and answer the questions. Then listen again and check your answers.**
 - 1 Which of these arguments are given to support the idea of making the card game, bridge, an Olympic sport?
 - a My gran plays with her friends.
 - b There aren't enough Olympic sports for older people.
 - c It's good for people's mental health.
 - d The winner doesn't rely on a judge's score and can't cheat.
 - 2 Which of these are suggested by the presenters as examples of new Olympic sports that would 'broaden the Olympics for our times'?
 - a an event involving fire
 - b buggy pushing
 - c ice cream throwing
 - d tug-of-war
 - e American football
- 6 **Work in pairs and discuss the questions.**
 - 1 Do you watch the Olympics when it's on? Why?/Why not?
 - 2 What do you think of the selection of sports mentioned in the listening? Would you consider all of them sports? How would you decide the winner in each case?
 - 3 What new sports can you think of to add to the Olympics? Think of connections to jobs, parenting, different age groups, etc. and how they might be judged.
 - 4 Have you heard of any examples of cheating connected to the Olympics? How could it be stopped?
 - 5 Did you ever have 'sports day' at school? What are your memories of it?
- 7 **Work in groups and decide on the best new Olympic sport from the sports that you discussed in Exercise 6. Question 3.**

2B Develop your writing

Goal: write an informal email
Focus: linking words and questions in informal emails

- 1 **Look at the photos and answer the questions.**
 - 1 What are the people doing?
 - 2 How do you think they are feeling?
 - 3 What jobs do you think they are doing?
 - 4 How are their jobs going at the moment?
- 2 **Work in pairs and compare your ideas.**
- 3 **Read sentences 1–8 from emails about work. Match the words in bold with definitions a–h.**
 - 1 They're **expanding** our department. We're going to have five more people working with us.
 - 2 She's only been a manager for six months, but she's already **had a promotion**. They've made her the head of department. She'll be running the whole business soon!
 - 3 He's quite new and hasn't done this kind of thing before, so he's **struggling** a bit. I'm having to help him a lot.
 - 4 Our website won the best travel site of the year **award**. It's nice to have your work recognised.
 - 5 I'm going to **be made redundant**. The company has been losing money and needs to cut staff, and unfortunately my job is one they're cutting.
 - 6 We are going to **be taken over by** a bigger company, HDC. Apparently, they are paying \$3 billion to buy us.
 - 7 They're introducing a new **admin system** so all our forms and records will be in one place and can be accessed through an app.
 - 8 His boss is basically **bullying** him. He's always telling him to work late and saying bad things about his work – often in front of other people.
 - a frightening and hurting
 - b bought and controlled
 - c moved to a higher level in a company
 - d prize
 - e lose my job because I'm no longer needed
 - f increasing in size
 - g trying hard to do something difficult and not doing very well
 - h way of organising and arranging the operations of the company
- 4 **Work in pairs. Do you know anyone who has experienced any of the things in Exercise 2? What happened?**

I was made redundant a few years ago. I worked for a small computer company and we were taken over. Most of us lost our jobs.
- 5 **Read Saroj's reply to an email from her friend, Keisha. Answer the questions.**
 - 1 Which things from Exercise 2 are mentioned?
 - 2 What questions do you think Keisha had asked Saroj?



Hi Keisha,

Thanks for the email. It was lovely to hear from you. Hope all is well your end. How's work going? Here, the kids are great – they're growing up fast! Alisha started school last month and is doing well. It only seems like yesterday that I was changing her nappies. Dele's really happy because he's just got into the school football team.

Gabby's been really busy. He's travelling quite a lot with work, but on the whole he enjoys it. It means it's a bit difficult for me to come and visit at the moment, though, but I might be able to come in November. Mum might be able to come and look after Alisha and Dele.

Things are a bit strange at work at the moment, though I'm doing really well myself. We heard a few weeks ago that we're being taken over by a Chinese company. They're a social media company, so it does make sense for them to buy a games company. They've said that there won't be any changes in staff, and they are hoping to expand, but you know what can happen when companies get taken over. It often results in people getting made redundant. It would be really annoying if they do, because I've just been promoted to head of marketing after all my work on Drone Strike. I'm really proud of how well it's done! It's the second best-selling product they've ever had and it's just won two industry awards as well, so that's all great.

Anyway, fingers crossed everything will be fine at work and that we can meet in November. If not, let's Skype sometime and have a catch-up – it's been far too long since we had a good long chat.

Lots of love,
Saroj



Linking words and questions in informal emails

Informal emails and letters are often more like a conversation. You tend to use short sentences and simple linking words like *and*, *so*, *but*, *though*, *because*. You might just use a dash to show a connection or to make clear that information is not central to understanding the rest of the sentence. You also often include questions as if you are talking to someone face to face. Sometimes these questions will be rhetorical, i.e. they don't require an answer.

5 Read the Focus box. How are informal emails different from formal emails?

6 a Where would you put these questions in Saroj's email? There may be more than one possible answer.

- 1 Have you seen the adverts for it?
- 2 When's the best time to call?
- 3 Did I tell you she's retiring next month?
- 4 Would that work for you?
- 5 Did you see his photos of Shanghai on Facebook?
- 6 Can you believe it?
- 7 How's Finia? Is she still working too hard?

- b Which of the questions in Exercise 6a might Keisha reply to? Which questions are rhetorical?
- 7 **Match sentences 1–5 with follow-up questions a–e.**
 - 1 We're struggling, to be honest. Sales have really fallen badly.
 - 2 I'm going to see Stefania next week.
 - 3 You were still unsure when we spoke last week. It's a great opportunity, but I can understand why you might not want to move the family or travel so far to work.
 - 4 I'm busy all next week. But I am a bit freer the week after that.
 - 5 The new admin system is amazing. It's so much easier to find things and it doesn't crash as often!
 - a How did we ever live without it?
 - b Would one day then be OK for you?
 - c How are things with you?
 - d Have you seen her at all recently?
 - e Have you thought about it any more since then?
- 8 **Underline in the email the linking words in the box and any dashes (-).**

and because but so though
- 9 **Complete the sentences with the linking words in Exercise 8 or a dash.**
 - 1 My boss has been bullying me _____ it's starting to make me hate my job.
 - 2 They're introducing a new system _____ the one we're using now is ancient!
 - 3 Lots of people in my department were made redundant, _____ I managed to keep my job.
 - 4 Apparently, they spent a huge amount on the takeover _____ over a hundred million, I heard.
 - 5 She got a pay rise _____ she got promoted _____ she's obviously happy about all that.

Prepare

10 a Choose one of the tasks.

- 1 Think of a person you could write to to tell them about your work or studies. You can say something true or invent it.
 - 2 Imagine you are Keisha and reply to Saroj's email.
- b Before you begin to write, think about:**
- an event or news related to your work/studies that you'll tell them about.
 - other questions you might ask and answer in the email.
 - how you will start and end the email.

Write

- 11 **Write your email. Use the information in the Focus box to help you.**

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.

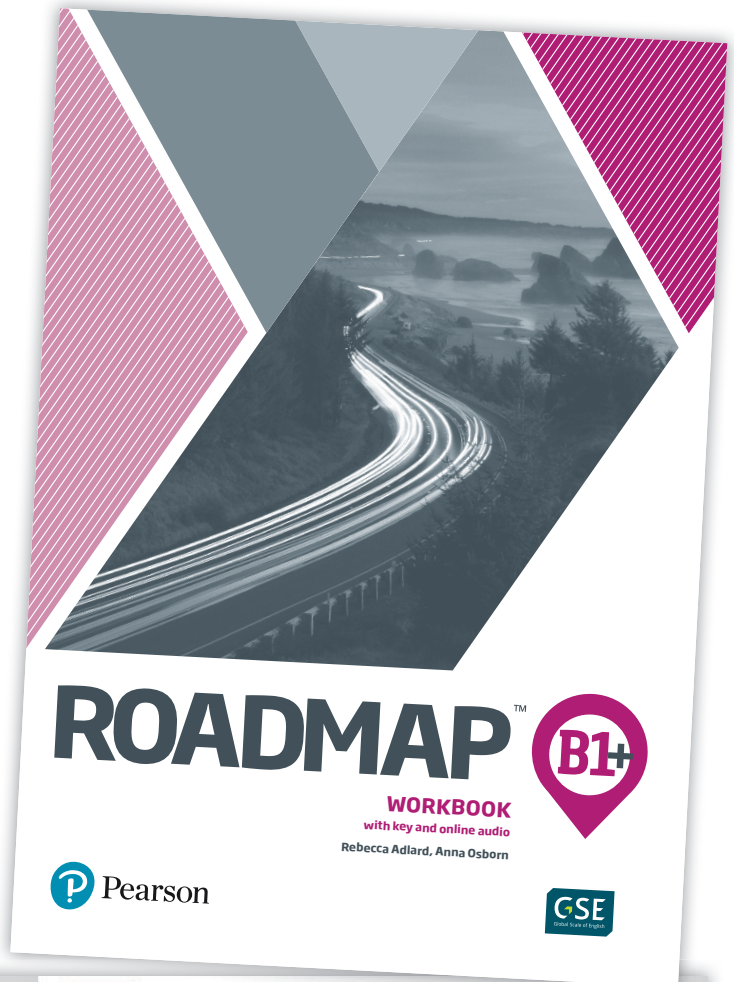
- Extensive practice of grammar, vocabulary and functional language covered in the Students' Book.
- Additional listening, reading and writing practice to further develop learners' knowledge and mastery of skills.
- Full answer keys and audio scripts are provided at the back of the book.

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.



2A

Vocabulary

Learning new skills

1 Choose the correct alternatives.

I always enjoy trying ¹ new instruments because I'm really keen ² on music. I play the piano and the flute, and at the moment I'm having a go ³ at learning the violin. It's a bit ⁴ of a challenge and I'm useless ⁵ at it, but it doesn't matter! I go ⁶ over it what I learn during the lessons and I practise every day. I think that I've got a long way ⁷ to go, but my teacher says I'm making a lot ⁸ of progress.

2 Match the sentence halves.

- | | |
|-------------------------|--|
| 1 I'm downloading ...d. | a his technique in football. |
| 2 We're doing ... | b a lot of progress in learning to play the cello. |
| 3 He's developing ... | c out her cycling skills. |
| 4 They're making ... | d an app, which will help me to learn Chinese. |
| 5 I have ... | e on learning French. |
| 6 She's trying ... | f a long way to go before I can ride a motorbike. |
| 7 He's keen ... | g at learning new languages. |
| 8 I'm useless ... | h a language exchange with some Italian students. |

3 Complete the sentences with the words in the box.

- challenge develop expert improve interested keen skilled training
- I practise skateboarding every day so that I can develop my technique.
 - I'm interested in a hot because I want to run a ten-kilometre race next month.
 - John has been working hard to improve his computer skills.
 - Nala is highly skilled at painting. She had her own art exhibition last month.
 - My mum has taught my sister to cook over the years and now she's a bit of an expert.
 - Diving is something that has always improved me.
 - I'm making some progress with Mandarin, but it's a bit of a challenge.
 - Jane's keen on music, so I think she'll enjoy learning to play the piano.

Grammar

Present simple and present continuous

4 Find and correct five mistakes in sentences 1–8.

- I am learning at the sports centre every Tuesday and Thursday. **train**
- Some young people are starting to write letters instead of sending emails.
- Ashanti downloads an app at the moment.
- Are you understanding what I mean?
- The word 'expert' is meaning someone who is good at something.
- She's having a go at the guitar this term.
- Yin and Michael are belonging to a golf club.
- I don't believe that's true.

5 Complete the conversation. Use the present simple or present continuous form of the verbs in brackets.

- A: Hi Dan, what ¹ are you doing (do) in the kitchen? You ² are (hate) cooking!
- B: I ³ am (have) a go at making an omelette!
- A: Really?
- B: Yes, I ⁴ am (do) a cookery course this month and I ⁵ am (go) over what we learnt in the last class.
- A: Good for you! I've heard that lots of people ⁶ are (do) cookery courses at the moment.
- B: Yes, my course is very popular. Anyway, I ⁷ feel (feel) that I'm useless at cooking, so it's a bit of a challenge.
- A: I ⁸ am (not think) you're useless. The food smells really good! Fish ⁹ is (not be) easy to cook.
- B: OK, it's ready now. ¹⁰ Do you want (want) to join me?
- A: Yes, please!



2B

Vocabulary

Starting work

1 Complete the text with the words in the box.

casual fire first flexible formal health strict time

I really like my boss. She's ¹ flexible about the hours we work. We can change the ² time of our lunch break as long as we talk to her first. We can also change our holiday dates right up to the last minute. However, she does have a ³ strict policy about clothes. We have to wear ⁴ formal clothes at the office. We aren't allowed to wear ⁵ casual dress, such as jeans. My boss is also careful about ⁶ health and safety rules. She makes sure that we have regular ⁷ fire drills and everyone has to do a ⁸ first aid course.



2 Choose the correct option a, b or c.

- I'm not happy about the way my boss treats me. I'm going to contact my a representative.
a rules b union c course
- There isn't a real fire. It's just a fire a drill.
a policy b members c drills
- All the union a people came to the meeting about the strike.
a people b members c drills
- The health and a safety rules protect people when they are at work.
a safe b safer c safety
- I work the night a shift every Saturday.
a shift b time c drill
- Sarah did a a course so that she knows what to do if someone is sick at the office.
a safety b policy c first aid
- After you've met all the employees, I'll show you around the a office.
a shift b site c rules
- The company has quite a flexible working hours. We don't have to start work at 9 a.m. every day.
a flexible b smart c practice

Grammar

Present habits

3 Put the words in the correct order to make sentences.

- tend / the office / people / to / by 9 a.m. / get / to / Most people tend to get to the office by 9 a.m.
- first aid courses / We / staff / offer / regularly / to We offer first aid courses regularly to our staff.
- a habit / of / has / computer / This / crashing This computer has a habit of crashing.
- union meetings / time / have / We / time / to / from We have union meetings from time to time.
- there's / on / As / a strict policy / recycling / a rule As there's a strict policy on recycling, we have a rule.
- doesn't / Philippe / time off / January / tend / to take / in Philippe doesn't tend to take time off in January.
- casual / on / normally / clothes / Employees / Fridays / wear Employees normally wear casual clothes on Fridays.
- don't / 6 p.m. / We / to work / after / tend We don't tend to work after 6 p.m.

4 Read the sentences and tick the correct meaning a or b.

- Lucy eats in the canteen from time to time.
a Lucy eats in the canteen once or twice a month. ✓
b Lucy eats in the canteen every day.
- People are regularly changing shifts.
a People often change shifts.
b People don't often change shifts.
- As a rule, the manager holds a staff meeting every Monday.
a The manager sometimes holds a staff meeting on Mondays.
b The manager usually holds a staff meeting on Mondays.
- This printer has a habit of breaking down.
a This printer often breaks down.
b This printer rarely breaks down.
- Staff tend to take holidays in August.
a Staff usually take holidays in August.
b Staff never take holidays in August.
- Aisha is constantly late for work.
a Aisha is sometimes late for work.
b Aisha is late for work every day.
- Employees don't tend to take a lunch break.
a Employees usually take a lunch break.
b Employees don't usually take a lunch break.
- On the whole, employees eat in the staff canteen.
a Employees mostly eat in the staff canteen.
b Employees occasionally eat in the staff canteen.

2

Reading

1 Read the article and choose the best summary.

a. a lot to learn a new skill.
b. in exactly the same way every time to learn a new skill.
c. in a slightly different way each time to learn a new skill.

2 Read again and match questions a-e with paragraphs 1-5.

a. why are the results of the experiment interesting?
b. what have scientists discovered and how did they show it was true?
c. how do we usually learn a new skill?
d. what might these results mean for the future?
e. how can we use this in our own learning?

3 Read the email and choose the correct alternatives.

Hi Julia,
I'm sending you a link to a really interesting 'vlog' (video) about the best way to practice new things. You know how you've always telling me that practice makes perfect. Well, it's true! In a way! A recent 'Vlog' programme has shown that you should practice slightly differently each time because this helps you to learn more 'fluently'. The difference must be big! I'm not sure I decided to try this out with my guitar practice last week and I won't learn a piece of music more 'fluently' than I normally do!
Speak soon
Liam
Clara

4 Read the article again. Choose the correct option a, b or c.

1. Malcolm Gladwell says that...
a. some people are never become an expert, no matter how much they practice.
b. you can become an expert in any skill if you practice it for 10,000 hours.
c. the way you practice is more important than how long you practice.

2. Scientists have discovered that you learn more quickly if you practice...
a. in the same way each time.
b. in a slightly different way each time.
c. in a completely different way each time.

3. They proved this by carrying out an experiment with a group of...
a. 100 people who they divided into three groups.
b. 100 people who they divided into two groups.
c. 45 people, who they divided into six groups.

4. The group that did worst in the test...
a. practiced in the same way twice.
b. practiced slightly differently the second time.
c. only practiced once.

5. The people who practiced in the same way twice did... as well as the people who practiced in a slightly different way.

5 Read the article again. Answer the questions.

1. What does the phrase 'practice makes perfect' mean?
Repeat an action again and again... until you can do it.

2. What advice did the writer's teachers give him?

3. In what way did Malcolm Gladwell write a book about practicing a skill?

4. What did scientists ask 100 people to do in the experiment?

5. What was surprising about the results of the second group?

6. What do these results help us to understand about the brain?

2

Writing

1 Read the emails and choose the correct alternatives. They contain 'happy' and 'sad' emotions.

Hi Maria,
Long time, no see! Hope you're well. How are things with you?
We've just come back from holiday. We spent two weeks in Croatia – it was so relaxing! We were staying in a lovely hotel near Dubrovnik. The landscape was stunning! We went for long walks and ate lots of delicious food.
It was a good holiday because there was something fresh about it. I was happy because I managed to get to go surfing every day. We were up every morning at 6.00, so that we could go for a run along the beach before breakfast! Can you believe that? The kids were happy because they enjoyed the water sports, though I think they got a bit bored by the end. Maybe we'll go back there one day.
How you been away yet this summer? Let's get it done in the city for lunch or dinner.
Best wishes,
Liam

Hi Maria,
It was lovely to get your email and hear all about your news. Congratulations on winning that business award – it's only three years old and you've already won several! That's so cool!
Everything's OK at the moment. Dominic is well and has just had a promotion at work. The kids are fine, but I can never get them off their phones! What's the matter with kids today?
Things are a bit difficult for me at work right now. The company has been struggling for a while. We're about to be taken over by a big company, so I think that some people will be made redundant. I'm going to start looking for a new job, though I don't really want to leave. I might see if there are any jobs at Maria's company because I heard that they're expanding. Have you ever done any work for them?
Anyway, better get on. Speak soon.
Liam
Valerie

2 Read the emails again. Are the statements below true (T) or false (F)?

1. Maria and Liam have met up with each other recently. **T**
2. Liam is going on holiday to Croatia next week. **F**
3. Liam likes reading. **T**
4. Liam likes running, but he didn't run when he was on holiday. **F**
5. Liam's children were really bored for the whole holiday. **F**
6. Liam and Maria might meet soon. **T**
7. Valerie's company has recently won a business award. **T**
8. Dominic is doing well at work. **T**
9. Tom doesn't have a phone. **F**
10. Valerie's company was taken over last month by Klemens and Tom. **F**
11. The kids might love her job. **T**
12. The chance that Maria's company might be increasing in size. **T**

3 Read the Focus box. Then answer the questions in Exercise 4.

Linking words and questions in informal emails

Informal emails and letters are often more like a conversation. You tend to use short sentences and simple linking words like *and*, *so*, *but*, *though*, *because* or *so* to make clear that information is not needed to understand the rest of the sentence. You also tend to include questions and if you are talking to someone face to face. Sometimes these questions will be rhetorical, i.e. they don't expect an answer.

4 In Emails 1 and 2, underline examples of:

1. expressions that we use in spoken English
2. short sentences
3. linking words and so, but, though, because
4. adverbs
5. real questions
6. rhetorical questions

5 Choose the correct option a, b or c.

1. Today is my first day in my new job. **c** I feel a bit nervous.
2. The business is struggling a bit... **a** it's going to be fine.
3. Mari left her last job... **b** her boss was bullying her.
4. I've had a promotion... **a** I've also had a pay rise.
5. He's looking for a new job... **c** he hasn't been made redundant yet.
6. I missed my train... **a** I was late for work.
7. He was made redundant... **b** his role wasn't needed any more.
8. He was given an interview... **c** he didn't get the job.
9. **a** but **c** so
10. **a** so **c** but
11. **a** but **c** because
12. **a** and **c** though
13. **a** because **b** so
14. **a** though **b** so
15. **a** because **b** but
16. **a** because **b** but **c** so

6 Match the sentence halves.

1. Work is really busy at the moment. **a** but she's being very nice.
2. Sam has been promoted. **b** though I don't know what to try.
3. We were on holiday last week. **c** and he's now head of Internal Affairs.
4. I haven't worked yesterday. **d** because he hasn't been for a month.
5. My mother has moved house. **e** and the weather in Spain was amazing.
6. I've decided to take up a new hobby. **f** because he just started a big new project.
7. Let's meet up soon. **g** so I don't ask you any more.
8. But unfortunately she didn't get the part. **h** and she's being very nice.
9. I thought I don't know what to try. **i** though I don't know what to try.
10. And he's now head of Internal Affairs. **j** because he hasn't been for a month.
11. Because he hasn't been for a month. **k** and the weather in Spain was amazing.
12. Because he just started a big new project. **l** so I don't ask you any more.

7 Read the questions. Are they real questions (R) or rhetorical questions (RQ)?

1. What does it matter? **RQ**
2. Have you seen that film yet? **R**
3. Who cares? **RQ**
4. What's the point? **RQ**
5. What's that man's name? **R**
6. Where's your room? **R**
7. Why do you need it? **RQ**
8. Is it really worth it? **RQ**

Prepare

8 Choose one of these tasks.

a. Write an email to a friend, telling them how about a holiday you've been on recently.
b. Imagine you are Maria and reply to Liam's email.

9 Before you write, make notes about these points:

- the holiday you went to and when
- questions you want to ask and answer in your email
- how you will start and end your email

Write

10 Write your email. Use your notes from Exercise 9 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.

MyEnglishLab
ROADMAP **B1**

Exercise 2

Choose the correct alternatives.



1. Paul usually feels tired in the **1** .

2. He finds it **2** to remember things.

3. He **3** notes to help him.

4. He needs a comfortable **4** to help him study.

MyEnglishLab
ROADMAP **B1**

Exercise 1

Read the magazine article. Who does the writer want to find out about?

A day in the life of
Valerie Ackerman

As part of our series 'A day in the life of...' we are interviewing a few well-known, famous and successful people to find out about how they live.

Today, I'm spending time with Valerie Susan Ackerman. Valerie is 105 years old and she's going to live a day in her life and tell us about her daily routine and habits. We start the day at 7.00 in the morning.

I always get up with the sun," says Valerie. "I never miss the morning sunrise. It makes me happy all day!"

This early morning habit is just one example in Valerie's day that she says helps her live a long and happy life.

For breakfast, Valerie and I eat two eggs mixed with olive oil and we drink a cup of hot water with lemon. I like eggs in the morning, but I prefer them cooked.

Next, it's exercise time. Every day, Valerie walks around the village square five times, without taking any rest. Sometimes when it's cold or raining, I can be difficult," says Valerie. "But I hardly ever miss this exercise. I think it's a very important part of my day!"

After her exercise routine, Valerie meets up with her friends. Together they listen to music, read poetry and play games. "We don't watch TV. It makes us very tired and we don't think it's fun," Valerie says and goes on to tell us about her daily routine. She says Valerie is very fit and drinks a big cup of hot chocolate. She 20 years. Valerie has written the same book ten times.

"It's the best chocolate I love," says Valerie. After work, it's time for a nap. Sleeping for two hours in the afternoon keeps Valerie relaxed and ready for the evening. Every year of waking every day, that's about 100 days in the evening, we make a simple dinner of chicken and bread. Then Valerie sits down to write in her diary. She has over 100 diaries because each evening she always writes down her thoughts and feelings.

"It helps to clear my mind and freshen the day," says Valerie. "and then my mind is free to start again the next day!"

Then at about 8.00, it's time for bed. Valerie sleeps for eight hours every night. "She says she always sleeps well and never has bad dreams."

Now we know how to live to be a hundred years old! Valerie's habits and routine are fun and really easy. Why not try them?



TEACHER'S BOOK

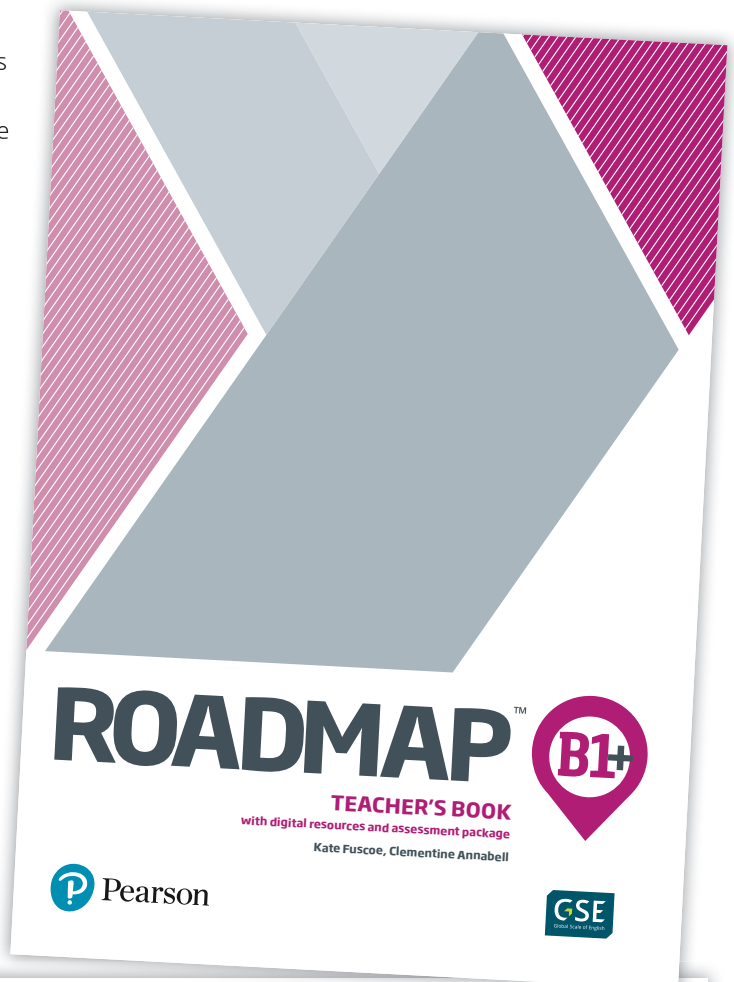
The *Roadmap Teacher's Book* provides step-by-step instructions on how to exploit the material.

- 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.



2 OVERVIEW

2A Getting better

Goal | talk about your free time
Grammar | present simple and present continuous
Vocabulary | learning new skills
GSE learning objective
Can talk about matters of personal information and interest in some detail

2B First days

Goal | give a talk about where you work/study
Grammar | present habits
Vocabulary | starting work
GSE learning objective
Can give a short, rehearsed talk or presentation on a familiar topic

2C Changing world

Goal | discuss how life has changed
Grammar | used to, would and past simple
Vocabulary | parents and children
GSE learning objective
Can express opinions and attitudes using a range of basic expressions and sentences

2D English in action

Goal | end conversations politely
GSE learning objective
Can signal that they wish to bring a conversation to an end

Check and reflect

Communicative activities to review the grammar and vocabulary in each lesson.

VOCABULARY BANK

2A Make and do

2B Compound nouns

DEVELOP YOUR SKILLS

2A Develop your listening

Goal | understand a radio phone-in programme
Focus | identifying details that support key ideas
GSE learning objective
Can recognise how details relate to the main ideas in clear, well-structured talks or discussions on familiar topics

2B Develop your writing

Goal | write an informal email
Focus | linking words and questions in informal emails
GSE learning objective
Can write personal emails/letters, reporting recent events in detail

2C Develop your reading

Goal | understand an article
Focus | using affixation to recognise new words
GSE learning objective
Can recognise significant points and arguments in straightforward newspaper articles on familiar topics

2A Getting better

Introduction

The goal of this lesson is for Ss to talk about their free time. To help them achieve this, they will revise present simple and present continuous in the context of learning new skills.

Warm-up

Ask Ss to describe the last time they learned a new skill and how difficult or enjoyable they found it. Give an example of your own if you can, then ask Ss to discuss in pairs. When they have finished, ask a few pairs to share and tell Ss this is the focus of this lesson.

Vocabulary

Learning new skills

1 Ask Ss to look at the activities in the photos. Put them in pairs and give them a few minutes to talk about them, answering the questions. Monitor and help with new vocabulary if necessary. With **weaker classes**, spend time as a class identifying necessary vocabulary first. When they have finished, ask a few pairs to tell the class what they are good at.
2 Write the first sentence on the board and ask Ss to suggest completions. Look at the box on p14 and ask Ss if they can find a pair of words to fit. Explain that this exercise involves looking at the context and the surrounding words first, then finding the missing pair of words. Both words go together, in this order, and they don't need to change the form. Put Ss in pairs to continue matching the word pairs and sentences. When they have finished, elicit Ss' answers and drill or further clarify meaning as needed.

Answers: 1 keen/train 2 technique/skill 3 downloaded/exchange 4 interested/skilled 5 expert/progress 6 challenge/improve 7 useless/go 8 try out/go over

Pronunciation checkpoint

Words of more than one syllable have a stress pattern, with one syllable longer and louder than the others. Ss need to notice this in new vocabulary if they are to use and recognise it later. When you introduce new items, establish the stress, underline it and drill. Two-syllable words are most often stressed on the first syllable. Some two-syllable words are stressed on the first syllable as nouns (**download**, **progress**) and on the second syllable as a verb (**download**, **progress**).

3 Ask Ss to read the topics and then discuss in pairs. **Weaker classes** may benefit from making notes about what they'll talk about first. Monitor and help, prompt and listen. Follow with a whole class discussion and give feedback on any pronunciation or communication problems with the new vocabulary.

VOCABULARY BANK 2A p157

Make and do

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1 Read the instructions as class. Ss work in pairs then go through the answers as a class.

Answers:

make: a suggestion, a mess, a speech, good money
do: the laundry, a lot of damage, an exam, the washing-up

2a Ss work alone to choose the correct option then check in pairs. Go through the answers as a class.

Answers: 1 do 2 make 3 made 4 make 5 making 6 do 7 making 8 do 9 make 10 do

b Ask Ss to work in small groups to discuss the statements. In feedback, elicit Ss' ideas.

Further practice

Photocopiable activities: 2A Vocabulary: p166

Reading

4 Focus Ss on the photo in the article and ask them if they know this programme (*MasterChef*) and can say what it's about. Don't talk about it too much how as they will give their opinions after reading the article. Ask them to read quickly and choose the best description of the purpose of the article. Give them two minutes. Elicit their answer and ask them to justify it.

Answer: 1

5 Tell Ss they will now read more carefully. Focus Ss' attention on the numbers and phrases in the box. Ask them to work in pairs to find where and why these are in the text. Give them time to read, discuss and make notes before leading feedback.

Answers:
2005 – The first year that *MasterChef* was shown on British TV.
more than 100 – more than 100 winners are now working in the food industry
bread-making machines – cupboards all over the world are filling up with them as people give up cooking!
over 50 – over 50 countries now make their own version of *MasterChef*
every weekend – many people spend every weekend trying out new recipes or improving their baking techniques
over 200 – the number of countries where a version of the show is watched

6 Ask Ss to discuss the questions in pairs. In class feedback, discuss the main point of the article and see how many Ss agree and can give examples or relate this to learning English.

Teaching tip

Giving Ss a timeframe for reading helps them know how to read. If reading is open-ended, they all read at different speeds. By giving an initial gist (quick reading) task and a short time frame, Ss are forced to read quickly for the main idea. After this they can then read carefully for details (such as numbers or times), with a longer time frame. This is a reflection of how we read in our home language. You don't have to strictly adhere to timing, but it is a guide.

Grammar

Present simple and present continuous

Optional extra activity

Ss will have studied present simple and present continuous before. Give an example of the two verb forms: I study English every week. At the moment I'm reading about *MasterChef*, then elicit the form (to be + -ing for present continuous). Ask Ss to discuss the difference between the two tenses, using the examples. Elicit their ideas. Then ask Ss to look at Ex 7.

7 Ask Ss to underline the verb forms. Check their answers before they read the Grammar box and match each sentence with its use and write the letter a–f beside it. Ask Ss to discuss in pairs, then check with the whole class. Ask Ss to give an example of a state verb (like/love/think, etc.) and deal with any queries.

Answers:

1. b. make (present simple)
2. e. is practising (present continuous)
3. d. are having (present continuous)
4. c. want (present simple)
5. f. are working (present continuous)
6. a. spend (present simple)

GRAMMAR BANK 2A pp.138–139

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. 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, check answers with the whole class. Ss can refer to the notes to help them.

Answers:

- 1 do, play 2 are, laughing 3 do go, 4 are, reading
- 5 is, working 6 do, meet
- 2 1 – 2's she's working 3 do you two know 4 – 5 I often go 6 do you play 7 – 8 I don't believe him

8a 2.1 Ask Ss to read the sentences and listen to the pronunciation. If you think it's useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint

When we speak at normal speed, the auxiliary verb is unstressed. The stress is on the main verb, which carries the meaning. The auxiliary verb is weak and is replaced by a weak form or schwa /ə/.

b Ask Ss to chorally repeat the sentences after they hear them. You may want to pause the recording after each sentence.

9 Ss work alone to complete the article, then check in pairs. Check answers with the whole class. Ask Ss why they chose each verb form, relating back to the Grammar box. For example, (1) sounds is a state verb, so it is present simple.

Answers: 1 sounds 2 collect 3 belong 4 have 5 are joining 6 is becoming 7 spend 8'm getting 9'm looking for 10 know 11'm learning 12 want

2B

Grammar 1 Present habits

- 1 Read the interview with Lorant. Decide if the answers are correct or incorrect. Then correct the incorrect sentences.

Welcome to the Cambridge School of English! Each month we interview a new student about their experiences studying English. This month, meet Lorant!



- 1 Q: What time do you usually get up on weekdays?
A: I tend get up at 8 a.m.
I tend to get up at 8 a.m.
- 2 Q: How do you get to English class?
A: I ride always my bike to school. It takes usually about 15 minutes.
- 3 Q: What are your classes like?
A: They tend being quite fun. We do usually some exercises and work in pairs.
- 4 Q: Do you work? If so, what hours do you work?
A: Yes, I work as a waiter in the colleges from time to time.
- 5 Q: What is your best study tip?
A: I tend speaking a lot in class and don't tend to worrying too much!
- 6 Q: Do you have any study habits you think are unhelpful?
A: I have habit forgetting to do my homework.
- 7 Q: How do you tend to spend your weekend?
A: On Friday night, I tend to go out to the local pub with friends.
- 8 A: On Saturdays, always I speak to my family back home.
- 9 A: My mum has a habit of ring very early in the morning!

- 2 Work in pairs. Ask and answer the questions in Exercise 1.

PHOTOCOPIABLE © Pearson Education Limited 2019

2B

Vocabulary Starting work

A

- 1 Read out the sentences, but not the words in brackets. Your partner will guess what the word BEEP should be.

- 1 When you want to take time BEEP for a holiday, please fill out the online form. (off)
- 2 You'll hear an alarm soon. Don't worry, it's just a practice BEEP drill. (fire)
- 3 I'm working the night BEEP. I start at 10 p.m. (shift)
- 4 We have to wear BEEP clothes when we meet with clients. (formal)
- 5 I'm thinking of becoming a BEEP member to support better working conditions. (union)
- 6 One of our most important health and BEEP rules is to always wash your hands. (safety)

- 2 Now listen to your partner's sentences. In each sentence, guess what the word BEEP is.

- 3 Now write similar sentences of your own.

- 1 _____
- 2 _____

B

- 1 Listen to your partner's sentences. In each sentence, guess what the word BEEP is.

- 2 Now read the sentences to your partner. Can your partner figure out the missing word?

- 1 Visitors aren't allowed on the building BEEP. (site)
- 2 We need someone who is BEEP and can stay late if necessary. (flexible)
- 3 At the BEEP course, I learned how to deal with injuries like cuts and burns. (first-aid)
- 4 I'm going to ask our union BEEP for some advice about the situation. (representative)
- 5 You can wear jeans and a T-shirt if you want. It's really BEEP here. (casual)
- 6 I'm sorry, but you can't eat here. We have a BEEP policy on that. (strict)

- 3 Now write similar sentences of your own.

- 1 _____
- 2 _____

PHOTOCOPIABLE © Pearson Education Limited 2019

PRESENTATION TOOL

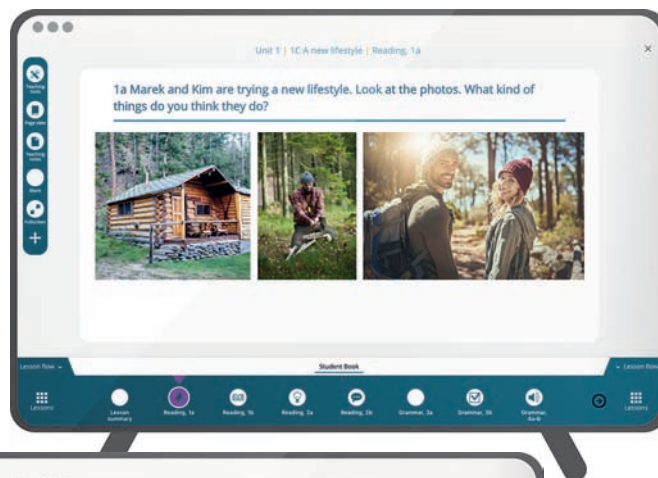
The *Roadmap Presentation tool* contains everything you need to make the course come alive. It includes integrated whiteboard software that allows you to add notes, embed files, save your work and reduce preparation time.

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 on 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 focus 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 more 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 constantly 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 Eating out

Goal | decide where to eat out

Grammar | noun phrases 1

Vocabulary | eating out

GSE learning objective

Can express opinions and react to practical suggestions of where to go, what to do, etc.

1B A place to live

Goal | talk about where you live

Grammar | modifying comparisons

Vocabulary | where I live

GSE learning objective

Can express opinions and attitudes using a range of basic expressions and sentences

1C A late night

Goal | describe a night out

Grammar | non-defining relative clauses

Vocabulary | going out, staying in

GSE learning objective

Can give detailed accounts of experiences, describing feelings and reactions

1D English in action

Goal | express preferences and give reasons

GSE learning objective

Can briefly give reasons and explanations for opinions, plans and actions

Check and reflect

Communicative activities to review the grammar and vocabulary in each lesson.

VOCABULARY BANK

1B Describing homes and areas

1C Phrasal verbs

DEVELOP YOUR SKILLS

1A Develop your writing

Goal | write emails arranging a party

Focus | making requests in emails

GSE learning objective

Can demonstrate understanding of formality and conventions in standard letters

1B Develop your reading

Goal | understand a biography

Focus | noticing collocations

GSE learning objective

Can identify the main idea in straightforward structured articles on familiar topics

1C Develop your listening

Goal | understand a radio programme

Focus | recognising sounds and words

GSE learning objective

Can understand the key points about a radio programme on a familiar topic

1A

Profiles

Introduction

The goal of this lesson is for Ss to make group decisions in the context of deciding on a place to eat. To help them achieve this, they will revise defining noun phrases in the context of eating out.

Warm-up

Before the class starts, ask Ss to work in pairs to decide the best place for a quick weekday lunch and the best for a birthday dinner. If your Ss all know their local area, they can name specific places. If they are a multi-lingual class away from home, they can talk more generally about restaurant types. Have a class discussion and encourage Ss to give reasons for their ideas.

Vocabulary

Eating out

1 Put Ss in pairs to look at the photos and discuss the questions. Check Ss understand *your kind of place* (somewhere you would go and feel comfortable). Monitor and help, but don't correct anything. When they have finished, ask a few pairs to share their ideas with the class.

2a Tell Ss to make sure they have noticed and checked their understanding of the words and phrases in bold. With **weaker classes**, you may want to pre-teach/check: *decent* (quite good), *suit* (be convenient) and *fancy* (want to). Ask Ss to match each comment with a response. Complete the first as an example then put Ss in pairs to do the activity. When they have finished, elicit Ss' answers and write them on the board. Drill as necessary. With **weaker classes**, drill the exchanges chorally.

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

Vocabulary checkpoint

In this context *fancy* is a verb that means *would like*, but in another context it is an adjective that means *fussy* or *complicated*. Similarly, *packed*, *decent* and *suit* have other distinct meanings.


b Ask Ss to read the example, then model the activity by saying the first comment and asking a **stronger student** to continue with you. Explain that after the first two lines, the Ss should continue. Remind them to take turns starting. Monitor to see how well they use the expressions. When they have finished, give feedback on any pronunciation issues with the phrases or other related problems, by writing them on the board and inviting pairs to correct them.

3 Ask Ss to read the questions, focusing on the words in bold and deal with any questions. Point out the stress change in *allergy*/*allergic*. Put them in groups of three or four to discuss. In feedback, ask different groups for their responses to each question.

Further practice

Photocopiable activities: 1A Vocabulary, p157

Listening

4  **1.1** Explain that Ss are going to listen to a conversation about choosing a place to have lunch. Go through the questions and make sure Ss know what to make notes about. After they listen, check answers with the whole class.

Teaching tip

Ss often struggle with listening tasks and it is more difficult to listen to a group of more than two people. Discuss with Ss how they can identify each person, for example if they are male or female or if names are used, and how they should make short notes as they listen and not wait until they have a full understanding.

Answers:

- 1 Four
- 2 No. Jess and Carmen haven't met. And Tom and Jess haven't met Nina.
- 3 a pizza place (round the corner) called Durazzo / a French café (on Upper Street) / a Lebanese place (near here)
- 4 To the Lebanese place.

Audioscript 1.1

- Tom:** Hey, Carmen. Are you coming for lunch with us?
Carmen: Yes. That's all right, isn't it?
Tom: Yeah, of course! Of course! It looks like it's just the three of us then.
Carmen: No, my friend Nina's coming, too. She's just finishing a meeting. She'll be here in a minute.
Tom: Hey, Jess, I don't think you've met Carmen.
Jess: Hi.
Carmen: Hi.
Tom: Carmen's the friend who I was telling you about. She has a flat near the university.
Jess: Oh right!
Tom: Jess is looking for a place to live and I mentioned you might have a room to rent.
Carmen: Oh, OK. Yeah, I do. Let's find somewhere to eat first and then we can talk about it.
Jess: Sure, thanks.
Nina: Hiya.
Carmen: So, everyone, this is my friend Nina. Nina, this is Tom, and Tom's friend, Jess.
Jess/Tom/Carmen: Hi, hi.
Tom: OK. So where are we going to go? What does everyone fancy?
Carmen: How about that lovely little pizza place round the corner? Durazzo.
Tom: That suits me.
Nina: Do they do other stuff apart from pizza?
Tom: Not really ... Don't you like pizza? Doesn't everyone like pizza?
Nina: No ... it's just, er ... I just can't eat bread and things like that.
Tom: Oh right! Sorry. I didn't know.
Nina: Yeah. They just make me feel quite ill.
Tom: OK. Well, that's fine. I understand. I have a friend who's allergic to bananas ... can't even touch them.
Nina: Really?
Jess: Well, what about that French café on Upper Street which does the set lunch menu?
Tom: The one where we went for my birthday?
Jess: Yeah. That was good value.
Tom: It's not open at the moment.
Jess: No way! I love that place. It has such a great atmosphere. Why's it shut? It was packed when we went!
Tom: I'm not sure. I think they may have new owners and they're changing the inside or something. Anyway, the last time I went past, it was completely closed and they were doing work in there.
Jess: What a shame!
Carmen: Nina and I went to a Lebanese place near the station, which was nice.
Nina: Hmm. Yeah.
Carmen: And there's plenty of choice there. You had a delicious lamb dish, didn't you Nina?
Nina: Yeah. And they have a lovely terrace.
Jess: It's a bit cold for that, isn't it?
Nina: They've got those outdoor heaters – and it's such a sunny day.
Jess: That's true. OK. We don't need to have booked in advance, do we?
Carmen: No, if we go now, we should be fine. What do you think, Tom? Lebanese?
Tom: Yeah – sounds great. Lead the way!

5 Tell Ss to read through the sentences and discuss what they can remember, but don't confirm any answers yet. Ss listen again and make notes, then check with a partner. They may need to listen twice or you may want to pause the recording at times. Check answers with the whole class.

Answers:

- 1 She's just finishing a meeting.
- 2 Jess is looking for a place to live and Carmen might have a room to rent.
- 3 Nina can't eat bread and things like that.
- 4 It's closed at the moment.
- 5 There's plenty of choice and they have a lovely terrace.

Grammar**Noun phrases 1**

6a 1.2 Focus Ss' attention on the sentences, then play each one in turn so that Ss can write. Ask Ss to help each other complete the sentences before going through them as a class.

Answers: a who I was b to rent c to eat
 d round the corner e who's allergic f on Upper Street
 g I went past h near the station

b Ask Ss what the extra words did in each sentence (gave extra information about the noun) and point out there are several ways to do this. See if Ss can analyse them, then ask them to read the Grammar box and match the correct examples from Ex 6a with one of the three methods. Check answers with the whole class and be prepared to give further explanations/examples where necessary.

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

Optional extra activity

For further practice, ask Ss to read the sentences in Ex 6a to each other. Some Ss enjoy reading aloud to practise their pronunciation and consolidate rules.

7a 1.3 Focus attention on the underlined words in the sentences. Ask Ss if they are important for the meaning of the sentence (they are the key nouns that deliver the meaning). Play the recording for Ss to listen to how they're stressed. Elicit that the underlined words are longer and louder. If you think it's useful, explain the information in the Pronunciation checkpoint box below, using the examples given.

b Ask Ss to listen again and repeat the sentences after the recording.

Pronunciation checkpoint

When we speak at normal speed, we usually only stress the information words, which are stressed at an even rhythm. Unimportant grammar words (prepositions, auxiliary verbs, etc.) are usually unstressed and often run together to squeeze them into the spaces between the stressed words. Knowing this helps Ss with their listening too, as they need to only listen for the key information and disregard small unstressed elements.

8 Write the first gapped sentence on the board and elicit the missing word. Discuss why *which* is correct (it refers to a thing – the restaurant) and ask Ss if it can be left out (it can). Ss complete the gaps alone then check in pairs. Remind them that in some gaps there is more than one option. Check answers with the whole class.

Answers:

- 1 nothing needed, but you could add that/which
 2 who/that; on
 3 nothing needed, but you could add that/which; in
 4 in; where 5 to 6 where

9a This is an opportunity to personalise the language. Complete the first example on the board then ask Ss to work alone. With **weaker classes**, complete more examples as a class. Monitor and help. There is no need for whole class feedback, as answers will be different, but you can elicit examples and deal with queries.

Suggested answers:

- 1 Turkish ... at the bottom of my road
 Vietnamese ... near where I work
 2 The park ... to go running
 The Shaftesbury ... to have a quick drink
 3 Jenny ... who spent time in Mongolia
 Chris ... that lives in your street
 4 who can fix washing machines who speaks French
 5 we went to for your birthday
 we stayed in when we were in Morocco

b Read the example together and then demonstrate by modelling another example with a **stronger student**. Ask Ss to work in pairs and have short conversations. Monitor and help. **Fast finishers** can choose one of the sentences and write a conversation.

GRAMMAR BANK 1A pp.136–137

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

Answers:

- 1 1 from 2 next (or close) 3 which/that 4 we
 5 who/that 6 to 7 with 8 that/who/– 9 that/which
 10 at 11 which/that/–
 2 1 (who/that) you introduced me to earlier
 2 who/that reads the news on Channel 1
 3 (that/which/–) you went to last summer (or where you went last summer)
 4 (that/where/–) Julia is from
 5 who/that started Wikipedia
 6 to eat round here, at the end of the road

Further practice

Photocopiable activities: 1A Grammar 1, p155;
 1A Grammar 2, p156

Speaking**Prepare**

10 Ask a student to read the instructions to the class or read them yourself. Check that Ss have understood by asking if they should only write places they want to go (no, also places they don't want to visit) and how many places they should write (two or more they want, one or more they don't want). Give Ss a few minutes to make notes.

Speak

11 Ask Ss to read the Useful phrases box. Put them in groups of three or four and tell them they need to come to a decision for all of them. Monitor, listen and make notes on good language or language for correction. When they have finished, invite groups to

tell the class which place they have chosen. Write some examples of good language/errors for Ss to correct on the board.

Teaching tip

Write the following questions on the board:
How confident did you feel making decisions with other Ss?
In what situations do you think you'll use this vocabulary 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: Ss write a description of their favourite place to eat and why they like it.

Grammar bank: 1A Ex 1–2, pp.136–137

Workbook: 1A, p4

App: grammar and vocabulary practice

Fast route: continue to Lesson 1B

Extended route: go to p86 for Develop your writing

1B A place to live**Introduction**

The goal of this lesson is for Ss to talk about where they live. To help them achieve this, they will learn vocabulary for describing homes and areas, and study modifying comparisons.

Warm-up

Before the class starts, put Ss in pairs to discuss the best place to live (area or type of home) for the following: a single person, a family of four, an elderly couple, a pet owner. When they have finished, elicit feedback and write useful vocabulary on the board.

Vocabulary**Where I live**

1 Put Ss in pairs and give them a few minutes to discuss the questions. Monitor and help with new vocabulary if necessary. When they have finished, elicit their answers.

Teaching tip

With multilingual classes, try and mix up the pairs so that Ss are learning about how things are in another country. In feedback, ask them to tell the class about any differences. With monolingual classes, Ss from different generations may have different ideas, so aim for a mix.

2 Focus attention on the sentences halves and the words in bold. Ask Ss to work in pairs and match a sentence start with a logical continuation. Complete the first together as an example. When they have finished, elicit Ss' answers and write the letter number combinations on the board.

Answers: 1f 2c 3d 4b 5a 6h 7g 8i 9e

Vocabulary checkpoint

In feedback, ask Ss questions to help consolidate the meaning of new words. For example, *Is tiny very big or very small?* (very small), *If the landlord puts up the rent, is it more money or less money?* (more), etc.

3a Ask Ss to draw the three columns in their notebooks then discuss in pairs and decide which group each vocabulary item from Ex 2 belongs in. In feedback, check answers with the whole class. Drill problem words chorally.

Answers:

- 1** freezing, could do with (a bit more space), tiny, landlord, put up rents, good condition, storage (room), put in central heating, the basement, keep clean and tidy, share the cost
- 2** could do with (more green spaces), rough, surrounded by fields, put up rents, lively, (safe) neighbourhood, knock down (buildings)
- 3** moved out, move away, knocked down, repair, put in central heating, move in with

Teaching tip

Two useful ways to help your Ss to retain their vocabulary are shown here. One is organising new words into categories with a mind map or columns under headings. Ss can benefit from copying a carefully built up board as a model for independent note making. A second way is to get Ss to choose words and make their own personal examples.

b Ask Ss to choose five words or phrases to make their own examples. Encourage them to choose the phrases they are not sure of, as this task will help you see if they have fully understood the meanings. Monitor and help/check. When they have finished ask Ss to compare in pairs.

Optional extra activity

Ask Ss to read their example sentences to their partner, substituting the key vocabulary with a nonsense word, *banana*. Give an example yourself: *My house is so small, so I'm going to banana the wall between the kitchen and sitting room.* The listener must guess the meaning of *banana* in each case. This is a good way to help consolidate the new vocabulary and is also fun. Ss take turns to listen to the sentences and guess. **Weaker classes** can look at the vocabulary when guessing, stronger can try without.

VOCABULARY BANK 1B p156

Describing homes and areas

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1a Ask Ss to use descriptions 1–10 to talk about the photos. Then elicit their ideas as a class.

b Ask Ss to write H (home) or A (area) beside the descriptions in Ex 1a then go through the answers as a class.

Answers: homes: 3, 5, 7, 8, 9, 10 areas: 1, 2, 3, 4, 6, 10

2 Ask Ss to work in pairs to match each comment with a description in Ex 1a. Ss check answers in pairs before whole class feedback.

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

3 Put Ss in groups of three or four to talk about places using the descriptions in Ex 1a (and other language from the lesson).

Further practice

Photocopiable activities: 1B Vocabulary, p160

Reading

Culture notes

Notting Hill Carnival

Notting Hill Carnival has been a key event in the area around Notting Hill since the mid 1960s. Started by the British West Indian community who lived in this area, it has grown into a major event with up to a million people attending over the two days.

Notting Hill the film

This British romantic comedy was set in a Notting Hill bookshop in 1999. The writer lived in the area and chose it because he knew it well. Even though the film was made a long time ago, it still attracts fans who knock on the blue door where the main character lived.

4a Ask Ss if they have heard of Notting Hill and what they know of it. Put Ss in pairs to discuss the photos and questions. When they have finished, invite feedback, but do not confirm if they are right or not. Write their suggestions on the board.

b Ask Ss to read the article and check their answers. Give them a few minutes to encourage fast reading. Ask them to underline the words that helped them as they read. Check answers with the whole class.

Answers:

- 1** famous for Portobello Road market and the carnival (the biggest street party in Europe)
- 2** cheap rents, overcrowding, houses in poor condition

5 Ask Ss to read the article again more carefully and make notes on the answers. Give them a few minutes for this, before putting them in pairs to compare their answers. In feedback, check answers with the whole class.

Answers:

- 1** The houses were first built for professionals and upper-class people.
- 2** They were on the edge of the area, near rough areas with crime, pig farms, etc. and so they ended up being rented out cheaply.
- 3** Because they ended up in such terrible condition.
- 4** New people started moving in – often professionals with young kids (who wanted a bigger place than they'd been living in in Chelsea).
- 5** They have increased from £10,000 to over £1 million in the 1990s and over £10 million last year.

Teaching tip

Ss sometimes struggle with developing reading skills because they expect to understand every word or they are not interested in what they are reading.

Predicting and then checking meaning raises interest in the text, which means Ss are more motivated to read it. Setting a time limit during a reading task helps them realise that it is not necessary to understand or look up every word.

6 Put Ss in groups of three or four to discuss the questions. If time is short, discuss as a class.

Grammar

Modifying comparisons

7 Ask Ss to tell you one change in Portland Road compared to the past. Elicit: *It's much more expensive*. Focus Ss' attention on the comparison and ask what is added by *much* (it makes the comparison stronger), then ask Ss to read the Grammar box and choose the correct alternatives, using the examples to help them. Check answers with the whole class and be prepared to give further explanations/examples where necessary.

Answers: 1 big 2 small 3 small 4 big 5 surprising

GRAMMAR BANK 1B pp.136–137

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

Answers:

- 1 1 slightly more central
 2 n't quite as healthy, much closer, a lot more time
 3 far bigger 4 miles better, not nearly as sure
 2 1 much better than 2 slightly/a bit less full
 3 quite as cold 4 spend far more 5 wasn't nearly as

8 Books closed. Write the first sentence on the board with gaps and ask Ss to complete it with *slightly* and the comparative of *cheap*. If Ss show any doubt about comparative forms, revise these before moving on to the exercise. Ss complete the sentences alone then check in pairs. Monitor to see that they are completing the exercise correctly. Check answers with the whole class by asking individuals to read the whole sentence aloud.

Answers: 1 slightly cheaper 2 a lot further away
 3 nearly as rough 4 much greener 5 even smaller
 6 much better 7 nearly enough storage 8 a lot more money

Optional extra activity

Ss underline the stresses in some of these sentences and practise pronouncing them. For example:

- 1 It's a bit too expensive. I'd like somewhere slightly cheaper.
 4 They've really improved the area. It's much greener than it was.


9 Ask Ss to look at the photos on p166 and read the example. With **weaker classes**, you may want to complete a further example together on the board. Put Ss in pairs to discuss and encourage them to use the language focused on in this unit. Monitor and help if necessary. **Fast finishers** can write example sentences. Ask a few Ss to share their ideas with the class.

Further practice

Photocopiable activities: 1B Grammar 1, p158;
 1B Grammar 2, p159

Speaking

Prepare

10a  1.4 Tell Ss they are going to listen to two friends talking about where they live. Give Ss time to read the questions before they listen and choose the one that is answered. They don't need to write. Elicit the answer.

Answer: 2

Audioscript 1.4

- A:** I really love it. It's quite central, but I'm still near a park. I could do with a bit more space, I suppose, or at least slightly more storage. I don't really have many cupboards so it's difficult to keep clean and tidy. What about you?
B: Well, I have lots of space, but I just end up keeping far more stuff than I need!
A: I know what you mean.
B: The other thing is, it's a bit too cold, but we're putting in some new windows soon, so it should be a bit warmer after that.
A: OK.

b Tell Ss that now they are going to think about their own home. Ask them to work alone. Point out that they can make notes if they want to. Monitor and help if necessary.

Speak

11a Ask Ss to read through the Useful phrases, then ask each other the questions in 10a in pairs. Monitor and listen to their control of the comparison phrases.

Optional alternative activity

If your class is quite large, allocate the questions from Ex 10a and make this a survey activity. About a third of the Ss take each question and move around the class to ask as many people as they can in the time allowed. They make notes, then come back to their group and summarise their findings.

Teaching tip

Observe Ss during fluency activities and make notes on their language use. Look for common problem areas in pronunciation/grammar, etc. When the Ss finish, decide which errors to focus on and add them to the board one by one for Ss to try and correct. If there is a pronunciation problem, you might write the phrase/word and ask Ss to say it, then model yourself so they can hear the difference.

b When they have finished, invite a few pairs to tell the class how their experiences are different or similar.

Reflection on learning

Write the following questions on the board:
How confident do you feel about describing homes?
How will you remember the vocabulary from this lesson?
 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

Ss write a paragraph about one or two of the questions in Ex 10a.

Grammar bank: 1B Ex 1–2, pp.136–137

Workbook: 1B, p5

App: grammar and vocabulary

Fast route: continue to Lesson 1C

Extended route: go to p88 for Develop your reading

1c A late night

Introduction

The goal of this lesson is for Ss to describe a night out. To help them achieve this, they will revise non-defining relative clauses in the context of talking about going out and staying in.

Warm-up

Before the class starts, write *night owl* and *early bird* on the board and ask Ss if they know what the expressions mean (*a night owl* is most lively at night, and *an early bird* is at their best in the morning). Tell them which you are and why. Ask Ss to work in pairs to talk about which they are and why. In feedback, invite a show of hands to see what the class is composed of. If Ss are interested in this topic, it is explored further in the DYL lesson on p90.

Vocabulary

Going out, staying in

- Put Ss in groups of three or four to discuss the questions. Monitor and help with new vocabulary if necessary. When they have finished, ask Ss to share their ideas with the class.
- Focus attention on the sentences and deal with any queries. Check *in a row* (without stopping). Ask Ss to look at the completed noun/verb combination in the box for the first sentence and discuss why it is correct (an *episode* is part of a *series*). Put Ss in pairs to continue completing the sentences. When they have finished, elicit Ss' answers and write the words on the board with the numbers.

Answers: 1 stayed up, episodes 2 went out, went on
3 queue, worth 4 got, bed 5 play, home 6 threw, celebrate
7 missed, fortune 8 stayed in, tidied up

- This is an opportunity to personalise the vocabulary. Point out that there are many possible answers. With **weaker groups**, ask Ss to read through and circle any words in bold they are unsure of, including how to pronounce them, then compare with a partner. Follow with a whole class discussion on the words. Ss then work in pairs and make notes. In feedback, check answers with the whole class.

Possible answers:

- stay up really late working, watching TV, surfing the internet, playing computer games
- go out for a walk, a run, a coffee, lunch, some groceries
- queue to get in to a club, a concert, a sports stadium, a restaurant
- get talking to someone in a queue, at a party, on a bus or a train, in the street
- you go out to a club/go out clubbing, you're working late, you miss the last bus/metro/train, you go out for dinner
- Ss' own answers

Teaching tip

It's meaningful and memorable for Ss to talk about matters close to themselves and personalise language. It also enables Ss to build social relationships within the class, as they get to know each other, and they do this in English. This in turn makes for a positive classroom atmosphere, making lessons enjoyable.

Optional extra activity

Ss write and then tell each other about one of the situations in Ex 3. This could also be a homework assignment.

VOCABULARY BANK 1C p156

Phrasal verbs

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

- Ask Ss to match numbers 1–10 with letters a–j. Ss check answers in pairs before whole class feedback.

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

- Ask Ss to use the verbs in Ex 1 to complete the gaps. Ss check answers in pairs before whole class feedback.

Answers: 1 rely on 2 tidy up 3 stayed up 4 get on
5 give, up

- Put Ss in pairs to practise asking and answering.

Further practice

Photocopiable activities: 1C Vocabulary, p163

Reading

- Books closed, ask Ss how they think a late night out varies for different people (*cost, transport, place to go*, etc.). Accept any ideas, then ask Ss to open their books on p10, read the responses, check their ideas and rank the nights out from 1–3, with 1 being the best. Give them a few minutes to do this as you do not want them to read for details yet.
- Put Ss in pairs to compare ideas then elicit answers. There is no one correct answer as it is a matter of opinion.
- Focus Ss' attention on the questions. Ask them to read again for more detail and mark the answers D (Daria), A (Alex) or M (Milan). Ss work alone, then discuss the answers together. In feedback, check answers with the whole class.

Answers:

- Alex – they went on a behind-the-scenes tour of the theatre
- Milan – we finished around eleven, when I'd usually go home
- Alex – I don't go out much these days, to be honest
- Daria – She doesn't seem to have spent anything!
- Milan – went to Akropolis, which reminded him of the old days
- Daria – we always celebrate 1st March

Grammar

Non-defining relative clauses

- Write an example on the board: *1st March, when spring really begins*. Ask Ss if the sentence can exist without the underlined part (*it can*). Ask Ss to read the Grammar box and match this example with its use (4). They should then match each of the remaining underlined relative pronouns/phrases with a number that shows what it does. Allow plenty of time for this and have Ss check in pairs before you check with the whole class.

Answers: 1 where 2 which 3 which is why/which meant
4 when 5 whose 6 most of whom 7 who

Vocabulary checkpoint

Ss may not have come across *whom* before. Point out that it is not common in everyday spoken English. It is a pronoun used in the place of *who* when the person is the object. For example, *Who are you speaking to?* vs *To whom are you speaking?* It replaces *them* in the example in the text, which is an object pronoun.

GRAMMAR BANK 1C pp.136–137

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. 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, check answers with the whole class. Ss can refer to the notes to help them.

Answers:

1 1 g and j 2 f and h 3 c and i 4 b and d 5 a and e

7a 1.5 Ask Ss to read the sentences and then listen to the pronunciation. If you think it's useful, explain the information in the Pronunciation checkpoint box below, using the examples given.

Pronunciation checkpoint

When there is a comma, we pause in speech very briefly. In addition, the preceding phrase ends as a *mid tone* not a *fall*. This indicates to a listener that you have not finished speaking. Compare: *She used to work with me.* (final fall) with *She used to work with me, which is why I know her.* (final mid, pause). It is a very subtle difference.

b Ask Ss to chorally repeat the sentences after they hear them. You may want to pause the recording after each sentence.

8a Write the first gapped example on the board. Elicit the correct pronoun from the Ss to complete the sentence (*who*). Point out that in some sentences a phrase is needed. Ss work alone to complete the sentences, then check in pairs. Check answers with the whole class. Drill chorally, focusing on pauses after the comma.

Answers:

- 1 who (*whom* is arguably possible, but *who* is preferable as we are focusing on spoken language here – see grammar checkpoint)
- 2 which 3 where 4 whose
- 5 which meant (this is a fixed phrase – the meaning is similar to *as a result*)
- 6 when 7 most of whom 8 which is why

b Ask Ss to think of different continuations for the sentences in Ex 8a. **Stronger classes** can do this orally in pairs, **weaker classes** will need to write. Monitor and check Ss' work. There is no need for whole class feedback as there are many possible answers.

Optional extra activity

Ask Ss to work in pairs and write the names or show pictures (on their phones?) of five people or places that are important to them. They should say as much as they can about each, using a range of relative clauses. Give an example: *This is Maria who lives with me. We met in London when I went to school there. She goes out with Tommaso, who's a lawyer.*

Further practice

Photocopiable activities: 1C Grammar 1, p161;
1C Grammar 2, p162

Speaking

Prepare

9a 1.6 Tell the Ss they are going to describe a night out, but first they will hear someone doing the same. Ask them to listen and note the main things that happened. With **weaker classes**, you may want to give more support (see the Optional alternative activity). Tell Ss that they will listen twice.

b After they listen, put Ss in pairs to compare ideas. Then elicit the answers from the class.

Optional alternative activity

Enlarge and photocopy the answer key. Make enough copies for each pair. Cut up the sentences and give each pair a set to put in order while they listen. After they listen, they can discuss and rearrange, then listen again.

Answers:

They went out for dinner (to a really good Georgian restaurant)
They went to a club (called Closer, which they'd never have found on their own)
They had to queue to get in (it was packed, but worth the wait)
There was a live band (who were brilliant)
The music was great and he/she danced for hours
He/she didn't get to bed till the morning
He/she nearly missed his/her flight home

Audioscript 1.6

- A:** I had an amazing night out when I was in Kiev the other weekend.
B: Oh yeah? Where did you go?
A: Well, first, we went to a really good Georgian restaurant and then we went to this great club called Closer, which I would never have found on my own. It was really different from the kind of place I usually go to, where the music is mainly techno.
B: Sounds interesting. Was it busy?
A: Yeah, packed. We had to queue to get in, but it was worth it. There was a live band, who were brilliant. I guess you'd describe their music as jazz. And then they had really good DJs playing all kinds of great music. I was dancing for hours. I didn't get to bed until the morning and nearly missed my flight back home!
B: That must've been scary, but it sounds like a great night out.
A: It was!

c Tell Ss they are now going to think about their own night out. Ask them to make notes beside each bullet point. Give them a few minutes to think and start to make notes. It's important that they do not write full sentences. Monitor and help if necessary.

Optional alternative activity

Some Ss for whatever reason may not relate to this topic or be able to recall a night out. In this case, tell them they can retell the night out from the listening, changing a few details if they want.

Speak

10a Go through the Useful phrases with the class. With **weaker classes**, you may want to ask Ss to underline the stressed words and practise saying the questions. Refer Ss to the points in Ex 9c to guide their conversation. Ss then discuss their night out in groups of three or four, taking turns to speak. Monitor and encourage Ss to ask follow-up questions to find out more information.

b Ask Ss to decide in their group then share with the class.

Reflection on learning

Write the following questions on the board:

How easy did you find it to talk about your night out?

In what situations do you think you'll use this language 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 10a: Ask Ss to write a paragraph about their best night out.

Grammar bank: 1C Ex 1, pp.136–137

Workbook: 1C, p6

App: grammar and vocabulary practice

Fast route: continue to Lesson 1D

Extended route: go to p90 for Develop your listening

1D English in action

Introduction

The goal of this lesson is for Ss to express preferences and give reasons. To help them achieve this, they will revise some common expressions used for expressing preferences and giving reasons.

Warm-up


Ask Ss to pair up and tell each other about their last/favourite holiday. After a few minutes, invite a few Ss to tell the class about their partner's holiday.

1a Ask Ss to work first alone and then in pairs to create a list of the five most important things when choosing a holiday. Monitor and help, but don't conduct feedback after this stage.

b Put Ss in groups of four. Ask them to compare their lists and discuss good locations that reflect their choices. Monitor and help with any vocabulary if necessary. When they have finished, ask groups to share their ideas with the class.

Optional extra activity

Ss can stay in their groups of four to discuss the places they can see in the photos and if they'd like to visit them.

2  **1.10** Explain that Ss are going to listen to three friends talking about where to go on holiday. Tell them to look at the pictures and decide which place Domi would prefer. Check as a class.

Answer: Photo B

3 Tell Ss they are going to listen again for more detail. Give them time to read the sentences before listening and completing with three words.

4 Ask Ss to compare answers in pairs and use the Useful phrases box to confirm before checking as a class.

Answers: **1** I'd hate **2** whereas there you **3** the idea of **4** I'd rather be **5** I'd prefer

Audioscript 1.10

Jo: So I found this place earlier while I was on the internet. What do you think, Lisa?

Lisa: Let me see. Oh! To be honest, Jo, it looks like the kind of place I'd hate!

Jo: Seriously? How come?

Lisa: Just look how crowded it is. I like to have my own personal space, you know.

Jo: Yeah, but you'd get crowds as well in that other place you said you liked, wouldn't you?

Lisa: Yeah, maybe, but it's different. I mean, here you'd be stuck in one place by the sea, whereas there you'd be able to escape the crowds in the streets if you wanted to.

Jo: Yeah, maybe, but I think this place looks much more relaxing. Personally, I just like the idea of doing nothing for a week. My job's quite stressful, so ...

Lisa: Hey, you're not the only one who works hard, you know! It's just that when I'm not working, I like to go out and explore, learn more about places, meet the locals, that kind of thing.

Jo: Fair enough. Everyone's different, I suppose.

Lisa: Yeah. The world would be boring if everyone liked the same kind of thing.

Jo: Not that that helps us come to any kind of decision! Anyway, what about you, Domi? You're very quiet.

Lisa: Yeah, what do you think about it all? Which place do you prefer?

Domi: Well, I've been thinking about it and do you know what? Neither of them are my kind of place, to be honest.

Jo: No?

Domi: No. I'd rather be up in the mountains somewhere, hiking and enjoying the countryside.

Lisa: Yes, but if you had to choose one of these two, which one would you go for?

Domi: I'd prefer to just stay at home.

Jo: Remind me again why we decided to go on holiday together?

Lisa: I know, right! We're never going to make a decision like this, are we?

5 Ask Ss to complete the sentences alone, using the words in brackets. As the spaces are very small, tell Ss to write the continuations in their notebooks. You may want to remind Ss of the verb patterns used. Share the information in the Grammar checkpoint if you think it's necessary. Go through the answers as a class. With **weaker classes**, drill the sentences.

Grammar checkpoint

To use the phrases accurately, Ss need to pay attention to the following verb patterns. While *I'd rather* and *I'd prefer* are similar in meaning, these verb patterns are different:

I'd prefer + to infinitive vs *I'd rather* + base form. Similarly, like many modals, *you could/would* + base form.

Answers:

- 1** I'd rather, I like the idea of
- 2** I'd prefer not to, It would be
- 3** It's not my kind, It looks
- 4** I don't have any strong feelings, I've heard some
- 5** It looks like the kind of place, You could go

6 Ask Ss to look at the questions in their books. Model a question and answer exchange with a **stronger student**, then get two Ss to ask each other. If necessary, correct the verb patterns and/or their pronunciation. Then, put Ss in pairs to ask and answer. Remind them to use the Useful phrases to help them. Monitor and see how they manage with the phrases and the verb patterns. When they have finished, give feedback on good use of language or ask a confident pair to perform their roleplay for the class.

Optional extra activity

Ss write their own *would you rather* questions to extend the activity. Have Ss take turns to ask and answer each question.

7a Put Ss in groups of three or four to discuss and choose a holiday destination from the pictures on p166. Tell them that each person must speak in turn, so that all opinions are heard. Refer them to the Useful phrases box.

Optional alternative activity

The length of this exercise can be shorter or longer, depending on how much time you have. With **weaker classes**, Ss may benefit from writing their preferences together and then rehearsing in pairs. After a few rehearsals, encourage pairs to close their books and try the conversation without looking. **Stronger classes** can complete the task orally without much preparation.

b Ask Ss to tell each other and the class who they think would be a good holiday partner and why. Give Ss feedback on their language and the success of the speaking activity.

Reflection on learning

Write the following questions on the board:

In what situations do you think you can use this language in the future?

How do you think English will be useful for future holidays?

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 own answers.

Workbook: Ex 1–2, p7

App: grammar and vocabulary practice

Roadmap video: Go online for the Roadmap video and worksheet.

1 Check and reflect**Introduction**

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

1 Ss complete the sentences alone then check in pairs. In feedback, invite Ss to come and write their answers on the board, so that you can check for correct spelling.

Answers: 1 terrace 2 service 3 vegetarian, suit
4 quality, advance 5 value, prices 6 place, menu

2 Ss cross out the extra word in the sentences alone then check in pairs. Check answers with the whole class.

Answers: 1 is 2 it 3 for 4 that 5 that 6 on

Optional extra activity

Ss choose sentences that are true for them and change the others. When they are ready, Ss share their experiences in pairs. Encourage them to ask follow-up questions to find out more information.

3a Ss match the sentence halves alone then check in pairs. Check answers with the whole class.

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

b Read the instruction with the class. Ss discuss the two questions in pairs. When they have finished, ask a few Ss to share any interesting information they found out about their partner.

4a Ss complete the sentences alone then check in pairs. Check answers with the whole class.

Answers: 1 lot 2 quite 3 not 4 bit 5 more
6 far/much/even 7 much/far/a bit, nearly 8 much/far

b Ss think of two places they know and write sentences comparing them. Ss then compare their sentences in groups.

5 With **weaker classes**, do the first one together as an example. Ss complete the sentences alone then check in pairs. Check answers with the whole class.

Answers: 1 a taxi 2 tidy up 3 episodes 4 stayed up
5 get home 6 worth

Optional extra activity

Explain that Ss should tick or cross the sentences from Ex 5 that are true/not true for them. Ss share their ideas in pairs. In feedback, nominate Ss to share their ideas with the class.

6a Ss rewrite the sentences with the correct relative clause alone then check in pairs. Check answers with the whole class, paying attention to commas.

Answers:

- 1 We spent two weeks in Formentera, where my family has a summer house.
- 2 I missed the last metro home, which meant I had to get a taxi.
- 3 Jim brought all his work friends, none of whom I'd met before, to my party.
- 4 My sister, who lives in Geneva, is visiting me in the UK at the moment.
- 5 At 6 a.m, when I'm usually getting up, I finally got home and went to bed.
- 6 My friend Sergio, whose father runs the place, got us all in for free.

b Ss write their own sentences then compare in pairs. When they have finished, nominate one or two Ss to share any interesting examples with the class.

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

The goal of this lesson is for Ss to write emails arranging a party. To help them achieve this, they will focus on making requests in emails.

Warm-up

Put Ss in pairs and ask them to talk about how they usually organise a party. After a few minutes, ask for feedback.

- 1 Put Ss in pairs to discuss the questions. After a few minutes, ask for feedback and have a show of hands to see if Ss write more personal or work-related emails.
- 2 Ask Ss to discuss and write topics for requests for each. Monitor and help with ideas and vocabulary. In feedback, ask Ss for their ideas, but don't worry about correct formation of requests as this will be focused on later.

Suggested possible answers:

- 1 your boss – ask to have a day off, ask for a pay rise
- 2 a friend – ask for a lift, ask to borrow something
- 3 a hotel – book a room, ask for breakfast/evening meal
- 4 a language school – ask to attend a course, enquire about host families
- 5 a restaurant – book a table, ask for a baby seat

- 3 Ask Ss to read the two emails and answer the questions by highlighting the relevant information in the text. Tell them to ignore the gaps at this stage. Give them a few minutes for this, then put them in pairs to discuss the questions. After a few minutes, elicit the answers. If you have access to a projector, highlight the answers in the projected text on the board.

Answers:

- 1 a restaurant, company staff
- 2 doesn't know him/her, knows them quite well
- 3 First email:
 - get a place on the terrace for pre-meal drinks from 7.30 onwards
 - send menus for vegetarians and vegan
 - get a table by the window
 - play a song list (at the end of the meal)
 - confirmation of the booking
 Second email:
 - let Ahmed know if you can't make the dinner
 - send songs to be played in the restaurant by the end of the week

- 4 Ask Ss to complete the emails with the words in the box. Go through the answers as a class, calling on individuals to read the whole sentences aloud.

Answers: 1 would 2 think 3 wondering 4 mind
5 grateful 6 please 7 let 8 could

- 5 Discuss what a subject line on an email is for (to make it obvious what the email is about before you open it). Ask Ss to work in pairs to write the subject lines. Elicit their ideas.

Suggested possible answers:

- 1 Re: My booking on July 28, Re: July 28 booking
- 2 Re: Office dinner, Re: Good news: It's party time!

- 6a Ask Ss to read both emails again and underline the request forms. Don't go through the answers yet as they will be explored further in Ex 6b.

- b Ask Ss which email they think is more formal and how they know (the language, the content). They should compare in pairs and discuss formality before reading the skills box. Go through the answers as a class and deal with any queries.

Answers:

Email 1

would it be possible to ... (formal)
do you think you could ... (formal)
I was wondering if we could ... (formal)
would you mind ... (formal)
I would be most grateful if you could ... (formal)

Email 2

please ... (informal)
could you ... (informal)
The phrases from the first email are more formal (for reasons given in the Focus box)

- 7 This controlled practice exercise involves rewriting the requests using a different form. Before doing this, ask Ss to note the form used following each request, for example *mind* + verb -ing. Ss complete the exercise alone, then compare in pairs before going through the answers as a class.

Answers:

- 1 Would you mind checking (that) there are no nuts in any of the dishes?
- 2 Could you please put some red roses on the table before we arrive?
- 3 Do you think we could possibly have a room facing away from the road?
- 4 Would it be possible to cook a special dish if we send the recipe in advance?
- 5 Can you check everyone knows about the meeting tomorrow?
- 6 I would be grateful if you could provide a high chair for our two-year-old son.
- 7 Do you think you could write 'Happy birthday' on the cake before bringing it out?
- 8 I was wondering if we could have a room at the back of the restaurant?

- 8 This exercise involves matching the requests in Ex 7 with a context. Read the first explanation as a class and ask Ss to suggest which request from Ex 7 it matches. Ss then work in pairs to match the explanations and requests. Check the answers as a class.

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

- 9a Refer Ss back to their notes for Ex 2. Ask them to write three new requests, using the language focused on in this lesson. Monitor and help with vocabulary.

- b Put Ss in pairs to compare answers and write explanations for their requests. Refer Ss to the examples in Ex 7 and Ex 8 if they need help with ideas. Monitor and help if necessary.

- 10 Ss complete the table and then go through the answers as a class.

Answers:

	More formal	More informal
Phrase used for greeting	Dear Sir/Madam	Hi everyone
Phrase used to explain why writing	I am writing to ...	Just a very quick email to ...
Is small talk included? If so, what?	No	Yes: Not long now till the end of the year and a well-deserved break from work! Nothing too crazy, obviously!
Are contractions (<i>I'm, you're</i> , etc.) used?	No	Yes: I've, you've, the booking's
Phrase used to end the email	Best regards	Cheers

3 With **weaker classes**, do the first one together as an example. Ss complete the sentences alone then check in pairs. Check answers with the whole class.

Answers: 1 a cab 2 tidy up 3 episodes 4 stayed up
5 get home 6 worth

Prepare

11a Refer Ss to the instructions. Ask Ss how the surprise element will affect their emails (they need to tell people to keep it secret). Ss work alone and make notes. Monitor and help.

b Ask Ss to discuss the details of their plans in pairs and share ideas. There is no need for whole class feedback because the Ss will be working on different party plans.

Write

12 Ask Ss to use the notes in Ex 10 and Ex 11 to help them write their emails. If they have been working in pairs until now, they can write alone, then read each other's and suggest improvements and changes. If time is short, they can write one of the two emails each.

Homework ideas

Workbook: Writing, pp.10–11

1B Develop your reading

Introduction

The goal of this lesson is for Ss to read and understand a biography. To help them achieve this, they will focus on noticing collocations.

Warm-up

Write the following question on the board for Ss to discuss in pairs. *Would you rather live in a beautiful building with a view of an ugly building, or live in an ugly building with a view of a beautiful building? Why?*

Elicit Ss' ideas. Tell them the lesson is going to be about a famous architect and briefly discuss how important architects are to a building's beauty.

1 Refer Ss to the photos and ask them to discuss the questions in pairs. After a few minutes, ask pairs for their ideas. Ask if anyone knows who the architect of any of the buildings was. Have a show of hands to see which building is the most and least popular.

2 Ask Ss to read through the sentences and the biography on p89 and decide if the sentences are true or false. Tell them to mark the text where they find the answers. Give them a few minutes to read then discuss the answers in small groups. Go through as a class.

Answers: 1 F 2 F 3 T

4 F (they thought they were impossible + Peter Rice comment)

5 T 6 F 7 T 8 T

3 Ss at this level should be familiar with collocations. Discuss the information in the Vocabulary checkpoint if they are uncertain. Refer Ss to the Focus box. Ask them to read it and tick the strategies they use. Ask pairs to compare before discussing as a class.

4 Ask Ss to look back at the biography and complete the collocations with the correct verbs. Ask pairs to discuss before going through the answers as a class. In feedback, ask Ss to read the whole sentence aloud to consolidate the verb/noun collocations. Ask Ss to record the collocations in their notebooks.

Answers: 1 finished, opened 2 got 3 developed 4 spent
5 won 6 failed 7 shown 8 cost

5 Ask Ss to find the underlined adjectives in the biography and match them with the correct noun. Ask pairs to discuss before going through the answers as a class. In feedback, ask Ss to read the whole phrase aloud to consolidate the adjective/noun collocations.

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

6 Refer Ss to the example, pointing out that the noun must collocate with all the words shown. Ask Ss to work alone to choose one noun from Ex 4 and Ex 5 then compare in pairs before going through the answers as a class.

Answers: 1 university 2 building 3 story 4 picture
5 plans 6 time

7a Ask Ss to write four true sentences using the collocations seen in this lesson. Monitor and help with vocabulary and ideas.

b Put Ss in pairs to share their sentences. Encourage them to ask follow-up questions. When they have finished, ask a few Ss to report back on something interesting their partner told them.

Homework ideas

Workbook: Reading, pp.8–9

1c Develop your listening

Introduction

The goal of this lesson is for Ss to understand a radio programme. To help them achieve this, they will focus on recognising sounds and words.


Warm-up

Ask Ss how they are feeling and what they do if they feel tired during the day or during the lesson. Invite suggestions for how to stop feeling tired.

1 Put Ss in pairs to discuss the questions. In feedback, discuss what kinds of jobs involve working at night and any advantages and disadvantages they see in such working patterns.

2 Ask Ss how they feel about listening in English. Ask them to read the Focus box in pairs and tick any strategies they use. In feedback, see which are the most popular strategies.

3a Tell Ss they are going to listen to a radio programme about sleep and work. Refer them to the notes and ask them what they think it might be about. Discuss their ideas as a class.

b  **1.7** Ask Ss to listen to the introduction and add more words to the notes in Ex 3a.


Audioscript 1.7

Presenter:

Back in 1667, Paris became the first city in the world to light its streets at night. It soon became popular to go out at night and suddenly when and how long you slept became a matter of choice. Rather than everyone getting up with the sun and going to bed soon after dark, we've now moved to a 24-hour culture, where we divide ourselves into being morning people or night owls, working day shifts or night shifts – but where we all sleep less.


c Ask Ss to compare their notes in pairs and try and orally reconstruct the listening.

d Ask Ss to turn to p166 to read the introduction while they listen. When they have finished ask them how close it was to their notes and if they found listening and reading at the same time helpful.

4  **1.8** Tell Ss they are now going to listen to some examples from the programme, all containing the word *as*. Ask them to read through the sentences first. **Stronger classes** can discuss and try and complete them before listening. Go through the answers as a class.

Answers: **1** As many as one **2** as a sign of **3** live as long
4 such as medicine **5** is as good as **6** as I say

5 Read through and discuss the topics as a class. Accept any reasonable answers that Ss can justify.

6a  **1.9** Tell Ss they will now hear the rest of the programme and note down content words as they listen.

b Ss compare their notes in pairs and decide on the correct topic before checking the answer as a class.

Answer: The programme is about (3).

Audioscript 1.9

Presenter: As many as one in eight adults now work nights and, on average, we sleep six and a half hours a night – or day – compared to eight or more in earlier times. We may see this 24-hour culture as a sign of progress, but recent research suggests nightlife and reduced sleep is bad for us. Here to discuss this is Sean O'Brien, who works nights at a 24-hour restaurant, and Professor Caroline Bray, a sleep expert.

Sean: Absolutely. I've never really been a morning person. I was always late for school and struggled there, so nights are good for me. And it's a different atmosphere. People don't rush so much, they're more relaxed. Honestly, you have amazing conversations at 4 a.m. that you'd never have in daylight!

Presenter: Caroline?

Caroline: Yeah, I mean, obviously, Sean is happy in his work, which is great, and I think it probably helps that he's chosen his lifestyle. But what we've found is that, on average, night workers age quicker and don't live as long. They get fatter, have higher rates of heart disease and suffer from depression more ...

Presenter: Wow! And that's because of what? Lack of sleep?

Caroline: Night workers do sleep less, but it seems that daytime sleep is also different. So, for example, you use 15 percent less energy sleeping during the day, which is why night workers put on weight. In fact, our whole bodies work differently at night compared to the day. Our heart, our body temperature – everything's controlled by a natural system we can't change. It's just how we are.

Presenter: Does that concern you, Sean?

Sean: Well, obviously, weight isn't a problem for me. And because I work nights, I have more holiday, which means I can travel more and relax. And catch up on sleep.

Presenter: Does that make a difference, Caroline?

Caroline: Maybe to some extent, but the evidence is strong that any night work is harmful in the long term. We're talking about the brain aging an extra six years for every ten years people work nights. And, of course, it's not just the workers who are harmed. In stressful areas such as medicine, there are three times more errors on night shifts than there are during the day. And in other professions there's lower quality work.

Sean: Hey, I think my brain is as good as anyone's!

Caroline: Obviously, these are statistics, so it might not be true of every single individual. But, as I say, the evidence is really very strong and affects the vast majority ...

Presenter: But what's to be done about it? Sean certainly seems happy enough and can we do without night work? It seems unlikely ...

Caroline: Well, I'm not sure we need *all* night work, but yes, you're right. I don't have all the answers – which is why I'm a scientist and not a politician!

7 Ask Ss to discuss in pairs, then listen intensively to change any sentences that are different. Ss can compare again in small groups before checking the answers as a class.

Answers:

- 1** Recent research suggests nightlife and reduced sleep is bad for us.
- 3** They get fatter, have higher rates of heart disease and suffer from depression more.
- 4** You use 15 percent less energy sleeping during the day.
- 5** Weight isn't a problem for me.
- 6** We're talking about the brain aging ...

Homework ideas

Workbook: Listening, p7