

# ROADMAP<sup>TM</sup>



**STUDENTS' BOOK**  
with digital resources and mobile app  
Jonathan Bygrave

# Contents

## FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/LANGUAGE	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
<b>UNIT 1</b> page 6				
<b>1A</b> Talking to strangers page 6	question forms	verbs with dependent prepositions	intonation in formal and informal questions	start a conversation and keep it going
<b>1B</b> Life lessons page 8	past simple, past continuous, <i>used to</i> , <i>would</i> , <i>keep + -ing</i>	phrases to describe emotions	<i>n't</i> in natural speech	describe an experience and a life lesson
<b>1C</b> Personalities page 10	verb + noun collocations	adjectives of character	weak <i>your</i> , <i>the</i> , <i>a</i>	interview someone about their personality
<b>1D</b> English in action page 12	FUNCTION: contribute effectively to a conversation or discussion	verbs to describe a healthy lifestyle	word linking	contribute effectively to a conversation or discussion
Go online for the Roadmap video.				
<b>UNIT 2</b> page 14				
<b>2A</b> What's the truth? page 14	present perfect simple and continuous	phrases with <i>get</i>	weak <i>been</i>	outline problems with your work
<b>2B</b> Running wild? page 16	the passive	social action	weak forms of <i>be</i>	make recommendations
<b>2C</b> It's so annoying! page 18	-ed and -ing adjectives	common complaints	intonation in phrases with <i>so + adjective</i>	respond to complaints
Check and reflect: Units 1 and 2 page 20 Go online for the Roadmap video.				
<b>UNIT 3</b> page 22				
<b>3A</b> I remember ... page 22	past perfect simple and continuous	memory	weak forms: <i>had</i>	narrate a childhood memory
<b>3B</b> Great rivals page 24	comparatives and superlatives	character adjectives	emphasising a big difference	express an opinion about rivals
<b>3C</b> Life's too short page 26	forming adjectives	arguments	word stress in adjectives	summarise an argument
<b>3D</b> English in action page 28	FUNCTION: complain and give and respond to feedback	adjectives to describe food	using intonation to sound polite	complain and give and respond to feedback
Go online for the Roadmap video.				
<b>UNIT 4</b> page 30				
<b>4A</b> Possessions page 30	relative clauses	adjectives to describe things	pauses with non-defining relative clauses	describe a precious possession in detail
<b>4B</b> Job skills page 32	obligation and prohibition	job requirements	<i>have</i> and <i>'ve</i>	talk about the requirements of a job
<b>4C</b> Unwritten rules page 34	forming verbs with <i>en</i>	21st-century words	word stress in verbs with <i>en</i>	give advice through an informal presentation
Check and reflect: Units 3 and 4 page 36 Go online for the Roadmap video.				
<b>UNIT 5</b> page 38				
<b>5A</b> Splashing out page 38	mistakes in the past	money phrases	<i>should have</i> and <i>could have</i>	have a conversation about spending money
<b>5B</b> Crime scene page 40	quantifiers	crime (robbery)	<i>(a) little</i> and <i>(a) few</i>	talk about quantities
<b>5C</b> Bubble trouble page 42	adverb + adjective collocations	money	word stress in adverb + adjective collocations	summarise a text
<b>5D</b> English in action page 44	FUNCTION: deal with and resolve conflicts	phrases with <i>leave</i>	stress and meaning	deal with and resolve conflicts
Go online for the Roadmap video.				

## EXTENDED ROUTE






DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS	
<b>1A Develop your listening</b> page 86	understand common informal conversations	recognising exaggeration	
<b>1B Develop your writing</b> page 116	write a detailed description of a place	adding interest to a description	
<b>1C Develop your reading</b> page 96	understand an article with survey results	understanding cause and effect relationships	
<b>2A Develop your writing</b> page 118	write an informal email to a friend	asking for and giving personal news	
<b>2B Develop your reading</b> page 98	understand what makes a text formal	identifying formal and informal texts	
<b>2C Develop your listening</b> page 87	understand detailed guidance	recognising positive and negative instructions	
<b>3A Develop your writing</b> page 120	write a personal anecdote	showing the time and sequence of events	
<b>3B Develop your listening</b> page 88	understand most of a TV/radio programme	ignoring filler phrases	
<b>3C Develop your reading</b> page 100	understand a magazine article	using a monolingual dictionary	
<b>4A Develop your reading</b> page 102	understand a magazine article	understanding the writer's purpose	
<b>4B Develop your writing</b> page 122	write a covering email	matching a covering email with a job advert	
<b>4C Develop your listening</b> page 89	understand phone messages	understanding understatement	
<b>5A Develop your reading</b> page 104	understand academic texts	understanding references to numerical data	
<b>5B Develop your writing</b> page 124	write a detailed description of a person	using similes	
<b>5C Develop your listening</b> page 90	understand presentations	matching information with visuals	

# Contents

## FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/LANGUAGE	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
<b>UNIT 6</b> page 46				
<b>6A</b> Love it or loathe it? page 46	verb + <i>-ing</i> and infinitive with <i>to</i>	common idioms	sentence stress	talk about things you love and loathe
<b>6B</b> We can work it out page 48	reported speech	negotiating	s and ss	summarise a negotiation
<b>6C</b> Tricky conversations page 50	verb patterns after reporting verbs	reporting verbs	word stress in verbs	paraphrase what someone has said
Check and reflect: Units 5 and 6 page 52  Go online for the Roadmap video.				
<b>UNIT 7</b> page 54				
<b>7A</b> Possible futures page 54	real conditionals	social issues	schwa sound	talk about possible consequences of situations
<b>7B</b> Business plans page 56	future forms and degrees of probability	collocations with <i>make</i> , <i>take</i> , <i>do</i> and <i>give</i>	sentence stress	describe future plans with degrees of probability
<b>7C</b> Cultural awareness page 58	introductory <i>It</i>	personal and professional relationships	sentence stress	summarise a situation and give opinions and advice
<b>7D</b> English in action page 60	FUNCTION: lead a discussion and come to a decision	meetings and discussions	linking w and y sounds	lead a discussion and come to a decision
Go online for the Roadmap video.				
<b>UNIT 8</b> page 62				
<b>8A</b> It's so predictable ... page 62	second conditional	events in films	linking w sound	talk about your favourite film/TV series
<b>8B</b> On the run page 64	conditionals in the past	searching and hiding	<i>would have</i> and <i>wouldn't have</i>	talk about other options and outcomes in the past
<b>8C</b> Great art? page 66	linkers of concession	visual art	linkers of concession	develop an argument for a class debate
Check and reflect: Units 7 and 8 page 68  Go online for the Roadmap video.				
<b>UNIT 9</b> page 70				
<b>9A</b> Mysteries page 70	past modals of deduction	mystery	sentence stress	speculate about unsolved mysteries
<b>9B</b> Strange theories page 72	verb patterns	knowledge	vowel sounds in verb/noun pairs	plan and give a convincing argument
<b>9C</b> Celebrity page 74	phrasal verbs	common phrasal verbs	word linking	describe a personal experience
<b>9D</b> English in action page 76	FUNCTION: explain a problem and ask for action	describing problems with products and services	elision	explain a problem and ask for action
Go online for the Roadmap video.				
<b>UNIT 10</b> page 78				
<b>10A</b> Will I be happy? page 78	future perfect and future continuous	personal fulfilment	<i>Will you have?</i> and <i>Will you be?</i>	talk about future events
<b>10B</b> Believe it or not! page 80	articles	fame	<i>the</i>	maintain a discussion on interesting facts
<b>10C</b> New solutions page 82	compound adjectives	persuasion and enforcement	word stress in compound adjectives	give detailed opinions
Check and reflect: Units 9 and 10 page 84  Go online for the Roadmap video.				
Language bank page 136    Vocabulary bank page 156    Communication bank page 166    Irregular verbs page 176				

## EXTENDED ROUTE

DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS	
<b>6A Develop your listening</b> page 91	understand informal discussions	recognising signpost expressions	
<b>6B Develop your reading</b> page 106	understand a website	recognising irony	
<b>6C Develop your writing</b> page 126	write an email of complaint requesting action	using comment adverbs	
<b>7A Develop your reading</b> page 108	understand websites and longer texts	recognising cohesive devices	
<b>7B Develop your writing</b> page 128	write notes during a conversation	using abbreviations in notes	
<b>7C Develop your listening</b> page 92	understand a radio programme	recognising examples	
<b>8A Develop your listening</b> page 93	understand fast, unscripted speech	recognising when words are missed out	
<b>8B Develop your reading</b> page 110	understand the plot of a narrative	distinguishing background detail from main events	
<b>8C Develop your writing</b> page 130	write a review of a film or book	including relevant information	
<b>9A Develop your listening</b> page 94	understand fast, scripted speech	understanding pauses in speech	
<b>9B Develop your writing</b> page 132	write a simple discursive essay	structuring a simple discursive essay	
<b>9C Develop your reading</b> page 112	predict content from headlines	understanding newspaper headlines	
<b>10A Develop your writing</b> page 134	write a magazine article	attracting and keeping the reader's attention	
<b>10B Develop your listening</b> page 95	extract the main points from a news programme	distinguishing fact from opinion	
<b>10C Develop your reading</b> page 114	understand an article	inferring the meaning of words from context	



# 1A

## Talking to strangers

- ▶ **Goal:** start a conversation and keep it going
- ▶ **Grammar:** question forms
- ▶ **Vocabulary:** verbs with dependent prepositions



### Reading

- 1 When was the last time you talked to a stranger? What happened?
- 2 a Read the article and answer the questions.
  - 1 What was the author's strategy on Monday and Tuesday? What were the results?
  - 2 What new strategy did the author try on Wednesday? What was the result?

### Talking to strangers is **really, REALLY** good for you

Don't believe me? According to research, people who talk to strangers are happier, more creative and less likely to have heart attacks! I suffer from social anxiety but I decided not to think about that and just start talking. After all, what have I got to lose?

**Monday:** The answer to that last question turns out to be: self-respect. While I was sitting in my local café, a woman and her daughter walked in. The girl was about six and was carrying a fairy doll. She dropped it as she came in. I picked it up and smiled at her. 'Where did you get your magic fairy?' I asked as I gave it back.

She looked at me as though I was an idiot. 'From the shop,' she said. 'And I don't believe in magic.' The girl's mother called her over. 'What have I told you about talking to strangers?' she whispered, loud enough for everyone in the café to hear.

**Tuesday:** I boarded a nearly empty bus and sat next to a guy in a baseball cap with three letters on it, ZTC.

'What does ZTC stand for?' I asked, smiling.

'What?' he said, frowning.

'I was just wondering what ZTC stands for,' I said, smiling harder. 'On your cap.'

'Why don't you ask my brother?' he muttered. 'It belongs to him.'

**Wednesday:** In the supermarket I saw an old guy concentrating on the label on a soft drinks bottle. 'Too much sugar?' I asked. He completely ignored me. The rejection was getting harder to deal with. In desperation I decided on a new tactic: make a comment and then ask a question.

'I've read that,' I said as I passed a woman with a book sticking out of her bag. 'It blew me away. What about you?'

'Totally!' she said enthusiastically. 'I can't put it down!'

'I know, right!' I said (I hadn't read the book). 'It's so awesome!'

Success! A genuine conversation, but then I couldn't think what to say next so I just carried on walking.

**Thursday:** When I got into the lift at work, there was just one other person in there with me – a middle-aged guy in a suit carrying a bunch of flowers ...

#### b Read the article again and answer the questions.

- 1 What are the benefits of talking to strangers?
- 2 Why did the girl look at him as though he was an idiot?
- 3 Why was it surprising that he sat next to the guy on the bus?
- 4 What lie did he tell on Wednesday?

#### 3 a Work in pairs and discuss the questions.

- 1 What do you think the writer said in the lift on Thursday?
- 2 What reaction would he have got in your town/area?
- 3 What do you think of the writer's new tactic?

#### b Turn to page 166 and check your answer to Question 1.

### Vocabulary

#### 4 Look at the underlined verbs in the article. Which preposition follows each verb?

#### 5 Choose the correct alternatives.

- 1 The universe is probably infinite. Do you ever think *over/for/about* that?
- 2 Sometimes, when someone smiles *to/at/about* me, it makes my day. You too?
- 3 Wow! Do you believe *on/in/about* love at first sight?
- 4 You look busy. Can I ask what you're working *on/in/about*?
- 5 Do you suffer *from/at/about* hay fever in the summer?
- 6 It's so noisy here. Don't you find it hard to concentrate *on/with/to* your work?
- 7 I've just found this wallet. Does it belong *for/to/at* you?
- 8 How do you deal *about/on/with* the stress of exams?
- 9 My battery's dead. Why does that always happen when you're relying *on/for/from* it to meet someone?

#### 6 Work in pairs. Choose comments and questions from Exercise 5 and roleplay a short conversation for each one.

**A:** *I've just found this wallet. Does it belong to you?*

**B:** *Yes, it does. Thanks! Where did you find it?*



Go to page 156 or your app for more vocabulary and practice.



## Grammar

- 7 a** Read the grammar box. Underline the questions in the article in Exercise 2a and on page 166. One question hasn't got a question mark.
- b** Complete the grammar box with questions from Exercise 7a.

### Question forms

Questions are often formed in the following way:  
Question word + Auxiliary/modal + Subject + Verb.  
Use *do/does/did* in present and past simple questions.

*What are you doing?*

1 \_\_\_\_\_

**Prepositions** usually go at the end of questions.

*Who are you smiling at?*

2 \_\_\_\_\_

Questions often ask about the **object** of the verb, for example:

*Who did you meet?*

But when the question asks about the **subject** of the verb, leave out the auxiliary verb.

*Who met you?*

3 \_\_\_\_\_

**Indirect questions** are usually more polite and less direct. They start with phrases like *Can I ask you ...?*, *Do you know ...?*, *Could you tell me ...?*, *I'd like to know ...*, *I wonder ...*

Note: Not all indirect questions have a question mark. Also pay attention to the word order.

*Can you tell me where I can find an Indian restaurant?*

4 \_\_\_\_\_

## 8 Work in pairs and answer the questions.

- 1 What auxiliary do you use with verbs in perfect tenses: *be*, *do* or *have*?
- 2 What auxiliary do you use with verbs in continuous tenses: *be*, *do* or *have*?
- 3 Does your language have prepositions? If so, can they come at the end of a question?
- 4 What is the word order in indirect questions?

## 9 a 1.1 Listen to five conversations and decide which questions are for strangers and which are for friends. How do you know?

### b Listen again and repeat. Copy the intonation.

## 10 a Complete the questions with the correct form of the verbs in brackets.

- 1 I love your shoes! Can I ask ...? (buy)
- 2 What a cute kitten! I wonder ... (belong to)
- 3 I love your hairstyle! Who ...? (cut)
- 4 You look familiar. Where ... school? (go)
- 5 You seem really happy. What ...? (smile about)
- 6 This is a great building. I'd love to know ... (design)
- 7 My train is delayed. Which train ...? (wait for)
- 8 Hey, we have the same phone. Could I ask how long ...? (have)

### b Write five questions for students in your class. Ask a different person each question.

 Go to page 136 or your app for more information and practice.

## Speaking

### PREPARE

## 11 Look at the photos. What might you say to start a conversation? Work in pairs and make a list.

### SPEAK

## 12 Work in groups of three and choose a photo.

- **Student A:** You are one of the people in the photo. Start a conversation with Student B. Try to keep it going by asking questions. Use the Useful phrases to help you.
- **Student B:** You are the other person in the photo. Student A will start a conversation with you. Help Student A to keep it going. You can also ask questions.
- **Student C:** Listen to the conversation. Note the questions that are asked. Check if they are correct.

### Useful phrases

Sorry to interrupt you but could you tell me ...?  
Can I ask you ...? I was just wondering ...  
Really? That's interesting.  
That's a coincidence. I've got the same ...

Develop  
your  
listening  
page 86

# 1B


## Life lessons

- **Goal:** describe an experience and a life lesson
- **Grammar:** past simple, past continuous, *used to*, *would*, *keep + -ing*
- **Vocabulary:** phrases to describe emotions

### Listening and vocabulary

- 1 What is the most useful piece of advice you've ever heard? Work in pairs and compare your ideas.
- 2 Read quotes a–f and answer the questions.
  - 1 Can you express the meaning of each life lesson in your own words?
  - 2 Which one(s) do you agree with most?
  - 3 Are any contradictory? Which ones? Why?

- a The art of life is to live in the moment.
- b Never settle for second best.
- c There is nothing in life more valuable than friendship.
- d If you want to succeed in life, you first have to fail.
- e Always be the best that you can possibly be.
- f Never compare yourself to others. Just be happy with who you are.

- 3  1.4 Listen to four people talking about an experience from which they learnt something important. Match conversations 1–4 with four of life lessons a–f in Exercise 2.

- 4 a Complete the sentences with the words in the box. Can you remember what caused each feeling?

ashamed in    big luck    blew me    out    devastating    felt    fool

- 1 It was completely \_\_\_\_\_.
- 2 I \_\_\_\_\_ totally numb.
- 3 I just bawled my eyes \_\_\_\_\_.
- 4 I felt so \_\_\_\_\_.
- 5 I was quite literally \_\_\_\_\_ shock.
- 6 It had a big, \_\_\_\_\_ impact on me.
- 7 It really inspired \_\_\_\_\_ to become a writer.
- 8 I simply couldn't believe my \_\_\_\_\_.
- 9 And this completely \_\_\_\_\_ my mind you know.
- 10 I realised what a total \_\_\_\_\_ I'd been ...

- b Listen again and check your answers.

- 5 Work in pairs. Who do you think learnt the most important life lesson? Explain your answer.

 Go to your app for more practice.



### Grammar

- 6 Complete the grammar box with the words in the box.

background    continuous    complete    longer  
main    many times

#### Past simple, past continuous, *used to*, *would*, *keep + -ing*

Use the **past simple** for actions and states in the past that are <sup>1</sup>\_\_\_\_\_. You usually use the past simple to tell the <sup>2</sup>\_\_\_\_\_ events in a story.

*The teacher **walked in and switched off** the lights.*

Use the **past continuous** for actions in the past that were not complete at that point in the narrative. For example, they were in the <sup>3</sup>\_\_\_\_\_ or in progress and unfinished at that time.

*It **was raining** and we **were sitting** in the classroom.*

**State verbs** are rarely used in the <sup>4</sup>\_\_\_\_\_ form.

*I ~~wasn't knowing~~ what he meant.*

*I ~~didn't know~~ what he meant.*

When two connected actions with the same subject follow each other, you often leave out the subject and auxiliary.

*I **was eating** a sandwich at work, I ~~was~~ **having** my lunch break.*

**Used to** refers to states or actions in the past that happened <sup>5</sup>\_\_\_\_\_. They do not happen now.

*We **used to hang out together** all the time.*

You can also use **would** for repeated actions in the past (but not states).

*I'd get up, have breakfast ... We'd spend every moment together. I ~~would never have any~~ ambitions.*

*I **never use to** have any ambitions.*

To show that something happened many times or for <sup>6</sup>\_\_\_\_\_ than expected, use **keep + -ing**.

*The rain **kept falling** and we **kept listening**.*



## 7 Which sentence is correct/more likely, a or b?

- 1 a I hated all the studying.  
b I was hating all the studying.
- 2 a She made a sandwich and then she ate it.  
b She was making a sandwich and then she ate it.
- 3 a I was standing on the shore. I was looking out to sea.  
b I was standing on the shore, looking out to sea.
- 4 a I used to adore my aunt.  
b I would adore my aunt.
- 5 a I couldn't sleep. I thought about what he said.  
b I couldn't sleep. I kept thinking about what he said.

## 8 a 1.5 Listen to the text. How is *n't* pronounced in the underlined phrases?

I wasn't working at the time and I wasn't in education, either. I didn't really know what to do. Everyone told me to look for a job but I didn't want to. I wouldn't listen when they gave me advice. I felt I didn't need their advice. I just wasn't interested.

## b 1.6 Listen again and repeat.

## 9 Choose the correct alternatives.

When I was a young child, I <sup>1</sup>*wasn't worrying/didn't use to worry* about what other people thought of me. While I <sup>2</sup>*would play/was playing*, I was happy and life was simple. As I got older, I <sup>3</sup>*started/kept starting* to worry more. I <sup>4</sup>*wanted/was wanting* everyone to like me. Of course, I <sup>5</sup>*was never asking/would never ask* anyone what they <sup>6</sup>*really thought/were really thinking* of me. One day in the school cafeteria, I <sup>7</sup>*was sitting/used to sit* with a new friend, <sup>8</sup>*chatted/chatting* about life, and this thought <sup>9</sup>*came/was coming* into my head. I <sup>10</sup>*wondered/would wonder*, 'Does she think I'm strange?' So I <sup>11</sup>*decided/was deciding* to ask her. But before I could ask, she <sup>12</sup>*said/was saying*, 'Can I ask you a question? Do you find me too talkative and silly?' That was a huge life lesson for me. I <sup>13</sup>*realised/kept realising* that other people have a critical voice in their head, too.

## 10 Work in pairs. Think about when you were a child and discuss the questions.

- 1 When you were a child, what did you use to do in your summer holiday?
- 2 Would you always do what you were told to do by adults?
- 3 Did you sometimes keep doing things you were told not to? If so, what?



Go to page 136 or your app for more information and practice.

## Speaking

### PREPARE

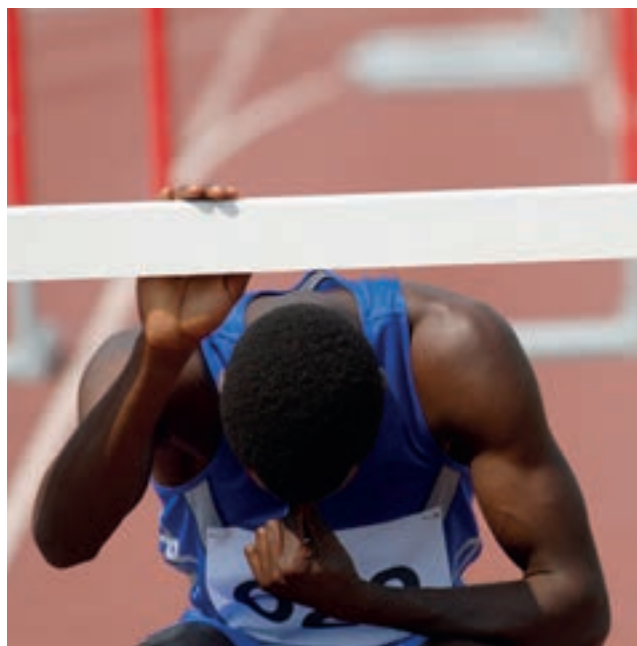
## 11 a Think of an important life lesson that you (or someone you know) has learnt. Work in pairs and compare your answers.

*We all feel like giving up sometimes, but it's best to keep going. I learnt that from video games!*

## b Think about an experience that taught you (or someone you know) that life lesson. Make notes about:

- what happened.
- how you felt.
- what you have done differently since then.

Try to use the phrases in Exercise 4a.



### SPEAK

## 12 a Work in groups. Take turns describing your life lesson and the experience that taught you the lesson. Use the Useful phrases to help you.

### Useful phrases

Life has taught me that ...  
I really believe that ...  
I learnt this lesson the hard way when ...  
I first realised this when I was ...  
Up until I was (25) I really believed that ...

## b What have you learnt from each other's experiences?

Develop  
your  
writing  
page 116

# 1c

## Personalities

- **Goal:** interview someone about their personality
- **Language focus:** verb + noun collocations
- **Vocabulary:** adjectives of character



A



B



C



D



E

### Vocabulary and listening

#### 1 Look at the photos and answer the questions.

- What adjectives would you use to describe the people's appearance?
- What sort of people do you think they are? Use two or three adjectives for each photo.
- Do you think the way people look always reflects their personality? Why/Why not?
- What personality traits do you think are important:
  - in a good friend?
  - in a boss?
  - in a partner?
- Do you think people can change the main characteristics of their personality? Why/Why not?

#### 2 a Read the beginning of an article. Can you think of adjectives to describe personality traits which begin with C, E, A and N?

Psychologists often talk about the big five personality traits. These are five basic ways that we can describe people. Together these are referred to as OCEAN; each letter stands for one of the personality traits. The 'O' of the first character trait is 'open to experiences'. People who are more open to experiences tend to be adventurous, while people who are less open to experiences tend to be more cautious.

#### b 1.7 Listen and check your answers.

#### 3 a Listen again and complete the scales for each character trait with the words in the box.

adventurous   careless   cautious   confident  
nervous   organised   outgoing   reserved  
suspicious   trusting

- How **open** are you?  
adventurous +  $\longleftrightarrow$  - cautious
- How **conscientious** are you?  
\_\_\_\_\_ +  $\longleftrightarrow$  - \_\_\_\_\_
- How **extrovert** are you?  
\_\_\_\_\_ +  $\longleftrightarrow$  - \_\_\_\_\_
- How **agreeable** are you?  
\_\_\_\_\_ +  $\longleftrightarrow$  - \_\_\_\_\_
- How **neurotic** are you?  
\_\_\_\_\_ +  $\longleftrightarrow$  - \_\_\_\_\_

#### b Work in pairs and choose a scale from Exercise 3a. Then decide where you sit on that scale. Explain your answers.

Go to page 156 or your app for more vocabulary and practice.

### Language focus

- Read the quiz on page 11. Work in pairs and check any words or phrases that you don't understand.
- Take turns asking and answering the quiz questions.
- Do you agree with your results? Explain why/why not.

# What kind of person are you?

- 1 Do you speak your mind, no matter what?  
☐ ALWAYS    ☐ SOMETIMES    ☐ NEVER
- 2 Do you meet your deadlines?  
☐ ALWAYS    ☐ SOMETIMES    ☐ NEVER
- 3 Do you get angry when you have to wait in line?  
☐ ALWAYS    ☐ SOMETIMES    ☐ NEVER
- 4 Would you say you lose your temper easily?  
☐ ALWAYS    ☐ SOMETIMES    ☐ NEVER
- 5 Do you find it extremely important to keep your promises?  
☐ ALWAYS    ☐ SOMETIMES    ☐ NEVER
- 6 Do you make your bed every morning?  
☐ ALWAYS    ☐ SOMETIMES    ☐ NEVER
- 7 Do you break the rules to get what you want?  
☐ ALWAYS    ☐ SOMETIMES    ☐ NEVER
- 8 Do you voice your opinion during meetings or discussions?  
☐ ALWAYS    ☐ SOMETIMES    ☐ NEVER
- 9 When no one knows what to do, do you take charge?  
☐ ALWAYS    ☐ SOMETIMES    ☐ NEVER
- 10 If there's an argument, do you try to resolve the dispute?  
☐ ALWAYS    ☐ SOMETIMES    ☐ NEVER
- 11 During presentations, do you take notes?  
☐ ALWAYS    ☐ SOMETIMES    ☐ NEVER
- 12 Do you find it hard to remain calm?  
☐ ALWAYS    ☐ SOMETIMES    ☐ NEVER
- 13 Do you take an interest in the opinions of others?  
☐ ALWAYS    ☐ SOMETIMES    ☐ NEVER
- 14 Do you make time for tasks like ironing?  
☐ ALWAYS    ☐ SOMETIMES    ☐ NEVER
- 15 If someone helps you out, do you try to return the favour?  
☐ ALWAYS    ☐ SOMETIMES    ☐ NEVER
- 16 When you were a child, did all the rules make sense to you?  
☐ ALWAYS    ☐ SOMETIMES    ☐ NEVER

Which did you mainly answer, *Always*, *Sometimes* or *Never*?  
 Turn to page 166.

## 5 Complete the language focus box with verbs from the quiz.

### Verb + noun collocations

Collocations are two or more words that are often used together. They are 'preferred combinations' of words. For example, it is possible to say *change your ideas* about something, but it is more usual to say *change your mind*. Keep a list of collocations that you meet in a notebook or in a flashcard app.

Here are some common collocations from the quiz.

- |                              |                           |
|------------------------------|---------------------------|
| 1 <u>speak</u> your mind     | 9 _____ charge            |
| 2 <u>meet</u> your deadlines | 10 _____ a dispute        |
| 3 <u>wait</u> in line        | 11 _____ notes            |
| 4 _____ your temper          | 12 _____ calm             |
| 5 _____ your promises        | 13 _____ an interest      |
| 6 _____ your bed             | 14 _____ time for (tasks) |
| 7 _____ the rules            | 15 _____ a favour         |
| 8 _____ your opinion         | 16 _____ sense            |

## 6 a Complete the sayings with collocations from the Language focus box. You may need to change the form of the verb.

- 1 If you can \_\_\_\_\_ your mind, you can change your life.
- 2 \_\_\_\_\_ your deadlines is good, but beating your deadlines is better.
- 3 Don't \_\_\_\_\_ your temper, use your temper. If you \_\_\_\_\_ your temper, you lose the fight.
- 4 Everyone has the right to \_\_\_\_\_ their opinions. That doesn't mean that everyone's opinions are right.
- 5 Try to \_\_\_\_\_ your promises to others. And make sure you \_\_\_\_\_ your promises to yourself.
- 6 Your ability to \_\_\_\_\_ calm is a measure of your intelligence.
- 7 A true leader will \_\_\_\_\_ disputes rather than create them.

## b 1.8 Underline *your*, *the* and *a* in Exercise 6a. Then listen. How are those words pronounced?

## c Listen again and repeat.

## 7 Work in pairs. Which sayings in Exercise 6a do you agree with? Why?

 Go to page 136 or your app for more information and practice.

## Speaking

### PREPARE

## 8 a 1.9 Listen to the end of an interview between Emily and Rudi. Emily is reading from a questionnaire that she wrote. Look at the title of the questionnaire below and choose the correct alternative.

How *open/conscientious/extrovert/agreeable/neurotic* are you?

## b Listen again and answer the questions.

- 1 How many questions in total are there in the questionnaire?
- 2 What does the questionnaire suggest about Rudi?
- 3 Does Rudi think that the answers to the questionnaire give an accurate picture of him?

## 9 You're going to write a questionnaire and interview other students. Choose one of the personality traits from Exercise 3a and write ten questions.

- Use *Yes/No* questions. Make sure that the answers always point to one end of the scale or the other.
- Use appropriate verb + noun collocations.
- Always ask a follow-up question such as *Why/Why not?*

### SPEAK

## 10 a Work in pairs. Take turns asking the questions in your questionnaire. Then tell your partner what kind of person he/she is.

## b Repeat your questionnaire with other students.

Develop  
your  
reading  
page 96

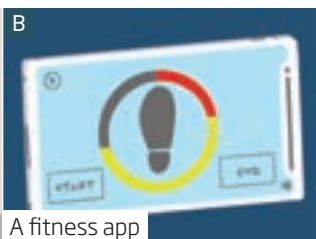


► **Goal:** contribute effectively to a conversation or discussion

► **Vocabulary:** verbs to describe a healthy lifestyle



A vending machine



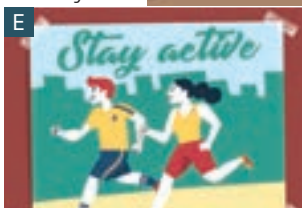
A fitness app



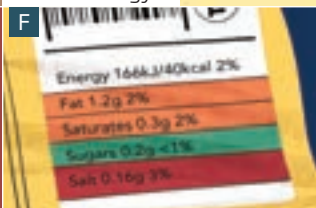
A ready meal



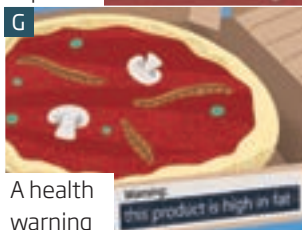
An outdoor gym



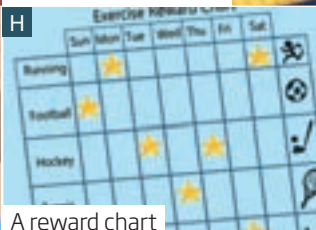
A poster



Nutrition information



A health warning



A reward chart

## Vocabulary

**1** Look at pictures A–H. Does each one make a healthier lifestyle easier or more difficult? How?

**2 a** Work in pairs and read the sentences. Which picture could each sentence apply to?

*The fitness app encourages you to exercise.*

- It **encourages** you to exercise.
- It **tracks** your daily activity.
- It **promotes** a healthy lifestyle.
- It **provides** useful information.
- It **offers an alternative to** cooking.
- It **makes it possible to** exercise for free.
- It **warns** you **about** the dangers to your health.
- It **discourages** you from eating unhealthy food.

**b** Ask and answer *What else ...?* questions. Use the vocabulary in Exercise 2a.

*A: What else encourages you to exercise?*

## Listening 1

**3 a** **1.10** Listen to a discussion about diet and exercise. Which of the things in pictures A–H do they mention?

**b** Listen again and answer the questions.

- Why is one of the men trying to get healthy again?
- How does the woman feel about the changes to her vending machine at work?
- How have times changed, according to one of the men?
- How is the bank encouraging its customers to be more healthy?
- Why does the woman think the bank's plan wouldn't work for her?
- How does one of the men suggest she should see the bank's plan?

**4** Complete the Useful phrases with the words in the box.

look conclusion with experience point bet

### Useful phrases 1

#### Agreeing or disagreeing with someone

You've got a <sup>1</sup>\_\_\_\_\_.

That's a good point.

You're absolutely right.

You might be right, I guess.

I'm not really <sup>2</sup>\_\_\_\_\_ you on that one.

#### Asking a question about what someone has said

How did you come to that <sup>3</sup>\_\_\_\_\_?

What makes you say that?

Can you explain that a bit more?

#### Commenting on what someone has said

I <sup>4</sup>\_\_\_\_\_ that's (difficult to measure).

That's an interesting thought.

You're not serious!

#### Giving your own experience or thoughts

In my <sup>5</sup>\_\_\_\_\_ (that kind of thing never works).

That reminds me of (a story I read).

That happened to me once.


You could <sup>6</sup>\_\_\_\_\_ at it another way. You could see it as (a reward).

**5** Complete the conversations with phrases from the Useful phrases box.

- A: I think ready meals are unhealthy.  
B: Really? You might \_\_\_\_\_, I guess.
- A: Outdoor gyms are a waste of money.  
B: How did you come to \_\_\_\_\_?
- A: They should put warning labels on unhealthy food.  
B: That's \_\_\_\_\_ thought.
- A: I missed my flight this morning.  
B: That happened \_\_\_\_\_.



## Listening 2

- 6 a**  **1.11** Listen to a continuation of the discussion in Exercise 3a. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 A sugar tax makes unhealthy food more expensive.
- 2 Norway had a sugar tax until 1920.
- 3 The advantage of lessons on healthy eating is that they don't punish anyone.
- 4 Mike thinks the posters in his school were effective.
- 5 The friends all agree that you should reward healthy eating at school with better grades.

- b** Listen again and complete the sentences.

- 1 Well, you've got a few \_\_\_\_\_. One is to make unhealthy food more expensive.
- 2 The main \_\_\_\_\_ is that it's simple.
- 3 The \_\_\_\_\_ is that it's not very effective.
- 4 I think there are a number of other \_\_\_\_\_ as well. For instance, you could reward people for eating well.
- 5 On \_\_\_\_\_, I think it's best to avoid that kind of thing.
- 6 \_\_\_\_\_ I think it's best to leave it up to the parents.

- 7** Add the phrases in bold in Exercise 6b to the Useful phrases box.

### Useful phrases 2

#### Giving options

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

Another option is to (ban unhealthy food).  
You could also (promote healthy food).  
Don't forget you could (tax sugary drinks).

#### Explaining advantages and disadvantages

There are a number of pros and cons.

- 3 \_\_\_\_\_

On the plus side, (it's very easy to understand).  
The benefit of that is (you aren't punishing people).  
The main disadvantage, however, is that it's (difficult to understand).

- 4 \_\_\_\_\_

Another argument in favour/against is (you're not treating people like children).  
You have to take into account the fact that (it might have had an effect).

#### Giving your opinion


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

All in all, I think that (it's better to offer rewards).

- 8 a** Write responses to the statements and questions. Use the words in brackets.


- 1 A: On the plus side, it's a simple solution.  
B: Yes, but \_\_\_\_\_. (disadvantage / expensive)
- 2 A: Is that the only option?  
B: No, \_\_\_\_\_. (think / number / possibilities)
- 3 A: What do you think?  
B: \_\_\_\_\_. (balance / think / bad idea)
- 4 A: I think we have to decide today.  
B: \_\_\_\_\_ make a decision when we get the results. (forget / could)
- 5 A: What do you think of this idea?  
B: Well, I think \_\_\_\_\_. (number / pros and cons)
- 6 A: What do you think of the proposal?  
B: \_\_\_\_\_. (drawback / not easy to understand)

- b** Check your answers in the Useful phrases box.

- 9 a**  **1.12** Listen to the sentences. Notice how the consonant sound at the end of one word links to the vowel sound at the beginning of the next word.

- 1 There are a number of pros and cons.
- 2 The main advantage is that it's simple.
- 3 Another option is to impose a tax.
- 4 You could also promote healthy food.

- b** Listen again and repeat. Copy the word linking.

- 10**  **1.13** Listen to the sentences. Circle the underlined words which link in each sentence.

- 1 Another argument against it is that it's complicated.
- 2 You have to take into account the fact that it's expensive.
- 3 All in all, I think that it's a lot of money.
- 4 I think there are a number of possibilities.


## Speaking

- 11 a** Work in groups of three: A, B and C.

- **Student A:** Say a statement from 1–6.
- **Student B:** Agree and explain why.
- **Student C:** Disagree and give a different option.

- 1 We don't need nutrition labels on food packaging.
- 2 A sugar tax is a really good idea.
- 3 Fitness trackers are a waste of time.
- 4 The only way to stay healthy is to eat healthy food.
- 5 We need to do more to educate children about the dangers of certain foods.
- 6 I think we should ban all fast food.

- b** Swap roles and repeat the activity with a new statement.

 For more practice go to your Workbook or app.





- › **Goal:** outline problems with your work
- › **Grammar:** present perfect simple and continuous
- › **Vocabulary:** phrases with *get*

## Listening and vocabulary

### 1 Work in pairs and discuss the questions.

- 1 Do you post on social media? If so, how often?
- 2 Do you think social media is a good or a bad thing? Why?
- 3 Do you believe everything you read on social media?

### 2 a Read about Corinna and Victor and guess the answers to the questions.



For the last couple of years, Corinna Wells and Victor Galan have been travelling the world in style – and getting paid to do so! They are social media ‘influencers’ and their blog and social media feeds are packed with photos of top holiday resorts and stunning scenery. But is it all as glamorous as it seems? We spoke to Corinna and Victor to find out.

- 1 What is one thing they like about their work?
- 2 How do they make money?
- 3 How much do they get paid?
- 4 What don't they like about their work?
- 5 What are their plans for the future?

### b 2.1 Listen to the interview and check your answers to Exercise 2a. Work in pairs and compare your answers.

### 3 a Look at the phrases in the box and underline the ones you remember from the interview. Listen again and check your answers.

get carried away   get in touch   get it (=understand)  
 get on someone's nerves   get someone's attention  
 get some rest   get straight to the point  
 get the feeling   get to do something   get together

### b Tick the phrases you understand. Circle the phrases you sometimes use. Work in pairs and check the phrases you don't understand.



### 4 a Complete the sentences with the correct form of the phrases in Exercise 3a.

- 1 I \_\_\_\_\_ when I argue online. I get really emotional.
- 2 I \_\_\_\_\_ that other people think I'm a bit loud.
- 3 I'm very direct. I always \_\_\_\_\_.
- 4 When I need to \_\_\_\_\_, I go to bed early.
- 5 If someone tells a joke and I don't \_\_\_\_\_, I laugh anyway.
- 6 When I want to \_\_\_\_\_ the waiter's \_\_\_\_\_, I click my fingers.
- 7 If someone is \_\_\_\_\_ my \_\_\_\_\_, I tell them so. I hate annoying people!
- 8 Most couples I know \_\_\_\_\_ when they were teenagers.
- 9 People from my past often \_\_\_\_\_ with me through social media.
- 10 I'd like a job where I \_\_\_\_\_ interesting things.

### b Tick the sentences that are true for you. Change the others so they are true for you.

### c Work in pairs. Take turns reading out the sentences you changed. Ask questions to get more information.

**A:** *I get carried away when I'm playing video games. I can do it for hours!*

**B:** *Really? What kind of games do you play?*



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

## Grammar

### 5 a 2.2 Listen and complete the sentences with the verbs in brackets.

- We \_\_\_\_\_ nonstop for two years now. (travel)
- We \_\_\_\_\_ our prices. There's a lot of competition. (just / lower)
- In the last month we \_\_\_\_\_ about €4,000. (probably / earn)
- We \_\_\_\_\_ about what to do recently. (talk)
- I \_\_\_\_\_ my family for a long time. (not / see)
- We \_\_\_\_\_ from Thailand, which was amazing. (just / get back)

#### b Read and complete the grammar box with a–f.

### Present perfect simple and continuous

Use the **present perfect** for past actions or events that are connected to the present.

Use the **present perfect simple** for complete or finished actions in the past. The connection to the present can be because the time period is not finished or the result is important now.

*I've lost my house and I've lost myself.*

1 *We've just lowered our prices.*

2 *In the last month we've probably earned about €4,000.*

With some verbs the present perfect simple describes a situation which continues to the present (you often use *for* and *since* with this meaning).

*We've worked together for two years.*

3 \_\_\_\_\_

You can also use the present perfect simple with *just*, *yet* and *already*.

*We haven't been to New Zealand yet.*

4 \_\_\_\_\_

Use the **present perfect continuous** for actions or states that started in the past and are still happening now or stopped only recently.

*We've been trying to find new advertisers.*

5 \_\_\_\_\_

You can also use the present perfect continuous for repeated actions that continue to the present.

*We've been getting on each other's nerves recently.*

6 \_\_\_\_\_

Some verbs are not often used in the continuous form (e.g. verbs of emotion, thought processes, senses and opinions). The present perfect simple often expresses how many and the present perfect continuous often expresses how long.

*We've visited over thirty countries.*

*We've been travelling nonstop for four years.*

### 6 a 2.3 Listen and notice how **been** is pronounced.

- Have you been working too hard lately?
- Have you been ill much this year?
- Have you been doing much exercise recently?
- Have you been sleeping well these past few weeks?
- Have you been following the news recently?

#### b Listen again and repeat.

#### c Work in pairs and ask and answer the questions.

### 7 a Complete the questions and answers with the present perfect simple or the present perfect continuous. If both are possible, use the continuous form.

- A: How long \_\_\_\_\_ (do) your job?  
B: Actually, I \_\_\_\_\_. (only just / start)
- A: \_\_\_\_\_ (lower) your prices recently?  
B: Actually, we \_\_\_\_\_ (think) about raising them.
- A: Does the work ever get on your nerves?  
B: It \_\_\_\_\_ (get) on my nerves more and more recently.
- A: How many countries \_\_\_\_\_ ? (go to)  
B: I \_\_\_\_\_ (travel) for a few years so I \_\_\_\_\_ (go to) more than fifty.
- A: How much \_\_\_\_\_ (you / earn) in the last month?  
B: We \_\_\_\_\_ (not / work) much, so we \_\_\_\_\_ (only / earn) about €500 so far.
- A: How many followers have you got on social media?  
B: Not many, but quite a few new people \_\_\_\_\_ (start) following me over the last month.

#### b Complete the sentences so they are true for you. Then work in pairs and compare your sentences.

- \_\_\_\_\_ has been getting on my nerves a bit recently.
- I've just started following \_\_\_\_\_ on social media.
- Over the last week I've spent about \_\_\_\_\_ reading friends' updates.
- I've been reading about \_\_\_\_\_ online recently.



Go to page 138 or your app for more information and practice.

## Speaking

### PREPARE

- 8 **Work in pairs. Student A: You are a model. Turn to page 166. Student B: You are a travel blogger. Turn to page 167.**

### SPEAK

- 9 **Interview your partner for a podcast. Find out about his/her background, feelings about the job and plans for the future. Use the Useful phrases to help you.**

#### Useful phrases

How long have you been ...?

What do you like/dislike about your job?

How do you find new work?

Why has the job been getting on your nerves?

What's the most you've earned?

**Develop  
your  
writing**  
page 118





- › Goal: make recommendations
- › Grammar: the passive
- › Vocabulary: social action

## Vocabulary

- 1** Do you think your teenage years were/are the best/hardest years of your life? Why?
- 2 a** Check the meaning of the phrases in the boxes then complete the texts.

tackle the problem    increase funding  
carry out research

An American university recently decided to <sup>1</sup>\_\_\_\_\_ into the problems facing teenagers. The research revealed that teens were experiencing stress due to worries about the future. 'Schools need to come up with a plan to <sup>2</sup>\_\_\_\_\_', the researchers argued, and the government needs to <sup>3</sup>\_\_\_\_\_ to pay for more research.

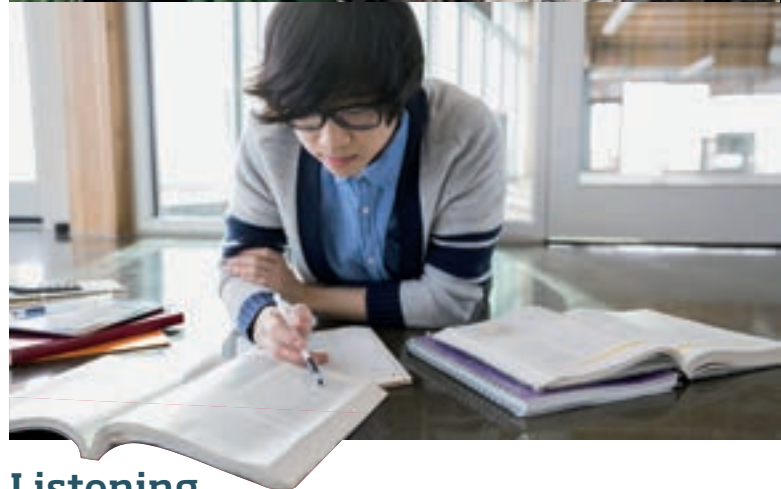
ban the use of    take action    do more to  
warn about the dangers

A new report has found that lack of sleep is widespread among teenagers. It's not enough, the report says, to <sup>4</sup>\_\_\_\_\_ of insufficient sleep. Parents should <sup>5</sup>\_\_\_\_\_. They should <sup>6</sup>\_\_\_\_\_ mobile phones after 9 p.m. and <sup>7</sup>\_\_\_\_\_ encourage healthy sleeping habits.

crack down on    offer alternatives    enforce a law

Teenage health is declining and schools are being asked to <sup>8</sup>\_\_\_\_\_ that bans the sale of sugary drinks at school. The report also wants schools to <sup>9</sup>\_\_\_\_\_ to fizzy drinks, like water. 'In order to change life for the better for teenagers,' the report says, 'we need to <sup>10</sup>\_\_\_\_\_ schools that offer fizzy drinks and no alternatives to their students.'


- b** Work in pairs and compare your answers. Which problem do you think is the biggest?
- 3 a** Complete the sentences with phrases from the boxes in Exercise 2a so they are true for teenagers in your country.
- 1 The government needs to ...
  - 2 Schools and universities should ...
  - 3 It's the parents' job to ...
  - 4 Teenagers themselves need to ...
- b** Work in pairs and compare your sentences. Do you agree or disagree with each other?



## Listening

- 4 a** Read the introduction to an article about teenagers. In your own words, summarise the problem facing Iceland in the early 1980s and 1990s.

In the early 1980s and 1990s, Iceland's teenagers were running wild. Illegal behaviour was common and breaking the rules had become a habit. Statistically speaking, Icelandic teens were the worst-behaved in Europe. In order to tackle the problem, the government had to accept that the current approach wasn't working. Teenagers simply took no notice of government advice. A new approach was needed and the government came up with a plan. The result of that plan was that Icelandic teens are now the best-behaved teenagers in Europe. So what action did the people of Iceland take?

- b** Work in pairs. What action do you think the government and parents took?
- 5 a**  2.4 Listen and check your answers to Exercise 4b.
- b** Listen again and complete the sentences with the correct form of the verbs in brackets.
- 1 Firstly, the law \_\_\_\_\_ . (change)
  - 2 On the one hand, teenagers \_\_\_\_\_ not to do something. (tell)
  - 3 If you \_\_\_\_\_ outside after this time, you \_\_\_\_\_ home. (catch / take)
  - 4 Today this law \_\_\_\_\_ still \_\_\_\_\_ by groups of parents who patrol the streets ... (enforce)
  - 5 Teenagers \_\_\_\_\_ to have a party without an adult present. (allow)
  - 6 ... the lives of hundreds of thousands of teens \_\_\_\_\_ for the better. (change)



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





## Grammar

- 6** Read the grammar box. Then look at the sentences in Exercise 5b. Are they active or passive? What tense is each verb form?

### The passive

Form the passive with *be* + past participle.

*The law **was changed**.* (past simple)

*Lots of clubs **are being set up**.* (present continuous)

*More funding **will be needed**.* (future with *will*)

*Most teenagers joined the clubs that **had been set up**.* (past perfect simple)

It's also possible to use a modal verb before *be*.

*They realised that funding for teens **needed to be increased**.*

*These new rules **must be obeyed**.*

Some verbs can use *get* instead of *be*, particularly in informal speech, e.g. *get paid*, *get fired*, *get caught*, *get told off*, *get damaged*, *get promoted*, *get elected*, *get notified*.

*You and your parents **got told off**.*

Use the passive when the doer (the person or thing which does the action) is not important or already known.

*A teen curfew **was introduced**.*

*Parents **were encouraged to attend classes**.*

When a sentence starts with a person or thing that is already known to the listener, the passive form is more likely. Compare:

*Parents set up **a sports club for teens**. **It was run by teachers at the school**.* (passive form more natural - *It* is known information)

*Parents set up **a sports club for teens**. **Teachers at the school ran it**.* (passive form less natural - *Teachers* is new information)

- 7 a** 2.5 Listen to a short speech. How many passive forms do you hear?
- b** Listen again and write down the passive forms. What do you notice about the pronunciation of the different forms of *be*?
- c** 2.6 Listen and repeat.

- 8** Complete the text with the correct form of the verbs in brackets. Use the active or passive form. Sometimes more than one answer is possible.

A few years ago the residents of Tallinn, in Estonia, <sup>1</sup>\_\_\_\_\_ (give) free public transport. Not long after they <sup>2</sup>\_\_\_\_\_ (offer) a better alternative to the car, they <sup>3</sup>\_\_\_\_\_ (begin) to travel around the city more. Today the service <sup>4</sup>\_\_\_\_\_ (love) by the residents of Tallinn and it <sup>5</sup>\_\_\_\_\_ (can / enjoy) by everyone. You <sup>6</sup>\_\_\_\_\_ (need / register) in the city to benefit from it but then you <sup>7</sup>\_\_\_\_\_ (can / travel) around the city at no cost.

Because people travel around more, more money <sup>8</sup>\_\_\_\_\_ (now / spend) in local businesses. Since it began, the policy <sup>9</sup>\_\_\_\_\_ (also / help) tackle the problem of pollution. It's difficult to say if similar schemes <sup>10</sup>\_\_\_\_\_ (start) by other cities in the future, but it's certainly an excellent start!

- Go to page 138 or your app for more information and practice.

## Speaking

### PREPARE

- 9 a** Read about the problems facing a local school. Did you have any of these problems when you were at school?

- Exam results are poor.
- Students aren't attending classes.
- Bullying is increasing.
- Mobile phone theft is a big problem.
- Bad behaviour in class is increasing.

- b** Work in pairs. Look at the vocabulary in Exercise 2a and make a list of recommendations. Remember, the school has a limited budget.

### SPEAK

- 10** Work in groups. Take turns explaining your recommendations. Use the passive form where possible and the Useful phrases to help you. Agree on which plan is most likely to be successful.

### Useful phrases

In our opinion, much more should be done to help ...

We strongly recommend that some money is invested in ...

We would suggest that new staff are hired to ...

We propose that clubs are set up to ...

Develop  
your  
reading  
page 98