

ROADMAPTM



Teacher's Book

with digital resources and assessment package

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FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/LANGUAGE	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 1 page 6				
1A Talking to strangers page 6	question forms	verbs with dependent prepositions	intonation in formal and informal questions	start a conversation and keep it going
1B 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
1C Personalities page 10	verb + noun collocations	adjectives of character	weak <i>your</i> , <i>the</i> , <i>a</i>	interview someone about their personality
1D 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.				
UNIT 2 page 14				
2A 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
2B Running wild? page 16	the passive	social action	weak forms of <i>be</i>	make recommendations
2C It's so annoying! page 18	<i>-ed</i> and <i>-ing</i> adjectives	common complaints	intonation in phrases with <i>so</i> + adjective	respond to complaints
Check and reflect: Units 1 and 2 page 20 Go online for the Roadmap video.				
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3A I remember ... page 22	past perfect simple and continuous	memory	weak forms: <i>had</i>	narrate a childhood memory
3B Great rivals page 24	comparatives and superlatives	character adjectives	emphasising a big difference	express an opinion about rivals
3C Life's too short page 26	forming adjectives	arguments	word stress in adjectives	summarise an argument
3D 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.				
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4A Possessions page 30	relative clauses	adjectives to describe things	pauses with non-defining relative clauses	describe a precious possession in detail
4B Job skills page 32	obligation and prohibition	job requirements	<i>have</i> and <i>'ve</i>	talk about the requirements of a job
4C 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.				
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5A 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
5B Crime scene page 40	quantifiers	crime (robbery)	<i>(a) little</i> and <i>(a) few</i>	talk about quantities
5C Bubble trouble page 42	adverb + adjective collocations	money	word stress in adverb + adjective collocations	summarise a text
5D 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
1A Develop your listening page 86	understand common informal conversations	recognising exaggeration
1B Develop your writing page 116	write a detailed description of a place	adding interest to a description
1C Develop your reading page 96	understand an article with survey results	understanding cause and effect relationships
2A Develop your writing page 118	write an informal email to a friend	asking for and giving personal news
2B Develop your reading page 98	understand what makes a text formal	identifying formal and informal texts
2C Develop your listening page 87	understand detailed guidance	recognising positive and negative instructions
3A Develop your writing page 120	write a personal anecdote	showing the time and sequence of events
3B Develop your listening page 88	understand most of a TV/radio programme	ignoring filler phrases
3C Develop your reading page 100	understand a magazine article	using a monolingual dictionary
4A Develop your reading page 102	understand a magazine article	understanding the writer's purpose
4B Develop your writing page 122	write a covering email	matching a covering email with a job advert
4C Develop your listening page 89	understand phone messages	understanding understatement
5A Develop your reading page 104	understand academic texts	understanding references to numerical data
5B Develop your writing page 124	write a detailed description of a person	using similes
5C Develop your listening page 90	understand presentations	matching information with visuals



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6B We can work it out page 48	reported speech	negotiating	s and ss	summarise a negotiation
6C 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.				
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7A Possible futures page 54	real conditionals	social issues	schwa sound	talk about possible consequences of situations
7B 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
7C Cultural awareness page 58	introductory <i>It</i>	personal and professional relationships	sentence stress	summarise a situation and give opinions and advice
7D 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.				
UNIT 8 page 62				
8A It's so predictable ... page 62	second conditional	events in films	linking w sound	talk about your favourite film/TV series
8B 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
8C 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.				
UNIT 9 page 70				
9A Mysteries page 70	past modals of deduction	mystery	sentence stress	speculate about unsolved mysteries
9B Strange theories page 72	verb patterns	knowledge	vowel sounds in verb/noun pairs	plan and give a convincing argument
9C Celebrity page 74	phrasal verbs	common phrasal verbs	word linking	describe a personal experience
9D 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.				
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10A 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
10B Believe it or not! page 80	articles	fame	<i>the</i>	maintain a discussion on interesting facts
10C New solutions page 82	compound adjectives	persuasion and enforcement	word stress in compound adjectives	give detailed opinions
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Language bank page 136 Vocabulary bank page 156 Communication bank page 166 Irregular verbs page 176				

EXTENDED ROUTE

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





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

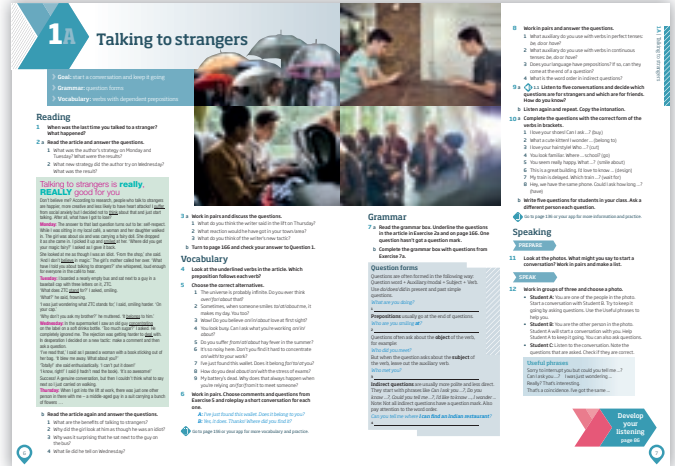
- Ten units with three main input lessons linked to three *Develop your skills* lessons at the back of the book.
- Each lesson includes grammar/language focus, vocabulary and pronunciation and leads to a final speaking task based on *Global Scale of English* learning objectives.
- Key language presented and cross-referenced to a *Language 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 odd unit covers key functional language.
- *Check and reflect* pages at the end of each even 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/language focus 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.
- 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/language focus, 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.

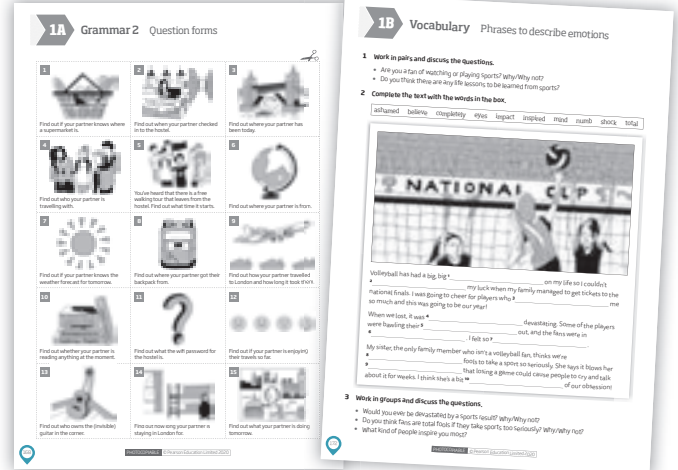
- Teacher's notes for every unit with warmers, fillers, alternative suggestions, advice on dealing with tricky language items, culture notes etc.
- Teaching tips on useful areas such as dealing with mixed abilities, teaching grammar, vocabulary and pronunciation.
- Grammar, vocabulary and language focus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



TEACHER'S DIGITAL RESOURCES

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

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



VIDEO

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



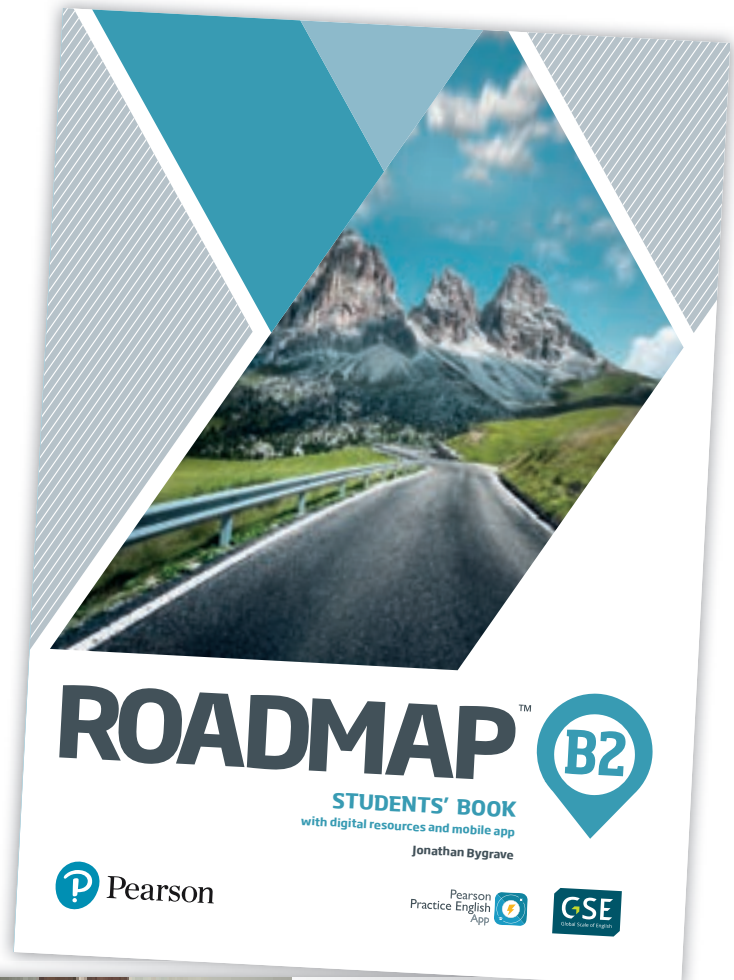
PRESENTATION TOOL

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



The **Students' Book** has ten units featuring three double-page main lessons containing approximately 90 minutes of teaching material. Each lesson features grammar/language focus, 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 *Language bank*, *Vocabulary bank* and *Communication bank*.

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



1A Talking to strangers

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

4 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 hang 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: not - 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 spoke 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. 'Why 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.

5 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 at/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?

10 Go to page 196 or your app for more vocabulary and practice.

6 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?

Who are you smiling at?

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?

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?

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 **11** 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.

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

8 Speaking

9 PREPARE

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

10 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 ...

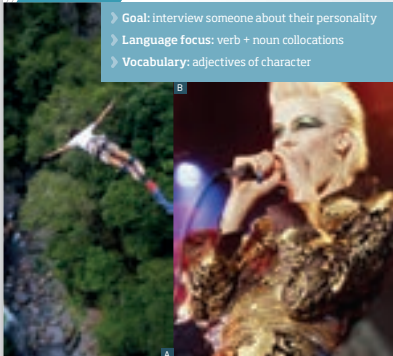
Really? That's interesting.

That's a coincidence. I've got the same ...

1c

Personalities

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



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

- 1 How open are you?
 adventurous +
 2 How conscientious are you?
 3 How extrovert are you?
 4 How agreeable are you?
 5 How neurotic are you?

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

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

Language focus

- a Read the quiz on page 11. Work in pairs and check any words or phrases that you don't understand.
- b Take turns asking and answering the quiz questions.
- c 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 *express* your mind 9 *charge*
 2 *miss* your deadlines 10 *dispute*
 3 *wait* in line 11 *notes*
 4 *lose* your temper 12 *calm*
 5 *lose* 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 1.9 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?

- c 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.

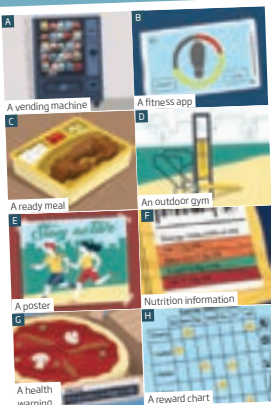
- b Repeat your questionnaire with other students.

Develop your reading page 96

1D

English in action

- ▶ Goal: contribute effectively to a conversation or discussion
 ▶ Vocabulary: verbs to describe a healthy lifestyle



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.

- 1 Why is one of the men trying to get healthy again?
 2 How does the woman feel about the changes to her vending machine at work?
 3 How have times changed, according to one of the men?
 4 How is the bank encouraging its customers to be more healthy?
 5 Why does the woman think the bank's plan wouldn't work for her?
 6 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 1
 That's a good point.
 You're absolutely right.
 You might be right, I guess.
 I'm not really 2 you on that one.
 Asking a question about what someone has said
 How did you come to that 3?
 What makes you say that?
 Can you explain that a bit more?
 Commenting on what someone has said
 I 4 that's (difficult to measure).
 That's an interesting thought.
 You're not serious!

Giving your own experience or thoughts

In my 5 (that kind of thing never works).
 That reminds me of (a story I read).
 That happened to me once.
 You could 6 at it another way. You could see it as (a reward).

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

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

Check and reflect: Units 1 and 2

- 1 a Put the prepositions in the box in the correct place in the questions.

with on (x2) to from for in about

- 1 Do you belong to any clubs or organisations?
 2 In what situations do you suffer nerves?
 3 If a movie has a PG rating, what do the letters stand for?
 4 Do you ever think what you'll do when you retire?
 5 Do you rely on any of your friends more than others?
 6 How do you deal people who take advantage of you?
 7 Do you believe ghosts?
 8 Is it usually easy to concentrate what you're doing?

- b Work in pairs and ask and answer the questions in Exercise 1a.

- 2 Put the words in the correct order to make questions.

- 1 did / that / Where / jacket / buy / you
 2 thinking / you / What / about / are
 3 delays / constant / causes / these / What
 4 you / where / are / the / Do / rooms / changing / know
 5 tower / Who / build / decided / that / to / strange
 6 why / to / I'd / off / know / get / many / here / so / people / love
 7 you / are / text / sending / to / Who / that / message
 8 to / another / bar / they / Why / open / here / want / did / coffee

- 3 Match 1–8 with a–h to make sentences.

- 1 When the test results came back, I felt totally
 2 My first experience of travelling abroad had a big
 3 When I got the job, I simply couldn't believe
 4 When I saw the effects of the flood, I was literally in
 5 It was my chemistry teacher who inspired
 6 Losing all the money I'd invested was completely
 7 For days after the accident, I just sat and bawled
 8 Going to Nepal a few years ago completely blew
 a my eyes out. e numb.
 b my mind. f me.
 c impact on me. g shock.
 d devastating. h my luck.

- 4 Find five of the underlined phrases with a mistake and correct them.

My parents didn't have much money when we were kids, so we 1 didn't used to go abroad much – we 2 used to go on day trips around the local area. Then, when I was around 14, my uncle 3 was getting a job in Paris and things 4 would change. He 5 didn't have a big apartment, so 6 we'd all sleep in the same room, but it was fun. Once we went to a really nice restaurant. While we 7 waited for our food, there was suddenly huge excitement. I 8 looked round and saw that Jennifer Lawrence was there. I couldn't believe my eyes. I 9 kept looking at her and I was too nervous to eat my food. Then I went to the toilet, which 10 was meaning I had to wait past her table. I told her how much I liked her.

- 5 Complete the sentences with the adjective form of the words in brackets.

- 1 I grow more cautious as I get older, but I used to be quite (adventure)
 2 I wouldn't say I'm really an extrovert, but I guess I'm fairly (outgo)
 3 Jenny's very She hardly said a word all evening. (reserve)
 4 You can trust Jake to do the job well. He's very (conscience)
 5 It was of you to leave the back door unlocked. (care)
 6 John's a real worrier. He gets about every little thing. (nervous)
 7 Julie will be good company on the trip. She seems very (agree)
 8 I don't know why Greg wants the money. I'm a bit (suspect)

- 6 a Complete the questions with the correct form of the verbs in the box.

break speak return make take meet
 remain keep lose

- 1 Do you often your temper or do you tend to calm?
 2 Can you remember the last time you a rule?
 3 In what situations would you not your mind?
 4 When did you last fail to a promise you'd made?
 5 Is it important to favours?
 6 Are you good at deadlines when you work?
 7 Do you an interest in world politics?
 8 Do most things in life sense to you?

- b Work in pairs. Discuss three of the questions in Exercise 6a.

- 7 a Complete the sentences with one word.

- 1 Do you ever get the that something has happened before?
 2 Does it get on your when people talk loudly on their mobile phones?
 3 Is it difficult to get of old computer equipment where you live?
 4 Should you ever snap your fingers to get a waiter's?
 5 Do you ever use social media sites to get in with old friends?
 6 Have you got a friend who talks and talks but never gets to the?
 7 Do most people you know get at the end of the month?
 8 Are you a football fan? Do you get away when your team scores a goal?
 9 Does your family usually get to celebrate birthdays?

- b Work in pairs. Ask and answer five of the questions in Exercise 7a.

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.

1A Develop your listening

Goal: understand common informal conversations
Focus: recognising exaggeration

4 Read the Focus box. Can you remember any exaggeration from the conversations in Exercise 3?

Recognising exaggeration
It is common to exaggerate in English, particularly in informal conversations. People usually exaggerate to emphasise a point and the listener understands that the words are not literally true.

- Exaggerating quantity
- I've got a **million things to do** but I'm just going to go to bed.
- This **weighs a ton!**
- They're a **great band**. **Everyone** loves them.
- Exaggerating duration
- This is going to **take years!**
- We've been waiting for **ages**.
- You finished that burger in **five seconds flat!**
- Exaggerating seriousness
- My feet **are killing me**. I need to sit down.
- I'm **dying** to ask: who gave you that ring?
- It's **boiling outside**.

5 Listen to the conversations again and complete the examples of exaggeration.

1 a ... and then it got stuck in traffic ...
b I wrote the report in ... and then emailed it to her.

2 a There were ... programmes on TV last night! Which one?
b It was so funny, wasn't it? I ...

3 a Terrible. It's ... today. This cold snap is going to last the whole week.
b Actually, it's ... Everyone is down at the beach trying to keep cool.

4 a You know, I'm ... as always.
b I've got ... emails to write.

5 a It costs ... to join, but if you just want to go on a Sunday ...
b I asked her nicely but she wouldn't turn it off. I ... her!

6 a I bet you were ... say something to him.
b Don't! I'll just ... if he does.

7 a I'm ... Are you hungry?
b They brought me that ginormous plate of food - it was enough to ...

1.3 Listen and repeat the sentences. Copy the intonation.

5 Work in pairs. Choose one of the topics or think of your own. Write a short conversation. Try to include as many exaggerations as possible.

- the weather
- How your job is going at the moment
- something you saw on TV recently
- a new hotel or restaurant in town
- a football match (or other sport)
- the behaviour of a famous celebrity
- something you bought or want to buy

1B Develop your writing

Goal: write a detailed description of a place
Focus: adding interest to a description

1 a Discuss the questions.

- 1 Are you usually happier in the country or in a city?
- 2 Do you usually feel happier indoors or outdoors?
- 3 Would you rather live in a house with a view of the sea or a panoramic view of a city?
- 4 What is the most beautiful place you have been to?
- 5 What smells, tastes or sounds make you happy?

b Work in pairs and complete the sentence.
Happiness is ...

2 a Read the first sentence of each text. Which view of happiness is most similar to your answer to Exercise 1b? Explain your answer.

b Read the texts. Which city/country is each writer describing? Check your answers at the bottom of the page.

c Work in pairs. Which writer paints the clearest picture in your mind? Explain your answer.

1 Happiness happens when you least expect it. Last Friday I went out with some friends after work and we ended up in Ortaköy eating baked potatoes from one of the famous stalls. There was a warm breeze blowing in from the Bosphorus and the boats were moving up and down on the water while the trees gently swayed like dancers. Just across the bridge, on the Asian side of the city, the lights from the buildings were shining in the warm evening air. I breathed in all the different smells of the food, the river and the trees and at that moment I realised that, just for an instant, I felt really, truly, deeply happy.

Aslı

2 Happiness is all about the situation you're in. Last summer, I was staying on a ranch (we call it an *estancia*) in the flat grasslands near Córdoba. One particular day, the sun was beating down and I felt like I was being roasted in an oven. The *estancia* had a large outdoor pool close to the main house so I jumped into the cool water and then floated on my back, gazing up at the cloudless sky. The cicadas were singing in the long grass and the smell of the dry landscape filled my nostrils. The beauty took my breath away. In a place like this, I thought, how can you not be happy?

Pedro

3 I believe that happiness is a choice. This morning on the train I chose to be happy. Grey clouds filled the sky and drops of rain were falling onto the windows. All around me people were squashed together like sardines on a shelf. I could smell their perfume and aftershave. As the train came into Shinjuku station, the busiest station in the world, I sighed. I felt a bit numb. My feet were aching from standing for so long. So, I thought about all the things I'm grateful for: my health, my family, my friends and that made me feel happy. Not everything in my life is perfect, but happiness can be a choice.

Flo

3 Read the Focus box. Add other examples from the texts in Exercise 2b to 1-7.

Adding interest to a description

- 1 Start by mentioning the theme of the description.
I believe that happiness is a choice.
- 2 Describe what you can see, but also describe what you can smell, hear and feel.
There was a warm breeze blowing in from the Bosphorus.
- 3 Describe action or movement. What were the people doing? What were the animals or insects doing? What were the trees and clouds doing?
The boats were moving up and down on the water.
- 4 Describe your reaction to the place. How did it make you feel?
I felt a bit numb.
- 5 Compare things to other things with *like*. For example, compare how you felt or what something looked like.
I felt like I was being roasted in an oven.
- 6 Use interesting verbs and adjectives to describe things.
... gazing up at the cloudless sky.
- 7 Come back to the theme in the final sentence.
I felt really, truly, deeply happy.

4 a Choose the three verbs in each of 1-8 which are most likely to be used with the noun. Then work in pairs and compare your answers.

1 insects	chirp/sing/laugh/hop
2 trees	sway/skip/shake/stand silently
3 waves	walk/crash/break/roll
4 the sun	rises/beats down/glazes/whispers
5 rain	beats against/pours/listsens/drips
6 stars	dance/twinkle/shine/drive
7 commuters	sunbathe/stare/hurry/race
8 friends	chat/hang out/joke/shine

b What verbs can you use with the nouns in the box?

birds a boat clouds tourists on a beach the wind

5 a Look at photos A-C. Imagine you were in each place. Write one or two sentences to describe what it was like. Use the questions to help you.

- Where you alone or with other people?
- What was the weather like?
- How were you feeling?
- What could you see, hear, smell?

I was all alone and the wind was blowing hard.

b Work in groups. Read your sentences aloud. Can the rest of your group guess which photo you are describing?

Prepare

6 Think about the last time you were truly happy (or invent a situation where you were happy). Make notes about what you could see, hear, feel and smell at that time.

Write

7 Write a one-paragraph detailed description of the place and situation in Exercise 6. Use the Focus box to help you.

8 a Work in pairs and swap descriptions. Find examples of 1-7 in the Focus box in your partner's writing. Write suggestions for improvement.

b Read the suggestions on your description and write a second draft.

- Goal: understand an article with survey results
► Focus: understanding cause and effect relationships

- 1 a Imagine you have to move abroad. Make a list of factors to consider when deciding where to live. *the weather, the transport system...*
b Make a list of your top five countries to move to.

- 2 a The countries below came top in a survey of the best places to move to. What do you know about them?

Mexico Costa Rica Bahrain Portugal

- b Read the article quickly and match the countries in Exercise 2a with sections 1–4.

Dream work destinations

Imagine you had to move abroad for work. Where would you go? Every year Penhaligon Magazine publishes a list of the best places to move to, as voted for by the people who actually moved there – the immigrants. So which places came top this year and why?

1

With a population of around one and a half million, this country, comprising 30 islands, got a high score. People who move here say that it is a friendly and welcoming place, where people make time for their families. It's also worth noting that the local population speaks good English and as a consequence it's easy for outsiders to settle in. Many foreign workers say they earn more than they would at home and this, coupled with other factors, means that there has been a big growth in the number of people moving here to work. Currently they make up more than half the population!

Many people who move here praise the attitude to work-life balance and family. You are not usually expected to work long hours and the quality of education for children is considered very high. Overall, it's easy to see why this destination is so popular.



2

With a population of around five million people, this country in Central America has a *pure vida* (pure life) culture, which emphasises a carefree, laid-back way of living. It's also an exceptionally friendly place and as a result it comes top in terms of making friends. It has beaches, spectacular scenery and a low cost of living and consequently it is popular with retired people.

The local population takes an active interest in the environment and around a quarter of the land area is protected jungle, while almost all of the country's electricity is generated from renewable resources. Perhaps it's no surprise then that so many people say that they see themselves staying forever.



3

This is the most populous destination on our list and it has consistently been in the top five of Penhaligon's rankings since the survey began. It scores high partly thanks to its culture of friendliness, which explains why it's so easy to settle in. The cost of living is also lower than in many places.

It's such an easy place to move to partly due to the culture of respect and kindness. Everyone places a high value on remaining calm and disputes are resolved by conversation and negotiation. Even in the capital, which is the second most populous city in Latin America, it is considered very bad manners to lose your temper in public.



4

With a population of just over ten million, this is the first European destination to appear in the top ten owing to its excellent quality of life. With high marks for climate and leisure and plenty of coastline and nature to enjoy, you are unlikely to waste time wondering what to do with your free time. The country is also highly rated for personal safety and friendliness and most people who move here say that it is easy to make friends locally.

This destination has a growing number of tech start-ups, particularly in the capital, Lisbon, and these draw many foreign workers to the city. The country also has a strong tourism sector on account of the climate and scenery.

Have you moved abroad? Do you want to speak your mind? Voice your opinion [here](#).



- 3 Read the article again and answer the questions.

- Where are there lots of young technology companies?
- Where is it not acceptable to get angry in public?
- In which country is the majority of the population from abroad?
- Which country has the highest population of the four?
- Which one attracts people who have retired?
- Where do people feel particularly safe?
- Which country is very ecological?
- Where do the local people have good English language skills?

- 4 Find words/phrases 1–8 in the article and use the context to help you guess the meanings.

Section 1

- comprising
- coupled with

Section 2

- laid-back
- renewable resources

Section 3

- consistently
- disputes

Section 4

- climate
- draw

- 5 Read the Focus box. Underline phrases in the article that introduce cause and effect phrases.

Understanding cause and effect relationships

Words such as *because*, *as* and *since* join two ideas together and indicate that the second idea is the **cause** of reason for the first. Here are some more examples of phrases with a similar meaning. Notice that these phrases introduce a noun or noun phrase.

*The number of expats has grown **owing to** the high salaries.*

*It's easy to settle in **(partly) due to** the friendliness of the locals.*

*It attracts retired people **thanks to** the low cost of living.*

*The country attracts people **on account of** its low crime rate.*

Phrases such as *so*, *for* this reason and *that is why* join two ideas together and indicate that the second idea is the **effect/result** of the first. Here are some more examples of phrases with a similar meaning. Notice that these phrases introduce a clause.

*Salaries **tend to be high and as a consequence** the number of expats has grown.*

*The local population speaks good English and **this means that** it's easy to settle in.*

*The cost of living is low and **as a result** it attracts retired people.*

*People work long hours and **consequently** it can be hard to take holidays.*

- 6 Read the sentences and identify the cause (C) and the effect (E).

- Spain was in the top ten **owing to** its high score in the Quality of Life category.
C = its high score in the Quality of Life category
E = Spain was in the top ten
- Foreign-born workers say they feel at home in Norway and **consequently** this country was in the top twenty.
result It came ninth overall.
- Vietnam scored very high for friendliness and **as a result** it came ninth overall.
- New Zealand scores well in almost all areas apart from transport and **this meant that** it missed out on a top-five position.
- Colombia has risen rapidly to the top ten **thanks to** its friendly population and low cost of living.
- Malaysia came fifteenth overall **on account of** its accessible, welcoming culture.
- Some countries lost points **due to** their poor medical infrastructure.
- The education system in Finland is highly successful and **as a consequence** the country was popular with foreign-born workers.



- 7 Work in pairs. What do you think foreign-born workers would say about your country? Explain your answers.

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

Vocabulary bank

1A Verbs with dependent prepositions

- 1 a Complete the verbs with the prepositions in the box.

about (x2) for (x3) in (x3)
on (x2) to (x2)

- appeal _____
- believe _____
- belong _____
- boast _____ (something)
- depend _____
- differ _____
- discourage (someone) _____
- enquire _____
- insist _____
- involve (someone) _____
- specialise _____
- suffer _____
- volunteer _____

- b Match the verbs in Exercise 1a with meanings 1–14.

- not be the same as
- think something is right
- ask/get someone to take part in something
- be badly affected by something
- be someone's possession
- focus on one subject/activity
- rely on someone or something
- ask for information about
- demand that something should happen
- offer to do something
- interest or attract someone
- talk too much about yourself and your abilities
- persuade someone not to do something

- 2 a Complete the questions with the correct form of the verbs from Exercise 1a.

- Who in your family do you _____ from most?
- What _____ to you most about the English language?
- Have you ever been _____ in doing something for your community?
- Who in your life do you _____ on most?
- When did you last _____ about a job or a promotion?
- Have you ever _____ for a task and later regretted it?
- Have you ever had to _____ a friend from doing something silly?
- What kind of thing might you _____ on doing when you're on holiday?
- Have you got any skills you'd like to _____ about?

- b Work in pairs and ask and answer three or four of the questions from Exercise 2a.

1C Adjectives of character

- 1 Complete the table with the adjectives in the box.

caring cheerful dishonest disorganised
efficient foolish intellectual miserable
pessimistic positive respectable
thoughtless

	similar meaning	opposite meaning
brilliant		
content		
decent		
optimistic		
organised		
thoughtful		

- 2 Describe the people in 1–6. Use one adjective from Exercise 1 for each person. Sometimes more than one answer is possible.

- I've known Markus a long time. He wouldn't ever do anything illegal or tell lies to anyone.
- Don't ask Sophie to help reorganise the office. She never has a clue about where anything is or where she's put things.
- I love spending time with Angela. He always sees the best in every situation and looks on the bright side of life.
- I can't believe Keiko would do that with her money. Getting involved in a money-making scheme like that was always going to be a disaster. Mind you, she's never been one to question things very closely.
- Don't invite Alf to the party. I haven't seen him smile since he broke up with his girlfriend and he'd really bring the mood down.
- My friend Emilia was great when I was ill. She visited me every day and brought me little treats like hand cream.



- 3 Work in pairs. Take turns describing someone you know. Use the adjectives from Exercise 1.

Communication bank

Lesson 1A

- 3b

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. I immediately wondered who the flowers were for. 'Those are beautiful flowers,' I said. (I know nothing about flowers; they all look the same to me.) 'Who are you going to give them to?' 'You're jumping to conclusions,' said the man.

'Sometimes people give men flowers, too!' 'You're quite right,' I said. 'My mistake. So, who gave you those flowers?' 'That would be telling!' the man said, with a sly wink. Then the lift doors opened and he got out. That, I realised, is one of the nice things about talking to strangers: you get a small insight into other people's worlds.

Lesson 1C

- 4b

If you answered mainly 'Never'

You are a bit of a rebel. You are more adventurous than cautious and you are more outgoing than reserved. You prefer to be with other people than to be alone. You are also quite confident. You don't worry so much what people think about you.

If you answered mainly 'Sometimes'

You like to have balance in your life. Sometimes you are more of a rebel and sometimes more of a conformist. You can be adventurous at times but you are also quite cautious. New people might find you reserved but with your friends you can be very outgoing.

If you answered mainly 'Always'

You are more of a conformist than a rebel. You are more cautious than adventurous and you are more reserved than outgoing. You like your own company. You are organised and you care what other people think about you.

Lesson 2A

- 8 Student A

Your job has been getting on your nerves recently. Complete the roleplay card about you and your feelings about your job. Then turn back to page 15, Exercise 9.

Name: _____ What you like about your job: _____
Age: _____ What you don't like about your job: _____
How long you've been a model: _____ Your plans for the future: _____

Lesson 3C

- 8 Student B

Prepare for a roleplay with Student A. Read the information, then turn back to page 27, Exercise 9.

You came home from a long day at work and your flatmate had been cooking. The kitchen was a total mess. There was food and dirty dishes all over the work surfaces. This is not the first time this has happened and it makes it impossible for you to use the kitchen. Your flatmate's untidiness is becoming a problem for you.

3D English in action

- 10a Student A

You're going to roleplay a discussion in which someone gets feedback. Read Situation 1, then turn back to page 29, Exercise 10b.

Situation 1

You are the manager of a hotel. You are giving feedback to the receptionist.
General feedback: customers like you
Positive feedback: warm and friendly
Negative feedback: a bit slow
Suggested improvements: work a bit faster

Situation 2

You are the chef in a small café. The owner is giving you feedback. Listen and respond.
Don't forget to mention that you are not a trained chef and you would like to go on a course to learn to cook better. You would like the owner to pay for the course.

SUPPORT COMPONENTS

WORKBOOK WITH ONLINE AUDIO

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

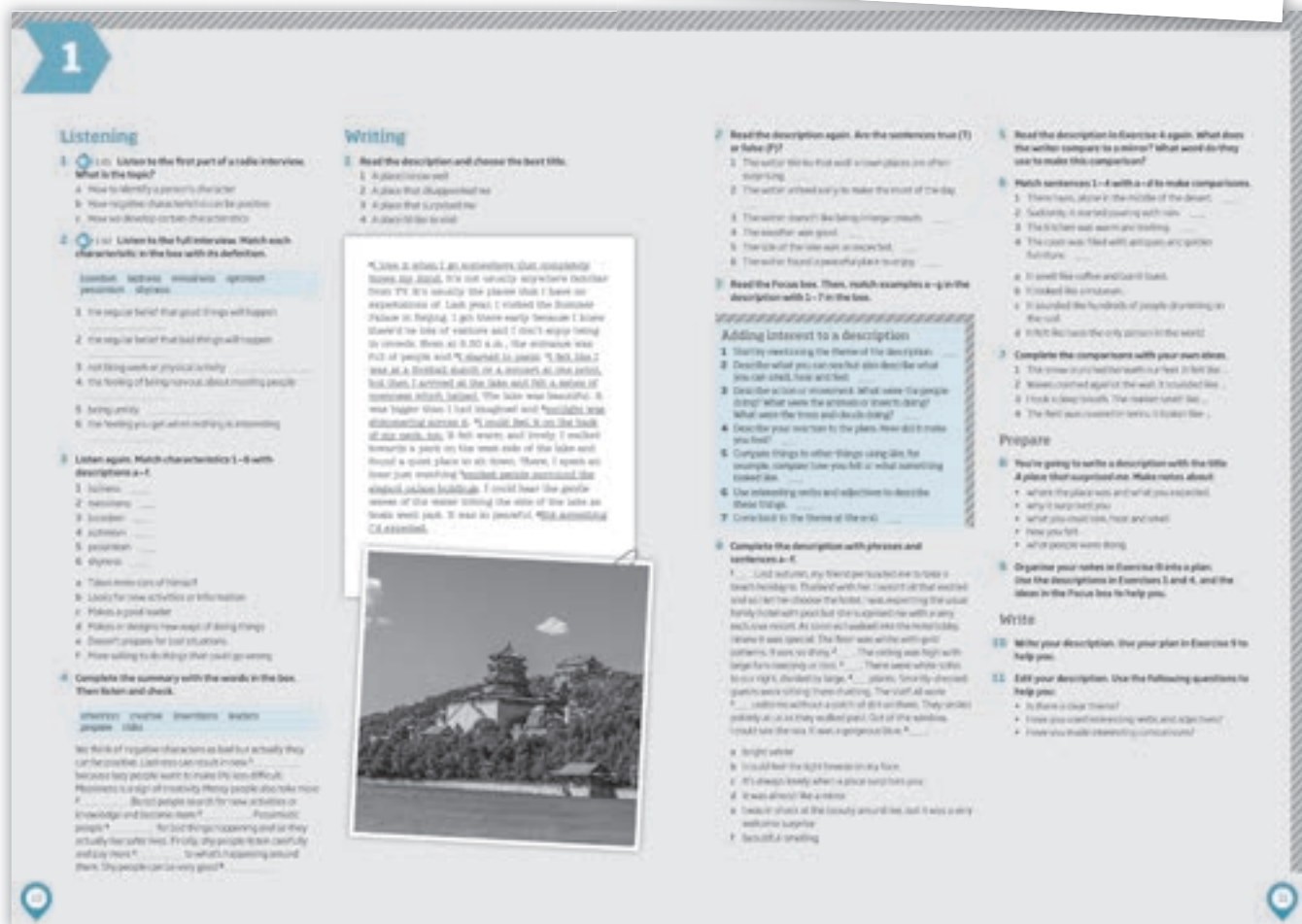
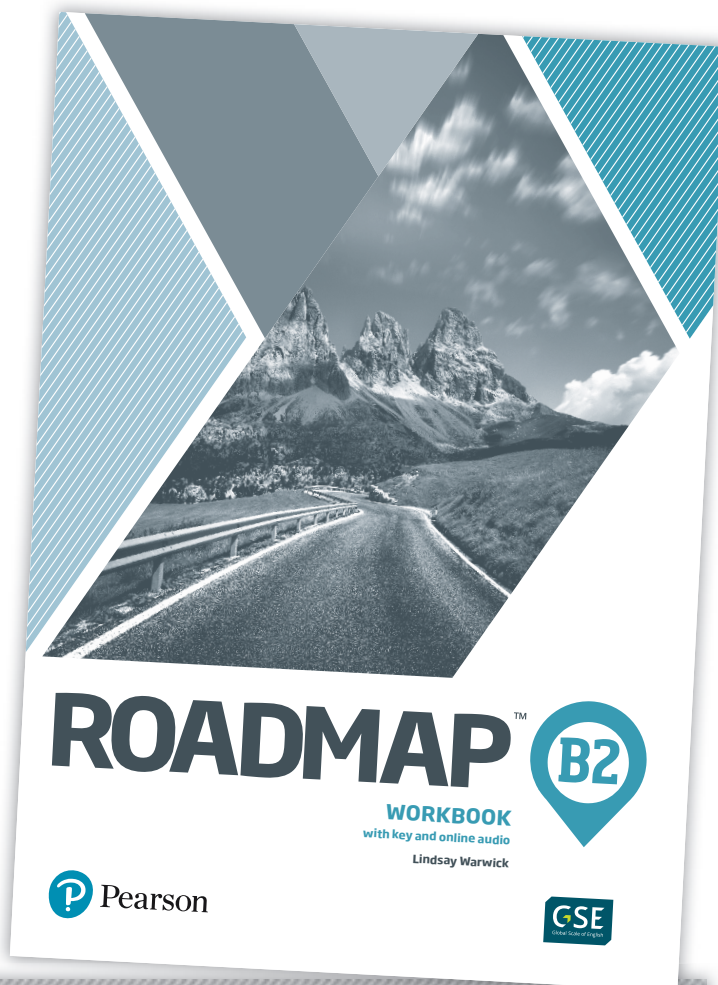
- Extensive practice of grammar, vocabulary and functional language covered in the Students' Book.
- Additional listening, reading and writing practice to further develop learners' knowledge and mastery of skills.
- Full answer keys and audio scripts are provided at the back of the book.

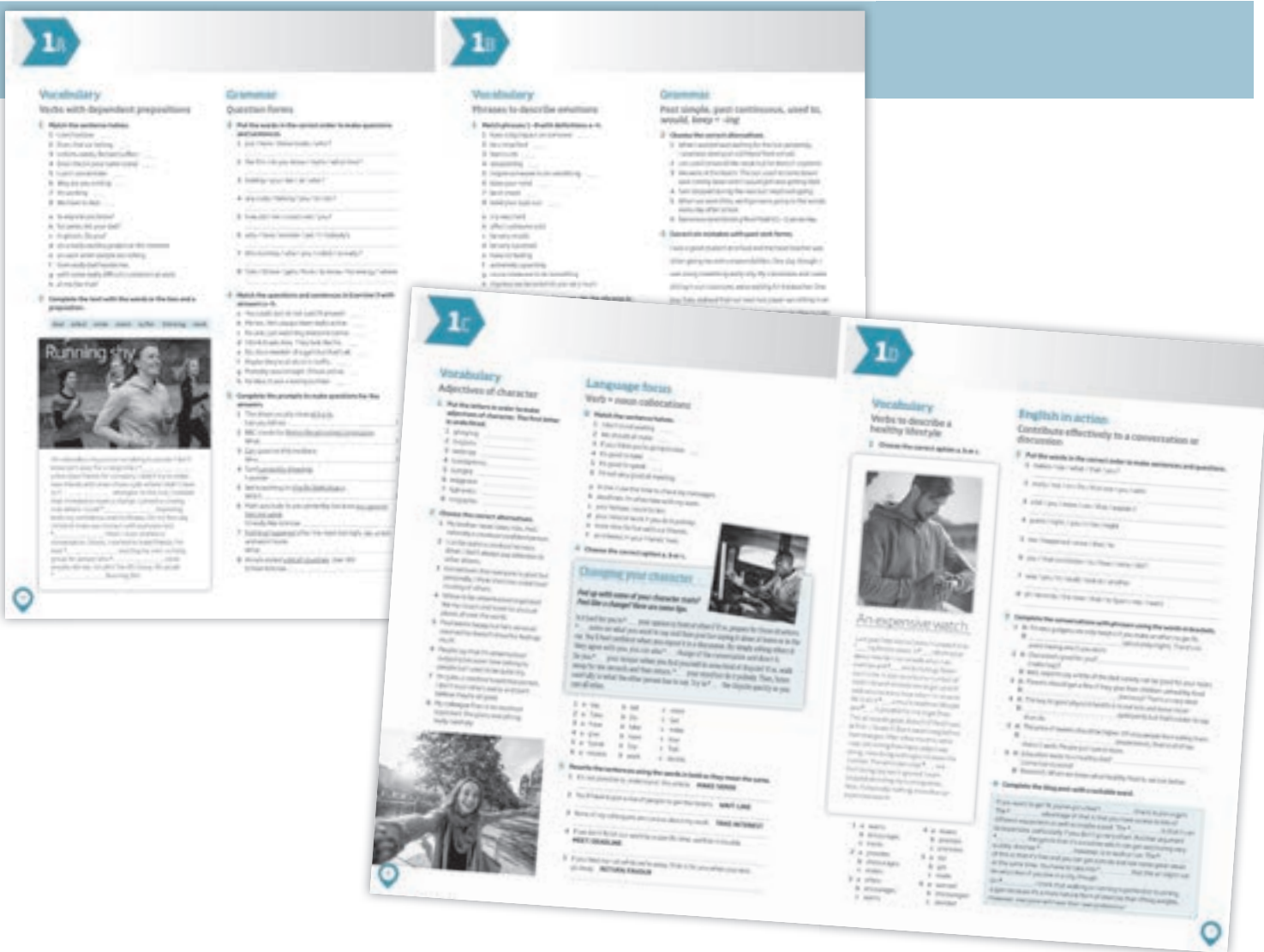
Roadmap Workbook audio is available online for students and teachers in the *Pearson English Portal*.

MOBILE APP

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

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





ONLINE PRACTICE

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

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



TEACHER'S BOOK

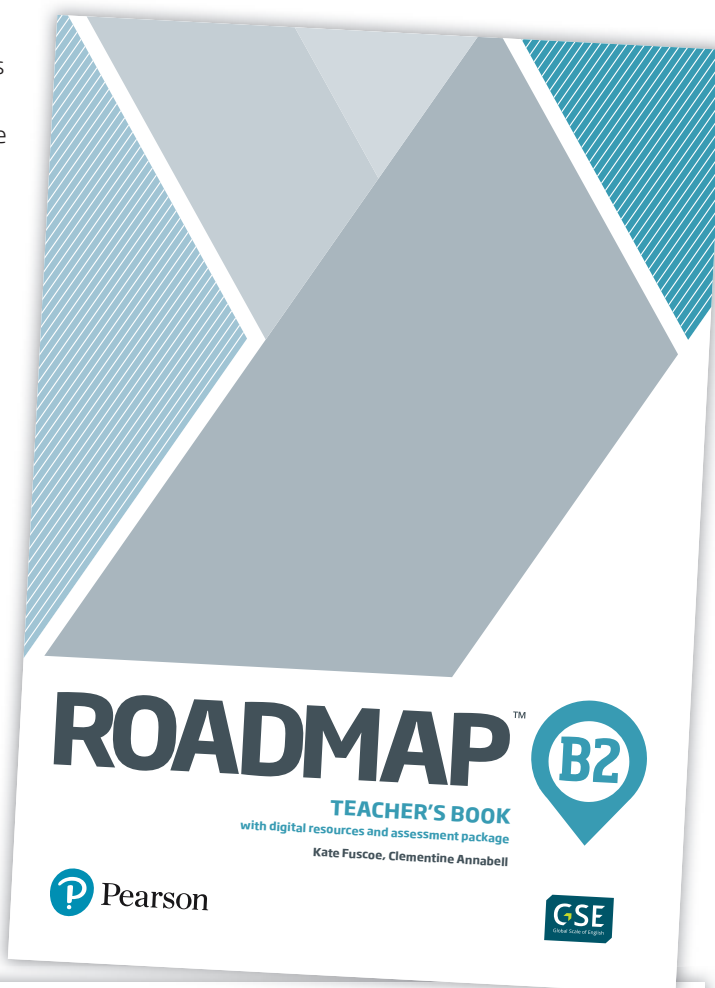
The *Roadmap Teacher's Book* provides step-by-step instructions on how to exploit the material.

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

TEACHER'S DIGITAL RESOURCES

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

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



1 OVERVIEW

1A Talking to strangers

Goal | start a conversation and keep it going
Grammar | question forms
Vocabulary | verbs with dependent prepositions
GSE learning objective
Can engage in extended conversation in a clearly participatory fashion on most general topic.

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
GSE learning objective
Can bring relevant personal experiences into a conversation to illustrate a point.

1C Personalities

Goal | interview someone about their personality
Language focus | verb + noun collocations
Vocabulary | adjectives of character
GSE learning objective
Can carry out an interview in order to research a specific topic.

1D English in action

Goal | contribute effectively to a conversation or discussion
Vocabulary | verbs to describe a healthy lifestyle
GSE learning objective
Can give the advantages and disadvantages of various options on a topical issue.
Roadmap video
Go online for the Roadmap video and worksheet.

VOCABULARY BANK

1A Verbs with dependent prepositions

1C Adjectives of character

DEVELOP YOUR SKILLS

1A Develop your listening

Goal | understand common informal conversations
Focus | recognising exaggeration
GSE learning objective
Can recognise the use of hyperbole (e.g. it's going to take me years to finish this).

1B Develop your writing

Goal | write a detailed description of a place
Focus | adding interest to a description
GSE learning objective
Can write detailed descriptions of real or imaginary places.

1C Develop your reading

Goal | understand an article with survey results
Focus | understanding cause and effect relationships
GSE learning objective
Can understand cause and effect relationships in a structured text.

1A Talking to strangers

Introduction

The goal of this lesson is for students to practise starting a conversation and keeping it going. To help them achieve this, they will revise verbs with dependent prepositions in this context.

Warm-up

Before the class starts, write the following expressions on the board:
*A stranger is a friend you haven't met yet.
Don't talk to strangers.*

Ask Ss to work in pairs to decide what the expressions mean and which they agree with in which situations. Invite a whole-class discussion and encourage Ss to give reasons for their ideas. For example, it might be appropriate for children to be wary of strangers in public places or new situations, but adults can be more open in a wider range of settings.

Reading

1 Put Ss in pairs to discuss the last time they spoke to a stranger and what happened. When they finish, ask a few pairs to share their stories with the class.
2a Tell Ss they are going to read a magazine article about talking to strangers. Focus attention on the questions, asking Ss to read quickly to find the answers. Allow a few minutes for Ss to read alone, then put them in pairs to compare ideas. When they finish, elicit answers and write them on the board.

Answers:

1 His strategy was to begin talking to strangers by asking them questions. The results were not good. He didn't manage to start any conversations.
2 The author started making a comment on something and then asking a question. This was more successful and he had a conversation.

b Tell Ss they will read again for more detail. Refer them to the questions and allow a few minutes. Monitor and help if necessary. When they finish, ask Ss to discuss answers in pairs, then have whole-class feedback.

Answers:

1 People who talk to strangers are happier, more creative and less likely to have a heart attack.
2 because she thought the answer to the question was very obvious
3 because the bus was nearly empty (and in the UK people don't usually sit next to another person if there are other seats that are free)
4 He told the woman that he had read the book when he hadn't.

3a Ask Ss to discuss the questions in pairs for a few minutes. Point out that this is a matter of personal opinion. In feedback, ask different pairs for their responses to each question. Write suggested answers to the first question on the board.

b Ask Ss to turn to p166 to check their answers. Look back at the board to see whose answer was closest.

Vocabulary

Verbs with dependent prepositions

4 Ask Ss to find the first underlined verb in the article (*suffer*) and to tell you which preposition follows (*from*). Establish that we call this a dependent preposition. Ask Ss to go through the rest of the text and circle the dependent preposition that follows each underlined verb. Check answers with the whole class.

Answers: suffer from, think about, smile at, believe in, stand for, belong to, concentrate on, deal with

Vocabulary checkpoint

Ss often struggle with dependent prepositions as they seem to vary randomly and have little logic. Discuss with Ss how they can help themselves, for example by recording each new verb with its preposition as well as creating meaningful examples. Point out that translating the verb alone does not help with being able to use it accurately in a sentence. Elicit that the prepositions in the text can be followed by nouns or -ing verb forms.

Check that Ss are clear that these verbs + dependent prepositions are different from phrasal verbs. With phrasal verbs, often the meaning of the verb changes (for example, *look up* a word in the dictionary). A dependent preposition does not affect the meaning of the preceding verb. It's just a grammatical link to the verb's object.

5 Refer Ss to the exercise to underline the correct prepositions. Complete the first example together, then ask them to continue alone before checking in pairs. Go through the answers, asking individual Ss to read each sentence aloud so that you can drill as needed. Point out that the verb is usually stressed and the preposition is not, which is why Ss often fail to hear it.

Answers: 1 about 2 at 3 in 4 on 5 from 6 on 7 to 8 with 9 on

Optional extra activity

For further practice, ask Ss to make a list of more verbs that need a dependent preposition. They can work in pairs initially, then share as a class to make a list for everyone to copy into their notebooks. With **weaker classes**, you may need to provide some common examples, such as *consist of*, *decide on*, *depend on*, *pay for*, *wait for*. With **stronger classes** point out cases where the preposition varies according to the object: *play with a toy/for a team*, *complain about something/to someone*.

6 Look at the example conversation as a class. Tell Ss to choose around five comments or questions from the exercise and improve a conversation. Monitor and help if necessary. When they finish, ask a few confident pairs to perform their conversations for the class.

VOCABULARY BANK 1A p156

Verbs with dependent prepositions

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 match the correct prepositions in the box with the verbs. Ss check answers in pairs before whole class feedback.

Answers: a to b in c to d about e on f from g from h about i on j in k in l from m for

b Ask Ss to match the verbs from Ex 1a with their meanings. Go through answers as a class.

Answers: 1 differ from 2 believe in 3 involve someone in 4 suffer from 5 belong to 6 specialise in 7 depend on 8 enquire about 9 insist on 10 volunteer for 11 appeal to 12 boast about 13 discourage someone from

2a Ask Ss to use the verbs from Ex 1a to complete the questions. Point out that the preposition is already provided. Ss check answers in pairs before whole-class feedback.

Answers: 1 differ 2 appeals 3 involved 4 depend 5 enquire 6 volunteered 7 discourage 8 insist 9 boast

b Ask Ss to ask and answer questions from Ex 2a in pairs. When they finish, have brief feedback on any interesting points.

Further practice

Photocopiable activities: 1A Vocabulary, p169

App: 1A Vocabulary practice 1 and 2

Grammar

Question forms

7a Focus attention on the article in Ex 2a and its ending on p166, explaining that Ss should underline any questions in both parts of the article. Ask Ss to help each other before eliciting examples as a class.

Answers: Don't believe me? ...what have I got to lose? 'Where did you get your magic fairy?' 'What have I told you about talking to strangers?' 'What does ZTC stand for?' 'What?' 'I was just wondering what ZTC stands for.' 'Why don't you ask my brother?' 'Too much sugar?' 'What about you?' 'Who are you going to give them to?' 'So, who gave you those flowers?'

b Point out the four types of question in the grammar box. Write the number of each category on the board, then ask Ss to select an example for each category from their underlined questions. With **weaker classes**, do this together as a class.

Answers:

1 What have I got to lose?
Where did you get your magic fairy?
What have I told you about talking to strangers?
2 Who are you going to give them to?
What does ZTC stand for?
3 So, who gave you those flowers?
4 I was just wondering what ZTC stands for.

1A Grammar 1 Question forms

Welcome to all our new and returning students

1 Put the words in the correct order to make direct or indirect questions, then tick the appropriate box.

- you / could / tell / if / I'm / me / right place / in / the ☐ direct ☐ indirect
for the English class?
- have / you / English / studied / where ☐ direct ☐ indirect
previously?
- did / you / out / how / about / find ☐ direct ☐ indirect
this class?
- ask / can / you / I / whether / studied / have / abroad ☐ direct ☐ indirect
before?
- most / what / you / improve / hoping / to / are ☐ direct ☐ indirect
in this class?
- teacher / was / who / your ☐ direct ☐ indirect
last year?
- did / you / to / when / decide / take ☐ direct ☐ indirect
this course?
- where / I / you / ask / may / got / coursebook / your ☐ direct ☐ indirect
from?
- we / will / finish / time / what ☐ direct ☐ indirect
here today?
- who / pen / does / this / belong ☐ direct ☐ indirect
to?
- where / library / the / you / know / do ☐ direct ☐ indirect
is?
- I / what / wonder / we'll / to / do / have ☐ direct ☐ indirect
for homework.

2 Work in pairs. Take turns to ask and answer the questions. If the question is direct, phrase it as an indirect question.

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1B Grammar 1 Past simple, past continuous, used to, would, keep + -ing

1 Complete the texts with the correct past form of the words in brackets. Use the past simple, past continuous, *used to*, *would* or *keep + -ing*. Use each form at least once. Sometimes more than one form is possible.

Small change, big impact

- a I ¹ _____ (drive) my flatmate crazy because I ² _____ (lose) my keys around the house so often. I ³ _____ (put) them down in a special spot and then ⁴ _____ (forget) where that special spot was. I ⁵ _____ (spend) ages looking for them. Finally, my flatmate ⁶ _____ (put up) a key holder by our front door and ⁷ _____ (insist) that I hung my keys there. It ⁸ _____ (be) simple, but life-changing. I haven't lost my keys since!
- b I ⁹ _____ (look) for ways to simplify my life when I ¹⁰ _____ (read) that many successful people ¹¹ _____ (wear) the same thing every day, like a uniform. Apparently, these people ¹² _____ (save) a lot of time and mental energy by doing this. I ¹³ _____ (not have) a lot of money to spend on new clothes, so I ¹⁴ _____ (build) my uniform over time. I ¹⁵ _____ (decide) to buy clothes that were navy, white or brown. I ¹⁶ _____ (think) it might be boring, but it has definitely made my life easier.
- c I ¹⁷ _____ (find) writing in English difficult. I ¹⁸ _____ (can) think of ideas, but I ¹⁹ _____ (make) a lot of mistakes. I ²⁰ _____ (complain) in class one day when my teacher ²¹ _____ (suggest) that I read my work aloud to check it. I ²² _____ (be) surprised to find that it actually ²³ _____ (help). I ²⁴ _____ (do) it and my writing has become a lot more accurate.



2 Read the texts and answer the questions.

- What life changes have the people made and why?
- Have you ever tried anything similar?

3 Work in pairs and discuss the questions.

- Think of a change you've made in your life (it could be big or small). What was it?
- Did it have a big impact?

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PRESENTATION TOOL

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

Presentation tool:

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

Resources area:

- PDFs of the *Language 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/Language focus

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 together with a larger vocabulary bank in order to navigate more complex situations and communicate more sophisticated ideas and opinions. Grammar and enrichment of vocabulary are a core feature of learning a language and *Roadmap* recognises this by giving them a central role in each of the main lessons:

- Grammar is introduced in context through short listening/reading texts and 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 with fuller explanations in the *Language bank* at the back of the book.
- Each grammar point has one or two controlled practice exercises plus a freer personalised activity designed to offer students the opportunity to say something about themselves or the topic.
- The *Language focus* carries more of a lexico-grammar approach. This is designed to introduce a vocabulary system, rather than include a long, exhaustive list of vocabulary.
- The *Language bank* in the Students' Book, the Workbook and mobile app have additional grammar/language focus practice exercises. There are also further photocopiable 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 better motivation and greater accuracy and fluency. As learners' confidence increases, their willingness to experiment with the language also increases. Speaking is systematically developed in *Roadmap* through the following activities:

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

Listening

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

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

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

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

Reading

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

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

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

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

Writing

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

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

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

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

Review and consolidation

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

- Video clips and extension activities consolidate key language covered in each unit and illustrate some of the quirkier aspects of real life.
- Video clips are 2–3 minutes in length and are designed to entertain learners and provide a bit of light relief.
- Video worksheets (to exploit the language in the videos) are available online.

1

OVERVIEW

1A Talking to strangers

Goal | start a conversation and keep it going

Grammar | question forms

Vocabulary | verbs with dependent prepositions

GSE learning objective

Can engage in extended conversation in a clearly participatory fashion on most general topics

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

GSE learning objective

Can bring relevant personal experiences into a conversation to illustrate a point

1C Personalities

Goal | interview someone about their personality

Language focus | verb + noun collocations

Vocabulary | adjectives of character

GSE learning objective

Can carry out an interview in order to research a specific topic

1D English in action

Goal | contribute effectively to a conversation or discussion

Vocabulary | verbs to describe a healthy lifestyle

GSE learning objective

Can give the advantages and disadvantages of various options on a topical issue

Roadmap video

Go online for the Roadmap video and worksheet.

VOCABULARY BANK

1A Verbs with dependent prepositions

1C Adjectives of character

DEVELOP YOUR SKILLS

1A Develop your listening

Goal | understand common informal conversations

Focus | recognising exaggeration

GSE learning objective

Can recognise the use of hyperbole (e.g. *It's going to take me years to finish this.*)

1B Develop your writing

Goal | write a detailed description of a place

Focus | adding interest to a description

GSE learning objective

Can write detailed descriptions of real or imaginary places

1C Develop your reading

Goal | understand an article with survey results

Focus | understanding cause and effect relationships

GSE learning objective

Can understand cause and effect relationships in a structured text

1A

Talking to strangers

Introduction

The goal of this lesson is for students to practise starting a conversation and keeping it going. To help them achieve this, they will revise verbs with dependent prepositions in this context.

Warm-up

Before the class starts, write the following expressions on the board:

A stranger is a friend you haven't met yet.

Don't talk to strangers.

Ask Ss to work in pairs to decide what the expressions mean and which they agree with in which situations. Invite a whole-class discussion and encourage Ss to give reasons for their ideas. For example, it might be appropriate for children to be wary of strangers in public places or new situations, but adults can be more open in a wider range of settings.

Reading

1 Put Ss in pairs to discuss the last time they spoke to a stranger and what happened. When they finish, ask a few pairs to share their stories with the class.

2a Tell Ss they are going to read a magazine article about talking to strangers. Focus attention on the questions, asking Ss to read quickly to find the answers. Allow a few minutes for Ss to read alone, then put them in pairs to compare ideas. When they finish, elicit answers and write them on the board.

Answers:

- 1 His strategy was to begin talking to strangers by asking them questions. The results were not good. He didn't manage to start any conversations.
- 2 The author started making a comment on something and then asking a question. This was more successful and he had a conversation.

b Tell Ss they will read again for more detail. Refer them to the questions and allow a few minutes. Monitor and help if necessary. When they finish, ask Ss to discuss answers in pairs, then have whole-class feedback.

Answers:

- 1 People who talk to strangers are happier, more creative and less likely to have a heart attack.
- 2 because she thought the answer to the question was very obvious
- 3 because the bus was nearly empty (and in the UK people don't usually sit next to another person if there are other seats that are free)
- 4 He told the woman that he had read the book when he hadn't.

3a Ask Ss to discuss the questions in pairs for a few minutes. Point out that this is a matter of personal opinion. In feedback, ask different pairs for their responses to each question. Write suggested answers to the first question on the board.

b Ask Ss to turn to p166 to check their answers. Look back at the board to see whose answer was closest.

Vocabulary

Verbs with dependent prepositions

4 Ask Ss to find the first underlined verb in the article (*suffer*) and to tell you which preposition follows (*from*). Establish that we call this a dependent preposition. Ask Ss to go through the rest of the text and circle the dependent preposition that follows each underlined verb. Check answers with the whole class.

Answers: suffer from, think about, smile at, believe in, stand for, belong to, concentrate on, deal with

Vocabulary checkpoint

Ss often struggle with dependent prepositions as they seem to vary randomly and have little logic. Discuss with Ss how they can help themselves, for example by recording each new verb with its preposition as well as creating meaningful examples. Point out that translating the verb alone does not help with being able to use it accurately in a sentence. Elicit that the prepositions in the text can be followed by nouns or *-ing* verb forms.

Check that Ss are clear that these verbs + dependent prepositions are different from phrasal verbs. With phrasal verbs, often the meaning of the verb changes (for example, *look up* a word in the dictionary). A dependent preposition does not affect the meaning of the preceding verb. It's just a grammatical link to the verb's object.

5 Refer Ss to the exercise to underline the correct prepositions. Complete the first example together, then ask them to continue alone before checking in pairs. Go through the answers, asking individual Ss to read each sentence aloud so that you can drill as needed. Point out that the verb is usually stressed and the preposition is not, which is why Ss often fail to hear it.

Answers: 1 about 2 at 3 in 4 on 5 from 6 on 7 to 8 with 9 on

Optional extra activity

For further practice, ask Ss to make a list of more verbs that need a dependent preposition. They can work in pairs initially, then share as a class to make a list for everyone to copy into their notebooks. With **weaker classes**, you may need to provide some common examples, such as *consist of*, *decide on*, *depend on*, *pay for*, *wait for*. With **stronger classes** point out cases where the preposition varies according to the object: *play with a toy/for a team*, *complain about something/to someone*.

6 Look at the example conversation as a class. Tell Ss to choose around five comments or questions from the exercise and improvise a conversation. Monitor and help if necessary. When they finish, ask a few confident pairs to perform their conversations for the class.

VOCABULARY BANK 1A p156

Verbs with dependent prepositions

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 match the correct prepositions in the box with the verbs. Ss check answers in pairs before whole class feedback.

Answers: a to b in c to d about e on f from g from h about i on j in k in l from m for

b Ask Ss to match the verbs from Ex 1a with their meanings. Go through answers as a class.

Answers: 1 differ from 2 believe in 3 involve someone in 4 suffer from 5 belong to 6 specialise in 7 depend on 8 enquire about 9 insist on 10 volunteer for 11 appeal to 12 boast about 13 discourage someone from

2a Ask Ss to use the verbs from Ex 1a to complete the questions. Point out that the preposition is already provided. Ss check answers in pairs before whole-class feedback.

Answers: 1 differ 2 appeals 3 involved 4 depend 5 enquire 6 volunteered 7 discourage 8 insist 9 boast

b Ask Ss to ask and answer questions from Ex 2a in pairs. When they finish, have brief feedback on any interesting points.

Further practice

Photocopiable activities: 1A Vocabulary, p169

App: 1A Vocabulary practice 1 and 2

Grammar

Question forms

7a Focus attention on the article in Ex 2a and its ending on p166, explaining that Ss should underline any questions in both parts of the article. Ask Ss to help each other before eliciting examples as a class.

Answers: Don't believe me? ... what have I got to lose?
'Where did you get your magic fairy?'
'What have I told you about talking to strangers?'
'What does ZTC stand for?' 'What?'
'I was just wondering what ZTC stands for.'
'Why don't you ask my brother?' 'Too much sugar?'
'What about you?' 'Who are you going to give them to?'
'So, who gave you those flowers?'

b Point out the four types of question in the grammar box. Write the number of each category on the board, then ask Ss to select an example for each category from their underlined questions. With **weaker classes**, do this together as a class.

Answers:

- 1 What have I got to lose?
Where did you get your magic fairy?
What have I told you about talking to strangers?
- 2 Who are you going to give them to?
What does ZTC stand for?
- 3 So, who gave you those flowers?
- 4 I was just wondering what ZTC stands for.

8 Ask Ss to work in pairs to ask and answer the grammar questions. Check answers with the whole class and be prepared to give further explanations or examples where necessary.

Answers: 1 have 2 be 3 Ss' own answers
4 subject + verb + object (as in normal affirmative statements)

9a 1.1 Tell Ss they are going to listen to some conversations and they should decide whether the questions are for a friend or a stranger, and to think about the factors that led them to each decision. Once you have played the recording, elicit answers, discussing whether the questions are for friends or strangers and how we know.

Answers:
1 Could you tell me what the time is?
2 What are you reading?
3 I was just wondering where you bought that.
4 Why did you buy that?
5 Do you know where the entrance is?

Questions for strangers (1, 3 and 5):
tend to use indirect question phrases
tend to start at a higher pitch
tend to use more exaggerated intonation

Questions for people you know (2 and 4):
tend to use direct questions
tend to start at a lower pitch (unless expressing surprise or other strong emotions) and use less exaggerated intonation.

Audioscript 1.1

- 1**
A: Could you tell me what the time is?
B: Yes, it's half past one.
A: Great. Thanks.
- 2**
A: What are you reading?
B: An article about how to make friends.
A: Sounds interesting!
- 3**
A: Excuse me. I was just wondering where you bought that.
B: This sandwich? Just down the road at the café.
A: OK. Thanks.
- 4**
A: Why did you buy that?
B: This hat? I thought it looked good.
A: Oh. It's ... different.
- 5**
A: Do you know where the entrance is?
B: Yes, it's just over there.
A: Thanks a lot.

b Ask Ss to listen again and repeat each question. Share the information in the Pronunciation checkpoint if you think it's useful.

Pronunciation checkpoint

When we are being polite, we tend to use a wider pitch range and start and end at a higher pitch. This attracts and engages the person we are speaking to and is also a feature of speech when we talk to young children. When we are with friends or family, we don't need to make so much effort and our pitch can be flatter. Knowing this helps Ss with their listening and exaggerating their range by copying a recording or their teacher is a useful awareness-raising exercise.

10a This exercise assesses how accurately Ss can make the question types seen in the grammar box. Write the first sentence starter on the board with the word in brackets and elicit the completion (*you where you bought them*). Discuss why this answer is correct (it follows the word order of an indirect question). Ask Ss to continue completing the sentences alone then check in pairs, referring to the grammar box. Check answers with the whole class and accept reasonable variations. Remind Ss to stress the key words and drill a few examples to consolidate if necessary.

Answers:
1 Can I ask (you) where you bought them? (indirect question)
2 I wonder who it belongs to? (indirect question)
3 Who cut it (for you)? (subject question)
4 Where did you go to school? (QASV)
5 What are you smiling about? (preposition question)
6 I'd love to know who designed it. (indirect question)
7 Which train are you waiting for? (preposition question)
8 Could I ask how long you've had yours / your phone? (indirect question)

b This is an opportunity to personalise the language. Ask Ss to try and include all four question types from the grammar box in their set of questions. With **weaker classes**, complete one example of each question type as a class. As they work, monitor and correct. There is no need for whole-class feedback as all their questions will be different, but you can elicit some good examples and deal with queries. When they finish, ask Ss to move around the class asking each other their questions.

LANGUAGE 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 check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 a Have you known the Swanns for a long time?
b Can I ask you what you think about the sports centre?
c What kind of after-school activities does it offer?
d What made you decide to join it?
e Which school does your daughter go to?
f Could you tell me if the Black Horse restaurant is near here?

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

Further practice

Photocopiable activities: 1A Grammar 1, p167;
1A Grammar 2, p168
App: 1A Grammar practice 1 and 2

Speaking

Prepare

11 Ask a student to read the instruction to the class or read it yourself. Tell Ss to work in pairs to write the conversation starters. Monitor and help. Allow a few minutes for this. There is no need for feedback, but stop when all Ss have written at least two conversation starters.

Speak

12 Point out the Useful phrases. Put Ss in groups of three and allocate role A, B or C to each. With **weaker classes**, get a stronger group to demonstrate the activity, then ask all groups to start. Monitor and make notes on good language or language for correction. When they finish, write some examples of good language and errors for Ss to correct on the board, focusing particularly on question formation.

Optional extra activity

If you have time, repeat the activity twice more, changing roles each time so that each student gets the chance to do each role.

Reflection on learning

Write the following questions on the board:

*How confident did you feel forming all the question types?
In what situations do you think you'll use these questions in the future?*

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

Homework ideas

If you are in an English-speaking country and you feel it's appropriate, give Ss a speaking homework: to start a conversation with a stranger in a public place.

Language bank: 1A Ex 1–2, pp.136–137

Workbook: Ex 1–5, p4

App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 1B

Extended route: go to p86 for Develop your listening

1B

Life lessons

Introduction

The goal of this lesson is for students to describe an experience and a life lesson. To help them achieve this, they will learn phrases to describe emotions and revise a range of past verb forms in the context of experiences.

Warm-up

Before the class starts, ask Ss in pairs to discuss where they go for advice: family, friends, social media, teachers, etc. Ask Ss to consider whether they go to different people/places for different kinds of advice (for example, for work, relationships, health or money). While they are working, monitor and help with vocabulary. When they finish, elicit feedback and see which people or places are the most popular for advice. Write useful vocabulary on the board.

Listening and vocabulary

Emotions

1 Put Ss in pairs and give them a few minutes to discuss the question. When they finish, elicit answers.


Teaching tip

Ss are not always ready to discuss their personal feelings. At the start of a lesson, they can also feel a bit rusty and uncomfortable speaking in English and may find it difficult to get started. To help them, give a simple example yourself, which is not too personal. This gives them an idea of what to expect and a model of how to express it. Most Ss also like to hear what their teacher has to say.

2 Focus attention on the quotes, asking Ss in pairs to discuss the questions. Complete the first together as an example. When they finish, elicit answers and discuss as a class, clarifying any vocabulary as necessary.

Possible answer:

3 **b** and **e** possibly contradict **d** because **b** and **e** don't appear to allow for anything but the best outcome, whereas **d** allows – if not encourages – failure along the way.

3  **1.4** Tell Ss they're going to listen to four people talking about an experience where they learnt something. They should listen and match each person to a life lesson from Ex 2. **Stronger classes** can make notes while listening, then discuss in pairs and decide which life lesson links to each speaker. **Weaker classes** can look at the life lessons and mark them 1–4 as they listen. Check answers with the whole class.

Answers: 1 c 2 d 3 a 4 f

Audioscript 1.4

1

A few years ago, I was going out with this guy and he was like ... perfect, you know, or so I thought at the time. Cute, funny, clever. We used to hang out together all the time. I was like totally in love, I mean head-over-heels. We'd spend every moment together, you know, we were inseparable. So anyway, one day, I was eating a sandwich at work, having my lunch break, and I got this text from him and he said he was breaking up with me. Just like that! Totally out of the blue, you know. It was completely devastating, and like, what was worse, I didn't have anyone

to turn to. I'd completely lost touch with all my friends just to be with this guy. For a couple of days I felt totally numb but then I went and found my old friends. They were still hanging out in the same place, and I cried, like, I just bawled my eyes out and they were great, I mean really great. I learnt my lesson, you know? I'm not doing that again.

2

A couple of years ago I was preparing for this engineering exam – The Undergraduate Aptitude Test in Engineering. I was studying hard, you know, I'd get up, have breakfast, go to the library, then I wouldn't come home till eight or nine at night. I really needed to pass. There was a lot of expectation, a lot of pressure on me and I needed a good mark to get a place at university. ... So, I took the exam and I felt reasonably confident and on the day of the results I checked the website, you know, my hands were shaking, and guess what? I'd failed. Completely failed. No place at university, no future in engineering. I felt so ashamed. ... For days, I didn't know what to do. I didn't tell my parents. I didn't eat, I didn't sleep, I was quite literally in shock. I just kept crying. ... Three or four days I carried on like that and then finally, my friend asked me a question. She said, 'Do you really want to be an engineer?' I was so surprised because no one had ever asked me that, but I realised that yes, I really did want to be an engineer. So I took a year out, got a job and studied really hard for the exam all over again. And when I took the exam a second time, ... I passed! I think I was really determined not to fail again.

3

This sounds really unimpressive as a story but for some reason it changed my life. So, ... one day in secondary school, it was raining and we were sitting in the classroom waiting for our English lesson to start. And, you know, I wasn't a great student. I mean, I wouldn't really misbehave or anything but I used to spend most of my time daydreaming. Anyway, the teacher walked in and switched off the lights, which was odd, and he said, 'Today I just want you to listen to the rain. So, at first we were playing around, making jokes, but after a while we all kind of calmed down and the only noise was the sound of rain. Just the rain. 'Don't think,' he said, 'just listen'. And the rain kept falling and we kept listening. ... and after 40 minutes or so, by the end of the lesson, I felt completely calm – just completely ... present ... in the moment, and I just wanted to express myself, you know, to write. It had a big, big impact on me and ever since then, I've written every day in my journal. Before that, I never used to have any ambitions but, since then, ... yeah, that lesson, you know, it really inspired me to become a writer.

4

I always felt that I never measured up to my older brother. I used to think that he was better than me. He was the high achiever while I was just average. He would get the high marks at school while I would just get the average marks. He was always studying while I was just hanging out with friends. This thought followed me all through my 20s. ... Then one day, I got a new job, a good job and I was so happy, I simply couldn't believe my luck, and my brother said, 'It's not luck. You've always been the smart one.' And I said, 'What? What are you talking about?' And he said, 'You've always known how to be happy and get what you want. I've always had to work hard, but you sail through life!' And this completely blew my mind, you know, I realised what a total fool I'd been to always think that I was inferior to my brother.

4a Ask Ss to look at the words in the box and discuss any they are not sure of. Ask Ss to complete each sentence with a word in the box, working alone, then in pairs and discussing what caused the feelings.

b Ask Ss to listen again and check their answers. In feedback, confirm answers with the whole class. Ss may or may not remember what caused the feelings. Drill phrases chorally.

Answers: 1 devastating 2 felt 3 out 4 ashamed 5 in 6 big 7 me 8 luck 9 blew 10 fool

Vocabulary checkpoint

At this level, Ss should have awareness of lexical 'chunks', where a fixed or semi-fixed phrase is made up of a group of two or more words and should be memorised as a single unit of language. In feedback, help learners to notice chunks by underlining the key unchangeable elements and noticing which parts can change. For example:

3 *bawl my/your eyes out*: The verb *bawl* is rarely seen outside this phrase.

5 *I was in shock* is fixed, but *quite literally* can be added for emphasis.

9 *blew my mind* is unchangeable, but *completely* can be replaced with *totally, just, absolutely, etc.*

Optional extra activity

For further practice, ask Ss to work in pairs. Student A says a key word from each phrase and Student B should then try and say the whole phrase, for example:

A: bawl **B:** I bawled my eyes out.

A: luck **B:** I couldn't believe my luck.

5 This activity asks Ss to comment on and respond to the content they have listened to in Ex 3. Ask Ss to discuss in pairs, then share ideas as a class. There are no fixed answers.

Optional extra activity

Ask Ss to sit in small groups and retell one of the four experiences, aiming to include the phrases focused on. **Weaker classes** can look at the vocabulary when retelling, to act as prompts.

Stronger classes can try without. **Fast finishers** can retell more than one experience.

Further practice

Photocopiable activities: 1B Vocabulary, p172

App: 1B Vocabulary practice 1 and 2

Grammar

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

6 Ask Ss to tell you when the experiences in the recordings happened, present or past. Elicit 'past' and tell Ss you're now going to look at the verb forms used. Focus attention on the words in the box, then ask Ss to use them to complete the grammar box. Check answers with the whole class, giving further explanations or examples where necessary. With **weaker classes**, do this activity as a class. Go over the question and negative forms, especially with *used to* where the spelling changes to *use to*.

Answers: 1 complete 2 main 3 background 4 continuous 5 many times 6 longer

7 This exercise checks if Ss have absorbed the rules covered in the grammar box. Write the first pair of sentences on the board, asking Ss to decide individually which is correct and then discuss in pairs. If Ss show any doubt, refer them to the grammar box before moving on. Ss choose the correct sentences alone, then check in pairs. Monitor to see how they are doing. Check answers with the whole class by asking individuals to read the correct sentence aloud, then discussing the reason for their decision.

Answers:

- 1a** *Hate* is a state verb and they are not generally used in the continuous. The second sentence is possible, but the first is more likely.
- 2a** Both are completed actions, so they need the past simple. Past continuous implies she didn't finish making the sandwich which is illogical because she ate it!
- 3b** The subject and auxiliary are unnecessarily repeated. This is a stylistic issue.
- 4a** *Would* is not used for state verbs like *adore*. *Would* is used for repeated actions.
- 5b** The thinking was repeated while the speaker was awake, so *kept + -ing* is more appropriate.

Grammar checkpoint

Discuss with Ss why we need to have a range of past forms. Up to now, Ss have probably managed with using mainly the past simple. Point out that to fully express themselves and to clarify the timing and frequency of events they need to use a range of past forms. Let Ss know that you will give extra credit to them if they try to use a range of past forms in their written work.

- 8a** 1.5 Ask Ss to look at the sentences and the underlined verbs, which are negative. Ask them to listen and notice how *n't* is pronounced. When they finish listening, discuss as a class.

Answers:

When the verb/word immediately after starts with a consonant sound, we tend not to pronounce the *t* of the *n't*:

I wasn't working, I didn't really...

When the verb/word immediately after starts with a vowel sound, we may or may not pronounce the *t* of the *n't*. If we do pronounce it, we link it to the first syllable of the next word:

I wasn't interested

- b** 1.6 Ask Ss to listen to the recording again and repeat.
- 9** This exercise checks if Ss have absorbed the rules when seen in context. Complete the first example as a class, then ask Ss to decide individually which alternatives are correct and then discuss in pairs. Go through the answers as a class, writing them on the board to ensure that Ss record the correct ones.

Answers: 1 didn't use to worry 2 was playing
3 started 4 wanted 5 would never ask
6 really thought 7 was sitting 8 chatting 9 came
10 wondered 11 decided 12 said 13 realised

Optional extra activity

Ss work in pairs and take turns to read the complete, corrected text to each other, focusing on pronunciation. Some Ss enjoy this form of self-drilling. Monitor and give feedback on, for example, their pronunciation of regular past tense endings such as *realised* or *started*, or weak forms of *was* and *were* in past continuous.

- 10** Tell Ss they now have a chance to personalise their practice. Give them a few minutes to think and make a few notes, then put them in pairs to discuss. Monitor and help if necessary. When they finish, ask a few pairs to share interesting stories they heard, then pick up on any errors during feedback.

LANGUAGE 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 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 joined 2 was studying 3 had/used to have
4 knew 5 kept interrupting 6 used to/would discuss
7 came across 8 was sitting 9 looking 10 didn't tell
- 2 1 When my brother and I were younger, we ~~didn't used~~ to go anywhere without each other.
2 We were horrified to see that the ferry ~~left~~ *was leaving* the port as we arrived.
3 When I was little I ~~was used to having~~ *used to have/had* almost golden hair, but it turned to a mousey brown before I was ten.
4 There was a man in the dentist's waiting room who kept *tapping* his foot. It was so annoying!
5 I shared a bedroom with my older sister until she ~~was leaving~~ *left* home.
6 Where we live, we don't usually have snow, but one winter I ~~used to stay~~ *stayed* with my cousins in Canada, where we had snow all the time.
7 ✓
8 The actor was just standing silently on the stage, *waiting* for the people in the audience to stop talking.

Further practice

Photocopiable activities: 1B Grammar 1, p170;

1B Grammar 2, p171

App: 1B Grammar practice 1 and 2

Speaking**Prepare**

11a Remind Ss of the topic of life lessons and read the example together. Give Ss time to think of their life lesson before writing it down and sharing it with a partner.

Optional alternative activity

If your class is very young and they lack life experience, they may struggle to come up with life lessons. Discuss this when setting up the activity. Point out that the example given could be a young person and that they could think about everyday situations, such as their study habits or relationships with siblings or friends. If they really can't think of anything, they can use the experiences that they heard earlier or talk about a famous person who has made a public mistake and learnt from it.

- b** Read the instruction as a class. Give Ss plenty of time to think and make notes about their experience, using the bullet points to organise their thoughts. Point out that this is a chance to practise some of the language studied in this lesson. Monitor and help with ideas and language.

Speak

12a Ask Ss to read through the Useful phrases, then put them in small groups to tell each other. Encourage them to ask follow-up questions. Monitor and listen to their control of the verb forms and phrases studied.

- b** Ask Ss to reflect and comment on what they have learnt from each other.

Teaching tip

Observe Ss during fluency activities and make notes on their language use. Look for common problem areas in vocabulary or grammar. When 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, write the phrase/word and ask Ss to say it, then model it yourself so they can hear the difference. Try and include examples of positive language use in your feedback as well, so Ss don't feel disheartened.

Reflection on learning

Write the following questions on the board:

How confident do you feel about describing experiences and emotions?

How do you plan to 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 the life lesson they talked about in Ex 12a.

Language bank: 1B Ex 1–2, pp.136–137

Workbook: Ex 1–5, p5

App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 1C

Extended route: go to p116 for Develop your writing

1c Personalities**Introduction**

The goal of this lesson is for students to interview someone about their personality. To help them achieve this, they will revise verb + noun collocations and adjectives in the context of describing character.

Warm-up

Ask Ss to work in pairs to make two lists of character adjectives, positive and negative. In feedback, see how many they have and elicit some ideas. Tell them that this is the topic of today's lesson. With **weaker classes**, leave the suggestions on the board so Ss can use them during the lesson. Put Ss in pairs and ask them to describe themselves and explain their reasons. Give an example yourself to show what they need to do, for example: *I'm quite anxious. When I'm travelling I have to leave very early in case there's a problem getting to the airport. Then I spend ages waiting around!* When they finish, ask Ss if they are similar to their partner or if they learnt anything surprising.


Vocabulary and listening**Adjectives of character**

1 Refer to the photos and discuss the first question as a class. Then ask Ss to write two or three personality adjectives for each person in the photos. Put Ss in pairs to compare ideas and discuss the other questions, then have a whole-class discussion to see if Ss agree.

Suggested answers:

- 2 A** adventurous, brave, confident, excited, exhilarated
- B** confident, successful
- C** suspicious, threatening
- D** hard-working, calm, organised, confident, successful
- E** nervous, excited

2a Focus attention on the beginning of the article. Ask Ss to suggest personality adjectives starting with the letters C, E, A and N and write the words on the board.

b  **1.7** Ask Ss to listen and note the adjectives. Ss then compare in pairs before whole-class feedback. See if any of their predictions were correct.

Answers: C = conscientious E = extrovert A = agreeable
N = neurotic

Audioscript 1.7

The 'O' of the first character trait is being 'open to experiences'. People who are open to experiences like trying new things and tend to be adventurous, while people who are less open prefer familiar people and events and tend to be more cautious.

The second character trait is conscientiousness. People who are conscientious take a lot of care when they do things and like to do them very well. For example, when a conscientious person writes an essay, they make sure they don't have any spelling mistakes. Conscientious people tend to be very organised, but sometimes it can be difficult to change their minds. Less conscientious people are more flexible but can also be careless sometimes.

The third character trait is extroversion. Extrovert people like meeting new people. They enjoy going out and socialising. People who are extrovert tend to be outgoing, while people who are less extrovert tend to be more reserved and don't like socialising so much.

The fourth character trait is agreeableness. People who are more agreeable tend to like helping others. They are more trusting and think that other people are basically good. Less agreeable people are more suspicious. They tend to care less about what other people think and often believe that other people are selfish.

The 'N' of the final character trait is for neurotic. Neurotic people have strong and difficult emotions. They tend to be nervous and can get depressed easily. Less neurotic people are more emotionally stable and confident.

Everyone can be placed somewhere on these five scales and once you know where each person is, you get an idea of their personality. For example, you will know if someone is a bit of a rebel who likes to take risks and break the rules, or more of a conformist who prefers to stick to the rules and minimise risks. So, what kind of person are you?

3a Refer Ss to the adjectives in the box. Ask them to listen again and note down the adjectives at the correct points on the scales. Ss compare in pairs before whole-class feedback. Discuss the meaning of words they are unsure of and work on pronunciation, including word stress, drilling chorally and individually.

Answers:

- 1** adventurous, cautious
- 2** organised, careless
- 3** outgoing, reserved
- 4** trusting, suspicious
- 5** nervous, confident

Teaching tip

The scale task in Ex 3a helps with meaning. If Ss like this, introduce them to other visual ways of linking up vocabulary such as vocabulary spidergrams or mindmaps. Drawing and using graphs or grids are all visual ways of showing vocabulary. Encourage Ss to look through their books and organise vocabulary in different ways.

Pronunciation checkpoint

In order to be confident using new vocabulary, Ss need to be able to pronounce new words with the correct stress. Go over longer words in particular, eliciting the stressed syllable and marking the stress on the board. Point out unusual sounds that do not reflect the spelling. For example: *conscientious* /kənʃi'enʃəs/, *cautious* /'kɔːʃəs/.

b Put Ss in pairs to discuss. Monitor and help if necessary. When they finish, give feedback on pronunciation of new words.

Optional extra activity

Ss write down three people who know them well, such as a parent, sibling, friend or employer. They then write three character adjectives beside each person. The adjectives should describe what each person is likely to think of the student who writes them down. For example, an employer might think you are conscientious, but a parent might think you are lazy! Ss read each set of adjectives to their partner who must guess who thinks their partner is like this. This could be a good option for **stronger classes** or classes that need extra speaking practice.

VOCABULARY BANK 1C p156

Adjectives of character

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 Ask Ss to complete the table with the adjectives in the box. They can use guesswork, or their devices or dictionaries, depending how much time you have. Ss check answers in pairs before whole-class feedback. Drill the vocabulary.

Answers:

	similar meaning	opposite meaning
brilliant	<i>intellectual</i>	<i>foolish</i>
content	<i>cheerful</i>	<i>miserable</i>
decent	<i>respectable</i>	<i>dishonest</i>
optimistic	<i>positive</i>	<i>pessimistic</i>
organised	<i>efficient</i>	<i>disorganised</i>
thoughtful	<i>caring</i>	<i>thoughtless</i>

2 Ask Ss to use vocabulary from Ex 1 to describe the people. Remind them that there is sometimes more than one possible answer. Ss check answers in pairs before whole-class feedback.

Answers: **1** decent, respectable **2** disorganised
3 optimistic, positive **4** foolish **5** miserable
6 thoughtful, caring

3 Ss work in pairs to describe people they know. If you have plenty of time, they can write a paragraph about someone they know.

Further practice

Photocopiable activities: 1C Vocabulary, p175

App: 1C Vocabulary practice 1 and 2

Language focus

Verb + noun collocations

4a Refer Ss to the quiz. Ask them to work in pairs to discuss any words and phrases they are unsure of. After a few minutes, have a whole-class discussion to clarify any vocabulary.

b Ask Ss to take turns asking and answering the quiz questions. At the end of the quiz, Ss should turn to p166 to read their results.

c When they finish the quiz, ask Ss to discuss in their pairs if they agree with the quiz results, then discuss as a class.

5 Ss will probably have noticed numerous collocations in the quiz. Refer them to the explanation of collocations in the Language focus box, then ask them to complete the collocations using the quiz. Go through the answers as a class. With **stronger classes**, ask Ss to suggest other verbs that can collocate with the nouns, for example: *change* your mind, *make up* your mind.

Answers: **1** speak **2** meet **3** wait **4** lose **5** keep
6 make **7** break **8** voice **9** take **10** resolve **11** take
12 remain **13** take **14** make **15** return **16** make

Optional extra activity

Ss work in pairs. One says the noun or noun phrase and their partner tries to remember the collocating verb without looking at their book. They change roles after a few turns.

6a Ask Ss to complete the sayings with an appropriate form of a collocation from Ex 5. Ss work alone, then discuss answers together. In feedback, check answers with the whole class and discuss the meaning of the sayings.

Answers: **1** speak **2** Meeting **3** lose, lose **4** voice
5 keep, keep **6** remain **7** resolve

b **1.8** Ask Ss to underline the words given, then listen to the sayings. Ask Ss to discuss how the words are pronounced and see if they can tell you why. Share the information in the Pronunciation checkpoint if you think the Ss will find it useful.

Answers: *Your*, *the* and *a* are unstressed so the vowel sound becomes /ə/.

Pronunciation checkpoint

Ss should be aware of sentence stress, where the key information-carrying words are louder and longer. The unstressed words are shorter and often reduced to a weak form including the schwa sound /ə/. Articles are most often pronounced in this way, so point out that this is why some Ss sometimes miss them out – they can't hear them easily.

c Play the recording again sentence by sentence, asking Ss to repeat chorally and individually.

7 Ask Ss to work in pairs to discuss which sayings they agree with and why. When they finish, have whole-class feedback to see which are the most popular.

LANGUAGE BANK 1C 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 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 make time 2 take notes (also: make notes)
 3 take part in 4 remain calm 5 make sense
 6 making mistakes 7 follow the rules
 8 taking the exams 9 meet deadlines 10 take charge
 11 make the most of 12 great success

Further practice

Photocopiable activities: 1C Language focus 1, p173;

1C Language focus 2, p174

App: 1C Language focus practice 1 and 2

Speaking**Prepare**

8a 1.9 Tell Ss they are going to listen to part of a student interview using a questionnaire and they should underline the correct word to complete the title. When they have listened, elicit the answer.

Answer: extrovert

Audioscript 1.9

Emily: OK, Rudi, question nine. Do you make time to see your friends most days of the week?

Rudi: Um, no, not really.

Emily: Why not?

Rudi: Well ... I like my own company. I don't want to meet up with friends every day, that's too tiring.

Emily: OK, good answer, Rudi. And question ten ...

Rudi: Is that the final question, Emily?

Emily: Yes, final question, here it is – and I think I know the answer already: do you find it difficult to remain calm during a discussion?

Rudi: Um, no, not at all. I find it quite easy.

Emily: OK. Why?

Rudi: Well, I prefer listening to talking. If everyone is talking, then no one is listening and that's a bit stressful.

Emily: All right, that's your ten questions, Rudi, and eight of your answers were 'no', so I think that makes you more reserved than outgoing. Do you think that's right?

Rudi: Yes, I think so, although I'm not always reserved.

Emily: No, not always, I understand that, but in general you're more reserved than outgoing.

Rudi: Yes, I think that's right. OK, now my questions for you, Emily. Question one, how ...

b Ask Ss to read the questions before they listen again and tell them to note the answers as they listen. With **weaker classes**, you may want to listen a third time. After they listen, put Ss in pairs to compare, then elicit the answers from the class.

Answers:

- 1 ten
 2 that he's more reserved than outgoing
 3 yes, fairly accurate

9 Tell Ss they are now going to write their own questionnaire. Ask them to choose one of the personality traits from Ex 3a and write ten questions. Read through the guidance points together. Give them a few minutes to decide what to focus on and start to make notes. It's important that they write yes/no questions. Monitor and help where necessary.

Optional alternative activity

Some Ss may benefit from preparing in pairs, particularly **weaker classes** or groups that need more speaking practice. They can share ideas and discuss. Both Ss need to write down all the questions, however, for the speaking stage that follows. Re-pair Ss for the speaking stage so that they can answer new questions. **Weaker pairs** can write fewer questions.

Speak

10a Put Ss in pairs to ask their questions, taking turns to speak. Monitor and encourage pairs to give a follow-up assessment of their partner, according to their answers.

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

Reflection on learning

Write the following questions on the board:

*How easy did you find it to write and ask the questionnaire?
 In what situations do you think you could 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 practise their questionnaire on an English speaker outside the class.

Language bank: 1C Ex 1, pp.136–137

Workbook: Ex 1–5, p6

App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 1D

Extended route: go to p96 for Develop your reading

1D English in action**Introduction**

The goal of this lesson is for students to contribute effectively to a conversation or discussion. To help them achieve this, they will revise verbs to describe a healthy lifestyle.

Warm-up

Ask Ss to pair up and discuss what they consider to be the main factors in a healthy lifestyle, for example: diet, exercise, sleep, socialising. After a few minutes, lead whole-class feedback to see if Ss agree and add relevant vocabulary to the board.

Vocabulary

Verbs to describe a healthy lifestyle

1 Refer to the pictures and ensure Ss know what they are. Ask pairs to discuss the questions. When they finish, have a whole-class discussion, talking about each item in turn. There are no fixed answers.

Optional extra activity

Describing the purpose of each item previews the language that is focused on in the next task. With **weaker classes**, use feedback time during Ex 1 to feed in some of the language from Ex 2a and write it on the board, so that when they come to it, they are prepared.

2a Read the example together. Point out that some of the sentences could apply to more than one picture. Put them in pairs to discuss, labelling each sentence with letters A–H. Monitor and help with any vocabulary where necessary. When they finish, ask pairs to share their ideas with the class. Drill new vocabulary that they struggle with.

Suggested answers:

1 B, D, E, H 2 B 3 E 4 F, G 5 A, C 6 D 7 G 8 F, G

b Look at the example question together. Drill the question, then ask Ss to suggest another one in the same format. Demonstrate the exchange with a **stronger student**, then put Ss in pairs to continue. Monitor and help if necessary. When Ss finish, ask a few pairs to ask and answer in front of the class.

Listening 1

3a 1.10 Explain that Ss are going to listen to a discussion about diet and exercise. Tell them to look at the pictures and tick the ones that are mentioned. Check answers as a class.

Answers: vending machine, fitness app

Audioscript 1.10

- A: ... so a friend of mine at work is training to do a marathon, so she's kind of inspired me, you know, to get healthy again.
 B: Sounds like a good idea.
 A: I know, right? None of us are getting any younger, are we? We can't keep eating chocolate every day and expect to stay healthy!
 C: You've got a point. But you'll never guess what they've done at my work.
 A: What?
 C: They've replaced all the chocolate and sugary snacks in the vending machines with fruit and water.
 A: What, all of it?
 C: Yep, the whole lot. You can't get a sugary snack anywhere now. It's ridiculous. They're treating us like children.
 B: I'm not really with you on that one. They're not saying you can't have sweet snacks. They're just saying that they're not going to sell them to you.
 C: Yeah, but come on. We've had chocolate in the vending machines for years.
 B: Times change, I guess. It's not the same as it was in the past.
 A: How did you come to that conclusion?
 B: Well, I think now companies have a duty to look after their staff ...
 A: That's a good point. Maybe they have a duty to look after their clients, too, when they visit your workplace.
 C: Yeah ...
 B: That reminds me of a story I read in the paper last week. A bank somewhere has started giving its customers a higher interest rate if they do more exercise.
 A: You're not serious!
 B: I *am* serious. The more exercise you do, the more interest you earn. I think you have to walk three kilometres a day to earn their highest interest rate.

- C: I bet that's difficult to measure.
 B: I don't think so. When you open an account, you get a free fitness app and the app counts your steps every day. You don't have to do more exercise, but it definitely encourages you to.
 C: In my experience that kind of thing never works.
 B: What makes you say that?
 C: Well it just feels like they're punishing you for not doing enough exercise. I mean, I have a busy life, you know. I don't have time to walk three kilometres a day.
 B: You might be right I guess. But then again, you could look at it another way. You could see it as a reward for doing exercise rather than a punishment for not doing it.
 C: Well, it certainly doesn't seem like that to me ...
 A: Yeah, that's an interesting thought actually. I like the idea. The advantage is that you ...

b Tell Ss they are going to listen again for more detail. Give them time to read the questions before listening and making notes. Ask Ss to compare in pairs after they listen, then go through the answers as a class.

Answers:

- 1 He's been inspired by a friend at work who's training to do a marathon.
- 2 She's not happy. She thinks it's ridiculous.
- 3 Companies have a duty to look after their staff.
- 4 by giving them a higher rate of interest if they exercise more
- 5 She's too busy to walk three km a day.
- 6 as a reward rather than a punishment

4 Ask Ss to complete the Useful phrases alone, using the words in the box. They should be able to do this without listening again. Go through the answers as a class. With **weaker classes**, drill the sentences.

Answers: 1 point 2 with 3 conclusion 4 bet
 5 experience 6 look

5 Ask Ss to complete the conversations with phrases from the Useful phrases box. Ss can compare in pairs, then go through the answers.

Answers: 1 be right 2 that conclusion 3 an interesting
 4 to me once

Optional extra activity

Nominate Ss to read the conversations across the class. Drill as needed.

Listening 2

6a 1.11 Tell Ss they will now listen to more of the discussion. Ask them to read through the sentences and mark them T or F as they listen. Put them in pairs to check answers and correct the false sentences. Go through the answers as a class.

Answers:

- 1 T
- 2 F Norway introduced a sugar tax in the 1920s.
- 3 T
- 4 F He thinks they weren't effective because everyone ignored them.
- 5 F In the end they agree that you shouldn't do this.

Audioscript 1.11

- B: ... but if you really want to improve people's health, I mean, you know, improve everyone's health, then you've got to start with children. You've got to do something about *their* health first.
- A: Yeah, but what? That's the question.
- B: Well, you've got a few options. One is to make unhealthy food more expensive, you know, kind of punish people for eating unhealthy food.
- A: Like the sugar tax?
- B: Yeah, exactly, Mike.
- C: What's the sugar tax?
- B: Well, it's a tax or extra cost on anything containing sugar. There are a number of pros and cons to the idea and some countries have tried it.
- C: Really?
- B: Yep, Norway has had a sugar tax since the 1920s. The main advantage is that it's simple. The disadvantage, however, is that people don't agree how much it should be.
- A: What are the other options?
- C: Well, you could also promote healthy food in schools, Mike. You know, posters and lessons on sensible eating and things like that to encourage children to eat well.
- B: Exactly. The benefit of that is that you aren't punishing people.
- C: Yep, as you say, it's better to provide information than to punish.
- A: Yeah, the drawback is that it's not very effective. I remember my school had posters about healthy eating and that kind of stuff and we didn't pay any attention at all!
- C: I suppose ...
- B: Yeah, but you have to take into account the fact that all those posters and advice might actually have had an effect. It's just that you didn't realise it.
- A: True ... I think there are a number of other possibilities as well. For instance, you could reward people for eating well.
- B: That's a bit like the bank that pays you a higher interest rate if you do more exercise!
- A: Exactly.
- C: I still don't believe that story.
- B: It's true! I read it in the paper.
- C: But how would that work for children in schools?
- B: Well, for schools you could provide healthy snacks or lunches and give children higher marks if they eat that sort of food.
- C: That's ridiculous!
- B: Is it? On the plus side, it's very easy to understand. If you eat salad instead of sweets, you get a better grade.
- A: On balance, I think it's best to avoid that kind of thing.
- B: You mean rewarding children with better grades?
- A: Yes, it just seems a bit extreme.
- B: OK, you might be right, I guess.
- C: Absolutely. Overall, I think it's best to leave it up to the parents what they feed their children. I mean think of the problems if someone ...

Vocabulary checkpoint

The term *pros and cons* may be new to Ss. The words are almost always seen together and come from the Latin words for 'for' and 'against'. Despite its Latin origin, the phrase is used in everyday speech. Point out that the phrase is a binomial, where two words are closely associated in a fixed order. Other examples are *fish and chips*, *black and white*, *bits and pieces*, *more or less*, *peace and quiet* and *neat and tidy*.

- b** Refer Ss to the gapped sentences and ask them to listen again and complete them. Put Ss in pairs to compare answers, then go through them as a class. Write the answers on the board to ensure Ss have the correct spelling.

Answers: 1 options 2 advantage 3 drawback
4 possibilities 5 balance 6 Overall

- 7** Point out the phrases in bold and ask Ss to add them to the correct section of the Useful phrases box. Complete the first one together, then ask Ss to continue in pairs. If time is short, ask Ss to write the phrase number or draw a line to the Useful phrases box. Go through the answers as a class.

Answers:

- Well, you've got a few options. One is to (make unhealthy food more expensive).
- I think there are a number of other possibilities (as well). For instance, (you could reward people for eating well).
- The main advantage is that (it's simple).
- The drawback is that (it's not very effective).
- On balance, I think (it's best to avoid that kind of thing).
- Overall, I think (it's best to leave it up to the parents).

- 8a** Refer Ss to the conversations and ask them to write the responses in full in their notebooks, using the words in brackets. Explain that this is to practise getting the whole sentence correct. Monitor and prompt self-correction as they do this.

Teaching tip

When Ss are completing a written exercise, it's important to monitor and help them correct themselves early in the process. Ways to prompt self-correction of written tasks include: pointing with a pencil at the section with the error; or reminding Ss with a specific clue – *you need a verb here!* / *there's a word missing*, etc. When Ss have finished, telling them how many are correct, or which they have made a mistake with, requires them to look back over their work and try and correct it.

- b** Ask Ss to check their answers with the Useful phrases box in pairs, then go through the answers as a class.

Answers:

- ... the (main) disadvantage is that it's expensive.
- I think there are a number of (other) possibilities.
- On balance, I think it's a bad idea.
- Don't forget we could ...
- ... there are a number of pros and cons.
- The drawback is that it isn't easy to understand.

- 9a** 1.12 Read the instruction as a class. Ask Ss to listen and note how the consonant sounds and vowel sounds link.

- b** Play the recording again for Ss to listen and repeat the word linking, or model the sentences yourself.

- 10** 1.13 Explain to Ss that they will need to choose which of the two underlined options in each sentence has the two linking words. You may need to play the recording more than once. Check the answers as a class.

Answers:

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

Speaking

- 11a** Put Ss in groups of three and name them A, B and C. Ask a strong trio to demonstrate how the activity works, with A choosing and saying a statement, B agreeing and C disagreeing. Point out that this activity is for Ss to practise the language of the lesson, so groups can refer to the two Useful phrases boxes if necessary. Then ask the threes to continue. Monitor and see how they manage.

- b** Ask Ss to switch roles so they get the chance to discuss a new statement and use different language. If you have time, change a further time so that all Ss try all roles. **Stronger classes** can try to discuss all six statements.

Teaching tip

Where activities have roles, it's worth setting up the task carefully. If your class doesn't split easily into groups of three, make one group of four. Or if you have a very large class, do the activity in groups of five. The roles B and C can be doubled up without impacting on the task. If you have **weaker Ss**, allocate role A to them first as it is the simplest.

Reflection on learning

Write the following questions on the board:

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

Which of today's activities was most challenging for you? Why?

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

Homework ideas

Reflection on learning: Write your answers.

Workbook: Ex 1–4, p7

App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

1A Develop your listening

Introduction

The goal of this lesson is for students to understand common informal conversations. To help them achieve this, they will focus on recognising exaggeration.

Warm-up

Ask Ss to discuss what they usually talk about when they arrive at work or school, when they get home at the end of the day and when they go to a party. Introduce the term *small talk* (= polite conversation about unimportant or uncontroversial matters, especially between people who don't know each other well).

Culture notes


In the UK it's usual and polite to have small talk whilst mingling at a social event or sometimes in a public place like a waiting room or queue. Common topics are the weather, what people do for a living, what they did at the weekend, family/children, sports results and transport problems. Topics usually avoided are politics, religion and how much people earn.

1 Put Ss in pairs and ask them to discuss the questions. In feedback, make a list of topics and discuss any cultural or social variations they notice. There are no fixed answers.

Teaching tip

Some Ss may come up with phrases commonly used in their own language. Work as a class to translate these into natural English by using your own skills or an online translation tool. Point out that expressions can sometimes be translated directly but on other occasions the phrase does not sound natural, so the English equivalent needs to be found and learnt.

2 Put Ss in pairs to discuss the questions for a few minutes. You can then ask Ss what their partners had told them.

3  **1.2** Ask Ss to listen to seven conversations and match each one with a conversation type from Ex 2a. Complete the first one together to ensure all Ss know what to do, then play the rest of the conversations, pausing after each one for Ss to compare answers. Go through the answers as a class.

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

Audioscript 1.2

Conversation 1

A: Oh, I've had such a bad day!

B: Oh! Why?

A: First off, I was late for work. My train was cancelled and I had to wait for a bus and then it got stuck in traffic for hours ...

B: That's a bad start.

A: I know, right? So, I finally got to work and my boss called me into her office and asked why I was late, so I explained, and then she asked for the sales report. I'd completely forgotten about it! I was supposed to work on it yesterday but, you know, it just slipped my mind. So I said I'd get it for her and I dashed back to my desk, got hold of the figures and then I wrote the report in five seconds flat and then emailed it to her.

B: Did she realise you'd forgotten about it?

A: I think she must have guessed.

Conversation 2

C: Did you see that programme on TV last night?

D: There were millions of programmes on TV last night! Which one?

C: The comedy, you know, about the family ...

D: Oh the family with five children?

C: Yes, that's the one.

D: Oh that! Yes, it was brilliant.

C: It was so funny, wasn't it? I nearly died laughing!

D: Me too. The main character is great.

C: Yeah, she's hilarious. The way she deals with her children ...

D: I know. It cracked me up.

Conversation 3

E: Hi Mum! How's it going?

F: Oh, fine dear, thank you. How are you?

E: We're all fine. How's the weather there?

F: Terrible. It's freezing today. This cold snap is going to last the whole week.

E: Oh, poor you.

F: Yes. We're all suffering from winter blues. I guess it's lovely there in Sydney as always?

E: Actually, it's absolutely boiling. Everyone is down at the beach trying to keep cool.

F: Oh dear, sounds awful.

E: I know!

Conversation 4

G: Things all right?

H: Yeah, not bad. You know, I'm snowed under as always.

G: I know how you feel.

H: It's relentless, isn't it?

G: I've got a ton of emails to write.

H: Me too.

G: It's best not to think about it. Just get on with the job in hand.

H: That's right. Well, can't stand around chatting all day. Better get back to it!

G: Yep – catch you later.

Conversation 5

- I: So, how was your weekend?
 J: Oh, yeah, it was quite good, thanks.
 I: Did you do anything special?
 J: We went to that new sports centre near the university. Have you been? It's amazing.
 I: No, I haven't.
 J: It's got tennis courts and an indoor pool and everything.
 I: Sounds very posh.
 J: It costs a fortune to join, but if you just want to go on a Sunday, you can pay a one-off fee and use it for that day. Then it's quite reasonable.
 I: I'll have to give it a go.
 J: What about you. How was your weekend?
 I: Oh, nothing special, really. I went to see a film on Saturday but I could barely concentrate on it. The girl next to me, her phone kept buzzing and ping-pong. I asked her nicely, but she wouldn't turn it off. I could have killed her!
 J: That's so annoying!

Conversation 6

- K: Have you seen what he's got on today?
 L: Who?
 K: You know who – my boss! The head of design.
 L: No – what's he wearing?
 K: Skinny jeans and trainers!
 L: No! At his age? I bet you were dying to say something to him.
 K: I just smiled at him and told him he looked very smart!
 L: He thinks he's still a teenager.
 K: He'll get an earring and a tattoo soon.
 L: Don't! I'll just die of embarrassment if he does.
 K: I just think you should dress sensibly for work, you know.
 L: Exactly! What's wrong with a shirt and tie and a decent pair of shoes?

Conversation 7

- M: I'm starving. Are you hungry?
 O: Not yet.
 M: I could really do with something to eat.
 O: Hey, do you remember that time you were starving in Texas and you ordered the Chef's Special?
 M: Oh yeah! They brought me that ginormous plate of food – it was enough to feed an army.
 O: The look on your face!
 M: I ate most of it though, didn't I?
 O: Yeah, you did, but you didn't enjoy it!

4a Refer Ss to the Focus box. Ask individual Ss to read sections aloud to the class or read it yourself. Ask Ss for any exaggerations they can recall from the conversations they just heard.


Optional alternative activity

If transcripts are available, ask Ss to read the transcript of one or more of the conversations, listen and underline the exaggerations. They should compare answers in groups, then move on to Ex 4b.

b Ask Ss to listen again and complete the examples. When they finish, ask them to compare answers, then go over them as a class. Ask Ss to identify the type of exaggeration as shown in the Focus box.

Answers:

- 1 **a** for hours **b** five seconds flat
 2 **a** millions of **b** nearly died laughing
 3 **a** freezing **b** absolutely boiling
 4 **a** snowed under **b** a ton of
 5 **a** a fortune **b** could have killed
 6 **a** dying to **b** die of embarrassment
 7 **a** starving **b** feed an army

c  1.3 Ask Ss to listen and repeat. Encourage them to exaggerate their pronunciation like the recording.

Audioscript 1.3

- 1 It got stuck in traffic for hours.
- 2 There were millions of programmes on TV last night!
- 3 Actually, it's absolutely boiling.
- 4 I've got a ton of emails to write.
- 5 It costs a fortune to join.
- 6 I bet you were dying to say something to him.
- 7 I'm starving.

5 Put Ss in pairs, then ask them to choose a topic and improvise a conversation. Ss can change pairs to improvise another conversation if you have time. Give Ss a target of five exaggerations to include in each conversation. They can use the same ones more than once in different conversations.

Optional extra activity

Decide on a context and characters for each improvised conversation, for example: neighbours in the building hallway; colleagues at the water cooler; colleagues in the lift; strangers at a bus stop. Tell Ss the first context and ask them to begin the first conversation. Allow exactly two minutes, then quickly move on to the next context/conversation. If possible, ask Ss to conduct the conversations standing up and move to a new partner each time.

Homework ideas

Workbook: Ex 1–4, p10

1B Develop your writing

Introduction

The goal of this lesson is for students to write a detailed description of a place. To help them achieve this, they will focus on adding interest to a description.

Warm-up

Put Ss in pairs and ask them to talk about a time they felt happy or unhappy and what made them feel that way. After a few minutes, ask for feedback on their ideas. Discuss if Ss found it easier to recall a happy time or an unhappy time.

1a Ask Ss to discuss the questions in pairs. After a few minutes, ask for feedback and have a show of hands to see which choices are more popular in the class.

b Ask Ss to work in pairs and agree on a completion for the sentence. In feedback, ask pairs for their ideas and decide as a class which endings are best.

2a Refer Ss to the first lines of the three texts. Ask Ss to tick the view of happiness that is most similar to their own, then to explain why to a partner.

Culture notes

Ortaköy is a neighbourhood in Istanbul, Turkey. It is on the banks of the Bosphorus which runs through Istanbul. The Bosphorus has Asia on one side and Europe on the other.

Shinjuku is an area in Tokyo. There is a very busy station there, as well as lots of shopping malls, bars and high buildings.

Córdoba is a city in Argentina, capital of the province with the same name. Named after Córdoba, Spain, it is in the geographic centre of the country in the foothills of the Sierras Chicas. (The text is about Córdoba in Argentina rather than Spain because an *estancia* is South American, not Spanish.)

b Ask Ss to read the three texts and try to identify the city/country in each. Allow a few minutes, then ask Ss to check at the bottom of the page.

Answers: 1 Istanbul, Turkey 2 Tokyo, Japan
3 Córdoba, Argentina

c Ask Ss to talk about the question in pairs. After a few minutes, elicit ideas. There are no fixed answers, but you could have a show of hands to see which description is the most popular and why.

3 Refer Ss to the Focus box. Ask them to read it, then find other examples in the texts in Ex 2. Ss can underline examples or write the relevant number from the Focus box beside each one. Go through the answers as a class. If you have access to a projector, project the texts and highlight the answers there.

Possible answers:

- 1 Happiness happens when you least expect it.; Happiness is all about the situation you're in.
- 2 The smell of the dry landscape filled my nostrils.
- 3 Drops of rain were falling onto the windows.
- 4 The beauty took my breath away.
- 5 The trees gently swayed like dancers.
- 6 All around me people were squashed together.
- 7 Not everything in my life is perfect, but happiness can be a choice.; In a place like this, I thought, how can you not be happy?

4a This exercise develops Ss' vocabulary. Ask Ss to choose three options that collocate well with each noun. Go through the answers as a class, calling on individuals to read the options aloud and discussing meaning and pronunciation as needed.

Answers:

- 1 chirp/sing/hop
- 2 sway/shake/stand silently
- 3 crash/break/roll
- 4 rises/beats down/glazes
- 5 beats against/pours/drips
- 6 dance/twinkle/shine
- 7 stare/hurry/race
- 8 chat/hang out/joke

Optional alternative activity

If you think your Ss won't know many of the words, make it a research activity. Divide the exercise among pairs, with each pair looking up the words in the dictionary or on their device, then peer teaching. This approach is suited to **weaker classes** or groups that enjoy speaking practice.

b Discuss what verbs can be used for the first example, then put Ss in pairs to continue. Elicit ideas and build up vocabulary on the board. There are no fixed answers.

Possible answers:

birds: chirp, sing, swoop
a boat: drift, rock, glide
clouds: gather, darken, roll
tourists on a beach: stroll, relax, doze
the wind: howl, blow, whistle

5a Refer Ss to the photos and read out the instruction. Give an example yourself and ask Ss to identify which picture you are 'in', then ask them to write their own sentences. Monitor and help/correct as they write.

b Put Ss in small groups, asking them to take turns to read their sentence(s) aloud while the others listen and identify the photo(s). When they finish, ask a few groups to share a sentence for the whole class to listen and guess.

Teaching tip

Working in pairs and small groups helps Ss develop confidence in their speaking skills. Speaking in front of the whole class is time consuming and can be a bit stressful, so has to be limited, but it's an important next step for Ss to be heard in the larger group. Avoid directly correcting Ss who are reading their work out to the whole group – unless there's a breakdown in understanding – as it can be demoralising. It's better to give overall general feedback at the end of the speaking stage.

Prepare

6 This exercise links back to the warm-up at the start of the class and is a chance to revisit that with new language skills. Ask Ss to think about a happy time and make notes, but not complete sentences yet. Point out that Ss are welcome to use their imagination and it doesn't have to be true. Monitor and help with vocabulary.

Teaching tip

Ss sometimes don't see their progress, especially at this level where they can 'plateau'. It can be helpful to record Ss when they first talk about a topic, then record them again after they have had some language input. If recording is not practical, Ss could write about a happy time at the start of the lesson, then do so again at the end, then compare the two pieces. They should see a greater depth of expression and richer vocabulary.

Write

7 Ss work alone to write their description, using the Focus box and their notes from Ex 6. As another student will read their work, remind Ss to write neatly. Allow plenty of time for this, monitoring and helping where needed.

Optional extra activity

Provide some phrases for Ss to use. Write the examples on the board and get pairs to suggest other continuations or alternative adjectives. Leave the phrases on the board for Ss to draw on as they write. This may help **weaker classes**.

All around me people were ...

There was a cool/warm breeze.

A long queue of people were waiting for the bus.

The sky was cloudless/filled with grey clouds.

The city was bustling/cosmopolitan/deserted.

8a Ask Ss to exchange descriptions with a partner and then check each other's writing for the points in the Focus box. Suggest that they tick a point when they see it being used. Ss should also add a few feedback comments, including two or three suggestions for improvement. Finally, ask Ss to add an encouraging note to the end of their partner's work and then return it.

b Ask Ss to read their feedback and try and incorporate any suggestions into a final draft.

Optional extra activity

Collect final drafts of Ss' descriptions for a wall display. Make this into a bigger project by getting Ss to research and print images to go with their texts and to enhance their visual appeal with different fonts, colours and presentation features.

Optional extra activity

Write the following reflective questions on the board after Ss assess each other's work:

Did you use language from this lesson?

Was it easier to include some descriptive features than others?

Were you able to improve your description when you wrote the final draft?

Homework ideas

Workbook: Ex 1–11, pp.10–11

1c Develop your reading

Introduction

The goal of this lesson is for students to understand an article with survey results. To help them achieve this, they will focus on understanding cause and effect relationships.

Warm-up

Display a map of the world and give Ss the following place names to locate on the map: Portugal, Mexico, Bahrain, Costa Rica. Add a few others of your choice. You could give each pair a place name to stick on the map or just write the names for them to discuss and locate. After checking answers, tell Ss the lesson is going to be about living in other countries.

1a Read the instruction aloud or ask a student to read it out. Ask Ss to discuss and make a list in pairs. After a few minutes, ask pairs for their ideas and build up a list on the board. Ask Ss what might affect the factors (age, lifestyle, language knowledge, etc.) and check if anyone has already lived abroad.

Possible answers: work options, schools, accommodation, culture, cost of living, safety, language

b Ask Ss to make their own lists. Discuss the fact that they should be in five different regions of the world. Go over the continents if possible, referring to your map.

2a Ask Ss to look at the country names and discuss what they know. Give them a few minutes for this.

Optional extra activity

Bring/download some images of the named countries to show the class. Project them on the board or display/circulate them for Ss to talk about. This may be helpful for classes with less world knowledge.

b Ask Ss to read the article quickly and match each country in Ex 2a with a section of text. Tell them to mark the text where they find the clues. Give them a few minutes to read, then discuss answers in small groups. Go through as a class.

Answers: 1 Bahrain 2 Costa Rica 3 Mexico 4 Portugal

3 Tell Ss they will now read the article again more carefully. Refer them to the questions, asking them to read and choose a country for each. Ss can write the country's initial letter beside the question. Ask pairs to compare answers before going over them as a class.

Answers: 1 Portugal 2 Mexico 3 Bahrain 4 Mexico
5 Costa Rica 6 Portugal 7 Costa Rica 8 Bahrain

4 Ask Ss to look back at the article and underline the words/phrases there. Ask pairs to discuss the meaning before going through the answers as a class. Tell Ss not to look up the words on their devices but to try and use the context to help them. In feedback, discuss the word class in each case and how context helped them understand the meaning.

Answers:

- 1 this country, comprising 30 islands – made up of 30 islands
- 2 this, coupled with other factors – combined with other factors
- 3 laid-back way of living – relaxed, not trying too hard
- 4 renewable resources – forms of renewable energy, e.g. solar power, wind power
- 5 it has consistently been in the top five – time and time again
- 6 disputes are resolved – arguments
- 7 high marks for climate, on account of the climate – the typical weather conditions
- 8 draw many foreign workers – attract or bring many foreign workers

Teaching tip

When reading, Ss need to read 'past' unknown vocabulary, while still being able to understand the overall meaning of a text, so it's wise to set time limits and discourage the use of dictionaries. Additionally, being able to use context to work out what unknown vocabulary means is an important skill to develop. Ways to develop this skill include: working out the word class of the unknown item by its position in a sentence; looking for the root of the word and analysing any affixes; using existing knowledge of related words.

5 Refer Ss to the Focus box and read it through, pointing out that a noun phrase must contain a noun and a clause must contain a subject + verb. Ask Ss to work alone to underline examples of the cause/effect phrases in the article. Let them compare in pairs before going through the answers as a class.

Answers:

Section 1: as a consequence; this ... means that

Section 2: as a result; consequently

Section 3: thanks to; partly due to

Section 4: owing to; on account of

6 Write the first sentence on the board and get Ss to identify the cause (C), and effect (E). If Ss struggle with this, complete another example as a class before asking them to continue alone. Go over the answers as a class.

Answers:

- 1 C = its high score in the Quality of Life category;
E = Spain was in the top ten
- 2 C = Foreign-born workers say they feel at home in Norway;
E = this country was in the top twenty
- 3 C = Vietnam scored very highly for friendliness;
E = it came ninth overall
- 4 C = New Zealand scores well in almost all areas apart from transport;
E = it missed out on a top-five position
- 5 C = its friendly population and low cost of living;
E = Colombia has risen rapidly to the top ten
- 6 C = its accessible, welcoming culture;
E = Malaysia came fifteenth overall
- 7 C = their poor medical infrastructure;
E = some countries lost points
- 8 C = The education system in Finland is highly successful;
E = the country was popular with foreign-born workers

7 Put Ss in pairs to share their ideas. **Weaker classes** may benefit from writing a few sentences first. When they finish, ask pairs of Ss to report back on something interesting their partner told them.

Homework ideas

Workbook: Ex 1–5, pp.8–9