

# ROADMAP<sup>TM</sup>



**Teacher's Book**  
with digital resources and assessment package  
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Go online for the Roadmap video.

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Go online for the Roadmap video.

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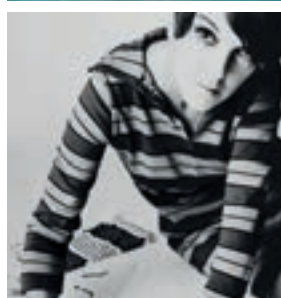
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Go online for the Roadmap video.

## EXTENDED ROUTE

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## FAST-TRACK ROUTE

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## EXTENDED ROUTE

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# 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.

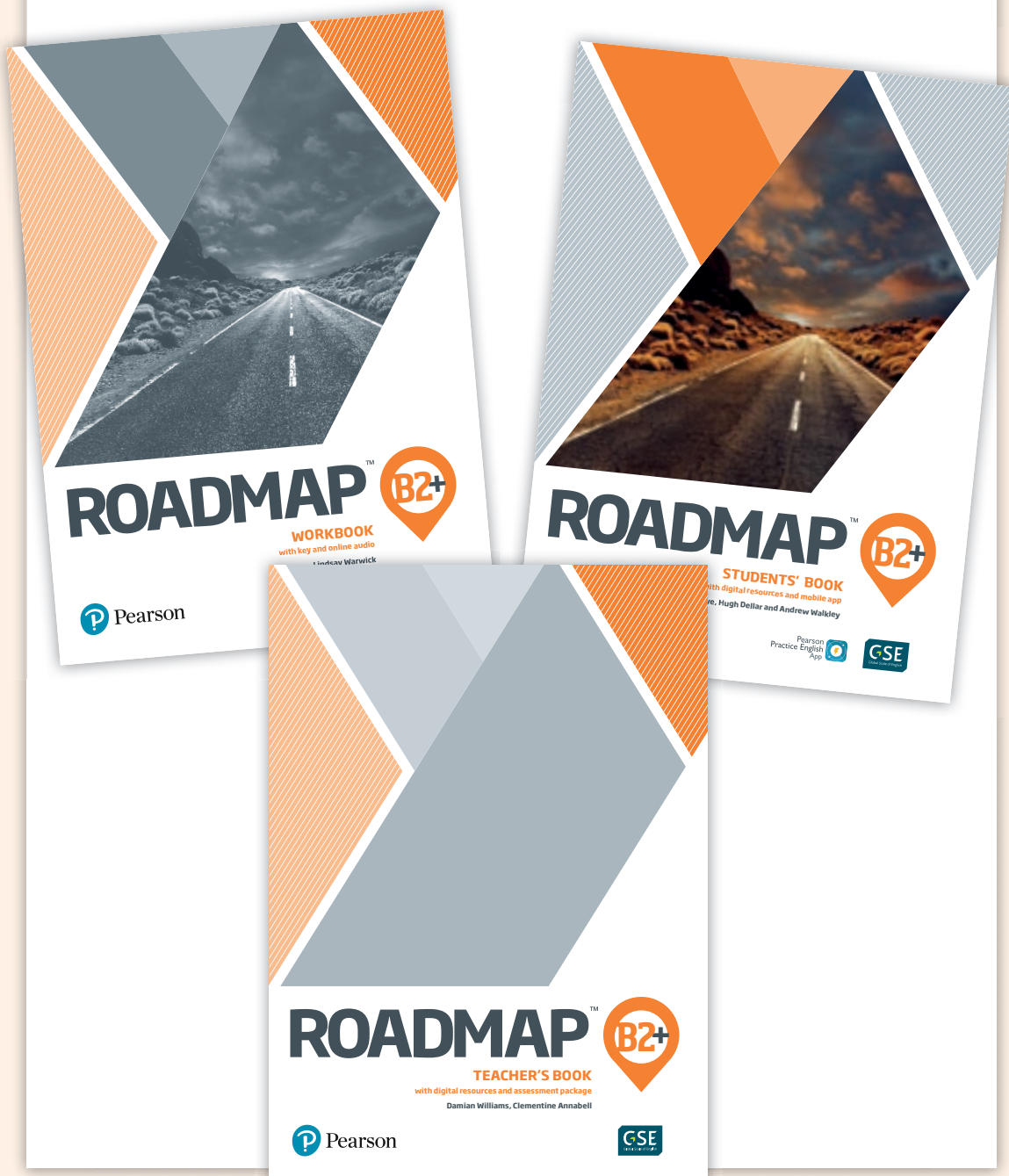


## Make the most of your skills as a teacher

*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

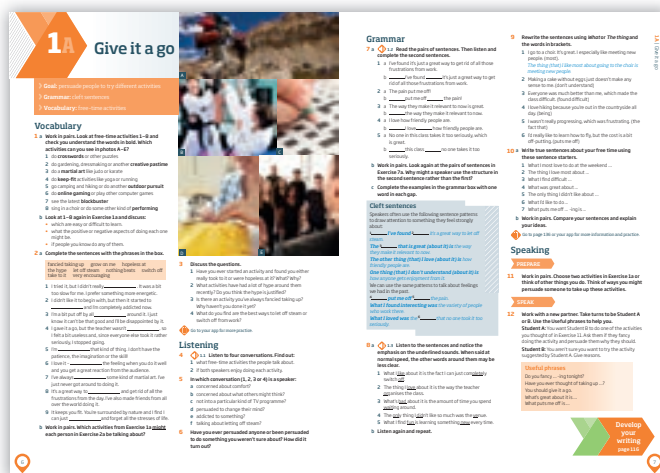
- Ten units with three main input lessons linked to three *Develop your skills* lessons at the back of the book.
- Each lesson includes grammar/language focus, vocabulary and pronunciation and leads to a final speaking task based on *Global Scale of English* learning objectives.
- Key language presented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

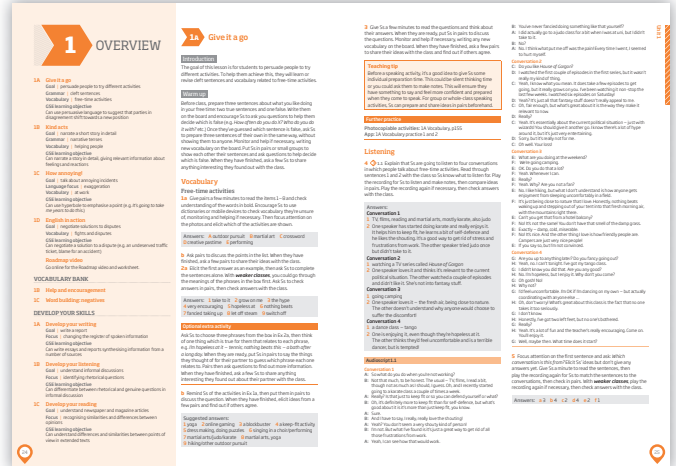


# FOR TEACHERS

## 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 photocopyable worksheets for every unit, including accompanying teacher's notes and answer keys.
- Class audio scripts and answer keys.
- Photocopyable worksheets for each Students' Book unit accompanied by teaching notes and answer key.



## TEACHER'S DIGITAL RESOURCES

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

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



## VIDEO

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



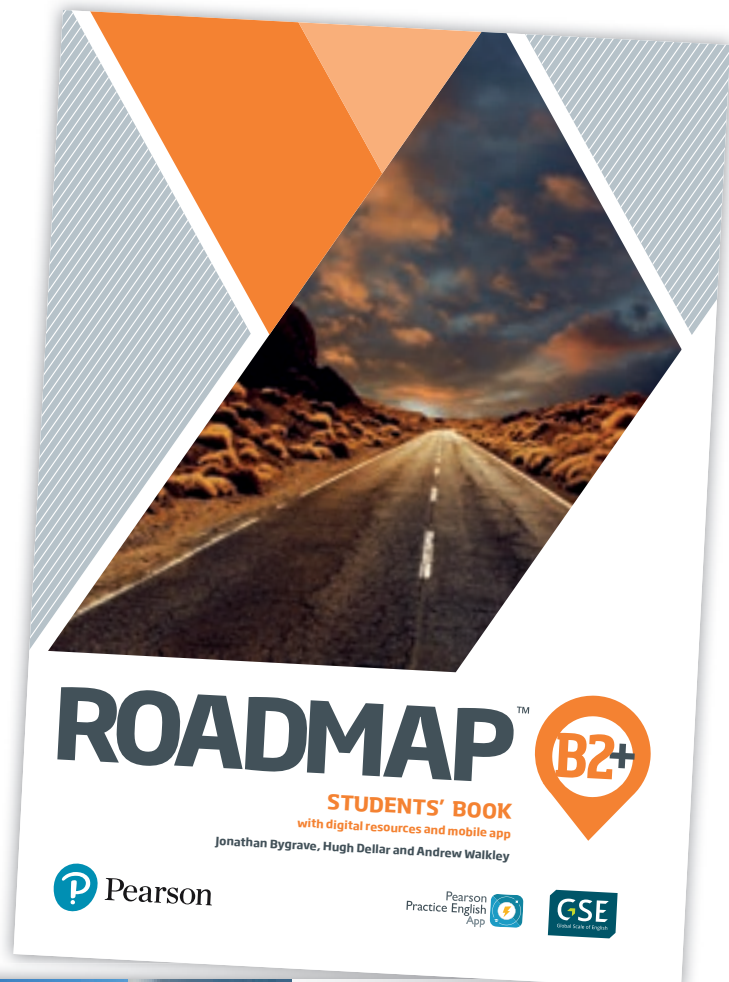
## PRESENTATION TOOL

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



The **Students' Book** has ten units featuring three double-page main lessons containing approximately 90 minutes of teaching material. Each lesson features grammar/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 Key vocabulary is presented in context and practised through personalised activities.
- 5 Short reading and/or listening texts featuring real-life information are used to present grammar and/or vocabulary.
- 6 Grammar rules are clearly highlighted and target language practised through form-based and communicative practice activities.
- 7 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.



## 5B In the wild

**1** **Goal:** talk about ways to attract more investment to or protect a place you know

**Grammar:** participle clauses

**Vocabulary:** geographical features

**2** **Vocabulary**

1 **Work in pairs. Look at the photos of travel destinations and discuss the questions.**

- 1 Would you like to visit any of the places? Why/Why not?
- 2 Are there similar places in your country? Where?
- 3 What's good about a National Park? Are there any problems with them? Why?

2 **Which of the things in the box might you find in the places in the photos?**

a glacier a marine reserve a marsh a ridge  
 a rocky shoreline sand dunes a valley a waterfall

b **Complete the descriptions of two different places using the words in the boxes.**

channel dunes mainland sandy shoreline

**3** **Reading**

4 **Work in pairs. Read the title of the article. Discuss what you think it might be about. Read and check.**

5 **Read the article again and answer the questions.**

- 1 What was the initial research carried out?
- 2 How does the writer feel about the findings?
- 3 What reasons are put forward to explain the findings?
- 4 Why are parents and grandparents mentioned?
- 5 What's the significance of the hashtag #PokeBlitz?

**Lost words lead to lost world**

How good are young people at recognising and naming plants and animals? To find out the answers to this question, researchers showed hundreds of primary school children cards depicting common species of wildlife, and another set featuring Pokémon characters. Having analysed the data, they published their rather shocking findings in the journal *Science*. It turned out that the kids knew far more names for the characters in the game than they did for things in the natural world around them.

In many ways, of course, this should not surprise us, given the major changes there have been to the way childhood is experienced. The area within which children are allowed to play without supervision from parents has shrunk by more than 90% since the 1970s.

At the same time, online culture has boomed. There's more traffic on the roads, school has become more pressured, parents are more worried and green space is less available. Taken together, all these factors mean that not only young people but also their parents often see nature as something to watch, to consume ... and to ignore. Spending far less time outside than our grandparents did, we now lack the words to describe that natural world and this, in turn, may mean we have less desire to protect and preserve our valleys, hillsides and shorelines.

However, technology doesn't have to be the enemy of nature. Some members of the conservation movement are seeing opportunities in the rise in popularity of geocaching – games which use the GPS software on our phones to hide and find 'treasures', which get people outdoors. One notable example of such games is Pokémon Go, an augmented reality version of the original game. In this version, players go out and 'catch' characters 'hidden' in real world places, and, in the process, may encounter real creatures they're not familiar with. Indeed, images of these real creatures are often shared – and identified – using the hashtag #PokeBlitz.

The game's popularity suggests we need to do more to inspire interest in the natural world. If its user-friendly, hi-tech approach could be used to encourage greater interaction with nature, kids may yet learn to see the world with fresh eyes.

**6 Work in groups. Tell each other about the following:**

- how good you are at recognising and naming wildlife
- whether you share the writer's optimism about Pokémon Go

**7** **Grammar**

7 a **Choose the correct alternatives.**

- Most mornings, I'll walk along the shoreline with my dog, looking/looked out across the water.
- Hiding/Hidden away in its own little valley, it's about a thousand metres above sea level.
- Analysing/Having analysed the data, they published their rather shocking findings in the journal *Science*.

b **Work in pairs and discuss the questions about the underlined clauses in Exercise 7a. Then read the grammar box and check your ideas.**

- 1 Are the underlined clauses the main clauses in the sentences, or do they add extra information?
- 2 Which clause has a passive meaning? How do you know?
- 3 Which clauses have an active meaning? Why do they have different structures?

**Participle clauses**

Clauses starting with a participle (-ing or -ed form of verb) are most commonly found in writing, especially in stories. The participle clause can have the same meaning as one starting with when, while, because or as.

- The subject of the participle clause is the same as the subject in the main clause of the sentence. *Because we spent less time outside than we used to, we lack words to describe the natural world.*
- *Spending less time outside than we used to, we lack words to describe the natural world.*
- Participle clauses with a **present participle** (-ing form of the verb) have an active meaning. *When we neared the top of the mountain, we came to a glacier.*
- *Nearing the top of the mountain, we came to a glacier.*
- Participle clauses with a **past participle** (-ed form) have a passive meaning. *Because the group was based in a mountainous region, it operated very independently.*
- *Based in a mountainous region, the group operated very independently.*
- We use participle clauses with **perfect participles** (having + past participle) to emphasise that one action happened before another. *As I had climbed the ridge before, I was feeling confident.*
- *Having climbed the ridge before, I was feeling confident.*

**8** **Speaking**

9 **PREPARE**

11 **5.0 Listen to two people describing natural places they know. Answer the questions for each speaker.**

- a What do you learn about the places they describe?
- b Do they want more tourists or greater protection? Why?

12 **Think of a place you know that either needs more visitors/investment or greater protection. Decide:**

- what there is to see and do there
- what words you could use to describe its appeal
- three different ways you could either encourage visitors or increase protection

10 **SPEAK**

13 a **Work in pairs. Explain your ideas to each other. Use the Useful phrases to help you.**

**Useful phrases**  
 One of the most ... things about the area is ...  
 What makes it really unique is ...  
 I think the best way to ... would be to ...  
 I can't decide if it'd be better to ... or ...  
 Another way to ... would be ...

b **Decide which is the best proposal.**

**5.0 In the wild**

8 a **5.0 Listen to six sentences from Exercises 7a and the grammar box. Notice how the two clauses in each sentence are said as separate chunks.**

b **Listen again and repeat.**

9 **Complete the sentences by putting the verbs in brackets into the correct form.**

- 1 \_\_\_\_\_ 2000 metres above sea level, the hotel offers great views across the channel. (locate)
- 2 \_\_\_\_\_ the ridge, we had to stop to let a herd of mountain goats pass us. (climb)
- 3 \_\_\_\_\_ the valley many times before, I was already familiar with the landscape. (visit)
- 4 \_\_\_\_\_ in such a mountainous area, I'm used to the weather changing at a moment's notice. (live)
- 5 \_\_\_\_\_ in 1846, the cottage is only a three-mile walk from a spectacular waterfall. (build)
- 6 \_\_\_\_\_ to reduce development along the coast, the law has helped protect the remaining dunes. (introduce)
- 7 \_\_\_\_\_ across the water to the mainland, I collapsed onto the beach, exhausted. (struggle)



- Goal: give a short, clearly structured presentation
- Vocabulary: gender stereotypes

## Vocabulary and listening 1

- 1 a Work in pairs. Look at the photos and discuss the questions.
- What's happening in the photos?
  - How do you feel about these images?
  - How might they be connected to ideas about gender equality?
  - How might kids' games influence their adult lives?
- b Do you generally associate any of the words and phrases in the box with either men or women? Why?

engineering   talking about your feelings  
the caring professions   expressing anger   strength  
cars and robots   self-esteem   inequality

- 2 3.15 You're going to hear the start of a presentation. Listen and find out:

- the key question the speaker begins with.
- the main topic of the presentation.
- how the presentation is going to be structured.

- 3 Look at the Useful phrases 1 box. Can you remember which of the phrases the speaker uses? Listen again and check.

### Useful phrases 1

In the introduction to a presentation, we generally refer to why we are talking about the subject (or why the subject is important). Then we often explain the structure of the talk and what we will do in each part.

### Explaining the structure

I'm going to talk to you about ...  
What I'll do first is ...  
After that, I'll ...  
I'll then go on to ...  
To conclude, I'll ...  
... before finally ...-ing

### Outlining what will happen

... give you a brief outline/overview of ...  
... provide some background/context ...  
... explain the reasons for this problem ...  
... put forward some solutions/suggestions ...  
... give some of my own thoughts (on) ...  
... examine the pros and cons of ...  
... summarise what I have covered ...  
... open up the floor for discussion.



- 4 a Work in pairs. Choose one of the topics for a presentation. Decide the structure of the presentation, then write the introduction using phrases from the Useful phrases 1 box.

- an annoying issue at work or college
- a remarkable recovery
- a non-profit organisation
- what to do with an abandoned building in your area
- a court case
- women and sport
- your own idea

- b Read out your introduction to other students.

## Listening 2

- 5 Work in pairs. Before you listen to the rest of the presentation discuss these questions.

- Do you think there are differences in behaviour or likes and dislikes between seven-year-old boys and girls? What? Why?
- What about between older boys and girls or adult men and women?
- Do you think differences are natural or more cultural?

- 6 3.16 Now listen to the rest of the presentation and take notes about the questions in Exercise 5.

- b Work in pairs and compare your notes.

- 8 a Think about the presentation you heard in Exercise 5 and write:

- a comment describing how you feel about the arguments discussed.
- ways the speaker kept the listeners' attention.
- two questions you would like to ask the presenter about the topic.

- b Compare your ideas with the class. Find out who agrees with you and if anyone has answers to your questions.

- 9 a Read the information box. Then prepare the short section from the presentation below.

When preparing a short presentation, think about the following:

- where you will pause - mark the pauses with a /
- which word(s) you will emphasise in each section between pauses - underline the word(s)
- how you can vary the pace of what you say - write 'fast' or 'slow' over the section
- if you will vary the tone of what you say - draw an arrow up or down at the end of the section

OK. So, that's the outline. Now, turning to my own thoughts, I found the programme really fascinating. It made me think a lot about my own education and upbringing. Overall, I suppose the programme was more focused on boosting girls' self-esteem, because it's women who suffer inequality later in life, but what I liked most was that the experiment also benefited boys. I've since seen one of the mothers being interviewed and she commented on how her son was better behaved and nicer to his sister as a result of the changes at school.

- b Work in pairs and take turns to read out the section. Can you suggest any ways your partner might improve their delivery?

## Speaking

- 10 a Plan a short presentation on one of the topics in Exercise 4a or one of the topics below. Think about how you will explain the structure and use signposting.

- a documentary series you've watched
- a documentary film or programme
- a lecture or presentation you've watched online
- a presentation you've seen at a conference or at university
- a non-fiction book you've read
- a research-based article in a journal

- b Work in pairs. Take turns to give your presentations and ask questions.

► For more practice go to your Workbook or app.

Go online for the Roadmap video.

## Check and reflect: Units 3 and 4

- 1 a Complete the sentences with the adjectives in the box.

bitter chilly crisp glorious humid miserable soaked

- It started pouring down and we got absolutely \_\_\_\_\_.
- The sun was out and it was a clear, \_\_\_\_\_ winter morning.
- They'd been predicting rain, but it was absolutely \_\_\_\_\_ the whole time we were there.
- You might want to take a coat. It's a bit \_\_\_\_\_ out there.
- It gets very hot and \_\_\_\_\_ in the summer, so you may want to visit later in the year.
- Make sure you wrap up warm. It's absolutely \_\_\_\_\_ out there today!
- It was cold and wet, just \_\_\_\_\_ the whole time we were there.

- b Use three of the adjectives in Exercise 1a to describe weather you've had recently.

- 2 Complete the sentences using the verbs and structures in brackets.

- Apparently, this Friday \_\_\_\_\_ the hottest April day ever. (predicted / be)
- According to the forecast, it \_\_\_\_\_ a bit over the weekend. (going to / brighten up)
- I \_\_\_\_\_ in May, and was wondering what the weather's like then. (future continuous / visit)
- I've been looking at the forecast and it \_\_\_\_\_ fine and dry when we arrive. (expected / be)
- We \_\_\_\_\_ a barbecue tomorrow, but they said there might be a storm. (supposed to / have)
- It's going to be nice until Friday and then it \_\_\_\_\_ over the weekend. (set / change)
- We \_\_\_\_\_ to rent a little cottage up in the mountains for a few weeks. (present continuous / hope)

- 3 a Match the sentence halves.

- After a long legal battle, the judge awarded
  - They're promising to crack down on
  - It's claimed that the new laws will dramatically restrict
  - His lawyer persuaded him to plead
  - They've been accused of breaking
  - She denied
  - They somehow managed to get him to testify
- a the terms of the agreement.  
b petty crime.  
c all the charges.  
d custody of the children to the mother.  
e for the prosecution.  
f guilty to all charges.  
g people's rights.

- b Work in pairs. Discuss why four of the things in Exercise 3a might happen.

- 4 Choose the correct alternatives.

- I'd advise you don't stay/not staying/not to stay there if at all possible.
- I really would recommend talking/to talk/to talk to a lawyer about it.
- At least they've admitted that they made/to make/make a mistake.
- We want to assure you for doing/to do/that we're doing all we can to catch those responsible.
- The government promised increase/to increase/increasing spending, but little has changed.
- They've apologised posting/for posting/for to post rude comments on their social media sites.

- 5 a Rewrite the parts of the sentences in italics using hardly.

- We should have got better tickets. I *couldn't* see very much from where we were sitting.
- She broke her leg last year and she *hasn't played much* since then.
- Almost none* of the runners who started the race actually managed to finish.
- I *used to* go skiing all the time, but nowadays I don't go very often.
- I had a really good workout, but the next day I *couldn't even walk properly*!

- b Complete the sentences by adding even in the best gap.

- It was so cold out there that \_\_\_\_\_ I couldn't \_\_\_\_\_ feel \_\_\_\_\_ my hands.
- It was \_\_\_\_\_ embarrassing because \_\_\_\_\_ my little brother \_\_\_\_\_ finished before I did.
- That wasn't a foul. \_\_\_\_\_ I didn't \_\_\_\_\_ touch him \_\_\_\_\_.
- She was great \_\_\_\_\_ last year, but I think she's \_\_\_\_\_ playing \_\_\_\_\_ better this year.
- I was \_\_\_\_\_ so excited when I got the tickets, I didn't \_\_\_\_\_ care how much they'd \_\_\_\_\_ cost!

- 6 a Complete the sentences with the best word or phrase. The first letter is given.

- The club have just signed a major s \_\_\_\_\_ deal with a big oil company.
- She was d \_\_\_\_\_ from the competition after failing a drug test.
- They had almost 90 percent p \_\_\_\_\_ in the game, but they somehow still lost 1-0.
- The club have been accused of paying b \_\_\_\_\_ to referees.
- He was sent off for t \_\_\_\_\_ b \_\_\_\_\_ to the referee.
- I can't believe they gave a penalty for that. Everyone could see she d \_\_\_\_\_.
- They were neck and neck as they started the final \_\_\_\_\_, so it was a really exciting finish.
- You deserved to win. You played some amazing \_\_\_\_\_ in the final set.

- b Tell a partner about sports and news stories using three of the words or phrases.

- 7 Complete the sentences with the correct relative pronouns. Sometimes no pronoun is needed.

- I work with twenty people, none of \_\_\_\_\_ have health insurance.
- What was the hospital \_\_\_\_\_ you had your operation in?
- The main reason \_\_\_\_\_ I stopped eating meat is because I don't like the taste.
- It's an area \_\_\_\_\_ the disease is not uncommon, so be careful.
- She's the kind of person \_\_\_\_\_ relaxes you when you enter the room.
- I read about a girl \_\_\_\_\_ arm won't stop growing!
- What's the name of that dentist's \_\_\_\_\_ you had your teeth done?

- 8 a Complete the definitions with one word. The first letter is given.

- If you are p \_\_\_\_\_ in part of your body, you can't move that part.
- If someone is in a bad w \_\_\_\_\_, they're sick, unhappy, or in a serious condition.
- If you act on your own i \_\_\_\_\_, you are good at making independent decisions.
- If you're a bit i \_\_\_\_\_, you're not confident about yourself and unsure of your abilities.
- If someone is on the b \_\_\_\_\_, they are quick to understand things.
- If someone has a \_\_\_\_\_ mind, they're intelligent and notice things quickly.

- b Choose three words to describe people you know.

- 9 Add the words in the box to the groups they go with.

- checked dyed faded loud ripped
- \_\_\_\_\_ hair/T-shirt
  - \_\_\_\_\_ jeans/the sleeve on my jacket
  - \_\_\_\_\_ jeans/colour
  - \_\_\_\_\_ colours/pattern
  - \_\_\_\_\_ shirt/suit

- 10 Complete the sentences with the past participle or -ing form of the verbs in the box.

- make rip sell tie wear

- He was wearing a long white coat \_\_\_\_\_ up with a belt.
- She was wearing old blue jeans \_\_\_\_\_ at the knees.
- Who's the guy over there \_\_\_\_\_ the purple suit?
- He was wearing a 'Make our country great' cap \_\_\_\_\_ in China.
- I saw the same coat \_\_\_\_\_ for over £500 online the other day.

- 11 a Complete the sentences with the pairs of words in the box. You will need to decide which order to use the words in.

emphasis/rebilled influential>equals  
invaluable/gratitude pointless/meaningful  
stand out/impacted

- My work experience was \_\_\_\_\_. I owe everyone there a debt of \_\_\_\_\_.
- My English teacher was very \_\_\_\_\_ in my life. She always treated us all as \_\_\_\_\_.
- My family placed a lot of \_\_\_\_\_ on discipline and I \_\_\_\_\_ against that.
- I want to do something \_\_\_\_\_ with my life. I don't want to get stuck in a \_\_\_\_\_ job.
- Punk \_\_\_\_\_ on me a lot. It made me want to \_\_\_\_\_ from the crowd.

- b Work in pairs. How many sentences are true for you?

- 12 Complete the sentences with the words in the box and the correct prepositions.

accident benefit capable debt useless

- I've always been \_\_\_\_\_ remembering names.
- You're quite \_\_\_\_\_ making your own decisions.
- I discovered her shop \_\_\_\_\_ and fell in love with it.
- I was lucky enough to \_\_\_\_\_ a free education.
- After university, most people end up seriously \_\_\_\_\_.

- 13 Put the words in italics in the correct order to complete the sentences/questions.

- What *is some / context / first / is / will / do / provide*
- After that, I *problem / reasons / explain / will / for / the / this*
- I will then *solutions / go / forward / some / to / on / put*
- So what *article / about / is / exactly / the / ?*
- I'd like *discussion / open / up / for / it / to*

## Reflect

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

- I can talk about the weather and plan activities.
- I can discuss legal cases and consequences.
- I can talk about sports events and news stories.
- I can give a short presentation.
- I can talk about a range of different people.
- I can answer questions about clothes and fashion.
- I can discuss things that have influenced me.

► For more practice go to your Workbook or app.

Go online for the Roadmap video.

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 Practice exercises are provided to ensure learners can recognise and use the sub-skills in focus.
- 6 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.
- 7 Follow-up questions round up the lesson and provide opportunities for further discussion.

## 9A Develop your listening

**Goal:** understand panel interviews  
**Focus:** recognising when someone avoids answering a question



**4 Look at the short conversations. Which of the strategies in the Focus box does Speaker B use?**

- 1 A: How much did you spend?  
B: Well, not much, in the end. Less than I expected.
- 2 A: Was he eating too much?  
B: To be honest I think the key thing was that he wasn't exercising enough.
- 3 A: Was the job well paid? How much were you earning?  
B: Well, let's just say I didn't struggle.
- 4 A: Will you leave, then?  
B: I'm not prepared to say right now.
- 5 A: So, you guys didn't get on very well? What did you argue about?  
B: Well, I'd rather not go into details, really.
- 6 A: Don't you think it's OK, just for tonight?  
B: It's not about whether it's OK tonight, it's about whether it's OK at all.

**5 a** **9.4 Listen to the second part of the panel interview and complete the sentences.**

- 1 Through giving up social media Bahar rediscovered ...
- 2 According to Bahar, in order to feel fully satisfied, humans need to ...
- 3 In order to avoid answering the host's questions, Tim ...

**b Work in pairs and check your answers.**

**Listen again. Are the statements true (T), false (F) or not mentioned (NM)?**

- 1 Bahar won less than a million euros.
- 2 Bahar didn't know how to deal with the online abuse.
- 3 Bahar wasn't used to feeling bored.
- 4 Now, after rediscovering drawing, Bahar is never bored.
- 5 Tim Meadows has been the CEO of the social media company Gobby for five years.
- 6 Tim says he feels responsible for people who become addicted to social media services like Gobby.

**7 Work in pairs and discuss the questions.**

- 1 Do you think social media companies should do something to avoid people becoming addicted? If so, what do you think they should do?
- 2 What do you think about the statement: 'You've got to create as well as consume in order to be fully satisfied as a person'?
- 3 Do you have a positive or negative story to tell about social media?

**6 Recognising when someone avoids answering a question**

There are various strategies that people use to avoid answering a question.

- 1 Give a vague answer  
A: How many hours a week was it?  
B: Let's just say it was more than it should be.
- 2 Change the focus of the question  
A: Was it 20 hours a week?  
B: I think what's important is that I realised it was too much.
- 3 Say politely that you don't want to answer  
A: Why were you angry?  
B: I don't want to go into specifics, but ...

## 9B Develop your writing

**Goal:** write a narrative  
**Focus:** linking two actions together

- 1 **Work in pairs and discuss the questions.**
  - 1 Can you think of events in life that might change people for the better?
  - 2 Have you experienced any of these events? If so, what happened and how did you change?
- 2 **a Read the first paragraph only of the short story. Work in pairs and discuss why you think Robyn did what she did.**

**b Read the whole short story and check your answers to Exercise 2a. Then answer the questions below.**

  - 1 How did Robyn see herself before the incident?
  - 2 How did her colleagues react afterwards?
  - 3 When did the man steal Robyn's phone?
  - 4 How did Robyn find him?
- 3 **a Put the sentences below into the correct place (1–4) in the story.**
  - a Robyn realised that she would never think of herself as shy again.
  - b It was a moment she would never forget.
  - c Robyn could feel her blood begin to boil.
  - d This had never happened to Robyn before and it made her angry, very angry.

**b Sentences a–d in Exercise 3a all focus on feelings. What is the effect of adding this kind of information to the story?**
- 4 **Read the Focus box and find two more examples in the narrative of the -ing form used to join two clauses.**

### Linking two actions together

The simplest way to join two clauses is with *and*. Sometimes the two clauses can also be joined by starting the sentence with the first verb in the -ing form. She apologised *profusely* and helped him to his feet. > Apologising *profusely*, she helped him to his feet. > She took her mother's phone and opened up the app. > Taking her mother's phone, she opened up the app. This form is common in narratives but it is only possible when the subject is the same in both clauses and the first action explains what was happening just before or during the second action.

This type of linking can focus on the relationship between two actions in terms of when they happened. Crossing the road, she saw the singer from the night before.

It can also explain why something happened. Being an expert on the subject, he knew the answer to the question.



### In The Spotlight

Robyn, a 22-year-old architecture student, always thought of herself as a quiet and shy person right up until the moment she used a microphone to scream at a man in a shopping mall. 1. \_\_\_\_\_

It was a busy Saturday and Robyn and her mother were out shopping. The mall was full of eager shoppers hunting for the perfect sunglasses and the latest gadgets at bargain prices. Completely by accident, Robyn bumped into a man in a green jumper and sent him crashing to the ground. Apologising profusely, she helped him to his feet. 'I really have no idea how that happened,' she said. 'No worries,' said the man and quickly walked away.

'That was a bit weird,' said Robyn's mother and Robyn had to agree, but it wasn't until she checked her back pocket that she realised what had happened. The man must have stolen her phone from her pocket while she was helping him up. 2. \_\_\_\_\_

Taking her mother's phone she opened up the 'Find my phone' app and logged into her account. By following the GPS location of her phone she could see exactly where the man was. Robyn told her mother to wait and headed after the man. She caught sight of him on the second floor of the mall near the north entrance and followed him into a shoe shop. Robyn watched as the thief sat down on a chair and casually started checking out the phone he had just stolen. He seemed not to feel any guilt at all at what he had just done. 3. \_\_\_\_\_

Moving slowly and calmly, Robyn picked up the store microphone on the cashier's desk, pressed the broadcast button and screamed at the top of her voice 'THAT MAN STOLE MY PHONE!' The noise shocked all the busy shoppers into silence and everyone turned to stare at Robyn. All of a sudden Robyn knew what to do. Picking up the nearest shoe she could find, Robyn threw it at the man. Then she threw another, and another, all the while shouting at the top of her voice 'GIVE ME MY PHONE. THEFT!'.

Needless to say, Robyn got her phone back and when she told the story at work the next day, all of her colleagues were surprised and amazed at what she had done. 4. \_\_\_\_\_

- 5 **a Look at the sentences. Does the linking tell you the time (T) an activity happened, or the reason (R) why it happened?**
  - 1 Being a poor athlete, I was always the last one picked for the team.
  - 2 Entering the room, she fixed me with a long cool stare.
  - 3 Looking out of the window, he thought of the life he'd left behind.
  - 4 Not having a key, I was forced to climb in through the kitchen window.
  - 5 Being the youngest of three, I was picked on mercilessly by my siblings.
  - 6 Sitting on the porch, I noticed the birds in the garden had fallen silent.
  - 7 Arriving at your door, I felt my heart begin to race.
  - 8 Knowing his temper, she tried to avoid him whenever possible.

**b Rewrite the sentences in Exercise 5a using the words when/while or because.**
- 6 **Rewrite these sentences using the -ing form.**
  - 1 He looked out of his window and saw someone creeping around in the darkness.  
*Looking out of the window, he saw someone creeping around in the darkness.*
  - 2 She realised she was late and she started to run.
  - 3 He was a smooth talker and he loved the chance to meet new people.
  - 4 They were demanding parents and they didn't like it when their son failed one of his exams.
  - 5 I was listening to his story and I began to feel that something was wrong.
  - 6 She didn't know what to do and she decided to call her friend who lived next door.
- 7 **Put the lines of the story in the correct order (1–8).**
  - A 1. \_\_\_\_\_ Opening his eyes on another working weekday, \_\_\_\_\_ what time it was, but guessing \_\_\_\_\_ who liked routine, waking up late was distressing to Charles. He liked the comfort of taking that same 8.07 train every day. Throwing on his clothes, he \_\_\_\_\_ Charles was met with a bunch of blurry shapes which only \_\_\_\_\_ it must be quite late due to the bright sun streaming in through the window. Charles \_\_\_\_\_ resolved themselves into clearer ones, (namely the furniture of his modest bedroom), when he had found his glasses. Not knowing \_\_\_\_\_ thought back to the day he'd started working for Peterson's, twenty years ago, and the strange way that his endless commuter days had begun. \_\_\_\_\_ jumped out of bed with a low groan of pain. Being the sort of man \_\_\_\_\_

### Prepare

- 8 **a You're going to write a story that begins with a brief outline of the climax. Choose one of the options below to begin your story or use your own ideas.**



Peter was a very intense man and his friends were always telling him to lighten up and have fun, until the day that they saw him on the TV show 'You've got talent'. That was a show they would never forget.



Sofya was a cynical and unpleasant woman until the day that a stranger saved her from being eaten alive by a crocodile. It was a day at the zoo that she would never forget.

- b Make notes on what happened before and after the climax and think about how the person changed.

### Write

- 9 **a Write the first draft of your story. Use the checklist below to help you.**

- ☐ Begin with the climax of the story.
- ☐ Describe the events leading up to the climax.
- ☐ Describe the climax in more detail.
- ☐ Describe the events after the climax.
- ☐ Describe how the main character felt.
- ☐ Describe how the main character's personality changed.

- b When you have finished the first draft of your story, exchange with a partner and prepare feedback to help improve your partner's story.

- 10 Use your partner's feedback to write a second draft of your story.



- Goal: compare a text and its summary  
► Focus: critically evaluating a summary

- 1 Work in pairs. Look at the ways of saying *thank you* or *thanks* in different languages. Do you know which language they come from?
  - a Do you know how to say *thank you* in any other languages?
  - b Work in pairs. Discuss what you think the benefits are of learning a language.
- 2 Read the article and the summary below. Note four things which are incorrect in the summary.



## The problems and benefits of learning a language

- 1 Learning a second language is a complicated business. Not only do you have to know approximately 10,000 words in order to achieve 'fluency' in that language, you also need to know in which order they appear, how they morph grammatically, how they combine with other words to create new meaning as well as which combinations sound natural and which unnatural. The muscles in your mouth need to know how to make the right sounds to produce those words and all of this knowledge needs to be available to you in a split second so that you can engage in natural conversation.
- 2 No wonder then, that learning a language is like a mental workout for the brain and, just like a workout for the body, it has enormous benefits. Research in Canada has shown that learning a second language delays the onset of mental diseases such as dementia by five years, learning two foreign languages delays it by over six years and learning three or more foreign languages delays dementia by nine years. If ever there was a good reason to learn a language, this is it.
- 3 What then is the most difficult language to learn? The answer to that question naturally depends on which language you speak in the first place. Native Spanish speakers find Italian relatively easy to learn but like most other people, find Hungarian much harder. Native Finnish speakers, find Hungarian easier than Spanish speakers because of its similarities to their language.
- 4 The Foreign Service Institute (FSI), which is the organisation responsible for training US diplomats and other employees to speak foreign languages, rates languages from one to five in terms of how difficult they are for a native English speaker to learn. A category one language will typically take 24 weeks of full-time study for an FSI student to reach 'general professional proficiency', a category three language will take 36 weeks and a category five language 88 weeks. French, Spanish and Swedish, for example, are considered category one, German is category two, Indonesian category three, Hungarian, Polish, Russian and Thai are category four while Arabic, Chinese (Cantonese and Mandarin), Japanese and Korean are category five.
- 5 There are other languages which don't have an FSI category but which are possibly more complex than even a level five language. Take Tswana for example - a language spoken by fewer than a thousand people in parts of the Amazon rainforest. While languages such as Spanish and French have two classes of noun (for example, *el* and *la* in Spanish), Tswana has up to 140. Or take Xhosa, a language widely spoken in South Africa. One of the sounds of Xhosa is a click that you make by pressing your tongue against your upper side teeth and then pulling away. It's the sound that some people make when encouraging a horse to move. In fact the 'X' of Xhosa is that click sound, so the name of the language is pronounced with a click followed by 'hosa'. And if you think that Xhosa sounds difficult to learn, imagine learning the strangely named *Xóõ* language, which has five ways of pronouncing the click!
- 6 Unfortunately, the very act of learning a foreign language is in danger. The number of languages spoken around the world has plunged in recent years and around half of the approximately six and a half thousand languages that are still in active use are already in danger of dying out. Some predictions estimate that 90 percent of all languages could die out by the end of the century as children stop learning the language of their parents and ancestors and instead learn the language which will allow them to participate in the modern economy. Every language that dies, however, represents a loss of knowledge, culture and history as well as a unique way of seeing the world.

### Summary

Speaking a foreign language is the most difficult thing the human mind can do, however it has many benefits and it can actually cure dementia. The FSI, a US organisation, grades languages from one to five. Everyone will struggle to learn a category five language. Some languages, such as Tswana or Xhosa, are difficult because of their unusual grammar or sounds. Unfortunately, 90 percent of languages will die out by the end of the century.

- 3 Read the Focus box, then check your answers to Exercise 2.

### Critically evaluating a summary

#### Watch out for over-generalisations

Pay attention when words like *every* or *everyone* are used in summaries. They may not be strictly true according to the text.

*Everyone will struggle to learn a category five language. Native English speakers will struggle to learn a category five language.*

#### Watch out for exaggerations

Pay attention to statements of fact in summaries, particularly ones which sound unbelievable. They may be an exaggeration of the information in the text.

*Learning a second language can delay the onset of dementia.*

- 4 Read the sentences below and say if they are accurate summaries of the paragraphs in the article. Change the sentences which are not accurate.

**Paragraph 1** Learning a language is the most complicated thing that the human mind can do.

**Paragraph 2** The more languages you learn, the more you delay the onset of dementia.

**Paragraph 3** If a language is similar to the speaker's native language, they will find it easy to learn.

**Paragraph 4** Each higher category of difficulty means twelve extra weeks of learning.

**Paragraph 5** Tswana and Xhosa are difficult for native English speakers to learn.

**Paragraph 6** Only 10% of the world's languages will survive to the end of the century.

- 5 Choose the correct answer (a, b or c) for the questions below.

- 1 Why is learning a language compared to a physical workout?
  - a Because it is challenging but good for you.
  - b Because it takes a long time to improve.
  - c Because it is used the muscles of your mouth.
- 2 Which language will a Finnish person find easier to learn?
  - a Italian
  - b Hungarian
  - c It isn't known.
- 3 Who will usually find Arabic harder to learn than Thai?
  - a Everyone apart from Arabic speakers.
  - b Native English speakers.
  - c Everyone.
- 4 Why are some languages dying out?
  - a People are choosing to speak languages that are used globally.
  - b People have forgotten how to speak them.
  - c People see the world differently.
- 6 Underline words or phrases in the text that express the same idea as the phrases below.
  - 1 a very short period of time (paragraph 1)
  - 2 it's not surprising (paragraph 2)
  - 3 beginning of (paragraph 2)
  - 4 obviously (paragraph 3)
  - 5 (which) many people speak (paragraph 5)
  - 6 fallen dramatically (paragraph 6)
  - 7 no longer exist (summary)
- 7 Work in groups and discuss the questions.
  - 1 Should governments try to protect languages that are in danger of dying out? Why/Why not?
  - 2 What can they do to protect those languages?



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

## Vocabulary bank

### 1B Help and encouragement

- 1 Read the text and match words and phrases 1–10 in bold with meanings a–j below.

When I started my degree, it was the first time I'd lived away from home and it was quite a big thing for me as I am a registered blind. Fortunately, new students got a lot of support from the university. Firstly, there was a mentoring **scheme** so I had a couple of older students who **took me under their wing** - showed me around the campus. I introduced me to different people and generally **put me at ease**. One of my mentors became a good friend and she gave me a lot of **moral support** when I was feeling down. She would tell me she'd had similar feelings, and always found the words to **reassure** me. Apart from this, I also received **a grant** to pay for some of my additional needs like help with writing up my essays and buying books.

When it came to studying, I found the lecturers **made allowances** for different people by, for example, providing recordings of lectures and giving copies of notes in advance. They also **went easy on us** in the first term as we were settling in. They gradually demanded more, but they always gave us lots of help and **encouragement**.

Actually, most of this support was available for any student, not just ones with disabilities, and most of us were **in the same boat**, away from our families for the first time.

- a money to help
- b a programme
- c make (someone) feel that things will be fine
- d were gentle to and didn't demand too much of
- e made fair decisions that considered someone's needs or disadvantage
- f looked after (someone) younger or with less experience) with kindness
- g words to give (someone) confidence and courage
- h helped to feel comfortable and happy
- i experiencing a similar situation
- j words or behaviour to help someone do better

### 1C Word building: negatives

- 1 Match the negative prefixes and suffixes with each group of words.

dis- im- in- ir- -less un-

- 1 point, hope, worth, care, meaning
- 2 organised, respectful, honest
- 3 realistic, reasonable, clear, equal, suitable, tidy, aware
- 4 relevant, rational, regular, responsible
- 5 mature, patient, moral, proper, perfect
- 6 secure, experienced, adequate, sufficient, consistent, competent



- 2 Complete the sentences using a negative form of a word from Exercise 1.

- 1 It annoys me that there's still \_\_\_\_\_ pay between men and women. We should get paid the same.
- 2 Our boss is too demanding. A lot of the targets we're set are simply \_\_\_\_\_.
- 3 It drives me mad when people use \_\_\_\_\_ jargon at work. They should just use language that everyone can understand.
- 4 I'm absolutely \_\_\_\_\_ at all sport. I hate doing it!
- 5 In my opinion, a lot of what you learn at school is \_\_\_\_\_ to everyday life.
- 6 I know my fear of flying is \_\_\_\_\_ and that statistics show it's very safe, but I still hate it.
- 7 The thing that concerns me is how \_\_\_\_\_ young people are to older people these days.
- 8 Too many jobs are \_\_\_\_\_ these days. You just don't know how long they will last.
- 9 It's basically \_\_\_\_\_ to avoid paying taxes.
- 10 I find it annoying when people beep their horn as soon as the traffic light goes green. They are so \_\_\_\_\_.

- 3 Choose five words with a negative suffix from Exercise 1. Write sentences about your experiences.

## Communication bank

### Lesson 1D

#### 13a Student A

##### Conversation 1

You're the landlord/landlady of a flat that Student B has been renting. You've gone round to visit because Student B is leaving and wants the £1000 deposit back. You don't want to give it back - at least not all of it - because you're not happy with the state they have left the place in. Think about what the problems are.

##### Conversation 2

You work with Student B, who has been with the company much longer than you. You joined a few months ago. Student B has been there almost a decade. Student B doesn't like the way you work, even though you've been getting good results. You feel Student B can be a bit bullying. You've been missing work to avoid a conflict with B, but have now decided you need to confront him/her.

### Lesson 2C

#### 10



### Lesson 3B

#### 12 Student A

##### 1

A thirteen-year-old boy took his parents to court after accusing them of causing him a life of pain and suffering ... as a result of the colour of his hair! A redhead, like both his mother and father, the boy argued that he should be awarded damages to compensate him for the teasing and unhappiness he'd experienced at high school, where he was known as Carrot Top!

##### 2

A Philosophy student in Rotterdam took Erasmus University in Rotterdam to court after they ordered him to leave ... because he smelled so badly no one could concentrate while he was in the room. While admitting to having rather smelly feet, he claimed that this decision damaged his chances of future employment and demanded to be allowed to continue with his degree.

### 4B Develop your writing

#### 2b

- 1 1222
- 2 16th century
- 3 rich people's schools
- 4 90%
- 5 sweatshirt
- 6 £200

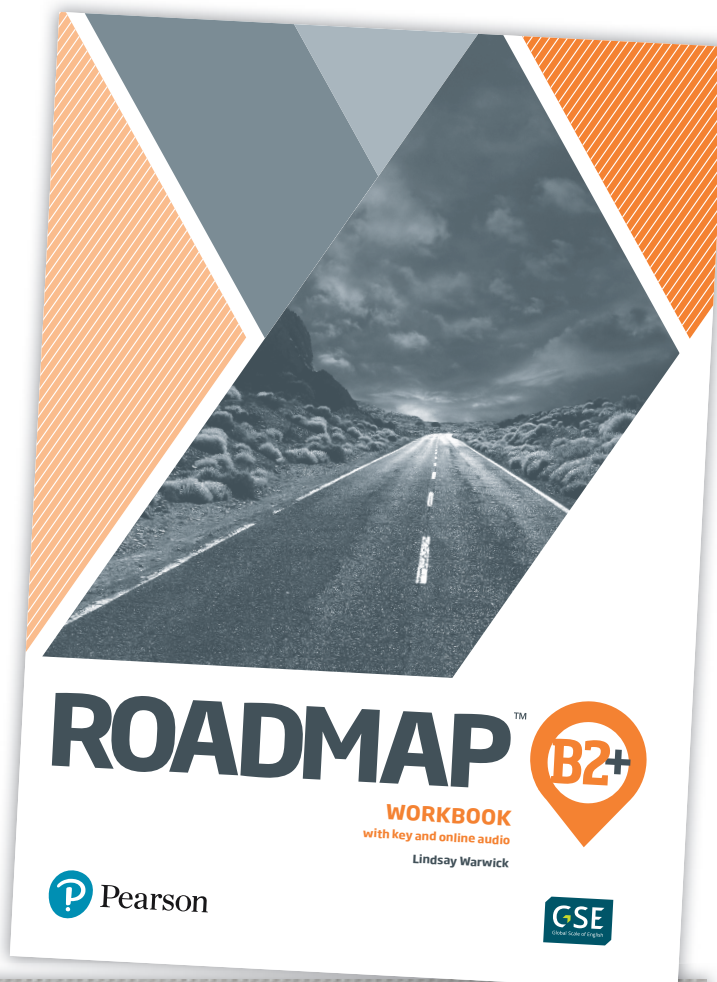
The *Roadmap Workbook* contains a wide variety of grammar, vocabulary and functional language exercises that review all the areas covered in the Students' Book. It also features additional listening, reading and writing practice.

- 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*.

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

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



# 1

## Listening

**1** Listen to the first part of a radio discussion. What is your answer to the question?

**2** Listen to the full discussion. Are the sentences true (T) or false (F)?

- Sally says that people in their early 20s start to do things by themselves.
- John says that people in their early 20s have enough money to live adventures.
- The report suggests that people in their 30s enjoy having a routine.
- John says that people with young children can only relax on a few things.
- The research participants said they did less physically active work than their 20s.
- Sally says that people start to realise they might get injured when they're in their 30s.
- Norwood says that we don't make good judgments until we become adults.
- The main reason people over 30 are active is that he believes they are financially able to do more.

**3** Listen again and complete the sentences with the word you hear.

- That seems to be whenever people start to ...
- How dramatically have the ... changed and in all that time?
- By the time you get to 30, you've ... your life at work and in your social life.
- They can't get jump at the ... of doing an extreme sport, for example.
- We start to realise that doing something like ... is actually not all that hard.
- We probably haven't spent 10 years doing physically ...

**4** Match the phrases in the box with their definitions.

leave home establish yourself jump at the chance physically demanding spend your wages the house

- the money/finance
- eagerly anxious to do something
- meeting at last after a long time your body
- start to live an independent life
- set yourself up financially and comfortably
- make damage or injury happen

## Writing

**1** Read the information and choose the correct alternatives.

- A higher-level percentage of universities offer online lectures than their staff.
- Online lectures have proved popular with students.
- Universities agreed they're about to introduce online lectures.

**2** 20% of universities now offer online lectures, and now they seem effective?

The government has announced that 20% of universities across the country now have to introduce to their students the chance to watch their online and watch them to do so. However, one study has revealed that students who watch the video lecture online were 10% less likely to get a high grade than those who attended the lecture in person. They were also 10% more likely to drop out of the course.

**3** Students' expectations

	Students	Management	Students
Long	10	10	1,000
Medium	10	10	100
Short	10	10	10
Agreed	10	10	10

**4** Online lectures are good. You can watch them at any time, wherever you like. But some students are worried that they won't be able to get a high grade if they watch the video lecture online. So the government has announced that 20% of universities across the country now have to introduce to their students the chance to watch their online and watch them to do so. However, one study has revealed that students who watch the video lecture online were 10% less likely to get a high grade than those who attended the lecture in person. They were also 10% more likely to drop out of the course.

**5** The lecture is good. You can watch them at any time, wherever you like. But some students are worried that they won't be able to get a high grade if they watch the video lecture online. So the government has announced that 20% of universities across the country now have to introduce to their students the chance to watch their online and watch them to do so. However, one study has revealed that students who watch the video lecture online were 10% less likely to get a high grade than those who attended the lecture in person. They were also 10% more likely to drop out of the course.

**6** The lecture is good. You can watch them at any time, wherever you like. But some students are worried that they won't be able to get a high grade if they watch the video lecture online. So the government has announced that 20% of universities across the country now have to introduce to their students the chance to watch their online and watch them to do so. However, one study has revealed that students who watch the video lecture online were 10% less likely to get a high grade than those who attended the lecture in person. They were also 10% more likely to drop out of the course.

**7** Read a report by an employee at a university. What does the writer say the university should do?

- Only provide online lectures.
- Temporarily offer to open and online lectures.
- Only provide online lectures.

## Report on the proposal to introduce online lectures at West Anglia University

### Introduction

The purpose of this report is to consider the advantages and disadvantages of introducing online lectures for students in the online department of the university. After discussion with the relevant departments, it is recommended that the university should introduce online lectures for students in the online department.

### Background

Currently, the university has a number of online lectures for students in the online department. However, it is recommended that the university should introduce online lectures for students in the online department.

### Potential advantages

1. Greater autonomy for students  
By having the choice of when to watch the lecture and how to watch it, students get greater control over their learning.

2. To reduction in costs  
The video is the only way to watch the lecture. It is recommended that the university should introduce online lectures for students in the online department.

### Potential problems

1. Reduced connection between lecturers and students  
With students and lecturers not having the same time to discuss the lecture and ask questions, it is recommended that the university should introduce online lectures for students in the online department.

2. Reduced motivation to quality  
Students may not be as motivated to watch the lecture if they can watch it at any time and place. It is recommended that the university should introduce online lectures for students in the online department.

### Views of staff and students

Management were very supportive of the proposal, as they saw the opportunity of students to watch the lecture at any time and place. However, some staff were concerned that the proposal would reduce the quality of the lecture and the connection between lecturers and students.

### Conclusions and recommendations

Considering all of the above, it is recommended that the university should introduce online lectures for students in the online department. However, it is recommended that the university should also consider the potential problems and take steps to address them.

**5** Read the report again. Are the sentences true (T) or false (F)?

- The report has clear findings.
- The report says it is not recommended to introduce online lectures.
- The report includes both points.
- The report provides a clear conclusion.
- The report includes conclusions on the way.

## Changing the register of spoken information

When writing information that is more formal and putting it into a register, it is important to express the information in the correct register. Spoken registers vary from very informal to very formal. The register you use should be appropriate to the situation. For example, you would use a more formal register when writing a report than when writing a letter to a friend.

### Register

Register is the way in which we use language to communicate. It is the way in which we use language to communicate. It is the way in which we use language to communicate. It is the way in which we use language to communicate.

### Formal register

Formal register is used in formal situations. It is used in formal situations. It is used in formal situations. It is used in formal situations. It is used in formal situations.

### Informal register

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### Register of spoken information

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## 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

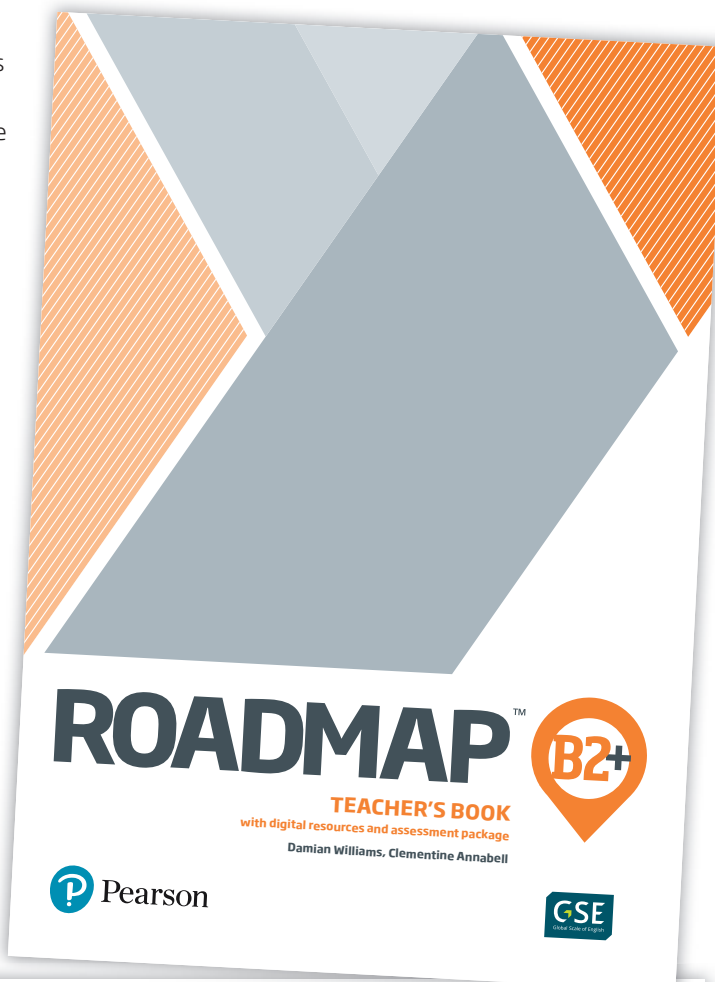
The *Roadmap Teacher's Book* provides step-by-step instructions on how to exploit the material.

- 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 Give it a go

Goal | persuade people to try different activities  
Grammar | cleft sentences  
Vocabulary | free-time activities  
GSE learning objective  
Can use persuasive language to suggest that parties in disagreement shift towards a new position

### 1B Kind acts

Goal | narrate a short story in detail  
Grammar | narrative tenses  
Vocabulary | helping people  
GSE learning objective  
Can narrate a story in detail, giving relevant information about feelings and reactions

### 1C How annoying!

Goal | talk about annoying incidents  
Language focus | exaggeration  
Vocabulary | at work  
GSE learning objective  
Can use hyperbole to emphasise a point (e.g. *It's going to take me years to do this!*)

### 1D English in action

Goal | negotiate solutions to disputes  
Vocabulary | fights and disputes  
GSE learning objective  
Can negotiate a solution to a dispute (e.g. an undesired traffic ticket, blame for an accident)

### Roadmap video

Go online for the Roadmap video and worksheet.

### VOCABULARY BANK

### 1B Help and encouragement

### 1C Word building: negatives

### DEVELOP YOUR SKILLS

### 1A Develop your writing

Goal | write a report  
Focus | changing the register of spoken information  
GSE learning objective  
Can write essays and reports synthesising information from a number of sources

### 1B Develop your listening

Goal | understand informal discussions  
Focus | identifying rhetorical questions  
GSE learning objective  
Can differentiate between rhetorical and genuine questions in informal discussion

### 1C Develop your reading

Goal | understand newspaper and magazine articles  
Focus | recognising similarities and differences between opinions  
GSE learning objective  
Can understand differences and similarities between points of view in extended texts

### 1A Give it a go

#### Introduction

The goal of this lesson is for students to persuade people to try different activities. To help them achieve this, they will learn or revise cleft sentences and vocabulary related to free-time activities.

#### Warm up

Before class, prepare three sentences about what you like doing in your free time: two true sentences and one false. Write them on the board and encourage Ss to ask you questions to help them decide which is false (e.g. *How often do you do X? Who do you do it with?* etc.) Once they've guessed which sentence is false, ask Ss to prepare three sentences of their own in the same way, without showing them to anyone. Monitor and help if necessary, writing new vocabulary on the board. Put Ss in pairs or small groups to show each other their sentences and ask questions to help decide which is false. When they have finished, ask a few Ss to share anything interesting they found out with the class.

#### Vocabulary

##### Free-time activities

1a Give pairs a few minutes to read the items 1–8 and check understanding of the words in bold. Encourage Ss to use dictionaries or mobile devices to check vocabulary they're unsure of, monitoring and helping if necessary. Then focus attention on the photos and elicit which of the activities are shown.

Answers: A outdoor pursuit B martial art C crossword  
D creative pastime E performing

b Ask pairs to discuss the points in the list. When they have finished, ask a few pairs to share their ideas with the class.

2a Elicit the first answer as an example, then ask Ss to complete the sentences alone. With **weaker classes** you could go through the meanings of the phrases in the box first. Ask Ss to check answers in pairs, then check answers with the class.

Answers: 1 take to it 2 grow on me 3 the hype  
4 very encouraging 5 hopeless at 6 nothing beats  
7 fancied taking up 8 let off steam 9 switch off

#### Optional extra activity

Ask Ss to choose three phrases from the box in Ex 2a, then think of one thing which is true for them that relates to each phrase, e.g. *I'm hopeless at it – tennis; nothing beats this – a bath after a long day*. When they are ready, put Ss in pairs to say the things they thought of for their partner to guess which phrase each one relates to. Pairs then ask questions to find out more information. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

b Remind Ss of the activities in Ex 1a, then put them in pairs to discuss the question. When they have finished, elicit ideas from a few pairs and find out if others agree.

Suggested answers:  
1 yoga 2 online gaming 3 a blockbuster 4 a keep-fit activity  
5 dress making, doing puzzles 6 singing in a choir/performing  
7 martial arts/judo/karate 8 martial arts, yoga  
9 hiking/other outdoor pursuit

3 Give Ss a few minutes to read the questions and think about their answers. When they are ready, put Ss in pairs to discuss the questions. Monitor and help if necessary, writing any new vocabulary on the board. When they have finished, ask a few pairs to share their ideas with the class and find out if others agree.

#### Teaching tip

Before a speaking activity, it's a good idea to give Ss some individual preparation time. This could be silent thinking time or you could ask them to make notes. This will ensure they have something to say and feel more confident and prepared when they come to speak. For group or whole-class speaking activities, Ss can prepare and share ideas in pairs beforehand.

#### Further practice

Photocopiable activities: 1A Vocabulary, p155  
App: 1A Vocabulary practice 1 and 2

#### Listening

4 Explain that Ss are going to listen to four conversations in which people talk about free-time activities. Read through sentences 1 and 2 with the class so Ss know what to listen for. Play the recording for Ss to listen and make notes, then compare ideas in pairs. Play the recording again if necessary, then check answers with the class.

#### Answers:

##### Conversation 1

1 TV, films, reading and martial arts, mostly karate, also judo  
2 One speaker has started doing karate and really enjoys it. It helps him to keep fit, he learns a bit of self-defence and he likes the shouting. It's a good way to get rid of stress and frustrations from work. The other speaker tried judo once but didn't take to it.

##### Conversation 2

1 watching a TV series called *House of Gargon*  
2 One speaker loves it and thinks it's relevant to the current political situation. The other watched a couple of episodes and didn't like it. She's not into fantasy stuff.

##### Conversation 3

1 going camping  
2 One speaker loves it – the fresh air, being close to nature. The other doesn't understand why anyone would choose to suffer the discomfort!

##### Conversation 4

1 a dance class – tango  
2 One is enjoying it, even though they're hopeless at it. The other thinks they'd feel uncomfortable and is a terrible dancer, but is tempted!

#### Audioscript 1.1

##### Conversation 1

A: So what do you do when you're not working?  
B: Not that much, to be honest. The usual – TV, films, read a bit, though not as much as I should! I guess. Oh, and I recently started going to a karate class a couple of times a week.  
A: Really? Is that just to keep fit or so you can defend yourself or what?  
B: Oh, it's definitely more to keep fit than for self-defence, but what's good about it is it's more than just keep fit, you know.  
A: Sure.  
B: And have to say, I really, really love the shouting!  
A: Yeah? You don't seem a very shouty kind of person!  
B: I'm not. But what I've found is it's just a great way to get rid of all those frustrations from work.  
A: Yeah, I can see how that would work.

B: You've never fancied doing something like that yourself?  
A: I did actually go to a judo class for a bit when I was at uni, but I didn't take to it.  
B: No?  
A: No. I think what put me off was the pain! Every time I went, I seemed to hurt myself.

##### Conversation 2

C: Do you like *House of Gargon*?  
D: I watched the first couple of episodes in the first series, but it wasn't really my kind of thing.  
C: Yeah, I know what you mean. It does take a few episodes to get going, but it really grows on you. I've been watching it non-stop the last few weeks. I watched six episodes on Saturday!  
D: Yeah? It's just all that fantasy stuff doesn't really appeal to me.  
C: Oh, fair enough, but what's the great about it is the way they make it relevant to now.

C: Yeah, it's essentially about the current political situation – just with wizards! You should give it another go. I know there's a lot of hype around it, but it's just very entertaining.  
D: Sorry, but it's really not for me.  
C: Oh well. Your loss!

##### Conversation 3

E: What are you doing at the weekend?  
F: We're going camping.  
E: OK. Do you do that a lot?  
F: Yeah. Whenever I can.  
E: Really?  
F: Yeah. Why? Are you not a fan?  
E: No. I like hiking, but what I don't understand is how anyone gets enjoyment from sleeping uncomfortably in a field.  
F: It's just being close to nature that I love. Honestly, nothing beats waking up and stepping out of your tent into that fresh morning air, with the mountains right there.  
E: Can't you get that from a hotel balcony?  
F: No! It's not the same! You don't have that smell of the damp grass. Exactly – damp, cold, miserable.  
F: Not it's nice. And the other thing I love is how friendly people are. Campers are just very nice people!  
E: If you say so, but I'm not convinced.

##### Conversation 4

G: Are you up to anything later? Do you fancy going out?  
H: Yeah, no. I can't tonight. I've got my tango class.  
G: I didn't know you did that. Are you any good?  
H: No. I'm hopeless, but I enjoy it. Why don't you come?  
G: Oh, go! No!  
H: Why not?  
G: I'd feel uncomfortable. I'm OK if I'm dancing on my own – but actually coordinating with anyone else ...  
H: Oh, don't worry! What's great about this class is the fact that no one takes it too seriously.  
G: I don't know.  
H: Honestly, I've got two left feet, but no one's bothered.  
G: Really?  
H: Yeah. It's a lot of fun and the teacher's really encouraging. Come on. You'll enjoy it.  
G: Well, maybe then. What time does it start?

5 Focus attention on the first sentence and ask: Which conversation is this from? Elicit Ss' ideas but don't give any answers yet. Give Ss a minute to read the sentences, then play the recording again for Ss to match the sentences to the conversations, then check in pairs. With **weaker classes**, play the recording again if necessary, then check answers with the class.

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

# 1A

## Grammar 2 Cleft sentences

enjoy about studying English	huge amount of hype	a popular keep-fit activity	pastime I've never tried	do to help remember new vocabulary
couldn't stand when I was younger	fancy doing this weekend	admire in people	found interesting at school	is great about living here
a lot of locals do at weekends	puts people off performing for others	made me choose this course	was nice about being a child	should spend more time doing
people don't talk about enough	always find encouraging	many people are concerned about	most blockbusters have in common	used to spend hours doing as a child
effective study strategy	a lot of people take seriously	helps people switch off	not really into	don't have any patience for
I've always liked	appreciate in a friend	has grown on me	really unusual to see around here	I watched recently

What I **enjoy about studying English** is meeting new people.

Something I **appreciate in a friend** is a sense of humour.

What **helps people switch off** really depends on the person.

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# 1A

## Vocabulary Free-time activities

### 1 Match the words and phrases in bold in Exercise 2 with their meaning.

- relax
- the publicity and excitement
- terrible at
- very successful film, usually one that is full of action or adventure
- hobby
- to get rid of anger, excitement or energy
- would like to start spending time doing something new
- sports in which you fight with your hands and feet
- confidence-giving
- a type of word puzzle
- entertaining other people
- an adjective meaning exercise

### 2 Find someone who ...

	Name	More information
1 ... has seen a <b>blockbuster</b> in the past year.		
2 ... knows a move from a <b>martial art</b> .		
3 ... can think of two benefits of doing <b>crosswords</b> .		
4 ... <b>fancies taking up</b> another language or a musical instrument in future.		
5 ... can think of three <b>keep-fit</b> activities available in the local area.		
6 ... prefers online gaming to outdoor pursuits to <b>let off steam</b> .		
7 ... knows a very <b>encouraging</b> quote or saying.		
8 ... likes to follow <b>the hype</b> around celebrity trends.		
9 ... is either very good or <b>hopeless at</b> remembering people's names.		
10 ... has a creative <b>pastime</b> that they didn't take to straight away but that grew on them over time.		
11 ... has experience <b>performing</b> , for example in a play or in a musical group.		
12 ... thinks that to really <b>switch off</b> , nothing beats spending time in nature.		

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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](https://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](https://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 Give it a go

**Goal** | persuade people to try different activities

**Grammar** | cleft sentences

**Vocabulary** | free-time activities

**GSE learning objective**

Can use persuasive language to suggest that parties in disagreement shift towards a new position

### 1B Kind acts

**Goal** | narrate a short story in detail

**Grammar** | narrative tenses

**Vocabulary** | helping people

**GSE learning objective**

Can narrate a story in detail, giving relevant information about feelings and reactions

### 1C How annoying!

**Goal** | talk about annoying incidents

**Language focus** | exaggeration

**Vocabulary** | at work

**GSE learning objective**

Can use hyperbole to emphasise a point (e.g. *It's going to take me years to do this.*)

### 1D English in action

**Goal** | negotiate solutions to disputes

**Vocabulary** | fights and disputes

**GSE learning objective**

Can negotiate a solution to a dispute (e.g. an undeserved traffic ticket, blame for an accident)

#### Roadmap video

Go online for the Roadmap video and worksheet.

## VOCABULARY BANK

### 1B Help and encouragement

### 1C Word building: negatives

## DEVELOP YOUR SKILLS

### 1A Develop your writing

**Goal** | write a report

**Focus** | changing the register of spoken information

**GSE learning objective**

Can write essays and reports synthesising information from a number of sources

### 1B Develop your listening

**Goal** | understand informal discussions

**Focus** | identifying rhetorical questions

**GSE learning objective**

Can differentiate between rhetorical and genuine questions in informal discussion

### 1C Develop your reading

**Goal** | understand newspaper and magazine articles

**Focus** | recognising similarities and differences between opinions

**GSE learning objective**

Can understand differences and similarities between points of view in extended texts

## 1A

## Give it a go

### Introduction

The goal of this lesson is for students to persuade people to try different activities. To help them achieve this, they will learn or revise cleft sentences and vocabulary related to free-time activities.

### Warm up

Before class, prepare three sentences about what you like doing in your free time: two true sentences and one false. Write them on the board and encourage Ss to ask you questions to help them decide which is false (e.g. *How often do you do X? Who do you do it with?* etc.) Once they've guessed which sentence is false, ask Ss to prepare three sentences of their own in the same way, without showing them to anyone. Monitor and help if necessary, writing new vocabulary on the board. Put Ss in pairs or small groups to show each other their sentences and ask questions to help decide which is false. When they have finished, ask a few Ss to share anything interesting they found out with the class.

## Vocabulary

### Free-time activities

**1a** Give pairs a few minutes to read the items 1–8 and check understanding of the words in bold. Encourage Ss to use dictionaries or mobile devices to check vocabulary they're unsure of, monitoring and helping if necessary. Then focus attention on the photos and elicit which of the activities are shown.

**Answers:** **A** outdoor pursuit **B** martial art **C** crossword  
**D** creative pastime **E** performing

**b** Ask pairs to discuss the points in the list. When they have finished, ask a few pairs to share their ideas with the class.

**2a** Elicit the first answer as an example, then ask Ss to complete the sentences alone. With **weaker classes**, you could go through the meanings of the phrases in the box first. Ask Ss to check answers in pairs, then check answers with the class.

**Answers:** **1** take to it **2** grow on me **3** the hype  
**4** very encouraging **5** hopeless at **6** nothing beats  
**7** fancied taking up **8** let off steam **9** switch off

### Optional extra activity

Ask Ss to choose three phrases from the box in Ex 2a, then think of one thing which is true for them that relates to each phrase, e.g. *I'm hopeless at it – tennis; nothing beats this – a bath after a long day.* When they are ready, put Ss in pairs to say the things they thought of for their partner to guess which phrase each one relates to. Pairs then ask questions to find out more information. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

**b** Remind Ss of the activities in Ex 1a, then put them in pairs to discuss the question. When they have finished, elicit ideas from a few pairs and find out if others agree.

### Suggested answers:

**1** yoga **2** online gaming **3** a blockbuster **4** a keep-fit activity  
**5** dress making, doing puzzles **6** singing in a choir/performing  
**7** martial arts/judo/karate **8** martial arts, yoga  
**9** hiking/other outdoor pursuit

**3** Give Ss a few minutes to read the questions and think about their answers. When they are ready, put Ss in pairs to discuss the questions. Monitor and help if necessary, writing any new vocabulary on the board. When they have finished, ask a few pairs to share their ideas with the class and find out if others agree.

### Teaching tip


Before a speaking activity, it's a good idea to give Ss some individual preparation time. This could be silent thinking time or you could ask them to make notes. This will ensure they have something to say and feel more confident and prepared when they come to speak. For group or whole-class speaking activities, Ss can prepare and share ideas in pairs beforehand.

### Further practice

**Photocopiable activities:** 1A Vocabulary, p155

**App:** 1A Vocabulary practice 1 and 2

## Listening

**4**  **1.1** Explain that Ss are going to listen to four conversations in which people talk about free-time activities. Read through sentences 1 and 2 with the class so Ss know what to listen for. Play the recording for Ss to listen and make notes, then compare ideas in pairs. Play the recording again if necessary, then check answers with the class.

### Answers:

#### Conversation 1

- 1** TV, films, reading and martial arts, mostly karate, also judo
- 2** One speaker has started doing karate and really enjoys it. It helps him to keep fit, he learns a bit of self-defence and he likes the shouting. It's a good way to get rid of stress and frustrations from work. The other speaker tried judo once but didn't take to it.

#### Conversation 2

- 1** watching a TV series called *House of Gorgon*
- 2** One speaker loves it and thinks it's relevant to the current political situation. The other watched a couple of episodes and didn't like it. She's not into fantasy stuff.

#### Conversation 3

- 1** going camping
- 2** One speaker loves it – the fresh air, being close to nature. The other doesn't understand why anyone would choose to suffer the discomfort!

#### Conversation 4

- 1** a dance class – tango
- 2** One is enjoying it, even though they're hopeless at it. The other thinks they'd feel uncomfortable and is a terrible dancer, but is tempted!

### Audioscript 1.1

#### Conversation 1

- A:** So what do you do when you're not working?  
**B:** Not that much, to be honest. The usual – TV, films, I read a bit, though not as much as I should, I guess. Oh, and I recently started going to a karate class a couple of times a week.  
**A:** Really? Is that just to keep fit or so you can defend yourself or what?  
**B:** Oh, it's definitely more to keep fit than for self-defence, but what's good about it is it's more than just keep fit, you know.  
**A:** Sure.  
**B:** And I have to say, I really, really love the shouting!  
**A:** Yeah? You don't seem a very shouty kind of person!  
**B:** I'm not. But what I've found is it's just a great way to get rid of all those frustrations from work.  
**A:** Yeah, I can see how that would work.

**B:** You've never fancied doing something like that yourself?

**A:** I did actually go to a judo class for a bit when I was at uni, but I didn't take to it.

**B:** No?

**A:** No. I think what put me off was the pain! Every time I went, I seemed to hurt myself.

#### Conversation 2

- C:** Do you like *House of Gorgon*?  
**D:** I watched the first couple of episodes in the first series, but it wasn't really my kind of thing.  
**C:** Yeah, I know what you mean. It does take a few episodes to get going, but it really grows on you. I've been watching it non-stop the last few weeks. I watched six episodes on Saturday!  
**D:** Yeah? It's just all that fantasy stuff doesn't really appeal to me.  
**C:** Oh, fair enough, but what's great about it is the way they make it relevant to now.  
**D:** Really?  
**C:** Yeah. It's essentially about the current political situation – just with wizards! You should give it another go. I know there's a lot of hype around it, but it's just very entertaining.  
**D:** Sorry, but it's really not for me.  
**C:** Oh well. Your loss!

#### Conversation 3

- E:** What are you doing at the weekend?  
**F:** We're going camping.  
**E:** OK. Do you do that a lot?  
**F:** Yeah. Whenever I can.  
**E:** Really?  
**F:** Yeah. Why? Are you not a fan?  
**E:** No. I like hiking, but what I don't understand is how anyone gets enjoyment from sleeping uncomfortably in a field.  
**F:** It's just being close to nature that I love. Honestly, nothing beats waking up and stepping out of your tent into that fresh morning air, with the mountains right there.  
**E:** Can't you get that from a hotel balcony?  
**F:** No! It's not the same! You don't have that smell of the damp grass.  
**E:** Exactly – damp, cold, miserable.  
**F:** No! It's nice. And the other thing I love is how friendly people are. Campers are just very nice people!  
**E:** If you say so, but I'm not convinced.

#### Conversation 4

- G:** Are you up to anything later? Do you fancy going out?  
**H:** Yeah, no. I can't tonight. I've got my tango class.  
**G:** I didn't know you did that. Are you any good?  
**H:** No. I'm hopeless, but I enjoy it. Why don't you come?  
**G:** Oh gosh! No!  
**H:** Why not?  
**G:** I'd feel uncomfortable. I'm OK if I'm dancing on my own – but actually coordinating with anyone else ...  
**H:** Oh, don't worry! What's great about this class is the fact that no one takes it too seriously.  
**G:** I don't know.  
**H:** Honestly, I've got two left feet, but no one's bothered.  
**G:** Really?  
**H:** Yeah. It's a lot of fun and the teacher's really encouraging. Come on. You'll enjoy it.  
**G:** Well, maybe then. What time does it start?

**5** Focus attention on the first sentence and ask: *Which conversation is this from?* Elicit Ss' ideas but don't give any answers yet. Give Ss a minute to read the sentences, then play the recording again for Ss to match the sentences to the conversations, then check in pairs. With **weaker classes**, play the recording again if necessary, then check answers with the class.

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

**Teaching tip**

It can be tempting to play recordings in class several times so Ss get all the answers but this doesn't reflect real-life listening. In class, it's a good idea to train Ss for real-life listening by using techniques to ensure they get as much information as they can from minimal repetitions.

- 1 Make sure Ss know exactly what they're listening for by giving them an opportunity to read the task carefully before they listen and predict the answers (if possible).
- 2 Give Ss an opportunity to compare answers in pairs before asking if they need to listen again. They might be able to combine their ideas and come up with a full set of answers.

6 Read the questions with the class, then give Ss a few minutes to think of examples and how they'll answer the questions. They could make notes if they want to. When they are ready, put Ss in pairs or small groups to share their experiences. In feedback, ask a few pairs or groups to share one of their experiences with the class.

**Grammar****Cleft sentences**

7a 1.2 Go through the pairs of sentences and elicit ideas about the missing words, but don't give any answers yet. Play the recording for Ss to complete the sentences. Ask Ss to check in pairs, then check answers with the class.

**Answers:** 1 What; is 2 What; was 3 What's great about it is 4 The other thing; is 5 What's great about; is the fact that

b Ss discuss the question in pairs. Before checking answers, write this pair of sentences on the board:

- 1 *I really like doing gardening.*
- 2 *What I really like doing is gardening.*

Read the sentences out and try to sound more emphatic when reading the second sentence. Ask: *Which sentence sounds stronger? (2).* Then elicit the answer to the question in Ex 7b.

**Answer:** It draws attention to something the speaker feels strongly about.

c Ss complete the examples in the grammar box alone, then check in pairs. Check answers with the class.

**Answers:** 1 What 2 is 3 thing 4 What 5 was 6 fact

**LANGUAGE BANK 1A** pp.136–137

**Stronger classes** could read the notes at home. Otherwise, check the notes with Ss, especially the verbs we commonly use in cleft sentences to show how we feel. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

**Answers:**

- 1 1 What 2 thing 3 that/which 4 fact 5 how 6 was 7 other 8 about
- 2 1 like; way 2 find; variety 3 understand; why 4 amazes; amount 5 fancy; going 6 love; fact

8a 1.3 Play the recording for Ss to listen and notice the emphasis and the weak sounds.

b Play the recording again for Ss to listen and repeat. If necessary, model the sentences yourself and break them down into smaller parts.

9 Read the example with the class and elicit how the form and word order of the sentence changes. Ss rewrite the sentences alone then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

**Answers:**

- 1 The thing (that) I like most about going to the choir is meeting new people.
- 2 What/The thing (that) I don't understand is how anyone can make a cake without eggs.
- 3 What/The thing (that) I found difficult (about the class) was the fact that everyone was much better than me.
- 4 What/The thing (that) I love about hiking is being out in the countryside all day.
- 5 What/The thing (that) I found frustrating was the fact that I wasn't really progressing.
- 6 What/The thing that puts me off learning how to fly is the cost.

**Grammar checkpoint**

In cleft sentences which begin with *The thing*, sometimes we need to include *that* but sometimes we can omit it. We can use or omit *that* when *The thing* refers to the object of the sentence, e.g. *The thing (that) I hate the most about being a nurse is the shift work.* However, we cannot omit *that* when *The thing* refers to the subject of the sentence, e.g. *The thing that makes it all worthwhile is the job satisfaction.*

10a Demonstrate the activity first by telling the class some of your own answers. Give Ss plenty of time to write their sentences alone. Monitor and help if necessary, writing any new vocabulary on the board.

b Put Ss in pairs to share their sentences, encouraging them to ask follow-up questions and give more information. When they have finished, ask a few Ss to share anything interesting they found out about their partner.

**Optional alternative activity**

In Ex 10b, instead of reading out their whole sentences, ask Ss to take turns reading out just the part they wrote. Their partner listens and guesses which sentence starter it follows. They then ask and answer follow-up questions to find out more information.

**Further practice**

**Photocopiable activities:** 1A Grammar 1, p153;

1A Grammar 2, p154

**App:** 1A Grammar practice 1 and 2

## Speaking

### Prepare

**11** Refer Ss to the activities in Ex 1a and tell them to choose two, imagining they do them regularly. Alternatively, they could choose something else they do regularly in their free time. Ask Ss to work alone to list positive things about the activity that they might use to persuade someone else to do it, then put them in pairs to compare their ideas and add any more that they want to. Monitor and help with ideas if necessary, writing any new vocabulary on the board.

### Speak

**12** Put Ss in new A/B pairs and ask them to read the relevant instructions. Go through the Useful phrases with the class, eliciting possible endings for the prompts to check understanding. When they are ready, pairs practise persuading. Monitor and make notes on any common errors and examples of good language use for later feedback. When Ss finish, ask them to swap roles and repeat. In feedback, ask Ss if they managed to persuade their partners and give Ss feedback on their use of language as a class.

### Reflection on learning

Write the following questions on the board:

*What were the three most useful phrases you learnt in this lesson?*

*In what situations might you use these in the future?*

*What can you do to practise persuading someone in English 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

**Language bank:** 1A Ex 1–2, p137

**Workbook:** Ex 1–5, p4

**App:** grammar, vocabulary and pronunciation practice

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

**Extended route:** go to p116 for Develop your writing

## 1B Kind acts

### Introduction

The goal of this lesson is for students to narrate a short story in detail. To help them achieve this, they will learn or revise narrative tenses and vocabulary related to helping people.

### Warm up

Tell the class about the kindest person you know: why they're kind, what things they do, something kind they've done recently. When you finish, ask Ss to think of the kindest person they know and some examples of what they do. When they're ready, put Ss in small groups to share their stories.

## Vocabulary

### Helping people

**1** Focus attention on the photos and elicit what Ss can see. Read through the questions with the class, then put Ss in small groups to discuss them. When they have finished, nominate a student from each group to share their ideas with the class.

**2** Focus attention on the words in the box and explain that each pair completes one sentence. With **weaker classes**, you could go through the meanings of some of the items in the box first. Ss complete the sentences alone, then check in pairs. Check answers with the class and be prepared to explain any new words. You could check understanding of some of the words by asking questions, e.g. *Does a mentor give or receive support?* (give).

**Answers:** **1** mentor; expertise **2** comfort; mourning  
**3** rough; grab **4** babysit; let down **5** welcoming; rave  
**6** stranded; pulled over **7** down; the bill  
**8** desperate; an apprenticeship

### Teaching tip

When checking understanding of a word, phrase or grammar point, it's not very useful to ask *Do you understand?* or *Is that clear?* because Ss might not want to hold up the lesson or show they don't understand or they might think they do understand, when in fact they've understood incorrectly. Instead, ask focused questions to check understanding.

Checking questions must use simple language and be easy for Ss to answer. Ideally these should be yes/no or closed questions, e.g. (stranded) *If you're stranded, can you go where you want?* (past perfect) *The man was on the news. He'd passed out.* Which action happened first? You can also ask for examples of something, e.g. (let down) *How might a friend let you down?* In monolingual classes, you could ask for a translation, e.g. *What's 'embarazada' in English?* (pregnant). It's a good idea to identify any potentially difficult words or aspects of grammar and plan focused checking questions in advance so that you can use them more confidently in class.

### Vocabulary checkpoint

Collocations, or 'word partnerships', are words which commonly appear together. These are very useful for Ss to learn as they are more easily and quickly retrievable than learning the individual words and then having to put them together every time they speak. For this reason, encourage Ss to learn and record collocations as single lexical units. Some collocations are quite fixed, e.g. *sleep rough* and *rave review*, while others are more variable in what they can collocate with, e.g. *act as a mentor/guide/coach*, *share expertise/insight/knowledge*.

**3** Read the first pair of sentences in Ex 2 with the class and elicit Ss' ideas. Ss discuss the relationships for the rest of the sentences in pairs. Monitor and help if necessary, writing any new vocabulary on the board. When they have finished, elicit ideas and find out if everyone agrees.

### Suggested answers:

**1** work colleagues **2** friends **3** strangers **4** neighbours  
**5** hotel owners and visitors **6** strangers **7** friends  
**8** employer and job interview candidate

**VOCABULARY BANK 1B** p156**Help and encouragement**

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

**1** Give Ss a few minutes to read the text and then ask the class what support the writer received to get their degree. Ss match the words and phrases in bold with their meanings alone, then check in pairs. Check answers with the class.

**Answers:**

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

**2a** Ss complete the questions alone, then check in pairs. Check answers with the class.

**Answers:**

**1** schemes **2** support **3** wing **4** make **5** given **6** at

**b** Put Ss in pairs and give them a few minutes to choose four questions and then prepare their answers individually. When they are ready, they discuss the questions with their partner. Alternatively, Ss work alone and write their answers. **Fast finishers** can discuss all questions.

**Further practice**

**Photocopiable activities:** 1B Vocabulary, p158

**App:** 1B Vocabulary practice 1 and 2

**Reading**

**4** Write *bystander* on the board and elicit the meaning (someone who stands by and watches something happening without becoming involved). Focus attention on the title and elicit what the 'bystander effect' might be and how it might be connected to helping people. Don't give any answers yet.

**5** Ss read the article again more carefully and decide if the sentences are true or false alone, then check in pairs. Check answers with the class, eliciting why each answer is true or false.

**Answers:**

- 1** F (They may not realise it's an emergency.)
- 2** F (If others show little reaction it confirms to us there's no need to help.)
- 3** T (The more people there are watching, the more likely we are to think someone else will help.)
- 4** T (We may be scared that our help will lead to greater problems.)
- 5** T (The worst thing that happens is that there really is no problem.)

**6** Ss discuss the questions in pairs. When they have finished, elicit answers and have a brief class discussion.

**Grammar****Narrative tenses**

**7a** Focus attention on the four sentences and explain that each one contains a mistake with the tense. Make sure Ss cover the grammar box, then ask them to read the sentences and correct each one. Don't give any answers yet.

**b** Put Ss in pairs to compare ideas, then ask them to read the grammar box carefully and check their answers. Check answers with the class, eliciting why each sentence is wrong, feeding in information from the answer key if necessary.

**Answers:**

- 1** I found a man (It is a single completed action happening in chronological order.)
- 2** were standing around (The past continuous is used for actions that were in progress around the time another action happened.)
- 3** he'd been lying (The past perfect continuous emphasises the period of time before the author arrived.)
- 4** He'd passed out because of (It happened before the author saw the news. The past simple suggests either it happened during the news or that passing out was a general habit this man had.)

**Optional extra activity**

After Ex 7a, you may want to elicit Ss' answers in order to gauge their current level of knowledge, before they read the grammar box. This will give you useful diagnostic information about what to focus on more in the grammar box.

**LANGUAGE BANK 1B** pp.136–137

**Stronger classes** could read the notes at home. Otherwise, check the notes with Ss, especially the use of present tenses when narrating. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

**Answers:**

- 1** **1** was standing **2** had been shopping (OR was shopping)
- 3** were walking **4** glanced **5** had seen **6** stared
- 7** hurried **8** began **9** was screaming **10** woke up
- 2** **1a** ✓ **b** who told me he hadn't eaten for days.
- c** so I gave him some money.
- 2a** as he had broken his leg. **b** ✓ **c** and (he) was panting.
- 3a** ✓
- b** because we hadn't finished any of the work we'd promised.
- c** ✓
- 4a** because it had been snowing for days. **b** ✓ **c** ✓

**8a**  **1.4** Write the following sentences on the board:

**1** I'd sat down before her.

**2** I sat down before her.

Say both sentences quickly and naturally, then ask Ss how easy it is to differentiate between the two. Read the instructions for Ex 8a with the class, then play the recording for Ss to listen and pay attention to the contracted 'd. Ask if it's easier or more difficult to hear before a vowel sound (most likely easier).

**b** Play the recording again for Ss to listen and repeat. If necessary, model the sentences yourself, too.

**9** Ss complete the story alone, using the grammar box to help them, then check in pairs. Check answers with the class. You could invite different Ss to write them on the board.

**Answers:**

- 1** was working **2** came **3** complimented **4** asked
- 5** 'd bought **6** 'd been looking for **7** had (never) seen
- 8** told **9** left **10** came **11** was waiting **12** 'd bought



**10** Read the examples with the class, then give Ss plenty of time to complete the rest of the sentences in pairs. Monitor and help with ideas and vocabulary if necessary, checking Ss are forming the different narrative tenses correctly. When they have finished, put pairs together into groups to share ideas. In feedback, ask if any pairs thought of the same ideas.

### Further practice


**Photocopiable activities:** 1B Grammar 1, p156;

1B Grammar 2, p157

**App:** 1B Grammar practice 1 and 2

## Speaking

### Prepare

**11**  **1.5** The purpose of the recording is to provide a model for the final speaking task. Read the questions with the class so they know what to listen for, then play the recording for Ss to answer the questions. Ask Ss to compare answers in pairs, then check answers with the class.

#### Answers:

- 1** at an airport/passport control (in Damascus)
- 2** He needed to buy a visa but couldn't find a way to pay (he'd been told previously he didn't need one).
- 3** He paid for the visa because he felt it was his duty to help the guest feel comfortable in his home country.

### Audioscript 1.5

- A:** Did I tell you about the time I went to Damascus?  
**B:** No! When was that?  
**A:** I think it was 2005.  
**B:** A while ago then. What happened?  
**A:** So my plane didn't get in till after midnight as we'd been delayed before take-off. I'd been travelling for over twelve hours and then I arrived at passport control and there was this massive queue.  
**B:** You must've been pretty fed up.  
**A:** Absolutely. So I finally got to the front of the queue and the border guard took one look at my passport and said 'Where's your visa?' And I said I'd been told I didn't need one. And he said that was wrong and I had to buy one now.  
**B:** Oh no. So how much was it?  
**A:** Thirty pounds, so not that much, but I didn't have any cash on me, and they didn't accept cards.  
**B:** Wasn't there a cash machine?  
**A:** Yes, but only after the passport control! And they wouldn't let me go, so I was stranded! What's more, my phone had died, my flight home wasn't for another ten days and I couldn't speak the language. It was desperate.  
**B:** I think I would've just started screaming in that situation!  
**A:** Well, I was quite close, but then suddenly this man appeared and said he'd overheard my conversation and offered to pay for my visa. When I said I'd pay him back, he said in this perfect English: 'You are a guest in my country and I have a duty to make you feel comfortable here!' Honestly, I was lost for words. It was just very generous.  
**B:** Wow. That's a great story.

**12** Explain that Ss are now going to tell a similar story. Focus on the ideas in the box and ask Ss to choose one, then make notes about what to say. Monitor and help if necessary, writing any new vocabulary on the board.

### Speak

**13** Focus attention on the Useful phrases, then put Ss in small groups to share their stories and respond to them. Monitor and make notes on Ss' language use for later feedback. When they have finished, ask each group to nominate their favourite story to share with the class.

### Reflection on learning

Reflection on learning

Write the following questions on the board:

*Which narrative tenses do you find most difficult? Why?*

*What things can you do to improve them 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

**Language bank:** 1B Ex 1–2, p137

**Workbook:** Ex 1–5, p5

**App:** grammar, vocabulary and pronunciation practice

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

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

## 1c How annoying!

### Introduction

The goal of this lesson is for students to talk about annoying incidents. To help them achieve this, they will learn or revise language for exaggeration and vocabulary related to work.

### Warm up

Write the following words on the board: *angry, annoyed, furious, irritated, mad, outraged*. Ask Ss to put them in order, from least to most angry (suggested answer: *irritated, annoyed, angry, mad, furious, outraged*). When they have finished, ask Ss to choose three of the adjectives and think of a time they felt that way. Put Ss in pairs to share their ideas.

## Reading and vocabulary

### At work

**1a** Focus attention on the pictures and elicit what Ss can see. Discuss the questions as a class.

#### Suggested answers:

- A** people getting on a train before giving people on it a chance to get off
- B** someone talking loudly on a phone in a library, disturbing others
- C** a driver stuck in traffic (maybe the person's in a hurry or just bored)
- D** paper jammed in a photocopier

**b** Read through the list and check Ss understand each thing. Put Ss in groups to discuss each one and agree on a ranking. When they have finished, nominate a student from each group to share their ranking with the class and find out if others agree. There are no fixed answers.

2 Tell the class they're going to read about annoying things at work, including the items in Ex 1b. Ss read the article quickly and answer the questions alone, then check in pairs. Check answers with the class.

#### Answers:

- 1 From most to least annoying: your computer crashing, poor wifi, people complaining about work, school or university, people eating food noisily, having to sit in long, unnecessary meetings, a colleague or fellow student making you look bad
- 2 your boss having a go at you for small mistakes, colleagues gossiping, the photocopier jamming

3 Ss discuss the questions in pairs. When they have finished, elicit answers and have a brief class discussion.

4 Elicit the first answer as an example, then ask Ss to complete the rest of the sentences alone. Ask Ss to compare answers in pairs, then check answers with the class.

**Answers:** 1 jam 2 go 3 finger; fault 4 pointless; irritations 5 distracting; on 6 up; fellow 7 undermine 8 gadgets; smash

5 Give Ss a few minutes to read the questions and think about their answers, then put them in pairs to discuss. When they have finished, ask a few Ss to share their answers with the class and find out if others agree.

#### Suggested answers:

- 1 a customer might have a go at a shop assistant if they can't get a refund or a discount; a teacher might have a go at a student because they're behaving badly
- 2 smartphones, laptops, air conditioning, coffee machine, printer, photocopier, water cooler, heaters; they could break down
- 3 failing an exam or not getting the job you applied for; one team member getting special treatment
- 4 people coming in and out of the room you're in, music, police sirens
- 5 windows, glasses, screens; accidentally or on purpose

#### VOCABULARY BANK 1C p156

##### Word building: negatives

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

1 Ss match the affixes to the groups of words alone, then check in pairs. Check answers with the class.

**Answers:** 1 -less 2 dis- 3 un- 4 ir- 5 im- 6 in-

2 Ss complete the sentences alone, then check in pairs. Check answers with the class.

**Answers:** 1 unequal 2 unrealistic 3 meaningless 4 hopeless 5 irrelevant 6 irrational 7 disrespectful 8 insecure 9 immoral 10 impatient

3 Ss write their sentences alone. Monitor and help if necessary, writing any new vocabulary on the board. **Fast finishers** can choose more than five words. When they have finished, put Ss in pairs to share their sentences and find out if they have anything in common.

#### Further practice

**Photocopiable activities:** 1C Vocabulary, p161

**App:** 1C Vocabulary practice 1 and 2

## Listening

6 1.7 Tell Ss that they're going to listen to two conversations in which people talk about things that annoy them at work. Read the list of irritations with the class, then play the recording for them to choose the two that are talked about. Check answers with the class.

#### Answers:

**Conversation 1:** a

**Conversation 2:** d (b doesn't fit here because the boss doesn't have a go at the speakers – the boss has a go at Pat for messing up the catalogue)

#### Audioscript 1.7

##### Conversation 1

A: How was your day?

B: Oh, OK.

A: The course going OK?

B: Yeah. Basically, they're happy with the content, but they've been going on and on about how hot and stuffy the room is.

A: Well, that's hardly your fault.

B: No, of course not, but it is like an oven in that room. Seriously, we're all dying in there. It must be 35 degrees.

A: Don't you have air con? I thought it was a new building.

B: It is, but they didn't install air con because of the energy use ...

A: Er, OK.

B: Yeah. I mean, I guess they are right. It's not very green.

A: Hmm, I suppose.

B: Anyway, instead, they have this supposedly super-efficient air filtering system ...

A: Right.

B: Which just doesn't seem to work!

A: Fantastic! I bet they spent thousands on it, too.

B: Probably.

##### Conversation 2

A: Hiya. How's it going?

B: Don't ask!

A: Oh dear. What's up?

B: Oh, nothing major. I've just had one of those mornings. I'm getting over it.

A: Oh right. What happened?

B: Well, I actually left earlier this morning to prepare for a meeting, but I waited ages and ages for the bus to come and then it just took hours to get here.

A: Yeah. I don't know what was going on this morning!

B: ... so I actually ended up being a bit late ... so I was rushing around like mad to get everything done. And then, of course, I was copying the stuff and it kept jamming with paper ...

A: Oh man! That copier! I wish they'd do something about that.

B: I know! So then I had to use a machine miles away, up on the sixth floor.

A: Oh dear. Poor you!

B: No wait, wait! This is the best bit. When I walked into the meeting, they were all already sitting there. And what do you think they had in front of them ...?

A: What?

B: Basically, all the stuff I'd spent the last half hour madly copying.

A: No!

B: Yeah! Pat had printed it all out, despite me telling him I was going to do it. And he was like 'Oh, I was just trying to help'. Honestly, that guy just has a way of undermining people.

A: I know.

B: Seriously, I could've killed him!

A: I bet.

B: Still, the boss did have a go at him later for messing up the catalogue.

A: Oh yeah. I heard about that!

B: Apparently, they're going to have to reprint the whole lot.

A: Oh dear. I'm surprised he didn't try to point the finger at someone else, though.

B: He did, kind of, but it was clearly him who was at fault, so ...

A: Well, fair enough then. Anyway, you're feeling a bit better now?

B: Yeah – a lot calmer. I went out and took a few deep breaths in the coffee break.



7 Ss complete the sentences alone, then check in pairs. When they are ready, play the recording again for Ss to check their answers.

**Answers:** 1 on and on 2 like an oven; all dying  
3 super-efficient 4 spent thousands on 5 ages and ages  
6 like mad 7 could've killed him

## Language focus

### Exaggeration

8a Give Ss a few minutes to read the language focus box. Elicit which category the first sentence in Ex 7 goes in. Ask Ss to match the other sentences from Ex 7 with the categories alone, then check in pairs. Check answers with the class.

**Answers:** A 3, 4 B 1, 5 C 2, 6 D 2, 7


### LANGUAGE BANK 1C pp.136–137

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

**Answers:**

1 1e 2d 3c 4f 5a 6b  
2 1dying 2died 3killing 4murder 5die 6death

b Put Ss in pairs to discuss if they exaggerate in the same way in their language(s) and to think of examples. Have a brief class discussion and elicit a few examples.

9a  1.8 Play the recording for Ss to listen and pay attention to the stressed words, modelling them yourself if necessary.

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

### Pronunciation checkpoint

When we exaggerate, as well as stressing the introductory adverb to add effect, we can also pause after the adverb, then stress numbers, repeated words and dramatic words, e.g. *Seriously, I've told him a thousand times; Honestly, we waited for hours and hours; Honestly, I almost died in there!* We also tend to use very animated intonation with a wide range of tones.

10a Read the examples with the class, then ask Ss to write one or more examples for the rest of the sentences. **Fast finishers** could write more examples. Monitor and check Ss are forming the sentences correctly.

b Put Ss in pairs to compare their examples and choose which they like best and say why. When they have finished, ask Ss to share their favourites with the class.

### Suggested answers:

- 1 Honestly, he asks me something every ten seconds. He's constantly chewing or eating something. Seriously, he's like a cow or something.
- 2 I nearly died of boredom in there. It seemed to go on for ever and ever.
- 3 Honestly, it's like an oven there. Seriously, we're going to die in there if they don't do something about the air con.
- 4 We need one that doesn't jam every ten seconds. Seriously, this one is like something from the time of the dinosaurs. I'd kill for new one, I really would.
- 5 Honestly, I wanted to kill him. I'd spent hours and hours working on all of that.
- 6 He's working us into the ground. He makes us work like slaves.

### Further practice

**Photocopiable activities:** 1C Language focus 1, p159;  
1C Language focus 2, p160  
**App:** 1C Language focus practice 1 and 2

## Speaking

### Prepare

11 Demonstrate by telling the class about two things you find annoying (e.g. drivers not indicating, people standing too close to you in queues). Give Ss plenty of time to make notes on things they find annoying and reasons why. Monitor and help if necessary, writing any new vocabulary on the board.

### Speak

12a Focus attention on the Useful phrases, then put Ss in small groups to share their irritations and give examples. Encourage Ss who are listening to find out more information and say if they find the same things annoying. Monitor and make notes on Ss' language use for later feedback.

b Ss decide who had the most interesting experience in their groups, then share this with the class. Find out if anyone in the class has shared the same irritation. Give Ss feedback on their use of language as a class.

### Optional extra activity

After Ex 12b, groups could decide which irritating thing they'd most like to get rid of in the world. Tell the class that you're going to grant one wish by removing one irritating thing from the world forever. Each group presents their irritating thing to the class, giving reasons why our lives would be better without it. When they have finished, hold a class vote on which thing should be removed from the world.

### Reflection on learning

Write the following questions on the board:

*What was the most interesting thing in today's lesson?  
In what other situations might you use the language you learnt today?*

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

**Language bank:** 1C Ex 1–2, p137

**Workbook:** Ex 1–6, 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 practise negotiating solutions to disputes. To help them achieve this, they will learn phrases for seeking compromise, expressing annoyance, apologising and dealing with anger and vocabulary related to fights and disputes.

## Warm up

Distribute or project the following statements:

*When negotiating, you should always ask for more than you expect to get.*

*When you're trying to resolve a dispute, it's important not to raise your voice.*

*Avoiding disputes is just storing up trouble for the future.*

*During a dispute, it's important to acknowledge how others are feeling.*

*Sometimes it's just impossible to reach a compromise. If one side wins, the other loses.*

Put Ss in small groups to discuss how true they think each statement is. When they have finished, nominate a student from each group to share their ideas with the class and have a brief class discussion.

## Vocabulary

### Fights and disputes

**1** Focus attention on the photos and elicit what Ss can see. Ss discuss the question in pairs. When they have finished, elicit a few Ss' ideas and find out if the rest of the class agree.

**2** Elicit other types of arguments or disputes, then focus attention on the box and see if any of their ideas are included there. Ss match the situations with the comments alone then check in pairs. Check answers with the class.

**Answers:** **1** a workplace dispute **2** a row between friends  
**3** mediating in a dispute **4** a dispute between neighbours  
**5** a domestic dispute **6** a pay dispute

**3** Elicit the first answer as an example, then ask Ss to replace the words in italics in the other sentences with some of the words and phrases in bold in Ex 2. Clarify that Ss may need to change the form of some of the words. Ask Ss to compare ideas in pairs, then check answers with the class.

**Answers:** **1** compromises **2** escalated; came to blows  
**3** side with **4** kicked out **5** quarrel **6** an ongoing dispute

**4** Ss select and discuss three of the questions in Ex 3 in pairs. Encourage pairs to ask follow-up questions and give more detail where possible. **Stronger classes** can discuss more than three questions. When they have finished, elicit Ss' ideas and have a brief class discussion.

## Listening 1

**5** **1.9** Tell Ss they are going to listen to three people trying to resolve a dispute. Read the questions with the class so they know what to listen for, then play the recording for Ss to write their answers. Ss compare answers in pairs. Play the recording again if necessary, then check answers with the class.

### Answers:

- 1** at a boarding gate
- 2** they can't take the flight
- 3** it was overbooked and everyone turned up – they were last to check in
- 4** they get seats in first class

### Audioscript 1.9


- A:** Sorry. Would you mind waiting one moment? I just need to check your booking.
- B:** Is there a problem of some kind?
- A:** If you'd just wait for me to check on the system. Right. Yes. Um, so, I'm afraid that this flight's actually overbooked and so you're not going to be able to board ...
- B:** No. There must be some mistake. Look. We've got tickets. We've checked in online. We're on time.
- A:** Right. Um, yes, I know, but we are overbooked and so ...
- C:** With all due respect, that's your problem. Not ours. We simply have to get this flight. We have an important meeting in Marseille tomorrow morning. Missing it's not an option.
- A:** I'm awfully sorry about all of this and obviously if it were up to me ...
- B:** So can we talk to whoever's in charge here?
- A:** I'm afraid that's not possible. And I am going to have to ask you to go back through passport control and talk to our staff in the check-in section over there. They should be able to get you on the first flight out tomorrow.
- B:** Tomorrow? You've got to be kidding me!
- C:** Listen. I understand that this may not be down to you, but this is totally unacceptable.
- A:** I do understand that you might be upset ...
- C:** Too right I'm upset! This is outrageous!
- A:** ... but could you please not raise your voice at me? I'm just doing my job.
- C:** If this is you just doing your job, I'm going to livestream you so your customers can see how your company treats its frequent flyers. Look. There you go. How do you like that?
- B:** I'm not sure that's helping, Ken, to be honest. Probably best to put that away.
- A:** You're really not making this any easier, sir. If you could just try and calm down a bit.
- C:** OK. OK. I'll turn it off, but seriously! Is there really nothing you can do?
- B:** Well, exactly. I mean, there must be some way we can reach a compromise here, surely.
- A:** Well, what happens is the company often overbooks as there are usually no-shows, people just don't turn up for the flights, but this time everyone's made it and you were the last people in economy to check in and so ...
- B:** What about the first-class seats?
- A:** I'd imagine those are also all taken, but I can check for you, if you want.
- B:** If you wouldn't mind.
- A:** Ah, OK. Well, that's good. What seems to have happened is that those seats have been logged under a different system and we do have three seats available there.
- B:** Well, would it be possible to put us in two of them?
- A:** That shouldn't be a problem. Just a second.
- C:** Sorry if I came across as being a bit aggressive there, by the way. That really wasn't my intention.
- A:** These things happen, and as I said, I *am* only doing my job. Anyway, good news ...

**6** Give Ss a minute to read through the sentences and try to complete them from memory. Play the recording for Ss to listen and complete the sentences, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

**Answers:** 1 due respect 2 it were up 3 in charge  
4 totally unacceptable 5 raise your voice 6 calm down  
7 reach a compromise

**7** Focus attention on the four sections of the Useful phrases box. Read the first sentence in Ex 6 with the class and ask: *What is the person doing? Which section does it go in?* (Expressing annoyance). Ss work in pairs to add the rest of the sentences to the Useful phrases box. When they have finished, check answers with the class.

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

**8a**  **1.10** Read the information box with the class and answer any questions Ss have. Ss listen to the sentences, paying attention to the auxiliary verbs.

#### Audioscript 1.10


- 1 I do understand that you might be upset.
- 2 I am only doing my job.

#### Pronunciation checkpoint

Ss may be tempted to say *I am afraid* but point out that we don't do it here because the verb *be* here is the main verb of the clause, not an auxiliary and also because *I'm afraid* is a fixed phrase.

**b** Play the recording again for Ss to listen and repeat, copying the stress and intonation.


**9a** Ss practise saying the sentences more forcefully in pairs. In feedback, ask a different student to read each sentence, stressing or adding an auxiliary.

**b**  **1.11** Play the recording for Ss to listen and check their answers, then play the recording again, pausing after each sentence for Ss to repeat.

#### Audioscript 1.11

- 1 I'm afraid I am going to need to see some ID.
- 2 I did talk to someone about this last week on the phone.
- 3 I am going to have to ask you to leave, I'm afraid.
- 4 You are going to need to come back tomorrow, I'm afraid.
- 5 I do want to sort this out, but you're not making it easy.
- 6 I have warned you about this twice now.
- 7 You really do have to return the keys today.
- 8 We are going to pay, but only once everything's sorted.

## Listening 2

**10**  **1.12** Give Ss a minute to read the sentences so they know what to listen for. Play the recording for Ss to listen and decide if the sentences are true or false, then check in pairs. Play the recording again if necessary, then check answers with the class.

**Answers:** 1 F 2 F 3 T 4 F 5 F 6 T 7 F 8 T

#### Audioscript 1.12

- A:** Hi there. How can I help?  
**B:** Oh yes. Hello. We're here to pick up a car we booked online. I've got all the details here.  
**A:** OK. Let me just have a look at your booking. Yes. OK. So it's a saloon car, with one child seat, for ten days. Right?  
**B:** That's it.  
**A:** OK. Can I just make a quick copy of your driving licence, please?  
**B:** Sure. Here's mine ... and here's my husband's, as he'll be doing most of the driving.  
**A:** Ah. Um, I've actually only got you down as the designated driver, I'm afraid.  
**B:** No. There must've been a mistake. I'm absolutely positive I put both names down.  
**A:** I'll just have another look, in case I've missed something. No. He's definitely not listed.  
**C:** Well, can you put my name down now?  
**A:** I can, obviously, but that'd be another hundred euros over the ten days, I'm afraid.  
**C:** A hundred euros? You've got to be joking!  
**A:** I really am terribly sorry about this.  
**C:** This is a joke. It's just another way of getting more money out of us. It's outrageous!  
**A:** I understand you might be upset, but could you please not shout at me, sir? I'm just doing my job.  
**C:** Yeah! Right!  
**A:** There's no point getting angry, is there? That's not going to get anything sorted out.  
**C:** No. You're right. Sorry. That was rude of me. It's been a long day. We're all a bit tired – and we still have a long drive ahead of us.  
**A:** I understand. And as I said, I really am sorry. So would you like me to go ahead and add you?  
**B:** You're going to have to, yes. I really don't fancy doing all the driving on my own.  
**A:** OK. So, I am going to have to charge you an extra hundred euros. Are you paying by card?  
**C:** I guess so. Is there any way we can maybe reach a compromise here, though? I mean, given that we don't know who's at fault, could you maybe throw in a sat nav as part of the deal? Like a GPS?  
**A:** I think I should be able to. One minute. I'll just need to see what's available. Yes. That's OK.  
**B:** Oh, well. That's something, I suppose.  
**A:** I'll just process your payment and then I'll sort you out with your keys.  
**C:** Thank you. I appreciate it.

**11** Explain that the differences are in terms of the language used, not factual differences. Play the recording again for Ss to listen and correct the mistakes, then check in pairs. Check answers with the class.

#### Answers:

- 1 There must've **been** a mistake. I'm absolutely positive I put both names down.
- 2 You've got to be **joking!**
- 3 I really **am** **terribly** sorry about this.
- 4 I understand you might be upset, but could you please not **shout at me**, sir.
- 5 I am going to have to **charge you** an extra 100 euros.

**12** Ss discuss the questions in groups. When they have finished, elicit Ss' ideas and have a class discussion.

## Speaking

**13a** Put Ss in A/B pairs. Direct Ss to the relevant pages to read their instructions and plan what to say. Monitor and help with vocabulary and ideas if necessary.

**b** Pairs roleplay their conversations, using the Useful phrases in Ex 7 to help. Monitor and make notes on Ss' language use for later feedback. When they have finished, ask each pair if they successfully resolved their dispute, then give Ss feedback on their use of language. If you have time, Ss could swap roles and repeat.

### Reflection on learning

Write the following questions on the board:

*What was the most useful phrase you learnt in today's lesson?  
In what other situations might you use the language of today's lesson in the future?*

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

### Homework ideas

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

**Workbook:** Ex 1–5, p7

**App:** grammar, vocabulary and pronunciation practice

### Roadmap video

Go online for the Roadmap video and worksheet.

## 1A

## Develop your writing

### Introduction

Students develop the skill of writing a report by learning how to change the register of spoken information.

### Warm up

Write the following questions on the board:

*Have you ever written a report? What was it for?*

*For what reasons do people write reports?*

Put Ss in pairs to discuss the questions. When they have finished, elicit a few answers and have a brief class discussion.

**1** Write *work to live* or *live to work* on the board and check understanding (*work to live* = working so that you can have a better life; *live to work* = your life centres around your work). Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and have a brief class discussion.

**2a** Explain that the information in the texts is about the possibility of a four-day working week. Give Ss a few minutes to read them quickly and note down the arguments for and against. Don't give any answers yet.

**b** Ss compare their lists in pairs and discuss the information in the texts. Check the answer to Ex 2a with the class and write the arguments in note form on the board in two columns – for and against. Elicit which information the Ss found interesting or surprising.

### Answers:

#### For:

leads to an increase in productivity  
staff have more energy and focus  
most staff (and customers) in favour of the idea  
less time and money spent on recruitment and training  
lower staff turnover  
fewer sick days

#### Against:

increased productivity may not last  
might not suit customers

**3** Give Ss a few minutes to read the report quickly and decide if it's for or against a four-day working week. Check the answer with the class.

### Answer:

for – as a limited trial; it is stated in the Conclusions and recommendations section.

**4** Go through the list of features with the class, checking understanding of each one. Ss read the report again and tick the features that it includes, then check in pairs. Check the answer with the class.

### Answer:

All the features apply except informal language, frequent use of *I* and *we* and contractions such as *won't* and *wouldn't*.

**5a** Explain that the information in bold in the report relates back to the source texts in Ex 2. Look at the example with the class, then ask Ss to match the rest of the information alone.

**b** Ss check ideas in pairs, discussing how the source information has been changed in the report. Check answers with the class.

**Answers:** 1 C 2 A 3 E 4 F 5 B 6 D 7 G

**6a** Give Ss a minute to read the Focus box and ask any questions they might have. Ss then find another example of where the register is changed, then check in pairs. Check the answer with the class.

**Answer:**

**Text G:** I love the idea! I'd have time to do more outdoor pursuits and to switch off from work. It would really make me more motivated in my work.

= Some staff commented that the increase in free time would increase their desire to work.

**b** Focus attention on the first statement and elicit possible ways in which it can be expressed. Ss rewrite the information alone, then check in pairs. In feedback, elicit Ss' ideas and write them on the board (or invite Ss to do so).

**Suggested answers:**

- 1 Some staff indicated/suggested that a four-day working week would allow them to take up new pastimes and become healthier.
- 2 Some members of the management team expressed doubt that the idea would work.
- 3 Certain customers were concerned about whether customer service standards could be maintained.

## Prepare

**7** Before they read the information, have a brief class discussion about the possible consequences of getting rid of all exams at university. Then give Ss a few minutes to read the source information and make a list of the arguments for and against, as they did in Ex 2. Ss then compare information in pairs.

## Write

**8a** Ask Ss to write a first draft of their report, using the source information in Ex 7, the checklist in Ex 4 and the verbs in the Focus box. They can also use their own ideas. Remind them to include their recommendation in the final paragraph, based on the information used.

**b** Ask Ss to exchange drafts and review each other's work, checking they've included all the relevant features in Ex 4 and providing suggestions for improvement.

**9** Ss use their partner's feedback to write a second draft, either in class or for homework.

## Homework ideas

**Ex 9:** Write a second draft of your report.

**Workbook:** Ex 1–6, pp.10–11

## 1B

## Develop your listening

### Introduction


Students develop the listening skill of understanding informal discussions by learning how to identify rhetorical questions.

### Warm up

Write on the board: *Kindness is ...* and give Ss an example of how to complete the sentence (e.g. *giving someone your last chocolate*). Put Ss in pairs to think of other ways to complete it. When they are ready, ask each pair to read out their sentences and hold a class vote to decide on the best one.

**1a** Focus attention on the photos, then put Ss in pairs to describe what's happening in each one. When they have finished, elicit their ideas and find out if other Ss agree.

**b** Give Ss a few minutes to think of ideas, then put them in pairs to answer the questions. Have a brief class discussion.

**2**  **1.6** Tell Ss they're going to listen to four discussions about good deeds. Play the recording for Ss to listen and note down the good deeds. Ask Ss to compare ideas in pairs, then check answers with the class.

**Answers:**

- 1 He picked up rubbish that wasn't his.
- 2 She tried to help a new colleague who was feeling down.
- 3 She rescued a rabbit that had been abandoned.
- 4 He paid for a woman's shopping when she couldn't find her purse.

### Audioscript 1.6

#### Discussion 1

**A:** Beautiful countryside.

**B:** Yep, stunning.

**A:** Oh, I hate it when people do that.

**B:** Do what?

**A:** Dump their rubbish at the side of the road. Look someone's left their rubbish there. ... Hey, what are you doing? Why are you stopping?

**B:** Just got to pull over for a moment.

**A:** What on earth are you doing?

**B:** Just hold tight a minute. Stop panicking!

**A:** What on earth?

**B:** I hate it when people do that, too.

**A:** Do what?

**B:** Dump their rubbish at the side of the road. I just had to pick it up.

**A:** You stopped to pick up rubbish! Why?

**B:** What's wrong with picking up rubbish?

**A:** Well ... nothing, it's just ... I mean ... it's not ... it's not ...

**B:** It's not my job?

**A:** Exactly! It's not your job.

**B:** So, who's going to pick it up then?

**A:** Well, I don't know but ...

**B:** The problem with you, Steve, is that you like complaining but you don't like doing something about it.

**A:** Oh, so it's my fault now, is it?

**B:** That's not what I'm saying. What I'm saying is there's no reason ...

#### Discussion 2

**A:** Anyway, what were you talking to our new colleague about?

**B:** Who? Lisette?

**A:** Is that her name? The intern. The one with the curly brown hair?

**B:** Oh, yeah, that's Lisette. She's not an intern, she's doing an apprenticeship here. She seemed a bit lonely so I wanted to talk to her and find out if everything was all right.

**A:** That's nice of you.

**B:** I know. I'm nice like that.

**A:** Sometimes.

**B:** Hey, watch it!



- A: Anyway, was it?  
 B: Was it what?  
 A: Was it all right – everything?  
 B: With Lisette? Oh, no, not really. She was feeling a bit down because, you know, she's reporting in to Rowan who's got her photocopying and boring stuff like that.  
 A: She's an apprentice. What does she expect?  
 B: Yeah, but it's not very nice, is it? I mean she's not learning anything and she'd been promised something a bit more interesting. She'd been told she'd have a mentor and stuff like that, but none of it has happened so she's feeling a bit ... let down.  
 A: So what did you do?  
 B: I had a quiet word with the boss on her behalf.  
 A: That was nice of you ... again! Why did you do that?  
 B: I just wanted to help I guess. It's not that strange is it?  
 A: What did the boss say?  
 B: He said he'd sort it out.  
 A: And is he going to sort it out?  
 B: How should I know? But I've done my bit.  
 A: Well, I hope you're going to help me next time I'm feeling a bit down!  
 B: Depends. What are you going to pay me?

### Discussion 3

- A: What was that I saw online – you posted something about finding a rabbit? Or am I imagining things?  
 B: Not exactly. I found this rabbit in the park on the way to work and ...  
 A: A rabbit in the park? What was it doing? Just sitting there?  
 B: Well yes. And that was what was so strange. It looked really well cared for, I mean, it wasn't a wild rabbit or anything, and it just seemed to be abandoned there.  
 A: It probably was abandoned there.  
 B: I guess so. Someone must have had it as a pet and then got bored and left it there.  
 A: So cruel! So what did you do?  
 B: Well, it was a bit of a dilemma because I was late for a meeting but if I'd left it there then a fox would have got it soon enough, there are loads of foxes around here, so in the end I picked it up and took it home.  
 A: You took it home? Are you mad?  
 B: Maybe!  
 A: And your meeting?  
 B: I cancelled it. I just felt like I had no option.  
 A: Wow! And then what?  
 B: Well I checked online and found a rabbit rescue service and I took it there.  
 A: You hero.  
 B: I know, right. The woman at the rabbit rescue service said they get four or five rabbits like that every week.  
 A: Wow.  
 B: So I gave her a donation as well.  
 A: You gave her a donation? How much?  
 B: Twenty pounds.  
 A: So you rescued the rabbit and then paid twenty pounds to the rabbit rescue service.  
 B: Pretty much, yeah.  
 A: Are you feeling all right?  
 B: I'm feeling fine, actually. Maybe more than fine. It's nice to make a difference.  
 A: I'm really starting to worry about you. I mean this is not the first ...

### Discussion 4

- A: Oh, yeah, did I tell you what happened to me this morning in the shop?  
 B: No? What?  
 A: So I was queuing at the checkout and there was this woman in front of me with her baby and the checkout guy was scanning her stuff and she was putting it in her bags, you know, so far so normal ...  
 B: This is a fascinating story!  
 A: It gets better. So anyway, when she came to pay she realised that she didn't have her purse!  
 B: Oh no!  
 A: And she was looking everywhere for it but she couldn't find it and she was starting to get desperate, you know, the baby started crying and ...  
 B: What did the checkout guy do?  
 A: What could he do? He wasn't going to pay it himself.  
 B: Yeah, nothing I guess. So, did she have to leave it all?

- A: No, I paid for her shopping for her.  
 B: Are you serious?  
 A: Yeah, I'm serious.  
 B: But how do you know it wasn't a scam? Maybe she does that every time she goes shopping.  
 A: Maybe she does, but I don't think so. I mean she seemed genuine to me.  
 B: How much was it?  
 A: It was just over thirty euros.  
 B: Wow. How nice are you?  
 A: I know, right! I gave her my number so she can pay me back.  
 B: So will she pay you back?  
 A: Who knows? It's not the end of the world if she doesn't.  
 B: Wow, I'm impressed, but I've also got to go. So this one's on me, yeah?  
 A: Oh, thanks very much.  
 B: Only, I think I've forgotten my purse so ...  
 A: What are you like!

**3** Tell Ss to read the questions so that they know what to listen for. **Stronger classes** could try to answer the questions from memory before listening again. Ss listen again and answer the questions, then check in pairs. Check answers with the class.

### Answers:

- 1 by the side of the road in the countryside
- 2 He likes complaining but he doesn't like doing anything about it.
- 3 She was doing boring jobs such as photocopying.
- 4 She talked to the boss.
- 5 because he was worried that a fox would get the rabbit if he left it there
- 6 to a rabbit rescue centre
- 7 She couldn't find her purse.
- 8 He paid for her shopping.

- 4a** Ss discuss the questions in pairs. Don't give any answers yet.  
**b** Give Ss a few minutes to read the Focus box and check their ideas, then check answers with the class and answer any questions Ss have about identifying rhetorical questions.

**Answers:** Discussion 2; The second question is a rhetorical question which doesn't expect an answer.

- 5a** Ss complete the extracts with the rhetorical questions alone, then check in pairs. Don't give any answers yet.  
**b** Play the recording again for Ss to listen and check their answers. Check answers with the class.

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

**6** Elicit a possible response to the first sentence as an example. Ss practise responding with rhetorical questions in pairs. Repeat so both students in the pair respond to all the sentences. When they have finished, ask a few pairs to show the class how they responded.

### Suggested answers:

- 1 Are you mad? 2 Why wouldn't I? 3 Who knows?
- 4 Are you surprised?

**7** Put Ss in small groups to discuss the questions. When they have finished, nominate a student from each group to share their experiences and ideas with the class.

### Homework ideas

**Workbook:** Ex 1–4, p10

## 1c Develop your reading

### Introduction

Students develop the reading skill of understanding newspaper and magazine articles by learning how to recognise similarities and differences between opinions.

### Warm up

Write the following questions on the board:

*What do you usually have for lunch in the week?*

*Do you prefer to have a large meal at lunchtime or in the evening?*

*How long do you have for lunch when you're at work (or school or college)?*

*Do you make your own lunch, does someone make it for you or do you buy it?*

Ss discuss the questions in small groups.

**1a** Focus attention on the photos and elicit what Ss can see in each one. Ss discuss the question in pairs. When they have finished, elicit answers and ask Ss if they can think of any other similar annoyances at work or in a library.

**b** Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

**2** Write the title of the article on the board and elicit what it means (eating at your desk, a play on *eating al fresco*, which means eating outside). Ss read the text and make notes of the reasons alone, then check in pairs. Check answers with the class.

#### Answers:

- 1 the smell of the food; it stops people socialising over lunch
- 2 the more rules you have the less happy people are
- 3 it can be distracting or noisy or smelly
- 4 some people spend too much time making tea and coffee and chatting

**3** Ss read the article again more carefully and answer the questions alone, then check in pairs. Check answers with the class.

#### Answers:

- 1 taking a proper break
- 2 Workers become less happy.
- 3 She didn't like it and fought against it.
- 4 They will feel fine about it and won't complain.
- 5 noisy or smelly ones
- 6 have a go at you

**4** Give Ss a few minutes to read the Focus box and ask any questions they have, then ask them to categorise the phrases in bold in the text. Check answers with the class.

- Answers:** 1 similar 2 different 3 different 4 different  
5 different 6 similar 7 similar 8 different

**5** Ss decide if the sentences are true or false alone, then check in pairs. Check answers with the class.

- Answers:** 1 T 2 F 3 F 4 F 5 F 6 T 7 T 8 F

**6** Elicit the first answer as an example, then ask Ss to choose the correct alternatives to complete the remaining extracts alone, then check in pairs. Check answers with the class.

- Answers:** 1 concurs 2 sees it differently 3 Similarly  
4 However 5 Not so fast

**7** Ss find the words and phrases in the article alone and then check in pairs. Check answers with the class.

- Answers:** 1 actively 2 do more harm than good  
3 remain in favour 4 build a bond 5 a big no 6 have a go  
7 get them going 8 have a quiet word

**8** Put Ss in pairs to come up with their rules. Monitor and help, writing any new vocabulary on the board. When they have finished, ask each pair to present their rules to the class and find out if other Ss agree.

### Optional extra activity

Ss could come up with a set of similar rules for their English school or class, then present them to the class to find out if others agree.

### Homework ideas

**Workbook:** Ex 1–7, pp.8–9