

ROADMAP™

Every class is different, every learner is unique.

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

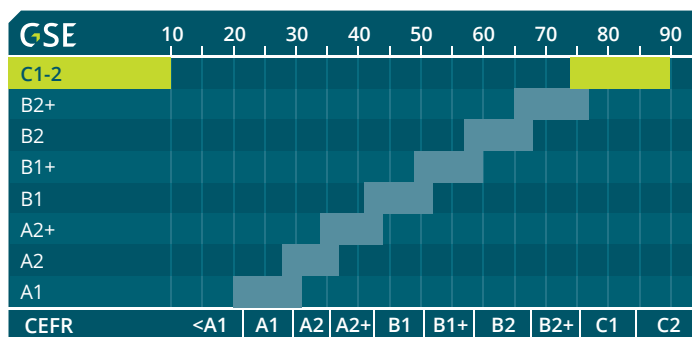
The **Roadmap** Teacher's Book with digital resources and assessment package provides everything you need to deliver successful lessons and get the most out of the course.

- Clear instructions on how to exploit each lesson
- Ideas for warmers, fillers, extension and homework activities
- Culture notes and suggestions for dealing with tricky language points
- Answer keys for all practice exercises
- Additional support materials to add 'spice' to your lessons including photocopiable worksheets, games and activities
- Audio and video scripts plus video worksheets
- Unit, achievement, mid and end of course tests in accompanying assessment package

COURSE COMPONENTS

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

Find out more at english.com/roadmap



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



ROADMAPTM



Teacher's Book

with digital resources and assessment package

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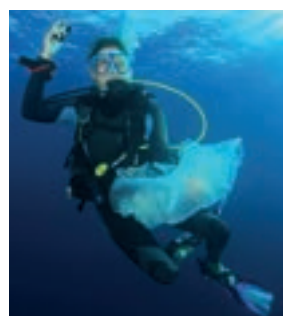
Contents

FAST-TRACK ROUTE

MAIN LESSON	LANGUAGE FOCUS	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 1 page 6				
1A Team building page 6	present, past and future perfect	phrases with delexical verbs	pronunciation of <i>have/had</i> in perfect forms	give feedback on an event
1B Online/Offline page 8	subject raising	idioms for expressing and controlling emotions	connected speech	describe your reaction to a situation
1C Kidfluencers page 10	infinitive phrases	connotation 1	use of pauses in infinitive phrases	justify a point of view
1D English in action page 12		socialising	sounding enthusiastic	join a conversation already in progress
Go online for the Roadmap video.				
UNIT 2 page 14				
2A Changes page 14	the continuous aspect	trends	<i>to have</i> in connected speech	give a presentation on past, current and future trends
2B Work, work, work page 16	probability	agreement and disagreement	elision of <i>k</i> in <i>likely</i>	speculate about work situations
2C Local issues page 18	cleft sentences	connotation 2	weak form of <i>that</i>	discuss a proposal
2D English in action page 20		conversation	using intonation to indicate a conversation is finished	manage a fast-paced conversation
Check and reflect: Units 1 and 2 page 22 Go online for the Roadmap video.				
UNIT 3 page 24				
3A Ideas page 24	question forms	ideas	intonation in questions ending with <i>wh-</i> words	use brainstorming techniques
3B Problems, problems page 26	reason clauses	problems and solutions	<i>-le</i> word endings	solve a problem
3C Fact or fiction? page 28	ways of modifying adjectives	the news and reporting	stress in adverb + adjective combinations	discuss how to fact-check news stories
3D English in action page 30		idioms related to clarity	assimilation	summarise information
Go online for the Roadmap video.				
UNIT 4 page 32				
4A High emotion page 32	non-future uses of <i>will</i>	anxiety and excitement	emphatic pronunciation of auxiliary verbs	talk about personal experiences
4B Volunteering page 34	real conditionals	adjective + noun collocations	intonation in incomplete requests	discuss political or social issues
4C The mind's eye page 36	giving impressions	the senses	intrusion in adjectives with <i>-ish</i>	answer questions about abstract topics
4D English in action page 38		negotiating	showing empathy	resolve conflicts in negotiations
Check and reflect: Units 3 and 4 page 40 Go online for the Roadmap video.				
UNIT 5 page 42				
5A Unsung heroes page 42	linking devices	importance and usefulness	stress in sentences containing linking words	discuss unsung heroes
5B The power of failure page 44	unreal conditionals	risk, success and failure	pronunciation of <i>have</i> in conditionals	tell an anecdote
5C The great clean-up page 46	hypothetical language	near-synonyms	<i>pronunciation of wish + would/past perfect</i>	discuss problems and hypothesise solutions
5D English in action page 48		excuses	indicating willingness or unwillingness	politely refuse a request
Go online for the Roadmap video.				

EXTENDED ROUTE

MASTER YOUR SKILLS LESSON	GOAL	FOCUS
1A Master your writing page 126	write a blog post	using hyperbole to enhance impact
1B Master your reading page 105	understand short anecdotes in an article	recognising cohesive devices in a text
1C Master your listening page 96	understand a persuasive speech	recognising persuasive language
2A Master your reading page 108	understand a newspaper article	recognising scepticism
2B Master your listening page 97	understanding an informal explanation	recognising understatement
2C Master your writing page 128	write project communications	rejecting ideas and asking for changes
3A Master your reading page 110	understand business articles	evaluating the effectiveness of an argument
3B Master your writing page 130	write a proposal	using persuasive language
3C Master your listening page 98	understand a formal talk and informal conversation on the same topic	recognising differences in formality
4A Master your reading page 112	understand a narrative or biography	recognising foreshadowing of events
4B Master your writing page 132	write a letter of application for an internship	putting a positive spin on limited experience and skills
4C Master your listening page 99	understand a group discussion	recognising references to common expressions
5A Master your listening page 100	understand a narrative	understanding colloquial language
5B Master your reading page 114	understand a story	distinguishing between literal and allegorical meaning
5C Master your writing page 134	write an essay	synthesising information from a number of sources



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FAST-TRACK ROUTE

MAIN LESSON	LANGUAGE FOCUS	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 6 page 50				
6A Dystopias page 50	the passive	making connections	Pronunciation of <i>are</i> in connected speech	discuss abstract topics about society
6B Consumer affairs page 52	Making formal recommendations	regulation	word stress in sentences containing the subjunctive	present formal recommendations
6C Signs of the times page 54	comparatives	responding to ideas	intrusive <i>r</i>	choose a sign or marketing slogan
6D English in action page 56		idioms	sentence stress	take part in a panel discussion
Check and reflect: Units 5 and 6 page 58 Go online for the Roadmap video.				
UNIT 7 page 60				
7A Journeys page 60	determiners	idioms related to exploration	stressed and unstressed <i>any</i>	plan an unconventional journey
7B It's a scam! page 62	relative clauses	deception	weak and strong <i>to</i>	talk about financial problems
7C Skills for life page 64	reduced relative clauses and similar structures	skills and abilities	pauses in reduced relative clauses	discuss skills and abilities
7D English in action page 66		debates	power pauses	chair and participate in a debate
Go online for the Roadmap video.				
UNIT 8 page 68				
8A We all do it page 68	describing habits and compulsions	idioms related to feelings	adding emphasis when describing habits	Carry out a survey
8B Pivotal moments page 70	the future in the past	decision making and reflection	gemination	describe a pivotal moment in your life
8C Urban survival page 72	emphasising advice	idioms related to risk	sentence stress	create a list of survival tips
8D English in action page 74		making a call	emphasising advice	deal with problems on a call
Check and reflect: Units 7 and 8 page 76 Go online for the Roadmap video.				
UNIT 9 page 78				
9A Oral storytelling page 78	narrative tenses	verb-adverb collocations	pauses and changes of speed in storytelling	relate a non-chronological narrative
9B Gossip page 80	reported speech	gossip and rumours	stress in reported speech and passive reporting	take part in a work-based conversation
9C Rewilding page 82	participle clauses and verbless clauses	improvement and deterioration	word stress	discuss a course of action
9D English in action page 84		employability and competencies	avoiding hesitation	answer questions in a job interview in detail
Go online for the Roadmap video.				
UNIT 10 page 86				
10A The next big thing page 86	emphasis and persuasion	collocations: innovation	list intonation	present an idea
10B It's your turn page 88	heads and tails	board games	intonation sentences containing heads and tails	explain the rules of a game
10C Is this the future? page 90	concession clauses	evaluating	intonation patterns in concession clauses	discuss approaches to language learning
10D English in action page 92		success and failure	elision	deliver a progress report
Check and reflect: Units 9 and 10 page 94 Go online for the Roadmap video.				
Language bank page 146 Vocabulary bank page 166 Communication bank page 176				

EXTENDED ROUTE

MASTER YOUR SKILLS LESSON	GOAL	FOCUS
6A Master your writing page 136	write a summary of a scientific experiment	maintaining a neutral scientific tone
6B Master your reading page 116	understand an article on finance	refining understanding of word meaning
6C Master your listening page 101	understand a complex podcast	recognising doubts about word choice
7A Master your listening page 102	understand a debate	recognising digression
7B Master your reading page 118	understand correspondence	identifying a writer's tone
7C Master your writing page 138	write a review	creating vivid imagery
8A Master your reading page 120	understand an authentic novel	recognising humour
8B Master your listening page 103	understand a phone call	recognising the context words are generally used in
8C Master your writing page 140	take part in an online discussion	dealing with rudeness online
9A Master your writing page 142	write a narrative	using emotive language
9B Master your listening page 104	follow a group discussion	understanding overlapping
9C Master your reading page 122	understand arguments in a newspaper article	identifying flaws in an argument
10A Master your writing page 144	write attractive brochures and websites	writing a problem-solution text
10B Master your listening page 105	understand a presentation	taking effective notes
10C Master your reading page 124	understand an article	understanding metaphors





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 Student's 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.

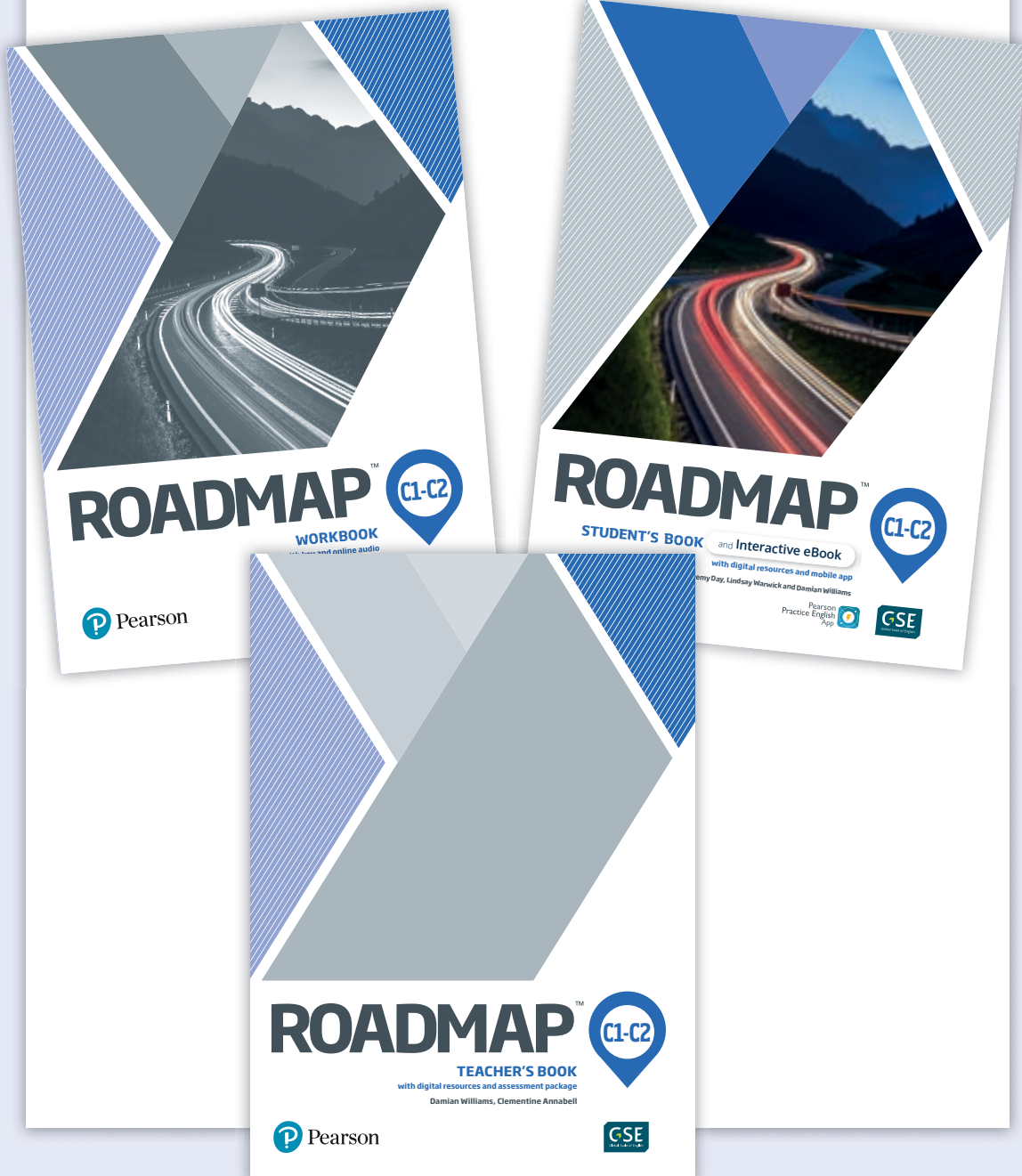
- *Global Scale of English* learning objectives provide students with clear goals for every lesson (the goals have been selected to be useful and relevant to students in real-life situations).
- Grammar and vocabulary has been specifically selected according to how useful it is in terms of helping learners 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 to add variety to your lessons.
- Interactive Student's eBook, allowing you to teach as effectively face to face or virtually.

The Pearson English Portal makes it easy to access all the support material, including the front of class presentation tool, in one place and enhances your performance as a teacher.





COURSE COMPONENTS

FOR LEARNERS

STUDENT'S BOOK AND INTERACTIVE EBOOK WITH DIGITAL RESOURCES

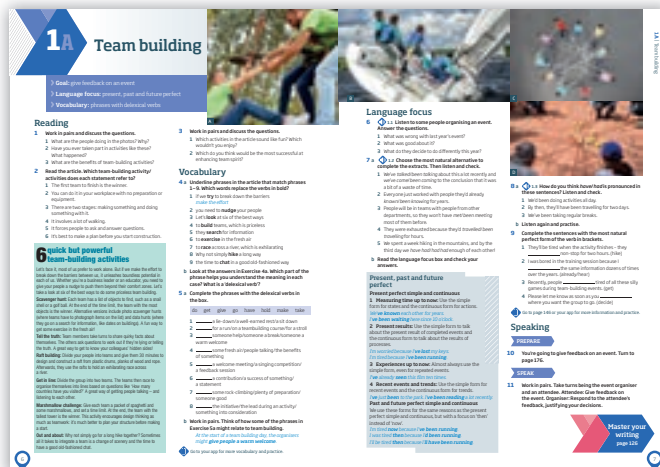
- Includes ten units, each having three main input lessons linked to three *Master your skills* lessons at the back of the book.
- Each lesson includes language focus, vocabulary and pronunciation and leads to a final speaking task based on *Global Scale of English* learning objectives.
- Key language is 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 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 language focus and vocabulary exercises, available on the mobile app (the *Pearson Practice English* app), consolidate language points covered in the Student's Book.
- *Master 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 are available online.
- Includes an Interactive Student's eBook to allow students to work effectively online.

STUDENT'S BOOK AND INTERACTIVE EBOOK 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 Student's 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.
- Includes an Interactive Student's eBook to allow students to work effectively online.

WORKBOOK WITH KEY AND ONLINE AUDIO

- Ten units provide additional practice of material covered in the Student's Book.
- Provides additional language focus, vocabulary and functional language practice activities.
- Includes additional reading, writing and listening practice activities.
- Answer key at the back of the book allows learners to check their answers.
- Audio is 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
- Language focus and vocabulary photocopyable worksheets for every Student's Book unit, including accompanying teacher's notes and answer keys
- Class audio scripts and answer keys

TEACHER'S DIGITAL RESOURCES

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

- Presentation tool (see below)
- Class audio
- Video and video worksheets (see below)
- Mediation lesson worksheets
- Pronunciation worksheets
- Audio and video scripts
- Word lists
- Student's Book answer key
- Assessment package with a range of tests including unit tests (language focus, vocabulary and functional language), achievement and mid and end of course tests (language focus, vocabulary, functional language and skills), with accompanying audio
- Workbook audio

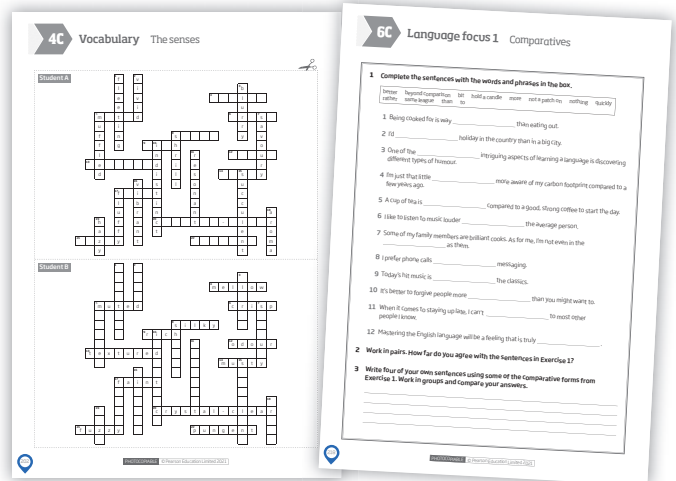
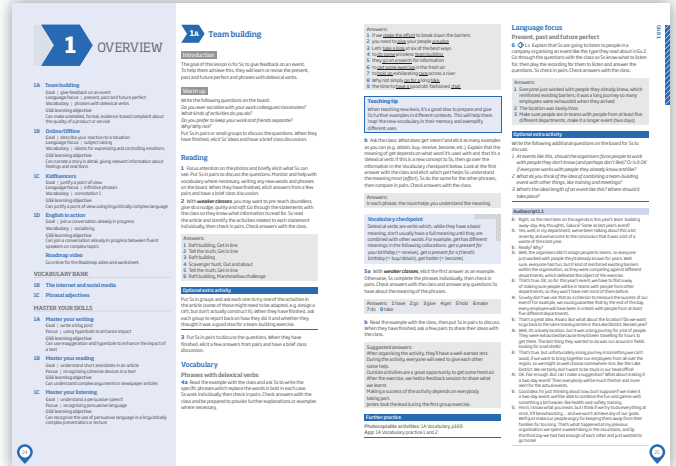
VIDEO

- Ten videos – one for each unit – 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 5–6 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 and give additional skills practice.

PRESENTATION TOOL

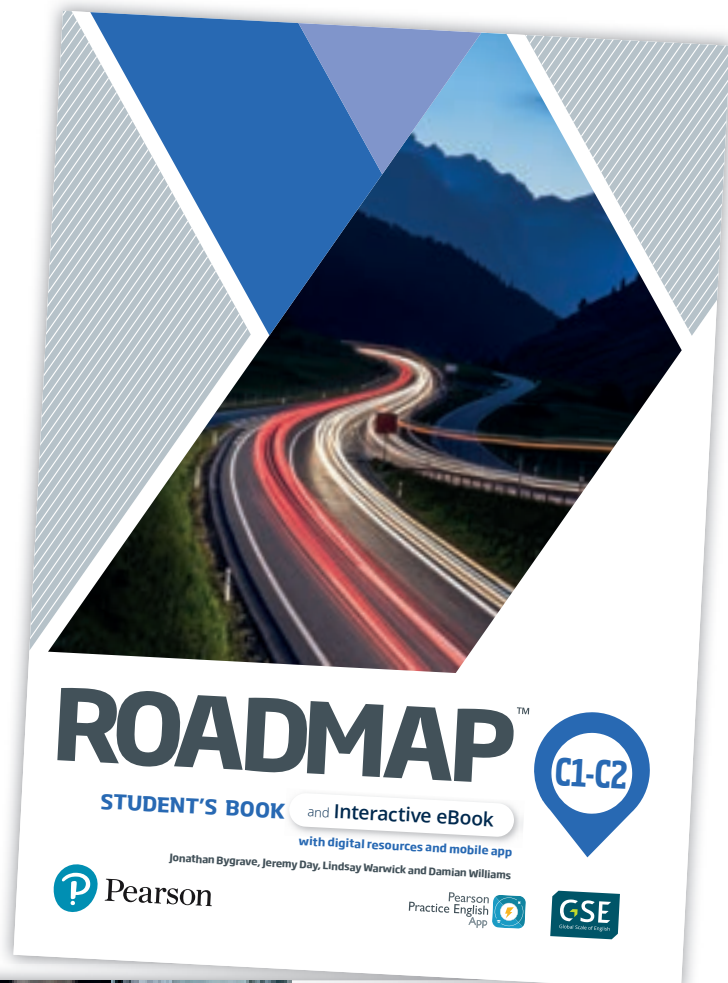
The *Pearson English Portal* also gives access to the Presentation Tool, an interactive version of both the Student's Book and Workbook:

- Fully interactive versions of the Student's Book and Workbook
- Can be used online or offline
- 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



The **Student's Book** has ten units featuring three double-page main lessons containing approximately 90 minutes of teaching material. Each lesson features language focus, vocabulary and pronunciation activities which lead up to a final speaking task. Each lesson links to a *Master 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 to provoke interest in the topic and provide a vehicle for teaching vocabulary
- 4 Key vocabulary presented in context and practised through personalised activities
- 5 Short reading and/or listening texts featuring real-life information to present grammar and/or vocabulary
- 6 Clearly highlighted language rules, with target language practised through form-based and communicative activities
- 7 Pronunciation highlighted and practised in each lesson
- 8 Additional practice 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 to engage learners and prepare them for real life
- 11 *English in action* pages at the end of every unit that focus on functional language
- 12 *Check and reflect* pages at the end of every even unit to consolidate key grammar and vocabulary



4A High emotion

Goal: talk about personal experiences
Language focus: non-future uses of *will*
Vocabulary: anxiety and excitement

5 Reading

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

- 1 What might cause fear in each situation?
- 2 What makes you scared or anxious? Why?
- 3 Do you ever enjoy being scared? Why/Why not?

2 **Read the article quickly and answer the questions.**

- 1 What's the difference between a fear and a phobia?
- 2 Why are some people scared of certain foods?
- 3 Why do many people hate giving presentations?
- 4 How can you alter your emotions?
- 5 Why do some people like being scared?
- 6 Which phrase can help you harness the power of your fears?

4 Vocabulary

3 **Read the article again. Match the words and phrases in bold with definitions 1–10.**

- 1 so bad that it prevents you from doing what you want/need to do
- 2 exciting experiences
- 3 a sudden large quantity of something (e.g. hormones)
- 4 a sudden and intense feeling of uncontrollable fear and discomfort
- 5 to twist and turn unpleasantly
- 6 feeling excited because of
- 7 extremely unpleasant with long-term effects
- 8 something scary in the future
- 9 extreme excitement
- 10 makes you feel very anxious

4 **Work in pairs and discuss the questions. Use the words and phrases in Exercise 3. Then compare your ideas with the explanations on page 180.**

- 1 What bad experiences might lead to chorophobia (the 'fear of dancing')?
- 2 What's the connection between sports and emotional reappraisal? What other everyday activities might involve emotional reappraisal?

6 Language focus

5 a **4.2 Listen to a conversation between Rickie and Ula.**

- 1 Who has a hidden talent?
- 2 Who often uses emotional reappraisal?
- 3 Who developed a phobia from other people's reactions?
- 4 Who often wears the same item of clothing?
- 5 Who shares a fear with a famous person?
- 6 Who changes their mind during the conversation?

b **Work in pairs. What do you think of the 'I'm excited' technique? Would it work for everybody?**

6 a Look at extracts 1–7 from the conversation. Why are *will* and *would* used in each case?

- 1 They'll probably all be having the same conversation as us right now.
- 2 When I'm alone in the car, I'll happily sing along to the radio.
- 3 You'll probably have wondered why I always wear T-shirts and pullovers.
- 4 When I was a child, my parents **would** freak out every time I touched a button.
- 5 I **won't** wear any clothes with buttons – I **won't** even touch them.
- 6 You'll remember, I'm sure, that he always wore pullovers, just like me.
- 7 Near the beginning of his career, he **wouldn't** even touch the multi-button computer mouse ...

b **Read the language focus box and check your ideas.**

Non-future uses of *will*

Predictions

We can use *will/won't* to make predictions about the present as well as the future. Use the future continuous to make predictions about events in progress now, and the future perfect to make inferences about the past.

You'll be wondering why I'm wearing this hat, I bet.
(= You've probably wondered.)

Don't phone Kim now. He'll be in a lecture at the moment. (= He's probably there.)

You won't have heard this joke before.
(= I predict that you haven't heard it.)

Habits

We can use *will/won't* to talk about present habits (i.e. repeated actions) and would for past habits.

My son will sit for hours playing with his toy cars.
(= He often does this.)

When I was younger, I'd often watch scary movies with my parents. (= I used to watch them.)

Refusals

We can use *won't/wouldn't* to talk about a refusal to do something in the present or past.

Daniela's angry with me but she won't tell me why.
(= She refuses.)

I asked him to help but he wouldn't even listen to me.
(= He refused to listen.)

We often use *will/would* to pretend that the weather/an object refuses to do something.

Why won't it stop raining?
(= Why does the rain refuse to stop?)

Sorry I'm late – my car wouldn't start.
(= It decided it didn't want to start.)

7 Rewrite the parts of these sentences in bold, using *will* or *would*.

- 1 Whenever he sees a spider, **he tends to scream** and run out of the room.
- 2 Ah, you teach at the local school, do you? In that case, **I'm sure you know my son, Frank.**
- 3 She suffers from a terrible fear of public speaking but **she refuses to tell her boss** – she's too embarrassed.
- 4 When I was a child, **I used to dance all the time.** But now **I usually just watch** other people dancing.
- 5 I'm sure you've heard of **claustrophobia** and other well-known phobias.
- 6 What's wrong with my phone? **It's buzzing all the time and it doesn't want to stop.**
- 7 You should call them to say you'll be late. **They're probably getting worried** about you.
- 8 We got lost on the way but **Greg refused to stop** and ask for directions.

8 a 4.2 Listen to two sentences. In which sentence is *will/won't* stressed? Why?

b **Practise saying sentences with stressed and unstressed *will/won't*.**

9 Work in pairs and discuss the questions using *will* or *would*.

- 1 What things do you refuse to do? Why?
- 2 Is there anything that you refused to eat as a child but you eat now?
- 3 Do you know anybody with an annoying habit?
- 4 Did you have any unusual habits as a child/teenager?

10 Go to page 152 or your app for more information and practice.

Speaking

PREPARE

10 **4.3 Listen to part of a radio interview with a person who suffers from asmetriophobia. Answer the questions.**

- 1 What is Artur afraid of?
- 2 What probably caused the phobia?
- 3 What causes Artur to have panic attacks?
- 4 How sympathetic are Artur's colleagues?

SPEAK

11 **You are going to tell a story about a phobia. Turn to page 181.**

12 **Work in groups. Tell your stories, using language from this lesson. Guess whether each story is real or made up.**

How to conquer your anxiety

1 On the whole, fear is a good thing. If we weren't afraid of fires, heights and venomous snakes, we would never survive. But sometimes our fears do more harm than good, holding us back from doing what we want to do. They can also become self-reinforcing. If the sight of a spider once gave you a terrifying **panic attack**, you'll now be scared not just of spiders but also of more panic attacks. In other words, you've become afraid of fear itself, and your simple fear has become a complex phobia.

2 We can categorise fears and phobias into two types. The first type is the fear of death or injury. To give a simple example, arachnophobia is the fear of peanut butter, which may come from a **traumatic** experience of having a sticky substance blocking your throat and being unable to breathe. If you experienced this as a child, it'll be no surprise if the thought of peanut butter **brings you out in a cold sweat**.

3 The second type of fear and phobia involves social embarrassment – basically, looking foolish in front of others. Again, these may originate from traumatic childhood experiences, when social pressure can be at its strongest. For many people, speaking to a large audience can be a **daunting prospect**. Even the sight of a microphone can cause your stomach to **churn**, your knees to go weak and your heart rate to soar – which can be **debilitating** if your job requires you to give presentations.

4 Luckily, there's a simple trick to overcoming fears: convince yourself that you're excited. According to the scientific consensus, our emotions consist of two elements: the physical symptoms we feel and our conscious analysis of what those symptoms mean. This suggests that it's possible to change the emotions simply by changing your interpretation, a process called 'emotional reappraisal'.

5 Emotional reappraisal explains why so many people enjoy bungee-jumping or scary films: they've trained themselves to interpret the physical symptoms of fear as signs of excitement. And it shows why some people report **getting a buzz out of** performing in public: the rush of adrenaline and cortisol can create a feeling of **exhilaration**.

6 So if your fears are holding you back, try to transform your anxieties into **thrills**. Just repeat these three simple words: 'I am excited'.

4A (High) emotion

32

- Goal: manage a fast-paced conversation
Vocabulary: conversation

Vocabulary

- 1 Work in pairs. Think about speaking in English and discuss the questions.
- Do you prefer speaking to one person or in a group?
 - How easy do you find speaking in a group of English speakers?
 - What do you do when you don't understand something in a conversation?
 - What do you do to keep a conversation going?
- 2 a Match comments 1–8 with replies a–h.
- Can I just **butt in** here? I think those figures need checking.
 - I need to have a **heart-to-heart** with Chris about his problems at home.
 - I can't believe he said that to me!
 - Speaking of Sally, she said a really funny thing to me the other ...
 - So did you have a **chit chat** with Chiara at the party?
 - Let me **reiterate**. This needs to be sorted by Friday before the orders go out.
 - Great party, isn't it? So what did you think of Marcus's presentation?
 - What was Angela **going on about** with you?
- a Sorry to interrupt you, I'm sure what Sally said was funny, but you're **going off on a tangent** again. Can you save it for later? We really need to discuss the project now.
- b Agreed. We'll **trash it out** this afternoon and get something to you by tomorrow lunchtime, OK?
- c Let's not **talk shop**. We're supposed to be having fun! I tried, but I got so nervous around her, I just seem to **clam up** and not say anything.
- e Ha, it's just **banter**, don't take it personally.
- f Yes, but you need to **broach the subject** carefully.
- g Hmm yes, maybe you're right. Let me **confer with** Jackie in finance and double-check them.
- h Oh nothing really, she was just gossiping about the people in her team.
- b Work in pairs. Who do you think the people in the conversations in Exercise 2 are? Where do you think they are?



- 3 a Choose the correct alternatives to complete the sentences.
- I hate it when people **reiterate/butt in** when I'm in the middle of saying something.
 - I'm terrible at telling anecdotes. I'm forever **going off on a tangent/bantering** and then forgetting where I was in the story!
 - My mates always make fun of each other. It's not serious though, it's just **banter/reiteration**.
 - I don't always agree with my team. When this happens we just have to **butt in/trash it out** until we come up with a compromise.
 - It's difficult to **talk shop/about/broach the subject** of politics with my dad, as we have such opposing opinions about what's right.
 - I always **go on about something with/confer with** my colleagues before making an important decision at work.
 - I hate public speaking. I just seem to **clam up/go on about something** and not know what to say.
 - I had a really bad history teacher at school. He just used to **have a heart-to-heart/about/go on about** his life and didn't notice that nobody was listening.
- b Choose four of the sentences in Exercise 3a and change them so that they are true for you.
- c Work in pairs. Share your sentences and give more information.

Listening 1

- 4 Listen to three conversations. Where do you think the people are in each one?
- 5 a Listen again. Which of these techniques do the speakers use to keep the conversation going?
- using interesting comparisons
 - active listening (phrases to show you're listening)
 - getting back to what you were saying
 - pressing for more details
 - keeping your turn
- b Complete the Useful phrases 1 box with four of the techniques in Exercise 5a.

Useful phrases 1

1 How rude!
Right.
The cheek of it!
No way!
2 Do tell!
How so?
Go on.
So what was going on?
3 Let me finish.
Hang on, there's more.
4 So as I was saying ...
Getting back to ...

- c Add these phrases to the Useful phrases 1 box. Can you think of any more phrases to add to each section?
- Wait, hear me out.
 - Really?
 - What I was trying to say was ...
 - What happened then?

- 6 a Choose a phrase from each section in the Useful phrases 1 box and think of what someone might say before it.
- A: It was all a bit mysterious.
B: So what was going on?
- b Work in pairs. Show your dialogues to your partner. Your partner will add the next line. Practise the conversations.

Listening 2

- 7 a Listen to the end of the three conversations in Exercise 4. What does each person say to show they want to end the conversation?
- b Listen again and complete the phrases in the Useful phrases 2 box with one, two or three words.

Useful phrases 2

Ending a conversation

If I _____ back to work.
Anyway, I'm _____ late.
I'd _____ off.
Oh, hey, sorry Ella, but I've _____ seen someone ...
It's _____ meet you.
I might have to _____, too.

- c How do the speakers use their intonation to show they want to finish a conversation?
- 8 Work in groups and discuss the questions.
- Have you ever been in a conversation which you found difficult to leave? Why?
 - How do you usually finish a conversation?

Speaking

PREPARE

- 9 You're going to practise managing a conversation. First, pick one of the topics and make notes on what to say. Try to think of as many ideas as possible.
- gossip about someone you know
 - a recent unusual experience
 - an issue at work
 - ideas for what to do at the weekend
 - something silly you've posted online

SPEAK

- 10 a Work in groups of three. Student A: Turn to page 176. Student B: Turn to page 179. Student C: Turn to page 177.
- b Tell your group about the topic you made notes on. Use the Useful phrases 1 box to keep the conversation going as long as possible. When you have finished, end the conversation in a polite way.



Go online for the Roadmap video.

Check and reflect: Units 1 and 2

- 1 a Complete the sentences with the correct form of the verbs in the box.

do get give go make take

- After criticism of the company in the press, the CEO was forced to _____ a statement.
 - I'm exhausted. I think I'll _____ for a quick lie-down.
 - If you complain about poor service in a restaurant, it might _____ the owner some good.
 - Do you prefer to _____ the lead during meetings and group discussions?
 - Can you come back in an hour or so and _____ me a break?
 - I hate it when everybody's sitting in silence. What's a good way to _____ people talking?
- b Work in pairs. Discuss questions 3, 4 and 6. Ask follow-up questions.
- 2 Find the four sentences with a mistake and correct them.
- Everyone will be cold by the end of the treasure hunt. They'll have walked around for hours.
 - I was covered in grass because I've been cutting the lawn.
 - We've been having a few problems with our TV lately.
 - I'll phone you when we'll have finished our meal.
 - We tried to sail in the boats that we'd made the previous day.
 - They're my favourite band. I've been seeing them in concert five times.
- 3 Put the words in the correct order to make sentences.
- be / music / louder / seems / The / getting / to
 - a lot / be / exam / out / we'd / turned / to / harder / than / expected / The
 - see / her / to / if / call / Jenny / I / tell / happen / me / you / to / please
 - been / seems / earlier / to / a / There / misunderstanding / have
 - eating / have / Somebody / desk / at / appears / been / their lunch / my / to
- 4 Match the sentence halves.
- I know you're angry, but there's no need
 - I'm sorry I shouted at you – I just needed
 - Thinking about your long-term goals can help you
 - You get a lot of verbal abuse in this job so it's vital
 - Even if you're disappointed about losing, try
 - Instead of yelling at them, it may be better
- to have a thick skin.
 - to put things into perspective.
 - to put a brave face on it.
 - to lash out at me.
 - to bite your tongue.
 - to let off steam.

- 5 a Do the words in bold have a positive (+) or negative (-) connotation?

- Should restaurants serve only **modest** portions?
- Do you ever buy **tacky** souvenirs?
- Have you ever posted a **lukewarm** review?
- What's your favourite **nutritious** snack?
- Why do some people receive a **meagre** salary for important work?
- Is it good for kids to have **doting** parents?
- Is it OK for kids to have **sugary** drinks and food sometimes?
- Can you trust **gushing** recommendations?

- b Work in pairs. Discuss three of the questions in Exercise 5a.

- 6 Complete the sentences with one word.

- We were disappointed to finish last, to put it _____.
- I forgot to lock my bike. _____ to say, it got stolen.
- I feel sorry for you but, to be _____, it's your own fault.
- We tried our best but, to cut a long story _____, it didn't work out for us.
- She ate all my sandwiches and then, to add insult to _____, complained about them.
- I know they're your friends but, not to put too fine a _____ on it, they're a bad influence on you.

- 7 Choose the correct alternatives.

- Recent changes in the composition of the workforce look **set/promising** to continue.
- There has definitely been a **reverse/the/downward** trend in the number of people having large families.
- The melting of the Arctic ice could be a significant **tippling/milestone/point** for climate change.
- It is hoped the new product range will **reverse/rise** the trend of a declining industry.
- The use of public transport in the city is definitely **on/up** the up.
- Many farmers are **reverting/marking** to more traditional agricultural practices.

- 8 a Complete the sentences with the correct continuous form of the verbs in brackets.

- Electric cars in my country _____ (become) more and more popular.
- In ten years' time, most people _____ (work) from home.
- This time next year I _____ (learn) English for ten years.
- I _____ (not do) much exercise lately.
- The economy of my country seems _____ (get) better at the moment.
- I _____ (live) with my parents at the moment until I can get a place of my own.

- b Change the sentences in Exercise 8a so that they are true for you.

- 9 Match the sentence halves.

- It's highly likely
- We're unlikely
- I'm sure that
- He's likely
- It's highly unlikely that

- she won't have seen your message yet.
- that there will be job losses after the company merger.
- to have submitted the application already.
- to see many changes in the short term.
- they know about our plans yet.

- 10 Put the words in bold in the correct order to complete the sentences. There is one word missing in each phrase.

- Do you think they're likely to **with / board / get** the idea? Or simply reject it outright?
- We can definitely **along / go** the idea of flexible working hours.
- Most teachers **open / are** trying out new methodologies.
- Sarah's ideas were met with **response / lukewarm** during the presentation.
- The new plans are somewhat **odds / at** the government's overall policy.
- It's not popular, and we're likely to **resistance / against / come / some**.

- 11 a Choose the option, a–c, which does not complete the sentences.

- The area where I live is very _____ at night.
a lively
b harsh
c rowdy
- I find English prepositions very _____.
a difficult
b challenging
c firm
- There are lots of _____ places in my country.
a vintage
b charming
c run-down
- In my job/studies, I face many _____ every day.
a problems
b mobs
c issues
- I think people who always buy the cheapest versions of things are _____.
a relaxed
b penny-pinching
c economical

- b Use the correct options in Exercise 11a to make sentences that are true for you.

- 12 Match the sentence halves.

- It was Craig
- All I'm saying is
- It's people talking about each other that
- What we need is
- What we do
- It's the people in Sales
- I really hate,
- who ate her biscuits, not me.
- who have the highest expenses.
- that we need to invest more in education.
- more affordable housing.
- is to look at how we can save more time.

- 13 Complete each useful phrase with one word.

- Putting a speaker 'on hold': So I'd love to _____ your brains in a moment. But first, ...
- Starting a conversation: What _____ you to this conference?
- Hovering before joining a conversation: Don't _____ me – I'm just listening.
- Relating your experience to other people's: A _____ thing happened to me.
- Eliciting more information: So what was _____ on?
- Getting back to what you were saying: So, _____ I was saying, ...
- Leaving a conversation: Anyway, it's getting late. I'd _____ be off.
- Leaving a conversation: I might have to make a _____.

Reflect

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

- I can give feedback on an event.
- I can describe my reaction to a situation.
- I can justify a point of view.
- I can join a conversation already in progress.
- I can give a clear presentation on past, current and future trends.
- I can speculate about work situations.
- I can discuss a proposal.
- I can manage a fast-paced conversation.

For more practice go to your Workbook or app.

The **Student's Book** also features *Master 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 specific strategies for improving reading, writing and listening and expose learners to a wide variety of different text types/genres. The *Master 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 *Master your listening* lessons provide practice in different types of listening such as speeches, debates, group discussions, complex podcasts, phone calls and presentations.
- 2 *Master your writing* lessons provide practice of specific genres such as blog posts, application letters, essays, scientific summaries, reviews and online discussions.
- 3 *Master your reading* lessons provide practice of specific genres such as articles, correspondence, biographies, stories and authentic novels.
- 4 Each *Master 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 using persuasive language, recognising differences in formality, putting a positive spin on limited experience and skills, distinguishing between literal and allegorical meaning, synthesising information from a number of sources, recognising digression, using emotive language, etc.
- 7 Follow-up questions round up the lesson and provide opportunities for further discussion.

1c

Master your listening

- Goal: understand a persuasive speech
Focus: recognising persuasive language



- 1 Work in pairs. Think of the last time you tried to persuade someone to agree with you or do something. How did you do it? Were you successful?
- 2 In a speech designed to influence people, how important do you think these things are? Rate each one 1–5 (1 = not important, 5 = very important).
 - Identify your goal.
 - Make your credentials clear.
 - Give lots of facts and figures.
 - Know your audience.
 - Focus on content that will persuade your audience.
 - Choose the language you use carefully.
- 3 Work in pairs and compare your ideas. Try to reach an agreement about the three most important items.
- 4 Listen to an online lecture about how to give a persuasive speech. Which four strategies in Exercise 2a does the presenter suggest? Why?
 - Which of the linguistic techniques in the box did the presenter mention? Read the Focus box and check your ideas.

long sentences
repeating sounds

listing points in pairs
asking questions

Recognising persuasive language

Understanding persuasive techniques can help us to recognise when someone is actively trying to persuade us to agree or do something, and to avoid being manipulated.

- 1 Using short sentences and easy to follow language
Volunteering is rewarding. Everyone should do it.
- 2 Using 'the power of three' i.e. points listed in groups of three to be memorable
Volunteering can give you a sense of purpose, boost your confidence and increase happiness.
- 3 Repetition of key words and phrases to be memorable
Volunteering connects you with people. When you connect with people, you feel good.
- 4 Repetition of consonant sounds (alliteration) and vowel sounds (assonance) to be memorable
Volunteer work is meaningful and motivating.
- 5 Using descriptive language e.g. adjectives, metaphors, imagery to help listeners see ideas more vividly
Imagine being in a situation where you need help and no-one comes.
- 6 Using rhetorical questions with an obvious answer to make a point
Don't we all want to be happy?
- 7 Using pronouns to connect with the audience
We can all spare at least one hour a month, can't we?

- 5 a Listen to Speaker A and Speaker B both giving information about six different things. Who is more persuasive in each case?
- b Listen to the more persuasive speaker again. What techniques do they use? Use the Focus box to help you. Give examples.
- 6 a Listen to three people being persuasive in three different situations. What are their goals?
 - 1 I've project managed several successful projects; built successful relationships with existing clients and effectively/successfully attracted several substantial new clients to the firm.
 - 2 In terms of effectiveness/performance and efficiency, I do believe that I'm as valuable as the other members of our team.
 - 3 It's sleek. It's sporty. It's superfast on the road/speedy.
 - 4 Inside you'll find it's stylish but comfortable.
 - 5 This car is for a smart driver who wants a perfect/smooth ride around town, who wants to show people that they're stylish but not flashy/sophisticated and sensible; and aware of their impact on the planet.
 - 6 Let's stop! No more acceptance. No more apathy. No more inaction.
 - 7 We don't want to live in a country that damages children's futures and crushes/destroys their dreams, do we?
 - 8 We want to feed them, educate/nurture them and watch them grow.
- b Choose the word(s) you think the speakers used. Then listen again and check.

What persuasive technique(s) can you identify in each extract in Exercise 6b?

- 1 In what situations do people try to persuade you in some way?
- 2 What techniques do they usually use?
- 3 Do their techniques usually work?

Master your writing

- Goal: write a narrative
Focus: using emotive language

- 1 Work in pairs. Look at the photos and answer the questions.
 - 1 What do you think they show?
 - 2 To what extent can you relate to this?
- 2 Read the title of the story. What story genre do you think it might be? What might happen in it?
- 3 Read the story and check your ideas.
- 4 Read the story again and put the structure in the correct order.
 - describe the climax of the story
 - briefly introduce the setting
 - describe how the character reacts to the story ending
 - develop the storyline towards a climax
 - briefly introduce the main protagonist and his character
 - introduce the main character's problem



Life: a reboot

1 Guy pushed open the heavy factory doors, taking care not to let them swing back and hit the person behind him. He edged forward and joined the throng of workers shuffling their way along the sidewalk. Snow had fallen during the day and it crunched under his heavy work boots. He pulled his collar up around his neck and hung his head low. At a good head taller than those around him, he stood out, a feeling he could never seem to shake.

2 The sun had already dipped below the horizon, leaving only street lights to show him the way. The crowds began to thin around him as he trudged further and further from the central district. Eventually, the crowds dissipated and he found himself on his own. He pulled his car keys from his pocket and pressed the button, the lights on his car flashing up ahead. He saw the snow on his windscreen and sighed. There must be more to life than this, he thought, knowing that he'd be here doing the same thing tomorrow and the day after that.

3 Guy opened his door, felt around the glove compartment and pulled out a scraper. Moving back towards the windscreen, he noticed a flyer tucked under one of the wipers. Surprisingly, it was dry. He looked around. There were no flyers on any other cars. Strange. He picked it up and looked at it. 'Are you tired of life? Sick of feeling like something is missing? Do you want an experience of a lifetime? Visit us and find out more.'

4 As Guy stared at the words, he felt a surge of something he hadn't felt for a considerable amount of time. Hope. Perhaps change was possible. He stood there for some time before he finally pocketed the flyer, wiped away the worst of the snow and got into his car. The address wasn't too far from here, maybe he should check it out. He pulled out into the road, turned on his radio and set it to a pop channel. As his car rolled down the icy street, he began to tap his finger on the steering wheel and a hum came out of his mouth, shocking him.

5 As Guy pulled up outside the address on the flyer, he noticed lights coming through cracks in the darkened windows. Someone was there. He stepped out of the car and eagerly strode towards the door of what looked like an abandoned warehouse. He knocked on the door loudly. No answer. He pushed the door and felt it give, so he leant on it harder and it flew wide open. He stepped into the building and blinked as his eyes adjusted to the light in the room. When everything came into focus, his legs gave way and he stumbled back. His mouth fell open. Along the wall in front of him stood dozens of men with their eyes closed. Him. They were all him. 'Ah,' said a woman in white. 'Our curious creature has finally returned.' A man walked behind Guy and closed the door behind him, locking it. 'It takes time, but they always take the bait,' he drawled. 'You've had quite the adventure, haven't you? Don't worry, we'll make sure you don't slip out again.' In that moment, a saying popped into his head. 'Be careful what you wish for.' Then, his mind and his world went black.

- 3 Work in pairs. Read the Focus box and discuss which emotion(s) sentences a–c evoke through word choice.

Using emotive language

We select particular words in a story in order to create an emotional response in readers. These words might describe the following:

- 1 A person's movements, e.g. walking (strait), face (wide-eyed).
 - 2 A person's voice, e.g. clarity (mumble), volume (yell), pitch (squeal).
 - 3 A person's feelings, e.g. positive (deliriously happy), negative (desperate).
 - 4 A crowd of people, e.g. their attitude (hostile), their movement (pushing and shoving).
 - 5 A description of an object, e.g. its size (massive), its attractiveness (sparkling).
 - 6 A description of a place, e.g. size (vast), appearance (contemporary), atmosphere (gloomy).
- The words in bold in sentences a–c exemplify how different words can evoke different emotions.
- The boy **walked** across the playground with his bag in his hand (=neutral)
- a The boy **bounded** across the **noisy, chaotic** playground, **swinging** his bag back and forth.
- b The boy **trudged** across the **derelict** playground, **dragging** his bag along the ground beside him.
- c The boy **crept** as **silently** as he could across the **eerie** playground, **clinging** onto his bag for dear life.

- 4 Underline words in the story that create a sense of the emotions below. What do each of these words describe?

- 1 hopelessness (paragraphs 1–3)
- 2 hope (paragraphs 4–5)
- 3 fear (paragraph 5)

- 5 a Complete the table with the words and phrases in the box.

bleak creep quietly (be) ecstatic exuberant hostile plod roar furiously scream hysterically shiver squeal in delight

Happiness	Sadness
	bleak
Fear	Anger

- b Complete sentences 1–4 with the correct form of the words and phrases in Exercise 5a. More than one answer is possible.

- 1 When we saw what was in front of us, we all _____.
- 2 I'd never seen a more _____ crowd than the one in front of me.
- 3 As soon as the first firework went off, we _____.
- 4 He _____ along the corridor.

- 6 Work in pairs. Rewrite the sentence below four times. Each sentence should express one of the four emotions in Exercise 5a. The woman read the message on her phone and then said, 'It's happened.'

Prepare

- 7 a Work in pairs. You're going to complete the story of *Life: a reboot*. Answer the questions and make notes.

- 1 What does the protagonist see when he regains consciousness?
- 2 How does he escape his captors?
- 3 What happens to his captors?
- 4 What happens to the other clones?
- 5 Where does the protagonist end up?

- b Plan your story using your notes. Make a list of possible emotive language that you could use in your story.

Write

- 8 a Write your story. Use your plan to help you. Use appropriate language to get an emotional response from your readers.
- b Exchange your story with a partner. What do you enjoy about the story? Which words/phrases in particular create an emotional response from you?

Master your reading

- **Goal:** understand arguments in a newspaper article
- **Focus:** identifying flaws in an argument



Conservation:

WHAT IS THE WAY FORWARD?

We only have one world

There's only one argument when it comes to the concept of conserving our planet and protecting endangered species, and that's the simple fact that it's our duty. **After all, it's our fault that species have become extinct.** Chemical fertilisers have reduced the number of insects responsible for pollination; farming and

urbanisation have led to a loss of habitat for many species, and the demand for materials such as ivory has been responsible for an increase in hunting. All of these activities have caused thousands of species to be lost over the last century, and continue to wreak havoc on our world.

Maintaining a balanced eco-system is a goal for all of us. When endangered animal and plant species face extinction, that balance is seriously affected, and biodiversity is reduced. It is our duty to ourselves and to future generations to prevent this from happening. While we cannot completely eradicate our impact on the world due to our need for natural resources to survive, we can work towards using those resources in as sustainable a way as possible, so that we, and other species, can survive.

It's not just the planet that we risk when we live unsustainably. We also risk our own health. Without nature, we don't have access to oxygen, clean water or the food we need to sustain us. When habitats are lost and animals are forced to live closer together, diseases spread more quickly across species and humans are also endangered. Nature provides us with the medicines we need to combat existing and potential future diseases. When nature dies, our hope for medicinal cures die, too.

Admittedly, conservation is costly but taking care of our planet is not something we should ever put a price on. **Those people who say that conservation is too expensive care only about economics.** There's no point making lots of money if we have no planet to provide for us. **Making conservation our main priority and protecting all living things is the only way we can ensure a sustainable planet for future generations. If we don't do that, we may as well just not bother.**

1 Work in pairs. Do you agree or disagree with the statements? Why?

'Conservation is a never-ending endeavour.'

'Taking care of a forest is like looking after your well-being.'

'The key to a sustainable future is the balance between nature and industry.'

'Nature can look after itself.'

2 a Read the article. We only have one world quickly. What is the author's main point?

b Read the article again. Which of statements 1–5 does the author state or imply?

- 1 Animal extinction over the last century is down to human activity.
- 2 Humans are able to have zero impact on our planet.
- 3 Urbanisation can cause epidemics among species.
- 4 The life expectancy of a human will increase with greater conservation.
- 5 Providing funding for only some conservation is pointless.

3 Read the Focus box. Then decide which flaws exist in arguments 1–4 in the article.

Identifying flaws in an argument

When reading an author's point of view, it is important to be able to identify any flaws in their argument in order to evaluate its effectiveness. Here are some common flaws in logic.

Hasty generalisations

An author makes overgeneralisations or assumptions that cannot be supported by evidence.

People only care about themselves.

Faulty cause and effect

An author states a cause which does not guarantee the effect they claim.

Without the use of chemicals in farming, insect life would flourish.

Either/or

An author suggests there are two options when there are actually further possibilities.

Either conservationists protect all animals, or they protect none.

Personal attacks

An author personally attacks another author rather than attack that author's arguments, or they attack an argument that another author hasn't actually made simply because it's easy to criticise and makes their argument look stronger.

Only someone who has no understanding of animal conservation would suggest such action.

4 a Read the article *Making harsh decisions*. What is the writer's overall view on conservation?

MAKING HARSH DECISIONS

Conservation is an issue which may appear clear cut to some but is actually a very challenging, complex issue. On the one hand, we are fully aware that we need to protect nature from harm in order for us to be able to survive here on Earth for generations to come. On the other hand, we have limited financial resources. It has been estimated that we need \$76.1bn to protect all endangered species – every single year. This amount is simply not sustainable and requires us to prioritise.

The first thing we need to do is recognise our true role in extinction. We all feel responsible when we hear about animals in danger of becoming extinct, and extinctions have increased over the last hundred years, possibly hundredfold. However, animal species die with or without human interference. It's predicted that 99.9% of all creatures which have lived on Earth have died out. Species therefore come and species go, and it is a natural part of life. We need to focus our efforts on preventing our impact on biodiversity from getting worse, and protecting already affected species whose extinction would jeopardise the planet and our existence on it.

Prioritising means making harsh decisions. Cute animals which attract donations are unlikely to be at the top of the protect list. It would be distressing to see pandas and gorillas go, but if they did become extinct, the impact to us would be minimal to non-existent, whereas the loss of other creatures would be far more devastating. Insects which cross-pollinate crops, for example, must be saved to enable food sources to grow, and squiggly worm-like creatures that live underground may be ugly, but they may also hold the key to cures to currently incurable diseases.

It is understandable that conservationists want to rescue as many species as possible, but they are led by their hearts and not their heads. In a context where it simply isn't possible to save them all, making priorities is the only way forward.

b Find these points in the article and decide if there are any logical flaws in them.

- 1 limited financial resources
 - 2 feeling guilty about losing species
 - 3 prioritising animals which we need
 - 4 how conservationists make decisions about conservation
- 5 **Work in pairs. How effective do you think these solutions might be in protecting nature in the future? Outline the pros and cons of each.**
- Eat insects to reduce the need to cut down forests to create farmland.
 - Introduce laws to ban further urbanisation in industrialised countries.
 - Measure the success of a country by things other than economic growth.
 - Increase punishment for people who kill wildlife illegally.
 - Work towards the reforestation of industrialised countries.
 - Add a high tax to all products which are made with unsustainable products or processes.

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

7A Travel problems

1 a Complete the sentences with the words in the box.

capsized colliding congested gridlock grounded impassable jetlag
puncture seized-up shipwrecked stranded write-off

- 1 I was driving through the desert when my car's engine **seized-up**.
- 2 I'm still suffering from **jetlag** three days after my long flight – my body just can't cope with crossing so many time zones so quickly.
- 3 My bike's front wheel has a **puncture**, so I'll need to take it off and buy a new inner tube.
- 4 The roads round here can get pretty **congested** in the mornings, when everyone's trying to drive to work at the same time.
- 5 The last bus leaves in three minutes. If you miss it, you'll be **stranded** here all night.
- 6 There was total **gridlock** in the city centre during the morning rush hour – nobody could move.
- 7 After they were **shipwrecked**, they survived for three years alone on a desert island.
- 8 We had to swerve sharply to avoid **colliding** with a kangaroo in the middle of the road.
- 9 All planes were **grounded** for three hours because of the severe fog and high winds near the airport.
- 10 Luckily, no one was in the car when the tree fell on it, but the car itself was a total **write-off** – it'll need to be scrapped.
- 11 The route through the mountains is **impassable** for cars during the winter – the only way through is on horseback.
- 12 The sea was so rough that our small boat nearly **capsized**.

2

- Work in pairs and discuss the questions.**
- 1 Which travel problems in Exercise 1 have you experienced?
 - 2 Which problems are the most/least serious?

7B Finance and investment

1 Complete the texts with the words and phrases in the boxes.

collateral creditor credit rating debtor default depreciates repossess

Perhaps the best-known example of a secured loan is a mortgage, which uses the **debtor's** house as **collateral** (i.e. the guarantee that the loan will be repaid). Although it's a good way of borrowing large sums of money, it has its risks: if you **default** on your obligations in any way (e.g. by missing repayment deadlines), the **creditor** (usually a bank) has the right to **repossess** your house. Even if they decide against such a drastic step, your **credit rating** may be downgraded, making it much harder to borrow money in future. Another risk is that your house's **value** (i.e. goes down) in value, and you end up owing more than your house is worth – a situation called **negative equity**.

appreciate assets hedge speculate write off

In general, investors can make the most money by **investing** in **assets** (e.g. stocks and shares) that might **depreciate** sharply if you're lucky, but might also collapse in value. They may even become worthless, in which case the investor will have to **write off** the investment. For this reason, many investors prefer to invest in **hedge funds**, which contain a mix of high- and low-risk investments.

bonds commodities derivatives stocks and shares

Two of the most popular forms of investment are **bonds** (i.e. certificates to prove you've lent money to a government or a large company) and **stocks** (i.e. certificates to prove you own parts of companies). Investors also often buy and sell **commodities** (e.g. oil, gold), the price of which is set by the market, not individual companies. However, a lot of modern investment involves **derivatives** – complex financial tools involving (for example) the right to buy or sell something at a certain price in future.

Lesson 3C

Exercise 11

Story A

www.stealthtricks.com/ATM/police

Use this simple trick to stay safe when withdrawing cash. It's a little known fact, but one that might save you money – and possibly your life.

You're alone, late at night, in a quiet part of town, and you need cash to get a taxi home. You approach the ATM, put your card in, but then you hear footsteps and a cruel voice in your ear: 'Take out the maximum amount, give it to me, and don't look round,' your potential attacker says calmly in your ear.

What do you do? Well, not many people know this, but if you enter 999 into the machine, the bank will automatically alert the police, who will arrive within minutes. As long as you can stall the potential robber during that time, you'll be safe. Be smart, and don't get caught out!

Story B

WELCOME TO CAT ISLAND

Normanton Island, in the Indian Ocean, is home to hundreds of cats. Thought to have been left by early explorers, the cats have bred and multiplied, and taken over the island.



Story C

Over 75% of adults now get their news from social-media websites.

According to a recent survey carried out by the leading national polling company YouView, 78.3% of adults say they now use social media as their main source of both national and international news.

This figure has increased from 43.7% three years ago, in a similar survey carried out by the same polling company. The figure is highest among those under 30, while those polled over 60 still claim to use traditional sources such as print newspapers and television as the main source of their news.

Story D

New smartphone design to feature holographic projection

A small San Francisco based tech company have announced plans for a new smart phone with the capacity for holographic projection, which they're calling 'Truon 1'. This amazing new technology will enable owners to watch movies in true 3D, on the go. It comes with a whole host of other features, including a year's free subscription to their own media-streaming service, allowing you to wow your friends and put on a real show – all from your own mobile phone.



WORKBOOK WITH ONLINE AUDIO

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

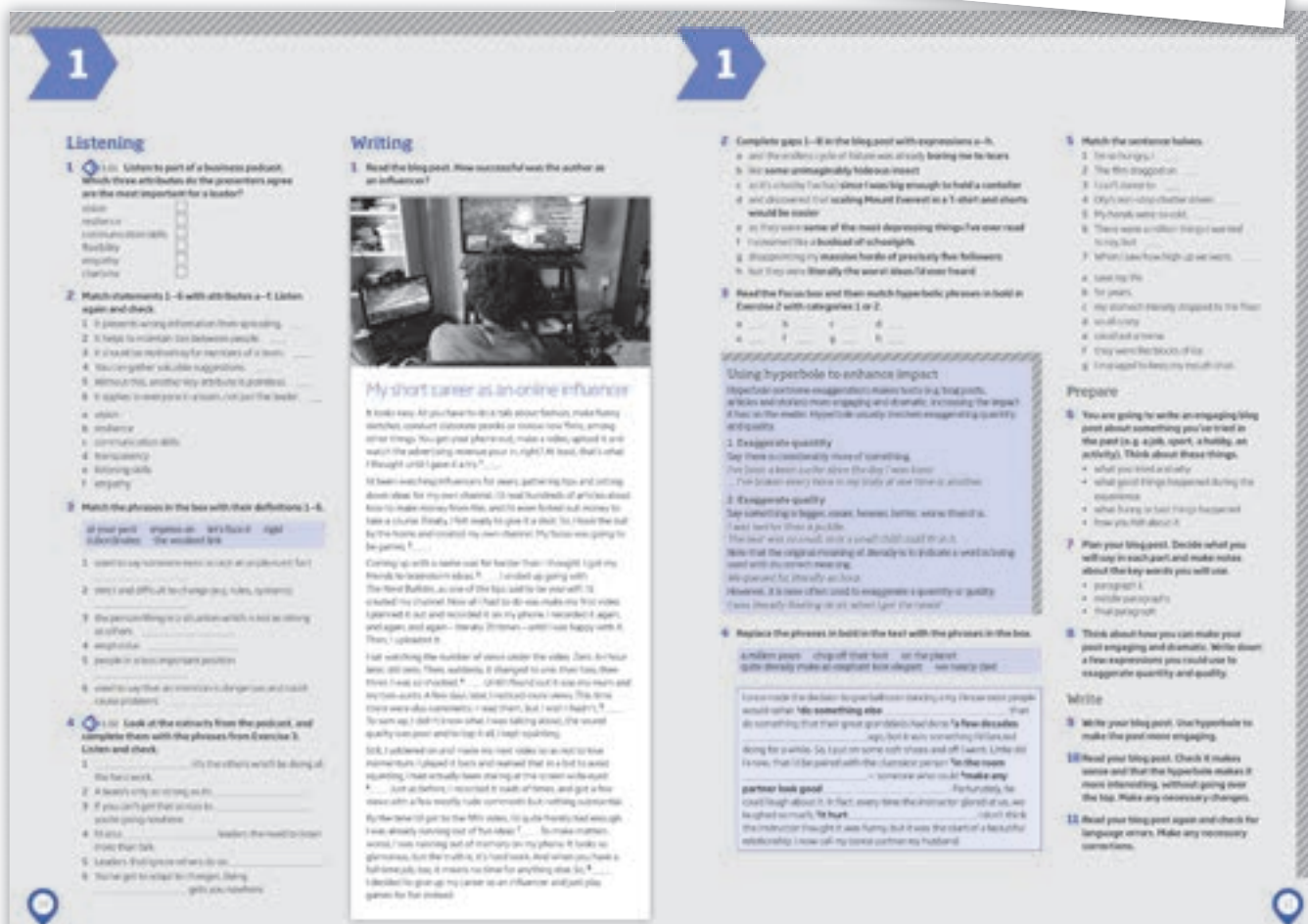
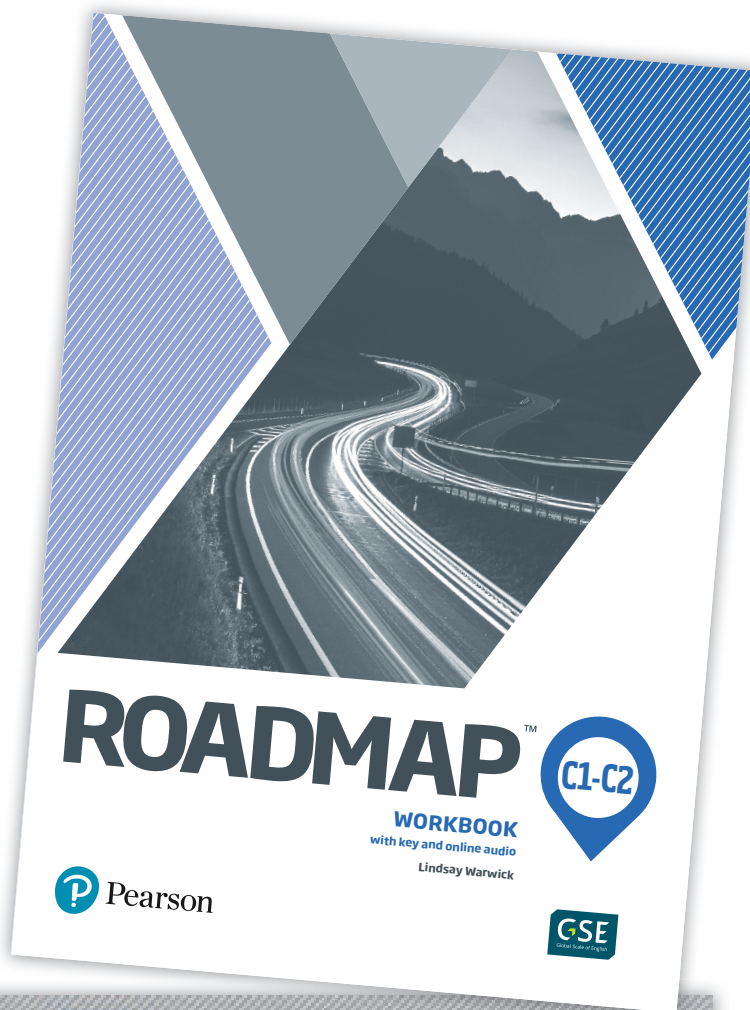
- Extensive practice of language focus, vocabulary and functional language covered in the Student's Book
- Additional listening, reading and writing practice to further develop learners' knowledge and mastery of skills
- Full answer keys and audio scripts provided at the back of the book

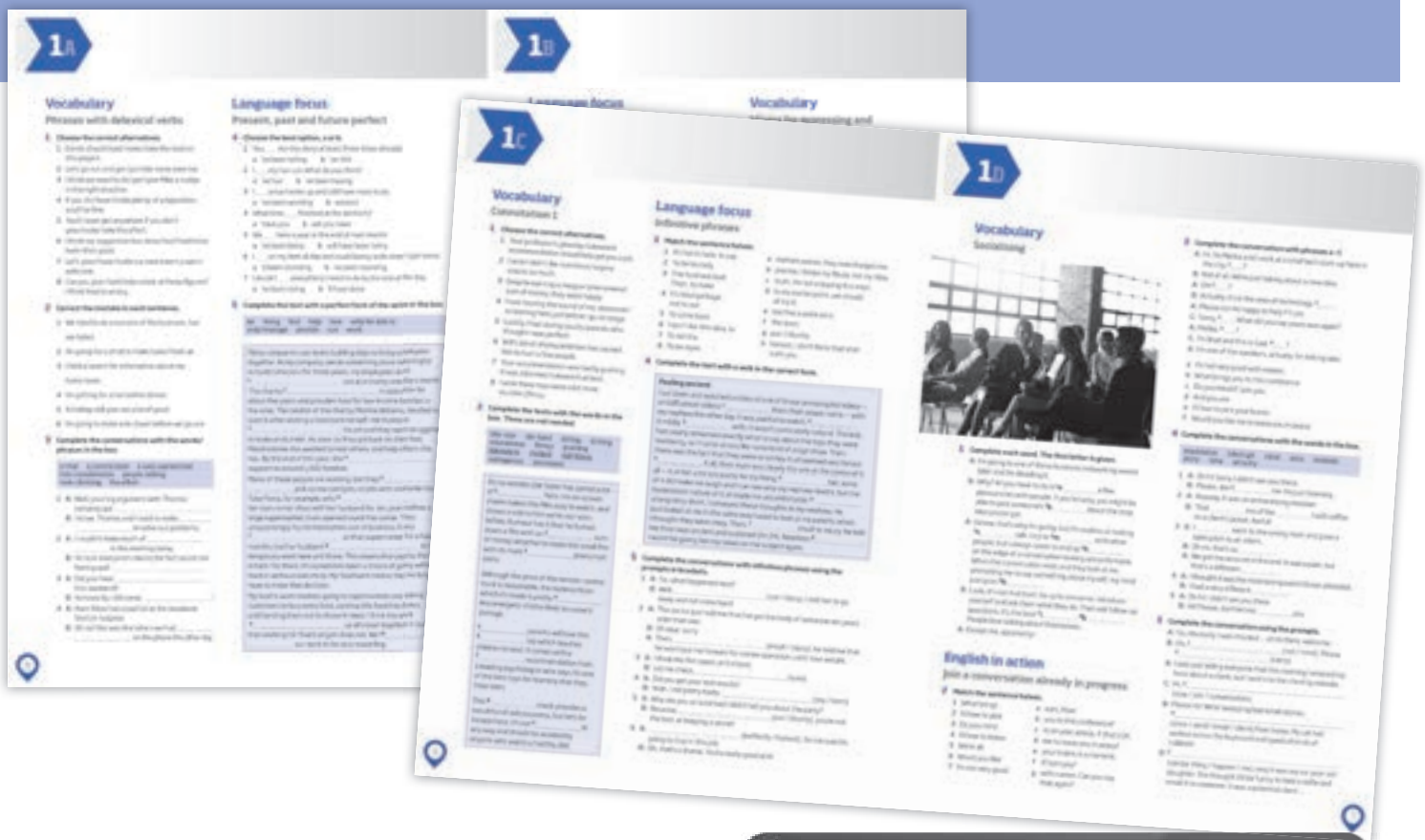
Roadmap Workbook audio is available online for students and teachers in the *Pearson English Portal*.

MOBILE APP

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

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





STUDENT'S INTERACTIVE EBOOK

The **Roadmap Student's Interactive eBook** gives students a digital version of the Student's Book with media at the point of use, helping them develop their skills and acquire new language wherever they are, whenever they want.

- Full Student's Book in digital format
- Audio and video easy to find at point of use
- Interactive activities at point of use allow students to work directly into the eBook
- Useful eBook tools such as notes, highlighting, bookmarking

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 provide instant feedback and feed into an automatic gradebook.
- Common errors report highlights mistakes that learners are making.
- Tips and feedback direct learners to reference materials and encourage them to work out answers themselves.
- Includes unit, achievement, mid and end of course tests.



SUPPORT COMPONENTS

TEACHER'S BOOK

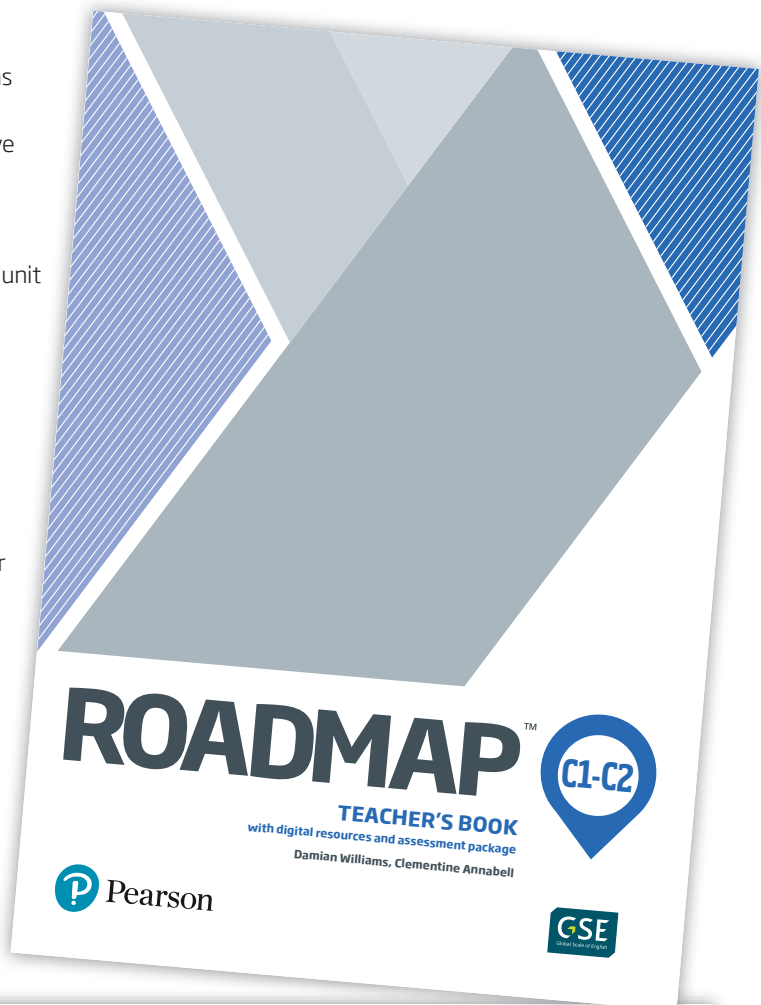
The *Roadmap Teacher's Book* provides step-by-step instructions on how to exploit the material, including:

- Teacher's notes for every unit with warmers, fillers, alternative suggestions, culture notes and answer keys
- General teaching tips on useful areas such as grammar, lexis, pronunciation, etc.
- Photocopiable grammar and vocabulary worksheets for every unit
- Class audio scripts
- Access to all of the digital tools for teachers

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 language focus and vocabulary worksheets for every unit, with teacher's notes and answer keys
- Class audio and scripts
- Workbook audio and scripts
- Word lists
- Student's Book answer key
- Video, video scripts and video worksheets
- Mediation worksheet for every unit, providing an extension lesson based on one of the *Master your skills* lessons
- Pronunciation worksheet for every unit providing further practice of the pronunciation points from the core lessons
- Unit, achievement, mid and end of course tests
- Tests audio, audio scripts and answer keys



1 OVERVIEW

1A Team building

Goal | give feedback on an event
Language focus | present, past and future perfect
Vocabulary | phrases with delexical verbs
GSE learning objective
Can make a detailed, formal, evidence-based complaint about the quality of a product or service

1B Online/Offline

Goal | describe your reaction to a situation
Language focus | subject raising
Vocabulary | idioms for expressing and controlling emotions
GSE learning objective
Can narrate a story in detail, giving relevant information about feelings and reactions

1C Kidfluencers

Goal | justify a point of view
Language focus | infinitive phrases
Vocabulary | connotation
GSE learning objective
Can justify a point of view using linguistically complex language

1D English in action

Goal | join a conversation already in progress
Vocabulary | socialising
GSE learning objective
Can join a conversation already in progress between fluent speakers on complex topics
Roadmap video
Go online for the Roadmap video and worksheet.

VOCABULARY BANK

1B The internet and social media

1C Phrasal adjectives

MASTER YOUR SKILLS

1A Master your writing

Goal | write a blog post
Focus | using hyperbole to enhance impact
GSE learning objective
Can use exaggeration and hyperbole to enhance the impact of a text

1B Master your reading

Goal | understand short anecdotes in a text
Focus | recognising cohesive devices in a text
GSE learning objective
Can understand complex arguments in newspaper articles

1C Master your listening

Goal | understand a persuasive speech
Focus | recognising persuasive language
GSE learning objective
Can recognise the use of persuasive language in a linguistically complex presentation or lecture

1A Team building

Introduction

The goal of this lesson is for Ss to give feedback on an event. To help them achieve this, they will learn or revise the present, past and future perfect and phrases with delexical verbs.

Warm up

Write the following questions on the board:
Do you ever socialise with your work colleagues/classmates?
What kinds of activities do you do?
Do you prefer to keep your work and friends separate?
Why/Why not?

Put Ss in pairs or small groups to discuss the questions. When they have finished, elicit Ss' ideas and have a brief class discussion.

Reading

1 Focus attention on the photos and briefly elicit what Ss can see. Put Ss in pairs to discuss the questions. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, elicit answers from a few pairs and have a brief class discussion.

2 With **weaker classes**, you may want to pre-teach *boundless*, *give sb a nudge*, *quirky* and *raft*. Go through the statements with the class so they know what information to read for. Ss read the article and identify the activities related to each statement individually, then check in pairs. Check answers with the class.

Answers:

- 1 Raft building, Get in line
- 2 Tell the truth, Get in line
- 3 Raft building
- 4 Scavenger hunt, Out and about
- 5 Tell the truth, Get in line
- 6 Raft building, Marshmallow challenge

Optional extra activity

Put Ss in groups and ask each one to try one of the activities in the article (some of these might need to be adapted, e.g. design a raft, but don't actually construct it). When they have finished, ask each group to report back on how they did it and whether they thought it was a good idea for a team-building exercise.

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

Vocabulary

Phrases with delexical verbs

4a Read the example with the class and ask Ss to write the specific phrases which replace the words in bold in each case. Ss work individually then check in pairs. Check answers with the class and be prepared to provide further explanations or examples where necessary.

Answers:

- 1 if we **make the effort** to break down the barriers
- 2 you need to **give** your people a **push**
- 3 Let's **take a look** at six of the best ways
- 4 to **do some** priceless **team building**
- 5 they **go on a search** for information
- 6 to **get some exercise** in the fresh air
- 7 to **build an exhilarating race** across a river
- 8 Why not simply **go for a long hike**
- 9 the time to **have a good old-fashioned chat**

Teaching tip

When teaching new lexis, it's a good idea to prepare and give Ss further examples in different contexts. This will help them 'map' the new vocabulary in their memory and exemplify different uses.

b Ask the class: *What does 'get' mean?* and elicit as many examples as you can (e.g. *obtain, buy, receive, become*, etc.). Explain that the meaning of *get* depends on what word it's used with and that it's a 'delexical verb'. If this is a new concept to Ss, then go over the information in the Vocabulary checkpoint below. Look at the first answer with the class and elicit which part helps Ss understand the meaning most (*effort*). Ss do the same for the other phrases, then compare in pairs. Check answers with the class.

Answers:

In each phrase, the noun helps you understand the meaning.

Vocabulary checkpoint

Delexical verbs are verbs which, while they have a basic meaning, don't usually have a full meaning until they are combined with other words. For example, *get* has different meanings in the following collocations: *get a present* for your birthday (= receive), *get a present for a friend's birthday* (= buy/obtain), *get hotter* (= become).

5a With **weaker classes**, elicit the first answer as an example. Otherwise, Ss complete the phrases individually, then check in pairs. Check answers with the class and answer any questions Ss have about the meaning of the phrases.

Answers: 1 have 2 go 3 give 4 get 5 hold 6 make 7 do 8 take

b Read the example with the class, then put Ss in pairs to discuss. When they have finished, ask a few pairs to share their ideas with the class.

Suggested answers:

After organising the activity, they'll have a well-earned rest. During the activity, everyone will need to give each other some help.

Outside activities are a great opportunity to get some fresh air. After the exercise, we held a feedback session to share what we learnt.

Making a success of the activity depends on everybody taking part.

James took the lead during the first group exercise.

Further practice

Photocopiable activities: 1A Vocabulary, p169
App: 1A Vocabulary practice 1 and 2

Language focus

Present, past and future perfect

6 1.1 Explain that Ss are going to listen to people in a company organising an event like the type they read about in Ex 2. Go through the questions with the class so Ss know what to listen for, then play the recording for them to listen and answer the questions. Ss check in pairs. Check answers with the class.

Answers:

- 1 Everyone just worked with people they already knew, which reinforced existing barriers: it was a long journey so many employees were exhausted when they arrived
- 2 The location was lovely/nice.
- 3 Make sure people are in teams with people from at least five different departments, make it a longer event (two days)

Optional extra activity

Write the following additional questions on the board for Ss to discuss:

- 1 At events like this, should the organisers force people to work with people they don't know (and perhaps don't like)? Or is it OK if everyone works with people they already know and like?
- 2 What do you think of the idea of combining a team-building event with other things, like training and meetings?
- 3 What's the ideal length of an event like this? Where should it take place?

Audioscript 1.1

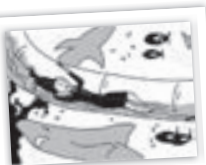
- E: Right, so the next item on the agenda is this year's team-building away-day. Any thoughts, Sakura? Same as last year's event?
- S: Yes, well, in my department, we've been talking about this a lot recently and we've come to the conclusion that it was a bit of a waste of time last year.
- E: Really? Why?
- S: Well, the organisers didn't assign people to teams, so everyone just worked with people they already knew for years. Well sure, everyone had fun, but it kind of reinforced existing barriers within the organisation, as they were working against different departments, which defeated the object of the exercise.
- E: That's true, OK, so for this year's event, we have to find a way of making sure people will be in teams with people from other departments, so they won't have met most of them before.
- A: So why don't we use that as a criterion to measure the success of our event? For example, we could guarantee that by the end of the day, every employee will have been in a team with people from at least five different departments.
- E: That's a great idea, Alvaro. But what about the location? Do we want to go back to the same training centre in the Lake District, like last year?
- A: Well, it's a lovely location, but it was a long journey for a lot of people. They were exhausted because they'd been travelling for hours to get there. The last thing they wanted to do was run around in fields looking for small shells!
- E: That's true, but unfortunately a long journey is something we can't avoid, if we want to bring together our employees from all over the region, so we might as well choose somewhere nice, like the Lake District. We certainly don't want to be stuck in our head office!
- A: OK. Fair enough. But can I make a suggestion? What about making it a two-day event? Then everybody will be much fresher and more alert for the actual events.
- E: Good idea. I'm just thinking aloud now, but I suppose if we make it a two-day event, we'll be able to combine the fun and games with something a bit heavier, like health-and-safety training.
- S: Hmm, I know what you mean, but I think if we try to do everything at once, it'll be exhausting... and we won't achieve any of our goals. We'll just make our people angry for keeping them away from their families for too long. That's what happened at my previous organisation: we spent a week hiking in the mountains, and by the third day we had had enough of each other and just wanted to go home!

3C

Language focus 1 Ways of modifying adjectives

1 Read the conversations and choose the correct alternatives.

- A: Hey, listen to this. According to this travel article, there's a hotel in Las Vegas where you can take a slide through an aquarium of sharks!
- B: Are you ¹quite/²bitterly sure that's a good idea?
- A: Yeah, it sounds ³pretty/⁴very amazing, doesn't it?
- B: Umh, to be ⁵completely/⁶barely honest, I think it sounds ⁷absolutely/⁸nearly terrifying.
- A: I guess we have ⁹entirely/¹⁰virtually different tastes in what we think is fun, then!



- A: I got ¹somewhat/²essentially emotional at the play I saw last night.
- B: Really? What was it about?
- A: The power of friendship. It was ³totally/⁴deeply unique, because it was performed in sign language.
- B: That must have been ⁵completely/⁶fairly difficult to understand.
- A: Actually, it was fine. The actors were ⁷seriously/⁸totally talented and they had subtitles on a screen, like in a film.
- B: Wow. Sounds mesmerising.
- A: Yeah, the whole thing was ⁹quite/¹⁰very brilliant.



- A: You won't believe it, but the wifi in the flat is down again! I'm ¹absolutely/²perfectly sick of this.
- B: Really? I was ³pretty/⁴absolutely hopeful it would stop happening after the engineer came.
- A: It seems to happen every time I have an assignment. I'm ⁵barely/⁶nearly capable of meeting the deadlines as it is.
- B: Look, what we need to do is ring the helpline.
- A: Not again! You know it's ⁷virtually/⁸very impossible to get through at this time of day.
- B: It's worth a try though, isn't it?
- A: I'm ⁹rather/¹⁰essentially sceptical myself. Feel free to try, though.



2 Work in pairs. Practise the conversations.

3 Work in pairs. Have a conversation about one of the topics below. Use adjectives with modifiers where possible.

- a place that you think is quite amazing
 - something you think is absolutely ridiculous
 - something you find utterly terrifying
 - a film, show or book that was deeply moving
 - whether you think people should be completely open about their opinions
- A: What's a place you've been that was absolutely amazing?

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3C

Language focus 2 Ways of modifying adjectives

barely credible	bitterly cold	deeply worrying
perfectly straightforward	pretty awful	rather misleading
really alarming	fairly honest	seriously disappointed
completely ridiculous	totally useless	utterly terrified
essentially useless	quite hopeful	really flimsy
rather astounded	virtually impossible	absolutely terrified
somewhat hurt	extremely difficult	very useful

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PRESENTATION TOOL

The **Roadmap Presentation tool** contains everything you need to make the course come alive. It includes:

- Fully interactive version of the Student's Book and Workbook
- Planning mode (includes teacher's notes) and teaching mode
- Easy navigation via book page and lesson flow
- Answers to exercises one by one, all together or as 'check answers', all at the touch of a button
- Integrated audio, with time-coded audio scripts
- Integrated video, with time-coded video scripts
- A host of useful classroom tools and widgets such as timer, scoreboard and dictionary





Syllabus

The *Roadmap* syllabus is built on *Global Scale of English* language learning objectives (see below) but there is a strong focus on the key grammar, functional language, vocabulary and pronunciation needed to perform those objectives in each of the main lessons. Language items have been selected according to their level of difficulty and how useful they are in helping learners to achieve the communicative goal which is at the heart of each lesson. As a result, learners never feel that they are studying grammar, functional language, vocabulary or pronunciation for its own sake and can immediately see the relevance of what they are learning.

- Syllabus built on *Global Scale of English* learning objectives so learners can immediately see the relevance of what they are learning.
- Strong focus on the grammar, vocabulary, functional language and pronunciation needed to achieve the speaking objective at the heart of every lesson.

The Global Scale of English

The **Global Scale of English (GSE)** is a standardised, granular scale that measures English language proficiency. Using the GSE, students and teachers can now answer three questions accurately: Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?

The GSE identifies what a learner can do at each point on a scale from 10 to 90, across all four skills (listening, reading, speaking, and writing), as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made and what they need to learn next.

The GSE is designed to motivate learners by making it easier to demonstrate granular progress in their language ability. Teachers can use their knowledge of their students' GSE levels to choose course materials that are precisely matched to ability and learning goals. The GSE serves as a standard against which English language courses and assessments can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

Teacher Mapping Booklet and GSE Toolkit

You will find the GSE Teacher Mapping Booklet for *Roadmap* online on english.com/roadmap. This booklet provides an overview of all the learning objectives covered in each unit of *Roadmap*, lesson by lesson.

These GSE learning objectives are only a selection from the larger collection contained within the GSE. To explore additional resources to support students, there is an online GSE Teacher Toolkit. This searchable online database gives you quick and easy access to the learning objectives and grammar and vocabulary resources. It also gives you access to GSE job profiles: 250 job skills mapped to GSE learning objectives, enabling you to pinpoint the specific language skills required for professional learners.

For more information please go to english.com/gse.

Topics

Maintaining learners' interest is a vital part of the teacher's role. Research suggests that learners get bored if they stay on the same topic for too long so each lesson in *Roadmap* introduces a fresh theme, although there is always a coherent link in terms of language items covered from one lesson to the next. There is also a topic link with the *Master 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.

Language focus

Successful communication is dependent on an ability to recognise and use grammatical structures as well as commonly occurring patterns in language, often referred to as *lexicogrammar*. 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:

- Language items are 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 language 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 Language focus box in the main lesson with fuller explanations in the *Language bank* at the back of the book.
- Each language 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 bank* in the Student's Book, the Workbook and mobile app have additional 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 Student's Book further extends some of the key vocabulary areas covered in the main lessons.

Functional Language

Learners need to manage communication in a wide variety of different situations and they need to be able to recognise and use phrases and expressions that are appropriate for each situation. These include transactional exchanges, where the focus is on getting something done or interactional exchanges where the focus is on socialising with others.

Roadmap recognises the importance of functional language and each unit has an *English in action* page which focuses on useful areas such as managing a fast-paced conversation, summarising information, chairing and participating in a debate, 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 summarising information, participating in a debate, 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.
- Additional practice activities for the pronunciation points covered in core units are included in a photocopiable worksheet.

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 *Master your skills* section at the back of the book for learners who want to improve their reading, writing or listening skills. There are three *Master 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 *Master 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, speeches and monologues, conversations, radio interviews and discussions, etc. is provided in the *Master your listening* lessons at the back of the book. The *Master your listening* lessons also provide

invaluable training in listening sub-skills, for example, recognising persuasive language, recognising understatement, understanding colloquial language and understanding overlapping. Each *Master 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 *Master 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 – speeches and monologues, conversations, radio interviews and discussions – is provided in the *Master your listening* lessons at the back of the book.
- *Master 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.
- *Master 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 *Master 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 *Master 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 *Master your reading* lessons at the back of the book. The *Master your reading* lessons also provide invaluable training in reading sub-skills such as recognising scepticism, evaluating the effectiveness of an argument, recognising foreshadowing of events, identifying a writer's tone, recognising humour, etc.

Each *Master 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 *Master 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 *Master your reading* lessons at the back of the book.
- *Master 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.
- *Master 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 *Master your writing* lessons at the back of the book. The *Master your writing* lessons also provide invaluable training in writing sub-skills such as rejecting ideas and asking for changes, using persuasive language, synthesising information from a number of sources, etc.

Each *Master 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 *Master 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 *Master 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 *Master your writing* section at the back of the book.
- Each *Master 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 *Master 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, reviews, etc.
- *Master your writing* lessons provide examples of the genre as well as highlighting different sub-skills needed to develop mastery of it, for example, rejecting ideas and asking for changes, using persuasive language, synthesising information from a number of sources, 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.
- *Master 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 every other 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 Student's 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 around 5–6 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 Team building

Goal | give feedback on an event

Language focus | present, past and future perfect

Vocabulary | phrases with delexical verbs

GSE learning objective

Can make a detailed, formal, evidence-based complaint about the quality of a product or service

1B Online/Offline

Goal | describe your reaction to a situation

Language focus | subject raising

Vocabulary | idioms for expressing and controlling emotions

GSE learning objective

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

1C Kidfluencers

Goal | justify a point of view

Language focus | infinitive phrases

Vocabulary | connotation 1

GSE learning objective

Can justify a point of view using linguistically complex language

1D English in action

Goal | join a conversation already in progress

Vocabulary | socialising

GSE learning objective

Can join a conversation already in progress between fluent speakers on complex topics

Roadmap video

Go online for the Roadmap video and worksheet.

VOCABULARY BANK

1B The internet and social media

1C Phrasal adjectives

MASTER YOUR SKILLS

1A Master your writing

Goal | write a blog post

Focus | using hyperbole to enhance impact

GSE learning objective

Can use exaggeration and hyperbole to enhance the impact of a text

1B Master your reading

Goal | understand short anecdotes in an article

Focus | recognising cohesive devices in a text

GSE learning objective

Can understand complex arguments in newspaper articles

1C Master your listening

Goal | understand a persuasive speech

Focus | recognising persuasive language

GSE learning objective

Can recognise the use of persuasive language in a linguistically complex presentation or lecture

1A

Team building

Introduction

The goal of this lesson is for Ss to give feedback on an event. To help them achieve this, they will learn or revise the present, past and future perfect and phrases with delexical verbs.

Warm up

Write the following questions on the board:

Do you ever socialise with your work colleagues/classmates?

What kinds of activities do you do?

Do you prefer to keep your work and friends separate?

Why/Why not?

Put Ss in pairs or small groups to discuss the questions. When they have finished, elicit Ss' ideas and have a brief class discussion.

Reading

1 Focus attention on the photos and briefly elicit what Ss can see. Put Ss in pairs to discuss the questions. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, elicit answers from a few pairs and have a brief class discussion.

2 With **weaker classes**, you may want to pre-teach *boundless*, *give sb a nudge*, *quirky* and *raft*. Go through the statements with the class so they know what information to read for. Ss read the article and identify the activities related to each statement individually, then check in pairs. Check answers with the class.

Answers:

- 1** Raft building, Get in line
- 2** Tell the truth, Get in line
- 3** Raft building
- 4** Scavenger hunt, Out and about
- 5** Tell the truth, Get in line
- 6** Raft building, Marshmallow challenge

Optional extra activity

Put Ss in groups and ask each one to try one of the activities in the article (some of these might need to be adapted, e.g. design a raft, but don't actually construct it). When they have finished, ask each group to report back on how they did it and whether they thought it was a good idea for a team-building exercise.

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

Vocabulary

Phrases with delexical verbs

4a Read the example with the class and ask Ss to write the specific phrases which replace the words in bold in each case. Ss work individually then check in pairs. Check answers with the class and be prepared to provide further explanations or examples where necessary.

Answers:

- 1 if we make the effort to break down the barriers
- 2 you need to give your people a nudge
- 3 Let's take a look at six of the best ways
- 4 to do some priceless team building
- 5 they go on a search for information
- 6 to get some exercise in the fresh air
- 7 to hold an exhilarating race across a river
- 8 Why not simply go for a long hike
- 9 the time to have a good old-fashioned chat

Teaching tip

When teaching new lexis, it's a good idea to prepare and give Ss further examples in different contexts. This will help them 'map' the new vocabulary in their memory and exemplify different uses.

- b** Ask the class: *What does 'get' mean?* and elicit as many examples as you can (e.g. *obtain, buy, receive, become*, etc.). Explain that the meaning of *get* depends on what word it's used with and that it's a 'delexical verb'. If this is a new concept to Ss, then go over the information in the Vocabulary checkpoint below. Look at the first answer with the class and elicit which part helps Ss understand the meaning most (*effort*). Ss do the same for the other phrases, then compare in pairs. Check answers with the class.

Answers:

In each phrase, the noun helps you understand the meaning.

Vocabulary checkpoint

Delexical verbs are verbs which, while they have a basic meaning, don't usually have a full meaning until they are combined with other words. For example, *get* has different meanings in the following collocations: *get a present for your birthday* (= receive), *get a present for a friend's birthday* (= buy/obtain), *get hotter* (= become).

- 5a** With **weaker classes**, elicit the first answer as an example. Otherwise, Ss complete the phrases individually, then check in pairs. Check answers with the class and answer any questions Ss have about the meaning of the phrases.

Answers: 1 have 2 go 3 give 4 get 5 hold 6 make 7 do 8 take

- b** Read the example with the class, then put Ss in pairs to discuss. When they have finished, ask a few pairs to share their ideas with the class.

Suggested answers:

After organising the activity, they'll have a well-earned rest. During the activity, everyone will need to give each other some help. Outside activities are a great opportunity to get some fresh air. After the exercise, we held a feedback session to share what we learnt. Making a success of the activity depends on everybody taking part. James took the lead during the first group exercise.

Further practice

Photocopiable activities: 1A Vocabulary, p169

App: 1A Vocabulary practice 1 and 2

Language focus**Present, past and future perfect**

- 6** **1.1** Explain that Ss are going to listen to people in a company organising an event like the type they read about in Ex 2. Go through the questions with the class so Ss know what to listen for, then play the recording for them to listen and answer the questions. Ss check in pairs. Check answers with the class.

Answers:

- 1 Everyone just worked with people they already knew, which reinforced existing barriers; it was a long journey so many employees were exhausted when they arrived
- 2 The location was lovely/nice.
- 3 Make sure people are in teams with people from at least five different departments, make it a longer event (two days)

Optional extra activity

Write the following additional questions on the board for Ss to discuss:

- 1 *At events like this, should the organisers force people to work with people they don't know (and perhaps don't like)? Or is it OK if everyone works with people they already know and like?*
- 2 *What do you think of the idea of combining a team-building event with other things, like training and meetings?*
- 3 *What's the ideal length of an event like this? Where should it take place?*

Audioscript 1.1

- E:** Right, so the next item on the agenda is this year's team-building away-day. Any thoughts, Sakura? Same as last year's event?
- S:** Yes, well, in my department, we've been talking about this a lot recently and we've come to the conclusion that it was a bit of a waste of time last year.
- E:** Really? Why?
- S:** Well, the organisers didn't assign people to teams, so everyone just worked with people they'd already known for years. Well sure, everyone had fun, but it kind of reinforced existing barriers within the organisation, as they were competing against different departments, which defeated the object of the exercise.
- E:** That's true. OK, so for this year's event, we have to find a way of making sure people will be in teams with people from other departments, so they won't have met most of them before.
- A:** So why don't we use that as a criterion to measure the success of our event? For example, we could guarantee that by the end of the day, every employee will have been in a team with people from at least five different departments.
- E:** That's a great idea, Alvaro. But what about the location? Do we want to go back to the same training centre in the Lake District, like last year?
- A:** Well, it's a lovely location, but it was a long journey for a lot of people. They were exhausted because they'd been travelling for hours to get there. The last thing they wanted to do was run around in fields looking for snail shells!
- E:** That's true, but unfortunately a long journey is something we can't avoid, if we want to bring together our employees from all over the region, so we might as well choose somewhere nice, like the Lake District. We certainly don't want to be stuck in our head office!
- A:** OK. Fair enough. But can I make a suggestion? What about making it a two-day event? Then everybody will be much fresher and more alert for the actual events.
- E:** Good idea. I'm just thinking aloud now, but I suppose if we make it a two-day event, we'll be able to combine the fun and games with something a bit heavier, like health-and-safety training.
- S:** Hmm, I know what you mean, but I think if we try to do everything at once, it'll be exhausting ... and we won't achieve any of our goals. We'll just make our people angry for keeping them away from their families for too long. That's what happened at my previous organisation: we spent a week hiking in the mountains, and by the third day we had had enough of each other and just wanted to go home!

7a 1.2 Ss choose the most natural alternatives individually, then check in pairs. When they are ready, play the recording for Ss to check their answers. Don't give any answers yet.

b Before Ss do the activity, ask them to look back at the extracts in Ex 7a and ask what they all have in common (they are all perfect verb forms). Give Ss plenty of time to read the language focus box and check their answers to Ex 7a. Ask Ss to compare answers in pairs, then check answers with the class. Be prepared to provide further examples and explanations where necessary.

Answers: 1 been talking, come 2 known 3 met
4 been travelling 5 had had

Teaching tip

At this level, it's a good idea to try to bring together areas of grammar such as the perfect aspect, focusing on the similarities of its use across different tenses. This will allow Ss to see the bigger picture and therefore become more confident in using it in a variety of different contexts.

8a 1.3 Ask Ss to read the sentences and say them out loud quietly to themselves, as naturally as possible. Discuss the question with the class, then play the recording for Ss to listen and check. Go through the information in the answer key with the class.

Suggested answer:

The initial *h* is typically dropped in fast speech.

b Play the recording again for Ss to listen and practise saying the sentences.

9 Ss complete the sentences individually, then compare their answers in pairs. Check answers with the class.

Answers:

- 1 'I'll have been hiking
- 2 'd already heard
- 3 have been getting
- 4 've decided (*decide* is also possible but is not a perfect form.)

LANGUAGE BANK 1A pp.146–147

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 individually 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 scratched (The present perfect continuous sounds odd because it focuses on the activity of scratching the car, rather than the completed results.)
- 2 worn
- 3 climbed, done
- 4 been chopping, been crying
- 5 been talking, haven't seen
- 2 1 had scratched
- 2 'I'll have worn
- 3 'I'll have climbed, 'I'll have done
- 4 'd been crying, 'd been chopping
- 5 'd just been talking

Further practice

Photocopiable activities: 1A Language focus 1, p167;

1A Language focus 2, p168

App: 1A Grammar practice 1 and 2

Speaking

Prepare

10 Direct Ss to page 176 and give them a couple of minutes to read the information. Go through the information with the class and answer any questions Ss have. Ss decide if the event is good or bad and make notes about the feedback they want to give. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

Speak

11 When Ss are ready, put them in pairs to give each other feedback on their event. Monitor and make notes on Ss' language use for later class feedback. When they have finished, ask each pair to report back to the class on the feedback they received and what they would do differently. When they have finished, give the class feedback on their language use, correcting any common errors on the board.

Teaching tip

During speaking activities, it's useful to monitor Ss' use of language and make notes on common errors, especially with the language studied in the lesson. Also, make a note of examples of good language use. This will allow you to monitor Ss without disturbing fluent speech. When Ss have finished, write any common errors on the board for them to correct as a class (without drawing attention to who made them). You can also drill any examples of good language use with the class. Ss will appreciate the attention to their language use when speaking and any feedback you can give them.

Reflection on learning

Write the following questions on the board:

How well do you feel you understand perfect tenses in English now?

How might you use them in the future?

What do you feel you want to learn more about them?

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 Exs 1–2, p147

Workbook: Exs 1–5, p4

App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 1B

Extended route: go to p126 to Master your writing

1B Online/Offline

Introduction

The goal of this lesson is for Ss to describe their reaction to a situation. To help them achieve this, they will learn about subject raising and idioms for expressing and controlling emotions.

Warm up

Elicit all the different types of social media that Ss know and write them on the board (and add any more that you can think of). Put Ss in small groups to discuss which they use and what they mostly use each one for.

Reading

1 Give Ss a minute to look at the cartoons and discuss what they show as a class (different reactions to a mistake or problem). Elicit ideas as to how this relates to the way people behave online. Put Ss in pairs to discuss the questions. When they have finished, elicit their ideas and have a brief class discussion.

2a Read the example with the class, then put Ss in pairs to think of more reasons. When they have finished, elicit Ss' ideas and find out if others agree.

b Ss read the article quickly to find out if any of their ideas are mentioned. When they have finished, ask a few Ss which (if any) of their ideas were mentioned.

Teaching tip

Before Ss approach a reading or listening text, it's useful to prime them for the task by making sure they know exactly what to read or listen for. A simple way of doing this is by going through comprehension questions before they read or listen. You could also get them to predict the answers (even if they won't be able to answer them), in order for them to approach the text knowing exactly what *kind* of information to look for.

Language focus

Subject raising

3a Read the example with the class, then ask Ss to find the phrases expressing ideas 1–9 in the article. Check answers with the class.

Answers:

- 1** ... the person we're abusing turns out not to be the evil CEO ...
- 2** ... we happen to see a member of our own community ...
- 3** ... the respondent might appear to be blanking you deliberately ...
- 4** The writer appears to be actively trying to humiliate us individually ...
- 5** ... the writer turns out to have had a completely different target in mind.
- 6** ... some genuinely unpleasant people seem to enjoy causing trouble ...


b Focus attention on the first example in Ex 3a. Ask: *What's the subject of the first sentence? (It) What comes after turns out? ((that +) clause) What's the subject of the second sentence? (the person) What comes after turns out? (an infinitive).* Ss discuss the questions about the other phrases in pairs. Don't give any answers yet.

4 Ss read the language focus box and check their answers to Ex 3b. Answer any questions they have about the information in the box.

Answers:

In the exercise, the subject of each sentence is *it* (with no meaning – it doesn't refer to anything). The verb is followed by a *that*-clause.

In the article, the subject of each sentence is a person or some people. The verb is followed by the *to* infinitive.

5a  1.4 Focus attention on the sentences, then play the recording. Ss decide in which sentence *it* is pronounced most clearly. Check the answer and the reason why with the class.

Answers:

It is pronounced most clearly in sentence 3. In the other two sentences, *it* almost disappears.

See the pronunciation checkpoint for the reason.

Pronunciation checkpoint

The word *it* is a purely grammatical marker in all three sentences in Ex 5a and adds no meaning, so speakers tend to swallow it or merge it with the next word. However, because *appeared* starts with a vowel, *it* must be pronounced more clearly.

b Ss practise saying the sentences naturally. If necessary, play the recording again for Ss to listen and repeat.

6 Read the example with the class. Ss rewrite the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

Answers:

- 1** Nobody seems to have understood the rules.
- 2** She turned out to have been reading a text when she crashed her car.
- 3** My video happened to go viral.
- 4** Somebody appears to have been trying to contact me for days.
- 5** The abusive post turned out to have been written by a 14-year-old boy.
- 6** Did you happen to notice who broke the window?

7 You could demonstrate the activity first by sharing your answers with the class and encouraging Ss to ask you follow-up questions to find out more information. Give them a few minutes to think about their answers, then put them in pairs to share their ideas. Encourage Ss to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

LANGUAGE BANK 1B pp.146–147

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the information on the different types of infinitives. In each exercise, elicit the first answer as an example. Ss work individually 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 turned out to have gone
2 didn't happen to notice
3 seemed to be acting
4 appeared to be wearing
5 appeared to pick
6 'm unlikely to see
- 2** 1 It turned out that we'd been standing
2 It appeared that the house hadn't been lived in
3 It seems that there was
4 It (just so) happens that I wrote
5 It might appear that they're ignoring

Further practice

Photocopiable activities: 1B Language focus 1, p170;

1B Language focus 2, p171

App: 1B Grammar practice 1 and 2

Vocabulary**Idioms for expressing and controlling emotions**

8a Ss read the sentences and categorise them individually, then check in pairs. Encourage them to use dictionaries and the context of each sentence to help. With **weaker classes**, go through each sentence first, explaining the meaning of each idiom, before they start. When they have finished, check answers with the class and check understanding of each idiom.

Answers:

- a** drives me up the wall, get under my skin
b let off steam, lashing out, make a scene, get something off my chest
c thick skin, bite my tongue, bottle up, put a brave face on, take a step back, put things into perspective

b Ss discuss which of the sentences in Ex 8a are true for them in pairs. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class (but they should check that their partner is happy for them to do so first!).

Vocabulary checkpoint

The idioms selected for *Roadmap* are up to date and natural sounding, so Ss can be encouraged to use them. Ss often enjoy learning idioms as they perceive them to be real language. However, it's important for them not to overuse them as this can sound rather unnatural.

Optional extra activity

Ask Ss to choose three of the idioms they have learnt so far in the lesson and think of a situation in which they might use each one. When they are ready, put Ss in pairs to read out their situations to their partner for them to guess the idiom that would be used in each one.

VOCABULARY BANK 1B p166**The internet and social media**

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

1 Ss match the words with the definitions individually, then check in pairs. Check answers with the class. You could also ask Ss if they know any more words related to the internet and social media and share them with the class.

Answers: 1 ranting 2 flaming 3 trolling
4 cyberbullying 5 blanking

2a Ss choose the correct alternatives individually, then check in pairs. Check answers with the class.

Answers: 1 feed, memes 2 hashtags, trending
3 stream, bandwidth 4 site, browsing
5 bookmark, navigation

b Put Ss in pairs to discuss and, if necessary, change the statements in Ex 2a. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

Further practice

Photocopiable activities: 1B Vocabulary, p172

App: 1B Vocabulary practice 1 and 2

Speaking**Prepare**

9 1.5 Tell the class that they're going to talk about an experience where they expressed or controlled strong emotions, but first they're going to listen to three people talking about conflicts. Go through the questions with the class so they know what to listen for, then play the recording for Ss to answer the questions, then compare their answers in pairs. Play the recording again if necessary, then check answers with the class.

Answers:

- 1** Debbie (*I'm so glad my computer crashed that day and saved me from wading in to the argument.*)
2 Kelvin (*I went over to apologise to him for being such an idiot.*), Lucy (*I can't believe I'd allowed her to get under my skin.*)
3 Kelvin (*But when he got out of his car ...*), Lucy (*... so I went along to hear her. And it turned out to be absolute rubbish ...*)

Audioscript 1.5

- I:** Hello and welcome to today's podcast. Today we're talking to people who have had to deal with situations that made them very angry. Let's start with stories from three of our listeners. First up is Debbie. What's your story, Debbie?
- D:** Thanks, Antek. I remember once I was using an online forum, and somebody expressed an outrageous opinion. He appeared to be some kind of expert, and he was making fun of the other members of the forum. I took offence because he seemed to be attacking me personally, so I drafted a furious reply, using pretty strong language. But before I could click 'send', my computer crashed and my reply was lost! I was absolutely livid because I didn't have time to type it out again. Then, when I got back online a few hours later, I noticed that other members of my discussion group had spent the afternoon ripping his arguments to shreds. The poor guy was totally humiliated and I even felt kind of sorry for him. I'm so glad my computer crashed that day and saved me from wading in to the argument. From that day on, I've never posted a reply in anger – I always bite my tongue and try to put things into perspective.
- I:** OK. Thanks for that, Debbie. Next up is Kelvin. What happened to you, Kelvin?

1c

Kidfluencers

K: Well, about a year ago, I was driving late at night, when in my mirror I happened to notice this car coming up behind me and trying to overtake me – flashing his lights and honking his horn. It was a narrow road so it wasn't safe to overtake, and anyway, the other car seemed to be going way too fast. So, I decided to teach the driver a lesson. I slowed right down and refused to let him past. In my mirror I could see him yelling and waving his arms, but that just made me less inclined to let him overtake. After about five minutes, I needed to buy some petrol, so I pulled in at the nearest petrol station. To my horror, I saw the car behind pulling in too! I started to panic that the driver would turn out to be some crazy maniac who would beat me up! But when he got out of his car, the evil maniac of my imagination turned out to be one of my lovely neighbours! I felt so embarrassed. I went over to apologise to him for being such an idiot. He apologised too, and we ended up having a good laugh about our 'road rage' incident. But it made me realise how easy it is to forget there's a real person inside the car. Nowadays, I'm a much more easy-going driver!

I: I'm glad to hear it, Kelvin. A good reminder that we all need to take a step back from time to time. Finally, let's hear from Lucy. What's your story, Lucy?

L: Hi Antek. I belong to an online art group, and there's one member who seems to enjoy putting other people down. Whenever you express your opinion, she'll just come out with a one-word response like 'ridiculous' or 'pathetic'. It's horrible because when you're on the receiving end, you use your imagination to work out dozens of reasons why your post appeared to be ridiculous, and you end up feeling ashamed to have posted it. But then, a few months ago I was at a conference and I happened to notice that this woman was giving a talk. I'd always assumed she must have been some kind of expert, so I went along to hear her. And it turned out to be absolute rubbish – she had nothing new to say, and she'd even stolen some of my ideas from the forum! I can't believe I'd allowed her to get under my skin. Since that day, I've learnt to ignore her completely – and other people like her. Whenever she comments on my posts, I just blank her. And it works – she's learnt to leave me alone too.

I: Good for you, Lucy. OK, so now we've heard some stories, let's speak to an expert on anger management, to find out ...

10 Go through the questions with the class and give Ss time to prepare what they're going to talk about and make notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

Speak

11 When Ss are ready, put them in pairs to share their experiences. Monitor and make notes on Ss' language use for later feedback. Remind them of the idioms in Ex 8a and encourage them to use them to describe how they felt when sharing their experiences. When they have finished, have a class discussion about how to avoid and deal with conflict. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

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

How do you think you'll use them outside class?

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 Exs 1–2, p147

Workbook: Exs 1–4, p5

App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 1C

Extended route: go to p106 to Master your reading

Introduction

The goal of this lesson is for Ss to justify a point of view. To help them achieve this, they will learn or revise infinitive phrases and vocabulary with positive and negative connotations.

Warm up

Start by telling the class where you usually go for recommendations when you want to buy something e.g. online reviews, friends' recommendations, social media, etc. Ss then discuss where they go in pairs. Ask them to think of specific examples where a recommendation has helped them decide what to buy.

Reading

1 Focus attention on the photo and elicit what Ss can see and what ideas it evokes for them. Give Ss a minute to read the definitions and ask if they've heard of these terms before. Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

2 With **weaker classes**, you may want to pre-teach *pushy*, *pulling the strings*, *loopholes* and *unboxing videos*. Give Ss a strict time limit to skim the article and then say whether it's generally positive or negative and underline the words and phrases which help them decide. Check answers with the class.

Suggested answers:

It's very negative: *outrageous sums of money*, *not-so-subtle recommendations*, *pushy parents*, *tacky toys and sugary snacks*, *spending money on junk*, *pulling the strings*, *exploit loopholes*, *all kinds of ethical problems*.

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

Suggested answer:

1 It might be in the opinion or comment section of a printed or online newspaper. The writer's purpose is to persuade us that kidfluencers are a bad thing.

Optional extra activity

As an extension with **stronger classes**, you could ask Ss to work in pairs and discuss how the article could be changed to be more balanced. When they have finished, elicit ideas from a few pairs and have a brief class discussion.

Vocabulary

Connotation 1

4a Ss match the adjectives with the nouns individually, then check in pairs. Encourage them to use the article in Ex 2 to help if necessary. Check answers with the class.

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

Optional alternative activity

Before class, prepare sets of cards with all the words from Ex 4a on separate cards. Make enough sets for the number of pairs in your class. Before Ss do Ex 4a, put Ss in pairs and give each pair a set of cards. Ask them to match the adjectives with the nouns. You could also do this as a race, where the first pair to make all the collocations correctly wins. Check answers with the class, then ask Ss to do Ex 4a in order to have a written record of the collocations.

b Check Ss understand the meaning of *connotation*. At this point you could go through the information in the Vocabulary checkpoint below with the class.

Answers: *Glowing, modest* and *adoring* have a positive connotation. *Pushy, tacky, sugary* and *outrageous* have a negative connotation.

Vocabulary checkpoint

Connotation and denotation are two sides of a word's meaning. A word's denotation is its basic meaning; its connotation shows how the speaker/writer feels about it. In the phrase *an outrageous sum of money*, *outrageous* has a positive denotation (i.e. a lot of money) but a negative connotation (i.e. a shocking amount, too much).

A simple way to demonstrate this is to ask Ss if they would prefer to be described as *slim* or *skinny*. *Slim* has a positive connotation whereas *skinny* has a negative connotation. Speakers and writers often express their opinions by using adjectives with strong positive or negative connotations.

c Explain that within each group, each adjective may have a positive or negative connotation. Encourage Ss to use dictionaries to check if necessary. When they have finished, put Ss in pairs to compare their answers, then check answers with the class.

Answers:

- 1 die-hard (+), obsessive (-), screaming (-)
- 2 lukewarm (-), gushing (-), informed (+)
- 3 meagre (-), moderate (+), phenomenal (+)
- 4 firm (+), doting (-), supportive (+)
- 5 educational (+), flimsy (-), durable (+)
- 6 nutritious (+), bite-size (+), processed (-)
- 7 blind (-), driving (+), consuming (-)

Note that *gushing* and *doting* both have generally positive denotations, but they can also have negative connotations (i.e. *too enthusiastic, too loving*).

5 Read the sentence with the class, then ask Ss to make two sentences: one as positive as possible and one as negative as possible. When they have finished, put Ss in pairs to share their ideas, then ask one or two pairs to share their ideas with the class.

Suggested answers:

Positive: Kidfluencers make phenomenal sums of money by making informed recommendations to their die-hard fans and persuading their supportive parents to buy nutritious snacks and educational toys.

Negative: Kidfluencers make outrageous sums of money by making gushing recommendations to their obsessive fans and persuading their doting parents to buy processed snacks and flimsy toys.

VOCABULARY BANK 1C p166

Phrasal adjectives

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

1 Read the example with the class, then ask Ss to complete the rest of the sentences individually, then check in pairs. Check answers with the class and write them on the board.

- Answers:** 1 not-so-subtle 2 paid-for
3 better-than-expected 4 take-it-or-leave-it
5 all-you-can-eat 6 once-in-a-lifetime 7 business-as-usual
8 poorly-thought-out

2 Ss match the phrases with the meanings individually, then check in pairs. Check answers with the class.

- Answers:** 1b 2b 3a 4a 5a 6b 7b 8a 9a 10b

Further practice

Photocopiable activities: 1C Vocabulary, p175

App: 1C Vocabulary practice 1 and 2

Language focus

Infinitive phrases

6a Read the example with the class, then ask Ss to match the functions with the phrases in bold in the article. Check answers with the class.

- Answers:** 1 to be more precise 2 to give them their proper title
3 to put it mildly 4 Needless to say
5 not to put too fine a point on it 6 To be sure

b Ask the Ss what all the phrases in Ex 6a have in common (they all use the *to* infinitive). Ss read the language focus box and choose the correct alternatives. Check answers with the class and answer any questions they have about the information in the box.

Answers:

- 1 usually 2 a whole statement 3 commas 4 can't

7 Ss complete the phrases individually, then check in pairs. Check answers with the class.

- Answers:** 1 put 2 begin 3 cap 4 name 5 add 6 be
7 cut 8 make

8 Put Ss in pairs to discuss the meaning of the phrases. Encourage them to use the sentences in Ex 7 for context, as well as dictionaries if necessary. Check the meanings with the class and elicit an example sentence. Be prepared to provide further explanations and examples if necessary.


Suggested answers:**Meanings**

- 1 I know it might be shocking, but I need to say this.
- 2 First of all
- 3 On top of everything else
- 4 I'm just listing a few examples, but there are many more that I could list.
- 5 This made a bad situation even worse.
- 6 I'm saying something that might make you feel uncomfortable, but it's true.
- 7 I'm not going to explain all the details between the beginning and the ending.
- 8 This made a bad situation even worse.

9a Put Ss in pairs to practise saying the pairs of sentences, changing each one according to the comma/pause and discussing how the meaning changes. When they have finished, check answers with the class.

Suggested answers:

- 1 **a** means that brutal honesty isn't a good idea.
b means that something else isn't a good idea, in the speaker's brutally honest opinion.
- 2 **a** means that she was attempting to be fair.
b means she was trying hard (to do something), which the speaker thinks it's only fair to mention.
- 3 **a** means that the speaker doesn't want to be the person with the least to say.
b means that the speaker isn't keen to do something and in fact would strongly prefer not to do it.

b  1.6 Play the recording for Ss to listen and say which version of the sentences in Ex 9a they hear.

Answers: 1 a 2 b 3 b

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Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the position of the phrases in a sentence. In each exercise, elicit the first answer as an example. Ss work individually 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** **x** The best position is at the end: ... *the guitar, the violin and the saxophone, to name but a few.*
- 2 **✓** (The infinitive phrase could also go at the end.)
- 3 **x** The infinitive phrase is a comment on the first part of the sentence, so it can come before or after that part:
To be sure, I've heard worse singers than you, ... or
I've heard worse singers than you, to be sure, ...
- 4 **✓** (The infinitive phrase could also go at the end.)
- 5 **x** The infinitive phrase is used to show the connection between the two statements, so it should come at the beginning of the second statement: ... *and then, to add insult to injury, he spilt crisps all over the seats.*
- 6 **x** (*Needless to say* is used to introduce information that follows, so it should come at the beginning of the sentence:
Needless to say, everything turned out OK in the end.)
- 2 **1** to give it its proper title **2** to cut a long story short
3 to put it mildly **4** to make matters worse
5 to say the least

Further practice


Photocopiable activities: 1A Language focus 1, p173;

1A Language focus 2, p174

App: 1C Grammar practice 1 and 2

Speaking

Prepare

10  1.7 Tell Ss they're going to listen to two people discussing kidfluencers. Go through the opinions with the class so they know what to listen for. Play the recording for Ss to listen and decide who expresses each opinion, then let them compare their answers in pairs. Check answers with the class.

Answers: a A b J c J

Audioscript 1.7

- A:** I was just watching something about kidfluencers. It's crazy what some people will make their kids do, isn't it?
- J:** I don't know, maybe some of the kids like doing it. What's your problem with kidfluencers?
- A:** It's not the kids, it's the parents. To begin with, they shove their children into the limelight at a young age, and usually just to make money.
- J:** Well, are all the parents like that? Maybe some kids choose to do it, and their parents are just being supportive?
- A:** Or, to put it bluntly, the parents are driven by blind ambition, and do everything they can to monetise their children.
- J:** That's pretty blunt! Lots of parents push their kids into things though, you know, my parents made me go to tennis lessons till I was twelve.
- A:** Yes, but that has some value, it's exercise, it's not pushing tacky toys and sugary drinks to other kids.
- J:** OK, Ann – I think that's a bit over the top, and there are some kids who probably love showing off their new stuff online, but let's agree to disagree on this one.

11 Put Ss in pairs to think of arguments for and against the statements. Monitor and help with ideas where necessary. Make sure both Ss make individual lists, as they'll work with different partners in the next activity and will need their ideas.

Speak

12 Put Ss in different pairs to discuss the statements and justify their opinions. Encourage them to try to disagree with their partner. Monitor and make notes on Ss' language use for later feedback. When they have finished, ask a few pairs to report back to the class on the opinions they expressed and justified. Give Ss feedback on their use of language as a class.

Optional alternative activity

With smaller classes, you could do the speaking task as a class debate. In Ex 11, divide the class into two groups: *for* and *against*. Each group works together to think of their respective arguments for each statement. In Ex 12, have the groups facing each other. The *for* side then have two minutes to give their arguments for. The *against* side then have two minutes to counter with their arguments. The two sides then debate the first statement and try to reach agreement. Repeat the procedure for the remaining statements.

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 Exs 1–2, p147

Workbook: Exs 1–5, p6

App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 1D

Extended route: go to p96 to Master your listening

1D English in action

Introduction

The goal of this lesson is for Ss to practise joining a conversation already in progress. To help them achieve this, they will learn phrases for joining and maintaining a conversation, as well as vocabulary related to socialising.

Warm up

Write **NETWORKING** vertically down the left-hand side of the board. Put Ss in pairs or small groups and ask them to think of a word or phrase related to networking which begins with each of the letters (e.g. *New people, Exciting, Team*, etc.). When they have finished, ask each pair or group to write their words on the board.

Vocabulary

Socialising


1 Focus attention on the photos and elicit what Ss can see. Ask Ss to guess what the different people in the photos might be saying. Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

2a With **weaker classes**, go through the words in the box with the class first and check understanding. Ss complete the sentences individually, then check in pairs. Check answers with the class and be ready to answer any questions Ss have about the meaning of the words in the box.

Answers: 1 hover 2 small 3 acquaintance 4 frosty, ice
5 blank, pleasantries 6 brains, breaker 7 mutual 8 mingle

b Put Ss in pairs to discuss which statements they agree with and any advice they have for each person. When they have finished, elicit Ss' ideas and find out if other Ss agree.

Listening 1

3a  1.12 Go through the list of actions with the class so they know what to listen for. Ss listen and match the actions with the people individually, then compare their answers in pairs. Check answers with the class.

Answers:

- 1 Jagruti
- 2 Tahira: *I'm here to pick up some tips and meet some like-minded people.*
- 3 Tahira
- 4 Jagruti: *I don't really 'get' golf really.*
- 5 Martin: *So you're a business owner – like me! So you're just starting out then?*
- 6 Martin
- 7 Jagruti

Audioscript 1.12

- J: Excuse me. I'm really sorry. Do you mind if I join you? There aren't many free tables.
M: No, that's fine. Go ahead. My name's Martin, by the way. I'm a local businessman.
J: Aha. Nice to meet you.
M: I own 'The Sands' Golf Course. It's quite popular. Have you heard of it?
J: Er, no. Sorry. I don't really 'get' golf really. I'm Jagruti, by the way.
M: Right. Nice to meet you. So? Are you enjoying the conference?
J: Not really. I hate events like this – I'm not very good at talking to strangers.
M: Aha. Er ... so would you like me to leave you in peace?
J: No, it's fine. Sorry, I'm just a bit stressed. Networking isn't really my forte, to put it mildly. I'm more of a writer than a talker, I guess.
M: Hah, I know what you mean. So what do you do?
J: I'm in marketing.
M: Oh, right. So do you work for one of the big local companies?
J: No. I've got my own marketing consultancy.
M: Wow! So you're a business owner – like me!
J: Not really. The consultancy is basically just me and my laptop. I don't have any employees.
M: OK, I see. So you're just starting out then? I suppose everyone needs to start small. When I started out, my business was just me, but I managed to grow it pretty quickly. It's all thanks to my five-point plan for business success. Do you want to hear it?
J: Er ... OK. ... Oh, hi. (spoken to Tahira, who is hovering)
T: Oh, don't mind me. I'm just listening.
J: No, no. Not at all. What brings you here?
T: Well, I'm Tahira, and I'm an interior designer. I've recently quit my job to 'follow my dreams' and become my own boss. I'm here to pick up some tips and meet some like-minded people. I'd love to listen in on your advice, if that's OK.
M: Yes, it's fine. I'm Martin – the owner of 'The Sands' Golf Course.
T: Really? So I'd love to pick your brains in a moment, Martin – I'm sure 'The Sands' is an amazing golf course. And you are?
J: I'm Jagruti.
T: Jag ... ? Sorry, I'm not very good with names. Can you say it again?
J: Jagruti. Ja-gru-ti.
T: Jagruti. That's a beautiful name. It's lovely to meet you. So, Jagruti, what brings you to this event?
J: Er ... I'm not really sure, to be honest. I was invited by the organisers to give a talk this afternoon about marketing, but, well, I'm not really into the social side of things.
T: OK, fair enough. But if you've been invited by the organisers, you must be some kind of business guru, right?
J: Well, I don't know about that, but I've written a couple of books about marketing, which have been quite successful around the world.
M: Woah! That's impressive! Why didn't you say so?
J: Well ... you didn't really give me a chance.
T: So, Martin? We're all ears. Tell us your tips for growing your business.
M: Well, I, er ...

b Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion, feeding in information from the Suggested answers.

Suggested answers:

You should avoid apologising a lot because there's nothing wrong with socialising. It's better to feel positive about it.
You should avoid complaining and being negative because it can irritate or even offend the other person. It's better to focus on the positives (e.g. *Networking isn't my forte, but I'm keen to learn.*)
You should avoid making assumptions about another person because it shows you're not really interested or listening. It's better to ask questions and listen carefully to the answers.
You should avoid talking a lot about yourself because the other person will get bored. It's better to ask questions and encourage the other person to talk.
You should avoid seeming reluctant to say much about yourself because the other person will worry that they're offending you.
A good rule is to say two or three sentences about yourself before asking a question about the other person.

4 Give Ss a minute to read through the tips, then ask them to match the phrases in the Useful phrases 1 box with the tips. Make sure they understand that some phrases match more than one tip. Check answers with the class. At this point you may want to drill the phrases with the class.

Answers:

Do you mind if I join you? 1
 So, how's the conference for you so far? 2
 Would you like me to leave you in peace? 1
 So what do you do? 2
 I'd love to listen in on your advice, if that's OK. 1, 3
 So I'd love to pick your brains in a moment, Martin –
 I'm sure 'The Sands' is an amazing golf course. 3, 4, 5
 And you are? 5
 Sorry, I'm not very good with names. Can you say it again? 5
 So, Jagruti, what brings you to this event? 2, 5
 So, Martin. We're all ears. Tell us your tips for ... 3, 4, 5

5a 1.13 Ss listen to Tahira's introduction again and match the extracts with the techniques individually, then compare their answers in pairs. Check answers with the class.

Answers: 1 c 2 a 3 d 4 b

b Ss can work individually to write their introductions, using techniques a–d in Ex 5a to help them. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to practise reading their introductions to each other until they feel confident and natural. When they have finished, ask a few Ss to share their introductions with the class.

6a 1.14 Play the recording for Ss to listen and decide if each extract sounds enthusiastic or unenthusiastic, then compare their answers in pairs. Check answers with the class.

Answers: 1 E 2 U 3 E 4 E 5 E 6 U 7 E 8 E

Pronunciation checkpoint

When we sound enthusiastic, our intonation varies more (up and down) as we speak. There are no hard and fast rules for this in terms of intonation patterns, however. The best thing is for Ss to hear models comparing enthusiastic and unenthusiastic speech and copy them.

b Ss practise saying the phrases enthusiastically in pairs. When they have finished, ask one or two Ss to perform the phrases for the class.

7 Put Ss in groups. Ask them to stand up and introduce themselves to other members of the group, walking round, mingling and continuing the conversations. Monitor and make notes on their use of language. When they have finished, give Ss feedback on their use of language, particularly the use of the phrases from the Useful phrases 1 box and sounding enthusiastic.

Teaching tip

Whenever you're rearranging Ss or asking them to do a mingle activity, make sure you ask them to stand up before you start giving instructions for the activity and/or where you want them to go. This will avoid Ss forgetting key instructions while they start getting up and moving.

Listening 2

8 1.15 Tell Ss they're going to listen to part of a radio interview about networking skills and go through the questions with the class so they know what to listen for. Play the recording for Ss to listen and answer the questions, then compare their answers in pairs. Check answers with the class.

Suggested answers:

- 1 anxious
- 2 take an interest in the people around you; use it as an opportunity to learn things and establish relationships
- 3 spend a few minutes listening attentively, smiling, nodding your head and making eye contact to demonstrate that you're paying attention and showing some respect for the other participants. Then say something like 'Do you mind if I join you?' or 'Don't mind me, I'm just listening.'
- 4 react or respond to what the previous person was saying in the conversation; relate your own experiences to those of the previous speaker
- 5 in case they go blank when it's their turn to speak
- 6 if no one else speaks, they can show sensitivity by returning the conversation to a previous theme

Audioscript 1.15

- I:** Good morning. Today we're talking about networking events, and I'm joined by Giorgio Esposito, who coaches people in the skills of socialising. Giorgio, do people really need a coach to teach them how to have conversations with strangers?
- G:** Absolutely. For a surprisingly large number of people, including plenty of experienced businesspeople and even some super-confident celebrities, networking and socialising are a source of intense anxiety. But the good news is it's something you can learn, with a few simple techniques, and it gets much easier with practice. And that's all it is: techniques and practice. The biggest barrier to successful networking is in your head. It's like there's a little voice telling you that you can't just walk up to people and start a conversation. But you absolutely can. It's a networking event, after all! People expect you to talk to them!
- I:** OK. So where do we start?
- G:** Well, if there's a central guiding philosophy to it all, it's probably 'Be curious'. Take an interest in the people around you, and see the event as a genuine opportunity to learn things and establish relationships, rather than an ordeal to be 'survived'.
- I:** Well, that makes sense. How do you actually get involved in a conversation though?
- G:** I think it's really important to show sensitivity to the people around you when you're networking. When you join a group, spend a few minutes listening attentively, smiling, nodding your head, making eye contact, and so on, to demonstrate that you're paying attention and showing some respect for the other participants. It's also a good chance to make sure you're not intruding in a personal or confidential conversation. You could say something like 'Do you mind if I join you?', or 'Don't mind me, I'm just listening' when they notice you.
- I:** OK, I see how that could work. Then how do I get into the chat?
- G:** Well, you can react. You can respond to whatever the previous person was saying in the conversation: 'Wow! That's a great story' or 'Oh, that's so unlucky', or whatever, with lots of emotion to show you're engaged. You can also relate your own experiences to those of the previous speaker, and say something like 'A similar thing happened to me' or 'I had a rather different experience.'
- I:** 'That's really interesting!' I was using your technique, Giorgio. OK, so I'm in the conversation, it's my turn to speak, I go blank. What do I do?
- G:** You could tell a story.
- I:** OK, can you give us an example of a story you've used at a networking event?
- G:** Sure. 'I once lost a car in a forest.'
- I:** What? You lost a car in a forest? How? When? Why? Whose car?
- G:** Er ... well, it was just an example. But it got you asking questions, didn't it? It allows other people to be curious and ask you questions.
- I:** Should I plan the stories beforehand?

- G:** Absolutely. The secret to successful communication is preparation and practice. Plan a few great stories before the event – things that you think will work well with that particular audience. And then when you're put on the spot and expected to entertain a circle of strangers, you're ready.
- I:** OK, I've got a great one about a dolphin in Cancun, I'll tell you later, Giorgio. That's good advice, but what if I'm stuck holding the baby, as it were? What if no one else speaks?
- G:** It comes back to being curious. Ask another participant a question – 'What brings you here?' or 'What are you hoping to get out of the event?' or show sensitivity by returning the conversation to a previous theme. – 'Ah, Donald, you were saying something about the bank crisis before I interrupted.'
- I:** All good advice I'm sure, Giorgio, thank you so much. But what about the car? Did you ever find it?
- G:** Oh, well, if you insist. But I warn you, it's a long story.

9 Explain that the phrases and headings relate to the techniques discussed in the radio programme. Ss match them individually, then compare their answers in pairs. Check answers with the class and drill the phrases.

Answers: 1 C 2 A 3 D 4 B

Speaking

Prepare

10 Direct Ss to page 177 and give them a minute to read the information, then put them in pairs to plan some stories together. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board. Then ask them to help each other prepare 'hooks' for their stories. Again, monitor and help with ideas where necessary.

Speak

11a Arrange Ss in groups of four or five (depending on how many you have in the class) to practise telling their stories. Monitor and make notes on Ss' language use for later class feedback.

b While they are telling their stories in Ex 11a, monitor and encourage Ss to break away and join other groups, breaking into their conversations and using their 'hooks' to tell their stories. When they have finished, give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

How useful were the techniques and language you learnt in today's lesson?

In what situations could you see yourself using them in the future?

Are there any phrases you won't use? Why not?

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: Ss write their answers.

Workbook: Exs 1–5, p7

App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

1A

Master your writing

Introduction

Ss develop the skill of writing a blog post by learning how to use hyperbole to enhance impact.

Warm up

Review the vocabulary from Lesson 1A by arranging the class in four groups (or eight if you have a large class) and assigning two (or one) of the delexical verbs from Lesson 1A, Ex 5a to each group. Give them a few minutes to think of and list as many words and phrases which collocate with their delexical verb(s) as possible, without looking back at their books. When they have finished, award a point for each correct collocation. The group with the most points wins.

1a Focus attention on the pictures and elicit what Ss can see and what they all have in common (they all show someone experiencing something irritating). Ss rank the experiences individually.

b Ss then compare ideas in pairs and discuss what other experiences they find irritating. When they have finished, elicit Ss' ideas and have a brief class discussion.

2a Focus attention on the title of the blog and ask Ss if they think the post is in favour of or against teambuilding days (against). Ss read the blog and answer the questions individually, then check in pairs. Check answers with the class.

Answers:

- 1 managers everywhere
- 2 that team-building days are a bad idea
- 3 he describes in great detail how bad a team-building day was that he participated in

b Ss read the blog post again and decide if the sentences are true or false, then check in pairs. Check answers with the class.

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

3 Go through the list of techniques with the class and explain what each one is. Ss then try to find examples in the blog post. Check answers with the class.

Answers:

The writer uses techniques 3 (*For hours and hours, The room was sweltering at around two hundred degrees*) and 4 (*breaking all my partner's toes in the process*).

4a Give Ss a couple of minutes to read the Focus box and answer any questions they have. Ss then decide individually whether the examples exaggerate quantity or quality, then check in pairs. Check answers with the class.

Answers:

- 1 quality (*worst nightmare*)
- 2 quantity (*a million*)
- 3 quality (*dripped ... like a leaking tap*)
- 4 quality (*so fiery that I thought I'd combust*)

b Ss find two more examples of hyperbole in the blog post, then check in pairs. Check answers with the class.

Suggested answers:

... *nothing, and I mean NOTHING, can break a team more than a teambuilding day.* (There probably are things that could break a team more.)
 ... *like a free for all for starving animals.* (The team were unlikely to be as vicious or selfish as starving animals.)
I ended up with a few wilted lettuce leaves and one tomato. (a few + one is probably an exaggeration of quantity; wilted probably exaggerates the quality of the lettuce.)
 ... *my legs had died and I could no longer feel below my knee* (An exaggeration of quality of how numb the writer's legs were.)
More like torture. (An exaggeration as it wasn't literally torture.)
 ... *that was great fun.* (It was not fun at all so this is exaggeration combined with irony.)

5 Demonstrate the activity by giving Ss one or two of your own answers, then put Ss in pairs to complete the sentences in their own way. When they have finished, ask Ss to share their ideas with the class and choose their favourite ending for each sentence.

Suggested answers:

- 1 ... miles and miles.
- 2 ... ditchwater.
- 3 ... our throats were as dry as deserts.
- 4 ... it woke up the entire neighbourhood.
- 5 ... not being able to find the second sock in a pair.
- 6 ... sardines in a tin.
- 7 ... I thought it was sending me a frantic message in Morse code.
- 8 ... for hours, days and weeks.

Optional extra activity

When Ss have written their endings in Ex 5, put two pairs together and ask them to read out only their endings to the other pair. The other pair listens and guesses which sentence their ending finishes.

6 Give Ss a minute to read the text and ask: *Why did they both fall over?* (because the person who was supposed to catch the writer was checking a text message). Ss rewrite the sentences individually, then check in pairs. When they have finished, elicit answers from different Ss around the class.

Suggested answers:

- 1 One teambuilding day is burnt into my memory.
- 2 he did the most stupid thing ever
- 3 we both crashed to the ground like a huge sack of potatoes
- 4 We lay there for what felt like hours
- 5 everyone in the entire room looked at us
- 6 My face was so red with embarrassment, it felt as if it was on fire. Or with sarcasm: Of course I wasn't embarrassed at all.

Prepare

7a Go through the list of points to make notes on with the class, then give Ss plenty of time to think of ideas. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board.

b Ask Ss to organise the notes they made in Ex 7a into a paragraph plan. Monitor and offer help where necessary.

c Encourage Ss to refer back to the information and examples in the Focus box in order to find ways of making their posts engaging and dramatic. Offer help where necessary.

Write

8a Ask Ss to write a first draft of their blog post, using the Focus box and their notes and plan from Ex 7. Monitor and offer help and corrections where necessary.

b When they have finished, put Ss in pairs to swap drafts and identify and suggest examples of hyperbole. Encourage them to use the questions to suggest improvements to each other's work.

c Ss write a second draft of their blog post. This could be done in class or for homework if you're short of time.

Homework ideas

Ex 8c: Ss write a second or final draft of their blog post.

Workbook: Exs 1–11, pp.10–11

1B

Master your reading

Introduction

Ss develop the reading skill of understanding short anecdotes in an article by learning how to recognise cohesive devices in a text.

Warm up

Write the following questions on the board:

How many languages do you speak?

Which do you find easiest?

Which do you find most difficult? Why?

Do you ever mix languages? How?

Ss discuss the questions in small groups.

1 Ss discuss the question in pairs. When they have finished, elicit their ideas and have a brief class discussion.

2 Write *Code switching* on the board and ask if Ss know what it is, but don't give the answer yet. Ss read the article and answer the questions individually, then check in pairs. Check answers with the class.

Answers:

- 1 Code switching describes changing the language, dialect or style of speech you use depending on the situation or who you are speaking to.
- 2 you're in a bilingual context; you want to fit in, in general or with different social groups; you want to be more socially successful; you want to be more persuasive.

3a Focus attention on the words in bold and ask Ss what function they have. Elicit their ideas, but don't give the answer yet.

Answer: The words create grammatical and lexical linking, i.e. they link ideas within the text.

Optional alternative activity

Books closed. Divide the board into two sections. In one section, write the names of the cohesive devices in random order on the board. On the other, write an example of each cohesive device from the Focus box. Ss match the terms with the examples individually, then check in pairs. Check answers with the class. Then ask Ss to read the Focus box and ask you any questions they have about it.

b Give Ss a couple of minutes to read the information in the Focus box and check their ideas from Ex 3a. Answer any questions they have. Ss then match the words in bold in the article with the categories in the Focus box individually, then check in pairs. Check answers with the class.

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

4 Focus attention on the introduction to the article, then ask Ss to underline further examples of cohesive devices. Check answers with the class.

Answers:

As = linker to mean *while*

we = pronoun reference – refers outside the text to readers or people in general

those = ellipsis (omitting *experiences*)

Lexical cohesion = lexical group: interact, code switching, conversation; collocations: interact with, everyday conversation, explores the reasons, drawing on

5 Read the example with the class. Ss then decide if the statements are true or false and identify the cohesive devices that helped them decide individually, then compare answers in pairs. Check answers with the class.

Answers:

1 F – It means switching languages in one conversation and sometimes in one sentence. ... *it was not uncommon for us to switch from one language to another in a conversation, sometimes **doing so** within the same sentence.* (cohesive device = *doing so*)

2 T – *because I grew up watching my hot-headed father **do the same**, while fear and excitement usually reveal themselves in Spanish* (cohesive device = *do the same*)

3 F – He speaks with both accents when Americans visit his family. *I quickly started to mimic the local accent ... **My parents and siblings didn't**, so weirdly, when I'm at home with **them**, I speak in my Welsh accent.* (cohesive devices = *didn't, them*)

4 T – *Making up **our** own language was a natural way for us to show **we** fit in, to differentiate ourselves from adults and to increase our autonomy.* (cohesive devices = *our, we*)

5 T – ***These phrases** come in and out of fashion pretty quickly though, so I'd sound ancient if I tried to use **them** now!* (cohesive devices = *These phrases, them*)

6 F – He did this when his friends heard his father using them. *At first, I just rolled my eyes but after he did **it** in front of my friends and **they** all cringed, I had to plead with **him** to stop.* (cohesive devices = *it, they, him*)

7 T – *... the local dialect is **one** that people might look down on. So, when I went to university, I soon realised I needed to adopt **one** that would better help me to get on in life.* (cohesive devices = *one, one*)

8 T – *People seemed to warm to me a lot faster if I put on a southern drawl and, more significantly, **it** led to more sales.* (cohesive device = *it*)

6 Explain that the sentences are part of a reader's response to the article. Ss put the sentences in order, using the information in the Focus box to help them, then check in pairs. Check answers with the class.

Answers:

1 My twin sister and I were brought up in Spain by British parents.

2 Having grown up in that context, we're completely bilingual.

3 We employ the two languages in different ways though. We speak in English with our parents but almost always in Spanish with each other.

4 However, there are certain topics where we naturally switch to English.

5 One is memories of family holidays.

6 As these were conducted in English, I guess it makes sense we use it to discuss them.

7 Another example is foreign politics.

8 This must be down to the fact that we read about it in English-speaking media.

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

Homework ideas

Workbook: Exs 1–8, pp.8–9

1c Master your listening

Introduction

Ss develop the listening skill of understanding a persuasive speech by learning how to recognise persuasive language.


Warm up

Write on the board: *The best way to persuade someone to do something is to ...* and give Ss an example of how to complete the sentence (e.g. ... *offer them something in return.*). 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.

1 You could start by telling the class about the last time you tried to persuade someone as an example. Give Ss a few minutes to think about their own answers, then put them in pairs to share their ideas. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

2a Go through the list of strategies with the class and check understanding. Ss rate the ideas individually.

b Put Ss in pairs to compare their ideas and try to reach agreement on the top three items. When they have finished, ask each pair to share their top three items with the class and find out if others agree.

3  **1.8** Tell Ss they're going to listen to an online lecture about how to give a persuasive speech. Ss listen and identify the four strategies the presenter suggests, then compare their answers in pairs. Check answers with the class.

Answers:

The presenter suggests:

Identify your goal.

Know your audience.

Focus on content that will persuade your audience.

Choose the language you use carefully.

Audioscript 1.8

Martin Luther King's 'I have a dream'; Winston Churchill's 'This was their finest hour'; John F Kennedy's 'We choose to go to the moon'. What do these speeches all have in common? They live on in our memories of course, but they also employed techniques considered to be persuasive. When making a persuasive speech, the first thing we need to consider is what our aim is. The second thing is who our audience is. Once we're clear about those two things, we can get the content of our speech right. The third consideration is persuasion strategies. We can appeal to people's sense of logic, their emotions or their sense of what's right, or all three – these are what Aristotle referred to as logos, pathos and ethos.

Of course, it's not just what we say that's important. It's also how we say it. And that's my fourth and final consideration – the language we use. Employing certain linguistic techniques can make our speech more masterful, memorable and motivating. Techniques such as KISS, the power of three and repetition are very helpful. KISS means Keep It Short and Simple. The power of three involves listing ideas, reasons or examples in threes as they stick in our minds better, and repetition involves repeating key ideas or words so they stick too. Repetition of sounds is also effective.

Descriptive language is useful in the art of persuasion. Adjectives, metaphors and imagery all give listeners the opportunity to visualise something in a way they hadn't before, and we can use rhetorical questions where we clearly believe the answer is obvious to make our point. No one can argue with us then, can they?

Finally, we can use the right pronouns. Use 'you' rather than 'people' to make the audience feel you're speaking directly to them. Use 'we' to make them feel like you're all in the situation together.

So, whether you're giving a formal civic speech or trying to persuade your boss to give you a pay rise, choose your aim, know your audience, decide whether to appeal to their sense of logic, ethics, or their emotions, and then select the right language to deliver it. That way, you'll produce a persuasive speech that will get you the results you want.


4a Give Ss a few minutes to read the Focus box and answer any questions they have. Ss then decide which techniques the speaker mentioned. Check answers with the class.

Answers: repeating sounds, asking questions

b Answer the question as a class.

Answer:


To volunteer, even if it's just for one or a few hours a month.

5a  **1.9** Ss listen and choose the most persuasive speaker individually, then compare their answers in pairs. Check answers with the class.

Answers: 1 A 2 B 3 A 4 A 5 B 6 B

Audioscript 1.9


- 1A:** Imagine running along the beach with the morning sun on the back of your neck, listening to the sound of the waves. That could be us tomorrow.
1B: We should get up early and go for a run in the morning. The beach isn't all that far from here.
2A: People should take care of their community and look after people who need support.
2B: We all – every one of us – has a responsibility to help people in need in our community.
3A: How can anyone not like the design of this dress? It's just so delicate.
3B: I like this dress. It's pretty.
4A: You'll like Tom. He's nice, he's clever and he's funny too.
4B: Tom seems like a pretty nice guy.
5A: If you clean your room now, you'll feel much better later.
5B: Leave that. Clean your room. *Then*, relax.
6A: You can rely on me to make sure that the job is done well.
6B: I'm the best person for the job. I'm a good people manager, a good task manager and a good time manager.

b  **1.10** Tell Ss that they are going to listen to only the persuasive speaker from Ex 5a and ask them to choose the persuasive techniques they use. Ss listen compare their answers in pairs. Check answers with the class.

Answers: 1 Imagery 2 Use of pronouns
 3 Rhetorical question, Repetition of sounds (d)
 4 Power of three 5 Short sentences
 6 Repetition of key words (good, manager)

Optional alternative activity

With **stronger classes**, you could ask them to cover the list of techniques in the Focus box (or close their books) and try to identify the technique used while they listen. Ss can then uncover the list and check their ideas before you check answers with the class.

6a  **1.11** Tell the class they are going to listen to three people being persuasive in three different situations. Ss listen and identify their goals individually, then compare their answers in pairs. Check answers with the class.

Answers:

An employee trying to persuade his manager to give him a pay rise

A salesperson trying to persuade a customer to buy a car

A protester trying to persuade people to end poverty

Audioscript 1.11

1

M: So, what can I do for you Max?

E: Well, as you know I've er ... been here for a year now and I think I've settled into the job well. Over the last twelve months I've project managed several successful projects; built successful relationships with existing clients and successfully attracted several substantial new clients to the firm. All of these say they are very pleased with the service I'm providing them.

M: Yes, and I'm extremely happy with your work here too, Max. You've become a very valuable member of the team.

E: Good, I'm glad you think so. I appreciate that this might not be the right time, but I wanted to look ahead to when you set next year's budget and ask whether there might be the possibility of a pay increase. I recognise that I'm still junior in terms of length of service, however in terms of effectiveness and efficiency, I do believe that I'm as valuable as the other members of our team, and therefore a pay rise is justified.

M: You're right, I think it's something I should definitely look at, and I'm glad you've come to me about it. I'll take a look at our budgets next month and see what I can do as we move into the new financial year.

E: That's great, thanks. Perhaps we can meet to discuss it again once you've done that.

M: Sounds good. I'll put something in my calendar as a reminder.

2

S: So, what you've got here is the latest five-door design. It's sleek. It's sporty. It's speedy.

C: It's nice, I like it.

S: There's an electric model, a petrol model and a diesel model. Your choice.

C: Good.

S: Inside you'll find it's stylish but comfortable. The seats are heated. The legroom is spacious. There's a colour touch screen too.

C: What's that for?

S: You've got satnav on there, plus you can play music or make calls via your mobile. There's a rearview camera too.

C: Ah, right, great.

S: It's got a nippy 1.4 supercharged engine – the most efficient to date.

C: Sounds good.

S: The safety tech in this car is second to none. Its sensors will prevent accidents through automatic braking, keeping you in your lane and recognising traffic signs.

C: Things have advanced since I last bought a car!

S: This car is for a smart driver who wants a smooth ride around town, who wants to show people that they're stylish but not flash; sophisticated and sensible; and aware of their impact on the planet.

C: OK, can I take a look inside?

S: Sure ...

3

P: Poverty should not exist in the twenty-first century, should it? It should be something which was eliminated in the twentieth century along with smallpox. There shouldn't be families living below the poverty line today. There shouldn't be thousands of children eating just one meal a day. We should be living in a society where no one goes hungry; where everyone has enough to eat, to live and to enjoy life. Instead, we live in an unequal society where some have a lot and some have very little. I say no more! No more acceptance. No more apathy. No more inaction. It's time to do something. It's time to tell the government that their acceptance, their apathy and their inaction is causing children to suffer. We don't want to live in a country that damages children's futures and destroys their dreams, do we? No! We want to feed them, nurture them and watch them grow.

b Ss choose the words used individually, then compare their answers in pairs. When they have finished, play the recording again for Ss to check their answers, then check answers with the class.

Answers: 1 successfully 2 effectiveness 3 speedy
4 you 5 smooth 6 No more 7 destroys 8 nurture

c Ss identify the persuasive techniques individually, then compare their answers in pairs. Check answers with the class.

Answers:

- 1 repetition of *successful*, also repetition of /s/ sound.
- 2 repetition of /ɪ/ sound at the start of *effectiveness* and *efficiency*.
- 3 Short sentences and repetition of /s/ sound.
- 4 *you* – use of pronoun to help the customer imagine it's their car.
- 5 repetition of /s/ sound.
- 6 repetition of *No more* and the power of three.
- 7 repetition of /d/ sound and rhetorical question.
- 8 power of three, imagery

7 Ss discuss the questions in pairs. When they have finished, elicit their ideas and ask: *In what situations do you typically try to persuade people? What kind of linguistic techniques might work in your language?* and have a class discussion.

Homework ideas

Workbook: Exs 1–4, p10