



# ROADMAP<sup>TM</sup>



READY TO GO LESSONS  
Introduction





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## Introduction to *Ready to go* lessons

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## Introduction to *Roadmap*

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## Welcome!

### What are Ready to go lessons?

Ready to go lessons are a set of lessons taken from our most popular courseware (in this case, the new general English course *Roadmap*) and packaged to make them easy to use online.

Each lesson includes a student pdf and a teacher pdf. There may be extra material, for example audio files or additional optional activities too. While the full *Roadmap* package includes an additional video lesson, we have chosen not include it here so as to keep file sizes small.

### How do I get started teaching online?

If you are new to teaching online, we recommend you start by reading the *Handy Guide to Teaching Online* by Lindsay Warwick, included in this pack. This starts with selecting a platform and talks through the basics of teaching online, then includes tips and techniques to adapt your teaching to a virtual format, and keep learners engaged online.

If you are already experienced with online teaching, you may prefer to skip this document - although you might still pick up a few useful tips.

### What's in the *Roadmap* lesson pack?

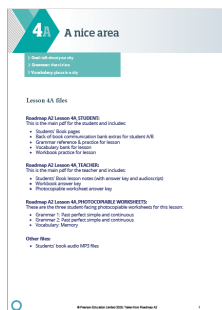
If you usually use a coursebook in class, you'll find the contents familiar. Each lesson includes the main coursebook pages as well as any related content. For the core lessons (A, B, C) that includes any back-of-book material: Student A/B material from the communication bank, the grammar reference and practice from the grammar bank and the vocabulary extension from the vocabulary bank.

As well as the three core lessons, *Roadmap* units include a lesson D, English in Action, that focuses on more functional language, as well as skills development in listening, reading and writing (Develop your ... lessons). For more information on the lesson types and how *Roadmap* works as a course, please see the next section of this guide.



## How do I use the Ready to go lessons?

To see the lesson objectives, you can look at the course contents pdf. This is for the full level of Roadmap. The Ready to go lessons cover one unit (for A2, Unit 4).



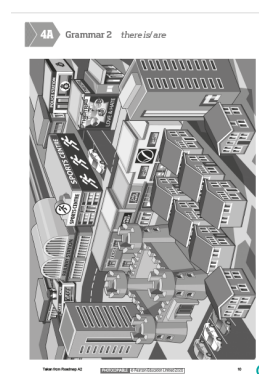
For each lesson, start with the pdf called CONTENTS. This will give a reminder of the lesson objectives and a summary of the files provided. There is always one file for the student (STUDENT) and one for the teacher (TEACHER). There may also be audio files or photocopiable worksheets.

The lesson pack includes material for the student and material for the teacher. We recommend that you send the students the STUDENT pdf before the lesson. That way, if there are technical issues during the lesson, they can look at their own version. Depending on the platform you choose, you may also wish to send students the mp3 files ahead of the lesson so they can listen themselves.



If you are able, you may wish to print the TEACHER pdf before the lesson so that you can refer to it while sharing the student material on your screen. If not, you could write down any key points before the lesson so that you are ready to go.

For each of the core lessons A, B and C, there are three additional PHOTOCOPIABLE WORKSHEETS - two for grammar and one for vocabulary. We have kept these pdfs separate from the main student file so that you can choose to use them or not.



## Where can I find out more?

If you would like to find out more about using *Roadmap* or take your digital teaching a stage further, please [contact your local Pearson representative](#) who can discuss a pilot of material that would suit your teaching situation.



## Contents

## FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
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## UNIT 1

page 6

<b>1A</b>	<b>People and places</b> page 6	verb <i>be</i> – positive and negative	countries and nationalities	contractions with <i>be</i>	introduce yourself
<b>1B</b>	<b>All about me</b> page 8	questions with <i>be</i>	question words	intonation in questions	ask and answer questions
<b>1C</b>	<b>For sale</b> page 10	<i>this, that, these</i> and <i>those</i>	everyday objects 1	<i>this, these</i>	talk about things for sale
<b>1D</b>	<b>English in action</b> page 12	tell the time			tell the time

Check and reflect page 13 Go online for the Roadmap video.

## UNIT 2

page 14

<b>2A</b>	<b>Families</b> page 14	possessive adjectives and possessive 's	family members	possessive 's	describe your family
<b>2B</b>	<b>After the party</b> page 16	<i>whose</i> and possessive pronouns	everyday objects 2	possessive pronouns	say who things belong to
<b>2C</b>	<b>Special things</b> page 18	<i>have got</i>	adjectives describing objects	<i>have/has</i>	describe objects
<b>2D</b>	<b>English in action</b> page 20	buy things in a shop			buy things in a shop

Check and reflect page 21 Go online for the Roadmap video.

Communication game Units 1–2 page 146

## UNIT 3

page 22

<b>3A</b>	<b>Free time</b> page 22	present simple with <i>I, you, we</i> and <i>they</i> ; adverbs of frequency and time expressions	free-time activities 1	adverbs of frequency	talk about free-time activities
<b>3B</b>	<b>A night's work</b> page 24	present simple with <i>he, she</i> and <i>it</i>	everyday activities	present simple with <i>he, she</i> and <i>it</i>	describe daily routines
<b>3C</b>	<b>Going out</b> page 26	present simple questions	free-time activities 2	<i>do/does</i>	ask about free-time activities
<b>3D</b>	<b>English in action</b> page 28	buy tickets			buy tickets

Check and reflect page 29 Go online for the Roadmap video.

## UNIT 4

page 30

<b>4A</b>	<b>A nice area</b> page 30	<i>there is/are</i>	places in a city	linking	talk about your city
<b>4B</b>	<b>Homes</b> page 32	articles	things in a home	<i>the</i>	describe your home
<b>4C</b>	<b>Be prepared</b> page 34	<i>need</i> + noun, <i>need</i> + infinitive with <i>to</i>	equipment	weak forms	discuss what to take on a trip
<b>4D</b>	<b>English in action</b> page 36	ask for information			ask for information

Check and reflect page 37 Go online for the Roadmap video.

Communication game Units 3–4 page 147

## UNIT 5

page 38

<b>5A</b>	<b>What does he look like?</b> page 38	position of adjectives	appearance	tonic stress on adjectives	describe people's appearance
<b>5B</b>	<b>How was it?</b> page 40	<i>was/were</i>	adjectives to describe experiences	weak forms of <i>was/were</i>	describe an experience
<b>5C</b>	<b>You can do it!</b> page 42	<i>can/can't</i> for ability	skills	<i>can/can't</i>	describe your skills
<b>5D</b>	<b>English in action</b> page 44	make and respond to requests			make and respond to requests

Check and reflect page 45 Go online for the Roadmap video.



## EXTENDED ROUTE

DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS
<b>1A Develop your writing</b> page 86	write an online message	using capital letters and full stops
<b>1B Develop your listening</b> page 87	understand a simple conversation	understanding question words
<b>1C Develop your reading</b> page 88	understand adverts	identifying specific information



<b>2A Develop your listening</b> page 89	understand a conversation about family	<i>and, too and but</i>
<b>2B Develop your reading</b> page 90	understand online posts	understanding the important words
<b>2C Develop your writing</b> page 91	write a review of a product	using <i>and, but</i> and <i>so</i>



<b>3A Develop your writing</b> page 92	write an online profile	using commas and apostrophes
<b>3B Develop your reading</b> page 93	understand a factual text	using headings to find information
<b>3C Develop your listening</b> page 94	understand short talks	understanding key words



<b>4A Develop your writing</b> page 95	write a description	using word order correctly
<b>4B Develop your reading</b> page 96	understand social media posts	guessing new words
<b>4C Develop your listening</b> page 97	understand a short radio programme	understanding weak forms



<b>5A Develop your writing</b> page 98	write a description of a person	using paragraphs
<b>5B Develop your listening</b> page 99	understand a story	linking between words
<b>5C Develop your reading</b> page 100	understand information in a brochure	understanding <i>it, they</i> and <i>them</i>





## Contents

## FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
<b>UNIT 6</b> page 46				
<b>6A</b> Events page 46	past simple (regular verbs)	prepositions	past simple (regular verbs)	describe an event
<b>6B</b> A good weekend page 48	past simple (irregular verbs)	irregular verbs	past simple (irregular verbs)	describe a good weekend
<b>6C</b> A different world page 50	past simple (questions)	verbs + prepositions	<i>did you?</i>	ask and answer questions
<b>6D</b> English in action page 52	give and accept an apology			give and accept an apology
Check and reflect page 53  Go online for the Roadmap video.				
Communication game Units 5–6 page 148				
<b>UNIT 7</b> page 54				
<b>7A</b> Food page 54	countable and uncountable nouns; <i>some, any, lots of</i> and <i>a lot of</i>	food and drink	vowel sounds; connected speech	describe food shopping items
<b>7B</b> Shopping page 56	<i>how much/how many?</i> + quantifiers	food containers	sentence stress	create a dish
<b>7C</b> Unusual cafés page 58	comparative adjectives	describing places to eat	comparative adjectives	compare places to eat
<b>7D</b> English in action page 60	order in a café			order in a café
Check and reflect page 61  Go online for the Roadmap video.				
<b>UNIT 8</b> page 62				
<b>8A</b> A great time page 62	present continuous	geography	<i>-ing</i>	describe a travel experience
<b>8B</b> Weather page 64	present simple and present continuous	weather	contractions	describe the weather
<b>8C</b> Travel talk page 66	superlative adjectives	phrases describing travel	<i>-iest</i>	compare places, activities and transport
<b>8D</b> English in action page 68	make a phone call			make a phone call
Check and reflect page 69  Go online for the Roadmap video.				
Communication game Units 7–8 page 149				
<b>UNIT 9</b> page 70				
<b>9A</b> Good advice page 70	<i>should/shouldn't</i>	health	<i>should/shouldn't</i>	give advice
<b>9B</b> My goals page 72	<i>be going to</i>	future plans	<i>be going to</i>	discuss your goals for the future
<b>9C</b> New experiences page 74	<i>would like/want</i>	activities with <i>go</i>	tonic stress; weak forms	describe what you want to do
<b>9D</b> English in action page 76	make arrangements and invitations			make arrangements and invitations
Check and reflect page 77  Go online for the Roadmap video.				
<b>UNIT 10</b> page 78				
<b>10A</b> Living together page 78	verb patterns	housework	sentence stress	interview people
<b>10B</b> Formal or casual? page 80	<i>have to/don't have to</i>	clothes	word stress; <i>have to</i>	play a guessing game
<b>10C</b> A digital world page 82	present perfect simple	technology	contractions	talk about past experiences
<b>10D</b> English in action page 84	give a compliment			give a compliment
Check and reflect page 85  Go online for the Roadmap video.				
Communication game Units 9–10 page 150				
Grammar bank page 116	Vocabulary bank page 136	Communication bank page 151	Irregular verbs page 159	



## EXTENDED ROUTE

DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS
<b>6A Develop your reading</b> page 101	understand reviews	understanding adjectives
<b>6B Develop your listening</b> page 102	understand a narrative	understanding the order of events
<b>6C Develop your writing</b> page 103	write a short story	using subject pronouns
<b>7A Develop your listening</b> page 104	understand announcements	listening for specific information
<b>7B Develop your writing</b> page 105	write a social media post	giving opinions and reasons
<b>7C Develop your reading</b> page 106	follow instructions	understanding instructions
<b>8A Develop your writing</b> page 107	write a guide	using adjectives
<b>8B Develop your listening</b> page 108	understand a news report	understanding connected speech
<b>8C Develop your reading</b> page 109	understand a short article	understanding paragraph topics
<b>9A Develop your listening</b> page 110	understand a short talk	dealing with unknown words
<b>9B Develop your writing</b> page 111	write an informal email	organising an email to a friend
<b>9C Develop your reading</b> page 112	understand a blog post	understanding <i>because</i> and <i>so</i>
<b>10A Develop your writing</b> page 113	write a personal profile	expressing likes and dislikes
<b>10B Develop your reading</b> page 114	understand an opinion article	identifying opinions
<b>10C Develop your listening</b> page 115	understand an interview	understanding time expressions







# WELCOME TO *ROADMAP*

*Roadmap* is a new, flexible eight-level general English course for adults. Recognising that every class is different and every learner is unique, *Roadmap* provides a dual track approach that allows all learners to develop confidence in speaking while taking a more tailored approach to skills development. It does this by providing smooth syllabus progression based on the *Global Scale of English*, by putting clear and achievable speaking goals at the heart of every lesson, and by providing in-depth skills development lessons for teachers to choose from at the back of the Students' Book. Multiple opportunities are provided for learners to practise outside the classroom in print, online and using the mobile app.

## Map your own route through the course

It can be challenging for institutions and teachers to deal with the different needs, interests and abilities of each student, especially if they have a wide mix of learners in the same class. The unique dual track approach of *Roadmap* helps you solve this problem.

- The **fast track route** concentrates on developing learners' speaking skills as well as giving them the grammar, vocabulary and functional language they need to achieve their goals.
- The **extended route** gives learners valuable practice in reading, writing and listening as well as specific training and strategies for developing these skills.

### Fast track route:

10 core units featuring grammar, vocabulary and pronunciation with each lesson leading to a final GSE-related speaking activity.

### Extended route:

10 core units plus additional skills-based lessons (reading, writing and listening) linked to the content of each lesson.

This unique approach also allows you to adapt material to suit different course lengths. Whatever the number of hours in your course and whatever the interests of your learners, the flexible organisation of *Roadmap* makes it easy for you to choose the best route for your students' success.

## Build your students' confidence

Learners need to know what they are aiming for and why. This is key to building confidence, increasing motivation and helping learners make rapid, tangible progress.

- *Global Scale of English* learning objectives provide students with clear goals for every lesson (the goals have been selected to be useful and relevant to students in real-life situations).
- Grammar and vocabulary has been specifically selected according to how useful it is in terms of helping learners reach specific goals.
- Carefully structured tasks with 'models' and opportunities to review performance, *Check and reflect* activities and regular progress tests allow learners to see how well they are doing and highlight the areas they need to improve.



## Make the most of your skills as a teacher

*Roadmap* is designed to be as supportive and easy to use as possible, whatever your level of experience, with:

- 'pick-up-and-go' lessons with clear aims and outcomes that are guaranteed to work.
- clear instructions on how to exploit each lesson, including help with tricky language points, ideas for warmers, fillers, extension and homework activities.
- a huge range of additional support materials, including video, photocopiable games and activities, online and mobile app practice activities, are provided to add variety to your lessons.

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

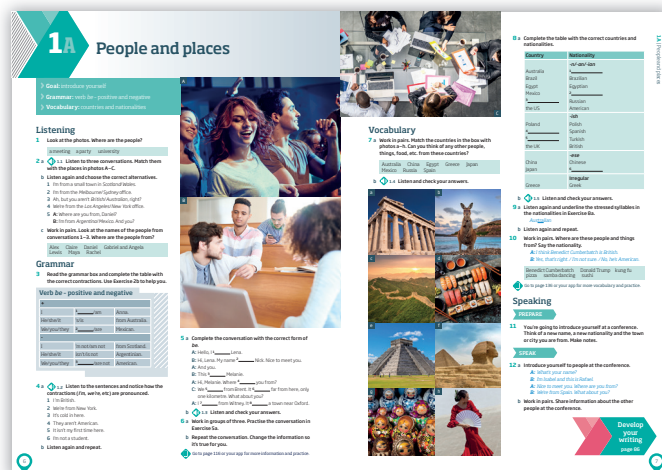




## FOR LEARNERS

### STUDENTS' BOOK WITH DIGITAL RESOURCES AND MOBILE APP

- Ten units with three main input lessons linked to three *Develop your skills* lessons at the back of the book.
- Each lesson includes grammar, vocabulary and pronunciation and leads to a final speaking task based on *Global Scale of English* learning objectives.
- Key language presented and cross-referenced to a *Grammar bank* at the back of the book.
- A *Vocabulary bank* extends some of the key lexical sets in each unit and focuses on important areas such as word-building and collocation.
- An *English in action* lesson in each unit covers key functional language.
- *Check and reflect* pages at the end of each unit show learners how their confidence and mastery of spoken language has improved.
- Light-hearted video clips and worksheets (available online) extend and consolidate key language covered in the unit.
- Extra grammar and vocabulary exercises, available on the mobile app (the *Pearson Practice English* app), consolidate language points covered in the Students' Book.
- *Develop your skills* lessons at the back of the book expose learners to different genres and give them strategies for developing skills.
- *Communication games* at the back of the book enable learners to practise key language in a fun, communicative way.
- Audio/video scripts and word lists available online.

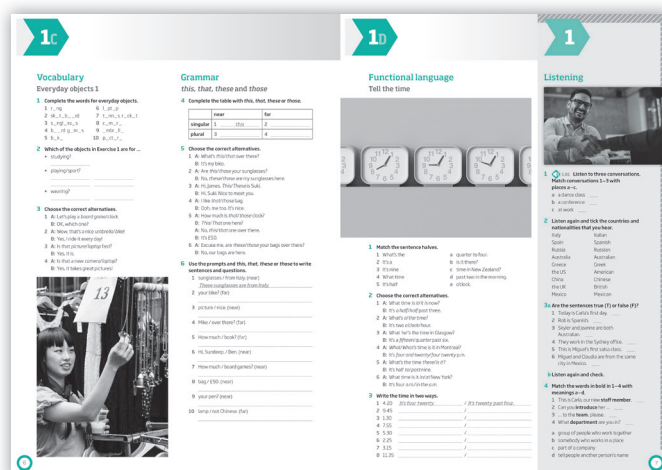


### STUDENTS' BOOK WITH ONLINE PRACTICE, DIGITAL RESOURCES AND MOBILE APP

- Provides online practice for students, class management for teachers and a gradebook to review performance.
- Includes all the Students' Book material plus a digital version of the exercises and activities from the Workbook and Tests.
- Includes tools for managing and assigning self-study and practice activities to students, with automatic marking to save time.
- Includes a gradebook for reviewing performance of individual students and classes.

### WORKBOOK WITH KEY AND ONLINE AUDIO

- Ten units provide additional practice of material covered in the Students' Book.
- Additional grammar, vocabulary and functional language practice activities.
- Additional reading, writing and listening practice activities.
- Answer key at the back of the book allows learners to check their answers.
- Audio available online.



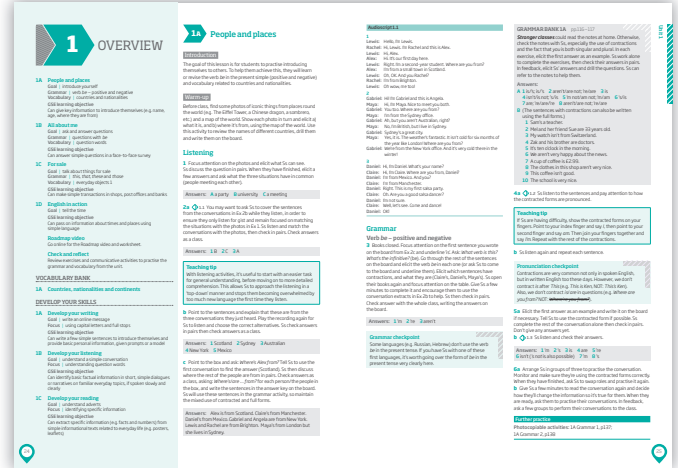


# FOR TEACHERS

## TEACHER'S BOOK

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

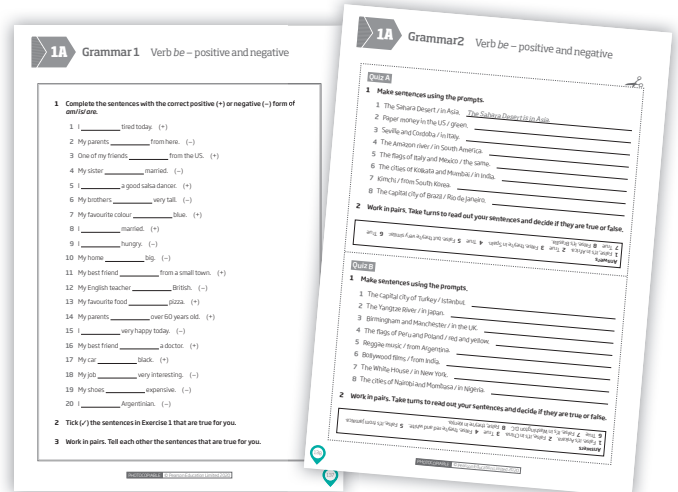
- Teacher's notes for every unit with warmers, fillers, alternative suggestions, advice on dealing with tricky language items, culture notes, etc.
- Teaching tips on useful areas such as dealing with mixed abilities, teaching grammar, vocabulary and pronunciation.
- Grammar and vocabulary photocopiable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



## TEACHER'S DIGITAL RESOURCES

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

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



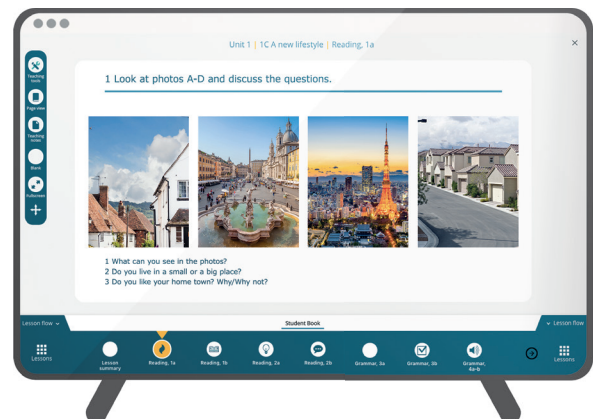
## VIDEO

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



## PRESENTATION TOOL

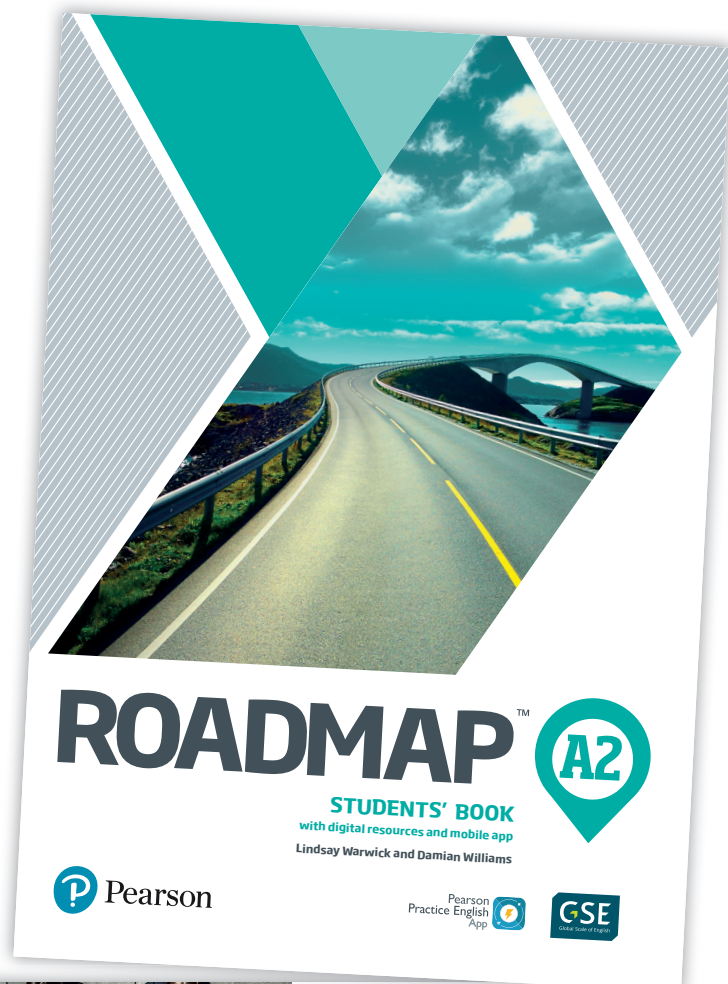
- Interactive version of the Students' Book with integrated audio and video is available on the *Pearson English Portal*.
- Planning mode (includes teacher's notes) and teaching mode.
- Easy navigation via book page and lesson flow.
- Answers to exercises at the touch of a button.
- Integrated audio.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





The **Students' Book** has ten units featuring three double-page main lessons containing approximately 90 minutes of teaching material. Each lesson features grammar, vocabulary and pronunciation activities which lead up to a final speaking task. Each lesson links to a *Develop your skills* lesson and other material at the back of the book including a *Grammar bank*, *Vocabulary bank*, *Communication bank* and *Communication games*.

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



## 1A People and places

- 1 **Goal:** introduce yourself  
**Grammar:** verb be - positive and negative  
**Vocabulary:** countries and nationalities

### 4 Listening

- 1 Look at the photos. Where are the people?  
a meeting a party university
- 1.1 Listen to three conversations. Match them with the places in photos A-C.
- Listen again and choose the correct alternatives.  
1 I'm from a small town in Scotland/ Wales.  
2 I'm from the Melbourne/Sydney office.  
3 Ah, but you aren't British/Australian, right?  
4 We're from the Los Angeles/New York office.  
5 A: Where are you from, Daniel?  
B: I'm from Argentina/Mexico. And you?

- Work in pairs. Look at the names of the people from conversations 1-3. Where are the people from?  
Alex Claire Daniel Gabriel and Angela  
Lewis Maya Rachel

### 5 Grammar

- 3 Read the grammar box and complete the table with the correct contractions. Use Exercise 2b to help you.

Verb be - positive and negative			
I	He/she/it	We/you/they	
1	2	3	
I	He/she/it	We/you/they	
1	2	3	
I	He/she/it	We/you/they	
1	2	3	

- 4 a 1.2 Listen to the sentences and notice how the contractions (I'm, we're, etc) are pronounced.  
1 I'm British.  
2 We're from New York.  
3 It's cold in here.  
4 They aren't American.  
5 It isn't my first time here.  
6 I'm not a student.
- Listen again and repeat.



- Complete the conversation with the correct form of be.  
A: Hello, I'm Lena.  
B: Hi, Lena. My name's Nick. Nice to meet you.  
A: And you.  
B: This is Melanie.  
A: Hi, Melanie. Where are you from?  
C: We're from Brent. It's far from here, only one kilometre. What about you?  
A: I'm from Witney. It's a town near Oxford.
- 1.3 Listen and check your answers.
- Work in groups of three. Practise the conversation in Exercise 5a.
- Repeat the conversation. Change the information so it's true for you.

- Go to page 116 or your app for more information and practice.

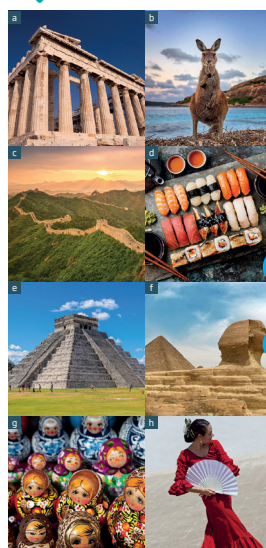


### 8 Vocabulary

- 7 a Work in pairs. Match the countries in the box with photos a-h. Can you think of any other people, things, food, etc. from these countries?

Australia	China	Egypt	Greece	Japan
Mexico	Russia	Spain		

- 1.4 Listen and check your answers.



- 8 a Complete the table with the correct countries and nationalities.

Country	Nationality
Australia	-n/-an/-ian
Brazil	1
Egypt	Brazilian
Mexico	Egyptian
2	Russian
the US	American
3	-ish
Poland	Polish
4	Spanish
5	Turkish
the UK	British
China	-ese
Japan	Chinese
6	Irregular
Greece	Greek

- 1.5 Listen and check your answers.
- 9 a Listen again and underline the stressed syllables in the nationalities in Exercise 8a.  
Australian

- Listen again and repeat.
- 10 Work in pairs. Where are these people and things from? Say the nationality.  
A: I think Benedict Cumberbatch is British.  
B: Yes, that's right. / I'm not sure. / No, he's American.  
Benedict Cumberbatch Donald Trump kung fu  
pizza samba dancing sushi

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

### Speaking

#### 9 PREPARE

- 11 You're going to introduce yourself at a conference. Think of a new name, a new nationality and the town or city you are from. Make notes.

#### 10 SPEAK

- 12 a Introduce yourself to people at the conference.

A: What's your name?  
B: I'm Rafael and this is Rafael.  
A: Nice to meet you. Where are you from?  
B: We're from Spain. What about you?

- Work in pairs. Share information about the other people at the conference.

Develop  
your  
writing  
page 86



# 1B

## All about me

- Goal: ask and answer questions
- Grammar: questions with be
- Vocabulary: question words



### Listening and vocabulary

- 1 a Work in pairs. How many words do you know for each topic? Use the photos to help you.
- colours: red, blue
  - months: January, December
  - hobbies: football, dancing
  - feelings (adjectives): happy, tired
  - jobs: teacher, doctor
- b Work in groups of four and compare your answers. Are any the same?
- 2 Complete Larissa's social media profile with the words in the box.
- good November pink walking

#### Friendly Face



Larissa Norte

Feeling 1 \_\_\_\_\_

From: Rio, Brazil

Birthday: 25th 2 \_\_\_\_\_

Hobbies: 3 \_\_\_\_\_

Favourite colour: 4 \_\_\_\_\_

Favourite actor: Jennifer Lawrence

Favourite food: Italian

- 3 a Match questions 1–7 with answers a–g. Use the words in bold to help you.
- What's your favourite colour?
  - Where are you from?
  - Who's your favourite actor?
  - When's your birthday?
  - What's your favourite food?
  - How are you today?
  - Are you interested in reading?
- I'm OK.
  - Chinese food. No, maybe it's Indian. No, it's Chinese.
  - I think Simon Pegg is really good.
  - Yes, I love it!
  - I'm from Napoli, in Italy.
  - It's in September.
  - It's blue.

- b 1.6 Listen and check your answers.
- 4 a Complete the questions with the correct question words or form of the verb be.
- \_\_\_\_\_ is your birthday?
  - \_\_\_\_\_ is your friend from?
  - \_\_\_\_\_ is your favourite food?
  - \_\_\_\_\_ your favourite actor Jude Law?
  - \_\_\_\_\_ is your teacher from?
  - \_\_\_\_\_ are you today? Are you OK?
  - \_\_\_\_\_ is your best friend?
  - \_\_\_\_\_ you interested in art?
  - \_\_\_\_\_ is your next English class? Is it today?
  - \_\_\_\_\_ it Friday today?

- b Work in pairs. Ask and answer the questions.
- Go to your app for more vocabulary and practice.

### Grammar

- 5 Complete the grammar box with the correct form of be. Use Exercises 3 and 4 to help you.

#### Questions with be

Am/is/ Are	Subject	Other information	Short answers
1. _____	I	late?	Yes, I am. No, I'm not.
2. _____	he/she/it	Greek?	Yes, he/she/it is. No, he/she/it isn't.
3. _____	we/you/ they	interested in art?	Yes, we/you/they are. No, we/you/they aren't.

#### Wh- questions

Question word	am/is/are	subject
Where	4. _____ / _____	your teacher from?
What	5. _____	your favourite films?

- 6 a 1.7 Listen to the sentences. Does the speaker's voice go up or down at the end?
- Are you from Argentina?
  - What's your favourite food?
  - Are you OK today?
  - Where is he from?
- b Listen again and repeat.

- 7 a Put the words in the correct order to make sentences.

- who / your / favourite singer / is?  
Who is your favourite singer?
- are / your parents / the US / from?
- photography / are / you / interested in?
- is / your / birthday / when?
- today / are / you / how?
- why / are / in this class / you?
- your / what's / favourite / month?
- are / tired / today / you?
- your / is / teacher / Spain / from?
- second name / your / is / what?

- b Work in pairs. Student A give an answer to one of the questions in Exercise 7a. Student B say the correct question. Swap roles.

- A: December.  
B: What's your favourite month?

- Go to page 116 or your app for more information and practice.

### Speaking

#### PREPARE

- 8 You're going to make a social media profile about your partner. First, write some questions to ask your partner. Use the ideas below to help you.

- name
- nationality/country
- hobbies/interests
- favourite (actor/singer/food, etc)



#### SPEAK

- 9 a Work in pairs. Ask and answer your questions. Use the Useful phrases to help you. Make notes of your partner's answers.

#### Useful phrases

- OK, first question ...  
Next question ...  
That's interesting!  
Why is Iggy Pop your favourite singer?

- b Make a social media profile for your partner.
- c Look at your social media profile. Is all the information correct?

Develop your listening page 87

# 1D

## English in action

- Goal: tell the time



- 1 Look at the photos. What countries are the people from? What are their nationalities?

- A: She's from Japan.  
B: Yes, she's Japanese.

- 2 a 1.18 Listen to a conference call. What's the time in each location? Choose the correct alternatives.

- It's 6.15 a.m./6.50 a.m. in Dallas.
- It's 10.15 p.m./12.15 p.m. in Moscow.
- It's 12.15 p.m./12.45 p.m. in London.
- It's 5.15 p.m./9.15 a.m. in Buenos Aires.
- It's 9.15 a.m./9.15 p.m. in Tokyo.

- b Listen again. Tick the phrases in the Useful phrases box that you hear.

#### Useful phrases

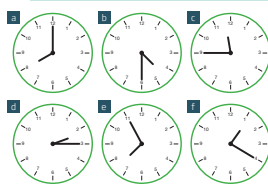
Asking for the time  
What's the time (in Buenos Aires)?  
What time is it (there)?

#### Telling the time

It's six fifteen in the morning. [6.15]  
It's four twenty p.m. [16.20]  
It's half past two in the afternoon. [14.30]  
It's three o'clock in the morning. [03.00]  
It's a quarter to six in the evening. [17.45]

- 3 a Match the times in the box with clocks a–f. Sometimes more than one answer is possible.

a quarter past two a quarter to twelve  
eight o'clock eleven forty-five twenty past one  
five to eight half past four four thirty  
one twenty seven fifty-five two fifteen



- b 1.19 Listen and check. Then listen and repeat.

- 4 Choose the correct alternatives.

- What's the time?  
B: It's a quarter two to six.
- What's the time at/in Nairobi?  
B: It's four thirty/half p.m.
- What time is it is there?  
B: It's a half/half past ten in the morning.
- What's the time there/here?  
B: It's seven twenty-five a.m./in a.m.

- 5 Work in pairs. Ask for and tell the time with the clocks in Exercise 3a. Tell the time in different ways.

- A: What's the time on clock a?  
B: It's eight o'clock. What time is it on clock e?  
A: It's seven fifty-five.

- 6 You are going to have a conference call. First, think about:

- your name
- your location
- your nationality
- the time where you are now

- 7 a Work in groups. Have a conference call. Introduce yourself. Write down the names, locations, nationalities and times of the other people in your group.

- b Work in pairs. Tell your partner about the other people in your group in Exercise 7a.

Go online for the Roadmap video.

## Check and reflect

- 1 Choose the correct alternatives.

- My name *are* 's Carla. I *in* 's American.
- My mother *aren* 's Italian. She *in* 's Spanish.
- Kate and Graham *are* 's from a small town in Australia.
- We *'re* Spanish but our father *is* 'are from Poland.
- They *isn* 't 'are students.
- My teacher *isn* 't 'is Japanese. He *'s* 'are from China.
- I'm from the US but my boyfriend *isn* 't 'is. He *'s* 'are Italian.
- This is Maria. She *'s* 'are from Brazil.

- 2 Complete each sentence with a country or nationality.

- He's from the UK. He's \_\_\_\_\_.
- They're from \_\_\_\_\_. They're Greek.
- I'm from Poland. I'm \_\_\_\_\_.
- She's from \_\_\_\_\_. She's Turkish.
- We're from China. We're \_\_\_\_\_.
- They're from \_\_\_\_\_. They're Mexican.
- I'm from Australia. I'm \_\_\_\_\_.
- You're from \_\_\_\_\_. You're Egyptian.

- 3 a Think of five famous people from different countries and write their names. Make sure you know which country they're from.

- b Work in pairs. Say the names of the famous people. Guess where your partner's people are from.

- A: Kate Winslet.  
B: She's American.  
A: No, she's from the UK.

- 4 a Match questions 1–6 with endings a–f.

- What's a doctor?
- Where are parents now?
- Are you favourite singer?
- Who's your job?
- How old are you from?
- Where are your are your brothers and sisters?

- b Work in pairs. Ask and answer the questions.

- 5 Choose the correct alternatives.

- Is/Are her name Catherine?  
B: Yes, it is/are.
- Where is/are you from?  
B: I'm 's from Russia.
- Are/Are they from Turkey?  
B: No, they isn't/aren't. They're from Spain.
- What are/s your email address?  
B: It's 's 're jaine21@gmail.uk.
- Are/Are you a nurse?  
B: No, I 's 'm not. I'm a doctor.

- 6 Choose the correct alternatives.

- I don't go by car. Take your *biel*/lamp.
- I want to play tennis but I don't have a *rocket*/sunglasses.
- It's raining - take your *umbrella*/rings.
- I work on my *laptop*/skateboard in a café.
- My son plays on his *umbrella*/skateboard every day.
- My family sometimes play *board games*/printer.
- On holiday, I sometimes read *suitcases*/books.
- Take a photo with your *pictures*/camera.
- The *camera*/pictures of your holiday are nice.
- That *lamp*/printer is beautiful.

- b Work in pairs. Which of the objects in Exercise 6a do you have in your home?

I have a camera, board games ...

- 7 Choose the correct alternatives.

- A: What's this/these?  
B: It's my pen. Do you like it?
- A: I like that/those sunglasses.  
B: Thank you. They're from Italy.
- A: Are this/these your keys?  
B: No, that/those are my keys over there.
- A: What's that/those over there?  
B: It's my bag.
- A: Hi Karen. This/That is Phil.  
B: Hi Phil. Nice to meet you.

- 8 Work in pairs. Take some objects out of your bag and put them on your desk. Ask and answer questions about them.

- A: This is my pencil, that's my mobile phone.  
What are those?  
B: These are my keys.

- 9 Write the times.

- |         |        |         |
|---------|--------|---------|
| 1 08.15 | 3 6.45 | 5 09.00 |
| 2 03.00 | 4 3.30 | 6 11.20 |
- It's a quarter past eight in the evening.

#### Reflect

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

- I can introduce myself.
- I can ask and answer questions.
- I can talk about things for sale.
- I can tell the time.

Want more practice?  
Go to your Workbook or app.



The **Students' Book** also features *Develop your skills* lessons at the back of the book. These lessons are based on GSE learning objectives and are thematically linked to the main lessons. They focus on developing specific strategies for improving reading, writing and listening and expose learners to a wide variety of different text types/genres. The *Develop your skills* lessons can either be done in class following the main lessons they are linked to, or they can be used for homework.

- 1 *Develop your writing* lessons provide practice of specific genres such as stories, formal and informal emails, blog posts, descriptions, invitations and reviews.
- 2 *Develop your listening* lessons provide practice in different types of listening such as short talks and monologues, conversations, radio interviews and discussions.
- 3 *Develop your reading* lessons provide practice of specific genres such as stories, articles, reviews, factual texts, reports, social media and blog posts.
- 4 Each *Develop your skills* lesson has a clearly defined genre-related goal and a focus which teaches a sub-skill related to the genre.
- 5 Special *Focus boxes* highlight reading, listening and writing sub-skills such as identifying the main ideas in a text, guessing the meaning of words from context, identifying positive and negative attitudes, organising ideas, using paragraphs, explaining reasons and results, using time expressions and linkers etc.
- 6 Practice exercises are provided to ensure learners can recognise and use the sub-skills in focus.
- 7 Follow-up questions round up the lesson and provide opportunities for further discussion.

## 1A Develop your writing

**Goal:** write an online message  
**Focus:** using capital letters and full stops

**1 a** Discuss the questions. What's a study group? Do you think it's a good idea?

**b** Read the conversation in an online study group. Which person/people ...

- 1 likes sports?
- 2 is a songwriter?
- 3 are parents?
- 4 is from another country?
- 5 are teachers?

**Patrick Smith**  
Hi, everyone. Welcome to the study group for our course. Let's introduce ourselves! I'm Patrick Smith. I'm from Chicago. I'm an English teacher at a high school there. I'm a big music fan. I play the guitar and write my own songs.

**Mona Galotti**  
It's nice to meet you, Patrick. My name's Mona and I'm a university student. I'm from a small town in Texas called Palmer. It's about 30 minutes from Dallas. I'm a soccer player and I'm in a really great team in my town. My best friend is my dog, Bertie. He's big, brown and really friendly.

**Steven Walsh**  
Hi, Patrick. Hi, Mona and everyone else. I'm Steven. I'm from Denver in Colorado. I'm a taxi driver and I'm married with five children. Five! They're all girls, too! Every room in my house is noisy. The only quiet place is the garden. It's my favourite place at home!

**Annika Petrov**  
Hello, everyone! I'm Annika. I'm Russian but I'm here in the US now. I'm a teacher at the University of California. Nice to meet you all. I speak three languages – Russian, English and French. I love books and read all kinds of books from all over the world. My favourite author is Haruki Murakami. His books are amazing!

**Maria Martinez**  
Hi! I'm Maria. I'm from Charlotte, a city in North Carolina. I'm a receptionist at a big hotel in Tyson Street on Fridays, Saturdays and Sundays and I'm a mother, too. My children are four and five so life is busy and I'm always tired. I like books, TV and films. I think all stories are interesting – I love them all.

**2 a** Read the Focus box. Find one example of each use of capital letters in the online group in Exercise 1b.

**Using capital letters and full stops**  
We use capital letters (e.g. A, B, C) at the beginning of a sentence. We use a full stop (.) at the end of a sentence.  
*I'm a big music fan.*  
Hi everyone. Welcome to the group.  
We also use capital letters for:

- the subject I
- people's names, e.g. *Natasha, Leo*
- road or street names, e.g. *Park Road, Oxford Street*
- names of towns, cities, states and countries, e.g. *Sheffield, Florida, Argentina*
- nationalities, e.g. *Japanese, Turkish*
- languages, e.g. *English, Spanish*
- names of companies and universities, e.g. *Samsung, the University of Cambridge*
- days and months, e.g. *Friday, October*

**b** Rewrite the message below. Add capital letters and full stops.

hello everyone i'm kelvin and i'm canadian i'm a doctor at the south west hospital here in los angeles i'm married with two children, sam and maggie my wife is a manager at the california water company she is at work all week, but i am only at the hospital on mondays, wednesdays and thursdays

**Prepare**

**3** You're going to write an online message to introduce yourself to your classmates. Make notes about:

- your name
- your town/city
- your job
- your family
- something else about you

**Write**

**4** Write your message. Use capital letters and full stops.

## 1B Develop your listening

**Goal:** understand a simple conversation  
**Focus:** understanding question words

**1** **1.8** Listen to a conversation between two people, Marco and Eva. Answer the questions.

- 1 Who are they?
- 2 Where are they?
- 3 Where are they from?

**2 a** Read the Focus box. What do question words do?

**Understanding question words**  
To help to understand a question, listen for the question word. It tells you what information the speaker wants.  
For example:  
*When is your first lesson?* = Time  
*Where is your first lesson?* = Place  
*What is your first lesson?* = Type (e.g. writing, speaking)

**b** Match question words 1–6 with meanings a–f.

- 1 What
- 2 Where
- 3 When
- 4 Who
- 5 How old
- 6 Why

- a time
- b age
- c thing
- d person
- e reason
- f place

**c** **1.9** Listen to the pronunciation of the question words. When does the speaker pronounce the sound /h/?

**3 a** **1.8** Listen to Marco and Eva again. Write the question word in each question. If there is no question word, write –.

- 1 \_\_\_\_\_ is your name?
- 2 \_\_\_\_\_ are you from?
- 3 \_\_\_\_\_ are you here for nine months?
- 4 \_\_\_\_\_ are you a student?
- 5 \_\_\_\_\_ is your job?
- 6 \_\_\_\_\_ is your first lesson?
- 7 \_\_\_\_\_ is it?
- 8 \_\_\_\_\_ is the teacher?

**b** **1.10** Listen to Marco and Eva's questions. Match answers a–h with questions 1–8 in Exercise 3a.

- a In classroom 6b.
- b Monza.
- c Eleven o'clock.
- d I'm a university student.
- e Market-a.
- f Marco.
- g Yes, I am.
- h No, I'm not. I work for a bank.

## 1C Develop your reading

**Goal:** understand adverts  
**Focus:** identifying specific information

**1** Read the website quickly and choose the correct option.

This website is for ...

- a making friends.
- b buying and selling things.
- c watching videos.

**2** Read the Focus box, then find the prices, places, ages and sizes in the adverts in Exercise 1.

**Identifying specific information**  
To find information quickly in a text, don't read everything.

- To find a price, look for symbols, e.g. £, €, \$, etc. and a number.
- To find where something or someone is from, look for place names with a capital letter, e.g. *France, Spain, Rome*, etc.
- To find age, look for years old or years in numbers, e.g. *50 years old, from the 1970s*, etc.
- To find size, look for cm, m, metres with numbers, e.g. *35 cm x 1.5 m*, etc.

**3 a** Read the adverts in Exercise 1 again and answer the questions.

Which object is ...

- 1 almost new?
- 2 from the US?
- 3 from Asia?
- 4 expensive?
- 5 big?
- 6 old?

**b** Work in pairs. Which words in each advert gave you the answers in Exercise 3a?

**4** Read adverts 1–4 quickly and find the information.

Which object is ...

- 1 small?
- 2 old?
- 3 quite new?
- 4 from Spain?
- 5 cheap?
- 6 free?
- 7 good for a student?

**1** **Korean laptop**  
This laptop is two years old. It's good but I need a tablet for work. It's black with white lines on the side.  
€100

**2** **Red dress from a lovely shop in Paris**  
It's three years old but I never wear it because it's a bit small for me now.  
€1,500

**3** **Children's book from the 1950s**  
A lovely story book for young readers.  
€300

**4** **Picture by Carla Weber, a German artist**  
I love it but my new house is very small and there's no space.  
2 metres x 1.5 metres  
€75

**5** **Mobile phone with wifi and 4G**  
Ready to use with any phone company. Only three months old. Unwired gift.  
€500

**6** **Sports bag from the US**  
Good for running or cycling. This is a very good bag at a very good price!  
€5

**7** **Men's racing bike**  
This bike is twenty years old. It's a really great bike. Only €100!

**8** **Large suitcase for sale**  
This is a strong suitcase and only six months old.  
76 cm x 48 cm  
€50

**9** **White desk lamp**, 30 cm tall  
Perfect for work or homework!  
€5

**10** **Spanish guitar**, made in Madrid. I don't have time to play it now. Free to good home.

**Work in pairs. Which things on the page do you like? Like the bike!**



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

## Vocabulary bank

### 1A Countries, nationalities and continents

1 a Complete the nationalities with *ish*, *-ian*, *anor* or *-ese*.

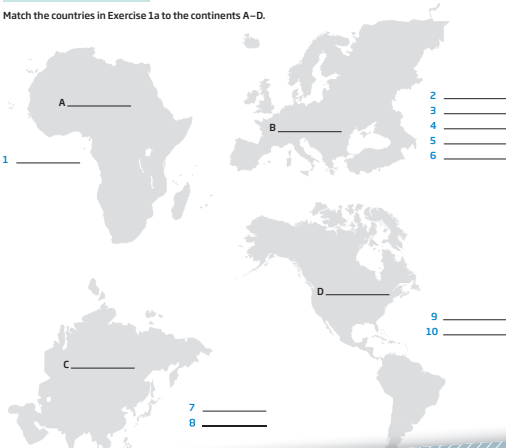
Germany	Germ_____
Argentina	Argentini_____
Italy	Ital_____
Portugal	Portugu_____
Sweden	Swed_____
Nigeria	Niger_____
India	Ind_____
Ireland	Ir_____
Colombia	Colomb_____
Vietnam	Vietnam_____

b Can you think of a person or thing that comes from these countries?  
*Lionel Messi is Argentinian.*

2 a Label the continents A-D with the words in the box.

Africa	Asia	Europe
North and South America		

b Match the countries in Exercise 1a to the continents A-D.



### 2B Everyday objects 2

1 a Match objects 1-8 with photos A-H.



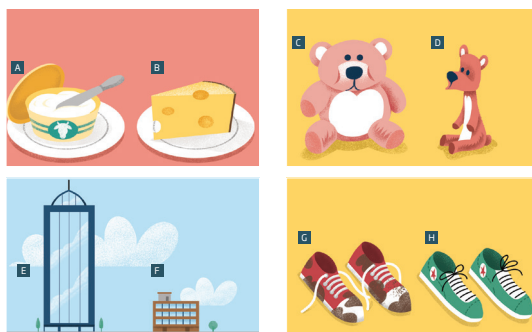
- |            |            |
|------------|------------|
| 1 battery  | 5 ID card  |
| 2 calendar | 6 poster   |
| 3 envelope | 7 textbook |
| 4 folder   | 8 scissors |

b Work in pairs. Look around your classroom. Which objects in Exercise 1a can you see?

### 2C Describing objects

1 a Match the adjectives in the box with A-H.

clean dirty fat hard high low soft thin



b Work in pairs. Describe objects in the room or the building using the adjectives in Exercise 1a.

## Communication review

### Three in a line (Units 1-2 review)

Work in pairs or two teams. Choose a square and start the game. If you get the answer correct, you win the square. Try to get a line in a row.

#### Game 1

1 My sister _____ name is Sam. Fill the gap.	2 What jewellery do people wear on their fingers?	3 Women keep their money in a _____. Fill the gap.
4 _____ notebook is this? Fill the gap.	5 That's not our car. That one over there is _____. Fill the gap.	6 A: Excuse me, how _____ is this? B: It's £4.50. Fill the gap.
7 Describe an object in the classroom using three different adjectives.	8 What do you put on your hands in cold weather?	9 My father's brother is my _____. Fill the gap.

#### Game 2

1 A: That's £3. B: Here's £10. A: Thanks. That's £7 _____. Fill the gap.	2 Describe an object in your bag or pocket using three different adjectives.	3 What object do people use to put electricity in their phone?
4 My parents' parents are Sue and Martin. They're my _____. Fill the gap.	5 Make a true sentence about you with haven't got.	6 That's £7.17, please. _____ you like a bag? Fill the gap.
7 His brother is called Ben and _____ daughter is called Lily. Fill the gap.	8 Is this umbrella _____? I know you have a blue one. Fill the gap.	9 These boots are not light. They're really _____. Fill the gap.

#### Game 3

1 What jewellery do people wear in their ears?	2 A: Is that Rick and David's car? B: No, _____ car is blue. Fill the gap.	3 A: _____ you got a red pen? B: No, I _____ sorry. Fill the gap.
4 My watch isn't round, it's _____. Fill the gap.	5 A: Excuse me, where's the milk? B: It's _____ there next to the bread. Fill the gap.	6 This object says you can drive a car and has a photo of you on it. What is it?
7 Ask a student in the other team three questions with Have you got...?	8 A: Here's your jacket. B: It's not _____, it's Belinda's. Fill the gap.	9 The opposite of old is new or m _____. Fill the gap.

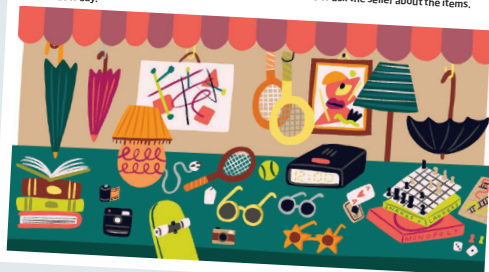
## Communication bank

### Lesson 1C

#### Exercise 10

##### Student A

Look at the items for sale. You are a customer. Think of questions to ask the seller about the items. Plan what to say.



### Lesson 2D

#### Exercise 5

##### Student A

Part 1  
You're a shop assistant in a supermarket. A customer wants batteries. Decide where they are and how much they cost. Serve the customer.

Part 2  
You're a customer in a chemist's. You want some medicine for a stomach ache. Decide what questions to ask. Buy the medicine.

### Lesson 8C

#### Exercise 8a

##### Student A

### VANCOUVER, Canada

**WHEN TO GO**  
December to March for snow sports  
Spring and autumn for sightseeing  
**WHERE TO GO**  
Take a bus to Grouse Mountain - wonderful views of the city.  
Ski there in winter.  
Walk or cycle along the beach for a view of the mountains.

**WHERE TO EAT**  
Visit the popular Gastown area of the city - great restaurants, amazing food.  
Go to Chinatown for fantastic Asian food.  
**THINGS TO DO**  
Ski at one of the three mountains in the area.  
Swim in the sea or try surfing.  
Take a boat tour and look for sea life.  
**GETTING AROUND**  
Take a bus tour and get on and off where you want.  
Use the Translink system (electric bus, sea bus) - cheap and safe. You only need one ticket.



## WORKBOOK WITH ONLINE AUDIO

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

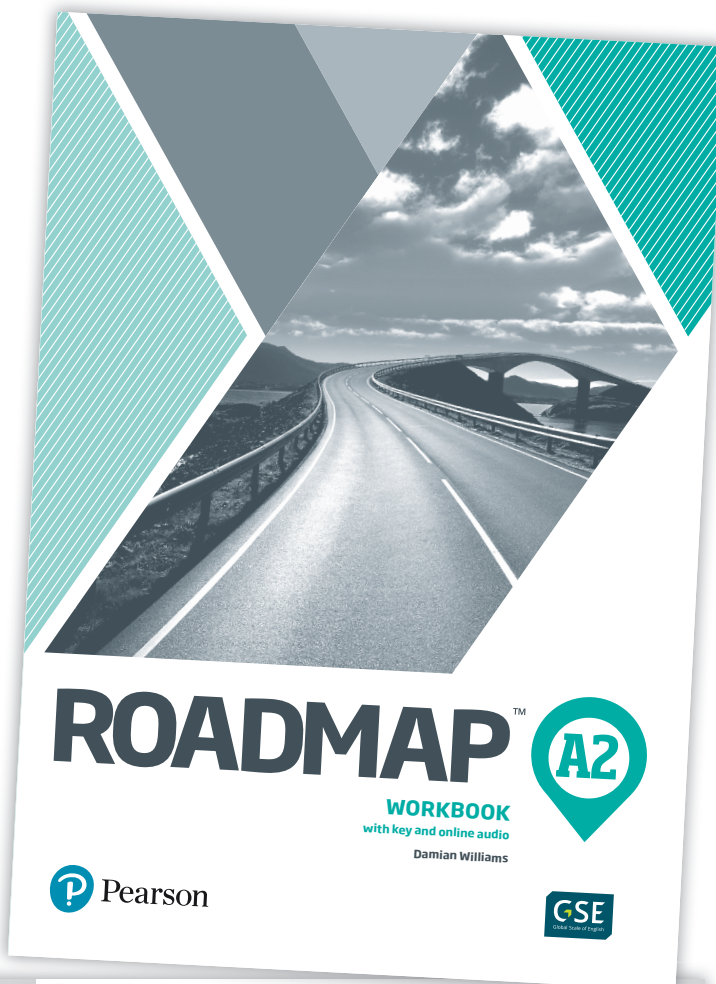
- Extensive practice of grammar, vocabulary and functional language covered in the Students' Book.
- Additional listening, reading and writing practice to further develop learners' knowledge and mastery of skills.
- Full answer keys and audio scripts are provided at the back of the book.

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

## MOBILE APP

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

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



1A

### Grammar

Verb be – positive and negative

#### 1 Choose the correct alternatives.

1. This *is/are* Pippa.
2. I *am/are* from Scotland.
3. They *isn't/aren't* from the US.
4. You *s/he* in class 3C.
5. James *is/am* 27 years old.
6. My brother *isn't/aren't* a teacher.
7. John and Carrie *are/is* from the UK.
8. The pizza *not is/isn't* very good.

#### 2 Correct the mistake in each sentence.

1. Cin and Keny *are* from Scotland.
2. Pedro *aren't* from Argentina. He's from Brazil.
3. My name *am* Anna. I'm from the Frankfurt office.
4. Where *is* you from?
5. I think they *Vietnamese*.
6. We's Australian, not British.
7. My town *are* about 30 kilometres from Warsaw.
8. John and Trina *is* from the same town.
9. It *are* nice to meet you.
10. She *am* not a student.

#### 3 Make the positive sentences negative and the negative sentences positive.

1. Karen *isn't* from Nigeria.  
Karen's from Nigeria.
2. They *aren't* in my class.
3. I'm *not* from London.
4. It's *our* first time here.
5. They're *students*.
6. It *isn't* cold in here.
7. I'm *happy*.
8. You *are* very tall.

### Vocabulary

Countries and nationalities



#### 4 Choose the correct alternatives.

1. He's from the *US/American*.
2. They're *China/Chinese*.
3. I'm *Turkey/Turkish*.
4. We're from *Australia/Australian*.
5. She's from *Egypt/Egyptian*.
6. He *isn't* Poland/Polish.
7. Her father's *Greece/Greek*.
8. They *aren't* Brazil/Brazilian.
9. I'm from *Japan/Japanese*.
10. We *aren't* American. We're from *Russia/Russian*.

#### 5 Write the nationalities for the countries 1–8.

1. Australia \_\_\_\_\_
2. Greece \_\_\_\_\_
3. Spain \_\_\_\_\_
4. Japan \_\_\_\_\_
5. Mexico \_\_\_\_\_
6. China \_\_\_\_\_
7. Russia \_\_\_\_\_
8. Egypt \_\_\_\_\_

#### 6 Complete the conversations with a country or nationality in Exercises 4 or 5.

1. A: I think she's from Spain.  
B: No, she *isn't*. She's *Mexican*.
2. A: I'm from G.  
B: Oh wow! I'm G. \_\_\_\_\_, too!
3. A: We're from P.  
B: Nice to meet you. We're C.
4. A: This is Kiko. She's from \_\_\_\_\_.  
B: Nice to meet you. Kiko: I'm Dalliah. I'm from E.
5. A: Where are you from?  
B: I'm from R.

1B

### Vocabulary

Question words

#### 1 Choose the correct alternatives.

1. A: Who's/What's your teacher's name?  
B: It's Brian, I think.
2. A: Where/When is the party?  
B: At the school.
3. A: When/What is Jo's birthday?  
B: Next week.
4. A: What/How is he?  
B: My sister's boyfriend.
5. A: How/Who is he?  
B: He's OK, thanks.
6. A: Are/How you OK?  
B: Yes, I'm OK.
7. A: What's/Where's your favourite food?  
B: I love Japanese food!
8. A: When/Is it time to go?  
B: Yes, it is.

#### 2 Complete the questions with the correct word.

1. \_\_\_\_\_ is Tom today? Is he OK?
2. \_\_\_\_\_ is the lesson today? Room 5?
3. \_\_\_\_\_ you a new student?
4. \_\_\_\_\_ is the lesson? 2 p.m.?
5. \_\_\_\_\_ is your new phone number?
6. \_\_\_\_\_ is your favourite person?
7. \_\_\_\_\_ time is it?
8. \_\_\_\_\_ old are you?



### Grammar

Questions with be

#### 3 Match questions 1–8 with answers a–h.

- |                              |                                     |
|------------------------------|-------------------------------------|
| 1. Are you a student?        | a. Patricia.                        |
| 2. What's your name?         | b. No, they aren't.                 |
| 3. Is she from China?        | c. Yes, I am.                       |
| 4. Where's our class?        | d. Yes, it is!                      |
| 5. Are they shop assistants? | e. We're on Goudge Street, I think. |
| 6. Where are we?             | f. No, she isn't.                   |
| 7. Where's the class?        | g. It's in room 6B.                 |
| 8. Is it cold?               | h. It's on Tuesday.                 |

#### 4 Put the words in the correct order to make questions.

1. you / on / Are / the / course / Chinese / ?  
Are you on the Chinese course? \_\_\_\_\_
2. email / your / What's / address / ?  
What's your email address? \_\_\_\_\_
3. the / When / classes / are / ?  
When are the classes? \_\_\_\_\_
4. manager / is / the / she / ?  
Is she the manager? \_\_\_\_\_
5. today / are / How / you / ?  
How are you today? \_\_\_\_\_
6. you / in / photography / Are / interested / ?  
Are you interested in photography? \_\_\_\_\_
7. birthday / is / When / your / ?  
When is your birthday? \_\_\_\_\_
8. a / Are / assistant / you / shop / ?  
Are you a shop assistant? \_\_\_\_\_
9. Is / home / Harry / at / ?  
Is Harry at home? \_\_\_\_\_
10. from / Where / teacher / your / is / ?  
Where is your teacher from? \_\_\_\_\_

#### 5 Write questions with be for the answers.

1. My phone number is 07956 76430128.  
What's your phone number? \_\_\_\_\_
2. I'm a dentist.
3. Paulo's at home.
4. They're from Mexico.
5. My favourite food is sushi.
6. The classes are at 8 p.m.
7. I'm in class 4b.
8. Sheila isn't here.



1

## Reading

1 Read the advertisements 1–4 and match them with titles a–d.

- a Study English in New York
- b English in the beautiful countryside
- c English Anywhere
- d Learn English in only six months!

2 Read the advertisements again and answer the questions.

- Which English course (1–4) ...
- a includes other types of classes?
- b is good for making friends?
- c is quick?
- d has games?
- e has small classes?
- f is in a quiet place?
- g is completely online?

3 Read the advertisements again. Are the sentences true (T) or false (F)?

- 1 Course 1 is the same as other courses.
- 2 It's good for people with not much time.
- 3 Course 2 is in a city.
- 4 There are swimming classes in the morning.
- 5 Course 3 is in a big city.
- 6 There are classes all day.
- 7 Course 4 is in a big school.
- 8 Viria enjoys her course.

4 Match the words in the box with meanings 1–5.

boating exciting improve lake social programme

- 1 become better at something
- 2 a plan of free-time activities
- 3 makes you feel happy/interested
- 4 a big area of water, not the sea
- 5 using a small boat for fun

1 Are you busy?  
Do you need to learn English fast?  
Well, don't worry, *English Maximum* is for you.  
Our way of teaching is new, exciting and ... fast.  
You can speak English in six months.  
Join us today!



Leave the work and noise of the city and join us in the quiet English countryside. Our school is in the Lake District, a beautiful area in the north of England.  
In the morning, there are English classes with our excellent teachers. In the afternoon, there are sports classes for everyone, in and around the lake. These include:

- tennis
- yoga
- boating
- swimming
- and many, many more.

■ Study with us in the city that never sleeps. We have many different types of English classes in the morning, afternoon and evening, with no more than six students in each class.  
■ Our social programme is excellent because there are so many things to do in this exciting city, like a trip to the Statue of Liberty or a picnic in Central Park.  
■ Our teachers are interesting and can help you succeed. This is the place for you!

4 With our website and mobile app, you can study English anywhere: at home, at work or on the bus! Our new 100% online system is fun, with games and exercises to help you improve all the time.

'I'm a manager in a large office, and I'm very busy. But with *English Anywhere* I study a little every day. It's great fun!'

Viria, manager

1

## Writing

1 Read the online competition entry. What do they want you to write about? What else do they want?

ONLINE SHOW & TELL

What's your favourite object?  
Tell us what it is and why it's special to you.  
Send us a photo and your description and you can win £50!

2 Read Clara's description and answer the questions.

- 1 Where is her suitcase from?
- 2 How old is it?
- 3 Why does she like it?
- 4 What is the name of her suitcase?
- 5 Is it a large suitcase?



This is my favourite object. It's a Brazilian suitcase and it's from São Paulo, from a shop in Oscar Freire Street. This is a fashionable street in the city. It's ten years old and it's special because it goes everywhere with me. It's quite small, but that's OK. I like it so much it has a name – its name is Sandra!

3 Read the Focus box. Find examples in Clara's description of each use of capital letters.

### Using capital letters and full stops

A sentence has a subject and a verb. We use capital letters (e.g. A, B, C) at the beginning of a sentence. We use a full stop (.) at the end of a sentence.

He's a big music fan.  
Sometimes a phrase makes a sentence, but there's no subject or verb. These phrases start with a capital letter and end with a full stop.

Hi, everyone. Welcome to the group.

We also use capital letters for:

- the subject I
- people's names
- road or street names
- names of towns, cities, states and countries
- nationalities
- languages
- names of companies and universities
- days and months

4 Rewrite Abdul's description with 12 capital letters and 5 full stops.

these are my board games i love playing them with my friends every wednesday evening we play them together at a club in woodhall university on green street they are all english my friend raed is very good at them.

### Prepare

5 You're going to write a description of a special object for the competition. Choose an object and make notes on these things:

- What is it?
- What is its name (if any)?
- Where is it from?
- How old is it?
- Is it big or small?
- Is it cheap or expensive?

### Write

6 Write your description. Use your notes in Exercise 5 and the Focus box to help you.

## ONLINE PRACTICE

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

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

MyEnglishLab ROADMAP A2

Exercise 2

Choose the correct alternatives.

- 1 Raül usually feels tired in the ( ) .
- 2 He finds it ( ) to remember things.
- 3 He ( ) notes to help him.
- 4 He needs a comfortable ( ) to help him study.

MyEnglishLab ROADMAP A2

Exercise 1

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

A day in the life of Valerie Ackerman

As part of our series 'A day in the life of ...' we are spending a day with unusual, exciting and special people to find out about how they live.

Today, I'm spending time with Valerie Ackerman. Valerie is 103 years old and I'm going to live a day in her life and find out about her daily routine and habits. We start the day at 7.00 in the morning. 'I always get up with the sun,' says Valerie. 'I never miss the morning sunshine. It makes me happy all day!'

The early morning habit is just one example in Valerie's day that she says helps her live a long and happy life. For breakfast, Valerie and I eat two eggs mixed with olive oil and we drink a cup of hot water with lemon. I like eggs in the heat. It's exercise time. Every day, Valerie walks around the village square five times, without taking any rest. 'Sometimes when it's cold or raining, it can be difficult,' says Valerie, 'but I hardly ever miss this exercise. I think it's a very important part of my day!'

After her exercise routine, Valerie meets up with her friends. Together they listen to music, read poetry and play games. 'We don't watch TV. It makes us very tired and we don't think it's fun,' Valerie laughs and plays with her friends and then goes home for lunch. She eats baked corn and fish and drinks a big cup of hot chocolate. For Valerie, Valerie has a very special day.

'It's the hot chocolate I love!' says Valerie. After lunch, it's time for a nap. Sleeping for two hours in the afternoon keeps Valerie relaxed and ready for the evening. Sixty years of napping every day – that sounds good to me! In the evening, we make a simple dinner of chicken and bread. Then Valerie sits down to write in her diary. She has over 100 diaries because each evening she always writes down her thoughts and feelings. 'It helps to clear my mind and finish the day,' says Valerie, 'and then my mind is free to start again the next day!'

Then at eleven o'clock, it's time for bed. Valerie sleeps for eight hours every night. She says she always sleeps well and never has bad dreams. Now we know how to live to be a hundred years old! Valerie's habits and routines are fun and really easy. Why not try them?



## TEACHER'S BOOK

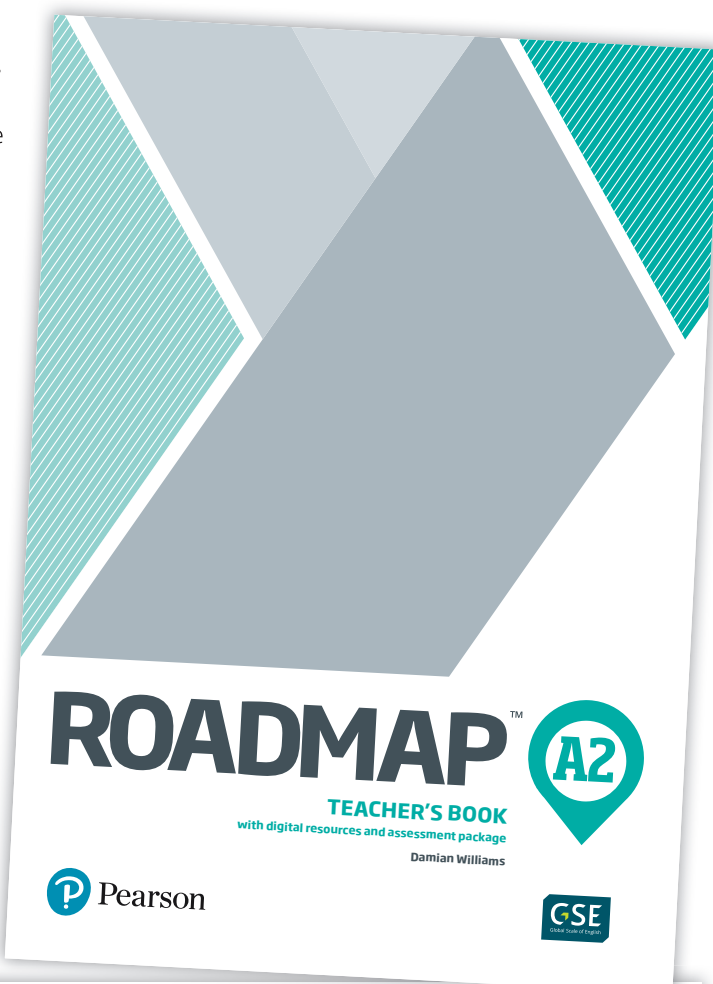
The *Roadmap Teacher's Book* provides step-by-step instructions on how to exploit the material.

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

## TEACHER'S DIGITAL RESOURCES

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

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



## 1 OVERVIEW

### 1A People and places

**Goal** | introduce yourself  
**Grammar** | verb *be* – positive and negative  
**Vocabulary** | countries and nationalities  
**GSE learning objective**  
 Can give key information to introduce themselves (e.g. name, age, where they are from)

### 1B All about me

**Goal** | ask and answer questions  
**Grammar** | questions with *be*  
**Vocabulary** | question words  
**GSE learning objective**  
 Can answer simple questions in a face-to-face survey

### 1C For sale

**Goal** | talk about things for sale  
**Grammar** | *this, that, these and those*  
**Vocabulary** | everyday objects  
**GSE learning objective**  
 Can make simple transactions in shops, post offices and banks

### 1D English in action

**Goal** | tell the time  
**GSE learning objective**  
 Can pass on information about times and places using simple language

### Roadmap video

Go online for the Roadmap video and worksheet.

### Check and reflect

Review exercises and communicative activities to practise the grammar and vocabulary from the unit.

### VOCABULARY BANK

#### 1A Countries, nationalities and continents

#### DEVELOP YOUR SKILLS

##### 1A Develop your writing

**Goal** | write an online message  
**Focus** | using capital letters and full stops  
**GSE learning objective**  
 Can write a few simple sentences to introduce themselves and provide basic personal information, given prompts or a model

##### 1B Develop your listening

**Goal** | understand a simple conversation  
**Focus** | understanding question words  
**GSE learning objective**  
 Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly

##### 1C Develop your reading

**Goal** | understand and adverts  
**Focus** | identifying specific information  
**GSE learning objective**  
 Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets)

### 1A People and places

#### Introduction

The goal of this lesson is for students to practise introducing themselves to others. To help them achieve this, they will learn or revise the verb *be* in the present simple (positive and negative) and vocabulary related to countries and nationalities.

#### Warm-up

Before class, find some photos of iconic things from places round the world (e.g. The Eiffel Tower, a Chinese dragon, a sombrero, etc.) and a map of the world. Show each photo in turn and elicit a) what it is, and b) where it's from, using the map of the world. Use this activity to review the names of different countries, drill them and write them on the board.

#### Listening

**1** Focus attention on the photos and elicit what Ss can see. Ss discuss the question in pairs. When they have finished, elicit a few answers and ask what the three situations have in common (people meeting each other).

Answers: **A** a party **B** university **C** a meeting

**2a** **1.1** You may want to ask Ss to cover the sentences from the conversations in Ex 2b while they listen, in order to ensure they only listen for gist and remain focused on matching the situations with the photos in Ex 1. Ss listen and match the conversations with the photos, then check in pairs. Check answers as a class.

Answers: **1B** **2C** **3A**

#### Teaching tip

With listening activities, it's useful to start with an easier task for general understanding, before moving on to more detailed comprehension. This allows Ss to approach the listening in a 'top-down' manner and stops them becoming overwhelmed by too much new language the first time they listen.

**b** Point to the sentences and explain that these are from the three conversations they just heard. Play the recording again for Ss to listen and choose the correct alternatives. Ss check answers in pairs then check answers as a class.

Answers: **1** Scotland **2** Sydney **3** Australian  
**4** New York **5** Mexico

**c** Point to the box and ask: *Where's Alex from? Tell Ss to use the first conversation to find the answer (Scotland). Ss then discuss where the rest of the people are from in pairs. Check answers as a class, asking: Where's/are... from? for each person/the people in the box, and write the sentences in the answer key on the board. Ss will use these sentences in the grammar activity, so maintain the mixed use of contracted and full forms.*

Answers: Alex is from Scotland. Claire's from Manchester. Daniel's from Mexico. Gabriel and Angela are from New York. Lewis and Rachel are from Brighton. Maya's from London but she lives in Sydney.

#### Audioscript 1.1

**1** Lewis: Hello, I'm Lewis.  
 Rachel: Hi, Lewis. I'm Rachel and this is Alex.  
 Lewis: Hi, Alex.  
 Alex: Hi. It's our first day here.  
 Lewis: Right. I'm a second-year student. Where are you from?  
 Alex: I'm from a small town in Scotland.  
 Lewis: Oh, OK. And you Rachel?  
 Rachel: I'm from Brighton.  
 Lewis: Oh wow, me too!

**2** Gabriel: Hi! I'm Gabriel and this is Angela.  
 Maya: Hi, I'm Maya. Nice to meet you both.  
 Gabriel: You too. Where are you from?  
 Maya: I'm from the Sydney office.  
 Gabriel: Ah, but you aren't Australian, right?  
 Maya: No, I'm British, but I live in Sydney.  
 Gabriel: Sydney's a great city.  
 Maya: Yes, it is. The weather's fantastic. It isn't cold for six months of the year like London! Where are you from?  
 Gabriel: We're from the New York office. And it's very cold there in the winter!

**3** Daniel: Hi, I'm Daniel. What's your name?  
 Claire: Hi, I'm Claire. Where are you from, Daniel?  
 Daniel: I'm from Mexico. And you?  
 Claire: I'm from Manchester.  
 Daniel: Right. This is my first salsa party.  
 Claire: Oh. Are you a good salsa dancer?  
 Daniel: I'm not sure.  
 Claire: Well, let's see. Come and dance!  
 Daniel: OK!

#### Grammar

##### Verb *be* – positive and negative

**3** Books closed. Focus attention on the first sentence you wrote on the board from Ex 2c and underline 'is'. Ask: *What verb is this? What's the infinitive? (be).* Go through the rest of the sentences on the board and elicit the verb *be* in each one (or ask Ss to come to the board and underline them). Elicit which sentences have contractions, and what they are (Claire's, Daniel's, Maya's). Ss open their books again and focus attention on the table. Give Ss a few minutes to complete it and encourage them to use the conversation extracts in Ex 2b to help. Ss then check in pairs. Check answer with the whole class, writing the answers on the board.

Answers: **1** *me* **2** *he* **3** *aren't*

##### Grammar checkpoint

Some languages (e.g. Russian, Hebrew) don't use the verb *be* in the present tense. If you have Ss with one of these first languages, it's worth going over the form of *be* in the present tense very clearly here.

#### GRAMMAR BANK 1A pp.116–117

**Stronger classes** could read the notes at home. Otherwise, check the notes with Ss, especially the use of contractions and the fact that you're both singular and plural. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

#### Answers:

- A** **1** *isn't/isn't* **2** *aren't/aren't* **3** *is*  
**4** *isn't/isn't* **5** *is* **6** *isn't/isn't* **7** *are/are/are* **8** *aren't/aren't* **9** *are*  
**B** (The sentences with contractions can also be written using the full forms.)  
**1** Sam's a teacher.  
**2** Mel and her friend Sue are 33 years old.  
**3** My watch isn't from Switzerland.  
**4** Zak and his brother are doctors.  
**5** It's ten o'clock in the morning.  
**6** We aren't very happy about the news.  
**7** A cup of coffee is £2.99.  
**8** The clothes in this shop aren't very nice.  
**9** This coffee isn't good.  
**10** The school is very nice.

**4a** **1.2** Ss listen to the sentences and pay attention to how the contracted forms are pronounced.

#### Teaching tip

If Ss are having difficulty, show the contracted forms on your fingers. Point to your index finger and say *I*, then point to your second finger and say *am*. Then join your fingers together and say *I'm*. Repeat with the rest of the contractions.

**b** Ss listen again and repeat each sentence.

#### Pronunciation checkpoint

Contractions are very common not only in spoken English, but in written English too these days. However, we don't contract *is after* *this* (e.g. *This is Ken*, NOT: *This's Ken*). Also, we don't contract *is/are* in questions (e.g. *Where are you from?* NOT: *Where're you from?*).

**5a** Elicit the first answer as an example and write it on the board if necessary. Tell Ss to use the contracted form if possible. Ss complete the rest of the conversation alone then check in pairs. Don't give any answers yet.

**b** **1.3** Ss listen and check their answers.

Answers: **1** *me* **2** *s* **3** *is* **4** *are* **5** *is*  
**6** *isn't (isn't is also possible)* **7** *am* **8** *s*

**6a** Arrange Ss in groups of three to practise the conversation. Monitor and make sure they're using the contracted forms correctly. When they have finished, ask Ss to swap roles and practise it again.

**b** Give Ss a few minutes to read the conversation again and decide how they'll change the information so it's true for them. When they are ready, ask them to practise their conversations. In feedback, ask a few groups to perform their conversations to the class.

#### Further practice

Photocopiable activities: 1A Grammar 1, p137;  
 1A Grammar 2, p138



## 2A

### Grammar 2 Possessive adjectives and possessive 's

#### Student A

#### 1 Complete the text with possessive adjectives and possessive 's.

Jannik is 20 years old and he's a student. Jannik <sup>1</sup> \_\_\_\_\_ mother and father are from Germany. <sup>2</sup> \_\_\_\_\_ house is in Berlin. Jannik's sister lives in Munich. She's 26 years old. <sup>3</sup> \_\_\_\_\_ husband is a teacher. They live with <sup>4</sup> \_\_\_\_\_ daughter. <sup>5</sup> \_\_\_\_\_ name's Antonia and she's three years old. Jannik's other sister lives with <sup>6</sup> \_\_\_\_\_ dog. <sup>7</sup> \_\_\_\_\_ dog's name is Trixie. She's in Canada now because <sup>8</sup> \_\_\_\_\_ boyfriend is Canadian.

#### 2 Read your text to Student B.

#### 3 Listen to Student B and complete the text with the missing information.

Luiza is <sup>1</sup> \_\_\_\_\_ years old. She lives in Buenos Aires with her husband <sup>2</sup> \_\_\_\_\_. They have a small apartment, a son and a cat. Their son's name is <sup>3</sup> \_\_\_\_\_. Their cat's name is Sofia. Luiza's son is at university. He studies English. Luiza's mother is Argentinian. Her father is Mexican. They live in Santa Fe, but her father is in <sup>4</sup> \_\_\_\_\_. Now, Luiza's brother is called <sup>5</sup> \_\_\_\_\_. He lives in the US. He's married. His wife is American. Their daughter is at school. She's <sup>6</sup> \_\_\_\_\_ years old.

#### Student B

#### 1 Complete the text with possessive adjectives and possessive 's.

Luiza is 45 years old. She lives in Buenos Aires with <sup>1</sup> \_\_\_\_\_ husband Mateo. They have a small apartment, a son and a cat. <sup>2</sup> \_\_\_\_\_ son's name is Leandro. <sup>3</sup> \_\_\_\_\_ cat's name is Sofia. Luiza <sup>4</sup> \_\_\_\_\_ son is at university. He studies English. Luiza <sup>5</sup> \_\_\_\_\_ mother is Argentinian. <sup>6</sup> \_\_\_\_\_ father is Mexican. They live in Santa Fe, but her father is in <sup>7</sup> \_\_\_\_\_. New York now. Luiza's brother is called Alfredo. He lives in the US. He's married. <sup>8</sup> \_\_\_\_\_ wife is American. <sup>9</sup> \_\_\_\_\_ daughter is at school. She's 12 years old.

#### 2 Read your text to Student A.

#### 3 Listen to Student A and complete the text with the missing information.

Jannik is <sup>1</sup> \_\_\_\_\_ years old and he's a student. Jannik's mother and father are from Germany. Their house is in <sup>2</sup> \_\_\_\_\_. Jannik's sister lives in Munich. She's <sup>3</sup> \_\_\_\_\_ years old. Her husband is a teacher. They live with their daughter. Her name's <sup>4</sup> \_\_\_\_\_ and she's three years old. Jannik's other sister lives with her dog. Her dog's name is <sup>5</sup> \_\_\_\_\_. She's in <sup>6</sup> \_\_\_\_\_ now because her boyfriend is Canadian.

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## 3B

### Grammar 1 Present simple with *he, she* and *it*

#### 1 Write sentences using the prompts to describe Millie's day.

1  Millie / get up Millie gets up at quarter past six.	2  have / breakfast	3  leave / home
4  get / work	5  have / coffee, read / newspaper	6  have / lunch
7  finish / work	8  get / home	9  go / to the gym
10  have / dinner	11  watch / TV	12  go / to bed

#### 2 Work in pairs and follow the instructions.

- Student A, turn over your worksheet. Can you remember Millie's day from morning to lunchtime? Student B, check their answers.
- Student B, turn over your worksheet. Can you remember Millie's day from lunchtime to evening? Student A, check their answers.

#### 3 Is your day similar or different to Millie's? Tell your partner.

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## PRESENTATION TOOL

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

### Presentation tool:

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

### Resources area:

- PDFs of the *Grammar bank* materials.
- Video worksheets.
- Photocopiable activities with teacher's notes.
- Audioscripts.
- Assessment package containing all the course tests.





## Syllabus

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

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

## The Global Scale of English

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

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

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

## Teacher Mapping Booklet and GSE Toolkit

You will find the GSE Teacher Mapping Booklet for *Roadmap* online at [english.com/roadmap](http://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](http://english.com/gse).

## Topics

Maintaining learners' interest is a vital part of the teacher's role. Research suggests that learners get bored if they stay on the same topic for too long so each lesson in *Roadmap* introduces a fresh theme, although there is always a coherent link in terms of language items covered from one lesson to the next. There is also a topic link with the *Develop your skills* lessons which are an extension of the main lesson. Fresh angles on familiar topics have been used wherever possible and reading and listening texts have been designed to be as authentic as possible. The texts are based on real-world sources and although they have been graded, especially at the lower levels, to make them accessible for students, the 'tone' of the texts is as realistic as possible. Every unit contains a variety of rich and authentic input material including specially filmed video clips.

- New topics are introduced in every lesson so learners never get bored.
- Fresh angles on familiar topics have been introduced wherever possible.
- Reading and listening texts are designed to be as authentic as possible and are based on real-world sources.

## Grammar

Successful communication is dependent on an ability to recognise and use grammatical structures. Learners can often manage to make themselves understood with a limited repertoire of words and phrases but as their level progresses, they increasingly need grammar to navigate more complex situations and communicate more sophisticated ideas and opinions. Students also need a knowledge of grammar to understand sentence formation when reading and listening and to be able to produce accurate grammar in professional and exam situations. Grammar is a core feature of learning a language and *Roadmap* recognises this by giving it a central role in each of the main lessons:

- Grammar is introduced in context through short listening/reading texts so that learners can see the language in action, and understand how and when it is used.
- Grammar items are then presented and practised using a 'guided-discovery' approach. Learners study the patterns of a grammar point and are often asked to identify aspects of meaning or form by completing simple exercises and/or rules and tables.
- Language items are presented in a concise form in a Grammar box in the main lesson and a fuller explanation of each grammar point is provided in the *Grammar bank* at the back of the book.
- Each grammar point has one or two controlled practice exercises plus a freer personalised activity which is designed to be genuinely communicative and to offer students the opportunity to say something about themselves or the topic. Learners are also encouraged to use the language they have learned in the final speaking task.
- The *Grammar bank* in the Students' Book, the Workbook and mobile app have additional grammar practice exercises. There are also further photocopiable grammar activities in the Teacher's Book.



## Vocabulary

Developing a wide range of vocabulary is also key to developing communicative competence. A good knowledge of vocabulary helps learners to improve their reading and listening skills and is also important for writing. A knowledge of high-frequency collocations and fixed and semi-fixed phrases is also an effective way to increase spoken fluency. Vocabulary is an important feature of every lesson in *Roadmap*. Vocabulary items have been selected a) according to the topic of the lesson and b) according to how useful they are for the final speaking task. Vocabulary is always presented in context through photos or texts and practised through controlled and freer practice activities. Vocabulary is also constantly recycled throughout the course and learners are actively encouraged to use the new vocabulary they have learned to give their personal opinions on the topics in focus and to talk about their own lives and experiences.

- Vocabulary is an important feature of every lesson. It is usually presented in context through quotes and/or short reading texts or illustrated with photos and/or cartoons so that learners can understand how and when an item is used.
- The emphasis throughout is on high-frequency, useful vocabulary. At lower levels, the focus is on presenting lexical sets and at higher levels there is an increased focus on word-building, collocation and useful fixed phrases.
- Vocabulary is practised in a variety of ways with one or two controlled practice activities for each vocabulary section. Learners are often asked to relate the vocabulary they have learned to their own lives making it more memorable.
- Vocabulary is constantly recycled throughout the course and further practice is provided in the *Check and reflect* pages, on the mobile app, in the Workbook and photocopiable activities in the Teacher's Book.
- The *Vocabulary bank* at the back of the Students' Book further extends some of the key vocabulary areas covered in the main lessons.

## Functional Language

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

*Roadmap* recognises the importance of functional language and each unit has an *English in action* page which focuses on useful areas such as giving directions, asking for information, clarifying information, etc. Each *English in action* lesson has a communicative outcome based on a GSE learning objective and key functional language items are highlighted in a *Useful phrases* box.

- *English in action* lessons focus on useful functional areas such as giving directions, clarifying information, etc.
- Each *English in action* lesson has a communicative outcome based on a GSE learning objective.
- Key functional language items are highlighted in a *Useful phrases* box.

## Pronunciation

Teachers often have mixed attitudes towards teaching pronunciation in their lessons. Some consider that it is relatively unimportant, especially if their learners can generally make themselves understood, but others place great importance on developing pronunciation that is more than just intelligible. They consider that a systematic focus on pronunciation in a lesson, however brief, can have a significant impact on developing learners' communicative competence.

In *Roadmap*, we have taken a practical, integrated approach to developing students' pronunciation by highlighting features that often cause problems in conjunction with the areas of grammar, vocabulary or functional language in focus. Where relevant to the level, a grammatical or functional language focus is followed by practice of a feature of pronunciation, for example, the weak forms of auxiliary verbs or connected speech in certain functional exponents. Students are given the opportunity to listen to models of the pronunciation, notice the key features and then practise it.

- Pronunciation is a prominent feature of the syllabus, and practice is generally linked to the main grammar, vocabulary and functional language in focus.
- *Listen and repeat* activities reinforce pronunciation of new language. As and when appropriate, there is an emphasis on areas of pronunciation that affect communication, for example, sentence stress/intonation.

## Skills development

*Roadmap* recognises that effective communication involves receptive as well as productive skills. Although speaking is the main skills focus in each of the main lessons, short reading and listening texts are used to present and practise new language and introduce topics for discussion. These cover a variety of different genres – blogs, articles, fact files, etc. – but are never very long as research indicates that teachers want to maximise speaking practice during class time. *Roadmap* also recognises the importance of writing and suggestions for writing extension activities are suggested in the teacher's notes for each of the main lessons.

In addition to the reading, writing and listening material in the main lessons, there is a *Develop your skills* section at the back of the book for learners who want to improve their reading, writing or listening skills. There are three *Develop your skills* lessons for each unit. Each lesson is built around a GSE learning objective and concentrates on a specific skill – reading, listening or writing. They are linked thematically to one of the main lessons and can be done at home or in class. The *Develop your skills* lessons expose learners to different text genres of reading (articles, blogs, etc.), writing (emails, reports, essays, etc.) and listening (radio broadcasts, conversations, etc.) and focus on different strategies or sub-skills to improve general competence in each skill. These strategies are particularly useful for exam training.

## Speaking

Most learners, whatever their age and whatever specific goals or reasons they might have for learning English, want to improve their speaking skills. Many learners lack opportunities to practise in the real world so they need to make the most of opportunities to speak English in the classroom. *Roadmap* recognises the importance of speaking and there are many opportunities throughout the course for learners to participate in a wide variety of different speaking activities. For example, learners might



be asked to discuss a series of questions, respond to photos or cartoons, give their opinions about the content of a reading or listening text or take part in conversations, discussions and role-plays. Speaking is a fundamental part of each lesson and learners are frequently asked to work together in pairs or groups to maximise opportunities to speak in class.

Many learners are reluctant or unable to speak because they have nothing to say or lack the language they need to say what they want to say. *Roadmap* helps learners to overcome these problems and one of the key aims of the course is to increase learners' confidence and fluency. Each of the four core lessons in each unit are built around a *Global Scale of English* speaking objective and all the grammar, functional language, vocabulary and pronunciation is geared towards helping learners achieve that objective. Learners develop fluency when they are motivated to speak and for this to happen, engaging topics and relevant, carefully-staged speaking tasks are essential. In each lesson of *Roadmap* there is a logical sequence of linked activities that have been carefully constructed and staged to help learners perform the final speaking task to the best of their ability. Learners are given time to prepare their ideas and think about the language they need for the final speaking task in a structured way. Giving learners time to rehearse is crucial in terms of building their confidence and this in turn leads to better motivation and greater accuracy and fluency. As learners' confidence increases, their willingness to experiment with the language also increases. Speaking is systematically developed in *Roadmap* through the following activities:

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

## Listening

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

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

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

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

## Reading

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

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



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

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

## Writing

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

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

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

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

## Review and consolidation

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

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