



ROADMAPTM

READY TO GO LESSONS

Introduction





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READY TO GO LESSONS

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.

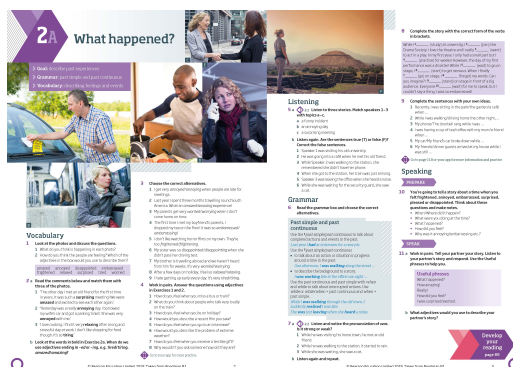
How do I use the Ready to go lessons?

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 B1, Unit 2).

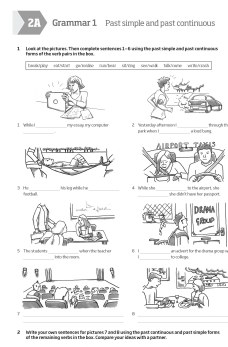


For each lesson, start with the pdf called CONTENTS. This will give a reminder of the lesson objectives and a summary of the files provided. There is always one file for the student (STUDENT) and one for the teacher (TEACHER). There may also be audio files or photocopiable worksheets.

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.

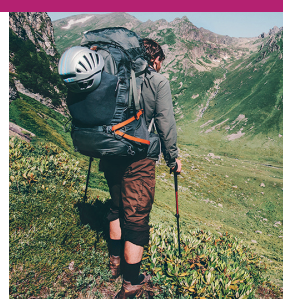
Contents

FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 1 page 6				
1A Profiles page 6	present simple and present continuous	personal details	<i>do you</i>	get to know someone
1B Life maps page 8	<i>be going to</i> and present continuous	personal characteristics	<i>-ing</i>	describe future plans and arrangements
1C What next? page 10	<i>will</i> for prediction	describing change	<i>will/won't</i>	make predictions about the future
1D English in action page 12	make and respond to suggestions			make and respond to suggestions
Check and reflect page 13 Go online for the Roadmap video.				
UNIT 2 page 14				
2A What happened? page 14	past simple and past continuous	describing feelings and events	weak forms	describe past experiences
2B Memories page 16	<i>used to</i>	memories	<i>used to</i>	talk about memories
2C Culture shock page 18	<i>so/such ... that; too ... to; not ... enough to</i>	feelings and reactions	<i>so/such</i>	describe a new experience
2D English in action page 20	show interest in a conversation			show interest in a conversation
Check and reflect page 21 Go online for the Roadmap video.				
Communication game: First to finish! (Units 1–2) page 146				
UNIT 3 page 22				
3A Bucket lists page 22	present perfect and past simple	experiences	contractions	talk about experiences
3B Catching up page 24	present perfect continuous and present perfect simple	keeping in touch/catching up	weak forms	talk about what you've been doing recently
3C My kind of town page 26	articles	features of a town	articles	talk about a favourite town, city or neighbourhood
3D English in action page 28	ask for, follow and give directions			ask for, follow and give directions
Check and reflect page 29 Go online for the Roadmap video.				
UNIT 4 page 30				
4A The internet generation page 30	comparatives	lifestyles	weak forms	discuss and compare lifestyles
4B Popular brands page 32	superlatives	products and services	stressed syllables; <i>most</i>	express preferences about brands
4C Favourite films page 34	defining relative clauses	types of film	stressed syllables; <i>which/that</i>	describe the plot of a film
4D English in action page 36	ask for and give opinions			ask for and give opinions
Check and reflect page 37 Go online for the Roadmap video.				
Communication game: True or False (Units 3–4 review) page 147				
UNIT 5 page 38				
5A How does it look? page 38	modal verbs: possibility and deduction	describing clothes and appearance	contractions	make guesses about people
5B Living space page 40	zero and first conditional	places to live	contractions	discuss advantages and disadvantages
5C Eating well page 42	quantifiers	describing food	weak forms	plan a special occasion
5D English in action page 44	give instructions and ask for information			give instructions and ask for information
Check and reflect page 45 Go online for the Roadmap video.				

EXTENDED ROUTE

DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS
1A Develop your reading page 86	understand an article	reading for general understanding
1B Develop your writing page 87	write a job application	using paragraphs in a job application
1C Develop your listening page 88	understand a podcast	recognising positive and negative attitudes
2A Develop your reading page 89	understand a news story	reading for specific information
2B Develop your writing page 90	write an essay	writing paragraphs
2C Develop your listening page 91	understand an interview	understanding linkers
3A Develop your reading page 92	understand adverts	recognising similar ideas
3B Develop your listening page 93	understand a conversation	understanding discourse markers
3C Develop your writing page 94	write a guide	planning a piece of writing
4A Develop your listening page 95	understand a radio programme	predicting information
4B Develop your writing page 96	write a biography	using linkers
4C Develop your reading page 97	understand a magazine article	understanding paragraph structure
5A Develop your writing page 98	write a personal email	using informal words and expressions
5B Develop your reading page 99	understand a factual article	guessing unknown words
5C Develop your listening page 100	understand announcements	listening for specific information



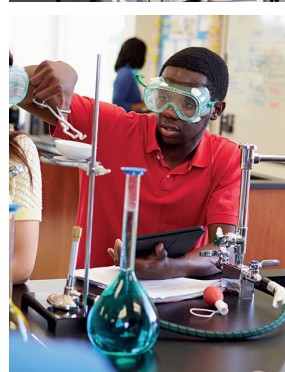
Contents

FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 6 page 46				
6A Life without ... page 46	second conditional	everyday activities	contractions	discuss hypothetical situations
6B A difficult choice page 48	structures for giving advice	describing bad behaviour and crime	connected speech	ask for and give advice
6C Take action! page 50	question tags	environmental issues	intonation in question tags	plan a campaign
6D English in action page 52	make and respond to requests			make and respond to requests
Check and reflect page 53 Go online for the Roadmap video.				
Communication game: Cross the lake (Units 5–6 review) page 148				
UNIT 7 page 54				
7A New skills page 54	modal verbs: ability	skills and abilities	weak forms	discuss study options
7B Life events page 56	past perfect	milestones	contractions	talk about life events
7C Trip of a lifetime page 58	expressing purpose	outdoor equipment	weak forms	decide what to take on a trip
7D English in action page 60	ask for information			ask for information
Check and reflect page 61 Go online for the Roadmap video.				
UNIT 8 page 62				
8A Changing rules page 62	modal verbs: obligation and necessity	multi-word verbs	contractions	talk about rules
8B Who says I can't? page 64	passives: present and past	comment adverbs	weak forms	talk about someone's life
8C Natural world page 66	non-defining relative clauses	geographical features	wh-	describe and recommend places
8D English in action page 68	make excuses and apologise			make excuses and apologise
Check and reflect page 69 Go online for the Roadmap video.				
Communication game: Roadmap race (Units 7–8 review) page 149				
UNIT 9 page 70				
9A Shopping page 70	the passive: all tenses	shopping	word stress	discuss and suggest improvements
9B What if ...? page 72	third conditional	strong and weak adjectives	contractions	tell a story
9C Is it art? page 74	short responses with <i>so</i> , <i>neither/nor</i> , <i>too/either</i>	describing art	connected speech	express agreement and disagreement
9D English in action page 76	make complaints			make complaints
Check and reflect page 77 Go online for the Roadmap video.				
UNIT 10 page 78				
10A Education page 78	reported statements	education	contractions	report opinions
10B Green cities page 80	verb patterns	suggestions and improvements	weak forms	talk about improving your town or city
10C What's in a job? page 82	reported questions	work activities	intonation in direct and reported questions	report the results of a survey
10D English in action page 84	ask and answer interview questions			ask and answer interview questions
Check and reflect page 85 Go online for the Roadmap video.				
Communication game: Keep talking (Units 9–10 review) page 150				
Grammar bank page 116 Vocabulary bank page 136 Communication bank page 151 Irregular verbs page 160				

EXTENDED ROUTE

DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS
6A Develop your listening page 101	understand a short talk	identifying the stages of a talk
6B Develop your reading page 102	understand a magazine article	understanding linkers
6C Develop your writing page 103	write a for and against essay	organising ideas
7A Develop your writing page 104	write short notices	engaging a reader
7B Develop your reading page 105	understand a magazine article	understanding the sequence of events
7C Develop your listening page 105	understand a presentation	listening for specific information
8A Develop your writing page 107	write a short email	adding and contrasting ideas
8B Develop your listening page 108	understand a radio phone-in programme	guessing the meaning of unknown words
8C Develop your reading page 109	understand a brochure	understanding reference
9A Develop your reading page 110	understand a short article	recognising degrees of certainty
9B Develop your writing page 111	write a story	making comparisons
9C Develop your listening page 112	understand a radio discussion	recognising a speaker's opinions
10A Develop your writing page 113	write an email asking for information	requesting information
10B Develop your reading page 114	understand an article	making inferences
10C Develop your listening page 115	understand short conversations	understanding meaning from context





WELCOME TO *ROADMAP*

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

Map your own route through the course

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

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

Fast track route:

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

Extended route:

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

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

Build your students' confidence

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

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

Make the most of your skills as a teacher

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

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

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



FOR LEARNERS

STUDENTS' BOOK WITH DIGITAL RESOURCES AND MOBILE APP

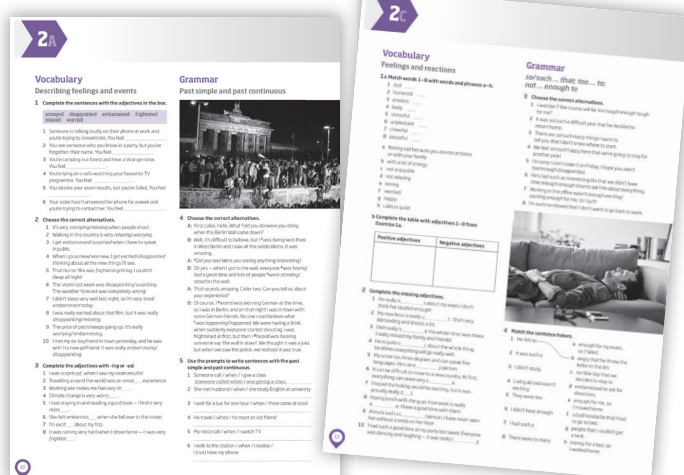
- Ten units with three main input lessons linked to three *Develop your skills* lessons at the back of the book.
- Each lesson includes grammar, vocabulary and pronunciation and leads to a final speaking task based on *Global Scale of English* learning objectives.
- Key language presented and cross-referenced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

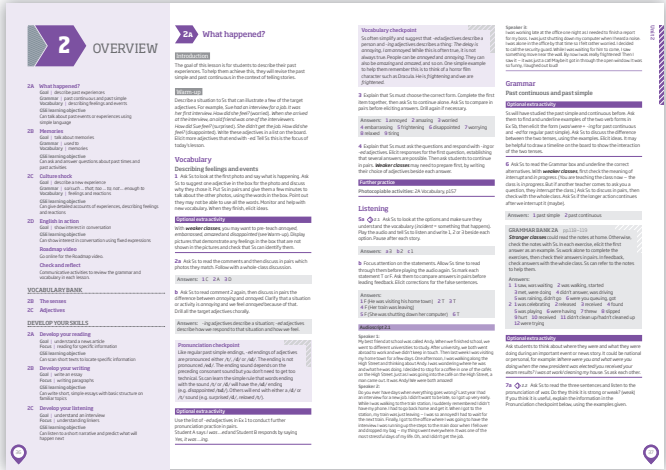


FOR TEACHERS

TEACHER'S BOOK

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

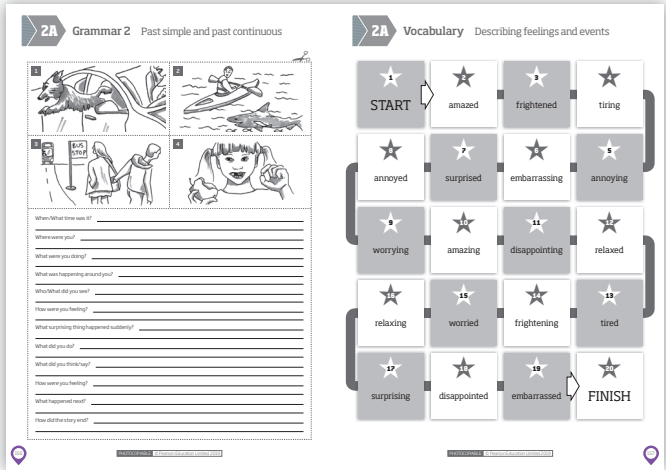
- Teacher's notes for every unit with warmers, fillers, alternative suggestions, advice on dealing with tricky language items, culture notes etc.
- Teaching tips on useful areas such as dealing with mixed abilities, teaching grammar, vocabulary and pronunciation.
- Grammar and vocabulary photocopiable 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.



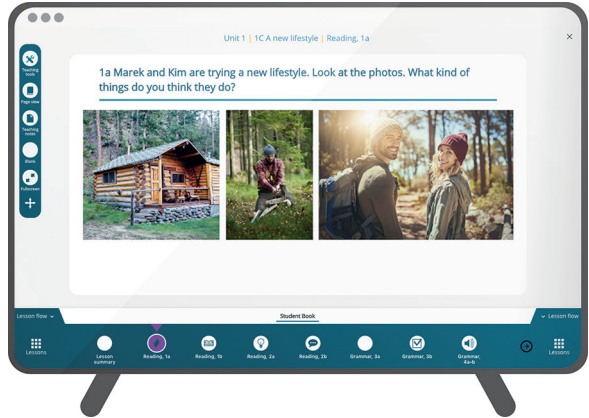
VIDEO

- 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.



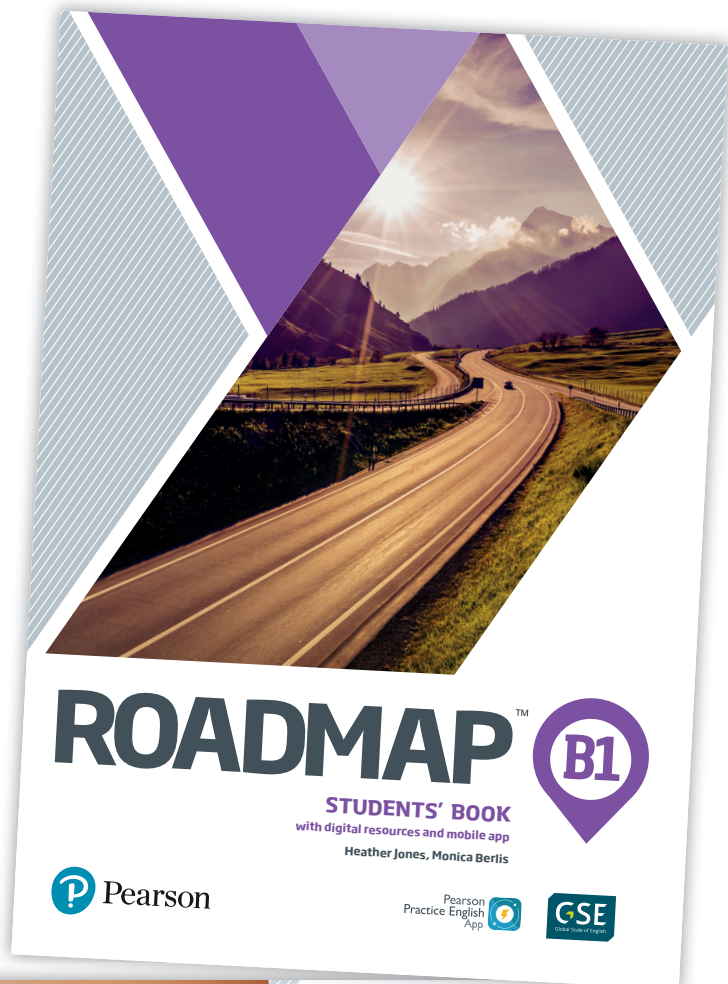
PRESENTATION TOOL

- 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 Key vocabulary is presented in context and practised through personalised activities.
- 5 Short reading and/or listening texts featuring real-life information are used to present grammar and/or vocabulary.
- 6 Grammar rules are clearly highlighted and target language practised through form-based and communicative practice activities.
- 7 Additional practice is provided on the mobile app and in the *Grammar bank* at the back of the book.
- 8 Pronunciation is highlighted and practised in each lesson.
- 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.



2A What happened?

1 Goal: describe past experiences
Grammar: past simple and past continuous
Vocabulary: describing feelings and events




2 **3**




3 Choose the correct alternatives.

- 1 I get very **amazed**/annoyed when people are late for meetings.
- 2 Last year I spent three months travelling round South America. What an **amazed**/amazing experience!
- 3 My parents get very **worried**/worrying when I don't come home on time.
- 4 The first time I met my boyfriend's parents, I dropped my tea on the floor! It was so **embarrassed**/embarrassing!
- 5 I don't like watching horror films on my own. They're too **frightened**/frightening.
- 6 My sister was so **disappointed**/disappointing when she didn't pass her driving test.
- 7 My brother is travelling abroad and we haven't heard from him for weeks. It's very **worried**/worrying.
- 8 After a few days on holiday, I feel so **relaxed**/relaxing.
- 9 I hate getting up early every day. It's very **tired**/tiring.

4 Work in pairs. Answer the questions using adjectives in Exercises 1 and 2.

- 1 How do you feel when you miss a bus or train?
- 2 What do you think about people who talk very loudly on the train?
- 3 How do you feel when you're on holiday?
- 4 How would you describe a recent film you saw?
- 5 How do you feel when you go to an interview?
- 6 How would you describe the problem of extreme weather?
- 7 How do you feel when you receive a terrible gift?
- 8 Why wouldn't you ask someone how old they are?

14 Go to your app for more practice.

5 Listening

5 a **2.1 Listen to three stories. Match speakers 1–3 with topics a–c.**

- a a funny incident
- b an annoying day
- c a surprising meeting

b Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Speaker 1 was visiting his old university.
- 2 He was going into a café when he met his old friend.
- 3 While Speaker 2 was walking to the station, she remembered she didn't have her phone.
- 4 When she got to the station, her train was just arriving.
- 5 Speaker 3 was leaving the office when she heard a noise.
- 6 While she was waiting for the security guard, she saw a cat.

6 Grammar

6 Read the grammar box and choose the correct alternatives.

Past simple and past continuous

Use the **past simple**/past continuous to talk about completed actions and events in the past.

*Last year I **had** an interview for a new job.*

Use the **past simple**/past continuous

- to talk about an action or situation in progress around a time in the past.

*One afternoon, I **was walking** along the street...*

- to describe the background to a story.

*I **was working** late at the office one night...*

Use the past continuous and past simple with when and while to talk about interrupted actions. Use **while** or **while**/when + past continuous and when + past simple.

*While I **was walking** through the old town, I suddenly **realised** I was late.*

*She **was just leaving** when she **heard** a noise.*

8 **7 a** **2.2 Listen and notice the pronunciation of was. Is it strong or weak?**

- 1 While he was visiting his home town, he met an old friend.
- 2 While he was walking to the station, it started to rain.
- 3 While she was waiting, she saw a cat.

b Listen again and repeat.

7 b **2.2 Complete the story with the correct form of the verbs in brackets.**

While I ¹ _____ (study) at university, I ² _____ (join) the Drama Society. I love the theatre and I really ³ _____ (want) to act in a play. In my first year, I only had a small part but I ⁴ _____ (practise) for weeks! However, the day of my first performance was a disaster! While I ⁵ _____ (wait) to go on stage, I ⁶ _____ (start) to get nervous. When I finally ⁷ _____ (go) on stage, I ⁸ _____ (forget) my words. Can you imagine? I ⁹ _____ (stand) on stage in front of a big audience. Everyone ¹⁰ _____ (wait) for me to speak, but I couldn't say a thing. I was so embarrassed!

9 Complete the sentences with your own ideas.

- 1 Recently, I was sitting in the park/the garden/a café when...
- 2 While I was walking/driving home the other night, ...
- 3 My phone/The doorbell rang while I was...
- 4 I was having a cup of tea/coffee with my mum/a friend when...
- 5 My car/My friend's car broke down while...
- 6 My friends/dinner guests arrived at my house while I was still...

10 SPEAK

10 You're going to tell a story about a time when you felt frightened, annoyed, embarrassed, surprised, pleased or disappointed. Think about these questions and make notes.

- When/Where did it happen?
- What were you doing at the time?
- What happened?
- How did you feel?
- Why was it annoying/embarrassing etc.?

11 a Work in pairs. Tell your partner your story. Listen to your partner's story and respond. Use the Useful phrases to help you.

Useful phrases

What happened?

How amazing!

Really!

How did you feel?

I was surprised/excited.

b What adjectives would you use to describe your partner's story?

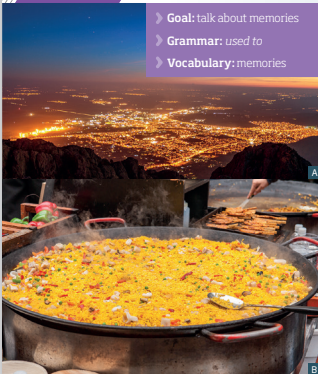
14 Go to your app for more practice.

15 **Develop your reading page 89**

2B

Memories

- Goal: talk about memories
► Grammar: used to
► Vocabulary: memories



Vocabulary

- 1 a Look at the things in box A and match them with the senses in box B. There may be more than one answer.

A	a baby's skin	a cup of coffee	freshly baked bread
B	a sunrise	a train arriving at a station	

feel sight smell sound taste

- b When you think about the past, which of the senses are the most important to you?
- 2 Read the comments. Match them with photos A–E.
- The sound of sea birds always reminds me of summer and holidays at the beach.
 - The smell of paella makes me think of home. I have happy memories of eating outside with my family.
 - The sight of city lights from a plane at night makes me feel excited.
 - I'll never forget the sight of the sun coming up over the mountains and watching it rise into the sky.
 - I'll always remember the taste of my mother's homemade apple pie. It was so good!

- 3 a Which of the phrases in bold in Exercise 2 can be used with ...

- a a verb + -ing?
b an adjective?
c a noun, e.g. a person or a place?

- b Choose two correct alternatives.

- I'll always remember **him/meeting her** / she.
- Looking at the sea always makes me feel **calm** / feeling calm / calm.
- This place reminds me of being young! **My old friends** / happy.
- I'll never forget **the first time I saw it** / travel to that place / entering that place for the first time.
- I have happy memories of school **visiting the seaside** / go to my grandmother's house.

- c Complete the sentences with your own ideas.

- Eating **chips** always reminds me of ...
- The sound of _____ always makes me think of ...
- The smell of _____ reminds me of ...
- The taste of _____ makes me think of my ...
- Seeing _____ makes me feel ...
- Visiting _____ always reminds me of my ...

- d Work in pairs and compare your ideas.

- 1 Go to page 137 or your app for more vocabulary and practice.

Reading

- 4 a Read the post and comments below it. Which of the senses do the comments mention?

Sight, sound, taste, smell, feel – our senses often remind us of important events from our childhood and family life. What are your happiest memories? What helps you remember them?

Comments

The smell of chips always reminds me of swimming lessons when I was at school. We used to pass a chip shop when we were walking to the pool every Friday and if we had money, we'd get some. Whenever I eat chips, I remember those Friday swimming lessons. **Ed**

The sound of rain on the windows always makes me think of my childhood. I grew up in Malaysia and it rained a lot from October to March. My sister and I used to love going out and running around in the rain. My mother didn't use to mind! **Tony**

When I hear the old song Bohemian Rhapsody, I have happy memories of long car journeys on our holidays. Every summer my father used to drive us to the seaside. During the journey we used to play all kinds of music, but this song was our favourite. It always reminds me of that time. **Tess**

The smell and taste of roast chicken always makes me think of my grandmother. We used to go to her house every Sunday. She used to cook lunch for the whole family. I'll never forget her roast chicken. It tasted so good. **Sara**

- b Read the post and comments again and answer the questions.

- Why does the taste of chips remind Ed of school swimming lessons?
- Why does Tony remember his childhood when he hears the sound of rain?
- Why does Tess love that old song?
- Why does roast chicken make Sara think of her grandmother?

Grammar

- 5 Read the grammar box. Find more examples of used to in the comments in Exercise 4.

used to

Use used to to talk about actions that happened regularly in the past, but don't happen now.

Every summer **we used to go to the seaside**.

My mother **didn't use to mind**!

What did she and her sister **use to do**?

Don't use used to for actions or events that only happened once in the past. Use the past simple.

My mum **made a cake last week**.

NOT: ~~My mum used to make a cake last week.~~

- 6 a 2.3 Listen and notice the pronunciation of used to. Which is pronounced more strongly, used or to?

- We used to go every Friday.
- My mother didn't use to mind!
- What did they use to do?

- b Listen again and repeat.

- 7 a Complete the sentences with used to or didn't use to.

- When I was a child, ...
- I _____ ride my bike to school.
 - I _____ fight with my brother a lot.
 - I _____ play volleyball with my friends after school.
 - I _____ go on holiday with my friends.
 - I _____ study hard.
 - I _____ play in the school orchestra.

- b Work in pairs and ask your partner the questions.

Did you use to **ride your bike to school**?

No, I **didn't use to take the bus**.

- c Ask and answer more questions about your childhood. Use the prompts and your own ideas.

- play video games
- go to your grandparents' home on Sundays
- be afraid of the dark
- do a lot of sport

- 1 Go to page 118 or your app for more information and practice.

Speaking

PREPARE

- 8 a 2.4 You're going to talk about your childhood memories. First, listen to two friends talking about their memories. Which senses do they mention?

- b Listen again and answer the questions.

- Does Adam like the song? Why/Why not?
- What smell does Jane love? Why?
- Why does Adam love the smell of coffee and fresh bread?

- 9 Think about the questions and make notes.

- What are your happiest memories of childhood? What makes you remember them?
- Does a particular song have a special meaning for you? Does it make you think of a special time in your life?
- Does a particular smell/sight remind you of something or someone special?
- Do you have a favourite food that reminds you of home?
- Do you have a photo that reminds you of happy times?

SPEAK

- 10 a Work in pairs. Ask and answer the questions in Exercise 9. Use the Useful phrases to help you.

Useful phrases

So, do you have a favourite (food)?
Oh really, why?
Yes, it makes me think of (home/my mum), too.

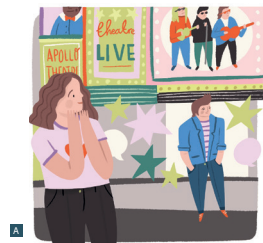
- b Share your memories with another pair. Did you all choose the same sense?

Develop your writing page 90

2D

English in action

- Goal: show interest in a conversation



- 1 Look at the pictures. What do you think is happening in each one?
- 2 a 2.10 Listen and match conversations 1–3 with pictures A–C. Were your ideas in Exercise 1 correct?
- b Listen to the conversations again. How does the person listening help the person telling the story?
- c Listen again. Tick the phrases in the Useful phrases box that you hear.

Useful phrases

Encouraging someone to continue

Uh huh.
Right.
What happened?
What did you do?
And what happened next?
What happened in the end?

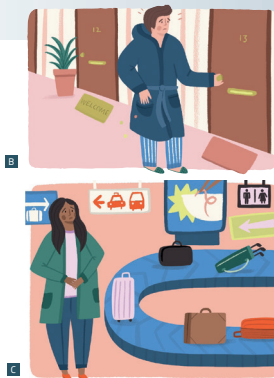
Reacting and showing interest

Wow!
That's so cool!
That's awful!
That's amazing!
Great!
Really?
Oh no!

- 3 a 2.11 Listen to the phrases below. Which of the people sound interested?

- And what happened next?
- That's amazing!
- Oh no.
- So what did you do?

- b 2.12 Listen and repeat.



- 4 Work in pairs. Take turns to read this story to each other. Each time you see (...), react to what your partner says and help them to continue talking.

I had an interesting day yesterday ... I was at work, and my boss told me he wanted to speak to me ... He told me that he was leaving the company ... And that I would be the new boss of the department ... I didn't know what to say. I was so surprised!

A: I had an interesting day yesterday ...
B: Really? What happened?

- 5 a You're going to tell your partner about an experience you've had. First, choose a topic below or think of your own idea.

- a bad day
- somewhere new you visited
- someone famous you saw or met
- an amazing day you had
- something surprising that happened

- b Make some notes. Think about the following:

- when and where it happened
- the most important things that happened
- how you felt

- c Work in pairs. Ask and answer questions about your experiences. Use the Useful phrases to help you.

Go online for the Roadmap video.

12

Check and reflect

- 1 a Complete the words with the correct endings, -ed or -ing.

- The news was surpris____. I was really surpris____ when I heard it.
- I was quite disappoint____ with the film. The story was really disappoint____.
- I had a really tir____ day. I was so tir____ when I finally got to bed.
- I was so embarrass____. It was a really embarrass____ situation.

- b Work in pairs. Talk about times when you experienced the things in Exercise 1a.

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

- I _____ (meet) my husband while I _____ (study) at university. We _____ (be) at the same party one night.
- I _____ (break) my leg while I _____ (ski) _____ (go) down a difficult route and I _____ (fall) over.
- I _____ (meet) my best friend at primary school. We _____ (paint) a picture together and we just _____ (not / stop) talking. We're still best friends today.
- While I _____ (travel) around South America just after I _____ (finish) university, I _____ (start) to learn Spanish. I then _____ (become) a Spanish teacher.

- b Write sentences about three significant events in your life. Work in pairs and discuss them.

- 3 a Complete the sentences with the verbs in the box.

- forget have reminds smile think
- Saturday evening TV always _____ me of my childhood.
 - The smell of chocolate always makes me _____ of my grandparents.
 - I _____ very happy memories of my primary school. I loved every second.
 - I'll never _____ the first time I rode a bike by myself. I felt so happy.
 - The song Perfect Day always makes me _____, it's such a great song.

- b Make the sentences in Exercise 3a true for you.

- 4 a Complete the sentences with the correct form of used to and the verbs in the box.

- be be able not be play
- There _____ a big shopping centre. It opened just a few months ago, actually.
 - There _____ more small independent shops, but many of them have now closed.
 - We _____ football in the park, but they built offices there.
 - You _____ to drive in the city centre. Now cars are not allowed there.

- b Think about a place you know well. Write three sentences about how it used to be different.

- 5 a Complete the sentences with the words in the box.

cheerful dull enjoyable extraordinary
homesick optimistic peaceful stressful

- I never feel _____, unless I'm away from home for a long time and then I sometimes do.
- To be honest, I find reality TV quite _____ and boring, but I love watching action films and documentaries.
- There are some lovely _____, quiet places near where I live. I go walking there quite often.
- I usually get nervous before an exam. I find them quite _____ to be honest.
- I think there are some amazing buildings where I live. Some of them are quite _____.
- I find cooking very _____. If I've got time, I really like preparing nice meals for my friends and family.
- I love spending time with Denise, she's always really _____.
I'll pass!
- The exam was really difficult but I feel _____ and think I'll pass!

- b Work in pairs. Decide if the sentences in Exercise 5a are true or false for your partner. Then check and find out more information.

- 6 a Choose the correct alternatives.

- It's a *such/such a* great city.
- It was *so/such* boring!
- I spent *so/such* much money.
- We were having *so/such* a good time that we didn't want it to end.
- I'm *too* enough young to remember it.
- I'm *not enough* good/good enough yet. I need to improve at it.
- It was *too*/so expensive. I didn't have enough money/money enough to buy it.

- b Replace it in the sentences in Exercise 6a to make true sentences. Work in pairs and compare your ideas.

Reflect

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

- I can describe past experiences.
- I can talk about memories.
- I can describe a new experience.
- I can show interest in a conversation.

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 reading* lessons provide practice of specific genres such as stories, articles, reviews, factual texts, reports, social media and blog posts.
- 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 writing* lessons provide practice of specific genres such as stories, formal and informal emails, blog posts, descriptions, invitations and reviews.
- 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.

2A Develop your reading

Goal: understand a news story
Focus: reading for specific information

1 Discuss the questions.

- 1 Have you read any interesting news stories recently? If so, who were they about and what happened?
- 2 What kind of news stories are you interested in? For example, sport, politics, crime, funny stories etc.

2 Look at the photos and read the headline of the news story. What do you think it's going to be about?

3 Read the Focus box. What can help us find the key details in a news story?

5 Reading for specific information

When we read a news story, we look through it quickly to get the key information. To do this successfully, it helps to look for the answers to these *Wh-* questions:

Who is it about?
What happened?
Where did it happen?
Why/How did it happen?
When did it happen?
What happened in the end?

6 4 Read the news story and answer the questions. Underline the parts of the article with the specific information.

- 1 Who is the article about?
- 2 When did the event take place?
- 3 Where did it take place?
- 4 What happened to the Browns?
- 5 Why did it happen?
- 6 What happened in the end?

5 Read the story again and answer the questions. Underline the parts of the article with the specific information.

- 1 Why did the Browns need to go back to their boat?
- 2 Why didn't their boat come back?
- 3 Why did they swim away from the shore?
- 4 How did they feel while they were out at sea?
- 5 How did they feel after their rescue?

7 6 Work in pairs and discuss the questions.

- 1 Who was responsible for the situation in the story?
- 2 How could you stop this situation happening again?
- 3 Have you ever had a lucky escape? If so, what happened?

BRITISH DIVERS IN LUCKY ESCAPE

A British couple had a lucky escape last week after they were lost at sea for five terrifying hours. The couple, both in their thirties, were starting a ten-day diving holiday off the coast of Indonesia. With its warm waters and variety of fish and other sea life, this is an excellent place to go diving.

Jim and Sally Brown were looking forward to their holiday but on their first morning, they had a frightening experience. That morning, the Browns went out with a dive boat and entered the water to explore. However, after only a short time under water, they had to go back up to their boat because the sea was getting rough and they couldn't see well. However, when they got to the surface, their boat wasn't there any more. Unknown to them, it was taking other divers to different places along the coast.

The Browns were only a short distance from land but they had to swim away from the shore to avoid some nearby rocks. Then the waves pulled them further out to sea, the sky went very dark and it started to rain. Their five-hour nightmare began.

When people realised that the Browns were missing, two helicopters and more than 20 boats started searching for them. After five hours, the crew of one of the boats finally saw them. They pulled them out of the water and took them back to land. They were thirsty and tired – but they were alive!

According to Sally Brown, they were afraid they were going to die. They were looking out for sharks the whole time. 'We'd like to thank everyone who looked for us. We're very grateful,' she said.

2B Develop your writing

Goal: write an essay
Focus: writing paragraphs

2 Read the Focus box. How is a paragraph organised?

Writing paragraphs

A well-organised paragraph focuses on one subject (the topic).

Topic sentence
The first sentence of the paragraph usually gives the writer's main idea about the topic.
Life was certainly different in my grandparents' day.

Example sentences
The rest of the paragraph usually supports the main idea by giving reasons, examples and supporting details.
There were no modern appliances such as washing machines and vacuum cleaners to make housework easy so they had to work hard to keep their house clean.

Conclusion sentence
A paragraph often finishes with a sentence that gives a result or conclusion.
Life was harder and less interesting.

3 Look at the third paragraph of the essay in Exercise 1b. Underline the topic sentence and example sentences. Is there a conclusion sentence?

4 Put the sentences in the correct order to make a paragraph.

- a For example, there was no social media.
- b In many ways life was easier in the past.
- c People didn't have so many things going on in their lives like we do these days.
- d so people didn't spend so much time checking what their friends were doing
- e They also didn't spend so much time watching the millions of TV programmes that we have now.
- f As a result, they spent more time talking to each other, and maybe that's a good thing.
- g and worrying if they were 'doing enough'.

1 a Discuss the questions.

- 1 What differences are there between the way we live now and the way we lived in the past?
- 2 Is life easier or more difficult now? Think about things like travel, free time interests, housework and cooking.

b Read the essay. Does it mention any of your ideas?

Was life really better?

'People often talk about how life was better in the past, but how true is that? Let's compare my grandparents' lives with my life today.

'Life was certainly different in my grandparents' day. There were no modern appliances such as washing machines and vacuum cleaners to make housework easy, so they had to work hard to keep their house clean and prepare their food. They also didn't have the same opportunities to enjoy themselves that we have. They couldn't travel to all the interesting places we go to on holiday and their summer holidays were usually spent at the same local beach every year. Life was harder and less interesting.

'Modern life is easier in many ways. Our kitchens are full of electrical appliances to make our lives easier, from fridges to dishwashers. We have more time to do the things we want and more things to do. We now have the opportunity to travel the world easily and experience new cultures. As a result, people are living less stressful and more interesting lives.

'I am not saying everything is perfect today, but for all the reasons above, I think I am very lucky compared to my grandparents!

2 c Prepare

5 a You're going to write an essay answering the question below. What's your opinion?

People often talk about how life was better in the 'good old days', but how true is that?

b Look at the topics below. Write topic sentences about the difference between life in the past and life now.

- education
- technology
- communication
- entertainment/leisure

c For each of the topics, think of examples that will support your topic sentences.

Write

6 Write your essay. Use your topic sentences and examples to help you.

2C Develop your listening

Goal: understand an interview
Focus: understanding linkers

1 Discuss the questions.

- 1 Do you think it's a good idea to take time off between finishing university and starting work? Why/why not?
- 2 What is the difference between a 'gap year' and a 'career break'?
- 3 Is it usual for people to take gap years or career breaks in your country?
- 4 When do you think is a good time in life to take a gap year or career break?
- 5 What type of things might you do on a gap year or career break?

2 2.7 Listen to two people being interviewed and answer the questions.

- 1 What are they describing?
- 2 What did they do?

3 Read the Focus box. How can linkers help when listening?

Understanding linkers

Linkers can help us predict what's coming next when we're listening. Look at the beginning of the sentence below.

I liked my gap year, but although however ...

We can guess from the linkers that the speaker will now talk about something negative, perhaps the problems they had during their gap year.

Look at how the sentence changes if we change the linker:

I liked my gap year and ...

Now we might guess that the speaker will talk about the good times they had during their gap year or how it helped them.

Sometimes we will hear a linker that tells us about the result of an action:

I was very tired when I got off the plane, so ...

In this case, we can guess that the speaker will tell us about the result, perhaps that they went straight to bed when they got home.

Because tells us that we're going to hear the reason for something:

I didn't stay for a full year because ...

We might guess that this person became ill or got homesick.

4 Look at the sentences. How do you think they might finish?

- 1 I didn't take a career break, because ...
- 2 I was pretty tired, so ...
- 3 We enjoyed the food and ...
- 4 The first day we had lovely weather. However, ...
- 5 The service in the restaurant was generally good, but ...
- 6 We thought the film was good, although ...
- 7 We didn't visit them again because ...
- 8 The price of flights was really high, so ...
- 9 They gave flowers to Julia, but ...
- 10 They took his wallet and ...

5 a 2.6 Listen and choose the linker that you hear.

- 1 and/but/so
- 2 and/however/because
- 3 however/so/because
- 4 and/because/so

b Listen again. Work in pairs and predict how the speaker might finish the sentence.

c 2.5 Listen and check. Were any of your ideas correct?

6 2.7 Listen to the interview again and answer the questions. Use the linkers you hear to help you.

- 1 Why did Rob decide to have a gap year?
- 2 Rob found Mexico City quite busy. What did he decide to do?
- 3 Why did Rob leave the job that he got?
- 4 What else did Rob like about Brazil apart from the beaches?
- 5 Was Sally's gap year similar to Rob's?
- 6 Why did she decide to work during her gap year?
- 7 What didn't she like about her job?
- 8 Did they both enjoy their gap years?

7 Work in pairs and discuss which kind of gap year you would choose. Say why.

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 Jobs and qualifications

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

architecture economics engineering journalism
law medicine politics science

- I studied _____ at university. I've always loved writing so it's the perfect career for me.
- I was really bad at _____ at school, except biology. I hated physics and chemistry.
- I have a friend who did _____ at university - he works in banking now.
- My sister's studying _____. She's going to Rome next month to study the design of all the amazing buildings there. I'm so jealous!
- I'd like to do _____ at uni. I want to work in healthcare one day - I love helping people.
- Why are you studying _____? Do you want to work in the government one day?
- My brother teaches _____ at university. He's always been good at maths and problem solving. He's actually worked on the construction of a number of big bridges!
- I don't want to be a lawyer or work in the legal profession, but it would be interesting to study _____.

b Complete the table with a job for each subject.

subject	job
science	
journalism	
medicine	doctor
engineering	
economics	
architecture	
politics	politician

2 Complete the jobs by adding -er, -ian or -ist.

- dentist
- electrician
- painter
- driver
- artist
- receptionist
- farmer
- musician

1B Personal characteristics

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

bossy disorganised easy-going kind
moody negative sociable stubborn

- A _____ person is always telling people what to do.
- A _____ person does nice things for other people.
- A _____ person likes spending time with other people.
- A _____ person doesn't change their mind easily.
- A _____ person changes how they're feeling very quickly.
- A _____ person never knows what they're doing next.
- A _____ person often thinks things will be bad.
- An _____ person is usually relaxed and doesn't worry too much.

b Match words 1-5 with their opposites a-e.

- flexible
 - organised
 - unsociable
 - positive
 - strict
- easy-going
 - disorganised
 - stubborn
 - negative
 - sociable

2 a Which characteristics are good for the jobs below? Use the adjectives in Exercise 1 to help you.

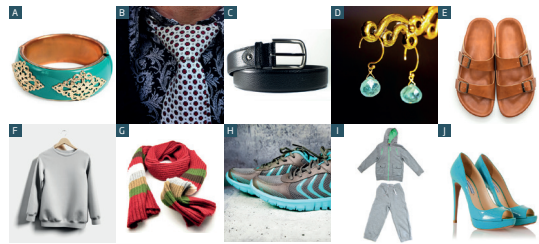
- a nurse
- an economist
- a manager
- a journalist
- a teacher

b Work in pairs and discuss your answers for Exercise 2a.

To be a nurse you need to be kind, because you look after patients all day.



5A Clothes and accessories



1 a Match words 1-10 with photos A-J.

- earrings
- scarf
- trainers
- belt
- sandals
- high heels
- bracelet
- tie
- tracksuit
- sweatshirt

2 Complete the sentences with words from Exercise 1a.

- I like _____ because they make me a little taller.
- I'm going running today, but I can't find my _____ or my _____.
- These trousers are loose, I'll need to wear a _____.
- It's cold today, so put your _____ on to keep your neck warm.
- It's a formal meeting, so please wear a suit and _____.

b Work in pairs and discuss. Do you have many of the items in Exercise 1a? Which ones do you enjoy wearing?

5C Food preparation



1 Match verbs 1-10 with photos A-J.

- grate
- fry
- boil
- grill
- peel
- stir
- pour

2 Work in pairs and discuss. What can you do with the following foods? Use the verbs in Exercise 1 to help you.

cheese potatoes egg pasta

Communication games

First to finish! (Units 1-2 review)

Work in groups. Write numbers 1-6 on pieces of paper and put them in a bag. Take turns to take a number and move along the squares. Follow the instructions in the square. The first person to reach FINISH wins.



Communication bank

Lesson 3D

Student A

- Look at the map. You are at _____. Ask your partner for directions to Edinburgh Castle.
- Give your partner directions. Your partner is at _____.



Lesson 5B

11

Student A

- You're looking for somewhere new to live. Listen to Student B and ask questions about the two types of accommodation they show you. Then decide which place you prefer.
- You're an estate agent. Student B is looking for somewhere new to live. Ask them what things are important to them. Then talk about the two places in the adverts. Use the Useful phrases to help you.

A Detached house on the edge of the town. Big kitchen and living room. Three bedrooms. No carpets. One bathroom - needs some repairs. Near shops and underground station. Twenty minutes from town centre. Rent: 600 euros per month.



Useful phrases

This house/apartment has got ...
If you want a ... you will ...
If you're a ... person, you need ...
This place is perfect for you because ...

B Large studio apartment. Very modern. Close to city centre. Separate large kitchen and bathroom. No pets. Rent: 450 euros per week.



SUPPORT COMPONENTS

WORKBOOK WITH ONLINE AUDIO

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

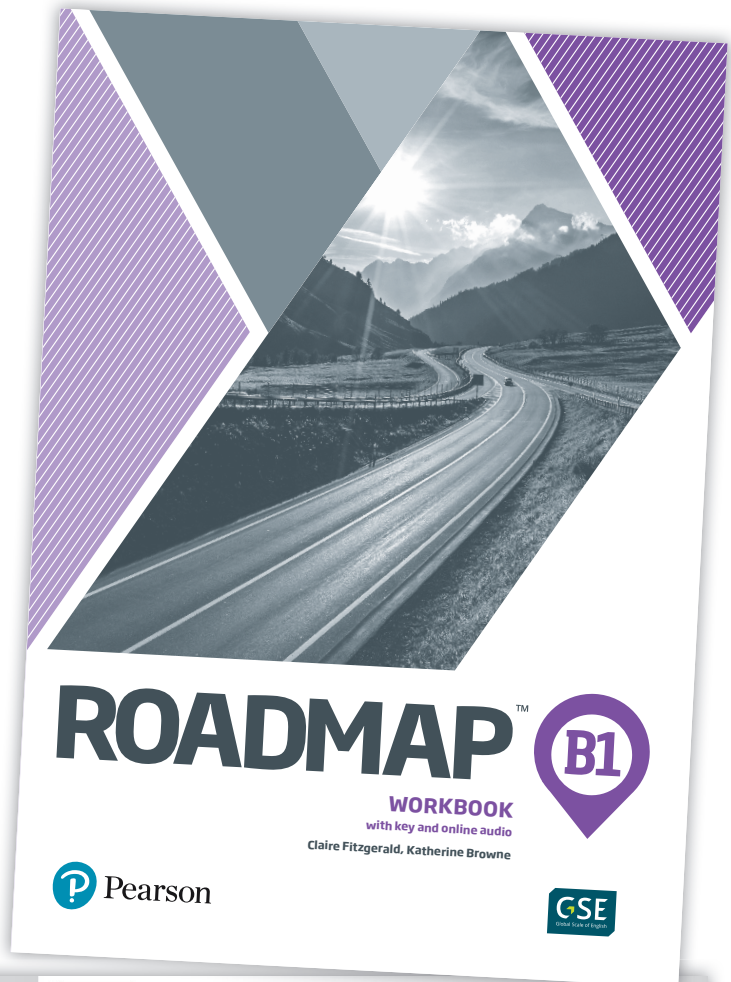
- Extensive practice of grammar, vocabulary and functional language covered in the Students' Book.
- Additional listening, reading and writing practice to further develop learners' knowledge and mastery of skills.
- Full answer keys and audio scripts are provided at the back of the book.

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

MOBILE APP

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

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



2A

Vocabulary

Describing feelings and events

1 Complete the sentences with the adjectives in the box.

annoyed disappointed embarrassed frightened
relaxed worried

- Someone is talking loudly on their phone at work and you're trying to concentrate. You feel _____.
- You see someone who you know at a party, but you've forgotten their name. You feel _____.
- You're camping in a forest and hear a strange noise. You feel _____.
- You're lying on a sofa watching your favourite TV programme. You feel _____.
- You receive your exam results, but you've failed. You feel _____.
- Your sister hasn't answered her phone for a week and you're trying to contact her. You feel _____.

2 Choose the correct alternatives.

- It's very *annoying/relaxing* when people shout.
- Walking in the country is very *relaxing/worrying*.
- I get *embarrassed/surprised* when I have to speak in public.
- When I go somewhere new, I get excited/*disappointed* thinking about all the new things I'll see.
- That horror film was *frightening/tiring*. I couldn't sleep all night!
- The storm last week was *disappointing/surprising*. The weather forecast was completely wrong!
- I didn't sleep very well last night, so I'm very *tired/embarrassed* today.
- I was really excited about that film, but it was really *disappointing/relaxing*.
- The price of petrol keeps going up. It's really *worrying/embarrassing*.
- I met my ex-boyfriend in town yesterday, and he was with his new girlfriend. It was really *embarrassing/disappointing*.

3 Complete the adjectives with -ing or -ed.

- I was *surpris*ed when I saw my exam results!
- Travelling around the world was an *amaz*ing experience.
- Working late makes me feel very *ti*red.
- Climate change is very *wor*rying.
- I love staying in and reading a good book – I find it very *relax*ing.
- She felt *embarrass*ed when she fell over in the street.
- I'm *excit*ed about my trip.
- It was raining very hard when I drove home – it was very *frighten*ing.

Grammar

Past simple and past continuous



4 Choose the correct alternatives.

- A: First caller, hello. What *'did you do/were you doing* when the Berlin Wall came down?
B: Well, it's difficult to believe, but *'I was being/was there* in West Berlin and I saw all the celebrations. It was amazing.
A: *'Did you see/Were you seeing* anything interesting?
B: Oh yes – when I got to the wall, everyone *'was having/had* a great time and lots of people *'were standing/stood* on the wall.
A: That sounds amazing. Caller two. Can you tell us about your experience?
B: Of course. I *'learnt/was learning* German at the time, so I was in Berlin, and on that night I was in town with some German friends. No one could believe what *'was happening/happened*. We were having a drink when suddenly everyone started shouting. I was frightened at first, but then *'I heard/was hearing* someone say 'the wall is down'. We thought it was a joke, but when we saw the police, we realised it was true.

5 Use the prompts to write sentences with the past simple and past continuous.

- Someone call / when / I give a class
Someone called when I was giving a class.
- She met husband / when / she study English at university
She met her husband when she was studying English at university.
- I wait for a bus for one hour / when / three come at once!
I was waiting for a bus for one hour when three buses came at once!
- He travel / when / he meet an old friend
He was travelling when he met an old friend.
- My niece call / when / I watch TV
My niece called when I was watching TV.
- I walk to the station / when / I realise / (not) have my phone
I was walking to the station when I realised I didn't have my phone.

2B

Vocabulary

Memories

1 Complete the sentences with the words in the box.

forget makes memories of
reminds think

- The smell of cut grass _____ me of England.
- The sound of church bells makes me _____ of my school days.
- The song *Walk Away* _____ me happy.
- The feel of clean sheets makes me think _____ my grandmother.
- I'll never _____ the taste of my mother's lemon pie.
- I have happy _____ of my grandparents' house.

2 Rewrite the sentences using the words in brackets so that they mean the same.

- The smell of newly cut grass always reminds me of summer.
The smell of newly cut grass _____ me think of _____ summer. (think)
- The taste of paella makes me think of holidays in Spain.
The taste of paella _____ holidays in Spain. (reminds)
- I feel happy when I hear birds singing.
The sound of birds singing _____ happy. (makes)
- I'll always remember the day the Berlin Wall came down.
I'll _____ the day the Berlin Wall came down. (forget)
- When I think of my school days, I feel happy.
I have _____ of my school days. (memories)
- I'll never forget the day my sister got married.
I'll _____ the day my sister got married. (remember)
- When I walk down this road, I remember walking to school when I was young.
Walking down this road _____ when I was young. (reminds)
- I remember arriving in Rome. It was an amazing experience.
I _____ in Rome. (forget)

Grammar

used to

3 Correct the mistake in each sentence.

- I didn't *used to* go camping as a child.
I *used to* go camping as a child.
- I *used to* meeting my friends every Saturday.
I *used to* meet my friends every Saturday.
- She don't use to like her job, but she does now.
She *didn't use to* like her job, but she does now.
- He didn't use get good marks at school.
He *didn't use to* get good marks at school.
- I use to love the taste of roast chicken, but I can't stand it now!
I *used to* love the taste of roast chicken, but I can't stand it now!
- Did you used to play sports when you were at school?
Did you *use to* play sports when you were at school?
- We used to smoked, but we quit a couple of years ago.
We *used to* smoke, but we quit a couple of years ago.
- We are used to go on holidays to France every summer.
We *used to* go on holidays to France every summer.

4 Write sentences about Mark using the information in brackets. Use *used to*.

- Mark *used to* be single, but now he's married.
(past: be single, now: be married)
- _____ (past: wear jeans a lot, now: wear a suit to work)
- _____ (past: go to school, now: work in an office)
- _____ (past: do a lot of exercise, now: not do any exercise)
- _____ (past: not cook, now: love cooking)
- _____ (past: ride a bicycle, now: drive a car)
- _____ (past: live with his parents, now: live in an apartment)
- _____ (past: not travel, now: go on holiday twice a year)



2

Reading

1a Read the title of the article and look at the picture. Guess the correct alternatives.

- 1 Every day three/nine out of ten people remember something because of a sound, sight, taste or smell.
- 2 The brain is made of 100/1,000,000,000 neurons.
- 3 We should get at least nine/seven hours sleep at night.

b Read the article quickly and check your answers.

2 Read the article again. Are the sentences true (T) or false (F)?

- 1 Our senses help us to remember certain experiences, places and people.
- 2 Memories are stored in the hippocampus.
- 3 The action of remembering something is simple.
- 4 We only remember happy memories.
- 5 We always remember events exactly as they happened.

3 Read the article again and answer the questions.

- 1 What do neurons help the brain to do?
- 2 Where is the hippocampus?
- 3 Where is important information stored in the brain?
- 4 Why do we sometimes remember things which aren't true?
- 5 What is the best way to improve our memory?
- 6 What can we do to keep our memory active?

How does memory work?

Have you ever experienced a moment when a sound, sight, taste or smell made you feel happy or sad? Perhaps a song reminded you of something you used to do or somebody you used to know? Or maybe a specific sight or smell made you think of something you were doing at a particular time in the past? Everybody has experienced this at some time. In fact, nine out of ten people experience this at least once a day. Our senses are important in order to help us recall key moments, events and even people in our lives. But how does memory work? And why do we connect particular things with certain memories?

The brain is a complex part of our bodies; in fact, it is the most complex part we have! It is made of about a billion neurons and these help the brain to remember. The hippocampus is near the centre of the brain. It's responsible for keeping important memories and remembering where things are. It helps us remember the way to work, or where you left your keys.

The hippocampus is very busy. The action of remembering something is quite complicated! When your brain records memory, it usually records other details, such as where you were at the time, who you were with, and what you were eating. This explains why other small things, for example a certain smell or taste, can activate memories and make you think of something in the past.

Important information, like addresses and friends' names or things with a strong emotional connection, are stored in our long-term memory. In fact, we often connect feelings with memory. Feelings can have positive and negative effects on our memories; the sound of a song that makes you think of a happy moment or the sight of something that makes you feel frightened.

So can we trust our memory? Some memories are recorded better than others because of the large amount of information the hippocampus needs to process. However, sometimes when we remember, our brains can make small changes to the memory, mixing old memories with new details and changing it. This is why we sometimes think a particular event happened when it really didn't happen at all!

The best way to improve your memory is to keep it active. The more often you recall a memory, the easier it is to find! Doing exercise, getting at least seven hours sleep at night and developing new skills will keep your memory active and improve your ability to remember at any age!

2

Writing

1 Read the blog post and match the topics below with paragraphs A–D.

Get a better job Independence Learn a language
Make international friends

So, you've just finished school and you don't want to see another book for a while! What are your options? You could go to university or start work, but how about a gap year?

A Independence
If you take a year out and go somewhere on your own, you quickly learn how to look after yourself. If you travel alone, you have to think for yourself. Finding your way around a new city or country will mean working out the public transport system. For most students, living alone might be a new experience. Just finding a flat and managing your money will teach you independence. If you travel and live alone, there's no choice – you have to look after yourself!

B
Travelling around the world or volunteering abroad will mean that you meet new people from different places. When you travel alone, you tend to talk to more people. Being in similar situations brings people together and it's always more fun to share experiences when you're travelling with others. And it doesn't take much effort – just sitting next to someone on a bus or a train can lead to a friendship.

C
"How can a gap year improve my CV?" you might ask. A gap year shows initiative and a sense of adventure and independence. It also says to potential employers that you have cultural awareness. This is important in today's world of work. If you do some voluntary work or an internship and gain work experience along the way, even better!

D
A gap year normally means going abroad and learning a language. Why not try a country whose language you are interested in learning? The best way to learn a language is to be in the country where you can practise every day with local people. By shopping and speaking to locals you'll have the opportunity to use the language and make fast progress.

So what are you waiting for? Pack your rucksack and decide on where you would like to go!

Taking a gap year

2 Read the Focus box and choose the correct alternatives.

Writing paragraphs

A well-organised paragraph focuses on one ¹sentence/topic

Topic sentence
The first sentence of the paragraph usually gives the writer's main idea about the topic.

Example sentences
The rest of the paragraph usually supports the main idea by giving ²examples/advice, reasons and supporting details.

Conclusion sentence
A paragraph often finishes with a sentence that gives a result or conclusion.

Life was harder and less interesting.

3 Read the blog post again and underline the topic sentence in each paragraph. The first one is underlined for you.

Prepare

4 You're going to write a blog post about finding the perfect job. Use the headings below and make notes about what you will write in your topic sentences, and what examples/extra information you will give.

- Find what motivates you
- Choose the right company
- Be open-minded!

Write

5 Write your blog post. Use your notes in Exercise 4 and the example introduction and conclusion below to help you.

Finding a job can be stressful, so think carefully about what is important to you when you begin looking for your ideal job.

Whatever you decide, make sure that you think about all the factors above before you say yes. We spend so much time on our jobs, so it's important to be happy!


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 B1

Exercise 2
Choose the correct alternatives.



- 1 Raul 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 B1

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 Susan Ackerman. Valerie is 128 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 raw 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 rainy, 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 jokes with her friends and then goes home for lunch. She eats baked corn and fish and drinks a big cup of hot chocolate. For 20 years, Valerie has eaten the same lunch for lunch.



TEACHER'S BOOK

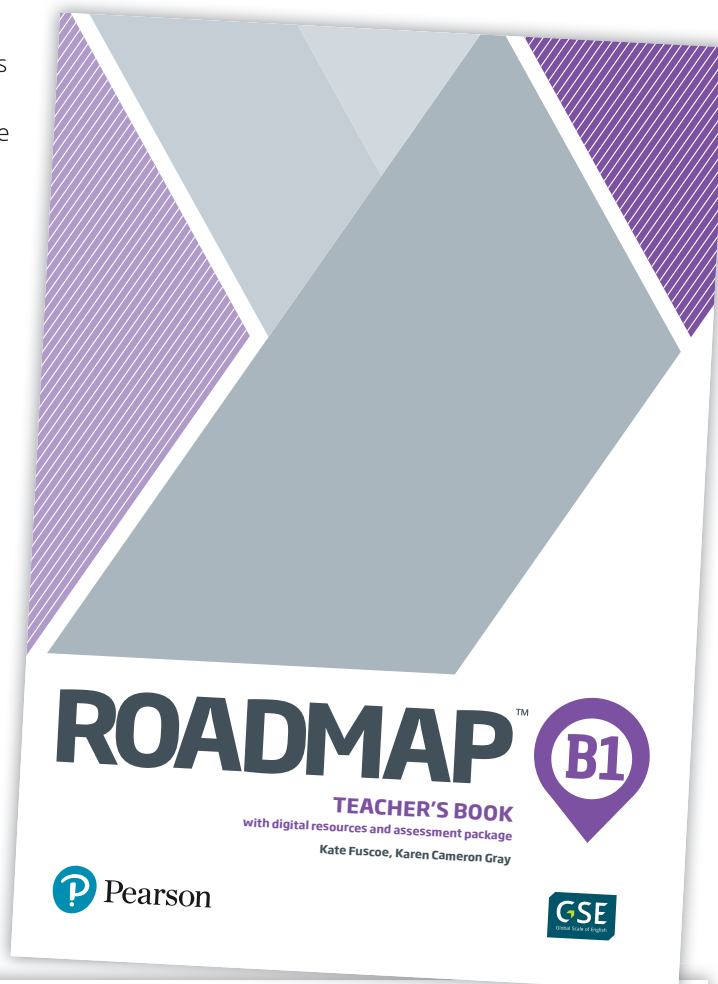
The *Roadmap Teacher's Book* provides step-by-step instructions on how to exploit the material.

- 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.



2 OVERVIEW

2A What happened?

Goal | describe past experiences
Grammar | past continuous and past simple
Vocabulary | describing feelings and events
GSE learning objective
Can talk about past events or experiences using simple language

2B Memories

Goal | talk about memories
Grammar | used to
Vocabulary | memories
GSE learning objective
Can ask and answer questions about past times and past activities

2C Culture shock

Goal | describe a new experience
Grammar | so/such... that too... to... not... enough to
Vocabulary | feelings and reactions
GSE learning objective
Can give detailed accounts of experiences, describing feelings and reactions

2D English in action

Goal | show interest in conversation
GSE learning objective
Can show interest in conversation using fixed expressions

Roadmap video
Go online for the Roadmap video.

Check and reflect
Communicative activities to review the grammar and vocabulary in each lesson.

VOCABULARY BANK

2B The senses

2C Adjectives

DEVELOP YOUR SKILLS

2A Develop your reading

Goal | understand a news article
Focus | reading for specific information
GSE learning objective
Can scan short texts to locate specific information

2B Develop your writing

Goal | write an essay
Focus | writing paragraphs
GSE learning objective
Can write short, simple essays with basic structure on familiar topics

2C Develop your listening

Goal | understand an interview
Focus | understanding linkers
GSE learning objective
Can listen to a short narrative and predict what will happen next

2A What happened?

Introduction

The goal of this lesson is for students to describe their past experiences. To help them achieve this, they will revise the past simple and past continuous in the context of telling stories.

Warm-up

Describe a situation to Ss that can illustrate a few of the target adjectives. For example, *Sue had an interview for a job. It was her first interview. How did she feel? (worried). When she arrived at the interview, an old friend was one of the interviewers. How did Sue feel? (surprised). She didn't get the job. How did she feel? (disappointed).* Write these adjectives in a list on the board. Elicit more adjectives that end with -ed. Tell Ss this is the focus of today's lesson.

Vocabulary

Describing feelings and events

1 Ask Ss to look at the first photo and say what is happening. Ask Ss to suggest one adjective in the box for the photo and discuss why they chose it. Put Ss in pairs and give them a few minutes to talk about the other photos, using the words in the box. Point out they may not be able to use all the words. Monitor and help with new vocabulary. When they finish, elicit ideas.

Optional extra activity

With **weaker classes**, you may want to pre-teach *amazed*, *embarrassed*, *amazed* and *disappointed* (see Warm-up). Display pictures that demonstrate any feelings in the box that are not shown in the pictures and check that Ss can identify them.

2a Ask Ss to read the comments and then discuss in pairs which photos they match. Follow with a whole-class discussion.

Answers: 1C 2A 3D

b Ask Ss to read comment 2 again, then discuss in pairs the difference between *amazing* and *amazed*. Clarify that a situation or activity is *amazing* and we feel *amazed* because of that. Drill all the target adjectives chorally.

Answers: -ing adjectives describe a situation; -ed adjectives describe how we respond to that situation and how we feel.

Pronunciation checkpoint

Like regular past simple endings, -ed endings of adjectives are pronounced either /t/, /d/ or /ɪd/. The ending is not pronounced /ɪd/. The ending sound depends on the preceding consonant sound but you don't need to get too technical. Ss can learn the simple rule that words ending with the sound /t/ or /d/ will have the /ɪd/ ending (e.g. *disappointed* /tɪd/). Others will end with either a /d/ or /t/ sound (e.g. *surprised* /d/, *relaxed* /t/).

Optional extra activity

Use the list of -ed adjectives in Ex 1 to conduct further pronunciation practice in pairs. Student A says 'I was...ed' and Student B responds by saying 'Yes, it was...ing'.

Vocabulary checkpoint

Ss often simplify and suggest that -ed adjectives describe a person and -ing adjectives describes a thing. *The delay is annoying. I am annoyed.* While this is often true, it is not always true. People can be *amused* and *amusing*. They can also be *amazing* and *amazed*, and so on. One simple example to help them remember this is to think of a horror film character such as Dracula. He is *frightening* and we are *frightened*.

3 Explain that Ss must choose the correct form. Complete the first item together, then ask Ss to continue alone. Ask Ss to compare in pairs before eliciting answers. Drill again if necessary.

Answers: 1 annoyed 2 amazing 3 worried
4 embarrassing 5 frightening 6 disappointed 7 worrying
8 relaxed 9 tiring

4 Explain that Ss must ask the questions and respond with -ing or -ed adjectives. Elicit responses for the first question, establishing that several answers are possible. Then ask students to continue in pairs. **Weaker classes** may need to prepare first, by writing their choice of adjectives beside each answer.

Further practice

Photocopiable activities: 2A Vocabulary, p157

Listening

5a 2.1 Ask Ss to look at the options and make sure they understand the vocabulary (*incident* = something that happens). Play the audio and tell Ss to listen and write 1, 2 or 3 beside each option. Pause after each story.

Answers: a3 b2 c1

b Focus attention on the statements. Allow Ss time to read through them before playing the audio again. Ss mark each statement T or F. Ask them to compare answers in pairs before leading feedback. Elicit corrections for the false sentences.

Answers:
1 F (He was visiting his home town) 2 T 3 T
4 F (Her train was leaving) 5 F (She was shutting down her computer) 6 T

Audiocscript 2.1

Speaker 1:
My best friend at school was called Andy. When we finished school, we went to different universities to study. After university, we both went abroad to work and we didn't keep in touch. Then last week I was visiting my home town for a few days. One afternoon, I was walking along the High Street and thinking about Andy. I was wondering where he was and what he was doing. I decided to stop for a coffee in one of the cafes on the High Street. Just as I was going into the cafe on the High Street, a man came out. It was Andy! We were both amazed!

Speaker 2:
Do you ever have days when everything goes wrong? Last year I had an interview for a new job. I didn't want to be late, so I got up very early. While I was walking to the train station, I suddenly remembered I didn't have my phone. I had to go back home and get it. When I got to the station, my train was just leaving – I was so annoyed! I had to wait for the next train. Finally I got to the office where I was going to have the interview. I was running up the steps to the main door when I fell over and dropped my bag – my things went everywhere. It was one of the most stressful days of my life. Oh, and I didn't get the job.

Speaker 3:

I was working late at the office one night as I needed to finish a report for my boss. I was just shutting down my computer when I heard a noise. I was alone in the office by that time so I felt rather worried. I decided to call the security guard. While I was waiting for him to come, I saw something move near the wall. By now I was really frightened. Then I saw it – it was just a cat! Maybe it got in through the open window. It was so funny. I laughed out loud!

Grammar

Past continuous and past simple

Optional extra activity

Ss will have studied the past simple and continuous before. Ask them to find and underline examples of the two verb forms in Ex 5b, then elicit the form (*was/were* + -ing for past continuous and -ed for regular past simple). Ask Ss to discuss the difference between the two tenses, using the examples. Elicit ideas. It may be helpful to draw a timeline on the board to show the interaction of the two tenses.

6 Ask Ss to read the Grammar box and underline the correct alternatives. With **weaker classes**, first check the meaning of *interrupt* and *in progress*. (You are teaching the class now – the class is *in progress*. But if another teacher comes to ask you a question, they *interrupt* the class.) Ask Ss to discuss in pairs, then check with the whole class. Ask Ss if the longer action continues after we interrupt it (maybe).

Answers: 1 past simple 2 past continuous

GRAMMAR BANK 2A pp.118–119

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

Answers:
1 I was waiting 2 was walking, started
3 met, were doing 4 didn't answer, was driving
5 was raining, didn't go 6 were you queuing got
2 I was celebrating 2 released 3 received 4 found
5 was playing 6 were having 7 threw 8 slipped
9 hurt 10 received 11 didn't clean up/hadn't cleaned up
12 were trying

Optional extra activity

Ask students to think about where they were and what they were doing during an important event or news story. It could be national or personal, for example: *Where were you and what were you doing when the new president was elected?/ you received your exam results?/ I was at work/cleaning my house.* Ss ask each other.

7a 2.2 Ask Ss to read the three sentences and listen to the pronunciation of was. Do they think it is strong or weak? (weak) If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

2A Grammar 1 Past simple and past continuous

- 1 Look at the pictures. Then complete sentences 1–6 using the past simple and past continuous forms of the verb pairs in the box.

break/play eat/start go/realise run/hear sit/ring see/walk talk/come write/crash

1 While I _____ my essay, my computer _____.

2 Yesterday afternoon I _____ through the park when I _____ a loud bang.

3 He _____ his leg while he _____ football.

4 While she _____ to the airport, she _____ she didn't have her passport.

5 The students _____ when the teacher _____ into the room.

6 I _____ an advert for the drama group while _____ to college.

7 _____

8 _____

- 2 Write your own sentences for pictures 7 and 8 using the past continuous and past simple forms of the remaining verbs in the box. Compare your ideas with a partner.

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5B Vocabulary Places to live

START

1 a small house, usually in the country (7 letters)

2 this keeps your house warm (2 words)

GO FORWARD 2 SPACES

3 a high building with lots of apartments (3 words)



4 the front door of a building (6 letters)

GO BACK 1 SPACE

7 an area outside a house where you can sit (5 letters)

GO FORWARD 1 SPACE



6 a house not joined to another house (2 words)

5 on top of a house – it keeps the rain out (4 letters)

GO BACK 1 SPACE

GO BACK 3 SPACES

8 you use this to go from downstairs to upstairs (9 letters)

GO FORWARD 1 SPACE

9 a very small flat with one room (6 letters)

10 the top part of a room (7 letters)



GO FORWARD 2 SPACES

RULES

- If your answer is correct, stay on the square until your next turn.
- If your answer is incorrect, go back to the square you were on before.
- If you land on a square which someone has already answered correctly, move back to the nearest square.
- If you land on a free square, stay there until your next turn.

11 a house that is joined to other houses in a row (2 words)

12 this keeps your house cool (2 words)

FINISH

GO BACK 1 SPACE

14 you can stand on this and look at the view (7 letters)

13 you walk on this in a room (5 letters)



GO BACK 4 SPACES

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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.

Unit 1 | 1C A new lifestyle | Reading, 1a

1a Marek and Kim are trying a new lifestyle. Look at the photos. What kind of things do you think they do?

Lesson flow

Lessons

Lesson summary

Reading, 1a

Reading, 1b

Reading, 2a

Reading, 2b

Grammar, 1a

Grammar, 1b

Grammar, 1c

Lessons

Roadmap B1 Unit 1

1A Profiles

1a Profiles

Student book - 1A Profiles

PLAN

TEACH



Syllabus

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

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

The Global Scale of English

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

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

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

Teacher Mapping Booklet and GSE Toolkit

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

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

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

Topics

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

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

Grammar

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

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- 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 more 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 constantly 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.