

The Right Route for Every Learner



ROADMAP[™]

STUDENTS' BOOK



Ventures Books



- ✓ Representation of Pearson in CZ and SK
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- ✓ Exclusive representation of Regipio – educational games

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Distribution

- ✓ Loyalty program for schools
- ✓ **Reservation** of books
- ✓ Purchase with a **bonus** (May-September)
- ✓ Individual customer service

Agenda

What is **Roadmap**?

What is unique?

How does it work?

Components

Unit walkthrough



What is Roadmap?

A new adult **general English course** that gives learners the language and skills they need to become confident communicators.

- ✓ Eight levels: A1, A2, A2+, B1, B1+, B2, B2+, C1-C2
- ✓ British English
- ✓ 10 units in each level

*Every class is different,
every learner is unique.*



Roadmap levels

Level	GSE	CEFR	Description	Authors	Year
A1	21-32	A1	Starter/Beginner	Lindsay Warwick & Damian Williams	2020
A2	27-39	A2	Elementary	Lindsay Warwick & Damian Williams	2020
A2+	36-45	A2+	Pre-intermediate	Lindsay Warwick & Damian Williams	2019
B1	43-55	B1	Low intermediate	Monica Berlis & Heather Jones	2019
B1+	51-60	B1+	Mid intermediate	Hugh Dellar & Andrew Walkley	2019
B2	57-68	B2	Upper intermediate	Jonathan Bygrave	2020
B2+	65-77	B2+	Low Advanced	Hugh Dellar & Andrew Walkley	2020
C1	73-88	C1/2	Advanced	Jonathan Bygrave, Jeremy Day, Lindsay Warwick & Damian Williams	2021

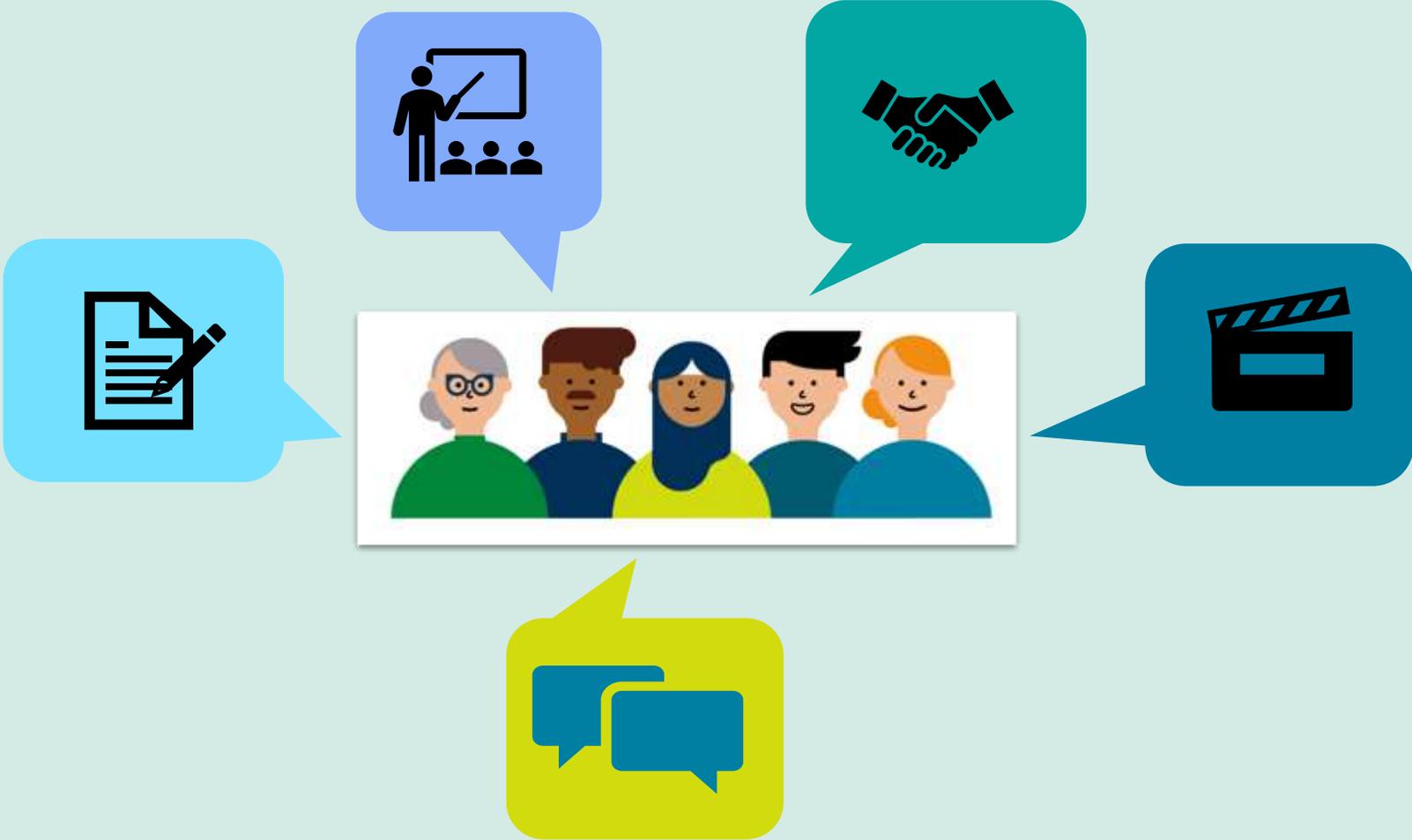
Who is it for?

-  **Students:** aged 16+ who want relevant, engaging content, clear goals and learning objectives, and plenty of opportunities to practise in and out of the classroom
-  **Teachers:** inexperienced and experienced teachers who want flexible materials they can adapt easily to meet different learner needs
-  **Institutions:** high schools, language schools

What is unique in Roadmap?

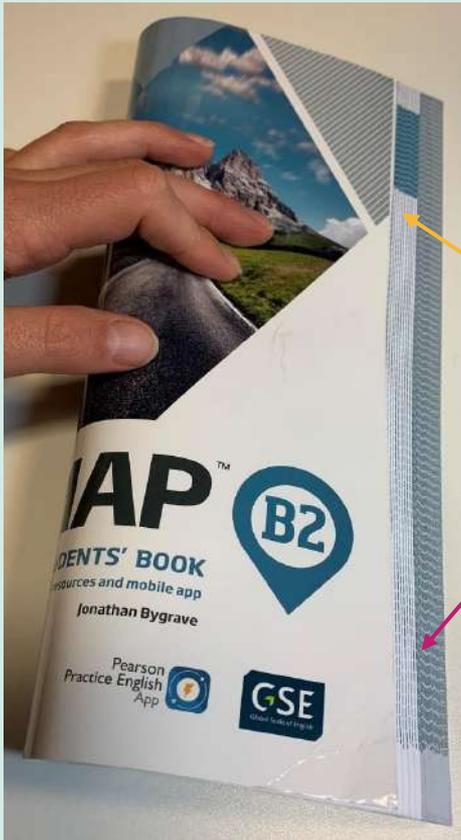


Focus on flexibility



Map your own route through the course

The unique **dual-track approach** (a fast track and extended track) allows you to adapt the material easily to suit different course lengths and learner needs.



Fast track = white pages (80-100 hours)

Extended track = grey pages (100-140 hours)

Map your own route through the course

Fast-track route: with 10 core units featuring grammar, vocabulary and pronunciation leading up to a final GSE-related speaking activity.

c. 80 – 100 hours of teaching material

Extended route: ...plus additional skills-based lessons (reading, writing, listening and speaking) linked to the content of each lesson. Each skills-based lesson contains 60 minutes of material.

c. 100 – 140 hours of teaching material

10A Save or spend?

10B Everyday objects

10C Unusual hobbies

10D English in action

Check and reflect

10A Develop your reading

10B Develop your writing

10C Develop your listening

Get your students to their learning destination

...with all the language in each lesson focused on reaching a **clear speaking objective** and on building learners' confidence.

- ✓ Talk about life events
- ✓ Ask for information
- ✓ Talk about rules
- ✓ Describe and recommend places

› **Goal:** give a talk about where you work/study
› **Grammar:** present habits
› **Vocabulary:** starting work

› **Goal:** describe a night out
› **Grammar:** non-defining relative clauses
› **Vocabulary:** going out; staying in

› **Goal:** discuss how life has changed
› **Grammar:** used to, would and past simple
› **Vocabulary:** parents and children

1A Eating out

› **Goal:** decide where to eat out
› **Grammar:** noun phrases 1
› **Vocabulary:** eating out



Get your students to their learning destination

...with **pronunciation** practise smoothly incorporated in every lesson.

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**?

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

b Listen again and repeat.

Grammar

4 Read the grammar box and choose the correct alternatives.

First conditional

Use the first conditional to talk about the result of an action in the ¹past/future.

Use *if* + ²will/present simple + *will/won't* + ³infinitive/-ing to form the first conditional.

***If you bake something, you'll spend** less money.*

It ⁴is/isn't possible to use other modal verbs such as *can* and *should* instead of *will*.

***If you sell your clothes, you can** earn extra money.*

***If you want to** save money on transport, **you should** listen in.*

The *if* clause can come first or second.

***If you make a list,** you'll only buy the food you need.*

*You'll only buy the food you need **if you make a list**.*

5 a  10.2 Listen to the sentences and notice the pronunciation of **'ll**.

- 1 If you pay by cash, you'll spend less.
- 2 If you bake your own bread, you'll save money.
- 3 We'll save more if we go out less.
- 4 You'll save money if you turn lights off.

b Listen again and repeat.

Developing rather than testing skills

Listening: 

- ✓ Recognise agreement or conflict
- ✓ Identify uncertainty
- ✓ Identify the speaker's attitude
- ✓ Infer information

Reading: 

- ✓ Identify the writer's purpose
- ✓ Follow a sequence of events
- ✓ Locate specific information
- ✓ Identify certainty



A scenic landscape featuring a winding asphalt road that curves through lush green hills. In the background, majestic mountains are visible under a bright sun that creates a lens flare effect. The overall atmosphere is warm and serene. The text "How does Roadmap work?" is overlaid in the center of the image.

How does Roadmap work?

How does Roadmap engage learners?



- ✓ **Different topics** for every lesson to avoid topic fatigue
- ✓ Personalised practice
- ✓ **Amusing video clips** (one per unit)
- ✓ The **mobile app** has a range of entertaining practice activities
- ✓ Online practise = online workbook



Video – level B1+, unit 7



Video Worksheet

B1+

The Roadmap Report

Unit 7: The first aid lesson

7A Health problems

BEFORE YOU WATCH

- Work in pairs. Discuss the questions.
 - Have you ever had an accident or been injured? What happened?
 - Have you ever seen an accident? Who helped the injured person/people?
 - What did they do?
- Work in pairs. Look at photos 1–3.
 - What do you think has happened?
 - What could you do to help someone in this situation?
- Read the text. Which of the injuries in photos 1–3 are mentioned?
 - Read the text again and complete the statements with the correct numbers.
 - % of injuries happen during cooking.
 - % of injuries are due to burns from electrical items.
 - % of injuries are caused by water leaks.
 - % of injuries are the result of fires.

Household accidents

According to government statistics, 55 percent of domestic accidents happen while people are cooking in their kitchens. 33 percent of all injuries are caused by burns from electrical products, while 14 percent are caused by water leaks in the home, and 10 percent are caused by fires. Other common injuries in the home are due to falling objects, cuts from broken glass and people falling downstairs or tripping over things. But a domestic accident needn't have serious consequences if you know what to do when it happens. Knowing some basic first aid techniques to use in an emergency can not only help treat minor injuries, it can make a big difference to the outcome of an accident. In some cases it can even save lives.

The UK's leading first aid charity, the St John's Ambulance Brigade, offers extremely useful first aid courses that train people in how to assess an emergency situation, give the patient appropriate first aid treatment, before, if necessary, contacting the emergency services for medical help. The organisation has also recently produced a series of short online videos which provide information on how to recognise and treat the most common household injuries such as bleeding, burns, breathing difficulties and allergic reactions. The main aim of all of the St John's Ambulance Brigade's training courses is to educate the public to keep calm in an emergency and take immediate action to apply basic first aid techniques which can help prevent further harm.

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WHILE YOU WATCH

- 4 a You're going to watch a video about first aid. Watch the video from 00:57–01:39. Tick the words or phrases you hear.

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> first aid | <input type="checkbox"/> emergency |
| <input type="checkbox"/> allergic reaction | <input type="checkbox"/> ache |
| <input type="checkbox"/> high temperature | <input type="checkbox"/> unconscious |
| <input type="checkbox"/> recovery position | <input type="checkbox"/> bruised |
| <input type="checkbox"/> sore throat | <input type="checkbox"/> injured |

- b Read the sentences. Match the words in Exercise 4a with definitions 1–10.

- Not awake or aware of your surroundings –
- When your body reacts badly to a substance –
- Harmed or damaged –
- Giving help to someone until full medical treatment is available –
- A position used in first aid when the body is placed on its side –
- A sudden and unexpected situation requiring immediate action –
- A mark on your body where you have hit and/or hurt. It –
- When your body gets hot because you are ill or have hurt yourself –
- A continuous but not very sharp pain –
- When this part of your body hurts –

B1+

The Roadmap Report

Unit 7: The first aid lesson

7A Health problems

- 5 a Work in pairs. Match the captions to photos A–E and number them in order they appear.

- Check their breathing _____
 Hold their nose with two fingers. _____
 Press on the chest. _____
 Put them in the recovery position. _____
 Roll the person over. _____



- b Watch the video from 01:40–4:50 and check your answers.

- 6 a Work in pairs. What are the three reasons Sally gives for using CPR?

- _____
- _____
- _____

- b Watch the video from 02:10–02:24 and check your answers.

- 7 a Work in pairs. Complete the sentences with the words in the box.

accident airway breaths checks circulation
 danger rescue techniques

- But before you start helping someone, there's a few _____ you should do.
- These are the steps you'd take immediately after an _____.
- So we're going to check the area for _____.
- We need to check their _____ to see if something's blocking it.
- We need to get the _____ going using CPR.
- This is Annie. She is going to be our _____.
- So, we continue doing the _____ and presses until the ambulance arrives.
- Okay, well I hope I can remember to put all these _____ into practise.

- b Watch the video from 02:10–03:48 and check your answers.

- 8 Watch the video again. Work in pairs and write instructions for putting someone in the recovery position.

- _____
- _____
- _____
- _____
- _____

AFTER YOU WATCH

- 9 Work in pairs. Discuss the questions.

- Would you feel comfortable giving someone first aid after watching this video? Why/Why not?
- Do you think it is easy to remember first aid in an emergency? Why/Why not?

- 10 Work in pairs. Student A is a first aider. Student B has had an accident. Write a short dialogue about the accident. Use some of the words and expressions from Exercise 4.

First aider: What happened? Can I help you?
 Person: I fell off my bike and I think I've broken my ankle!

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How does Roadmap build confidence?

- ✓ Clear and relevant learning objectives
- ✓ Carefully structured **speaking tasks** with models, time to prepare and opportunities to reflect on performance
- ✓ Multiple practice opportunities for learners to use whenever and wherever they want

Speaking

PREPARE



- ★ 9 a  1.6 You're going to describe a night out. First, listen to someone describing their night out. What were the main things that happened?
- b Work in pairs and compare your ideas.
- c Work on your own and make notes about a night out that you've had. Think about ...
- where you went, who with and what it was like.
 - any problems you had.
 - what time you got home and how you felt the next day.
 - how you can use non-defining relative clauses to add extra information.

SPEAK

- 10 a Work in groups. Tell your group about your night out. Ask each other questions to find out more. Use your notes and the Useful phrases to help you.

Useful phrases

Who did you go with?
How often do you go there, then?
What time did you get home?
What was it like?
Was it very expensive?

- b Report back to the class. Who had the most interesting night?

How does Roadmap make life easier for the teacher?

- ✓ **Clear organisation** of course content
- ✓ Easy to use 'pick up and go' lessons
- ✓ Warmers, fillers, extension and homework activities to exploit each lesson
- ✓ Extra materials spice up the classroom
- ✓ **Presentation Tool**
- ✓ **Online Practise**

The screenshot shows the '1 OVERVIEW' section of the '1A Profiles' unit. It lists three lessons: 1A Eating out, 1B A place to live, and 1C A late night. Each lesson includes a goal, grammar points, vocabulary, and a CSE learning objective. Below the lessons is a 'VOCABULARY BANK' section with 'DEVELOP YOUR SKILLS' activities for each lesson. The right-hand side of the page shows the '1A Profiles' introduction, warm-up, and vocabulary sections. The warm-up asks students to discuss restaurant preferences. The vocabulary section includes 'Eating out' with a task to describe photos and a 'Vocabulary checkpoint' defining 'fancy' and 'suit'. The 'Further practice' section includes a listening task.

1 OVERVIEW

1A Eating out

Goal | decide where to eat out
Grammar | noun phrases 1
Vocabulary | eating out
CSE learning objective
Can express opinions and react to practical suggestions of where to go, what to do, etc.

1B A place to live

Goal | talk about where you live
Grammar | modifying comparisons
Vocabulary | where I live
CSE learning objective
Can express opinions and attitudes using a range of basic expressions and sentences

1C A late night

Goal | describe a night out
Grammar | non-defining relative clauses
Vocabulary | going out, staying in
CSE learning objective
Can give detailed accounts of experiences, describing feelings and reactions

1D English in action

Goal | express preferences and give reasons
CSE learning objective
Can briefly give reasons and explanations for opinions, plans and actions

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

VOCABULARY BANK

1B Describing homes and areas

1C Phrasal verbs

DEVELOP YOUR SKILLS

1A Develop your writing

Goal | write emails arranging a party
Focus | making requests in emails
CSE learning objective
Can demonstrate understanding of formality and conventions in standard letters

1B Develop your reading

Goal | understand a biography
Focus | noticing collocations
CSE learning objective
Can identify the main idea in straightforward structured articles on familiar topics

1C Develop your listening

Goal | understand a radio programme
Focus | recognising sounds and words
CSE learning objective
Can understand the key points about a radio programme on a familiar topic

1A Profiles

Introduction

The goal of this lesson is for Ss to make group decisions in the context of deciding on a place to eat. To help them achieve this, they will revise defining noun phrases in the context of eating out.

Warm-up

Before the class starts, ask Ss to work in pairs to decide the best place for a quick weekday lunch and the best for a birthday dinner. If your Ss all know their local area, they can name specific places. If they are a multi-lingual class away from home, they can talk more generally about restaurant types. Have a class discussion and encourage Ss to give reasons for their ideas.

Vocabulary

Eating out

1 Put Ss in pairs to look at the photos and discuss the questions. Check Ss understand *your kind of place* (somewhere you would go and feel comfortable). Monitor and help, but don't correct anything. When they have finished, ask a few pairs to share their ideas with the class.

2a Tell Ss to make sure they have noticed and checked their understanding of the words and phrases in bold. With **weaker classes**, you may want to pre-teach/check decent (quite good), suit (be convenient) and fancy (want to). Ask Ss to match each comment with a response. Complete the first as an example then put Ss in pairs to do the activity. When they have finished, elicit Ss' answers and write them on the board. Drill as necessary. With **weaker classes**, drill the exchanges chorally.

Answers: 1d 2c 3g 4b 5f 6e 7h 8a

Vocabulary checkpoint

In this context *fancy* is a verb that means *would like*, but in another context it is an adjective that means *fussy* or *complicated*. Similarly, *packed*, *decent* and *suit* have other distinct meanings.

b Ask Ss to read the example, then model the activity by saying the first comment and asking a **stronger student** to continue with you. Explain that after the first two lines, the Ss should continue. Remind them to take turns starting. Monitor to see how well they use the expressions. When they have finished, give feedback on any pronunciation issues with the phrases or other related problems, by writing them on the board and inviting pairs to correct them.

3 Ask Ss to read the questions, focusing on the words in bold and deal with any questions. Point out the stress change in *plenty*/*diligent*. Put them in groups of three or four to discuss. In feedback, ask different groups for their responses to each question.

Further practice

Photocopiable activities: 1A Vocabulary, p157

Listening

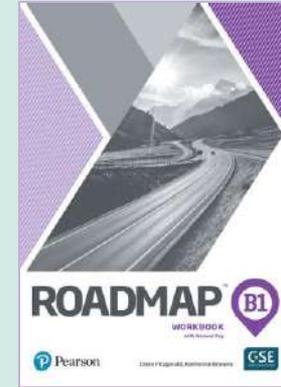
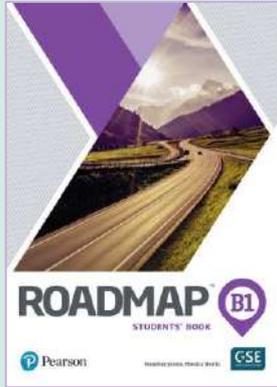
4 1.1 Explain that Ss are going to listen to a conversation about choosing a place to have lunch. Go through the questions and make sure Ss know what to make notes about. After they listen, check answers with the whole class.

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Components

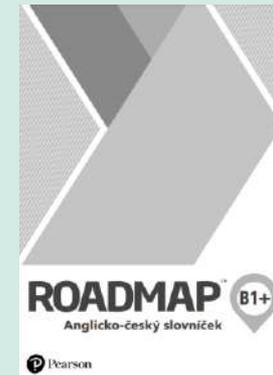


Components for students



Student's Book w/
digital resources & app

Workbook (with answer key)

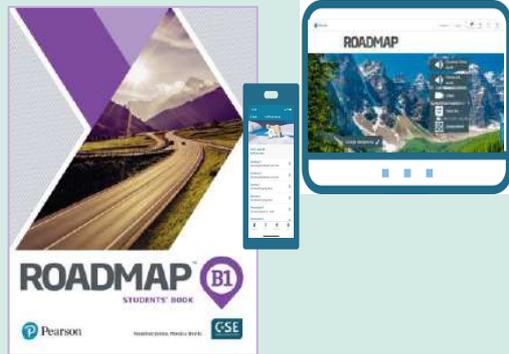


Student's Interactive eBook

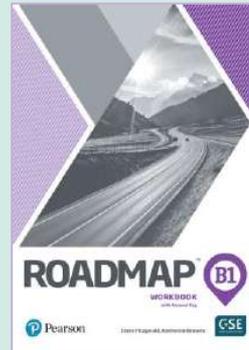
Online Practice

English – Czech/Slovak
dictionaries by VB

In terms of packages...



Student's Book



Workbook
(with answer key)



Student's
Interactive
eBook



Student's Book
with Online Practice



Student's
Interactive
eBook

Components for teachers

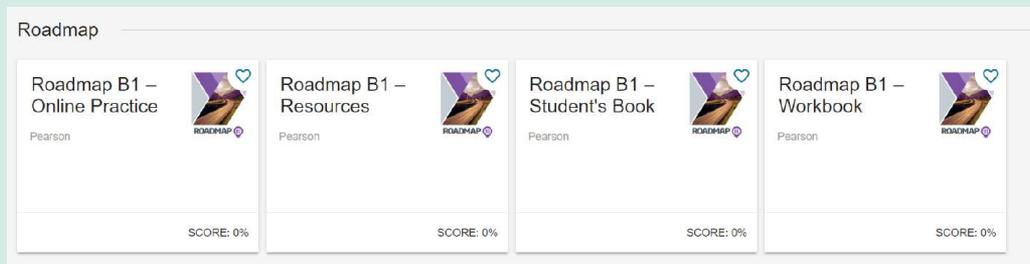


Printed

- ✓ Teaching notes
- ✓ Photocopiable worksheets
- ✓ Access code to Teacher's Portal

Digital

- ✓ Teaching notes
- ✓ Presentation tool
- ✓ Audio & video
- ✓ Photocopiable worksheets
- ✓ Mediation pack
- ✓ Assessment package



Pearson English Connect

 Pearson English Connect

- ✓ Interactive Student's Book
- ✓ Interactive Workbook
- ✓ Presentation Tool
- ✓ Teaching Notes
- ✓ Test Generator
- ✓ Virtual Classroom
- ✓ Resources
- ✓ Tests
- ✓ Gradebook



Pearson English Portal

Hi there!

Products

Classes

Class schedule 

Products

ACTIVE 



Roadmap

 Pearson **English Connect** 

5 components 



Speakout 2nd Edition

2 components 



ADD A PRODUCT

Roadmap

Roadmap B1 –
Online Practice



Pearson

SCORE: 0%

Roadmap B1 –
Resources



Pearson

SCORE: 0%

Roadmap B1 –
Student's Book



Pearson

SCORE: 0%

Roadmap B1 –
Workbook



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SCORE: 0%

< Roadmap B1 – Resources



GENERAL DETAILS

TABLE OF CONTENTS



Student's Book and Workbook audio



Video



Tests



Extra Materials



Teacher support



GSE mapping booklet



Mobile Apps



2A What happened?

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



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

Vocabulary

1 Look at the photos and discuss the questions.

- What do you think is happening in each photo?
- How do you think the people are feeling? Which of the adjectives in the box would you use to describe them?

amazed annoyed disappointed embarrassed
 frightened relaxed surprised tired worried

2 a Read the comments below and match them with three of the photos.

- "The other day I met an old friend for the first time in years. It was such a **surprising** meeting! We were **amazed** and excited to see each other again."
- "Yesterday was a really **annoying** day. I borrowed my wife's car and got a parking ticket. She was very **annoyed** with me."
- "I love cooking. I find it very **relaxing** after a long and stressful day at work. I don't like shopping for food though. It's so **tiring**."

b Look at the words in bold in Exercise 2a. When do we use adjectives ending in -ed or -ing, e.g. tired/tiring, amazed/amazing?

1 Go to your app for more practice.



Listening

5 a Listen to three stories. Match speakers 1-3 with topics a-c.

- a funny incident
- an exciting day
- a surprising meeting

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

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

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...

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.

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

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

b Listen again and repeat.

B Complete the story with the correct form of the verbs in brackets.

While I **was** (study) at university, I **was** (join) the Drama Society. I love the theatre and I really **was** (want) to act in a play in my first year. I only had a small part but I **was** (practice) for weeks! However, the day of my first performance was a disaster while I **was** (wait) to go on stage, I **was** (start) to get nervous, when I finally **was** (go) on stage, I **was** (forget) my words. Can you imagine? I **was** (stand) on stage in front of a big audience. Everyone **was** (wait) for me to speak, but I couldn't say a thing. I was so embarrassed!

9 Complete the sentences with your own ideas.

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

1 Go to page 128 or your app for more information and practice.

Speaking

PREPARE

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.

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

SPEAK

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/worried.

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

Develop your reading page 89

Online Practice



VOCABULARY



Open

Choose the correct alternatives.

- 1 I get very | when people are late for meetings.
- 2 Last year I spent three months travelling round South America. What an | experience!
- 3 My parents get very | 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 | .
- 5 I don't like watching horror films on my own. They're too | .
- 6 My sister was so | 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 | .
- 8 After a few days on holiday, I feel so | .
- 9 I hate getting up early every day. It's very | .



Result | 0%



Attempts | 0

Errors | 0

Total Errors | 0



Close Cursor Zoom Pen Mark Erase Hide Area Color Size Undo Redo Reset Note Clock Timer Score

1

2

3

4

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.
- It 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 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 always remember the day the Berlin Wall came down.
It _____ the day the Berlin Wall came down. (forgets)
- When I think of my school days, I feel happy.
I have _____ of my school days. (memories)
- It never forget the day my sister got married.
It _____ the day my sister got married. (remembers)
- 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. (forgets)

used to

3 Correct the mistake in each sentence.

- I didn't used to go camping as a child.
- I used to meeting my friends every Saturday.
- She don't use to like her job, but she does now.
- He didn't use got good marks at school.
- I use 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?
- We used to smoked, but we quit a couple of years ago.
- We are 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)
- _____
- Mark wear jeans a lot, now wear a suit to work. (past: wear jeans a lot, now: wear a suit to work)
- _____
- Mark go to school, now work in an office. (past: go to school, now: work in an office)
- _____
- Mark do a lot of exercise, now not do any exercise. (past: do a lot of exercise, now: not do any exercise)
- _____
- Mark not cook, now love cooking. (past: not cook, now: love cooking)
- _____
- Mark ride a bicycle, now drive a car. (past: ride a bicycle, now: drive a car)
- _____
- Mark live with his parents, now live in an apartment. (past: live with his parents, now: live in an apartment)
- _____
- Mark not travel, now go on holiday twice a year. (past: not travel, now: go on holiday twice a year)



Resources – Photocopiables

1A

Grammar 2 Noun phrases 1

1 Order the words in brackets to make a noun phrase. Then complete the questions with the phrase.

- a What is _____?
(sport / watch / your favourite / to)
- b Tell me about _____.
(someone / get on well with / you / who)
- c What is _____?
(kind / your favourite / film / of)
- d Where is _____?
(which / has / a place / for you / happy memories)
- e What is _____?
(to cook / dish / for friends and family / your favourite)
- f What are _____?
(your reasons / this course / for taking)
- g Tell me about _____.
(you have read / which / something / recently)
- h Tell me about _____.
(an activity / you / which / do / in your free time)
- i Where is _____?
(place / to go on holiday / your favourite)
- j Tell me about _____.
(which / an experience / grateful / made you)

2 Ask and answer each question from Exercise 1 with a different classmate.

2B

Vocabulary Starting work

A

1 Read out the sentences, but not the words in brackets. Your partner will guess what the word BEEP should be.

- 1 When you want to take time BEEP for a holiday, please fill out the online form. (off)
- 2 You'll hear an alarm soon. Don't worry, it's just a practice BEEP drill. (fire)
- 3 I'm working the night BEEP. I start at 10 p.m. (shift)
- 4 We have to wear BEEP clothes when we meet with clients. (formal)
- 5 I'm thinking of becoming a BEEP member to support better working conditions. (union)
- 6 One of our most important health and BEEP rules is to always wash your hands. (safety)

2 Now listen to your partner's sentences. In each sentence, guess what the word BEEP is.

3 Now write similar sentences of your own.

- 1 _____
- 2 _____

B

1 Listen to your partner's sentences. In each sentence, guess what the word BEEP is.

2 Now read the sentences to your partner. Can your partner figure out the missing word?

- 1 Visitors aren't allowed on the building BEEP. (site)
- 2 We need someone who is BEEP and can stay late if necessary. (flexible)
- 3 At the BEEP course, I learned how to deal with injuries like cuts and burns. (first-aid)
- 4 I'm going to ask our union BEEP for some advice about the situation. (representative)
- 5 You can wear jeans and a T-shirt if you want. It's really BEEP here. (casual)
- 6 I'm sorry, but you can't eat here. We have a BEEP policy on that. (strict)

3 Now write similar sentences of your own.

- 1 _____
- 2 _____

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Resources – Pronunciation

B1+

Roadmap Pronunciation

Unit 1

Lesson 1A

WORD STRESS: multi-syllabic words

- 1 a  1.1 Which syllable has the main stress in these words? The first one has been done for you. Listen and check.

advance allergic dairy delicious decent menu
outdoor popular product quality seafood
service spicy terrace terrible vegetarian

- b Listen and repeat the words.

WORD STRESS: nationalities

- 2 a  1.2 Listen to the pronunciation of these nationalities. Mark the stressed syllable in the words.

Chinese French Indian Italian Japanese
Lebanese Mexican Russian Thai Turkish

- b  1.3 Practise saying these sentences. Listen and check.

- I love Indian food.
- I've never eaten Japanese food.
- There's a great Lebanese place near here.
- What's Russian food like?
- Let's go to that new Turkish restaurant.
- I'm not so keen on Chinese or Thai food.

Lesson 1B

WORD STRESS: phrasal verbs

- 3 a  1.4 In a phrasal verb, which word has the main stress: the verb (move, put, etc.) or the particle (out, down, up, etc.)? Listen and check. Practise saying the phrasal verbs.

go out knock down move away move out put in
put up stay in tidy up

- b  1.5 Practise saying these sentences. Listen for the main stressed word.

- Sara **moved away** because house prices have **gone up** a lot.
- Julia bought a house in Sheffield near where she **grew up**.
- Are there any good places to **go out** in the evening around here?
- They're going to **knock down** the old industrial buildings and build some flats there.
- Daniel **moved out** last month because the landlord **put up** the rent.
- A new person just **moved in** to the flat next door.

Lesson 1C

LINKING: consonant + vowel

PRONUNCIATION TIP

When a word that finishes with a consonant sound is followed by a word that begins with a vowel sound, we usually link the two words. To link smoothly, imagine that the final consonant is at the beginning of the next word.
We **staye d**up late last night ...
We **wen t**on to a nightclub.

- 4 a  1.6 Listen and repeat the sentences.

- I stayed up late last night, which is why I'm tired this morning.
- We went on to a nightclub.

- b  1.7 Mark the consonant + vowel linking in the sentences. Listen and check. Then practise saying the sentences.

- I stayed in last night and I tidied up my room.
- I went out with a few friends last night. We got in at about one in the morning.
- The taxi cost a fortune. But it was worth it.
- I stayed up all night and watched several episodes of a Netflix series.
- The landlord put up the rent, which is why my flatmate moved out.
- We visited Brighton, which is where I was a student.

Lesson 1D

INTONATION: expressing preferences

PRONUNCIATION TIP

When we ask about preferences, we stress both of the options, but when we express preferences, we generally put stress on the item that we prefer.

- 5 a  1.8 Listen and repeat the conversations.

- A: Would you rather go to the mountains or the beach?
B: I'd rather go to the beach.
- A: Shall we go by train or bus?
B: I'd prefer not to go by bus.

- b Look at the conversations and choose an ending for B's responses.

For example: I'd rather go by taxi.

- A: Shall we go by bus or get a taxi?
B: I'd rather ...
- A: Do you fancy Indian, Chinese or Turkish?
B: I'd rather not ...
- A: Would you rather stay here or go somewhere else?
B: I'd prefer to ...
- A: We can go to either Oxford or Cambridge for a day trip?
B: If it was up to me, ...

Lesson 1C

LINKING: consonant + vowel

PRONUNCIATION TIP

When a word that finishes with a consonant sound is followed by a word that begins with a vowel sound, we usually link the two words. To link smoothly, imagine that the final consonant is at the beginning of the next word.

We **staye d**up late last night ...
We **wen t**on to a nightclub.

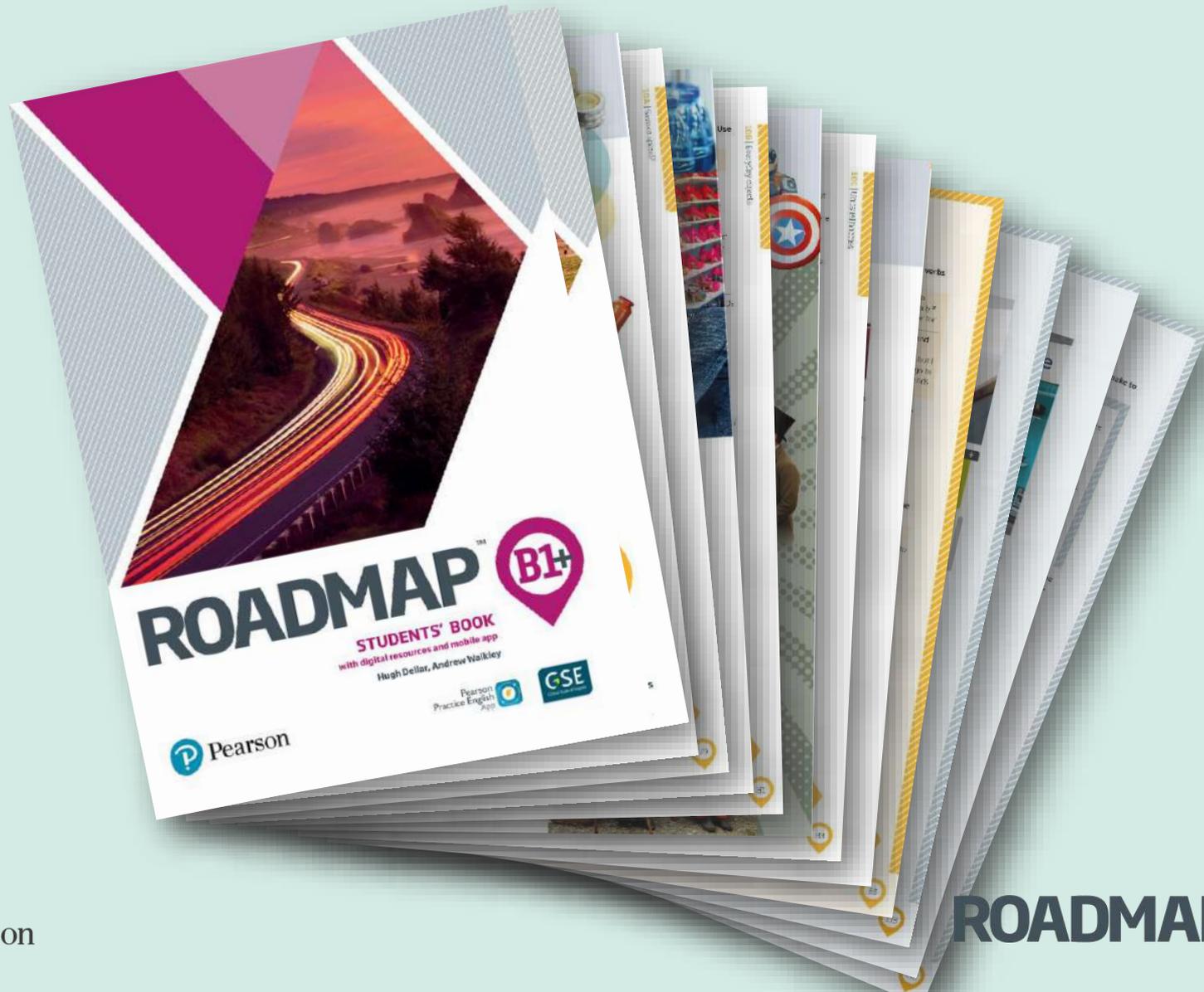
- 4 a  1.6 Listen and repeat the sentences.

- I stayed up late last night, which is why I'm tired this morning.
- We went on to a nightclub.

- b  1.7 Mark the consonant + vowel linking in the sentences. Listen and check. Then practise saying the sentences.

- I stayed in last night and I tidied up my room.
- I went out with a few friends last night. We got in at about one in the morning.
- The taxi cost a fortune. But it was worth it.
- I stayed up all night and watched several episodes of a Netflix series.
- The landlord put up the rent, which is why my flatmate moved out.
- We visited Brighton, which is where I was a student.

Unit walkthrough



2A

Getting better

- ▶ **Goal:** talk about your free time
- ▶ **Grammar:** present simple and present continuous
- ▶ **Vocabulary:** learning new skills

Vocabulary

- 1 Look at the photos and answer the questions.
 - 1 Which of the activities are you very good/OK at?
 - 2 Which have you tried to do, but aren't good at?
 - 3 Which have you never tried?
- 2 Complete the sentences with the pairs of words in the box.

downloaded/exchange interested/skilled
 expert/progress technique/way
 challenge/improve try out/go over
 keen/train useless/go

- 1 I'm very _____ on running. I want to do a 10K race this year, so I _____ every day before work.
 - 2 I play golf every Sunday. I'm slowly developing my _____, but I still have a long _____ to go.
 - 3 I'm learning Italian at the moment. I've _____ a few apps and I do a language _____ with an Italian girl.
 - 4 Painting has always _____ me - maybe because my mum's a highly _____ artist.
 - 5 I started baking last year. I'm no _____ but I've made a lot of _____.
 - 6 It's been a bit of a _____ at times, but I can feel I'm starting to _____, so that's good.
 - 7 I'm _____ at it, but it's nice to have a _____.
 - 8 I like to _____ new skills, but it's also important to _____ what I've already learnt to do.
- 3 Work in pairs and discuss the topics.
- something I'm **keen on** and has always **interested** me
 - a time I **made a lot of progress**
 - something that was **a bit of a challenge** for me
 - something I'm **useless** at, but enjoy doing anyway

▶ Go to page 157 or your app for more vocabulary and practice.

Reading

- 4 Read the article. What is its main purpose?
 - 1 to explain why so few people get really good at things
 - 2 to explain why so many people love *MasterChef*
- 5 Read the article again. Why are the things in the box mentioned?

2005 more than 100 bread-making machines
 over 50 every weekend over 200



THE LONG ROAD TO SUCCESS

It's official: a TV programme in which people compete against each other in the hope of becoming famous for their cooking is now the most successful cookery programme ever. Since it was first shown on British TV in 2005, *MasterChef* has spread around the world, becoming huge in Asia, Australia, Latin America and the Middle East. Over 50 different countries now make their own versions of *MasterChef*, and the programme is watched in over 200 countries. More than 100 winners are working in the food industry and many have become best-selling writers, too.

Of course, the programme has created a lot of interest in cooking. In fact, you can be sure that somewhere in the world, someone is practising a special dish and dreaming of winning the programme right now. The success of *MasterChef* is part of a growing trend. We lead busy and stressful lives, and many of us want to get back to basics and enjoy the simple things of life. More and more people are having a go at cooking, gardening and craft activities like making things with paper. However, while many people spend every weekend trying out another new recipe or improving their baking techniques, others are giving up. After finding that it is not so easy to copy what they have seen on TV, people stop believing they can ever make real progress and as a result cupboards are filling up with cookery books, bread-making machines, and other expensive equipment.

What very few of us want to accept is that no one becomes highly skilled overnight - and if you want to get good at something, you need to give it time!

- 6 Work in pairs and discuss the questions.
 - 1 Are the trends described in the article also happening in your country?
 - 2 Do you agree with the main point at the end?



Grammar

- 7 Read the sentences from the article. Underline the present simple and present continuous forms. Then match the sentences with explanations a-f in the grammar box.
 - 1 Over 50 different countries now make their own versions of *MasterChef*.
 - 2 Somewhere in the world, someone is practising a special dish right now.
 - 3 More and more people are having a go at cooking.
 - 4 Many of us want to get back to basics.
 - 5 More than 100 winners are working in the food industry.
 - 6 Many people spend every weekend trying out another new recipe.

Present simple and present continuous

Use the present simple:

- a to describe habits and routines.
I usually go round the park a few times before work.
- b for things we see as facts.
She belongs to the gym round the corner.
- c with state verbs.
I understand what you mean, but I don't agree.

Use the present continuous:

- d to talk about current trends.
Lots of young people are leaving social media.
- e for actions in progress at the moment of speaking.
I'm trying out a new recipe for lunch.
- f for actions that are happening 'around now', but not necessarily at the moment of speaking.
I'm doing a course in cooking skills at the moment.

- 8 a 2.1 Listen and notice what happens to the underlined auxiliary verbs in normal-speed speech.
 - 1 I am training for a marathon at the moment.
 - 2 She is learning how to surf at the moment.
 - 3 He is slowly getting better at it.
 - 4 We are not making enough progress.
 - 5 They are improving all the time.
- b Listen again and repeat.

- 9 Complete the article with the correct form of the verbs in the box.

become belong collect get have join know
 learn look for sound spend want

I guess it ¹ _____ a bit strange, but believe it or not, I ² _____ hair. Not just any hair, though - it must be the hair of someone famous. I ³ _____ to an online club, so I'm in touch with other collectors all over the world. We already ⁴ _____ over 1,000 members and more and more people ⁵ _____ all the time. Collecting hair ⁶ _____ popular all over the world. I ⁷ _____ most of my spare money on bits of hair - and I ⁸ _____ better at asking people for hair as well. At the moment, I ⁹ _____ a piece of Donald Trump's hair! I ¹⁰ _____ it won't be cheap! Oh, and I ¹¹ _____ how to design websites because I ¹² _____ a space online where I can show my collection.

- 10 a Look at the topics in the box and think about current trends in your country. Answer the questions about each trend.

fashion food and drink free time activities work
 social media technology

- 1 Why do you think it's happening?
- 2 What does it involve?
- 3 Does anyone you know follow this trend?

- b Work in pairs and compare your ideas. Try to use the present simple and the present continuous.

▶ Go to page 138 or your app for more information and practice.

Speaking

PREPARE

- 11 2.2 You're going to talk about your free time. First, listen to two people talking about things they're learning. Answer the questions.

- 1 What new skills do they mention?
 - 2 How are things going?
- 12 Make notes about something you're getting better at/learning to do at the moment. Think about ...
 - how often you do it
 - how/when you started doing it
 - anything special you're doing to help you improve.

SPEAK

- 13 a Work with different students in the class. Take turns telling each other about something you do in your free time. Ask and answer questions.
- b Work in pairs and discuss what you learnt about other students in the class. Who is learning the most interesting things?

Develop
 your
 listening
 page 91

2B

First days

- ▶ **Goal:** give a talk about where you work/study
- ▶ **Grammar:** present habits
- ▶ **Vocabulary:** starting work

Reading

- 1 Look at the photos and discuss the questions.
 - 1 What's happening? How do you think the people feel?
 - 2 Have you ever experienced a first day at work/school? What happened?
 - 3 Did you feel welcome? Why/Why not?
- 2 a Read the posts from an online discussion about first days at work. Who had the best day?

What should you expect on your first day at work?

We asked our readers. Their answer? Expect the unexpected!



I knew the company had flexible working hours, but they forgot to tell me that on the first day they expected me in the office at a particular time. Anyway, I got there at ten and quickly realised I was late. I'd missed most of the welcome meeting. I also found out that I had to share a desk and there were people playing games near me, so it was hard to work. Finally, after lunch, there was what I thought was a practice drill, but was actually a real fire, so we all just went home. Very strange! **Gabriel**

My first day was just welcome meetings and information about the building. As engineers, there are always lots of health and safety rules. We were also shown around the site and given our ID cards. There's a lot of security there, as you can imagine. My main memory, though, is just how friendly everyone was. They're a great team and made me feel very comfortable. I've been here ever since! **Mona**



I was expecting some kind of welcome, but when I arrived, they just showed me to my desk and left me to get on. I didn't really know what to do, so I actually spent most of the day on the internet. Oh, and I got very hungry because I had no idea what time the lunchbreak was and was too afraid to ask! As soon as I left the office, I went straight to the nearest restaurant. Anyway, it got better after that, but it was never a friendly place to work in. **Alenka**

b Read the posts again. Which person:

- 1 didn't get any kind of welcome?
- 2 got something to help them get in and out of the building?
- 3 finished early?
- 4 is still working in the same place?
- 5 found it hard to think in their workplace?
- 6 didn't do anything useful?



3 Work in pairs and discuss the questions.

- 1 Do you feel induction (welcome) meetings are a good idea when people join a new place of work/study?
- 2 What sort of things do people need to know?

Vocabulary

4 Match sentence halves 1–6 with a–f.

- 1 We expect you to wear **formal clothes**.
 - 2 If you're a **union member**, you can contact
 - 3 Everyone has to do a **first aid course**.
 - 4 I need to explain the **health and safety rules**.
 - 5 If you have to **take time off**,
 - 6 We have **flexible working hours**.
- a before I can show you round the **building site**.
 b but they're fixed if you work **night shifts**.
 c your **union representative** for help.
 d you don't get paid. We have a **strict policy** about that.
 e but **casual dress** is OK on Fridays.
 f and we do a practice **fire drill** once a week.

5 Do you think the rules and suggestions in Exercise 4 are good or bad? Work in pairs and compare your answers.

▶ Go to page 157 or your app for more vocabulary and practice.

Listening

- 6 ▶ 2.5 Listen to an induction for adult students on their first day at a language school. Number the topics in the order that you hear them.
 - a school values
 - b smoking policy
 - c break times
 - d the social programme
 - e what to do if there's a fire
 - f toilets
 - g lateness policy
 - h how long the breaks are
- 7 ▶ Listen again and complete the sentences with up to four words.
 - 1 There isn't an exact time for the break, but it _____ be around 10.30.
 - 2 Unfortunately, they are _____ doing roadworks round here.
 - 3 ... Please tell Jenny at the reception desk. _____, people tend to go out to one of the cafés along this road.
 - 4 These are _____ cleaned so we don't tend to have any problems with them.
 - 5 Activities are open to everyone and they _____ filling up quickly.
 - 6 They may organise class trips _____.
 - 7 And finally, _____, we have a free barbecue on the first Friday of every month.
 - 8 We usually have a practice drill every two months but we _____ tell staff.

Grammar

- 8 a Match the words and phrases from the gaps in Exercise 7 with meanings 1–5.
 - 1 always _____
 - 2 usually or generally _____ *tends to* _____
 - 3 don't usually _____
 - 4 often _____ *regularly* _____
 - 5 sometimes _____
- b Read the grammar box and choose the correct alternatives.

Present habits

Use the present simple to talk about habits.
I usually work from 9 till 6.
 We have weekly meetings on Fridays.
 Adverbs of frequency like *regularly* are placed before/after the main verb.
 Frequency expressions like *from time to time* go at the beginning *or* *but not* at the end of a clause.
 Use *(don't) tend to* + *infinitive* -ing to talk about things that you usually do or that are generally true.
 Use *has/have a habit of* + *-ing* or the present continuous with *always/constantly* to talk about a regular action that you find *annoying/positive*.

- 9 a ▶ 2.6 Listen to the sentences. What happens to the letters in bold?

 - 1 We don't **tend** to lock the office.
 - 2 We **tend** to go for a coffee at 11.
 - 3 We usually have a staff meeting the last Monday of the month.
 - 4 Things have a habit of **going** missing.
 - 5 The printer's **always** breaking down.

- b Listen again and repeat.
- 10 Rewrite the sentences using the words in brackets so that they mean the same.
 - 1 People normally wear casual clothes in the office. (As a rule)
 - 2 People don't usually take all their days of holiday. (tend)
 - 3 On the whole, students call the teachers by their first names. (tend)
 - 4 Rather annoyingly, people often leave their dirty cups on the table. (habit)
 - 5 People sometimes forget their ID card, which can cause a lot of problems. (from time to time)
 - 6 The system has a habit of crashing. (constantly)
- 11 a Write five sentences about the habits of people/machines/places you know. Use the structures in the grammar box.
 As a rule, the lifts *tend to break down once a year*.

Speaking

PREPARE

- 12 a You're going to give an induction talk to new staff/students at your place of work/study. First, work in pairs and discuss the topics you will include, e.g. the dress policy, health and safety rules, etc.
- b Work on your own and prepare your talk. Use the language from this lesson and the Useful phrases.

Useful phrases

The first thing I need to tell you about is (health and safety rules).
 OK. Moving on, I'd like to say a bit about (night shifts).
 If you have any problems with (your working hours), talk to (your manager).
 As a rule, we tend to/tend not to (work late).
 Right, I think that's all. Any questions?

SPEAK

- 13 Work in groups. Take turns giving your talks. At the end of each talk, ask the speaker questions.

Develop your writing page 92

2C

Changing world

- ▶ **Goal:** discuss how life has changed
- ▶ **Grammar:** *used to*, *would* and past simple
- ▶ **Vocabulary:** parents and children

Reading

- 1 a **Look at the photos and discuss the questions.**
 - 1 Do you think children play differently now compared to in the past?
 - 2 Do you think children get enough exercise?
 - 3 Do you think children use technology too much?
- b **Read the article. Does it mention any of your ideas?**
- 2 **Which of points 1–6 are made in the article?**
 - 1 75 percent of British kids don't do any physical activity.
 - 2 In the past, there weren't so many cars on the roads.
 - 3 Mobile phones give kids more opportunities.
 - 4 Learning to deal with problems is an important part of growing up.
 - 5 Parents in Spain worry about how much their children have to read.
 - 6 Some things never change.
- 3 **Work in groups. Do you think the general trends described in the article are also true in your country? Why? Give examples.**

Grammar

- 4 **Read and complete the grammar box by crossing out the forms that are not possible. Use the examples in bold in the article to help you.**

used to, would and past simple

Used to, *would* and the past simple can all be used to talk about things that happened in the past but don't happen anymore.

- To talk about repeated past actions or events, use:
 - used to*** + infinitive/*would* + infinitive/the past simple.
- To talk about past states such as being, having or liking, use:
 - used to*** + infinitive/*would* + infinitive/the past simple.
- To talk about single events in the past, use:
 - used to*** + infinitive/*would* + infinitive/the past simple.

Make negatives of *used to* with *didn't use to* or *never used to*.

My parents didn't use to know where I was half the time – and never used to ask for any details.

Make questions with *Did you (ever) use to?*

Did you use to go out on your own when you were a kid?



Give kids an outside chance

A global study of children's fitness has suggested that kids are not doing enough exercise. For example, in China, Chile and Qatar less than 20 percent of kids get involved in physical activity. Another study found that 75 percent of British children spend less time outside than people in prison.

One reason for this is that from Beijing to London, there's less green space in our cities – and far more traffic. While kids in the past would play games in the streets, that is almost impossible these days, even if parents let their kids go outside. But that's the second problem – worried parents want to control their kids more, and technology is allowing this to happen. Parents don't just constantly text and call now; they also have apps that allow them to see where their kids are!

Such things simply **didn't exist** when I was young. In fact, my parents **didn't use to know** where I was half the time – and **never used to ask** for any details. We'd sometimes go to friends' houses but often we'd run around the neighbourhood and explore: parks, woods and empty buildings. I remember once we even went into an old factory. Sure, we'd sometimes get into trouble when we were out, but I say that was good for our development.

What's more, parents these days don't seem happy with their kids indoors, either: kids play too many games and don't read enough. Or rather they play the wrong games and read the wrong things. A study in Spain actually found that kids are reading more these days. However, they're not reading as much for pleasure as we did.

It seems, then, that kids are simply worse than they used to be – which is perhaps the one thing that **never changes**. This was Socrates almost 2,500 years ago: 'Children now love luxury. They have bad manners, don't respect people in authority, and chat instead of exercising.'

- 5 a **2.7 Listen.** Notice that when the sounds /t/ or /d/ occur before a consonant sound, they may not be pronounced.
 - 1 I **used to** walk to school on my own.
 - 2 We'd go to the library every weekend.
 - 3 When I was young, we'd eat **fish** every Friday.
 - 4 I'd always spend the holidays with my **grandparents**.
- b **Listen again and repeat.**
- 6 **Read the text and cross out the alternatives that are not possible.**

My life **used to be/would be** much more complicated before I **got/used to get** my first mobile phone. In those days, I **always arranged/would always arrange** exactly where and when to meet my friends and we **tried/used to try** our best to get there on time.

Sometimes we **used to wait/would wait** hours for people to turn up. I remember once I **rang/would ring** a friend's mum to tell her I was going to be late, and my friend then **called/used to call** home to see if there had been any messages! People did things like that then. I also **knew/would know** loads of phone numbers by heart. Now I can hardly remember my own! It's funny, though, because even though I now carry my phone everywhere, I actually think I **called/would call** my friends more back then. I guess it's because we **never used to have/wouldn't have** emails, texts or messaging apps.

- 7 **Work in pairs. Choose a piece of technology that has changed your life and explain how.**
- Go to page 138 or your app for more information and practice.

Vocabulary

- 8 **Complete the sentences with the words in the box.**

arrangements authority complicated control entertain experience feel free force let manners trouble watch over

- 1 You can't _____ kids all the time to check what they're doing. You have to let go!
- 2 It's important that children learn good _____ like saying 'Please' and 'Thank you'.
- 3 You shouldn't _____ your kids play in the street. It's too dangerous.
- 4 Children should always respect people in _____, like teachers and police officers.
- 5 Getting into _____ is just part of growing up.
- 6 It's important to _____ the technology that kids use and give them time limits.
- 7 Children should _____ to say whatever they want.
- 8 Parents should _____ their kids to eat everything.
- 9 Children only learn to become independent if they _____ difficulties in life.
- 10 A lot of parents make too many _____ for their kids, like after-school and weekend activities.
- 11 It's good for children to be bored, so they learn to _____ themselves.
- 12 Life is more _____ for kids than it was in the past. There are so many things they are expected to do.

- 9 **Choose six sentences from Exercise 8 that you agree with. Why do you agree? Then work in pairs and compare your ideas.**

I think parents should definitely control technology. I think kids should only get smartphones when they are 16 and parents should give them a limit of one hour a night on the internet.

Go to your app for more practice.

Speaking

PREPARE

- 10 a **2.8 You're going to discuss how life was different when you were younger. First, listen to two people doing the same. Answer the questions.**

- 1 Which two topics in the box do they talk about?
- 2 Did they have the same experience?

technology parents entertainment holidays fashion home life school and studying sport

- b **Choose four topics from the box. Think about what you and other children did when you were younger and if those habits and experiences have changed for young people today.**



SPEAK

- 11 a **Work in groups and compare your ideas. Did you have any of the same habits or experiences when you were younger? How do they compare with life for young people today? Use *used to*, *would* and the Useful phrases.**

Useful phrases

Did you ever use to do it in the past?
Did you use to do much sport?
How often did you use to go?
I think it's better/worse for kids now because (they have a lot of freedom).
Which do you think is better?

- b **Work in groups. Is life better for children now or when you were younger? Explain your answers.**

Develop your reading page 94

2D

English in action



Goal: end conversations politely

1 Look at the pictures. What do you think is happening?

2 Listen to three conversations. Why does each person need to end the conversation?

3 Listen again and complete the sentences with three words. Contractions count as two words.

- I listen, I'm really sorry, but I'm actually _____.
- I'll call you. It'd be great _____.
- Sorry to interrupt you, but _____ seen my friend Jordan and I really need to talk to her about something before she goes.
- It's been great _____.
- Anyway, if I don't see you, enjoy _____ your evening.
- Oh no! I've _____! I've got a class at 7.30.
- I know! Sorry _____ like this.
- Well, give me a call when you hear. Thanks for the coffee. _____!

b Read the Useful phrases box and check your answers.

Useful phrases

To bring a conversation to an end, you can:

a Show you want to say something

Anyway, ...

Listen ...

Sorry to interrupt, but ...

b Say you have to go

I've got to go.

I need to get going.

c Explain why

My train/bus is about to leave.

I'm (actually) in a rush.

I've just seen my friend and I need to talk to her before she goes.

I'm meeting a friend at six.

I have an early start tomorrow.

I've got a class at 7.30.

d Say something positive

It was great to catch up.

It was great meeting you.

It'd be great to catch up.

It's been great to meet you.

Enjoy the rest of your evening.

Fingers crossed.

e Add an apology

Sorry to rush off like this.

I'm afraid I can't stop.



4 a Put the words in brackets in the correct order to complete the sentences.

- I think _____ . (going / I'd / get / better)
- Anyway, listen, _____ . (useful / been / a / really / meeting / it's)
- I'm really sorry I _____ . (more / and / stay / talk / can't)
- Sorry to _____ ? (time / you / what's / but / the / interrupt)
- I have something on _____ . (work / can't / late / and / I / be / at)
- Sorry, but I've just had _____ . (someone / a / from / call) and I _____ . (out / it / sort / to / need)

b Listen and check your answers.

c Listen again and repeat.

5 Match the sentences in Exercise 4a with functions a–e in the Useful phrases box. Sentence 2 has two functions.

6 a You're going to start and end conversations with two students in your class. First, think about:

- how you could start each conversation.
- what you will talk about.
- how you could end each conversation.

b Work in pairs and have your first conversation. Use the Useful phrases to help you. Try to make the conversation last as long as possible.

c Change partners. Repeat but end the conversation in a different way.

Check and reflect

1 a Complete the sentences with the best word. The first letter is given.

- I know I make mistakes when I'm speaking, but I like to h_____ a go.
- I'm not very k_____ on grammar, but I like speaking and listening.
- I've d_____ a few apps, which I study from most days.
- Every day after class I go home and go o_____, what we've done in class.
- I'm making good p_____ with my English. I'm much better than I was last year.
- I do an online language e_____ with an English woman once a week.

b Which sentences in Exercise 1a are true for you? Work in pairs. Say three more things that you do to improve your English. Who do you think has the better study skills?

2 Complete the sentences with the correct form of the verbs in the box.

agree bake get learn start train

- I _____ how to dance tango. I have classes twice a week.
- I really love football. I'm in a team and we _____ three times a week after work.
- More and more people _____ their own businesses.
- It's not a popular opinion, but I _____ with you.
- I'm very keen on cooking. I _____ all my own bread - and I _____ better all the time!

3 a Match verbs 1–6 with pairs of endings a–f.

- | | |
|-----------|--|
| 1 explain | a night shifts/late |
| 2 work | b a suit/formal clothes |
| 3 wear | c a union member/a manager |
| 4 be | d the health and safety rules/a policy |
| 5 do | e time off/a holiday |
| 6 take | f a first aid course/a fire drill |

b Choose three verbs and endings from Exercise 3a that are connected with your life. Work in groups. Explain your choices.

4 Complete the text with the correct habit structure words.

On the 1 _____, I'd say I'm fairly fit. I don't 2 _____ to have much energy in the evenings, so as a 3 _____, I get up early and do things before I go to work. I 4 _____ running four or five times a week and I go cycling from time to 5 _____ as well. The only problem is, I have quite an old bicycle and it has a 6 _____ of breaking down! I don't 7 _____ exercise on Sundays, though, because everyone needs a day of rest! Oh, I 8 _____ to eat quite healthily too: no junk food, not much red meat, that kind of thing.

5 a Rewrite the sentences using the words in brackets so that they mean the same. In two cases, this is not possible.

- I spent hours and hours listening to music when I was a teenager. (used to)
- When I was eight or nine, we went to Mexico for a month. (used to)
- When I was a kid, I always cycled to school. (would)
- I really loved the movie *Star Wars* when I was a kid. (would)
- I never ate vegetables when I was younger, but now I'm a vegetarian! (used to)
- I used to have really long hair. I only used to cut it once or twice a year. (would)

b Think of five things that were true for you in the past, but aren't true anymore. Work in groups and compare your ideas. Try to use *used to* and *would* instead of the past simple.

6 a Match sentence halves 1–6 with a–f.

- I never got into _____
 - I experienced _____
 - My parents used to force _____
 - My parents used to control _____
 - My parents made sure I learnt _____
 - My parents used to let _____
- a good manners.
b any trouble when I was younger.
c me sleep as much as I wanted.
d some real difficulties when I was a kid.
e me to study every day.
f how much I used the internet.

b Which sentences in Exercise 6a are true for you? Work in pairs and explain your answers.

Reflect

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

- I can describe trends and talk about new skills I'm learning.
- I can give a short talk about where I work/study.
- I can describe differences between customs now and in the past.
- I can end conversations politely.

Want more practice?
Go to your Workbook or app.

Go online for the Roadmap video.

2A Develop your listening

Goal: understand a radio phone-in programme
Focus: identifying details that support key ideas



1. **Work in pairs and discuss the questions.**
 - 1 Do you do any sport/physical activity?
 - 2 What things do you think might be good for your mental and/or physical health?
2. **Listen to the beginning of a radio programme and answer the questions.**
 - 1 What kind of programme is it?
 - 2 What is the main topic being discussed?
3. **Read the Focus box. What do supporting details do? What phrases do people use to give details?**

Identifying details that support key ideas

When listening, it's important to first identify the key ideas, and then listen for details. Think of a key idea as an umbrella idea with supporting details under it. Supporting details may describe or explain a key idea. They can include examples, reasons, results and other facts. Speakers sometimes show listeners they are going to give examples or give reasons by using certain phrases.

We should spend less money on Olympic sports and more on general public sports... (= key idea)

...like park football or providing free gym membership (= example)

...For example, you could build a swimming pool in every residential block (= example)

Look at people's level of fitness - we all spend too much time sitting down (= reason)

In fact, we spend almost the same on a few Olympic athletes as we do on all school sport (= fact)

It's the kind of thing that would win votes in an election (= result)

And another thing is, if people were fitter we could save money on healthcare (= result)

However, speakers often assume that listeners understand why details are being given, and so don't always draw attention to them like this.

- 2.4. **Listen to the rest of the programme. Number the key ideas in the order that you hear them. One of the ideas is not discussed.**
 - a having Olympic sports that are based on jobs
 - b having Olympic motor sports
 - c having Olympic sports that are connected to parenting
 - d having Olympic sports that are only played in one country
 - e having Olympic sports that aren't physical, e.g. card games

5 Work in pairs and check

- 1 Which of these ideas of making sport?
 - a My gran/pa
 - b There aren't people.
 - c It's good for
 - d The winner cheat.
- 2 Which of these examples of the Olympics fit an event in a buggy push chair?
 - a ice cream
 - b tug-of-war
 - c American football

6 Work in pairs and

- 1 Do you watch it now?
- 2 What do you think it is like listening? How would you judge it?
- 3 What new sports are being judged?
- 4 Have you heard to the Olympic?
- 5 Did you ever have memories of it?

7 Work in groups of 3

6. Question 3.

2B Develop your writing

Goal: write an informal email
Focus: linking words and questions in informal emails



1. Look at the photos and answer the questions.

- 1 What are the people doing?
- 2 How do you think they are feeling?
- 3 What jobs do you think they are doing?
- 4 How are their jobs going at the moment?

2. Work in pairs and compare your ideas.

2. Read sentences 1-8 from emails about work. Match the words in bold with definitions a-h.

- 1 They're **expanding** our department. We're going to have five more people working with us.
- 2 She's only been a manager for six months, but she's already had a **promotion**. They've made her the head of department! She's running the whole business now!
- 3 He's quite new and hasn't done this kind of thing before, so he's **struggling** a bit. I'm having to help him a lot.

4 Our website won the best travel site of the year award. It's nice to have your work recognised like that.

5 I'm going to be **made redundant**. The company has been losing money and needs to cut staff, and unfortunately my job is one they're cutting.

6 We are going to be **taken over** by a bigger company, HFC. Apparently, they are paying \$3 billion to buy us.

7 They're introducing a new **admin system** so all our forms and records will be in one place and can be accessed through an app.

8 His boss is basically **bullying** him. He's always telling him to work late and saying bad things about his work - often in front of other people.

- a frightening and hurting
- b to be tight and controlled
- c moved to a higher level in a company
- d prize
- e lose my job because I'm no longer needed
- f increasing inside
- g trying hard to do something difficult and not doing very well
- h well-organising and arranging the operations of the company

3. Work in pairs. Do you know anyone who has experienced any of the things in Exercise 2? What happened?

I've made a redundancy a few years ago. I worked for a small computer company and we were taken over. Most of us lost our jobs.

4. Read Saroj's reply to an email from her friend, Keisha.

- 1 Which things from Exercise 2 are mentioned?
- 2 What questions do you think Keisha had asked Saroj?

Hi Keisha,

Thanks for the email. It was Hope all is well your end. Hi Hope, she kids are great - it's Alpha started school last month. It only seems like yesterday napkins. Dale's really happy the school football team. Gabby's been really busy. I work with, but on the whole a bit difficult for me to come though, but I might be able. Mum might be able to come and Dale.

Things are a bit strange at the moment though I'm doing really well weeks ago that we're being company. They're a social does make sense for them. They've said that there won't and they are hoping to expand. I compare results in people getting me by really enjoying it they do promoted to head of make Drone Strike. I'm really proud the second best-selling product it's just won two industry awards.

Anyway, fingers crossed on that and that we can meet in New sometime and have a catch since we had a good long chat.

Lots of love,
Saroj

2C Develop your reading

Goal: understand an article
Focus: using attention to recognise new words

A ROOM OF MY OWN

Kea Jenkins asks why young people are leaving the wide open spaces of open social media.

'I first started thinking about quitting when I woke up one morning and found my grandmother had liked one of my photographs during the night - and not just any old photo either, but one that I really wouldn't have shown her in any other circumstances!' Amir Anselm is explaining why he stopped using Facebook, the world's most popular social networking site. 'Like most of my friends, I used to post all the time', he continues, 'but then I suddenly realised how many people could see what I was putting up, and I was just really uncomfortable with that idea.'

Amir is one of tens of millions of young people who over recent years have made the move from the more open public broadcast spaces like Facebook to more private 'walled garden' tools. 'These days, I'm all about messaging apps and auto-delete', he reveals, 'so what I share goes no further than a small group of friends, and often ceases to exist after a minute or two anyway.' In fact, one of the main reasons why many young people are leaving open platforms is that they are booming more and more aware of the way that past posts may come back to bite them in the future.

The knowledge that everyone from employers to universities is taking now look at social media profiles has resulted in more self-censorship and far smaller and more boring public images, with more personal thoughts and pictures being shared in private elsewhere.



1. Discuss the questions.

- 1 Which social media platforms/apps do you use (e.g. Facebook, WhatsApp)? What for?
- 2 How often do you post things on social media?
- 3 How often do you update your profiles on social media?
- 4 Are there any social media tools you have stopped using? If so, why?

2. Complete the sentences with the words in the box.

broadcasting comment likes message platforms post profile registered

- 1 WeChat is one of China's biggest social media _____ . As well as using it to _____ people and share photos, articles and other _____ , users can also order taxis and pay for things through the app.
- 2 Netflix is taking business from traditional _____ companies like the BBC.
- 3 I _____ with Twitter, but I've never really used it. My _____ still says I'm single, but now I'm married.
- 4 We have a Facebook page for our company and try to _____ something on it every day. The last video we put up had 20,000 _____ , which isn't bad.

3. Read the title and subtitle of the article. How might 1-5 be connected to the reasons young people stop using certain social media tools?

- 1 a photograph and a grandmother *Maybe a grandmother saw a photograph that her grandchild didn't want her to see.*
- 2 employers, universities and banks
- 3 body image
- 4 sleep
- 5 panic attacks

4. Read the article and check your answers to Exercise 3. Can you explain the title?

5. Read the article again. Which of ideas 1-7 are mentioned? Underline the parts of the article that support your answer.

- 1 Being friends on social media with older relatives can be a bad idea.
- 2 Users of social media should learn more about the settings for each tool.
- 3 Failure to manage your online image could affect your career.
- 4 The design of some tools encourages you to spend more time on them.
- 5 It can be very hard to stop using social media.
- 6 Younger users of social media are sometimes believed to be easier to sell to.
- 7 The move towards narrowcast tools may put some social media companies out of business.

6. Complete three of the sentence starters so they are true for you.

- 1 One problem with the article is that it doesn't mention ...
- 2 A major advantage of open social media that wasn't mentioned is ...
- 3 Another reason for quitting open social media tools is ...
- 4 One problem with leaving open social media is that you then ...
- 5 The best thing that could happen to social media in the future is ...

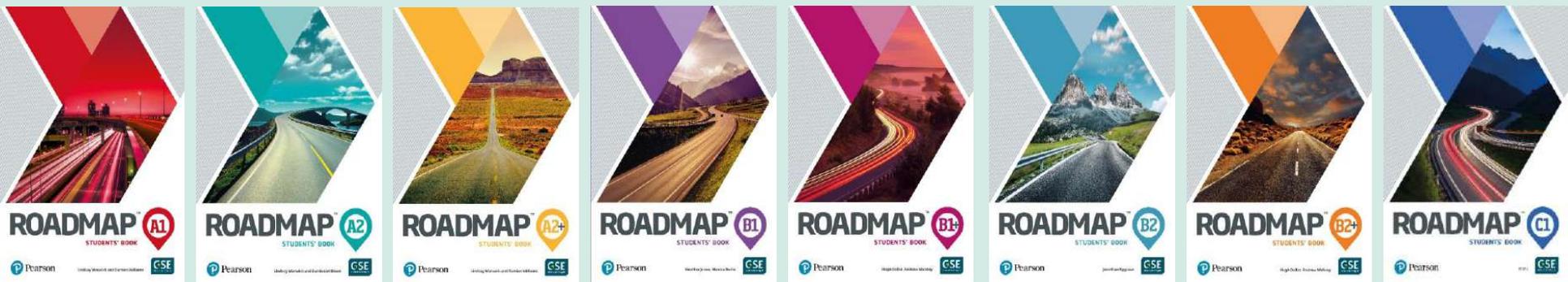
7. Work in pairs. Compare and explain your ideas.

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