ROADMAP™ B1

STUDENTS' BOOK

Pearson

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GSE Global Scale of English

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FAST-TRACK ROUTE

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EXTENDED ROUTE

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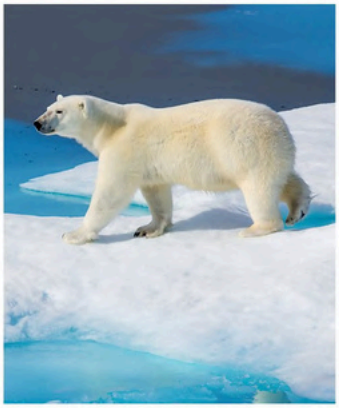

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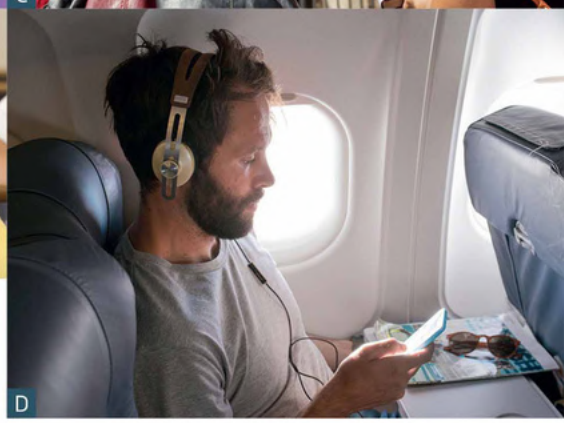
1A Profiles

- **Goal:** get to know someone
- **Grammar:** present simple and present continuous
- **Vocabulary:** personal details



Reading and vocabulary

1 **Look at the photos. What do you think the people do? What are they doing in the photos?**

2 a **Read the profiles. Match them with photos A–D.**

b **Read the profiles again and answer the questions.**

1 What does each person do?
2 Where do they come from?
3 What do they like doing in their free time?
4 Why are they learning English?

3 a **Match the verbs in the box with phrases 1–8. There may be more than one possible answer.**

do get have pass run study take train work

1 *do/take* a course in
2 a degree/qualification in
3 an exam
4 as a tour guide
5 your own company
6 for a company/myself
7 for a degree/qualification
8 part time/full time

b **Correct the information in each sentence.**

1 Sofia is a qualified tour guide.
2 She's taking a course in Spanish.
3 Xavier works part time.
4 Rafael is doing a degree in engineering.
5 Esma is training to be a scientist.
6 She's studying English for her job.

4 a **Complete the sentences with your own ideas.**

1 I'd like to do a course in ...
2 It was difficult to pass ...
3 I'd like to train ...
4 Someone I know has a qualification in ...

b **Work in pairs and compare your ideas.**

5 **Discuss the questions.**

1 Why are you studying English?
2 Do you have anything in common with the people in the profiles?

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

Name: *Sofia Bianchi*
Occupation: I'm training as a tour guide here in Rome. I want to get a qualification in tourism.
About: In my free time, I love eating out with my boyfriend. I'm taking this course in English because I want to improve my speaking skills.

Name: *Xavier Lopez*
Occupation: I'm a qualified accountant and I run my own company. I work full time and I enjoy working for myself.
About: I come from Bilbao, but right now I'm living in Madrid. My wife is doing a degree in economics here. In my spare time, I volunteer for a local charity. I like helping people. I am studying English because I need it for my job.

Name: *Rafael Silva*
Occupation: I have a degree in civil engineering and I work for a multi-national company.
About: I'm from Macae in Brazil. I usually listen to music in my spare time. I'm a big fan of rock music. I'm studying English because I often have to travel abroad for work. My wife works full time teaching English and she's helping me. I have to take my exam soon! I hope I pass it.

Name: *Esma Sadik*
Occupation: At the moment I'm studying for a degree in environmental science.
About: I'm from Ankara in Turkey. I like reading in my free time and I'm trying to read books in English. I'm studying English because I need to pass an exam before I can graduate from university. I work part time to help pay for my studies.

Listening

6 a 1.1 **Sonya and Pierre are starting an English class at a language school. Listen to their conversation. Which question don't they ask?**

1 Where are you from?
2 What do you do?
3 Do you enjoy your job?
4 Why are you studying English?
5 Do you like travelling?
6 What do you usually do in your free time?

b Listen again and complete the sentences. Who says each sentence, Sonya (S) or Pierre (P)?

1 I usually _____ from home, but right now I _____ on site for a local company.
2 I _____ my job most of the time ... but I _____ it at the moment!
3 At the moment, I _____ for a teaching qualification ... I really _____ children.
4 Right now, I _____ part time in a local school.
5 And after I graduate, I _____ to get a job abroad.
6 I often _____ for foreign companies.
7 I _____ to play the guitar at the moment.
8 I _____ tennis every weekend.
9 I _____ much sport. I _____ watching it on TV!

Grammar

7 Read the grammar box and choose the correct alternatives.

Present simple and present continuous

Use the [1]*present simple/present continuous*:

- to talk about habits and routines or repeated actions, often with adverbs of frequency like *usually, often* and *sometimes*.
  *I **usually listen** to music.*
- for permanent situations.
  *I **come from** (Bilbao).*
  *I **run** my own company.*

Use the [2]*present simple/present continuous* to talk about actions at the present moment, happening around now and temporary situations, often with *at the moment* and *right now*.

*I'**m studying** for a degree.*
*My wife **is doing** a degree **at the moment**.*

Some verbs almost always use [3]*simple/continuous* forms, for example, *have/have got, like, love, hate, prefer, hear, see, know, want*.

*He'**s got/has** a degree in civil engineering.*
*She **wants** to get a job abroad.*

8 a 1.2 **Listen and notice the pronunciation of *do you*.**

1 Where do you live?
2 What do you do?
3 What university do you go to?
4 Do you like sport?

b Listen again and repeat.

9 Choose the correct alternatives.

A
I'm in my first year at university and I [1]*like/am liking* it very much. I [2]*share/am sharing* a flat with another student this term. Xavier [3]*comes/is coming* from Spain and he [4]*learns/is learning* English like me. He [5]*wants/is wanting* to be a tour guide.

B
I can't find a job so I [6]*don't work/am not working* right now. I [7]*live/am living* with my parents because I can't afford my own flat. They [8]*live/are living* in the country and there's not much to do! My father [9]*tries/is trying* to get me a work experience job in his office.

10 a Make questions using the prompts.

1 where / you / come / from?
Where do you come from?
2 what / you / do / at work (or university) / at the moment?
3 you / usually / enjoy / your work (or studies)?
4 you / take / any other courses / at the moment?
5 you / study / for any exams?
6 where / you / usually / go / on holiday?

b Work in pairs. Ask and answer the questions.

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

Speaking

PREPARE

11 You're going to introduce a classmate you don't know well to the rest of the class. First, write some questions to ask your partner. Think about these topics:

- work and study
- family
- travel
- interests and hobbies
- reasons for learning English
- home (city/area)

SPEAK

12 a Work in pairs. Ask and answer questions to find out about each other. Use the Useful phrases to help you.

Useful phrases

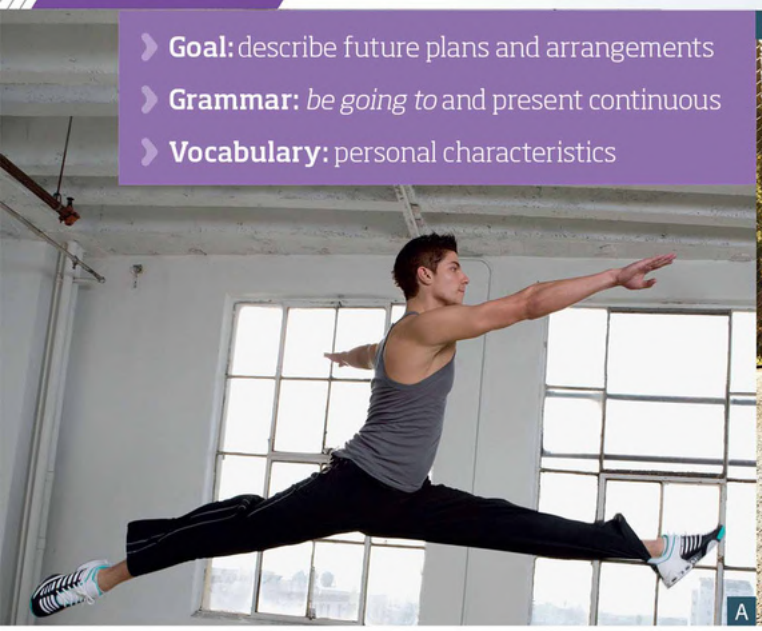
What/How about you?
And you?
That's interesting.
Me too!

b Introduce your partner to the class. What are their reasons for learning English?

Develop your reading page 86

1B Life maps

- **Goal:** describe future plans and arrangements
- **Grammar:** *be going to* and present continuous
- **Vocabulary:** personal characteristics



Vocabulary and reading

1 a Look at the photos and discuss the question. What jobs do you think the people do?

b Match photos A–E with comments 1–5.

1 'I think I'm a **caring** person. I like helping people. I'm **reliable** and people trust me to take care of them.'
2 'I work from home so I need to be **organised**, but sometimes I feel a bit **lazy** and I don't want to work at all!'
3 'I'm **ambitious** and I want to get to the top! I'm not **shy**. I'm very **confident** when I speak. I always keep **calm** when things go wrong.'
4 'I have to be **patient** when I coach players as people are very **sensitive**, but I still need to be **open** and **honest** and say what I think.'
5 'I'm pretty **hard-working**. I practise ten hours a day. I'm **creative** and I love performing.'

2 a Choose the correct alternatives.

1 Jacky always has exciting new ideas. She's very *creative/reliable*.
2 Antonio never does anything to help us. He's very *hard-working/lazy*.
3 Grace doesn't tell lies. She's completely *ambitious/honest*.
4 Miguel says he's waiting in a very long queue. It's a good thing he's so *shy/patient*.
5 Azra never tries to hide what she feels about something. She's a very *open/calm* person.

b Work in pairs and describe yourself using adjectives in Exercise 1b.

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

3 Read the article on page 9. What is a life map? How can it help you?

4 Match statements 1–4 with questions A–D in the article.

1 'I'm happy with my family life and I enjoy my hobbies, but my work life is very stressful.'
2 'I'm meeting her next week to discuss my ideas.'
3 'I'm going to ask my boss if I can apply for a new role in the company.'
4 'I really want to have a job where I can have more fun and get to know the people I work with.'

Grammar

5 Read the grammar box and choose the correct alternatives.

be going to and present continuous

Use *be going to* and the present continuous to talk about plans, intentions and arrangements for the [1]*present/future*.

Use the present continuous for future arrangements, often with other people and giving a time/place.

*I'**m meeting** an old friend **next month**.*

Use *be going to* to talk about your intentions. In this situation, you might not know all the details of your plan.

*What **are** you **going to** do? I'**m going to** ask for advice.*

6 a 1.3 **Listen and notice the pronunciation of *-ing*.**

1 When are you going to take that holiday?
2 I'm seeing my boss tomorrow.
3 I'm going to ask for advice.

b Listen again and repeat.

Where is your life going?

When you make a life map, you write down important details about your journey through life. By answering questions like the ones below, a life map can help you to decide what you'd like to do in the future.

A What's your life like at the moment?

What do you like about it? What don't you like? What things do you enjoy? What would you like to change? Think about your job, friends and family, studies, money, the way you live, etc.

B What are your goals?

Set yourself some goals. How ambitious are you? Do you want a better job and more money or do you want to spend more time with friends and family? How creative are you? Do you want to learn a new skill or try a new sport or hobby? Decide what you really want and make a list of goals for each area of your life.

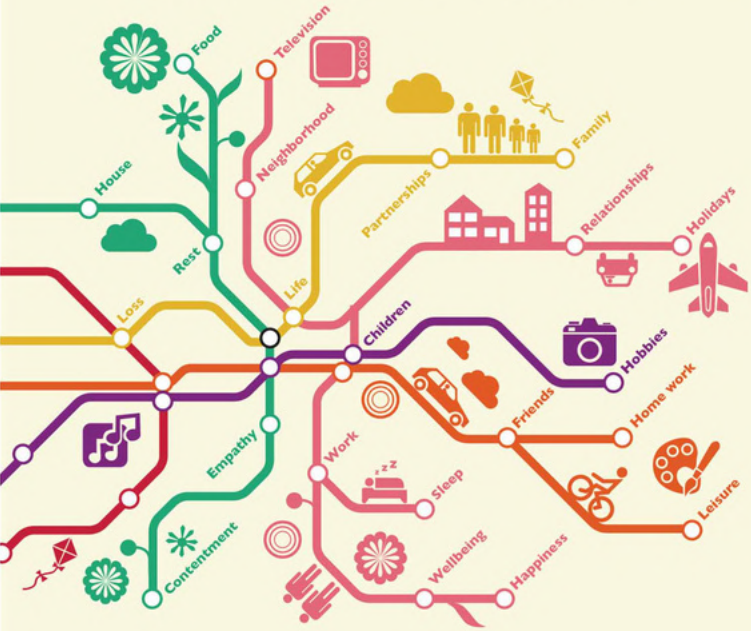
C How are you going to achieve them?

Now you need to decide what actions you can take to achieve your goals. What can you do now and what are you going to do in the future? Make a list of all the things – big or small – that you can do to achieve your goals. Here are some examples:

I'm going to ask my boss if I can work part time.
I'm going to stop staying late at the office.

D When are you going to achieve them?

When are you going to look for a new job or join the gym? When are you going to ask your boss for more money? When are you going to take that holiday? Decide on a date for each action. And finally, be patient … you can't do everything at once, but remember your goals, start working to achieve them and you really will change your life!



7 **Complete the sentences with the verbs in the box. Use *be going to* or the present continuous. Sometimes both forms are possible.**

be do find go play relax talk

1 I _____ to Matthew this afternoon at 3 p.m. about the new role.
2 She _____ a job when she finishes her degree.
3 What _____ you _____ when the course finishes?
4 I _____ to an interview tomorrow for a job in sales.
5 I think we _____ busier when the new baby arrives.
6 She _____ tennis this evening at 7 p.m.
7 When I'm older, I _____ more and work less!

8 a **Complete the sentences with your own ideas. Use *be going to* or the present continuous.**

1 Tomorrow, I'm …
2 Later this evening, …
3 After this lesson, …
4 At the weekend, …
5 Next week, …
6 Next year, …

b **Work in pairs and compare your ideas.**

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

Speaking

PREPARE

9 a 1.4 **You're going to plan and discuss your own life map. First, listen to a life coach talking to a client. Which topics below does the client want to talk about?**

- money and success
- a job
- family
- friends and relationships
- learning something new
- a way of life

b **Listen again and make notes about Ben's likes, dislikes, goals and plans.**

c **Think about your likes, dislikes, goals and plans. Look at the topics in Exercise 9a and make notes.**

SPEAK

10 a **Work in pairs. Tell your partner about your life map. Use your notes and the Useful phrases to help you.**

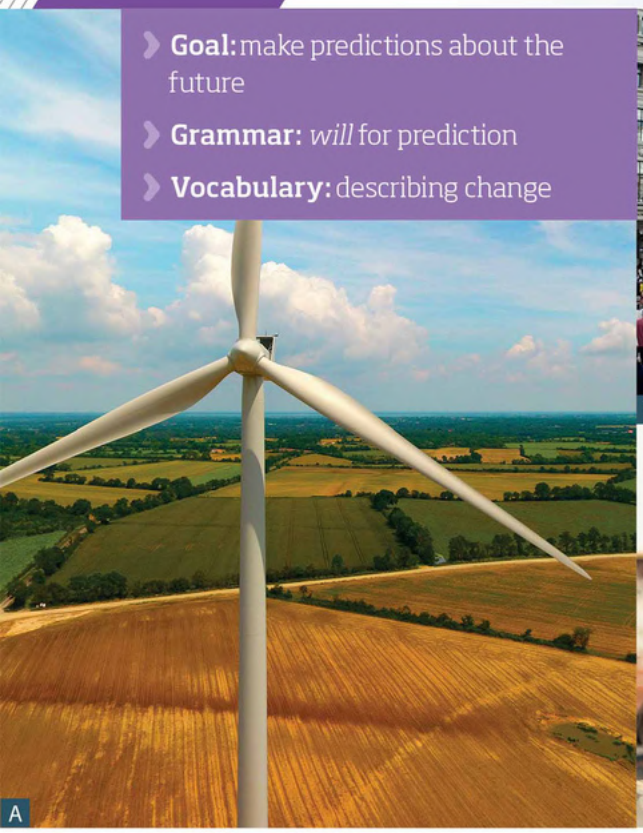
Useful phrases
One of my life goals is to …
I really enjoy …
I'm a very … person, so I want to …
That's a nice plan!
When are you going to …?

b **Were your life maps the same or different? Did anything in your partner's life map surprise you?**

Develop your writing page 87

1c What next?

- **Goal:** make predictions about the future
- **Grammar:** *will* for prediction
- **Vocabulary:** describing change



Vocabulary and reading

1 **Look at the photos. What can you see?**

2 a **Match sentences 1–6 with photos A–F.**

1. The number of online dating sites is **increasing**. Finding a date is **becoming easier**.
2. The number of young people buying houses has **decreased** this year. The number of new home owners **went down** last year, too.
3. Driverless cars could **reduce** the number of accidents. Driving in big cities should **improve**.
4. The population of cities **is rising** as more young people move to big cities. The population of London **went up** again this year.
5. In some countries, power from wind farms and the sun is replacing energy from oil. Air pollution in towns **is falling** as a result.
6. The weather is not likely to **improve**. In fact, it is **getting worse**, not **getting better**. Experts say it is **becoming harder** to fight events like forest fires.

b **Match the words and phrases in box A with their opposites in box B. Use Exercise 2a to help you.**

A

decreasing/falling/going down
getting harder getting worse

B

getting easier improving/getting better
increasing/rising/going up

3 **Choose the correct alternatives.**

1. It is fantastic that it's becoming *easier/harder* to get electricity from the sun and the wind.
2. People can't buy a house because the prices are going *up/down* all the time.
3. The number of driverless cars needs to *get better/go up* to make the roads in big cities safer.
4. The number of people experiencing bad weather is *increasing/decreasing* and scientists are very worried that this situation will continue.
5. Everyone is happy when things *get better/decrease* and worried when they *improve/get worse*.
6. In some countries, the population is *rising/falling* so there aren't enough young people.

Go to your app for more practice.

4 **Read the comments about changes in the future. How many people talk about changes at work?**

1 A lot of people already use dating sites, but I think in the future the number of people who use them will rise even more. Dating sites will improve, so they will get better at finding you the perfect person. In the future, they will be the only way that couples meet.

2 These days, some people work at home one or two days a week instead of going to an office every day. I think in the future lots more people will work from home all the time, and the number of offices will decrease. It's sad, because people won't be as sociable.

3 I think the number of people on the planet will continue to increase. There'll be less space, so we'll need to change the way we live. Maybe we'll live underground, or maybe lots of people will live together in a single house. Life will definitely get worse!

4 Driverless cars are a new thing at the moment, but I think in the future it will be normal to have one. I think it'll be a good thing, because we won't have so many accidents. Maybe we'll stop using petrol, too. That would be good!

5 The weather will change a lot in the future. It will become more extreme. There'll be big changes in temperature, too. It won't be good!

5 **Match comments 1–5 in Exercise 4 with replies a–e.**

a 'I agree. There won't be enough houses for everyone because the population will rise.'

b 'That won't happen. I think we will be able to control the weather and everything will get better.'

c 'I think meeting partners online is a terrible idea! Will it become easier to meet people? I don't think so!'

d 'You're right. In the future, it's possible that everyone will work from their homes.'

e 'At last things will improve! Goodbye to dirty air in our cities. I can't wait!'

Grammar

6 **Read the grammar box and choose the correct alternative.**

will for prediction

Use *will* or *won't* to talk about [1]*future/past* actions.

*A big change **will** be how people meet each other.*

*They **won't** meet through work or family any more.*

Use phrases like *next year, in the future* or *in a (few/ten/twenty*, etc.) *year's time* when we predict the future.

***In the future**, everyone **will** meet their partners on online dating sites.*

Use verbs like *think, believe, expect* and *hope*, to introduce predictions.

***I think** we **will** live in a different way.*

When you feel very confident about a prediction, use phrases like *I'm sure* or *I'm certain*.

***I'm sure** there **will** be temperature changes.*

7 a 1.5 **Listen and notice the pronunciation of *will* and *won't*.**

1 Will there be a change?

2 We don't know what will happen.

3 He won't come to the party.

b **Listen again and repeat.**

8 **Make sentences with *will* using the prompts.**

1 I / sure / Harry / get / a new job / next year.
I'm sure Harry will get a new job next year.

2 I / not / think / the weather / get / worse here.

3 We / not / have / driverless cars / for a long time.

4 There / be / more work / for everyone in future.

5 The population / in our country / rise.

6 We / not / have / enough new houses / for everyone.

7 People / have to / live together.

8 I / think / people / still / want / to get married.

9 I / not / think / everyone / meet / online.

9 **What will change in your life in the next five years? Write six predictions about your life. Think about these topics:**

- home
- work
- hobbies

I will move to a new house next year.

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

Speaking

PREPARE

10 a 1.6 **You're going to make predictions about your country. First, listen to Daniel and Sofia talking about the future and choose the correct alternatives.**

1 Daniel predicts that there won't be any *doctors/robots* in the future.

2 He thinks people *will/won't* get sick in the future.

3 Daniel says there will be *no/more* offices in the future.

4 He says people will work from *big offices/cafés*.

5 Sofia and Daniel think people will meet each other *at home/online*.

b **Which of the predictions do you agree with?**

11 **Make notes about how you think the things below will change in your country.**

- education
- work
- health
- fashion
- free time
- technology

SPEAK

12 a **Work in pairs and discuss your predictions.**

b **Decide which predictions are more likely to come true. Rate them from 1 (not likely) to 5 (very likely). Report back to the class.**

Develop your listening page 88

1D English in action

Goal: make and respond to suggestions

1 **Look at the photo and discuss the questions.**

1 How is the man feeling?
2 What activities do you think would make him feel better?

2 a 1.9 **Listen to two friends, Katy and Pete, talking on the phone and answer the questions.**

1 What is Pete's problem?
2 What does Katy recommend?
3 What three suggestions does she make?
4 What does Pete decide to do?
5 Why doesn't he like the other suggestions?

b **Listen again and match suggestions 1–4 with reasons a–g. Some suggestions match with more than one reason.**

1 I really recommend doing regular exercise.
2 What about running?
3 How about going hiking in the countryside?
4 Or why not try volleyball?

a You'll meet interesting people and have fun.
b It makes you feel better and it helps you sleep.
c Being in nature makes you feel happy.
d It's good for your health.
e Your social life will improve.
f You'll have more energy.
g You can do it on your own.

c **Work in pairs and compare your answers. Then listen again and check.**

3 a **Complete the sentences. Use the Useful phrases to help you.**

1 **A:** What _____ drinking green tea? It _____ you to relax.
B: I'm not keen _____ green tea, I don't like the taste.
2 **A:** I _____ taking regular breaks. You'll _____ better.
B: That's a great _____ ! I'll do it.
3 **A:** Why _____ try online dating?
B: I _____ fancy it. I prefer to meet people in real life!
4 **A:** How _____ joining a dance class? Dancing is very _____ for your heart.
B: _____ sounds fun.

Useful phrases

Making suggestions and recommendations
What/How about (trying/taking up yoga)?
Why not try (hiking)?
Here's another idea.
I recommend (doing some exercise).
I think you'll enjoy (swimming).

Giving reasons
It's very good for (your health).
It helps you to (relax/sleep).
It makes you feel (better/happier).
You'll feel (much better/great).

Rejecting
I'm not sure (hiking) is a good idea because ...
I'm not keen on (swimming).
I'm not really into that kind of thing, I'm afraid.
I don't fancy (dancing) because ...

Agreeing and expressing enthusiasm
That's a (great/brilliant) idea.
That sounds (interesting/fun).

b 1.10 **Listen to suggestions 1–4 in Exercise 2b. Does the speaker's voice rise or fall at the end?**

c **Listen again and repeat.**

4 a **Look at the problems below and think of suggestions you could make.**

- I can't sleep at night.
- My neighbours are very noisy.
- I never have enough free time.
- My English is not getting better.
- It's difficult for me to make new friends.

b **Work in groups. Choose one of the problems in Exercise 4a. Ask other students for advice.**

c **Work in pairs. Discuss who gave you the best advice.**

Check and reflect

1 a Choose the correct alternatives.

1 I *have/passed* a degree in economics from Oxford.
2 I'd like to *get/take* a course in education, *get/study* a qualification and maybe *run/train* to be a teacher.
3 I recently *got/took* some important exams. I *finished/passed* them all!
4 I *have/work* part-time in a café and I also *study/train* biology and chemistry at college.
5 I'd like to *run/work* my own company one day.
6 I'm working *as/like* an accountant.
7 I want to do a course *at/in* ancient history.

b Work in pairs and discuss which sentences are true for you. Say why or why not.

2 a Complete the questions with *you* and the correct form of the verb in brackets.

1 What _____ (do) in your free time? _____ (have) any hobbies?
2 _____ (read) a book at the moment?
3 Why _____ (learn) English? _____ (enjoy) it?
4 How many languages _____ (know)? _____ (learn) any other languages at the moment?
5 _____ (have) a job at the moment or _____ (study) full time?
6 In the future, what _____ (want) to do for a job?
7 _____ (go) to the gym much at the moment?
8 _____ (have) a lot of work to do this week?

b Work in pairs. Ask and answer the questions in Exercise 2a. Find out more information.

3 a Write three sentences about things you plan or intend to do and three sentences about things which are arranged. Use the phrases in the box.

at the weekend in the next few years
later this year later today next week tomorrow

I'm going to the cinema this evening.

b Work in pairs. Discuss your future plans and arrangements. Give more information.

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

ambitious calm creative hard-working
honest lazy reliable shy

1 She's finds it difficult to speak to people she doesn't know. She's actually quite _____ .
2 He never does any work or makes much effort. To be honest, he's really _____ .
3 He's a(n) _____ person. He always tells the truth.
4 She has lots of interesting ideas. She's very _____ .
5 She's very _____ . She'll be successful in her career.
6 She's a very _____ person. She never gets angry or loses her temper.
7 She always does what she says she will do, she's really _____ .
8 He's very _____ , he always finishes work later than the others.

b Work in pairs. Choose the three adjectives that best describe you and three that least describe you. Explain why you chose your adjectives.

5 a Complete the predictions with *will* and the verbs in the box.

be able to become be delivered go learn
live not go order

1 People _____ to be 150 years old.
2 Humans _____ to the Moon again.
3 English _____ less important as a language.
4 We _____ to 'talk' with animals.
5 We _____ fly from the UK to Australia in just two hours.
6 We _____ to shops. We _____ everything online and it _____ immediately.

b Work in pairs and discuss the predictions in Exercise 5a. Do you think they will happen? When?

6 a Replace the word or phrase in bold with the correct form of a word or phrase in the box. Sometimes more than one answer is possible.

decrease easier fall harder get better
increase rise worse

1 Standards of living are **improving** in most countries.
2 It's getting **more difficult** to buy your own house.
3 Thanks to social media, staying is touch has become much **less difficult**.
4 Some people think life will be **less good** for the next generation.
5 Unemployment is **going down** in many places.
6 The cost of petrol is **going up** all the time.

b Work in pairs. Do you agree with the sentences in Exercise 6a? Discuss other things that are:

- going up/down
- improving
- becoming easier/more difficult, etc.

Reflect

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

- I can get to know someone.
- I can describe future plans and arrangements.
- I can make predictions about the future.
- I can make and respond to suggestions.

Want more practice?
Go to your Workbook or app.

2A What happened?

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

Vocabulary

1 **Look at the photos and discuss the questions.**

1. What do you think is happening in each photo?
2. 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.**

1. '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.'
2. 'Yesterday was a really **annoying** day. I borrowed my wife's car and got a parking ticket. She was very **annoyed** with me.'
3. '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*?**

3 **Choose the correct alternatives.**

1. I get very *annoyed/annoying* 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?

Go to your app for more practice.

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.

Grammar

6 Read the grammar box and choose the correct alternatives.

Past simple and past continuous

Use the [1]*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 [2]*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.*

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.

8 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 ...

Go to page 118 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.

- When/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

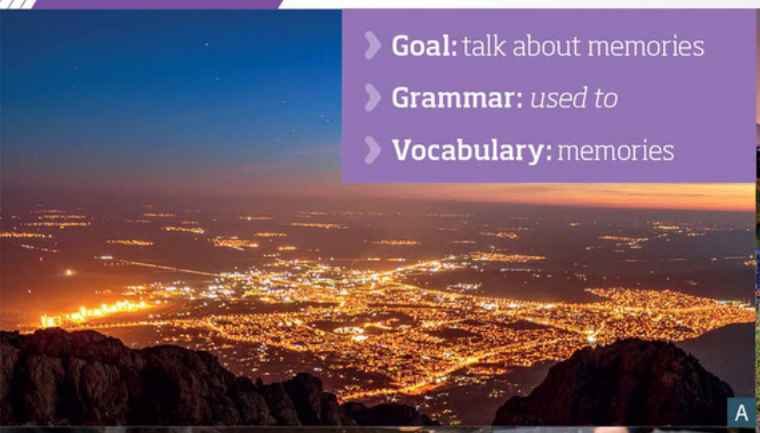
What happened?
How amazing!
Really!
How did you feel?
I was surprised/excited.

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

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
a sunrise a train arriving at a station

B

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.

1 The sound of sea birds always **reminds me of** summer and holidays at the beach.
2 The smell of paella **makes me think of** home. **I have happy memories of** eating outside with my family.
3 The sight of city lights from a plane at night **makes me feel** excited.
4 **I'll never forget** the sight of the sun coming up over the mountains and watching it rise into the sky.
5 **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.

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

c Complete the sentences with your own ideas.

1 Tasting *oysters* always reminds me of ...
visiting the seaside
2 The sound of _____ always makes me think of ...
3 The smell of _____ reminds me of ...
4 The taste of _____ makes me think of my ...
5 Seeing _____ makes me feel ...
6 Visiting _____ always reminds me of my ...

d Work in pairs and compare your ideas.

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.

1 Why does the taste of chips remind Ed of school swimming lessons?
2 Why does Tony remember his childhood when he hears the sound of rain?
3 Why does Tess love that old song?
4 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*?**

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.

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

When I was a child, ...

1 I _____ ride my bike to school.
2 I _____ fight with my brother a lot.
3 I _____ play volleyball with my friends after school.

When I was a teenager, ...

4 I _____ go on holiday with my friends.
5 I _____ study hard.
6 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. I used 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

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.

1 Does Adam like the song? Why/Why not?
2 What smell does Jane love? Why?
3 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

2C Culture shock

- **Goal:** describe a new experience
- **Grammar:** *so/such ... that; too ... to; not ... enough to*
- **Vocabulary:** feelings and reactions

Reading and vocabulary

1 Look at the photos and discuss the questions.

1 Where do you think the photos were taken?
2 Would you like to live in these places? Why/Why not?

2 Read the article. Where did Sue and Mike live?

Going to live somewhere new is exciting. You won't be bored because whatever happens it won't be dull. However, will it be too strange for you to enjoy it? It's normal to feel a bit nervous and you may even experience a bit of culture shock, but there's no reason to feel anxious. Here are some tips from two people who have lived abroad.

Remember it will be stressful in the beginning. When I moved to Mexico there were so many new things that I didn't know where to start. Understanding how to pay bills was such a problem that I gave up! I was lucky because friends helped me. Then suddenly everything becomes fun and enjoyable. The towns and cities in Mexico are so lively that you never feel bored. And the historical sites are extraordinary. My best tip is ... learn the language. At first, I didn't feel confident enough to speak. That's the best way to understand the local culture and make friends. – ***Sue***

At first, you feel optimistic – you think everything is going to be wonderful, but remember, you will feel homesick. There will be days when you are having such an unpleasant time that you just want to go home! I came to Vietnam. In the beginning, everything was strange. The streets were full of people, cars and bicycles. It was so dangerous, you couldn't cross the road! However, then I started to enjoy life here. The people are so cheerful and friendly that I felt at home very quickly. It's such a beautiful country. The countryside is so peaceful and quiet. In fact, I'm so happy here now that I don't want to go home. So, remember, stay positive! Everything really will be wonderful in the end. – ***Mike***

3 Look at the adjectives in the box and answer the questions. Use the article to help you.

anxious cheerful dull enjoyable extraordinary homesick lively nervous optimistic peaceful positive strange stressful unpleasant

1 Are the adjectives negative or positive?
2 Which describe how people feel?
3 Which describe what an experience was like?

4 Choose the correct alternatives.

1 It was an *enjoyable/unpleasant* trip. I loved it.
2 I'm really glad I went there. It was a *positive/stressful* experience and I learned a lot.
3 I felt tired and *cheerful/anxious* by the time we arrived.
4 We were lucky to see some *extraordinary/dull* places.
5 I thought it was a *peaceful/lively* place. There were a lot of different things happening all the time.
6 I like going to new places and I never feel *nervous/optimistic* about going somewhere new.
7 I was travelling alone. I went home in the end because I was sad and *cheerful/homesick* all the time.

5 a Complete the sentences with your own ideas.

1 Going to *the dentist* is always really stressful.
2 Some people think that _____ is really enjoyable, but I find it really dull.
3 _____ is a really pleasant and peaceful place.
4 The first time I tried _____, I thought it was a bit strange.
5 I'm always cheerful after watching _____. It makes me laugh so much!
6 _____ is really lively, there's a lot to do.

b Work in pairs and compare your sentences.

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

Grammar

6 **Read the grammar box and choose the correct alternatives.**

so/such ... (that)

Use *so ... that* and *such ... that* to link a cause to a result.

*I'm **so** happy **that** I don't want to go home.*

*Understanding how to pay bills was **such** a problem **that** I gave up!*

Use *so* before a(n) [1]*noun/adjective*.

*And the people are **so** friendly and cheerful ...*

Use [3]*so/such* with an adjective and a noun together.

*It's **such** a beautiful **country**!*

Use [4]*so/such* before *many* and *much*.

*... there were **so many** new things that I didn't know where to start.*

too ... to and *(not) enough ... to*

Use *too ... to* to say something is more than you want. Use *(not) enough ... to* to say you have or don't have as much as you want.

Use [5]*too/enough* before an adjective and [6]*too/enough* after an adjective.

*Will it be **too** strange for you to enjoy it?*

*I didn't feel confident **enough** to cross the road.*

To say you have what you need, use *enough* before a noun.

*There's **enough time** to become perfect.*

7 a 2.5 **Listen and notice the pronunciation of *so* and *such*. In which sentences are they more strongly pronounced? Why?**

1 It's such a nice day.
2 He's so quiet today.
3 I was so busy yesterday afternoon.
4 She's such a bad liar.

b **Listen again and repeat.**

8 **Choose the correct alternatives.**

My dad had [1]*so/such* a wonderful time living abroad [2]*that/than* he didn't want to go home. However, my mum thought this kind of life was [3]*too/so* hard to do forever. There wasn't [4]*enough/too* time to feel at home in one place. It was [5]*too/enough* stressful for her [6]*to/that* keep moving all the time, but staying in one place wasn't exciting [7]*so/enough* for us kids. Mum complained that we went to [8]*so/such* many different schools [9]*that/to* we couldn't get a good education. I think we were fine, though!

9 a **Complete the sentences with your own ideas.**

1 When I was at school, I sometimes felt so ...
2 I'm not old enough ...
3 People are too busy ...
4 My friend got so angry ...
5 I'm not brave enough ...

b **Work in pairs and compare your ideas.**

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

Speaking

PREPARE

10 a 2.6 **You're going to talk about a time you experienced something new. First, listen to Nick and Maria. Which of the things do they talk about?**

- a new country
- a new job
- a new school
- a new town

b **Listen again and answer the questions.**

1 What did Nick find strange when he moved?
2 How has the experience changed him?
3 What did Maria's mum find strange when she moved?
4 What did she do?
5 What was different in Nick's second example?
6 How did Nick feel?

c **Make notes about a new experience you had. Use the ideas in Exercise 10a to help you.**

SPEAK

11 a **Work in pairs. Ask and answer questions about your experiences. Use the Useful phrases to help you.**

Useful phrases

I remember ...
No one used to ...
I thought everyone/no one ...
It felt/didn't feel strange/stressful.

b **Choose one experience and tell the class.**

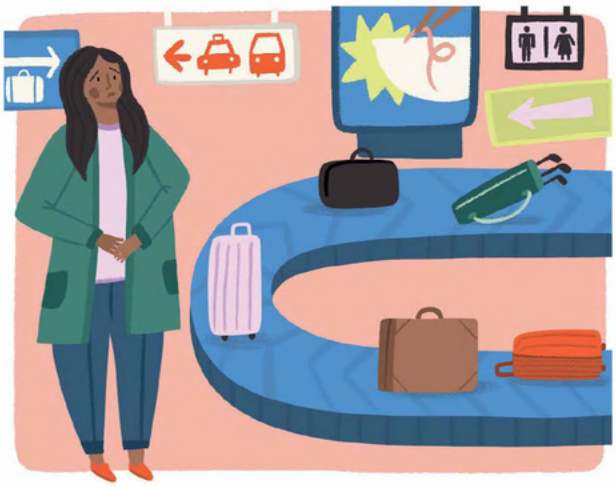
Develop your listening page 91

2D English in action

Goal: show interest in a conversation

A

B



C

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?**

1 And what happened next?
2 That's amazing!
3 Oh no.
4 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.**