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ROADMAP™

STUDENTS' BOOK
with digital resources and mobile app

Lindsay Warwick and Damian Williams

MAIN LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 1 page 6				
1A Getting to know you page 6	word order in questions	question words	intonation	get to know someone
1B Successful people page 8	adverbs of frequency	success	connected speech	describe habits and routines
1C A new lifestyle page 10	present simple and present continuous	everyday activities	contractions	describe everyday activities
1D English in action page 12	ask for and check information			ask for and check information
Check and reflect page 13 Go online for the Roadmap video.				
UNIT 2 page 14				
2A One of those days page 14	past simple	feelings	-ed endings	describe a memorable day
2B You're never too old page 16	past simple negative and questions	past time expressions	<i>did/didn't, was/wasn't</i>	ask about and describe past events
2C Unusual tastes page 18	quantifiers	adjectives to describe food	connected speech	describe a special dish
2D English in action page 20	show interest and excitement			show interest and excitement
Check and reflect page 21 Go online for the Roadmap video.				
Communication game: Four in a row (Units 1-2 review) page 146				
UNIT 3 page 22				
3A Urban escapes page 22	comparatives	adjectives to describe places	weak forms	compare places to visit
3B A place to stay page 24	superlatives	hotels and places to stay	superlatives	choose a place to stay
3C Never ever page 26	present perfect with <i>ever</i> and <i>never</i>	verb phrases	<i>has/hasn't, have/haven't</i>	describe past experiences
3D English in action page 28	give and respond to news			give and respond to news
Check and reflect page 29 Go online for the Roadmap video.				
UNIT 4 page 30				
4A Special days page 30	<i>be going to, want and would like</i>	celebrations	weak forms	talk about plans for a special day
4B Planning events page 32	<i>will/won't</i> for decisions and offers	organising events	contractions	organise an event
4C Rules of the race page 34	<i>can</i> and <i>have to</i>	-ed and -ing adjectives	sentence stress	present an idea for an event
4D English in action page 36	make plans to meet			make plans to meet
Check and reflect page 37 Go online for the Roadmap video.				
Communication game: Keep talking (Units 3-4 review) page 147				
UNIT 5 page 38				
5A The right person page 38	relative clauses with <i>who, which</i> and <i>that</i>	job skills and preferences	<i>who, which</i> and <i>that</i>	describe a job
5B Appearances page 40	<i>look like, look + adjective, be like</i>	appearance	connected speech	describe people
5C Shopping tips page 42	<i>should, shouldn't</i> and imperatives	shopping	sentence stress	give advice about shopping
5D English in action page 44	make and respond to suggestions			make and respond to suggestions
Check and reflect page 45 Go online for the Roadmap video.				

DEVELOP YOUR SKILLS LESSON

GOAL

FOCUS

1A Develop your listening
page 86

understand a short talk

understanding the main idea

1B Develop your writing
page 87

complete a questionnaire

explaining reasons and results

1C Develop your reading
page 88

understand a short article

reading for specific information



2A Develop your reading
page 89

understand a short story

narrative structure

2B Develop your writing
page 90

write a story

using adverbs to describe actions

2C Develop your listening
page 91

understand a short talk

recognising weak forms



3A Develop your reading
page 92

understand a factual text

guessing the meaning of words

3B Develop your writing
page 93

write a hotel review

organising ideas

3C Develop your listening
page 94

understand an interview

predicting information



4A Develop your writing
page 95

write and respond to an invitation

inviting and responding

4B Develop your listening
page 96

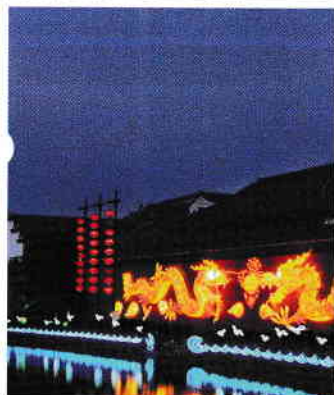
understand instructions

sequencing words

4C Develop your reading
page 97

understand a review

understanding pronouns



5A Develop your reading
page 98

understand an article

identifying positive and negative points

5B Develop your listening
page 99

understand a short talk

understanding linkers

5C Develop your writing
page 100

write a guide

linking ideas



MAIN LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	SPEAKING GOAL	
UNIT 6 page 46					
6A page 46	Happiness	<i>will</i> for predictions	happiness	<i>will/won't</i>	make predictions about the future
6B page 48	A busy week	present continuous for future arrangements	<i>make, do, have</i>	sentence stress	make arrangements
6C page 50	A quiet weekend	<i>may</i> and <i>might</i>	weekend activities	silent letters	discuss weekend plans
6D page 52	English in action	leave a phone message			leave a phone message
Check and reflect page 53 Go online for the Roadmap video.					
Communication game: Roadmap race (Units 5-6 review) page 148					
UNIT 7 page 54					
7A page 54	The building project	<i>too</i> and <i>enough</i>	features of city life	<i>too</i> and <i>enough</i>	give opinions
7B page 56	Where I grew up	<i>used to</i>	natural features	<i>used</i>	talk about where you grew up
7C page 58	A favourite room	articles	prepositions	articles	describe a place
7D page 60	English in action	make and respond to excuses			make and respond to excuses
Check and reflect page 61 Go online for the Roadmap video.					
UNIT 8 page 62					
8A page 62	Special photos	past continuous	verbs of movement	sentence stress	describe a special photo
8B page 64	Getting around	<i>because, so</i> and <i>to</i>	transport	<i>because, so, and to</i>	describe a journey
8C page 66	Dream holidays	verb patterns	travel	sentence stress	plan a special trip
8D page 68	English in action	give directions			give directions
Check and reflect page 69 Go online for the Roadmap video.					
Communication game: True or false? (Units 7-8 review) page 149					
UNIT 9 page 70					
9A page 70	Good friends	present perfect with <i>for</i> and <i>since</i>	describing a relationship	weak forms	describe a friend
9B page 72	What's on?	present perfect with <i>already, just</i> and <i>yet</i>	adjectives to describe films and TV programmes	<i>already, just</i> and <i>yet</i>	talk about films and TV
9C page 74	School days	<i>could/couldn't</i>	education	<i>could/couldn't</i>	talk about your school days
9D page 76	English in action	ask for information			ask for information
Check and reflect page 77 Go online for the Roadmap video.					
UNIT 10 page 78					
10A page 78	Save or spend?	first conditional	money	contractions	present money saving ideas
10B page 80	Everyday objects	present and past passive	time expressions	sentence stress	share information
10C page 82	Unusual hobbies	review of tenses	hobbies and interests	contractions	discuss hobbies and interests
10D page 84	English in action	ask for clarification			ask for clarification
Check and reflect page 85 Go online for the Roadmap video.					
Communication game: Talk about ... (Units 9-10 review) page 150					
Grammar bank page 116 Vocabulary bank page 136 Communication bank page 151 Irregular verbs page 159					

DEVELOP YOUR SKILLS LESSON

GOAL

FOCUS

6A Develop your listening
page 101

understand a short talk

silent /t/ and /d/

6B Develop your reading
page 102

understand an article

identifying main ideas in paragraphs

6C Develop your writing
page 103

write a description of everyday experiences

organising ideas in paragraphs



7A Develop your listening
page 104

understand a discussion

agreeing and disagreeing

7B Develop your reading
page 105

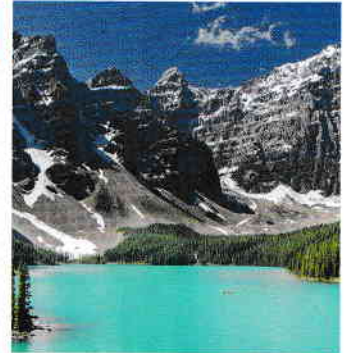
understand an article

reading for general understanding

7C Develop your writing
page 106

write an informal email

informal phrases



8A Develop your reading
page 107

understand social media posts

understanding missing words

8B Develop your listening
page 108

understand a short story

understanding the order of events

8C Develop your writing
page 109

write a blog post

time expressions



9A Develop your listening
page 110

understand a radio interview

identifying examples

9B Develop your reading
page 111

understand a report

understanding numbers in a text

9C Develop your writing
page 112

write an email application

formal phrases



10A Develop your reading
page 113

understand a blog post

identifying opinions

10B Develop your writing
page 114

write a description of an object

order of adjectives

10C Develop your listening
page 115

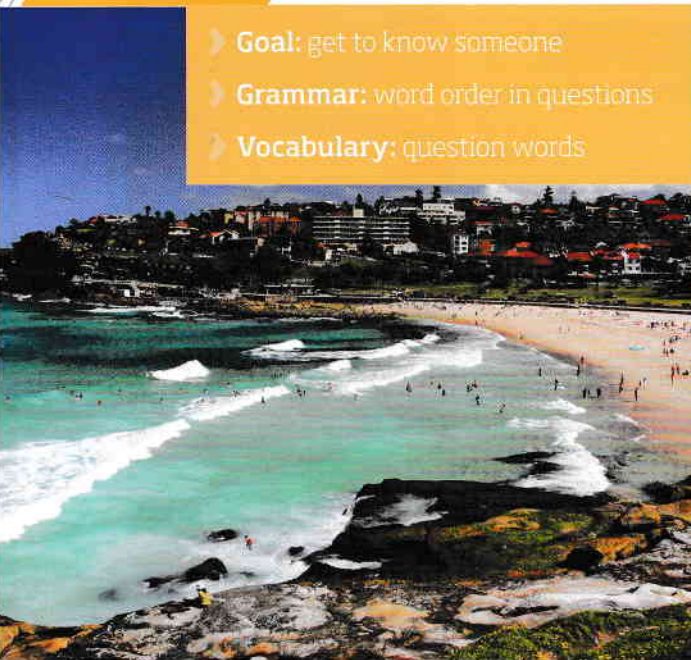
understand a TV interview

recognising discourse markers



Getting to know you

- **Goal:** get to know someone
- **Grammar:** word order in questions
- **Vocabulary:** question words



Reading and vocabulary

1 Work in pairs and discuss the questions.

- 1 Do you share information online? What sort of things do you share?
- 2 How and why do you share this information?

2 a You're going to read a social media post by Magda. Look at her photos. What topics do you think she writes about (e.g. holidays)?

b Read Magda's post and check your ideas. Then answer the questions.

- 1 Which topics in the post are not in the photos?
- 2 Where does Magda work?
- 3 Is Abby a good friend?
- 4 What do Magda's friends and family not know about her? Why?

3 a Match the question words with the answers.

- | | |
|----------------|-----------------------|
| 1 How | a tomorrow |
| 2 How long | b a phone |
| 3 How many | c I like Italian food |
| 4 What | d two hours |
| 5 What kind of | e five |
| 6 When | f that one |
| 7 Where | g by train |
| 8 Which | h it's his |
| 9 Who | i in Los Angeles |
| 10 Whose | j because I'm tired |
| 11 Why | K John |



Magda Fisher

Yesterday at 21:33

Ten things about me

- 1 **Where do you like to relax?** At the beach. I love the sound of the sea.
- 2 **How do you travel to work or college/school?** I walk.
- 3 **How long does your journey to work take?** About 20 seconds – from my bedroom to my home office.
- 4 **What's your favourite drink?** Coffee. I have five or six cups a day. Shh, don't tell anyone!
- 5 **Whose name is first in your phone contacts?** Abby – she's my sister's best friend! **Do you know the person well?** Actually, I've only met her once!
- 6 **When are you happiest?** When I'm visiting somewhere new. **Why?** Because new places are exciting.
- 7 **What kind of music do you like?** 1970s rock music. Thanks, a lot, Dad!
- 8 **Which animals do you like?** Cats, especially my cat Bubble!
- 9 **How many pairs of shoes do you own?** I've got over 30, but I always wear the same pair of trainers. My family and friends think they're my only shoes – but that's only because I never wear the others!
- 10 **Who is your oldest friend?** Nina. We have so much fun together. **Are you a good friend to him or her?** I think so ... most of the time!



b Match Diego's answers a–j with questions 1–10 in Magda's post.

- a About five. Who needs more than that?
- b Someone I work with called Alex. I know him quite well.
- c By bike when it's sunny. By car when it's raining.
- d When I'm playing my guitar. I love music.
- e About 30 minutes.
- f At home, in my living room, with some music on.
- g Two people, actually – Sofia and David. We're great friends.
- h Anything with a guitar – rock, mostly.
- i Fresh juice, especially on a hot day.
- j I love horses!

c Work in pairs. Take turns to ask and answer six questions in Magda's post.

Go to your app for more practice.

Grammar

4 a Read the grammar box and choose the correct alternatives.

Word order in questions

Order questions in the present simple like this:

(Question word +) do + subject + infinitive

How do you travel to work or college/school?

How long¹ do/does the journey take?

²Does/Do you know the person well?

Order questions with *be* like this:

(Question word +) be + subject

What is your favourite drink?

Who³ are/is your oldest friend?

⁴Are/Do you a good friend to him or her?

b Check your answers in Magda's post in Exercise 2.

5 a 1.1 Listen to the questions. Does the speaker's voice go up or down at the end of each question?

- 1 What kind of pizza do you like?
- 2 Who's your favourite singer?
- 3 Where do you live?
- 4 Why are you tired?
- 5 How long is this lesson?

b Listen again and repeat.

6 a Put the words in the correct order to make questions. Use capitals where necessary.

- 1 spend online / you / do / how many hours / each day / ?
- 2 who / you / online / talk to / do / ?
- 3 look at / whose photos / you / do / online / ?
- 4 like / what kind of / do / websites / you / ?
- 5 you / this area / from / are / ?
- 6 your normal working day / how long / is / ?

b Make questions using the prompts. Choose an appropriate question word or expression.

- 1 your birthday? *When's your birthday?*
- 2 your favourite TV show at the moment?
- 3 films / like?
- 4 languages / you / speak?
- 5 you / go / at weekends?
- 6 this lesson / finish?

c Work in pairs. Take turns to ask and answer three questions in Exercise 6a and three questions in Exercise 6b.

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

Speaking

PREPARE

7 a 1.2 You're going to get to know your classmates better. First, listen to Becky and Josh and answer the questions.

- 1 How many films does Josh talk about?
- 2 Why is Becky surprised?

b Listen again. What questions does Becky ask?

8 Think of some topics that you're interested in and write some questions to ask your classmates.

Do you like sport?

Are you a student?

SPEAK

9 a Work in groups. Take turns to ask your questions to each other. Ask some follow-up questions and use the Useful phrases to help you respond.

A: *Do you like sport?*

B: *Yes. I really like football and tennis.*

C: *Really? Me too! Do you play football?*

Useful phrases

That's interesting/nice.

Really?

Me too!

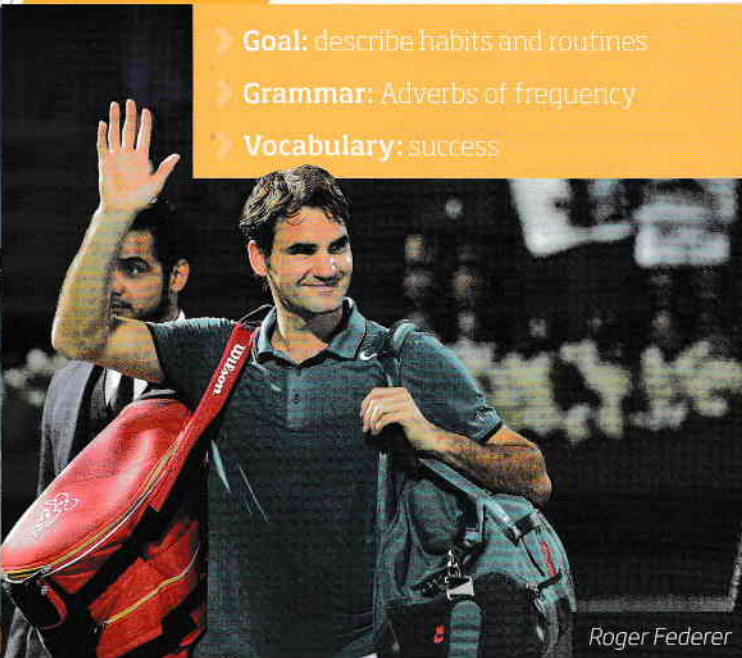
Great!

b Tell the class one or two interesting things about the people in your group.

Develop
your
listening

page 86

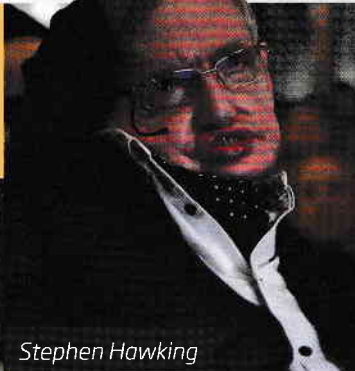
- **Goal:** describe habits and routines
- **Grammar:** Adverbs of frequency
- **Vocabulary:** success



Roger Federer



Alicia Keys



Stephen Hawking



Natalia Oportova

Listening and vocabulary

1 Look at the photos and discuss the questions.

- 1 What do you know about these people?
- 2 Why do you think they are/were successful?
- 3 What habits do you think successful people have?
I think they get up early and work late.

2 a 1.7 Listen to a podcast about successful people. Does it include any of your ideas?

b Listen again. Number the tips in the order you hear them. Do you agree with them?

- take care of yourself
- take time off
- plan your time well
- start again
- try new things
- ask a lot of questions
- have clear goals **1**
- listen carefully

3 a Complete the questions with an expression in Exercise 2b.

- 1 Do you plan your time well, or do lots of things at the same time?
- 2 Do you like to _____, or repeat the same experiences?
- 3 When things go wrong, do you _____?
- 4 Do you _____ to what other people tell you?
- 5 Do you _____ when you want to know something?
- 6 Do you _____? Do you know what you want in life?
- 7 Do you think it's more important to work all the time, or _____ and enjoy yourself?
- 8 Do you _____? Do you eat well and do exercise?

b Work in pairs. Take turns to ask and answer the questions. Do you have similar habits?

Go to your app for more practice.

Grammar

4 a Listen to the podcast again and choose the correct alternatives.

Successful people ...

- 1 *always/never* know what they want in life.
- 2 *are sometimes/rarely* bored.
- 3 *are often/always* good listeners.
- 4 *don't often/don't usually* do lots of things at the same time.
- 5 *sometimes/rarely* check their messages only once a day.
- 6 *usually/hardly ever* have busy and stressful lives.
- 7 *hardly ever/always* work at weekends.
- 8 *sometimes/never* stop trying.

b Number the adverbs of frequency in the box from 1 (most frequent) to 6 (least frequent). Use Exercise 4a to help you.

always **1** hardly ever/rarely never often
sometimes usually



Meryl Streep

LEARN We know books

5 a Read the grammar box and choose the correct alternatives.

Adverbs of frequency

Use adverbs of frequency to talk about ¹how often/when you do something.

Adverbs of frequency usually come ²before/after the verb *be*.

Successful people are often good listeners.

They usually come ³before/after other verbs.

...they always look for new and exciting experiences.

You can use *always*, *usually* and *often* with verbs in the negative. They come ⁴before/after the negative verb.

Successful people don't often do lots of things at the same time.

There are other expressions of frequency that you can use, e.g. *every day*, *once a week*, *all the time*. These usually come ⁵at the end/in the middle of a sentence.

They sometimes check their messages only once a day.

b 1.8 Listen to the sentences. What do you notice about the two letters in bold?

- 1 He doesn't **o**ften try new things.
- 2 He sometimes asks **a** lot of questions.
- 3 I'm **o**ften bored at weekends.
- 4 She goes to the cinema **o**nce **a** week.
- 5 You hardly **e**ver ask questions.

c Listen again and repeat.

6 a Complete the sentences with the adverbs in brackets.

- 1 Ben does one activity at a time. (always)
Ben always does one activity at a time.
- 2 Ana tries a new activity. (once a month)
- 3 I'm successful in exams. (hardly ever)
- 4 We don't have a clear goal. (often)
- 5 I take time off in June. (sometimes)
- 6 Jon works hard. (all the time)
- 7 They're not busy in the morning. (usually)
- 8 I check my work emails at weekends. (rarely)

b Work in pairs. Take turns to ask and answer questions with *How often* and a phrase in the box.

be late be really busy eat pizza get angry
go for a swim go to the cinema
send something by post sing in the shower

A: *How often are you late?*

B: *I'm hardly ever late. I always leave early for everything. How often do you go to the cinema?*

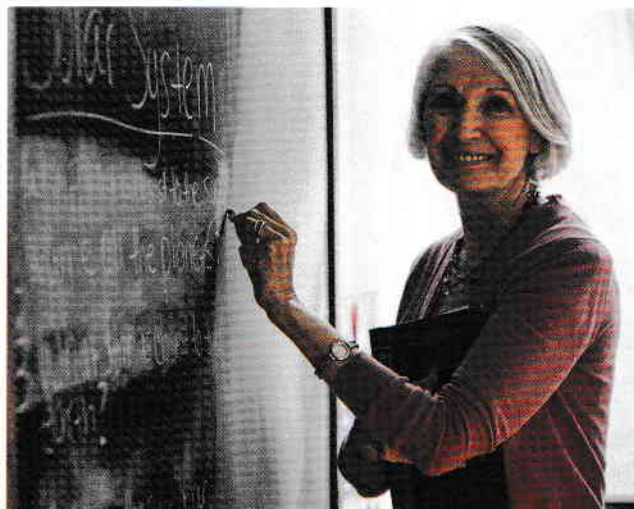
Go to page 116 or your app for more information and practice.

Speaking

PREPARE

7 a 1.9 You're going to tell other students about a successful person. First, listen to Alex talking about a successful person he knows. Answer the questions.

- 1 Who is the person?
- 2 How old is she?
- 3 Why does Alex think she is successful?



b Listen again. How often does the person do these things?

- 1 get up early
- 2 go for a long walk
- 3 use public transport
- 4 look after her great-grandchildren

c Make notes about a successful person. It can be someone you know (e.g. a friend) or someone you don't know (e.g. someone famous). Think about:

- who the person is
- what they do
- why you think they are successful

SPEAK

8 Work in groups. Take turns to tell each other about your successful person. Ask people questions to get more information and use the Useful phrases to help you.

A: *My friend Dani often wins short film competitions.*

B: *That's great! What else does she do?*

Useful phrases

He/She sounds amazing/brilliant/fantastic!

Tell me/us more.

That's great!

What else does he/she do?

Develop
your
writing

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