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# ROADMAP™

**STUDENTS' BOOK**

with digital resources and mobile app

**Heather Jones, Monica Berlis**

## UNIT 1

page 6

<b>1A</b>	<b>Profiles</b> page 6	present simple and present continuous	personal details	<i>do you</i>	get to know someone
<b>1B</b>	<b>Life maps</b> page 8	<i>be going to</i> and present continuous	personal characteristics	<i>-ing</i>	describe future plans and arrangements
<b>1C</b>	<b>What next?</b> page 10	<i>will</i> for prediction	describing change	<i>will/won't</i>	make predictions about the future
<b>1D</b>	<b>English in action</b> page 12	make and respond to suggestions			make and respond to suggestions

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

## UNIT 2

page 14

<b>2A</b>	<b>What happened?</b> page 14	past simple and past continuous	describing feelings and events	weak forms	describe past experiences
<b>2B</b>	<b>Memories</b> page 16	<i>used to</i>	memories	<i>used to</i>	talk about memories
<b>2C</b>	<b>Culture shock</b> page 18	<i>so/such ... that; too ... to; not ... enough to</i>	feelings and reactions	<i>so/such</i>	describe a new experience
<b>2D</b>	<b>English in action</b> page 20	show interest in a conversation			show interest in a conversation

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

Communication game: First to finish! (Units 1-2) page 146

## UNIT 3

page 22

<b>3A</b>	<b>Bucket lists</b> page 22	present perfect and past simple	experiences	contractions	talk about experiences
<b>3B</b>	<b>Catching up</b> page 24	present perfect continuous and present perfect simple	keeping in touch/catching up	weak forms	talk about what you've been doing recently
<b>3C</b>	<b>My kind of town</b> page 26	articles	features of a town	articles	talk about a favourite town, city or neighbourhood
<b>3D</b>	<b>English in action</b> page 28	ask for, follow and give directions			ask for, follow and give directions

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

## UNIT 4

page 30

<b>4A</b>	<b>The internet generation</b> page 30	comparatives	lifestyles	weak forms	discuss and compare lifestyles
<b>4B</b>	<b>Popular brands</b> page 32	superlatives	products and services	stressed syllables; <i>most</i>	express preferences about brands
<b>4C</b>	<b>Favourite films</b> page 34	defining relative clauses	types of film	stressed syllables; <i>which/that</i>	describe the plot of a film
<b>4D</b>	<b>English in action</b> page 36	ask for and give opinions			ask for and give opinions

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

Communication game: True or False (Units 3-4 review) page 147

## UNIT 5

page 38

<b>5A</b>	<b>How does it look?</b> page 38	modal verbs: possibility and deduction	describing clothes and appearance	contractions	make guesses about people
<b>5B</b>	<b>Living space</b> page 40	zero and first conditional	places to live	contractions	discuss advantages and disadvantages
<b>5C</b>	<b>Eating well</b> page 42	quantifiers	describing food	weak forms	plan a special occasion
<b>5D</b>	<b>English in action</b> page 44	give instructions and ask for information			give instructions and ask for information

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

**1A Develop your reading**

page 86

**1B Develop your writing**

page 87

**1C Develop your listening**

page 88

understand an article

reading for general understanding

write a job application

using paragraphs in a job application

understand a podcast

recognising positive and negative attitudes



**2A Develop your reading**

page 89

**2B Develop your writing**

page 90

**2C Develop your listening**

page 91

understand a news story

reading for specific information

write an essay

writing paragraphs

understand an interview

understanding linkers



**3A Develop your reading**

page 92

**3B Develop your listening**

page 93

**3C Develop your writing**

page 94

understand adverts

recognising similar ideas

understand a conversation

understanding discourse markers

write a guide

planning a piece of writing



**4A Develop your listening**

page 95

**4B Develop your writing**

page 96

**4C Develop your reading**

page 97

understand a radio programme

predicting information

write a biography

using linkers

understand a magazine article

understanding paragraph structure



**5A Develop your writing**

page 98

**5B Develop your reading**

page 99

**5C Develop your listening**

page 100

write a personal email

using informal words and expressions

understand a factual article

guessing unknown words

understand announcements

listening for specific information



## UNIT 6

page 46

<b>6A</b>	<b>Life without ...</b> page 46	second conditional	everyday activities	contractions	discuss hypothetical situations
<b>6B</b>	<b>A difficult choice</b> page 48	structures for giving advice	describing bad behaviour and crime	connected speech	ask for and give advice
<b>6C</b>	<b>Take action!</b> page 50	question tags	environmental issues	intonation in question tags	plan a campaign
<b>6D</b>	<b>English in action</b> page 52	make and respond to requests			make and respond to requests

Check and reflect page 53 Go online for the Roadmap video.

Communication game: Cross the lake (Units 5-6 review) page 148

## UNIT 7

page 54

<b>7A</b>	<b>New skills</b> page 54	modal verbs: ability	skills and abilities	weak forms	discuss study options
<b>7B</b>	<b>Life events</b> page 56	past perfect	milestones	contractions	talk about life events
<b>7C</b>	<b>Trip of a lifetime</b> page 58	expressing purpose	outdoor equipment	weak forms	decide what to take on a trip
<b>7D</b>	<b>English in action</b> page 60	ask for information			ask for information

Check and reflect page 61 Go online for the Roadmap video.

## UNIT 8

page 62

<b>8A</b>	<b>Changing rules</b> page 62	modal verbs: obligation and necessity	multi-word verbs	contractions	talk about rules
<b>8B</b>	<b>Who says I can't?</b> page 64	passives: present and past	comment adverbs	weak forms	talk about someone's life
<b>8C</b>	<b>Natural world</b> page 66	non-defining relative clauses	geographical features	<i>wh-</i>	describe and recommend places
<b>8D</b>	<b>English in action</b> page 68	make excuses and apologise			make excuses and apologise

Check and reflect page 69 Go online for the Roadmap video.

Communication game: Roadmap race (Units 7-8 review) page 149

## UNIT 9

page 70

<b>9A</b>	<b>Shopping</b> page 70	the passive: all tenses	shopping	word stress	discuss and suggest improvements
<b>9B</b>	<b>What if ...?</b> page 72	third conditional	strong and weak adjectives	contractions	tell a story
<b>9C</b>	<b>Is it art?</b> page 74	short responses with <i>so, neither/nor, too/either</i>	describing art	connected speech	express agreement and disagreement
<b>9D</b>	<b>English in action</b> page 76	make complaints			make complaints

Check and reflect page 77 Go online for the Roadmap video.

## UNIT 10

page 78

<b>10A</b>	<b>Education</b> page 78	reported statements	education	contractions	report opinions
<b>10B</b>	<b>Green cities</b> page 80	verb patterns	suggestions and improvements	weak forms	talk about improving your town or city
<b>10C</b>	<b>What's in a job?</b> page 82	reported questions	work activities	intonation in direct and reported questions	report the results of a survey
<b>10D</b>	<b>English in action</b> page 84	ask and answer interview questions			ask and answer interview questions

Check and reflect page 85 Go online for the Roadmap video.

Communication game: Keep talking (Units 9-10 review) page 150

**6A Develop your listening**

page 101

understand a short talk

identifying the stages of a talk

**6B Develop your reading**

page 102

understand a magazine article

understanding linkers

**6C Develop your writing**

page 103

write a for and against essay

organising ideas



**7A Develop your writing**

page 104

write short notices

engaging a reader

**7B Develop your reading**

page 105

understand a magazine article

understanding the sequence of events

**7C Develop your listening**

page 106

understand a presentation

listening for specific information



**8A Develop your writing**

page 107

write a short email

adding and contrasting ideas

**8B Develop your listening**

page 108

understand a radio phone-in programme

guessing the meaning of unknown words

**8C Develop your reading**

page 109

understand a brochure

understanding reference



**9A Develop your reading**

page 110

understand a short article

recognising degrees of certainty

**9B Develop your writing**

page 111

write a story

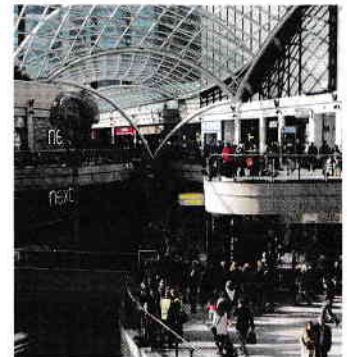
making comparisons

**9C Develop your listening**

page 112

understand a radio discussion

recognising a speaker's opinions



**10A Develop your writing**

page 113

write an email asking for information

requesting information

**10B Develop your reading**

page 114

understand an article

making inferences

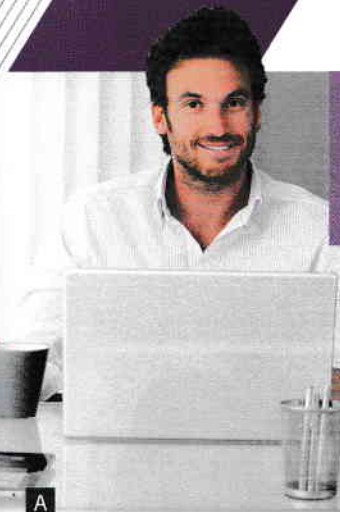
**10C Develop your listening**

page 115

understand short conversations

understanding meaning from context





- **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       | 5 your own company           |
| 2 a degree/qualification in | 6 for a company/myself       |
| 3 an exam                   | 7 for a degree/qualification |
| 4 as a tour guide           | 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?

**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.

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 <sup>1</sup>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 <sup>2</sup>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 <sup>3</sup>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 <sup>1</sup>like/am liking it very much. I <sup>2</sup>share/am sharing a flat with another student this term. Xavier <sup>3</sup>comes/is coming from Spain and he <sup>4</sup>learns/is learning English like me. He <sup>5</sup>wants/is wanting to be a tour guide.

B I can't find a job so I <sup>6</sup>don't work/am not working right now. I <sup>7</sup>live/am living with my parents because I can't afford my own flat. They <sup>8</sup>live/are living in the country and there's not much to do! My father <sup>9</sup>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?



C

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



A



B

## 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 <sup>1</sup>*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.

