

Every class is  
different, every  
learner is unique.

What is Roadmap?



# What is Roadmap?

Every class is different, every learner is unique

A new adult and upper-secondary 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+, C1/2 (A1 and C1/2 available in 2021)
- 📍 British English

# Who's 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?



# 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

**Extended track** = grey pages



# Map your own route through the course

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



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



# Get your students to their learning destination

With all the language in each lesson focused on reaching a **clear speaking objective**, no other course is so focused on building learners' confidence and helping them make measurable progress.

- Talk about life events
- Ask for information
- Talk about rules
- Describe and recommend places
- ... and many other speaking objectives





# 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

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 with a range of entertaining practice activities
- 📍 Online practice – MyEnglish Lab

# MyEnglishLab

- Unit 1**
- Unit 2
- Unit 3
- Unit 4
- Unit 5
- Unit 6
- Unit 7
- Unit 8
- Unit 9
- Unit 10

## Unit 1

Switch to Teacher view

- ^ **1A Vocabulary: Personal details**
  - Exercise 1 [Open](#)
  - Exercise 2 [Open](#)
  - Exercise 3 [Open](#)
- ∨ **1A Grammar: Present simple and present continuous**
- ∨ **1B Vocabulary: Personal characteristics**
- ∨ **1B Grammar: Be going to and present continuous**
- ∨ **1C Vocabulary: Describing change**
- ∨ **1C Grammar: Will for prediction**
- ∨ **1D Functional language: Make and respond to suggestions**
- ∨ **Listening: Working from home**
- ∨ **Reading: Networking**
- ∨ **Writing: Using paragraphs in a job application**

# 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

# 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
- The Presentation Tool gives easy access to support materials











# Pearson English Portal – Presentation Tool

Dashboard Settings Notifications English Help Sign out

Roadmap A2+

Presentation Tool Resources

### Units

|   |   |   |   |
|---|---|---|---|
| <br>Unit 1   | <br>Unit 2    | <br>Unit 3 | <br>Unit 4 |
| <br>Unit 5   | <br>Unit 6    | <br>Unit 7 | <br>Unit 8 |
| <br>Unit 9 | <br>Unit 10 |   |   |

# Pearson English Portal – Presentation Tool

The screenshot displays the 'Presentation Tool' interface for 'Roadmap A2+: Unit 1'. At the top, there is a header with the text 'Roadmap A2+: Unit 1' and a navigation bar with 'Presentation Tool' and 'Resources'. Below the header, there is a 'Back to Units' link and a volume control slider. The main content area is titled 'Roadmap A2+: Unit 1' and includes two checked checkboxes for 'Student's Book' and 'Workbook'. The interface is organized into a grid of six cards, each representing a lesson plan. Each card has a teal header with the lesson title, a central image of the lesson content, and a footer with 'PLAN' and 'TEACH' buttons. The lessons are: 1A Getting to know you (Student's Book pages 6-7, Workbook page 4), 1A Develop your listening (Student's Book page 86), 1B Successful people (Student's Book pages 8-9, Workbook page 5), and 1B Develop your writing (Student's Book page 87).

Roadmap A2+: Unit 1

Presentation Tool Resources

← Back to Units

Roadmap A2+: Unit 1

Student's Book  Workbook

1A Getting to know you

1A Getting to know you

1A Develop your listening

1B Successful people

1B Successful people

1B Develop your writing

Student's Book - pages 6-7

Workbook - page 4

Student's Book - page 86

Student's Book - pages 8-9

Workbook - page 5

Student's Book - page 87

PLAN TEACH

PLAN TEACH

PLAN TEACH

PLAN TEACH

PLAN TEACH

PLAN TEACH



# Presentation Tool – Useful Widgets

The screenshot displays a presentation tool interface with several widgets and content areas:

- 1A Getting to know you**: A title slide with a coffee cup and shoes.
- Reading and vocabulary**: A section with a beach photo and a cat photo. It includes exercises like "Work in pairs and discuss the questions" and "Match the question words with the answers".
- Magda Fisher**: A social media post profile for Magda Fisher, titled "Ten things about me", with a list of questions.
- Dictionary**: A widget showing the definition for "house" in British and American English.
- ADD TEAM**: A widget showing scores for four teams: Team A (2), Team B (3), Team C (1), and Team D (0).
- Timer**: A widget showing a timer set to 02:11.
- Grammar**: A section titled "Word order in questions" with instructions on how to form questions.
- Widgets**: A bottom navigation bar with icons for Widgets, Timer, Scores, and Dictionary.

# Presentation Tool – Resources

Roadmap A2+

Presentation Tool **Resources**

All Resources

- Teaching with Roadmap videos
- Students' Book audio
- Workbook audio
- Video
- Tests
- Photocopiables
- Pronunciation
- Teacher's materials
- Students' Book materials
- GSE mapping booklet
- Acknowledgements
- Mobile App (download)
- Offline Presentation Tool

# Resources – Photocopiable materials

3B

Vocabulary Hotels and places to stay


1 Complete texts A and B with the words in the box.

airport transfers breakfast included check out double rooms four-star  
free parking organised tours room service sea view 24-hour reception

**A** **Majestic Hotel, Dubrovnik** ★★★★★ from £80/night

Come and stay in our incredible 1 \_\_\_\_\_ hotel in the middle of Dubrovnik. The hotel has a swimming pool and free wifi, and there's 2 \_\_\_\_\_ with all rooms – you can choose from fresh croissants, omelettes, pancakes and more. Don't want to get out of your pyjamas? Then just call for 3 \_\_\_\_\_! We can bring lots of delicious food to your room.

To see the city, we have 4 \_\_\_\_\_ with a popular local guide. Come and speak to us at our 5 \_\_\_\_\_ for more information.




**B** **Mermaid Resort and Spa, Florida Keys** ★★★★★ from £200/night

Welcome to the fantastic Mermaid Resort and Spa, a five-star hotel with a beautiful 6 \_\_\_\_\_ from every room. You can see the blue ocean from your window when you open your curtains!

We have a variety of accommodation types, including 7 \_\_\_\_\_, suites and apartments. We also provide free 8 \_\_\_\_\_ to and from the hotel; or if you have a car with you there is 9 \_\_\_\_\_.

Do you enjoy a few extra hours in bed in the morning? Ask us about our late 10 \_\_\_\_\_ options. You can stay until 12 noon or 2 p.m.

Come and join us here at the Mermaid and feel the beautiful Florida sun on your face.



2 Work in pairs. Which hotel would you like to stay in? Why?

3C

Grammar 2 Present perfect with *ever* and *never*

|   |   |
|---|---|
| <p>1</p> <p><b>go abroad</b></p> <p>Have you ever _____?<br/>Which country did you like the most?<br/>_____</p> | <p>2</p> <p><b>receive a present you didn't like</b></p> <p>Have you ever _____?<br/>What was it?<br/>_____</p>           |
| <p>3</p> <p><b>have room service</b></p> <p>Have you ever _____?<br/>What did you order?<br/>_____</p>          | <p>4</p> <p><b>find money in the street</b></p> <p>Have you ever _____?<br/>What did you do?<br/>_____</p>                |
| <p>5</p> <p><b>be on TV</b></p> <p>Have you ever _____?<br/>Did your family see you?<br/>_____</p>              | <p>6</p> <p><b>study another language (not English)</b></p> <p>Have you ever _____?<br/>What did you study?<br/>_____</p> |
| <p>7</p> <p><b>break a bone</b></p> <p>Have you ever _____?<br/>Which bone did you break?<br/>_____</p>         | <p>8</p> <p><b>live in a different town/city</b></p> <p>Have you ever _____?<br/>Where did you live?<br/>_____</p>        |

# How to teach Roadmap online?





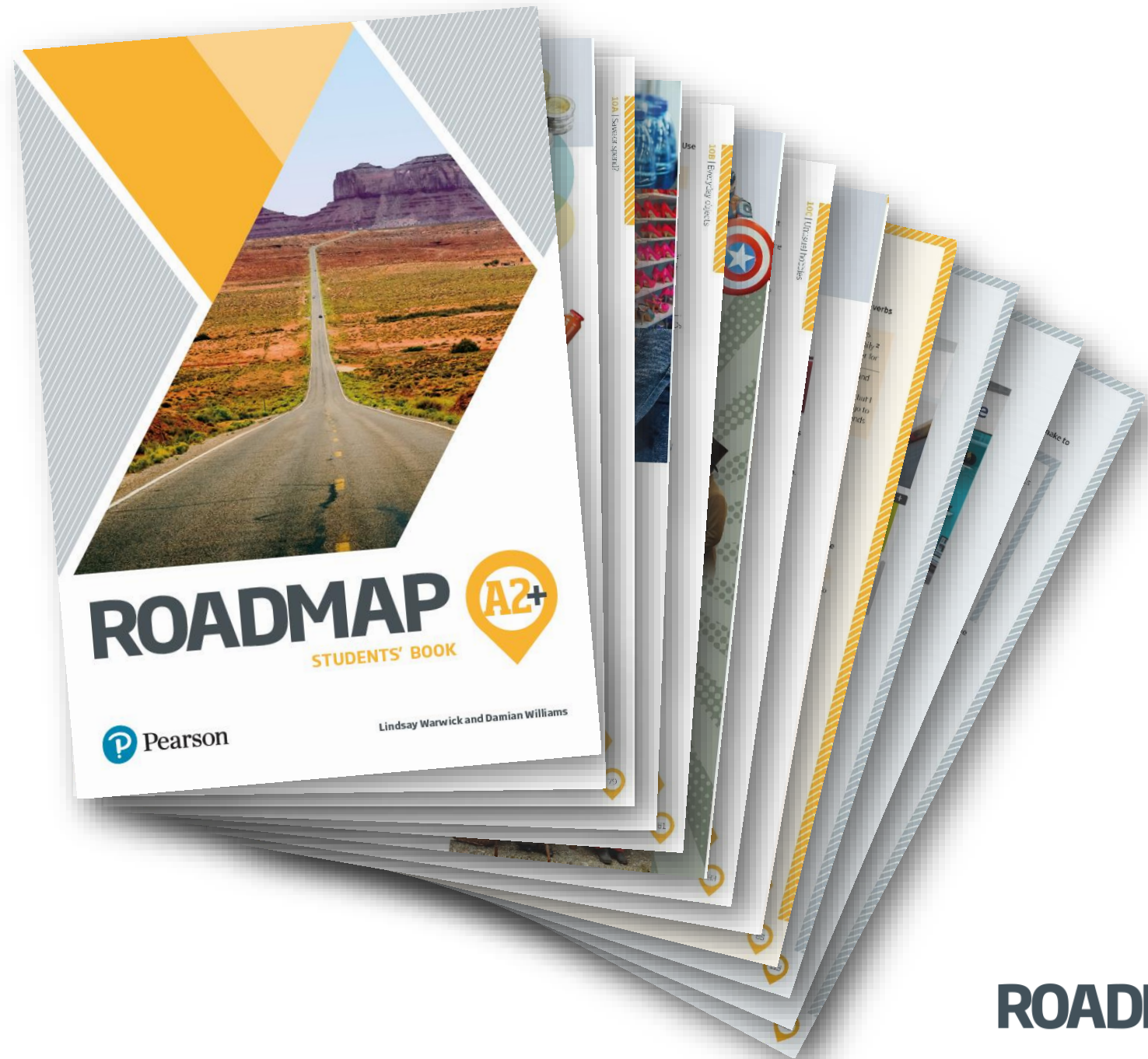
[https://www.pearson.com/content/dam/one-dot-com/one-dot-com/english/SampleMaterials/GeneralEnglish/Roadmap/Teaching\\_Roadmap\\_Online\\_Guide.pdf](https://www.pearson.com/content/dam/one-dot-com/one-dot-com/english/SampleMaterials/GeneralEnglish/Roadmap/Teaching_Roadmap_Online_Guide.pdf)



# Contents

|  |           |
|--|-----------|
| <b>Overview of Roadmap</b>                 | <b>3</b>  |
| Build your students' confidence            | 4         |
| Help your students to develop their skills | 5         |
| Roadmap digital tools                      | 6         |
| <b>Teaching online</b>                     | <b>11</b> |
| Distance teaching                          | 12        |
| Exploiting online tools                    | 13        |
| FAQs                                       | 16        |
| <b>A lesson plan for an online lesson</b>  | <b>19</b> |
| Engage                                     | 20        |
| Study                                      | 22        |
| Activate                                   | 27        |
| Practise                                   | 29        |

# Unit walkthrough



# Unit walkthrough

## Students' Book

Clearly defined learning objectives

Different topics for each lesson

Striking images provoke interest

Key vocabulary is presented in context and practised through personalised activities

## 10A Save or spend?

- Goal: present money saving ideas
- Grammar: first conditional
- Vocabulary: money



### Vocabulary

- Work in pairs and discuss the questions.
  - Do you prefer spending or saving money? Why?
  - Are you careful about how much you spend?
  - What do/don't you like spending money on?
- Read the Money survey and answer questions 1–7. Check you understand the meaning of the words and phrases in bold.
  - Complete the sentences with the words and phrases in the box.
 

|        |         |        |       |       |
|--------|---------|--------|-------|-------|
| borrow | cash    | credit | cost  | earn  |
| lend   | pay for | save   | spend | waste |

    - I don't **save** much money in my job so it's hard for me to \_\_\_\_\_ money for the future.
    - I \_\_\_\_\_ all my money on video games because they \_\_\_\_\_ a lot!
    - I'm always happy to \_\_\_\_\_ money to friends if they need it.
    - I sometimes \_\_\_\_\_ money from my sister.
    - I usually \_\_\_\_\_ things with \_\_\_\_\_. When I use a \_\_\_\_\_ card I spend too much.
    - I often \_\_\_\_\_ money on clothes I never wear.
  - Work in pairs. Compare your answers to the questions in the survey. Do you have similar spending habits?

Go to page 145 or your app for more vocabulary and practice.

### Money survey

We'd like to know a bit more about your habits. Do you think about what you spend? Do you try to save money? Please read questions 1–7 and answer yes (✓) or no (x).

- Do you enjoy **spending money** on new things?
- Do you ever **waste money** on things you don't need?
- Do you prefer to **pay for** things by **credit card** or with **cash**?
- Do you sometimes buy things which **cost a lot** of money without thinking about it?
- Is it important for you to **save** some of the **money** that you **earn**?
- Do you ever **borrow money** from friends?
- Are you happy to **lend money** to friends?

### Listening

3 a Work in pairs. You're going to listen to a podcast about saving money. Look at the topics below and say what you think you'll hear about each one.

- buying gifts
- food
- clothes
- waiting
- credit cards

I think they'll say that credit cards are not a good way to save money.

10.1 Listen to the podcast and answer the questions.

- What five tips do the presenters give?
- Do they mention any of your ideas?
- Which do you think are the best tips?

c Match the sentence halves. Then listen to the podcast again and check your answers.

- If you make a list,
  - If you sell your clothes,
  - If you make something,
  - If you still want it after a month,
  - You won't do that
- you'll spend more time on it but less money.
  - you can earn some extra money.
  - if you pay by card.
  - you'll know it's a good decision.
  - you'll only buy the food you need.

### 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 'past/future'.

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

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

It **is/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'.

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

b Listen again and repeat.

6 Complete the tips for eating out with *will* and the verbs in brackets.

- You **if find** (find) special offers if you **look** (look) online.
- If you \_\_\_\_\_ dinner early (eat), you \_\_\_\_\_ (get) a discount.
- If you go out for \_\_\_\_\_ (lunch) instead of dinner it \_\_\_\_\_ (be) cheaper.
- You \_\_\_\_\_ (save) money if you \_\_\_\_\_ (drink) tap water.
- Your bill \_\_\_\_\_ (be) lower if you \_\_\_\_\_ (share) a dessert with someone.
- If you \_\_\_\_\_ (have) coffee at home you \_\_\_\_\_ (save) enough money to eat out.

7 a Complete each sentence with your own ideas.

- If I have time tomorrow, I'll ...
  - If the weather's good/bad at the weekend, I'll/I won't ...
  - I won't ... next week if ...
  - I'll/I won't ... next month if ...
- If I have time tomorrow, I'll go swimming.*

b Work in pairs. Tell each other about your plans.

Go to page 134 or your app for more information and practice.

### Speaking

#### PREPARE

6 a Work in pairs. You're going to present some money-saving tips. Think of five ideas and make some notes. Use the topics in the box to help you.

home clothes free time furniture  
going out phone shopping transport travel

b Think about how you want to present your ideas. Use the Useful phrases to help you.

Here are some tips for when you want to save money. Firstly, going out is expensive. If you go out less, you'll save money quickly.

#### Useful phrases

Here are some tips for when you're (eating out). You should (make lunch, not buy it). If you (make lunch) you'll (spend less). It's a good idea to (stop buying coffee). If you (don't buy coffee), you'll (save over £10 a week).

#### SPEAK

9 a Work in groups and take turns to present your tips. Listen and make notes.

b What was the best tip you heard?

Develop your reading page 113



# Unit walkthrough

## Students' Book

Short reading and/or listening texts present grammar and/or vocabular

Grammar rules are clearly highlighted

Pronunciation is highlighted and practised in each lesson

Carefully staged speaking tasks with 'models' and time to prepare **build learners' confidence**

## 10B Everyday objects

- ▶ Goal: share information
- ▶ Grammar: present and past passive
- ▶ Vocabulary: time expressions

### Reading

- 1 **Work in pairs and discuss the questions.**
  - 1 What have you got in your bag or pockets at the moment?
  - 2 What do you usually carry around with you?
  - 3 Why are those things important?
- 2 a **Read the introduction to the factfile. What's it about?**
  - 1 technology
  - 2 how difficult life is
  - 3 things we use all the time
- b **Choose the correct alternatives in the factfile. Then work in pairs and compare your answers. Do you agree?**
- c **Go to page 151 and check your answers. Which facts are the most surprising/worrying/interesting?**

### Do you ever stop to think ... ?

Our lives are so easy today. There are objects to help us with everything we do. We have scissors to cut, pencils to write with and light bulbs to help us see in the dark. We can't really live without these objects, but do any of us ever stop to think about where they came from? Complete the facts below to find out how much you know about everyday objects.

- 1 Over 820 million/20 billion pairs of shoes are bought worldwide each year.
- 2 Around the world, one million plastic bottles are sold each hour/minute.
- 3 Jeans were first made in 1873 by Jacob Davis/Levi Strauss.
- 4 Around 2,500/8,500 pencils are made from one tree.
- 5 The first scissors were used 350/3,500 years ago.
- 6 Bluetooth technology is named after a king/shark.
- 7 The first electric light was made by Thomas Edison/Humphry Davy.
- 8 Your mobile phone is powered by more/less technology than the Apollo 11 spacecraft that landed on the moon.

### Grammar

- 3 **Read the grammar box and choose the correct alternatives.**

#### Present and past passive

Use *\*be/have* and the *\*infinitive/past participle* to form the passive.

Present passive: *Bluetooth technology is named after a king.*

Past passive: *The first scissors were used 3,500 years ago.*

Use the passive when you *\*know/don't know* who or what did an action (or if it's not important).

*2,500 pencils are made from one tree.*

If we want to say who or what did the action, we can use *by*.

*Jeans were invented in 1873 by Jacob Davis.*

- 4 a **10.3 Listen to the sentences. Notice the pronunciation of the verb be. Is it stressed or unstressed?**
  - 1 Denim was first used in the 19th century.
  - 2 Jeans are worn by lots of different people.
  - 3 Jeans weren't invented until 1873.
  - 4 A lot of money is spent on jeans each year.

- b **Listen again and repeat.**

▶ Go to page 134 or your app for more information and practice.



- 5 **Complete the facts about chocolate with the correct passive form of the verbs in brackets.**

### The facts behind CHOCOLATE

- Chocolate <sup>1</sup> \_\_\_\_\_ first \_\_\_\_\_ (make) in the Americas.
- In those days, it <sup>2</sup> \_\_\_\_\_ (not eat), it was a drink.
- Cocoa beans <sup>3</sup> \_\_\_\_\_ (use) as money at that time.
- Chocolate <sup>4</sup> \_\_\_\_\_ (bring) to Europe by the Spanish in the 16th Century.
- Now, half of the world's chocolate <sup>5</sup> \_\_\_\_\_ (eat) by Europeans each year.
- Lots of sugar <sup>6</sup> \_\_\_\_\_ (add) to most chocolate today.
- These days, most cocoa beans <sup>7</sup> \_\_\_\_\_ (grow) in West Africa.
- Cocoa beans <sup>8</sup> \_\_\_\_\_ (not/ use) to make white chocolate.



### Listening and vocabulary

- 6 **10.4 Listen to an interview about chocolate and choose the alternatives you hear.**
  - 1 Chocolate was first made over 3,000 years ago/before.
  - 2 It wasn't the same as the chocolate we have yesterday/nowadays.
  - 3 From/For a long time it was drunk cold.
  - 4 It was in the sixteenth century/years.
  - 5 These/this days lots of sugar is added to most of the chocolate we eat.
  - 6 Chocolate wasn't sweet about/until the 1500s.
  - 7 At/During the 1800s, milk was added to chocolate too.
  - 8 Over two-thirds of cocoa beans are grown in West Africa all/each year.

- 7 a **Complete the sentences with the words in the box. Use Exercise 6 to help you.**

ago century during each for nowadays these until

- 1 Electric lightbulbs weren't used \_\_\_\_\_ the late nineteenth century.
- 2 Gas was used to light homes \_\_\_\_\_ a hundred years.
- 3 Chocolate milk was sold as medicine in the eighteenth \_\_\_\_\_.
- 4 \_\_\_\_\_ day, 27,000 trees are used to make toilet paper.
- 5 \_\_\_\_\_ no one uses the small pocket in jeans but they were originally designed for pocket watches.
- 6 \_\_\_\_\_ days, more chocolate is eaten in Switzerland than in any other country.
- 7 The first iPhone was made more than ten years \_\_\_\_\_.
- 8 \_\_\_\_\_ the 1990s, most people listened to music on CDs.

- b **Complete the sentences so they're true for you.**

- 1 During my school days, I ...
- 2 I used to ... but nowadays I ...
- 3 I didn't ... until ...
- 4 A few years ago, I ...
- 5 Each year, I ...
- 6 These days, I ...

*During my school days, I did a lot of sport.*

- c **Work in pairs and compare your sentences.**

*During my school days I did a lot of sport but nowadays I don't do any.*

▶ Go to your app for more practice.

### Speaking

#### PREPARE

- 8 a **Work in pairs. You're going to read some information about four things: the ballpoint pen, tomato ketchup, chewing gum and paper. First, discuss anything you already know about them.**

*I think there's a lot of sugar in ketchup.*

- b **Student A: turn to page 157. Student B: turn to page 158. Follow the instructions and check the meaning of any words you don't know.**

#### SPEAK

- 9 a **Student A: tell your partner about the ballpoint pen and chewing gum. Student B: Listen to your partner and make notes.**
- b **Student B: tell your partner about tomato ketchup and paper. Student A: Listen to your partner and make notes.**
- c **What were the most interesting things you found out?**

Develop your writing page 114

# Unit walkthrough

## Students' Book

English in action pages focus on functional language

Each unit ends with a **Check and reflect** page that consolidates key grammar and vocabulary

## 10D English in action

Goal: ask for clarification



### Listening

- Work in pairs and discuss the questions.**
  - Do you ever find it difficult to understand English? In what situations?
  - Do you ever find it difficult to understand people in your own language? When?
- 10.10 Listen to two conversations. How well do Kim and Tania understand the people they are talking to?**
  - Listen again and decide if the statements are true (T) or false (F).**
    - Kim knows what a potluck party is.
    - At a potluck party, the guests cook at home then bring their food to the party.
    - People can arrive late to the party if they want.
    - Tania doesn't know what a DX4513 form is.
    - She needs to complete the form and first give it to Sally in Human Resources.
- Listen again. In which conversation (1 or 2) do you hear each of the Useful phrases?**

#### Useful phrases

##### Asking for more information

What's a (potluck party)?  
What do you mean (exactly)?

##### Asking someone to repeat something

(Sorry) can you say that again/repeat that (please)?

##### Saying you don't understand

I'm not sure what you mean.  
(Sorry) I don't understand.

##### Saying you understand

OK, got it.  
I see.

- 10.11 Listen to the phrases in the Useful phrases and underline the stressed words in each one.**
    - Listen again and repeat.**
  - 10.12 Complete the conversation with one word in each gap. Use the Useful phrases to help you.**

A: I made chicken <sup>1</sup> /al'frez/ last night. It was delicious!  
B: I'm not sure what you <sup>2</sup> \_\_\_\_\_. What's that?  
A: Oh, it's a type of curry.  
B: <sup>3</sup> \_\_\_\_\_ a curry?  
A: It's a type of Indian food, a hot and spicy dish.  
B: Ah, OK, <sup>4</sup> \_\_\_\_\_ it. What's in it?  
A: Well, chicken, obviously. Also tomatoes, spices and lots of coriander.  
B: What was the <sup>5</sup> \_\_\_\_\_ part?  
A: Coriander. It's a kind of herb.  
B: Oh, I <sup>6</sup> \_\_\_\_\_ I think in the US it's called cilantro.
- 10.12 Listen and check.**

#### PREPARE

- You're going to practise asking for clarification. First, choose two topics below to tell another student about. Think about what you want to say.**
  - a dish or event or activity where you're from
  - a hobby or interest that you know a lot about.
  - something about your job
  - a place you've visited
  - an unusual food you've tried

#### SPEAK

- Work in pairs. Take turns to tell each other about your topic. Listen to your partner and ask for clarification. Use the Useful phrases to help you.**

A: I'm going to talk about a *piñata*.  
B: What's a *piñata*?  
A: It's something which you break open to get sweets.  
B: What do you mean exactly?



## Check and reflect

- Match the sentences halves.**
  - If the weather is nice this weekend,
  - I'll go to bed early tonight
  - If I earn a lot of money this year,
  - If I go to the supermarket when I'm hungry,
  - I shouldn't go out tonight
  - a I might buy myself a new car.
  - b We can have a picnic in the park.
  - c I'll spend too much money on food.
  - d If there's nothing to watch on TV,
  - e if my teacher gives me lots of homework.
- Work in pairs. Write different endings for sentences 1–5 so they are true for you. Take turns to read them to your partner and say which sentence they are finishing.**
- Complete the sentences with the correct form of the verbs in the box.**

borrow cost earn lend pay save

  - I don't \_\_\_\_\_ for things with cash these days.
  - I never \_\_\_\_\_ money to people.
  - I don't spend more than I \_\_\_\_\_ each week. I don't like \_\_\_\_\_ money from my friends.
  - I can never \_\_\_\_\_ money. I don't have enough left at the end of the month.
  - In general, things \_\_\_\_\_ more money in shops than they do online.
- Work in pairs. What was the last thing you borrowed from someone? What was the last thing you lent someone?**
- Choose the correct alternatives.**
  - The book *1984* *was/is* written by George Orwell.
  - Coffee *is grow/grown* in my country.
  - Coffee *aren't/isn't* grown in the UK.
  - Last night's show *was watched/watching* by millions.
  - How many mobile phones *does/are* sold each year?
  - The chocolate bar *was/were* invented by JS Fry & Sons.
- Complete the prompts so that they're true for you.**
  - My favourite film was directed by \_\_\_\_\_.
  - \_\_\_\_\_ grown in my country.
  - \_\_\_\_\_ recycled in my town.
- Correct the mistake in each sentence.**
  - Cars were not common in my country about the 1950s.
  - I was born in the 20th years.
  - I couldn't drive a car during I was 16.
  - I don't write with a pen and paper much this days.
  - My country won the World Cup a few years before.
- Work in pairs. Are any of the sentences true for you?**
- Complete the text with the correct form of the verbs in brackets.**

My best friend's name <sup>1</sup> \_\_\_\_\_ (be) Sandy. She was born in New York, but when she was seven her family <sup>2</sup> \_\_\_\_\_ (move) here to Sydney. I <sup>3</sup> \_\_\_\_\_ (know) her for 13 years and we get on really well. Once, when I <sup>4</sup> \_\_\_\_\_ (have) problems at school, she <sup>5</sup> \_\_\_\_\_ (help) me, and I passed all my exams. At the moment she <sup>6</sup> \_\_\_\_\_ (study) maths at university, so I don't see her much, but I <sup>7</sup> \_\_\_\_\_ (stay) with her next weekend. I'm going to go to university one day. I think we <sup>8</sup> \_\_\_\_\_ (be) great friends for the rest of our lives.
- Complete the prompts with sentences about you.**
  - I've never ...
  - I hope one day I'll ...
  - Last week I ...
  - I've known ...
  - Next year I'm going to ...
- Work in pairs. Compare your sentences with a partner.**
- Complete the sentences with the correct form of the verbs in the box.**

be do find join spend start try

  - Before you \_\_\_\_\_ doing a new sport it's a good idea to have a health check with your doctor.
  - I'd like to \_\_\_\_\_ a running club.
  - When I was a child I \_\_\_\_\_ a lot of time playing video games.
  - Some people hate studying history, but I \_\_\_\_\_ it just for fun!
  - The best way to \_\_\_\_\_ out about a hobby is to speak to people who already do it.
  - I've always \_\_\_\_\_ interested in cars.
  - Phil \_\_\_\_\_ something new every year.

### Reflect

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

- I can present money-saving ideas.
- I can share information on a topic.
- I can ask and answer questions about hobbies and interests.
- I can ask for clarification.



# Unit walkthrough

## Students' Book

**Develop your reading** lessons provide practice of specific genres, such as stories, articles, reviews, factual texts, reports, social media and blog posts.

**Develop your writing** lessons provide practice of specific genres such as stories, formal and informal emails, blog posts, descriptions, invitations and reviews.

**Develop your listening** lessons provide practice in different types of listening such as short talks and monologues, conversations, radio interviews and discussions.

### 10A Develop your reading

- ▶ Goal: understand a blog post
- ▶ Focus: identifying opinions

- 1 Work in pairs. How much time do you spend doing the activities below? How do you feel when you do them?
  - cooking
  - travelling to work
  - cleaning
- 2 Read the first paragraph of the blog post and answer the questions.
  - 1 What do most people spend 547 hours a year doing?
  - 2 What does the writer do for an hour every day?
- 3 Read the Focus box. What's the difference between an opinion and a fact?



#### HOW TO MAKE TIME FOR YOURSELF

By Annie Craft

'We're all so busy these days, that we have time to enjoy the things we do report recently that says 'We spend cleaning, travelling to work and our typical people spend 547 hours a year doing this or that every day'. And recently, I write that no time to just sit down or day I decided to change all that, and hour, each day doing what I want to do the same if you save some time every day. In my opinion, one of the most best is clean every day. Every morning, I do the things I need to do... do the laundry. The things that aren't an important or busy.

#### Identifying opinions

An opinion is our own idea or something we believe. To identify an opinion, look for expressions such as *I think*, *I feel*, *In my opinion* and *for me*.

*I think* people spend too much time at work.

*I feel* that I don't have enough time.

*In my opinion*, a great way to save time is to work from home.

*For me*, phones are the biggest waste of time.

Texts also often contain facts. A fact is a piece of true information.

*She lives in Moscow.*

*I do six hours of exercise a week.*

*There are 21 people in the class.*

- 1 Read the whole post. Then decide if each sentence 1–10 is a fact (F) or an opinion (O).
  - 1 How does the writer decide what she is going to do each day?
  - 2 Which two activities does she do together?
  - 3 What does she do instead of going to the gym?
  - 4 How does she save time preparing meals?
  - 5 Why does she turn off her phone for one hour a day?
  - 6 What does she do instead?
- 2 Work in pairs and compare your answers. Which words/phrases helped you decide if the sentences are opinions or facts?
- 3 Read the post again and answer the questions.
  - 1 How does the writer decide what she is going to do each day?
  - 2 Which two activities does she do together?
  - 3 What does she do instead of going to the gym?
  - 4 How does she save time preparing meals?
  - 5 Why does she turn off her phone for one hour a day?
  - 6 What does she do instead?
- 4 Work in pairs and discuss the questions.
  - 1 How do you try and save time?
  - 2 How do you think you have enough time to do the things you want?
  - 3 How do you think you waste time?

### 10B Develop your writing

- ▶ Goal: write a description of an object
- ▶ Focus: order of adjectives

- 1 Have you ever been to a lost property office? Why?
- 2 Read the lost item report and answer the questions.
  - 1 What has Andy lost?
  - 2 When did he lose it?
  - 3 Where does he think he lost it?
  - 4 What was inside it?



#### Lost item report

Name: Andy Davis  
Email: andrewkdavis@email.uk  
Date item was lost: 19th June  
Time item was lost: 5.30 p.m.

#### Where the item was lost:

I travelled between Manchester and Bolton with my wallet in my coat pocket. When I left Bolton station at around 5.30, I realised the wallet wasn't there. I think it fell out somewhere between platform 5 and the exit.

#### Detailed description of lost item:

It's an old, brown, leather wallet. It's made by Welford and the name is on the front. Inside the wallet, there's a £20 note and about £5 in coins. There's a credit card and one debit card as well as my driving licence. There's also a small, silver key. It's on a round, metal keyring from Moscow.

- 1 Read the report again. What adjectives does Andy use to describe each item?
  - 1 The wallet  
*old...*
  - 2 The key  
*small...*
  - 3 The key ring  
*round...*
- 2 Look at the order of adjectives in the lost item report. Which comes first in each pair?
  - 1 age/material
  - 2 colour/size
  - 3 material/shape
- 3 Read the Focus box and check your answers to Exercise 3b.

#### Order of adjectives

To describe something using more than one adjective, use this order: size, age, shape, colour, material, object. However, try not to use more than two or three adjectives at a time. To do this you should choose the adjectives that best describe the object.

*I've lost my big, red scarf.*

*It's an old, leather bag.*

*They're new blue, cotton trousers.*

### 10C Develop your listening

- ▶ Goal: understand a TV interview
- ▶ Focus: recognising discourse markers

- 1 Work in pairs and discuss the questions.
  - 1 Do you like watching reality TV programmes? Why/Why not?
  - 2 Would you like to take part in a reality TV programme? Why/Why not?
- 2 Read the programme information and answer the questions.
  - 1 What do the people on the TV programme have to do?
  - 2 How can they win the prize?
  - 3 How much money can they win?



In this new reality TV show, fifteen ordinary people have to live together in an old-fashioned house for three months. They must eat, sleep and have fun in the same way that people from 150 years ago did. Each week, people are voted out of the house by the public and the last person in the house wins £100,000. In tonight's episode, three people are voted off... who will it be? Presenter Linda Cox interviews them as they leave the house.



- 1 Listen to an interview with Stacey and Kenny. Who is happy to be leaving the house? Who is sad?
  - 1 Listen again and answer the questions for each speaker.
    - 1 What will they miss in the house? Why?
    - 2 What didn't they like in the house?

- 4 Read the Focus box. What sounds do people make to give themselves time to think?

#### Recognising discourse markers

When we speak we often use words, phrases or sounds to give us time to think.

Some common sounds we use are *um*, *er* and *oh*.

*Oh, I've seen that programme before.*

*I thought it was a bit...*

*Um, er, really liked that new...*

*er, really liked that new...*

Some common words and phrases we use are *let me see*, *well*, *you know*.

*Let me see. I think it's about an hour long.*

*Well, we can stay in if you like.*

*It was, you know, an interesting experience.*

These words, phrases and sounds don't help with the meaning of a sentence, but recognising them can help you focus on the more important words.

- 5 Listen and complete the extracts from the interview with the word, phrase or sound you hear.
  - 1 I kept it at first but I miss... I miss my family.
  - 2 He's always there for me and... I just miss him lots.
  - 3 ... the food in the house was terrible.
  - 4 ... I think the thing I miss the most is the clothes.
  - 5 So yeah... I'm really sad to be leaving!

#### Work in pairs and compare your answers.

- 6 Listen to Jackie leaving the house. Number the questions the presenter asks her in the order you hear them.
  - 1 Do you have anything to say to the people still in the house?
  - 2 How are you feeling right now, Jackie?
  - 3 What are you going to do when you get home?

#### Listen again and decide if the sentences are true (T) or false (F).

- 1 Jackie didn't like her time in the house.
- 2 She wants to go home.
- 3 She doesn't want to see her family.
- 4 She knows what she's going to do when she gets home.
- 5 She wants to have a nice meal.
- 6 She likes the people in the house.

#### Work in pairs. Do you use any sounds, words or phrases in your language to give you time to think? Which do you use most often?

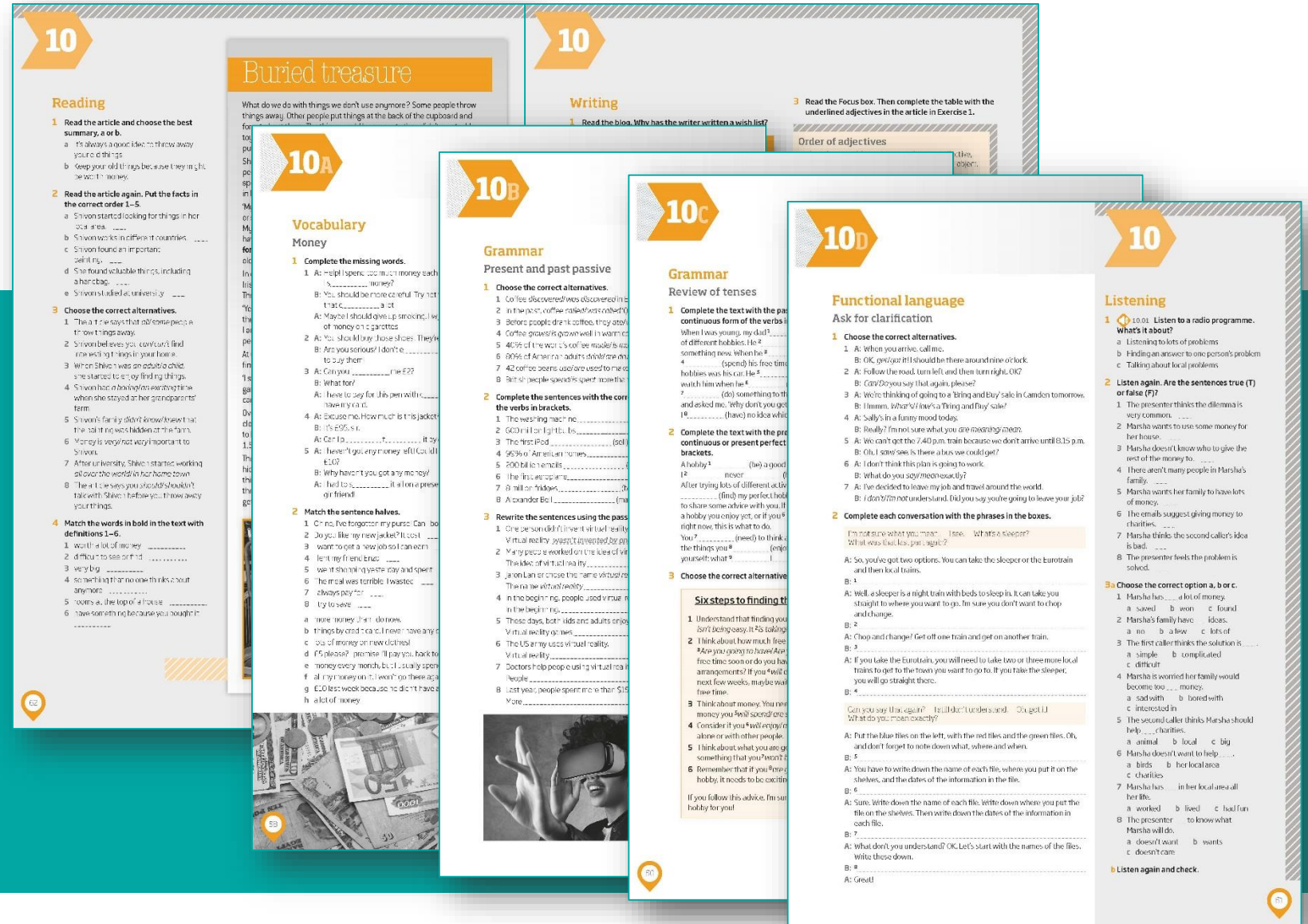
# Unit walkthrough

## Workbook

Extensive practice of grammar, vocabulary and functional language

Additional listening, reading and writing practice

Full answer keys and audio scripts are provided at the back of the book



**10**

**Reading**

1 Read the article and choose the best summary, a or b.

a It always a good idea to throw away your old things.

b Keep your old things because they might be worth money.

2 Read the article again. Put the facts in the correct order 1-5.

a Shivon started looking for things in her local area. ....

b Shivon works in different countries. ....

c Shivon found an important painting. ....

d She found valuable things, including a handbag. ....

e Shivon studied at university. ....

3 Choose the correct alternatives.

1 The article says that all these people throw things away.

2 Shivon believes you can't always find new and shiny things in your home.

3 When Shivon was an adult a child, she started to enjoy finding things.

4 Shivon had a hobby for a long time when she stayed at her grandparents' farm.

5 Shivon's family don't know how to get the old things she had when she was a child.

6 Money is regarded as very important to Shivon.

7 After university, Shivon started working at her parents' home in her home town.

8 The article says you should 'throw away' things.

4 Match the words in bold in the text with definitions 1-6.

1 worth a lot of money

2 difficult to see or find

3 very big

4 something that no one thinks about anymore

5 rooms at the top of a house

6 have something because you bought it

**10A**

**Vocabulary**

**Money**

1 Complete the missing words.

1 A: Help! I spend too much money each month. .... money?

B: You should be more careful. Try not to buy ..... things.

2 A: My mum should give a parcel. I've got money in a cardigan.

B: You should try those shoes. They're to die for!

3 A: Can you ..... the £??

B: What for?

A: I have to pay for this pen with it.

4 A: Excuse me. How much is this jacket?

B: It's £95.50.

5 A: Can I ..... it by?

B: Yes, it's £100.

6 A: I haven't got any money. How can I get it?

B: Why haven't you got any money?

A: I had to ..... it all on a present for my friend.

2 Match the sentence halves.

1 I can't live without my purse. Can you?

2 Do you like my new jacket? It cost .....

3 I want to get a new job so I can earn .....

4 I can't find my handbag. ....

5 We're thinking of getting a dog and spent .....

6 The meal was terrible. It was so .....

7 I always pay for .....

8 I try to save .....

a more money than I do now.

b things by card so I can't have any of it.

c a bit of money on new clothes.

d £5 please. I promise I'll pay you back to me every month, but I usually spend all my money on it. I won't go there again.

e £20 last week because he didn't have a lot of money.

**10B**

**Grammar**

**Present and past passive**

1 Choose the correct alternatives.

1 Coffee discovered/ was discovered in the 18th century. Coffee was made/ made in the 18th century.

2 Before people drink coffee, they ate/ were eating it.

3 Coffee grows/ is grown well in warm countries.

4 40% of the world's coffee is made/ was made in Colombia.

5 80% of American adults drive/ were driving a car.

6 42 cars were used/ are used to make the first coffee.

7 British people speak/ were speaking more than 100 languages in the 17th century.

2 Complete the sentences with the correct verb in brackets.

1 The washing machine ..... (be) broken for a long time.

2 Gordon ..... (buy) his first car in 1988.

3 The first iPod ..... (be) introduced in 2001.

4 95% of American voters ..... (vote) for Barack Obama in 2008.

5 200 billion pounds ..... (be) spent on the first space shuttle.

6 The first computer ..... (be) invented in 1941.

7 Bill and Ted ..... (be) made in 1989.

8 Alexander Bell ..... (be) invented the telephone in 1876.

3 Rewrite the sentences using the passive.

1 One person said I've never visited reality TV. Virtual reality games were invented by me.

2 Many people worked on the idea of virtual reality.

3 John Lan created the name virtual reality.

4 In the beginning, people used virtual reality in the beginning.

5 These days, both sides use adults' opinions. Virtual reality games are used.

6 The US Army used virtual reality.

7 Doctors help people using virtual reality.

8 Last year, people spent more than \$15 billion on virtual reality.

**10C**

**Grammar**

**Review of tenses**

1 Complete the text with the past continuous form of the verbs in brackets.

1 When I was young, my dad ..... (do) different hobbies. He ..... (read) something new when he ..... (spend) his free time. He ..... (watch) him when he ..... (do) something to fit and asked me why. Why do you get it? (have) no idea when I was a child.

2 Complete the text with the present continuous or present perfect brackets.

A hobby ..... (be) a good thing. I ..... never ..... (find) my perfect hobby. I have some advice with you. If you have a hobby you enjoy, or if you're right now, this is what to do.

You? ..... (need) to think about the things you ..... (enjoy) yourself. What? .....

3 Choose the correct alternative.

**Six steps to finding it**

1 Understand that finding it isn't always easy. It's taking time to find it.

2 Think about how much free time you have. Are you going to have a free time soon or do you have any more? If you have next few weeks, maybe wait a few days.

3 Think about money. Do you have money you can spend on it? What do you want to do?

4 Consider if you will enjoy it alone or with other people.

5 Think about what you are going to do. If you're not sure, try something that you're not sure about.

6 Remember that if you're not sure, it needs to be exciting.

If you follow this advice, find your hobby for you!

**10D**

**Functional language**

**Ask for clarification**

1 Choose the correct alternatives.

1 A: When you arrive, call me.

B: OK. Give me the number. I should be there around nine o'clock.

2 A: Follow the road, turn left and then turn right. OK?

B: Can you say that again, please?

3 A: We're thinking of going to a 'Bring and Buy' sale in Camden tomorrow.

B: I'm sorry. What's a 'Bring and Buy' sale?

4 A: Sally's in a funny mood today.

B: Really? I'm not sure what you are meaning/mean.

5 A: We can't get the 7.40 p.m. train because we don't arrive until 8.15 p.m.

B: Oh, I saw. Is there a bus we could get?

6 A: I don't think this plan is going to work.

B: What do you say/mean/exactly?

7 A: I've decided to leave my job and travel around the world.

B: I don't/ I'm not understand. Did you say you're going to leave your job?

2 Complete each conversation with the phrases in the boxes.

I'm not sure what you mean. / I see. / What's a sleeper? / What does that look like, precisely?

A: So, you've got two options. You can take the sleeper or the Eurotrain and then local trains.

B: ?

A: Well, a sleeper is a night train with beds to sleep in. It can take you straight to where you want to go. I'm sure you don't want to chop and change.

B: ?

A: Chop and change? Get off one train and get on another train.

B: ?

A: If you take the Eurotrain, you will need to take two or three more local trains to get to the town you want to go to. If you take the sleeper, you will go straight there.

B: ?

Can you say that again? / Is that OK/understand? / Oh, get it!

A: Put the blue files on the left, with the red files and the green files. OK, and don't forget to note down what, when and when.

B: ?

A: You have to write down the name of each file, where you put it on the shelves, and the dates of the information in the file.

B: ?

A: Sure. Write down the name of each file. Write down where you put the file on the shelves. Then write down the dates of the information in each file.

B: ?

A: What don't you understand? OK. Let's start with the names of the files. Write these down.

B: ?

A: Great!

**10**

**Listening**

1 Listen to a radio programme. What's it about?

a Listening to lots of problems

b Finding an answer to one person's problem

c Talking about local problems

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

1 The presenter thinks the dilemma is very common. ....

2 Marsha wants to use some money for her house. ....

3 Marsha doesn't know who to give the rest of the money to. ....

4 There aren't many people in Marsha's family. ....

5 Marsha wants her family to have lots of money. ....

6 The emails suggest giving money to charities. ....

7 Marsha thinks the second caller's idea is bad. ....

8 The presenter feels the problem is solved. ....

3a Choose the correct option a, b or c.

1 Marsha has ..... of money.

a saved b seen c found

2 Marsha's family have ideas.

a no b a few c lots of

3 The first caller thinks the solution is .....

a simple b complicated c difficult

4 Marsha is worried her family would become too ..... money.

a selfish b loved with c interested in

5 The second caller thinks Marsha should help ..... charities.

a animal b local c big

6 Marsha doesn't want to help .....

a birds b her local area c charities

7 Marsha has ..... in her local area all her life.

a worked b lived c had fun

8 The presenter wants to know what Marsha will do.

a doesn't want b wants c doesn't care

3b Listen again and check.

# Roadmap components

## Students

- 📍 Students' Book w/ digital resources & app
- 📍 Students' Book w/ Online practice (MyEnglishLab)
- 📍 Workbook

## Teachers

- 📍 Teacher's Resource w/ digital resources & Assessment Package
- 📍 Front of class Presentation Tool (on Pearson English Portal)



<https://www.venturesbooks.cz/vyuka-dospelych/roadmap>

<https://www.pearson.com/english/catalogue/general-english/roadmap.html>

**Ventures Books Czech Republic:** [www.venturesbooks.cz](http://www.venturesbooks.cz)  
[barbora.mikova@venturesbooks.com](mailto:barbora.mikova@venturesbooks.com)  
[zuzana.pohlova@venturesbooks.com](mailto:zuzana.pohlova@venturesbooks.com)

**Ventures Books Slovak Republic:** [www.venturesbooks.sk](http://www.venturesbooks.sk)  
[judita.tothova@venturesbooks.com](mailto:judita.tothova@venturesbooks.com)

