



Pearson

# The Road Ahead

Philip Warwick March 2020



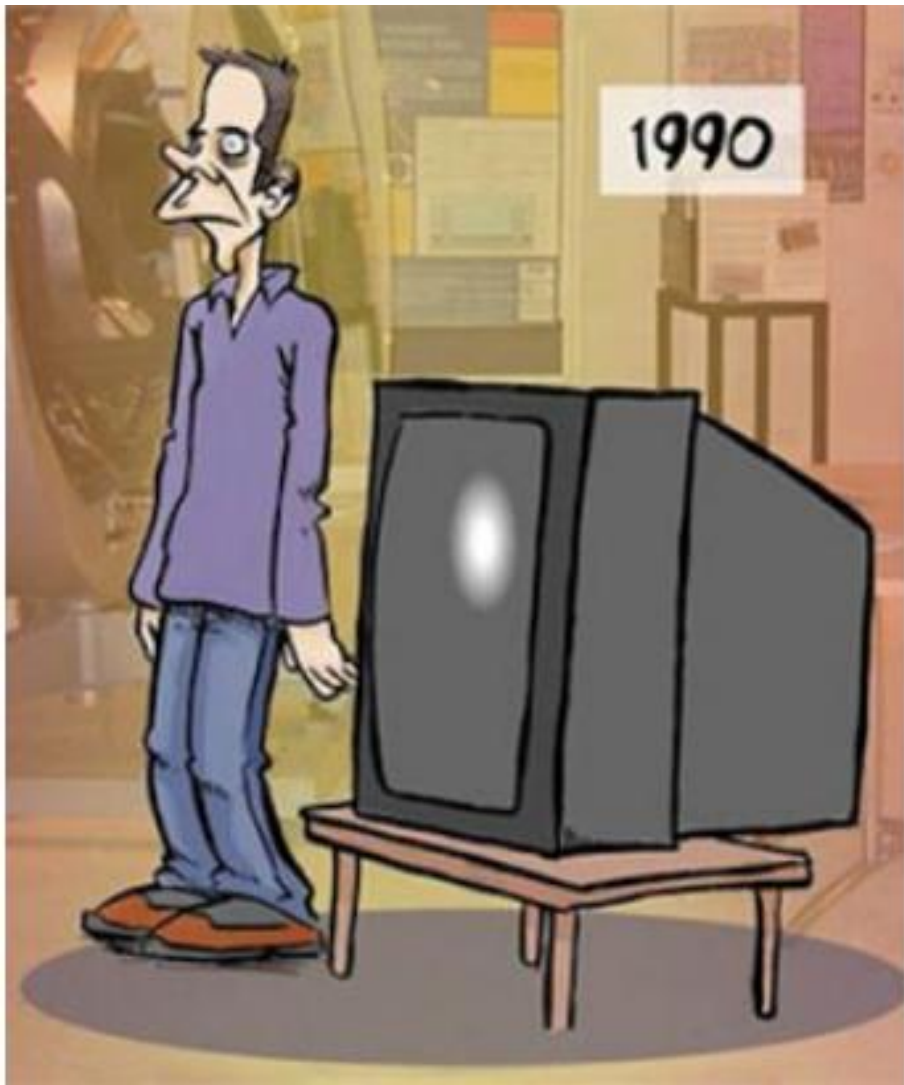
**ROADMAP**<sup>TM</sup>  
STUDENTS' BOOK



Lindsay Warwick and Damian Williams







# BEFORE SMARTPHONES



First Mobile with internet access was released in 1996

First text message was sent in December 1992

# AFTER SMARTPHONES



# Then and Now...



Hand-me-downs

Hand-me-ups

# 1960

THESE GRADES  
ARE TERRIBLE!!



# 2010

THESE GRADES  
ARE TERRIBLE!!



JARVIS CALDWELL <http://www.jarvis.com> - since 1961!

Table 3.1: Average Status Rank across all countries

Occupation	Average Rank (with 14 being the highest and 1 being the lowest))
Doctor	11.6
Lawyer	9.5
Engineer	9.1
Head Teacher	8.1
Policeman	7.8
Nurse	7.4
Accountant	7.3
Local Government Manger	7.3
Management Consultant	7.1
Secondary School Teacher	7.0
Primary School Teacher	6.4
Web Designer	5.9
Social Worker	5.8
Librarian	4.6

# GLOBAL TEACHER STATUS INDEX 2018



Table 3.3: Most Similar Occupation to Teachers by Country; comparison 2013-2018

COUNTRY	2018	2013
China	Doctor	Doctor
Argentina	Social Worker	.
Switzerland	Social Worker	Social Worker
Egypt	Social Worker	Social Worker
Czech	Social Worker	Social Worker
Panama	Social Worker	.
Taiwan	Social Worker	.
Chile	Social Worker	.
Germany	Social Worker	Social Worker
Singapore	Social Worker	Social Worker
Indonesia	Social Worker	.
Netherlands	Social Worker	Social Worker
Greece	Social Worker	Social Worker
Finland	Social Worker	Social Worker
Colombia	Social Worker	.
Israel	Social Worker	Social Worker
Peru	Social Worker	.
Italy	Social Worker	Social Worker





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## Teaching

# Fifth of teachers plan to leave profession within two years

National Education Union warns of exodus caused by excessive workloads



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Fifth of teachers plan to leave profession within two years

Two fifths want to quit within five years

‘out of control’ workload pressures and ‘excessive’ accountability to blame

“My personal life doesn’t exist anymore”

“With a young family, and despite working part-time, I have come to realise that a job in education is not conducive to family life”

“My job is no longer about children, it’s just a 60 hour week with pressure to push children’s achievement data through

“Working 70 hours a week for many years has meant my health and family life have suffered. I’m getting out before the job kills me”



# WHY NOT TEACH ADULTS?

# What's the difference between an adult learner and a secondary school student?



# adult learner

**IMPOSED LEARNING**

**TIME**

**REASONS FOR  
LEARNING**

**LEARNING  
OUTCOMES**

**AUTONOMY**

# secondary school student

**TEACHER ROLES**

**MOTIVATION**

**LESSON FORMAT**

**EXPECTATIONS**

**HOBBIESTS**

What differences would you expect between a secondary school textbook and one for adult learners?

**MORE DENSITY**

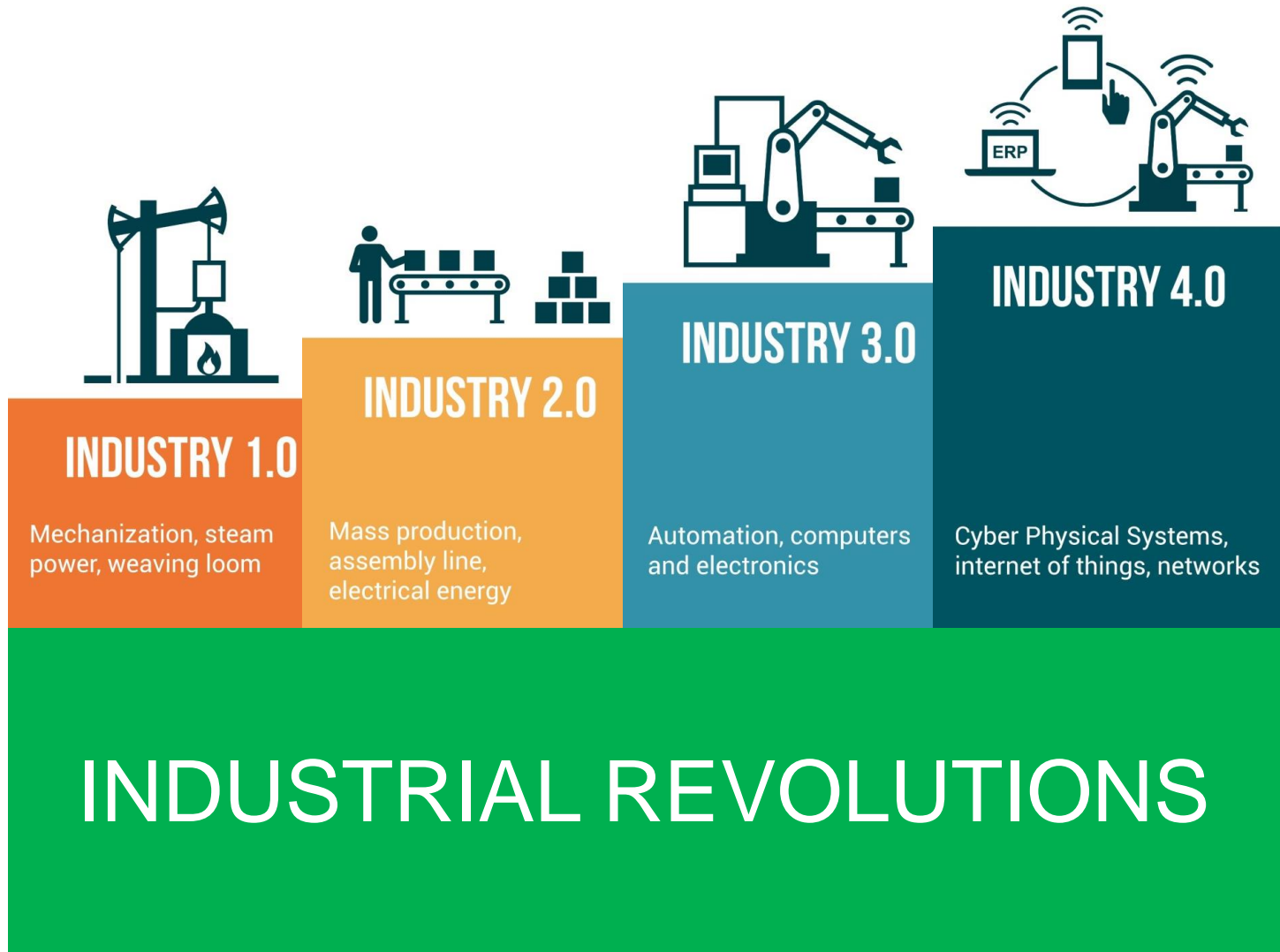
**MORE FLEXIBILITY**

**MODULARITY**

**MORE  
TRANSPARENCY**

**CLEAR LEARNING  
OUTCOMES**

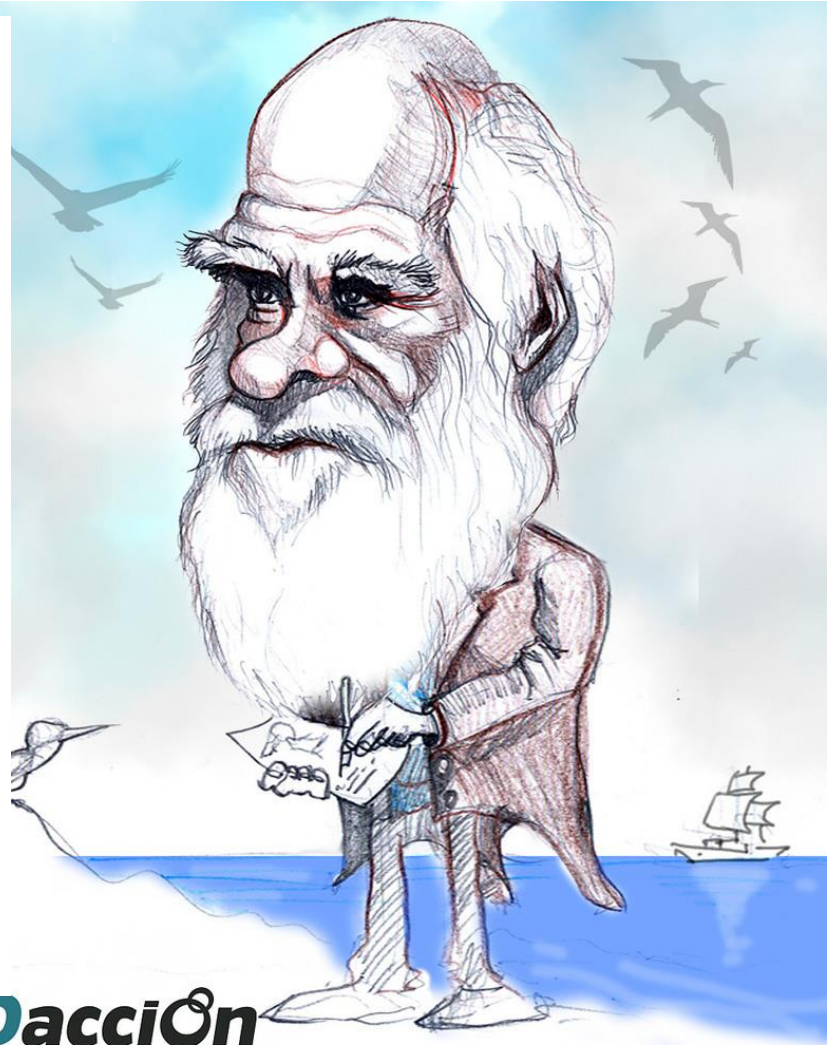






“In times of massive upheaval, it is not the strongest or the most intelligent that survive, it is those that are most adaptable to change that continue to thrive”

Charles Darwin



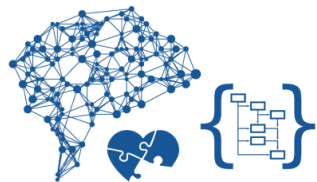
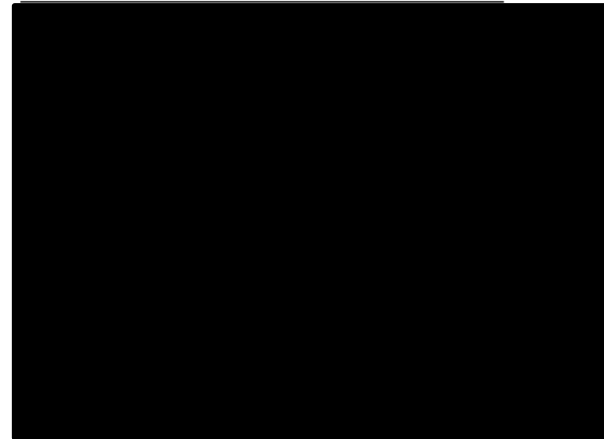
**IDacciOn**  
entrepreneuring people

# Top 10 skills

in 2020



in 2015



Source: Future of Jobs Report, World Economic Forum

# ROADMAP

A	B	C	D	E	F	G	H	I	J	K	L	M
Resources	Action	Owner	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May
R1	Introduce course books	GD	Complete									
R2	Agree quantities required and place order with NGL <i>Date TBC</i>	BR										
R3	<b>Student notebooks:</b> review student notebook design to reflect reality and reduce overkill. Add mission statement page; additional pages for students to take notes during the lesson and sign off by 20-Mar	PW, RE		Slippage								
R4	ES materials: stocktake, replace / update damaged and missing books in place.	PS					Green					
R5	Academy: source materials for higher levels	PW	Complete									
R6	Younger learners: stocktake, replace / update damaged and missing materials (using Wider World)	PS					Green					
R7	IELTS: source materials from Grange Rd site	BR	Complete									
R8	Materials in Embassy Summer Huddle need transferring to EC server	PS		Slippage								
Staff profile	Action	Owner	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May
S1	academic manager staffing levels: update at weekly recruitment meetings	JA										
	Teacher staffing levels: update at weekly recruitment											
	<b>Timeline</b>	Resources	Staff profile	Academic management	Course design	Learner management	classroom observation					

# TRAFFIC LIGHTING



# ROADMAP™

Every class is different,  
every learner is unique.

STUDENTS' BOOK



Lindsay Warwick and Damian Williams



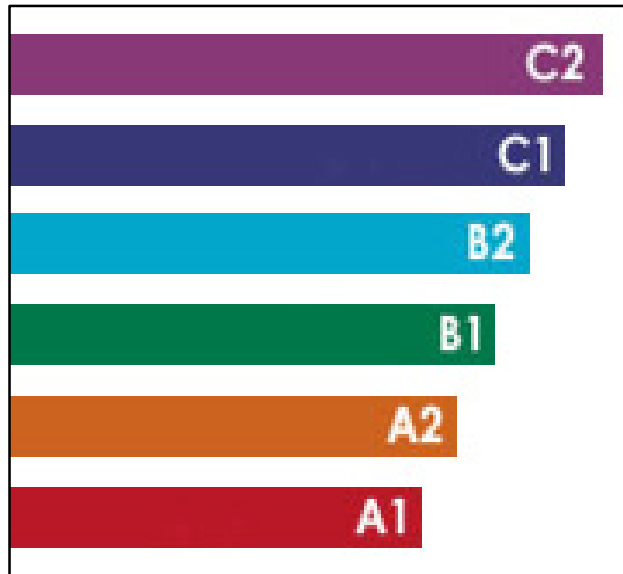
# GSE

Global Scale of English

# Types of Assessment

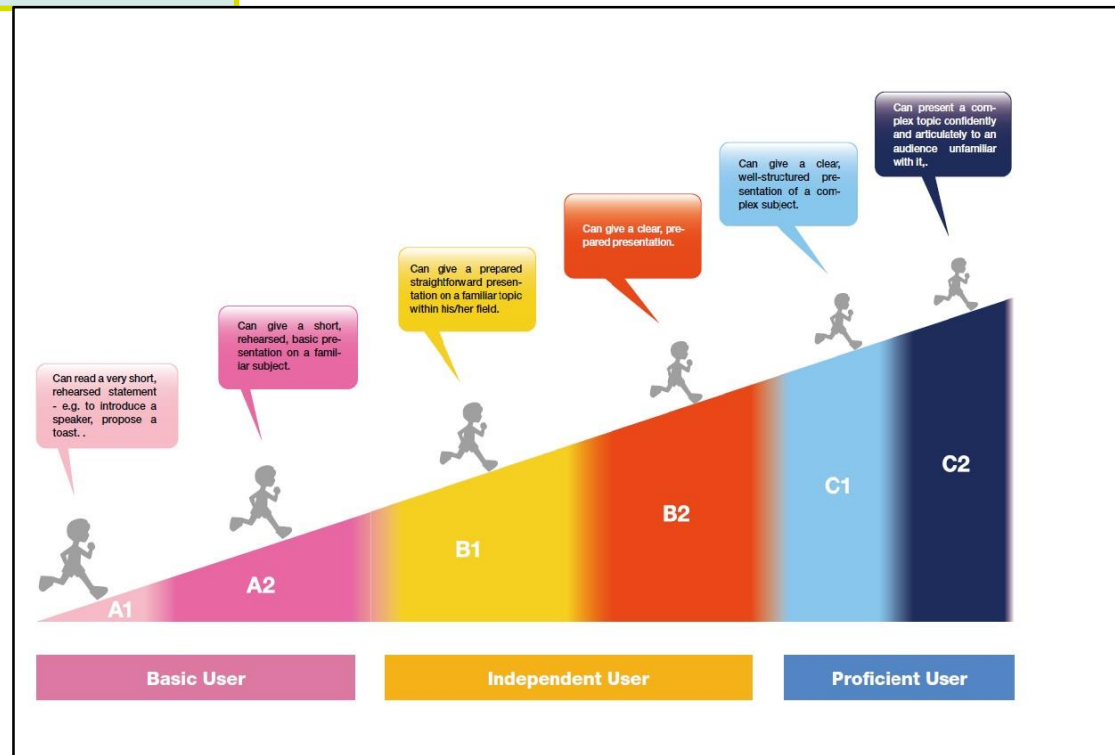
## Mastery learning CR

*A minimum competence standard – a cut-off point between masters and non-masters*



## Continuum CR

*An achievement approach*



Who trained us to be assessment experts?

What do the test scores mean?

How can we communicate student achievement?

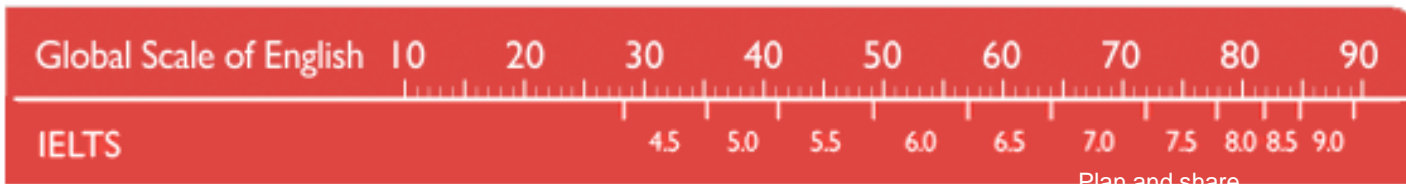
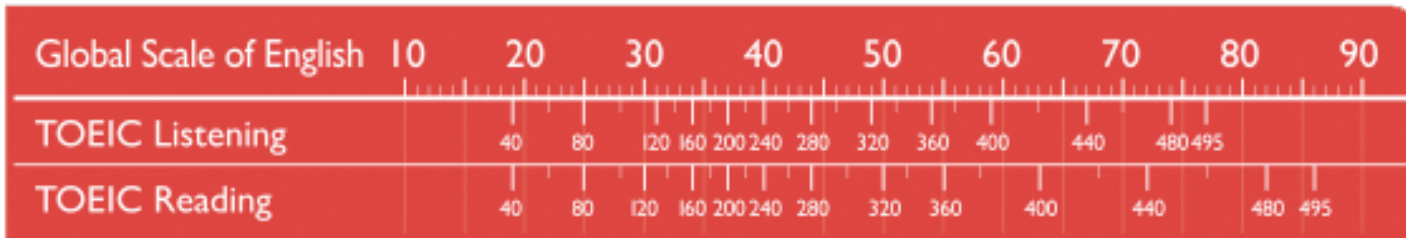
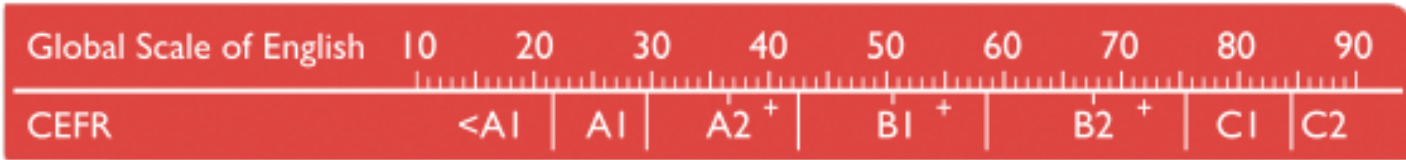
How can we avoid test anxiety and student intimidation based  
on test scores ?

*(how does this motivate students productively?)*

**Assessment should be for the well-being of the students**

***Teachers and Learners are partners in the assessment process***

**– Dr. Rick Stiggins**



Plan and share



SUMMATIVE ASSESSMENT

ASSESSMENT *FOR* LEARNING

FORMATIVE ASSESSMENT



## FORMATIVE ASSESSMENT

LONG	Across units and terms	Monitor student achievement and align curriculums
MEDIUM	Within and between units	Gets students involved and helps them understand the success criteria
SHORT	Within and between lessons	Improves classroom practice and student engagement

## FORMATIVE ASSESSMENT

What do I want my students to learn?

What do my students already know?

How is their knowledge and thinking changing over time?

How aware are they of this change?

What can I do to help them learn?

What evidence do I have that they are improving?



26

If you let the students leave the classroom before you put into practice what you've learnt, then you're already playing catch-up and if you haven't made an adjustment before they reappear it's probably too late

Changing what teachers think doesn't benefit students until it changes what teachers do

The best feedback takes out of the last assignment and feeds in what they need to do in their next assignment

# B1+ (51-58)

Category	Descriptor	Structure	Example	GSE
Adjective	Can use 'one of/some of/among' in phrases with superlative adjectives.	'one of/some of/among' + superlative phrases	one of the best schools   among the richest people   some of the finest examples	55
Adverb	Can correctly place adverbs of comment and manner in longer sentences.	position of adverbs of comment and manner (before/after verb, end of sentence)	You're ^ going to have to take it back ^. (probably)   He ^ explained the problem to me ^. (carefully)	51
Adverb	Can use a range of adverbial intensifiers with	adverbial intensifiers	extremely hot   amazingly difficult   surprisingly	51
<b>Category</b>	<b>Descriptor</b>			
Adjective	Can use 'one of/some of/among' in phrases with superlative adjectives		neither John nor Mary   It's so wet.   It's the best   What a nice boy!	51 52 52
		<b>GSE</b>		
		55		
	'one of/some of/among' + superlative phrases		neither speak nor write Chinese.   It's neither funny nor interesting.   Wherever you go, I'll be there.   I don't have time to see him, whoever he is.   She even wanted me to pay her hotel bill.   Not even a dog would eat that.   She's about to have a baby.   We were about to go out when Jane called.   I arrived at the hotel late, but I had booked a room beforehand.   They went to the play first and had dinner afterwards.   I only wanted to help.   It's only a small flat.   It was too expensive. - I told you so.   John is from Seattle. - I thought so.   I wouldn't do that if I were you.   If I were you, I'd apologise.	53 55 55 55 56 56 58 51
	<b>Structure</b>			
			one of the best schools   among the richest people   some of the finest examples	
Clause	Can report current and future plans and intentions.	'say' + present/future for reported speech	He says he can do it.   She said she is happy.   She says she'll do it.	51
Clause	Can use an object relative clause to specify or define.	defining object relative clause	This is the film that/which I wanted you to see.   Susie is someone whom I'd very much like to get to know.	51

Category

Descriptor

Structure

Example

GSE

A1

A2

+

B1

+

B2

+

C1

C2

20

30

40

50

60

70

80

90

23



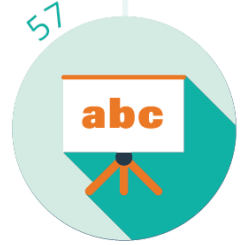
Can understand short, simple instructions addressed carefully and slowly

39



Can generally identify the topic of discussion around them when conducted slowly and clearly

57



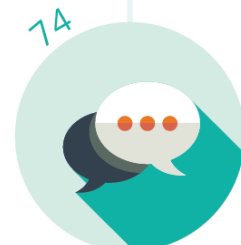
Can follow most of a clearly structured presentation within their own field

65



Can extract the main points from news items, etc. with opinions, arguments and discussion

74



Can follow an animated conversation between two fluent speakers

88



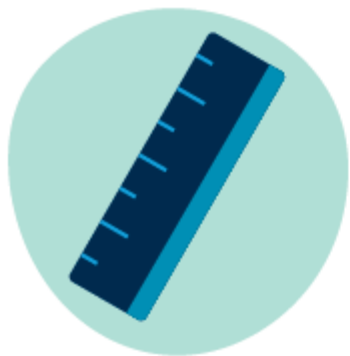
Can understand in detail discussions on abstract and complex topics among speakers with a variety of accents and dialects

# Listening



Personalisation

S



Scale



Learning  
Objectives



Course  
Material



Testing



# ROADMAP™

Every class is different, every learner is unique. STUDENTS' BOOK



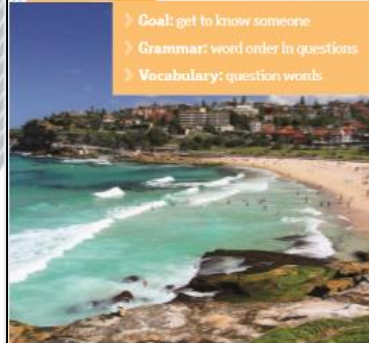
Lindsay Warwick and Damian Williams



## 1A

## 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. Shit, 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 someone 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!



# 1A

## Getting to know you

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

# Word Clouds

**D Y S T Y M Y?**

① No, I didn't

**H Y G A B O S?**

② Yes I have, three.

**H Y E T B?**

③ Once, but a long time ago.

**D Y L H M?**

④ No, I can't stand it.

**C Y S P?**

⑤ Yes I can, but only a bit.

**H O D Y G T T C?**

⑥ Not very often.

**A Y E?**

⑦ Yes, I am.

**W Y M T S?**

⑧ It depends.

**A Y G O T?**

⑨ I'm not planning to.

## Warm-up

Before the class starts, write on the board, in a random order, some basic information about yourself which you don't mind sharing with the class, e.g. where you live, what you do, the time you start work, your birthday, your favourite singer, etc. Elicit a question by pointing at one of the pieces of information, drawing a question mark on the board and pointing from the class to yourself. Put Ss in pairs to write the rest of the questions, e.g. *Where do you live? What do you do? Who's your favourite singer?* etc. While they are working, monitor and check how well they are forming questions. When they have finished, elicit the questions and write them on the board (or invite Ss to come up and write them on the board). Ss then ask and answer the questions in their pairs.



Animals	Food	Places

Animals	Food	Places
<ol style="list-style-type: none"><li data-bbox="446 368 658 425">1. Fox</li><li data-bbox="446 458 658 515">2. Ant</li><li data-bbox="446 548 658 605">3. Bee</li><li data-bbox="446 638 658 695">4. Dog</li><li data-bbox="446 728 658 785">5. Fly</li><li data-bbox="446 818 658 875">6. Pig</li></ol>	<ol style="list-style-type: none"><li data-bbox="852 382 1083 439">1. Ham</li><li data-bbox="852 472 1161 529">2. Cheese</li><li data-bbox="852 562 1103 619">3. Toast</li><li data-bbox="852 652 1122 709">4. Apple</li><li data-bbox="852 742 1122 799">5. Steak</li><li data-bbox="852 832 1045 889">6. Pie</li></ol>	<ol style="list-style-type: none"><li data-bbox="1238 382 1508 439">1. House</li><li data-bbox="1238 472 1528 529">2. School</li><li data-bbox="1238 562 1450 619">3. Flat</li><li data-bbox="1238 652 1489 709">4. Shop</li><li data-bbox="1238 742 1450 799">5. Zoo</li><li data-bbox="1238 832 1663 889">6. Grandma's</li></ol>

1. At the beach. I love the sound of the sea.
2. I walk.
3. About 20 seconds – from my bedroom to my home office.
4. Coffee. I have five or six cups a day.
5. Abby – she's my sister's best friend.
6. When I'm visiting somewhere new.
7. 1970s rock music. Thanks a lot Dad!
8. Cats, especially my cat Bubble!
9. I've got over 30, but I always wear the same pair of trainers.
10. Nina. We have so much fun together.



# 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!
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› **Goal:** get to know someone

› **Grammar:** word order in questions

› **Vocabulary:** question words



**Magda Fisher**

Yesterday at 21.33



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



Go to your app for more practice.

**y** Two people, actually – Julia 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!

# Grammar

---

**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.

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

**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.**

## 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.

How many lessons are there  
in a school day?

Are you good at maths?

Can you walk to school?

What's your favourite lesson?

Is your school for boys and girls?

**HERE**

**YES**

**7**

**Now**

**THIS**



# Develop your listening

page 86

# EXTENDED PATH

## 1A

## Develop your listening

- > **Goal:** understand a short talk
- > **Focus:** understanding the main idea



1 a Which greetings below can you see in photos A–D.

- bow your head
- hug someone
- kiss someone on the cheek
- put your hands together
- shake hands
- show your tongue
- press your noses together
- touch someone's hand or arm
- put your hand on your chest

b Do you know which countries the different greetings are from? If not, can you guess?

c 1.3 Listen to the introduction of a radio programme. Which greetings in Exercise 1a does the radio presenter talk about?

2 Read the Focus box. How can you identify key words?

### Understanding the main idea

It isn't always necessary to understand every word when you listen – you can use key words (e.g. verbs, adverbs, nouns, adjectives) to understand the main idea. It's easier to hear key words when listening because they are usually stressed.

*People around the world greet each other differently.*

3 a Read what the radio presenter says about greetings and underline the key words.

*How we greet someone for the first time is important because we want people to like us.*

b 1.4 Listen and check.

4 1.5 Listen to the next part of the radio programme and choose the correct alternatives.

- 1 Men and women in the US usually *kiss/shake hands* when they meet new people.
- 2 Men and women in the US sometimes *bow/hug*.
- 3 Men in Brazil usually *kiss/shake hands*.
- 4 People in Brazil sometimes/always kiss three times.
- 5 Men and women in Qatar *put their right hand on their chest/shake hands* when they meet.
- 6 Men in Qatar sometimes *put their hands together/press their noses together*.

5 1.6 Listen to the last part of the radio programme and complete notes 1–7 with one key word from the box.

bow chest hands head high low tongue

#### South Korea

- 1 Friends: Bow their \_\_\_\_\_
- 2 Business people: \_\_\_\_\_ with top half of their body
- 3 Younger people: Bow \_\_\_\_\_

#### Thailand

- 4 Traditional greeting: People put their \_\_\_\_\_ together and bow their head
- 5 Friends: Hands are low in front of their \_\_\_\_\_
- 6 Older/important people: Hands are \_\_\_\_\_, fingers near top of their head

#### Tibet

- 7 Traditional greeting: People put their hands together and show their \_\_\_\_\_

6 Work in pairs and discuss the questions.

- 1 Which greeting in the radio show do you think is the most interesting? Why?
- 2 Can you think of any other greetings?
- 3 How do you usually greet the people below?
  - family
  - friends
  - people you don't know
  - people you work/study with

# The Paper Game

## Warm-up

Write on the board:

*How many languages can you say 'hello' in?*

Ss discuss in pairs and say the word for hello in each language they know. In feedback, elicit all the ways to say hello in different languages the class knows and write them on the board.





**1 a** Which greetings below can you see in photos A–D.

- bow your head
- hug someone
- kiss someone on the cheek
- put your hands together
- shake hands
- show your tongue
- press your noses together
- touch someone's hand or arm
- put your hand on your chest

**b** Do you know which countries the different greetings are from? If not, can you guess?

➤ **Goal:** understand a short talk

➤ **Focus:** understanding the main idea



- 2
- 5 1.6 Listen to the last part of the radio programme and complete notes 1–7 with one key word from the box.

6 **Work in pairs and discuss the questions.**

- 1 Which greeting in the radio show do you think is the most interesting? Why?
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  - family
  - friends
  - people you don't know
  - people you work/study with

**Tibet**

- 7 Traditional greeting: People put their hands together and show their \_\_\_\_\_




# 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.*



- 1 [REDACTED] Successful people always know what they want in life and they work hard to get it.
- 2 [REDACTED] Successful people are rarely bored and they always look for new and exciting experiences.
- 3 [REDACTED] Successful people always want to know more. In fact, they want to know everything about everything.
- 4 [REDACTED] Successful people are often good listeners and don't do all the talking in conversations.
- 5 [REDACTED] Successful people don't usually do lots of things at the same time. They check their emails every three or four hours. They sometimes check their messages only once a day.
- 6 [REDACTED] Successful people usually have busy and stressful lives, so try to sleep well, eat well and do regular exercise.
- 7 [REDACTED] it's important! Successful people hardly ever work at weekends, so make sure you spend time with friends and family, too.
- 8 And finally, eight – if things don't work, just start again! Successful people [REDACTED]

- 2 a  1.7 Listen to a  
Does it include any
- b Listen again. Number  
them. Do you agree
- take care of your

## Grammar

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

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


- 5 Do you \_\_\_\_\_  
know something?
- 6 Do you \_\_\_\_\_  
want in life?
- 7 Do you think it's more in  
\_\_\_\_\_
- 8 Do you \_\_\_\_\_  
exercise?

- 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

# 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  
page 87

# 1B

## Develop your writing

- › **Goal:** complete a questionnaire
- › **Focus:** explaining reasons and results

### 1 a Work in pairs and discuss the questions.

- 1 What are the best ways to learn English?
- 2 What do you use English for?

### b Read the questionnaire and match questions 1–6 with gaps A–F.

- 1 Do you prefer working alone or in pairs/groups?
- 2 What do you find difficult about learning English?
- 3 What do you like using to learn English (e.g. books, video, the internet, etc.)?
- 4 What do you do outside class to practise English?
- 5 What do you need English for?
- 6 What do you like doing in class (e.g. listening, speaking, pronunciation, etc.)?

### Learning English Questionnaire

Name: *Miguel García*  
Teacher: *Diana Norman*

A \_\_\_\_\_  
I need to pass an exam at university. This is why I'm learning English. I think my reading and writing skills really need to improve my speaking for the exam.

B \_\_\_\_\_  
I like having conversations in class because I can practise speaking English at home. But I also like reading English articles, because I can learn new things.

C \_\_\_\_\_  
I like watching videos and I use my phone to look up new words.

D \_\_\_\_\_  
I like working with other students so I can practise speaking but I don't mind working on my own.

E \_\_\_\_\_  
Pronunciation is the hardest thing for me because I have to learn different sounds in English.

F \_\_\_\_\_  
When I'm at home I like watching TV programmes. I prefer watching them in the original language because I learn a lot of new vocabulary this way.

### 2 Read the questionnaire again. Decide if each sentence is true (T) or false (F).

- 1 Miguel has finished university.
- 2 He doesn't often speak English at home.
- 3 He likes working in pairs or groups.
- 4 He finds it difficult to pronounce.
- 5 He learns English while doing so many things at home.

### 3 Read the Focus box. Then underline the words Miguel uses to give examples in the questionnaire.

#### Explaining reasons and results

Use *because (of)* and *so that* to give reasons.

*I was late for class because I missed the bus.*

*I couldn't sleep because of the noisy traffic.*

*I'm saving money so that I can go to University.*

Use *that's why* to explain a result.

*I missed the bus. That's why I was late for class.*

## 1 a Work in pairs and discuss the questions.

- 1 What are the best ways to learn English?
- 2 What do you use English for?

## b Read the questionnaire and match questions 1–6 with gaps A–F.

- 1 Do you prefer working alone or in pairs/groups?
- 2 What do you find difficult about learning English?
- 3 What do you like using to learn English (e.g. books, video, the internet, etc.)?
- 4 What do you do outside class to practise English?
- 5 What do you need English for?
- 6 What do you like doing in class (e.g. listening, speaking, pronunciation, etc.)?

› **Goal:** complete a questionnaire

› **Focus:** explaining reasons and results

# Digital Detox Week



- 1. Book to read**
- 2. Food to eat**
- 3. Music to listen to**
- 4. Activity to do**
- 5. Person to take**



## Warm-up

Ask Ss to imagine that they are going to live on a remote island for a month, with no communication with the outside world. Give them a few minutes to think of and write down five objects they'd take with them (no computers or mobile phones allowed). They must include one book and one type of food. When they are ready, put Ss in small groups to share their ideas and say why they chose them. When they have finished, nominate a student from each group to share their ideas with the class.

## 1c

## A new lifestyle



- › Goal: describe everyday activities
- › Grammar: present simple and present continuous
- › Vocabulary: everyday activities



- › Goal: describe everyday activities
- › Grammar: present simple and present continuous
- › Vocabulary: everyday activities

## Reading

- 1 a Marek and Kim are trying a new lifestyle. Look at the photos. What kind of things do you think they do?
- b Read Marek's blog post and check your ideas.

Hi everyone! Kim and I are trying a new lifestyle. We usually live in the city, but this month we're living in a forest without electricity, internet, phones and things like that.

So, how am I writing this blog?

Well, we come into town once a week to use the internet and buy some things we need. The town is about 10 km away and we always walk here – it's great exercise! I'm using the computer in the library at the moment, to check my email and to write to you. Kim's looking for some blankets in a shop because it's really cold at night!

We're living in a really simple house which has a nice vegetable garden. Life is good, but it's hard work. We get up at 5.30 a.m. every day. We have a simple breakfast then work for most of the day. We pick vegetables in the garden and we collect wood in the forest. We finish work at about 6 p.m. In the evenings, we play cards, read or just sit in the garden ... when the weather's nice. We go to bed early, too, usually around 9 p.m. We're not missing TV at all! Anyway, we're really enjoying it so far!



## Grammar

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

## Present simple and present continuous

Use the present <sup>1</sup>simple/continuous to talk about facts, things which are generally true or something that happens regularly.

*The town is about 10 km away.*

*We usually live in the big city.*

*We get up at 5.30 a.m. every day.*

Use the present <sup>2</sup>simple/continuous to describe something happening now.

*I'm using the computer in the library.*

You can also use the present continuous to describe a <sup>3</sup>permanent/temporary situation happening around now.

*Kim and I are trying a new lifestyle.*

It is common to use time expressions like *at the moment*, *right now* and *these days* with the present continuous.

*I'm using the computer in the library at the moment.*

- b Find and underline three more examples of the present simple and three of the present continuous in Marek's post in Exercise 1.

# Speaking

## PREPARE

8 a



lives  
and  
Step

- tr
- liv
- liv
- liv
- W

- 5 \_\_\_\_\_ work/school  
6 \_\_\_\_\_ up/dressed  
7 \_\_\_\_\_ your email/soci  
8 \_\_\_\_\_ time with friend

b Add the words in the box

a good time   a language  
home   money   the ar

1 take a *break/a picture/a*

c Work in pairs. Student A:  
Exercise 7a. Student B: s  
7b that goes with it.

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

## SPEAK

10

Work in pairs. Take turns to describe your change in lifestyle. Use your notes in Exercise 9 and the Useful phrases to help you.

### Useful phrases

How's it going?

Guess what?

Wow, that's

I'm trying (a new sport).

I miss (chocolate).

Develop  
your  
reading  
page 88

your  
reading  
page 88

## Develop your reading

- ▶ Goal: understand a short article
- ▶ Focus: reading for specific information

- 1 Read the title and introduction to the news article. How has Morris recorded his life?

# A LIFE IN PHOTOS

Over the past few years, Morris Villarroel from Madrid has recorded everything in his life using a special camera and making lots of notes.

It started in 2010, when he decided to record what happened to him by writing things down in a notebook. He enjoyed it so much that, in 2014, he started taking photos every 30 seconds. He uses a small camera that he carries on his body and it takes about 1,200 photos every day. Most of them aren't very interesting – for example, a picture of his breakfast or his hands when he's driving, but he doesn't delete any of them.

As well as the photos, he has 245 notebooks with his thoughts and ideas inside. He reads his notes regularly to check them.

This sounds strange to a lot of people. Even Morris says that he hasn't seen all of his photos, but he feels it's important to keep a record of his life so that he can look at it when he's older and see what it was like – just like a personal diary. He also wants to create a collection of thoughts and activities to give to his son, who was born at 4.36 p.m. on 4th November, 2014. While most fathers have a few photos of mother and child, Morris recorded the whole day and then every day of his life so far. He hopes that when his son is older he can look back and see what his mother looked like on the day he was born, as well as every day after that.

- 2 Read the Focus box. What are some examples of specific information?

### Reading for specific information

When reading, you often only need to understand specific pieces of information.

Before reading, think about the type of information you need. If you want to know a date, look for a number; if you're looking for a name, then capital letters will help you find it.

*Elvis Presley was born in Tupelo, Mississippi, on 8th January 1935.*

It also helps to think about where in the text the information will be – at the beginning, in the middle or at the end.

- 3 a Read the text and answer the questions.
- 1 How many photos does Morris take every day?
  - 2 When did he start recording things?
  - 3 What time was his son born?
  - 4 What's Morris's surname?
  - 5 How often does he take photos?
- b What do you think of Morris's project? Would you do something like this?
- 4 a Read the title and introduction to the text you are interested in. What kind of film?

## LIFE IN A DAY

In 2010, film-maker Kevin Macdonald asked people from all over the world to spend a day filming their lives. He then edited their videos into a film called *Life in a Day*.

In total, he asked 80,000 people from 192 countries to make sure he had videos from lots of different places. Kevin sent out 400 cameras to people in poorer places. They all made their films on 24th July 2010.

He asked people to answer three questions during their films: *What do you love? What do you fear? and What's in your pocket?* Kevin directed the film, and he worked closely with Ridley Scott as producer. In the end, they made a film that's 94 minutes and 53 seconds long – from 4,500 hours of original videos! It was a lot of work.

The film starts with people waking up in the morning and continues through the day, until night. It shows people with very different lifestyles from all over the world. It was first shown at the Sundance Film Festival in 2011 and, later that year, YouTube made it free to watch on their website.

- b Find the following information in the text.
- 1 The name of the producer.
  - 2 The day people made their films.
  - 3 The number of people that were asked to make films.
  - 4 Where you can watch the film for free.
  - 5 The length of the film.
- 5 Work in pairs. Talk about a typical day in your country.

## Reading for specific information

When reading, you often only need to understand specific pieces of information.

# LIFE IN A DAY

In 2010, film-maker Kevin Macdonald asked people from all over the world to spend a day filming their lives. He then edited their videos into a film called *Life in a Day*.

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The film starts with people waking up in the morning, and continues through the day, until night. It shows people with very different lifestyles from all over the world. It was first shown at the Sundance Film Festival in 2011 and, later that year, YouTube made it free to watch on their website.

## Goal: ask for and check information

Goal: ask for



Useful phrases

### 3 a 1.14 Listen and tick (✓) the phrases you hear.

#### Useful phrases

##### Asking for information

What do I need to do?

Can you help me?

##### Giving information

It's this one here.

You need to (buy a ticket).

##### Checking someone understands

Did you get that?

Is t

ch

wh

Ca

**1** Look at the pictures and answer the questions.

- 1 What's happening in each picture?
- 2 What kind of help does each person need?
- 3 Have you ever been in any of these situations?

**2 a** 1.13 Listen to three conversations. Match them to three of pictures A–D.

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

- 1 Where does the man in Conversation 1 want to go?
- 2 Which bus does the girl in Conversation 2 need to take?
- 3 Which exercise does the girl in Conversation 3 need to do?



Go online for the  
Roadmap video.

## Check and reflect

### 1 Complete each question with one word.

- 1 What time <sup>do</sup> you get up in the morning?
- 2 What your favourite food?
- 3 Whose pen this?
- 4 Long is the lesson?
- 5 Which film do you want to watch?
- 6 How brothers and sisters have you got?

### 2 a Look at the topics below. Write a question for each one to ask another student. Use a different question word each time.

- music/films/TV
- birthday
- family/friends
- work/studies
- free time
- food/drink

### b Work in pairs and ask each other the questions you wrote. Ask some follow-up questions.

### 3 a Choose the correct alternatives.

- 1 What/Who's your favourite actor?
- 2 How long/How many does it take you the morning?
- 3 Whose/Who's birthday do you always have?
- 4 How long/How many hours of TV do you watch a day?
- 5 How/What do you like to relax in the evening?

### b Work in pairs. Ask and answer the questions.

### 4 a Complete the sentences with one word from the box so that they are true for you. Use each word more than once.

always hardly ever never  
sometimes usually

- 1 I get up early at the weekend.
- 2 I listen carefully to other people.
- 3 I arrive late to class.
- 4 I plan my time well.
- 5 My teacher gives me homework.
- 6 I'm happy when I wake up in the morning.
- 7 I work/study at the weekend.
- 8 My friends are busy at the weekend.

### b Work in groups. Compare your sentences. Are any of them similar?

### 5 a Match verbs 1–8 with endings a–h.

- |          |                      |
|----------|----------------------|
| 1 have   | a care of yourself   |
| 2 take   | b your time well     |
| 3 take   | c new things         |
| 4 listen | d clear goals        |
| 5 start  | e again              |
| 6 ask    | f a lot of questions |
| 7 try    | g carefully          |
| 8 plan   | h time off           |

### b Choose five of the phrases and write sentences about you for each one.

## 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 habits and routines.

Want more practice?  
Go to your Workbook or app.

### Reflect

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

- I can get to know someone.
- I can describe habits and routines.
- I can describe typical everyday activities.
- I can ask for and check information.

5 I \_\_\_\_\_ video games in my free time.

6 I don't always \_\_\_\_\_ breakfast.

7 I try to \_\_\_\_\_ a break every hour when I'm studying.

8 I \_\_\_\_\_ TV every evening.

b Which of the sentences are true for you? Change the others so they are true.

c Work in pairs. Compare your sentences. Ask some follow-up questions to find out more information.

th a verb.  
in the morning.

weekend.  
end.

## 1 Complete the questions in the conversation using the words in brackets.

A: Hi Monika! <sup>1</sup> \_\_\_\_\_ (are / how / you)?

B: I'm great, thanks. I'm just really tired because I had a long day at work.

A: Oh, really? <sup>2</sup> \_\_\_\_\_ (do / work / you / where)?

B: At a restaurant in the city centre. Sometimes I work very long hours.

A: <sup>3</sup> \_\_\_\_\_ (many / how / work / hours / you / do) a day?

B: I normally work eight hours a day, but today I worked ten because someone was ill.

A: Oh, that's a long day! <sup>4</sup> \_\_\_\_\_ (you / do / do / what) when you get home from work?

B: I think it's Chris Pine.

A: And <sup>9</sup> \_\_\_\_\_ (on / it / when / is)?

B: Saturday at 7 p.m. Is that OK for you?

A: I think so. <sup>10</sup> \_\_\_\_\_ (the / film / how / long / is)? I'm working early on Sunday.

B: I think it's only 90 minutes.

A: Great, see you on Saturday, then!

## 2 Work in pairs and practise the conversation.

# 1A Grammar 2 Word order in questions

START

- 1 food
- 2 transport
- 3 friends
- 4 technology
- 5 film
- 6 weather



7 TV

8 holidays

- 14 cars
- 13 mobile phones
- 12 family
- 11 music
- 10 home
- 9 pets

15 shopping



16 restaurants



- 17 sports
- 18 hobbies
- 19 jobs
- 20 clothes
- 21 cities
- FINISH

# 1A Vocabulary Question words



## Quiz A

1 Complete the questions with a suitable question word or phrase.

- 1 \_\_\_\_\_ is a jaguar?  
a a big cat    b a small horse    c a fish
- 2 \_\_\_\_\_ is from Canada?  
a Arnold Schwarzenegger    b Donald Trump    c Ryan Gosling
- 3 \_\_\_\_\_ is Halloween?  
a 1st May    b 14th February    c 31st October
- 4 \_\_\_\_\_ of food is a tomato?  
a meat    b a fruit    c a vegetable
- 5 \_\_\_\_\_ is the Amazon River?  
a about 7,000 kilometres    b about 4,000 kilometres    c about 10,000 kilometres
- 6 \_\_\_\_\_ are the Pyramids?  
a in China    b in Egypt    c in Thailand



2 Work in pairs. Take turns to ask and answer your quiz questions.

Answers: 1a, 2c, 3c, 4b, 5a, 6b

## Quiz B

1 Complete the questions with a suitable question word or phrase.

- 1 In \_\_\_\_\_ country do they eat haggis?  
a Turkey    b Scotland    c Germany
- 2 \_\_\_\_\_ hours is the flight from Beijing to Sydney?  
a about 11 hours 30 minutes    b about 8 hours    c about 20 hours 30 minutes
- 3 \_\_\_\_\_ is the capital of Morocco?  
a Marrakech    b Rabat    c Casablanca
- 4 \_\_\_\_\_ house is called The White House?  
a The President of the US    b The Prime Minister of the UK    c The President of Russia
- 5 \_\_\_\_\_ of drink is English Breakfast?  
a juice    b tea    c cola
- 6 \_\_\_\_\_ do penguins normally live?  
a The Arctic    b The Antarctic    c North America



2 Work in pairs. Take turns to ask and answer your quiz questions.

Answers: 1b, 2a, 3b, 4a, 5b, 6b



## 1 Put the words in the correct order to make sentences.

- 1 rarely / try / new / you / things \_\_\_\_\_
- 2 to / I / a / week / once / go / the gym \_\_\_\_\_
- 3 time / his / friends / sees / he / the / all \_\_\_\_\_
- 4 they / go / sometimes / together / to the cinema \_\_\_\_\_
- 5 we / ever / hardly / on holiday / go \_\_\_\_\_
- 6 before / reads / she / often / goes to bed / she \_\_\_\_\_
- 7 always / late / he / for / the train / is \_\_\_\_\_
- 8 doesn't / eat / breakfast / he / usually \_\_\_\_\_
- 9 am / in / the / often / bored / evenings / I \_\_\_\_\_
- 10 wears / she / a / watch / sometimes \_\_\_\_\_
- 11 a / month / once / my parents / I / see \_\_\_\_\_
- 12 twice / they / week / play / a / tennis \_\_\_\_\_
- 13 he / a nice person / is / always / not \_\_\_\_\_
- 14 clothes / he / comfortable / always / wears \_\_\_\_\_
- 15 three / times / she / year / visits a museum / a \_\_\_\_\_
- 16 hardly / up / they / wake / ever / early \_\_\_\_\_
- 17 usually / do the washing up / we / don't \_\_\_\_\_
- 18 I / on / look at photos / never / phone / my \_\_\_\_\_

2 Choose five sentences from Exercise 1. Change them so three sentences are true for you and two sentences are false.

3 Work in pairs. Read your sentences to your partner. Guess which sentences are true and which are false.

Find someone who ...	Name	Extra information
1 always does his/her homework. <i>How often do you do your homework?</i>		
2 goes to the cinema once a month or more.		
3 hardly ever eats breakfast.		
4 is usually on time.		
5 rarely goes shopping for clothes.		
6 tries new things all the time.		
7 never takes the bus.		
8 sometimes reads before bed.		
9 plays sport more than three times a week.		
10 eats in a restaurant twice a month or more.		

- 1 Complete the sentences with the verbs in the box. Then decide if you agree or disagree with each sentence.

ask have listen plan start take (x2) try

1

When I go on holiday  
I like to \_\_\_\_\_  
lots of new things.

Agree / Disagree

2

It's important for me  
to \_\_\_\_\_ clear  
goals when I am learning  
something new.

Agree / Disagree

3

If I make a mistake,  
I'm always happy  
to \_\_\_\_\_ again.

Agree / Disagree

4

You learn more when  
you \_\_\_\_\_ a  
questions.

Agree / Disagree

5

I never \_\_\_\_\_  
time off – I prefer to be  
busy all the time.

Agree / Disagree

6

I try to \_\_\_\_\_ my  
time well. Every night  
I write a list of things to do  
for the next day.

Agree / Disagree

7

It's not important to  
\_\_\_\_\_ in class –  
if you don't understand  
something you can check  
it on the internet.

Agree / Disagree

8

When you don't  
\_\_\_\_\_ care  
yourself, you start to get  
and feel tired.

Agree / Disagree

- 2 Work in pairs. Compare your answers in Exercise 1 with your partner.

- 1 Complete the conversations with the present simple or present continuous form of the verbs in brackets.

- 1 A: Hey Jess, what \_\_\_\_\_ you  
\_\_\_\_\_ (read)?  
B: It's a book about film directors.  
I \_\_\_\_\_ (study) modern cinema this  
year at university, so it's really interesting!  
A: Ah great, can I read it after you?  
2 A: Would you like to meet for a drink later?  
B: Sorry, I can't. I \_\_\_\_\_ (play) football  
every Tuesday with some friends.  
A: Oh, that's OK. Don't worry about it.  
3 A: Hey Mark! What \_\_\_\_\_ (do)?  
B: I \_\_\_\_\_ (try) to fix my computer.  
It \_\_\_\_\_ (not work).  
A: Can I help you at all?



- 4 A: Look! It \_\_\_\_\_ (rain) again.  
B: Oh, no! My boots are outside and they  
\_\_\_\_\_ (get) wet.  
A: Hurry up and bring them inside!  
5 A: \_\_\_\_\_ you \_\_\_\_\_ (travel)  
a lot for your job?  
B: Not really. I usually \_\_\_\_\_ (work)  
in our London office. But this week  
I \_\_\_\_\_ (help) in the Scottish office  
so I am in Glasgow all week.  
A: That sounds great!  
6 A: How often \_\_\_\_\_ you  
\_\_\_\_\_ (see) Paul?  
B: Not very often unfortunately. He  
\_\_\_\_\_ (not live) near me and I never  
\_\_\_\_\_ (have) time to visit him.  
A: What a shame!



- 2 Work in pairs and practise the conversations.

# ROADMAP™

Every class  
is different,  
every learner  
is unique.

