# ROADMAP™

B2

## STUDENTS' BOOK

Jonathan Bygrave

Pearson

GSE
Global Scale of English

# Contents

## FAST-TRACK ROUTE


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|---|---|---|
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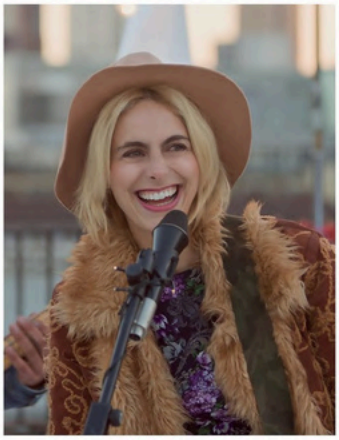

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| | | |
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| | | |
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# 1A Talking to strangers

- **Goal:** start a conversation and keep it going
- **Grammar:** question forms
- **Vocabulary:** verbs with dependent prepositions

## Reading

**1** **When was the last time you talked to a stranger? What happened?**

**2 a** **Read the article and answer the questions.**

1 What was the author's strategy on Monday and Tuesday? What were the results?

2 What new strategy did the author try on Wednesday? What was the result?

### Talking to strangers is **really**, **REALLY** good for you

Don't believe me? According to research, people who talk to strangers are happier, more creative and less likely to have heart attacks! I suffer from social anxiety but I decided not to think about that and just start talking. After all, what have I got to lose?

**Monday:** The answer to that last question turns out to be: self-respect. While I was sitting in my local café, a woman and her daughter walked in. The girl was about six and was carrying a fairy doll. She dropped it as she came in. I picked it up and smiled at her. 'Where did you get your magic fairy?' I asked as I gave it back.

She looked at me as though I was an idiot. 'From the shop,' she said. 'And I don't believe in magic.' The girl's mother called her over. 'What have I told you about talking to strangers?' she whispered, loud enough for everyone in the café to hear.

**Tuesday:** I boarded a nearly empty bus and sat next to a guy in a baseball cap with three letters on it, ZTC.

'What does ZTC stand for?' I asked, smiling.

'What?' he said, frowning.

'I was just wondering what ZTC stands for,' I said, smiling harder. 'On your cap.'

'Why don't you ask my brother?' he muttered. 'It belongs to him.'

**Wednesday:** In the supermarket I saw an old guy concentrating on the label on a soft drinks bottle. 'Too much sugar?' I asked. He completely ignored me. The rejection was getting harder to deal with. In desperation I decided on a new tactic: make a comment and then ask a question.

'I've read that,' I said as I passed a woman with a book sticking out of her bag. 'It blew me away. What about you?'

'Totally!' she said enthusiastically. 'I can't put it down!'

'I know, right!' I said (I hadn't read the book). 'It's so awesome!'

Success! A genuine conversation, but then I couldn't think what to say next so I just carried on walking.

**Thursday:** When I got into the lift at work, there was just one other person in there with me – a middle-aged guy in a suit carrying a bunch of flowers …

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

1 What are the benefits of talking to strangers?

2 Why did the girl look at him as though he was an idiot?

3 Why was it surprising that he sat next to the guy on the bus?

4 What lie did he tell on Wednesday?

**3 a** **Work in pairs and discuss the questions.**

1 What do you think the writer said in the lift on Thursday?

2 What reaction would he have got in your town/area?

3 What do you think of the writer's new tactic?

**b** **Turn to page 166 and check your answer to Question 1.**

## Vocabulary

**4** **Look at the underlined verbs in the article. Which preposition follows each verb?**

**5** **Choose the correct alternatives.**

1 The universe is probably infinite. Do you ever think *over/for/about* that?

2 Sometimes, when someone smiles *to/at/about* me, it makes my day. You too?

3 Wow! Do you believe *on/in/about* love at first sight?

4 You look busy. Can I ask what you're working *on/in/about*?

5 Do you suffer *from/at/about* hay fever in the summer?

6 It's so noisy here. Don't you find it hard to concentrate *on/with/to* your work?

7 I've just found this wallet. Does it belong *for/to/at* you?

8 How do you deal *about/on/with* the stress of exams?

9 My battery's dead. Why does that always happen when you're relying *on/for/from* it to meet someone?

**6** **Work in pairs. Choose comments and questions from Exercise 5 and roleplay a short conversation for each one.**

***A:*** *I've just found this wallet. Does it belong to you?*
***B:*** *Yes, it does. Thanks! Where did you find it?*

Go to page 156 or your app for more vocabulary and practice.

## Grammar

**7 a Read the grammar box. Underline the questions in the article in Exercise 2a and on page 166. One question hasn't got a question mark.**

**b Complete the grammar box with questions from Exercise 7a.**

### Question forms

Questions are often formed in the following way: Question word + Auxiliary/modal + Subject + Verb.

Use *do/does/did* in present and past simple questions.

*What are you doing?*

1 _____

**Prepositions** usually go at the end of questions.

*Who are you smiling **at**?*

2 _____

Questions often ask about the **object** of the verb, for example:

*Who did you meet?*

But when the question asks about the **subject** of the verb, leave out the auxiliary verb.

*Who met you?*

3 _____

**Indirect questions** are usually more polite and less direct. They start with phrases like *Can I ask you ...?, Do you know ...?, Could you tell me ...?, I'd like to know ..., I wonder ...*

Note: Not all indirect questions have a question mark. Also pay attention to the word order.

*Can you tell me where **I can find an Indian restaurant**?*

4 _____

**8 Work in pairs and answer the questions.**

1 What auxiliary do you use with verbs in perfect tenses: *be, do* or *have*?
2 What auxiliary do you use with verbs in continuous tenses: *be, do* or *have*?
3 Does your language have prepositions? If so, can they come at the end of a question?
4 What is the word order in indirect questions?

**9 a** 1.1 **Listen to five conversations and decide which questions are for strangers and which are for friends. How do you know?**

**b Listen again and repeat. Copy the intonation.**

**10 a Complete the questions with the correct form of the verbs in brackets.**

1 I love your shoes! Can I ask ...? (buy)
2 What a cute kitten! I wonder ... (belong to)
3 I love your hairstyle! Who ...? (cut)
4 You look familiar. Where ... school? (go)
5 You seem really happy. What ...? (smile about)
6 This is a great building. I'd love to know ... (design)
7 My train is delayed. Which train ...? (wait for)
8 Hey, we have the same phone. Could I ask how long ...? (have)

**b Write five questions for students in your class. Ask a different person each question.**

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

## Speaking

**PREPARE**

**11 Look at the photos. What might you say to start a conversation? Work in pairs and make a list.**

**SPEAK**

**12 Work in groups of three and choose a photo.**

- **Student A:** You are one of the people in the photo. Start a conversation with Student B. Try to keep it going by asking questions. Use the Useful phrases to help you.
- **Student B:** You are the other person in the photo. Student A will start a conversation with you. Help Student A to keep it going. You can also ask questions.
- **Student C:** Listen to the conversation. Note the questions that are asked. Check if they are correct.

### Useful phrases

Sorry to interrupt you but could you tell me ...?
Can I ask you ...? I was just wondering ...
Really? That's interesting.
That's a coincidence. I've got the same ...

Develop your listening page 86

# 1B Life lessons

- **Goal:** describe an experience and a life lesson
- **Grammar:** past simple, past continuous, *used to, would, keep + -ing*
- **Vocabulary:** phrases to describe emotions

## Listening and vocabulary

**1** **What is the most useful piece of advice you've ever heard? Work in pairs and compare your ideas.**

**2** **Read quotes a–f and answer the questions.**

1 Can you express the meaning of each life lesson in your own words?
2 Which one(s) do you agree with most?
3 Are any contradictory? Which ones? Why?

a The art of life is to live in the moment.

b Never settle for second best.

c There is nothing in life more valuable than friendship.

d If you want to succeed in life, you first have to fail.

e Always be the best that you can possibly be.

f Never compare yourself to others. Just be happy with who you are.

**3** 1.4 **Listen to four people talking about an experience from which they learnt something important. Match conversations 1–4 with four of life lessons a–f in Exercise 2.**

**4 a** **Complete the sentences with the words in the box. Can you remember what caused each feeling?**

ashamed big blew devastating felt fool in luck me out

1 It was completely _____.
2 I _____ totally numb.
3 I just bawled my eyes _____.
4 I felt so _____.
5 I was quite literally _____ shock.
6 It had a big, _____ impact on me.
7 It really inspired _____ to become a writer.
8 I simply couldn't believe my _____.
9 And this completely _____ my mind you know.
10 I realised what a total _____ I'd been ...

**b** **Listen again and check your answers.**

**5** **Work in pairs. Who do you think learnt the most important life lesson? Explain your answer.**

Go to your app for more practice.

## Grammar

**6** **Complete the grammar box with the words in the box.**

background continuous complete longer main many times

### Past simple, past continuous, *used to, would, keep + -ing*

Use the **past simple** for actions and states in the past that are [1]_____. You usually use the past simple to tell the [2]_____ events in a story.

*The teacher **walked** in and **switched off** the lights.*

Use the **past continuous** for actions in the past that were not complete at that point in the narrative. For example, they were in the [3]_____ or in progress and unfinished at that time.

*It **was raining** and we **were sitting** in the classroom.*

**State verbs** are rarely used in the [4]_____ form.

~~*I wasn't knowing what he meant.*~~
*I **didn't know** what he meant.*

When two connected actions with the same subject follow each other, you often leave out the subject and auxiliary.

*I **was eating** a sandwich at work, ~~I was~~ **having** my lunch break.*

***Used to*** refers to states or actions in the past that happened [5]_____. They do not happen now.

*We **used to** hang out together all the time.*

You can also use ***would*** for repeated actions in the past (but not states).

*I'**d** get up, have breakfast ... We'**d** spend every moment together.* ~~*I would never have any ambitions.*~~
*I **never use to** have any ambitions.*

To show that something happened many times or for [6]_____ than expected, use ***keep + -ing.***

*The rain **kept falling** and we **kept listening**.*

**7** **Which sentence is correct/more likely, a or b?**

1 a I hated all the studying.
  b I was hating all the studying.
2 a She made a sandwich and then she ate it.
  b She was making a sandwich and then she ate it.
3 a I was standing on the shore. I was looking out to sea.
  b I was standing on the shore, looking out to sea.
4 a I used to adore my aunt.
  b I would adore my aunt.
5 a I couldn't sleep. I thought about what he said.
  b I couldn't sleep. I kept thinking about what he said.

**8 a** 1.5 **Listen to the text. How is *n't* pronounced in the underlined phrases?**

I wasn't working at the time and I wasn't in education, either. I didn't really know what to do. Everyone told me to look for a job but I didn't want to. I wouldn't listen when they gave me advice. I felt I didn't need their advice. I just wasn't interested.

**b** 1.6 **Listen again and repeat.**

**9** **Choose the correct alternatives.**

When I was a young child, I [1]*wasn't worrying/didn't use to worry* about what other people thought of me. While I [2]*would play/was playing*, I was happy and life was simple. As I got older, I [3]*started/kept starting* to worry more. I [4]*wanted/was wanting* everyone to like me. Of course, I [5]*was never asking/would never ask* anyone what they [6]*really thought/were really thinking* of me. One day in the school cafeteria, I [7]*was sitting/used to sit* with a new friend, [8]*chatted/chatting* about life, and this thought [9]*came/was coming* into my head. I [10]*wondered/would wonder*, 'Does she think I'm strange?' So I [11]*decided/was deciding* to ask her. But before I could ask, she [12]*said/was saying*, 'Can I ask you a question? Do you find me too talkative and silly?' That was a huge life lesson for me. I [13]*realised/kept realising* that other people have a critical voice in their head, too.

**10** **Work in pairs. Think about when you were a child and discuss the questions.**

1 When you were a child, what did you use to do in your summer holiday?
2 Would you always do what you were told to do by adults?
3 Did you sometimes keep doing things you were told not to? If so, what?

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

# Speaking

## PREPARE

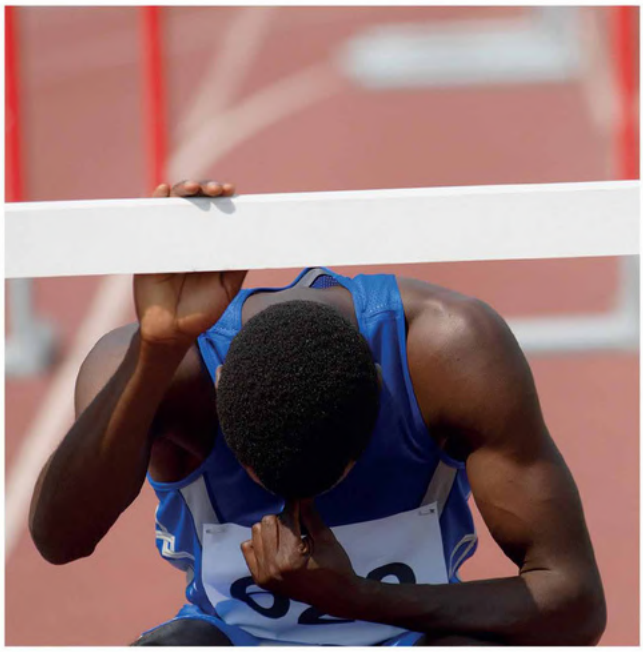
**11 a** **Think of an important life lesson that you (or someone you know) has learnt. Work in pairs and compare your answers.**

*We all feel like giving up sometimes, but it's best to keep going. I learnt that from video games!*

**b** **Think about an experience that taught you (or someone you know) that life lesson. Make notes about:**

- what happened.
- how you felt.
- what you have done differently since then.

**Try to use the phrases in Exercise 4a.**



## SPEAK

**12 a** **Work in groups. Take turns describing your life lesson and the experience that taught you the lesson. Use the Useful phrases to help you.**

### Useful phrases

Life has taught me that ...
I really believe that ...
I learnt this lesson the hard way when ...
I first realised this when I was ...
Up until I was (25) I really believed that ...

**b** **What have you learnt from each other's experiences?**

Develop your writing page 116

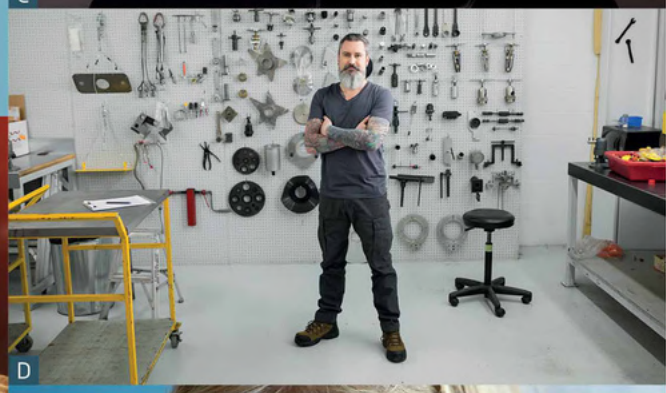
# 1c Personalities

- **Goal:** interview someone about their personality
- **Language focus:** verb + noun collocations
- **Vocabulary:** adjectives of character

A

B

C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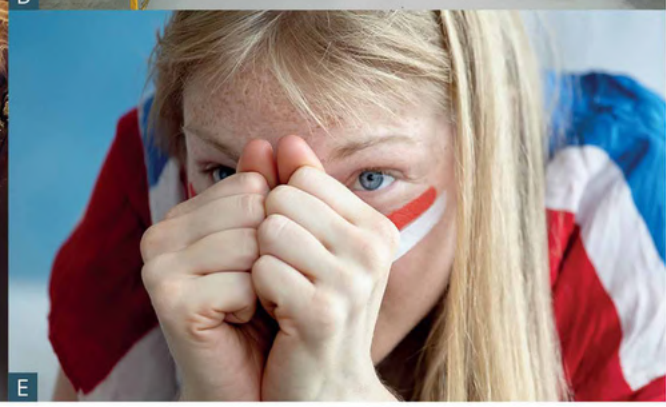
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## Vocabulary and listening

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

1. What adjectives would you use to describe the people's appearance?
2. What sort of people do you think they are? Use two or three adjectives for each photo.
3. Do you think the way people look always reflects their personality? Why/Why not?
4. What personality traits do you think are important:
   - in a good friend?
   - in a boss?
   - in a partner?
5. Do you think people can change the main characteristics of their personality? Why/Why not?

**2 a Read the beginning of an article. Can you think of adjectives to describe personality traits which begin with *C, E, A* and *N*?**

> Psychologists often talk about the big five personality traits. These are five basic ways that we can describe people. Together these are referred to as OCEAN; each letter stands for one of the personality traits.
>
> The 'O' of the first character trait is 'open to experiences'. People who are more open to experiences tend to be adventurous, while people who are less open to experiences tend to be more cautious.

**b** 1.7 **Listen and check your answers.**

**3 a Listen again and complete the scales for each character trait with the words in the box.**

> ~~adventurous~~ careless ~~cautious~~ confident nervous organised outgoing reserved suspicious trusting

1. How **open** are you?
   *adventurous* + ←——→ – *cautious*
2. How **conscientious** are you?
   _____ + ←——→ – _____
3. How **extrovert** are you?
   _____ + ←——→ – _____
4. How **agreeable** are you?
   _____ + ←——→ – _____
5. How **neurotic** are you?
   _____ + ←——→ – _____

**b Work in pairs and choose a scale from Exercise 3a. Then decide where you sit on that scale. Explain your answers.**

Go to page 156 or your app for more vocabulary and practice.

## Language focus

**4 a Read the quiz on page 11. Work in pairs and check any words or phrases that you don't understand.**

**b Take turns asking and answering the quiz questions.**

**c Do you agree with your results? Explain why/why not.**

# What kind of **person** are you?

1 Do you speak your mind, no matter what?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

2 Do you meet your deadlines?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

3 Do you get angry when you have to wait in line?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

4 Would you say you lose your temper easily?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

5 Do you find it extremely important to keep your promises?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

6 Do you make your bed every morning?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

7 Do you break the rules to get what you want?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

8 Do you voice your opinion during meetings or discussions?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

9 When no one knows what to do, do you take charge?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

10 If there's an argument, do you try to resolve the dispute?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

11 During presentations, do you take notes?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

12 Do you find it hard to remain calm?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

13 Do you take an interest in the opinions of others?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

14 Do you make time for tasks like ironing?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

15 If someone helps you out, do you try to return the favour?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

16 When you were a child, did all the rules make sense to you?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

Which did you mainly answer, *Always*, *Sometimes* or *Never*?
Turn to page 166.

**5 Complete the language focus box with verbs from the quiz.**

## Verb + noun collocations

Collocations are two or more words that are often used together. They are 'preferred combinations' of words. For example, it is possible to say *change your ideas* about something, but it is more usual to say *change your mind*. Keep a list of collocations that you meet in a notebook or in a flashcard app.
Here are some common collocations from the quiz.

1 _speak_ your mind
2 _meet_ your deadlines
3 _wait_ in line
4 _____ your temper
5 _____ your promises
6 _____ your bed
7 _____ the rules
8 _____ your opinion
9 _____ charge
10 _____ a dispute
11 _____ notes
12 _____ calm
13 _____ an interest
14 _____ time for (tasks)
15 _____ a favour
16 _____ sense

**6 a Complete the sayings with collocations from the Language focus box. You may need to change the form of the verb.**

1 If you can _____ your mind, you can change your life.
2 _____ your deadlines is good, but beating your deadlines is better.
3 Don't _____ your temper, use your temper. If you _____ your temper, you lose the fight.
4 Everyone has the right to _____ their opinions. That doesn't mean that everyone's opinions are right.
5 Try to _____ your promises to others. And make sure you _____ your promises to yourself.
6 Your ability to _____ calm is a measure of your intelligence.
7 A true leader will _____ disputes rather than create them.

b 1.8 **Underline *your, the* and *a* in Exercise 6a. Then listen. How are those words pronounced?**

c **Listen again and repeat.**

**7 Work in pairs. Which sayings in Exercise 6a do you agree with? Why?**

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

# Speaking

## PREPARE

**8 a** 1.9 **Listen to the end of an interview between Emily and Rudi. Emily is reading from a questionnaire that she wrote. Look at the title of the questionnaire below and choose the correct alternative.**
How *open/conscientious/extrovert/agreeable/neurotic* are you?

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

1 How many questions in total are there in the questionnaire?
2 What does the questionnaire suggest about Rudi?
3 Does Rudi think that the answers to the questionnaire give an accurate picture of him?

**9 You're going to write a questionnaire and interview other students. Choose one of the personality traits from Exercise 3a and write ten questions.**

- Use *Yes/No* questions. Make sure that the answers always point to one end of the scale or the other.
- Use appropriate verb + noun collocations.
- Always ask a follow-up question such as *Why/Why not?*

## SPEAK

**10 a Work in pairs. Take turns asking the questions in your questionnaire. Then tell your partner what kind of person he/she is.**

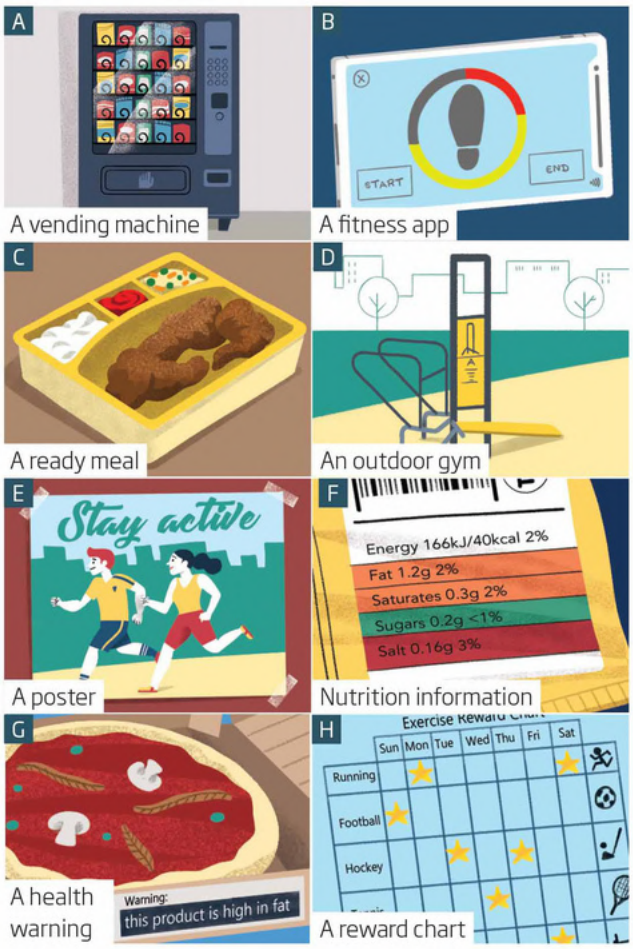
b **Repeat your questionnaire with other students.**

Develop your reading page 96

# 1D English in action

**Goal:** contribute effectively to a conversation or discussion

**Vocabulary:** verbs to describe a healthy lifestyle




## Vocabulary

**1** **Look at pictures A–H. Does each one make a healthier lifestyle easier or more difficult? How?**

**2 a** **Work in pairs and read the sentences. Which picture could each sentence apply to?**

*The fitness app encourages you to exercise.*

1. It **encourages** you to exercise.
2. It **tracks** your daily activity.
3. It **promotes** a healthy lifestyle.
4. It **provides** useful information.
5. It **offers an alternative to** cooking.
6. It **makes it possible to** exercise for free.
7. It **warns** you **about** the dangers to your health.
8. It **discourages** you from eating unhealthy food.

**b** **Ask and answer *What else ...?* questions. Use the vocabulary in Exercise 2a.**

***A:*** *What else encourages you to exercise?*

## Listening 1

**3 a** 1.10 **Listen to a discussion about diet and exercise. Which of the things in pictures A–H do they mention?**

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

1. Why is one of the men trying to get healthy again?
2. How does the woman feel about the changes to her vending machine at work?
3. How have times changed, according to one of the men?
4. How is the bank encouraging its customers to be more healthy?
5. Why does the woman think the bank's plan wouldn't work for her?
6. How does one of the men suggest she should see the bank's plan?

**4** **Complete the Useful phrases with the words in the box.**

look conclusion with experience point bet

### Useful phrases 1

**Agreeing or disagreeing with someone**

You've got a [1]_____.
That's a good point.
You're absolutely right.
You might be right, I guess.
I'm not really [2]_____ you on that one.

**Asking a question about what someone has said**

How did you come to that [3]_____?
What makes you say that?
Can you explain that a bit more?

**Commenting on what someone has said**

I [4]_____ that's (difficult to measure).
That's an interesting thought.
You're not serious!

**Giving your own experience or thoughts**

In my [5]_____ (that kind of thing never works).
That reminds me of (a story I read).
That happened to me once.
You could [6]_____ at it another way. You could see it as (a reward).

**5** **Complete the conversations with phrases from the Useful phrases box.**

1. A: I think ready meals are unhealthy.
   B: Really? You might _____, I guess.
2. A: Outdoor gyms are a waste of money.
   B: How did you come to _____?
3. A: They should put warning labels on unhealthy food.
   B: That's _____ thought.
4. A: I missed my flight this morning.
   B: That happened _____.

## Listening 2

**6 a** 1.11 **Listen to a continuation of the discussion in Exercise 3a. Are the sentences true (T) or false (F)? Correct the false sentences.**

1 A sugar tax makes unhealthy food more expensive.
2 Norway had a sugar tax until 1920.
3 The advantage of lessons on healthy eating is that they don't punish anyone.
4 Mike thinks the posters in his school were effective.
5 The friends all agree that you should reward healthy eating at school with better grades.

**b Listen again and complete the sentences.**

1 **Well, you've got a few** _____ . **One is to** make unhealthy food more expensive.
2 **The main** _____ **is that** it's simple.
3 **The** _____ **is that** it's not very effective.
4 **I think there are a number of other** _____ as well. **For instance,** you could reward people for eating well.
5 **On** _____ **, I think** it's best to avoid that kind of thing.
6 _____ **I think** it's best to leave it up to the parents.

**7 Add the phrases in bold in Exercise 6b to the Useful phrases box.**

### Useful phrases 2

**Giving options**

1 _____
2 _____

Another option is to (ban unhealthy food).
You could also (promote healthy food).
Don't forget you could (tax sugary drinks).

**Explaining advantages and disadvantages**

There are a number of pros and cons.

3 _____

On the plus side, (it's very easy to understand).
The benefit of that is (you aren't punishing people).
The main disadvantage, however, is that it's (difficult to understand).

4 _____

Another argument in favour/against is (you're not treating people like children).
You have to take into account the fact that (it might have had an effect).

**Giving your opinion**

5 _____
6 _____

All in all, I think that (it's better to offer rewards).

**8 a Write responses to the statements and questions. Use the words in brackets.**

1 A: On the plus side, it's a simple solution.
B: Yes, but _____ . (disadvantage / expensive)
2 A: Is that the only option?
B: No. _____ . (think / number / possibilities)
3 A: What do you think?
B: _____ . (balance / think / bad idea)
4 A: I think we have to decide today.
B: _____ make a decision when we get the results. (forget / could)
5 A: What do you think of this idea?
B: Well, I think _____ . (number / pros and cons)
6 A: What do you think of the proposal?
B: _____ . (drawback / not easy to understand)

**b Check your answers in the Useful phrases box.**

**9 a** 1.12 **Listen to the sentences. Notice how the consonant sound at the end of one word links to the vowel sound at the beginning of the next word.**

1 There‿are‿a number‿of pros‿and cons.
2 The main‿advantage‿is that‿it's simple.
3 Another‿option‿is to impose‿a tax.
4 You could‿also promote healthy food.

**b Listen again and repeat. Copy the word linking.**

**10** 1.13 **Listen to the sentences. Circle the underlined words which link in each sentence.**

1 Another argument against it is that it's complicated.
2 You have to take into account the fact that it's expensive.
3 All in all, I think that it's a lot of money.
4 I think there are a number of possibilities.

## Speaking

**11 a Work in groups of three: A, B and C.**

- **Student A:** Say a statement from 1–6.
- **Student B:** Agree and explain why.
- **Student C:** Disagree and give a different option.

1 We don't need nutrition labels on food packaging.
2 A sugar tax is a really good idea.
3 Fitness trackers are a waste of time.
4 The only way to stay healthy is to eat healthy food.
5 We need to do more to educate children about the dangers of certain foods.
6 I think we should ban all fast food.

**b Swap roles and repeat the activity with a new statement.**

For more practice go to your Workbook or app.

Go online for the Roadmap video.

# 2A What's the truth?

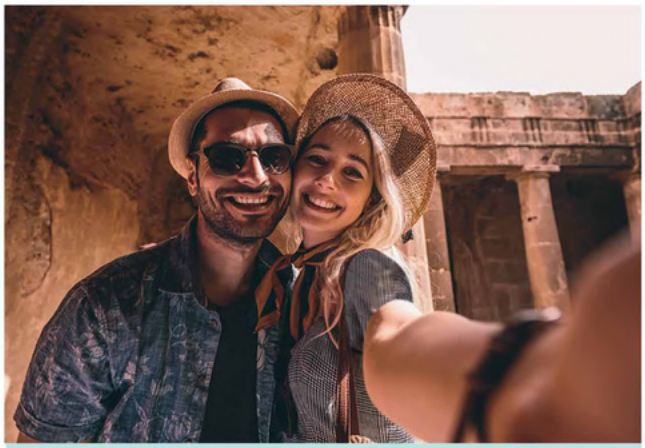
- **Goal:** outline problems with your work
- **Grammar:** present perfect simple and continuous
- **Vocabulary:** phrases with *get*

## Listening and vocabulary

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

1 Do you post on social media? If so, how often?
2 Do you think social media is a good or a bad thing? Why?
3 Do you believe everything you read on social media?

**2 a Read about Corinna and Victor and guess the answers to the questions.**



For the last couple of years, Corinna Wells and Victor Galan have been travelling the world in style – and getting paid to do so! They are social media 'influencers' and their blog and social media feeds are packed with photos of top holiday resorts and stunning scenery. But is it all as glamorous as it seems? We spoke to Corinna and Victor to find out.

1 What is one thing they like about their work?
2 How do they make money?
3 How much do they get paid?
4 What don't they like about their work?
5 What are their plans for the future?

**b** 2.1 **Listen to the interview and check your answers to Exercise 2a. Work in pairs and compare your answers.**

**3 a Look at the phrases in the box and underline the ones you remember from the interview. Listen again and check your answers.**

get carried away  get in touch  get it (=understand)
get on someone's nerves  get someone's attention
get some rest  get straight to the point
get the feeling  get to do something  get together

**b Tick the phrases you understand. Circle the phrases you sometimes use. Work in pairs and check the phrases you don't understand.**

**4 a Complete the sentences with the correct form of the phrases in Exercise 3a.**

1 I _____ when I argue online. I get really emotional.
2 I _____ that other people think I'm a bit loud.
3 I'm very direct. I always _____.
4 When I need to _____, I go to bed early.
5 If someone tells a joke and I don't _____, I laugh anyway.
6 When I want to _____ the waiter's _____, I click my fingers.
7 If someone is _____ my _____, I tell them so. I hate annoying people!
8 Most couples I know _____ when they were teenagers.
9 People from my past often _____ with me through social media.
10 I'd like a job where I _____ interesting things.

**b Tick the sentences that are true for you. Change the others so they are true for you.**

**c Work in pairs. Take turns reading out the sentences you changed. Ask questions to get more information.**

***A:*** *I get carried away when I'm playing video games. I can do it for hours!*
***B:*** *Really? What kind of games do you play?*

Go to page 157 or your app for more vocabulary and practice.

# Grammar

**5 a** 2.2 **Listen and complete the sentences with the verbs in brackets.**

a We _____ nonstop for two years now. (travel)
b We _____ our prices. There's a lot of competition. (just / lower)
c In the last month we _____ about €4,000. (probably / earn)
d We _____ about what to do recently. (talk)
e I _____ my family for a long time. (not / see)
f We _____ from Thailand, which was amazing. (just / get back)

**b Read and complete the grammar box with a–f.**

## Present perfect simple and continuous

Use the **present perfect** for past actions or events that are connected to the present.

Use the **present perfect simple** for complete or finished actions in the past. The connection to the present can be because the time period is not finished or the result is important now.

*I'**ve lost** my house and I'**ve lost** myself.*

1 *We've just lowered our prices.*
2 *In the last month we've probably earnt about €4,000.*

With some verbs the present perfect simple describes a situation which continues to the present (you often use *for* and *since* with this meaning).

*We'**ve worked** together **for** two years.*

3 _____

You can also use the present perfect simple with *just, yet* and *already*.

*We **haven't been** to New Zealand **yet**.*

4 _____

Use the **present perfect continuous** for actions or states that started in the past and are still happening now or stopped only recently.

*We'**ve been trying** to find new advertisers.*

5 _____

You can also use the present perfect continuous for repeated actions that continue to the present.

*We'**ve been getting** on each other's nerves recently.*

6 _____

Some verbs are not often used in the continuous form (e.g. verbs of emotion, thought processes, senses and opinions).

The present perfect simple often expresses how many and the present perfect continuous often expresses how long.

*We'**ve visited** over thirty countries.*
*We'**ve been travelling** nonstop for four years.*

**6 a** 2.3 **Listen and notice how *been* is pronounced.**

1 Have you been working too hard lately?
2 Have you been ill much this year?
3 Have you been doing much exercise recently?
4 Have you been sleeping well these past few weeks?
5 Have you been following the news recently?

**b Listen again and repeat.**

**c Work in pairs and ask and answer the questions.**

**7 a Complete the questions and answers with the present perfect simple or the present perfect continuous. If both are possible, use the continuous form.**

1 A: How long _____ (do) your job?
B: Actually, I _____. (only just / start)
2 A: _____ (lower) your prices recently?
B: Actually, we _____ (think) about raising them.
3 A: Does the work ever get on your nerves?
B: It _____ (get) on my nerves more and more recently.
4 A: How many countries _____? (go to)
B: I _____ (travel) for a few years so I _____ (go to) more than fifty.
5 A: How much _____ (you / earn) in the last month?
B: We _____ (not / work) much, so we _____ (only / earn) about €500 so far.
6 A: How many followers have you got on social media?
B: Not many, but quite a few new people _____ (start) following me over the last month.

**b Complete the sentences so they are true for you. Then work in pairs and compare your sentences.**

1 _____ has been getting on my nerves a bit recently.
2 I've just started following _____ on social media.
3 Over the last week I've spent about _____ reading friends' updates.
4 I've been reading about _____ online recently.

Go to page 138 or your app for more information and practice.

# Speaking

**PREPARE**

**8 Work in pairs. Student A: You are a model. Turn to page 166. Student B: You are a travel blogger. Turn to page 167.**

**SPEAK**

**9 Interview your partner for a podcast. Find out about his/her background, feelings about the job and plans for the future. Use the Useful phrases to help you.**

### Useful phrases

How long have you been ...?
What do you like/dislike about your job?
How do you find new work?
Why has the job been getting on your nerves?
What's the most you've earnt?

Develop your writing page 118

# 2B Running wild?

- **Goal:** make recommendations
- **Grammar:** the passive
- **Vocabulary:** social action

## Vocabulary

**1** **Do you think your teenage years were/are the best/hardest years of your life? Why?**

**2 a** **Check the meaning of the phrases in the boxes then complete the texts.**

tackle the problem  increase funding
carry out research

An American university recently decided to [1]_____ into the problems facing teenagers. The research revealed that teens were experiencing stress due to worries about the future. 'Schools need to come up with a plan to [2]_____,' the researchers argued, and the government needs to [3]_____ to pay for more research.

ban the use of  take action  do more to
warn about the dangers

A new report has found that lack of sleep is widespread among teenagers. It's not enough, the report says, to [4]_____ of insufficient sleep. Parents should [5]_____. They should [6]_____ mobile phones after 9 p.m. and [7]_____ encourage healthy sleeping habits.

crack down on  offer alternatives  enforce a law

Teenage health is declining and schools are being asked to [8]_____ that bans the sale of sugary drinks at school. The report also wants schools to [9]_____ to fizzy drinks, like water. 'In order to change life for the better for teenagers,' the report says, 'we need to [10]_____ schools that offer fizzy drinks and no alternatives to their students.'

**b** **Work in pairs and compare your answers. Which problem do you think is the biggest?**

**3 a** **Complete the sentences with phrases from the boxes in Exercise 2a so they are true for teenagers in your country.**

1 The government needs to ...
2 Schools and universities should ...
3 It's the parents' job to ...
4 Teenagers themselves need to ...

**b** **Work in pairs and compare your sentences. Do you agree or disagree with each other?**

Go to page 157 or your app for more vocabulary and practice.

## Listening

**4 a** **Read the introduction to an article about teenagers. In your own words, summarise the problem facing Iceland in the early 1980s and 1990s.**

In the early 1980s and 1990s, Iceland's teenagers were running wild. Illegal behaviour was common and breaking the rules had become a habit. Statistically speaking, Icelandic teens were the worst-behaved in Europe. In order to tackle the problem, the government had to accept that the current approach wasn't working. Teenagers simply took no notice of government advice. A new approach was needed and the government came up with a plan. The result of that plan was that Icelandic teens are now the best-behaved teenagers in Europe. So what action did the people of Iceland take?

**b** **Work in pairs. What action do you think the government and parents took?**

**5 a** 2.4 **Listen and check your answers to Exercise 4b.**

**b** **Listen again and complete the sentences with the correct form of the verbs in brackets.**

1 Firstly, the law _____. (change)
2 On the one hand, teenagers _____ not to do something. (tell)
3 If you _____ outside after this time, you _____ home. (catch / take)
4 Today this law _____ still _____ by groups of parents. who patrol the streets ... (enforce)
5 Teenagers _____ to have a party without an adult present. (allow)
6 ... the lives of hundreds of thousands of teens _____ for the better. (change)

## Grammar

**6** **Read the grammar box. Then look at the sentences in Exercise 5b. Are they active or passive? What tense is each verb form?**

### The passive

Form the passive with *be* + past participle.

*The law* ***was changed****.* (past simple)

*Lots of clubs* ***are being set up****.* (present continuous)

*More funding* ***will be needed****.* (future with *will*)

*Most teenagers joined the clubs that* ***had been set up****.* (past perfect simple)

It's also possible to use a modal verb before *be*.

*They realised that funding for teens* ***needed to be*** *increased.*

*These new rules* ***must be*** *obeyed.*

Some verbs can use *get* instead of *be*, particularly in informal speech, e.g. *get paid, get fired, get caught, get told off, get damaged, get promoted, get elected, get notified.*

*You and your parents* ***got told off****.*

Use the passive when the doer (the person or thing which does the action) is not important or already known.

*A teen curfew was introduced.*

*Parents were encouraged to attend classes.*

When a sentence starts with a person or thing that is already known to the listener, the passive form is more likely. Compare:

*Parents set up* ***a sports club*** *for teens.* ***It was run*** *by teachers at the school.* (passive form more natural – *It* is known information)

*Parents set up* ***a sports club*** *for teens. Teachers at the school* ***ran it****.* (passive form less natural – *Teachers* is new information)

**7 a** 2.5 **Listen to a short speech. How many passive forms do you hear?**

**b** **Listen again and write down the passive forms. What do you notice about the pronunciation of the different forms of *be*?**

**c** 2.6 **Listen and repeat.**

**8** **Complete the text with the correct form of the verbs in brackets. Use the active or passive form. Sometimes more than one answer is possible.**

A few years ago the residents of Tallinn, in Estonia, [1]_____ (give) free public transport. Not long after they [2]_____ (offer) a better alternative to the car, they [3]_____ (begin) to travel around the city more. Today the service [4]_____ (love) by the residents of Tallinn and it [5]_____ (can / enjoy) by everyone. You [6]_____ (need / register) in the city to benefit from it but then you [7]_____ (can / travel) around the city at no cost.

Because people travel around more, more money [8]_____ (now / spend) in local businesses. Since it began, the policy [9]_____ (also / help) tackle the problem of pollution. It's difficult to say if similar schemes [10]_____ (start) by other cities in the future, but it's certainly an excellent start!

Go to page 138 or your app for more information and practice.

## Speaking

**PREPARE**

**9 a** **Read about the problems facing a local school. Did you have any of these problems when you were at school?**

- Exam results are poor.
- Students aren't attending classes.
- Bullying is increasing.
- Mobile phone theft is a big problem.
- Bad behaviour in class is increasing.

**b** **Work in pairs. Look at the vocabulary in Exercise 2a and make a list of recommendations. Remember, the school has a limited budget.**

**SPEAK**

**10** **Work in groups. Take turns explaining your recommendations. Use the passive form where possible and the Useful phrases to help you. Agree on which plan is most likely to be successful.**

### Useful phrases

In our opinion, much more should be done to help ...

We strongly recommend that some money is invested in ...

We would suggest that new staff are hired to ...

We propose that clubs are set up to ...

Develop your reading page 98

# 2C It's so annoying!

- **Goal:** respond to complaints
- **Language focus:** *-ed* and *-ing* adjectives
- **Vocabulary:** common complaints

## Reading and vocabulary

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

1 Why are the people annoyed?
2 Do these things ever happen to you?
3 What things do you complain about most?

**2 a** **Work in pairs. Look at the top ten complaints of people in Britain. Do you agree with the list? Why/Why not?**

### Top ten complaints

1 Having a runny nose
2 Getting a call from an unknown number
3 Being left on hold when calling a company
4 Missing a parcel delivery
5 People who don't queue properly
6 Having no wifi signal
7 Having to pay for a plastic bag in a shop
8 Door-to-door salespeople
9 Having poor phone reception
10 Not being able to find the end of the sticky tape

*from a survey of 2,000 British people carried out by SPANA.org*

**b** **What would the list be in your country? Make a top five list. Work in pairs and compare your answers.**

*In my country, people tend to complain about ...*
*They don't usually care about ...*

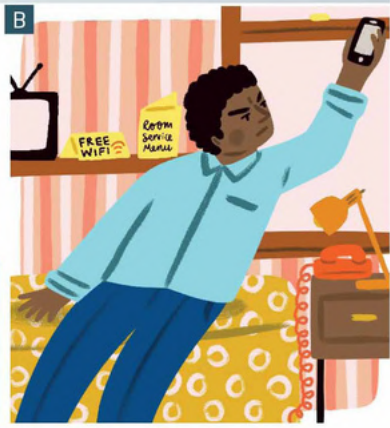
**3** **Match complaints a–d with four of 1–10 in Exercise 2a.**

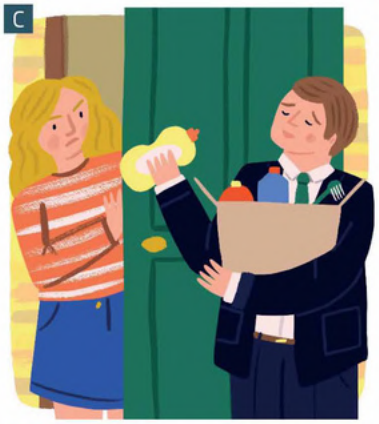
**a** Stayed at #HotelBarnmouth last week. Advert said it's 'The Best Hotel in Town'. Receptionist was unpleasant, no wifi and they've overcharged me! Won't stay there again! #placestoavoid #worsthotels

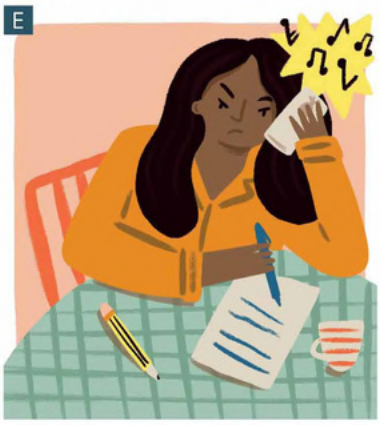
**b** @rollybathrooms Called AGAIN this morning and had to wait 15 mins to speak to a service engineer. When are you going to fix the new shower you delivered??? No one ever calls me back!

**c** Ordered shoes online from #popclickshoes. They promised shoes would be delivered next day. They weren't. They arrived TWO WEEKS LATER. While I was out! And guess what: they don't fit!!! #firstworldproblems

**d** That's the second time someone has knocked on my front door in one evening! This one was trying to sell me insurance. Wouldn't take no for an answer. #leavemealone





**4 a** **Match a–d in Exercise 3 with two or three problems in the box.**

slow delivery | faulty product | broken promises
poor customer service | lack of communication
rude staff | aggressive salespeople | billing disputes
cold callers | false advertising

**b** **Think of an example for each problem in Exercise 4a. Work in pairs. Take turns reading out your examples. Your partner tries to guess the problem.**

***A:*** *It takes ages to get through to anyone.*
***B:*** *Poor customer service.*

**c** **Which of the problems have you experienced recently? Tell your partner about it.**

Go to your app for more practice.

# Language focus

**5** **Read the text. Do you think this strategy would work? Why/Why not?**

What can we do when faced with a person who complains too much? Here is a step-by-step guide to dealing with them.

1. Agree with the complaint. For example, say, 'Yeah, you're right.'
2. Name the emotion. For example, say, 'It's really frustrating,' or 'You must feel overwhelmed.'
3. Add a BUT … and put forward a more positive view. For example, if someone says, 'I have to work late,' you say, 'It's great that you can handle the responsibility!' or 'That shows you really care about the project.'

**6 a** 2.7 **Listen to four conversations in which someone makes a complaint. What is the complaint? What's the more positive view that the other person takes?**

**b** **Complete the sentences with the adjective form of the verb in brackets.**

1. This lift is so _____. (infuriate)
2. The news is always so bad. It makes me _____. (depress)
3. I feel the same sometimes. It's _____. (overwhelm)
4. You must be feeling so _____. (irritate)
5. It's _____! Why do I have to wait for ten minutes to speak to someone at my bank? (insult)
6. That's a fairly _____ argument. (convince)

**c** **Read the language focus box and check your answers.**

## *-ed* and *-ing* adjectives

Some words look like verbs because they end in *-ed* or *-ing* but actually they are adjectives. They often come in *-ed* and *-ing* pairs.

*I'm a bit **confused** by that.*
*What you said was quite **confusing**.*

*-ed* adjectives describe the person's feeling, *-ing* adjectives describe the thing or situation that causes the feeling. Here are some common examples:

| | |
|---|---|
| *alarmed/alarming* | *infuriated/infuriating* |
| *astonished/astonishing* | *insulted/insulting* |
| *convinced/convincing* | *irritated/irritating* |
| *depressed/depressing* | *overwhelmed/ overwhelming* |
| *encouraged/encouraging* | *satisfied/satisfying* |
| *entertained/entertaining* | *tempted/tempting* |
| *exhausted/exhausting* | *worried/worrying* |
| *frustrated/frustrating* | |

You often use *get* + *-ed* adjective or *make* + subject (+ *feel*) + *-ed* adjective.

*I **get worried** when I hear that.*
*It **makes me depressed**.*

**Note:** Some pairs of adjectives have different endings.

| **feeling** | **thing/situation** |
|---|---|
| *scared* | *scary* |
| *stressed* | *stressful* |
| *delighted* | *delightful* |

**7** 2.8 **Listen and repeat the sentences. Copy the intonation.**

1. It's so insulting!
2. I'm so astonished!
3. It's so entertaining!
4. I'm so tempted!
5. Oh! It's so exhausting!
6. I'm so infuriated!

**8 a** **Choose the correct alternatives.**

1. Not another password to remember! It's so *frustrated/ frustrating*.
2. This is a bit *embarrassed/embarrassing* but I've left my purse at home. Can you pay for me?
3. I bought it online yesterday and it's already here. I'm *astonished/astonishing*.
4. Stone cold coffee! That's *disgusted/disgusting!*
5. I'm *exhausted/exhausting*. That's the last time I go running with you!
6. You can tell me the truth. I won't feel *insulted/insulting* if you don't like it.
7. I feel a bit *overwhelmed/overwhelming*. There are 101 things on my to-do list.
8. Your new job sounds really *stressed/stressful*. How are you coping?

**b** **What makes you feel the emotions in the box? Write down one thing for each emotion.**

delighted depressed entertained infuriated overwhelmed scared

**c** **Work in pairs. Take turns giving your answers to Exercise 8b. Your partner has to guess how you feel about each thing.**

Go to page 138 or your app for more information and practice.

# Speaking

**PREPARE**

**9** **Look at your list of complaints from Exercise 2b. Write a specific example for each one. Use *-ing/-ed* adjectives to explain how they make you feel.**

**SPEAK**

**10 a** **Work in pairs. Take turns complaining about the things on your list. Use the Useful phrases to help you. Listen to your partner's complaints and respond. Use the strategy in Exercise 5.**

**b** **Work in a different pair and repeat the activity. Who responded better to your complaint?**

### Useful phrases

It makes me really … when …
I find it so … when … It's so … when …
It's completely/totally … They make me feel …

**Develop your listening** page 87

# Check and reflect: Units 1 and 2

**1 a Put the prepositions in the box in the correct place in the questions.**

with on (x 2) to from for in about

1 Do you belong any clubs or organisations?
2 In what situations do you suffer nerves?
3 If a movie has a PG rating, what do the letters stand?
4 Do you ever think what you'll do when you retire?
5 Do you rely any of your friends more than others?
6 How do you deal people who take advantage of you?
7 Do you believe ghosts?
8 Is it usually easy to concentrate what you're doing?

**b Work in pairs and ask and answer the questions in Exercise 1a.**

**2 Put the words in the correct order to make questions.**

1 did / that / Where / jacket / buy / you
2 thinking / you / What / about / are
3 delays / constant / causes / these / What
4 you / where / are / the / Do / rooms / changing / know
5 tower / Who / build / decided / that / to / strange
6 why / to / I'd / off / know / get / many / here / so / people / love
7 you / are / text / sending / to / Who / that / message
8 to / another / bar / they / Why / open / here / want / did / coffee

**3 Match 1–8 with a–h to make sentences.**

1 When the test results came back, I felt totally
2 My first experience of travelling abroad had a big
3 When I got the job, I simply couldn't believe
4 When I saw the effects of the flood, I was literally in
5 It was my chemistry teacher who inspired
6 Losing all the money I'd invested was completely
7 For days after the accident, I just sat and bawled
8 Going to Nepal a few years ago completely blew

a my eyes out.
b my mind.
c impact on me.
d devastating.
e numb.
f me.
g shock.
h my luck.

**4 Find five of the underlined phrases with a mistake and correct them.**

My parents didn't have much money when we were kids, so we [1] didn't used to go abroad much – we [2] used to go on day trips around the local area. Then, when I was around 14, my uncle [3] was getting a job in Paris and things [4] would change. He [5] didn't have a big apartment, so [6] we'd all sleep in the same room, but it was fun. Once we went to a really nice restaurant. While we [7] waited for our food, there was suddenly huge excitement. I [8] looked round and saw that Jennifer Lawrence was there. I couldn't believe my eyes. I [9] kept looking at her and I was too nervous to eat my food. Then I went to the toilet, which [10] was meaning I had to walk past her table. I told her how much I liked her.

**5 Complete the sentences with the adjective form of the words in brackets.**

1 I grow more cautious as I get older, but I used to be quite _____. (adventure)
2 I wouldn't say I'm really an extrovert, but I guess I'm fairly _____. (outgo)
3 Jenny's very _____. She hardly said a word all evening. (reserve)
4 You can trust Jake to do the job well. He's very _____. (conscience)
5 It was _____ of you to leave the back door unlocked. (care)
6 John's a real worrier. He gets _____ about every little thing. (nerve)
7 Julie will be good company on the trip. She seems very _____. (agree)
8 I don't know why Greg wants the money. I'm a bit _____. (suspect)

**6 a Complete the questions with the correct form of the verbs in the box.**

break speak return make take meet
remain keep lose

1 Do you often _____ your temper or do you tend to _____ calm?
2 Can you remember the last time you _____ a rule?
3 In what situations would you not _____ your mind?
4 When did you last fail to _____ a promise you'd made?
5 Is it important to _____ favours?
6 Are you good at _____ deadlines when you work?
7 Do you _____ an interest in world politics?
8 Do most things in life _____ sense to you?

**b Work in pairs. Discuss three of the questions in Exercise 6a.**

**7 a Complete the sentences with one word.**

1 Do you ever **get the** _____ **that** something has happened before?
2 Does it **get on your** _____ when people talk loudly on their mobile phones?
3 Is it difficult to **get** _____ **of** old computer equipment where you live?
4 Should you ever snap your fingers to **get** a waiter's _____?
5 Do you ever use social media sites to **get in** _____ **with** old friends?
6 Have you got a friend who talks and talks but never **gets to the** _____?
7 Do most people you know **get** _____ at the end of the month?
8 Are you a football fan? Do you **get** _____ **away** when your team scores a goal?
9 Does your family usually **get** _____ to celebrate birthdays?

**b Work in pairs. Ask and answer five of the questions in Exercise 7a.**