

# WIDER WORLD

SECOND EDITION

 Pearson

 BBC

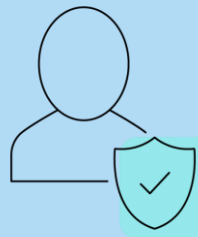
# What is *Wider World Second Edition*

**WIDER  
WORLD**  
SECOND EDITION



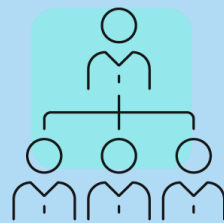
- 5 levels
- CEFR: <A1 - B1+
- GSE: 10 - 55
- 3 - 5 hrs/week
- 72 - 120 hrs/year

**Five level** mid secondary course developed in **partnership between Pearson and the BBC**



**STUDENT**

Teenage learners,  
age 11/12 to 15/16



**TEACHER**

English Language Teachers  
teaching  
in-class and online



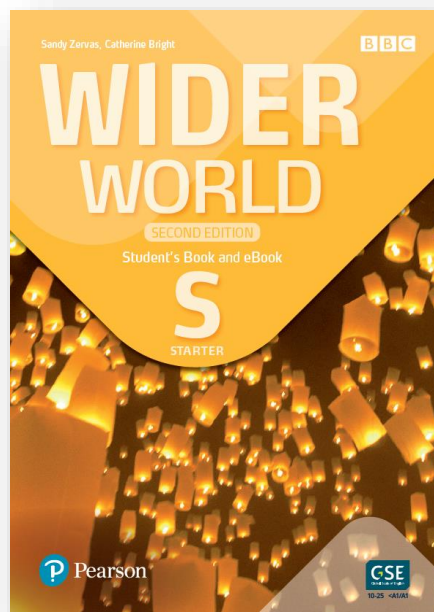
**INSTITUTION**

State, private full curriculum and  
private language schools

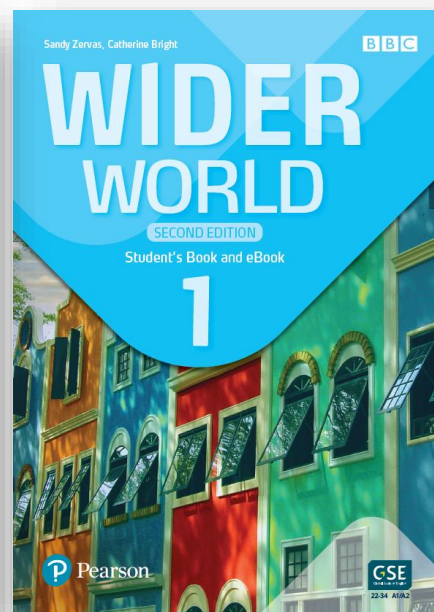


# Wider World Second Edition levels

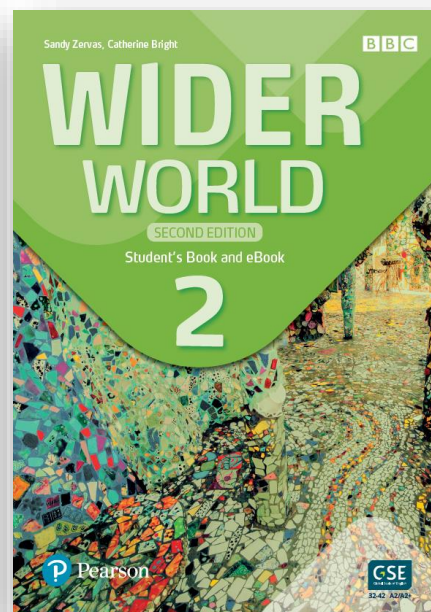
**WIDER  
WORLD**  
SECOND EDITION



GSE: 10 – 25  
CEFR: <A1 - A1



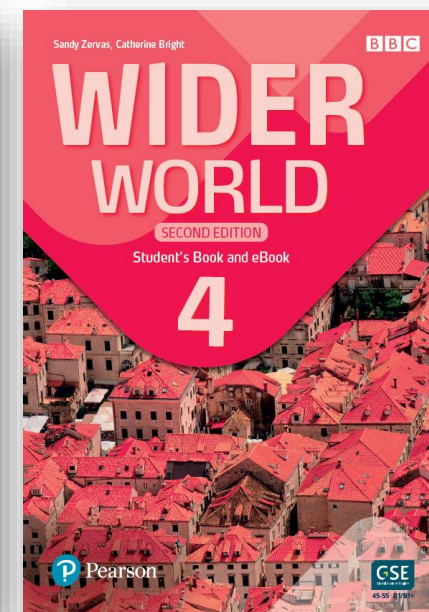
GSE: 24 – 34  
CEFR: A1/A2



GSE: 32 – 42  
CEFR: A2/A2+



GSE: 40 – 50  
CEFR: A2+/ B1

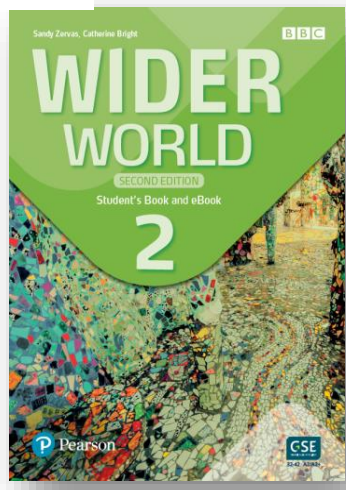


GSE: 45-55  
CEFR: B1/B1+

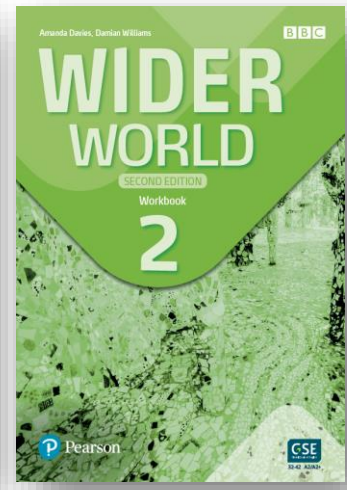
# Student's components



## IN CLASS



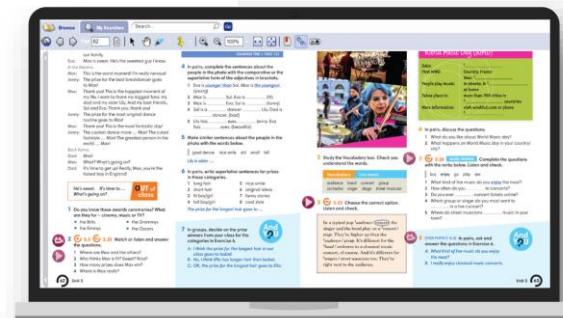
Student's Book



Workbook



## ONLINE & Homework



Student's eBook

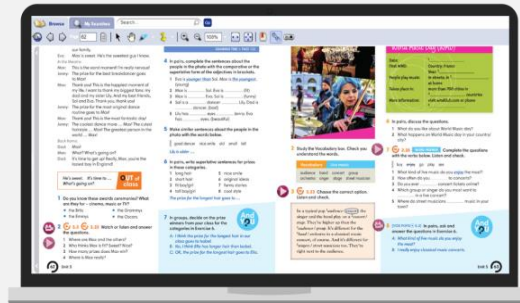
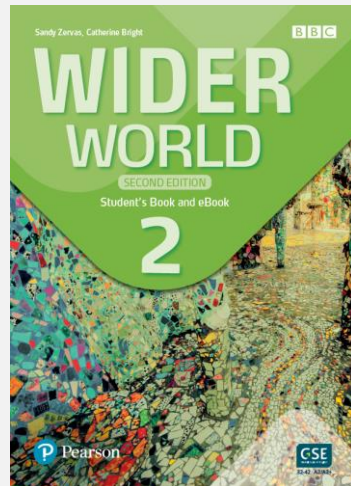


Online Practice

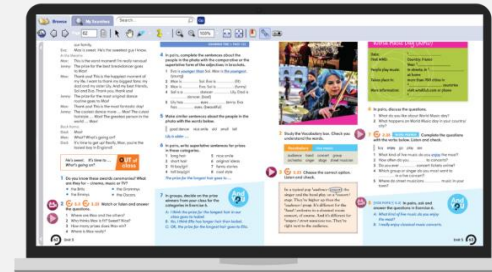
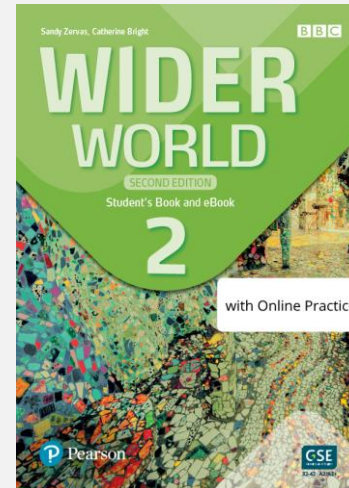
# Student's Book packs

# WIDER WORLD

SECOND EDITION



Student's Book & eBook |

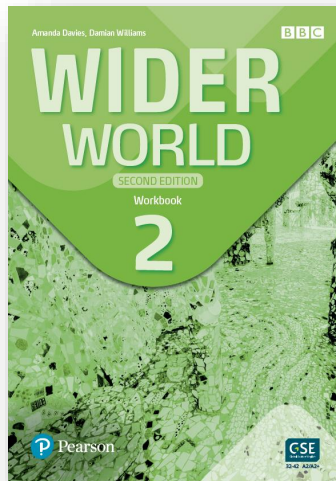


Student's Book with Online Practice

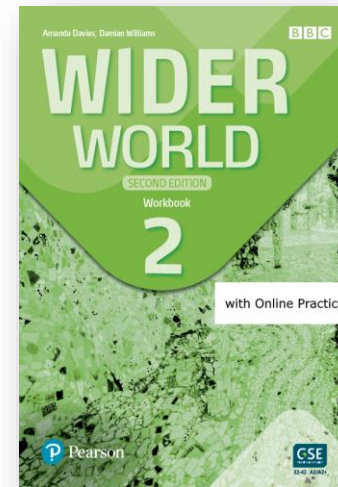
# Workbook packs

# WIDER WORLD

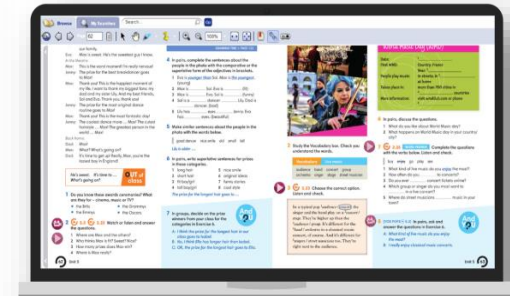
SECOND EDITION



Workbook (with access to Ss resources)



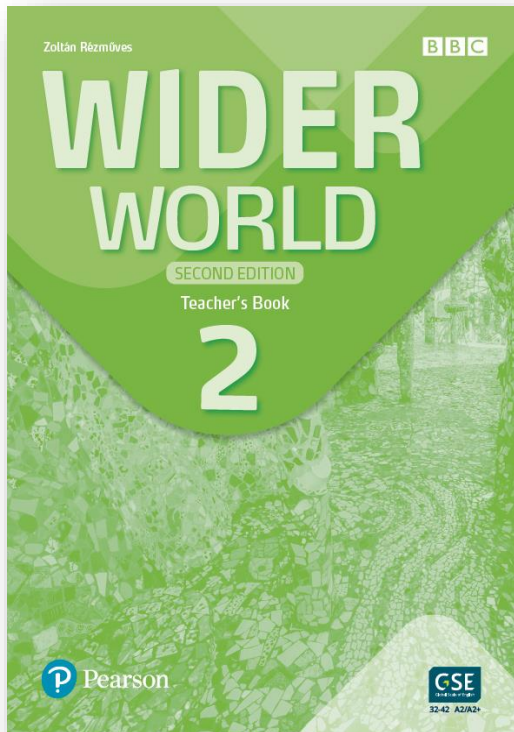
Online Practice (Interactive WB and Extra Practice Activities)



# Teacher components

# WIDER WORLD

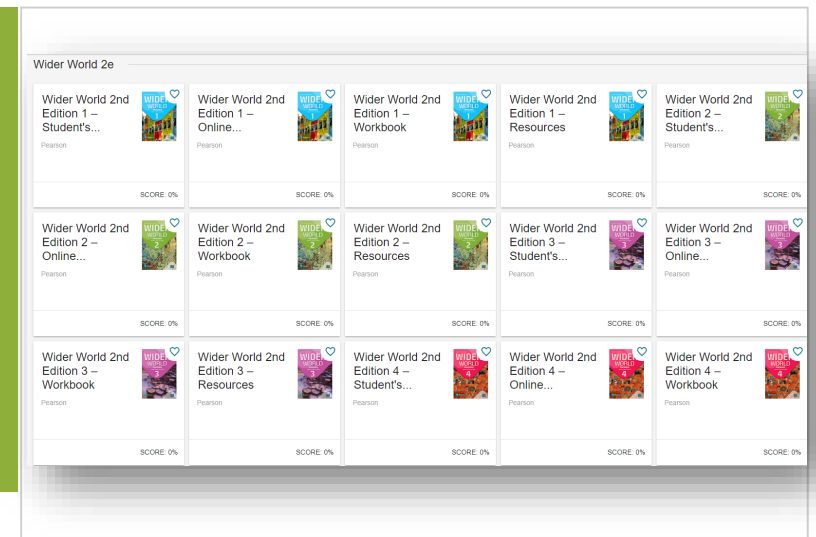
SECOND EDITION



## Teacher's Portal Access Code:

- ❖ SB & WB Presentation Tool with lesson notes, video and interactive exercises
- ❖ Online Practice (WB and EPA)
- ❖ Teacher Resources
- ❖ Gradebook with student results from the activities in the SB and Online Practice
- ❖ Test Generator
- ❖ Virtual classroom with live video and sharable interactive whiteboard

Teacher's Book with Teacher's Portal Access Code



BBC

# All components

**Student's Book & eBook**

**Student's Book with Online Practice & eBook**

**Student's eBook Access Code**

**Student's eBook with Online Practice Access Code**

**Workbook (with Ss' resources)**

**Workbook with Online Practice Access Code**

**Teacher's Book & Teacher's Portal Access Code**

**Teacher's Portal Access Code**

**Teacher's Portal All Levels Access Code**



# What's NEW



# What's NEW

- New modern design
- 70% new content in levels 1-4
- Updated BBC content and new drama videos
- More interaction with Vox Pop videos
- Integrated *Set for Life* future-skills programme
- Extended reading and writing programme
- More tools to respond to SEN Ss needs
- Support for effective distance teaching
- Diversity and Inclusion principles covered
- New digital environment (PEC)



# NEW modern design

# WIDER WORLD

SECOND EDITION

- New, fresh and modern design across all components
- Clear colour-coded lessons

## Progress Check Units 1-3

### Vocabulary and Grammar

- Complete the second sentence with the word in bold so that it means the same as the first one.
- Complete the text with the correct form of the words in brackets.

### Reading

- Answer the questions. Then compare your answers with the class.
  - What are your favourite colours of clothes?
  - How do you feel when you wear clothes in these colours?
- Read the article and complete the sentences with a word or a short phrase in each gap.
  - These two colours can help you feel more relaxed: **blue and green**.
  - These two colours make you feel full of energy: \_\_\_\_\_.
  - If you go to an exam, wear something in this colour: \_\_\_\_\_.
  - These colours can help you if you are shy: \_\_\_\_\_.
- Answer the questions. Then compare your answers with the class.
  - What are your favourite colours of clothes?
  - How do you feel when you wear clothes in these colours?



**Do you always wear black or white? Or do you choose clothes in different colours for different days? Maybe we don't know why we choose different colours, but read on to see how colours can change the way you feel.**

Blue helps you to relax when you are stressed. It can also help your creativity. Put on a comfortable blue tracksuit and start painting or writing! But be careful. Blue is a cold colour, so if you feel sad, don't wear your blue hoodies. Choose a green one instead. The colour of trees is also relaxing and makes us think of nature.

Red and pink are the colours of love, but red is more energetic, so wear your favourite red dress when you go out with friends. Everyone will want to talk to you! But red can also make you hungry for junk food, so don't wear a red shirt every day!

Do you feel tired in the morning? Put on a yellow sweater. Yellow is the colour of the sun. It gives you energy and it can wake you up. Experts say yellow also makes us feel clever, so why not wear a yellow scarf or necktie when you have exams?

Finally, black and white. Whites help you feel more confident. It is useful because it goes with everything! Black is a strong colour that can help a shy person feel confident too. Put on your black jeans when you are meeting someone new and match them with a white T-shirt.

- Write a blog entry about a show or performance that you saw. Include the information below.
  - where and when you went
  - what you saw
  - how you felt

- ### Writing
- Tick the shows and performances that you like.
 

<input type="checkbox"/> dance shows	<input type="checkbox"/> street theatre
<input type="checkbox"/> films at the cinema	<input type="checkbox"/> plays at the theatre
<input type="checkbox"/> open-air concerts	
  - Write a blog entry about a show or performance that you saw. Include the information below.
    - where and when you went
    - what you saw
    - how you felt

## My place, my space

# 5

**VOCABULARY** Things in the home | Prepositions of place | Household | Adverbs of manner | Floor to top

**GRAMMAR** Defining relative clauses | Modal verbs: can, have to and must

- Look at the picture. Which rooms can you see?
- Study Vocabulary box A. Find these things in the picture.
- Study Vocabulary box B. Look at the picture again and choose the correct option.

**VOCABULARY A** Things in the home

living room	armchair	bookcase	coffee table	sofa
kitchen	cooker	dishwasher	fridge	iron
microwave	washing machine			
bedroom	bedside table	wardrobe		
bathroom	shower	sink		
ground	ceiling	cupboard	curtains	floor
hall	light	mirror	plant	rug
vacuum cleaner				

**VOCABULARY B** Prepositions of place

above | behind | between | in front of | near | next to | opposite | under

- The dishwasher is **near** / **opposite** the window.
- There's a mirror **above** / **under** the sink.
- The sink is **behind** / **next to** the bath.
- The plant is **under** / **behind** the armchair.
- The plant is **between** / **on** the bedside table and the window.

## HOUSEWORK SURVEY

In pairs, make more sentences with prepositions about the picture on page 62.

5.1.2 **VIDEO** **GOOD FOR YOU** Find these phrases in the Housework Survey and write the missing words. Listen and check.

- clean/scrub the floor
- do the cooking/the washing
- do the ironing/the washing
- dry the ...
- make your ...
- put on the ...
- sort/take out the ...
- silly/year

**Who likes housework?**

I love vacuuming the rugs and the floor. It's fun! My mum doesn't like ... rubbish, so I do it once or twice a week.

I often ... the rubbish because I ... it's important to recycle. My sister usually ... the dishwasher every evening after dinner, and I take out the dishes as they're dry. Oh, and I always ... of course.

**Names**

To be honest, I don't mind ... the bathroom mirror and the sink and the toilet. But I never ... the floor. My parents do that.

**Prep**

In our house everyone ... their ... room at the weekend. I don't usually ... the shopping, but every day I can ... the ironing too, but I stand at it burned a hole in my T-shirt on ...

**Complete the sentences about housework to make them true for you. Use words!**

Exercise 5 to help you.

- I don't usually ...
- I ... every day.
- I never ...
- I sometimes ... at the weekend.
- I don't mind ... but I ... stand ...

**9.1.3** In pairs, discuss your answers.

A: I never do the shopping or the cooking.  
B: Really? I don't mind doing the shopping but I can't stand cooking.

## 6.2 Grammar

### Countable and uncountable nouns | Quantifiers

**VIDEO** **GOOD FOR YOU**

Mia: Hi, what's for lunch?  
Noah: First, a salad with a lot of tomatoes.  
Lena: Don't put too many tomatoes in!  
Mia: But tomatoes are good for your skin.  
Mateo: There isn't enough salt.  
Mia: Too much salt isn't good for you.  
Noah: OK ... Now some crisps ... How many crisps do you want in the salad?  
Mateo: Crisps in a salad?  
Noah: Yeah, but not many ... I'm kidding!  
Mateo: After the salad there's some chicken.  
Lena: That smells good! Are there any chips?  
Mateo: No, there weren't enough potatoes.  
Mia: Good. I don't want any chips.  
Noah: I'm making a dessert. It's healthy. There isn't much sugar in it. Mateo, how much chocolate do I need?  
Mateo: 200 grams.  
Mia: That's a lot of chocolate!

**Who likes housework?**

I often ... the rubbish because I ... it's important to recycle. My sister usually ... the dishwasher every evening after dinner, and I take out the dishes as they're dry. Oh, and I always ... of course.

**Names**

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## 6.6 Speaking

### Talking about health problems

**VIDEO** **WHAT'S THE MATTER?**

Noah: Hi, Lena, how are you feeling?  
Lena: I've got a sore throat and a headache. I think I've got the flu.  
Noah: Have you got a temperature?  
Lena: No, I haven't. Perhaps it's just a cold.  
Noah: Maybe you should take some medicine.  
Lena: I took some an hour ago.  
Noah: You probably need to stay in bed for a day or two ... Oh! Is this your model for Technology? Can I help you with it?  
Lena: Sure.  
Noah: What's the matter?  
Lena: My fingers are stuck! Owl! It hurts!  
Noah: Let me see. How did you do that?  
Lena: I was using this glue and ...  
Noah: That's the wrong glue! It's really strong! You should be more careful. Here, have some water.  
Lena: I don't need water! My fingers are stuck together! It's really painful!  
Owl: Mum, Hi! What's going on? Why were you shouting? What's wrong?

**SOUNDS GOOD!** Sure, + What's going on? + Let me have a look.

**6.1.1** Complete the dialogues with one word in each gap. Listen and check.

- A: What's the **matter**?  
B: I've got a ... temperature.  
A: You should stay in ... and take some ...
- A: ... wrong with you?  
B: I'm ... terrible, and my leg ... more.  
A: I think you ... go to hospital.

**6.1.2** Study the Speaking box. Find examples of the phrases in the dialogue.

**SPEAKING** Talking about health problems

**Asking what the problem is**

What's the matter? What's wrong?  
How are you feeling?  
Talking about symptoms

I've got a stomachache/headache/toothache/a temperature/a sore throat/a cold/the flu. My leg/back hurts. It's sore/painful.

**Giving advice**

Sit down.  
Have some water.  
You should/need to lie down/stay in bed/keep calm/see a doctor/be more careful/go to hospital. You should take a tablet/some medicine.

**YOUR WORLD**

In pairs, follow the instructions. Use the Speaking box and Exercise 4 to help you.

- Student A – ask how Student B is feeling. Listen and give advice.
- Student B – you feel ill. Tell Student A about your symptoms.
- Change roles.



# NEW content: Student's Book

- 70% of new content
- New opening spreads
- New drama video in levels 1-4
- New drama video-based grammar and communication lessons
- New reading texts and lessons
- Extended practice for Vox Pops clips
- Integrated *Set for life* programme
- Cumulative exam-oriented *Progress Checks*
- New *Review* sections



# NEW content: Workbook Book

# WIDER WORLD SECOND EDITION

- 70% of new content
- New opening spreads
- New reading texts
- New Readers-based Reading Time sections
- New Self-check sections
- New My Language File sections
- New Exam Time section with exam study tips
- Sign-posted additional online practice

### My place, my space

**Vocabulary**  
Things like home, Preparation of place, Household objects or room, Places to visit

**Grammar**  
Relative clauses, Relative clauses with 'where'

**5** Match words 1-8 with photos A-H.

**6** Complete the sentences with the correct words.

**7** Choose the odd one out.

**8** Complete the words from the descriptions.

**9** Complete the sentences with the correct words.

**10** Choose the correct option.

**11** Put the verbs in the (a) or (b) form.

**12** I need a bigger cupboard / wardrobe. I've got too many clothes!

**13** My mum has some lovely curtains / rug on her bedrooms.

**14** I've got a big mirror / bedside table on my wall which I use when I do my make up.

**15** I always sleep when I'm in the shower / bath. My family hate it!

**16** There's some soap in that jar on the counter / dishwasher. It will be soap.

### Reading Time 1

#### Island for Sale

Duncan McTavish lives in a castle with his dog, Jack, on a small island in Scotland. He's unhappy because he can't pay his electricity bill. Can he sell the island? Leaping Larry, an American rock star, wants to buy the island for his girlfriend.

Leaping Larry and his girlfriend are coming to the island by helicopter. They're very busy. Duncan and Jack wait a long time. Then the helicopter arrives. A tall man with long dark hair gets down from it. He's about forty-five years old. There's a girl with him. She's about twenty and has yellow hair. There's a small animal with her. The animal has long white hair.

"Hi, the man says. 'I'm Leaping Larry. And this is my girlfriend, Roxanne.'  
"Hi, Roxanne says. 'This is my dog, Bobo.'  
"Larry looks at the castle.  
"Look at that old castle, Roxanne," he says. "Don't you love it, honey?"  
Roxanne doesn't smile. It's only an old castle.  
"Leaping Larry and Roxanne go into the castle. It's very dark. Leaping Larry can't see. He falls down.  
"Where are the lights?" he asks.  
"The sorry," Duncan says. "There isn't any light. The company stopped my electricity this morning."  
"I want more hot water," Roxanne says.  
"The sorry," Duncan says. "I can't make hot food. I haven't got any electricity. But there is some old food."  
"Cold food?" Roxanne says. "No, thank you! I'm going to bed. But first I want hot bath."  
And Bobo meows.  
"I bath, too!"  
"The very sorry,"  
"No light! No food!  
No hot water!" Roxanne says.  
"I don't like this place!"

**1** Complete the words.

**2** Match the sentences 1-4 with pictures A-D.

**3** Read and match them to the story. Choose the correct option.

**4** Read the story again. Choose the correct option.

**5** Mark the sentences true (T) or false (F).

### My Language File

**Wordlist**

**Things in the home**

**What I think / do**

**Places in town**

**Activities**

**Self-check**

**Vocabulary**

**Grammar**

**Speaking**

**Exam Time**

**Extra Digital Activities**

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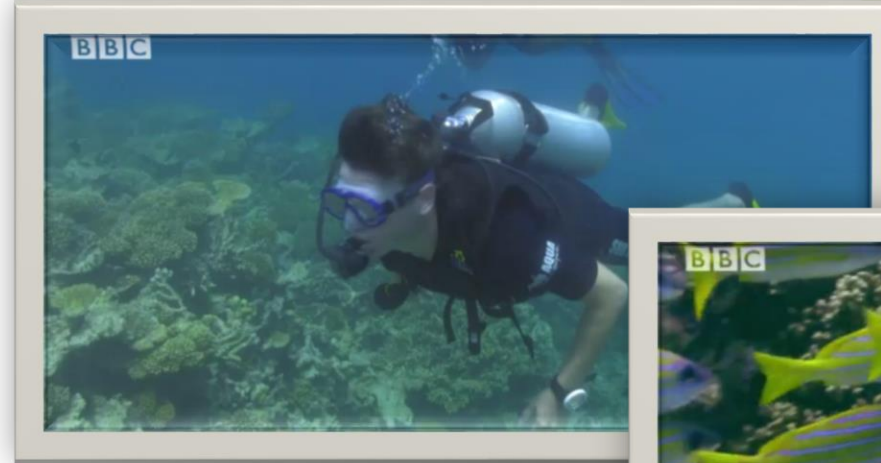
# BBC content

**WIDER  
WORLD**

SECOND EDITION

## New BBC documentaries for:

- Culture
- Global citizens
- Cross curricular



## BBC Vox Pops for:

- Edited to align with Editorial Policy
- More interaction with target language and structures in real context



# Visible thinking

Elements of Visible Thinking integrated in BBC Culture sessions. Tasks organised to follow the „thinking routines”.

## 4 **VISIBLE THINKING** Follow these steps.

### THINK

- 1 Think about museums in general and make notes. What is your opinion? Why? Use the adjectives below to help you. Then do the same for a museum you know.

amazing boring exciting  
fun interesting unusual

*I think most museums are boring because you can't touch anything.*

### PAIR

- 2 In pairs, tell each other what you think and why.

### SHARE

- 3 Share your opinions with the class and listen to other students' ideas. Are they similar to yours?

## 1 **VISIBLE THINKING** In pairs, look at the photos and discuss the questions.

### THINK

- 1 What instruments are the people playing?
- 2 What instruments are popular with young people in your country?

### PUZZLE

- 3 What would you like to know about musical instruments? Choose one of these questions or write your own question.

- a Which are the easiest/most difficult to learn?
- b Is playing an instrument good for you?

### EXPLORE

- 4 Where do you think you can find answers to the questions in point 3?

- ask your music teacher
- learn to play music
- find a website
- talk to people

**BBC CULTURE** Same lives, different lives

**Life near the North Pole**

The town of Longyearbyen is in the Arctic. There is no other town so close to the North Pole. The school there has around 200 students. They start lessons at eight o'clock and finish in the afternoon. They have a summer holiday in July and August. You probably like your routine! But there are some big differences.

It's very, very cold in Longyearbyen. It's never more than about seven degrees. And it can be difficult to remember what time it is! There's no sun from November to January, so it's dark for twenty-four hours a day. And from May to September, it's very dark!

At school, the students have lessons in survival. They learn what to do if there is an avalanche or if they see a polar bear. There are more polar bears than people in this part of the world!

There aren't many places for teenagers to go in Longyearbyen, but in the summer they can cycle or walk in the mountains, and in the winter they can use snowmobiles.

Could you enjoy life in the Arctic?

**avalanche (n)** a disaster when snow falls down a mountain  
**polar bear (n)** a big white bear that lives in the Arctic  
**snowmobile (n)** a small vehicle that can travel over snow  
**survival (n)** living in a difficult, dangerous situation and not dying

1 In pairs, look at the photo and discuss the questions.  
 1 Who do you think the people are?  
 2 Where in the world do you think this is?

2 **40 2.19** Read the article and check your answers to Exercise 1.

3 Read the article again and answer the questions.  
 1 How many students are there at Longyearbyen School?  
 2 When does their school day start?  
 3 When is their summer holiday?  
 4 What is unusual about summer in that part of the world?  
 5 What can teenagers do there in the winter?

**VISIBLE THINKING** In pairs, role play the interview below. Then swap roles and role play the interview again.

**TAKE A DIFFERENT VIEW**  
**Student A**  
 Student B lives in Longyearbyen. Ask five questions about his/her life. Use the ideas below to help you.

get up go to bed go to school like your life here  
 spend your free time start lessons

**Student B**  
 You live in Longyearbyen. Answer Student A's questions.

**A: What time do you get up?**  
**B: I get up at seven o'clock.**

BBC 46

# NEW integrated future skills programme

# WIDER WORLD

SECOND EDITION

## PEARSON PERSONAL AND SOCIAL CAPABILITIES FRAMEWORK

- Critical Thinking and Creativity
- Communication
- Collaboration
- Self-management
- Leadership
- Social Responsibility



### 2.2 Grammar Present Continuous

#### VIDEO WHAT ARE YOU WEARING?

Mum: Mia? Are you getting ready? Dad's making some toast. Do you want some?  
Mia: Yes, I'm nearly ready. Don't worry. I'm having some fruit and yoghurt.  
Phone ringing  
Noah: Mia? Are you coming? I'm at the bus stop.  
Mia: Er, yes, I am. I'm leaving now. Hey, what are you wearing?  
Noah: Huh? I'm wearing my uniform, of course. See you in a minute.  
One minute later  
Mia: Ta-Da!  
Noah: What? Mia, you've got a beard! People are looking at you. And why are you wearing a scarf on your head?  
Mia: I'm a pirate! This is my fancy-dress costume for Charity Day, of course.  
Noah: It's cool, but...  
Mia: Yeah. I've got my dad's shirt and Gran's old belt... But you aren't wearing your fancy-dress costume.

1 11 48 2.5 Describe the photo. Why hasn't Mia got her uniform on? Watch or listen and check.

**SET FOR LIFE**  
2 How can you remember important events? In pairs, discuss the ideas below. Which things do you normally do? What would you like to try?  
• have a noticeboard at home with sticky notes  
• use app/phone notifications  
• make a note in your diary or on a calendar

3 Study the Grammar box. Find more examples of the Present Continuous in the dialogue.

GRAMMAR Present Continuous	
+	-
I'm leaving now. He's making some toast. They're looking at you.	I'm not laughing. He isn't wearing a costume. They aren't talking.
?	?
Are you coming? Is he going home? Are they eating? Why are you laughing?	Yes, I am./No, I'm not. Yes, he is./No, he isn't. Yes, they are./No, they aren't.

GRAMMAR TIME > PAGE 127

Unit 26 I can use the Present Continuous to talk about things that are happening now.

### SET FOR LIFE

Let's sort this out!



Mum: Sam, can you tidy and secure the things mum, please? And do the washing?  
Sam: Agreed! But all some timing at the weekend. Why can't Alice do something?  
Mum: She did the washing up this morning.  
Sam: But washing up's really easy and it's quick! Why do I have to do all the boring things?  
Mum: That's not true, Sam. It's always old Alice even has to secure the doors, or do the washing. It's not fair!  
Sam: Mum, I'm not going to do the washing. Mum, I'm not going to do the washing. Mum, I'm not going to do the washing.

1 In groups, study the list of things which usually cause arguments between teenagers and their parents. Discuss the questions below.  
clothes/showering, eating/drinking, leaving their room, talking back, mobile phone, homework  
1 Do you ever disagree with your parents on these issues? Give examples.  
2 What other things do teenagers argue about with their parents?  
3 48 1.1 Read the dialogue and answer the questions.  
1 What are Sam and his mum arguing about?  
2 What does Sam want to do?  
3 Why doesn't he want to do it?  
4 What does he feel about his sister, Alice?  
1 Th  
2 Th  
3 Th  
4 Th

### Resolve arguments with other people

7 48 1.1 Listen again. Number the expressions in the table. Put them in the order that you hear them. Which expression is not in the dialogue?  
8 In pairs, discuss the situations below. Decide how both people feel and how they can resolve the problem in a positive way.  
Task 1  
1 Your younger brother/sister always takes your things without asking. Yesterday you found your expensive new camera in his/her room.  
2 You are the younger brother/sister. You're interested in photography, so you took your teacher/teacher's camera for a quick look.  
Task 2  
1 You want to go to a party at the weekend and you'd like your mum/dad to collect you at midnight.  
2 You are the parent. You think that midnight is too late, but you don't want to argue at all.

8 Read the Check It! tips. In class, discuss the questions.  
1 What do you do when you are feeling angry or annoyed with another person?  
2 Do you think the tips can help? Why/Why not?  
**SET FOR LIFE**  
10 In pairs, role play a situation where two people have an argument and find a way to resolve it. Follow the instructions.  
Class one of the situations in Exercise 8 or think of a situation from your own life.  
Write the scene. Use the expressions from the Useful Phrases box. Decide:  
• how both people in the situation feel  
• what they say to each other  
• how they resolve the problem in a positive way  
Practice your dialogue. Remember to stay calm and show that you understand another person's position.

1 11 48 2.5 Describe the photo. Why hasn't Mia got her uniform on? Watch or listen and check.

**SET FOR LIFE**  
2 How can you remember important events? In pairs, discuss the ideas below. Which things do you normally do? What would you like to try?  
• have a noticeboard at home with sticky notes  
• use app/phone notifications  
• make a note in your diary or on a calendar

**USEFUL TIPS**  
When you have an argument with another person, it is important to stay calm. Try to resolve it in a positive way.  
Think for a moment and then...  
• Ask them, how do you feel about the problem? I'd explain your feelings.  
• Don't use phrases like 'You never...' or 'I always...'  
• If you are speaking, try to find a good solution for everyone.  
**RESOLVE PROBLEMS**  
Remember an important...  
• Don't stop and think for a minute.  
• Let's see this out.  
• What's the best problem here?  
**EXPRESSING YOUR PROBLEMS CALMLY**  
I'm feeling...  
• I don't like that.  
• I don't think that's...  
**FEELING WORSE**  
I'm feeling...  
• I understand that...  
• I can help you with...  
• Maybe you've got a point.  
**WORKING TOGETHER TO FIND A SOLUTION**  
• Yes, that's true...  
• Maybe you're right...





# NEW integrated future skills programme

# WIDER WORLD

SECOND EDITION

- Four *Set for Life* lessons per level
- *Set for Life* 'bookmarks' with useful tips and phrases
- Photocopiable worksheets
- *Set for Life* tasks in core lessons integrated with video story
- Teacher Training reference content on future skills development framework on Teacher's Portal

**4.10 Set for life**  
Is this a positive comment?

1 Read the social media posts and the comments below. What do you think of them? Do you write similar comments?

2 Read the comments again. Match the comments with the questions.

3 Tick the things from Exercise 2 and cross the things you do when you write a comment or

**4.10 Set for life - Is this a positive comment?**

Materials: One worksheet for each student  
Language: being respectful on social media

**COMMUNICATION**  
Understanding the context  
The activities are aimed to help students make appropriate responses when commenting on social media and to be aware of the emotional reactions of the audience when planning their comments.

• Give each student a worksheet and put students into pairs. Ask students if they often use social media and read the comments left on people's posts.  
• Do Exercise 1. Ask students if they often comment on other people's social media posts. Elicit some examples of comments they make. Give them some simple examples to comment on, e.g. I'm taking part in a street dance competition! Good! Back to my cat is all I ever think about!  
• Students to read the posts and discuss in pairs their opinions on them. Elicit answers from different pairs.  
• Students do Exercise 2 in pairs, matching the questions to the comments. Check answers when they have finished.

Answers:  
1. A, C, E, F, H  
2. B, D, G, I

**SET FOR LIFE**  
Is everything OK?

1 In pairs, study the body language of the people in the photos and answer the questions. Which person ...  
1 share positive thoughts? A  
2 share negative thoughts? B  
3 give away too much personal info? C  
4 describe a negative experience? D  
5 give some good advice? E  
6 are not really about the topic? F

2 How are the people in the photos feeling? In pairs, discuss how their body language shows their emotions. Use the adjectives below to help you.  
angry annoyed bored calm embarrassed excited happy nervous shy stressed surprised tired worried

I think the girl in photo A is feeling angry because she's shouting.

3 In pairs, answer the questions.  
1 Which of the emotions in Exercise 2 are positive and which are negative?  
2 Think of situations when you feel the emotions. How do you usually react?  
I'm angry when my sister uses my phone. I usually ...

4 Read the messages between two friends. Why doesn't Ben want to come out?

Tamara: Hey, Ben - do you want to come out for a pizza tonight?  
Ben: No, I can't. I need to study tonight.  
Tamara: But it's Friday!  
Ben: I know, but I've got a test on Monday.  
Tamara: You never come out with us anymore, Ben. Why not?  
Ben: Don't you understand? I don't want a pizza. Stop messaging me, OK?

5 Why do you think Ben is behaving like this? In pairs, discuss possible reasons.  
a He doesn't like Tamara any more.  
b He's worried about his schoolwork.  
c He prefers studying to going out.

6 2.1 Tamsin photos Ben. Listen to the conversation and check your answer to Exercise 5. What does Tamsin suggest doing tomorrow?

7 2.2 Study the Useful Phrases box. Then listen again and tick (✓) the expressions you hear in Ben and Tamsin's conversation.

8 In pairs, read the situations below. Discuss how the people are feeling and how they might show those emotions with their body language.  
a Emma is a new student in your class. She never speaks to the other students. She is feeling shy. She never smiles and often looks down.  
b Joe often makes mistakes when he speaks English. Some students in class laugh at him and make silly comments.  
c Most students in your class have got good marks for the year, but Harry has got bad marks.

9 Read the Useful Tips. In class, discuss the questions.  
1 Do you find it difficult or easy to talk about emotions with other people?  
2 Do you always follow the tips when you talk to your friends?

**SET FOR LIFE**  
10 In pairs, role play a situation where one person offers help to another person in a difficult situation. Follow the instructions.  
✓ Choose a situation from Exercise 8 or think of a situation from your own life.  
✓ Write the scene. Use the expressions from the Useful Phrases box.  
Student A: Say how Student B looks and ask what is wrong.  
Student B: Explain how you feel and why.  
Student A: Offer help or advice.  
Student B: Thank Student A for his/her suggestions.  
✓ Practise your dialogue. Remember to use body language and your voice to show emotions.  
✓ Present the dialogue for the class or record it on your phone.

**SET FOR LIFE**  
You've got a point!

Debating club

Here are the topics for this month:

Support your opinions with arguments

Read discussion topic 2 on the debating club's list. Tick (✓) the arguments you can use to agree with the topic. Cross (X) the arguments you can use to disagree with it.

1 Social media can help teenagers studying.  
2 Teenagers use social media to learn about technology.  
3 You can communicate with people all over the world.  
4 Some people spend so long on social media that they're late.

In pairs, take turns to give your opinion about discussion topic 2 from the debating club's list. Think of some arguments to support your opinion. Use the expressions from the Useful Phrases box and the ideas from Exercise 5 to help you.

A. In my personal opinion, social media is good for teenagers if it helps you to be creative. I once taking photos for my school charity accounts.  
B. I don't think teenagers spend that much time on social media. I say the internet ...

2 Read the Useful Tips. In pairs, answer the questions about Exercise 5.

1 Did you give arguments to support your opinion?  
2 Did you listen to your partner's opinion?

**USEFUL PHRASES**  
Identifying emotions  
 You seem (a bit/quite) unhappy.  
 You look/sound (really) excited/bored.

Offering help  
 Is everything OK/Is something wrong?  
 What's the matter?  
 Can I do anything to help?  
 Do you want to talk about it?

Offering advice  
 When I feel ... I usually ...  
 Why don't you/you've ...?

**USEFUL PHRASES**  
Understanding other people's emotions

Look at people's body language.  
Listen to their voice.  
Think about how you usually feel in the same situation.  
Ask how a person is feeling.

**USEFUL PHRASES**  
Support your opinions with arguments

When you discuss a topic, it's important to support your opinion with logical arguments.

Use these phrases to support your opinion.

In my personal opinion, social media is good for teenagers if it helps you to be creative. I once taking photos for my school charity accounts.

I don't think teenagers spend that much time on social media. I say the internet ...

**USEFUL PHRASES**  
Understanding other people's emotions

Look at people's body language.  
Listen to their voice.  
Think about how you usually feel in the same situation.  
Ask how a person is feeling.

**USEFUL PHRASES**  
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When you discuss a topic, it's important to support your opinion with logical arguments.

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In my personal opinion, social media is good for teenagers if it helps you to be creative. I once taking photos for my school charity accounts.

I don't think teenagers spend that much time on social media. I say the internet ...



# NEW integrated future skills programme

**WIDER  
WORLD**  
SECOND EDITION

Printable *Set for Life* 'bookmarks' provide tips on how to successfully apply the skills in real life, and serve as a quick reference to key language areas introduced in the lessons.



**Support your opinions with arguments**

**USEFUL TIPS**  
When you discuss a topic, it's important to support your opinions with logical arguments.

- Give facts (things that you know are true).
- Use examples from your own life.
- Talk about/Describe things you see in the world.
- Remember that people can have different opinions about the same topic.
- Listen to others, even if you don't agree with them.

**USEFUL PHRASES**

**Giving your opinion**  
I think/don't think that ...  
I feel/don't feel that ...  
In my (personal) opinion, ...  
I agree/don't agree that ...  
I'm sorry, but I don't agree.

**Giving arguments to support your opinion**  
I think/say this because ...  
Let me explain why I think like this.  
I read a survey/report that said that ...  
For example, ...

**Understand other people's emotions**

**USEFUL TIPS**  
When you communicate with someone, try to read their emotions. This can help you to understand how people are feeling and offer help.

- Look at people's body language.
- Listen to their voice.
- Think about how you usually feel in the same situation.
- Ask how a person is feeling.

**USEFUL PHRASES**

**Identifying emotions**

- You seem (a bit/quite) unhappy.
- You look/sound (really) excited/boored.

**Offering help**

- Is everything OK?/Is something wrong?
- What's the matter?
- Can I do anything to help?
- Do you want to talk about it?

**Offering advice**

- When I feel ..., I usually ...
- Why don't you/we ...?

**Resolve arguments with other people**

**USEFUL TIPS**  
When you have an argument with another person, it is important to find a way to resolve it in a positive way.

- Stop for a moment and think.
- Stay calm. Use sentences with the pronoun I to explain your feelings.
- Don't use phrases like You never ... You always ...
- If you are wrong, apologise!
- Try to find a good solution for everyone.

**USEFUL PHRASES**

**Stopping an argument**

- Let's stop and think for a minute.
- Let's sort this out.
- What's the basic problem here?

**Explaining your position calmly**

- I (don't) feel that ...
- I (don't) think that ...

**Seeing another person's point of view**

- I understand that ...
- I see what you mean. (Maybe) you've got a point.

**Working together to find a solution**

- If you like, I can ...
- Perhaps if/you've could ...



# NEW

## Virtual classroom support pack

# WIDER WORLD

SECOND EDITION

- Bank of ideas for online lessons
- Power Point Grammar Presentations for every grammar lesson

Face-to-face lesson	Online lesson
 Homework (paper workbook)	 Practise in an interactive environment on the Pearson English Portal
 Warm-up and Revision	 Engage (warm-up, retrieval practice, prior knowledge activation)
 Presentation and Practice	 Study (new language introduction followed by controlled practice)
 Production	 Activate (free language production)
 Homework (paper workbook)	 Practise in an interactive environment on the Pearson English Portal



# MORE support for SEN students

# WIDER WORLD

SECOND EDITION

Technical upgrades in digital components in terms of font, size, visibility, alternative text

## Student's Book

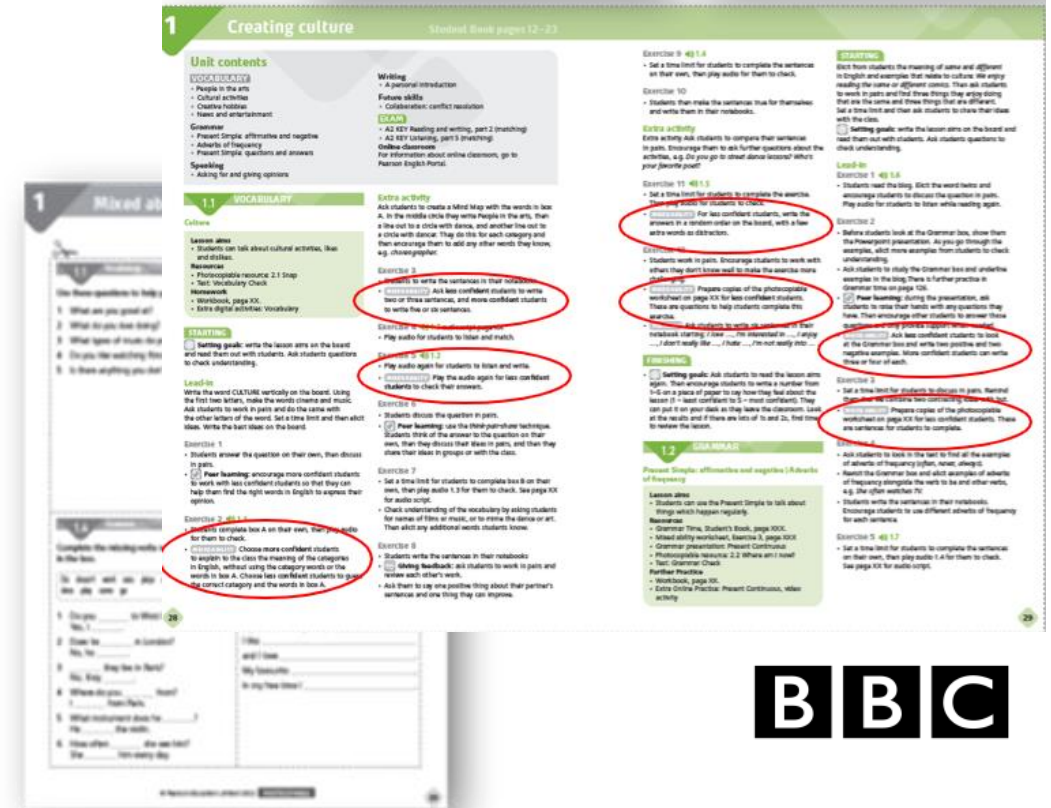
- Grammar Time section with grammar explanation and additional practice

## Teacher's Book:

- Teaching notes on how to support less/more confident students integrated in every lesson
- Worksheets with adapted versions of more difficult tasks to make it more manageable for less confident students

**MIXED ABILITY** Prepare copies of the photocopiable worksheet on page XX for less confident students. These are questions to help students complete this exercise.

**MIXED ABILITY** Before students discuss in groups, ask less confident students to write sentences in their notebook.



# MORE support for SEN students

# WIDER WORLD

SECOND EDITION

## Workbook

- Graded exercises
- *My Language File* in the Workbook to help Ss build their own bilingual dictionary as well as memorise and revise new words

## On the Portal

- Additional grammar and vocabulary practice on the language and structures from each lesson
- Additional remediation tasks



# EXTENDED reading and writing programme

# WIDER WORLD

SECOND EDITION

## Reading

- Reading Skills lessons in each unit with manageable texts on up-to-date, engaging topics relevant to students' age to motivate them to read.
- Selected grammar presentations based on shorter reading passages.
- Culture topic in BBC Culture spreads introduced through inspiring texts
- Reading Time sections in Workbook promoting reading for pleasure

## Writing

- Writing skills lessons after every unit, with model text, Language boxes for key language and step by step guidelines for free writing tasks

**Reading Time 1**

### Karen and the Artist

Karen's job takes her to many places. She loves art, and in Rome she sees some beautiful pictures. But the artist can't sell them and he has no money. Can Karen sell his pictures for him?

Karen takes a picture and telephones for a taxi. She takes the taxi to Bond Street and goes into an art gallery. The gallery is small but expensive. A woman is sitting at a table. She is reading a book. 'Hello,' she says.

'Good afternoon,' Karen says. 'I've got a picture here, and I want to sell it.'

'Who's the artist?' The woman doesn't look up.

'Antonio Brunetti,' Karen says. 'He's ...'

'I'm sorry.' The woman starts to read her book again. 'I don't know that name.'

A man comes into the gallery. 'I've got a new Sherman for you!' he says. 'It's wonderful!'

'Who?' the woman says.

'Oh, you know him,' the man says. 'Sherman! He's got an exhibition at the Galerie Saint Michel in Paris!'

'Oh!' The woman puts down her book. 'Let's see. Yes, I like it. Sherman, you said? I can give you £800!'

Quietly, Karen goes away.

She walks across the street and goes into the Attra Gallery.

'I've got a wonderful new Brunetti for you,' she says to the man. 'Look at this.'

'What?' the man says. 'Who's Brunetti?'

'Oh, you know him,' Karen says. 'He's got an exhibition at the Leonardo in Rome.'

'Oh,' the man says. 'Show me.' He looks at the picture.

'Very good,' he says. 'Brunetti, eh? At the Leonardo? OK. I can give you ... £900!'

Karen is very happy, but she doesn't smile.

'Hmm ...' she says.

'All right, £1,000,' the man says.

'OK,' Karen says.

The man gives her a cheque for £1,000.

'Thank you,' Karen says.

**Before you read**

1 Match places 1–4 with photos A–D.  
1 study 2 art gallery 3 cafe 4 airport

**2** Look at the book cover and read the blur. What do you think happens in the story?

**While you read**

40 811: Read and listen to the story. Mark the sentences T (true) or F (false).

- Karen is an artist.
- She travels a lot.
- She meets an artist in Rome.
- The artist she meets is very successful.
- She tries to sell his pictures for him.

4 Read the story again. Number events a–f in the order that they happen.

- A man brings a picture to the gallery.
- Karen goes to an art gallery in Bond Street.
- Karen sells the picture.
- The woman in the art gallery says she doesn't know the artist.
- The man sells the picture.
- Karen goes to the Attra Gallery.

**5** Choose the correct answer.

- The first art gallery is ...  
a cheap      b beautiful  
c expensive
- The woman in the art gallery thinks the artist is ...  
a not very good      b famous  
c not famous
- The man in the Attra Gallery ... Brunetti.  
a doesn't know      b doesn't like      c knows
- He buys the picture for ...  
a £900      b £1,000      c £800

**After you read**

6 Complete the sentences with the prepositions below.  
across at away down into up

- She said 'hello' to me but didn't look \_\_\_\_\_.
- A man came \_\_\_\_\_ the art gallery.
- Karen walked \_\_\_\_\_ the road to another art gallery.
- The man looked \_\_\_\_\_ the picture.
- The woman put \_\_\_\_\_ the book on the table.
- Karen went \_\_\_\_\_ and left the gallery.

7 Look at the text and write the adjectives for the definitions.

- another word for fantastic: \_\_\_\_\_
- the opposite of sad: h. \_\_\_\_\_
- not very big: i. \_\_\_\_\_
- when something costs too much: e. \_\_\_\_\_
- very pretty: b. \_\_\_\_\_

8 **WRAP UP** Complete the information about the story.

Title: \_\_\_\_\_  
Type: crime story / love story / adventure story  
Main characters: \_\_\_\_\_  
Important object: \_\_\_\_\_  
My opinion: ☆☆☆☆☆

# NEW, INTEGRATED Assessment for Learning guidelines

# WIDER WORLD

SECOND EDITION

- Teaching notes in every lesson with guidelines on how to integrate elements of Assessment for learning in every lesson
- Printable Assessment for learning response cards on the Portal

**1 Creating culture** Student Book pages 12-23

**Unit contents**

**VOCABULARY**

- People in the arts
- Cultural activities
- Creative hobbies
- News and entertainment

**Grammar**

- Present Simple: affirmative and negative
- Adverbs of frequency
- Present Simple: questions and answers

**Speaking**

- Asking for and giving opinions

**Writing**

- A personal introduction
- Future skills
- Collaboration: conflict resolution

**EXAM**

- A2 KEY Reading and writing, part 2 (matching)
- A2 KEY Listening, part 5 (matching)

**Online classroom**

For information about online classroom, go to Pearson English Portal.

**1.1 VOCABULARY**

**Culture**

**Lesson aims**

- Students can talk about cultural activities, likes and dislikes.

**Resources**

- Photocopiable resource: 2.1 Snap
- Test: Vocabulary Check

**Homework**

- Workbook, page XX.
- Extra digital activities: Vocabulary

**STARTING**

**Setting goals:** write the lesson aims on the board and read them out with students. Ask students questions to check understanding.

**Lead-in**

Write the word **CULTURE** vertically on the board. Using the first two letters, make the words cinema and music. Ask students to work in pairs and do the same with the other letters of the word. Set a time limit and then ask ideas. Write the best ideas on the board.

**Exercise 3**

- Students to write the sentences in their notebooks.
- Ask less confident students to write two or three sentences, and more confident students to write five or six sentences.

**Exercise 4**

- Play audio for students to listen and match.

**Exercise 5**

- Play audio again for students to listen and write.
- Ask students to check their answers.

**Exercise 6**

- Students discuss the question in pairs.
- Peer learning: Use the think-pair-share technique. Students think of the answer to the question on their own, then they discuss their ideas in pairs, and then they share their ideas in groups or with the class.

**Exercise 7**

- Set a time limit for students to complete box B on their own, then play audio 1.3 for them to check. See page XX for audio script.
- Check understanding of the vocabulary by asking students for names of films or music, or to mime the dance or art.
- Then elicit any additional words students know.

**Exercise 8**

- Students write the sentences in their notebooks.
- Giving feedback: ask students to work in pairs and review each other's work.
- Ask them to say one positive thing about their partner's sentences and one thing they can improve.

**Exercise 9**

- Set a time limit for students to complete the sentences on their own, then play audio for them to check.

**Exercise 10**

- Students then make the sentences true for themselves and write them in their notebooks.

**Extra activity**

Extra activity Ask students to compare their sentences in pairs. Encourage them to ask further questions about the activities, e.g. Do you go to street dance lessons? Who's your favourite poet?

**Exercise 11**

- Set a time limit for students to complete the exercise. Then play audio for students to check.
- For less confident students, write the answers in a random order on the board, with a few extra words as distractors.

**Exercise 12**

- Students work in pairs. Encourage students to work with others they don't know well to make the exercise more challenging.
- Prepare copies of the photocopiable worksheet on page XX for less confident students. These are questions to help students complete this exercise.
- Ask students to write six sentences in their notebook starting: I love ..., I'm interested in ..., I enjoy ..., I don't really like ..., I hate ..., I'm not really into ...

**FINISHING**

**Setting goals:** Ask students to read the lesson aims again. Then encourage students to write a number of questions to raise their hands with any questions they have. Then encourage other students to answer those questions and only provide support when needed.

**Peer learning:** Ask less confident students to look at the Grammar box and write two positive and two negative examples. More confident students can write three or four of each.

**Exercise 3**

- Set a time limit for students to discuss in pairs. Remind them that we combine two contrasting ideas with but.
- Prepare copies of the photocopiable worksheet on page XX for less confident students. These are sentences for students to complete.

**Exercise 4**

- Ask students to look in the text to find all the examples of adverbs of frequency (often, never, always).
- Revisit the Grammar box and elicit examples of adverbs of frequency alongside the verb to be and other verbs, e.g. She often watches TV.
- Students write the sentences in their notebooks. Encourage students to use different adverbs of frequency for each sentence.

**Exercise 5**

- Set a time limit for students to complete the sentences on their own, then play audio 1.4 for them to check. See page XX for audio script.

**1.2 GRAMMAR**

**Present Simple: affirmative and negative | Adverbs of frequency**

**Lesson aims**

- Students can use the Present Simple to talk about things which happen regularly.

**Resources**

- Grammar Time, Student's Book, page XXX.
- Mixed ability worksheet, Exercise 3, page XXX.
- Grammar presentation: Present Continuous
- Photocopiable resource: 2.2 Where am I now?
- Test: Grammar Check

**Further Practice**

- Workbook, page XX.
- Extra Online Practice: Present Continuous, video activity

True False

No Yes

X ✓

B B C

Strategies of formative assessment	Recommended techniques used for formative assessment
<p><b>SETTING AIMS AND CRITERIA FOR SUCCESS</b></p> <p>At the beginning of each lesson, students are informed about the learning objectives. The teacher tells them what they are going to learn, why they are going to learn it, and then makes it clear what the required standards of good work are.</p>	<ul style="list-style-type: none"> <li><b>Key question:</b> an intriguing/interesting problem posed to get students involved in the lesson, inspire them and make the lesson memorable, e.g. Why is English an international language? Why are there so many English words in our native language?</li> <li><b>Lesson objectives presentation:</b> The teacher explains lesson aims in a way appropriate to students' linguistic and cognitive development. Brief lesson objectives are written on board.</li> <li><b>'What Am I Looking For?' (WILF):</b> The teacher draws students' attention to the most important elements in the lesson and provides examples of model work.</li> </ul>
<p><b>MONITORING STUDENTS' LEARNING</b></p> <p>The teacher observes how students participate in classes during pairwork or groupwork, assesses their written work, evaluates project work or oral tasks. The data, which is collected regularly, enables the teacher to give feedback to each student.</p>	<p>As students are discouraged to volunteer, in order to encourage them all to answer the teacher's questions, there are the following techniques that can be used instead:</p> <ul style="list-style-type: none"> <li><b>Lollipop stick technique:</b> students write their names on lollipop sticks and put them in a cup. Teacher asks one student to pick a stick and a student whose name is on the stick responds to a question.</li> <li><b>ABC, True/False, Yes/No, Stop/Go, Ⓞ/Ⓟ/Ⓠ/Ⓡ</b> response cards to monitor whether all students can understand the different exercises and questions and keep up with the lesson. Each student has his/her own set of cards to choose from.</li> <li><b>Traffic Lights Cards:</b> students show 'Green' if they know how to do an exercise or understand the topic, 'Yellow' when they need some help, and 'Red' when they need re-teaching the language point.</li> <li><b>Thumbs up/down technique:</b> teacher asks students to make a thumbs up/down gesture</li> </ul>
<p><b>GIVING CONSTRUCTIVE FEEDBACK</b></p> <p>is a kind of a dialogue between the student and the teacher which</p>	

# NEW Interactive Grammar presentations for every grammar lesson

**Wider World**  
2.2 Present Continuous

## When do we use the Present Continuous?



We use the Present Continuous for things that are happening at the moment of speaking.

I **'m waiting** for you in the park.

They **aren't** getting ready.

A: **Is** he **sleeping**?

B: No, he **isn't**.



Read the phone conversation. How many examples of the Present Continuous can you find?



Hi, Laura. Are you coming to the party?



Yes, I am. I'm sitting on the bus right now. Is everyone else there? What are you all doing?



Jake and Dan are getting lemonade for everyone. Elsa's choosing some music. And I'm not doing anything. Well, I'm sitting on the sofa and I'm talking to you.



There are eight examples of the Present Continuous. Look!

## How do we make the Present Continuous (1)?

### Present Continuous

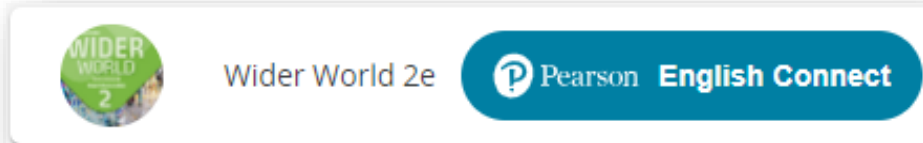
Present Continuous				
Affirmative	I	'm (am) reading a book.		
	You/We/They	're (are) playing a game.		
	He/She/It	's (is) sleeping.		
Negative	I	'm not (am not) reading a book.		
	You/We/They	aren't (are not) playing a game.		
	He/She/It	isn't (is not) sleeping.		
Questions	Am	I	reading a book?	Yes, I am. No, I'm not.
	Are	you/we/they	playing a game?	Yes, you/we/they are. No, you/we/they aren't.
	Is	he/she/it	sleeping?	Yes, he/she/it is. No, he/she/it isn't.
	Where	are	you going?	
	What	is	he doing?	



# NEW Digital Environment

# WIDER WORLD

SECOND EDITION



Wider World 2e									
Wider World 2nd Edition 1 – Student's... Pearson		Wider World 2nd Edition 1 – Online... Pearson		Wider World 2nd Edition 1 – Workbook Pearson		Wider World 2nd Edition 1 – Resources Pearson		Wider World 2nd Edition 2 – Student's... Pearson	
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Wider World 2nd Edition 2 – Online... Pearson		Wider World 2nd Edition 2 – Workbook Pearson		Wider World 2nd Edition 2 – Resources Pearson		Wider World 2nd Edition 3 – Student's... Pearson		Wider World 2nd Edition 3 – Online... Pearson	
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SCORE: 0%		SCORE: 0%		SCORE: 0%		SCORE: 0%		SCORE: 0%	

**All digital components sit on Pearson English Connect platform**

**All digital content is fully accessible on mobile devices**



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Wider World 2nd Edition 1 – Workbook Pearson SCORE: 0%

# Student's Book Presentation Tool

**WIDER WORLD** SECOND EDITION 1 1.6 Speaking | Greeting and introducing people

Lesson page 0%

Go to page >

1 2 3 4 5 6

1.6 Speaking  
Greeting and introducing people

**VIDEO NICE TO MEET YOU**

1. What is your favourite thing to do at the weekend? Compare with your classmates.  
go to a football game go to a shopping centre go to a sports centre go to the cinema go to the park

2. Watch or listen and choose the correct option.  
1. Lena's got tickets for a basketball / football game.  
2. Adam is / isn't free on Saturday.  
3. Mia can / can't go to the game.

3. Study the Speaking box. Find examples of the phrases in the dialogue.

**SPEAKING Greeting and introducing people**

Hi! Hi!  
How are you? How's it going?  
I'm fine/good, thanks.  
Hi! Hi!  
Bye! Bye!  
Goodbye! See you later!

4. In groups of three, have a conversation. Follow the steps below. Then swap roles.  
• You meet at the park.  
• Student A: greet Student B.  
• Student B: introduce Student C to Student A.  
• Student B: say that you're late for ... (mention your music lesson/school).  
• Say goodbye.

**Online Practice**

**WIDER WORLD** SECOND EDITION 1 1.6 Speaking | Greeting and introducing people

Exercise 4 0%

Go to page >

1 2 3 4 5 6

Speaking | Greeting and introducing people

Complete the dialogue with the words below.

bye fine hi how meet name nice see this

Becca: Hello, Ajay!

Ajay: (1) **Hi**, Becca. How's it going?

Becca: I'm good, thanks. (2)  are you?

Ajay: I'm (3) .

Becca: (4)  is my mum.

Ajay: Hi, Mrs Porter. Good to (5)  you. My (6)  is Ajay.

Mrs P: Hi, Ajay. (7)  to meet you too.

Becca: Sorry, we can't stop. We're late for our train.

Ajay: Oh, OK. (8) !

Becca: Goodbye!

Mrs P: (9)  you, Ajay!

Listen and check.

0:00 / 00:30

Result | 0%

Attempts | 0 Errors | 0 Total errors | 0

Wider World 2nd Edition 1 – Online...

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# WIDER WORLD

SECOND EDITION

## WIDER WORLD SECOND EDITION 1 2.1 Vocabulary | Food and drink

Lesson page 0%

Go to page > < < > >

1 2 3 4 5 6 ...

### Let's eat!

## 2

### 2.1 Vocabulary

Food and drink

**VOCABULARY**  
Food and drink | Meals  
Places to eat | Cooking  
Popular supermarket foods

**GRAMMAR**  
There is/there are + vocabulary  
Countable and uncountable nouns  
Quantifiers

6


7

8

9

**1** Label the pictures with the words below.

bananas biscuits cake carrots chips eggs  
fish lemons toast tomatoes



1  2

3  4

5  6

**2** Write the words below in the correct column.

apples beef carrots chicken lemonade lemons  
milk orange juice potatoes strawberries tomatoes

Fruit	Vegetables	Meat	Dishes
apples	carrots	beef	lemonade
lemons	potatoes	chicken	lemons
strawberries	tomatoes	lemonade	lemons

**3** Find ten food words in the word search. Look for **L**, **P** and **N**.

V	C	L	A	L	L	E	C	N	T	S	G
R	H	R	O	H	C	D	D	R	R	E	B
X	E	D	E	R	T	B	U	T	T	E	R
D	E	C	L	G	K	H	I	C	K	L	N
R	S	S	P	S	G	O	T	Z	A	X	I
G	E	E	B	O	R	S	S	T	L	A	C
M	T	Y	Y	F	T	B	S	M	R	V	C
M	I	I	K	S	H	A	R	Y	R	E	X
Z	R	L	E	A	P	C	T	L	A	G	R
F	D	E	K	G	Y	O	C	E	E	A	N
O	N	E	T	O	N	N	F	E	E	E	O
B	G	N	T	O	M	A	T	O	E	S	U

**4** Complete the sentences with the words below.

eggs ice cream mushrooms pasta rice  
sugar tomatoes yoghurt


- How many **tomatoes** do you need in your salad?
- I like \_\_\_\_\_ with bits of fruit in it.
- I don't use \_\_\_\_\_ because it's not healthy.
- My favourite \_\_\_\_\_ meal is lasagne.
- How do you get any \_\_\_\_\_? I want to have something cold.
- \_\_\_\_\_ are an animal product, so vegans don't eat them.
- I eat \_\_\_\_\_ pudding after school.
- My grandfather makes delicious toasted sandwiches with onion and \_\_\_\_\_.

**5** Find the odd one out.

1 orange juice	lemonade	ice cream
2 strawberries	chicken	beef
3 butter	chips	cheese
4 breakfast	pasta	lunch
5 potatoes	carrots	fish
6 cake	yoghurt	bread
7 bread	lemons	apples
8 dinner	cereal	eggs

**6** Complete the words for meals 1–3. Match them with photos A–C.

- In the morning \_\_\_\_\_
- In the middle of the day I \_\_\_\_\_
- In the evening I \_\_\_\_\_



**7** Choose the correct option.

- Our school **lunch** / **breakfast** is usually at 12.30.
- I've got a **cheese** / **apple** sandwich, but I haven't got any **egg** / **chocolate** cake.
- You put **milk** / **chips** and **sugar** / **butter** in the fridge.
- What's your favourite **dinner** / **breakfast** meal?
- My brother can cook. Tonight, we've got **chicken** / **beans** and **rice** / **rice** for dinner.
- Strawberries** / **Mushrooms** are delicious fruit and they are really good for you.
- Let's have something to drink. A **sandwich** / **juice** for me and **burger** / **lemonade** for you!
- Vegetables like **avocado** / **carrots** and **yoghurt** / **potatoes** are very good for you.
- I'm **vegetarian**, so I usually have a **vegetable** **curry** / **rice** and **orange juice** / **eggs** for lunch.
- The only fruit I eat are **apples** / **potatoes**.

**8** Complete the words in the dialogue.

A: What's your favourite meal?

B: That's **fish**, \_\_\_\_\_ and **burger** or **rice**. I will cook it \_\_\_\_\_.

A: That's a big meal!

B: Yes, it is. But my \_\_\_\_\_ at school is only an **egg**, \_\_\_\_\_ **juice** and a **toast** sandwich. What about you? What's your favourite meal?

A: Oh, easy – **rice** \_\_\_\_\_ **pasta** or **rice** \_\_\_\_\_ with **mushrooms** and lots of **spices**.

B: \_\_\_\_\_ and **water**. It's all good for me.

B: No **cake** or **bread** \_\_\_\_\_? Or **maybe** **chips**!

A: **Never!**

B: **Wow**.

A: I like **healthy** food.

**9** Find the odd one out.

1 orange juice	lemonade	ice cream
2 strawberries	chicken	beef
3 butter	chips	cheese
4 breakfast	pasta	lunch
5 potatoes	carrots	fish
6 cake	yoghurt	bread
7 bread	lemons	apples
8 dinner	cereal	eggs

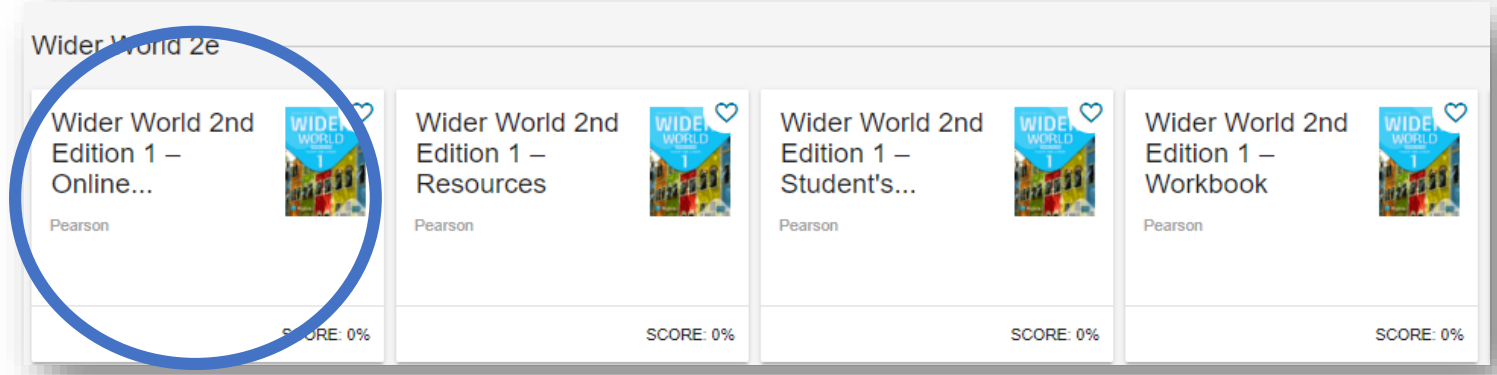
**10** Label the words in Exercise 1: F (fruit), V (vegetable), A (animal product) or O (other).

**11** I can talk about food, drink and meals.

**12** On the Period Extra Practice Activities: Lesson 2.1

# Workbook presentation tool





## Interactive WB

## Extra Practice Activities

WIDER WORLD SECOND EDITION 1 1.6 Speaking | Greeting and introducing people

Overview 0%

**SPEAKING**  
Greeting and introducing people

- Exercise 1
- Exercise 2
- Exercise 3
- Exercise 4
- Exercise 5
- Report

WIDER WORLD SECOND EDITION 1 Extra Practice Activities | Unit 1

Overview 0%

**LESSON 1.1**  
Exercise 1 | Vocabulary  
Exercise 2 | Vocabulary

**LESSON 1.2**  
Exercise 1 | BBC Vox Pop  
Exercise 2 | BBC Vox Pop  
Exercise 3 | Grammar  
Exercise 4 | Grammar  
Exercise 5 | Remediation

**LESSON 1.3**  
Exercise 1 | BBC Vox Pop  
Exercise 2 | Vocabulary

**LESSON 1.4**

# Extra Practice Activities

About **240** additional tasks per level:

- 4 video based activities for each unit (**36 per level**)
- 2-3 activities for each BBC Vox Pops (**about 27 per level**)
- 4 grammar activities for each unit (**36 per level**)
- 4 vocabulary activities for each unit (**36 per level**)
- 2 remediation tasks for each unit (**18 per level**)
- 3 Self-Check tasks (unit test prep) for each unit (**27 per level**)
- All Grammar Time tasks from the Student's Books (**approx. 30 per level**)
- 10 additional Use of English activities (**10 per level**)
- Vocabulary Memory Games (**20 per level**)

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# WIDER WORLD

SECOND EDITION

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Assignments

Test



Wider World 2nd Edition 1 – Resources

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Photocopiable Resources

Assessment Package

Placement Test

Lesson Tests

Unit Tests

Progress Tests

Exam Tests

Tests Audio

Teacher Support

Teaching Notes

Answer Keys

Life Skills

Distance Teaching

GSE Mapping Booklet

Exam Correlation Tables

# Teacher's resources



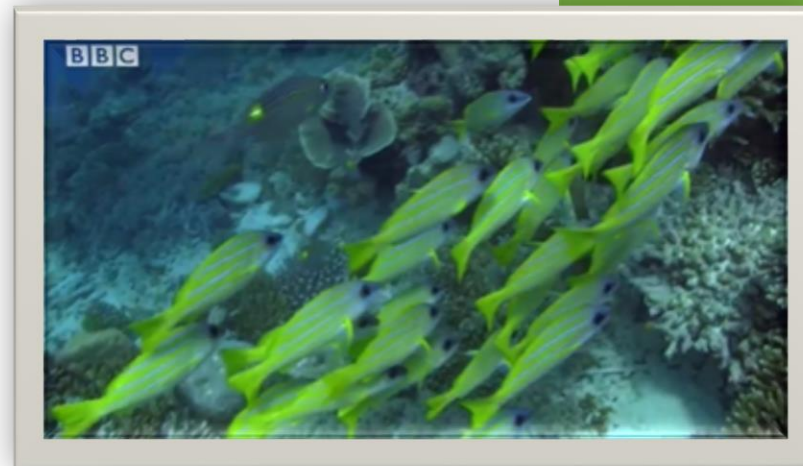


What's great  
and unique about  
*Wider World*  
*Second Edition*

# BBC Partnership

**New BBC videos explore the diversity of life and culture and arouse students' curiosity to discover, explore and enter the wider world**

**WIDER  
WORLD**  
SECOND EDITION





# Global citizenship and future skills programme

*Wider World Second Edition*

**prepares teenagers for their life ahead**



# Methodology

- Based on tried and tested ELT methodology (scaffolded/step-by-step approach to teaching grammar and skills with a lot of revision and recycling, open-and-teach formula that makes teaching easy!)
- Visible Thinking integrated in BBC Culture sessions.
- Practical integration of Assessment for Learning with tools and practical tips to implement it in every lesson
- Support for SEN students



# Global Scale of English

*Wider World Second Edition* has been created using **GSE Learning Objectives** for Young and Adult Learners and is mapped to Benchmark



# Digital environment

New, advanced digital components provide best learning and teaching experience **in class and online**

Classroom lessons



Online lessons



Interactive online Homework



# Interactive Grammar presentations for every grammar lesson

**Wider World**  
2.2 Present Continuous

## When do we use the Present Continuous?



We use the Present Continuous for things that are happening at the moment of speaking.

I **'m waiting** for you in the park.

They **aren't** getting ready.

A: **Is** he **sleeping**?

B: No, he **isn't**.



Read the phone conversation. How many examples of the Present Continuous can you find?



Hi, Laura. Are you coming to the party?



Yes, I am. I'm sitting on the bus right now. Is everyone else there? What are you all doing?



Jake and Dan are getting lemonade for everyone. Elsa's choosing some music. And I'm not doing anything. Well, I'm sitting on the sofa and I'm talking to you.



There are eight examples of the Present Continuous. Look!

## How do we make the Present Continuous (1)?

### Present Continuous

Affirmative	I	<b>'m (am)</b> reading a book.	
	You/We/They	<b>'re (are)</b> playing a game.	
	He/She/It	<b>'s (is)</b> sleeping.	
Negative	I	<b>'m not (am not)</b> reading a book.	
	You/We/They	<b>aren't (are not)</b> playing a game.	
	He/She/It	<b>isn't (is not)</b> sleeping.	
Questions	Am	I reading a book?	Yes, I <b>am</b> . No, I <b>am not</b> .
	Are	you/we/they playing a game?	Yes, you/we/they <b>are</b> . No, you/we/they <b>aren't</b> .
	Is	he/she/it sleeping?	Yes, he/she/it <b>is</b> . No, he/she/it <b>isn't</b> .
	Where	<b>are</b> you going?	
	What	<b>is</b> he doing?	

# Diversity, accessibility and Inclusion

*Wider World Second Edition*

follows Pearson's commitment to **equality, diversity and inclusion.**

- ✓ Caters for different students needs and abilities
- ✓ Supports neurodivergent students
- ✓ Recognises cultural diversity
- ✓ Supports tolerance and respect

# WIDER WORLD

SECOND EDITION



Pearson

Equality, diversity and  
inclusion policy



# Components features



# Student's Book: Unit plan

# WIDER WORLD

SECOND EDITION

1. Vocabulary
2. Grammar
3. Reading & Vocabulary
4. Grammar
5. Listening & Vocabulary
6. Speaking
7. Writing

- Vocabulary activator
- Revision
- BBC Culture
- Set for Life
- Cumulative progress check

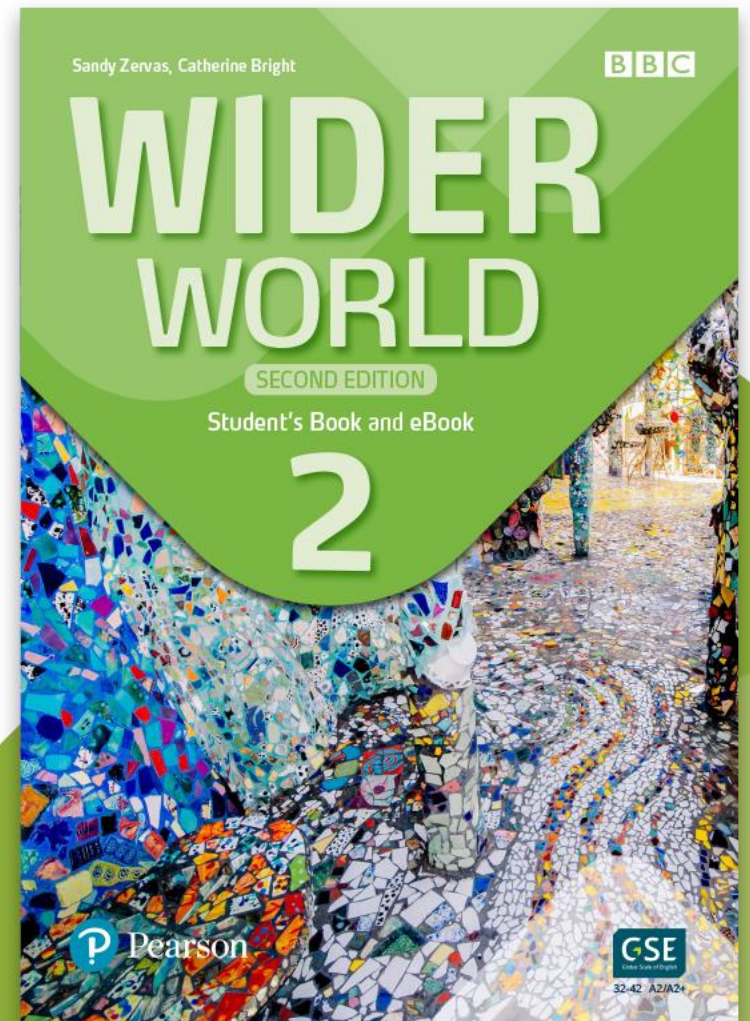
The collage displays several pages from the Student's Book. On the left, a page titled 'My place, my space' (Unit 5) includes a 'Vocabulary' section with a picture of a house and a 'Grammar' section about defining relative clauses. In the center, a 'Reading and Vocabulary' page features a 'Campfire story' and a 'Housework survey'. On the right, a 'BBC Culture' page titled 'Home sweet home' shows a modern house. Another page titled 'Living in Keswick' discusses the pros and cons of living in a village. The 'Vocabulary Activator' and 'Revision' pages at the top right contain various exercises and grammar rules.



# WIDER WORLD

SECOND EDITION

Unit 2 Student's Book  
walkthrough



# Lesson 1: Vocabulary

# WIDER WORLD

SECOND EDITION

## 1. Summary of unit vocabulary and grammar content

2. Real-life context and visuals

3. Recorded lexical items

4. Teaching collocations and vocabulary chunks

5. Integrated skills practice

6. Personalised speaking practice

7. Learning objectives

### Creating culture

# 1

## WHAT'S ON?

FREE EVENTS | RESTAURANTS | PLACES TO STAY | THE CITY

**Here are some free things you can do in the summer holidays.**

**Beach Festival**  
This year we've got great live music with fantastic artists from all over the world. Join us on the beach and enjoy two days of music, food and dancing.  
**Where:** The Amphitheatre  
**When:** July

**Outdoor Movies**  
Enjoy free movie shows under the stars! Bring your friends, snacks, a chair and some warm clothes!  
**Where:** Fresh Air Cinemas  
**When:** July–August

**Comic Book Day**  
Come to one of the city's comic bookshops to meet famous comic creators and get a FREE copy of a comic book. It's a family fun day out for all!  
**Where:** Comic shops across the city  
**When:** July–September

**Street Art Walking Tour**  
Join us for a walking tour of street art through the city. Admire the amazing wall paintings and learn about the artists too. Are you artistic? Get a chance to paint your own graffiti.  
**Where:** Main square  
**When:** July–August

**VOCABULARY** People in the arts | Cultural activities | Creative hobbies | News and entertainment

**GRAMMAR** Present Simple: affirmative and negative | Adverbs of frequency | Present Simple: questions and answers

**1.1 Vocabulary**  
Culture

1 Read the posts on the website above. Which event A–D would you like to visit? Why?

2 Complete Vocabulary box A with the categories below. Listen and check.  
art and photography | cinema and theatre | dance | music | writing

**VOCABULARY A** People in the arts

1 dance	dancer
2	actor/director
3	guitarist/musician/singer
4	artist/painter/photographer
5	poet/writer

**1.1.1** Complete Vocabulary box A with the categories below. Listen and check.

3 Look at Vocabulary box A again. Which of the people can you meet or see at events A–D? You can see musicians at the beach festival.

4 Listen to four recordings. Match them with events A–D in Exercise 1.  
1  2  3  4

5 Listen again. Mark the sentences T (true) or F (false).  
1  The piece of art is small.  
2  Mission X isn't a romantic comedy.  
3  The two friends like the same kind of music.  
4  Phil James writes comic books.

6 What can you do for free in the place where you live? Discuss in pairs.

7 Complete Vocabulary box B with the words below. Listen and check. Can you add more words?  
action film | animated film | ballet | classical music | rock | short story | street art | street dance | techno

**VOCABULARY B** Cultural activities

Types of films  
1 action film 2 \_\_\_\_\_ fantasy film  
romantic comedy | science fiction (sci-fi) film

Things to read  
comic novel poem 3 \_\_\_\_\_

Types of dance  
4 \_\_\_\_\_ ballroom dancing | rumba | salsa  
5 \_\_\_\_\_

Types of music  
6 \_\_\_\_\_ hip hop | pop | rap 7 \_\_\_\_\_  
8 \_\_\_\_\_

Types of art  
painting | photo | picture 9 \_\_\_\_\_

**WATCH OUT!**  
After these verbs and phrases you can use a verb + -ing or a noun.  
I'm into art.  
He's interested in painting.  
We like/enjoy watching comedies.  
They hate singing. They prefer listening to music.

8 Choose three cultural activities from Exercise 7. Use the phrases from the Watch out box to say what you think about these things.  
I enjoy watching fantasy films.  
I'm into dance, but I don't like street dance.

**1.4 WORD FRIENDS** Complete the sentences with the correct form of the verbs below. Listen and check.  
act | dance | draw | listen | play | read | take | watch  
1 I really like listening to rock music.  
2 I hate \_\_\_\_\_ fantasy films.  
3 I'm interested in \_\_\_\_\_ in a play or a short film.  
4 I don't really like \_\_\_\_\_ selfies.  
5 I'm not really into \_\_\_\_\_ the guitar.  
6 I enjoy \_\_\_\_\_ pictures with coloured pens.  
7 I don't like \_\_\_\_\_ salsa music.  
8 I love \_\_\_\_\_ poetry.

9 Change the sentences in Exercise 9 to make them true for you.  
I don't like listening to rock music much. I prefer hip hop.

10 Complete the words in the text. Listen and check.

**KIERAN'S HOME PAGE**

I'm an artist. I love painting and drawing <sup>1</sup>pictures of beautiful places in the country. I enjoy <sup>2</sup>\_\_\_\_\_ photos when I'm in the country too. I'm not a bad photographer. I also make short videos with friends. We really like making <sup>3</sup>a \_\_\_\_\_ films for kids. I'm a <sup>4</sup>w \_\_\_\_\_ too. I write short <sup>5</sup>s \_\_\_\_\_, poetry and songs. I'm really <sup>6</sup>e \_\_\_\_\_ rock music. I'm a singer in a band. I'm not a <sup>7</sup>g \_\_\_\_\_ musician, but I can play the guitar quite well. I don't like dancing <sup>8</sup>m \_\_\_\_\_. I'm a terrible <sup>9</sup>d \_\_\_\_\_. My friends say I've got two left feet!

**YOUR WORLD**

12 Work in pairs. Tell your partner about yourself using the language from this lesson. Say if your partner's sentences are true or false.  
A: I'm a good singer.  
B: True.

# Lesson 2: Grammar

# WIDER WORLD

SECOND EDITION

## 3. Grammar PPT Presentation

**When do we use the Present Continuous?**  
We use the Present Continuous for things that are happening at the moment of speaking.

**How do we make the Present Continuous (1)?**

Present Continuous			
Affirmative	I	'm (am) reading a book.	
	You/We/They	're (are) playing a game.	
	He/She/It	's (is) sleeping.	
Negative	I	'm not (am not) reading a book.	
	You/We/They	aren't (are not) playing a game.	
	He/She/It	isn't (is not) sleeping.	
Questions	Am	I reading a book?	Yes, I am. No, I'm not.
	Are	you/we/they playing a game?	Yes, you/we/they are. No, you/we/they aren't.
	Is	he/she/it sleeping?	Yes, he/she/it is. No, he/she/it isn't.
	Where	are you going?	
	What	is he doing?	

## 6. Speaking task

## 1. Text based grammar presentation

## 2. Grammar tables

## 4. Reference to Grammar Time sections

## 5. BBC Vox Pop videos

**1.2 Grammar**  
Present Simple: affirmative and negative | Adverbs of frequency

10 February, 4.56  
**The same but different**

Work in pairs. You and your partner work in the same way, but we don't like the same things. Betsy studies classical music, but I study art. She reads novels and poems, but I don't read much. And she often watches TV, but I never watch TV – it doesn't interest me. Betsy writes poems. I write texts on my phone. I paint pictures. Betsy tries to paint, but she never finishes her paintings. She doesn't understand art! I love hip hop. She says that hip hop annoys her. Our friends don't understand us. 'You don't like the same things!' they say. 'But we always see you together! Why?' 'We have some fantastic arguments!' I say.

**1** Listen. Read Lianne's blog. Has Lianne got the same interests as her sister Betsy?

**2** Study the Grammar box. Find more examples of the Present Simple in Lianne's blog.

**GRAMMAR** Present Simple: affirmative and negative | Adverbs of frequency

+ I love hip hop.  
She **writes** poems/watches TV/studies classical music.  
We **look** the same.

- I **don't read** much.  
She **doesn't understand** art.  
We **don't like** the same things.

Adverbs of frequency (always, usually, often, sometimes, never) go after to be but before all the other verbs.

**3** In pairs, say how Lianne and Betsy are different.  
Lianne studies art, but Betsy studies classical music.

**4** Rewrite the sentences with adverbs of frequency to make them true for you.

- I write poems. I **sometimes** write poems.
- My mother reads novels.
- My teacher gives us homework.
- We (my friends and I) go dancing.
- My classmates listen to classical music.

**5** Complete the text with the correct form of the verbs in brackets. Listen and check.

I **live** (live) in a small town, so I **don't go** (not go) to the theatre very often. My brother often **watch** (watch) films on TV, but I **prefer** (prefer) playing games with my friend, Dylan. He usually **win** (win), but he **doesn't win** (not win) every game.

**6** Correct the sentences. Use the words in brackets to help you.

- Lewis Capaldi plays the drums. (sing)  
*Lewis Capaldi doesn't play the drums. He sings.*
- Billie Eilish plays classical music. (pop)
- Director John Woo makes sci-fi films. (action films)
- J.K. Rowling acts in films. (write books)
- Daniel Radcliffe and Emma Watson paint pictures. (act in films)

**7** Complete the text with the words below. There is one extra word. Listen and check.

dancing doesn't don't go loves sometimes

I love **dancing**! I **go** to dance classes with my friend Kay. We do hip hop – it's great! We **love** to practise salsa too, but not very often. I **don't** like salsa much, but Kay **loves** it.

**8** Watch four people talking about how they spend their free time. Write down the free time activities they mention.

**9** What do you do at weekends? Discuss in pairs. Then form new pairs and talk about your previous partners.  
I **sometimes go to the cinema at weekends**.  
Adam **sometimes goes to the cinema at weekends**.

Unit 1 14 I can use the Present Simple to talk about things which happen regularly.

# Lesson 3: Reading and vocabulary

# WIDER WORLD

SECOND EDITION

2. Step-by-step reading practice

3. Recorded texts

4. Exam-type task

1. Managable texts

5. Contextualised vocabulary set

**1.3 Reading and Vocabulary**  
Cultural activities

**1** How often do you do these things? Discuss in groups.

- play music with friends or go to a concert
- paint a picture or draw on a computer
- read poems or write poems
- go dancing or dance in your bedroom

*I sometimes play music with friends.*

**2** Read the Introduction to the blog. Mark the sentences **T** (true) or **F** (false).

- Colleen mentions a study about young people in the world.
- The study says that nearly half of young people take part in cultural activities.

**3** **1.9** Read the whole blog. Match posts A–D with questions 1–5. One post can match with two questions.

- Who learns a skill online?
- Who performs with other people?
- Who uses a computer to change real things?
- Who shares their work online but not in public?
- Who is not sure what job he/she would like to have?

**4** **1.10 WORD FRIENDS** Find these phrases in the blog and write the missing verbs. Listen and check.

- create art*
- \_\_\_\_\_ short films
- \_\_\_\_\_ on stage
- \_\_\_\_\_ video games
- \_\_\_\_\_ something on social media
- \_\_\_\_\_ concerts/videos

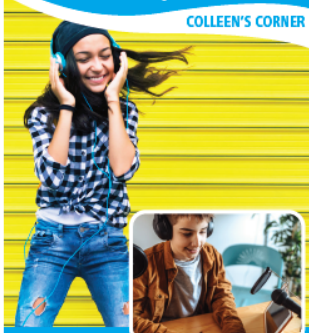
**5** Complete the questions with the verbs in Exercise 4. Then ask and answer the questions in pairs.

- Do you enjoy *creating* art? Why/Why not?
- How hard is it for you to \_\_\_\_\_ on stage?
- How often do you \_\_\_\_\_ music videos on your phone?
- Who do you \_\_\_\_\_ video games with?
- Would you like to \_\_\_\_\_ a short film or an animation? Why?
- What kind of things do you \_\_\_\_\_ on social media?

**6** Which three cultural activities in this lesson do you like doing the most? Discuss in groups.  
*I love dancing, watching concerts and sharing my films on social media.*

**YOUR WORLD**

A blog from Ireland for the world  
**COLLEEN'S CORNER**



**CRAZY for culture?**  
Are young people into art?

Some people say that young people don't care about culture. But a recent study shows that almost fifty percent of young people in the UK love watching online videos, playing video games and reading. They enjoy creating and performing too. And thirty five percent of them share their cultural interests on social media.

What about you? Do you enjoy watching films, reading books or listening to music? Do you perform or create art? Send me your posts and let me know.

**A Bitmap07**  
I love art, but I never get pain in my fingers. I draw on my computer and I make pictures and animations with real world objects and computer images. It's amazing!

**LadyNets**  
I watch music videos every day, usually on my phone. I love going to concerts and watching them online too. At weekends I watch videos of piano lessons and copy what I see. It's not easy, but I love it.

**NaomiX**  
I want to be an actor. Or maybe a director. Every year I act in the school play and in my free time, I make short films with my friends. We film them on our phones and share them on our video channel.

**JCC77**  
I love reading, especially poetry. I write poems on my phone or my computer and put them on my blog. I also write rap songs, but I'm too shy to perform on stage.

I can understand a blog about cultural hobbies. **15** Unit 1

# Lesson 4: Grammar

# WIDER WORLD

SECOND EDITION

1. Grammar presented through video

2. Full grammar tables

3. Grammar Time section for more practice

4. Step-by-step practice

**1.4 Grammar**  
Present Simple: questions and answers

**VIDEO** **DO YOU GO TO WEST GREEN?**

Mia: First day back at school after the summer holidays. What a pain! ... Bye, Mum!  
Rachel: Sorry! Oh, do you go to West Green High?  
Mia: Yes, I do.  
Rachel: Me too. It's my first day. I'm the ...  
Mia: I love your accent. Where do you come from?  
Rachel: I come from Paris.  
Mia: Really? Where do you live?  
Rachel: I live in South Street. My name's Rachel.  
Mia: I'm Mia.  
Rachel: What are you listening to?  
Mia: K-pop. I love it. What kind of music do you like?  
Rachel: I like classical music. My dad's a musician.  
Mia: Oh! What instrument does he play?  
Rachel: He plays the violin.  
Mia: Does he work in London?  
Rachel: No, he doesn't. He plays for an orchestra in Paris.  
Mia: Oh! So how often do you and your mum see him?  
Rachel: Eh ... my mum sees him every day. They live together.  
Mia: Do they live in Paris?

Rachel: Yes, they do.  
Mia: So who do you live with?  
Rachel: I live on my own.  
Mia: You live alone? How old are you?  
Rachel: Twenty-one. I'm the new French assistant.  
Mia: Oh!

**1** **1.11** Watch or listen. Who is Rachel? What nationality is she?

**2** Study the Grammar box. Find more Present Simple questions and answers in the dialogue.

**GRAMMAR** Present Simple: questions and answers

Do you go to West Green High?	Yes, I do./No, I don't.
Does he work in London?	Yes, he does./No, he doesn't.
Do they live in Paris?	Yes, they do./No, they don't.
Where do you come from?	I come from Paris.
What instrument does he play?	He plays the violin.
How often does she see him?	She sees him every day.

Time expressions (once/twice/three times a week/month) go at the end of a sentence.

**3** Complete the questions with one word in each gap. Then answer the questions in full sentences.

- Where does Rachel come from?
- does she live?
- kind of music does she like?
- What            her father do?
- How            does her mother see her father?

**4** **1.12** Make questions in the Present Simple. Listen and check.

- how often / you / go to the cinema / ?  
*How often do you go to the cinema?*
- what kind of films / you / like watching / ?
- where / your parents / live / ?
- how many / languages / you / speak / ?
- you / play / a musical instrument / ?
- you / go / to dance classes / ?

**5** **1.13** Rewrite the questions in Exercise 4 in the third person (he). Then listen and write down the answers.

*How often does he go to the cinema?*  
*He goes to the cinema a lot.*

**YOUR WORLD**

**6** In pairs, ask and answer the questions in Exercise 4.

A: *How often do you go to the cinema?*  
B: *I go to the cinema once a month. I like watching films at home.*

Unit 1 **16** I can use the Present Simple to ask and answer questions about facts and routines.

# Lesson 5: Listening and vocabulary

# WIDER WORLD

SECOND EDITION

1. Step-by-step  
listening practice

2. Vocabulary set

3. Exam-style  
listening tasks

4. Authentic  
listening texts

**1.5 Listening and Vocabulary**  
Types of media

**1** In groups, do The Media Survey. What are the three most popular types of media in the class? Which is the least popular?

- the radio
- the internet
- newspapers
- the TV

**2** **1.14** Listen and match speakers A–E with questions 1–8 in the survey. There are three extra questions.  
A  B  C  D  E

**3** **1.15** Study the Vocabulary box. Match these things with the correct types of media.

**VOCABULARY** News and entertainment

blog current affairs documentary film/game review  
game show message board news headline phone-in  
reality show soap opera sports page talent show  
talk show video clip vlog weather forecast

**4** Complete the sentences with the correct form of words from the Vocabulary box.


- 1 My dad loves watching *game shows*. He usually shouts out the answers at the TV!
- 2 The group's \_\_\_\_\_ is a place on the internet for fans to meet and write about the group.
- 3 My favourite \_\_\_\_\_ is on Channel 4 on Mondays. I think the actors are fantastic!
- 4 I don't often read \_\_\_\_\_ because my friends tell me which games to buy.
- 5 My sister often sends me links to funny \_\_\_\_\_ with cats on the internet.

**5** In pairs, take turns to name a programme for your partner to say which category from the Vocabulary box it belongs to.  
A: 'Lego Masters.'  
B: That's a reality show.

**6** **1.16** Listen and match speakers 1–4 with types of radio programmes they like a–e. There is one extra answer.

1 <input type="checkbox"/> Cara	a current affairs
2 <input type="checkbox"/> Cara's dad	b Pop Top 20
3 <input type="checkbox"/> Cara's brother	c sports
4 <input type="checkbox"/> Cara's mum	d phone-ins
	e rock music

**The Media Survey**



**What type of media do you use ...**

- 1 to listen to new music?
- 2 to watch pop videos?
- 3 to check news about your favourite celebrity?
- 4 to check sports results?
- 5 to see what's on at the cinema?
- 6 to find information for school projects?
- 7 to check the news headlines?
- 8 to check the weather forecast?

**VIDEO** **7** Watch four people and write down the types of media they use.

**8** In pairs, ask and answer the questions below.

- What magazines or newspapers do you read?
- What are your favourite websites?
- What programmes do you watch?

A: What magazines or newspapers do you read?  
B: I often read ...

I can understand people talking about different types of media. 17 Unit 1

# Lesson 6: Speaking

# WIDER WORLD

SECOND EDITION

1. Functional dialogues presented through video

2. Audio version of the dialogue

3. Set for Life tasks

4. Key functional language

**1.6 Speaking**  
Asking for and giving opinions

**VIDEO LOVE AND LAUGH**

Noah: I love drawing.  
Lena: Hmm, I don't like it much. I'm into music and photography and I really enjoy watching TV series. What do you think of that new show?  
Noah: Which new show?  
Lena: This one ... *Love and Laugh*.  
Noah: You mean that new comedy series?  
Lena: Yeah, I think it's brilliant.  
Noah: No, it's no good.  
Lena: What's wrong with it?  
Noah: Honestly? Everything. If you ask me, it's boring. It's not funny. The actors are terrible.  
Lena: Well, I don't agree with you. I think it's funny. How do you feel about that, Mateo?  
Mateo: I agree with you, Lena. I think it's cool. And in my opinion, the actors are great, especially ... my aunt Miriam!



Noah: Oh no! Is your aunt in *Love and Laugh*?  
Mateo: Yes, she's the star!  
Noah: Oh, I'm so sorry.  
Mateo: It's OK.

**SOUNDS GOOD!** You mean ...? • Honestly?

**1** 1.17 Describe the photo. Watch or listen and answer the questions.  
1 What kind of show is *Love and Laugh*?  
2 What do Lena and Noah think about the show?  
3 Why is Lena smiling in the photo?

**SET FOR LIFE**

**2** Discuss in pairs. What do you do when you disagree with someone? Which of these things is the most difficult for you to do?  
• say you agree even if you don't  
• say politely what you think and why  
• explain why the other person is wrong

**3** Study the Speaking box. Find examples of the phrases in the dialogue.

**SPEAKING** Asking for and giving opinions

Asking for opinions	Giving opinions
What do you think of ...?	In my opinion, ...
How do you feel about ...?	If you ask me, ...
What's wrong?	I think it's great/brilliant/all right.
What's the problem with ...?	I think it's terrible/awful/boring. I don't think much of it. It's no good. I agree/don't agree (with ...).

**4** 1.18 Use the Speaking box to complete the dialogue with one word in each gap. Listen and check.  
A: So, how do you feel <sup>1</sup>about pop music?  
B: I don't think <sup>2</sup>\_\_\_\_\_ of it.  
A: What's <sup>3</sup>\_\_\_\_\_ with it?  
B: If you <sup>4</sup>\_\_\_\_\_ me, it's always the same – easy listening.  
A: What's the problem <sup>5</sup>\_\_\_\_\_ easy listening?  
B: It's all right, but I prefer hip hop. I <sup>6</sup>\_\_\_\_\_ pop music's boring.  
A: No, it isn't. It's <sup>7</sup>\_\_\_\_\_! Here, listen to this ...  
So, what do you think <sup>8</sup>\_\_\_\_\_ that?

**YOUR WORLD**

**5** In groups, ask for and give opinions about your favourite and least favourite TV shows, actors and singers. Use the Speaking box to help you.  
A: *What do you think of Ed Sheeran?*  
B: *I think he's brilliant.*

Unit 1 18 I can ask for and give opinions.

5. Everyday expressions pulled out of the presentation

6. Staged practice for final speaking task

# Lesson 7: Writing

# WIDER WORLD

SECOND EDITION

1. Example texts with model to follow

2. Writing boxes

3. Language boxes

4. Writing Time guidelines

**1.7 Writing**  
A personal introduction

**About me**


1 My name is Olivia James, and I'm fifteen years old. I'm English. I live with my parents and my brother Archie in Pudsey, a market town in Northern England between Bradford and Leeds. I'm in Year 10 at Pudsey High School. My favourite subjects are Music, Art and English.

2 I like books and movies and I love music. My favourite band is Twin Peaks – they're from Chicago in the USA and they're awesome. In my free time I sing and play the guitar.

3 I make music on my laptop every day and I sometimes write songs. Click [here](#) to listen to them and tell me what you think!

**Olivia James**  
Pudsey, Yorkshire, England

**Friends**



**1** Have you got a personal blog or social media page? What is it about?

**2** In pairs, quickly look at Olivia's introduction. Which sentence is not true?

- 1 There is a photo of Olivia.
- 2 You can listen to some of Olivia's songs.
- 3 You can look at Olivia's photo gallery.
- 4 There is some personal information about Olivia.
- 5 You can see some of Olivia's friends on this page.

**3** Read Olivia's introduction. In pairs, tick (✓) the things she writes about.

<input type="checkbox"/> school	<input type="checkbox"/> nationality	<input type="checkbox"/> hobbies
<input type="checkbox"/> best friend	<input type="checkbox"/> name and age	<input type="checkbox"/> family/home town
<input type="checkbox"/> personality	<input type="checkbox"/> interests	

**4** Compare yourself with Olivia. Use *and* and *but*.  
*She's English, but I come from Turkey.*  
*She's got a brother and I've got a brother too.*

**5** Study the Writing box. Find examples of the phrases in Olivia's introduction.

**6** Study the Language box. Find an example for each use of capital letters in Olivia's introduction.

**LANGUAGE** Capital letters

Use capital letters:

- for the personal pronoun
- at the beginning of a sentence
- for names of people and places
- for countries and nationalities
- for school subjects

*Music, Art and English – school subjects*

**WRITING TIME**

**7** Write a personal introduction for a social media page or website.

- 1 Find ideas**  
Make notes about your:
  - personal details
  - favourite school subjects
  - interests and hobbies
- 2 Plan**  
Organise your ideas into paragraphs. Use Olivia's text to help you.
- 3 Write and share**
  - Write a draft personal introduction. Use the Language box and the Writing box to help you.
  - Share your text with another student for feedback.
  - Write the final version of your introduction.
- 4 Check**
  - Check language: is the spelling (capital letters) correct?
  - Check grammar: is the Present Simple in your text correct?

**WRITING** A personal introduction

**Personal details**

My name is ...  
I'm ... years old.  
I come from ... I'm ...  
I live with my family in ... My home town is ...  
I'm in Year ... at ...

**Interests/Hobbies**

I like/love ... I'm into/interested in ...  
My favourite ... is ...  
In my free time I ... Outside school I ...

**Routines**

I often/sometimes/usually ...  
I ... once a week/every day.

I can write a personal introduction. 19 Unit 1



# Lesson 8: Vocabulary Activator and Revision

# WIDER WORLD

SECOND EDITION

1. Worldlist with audio recordings

2. Vocabulary practice activities

3. Revision activities for vocabulary, grammar and functional language

4. Dictation

### Vocabulary Activator

**WORDLIST** 1.19

<p><b>People in the arts</b></p> <p>actor (n) artist (n) dancer (n) director (n) guitarist (n) musician (n) painter (n) photographer (n) poet (n) singer (n) writer (n)</p> <p><b>Cultural activities</b></p> <p>action film (n) animated film (n) ballet (n) ballroom dancing (n) classical music (n) comic (n) fantasy film (n) hip hop (n) novel (n) painting (n) photo (n) picture (n) poem (n) pop (n) rap (n)</p>	<p>rock (n) romantic comedy (n) rumba (n) salsa (n) science fiction (sci-fi) film (n) short story (n) street art (n) street dance (n) techno (n)</p> <p><b>Word friends</b> (Creative hobbies)</p> <p>act in a play act in a (short) film dance salsa draw pictures listen to (rock) music play the guitar read poetry take selfies watch (fantasy) films</p> <p><b>Word friends</b> (Cultural activities)</p> <p>create art make short films perform on stage play video games share something on social media</p>	<p>watch concerts watch videos</p> <p><b>News and entertainment</b></p> <p>blog (n) current affairs (n) documentary (n) film review (n) game review (n) game show (n) message board (n) news headline (n) phone-in (n) reality show (n) soap opera (n) sports page (n) talent show (n) talk show (n) video clip (n) vlog (n) weather forecast (n)</p> <p><b>Extra words</b></p> <p>awful (adj) be afraid of be interested in be into be mad about brilliant (adj) cinema (n)</p> <p>cool (adj) creative work (n) culture (n) drums (n) enjoy (v) famous (adj) go dancing great (adj) hate (v) like (v) love (v) make animations news (n) newspaper (n) opinion (n) orchestra (n) photography (n) programme (n) routine (n) share interests sing (v) (social) media (n) song (n) take part in take photos terrible (adj) theatre (n)</p>
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- 1 Use words from the wordlist to find these things.
  - 1 two words that have a similar meaning and one letter different *blog*, ...
  - 2 a word that stays the same when you read it backwards
  - 3 two things that are funny
  - 4 five things you can find in a newspaper or magazine
  - 5 four types of programme where you or your family can be on TV
- 2 In pairs, ask and answer the questions.
  - 1 Who can perform on stage? *actor*, ...
  - 2 Can you name a Latin American dance?
  - 3 What kind of films have no real actors?
  - 4 What classical music piece do you know?
  - 5 What can you share on social media?
- 3 In pairs, say what jobs are represented in the pictures. What do these people make or do?
 

A

C

E

B

D
- 4 Complete the sentences with one word in each gap. In pairs, say if the sentences are true for you.
  - 1 I listen to rock music every day.
  - 2 I want to \_\_\_\_\_ in a play.
  - 3 I often play \_\_\_\_\_ games with friends.
  - 4 I sometimes \_\_\_\_\_ things on social media.
  - 5 I never \_\_\_\_\_ short films. I prefer to watch them.

*I don't listen to rock music every day.*
- 5 1.20 **PRONUNCIATION** Listen to the underlined vowel(s) in each word and decide which sound you hear. Write the word in the correct column.
 

artist	be	comic	complete	film	guitar
media	music	read	street		
fit				it	
				artist	
- 6 1.21 **PRONUNCIATION** Listen, check your answers to Exercise 5 and repeat.

### Revision

**Vocabulary**

- 1 Write the correct word for each definition.
  - 1 This type of writing is an online diary. b. *log*
  - 2 This person makes films and tells actors what to do. d. \_\_\_\_\_
  - 3 You can read these. They're longer than short stories. n. \_\_\_\_\_
  - 4 This programme gives you lots of information about one topic. d. \_\_\_\_\_
  - 5 These pieces of writing give opinions about books, films or games. r. \_\_\_\_\_
  - 6 This information tells you about things in the news. c. \_\_\_\_\_ a. \_\_\_\_\_
- 2 Complete the text with the words below.
 

films make media music performing

pictures play shares taking

**Modern dancers**

Street dancers Hasan and Elsa like <sup>1</sup>*taking* selfies. Sharing things on social <sup>2</sup> \_\_\_\_\_ is very important to them. They often <sup>3</sup> \_\_\_\_\_ short films of dance moves, then Hasan <sup>4</sup> \_\_\_\_\_ video clips online. 'We don't <sup>5</sup> \_\_\_\_\_ an instrument, but we listen to lots of <sup>6</sup> \_\_\_\_\_ at the weekend and we often watch dance <sup>7</sup> \_\_\_\_\_ on TV or at the cinema,' says Hasan. 'Our families help too. Elsa's brother often draws <sup>8</sup> \_\_\_\_\_ of dance costumes. And my cousin is a photographer, so she loves taking photos of us <sup>9</sup> \_\_\_\_\_ on stage.'

**Grammar**

- 4 Complete the sentences with the Present Simple form of the words in brackets.
  - 1 The singer *lives* (live) in the USA. She \_\_\_\_\_ (not live) in England.
  - 2 Adam \_\_\_\_\_ (go) to dance classes on Saturdays.
  - 3 No, I \_\_\_\_\_ (never/watch) reality shows.
  - 4 My friends \_\_\_\_\_ (enjoy) science fiction films. They \_\_\_\_\_ (not like) romantic comedies.
  - 5 Yes, I \_\_\_\_\_ (do). I \_\_\_\_\_ (listen) to it every day.
- 5 Make questions for the answers in Exercise 4.
  - 1 Where *does the singer live*?
  - 2 When \_\_\_\_\_?
  - 3 \_\_\_\_\_ reality shows?
  - 4 What kind of \_\_\_\_\_?
  - 5 \_\_\_\_\_ to hip hop?
- 6 In pairs, match words from box A with words from box B to write five sentences about a classmate. Then ask your classmate to correct the false information.
 

A always often once/twice/three times a ... never sometimes usually

B act go listen paint play read watch

A: *Lucas always listens to rap music. He goes to dance classes once a week.*

B: *I sometimes listen to rap music.*

**Speaking**

- 7 In pairs, role play the situation. Student A, look below. Student B, go to page 138.
 

Student A

  - Tell Student B you want to watch a film.
  - Ask him/her for ideas.
  - Give your opinion of Student B's film.
  - Suggest a film you want to watch. Ask your partner for his/her opinion.
  - Decide together on a film to watch.

**Dictation**

- 8 1.22 Listen. Then listen again and write down what you hear during each passage.

# Extra Lesson: Progress check (1-3, 1-6, 1-9)

1. Cumulative revision of grammar, vocabulary and skills

2. Use of English tasks

3. Exam-style practice tasks

Progress Check Units 1-3

**Vocabulary and Grammar**

1 Complete the second sentence with the word in bold so that it means the same as the first one. Use no more than four words.

1 I think it's relaxing to watch films with friends. **FEEL**  
I *feel relaxed* when I watch films with friends.


2 He was very interested in art and painting. **INTO**  
He \_\_\_\_\_ art and painting.  
She found that reading poetry was boring. **GOT**  
She \_\_\_\_\_ when she read poetry.

4 Yesterday we went to the theatre, not the cinema. **GO**  
Yesterday we \_\_\_\_\_ to the cinema, we went to the theatre.

5 I watch soap operas on Fridays and Sundays. **TIME**  
I watch soap operas \_\_\_\_\_.

2 Complete the text with one word in each gap.

When I <sup>1</sup> **was** twelve, my grandma gave me two baby rabbits for my birthday. They <sup>2</sup> \_\_\_\_\_ very **small** and really cute. Now they're bigger, but they're still amazing. Their names are Fluffy and Snowy. They're quite easy to look after. I feed **them** and I brush **them** <sup>3</sup> \_\_\_\_\_ day. I also **have** to clean their cage and buy food <sup>4</sup> \_\_\_\_\_ them. Mum has an allergy to fur, so she <sup>5</sup> \_\_\_\_\_ brushes them. My brother also wanted to get a pet. <sup>6</sup> \_\_\_\_\_ weekend Mum took him to the pet shop and got him a fish.



**Speaking**

3 Complete the text with the correct form of the words in brackets.

Some people say teens are too much into technology, but I disagree. In my free time I watch video clips of my favourite **MUSICIANS** (MUSIC) like Lorde or Lana Del Rey on my phone. For school projects I watch **DOCUMENTS** (DOCUMENT) on my computer. I also use my computer for shopping. Last week I bought some new **TRAINS** (TRAIN) from an online sports shop. I like talking to my friends on my phone. My best friend, Charlie, is a very **CHAT** (CHAT) person, so we talk for hours! I get **ANNOYED** (ANNOY) when people say teens use too much tech. It isn't true.

4 Complete the dialogue with the words below. There is one extra word.

about ask because believe realise sorry worry

A: How do you feel **'about** game shows?  
B: If you <sup>2</sup> \_\_\_\_\_ me, they're awful.  
A: Don't say that! I really like game shows.  
B: I'm <sup>3</sup> \_\_\_\_\_. Maybe they are OK.  
A: Well, I'm feeling excited <sup>4</sup> \_\_\_\_\_ my mum's on a game show today.  
B: I don't <sup>5</sup> \_\_\_\_\_. It's just kidding. Sorry again!  
A: Don't <sup>6</sup> \_\_\_\_\_. Do you want to come and watch the show?  
B: OK. Maybe I'll like it after all!

5 In pairs, follow the instructions.  
Student A: Go to page 138.  
Student B: Go to page 144.

**Listening**


6 Does your school have a website? What things are interesting for a school website?

7 **PCI-3.1** Listen to the dialogue. Match students 1-4 with things they do for the website a-f. There are two extra answers.

1 <input type="checkbox"/> Julia	a design
2 <input type="checkbox"/> Natalie	b chief editor
3 <input type="checkbox"/> Theo	c photography
4 <input type="checkbox"/> Arlo	d articles
	e animal blog
	f games blog

**Reading**

**Wear it and feel it**



Do you always wear black or white? Or do you choose clothes in different colours for different days? Maybe we don't know why we choose different colours, but read on to see how colours can change the way you feel.

Blue helps you to relax when you are stressed. It can also help your creativity. Put on a comfortable blue tracksuit and start painting or writing! But be careful. Blue is a cold colour, so if you feel sad, don't wear your blue hoodie. Choose a green one instead. The colour of trees is also relaxing and makes us think of nature.

Red and pink are the colours of love, but red is more energetic, so wear your favourite red dress when you go out with friends. Everyone will want to talk to you! But red can also make you hungry for junk food, so don't wear a red T-shirt every day!

Do you feel tired in the morning? Put on a yellow sweater. Yellow is the colour of the sun. It gives you energy and it can wake you up. Experts say yellow also makes us feel clever, so why not wear a yellow scarf or necklace when you have exams?

Finally, black and white. White helps you feel more confident. It is useful because it goes with everything! Black is a strong colour that can help a shy person feel confident too. Put on your black jeans when you are meeting someone new and match them with a white T-shirt.

8 Answer the questions. Then compare your answers with the class.

- What are your favourite colours of clothes?
- How do you feel when you wear clothes in these colours?

9 Read the article and complete the sentences with a word or a short phrase in each gap.

- These two colours can help you feel more relaxed. *blue and green*.
- These two colours make you feel full of energy.
- If you go to an exam, wear something in this colour.
- These colours can help you if you are shy.

10 Read the article again and choose the correct answer.

- What does the writer say about clothes and colours?
  - We have too many choices.
  - They can change our feelings.
  - We always know why we choose them.
- Why is it good to paint or write in blue clothes?
  - Because they make you creative.
  - Because blue is a colour of nature.
  - Because blue always makes you happy.
- Why are red clothes a bad thing to wear every day?
  - They can make you fall in love.
  - They can take away your energy.
  - They can make you want to eat more.
- What do experts say about the colour yellow?
  - It is good for us on sunny days.
  - It makes us feel tired.
  - It makes us feel intelligent.
- Why is white a useful colour?
  - It is good for any meeting.
  - It matches all other colours.
  - It makes you feel strong.

**Writing**

11 Tick (✓) the shows and performances that you like.

<input type="checkbox"/> dance shows	<input type="checkbox"/> street theatre
<input type="checkbox"/> films at the cinema	<input type="checkbox"/> plays at the theatre
<input type="checkbox"/> open-air concerts	

12 Write a blog entry about a show or performance that you saw. Include the information below.

- where and when you went
- what you saw
- how you felt

# Extra Lesson: Set for Life

# WIDER WORLD

SECOND EDITION

7. A guided final task

1. Thought-provoking, authentic contexts

2. Practical tasks

3. Useful tips

4. Useful phrases

5. Collaborative activities

6. Guided final task

**4.10 Set for life**  
Is this a positive comment?

**Instructions and Answer Key**  
4.10 Set for life – Is this a positive comment?

**SET FOR LIFE**  
Is everything OK?

**Understand other people's emotions**

**USEFUL TIPS**  
When you communicate with someone, try to read their emotions. This can help you to understand how people are feeling and offer help.

**USEFUL PHRASES**  
**Identifying emotions:**  
 You seem (a bit/quite) unhappy.  
 You look/sound (really) excited/bored.  
**Offering help:**  
 Is everything OK? Is something wrong?  
 What's the matter?  
 Can I do anything to help?  
 Do you want to talk about it?  
**Offering advice:**  
 When I feel ..., I usually ...  
 Why don't you/we ...?

**SET FOR LIFE**  
10 In pairs, role play a situation where one person offers help to another person in a difficult situation. Follow the instructions.

**1** Choose a situation from Exercise 8 or think of a situation from your own life.

**2** Write the scene. Use the expressions from the Useful Phrases box.  
Student A: Say how Student B looks and ask what is wrong.  
Student B: Explain how you feel and why.  
Student A: Offer help or advice.  
Student B: Thank Student A for his/her suggestions.

**3** Practise your dialogue. Remember to use body language and your voice to show emotions.

**4** Present the dialogue for the class or record it on your phone.

**1** In pairs, study the body language of the people in the photos and answer the questions. Which person ...  
1 is looking down?  
2 is looking away?  
3 is shouting?  
4 is smiling?  
5 has got wide eyes?  
6 has got his/her head in his/her hands?  
7 is moving his/her hands and arms?

**2** How are the people in the photos feeling? In pairs, discuss how their body language shows their emotions. Use the adjectives below to help you.  
angry annoyed bored calm embarrassed excited happy nervous shy stressed surprised tired worried  
I think the girl in photo A is feeling angry because she's shouting.

**3** In pairs, answer the questions.  
1 Which of the emotions in Exercise 2 are positive and which are negative?  
2 Think of situations when you feel the emotions. How do you usually react?  
I'm angry when my sister uses my phone. I usually ...  
4 Read the messages between two friends. Why doesn't Ben want to come out?  
Tamsin: Hey, Ben – do you want to come out for a pizza tonight?  
Ben: No, I can't. I need to study tonight.  
Tamsin: But it's Friday!  
Ben: I know, but I've got a test on Monday.  
Tamsin: You never come out with us anymore, Ben. Why not?  
Ben: Don't you understand? I don't want a pizza. Stop messaging me, OK?

**5** Why do you think Ben is behaving like this? In pairs, discuss possible reasons.  
a He doesn't like Tamsin any more.  
b He's worried about his schoolwork.  
c He prefers studying to going out.

**6** 4.2.21 Tamsin phones Ben. Listen to the conversation and check your answer to Exercise 5. What does Tamsin suggest doing tomorrow?

**7** 4.2.21 Study the Useful Phrases box. Then listen again and tick (✓) the expressions you hear in Ben and Tamsin's conversation.

**8** In pairs, read the situations below. Discuss how the people are feeling and how they might show those emotions with their body language.  
a Emma is a new student in your class. She never speaks to the other students.  
She is feeling shy. She never smiles and often looks down.  
b Joe often makes mistakes when he speaks English. Some students in class laugh at him and make silly comments.  
c Most students in your class have got good marks for the year, but Harry has got bad marks.

**9** Read the Useful Tips. In class, discuss the questions.  
1 Do you find it difficult or easy to talk about emotions with other people?  
2 Do you always follow the tips when you talk to your friends?

**11** Read the social media posts and the comments below. What do you think of them? Do you write similar comments?  
Tamsin: Look! My brother, Sam and James, going a club in Ibiza.  
Ben: What's better than watching 'Happy Stars' with the lads?  
Tamsin: My brother, Sam and James, going a club in Ibiza.  
Ben: What's better than watching 'Happy Stars' with the lads?

**12** Read the social media posts and the comments below. What do you think of them? Do you write similar comments?  
Tamsin: Look! My brother, Sam and James, going a club in Ibiza.  
Ben: What's better than watching 'Happy Stars' with the lads?  
Tamsin: My brother, Sam and James, going a club in Ibiza.  
Ben: What's better than watching 'Happy Stars' with the lads?

Units 1–2 34 I can understand how people are feeling in difficult situations and offer help.

Units 1–2 35

# Extra Lesson: BBC Culture

# WIDER WORLD

SECOND EDITION

1. Reading texts presents culture topics

2. Activities based on Visible Thinking routines

3. Glossary

4. BBC documentaries

4. Step-by-step digital project plan

**BBC CULTURE** Save our seas!

### Oceans in danger

**1** Fish is a popular meal for many people. It's healthy, tasty and often cheap because there are lots of fish in the sea. But are there? In the last thirty years the number of fish has fallen almost fifty percent because we've taken too many fish out of the sea. Humans have caused lots of problems to other sea animals too.

**2** For example, there aren't many sea turtles left in the world. People kill them for food, and many also die in fishermen's nets. Plastic pollution is another problem for turtles – they sometimes eat plastic in the sea because it looks like their usual food. Turtles lay their eggs on beaches. That's dangerous for them too, because there are a lot of houses and hotels (and humans) on our coasts.

**3** Another amazing animal in danger is the blue whale. It is the largest animal that has ever existed. But some countries still hunt and kill whales – about 1,000 a year. Climate change is a problem for whales too. As the oceans get warmer, the small animals that whales eat move to different areas. The whales have to travel large distances to follow them, which means that feeding is more difficult.

**4** Luckily, lots of conservation groups around the world are working to solve these problems. In some places, people protect turtle eggs and help the baby turtles get back to the sea. There are legal limits on fishing to keep fish populations healthy. A lot of people have stopped throwing plastic away too. But there is still a lot more that we can do to help save our seas.

**climate change** (n) the change in the world's weather  
**conservation group** (n) people who work to protect animals, plants, etc.  
**lay their eggs** (phr) produce eggs  
**legal limits** (n) the highest numbers that the law says you can have  
**net** (n) something used for catching fish, insects or animals  
**pollution** (n) making something dirty with dangerous chemicals or rubbish

**1 VISUAL THINKING** In pairs, follow these steps.  
SEE  
1 Describe the photos. What sea animals can you see?  
THINK  
2 Why is the water full of plastic? What problems can it cause for the animals?  
WONDER  
3 Discuss one of the questions below.  
a Why are the things below dangerous for sea animals?  
ocean rubbish fishing temperatures  
b How can we help protect sea animals?

**2** 9.23 Read the article. In which paragraphs (1–4) can you find answers to questions a and b in the Wonder section?

**3** Read the text again and answer the questions.  
1 Why has the number of fish in our seas gone down?  
2 Why do sea turtles sometimes eat plastic?  
3 Why is it dangerous for turtles to lay eggs on beaches?  
4 Why can it be difficult for whales to find food these days?  
5 What stops people from catching too many fish?

**4** In pairs, discuss the questions.  
1 What other animals in the world are in danger?  
2 How can we help with their conservation?  
3 Why is the water full of plastic? What problems can it cause for the animals?

**BBC Coral Islands**

**5** Look at the photo from a TV programme about a coral reef. In pairs, discuss the questions.  
1 Where in the world can you find one of the biggest areas of coral reef?  
2 Is coral  
a an animal?  
b the product of an animal?  
c a plant?  
3 Is the coral in the photo dead or alive? How do you know?

**6** 47 Watch the video and check your answers to Exercise 5.

**7** 47 Watch again. Tick (✓) the facts that you hear in the video.  
1  The Maldives islands are in the Indian Ocean.  
2  About 500,000 people live in the Maldives Islands.  
3  The Baa Atoll is a nature reserve.  
4  There are over 100 different types of coral.  
5  The temperature of the sea affects the coral reefs.  
6  Pollution and fishing are bad for the coral reefs.

**8** In pairs, discuss the questions.  
1 Do you think the climate is changing in your country?  
2 Why do you say this? What do you notice?

**PROJECT TIME**

**9** In groups of three, prepare a digital poster about another endangered animal. Follow these steps.

**1** In groups, choose an animal. Decide who in your group can find the answers to these questions.  
• How many of these animals are there? Where in the world does it live? What is its home? What does it eat?  
• Why is it endangered? Are humans responsible? Is climate change responsible?  
• How can people help to save this animal?

**2** Individually, prepare your part of the poster.  
• Find the answers to your questions and write a short text.  
• Find photos to illustrate the information.

**3** In your group, create your poster. You can use an online poster maker.  
• Import everyone's text and photos.  
• Decide on a layout.  
• Think of a title for the poster.  
• Check and edit the poster.

**4** Share your poster with the class.  
• Answer other students' questions.  
• Find the answers to your questions and write a short text.  
• Look at the other posters. Ask questions.

BBC 122

# Extra section: Grammar time

# WIDER WORLD

SECOND EDITION

1. One page with two  
grammar issues per unit

## Grammar Time

### 1.2

**Present Simple: affirmative and negative | Adverbs of frequency**

We use the Present Simple for habits and routines.

+	I/you/We/they	watch animated films.
	He/She/it	studies photography.
-	I/you/We/they	don't (do not) watch animated films.
	He/She/it	doesn't (does not) study photography.

**Spelling rules**  
With *has/have* we add *-es* or *-ies* to the verb.

- Most verbs, add *-s* write – writes.
- Verbs ending in *-o*, *-ch*, *-sh*, *-ss* and *-x*, add *-es*:  
go – goes, catch – catches, wash – washes.
- Verbs ending in consonant + *-y*, cut *y* and add *-ies*:  
fly – flies.

**Adverbs of frequency**  
Adverbs of frequency (*always*, *usually*, *often*, *sometimes*, *never*) go before the verb, but after the verb to be.

*always usually often sometimes never*

*I always listen to music on my phone.*  
*I am usually busy after school.*  
*We don't often watch documentaries at school.*

**1** Order the words to make sentences.

- the guitar / at the weekend / a group / I / in / play  
*I play the guitar in a group at the weekend.*
- science fiction / films / often / watch / we
- busy / she / always / is
- go out / don't / on Mondays / usually / I
- comics / doesn't / my / read / sister

**2** Complete the text with the Present Simple form of the verbs in brackets.

Sandi has a very unusual life

Sandi <sup>1</sup>lives (live) in the Arctic. She <sup>2</sup>\_\_\_\_\_ (get) up at 4 a.m. every day. She <sup>3</sup>\_\_\_\_\_ (often/eat) pizza for breakfast. She <sup>4</sup>\_\_\_\_\_ (fly) to school in a helicopter every day. After school she <sup>5</sup>\_\_\_\_\_ (study) poetry. She <sup>6</sup>\_\_\_\_\_ (always/go) to bed at 7 p.m.

**3** Compare your life to Sandi's from Exercise 2.  
*I don't live in the Arctic. I live in ...*

### 1.4

**Present Simple: questions and answers**

**Yes/No questions and short answers**

?	Do	I/you/ we/they	read novels?	Yes, I/you/we/they do.
	Does	he/she/ it	work in a bank?	No, I/you/we/they don't. Yes, he/she/it does. No, he/she/it doesn't.

**Other questions and answers**  
*How often do you go to the cinema?*  
*Every Sunday. I go to the cinema every Sunday.*  
*I never go to the cinema.*  
*What time does the film start?*  
*At 8 p.m. It starts at 8 p.m.*  
*Where do they live?*  
*In West Coes. They live in West Coes.*

**Time expressions**  
*every day/week/month*      *at eight o'clock*  
*in the morning/afternoon/evening*      *on Mondays*  
*once/twice/three times a month*      *at the weekend*

**1** Make Yes/No questions in the Present Simple. Then ask and answer the questions in pairs.

- you / like / taking photographs / ?
- your favourite singer / write / songs / ?
- your parents / watch / music videos / on TV / ?
- you and your friends / like / dancing / ?
- you / share photos / on social media / ?
- you / often / read / novels / ?

*A: Do you like taking photographs? B: Yes, I do.*

**2** Write questions for these answers. Sometimes there is more than one possible question.

- Where does your aunt live?*  
*My aunt lives in Italy.*
- \_\_\_\_\_ ? Jon walks to school.
- \_\_\_\_\_ ? The concert ends at 11.30.
- \_\_\_\_\_ ? Sam has pizza for lunch.
- \_\_\_\_\_ ? No, I don't.
- \_\_\_\_\_ ? Yes, she does.

**3** Imagine you are interviewing a favourite star/celebrity. Write seven questions about his/her life. Use the ideas below to help you.

How often ... ? like ... -ing? What kind of ... like? When ... ? Where ... ? Who ... with?

*Do you like listening to music?*

### 2.2

**Present Continuous**

We use the Present Continuous to talk about activities happening at the moment of speaking.

+	I	'm (am) wearing a hat.
	You/We/they	're (are) playing a game.
	He/She/it	's (is) sleeping.
-	I	'm not (am not) wearing a hat.
	You/We/they	're not (are not) playing a game.
	He/She/it	's not (is not) sleeping.

**? Am I** wearing a hat? Yes, I am.  
No, I'm not.

**Are you/we** playing a game? Yes, you/we/they are.  
No, you/we/they aren't.

**Is he/she/it** sleeping? Yes, he/she/it is.  
No, he/she/it isn't.

Where are you going?  
What is he doing?


**Spelling rules**

- Most verbs, add *-ing*: go – going, look – looking.
- Verbs ending in *-e*, cut *-e* and add *-ing*: live – living.
- Short verbs that end in consonant + vowel + consonant, double the last consonant: sit – sitting.

**Time expressions**  
*now right now at the moment today*

**1** Write a few sentences to describe the photo. Use the phrases below to help you.

help her sister with homework sit at the table talk on the phone work on the computer



*Mum and two sisters are sitting at the table.*

### 2.4

**Present Simple and Present Continuous**

- We use the Present Simple for facts, habits and routines.  
*Rachel lives in South Street.*  
*Neah doesn't tidy his room.*  
*What time do you get up?*
- We use the Present Continuous to talk about activities happening at the moment of speaking.  
*What are you doing under the table?*  
*I'm looking for my earrings!*
- We also use the Present Continuous for something happening around now, but maybe not at the moment of speaking.  
**Time expressions**  
*these days at the moment this week/month*  
*is she taking part in the football game this month?*  
*He isn't talking to his best friend these days.*

**1** Complete the sentences with the Present Simple or the Present Continuous form of the words in brackets.

- Oh no, it's *raining* (rain) again!
- I \_\_\_\_\_ (live) in Berlin, but I \_\_\_\_\_ (visit) London now.
- He \_\_\_\_\_ (save) money at the moment to buy a leather jacket.
- Gemma \_\_\_\_\_ (often/go) to Tenerife on holiday.
- Jim \_\_\_\_\_ (know) a little Spanish.

126 Grammar Time

Grammar Time 127

# Extra section: Irregular verbs

- Irregular verbs list at the end of the book

Irregular Verbs					
10.1					
Infinitive	Past Simple	Past Participle	Infinitive	Past Simple	Past Participle
be	was/were	been	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lie	lay	lain
break	broke	broken	lose	lost	lost
bring	brought	brought	make	made	made
build	built	built	meet	met	met
burn	burned/burnt	burned/burnt	pay	paid	paid
buy	bought	bought	put	put	put
can	could	been able to	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
dream	dreamed/dreamt	dreamed/dreamt	set	set	set
drink	drank	drunk	show	showed	shown
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sit	sat	sat
fall	fell	fallen	sleep	slept	slept
feed	fed	fed	speak	spoke	spoken
feel	felt	felt	spend	spent	spent
fight	fought	fought	stand	stood	stood
find	found	found	steal	stole	stolen
fly	flew	flown	sweep	swept	swept
forget	forgot	forgotten	swim	swam	swum
forgive	forgave	forgiven	take	took	taken
get	got	got	teach	taught	taught
give	gave	given	tell	told	told
go	went	gone	think	thought	thought
grow	grew	grown	understand	understood	understood
hang	hung	hung	wake	woke	woken
have	had	had	wear	wore	worn
hear	heard	heard	win	won	won
hit	hit	hit	write	wrote	written
hold	held	held			
hurt	hurt	hurt			
keep	kept	kept			
know	knew	known			
learn	learned/learnt	learned/learnt			
leave	left	left			

# Extra section: CLIL

# WIDER WORLD

SECOND EDITION

- 4 CLIL lessons per level

## LITERATURE

CLIL 1



### Animals in Fiction

There are a lot of books about animals. Many of these are books for children, but some aren't. Can you think of any famous books for adults about animals?

One very famous book with animal characters is *Animal Farm* by the English author, George Orwell, published in 1945. It's quite short – only ten chapters – but it's an important classic. The story is about a group of animals who live on a farm. A pig, Old Major, dreams about a life on the farm without humans. He tells the animals that they can work on the farm and make their own decisions. There is a fight, and the animals chase Mr Jones, the unkind farmer, off the farm. Then they run the farm themselves. They make some rules. An important one is: 'All animals are equal'.

There are many wonderful animal characters in the book. Boxer is the big horse who is strong and works hard. There are three very clever pigs, Snowball, Squealer and Napoleon. For a while the animals work well together, but then the pigs start to become powerful. Napoleon wants to be the leader and he chases Snowball away. The meetings stop, and the pigs make all the decisions. They also begin to wear human clothes and behave like humans. They live in the warm farmhouse and eat and drink well. The other animals have difficult lives. They work hard, but they are often cold and hungry. Now the important rule says: 'All animals are equal, but some are more equal than others.' Other farmers come to the farmhouse and eat and drink with the pigs. When the animals look through the window, it's impossible to know which are animals and which are humans.

*Animal Farm* seems quite a simple story, but George Orwell used it to give his opinions about important events at that time. It's a very clever book. It makes us think a lot about our lives and society.

- 10.2 Look at the characters in the picture. Who do you think they are? Read the article and check.

- 2 Read the article again and complete the factfile.

Title: *Animal Farm*  
Author: 1 \_\_\_\_\_  
Nationality: 2 \_\_\_\_\_  
Published in: 3 \_\_\_\_\_  
Number of chapters: 4 \_\_\_\_\_  
Main characters: 5 \_\_\_\_\_

- 3 In pairs, answer the questions.

- 1 What rule do the animals have on the farm at first?
- 2 How does this rule later change? Why?
- 3 Would you like to read the story? Why/Why not?

- 4 Look at the book titles and animals below. Do you know any of the books? Match titles 1–5 with animals a–e that appear in them. Go to page 144 to check your answers.

- |   |                        |
|---|------------------------|
| 1 <input type="checkbox"/> <i>Watership Down</i>  | a a horse              |
| 2 <input type="checkbox"/> <i>Charlotte's Web</i> | b a bear and a painter |
| 3 <input type="checkbox"/> <i>Black Beauty</i>    | c rabbits              |
| 4 <input type="checkbox"/> <i>The Jungle Book</i> | d a wolf               |
| 5 <input type="checkbox"/> <i>White Fang</i>      | e a spider and a pig   |

- 5 **GO ONLINE** Use the Internet to research one of the books in Exercise 4. Make notes about:
  - the author and when he/she wrote the book.
  - the story.
  - the characters.
  - where it takes place.

- 6 **SHARE IT** Write a short paragraph about the book and present it to the class. Use your notes from Exercise 5 and the phrases below.

... wrote *Watership Down* in ...  
The story is about ...  
One of the characters is ...  
The story takes place in ...

## HISTORY

CLIL 2



### The changing palace

The Winter Palace in St Petersburg, Russia, is one of the largest palaces in the world. It was the official home of the Russian kings (called tsars) and queens from 1732 to 1917. They used to have many dinner parties in a dining room for 1,000 guests. The beautiful green and white palace is around 200 metres long and about twenty-two metres high.

In 1763, Empress Catherine II (also known as Catherine the Great) lived at the palace. At that time, Russia fought a lot of wars and became a larger and more powerful country. The last tsar to live in the palace was Alexander II, who was killed in 1881. After Alexander's death, the palace was still used for official events and parties, and in 1903 there was a final great imperial party – it was a fancy-dress ball. After this time, many Russians were unhappy with their lives and with the tsars. So, in 1905 there were violent protests outside the palace, and many people died – this was called Bloody Sunday. Then in 1917 there was a revolution which ended the monarchy and the royal history of the palace.

Today the palace is a museum – the State Hermitage Museum, where you can see many paintings and sculptures from around the world. Every year 3.5 million people visit it, and as well as looking at the art, they can meet the Hermitage cats who live there. The cats used to walk around the galleries, but now they live in the basement and outside the palace.

- 1 In pairs, look at the photos and discuss the questions.
  - 1 What do you know about the Winter Palace?
  - 2 Do you know any famous people who lived there?

- 2 10.3 Read the article and check your answers to Exercise 1.

- 3 Read the article again and answer the questions.
  - 1 Who was the palace for?
  - 2 Who was the last tsar to live in the palace?
  - 3 What was the reason for protests in 1905?
  - 4 What can you see at the palace now?
  - 5 Who lives there now?

- 4 Read the article again and complete the missing dates in the palace timeline.

#### The Winter Palace – A timeline

1708	Peter the Great builds the palace
1732–1735	Anna of Russia builds a larger palace
1837	There is a fire
3	Alexander II is killed
4	The last big ball
1905	Bloody Sunday
1915	The palace becomes a hospital
5	Revolution and the palace becomes a museum

- 5 Would you like to visit the Winter Palace? Why? Why not? Discuss in pairs.

- 6 **GO ONLINE** Use the internet to research a historic building in your country. Make notes about:
  - where it is.
  - who built it and when.
  - what historic events took place there.
  - how people use it today.

- 7 **SHARE IT** Present your research to the class. Use your notes from Exercise 6 and the phrases below.

The palace/castle is in ... It was built in ...  
In ... there was ... used to live there, but now it's a ...

## SCIENCE

CLIL 3

- 10.4 Read the article and match headings A–D with paragraphs 1–4.

- A How antibiotics work  
B A problem for scientists  
C Antibiotics and bacteria  
D The first antibiotics

- 2 Read the article again and answer the questions.

- 1 Who discovered the first antibiotic?
- 2 When did he discover it?
- 3 What was it called?
- 4 What are antibiotics?
- 5 Name two types of bacteria.
- 6 Name two types of antibiotics.
- 7 What is the problem today?
- 8 Give two causes of that problem.

- 3 Do you think we sometimes use antibiotics when we don't need to? Why/Why not? Discuss in pairs.

- 4 Work in pairs. Look at the list of things a–f which scientists do to develop a new antibiotic drug. Put the stages in the order in which you think they happen.

- Test the drug on people who have the illness.
- Test the new drug using a computer model.
- Test the drug on human cells in a laboratory.
- Find a new source for an antibiotic.
- Stop testing if the drug damages the cells.
- Test the drug on healthy humans.

- 5 Compare your ideas from Exercise 4 with another pair. Do you agree on the order? Go to page 144 to check your answers.

- 6 Now cover the list and take turns with your partner to give the correct stages.

### Antibiotics



- 1  Antibiotics are very important medicines in our lives. Doctors use them to fight many different kinds of infections. However, before 1928 scientists didn't know about them! At that time people could die from, for example, cuts on the skin. Alexander Fleming, a Scottish scientist, discovered an antibiotic called penicillin – just by mistake! Now, we use antibiotics all the time.
- 2  Antibiotics are chemicals that kill bacteria and stop infections. There are many different types of antibiotics because there are different types of bacteria and infections. One type of bacterium is called Gram-positive. These bacteria have very thin cell walls, and antibiotics can go through the walls easily. The second is called Gram-negative, and these have very thick cell walls.
- 3  The antibiotics kill the bacteria and stop them from making new cells. They make the cell walls weak and they break. There are 'broad spectrum' antibiotics that can fight all types of bacteria, and doctors use them for lots of different infections. There are also 'narrow spectrum' antibiotics which are good for attacking special problems.
- 4  Today doctors are worried. Many bacteria are getting resistant – that means they get stronger, and a lot of antibiotics don't kill them. This is because we use them too often. Also, we should finish all our tablets, but sometimes we don't do this because we feel better. Then, the bacteria which are still in our bodies get stronger. In the past, doctors had a lot of different antibiotics to give us, but now many of them don't work. Scientists need to find new antibiotics, but it isn't easy. If they don't find new antibiotics, people may die from minor illnesses again.

- 7 **GO ONLINE** Use the internet to find information about one of the famous scientists below. Make notes about:
  - what nationality they were.
  - what they discovered and when.
  - how their discovery helped people.

(Louis Pasteur   Wilhelm Conrad Röntgen   Joseph Lister)
- 8 **SHARE IT** Present your research to the class. Use your notes from Exercise 7 and the phrases below.
 

(Louis Pasteur was ... discovered ... in ...  
His discovery helped people because ...

## GEOGRAPHY

CLIL 4

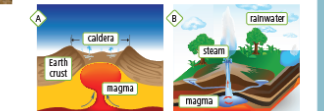


### YELLOWSTONE'S HOTSPOT

Yellowstone National Park in the USA was probably the first national park in the world. Yellowstone is very popular and very big (8,983 km<sup>2</sup>). It's a wonderful place to see wildlife and different natural features such as mountains, forests, canyons, rivers, lakes and waterfalls. But many people don't realise that this amazing park is sitting on top of something that is very dangerous – one of the biggest supervolcanoes in the world. Deep under Yellowstone National Park is a volcanic 'hotspot'. Heat from inside the Earth melts the rocks above it, and this makes a big pool of magma. Sometimes this magma erupts and sends out huge amounts of lava, rock and ash. A really big eruption throws out nearly all the magma, and then the land above the magma pool falls in. This creates a huge hole called a caldera. The Yellowstone Caldera is fifty-five kilometres wide and eighty kilometres long! Another natural feature of Yellowstone National Park is its many geysers: rainwater goes down through the rocks, the magma heats it, and then very hot water rises back up to the surface. The water rises fast into the air with clouds of steam. The most famous geyser at Yellowstone is called 'Old Faithful' and it erupts nearly every hour.

The Yellowstone Supervolcano has erupted several times in the last two million years (the last time about 640,000 years ago) and it's still active. It will erupt again! The ash will cover the whole of North America and cause some climate changes for a long time. But scientists don't think that this will happen soon – maybe in one or two million years. They study the area very carefully with special equipment. They are always checking for movements in the crust (the hard outer layer of the Earth) that might cause earthquakes. They hope that they will be able to tell people a long time before an eruption happens.

- 4 Choose a diagram (A or B) below. Study the diagram. Find the part of the article that explains your diagram and read it again.



- 1 Have you ever heard of Yellowstone National Park? What do you know about it?
- 10.5 Read the article. What natural features can you find in Yellowstone National Park?
- 3 Read the article again and answer the questions.
  - 1 How big is Yellowstone National Park?
  - 2 What do many people NOT know about Yellowstone National Park?
  - 3 How big is the Yellowstone Caldera?
  - 4 If there is another eruption, what will happen?
  - 5 When do scientists think this might happen?

- 5 Work in pairs. Cover the article. Use your diagram to explain to your partner how a volcano or a geyser works.
- 6 **GO ONLINE** Use the internet to find information about another supervolcano. Make notes about:
  - where it is.
  - the landscape around it.
  - how dangerous it is.
- 7 **SHARE IT** Write a factfile about the supervolcano you have chosen. Add pictures. Present your factfile to the class.

# Extra section: Student activities

# WIDER WORLD

SECOND EDITION

## Student Activities

### Unit 7 Lesson 7.5 Exercise 2

BETEEN MAGAZINE

### TO SAVE OR TO SPEND?



Give yourself 2 points for every a) answer and 1 point for every b) answer.

4 points

For you, money is like water. When you're thirsty, you have to drink. When you have money, you have to spend it. You don't know how to save money.

5-6 points

For you, money is useful and important, but you don't worry about it all the time. You are generous but intelligent with your money. You don't spend more than you have, but you don't try to save every penny.

7-8 points

For you, money is a wonderful thing. It is so wonderful that you don't want to spend it. Maybe you need to learn how to enjoy spending money.

### Unit 9 Revision Speaking Exercise 6

Student B

- 1 Student A wants to go mountain biking tomorrow and asks for permission to use your bike. Refuse permission. You want to use the bike yourself tomorrow. Then Student A asks for permission to borrow a helmet. Give permission.
- 2 You hear that Student A is going on a hiking trip with some friends. Ask for permission to go with him/her. If Student A agrees, say you don't have boots and ask for permission to borrow a pair of Student A's boots.

### Progress Check Units 1-3 Exercise 5

Student B

Describe the photo. Use the questions below to help you.

- 1 What can you see in the photo?
- 2 What are the people doing?
- 3 What are the people wearing?
- 4 How are the people feeling?



### Unit 4 Lesson 4.6 Exercise 6

Student B

First listen to Student A's computer problems and use these prompts to help him/her.

delete old files/games new USB cable

Then tell Student A about these problems with your computer. Ask for help.

- My computer crashed. The screen's frozen.
- My internet connection is really slow.

### Progress Check Units 1-9 Exercise 5

Student B

You are Student A's friend. Your friend didn't come to school. Call him/her and ask what happened. Use the phrases below to help you.

- Hello. How are you?
- What's the matter?
- When can you go back to school?
- Of course! No problem.

### CLIL 1 Literature Exercise 4

1c 2e 3a 4b 5d

### CLIL 3 Science Exercise 5

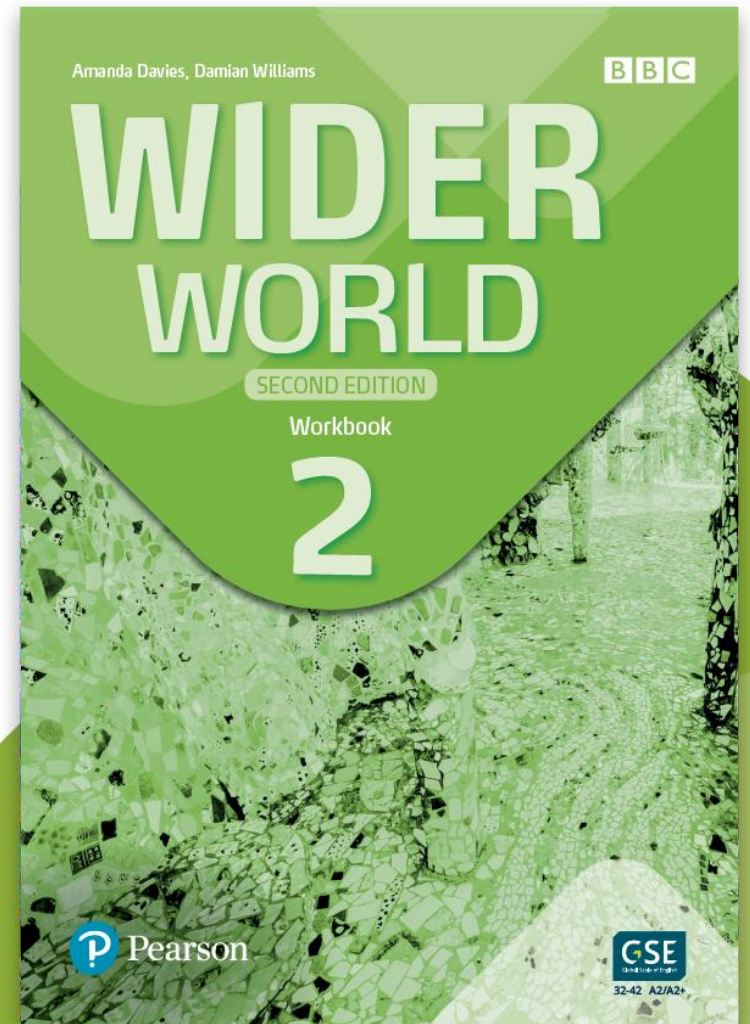
1d 2b 3c 4e 5f 6a



# WIDER WORLD

SECOND EDITION

Unit 2 Workbook  
walkthrough



# Core lessons

# WIDER WORLD

SECOND EDITION

- Workbook lessons correlated with core lessons from the Student's Book
- Lessons colour coding in Student's Book and Workbook align, for easy navigation
- Workbook in colour for improved attention and motivation
- Signposted additional online practice

The collage displays various educational content from the 'Wider World' workbook. It includes:

- Grammar sections (1.2, 1.4, 1.6, 1.7):** Exercises on present simple affirmative and negative, present simple questions and answers, and asking for and giving opinions.
- Vocabulary (1.1):** A section titled 'Creating culture' with exercises on using the words 'love', 'like', and 'enjoy' in different contexts.
- Reading (1.5):** A passage titled 'What are you into?' about a young woman's interests, with comprehension questions.
- Self-check:** A section for reviewing the unit's content, including a 'Checklist' and 'Self-check' table.
- Additional exercises:** A 'Vocabulary' section with a list of words and a 'Self-check' section with a table for reviewing the unit's content.

# Core lessons: My language file

# WIDER WORLD

SECOND EDITION

- A unit wordlist with recording and space for translation

My Language File

WORDLIST ▶ 1.4

<p><b>People in the arts</b></p> <p>actor (n) _____</p> <p>artist (n) _____</p> <p>dancer (n) _____</p> <p>director (n) _____</p> <p>guitarist (n) _____</p> <p>musician (n) _____</p> <p>painter (n) _____</p> <p>photographer (n) _____</p> <p>poet (n) _____</p> <p>singer (n) _____</p> <p>writer (n) _____</p> <p><b>Cultural activities</b></p> <p>action film (n) _____</p> <p>animated film (n) _____</p> <p>ballet (n) _____</p> <p>ballroom dancing (n) _____</p> <p>classical music (n) _____</p> <p>comic (n) _____</p> <p>fantasy film (n) _____</p> <p>hip hop (n) _____</p> <p>novel (n) _____</p> <p>painting (n) _____</p> <p>photo (n) _____</p> <p>picture (n) _____</p> <p>poem (n) _____</p> <p>pop (n) _____</p> <p>rap (n) _____</p> <p>rock (n) _____</p> <p>romantic comedy (n) _____</p> <p>rumba (n) _____</p> <p>salsa (n) _____</p> <p>science fiction (sci-fi) film (n) _____</p> <p>short story (n) _____</p> <p>street art (n) _____</p> <p>street dance (n) _____</p> <p>techno (n) _____</p>	<p><b>Word friends (Creative hobbies)</b></p> <p>act in a play _____</p> <p>act in a (short) film _____</p> <p>dance salsa _____</p> <p>draw pictures _____</p> <p>listen to (rock) music _____</p> <p>play the guitar _____</p> <p>read poetry _____</p> <p>take selfies _____</p> <p>watch (fantasy) films _____</p> <p><b>Word friends (Cultural activities)</b></p> <p>create art _____</p> <p>make short films _____</p> <p>perform on stage _____</p> <p>play video games _____</p> <p>share something on social media _____</p> <p>watch concerts _____</p> <p>watch videos _____</p> <p><b>News and entertainment</b></p> <p>blog (n) _____</p> <p>current affairs (n) _____</p> <p>documentary (n) _____</p> <p>film review (n) _____</p> <p>game review (n) _____</p> <p>game show (n) _____</p> <p>message board (n) _____</p> <p>news headline (n) _____</p> <p>phone-in (n) _____</p> <p>reality show (n) _____</p> <p>soap opera (n) _____</p> <p>sports page (n) _____</p> <p>talent show (n) _____</p> <p>talk show (n) _____</p> <p>video clip (n) _____</p> <p>vlog (n) _____</p> <p>weather forecast (n) _____</p>	<p><b>Extra words</b></p> <p>awful (adj) _____</p> <p>be afraid of _____</p> <p>be interested in _____</p> <p>be into _____</p> <p>be mad about _____</p> <p>brilliant (adj) _____</p> <p>cinema (n) _____</p> <p>cool (adj) _____</p> <p>creative work (n) _____</p> <p>culture (n) _____</p> <p>drums (n) _____</p> <p>enjoy (v) _____</p> <p>famous (adj) _____</p> <p>go dancing _____</p> <p>great (adj) _____</p> <p>hate (v) _____</p> <p>like (v) _____</p> <p>love (v) _____</p> <p>make animations _____</p> <p>news (n) _____</p> <p>newspaper (n) _____</p> <p>opinion (n) _____</p> <p>orchestra (n) _____</p> <p>paint (v/n) _____</p> <p>photography (n) _____</p> <p>programme (n) _____</p> <p>routine (n) _____</p> <p>share interests _____</p> <p>sing (v) _____</p> <p>(social) media (n) _____</p> <p>song (n) _____</p> <p>take part in _____</p> <p>take photos _____</p> <p>terrible (adj) _____</p> <p>theatre (n) _____</p> <p><b>Sounds good!</b></p> <p>You mean ... ? _____</p> <p>Honestly? _____</p>
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MY LANGUAGE NOTES

**My favourite words/expressions from this unit**


Unit 1 14

# Core lessons: Self-check

# WIDER WORLD

SECOND EDITION

- A self-check section at the end of each unit
- Answer key provided at the back of the Workbook

**Self-check**

**Vocabulary**

1 Complete the words in the sentences.

- My brother reads c\_\_\_\_\_ every day. He likes the artwork.
- I don't enjoy c\_\_\_\_\_ music like Mozart or Beethoven.
- My favourite a\_\_\_\_\_ is Chris Evans.
- I often watch r\_\_\_\_\_ comedies where people are in love.
- A lot of children love watching a\_\_\_\_\_ films like *Minions* or *How to Train Your Dragon*.
- My sister wants to go to Cuba to learn s\_\_\_\_\_ dancing.

2 Complete the sentences with the words below.

drawing listening playing reading  
taking watching

- We have a computer but I hate \_\_\_\_\_ games on it.
- My dad is really into \_\_\_\_\_ to old music.
- My mum doesn't really like \_\_\_\_\_ selfies.
- I like \_\_\_\_\_ reviews about new films.
- Our family loves \_\_\_\_\_ soap operas together.
- I don't like \_\_\_\_\_ pictures in Art at school.

3 Choose the correct option.

- I think *phone-ins* / *soap operas* are funny – you always hear some strange people calling!
- You can post and find jobs on the *message board* / *sports page*.
- Video clips* / *Current affairs* programmes are useful to learn what is happening in the world at the moment.
- The *talk shows* / *news headlines* today are about the earthquake in Japan.
- Let's watch the *weather forecast* / *soap opera* before we decide on what to do tomorrow.
- I love watching *soap operas* / *documentaries* about wild animals.
- I can watch short *video clips* / *news headlines* and dance for hours!
- I hate *weather forecast* / *reality shows*. They are boring.

**Grammar**

4 Order the words to make questions.

- you / where / live / do / ?  
\_\_\_\_\_
- work / day / your / every / dad / does / ?  
\_\_\_\_\_
- do / many / have / lessons / English / a week / you / how / ?  
\_\_\_\_\_
- do / you / Saturday / swimming / go / every / ?  
\_\_\_\_\_
- do / how / photos / you / take / often / ?  
\_\_\_\_\_

5 Match questions 1–5 in Exercise 4 with answers a–e below.

a  Every day.                      d  No, he doesn't.  
b  Yes, I do.                          e  In London.  
c  Three.

6 Make sentences using the Present Simple.

- I \_\_\_\_\_ (not like) documentaries.
- \_\_\_\_\_ (you/want) to go to the cinema?
- My friend \_\_\_\_\_ (not live) near me.
- Jack \_\_\_\_\_ (not speak) English and French.
- Mr Lee usually \_\_\_\_\_ (give) essays to write.

**Speaking**

7 Complete the dialogue with one word in each gap.

A: 1 \_\_\_\_\_ do you feel about street dance?  
B: Oh, I think it's terrible!  
A: Really? What's the 2 \_\_\_\_\_ with it?  
B: Well, in my 3 \_\_\_\_\_, it's just awful.  
A: I don't agree with you. If you 4 \_\_\_\_\_ me, it's cool.  
B: Well, I think it's no 5 \_\_\_\_\_ I prefer ballet.  
A: Yeah, it's all right, but it's a bit boring.

**YOUR SCORE**

Vocabulary: \_\_\_/20      Speaking: \_\_\_/5  
Grammar: \_\_\_/15      Total: \_\_\_/40

On the Portal Self-check 15 Unit 1

**Self-checks answer key**

**Unit 4 Self-check**

Exercise 1  
1 console 2 charger 3 handfree headset  
4 keyboard 5 digital camera 6 screen  
7 smartwatch 8 cable

Exercise 2  
1 check 2 play 3 send 4 download  
5 make 6 listen 7 watch

Exercise 3  
1 slow 2 check 3 hung 4 switch 5 try

Exercise 4  
1 used to play 2 didn't use to play  
3 did ... use to give 4 used to write  
5 didn't use to go 6 did ... use to visit  
7 didn't use to send

Exercise 5  
1 going 2 working 3 to go 4 helping  
5 to learn 6 to feed 7 to find 8 reading

Exercise 6  
1 charge 2 switch 3 calling 4 search  
5 online

**Unit 5 Self-check**

Exercise 1  
1 a 2 b 3 c 4 a 5 c 6 c 7 a

Exercise 2  
1 make 2 vacuum 3 do 4 put on  
5 sides 6 took 7 do

Exercise 3  
1 gallery 2 station 3 centre 4 hall  
5 office 6 information centre

Exercise 4  
1 where 2 who 3 which 4 that 5 who  
6 where 7 which 8 that

Exercise 5  
1 can 2 can 3 mustn't 4 can't 5 has to  
6 mustn't 7 have to

Exercise 6  
1 give me some advice?  
2 Where do you think 3 that's a good idea  
4 Why don't you go 5 Thanks for the advice.

**Unit 6 Self-check**

Exercise 1  
1 stomach 2 skin 3 brain 4 knee  
5 muscles 6 toes 7 elbow 8 knee

Exercise 2  
1 c 2 a 3 b 4 c 5 b 6 b

Exercise 3  
1 temperature 2 allergy 3 hay  
4 headache 5 throat 6 flu

Exercise 4  
1 much 2 many 3 any 4 lot 5 isn't  
6 some 7 many 8 enough

Exercise 5  
1 saw 2 was reading 3 came  
4 Were you waiting 5 weren't 6 Were you  
7 remembered

Exercise 6  
1 matter ... feel ... should  
2 feeling ... hurt

**Unit 7 Self-check**

Exercise 1  
1 box ... bakery 2 packet ... newsgroup's  
3 bottle ... pharmacy 4 pair ... shoe shop

Exercise 2  
1 escalator 2 trolley 3 court  
4 department 5 toilets 6 shopper  
7 park 8 multi-screen

Exercise 3  
1 pocket 2 charge 3 price 4 offer  
5 money 6 wallet 7 bag 8 recycle

Exercise 4  
1 more boring 2 bigger  
3 the most enjoyable 4 as big  
5 the cheapest 6 the most difficult  
7 as nice 8 the kindest

Exercise 5  
1 am seeing 2 are going to visit  
3 Are you coming 4 is going to ask  
5 'm/am going to buy 6 is playing  
7 'm/am not going

Exercise 6  
1 Can 2 ones 3 try 4 take 5 change

**Unit 8 Self-check**

Exercise 1  
1 journalist 2 care worker 3 accountant  
4 gardener 5 architect 6 tour guide

Exercise 2  
1 for 2 to 3 as 4 on 5 earn 6 in 7 in  
8 for

Exercise 3  
1 pupils 2 staff 3 head 4 playground  
5 library 6 classrooms

Exercise 4  
1 won't be ... 'll watch / will watch  
2 Will you stay  
3 won't get ... 'll be / will be  
4 will be ... 'll be able / will be able  
5 Will you be ... 'll phone / will phone  
6 won't finish

Exercise 5  
1 Will 2 go 3 gets 4 will you 5 don't

Exercise 6  
1 We will definitely be 2 I probably won't  
3 They might arrive 4 Will you definitely come 5 She might not want

**Unit 9 Self-check**

Exercise 1  
1 beach 2 river ... fields 3 island 4 city  
5 mountain 6 flag 7 lake

Exercise 2  
1 cycling 2 scuba diving 3 windsurfing  
4 snowboarding 5 surfing 6 climbing  
7 water skiing

Exercise 3  
1 He jacket 2 kayak 3 paddle  
4 helmet 5 goggles 6 map

Exercise 4  
1 have (never) forgotten  
2 has (already) written  
3 has (already) seen  
4 has (already) drunk  
5 has (already) left  
6 have (never) bought  
7 Have (you) done  
8 have (just) arrived

Exercise 5  
1 Have you seen 2 haven't had  
3 We just spotted 4 has already bought  
5 Have you ever worked  
6 Have you ever been  
7 Have you ever seen  
8 Have you ever been

Exercise 6  
1 Can ... course  
2 for ... go  
3 need

Self-checks answer key 111

# Extra section: Reading Time

- 3 spreads per level
- Reading text from Pearson English Readers
- Accompanying audio recordings
- Before, While and After Reading activities

# WIDER WORLD

SECOND EDITION

### Reading Time 1

#### Karen and the Artist

Karen takes a picture and telephones for a taxi. She takes the taxi to Bond Street and goes into an art gallery. The gallery is small but expensive. A woman is sitting at a table. She is reading a book.

**Good afternoon,** Karen says. 'I've got a picture here, and I want to sell it.'

'Who's the artist?' The woman doesn't look up.

'Antonio Brunetti,' Karen says. 'He's ...'

'I'm sorry.' The woman starts to read her book again. 'I don't know that name.'

A man comes into the gallery. 'I've got a new Sherman for you!' he says. 'It's wonderful.'

'Who?' the woman says.

'Oh, you know him,' the man says. 'Sherman! He's got an exhibition at the Galerie Saint Michel in Paris!'

'Oh!' The woman puts down her book. 'Let's see. Yes, I like it. Sherman, you said? I can give you £800.'

Quietly, Karen goes away. She walks across the street and goes into the Astra Gallery. 'I've got a wonderful new Brunetti for you,' she says to the man. 'Look at this!'

'Who?' the woman says.

'Oh, you know him,' the man says. 'Sherman! He's got an exhibition at the Galerie Saint Michel in Paris!'

'Oh!' The woman puts down her book. 'Let's see. Yes, I like it. Sherman, you said? I can give you £800.'

Quietly, Karen goes away. She walks across the street and goes into the Astra Gallery. 'I've got a wonderful new Brunetti for you,' she says to the man. 'Look at this!'

### Reading Time 2

#### The Olympic Promise

There are two important things in young Nelson's life, running and his Granny Sarah. In Nelson ready to run at the Olympic Games? And does he remember who he really is?

Nelson was in front again. He felt strong, and he was there! The winner! People cheer. He loved this feeling!

Nelson was a bit of a hero before the Olympics all of them. Now he was famous. People sell television and for the newspapers. They were all on his family. But Nelson didn't want a poor family. That wasn't his life now.

A television man came to Nelson after a race. 'Are you going to win the marathon at the Nelson Games? The going to try?'

'You are from a poor family, Nelson. Was the man asked.

Nelson was angry. 'You're wrong! I'm a doctor and my mother was a teacher. We're a good life!'

Ken listened to Nelson and the television man. Nelson's old life was in the past. This is to be famous in every country and his life was Granny Sarah watched Nelson on television every day.

Nelson's friends and the people from his home. 'Why did he say that?' they asked. 'He doesn't know his own family. We aren't important. But Nelson was Sarah's boy. Listen! She's in a different town with different people. I know my boy - I know his heart. This going to come back to us!'

But in her room at night Sarah cried.

### Reading Time 3

#### Round the World in Eighty Days

Can Phileas Fogg go round the world in eighty days? He doesn't know that somebody wants to stop him. Then Fogg will lose his bet, twenty thousand pounds!

Phileas Fogg was captain of the ship. Captain Speedy was in his room, and two seamen watched him carefully. He couldn't leave the room. He shouted, but he couldn't get out.

What happened on that day was this. Phileas Fogg wanted to go to Liverpool. The captain didn't want to go there, but the seamen hated their captain. And Phileas Fogg gave them some money, so they were happy about the new plan.

Now the captain had to stay in his room. Asuda was not very happy about it, but Passepartout enjoyed it.

Phileas Fogg was a very good ship's captain. Perhaps he was a seaman when he was younger. With her fast engine, and the wind behind her, the Henrietta moved quickly over the water.

But one of the seamen said, 'Mr Fogg, this engine can take us faster. We have to put more wood on the fire.'

'And where do we get more wood?'

'From the ship. They built everything on it from wood!'

'Thank you,' said Phileas Fogg. 'I'll have to think about it.'

He walked round the ship looking at the wood. Then he called Passepartout. 'Bring Captain Speedy to me.'

Captain Speedy ran to Phileas Fogg. He wanted to kill him. 'Thank you,' he shouted. 'You took my ship! Where are we?'

'Seventy hundred and seventy miles from Liverpool,' said Fogg. 'But I sent for you, Captain, because I want to buy your ship.'

'But not this!'

'I'm going to put some of it on the fire, so the engine can take us to Liverpool faster.'

'My ship! This ship cost fifty thousand dollars!'

'Here's sixty thousand,' said Phileas Fogg, and he gave the captain the money. 'Twenty thousand pounds.'

'Oh!' Captain Speedy was suddenly a different man. The Henrietta cost fifty thousand dollars, but she was twenty years old.

'You, er ... You only want the wood. I'll have the engine, the ...'

'Oh, yes. I'm only buying the wood!'

'Thank you,' said the captain.

And so, at 11:40 on 31 December, Phileas Fogg put his foot on the ground in Liverpool. And at 11:41, Fitz said, 'Phileas Fogg. I'm a Scotland Yard detective. Please come with me to the nearest police station.'

### Unit 3 36

Read the story again. Choose the correct answer.

1 Who is one of the main characters in the story?

a the journalist  
b Granny Sarah  
c Nelson's friends

2 What he does Nelson tell?

a he's going to try and win the marathon at the Olympics  
b he's going to go back to his town  
c his family wasn't poor

3 Who are the people from Nelson's town again?

a Because Nelson makes them feel bad.  
b Because Nelson is famous.  
c Because Nelson's grandmother cries.

### Unit 9 100

Read the story again. Choose the correct answer.

1 Who is one of the main characters in the story?

a the journalist  
b Granny Sarah  
c Nelson's friends

2 What he does Nelson tell?

a he's going to try and win the marathon at the Olympics  
b he's going to go back to his town  
c his family wasn't poor

3 Who are the people from Nelson's town again?

a Because Nelson makes them feel bad.  
b Because Nelson is famous.  
c Because Nelson's grandmother cries.

### Unit 3 37

Read the story again. Choose the correct answer.

1 Match sentences 1-4 with pictures A-D.

1 Mr Barnes is captain of the ship.  
2 The thief couldn't get out of the room.  
3 The wind moves the ship, but it also has an engine.  
4 Put some more wood on the fire.

2 Read the summary of the story and look at the book cover. Then choose the correct option.

Phileas Fogg is a rich man in London who has a new servant called Jean Passepartout. Every day Fogg meets his friends at a club, and one day they make a bet Fogg wants to travel round the world in 80 days, but his friends think he can't do it. So, they bet him twenty thousand pounds that he can't. Fogg and Passepartout travel from London to Egypt, then to India, where they rescue a woman, Asuda, from her village. They then travel to Hong Kong and to Japan. Next, they sail across the Pacific Ocean to San Francisco and across America. On the way a police detective follows them because he thinks Fogg is a bank thief trying to escape, but he can't arrest Fogg until he arrives back in England.

1 Phileas Fogg lives in London with Asuda / Passepartout.  
2 His friends think it's possible / impossible to travel round the world in 80 days.  
3 The bet is for £10,000 / £20,000.  
4 They meet Asuda in Hong Kong / India.  
5 The detective thinks Fogg is a captain / thief.

3 Read the story again. Choose the correct option.

1 Passepartout / Asuda was happy when the captain was locked in his room.  
2 They can get wood for the fire from their supplies / the ship.  
3 Fogg gave twelve / very thousand dollars for the ship.  
4 They reach Liverpool in the morning / afternoon.

4 Match sentences a-d with their meanings 1-4.

a  I watched him carefully.  
b  I was suddenly a different man or woman.  
c  I put my foot on the ground.  
d  I put some of it on the fire.

5 Write the Past Simple form of the verbs from the story.

1 say \_\_\_\_\_ 4 give \_\_\_\_\_  
2 build \_\_\_\_\_ 5 cost \_\_\_\_\_  
3 run \_\_\_\_\_ 6 put \_\_\_\_\_

6 Complete the information about the story.

Title: \_\_\_\_\_  
Type: adventure story / love story / crime story  
Main characters: \_\_\_\_\_  
Important event: \_\_\_\_\_  
My opinion: ☆☆☆☆☆

# Extra section: Exam Time

# WIDER WORLD

SECOND EDITION

- Exam Time sections in the Workbook provide exam practice in a format which mirrors the real tests.
- Exam Tips familiarise students with typical exam task types and help them overcome common exam difficulties.
- There are three spreads per level covering units 1-3, 1-6, 1-12

**Exam Time 1 Listening** Units 1-3

1 Listen and choose the correct answer.

2 Listen. Then listen again and write down what you hear during each pause.

**Exam Tip** Don't panic if you can't hear a word. Leave a space and keep writing.

3 Listen to Alex talking to his friend Lindsay about his new hobby. Choose the correct answer.

4 Listen to the boy's uncle.

**Exam Time 1 Reading and Writing** Units 1-3

7 Read the texts and answer the questions with A (Andrea), L (Laura), S (Sofia).

8 Read the review and complete the notes. Use no more than three words from the text.

**Exam Time 2 Reading and Writing** Units 1-6

5 Read the texts and choose the correct answer.

6 Read the article and choose the correct answer.

7 Complete the email with one word in each gap.

8 Read the advert and answer the questions.

**Exam tip** Remember to answer ALL the questions in the email.

**Exam tip** Think about the meaning of the whole text when deciding which word to choose.

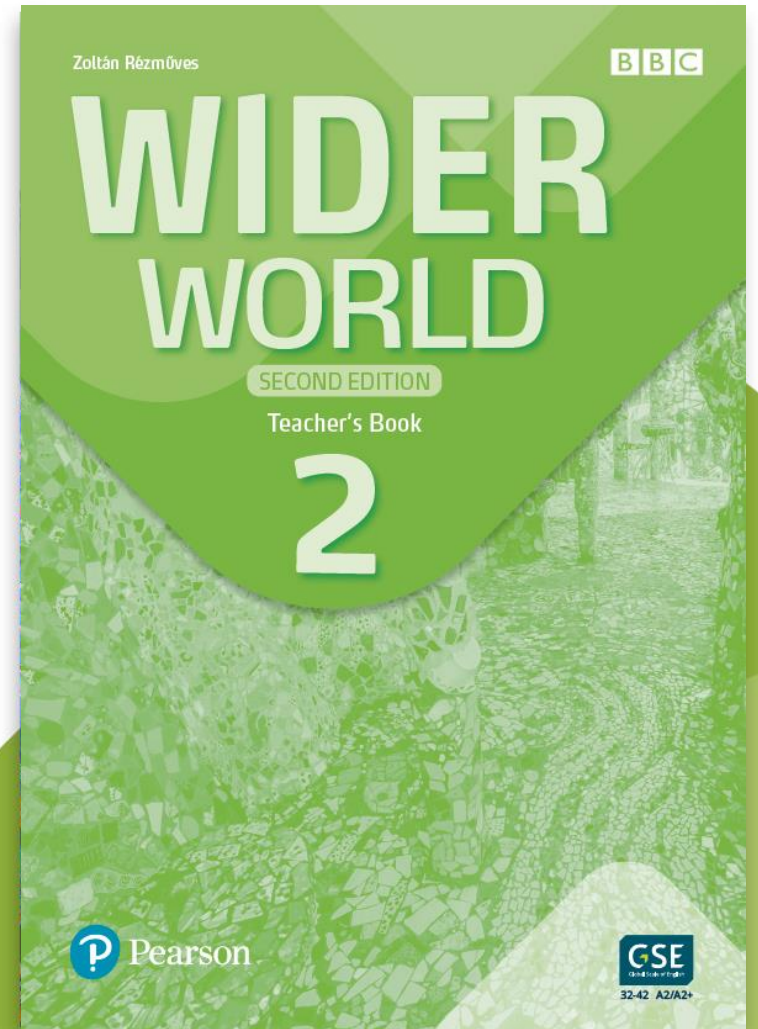
104 Exam Time 1

Exam Time 2 105

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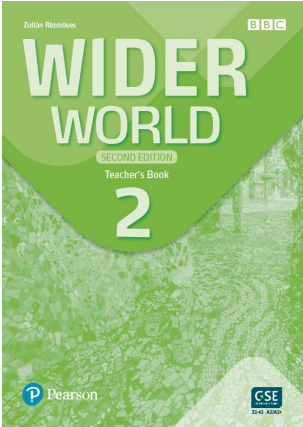
SECOND EDITION

Teacher's Book and Teacher's  
Resources



# Teacher's Book and Resources

**WIDER  
WORLD**  
SECOND EDITION



## Teacher's Book:

- Student's Book pages with overwritten answers
- Teaching notes
- Need support? Worksheets for lower achieving students
- Student's Book audio scripts
- Student's Book video scripts
- Workbook audioscripts
- Workbook answer key

## Teacher's Portal (Pearson English Connect)

- ❖ SB & WB Presentation Tool with lesson notes, video and interactive exercises
- ❖ Online Practice of the WB and Extra Practice Activities
- ❖ Teacher Resources
- ❖ Gradebook with student results from the activities in the SB and Online Practice
- ❖ Test Generator
- ❖ Virtual classroom with live video and sharable interactive whiteboard



### 2.2 Grammar

#### Present Continuous

##### VIDEO WHAT ARE YOU WEARING?

Mum: Mia? Are you getting ready? Dad's making some toast. Do you want some?  
Mia: Yes, I'm nearly ready. Don't worry, I'm having some fruit and yoghurt.

Phone ringing  
Noah: Mia? Are you coming? I'm at the bus stop.  
Mia: Er, yes, I am. I'm leaving now. Hey, what are you wearing?

Noah: Huh? I'm wearing my uniform, of course. See you in a minute.  
One minute later

Mia: Mia? Mia, you've got a beard! People are looking at you. And why are you wearing a scarf on your head?

Mia: I'm a pirate! This is my fancy-dress costume for Charity Day, of course.

Noah: It's cool, but ...  
Mia: Yeah, I've got my dad's shirt and Gran's old belt ... But you aren't wearing your fancy-dress costume.

Exercise 4  
2 Noah isn't packing his bag. He's waiting for Mia.  
3 Mia's parents aren't eating lunch. They're having breakfast.  
4 Mia isn't leaving early. She's talking on the phone.

Exercise 5  
2 Are Mia's parents eating eggs? No, they aren't. They're eating toast.  
3 Is Mia wearing her school uniform? No, she isn't. She's wearing a fancy-dress costume.  
4 Why is Noah laughing? He's laughing because it isn't Charity Day.

Exercise 1  
1 Mia and Noah are at the bus stop.  
Mia has got a fancy-dress costume on (dad's shirt, gran's belt, a scarf on her head and a beard because she thinks it's 'Charity Day').



Is it really Charity Day today? I'm going home to change.  
Noah: There isn't time. The bus is coming.  
Mia: You're right. I'm just checking something ...  
Noah: Why are you laughing?  
Mia: Guess what? It isn't Charity Day today. It's next week!

Exercise 2  
1 How long do families normally spend together each weekday? Thirty minutes.  
2 When do Canadian families celebrate Family Day? In February.  
3 What is the temperature in Ottawa today? minus ten degrees.  
4 What types of frozen statues are at the festival? animals and birds.  
5 What food and drink can you find at the festival? marshmallows and hot chocolate.

### 2.3 Reading and Vocabulary

#### Family Day

1 Which of these activities do you and your family often do together? Read the article and tick (✓) the activities which are mentioned.  
 doing a sport  
 watching films  
 having a meal or a snack  
 taking part in outdoor activities  
 playing board games  
 shopping



Research shows that many families are only together for about thirty minutes each weekday and ninety minutes on weekend days. Canada's answer to this problem is Family Day in February. Special activities are free for families, so they can spend time together. Do families enjoy it? Here's our mini survey from the Winter Festival.

Justin: It's really cold in Ottawa today – about minus ten degrees – so we're all wearing thick jackets and snow boots. We're spending Family Day at the Winter Festival. Dad's got his penguin hat on and is singing songs from Frozen. It's embarrassing, but he's very funny. The Winter Festival is definitely better than boring family shopping trips!

Fleur: At home, I sometimes argue with my brother as he can be annoying. But right now, we're enjoying Family Day together. The music's relaxing, and we're looking at interesting ice sculptures of animals and birds.

Natasha: The giant ice slides are really exciting! My little sister's frightened of big slides, but there are small slides for kids. I'm kind because there's a long queue for the slide, but it's OK because we're drinking hot chocolate and we're eating marshmallows.

What about you? Are you celebrating Family Day? It's a good idea? We want to hear your opinions.

Exercise 3  
1 How can you remember important events? In pairs, discuss the ideas below. Which things do you normally do? What would you like to try?  
 • have a noticeboard at home with sticky notes  
 • use app/phone notifications  
 • make a note in your diary or on a calendar

Exercise 4  
1 Mia / have / breakfast ?  
2 Mia's parents / eat / eggs ?  
3 Mia / wear / her school uniform ?  
4 Why / Noah / laugh ?  
A: Is Mia having breakfast? B: Yes, she is.

Exercise 5  
1 Mia / have / breakfast ?  
2 Mia's parents / eat / eggs ?  
3 Mia / wear / her school uniform ?  
4 Why / Noah / laugh ?  
A: Is Mia having breakfast? B: Yes, she is.

##### EXAM International Certificate Level 1

1 How long do families normally spend together each weekday? Thirty minutes.  
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5 What food and drink can you find at the festival? marshmallows and hot chocolate.

##### VOCABULARY Adjectives with -ed/-ing

A person, thing or situation is ...  
 annoying boring embarrassing exciting  
 frightening interesting relaxing rising  
 You are/feel ...  
 annoyed bored embarrassed excited  
 frightened interested relaxed tired

Exercise 6  
1 Ella loves ice-skating, but I'm not interested.  
2 I hate high schools. They're frighten-ing.  
3 Do you feel tir-ed on Fridays?  
4 I feel embarrass-ed in this costume.  
5 The music at this festival is annoy-ing.

Exercise 7  
1 Mia / have / breakfast ?  
2 Mia's parents / eat / eggs ?  
3 Mia / wear / her school uniform ?  
4 Why / Noah / laugh ?  
A: Is Mia having breakfast? B: Yes, she is.

Exercise 8  
1 How can you remember important events? In pairs, discuss the ideas below. Which things do you normally do? What would you like to try?  
 • have a noticeboard at home with sticky notes  
 • use app/phone notifications  
 • make a note in your diary or on a calendar

Exercise 9  
1 Mia / have / breakfast ?  
2 Mia's parents / eat / eggs ?  
3 Mia / wear / her school uniform ?  
4 Why / Noah / laugh ?  
A: Is Mia having breakfast? B: Yes, she is.

Exercise 10  
1 Mia / have / breakfast ?  
2 Mia's parents / eat / eggs ?  
3 Mia / wear / her school uniform ?  
4 Why / Noah / laugh ?  
A: Is Mia having breakfast? B: Yes, she is.

Exercise 11  
1 Mia / have / breakfast ?  
2 Mia's parents / eat / eggs ?  
3 Mia / wear / her school uniform ?  
4 Why / Noah / laugh ?  
A: Is Mia having breakfast? B: Yes, she is.

Exercise 12  
1 Mia / have / breakfast ?  
2 Mia's parents / eat / eggs ?  
3 Mia / wear / her school uniform ?  
4 Why / Noah / laugh ?  
A: Is Mia having breakfast? B: Yes, she is.

### 2 People and personality

Student's Book pages 24–35

#### Unit contents

**Vocabulary**  
 • Clothes and accessories  
 • Adjectives to describe clothes and accessories  
 • Adjectives with -ing/-ed  
 • Personality adjectives

**Grammar**  
 • Present Continuous  
 • Present Simple and Present Continuous

**Speaking**  
 • Giving and responding to news

##### Writing

• A semi-formal email  
**Future skills**  
 • Self-Management: organisation and planning  
 • Communication: understanding messages

##### Exam

• International Certificate Level 1, Reading, Section 6, (open-ended question)  
 • A2 Key for Schools, Listening, Part 3, (B-option multiple choice)

For Online Classroom, go to the Portal.

#### 2.1 VOCABULARY

##### Clothes

**Lesson aims**  
 • Students can talk about clothes.  
**For the teacher**  
 • Photocopiable activity: Crossword  
 • Test: Vocabulary Check 2  
**For the student**  
 • Workbook, pages 16–17  
 • Extra Practice Activities: Vocabulary BBC Vox Pop

##### Lead-in

Ask students to work in groups and discuss if they follow any blogs on social media about fashion. They can describe the blogs to each other and give reasons why they like them and what makes them different or more interesting than other blogs.

**Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding: *Are clothes important? Do you like talking about clothes? Are you into fashion? Alternatively, show students photos of people wearing different types of clothes and ask: Do you like their clothes? Why/Why not?*

**Exercise 1**  
 • Read the information in Vocabulary box A as a class. Play the audio for them to listen and repeat the words. Pause after each word to check students' pronunciation.  
 • Students identify the clothes they can see in the photos on their own. Then students work in pairs to find three items of clothing not in the photos. Play a memory game. Display the digital flashcards available on the Portal on the board in a random order and elicit the words.

**Exercise 2**  
 • Set a time limit for students to add as many words as they can to Vocabulary box A. Then elicit examples and write them on the board.

##### Writing

• A semi-formal email  
**Future skills**  
 • Self-Management: organisation and planning  
 • Communication: understanding messages

##### Exam

• International Certificate Level 1, Reading, Section 6, (open-ended question)  
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**Exercise 1**  
 • Read the information in Vocabulary box A as a class. Play the audio for them to listen and repeat the words. Pause after each word to check students' pronunciation.  
 • Students identify the clothes they can see in the photos on their own. Then students work in pairs to find three items of clothing not in the photos. Play a memory game. Display the digital flashcards available on the Portal on the board in a random order and elicit the words.

**Exercise 2**  
 • Set a time limit for students to add as many words as they can to Vocabulary box A. Then elicit examples and write them on the board.

**Peer learning:** Students write sentences about the photos and then read them to another student who has to say which photo they are describing. Encourage students to say 'Well done!' to each other when they get it right and to explain why when they get it wrong.

**Extra activity**  
 Ask students to write sentences describing the clothes another student in the class is wearing, but without mentioning their name. Tell them to use words from Vocabulary boxes A and B. Then they take turns to read out their descriptions and guess the student.

**Exercise 7**  
 • Students complete the exercise in pairs and check their answers. Then ask students to say sentences about each photo for their partner to guess, e.g. It's green. It's plain.

**Exercise 8**  
 • Ask students to study the pictures and headings and ask: *What's the text about? (clothes, fashion, favourite outfits, etc.)* Check if students understand the word *outfit*. Ask what OOTD stands for (outfit of the day).  
 • Ask students to read the text and find the words for clothes and accessories.  
 • Students discuss the question in pairs and choose their favourite outfit giving a reason why.

**Exercise 9**  
 • Check students understand the words *tuxedo*, *heels*, *breaches*, *helmet* and *underpants*.  
 • Ask students to close their books, then play the video and ask: *What's the video about? (what people wear for different occasions)*

**Exercise 10**  
 • Students work in pairs. Encourage students to work with others they don't know well to make the exercise more interesting. Remind them to use some adverbs of frequency like *often*, *sometimes* or *never*.

**Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how many words they remember for clothes and accessories (1 – no words to 5 – more than ten words). They can put it on your desk as they leave the classroom. If there are lots of 1s and 2s, find time to review the key vocabulary.

#### 2.2 GRAMMAR

##### Present Continuous

**Lesson aims**  
 • Students can use the Present Continuous to talk about things that are happening now.  
**For the teacher**  
 • Need support? worksheet, page 235  
 • Grammar presentation  
 • Photocopiable activity: *Where am I now?*  
 • Test: Grammar Check 2

**For the student**  
 • Grammar Time, Student's Book, page 127  
 • Workbook, page 18  
 • Extra Practice Activities: Grammar

**Exercise 7**  
 • Students complete the exercise in pairs and check their answers. Then ask students to say sentences about each photo for their partner to guess, e.g. It's green. It's plain.

**Exercise 8**  
 • Ask students to study the pictures and headings and ask: *What's the text about? (clothes, fashion, favourite outfits, etc.)* Check if students understand the word *outfit*. Ask what OOTD stands for (outfit of the day).  
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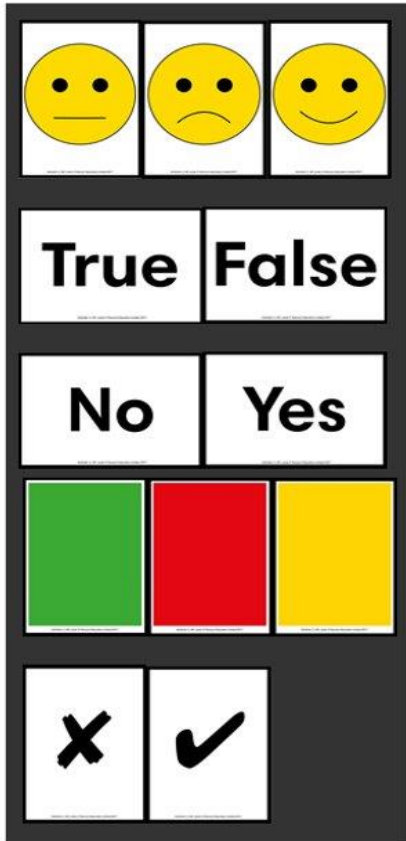
**Self-Management: organisation and planning**  
 Organisation and planning skills help students set realistic goals and estimate the time needed to complete those goals. This task helps students develop effective strategies to plan and organise events in their daily lives.



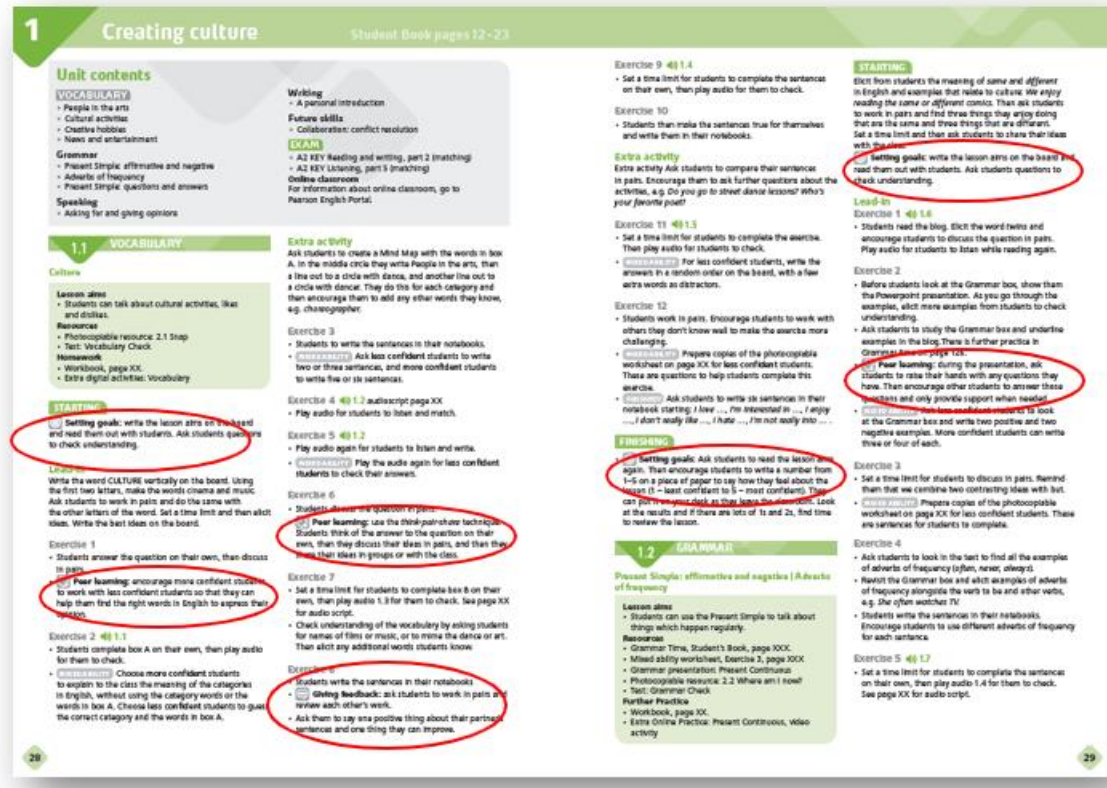
# Assessment for learning support

# WIDER WORLD

SECOND EDITION



Assessment for learning response cards (printable or to display)



Tips on how to integrate assessment for learning techniques in every lesson

Strategies of formative assessment	Recommended techniques used for formative assessment
<p><b>SETTING AIMS AND CRITERIA FOR SUCCESS</b></p> <p>At the beginning of each lesson, students are informed about the learning objectives. The teacher tells them what they are going to learn, why they are going to learn it, and then makes it clear what the required standards of good work are.</p>	<ul style="list-style-type: none"> <li><b>Key question:</b> an intriguing/interesting problem posed to get students involved in the lesson, inspire them and make the lesson memorable, e.g. <i>Why is English an international language? Why are there so many English words in our native language?</i></li> <li><b>Lesson objectives presentation:</b> The teacher explains lesson aims in a way appropriate to students' linguistic and cognitive development. Brief lesson objectives are written on board.</li> <li><b>'What Am I Looking For?' (WILF):</b> The teacher draws students' attention to the most important elements in the lesson and provides examples of model work.</li> </ul>
<p><b>MONITORING STUDENTS' LEARNING</b></p> <p>The teacher observes how students participate in classes during pairwork or groupwork, assesses their written work, evaluates project work or oral tasks. The data, which is collected regularly, enables the teacher to give feedback to each student.</p>	<p>As students are encouraged to volunteer, in order to encourage them all to answer the teacher's questions, there are the following techniques that can be used instead:</p> <ul style="list-style-type: none"> <li><b>Lollipop stick technique:</b> students write their names on lollipop sticks and put them in a cup. Teacher asks one student to pick a stick and a student whose name is on the stick responds to a question.</li> <li><b>ABC, True/False, Yes/No, Stop/Go, etc. response cards</b> to monitor whether all students can understand the different exercises and questions, and keep up with the lesson. (Each student has his/her own set of cards to choose from.)</li> <li><b>Traffic Lights Cards:</b> students show 'Green' if they know how to do an exercise or understand the topic, 'Yellow' when they need some help, and 'Red' when they need re-teaching the language point.</li> <li><b>Thumbs up/down technique:</b> teacher asks students to make a thumbs up/down gesture</li> </ul>

A list of assessment for learning strategies and techniques for every lesson in the TB Introduction