



WIDER WORLD

SECOND EDITION

 Pearson

 BBC

What do we offer?



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- ELT consulting
- Teacher's set for free
- Free samples

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Distribution



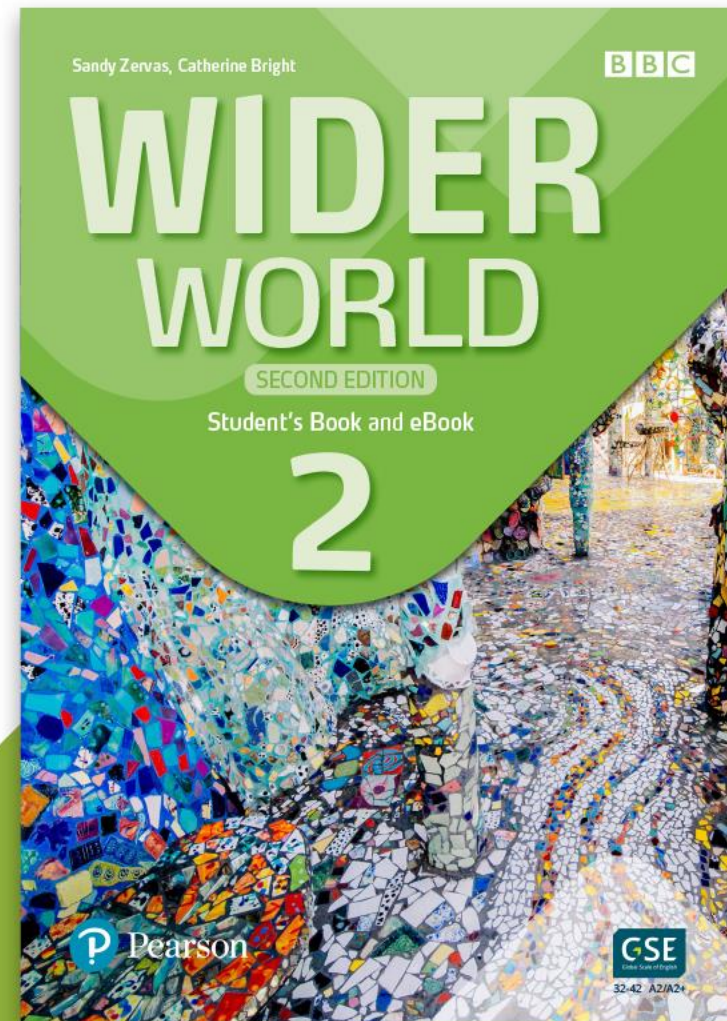
- Loyalty programme for schools
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WIDER WORLD

SECOND EDITION

**Set for learning, set for life in
the WIDER WORLD**



Sandy Zervas, Catherine Bright

WIDER WORLD

SECOND EDITION

Student's Book and eBook

2

 Pearson

Table of contents

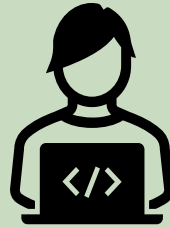
- Basic information
- Why is Wider World unique?
- Student's book structure
- Unit structure
- A closer look at SB, WB, TB
- Components
- What is new?

Basic information

**WIDER
WORLD**

SECOND EDITION

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



**Teenage
learners**
age 11/12
to 15/16



Teaching
**in-class
and
online**

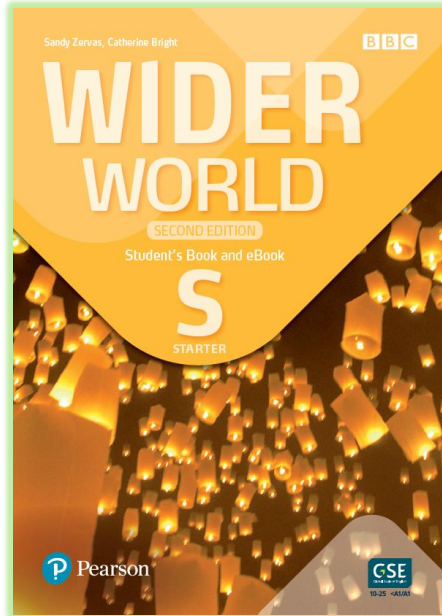


State,
private
schools,
language
schools

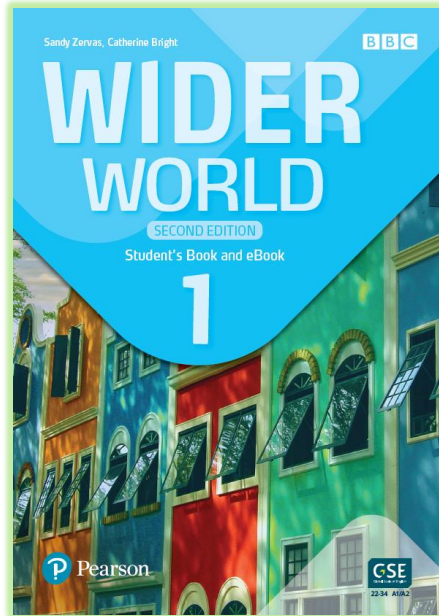
Levels according to GSE and CEFR

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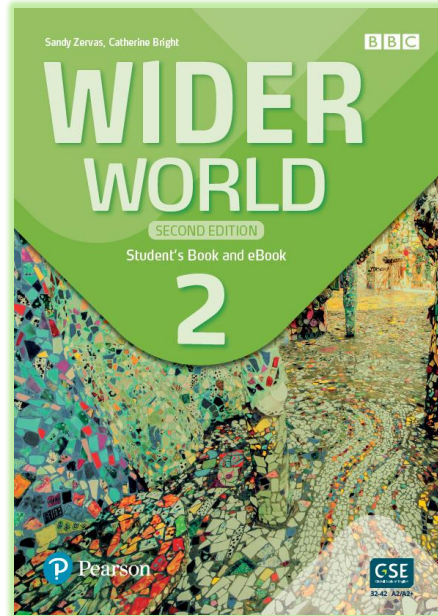
SECOND EDITION



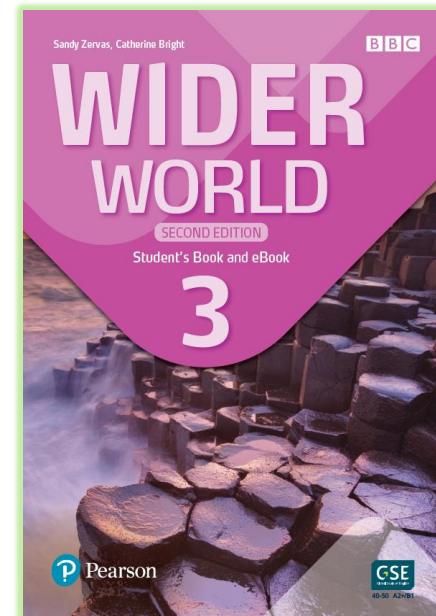
GSE: 10 – 25
CEFR: <A1 - A1



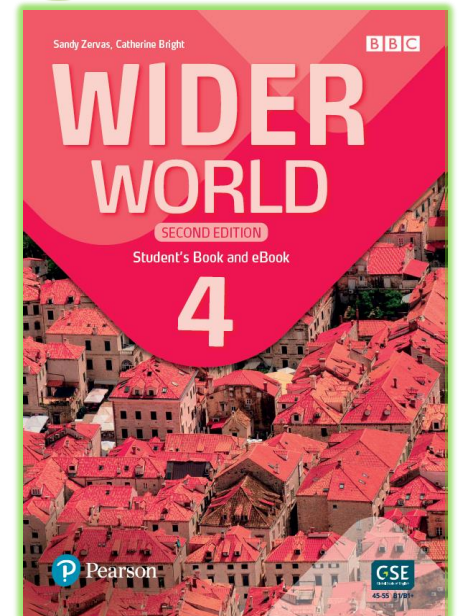
GSE: 24 – 34
CEFR: A1/A2



GSE: 32 – 42
CEFR: A2/A2+



GSE: 40 – 50
CEFR: A2+/ B1



GSE: 45 - 55
CEFR: B1/B1+

GSE - Global Scale of English

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Learning Objectives

Grammar

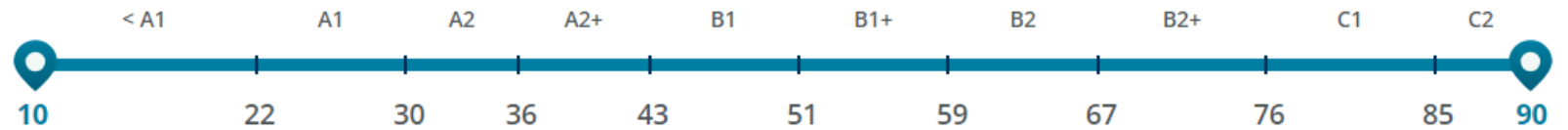
Vocabulary

Text Analyzer

Who are you teaching? [?]

Choose Learner ▼

Choose a range on the GSE / CEFR [?]



 Choose Skill [?]

 Filter search results with a word or phrase...

Show results

GSE - Global Scale of English

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Learning Objectives Grammar Vocabulary Text Analyzer

Who are you teaching?

Young Learners (6-14)

Choose Skill

Hide filters (6)

Clear all filters

Choose a range on the GSE / CEFR

< A1 A1 A2 A2+ B1 B1+ B2 B2+ C1 C2

10 22 24 30 33 36 43 51 59 67 76 85 90

Filter search results with a word or phrase...

Show results

Learner: Young Learners (6-14) ✕ GSE: 24 - 33 ✕

Skills: Listening ✕ Reading ✕ Speaking ✕ Writing ✕

GSE tool kit

<https://www.english.com/gse/teacher-toolkit/user/lo>

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LEARNING OBJECTIVES ⌵	SKILL ⌵	GSE ⌵	CEFR ⌵	
<input type="checkbox"/> Can answer simple questions about objects (e.g. colour, size). ©	Speaking	22	A1 (22-29)	
<input type="checkbox"/> Can understand simple contractions (e.g. 'I'm', 'he's', 'we're'). ©	Reading	22	A1 (22-29)	
<input type="checkbox"/> Can tell the time of day to within five minutes. ©	Speaking	22	A1 (22-29)	⌵
<input type="checkbox"/> Can understand basic questions about what things are in their immediate surroundings or in pictures (e.g. 'What's this?'). ©	Listening	22	A1 (22-29)	
<input type="checkbox"/> Can sing a basic song from memory. ©	Speaking	22	A1 (22-29)	
<input type="checkbox"/> Can take part in basic games that use fixed expressions or rhymes. ©	Speaking	22	A1 (22-29)	

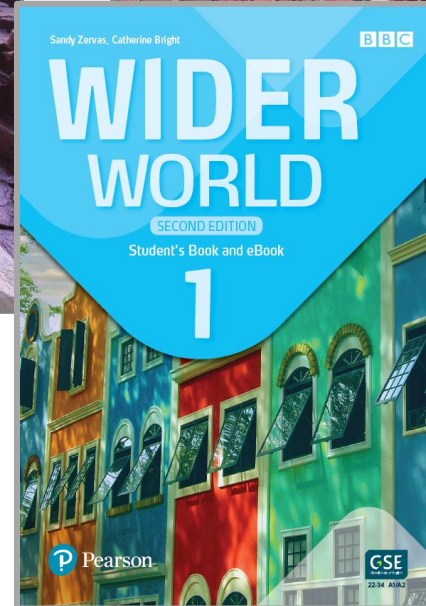
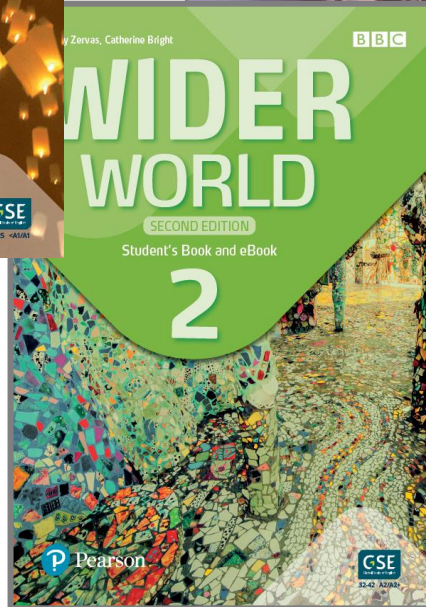
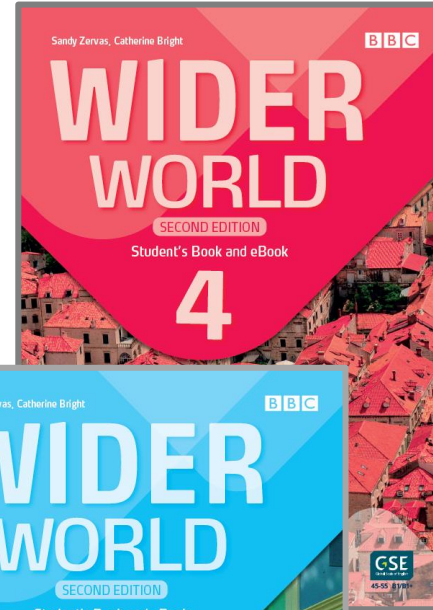
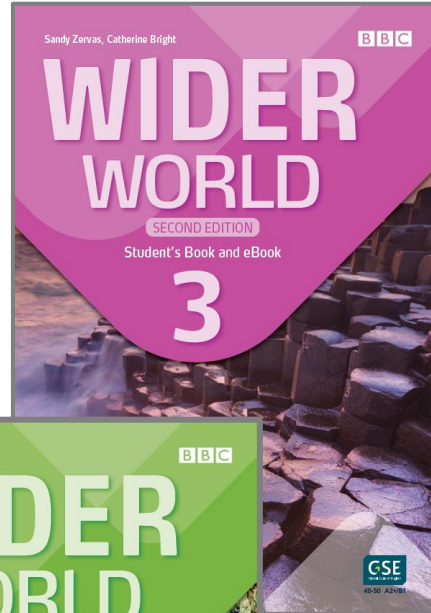
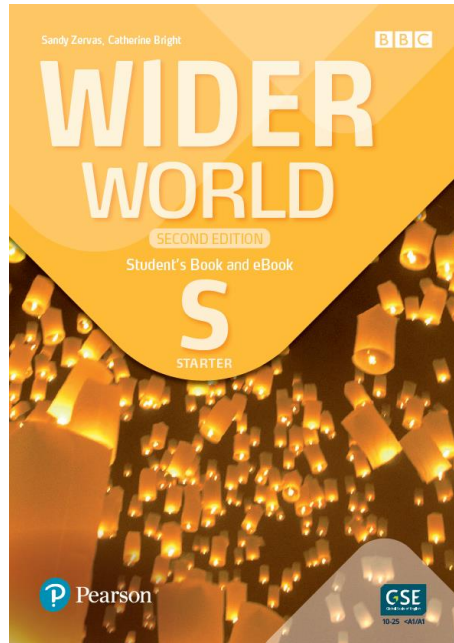
Download

Find coursebook



Why is Wider World so unique?

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BBC and Pearson partnership

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WORLD

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BBC videos

-  • New videos reflecting important topics such as culture, global citizenship, and themes promoting diversity and inclusion
-  • With the possibility of audioscript they help to understand authentic speech
-  • Includes wide range of videos - cultural, VOX POPS short videos, videos about teenagers and their families





Set for life programme

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- a completely NEW integrated programme for developing personal and social skills



Collaboration and team work



Social and environmental responsibility



Self-management



Leadership



Critical and creative thinking

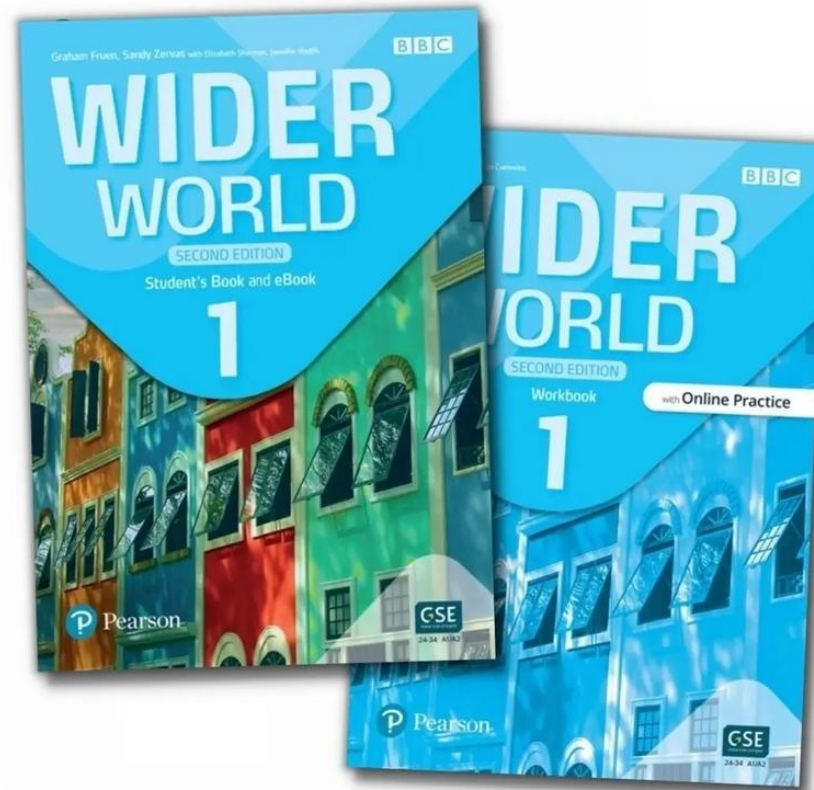


Communication

Extended reading and writing programme

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- Extra focus on the gradual development of writing and reading skills
- Better opportunities to learn, practice, and recycle the language
- Usage in more authentic contexts



Extra support for mixed-ability classes

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- An extended range of support materials
- An enhanced support for personalising learning
- Possibility of responding to the needs of students with different learning needs



Wider World on *Pearson English Connect*

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Interactive
presentation
tool (SB, WB)

Groups

Assignments

Test generator

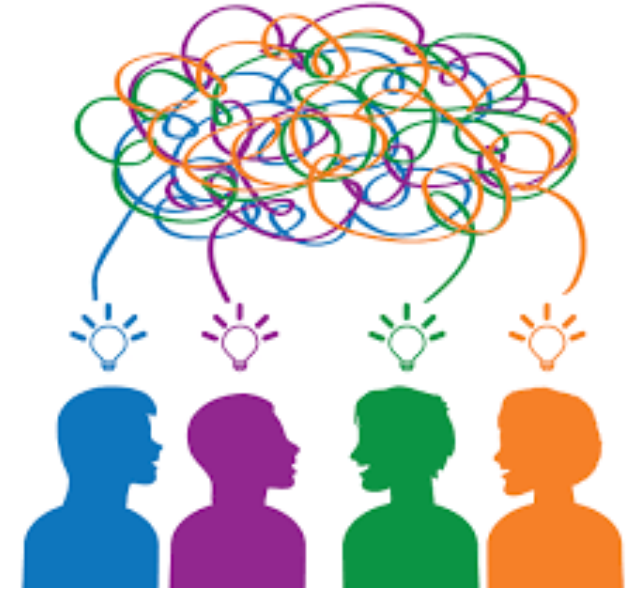
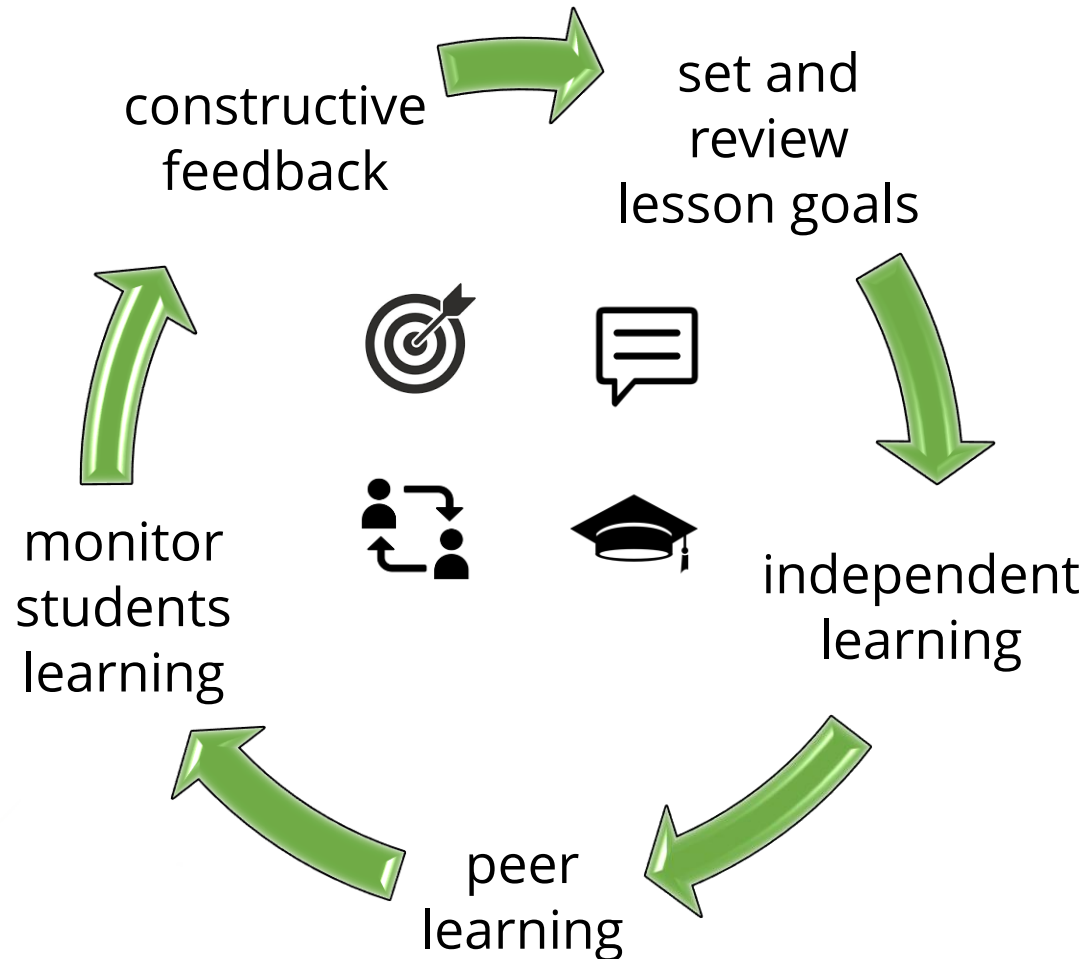
Gradebook

Extra
materials

Printables

Assessment for learning

- **Teaching notes** in every lesson with guidelines on how to integrate elements of **Assessment for learning**



Inclusive classroom

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- Strategies and materials to cater for mixed-ability and neurodiversity in the classroom

Teaching notes, suggestions and ideas for **Need support** and **Finished early** students

Need support?
worksheets (simplified versions of more difficult tasks)

Exercises progress **from less to more difficult**

My Language File
page for building a bilingual dictionary

Additional remediation tasks
for grammar lessons

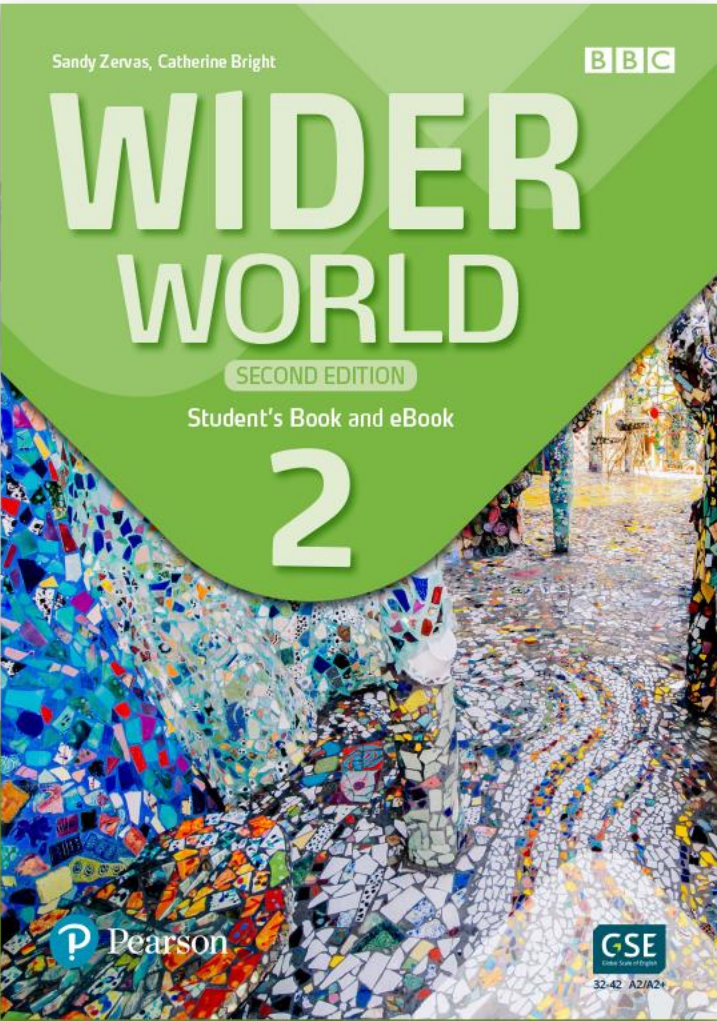
Tests versioned for **dyslexic students**

Additional **supplementary resources** for students with **special needs**

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Student's book structure



Student's book structure

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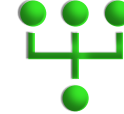
Introductory
(zero) unit + 9
units



At the end of the
units - either **Set for
Life** section or **BBC
Culture** section



Every unit
closed with a
unit revision



Cumulative
progress check
(units 1-3, 1-6, 1-9)



Grammar time
section



Irregular verbs



Student
activities



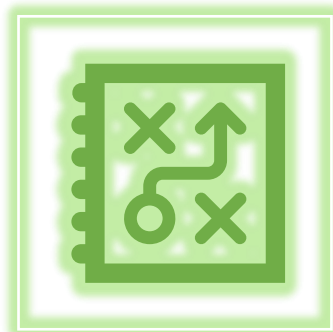
CLIL section (e.g.
literature, history,
science)

A closer look at...

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Student's book



Workbook

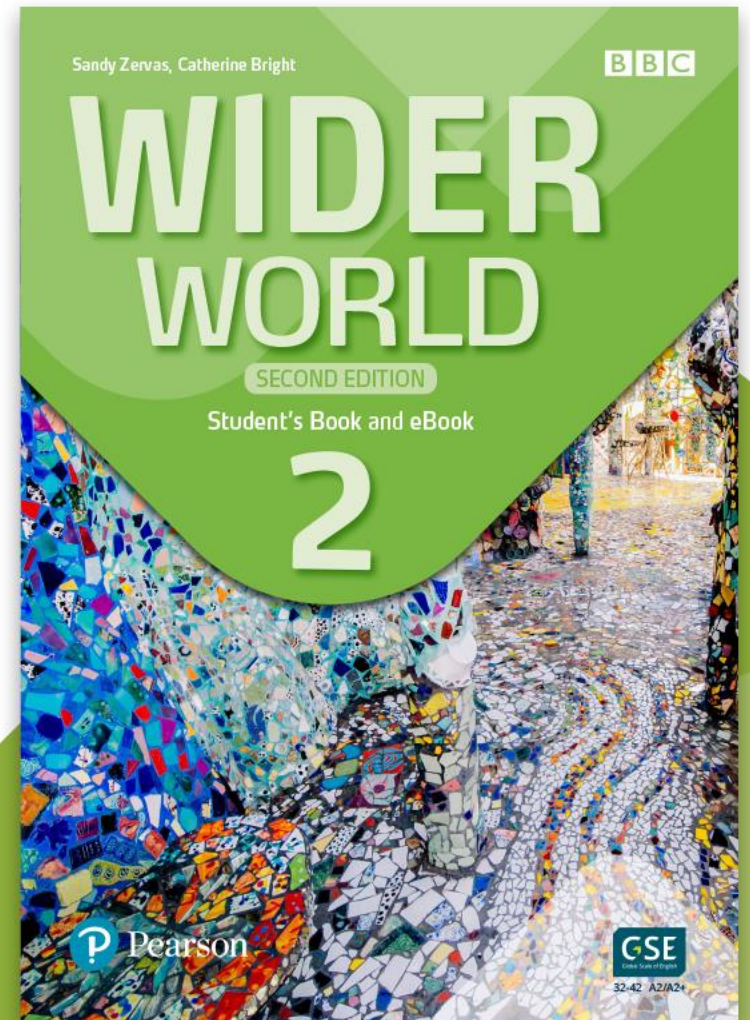


Teacher's book

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Unit 1 Student's Book walkthrough



Lesson 1: Vocabulary

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1. Summary of unit vocabulary and grammar content

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

1.1 Vocabulary
Culture

VOCABULARY A People in the arts

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

Unit 1 12

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

5 1.2 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 1.3 [I KNOW!] 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.

9 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 don't really into _____ the guitar.
6 I enjoy _____ pictures with coloured pens.
7 I don't like _____ salsa music.
8 I love _____ poetry.

10 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.

11 1.5 Complete the words in the text. Listen and check.

KIERAN'S HOME PAGE

I'm an artist. I love painting and drawing pictures of beautiful places in the country. I enjoy taking 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 3a _____ films for kids. I'm a 4w _____ too. I write short 5s _____, poetry and songs. I'm really 6t _____ rock music. I'm a singer in a band. I'm not a 7g _____ musician, but I can play the guitar quite well. I don't like dancing 8m _____. I'm a terrible 9d _____. My friends say I've got two left feet!

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.

I can talk about people in the arts, cultural activities, likes and dislikes. 13 Unit 1

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

Lesson 2: Grammar

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3. Grammar PPT Presentation

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
We look the same, 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 ² _____ (not go) to the theatre very often. My brother often ³ _____ (watch) films on TV, but I ⁴ _____ (prefer) playing games with my friend, Dylan. He usually ⁵ _____ (win), but he ⁶ _____ (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 Listen. 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 ¹ dancing! I ² _____ to dance classes with my friend Kay. We do hip hop – it's great! We ³ _____ practise salsa too, but not very often. I ⁴ _____ like salsa much, but Kay ⁵ _____ it.

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

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

A blog from Ireland for the world
COLLEEN'S CORNER

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

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 paint on my fingers. I draw on my computer and I make pictures and animations with real world objects and computer images. It's amazing!

4 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.

3 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.

5 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

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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/ the problem with ...?	I think it's great/brilliant/all right.
	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 ¹ *about* pop music?
B: I don't think ² _____ of it.
A: What's ³ _____ with it?
B: If you ⁴ _____ me, it's always the same – easy listening.
A: What's the problem ⁵ _____ easy listening?
B: It's all right, but I prefer hip hop. I ⁶ _____ pop music's boring.
A: No, it isn't. It's ⁷ _____! Here, listen to this ...
So, what do you think ⁸ _____ that?

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.*

YOUR WORLD

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


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.

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.

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?

- There is a photo of Olivia.
- You can listen to some of Olivia's songs.
- You can look at Olivia's photo gallery.
- There is some personal information about Olivia.
- 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.

- Find ideas**
Make notes about your:
 - personal details
 - favourite school subjects
 - interests and hobbies
- Plan**
Organise your ideas into paragraphs. Use Olivia's text to help you.
- 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.
- 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>People in the arts</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>Cultural activities</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>Word friends (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>Word friends (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>News and entertainment</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>Extra words</p> <p>awful (adj) be afraid of be interested in be into be mad about brilliant (adj) cinema (n)</p>
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1 Use words from the wordlist to find these things.

- two words that have a similar meaning and one letter different *blog, ...*
- a word that stays the same when you read it backwards
- two things that are funny
- five things you can find in a newspaper or magazine
- four types of programme where you or your family can be on TV

2 In pairs, ask and answer the questions.

- Who can perform on stage? *actor, ...*
- Can you name a Latin American dance?
- What kind of films have no real actors?
- What classical music piece do you know?
- 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

Revision

Vocabulary

1 Write the correct word for each definition.

- This type of writing is an online diary. b. *log*
- This person makes films and tells actors what to do. d. _____
- You can read these. They're longer than short stories. n. _____
- This programme gives you lots of information about one topic. d. _____
- These pieces of writing give opinions about books, films or games. r. _____
- 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 ¹*taking* selfies. Sharing things on social ² _____ is very important to them. They often ³ _____ short films of dance moves, then Hasan ⁴ _____ video clips online. 'We don't ⁵ _____ an instrument, but we listen to lots of ⁶ _____ at the weekend and we often watch dance ⁷ _____ on TV or at the cinema,' says Hasan. 'Our families help too. Elsa's brother often draws ⁸ _____ of dance costumes. And my cousin is a photographer, so she loves taking photos of us ⁹ _____ on stage.'

3 Choose the correct option. In pairs, ask and answer the questions.

- What's your favourite reality show / opera?
- Do you sometimes read / act poetry?
- Do you enjoy watching soap operas / films?
- Have you got a favourite game film / show?
- Can you play / perform the guitar?

Grammar

4 Complete the sentences with the Present Simple form of the words in brackets.

- The singer *lives* (live) in the USA. She _____ (not live) in England.
- Adam _____ (go) to dance classes on Saturdays.
- No, I _____ (never/watch) reality shows.
- My friends _____ (enjoy) science fiction films. They _____ (not like) romantic comedies.
- Yes, I _____ (do). I _____ (listen) to it every day.

5 Make questions for the answers in Exercise 4.

- Where *does the singer live*?
- When _____?
- _____ reality shows?
- What kind of _____?
- _____ 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.
3 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 ¹ **was** twelve, my grandma gave me two baby rabbits for my birthday. They ² _____ 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 ³ _____ day. I also have to clean their cage and buy food ⁴ _____ them. Mum has an allergy to fur, so she ⁵ _____ brushes them. My brother also wanted to get a pet. ⁶ _____ weekend Mum took him to the pet shop and got him a fish.



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 ² _____ (DOCUMENT) on my computer. I also use my computer for shopping. Last week I bought some new ³ _____ (TRAIN) from an online sports shop. I like talking to my friends on my phone. My best friend, Charlie, is a very ⁴ _____ (CHAT) person, so we talk for hours! I get ⁵ _____ (ANNOY) when people say teens use too much tech. It isn't true.

Speaking

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 ² _____ me, they're awful.
A: Don't say that! I really like game shows.
B: I'm ³ _____. Maybe they are OK.
A: Well, I'm feeling excited ⁴ _____ my mum's on a game show today.
B: I don't ⁵ _____. It's just kidding. Sorry again!
A: Don't ⁶ _____. 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

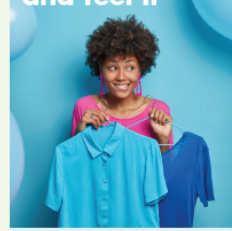
6 Does your school have a website? What things are interesting for a school website?

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 Julia a design
2 Natalie b chief editor
3 Theo c photography
4 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.

1 What are your favourite colours of clothes?
2 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.

1 These two colours can help you feel more relaxed: *blue and green*.

2 These two colours make you feel full of energy:

3 If you go to an exam, wear something in this colour:

4 These colours can help you if you are shy:

10 Read the article again and choose the correct answer.

1 What does the writer say about clothes and colours?
a We have too many choices.
b They can change our feelings.
c We always know why we choose them.

2 Why is it good to paint or write in blue clothes?
a Because they make you creative.
b Because blue is a colour of nature.
c Because blue always makes you happy.

3 Why are red clothes a bad thing to wear every day?
a They can make you fall in love.
b They can take away your energy.
c They can make you want to eat more.

4 What do experts say about the colour yellow?
a It is good for us on sunny days.
b It makes us feel tired.
c It makes us feel intelligent.

5 Why is white a useful colour?
a It is good for any meeting.
b It matches all other colours.
c It makes you feel strong.

Writing

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

dance shows street theatre
 films at the cinema plays at the theatre
 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?

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

4.10 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 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 ...
3 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?

4 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.

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

4.2.2 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.
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.

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/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 ...?

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 **4** **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 He/She/It	watch animated films. studies photography.
-	I/you/We/They He/She/It	don't (do not) watch animated films. doesn't (does not) study photography.

Spelling rules

With *he/she/it* we add -s, -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.

- Order the words to make sentences.
1 the guitar / at the weekend / a group / I / in / I play the guitar in a group at the weekend.
2 science fiction / films / often / watch / we
3 busy / she / always / is
4 go out / don't / on Mondays / usually / I
5 comics / doesn't / my / read / sister

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

Sandi has a very unusual life

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

- 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. No, I/you/we/they don't.
	Does	he/she/ it	work in a bank?	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 Green. They live in West Green.

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

- Make Yes/No questions in the Present Simple. Then ask and answer the questions in pairs.
1 you / like / taking photographs / ?
2 your favourite singer / write / songs / ?
3 your parents / watch / music videos / on TV / ?
4 you and your friends / like / dancing / ?
5 you / share photos / on social media / ?
6 you / often / read / novels / ?
A: Do you like taking photographs? B: Yes, I do.
- Write questions for these answers. Sometimes there is more than one possible question.
1 *Where does your aunt live?*
My aunt lives in Italy.
2 _____? *Jon walks to school.*
3 _____? *The concert ends at 11.30.*
4 _____? *Sam has pizza for lunch.*
5 _____? *No, I don't.*
6 _____? *Yes, she does.*

- 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/You/We/They He/She/It	'm (am) wearing a hat. 're (are) playing a game. 's (is) sleeping.
-	I/You/We/They He/She/It	'm not (am not) wearing a hat. aren't (are not) playing a game. Isn't (is not) sleeping.

?	Am	I	wearing a hat?	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*?

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

- 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.

- Complete the dialogue with the Present Continuous form of the verbs in brackets.

Mum: Tom! Where are you?

Tom: Hi, Mum. I ¹ *'m sitting* (sit) in the park.

Mum: What ² _____ (you/do)?

Tom: I ³ _____ (study) for an exam.

Mum: ⁴ _____ (Matt/study) too?

Tom: Yes, he is.

Mum: Really? We ⁵ _____ (drive) past the park now. You ⁶ _____ (not read)!

Tom: ⁷ _____ (play) football!

Mum: Yes, we ⁸ _____ (get) ready for our PE exam!

- Imagine you are having a party. Use the Present Continuous to write ten sentences about what is happening.

I'm sitting on the sofa with my friend Joanna.

2.4

Present Simple and Present Continuous

- We use the Present Simple for facts, habits and routines.
Rachel lives in South Street.
Noah 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.

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

- Oh no, it's *rain* (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.

Extra section: Irregular verbs

- Irregular verbs list at the end of the book

Irregular Verbs

10.1

Infinitive	Past Simple	Past Participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learned/learnt	learned/learnt
leave	left	left

Infinitive	Past Simple	Past Participle
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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>Waterhip 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 *Waterhip 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
1731–1735	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

Antibiotics



- 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.

- 1 Antibiotics are very important medicines in our lives. Doctors use them to fight many different kinds of infections. However, before 1928 scientists don'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.

- 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



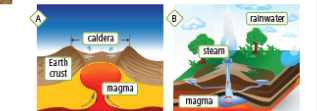
YELLOWSTONE'S HOTSPOT

Yellowstone National Park in the USA was probably the first national park in the world. Yellowstone is very popular and very big (8,983 km²). 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?

- 2 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.

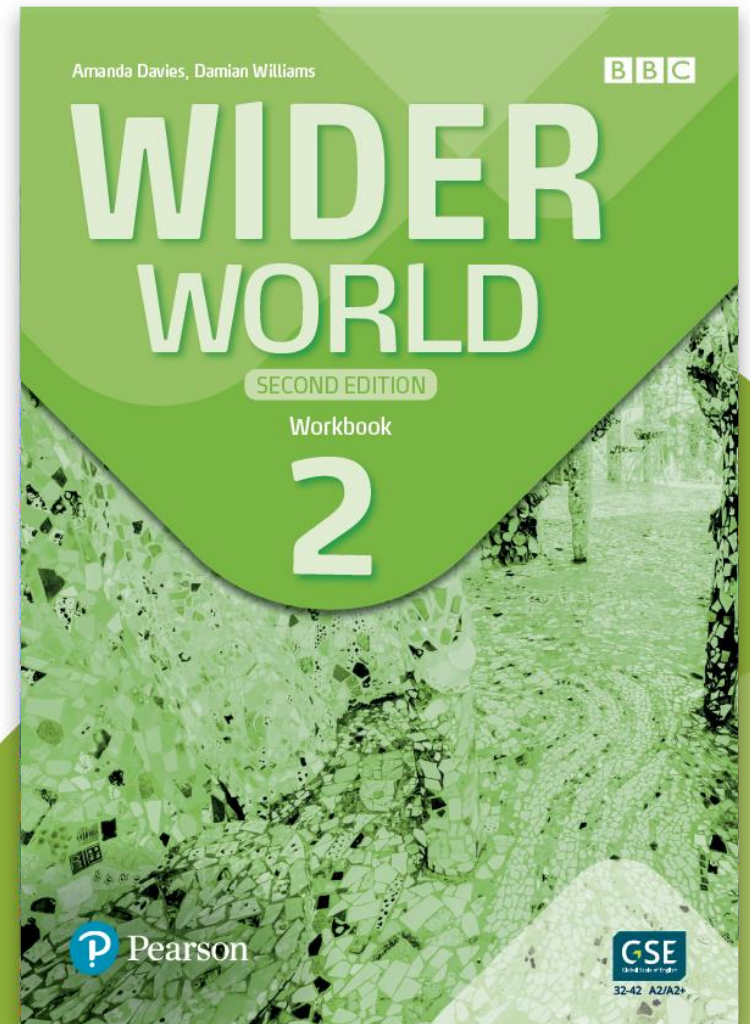
- 6 GO ONLINE Use the internet to find information about another supervolcano. Make notes about:
 - where it is.
 - the landscape around it.
 - how dangerous it is.

- 7 SHARE IT Write a factfile about the supervolcano you have chosen. Add pictures. Present your factfile to the class.

WIDER WORLD

SECOND EDITION

Unit 1 Workbook walkthrough



Core lessons

- 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

WIDER WORLD

SECOND EDITION

The collage shows several pages from the 'Wider World' materials. On the left, a 'Creating culture' page (Unit 1) has a green header and contains a 'Vocabulary' section (1.1) with exercises for completing words in sentences and writing definitions. Below this is a 'Grammar' section (1.2) with exercises for using the Present Simple affirmative and negative. On the right, a 'Writing' page (1.7) features a 'Personal introduction' exercise with a student's profile and a 'What are you into?' section (8) with a reading passage about a student named Anna and exercises for choosing the correct form of words in a text. Other pages show grammar exercises (1.4) and vocabulary exercises (1.1) with matching and multiple-choice questions.

Core lessons: My language file

- A **unit wordlist** with recording and space for translation

WIDER WORLD

SECOND EDITION

My Language File

WORDLIST
🔊 1.4

<p>People in the arts</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>Cultural activities</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>Word friends (Creative hobbies)</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>Word friends (Cultural activities)</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>News and entertainment</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>Extra words</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>Sounds good!</p> <p>You mean ... ? _____</p> <p>Honestly? _____</p>
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MY LANGUAGE NOTES

My favourite words/expressions from this unit

Extra section: Reading Time

WIDER WORLD

SECOND EDITION

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

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?



Unit 3 36

Reading Time 2

The Olympic Promise

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



Unit 6 68

Reading Time 3

Round the World in Eighty Days

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



Unit 9 100

Before you read

1 Match places 1-4 with photos A-D.
1 study 2 art gallery 3 café 4 airport

5 Choose the correct answer.
1 The first art gallery is ...
a cheap b beautiful
c expensive

Before you read

1 Match sentences 1-4 with photos A-D.
1 Mr James is captain of the ship.
2 The boat couldn't get out of the room.
3 The wind moved 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.

Philias 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, he bet his twenty thousand pounds that he can't. Fogg and Passepartout travel from London to Egypt, then to India, where they rescue a woman, Aouda, 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.

3 Write the Past Simple form of the verbs from the story.
1 say 4 give
2 build 5 cost
3 run 6 put

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.

1 left a boat or plane and walked on land.
2 paid attention to someone's action very closely.
3 made something catch fire on purpose.
4 changed character very quickly.

7 **WRITING** Complete the information about the story.

Title: _____
Type: *adventure story / love story / crime story*
Main characters: _____
Important object: _____
My opinion: ☆☆☆☆☆

Before you read

4 He tells the truth / lies on television.
5 The people from his town are happy / angry when they see him on television.

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 he's fairly well off.
3 Who are the people from Nelson's town angry?
a because Nelson makes them feel bad.
b because Nelson is famous.
c because Nelson's grandmother cries.

7 Choose the correct option.
1 In the past Nelson was poor / rich but he was strong / old.
2 Granny Sarah was angry / unhappy when she saw Nelson on TV.
3 The people in Nelson's town were important / angry.
4 Nelson is famous / well now.

8 **WRITING** Complete the information about the story.

Title: _____
Type: *crime story / love story / sport story*
Main characters: _____
Important sport: _____
My opinion: ☆☆☆☆☆

Unit 3 37

Extra section: Exam Time

- **Cumulative assessment** for unit 1-3, 1-6, 1-12
- Sections for listening, reading and writing
- **Exam Tip** with exam study tips

WIDER WORLD

SECOND EDITION

Exam Time 1 Listening Units 1-3

1 4) ET1-3-1 Listen and choose the correct answer.

Exam Tip
Look at the pictures before you listen and try to name what they show.

1 Which film do they want to see?
a. play football b. play the guitar
c. do salsa

2 What does the boy's uncle do?
a. Italian b. French
c. Spanish

3 How is he learning it?
a. at school b. at his dad's
c. with his dad

4 How long are his lessons?
a. forty minutes b. forty-five minutes

4) ET1-3-2 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.

4) ET1-3-3 Listen to Alex talking to his friend Lindsay about his new hobby. Choose the correct answer.

1 Which free time activity doesn't Alex do anymore?
a. play football b. play the guitar
c. do salsa

2 Which language is he learning?
a. Italian b. French
c. Spanish

3 How is he learning it?
a. at school b. at his dad's
c. with his dad

4 How long are his lessons?
a. forty minutes b. forty-five minutes

Exam Time 1 Reading and Writing Units 1-3

5 Read the texts and choose the correct answer.

Farm Stay Holidays
Come to stay on our farm and enjoy life with the animals. You can help milk the cows and feed the sheep. You can buy local fruit, vegetables from the farm, but we don't have any...

1 Which picture shows the farm?

Hi Mum, are you going to the shopping centre today? Can you look for some dark blue jeans for me? I don't want them to be too tight, but not baggy like my black ones. Thanks, Esme

4 What type of jeans does Esme want?
a. dark blue b. black c. baggy

Exam Time 2 Reading and Writing Units 1-6

5 Read the texts and choose the correct answer.

Exam Tip
Think about why answers are wrong as well as why the answer you choose is right.

1 I'm a friendly, local manager and I love dogs! If you need someone to walk your dog in the evenings or at the weekend, call Charlie on 0729633746.

Charlie:
a. wants to have her own dog
b. offers to walk dogs any day
c. can look after dogs in your house

2 I need to get bread all the time and always had enough and rolls. Now I can buy them from everywhere and I don't panic!

The waiter:
a. feels better now
b. wants to know how to be healthy
c. has 'vegetables' when they are ill

3 Hi Tina,
Can you bring the laptop charger that I left at your house to school tomorrow, please? My laptop battery is dying! Thanks, Oliver

Oliver needs:
a. a bag a new laptop charger
b. use Oliver's laptop charger
c. a charger to laptop

4 **Lee Park Basketball team**
We are looking for new players to join our friendly team! You don't need to know how to play, we can teach you!

Exam Time 2 Reading and Writing Units 1-6

6 Read the article and choose the correct answer.

Hi Tina,
I hope you're having better now. I like you! ... a cool but I'm serious it's just my hair because I wash every time I go into the garden. Last year my doctor gave me 2 ... tablets, but I don't always remember to take them.

Marie doesn't ... with me because he was busy. I ... much more and I lost my ... the ... Anyway, it's time to treat ... do some ...

7 Complete the email with one word in each gap.

Exam Tip
Decide if you need to find a verb, a noun, an adjective, an adverb or something else.

Hi Mum,
I ... you were the doctor yesterday! I hope you're having better now. I like you! ... a cool but I'm serious it's just my hair because I wash every time I go into the garden. Last year my doctor gave me 2 ... tablets, but I don't always remember to take them.

Marie doesn't ... with me because he was busy. I ... much more and I lost my ... the ... Anyway, it's time to treat ... do some ...

8 Read the advert and answer the questions.

Exam Tip
Highlight the question words. This will help you to focus on the type of information you need to find.

ROOM AVAILABLE
Large double bedroom with bathroom.

You will share the kitchen, living room and garden with three other students. The room has a bed and wardrobe, but you will need to bring a desk, chair/table and any other furniture you want.

9 Last week you were playing basketball. Look at the pictures and write a description of what happened for your diary. Write 60-100 words in your notebook.

10 What type of room is it?
a. double room with bathroom

2 Who else lives in the house?

3 What is there in the room?

4 What is the house close to?

5 When can people move in?

6 How much is the room?

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.

102 Exam Time 1

Exam Time 1 Reading and Writing Units 1-3

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

1 Who does lots of speaking in their job?
2 Who works with people doing the same job?
3 Who works in a team of people who do different jobs?
4 Who talks about the type of personality you need to do her job?
5 Who needs to show lots of different feelings?
6 Who is still learning about their job?
7 Who says her job is sometimes hard?

Andrea I got my job at the animation company last year. I studied art at university, but I like drawing cartoons more than serious art. I normally draw everything on the computer. I work with lots of other artists and we all draw different things. At the moment, I don't know how to do everything, so I don't draw the main characters! I usually draw things like trees, clouds or buildings. It's still cool to see your drawings in a film, though.

Laura I started working as an actor about twenty years ago. I make lots of films and TV shows every year, but mostly animations, so I don't show my face. I just talk. The interesting thing is that I often act as animals in cartoons! To be an actor on an animation, you need to try to sound happy, sad or excited. You can't use your face or your body! It can be difficult, but it is often very funny.

Sofia I work as a film director at the animation company. I normally take an idea from a writer and make it into a film. I have to plan how I want to show the story in each part of the film. It is very creative work and I spend lots of time with other people. I work with the artists, actors, writers and musicians. To be a director, you need to be hard-working, but also creative and friendly. I love working on animated films and seeing ideas become real!

Review of Tabor Safari Park
Tabor Safari Park is a great day out for all the family. We took the train at 9 o'clock. Then we walked from the train station to the park. It only takes about 20 minutes. We spent about an hour walking around the part of the park where the smaller animals and birds live. Then we went around the other half of the park on a safari bus to look at the big animals. Here there are zebras, giraffes and elephants. I even saw a lion! There are lots of places where you can have a picnic, but we had lunch at the Zebra café. They are building a new vegetarian restaurant in the park. The park is open every day (except 25 December) from 10 a.m. to 5.30 p.m. It costs €65 for a family of 2 adults and 2 children, or €25 for adults and €15 for children under 16.

Name of Safari Park: **Tabor Safari Park**
How long to walk from the train station: 20 minutes
See smaller animals by: **1**
See bigger animals by: **catch**
Where to buy food: **5**
Closed on: **25**
Opens at: **10**
Family ticket price: **€65**

9 Read the email from your friend Grace.

From: Grace
Was Sara's party good last night? I don't come, I had a bad time you wear? What present did you buy?

Write an email to Grace and answer the questions. Write 25-35 words.

104 Exam Time 1

Exam Time 2 Reading and Writing Units 1-6

8 Read the text and answer the questions.

Exam Tip
Think about why answers are wrong as well as why the answer you choose is right.

I'm a friendly, local manager and I love dogs! If you need someone to walk your dog in the evenings or at the weekend, call Charlie on 0729633746.

Charlie:
a. wants to have her own dog
b. offers to walk dogs any day
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Exam Time 2 Reading and Writing Units 1-6

7 Complete the email with one word in each gap.

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Decide if you need to find a verb, a noun, an adjective, an adverb or something else.

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4 What is the house close to?

5 When can people move in?

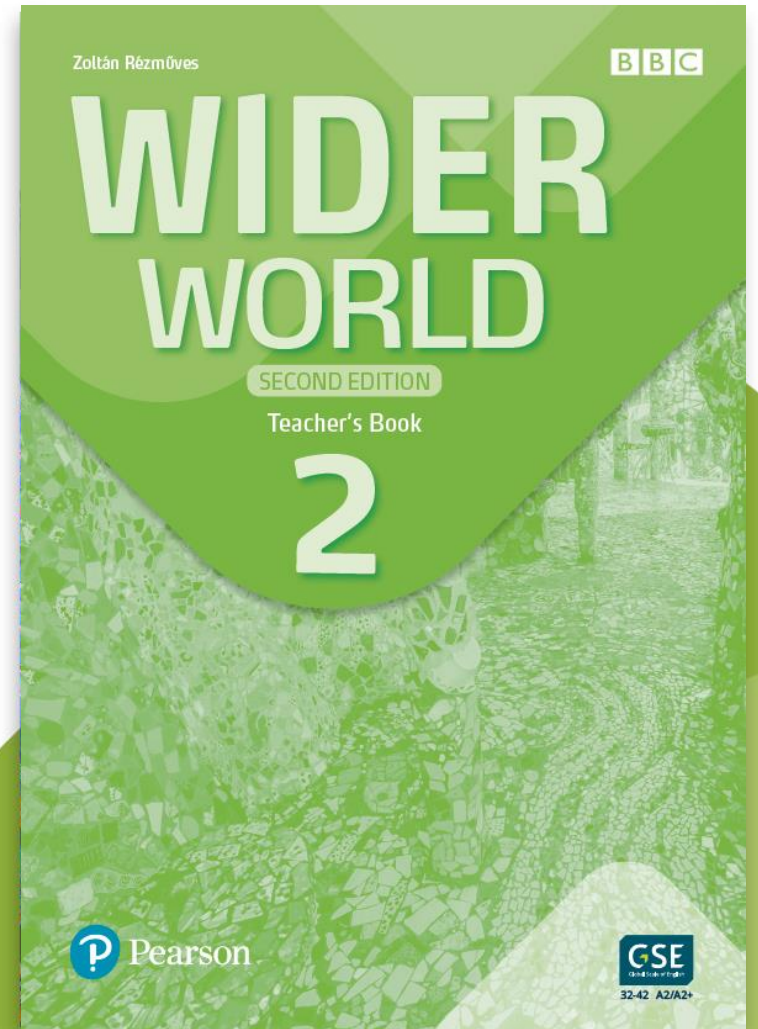
6 How much is the room?

106 Exam Time 2

WIDER WORLD

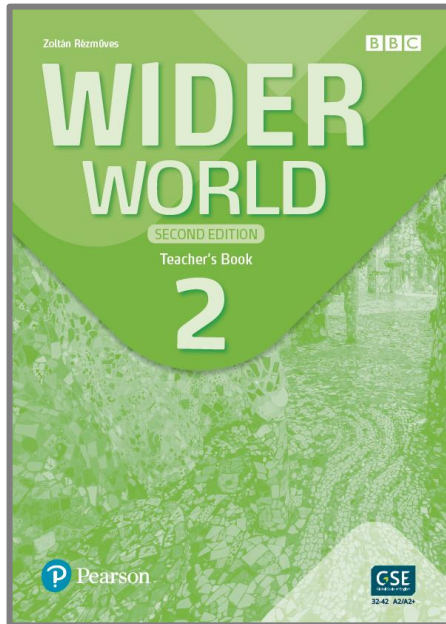
SECOND EDITION

Unit 2 Teacher's Book walkthrough



Teacher's Book

with Access Code to Pearson English Connect



Teacher's Book:

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

Access Code:

- **Interactive** Student's Book with toolbar
- **Interactive** Workbook with toolbar
- **Resources** (Assessment Package, Grammar Presentations, Photocopiable Resources, Bookmark, Teaching Notes...)

Pearson English Connect

- Presentation tool (SB)

WIDER WORLD

SECOND EDITION

The screenshot displays the Pearson English Connect presentation tool interface. At the top, the header reads "WIDER WORLD SECOND EDITION 2" and "1.1 Vocabulary | Culture". Below the header, there is a navigation bar with icons for "Lesson page" (0%), "Go to page", and page numbers 1 through 6. A toolbar on the left includes icons for "Close", "Cursor", "Zoom", "Pen", "Mark", "Erase", and "Hide". The main content area shows a lesson page titled "Creating culture 1" with a large green number "1" in a triangle. The page content includes a section "WHAT'S ON?" with sub-sections "FREE EVENTS", "RESTAURANTS", "PLACES TO STAY", and "THE CITY". The "FREE EVENTS" section features a "Beach Festival" and "Outdoor Movies". The "RESTAURANTS" section features "Comic Book Day". The "PLACES TO STAY" section features "Street Art Walking Tour". To the right of the lesson page, there are exercises 3, 4, 5, 6, 7, 9, 10, and 11. Exercise 3 asks to look at Vocabulary box A and match events A-D. Exercise 4 asks to listen to recordings and match with events A-D. Exercise 5 asks to listen again and mark sentences T or F. Exercise 6 asks to discuss free activities in a place. Exercise 7 asks to complete Vocabulary box B. Exercise 9 asks to complete sentences with verb forms. Exercise 10 asks to change sentences to make them true. Exercise 11 asks to complete words in a text. Below the exercises, there are two boxes: "VOCABULARY B Cultural activities" and "KIERAN'S HOME PAGE". The "VOCABULARY B" box lists types of films, things to read, types of dance, and types of music. The "KIERAN'S HOME PAGE" box features a photo of a boy painting and a text about his artistic interests.

Pearson English Connect

WIDER WORLD

SECOND EDITION

- Presentation tool (WB)

The screenshot shows the Pearson English Connect presentation tool interface. At the top, it displays 'WIDER WORLD SECOND EDITION 2' and '1.1 Vocabulary | Culture'. Below the header, there are navigation icons including a table of contents (TOC) showing 'Lesson page 0%', a 'Go to page' field, and a series of numbered buttons (1-6) for navigation. A central toolbar contains icons for a document, a book, and a presentation. The main content area is divided into sections: 'Creating culture' (a green arrow pointing down), 'VOCABULARY' (People in the arts | Cultural activities | Creative hobbies | News and entertainment), and 'GRAMMAR' (Present Simple: affirmative and negative | Adverbs of frequency | Present Simple: questions and answers). The 'Vocabulary' section is titled '1.1 Vocabulary Culture' and contains three exercises: 1. Complete the words in the sentences, 2. Complete the text with the words below, and 3. Write the words for the definitions. To the right, there are two more exercises: 5. Complete the sentences with the words below, and 8. Choose the correct option. A 'WORD FRIENDS' section is also present, matching sentence halves. On the far right, there is a 'What are you into?' section with a photo of a woman reading and a list of activities. The interface includes a left sidebar with an 'Open' button and a right sidebar with a 'Next' button. A large green arrow labeled '1' points to the 'Creating culture' section.

Pearson English Connect

WIDER WORLD

SECOND EDITION

The screenshot shows the Pearson English Connect interface for the 'Wider World 2nd Edition 2 – Student's Book'. The top navigation bar includes 'Home', 'My Content', 'Groups', 'Assignments', 'Test Generator', 'Gradebook', 'Pearson English Portal', and 'Apps & Help'. The main content area displays a list of units: '0 Welcome to West Green', '1 Creating culture', '1.1 Vocabulary | Culture', '1.2 Grammar | Present Simple', '1.3 Reading and Vocabulary |...', '1.4 Grammar | Present Simple...', '1.5 Listening and Vocabulary | Types...', and 'Unit 1 | Revision'. Each unit has a small thumbnail image and a three-dot menu icon.

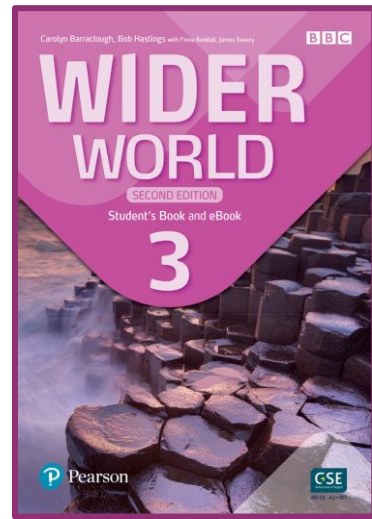
The screenshot shows the Pearson English Connect interface for the 'Virtual Classroom'. The top navigation bar includes 'Home', 'My Content', 'Groups', 'Assignments', 'Test Generator', 'Gradebook', 'Pearson English Portal', and 'Apps & Help'. The main content area displays a 'Virtual Classroom' interface with a 'Users list' showing '1 Miková Sárka', a 'Whiteboard' area with a toolbar, and an 'Audio / Video' area with a loading spinner. The bottom right corner shows a chat window with the email 'media@venturesbooks.com'.

- Assignments
- Test Generator
- Gradebook
- Virtual Classroom

Components



Student's Book packs



Student's Book

A



App



Student's eBook



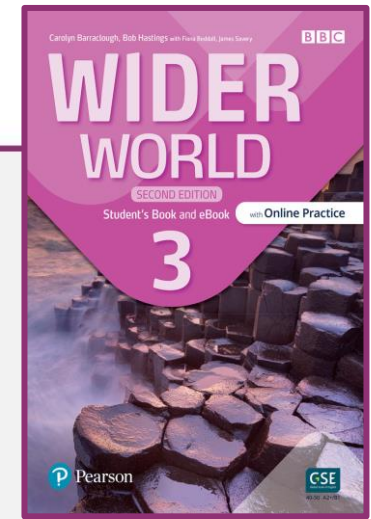
App



Student's eBook



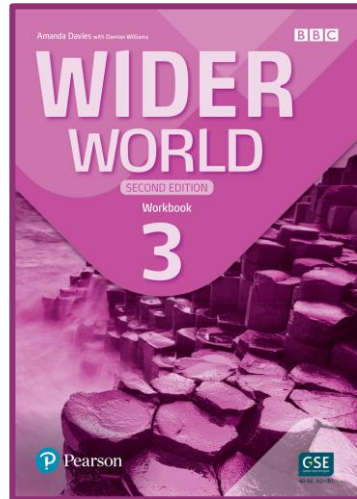
Online Practice = digital WB



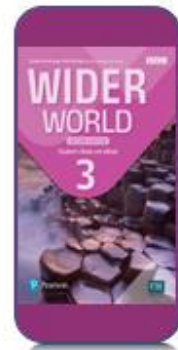
Student's Book with Online Practice

Workbook packs

**WIDER
WORLD**
SECOND EDITION



Workbook



App

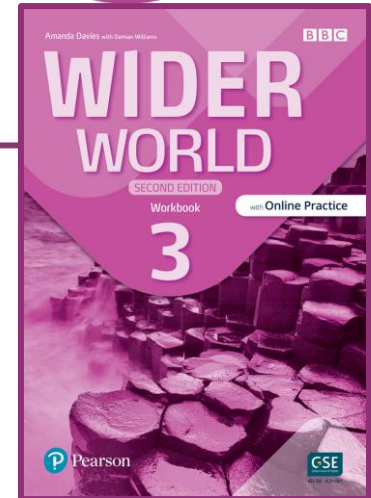
A



App



Online Practice
- digital workbook



Workbook
with Online
Practice

B

Teacher components

WIDER WORLD

SECOND EDITION

English Portal


PEARSON ENGLISH CONNECT



Teacher's Book



App



Online Practice



Student's eBook

What's NEW



WIDER WORLD

SECOND EDITION

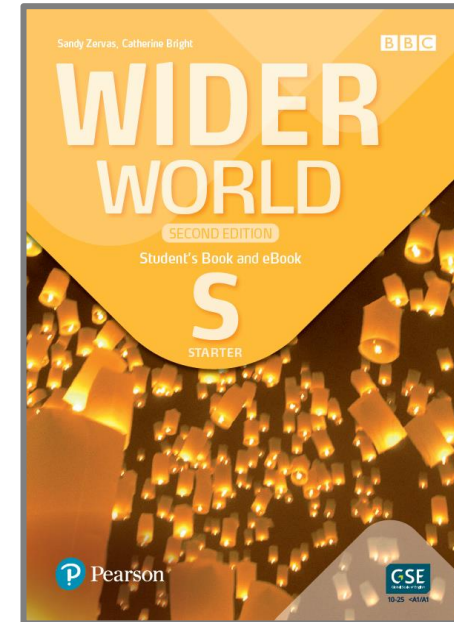
- NEW modern **design**
- 70% NEW **content** in levels 1- 4
- **Updated BBC** content
- Integrated **Set for Life** future-skills programme
- Extended **reading and writing programme**
- **Diversity** and **inclusion** principles covered
- NEW **digital environment (PEC)**

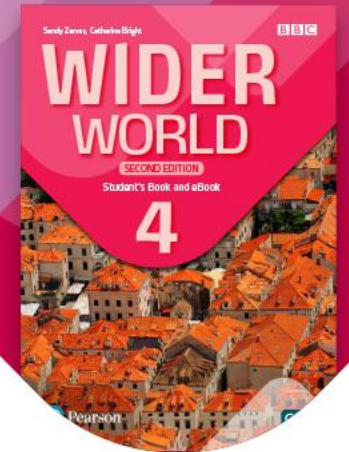
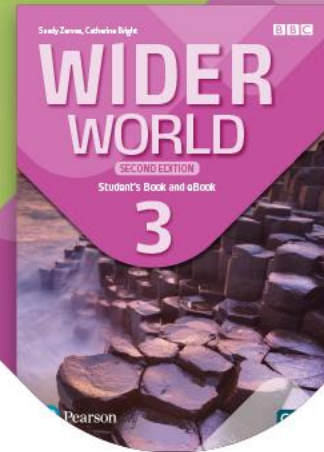
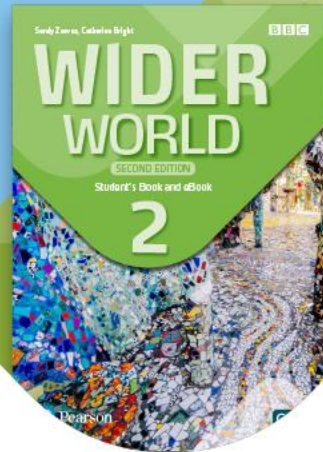
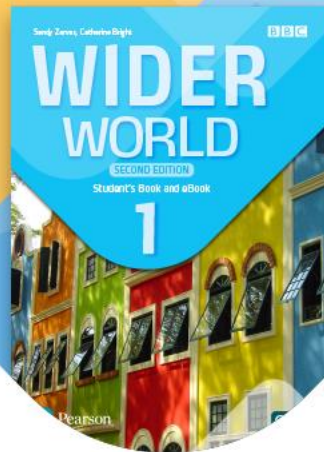
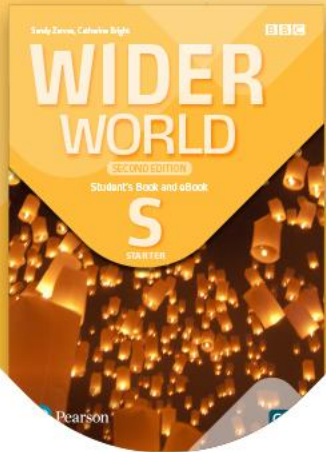


WIDER WORLD

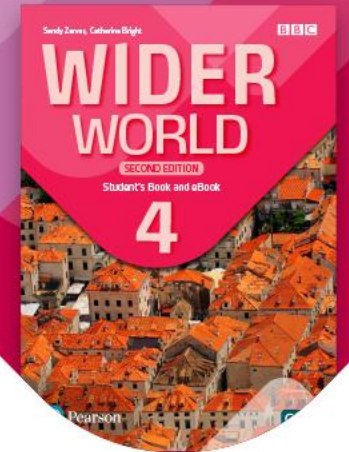
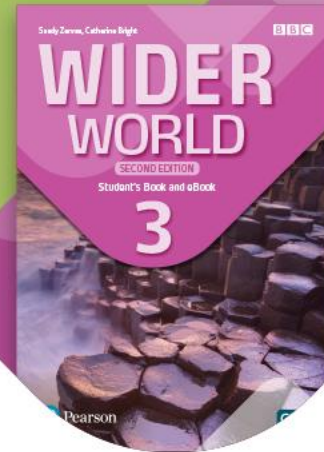
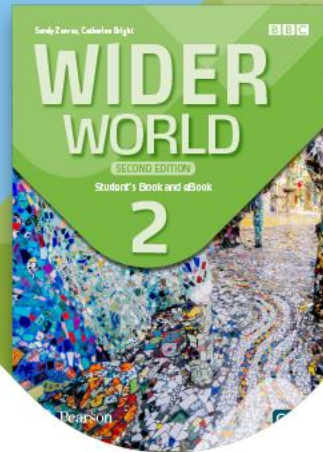
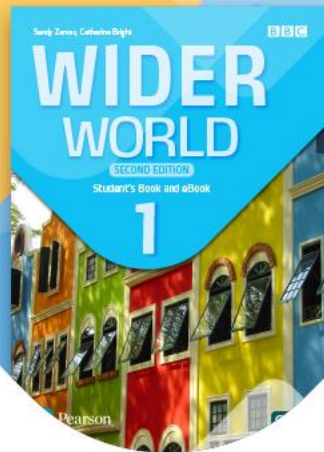
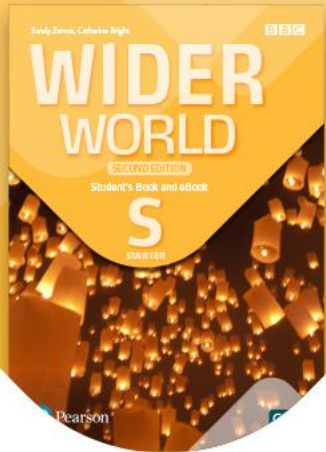
SECOND EDITION

- NEW design
- NEW **Progress - check** sections in Student's Book
- NEW **Set for Life** lessons in Student's Book
- No changes to the content
- No changes to the video





www.english-dashboard.pearson



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