

Set for learning, set for life
in the **Wider World**

What we do



- Representation of **Pearson** in CZ and SK
- Distribution of ELT materials (all publishing houses)
- Pearson English Readers (Penguin Readers)
- Distribution of educational games Regipio

Methodological support



- Seminars, webinars and conferences
- Teaching tips for teachers/students
- Sample lessons at schools
- ELT consulting
- Teacher's set for free
- Free samples

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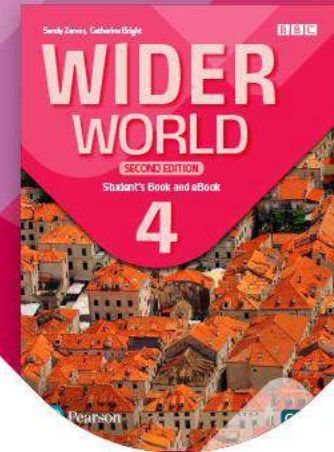
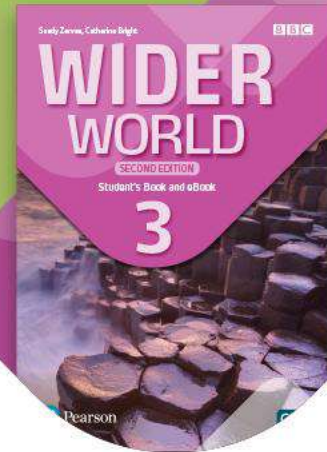
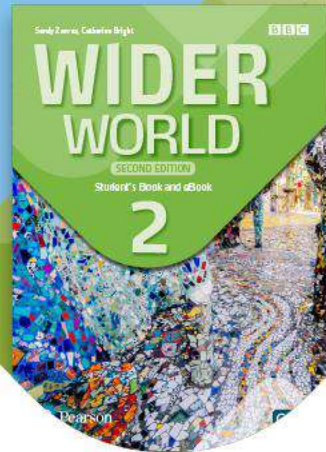
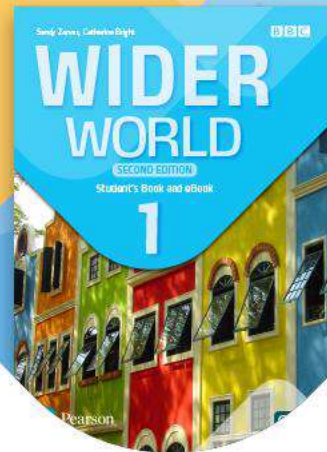
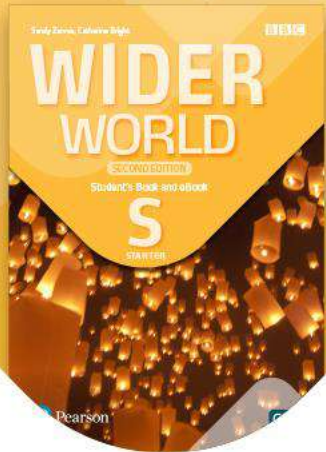
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Distribution



- Loyalty programme for schools
- Reservation of books
- Purchase with a bonus (May- September)
- Individual price offer

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Set for learning, set for life
in the **Wider World**

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- What's great and unique about Wider World *2nd edition*
- Unit walkthrough (SB)
- Components for S/T
- What's NEW

What is Wider World

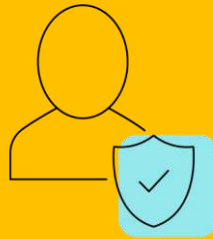
Second Edition



WIDER WORLD

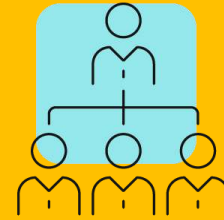
SECOND EDITION

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



STUDENT

Teenage learners
age 11/12 to 15/16



TEACHER

Teaching
in-class and online



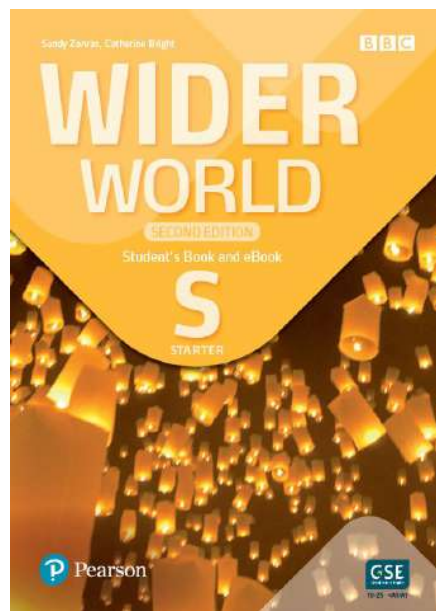
INSTITUTION

State, private schools,
language schools

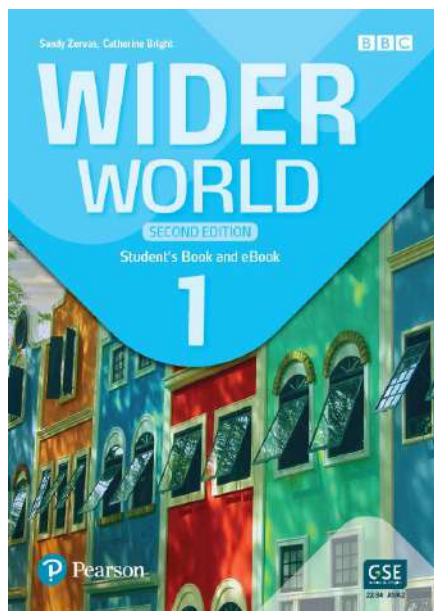
Levels according to GSE a CEFR

WIDER WORLD

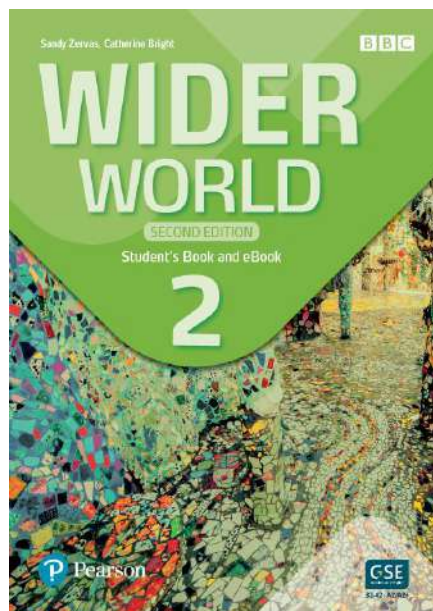
SECOND EDITION



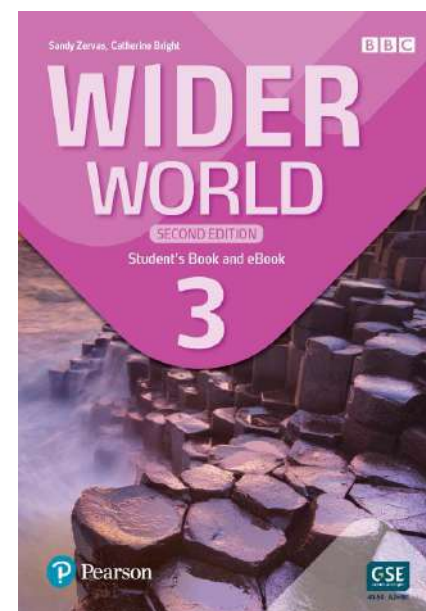
GSE: 10 – 25
CEFR: <A1 - A1



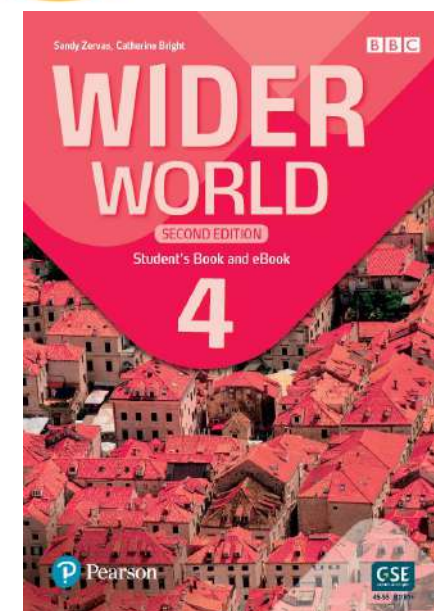
GSE: 24 – 34
CEFR: A1/A2



GSE: 32 – 42
CEFR: A2/A2+



GSE: 40 – 50
CEFR: A2+/ B1

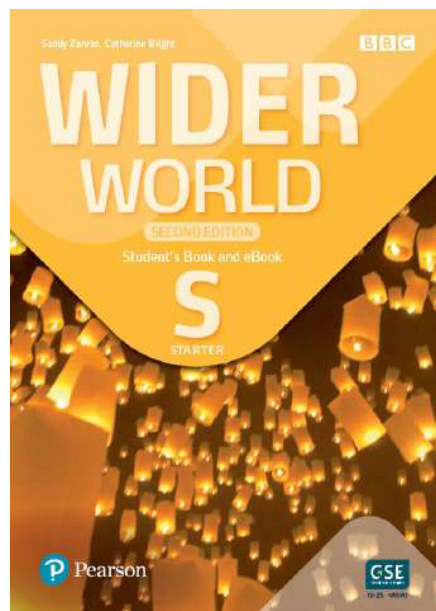


GSE: 45 - 55
CEFR: B1/B1+

Use in Czechia

WIDER WORLD

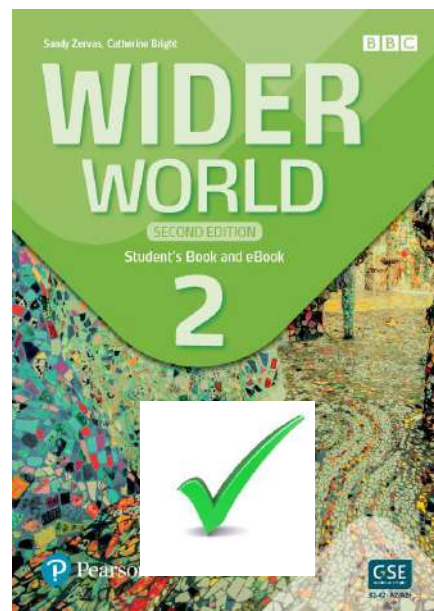
SECOND EDITION



CEFR: <A1 - A1
5th grade



CEFR: A1/A2
6th -7th grades



CEFR: A2/A2+
8th - 9th grades



CEFR: A2+/ B1



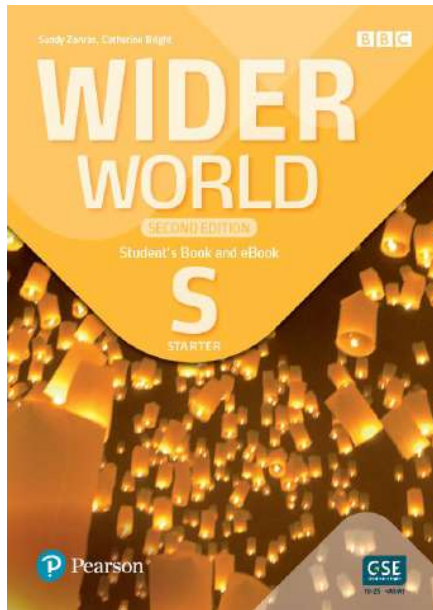
CEFR: B1/B1+



Use in Slovakia

WIDER WORLD

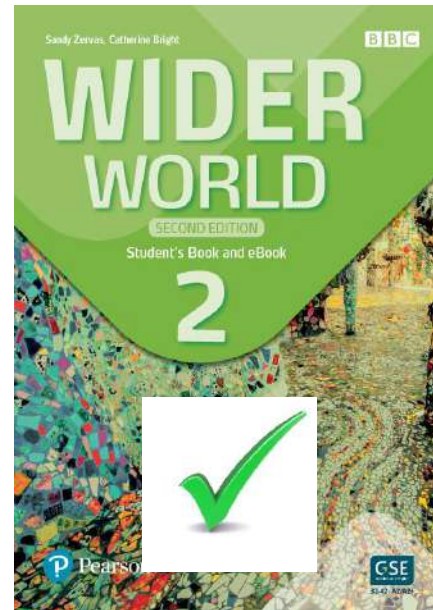
SECOND EDITION



CEFR: <A1 - A1



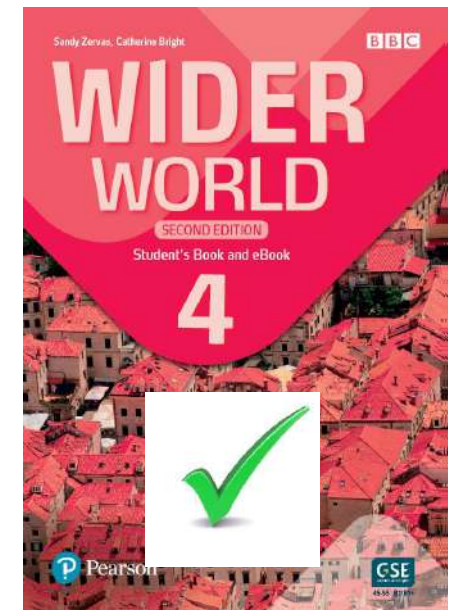
CEFR: A1/A2
5th - 6th grades



CEFR: A2/A2+
7th - 8th grades



CEFR: A2+/ B1
8th - 9th grades



CEFR: B1/B1+



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

BBC Partnership

**WIDER
WORLD**
SECOND EDITION

BBC videos

- spark students' imagination and curiosity about the wider world
- help to understand authentic speech and improve students' listening skills



Life skills programme

- prepares teenagers for their life ahead

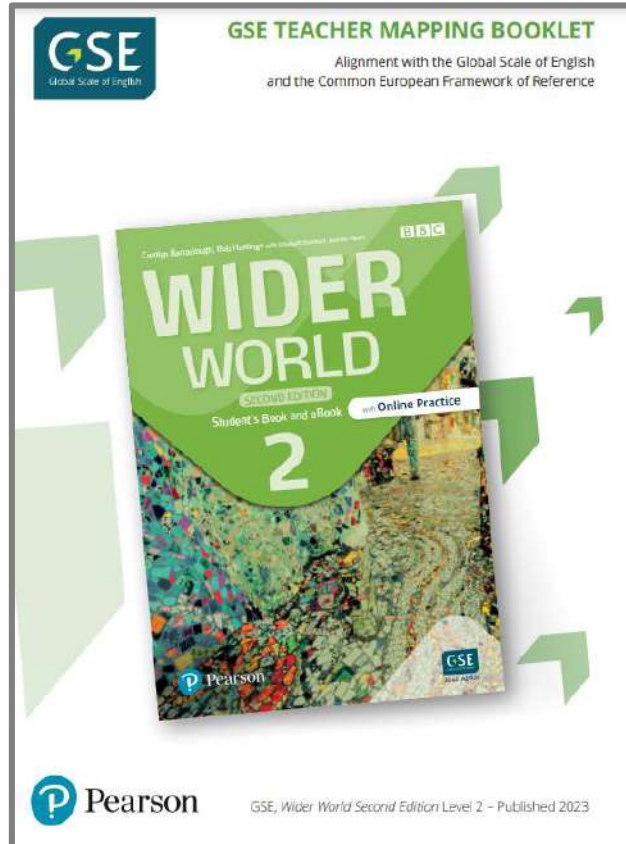


Set for Life

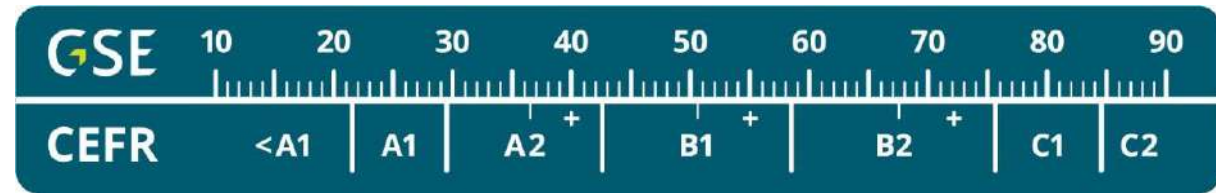


Global Scale of English

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GSE Learning Objectives



Assessment for learning

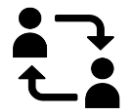
- **teaching notes** in every lesson with guidelines on how to integrate elements of **Assessment for learning** in every lesson



set and review lesson goals



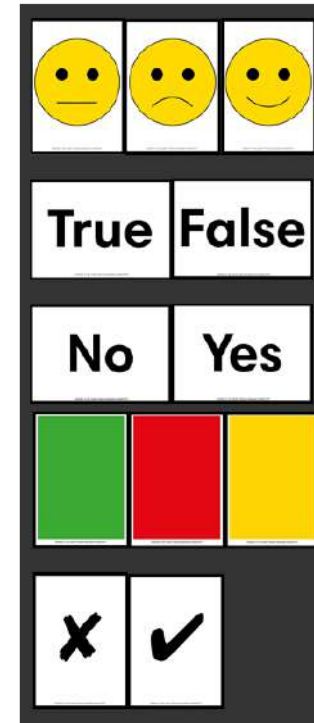
monitor students learning and give constructive feedback



peer learning



independent learning



Inclusive classroom

- offers 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
 - **test** versioned for **dyslexic students**
 - additional **supplementary resources for students with special needs**

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Visible thinking

- tasks organised to follow the „*thinking routines*“

4 **VISIBLE THINKING** Follow these steps.

THINK

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

amazing boring exciting
fun interesting unusual

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

PAIR

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

SHARE

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

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

THINK

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


PUZZLE

- 3 What would you like to know about musical instruments? Choose one of these questions or write your own question.
 - a Which are the easiest/most difficult to learn?
 - b Is playing an instrument good for you?

EXPLORE

- 4 Where do you think you can find answers to the questions in point 3?
 - ask your music teacher
 - learn to play music
 - find a website
 - talk to people

BBC Same lives, different lives
CULTURE



Life near the North Pole

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

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

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

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

Would you enjoy life in the Arctic?

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

1 In pairs, look at the photo and discuss the questions.

- 1 Who do you think the people are?
- 2 Where in the world do you think this is?

2 **4.3.13** Read the article and check your answers to Exercise 1.

3 Read the article again and answer the questions.

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

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

TAKE A DIFFERENT VIEW

Student A
Student B lives in Longyearbyen. Ask five questions about his/her life. Use the ideas below to help you get started.

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

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

A: What time do you get up?
B: I get up at 8 o'clock.

Digital environment on

 Pearson English Connect

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classroom lessons

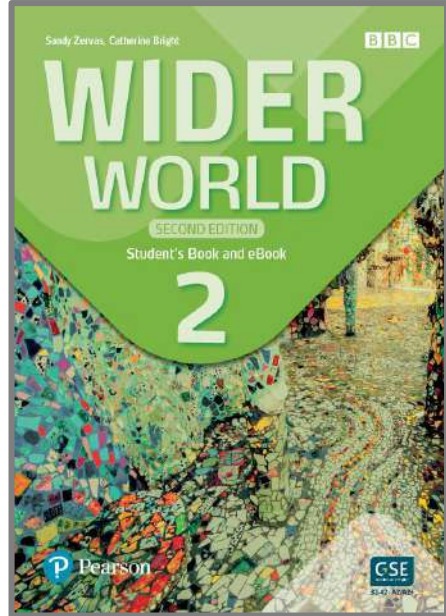


online lessons



interactive online
homework





Student's Book walkthrough Unit 1



Student's Book: Unit plan

WIDER WORLD

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- 1 Vocabulary
- 2 Grammar
- 3 Reading and Vocabulary
- 4 Grammar
- 5 Listening and Vocabulary
- 6 Speaking
- 7 Writing

- Vocabulary Activator
- Revision
- BBC Culture/Set for Life
- Cumulative Progress Check (1-3, 1-6, 1-9)

The collage displays various pages from the Student's Book, including:

- 5.1 Vocabulary:** 'My place, my space' section with exercises on describing a house.
- 5.2 Grammar:** 'The ups and downs of my home' section focusing on defining stress and using 'up' and 'down'.
- 5.3 Reading and Vocabulary:** 'A campfire story' section with a reading passage and comprehension questions.
- 5.4 Grammar:** 'Medical visits: call, treat to and meet' section.
- 5.5 Listening and Vocabulary:** 'LIVING IN KESWICK PROS & CONS' section with a listening exercise.
- Vocabulary Activator:** A page with various exercises for vocabulary practice.
- Revision:** A page with cumulative progress checks.
- BBC Culture:** 'Home sweet home' section featuring a video about houses around the world.

1.1 Vocabulary

WIDER WORLD

SECOND EDITION

Creating culture

1

WHAT'S ON?

FREE EVENTS | RESTAURANTS | PLACES TO STAY | THE CITY

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

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

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 Cinema
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

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

2 1.1 Complete Vocabulary box A with the categories below. Listen and check.

art and photography | cinema and theatre | dance | music | writing

VOCABULARY A People in the arts

1	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 1.3 Complete Vocabulary box with the words below. Listen and check. Add more words!

action film | animated film | ballet | classical music | rock | short story | street art | strain dance | teddy bear

VOCABULARY B Cultural activities

types of films
action film ? ? ? ? ? ? ? ?
romantic comedy | science fiction | film
things to read
comic | novel | poem ? ?
types of dance
? ? ? ? ? ? ? ?
types of music
? ? ? ? ? ? ? ?
types of art
painting | photo | picture ? ?

WATCH OUT!
After these verbs and phrases you can use them + -ing or a noun.
I'm into art.
I'm interested in painting.
We like watching comedy.
They hate singing. They prefer listening to music.
How does she like the new pop band?

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 1.4 Complete the sentences with the correct form of the verbs below. Listen and check.

art dance draw dance play read take watch

1 I really like listening to rock music.
2 I hate watching fantasy films.
3 I'm interested in reading in a play or a short film.
4 I don't really like drawing selfies.
5 I'm not really into listening the guitar.
6 I enjoy watching pictures with coloured pencils.
7 I don't like reading salsa music.
8 I know nothing poetry.

10 Change the sentences in Exercise 9 to make them true for you.

1.1 Vocabulary
Culture

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

2 1.1 Complete Vocabulary box A with the categories below. Listen and check.

art and photography | cinema and theatre | dance | music | writing

VOCABULARY A People in the arts

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

WATCH OUT!
After these verbs and phrases you can use them + -ing or a noun.
I'm into art.
I'm interested in painting.
We like watching comedy.
They hate singing. They prefer listening to music.
How does she like the new pop band?

13 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, films and books. Unit 1 13

1.1 Vocabulary

WIDER WORLD

SECOND EDITION

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

¹action 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_____

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 ¹pictures of beautiful places in the country. I enjoy ²_____ photos when I'm in the country too. I'm not a bad photo ³_____ I also make like making a ⁴w_____ and songs.

12 **YOUR WORLD** 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.

WATCH OUT!

After these verbs and phrases you can use a verb + -ing or a noun.

I'm into art.

Tia's interested in painting.

We like/love/enjoy watching comedies.


They hate singing. They prefer listening to music.

1.2 Grammar

WIDER WORLD

SECOND EDITION

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



10 February, 4.50
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 **40** **1.6** 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.

GRAMMAR TIME > PAGE 126

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. / 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 **40** **1.7** 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.
- Elle Fanning plays classical music. (pop) Elle Fanning doesn't play classical music. She plays pop.
- Director John Woo makes sci-fi films. (a film) Director John Woo doesn't make sci-fi films. He directs a film.
- J.K. Rowling acts in films. (write books) J.K. Rowling doesn't act in films. She writes books.
- Daniel Radcliffe and Emma Watson paint pictures. (act in films) Daniel Radcliffe and Emma Watson don't paint pictures. They act in films.

7 **40** **1.8** Complete the text with the words in brackets. There is one extra word. Listen and check.

always doesn't don't go love sometimes

I love (dance)! I ¹ _____ to dance classes with my friend Kay. We do hip hop – it's great! We ² _____ practice salsa too, but not very often. I ³ _____ like salsa so much, but Kay ⁴ _____ it.

VIDEO **WIDER WORLD**


8 **5** 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.

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.

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.

GRAMMAR TIME > PAGE 126

VIDEO **WIDER WORLD**

8 **5** 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.



WIDER WORLD

1.2

Present Simple: affirmative and negative
Adverbs of frequency

When do we use the Present Simple?



We use the Present Simple for facts and routines.

I **don't read** much.

My sister often **watches** TV.

We sometimes **play** the guitar together.

How do we make sentences in the Present Simple? (1)

Present Simple

Affirmative	I/You/We/They	live	in a small town.
	He/She/It	watches	films on TV.
Negative	I/You/We/They	don't (do not) live	in a small town.
	He/She/It	doesn't (does not) watch	films on TV.

How do we make sentences in the Present Simple? (2)

SPELLING RULES:	I/you/we/they	he/she/it	Rule
Most verbs	live	lives	+ -s
Verbs ending in -o, -ch, -sh, -ss and -x	go watch wash	goes watches washes	+ -es
Verbs ending in consonant + -y	study	studies	-y + -ies

How do we make sentences in the Present Simple ? (3)

Adverbs of frequency

always

usually

often

sometimes

never

I **always** listen to music on my phone.

We don't **often** watch films at school.

She's **never** late.

Adverbs of frequency go before the main verb, but after *don't/doesn't* and *am/is/are*.



Practice Time

Order the words to make sentences.

- 1. the guitar / I / in a rock group / play**
I play the guitar in a rock group.
- 2. American films / sometimes / watch / we**
We sometimes watch American films.
- 3. busy / she / always / is**
She is always busy.
- 4. go out / don't / on Mondays / I / usually**
I don't usually go out on Mondays. OR On Mondays I don't usually go out.
- 5. comics / often / doesn't / my sister / read**
My sister doesn't often read comics.
- 6. never / with / plays / my dog / a ball**
My dog never plays with a ball.

1.3 Reading and Vocabulary

1.3 Reading and Vocabulary
Cultural activities

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

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

I sometimes play music with friends.

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

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

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

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

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

- create art
- _____ short films
- _____ on stage
- _____ video games
- _____ something on social media
- _____ concert/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

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

COLLEEN'S CORNER

CRAZY for culture?
Are young people into art?

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

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

A Bitmap1?
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!

B LadyNote
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.

C Neen01
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.

D KCT7
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.

YOUR WORLD

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
- _____ some
- _____ conce

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

1.4 Grammar

WIDER WORLD

SECOND EDITION

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 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.

GRAMMAR TIME > PAGE 126

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

- Where does Rachel come from?
- How often does she live?
- What kind of music does she like?
- What instrument does he play?
- How often 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 film / you / like watching / ?
What kind of film do you like watching?
- where / your parents / live / ?
Where do your parents live?
- how many / languages / you / speak / ?
How many languages do you speak?
- you / play / a musical instrument / ?
Do you play a musical instrument?
- you / go / to dance classes / ?
Do you go to dance classes?

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

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

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.

YOUR WORLD

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

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!

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.

GRAMMAR TIME > PAGE 126

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.

YOUR WORLD

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.

Do you go to West Green?

Present Simple: questions and answers

1.5 Listening and vocabulary

WIDER WORLD

SECOND EDITION

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 website is a place on the internet for fans to meet and write about the group.
- 3 My favourite channel is on Channel 4. On Mondays, I think the exams are fantastic!
- 4 I don't often read magazines because my friends tell me which games to buy.
- 5 My sister often sends me links to funny videos 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 Watch four people and write down the types of media they use.

7 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 List 1



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

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 |

VIDEO



WIDER WORLD

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 ...*

BBC
LEARNING
ENGLISH

VOX POPS

1.6 Speaking

SOUNDS GOOD!

You mean ...? • Honestly?

YOUR WORLD

5 In groups, ask for and give opinions about your favourite and least favourite TV shows, actors and singers. Use the Speaking box to help you.

A: *What do you think of Ed Sheeran?*
B: *I think he's brilliant.*

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!

1 **40 117** 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?
1 say you agree even if you don't
2 say politely what you think and why
3 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 with ... ?	I think it's terrible/boring/all right.
The problem with ... ?	I think it's terrible/boring. I don't think much of it. It's no good. I agree/I don't agree with ...

Unit 1 18 I can ask for and give 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 ...



1.7 Writing

WIDER WORLD

SECOND EDITION

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

3 Read Olivia's introduction. In pairs, tick (✓) the things she writes about.
 school
 best friend
 personality

4 Compare your notes. She's English. Is she? She's got a brother. Is she? She's got a brother. Is she?

5 Study the Writing box. Write a personal introduction for your classmate.

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 ...

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



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

WRITING TIME

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

1 Find ideas
Make notes about your:
• personal details
• favourite school subjects
• interests and hobbies

2 Plan
Organise your ideas into paragraphs. Use Olivia's text to help you.

3 Write and share
• Write a draft personal introduction. Use the Language box and the Writing box to help you.
• Share your text with another student for feedback.
• Write the final version of your introduction.

4 Check
• Check language: is the spelling (capital letters) correct?
• Check grammar: is the Present Simple in your text correct?

I can write a personal introduction. **19** Unit 1

Vocabulary Activator

WIDER WORLD

SECOND EDITION

Vocabulary Activator

WORDLIST 1.19

People in the arts

actor (n)
artist (n)
dancer (n)
director (n)
guitarist (n)
musician (n)
pianist (n)
photographer (n)
poet (n)
singer (n)
writer (n)

Cultural activities

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)
sketch (n)
poem (n)
pop (n)
rap (n)

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)

Word friends (Creative hobbies)

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

Word friends (Cultural activities)

create art
make short films
perform on stage
play video games
share something on social media

watch concerts
watch videos

News and entertainment

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)

Extra words

amused (adj)
be mad at
be interested in
be into
be mad about
brilliant (adj)
cinema (n)
cool (adj)
creative work (n)
culture (n)
drums (n)
enjoy (v)
famous (adj)
go dancing
great (adj)
hate (v)
like (v)
love (v)
make animations
news (n)
newspaper (n)
opinion (n)
orchestra (n)
paint (v/n)
photography (n)
programme (n)
routine (n)
share interests
sing (v)
(social) media (n)
song (n)
take part in
take photos
terrible (adj)
theatre (n)

cool (adj)
creative work (n)
culture (n)
drums (n)
enjoy (v)
famous (adj)
go dancing
great (adj)
hate (v)
like (v)
love (v)
make animations
news (n)
newspaper (n)
opinion (n)
orchestra (n)
paint (v/n)
photography (n)
programme (n)
routine (n)
share interests
sing (v)
(social) media (n)
song (n)
take part in
take photos
terrible (adj)
theatre (n)

1 Use words from the wordlist to find these things.

- two words that have a similar meaning and one letter different every day...
- 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 action?
- 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  B  C  D  E 

4 Complete the sentences with one word in each gap. In pairs, say if the sentences are true for you.

- I listen to rock music every day.
- I want to _____ in a play.
- I often play _____ games with friends.
- I sometimes _____ things on social media.
- I never _____ short films. I prefer to watch them.

I don't listen to rock music every day.

5 **1.20 PRONUNCIATION** Listen to the underlined vowel(s) in each word and decide which sound you hear. Write the word in the correct column.

artist	be	comic	complete	film	guitar
media	music	read	street		

hi:/ | *hi:/*
artist

6 **1.21 PRONUNCIATION** Listen, check your answers to Exercise 5 and repeat.

Unit 1 20

Vocabulary Activator

WORDLIST 1.19

People in the arts

actor (n)
artist (n)
dancer (n)
director (n)
guitarist (n)
musician (n)
painter (n)
photographer (n)
poet (n)
singer (n)
writer (n)

Cultural activities

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)

rock (n)
romantic comedy (n)
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salsa (n)
science fiction (sci-fi) film (n)
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street art (n)
street dance (n)
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Word friends (Creative hobbies)

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listen to (rock) music
play the guitar
read poetry
take selfies
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Word friends (Cultural activities)

create art
make short films
perform on stage
play video games
share something on social media

watch concerts
watch videos

News and entertainment

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)
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soap opera (n)
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talent show (n)
talk show (n)
video clip (n)
vlog (n)
weather forecast (n)

Extra words

amused (adj)
be mad at
be interested in
be into
be mad about
brilliant (adj)
cinema (n)
cool (adj)
creative work (n)
culture (n)
drums (n)
enjoy (v)
famous (adj)
go dancing
great (adj)
hate (v)
like (v)
love (v)
make animations
news (n)
newspaper (n)
opinion (n)
orchestra (n)
paint (v/n)
photography (n)
programme (n)
routine (n)
share interests
sing (v)
(social) media (n)
song (n)
take part in
take photos
terrible (adj)
theatre (n)

cool (adj)
creative work (n)
culture (n)
drums (n)
enjoy (v)
famous (adj)
go dancing
great (adj)
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like (v)
love (v)
make animations
news (n)
newspaper (n)
opinion (n)
orchestra (n)
paint (v/n)
photography (n)
programme (n)
routine (n)
share interests
sing (v)
(social) media (n)
song (n)
take part in
take photos
terrible (adj)
theatre (n)

- English Slovak/Czech dictionaries will be available

5 **1.20 PRONUNCIATION** Listen to the underlined vowel(s) in each word and decide which sound you hear. Write the word in the correct column.

artist	be	comic	complete	film	guitar
media	music	read	street		

hi:/ | *hi:/*
artist

6 **1.21 PRONUNCIATION** Listen, check your answers to Exercise 5 and repeat.

Revision

WIDER WORLD

SECOND EDITION

Revision

Vocabulary

- 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 _____

- Complete the text with the words below.

films role media music performing pictures play shares talks



Modern dancers

Street dancers Hasan and Eba like 'taking selfies. Sharing things on social' is very important to them. They often watch short films or dance movies, then Hasan also clips online. 'We don't use an instrument, but we listen to lots of music at the weekend and we often watch dance on TV or at the cinema!' says Hasan. 'Our families help too. Eba's brother often draws of dance costumes. And my cousin is a photographer, so she takes taking photos of us on stage!'

- 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

- 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.
- Make questions for the answers in Exercise 4.
 - Where **does the singer live**?
 - When _____?
 - What _____ reality shows?
 - What kind of _____?
 - _____ to hip hop?

- 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 week
never sometimes usually

B sit 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

- 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

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

Vocabulary

- 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 _____

Grammar

- 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.

- Make questions for the answers in Exercise 4.

- Where **does the singer live**?
- When _____?
- _____ reality shows?
- What kind of _____?
- _____ to hip hop?

Speaking

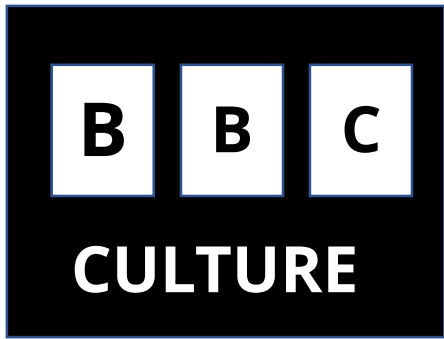
- In pairs, role play the situation. Student A, look below. Student B, go to page 138.

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

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



(in units 1, 3, 5, 7, 9)

WIDER WORLD

SECOND EDITION



VISIBLE THINKING

In pairs, follow these steps.

THINK

- 1 Write down the names of all the dance styles that you know.

PUZZLE

- 2 What would you like to learn about dance? Choose one of the questions below or write your own question.
 - a Why do people enjoy dancing?
 - b What are the most popular dance styles?

EXPLORE

- 3 1.23 Read the text. Which questions in the Puzzle section does it answer? How could you find out more about dance? Use the ideas below to help you.

1 VISIBLE THINKING

In pairs, follow these steps.

THINK

- 1 Write down the names of all the dance styles that you know.

PUZZLE

- 2 What would you like to learn about dance? Choose one of the questions below or write your own question.
 - a Why do people enjoy dancing?
 - b What are the most popular dance styles?

EXPLORE

- 3 1.23 Read the text. Which questions in the Puzzle section does it answer? How could you find out more about dance? Use the ideas below to help you.
 - go to a dance lesson
 - go to a dance performance
 - ask a dancer
 - watch dance news

PROJECT TIME

8 In groups of four, prepare a video podcast about a type of dance. Follow these steps.

- 1 In groups, choose a dance style and a title for your video podcast. Decide who in your group can find the answers to these questions.
 - Where in the world is the dance popular? Who is it popular with?
 - Is it modern or traditional? What type of music do they dance to?
 - What clothes or shoes do people wear for this dance?
 - How do you dance it?

- 2 Individually, create your part of the video podcast.
 - Find the information and write the script for your section.
 - Find photos, music or videos for each piece of information.

- 3 In your group, create your video podcast. You can use a video app.
 - Put all the parts of the script together and decide who can read it.
 - Record the script and add photos or videos.
 - Watch and edit the video podcast.

- 4 Show your video podcast to the class.
 - Answer other students' questions.
 - Watch your classmates' video podcasts. Ask questions.

Set for Life



WIDER WORLD

SECOND EDITION

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 ...

- is looking down?
- is looking away?
- is shouting?
- is smiling?
- has got wide eyes?
- has got his/her head in his/her hands?
- 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.

- Which of the emotions in Exercise 2 are positive and which are negative?
- Think of situations when you feel the emotions. How do you usually react?
I'm angry when my sister uses my phone. I usually ...

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

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

5 Why do you think Ben is behaving like that? In pairs, discuss possible reasons.

- He doesn't like Tamara any more.
- He's worried about his schoolwork.
- He prefers studying to going out.

6 2:21 Tamara phones Ben. Listen to the conversation and tick (✓) the expressions you hear in Ben and Tamara's conversation.

7 4:21 study the useful phrases box. Then listen again and tick (✓) the expressions you hear in Ben and Tamara'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.

- 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.
- Joe often makes mistakes when he speaks English. Some students in class laugh at him and make silly comments.
- 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.

- Do you find it difficult or easy to talk about emotions with other people?
- Do you always follow the tips when you talk to your friends?

SET FOR LIFE

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

- Choose a situation from Exercise 8 or think of a situation from your own life.
- Write the scene. Use the expressions from the Useful Phrases box.
Student A: Say how Student B looks and ask what is wrong.
Student B: Explain how you feel and why.
Student A: Offer help or advice.
Student B: Thank Student A for his/her suggestions.
- Practise your dialogue. Remember to use body language and your voice to show emotions.
- Present the dialogue for the class or record it on your phone.

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

- thought-provoking and authentic context
- practical tasks to develop specific skills
- pairwork and group work
- guided final task

Understand other people's emotions

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

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- 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 ...?

(in units 2, 4, 6, 8)

Progress Check

WIDER WORLD

SECOND EDITION

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.

- I think it's relaxing to watch films with friends. **FEEL**
I feel relaxed when I watch films with friends.
- He was very interested in art and painting. **INTO**
He is into art and painting.
- She found that reading poetry was boring. **BORED**
She is bored when she reads poetry.
- Yesterday we went to the theatre, not the cinema. **GO**
Yesterday we went to the cinema.
- I watch soap operas on Fridays and Sundays. **TWICE**
I watch soap operas twice.

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 are very small and really cute. Now they're bigger, but they're still amazing. Their names are Fluffy and Snowy. They're quite easy to look after. I feed them and I brush them ³ every day. I also have to clean their cage and buy food ⁴ for them. Mum has an allergy to fur, so she ⁵ doesn't brush them. My brother also wanted to get a pet. ⁶ He weekend Mum took him to the pet shop and got him a fish.



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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 ¹ musicians (MUSIC) like Lorde or Lana Del Rey on my phone. For school projects I watch ² documents (DOCUMENT) on my computer. I also use my computer for shopping. Last week I bought some new ³ trains (TRAIN) from an online sports shop. I like talking to my friends on my phone. My best friend, Charlie, is a very ⁴ chatty (CHAT) person, so we talk for hours. I get ⁵ annoyed (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 all because believe
realise sorry why

- A: How do you feel about game shows?
B: If you are into, they're awful.
A: Don't say that! I really like game shows.
B: Oh? Maybe they are OK.
A: Well, I'm feeling excited about my mum's on a game show today.
B: I don't know. It's your kidding. Sorry again!
A: Don't worry. 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 **48-51** Listen to the dialogue. Match students 1-4 with things they do for the website. 4-4. There are two extra answers.

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

Reading



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 trackie 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. No junk food, so don't wear a red T-shirt every day!

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

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

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

- What are your favourite colours of clothes?
 - How do you feel when you wear clothes in these colours?
- 9 Read the article and complete the sentences with a word or a short phrase in each gap.
- These two colours can help you feel more relaxed. blue and green.
 - These two colours make you feel full of energy. red and yellow.
 - If you go to an exam, wear something in this colour. black.
 - These colours can help you if you are shy. white and grey.

10 Read the article again and choose the correct answer.

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

Writing

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

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

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

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

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- cumulative revision of grammar, vocabulary and skills

(1-3, 1-6, 1-9)

- practice tasks in exam-style format

Grammar Time

WIDER WORLD

SECOND EDITION

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.

Grammar Time

1.2

Present Simple: affirmative and negative | Adverbs of frequency

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

- 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 ...*

126 Grammar Time

1.4

Present Simple: questions and answers

Yes/No questions and short answers

?	do	/your	watch	read	Yes, you/you/they do.
	does	/he/she/it	studies	the	He, she/you/they don't.
	does	/he/she/it	works	Yes, he/she/it does.	Yes, he/she/it doesn't.
	does	/he/she/it	is	Yes, he/she/it is.	No, he/she/it isn'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 Essex. They live in West Essex.

Time expressions

every day/every month at eight o'clock

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

- Do you like taking photographs? *Yes, I do.*

- Write questions for these answers. Sometimes there is more than one possible question.
 - Where does your aunt live?*
My aunt lives in Italy.
 - ?* Jon walks to school.
 - ?* The concert ends at 11.30.
 - ?* Sam has pizza for lunch.
 - ?* No, I don't.
 - ?* Yes, she does.

- 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 ...? 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	is/are	wearing	is/are	wearing a hat.
-	I/You/We/They He/She/It	is/are	not	is/are	not wearing a hat.
?	Are you/they	is/are	wearing	is/are	wearing a hat?
is	he/she/it	is/are	wearing	is/are	wearing a hat?

Spelling rules

- Most verbs, add *-ing*: *go* → *going*, *look* → *looking*.
- Verbs ending in *-e*, cut *-e* and add *-ing*: *lie* → *lying*.
- Short verbs that end in consonant + vowel + consonant, double the last consonant *st* → *stopping*.

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! Who are you?

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

Mum: What ² *are you doing* (do) you do?

Tom: I ³ *am studying* (study) for an exam.

Mum: ⁴ *Are you studying* (study) too?

Tom: Yes, he ⁵ *is* (be) *studying* (study) too.

Mum: Really? What ⁶ *are you wearing* (wear) now? You ⁷ *are* (be) *not wearing* (wear) a hat?

Tom: Yes, we ⁸ *are* (be) *not wearing* (wear) a hat. We ⁹ *are* (be) *not playing* (play) football.

- 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.

2.4

Present Simple and Present Continuous

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.

- Complete the sentences with the Present Simple or the Present Continuous form of the verbs in brackets.
 - Oh no, it's *raining* (rain) again!
 - I *live* (live) in Berlin, but I *live* (live) in London now.
 - He *saves* (save) money at the moment to *buy* (buy) a leather jacket.
 - Genma *often goes* (often/go) to the beach on his holiday.
 - Jim *knows* (know) a little Spanish.

- Order the words to make sentences.
 - the guitar / at the weekend / a group / I / in / play / I play the guitar in a group at the weekend.
 - science fiction / films / often / watch / we
 - busy / she / always / is
 - go out / don't / on Mondays / usually / I
 - comics / doesn't / my / read / sister
- Complete the text with the Present Simple form of the verbs in brackets.

Irregular Verbs

WIDER WORLD

SECOND EDITION

Irregular Verbs

10.1

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

Irregular Verbs 137

Student Activities

Unit 7 Lesson 7.5 Exercise 2

BETWEEN MAGAZINE

TO SAVE OR TO SPEND?

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

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

5-6 points
For you, money is useful and important, but you don't worry about it all the time. You are generous but intelligent with your money. You don't spend more than you have, but you don't try to save every penny.

7-8 points
For you, money is a wonderful thing. It is so wonderful that you don't want to spend it. Maybe you need to learn how to enjoy spending money.

Unit 9 Revision Speaking Exercise 6

Student B

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

Progress Check Units 1-3 Exercise 5

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

- What can you see in the photo?
- What are the people doing?
- What are the people wearing?
- How are the people feeling?

Unit 10

Student B
First delete the text. Then delete the text on the computer. Ask for help.

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

Progress Check Units 1-9 Exercise 5

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

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

CLIL 1 Literature Exercise 4
1c 2c 3a 4b 5d


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

144 STUDENT ACTIVITIES

Student Activities

• 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 pig, 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 that all animals are equal.

There is many wonderful animal characters in the book. Boar 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 chase Snowball away. The swine stop, and the pigs make all the decisions. They no 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 bit about our lives and society.

1 10.1 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: ?
 Nationality: ?
 Published in: ?
 Number of chapters: ?
 Main characters: ?

3 In pairs, answer the questions.

- What rule do the animals have on the farm at first?
- How does this rule later change? Why?
- 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 <i>Watership Down</i>	a a horse
2 <i>Charlotte's Web</i>	b a bear and a porcupine
3 <i>Black Beauty</i>	c rabbits
4 <i>The Jungle Book</i>	d a wolf
5 <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.

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

CLIL 140

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 (and later queens) from 1712 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 290 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 tsar. So, in 1905 there was a violent protest 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 1.5 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.

- What do you know about the Winter Palace?
- Do you know any famous people who lived there?

2 10.1 Read the article and check your answers to Exercise 1.

3 Read the article again and answer the questions.

- Who was the palace for?
- Who was the last tsar to live in the palace?
- What was the reason for protests in 1905?
- What can you see at the palace now?
- 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
1807	There is a fire
?	Alexander II is killed
?	The last Imperial party
?	Bloody Sunday
1913	The palace becomes a hospital
?	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 was built in ... It was built in ...
 It ... there was ... Used to be there, but now it's a ...

CLIL 141

SCIENCE CLIL 3

Antibiotics



1 10.1 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.

- Who discovered the first antibiotic?
- When did he discover it?
- What was it called?
- What are antibiotics?
- Name two types of bacteria.
- Name two types of antibiotics.
- What is the problem today?
- 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.

7 [GO ONLINE] Use the internet to find information about one of the famous scientists below. Make notes about:

- what nation they were.
- what they discovered and when.
- how their discovery helped people.

Louis Pasteur Wilhelm Conrad Röntgen Joseph Lister

8 [SHARE IT] Present your research to the class. Use your notes from Exercise 7 and the phrases below.

(Louis Pasteur) was ... discovered it ...
 His discovery helped people because ...

CLIL 142

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 (8,900 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 super volcanoes in the world!

Deep under Yellowstone National Park is a volcanic 'hotspot'. Heat from inside the Earth makes 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. A narrow stream goes down through the rocks, the magma heats it, and then very hot water rises back up to the surface. The water runs fast into the air with clouds of steam. The most famous geyser of 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.

1 Have you ever heard of Yellowstone National Park? What do you know about it?

2 10.1 Read the article. What natural features can you find in Yellowstone National Park?

3 Read the article again and answer the questions.

- How big is Yellowstone National Park?
- What do many people NOT know about Yellowstone National Park?
- How big is the Yellowstone Caldera?
- If there is another eruption, what will happen?
- Who do scientists think this might happen?

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.



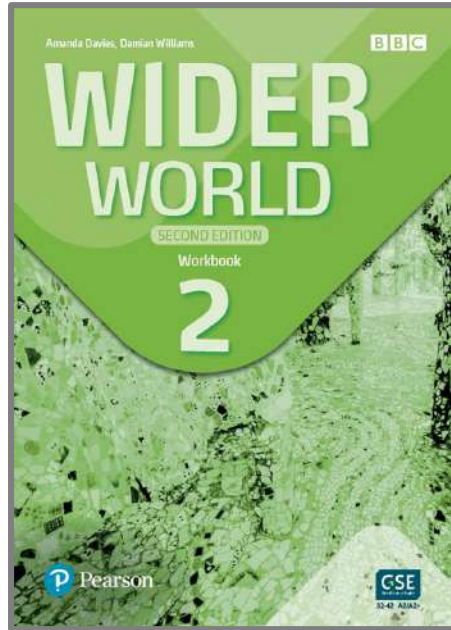
5 Work in pairs. Cover the article. Use your diagram to explain to your partner how a volcano or a geyser works.

6 [GO ONLINE] Use the internet to find information about another super volcano. Make notes about:

- where it is.
- the landscape around it.
- how dangerous it is.

7 [SHARE IT] Write a factfile about the super volcano you have chosen. Add pictures. Present your factfile to the class.

CLIL 143



Workbook walkthrough



Core lessons

- Workbook lessons correlated with core lessons from the Student's Book
- lessons are colour-coded for easy navigation
- Workbook in colour for improved attention and motivation
- difficulty levels of tasks are marked by dots



My Language File

WIDER WORLD

SECOND EDITION

My Language File

WORDLIST 1.4

People in the arts

actor (n) _____
artist (n) _____
dancer (n) _____
director (n) _____
guitarist (n) _____
musician (n) _____
painter (n) _____
photographer (n) _____
poet (n) _____
singer (n) _____
writer (n) _____

Cultural activities

action film (n) _____
animation film (n) _____
ball (n) _____
ballroom dancing (n) _____
classical music (n) _____
comic (n) _____
fantasy film (n) _____
hip-hop (n) _____
news (n) _____
parking (n) _____
photo (n) _____
picture (n) _____
poem (n) _____
pop (n) _____
rap (n) _____
rock (n) _____
romantic comedy (n) _____
rumba (n) _____
salsa (n) _____
science-fiction (sci-fi) film (n) _____
short story (n) _____
street art (n) _____
street dance (n) _____
waltz (n) _____

Word friends (Creative hobbies)

act in a play _____
act in a (star) film _____
dance salsa _____
draw pictures _____
listen to (rock) music _____
play the guitar _____
read poetry _____
take selfies _____
watch (fantasy) films _____

Word friends (Cultural activities)

create art _____
make short films _____
perform on stage _____
play video games _____
stare at something on social media _____
watch concerts _____
watch videos _____

News and entertainment

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) _____

Extra words

awful (adj) _____
be afraid of _____
be interested in _____
be into _____
be mad about _____
brilliant (adj) _____
cinema (n) _____
cool (adj) _____
creative work (n) _____
culture (n) _____
drums (n) _____
enjoy (n) _____
famous (adj) _____
go dancing _____
great (adj) _____
have (n) _____
like (n) _____
love (n) _____
make animations _____
news (n) _____
newspaper (n) _____
opinion (n) _____
online (n) _____
part (n) _____
photography (n) _____
programme (n) _____
runtime (n) _____
share interests _____
sing (n) _____
social media (n) _____
song (n) _____
take part in _____
take photos _____
terrible (adj) _____
theatre (n) _____
You mean ...? _____
Honestly? _____

MY LANGUAGE NOTES

My favourite words/expressions from this unit

Unit 1 54

- wordlist with recording and space for translation in every unit

Self - check

WIDER WORLD

SECOND EDITION

Self-check

Vocabulary

1 Complete the words in the sentences.

- My brother reads c_____ every day. He likes the artwork.
- I don't enjoy c_____ music like Mozart or Beethoven.
- My favourite a_____ is Chris Evans.
- I often watch r_____ comedies where people are in love.
- A lot of children love watching a_____ girls like *Madison* or *How to Train Your Dragon*.
- My sister wants to go to Cuba to learn s_____ dancing.

2 Complete the sentences with the words below.

drawing listening playing reading
taking watching

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

3 Choose the correct option.

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

Grammar

4 Order the words to make questions.

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

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

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

6 Make sentences using the Present Simple.

- I _____ (not) like documentaries.
- _____ (you) want to go to the cinema?
- My friend _____ (not live) near me.
- Jack _____ (not speak) English and French.
- My dad usually _____ (not) essays to write.

Spelling

7 Complete the dialogue with one word in each gap.

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

YOUR SCORE

Vocabulary: ___/20 Speaking: ___/5
Grammar: ___/15 Total: ___/40

Go the Portal Self-check 15 Unit 1

Self-checks answer key

Unit 1 Self-check	Unit 4 Self-check	Unit 7 Self-check
Section 1 1. a. every day 2. a. drawing 3. a. listening 4. a. playing 5. a. reading 6. a. watching	Section 1 1. a. every day 2. b. yes, I do 3. c. three 4. d. no, he doesn't 5. e. in London	Section 1 1. I don't like documentaries. 2. Do you want to go to the cinema? 3. My friend doesn't live near me. 4. Jack doesn't speak English and French. 5. My dad usually doesn't write essays.
Section 2 1. a. you / where / he / do / ? 2. work / day / your / every / 'dad / does / ? 3. do / many / have / lessons / English / a week / you / how / ? 4. do / you / Saturday / swimming / go / every / ? 5. do / how / photos / you / take / often / ?	Section 2 1. I love watching soap operas / documentaries about wild animals. 2. I can watch short video clips / news headlines and dance for hours. 3. I hate weather forecast / reality shows. They are boring.	Section 2 1. I think phone-ins / soap operas are funny – you always hear some strange people calling. 2. Oh, I think it's terrible. A: Really? What's the problem with it? B: Well, in my opinion, it's just awful. A: I don't agree with you. If you convince me, it's cool. B: Well, I think it's not so bad, I prefer ballet. A: Yeah, it's all right, but it's a bit boring.
Section 3 1. a. Every day. 2. b. Yes, I do. 3. c. Three. 4. d. No, he doesn't. 5. e. In London.	Section 3 1. I don't like documentaries. 2. Do you want to go to the cinema? 3. My friend doesn't live near me. 4. Jack doesn't speak English and French. 5. My dad usually doesn't write essays.	Section 3 1. I don't like documentaries. 2. Do you want to go to the cinema? 3. My friend doesn't live near me. 4. Jack doesn't speak English and French. 5. My dad usually doesn't write essays.

- a *Self-check* section at the back of each unit
- answer key provided at the back of the Workbook

Reading Time

WIDER WORLD

SECOND EDITION

- 3 spreads per level
- reading text from **Pearson English Readers**
- reading text is recorded
- 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?

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

Before you read

1 Match photos 1-4 with photos A-D.

1 study 2 art gallery 3 café 4 about

5 Choose the correct answer.

1 The first art gallery is ...
a cheap b beautiful
c expensive

While you read

2 Read the story again. Choose the correct option.

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

After you read

5 Write the past simple form of the verbs from the story.

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

6 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 oil on the fire.

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

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

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

1 Phileas Fogg lives in London with Aouda / Passepartout.
2 He wants to make it possible / impossible to travel round the world in 80 days.
3 The bet is for £10,000 / £20,000.
4 They meet Aouda in Hong Kong / India.
5 The detective thinks Fogg is a captain / thief!

Exam Time

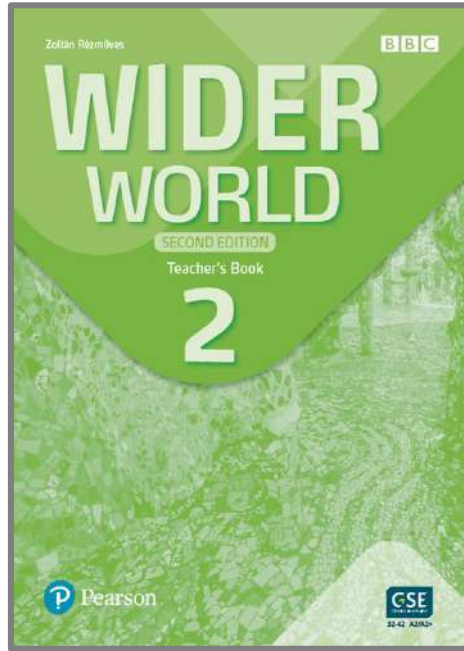
- 3 spreads per level with cumulative assessment for units 1-3, 1-6, 1-9
- sections for listening, reading, and writing
- exam tips and exam study tips

WIDER WORLD

SECOND EDITION

The collage shows various pages from the 'Exam Time' section. It includes:

- Exam Time 1 Listening**: A page with multiple-choice questions and a 'Farm Stay Holidays' advertisement.
- Exam Time 1 Reading and Writing**: A page with a reading passage about a park and a writing task about a gadget.
- Exam tips**: Two callout boxes with green backgrounds and white text. One says 'Remember to answer ALL the questions in the email.' The other says 'Think about the meaning of the whole text when deciding which word to choose.'

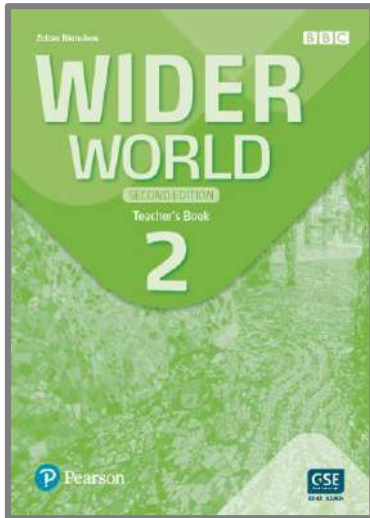


Teacher's Book walkthrough



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 title bar reads "WIDER WORLD SECOND EDITION 2" and "1.1 Vocabulary | Culture". Below the title bar, there is a navigation area with a "Lesson page" indicator (0%), a "Go to page" search bar, and a series of numbered navigation buttons (1-6). A toolbar on the left side includes icons for Close, Cursor, Zoom, Pen, Mark, Erase, Hide, Area, Color, Size, Undo, Redo, Reset, Note, Clock, Timer, and Score. The main content area is divided into two columns. The left column features a large green banner with the number "1" and the text "WHAT'S ON?". Below this is a section titled "FREE EVENTS" with sub-sections for "RESTAURANTS", "PLACES TO STAY", and "THE CITY". The "WHAT'S ON?" section includes a large image of a concert and the text: "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." Below this are three smaller images with captions: "Outdoor Movies", "Comic Book Day", and "Street Art Walking Tour". The right column contains exercises. Exercise 3 asks to look at Vocabulary box A and match people to events. Exercise 4 is a listening exercise. Exercise 5 is a true/false exercise. Exercise 6 is a discussion question. Exercise 7 is a vocabulary exercise. Exercise 8 is a vocabulary exercise. Exercise 9 is a writing exercise. Exercise 10 is a sentence transformation exercise. Exercise 11 is a text completion exercise. On the far right, there are nine green checkmark icons, each with a number from 1 to 9, indicating the progress of the exercises.

Pearson English Connect

- Presentation tool (WB)

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", "Go to page", and a list of page numbers (1-6). The main content area is titled "Creating culture" and "1.1 Vocabulary Culture". It features several sections: "VOCABULARY" (People in the arts, Cultural activities, Creative hobbies, News and entertainment), "GRAMMAR" (Present Simple: affirmation and negative, Adverbs of frequency, Present Simple: questions and answers), and a series of exercises. Exercise 1 asks to complete words in sentences. Exercise 2 asks to complete a text with words from a list (director, guitarist, painter, poet, singer). Exercise 3 asks to write words for definitions. Exercise 4 asks to complete sentences with words from a list (bullfight, dancing, pep, rap, rock, salsa, street dance). Exercise 5 asks to complete sentences with words from a list (don't, hate, interested, into, love, really). Exercise 6 asks to match sentence halves. Exercise 7 asks to choose the correct option for a reading passage titled "What are you into?". The interface includes navigation arrows and a search icon.

Pearson English Connect

**WIDER
WORLD**
SECOND EDITION

The screenshot displays the Pearson English Connect interface for the course '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 shows a list of units: '0 Welcome to West Green', '1 Creating culture', and 'Unit 1 | Revision'. Under '1 Creating culture', there are six sub-units: '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 '1.6 Speaking | Asking for and giving...'. Each unit has a small thumbnail image and a three-dot menu icon.

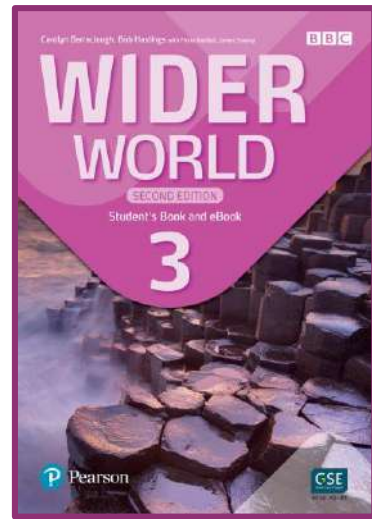
The screenshot shows the 'Virtual Classroom' interface. The top navigation bar includes 'Home', 'My Content', 'Groups', 'Assignments', 'Test Generator', 'Gradebook', 'Pearson English Portal', and 'Apps & Help'. The main content area features a 'Users list' on the left with one user, 'Mirova Sara'. The central area is a 'Whiteboard' with a toolbar containing icons for erasing, drawing, and deleting. The right area is 'Audio / Video' with a loading spinner. At the bottom, there is a chat window with the email 'media@venturesbooks.com'.

- Assignments
- Test Generator
- Gradebook
- Virtual Classroom

Components



Student's Book packs



Student's Book

A

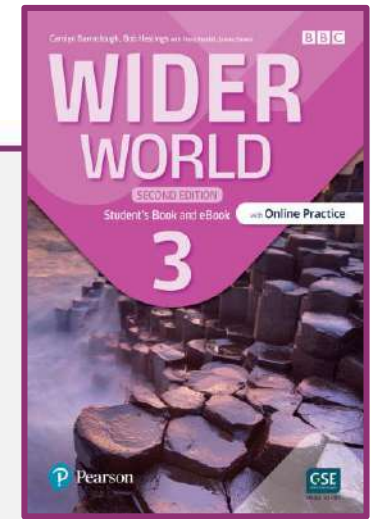
App

Student's eBook

App

Student's eBook

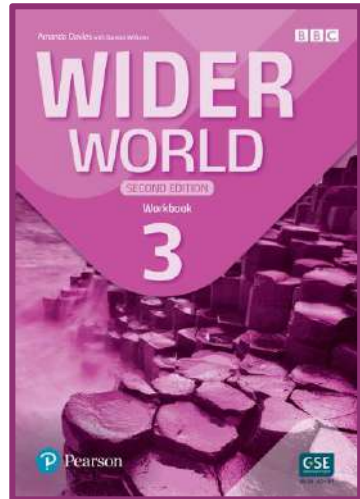
Online Practice = digital WB



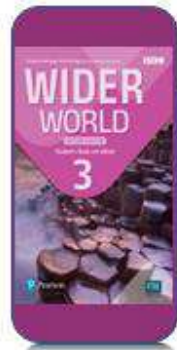
Student's Book with Online Practice

Workbook packs

**WIDER
WORLD**
SECOND EDITION

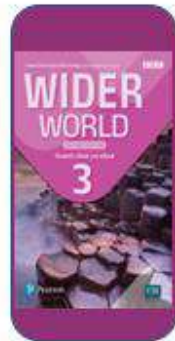


Workbook



App

A

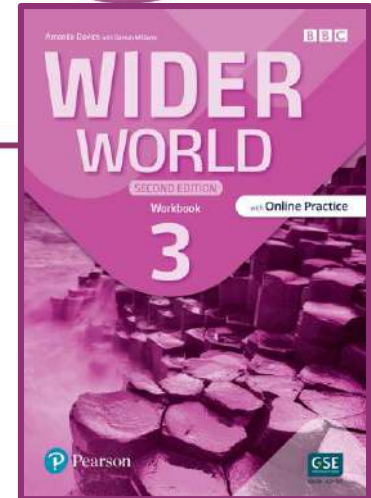


App



Online Practice
- digital workbook
- extra digital activities

B



Workbook
with Online
Practice

Teacher components



The image displays the teacher components of the Wider World 3 course. On the left is the cover of the **Teacher's Book**, which features the title 'WIDER WORLD' and 'LEVEL 3' prominently. To its right is the **PEARSON ENGLISH CONNECT** English Portal, showing two overlapping screenshots of the online interface. The top screenshot shows a 'Lesson page' with a 'Tech check 1' section and an 'Everyday essential!' article. The bottom screenshot shows a 'Tech check 1' section with a 'Vocabulary' list. On the right side of the image, there are three digital components: a mobile **App** showing the course cover, **Online Practice** shown as a tablet screen with a checklist, and a **Student's eBook** shown as a tablet screen with a lesson page.

What's NEW



WIDER WORLD

SECOND EDITION

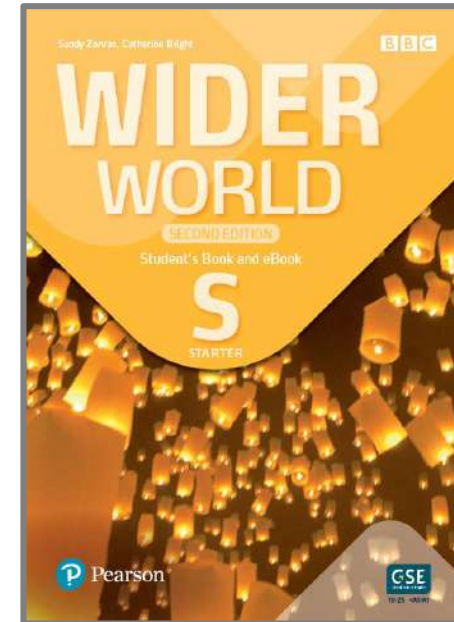
- NEW modern **design**
- 70% NEW **content** in levels 1- 4
- **updated BBC** content
- integrated **Set for Life** future-skills programme
- extended **reading and writing programme**
- **diversity** and **inclusion** principles covered
- NEW **digital environment (PEC)**

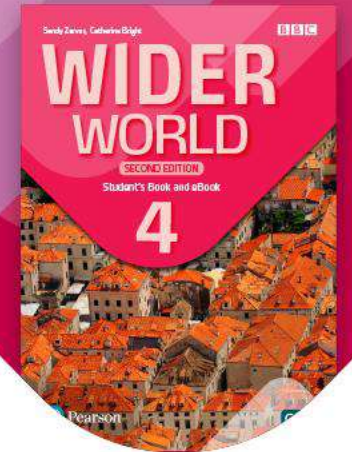
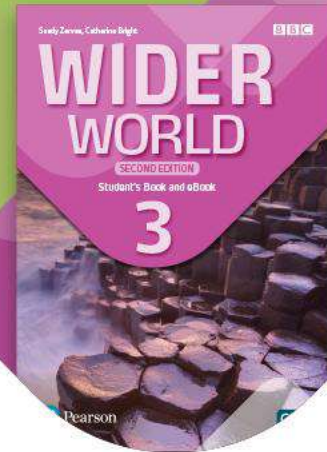
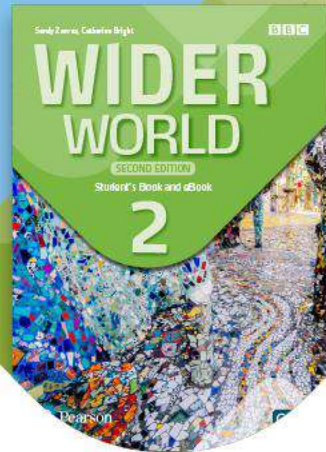
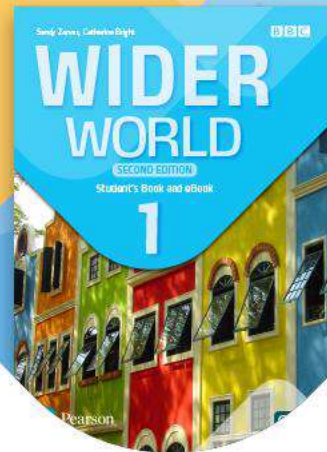
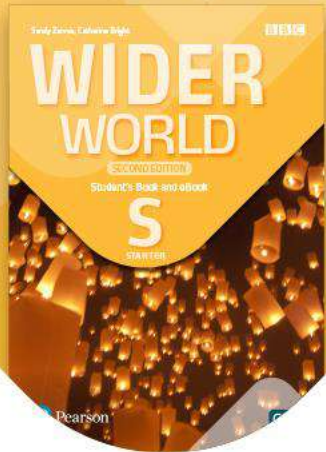


WIDER WORLD

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

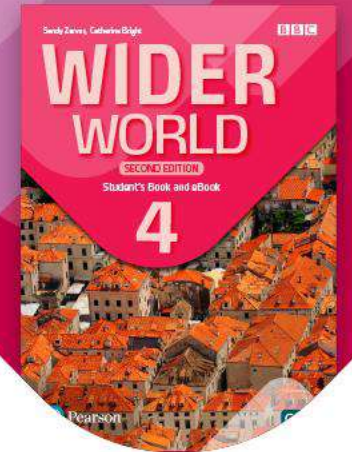
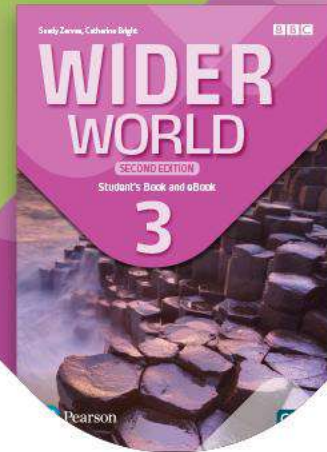
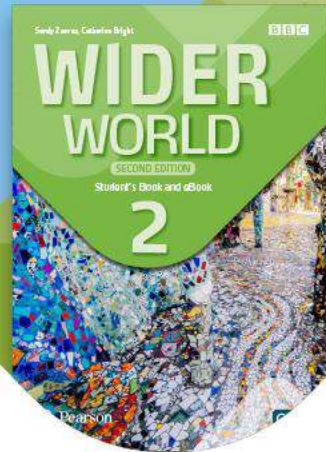
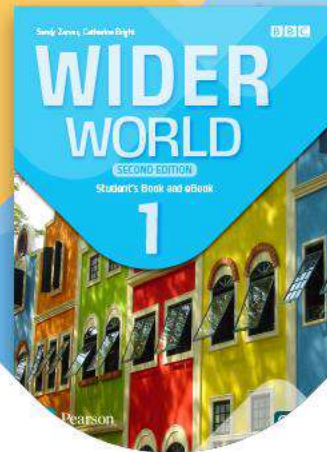
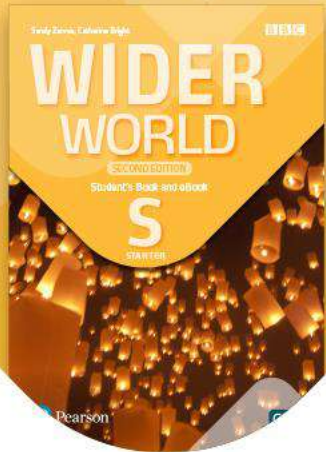




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