

WIDER WORLD

SECOND EDITION

Set for learning,
set for life in
the real world

Wider World Second Edition prepares teenagers for their life ahead: it equips them with the future skills they will need to enjoy their social lives, pursue their studies and succeed in their careers as citizens of the world.

New BBC videos

cover the huge diversity of life and culture, expose learners to authentic English, inspire them to develop their language skills, build communicative competence, and fire curiosity in the world outside the classroom.

Comprehensive teacher support

and resources make teaching intuitive, with minimal preparation. They enable teachers to adapt to the needs of individual students, so every student can achieve their highest potential and flourish in their lives ahead.

Teacher's Book with Teacher's Portal Access Code

- Presentation Tool with a digital version of the Student's Book and Workbook, lesson notes, audio, video and interactive exercises.
- Online Practice of the Workbook and Extra Practice Activities with instant feedback, where teachers can assign activities.
- Gradebook with student results from the activities in the Student's eBook and Online Practice.
- Test Generator with assignable test activities.
- Virtual classroom with live video, sharable interactive whiteboard, live assignments with view of student performance, chat and hand-raising system.

Also available

- Student's Book with eBook
- Student's Book with Online Practice and eBook
- Student's eBook Access Code
- Student's eBook with Online Practice Access Code
- Workbook
- Workbook with Online Practice
- Online Practice Access Code
- Teacher's Portal Access Code

pearsonenglish.com/widerworld2e

Wider World Second Edition is fully accessible on your computer, tablet and mobile phone so that you can enjoy the full functionality of your course wherever you are.

Learning English with Pearson?

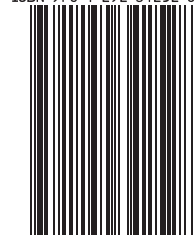
Access English language materials to support your learning journey.

Ready to prove your English skills?

Get exclusive preparation materials for Pearson English exams. pearsonenglish.com/exams-offer

	GSE	CEFR	Pearson English International Certificate	Benchmark	Cambridge
Starter	10-25	<A1/A1		Benchmark YL Learners Level 1	
Level 1	24-34	A1/A2	Levels A1/1	Benchmark YL Learners Level 2	A2 Key for Schools
Level 2	32-42	A2/A2+	Level 1	Benchmark YL Learners Levels 3/4 Benchmark Test A	A2 Key for Schools
Level 3	40-50	A2+/B1	Levels 1/2	Benchmark YL Learners Levels 4/5 Benchmark Tests A/B1	A2 Key for Schools B1 Preliminary for Schools
Level 4	45-55	B1/B1+	Level 2	Benchmark YL Learners Levels 5/6 Benchmark Test B1	B1 Preliminary for Schools

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WIDER WORLD SECOND EDITION

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Teacher's Book with Teacher's Portal Access Code

Mark Roulston



Mark Roulston

BBC

WIDER WORLD

SECOND EDITION

Teacher's Book with Teacher's Portal Access Code

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Pearson

GSE
Global Scale of English

24-34 A1/A2

WIDER WORLD

SECOND EDITION

1

Teacher's Book

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Welcome to

Wider World

Second Edition

Wider World is a portal to a wider world of English language knowledge and resources specially designed for teenage learners. It enables teenage students to develop the ability to communicate well in English and boosts their confidence so that they can participate as educated citizens in the global community of the 21st century with all its unique challenges and opportunities.

Wider World Second Edition is the direct result of extensive research among teachers using the first edition. It builds on the highly successful and trusted methodology of the series but has been brought up to date with fresh content and a new modern look and feel. There are also a lot of new features and brand new digital tools and resources in response to teachers' feedback and new expectations in a post-pandemic world.

The new edition prepares teenagers for their future lives and careers both as language learners and citizens of the world through the focused Life Skills programme, *Set for Life*. Printable *Set for Life* 'bookmarks' provide tips on how to successfully apply the skills in real life, and serve as a quick reference to key language areas introduced in the lessons.

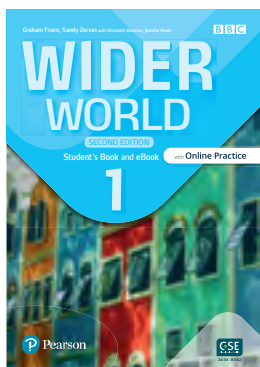
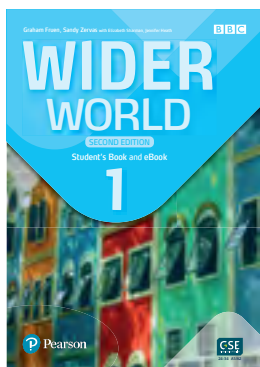
New *BBC Culture* videos showcase a huge diversity of life and culture, expose learners to authentic English, inspire them to develop their language skills, build communicative competence and arouse curiosity in the world outside the classroom. New and expanded project work provides motivating contexts for engaging teamwork and collaboration.

Comprehensive teacher support materials with numerous resources and new digital tools make *Wider World Second Edition* intuitive to teach in class and online, with minimal preparation. It enables you to adapt your teaching to the needs of individual students, whatever their ability, so that every student can achieve their highest potential.



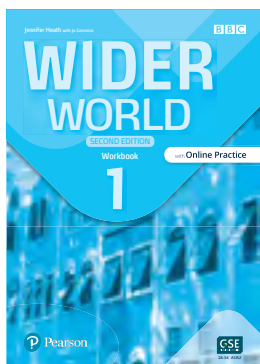
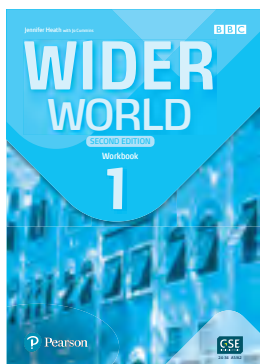
Course Components

For Students



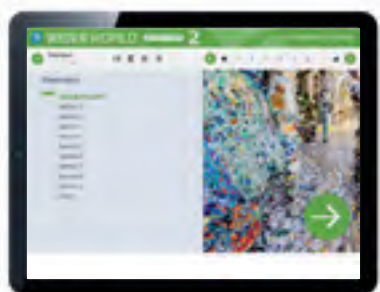
STUDENT'S BOOK

- Access code for Student's eBook, Online Practice and Tests (depending on the version)
- Course map showing how to use the Student components
- Ten units per level: nine core units and one revision unit. Each unit includes a wordlist with exercises to activate key vocabulary and a *Revision* section.
- Grammar and Speaking videos
- Cumulative *Progress Checks* for units 1–3, 1–6 and 1–9
- *BBC Culture* lessons based on BBC video documentaries and project work
- *Set for Life* lessons focusing on developing future skills
- *Grammar Time*: grammar reference and practice activities for every Grammar lesson
- Four CLIL lessons
- Audio and video available online



WORKBOOK

- Access code for audio, Online Practice and tests (depending on the version)
- Additional grammar, vocabulary and skills practice to supplement the material in the Student's Book
- *My Language Files* for storing key vocabulary from each unit
- *Self-Check* section at the end of each unit
- *Reading Time* sections to encourage reading for pleasure
- *Exam Time* sections for exam preparation
- Audio available online



STUDENT'S eBOOK

- Full Student's Book in digital format with embedded audio, video and interactive activities
- Tools for managing and assigning self-study and practice activities for students, with automatic marking to save time
- Personal gradebook for students to review their performance

ONLINE PRACTICE

- Digital version of the Workbook activities and Extra Practice Activities with automatic marking to be used for self-study or teacher-assigned work
- Fully accessible on computer, tablet or mobile

- Extra Practice Activities to provide additional vocabulary practice as well as remediation activities for grammar. Students can view and monitor their results in the gradebook. (For more details please see Online Practice in For Teachers on page 4.)

Course Components

For Teachers



TEACHER'S BOOK

- Student's Book pages with overwritten answers and a list of teacher and student resources available for each lesson
- Detailed teaching notes with useful tips on areas such as mixed-ability classes and Assessment for Learning
- Background notes, extra activities, additional tasks for fast finishers and students who need support
- Photocopiable *Need support?* worksheet for each unit with simplified versions of more difficult tasks
- Student Book and Workbook audioscripts and videoscripts, Workbook answer key
- Access code to Teacher's Portal with a wealth of tools and resources to make teaching more effective in class and online. (For more details please see page 5.)



PRESENTATION TOOL

- Digital versions of Student's Book and Workbook
- Interactive activities for display in class and online
- Teaching notes for each lesson and individual exercises
- Embedded audio and video
- Built-in virtual classroom and whiteboard functionalities: integrated video conferencing with breakout rooms, interactive whiteboard, chat, question posting, discussions, live task assignment and real-time view of student performance



ONLINE PRACTICE

- Fully interactive digital version of the Workbook and Extra Practice Activities with instant feedback and automatic gradebook
- Activities can be assigned at the touch of a button for homework or in class.



EXTRA PRACTICE ACTIVITIES

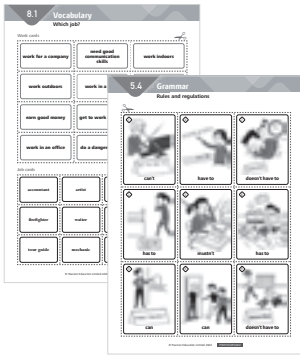
- Extra activities based on BBC Vox Pops, with embedded video
- Extra activities based on video presentations from Grammar and Speaking lessons
- Additional grammar and vocabulary activities
- Remediation activities for grammar
- *Self-Check* activities for each unit
- Use of English activities
- Vocabulary Memory Games

TEST GENERATOR

- Adaptable tests from the Assessment package to tailor to students' needs
- Tests to assign online with automatic marking

GRADEBOOK

- Overview of individual student and class results for assigned activities from the Student's eBook, Online Practice and Test Generator



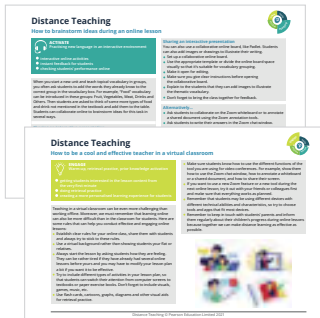
PHOTOCOPIABLE RESOURCES

- Ninety photocopiable worksheets with full teaching notes and answer key including:
 - one worksheet for every lesson plus two additional vocabulary and grammar revision worksheets for each unit
 - *Set for Life* worksheets to supplement the lessons in the Student's Book
 - Project worksheets with step-by-step support for digital projects in *BBC Culture* lessons
- Assessment for Learning response cards designed to support feedback
- *Need support?* worksheets for each unit with simplified versions of selected tasks from the Student's Book
- *Set for life* 'bookmarks' with tips and key language from *Set for Life* lessons



GRAMMAR PRESENTATIONS

- Interactive grammar presentation with practice exercises for each Grammar lesson



ONLINE CLASSROOM

- Online video tutorials and materials on the *ESAP (Engage, Study, Activate, Practise)* framework – an online teaching methodology to help teach effective and engaging online lessons
- A set of guides on distance teaching with ideas and tips for each stage of the lesson to help implement the *ESAP* approach successfully in everyday teaching

ASSESSMENT PACKAGE

- A range of language, skills and exam tests for use throughout the course
- All core tests in A/B versions to prevent copying: ready-to-print PDFs and editable Word documents, which can be administered online via the Test Generator
- Tests versioned for dyslexic students



EXAMS

- Exam correlation tables showing detailed alignment between Pearson English International Certificate, Cambridge English exams and each level of *Wider World Second Edition*
- Cambridge Exam Practice for A2 Key and B1 Preliminary for Schools

TEACHING WITH WIDER WORLD SECOND EDITION VIDEOS

- Series of short instructional videos to familiarise teachers with key aspects of the course



GSE MAPPING BOOKLETS

- Alignment of each level of *Wider World Second Edition* with The Global Scale of English (GSE) and the Common European Framework of Reference (CEFR)

OTHER USEFUL RESOURCES

- Teacher's Book in PDF format
- Student's Book and Workbook
- Class, Workbook and Test audio with scripts
- Wordlists with audio
- All in-course video with scripts
- Syllabus of future skills taught across levels

Course Components

Wider World Second Edition Videos

There are three types of video in *Wider World Second Edition 1–4*. Additionally, *Get Grammar!* animations are available with Starter level. All videos can be accessed from the Resources area on the Teacher's Portal. They are also embedded in the Student's eBook.

GRAMMAR AND SPEAKING VIDEOS



An entertaining drama about a group of teenagers, their families and friends

The videos present the key language for one of the two Grammar lessons and all the Speaking lessons in an engaging and relatable way. Real-life dialogues provide natural and memorable models. New language is backed by visual clues and presented in context to help students acquire new language.

The episodes also have an additional focus on future skills and are accompanied by a *Set for Life* task to show students how learning specific skills can be useful for their lives outside the classroom.

All the video episodes are also available in audio-only format.

BBC VOX POPS



Short clips of people filmed by the BBC on the streets of London answering questions about their lives and opinions

Students are exposed to authentic, spontaneous speech uttered by speakers of English from around the world. The purpose of the videos is to provide short manageable chunks of language in real contexts to help students develop compensation strategies for understanding, and to improve their listening skills.

BBC CULTURE VIDEOS



A series of inspiring culture videos produced in co-operation with the BBC

The videos recycle the topic and language from the preceding units. They are aimed to spark students' imagination and curiosity about the wider world so that they are enthused to continue their English learning independently.

GET GRAMMAR! ANIMATIONS



Funny animated clips about the adventures of Hammy, a cute Hamster and his friends

The videos present the key grammar structures taught in each Grammar lesson of Starter level. The animations enable teachers to explain new grammar structures in an entertaining and meaningful way. The videos can be used multiple times as an effective presentation tool or for quick revision of grammar structures.

Key Concepts

GSE The Global Scale of English

The Global Scale of English (GSE) is a numerical scale which measures English language proficiency. It is also a framework of learning objectives which describe what a learner can do at each level of proficiency on the scale for each of the four skills: listening, reading, speaking and writing. The Global Scale of English enables teachers and students to answer the following questions accurately:

- How good is my English?
- What progress have I made towards my learning goal?
- What do I need to do next to improve?

The Global Scale of English is fully aligned to the Common European Framework of Reference for Languages (CEFR), but the numerical scale enables proficiency to be measured more accurately, more regularly and within a CEFR level. This keeps learners motivated as they see regular evidence of progress.

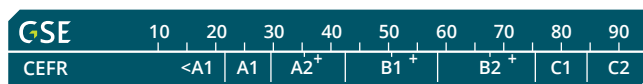
The Global Scale of English helps you to find the right course materials for the exact level and learning goals of your students. The chart on the back of your coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right level of support and challenge for your students to help them make progress.

Wider World Second Edition has been created using the GSE Learning Objectives for Young Learners and Adult Learners. These have been used to ensure that the content and activities are at the correct level and have informed the lesson goals given at the start of each unit.

GSE TEACHER'S RESOURCES

You can find a full list of all the GSE Learning Objectives covered in this coursebook in the Global Scale of English Teacher Booklet, available on the Teacher's Portal. For more information about how the GSE can support your planning and teaching, your assessment of your learners, and the selection or creation of additional materials to supplement your core programme, please go to www.pearsonenglish.com/gse.

For easy access to all the GSE Learning Objectives, GSE Grammar, GSE Vocabulary and the GSE Text Analyzer (to estimate the GSE level of a written text), use the GSE Teacher Toolkit – freely available online at www.english.com/gse/teacher-toolkit/user/lo.



Exams

Wider World Second Edition provides many opportunities for students to get acquainted with the format of international exams with special focus on the Pearson English International Certificate and Cambridge Exams.

The Pearson English International Certificate (formerly known as PTE General) gives learners official certification of their English language skills at any level. Awarded by Edexcel, the International Certificate is recognized by universities in many countries around the world. Exam preparation is seamlessly integrated in the Student's Book and Workbook and clearly signposted for the teacher in the Teacher's Book. Detailed information about exam tasks covered in each level can be found in the Exam Alignment Tables available on the Teacher's Portal. The table below shows the correlation between the language level of each part of *Wider World Second Edition* and the requirements for Pearson English International Certificate and Cambridge Exams.

	GSE	CEFR	Pearson English International Certificate	Cambridge
Starter	10–35	> A1/A1		
Level 1	24–34	A1/A2	Levels A1/1	A2 Key for Schools
Level 2	32–42	A2/A2+	Level 1	A2 Key for Schools
Level 3	40–50	A2+/B1	Level 1/2	A2 Key for Schools B1 Preliminary for Schools
Level 4	45–55	B1+	Level 2	B1 Preliminary for Schools

STUDENT'S BOOK

Exam-style reading and listening comprehension tasks are integrated in skills lessons in every unit and there is a strong focus in the Speaking lessons on teaching the necessary skills for the international exams. Cumulative *Progress Check* sections include Use of English tasks as well as speaking, listening and reading tasks in an exam-like format.

WORKBOOK

Exam Time sections in the Workbook provide exam practice in a format which mirrors the real tests. Exam Tips familiarise students with typical exam task types and help them overcome common exam difficulties.

TEACHER'S BOOK

All exam tasks in the Student's Book are clearly signposted in the Teacher's Book. The notes explain which exam (and which exam paper) a given task comes from. Teaching notes also include additional tips and exam strategies.

EXAM

Exercise 3
International Certificate
Level A1,
Reading,
Section 6,
(open-ended questions)

Measuring Progress

Students' progress can be measured through a variety of methods: student self-assessment, peer assessment, observation, class participation, written work, homework tasks, and both in-course and summative assessment. *Wider World Second Edition* provides you with a full range of tools to help measure the progress of your students.

STUDENT'S BOOK

Each lesson in *Wider World Second Edition* has a learning objective which is available for you to explore with your students at the start and end of each lesson. It is important to check how confident students feel before moving on to the next unit. The *Revision* sections help check how well students have mastered the language from the unit. The *Progress Check* sections allow students to consolidate their knowledge from the previous units in a summative way. They systematically cover all language learned through Use of English, listening, reading, writing and speaking activities.

WORKBOOK

In the Workbook there is a *Self-Check* section at the end of each lesson which covers key grammar and vocabulary from the unit. After completing the tasks, students can assess their score to check how comfortable they feel.

GRADEBOOK

You can assign activities from the interactive Student's Book and Workbook and students' results will report to the gradebook so that you can monitor their progress.

TEACHER'S BOOK

For each lesson, we highlight in the teaching notes which learning objectives the students will cover. Each lesson starts with an activity to identify the lesson goals and helps students understand what they will have learned by the end of the lesson. Students can review the lesson aims and assess their achievement at the end.

The **Assessment package** for each level includes five categories of tests:

- 1 **Placement Test** to assess students' language level at the beginning of the course and choose the right course level
- 2 **Vocabulary and Grammar Checks** to test key points from individual Grammar and Vocabulary lessons
- 3 **Unit Tests** focusing on vocabulary, grammar, functions, listening and reading as well as separate **Unit Writing Tests**
- 4 **Progress Tests** including **Progress Writing** and **Speaking Tests** every three units to assess students' progress
- 5 **Exam Practice Test** with **Exam Speaking** and **Exam Writing** tests which can be administered at the end of the school year to see how well students are prepared to take external exams

Benchmark

Benchmark tests are a perfect companion to any English teaching programme. They are independently-verified proficiency tests designed to measure progress in detail and offer targeted direction for both students and teachers. Depending on their age and performance, students can take either English Benchmark Young Learners or Benchmark Test.

English Benchmark Young Learners is a motivating English test for 6-14 year old learners delivered on a tablet. Testing speaking, listening, reading and writing, it measures English proficiency through a fun, game-like test. English Benchmark gives you recommendations for what to teach next, based on students' scores.

The **Benchmark Test** has been designed for older teenagers. This straightforward yet powerful tool makes it easy to measure real progress, fast. And with just a few basic requirements, the test can even be taken from home. Use the Benchmark Test alongside *Wider World Second Edition* to smooth and accelerate the journey to fluency. Benchmark tests are clearly signposted in the Teacher's Book.

Test your progress with Benchmark Young Learners Levels 3/4

Test your Progress with Benchmark Test A

We recommend taking two tests per year to check or monitor students' progress and inform teaching plans. The table below shows how *Wider World Second Edition* is aligned to Benchmark levels:

Starter	Benchmark YL Level 1
Level 1	Benchmark YL Level 2
Level 2	Benchmark YL Levels 3/4 Benchmark Test A
Level 3	Benchmark YL Levels 4/5 Benchmark Test A/B1
Level 4	Benchmark YL Levels 5/6 Benchmark Test B1

For more information about Benchmark tests and delivery, please go to Pearson English Assessment Portal at www.pearson.com/english/assessment.html.



Assessment for Learning (AfL)

Most teachers are familiar with assessment of learning, i.e., assessments/tests that take place at the end of a unit of study, which are used to report achievement. Assessment for Learning (AfL) complements and supports this type of assessment, but differs in two key ways:





- AfL takes place at *all* stages of the learning process. Teachers continuously monitor and assess students' needs and progress during lessons, give feedback and support where necessary, and modify future teaching and activities based on their observations.
- AfL means students take responsibility for learning and take an active role. They become more independent, and more able and confident to continue learning beyond the classroom. Because AfL focuses on the process of learning, and emphasises progress and achievement rather than failure, it increases student motivation and maximises attainment. It is now established as one of the most powerful ways of improving learning and raising standards.

ASSESSMENT FOR LEARNING IN THE CLASSROOM

AfL can take different forms, but fundamentally it consists of anything you do to help students focus on and answer these three questions:

- 1 *What am I going to learn?*
- 2 *Can I do what is expected of me?*
- 3 *How can I improve?*

These three questions underlie the Assessment for Learning strategies that are incorporated in *Wider World Second Edition*. The table below lists the most common strategies included in the teaching notes for each lesson, together with examples of recommended classroom techniques.

AfL strategies	Examples of recommended classroom techniques
 Set and review lesson goals At the start, share lesson aims and write them on the board so you and your students can refer to them at different stages of the lesson. (1 <i>What am I going to learn?</i>) At the end, ask students to re-read the aims and reflect on the extent to which they have achieved them. (2 <i>Can I do what is expected of me?</i>)	Setting lesson goals: Write the aim on the board and read it out. Ask questions to check understanding. Reflection: At the end of the lesson students re-read the lesson aim and write a number from 1–5 to say how confident they feel (1 – it's easy to 5 – it's difficult), together with a reason why. Read and if necessary, review or offer individual support. Self-assessment: Students reflect on the lesson and their learning. Give them questions to answer in their notebooks.
 Monitor students' learning and give constructive feedback Throughout the lesson, observe how students participate, monitor progress and assess their work. Give all students the opportunity to respond to questions. Give regular constructive feedback to individual students: praise and show them what they can improve and how. (3 <i>How can I get better?</i>)	Yes/No, Traffic Light, and Emoji response cards: Students choose and hold up a card to show how well they understand, e.g., a language item. Look at the responses and if necessary, re-teach, review or offer individual support. Popsicle Stick technique: Students write their names on popsicle sticks and put them in a cup. A student picks a stick. The student whose name is on the stick answers the question. Basketball technique: A student gives the answer, then throws a ball to another student to give his/her answer and so on. The teacher only gives feedback after all the students involved have spoken.
 Peer Learning Use pair work and group work to encourage peer learning and collaboration. Encourage learners to assess each other's ideas and work.	Peer teaching: Students raise their hands if they have a question. Other students answer. Only provide support when needed. Think-Pair-Share: Students think of the answer to a question alone. Then they discuss in pairs. Finally, they discuss their ideas in groups, or as a class.
 Independent Learning Promote independent learning by giving students responsibility and choices.	Spider diagram: Students create a spider diagram with the words in Vocabulary box A. Then they add any other words they know. Visual dictionary: Students create a visual dictionary with the new vocabulary. They can draw pictures or find images. Give them the option of creating the visual dictionary in their notebooks or on a laptop, tablet or smartphone.

Wider World Second Edition offers you the support you need to incorporate Assessment for Learning in your everyday teaching:

- Teaching notes offer quick and easy-to-use AfL techniques for all key lesson stages (clearly signposted with symbols).
- Photocopiable Assessment for Learning response cards are available on the Portal.
- *Self-Check* pages in the Workbook help students monitor where they are in their learning and become more independent learners.

Inclusive Classroom

Wider World Second Edition recognizes the need for all students to reach their potential and encourages teachers to adopt inclusive practices in the classroom by offering strategies and tailored materials.

An inclusive classroom is a learning environment that is flexible enough to respond to the needs of students with learning differences as well as those who are exceptionally gifted. In an inclusive classroom, all students are engaged in learning and making progress and students' individual differences are recognized. Inclusivity also means respecting people from *all* backgrounds and cultures.

There are numerous benefits of creating an inclusive learning environment. Above all, it promotes a growth mindset in the classroom and gives students a chance to learn values such as respect and tolerance as well as realise that learning is about focusing on their own progress, rather than comparing themselves with others.

MIXED-ABILITY CLASSES

Mixed ability refers to the differences that exist in a group of learners in terms of each student's competencies, strengths, difficulties, learning preferences and abilities.

Wider World Second Edition recognizes that all classrooms are mixed-ability, and offers strategies and support for teaching more and less confident students. More confident students may be simply more confident, or they may have high language proficiency levels, strong literacy, or be quicker to understand and apply new information. Less confident students, on the other hand, may be less confident, or they may have difficulties with some areas e.g., grammatical accuracy or reading.

Wider World Second Edition incorporates two key strategies to help all students achieve the learning objectives according to their readiness level and preferred ways of learning:

- **Differentiation** means students can work on and learn what they are ready for. This may involve adapting the process of teaching (e.g., staging the presentation of new material more and breaking down complex tasks into smaller steps); differentiating learning outcomes for students, (e.g., asking students to provide yes/no answers instead of open answers or produce a shorter written answer) or adapting tasks for different learners in class.
- **Peer collaboration** (pairwork, group work) is a useful way of involving all students in a mixed-ability group. It draws on students' different strengths and knowledge and encourages them to share and learn from each other. Depending on the activity, students can work in the same ability pairs or you can decide to pair less and more confident students.

SPECIAL EDUCATIONAL NEEDS AND NEURODIVERSITY

Special Educational Needs (SEN) is a term used to refer to students who face learning challenges due to physical, behavioural, cognitive or literacy differences.

Examples of SEN include:

- Autism spectrum disorder
- Attention Deficit (Hyperactivity) Disorder (ADHD/ADD)
- Dyslexia
- Anxiety disorder.

The term neurodiversity can be a more positive way of describing SEN as it focuses on the strengths of these students, while acknowledging and embracing their differences.

Wider World Second Edition recognizes that many students will have special needs of some kind at some time during their school life, and teachers need support in order to understand these challenges and make changes in the way they teach in order to help remove barriers to learning. While SEN students will have difficulties which affect learning, they also have some key strengths which you can capitalise on to avoid stigmatising, and promote self-esteem. For example, dyslexic learners have strong visual memories; students with ADHD tend to have boundless energy, which can be effectively channelled during project work, role plays and action games. Learners on the autistic spectrum often have an excellent memory for rules and facts, which can make grammar appealing. They can also develop a keen interest in a particular topic, which can be exploited during vocabulary building or project work.

Wider World Second Edition offers strategies and materials to cater for mixed ability and neurodiversity in the classroom. These include:

Teacher's Book

- There are teaching notes and detailed suggestions as well as ideas for differentiated tasks for less and more confident students under *Need support?* and *Finished early?* These also include tips for exploiting pair and group work in mixed-ability classes.
- There are *Need support?* worksheets with four activities for each unit with simplified versions of more difficult tasks in the Student's Book.

Workbook

- The exercises progress from less to more difficult to allow teachers to allocate suitably graded material to less and more confident students.
- *My Language File* page is a useful tool to help students build their own bilingual dictionary as well as memorise and revise new words.

On the Portal

- There are additional remediation tasks for each Grammar lesson to provide extra practice.
- There are tests versioned for dyslexic students.
- There are additional supplementary resources for students with special needs.

Future Skills

Soft skills (also referred to as '21st century skills' or 'transferable skills') are becoming increasingly important in a rapidly changing and uncertain future. Modern learners need to develop not just English language skills, grammar and vocabulary, but also skills which will help them become fully rounded citizens of the global community.

Wider World Second Edition is aligned to the *Pearson Personal & Social Capabilities (PSC)* framework. Based on extensive research with employers, educators and learners, PSC identifies six categories of skills which are critical for lifelong learning and success at work:

- Critical Thinking and Creativity
- Communication
- Collaboration
- Self-management
- Leadership
- Social responsibility.



Wider World Second Edition has been designed to place a special emphasis on helping students develop future skills:

- **A dedicated life skills syllabus for each level**
The *Set for Life* programme has been integrated into all five levels of the course and the syllabus has been adjusted to students' cognitive abilities.
- **Set for Life lessons**
In every level there are four *Set for Life* sections which introduce future skills in real-life contexts. Students learn about how to apply a given skill through a sequence of practical tasks. They are provided with useful tips and key language pulled together in the 'bookmark' section for quick reference. The lessons can be supplemented with photocopiable worksheets which explore the topic of the lesson in more detail.
- **Set for Life tasks**
In every unit there is a *Set for Life* task integrated into the video story. These short tasks are guided and help students focus on one specific skill.
For more information about personal and social capabilities and employability please go to www.pearson.com/en-us/efficacy/skills-for-today.html.

Visible Thinking

The ability to think critically, i.e., question, explore, challenge and solve, is arguably one of the most important skills students will need for their future lives. However, a key question is how teachers can gain insight into students' thinking processes and help them to become better thinkers. This question underpins the research on the Visible Thinking Routine (VTR) undertaken at Harvard University by Project Zero, an educational research group.

Thinking routines are simple exercises designed to help students understand how they think and learn by making their ideas and thinking 'visible'.

They usually comprise a few steps which scaffold and guide students' thinking, and are designed to be frequently repeated so that students develop thinking habits typical of critical thinkers.

VTR examples in *Wider World Second Edition*:

- *See, Think, Wonder* (What do you see? What do you think about that? What does it make you wonder?) This VTR aims to develop learning through careful observation and interpretation of images, topics and objects.
- *Why do you say that?* (What do you know/see that makes you say that?) This VTR promotes evidence-based reasoning and critical thinking, to help students support opinions with evidence.

Thinking routines provide you with an effective tool for promoting the development of a thinking culture in the classroom, where students are encouraged to go beyond passively learning and remembering facts to actively questioning and taking multiple perspectives. Key factors to consider in order to use VTRs effectively are:

- Students need sufficient time to think in depth before verbalising and discussing their ideas.
- Teachers should serve as role models and participate in the thinking process too.
- The focus should be on the process, or interactions, rather than the outcome.

In *Wider World Second Edition*, a range of visible thinking routines are incorporated into all the *BBC Culture* lessons across all levels. These VTR-based activities are designed to awaken curiosity about cultural and social issues and help students develop a deeper understanding of the topics. Each level features visual thinking routines appropriate to students' cognitive development and language level. For example, Level 1 features simple, guided routines such as *Think See Wonder*, *Why do you say that?* and *Think Pair Share*. In Levels 3 and 4 students move on to more complex, open routines such as *Connect*, *Exchange*, *Challenge*; *Your viewpoint*, *The writer's viewpoint*, *What do you think now?*

A Unit of the Student's Book

Clear summary of unit contents in terms of vocabulary and grammar

Integrated skills practice to help students consolidate new vocabulary

Special focus on teaching collocations and vocabulary chunks

BBC Vox Pop videos to expose students to real-life examples of language from the lessons

Personalized speaking practice to help students achieve the learning objectives

Vocabulary presented in real-life contexts with engaging visuals

All lexical items recorded for students to listen and repeat

Learning objective (can-do statement) for every lesson based on the Global Scale of English

Recorded versions of all reading texts

Step-by-step reading practice to develop students' reading skills

Comprehension tasks in exam-like format to prepare students for exams

Manageable texts about contemporary issues to engage students' interest

Text-based grammar presentations

Grammar tables to highlight target structures

Game on!
6

GRAMMAR Was/Were / There was/There were / Past simple affirmative: regular and irregular verbs

VOCABULARY Sports / Sportspeople / Sports collocations / Places to play sport / Sports competitions

SPORTS NEWS

Di Angelo: "It's great to be back!" ▶ 2:30

Collins is closer to the Olympics ▶ 0:25

Devereaux comes from last and wins the race! ▶ 1:32

Lewis scores three points for New City ▶ 0:20

Oliveira plays his last match ▶ 0:50

Wallis wins a gold medal for England ▶ 1:25

6.1 Vocabulary
Sport

1 **KNOW** Close your books. How many sports do you know? In pairs, make a list.

2 **6.1** Study Vocabulary box A. Which sports are on your list from Exercise 1? Which sports are in photos A–F above?

VOCABULARY A Sports
baseball basketball cycling football ice hockey ice skating judo roller skating running skiing swimming tennis volleyball

3 Look at the sports website above. Which are your favourite sports to watch? To play? Listen and check.

4 **6.1** Study Vocabulary box B. Match the sportspeople with the sports in Vocabulary box A. Which words can go with more than one sport?

VOCABULARY B Sportspeople
cyclist player runner skater skier swimmer

Unit 6 74

5 Complete the questions in the quiz with the correct form of words from Vocabulary box B.

SPORTS QUIZ

1 To win this famous cycling race, cyclists pedal about 9,100 km in twenty-five days. What is the name of the race?
a Tour de France
b Trans-Siberian Extreme
c Cycle UK

2 Michael Phelps is an American. How many Olympic swimming gold medals has he got?
a twenty-three
b eight
c eighteen

3 Usain Bolt is a very fast _____ . He's a world champion. Where does he come from?
a USA
b Ethiopia
c Jamaica

4 When they race, ice _____ can go up to a fifty-three km/h, b ten km/h, c twenty-four km/h.

5 The first European _____ came from Norway. There are drawings of people skiing from a 40 km, b 400 km, c 4,000 km of all time?
a Pold
b Henrik Djupvik
c David Beckham

6 In groups, do the quiz in Exercise 5. Go to page 137 and check your answers. What is your group's score? Which group has got the most points?

7 **4.1.1 WORD FRIENDS** Complete the phrases with verbs from the website on page 74. Listen and check.

1 **play** a match/a sport
2 _____ a (gold) medal/a race
3 _____ a goal/a point

8 **6.1** Complete the texts with the correct form of words from Exercise 7. Listen and check.

WIDER WORLD

9 **6.1** Watch seven people talking about sport. Write down as many sports as you can.

10 In groups, ask and answer the questions. Who is the most interested in sport?
1 How often do you play or do your favourite sport? How often do you win?
2 What other sports do you play?
3 Do you play any sports video games? Which ones and how often?
4 Do you ever watch sports live? Which ones?

What role does sport play in your life?

Chris: Sport is not in my family! I play basketball at school, I often "score" points for my team. My brother is a professional footballer. He's brilliant and usually scores one or two _____ in a match!

Enka: I'm an ice-skater. I train every day – early in the morning before school, and then again after school. My dream is to win a gold _____ in the Olympics!

Beth: Cycling is my life! I really want to win a big _____ like the UK Women's World Tour.

Kerry: I'm new to sport. My cousin is teaching me how to _____ tennis. It's quite hard, but I'm learning fast.

I can talk about sports and sportspeople. 75 Unit 6

6.2 Grammar
Was/Were, There was/There were

1 **6.2** Read and listen to the interview. Find information about the things below.
country champions crowd final score number of teams year
country: China

Women's football
An interview with PE teacher Ms Dilks
By Jo Blease

Ms D: When was the first Women's Football World Cup?
Ms D: It was in 1991.
Jo: Was it in Norway?
Ms D: No, it wasn't. It was in China.
Jo: How many teams were there?
Ms D: There were twelve teams.
Jo: Which teams were in the final?
Ms D: It was Norway vs. the USA.
Jo: Was there a big crowd?
Ms D: Yes, there was. There were 65,000 people in the stadium.
Jo: What was the final score?
Ms D: It was 2-1 to the USA.
Jo: Were you there?
Ms D: No, I wasn't! I was born in 1990. I was only one year old in 1991!

2 Study the Grammar box. Find examples of *was/were* and *there was/there were* in the interview.

GRAMMAR Was/Were, There was/There were

I was in China. She wasn't in Brazil. They were happy. They weren't sad. Were you there? Yes, I was./No, I wasn't. Where was the match? There wasn't! → there was/wasn't there weren't → there were/weren't

3 **6.2** Complete the second part of the interview with the correct form of *was* or *were*. Listen and check.

Jo: Who's the best female footballer in the world?
Ms D: The American Megan Rapinoe. In my opinion, she _____ the best player in the 2019 World Cup.

Jo: _____ the 2019 World Cup in the USA?
Ms D: No, it _____ in France.
Jo: Which teams _____ in the final?
Ms D: The USA vs. the Netherlands. The final score _____ 2-0.

4 Complete the dialogue between Emily and her grandmother with the correct form of *there was* or *there were*.

Emily: Was there a girls' football team at your school, Gran?
Gran: No, _____ . But _____ a hockey team.

Emily: _____ any boys in your hockey team?
Gran: No, _____ , because _____ a boys' hockey team and a girls' hockey team. Every year _____ a hockey match – girls vs. boys. It was great!

5 **6.1** In pairs, choose the correct option to complete the questions about a sports match. Listen and check.

1 What sport (was/were) it?
2 The match (was/were) in a stadium?
3 When (was/were) the match?
4 How many players (was/were) there?
5 There (was/were) a big crowd?
6 What (was/were) the final score?
7 (Was/Were) you the best player?
8 (Was/Were) there a prize?

6 In pairs, use the questions in Exercise 5 to talk about a time when you were a player in a sports match.

A: What sport was it?
B: It was volleyball.
A: Was the match in a stadium?
B: No, it wasn't. It was in a gym at school.

GRAMMAR TIME > PAGE 81

Unit 6 76 I can use *was/were* and *there was/there were* to talk about the past.

6.3 Reading and Vocabulary
Sports fun facts

1 What sports are popular in your country? Do you know any unusual sports?

2 **6.3** Check you understand the words below. Then read texts 1–3. What sport is each text about?
basket cage chase-away hole pigeon

3 Read the texts again and answer the questions.

1 Where does Rufus work?
2 Who was the first 'bird chaser'?
3 How many players were there in early basketball teams?
4 Who was inside the cage on basketball courts?
5 What can't cycle ball players use?
6 How old is cycle ball?

4 **6.3** Study the Vocabulary box. Which places are mentioned in the texts?

VOCABULARY Places to play sport
basketball court football field/pitch running track swimming pool tennis court

5 In pairs, complete the text with words from the Vocabulary box in the correct form.

Did you know?

1 An Olympic swimming pool is 50 m or 25 m and it can hold 2,000,000 litres of water.
2 Most running _____ are 400 m long.
3 In NBA, the three-point line on a basketball is 7.26 m away from the basket.
4 The oldest football _____ is Saadiyya Stadium in Baghdad. It first opened in 1904.
5 The picture below shows the shape of the first tennis _____ .

SPORTS fun facts

There are some interesting facts about sports.

1 Rufus the hawk has an important job: he keeps pigeons away from the tennis courts at Wimbledon. Before Rufus, birds were a big problem for tennis competitions because they were everywhere. Now Rufus chases them all away before his, there was Hansch, another hawk, but Rufus is a lot more famous. Check him out on social media!

2 In its early days, basketball was a very different sport from the one we play today.
• There were nine players in each team and the game was only thirty minutes long.
• The basketball court was about half the size of today's courts.
• The baskets were real baskets without a hole at the bottom.
• In the early 1900s there was a big cage around the players to stop the ball from hitting the fans.

3 Cycle ball, or ruzball, is like football, but the players can only move the ball with their bikes – no hands or feet! It's a new sport – it dates back to the year 1932. The countries with the most medals in cycle ball are Germany, the Czech Republic and Switzerland.

6 In pairs, ask and answer the questions.

1 Are there any places to play sport where you live?
2 Do you ever play sport there?
3 Which place is your favourite? Why?
There's a _____ in my town.
I usually play _____ .
My favourite place is _____ . I like it because _____ .

I can understand short texts about sports facts. 77 Unit 6

Final productive tasks to encourage students to use the grammar in a personalized context

Vocabulary sets contextualized in the reading text and recorded

Grammar presented through videos

Vocabulary sets contextualized in the listening texts

Step-by-step grammar practice to build students' confidence and improve accuracy

Set for Life tasks focusing on future skills linked to video episodes

Full grammar tables and more exercises at the back of the book to give students extra practice

6.4 Grammar
Past simple affirmative: regular and irregular verbs

VIDEO THE RUNNING COMPETITION

Mr H: Well done. Noah! You won the race!
Noah: What? No, Mr Harris, that's not right!
Mr H: Excuse me for a moment.
Noah: Wait, please. I wasn't ...
Mia: I saw you, Noah! We all followed the signs and went round the park, but you ran through the park!
Noah: It was a mistake! I got lost! I saw a man running, so I followed him. I then told Mr Harris.
Mia: Really?
Noah: Yes, but the man wasn't a runner. He wanted to take photos for the school website and he ran through the park to be at the finish line before anyone else. That's him, over there!
Mia: Oh, I see. Look! He's taking a photo of us now.
Noah: Come on, let's find Mr Harris and tell him.
Mia: Cheer up, Noah. At least you were a winner for ... a minute!

GRAMMAR B Past simple affirmative: irregular verbs

go - went see - saw
get - got win - won

6.13 Find the Past Simple form of these verbs in the dialogue and complete Grammar box B. Listen and check.

6.14 Complete Lily's story with the Past Simple form of the verbs in brackets. Listen and check.

I ¹ **went** (go) for a run in the park yesterday. When I ² **was** (finish), I ³ **saw** (sit) on a bench. There was a book on it. Inside it I ⁴ **found** (find) two tickets for a tennis match. Then I ⁵ **met** (see) a young man. That's my book! He ⁶ **gave** (say). "Were there any tickets inside it?" I ⁷ **smiled** (smile) and I ⁸ **gave** (give) him the tickets. "Do you like this book?" he ⁹ **asked** (ask). "You can keep it!" I ¹⁰ **looked** (look) at the title of the book. It was *Not Your Lucky Day!*

GRAMMAR A Past simple affirmative: regular verbs

wait - waited like - liked jog - jogged carry - carried

Time expressions: *this morning, yesterday, last night, last week, last month, last year*

6.11 Listen and repeat. Then write the verbs from Grammar box A in the correct column.

/d/	/t/	/nd/
called	watched	ended
followed	danced	wanted

7 Go to page 137. In pairs, take it in turns to make a sentence in the Past Simple. Your partner must guess if your sentences are true or false.

A: I went jogging in the park last week.
B: False!
A: No, it's true. One point for me!

YOUR WORLD

7 Go to page 137. In pairs, take it in turns to make a sentence in the Past Simple. Your partner must guess if your sentences are true or false.

A: I went jogging in the park last week.
B: False!
A: No, it's true. One point for me!

Unit 6 78 I can use the Past Simple to talk about past events.

6.5 Listening and Vocabulary
Sporting moments

1 Are you more often happy or sad when you watch your favourite sports player or team?

2 **6.14** Study the Vocabulary box. Check you understand the words.

VOCABULARY Sports competitions

cup final league semi-final tournament

3 **6.15** Listen to a radio programme and match the sentence halves to make true sentences about the speakers.

1 Finn a ran in a race.
2 Emma b is a sports fanatic.
3 Sam c talks about 2016.
4 Mason d tells a sad story.

4 **6.15** Listen again and choose the correct answer.

1 Where was Finn when Andy Murray won Wimbledon?
a In a park.
b In a shop.
c In a cafe.
d In a library.

2 What was Emma's best time for ten kilometres before last Sunday?
a 15 minutes.
b 18 minutes.
c 20 minutes.
d 25 minutes.

3 How much were the train tickets that Sam bought?
a £45.
b £57.
c £75.

4 What does Mason do every day?
a He goes to the gym.
b He goes to the park.
c He goes to the library.
d He goes to the cinema.

5 **6.16** **WORD FRIENDS** Complete the phrases with the verbs below.

do go lose play (v2) win

1 I **lost** a game's matches tournament.
2 I **played** a game's matches tournament.
3 I **did** aerobic/exercise/judo.
4 I **go** cycling/jogging/running/swimming.
5 I **win** badminton/football/tennis for a long time.
6 I **lose** a game's matches tournament.

6 Complete the sentences with the correct form of the verbs in Exercise 5.

1 Andy Murray **won** the Wimbledon tennis tournament in 2016.
2 Emma **often** **runs** running.
3 Liverpool **was** in the cup final, but they **lost** the game 2-1.
4 Jim **is** jogging every morning. At weekends he **plays** badminton and he **goes** judo. He **is** for the school football team.

7 **6.17** Choose the correct option. Listen and check.

I love sport. I often 'do' @jogging and I 'do' / play gymnastics after school, but my favourite sport is basketball. I 'go' / play basketball a lot. I 'play' for / win my school team. This year we 'played' / were 'out' first three matches in the national tournament. In the final, I 'lost' / scored twenty points! I was really happy!

WIDER WORLD

8 **6.23** Watch six people talking about sporting moments. Tick (✓) the competitions they mention.

European Championship Global Cup
 Grand National Olympic Games
 World Championship World Cup

9 In groups, talk about a sporting moment when you were really happy or sad. Use the phrases in Exercise 5.

I **played** for my school team and **last week** we ...
I **scored** ... I **was** really happy!

I can understand a radio programme about sports. Unit 6 79

Step-by-step listening practice to build students' confidence

Exam-style listening tasks to prepare students for international exams

Variety of authentic listening texts to develop and improve listening skills

Everyday expressions pulled out of the presentations

Example texts to provide students with a model for free writing tasks

Real-life dialogues to provide natural and memorable language models

Functional language presented through videos

Audio versions of the dialogues

Key functional language from the dialogues organized in speaking boxes

6.6 Speaking
Talking about hobbies and interests

VIDEO WHAT ARE YOUR HOBBIES?

Adam: Do you play basketball?
Mia: Yes, I do. I'm very keen on sports.
Adam: Me too. Lena isn't interested in sports at all. What other things do you do in your free time, Mia?
Mia: I love fashion. I made this T-shirt myself.
Adam: Do you play any musical instruments?
Mia: No.
Adam: Are you into shopping?
Lena: Well, I've got other interests.
Adam: Like what?
Lena: You know - I play the guitar. I write songs. I'm a big fan of Mrs Myers' 'Mysteries, Mia'.
Adam: Are you a fan of Mrs Myers' 'Mysteries, Mia'?
Mia: The TV show? No, not really.
Adam: Do you play any musical instruments?
Mia: No.
Adam: Are you into shopping?

6.18 Watch or listen. What do both Mia and Adam like doing?

6.19 Complete the dialogue with sentences a-f. Listen and check.

Jack: Are you into sports?
Kate: Yes, I am. I'm very keen on football.
Jack: Do you play any other sports?
Kate: Yes.
Jack: What are your other hobbies and interests?
Kate: Do you watch TV?
Jack: Yes.
Kate: Really? I love TV! What's your favourite game?
Jack: I don't know.
Kate: What else do you do in your free time?
Jack: I hang out with my friends.
Kate: Me too!
Jack: I'm not very keen on it. I prefer video games.
Kate: I'm really into music. I listen to it all the time.
Jack: I do a lot of cycling and I play table tennis.
Kate: I like hanging out with my friends.
Jack: Doughnut Race! I play it every day.
Kate: Yes, I am. I'm very keen on football.

6.20 Complete the text with one word in each gap.

My whole family are 'into' sports. My dad 'runs' every morning. My sister's 'into' on ice-skating - she wants to be in a TV ice-skating competition. Mum's a big fan of exercise too. She 'loves' a lot of dancing and swimming. I'm interested in 'water' sports.

YOUR WORLD

5 In pairs, ask and answer about your hobbies and interests. Use the Speaking box and the dialogue in Exercise 4 to help you. Tell the class about your partner.

Unit 6 80 I can talk about hobbies and interests.

6.7 Writing
A report

1 Look at the photo. What is a tug of war? Do you think it is fun? Why/Why not?

2 Read the report and answer the questions.

1 Who wrote the report?
2 What is it about?
3 Is it a positive report in general?
4 What is the negative comment?
5 What was the best part of the day?

3 Study the Writing box. Find examples of the phrases in the report.

WRITING A report about a sports event

What, when, where
Last weekend (Saturday) I went to a charity sports day. It was on the 15th of June. I took part in a tug of war match. There were over 200 people at the event and lots of fun things to do. Our team won the match 2-1. The event was really exciting. The food was excellent. The tug of war match was the best part of the day. It was really exciting. In general, it was a fun event and everybody enjoyed it.

Details and opinions
There were about 200 people at the event. There were lots of fun things to do. Our team won the match 2-1. The event was really exciting. The food was excellent. The tug of war match was the best part of the day. It was really exciting. In general, it was a fun event and everybody enjoyed it.

Best/Worst part
The best/worst part of the event/match was ...

General opinion
In general, it was a fun/interesting event. Overall, it was a good/bad experience.

LANGUAGE Adverbs of degree

Use **quite** (not very) and **really** before adjectives to comment on how good or bad something is. The food was **quite** expensive. The singing wasn't **very** good. The match was **really** exciting.

4 Study the Language box. Find examples of adverbs of degree in the report in Exercise 1.

5 Think of a sports event you went to. Write sentences about the event using adverbs from the Language box.

I went to a tennis match last June. The game was really exciting. The food wasn't very good.

WRITING TIME

6 Write a report about a sports event you attended.

Find ideas
Make notes for your report. Think about:
• the type of event, time and place.
• the best/worst parts of the event.
• the important details.
• your general opinion of the event.

Plan
Organise your ideas into paragraphs. Use Penny's report to help you.

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

Check
• Check language: did you use the correct adjectives and adverbs of degree?
• Check grammar: are the verbs in the correct form of the Past Simple?

I can write a report. Unit 6 81

Writing boxes to highlight key functional language for writing

Step-by-step Writing Time guidelines to help students write their own texts

Staged practice of expressions to prepare students for the final speaking tasks

Language boxes with useful language points

A Unit of the Student's Book


Effective and engaging revision of grammar, vocabulary and functional language from the units


Vocabulary Activator


WORDLIST 40 6.20


- | | | | | |
|--|--|---|---|--|
| Sports
baseball (n)
basketball (n)
cycling (n)
football (n)
ice hockey (n)
ice skating (n)
judo (n)
roller skating (n)
running (n)
skiing (n)
swimming (n)
tennis (n)
volleyball (n) | Word Friends
play a match/a sport
score a goal/a point
win a gold medal
win a race
Places to play sport
basketball court
football field/pitch
running track
swimming pool
tennis court
Sports competitions
cup (n)
final (n)
league (n)
semi-final (n)
tournament (n) | Extra words
be keen on
be interested in
be into
champion (n)
championship (n)
charity walk/run (n) | do judo
go cycling
go jogging/running
go swimming
lose a game/a match
lose a tournament
play badminton
play football
play for a team
play tennis
win a game/a match
win a tournament
Sports day (n)
ball (n)
basket (n)
be a fan of
be interested in
be into
(the) Olympics (n)
(the) World Cup (n)
team (n)
winner (n)
yoga (n) | competition (n)
crowd (n)
disappointing (adj)
do gymnastics
event (n)
fan (n)
finish line (n)
hang out with friends
hobby (n)
host (n)
interest (n)
jog (n)
sports day (n)
sports fanatic (n)
sportsperson (n)
stadium (n)
surf (n)
team (n)
(the) Olympics (n)
(the) World Cup (n)
team (n)
winner (n)
yoga (n) |
|--|--|---|---|--|


- Use the wordlist to find these things.
 - two sports places with the word court
 - three winter sports
 - five ball sports
 - five sports with races
- Match pictures 1-9 with words from the wordlist.


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
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
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5 

6 

7 

8 

9 
- Choose two correct options in each item. Use the wordlist to check your answers.
 - win a race / a medal / a goal
 - do judo / baseball / exercise
 - go cycling / running / tennis
 - a swimming / tennis / basketball court
- Complete the sentences with words from the wordlist. Then, in pairs, say if the sentences are true for you.
 - I sometimes _____ races on school sports days.
 - I often _____ cycling with my friends at the weekend.
 - My dad doesn't _____ much exercise.
 - My friend plays _____ a basketball team.
 - I hate it when my team _____ a game.
- 40 6.21 (PRONUNCIATION)** In pairs, listen and find one word in each group with a different pronunciation from the others. Look at the underlined letters to help you.
 - Final time life ticket
 - tennis cycling swimming pitch
 - try miss French win
- 40 6.22 (PRONUNCIATION)** Listen, check and repeat.

Banks of all vocabulary sets followed by engaging practice activities to consolidate vocabulary from the units

Revision

Vocabulary

- Complete the sentences with one word in each gap.
 - It was a fantastic football match. The team played really well, and I scored two goals.
 - Before a tournament, I train for an hour a day in the gym and two hours on the tennis _____.
 - We cycle 150 kilometres a day for five days. I want to come first and _____ the race!
 - In a typical week, I go to the _____ pool twice a day, six days a week.
 - I look my shoes off at the end of the race, and I think I left them next to the running _____!
- Who is speaking in Exercise 17? Write the names of the sportspeople.
 - football player
- Complete the questionnaire with the words below. Then, in pairs, ask and answer the questions.


final go loses matches medals play pool team

Sports questionnaire

- Sport and you**
- Do you play any sports? Do you play for a _____?
 - Do you sometimes _____ running in the park?
 - Do you live near a swimming _____? How often do you go swimming _____?
- Your favourite team**
- Which is your favourite sports team? Do they usually win their _____?
 - How do you feel when your team _____?
- Sport on TV**
- Did you watch the _____ of the last football World Cup?
 - Did your country win any gold _____ in the last Olympics?

Grammar



- 4 Choose the correct option.**
- The men's marathon at the 1904 Olympics  were one of the strangest races ever. They / There were thirty-five runners in the race, but only fourteen finished.
- It was a very hot day and there / wasn't / weren't any water for 17 km. The roads / was / were full of cars and people, so it was very dangerous.
- The first runner to finish / was / were an American, Fred Lorz. But for 18 km of the race, he / was / weren't in a car. So the winner of the gold medal / was / were the man in second place, Thomas Hicks. He was very ill during the race, and his team carried him over the finish line. It / wasn't / weren't his last race in fact. It was the slowest marathon in Olympic history!
- 5 Make sentences in the Past Simple.**
- We / walk / to school / this morning. We walked to school this morning.
 - Sam / have / toast for breakfast.
 - I / run / five kilometres / last weekend.
 - Josh / text / a friend / last night.
 - We / see / a good film / last week.
 - they / go / to France / last summer.
- 6 Speaking**
- Order the words to make questions about free time. Then, in pairs, ask and answer the questions.
- you / into / fashion / are / ?
 - keen on / video games / are / you / ?
 - you / skateboarding / are / a fan of / ?
 - sport / you / interested in / are / ?
 - your / other hobbies / what / are / ?
- A: Are you into fashion?
B: Yes, I am. I love clothes!
- 7 Dictation**
- 40 6.23** Listen. Then listen again and write down what you hear during each pause.

Dictation activities to help students focus on word order and spelling

BBC lessons (every two units) providing opportunities to work with authentic videos and real-life content

BBC CULTURE

Museums of the future



The living past

When you think of museums, what image do you see? Lots of old things behind glass? Well, maybe it's time to look again!

1 In the past, people went to museums just to look at exhibits and to read information. It was quite serious—and maybe a little boring too! But museums in the twenty-first century are changing. People still want to learn about the past, but now they want to really experience it too!

2 Some museums are 'living museums'. When you go there, you can walk down streets from the past, visit old shops and have conversations with people from history (well, actors in costumes). Sleepovers are popular at museums too—bring a sleeping bag, listen to stories of the past, then sleep among the dinosaurs!

3 Other museums have the latest technology. In the past, museums only used audio guides, but now some of them can offer their visitors a special app. When you look through your phone or tablet at an exhibit, you can see what it looked like when it was new. You can also find games and quizzes on museum apps.

4 exhibit (n) an object that people go to see in a museum
experience (v) when you experience something, it happens to you
sleeping bag (n) a long, soft bag you can sleep in
sleepover (n) when a group of young people stay all night and sleep at someone's house

5 In pairs, discuss the questions.

- What are some famous museums in your country?
- Can you name any other museums in the world?
- When was the last time you went to a museum? Where was it? What did you see?

6 Look at the photo. What do you think is special or different about this museum?

7 **40 7.16** Read the article and match headings a-d with paragraphs 1-3. There is one extra heading.

a Going digital
b Museums then and now
c Museums in crisis
d Getting close to history

8 **40 7.17** Follow these steps.

THINK


- 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

- In pairs, tell each other what you think and why. **SHARE**
- Share your opinions with the class and listen to other students' ideas. Are they similar to yours?



9 Look at the photo from a video about museums in the UK. In pairs, discuss the questions.

- What sort of museum do you think this is?
- When did people live in houses like this?
- What do you think is inside?

10 Watch the video and check your answers to Exercise 9.

11 Watch the video again. Match the museums below with descriptions 1-4.

HMS Caroline
 The London Motorcycle Museum
 The Pitt Rivers Museum
 St Fagans

- a traditional museum in Oxford
- a museum in London that closed
- a ship from the First World War
- an outdoor museum in Wales

12 Which of the museums from the video would you like to visit? Why?

PROJECT TIME

9 In groups of three, create a digital presentation about an interesting museum. Follow these steps.

1 In your group, choose a museum. Decide who can find the answers to these questions.

- Where is the museum? How old is it? Is it traditional or modern?
- What type of exhibits does it have? Which are its most famous exhibits?
- How many people visit it every year? Why is it popular?

2 Individually, create your part of the presentation.

- Find information and photos for your slides.
- Decide on the titles of the slides.
- For each slide, write a short text and add the photos.

3 In your group, create your presentation. You can use a presentation program.

- Put the slides together and think of a title.
- Check and edit your presentation.
- Practice giving the presentation to a group.

4 Share your presentation with the class.

- Answer other students' questions.
- Ask questions and comment on the other presentations.

Culture topics linked to unit themes introduced in reading texts

Activities based on Visible Thinking Routines to help students understand the topics

BBC documentaries providing fascinating real-world information

Step-by-step digital projects to allow students to follow their own interests while developing teamwork and ICT skills

Glossary of the most difficult words in the texts

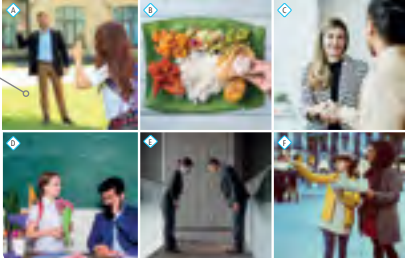
Set for Life lessons (every two units) to equip students with future skills they need to enjoy their social lives, and succeed in their studies and careers

Thought-provoking and authentic contexts which reflect situations and problems from students' lives

Practical tasks to help students develop specific skills

SET FOR LIFE

Doing things differently



1 Match the activities below with photos A–F.

live **eat with your hands** **give presents**
 joint **shake hands** **wave**

2 Look at the photos. In which photo(s) are the people:

- saying hello?
- saying goodbye?
- giving or receiving gifts?
- eating food?
- showing something to another person?

3 In pairs, discuss the questions.

- Do you usually do the things in the photos?
- Look at the situations in Exercise 2 again. What do you do in these situations?

4 Read the forum posts and answer the questions.

- What problems do Leila and Greg have?
- Why do you think they have these problems?

STUDENT EXCHANGE FORUM

Hosting foreign students?
Share your cultural experiences!

Leila At the moment a group of students from Greece are visiting my school in the UK. They're really nice and friendly, but they often arrive late. For example, yesterday we arranged to meet at about half past two, but they didn't explain why.

Greg I'm American and I'm staying with an Egyptian family at the moment. We had dinner together last night and the food was really nice. But there was one problem. Every time my plate was empty, they offered me more food. I didn't want to be rude, so I said yes. This happened again and again!

Understand people from different cultures

USEFUL TIPS

- People from different cultures can sometimes behave differently. They can find different things rude or polite. It's important to try to understand their way of looking at the world.

Remember that people can have different ideas about the world.

Be open to other people's ideas.

Ask questions if you want to know more about a culture.

Remember that we share a lot of things too.

USEFUL PHRASES

In my culture/Country:

- people always/usually often/never ...
- it's normal to ...
- it's rude/polite to ...
- you have to/must ...
- you don't have to/mustn't ...

Useful tips to help students remember key takeaways

Useful phrases linked to specific life skills

Guided final tasks to reinforce skills taught in the lessons

Activities which encourage working collaboratively (pairwork and group work)


Cumulative revision of grammar, vocabulary and skills

Vocabulary and Grammar

1 Choose the correct answer.

- Two cute baby cats with _____ eyes need a home.
a green b slim c blonde
- This _____ serves mushrooms with pasta. It's my favourite!
a burger bar b sandwich bar c vegetarian café
- I always _____ my emails before I go to bed.
a message b meet c check
- I've got a _____ to help me do my Maths homework.
a calculator b notebook c poster
- Do you _____ music? Can you play an instrument? Then why not come to music club on Wednesday?
a use b enjoy c buy
- There are no _____ classes at the moment because there's no snow on the mountain.
a swimming b ice-skating c skiing


2 Complete the text with one word in each gap.



It isn't easy to _____ new friends if you are shy. I _____ a very quiet person at the beginning of the school year. And then I joined the basketball team. Now I'm not _____ shyest student in my class because I have lots of friends on the team. I really enjoy spending time _____ them. For me, a team sport is the best way to _____ to know other people. Now we're in the semi-finals and we're so busy! I'm working hard but I'm happier _____ I was before.

Reading

And the winner is ...



What do you do in your free time? Sing in a group. In the past I preferred swimming, but my best friend Millie joined the group two years ago and she liked it a lot, so I decided to try. Now I would like to become a singer in the future!



There were only eight people in the group when I started, but now there are thirty singers. We sing pop and rock songs. We learn new songs every month, but there are popular songs that we sing at every concert. We meet twice a week and sing for an hour. I'd like to sing for two or three hours – I'm never tired!

Singing in a group is amazing. You can learn how to sing and make some good friends. But what I really enjoy is taking part in competitions. It's so exciting to travel to new places and spend time with people who have the same passion!

Last month we were in the final of the *Let's Sing!* music competition. On the day of the final, I was relaxed, but Millie was really nervous. She likes singing on stage for an audience, so that wasn't the problem, but she gets stressed before competitions because she doesn't enjoy them. Our music teacher always helps us when we feel stressed. She told Millie, 'It's OK. You can do it!' And can you guess? We were the best group there!

Writing

9 In pairs, look at the photos. Which musical event do you prefer? Why?

10 Write a report about a musical event. Write about these things.

- what kind of event it was and where it took place
- how many people there were and what you did
- what you liked or did not like about the event

Practice tasks in exam-style format to prepare students for exams

Use of English tasks to revise vocabulary and grammar in context

At the back of the book: Grammar Time with reference and practice, CLIL lessons, Irregular verbs

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Best friends

0

VOCABULARY

The alphabet | Possessions | Colours | Classroom language | Days | Months | Seasons | Cardinal and ordinal numbers | Dates | Telling the time

GRAMMAR

Subject pronouns | *To be* | Possessive adjectives | Plural nouns | Demonstrative pronouns | Imperatives | Object pronouns | *Wh-* questions



0.1

Hello!

Subject pronouns | *To be* | Possessive adjectives | The alphabet | Spelling

- 1 0.1 Watch or listen and read the texts. In pairs, match descriptions 1–4 with photos A–D.
Lena, Noah, Mateo and Mia are good friends. They're fourteen years old. They are in Year 9 at West Green High School in England. They are all in the same class.
- 1 **A** This is Mateo. He's from the USA, but he's in the UK now with his parents. His dad is a musician and his mum is a vet. His hobbies are music and video games. This game is very exciting!
 - 2 **D** This is Lena. The people in her family are her mum, her dad and her ten-year-old brother, Adam. Adam is a good brother – most of the time. Lena's favourite hobby is music. Is she good? Yes, she is. She's really good! Her other hobbies are films and TV – lots of TV.
 - 3 **C** Here's Noah. His hobbies are art, video games and board games. This board game is his idea. Good job, Noah!
 - 4 **B** This is Mia. Her dad is from the UK and her mum is from Jamaica. Mia is very sporty. Her favourite hobby is fashion. Mia's clothes are always nice!

Unit 0 6

For the teacher

• Teaching notes, page 156

For the student

• Workbook, page 2

On the Portal

• Workbook: Lesson 0.1

- 2 Study Grammar box A. Which pronouns are not in the texts in Exercise 1?

GRAMMAR A Subject pronouns

I you he she it we they

- 3 Study Grammar box B. Find examples of *to be* in the texts in Exercise 1.

GRAMMAR B To be

+	-
I'm (am) Noah. He/She's (is) my friend. You/We/They're (are) good friends.	I'm not (am not) a musician. He/She isn't (is not) sporty. You/We/They aren't (are not) sixteen years old.
?	
Are you sporty? Is she good? Are they from the USA?	Yes, I am./No, I'm not. Yes, she is./No, she isn't. Yes, they are./No, they aren't.

- 4 Complete what the people in Exercise 1 say with *am/I'm not, is/isn't* and *are/aren't*.

1 Lena: Mia is very sporty but I 'm not.
I 'm good at music.

2 Mia: Lena and I are in the same class at school.

3 Mateo: My mum and dad aren't from the UK. My mum is from Los Angeles and my dad is from Mexico.

4 Noah: Mia is very good at sports. Mateo and I are good at video games.

- 5 Replace the words in bold in Exercise 4 with subject pronouns.

1 *She is very sporty ...*

- 6 Make questions with *to be*. Then, in pairs, ask and answer the questions.

- you / from the UK / ?
- your sister / fourteen / ?
- you and your friends / in the same class / ?
- your dad / a musician / ?
- your friends / good at sports / ?

- 7 Study Grammar box C. Choose the correct option.

GRAMMAR C Possessive adjectives

I	you	he	she	it	we	they
my	your	his	her	its	our	their

- A: What's *my* / *your* name?
B: It's / *My* name's Catherine.
 - Look at the girls in the photo. *They're* / *Their* my friends. *They're* / *Their* names are Lucy and Tess.
 - This is a photo of my friend Joanna and *she's* / *her* dog. *Its* / *Their* name is Luckie.
 - Nico is from the UK. *His* / *He's* mum is from Italy.
 - A: Is this *your* / *you* new friend?
B: Yes, it is. *His* / *Her* name's Anna.
- 8 0.2 Listen to the alphabet and repeat. Say the alphabet round the class from A to Z. Then from Z to A!



- 9 0.3 Study the Watch out! box. Listen and choose the correct name. Then write and spell your first name and your surname.

WATCH OUT!

Jessica = J-E-double S-I-C-A Freddie = F-R-E-double D-I-E

- Ellie* / *Eli*
- Ger* / *Jerry*
- Vikki* / *Vicky*
- Mr Davies* / *Mr Davis*
- Kailee* / *Kylie*
- Hanson* / *Hendon*

I'm _____ .

YOUR WORLD

- 10 Make questions with *to be*. Then, in pairs, ask and answer the questions.

- how old / you / ?
- you / from the USA / ?
- what / the names of your friends / ?
- how old / your best friend / ?
- your school / big / ?

A: *How old are you?* B: *I'm ...*

Exercise 2
Not in the texts:
I, you, it, we

Exercise 5

- We are in the same class at school.
- They aren't from the UK. She is from Los Angeles and he is from Mexico.
- She is very good at sports. We are good at video games.

Exercise 6

- Are you from the UK?
- Is your sister fourteen?
- Are you and your friends in the same class?
- Is your dad a musician?
- Are your friends good at sports?

Exercise 10

- Are you from the USA?
- What are the names of your friends?
- How old is your best friend?
- Is your school big?



1 In pairs, look at the pictures and read the text. Choose the correct option.
The fight is about their things / room.

2 0.4 Study the Vocabulary box. Tick (✓) the things you can see in the pictures.

VOCABULARY Possessions

- bag bike book camera diary
- key mobile phone mug skateboard
- T-shirt wallet watch

3 Study Grammar box A. Write the plural form of the words in the Vocabulary box.

GRAMMAR A Plural nouns

- Regular**
 apple → apples baby → babies cat → cats
 class → classes match → matches monkey → monkeys
- Irregular**
 man → men woman → women child → children

4 Study Grammar box B. Choose the correct option.

GRAMMAR B Demonstrative pronouns

Singular		Plural	
this ↓	that →	these ↓	those →

- 1 *That* / Those books are very good.
- 2 Is this / *these* your watch?
- 3 That / *Those* boy is in our class.
- 4 *This* / These mobile phones are new.
- 5 Are *this* / these our desks?
- 6 *That* / Those T-shirts are very big!

5 In pairs, look at the pictures in Exercise 1 and find something:

- 1 red. 5 brown.
- 2 yellow. 6 black.
- 3 blue. 7 orange.
- 4 green. 8 white.

This T-shirt is blue. This ...

YOUR WORLD

6 In pairs, ask and answer about your things. Use the ideas below and add your own.

bike mobile phone school bag watch

A: *What colour is your school bag?*
 B: *It's blue.*

Exercise 3

bags, bikes, books, cameras, diaries, keys, mobile phones, mugs, skateboards, T-shirts, wallets, watches

Exercise 5

Possible answers:
 1 the boy's T-shirt
 2 ball
 3 the girl's jeans
 4 plane
 5 skateboard
 6 bag
 7 book
 8 mug

For the teacher

• Teaching notes, page 157

On the Portal

• Vocabulary Memory Game

For the student

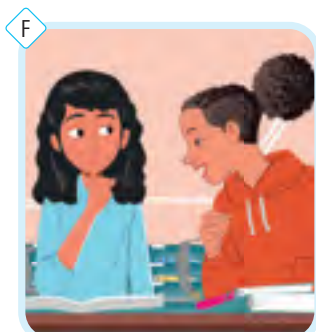
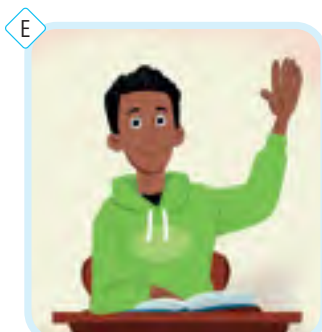
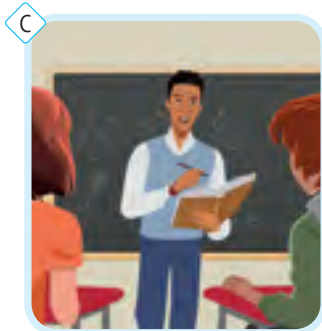
• Workbook, page 3

On the Portal

• Workbook: Lesson 0.2

1 0.5 Match sentences 1–6 with pictures A–F. Listen and check.

- 1 C Open your book.
- 2 F Don't talk.
- 3 A Sit down!/Stand up.
- 4 B Don't write in your textbook.
- 5 D Look at the board.
- 6 E Put your hand up.



2 Study Grammar box A. Find another example of a negative imperative in Exercise 1.

GRAMMAR A Imperatives

+	-
Sit down. Close your book.	Don't talk. Don't look at the answers.

Don't write in your textbook.

3 Complete the class rules with the verbs below.

be do look talk write

Class rules: English

- ✓ 1 Talk in English, please.
- ✓ 2 Write in your notebook.
- ✓ 3 Do your homework.
- ✗ 4 Don't look at your phone in class.
- ✗ 5 Don't be late.
- ✗ 6 Don't talk in your language.

4 0.6 Listen and follow the instructions.

5 0.7 Match questions 1–4 with answers a–d. Listen and check.

- 1 b What is the English word for 'amigo'?
 - 2 d Excuse me, which page are we on?
 - 3 c What's the spelling of 'exercise'?
 - 4 a What's the homework?
- a Exercise 5 on page 6. c E-X-E-R-C-I-S-E.
b Friend. d Page 7.

6 Study Grammar box B. Complete the sentences with object pronouns.

GRAMMAR B Object pronouns

I	you	he	she	it	we	they
me	you	him	her	it	us	them

- 1 Wow! Listen to her! She's a fantastic singer!
- 2 Pierre is from Paris. Talk to him in French.
- 3 Give me the key, please.
- 4 Mum and I are on holiday, but Dad isn't with us.
- 5 Thanks for your help. This present is for you!
- 6 Don't look at your phone in class! Put it in your bag.
- 7 Those are my sandwiches. Don't eat them!

YOUR WORLD

7 Ask your teacher two questions from Exercise 5.

What is the English word for 'muzika'?

Exercise 4

audioscript page 246

For the teacher

- Teaching notes, page 157
- Audioscript, page 246

For the student

- Workbook, page 4

On the Portal

- Workbook: Lesson 0.3

Exercise 4

- 1 30, 29, 28, 27, 26, 25, 24, 23, 22, 21, 20, 19, 18, 17, 16, 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0
- 2 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30
- 3 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36
- 4 5, 10, 15, 20, 25, 30, 35, 40, 45, 50

Exercise 5

- b thirty – 30
- c nineteen – 19
- d ninety – 90
- e one hundred and fifty-nine – 159
- f five hundred and twenty-seven – 527
- g seven hundred and sixty-three – 763
- h two thousand, three hundred and sixty-one – 2,361

1 0.8 Complete the days of the week with the missing letters. Listen and check.

- | | |
|---------------------|---------------------------|
| 1 <u>M</u> onday | 5 <u>F</u> r <u>i</u> day |
| 2 <u>T</u> uesday | 6 <u>S</u> aturday |
| 3 <u>W</u> ednesday | 7 <u>S</u> unday |
| 4 <u>T</u> hursday | |

2 0.9 Complete the calendar with the months below. Listen and check.

August February May November

 January	 February
 March	 April
 May	 June
 July	 August
 September	 October
 November	 December

3 In pairs, write the months for each season. Use the pictures in Exercise 2 to help you.

- Summer: June, July, August
 Autumn: September, October, November
 Winter: December, January, February
 Spring: March, April, May

4 Count around the class.

- 1 Count backwards from 30 to 0: 30, 29, ...
- 2 Count to 30 in twos: 2, 4, 6, ...
- 3 Count to 36 in threes: 3, 6, ...
- 4 Count to 50 in fives: 5, 10, ...

5 0.10 Study the Watch out! box. Listen and write the numbers you hear in words and numbers.

WATCH OUT!

300 = three hundred (not three hundreds)
 511 = five hundred and eleven
 4,000 = four thousand (not four thousands)
 8,921 = eight thousand, nine hundred and twenty-one

- | | |
|------------------------|---------|
| a <u>thirteen – 13</u> | e _____ |
| b _____ | f _____ |
| c _____ | g _____ |
| d _____ | h _____ |

6 Write the ordinal numbers in words.

- | | |
|-------------------|--------------------------|
| 1st <u>first</u> | 9th <u>ninth</u> |
| 2nd <u>second</u> | 12th <u>twelfth</u> |
| 3rd <u>third</u> | 20th <u>twentieth</u> |
| 4th <u>fourth</u> | 21st <u>twenty-first</u> |
| 5th <u>fifth</u> | 26th <u>twenty-sixth</u> |
| 8th <u>eighth</u> | 30th <u>thirtieth</u> |

7 0.11 Study the Watch out! box. Listen and choose the date you hear.

WATCH OUT!

In British English, we write 1 November. We say 'November the first' or 'the first of November'.

- | | |
|------------------------|---------------------|
| 1 a 1 January | b 11 January |
| 2 a 13 March | b 30 March |
| 3 a 29 July | b 20 July |
| 4 a 13 October | b 30 October |
| 5 a 21 December | b 23 December |

YOUR WORLD

8 In pairs, ask and answer the questions.

- 1 What day of the week is it today?
- 2 What is today's date?
- 3 What's your favourite day of the week?
- 4 What's your favourite month and season?
- 5 When's your birthday?

For the teacher

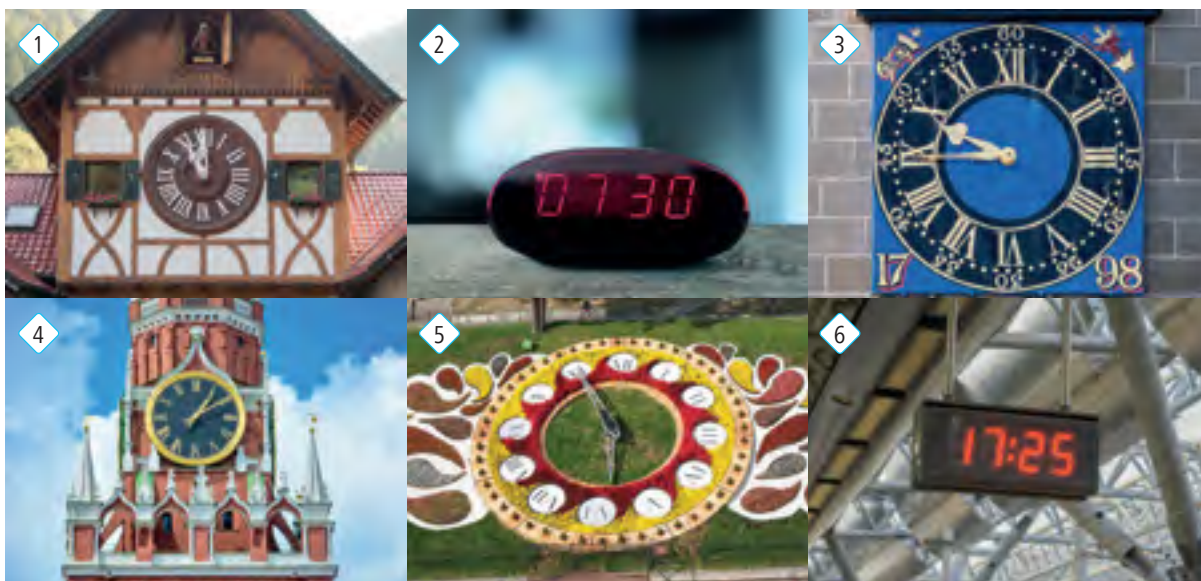
- Teaching notes, page 158

For the student

- Workbook, page 5

On the Portal

- Workbook: Lesson 0.4



1 0.12 Look at the clocks in photos 1–6 and complete the times. Listen and check.

- It's *eleven* o'clock.
- It's half past *seven* . /
It's seven thirty a.m.
- It's a quarter to *ten* . /
It's *nine* forty-five p.m.
- It's ten *past* one.
- It's *five* to *six* . /
It's five fifty-five p.m.
- It's twenty-five *past* *five* .

2 0.13 Listen and write the times.

- | | |
|---------------------|----------------------|
| 1 <u>3.00 p.m.</u> | 4 <u>8.40/20.40</u> |
| 2 <u>1.45/13.45</u> | 5 <u>7.30/19.30</u> |
| 3 <u>5.10/17.10</u> | 6 <u>11.15/23.15</u> |

3 Order the words to make questions.

- your / what / name / is / ?
What is your name?
- where / you / from / are / ?
Where are you from?
- is / when / birthday / your / ?
When is your birthday?
- who / best friend / your / is / ?
Who is your best friend?
- are / how old / you / ?
How old are you?
- your / what / favourite thing / is / ?
What is your favourite thing?
- phone number / is / what / your / ?
What is your phone number?

4 0.14 Complete the interview with questions from Exercise 3. Listen and check.

- A: ^a What is your name?
B: I'm Lucy.
A: ^b _____
B: I'm fourteen.
A: ^c _____
B: Dundee, a city in Scotland.
A: ^d _____
B: It's on 18 February.
A: ^e _____
B: 032744 6519.
A: ^f _____
B: A girl called Becca. She's in my class at school.
A: ^g _____
B: Probably my phone.



5 Study the Watch out! box. Then, in pairs, take it in turns to say the phone numbers.

WATCH OUT!

We write 032744 6519.

We say 'oh three two seven double four, six five one nine'.

- | | |
|---------------|---------------|
| 1 07855 6693 | 3 020 583 714 |
| 2 883 295 041 | 4 912 447 653 |

**YOUR
WORLD**

- 6 In pairs, ask and answer the questions in Exercise 3. Tell the class three interesting things about your partner.

Exercise 4

- How old are you?
- Where are you from?
- When is your birthday?
- What is your phone number?
- Who is your best friend?
- What is your favourite thing?

For the teacher

- Teaching notes, page 159

For the student

- Workbook, page 5

On the Portal

- Workbook: Lesson 0.5

Who are you?

1



VOCABULARY

Family | Countries and nationalities | Adjectives to describe people | Personality adjectives | Clothes and footwear

GRAMMAR

Can for ability | Have got

My amazing family!

Hi, I'm Julia. I'm fourteen and I'm Brazilian American. Here are some of my favourite family photos.



That's me in the middle with my little sister Lara. My mum's name is Marcia. She's from Brazil. My dad's name is Chris. He's American.



My mum's side of the family are all crazy about football – or perhaps they're just crazy. 😄 This is my uncle João and my cousin Gabriel.

Exercise 1

There are 11/ eleven people in Julia's family. Their names are: Julia, Lara (sister), Marcia (mum), Chris (dad), João (uncle), Gabriel (cousin), Bill (grandpa), Betty (grandma), Emma (aunt), Ed (uncle), Leo (cousin).



You're never too old to try something new! This is my grandpa Bill and my grandma Betty (my dad's parents) on holiday in France.



My auntie Emma (my dad's sister), her British husband Ed and my little cousin Leo. Leo: 'Look, daddy, I'm an aeroplane!'

Exercise 2

Female:
aunt, daughter, grandmother, mother, sister, wife
Male:
brother, father, grandfather, husband, son, uncle
Female and male: cousin, parents

1.1

Vocabulary

Family and people

- 1 Look at the photos and read the texts above. How many people are there in Julia's family? What are their names?

Unit 1 12

For the teacher

- Teaching notes, page 160

On the Portal

- Vocabulary Memory Game
- Photocopiable activity: *My family tree*
- Test: Vocabulary Check 1

For the student

- Workbook, pages 6–7

On the Portal

- Workbook: Lesson 1.1
- Extra Practice Activities: Vocabulary

2 1.1 Write the words from Vocabulary box A in the correct column. Listen and check.

VOCABULARY A Family

aunt brother cousin daughter father grandfather
grandmother husband mother parents sister son
uncle wife

♀	♂	♀ ♂
<i>aunt</i>	<i>brother</i>	

3 Find other words in the texts in Exercise 1 for these words.

- 1 aunt *auntie* 4 grandfather *grandpa*
2 mother *mum* 5 grandmother *grandma*
3 father *dad, daddy*

4 Study the Watch out! box. Then make sentences with 's or '. Who says these sentences?

WATCH OUT!

We use 's and ' to talk about possession.
Singular: *Julia's mother is Brazilian. Her uncle's hair is brown.*
Plural: *Her grandparents' home is in Los Angeles. Her cousins' names are Leo and Gabriel.*

- 1 our mum / name / is / Marcia
Our mum's name is Marcia. (Julia and Lara)
2 my husband / name / is / Chris
3 my son / favourite team / is / São Paulo FC
4 my parents / names / are / Emma and Ed
5 our son / costume / is / funny
6 our grandparents / favourite country / is / France

5 Ask your classmates about their family.

What	brother	name	?
Who	sister	favourite TV show	
When	dad	favourite singer	
	mum	birthday	

A: *What's your brother's favourite TV show?*
B: *My brother's favourite TV show is ...*

6 1.2 **I KNOW!** Complete Vocabulary box B with countries and nationalities from the texts in Exercise 1. Listen and check. Can you add more countries and nationalities?

VOCABULARY B Countries and nationalities

¹*Brazil* – Brazilian Italy – Italian the UK – ³*British*
China – Chinese Japan – Japanese the USA – ⁴*American*
²*France* – French Poland – Polish Turkey – Turkish
Germany – German Spain – Spanish

7 In pairs, ask and answer the questions. Then think of more questions to ask your partner.

- 1 What nationality is the actor Daniel Radcliffe?
- 2 What nationality is the singer Rosalía?
- 3 What nationality is the tennis player Serena Williams?
- 4 Where is pizza from?
- 5 Where is sushi from?
- 6 What's your favourite food? Chinese? Turkish? Something else?

8 1.3 **WORD FRIENDS** In pairs, check you understand the words below. Then write them in the correct column. Some words can go in more than one column. Listen and check.

big blonde blue brown dark green
grey long ~~old~~ red short slim small
tall young

Eyes	Hair	General appearance
<i>big</i>	<i>blonde</i>	<i>old</i>

9 Look at the photos and texts in Exercise 1 and correct the sentences.

- 1 Gabriel's eyes are blue.
Gabriel's eyes aren't blue. They're brown.
- 2 Julia's hair is short.
- 3 Leo is old.
- 4 Betty's hair is dark.
- 5 Ed is short.
- 6 Bill is young.
- 7 Leo is tall.
- 8 Lara's hair is blonde.

10 In pairs, ask and answer questions about the people in your class. Use the words in Exercise 8 to help you.

A: *She's tall. Her eyes are green and her hair is very long.*
B: *Is it Elif?*
A: *Yes, it is.*

11 In pairs, take it in turns to say sentences about people in your family. Your partner guesses if your sentences are true or false.

A: *My aunt's name is Susanna. She's Spanish.*
B: *True.*
A: *No, it's false. She isn't Spanish. She's Italian.*

Exercise 4

- 2 My husband's name is Chris. (Marcia)
- 3 My son's favourite team is São Paulo FC. (João)
- 4 My parents' names are Emma and Ed. (Leo)
- 5 Our son's costume is funny. (Emma and Ed)
- 6 Our grandparents' favourite country is France. (Julia, Lara and Leo)

Exercise 6

Possible answers:
Canada – Canadian, France – French, Ireland – Irish, South Africa – South African

Exercise 7

- 1 He's British.
- 2 She's Spanish.
- 3 She's American.
- 4 It's from Italy.
- 5 It's from Japan.

Exercise 8

Eyes: blue, brown, dark, green, small
Hair: brown, dark, grey, long, red, short
General appearance: big, short, slim, small, tall, young

Exercise 9

- 2 Julia's hair isn't short. It's long.
- 3 Leo isn't old. He's young.
- 4 Betty's hair isn't dark. It's grey.
- 5 Ed isn't short. He's tall.
- 6 Bill isn't young. He's old.
- 7 Leo isn't tall. He's short.
- 8 Lara's hair isn't blonde. It's brown/dark.

YOUR WORLD

Can

Exercise 3

- Beyoncé can't speak Japanese, but she can dance.
- Mo Salah and Kylian Mbappé can play football, but they can't jump six metres.
- Leonardo DiCaprio can't speak Chinese, but he can speak German.
- Lady Gaga can cook Italian food, but she can't stay under water for twenty-two minutes.

Exercise 5

▶ videodescription page 246

Catherine: can't swim one kilometre; can swim (about) fifty metres; can't stay under water for one minute; can stay under water for (about) thirty seconds; can't jump three metres; can jump (about) thirty centimetres
Agata: can't swim one kilometre; can dance
Lara: can swim one kilometre (in a swimming pool, but not in the ocean); can't stay under water for one minute; can stay under water for thirty seconds; can dance; can't sing; can speak three languages; can't speak Chinese
Jerry: can dance; can't speak three languages

- 1 1.4 In pairs, match each of the photos A–D in the blog with one of the words or phrases below. Read and check.

fly jump **A** play tennis **C** run stay under water **B**
sing speak a foreign language **D** swim

- 2 Study the Grammar box. Read the text again and complete the sentences below with *can* or *can't*.

GRAMMAR Can

We use *can* and *can't* to talk about abilities.

+	-
They can dance.	She can't fly.
?	

Can he speak English? Yes, he **can**./No, he **can't**.
How many languages **can** you speak?

GRAMMAR TIME > PAGE 126

- Miralem **can** speak Italian.
- Tom **can** stay under water for a long time.
- Aniek **can't** walk, but she **can** play tennis.
- Tara **can't** fly, but she **can** jump.

- 3 1.5 Guess what these famous people can or can't do. In pairs, make sentences with *can* or *can't*. Listen and check.

- Katy Perry / sing / fly a plane
Katy Perry can sing, but she can't fly a plane.
- Beyoncé / speak Japanese / dance
- Mo Salah and Kylian Mbappé / play football / jump six metres
- Leonardo DiCaprio / speak Chinese / speak German
- Lady Gaga / cook Italian food / stay under water for twenty-two minutes

- 4 Write six questions with *can* and the words/phrases in A and B below.

A you your brother/sister your friend your parents

B dance jump three metres sing speak English speak three languages swim one kilometre stay under water for one minute

Can you dance?
Can your parents speak English?

AIDA'S BLOG
Amazing people



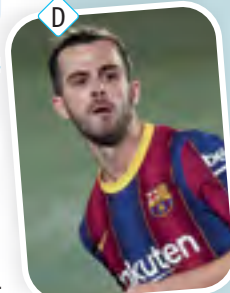
Tara Davis is a young Californian athlete. She can't fly, but she can jump 6.73 metres!



Tom Sietas is from Germany. He can stay under water for twenty-two minutes and twenty-two seconds.



Aniek van Koot is from the Netherlands. She can't walk, but she can play tennis in her wheelchair.



Miralem Pjanić is a Bosnian footballer. He can play football really well, and he can also speak six languages, including French, German and Italian.

Comments

- Marilo, 19.17:** Hi, Aida. Can you sing?
REPLY Aida, 19.20: No, I can't. 😞
- Amal, 19.39:** Can Miralem Pjanić speak English?
REPLY Aida, 19.50: Yes, he can.
- Amal, 19.54:** How many languages can you speak, Aida?
REPLY Aida, 19.58: I can speak two languages – English and Arabic.

VIDEO



WIDER WORLD

- 2 Watch four people talking about the things they can or can't do. Write down the things they mention.
- In pairs, ask and answer the questions in Exercise 4.
A: *Can you dance?* B: *No, I can't, but I can sing.*

Unit 1 14 I can talk about things people can do.

For the teacher

- Teaching notes, page 161
- Need support? worksheet, page 236
- Videodescription, page 246

On the Portal

- Grammar presentation
- Photocopiable activity: *I can ...*
- Test: Grammar Check 1

For the student

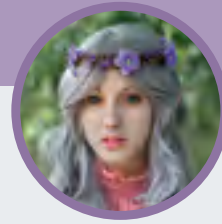
- Workbook, page 8
- Grammar Time, Student's Book, page 126

On the Portal

- Workbook: Lesson 1.2
- Extra Practice Activities: Grammar, BBC Vox Pop

A WORLD OF IMAGINATION

It's Saturday morning. I'm in a forest. It's full of people in strange costumes. Who are they and why are they here? Fifteen-year-old Megan from Manchester is here to answer my questions.

**So Megan, who are these people?**

They're LARPerS. LARP, or Live Action Role Play, is a type of game. You can be a character from a film or create your own character, and then act in an exciting story with other people.

Who is your character?

My character today is called Dragora. She's a forest queen with long grey hair. She's 100 years old, but her face is young. She's clever and brave, and she can ride dragons.

Are you like Dragora?

Ha ha, very funny! No, I'm not! In real life, I'm quiet and nervous. And my hair isn't grey – it's brown!

Why is LARP popular?

It's popular because you can leave the real world and enter a new world – a world of imagination. It's a great way to make friends – young and old. Everybody is friendly and kind.

Who is it popular with?

It's popular with people of all ages and all over the world!

- Who is your favourite book or film character? Discuss in pairs.
- 1.6 Look at the photos and read the article quickly. Choose the correct answer.
LARP is a type of
a film. **b** game. c character in stories.
- Read the article again. Mark the sentences T (true) or F (false).
 - Megan is a teenager.
 - Dragora's hair is short.
 - Dragora is a young girl.
 - Megan is different from Dragora.
 - It's easy to make friends at a LARP.
 - LARP is popular only in the UK.
- 1.7 Study the Vocabulary box. Find six of the adjectives in the article. Then write sentences to describe you and people in your family.

VOCABULARY Personality adjectives

brave clever confident friendly funny
kind nervous quiet relaxed shy

I'm quiet and friendly.

My uncle Sam is funny. He isn't quiet!

VIDEO**WIDER WORLD**

- 3 Watch eight people talking about their appearance and personality. Write down the personality adjectives they mention.
- In pairs, take it in turns to describe your favourite book or film character. Use adjectives from the Vocabulary box. Can your partner guess your character?

A: *His hair is black and his eyes are green. He's brave and clever. He's in films and books.*

B: *Is it Edward Cullen?*

A: *No, it isn't. One of his friends is called Thalia Grace.*

B: *Is it Percy Jackson?*

A: *Yes, it is!*

Exercise 5

videscript page 246

Junko: –
Renae: outgoing
Seosamh: nervous
Annika: shy
Jerry: friendly, opinionated
Ed: easygoing, relaxed, friendly
Agata: friendly, nice, introverted
Catherine: friendly, sociable, outgoing, artistic

I can understand an article about role-playing games.

15 Unit 1

For the teacher

- Teaching notes, page 162
- Need support? worksheet, page 236
- Videoscript, page 246

On the Portal

- Photocopiable activity: Mime it!

For the student

- Workbook, page 9

On the Portal

- Workbook: Lesson 1.3
- Extra Practice Activities: Vocabulary, BBC Vox Pop

VIDEO



THE SURPRISE PARTY

Mia: Hello, Mrs Taylor.
 Mrs T: Hi, come in! Have you got everything for the party?
 Mia: Yes, we have. Where's Lena?
 Mrs T: She's at her guitar lesson. She's usually back by six, so you haven't got much time. Oh, and she hasn't got her key with her, so listen for the doorbell!
 Mia: OK. I've got the present. Have you got the drinks, Noah?
 Noah: Yes, I have. I've got the balloons too.
 Mia: Great!
 Noah: What about food?
 Mia: Mateo's got an app for a pizza delivery restaurant.
 Mateo: Pizza-To-Your-Door. Their pizzas are amazing! So, one extra large Margherita ... to 14 Park Street. Ready in twenty minutes. Perfect!
 Mia: Good teamwork, guys!
Later ...
 Mia: That's Lena. Quick, everybody, get ready.
 Noah: I'm nervous!
 Mateo: Shh, be quiet.
 All: Surprise!
 Lena: Hello, everybody.



Mateo: Oh. Hi, Lena. Happy birthday!
 Mia: Sorry about the pizza!
 Lena: Never mind – I've got my friends! What a lovely surprise!

Exercise 1

- They're at Lena's house because it's her birthday.
- The pizza is on the floor.

Exercise 5

- Yes, she has.
- Has Lena got her key? No, she hasn't.
- Has Noah got the drinks? Yes, he has.
- Has Mateo got the balloons? No, he hasn't. (Noah's got the balloons.)
- Have Lena's friends got a present for Lena? Yes, they have.

1 4 1.8 Watch or listen and answer the questions.

- Where are Mia, Noah and Mateo? Why?
- What's the problem at the end of the story?

SET FOR LIFE



2 What is important for good teamwork? Discuss in groups. Look at the ideas below and choose your top two. Are you a good team player?

- listen to others
- share the work
- ask questions
- work hard

3 Study the Grammar box. Find more examples of *have got* in the dialogue.GRAMMAR *Have got*

+	-
I've got (have got) the balloons.	I haven't got (have not got) the present.
He's got (has got) an app.	She hasn't got (has not got) a pizza.
?	

Have they got food? Yes, they **have**./No, they **haven't**.
 Has Lena got a piano lesson? Yes, she **has**./No, she **hasn't**.
 What **have** you got?

GRAMMAR TIME > PAGE 126

4 1.9 Complete the text with the correct form of *have got*. Listen and check.

Lena Taylor ¹*'s got* blonde hair and blue eyes. She ²*hasn't got* a sister, but she ³*'s got* a brother, Adam. The Taylors ⁴*have got* a nice house. Her friends are there now because it's Lena's birthday today. They ⁵*haven't got* a cake, but they ⁶*'ve got* a present for her.

5 Make questions with *have got*. In pairs, ask and answer the questions.

- Lena / a guitar lesson / ?
Has Lena got a guitar lesson?
- Lena / her key / ?
- Noah / the drinks / ?
- Mateo / the balloons / ?
- Lena's friends / a present for Lena / ?

6 In pairs, ask and answer questions about what your partner and his/her best friend have got. Use the ideas below. Then tell the class three facts about your partner.

a bike a camera a key to your home
 a lot of cousins a pet brothers or sisters
 friends in another country

Unit 1 **16** I can talk about things people have got.

For the teacher

- Teaching notes, page 163
- Need support?* worksheet, page 236

On the Portal

- Grammar presentation
- Photocopiable activity:
Find someone who ...
- Test: Grammar Check 1

For the student

- Workbook, page 10
- Grammar Time,
Student's Book, page 126

On the Portal

- Workbook: Lesson 1.4
- Extra Practice Activities:
West Green video, Grammar

Fashion

- 1 Look at the photos and read the blog. In your opinion, which person (A–D) has got great style?
- 2 1.10 Listen and match the names with photos A–D.
- 1 A Duncan 3 C Elisa
2 D Marc 4 B Donna
- 3 1.10 Listen again and choose the correct answer.
- 1 Donna's sunglasses are from
a a shop. b a market. c a friend.
- 2 Elisa's boots are
 a Spanish. b Italian. c British.
- 3 Duncan is
a an actor. b a singer. c a student.
- 4 Marc's bike is from
a Germany. b France. c the USA.
- 4 1.11 Study the Vocabulary box. Look at the photos in the blog and choose the correct option.

VOCABULARY Clothes and footwear

Clothes

dress jacket jeans shirt shorts skirt sweater
sweatshirt T-shirt tracksuit trousers

Footwear

boots shoes trainers

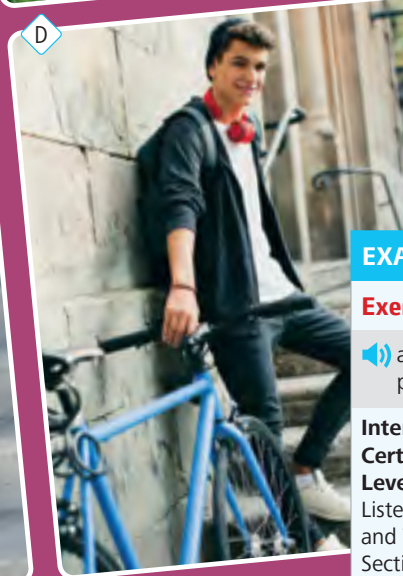
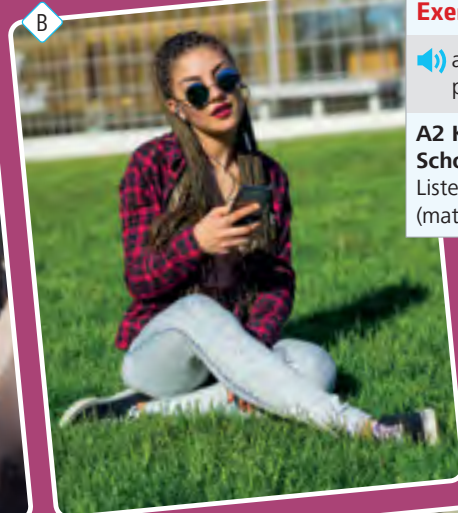
Other

hat (sun)glasses

- 1 Duncan has got a blue sweater (jacket) a white (T-shirt) / tracksuit and a dark green shirt / (hat).
- 2 Donna has got a red and black skirt / (shirt), blue (sunglasses) / trainers and black boots / (shoes).
- 3 Elisa has got a black (jacket) / sweatshirt and black trainers / (boots).
- 4 Marc has got a white (T-shirt) / hat, blue (trousers) / shorts and white (trainers) / glasses.
- 5 1.12 Listen to Chrissy. Listen again and write down what you hear. Then make similar sentences about yourself.
- 6 1.13 Order the words to make compliments. Listen and check.
- 1 trainers / your / are / really cool / !
2 style / you / great / 've got / !
3 fantastic / your shirt / is / !
4 colour / really nice / it's a / !

CHRISSEY'S FASHION BLOG

Hi, and welcome to my blog! Today I've got my camera and I'm on the streets of Bristol. Wow, this is a really fashionable city!



EXAM

Exercise 2

audioscript page 246

A2 Key for Schools, Listening, Part 5, (matching)

EXAM

Exercise 5

audioscript page 246

International Certificate Level A1, Listening and Writing, Section 2, (dictation)

Exercise 6

- Your trainers are really cool!
- You've got great style!
- Your shirt is fantastic!
- It's a really nice colour!

YOUR WORLD

- 7 In pairs, make compliments about your partner's clothes. Use Exercise 6 to help you.

A: *Your glasses are great!*

B: *Thanks! Your sweater is really nice!*

I can understand an interview about fashion.

17 Unit 1

For the teacher

- Teaching notes, page 164
- Need support? worksheet, page 236
- Audioscript, page 246

On the Portal

- Vocabulary Memory Game
- Photocopiable activity: Find my clothes

For the student

- Workbook, page 11

On the Portal

- Workbook: Lesson 1.5
- Extra Practice Activities: Vocabulary

VIDEO



NICE TO MEET YOU

Lena: Hey, Adam. I've got tickets for a basketball game on Saturday. It's my favourite team, the Shooting Stars, against the Flying Tigers. Are you interested?

Adam: The Flying Tigers? Yes, of course! They're awesome!

Lena: No, Adam. The Stars are awesome! ... Oh, here's Mia.

Mia: Hi, Lena. How's it going?

Lena: I'm fine, thanks. And you?

Mia: I'm good.

Lena: Dad, this is my friend, Mia. Mia, this is my dad.

Dad: Hi, Mia. Good to meet you.

Mia: Nice to meet you too, Mr Taylor.

Lena: This is Adam, my brother.

Adam: Hi, Mia.

Mia: Hi.

Lena: Mia, are you free on Saturday? I've got tickets for a basketball game.

Adam: Hey! What about me?

Lena: It's OK, Adam. I've got three tickets. So Mia? It's the Shooting Stars ...

Adam: ... against the Flying Tigers.



Mia: Wow! Yes, please. The Tigers are awesome!

Adam: Yes!

Lena: Nooo!

SOUNDS GOOD!

Are you free? • Wow!

1 What is your favourite thing to do at the weekend? Compare with your classmates.

go to a football game go to a shopping centre
go to a sports centre go to the cinema go to the park

2 5 1.14 Watch or listen and choose the correct option.

- Lena's got tickets for a basketball / football game.
- Adam is / isn't free on Saturday.
- Mia can / can't go to the game.

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

SPEAKING Greeting and introducing people

Hello! Hi!

How are you? How's it going?

I'm fine/good, thanks.

And you?

My name's ... I'm ...

Good/Nice to meet you.

This is my brother/my friend.

Bye. Goodbye. See you (later).

4 1.15 Complete the dialogue with the words below. Listen and check.

bye fine hi how meet name nice see this

Becca: Hello, Ajay!

Ajay: ¹Hi, Becca. How's it going?

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

Ajay: I'm ³fine.

Becca: ⁴This is my mum.

Ajay: Hi, Mrs Porter. Good to ⁵meet you. My ⁶name's Ajay.

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

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

Ajay: Oh, OK. ⁸Bye!

Becca: Goodbye!

Mrs P: ⁹See you, Ajay!

5 In groups of three, practise the dialogue in Exercise 4.

YOUR WORLD

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

Unit 1 **18** I can greet and introduce people.

For the teacher

- Teaching notes, page 165

On the Portal

- Photocopiable activity: *Have you got my words?*

For the student

- Workbook, page 12

On the Portal

- Workbook: Lesson 1.6
- Extra Practice Activities: West Green video

1 Read the texts. In pairs, tick (✓) the things Robert and Sandra mention.

- 1 personality
- 2 nationality/languages
- 3 hobbies
- 4 appearance
- 5 age/occupation
- 6 family

2 Study the Writing box. Find examples of the phrases in the texts.

WRITING A description of a person

PARAGRAPH 1

Introduce the person

- 1 My hero is ...
- My favourite sports star/actor is ...

Age/Occupation

- 2 He's thirteen and he's a student.
- She's a famous TV presenter.

Nationality/Languages/Family

- 3 She's from Sweden.
- She can speak two languages.
- He's married and he's got two children.

Appearance

- 4 She's got fair hair and blue eyes.
- He's tall and slim.
- He's got glasses.

PARAGRAPH 2

Personality/Positive things about the person

- 5 He's got a difficult life, but ...
- She's brave/clever/friendly.
- He's a great person.

3 Study the Language box. Find examples of *and* or *but* in the texts. Then combine the sentences with *and* or *but*.

LANGUAGE *and, but*

She can dance. She can sing too.
She can dance **and** she can sing.
He can dance. He can't sing.
He can dance, **but** he can't sing.

- 1 She can run. She can't swim.
She can run, but she can't swim.
- 2 He's got dark hair. He's got brown eyes.
- 3 She's quiet. She's very funny.
- 4 His mother's Italian. He can't speak Italian.

My hero by Robert

1 My hero is my friend Joel.
2 He's thirteen years old **and**
3 he's a student at my school.
4 He's English, **but** his mother's
from Spain. Joel is tall **and**
slim, **and** he's got dark hair.

5 Life is very difficult for Joel. He's a good student, **but** he's got big problems with his health **and** he's often not at school. **But** Joel is very brave **and** he's always very happy, friendly **and** funny. That's why he's my hero.



My hero

by Sandra



1 My hero is Greta Thunberg.
2 She's a student from Sweden,
3 **but** she can speak English
really well. Her mother is a
famous opera singer **and** her
father is an actor. She's got a
younger sister, **but** she hasn't
got a brother. Greta is quite
4 small **and** she's got fair hair
and blue eyes.

5 Greta is my hero because she's very brave **and** she can talk about the future of our planet to important people. She's the leader of School Strikes for Climate – millions of schoolchildren from all continents are part of it. Now we've all got a voice – that's why she's a great person.

WRITING TIME

4 Write a description of your hero.

1 **Find ideas**

- Make notes for your description. Think about:
- age, occupation and nationality.
 - family, languages and appearance.
 - personality.

2 **Plan**

Organise your ideas into paragraphs. Use the texts in Exercise 1 to help you.

3 **Write and share**

- Write a draft description. Use the Language box and the Writing box to help you.
- Share your description with another student for feedback.
- Write the final version of your description.

4 **Check**

- Check language: are *and* and *but* correct?
- Check grammar: are the forms of *to be*, *have got* and *can* correct?

Exercise 3

- 2 He's got dark hair and brown eyes.
- 3 She's quiet and very funny.
- 4 His mother's Italian, but he can't speak Italian.

I can write a description of a person. 19 Unit 1

For the teacher

- Teaching notes, page 166

On the Portal

- Photocopiable activity: *My hero*

For the student

- Workbook, page 13

On the Portal

- Workbook: Lesson 1.7

Vocabulary Activator

WORDLIST

1.16

Family

aunt (n)
brother (n)
cousin (n)
daughter (n)
father (n)
grandfather (n)
grandmother (n)
husband (n)
mother (n)
parent (n)
sister (n)
son (n)
uncle (n)
wife (n)

Countries and nationalities

American (adj)
Brazil (n)
Brazilian (adj)
British (adj)
China (n)
Chinese (adj)
France (n)
French (adj)
German (adj)
Germany (n)
Italian (adj)
Italy (n)
Japan (n)

Japanese (adj)
Poland (n)
Polish (adj)
Spain (n)
Spanish (adj)
the UK (n)
the USA (n)
Turkey (n)
Turkish (adj)

Word friends (appearance)

Eyes

big (adj)
blue (adj)
brown (adj)
dark (adj)
green (adj)
small (adj)

Hair

blonde (adj)
brown (adj)
dark (adj)
grey (adj)
long (adj)
red (adj)
short (adj)

General appearance

big (adj)
old (adj)
short (adj)

slim (adj)
small (adj)
tall (adj)
young (adj)

Personality adjectives

brave (adj)
clever (adj)
confident (adj)
friendly (adj)
funny (adj)
kind (adj)
nervous (adj)
quiet (adj)
relaxed (adj)
shy (adj)

Clothes and footwear

boots (n)
dress (n)
hat (n)
jacket (n)
jeans (n)
shirt (n)
shoes (n)
shorts (n)
skirt (n)
(sun)glasses (n)
sweater (n)
sweatshirt (n)
T-shirt (n)

tracksuit (n)
trainers (n)
trousers (n)

Extra words

age (n)
auntie (n)
birthday (n)
children (n)
cool (adj)
dad (n)
favourite (adj)
friend (n)
grandma (n)
grandpa (n)
home (n)
house (n)
jump (v)
mum (n)
name (n)
nice (adj)
party (n)
people (n)
person (n)
speak a foreign language
walk (v)

Exercise 1

- 1 aunt and uncle, brother and sister, daughter and son, grandfather and grandmother, husband and wife
- 2 small, young, short
- 3 boots, shoes, trainers
- 4 blonde, brown, dark, grey, red
- 5 hat, (sun)glasses

Exercise 3

- 1 glasses (The others are clothes.)
- 2 kind (The others describe appearance.)
- 3 husband (The others refer to women.)
- 4 young (The others describe personality.)
- 5 wife (The others are clothes.)
- 6 shy (The others describe appearance.)
- 7 shorts (The others are footwear.)
- 8 nervous (The others describe appearance.)

1 Use the wordlist to find these things.

- 1 six pairs of family members
mother and father, ...
- 2 the opposites of *big, old* and *tall*
- 3 three words for footwear
- 4 five hair colours
- 5 two things you wear on your head

2 Complete the sentences in the quiz with a country or nationality from the wordlist. Go to page 136 and check your answers.

Around the world



- 1 São Paulo is in Brazil.
- 2 Ankara is the capital of Turkey.
- 3 *Paella* and *tortilla* are types of Spanish food.
- 4 Beyoncé is an American singer from Texas.
- 5 Milan and Naples are Italian cities.
- 6 Pandas are from China.

3 Choose the odd one out.

- | | | | |
|----------------|---------------|----------------|----------------|
| 1 jeans | trousers | <u>glasses</u> | shorts |
| 2 blonde | brown | dark | <u>kind</u> |
| 3 aunt | daughter | <u>husband</u> | sister |
| 4 <u>young</u> | quiet | brave | clever |
| 5 shirt | <u>wife</u> | sweater | jacket |
| 6 <u>shy</u> | short | slim | small |
| 7 boots | <u>shorts</u> | shoes | trainers |
| 8 big | long | tall | <u>nervous</u> |

4 1.17 PRONUNCIATION Listen to how we pronounce the /i/ sound. Listen again and repeat.

big little English children Italy

5 1.18 PRONUNCIATION In pairs, say the sentences. Listen, check and repeat.


- 1 My little sister is six.
- 2 It's fantastic in Italy in the spring.

Unit 1 20

For the teacher

- Audioscript, page 246


On the Portal

- Photocopiable activities: 
Find the letters, Complete the table
- Tests: Unit 1 Test, Unit 1 Writing Test

For the student

- Workbook, pages 14–15

On the Portal

- Workbook: Self-check 
- Wordlist
- Extra Practice Activities: Self-check

Revision

Vocabulary

1 Complete the sentences.

- 1 My mother's father is my grandfather.
- 2 My dad's brother is my uncle.
- 3 My dad's sister is my aunt.
- 4 My dad is my mum's husband.
- 5 My brother is my mum's son.
- 6 My aunt's daughter is my cousin.

2 Look at the photo of Akari below. Complete the words in the description.



Akari

Leon

Akari is fourteen years ¹old. She's ²Japanese and her home is in Tokyo. She's got ³long brown hair and brown ⁴eyes. Akari is a good friend. She's very ⁵kind. Today she's got a black and white ⁶shirt, blue ⁷jeans and red and white ⁸trainers.

3 Leon is from Berlin. Look at his photo above and write a description. Write about his age, nationality, clothes, appearance and personality. Use the description in Exercise 2 to help you.

Leon is ... years old. He's ...

4 Imagine you are in these situations. What clothes have you got? Write sentences. Then, in pairs, compare your answers.

- 1 You're in Spain. It's summer.
A: I've got shorts, a T-shirt and sunglasses.
B: I've got a dress and a hat.
- 2 You're in Moscow. It's winter.
- 3 You're at a friend's party.
- 4 You're at school.

Grammar

5 Order the words to make sentences. Add 's or ' where necessary.

- 1 name / English teacher / our / Mrs Andrews / is
Our English teacher's name is Mrs Andrews.
- 2 best friend / in August / birthday / is / my
- 3 home / my / is / grandparents / in New York
- 4 favourite actor / is / Tom Hanks / my / mum
- 5 names / my / cousins / Cora and Rosie / are

6 In pairs, say if the sentences in Exercise 5 are true for you. If not, make the sentences true for you.

Our English teacher's name isn't Mrs Andrews. It's ...

7 Make sentences about Maria. Use can/can't.

- 1 swim ✓ / play tennis ✗
Maria can swim, but she can't play tennis.
- 2 dance ✓ / sing ✗
- 3 speak Spanish ✓ / speak Polish ✗
- 4 run ✓ / jump six metres ✗

8 Write true sentences about you and your family. Use the correct form of have got.

- 1 I / a brother / a sister
I've got a brother, but I haven't got a sister.
- 2 my mum / dark hair / blue eyes
- 3 my dad / a black sweater / white trainers
- 4 my grandparents / a house / a car

9 In pairs, ask and answer questions about your best friend. Use can, have got and phrases from Exercises 7 and 8.

A: Can your friend swim? B: Yes, he can.
A: Has he got blue eyes? B: No, he hasn't.

Speaking

10 In groups of three, role play the situation. You meet in a café. Follow the instructions. Use the phrases below and your own ideas.

Hello! Hi! How's it going? How are you?
I'm good, thanks. This is my friend, ...
Nice to meet you. Good to meet you too.
See you later. Bye!

Student A: Say hello to Student B. Ask how he/she is.

Student B: Reply. Introduce Student C to Student A.

Student C: Greet Student A.

Student A: Reply and say goodbye.

Dictation

11 1.19 Listen. Then listen again and write down what you hear during each pause.

Exercise 3

Sample answer: Leon is fifteen years old. He's German. He's got short blonde hair and blue eyes. He's clever. Today he's got a green T-shirt, black trousers and brown trainers. He's got glasses too.

Exercise 5

- 2 My best friend's birthday is in August.
- 3 My grandparents' home is in New York.
- 4 My mum's favourite actor is Tom Hanks.
- 5 My cousins' names are Cora and Rosie.

Exercise 7

- 2 Maria/She can dance, but she can't sing.
- 3 Maria/She can speak Spanish, but she can't speak Polish.
- 4 Maria/She can run, but she can't jump six metres.

Exercise 10

Sample answer:
A Hi! How's it going?
B I'm fine, thanks. This is my friend, Paula.
C Hello!
A Hi! Nice to meet you, Paula. See you later.

EXAM

Exercise 11

audioscript page 246

International Certificate Level A1, Listening and Writing, Section 2, (dictation)



The Junior Memory Championship

Some people are very clever and have got a very good memory. But can you learn to be a memory champion?

In the UK there's a memory competition for children. It's the National Junior Memory Championship. The children's schools are a bit different. They have reading lessons and writing lessons, but there are also memory lessons!

This year the competition is at London Zoo. The children have different tests. They've got a list of numbers. They've got a list of words. They've got a list of names and they've got information about London Zoo. And they've only got five minutes.

Joachim can remember forty-seven words – that's fantastic! Iris can remember forty names – that's fantastic too. But the winner is Lily-Rose. She can remember thirty numbers, thirty-five names and ninety percent of the information. Wow!

champion (n) a person who is the best at a sport, game, etc.
competition (n) a game or test that people try to win
memory (n) the ability to remember things
winner (n) a person who wins a game, competition, etc.

1 In pairs, discuss the questions.

- 1 Have you got a good memory?
- 2 What things are easy to remember?
- 3 What things are difficult to remember?
- 4 What special talents have you got? What are you good at?

2 1.20 Read the article. Mark the sentences T (true) or F (false). Correct the false sentences.

- 1 F The National Junior Memory Championship is for people over eighteen.
- 2 T The children do memory lessons at school.
- 3 F The competition is at a school.
- 4 F The children have got fifteen minutes to do the tests.
- 5 F Joachim is the winner.

3 Follow the instructions.

- 1 Make a list of ten numbers and a list of ten English words.
- 2 Work in pairs. Give your lists to your partner to study for three minutes. How many numbers and words can he/she remember?

For the teacher

- Teaching notes, page 167
- Videoscript, page 247

On the Portal

- Photocopiable activity: *Project worksheet: a wiki website*



4 **VISIBLE THINKING** In pairs, look at the photo and answer the questions.

SEE

- 1 How many people are there in the photo?
- 2 Where are they from?
- 3 What can they do?

THINK

- 4 Where are the people?
 - a at school
 - b at a music competition

WONDER

- 5 What would you like to know about the people?
 - a Are they very good at music?
 - b Are they happy?

5 **6** Read the dictionary definition. Then watch Part 1 of a TV programme about child prodigies. Check your answers to questions 2–4 in Exercise 4.

child prodigy (n) a very clever child. He/She can do something very well at a very young age.

6 **7** Watch Part 2 of the video and complete the fact file about the girl.

Name: Anushka

Age: _____

Name of club: _____

Hobbies: _____

Dream job: _____



7 Read the statements and choose the options that show your opinions. Then, in pairs, compare your answers.

- 1 Memory lessons at school *are / aren't* a good idea.
- 2 Competitions for children *are / aren't* a good idea.
- 3 Child prodigies *are / aren't* always happy.

Exercise 4

- 1 six
- 2 Possible answer: different countries
- 3 Possible answer: They can play the violin/a musical instrument.

Exercise 5

- 6** videscript page 247
- 2 They come from different countries – the USA, Japan, Germany and many more. (Samuel is from Singapore and Juliet is from the UK/England.)
 - 3 They can play the violin.
 - 4 b

Exercise 6

- 6** videscript page 247
- Age: 11/eleven
 Name of club: MENSA
 Hobbies: playing the violin, reading, writing stories
 Dream job: writer

PROJECT TIME

8 In groups of three, create a wiki webpage about a famous talented person. Follow these steps.

1 In your group, choose a famous person and decide who can find the answers to these questions.

- What is his/her full name? How old is he/she?
- What is his/her job? Where is he/she from?
- What can he/she do? What is special about him/her?

2 Individually, create your part of the wiki.

- Find the answers to your questions.
- Write full sentences about the person.
- Find some photos of him/her.

3 In your group, create your wiki webpage. You can use a website creator.

- Put the information together.
- Choose the photos to add to your wiki.
- Read and check your wiki.

4 Share your wiki with the class.

- Answer other students' questions.
- Ask questions and comment on the other wikis.