

# 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

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.

[pearsonenglish.com/widerworld2e](http://pearsonenglish.com/widerworld2e)

## 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](http://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

ISBN 978-1-292-34225-2



WIDER WORLD

SECOND EDITION

2

Teacher's Book with Teacher's Portal Access Code

Melissa Bryant



Melissa Bryant



# WIDER WORLD

SECOND EDITION

Teacher's Book with Teacher's Portal Access Code

# 2



32-42 A2/A2+

# WIDER WORLD

SECOND EDITION

# 2

## Teacher's Book

### CONTENTS

<b><i>Welcome to Wider World Second Edition</i></b>	<b>2</b>
<b>Course Components</b>	<b>3–6</b>
<b>Key Concepts</b>	<b>7–11</b>
<b>A Unit of the Student's Book</b>	<b>12–15</b>
<b>Student's Book Contents</b>	<b>16–17</b>
<b>Student's Book with answer key</b>	<b>18–156</b>
<b>Teaching notes</b>	<b>157–233</b>
<b><i>Need support? worksheets</i></b>	<b>234–243</b>
<b>Student's Book audioscripts &amp; videoscripts</b>	<b>244–256</b>
<b>Workbook audioscripts</b>	<b>257–262</b>
<b>Workbook answer key</b>	<b>263–271</b>

# 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.

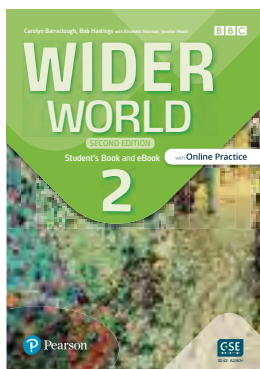
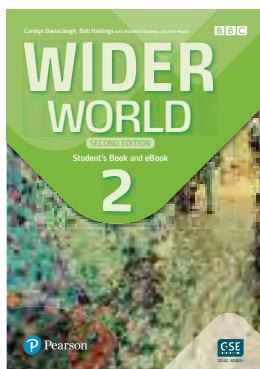
New *BBC Culture* videos showcase a huge diversity of life and culture, expose learners to authentic English, inspire them to develop their language skills, build communicative competence and arouse curiosity in the world outside the classroom. New and expanded project work provides motivating contexts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



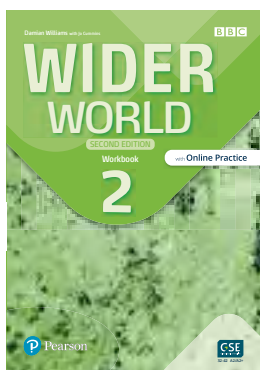
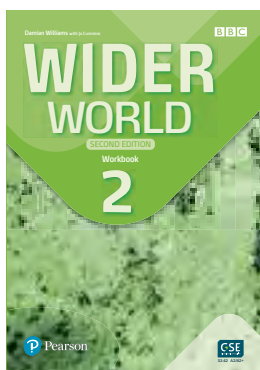
# Course Components

## 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

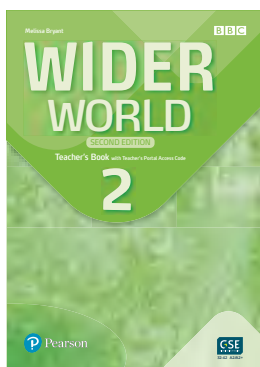
### ONLINE PRACTICE

- 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



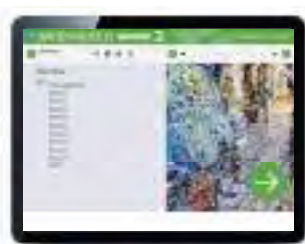
### TEACHER'S BOOK

- 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

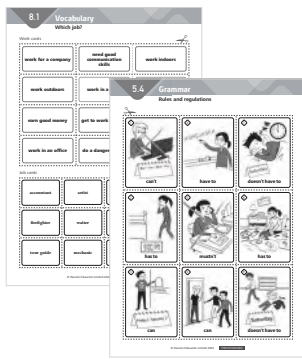
- Extra activities based on BBC Vox Pops, with embedded video
- Extra activities based on video presentations from Grammar and Speaking lessons
- Additional grammar and vocabulary activities
- Remediation activities for grammar
- *Self-Check* activities for each unit
- Use of English activities
- Vocabulary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

### TEST GENERATOR

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

### GRADEBOOK

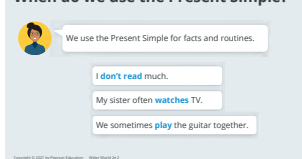
- Overview of individual student and class results for assigned activities from the Student's eBook, Online Practice and Test Generator



## PHOTOCOPIABLE RESOURCES

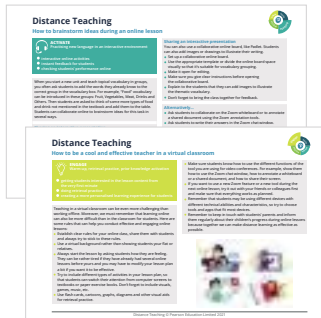
- Ninety photocopiable worksheets with full teaching notes and answer key including:
  - one worksheet for every lesson plus two additional vocabulary and grammar revision worksheets for each unit
  - *Set for Life* worksheets to supplement the lessons in the Student's Book
  - Project worksheets with 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

## When do we use the Present Simple?



## 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

**P** Pearson  
English  
International Certificate

## 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

## 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.

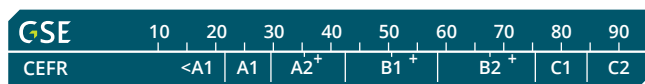
The Global Scale of English helps you to find the right course materials for the exact level and learning goals of your students. The chart on the back of your coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right 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](http://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](http://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 2**  
International Certificate  
Level 1,  
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:

<b>Starter</b>	Benchmark YL Level 1
<b>Level 1</b>	Benchmark YL Level 2
<b>Level 2</b>	Benchmark YL Levels 3/4 Benchmark Test A
<b>Level 3</b>	Benchmark YL Levels 4/5 Benchmark Test A/B1
<b>Level 4</b>	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](http://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
 <b>Set and review lesson goals</b> 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> )	<b>Setting lesson goals:</b> Write the aim on the board and read it out. Ask questions to check understanding. <b>Reflection:</b> 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. <b>Self-assessment:</b> Students reflect on the lesson and their learning. Give them questions to answer in their notebooks.
 <b>Monitor students' learning and give constructive feedback</b> 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> )	<b>Yes/No, Traffic Light, and Emoji response cards:</b> 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. <b>Popsicle Stick technique:</b> 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. <b>Basketball technique:</b> 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.
 <b>Peer Learning</b> Use pair work and group work to encourage peer learning and collaboration. Encourage learners to assess each other's ideas and work.	<b>Peer teaching:</b> Students raise their hands if they have a question. Other students answer. Only provide support when needed. <b>Think-Pair-Share:</b> 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.
 <b>Independent Learning</b> Promote independent learning by giving students responsibility and choices.	<b>Spider diagram:</b> Students create a spider diagram with the words in Vocabulary box A. Then they add any other words they know. <b>Visual dictionary:</b> 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](http://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

Special focus on teaching collocations and vocabulary chunks

Vocabulary presented in real-life contexts with engaging visuals

All lexical items recorded for students to listen and repeat

Personalized speaking practice to help students achieve the learning objectives

Integrated skills practice to help students consolidate new vocabulary

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

Text-based grammar presentation

Recorded versions of all reading texts

Grammar tables to highlight target structures

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

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

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

Vocabulary sets contextualized in the reading text and recorded

Grammar presented through videos

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

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

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

Vocabulary sets contextualized in the listening texts

Variety of authentic listening texts to develop and improve listening skills

Exam-style listening tasks to prepare students for international exams

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

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

Language boxes with useful language points

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

Key functional language from the dialogues organized in speaking boxes

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

Writing boxes to highlight key functional language for writing




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

### Is everything OK?



- In pairs, study the body language of the people in the photos and answer the questions.
  - Which person ...
    - is looking down?
    - is looking away?
    - is shouting?
    - is smiling?
    - has got wide eyes?
    - has got his/her head in his/her hands?
    - is moving his/her hands and arms?
- How are the people in the photos feeling? In pairs, discuss how their body language shows their emotions. Use the adjectives below to help you.
 

angry annoyed bored calm embarrassed excited happy nervous shy stressed surprised tired worried

I think the girl in photo A is feeling angry because she's shouting.
- In pairs, answer the questions.
  - Which of the emotions in Exercise 2 are positive and which are negative?
  - Think of situations when you feel the emotions. How do you usually react?
 

*I'm angry when my sister uses my phone. I usually ...*
  - Read the messages between two friends. Why doesn't Ben want to come out?
 

Tamsin: Hey, Ben – do you want to come out for a pizza tonight?

Ben: No, I can't. I need to study tonight.

Tamsin: But it's Friday!

Ben: I know, but I've got a test on Monday.

Tamsin: You never come out with us anymore, Ben. Why not?

Ben: Don't you understand? I don't want a pizza. Stop messaging me, OK?

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

### Understand other people's emotions

**USEFUL TIPS**

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

Look at people's body language.

Listen to their voice.

Think about how you usually feel in the same situation.

Ask how a person is feeling.

**USEFUL PHRASES**

**Identifying emotions**

You seem a bit (quite) unhappy.

You look (seem) really excited/happy.

**Offering help**

Is everything OK/is something wrong?

What's the matter?

Can I do anything to help?

Do you want to talk about it?

**Offering advice**

When I feel ... I usually ...

Why don't you/let's ...?

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

### Progress Check Units 1–3

**Vocabulary and Grammar**

- Complete the second sentence with the word in bold so that it means the same as the first one. Use no more than four words.
  - I think it's relaxing to watch films with friends. **FEEL**
  - He was very interested in art and painting. **INTO**
  - She found that reading poetry was boring. **GOT**
  - Yesterday we went to the theatre, not the cinema. **GO**
  - Yesterday we went to the cinema. **GO**
  - I watch soap operas on Fridays and Sundays. **TWICE**
  - I watch soap operas \_\_\_\_\_.
- Complete the text with one word in each gap.
 

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

**Speaking**

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

**above ask because believe realise sorry sorry**

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

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

**Listening**


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

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

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

**Reading**

### Wear it and feel it



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

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

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

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

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

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

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

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

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

**10 Read the article again and choose the correct answer.**

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

**Writing**

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

dance shows

films at the cinema

plays at the theatre

open-air concerts

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

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

Use of English tasks to revise vocabulary and grammar in context

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



# Contents

Welcome to West Green <b>0</b>	<b>0.1 Introducing Lena</b> Family members   Possessive adjectives   Possessive 's   <i>Have got</i> pp. 6–7		<b>0.2 Introducing Noah</b> Possessions   <i>There is/are</i> with <i>some</i> and <i>any</i>   Articles p. 8	
	<b>Vocabulary</b>	<b>Grammar</b>	<b>Reading and Vocabulary</b>	<b>Grammar</b>
Creating culture <b>1</b>	Culture: • People in the arts • Cultural activities • Creative hobbies pp. 12–13 <b>BBC VIDEO</b> Wider World	• Present Simple: affirmative and negative • Adverbs of frequency <b>BBC VIDEO</b> Wider World p. 14	<i>Crazy for culture?</i> A blog about cultural hobbies p. 15	• Present Simple: questions and answers <b>VIDEO</b> <i>Do you go to West Green?</i> p. 16
People and personality <b>2</b>	Clothes: • Clothes and accessories • Adjectives to describe clothes and accessories <b>BBC VIDEO</b> Wider World pp. 24–25	• Present Continuous <b>VIDEO</b> <i>What are you wearing?</i> <b>SET FOR LIFE</b> Self-management p. 26	<i>Family Day: how are Canadians celebrating?</i> An article about a family holiday <b>BBC VIDEO</b> Wider World p. 27	• Present Simple and Present Continuous p. 28
<b>SET FOR LIFE</b> Communication Understand other people's emotions <i>Is everything OK?</i> pp. 34–35				
Animal life <b>3</b>	Animals: • Animals • Animal body parts <b>BBC VIDEO</b> Wider World pp. 36–37	• Past Simple: <i>was/were</i> <b>BBC VIDEO</b> Wider World p. 38	<i>Animal adventures</i> A blog about an animal rescue centre p. 39	• Past Simple: regular and irregular verbs <b>VIDEO</b> <i>A weekend with a dragon</i> <b>BBC VIDEO</b> Wider World p. 40
<b>BBC CULTURE</b> <i>Perfect pets</i> <b>VIDEO</b> <i>Wild at heart</i> Visible Thinking: Why do you say that?				
Cool tech! <b>4</b>	Technology: • Digital devices • Using technology • Computer equipment pp. 50–51	• <i>Used to</i> <b>VIDEO</b> <i>We didn't use to have phones</i> p. 52	<i>My day in the future at the MWC</i> A report about new technologies p. 53	• Verb patterns p. 54
<b>SET FOR LIFE</b> Social responsibility Behave well on social media <i>My digital life</i> pp. 60–61				
My place, my space <b>5</b>	Things in the home: • Things in the home • Prepositions of place • Housework pp. 62–63	• Defining relative clauses p. 64	<i>A campfire story</i> A story about a personal experience p. 65	• Modal verbs: <i>can, have to</i> and <i>must</i> <b>VIDEO</b> <i>Rules to follow</i> <b>BBC VIDEO</b> Wider World p. 66
<b>BBC CULTURE</b> <i>Home sweet home</i> <b>VIDEO</b> <i>I want my own room!</i> Visible Thinking: See, Think, Wonder				
Look after yourself <b>6</b>	The body: • Parts of the body • Sports and fitness • Accidents and injuries pp. 74–75	• Countable and uncountable nouns • Quantifiers <b>VIDEO</b> <i>Good for you</i> p. 76	<i>An open letter</i> An open letter about sleep <b>BBC VIDEO</b> Wider World p. 77	• Past Continuous and Past Simple <b>BBC VIDEO</b> Wider World p. 78
<b>SET FOR LIFE</b> Collaboration Resolve arguments with other people <i>Let's sort this out!</i> pp. 84–85				
Spending and saving <b>7</b>	Shopping: • Types of shops • Containers • Shopping centres <b>BBC VIDEO</b> Wider World pp. 88–89	• Comparatives and superlatives of adjectives <b>BBC VIDEO</b> Wider World p. 90	<i>Planet-friendly shopping</i> An article about shopping habits p. 91	• <i>Going to</i> and Present Continuous for the future <b>VIDEO</b> <i>What are you going to buy?</i> <b>SET FOR LIFE</b> Social responsibility p. 92
<b>BBC CULTURE</b> <i>Shopping experiences</i> <b>VIDEO</b> <i>Fashion for all</i> Visible Thinking: Take a different view				
Learning for the future <b>8</b>	Jobs and work: • Jobs • Work collocations pp. 100–101	• <i>Will</i> for future predictions p. 102	<i>Mikaila and Mateusz: our role models</i> An article about a teenage ambitions p. 103	• First Conditional <b>VIDEO</b> <i>If you don't study ...</i> <b>BBC VIDEO</b> Wider World p. 104
<b>SET FOR LIFE</b> Critical thinking Support your opinions with arguments <i>You've got a point!</i> pp. 110–111				
It's only natural <b>9</b>	Landscapes: • Geographical features • <i>In, on, by</i> • Talking about countries <b>BBC VIDEO</b> Wider World pp. 112–113	• Present Perfect p. 114	<i>Young heroes: Jade Hameister</i> An article about a teenage explorer <b>BBC VIDEO</b> Wider World p. 115	• Present Perfect with <i>just, already</i> and <i>yet</i> <b>VIDEO</b> <i>The hiking trip</i> p. 116
<b>BBC CULTURE</b> <i>Save our seas!</i> <b>VIDEO</b> <i>Coral islands</i> Visible Thinking: See, Think, Wonder				

GRAMMAR TIME pp. 126–136

IRREGULAR VERBS p. 137

STUDENT ACTIVITIES pp. 138–139, 144

0.3 Introducing Mia Months and dates   Free time activities   Sports p. 9		0.4 Introducing Mateo School subjects   <i>Can/Can't</i> for ability   Skills and abilities p. 10		0.5 Revision p. 11			
Listening and Vocabulary		Speaking		Writing			
Revision		Revision		Progress Check			
Five people talk about different types of media <b>BBC VIDEO</b> Wider World p. 17	<b>VIDEO</b> <i>Love and Laugh</i> Asking for and giving opinions SET FOR LIFE Collaboration p. 18	A personal introduction • Capital letters p. 19	Vocabulary Activator p. 20 Revision p. 21	1-3 pp. 48-49  • Vocabulary and Grammar: transformations, open cloze, word formation • Speaking: describe a picture • Listening: matching • Reading: multiple choice • Writing: a blog entry			
Project: a video podcast about a dance pp. 22-23							
Five people talk about their friends p. 29	<b>VIDEO</b> <i>The street dance lesson</i> Giving and responding to news p. 30	A semi-formal email • Prepositions of time p. 31	Vocabulary Activator p. 32 Revision p. 33				
A conversation about pets p. 41	<b>VIDEO</b> <i>Working with animals</i> Apologising and responding to apologies SET FOR LIFE Social responsibility p. 42	A blog entry • Linking words p. 43	Vocabulary Activator p. 44 Revision p. 45	1-6 pp. 86-87  • Vocabulary and Grammar: multiple choice cloze, open cloze, transformations • Speaking: discussion task with visual stimulus • Listening: multiple choice • Reading: sentence completion • Writing: a narrative			
Project: a digital presentation about a pet pp. 46-47							
A radio interview about a popular website <b>BBC VIDEO</b> Wider World p. 55	<b>VIDEO</b> <i>The computer crashed</i> Talking about technology problems SET FOR LIFE Creativity p. 56	A review of a gadget • Expressions of purpose p. 57	Vocabulary Activator p. 58 Revision p. 59				
A conversation about a town <b>BBC VIDEO</b> Wider World p. 67	<b>VIDEO</b> <i>Noah's new room</i> Asking for, giving and receiving advice SET FOR LIFE Self-management p. 68	An informal email • Adjectives to describe places p. 69	Vocabulary Activator p. 70 Revision p. 71	1-9 pp. 124-125  • Vocabulary and Grammar: multiple choice cloze, open cloze, transformations • Speaking: role play • Listening: note completion, matching • Reading: matching • Writing: an informal email			
Project: a mood board pp. 72-73							
A conversation about health problems p. 79	<b>VIDEO</b> <i>What's the matter?</i> Talking about health problems p. 80	A narrative • Narrative linkers p. 81	Vocabulary Activator p. 82 Revision p. 83				
A radio interview about money p. 93	<b>VIDEO</b> <i>Shopping is hard</i> Shopping for clothes p. 94	A message • Polite phrases p. 95	Vocabulary Activator p. 96 Revision p. 97	1-9 pp. 124-125  • Vocabulary and Grammar: multiple choice cloze, open cloze, transformations • Speaking: role play • Listening: note completion, matching • Reading: matching • Writing: an informal email			
Project: a website for a new shop pp. 98-99							
A podcast about a school p. 105	<b>VIDEO</b> <i>You'll probably do well</i> Expressing probability SET FOR LIFE Self-management p. 106	A personal statement • Adjectives + prepositions p. 107	Vocabulary Activator p. 108 Revision p. 109				
A conversation about outdoor activities p. 117	<b>VIDEO</b> <i>Can I see the map?</i> Asking for, giving and refusing permission SET FOR LIFE Leadership p. 118	An informal email about a holiday • Adjective synonyms to avoid repetition p. 119	Vocabulary Activator p. 120 Revision p. 121	1-9 pp. 124-125  • Vocabulary and Grammar: multiple choice cloze, open cloze, transformations • Speaking: role play • Listening: note completion, matching • Reading: matching • Writing: an informal email			
Project: a digital poster about an endangered animal pp. 122-123							

# Welcome to West Green

# 0

## VOCABULARY

Family members | Possessions | Months and dates | Free time activities | Sports | School subjects | Skills and abilities

## GRAMMAR

Possessive adjectives | Possessive 's | *Have got* | *There is/are* with *some* and *any* | Articles | *Can/Can't* for ability



A

This is Lena Taylor. She's fifteen and she's from West Green, a small town near London, England.

Lena's mum, Marie, is a nurse. Lena's dad's a photographer. His name is Alex. Lena hasn't got a sister, but she's got a brother, Adam. He's eleven and he's nice (for a little brother). Lena's gran, Kathy, is Lena's mum's mother.

Lena has got a guitar, and her favourite hobby is music. She's friendly and kind and she loves animals.

Lena's in Year 10 at West Green High School. She's got three good friends in her class at school. Their names are Noah, Mia and Mateo. They have a lot of fun together.

B



▶

### Exercise 1

Photo A: Alex (top left), Marie (top right), Adam (bottom left), Lena (bottom right)

Photo B: (from left to right) Lena, Kathy, Adam.

### Exercise 4

Possible answers: brother, daughter, father, grandfather, grandmother, grandpa, husband, mother, uncle

## 0.1

## Introducing Lena

Family members | Possessive adjectives | Possessive 's | *Have got*

- 1 1 0.1 Watch or listen. Find these people in the photos.

Adam Alex Kathy Lena Marie

- 2 Read the text again. Mark the sentences T (true) or F (false). In pairs, correct the false sentences.

- F Lena's surname is Green. *Lena's surname is Taylor.*
- T Her home town is West Green.
- F Lena's mum is a photographer. *Lena's mum is a nurse.*
- F Alex is Lena's brother. *Alex is Lena's dad.*
- T Noah, Mia and Mateo are Lena's classmates.

- 3 0.2 Listen and write the names you hear. Then, in pairs, spell more names from Exercise 1. *Kathy, Ella, Trevor*

- 4 0.3 **I KNOW!** Study the Vocabulary box. Work in pairs. How many words can you add in two minutes?

### VOCABULARY Family members

aunt cousin dad gran mum parents  
sister son wife

Unit 0 6

### For the teacher

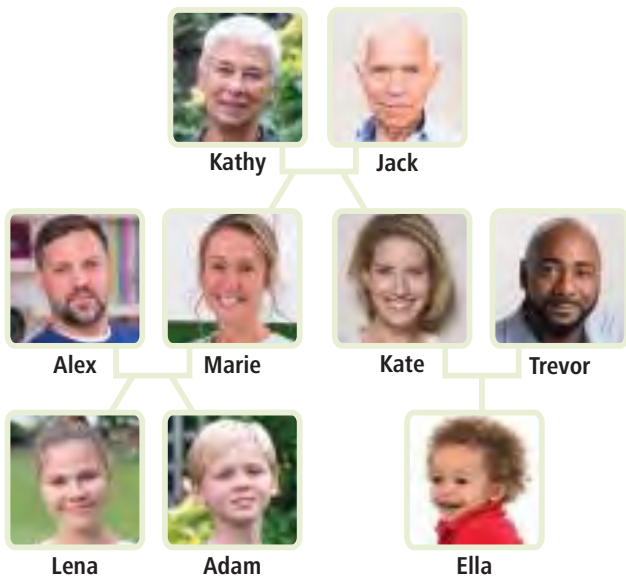
• Teaching notes, page 158

### For the student

• Workbook, page 2

### On the Portal

• Workbook: Lesson 0.1



5 Study Grammar box A. Then look at Lena's family tree and complete the sentences with the correct possessive adjectives.

**GRAMMAR A Possessive adjectives**

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

- 'This is my husband. His name is Jack.'
- 'I've got a sister. Her name is Kate.'
- 'I've got a brother. My brother's name is Adam.'
- 'We've got two children. Their names are Marie and Kate.'
- 'We've got a baby cousin. Our cousin's name is Ella.'
- 'Ella's our child. Her cousins are Lena and Adam.'

6 Look again at Lena's family tree and write who is speaking in sentences 1–6 in Exercise 5.

- Kathy
- Marie
- Lena
- Kathy/Jack
- Lena/Adam
- Kate/Trevor

7 Study Grammar box B. Add the apostrophes (') or possessive 's to the sentences about Lena's family.

**GRAMMAR B Possessive 's**

<b>Singular</b>	my brother's laptop / Lena's brother
<b>Regular plural</b>	my parents' car
<b>Irregular plural</b>	the children's parents
<b>Two words</b>	Lena's mum's mother / Alex and Marie's house

- Lena brother is Adam. *Lena's brother is Adam.*
- Her dads name is Alex. *dad's*
- Jack is Adam granddad. *Adam's*
- Kate is the childrens aunt. *children's*
- Ella is Kate and Trevor daughter. *Kate and Trevor's*
- Lenas parents names are Alex and Marie. *Lena's parents'*

8 Study Grammar box C. Complete the dialogues with the correct form of *have got*.

**GRAMMAR C Have got**

+	I've got (have got) a sister. She's got (has got) a guitar. They've got (have got) a cat.
-	I haven't got a brother. She hasn't got a sister. They haven't got a dog.
?	Have you got a sister? Yes, I <b>have</b> . No, I <b>haven't</b> . Has she got a brother? Yes, she <b>has</b> . No, she <b>hasn't</b> . Have they got a pet? Yes, they <b>have</b> . No, they <b>haven't</b> .

- A: Has Lena got a sister?  
B: No, she hasn't. But she 's got a brother.
- A: Have Jack and Kathy got any children?  
B: Yes, they have. They 've got two daughters.
- A: Has Marie got any brothers or sisters?  
B: Yes, she has. She 's got a sister, Kate.
- A: Have Kate and Trevor got a son?  
B: No, they haven't.
- A: Has Adam got a sister?  
B: Yes, he has.

**YOUR WORLD**

9 In pairs, use these questions to talk about your family.

- Have you got any brothers or sisters? How old are they?
- What's your cousin's name?
- Where are your parents from?
- Have you got a pet? What's its name?

10 Tell the class about your partner's family.

*Frank has got one brother and two sisters. His brother's name is Tony.*

This is Lena's friend, Noah Lewis. He's fifteen, he's in Lena's class at West Green High School, and his house is near Lena's house.

Noah's favourite hobby is drawing. He's a good artist. Today, he's in the park with his friends. He's got a bag with him. In the bag there's a notebook, and in the notebook there are some drawings of animals. They're very good. But Noah isn't very tidy. There are lots of things in his bag: keys, headphones, a phone, sunglasses, socks and an old sandwich, but there aren't any schoolbooks because it's Saturday.

Noah's other hobbies are playing video games and dancing. His new hobby is street dance. It's fun, but he's only a beginner, so he isn't very good at it.



### Exercise 1

- 1 F Noah is Lena's friend.
- 2 F Noah and his friends are in the park on Saturday, not after school.
- 3 F Noah is a good artist.
- 4 T
- 5 F Noah's favourite hobby is drawing.
- 6 F Noah is a beginner so he isn't very good.

- 1 0.4 Watch or listen. Mark the sentences T (true) or F (false). In pairs, correct the false sentences.

- 1  F Noah is Lena's cousin.
- 2  F Noah and his friends are in the park after school.
- 3  F Noah can't draw very well.
- 4  T Noah's bag is full of things.
- 5  F Noah's favourite hobby is playing video games.
- 6  F Noah is an excellent street dancer.

- 2 0.5 Study the Vocabulary box. Which of the possessions are in Noah's bag? Read the text again and check.

### VOCABULARY Possessions

biscuit book bus ticket drawing headphones key  
notebook notes pen pencil phone sunglasses

- 3 Study Grammar box A. Complete the sentences about Noah's bag.

### GRAMMAR A *There is/are* with *some* and *any*

	Singular	Plural
+	<i>There's</i> ( <i>There is</i> ) a notebook.	<i>There are</i> some drawings.
-	<i>There isn't</i> a pen.	<i>There aren't</i> any books.
?	<i>Is there</i> a ball? Yes, <i>there is</i> ./No, <i>there isn't</i> .	<i>Are there</i> any notes? Yes, <i>there are</i> ./No, <i>there aren't</i> .

- 1 *There is* a notebook in the bag.
- 2 *There are* some headphones.
- 3 *There isn't* a laptop.
- 4 *Is there* a phone in the bag? Yes, *there is*.
- 5 *Are there* any video games? No, *there aren't* any video games.

- 4 In pairs, use the Vocabulary box to ask and answer questions about Noah's bag.

A: *Are there any biscuits in Noah's bag?*

B: *No, there aren't.*

- 5 0.6 Study Grammar box B. Complete the text with *a* or *the*. Listen and check.

### GRAMMAR B Articles

- The first time we talk about a person/thing we use *a/an*, but the second time we use *the*.  
*He's got a bag. There are a lot of things in the bag.*
- If it's clear what person/thing we mean, we use *the*.  
*Noah's in the park with his friends.*

I've got <sup>1</sup> a new bag. <sup>2</sup> The bag isn't very big, but I like it. In my bag there's <sup>3</sup> a phone. On <sup>4</sup> the phone there's <sup>5</sup> a photo of me and my friends. In <sup>6</sup> the photo we're at <sup>7</sup> the London Aquarium.

- 6 Write sentences about the things in your bag. Use *a/an* and *the*.

*There is a key in my bag. The key opens the front door of my house.*

### YOUR WORLD

- 7 In pairs, ask and answer questions about the things in your partner's bag.

A: *Are there any video games in your bag?*

B: *No, there aren't, but there's a phone.*

#### For the teacher

- Teaching notes, page 158

#### On the Portal

- Vocabulary Memory Game



#### For the student

- Workbook, page 3

#### On the Portal

- Workbook: Lesson 0.2



Mia Robinson from West Green is fifteen years old. Her birthday's on 26 September. She hasn't got any brothers or sisters, but she's got three great friends: Lena, Mateo and Noah. Mia is sometimes bossy, but she's a good friend and very kind.

One of Mia's favourite hobbies is listening to music. She's also interested in cooking and eating healthy food.

Mia's other hobbies are sports and outdoor activities, especially walking and hiking with friends in the countryside. Mia has a very busy life!



**1** **3** **0.7** Watch or listen and answer the questions.

- 1 Has Mia got lots of brothers and sisters?
- 2 Is she a good friend?
- 3 Has Mia got a busy life?

#### WATCH OUT!

We write: *1 March, 22 April, 3 June, 26 September*  
We say: *the 1st of March, the 22nd of April, the 3rd of June, the 26th of September*

**2** **0.8** Write the dates in words. Listen and check. When is your birthday? Tell the class.

- 1 21/01 = *the twenty-first of January*
- 2 12/10 = *the twelfth of October*
- 3 15/02 = *the fifteenth of February*
- 4 22/07 = *the twenty-second of July*
- 5 04/05 = *the fourth of May*
- 6 30/08 = *the thirtieth of August*

**3** Read the text about Mia again. What are her hobbies and her favourite outdoor activities?

**4** **0.9** **I KNOW!** Study Vocabulary box A. Can you add more activities?

#### VOCABULARY A Free time activities

doing nothing going to the cinema listening to music  
playing video games reading books/magazines  
seeing friends spending time online taking photos  
tidying your bedroom visiting relatives  
watching films/videos on YouTube

**5** **0.10** Listen and write down the free time activities you hear.  
*taking photos, visiting relatives, listening to music, watching videos online, reading magazines, doing nothing*

**6** Say which two free time activities in Vocabulary box A are your favourite.

*My favourite free time activities are ...*

**7** **0.11** Study the Speaking box. Listen and repeat.

#### SPEAKING Giving opinions

I think reading is 

OK.
exciting/fun/great/interesting.
boring/terrible.

**8** In pairs, say what you think about the activities in Vocabulary box A. Use the Speaking box to help you.

*A: I think spending time online is fun.*

*B: I think listening to music is great.*

**9** **0.12** **I KNOW!** Study Vocabulary box B. Work in pairs. How many sports can you add in two minutes?

#### VOCABULARY B Sports

basketball cycling football hiking running  
swimming tennis volleyball

**10** Work in pairs. In your opinion, which sports in Exercise 9 are fun and which are boring?

#### YOUR WORLD

**11** Tell the class about your partner's favourite sports and free time activities.

*Marta's hobbies are taking photos and ...*

#### Exercise 1

- 1 No, she hasn't (got any brothers or sisters).
- 2 Yes, she is (but she's sometimes bossy).
- 3 Yes, she has.

#### Exercise 3

Her hobbies are listening to music, cooking and eating healthy food. Her favourite outdoor activities are walking and hiking.

#### Exercise 4

Possible answers: dancing, playing an instrument, playing computer games, playing football, singing, watching TV series

#### Exercise 5

audioscript page 244

#### For the teacher

- Teaching notes, page 159
- Audioscript, page 244

#### On the Portal

- Vocabulary Memory Game

#### For the student

- Workbook, page 4

#### On the Portal

- Workbook: Lesson 0.3

Fifteen-year-old Mateo Garcia is from the USA. Lena, Mia and Noah are his new friends at West Green High. Mateo is happy at school because he has the same sense of humour as his friends.

Mateo's favourite subjects are Spanish and Music. His dad's Mexican, so Mateo can speak Spanish. His dad is a musician, and Mateo can read music, but he can't sing very well!

Science isn't Mateo's favourite subject, but it's important because his dream is to be a vet. Mateo's mum, Tina, is a vet. She and Mateo are both interested in animals, and Mateo is very excited about his new pet!

**Exercise 1**

Mateo is happy at school because he has the same sense of humour as his friends.

**Exercise 2**

Possible answers: Biology, Chemistry, English, French, Maths, Physics, Sports

**Exercise 6**

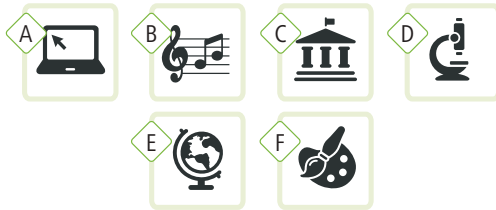
audioscript page 244

can play the guitar, can sing, can speak Spanish and English, can drive, can cook Mexican food

- 1 4 0.13 Watch or listen. Why is Mateo happy at school?
- 2 0.14 **I KNOW!** In pairs, match the school subjects in Vocabulary box A with pictures A–F. Listen and check. Can you add more subjects?

**VOCABULARY A** School subjects

**F** Art **E** Geography **C** History  
**A** Information Technology **B** Music **D** Science



- 3 Read the text again. What are Mateo's favourite subjects? What are yours?  
*Mateo likes Spanish and Music.*
- 4 Study the Grammar box. Complete the sentences with *can* or *can't*.

**GRAMMAR** *Can/Can't* for ability

+	I <b>can</b> cook. He <b>can</b> speak Spanish.	
-	We <b>can't</b> (cannot) dance. He <b>can't</b> (cannot) sing.	
?	<b>Can</b> you sing? <b>Can</b> he speak English?	Yes, I <b>can</b> ./No, I <b>can't</b> . Yes, he <b>can</b> ./No, he <b>can't</b> .

- I can speak French, but I **can't** speak German.
- I'm afraid of water because I **can't** swim.
- Zoe can sing, but she **can't** play the piano.
- I **can** make a cake, but I can't cook a meal.
- What a terrible group! The singer **can't** sing!

- 5 0.15 Study Vocabulary box B. Which of these things can Mateo do?

**VOCABULARY B** Skills and abilities

act cook dance drive a car play the guitar/piano  
repair a computer  **speak English/Spanish**  swim

- 6 0.16 Listen to Mateo's dad and write down the things he can do.
- 7 In pairs, ask and answer the questions.

**Can you ...**

- say 'hello' in French or German?
- read music?
- swim 400 metres?
- act in a school play?
- draw people's faces?
- play basketball?
- cook a meal for your family?
- do street dance?
- take fantastic photos?
- run one kilometre?
- study to music?

A: *Can you say 'hello' in French or German?*  
B: *Yes, I can./No, I can't.*

**YOUR WORLD**

- 8 Tell the class about five things your partner can do and two things he/she can't do. Use Exercise 7 to help you.

**For the teacher**

- Teaching notes, page 159
- Audioscript, page 244

**For the student**

- Workbook, page 5

**On the Portal**

- Workbook: Lesson 0.5



- 1 In groups, do the quiz. Use the texts in Lessons 0.1–0.4 to help you.

### How much can you remember?

- 01 How old is Adam?
- 02 Are both of Lena's parents nurses?
- 03 Who is Kathy?
- 04 What's Noah's favourite hobby?
- 05 Is Noah in Lena's class?
- 06 Has Mia got any brothers or sisters?
- 07 When is Mia's birthday?
- 08 Where is Mateo from?
- 09 What are Mateo's favourite subjects?
- 10 Can Mateo sing?

- 2 Complete the questions with the words below. Then ask and answer the questions in pairs.

How old What When Where Who

- 1 *Where* are you from?
- 2 *When* is your birthday?
- 3 *How old/Who* are you?
- 4 *What* is your favourite hobby?
- 5 *Where* is your school?
- 6 *Who* is next to you in class?
- 7 *What* is your favourite possession?
- 8 *What* is your favourite song ever?

- 3 Complete the questions with *is*, *are*, *can*, *have* or *has*. Then ask and answer the questions in pairs.

### Questionnaire

- 1 *Is* there a **phone** in your bag?
- 2 *Are* there any **photos** on your phone?
- 3 *Have* you got any **brothers or sisters**?
- 4 *Has* your family got any **pets**?
- 5 *Is* your **birthday** in **January**?
- 6 *Can* you **sing**?
- 7 *Are* you **sporty**?
- 8 *Are* you a **good student**?
- 9 *Can* you **play a musical instrument**?
- 10 *Is* **English** your **favourite subject**?
- 11 *Are* **football and basketball** **exciting sports**?

### Exercise 1

- 1 He's eleven.
- 2 No, they aren't. Her mum's a nurse.
- 3 She's Lena's grandmother. (Lena's mum's mother)
- 4 Drawing.
- 5 Yes, he is.
- 6 No, she hasn't.
- 7 It's on 26 September.
- 8 He's from the USA.
- 9 Spanish and Music.
- 10 Yes, he can (but he isn't very good).

### YOUR WORLD

- 4 In pairs, change the highlighted words in Exercise 3 to make new questions. Ask and answer your new questions.

### For the teacher

- Teaching notes, page 159



# Creating culture

# 1

## VOCABULARY

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

## GRAMMAR

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

# WHAT'S ON?

FREE EVENTS

RESTAURANTS

PLACES TO STAY

THE CITY



A

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

### Beach Festival

This year we've got great live music with fantastic artists from all over the world. Join us on the beach and enjoy two days of music, food and dancing.

**Where:** The Amphitheatre  
**When:** July



B

### Outdoor Movies

Enjoy free movie shows under the stars! Bring your friends, snacks, a chair and some warm clothes!

**Where:** Fresh Air Cinemas  
**When:** July–August



C

### Comic Book Day

Come to one of the city's comic bookshops to meet famous comic creators and get a FREE copy of a comic book. It's a family fun day out for all!

**Where:** Comic shops across the city  
**When:** July–September



D

### Street Art Walking Tour

Join us for a walking tour of street art through the city. Admire the amazing wall paintings and learn about the artists too. Are you artistic? Get a chance to paint your own graffiti.

**Where:** Main square  
**When:** July–August

## 1.1

## Vocabulary

### Culture

### Exercise 2

- 2 cinema and theatre
- 3 music
- 4 art and photography
- 5 writing

- 1 Read the posts on the website above. Which event A–D would you like to visit? Why?
- 2 1.1 Complete Vocabulary box A with the categories below. Listen and check.

art and photography   cinema and theatre   dance   music   writing

### VOCABULARY A

### People in the arts

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

Unit 1 12

### For the teacher

- Teaching notes, page 160
- *Need support?* worksheet, page 234
- Audioscript, page 244

### On the Portal

- Vocabulary Memory
- Game
- Photocopiable activity: *Find the words*
- Test: Vocabulary Check 1

### For the student

- Workbook, pages 6–7

### On the Portal

- Workbook: Lesson 1.1
- Extra Practice Activities: Vocabulary

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

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

1 **D** 2 **B** 3 **A** 4 **C**

5 1.2 Listen again. Mark the sentences T (true) or F (false).

- 1 **F** The piece of art is small.
- 2 **T** *Mission X* isn't a romantic comedy.
- 3 **F** The two friends like the same kind of music.
- 4 **F** Phil James writes comic books.

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

7 1.3 **I KNOW!** Complete Vocabulary box B with the words below. Listen and check. Can you add more words?

action film animated film ballet classical music  
 rock short story street art street dance techno

### VOCABULARY B Cultural activities

#### Types of films

<sup>1</sup>*action film* <sup>2</sup>*animated film* fantasy film  
 romantic comedy science fiction (sci-fi) film

#### Things to read

comic novel poem <sup>3</sup>*short story*

#### Types of dance

<sup>4</sup>*ballet* ballroom dancing rumba salsa  
<sup>5</sup>*street dance*

#### Types of music

<sup>6</sup>*classical* hip hop pop rap <sup>7</sup>*rock*  
<sup>8</sup>*techno*

#### Types of art

painting photo picture <sup>9</sup>*street art*

#### WATCH OUT!

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

*I'm into art.*

*Tia's interested in painting.*

*We like/love/enjoy watching comedies.*

*They hate singing. They prefer listening to music.*

8 Choose three cultural activities from Exercise 7. Use the phrases from the Watch Out! box to say what you think about these things.

*I enjoy watching fantasy films.*

*I'm into dance, but I don't like street dance.*

9 1.4 **WORD FRIENDS** Complete the sentences with the correct form of the verbs below. Listen and check.

act dance draw listen play read take watch

- 1 I really like listening to rock music.
- 2 I hate watching fantasy films.
- 3 I'm interested in acting in a play or a short film.
- 4 I don't really like taking selfies.
- 5 I'm not really into playing the guitar.
- 6 I enjoy drawing pictures with coloured pencils.
- 7 I don't like dancing salsa much.
- 8 I love reading poetry.

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

*I don't like listening to rock music much. I prefer hip hop.*

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

**KIERAN'S HOME PAGE**

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

12 Work in pairs. Tell your partner about yourself using the language from this lesson. Say if your partner's sentences are true or false.

A: *I'm a good singer.*

B: *True.*

#### Exercise 4

audioscript  
 page 244

#### Exercise 7

Possible answers:  
 Types of films: costume drama, horror  
 Things to read: magazine, newspaper  
 Types of dance: modern dance, tap  
 Types of music: dance, jazz  
 Types of art: cartoon, graffiti

## Exercise 3

Possible answers:  
Betsy reads novels and poems, but Lianne doesn't read much.  
Betsy often watches TV, but Lianne never watches TV.  
Betsy writes poems, but Lianne writes texts.  
Lianne paints pictures, but Betsy never finishes her paintings.  
Lianne loves hip hop, but Betsy says that hip hop annoys her.



10 February, 4.56

## The same but different

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

## Exercise 6

2 Billie Eilish doesn't play classical music. She plays pop music.  
3 Director John Woo doesn't make sci-fi films. He makes action films.  
4 J.K. Rowling doesn't act in films. She writes books.  
5 Daniel Radcliffe and Emma Watson don't paint pictures. They act in films.

- 1 1.6 Read Lianne's blog. Has Lianne got the same interests as her sister Betsy?  
*No, she hasn't.*  
2 Study the Grammar box. Find more examples of the Present Simple in Lianne's blog.

## GRAMMAR

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

+	I <u>love</u> hip hop. She <u>writes</u> poems/ <u>watches</u> TV/ <u>studies</u> classical music. We <u>look</u> the same.
-	I <u>don't read</u> much. She <u>doesn't understand</u> art. We <u>don't like</u> the same things.

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

GRAMMAR TIME &gt; PAGE 126

## Exercise 8

videoscript page 244

Mireia listens to rap music.  
Cayo listens to punk rock.  
Marina listens to a group called *Jack and Jack*.  
Cayo never listens to classical music.  
Marina watches TV at the weekend and sees films with her family.  
Mary loves reading and watching TV.  
Marina and Mireia never play computer games.

- 3 In pairs, say how Lianne and Betsy are different.  
*Lianne studies art, but Betsy studies classical music.*  
4 Rewrite the sentences with adverbs of frequency to make them true for you.  
1 I write poems. *I sometimes write poems.*  
2 My mother reads novels.  
3 My teacher gives us homework.  
4 We (my friends and I) go dancing.  
5 My classmates listen to classical music.  
5 1.7 Complete the text with the correct form of the verbs in brackets. Listen and check.

I <sup>1</sup> live (live) in a small town, so I <sup>2</sup> don't go (not go) to the theatre very often. My brother often <sup>3</sup> watches (watch) films on TV, but I <sup>4</sup> prefer (prefer) playing games with my friend, Dylan. He usually <sup>5</sup> wins (win), but he <sup>6</sup> doesn't win (not win) every game.

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

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

- 7 1.8 Complete the text with the words below. There is one extra word. Listen and check.

dancing doesn't don't go loves sometimes

I love <sup>1</sup> dancing! I <sup>2</sup> go to dance classes with my friend Kay. We do hip hop – it's great! We <sup>3</sup> sometimes practise salsa too, but not very often. I <sup>4</sup> don't like salsa much, but Kay <sup>5</sup> loves it.

## VIDEO



## WIDER WORLD

- 8 5 Watch four people talking about how they spend their free time. Write down the free time activities they mention.  
9 What do you do at weekends? Discuss in pairs. Then form new pairs and talk about your previous partners.  
*I sometimes go to the cinema at weekends.  
Adam sometimes goes to the cinema at weekends.*

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

## For the teacher

- Teaching notes, page 161
- Need support?* worksheet, page 234
- Videoscript, page 244

## On the Portal

- Grammar presentation
- Photocopiable activity: *Truth or Lie?*
- 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

## Cultural activities

A blog from Ireland for the world

## COLLEEN'S CORNER

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

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

*I sometimes play music with friends.*

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

- 1  F Colleen mentions a study about young people in the world. *about young people in the UK*
- 2  T The study says that nearly half of young people take part in cultural activities.

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

- 1  B Who learns a skill online?
- 2  C Who performs with other people?
- 3  A Who uses a computer to change real things?
- 4  D Who shares their work online but not in public?
- 5  C Who is not sure what job he/she would like to have?

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

- 1 create art
- 2 make short films
- 3 perform on stage
- 4 play video games
- 5 share something on social media
- 6 watch concerts/videos

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

- 1 Do you enjoy creating art? Why?/Why not?
- 2 How hard is it for you to perform on stage?
- 3 How often do you watch music videos on your phone?
- 4 Who do you play video games with?
- 5 Would you like to make a short film or an animation? Why?
- 6 What kind of things do you share on social media?

## YOUR WORLD

6 Which three cultural activities in this lesson do you like doing the most? Discuss in groups.

*I love dancing, watching concerts and sharing my films on social media.*



## CRAZY for culture?

### Are young people into art?

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

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

#### A Bitmap17

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

#### B LadyNote

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

#### C NaomiX

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

#### D JCC77

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

## EXAM

**Exercise 3**  
A2 Key for Schools,  
Reading and Writing, Part 2,  
(multiple matching)

I can understand a blog about cultural hobbies.

15

Unit 1

## For the teacher

- Teaching notes, page 162

## On the Portal

- Photocopiable activity: A quiz

## For the student

- Workbook, page 9

## On the Portal

- Workbook: Lesson 1.3
- Extra Practice Activities: Vocabulary

## Exercise 3

- 1 She comes from Paris.
- 2 She lives in South Street.
- 3 She likes classical music.
- 4 He is a musician. He plays the violin for an orchestra in Paris.
- 5 She sees him every day.

## Exercise 4

- 2 What kind of films do you like watching?
- 3 Where do your parents live?
- 4 How many languages do you speak?
- 5 Do you play a musical instrument?
- 6 Do you go to dance classes?

## Exercise 5

▶ videcript page 244

- 2 What kind of films does he like watching? He likes watching all sorts of films, e.g. comedies and action films.
- 3 Where do his parents live? They live in Madrid.
- 4 How many languages does he speak? He speaks three languages.
- 5 Does he play a musical instrument? No, he doesn't.
- 6 Does he go to dance classes? No, he doesn't.

## VIDEO



## DO YOU GO TO WEST GREEN?

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



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

- 1 ▶ 6 🗣️ 1.11 Watch or listen. Who is Rachel? What nationality is she?  
*She's the new French assistant at West Green High. She's French.*
- 2 Study the Grammar box. Find more Present Simple questions and answers in the dialogue.

## GRAMMAR Present Simple: questions and answers

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

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

GRAMMAR TIME > PAGE 126

- 3 Complete the questions with one word in each gap. Then answer the questions in full sentences.
  - 1 Where does Rachel come from?
  - 2 Where does she live?
  - 3 What kind of music does she like?
  - 4 What does her father do?
  - 5 How often does her mother see her father?

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

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

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

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

## YOUR WORLD

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

A: *How often do you go to the cinema?*

B: *I go to the cinema once a month. I like watching films at home.*

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

## For the teacher

- Teaching notes, page 163
- *Need support?* worksheet, page 234
- Audioscript, page 244

## 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

## Types of media

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

- the radio
- the internet
- newspapers
- the TV

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

A  7 B  8 C  1 D  5 E  6

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

### VOCABULARY News and entertainment

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

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

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

- 5 In pairs, take turns to name a programme for your partner to say which category from the Vocabulary box it belongs to.

A: 'Lego Masters.'

B: That's a reality show.

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

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

## The Media Survey



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

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

### VIDEO



### WIDER WORLD

- 7 Watch four people and write down the types of media they use.
- 8 In pairs, ask and answer the questions below.
- What magazines or newspapers do you read?
  - What are your favourite websites?
  - What programmes do you watch?
- A: *What magazines or newspapers do you read?*  
B: *I often read ...*

### Exercise 2

audioscript  
page 244

### Exercise 3

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

### EXAM

### Exercise 6

audioscript  
page 244

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

### Exercise 7

videoscript  
page 245

Newspapers/  
magazines:  
Josie, Lauras,  
Chris  
Websites:  
Steve, Josie, Chris  
Programmes:  
Chris, Josie

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

#### For the teacher

- Teaching notes, page 164
- *Need support?* worksheet, page 234
- Audioscript, page 244
- Videoscript, page 245

#### On the Portal

- Vocabulary Memory Game
- Photocopiable activity: *Media survey*

#### For the student

- Workbook, page 11

#### On the Portal

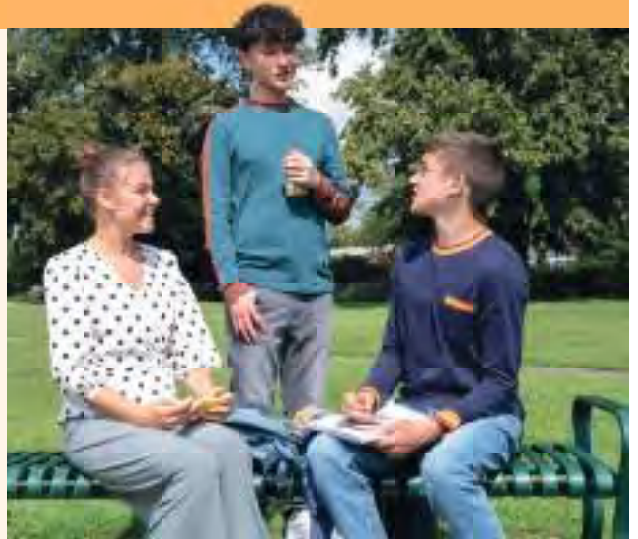
- Workbook: Lesson 1.5
- Extra Practice Activities: Vocabulary, BBC Vox Pop

## VIDEO



## LOVE AND LAUGH

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



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

SOUNDS GOOD!

You mean ...? • Honestly?

## Exercise 1

Lena, Mateo and Noah are in the park. Lena and Noah are sitting on a bench.

Noah is drawing.

1 It's a new comedy series.

2 Lena thinks it's brilliant, Noah thinks it's boring and not funny.

3 Because Mateo says his aunt is an actress in/ the star of the show and Noah feels silly.

1 8 1.17 Describe the photo. Watch or listen and answer the questions.

- 1 What kind of show is *Love and Laugh*?
- 2 What do Lena and Noah think about the show?
- 3 Why is Lena smiling in the photo?

## SET FOR LIFE



2 Discuss in pairs. What do you do when you disagree with someone? Which of these things is the most difficult for you to do?

- say you agree even if you don't
- say politely what you think and why
- explain why the other person is wrong

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

## SPEAKING Asking for and giving opinions

## Asking for opinions

What do you think of ...?  
 How do you feel about ...?  
 What's wrong/  
 the problem with ...?

## Giving opinions

In my opinion, ...  
 If you ask me, ...  
 I think it's great/brilliant/  
 all right.  
 I think it's terrible/awful/boring.  
 I don't think much of it.  
 It's no good.  
 I agree/don't agree (with ...).

4 1.18 Use the Speaking box to complete the dialogue with one word in each gap. Listen and check.

A: So, how do you feel <sup>1</sup> *about* pop music?

B: I don't think <sup>2</sup> *much* of it.

A: What's <sup>3</sup> *wrong* with it?

B: If you <sup>4</sup> *ask* me, it's always the same – easy listening.

A: What's the problem <sup>5</sup> *with* easy listening?

B: It's all right, but I prefer hip hop. I <sup>6</sup> *think* pop music's boring.

A: No, it isn't. It's <sup>7</sup> *brilliant*! Here, listen to this ...  
 So, what do you think <sup>8</sup> *of* that?

## YOUR WORLD

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

A: *What do you think of Ed Sheeran?*

B: *I think he's brilliant.*

## For the teacher

- Teaching notes, page 165

## On the Portal

- Photocopiable activity:
- Order the dialogues

## For the student

- Workbook, page 12

## On the Portal

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

**About me**

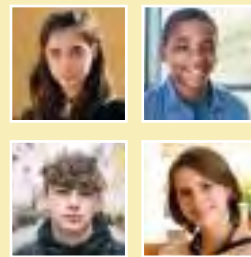
My name is Olivia James, and I'm fifteen years old. I'm English. I live with my parents and my brother Archie in Pudsey, a market town in Northern England between Bradford and Leeds. I'm in Year 10 at Pudsey High School. My favourite subjects are Music, Art and English.

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

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

**Olivia James**

Pudsey, Yorkshire, England

**Friends**

1

2

3

- 1 Have you got a personal blog or social media page? What is it about?
- 2 In pairs, quickly look at Olivia's introduction. Which sentence is not true? *Sentence 3*
  - 1 There is a photo of Olivia.
  - 2 You can listen to some of Olivia's songs.
  - 3 You can look at Olivia's photo gallery.
  - 4 There is some personal information about Olivia.
  - 5 You can see some of Olivia's friends on this page.
- 3 Read Olivia's introduction. In pairs, tick (✓) the things she writes about.
 

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

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

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

**WRITING** A personal introduction**Personal details**

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

**Interests/Hobbies**

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

**Routines**

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

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

**LANGUAGE** Capital letters

Use capital letters:

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

*Music, Art and English – school subjects*

**WRITING TIME**

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

1

**Find ideas**

Make notes about your:

- personal details.
- favourite school subjects.
- interests and hobbies.

2

**Plan**

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

3

**Write and share**

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

4

**Check**

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

**Exercise 6**

Personal pronoun I: I'm English, I live, etc.

At the beginning of a sentence: My, I'm, In, Click, etc.

Names of people and places: Olivia James, Archie, Pudsey, Bradford, Leeds, Pudsey High School, Chicago

Countries and nationalities: English, England, USA

School subjects: Music, Art, English

I can write a personal introduction.

19

Unit 1

**For the teacher**

- Teaching notes, page 166

**On the Portal**

- Photocopiable activity: Mixed-up profiles

**For the student**

- Workbook, page 13

**On the Portal**

- Workbook: Lesson 1.7



# Vocabulary Activator

## WORDLIST 1.19

### People in the arts

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

### Cultural activities

action film (n)  
 animated film (n)  
 ballet (n)  
 ballroom dancing (n)  
 classical music (n)  
 comic (n)  
 fantasy film (n)  
 hip hop (n)  
 novel (n)  
 painting (n)  
 photo (n)  
 picture (n)  
 poem (n)  
 pop (n)  
 rap (n)

rock (n)  
 romantic comedy (n)  
 rumba (n)  
 salsa (n)  
 science fiction (sci-fi) film (n)  
 short story (n)  
 street art (n)  
 street dance (n)  
 techno (n)

### Word friends (creative hobbies)

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

### Word friends (cultural activities)

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

watch concerts  
 watch videos

### News and entertainment

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

### Extra words

awful (adj)  
 be afraid of  
 be interested in  
 be into  
 be mad about  
 brilliant (adj)  
 cinema (n)

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

### Exercise 1

- 1 blog, vlog
- 2 pop
- 3 comic, romantic comedy
- 4 current affairs, film review, game review, news headline, sports page, weather forecast, photo
- 5 game show, reality show, talent show, talk show

### Exercise 2

- 1 actor, dancer, guitarist, poet, singer
- 2 rumba, salsa
- 3 animated films
- 4 students' own answers, e.g. Eine kleine Nachtmusik by Mozart
- 5 comments, photos

### Exercise 3

- A a dancer  
 B an actor  
 C a writer  
 D a painter  
 E a musician

#### Possible answers:

A dancer does ballet/rumba/salsa/street dance; performs on stage.  
 An actor acts in a play/film, and/or performs on stage.  
 A writer writes short stories/novels/comics.  
 A painter creates art; paints pictures.  
 A musician plays classical music/hip hop/pop/rock/techno/rap.

### 1 Use words from the wordlist to find these things.

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

### 2 In pairs, ask and answer the questions.

- 1 Who can perform on stage? *actor, ...*
- 2 Can you name a Latin American dance?
- 3 What kind of films have no real actors?
- 4 What classical music piece do you know?
- 5 What can you share on social media?

### 3 In pairs, say what jobs are represented in the pictures. What do these people make or do?



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

- 1 I listen to rock music every day.
- 2 I want to act in a play.
- 3 I often play video games with friends.
- 4 I sometimes share things on social media.
- 5 I never make short films. I prefer to watch them.

*I don't listen to rock music every day.*

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

artist be comic complete film guitar  
 media music read street

/i:/

*be, complete, media, read, street*

/ɪ/

*artist, comic, film, guitar, music*

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

#### For the teacher

- Audioscript, page 245

#### On the Portal

- Photocopiable activities: *Match up; Questions, questions*
- 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

## Vocabulary

- 1 Write the correct word for each definition.
- This type of writing is an online diary. *blog*
  - This person makes films and tells actors what to do. *director*
  - You can read these. They're longer than short stories. *novels*
  - This programme gives you lots of information about one topic. *documentary*
  - These pieces of writing give opinions about books, films or games. *reviews*
  - This information tells you about things in the news. *current affairs*

- 2 Complete the text with the words below.

films make media music performing  
pictures play shares taking



## Modern dancers

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

- 3 Choose the correct option. In pairs, ask and answer the questions.
- What's your favourite reality *show* / *opera*?
  - Do you sometimes *read* / *act* poetry?
  - Do you enjoy watching soap *operas* / *films*?
  - Have you got a favourite game *film* / *show*?
  - Can you *play* / *perform* the guitar?

## Grammar

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

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

B act go listen paint play read watch

- A: *Lucas always listens to rap music. He goes to dance classes once a week.*  
B: *I sometimes listen to rap music.*

## Speaking

- 7 In pairs, role play the situation. Student A, look below. Student B, go to page 138.
- Student A
- Tell Student B you want to watch a film. Ask him/her for ideas.
  - Give your opinion of Student B's film.
  - Suggest a film you want to watch. Ask your partner for his/her opinion.
  - Decide together on a film to watch.

## Dictation

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

### Exercise 4

- doesn't live
- goes
- never watch
- enjoy, don't like
- do, listen

### Exercise 5

- does Adam go to dance classes
- Do you ever watch
- films do your friends enjoy
- Do you listen

### Exercise 7

- Sample answer:
- A How do you feel about watching a film tonight? What types of film do you like?
- B I love romantic films. They're brilliant!
- A I think they're boring. What do you think about the new action film *The Race*?
- B I think it's all right. We can try it.
- A OK. Let's watch it!

## EXAM

### Exercise 8

audioscript page 245

International Certificate Level 1, Listening and Writing, Section 2, (dictation)



## WHY DANCE?

Dance is very popular today. Millions of people around the world regularly dance or watch dance performances. There are many different types of dance, but why do people do them?

**STREET DANCE** is popular with young people. It's got many different types, including breakdance and hip hop. Street dance moves are all about showing people how strong and skilful the dancers are.

**ZUMBA®** is a fitness class and a dance party at the same time! People do Zumba to energetic South American music. They want to have a fun physical workout.

**BALLET** tells stories and shows emotion. There are many difficult positions and moves, and you need a lot of training to be good at it.

**SALSA** is from Cuba. In Spanish, the word 'salsa' is a hot and spicy sauce. Salsa dancers dance because they want to express their passion and energy.

So there are different reasons why people love dancing. But maybe the best reason is that moving to music just feels really good!

**skilful** (adj) good at doing something  
**spicy** (adj) a strong, hot taste

### 1 **VISIBLE THINKING** In pairs, follow these steps.

#### THINK

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

#### PUZZLE

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

#### EXPLORE

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

go to a dance lesson  
go to a dance performance  
talk to a dancer  
watch dance videos

### 2 Read the text again. Mark the sentences T (true) or F (false).

- 1  F There's only one type of street dance.
- 2  T Zumba is a type of exercise.
- 3  F Ballet is easy to learn.
- 4  T Salsa is also a type of food in Spanish.

### 3 In pairs, discuss the questions.

- 1 Do you like dancing? Are you a good dancer?
- 2 Are any of your friends or family good at dancing?

#### For the teacher

- Teaching notes, page 167
- Videoscript, page 245

#### On the Portal

- Photocopiable activity: *Project worksheet: a video podcast*



**4** Look at the photos of dancers. Match parts of the body 1–6 with the words below.

3 back 2 feet 4 head  
1 leg 5 shoulders 6 toes

**5** **9** Watch a video about dancing. Number the dance styles in the order that you see them.

3 ballet  
2 breakdance  
1 street dance

**6** **9** Answer the questions. Then watch again and check. In which of the dances does the dancer ...

- 1 stand on her toes? 4 move one leg around?  
2 turn around fast? 5 point her feet?  
3 lie on the floor?

**7** In pairs, discuss the questions.

- 1 Which one of the dance types in the video do you prefer?  
2 Which of the dance moves look easy? Which look difficult?  
3 Which moves would you like to try?

### Exercise 5

**9** videoscript  
page 245

### Exercise 6

- 1 ballet  
2 breakdance  
3 breakdance  
4 street dance  
5 ballet

## PROJECT TIME

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

**1** In groups, choose a dance style and a title for your video podcast. Decide who in your group can find the answers to these questions.

- Where in the world is the dance popular? Who is it popular with?
- Is it modern or traditional? What type of music do they dance to?
- What clothes or shoes do people wear for this dance?
- How do you dance it?

**2** Individually, create your part of the video podcast.

- Find the information and write the script for your section.
- Find photos, music or videos for each piece of information.

**3** In your group, create your video podcast. You can use a video app.

- Put all the parts of the script together and decide who can read it.
- Record the script and add photos or videos.
- Watch and edit the video podcast.

**4** Show your video podcast to the class.

- Answer other students' questions.
- Watch your classmates' video podcasts. Ask questions.