

WIDER WORLD

SECOND EDITION

Set for learning,
set for life in
the real world

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

New BBC videos

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

Comprehensive teacher support

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

Teacher's Book with Teacher's Portal Access Code

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

Also available

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

pearsonenglish.com/widerworld2e

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

Learning English with Pearson?

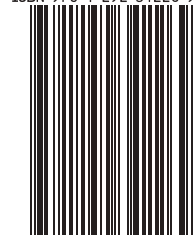
Access English language materials to support your learning journey.

Ready to prove your English skills?

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

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

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WIDER WORLD

SECOND EDITION

3

Teacher's Book with Teacher's Portal Access Code

Zoltán Rézműves



Zoltán Rézműves

BBC

WIDER WORLD

SECOND EDITION

Teacher's Book with Teacher's Portal Access Code

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Pearson

GSE
Global Scale of English

40-50 A2+/B1

Your Teacher's Book comes with a Presentation Tool, Online Practice, a Gradebook, Test Generator and a virtual classroom, which are available through the **Pearson English Portal**.

To access the Portal:

- 1 Go to pearsonenglish.com/login
- 2 Sign in or create your Portal account
- 3 Follow the on-screen instructions to add your product using the **access code** below.

Access code

This code can only be used once and the user subscription is valid for 24 months from the date of registration.

Need help?

Go to MyPearsonHelp.com/portal for help, training and technical support.

WIDER WORLD

SECOND EDITION

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Teacher's Book

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Welcome to

Wider World

Second Edition

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

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

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

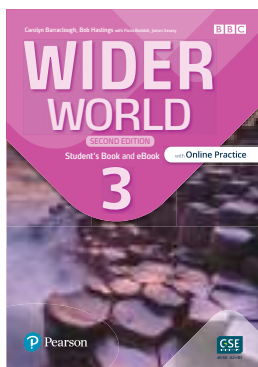
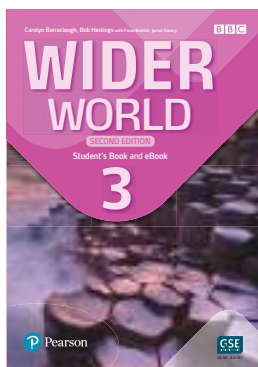
New *BBC Culture* videos showcase a huge diversity of life and culture, expose learners to authentic English, inspire them to develop their language skills, build communicative competence and arouse curiosity in the world outside the classroom. New and expanded project work provides motivating contexts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

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



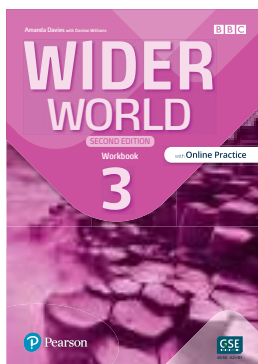
Course Components

For Students



STUDENT'S BOOK

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



WORKBOOK

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



STUDENT'S eBook

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

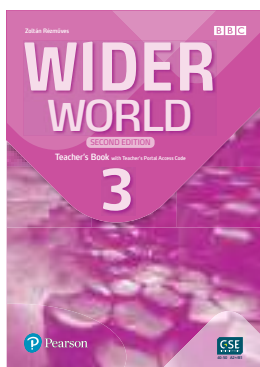
ONLINE PRACTICE

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

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

Course Components

For Teachers



TEACHER'S BOOK

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



PRESENTATION TOOL

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



ONLINE PRACTICE

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



EXTRA PRACTICE ACTIVITIES

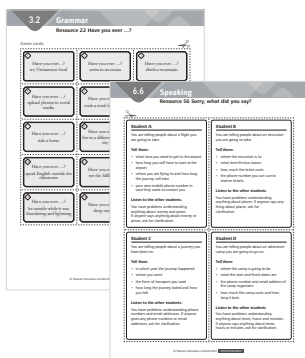
- Extra activities based on BBC Vox Pops, with embedded video
- Extra activities based on video presentations from Grammar and Speaking lessons
- Additional grammar and vocabulary activities
- Remediation activities for grammar
- *Self-Check* activities for each unit
- Use of English activities
- Vocabulary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

TEST GENERATOR

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

GRADEBOOK

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



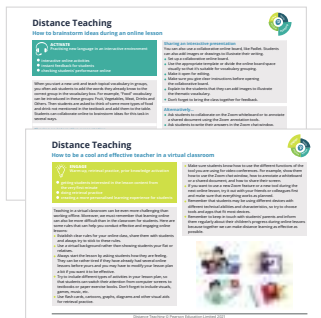
PHOTOCOPIABLE RESOURCES

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



GRAMMAR PRESENTATIONS

- Interactive grammar presentation with practice exercises for each Grammar lesson



ONLINE CLASSROOM

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

ASSESSMENT PACKAGE

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



EXAMS

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

TEACHING WITH WIDER WORLD SECOND EDITION VIDEOS

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



GSE MAPPING BOOKLETS

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

OTHER USEFUL RESOURCES

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

Course Components

Wider World Second Edition Videos

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

GRAMMAR AND SPEAKING VIDEOS



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

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

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

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

BBC VOX POPS



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

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

BBC CULTURE VIDEOS



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

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

GET GRAMMAR! ANIMATIONS



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

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

Key Concepts

The Global Scale of English

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

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

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

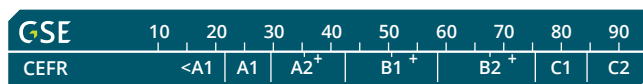
The Global Scale of English helps you to find the right course materials for the exact level and learning goals of your students. The chart on the back of your coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right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

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

GSE TEACHER'S RESOURCES

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

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



Exams

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

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

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

STUDENT'S BOOK

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

WORKBOOK

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

TEACHER'S BOOK

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

EXAM

Exercise 2
International Certificate
Level 2,
Reading,
Section 6,
(open-ended question)

Measuring Progress

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

STUDENT'S BOOK

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

WORKBOOK

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

GRADEBOOK

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

TEACHER'S BOOK

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

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

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

Benchmark

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

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

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

Test your progress with Benchmark Young Learners Levels 3/4

Test your Progress with Benchmark Test A

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

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

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



Assessment for Learning (AfL)

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





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

ASSESSMENT FOR LEARNING IN THE CLASSROOM

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

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

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

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

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

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

Inclusive Classroom

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

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

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

MIXED-ABILITY CLASSES

Mixed ability refers to the differences that exist in a group of learners in terms of each student's competencies, strengths, difficulties, learning preferences and abilities. *Wider World Second Edition* recognizes that all classrooms are mixed-ability, and offers strategies and support for teaching more and less confident students. More confident students may be simply more confident, or they may have high language proficiency levels, strong literacy, or be quicker to understand and apply new information. Less confident students, on the other hand, may be less confident, or they may have difficulties with some areas e.g., grammatical accuracy or reading.

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

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

SPECIAL EDUCATIONAL NEEDS AND NEURODIVERSITY

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

Examples of SEN include:

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

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

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

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

Teacher's Book

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

Workbook

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

On the Portal

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

Future Skills

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

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

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



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

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

Visible Thinking

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

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

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

VTR examples in *Wider World Second Edition*:

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

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

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

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

A Unit of the Student's Book

Clear summary of unit contents in terms of vocabulary and grammar

All lexical items recorded for students to listen and repeat

Vocabulary presented in real-life contexts with engaging visuals

People power

7 Family Maths

It doesn't matter if your family is big or small; some numbers are the same for all of us. For every person on the planet there are 1 people who are their biological parents. That means you have four biological grandparents and 2 great-grandparents.

The diagram shows one person's parents and their parents' parents over 3 generations. You can see that one person has 4 great-grandparents.

It's interesting to think of all their different experiences. How did they meet? Did they all grow up in the same place or did some of them move away?

This diagram doesn't tell the whole story. There might be many brothers and sisters in each family, or even step-parents and half-brothers and half-sisters. Also, you can't see all the aunts, uncles and cousins on this diagram. Most people have many first, second and third cousins. Even if you're in a city with 5 of people, it's possible that you have relations there. So be kind to those loud neighbours of yours – they might be your cousins!

7.1 Vocabulary
Family and friends

1 How many people are there in your family, including all of your relations? How often do you see them?

2 How many people are there in your family, including all of your relations? How often do you see them?

Unit 7 88



Special focus on teaching collocations and vocabulary chunks

Integrated skills practice to help students consolidate new vocabulary

Personalized speaking practice to help students achieve the learning objectives

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

Grammar presented through videos

Recorded versions of all reading texts

Grammar tables to highlight target structures

7.2 Grammar
Second Conditional

VIDEO A DILEMMA

Abe: Yay, a party invite! Oh no!
Bea: Hi, Abe!
Abe: Hya, I can't go to the end-of-term party on Saturday.
Bea: Why not?
Abe: Because if I went to the party, I wouldn't be able to meet my mum at the airport. My dad wouldn't be very happy with me if I did that.
Bea: Oh! That's true. And I think you'd feel bad if you didn't meet her.
Abe: I guess you're right. I do miss her. What would you do if you were me?
Bea: If I were you, I'd try to go to both. What time does your mum arrive?
Abe: She arrives at 9.00. The party starts at 8.00.
Bea: Yeah, it's complicated.
Abe: It's impossible!
Bea: How would your mum react if you told her about the party?
Abe: She'd tell me to go to the party, of course.
Bea: On Saturday...
Dad: The airport, then?
Abe: The airport.
Dad: Are you sure? Mum would understand if you chose to go to that party.
Abe: I know, but I never listen to my parents, remember?

1 Look at the photo of Abe looking at an end-of-term party invitation. How do you think he feels? Why?

2 Watch or listen and check your ideas from Exercise 1. What does Abe decide to do?

3 Study the Grammar box. Find more examples of the Second Conditional in the dialogue.

GRAMMAR Second Conditional
If he **flights** arrived earlier, I'd be able to go to the airport.
What would you do if you were me?

VIDEO WIDER WORLD

1 Watch four people talking about different situations. How do they complete the sentences below?

1 If my friend phoned when I was busy, ...
2 If there was a big wedding in our family, ...
3 If I was late for a family meal, my parents, ...
4 I'd be very worried if ...
5 It would be a nightmare for me if ...

7 Finish the sentences in Exercise 6 to make them true for you. In pairs, compare your ideas.
If my friend phoned when I was busy, I'd probably talk to her. What about you?

Unit 7 90 I can use the Second Conditional to talk about unreal or imaginary situations.

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

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

7.3 Reading and Vocabulary
Making friends

1 Is it important to make new friends? Why/Why not?

2 Read the article quickly and match headings a-e with steps 1-5. Choose the best heading for each step.

3 Read the article again and complete the sentences with 1-3 words in each gap.

1 The article tells us that there are five steps to making a friend.

2 For the first step, you may share information about things you like or ...

3 When you've shared information, it's easier to have ...

4 If both friends often listen and support each other, they have reached step ...

5 A friend who supports your social identity acts like ...

6 If you and your friend are in different places, you can call or ...

4 Study the Vocabulary box. Find the words in the article. Check you understand them.

VOCABULARY Relations
People: best friend, classmate, male, stranger, teammate
Phrases with friends: be friends, have a friend, keep friends, make friends

5 Complete the sentences with words from the Vocabulary box. Listen and check.

1 I've made friends with a few of my ... from volleyball.
2 Sara was nervous about the new school, but it was easy to ...
3 When we moved here, I felt like a ... as nobody knew me.
4 I've got lots of friends, but Ben is my ... because he understands me.
5 Sam changed secondary school, but his new ... are friendly.

Five steps to friendship
If you wanted a new friend, what would you do? It's not as simple as you might think. We usually find friends in the places where we live, study, work or relax. So your classmates and teammates can easily become friends. But how?

1 The first step normally happens when one person shares some information. This could be anything from a comment about a family TV show to food that you can't stand. Or you could tell someone about your likes and dislikes, for example.

2 That's a great start. You aren't strangers, but you aren't best friends yet. Next, we need the other person to reply with similar thoughts about that show or another hobby. From here, it's easier to have more conversations about other things. When two people have talked about their thoughts and opinions, they're starting to make friends.

3 The third step involves being a good friend. To take this step, you need to listen to your friend and help them. Over time, you can share problems and talk about lots of things. You know the other person is always ready to listen and support you. That's a really good friendship.

4 The fourth step is about looking for friends who support your social identity. What does that mean? If dancing or basketball is really important to your life, then you will probably want friends who see you as a good dancer or a basketball player. That's why we choose friends who are like a mirror. They show us a picture of how we want to be.

5 Finally, remember to stay in touch with your friends. A good way to do this is to talk with your friends, or to phone them and send messages when you're not in the same place. It's important to remember that friendship needs work!

6 Work in pairs. What else is important for making and keeping friends?

Unit 7 91 I can understand an article about friendship.

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

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

Manageable texts about contemporary issues to engage students' attention

Vocabulary sets contextualized in the reading text and recorded

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

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

Exam-style listening tasks to prepare students for international exams

7.4 Grammar

Relative clauses

1 What are two things that you always carry with you? Are they your favourite objects?

2 **7.10** Read the quiz questions below (1–10). Match them with Hannah's answers (a–j). Listen and check.

a The guy next door. Ben, is a friend who always listens.
 b We will rock you, which is my dad's favourite, is in my head.
 c The evening is best for me to work.
 d Iceland, where there are loads of volcanoes, is a place I'd love to visit.
 e My uncle Joe is the funniest person I know.
 f Mr Kesting, who was my first teacher, was the most helpful.
 g One thing which I'd rescue is my handheld console.
 h One place where I like to relax is our youth club.
 i A teddy bear, which my grandmother gave me, used to be my favourite.
 j I eat slices any time I feel hungry.

3 Rewrite the sentences using defining relative clauses.

1 Holly has a good friend. She lives next door.
Holly has a good friend who lives next door.
 2 In Cain's house there's a picture. It's 100 years old.
In Cain's house there's a picture which is 100 years old.
 3 This is the camera. My dad uses it on holiday.
This is the camera which my dad uses on holiday.
 4 There's a park. The children play in it.

4 Study the Grammar box. Find more examples of defining and non-defining relative clauses in the quiz and in Hannah's answers in Exercise 2.

GRAMMAR Relative clauses

Defining relative clauses (essential information)
 Ben is a friend **who** always listens.
 One thing **which/that** I'd rescue is my handheld console.
 Our youth club is one place **where** I like to relax.

Non-defining relative clauses (extra information)
 Mr Kesting, **who** was my first teacher, was the most helpful.
 We will rock you, **which** is my dad's favourite, is in my head.
 Iceland, **where** there are loads of volcanoes, is a place I'd love to visit.

WATCH OUT!
 The woman **whom** I met lives next door is my great-aunt. (defining relative clause)
 Mrs Baker, **who** lives next door, is my great-aunt. (non-defining relative clause)

YOUR WORLD
 7 Make one true and one false sentence about your favourite place, music, object or food. Use the relative clauses. In pairs, guess which of your partner's sentences is true and which is false.

Unit 7 92 I can use defining and non-defining relative clauses to describe people, things and places.

7.5 Listening and Vocabulary

A helpful friend

1 Can animals be your friend or part of your family? Why? Why not?

2 Can dogs help people? How? Look at the photos. How can the dogs help the people?

3 Read the questions. What do you think Finn's sister will talk about?

1 What did Finn think of his morning routine?
 a It was boring. b It was sad. c It was stressful.
 2 How old was Finn when he got Nala?
 a a baby b a child c a teenager
 3 What does Nala do to help with Finn's everyday routine?
 a She brings his shoes. b She washes his feet. c She puts his shoes on.
 4 Based on an earlier sister's says, which adjective best describes Nala?
 a busy b funny c clever

4 **7.11** Listen and choose the correct answer in Exercise 3.

5 Read the questions and answers. What does each question ask about? Match the questions with the types of information below.

1 A puppy trainer
 a looks after old dogs.
 b teaches young dogs special skills.
 c finds new homes for unwanted dogs.
 2 When the dogs left, Tilly felt
 a sad. b bored. c happy for them.
 3 Who trained Prince?
 a Tilly on her own. b Tilly's step-mum. c Tilly and her step-mum together.
 4 What is the main thing we learn about assistance dogs from Tilly's account?
 a They often go to different owners.
 b They take a long time to learn things.
 c They can help with a wide range of needs.

6 **7.12** Listen and choose the correct answer in Exercise 5.

7 **7.13** **WORD FRIENDS!** Match the different meanings of get with the verbs below. Listen and check.

Verbs: become bring/bring buy find receive
 The verb get can have several meanings:
 1 get a pet = _____
 2 get a job = _____
 3 get home = _____
 4 get a letters phone call an email = _____
 5 get a hot drink (for someone) = _____
 6 get better/worse/get dressed/get older/get ready/get bored/excited/upset = _____

8 Choose the correct option.

1 My brother wants to get a job / ready in the police force.
 2 I've just got dressed / a text from my grant!
 3 Shall I get a glass of water / better for you?
 4 The train was late so we didn't get home / a pet until midnight.

VIDEO **WIDER WORLD**
 9 **36** Watch Corinne talking about a situation. What was her pet? How did Corinne feel? Why?
 10 In pairs, tell your partner about one of these situations. Describe how you felt and why.
 • a time when you got a pet
 • a time when you got the results of an important exam
 • a time when you got an important letter/email/phone call

can understand a conversation about helping people in need. 93 Unit 7

Collocations contextualized in the listening texts

Text-based grammar presentations

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

Variety of authentic listening texts to develop and improve listening skills

Everyday expressions pulled out of the presentations

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

Real-life dialogues to provide natural and memorable language models

Functional language presented through videos

Audio versions of the dialogues

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

7.6 Speaking

Identifying people in a group

VIDEO **7.11** **WHO'S THAT GIRL ON THE RIGHT?**

Erin: What a day! Oh hey, Grandad. What are you up to?
 Grandad: I'm watching this programme about music in the 1970s.
 Erin: Oh, right. Well, that's er... interesting.
 Grandad: I used to go to lots of live performances like this when I was young.
 Erin: No way! Really?
 Grandad: Hey! That's me!
 Erin: Where? Which guy do you mean?
 Grandad: The good-looking one, right there. Pause the programme.
 Erin: I can't recognise you. Let's rewind.
 Grandad: I'm the one on the left, in the flowery shirt.
 Erin: This one?
 Grandad: No, rewind it some more. There's the guy with the brown hair.
 Erin: Look at your clothes. They're so funny!
 Grandad: Oh, and that's my friend, Harry, in the background. The tall one with curly hair.
 Erin: And who's this girl on the right? Is that Grandad?
 Grandad: Yes, it is. She was my girlfriend then.
 Erin: Wow! How romantic!
 Grandad: Yes, she was a lovely girl. We got married soon after that.

SOUND GOOD! What are you up to? How romantic!

1 Describe the man in the photo. What is he doing?
 2 **7.14** Watch or listen and answer the questions.
 1 Why is Erin's grandad surprised?
 2 How does Erin help her grandad?
 3 Which three people do they see on TV?

3 **7.15** **SET FOR LIFE!**
 How can you show interest during a conversation? Discuss in pairs. Use these ideas and add your own tips.
 • ask right questions
 • obey the person's body language
 • don't interrupt when someone is talking

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

SPEAKING Identifying people in a group

Talking about people in a group
 He's/She's standing/sitting/talking to/playing with...
 He's/She's wearing...
 He's/She's in front of/between/to the left of...
 He's/She's on the left/right in the middle.
 He's/She's at the front/back the foreground/in the background.

Asking
 Who's this/that boy/girl on the left/right who is wearing...?
 Which one is/are...?
 Explaining
 The one with/who is...
 The tall/good-looking one.

YOUR WORLD
 6 In pairs, take it in turns to ask and answer questions about someone in the photo on page 89. Use phrases from the Speaking box. Describe the people and talk about their personality. Use the ideas below to help you.
 seems calm / has a great sense of humour / is confident/shy/helpful
 He's/She's the kind of person who...

5 Work in pairs. Student A, go to page 137. Student B, go to page 143.

Unit 7 94 I can explain who I am talking about.

7.7 Writing

A short story

1 What makes a friend a true friend?

2 Read the text. What do we find out about each friend in Flavia's story? Who are your real friends?

Last week I learned an interesting lesson about true friends. I was feeling stressed about my Science homework. I didn't understand it and I needed someone to explain it. First, I asked my best friend Sienna to help. 'I'd explain it if I was free, but I'm quite busy.' Sienna and I got on well, and she's good at Science, so I was disappointed. Next, I went to another friend who is also my neighbour. 'I understood the homework,' I'd help you,' said Harry, 'but it's too difficult. Then I felt really stressed! Just then a new classmate heard us. Lara is popular, but we don't speak often because she's quite loud and I'm a bit shy. I was surprised by her next words. 'I can help,' she offered. Lara explained the Science homework to me carefully. Afterwards, we sat and chatted. We discovered we have a lot in common and the same sense of humour. It's been a great way to make a new friend!

3 Read Flavia's story again. Match the descriptions (1–5) with the events from the story (a–e).

1 the setting 2 the main event – the climax
 3 the first event 4 the solution or outcome Science
 5 the second event

a Flavia's neighbour can't help her.
 b Lara and Flavia become friends.
 c Flavia's friend who is good at Science can't help her.
 d Flavia has a problem.
 e Flavia has a surprise offer of help.

4 Study the Writing box. Find examples of the phrases in Flavia's story.

WRITING A short story

Starting your story and setting the scene
 Last week I learned an interesting lesson about true friends.
 I have you ever had a really unusual day?

Introduce your characters
 My friend Sienna... A new classmate...
 I'd explain it if I was free, but I'm quite busy.
 I'm sorry I can't help,' said Harry.

Main event – the climax (e.g. a surprise)
 You'll never guess what happened next... Then I had a real surprise.

End your story
 It's well that ends well. I never want to do that again!

5 Study the Language box. Write a few sentences about something strange/hurprising that happened to you last week. Use the sequencers from the box.

LANGUAGE Sequencers

We use sequencers to show the order of events in a story.
 First...
 Next...
 Just then...
 Afterwards...
 I had a busy week. First, ...

WRITING TIME

6 Write a story with the title *A friend in need*. It can be true or fictional.

Find ideas
 Make notes about:
 • the scene, the characters and the events.
 • examples of direct speech.
 • the ending.

Plan
 Organise your ideas into paragraphs. Use Flavia's story to help you.

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

Check
 • Check language: did you use sequencers correctly?
 • Check grammar: did you mostly use the Past Simple and some conditionals? Did you use relative clauses correctly?

I can write a short story. 95 Unit 7

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

A Unit of the Student's Book

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

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

Vocabulary Activator

WORDLIST 40 7.15

Word families (7.14)
 great-grandfather (n)
 great-grandmother (n)
 great-grandparent (n)
 half-brother (n)
 half-sister (n)
 stepbrother (n)
 stepdaughter (n)
 stepfather (n)
 stepmother (n)
 stepmother (n)
 stepmother (n)
 stepmother (n)
 stepmother (n)
 stepmother (n)

Phrasal verbs
 deal with (3, 6 program) (v)
 get along with (v)
 get together (v)
 go out (with) (v)
 grow up (v)
 hang out with (v)
 move away (v)

Word friends (6.10)
 get to know someone
 have an argument
 have something in common
 have the same sense of humour
 see each other after school

share an interest in something
 spend time with someone

Relations
Opposite
 best friend (n)
 classmate (n)
 cousin (n)
 mate (n)
 stranger (n)
 teammate (n)
 twins (n)

Adjectives with friends
 be friends
 have a friend
 keep friends
 make friends

Word friends
 (verbs with get)
 get a hot drink (for someone)
 get a job
 get a letter/a phone call/an email
 get a pet
 get better/worse
 get bored/interested/upset
 get dressed
 get home
 get (side)
 get ready
 neighbour (n)
 nightmare (n)

Extra words
 arrive (v)
 aunt (n)
 biological (adj)
 character (n)
 complicated (adj)
 cousin (n)
 dilemma (n)
 diagnose (v)
 disappointed (adj)
 end-of-term party (n)
 family meal (n)
 fetch (v)
 fight (n)
 friendly (adj)
 friendship (n)
 hand-held console (n)
 home town (n)
 invitation (n)
 likes and dislikes
 long-lost (adj)
 loud (adj)
 marriage (n)
 miss somebody (v)
 neighbour (n)
 nightmare (n)

opinion (n)
 parent (n)
 positive (adj)
 recognise (v)
 related by blood
 relation (n)
 relative (n)
 reply (v)
 rescue (v)
 researcher (n)
 reward (n)
 shared (adj)
 similar (adj)
 social identity (n)
 step (n)
 tell the whole story
 thought (v)
 uncle (n)
 volunteer (n)
 wedding (n)

1 Complete the sentences with words from the wordlist. Then, in pairs, say if the sentences are true for you.
 1 I want to get to know my classmate better.
 2 I _____ a lot of interests in common with my parents.
 3 I like to spend time _____ other people.
 4 I _____ upset when people forget my birthday.
 5 I prefer to keep old friends than to _____ new ones.
 6 My family _____ together every weekend.
 7 I sometimes _____ arguments with classmates when they want different things.

2 Choose three phrases with get from the wordlist. Then, in pairs, share your phrases and make a short story with them.

3 Choose the correct option.
 1 No, I don't know that man. He's a complete *mate* / *stranger* to me.
 2 He doesn't live with his parents anymore - he moved *away* / *over* last year.
 3 She always gets his places - they have the *common* / *same* sense of humour.
 4 My grandmother grew *up* / *off* in this village.
 5 We need to talk about how to *deal off* / *with* this problem.

4 Complete the sentences with words from the wordlist. Then write a similar sentence. In pairs, complete each other's sentences.
 1 The opposite of 'friend' is 'stranger'.
 2 A sister who has one parent different from you is your _____.
 3 Someone who is on the same side as you in a game of football is your _____.
 4 My grandmother's dad is _____.
 5 When a man marries a woman who has a son, the boy is the man's _____.

5 40 16 (GRAMMAR) Listen to what happens when we say words together in speech.
 1 get together 3 grow up
 2 go out with 4 share an interest in someone 5 get dressed

6 40 17 (PRONUNCIATION) Listen again and repeat. Then, in pairs, practise saying the phrases.

Revision

Vocabulary

1 Match phrases 1-6 with phrases a-f with a similar meaning.
 1 I get dressed
 2 move away
 3 grow up
 4 go out with
 5 get along with
 6 hang out with

a communicate and spend time well together
 b visit a far place with friends
 c spend time together
 d go to live in a different place
 e put your clothes on
 f go from child to adult

2 Complete the text with the words below.
 common *great-grandfather* *humour* *interest*
stepdaughter *stranger* *time*

We had a big family meal at my house last weekend. My mum's grandfather was there - my *great-grandfather*. He was with a girl about my age. He said, 'This is my son's _____ from his second wife. Have you met her? Her name's Lara. I said no. She was a _____ to me. But we started talking and found that we had a lot in _____. We also shared a(n) _____ in comedy films, and we had the same sense of _____. I spent a long _____ talking, which was fun.

3 Write the correct word for each definition.
 1 A brother you share one parent with. *half-brother*
 2 Someone who is in the same team as you. *teammate*
 3 An informal word for 'friend'. *mate*
 4 When you solve a problem, you _____ with it.
 5 A person you share lessons with. *classmate*
 6 When you spend time with a friend, you _____ with him/her.

Grammar

4 Complete the Second Conditional questions with the correct form of the verbs in brackets. Then, in pairs, ask and answer the questions.
 1 If your computer *stopped* (stop) working, how _____ (you/deal) with the problem?
 2 If your parents _____ (want) to get a new family pet, what animal _____ (you/choose)?
 3 If a new student _____ (join) the class, how _____ (you/make) him or her feel welcome?
 4 How _____ (you/help) a grandparent to get started if he or she _____ (want) to use social media for the first time?
 5 What _____ (you/do) if a dog _____ (try) to follow you home?

5 Complete the sentences with relative pronouns.
 1 My favourite school subject, *which* is on Friday morning, is Art.
 2 It's good to have a friend _____ can stay positive in difficult situations.
 3 A place _____ I sometimes do my homework is on the sofa.
 4 I came first in a singing competition, _____ was a surprise for everyone.
 5 We have to find a TV show _____ everyone wants to watch.
 6 My great-grandfather, _____ is ninety-five years old, always beats me at chess.

6 Choose the correct relative pronoun. Then complete the sentences to make them true for you. In pairs, compare your sentences.
 1 I like shops *where* / *who* _____.
 2 I like playing games *which* / *who* _____.
 3 A good friend is a person *where* / *who* _____.
 4 A place *which* / *where* I like to hang out with friends _____.
 5 The thing *that* / *where* helps me study best is _____.
 6 I enjoy family meals *who* / *which* _____.

Speaking

7 In pairs, imagine you are looking at a family photo. Student A, go to page 137. Student B, go to page 143. Follow the instructions for Student A's 'family photo'. Then swap roles. Student A: Talk about one person in the photo and say what they are doing. Student B: Comment on that person. Then ask about another person in the photo. Student A: Answer Student B's question. Then talk about and comment on another person.

Dictation

8 40 18 Listen. Then listen again and write down what you hear.

Dictation activities to help students focus on word order and spelling

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


Culture topics linked to unit themes introduced in reading texts

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

Glossary of the most difficult words in the texts

BBC CULTURE

From generation to generation



Lessons from Grandad

Have you ever thought about what you get and learn from your elders' safe food, for example. Where does your food really come from? For example, think about modern milk production. Milk goes from a farm to a milk factory, where it is processed and put in milk bottles or cartons. Then someone buys it for you from a supermarket or a local shop. That's a lot of steps!

Mark Holland, from Surrey, didn't like the large number of steps involved in producing food. 'It seemed that the food was not as fresh as we thought. So, I decided to go to a farmer's market one day. My grandfather sells food from his farm there. The food is a little more expensive, but it's organic. This means it is more nutritious and there are no added chemicals in the food. It is much more delicious too. I spend a lot of time on my grandfather's farm. He shows me traditional methods of farming and cooking. Next year I want to study farming. I think with my grandfather's help and my studies, I can become a very successful farmer.'

Sarah became interested in organic food a few years ago. She enjoys hanging out with Grandad. 'One year he taught me how to make a vegetable salad. All the vegetables were from his garden. The salad was delicious - very different from the ones from supermarkets. This made me think about where our food comes from and how fresh it is. Now I'm a teenager I still visit Grandad and he teaches me so many things about food, like how to cook it and where it comes from. When I finish school, I want to become a chef and cook with food straight from my own market garden.'

nutritious (adj) healthy and good for you to eat
organic (adj) (of food) that has no added chemicals

1 (VISIBLE THINKING) In pairs, follow these steps.

CONCEPT

- Look at the photo. What is the boy learning from his grandad?
- Where do you get your food from? How fresh is it?
- Is there a problem with food that comes from supermarkets?
- Can farmer's markets be a better choice than supermarkets?

CHANGE

Do you think you will choose to buy only organic food?

2 40 15 Read the article. Do you think people like Mark and Sarah can change how we buy food in the future?

3 Read the article again and mark the sentences true (T) or false (F).

- Food in supermarkets usually comes straight from a farm.
- Mark's grandfather sells his produce at a farmer's market.
- Organic food is usually a little cheaper.
- Mark gets to know traditional methods of farming.
- Sarah learns about where food comes from with her grandfather.
- Sarah wants to cook with her own fresh food in the future.

4 In pairs, discuss the questions.

- Where do people in your country buy fresh food?
- Do you think modern and traditional methods can work together to produce healthy food?

5 38 Look at the photo. What do you think the woman is teaching her granddaughter? Do you think they get on well? Watch Part 1 of the video and check your ideas.

6 38 Watch Part 1 of the video again and complete the sentences with the words below.
 collect food generations hard life sea

- The _____ freezes for half of the year in the Arctic.
- Minnie doesn't think it is a _____ in her village.
- Eva learns how to _____ from her grandmother.
- The women in Minnie's family have collected food for _____.

7 In pairs, discuss the questions.

- Do you think you would find life in this village good? Why/Why not?
- Do you think the methods they use to find food are easy or difficult? Why?

8 39 Watch Part 2 of the video and tick (✓) the correct sentences.

- They make sure there is no sea water in the sea cave.
- They find more than half an hour to work.
- They find the food they are looking for.
- When they hear the sea, they leave quickly.
- The sea closes the ice hole.
- Eva learns a traditional skill the can use.

9 In pairs or groups, discuss the questions.

- What problems do you think the people in this village have?
- How do you think the older generation help in this village?
- What skills can older people teach us?

PROJECT TIME

10 In groups of three, prepare a presentation about how people in remote places collect food. Follow these steps.

- In groups, choose a remote place to focus on. Decide who can find the answers to these questions.
 - Where is the place and what is it like?
 - How do they find food? Is it a dangerous/traditional method?
 - How do younger generations learn about traditional methods of collecting food?
- Individually, create your part of the presentation.
 - Find information and photos for your slides.
 - For each slide, write a short text and add the photos.
- In your group, create your presentation.
 - Put all the slides together and think of a title for your presentation.
 - Check and edit your presentation.
 - Practise giving the presentation as a group.
- Share your presentation with the class.
 - Answer other students' questions.
 - Listen to the other presentations. Ask questions.

BBC documentaries providing fascinating real-world information

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

14

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 career

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

Practical tasks to help students develop specific skills

SET FOR LIFE

Stay positive and carry on

My phone was new a week ago! Aaarrgh!

Whaaa? Who took my wheels?

TICKETS SOLD OUT!

My favourite band are in town, but I can't get a ticket.

This is what I got for dinner after football practice finished late!

4) 2.21 Listen to the next part of Sam and Jess's conversation and answer the questions. How does Sam decide to:

- get his bike home?
- get to school in the morning?
- try to get money for new wheels?
- protect his bike in the future?

4) 2.21 Study the Useful Phrases box. Then listen again and tick (✓) the expressions you hear in Sam and Jess's conversation.

7 What do you think? Which attitudes from Exercise 4 help people to keep calm when bad things happen? Do you have any other advice for keeping calm? It's a good idea to focus on things that you can do to improve the situation.

8 In pairs, discuss the situations. Think about how you feel at first. Then say what you can do to keep calm.

- Your family's car breaks down the day before you go on holiday. You have to stay at home until the car is fixed.
- You love your dog, but he's very naughty. He tries to eat your expensive new trainers and destroys them.
- You are in a cafe. Someone near you falls over and their orange juice goes all over you.

9 Read the Useful Tips. Do you usually do what the tips suggest? Which tip is the most useful? Why?

SET FOR LIFE

10 In pairs, role play a situation where something bad happens and you manage to keep calm. Follow these steps.

- Choose a situation from Exercise 1 or 8.
- Write the dialogue. Use expressions from the Useful Phrases box. Student A: Describe the bad situation. (You feel sad or stressed about it.) Student B: Encourage your friend to keep calm. Student A: Give a positive solution. Remember to stay calm and manage your emotions.
- Practice your dialogue. Remember to use your body and voice to show how you feel.
- Present your dialogue to the class or record it on your phone.

USEFUL TIPS

When something bad happens, we often feel stressed or sad. It's important to keep calm and control negative feelings.

- Breathe slowly.
- Don't focus on your mistakes or bad luck.
- Focus on things that you can do to improve the situation.
- Don't think about bad things that aren't likely to happen.
- Remember that friends often give good advice.

USEFUL PHRASES

Finding something good in a bad situation

- It isn't the end of the world.
- At least ...
- It's lucky that ...

Being a friend to someone in a bad situation

- Bad luck! What are you going to do?
- Can you ...?

Finding solutions

- I guess I can ...
- Maybe I can ...
- Perhaps the best thing is to ...

Units 1-2 34 I can keep calm when something bad happens. 35 Units 1-2

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

1 Choose the correct option.

- Eat more fresh fruit. It's really good ____ you.
 - a to b for c at
- The weather is ____ boiling! Let's go for a swim.
 - a absolutely b quite c very
- You need to ____ a new password to keep your computer and social media safe.
 - a do b change c set
- Temperatures are often ____ in the mountains, so take warm clothing when you go there.
 - a down b small c low
- North Portugal has a ____ climate most of the year - it doesn't get too hot or cold.
 - a weak b mild c medium
- In our family we enjoy driving around the countryside ____ the weekend.
 - a at b in c to

2 Complete the text with one word in each gap.

One sunny day last year I ____ a normal school day. We went outside the classroom for our Science lesson. The teacher took us to a local park full ____ trees and flowers. Use your eyes to look ____ unusual animals or plants and tell us what you find! And listen ____ the sounds of nature, she said. While I ____ looking at an interesting flower, a bird started singing a beautiful song. The teacher told me the bird was called a blackcap. Now the teacher ____ decided to have more 'nature walks'. We're going to go in spring, summer and autumn three ____ a year. That's great!

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

- This is the first time I have ever played hockey. NEVER I've never played hockey before.
- I don't eat a lot of food between meals. AVOID I ____ a lot of food between meals.
- We've been here since 9.15 and it is now 9.45. THIRTY We've been here ____ minutes.
- It was lunchtime for the students when they heard the fire alarm. HAVING The students ____ lunch when they heard the fire alarm.
- Nobody knew what to do when we saw a lost dog. KNOW We ____ what to do when we saw a lost dog.
- Peter sent you an email a few seconds ago. JUST Peter ____ you an email.

Speaking

4 Match statements and questions 1-5 with responses a-d. There is one extra response.

- I'm sorry I lost your pen.
- Are you ready to order?
- Why don't we phone and ask for help?
- I have a problem with my computer.
- Why did you do that?

- That's a good idea.
- Shall I help you?
- I didn't mean to. I'm sorry. You're welcome.
- Yes, I'll have a beef burger and chips please.
- Never mind.

5 In pairs, do the speaking task. Go to page 142.

Listening

6 What kind of lunch do you normally eat on school days? How would you change it? Discuss in pairs.

7 PC1-3.1 Listen to five students talking about lunchtime at their school. Match each speaker with what he/she says. There are two extra statements.

- All
- Sorry
- Tom
- Ian
- Barbara
- sometimes eats meat for lunch.
- likes to eat outside.
- always eats lunch prepared by his/her parents.
- sometimes has simple snacks for lunch.
- gives some of his/her food to other students.
- has already read the menu before lunch.
- doesn't think it's important to eat healthily.

Reading

8 PC1-3.2 Read the article and choose the correct answer.

Enjoying the outdoors: to teach or not to teach?

We talked to three young people who visit the outdoors to find out what they do with their phones.

Carl

Do I take my phone and tablet? Of course I do! I don't believe that looking at screens is very bad, you can still enjoy nature. As well as looking at birds and flowers, I like doing exciting things. For example, on my last trip we built our own shelter and slept in it. I think friends and family like to see things like this too, so I take photos. I upload some of them and update my story so that people who follow me can see them.

Aron

I quite often go on camping trips with a group of friends who also enjoy the feeling of adventure. Adventure means leaving civilisation behind, including your phone! But enjoying the outdoors is about being safe too. So every time we go on a trip, one of us has to take their phone with a power bank. That way, if we need to phone family about something important, we can. They can message us too if they need to.

Ben

For us, the answer is simple: we switch on our phones when they're helpful. At other times we don't because we might look at the screen and miss seeing a wild animal. Last year we went for an interesting walk through the mountains. We thought we could remember how to get back to our campsite. We were wrong! But we had our phones and they helped us get there.

9 What does Carl say about taking a phone on outdoor trips?

- It's fine if you don't look at the screen very often.
- It doesn't stop you enjoying nature.
- It can help with camping tasks like building shelters.

10 Why does Carl like to upload photos on social media?

- She wants her friends to see some of the things she enjoyed doing.
- She wants more people to follow her on social media.
- She wants to remember how to do outdoor activities in the future.

3 Why do Aron and his friends take a phone with them on their trips?

- One of Aron's friends does not like to be without his phone.
- Their families want to connect with them on social media.
- They can call someone if they need help.

4 What does Ben say about using phones on outdoor trips?

- Phones can help them to see wildlife.
- They use phones only when they need them.
- They leave their phones at the place where they sleep.

5 What problem did a phone help with on one of Ben's trips?

- They got lost on their way back to their camp.
- They couldn't find an interesting walk to go on.
- They didn't know the name of an animal they saw.

6 Read the article again and answer the questions. Use 1-3 words.

- Where did Carl sleep on his last trip?
- What other object do Aron and his friends take on their trips, with their phone?
- How can the families of Aron and his friends contact them?
- What would Ben and his friends not like to lose the chance of seeing?

Writing

10 Which of these outdoor activities sound interesting? Which one(s) have you tried?

- watching the sunset in the early evening
- cooking on an outdoor fire
- sleeping outside
- looking for interesting wildlife
- walking in the mountains or a forest
- making your own shelter

11 Write an email to a friend about a holiday when you visited some beautiful places in nature. Include information about:

- what the place was.
- what the weather was like.
- what you did there.
- what you ate there.

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Use of English tasks to revise vocabulary and grammar in context

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

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Welcome to New Park

0



VOCABULARY

Activities and interests | Home and furniture | Jobs | Everyday activities | Clothes and accessories | Countries and languages

GRAMMAR

There is/are with some/any | Possessive adjectives and possessive 's | Present Simple with adverbs of frequency | Present Continuous | Was/were, there was/were | Past Simple: regular verbs

This is Abe. His name's Abel Kerr, but his friends and family call him Abe. He's fifteen and he's from the USA. But now his new home is in the UK. His dad's name is Will and he is British. He's a scientist and he's got a new job in London. Abe's mum is American. She's a dentist. She hasn't got a job in the UK, so she's staying in the USA at the moment.

Abe's new house in the UK is nice, but it's a bit small. There are three bedrooms and there's a small garden too.

Abe's favourite hobby is photography. He's got a blog with lots of his photos. He likes reading, watching movies and making videos too.

He hasn't got any brothers or sisters, but he's got a British cousin. Her name's Bea. Bea's mum is Abe's aunt. She's his dad's sister. They all get on very well.

Exercise 1

- 1 Abel Kerr, but his friends and family call him Abe
- 2 the USA
- 3 in the UK/in England/in London
- 4 photography

Exercise 2

- 1 His mum is a dentist. His dad is a scientist.
- 2 His dad has got a job in the UK.
- 5 Abe's got a cousin called Bea. He hasn't got any brothers or sisters.

Exercise 3

- 2 I'm from the USA.
- 3 It's nice, but it's a bit small. There are three bedrooms and a small garden.
- 4 No, I haven't.

Exercise 5

Possible answers: playing football, playing the guitar, swimming, watching TV

0.1 Introducing Abe

Activities and interests | Home and furniture | *There is/are with some/any* | Possessive adjectives and possessive 's

- 1 0.1 Watch or listen and answer the questions.

- 1 What's the boy's name?
- 2 Where is he from?
- 3 Where is his new home?
- 4 What's his favourite hobby?

- 2 In pairs, read the text about Abe again and mark the sentences T (true) or F (false). Correct the false sentences.

- 1 F Abe's dad is a dentist.
- 2 F Abe's mum has got a job in the UK.
- 3 T Abe's new home isn't very big.
- 4 T Abe's interested in films.
- 5 F Abe's got a sister called Bea.
- 6 T Abe's dad and Bea's mum are brother and sister.

- 3 Write Abe's answers to the questions.

- 1 What's your name? *My name's Abe.*
- 2 Where are you from?
- 3 What's your house like?
- 4 Have you got any brothers or sisters?

- 4 In pairs, ask and answer the questions in Exercise 3 about you.

- 5 0.2 **I KNOW!** Study Vocabulary box A. In pairs, add as many words as you can to the box.

VOCABULARY A Activities and interests

going to the cinema listening to music
playing computer games reading books taking photos

- 6 Study the Speaking box. In pairs, talk about what you and the people in your family like/don't like.

I love reading comic books, but my sister doesn't like reading.

SPEAKING Likes and dislikes

I like/love ...	He likes/loves ...
I don't like ...	She doesn't like ...
I don't mind ...	He doesn't mind ...
I can't stand ...	She can't stand ...

Unit 0 6

For the teacher

- Teaching notes, page 156

On the Portal

- Vocabulary Memory Game

For the student

- Workbook, page 2

On the Portal

- Workbook: Lesson 0.1

7 **0.3 I KNOW!** Study Vocabulary box B. In pairs, add as many words as you can to the box.

VOCABULARY B Home and furniture

bath bathroom bed bedroom ceiling cupboard dining room floor garage garden kitchen mirror roof shower wall window

8 Find the words from Vocabulary box B in the messages.

Abe



Your photo of your house in the USA on your blog is amazing. How many rooms are there? Bea

There are four bedrooms and three bathrooms. There's a big dining room, but we usually eat in the kitchen. Abe

What's your bedroom like? Bea

It's nice. I like bright, comfortable rooms. Abe

Yes, me too! Bea

I've got my own bathroom. Abe

Really? That's fantastic! I can't stand waiting to use the bathroom in my house. Is there a bath in your bathroom? Bea

No, there isn't, but there's a shower. I don't mind having a bath, but I prefer showers. Abe

Yes, me too! Bea

There are trees outside my bedroom window so my room never gets hot in the summer. Abe

That's cool! Do you like your new house in the UK? Bea

Yeah, it's nice but ... Abe

But what? Bea

There isn't a wood nearby and I love walking or cycling there. Abe

Yes, me too. Bea

9 Study Grammar box A. Look at the dialogue and the photo in Exercise 8 and complete the sentences below with *there is/are* or *there isn't/aren't*.

GRAMMAR A There is/are with some/any

	Singular	Plural
+	There's a bed.	There are some books.
-	There isn't a desk.	There aren't any mirrors.
?	Is there a table?	Are there any chairs?

- 1 *There are* four bedrooms.
- 2 *There is* a big dining room.
- 3 *There isn't* a bath in Abe's bathroom.
- 4 *There are* some trees next to the house.
- 5 *There aren't* any chairs in front of the house.

10 In pairs, make more sentences about Abe's house in the USA using *there is/are* and the prepositions below.

between in near next to on
opposite under

11 Study Grammar box B. Complete the sentences below with possessive adjectives or the possessive 's.

GRAMMAR B Possessive adjectives and possessive 's

's = singular	Bea's mother is my dad's sister.
s' = plural	My friends' homes are near my house.
Possessive adjectives	my/your/his/her/its/our/their bedroom

- 1 A: Whose photo is it?
B: It's Abe's photo.
- 2 A: Is Abe Bea's brother?
B: No, he's her cousin.
- 3 A: Is that Abe's room?
B: No. It's his dad's room.
- 4 A: Is that your house?
B: No, it's not mine.
It's my friend's house.

Exercise 7

Possible answers: carpet, chair, desk, sofa, table, wardrobe

Exercise 10

Possible answers: There are some flowers in the garden.

There are big windows in the house.

There is a garage under the roof.

There is a bed in the bedroom.

There is a pillow/cushion on the bed.

There is a wood near the house.

There is a tree opposite the house.

There is a garden next to the house.

YOUR WORLD

12 Write sentences about your home. Use *there is/are* and the prepositions in Exercise 10.

Exercise 1

- 1 Barker
- 2 Drama teacher, scientist, journalist
- 3 breakfast
- 4 the park

Exercise 3

- 2 She likes gardening.
- 3 No, I don't. I usually get up late.
- 4 I spend a lot of time with my cousin and my friends.
- 5 I chat to/with her every day.
- 6 I do sport, I walk in the park with my mum, and I write a nature blog.

Exercise 5

- 2 are often
- 3 never gets up
- 4 Do you live
- 5 doesn't see
- 6 always writes

Exercise 6

Possible answers:
doctor, journalist,
shop assistant,
teacher

Exercise 8

Phrases in the text: Bea always gets up early; she usually gets up late and has a big breakfast
More everyday activities: clean your teeth, get ready (for school), go to bed, go to sleep, make breakfast/lunch/dinner, prepare your bag, wake up, watch TV

This is Bea. Her name's Bea Barker and she's fifteen. Penny is her mum. She's a Drama teacher and she works in a college. Bea's mum is funny and kind, and she likes gardening.

On school days Bea always gets up early. She doesn't usually eat much for breakfast, but at weekends she usually gets up late and has a big breakfast.

She spends a lot of time with her friends: cousin Abe, Carla and Eren.

Carla is Bea's best friend. Bea never feels sad when she talks to Carla. She chats to her almost every day.

In her free time Bea does sport. She enjoys walking in the park with her mum and she writes a nature blog. She wants to be a scientist or a journalist.



1 **0.4** Watch or listen and find these things in the text.

- 1 a surname
- 2 three jobs
- 3 a meal
- 4 a place you can go to in your free time

2 Study the Grammar box. Find examples of the Present Simple in the text.

GRAMMAR Present Simple with adverbs of frequency

+	-
I live in a small town. She works in a school.	I don't live in a big city. She doesn't teach Maths.
?	

Do you **read** a lot? Yes, I **do**./No, I **don't**.
Does she **get up** early? Yes, she **does**./No, she **doesn't**.

Always, usually, often, sometimes and never go before most verbs but after the verb to be.

I **usually** get up early. I'm **never** late for school.

3 Choose the correct option. Then write Bea's answers to the questions.

- 1 What **do** / **does** your mum do?
She's a Drama teacher – she works in a college.
- 2 How **do** / **does** your mum spend her free time?
- 3 **Do** / **Does** you get up early at weekends?
- 4 Who **do** / **does** you like spending time with?
- 5 How often **do** / **does** you chat with your best friend?
- 6 What **do** / **does** you do in your free time?

4 In pairs, ask and answer the questions in Exercise 3.

5 Complete the sentences with the Present Simple form of the verbs in brackets.

- 1 We **don't go** (not go) to school on Saturdays.
- 2 Bea and Carla _____ (often/be) together.
- 3 Bea's mum _____ (never/get up) after 8 a.m.
- 4 _____ (you/live) in a big house?
- 5 Bea _____ (not see) Eren every day.
- 6 Bea _____ (always/write) her blog in her room.

6 **0.5** Study the Vocabulary box. In pairs, add as many words as you can to the box.

VOCABULARY Jobs

chef farmer hairdresser mechanic nurse scientist

7 In pairs, describe a job from the Vocabulary box. Your partner has to guess what job it is.

A: *This person works in a hospital with doctors.*

B: *A nurse.*

8 **0.6** **WORD FRIENDS** Find examples of the phrases below in the text in Exercise 1. Can you add more everyday activities?

chat to/meet/see/spend time with friends do homework
get dressed get home get up early/late go out
go to school have a shower have breakfast/lunch/dinner

9 In pairs, describe a school day. Use the phrases in Exercise 8 to help you.

I always wake up at six o'clock.

**YOUR
WORLD**

10 In pairs, describe the people in your house. What do they do? What's their routine?

For the teacher

- Teaching notes, page 156

**For the student**

- Workbook, page 3

On the Portal

- Workbook: Lesson 0.2



This is Eren King. He lives near his new best friend, Abe. And this is Eren's granddad, Frank. **He's staying** with Eren and his family at the moment. They get on really well. Eren loves his other grandparents too, but they live in Turkey, so he doesn't see them often.

Eren's granddad has got a great sense of style! **They're both wearing** similar colours today. **Granddad's wearing** his favourite bright shirt and grey jumper. **Eren's wearing** his favourite hoodie and his dad's watch. At the moment, **Granddad's feeling** relaxed because he's watching TV.

Tennis is one of Eren's favourite sports. **He is planning** to enter a tennis competition soon, so **he's practising** nearly every day at the moment. He's a bit nervous about it. He really wants to win!

**Exercise 4**

Possible answers:
boots, coat,
dress, jeans,
shirt, shoes,
shorts, sweater,
top, tracksuit,
trainers, trousers,
T-shirt

1 Look at the photo. Do you think these two people get on well? Why?/Why not?

2 **0.7** Watch or listen and mark the sentences T (true) or F (false).

- F** The man in the photo is Eren's father.
- T** Both people in the photo are wearing their favourite clothes.
- F** The watch belongs to Eren.
- T** Eren doesn't live in Turkey.
- F** Eren is planning to play more online games.
- T** Eren often plays tennis.

3 **0.8** Study the Vocabulary box. Which clothes and accessories from the box can you see in the photo?

VOCABULARY Clothes and accessories

baseball cap earrings **hoodie** jacket **jumper**
school uniform **watch**

4 **I KNOW!** In pairs, add as many words as you can to the Vocabulary box.

5 Study the Grammar box. Find examples of the Present Continuous in the text.

GRAMMAR Present Continuous

+	-
I'm wearing a watch.	I'm not wearing a cap.
He's watching TV.	He isn't watching a film.
They're staying with us.	They aren't staying in the UK.
?	
Are you feeling relaxed?	Yes, I am ./No, I'm not .
Is she wearing a skirt?	Yes, she is ./No, she isn't .

6 Order the words to make questions. Then answer the questions about you.

- you / are / sleeping / ?
- are / wearing / trainers / you / ?
- the students / are / working hard / ?
- sending / text messages / your friend / is / ?

7 Study the Speaking box. In pairs, add as many words to describe feelings as you can to the box.

SPEAKING Talking about feelings

How do you feel?

I'm annoyed/bored/excited/frightened/nervous/relaxed/tired.

8 **0.9** Listen to a dialogue and answer the questions.

- How does Max feel about the tennis match?
- What is Max's problem?

9 In pairs, talk about how you feel before an exam/on your birthday/on holiday/after a party.

YOUR WORLD**Exercise 6**

- Are you sleeping? Yes, I am./No, I'm not.
- Are you wearing trainers? Yes, I am./No, I'm not.
- Are the students working hard? Yes, they are./No, they aren't.
- Is your friend sending text messages? Yes, he/she is./No, he/she isn't.

Exercise 7

Possible answers:
embarrassed,
happy,
interested,
surprised,
worried

Exercise 8

audioscript page 242

- He's excited about the match.
- He wants to go to the party, but he doesn't want to feel tired for his match.

For the teacher

- Teaching notes, page 157
- Audioscript, page 242

On the Portal

- Vocabulary Memory Game

**For the student**

- Workbook, page 4

On the Portal

- Workbook: Lesson 0.3



Exercise 1

Countries: China, France, Germany, Italy, Poland, Spain, Turkey
 Languages: Chinese, French, German, Italian, Polish, Spanish, Turkish



This is Carla Silva. She's Bea's best friend.

Carla's dad's from Brazil and her mum's half Spanish. Carla was born in the UK, so she speaks English most of the time. And she talks a lot, by the way! She speaks Spanish well and last summer she visited her mum's family in Spain. Carla can understand Portuguese, but she doesn't speak it very well, so she's having lessons. Carla is really into keeping fit. At the moment she's doing an online fitness class with Bea. She was surprised the first time she did a fitness class because she didn't think online lessons were hard work. Luckily, the classes are great fun.

Carla loves trying new things. She likes singing, so she tried singing lessons, but the lessons weren't easy and they didn't help her! She loves acting and she wants to be an actor.

Exercise 2

Possible answers: Brazil, Japan, Mexico, Sweden, the USA

Exercise 5

Possible answers: She can speak Spanish well. She's having Portuguese lessons. She's into keeping fit. She enjoys singing. She loves acting. She wants to be an actor.

Exercise 7

🔊 audioscript page 242

- 1 She visited Poland.
- 2 She stayed with her cousin.
- 3 They walked (along the beach) (every day).
- 4 She learned (some) German.

- 1 🔊 0.10 Copy the Vocabulary box. Add the words below to the correct groups in the box. Listen and check.

China	Chinese	France	French	German
Germany	Italian	Italy	Poland	Polish
Spain	Spanish	Turkey	Turkish	

VOCABULARY Countries and languages

Countries	Languages
Brazil/Portugal	Portuguese

- 2 **I KNOW!** In pairs, name as many countries as you can.
- 3 🎧 4 🔊 0.11 Watch or listen. Find three countries and three languages in the text.
- 4 What languages do you and your family speak? Tell the class.
My dad speaks Spanish and a little French.

- 5 Read the text again, then cover it. Write three things about Carla.
- 6 Study Grammar box A. Complete the sentences below with *was/were* or *wasn't/weren't*.

GRAMMAR A Was/were, there was/were

+	-
She was on holiday.	She wasn't on holiday.
We were on holiday.	We weren't on holiday.
There was a party.	There wasn't a party.
There were lots of people.	There weren't lots of people.
?	
Was it fun?	Yes, it was ./No, it wasn't .
Were they at home?	Yes, they were ./No, they weren't .
Was there a party?	Yes, there was ./No, there wasn't .
Were there many people?	Yes, there were ./No, there weren't .

- 1 The weather **was** terrible when we **were** in Spain.
- 2 A: **Were** you at the cinema last night?
B: No, I **wasn't**.
- 3 The film festival **was** fun and there **were** lots of films to watch. It was great!
- 4 **Were** your parents angry when you **were** late home?
- 5 A: **Was** the English test difficult?
B: Yes, it **was**. There **were** lots of difficult exercises.

- 7 🔊 0.12 Study Grammar box B. Listen and answer the questions.

GRAMMAR B Past Simple: regular verbs

+	-
She lived in Rio.	They didn't invite him.
?	
Did they like the film?	Yes, they did ./No, they didn't .

- 1 Which country did the girl visit last year?
- 2 Who did she stay with?
- 3 What did they do on the beach?
- 3 What language did the girl learn?

YOUR WORLD

- 8 In pairs, tell your partner about three or four things that were true for you last year but are not true now.

For the teacher

- Teaching notes, page 157
- Audioscript, page 242

**For the student**

- Workbook, page 5

On the Portal

- Workbook: Lesson 0.4





- 1 In pairs, describe the photo. Make as many sentences as you can. How do you think the friends are feeling?
- 2 0.13 Listen and mark the sentences T (true) or F (false).
- T The friends are sitting in the garden because the weather is nice.
 - F New Park has lots of things for young people to do.
 - T Bea is planning to visit her family in Bath.
 - F Eren's got a Maths test that he isn't happy about.
- 3 Complete the quiz questions with one word in each gap.

- 4 In groups, do the quiz in Exercise 3. Use the texts in Lessons 1–4 to help you. How much can you remember?

YOUR WORLD

- 5 In pairs, write two similar quiz questions about you. Give the questions to your teacher and have a class quiz with two teams.

Exercise 2

audioscript
page 242

Exercise 4

- 1 in New Park
- 2 his grandad, Frank
- 3 Brazil
- 4 Yes, he is.
- 5 Penny
- 6 Abe
- 7 tennis
- 8 Yes, she was.
- 9 Carla
- 10 Spain
- 11 No, she doesn't. She writes a nature blog.
- 12 Yes, she did.

The big character QUIZ

- 1 Where *do* Abe, Bea, Eren and Carla live?
- 2 Who *is* staying with Eren?
- 3 Where *does* Carla's dad come from?
- 4 *is* Abe's dad British?
- 5 What *is* Bea's mum's name?
- 6 *Who* lived in America last year?
- 7 *What* is Eren's favourite sport?
- 8 *Was* Carla born in the UK?
- 9 Who *does* Bea chat to almost every day?
- 10 *Where* did Carla travel to last year?
- 11 *Does* Bea write a sports blog?
- 12 *Did* Abe's mum stay in the USA?

For the teacher

- Teaching notes, page 157
- Audioscript, page 242



For the student

- Workbook, page 5

On the Portal

- Workbook: Lesson 0.5



Tech check

1

VOCABULARY

Technology | Using technology | Social media | Opposites | Time

GRAMMAR

Present Simple and Present Continuous, state verbs | Verb + *-ing*, verb + *to*-infinitive



Everyday essentials?

One of the most important gadgets in our house is the remote control. It's old technology, but in our family everybody wants to choose the channel.

In the shower I listen to music on a waterproof speaker. This is a great gadget, but I want a waterproof bathroom TV so I can watch music videos, too! But is that essential? No.

Then there's the problem of passwords. I have so many, I sometimes forget them. It's a nightmare! So I use a password app to help me remember them all. That's pretty important.

My personal favourites at the moment are my new wireless earbuds. I posted a review and uploaded some pictures of them on my blog, so have a look! I listen to music all the time, so this is the tech I can't live without!

My final choice is for my family. We all love our new smart speaker. Mum uses the voice assistant to ask for food recipes and I enjoy asking it to play music. Luckily, it is connected to the wi-fi router, so we don't have to use our data because my little sister can't stop talking to it. Unfortunately, her favourite command is 'Tell me a joke!'

Do you agree with my choices? Let me know your tech essentials.



1.1

Vocabulary

Lifestyle

Exercise 1

(wireless) ear buds, smart speaker, remote control

- 1 Look at the photos. What do you think is happening in each one? Find three items of technology in the photos.


- 2 Read the article. Do you agree with Grace's choices?

Unit 1 12

For the teacher

- Teaching notes, page 158
- Audioscript, page 242
- Videoscript, page 242


On the Portal

- Vocabulary Memory 
- Game
- Photocopiable activity: *Social media word friends*
- Test: Vocabulary Check 1

For the student

- Workbook, pages 6–7

On the Portal

- Workbook: Lesson 1.1 
- Extra Practice Activities: Vocabulary, BBC Vox Pop

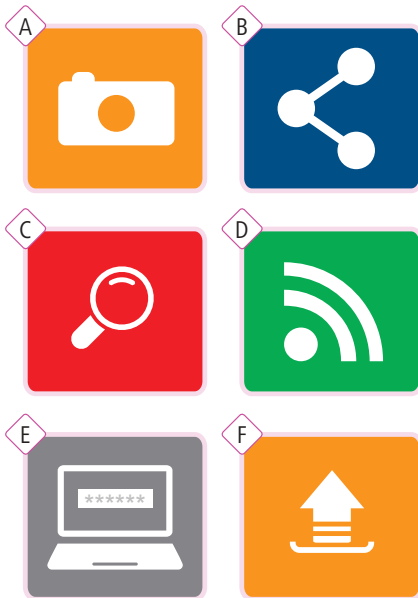
- 3 1.1 Study the Vocabulary box and check you understand the words. Which is your number one essential item?

VOCABULARY Technology

charging cable password app power bank
remote control smart speaker wi-fi router
wireless earbuds

- 4 **I KNOW!** In pairs, add as many words as you can to the Vocabulary box.
- 5 1.2 Listen and guess the objects. Listen again and check.
- 6 In pairs, think of two gadgets or items of technology for each adjective. Which object would be the best present for you? Why?
- awesome essential old-fashioned terrible useful
- I'd like to have a smart speaker because it's really useful, so my family would like it too.*
- 7 1.3 **WORD FRIENDS** Match phrases 1–6 with icons A–F. Listen and check.

- D connect to the wi-fi router
- C search for information online
- B send/share a link
- E set a new password
- A take a screenshot
- F upload pictures



- 8 1.4 Listen to five people talking. Write down the phrases from Exercise 7 you hear.

- 9 1.5 **WORD FRIENDS** Check you understand the phrases below. Then choose the correct option in sentences 1–7 below. Listen and check in pairs, say if the sentences are true for you.

add someone to a group
chat with friends
connect with someone on social media
delete a post/photo
follow someone on social media
message someone
post on social media
take a selfie
update your story

- I follow / set my favourite singers and groups on social media.
- When I have some great news, I search / update my story.
- I spend a lot of time chatting / uploading with friends on social media.
- I can update / add people to groups on my social media.
- I don't often connect / delete posts.
- My brother posts / chats things on social media nearly every day!
- I probably take / message a selfie every week.

- 10 Complete the text with one word in each gap.

According to a recent study, over eighty percent of teenagers say that social ¹media has a positive effect on their lives. It's a great way to ²chat/connect with friends, catch up with people's news or connect ³with someone. And it's also incredibly easy. When we search for information ⁴online, we don't often use PCs or laptops any more. Instead, over ninety percent of us use our smartphones to get on the internet. Many people spend three hours a day this way. Think about that next time you want to ⁵update your story. In your life, you might spend about five years online!

VIDEO



WIDER WORLD

- 11 5 Watch three people talking about technology. What gadgets do they mention?

- 12 Who in your family uses technology the most? What do they use it for?

My brother uses it the most. He's got a really good smartphone. He uses it for shopping online, watching films and studying.

Exercise 4

Possible answers: digital camera, earphones, games console, phone charger, printer

Exercise 5

audioscript page 242

- remote control
- charging cable
- password
- wi-fi router
- power bank
- (wireless) earbuds

Exercise 6

Possible answers: A remote control and a wi-fi router are useful.

A smartphone and a laptop are essential.

A smart speaker and earbuds are awesome!

A TV and a remote control are old-fashioned, but we need them.

Exercise 8

audioscript page 242

- connect to the wi-fi router
- send you a link
- take a screenshot
- share a link
- set a new password

Exercise 11

videoscript page 242

- computer, iPad, phone
- computer, tablet, smartphone
- design programs

Exercise 1

The text is about a band (Way In).

Exercise 2

Examples of Present Simple: underlined in red
Examples of Present Continuous: underlined in green
Examples of state verbs: underlined in blue

Exercise 4

- 1 Does Evy normally write the band's blog? (No, she doesn't. Ziggy does.)
- 2 Do the band members usually travel on Saturday afternoons? (Yes, they do.)
- 3 Is the band playing a lot of concerts these days? (Yes, it is./ Yes, they are.)
- 4 Are the skateboarders performing in a competition today? (No, they aren't.)
- 5 Is Sara wearing a helmet in the photo? (Yes, she is.)
- 6 Does Sara know lots of awesome tricks? (Yes, she does.)

Exercise 6

▶ videcript page 242

Holly: yoga, spinning, circuits, step classes (classes at a health club), water skiing
Chee: jogging, strolling, badminton, bouldering, rock climbing, skydiving
Reema: baking, singing
Akshay: baking, eating
Mary: self-defence
Annette: volleyball

1.2

Grammar

Present Simple and Present Continuous, state verbs



Filming in A Skate Park

I'm Evy, Way In's lead singer.

People often ask us questions about our lives:

'Do you write the band's blog?'

I don't normally write it. Ziggy does. But he's busy, so I'm doing it today.

'What do you normally do on Saturdays?'

On Saturday afternoons we often travel from one city to the next. Then, in the evening, we usually play live in concert. We're playing a lot of concerts these days! It's good to be popular!

'What are you doing today?'

We're not playing music and I'm not singing. We're filming our new music video in a skate park. The skateboarders are doing some amazing things. One girl, Sara, knows lots of awesome tricks! I love her style!

- 1 1.6 In pairs, look at the photo and the title of the text. What do you think the text is about? Read it and check your guesses.
- 2 Study the Grammar box. Find examples of the Present Simple, Present Continuous and state verbs in the text.

GRAMMAR**Present Simple and Present Continuous, state verbs****Present Simple**

They usually travel on a tour bus.
She doesn't write the blog every day.
Do they speak English? Yes, they do.

Present Continuous

He's travelling a lot these days.
They aren't recording a song at the moment.
Is he skateboarding now? No, he isn't.

State verbs

Some verbs don't normally have a continuous form:
love, like, hate, know, think, see, feel, understand, want, need

GRAMMAR TIME > PAGE 126

- 3 1.7 Choose the correct option. Listen and check.
 - 1 Ziggy and Evy sit / are sitting on a bench at the skate park at the moment.
 - 2 Evy usually sings / is singing in concerts on Saturday evenings.
 - 3 The band members don't often visit / aren't often visiting skate parks.
 - 4 The skateboarders do / are doing some fantastic skateboard tricks now.
 - 5 Sara always wears / is always wearing her lucky helmet.
 - 6 Several people film / are filming the skateboarders.

- 4 Make questions about the text. Use the Present Simple or Present Continuous. Then ask and answer the questions in pairs.

- 1 Evy / normally / write / the band's blog / ?
- 2 the band members / usually / travel / on Saturday afternoons / ?
- 3 the band / play / a lot of concerts / these days / ?
- 4 the skateboarders / perform / in a competition / today / ?
- 5 Sara / wear / a helmet in the photo / ?
- 6 Sara / know / lots of awesome tricks / ?

- 5 Complete the text with the Present Simple or Present Continuous forms of the verbs in brackets.

My name's Sara. I ¹ love (love) skateboarding – I'm a real fan. I ² practise (practise) at a local park every weekend. I ³ don't often do (not often/do) competitions because I'm from a small town. I'm very excited today because I ⁴ am performing (perform) in a music video for *Way In*. At the moment we're ⁵ getting (get) ready. Lots of people ⁶ are coming (come) into the park now. My mum and dad ⁷ are sitting (sit) near the front because they ⁸ want (want) to take photos and upload them for their friends!

VIDEO**WIDER WORLD**

- 6 6 Watch six people talking about the sports and hobbies they enjoy. Write down as many sports/hobbies as you can.
- 7 In pairs, talk about your favourite sports and hobbies.

Unit 1 **14** I can use different tenses to talk about the present.

For the teacher

- Teaching notes, page 159
- *Need support?* worksheet, page 232
- Videcript, page 242

On the Portal

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

For the student

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

On the Portal

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

A

Help the world, win a prize and have fun!



Our Science and Technology Group (STG) is hoping to win this year's National Science Competition and we need your help.

This is a competition for young people aged 11–16. It takes place every year. The participants look for tech answers to important problems. The winners can get a prize of up to £25,000 for their school or youth group.

Here are some ideas we are thinking about:

- an easy-to-use remote control for older people
- using technology to help an animal in danger
- a robot dolphin that cleans plastic from the sea

If you like Science and Technology, come and join us, and help us win the prize.

Kieran Malone, STG

B

Hi Angie,

I've got an idea for our end-of-term Science project. I'd like to help animals that are in danger – all sorts of animals, not just cute ones. I found some cool activity sheets online. They don't seem complicated. One of them shows how to make bat boxes – safe homes for bats. Yes, bats! They look a bit strange, but they're really interesting animals. I know we're studying for our final exams right now, but I'm really excited about the Science project. So, come on! Let's make a bat box!

Lorraine

C

Hi Lorraine,

That's a fun idea, and it's original, too. You're so clever (but you know that, don't you? 😊)! My grandfather makes bird boxes, so he could help us make an excellent bat box. And we could put a small waterproof camera in the box to film the bats! What do you think?

Angie

1 In groups, discuss the questions.

- 1 Do you ever do Science projects at your school? What are they like?
- 2 Would you like to take part in a national Science competition? Why?/Why not?

2 1.8 Read the texts quickly. Who is writing about:

- 1 a Science competition? *Kieran*
- 2 a school Science project? *Lorraine and Angie*

3 Read the texts and answer the questions.

- 1 What group is Kieran part of?
 - 2 What does the group want to participate in this year?
 - 3 How old are participants in the competition?
 - 4 What is the maximum prize in the competition?
- B and C
- 5 What animals does Lorraine want to help?
 - 6 What are Lorraine and Angie studying for at the moment?
 - 7 Who is Angie thinking of asking for help?
 - 8 What does Angie suggest putting in the box?

4 1.9 Complete the Vocabulary box. Find the opposites of the adjectives below in the texts.

VOCABULARY Opposites

- boring – cool, ¹interesting ²original, ³fun
 dangerous – ⁴safe
 easy – ⁵complicated
 normal – ⁶strange
 stupid – ⁷clever
 terrible – ⁸excellent

5 In groups, think of examples of these things.

- a strange animal
- a complicated game
- an interesting book
- a safe place
- a fun game
- an excellent TV show
- an original idea
- a clever person

YOUR WORLD

6 Complete the entry form for a Science project. Include a short description of the project. Then, in pairs, talk about your project idea.

Science project – Entry form

Name: _____ School: _____
 Age: _____ Project: _____

I can understand a message and an email about Science competitions and projects.

15 Unit 1

For the teacher

- Teaching notes, page 160
- *Need support?* worksheet, page 232

On the Portal

- Vocabulary Memory Game
- Photocopiable activity: *Match and create*
- Test: Vocabulary Check 1

For the student

- Workbook, page 9

On the Portal

- Workbook: Lesson 1.3
- Extra Practice Activities: Vocabulary

VIDEO



THE VIDEO CALL

- Bea: Hello, Abe. Is now a good time to talk?
 Abe: It's fine, but I need to pack while I'm talking. We need to go to the airport soon.
 Bea: OK, sooo I just waaanted to cheeck ...
 Abe: Bea, I can't see you. And there's something wrong with your sound.
 Bea: Hang on. Is that better?
 Abe: Yes, that's better. I can see and hear you now.
 Bea: Great! That beach background looks amazing!
 Abe: Good! My room's a mess at the moment. Look. Do you prefer seeing the beach?
 Bea: No, I don't mind seeing your room. Did you remember to ... ?
 Abe: What's that noise?
 Bea: It's Mum. Can you stop vacuuming? Mum? I'm trying to talk to Abe! Sorry about that, Abe.
 Abe: No worries. I'm really looking forward to seeing you in person.
 Bea: Me too. And don't forget to bring me that basketball shirt.
 Abe: Of course. Look, I'm packing it now.
 Bea: Fantastic! Thanks, Abe. See you in the UK soon. Safe journey!



4 Choose the correct option. In which sentence are both options correct?

- Are you planning *getting* / to get a new smartphone soon?
- I love my Science project and would like *being* / to be a scientist.
- I like thinking / to think of new passwords. I can be creative!
- We're planning *watching* / to watch a sci-fi film tonight.
- We're packing to go on holiday. We enjoy going / *to go* to new places.
- Freddie misses seeing / *to see* his friends from his old school.

5 Complete the text with the correct form of the verbs below.

chat check look see share use

Top tips for video calls

Most people love ¹ chatting to family and friends via video calls, but what about online lessons? You want to make a good impression, so don't forget ² to check the microphone before you join a new video call. Have the camera at eye level and learn to ³ to look straight at it some of the time.

Maybe you don't mind ⁴ seeing untidy rooms, but it's a good idea to check that the room behind you is tidy. Finally, if you enjoy ⁵ using different backgrounds, make sure you choose them carefully. That's especially important if you plan ⁶ to share your screen during the call.

YOUR WORLD

- 6 In pairs, write some tips on how to use a gadget.

Exercise 2

Possible answers: Bea wants Abe to remember to bring her a basketball shirt. There are problems with the video call: the sound doesn't work well, and her mum is making too much noise.

Exercise 3

Examples of verb + -ing: underlined in red
 Examples of verb + to-infinitive: underlined in blue

- Look at the photo. What do you think Abe is doing? Why?
- 7 1.10 Watch or listen. What does Bea want Abe to do? What problems does she have?
- Study the Grammar box. Find more examples of verbs followed by -ing or to-infinitive in the dialogue.

GRAMMAR Verb + -ing, verb + to-infinitive

Verb + -ing

After: *avoid, can't stand, enjoy, finish, look forward to, (not) mind, miss, practise, stop*; after prepositions
 I don't mind seeing your room.
 She is tired after driving the whole night.

Verb + to-infinitive

After: *agree, allow, ask, choose, decide, forget, hope, learn, need, offer, plan, remember, try, want, would like/love*
 I'm trying to talk to Abe.

Verb + -ing or to-infinitive

After: *like, love, hate, prefer, start*
 Do you prefer seeing/to see the beach?

GRAMMAR TIME > PAGE 126

Unit 1 16 I can use verbs followed by the -ing form and/or the to-infinitive.

For the teacher

- Teaching notes, page 161

On the Portal

- Grammar presentation
- Photocopiable activity: *I'm the same as you!*
- 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: New Park video, Grammar

Do you need a digital detox?

- When do you first check your phone?
 - in the evening
 - probably at lunchtime
 - the minute I wake up
- When is it too late to message somebody?
 - after 10 p.m. on a weekday
 - at midnight
 - It's never too late.
- What do you do when you have a free moment?
 - I listen to music.
 - I read a book.
 - I go online.
- How often do you check your messages?
 - Once a day. I don't get many.
 - At school. I check them at break time.
 - I check them all the time.



- Do you think you spend too much time looking at screens?
- Do the quiz and compare your results. Then go to page 142 to read what your answers say about you.
- 1.11 Study the Vocabulary box and complete the gaps with words from the quiz. Listen and check.

VOCABULARY Time

second, ¹minute, hour
 6 a.m., ²10/ten p.m.
 in the morning/afternoon/³evening
 on a school day/⁴a weekday /Sunday(s)
 at the weekend/⁵midnight /mealtimes/lunchtime/
⁶break time
⁷once /twice/three times a day/week/
 month/year

- Ask and answer the questions in pairs. Compare your ideas with the class.
 - What's your favourite mealtime? Why?
I love lunchtime because I eat with my friends.
 - What time do you go to bed at the weekend?
 - How many seconds are there in five minutes?
 - What time do you get up on a school day?
 - What do you normally do at break time?
 - What do you do 'the minute' you wake up?

- 1.12 Listen to the first part of a radio programme. What is the programme about? Choose the correct answer.
 - the number of families that use phones or tablets in their free time
 - how much time families spend on their phones or tablets
- 1.13 Listen to the second part of the programme. Match the people to the way they use the technology.

1 <input type="checkbox"/> e Lara	a looks at funny video clips and laughs.
2 <input type="checkbox"/> c Mum	b often shares photos.
3 <input type="checkbox"/> d Dad	c reads the news on a tablet.
4 <input type="checkbox"/> a Lara's brother	d downloads and uses running apps.
5 <input type="checkbox"/> b Everyone	e uses the phone alarm and checks messages.

Exercise 5

audioscript
page 242

EXAM

Exercise 6

audioscript
page 243

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

YOUR WORLD

- How important is technology in your life? What technology do you use and what do you like doing with it? Write five sentences.

Technology is important. It's useful because I can go online, do my homework and chat with friends. In my free time I use technology to listen to music, ...

I can understand a radio programme about using technology. **17** Unit 1

For the teacher

- Teaching notes, page 162
- Need support? worksheet, page 232
- Audioscript, pages 242–243

On the Portal

- Photocopiable activity: What do you do?

For the student

- Workbook, page 11

On the Portal

- Workbook: Lesson 1.5
- Extra Practice Activities: Vocabulary

VIDEO



LET'S GIVE IT A TRY

- Bea: What's that?
 Abe: It's the router! Great, let's install it! Um, where do you think you plug it in?
 Bea: By the front door! The same place as in my house. There!
 Abe: Right, it should be working now. We could upload that new video on my vlog to see if the router works. Come on!

A few minutes later

- Abe: The internet is working, but it's so slow. Look, the page is still loading!
 Bea: Maybe the signal's too weak? I know there are apps ... to test the wi-fi. Why don't we download one?
 Abe: Yes, let's give it a try.
 Bea: Hmm, the signal's really weak in here!
 Abe: Yeah, there's no way I can play video games here. Shall we check the other rooms?
 Bea: Yes, what about the kitchen?
 Abe: That's a good idea.
 Bea: The signal's a bit better here. Look, it's getting stronger!
 Abe: What about here?
 Bea: Not out there! You can't play video games outside!
 Abe: But it's not raining ... today!



SOUNDS GOOD!

Come on! • Not out there!

Exercise 3

audioscript
page 243

Possible answers:

- 1 Why don't you charge it?
- 2 Let's look for it.
- 3 What about downloading another one?
- 4 We could look online for an English version.

- 1 8 1.14 Look at the photo. What are Abe and Bea doing? Watch or listen and check.
They are installing the new router.
- 2 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Problem-solving

Describing the problem

The internet is working, but it's slow.
 Where do you think you plug it in?
 The signal's really weak in here!

Suggesting solutions

We could upload the video to see if the router works.
 Let's install it! What about looking online?
 Why don't we download one?
 Shall we check the other rooms?

Accepting or rejecting solutions

(That's a) good/great idea.
 Yes, let's give it a try.
 You can't play video games outside!

- 3 1.15 Listen to four problems and suggest solutions. Use the Speaking box to help you.

SET FOR LIFE



- 4 What do you usually do when you have a problem with technology?
 - Ask your friends for help.
 - Search online for solutions.
 - Ask an IT specialist for help.

- 5 In pairs, go to page 142 and follow the instructions.

YOUR WORLD

- 6 In pairs, think of some problems you can have with technology and suggest solutions.

A: *Sometimes it's complicated to download a new app.*

B: *Yes, I know what you mean, but you can usually find help online.*

Unit 1 **18** I can describe a problem, suggest solutions and respond to suggestions.

For the teacher

- Teaching notes, page 163
- Audioscript, page 243

On the Portal

- Photocopiable activity: Help! What should I do?

For the student

- Workbook, page 12

On the Portal

- Workbook: Lesson 1.6
- Extra Practice Activities: New Park video

Post  **What are your daily routine and online hobbies?**

In real life I live in a big flat near the centre of Manchester. In my everyday life I go to Belton School on weekdays. I sometimes go for a run before school. I **also** often play football at the weekend. After school I always do my homework, of course, **and** then I usually go on my laptop.

My favourite online hobby is building a virtual world. After school and at the weekend I usually spend a few hours in my online world. It has lots of great places, **but** my favourite is a theme park I'm building on an island. It's very different from Manchester! There are loads of amazing rides. As well as a beautiful beach, there are also lots of trees. I design new rides for about an hour a day. At the moment I'm testing the rides to make sure they work.

I enjoy my online hobbies. However, I also really like chatting to friends at school about my theme park plans **because** they have good ideas for new rides. I often take screenshots of my virtual world and I enjoy sharing them on social media **too**. Although it's not a real place, my virtual world is very relaxing, so I look forward to spending time there!

Zak Murphy



- 4 Study the Language box. Write the connectors in bold from the article in the correct group.

LANGUAGE Connectors

Adding similar information: as well (as),

1 **also**, 2 **and**, 3 **too**

Showing contrast: however, although, 4 **but**

Giving reasons: so, 5 **because**

- 1 Read the article quickly. What is Zak writing about?
He's writing about his daily routine and online hobbies.
- 2 Read the article. Which of the things below does Zak write about in paragraph 1? Which are in paragraphs 2 and 3?
- a 1 daily routines d 2 hobbies
b 3 friends e 3 summary
c 2 an online place
- 3 Study the Writing box and look at the article again. Complete the sentences to make them true for you.

WRITING**A description of your daily routine and online hobbies****Describe daily routines (real world examples)**

1 In the morning/Before school ¹ _____.

In the afternoon/On weekdays ² _____.

I usually/often/sometimes/never ³ _____.

Describe online hobbies (virtual world examples)

2 My favourite hobby is ⁴ _____.

After school ⁵ _____.

At the weekend ⁶ _____.

End your article: show contrast and sum up

3 I enjoy my online lifestyle. However, I also really like chatting to friends online.

Although it's not a real place, my virtual world is very relaxing.

I look forward to spending time there.

- 5 Write some true sentences about you. Use connectors from the Language box.

WRITING TIME

- 6 Write an article for your school website describing your daily routine and online hobbies.

1 Find ideas

Make notes about:

- your daily routine and habits.
- your online hobbies.
- how you can combine your daily routine with your online hobbies.

2 Plan

Organise your ideas into three paragraphs. Use Zak's article to help you.

3 Write and share

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

4 Check

- Check language: did you use connectors correctly?
- Check grammar: did you mostly use the Present Simple and adverbs of frequency?


I can write a description of my daily routine and online hobbies.

19 Unit 1

For the teacher

- Teaching notes, page 164
- *Need support?* worksheet, page 232


On the Portal

- Photocopiable activity: 
- Correct connectors

For the student

- Workbook, page 13

On the Portal

- Workbook: Lesson 1.7 

Vocabulary Activator

WORDLIST

1.16

Technology

charging cable (n)
password app (n)
power bank (n)
remote control (n)
smart speaker (n)
wi-fi router (n)
wireless earbuds (n)

Word friends

(using technology)

connect to the wi-fi router
search for information online
send a link
set a new password
share a link
take a screenshot
upload pictures

Word friends

(social media)

add someone to a group
chat with friends
connect with someone on social media
delete a photo
delete a post

follow someone on social media
message someone
post on social media
take a selfie
update your story

Time

6 a.m./6 p.m.
at lunchtime
at mealtimes
at the weekend
hour (n)
in the afternoon
in the evening
in the morning
minute (n)
on a schoolday/Sunday(s)
once/twice/three times a day/
week/month/year
second (n)

Opposites

boring – cool, fun, interesting,
original
dangerous – safe
easy – complicated
normal – strange

stupid – clever
terrible – excellent

Extra words

awesome (adj)
background (n)
blog (n)
catch up with (v)
channel (n)
charge (v)
choice (n)
choose (v)
command (v)
competition (n)
effect (n)
essential (adj)
gadget (n)
helpful (adj)
icon (n)
impression (n)
install (v)
live in concert
look for (v)
luckily (adv)
microphone (n)
participant (n)

perform (v)
plug in (v)
popular (adj)
practise (v)
pretty (= quite) (adv)
recipe (n)
record a song
robot (n)
Science project (n)
set up (v)
signal (n)
sound (n)
study (n)
style (n)
switch on/off (v)
take place
tech answer (n)
tell a joke
trick (n)
video call (n)
virtual world (n)
vlog (n)
voice assistant (n)
youth group (n)

Exercise 2

Sample answers:

My wireless earbuds are important to me because I can chat to my friends when I go running. I would like wireless earbuds so that I can chat to my friends when I go running.

Exercise 4

1 at the weekend, in the afternoon, in the evening, in the morning
2 on a school day, once/twice a day/week, etc.
3 chat with friends, search for information, follow someone
4 smart speaker, wireless earbuds

Exercise 5

Oo: background, earbuds, laptop, password, smartphone
oO: connect, upload, online

1 Complete the sentences with words from the wordlist.

- I use the remote control to turn on the TV.
- I can never think of a good password, so I downloaded a useful password app.
- I took a screenshot of the picture on that webpage with my smartphone.
- You should set a new password if you want to keep your information safe.
- Please send me the link to that useful website – I want to check it out.

2 Tick (✓) the correct column for each gadget. Then, in pairs, say which items are important to you and why.

Gadget	I have this.	I would like one or a new one.
wireless earbuds		
power bank		
smart speaker		
wi-fi router		

3 Complete the phrases with words from the wordlist. Then, in pairs, say which things you do.

- search for information online to help with homework projects
- chat/connect with family or friends abroad
- post comments with my opinions on blogs
- take selfies and upload them on social media
- follow famous people on social media

4 Use words from the wordlist to find these things.

- four time phrases that use *the*
- two time phrases that use *a*
- two things you can do with and without a computer or phone
- two objects which can help you to listen to music

5 1.17 PRONUNCIATION Listen to the words below and write them in the correct column according to the word stress.

background connect earbuds laptop online
password smartphone upload

1 Oo

background

2 oO


6 1.18 PRONUNCIATION Listen, check and repeat.

Unit 1 20

For the teacher

- Audioscript, page 243


On the Portal

- Photocopiable activities:  Find the words, How about you?
- Tests: Unit 1 Test, Unit 1 Writing Test

For the student

- Workbook, pages 14–15

On the Portal

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

Revision

Vocabulary

1 Choose the correct option.

- 1 I get up early at / on a schoolday.
- 2 Remember to take the charging / loading cable for your phone when you go on holiday.
- 3 Do you update / follow any famous people on social media?
- 4 If there's no electricity, an energy / a power bank can charge your phone.
- 5 I usually eat a sandwich in / at lunchtime in school.

2 Write the correct word for each definition.

- 1 Something you plug into your mobile phone to charge it. charging cable
- 2 You do this to a photo when you remove it from your smartphone. delete
- 3 You do this to pictures when you move them from your phone to your computer or the internet. upload
- 4 Times when you eat breakfast, lunch or dinner. mealtimes
- 5 Put a message on the internet. post (on social media)

3 Complete the conversation with the words below.

add chat message search send update

- A: Hi, Greg. Can you ¹send me today's Maths homework? I don't have it.
- B: Sure. The teacher also says we can use a Maths app to do our homework. Maybe we can ²search online for a free app?
- A: Well, the app only helps a bit. Maybe we need to ³message Jackie for help. She's good at Maths.
- B: That's a good idea. I ⁴chat with her on social media sometimes, but not about homework.
- A: She has a group where students help each other with homework. Do you want me to ⁵add you to it?
- B: Yes, please. I'll check her homepage now. Maybe she's there because she likes to ⁶update her story in the evening.

Grammar

4 Choose the correct option. Then, in pairs, say which sentences true for you.

- 1 I'm usually walking / I usually walk to school.
- 2 I'm feeling / I feel happy when I can stay in bed on Saturday morning.
- 3 I'm studying / I study a lot at the moment.
- 4 My best friend needs / is needing a new phone now.
- 5 I learn / I'm learning how to play a new computer game. It's hard!

5 Complete the dialogues with the Present Simple or Present Continuous form of the verbs in brackets.

- A
- A: What music ¹does Uncle Ted like (Uncle Ted/like)? It's his birthday next week and I ²don't know (not know) what he ³wants (want).
- B: He ⁴listens (listen) to a lot of music. Maybe some wireless earbuds?
- B
- A: You ⁵aren't doing (not do) much right now. Can you help Grandma with her mobile?
- B: What ⁶is she trying (she/try) to do?
- A: Use social media, but she ⁷doesn't know (not know) how to update her story. She ⁸wants (want) to post a selfie.

6 Complete the technology tips with the correct form of the verbs in brackets. Then, in pairs, put the tips in order from most to least important.

Technology tips

- 1 Don't agree to share (share) a link without knowing it's safe.
- 2 Avoid spending (spend) too much time looking at screens.
- 3 Stop working (work) on your laptop and have a screen break when your eyes feel dry and tired.
- 4 Practise using (use) a new app before you really need it.
- 5 Remember to save (save) a document when you finish working (work) on it.

Speaking

7 In pairs, follow the instructions to role play a dialogue about a problem with technology. Then swap roles.

- Student A: ask Student B what the problem is.
- Student B: describe the problem.
- Student A: suggest a solution to Student B's problem.
- Student B: reject the solution.
- Student A: suggest a different solution.
- Student B: accept Student A's new solution and thank him/her.

Dictation


8 1.19 Listen. Then listen again and write down what you hear.

Exercise 7

- Sample answer:
- A I can't find my mobile phone anywhere.
- B Shall I call you with my phone? We can try to hear it.
- A I'm not sure that's a good idea.
- B Why not?
- A I think I switched it off.
- B What about looking in the last place you had it?
- A That's a good idea. Thanks!

EXAM

Exercise 8

 audioscript page 243

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



UK/USA: how do teenagers use their mobile phones?

Most British teenagers own a mobile phone. These 'screenagers' spend a large part of their day online, looking at screens.

Exercise 1

Possible answer: people looking at their mobile phones

Exercise 3

- 1 They avoid using their phones to call friends. They prefer to watch video clips, play games, and share photos and stories. They use the latest apps and videos.
- 2 They can ban devices from students.
- 3 No, they don't. (Some even try to use them in class.)
- 4 Because they can be a useful tool that has access to a lot of information.

They can connect when and where they like with their smartphones and tablets. Apparently, UK teenagers avoid using smartphones to call their friends. Instead, they prefer to watch video clips, play games, share photos and stories, and send instant messages. As for social media, teens like keeping in touch via the latest apps and videos. They leave older websites and apps to their mums and dads! The same applies to teenagers in the USA.

Teenagers may be connected all the time, but there is one place where most UK teenagers can't use their digital devices: school! In the UK there is no law about phone use in schools, but teachers can ban devices from students if necessary. However, not all teachers agree and some even try to use smartphones in class.

A recent British report said that banning smartphones from schools will give students more time for their education. It said that smartphones are a distraction, make students less productive and are bad for learning.

However, in the US it's a different story. Recently, some schools across the US decided to allow students to use smartphones at school. They said that smartphones can be an excellent resource in the classroom. We carry a lot of information in our pockets and this information can be really useful. In these schools, smartphones can definitely make you smarter!

distraction (n) something that stops you thinking clearly
ban (v) not allow something

- 1 Look at the photo. What can you see?
- 2 1.20 **VISIBLE THINKING** In pairs, follow these steps.
WHAT MAKES YOU SAY THAT?
 - 1 Study the discussion questions and give your opinion.
 - a Are smartphones a necessary part of our lives?
 - b Do you think teenagers use smartphones too much?
 - 2 Read the article and discuss the questions.
 - a Do you think it is a good idea to use phones in class? Why?/Why not?
 - b Can smartphones make you smarter? How?
- 3 Read the article again and answer the questions.
 - 1 How are teenagers in the UK similar to teenagers in the USA?
 - 2 How can teachers stop students using mobile phones in the classroom?
 - 3 Do all teachers in the UK stop students from using their smartphones in class?
 - 4 Why do some teachers in the US want students to use smartphones in class?
- 4 In pairs discuss the questions.
 - 1 Are you a 'screenager'? Do you find it hard not to use your phone?
 - 2 How do you think mobile phones change how people communicate with each other?

For the teacher

- Teaching notes, page 165
- Videoscript, page 243

On the Portal

- Photocopiable activity:
- Project worksheet:
a digital presentation



5 In pairs, look at the photos. What information do you think they show about phones?

6 9 Watch the video. What information are scientists trying to find?
if smartphones are a serious problem

7 9 Watch the video again and choose the correct option.

- 1 The professor secretly sends text messages so she can *contact* / *see the stress levels in* people.
- 2 Matt and Natalie take a break from *work* / *digital devices*.
- 3 Natalie *wanted* / *didn't want* her phone back so soon.
- 4 After the break, Matt and Natalie used their phones *as usual* / *less*.

8 In pairs, discuss the questions.

- 1 Do you think using technology is a bad habit? Why?/Why not?
- 2 Do you think we should take more breaks from technology?

Exercise 6

videoscript
page 243

PROJECT TIME

9 In groups of three, prepare a digital presentation about an app. Follow these steps.

- 1 **In groups, choose a learning app. Decide who can find the answers to these questions.**
- What can the app help you to do?
 - How can you download and use it?
 - What are the advantages and disadvantages of using it?

- 2 **Individually, create your part of the presentation.**
- Research the information online.
 - Create a slide or a few slides to present your information.
 - Remember to say where you found the information.

- 3 **In your group, create your presentation.**
- Put the slides in order and give each slide a title.
 - Write a short summary of your research.
 - Check and edit your presentation.
 - Practise giving the presentation as a group.

- 4 **Share your presentation with the class.**
- Answer other students' questions.
 - Listen to the other presentations. Ask questions.