

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

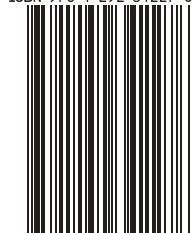
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 **Learning English with Pearson?**
Access English language materials to support your learning journey.

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

4

Teacher's Book with Teacher's Portal Access Code

Mark Roulston



Mark Roulston

BBC

WIDER WORLD

SECOND EDITION

Teacher's Book with Teacher's Portal Access Code

4

 Pearson

GSE
Global Scale of English

45-55 B1/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.

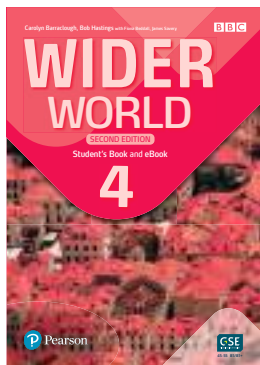
New *BBC Culture* videos showcase a huge diversity of life and culture, expose learners to authentic English, inspire them to develop their language skills, build communicative competence and arouse curiosity in the world outside the classroom. New and expanded project work provides motivating contexts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

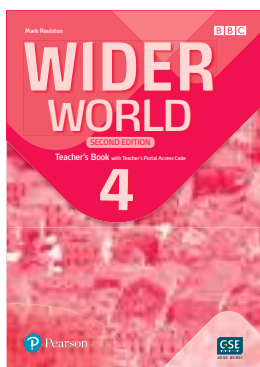
ONLINE PRACTICE

- 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

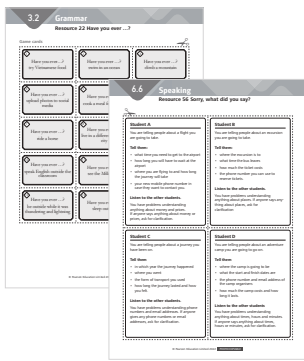
- Extra activities based on BBC Vox Pops, with embedded video
- Extra activities based on video presentations from Grammar and Speaking lessons
- Additional grammar and vocabulary activities
- Remediation activities for grammar
- *Self-Check* activities for each unit
- Use of English activities
- Vocabulary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



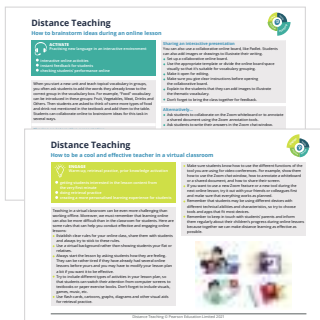
PHOTOCOPIABLE RESOURCES

- Ninety photocopyable 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
- Class, Workbook and Test audio with scripts
- All in-course video with scripts
- Student's Book and Workbook
- Wordlists with audio
- 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.

SPEAKING VIDEOS



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

The videos present the key language for 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.

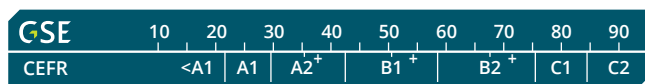
The Global Scale of English helps you to find the right course materials for the exact level and learning goals of your students. The chart on the back of your coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right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

Special focus on teaching collocations and vocabulary chunks

Integrated skills practice to help students consolidate new vocabulary

Vocabulary presented in real-life contexts with engaging visuals

All lexical items recorded for students to listen and repeat

Personalized speaking practice to help students achieve the learning objectives

To the stars and beyond

5

CITIZEN SCIENCE SPACE PROJECTS

Scientists often need non-scientists to help with projects, especially when they collect lots of data. These are known as 'citizen science' projects, and anybody can get involved. Many projects need volunteers. You can find them on special websites.

VOCABULARY
Space (Dimensions and distance)
Large numbers (Space travel)
Space science

GRAMMAR
Zero, First and Second Conditionals (Third Conditional)

TOMATOSPHERE™ PROJECT
If you are interested in plant experiments, you can help to grow special tomato seeds. These seeds have been into space. Just sign up at Tomatosphere™ to get your own 'space seeds'!

THE GLOBE AT NIGHT PROJECT
Perhaps you're interested in our use of energy here on Earth. There's a great project called Globe at Night. You need to match the stars you see at night with a picture. This helps to measure light pollution.

THE PLANET HUNTERS PROJECT
If you're more interested in our galaxy projects like Planet Hunters involve finding small details in photographs of planets. Humans are sometimes better than computers at understanding this type of data and it's possible to make amazing discoveries.

5.1 Vocabulary

Space

- Are you interested in space? Have you heard of any new space discoveries or projects recently?
- What is citizen science? Read the text quickly and find out. Which project sounds most interesting to you?
- 5.1 Study Vocabulary box A. Which of these things you see in the photos above?

VOCABULARY A Space

astronaut astronaut comet Earth galaxy gravity moon orbit planet satellite solar system space station star telescope

- Match words from Vocabulary box A with their definitions.
 - the force that makes objects fall to the ground: **gravity**
 - an electronic system in space for communication
 - a giant space 'snowball' of gas, rock and dust with a long tail: _____
 - a curved path around a planet, star or moon: _____
 - a group of planets and stars around our sun: _____
 - a huge group of many millions of stars and solar systems: _____

Unit 5 62

5.2 WORD FRIENDS

Complete the sentences with the words below. Listen and check.

away length per speed wide

- The smallest satellite is a cube satellite. It is 10 centimetres high/long/wide.
- The height/width of the cube satellite is 10 centimetres.
- Most satellites are about 36,000 kilometres (= They're 36,000 kilometres from Earth).
- They're 11,000 kilometres/7,000 miles /an hour.

6 Complete the sentences with words from Exercise 5.

- A speed of twenty miles per hour is the same as thirty-two kilometres per hour.
- The moon is about 384,000 kilometres away from Earth.
- The space station's wings are 35 metres long and 12 metres wide.
- Large satellites can be the height of a school bus: about 2 metres.

7 4.3 Study Vocabulary box B. Listen to the numbers.

VOCABULARY B Large numbers

100 = a hundred 1,000,000 = a million
1,000 = a thousand 1,000,000,000 = a billion

WATCH OUT!

How do we say/write numbers?

- We do not use plural for large numbers.
2,400,000 = two million four hundred thousand
- In British English, we put and between hundred and a smaller number that follows.
3,403 = one thousand four hundred and three
- We use a hyphen when we write numbers from 21 to 99.
twenty-one ninety-nine
- In writing, we separate billions, thousands and hundreds with a comma.
3,000 5,000,000
- We can make very big numbers singular with point.
2,700,000 (one million seven hundred thousand) = 2.7 million (one point seven million)

8 4.4 Write the numbers in words. Listen and check.

- 745 seven hundred forty-five
- 9,862
- 3,600,000
- 5.8 billion
- 24,222,394
- 800,000,000

9 In pairs, take it in turns to write a number on a piece of paper and show it to your partner. He/she has to read it aloud.

10 4.5 In pairs, choose the correct option. Listen and check.

SPACE TRIVIA

- Ancient astronomers believed that the Moon / Earth was at the centre of the universe.
- There are thousands of planets in the universe, but only eight in our galaxy / solar system.
- Two of those eight planets don't have any moons: Venus / Earth and Mercury.
- The Sun is a giant star / planet.
- The Sun is about the same size as one thousand / million Earths.
- The Earth travels around the Sun in a(n) orbit / height once every year.
- The Karman Line marks the end of the Earth's atmosphere and the beginning of space. It's one hundred thousand / million metres above the Earth - that's 100 kilometres!
- Light can travel round the Earth's solar system seven times in one second!
- Mars is millions of kilometres away / far, but actually, the distance between Mars and the Earth changes all the time.

11 Make a note of two space facts from this lesson. Make a small change to one fact so it is false. In pairs, take it in turns to share your facts with your partner. He/She guesses which fact is true and which is false.

A: The Karman Line is one thousand metres above the Earth.
B: False.

I can talk about space and use large numbers. Unit 5 63

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

Grammar tables to highlight target structures

Recorded versions of all reading texts

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

Manageable texts about contemporary issues to engage students' attention

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

Vocabulary sets contextualized in the reading text and recorded

Text-based grammar presentation

5.2 Grammar

Zero, First and Second Conditionals

- Work in pairs. What skills do you think you need to become an astronaut? Compare your ideas with the class.
- 4.5.6 Read the introduction to a podcast and check your ideas from Exercise 1. What other skills and qualifications does the text mention?

TALK TIME

WOULD YOU BE A GOOD ASTRONAUT?

American Alyssa Carson has always wanted to be an astronaut. If her dreams come true, she'll travel over 200 million kilometres to Mars. But how do you become an astronaut? Would be a good astronaut if I had the right training? What skills do astronauts need? Finally, you have to be good at Science and a lot of other school subjects. For example, you can't become an astronaut unless you speak several languages. Alyssa speaks Spanish, French, Chinese and some Turkish. Also, if you decide to be an astronaut, you'll have to get a certificate in social diving and a pilot's licence.

If astronauts pass the tests, they start a special training programme. It takes a long time, but when they complete the training, they are finally able to go to Mars. What would life be like if you were an astronaut on Mars? My friends Jay and Emilia have been finding out more online.

4.5.7 Listen to the podcast. What interesting facts about life in space does it mention?

4 Study the Grammar box. Find more examples of conditionals in the text. Are they Zero, First or Second Conditionals?

Unit 5 64

5.3 Reading and Vocabulary

Tourists in space

- Where is the furthest you've ever travelled? Where else would you like to go?
- Look at the title of the article and the photo. Why do you think the people are going? Why are there so many windows?
- 4.5.3 Read the article quickly. Check your ideas from Exercise 2.
- Read the article again and choose the correct answer.

1 What does the article say about people who have been into space?

- Most were not actually astronauts.
- Most of them travelled before 1961.
- There have been fewer than 500 of them.
- The majority prepared for many years.

2 Who can become a space tourist?

- anyone who is famous
- people who can afford it
- people who work for certain companies
- anyone who passes a test

3 How far above the Earth would a space plane go?

- 150 kilometres
- 4,000 kilometres
- 100 kilometres
- 2.5 kilometres

4 The author believes that

- all the alternatives to space travel are too expensive.
- the only way to experience space is to become an astronaut.
- there are lots of affordable alternatives to enjoy space.
- alternatives to space travel offer only a virtual reality experience.

5 Look at the highlighted words about space travel in the article. Check you understand them.

6 In pairs, discuss the questions about the article.

- What have you learned about space tourism? How would you summarise the article in one sentence?
- Write three questions of your own about the article. In pairs, discuss your questions.

8 Which of the space experiences in the article would you most like to try? Why?

Stars in their eyes

Have you ever wondered how many people have been into space? The first person into space was Russian astronaut Yuri Gagarin in 1961. By the end of 2020 a total of 548 people had become space travellers. Most of these were astronauts and they had trained for many years. However, since the beginning of the twenty-first century it has been possible for non-astronauts to travel into space for short flights. The first space tourist was multi-millionaire Dennis Tito. In 2001, at the age of sixty, he paid \$20 million to fly to the International Space Station with two astronauts. In 2006, Anoushab Ansari became the first female tourist in space.

Several big companies such as Virgin Galactic and SpaceX have already started test flights. If these are successful, more tourist flights will be possible. There are hundreds of people on the waiting list, including many celebrities. If you want to fly into space with one of these companies, it will cost you a huge amount of money - around \$200,000!

The price of the ticket means that space tourism is not possible for most of us. However, if you had the money, what would the experience be like? You wouldn't have to wear a space suit. You would travel in a space plane with large windows so you could see the amazing views. The space plane would travel at a speed of up to 1,000 kilometres an hour! You would fly about 100 kilometres upwards - just past the end of Earth's atmosphere where space begins. At that point you would experience zero gravity for about a minute. Then you'd return to Earth. The whole trip would last for around two and a half hours.

So what can you do if you're interested in space, but can't afford these tourist trips? Luckily, there are lots of great options. You could download an incredible virtual reality app such as Earthlight Spacewalk. The app allows you to fly a spaceplane like real astronauts do. Alternatively, you can visit a space centre. Many countries have them. There you can experience life as an astronaut without leaving Earth. If you visit these places, you can try a flight simulator or a zero-gravity experience. Or if you're really keen to go to space, you can train as an astronaut, of course!

I can understand an article about space travel. Unit 5 65

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

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

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

Vocabulary sets presented and contextualized in the listening texts

Variety of authentic listening texts to develop and improve listening skills

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

Exam-style listening tasks to prepare students for international exams

5.4 Grammar

Third Conditional

1 **4** **5.10** Read the interview quickly. How long did the flight take?

ALL ABOUT SPACE

This week in Space magazine, astronomer Gay Greenwood talks about a historic mission to catch a comet.

The Rosetta mission cost 1.2 billion dollars. There's a lot of money! What was your aim? Our aim was to discover more about comets. The Rosetta spacecraft flew 6.4 billion kilometres to comet 67P, which is about four kilometres wide. The flight took ten years!

What would have happened if your calculations had been wrong? Well, we would have been very disappointed if the mission had failed. If the mission hadn't been successful, we wouldn't have had these incredible close-up photos or this analysis of the comet's surface.

So, tell us more about the lander, the little spacecraft which landed on the comet. Yes. The lander sent us the first pictures of the icy surface of the comet. If the lander's solar panels had been in sunlight, it would have been OK. But it landed in a large shadow which was quite dark. So it didn't have much power and it went to sleep. Luckily, even though it worked for two hours only, it managed to get enough information.

2 Read the interview again. Answer the questions.

- Were the scientist's calculations right?
- Was the mission successful?
- What was a result of the mission?

3 Study the Grammar box. Find more examples of the Third Conditional in the interview.

GRAMMAR Third Conditional

Unreal situations in the past

If I had perfect, would I have a part particle if the lander's solar panels had been in sunlight, it would have been OK. (They weren't in sunlight.)

4 Match the sentence halves.

- If the lander had had more solar power,
- The Rosetta mission would have been quicker
- If the European Space Agency hadn't spent millions of euros,

a. if the comet had been nearer to Earth during the mission.
b. the scientists would have gathered more data.
c. the Rosetta Mission wouldn't have happened.

5

4 **5.11** Read the first part of an article. Complete the Third Conditional sentences with the correct form of the verbs in brackets. Listen and check.

MOON LANDINGS FACT OR FICTION?

Some people believe astronauts have never landed on the moon. They believe NASA faked the landing. Here are some of their reasons. They say that the flag **1** *wouldn't have wavered* (not wave) if the astronauts **2** *(film)* it on the moon because there is no air on the moon. They also think some stars **3** *(be)* visible if the astronauts **4** *(take)* the photos on the moon. Another mystery is that although we can see the astronauts' footprints on the surface, we can't see any traces of the landing module. A lot of people think that if the module **5** *(land)* on the surface of the moon, it **6** *(leave)* some traces.

6 **4** **5.12** Listen to the second part of the article. What are the arguments about the ideas in the first part? What's your view?

VIDEO

7 **4** **5.13** Watch four people talking about past experiences. How do they complete the sentences below? Make notes of some answers.

WIDER WORLD

- If I hadn't met my best friend, ...
- If I hadn't learned ...

8 Complete the sentences in Exercise 7 to make them true for you. Then, in pairs, discuss your sentences.

Unit 5 66 I can use the Third Conditional to talk about unreal situations in the past.

5.5 Listening and Vocabulary

A record-breaking adventure

1 Would you jump out of a plane or a hot air balloon using a parachute? Why/Why not?

2 **4** **5.13** Study the Vocabulary box and check you understand the words.

VOCABULARY Space science

balloon capsule engine force helium oxygen parachute sound barrier

3 Look at the pictures in the infographic. Which words from the Vocabulary box can you see?

4 Choose the correct option.

- Humans need oxygen / helium to breathe.
- The Concord was a jet plane which broke the engine / sound barrier.
- The capsule / force which attracts objects towards the Earth is gravity.
- Oxygen / Helium is a very light gas which is used in balloons.
- A jet engine / balloon is very powerful.
- If you jump out of a plane, you need a balloon / parachute.

5 Read the infographic in Exercise 3. What do you think happened? Why?

6 **4** **5.14** Listen to the first part of a report about Felix Baumgartner and check your ideas from Exercise 5. Then summarise what happened. Use these prompts to help you.

- First, Felix put on ...
- Then he got into ...
- The balloon took him ...
- When he reached the right height, ...
- Finally, he opened ...

7 **4** **5.15** Listen to the second part of the report and complete the notes.

Name: Felix Baumgartner
Date of jump: 14 October 2012
Location: _____, USA
Altitude: _____
Age: 43
Height of jump: about _____ kilometres
Speed: _____ kilometres per hour
Time in free fall: _____ minutes and _____ seconds
Cost: _____ of US dollars

8 What is your opinion of Felix's achievement?

9 In pairs, talk about what you would do and how you would feel if ...

- you had to climb ten metres up a climbing wall to win a big prize.
- you won a bumper jump as a prize in a school lottery.
- your friend invited you to fly in a hot air balloon, if / had to climb ten metres up a climbing wall.

Unit 5 67 Unit 5

Text-based grammar presentations

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

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

5.6 Speaking

Instructions

VIDEO **1** **I HOPE IT WORKS**

Carla: Right, time to test the rover. This is our last chance before the competition!
Bea: Sure. First, I need to check the code.
Carla: Awesome! What do you want me to do?
Bea: Well, we have to set up the obstacle course.
Carla: That seems fun. I'll do that. Where do you want it?
Bea: How about just here?
Carla: OK. No problem.
Bea: Remember, it's important to have a small hill, a stone obstacle and a ramp.
Carla: Right, I hope it works. Now what?
Bea: Next, we have to check if my programming works. I hope I got it right and the rover can go over all the obstacles!
Carla: Let's go for it! The first obstacle: the hill. That seems easy.
Bea: Now going over the stones. I'm worried I haven't programmed enough power to the wheels. Phew! Finally, we need to test it on the ramp.
Carla: It's the toughest one.
Bea: Wow! It looks good.
Carla: Bea, we've got a problem!
Bea: Yeah, I think we need to work on this a bit more.

1 Have you ever entered a competition? What was it for?

2 Look at the photo. What competition have the girls entered?

3 **4** **5.16** Watch or listen and answer the questions.

- What is Bea doing? What is Carla doing?
- What goes wrong?
- How do Bea and Carla divide the tasks between them? Why?

SET FOR LIFE

5 In teamwork, it is better to do a task you can do well! Or should you do new tasks so you can learn something new? Discuss in pairs.

Unit 5 68 I can give and respond to instructions.

5.7 Writing

A for and against essay

1 In pairs, make a list of the advantages and disadvantages of space travel.

2 Read Taylor's essay. Number the sections in the order they appear in the essay.

a conclusion c introduction
b advantages d disadvantages

3 Study the Writing box. Find similar phrases in Taylor's essay.

WRITING A for and against essay

Introduction

Knowledge, many/more and more people ...
Many people believe/hoped/have travelled ...
But it ... really useful/good a good thing ... worth ... ?

Arguments for and against

On the one hand ... On the other hand ...
Firstly ... Secondly ...
One/another/the main advantage/disadvantage is that ...
Another reason for ... is ...
Finally ...

Giving and justifying opinions

I believe that ... is my opinion/view ...
It seems ... for example ... This is because ...
Conclusion

To sum up ... In conclusion ...

4 Study the Language box. Find examples of linkers of addition in Taylor's essay.

LANGUAGE Linkers of addition

We can use linking words and phrases to add more ideas.

and/as well as/ (as) ... in addition/moreover
apart from/besides ... not only ... but also ...
both ... and ... what is more

5 In pairs, make a list of the advantages and disadvantages in Taylor's essay. Compare them with your ideas in Exercise 1.

WRITING TIME

6 Space tourism is a good thing. Do you agree? Write an essay.

Find ideas

Make notes for your essay. Think about:

- a short introduction and conclusion
- your reasons for and against, and your final decision.

Plan

Organize your ideas into paragraphs. Use Taylor's essay to help you.

Write and share

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

Check

- Check language: have you used linkers of addition?
- Check grammar: have you used any conditionals?

Unit 5 69 Unit 5

Language boxes with useful language points

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

Key functional language from the dialogues organized in speaking boxes

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

Writing boxes to highlight key functional language for writing

A Unit of the Student's Book

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

Vocabulary Activator

WORDLIST 3.18

- Space**
- astronaut (n)
 - astronomer (n)
 - comet (n)
 - Earth (n)
 - galaxy (n)
 - gravity (n)
 - moon (n)
 - orbit (n)
 - planet (n)
 - satellite (n)
 - solar system (n)
 - space station (n)
 - star (n)
 - telescope (n)
- World friends (common and distant)**
- 10 km per hour
 - be 10 cm high/wide/deep
 - be 10 km away/far
 - height (n)
 - length (n)
 - speed (n)
 - width (n)

- Large numbers**
- 100 = hundred (n)
 - 1,000 = thousand (n)
 - 1,000,000 = million (n)
 - 1,000,000,000 = billion (n)
- Space travel**
- flight simulator (n)
 - space plane (n)
 - space suit (n)
 - space tourism (n)
 - space tourist (n)
 - space traveller (n)
 - test flight (n)
 - zero gravity (n)
- Space science**
- balloon (n)
 - capsule (n)
 - engine (n)
 - force (n)
 - helium (n)
 - oxygen (n)
 - parachute (n)
 - sound barrier (n)
- Extra words**
- analysis (n)
 - appear (v)
 - atmosphere (n)
 - bright stars (n)
 - calculation (n)
 - data (n)
 - dust (n)
 - experiment (n)
 - float (v)
 - footprint (n)
 - free fall (n)
 - globe (n)
 - ground (n)
 - jet plane (n)
 - land (v)
 - landing module (n)
 - maneuver (n)
 - Mars (n)
 - Mercury (n)
 - moon (n)
 - mystery (n)
 - on board
 - orbit (n)
 - push limits
 - record breaker (n)
 - rocket (n)
 - rower (n)
 - scientific achievement (n)
 - scientist (n)
 - signal (n)
 - slideway (n)
 - solar panel (n)
 - space wave (n)
 - space rubbish (n)
 - space science (n)
 - spacecraft (n)
 - spaceship (n)
 - speed of sound (n)
 - surface (n)
 - universe (n)
 - Venus (n)
 - visible (adj)

1 Use the wordlist to find three things.

- three parts of the solar system moon, ...
- two jobs
- two things moving around the Earth
- two gases

2 Complete the compound nouns with the words below.

barrier flight gravity simulator station system

- space station
- flight simulator
- sound barrier
- solar system

3 Choose the odd one out.

- long fast high wide
- star comet gravity galaxy
- comet engine planet moon
- balloon force capsule plane



Unit 5 70

Revision

Vocabulary

- Complete the sentences with words formed from the words in brackets.
 - After a successful test flight (FLY), the rocket took astronauts into space.
 - What's the (WIDE) of your door? Will the piano go through it?
 - Every space (TRAVEL) needs special training and equipment.
 - What's the (HIGH) of the Eiffel Tower?
 - What's the (LONG) of this river?
 - Astronauts train with a flight (SIMULATE).
 - Space (TOURIST) will become cheaper for holidaymakers.

2 Label the photos with the words below.

capsule comet parachute satellite space plane telescope



Grammar

- Complete the questions with the correct form of the verbs in brackets. Use the Zero, First or Second Conditional. Then, in pairs, ask and answer the questions.
 - If you could travel in time, when in the past would you travel (you/travel) to?
 - If you _____ travel time, do you ever look at the stars in the night sky?
 - If your friend invited you on a space trip in ten years' time, _____ (you/go)?
 - If you _____ (be) an astronaut, what job would you do on a space station?
 - _____ (you/be) happy if there's a space documentary on TV tonight?

4 Rewrite the sentences using the Third Conditional to make a story. Then write two more Third Conditional sentences to continue the story.

- We were in an unknown part of space, and we discovered a new planet. *If we hadn't been in an unknown part of space, we wouldn't have discovered a new planet.*
- We had almost no fuel. But we survived because we landed here.
- We didn't leave the spaceship that day because we were too tired.
- The next day we started exploring and we met intelligent life.

5 Choose the correct answer.

- If you had the read the instructions more carefully, you _____ so many mistakes.
 - wouldn't make
 - don't make
 - wouldn't have made
 - hadn't made
- If water goes into the air in zero gravity, it _____ round balls.
 - will form
 - forms
 - would form
 - is forming
- Unless you _____ a lot of money, you won't be able to go into space.
 - paid
 - is pay
 - pay
 - paid
- We wouldn't have got lost if you _____ used the map app on your phone.
 - had
 - would have
 - have
 - hadn't
- Nobody can enter this part of the building unless they _____ permission.
 - have
 - have
 - had
 - hadn't
- If astronauts _____ receive special training, they wouldn't be able to work effectively in space.
 - don't
 - didn't
 - wouldn't
 - hadn't
- If you could afford a holiday in space, _____ you go?
 - would
 - will
 - did
 - could

Speaking

6 In pairs, do the speaking task. Student A, go to page 136. Student B, go to page 142. Follow the instructions.

Dictation

7 4.5.20 Listen. Then listen again and write down what you hear during each pause.

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

Dictation activities to help students focus on word order and spelling

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

BBC Pushing the limits CULTURE



EXPLORATION AND ADVENTURE

Some people are challenging what is possible on Earth and in space. We're going to meet two of them. Tim Peake has been an astronaut on the International Space Station (ISS). His work there didn't stop him doing the sports he loves. Believe it or not, in 2016 he took part in the London Marathon - from space! He did it to raise money for charity. How? Easy: a rope kept him tied to the running machine.

The ISS is a zero-gravity lab where a crew of six people live and work. They travel in the space station, which orbits the Earth every ninety minutes at a speed of 28,800 km per hour. So Tim Peake not only ran the usual 42 km, but also travelled more than 100,000 km during his marathon run!

Peake isn't the only astronaut to explore what is possible when playing their favourite sport. American astronauts often play weightless baseball or basketball and sometimes even golf. Zero gravity makes things slower, but they still work. You can even throw a bocceball and it returns to you in orbit, just like on Earth! Talking of Earth, some people are finding that there are still many places to explore here too. Ocean depths and hidden unknown places in far mountains and forests still call to people looking for adventure.

For TV adventure Steve Backshall, that call is stronger than prospects of potential problems and difficulties. His team recently filmed in the tabletop mountains of Venezuela to explore the little-known area of the top. They went down the vertical sides of the mountains on ropes. Floating in mid-air and leaving the world spread out below has curious similarities to the feelings of weightlessness and distance in space. Exploring space or far mountains isn't for everyone, but an attitude of looking for adventure has led to new discoveries and possibilities.

adventure (n) an exciting new experience
crew (n) a group of people working together
surroundings (n) places and things near you
vertical (adj) in a straight line up and down
weightless (adj) having no weight in zero gravity



PROJECT TIME

- Look at the photo and discuss the questions.
 - Where do you think the place is?
 - Why do you think the mountain in the photo is called a 'tabletop' mountain?
 - How could people visit it?
 - What might there be inside the mountain?
- Watch Part 1 of a TV programme about tabletop mountains and check your answers to Exercise 5.
- Watch Part 2 of the video and mark the sentences T (true) or F (false).
 - Steve feels scared when he is abseiling down.
 - Steve sees the biggest waterfall in the world.
 - Steve's team need a lot of abseiling stapes to get down the mountain.
 - There aren't many more places left to explore there.
- Answer the questions about Part 2 of the video. Watch again and check.
 - How does Steve react when he sees Angel Falls?
 - How high is Angel Falls?
 - Where are Steve and his team when they reach the bottom?
 - What are they planning to do?
- Which parts of the team adventure would you like to try? Why? Discuss in pairs.
- VISIBLE THINKING** Is it now possible to reach a new beautiful unexplored area? Discuss how the people below might feel about this.
 - CONSIDER DIFFERENT VIEWPOINTS
 - a person looking for adventure
 - close family of the adventurer
 - local people living in the area
 - a tourist operator in the country

- In groups of four, create an online advert for a day trip to the tabletop mountains. Follow these steps.
 - In your group, discuss who will find information about the activities in the advert: abseiling, exploring the caves, walking in the jungle and photographing nature. Find answers to these questions.
 - What do you need to know about the tabletop mountains?
 - How do you need to prepare for the activity (e.g. safety training)?
 - What equipment and how much time do you need for each activity?
 - What can you gain from this experience?
 - Individually, prepare your part of the advert.
 - Find answers to your questions and write a short text.
 - Find photos to illustrate the information.
 - In your group, create your advert. You can use online tools.
 - Put all the texts and photos together.
 - Decide on a layout.
 - Think of a title for the advert.
 - Check and edit your advert.
 - Share your advert with the class.
 - Answer other students' questions.
 - Ask questions and comment on the other adverts.

Culture topics linked to the unit themes introduced in reading texts

BBC documentaries provide fascinating real-world information

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

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

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

Activities which encourage working collaboratively (pairwork, group work)

SET FOR LIFE

Take action!

- Match the statements with photos A-D.
 - Getting around should be easier for people who use wheelchairs.
 - It's terrible that there's so much rubbish in this beautiful place.
 - It's a shame there isn't anything fun for young people to do in this town.
 - It's sad that so many older people are lonely.
- In pairs, discuss the questions.
 - Are there similar problems to the ones in Exercise 1 in your community?
 - What other problems are there?
 - What can young people do to make a difference in their community and help to solve these problems?
- Listen to a radio interview. Which problem is it about? Did the speakers mention any of your ideas from Exercise 2?

Make a difference

USEFUL TIPS

- To make a difference in your community, choose a problem, find out more about it and take action.
- Find some volunteers to help.
- Tell people about the problem through posters, leaflets or social media.
- Raise money through a cake sale, a sponsored sports event or a quiz night.
- Start an online petition.
- Write to politicians, businesspeople or newspapers.

USEFUL PHRASES

Suggesting

I think we should start a ...

It might be a good idea to ...

Let's get together a team of volunteers to ...

Maybe we could ask ... (to) to ...

Responding to other people's suggestions

Good idea.

Yes, that could work.

That's a nice idea, but I'm not sure it will work because ...

Talking about your plan

We're going to ...

We hope to raise enough money to ...

We want to persuade people to ...

5 Read what some people have done to make a difference. Complete the sentences with the words below.

campaign leaflet petition poster sponsored-run volunteers

- I organised a **sponsored-run**. My friends and I ran 100 kilometres in ten days, and our friends and family paid us. We raised enough money to buy a community piano for the leisure centre.
- I designed a _____ to advertise a new club for children with disabilities. Then I put it up in lots of places around town.
- I got together a team of _____ and we picked up a lot of rubbish in the park.
- I started a social media _____ to persuade people to walk instead of driving cars.
- I started an online _____ . It asked the council not to close our sports centre, and thousands of people signed it.
- I made a _____ about safe cycling and gave it to children in my town's primary school.

6 In pairs, discuss how you might help to solve the problems in the other photos on page 84. Use the ideas in Exercise 5 and the Useful phrases to help you.

7 Read the Useful tips. In pairs, discuss the questions.

- Which of the suggestions in the tips do you think are the easiest to organise?
- Which might make the biggest difference?
- Are there any other tips that you'd like to add?

SET FOR LIFE

8 In small groups, plan how to make a difference in your community. Follow the instructions.

- Choose one of the problems in Exercise 1.
- Discuss what you can do to make a difference and list at least three ideas. Use expressions from the Useful phrases box.
- Prepare a presentation to tell the class about your plans. Include:
 - the reasons you have chosen this problem,
 - the actions you are going to take,
 - the results you hope to achieve.
- Give your presentation to the class.

Useful tips to help students remember key takeaways

Useful phrases linked to specific life skills

Guided final tasks to reinforce skills taught in the lesson

Practical tasks to help students develop specific skills

Use of English tasks to revise vocabulary and grammar in context

Cumulative revision of grammar, vocabulary and skills

Progress Check Units 1-6

Vocabulary and Grammar

1 Choose the correct answer.

- If your boss asks you to _____ overtime at work, ask for more money!
 - make
 - do
 - earn
- It _____ the opportunity, I would certainly learn more about first aid.
 - have
 - 'd had
 - had
- Objects fall towards the Earth because of the _____ of gravity.
 - energy
 - size
 - height
- I voted _____ him in the last election.
 - on
 - for
 - to
- Put some antibacterial _____ on that cut.
 - plaster
 - pill
 - spray
- Let's eat a quick lunch at the museum. We need to _____ the most of our time there.
 - make
 - take
 - get
- At her job interview, they asked Sandra whether _____ done voluntary work.
 - had she
 - had she
 - did she

2 Complete the text with one word in each gap.

I've always been interested in fashion design. I had applied _____ a lot of jobs, but I had never been successful. But last week a big company asked me _____ I could come in for an interview. The interview went well - they offered me the job and I've already _____ the contract! This time _____ year I'll be designing my own clothes! But I need more training, so in the first month I'm going to take part _____ a series of workshops. It's a good thing I kept _____ trying. If I'd given up, I wouldn't _____ had this opportunity.

3 Complete the sentences with words formed from the words in brackets.

- Derek was pleased to start a new job. He had been **unemployed** EMPLOY for months.
- I hurt myself when I fell from the tree, but I didn't have any _____ BREAK bones.
- We need an _____ ELECTRICITY because our kitchen lights don't work.
- My brother is very _____ (COMPETITION). He takes winning too seriously!
- Don't worry, the treatment for your knee isn't _____ (PAIN).
- We need to protect the giant panda because it is an _____ (DANGER) animal.
- If you speak another language really well, you can be a _____ (TRANSLATE).

Speaking

4 Complete the dialogue with the words below.

need next seems should so that's sure would

A: I'm going to help in a city library one day next week. It's part of learning about different jobs at school.

B: That's great! But it might be a good idea to prepare first.

A: Really? What do you think I **should** do?

B: First, find out something about the work. _____, think about what you would like to learn. Write some questions.

A: That _____ easy.

B: I guess _____ Do you _____ a hand?

A: That _____ be great, thank!

B: If I _____ you, I'd ask how they choose new books.

A: I think _____ a good idea.

5 In pairs, help each other prepare for a day of practical work experience. Follow these steps.

- Student A, choose a job that you would like to get work experience in. Tell Student B: *I'm going to be a librarian for a day next week!*
- Student B, suggest ideas about how Student A can prepare for their work experience. *It might be a good idea to ... You should ...*
- Student A, respond to Student B's suggestions. *I think that's a good idea. What next?*
- Change roles.

Reading

7 FC 4-2 Read the blog post and choose the correct answer. C

- Why did the head teacher want parents to come to the school early?
 - She wanted to ask the parents some questions.
 - She wanted to learn about the parents' jobs.
 - She wanted the parents to share their job experiences with students.
 - She wanted the parents to make some decisions about their children's future.
- What did Genna's friends think about a librarian's job?
 - They all thought it was boring.
 - They didn't think it was a useful job anymore.
 - It made some of them consider doing the job in the future.
 - They realised it includes visiting members of the library.
- What did Genna's best friend learn about the work of an app designer?
 - It was exactly how she imagined it.
 - It didn't seem so attractive after she had talked to them.
 - The most important thing in the job is imagination.
 - It's not important to work as part of a team.
- What did Genna think about the lab assistant?
 - She wasn't very focused.
 - She was unfriendly.
 - She seemed to apologise about her job.
 - She was encouraging.
- What is the best way to sum up the last paragraph?
 - It shows how important it is to see the practical side of a job.
 - It explains how the lab assistant created a new kind of medicine.
 - It describes all the ways computers help a lab assistant's work.
 - It shows that first impressions about a job are always right.

SPACE MUSEUM TOUR

The first room in the space museum tour is 'the **light** room'. In this first room, visitors can see our _____ on the wall facing them. In the second room, visitors can learn about astronauts. Astronauts do the work of _____ outside the space station. Visitors can also try a computer app. It shows how astronauts can _____ to get help for health problems. In the third room, you can do an experiment with helium gas. It's light, so it makes a balloon _____.

In the large room, visitors learn that there are _____ million stars in our galaxy.

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

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Good friends

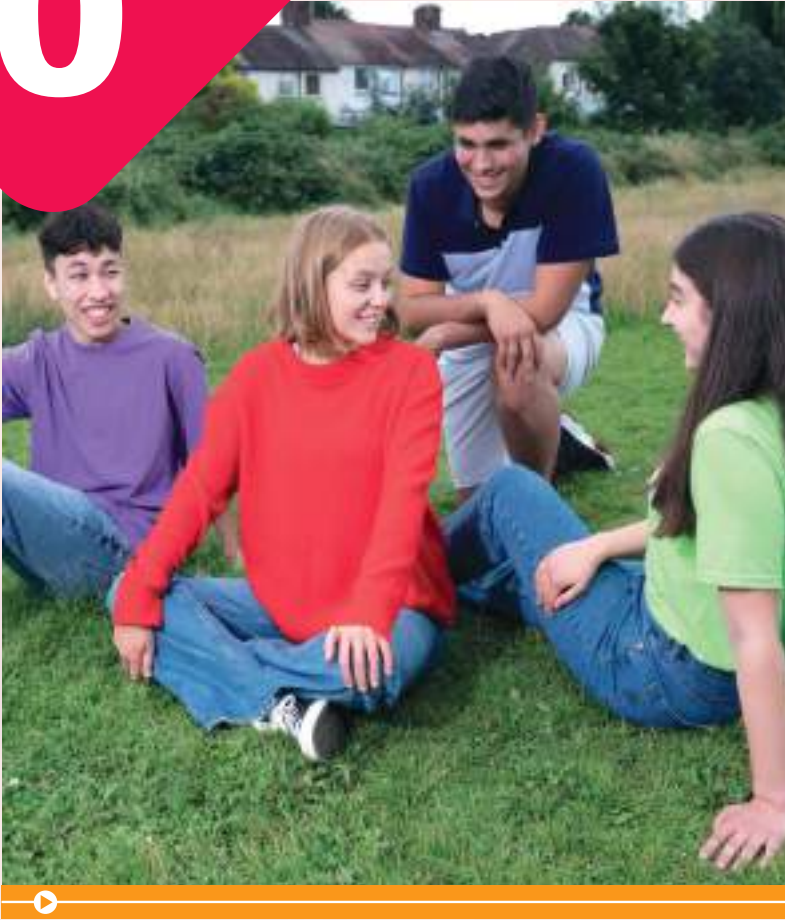
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VOCABULARY

Relationships | School | Using everyday technology | Holidays and travel | Transport | Hobbies and free time activities

GRAMMAR

Present Simple | Adverbs of frequency | *Wh-* questions | Comparatives and superlatives | Present Continuous | Past Simple | Present Perfect | *For* and *since*



Bea Baxter is sixteen. Bea and her cousin Abe Kerr live in New Park, near London. They usually get on really well and spend a lot of time together.

Abe's good at photography and his new hobby is baking. He likes hiking and cycling. His friend Eren King loves tennis and enjoys cycling with Abe although he sometimes has problems with his bike.

Bea and her best friend Carla Silva are classmates. They aren't neighbours, but Carla lives in the next street, so they often see each other. Carla likes acting and art. She has First Aid classes every week too. Bea doesn't do First Aid classes – she prefers to do gardening and programming in her free time.

Bea and Carla sometimes play frisbee with Abe and Eren in a local park. They usually have fun. The park's a great place to relax and they all like hanging out there.

Exercise 1

Abe: photography, baking, hiking, cycling
Eren: tennis, cycling
Carla: acting, art, first aid
Bea: gardening, programming
All: playing frisbee

Exercise 4

Possible answers: brother, children, father, grandfather, great-grandmother, half-brother, mother, sister, stepmother, uncle

0.1

Catching up with Bea

Relationships | Present Simple | Adverbs of frequency | *Wh-* questions | School | Comparatives and superlatives

1 1 0.1 Watch or listen. What hobbies and interests do Bea and her friends have? Do you share any of the same interests?

2 Read the text again and decide if the sentences are true (T) or false (F).

- 1 T Bea and her cousin live in the same town.
- 2 F Abe and Bea often argue.
- 3 F Eren and Abe don't enjoy any of the same things.
- 4 T Carla lives near Bea.
- 5 F Carla and Bea have similar interests.
- 6 T All the friends enjoy spending time in the park.

3 0.2 Study Vocabulary box A. Which of the words can you find in the text?

VOCABULARY A Relationships

aunt best friend classmate cousin grandmother
great-grandfather half-sister neighbour parents
relative stepbrother stepfather

4 **I KNOW!** In pairs, add more words to Vocabulary box A. You have three minutes! Then compare your answers with another pair.

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

- 5 Study Grammar box A. Find more examples of the Present Simple in the text.

GRAMMAR A

Present Simple, adverbs of frequency, *wh-* questions

Present Simple

I **live** in London. She **likes** acting.
 I **don't like** doing sports. She **doesn't do** First Aid classes.
 Do you **live** near your cousins? Yes, I **do**./No, I **don't**.
 Does she **go** to your school? Yes, she **does**./No, she **doesn't**.

Adverbs of frequency

always, never, usually, often, rarely, sometimes

Wh- questions

Where do you live?
 When do you see friends?
 Who do you hang out with?
 Which school do you go to?
 Why do you like your home?
 What sports do you play?
 How often do you visit your relatives?

- 6 Complete the questions with the Present Simple form of the verbs in brackets. Then write answers that are true for you.

- 1 *Where do you relax* (where/you/relax)?
- 2 _____ (what/you/usually/do) in your free time?
- 3 _____ (you/think) it's better to live in a city or a small town?
- 4 _____ (who/you/often/meet) at the weekend?
- 5 _____ (you/spend) a lot of time online?
- 6 _____ (you/see) your neighbours every day?

- 7 0.3 Read the dialogue. What subjects and classes do Abe and Bea like/dislike?

Abe: Have you got your timetable for this term yet?
 Bea: Yes, I'm actually looking forward to Monday mornings! I have Biology first and then Information Technology.
 Abe: Why do you like Biology so much? It's the worst science subject!
 Bea: Biology's fun – and it's easy. I have to say IT is the best, though. I'd love to do some more programming. I might do a science discovery project this year too.
 Abe: Sometimes I just don't understand you!
 Bea: Well, that's because you're really good at Art and creative subjects.
 Abe: True. Hey, do you want to try some after-school classes?
 Bea: Yeah, why not? Let's have a look at the list.
 Abe: What about First Aid?
 Bea: You're joking! I need to do something more relaxing after school.
 Abe: We can join Drama Club.
 Bea: Hmm ... I guess it's better than chess or football.

- 8 0.4 **I KNOW!** Study Vocabulary box B. In pairs, add more words to each group. You have three minutes! Then compare your answers with another pair.

VOCABULARY B School

School subjects

History Information Technology (IT) Physics

Places at school

canteen library

Types of assessment

practical exam project

Verbs

learn revise take exams

- 9 Study Grammar box B. Find examples of comparative and superlative forms in the dialogue in Exercise 7.

GRAMMAR B Comparatives and superlatives

Comparatives

The new library is **bigger than** the old one.
 Art is **more interesting than** Science.
 Practical exams are **better/worse than** written exams.

Superlatives

The classrooms have **the latest** technology.
 The first day back at school is **the most difficult**.
 It's **the best/worst** school in the area.

- 10 Complete the sentences with the comparative or superlative form of the adjectives in brackets.
- 1 Abe thinks their school is the friendliest (friendly) in the area.
 - 2 Bea is more excited (excited) about her timetable than Abe.
 - 3 New Park Secondary is the biggest (big) school in the area.
 - 4 This year's after-school classes are more interesting (interesting) than last year's classes.
 - 5 Abe is better (good) at creative subjects than science subjects.
 - 6 Bea thinks Biology is easier (easy) than other subjects.

- 11 In pairs, compare different schools, school subjects and after-school classes.
History is more boring than Science.

YOUR WORLD

Exercise 6

- 2 What do you usually do
- 3 Do you think
- 4 Who do you often meet
- 5 Do you spend
- 6 Do you see

Exercise 7

Abe likes Art/creative subjects, Drama.
 He dislikes Biology.
 Bea likes Biology and IT.
 She dislikes chess and football.

Exercise 8

Possible answers:
 School subjects: Chemistry, Economics, English, Geography, Maths, Music, PE, Physics
 Places at school: computer room, corridor, classroom, science lab, sports hall, staff room
 Types of assessment: exam, multiple choice test, online test, performance, presentation
 Verbs: do exercises, give presentations, hand in, look up, make notes, make progress, study, take a break, take a test, write essays

My mum and I are having an amazing time in Istanbul this month. We're visiting my grandparents in the city centre. We're being tourists as well and exploring the city. We're by the Bosphorus today. We're sitting in a café at the moment. I'm writing my blog and uploading some photos, and Mum's watching boats go by.

My mum is originally from Turkey, so she's visiting some of her old school friends here in Istanbul. I'm spending a lot of time with my cousins because they live near my grandparents. I don't understand much Turkish, so I'm glad my cousins speak good English. I'm trying to use some basic Turkish phrases, but I'm not learning very fast!

We aren't staying in Istanbul much longer. School term starts next week, so we have to fly home at the weekend. I'm looking forward to catching up with my friends when I get back to New Park. I message them every day. I hope they're missing me!



1 **0.5** Look at the photo. Where do you think Eren is? What do you think he's there for? Read the text and check.

He's in Turkey with his mum, visiting family.

2 Read the text again and answer the questions.

- 1 What language does Eren speak with his cousins?
- 2 Can he speak Turkish?
- 3 When does he have to leave Turkey? Why?

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

GRAMMAR Present Continuous

He's studying Turkish this year.

I'm not learning very fast.

Are you exploring the city? Yes, I am./No, I'm not.

Time expressions

at the moment, now, right now, this month, this year, today

4 Complete the dialogues with the Present Continuous form of the verbs in brackets.

- 1 A: What *are you doing* (you/do) on the laptop?
B: I *'m looking* (look for) information about London for my English homework.
- 2 A: Why *is he reading* (he/read) a German book?
B: Because he *'s studying* (study) German Literature at school this year.
- 3 A: *Are you enjoying* (you/enjoy) that book?
B: Yes, it's great! Everyone *'s talking* (talk) about it!

5 **0.6** **WORD FRIENDS** Study the phrases and find examples in the text.

chat online	send links
chat with people	send videos
download apps	share links
download songs	share videos
film a video	text someone
go online	upload pictures
make a video	upload videos
message someone	write a blog
post on social media	

6 **0.7** Complete the text with words from Exercise 5. Listen and check.

I'm trying to learn Turkish. I'm not having lessons at school - I ¹ *go* online to learn basic grammar and vocabulary. When I'm not on holiday with my family in Turkey, I often chat ² *with* my grandparents on the phone. I also ³ *download* songs in Turkish to my phone so I can listen and learn the words. I have two Turkish cousins and we often ⁴ *share* links to music videos. I sometimes ⁵ *message* them in Turkish and they like to upload ⁶ *pictures* and videos of my grandparents.

YOUR WORLD

7 In pairs, talk about a language you are learning. Say what you are learning about now and how you use technology to help you.

Exercise 2

- 1 Eren speaks English with his cousins.
- 2 He doesn't understand much Turkish. He knows some basic Turkish phrases.
- 3 He has to leave at the weekend because his school term starts next week.

Exercise 5

Phrases are underlined in green.

For the teacher

• Teaching notes, page 156

For the student

• Workbook, page 3

On the Portal

• Workbook: Lesson 0.3

This is Carla Silva. Her dad, Pedro, is from Brazil. He came to England many years ago to study, but he found a job, so he decided to stay. He met Carla's mum, Alicia, when they were at college in London. Alicia was born in Spain, but her parents moved to the UK when she was a baby.

Last summer Carla and her parents had a great holiday. They spent a month in Brazil. They flew from London to São Paulo, hired a car and drove all over the country. They did lots of wonderful things. They sailed on the Amazon River, went horse-riding, saw some amazing animals, sunbathed on some beautiful beaches and stayed in some great hotels and campsites. They also visited Pedro's family, so Carla got to know lots of relatives. She spoke Portuguese with them. Carla didn't want the holiday to end.

**Exercise 2**

Possible answers: accommodation, check in/out, guide, hotel reception, journey, map, passenger, postcard, single/return ticket, tourist, trip, visa

Exercise 3

Possible answers: Parents: Her dad is from Brazil. Her mum is Spanish. They met at college in London. Did on holiday: They went to Brazil. They sailed on the Amazon river. They went horse riding.

Exercise 4

Regular verbs: underlined in red
Irregular verbs: underlined in green

Exercise 5

- No, he didn't. He came many years ago.
- Did Carla's parents meet in Madrid? – No, they didn't. They met in London.
- Did they spend a year in Brazil? – No, they didn't. They spent a month there.
- Did Carla visit her mother's family? – No, she didn't. She visited her father's family.
- Did Carla speak Spanish during the holiday? – No, she didn't. She spoke Portuguese.

- 1 0.8 Study the Vocabulary box. Write the words below in the correct categories. Listen and check.

B&B campsite city break coach ferry hiking sightseeing

VOCABULARY Holidays and travel

Means of transport: boat plane train *coach, ferry*

Types of holiday: activity camp beach holiday *city break*

Accommodation: hostel hotel *B&B, campsite*

Activities: horse-riding sailing sunbathing *hiking, sightseeing*

- 2 **I KNOW!** How many more words related to holidays and travel can you think of in one minute?

- 3 0.9 Read the text. Name three facts about Carla's parents and three things they did on holiday this summer.

- 4 Study the Grammar box. Find more examples of the Past Simple in the text. Which verbs are regular and which are irregular?

GRAMMAR Past Simple

They *stayed* in a hotel. (regular verb)

We *had* a great holiday. (irregular verb)

They *didn't stay* in a campsite.

Did you *hire* a car? Yes, I *did*./No, I *didn't*.

When *did* he *come* here?

Time expressions

earlier this morning, in 2020, last summer, over a year ago, the day before yesterday, yesterday, when she was ...

- 5 Make questions in the Past Simple. Then, in pairs, ask and answer the questions.

1 Pedro / come / to England / last week / ?

Did Pedro come to England last week?

2 Carla's parents / meet / in Madrid / ?

3 they / spend / a year in Brazil / ?

4 Carla / visit / her mother's family / ?

5 Carla / speak / Spanish / during the holiday / ?

- 6 0.10 In pairs, listen and answer the questions.

- 7 0.11 **WORD FRIENDS** Study the phrases.

Check you understand them.

catch a bus/a ferry/a train

drive a car

fly a helicopter

ride a bicycle/a horse

sail a boat/a yacht

take a bus/a train

travel abroad/by bus

- 8 Choose the correct option.

1 When was the last time you **took** / **rode** a train?

2 Do you know anyone who can **fly** / **drive** a helicopter?

3 When did you learn to **ride** / **drive** a bike?

4 Did you **travel** / **catch** a bus to get to school today?

5 Would you like to learn to **drive** / **sail** a boat?

- 9 In pairs, ask and answer the questions in Exercise 8.

- 10 In pairs, talk about an enjoyable trip or holiday you went on. Talk about where you went, how you travelled and what you did.

YOUR WORLD**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



- audioscript page 242
- He came to England to study.
 - They moved to England when Carla's mum was a baby.
 - They flew.
 - They hired a car.
 - Yes, she did.

This is Abe Kerr. His mum is American and his dad is English. Before, they lived in the US, but then they moved to New Park. Abe and his dad have been here for a year now. His mum hasn't been here for so long – only since April.

At first, Abe found England boring compared to the US and he didn't think much of the food. But since then, he's discovered some amazing new places and met some lovely people, and now he thinks it's a cool place to live.

Abe has done a lot of exciting things this year. He's taken some awesome photos and recently he's taken up a new hobby: film-making. He's already directed a film. He's also run a 5K race, but he hasn't taken part in any longer races yet.

Since he arrived, he's spent a lot of time hanging out with his cousin Bea and he's made some great new friends, especially Eren and Carla. They've had a lot of fun together.



Exercise 2

Possible answers: do puzzles, go skating, go swimming, play sports, play (video) games

Exercise 6

- They've lived in New Park for a year.
- Has Abe's mum been in England for a year? – No, she hasn't. She's only been in England since April.
- Why has Abe changed his opinion of England? – Because he's visited some amazing places and met some lovely people.
- What hobby has he recently taken up? – He's recently taken up baking.
- Has Abe ever run a marathon? – No, he hasn't, but he has run a 5K race.
- Who has Abe spent a lot of time with since he arrived? – He's spent a lot of time with his cousin Bea.
- Has he made any friends? – Yes, he has. He's made two great new friends, Eren and Carla.

- 1 0.12 Read the text and mark the sentences T (true) or F (false).

- Abe's dad is English.
- Abe doesn't like England. *He thinks it's a cool place.*
- He's into photography and film-making.
- He's not into sport. *He ran a 5K race.*
- His cousin's name is Carla. *His cousin's name is Bea. Carla is a friend.*

- 2 0.13 **WORD FRIENDS** Study the phrases. Check you understand them. Can you add more phrases for hobbies and free time activities?

direct a film	take a photo
discover new places	take part in a marathon
hang out with friends	take up a hobby
run a race	

- 3 In pairs, ask and answer questions using the phrases in Exercise 2.

Would you like to take part in a marathon?

- 4 Study the Grammar box. Find more examples of the Present Perfect in the text.

GRAMMAR Present Perfect

Affirmative

He *has* (just/already) *directed* a film.

They *have moved* to England.

Negative

I *haven't* (ever)/I *have never lived* in the US.

He *hasn't taken* part in a marathon (yet).

Questions

Have you (ever) *visited* the US? Yes, I *have*./No, I *haven't*.

Has she (ever) *run* a 5K race? Yes, she *has*./No, she *hasn't*.

For and since

They've lived in England *for* a year. (a period of time)

She's been here *since* April. (a point in time)

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

- We *haven't lived* (not live) here very long.
- The film *hasn't started yet* (not start/yet).
- Have you ever had* (you/ever/have) a pet dog?
- Oscar *hasn't eaten* (not eat) lunch today.
- Ella *has always liked* (always/like) Art.
- I *haven't seen* (not see) Jo since May.
- Ali *has been* (be) my friend for years.

- 6 Make questions in the Present Perfect. Then, in pairs, ask and answer the questions.

- how long / Abe and his dad / live / in New Park / ?
How long have Abe and his dad lived in New Park?
- Abe's mum / be / in England / for a year / ?
- why / Abe / change / his opinion of England / ?
- what hobby / he / recently / take up / ?
- Abe / ever / run / a marathon / ?
- who / Abe / spend / a lot of time with since / he / arrive / ?
- he / make / any friends / ?

YOUR WORLD

- 7 Complete the sentences so they are true for you.

- My family has lived here since ...
- I've been at this school for ...
- My best friend has never ...
- Our English teacher has just ...
- I've liked [band/singer] for ...

- 8 In pairs, ask and answer questions to find out your partner's answers in Exercise 7.
How long has your family lived here?

For the teacher

- Teaching notes, page 157

For the student

- Workbook, page 5

On the Portal

- Workbook: Lesson 0.4



1 Look at the photo and answer the questions.

- 1 What are the four friends doing?
- 2 Who do you think said these things?
 - a 'I'm in the park with my friends, Mum.'
 - b 'Wow! You did well to catch that one!'
 - c 'Hey, guys. Sorry I'm late.'

2 0.14 Listen to a phone conversation between Carla and her mum and answer the questions.

- 1 What did Carla do before going to the park?
- 2 Where are Carla's parents?
- 3 What are they doing?
- 4 What have they bought?
- 5 What's the weather like now?
- 6 What does Carla want her mum to do?

3 Look at the quiz below. Complete the questions with one word in each gap.

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

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

How old is Agata?

What does Marco like doing in his free time?

YOUR WORLD

How much can you remember?

- 1 How old is Bea?
- 2 Do Bea and Carla go to the same school?
- 3 What does Bea like doing in her free time?
- 4 Where do Eren's mother's parents live?
- 5 What/Which languages does Eren speak when he's in Turkey?
- 6 How did Eren and his mum travel to Turkey: by train, boat or plane?
- 7 When did Carla's dad come to England?
- 8 Where was Carla's mum born?
- 9 Where did Carla sail on a boat last summer?
- 10 Who has taken up film-making?
- 11 Why did Abe not like England at first?
- 12 How long have Eren and Carla known Abe?

Exercise 1

- 1 Bea and Eren are playing frisbee. Carla is talking on her phone. Abe is running towards everyone.
- 2 a) Carla; b) Eren; c) Abe

Exercise 2

- audioscript page 242

Exercise 2

- 1 She played a video game and had some lunch with Bea.
- 2 They're at the shopping centre.
- 3 They're having a coffee.
- 4 Some curtains for the living room and some cakes.
- 5 It's raining a lot.
- 6 She wants her to pick her up from the park in the car.

Exercise 4

- 1 She's sixteen.
- 2 Yes, they do; they're classmates.
- 3 She likes gardening and programming.
- 4 They live in Istanbul, Turkey.
- 5 English and (a little) Turkish
- 6 by plane
- 7 many years ago
- 8 in Spain
- 9 on the Amazon River in Brazil
- 10 Abe
- 11 He found it boring and didn't think much of the food.
- 12 for a year

For the teacher

- Teaching notes, page 157
- Audioscript, page 242

For the student

- Workbook, page 5

On the Portal

- Workbook: Lesson 0.5

You can do it!

1

VOCABULARY

Adjectives of emotion | Verbs of success and failure | Phrasal verbs for achieving goals | Phrases for achieving goals | Immigration | Personality adjectives

GRAMMAR

Present tenses | Past Simple, Past Continuous and Present Perfect

TEEN MATTERS

Tips and ideas for improving your life and achieving your dreams, by life coach Emma Witcot

Get things done

It's a new school year with new challenges. Read these tips to help you work out how to make progress and improve your results.

1 Give it a go

Just do it! When you have to do something, get on with it! Don't put things off until tomorrow if you can do them today.

2 Step by step

You can't jump to the top of a building; you have to climb the stairs. So make a plan and break it down into smaller steps. Small regular targets are easier to reach.

3 Friends help

When you work in a team, you don't feel so anxious or stressed. Share ideas and help each other achieve your goals.

4 Do your best

Always aim to do your best, but don't be upset if the end result isn't perfect. Be pleased that you managed to do something, not disappointed that you failed to do everything.

5 Try, try again

We all make mistakes. Things go wrong. You can't always get everything right. But don't give up. Remember: if at first you don't succeed, keep on trying.



1.1 Vocabulary

Success, failure and goals

Exercise 2

Possible answers:

3 I feel exhausted when there is lots of homework./ I feel stressed because I think that I might not cope with all the tasks./ I feel anxious about the future.

- 1 Look at the photo in the blog post and describe the girl. Do you often feel like this? How do you motivate yourself to get up and do things?
- 2 Read the blog post. In pairs, discuss the questions.
 - 1 Which tip(s) do you follow?
 - 2 What do you think are the three most important tips in the blog post?
 - 3 How do you feel when you have to manage lots of tasks and duties?

- 3 1.1 Study Vocabulary box A. Are the adjectives positive (P), negative (N) or both (B)? Listen and check.

VOCABULARY A Adjectives of emotion

<input type="checkbox"/> N	anxious	<input type="checkbox"/> P	delighted	<input type="checkbox"/> N	stressed
<input type="checkbox"/> P	calm	<input type="checkbox"/> N	disappointed	<input type="checkbox"/> B	surprised
<input type="checkbox"/> P	cheerful	<input type="checkbox"/> N	exhausted	<input type="checkbox"/> N	upset
<input type="checkbox"/> N	confused	<input type="checkbox"/> P	pleased		

Unit 1 12

For the teacher

- Teaching notes, page 158
- *Need support?* worksheet, page 232

On the Portal

- Vocabulary Memory
- Game
- Photocopiable activity: *It's true*
- Test: Vocabulary Check 1

For the student

- Workbook, pages 6–7

On the Portal

- Workbook: Lesson 1.1
- Extra Practice Activities: Vocabulary

- 4 Choose the correct option. Then, in pairs, say if the sentences are true for you.
- I don't get *confused* / upset and shout when things go wrong. I'm a calm / *delighted* person.
 - I always feel exhausted / *surprised* the next day if I go to bed late.
 - I often feel *disappointed* / stressed before exams.
 - I feel cheerful / *upset* in Music class. It's my favourite subject.
 - I'm *anxious* / pleased with my schoolwork this year. I'm doing quite well.

- 5 In pairs, choose an adjective from Vocabulary box A. Your partner says when they feel like that.

A: *Disappointed.*

B: *I feel disappointed every time I fail a test.*

- 6 1.2 Study Vocabulary box B. Find the words in the blog post. Check you understand them.

VOCABULARY B Verbs of success and failure

achieve aim fail improve manage reach succeed

- 7 Complete the sentences with words from Vocabulary box B. Then, in pairs, say if you agree or disagree with the statements.
- There are other ways to succeed apart from making money.
 - It's better to try and fail than to never try at all.
 - People who get up early manage to do more every day.
 - Practice makes perfect, so if you want to improve your results, keep practising.
 - If you work hard, you can always achieve your goals.
 - You should always aim to win or there's no point playing.
- 8 1.3 Study Vocabulary box C. Find the phrasal verbs in the blog post. Check you understand them.

VOCABULARY C Achieving goals

break down get on with give up keep on
put off work out

- 9 Replace the underlined words and phrases in the sentences with phrasal verbs from Vocabulary box C.
- To find the solution to a difficult Maths problem, it's a good idea to divide it into easy steps.
 - It's time to start doing it. If you keep delaying it, you'll never finish it.
 - If you continue working like this, you will succeed. If you stop trying, you won't.

- 10 1.4 **WORD FRIENDS** Complete the verbs in the phrases. Listen and check.

- do your best
- get something right/wrong
- get things done
- give something a go
- make decisions
- make mistakes
- make progress
- make the most of something
- take it easy
- take something seriously

- 11 1.5 Choose the correct option. Listen and check.

Advice from Aidan

Fear of failure

I feel anxious about ¹*doing* / making mistakes because I always feel so upset when things go wrong. I want to ²do / *make* my best, but it's really hard for me to ³*give* / make decisions. I just keep ⁴*getting* / putting them off. I need to learn to ⁵get / *make* things done and start enjoying life.
Lyle, Glasgow

Lyle, you're suffering from a fear of failure. You've got to learn to ⁶*have* / take it easy. It's not the end of the world if you ⁷get / *make* something wrong. Nobody succeeds all the time. If you want to ⁸*do* / make the most of your life, you need to change the way you think. You should ⁹*keep* / work out what you really want to do and just ¹⁰get / give it a go! Contact a friend and start making plans together now! Go on, ¹¹get / give on with it! Be brave!
Aidan

Exercise 6

Verbs of success and failure are underlined in red.

Exercise 8

Phrasal verbs are circled in blue.

- 12 In pairs, discuss the questions.


- Are you good at making decisions and plans, and getting things done on time or do you prefer to take things easy and see what happens?
- Do you like to give things a go or do you worry about making mistakes and getting things wrong?
- Do you give up easily or do you always keep on trying?

YOUR WORLD

Exercise 9

- work out; break it down
- get on with; putting it off
- keep on; give up

- 1 Are you a morning person or do you like to stay in bed late?

- 2  1.6 Read the introduction to a podcast. What problem does Mel have in the morning? What is the podcast going to be about?



GET THE MOST OUT OF YOUR MORNINGS!


I don't find it easy to get out of bed and get ready in the morning. When I'm feeling sleepy, I don't want to get up. All the statements below are true for me. I think I need help!

- I always press 'Snooze' when my alarm goes off at 7 a.m.
- I love to stay in bed as long as possible.
- I spend ages in the shower because I always listen to my favourite playlist.
- It's often hard to find my clothes because they're in a pile on a chair ... or on the floor.
- I don't always have time for breakfast, so I have a snack instead.

Which statements are true for you? Be honest!

Are you looking for ideas to improve your morning routine? Zac's not a morning person either, but he's making progress this term. Today Zac and I have our friend Joe with us. We're sharing some fresh ideas on how we can get the most out of our mornings on school days.



- 3  1.7 Listen to the podcast. What ideas do Zac and Joe have that can help people get ready in the mornings? Do you use any of these ideas?


- 4 Study the Grammar box. Complete the sentences under the box with the correct form of the verbs in brackets.

Exercise 2

Mel finds it hard to get out of bed and get ready in the morning.

The podcast is going to be about morning routines/ getting the most out of your mornings.

Exercise 3

 audioscript page 242

Zac:
Set your alarm ten minutes early. Have a 'waking up' playlist.

Joe:
Put your mobile on the other side of the room at bedtime (so you have to get out of bed to switch off the alarm in the morning). Put your mobile in your school bag as soon as you get up (so you don't waste time looking at messages until you're on the bus).

Exercise 4

- 2 listen; feel
3 Do you have/ Have you got
4 live; don't usually get up
5 are getting

GRAMMAR Present tenses

Present Simple

*I always **press** 'Snooze' when my alarm goes off.* (routine)
*I **don't find** it easy to get up.* (permanent situation)

Present Continuous

*Lots of people **are listening** to this podcast right now.* (present action)

*This term I **'m trying** to change my routine.* (temporary situation)

*He **'s making** progress this term.* (changing situation)

State verbs

belong, know, prefer, etc.

*I **know** you're always at school early.* NOT *I'm knowing*


State and dynamic verbs

*I **think** I need help!* (state verb: opinion)

*What **are** you **thinking** about?* (dynamic verb: mental process)

GRAMMAR TIME > PAGE 126

- 1 *Are you **having*** (you/have) lunch now?
- 2 When I _____ (listen) to my playlist, I never _____ (feel) stressed.
- 3 _____ (you/have) any advice to help us?
- 4 I _____ (live) near the school, so I _____ (usually/not get up) early.
- 5 My marks at school _____ (get) better all the time!

- 5  1.8 Choose the correct option. Listen and check.

I ¹ **think** / 'm thinking I waste a lot of time in the morning, so I ² **try** / 'm trying to change my routine this term. First of all, I make the most of my time on the bus journey to school. I sometimes revise for tests, but I ³ **prefer** / 'm preferring to listen to Spanish podcasts because they're more interesting. I ⁴ **learn** / 'm learning lots of new words and phrases with this routine. I think my Spanish ⁵ **improves** / **is improving** and I'm doing well in class now. I ⁶ **know** / I am knowing my accent is getting better too!

YOUR WORLD

- 6 In pairs, describe your morning routine. Are you trying to change something in it? Tell the class about your partner's routine.

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
- Audioscript, page 242

On the Portal

- Grammar presentation
- Photocopiable activity: *Your turn*
- 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: Lesson 1.2

New beginnings

Changing schools is always a challenge, but what happens if your new school is on the other side of the world? We asked two young people who are starting a new life in Canada.

Arjun Patel grew up in Mumbai, India, more than 12,000 miles from his new home in Toronto, Canada. However, his parents think that a fresh start is good for their family. And they're not alone. Each year over 80,000 new arrivals in Canada come from India.

In fact, over twenty percent of Canada's population are immigrants. Why are so many people moving here? There's a lot of support for migrants and their families. Arjun is finding that Canadians are very welcoming. He's already made a few friends. 'The best way to make friends quickly is to join a club or take up a new sport.' Arjun is doing just that. He's learning to play ice hockey because it's very popular in Canada.

Arjun is enjoying his new life, but he's facing some challenges. 'I don't like certain stereotypes. For example, people often think that my parents work in an Indian restaurant. It's annoying.' In fact, both his parents are doctors. Some things make his life in Toronto easier, though. 'Five students in my class are from other countries and one girl is from Mumbai!'

Arjun's classmate Martina Castro, from Brazil, is also discovering a new life in Canada. Unlike Arjun, Martina is finding things hard. Her parents don't speak much English. They can read and write basic English, but they don't like it when people speak fast. 'I sometimes go with my mum to the shops so I can translate. It's a lot of responsibility. I feel like the parent!'

What does Martina miss about Brazil? 'Right now, everything! My grandparents are so far away. I miss my cousins, friends ... even teachers! I miss Brazilian food, sunshine and beaches. Toronto is on a beautiful lake, but I prefer sandy beaches.' The Canadian climate is much colder than in Brazil, so that's a challenge too. Martina's family are exploring the area at the moment. 'Our trip to Niagara Falls was pretty awesome. We're trying to stay positive, but I need some new friends!'



Exercise 2

Arjun is from India. Martina is from Brazil.

Arjun: Likes: Canadians are welcoming; new sports; people from different countries

Dislikes: stereotypes

Martina: Likes: Toronto is on a beautiful lake; Niagara Falls is amazing.

Dislikes: when she has to translate for her mum/parents; the climate; misses people, food, sunshine and beaches

EXAM

Exercise 3 International Certificate

Level 2, Reading, Section 7, (note completion)

Exercise 4

Verbs: face, translate, miss, explore

Nouns: arrival, population, immigrant, support, migrant, challenge, stereotype

Exercise 5

Possible answers:

- Twenty percent of people in Canada are immigrants. Ice hockey is a popular sport.
- It's exciting/difficult. You need help and support. It's best to join in, make friends, explore.

Exercise 6

▶ videcript page 242

1 Would you like to move to another country? Where would you like to go? Why?

2 1.9 Read the article. Where are Arjun and Martina from? What do they like and dislike about their new lives?

3 Read the article again and complete the sentences. Write no more than three words in each gap.

- The distance between Mumbai and Toronto is about 12,000 miles.
- People who move to Canada can find a lot of help and support.
- Arjun recommends joining a club or starting a new sport.
- Arjun likes living in Canada, but he dislikes some stereotypes.
- Martina feels like her mother's parent when she has to translate for her.
- Martina and her family are trying to keep a positive attitude to the challenges.

4 Look at the highlighted immigration words in the article. Sort them into verbs and nouns. Then check you understand them.

5 In pairs, discuss the questions.

- What did you learn about Canada?
- What did you learn about life as an immigrant?
- What would you find difficult about life in Canada?

VIDEO



WIDER WORLD

6 2 Watch two people talking about problems that immigrants face. Which of these things do they mention?

culture food jobs ✓ language
stereotypes ✓

7 What would you miss if you moved to another country? What would be helpful for newcomers to feel at home?

I can understand an article about immigrants and the problems they face.

15 Unit 1

For the teacher

- Teaching notes, page 160
- Need support? worksheet, page 232
- Videoscript, page 242

On the Portal

- Photocopiable activity: Match up

For the student

- Workbook, page 9


On the Portal

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

Past Simple, Past Continuous and Present Perfect

- 1 Think about a challenge you have faced recently. In pairs, describe it and say how it made you feel.

Last month I cycled fifty kilometres to make money for charity. It was hard, but I enjoyed it.

- 2  1.10 Look at the photo and read the article quickly. What was Poorna's challenge?

climbing Mount Everest at the age of thirteen



REACHING THE TOP

In 2014 thirteen-year-old Indian Poorna Malavath became the youngest girl to climb Mount Everest.

One day some government officials came to Poorna's village. They were looking for children from poor backgrounds to send on an expedition to Mount Everest. They wanted to show there are no limits for anyone. From 100 children, they chose just two: Poorna and an older boy. They went on an eight-month training programme in the mountains. While they were training, the temperature often fell as low as -35°C and they ate packaged food, which didn't taste very good. The climb to the top of Mount Everest lasted fifty-two days. It was dangerous, but Poorna didn't give up. When she reached the top of the world's highest mountain, she felt happy and proud.

Since then Poorna has become famous. They have even made a film about her life: *Poorna: Courage Has No Limit*. She hasn't stopped climbing. So far, she has climbed the highest mountains on six continents. In 2019 she reached the highest peaks in South America, Oceania and Antarctica. She hasn't climbed Mount Denali, the highest mountain in North America, yet, but that's her next target. For Poorna, climbing has become her life.

- 3 Study the Grammar box. Find more examples of the Past Simple, Past Continuous and Present Perfect in the article.

GRAMMAR

Past Simple, Past Continuous and Present Perfect

Past Simple

In 2014 she reached the top of Mount Everest. (finished action)
The temperature often fell as low as -35°C . (repeated action)

Past Continuous

It was raining on Sunday afternoon. (background description)
At three o'clock we were watching a film about Poorna Malavath. (action in progress)

Past Simple and Past Continuous

The teacher was speaking when some officials came into the classroom. (a longer action interrupted by a shorter one)

Present Perfect

She has become famous. (result in the present)
She has climbed Mount Aconcagua. (experience)

Present Perfect and Past Simple

Poorna has climbed many mountains. She climbed Mount Everest in 2014.

GRAMMAR TIME > PAGE 126

- 4 Choose the correct option.

- Many women climbed / have climbed Mount Everest, but Poorna was the youngest.
- She sometimes felt scared while she was climbing / has climbed the mountain.
- On 27 July 2017 Poorna reached / has reached the top of Mount Elbrus.
- The film about Poorna got / was getting good reviews when it first came out.
- Someone has written / was writing a book about Poorna's life.


- 5 Complete the questions with the Past Simple, Past Continuous or Present Perfect form of the verbs in brackets. Then, in pairs, ask and answer the questions.

- What were you doing (you/do) at 8 p.m. last night?
- How many mountains have you climbed (you/climb)?
- Have you ever eaten (you/ever/eat) packaged food?
- Where did you go (you/go) last weekend?
- Was it raining (it/rain) when you got up (you/get up) this morning?

VIDEO




WIDER WORLD

- 6  3 Watch six people talking about being away from home. Where did they go? What did they think of the places?
- 7 In pairs, talk about a time when you were away from home. Think about the questions in Exercise 6.

Exercise 3

Past Simple: underlined in red
Past Continuous: underlined in green
Present Perfect: underlined in blue

Exercise 6

 videodescription page 242


Charlie went to a festival in Croatia. It was amazing.
Tom went to the South of France. It was beautiful.
Jiaying volunteered as an English teacher in a school in Ukraine four years ago. She loved it and learned a lot.
Sandra went to Milan, Italy, to see her friends. She loved it and the people were friendly and warm.
Martina went to America. She enjoyed the different cultures living together and the interesting food.
Alberto went to Croatia. He thought it was interesting to see how people in another country live and he enjoyed using English as an international language.

Unit 1 16 I can use different tenses to talk about past events and experiences.

For the teacher

- Teaching notes, page 161
- Need support?* worksheet, page 232
- Videodescription, page 242


On the Portal

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

For the student

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

On the Portal

- Workbook: Lesson 1.4 
- Extra Practice Activities: Grammar, BBC Vox Pop

Projection mapping

- Do you like trying new things? Why?/ Why not?
- 1.11 Study the Vocabulary box. Can you add more words?

VOCABULARY Personality adjectives

active competitive creative curious generous
gentle organised patient reliable sensible

- Complete the sentences with words from the Vocabulary box.
 - Someone who always has new ideas is *creative*.
 - Someone you can trust is *reliable*.
 - Someone who is always moving and doing things is *active*.
 - Someone who wants to know and learn new things is *curious*.
 - Someone who always wants to win is *competitive*.
- Write definitions for the other five words in the Vocabulary box.
- In pairs, take it in turns to describe a person you know. Use words from the Vocabulary box.
My best friend is always confident and reliable.
- Look at the photo showing an example of projection mapping. Have you ever seen projection mapping before? What was it like?



- 1.12 Listen to Alex telling Mia about a workshop. Choose the correct answer.
 - Mia has seen the information, but wasn't interested at first.
 - Mia has bought tickets for her and Alex to go to the workshop.
- 1.12 Listen again. Complete the information with a word or phrase in each gap.

PROJECTION MAPPING WORKSHOP
New, easy and great fun!

Location: ¹ *Science* Museum
Address: ² *River* Road
Title of workshop: *Bringing the* ³ *World to Life*
For: fourteen- to ⁴ *seventeen/17* -year-olds
Time: ⁵ *10/ten* a.m. to 4 p.m.
Please bring: ⁶ *lunch* and a drink
Cost per person for this special event: ⁷ £ *5*

- 1.12 Listen again and answer the questions.
 - What did Mia think the workshop was about?
 - Where do you create the videos in a projection mapping workshop?
 - Where did Mia see an example of projection mapping?
 - Is Alex creative or curious?
 - Why can't Mia go to the workshop on her own?
 - Why does Mia have to go to Alex's house on Saturday?

- In pairs, talk about the classes and workshops below. What type of person are they right for? Are they right for you? Why?/Why not?

chess cooking climbing creative writing
gardening photography sewing singing

You have to be organised if you do the cooking class because you plan recipes and shopping lists. I'm not very organised, so I don't think this is the right class for me.

Exercise 2

Possible answers:
bossy, brave, bright, calm, determined, easy-going, friendly, funny, hard-working, honest, impatient, impolite, jealous, kind, polite, quiet, rude, selfish, shy, stubborn, thoughtful

Exercise 4

Possible answers:
generous: ready to help or share
gentle: calm and kind
organised: good at planning
patient: able to wait calmly
sensible: practical and reasonable

EXAM**Exercise 8**

International Certificate Level 2, Listening, Section 3, (note completion)
B1 Preliminary for Schools, Listening, Part 3, (gap fill)

Exercises 7–9

1.11 audioscript page 242

Exercise 9

- making maps
- on a computer
- (outside) the theatre
- curious
- She isn't confident enough.
- Alex's dad can take them.

I can understand a conversation about projection mapping. **17** Unit 1

For the teacher

- Teaching notes, page 162
- Audioscript, page 242

On the Portal

- Vocabulary Memory Game
- Photocopiable activity: *What are they like?*

For the student

- Workbook, page 11

On the Portal

- Workbook: Lesson 1.5
- Extra Practice Activities: Vocabulary

VIDEO



DO YOU NEED A HAND?

- Eren: Hi, Abe. What are you doing? Are you making chocolate cookies?
- Abe: I'm making a chocolate brownie for my dad. It's his birthday today. I've never baked a cake before, so it's quite a challenge.
- Eren: I'm impressed! Do you need a hand?
- Abe: I don't know. Maybe. OK, so can you pass me the flour, please?
- Eren: Sure. Here you go. Hey, your T-shirt is getting dirty with the flour. Why don't you wear this apron?
- Abe: Cool, thanks ... Oh! The food mixer isn't working.
- Eren: Can I help you with it?
- Abe: That would be great, thanks.
- Eren: You didn't switch it on at the wall.
- Abe: Oh, OK, thanks. Would you mind getting some nuts from the cabinet over there?

Later ...

- Abe: Look, a complete failure! I baked it for too long, I guess.
- Eren: Hmm ... it looks more like a giant chocolate cookie. Hmm, it's crispy and it tastes fabulous. Admit it: you needed me!
- Abe: All right, I admit it. All great chefs need assistants.
- Eren: So true!

SOUNDS GOOD!

I'm impressed! • A complete failure!
I admit it. • So true!

- 1 Have you ever cooked something? What was it? Was it a success?

*I made pasta with tomato sauce once.
It was delicious.*

- 2 4 1.13 Watch or listen and answer the questions.

- What is Abe making? *a chocolate brownie (for his dad)*
- What does Eren think of the brownie after he tastes it? *It looks more like a (giant) chocolate cookie and tastes fabulous.*
- What mistake does Abe make? *He bakes it for too long.*

- 3 Why did Abe need Eren's help?

SET FOR LIFE



- 4 Why is it important to plan all tasks and stages of work carefully? What can happen if you don't? Discuss in pairs.



- 5 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Asking for and offering help

Asking for help

Can/Could you help me?
Would you mind (helping me)?
Can/Could you give me a hand (with ...)?

Replying

Of course. Sure!
Sorry, I can't. Of course not.
I'll be with you in a minute.

Offering help

Do you need any help/anything else?
Can I get you anything?
Can/May I help you?
Do you need/Can I give you a hand?
What can I do for you?

Replying

That would be great, thanks.
That's really nice of you, thanks.
Thanks for helping/your help.
No, I'm fine, but thanks anyway.

- 6 1.14 Complete the dialogue with one word in each gap. Listen and check. Then, in pairs, practise the dialogue.

- A: Can you ¹ *give* me a hand? I don't know how to install this programme.
- B: ² *Sure*. Just click there.
- A: Ah, thanks for your ³ *help*.
- B: Do you ⁴ *need* anything else?
- A: No, I'm ⁵ *fine*, but thanks anyway. Oh! Yes, would you ⁶ *mind* getting me some water?
- B: Of ⁷ *course* not. Here you are.

YOUR WORLD

- 7 In pairs, go to page 136 and role play the situations.

Exercise 3

Possible answers:
Because he didn't prepare all the ingredients and his workspace properly.

Because the kitchen was messy.

Because it was the first time he was baking a brownie and he had no experience.

Exercise 4

Possible answers:
If your desk or room is untidy, you can't find things quickly and easily.

If your digital workspace is disorganised and you don't keep a calendar, you can forget things you have to do.

For the teacher

- Teaching notes, page 163

On the Portal

- Photocopiable activity: *Can you help me?*

For the student

- Workbook, page 12

On the Portal

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

MOMENTS WITH MARCO

My personal challenge

1 How do you feel about trying new things? I normally love a new adventure, but when my friend Amy invited me to go climbing, I had a problem. I'm really scared of heights, and I first realised this on a school trip to Tower Bridge in London. Suddenly, we were standing on a glass floor and looking down to the water below. I screamed, I started shaking and my hands were sweating. I shut my eyes to cross the glass, but I was very stressed.

2 So, when Amy told me about the climbing class, I was nervous, but I decided to give it a go. When I arrived and saw the climbing wall, I shivered with nerves. It was quite high, but the instructor helped me and showed me how to climb slowly and safely. At the beginning it was quite difficult, but gradually, I felt less anxious, although I had to concentrate very hard.

3 The experience has made me more confident. That day I made the most of the lesson and I couldn't stop smiling. Now I climb regularly and I'm never scared.



1 Read Marco's blog post. Which paragraph describes:

- 1 a challenge that helped Marco? **2**
- 2 how the experience changed Marco? **3**
- 3 a bad experience in the past? **1**

2 Study the Writing box. Find examples of the phrases in Marco's blog post.

WRITING A blog post describing a personal challenge

Reason for the challenge

1 I normally love ... I often dream about ...
The problem is/was, I ...
I first realised this when/at/on ...

Description of the challenge

2 When I heard/my friend told me about ...
I decided to give it a go.
When I arrived at/started/saw ..., I shivered/screamed.
At the beginning it was quite difficult, but gradually, I ...
In the end, I ...

After the challenge

3 The experience has made me ...
That day I ... Now I ... regularly.
Now I'm not afraid of/to ... I'm thinking of becoming a ...

3 Study the Language box. Find examples of the verbs in Marco's blog post. Then, in pairs, discuss how Marco felt before, during and after the challenge.

LANGUAGE Verbs that express emotion

cry scream shake shiver shout sweat

4 In pairs, take it in turns to use verbs from the Language box in a sentence.

The film was so sad that it made me cry.

5 In pairs, choose one of the challenges below. Why is it difficult? How would you feel before, during and after it?

joining a new sports team
performing in front of your schoolmates
staying with a family in another country

WRITING TIME

6 Write a blog post with a description of a personal challenge.

1 Find ideas

Make notes for your blog post. Think about:

- why you wanted to do the challenge.
- what the challenge was like.
- how you felt after the experience.

2 Plan

Organise your ideas into paragraphs. Use Marco's blog post to help you.

3 Write and share

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

4 Check

- Check language: have you used verbs that express emotion?
- Check grammar: have you used a variety of past tenses?

Exercise 3


Verbs that express emotion are circled in blue.

I can write a description of a personal challenge. **19** Unit 1

For the teacher

- Teaching notes, page 164


On the Portal

- Photocopiable activity:  Another challenge

For the student

- Workbook, page 13

On the Portal

- Workbook: Lesson 1.7 

Vocabulary Activator

WORDLIST

1.15

Adjectives of emotion

anxious (adj)
calm (adj)
cheerful (adj)
confused (adj)
delighted (adj)
disappointed (adj)
exhausted (adj)
pleased (adj)
stressed (adj)
surprised (adj)
upset (adj)

Verbs of success and failure

achieve (v)
aim (v)
fail (v)
improve (v)
manage (v)
reach (v)
succeed (v)

Achieving goals

break down (v)
get on with (v)
give up (v)
keep on (v)
put off (v)
work out (v)

Word friends

(achieving goals)
do your best
get something right/wrong
get things done
give something a go
make decisions
make mistakes
make progress
make the most of something
take it easy
take something seriously

Immigration

arrival (n)
explore (v)
face challenges
immigrant (n)
migrant (n)
miss (v)
population (n)
stereotype (n)
support (v)
translate (v)

Personality adjectives

active (adj)
competitive (adj)

creative (adj)
curious (adj)
generous (adj)
gentle (adj)
organised (adj)
patient (adj)
reliable (adj)
sensible (adj)

Extra words

accent (n)
adventure (n)
advice (n)
basic English
brave (adj)
confident (adj)
courage (n)
cry (v)
culture (n)
discover (v)
experience (n)
fear of failure
find things hard
fresh ideas (n)
fresh start (n)
get better/worse at something
goal (n)

gradually (adv)
impossible (adj)
in a rush
join a club
limit (n)
make friends
move to another country
need a hand
poor background
proud (adj)
responsibility (n)
result (n)
routine (n)
scared of heights
scream (v)
set my alarm
shake (v)
share (v)
shiver (v)
shout (v)
solution (n)
stay positive
step by step
suffer (from) (v)
sweat (v)
take something up (v)
target (n)
workshop (n)

1 Complete the words in the school report comments. Then, in pairs, say which ones describe you.

- 'An **active** student; **gets** _____ things done.'
- 'An **organised** student – always plans her work and takes it **seriously** _____, making great **progress** _____.'
- 'Always does his **best** _____, but should remember that it's OK to get things **wrong** _____ sometimes.'
- 'Really makes the **most** _____ of lessons, is **curious** _____ and asks questions, and **gets** _____ on with the work.'

2 Complete the questions with verbs from the wordlist. Then, in pairs, discuss the questions.

- When did you last **face** _____ a difficult challenge?
- When did you last **put** _____ off something you needed to do and then had a problem?
- When were you last the only one who could **work** _____ out the answer to a puzzle?
- How did you relax the last time you **took** _____ it easy?

3 Find the negative word in each group. Then, in pairs, choose one of the negative words and say how it can also be positive sometimes.

- | | | | |
|------------|----------|---------|----------|
| 1 explore | miss | support | succeed |
| 2 succeed | achieve | fail | reach |
| 3 generous | stressed | gentle | sensible |

4 Answer the questions with words from the wordlist. Then write a similar question. In pairs, answer your partner's question.

What do you call:

- the number of people in a city or country? **population**
- a person who likes to be the best at something? **competitive**
- a person who goes to live in another country? **migrant / immigrant**
- the way you feel when you wanted something but didn't get it? **disappointed**
- a person you can trust to help you? **reliable**

5 **1.16 PRONUNCIATION** Listen to how we pronounce the underlined vowels and decide which sound you hear. Write the words in the correct column.

active competitive delighted disappointed
migrant miss organised reliable surprised

/i/	/aɪ/
<i>active</i> <i>competitive,</i> <i>disappointed, miss</i>	<i>delighted, migrant,</i> <i>organised, reliable,</i> <i>surprised</i>

6 **1.17 PRONUNCIATION** Listen, check and repeat.

Exercise 3


- miss (It teaches you to appreciate things/people more.)
- fail (It makes you try harder.)
- stressed (If you're a bit stressed, you might try harder and do better.)

Unit 1 20

For the teacher

- Audioscript, page 243


On the Portal

- Photocopiable activities:  *Anagram clues, Correct or not?*
- Tests: Unit 1 Test, Unit 1 Writing Test

For the student

- Workbook, pages 14–15

On the Portal

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

Vocabulary

1 Choose the correct answer.

- I was ___ by the instructions, so I didn't know what to do.
a disappointed (b) confused c delighted
- Our Science teacher says we should be ___ about everything and ask questions.
a anxious b reliable (c) curious
- This school ___ to help every student get the best possible results.
a reaches (b) aims c improves
- I was so ___ after the school trip that I fell asleep on the sofa when I got home.
(a) exhausted b sensible c surprised
- Mr Evans is a very ___ teacher – he stays calm when he has to explain things again.
a generous (b) patient c cheerful

2 Complete the text with the words below.

best down go mistakes on out progress right seriously up



After I watched the film series *The Queen's Gambit*, I started playing chess again, but not just for fun. I joined a club because I wanted to take it ¹*seriously* and become a good player. But I lost most of my games because I often made ²*mistakes*. To win, it wasn't enough just to do my ³*best*. Part of me wanted to give ⁴*up* chess, but I kept ⁵*on* trying. I tried to work ⁶*out* the reasons why I lost by looking at my games. I broke them ⁷*down* into three parts: opening, middle game and endgame. I learned how to play the openings because you have to get that ⁸*right* or you lose right away! I made ⁹*progress* and started to think about playing in hard competitions. I gave it a ¹⁰*go* and beat some good players!

Grammar

3 Complete the dialogues with the correct form of the verbs in brackets. Then, in pairs, practise the dialogues.

- A: What's *your mum doing* (your mum/do) at the moment?
B: I think she's at work.
- A: Where were you when it was time to come to class?
B: I *was talking* (talk) to my friends.
- A: I'm hungry. I *haven't eaten* (not eat) very much today.
B: Would you like a sandwich?
- A: My dog *doesn't like* (not like) to be alone. Can I bring him when I come to your house?
B: Of course!
- A: *Did you watch* (you/watch) anything interesting last night?
B: Yes! A spy film with Bradley Cooper.
- A: What's so funny? Why *are you laughing* (you/laugh)?
B: You've got chocolate all over your face!

4 Choose the correct option.

Hi Tom,

¹*I'm writing* / I write this email from my new bedroom in our new flat! It's a nice flat and ²*I'm preferring* / *I prefer* it to the old one, but everything is a bit crazy right now! We ³*were only moving in* / *only moved in* yesterday. Dad can't do much to help because he hurt his leg while he ⁴*was painting* / *painted* the kitchen. ⁵*He waits* / *He's waiting* for it to improve so he can get back to work. Mum ⁶*organised* / *has organised* the living room, so at least we can go there to relax.

Julia

Speaking

5 In pairs, do the speaking task. Student A, go to page 136. Student B, go to page 142. Role play both situations.

Dictation

6 1.18 Listen. Then listen again and write down what you hear during each pause.

Exercise 5

Sample answers:
Situation 1
A I can't understand my new phone. Could you help me?
B Sure! I'm good with phones. What's the problem?
A I haven't worked out how to take selfies!
B Can I have a look?
A Of course.
B OK, so you need to tap on this part of the screen, then tap on this button.
A Ah, I see. Thanks for your help!

Situation 2

A Hi!
B Hi!
A Those boxes look heavy. Can I give you a hand?
B That's really nice of you, thanks. Maybe you can help me carry this big one inside.
A Sure!

EXAM

Exercise 6

audioscript page 243

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



ENDURANCE TESTS

The most challenging races

You're stressed and anxious, and you have problems sleeping. What you need is a challenge. There has never been a better time, but which one to go for? Marathons and triathlons are still popular, but there have been a few changes to the traditional kind: newer events have appeared. Participants race in tough natural landscapes like mountains or deserts, which represent a greater challenge to them. These races are popular in the USA and are very competitive.

The first long-distance triathlon was the Ironman. It started in the 1970s in Hawaii, on Waikiki Beach, and there are now forty countries across the world which hold Ironman events. An Ironman is the hardest one-day endurance test in the world. Participants must complete a 3.86-km swim, a 180-km bike ride and run a whole marathon – no stopping is allowed! The world championships are held in Hawaii every year.

Other tough races include the TransRockies in Canada. It is a seven-day, 400-km mountain bike race. Participants cycle up and down the Rocky Mountains in all kinds of weather, but they enjoy some fantastic views at the same time. Don't try it if you're scared of heights. Alternatively, head for New Mexico, where there is a ride that lasts three days through the desert – just try cycling through sand dunes!

As for the traditional marathon, you can still take part in the world's biggest, in New York. However, if you want to push yourself even more, try the World Marathon Challenge. This is seven marathons, in seven days, on seven different continents. It's called the World Marathon Challenge for a reason! For many people, this is the challenge of a lifetime. Participants have to run 295 km and spend up to sixty-eight hours in the air – all at their own risk!

endurance (n) the ability to keep going
landscape (n) a type of area in a country
participant (n) a person who takes part in something
sand dune (n) a hill made of sand
tough (adj) difficult to do

Exercise 1

1 A triathlon is a sporting event/competition. It includes running, swimming and cycling (long distances).

1 In pairs, discuss the questions.

- 1 What is a triathlon? What three sports does it typically include?
- 2 Which triathlon challenge do you think is the most difficult? Why?
- 3 Would you like to take challenges like this?
- 4 Are there races or challenges like this in your country? If so, what are they?

2 1.19 Read the article and mark the sentences T (true) or F (false).

- 1 T New events in modern triathlon marathons are more difficult than the traditional ones.
- 2 F Long-distance triathlons started in ancient Greece.
- 3 T There are no breaks for Ironman participants.
- 4 T People who suffer from fear of heights shouldn't enter the TransRockies race.
- 5 F The bicycle races only take place in mountain landscapes.
- 6 T The World Marathon Challenge is more challenging than the New York marathon.
- 7 F Organisers of the World Marathon Challenge are responsible for participants' safety.

3 Read the article again. In pairs, discuss the questions.

- 1 Why do you think people take part in these types of events?
- 2 How do you think people prepare for them?

For the teacher

- Teaching notes, page 165
- Videoscript, page 243

On the Portal

- Photocopiable activity: Project worksheet: a digital poster

**Exercise 4**

- 1 The desert is called The Empty Quarter. It's in The Middle East.
- 2 They're travelling in the footsteps of a British explorer. Their goal is to recover their lost friendship.
- 3 (extreme) heat and dehydration (caused by not enough water), (violent) sand storms, unpredictable camels, (terrible) arguments, finding their way

4 Look at the photos and discuss the questions.

- 1 What kind of landscape can you see in the photos? Where do you think it is?
- 2 What are the two men doing?
- 3 What problems do you think they will have in the desert?

5 Watch Part 1 of a TV programme about two desert travellers and check your answers to Exercise 4.**6** Watch the video again and choose the correct option.

- 1 The Empty Quarter is the *highest* / *largest* sand desert in the world.
- 2 Ben and James are travelling in the same way as *British* / *American* explorer Wilfred Thesiger.
- 3 The goal of their journey was to *have an adventure* / *repair a friendship*.

7 Watch Part 2 of the video and answer the questions.

- 1 What other places have Ben and James travelled to?
- 2 Which country do they travel through on this trip?
- 3 Why did the trip take them longer than planned?

8 **VISIBLE THINKING** In pairs, follow these steps.**WHY DO YOU SAY THAT?**

- 1 Study the discussion question and decide on your own opinion.
Can friendships become stronger when friends face difficult situations together?
- 2 Match the sentence halves. Then think about how each one could support your opinion.
 - b* The two men planned this trip
 - c* The desert trip was really tough
 - a* They congratulated each other
 - a when they finished the trip.
 - b because they wanted to be friends again.
 - c so the two men had fights.
- 3 In pairs, decide on three pieces of advice on how to stay friends when you face difficult problems together.

Exercises 5–6

▶ videcript
page 243

Exercise 7

▶ videcript
page 243

- 1 the Atlantic Ocean, the South Pole
- 2 Oman
- 3 They got lost.

Exercise 8

Possible answers:
3 Be patient. Be polite even if you feel angry. Apologise. Forgive. Divide tasks. Don't give up.

PROJECT TIME**9** In groups of four, prepare a digital poster about a desert. Follow these steps.**1** In your group, choose which desert your poster will be about. Decide who will find answers to these questions.

- Where is the desert located? What is its climate?
- Are there any animals and/or plants there?
- Do any people live there? What can you say about their lifestyle?
- What dangers are there?

2 Individually, prepare your part of the poster.

- Find answers to your question(s) and write a short text.
- Find photos to illustrate the information.

3 In your group, create your poster. You can use an online poster maker.

- Put all the texts and photos together.
- Decide on a layout.
- Think of a title for the poster.
- Check and edit the poster.

4 Share your poster with the class.

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