

Sandy Zervas

BBC

# WIDER WORLD

SECOND EDITION

Teacher's Book with Teacher's Portal Access Code

# S

STARTER

 Pearson

 GSE  
Global Scale of English

10-25 <A1/A1

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](https://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](https://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.

*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.

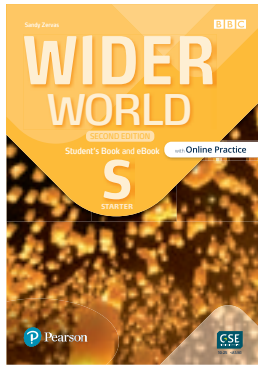
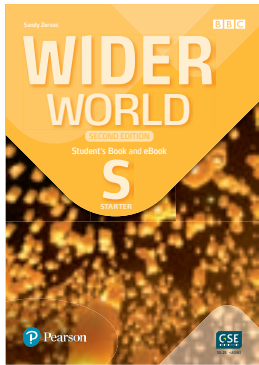
Comprehensive teacher support materials with numerous resources and new digital tools make *Wider World Second Edition* intuitive to teach in class and online, with minimal preparation. It enables you to adapt your teaching to the needs of individual students, whatever their ability, so that every student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





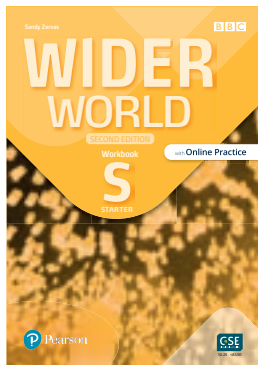
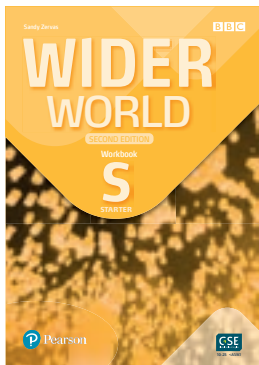
# Course Components

## 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 in levels 1–4: nine core and one revision unit. The Starter level has eight core units and one introductory 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 in levels 1–4. In the Starter level, there are cumulative Progress Checks for units 1–2, 1–4, 1–6 and 1–8.
- *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
- Eight CLIL lessons in the Starter level
- 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
- 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

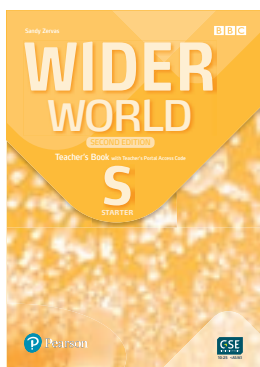
### ONLINE PRACTICE

- 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?* worksheets for each unit with simplified versions of more difficult tasks
- Student's 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

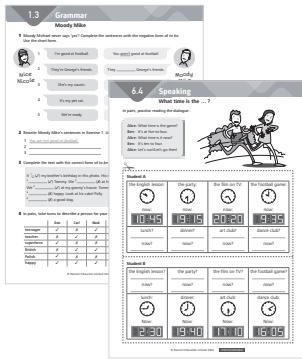
- Extra activities based on videos from Grammar lessons
- Additional grammar and vocabulary activities
- Additional writing and speaking activities for the Starter level
- Remediation activities for grammar
- *Self-Check* activities for each unit
- Vocabulary Memory Games

### 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

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



## GRAMMAR PRESENTATIONS

- Interactive grammar presentation with practice exercises for each Grammar lesson



## ONLINE CLASSROOM

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

## ASSESSMENT PACKAGE

- A range of language and skills 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 in levels 1–4 showing detailed alignment between Pearson English International Certificate, Cambridge English exams and each level of *Wider World Second Edition*
- Cambridge Exam Practice for A2 Key and B1 Preliminary for Schools

## TEACHING WITH *WIDER WORLD SECOND EDITION* VIDEOS

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

## GSE MAPPING BOOKLETS

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

## OTHER USEFUL RESOURCES

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

# Course Components

## Wider World Second Edition Videos

There are three types of video in *Wider World Second Edition 1–4*. Additionally, *Get Grammar!* animations are available with the 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.

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

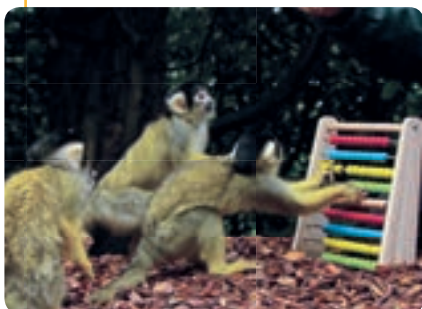
### BBC VOX POPS



**In levels 1–4 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 designed to spark students' imagination and curiosity about the wider world so that they are motivated 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 the Starter level. The animations enable teachers to explain new grammar structures in an entertaining and meaningful way. The videos can be used multiple times as an effective presentation tool or for quick revision of grammar structures.



# Key Concepts



## The Global Scale of English

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

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

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

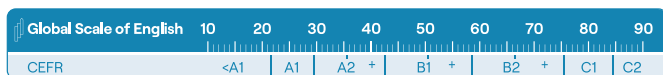
The Global Scale of English helps you to find the right course materials for the exact level and learning goals of your students. The chart on the back of your coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right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

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

### GSE TEACHER'S RESOURCES

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

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



## Exams

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

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

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

### STUDENT'S BOOK

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

### WORKBOOK

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

### TEACHER'S BOOK

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

### EXAM

**Exercise 2**  
**International Certificate**  
**Level 1,**  
 Reading,  
 Section 6,  
 (open-ended questions)

## Measuring Progress

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

### STUDENT'S BOOK

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

### WORKBOOK

In the Workbook there is a *Self-Check* section at the end of each unit 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 and language functions. In levels 1–4 there are additional listening and reading sections, as well as separate Unit Writing Tests
- 4 **Progress Tests** with separate **Progress Writing** and **Speaking Tests** every three units in levels 1–4, and every two units in the Starter level to assess students' progress
- 5 **Exam Practice Test** with **Exam Speaking** and **Exam Writing** tests for levels 1–4, which can be administered at the end of the school year to see how well students are prepared to take external exams: Pearson English International Certificate and Cambridge English qualifications.

## Benchmark

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

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

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

Test your progress with Benchmark Young Learners Levels 3/4

Test your Progress with Benchmark Test A

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

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

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



## Assessment for Learning (AfL)

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





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

### ASSESSMENT FOR LEARNING IN THE CLASSROOM

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

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

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

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

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

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

## Inclusive Classroom

*Wider World Second Edition* recognises 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 recognised. 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* recognises that all classrooms are mixed-ability, and offers strategies and support for teaching more and less confident students. Some students may be more confident because they have high language proficiency levels, strong literacy, or be quicker to understand and apply new information. Other students 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* recognises 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 world and an uncertain future. Modern learners need to develop not just English language skills, 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.
- For more information about personal and social capabilities and employability, please go to [www.pearson.com](http://www.pearson.com)

## 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 in 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 having multiple perspectives. Here are some key factors to consider in order to use VTRs effectively:

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

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

# A unit of the Student's Book

Clear summary of unit contents in terms of vocabulary and grammar

All lexical items recorded for students to listen and repeat

Integrated skills practice to help students consolidate new vocabulary

Vocabulary presented in real-life contexts with engaging visuals

Personalised speaking practice to help students achieve the learning objectives

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

Video-based grammar presentation

Grammar tables to highlight target structures

Get Grammar! animations to expose students to real-life examples of language from the lessons

Everyday expressions pulled out of the presentations

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

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

Grammar presented through a recorded cartoon story

**3.3 Grammar**  
there is/there are negative and questions

**The Terrific Two – Dug and Coco**

Kit: HELP! THERE ARE TWO BAD PEOPLE HERE!

Kit: Dug! It's my granny! Go to 10 Paxton Street!  
Dug: OK.

Dug: Kit, there isn't a number on the house.  
Kit: Is there a blue car in the garage?  
Dug: Yes, there is.  
Kit: Are there two big trees?  
Dug: Yes, there are.  
Kit: That's Granny's house.

GOOD BOY, COCO! SILLY BOY, DUG!

Dug: Where are the bad people?  
Granny: There aren't any bad people here, Dug.  
Parrot: Help! Kill! Help!

Kit: It's the parrot, not your granny!  
Coco? Oh, he's naughty!  
Granny: I'm very sorry, Dug. Coco is a silly boy!  
Parrot: Silly boy, Coco! Sorry, Dug!  
Granny: Good boy, Coco!

1 Look at the cartoon. How do Kit and Superdog talk when he is in the air? Choose the correct picture.

2 Listen and read. Who says 'Kit! Help!' on the phone? Choose the correct answer.  
a Kit's granny b Coco, the parrot

3 Complete the sentences with words from the cartoon.

1 Kit's granny's house is at 10 Paxton Street.  
2 Granny's \_\_\_\_\_ is blue.  
3 There are two big \_\_\_\_\_ in Granny's garden.  
4 There aren't any bad \_\_\_\_\_ in Granny's house.  
5 There's only Granny and \_\_\_\_\_ in the house.

4 Choose the correct option. Then look at the cartoon on page 46 and tick (✓) the true sentences.

1 There isn't / There aren't any people in Granny's garden.  
2 There isn't / There aren't any cats in the story.  
3 There isn't / There aren't a bike in Granny's garage.  
4 There isn't / There aren't any dogs in Granny's garden.  
5 There isn't / There aren't a phone in Granny's house.  
6 There isn't / There aren't a desk in the living room.

5 Study the Grammar box. Then watch.

**GRAMMAR** there is/there are negative and questions

There isn't a red car. Are there any people?  
Yes, there is. / No, there isn't. Yes, there are. / No, there aren't.

**VIDEO** 16 GET GRAMMAR!

Are there any cupcakes? Yes, there are.

6 Look at the cartoon on page 46. What is missing? Choose from the words below.

door pictures table TV window

1 Picture 1: Look at the wall. There isn't a window.  
2 Picture 2: Look at Granny's house.  
3 Picture 3: Look at the table.  
4 Picture 4: Look at the books.  
5 Picture 5: Look at the wall.

7 Look at the picture. In your notebook, write Kit's questions and Dug's answers. Then ask and answer the questions in pairs.

1 house with a blue door next to the big house?  
Kit: Is there a house with a blue door next to the big house?  
Dug: Yes, there is.  
2 cars next to the house?  
3 dog under the tree?  
4 people in the street?  
5 table in the garden?  
6 armchairs in the garden?

8 Go to page 141 and play a memory game.

**WATCH OUT!** There isn't a tree. There aren't any trees. Is there a tree? Are there any trees?

Unit 3 46 I can use the negative and question forms of there is/there are. Unit 3 47

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

Additional Vocabulary sets contextualised in the reading text and recorded

Real-life dialogues to provide natural and memorable language models

Functional language presented through videos

Key functional language from the dialogues organised in speaking boxes

**3.4 Speaking**  
Having a guest

**VIDEO** WHERE'S THE BATHROOM?

Jen: Hi! Here are your books.  
Lucas: Thanks, Jen. Please come in. Would you like a sandwich?  
Jen: Yes, please. I'm really hungry.

Jen: This is yummy!  
Lucas: Erm ... Jes! There's ketchup on your T-shirt!  
Jen: Oh, no! Where's the bathroom, please?  
Lucas: Let me show you.

Lucas: Is your T-shirt OK?  
Jen: Not really. But I'd like another sandwich, please!

1 Listen and read. Watch the video. Then listen and read. Whose house is it? Choose the correct answer.  
a Jen's b Lian's c Lucas's

2 Listen and repeat.

**SPEAKING** Having a guest

A: Hello. Please come in.  
B: Thank you.  
A: Would you like a sandwich?  
B: Yes, please. / No, thank you.  
A: Where's the bathroom, please?  
B: It's next to the living room. Let me show you.

3 Match 1–3 with a–c. Then act out the dialogues in pairs.

1 [ ] A: Would you like a biscuit?  
2 [ ] A: Where's the kitchen, please?  
3 [ ] A: Where's my jacket, please?  
a B: Let me show you.  
b B: It's in the chair, next to the sofa.  
c B: Yes, please.

4 Choose the best answer.

1 A: Hello, Maria. Please come in.  
B: Yes, please.  
A: Thank you.  
C: Let me show you.  
2 A: Would you like an ice cream?  
B: A: Come in.  
C: Yes, please.  
3 A: Where's the bathroom?  
B: A: Please come in.  
C: Let me show you.  
4 A: Where's the bathroom?  
B: A: hi / come in. B: Thank you.  
C: Hi. Please come in.  
D: No / thank you.  
E: Yes.  
F: It's let me show you.

5 Write dialogues. Then act them out in pairs.

1 A: hi / come in. B: Thank you.  
Hi. Please come in.  
2 A: like / a cupcake? B: no / thank you.  
3 A: like / an apple? B: yes.  
4 A: where / the bathroom? B: It's let me show you.

6 You have a guest from another planet. In pairs, write dialogues. Make them funny or crazy! Then act them out in class.

A: Hello, Ziggy. Please come in. Would you like a chair?  
B: Yes, please. I'm really hungry!

**3.5 Reading and Vocabulary**  
A dream house

1 Listen and repeat. Then match photos 1–6 with the words in the Vocabulary box.

**VOCABULARY** Household objects

carpet cushion lamp plant poster television (TV)

2 Which objects in Exercise 1 are in your living room? Where are they? Tell a partner.

3 Look, read and listen. What is the text about? Choose the correct answer.  
a a sport b a person c a house

4 Read the text again and choose yes, no or no information.

1 People skateboard in the house. yes / no / no information  
2 There are posters on the walls. yes / no / no information  
3 There's a TV in the living room. yes / no / no information  
4 There's a sofa in the house. yes / no / no information  
5 There's a carpet in the bedroom. yes / no / no information  
6 There's a garage next to the house. yes / no / no information

5 Read the text again. Answer the questions.

1 What rooms are there in the house?  
2 What objects are there in the house?  
3 What objects from the Vocabulary box in Exercise 1 are NOT in the house?

6 Imagine your dream house. Write five sentences about it in your notebook. Tell your partner.  
There are ... rooms. There's a ... and there are ... in my ... there's a smallbig ...

**A skateboarder's dream house**

Normally, people skateboard in the park or in the street. In this house, people skateboard inside! It is a perfect house for skateboarders. There are any carpets, plants, pictures or posters on the walls. People skateboard in the living room, in the kitchen, in the bedroom and in the bathroom. They skateboard on the sofa, the table, the chairs and on the walls too! There's a big skateboard practice room too. People skateboard with friends and they have competitions there. It's really cool!

Unit 3 48 I can ask for something and ask where something is. Unit 3 49

Manageable texts about contemporary issues to engage students' interest

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

Recorded versions of all reading texts

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

# A unit of the Student's Book

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

Lexical items for talking about the CLIL focus related to the unit topic


Writing boxes with useful language point

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

### 3.6 Listening and Writing

#### My bedroom

1 Look at photos A-C and find the objects below. Which is your favourite bedroom? Why?  
chair cushion desk plant



2 Listen and match speakers 1 and 2 with bedrooms A-C in Exercise 1. There is one extra bedroom.

3 Complete the sentences with prepositions of place. Then listen again and check.

4 Work in pairs. Describe one of the photos in Exercise 1 for your partner to guess.

Unit 3 50 I can understand and write short texts describing a room.


### 3.7 CLIL: Science

#### Materials

1 Listen and repeat. Find the materials in photos 1-6 below.

VOCABULARY Materials  
cardboard glass metal paper wood/wooden

2 Look at the picture. What is 'recycled'?



recycled = a new thing from an old thing

3 Match photos 1-6 with a-f.

4 Read the text and look at photos 1-6. Which household object is missing from the text? or (in):

5 Read the text again. Mark the questions Y (yes) or N (no):

6 Think of three materials for each object.

7 What is there in your house? Choose the correct options and complete the sentences.

Unit 3 51 I can talk and write about different materials.

Variety of authentic listening texts to develop and improve listening skills

Step-by-step Writing Time guidelines to help students write their own texts with key functional language for writing

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

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

### Vocabulary Activator

WORDLIST 40 3.14

In the house  
bathroom (n)  
bedroom (n)  
door (n)  
floor (n)  
garage (n)  
garden (n)  
kitchen (n)  
living room (n)  
wall (n)  
window (n)  
armchair (n)  
bath (n)  
bed (n)  
chair (n)  
desk (n)

fridge (n)  
sofa (n)  
table (n)  
Prepositions of place  
in (prep)  
next to (prep)  
on (prep)  
under (prep)  
Household objects  
carpet (n)  
cushion (n)  
lamp (n)  
plant (n)  
poster (n)  
television (TV) (n)

Materials  
cardboard (n)  
glass (n)  
metal (n)  
paper (n)  
wood/wooden (n, adj)  
Extra words  
another (determiner)  
bad (adj)  
competition (n)  
dream house (n)  
DVD (n)  
go (n)  
FD like ...

inside (adv)  
milk (n)  
naughty (adj)  
Not really  
number (n)  
orange juice (n)  
parrot (n)  
people (n)  
perfect (adj)  
picture (n)  
recycled (adj)  
Right here!  
silly (adj)  
skateboard (n)

1 Match objects 1-6 with places a-f.

2 Label the household objects.

3 Look at the picture and write sentences. Use the prepositions of place.

4 3.15 PRONUNCIATION /u/ or /ʉ/  
Listen and repeat.  
There are sixteen TVs in the living room.  
And there are big fridges in the kitchen!

Unit 3 52

### Revision

Vocabulary

1 Work in pairs. Student A, choose a square. Student B, say where you can find the object in your house. Then change roles and have the conversation again.

A: 3B  
B: Lamp ... There's a lamp on my desk.

2 Read the riddles. Write the objects.

3 Look at the picture. Complete the sentences with prepositions of place.

4 The words for places in the house are mixed up. Write them correctly.

5 Look at the picture in Exercise 3. Complete the text with there's, there isn't, there are or there aren't.

6 Write questions about the house in Exercise 3. Use Is there or Are there?

7 Look at the picture in Exercise 3 again and answer the questions in Exercise 6 in your notebook.

Speaking

8 Complete the dialogue with the words below.

Unit 3 53



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

**BBC CULTURE** What do houses look like in the UK?

**Hampton Court Palace**

**PROJECT TIME**

7 In groups, make a digital presentation of interesting or unusual houses all over the world.

1 Individually, find one photo of an interesting or unusual house.

2 Write a description of the house. Find new words you need in a dictionary. Use these questions to help you.

3 In your group, put the photos and texts together.

4 Share your presentation with the class.

BBC documentaries providing fascinating real-world information

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

Culture topics linked to unit themes introduced in reading texts

Glossary of the most difficult words in the texts

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

**SET FOR LIFE** Give things a new life!

**REPAIR OR USE AGAIN**

**USEFUL TIPS**

**SHOW YOU CARE: REPAIR!**

Join our repair workshops!

When? 1 Sunday Afternoon mornings at 11 a.m. / 1 p.m. Where? Bay Road Centre

Bring your broken / new things. Our team can recycle / repair them for you. We can teach you how to repair them too!

Bring your old things and give them a new life! There are a lot of fun projects with the things we can't fix. Make a cat bed with old clothes / bags!

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

Useful tips to help students remember key takeaways

Activities which encourage working collaboratively (pairwork and group work)

Practical tasks to help students develop specific skills

Guided final tasks to reinforce skills taught in the lessons

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<p><i>Interview with a traveller</i> A text about a teenager's unusual life</p> <ul style="list-style-type: none"> <li>Months</li> </ul> <p>p. 93</p>	<p><i>A typical weekend</i> Listening: A dialogue about friends and what they are doing Writing: A blog post about your typical weekend</p> <ul style="list-style-type: none"> <li><i>before, after</i></li> </ul> <p>p. 94</p>	<p>Technology: <i>The internet</i></p> <ul style="list-style-type: none"> <li>On the internet</li> </ul> <p>p. 95</p>	<p>Vocabulary Activator p. 96 Revision p. 97</p>	
Project: A digital presentation with photos and information about your ideal pets pp. 114–115				
<p><i>Amazing animals</i> A text about three animals</p> <ul style="list-style-type: none"> <li>Adjectives</li> </ul> <p>p. 109</p>	<p><i>Looking after a pet</i> Listening: A radio interview with a pet expert Writing: An email asking someone to look after your pet</p> <ul style="list-style-type: none"> <li>Starting and ending an email</li> </ul> <p>p. 110</p>	<p>Science: <i>The environment</i></p> <ul style="list-style-type: none"> <li>Where animal live</li> </ul> <p>p. 111</p>	<p>Vocabulary Activator p. 112 Revision p. 113</p>	<p>1–8 pp. 130–131</p> <ul style="list-style-type: none"> <li>Vocabulary and Grammar: matching, open cloze</li> <li>Listening: matching</li> <li>Speaking: mini dialogues</li> <li>Reading and Writing: matching texts with photos, completing a table, cloze</li> <li>Writing: a text about your favourite sport</li> </ul>
<p><i>Healthy lifestyle</i> Top tips for a healthy lifestyle</p> <ul style="list-style-type: none"> <li>Healthy lifestyle</li> </ul> <p>p. 123</p>	<p><i>Your lifestyle</i> Listening: Two interviews with young athletes Writing: A blog post about your lifestyle</p> <ul style="list-style-type: none"> <li>Checking grammar</li> </ul> <p>p. 124</p>	<p>Sports: <i>Sports equipment</i></p> <ul style="list-style-type: none"> <li>Sports equipment</li> </ul> <p>p. 125</p>	<p>Vocabulary Activator p. 126 Revision p. 127</p>	

# Get started!

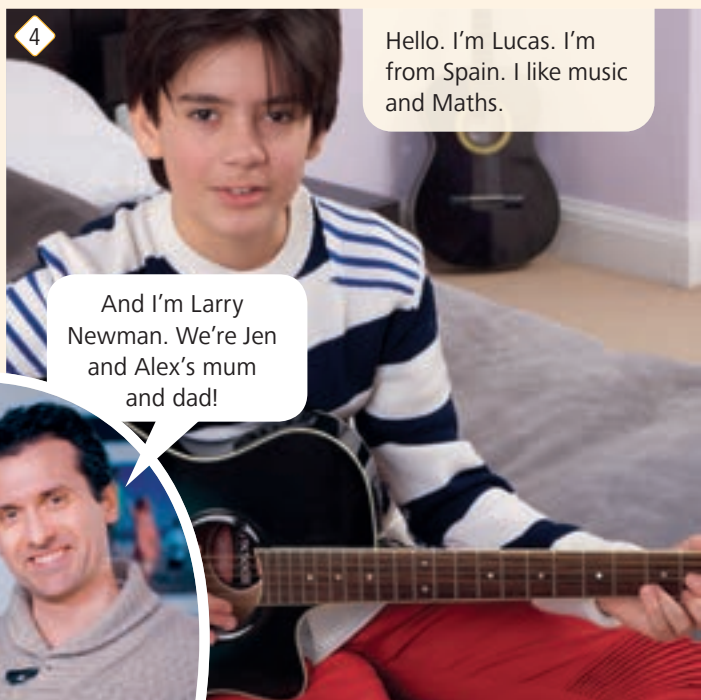
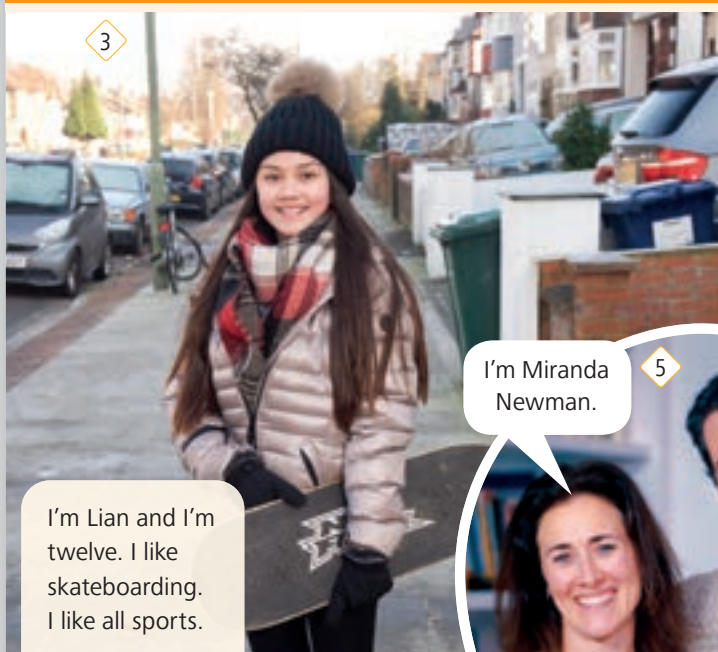
## 0

### VOCABULARY

The alphabet | Spelling words/names |  
Numbers | Colours | Classroom objects |  
Classroom language

### GRAMMAR

I'm ... |  
I like / He/She likes ... |  
This is ...



## 0.1

## How do you spell that?

1 0.2 Watch the video. Then listen and read. Who is twelve? **Alex and Lian**

2 Look at the photos and read. Complete the sentences.

- 1 Jen likes cupcakes.
- 2 Alex likes computers and computer games.
- 3 Lian likes all sports.
- 4 Lucas likes music and Maths.

Unit 0 **6**

### For the teacher

- Teaching notes, page 156
- Videoscript, page 231
- Audioscripts, page 231



### For the student

- Workbook, page 2

### On the Portal

- Workbook: Lesson 0.1

