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Cover photo by Quinn Ryan Mattingly.
Dalat, Vietnam, April 2017.

A portrait of Rolan Co Lieng, founder and owner of K'ho Coffee Company in Dalat, Vietnam. A member of the K'ho ethnic minority in Vietnam, her ancestors have been growing coffee in this region of Vietnam since the 1920s.

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Acknowledgments

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Overview

A REAL-WORLD VIEWPOINT

Whatever your goals and aspirations, *Wide Angle* helps you use English to connect with the world around you. It empowers you to join any conversation and say the right thing at the right time, with confidence.

3 Frontiers

UNIT SNAPSHOT

Who first got to the top of Mount Everest?	30
Who secretly traveled the world as a man?	32
What came first: lenses or printing presses?	38

Start thinking about the topic with relevant, interesting **introduction questions**.

blink

Be inspired by the **vibrant unit opener images** from Blink photography. The international, award-winning photographers bring stories from around the world to life on the page.



Why do people go to new places?

Which areas have humans explored? How?

How do people feel when they cross a frontier?

BEHIND THE PHOTO

REAL-WORLD GOAL

Visit somewhere you have never been before

- 1 Answer the questions.
 - 1 If you were going to explore an area of the world, where would you go and why?
I would go to New Zealand or somewhere else with lots of beautiful scenery. I love wild places and love going hiking in the mountains.
 - 2 What are the benefits of exploring? Who benefits most?
 - 3 What are the problems? Who faces them?
- 2 Discuss your answers with a partner. Do you have similar views?

Apply learning to your own needs with **Real-World Goals**, instantly seeing the benefit of the English you are learning.

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“People go to new places for a variety of reasons: to work, to study, to learn, relax, challenge themselves, or simply to discover something new. Travel is the ideal way to test yourself. It pushes people to their limits and gets them outside of their comfort zone.”

Gianni Cipriano

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3.4 Excuse Me...

Understand what to say and how to say it with **English For Real**.

These lessons equip you to choose and adapt appropriate language to communicate effectively in any situation.



ENGLISH FOR REAL

- 5 IDENTIFY** Watch the complete video and take notes on the different ways of interrupting and resuming in each situation. Include phrases and actions. Compare your notes with a partner.

	In the lecture hall	Outside the lecture hall
Speakers	Max and lecturer	Max, Andy, Kevin, and Phil
To interrupt		
To resume		

- 6 INTEGRATE** Work in pairs. Rewrite the interruptions so that they can be used for a more formal situation (e.g., the lecture hall situation in the video). Then listen and compare your answers. Did you rewrite them in the same way as the sentences in the audio?

- But what about the start time?
- So, we can finish early?
- Actually, that's not right.
- Sorry, but I need to say something here.

- 7 INTERACT** Work in a group of three (A, B, and C) to do a role play. Choose situation 1 or 2, and prepare what you will say. Then role play the situation. Discuss what worked well in your role play. Then swap roles and repeat.

Situation 1: You join two friends in a café. They are having a conversation about a documentary they both saw. You need to tell them about the plans for that evening.

Situation 2: You and two friends meet outside the movie theater. They immediately start talking about the party last night. The movie is starting in ten minutes, and there is a line for tickets. You don't want to miss the start of the movie.

- 1 ACTIVATE** Look at the pictures with a partner. What are the differences? Discuss the question in relation to the following.

location
situation
relationships between speakers

- 2 IDENTIFY** Watch a conversation between Max, Andy, Phil, and Kevin about a lecture they have just attended. What do they keep doing?

- 3 ASSESS** You are going to watch an extract of the lecture the friends were talking about in Exercise 2. Max wants to ask the speaker a question. What do you think Max's interruption will be like compared to the way the friends interrupted each other in their conversation? Why?

- 4 ANALYZE** Watch the video and check your answers to Exercise 3.

REAL-WORLD ENGLISH Interrupting and resuming

Interrupting appropriately for the situation will get a better response from the speaker.

Sometimes it is necessary to interrupt a formal presentation to check understanding. You can raise your hand and then say you want to interrupt and why.

Excuse me for interrupting. Could I ask...?

I'm sorry to interrupt. Do you mind if...?

Excuse me for saying so, but I don't think...

With people you know in informal situations, you can use just one word like *but*, *so*, or *sorry* to show you want to say something.

So, why does...?

But what about...?

Sorry, but...?

When starting to speak again after an interruption, the speaker can use phrases to show it is their turn again.

Anyway, as I was saying...

Going back to what I was talking about...

So, where was I?

36



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COMPREHENSIVE SYLLABUS

Ensure progress in all skills with a pedagogically consistent and appropriately leveled syllabus.

2 WHAT'S YOUR ANGLE? Imagine that you are on an exploration team. What skills do you have that would be useful?

3 VOCABULARY Complete the description of successful explorers with the words in the box.

independent survive explore set off quit keep going practical flexible

📖 Oxford 3000™

Successful explorers...

- 1 _____ to 2 _____ with hope, energy, and positive feelings.
- know how to 3 _____ when things get tough.
- 4 _____ even when other people go back.
- don't like to 5 _____ but know that sometimes it is necessary.
- are 6 _____ and are not afraid of changing their plans.
- are 7 _____—they listen to others, but they make their own decisions.
- are 8 _____—they know how to take care of themselves and others.

LISTENING SKILL Recognizing rephrasing in a talk

Speakers often use specific topic words and ideas that may not be familiar to the audience. They usually rephrase these to help the listener understand. Sometimes they do this immediately.

Would you make a good explorer? Do you want to find out about the world, push back frontiers, discover new places?

Sometimes they use signals to show they are rephrasing. Listen for these, for example:

*in other words that is by that I mean
to put it another way*

6 IDENTIFY The speaker rephrases the three key points in the first part of her presentation. Can you remember how she did this? Match the original phrases to the rephrasing signals and to the rephrasing. Then listen again and check.

	Rephrasing signal	Rephrasing words
1 make a commitment	to put it another way	take in everything... going on around

VOCABULARY

The Oxford 3000™ is a word list containing the most important words to learn in English. The words are chosen based on frequency in the Oxford English Corpus and relevance to learners of English. Every word is aligned to the CEFR, guiding you on the words you should know at each level.

4 IDENTIFY Read the essay again. Find the topic sentence in each paragraph.

5 EXPAND Take notes of the supporting ideas and examples in paragraphs 2 and 3.



Paragraph 2:

GRAMMAR IN CONTEXT so and such

We use *so* and *such* to emphasize what things are like.

so + adjective

so exciting

such (+ *a* / *an*) + adjective + noun

such a good idea

We don't need an adjective with *such* if the noun is something that is always good, bad, etc.

It was such a problem.

Also, we don't use *a* / *an* with *such* when the noun is uncountable.

It was such bad weather.

See Grammar focus on page 161.

7 IDENTIFY Find an example of *so* and *such* in the essay.

8 INTERACT Complete the sentences with *so*, *such*, or *such a* / *an*.

- 1 I understand why some people are _____ negative about space travel.
- 2 Space travel is _____ expensive activity. We should limit it.

GRAMMAR

The carefully graded grammar syllabus ensures you encounter the most relevant language at the right point in your learning.



Discovering explorers

What do Christopher Columbus, Captain Cook, and Marco Polo have in common? Yes, they were all famous explorers—and they were all male explorers, as are most of the well-known ones. However, women have a significant place in the history of exploration, and interest in female explorers has been rising since the 1980s. The very real achievements of female explorers, like Mary Kingsley, are finally getting the recognition they deserve.

Why have attitudes changed? One explanation is that the women's movement of the 20th and 21st centuries has increased interest in women's accomplishments. Also, their journals provide fascinating stories; these women appeared to enjoy facing danger, showing a willingness to confront wild animals, extreme weather, hostile natives, injury, and illness. Their confidence and commitment are an inspiration to today's women. It is often shocking to read about the attitudes they faced, especially in repressive Victorian Britain. For example, women were constantly denied recognition for their achievements. When the Liverpool Geographical Society wanted to learn about Mary Kingsley's explorations in West Africa, her paper was read aloud by a man while she sat in the background, as the organization would not allow women to speak. Equally shocking is the fact that membership of the New York Explorers' Club was male-only until 1981.

So, what were these women explorers like? Apart from having strong personalities and being intelligent and practical, they were usually middle-aged or beyond, having gained their independence after fulfilling family obligations, such as looking after elderly parents. In fact, one attraction for many women was the possibility of escape from a lifetime of service. They were usually unmarried, as few husbands would consider giving permission for their wives to pursue such a profession. They were also rich enough to afford to pay for their trips (sponsorship was usually not possible for women) and sufficiently educated and experienced to deal with the inevitable complications that arose. Mary Kingsley fits this profile. Unmarried, smart, and self-educated, Mary took care of her family while her father went on explorations. Only when both her parents died and her brother moved away was Mary finally able to begin her own explorations.

Now that the contributions of these women are finally revealed, in the context of their gender their achievements appear to be even more remarkable than those of their more famous male counterparts. While they didn't discover America, they made significant discoveries, but above all they showed that women can overcome impossible challenges to achieve greatness.

—adapted from *The Oxford Companion to World Exploration*, edited by David Bullisnoor



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3.1 End of the Road?



mountains ice underwater underground

1 ACTIVATE What kind of people make good explorers? What are they like? What do they do?

2 WHAT'S YOUR ANGLE? Imagine that you are on an exploration team. What skills do you have that would be useful?

3 VOCABULARY Complete the description of successful explorers with the words in the box.

independent	explore	quit	practical
survive	set off	keep going	flexible

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- Successful explorers...
- 1 _____ to 2 _____ with hope, energy, and positive feelings.
 - 3 know how to 4 _____ when things get tough.
 - 5 _____ even when other people go back.
 - 6 don't like to 7 _____ but know that sometimes it is necessary.
 - 8 are 9 _____ and are not afraid of changing their plans.
 - 10 are 11 _____ they listen to others, but they make their own decisions.
 - 12 are 13 _____ they know how to take care of themselves and others.

4 INTERACT Discuss the questions with a partner.

- Which ideas from the description in Exercise 3 did you mention in Exercises 1 and 2?
- Which three ideas about explorers do you most agree with?

5 INTEGRATE Listen to the first part of a talk about modern-day exploration. Which skills and qualities from Exercise 3 are mentioned?

LISTENING SKILL Recognizing rephrasing in a talk

Speakers often use specific topic words and ideas that may not be familiar to the audience. They usually rephrase these to help the listener understand. Sometimes they do this immediately.

Would you make a good explorer? Do you want to find out about the world, push back frontiers, discover new places?

Sometimes they use signals to show they are rephrasing. Listen for these, for example:

in other words that is by that I mean to put it another way

6 IDENTIFY The speaker rephrases the three key points in the first part of her presentation. Can you remember how she did this? Match the original phrases to the rephrasing signals and to the rephrasing. Then listen again and check.

	Rephrasing signal	Rephrasing words
1 make a commitment	to put it another way	take in everything... going on around you... rather than just... looking ahead
2 be aware of your surroundings	by that I mean	the person to turn to...
3 be in control	In other words	make a decision... stick to it... get through the really bad times

7 INTEGRATE Review the key facts and predict the answers. Then listen to the rest of the talk and check.

Key facts

- > Caves discovered in the world: about 1 _____%
- > Earth's surface covered by ocean: about 2 _____%
- > Unexplored ocean: about 3 _____%
- > Life under Antarctic ice: up to 4 _____ million years old
- > Money spent on brain research in Europe per year: over € _____

GRAMMAR IN CONTEXT Verbs + to infinitive or -ing form

Some verbs can take the -ing form or the to infinitive with little or no change in meaning. For example: *attempt, begin, can't stand, continue, hate, like, love, prefer, start*.

Do you like to be in control? / Do you like being in control?

Other verbs can take both the -ing form or the to infinitive but with a clear difference in meaning. For example: *stop, forget, remember*.

Do you stop to look? (Do you stop doing something because you want to look?)

Do you stop looking? (Do you no longer look at what you were looking at before?)

See Grammar focus on page 161.

8 IDENTIFY Work in pairs. Is there a difference in meaning in the sentences in each pair? What is it?

- He stopped to talk to me. / He stopped talking to me.
- She forgot meeting them. / She forgot to meet them.
- I prefer traveling alone. / I prefer to travel alone.
- He remembered visiting the place. / He remembered to visit the place.
- She began to explain. / She began explaining.

9 INTEGRATE Read the extracts from the talk. Choose the verb form the speaker used. Then listen and check.

- ...we need to stop to worry / worrying about being the first to go somewhere.
- ...they forgot to look / looking and learn / learning about where they were.
- ... people will continue to explore / exploring forever, inward and outward...
- ...we should remember to leave / leaving the place as we find it...

10 WHAT'S YOUR ANGLE? Look at the areas for exploration in the pictures in this lesson and answer the questions.

- Which areas should we continue exploring? Why?
- Which should we definitely stop exploring? Why?
- What other areas should we start to explore? Why?



the human mind



DNA



artificial intelligence

11 INTERACT Share your answers to the questions in Exercise 10 in a group. Try to agree on the top two areas for each answer.

READING AND LISTENING

Explicit reading and listening skills focus on helping you access and assimilate information confidently in this age of rapid information.

Build confidence with the **activation-presentation-practice-production** method, with activities moving from controlled to less controlled, with an increasing level of challenge.

WRITING SKILL Writing paragraphs and topic sentences

Paragraphs with strong topic sentences help the reader to understand the organization of the text and the main ideas. This means the reader can:

- get a clear overview quickly.
- find the information they want more easily.
- understand the progression of the ideas.

Paragraphs should have one main idea, and the topic sentence usually presents this. Examples and more detailed information in the rest of the paragraph should support the main idea.

to live.

However, space travel has also signi especially financial ones. Each missio dollars, and many people are unhappy money should be spent on problems v change, poverty, and disease. All of th from the billions of dollars that are cur travel. There is also an environmental t in space, as we burn rocket fuel, use U materials, and leave behind litter in sp

In conclusion, I feel there should be question of space exploration because uses too many resources. In today's w sure that our money and effort are dire most needed.

SPEAKING Giving a presentation

The audience listens and learns more when a presentation is well organized and presented.

Give a clear, engaging introduction that tells your audience what you are going to talk about.

Today, I'm going to talk about...

First, I'll talk about...

Then I'll outline...

Finally, we will look at...

There will be time for questions at the end.

Then use signpost phrases to show the audience where you are in the presentation and to highlight changes of topic.

So, first of all, ... Moving on to... In this final part,...

5 INTEGRATE Listen to the introduction again. Write a possible outline for the rest of the presentation.

6 ASSESS Listen to the opening parts for the other

- 5 relation—relationship
- 6 lazy—laziness

9 INTERACT Complete the noun a suffix, and mark the stress on the check. Then listen again and repeat

- 1 I would like to look at other deve
- 2 ...the simple lens gave us the po
- 3 ...of raising the level of human ir
- 4 ...the recogni_____ of the im
- 5 ...this will be an explor_____ inventions...

10 PREPARE Choose an item you con three most important inventions for Write a list of reasons to support yo

11 DEVELOP Work in pairs. Review yo invention and then together decide presentation.

WRITING

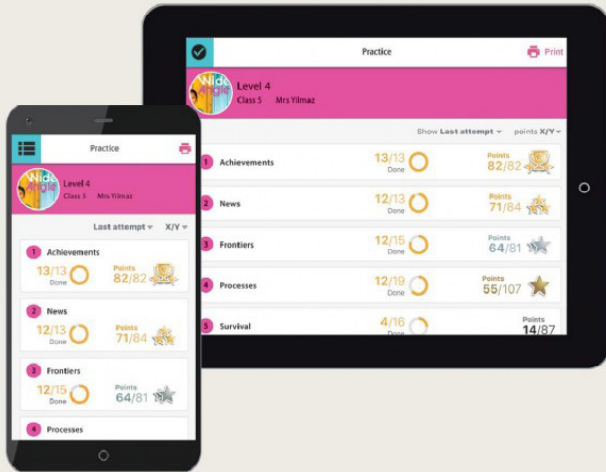
The writing syllabus focuses on the writing styles needed for today, using a **process writing approach** of **prepare-plan-draft-review-correct** to produce the best possible writing.

SPEAKING

Speaking and pronunciation skills build the functional language you need outside of class.

A BLENDED LEARNING APPROACH

Make the most of *Wide Angle* with opportunities for relevant, personalized learning outside of class.



ONLINE PRACTICE



When you see this icon in your Student Book, go online to extend your learning.

With Online Practice you can:

- Review the skills taught in every lesson and get **instant feedback**.
- Practice grammar and vocabulary through **fun games**.
- Access **all audio and video** material. Use the Access Code in the front of this Student Book to log in for the first time at wideangle.oxfordonlinepractice.com.

WORKBOOK

Your **Workbook** provides additional practice for every unit of the Student Book.

Each unit includes:

- An entirely new reading with skill practice linked to **Oxford Reference**.
 - Support for the **Discussion Board**, helping students to master online writing.
 - Listening comprehension and skill practice using the **Unit Review Podcast**.
 - Real-life English practice linked to the **English For Real** videos.
 - **Grammar** and **vocabulary** exercises related to the unit topic.
- Use your Workbook for homework or self-study.

FOCUS ON THE TEACHER

The Teacher's Resource Center at wideangle.oxfordonlinepractice.com saves teachers time by integrating and streamlining access to the following support:

- **Teacher's Guide**, including fun **More to Say** pronunciation activities and **professional development** materials.
- **Easy-to-use** learning management system for the student Online Practice, **answer keys**, **audio**, lots of **extra activities**, **videos**, and so much more.

The **Classroom Presentation Tool** brings the Student Book to life for heads-up lessons. Class audio, video, and answer keys, as well as teaching notes, are available online or offline and are updated across your devices.



1

Achievements

UNIT SNAPSHOT

- What are “overachievers” not afraid to admit? 4
- Where is there a clock bigger than Big Ben? 7
- Which TV star runs a company and marathons? 6



What achievements do young people celebrate together?

Why do people like to celebrate achievements together?

Should achievements always be rewarded?



BEHIND THE PHOTO

REAL-WORLD GOAL

Watch a movie about a famous person

1 Which of these do you think is the greatest achievement? Put them in order. Add another achievement.

___ Quitting smoking

___ Raising a family

___ Forgiving yourself for a mistake

___ Doing a kind act without expecting reward

___ Finishing a marathon

___ Doing well on a test

___ Writing a novel

___ Other: _____

2 Share your ideas with a partner. Do you agree?

1.1 Getting to the Top

- 1 ACTIVATE** Ask and answer the quiz questions with a partner. How similar are you? What do you think the quiz was trying to find out?

Do you...

- | | | | |
|---|--|-----|----|
| 1 | write lists of things you want to achieve? | Yes | No |
| 2 | take classes to improve your skills? | Yes | No |
| 3 | finish everything that you start? | Yes | No |
| 4 | like people to tell you how good you are? | Yes | No |
| 5 | laugh when things go wrong? | Yes | No |



READING SKILL Skimming and scanning

Readers approach texts in different ways to get the information they want quickly and effectively.

Skimming: To understand the general topic or “gist” of a text, look at the text quickly. Do not read every word. Instead, notice the title, headings, and pictures; the first sentences of paragraphs; and the repeated words, word families, and ideas. Skimming can help you decide if you want or need to read the complete text. It will also help you see how the text is organized and where to find information in it.

Scanning: To find specific information quickly, scan the text. Check what type of information you are looking for (e.g., a date or a name), and then scan for the correct form for the information (e.g., a number or a word starting with a capital letter).

- 2 IDENTIFY** Skim the introduction to the blog article to find out what it is about.

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Do you know any overachievers? My daughter Esmé does—Josh. Josh really annoys his classmates, including Esmé. According to her, Josh arrives each morning already knowing everything the teacher is about to present. Josh doesn't get A's, he gets A++'s. But will his early success continue? What qualities does he need to be an adult overachiever? I decided to find out, so this week's blog is all about people who overachieve as adults. Who are they, and what do they do?

1 _____

Overachievers take risks, but when things go wrong, they don't feel bad. They use humor to laugh at their mistakes. They also make sure they enjoy their successes—after all, they have achieved their goals, so why not have fun and make the most of the experience? Laughter helps us be more relaxed and realistic, and it makes us popular with others.

2 _____

Overachievers are not afraid to admit their own weak areas. They are, of course, certain that they have plenty of good points, too. But they never miss an opportunity to learn, train, and get experience to improve their skills.

3 _____

Overachievers are highly organized. Their desks (and minds) are usually tidy. By the time everyone else is just starting their day, overachievers have already made lists and set goals.



4 _____

Overachievers are very confident, and this helps them do their best even when things are difficult. But they also want people to notice and praise their hard work before they start on their next project. Around their desks, they like to display reminders of how they have made a difference in the world: photos, award certificates...anything that helps them stay motivated and also show the world how good they are.

5 _____

Overachievers know there will always be new ideas, but ideas on their own mean nothing—you have to do something with them. Overachievers take advantage of this. When they bring an idea (even someone else's) to life, it becomes their own achievement.

My daughter is reading this over my shoulder as I write. “Yes, yes, yes, yes, and yes,” she is saying. “That’s Josh.” So, despite the fact that he annoys Esmé, it looks like Josh is developing the right skills for success in life.

3 INTEGRATE Skim the article, and match the article's subheadings to the sections.

- A Organized and goal-driven
- B Ready to turn ideas into action
- C Confident but also need praise
- D Have fun no matter what
- E Know what they need to learn

4 IDENTIFY Review the subheadings in Exercise 3 and the words below. In which section of the article (1–5) do you think you will find each group of words (a–e)? Scan the article to check.

- ___ a positive feedback / hard work
- ___ b relaxed / popular
- ___ c new ideas / own achievement
- ___ d weak areas / good points
- ___ e tidy / lists

5 INTEGRATE Read the article in detail to complete the sentences with *Josh* or *Esmé*.

- 1 Other students don't like _____.
- 2 _____ is the child of the writer.
- 3 _____ gets excellent grades.
- 4 _____ is next to the writer.
- 5 _____ agrees that _____ is an overachiever.
- 6 _____ will probably be a success later in life.

6 WHAT'S YOUR ANGLE? Work in pairs. Review your answers to the quiz in Exercise 1. Is either of you an overachiever? Why? Why not? What about when you were children?

7 VOCABULARY Complete the phrases with the correct verb. Scan the article in Exercise 2 to check your answers.

do make make miss take take

- 1 miss an **opportunity**
- 2 _____ **risks**
- 3 _____ the most of something
- 4 _____ a **difference**
- 5 _____ your best
- 6 _____ **advantage** of something

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8 BUILD Complete the sentences with the correct phrase from Exercise 7.

- 1 People who _____ are more successful in life.
- 2 I want to volunteer this summer to _____ in my community.
- 3 Never _____ to try something new.
- 4 My teacher told me to just _____ on the test.
- 5 If you want to achieve more, _____ any opportunities that appear, even small ones. You never know what they might lead to!
- 6 We have one hour to complete the assignment. Let's _____ of it.

9 INTEGRATE Choose four of the phrases in Exercise 7. Write a definition or example for each one. Then share your ideas with your group.



GRAMMAR IN CONTEXT Simple present, present continuous, and present perfect

We use the simple present to talk about:

- facts
Laughter helps us be more relaxed.
- things that happen regularly
Josh ¹ _____ A's.

We use the present continuous to talk about:

- things happening now or around now
My daughter ² _____ this over my shoulder.
- things that are changing
Josh ³ _____ the right skills for success.

We use the present perfect to talk about:

- experiences up to now
They ⁴ _____ a difference in the world.
- things that have already or just happened
They ⁵ _____ already _____ lists.

See Grammar focus on page 159.

