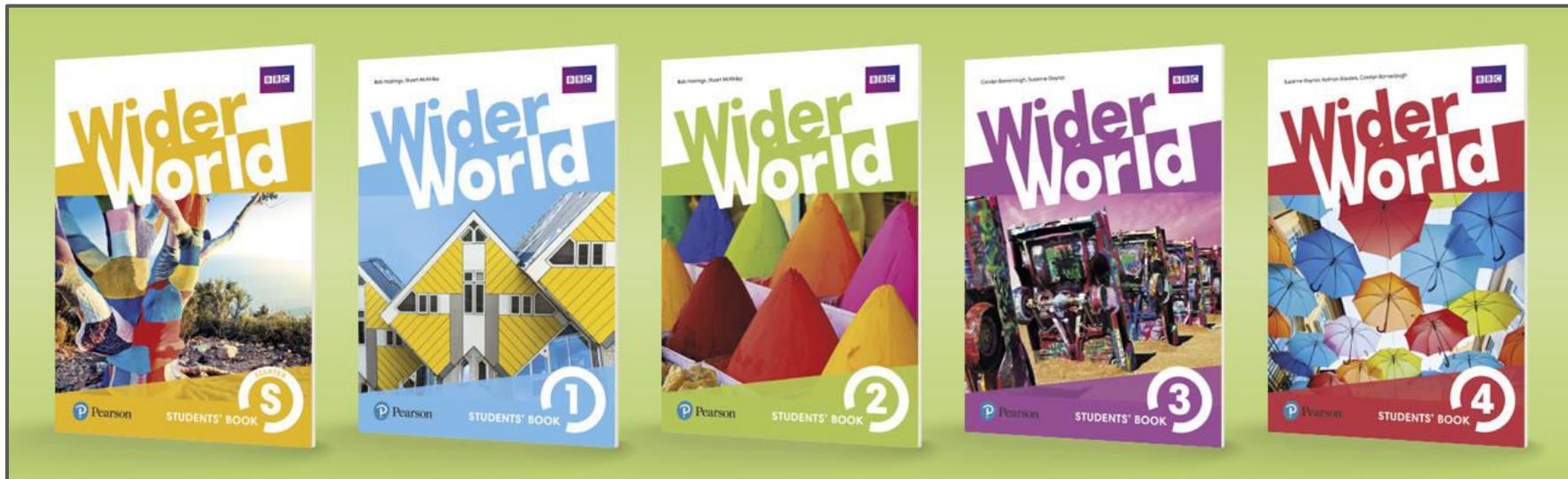
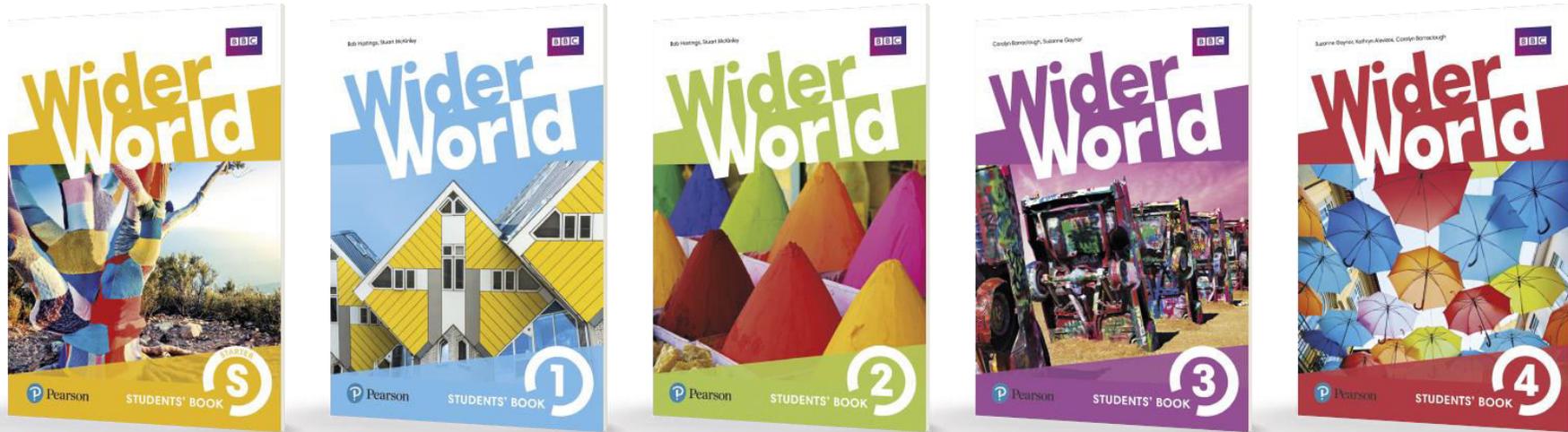


Experience

WIDER WORLD

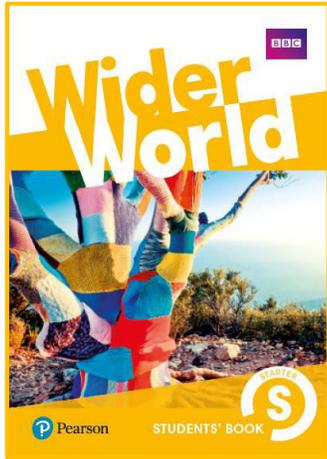


What is WIDER WORLD?

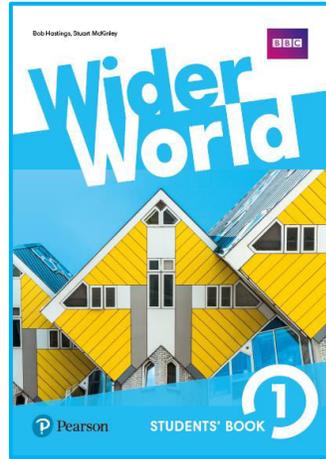


**A global 5-level English course for teenagers (11-16 years old)
produced in cooperation with the BBC**

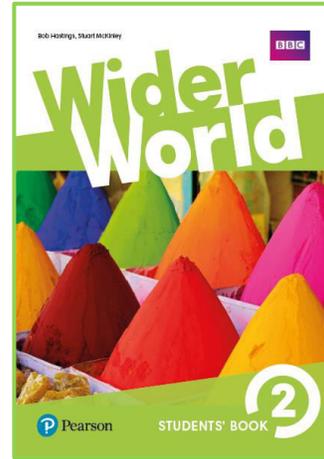
Levels and Correlation



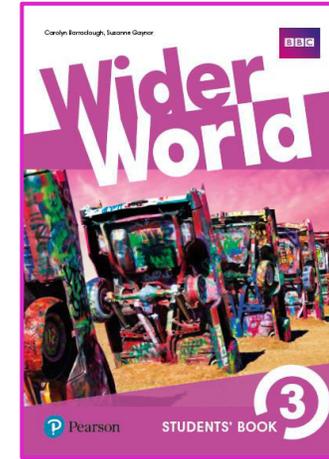
Level Starter
CEFR: >A1/A1
GSE: 10-25



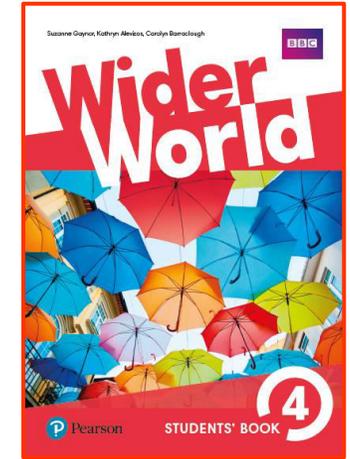
Level 1
CEFR: A1/A2
GSE: 22/34



Level 2
CEFR: A2/A2+
GSE: 32/42

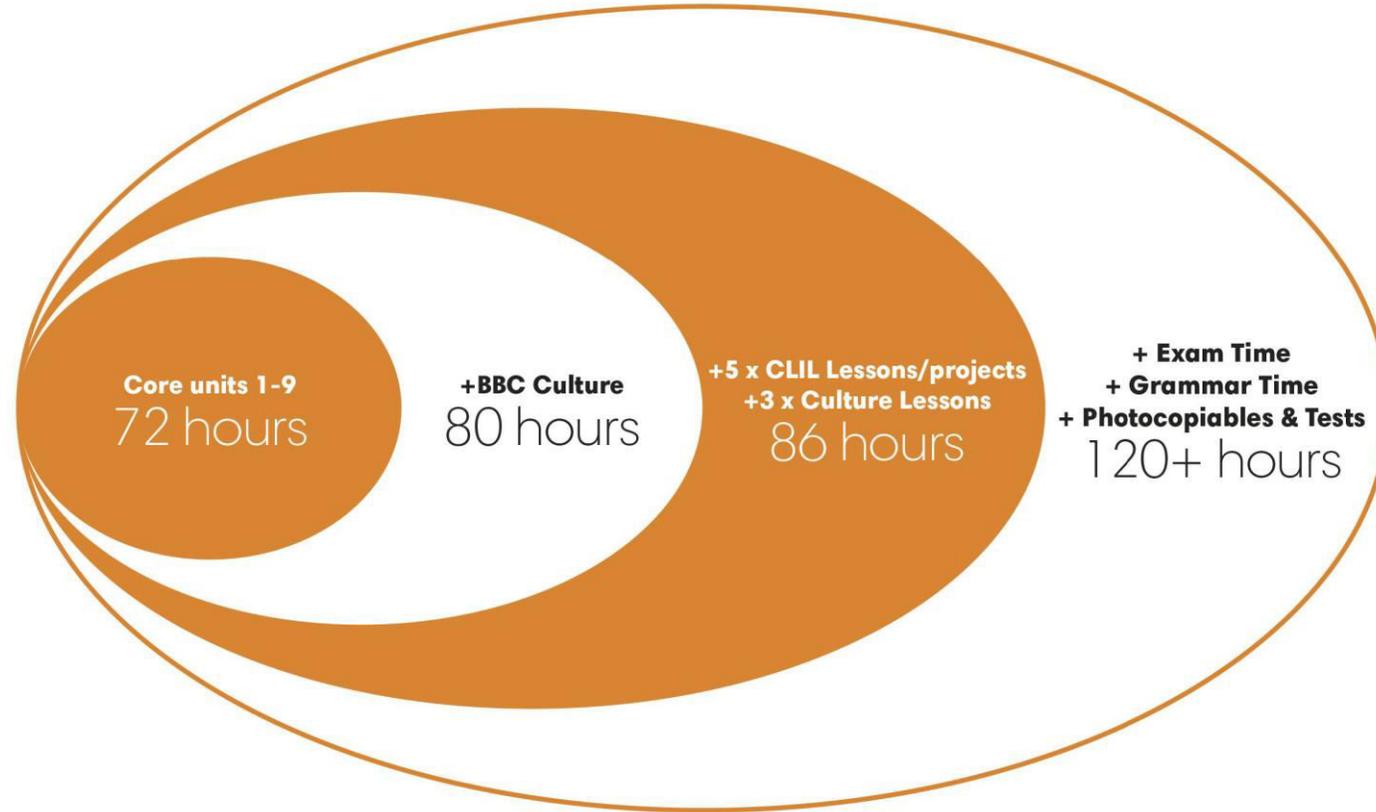


Level 3
CEFR: A2+/B1
GSE: 40/50



Level 4
CEFR: B1/B1+
GSE: 45/55

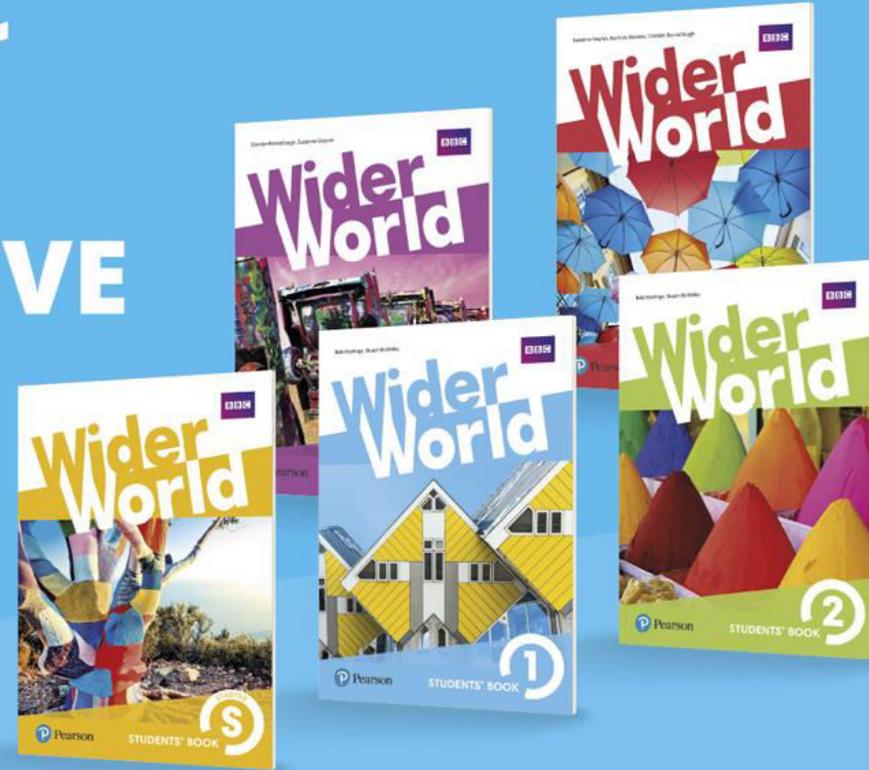
Flexible Lesson Plan: from 72 to 120 hours



AUTHENTIC

INTERACTIVE

RELIABLE



Authentic

- language is presented through relevant and intriguing real life content



DRAMA VIDEOS



BBC VOX POPS VIDEOS



BBC CULTURE VIDEOS

Interactive

- provides numerous opportunities for interaction with real life content through productive activities, projects and digital formats

YOU EXPLORE

11 CULTURE PROJECT In small groups, create a digital presentation about an online company.

- 1 Use the internet to research a new and exciting company that does everything online.
- 2 Write a short script and include photos or video.
- 3 Share it with your class.

7 The survey shows British people watch a lot of TV. What about you and your family?

I don't watch TV very often but my sister watches TV all evening.



Active Teach



My English Lab

Extra Online Homework

Reliable



- provides the language at the right level
- improves students' chances for exam success

COURSE LEVEL	CEFR	GSE	PTE GENERAL	CAMBRIDGE
Wider World 0	<A1/A1	10-25	Level A1	
Wider World 1	A1/A2	22-34		
Wider World 2	A2/A2+	32-42	Level 1	Key for Schools
Wider World 3	A2+/B1	40-50		
Wider World 4	B1/B1+	45-55	Level 2	Preliminary for Schools





Pearson



Wider World



Unit

Walkthrough



1.1

VOCABULARY

1 page= 1 lesson

Can-do statement for every lesson

Vocabulary is presented for real exchange of information and opinions

Key vocabulary is recorded

Art 1 Reading 2

1.1 VOCABULARY Culture

I can talk about cultural activities, likes and dislikes.

1 **1.18** What can you see in the photos? In pairs, match photos 1-6 with phrases a-f. Listen and check.

- a Is the concert very long?
- b It isn't easy to learn the steps.
- c I like stories with a happy ending.
- d Look at the camera ... say 'cheese'!
- e I like the colours in that painting but what is it?
- f The actors in this movie are terrible!

2 **1.19** Listen and repeat the words.

Vocabulary A		People	
art	artist	cinema	actor, director
writing	writer	dance	dancer
photography	photographer	music	musician

Group and pair work are in every lesson

Reading text is recorded

Teaching collocations and chunks of vocabulary

Personalisation is in the *And You?* sections

5  1.21 Listen and choose the correct option.

Speaking Likes and dislikes

I'm really / not really interested in modern art.
I love / hate reading horror stories.
I really like / don't like taking selfies.
I love / hate dancing flamenco.
I'm into / not into classical music.
I like acting / don't like acting much.
After these phrases you can use a verb + -ing or a noun.

6  1.22 **WORD FRIENDS** Complete the sentences with the words below. Listen and check. Then change the sentences to make them true for you.

acting dancing drawing listening
playing reading taking watching

1 I like dancing flamenco.
2 I hate _____ to techno.
3 I'm interested in _____ the guitar.
4 I love _____ photos.
5 I'm not into _____ in plays or films.
6 I really like _____ pictures.
7 I'm into _____ comics.
8 I don't like _____ horror films much.

7  1.23 Complete the text. Then discuss with a partner. Are your answers the same? Listen and check.

michaelblog.com

I'm Michael

I like ¹listening to classical music. I've got a violin but I'm not a ²_____ musician so I can't play it very well. I'm shy so I hate dancing and ³_____ in plays but I'm really ⁴_____ photography - I've got a good camera and I love ⁵_____ photos. I'm not a bad photographer. I'm ⁶_____ in art too. I don't like painting much but I really like drawing ⁷_____ and I love ⁸_____ graphic novels and watching science fiction films. What about you?

8 In groups, talk about your likes and dislikes. Use Exercise 7 and the Speaking box to help you. Which person in your group has similar likes and dislikes to you?

And YOU?

A: Are you into music?
B: Yes, I am. I love rock music. I play the guitar. I'm a musician. What about you?



1.2

GRAMMAR

2 Find more examples of the Present Simple in the text in Exercise 1.

Grammar		Present Simple: affirmative and negative	
+		-	
I love hip-hop.		I don't watch TV.	
She writes poems.		She doesn't like music.	
She often goes out.			
She studies art.			
Adverbs of frequency (<i>always, usually, often, sometimes, never</i>) go before the verb but after <i>to be</i> .			

dancing doesn't don't go
sometimes loves

I love ¹**dancing**! I ²_____ to dance classes with my friend, Kay. We do hip-hop – it's great! – and we ³_____ do Zumba but not very often. I ⁴_____ like salsa much but Kay ⁵_____ it.

8 [VOX POPS 1.1] In pairs, use the phrases below to say what you do in your free time. Tell the class about you and your partner.



Clear grammar tables

Practising grammar in real life situations
(Vox Pops videos)



Manageable texts about contemporary issues

Top 3 annoying things that parents do

Those teenage years

Who invented the shopping centres?

Where are all the couch potatoes?

1

Parents and teachers always say that teenagers are 'couch potatoes' and spend all their time in front of stupid TV programmes. But is it true that young people have 'square eyes'? Do they really watch a lot of TV?

2

The results of a recent survey show that people in Britain typically watch twenty-seven and a half hours of TV every week – almost four hours a day! But there is some surprising news – young people don't watch as much TV as adults. For example, middle-aged adults (aged forty-five to sixty-five) watch about five hours a day. But young people aged twelve to seventeen only watch about two and a half hours a day. And a typical pensioner watches about six hours a day!

3

Studies in countries such as the USA and Australia suggest the same: kids today spend less time in front of their TV sets than young people in the 1980s.



4

Teenagers today don't often sit with their families on the living-room couch. So where are they? Do they perhaps spend all their free time in the fresh air, away from the TV? The simple answer is no, they don't. The favourite free time activity of British teenagers is now surfing the internet – typically about thirty-one hours a week! The couch potato is alive and well – he's just back in his bedroom.



1.4

GRAMMAR

Not right now. To be honest, ...
Awesome! I've no idea. Yeah, right.

OUT of class

Out of class sections include everyday phrases and expressions



Grammar is presented through *drama videos*

2 Find more Present Simple questions and answers in the dialogue.

Grammar Present Simple: questions and answers

?	
Do you want to play?	Yes, I do ./No, I don't .
Does he write songs?	Yes, he does ./No, he doesn't .
Do they like animals?	Yes, they do ./No, they don't .
Where does he live?	In Hollywood.
How often do you go there?	Once/ Twice/ Three times a day. Every Sunday./ Often.

GRAMMAR TIME > PAGE 118

Full grammar tables and further grammar practice are in the back of the book

7 In pairs, ask and answer questions about the activities below.



- watch music videos
- make videos
- play an instrument
- take photos
- change the posters in your room
- sing

A: *Do you watch music videos?*
B: *Yes, I do.*
A: *How often do you do it?*

Practising grammar in real life situations



1.5

LISTENING and VOCABULARY

7a [VOX POPS ▶ 1.4] Complete the sentences to make them true for you. Use the Vocabulary box to help you. Then compare with a partner.

- 1 I often read these newspapers/ magazines: _____.
- 2 My three favourite websites are _____, _____ and _____.
- 3 My favourite radio station is _____. I usually listen to it when I _____.
- 4 My favourite types of TV programme are _____ and _____.
- 5 I watch _____ every week.

And
YOU

BBC Vox Pops videos provide lots of real-life models for students' own speech

What type of media do you use:

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

1 1.31 Read the survey. Then listen and match speakers A-E with questions 1-8. There are three extra questions.

A B C D E

2 **CLASS VOTE** Answer the questions in the survey. What is the most popular type of media in the class?

5 In po
the t
A: Th

6
with
a-e.

21st century skills are presented



1.6

SPEAKING

WHAT'S ON JOIN OUR CLUB BOOK NOW

FILMWORLD

TRUE LOVE

True Love	6:15 / 8:15
Return of the Dead	6:20 / 8:40
ZooWorld	6:30 / 8:30
Crime of the Century	6:45 / 9:00
Toy Story 6	6:15 / 8:15

VIDEO AT THE CINEMA

Every functional dialogue is presented through a drama video

No way! Come on, please!
Hold on!

OUT of class

Out of class sections include everyday phrases and expressions

4 In pairs, buy tickets for a film from Exercise 1. Use the Speaking box to help you.

And YOU?

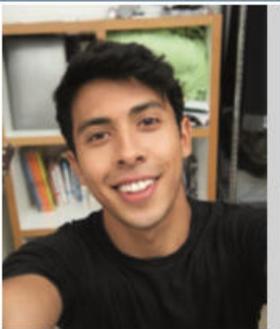
And you ? sections give opportunities for group work and personalisation



1.7

WRITING

Lee Marshall
Harlow Mill, near London, England
alternative/lo-fi



About me
My name is Lee Marshall and I'm fifteen. I'm English. I live with my parents and my sister, Ruby, in Harlow Mill, near London. I'm in Year 10 at Harlow Mill High School. My favourite subjects are Music, Art and English.

1 I like books and movies but my big passion is music. My favourite band is Arcade Fire – they're from Canada and they're awesome. In my free time, I sing and play the guitar.

2 I make music on my laptop every day and I sometimes write songs. Click on the media player to listen to them and tell me what you think!

3

Writing A personal introduction

Personal details
My name is ...
I'm ... years old.
I come from ... [place]/ I'm ... [place]
I live with my family in/My home is ...
I'm in Year ... at ... School.

1

Interests/Hobbies
I like/I'm into/I'm mad about ...
I'm interested in/My big passion is ...
My favourite ... is ...
In my free time,/Outside school ...
I often ...

2

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

3

3 In pairs, read Lee's introduction. Tick (✓) the things he writes about.



1 CLASS VOTE Have you got a personal webpage like Facebook or Flickr?

2 In pairs, quickly look at Lee's webpage. Which sentence is not true?
1 There is a photo of Lee on the webpage.
2 You can listen to some of Lee's songs.

Writing Time
6 Write a personal introduction for a webpage. Use the Writing box and Lee's text to help you.
Write about:
1 personal details
2 interests and hobbies
3 routines

Odd numbered units contain writing skills work covering a range of genres

Regular class vote provides opportunities for group work and personalisation



2.7

ENGLISH IN USE

English in Use lessons in even units focus on vocabulary and structures from previous two units

4 Choose the correct option. Are any of the sentences true for you?

- 1 In Maths lessons I always sit *between* / next to my best friend.
- 2 There's a nice park *under* / *between* my house and my friend's house.



Language	Prepositions of place	
	behind	 next to
	between	 on
	in	 under

5 [VOX POPS ▶ 4.3] Choose three locations from the list. In pairs, tell your partner one object you keep there.

- in your pocket
- next to your bed
- on your desk
- under your bed
- in your pencil case
- in your school bag

I keep my keys in my pocket.



WORDLIST

Vocabulary in Action sections provide additional practice with key vocabulary from the unit

WORDLIST Culture | Media | Growing up

act /ækt/ v
acting /'æktɪŋ/ n
action film /'ækʃən film/ n
actor /'æktə/ n
adult /'ædʌlt, ə'dʌlt/ n
art /ɑ:t/ n

game show /geɪm ʃəʊ/ n
graphic novel /'græfɪk 'nɒvəl/ n
guitar /grɪ'tɑ:/ n
hip-hop /hɪp hɒp/ n
hobby /'hɒbi/ n

Detailed wordlists available after every unit

Pronunciation activities in every unit

VOCABULARY IN ACTION

1 Use the wordlist to find:

- eight types of film: **horror film**, ...
- eight types of radio/TV programmes:
- nine things you can read:
- five types of music:

2 In pairs, say which three things you prefer in each category in Exercise 1. *I prefer horror films, comedies and ...*

3 Complete the Word Friends. In pairs, say if the sentences are true for you.

- I'm really **into** poems.
- I never _____ selfies.
- I'm mad _____ game shows.
- I hate films with _____ endings.
- I _____ the weather forecast once an hour.
- I'm very interested _____ horoscopes.

4 Complete the sentences with the correct form of the word in bold.

- Banksy is a famous British **artist**. **ART**
- My sister's a great _____ - she can play four instruments. **MUSIC**
- Who is your favourite film _____? **ACT**
- I want to be a _____ when I leave school. **PHOTOGRAPH**
- The _____ of *The Hunger Games* novels is called Suzanne Collins. **WRITE**
- I love _____ Zumba. **DANCE**

5a 1.36 **PRONUNCIATION** Listen to the underlined vowel(s) in each word and decide which sound you hear. Write the word in the correct column.

guitar interest media middle-aged reading seat
sing teenagers video

1 /i:/

2 /ɪ/

guitar

5b 1.37 **PRONUNCIATION** Listen, check and repeat.

REVISION

All key language and functions are reviewed in a measurable way on this page

act go make play potato sing
story take watch write

I want to ¹go dancing and ²_____ the guitar
And then ³_____ a song with my favourite pop star.
I want to ⁴_____ a poem and ⁵_____ in a play
And ⁶_____ some photos of a beautiful ballet.
I don't want to ⁷_____ films on TV all day
Or be a couch ⁸_____, no way!

8  **1.38** Listen, then listen again and write down what you hear.

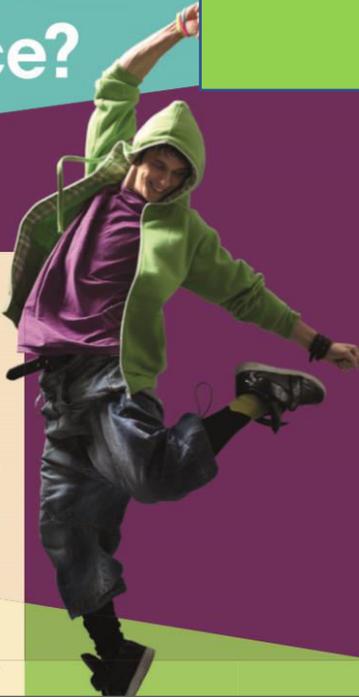
SELF-ASSESSMENT Think about this unit. What did you learn? What do you need help with? **WORKBOOK** p. 14

Self-assessment backed up by full checklist and activities in the Workbook

Every Revision page has a *dictation* on the class audio

Why do we dance?

BBC Culture videos provide fascinating real world information and the opportunity to explore the topic further



Dancing in the UK

Many of us love dancing or watching dancing. But why do you think we do it? It's strange when you think about it. When we dance, we don't go anywhere and we don't make anything, so what's the reason for it?

Today in the UK dance is very popular. About 5 million people go to dance classes every week. There are many styles but the most popular are street-dancing, ceroc, ballet and salsa.

Street-dancing has got many styles including breaking, hip-hop and popping. It's popular with young people and you have to be very flexible. Some people say we do this kind of dance to show our friends how strong and skilful we are.

Ceroc is a simple version of swing, salsa and jive. You can do ceroc to fast or slow music. It is very popular with middle-aged people because dancing is a good way to keep fit.

Ballet is popular all over the world. There are many spins and jumps in ballet. It's very difficult and you must do a lot of training to be good at it. Ballet usually tells stories and people think it's very beautiful.

Salsa is from Cuba. The word 'salsa' is Spanish for hot and spicy sauce. Salsa da passion and energy. People us fast and fun music. One reason

- attractive** (adj) good-looking
- flexible** (adj) bends and moves easily
- skilful** (adj) good at doing something
- spicy** (adj) a strong, pleasant taste
- spin** (n) the movement of something turning around very quickly

EXPLORE MORE

- 4 You are going to watch part of a video from the BBC about a dance competition. Read the advert for the programme. Do you have competitions like this in your country?
- 5 1.6 Watch Part 1 of the video and match photos A-E with the names of the contestants 1-5.

YOU EXPLORE

10 CULTURE PROJECT In groups, use the language and ideas covered in the lesson to create a digital presentation promoting dance and its benefits.

- 1 Use the internet to research traditional or popular dances in your country.
- 2 Write a short script and include some photos or video.
- 3 Share it with your class.

Using the language knowledge and models from the lesson, students create a **project** about their own country or experience

GRAMMAR TIME

7.2 Past Simple (negative)

To form negative sentences in the Past Simple, we use *didn't* (*did not*) + infinitive.

I slept. – I **didn't sleep**.

She laughed. – She **didn't laugh**.

I/You/He/She/It/We/They **didn't work**.

I/You/He/She/It/We/They **didn't go** to school.

1 Complete the sentences with the Past Simple form of the verbs in brackets.

- 1 We **didn't go** (not go) to the park today.
- 2 Liz _____ (not like) her present.
- 3 You _____ (not finish) your breakfast.

7.4 Past Simple (questions and short answers)

To form questions in the Past Simple, we use *did* + subject + infinitive.

Did I/you/he/she/it/we/they **go** to school?

Yes, I/you/he/she/it/we/they **did**.

No, I/you/he/she/it/we/they **didn't**.

Where did you go yesterday?

When did you see her?

What time did you get up?

1 Complete the questions with the Past Simple form of the verbs in brackets. Then match questions 1–8 with answers a–h.

- 1 **Did you see** (you/see) Tom yesterday?
- 2 _____ (they/like) the party?

Grammar summary with extra practice
of grammar structures

EXAM TIME

EXAM TIME 1 Listening and Speaking

1 **3.43** Listen to five short conversations. For each question, choose the correct answer, A, B or C.
Tip: Listen to the whole conversation. The right answer might be at the end.
Example: What does the boy want to do this evening?

A **B** **C**

What belongs to the girl?

2 **3.44** Listen to Katy tell her friend Robby about the restaurant. For each question, choose the correct answer, A, B or C.
Tip: All the words in option A are in the dialogue but only one is correct. Choose carefully.
Example: Which day does Robby play football?
A Friday
B Saturday
C Sunday

3 What can they eat there?
A chicken
B burger
C pizza

4 What time does...

EXAM TIME 1 Reading and writing

5 Read Cara's email to a new friend. Mark the sentences A (right), B (wrong) or C (doesn't say).
Tip: Read the complete text first so that you know which part to look at for the answer. Then read that part again.

6 Read the advertisement for a dog walker. Choose the best word (A, B or C) for each gap.
Tip: The word must fit the grammar or meaning of the words around the gap. Are you looking for a verb, a preposition, a pronoun or is it an adjective or a noun?

Hi Karen!
I want to tell you that I'm very happy to write to you. I can practice my English! And I got a new...

Exam preparation tasks in Student's Book and Workbook

CAMBRIDGE

Key for Schools
Preliminary for Schools

PTE GENERAL

Level A1
Level 1
Level 2

BIOLOGY

Exercise

Aerobic and anaerobic exercise

Everyone knows that exercise is good for us. But there are different kinds of exercise and they are good for different reasons.

Aerobic exercise

Aerobic exercise is when we use our arms and legs to do exercise. We move our whole body and use lots of different muscles. The word *aerobic* means 'with oxygen (O₂)'. We need lots of energy to do this

kind of exercise. Oxygen, fat and carbohydrates give us energy. Aerobic exercise is always fast or difficult, and jogging (even climbing stairs!) are examples of easy aerobic exercise. Then there is harder exercise, like dancing or swimming and the hardest aerobic exercise is when we do skilled sports like volleyball or tennis. This exercise is good for our hearts and can also help us get thinner.

We don't use a lot of oxygen and we only burn carbohydrates. A lot of gym exercises and exercises we can do at home are anaerobic. Weightlifting, sit-ups and push-ups are examples of this. Anaerobic exercise is good for some muscles and also for our bones and joints.



HISTORY

Mummies

CLIL 4

What is a mummy?

The Ancient Egyptians buried dead people in an interesting way. They prepared the body with special oils and put it in a stone or wooden box called a sarcophagus. These bodies lasted a long time and we can look at them in museums today. The bodies are called mummies. They also put food and valuable things with the bodies. Sometimes they put the dead person's pet cat there!

Why did they do this?

The Ancient Egyptians believed in an afterlife. They thought that the spirit of the dead person went to another world. They needed their body and lots of their things to use in this afterlife. They needed food and drink for the journey there.

Where did they put the sarcophagus?



SCIENCE

Hot-air balloons

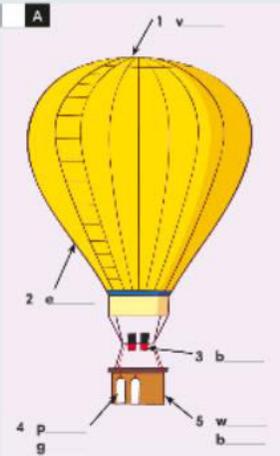
CLIL 5

1 The hot-air balloon is not the fastest way to fly and it isn't the most direct. It depends on the wind. But the hot-air balloon was the first form of flying that carried people. It was a long time before aeroplanes. The first passengers were a sheep, a duck and a chicken! Then a few weeks later, on 21 November 1783 in France, a balloon carried two people.

2 The hot-air balloon uses science in a very easy but clever way. Hot air rises in colder air because it is lighter and less dense. Think about floating on water; our body floats because water is denser than we are.

3 The hot-air balloon has three main parts. There is a balloon envelope - this holds the air. The material is nylon and has sections called 'gores'. There is a valve at the top. Under the envelope there is a burner. This uses propane gas to heat the air in the balloon. There is a wicker basket to carry passengers. Wicker is strong and quite light.

4 When the pilot wants the balloon to go higher, he turns up the gas. This makes the air hotter and the balloon rises. To go down, he opens the valve at the top of the balloon. Some hot air leaves the balloon and it goes down. To go in the right direction, the pilot goes up or down to ride on the wind. Very clever!



VOCABULARY
Culture | People | Cultural activities | Likes and dislikes | Age groups | News and entertainment

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

READING
Matching paragraph headings | Right / wrong / doesn't say

LISTENING
Matching speakers and topics

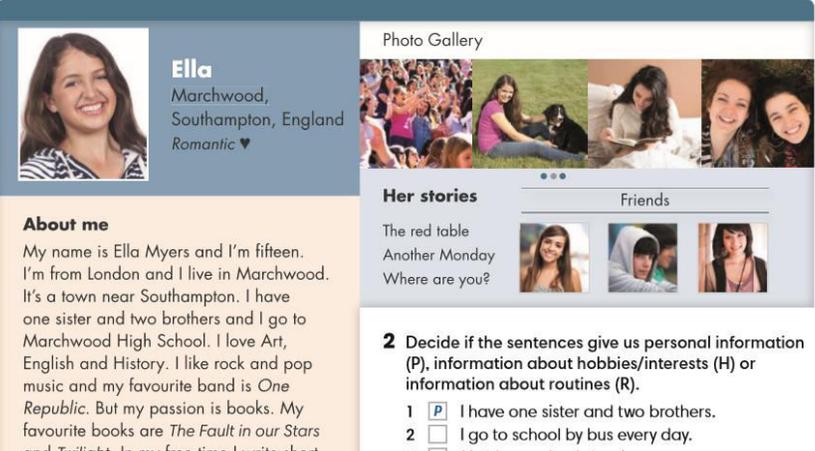
SPEAKING
Buying tickets at the cinema

WRITING
A personal introduction

BBC CULTURE
Why do we dance?

1.7 **WRITING** A personal introduction

I can write a personal introduction to a webpage.



Profile: Ella, Marchwood, Southampton, England, Romantic

About me: My name is Ella Myers and I'm fifteen. I'm from London and I live in Marchwood. It's a town near Southampton. I have one sister and two brothers and I go to Marchwood High School. I love Art, English and History. I like rock and pop music and my favourite band is *One Republic*. But my passion is books. My favourite books are *The Fault in our Stars* and *Twilight*. In my free time I write short stories.

Her stories: The red table, Another Monday, Where are you?

2 Decide if the sentences give us personal information (P), information about hobbies/interests (H) or information about routines (R).

1 P I have one sister and two brothers.
2 I go to school by bus every day.

Workbook pages are colourful

Additional grammar, vocabulary and skills practice to reinforce material in the Students' Book



1.8

SELF-ASSESSMENT

For each learning objective, tick (✓) the box that best matches your ability.

😊😊 = I understand and can help a friend.

😞 = I understand but have some

😊 = I understand and can do it by myself.

😞😞 = I do not understand.

		😊😊	😊	😞	😞😞	Need help?	Now try ...
1.1	Vocabulary					Students' Book pp. 10–11 Workbook pp. 6–7	Ex. 1–2, p. 17
1.2	Grammar					Students' Book p. 12 Workbook p. 8	Ex. 3–6, p. 17



1.9

SELF-CHECK

Vocabulary

1 Complete the words in the sentences.

- My brother plays the **d** _____ in a band.
- I don't enjoy **c** _____ music, like Mozart or Beethoven.
- My favourite **a** _____ is James Pattinson.

4 Match the questions in Exercise 3 with answers a–f.

- | | |
|---------------------------------------|--|
| a <input type="checkbox"/> Every day. | d <input type="checkbox"/> Hip-hop. |
| b <input type="checkbox"/> Yes, I do. | e <input type="checkbox"/> No, he doesn't. |
| c <input type="checkbox"/> Three. | f <input type="checkbox"/> In London. |

5 Complete the dialogue with *do*, *does*, *don't* or

Self-check and self-assessment papers for every unit

What can you remember from this unit?

New words I learned (the words you most want to remember from this unit)	Expressions and phrases I liked (any expressions or phrases you think sound nice, useful or funny)	English I heard or read outside class (e.g. from websites, books, adverts, films, music)

5.2 GRAMMAR Comparatives
I can make comparisons.

ALPHA BOYS

The number one fan page for the number one boy band!

Fun facts about the Alpha Boys	Age	Height	Personality
li	17	1.24	friendly
iam	18	1.81	funny
erry	19	1.81	cool
arry	17	1.67	quiet
kie	16	1.73	intelligent

Who's your favourite? *Rico4*

Rico4 Ali's a great dancer, bluesy Ali's a good dancer, but Harry's better. Harry's cuter than Ali too.

trikimiki I agree Harry's better than Ali, but I like Akia. He's really cool and intelligent.

bluesy What? Harry's cooler than Akia! He's more intelligent too.

Rico4 Harry can't dance. He's worse than me! And he's really uncool. Ali's bigger and stronger than him. Ali's friendlier too. Harry never smiles.

4 Work in groups. How many comparative sentences can you write about the Alpha Boys? Use the adjectives below to help you.

bad big cool cute friendly funny good intelligent nice old quiet strong tall thin young
Perry's taller than Akia.

5 Make comparative sentences.

- Sam Smith / young / James Bay
Sam Smith is younger than James Bay.
- Taylor Swift / tall / Ed Sheeran
- U2 / successful / AC/DC
- Arcade Fire's music videos / good / Rebecca Black's
- many pop songs / happy / rap songs
- some pop songs / sad / rap songs

6 In pairs, compare famous people and music groups. Use the Grammar box and the adjectives in Exercise 4 to help you.

A: Avril Lavigne is cuter than Adele.
B: Yes, but Adele is a better singer.

Grammar Comparative adjectives

Adjective	Comparative
quiet	quieter
browe	braver
sad	sadder
happy	happier
interesting	more interesting
good	better
bad	worse

Harry is quieter than Ali.

GRAMMAR TIME > PAGE 122

3 2.20 In pairs, complete the text with the comparative form of the adjectives in brackets. Which member of the Alpha Boys is it? Listen and check.

He's ^{funnier} (funny) than Akia. He's got a [?] (good) sense of humour. He's [?] (thin) than Akia and [?] (tall) too but he's [?] (short) than Ali. He's [?] (old) than Ali but he's [?] (young) than Perry.

60 Unit 5

5.2 GRAMMAR Comparatives

Lesson learning objective
Students can make comparisons.

Lead in Review of types of music and preview of comparatives.

Put students into pairs. Tell each pair to think of two different kinds of music. For each type of music, students should write adjectives to describe it (e.g. classical – relaxing, beautiful, rock – exciting, noisy). Set a time limit of 1 minute. When the pairs have finished, invite them to read out one of their lists of adjectives and see if the rest of the class can guess what type of music is being described. Tell students that they will be using these lists later in the lesson.

Exercise 1
Tell students to keep their Students' Books closed. Have a class discussion about 'boy bands', eliciting examples (e.g. 'Take That', 'One Direction'), and asking students if they know anything about any of the members of these 'boy bands'. Then ask students to open their books and to answer the question.

Answers:
Rico4 likes Ali.
Bluesy likes Harry.
trikimiki likes Akia.

Language notes

Spelling rules for comparatives:

- Add *-er* to one-syllable adjectives + *-er* (e.g. tall – taller)
- One-syllable adjectives ending in one vowel and one consonant: double the last consonant + *-er* (e.g. big – bigger)
- Short adjectives ending in *-e* + *-r* (e.g. nice – nicer)
- Two-syllable adjectives ending in consonant + *-y*: change *-y* to *-i* + *-er* (e.g. happy – happier)
- Other two-syllable adjectives sometimes add + *-er* (e.g. quiet – quieter), but usually sound better with *more* + adjective (e.g. polite – more polite). If students aren't sure which form to use, tell them to use *more* + adjective for two-syllable adjectives that don't end in *-y*.
- Adjectives with three or more syllables: *more* + adjective (e.g. intelligent – more intelligent)

Form rules for comparatives:

- To show what we are comparing the first item with, we usually need to add *than* + a second item. For example: Taylor Swift is better than Kanye West. However, if what we are comparing the item with is obvious or has already been mentioned, it isn't necessary to include it. For example: Kanye West is great but Taylor Swift is better (than Kanye West).
- We can follow *than* with a subject or object pronoun. For example: He is taller than I am. The latter sounds much more natural nowadays. We could also say: He is taller than I am.

Exercise 2
When students have found the comparative adjectives in the text, elicit the spelling rules. Ask students to explain when we use comparatives (usually, to compare two things/people, e.g. Ali is taller than Harry). Discuss better and worse, and explain or elicit that they are irregular.

Exercise 3 2.20
When the pairs have completed the exercise, discuss the first two sentences with the class. Ask why the second sentence doesn't finish with *than*... (It isn't necessary because the previous sentence tells us that the person is being compared with Akia.)

Answers: 2 better, 3 thinner, 4 taller, 5 shorter, 6 older, 7 younger, 8's soon.

Exercise 4
Set a time limit. When students have finished, invite the groups to take turns to read one of their sentences, and see which group has the most sentences.

Example answers:
Harry is a worse dancer than Ali.
Ali is bigger than Harry.
Akia's cooler than Perry.

Exercise 5
Explain that to make comparative sentences from the prompts, students should use the correct form of the verb to be, select the correct comparative form and add *than*. When students have finished, if they have access to the internet, ask them to check the accuracy of the people or bands mentioned on the internet, and to present some facts about them to the class.

Answers:
2 Taylor Swift is taller than Ed Sheeran.
3 U2 are more successful than AC/DC.
4 Arcade Fire's music videos are better than Rebecca Black's.
5 Many pop songs are happier than rap songs.
6 But some pop songs are sadder than rap songs.

Extra activity
In pairs, students look at their lists from the Lead in activity and use the adjectives to make comparative sentences. (e.g. Classical music is more relaxing than rock music. Rock music is noisier than classical music.) Invite pairs to read out their sentences to the class.

Exercise 6
Tell pairs to think of six people or bands that they both know. They should work on their own to make comparative sentences, and then work together to compare their ideas to see if they have the same opinions. When they are ready, invite pairs to read out comparative sentences that they agree on and then one comparative sentence that they disagree on. Hold a class vote to see whose opinion the rest of the class agrees with.

Further practice

- Workbook page 56
- Grammar Time page 122
- Resource Pack
- Resource 54: Unit 5 Lesson 2 Grammar – Compare them

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Unit-by-unit teaching notes with audio scripts and answer key

Interleaved with *Students' Book* pages

Workbook answer keys and audio scripts

RESOURCE 56 Unit 5 Lesson 4 Grammar

Girl power

Read the sentences on the cards and complete the table. Write the girls' ages and draw stars.

best ★★★★★ → ★★★★★ → ★★★ → ★★ → ★ worst

	 Dani				
Age					
Dancing					
Singing					
Intelligence					
Coolness					

Suzi is the oldest girl. She is four years older than Dani. Emma is older than Dani. Fr...

RESOURCE 57 Unit 5 Lesson 4 Video

The best dancer

1 Complete the sentences with the correct form of the adjectives in brackets.

- The _____ (important) prizes for dancers in the USA.
- He's the _____ (nice) guy.
- He's the _____ (fit) person in our family.
- He's the _____ (sweet) guy I know.
- This is the _____ (bad) moment!
- This is the _____ (happy) moment of my life.
- I want to thank my _____ (big) fans.
- And my _____ (good) friends.
- You're the _____ (lazy) boy in England!

2 Match descriptions a–f with sentences 1–9 in Exercise 1.

a Max's feelings just before Jenny announces the winner

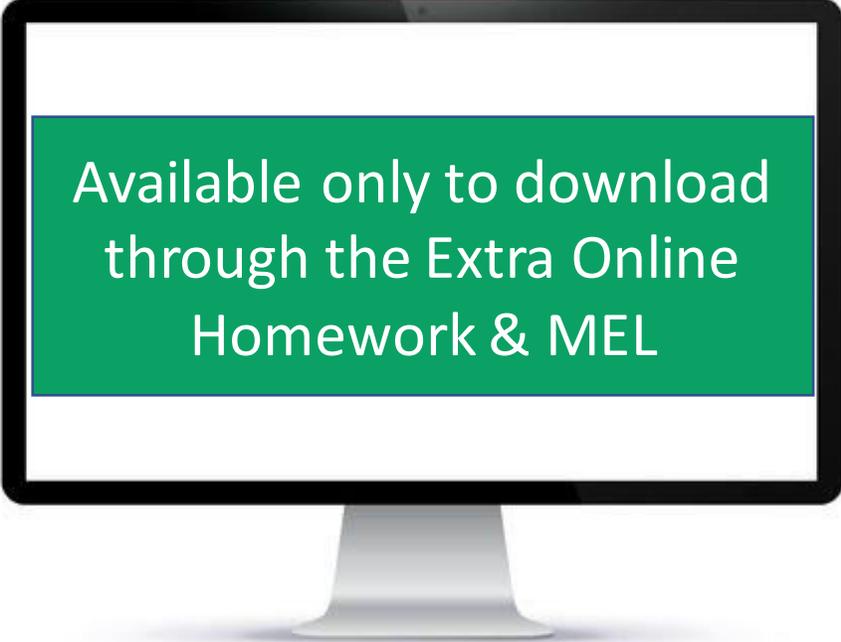
b Max's opinion of Sol and Eva

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TESTS

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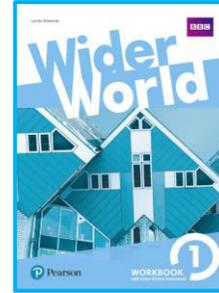
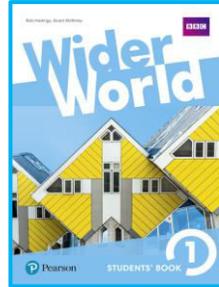
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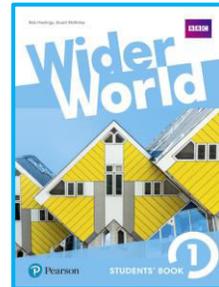
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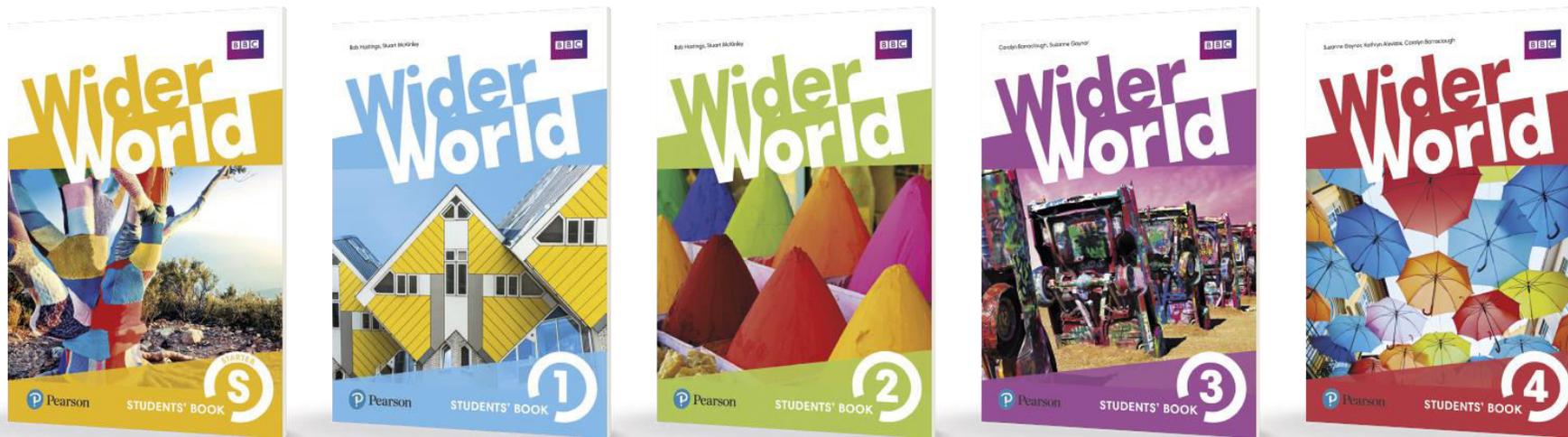




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