

# LOOK WIDE

TEACHER'S BOOK

2

# Contents

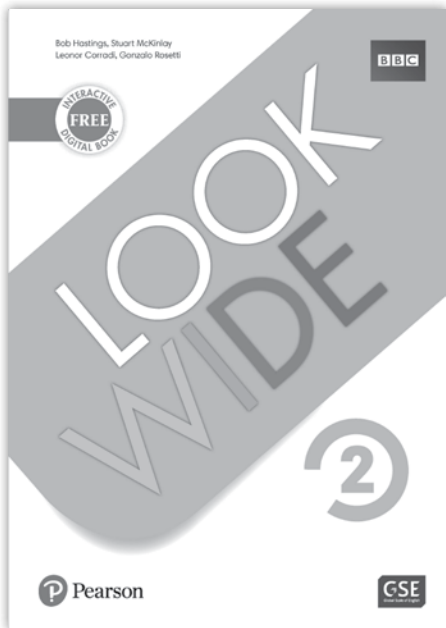
UNIT	USING LANGUAGE			
	Text types	Interaction	Outcome	World Wide
<b>0 Welcome to Harlow Mill</b> page 6	A family tree Written introductions			
<b>1 What is Culture?</b> page 10  <b>WB page 76</b>	A personal blog A pie chart An article A dialogue A survey A cinquain poem <b>VIDEO</b> <i>He's awesome!</i>	At the cinema 	A personal introduction	Dancing in the UK Informative text <b>BBC Documentary clip</b> <i>The Young Dancer Award</i>
<b>2 Friends and Family</b> page 20  <b>WB page 82</b>	A quiz A dialogue A magazine article <b>VIDEO</b> <i>Where's Amy?</i>	Plans and intentions 	A collage of friends and family	Are hipsters cool? Descriptive text <b>BBC Documentary clip</b> <i>London Fashion Week</i>
<b>Consolidation Units 1 – 2 Meet William Shakespeare, His Life and Work!</b> page 70				
<b>3 Are Humans and Animals a Good Match?</b> page 30  <b>WB page 88</b>	A dialogue A magazine article Informative text An encyclopaedia entry <b>Vox Pops video</b> Where were these people? <b>VIDEO</b> <i>I don't know how it happened.</i>	Apologising 	A biography	Why do parrots talk? Informative text <b>BBC Documentary clip</b> <i>Wild at heart</i>
<b>4 How does Technology Influence Culture?</b> page 40  <b>WB page 94</b>	A quiz A personal account A dialogue A blog entry An app description A radio interview A poster <b>Vox Pops video</b> What did you do? <b>VIDEO</b> <i>Where's my phone?</i>	Sequencing events 	A list of gadgets with a big influence on the world	Is there wi-fi in the Sahara? Informative text <b>BBC Documentary clip</b> <i>The digital revolution</i>
<b>Consolidation Units 3 – 4 Gulliver in Lilliput</b> page 72				
<b>5 What Makes a Home?</b> page 50  <b>WB page 100</b>	People's reviews Descriptive text A short story A dialogue Survey results <b>Vox Pops video</b> Rules at home <b>VIDEO</b> <i>It's not fair!</i>	Giving advice 	A personal email	Why are there houses on stilts? Informative text <b>BBC Documentary clip</b> <i>I want my own room!</i>
<b>6 What's Your Town Like?</b> page 60  <b>WB page 106</b>	An article A quiz Descriptive text	A board game	A booklet of a town	Where can you buy a town? Informative text <b>BBC Documentary clip</b> <i>City shopping</i>
<b>Consolidation Units 5 – 6 Meet Thor: The Coolest Norse Warrior</b> page 74				

LINGUISTIC DISCURSIVE ELEMENTS

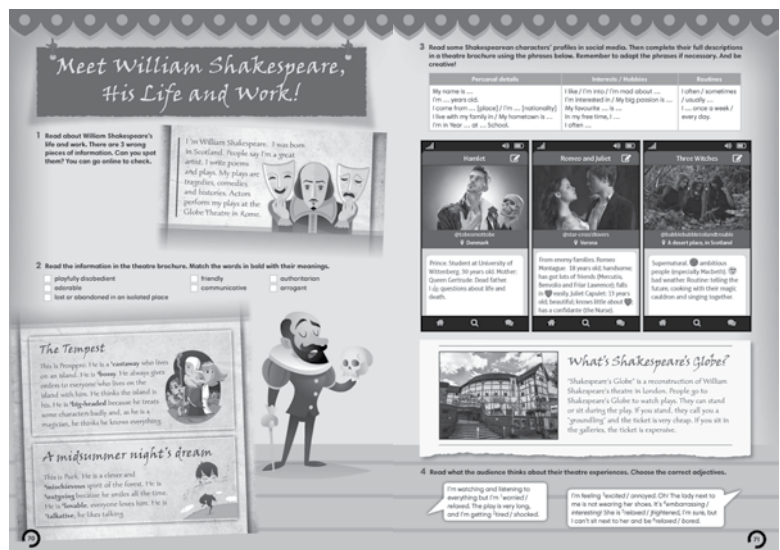
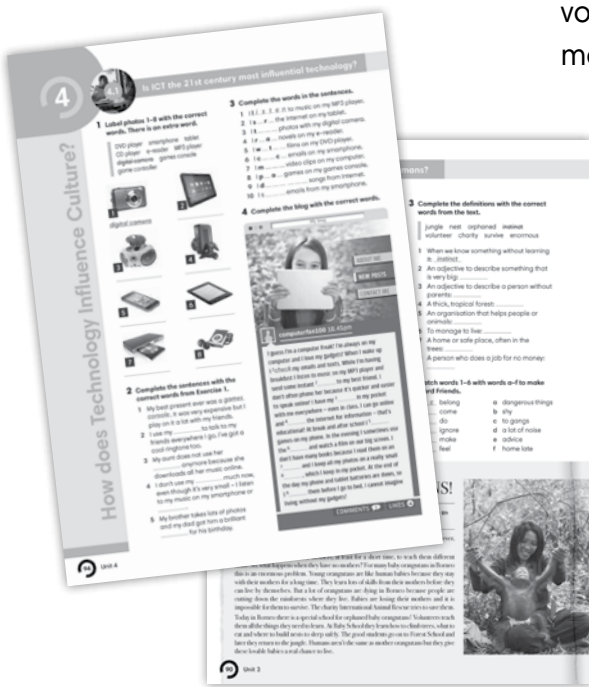
Lexical areas	Structures and tenses
Family members Free time activities Opinion adjectives Common possessions Skills and abilities School subjects	<i>Have / has got</i> Genitive case Possessive adjectives <i>There is / are</i> (all forms) <i>Can</i> : ability (all forms)
Arts and people Hobbies and entertainment Likes and dislikes News and the media Vox Pops video ▶ Free time Vox Pops video ▶ The media	<i>Like + ing</i> Simple Present Frequency adverbs 🗣️
Clothes and accessories States and feelings 🗣️ Personality adjectives Vox Pops video ▶ Clothes Vox Pops video ▶ Feelings	Present Continuous (all forms) Simple Present and Present Continuous <i>Going to</i> : intentions Present Continuous with future time reference: plans 🗣️
Animals Everyday Activities 🗣️ Personality adjectives Vox Pops video ▶ Animals	<i>To be</i> (past forms) Past time adverbials Simple Past (regular verbs) 🗣️
Gadgets and technology Activities and technology Vox Pops video ▶ Websites	Simple Past (irregular verbs) Verbs + infinitive and verbs + <i>ing</i> 🗣️ <i>Could / Couldn't</i>
Things in the house Household activities Opposites Places in town Vox Pops video ▶ My town	Prepositions of place Adverbs of manner <i>Must, have to, mustn't</i> 🗣️ <i>Should / shouldn't</i>
Shops in town Vox Pops video ▶ Shops	Infinitive of purpose. <i>Why ... ? To ...</i> Comparatives and superlatives 🗣️

# Components

## STUDENT'S BOOK + WORKBOOK



- Six units plus a welcome unit
- Video (drama, BBC Vox Pops and BBC Culture clips) in every unit
- Language awareness boxes
- Culture awareness boxes
- Tips and suggestions to explore topics on the web
- 3 literature-based consolidation lessons
- WORKBOOK section with additional grammar, vocabulary and skills practice to consolidate material in the Student's Book section

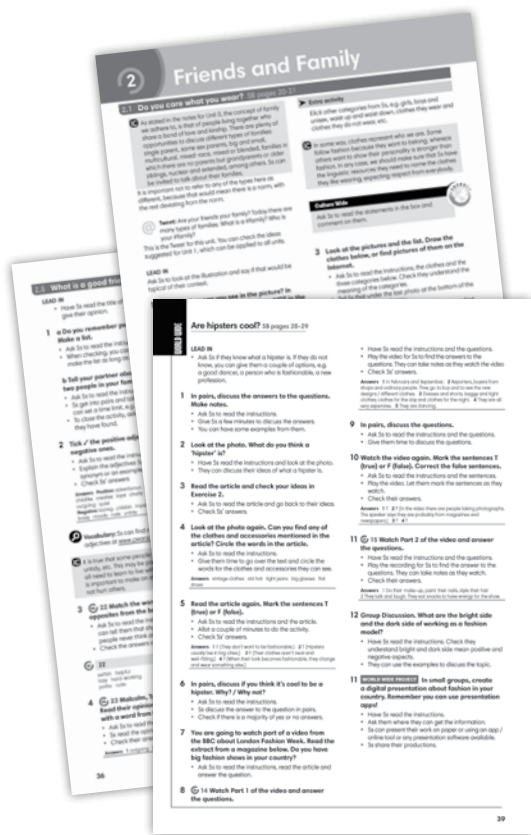


## STUDENT'S INTERACTIVE DIGITAL BOOK



- The full Student's Book in digital format
- All audio and video embedded into the exercises
- WORKBOOK with interactive exercises

## TEACHER'S BOOK



- A yearly planning that can be submitted at schools
- Detailed teaching notes for every lesson, including ideas for further practice
- Workbook answer key
- Audio and video scripts
- Reference to ways to make the classroom inclusive
- Ideas and suggestions to approach **ESL**
- Attainment targets to cater to diversity and different learning rhythms

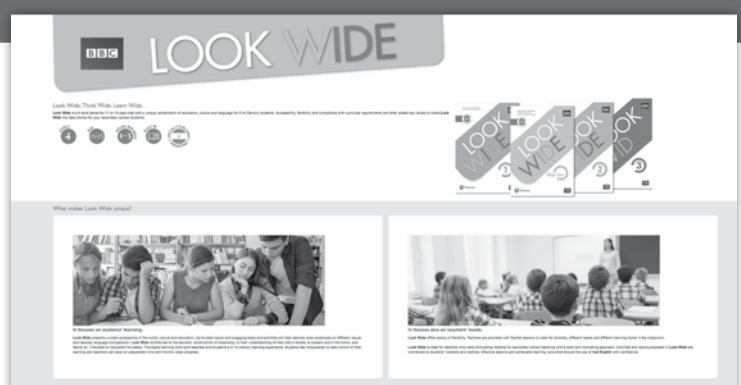
## TEACHER'S SITE

- The complete TEACHER'S BOOK
- Downloadable worksheets with further vocabulary
- Downloadable resources for teachers (e.g. unit and progress tests)
- mp3 audio files



## STUDENT'S SITE

- Downloadable worksheets with further vocabulary
- Downloadable further practice



# Overview of the Student's Book

## Student's Book + Workbook

### Let's tour *Look Wide 2*

(pages 4 and 5)

These two pages are a permanent reference to students.

The names of the different sections in the Student's Book are presented in these two pages with an explanation in Spanish as to what they are about and what students have to do.

Whenever they see one of the indicators of a section (*Language Wide, Culture Wide, Pronunciation and Over to You*), they can go back to these pages to check what each of the sections mean.

There is also a reference to instructions and how key words can help Ss understand what they have to do.

### The structure of a unit

Every unit is divided into 7 lessons, each one with a clear focus. Each unit opens with a tweet from a teenager, which relates to the topic of the unit. Students can use this tweet as a model and write their own, or they can try answering the questions posed in the tweet at the end of the unit. This will give coherence to the unit and will work as another way to round it up.



**Lesson 1** presents vocabulary areas and collocations in context with plenty of images to help students understand their meaning. The activities aim at consolidating the lexical area and, at the same time, integrating it with previously seen topics.

**Lesson 2** presents a grammar topic in context and activities which go from recognition to guided production.

**Lesson 3** is based on reading texts in a variety of genres. A grammar topic is also introduced.

**Lesson 4** is video based in units 1-4 and written text based in units 5-6. In all cases, a new grammar topic is introduced.

**Lesson 5** is text based and focuses on a lexical area. The texts are about contemporary topics to engage students' attention and help them construct a wider vision of the world.

**Lesson 6** is video based and presents an instance of interaction, with a focus on oral language.

**Lesson 7** is an integration lesson. In units 1, 3 and 5, the writing skill is developed. In the other units, a final task or project is constructed, which has been created all along the lessons. This last lesson also includes the **Unit Wide** section, which presents a summary of the topics in the unit.

**BBC**  
**WORLD WIDE**  
**Why do parrots talk?**

**Pets around the world**  
For a long time, people used animals for food and for work. Today, many of us keep animals in our homes as pets and people all over the world love dogs and cats. In the UK, there are more than nine million pet dogs! Here are some other popular pets that you might find surprising. Some of these should not be pets!

**Guatemala**  
A popular pet in Guatemala is the Macaw parrot. It has colourful feathers and can copy words and sounds. These birds live in the rainforest but there are not many left now. Because of this, people can only buy them from special places.

**China**  
Chinese people like many different animals but one very popular pet is the goldfish. For Chinese people the colour gold means money and they believe goldfish are lucky. People say that the goldfish has a bad memory – they are very forgetful and can only remember things for five seconds!

**Japan**  
In Japan, they like keeping rabbits. Many Japanese people are vegetarian – they do not eat meat – and rabbits are vegetarian too! They are gentle animals but when they are angry or frightened, they get aggressive and tap their feet on the ground loudly! They are also very small, which is important for people who live in a small apartment.

**The USA**  
Snakes are very popular in the USA. They can live up to forty years and people do not need to feed them a lot. They do not usually move very much and some snakes sleep for several months every year. Most pet snakes are born in special centres. They are not dangerous or poisonous.

**GLOSSARY**  
gentle (adj) not strong or violent  
in the wild (phr) living free in nature  
rainforest (n) a forest with tall trees growing in an area where it is hot and it rains a lot  
tap (v) to hit lightly  
vegetarian (adj) someone who does not eat meat or fish

At the end of every unit, you will find the **World Wide** sections. This section is two pages long and consolidates the topic developed in the unit. There is always a written text which will open up the world to students, followed by a **BBC** clip related to the topic. Activities are presented, which help the students use language meaningfully. Finally, students are invited to do a project for which they are guided throughout the unit.

Each unit has a **WORKBOOK** section, which starts at page 76. Students have the opportunity to practise and consolidate the teaching points in the Student's Book section, from lessons 1 to 5. At the end of every unit in the Workbook, there is a Self-Check page for students to assess how much they have been learning.

There are three literature-based Consolidation Units on pages 70 - 75. They are structured so that students can do one every two units. These lessons are skills based and integrate the language seen in the units. Students have the possibility to use the language meaningfully while they learn about important universal works of art.

4 [VOX POPS 10] In pairs, use the words in the box to say how you feel when:

- your team is losing 5:0
- you're not sleeping well
- you make a silly mistake
- it's the last day of school
- your mum or dad talks to your friends

*I feel annoyed / It's annoying when ...*

The **Vox Pops** boxes: These are short clips of people filmed by the **BBC** on the streets of London, answering questions about their lives and giving opinions, following the topics and themes of the lesson. The purpose of this type of video is to provide short, manageable chunks of language in a real-life context, which students can use as a model for their own speech. Because the **Vox Pops** are unscripted, authentic, spontaneous speech, students are exposed to real language uttered by speakers of English from around the world. This helps them begin to develop compensation strategies for understanding new language. They will hear inaccuracies even from native speakers of English, so teachers should be prepared to mention and explain these mistakes to students. They can be helped to reflect on their own mistakes in their everyday use of Spanish, in whatever variety they use. Students should be encouraged not to worry about individual words they might not catch (which often happens even between native speakers) but to try to get the gist of the speech.

**Look Wide** is constructed on key educational principles which are in keeping with the aims of education: reflection, communication, collaboration, creativity, critical thinking and digital literacy.

As in any good language teaching methodology, the skills of *communication*, *collaboration* and *creativity* are central guiding principles and are peppered throughout the activities in *Look Wide*.

*Reflection*, one of its main features, is a fundamental principle without which there can be no real, effective learning.

*Critical thinking*: problem solving and reasoning skills are developed throughout the course, especially via the reading and listening activities.

*Autonomy and personal initiative*: students are given opportunities to choose and create their own projects so that they connect personally with the topic, often using the internet with their own mobile devices (BYOD). Students are prompted to reflect on and take responsibility for their own progress through the regular Self-assessment sections in the Workbook.

*Twenty-First-Century Skills*: in this interconnected world we are living today, education is crucial in providing the necessary skills to become successful citizens. (Shin and Crandall, 2014)\*

\* Shin, J.K. & Crandall, J. (2014). *Teaching Young Learners of English: From Theory to Practice*. Boston, MA: Heinle Cengage Learning.

## The pedagogical proposal

**LOOK WIDE** helps students gain competence in these 21<sup>st</sup> century skills:

As a class, collaborate to create a booklet of your town. Be ready to revisit units 1, 3, and 5.



### Booklet of your town – Part 1

- a Join one of the three groups mentioned below.
  - Group 1: Chain stores
  - Group 2: Local shops
  - Group 3: Services
- b Take photos or draw at least 5 places in your town. Write a caption to explain what you can buy or do there.

*Creativity and collaboration:* a wide variety of tasks and text styles foster students' creativity and collaboration skills. The students will have to resort to the language they are learning and the 21st century skills to complete outcomes in all the lessons in the book.

- 1 Look at the photo. What is the relationship between the woman and the girl? Read and check.

*Critical thinking:* problem solving and reasoning skills are developed throughout the course, especially via the reading and listening activities.

*Digital literacy and multimodal communication:* the content as well as the means of delivery of **Look Wide** are rooted in today's digital environment and reflect the way today's teenagers already manage their lives: the topics cover up-to-date technology and media, while the projects suggested encourage the use of digital tools to create their own projects whether presentations, reports or reviews, or even mini videos of their own. In this way, students become producers of multimodal content, a key aspect of today's world.

Opportunities for reflection are signalled in the Student's Book and will be signalled in the Teacher's Book. They are explained below and will be dealt with in depth as they appear in the units.

## Student's Book

### Language Wide

¡Hola! Hello  
MAITEI  
ZERRANO  
HOLA BONJOUR

In English, some verbs have two elements. They are called **phrasal verbs**. Examples of phrasal verbs are *get up*, *wake up*, *switch on / off*, *turn on / off*. Do they exist in Spanish?

### Language Wide

As students reflect on how language works, they will be cognitively active trying to figure the answers to the questions posed. There will be two different instances of reflection: about English and about the connection between English and Spanish, the language of instruction at school. By making connections between the two languages, students can then focus on what is different or on what they need to pay attention to. Most probably, there will be different varieties of Spanish spoken at school. This will be a great opportunity for students to see variety in action and that different does not mean inferior or superior in quality. If students know any other language, they can be invited to talk about them during these instances of language awareness.

### Culture Wide



Lauryn is wearing a costume to attract people's attention and get money for the children. What can you do in your community to collect money for a good cause?

### Culture Wide

Language and culture cannot and should not be separated. Culture has to do with our everyday lives, with what we take for granted, for those accepted yet unwritten rules of society that make us part of it. The purpose of these boxes is to raise awareness of students' own cultures and to see how there are different views of the world, none of which should be considered better than others. Students are invited to reflect on them, and to pose further questions related to each of the topics. Understanding that there are different views of the world (*cosmovisiones*) is one of the steps towards education for peace and the construction of citizenship.



## Unit Wide



Read the unit again. Where in this unit? Complete with lesson number.

- Name different animal 1
- Make a presentation of an animal \_\_\_\_
- Talk about past activities \_\_\_\_
- Discuss animals and personality \_\_\_\_
- Discuss age groups and typical behaviour \_\_\_\_
- Narrate events in the past \_\_\_\_
- Make connections between auxiliaries for Simple Present and Simple Past \_\_\_\_
- Apologise and respond to apologies \_\_\_\_
- Write a biography \_\_\_\_

## Unit Wide

At the end of every unit, **Unit Wide** shows the different learning objectives (related to language skills, lexical areas, grammar and tenses, and educational aspects) developed in the unit. Students should identify where in the unit each of the objectives is dealt with. This is also an opportunity for students to reflect on the following:

- Understanding the topics
- Managing the topics at recognition level, i.e. given options, they know which one is correct
- Managing the topics at guided production level, i.e. students can use the items quite at ease

If they cannot tick any, this is a signal that they need to ask their teacher. If they just tick understanding, after a while they can go back and check if now they can manage the topics. In this way, they are made responsible for their own learning and are given resources to develop their autonomy.



## Pronunciation

Pronunciation is essential in the construction of meanings since the same phrase, with different intonation, can mean different things. Students are encouraged to work on those intonation aspects which are different from Spanish. They are invited to listen to recordings and to record their own productions to see how close they are. Through their own recordings, they can also check progress over time, which will be motivating and enhance learning.

## Simple Present and Present Continuous



### • Simple Present

Facts and routines

*I usually go straight home after school.*

### • Present Continuous

Things happening at the moment of speaking

*It isn't raining now.*

Things happening around now but maybe not at the time of speaking

*My team is taking part in a tournament this week.*

**Time expressions:** *now, at the moment, today, these days, this week, this month.*

Circle:

We use *Simple Present / Present Continuous* for routines.

We use *Simple Present / Present Continuous* for actions now.

## The grammar tables

In some cases, students are asked to go back to the texts and complete the tables. In other cases, there are options for them to tick after they look at examples and figure out how language works. Students can be invited to personalise these tables and to use them as reference as they are working with language.

**AT** Ss should remember the names of some animals. They should also notice how they are developing their fluency in reading.

**Attainment targets:** students will learn topics at different paces. Some will be able to tell which form to use if given options whereas others will be able to produce the form in guided contexts. As with any teaching point, some mistakes are typical and expected, and are signs that students are learning. This section will show the minimum attainment target for each teaching point, as well as expected mistakes.

**IC** This unit is about animals and their interaction with human beings. Some people are afraid of animals while others are not. Some do not consider that insects are animals, yet they are. What some people may consider exotic pets are actually animals that suffer when they live in enclosed places. Then there is the issue of animals and religion. Care should be taken to have an open attitude towards different opinions to make sure everybody feels included.

**Inclusive classrooms:** any text – written, oral, visual or multimodal – is a necessary cropping of reality and will show one view of the world. Suggestions will be presented to cater to diversity and to make sure every student is included and can make his or her voice heard.

**ESI** Very often, different house chores are assigned to different members of the family. Taking care of a pet, e.g. feeding them, keeping them clean, can be considered a house chore. Traditionally, most chores were assigned to women in the house, e.g. doing the shopping, cleaning, etc. You can reflect with Ss that every member in the home has to contribute in a way *he / she* can, depending on their age. They can make their beds, help in taking care of a pet, without considering that some of these activities are basically feminine or masculine.

**ESI (Comprehensive sexuality education):** This refers to systematic teaching and learning that fosters reflection and making informed decisions with respect to topics related to human development (reproduction, puberty, sexual orientation and gender identity), relationships, sexual health, society and culture (including gender roles, diversity) and children and youth's rights. Along the units, there are plenty of opportunities to approach ESI. Some of these instances will be signalled in the Teacher's Book.

## Working with the different activities

**1 a** Look at the photo and the title. Who's awesome? Tick ✓.

- Ask Ss to read the instructions and tick the best option. Remind them not to read the text.
- Explain *awesome* with a synonym, e.g. *fantastic*.
- Check Ss' predictions.

**b**   **2**  **10** Now watch or listen and check.

- Now Ss watch the video and then check. Remind them that getting their prediction wrong does not mean they did not understand.

### Listening

Whenever we listen to something, e.g. part of a conversation, a radio programme, an announcement, we may not know what is going to be said. However, we do know the context and we may have some idea about the content. For instance, at a train station we know that announcements have to do with destinations, times and platforms. In a conversation, we may get some clues when we look at the participants' facial expressions and body language. It is important, whenever students do a listening activity, to help them anticipate what the situation may be, the topic of conversation. This has to be something general. Ss will listen and go back to their predictions. Then they are ready for the second task, which typically involves Ss finding key information. It is important to remind Ss that it is not necessary to understand every single word but to get a general idea. It is essential as well to help Ss see the role of intonation in conveying meaning.

**2** Read the title of the article. What behaviour from Exercise 1 does it mention? Read and check.

- Ask Ss to read the instructions. Remind them to read the title only. Tell them there may be more than one behaviour.
- Check Ss' answers. Again, there may be differences in the answers.
- Have Ss read the complete article and go back to their predictions.

**Answers** belong to gangs feel shy do dangerous things fight ignore advice

### Reading

We live in a print-rich environment and are surrounded by written texts. Because of this, there is plenty of information we can get from a text even before we start reading it. For instance, by looking at the layout of a letter, we know if it is formal. It is necessary to do this whenever Ss are going to read a text. By looking at the layout, and any visuals there may be, Ss can make hypotheses as to the text type, or the general topic. These hypotheses need to be general. They then read the text – quite fast – and go back to their predictions. As in the case of listening, they are ready to do another task, which usually focuses on some specific information. Also, Ss need to understand that it is not necessary to know or understand every single word in a text to understand its meaning.