



LOOK WIDE















TEACHER'S BOOK



Contents

UNIT	USING LANGUAGE			
	Text types	Interaction	Outcome	World Wide
0 Connecting Two Schools page 6	An email A personal essay			
1 Does Everybody Use Technology? page 10 WB page 76	A personal blog An article A dialogue A quiz A radio programme	Making suggestions 	A descriptive text	Do smart phones make you smarter? Informative text BBC Documentary clip  <i>Internet use in Korea</i>
2 Is Nature Wild? page 20 WB page 82	A "Did you know...?" text A dialogue An article A planner VIDEO  <i>What were you doing?</i>	Criticising Explaining 	A booklet about nature and one's country	Nice day, innit? Informative text BBC Documentary clip  <i>Nature</i>
Consolidation Units 1 – 2 Great Expectations page 70				
3 How Healthy do You Eat? page 30 WB page 88	A dialogue An article An ad A menu An email A quiz VIDEO  <i>I've heard it's funny.</i>	Ordering food 	An informal email	What do the British really eat? Informative text BBC Documentary clip  <i>Cooking</i>
4 Do Performing Arts Transmit Culture? page 40 WB page 94	A review News An article A page from an entertainment guide A blog An interview An ad A brochure	Talking about preferences Giving reasons 	A brochure about cultural aspects in a country	How do you like to celebrate? Descriptive text BBC Documentary clip  <i>Chinese New Year in London</i>
Consolidation Units 3 – 4 The Invisible Man page 72				
5 Can You Play Any Sports? page 50 WB page 100	A piece of news A conversation A dialogue Comments VIDEO  <i>We're having a competition.</i>	Talking about plans 	Making notes and a request	Where do they toss the caber? Informative text BBC Documentary clip  <i>The Highland Games</i>
6 Would You Like to Show Your Country to the World? page 60 WB page 106	An article A dialogue A conversation A page from a diary VIDEO  <i>You mustn't miss that!</i>	A board game	A guidebook about holidays in a country	Can ironing make holidays exciting? Informative text BBC Documentary clip  <i>Holidays</i>
Consolidation Units 5 – 6 Macbeth page 74				

LINGUISTIC DISCURSIVE ELEMENTS

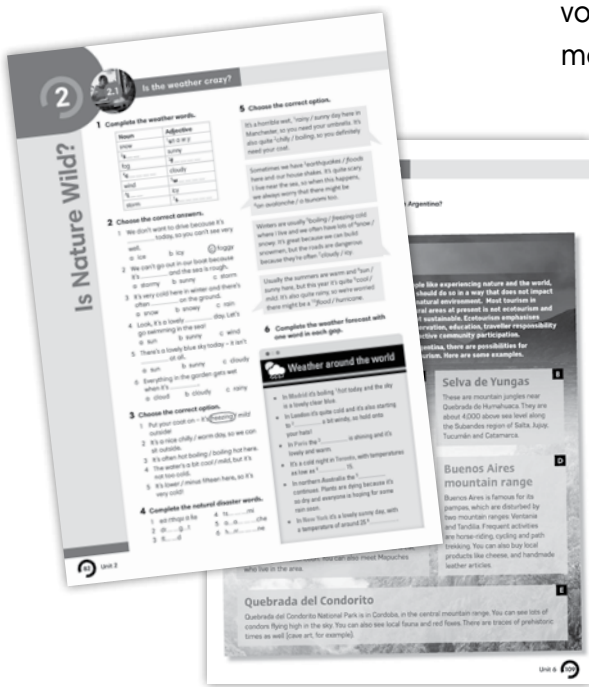
Lexical areas	Structures and tenses
Personal information Everyday activities Jobs and professions Clothes and accessories	<i>There is / are</i> (all forms) Prepositions of place Genitive case and possessive adjectives Simple Present Frequency adverbs Present Continuous Simple Past
Everyday technology Tech-based activities Opinion adjectives Time expressions Vox Pops video  Hobbies Vox Pops video  Family and technology	Simple Present and Present Continuous Stative verbs Verbs + <i>ing</i> , verbs + infinitive
Weather Natural disasters Strong and regular adjectives Intensifiers In the wild Vox Pops video  A problem	Simple Past Past Continuous 
Food and drinks <i>Make and do</i> Description of food Vox Pops video  The best cake Vox Pops video  My favourite place to eat	Present Perfect Present Perfect with <i>just, ever</i> and <i>never</i> 
Types of films Talking about films Films and TV Vox Pops video  My favourite TV series	Comparatives and superlatives  <i>As ... as</i> Quantifiers Vox Pops video  What's your opinion?
Sports Sporting events	The future: <i>will</i> for predictions, <i>going to</i> for intentions and Present Continuous for plans Conditional sentences type 1 Vox Pops video  What if ...?
Types of holidays Equipment Travel phrases Means of transport Vox Pops video  Going on holiday	<i>How...? By ... / On ...</i> Obligation, advice and prohibition: <i>must, have to, not have to, mustn't, should</i> Vox Pops video  Advice, obligation, prohibition 

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

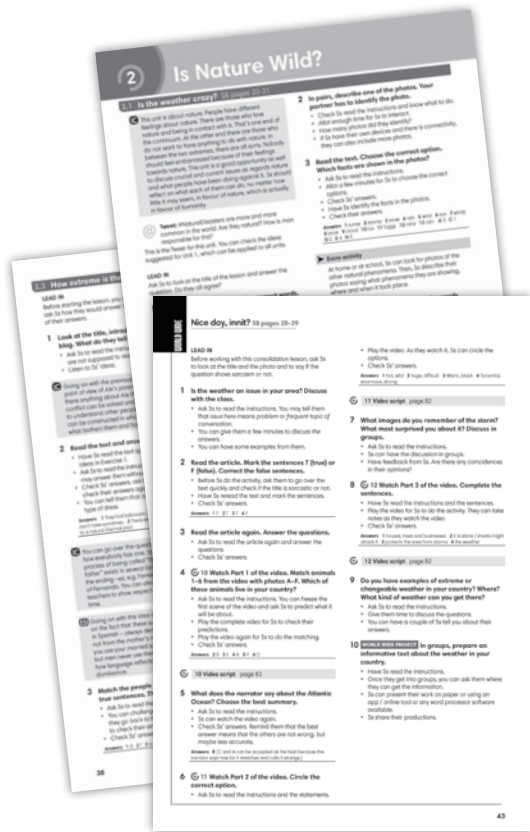


STUDENT'S INTERACTIVE DIGITAL BOOK



- 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

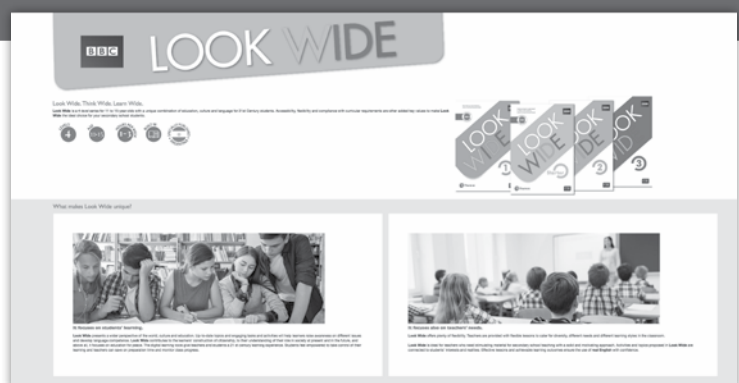
TEACHER'S SITE

- 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 3*

(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 means.

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, 2 and 4, and written text based in units 3, 5 and 6. In units 1, 2 and 4, a new grammar topic is introduced. And in units 3, 5 and 6, there is revision and consolidation of the language seen throughout the units.

Lesson 5 focuses on a lexical area and is based on audio or text. It presents 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, in all units except unit 6.

Lesson 7 is an integration lesson. In units 1, 3 and 5, the writing skill is developed. And in units 2 and 4, 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.

The image shows a BBC World Wide article titled "Do smartphones make you smarter?". The article is dated 29 April 2018 at 4:16 PM. The main text discusses how teenagers in the UK and the USA use their mobile phones. It mentions that more than ninety percent of British teenagers own a mobile phone, and that they spend more than twenty-seven hours a week online. The article also discusses how teenagers use smartphones to chat with friends, watch video clips, play games, share photos, and send instant messages. It mentions that teenagers like keeping in touch via Twitter, Snapchat or Instagram, and that they leave Facebook to their moms and dads. The article also discusses how teenagers may be connected all the time, but there is one place where most teenagers cannot use their digital devices: school. In the UK there is no law about phone use in schools, but teachers can remove devices from students if necessary. However, not all teachers agree and some even try to use smartphones in class. A recent British report said that removing smartphones from schools will give students more time for their education. It said that smartphones are a big distraction, make students less productive and are bad for learning. However, in the USA some people do not agree. Recently one school in New York decided to allow students to use smartphones at school. They said that smartphones can be an excellent resource for the classroom. We carry a lot of information in our pockets and this information can be really useful. In this New York school, smartphones can definitely make you smarter!

GLOSSARY
device (n) a machine or tool
distraction (n) something that takes your attention away from what you are doing
law (n) a system or rule
own (v) possess, have
remove (v) take away

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.

[VOX POPS] 14 Write about a place where you like to eat with friends.

- 1 What's it called?
- 2 Who have you been there with?
- 3 What food have you tried?

It's called Marco's and I've been there with ...



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 21st century skills:

A brochure about cultural aspects in Argentina – Part 3

In groups, choose a celebration or festival in Argentina. Make a table as in Ex. 4. Complete the table and write a short text. Use the Pachamama text as a model. Illustrate with photos.

Over
to
YOU

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 a Read the title and look at the images. Why "exotic or crazy"?
- b Read the article 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

How do we talk about the future in Spanish? Do we make this distinction between intentions, decisions and arrangements?

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

Japan is a land of beautiful flowers. It is a clean country and people are very respectful. Does this depend on nature or is there anything we can do to be respectful citizens and have a clean city or town?

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 sports 1
- Talk about sports events ____
- Classify sports in different ways ____
- Use different areas of vocabulary to talk about sports ____
- Talk about future events ____
- Compare different future forms ____
- Understand the difference between predictions, intentions and arrangements ____
- Learn about sports competitions in Argentina ____
- Consider different objectives for competitions ____
- Talk about hypothetical situations ____
- Remember the tenses to use in conditional sentences ____
- Talk about age and professional sports ____
- Talk about plans ____
- Write a note ____
- Make a request in writing ____
- Consider different forms of keeping in touch with friends ____

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 Past and Past Continuous



Past Continuous

It was raining.

We weren't studying Maths.

Were you talking?

Simple Past and Past Continuous

We were walking in the forest **when** I found a snake.

I fell **while** I was climbing the tree.

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 recognise some words and phrases for the weather and natural disasters.

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 nature. People have different feelings about nature. There are those who love nature and being in contact with it. That's one end of the continuum. At the other end there are those who do not want to have anything to do with nature. In between the two extremes, there are all sorts. Nobody should feel embarrassed because of their feelings towards nature. This unit is a good opportunity as well to discuss crucial and current issues as regards nature and what people have been doing against it. Ss should reflect on what each of them can do, no matter how little it may seem, in favour of nature, which is actually in favour of humanity.

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 You can go back to the first paragraph in Ari's text and point to the fact that all Ss learn to knit. Is knitting considered a female or masculine activity in your community? What about other activities which are typically associated with women or with men? Is this correct? These are questions you can use to reflect on with Ss.

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. Why is Mum angry?

- Ask Ss to read the instructions, and look at the title and the photo. Have them think about possible answers to the question.

b 7 17 Watch or listen and check.

- Have Ss watch or listen and go back to their predictions.
- Check Ss' answers.

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.

1 Read the title and look at the picture. Why is the storm special? Read and check.

- Ask Ss to read the instructions, look at the image and answer the question. Tell them they are not supposed to read the text.
- Have Ss read the text and check their answers.

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.