

LOOK WIDE

TEACHER'S BOOK

Starter



Contents

UNIT	USING LANGUAGE			
	Text types	Interaction	Outcome	World Wide / Skills Wide
0 Welcome page 6				
1 Family and Friends page 10 WB page 76	A comic A poem Captions A family tree VIDEO G <i>It's Granny's Birthday.</i>	Greeting and introducing people Video Introductions 	A family tree A poem for a friend	English around the world Informative text BBC Documentary clip  <i>This is the UK</i>
2 My Things page 20 WB page 82	A comic A descriptive article VIDEO G <i>That's my T-shirt</i>	Asking for and giving personal information What's your name? 	A list of my clothes	Friends from school Informative text
CLIL: Art Families in art page 70 Consolidation Shape and List Poetry page 71				
3 In the House page 30 WB page 88	A comic A descriptive article VIDEO G <i>There's a phone on the sofa</i>	Having a guest  VIDEO G <i>Where's the bathroom?</i>	A plan of a house A conversation	Houses in the UK Informative text BBC Documentary clip  <i>Hampton Court Palace</i>
4 About Me page 40 WB page 94	A comic A quiz VIDEO G <i>I haven't got big feet!</i>	Apologising  VIDEO G <i>Sorry about that.</i>	A list of different people Friends and family	What's your favourite place? Descriptive text
CLIL: Science Ecology page 72 Consolidation A Room of One's Own page 73				
5 Things I Can Do page 50 WB page 100	A comic An informative text VIDEO G <i>I can fix it!</i>	Making suggestions and responding to suggestions  VIDEO G <i>Let's do something fun!</i>	Guess my abilities	Fun London Informative text BBC Documentary clip  <i>Free time activities</i>
6 I Like That! page 60 WB page 106	A comic VIDEO G <i>Let's go summer camp!</i>	Talking about the weather  VIDEO G <i>What's the weather like?</i>	My likes A game	Friends and sports Informative text
CLIL: Science Genes page 74 Consolidation Japanese Poetry page 75				

LINGUISTIC DISCURSIVE ELEMENTS		
	Lexical areas	Structures and tenses
	Personal information: name Hobbies The alphabet <i>How do you spell ...?</i> Numbers 1-100 Colours School objects Classroom language	<i>A / an</i> Singular and plural nouns
	Family Nationality adjectives Adjectives to describe clothes	Verb <i>to be</i> affirmative and negative   Possessive adjectives: <i>my, your, his, her</i>   Genitive case Demonstrative pronouns
	Clothes	Verb <i>to be</i> interrogative  
	Parts of the house Furniture and household items	<i>There is / are</i>   Prepositions of place
	Parts of the face Parts of the body Descriptive adjectives Personality adjectives	Order of adjectives  <i>Have / has got</i>  Possessive adjectives: <i>our, its, their</i>
	Actions and activities <i>Make, play and ride</i> collocations	<i>Can</i> : all forms  
	Sports and activities <i>Go, do, play</i> collocations Likes and dislikes: <i>like, hate</i> The weather Months of the year The seasons	<i>I like / don't like.</i>  <i>Do you like? Yes, I do. / No, I don't.</i> Questions 

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 Students' Book section

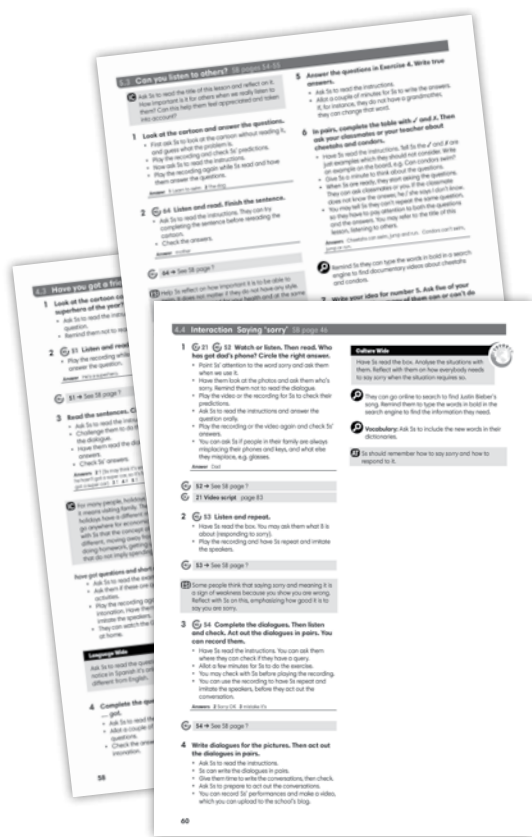


STUDENT'S INTERACTIVE DIGITAL BOOK



- 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

En Look Wide vas a encontrar ...

(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 list of instructions for exercises and activities. Students can match the instruction with the Spanish equivalent and use this table as a reference if they have a query when doing an activity. In this way, we help students develop their autonomy.

The structure of a unit

Every unit is divided into 5 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.



Silvia Cantero @silvicantero

More things, more possessions = more happiness? What are your goals in life: to have, to travel, to love, to be happy, what?

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 is video based and presents a grammar topic in context, with activities which go from recognition to guided production. This lesson features the characters interacting in different situations. Grammar is also presented through the *Get Grammar* video, particularly useful to visual Ss.

Lesson 3 presents another grammar topic in context plus a number of activities. In this lesson, students get to know two cartoon characters, Doug and Kit, and their world. There is a *Get Grammar* video for this lesson as well.

Lesson 4 is video based with the characters introduced in the starter unit, and presents an instance of interaction, with a focus on oral language.

Lesson 5 is a skills based lesson. This last lesson also

presents the *Unit Wide* section, which presents a summary of the topics in the unit.



At the end of every unit, you will find an integration, skills based section. Units 1, 3 and 5 present *World Wide*, while units 2, 4, and 6 present *Skills Wide*. This section is two pages long and consolidates the topic developed in the unit. In the case of *World Wide*, 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. The *Skills Wide* units open up with a written text followed by a number of activities that will help Ss in their *Skills Wide* project.

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 3. Lesson 4 is interaction based, that is why there is no workbook practice associated with it. The last lesson before the *Revision* and *Self-Check* pages corresponds to Lesson 5. At the end of every unit in the Workbook, there is a *Revision* page and a *Self-Check* page for students to assess how much they have been learning. There are six consolidation lessons 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 engage in *CLIL* (Content and Language Integrated Learning) and literature.

Look Wide is constructed on key educational principles

The pedagogical proposal

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). *LOOK WIDE* helps students gain competence in these 21st century skills:

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.

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

CIAOHelloMAITEI
HOLA BONJOUR

In Spanish, four words for the singular: *este / esta; ese / esa*. In English?
And for the plural, in Spanish and in English?

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

In your school / region, where can you find sign language? How can you help people who cannot hear?



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.

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

Unit Wide



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

- Name parts of a house 1
- Describe a house ____
- Use prepositions of place ____
- Have a guest at home ____
- Read about houses ____
- Find specific information in a text ____

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.

can affirmative and negative



+	-
I can jump.	I can't jump.
You can jump.	You can't jump.
He / She / It can jump.	He / She / It can't jump.
We can jump.	We can't jump.
You can jump.	You can't jump.
They can jump.	They can't jump.

Answer. Can: ability or permission? _____

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 the parts of the face and ways to describe them.

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 physical description and personality. We all know that stereotypes are forced on us, especially from the media. This unit provides teachers with a great opportunity to discuss these issues and help Ss value themselves for who they are.

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 reflect with Ss how sometimes we are not very happy with our bodies. Some people have plastic surgery to make their features more beautiful. However, the results are not always satisfactory for they lose their original beauty. It looks as if a perfect nose, for instance, does not fit their face. Ss should also be made aware that beauty is a cultural concept and has changed over time. At some point, fashion dictates curly or wavy hair while at time, straight hair is in. This is a good opportunity to reflect on the importance of being oneself.

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

Instructions

Most probably, Ss (students) will be beginners or false beginners. Some of them may not be used to using English, i.e. reading in English, listening to recordings, the teacher or classmates, etc. It is crucial to help them construct meanings as they use English. This will boost their self-esteem and will motivate them to go on making the effort to understand. For this to happen, we need to give them resources.

Understanding what to do is essential. Ss can be asked to read the instructions. You can read them out once they have read them and use gesture to put meaning across. Ss can be referred to page 5 in their books. They can also draw icons next to key words in the instructions to remember what to do. As Ss keep on learning, you can ask one of them each time to read out an instruction and use gesture. At the same time, some other student can draw the icons on the board.

1 22 59 Watch or listen, then read. Finish the sentence.

- Have Ss focus on the title of the lesson. Tell them that when there's a problem, somebody can *fix* it. Emphasize the word *fix*. Ask Ss what it is in Spanish.
- Ask Ss to look at the photos without reading, and guess what needs fixing.
- Play the video or recording for Ss to check their predictions.
- Now ask Ss to read the instructions.
- Play the video again. This time, Ss can read. Ask them to finish the sentence.

Answer camera

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 and circle YES or NO.

- Ask Ss to read the instructions. They have already read the article, so they may try doing the activity without rereading the text.
- Give Ss time to complete the exercise.
- Ask Ss to reread the text and check their answers.
- Check Ss' answers.

Answers 1 NO 2 YES 3 NO 4 YES 5 YES

3 Read the sentences. Answer the questions.

- Ask Ss to read the instructions.
- You can ask them to answer the questions before rereading the text.
- Have Ss write the answers.
- Check Ss' answers. Remind them to use the right intonation in questions.

Answers 2 Her mobile phone. 3 No, it isn't. 4 Cheryl's / Her brothers. 5 No, she isn't. 6 She's from Spain.

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.

Find a partner who has got ...
Ask classmates and find answers.
You've got 2 minutes!

a brother or a sister a pet a TV in his or her room
a friend a bike a robot a cousin



Speaking

There are opportunities for speaking and interacting all around the coursebook. In every case, Ss need to know what to say and how to say it, i.e. they need to know what linguistic resources they can use. Before any speaking activity, it is advisable to brainstorm with Ss what language they can use and write the list on the board.

When Ss have to record themselves, they can first rehearse and make recordings to check how they are doing. They can keep these recordings as records to show learning and improvement.

Ss will tend to make mistakes when they are interacting. As the focus of speaking activities is fluency, rather than

accuracy, it is better to keep a mental list of the most common mistakes and have a general revision at the end of the activity. As teachers, we know what mistakes Ss are likely to make, so we can have some *remedial* work before an activity.

8 WORLD WIDE PROJECT In groups, make a leaflet about the fun things visitors can do in your area. Find an online leaflet maker and do it digitally!

- Have Ss read the instructions and all the steps.
- Focus their attention on the example, which they can use as a model.
- Ss can get useful feedback from classmates and from you.
- Ss share their productions and they vote for the best.

Writing

In **Look Wide**, there are activities in writing – exercises – and writing activities. In the case of writing activities, Ss are conveying meanings, they are communicating. This means they need to take into account the audience – who they are writing to – and the best text type to communicate what they want to say. For example, to advertise a show, a digital presentation is not useful, whereas a poster would be a much better choice. Deciding on the audience, the genre and the text type are fundamental stages of writing. Ss also need to know they should write down ideas as some sort of organisation before they actually start writing. Writing is a process and, as such, the first version is not usually the best one. After Ss write a first draft, the teacher can decide to assign peer and / or teacher feedback sessions. In all cases, the teacher will provide useful feedback, not only in terms of grammar and vocabulary, but also in terms of content and meaning. With this feedback, Ss are ready to write a second draft.

Marking written pieces involves much more than grammar and vocabulary. Ss should know what criteria teachers will take into account to mark their work, such as organisation, risk taking, integration of new and old teaching points, among others.