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LOOK WIDE

1

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2. Click on **REGISTRATION**: uncover the **access code below** and introduce it.

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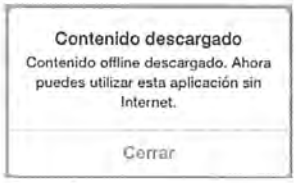

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NEED HELP?

Please contact us at: **soporte@pearson.com**

LOOK WIDE 1

STUDENT'S BOOK + WORKBOOK

Bob Hastings - Stuart McKinlay - Leonor Corradi - Gonzalo Rosetti

Contents

UNIT	USING LANGUAGE			
	Text types	Interaction	Outcome	World Wide
0 Talking about Me page 6				
1 Who Are You? page 10 WB page 76	A personal letter A chat An article A caption A descriptive text VIDEO *Welcome to my life*	Greeting and introducing people	An application email to be a volunteer	Can you remember thirty numbers? Informative text BBC Documentary clip *Child prodigies*
2 What do Argentinians Eat? page 20 WB page 82	A brochure A report A table A recipe A personal email VIDEO *I'm starving*	Ordering food	A brochure	Can a robot cook? Descriptive text BBC Documentary clip *Tomorrow's food*
Consolidation Units 1 – 2 Gods and Goddesses page 70				
3 What a Life! page 30 WB page 88	A blog An article A story A comic strip VIDEO *Max's press conference*	Talking about likes and dislikes	A comic strip	Do child actors go to school every day? Informative text BBC Documentary clip *A typical day?*
4 All about Learning page 40 WB page 94	A timetable A personal diary An article A booklet VIDEO *No school today*	Making and responding to polite requests	A class yearbook	Can students learn without a timetable or classrooms? Descriptive text BBC Documentary clip *Byron Court School*
Consolidation Units 3 – 4 Chaucer's The Canterbury Tales page 72				
5 Does Everybody Like Sports? page 50 WB page 100	A questionnaire An interview A caption A blog A collage	Talking about hobbies and interests	A biography report	When did football begin? Informative text BBC Documentary clip *Rugbynet*
6 I ♥ My City page 60 WB page 106	A caption A fact file An article A sign A poster An encyclopaedia entry An interview Instructions	Showing understanding	A poster of a town	Can you send postcards from Antarctica? Informative text BBC Documentary clip *The Penguin Post Office*
Consolidation Units 5 – 6 An Arthurian Legend page 74				

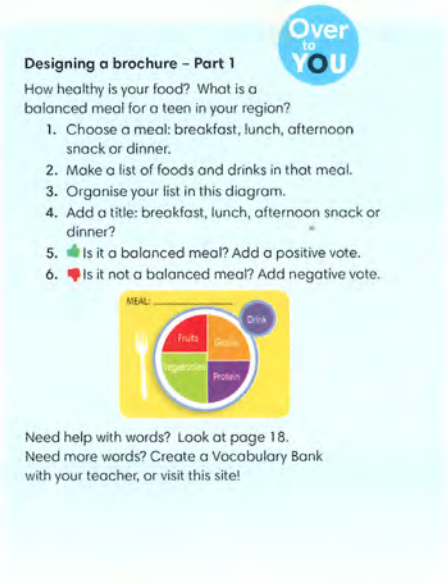
LINGUISTIC DISCURSIVE ELEMENTS	
Lexical areas	**Structures and tenses**
Personal information: name, age, origin Everyday objects and possessions Colours Numbers Days of the week Months Seasons Dates	Personal pronouns *To be* (all forms) Possessive adjectives Plural nouns (regular / irregular forms) Demonstrative pronouns Objective pronouns
Family Nationality adjectives Activities Physical description Personality adjectives Clothes and accessories	Genitive case *Can* (all forms) *Have / has got* (all forms)
Food and drinks - meals Places to eat Countable and uncountable nouns	*There is / are* *Some / any*
Everyday activities Times of the day Feelings and states Likes and dislikes	Simple Present (all forms) *Like + ing*
School subjects BBC Vox Pops video Friends	Present Continuous Simple Present and Present Continuous *Why? Because …*
Sports Sports equipment Sports people Sports related words BBC Vox Pops video Sports	*Was / were* *So* (consequence)
Geography related words Communication related verbs BBC Vox Pops video Countries BBC Vox Pops video Languages	*Must, have to, mustn't, not have to*

En *Look Wide* vas a encontrar...

Un **Student's Book** y un **Workbook** integrados en el mismo volumen.

Student's Book

En el Student's Book hay diferentes lecciones, que están indicadas, junto con el número de unidad, en el margen superior de cada página. Además, hay diferentes secciones dentro de cada lección.



→ Reflexión

Esas secciones presentan diferentes instancias para que puedas pensar y aprender mejor.

Culture Wide: para pensar en nuestras y otras culturas, y así comprender mejor a los demás.

Language Wide: para ver cómo funciona el inglés, también en relación con el español.

Pronunciation: para conocer aspectos relacionados con la pronunciación. En esta sección, además de tomar notas para recordar lo que aprendiste, podés grabar audios para escucharlos cuando lo necesites.

Over to You: para resolver actividades utilizando la lengua que estás aprendiendo.
Además, en las unidades pares, las secciones **Over to You** te van a ayudar a desarrollar un proyecto a lo largo de toda la unidad.

→ Las tablas

En el Student's Book vas a encontrar tablas en las que se resaltan las áreas léxicas y los temas gramaticales de cada unidad para ayudarte a construir tus propios conocimientos.

→ Las consignas

En las consignas vas a encontrar palabras transparentes que se pronuncian de manera diferente en inglés pero que, en la escritura, son muy parecidas o iguales al español. Acá incluimos dos ejemplos:

Complete

Describe

En otras consignas, vas a encontrar estas palabras, que probablemente ya conozcas. Uní con flechas la consigna en inglés con su equivalente en español.

Write T (true) or F (false)	Escuchá
NT (not in the text)	Preguntá
Tick	Escribí verdadero o falso
Read	Mirá
Listen	No está en el texto
Pair work	Leé
Group work	Uní
Match	Hacé un ✓
Look at	Escribí
Write	Trabajo en grupos
Order the words	Respondé
Make the sentences true	Trabajo en pares
Ask	Hacé oraciones verdaderas
Answer	Ordená las palabras

→ Unit Wide

Esta sección está en la última página de cada unidad para ver si recordás lo que aprendiste. Para completarla, debés recorrer toda la unidad. Si te parece que hay algún tema que no recordás bien, podés anotarlo en una ficha o en una hoja para pedirle ayuda a tu profesor o a algún compañero, y así mejorar tu aprendizaje.

Unit Wide

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

- Talk about school subjects. 1
- Talk about timetables. ___
- Find clues in the text and in the context. ___
- Consider urban and rural schools. ___
- Talk about people's activities in progress. ___
- Remember your first day at school. ___
- Understand problems and worries at school. ___
- Discuss different possibilities to help in your community on a holiday. ___
- Recognise there are different types of schools. ___
- Ask and answer about causes. ___
- Understand life in different schools. ___
- Make polite requests. ___
- Identify positive and honest attitudes at school. ___
- Find clues in a text to fill in a gap. ___
- Identify polite and neutral language.
- Identify the writer's attitude.
- Work collaboratively to build a project.

→ World Wide

Para conocer y hablar de temas interesantes de otras partes del mundo.

→ Consolidation

Aparece después de las unidades pares y te invita a descubrir el placer de aprender cosas nuevas, reciclando e integrando lo aprendido en un contexto literario.

Workbook

En el Workbook vas a encontrar ejercicios para poder practicar los temas de vocabulario y gramática de cada unidad.

Al final de cada unidad, hay una página de autoevaluación llamada **Self-Check**. Esta página sirve para repasar los contenidos de la unidad y descubrir todo lo que aprendiste, así como para ver qué temas tenés que profundizar o qué dudas tenés.

SELF-CHECK

1 Choose the correct option.

1 *Tennis / Football* is a racket sport.
2 *Baseball / Archery* is an individual sport.
3 *Ice hockey / Running* is a team sport.
4 *Judo / Basketball* is a ball game.

5 In pairs, work out how long ago these things happened.

1 The first Tour de France was in 1903 – _____ ago.
2 Women first swam in the Olympic Games in

Talking about Me

0.1 It's me!

1 Match sentences 1–5 with photos A–E.

1 Carolina and Kasia are friends. They're thirteen and they're from Krakow.
2 Here's María and Jorge. She's a doctor and he's a teacher. They aren't at work today.
3 This is a photo of me and my friend Fraser. We're from Edinburgh.
4 I'm Katie Skinner. I'm not from London. I'm here on holiday! It's a great city.
5 A: Excuse me, are you really the Queen?
B: No, I'm not. I'm Mary Reynolds. I'm an actor!

2 Complete the sentences about the people in Exercise 1 with *is / isn't* or *are / aren't*.

1 Carolina and Kasia *aren't* from Edinburgh.
2 Jorge _____ a doctor.
3 María _____ teacher.
4 Fraser and I _____ teenagers.
5 Katie _____ from London.
6 Mary _____ an actor.

3 Make questions with *to be*. In pairs, ask and answer the questions.

1 Carolina / thirteen ?
A: Is Carolina thirteen?
B: Yes, she is.
2 Kasia / fifteen ?
3 María and Jorge / students ?
4 Katie / in Paris ?
5 Mary / at work now ?

4 Read the table. Choose the correct option.

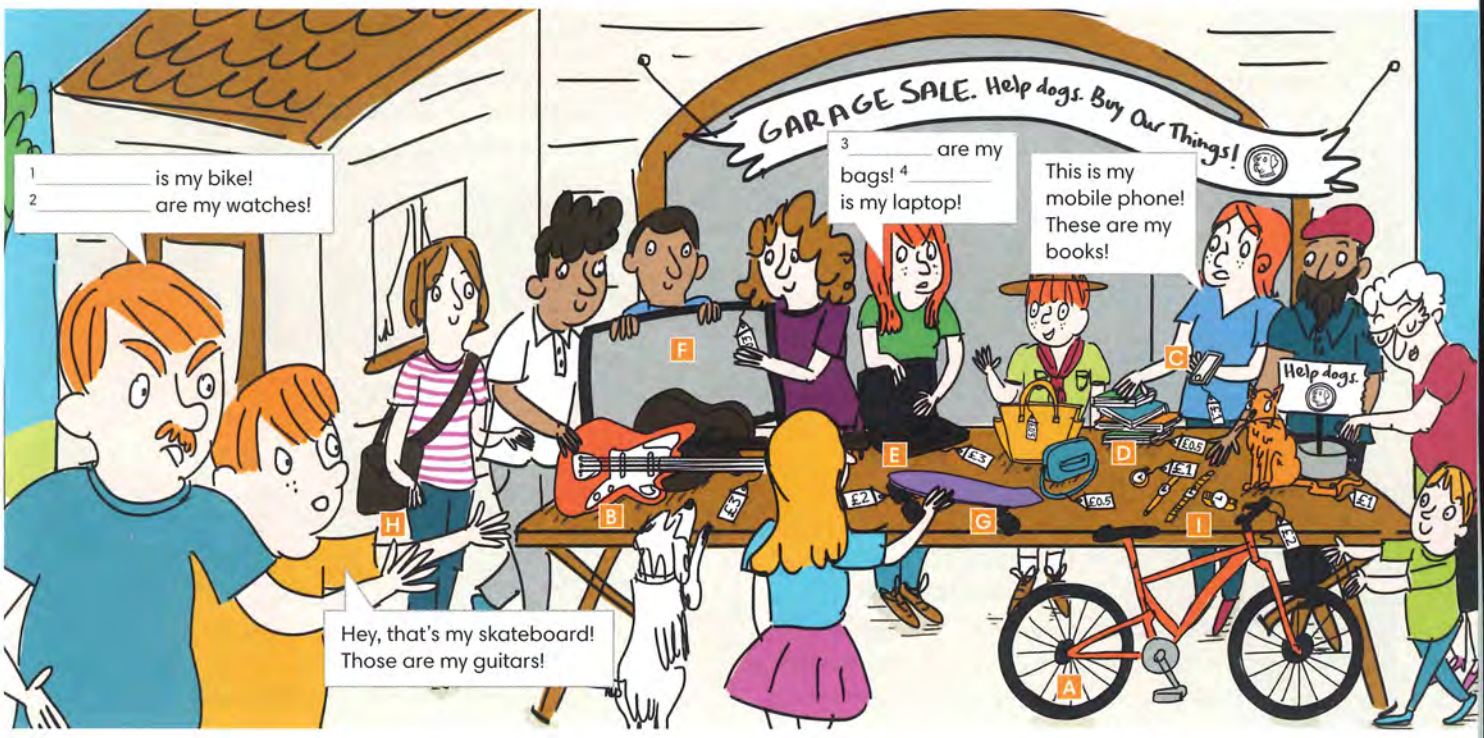
Grammar	Possessive adjectives					
I	you	he	she	it	we	they
my	your	his	her	its	our	their

1 My sister is ten. *His* / *Her* name is Kirsty.
2 We're at Greenwood School. *Your* / *Our* English teacher is Mrs. Smith.
3 A: Hi! What are *your* / *our* names?
B: I'm Todd and he's Dan.
4 Our two cats are great. *Our* / *Their* names are Fiona and Minka.
5 This is my friend from America. *His* / *Her* name is Tom.
6 Here's a photo of my dog. *Its* / *Their* name is Rocky.
7 Hi! *My* / *Our* name's Pierre Dubois and I'm from France.
8 This is Anna, my friend. And that's *his* / *her* brother, Louis.

Over to YOU

Complete the sentences. Make them true.

1 I _____ sixteen years old.
2 My best friend _____ fifteen.
3 My English teacher _____ from London.
4 Our school _____ great.
5 My parents _____ teachers.
6 My mobile phone _____ new.



5 In pairs, look at the picture of a garage sale. What is the money for?

6 Look at the image and write the letter next to the words. Careful! Two extra words.

___ bag
___ bike
___ book
___ computer
___ guitar
___ laptop
___ mobile phone
___ skateboard
___ TV
___ wallet
___ watch

0.2 My things

7 **Look at this table. Complete the speech bubbles in the picture on page 7 with demonstrative pronouns.**

Grammar	Demonstrative pronouns
Singular	**Plural**
↓ this ➔ that	↓ these ➔ those

8 **In pairs, look at the picture in Exercise 6 and find something:**

1 red
2 yellow
3 blue
4 green
5 brown
6 black
7 orange

This T-shirt is blue. This …

9 **Look at the table. Complete the sentences with object pronouns.**

Pronouns	Object pronouns					
I	you	he	she	it	we	they
me	you	him	her	it	us	them

1 Magda's a nice girl. Talk to *her*.
2 Excuse _____, is this your pen?
3 Mum and I are here now. Please phone _____.
4 Wow! Listen to _____! He's fantastic!
5 Don't look at your phone! Put _____ in your bag.
6 Thanks for your help. This present is for _____.
7 Look at _____ – they're great!

10 **Make questions.**

1 your / what / name / is / ?
What is your name?
2 where / you / from / are / ?
_____
3 is / when / birthday / your / ?
_____
4 who / best friend / your / is / ?
_____
5 are / how old / you / ?
_____
6 your / what / favourite thing / is / ?
_____
7 phone number / is / what / your / ?
_____

11 **2 Complete the interview with the questions in Exercise 10. Listen and check.**

A: a *1*
B: I'm Jake.
A: b _____
B: Fifteen.
A: c _____
B: Bolton, a big town near Manchester.
A: d _____
B: 6th November. I'm a Scorpio!
A: e _____
B: 038744 3219.
A: f _____
B: My mum, probably!
A: g _____
B: Probably my new skateboard.