

LOOK WIDE

TEACHER'S BOOK



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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



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

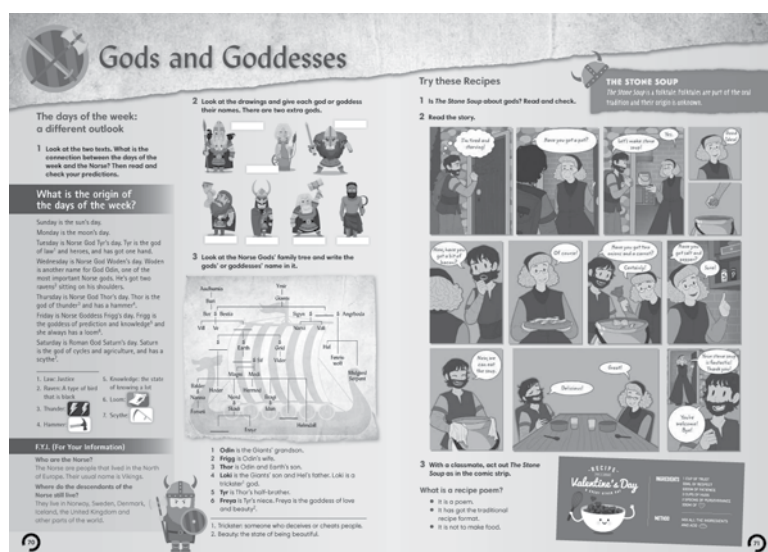
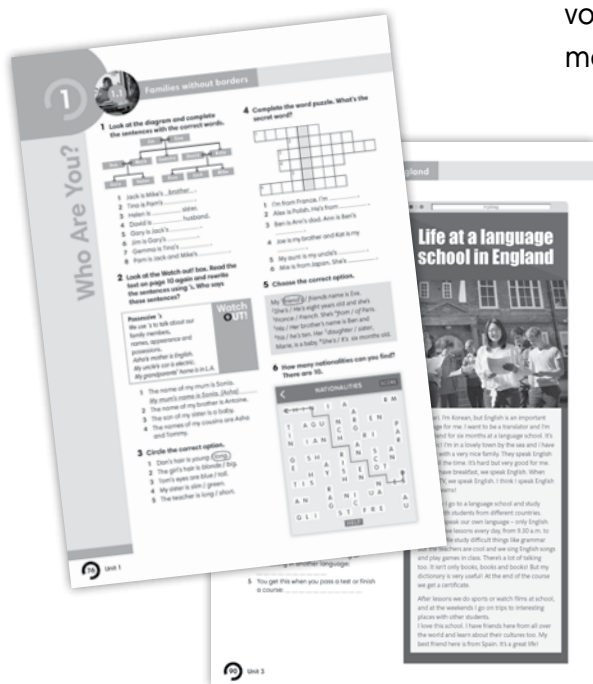


- Tips and suggestions to explore topics on the web



- 3 literature-based consolidation lessons

- WORKBOOK section with additional grammar, vocabulary and skills practice to consolidate material in the Students' Book section

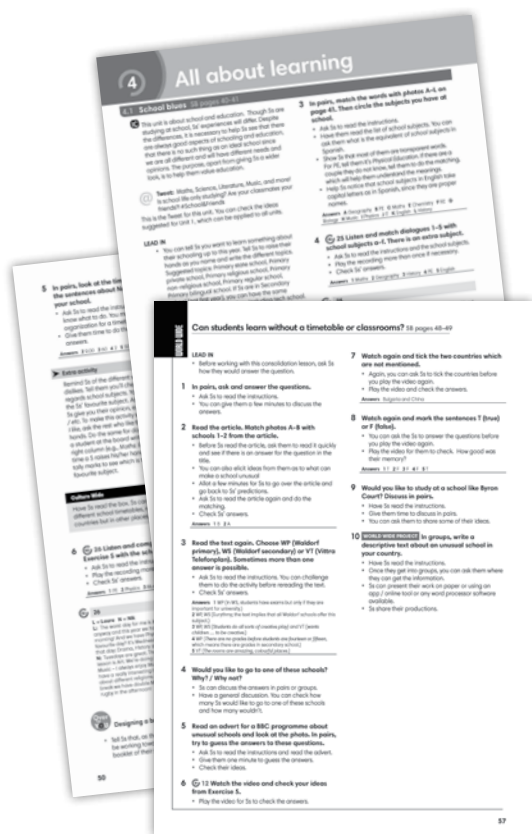


STUDENT'S INTERACTIVE DIGITAL BOOK



- 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 ESI
- 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 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.

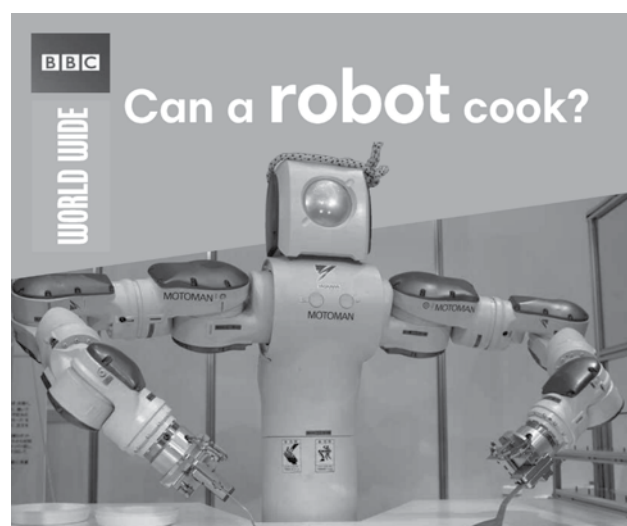
Lesson 3 is based on reading texts in a variety of genres. A grammar topic is also introduced.

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.



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 6] Watch the video. Are all animals in the video pets? Make a poster or a PowerPoint presentation to show what animals are pets and what animals should not be pets.

Show your production to your classmates. Do you all agree?



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:

Designing a brochure – Part 4

What is your favourite dish?

Go back to your list of typical dishes and the map in Part 3. Choose your favourite dish and write its recipe. Illustrate with a good picture. Then, vote for the class favourite!

Need help with words? Create a Vocabulary Bank with your teacher.

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 image.

What is the text about? Circle the correct option.

Asha's nationalities Asha's family Asha's languages

b Read the text 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!
HOLA! BONJOUR!

Meolans was born in Córdoba. He was born in 1978. Pico Mónaco and Del Potro were born in Tandil. What information comes after *was / were born*? What's "*was born*" 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

Investigation in your area. How many schools are there? Are they different? Is there any rural school? What languages do students learn at school? You can make a report with the results.



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.

- Talk about families 1.1
- Identify countries and nationalities ____
- Make a difference in my community ____
- Describe myself ____
- Recognise stereotypes ____
- List what I have got ____
- Describe teens' looks ____
- Say hello and goodbye multiculturally ____
- Identify true heroes ____

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.

Why? Because ...

Read the text and complete.

Why is _____ so?	Because princes _____ .
Why _____ that?	Because students _____ .

Read and circle.

Why and Because ask and answer about cause / consequence.

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 understand that the Simple Present tense shows routines. Most probably, they will forget the -s for the third person singular, or use it where they should not. This is only natural and it will take a while for Ss to acquire this rule.

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 Some Ss may agree with Town or with Country Mouse. The important point here is that people react differently in different situations, which is to be respected by everybody.

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 Going on with this idea of questions which are appropriate or not, help Ss see that some questions may make us feel bad for they are private issues. Show Ss it is OK not to answer them. Also give them ideas about how to tell the other person that the questions are inappropriate. You may elicit from Ss different contexts in which this may happen, e.g., online, hanging out with friends, etc.

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 question. What is Max's answer?

- Ask Ss to read the instructions and answer the question orally.
- Remind them not to read the conversation.

b 34 Listen and check.

- Play the recording or the video for Ss to check.

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 a Look at the photos and choose the best title for the collage.

- Ask Ss to read the instructions. Remind them they are not supposed to read the text.

b Read and check. Then, write the title on the line and stick the missing sportspeople's photos.

- Ask Ss to read the text and go back to their predictions. Elicit from them why one is correct whereas the others are not.
- Ss can go online and look for photos of the missing sportspeople.

Answers Argentine Sports Stars

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