

Bob Hastings, Stuart McKinlay
Leonor Corradi, Gonzalo Rosetti

BBC



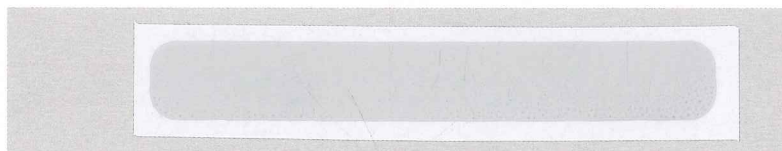
LOOK WIDE

3

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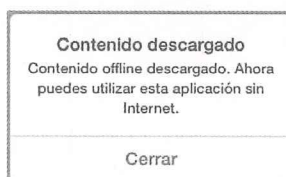
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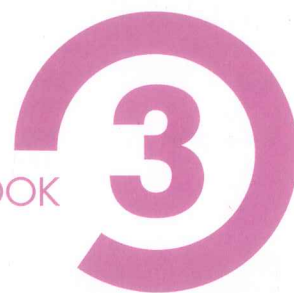


NEED HELP?

Please contact us at: sopORTE@pearson.com

LOOK WIDE

STUDENT'S BOOK + WORKBOOK



Bob Hastings - Stuart McKinlay - Leonor Corradi - Gonzalo Rosetti

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  Internet use in Korea
2 Is Nature Wild? page 20 WB page 82	A "Did you know...?" text A dialogue An article A planner VIDEO  What were you doing?	Criticising Explaining 	A booklet about nature and one's country	Nice day, innit? Informative text BBC Documentary clip  Nature
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've heard it's funny.	Ordering food 	An informal email	What do the British really eat? Informative text BBC Documentary clip  Cooking
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  Chinese New Year in London
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  We're having a competition.	Talking about plans 	Making notes and a request	Where do they toss the caber? Informative text BBC Documentary clip  The Highland Games
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  You mustn't miss that!	A board game	A guidebook about holidays in a country	Can ironing make holidays exciting? Informative text BBC Documentary clip  Holidays
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 favorite 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

Let's tour Look Wide 3

Student's Book

There are different sections in the book.

You can check the **unit** and **lesson**.

1 gy?

1.1 What type of technology do you use?

1 Do you take photos with your mobile phone? What do you take photos of? People? Places? Other things? Discuss with the class. Show results in this pie chart.

Daniel Monroe @DaniMonroe14

In the age of information and communication technologies, does everybody use it? How can technology create inequality? What's the #DigitalDivide?

Pie Chart:

- People: _____%
- Places: _____%

→ Reflection

There are several opportunities for you to reflect and learn:



Culture Wide: You can think about your culture, your activities in society every day and how similar or different they are from other people's. This can help you understand others.



Language Wide: This section can help you see how English works. We compare and contrast English and Spanish.



Pronunciation: This icon shows there are pronunciation aspects to remember. You can take notes and make your own recordings to listen to when you need.



Over to You
Let's do and learn.

Activities in which you can talk about you and your world. In Units 1, 3 and 5, there is a writing activity. In Units 2, 4 and 6, there is a project to complete in 3 parts.

→ Tables

There are vocabulary areas and grammar points in the tables.

Film and TV	
☐ audience	☐ character
☐ reviews	☐ screen(s)
☐ episode	☐ hit
☐ series	☐ special effects

Simple Past	
Regular verbs	Irregular verbs
It looked strange.	We saw an unusual storm.
They didn't move .	I didn't know what to do.
When did that happen ?	Did you take any photos?
We use the Simple Past with time adverbials. e.g. <i>yesterday, last week / year, two hours / days / weeks / years ago, in April, in 1595.</i>	

Check before going public!

- ☐ Have you got the 3 parts of your brochure?
- ☐ Is your title (or titles) interesting?
- ☐ Are the pictures good?
- ☐ Is all the information there?
- ☐ Is the spelling correct?

Over to YOU

→ Instructions

There are some transparent words in the instructions. Are they similar or different in Spanish?

Complete

Describe

In all the instructions, there are key words that can help you understand what you have to do.

→ Unit Wide

In every unit, you will find the **Unit Wide** section. Check how much you are learning and how much you are doing.

Is there a topic you don't know well? Do you need extra practice? Write it down and ask your teacher.

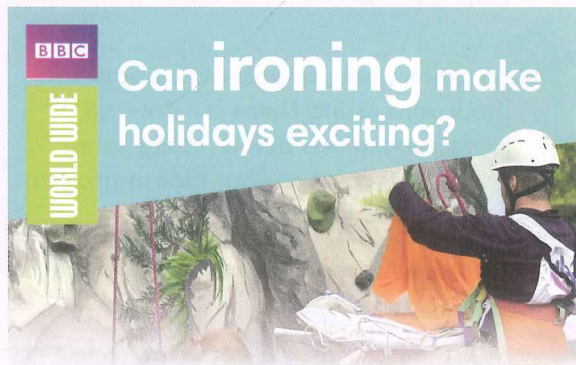
Unit Wide

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

• Name types of films <u>1</u>	• Identify countable and uncountable nouns ____
• Talk about TV shows and films ____	• Talk about a typical celebration in Brazil ____
• Name different elements of films and TV shows ____	• Learn about celebrations and festivals in Argentina ____
• Discuss different films or TV programmes ____	• Learn about Pachamama ____
• Make comparisons ____	• Complete a table with information from a text ____
• Use as ... as to make comparisons ____	• Use a table to write a text ____
• Talk about entertainment ____	• Design a brochure ____
• Suggest entertainment options ____	• Express preferences ____
• Use quantifiers ____	

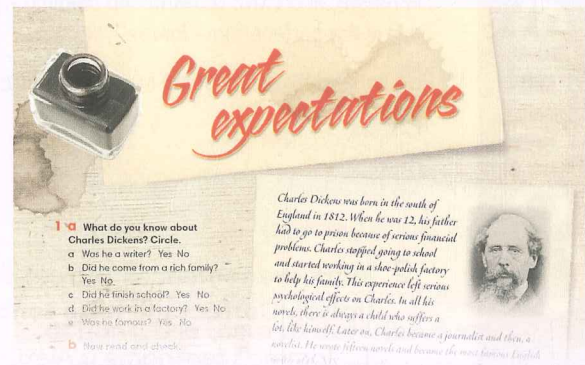
→ World Wide

In this section, you will find videos from the BBC. You can learn about other parts of the world with them.



→ Consolidation

In this section, you will find opportunities for revision and integration while working with literature. Work with them after units 2, 4 and 6.



Workbook

In the Workbook pages, there are activities and exercises to practise the vocabulary and grammar in the units.

At the end of each unit, there is a self-evaluation page: **Self-Check**. In this section, you can revise different topics and check what doubts you have.

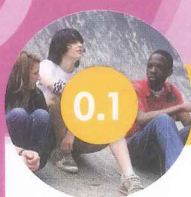
SELF-CHECK

1 Choose the odd one out.

- | | |
|------------------|----------|
| 1 Fruit: | lettuce |
| | grapes |
| | pear |
| 2 Drinks: | smoothie |
| | cream |
| | juice |
| 3 Meat and fish: | beef |

3 Circle the correct word.

- When did you buy this cake? It's stale / rich.
- I don't like lemon juice because it's bitter / sour.
- I want something dry / sweet: a cake or a cupcake.
- My favourite dish is loco. It's really spicy / rich.
- Mexican food is bland / spicy.
- I've just made this fruit salad, it's dry / fresh.
- How do you put salt in this dish? On / anywhere?



0.1

Email from Tommo

- 1 Read the text. Name the person and the kind of house where he lives.

✕ □ - ✉ ☰

To: Diego;

From: Alexi;

Hi, Diego!

My name's Alexi Thomas, but my nickname is Tommo. I think this project is going to be great. I want to learn about you and Chivilcoy.

Ok, something about me? I'm fifteen and I'm from Appingedam, a Medieval town in the Netherlands. My mum is a nurse at the local hospital and my dad is a carpenter. We've got a very unusual home, a canal boat called *Ocean Princess*. It's small, but I haven't got any brothers or sisters, so there's enough space for the three of us. I've got a cat called Hissy. She's a wild cat and she isn't very friendly!

Life on a boat is fun and it's a great place for my favourite hobby, kayaking. I've got my own kayak and I like going out on the canal before school. I'm interested in nature, and I love drawing and painting wildlife, too, so this is the perfect home for me.

So, what do you like doing in your free time?

Cheers,
Alexi

- 2 Mark the sentences T (true) or F (false). Correct the false sentences.

- Tommo's real name is Alexi.
- Tommo's parents are doctors.
- His home isn't very big.
- Tommo's got a younger brother.
- Tommo often goes kayaking before school.

- 3 Read the text again and answer.

- What are Tommo's hobbies and interests?
- Why is Alexi writing this email?



Would you like a virtual tour around **Appingedam**? Use Google Street View.



- 4 Look at Tommo's bedroom. Complete the sentences. Check the information in the table.

- There's a red cushion on the bed.
- _____ any pictures on the wall.
- _____ a bed next to the window.
- _____ curtains.

There is / are

	Singular	Plural
+	There's (there is) a bed.	There are some clothes.
-	There isn't a desk.	There aren't any shops.
?	Is there a chair?	Are there any books?

- 5 In pairs, make 5 sentences about the bedroom, using *there is / are* and the prepositions below. Make some sentences false so your classmate can correct the information.

between in near next to
on opposite under

Possessives

's = singular	the cat's toys
s' = plural	my parents' boat
adjectives	my / your / his / her / its / our / their bedroom

- 6 Complete the sentences with possessive adjectives or possessive 's.

- Whose book is it?
It's Tommo's mum's book.
- Is that Tommo's room?
No, it's _____ mum and dad's room.
- Is this _____ cat?
No, it's my cousins' cat.



Email from Skye

- 1 Look at the photo and the text. Is this text part of the school project to connect two schools? Read and check.

To: Juana;
 ✕ □ −

From: Skye;
 ✉

Dear Juana,

Hi! I'm Skye Winter-Fox and I'm 15. I live with my Gran because my parents are scientists and they often work abroad. They are in New Zealand at the moment. Gran's really sporty. She's a yoga teacher and she swims every morning. I sometimes go with her but I don't like getting up early!

We usually have breakfast together, then I feed my pet snake. Yes! I've got a beautiful snake called Basil. Yes, I know many people are against wild animals as pets! But my father gave it to me for my last birthday. I have lunch at school, but it's always boring because I have cheese sandwiches every day.

After school, I see my friends Tommo, Dan and Alisha. Dan and I like running together. Sometimes we all meet at the café on the canal.

In the evenings, I do my homework and Gran makes dinner. Does she cook every day? Yes, she does. She's the best cook in the world, and she makes a brilliant chilli!

What type of food do you eat in Argentina? Do you like our teachers' idea of connecting our schools?

Write soon!
Skye xx



Would you like to learn with another class? Look for a website that helps make **penpals** for **school**.

- 2 a 2 What jobs and professions does Skye name? Tick ✓ them.

Jobs and professions

- ☐ cook / chef ☐ farmer ☐ hairdresser
☐ mechanic ☐ nurse ☐ scientist

- b Can you add more jobs and professions?

- 3 In pairs, describe a job from the box. Your partner has to guess which job it is.

A: This person can make you better when you are ill.

B: A nurse.

A: This person likes working with animals.

Simple Present

Affirmative

I **live** with my Gran.

My parents **travel** a lot.

Questions

Do you **live** near the school?

Does she **cook** every day?

Negative

I **don't swim** every day.

They **don't live** in this country.

Short answers

Yes, I **do**. / No, I **don't**.

Yes, she **does**. / No, she **doesn't**.

Always, usually, often, sometimes, never go before most verbs, but after the verb *to be*.

Watch OUT!

- 4 Complete the sentences with the correct form of the verbs in brackets.

- We don't go (not go) to school on Saturdays.
- She _____ (often / be) with her friends in the park café.
- Mum and Dad _____ (never / sleep) after 8 a.m.
- _____ (you / live) in a big house?
- Emma _____ (not eat) lunch at school.
- Jake _____ (always / cook) for my birthday.

- 5 Look at these everyday activities. Add more actions. Use them to describe a school day and a weekend day.

do homework get dressed get home
 get up early / late go to school / go out
 have a shower have breakfast / lunch / dinner
 see friends

In pairs, describe the daily routines of people in your house. What do they do? Do not reveal their names so your classmate can guess.

I live with this person and my dog. She gets up early every day. She's a dentist. Her mother's name is Chola. Who am I talking about?

Over to YOU



Email from Dan

- 1 Look at the photo. Do you think the boys are family or friends? Read and check.
- 2 Read the text again. Mark the sentences T (true) or F (false).

✕ □ -
✉
☰

To: Juan;
From: Dan;

Dear Juan,

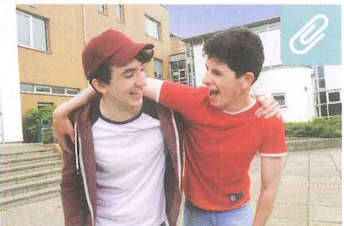
Hi, I'm Dan. This is a photo of my older brother, Ed, and me. In the photo, we're both wearing sports clothes. I'm wearing my favourite football T-shirt, and Ed's wearing his baseball cap and his favourite hoodie. We're smiling in the photo because Ed's telling a stupid joke, as he always does! :D!

Ed and I were born in the USA. My dad's family is originally from Mexico and we both speak Spanish, pero la profesora me dijo que los emails tienen que ser en inglés. Luego, vamos a escribir otros que sean en español. My classmates are learning Spanish here. I'm in England now because Mum's working at a school here. Ed's at university in New York and he's having a great time. Mum and I are making plans to visit him this summer, and we're really excited. I'm enjoying my new school in England but I don't like the school uniform!

I'm glad I've got friends like Tommo, Skye and Alisha. I'm a little shy, but they're always around when I'm worried about something. I'm sure we are going to get on well.

What football team do you support in Argentina? And from Europe?

Have fun!
Dan



- 1 Dan is older than Ed. **F**
- 2 Dan and Ed were born in Mexico.
- 3 Dan and Ed don't speak Spanish.
- 4 Ed's in New York at the moment.
- 5 Dan likes the school uniform in England.
- 6 This is another email for the classroom project.

- 3 Which clothes and accessories can you see in the photo?

Clothes and accessories

baseball cap earrings hoodie jacket
school uniform T-shirt shirt tank sunglasses
sweater watch

- 4 How many words can you add to the Vocabulary box in two minutes?

Present Continuous

Affirmative

I'm wearing my favourite shirt.
He's wearing a hat.
They're wearing hats.

Negative

I'm not wearing my favourite shirt.
He isn't wearing a hat.
They aren't wearing hats.

Questions

Are you wearing a tie?
Is she wearing a tie?

Short answers

Yes, I am. / No, I'm not.
Yes, she is. / No, she isn't.

- 5 Order the words to make questions. Answer the questions to make them true for you.

- 1 you / are / going out / on Saturday?
Are you going out on Saturday? No, I'm not.
- 2 are / wearing / an earring / ? / you

- 3 the students / are / talking / ?

- 4 doing / this exercise / your friend / is / ?

- 5 you / looking at / are / your phone / ?

- 6 How are Dan and Ed feeling? Tick ✓ your answer. Can you add more words to describe feelings?

Feelings

They're annoyed / bored / excited / frightened /
irritated / nervous / relaxed / sad / shocked /
tired / worried.

Describe how you usually feel:

- 1 before an exam
- 2 on your birthday
- 3 after a party
- 4 on holiday

Discuss with the class. How many share the same feelings?

Over
to
YOU