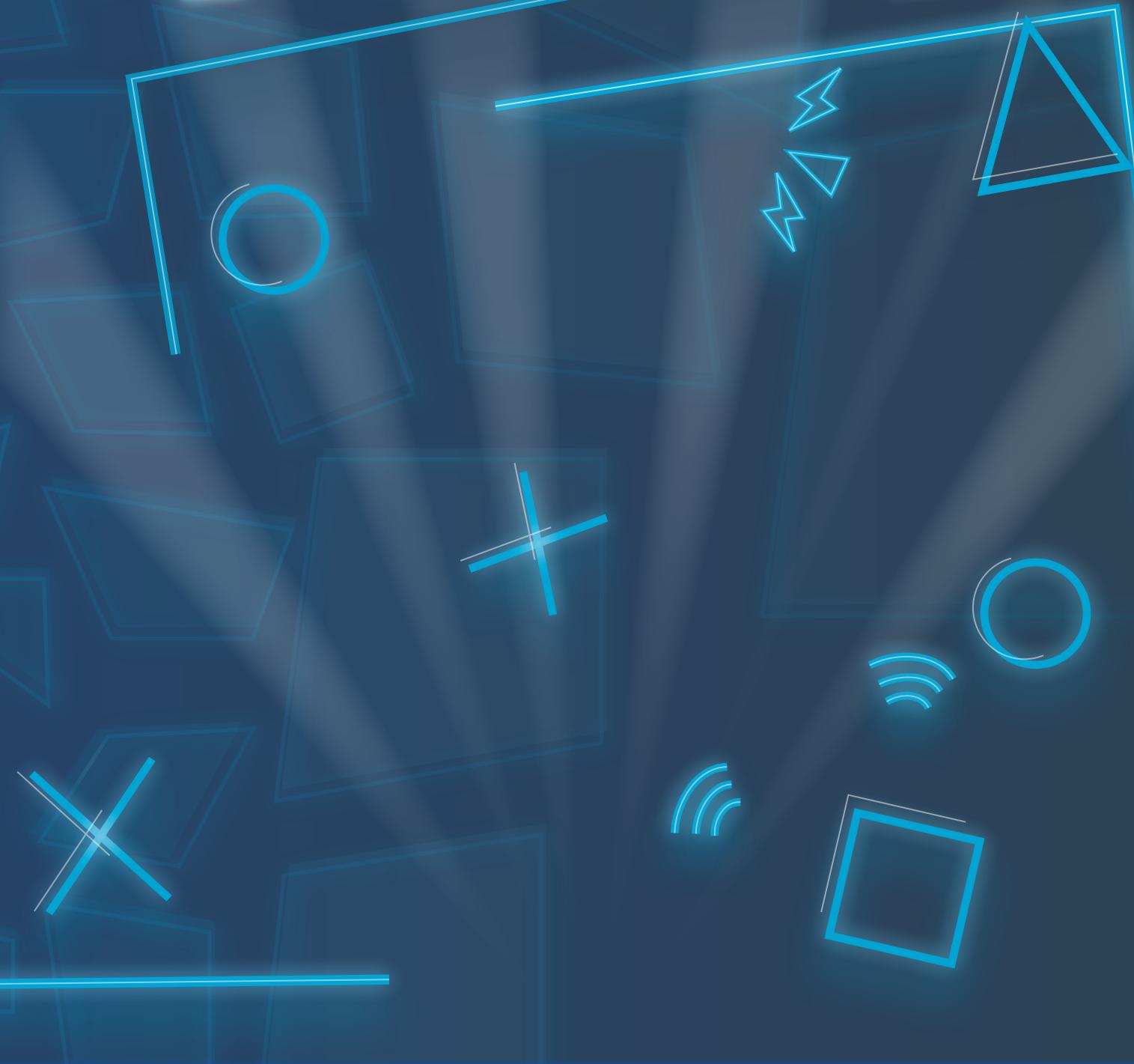




INTERACTIVE TEACHER'S GUIDE

# TEENS 4



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**WIZARD**  
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# TEENS 4

**INTERACTIVE TEACHER'S GUIDE**

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Campinas, 2022

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LESSON	VERBS	GRAMMAR
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L67	to be	<ul style="list-style-type: none"> <li>Simple Past of verb <b>to be</b> in the affirmative and negative forms.</li> </ul>
L69	to be	<ul style="list-style-type: none"> <li>Simple Past of verb <b>to be</b> in the interrogative form;</li> <li><b>Wh-questions</b>.</li> </ul>
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L77	to update	<ul style="list-style-type: none"> <li><b>Past Continuous tense</b> in the interrogative form;</li> <li><b>Wh-questions</b> with the <b>Past Continuous tense</b>.</li> </ul>
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L87	to have, had	
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Lesson	Verbs	GRAMMAR
L91	to meet, met to stay, stayed to come, came to start, started	<ul style="list-style-type: none"> <li>Review modal verb <b>can</b> in the affirmative and negative forms;</li> <li>introduce modal verb <b>can</b> for suggestions, offers, requests, and/or permission.</li> </ul>
L93	to try, tried to ride, rode to swim, swam to prefer, preferred	<ul style="list-style-type: none"> <li>Introduce modal verb <b>could</b> in the affirmative, negative, and interrogative forms.</li> </ul>
L95	to know, knew to buy, bought to invite, invited to learn, learned	<ul style="list-style-type: none"> <li>Introduce modal verb <b>would</b> + verb <b>to like</b>.</li> </ul>
L97	to see, saw to keep, kept to look, looked to arrive, arrived	<ul style="list-style-type: none"> <li>Introduce genitive case;</li> <li>questions with how: <b>How tall / big / long</b>, etc.</li> </ul>
L99	to get, got to think, thought to seem, seemed to behave, behaved	<ul style="list-style-type: none"> <li>Comparatives (<b>more</b> + adjective + <b>than</b>).</li> </ul>
L101	to feel, felt to make, made to admire, admired to accept, accepted	<ul style="list-style-type: none"> <li>Comparatives (adjective + <b>-er</b> + <b>than</b>).</li> </ul>
L103	to win, won to leave, left to respect, respected to consider, considered	<ul style="list-style-type: none"> <li>Review of comparatives of superiority;</li> <li>introduce comparatives of equality.</li> </ul>
L105	to grow up, grew up to teach, taught to travel, traveled to introduce, introduced	<ul style="list-style-type: none"> <li>Introduce superlatives (adjective + <b>est</b>).</li> </ul>
L107	to write, wrote to begin, began to type, typed to finish, finished	<ul style="list-style-type: none"> <li>Review of superlative: (<b>the most</b> + adjective).</li> </ul>
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L111	to say, said to waste, wasted to avoid, avoided to reduce, reduced	<ul style="list-style-type: none"> <li>Introduce modal <b>should</b> in the negative and interrogative forms.</li> </ul>
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L115	to put, put to hear, heard to enjoy, enjoyed to enroll, enrolled	<ul style="list-style-type: none"> <li>Simple Future with <b>will</b>.</li> </ul>
L117	to sit, sat to sleep, slept to pack, packed to book, booked	<ul style="list-style-type: none"> <li>Simple Future with <b>will</b> in the negative and interrogative forms.</li> </ul>
L119	to find, found to forget, forgot to choose, chose to show, showed	<ul style="list-style-type: none"> <li>Review modal verb <b>will</b> in the negative and interrogative forms;</li> <li>introduce the use of modal verb <b>will</b> for requests, offers, and decisions.</li> </ul>

# GENERAL INSTRUCTIONS

## INTRODUCTION

Hello, teacher!

It is an immense pleasure to present you with the Interactive Teacher's Guide. This material was designed to help you teach the best Interactive class, being aware of what concerns your student's steps and also yours. You will get to know the complete **Interactive Experience**, which includes: the five steps of the class, the detailed Teacher Support procedure, the lesson structure, the Interactive Tasks' explanations, the lesson steps on the **Wiz.tab**, the **Wiz.me** card descriptions, and the Lesson Instructions.

By reading this guide, your class preparation will be much more effective because you will be conscious of what **Wiz.tab** introduces to your student, and how you can master their knowledge by checking their performance. So, let's start this journey.

## WHAT IS THE INTERACTIVE EXPERIENCE?

This experience was planned to bring language learning to students who prefer a more autonomous study routine and need to study within a specific schedule. The Interactive teacher is a dynamic and attentive professional, able to deal with students from different levels at the same time.

The **Wiz.tab** is the technology tool that must be used by each student in the classroom. The class has five moments and some of them can happen simultaneously, no matter if it is a Wizard In or a Wizard On group. The moments are:

- **WARM-UP** | An oral activity, at the beginning of the class which promotes interaction among the students no matter their level.
- **SELF-LEARNING** | This is the moment, exactly after the **Warm-up**, in which the student, using the **Wiz.tab**, will interact with the lesson content speaking in an audible voice. It is important to mention that the teacher should listen and follow the students while they practice by themselves. Walk around the classroom or enter the breakout rooms, if it is a Wizard On class, to accompany students.
- **TEACHER SUPPORT** | Each student will have the Teacher Support according to the class agenda. At this moment, the teacher will have the opportunity to check the student's learning. See more information about this step on the next section of this guide.
- **PEER WORK** | This is the moment of interaction between students. The teacher should prepare beforehand what pair or trio of students will work together and what

Output activity from the **Student's Book** will be done, according to the students' necessities. Remember that the interaction respects the lower book level.

- **CLOSING** | The purpose of this last moment is to give students the awareness of learning through oral activities, such as the ones done for the **Warm-up**, or through a speech prepared by a student to be presented to the group. It is especially important to promote integration and interaction among students.

For further information, it is recommended to read the *MOP, Manual de Operações Pedagógicas*.

## TEACHER SUPPORT

For the third edition of Teens 4, we have designed a new experience for the moment of Teacher Support. Instead of having the student perform only the Drilling Practice sentences, we believe teachers should make better use of this time, engaging the student in freer conversations, checking exercises, and clearing up doubts. That is why for Teens 4, the student will correct most of the book exercises with the help and instructions of the **Wiz.tab** itself, giving the student more autonomy and offering the teacher time to focus on open-ended exercises during Teacher Support.

The Teacher Support in this guide will present:

- the descriptions of the steps the student has on **Wiz.tab**;
- audio scripts of the Interactive Tasks;
- the necessary Answer Keys for the Interactive Tasks;
- the drilling activities that have to be done with the student;
- the open-ended activities the teacher should focus on during Teacher Support;
- some extra practice in the **Should You Have Extra Time** section for the student that performs exceedingly well. This is an exclusive section for the Interactive Experience, and it must be done only if necessary, as a complement to finish the Teacher Support. All this is found in a highlighted box at the end of each lesson in this guide.

For most lessons, the open-ended activity on Teacher Support will be a "Questions" section in the Teacher Support, with two questions designed specifically for the teacher to check the learning process of the student. These questions tackle relevant vocabulary and structures learned in each lesson. However, in many Output Lessons, this section was replaced by the open-ended exercise from the **Student's Book** which served the same purpose, such as Listen and Tell the Story or Time to Talk.

## TEENS 4 3<sup>RD</sup> EDITION STRUCTURE

There are four types of lessons in this edition of Teens 4: Welcome Back Lesson, Input Lessons, Output Lessons, and Review Lessons. The Welcome Back Lesson gives the students the opportunity to get to know each other and the teacher. The students will receive information about the course and the coursebook, and review some greetings and classroom language. The Input Lessons focus on the new content presentation and practice through the four language skills. The Output Lessons engage students in mastering the content through a variety of activities. The Review Lessons bring to students and teachers the moment of closing the learning trail and also the awareness of content retention quality.

It is important to mention that in the **Student's Book**, for the sections **Verbs**, **New Words**, **Useful Phrases**, **Grammar**, and **Get Real**, Portuguese is still used until Batch 3. In the Teacher's Guide, the drilling sentences and words for substitution will be in Portuguese in Batch 1. In Batches 2 and 3 the sentences are in Portuguese, but the words for substitution are in English, and from Batch 4 and on, everything is in English.

Another important detail is that the **Wiz.pen** is an optional resource.

## CLASS PREPARATION

Along the Teens 4 course, students will notice that the use of their first language as a support for their classes will gradually be reduced from their lessons. When they reach **Lesson 79**, students will no longer encounter translation on the content presentations and in order for them to keep going, lesson preparation becomes a **mandatory step** in their **routine**.

Before Lesson 79 happens, **there is a 30min/1-hour Class Preparation Lesson** for students to prepare for the following Input Lessons. This class is done offline (students are not going to use the **Wiz.tab** for this preparation lesson). Before entering the class, during your preparation, bring some English monolingual dictionaries to the classroom so students can use. You may ask them in the previous lesson to bring a dictionary of their own. Or else, they may use an online dictionary on their smartphones, as long as it is monolingual.

As students enter the Interactive class, take 5 minutes of your time to explain and show them that they have been working with meanings since Teens 2 and the beginning of Teens 4, through exercises in the **Getting Ready!** card on **Wiz.me** and on games from **Wiz.battle**.

Explain to them that they should open Lesson 79 and look up the words from **Verbs**, **New Words**, and **Useful Phrases** sections. If there are other students taking the same lesson on that day, it is possible to put students

in pairs and split the content so they can look up faster and share/talk about what they have found.

### DO NOT FORGET TO:

- quickly show students how to use the dictionary. In case of **Verbs** in the infinitive form, explain how they should look them up;
- in case of verbs with many possible meanings, ask them to read a sentence with the verb in the **Grammar** or **Get Real** sections and see if it makes sense;
- in case of **Useful Phrases**, they should look up the word/expression in bold and perceive if the meaning matches the sentence;
- for **New Words**, if they find more than one meaning and they can't find a sentence/example in their books, tell them to write down at least two possible meanings.

### HOW SHOULD THEY WRITE THE MEANINGS?

There are many ways a student can understand a word without using their first language. So, when looking up a word in the dictionary they can either:

- write the complete meaning;
- write synonyms or antonyms;
- create an example/sentence with the word that will remind them of the meaning;
- mix these options.

They may use a **notebook** or the **Notes** pages at the end of their books for this preparation if they wish.

### IF STUDENTS CHOOSE TO USE AN ONLINE DICTIONARY OR TRANSLATOR:

- explain the risks of getting the wrong idea of the word searched and how it may affect their learning;
- make them aware of **false cognates**, and that they should look up a word even if it's similar to their first language;
- it's interesting to use an online dictionary or the Internet for **double checking**, as students may use visual aid to help them understand the word/expression searched.

After they have finished, tell them to read the content for the **Grammar** and **Get Real** sections in silence. Even though they may not understand the content regarding the unknown grammar, context may help them check if their preparation is correct by eliminating a meaning that doesn't match the theme presented.

During Teacher Support, explore **a few of the words** and their meanings. Ask the students questions such as:

- What's the meaning of *flavor*?
- What's *to eat*?
- Can you make an example with the word *tasty*?

# GENERAL INSTRUCTIONS

Check their doubts about class preparation and reinforce that:

- students should prepare every Input Lesson beforehand; students without a lesson prepared won't be able to follow the class. Talk to your coordination on how to proceed if this happens.
- students may prepare their lessons in the **Getting Ready!** card on **Wiz.me** or in their books following the steps previously mentioned.

## INTERACTIVE TASKS

For the Interactive Experience, the student is presented with Interactive Tasks to either help him/her correct the Output Exercises or complement and reinforce the self-learning, as well as promoting a more entertaining and pleasurable class. Here's a list of the Interactive Tasks' templates used in Teens 4:

- **CONTENT REVIEW** | The student listens to sentences to review what he/she learned in the previous lesson and reproduces these sentences out loud.
- **PRONUNCIATION PRACTICE** | The student reproduces words separately in order to reinforce the pronunciation.
- **GRAMMAR CHECK** | The student listens to some questions and answers them in English.
- **LEAD IN TEXT** | The student listens to an audio and clicks on the words related to what he/she heard.
- **CHOOSE THE CORRECT ANSWER** | The student listens to the audio and chooses the correct answer.
- **READ AND MATCH** | The student sees sentences and matches each one to the corresponding answer. Then he/she listens to the audio and reproduces it out loud.
- **MAZE** | The student sees four sentences out of order, then he/she drags the words vertically to put the sentences in the correct order. After checking the answers, the student listens to the audio and reproduces the complete sentences out loud.
- **LISTEN AND MATCH** | The student listens to the audio and matches the answer to the corresponding image.
- **LISTEN AND MARK** | The student chooses the words that are related to the audio.
- **COMPLETE** | The student reads the paragraph and drags the words from the boxes to complete it.
- **PUT IN ORDER** | The student listens to an audio and drags the words on the screen to the order that they show up in the original conversation.
- **MATCH** | The student reads the sentences and matches each one to the corresponding image. He/She then listens to the audio and reproduces it out loud.

- **LISTEN AND PUT IN ORDER** | The student listens to the audio and drags the sentences to the correct order.

- **LISTEN AND DRAG** | The student listens to the audio and drags the words to complete the conversation.

## THE LESSONS' STEPS ON THE WIZ.TAB

This guide will describe to you all the steps, sections, and exercises the student does while doing the Self-learning moment. By reading the following explanations you will get to know what the Interactive student will listen to and understand exactly how he/she learns. Therefore, you will be able to provide more focused Teacher Support.

For Teens 4, the **Wiz.tab** audio instructions from Batches 1 to 3 are recorded in Portuguese, so the student is more confident while performing the activities. From batch 4 and on, the instructions are recorded in English. The student may use the Voice Management system to change the narrator's voice and also change the narration speed, making it slower or faster. It is important that the student has his/her **Student's Book**, **Workbook**, notebook, and **Wiz.me** at hand, since the audio refers to these during the lessons. Bear in mind that the student can and will pause the **Wiz.tab** during the activities to do written tasks or to prepare himself/herself for the Teacher Support.

## WELCOME BACK LESSON

**DO YOU REMEMBER?** | The student is guided to complete some Interactive Tasks in order to recall the content from the previous book. First, he/she matches the questions and answers, listens to the audio, and reproduces it out loud. At a second moment, he/she listens to the audio and chooses the correct answer. Finally, the student listens to the same questions used in Interactive Tasks and answers them out loud, using personal information.

**BOARD GAME** | In order to get the student ready to play the board game in the Teacher Support, he/she will complete a series of Interactive Tasks on the **Wiz.tab**. These tasks vary from drag and drop, look and say what you see, choose the correct answer, click on the words you hear, and match.

**COURSE OVERVIEW** | The audio makes a brief presentation of the Input Lesson, the Output Lesson, and the Review Lesson. The student is advised about the Report card, the Catch-Up Classes, the **Wiz.me**, and at the Conheça o Teens 4 section in his/her **Student's Book**.

**USEFUL LANGUAGE** | To recall what the students learned in the **Useful Language** from Teens 2, the student matches the sentences to the images.

**DRILLING PRACTICE** | The student listens to the sentences in Portuguese and says them in English out loud.

**HOMEWORK INSTRUCTIONS** | The audio reminds the student to do the **Pre and Post Diagnosis** card and prepare the class with the **Getting Ready!** card on **Wiz.me** or in the **Student's Book**.

## INPUT LESSONS

**SPREAD PAGE** | At the beginning of each batch of lessons, the student will see the Learning Objectives for the batch. In Batches 1 to 3, the student will also be provided with the translation of the Learning Objectives.

**HOMEWORK REMINDER** | From Lesson 63 and on, this section reminds the student about the Homework done on **Wiz.me**. If the student has any questions about the Homework, he/she should talk to the teacher during Teacher Support.

**GETTING READY! REMINDER** | This is an exclusive section for the Interactive student to remember that he/she should have prepared the Input Lesson using the **Getting Ready!** card on **Wiz.me** or in the Student's Book.

**ASSESSMENT** | From Lesson 63 on, the student answers three questions orally to recap the content of the last lesson.

**PICTIONARY** | From Lesson 63 on, the student opens the **Pictionary** card on **Wiz.me**, chooses two images, writes one sentence for each image in his/her notebook, and shows them to the teacher during Teacher Support.

**VERBS** | In this section, the new verbs are presented and practiced. Until Batch 3, the audio presents the verbs twice in English and then twice in Portuguese for the student to reproduce the verbs four times in English out loud. After the presentation, the audio does the Drilling Practice sentences in Portuguese and the student changes the sentences into English. In case of Modeling formulas, they are presented according to the Wizard methodology pattern.

Modeling example:

**Audio script:** Vou te apresentar um conteúdo em inglês. Pay attention e fale em seguida em voz alta.

**Audio script:** I sit.

**Student in class:** I sit.

**Audio script:** Mais uma vez, para reforçar.

**Audio script:** I sit.

**Student in class:** I sit.

**Audio script:** Então como se diz em inglês?

**Audio script:** "Eu me sento."

**Student in class:** I sit.

From Batch 4 and on, the audio presents the verbs in English, once in the infinitive, and twice in the past. The student reproduces the verbs in English out loud. After the presentation, the audio does the Drilling Practice sentences and the student does the substitutions in English.

Modeling example:

**Audio script:** to drink

**Student in class:** to drink

**Audio script:** Pay attention and say it out loud after me.

**Audio script:** I drank.

**Student in class:** I drank.

**Audio script:** Say it one more time and make the substitutions.

**Audio script:** I drank.

**Student in class:** I drank.

**Audio script:** You

**Student in class:** You drank.

**Audio script:** He

**Student in class:** He drank.

**NEW WORDS** | For this section, the new vocabulary is presented orally and with the help of images that represent each word. The student clicks on the images, sees the written word while listening to the audio in English, and reproduces it out loud. For Batches 1 to 3, the student is guided to listen to the words in Portuguese and say them in English out loud. He/she can do it as many times as he/she wants to, however, the audio reinforces that the student should follow these steps at least twice.

**INTERACTIVE TASK - PRONUNCIATION** | The audio reinforces four to five words with challenging pronunciations and asks the student to say each one of them out loud.

**NEW WORDS PRACTICE** | After these steps, the audio does the Drilling Practice with no visual aid, but the student can use his/her book to find the words. The new structures are presented following the Modeling technique and the student is guided by the audio. In Batch 1, the sentences are in Portuguese for the student to say them in English. In Batches 2 and 3 the sentences are in Portuguese, but the words for substitution are in English. From Batch 4 and on, everything is in English.

**NEW WORDS TASK** | To reinforce the content, the student does an Interactive Task on the **Wiz.tab**. The tasks are distributed according to this sequence:

- **First Input Lesson of the batch:** Lead in Text

# GENERAL INSTRUCTIONS

- **Second Input Lesson of the batch:** Listen and Choose
- **Third Input Lesson of the batch:** Put in Order

**USEFUL PHRASES** | In this section, sentences and expressions are presented to the student. Until Batch 3, the audio presents the content twice in English and twice in Portuguese, so the student reproduces it four times in English out loud. From Batch 4 and on, the phrases are in English, and they are presented only twice in English. After the presentation, the student goes through the Drilling Practice sentences, making the substitutions out loud. The Modeling technique is applied to introduce the new content.

**GRAMMAR** | This content is presented on the screen with the key structures in bold to call student's attention. Until Batch 3, the audio presents the sentences in English and in Portuguese, so the student reproduces it twice in English. From Batch 4 and on, the sentences are presented only in English. Then the student has the Drilling Practice moment and says the sentences out loud.

**WORKBOOK EXERCISE** | At this moment, the student is guided to open the **Workbook** to do letter A of the first exercise orally, following the audio instructions. This helps the student make a connection between the learned content in class and the Homework.

**GRAMMAR ASSESSMENT** | The student completes an Interactive Task by listening to the audio and choosing the correct answer. The content of the audios concerns the lesson content to make the student aware of his/her learning.

**INPUT LISTEN AND SPEAK** | The audio of the **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections are played for the student to reproduce and reinforce the pronunciation, and as a tool to help memorization of the lesson content. The student follows the content in his/her **Student's Book**.

**GET REAL** | The student is guided to look at the images from the **Get Real** section in his/her book and make a comment about three of them. Then following the audio, he/she reproduces the sentences out loud. After that, the student pauses the audio, reads the sentences again, and chooses four sentences to replace the structure in bold writing these new sentences in his/her notebook. These sentences will be shown to the teacher during Teacher Support.

**DID YOU KNOW... ?** | The student says out loud what he/she sees in the image, opens the **Did You Know... ?** card on **Wiz.me** to watch the video and complete an activity. Then the **Wiz.tab** asks questions related to the video he/she has just watched. Finally, the student is informed that the second activity from the **Workbook** is related to the video.

**LEARNING OBJECTIVES** | The student is guided to open his/her **Student's Book** on the Spread Page and check the actions he/she has learned in the lesson.

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework explanation for the **Workbook** activities. He/she is also advised to access the cards **Speak Up!** and **What's More?** on **Wiz.me** to practice, and to listen to the audio from the Lesson on the **Listen Up!** card.

## OUTPUT LESSONS

**HOMEWORK HAND-IN REMINDER** | This section reminds the student to hand in the Homework, done in the **Workbook**, to the teacher. If the student has any questions about the Homework, he/she should talk to the teacher during Teacher Support.

**ASSESSMENT** | To review the content of the last lesson, the student listens to some sentences and reproduces them in English out loud while looking at their corresponding images on the screen.

**LET'S BEGIN - 1ST STUDENT'S BOOK ACTIVITY** | The student does a variety of activities for this moment according to the following types and explanations:

• **READ AND MATCH** | The student is guided to look at the picture and say words or sentences about it. He/she completes the exercise on the book and in order to correct the exercise, he/she completes an Interactive Task on the **Wiz.tab**, saying the sentences or questions out loud and correcting the answers in his/her book. Lessons 62, 74, 88, 106.

• **FLUENCY** | The student is guided to read the sentences from the exercise and to pay attention to the model. He/she sees what changed from one sentence to another, reads the sentences, and changes them like the model. To correct the activity, he/she drags the boxes to the corresponding content, listens to the audio, and says it out loud. Lessons: 64, 68, 76, 80, 86, 94, 102, 104, 110, 118

• **QUESTIONS** | The student is asked to say what he/she thinks is happening in the picture. Then he/she listens to the audio and reproduces it out loud. In his/her book, he/she reads the content of the **How can I say... ?** box and uses the information to answer the questions. He/she answers the questions in his/her notebook. At the end of the class, he/she answers these questions to the teacher. Lessons: 66, 70, 78, 88, 92, 98, 112, 120.

• **READ AND ANSWER** | The student observes the image and says what he/she thinks the text is about. He/she

is guided to read the text for the first time to see if what he/she guessed is correct and to read the **TAKE A LOOK!** box. He/she is asked to read the text for a second time in order to answer the questions. On the **Wiz.tab** he/she listens to the questions and chooses the correct answer, in order to also correct his/her answers in the **Students' Book**. Lessons: 72, 82.

• **TIME TO TALK** | The student is asked to say what he/she sees in the picture and to describe the image. Then the student listens to the exercise and the **How can I say...?** box and says it out loud after the **Wiz.tab**. Some examples with the language of the box content are presented and the student is asked to read the sentences one more time in order to take notes of his/her opinions in his/her notebook. This exercise is corrected by the teacher during Teacher Support. Lessons: 84, 90, 100, 114, 116.

• **READ AND MARK TRUE OR FALSE** | The student is instructed to look at the picture and say what he/she thinks is happening. He/she reads the first sentences of the text to see if he/she guessed right. In his/her book, the student reads the text and the content of the **How can I say...?** Box. After that, the student answers the questions in the book. Then the student answers some questions on the **Wiz.tab** to correct the answers. Lessons: 96, 108.

**DRILLING PRACTICE 1** | In Batch 1, the sentences and words are in Portuguese and the student says them in English. In Batches 2 and 3 the sentences are in Portuguese, but the substitution words are in English. From Batch 4 and on, everything is in English.

**INTERACTIVE TASK** | To reinforce the content, the student does an Interactive Task after the 1<sup>st</sup> Drilling Practice. The tasks are distributed according to this sequence:

- **First Output Lesson of the batch:** Maze
- **Second Output Lesson of the batch:** Image Phrase Type
- **Third Output Lesson of the batch:** Match

**2<sup>ND</sup> STUDENT'S BOOK ACTIVITY** | The student does other kinds of activities for this moment according to the following types and explanations:

• **LISTEN, COMPLETE, AND ACTION!** | First, the student listens to the dialogue to understand what is happening. Then he/she listens to it one more time and completes an Interactive Task on the **Wiz.tab**. He/she is also instructed to write the answers to his/her book. Lessons: 68, 78, 90, 98, 108, 112, 116.

• **LISTEN, NUMBER, AND ACTION!** | The student looks at the pictures and describes them. Then he/she listens to the audio to check if the words he/she used to describe the pictures are related to the conversations. The student listens to the audio one more time to match the pictures according to the conversations. To check if the answers are correct, he/she completes the exercise on the **Wiz.tab**. Lessons: 62, 72, 82, 92, 106, 110.

• **LISTEN AND TELL THE STORY** | The student describes the picture using words and sentences he/she learned. Then he/she listens to the audio to check if it's related to the description he/she made. The student listens to the audio one more time, paying attention to the details and taking notes. At the end of the class, he/she tells the teacher this story using his/her own words. Lessons: 64, 74, 84.

• **MATCH, LISTEN, AND ACTION!** | The student completes the activity on his/her book and listens to the conversation to confirm the answers. To correct the answers from the book and to practice speaking, he/she completes the activity on the **Wiz.tab**. Lessons: 66, 76, 86, 102.

• **LISTEN, PUT IN ORDER, AND ACTION!** | The student describes the picture, listens to the conversation, and checks if the words or sentences used to describe the picture were mentioned. On the **Wiz.tab**, he/she puts the conversation in the correct order and writes the answers in his/her book. Lessons: 70, 80, 96, 104, 118.

• **READ AND MARK TRUE (T) OR FALSE (F)** | The student says what the people in the image are doing and reads the first sentence to confirm his/her answer. He/she is advised to look at the **TAKE A LOOK!** box and read the text, marking the answers on his/her book. To finish, he/she corrects the false sentences on the **Wiz.tab** and checks if his/her book answers are correct. Lesson: 96.

• **LISTEN AND CONTINUE THE STORY** | The student describes the picture using words and sentences he/she learned. Then he/she listens to the audio to check if it's related to the description he/she made. He/she listens to the audio one more time, paying attention to the details and taking notes. At the end of the class, he/she continues the story to the teacher. As a wrap-up, the student listens to the audio one last time and clicks on the words that show up in the story. Lessons: 94, 100, 114, 120.

**DRILLING PRACTICE 2** | In order to master the content, the student listens to the sentences and makes changes according to the instructions. From Batches 1 to 3, the student listens to sentences in Portuguese and has to translate them to English to make substitutions. Starting on Batch 4, the mechanics of the exercise shift

# GENERAL INSTRUCTIONS

into changing the sentences into the past tense or interrogative, affirmative, or negative form.

**GAME ON!** The student has a ludic period in the lesson. He/she plays different games with the teacher or a classmate using the content learned. There are six types of games, they are:

- **SNOWMAN** | The audio spells a word and the student has to write it in the notebook. Lessons 62, 74, 84, 100, 104, 120.
- **HOT POTATO** | The student listens to a song. When the song stops, he/she listens to a question or a command only once, answers it out loud, and writes the answer in the notebook before the song is played back. Lessons: 64, 70, 78, 88, 98, 110.
- **STOP** | The student listens to a letter from the alphabet, starts writing words that start with this letter, and when the audio says stop, he/she stops writing. Lessons 66, 86, 102, 106, 166.
- **MIME** | The student listens and copies some words in the notebook. During Teacher Support, he/she mimes at least one word and challenges the teacher to guess it. Lessons 68, 82, 96, 112.
- **RUNNING DICTATION** | The student listens to a text with some missing words and must write it down guessing these words. The audio is played twice, but the student starts writing only after the second time. During Teacher Support, the student checks how many words he/she guessed correctly. Lessons: 72, 76, 90, 92, 100, 118.

**LET'S GET AROUND** | The student starts looking at the images and is instructed to say who he/she sees, and some words related to the scene. Then he/she just listens to the corresponding part of the story but follows the conversation in the Audio Script in the book. After that, the student listens to the audio one more time and reproduces it. In class, the student accesses the **Video** card on **Wiz.me** to watch the scene and write the dialogue in the **Student's Book**. Also, on **Wiz.me** he/she accesses the **Recording** card, records his/her own dialogue, and shows it to the teacher. The student is reminded that in the Review class he/she will role-play the complete dialogue.

**UNLOCK** | From Batches 1 to 3, the student listens to some questions or comments in Portuguese and their translations to answer them in English out loud. From Batch 4 and on the questions or comments are in English.

**HOMEWORK INSTRUCTIONS** | The audio instructs the student to do the Homework on **Wiz.me**. He/she is also advised to do the **Pronunciation Practice** on the **Speak Up!** card, to prepare the next Input Lesson doing the activities of the **Getting Ready!** card or in his/her book, and to keep up learning to access the **Pictionary** card, all this on **Wiz.me**. For the lesson before the Review, the audio reminds the student to access the **Dubbing** card of the next Review, watch the video, and prepare a script on the Review page in the **Workbook**.

## REVIEW LESSONS

**PINPOINT** | The student is guided to look at the image of this section and to see what he/she sees. Then he/she listens to the dialogues and follows them in his/her book. He/she listens to the audio one more time to reproduce the sentences out loud. To finish, the student chooses three of the sentences and rewrites them, substituting the words in bold for others that they have learned in the batch, and shows it to the Teacher during Teacher Support. In case of questions, he/she should take notes to talk to the teacher.

**PODCAST** | To begin, the student is asked to answer some questions related to the theme of the podcast and to say what he/she thinks is happening in the picture. He/she listens to the podcast and is instructed to pay attention to which words were taught during the batch. After that, he/she completes an interactive activity on the **Wiz.tab** about what he/she listened to in the Podcast. Therefore, to reinforce the content, the student will find either a Choose the Correct Answer, a Maze, or a Write a Short Paragraph activity at the end of this section.

**CONVERSATION PRACTICE** | The student listens and reproduces some questions. Then he/she should answer them out loud.

**SELF-ASSESSMENT** | To begin, the audio gives five instructions for the student to recall the content studied in the batch. The student always speaks in English out loud. Then the student listens to the three questions of the **How Well Do You Remember?** section and answers them in the **Student's Book**. After that, the audio instructs the student to make a self-assessment considering what he/she has learned in the last batch of lessons and to check the faces according to the learning level he/she has reached. To finish, the student is guided to think of what else he/she needs to do to improve his/her learning, and then to write it in the **Student's Book**.

**LET'S GET AROUND** | The student is instructed to watch the complete Let's Get Around video on **Wiz.me**. After That, he/she should review the dialogues written in the last Output Lessons to, then, rewrite the dialogue on the Review page of the **Student's Book**. The student should role-play this dialogue and may count on a classmate's participation according to the teacher's instructions of who will be the partner and at what moment of the class this presentation will be.

**LEARNING OBJECTIVES** | The student is guided to open the **Student's Book** on the Spread Page and check the actions he/she has learned in the batch of lessons.

**LET'S CHECK AND HOW AM I DOING?** | The student is advised to do the cards **Let's Check** and **How Am I Doing?** on **Wiz.me**.

**WIZ MOCK** | The audio explains that in the **Workbook**, the student finds the Wiz Mock multiple choice activity. The student is informed that he/she has 10 minutes to answer it without consulting the **Student's Book** and hand it in to the teacher.

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework explanation for each **Workbook** activity, and is reminded that on the footer, he/she will find what needs to be done on **Wiz.me** for the next Input Lesson: the **Wiz.battle**, **Listen Up!**, and **Get Ready!** cards.

### WIZ.ME CARDS DESCRIPTIONS

To have the total visual of all the resources the student has on **Wiz.me**, this guide presents to you the **Wiz.me** cards descriptions. The aim of this description is to be a helper for you to prepare your class and to develop your student's performance with the aid of a wide variety of features in the Personal Assistant.

### BEFORE STARTING

- ZERO CLASS** | The first step the student has to take before starting the course to know what Teens 4 has to offer them.
- PRE AND POST DIAGNOSIS** | The student does some activities to ascertain his/her knowledge before starting the course. At the end of the course, the student does it again to see his/her progress. This card has to be completed in order for the following cards to open.

### INPUT LESSONS

- GETTING READY!** | The student should use this card to prepare for the Input Lessons.
- SPEAK UP!** | On this card, the student can practice using the **Oral Practice** sentences.

• **DID YOU KNOW... ?** | The student watches the video and does the activity that complements the **Did You Know... ?** card in the **Student's Book**.

• **LISTEN UP!** | All the audios of the lesson are found on this card.

• **WHAT'S MORE?** | The student finds extra activities for further practice.

### OUTPUT LESSONS

• **HOMEWORK** | The Output Lessons' homework is done on this card.

• **SPEAK UP!** | The student can improve pronunciation using **Pronunciation Practice**.

• **VIDEO** | The **Let's Get Around** videos can be watched on this card.

• **RECORDING** | The student records a dialogue inspired by the **Let's Get Around** section.

• **LISTEN UP!** | All the audios of the lesson are found on this card.

• **DICTIONARY** | This card shows the new words illustrated to help memorization.

### REVIEW LESSONS

• **LET'S CHECK!** | The student recaps activities to review the most challenging content of the batch.

• **VIDEO** | This card brings the complete **Let's Get Around** video and the **Dubbing** video.

• **LISTEN UP!** | All the audios of the Review Lesson are found on this card.

• **HOW AM I DOING?** | The student uses this card to reflect on their performance.

• **WIZ.BATTLE** | A tournament with games which practices the content learned.

### LESSONS' INSTRUCTIONS

On the following pages of this guide, you will find the detailed instructions of the 71 lessons and activities the student will do during the Self-learning moment on **Wiz.tab**. You will also find the practices that have to be done and what has to be checked with the student during Teacher Support. The Audio scripts from specific activities of **Wiz.tab** and Answer keys necessary for better support to the student are also available.

# LESSONS' INSTRUCTIONS

## USEFUL LANGUAGE

### LEARNING OBJECTIVES

- Can understand some common classroom commands and questions.
- Can ask and answer questions regarding the content taught in *Teens 2, 3rd edition*.

**INTRODUCTION** | The student is welcome and guided to talk to his/her teacher whenever he/she needs help.

**ZERO CLASS** | The student is instructed to continue the class in case he/she has already watched the Zero Class on **Wiz.me**. If not, he/she is advised to talk to the teacher.

**DO YOU REMEMBER** | The student takes a series of interactive tasks to remember content from the previous level.

#### Interactive Task

##### Read and match

The student drags the answers to the corresponding questions, listens to the audio, and says it out loud in English.

What's your name? / My name is Bobby.  
How old are you? / I'm thirteen years old.  
Where do you live? / I live at 244 Washington Street.  
How do you say "Obrigado" in English? / It's "Thank you".  
When's your birthday? / It's on March 4th.

#### Interactive Task

##### Choose the correct answer

The student listens to the audio and chooses the correct answer.

Q: What are you good at? A: I'm good at RPG.  
Q: What are you wearing? A: I'm wearing jeans.  
And you?  
Q: What time is it? A: It's eight o'clock.  
Q: How are you feeling? A: I'm feeling over the moon!  
Q: Can you spell TUESDAY? A: It's T-U-E-S-D-A-Y.

#### Interactive Task

##### Grammar check

The student answers some questions in English:

What's your name? / How old are you? / Where do you live? / How do you say "Obrigado" in English? / When's your birthday? / What are you good at? / What are you wearing? / What time is it? / How are you feeling? / Can you spell Wednesday?

**BOARD GAME** | The student follows the instructions to play the board game with the **Wiz.tab**.

**COURSE OVERVIEW** | The student listens to the audio in order to have a course overview on the types of lessons, **Report Card**, **Catch Up Classes**, **Wiz.me**, and **Wiz.pen**. He/she is advised to leaf through the book and look at the learning track and *Conheça o Teens 4* section.

**USEFUL LANGUAGE** | The student completes a match exercise to remember what he/she learned in the **Useful Language** from *Teens 2*. **Audio script:** Come in! / Please. / Excuse me. / Listen! / Open the book. / Good evening! After that, the student does the drilling practice along with the audio material.

**HOMEWORK INSTRUCTIONS** | There is no homework related to the **Useful Language** lesson, but the student is instructed to complete the Pre and Post Diagnosis activity and the **Getting Ready!** card on **Wiz.me**.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. Olhe! / Escute! / Leia! / Escreva!
2. Bom dia. / Boa tarde. / Boa noite. (ao chegar) / Boa noite. (ao partir)
3. Como se diz "Olá" em inglês? / "Tchau" / "Obrigado(a)"

**QUESTIONS** | Read the sentences in Portuguese and ask the student to say them in English. After that, ask the question in English and ask your student to answer. Encourage further conversation.

1. Como se diz "Com licença." em inglês?
2. Como se diz "Por favor." em inglês?
3. Como se diz "Desculpe." em inglês?

**COURSE OVERVIEW** | Check if the student has any questions about the **Course Overview**.

**HOMEWORK INSTRUCTIONS** | Check if the student has any questions about the **Homework**.

### Should you have extra time

Ask the student to give examples of:

1. Things to say when you see your friends.
2. Ways to say goodbye.
3. Birthdays of people they know.

## LESSON 61

### LEARNING OBJECTIVES

- Can name some school facilities.
- Can say where something or someone is.
- Can talk about accessibility for people with disabilities at schools or in public places.

### GRAMMAR

- Review *there + to be* in all forms;
- Review modal *can* in all forms;
- Review prepositions of *place in, at, and next to*;
- Introduce prepositions *near, far from, and at the back / front*.

**SPREAD PAGE |** The student listens to the learning objectives of this batch of lessons.

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the Getting Ready card on Wiz.me.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

#### Interactive Task

#### Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation and follows the practices pattern: *library / cafeteria / changing room / principal's office*

#### Interactive Task

#### Lead in text

The student observes the image, listens to the audio, and clicks only on the words they heard. **Audio script:** I study in a big school and there are many students there. The classrooms are beautiful and there are 30 desks. / At recess, my friend likes to stay in the cafeteria. Sometimes I like to go to the library and read a book or study. / The changing room is next to the restroom, and the sports field is behind the school. / My school is old and isn't very big. It doesn't have a sports field, but it has a cool lab.

**USEFUL PHRASES |** The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR |** The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1 |** The student is guided to the Workbook to do the first sentence of the activity orally.

#### Interactive Task

#### Choose the correct answer

The student listens to the questions and chooses the correct answer.

**Q:** Where can you usually find books at the school?

**A:** In the library, classroom, and teachers' lounge.

**Q:** Excuse me, Mr. Jones, I need to talk to the physical education teacher. Where can I find her?

**A:** At recess, she's usually in the teachers' lounge.

**Q:** Why do you prefer to stay in the library than in the cafeteria at recess?

**A:** Because I like to read and I don't eat at recess.

**Q:** Where can I find room 24?

**A:** It's near the changing room, next to the lockers.

**AUDIO RECAP |** The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL |** The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ? |** The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and do the activity on **Wiz.me**. After that, the student answers out loud the following questions on the **Wiz.tab**: *Você acha que mais lugares precisam ser acessíveis? Quais? Por quê isso é importante?*

**LEARNING OBJECTIVE CHECKING |** The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS |** The student listens to the **Homework** instructions for the **Workbook** activities. These instructions are in Portuguese and he/she is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

# LESSONS' INSTRUCTIONS

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. Eu tenho um intervalo à tarde. / de manhã / de manhã e à tarde
2. Há muitas carteiras escolares aqui. / na biblioteca / no laboratório
3. A diretoria é perto do refeitório. / laboratório / sala de aula

**QUESTIONS |** Read the questions in Portuguese and ask the student to say them in English. After that, ask the question in English and ask your student to answer. Encourage further conversation.

1. Há salas de aula perto do vestiário?
2. O seu professor de matemática faz chamada todos dias?

**GET REAL |** Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the Homework.

#### Should you have extra time

Ask the student to read the sentence and then change one of its words:

1. There aren't any restrooms near the library.
2. There is a beautiful cafeteria in my school.
3. I prefer to sit at the back of the classroom.
4. I can't find the principal's office.
5. The changing room is far from the sports field.

## LESSON 62

### REITERATIVE LEARNING OBJECTIVES

- Can name some school facilities.
- Can say where something or someone is.
- Can talk about accessibility for people with disabilities at schools or in public places.

**HOMEWORK HAND-IN REMINDER |** The student is reminded to hand in the Homework to the teacher.

#### Interactive Task

##### Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **The teachers' lounge is near my classroom. / I don't like to sit at the back of the classroom, I prefer to sit at the front. / Are there nice labs in your school? / The restroom is far from the library.**

**READ AND MATCH |** The student is guided to look at the images in the Student's Book and to say out loud words or sentences related to them. Then he/she matches the column in his/her book to make a complete conversation. After that, he/she does the activity on **Wiz.tab** in order to correct the answers from the book and says the sentences or questions out loud. **Answer key: e / c / a / f / b / d**

**DRILLING PRACTICE 1 |** The student does the first drilling practice along with the audio material.

#### Interactive Task

##### Maze

The student sees four sentences out of order and drags the words or sentences to the correct order. After checking the answers, he/she listens to the sentences and reproduces them out loud. **Audio script: My brother doesn't have recess at nine. / I never sit at the front of the classroom. / The changing room is far from the sports field. / The teachers' lounge is near the principal's office.**

**LISTEN, NUMBER, AND ACTION! |** The student looks at the images, describes in English what he/she sees, listens to the audio to check if the words he/she used in the image description are related to the conversations. Then he/she listens to the audio one more time to number the

images according to the dialogues. After that, to check if the answers from the book are correct, the student does the activity on the **Wiz.tab**. **Answer key:** a. 2 / b. 1 / c. 4 / d. 3

**DRILLING PRACTICE 2** | The student does the second drilling practice along with the audio material.

**GAME ON — SNOWMAN** | In this game, the student listens to a word being spelled. He/she needs to write the word in his/her notebook.

**LET'S GET AROUND** | In this activity, the student says some words related to what and who they are seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK** | The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** | The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. Quantas carteiras escolares há aqui? / salas de aula / laboratórios
2. Não há armários na sala de aula. / carteiras escolares / mochilas
3. Há um banheiro perto daqui? / campo esportivo / laboratório

**QUESTIONS** | Read the questions in Portuguese and ask the student to say them in English. After that, ask the question in English and ask your student to answer. Encourage further conversation.

1. Você prefere sentar no fundo da sala de aula?
2. Há muitos professores na sala da diretoria?

**GAME ON — SNOWMAN** | Check the words the student wrote in his/her notebook. The spelled words are: **principal's office / recess / teachers' lounge**

**LET'S GET AROUND** | Check the student's production in his/her Student's Book.

### Should you have extra time

Ask the student to complete and reproduce the following sentences:

1. There is..., near the...
2. There aren't...
3. Are there...?
4. The restroom... far from...
5. Can I...?

## LESSON 63

### LEARNING OBJECTIVES

- Can name and describe people who work at a school.
- Can name or describe people's personalities in a school environment.
- Can use some expressions to ask people how they are.

### GRAMMAR

- Review object pronouns *it, him, and her;*
- Introduce object pronouns *you, us, and them.*

**HOMEWORK REMINDER** | The student is asked if he/she has done the **Homework** card on **Wiz.me**.

**GETTING READY! REMINDER** | The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**ASSESSMENT** | The student is asked questions in order to review the content of the previous lessons. **Audio script:** *Do you sit at the back or front of your classroom? / What time does your recess start? / Is your desk big? What color is it?*

**PICTIONARY** | The student is asked to choose two images from the **Pictionary** card on **Wiz.me** and write sentences about them. The teacher checks the sentences during Teacher Support.

**VERBS** | The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS** | The student follows the Wizard methodology presentation and practices pattern.

# LESSONS' INSTRUCTIONS

## Interactive Task

### Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation: **secretary / school counselor / respectful / without**

## Interactive Task

### Listen and choose

The student sees four images on the screen. Then he/she presses the button to listen to the audio and chooses the corresponding images. **Audio script:**  
*I like him, he's the secretary at my school. He's cool, polite, friendly, and always helps the teacher with the laptop. / I know the janitor and school counselor because they are my neighbors, but I don't know the principal. / My brother is always so moody when he is without his cellphone! / My friends and I have a study group. We always study for tests, do homework, and do the teamwork together!*

**USEFUL PHRASES** | The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR** | The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1** | The student is guided to the **Workbook** to do the first sentence of the activity orally.

## Interactive Task

### Choose the correct answer

The student listens to the questions and chooses the correct answer.

**Q:** Complete the sentence: Where is the janitor? I need to talk to....

**A:** him

**Q:** Complete the sentence: They are not my teachers, but let's help....

**A:** them

**Q:** Complete the sentence: I know this song by heart and I love....

**A:** it

**Q:** Complete the sentence: Sorry Pam, I have to go now. The principal wants to talk to....

**A:** me

**AUDIO RECAP** | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL** | The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ?** | The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and do the activity on **Wiz.me**. After that, the student answers the following questions on the **Wiz.tab** out loud: *Você conhece alguma outra expressão para perguntar como alguém está? Qual seria? E como você geralmente pergunta aos seus amigos da Wizard como eles estão?*

**LEARNING OBJECTIVE CHECKING** | The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS** | The student listens to the **Homework** instructions for the **Workbook** activities. These instructions are in Portuguese and he/she is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. Eu a conheço. / Você / Eles
2. Você estuda com ela? / brinca / se reúne
3. Eu não consigo estudar sem ela. / ele / eles

**QUESTIONS** | Read the questions in Portuguese and ask a student to say them in English. After that, ask the question in English and ask your student to answer. Encourage further conversation.

1. Você conhece a secretaria?
2. Você pode ajudar os seus colegas de classe?

**PICTIONARY** | Check the sentences the student prepared with two images from the **Pictionary** card on **Wiz.me**.

**GET REAL |** Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

#### Should you have extra time

Read the sentences and ask the student to say them using the words in parentheses.

1. The secretary can't help the janitors. (them)
2. The school counselor can't find the principal. (him)
3. Can the teacher help my classmates? (us)
4. Clara is friendly. I like Clara. (her)
5. Where is the restroom? I can't find the restroom. (it)

## LESSON 64

### REITERATIVE LEARNING OBJECTIVES

- Can name and describe people who work at a school.
- Can name or describe people's personalities in a school environment.
- Can use some expressions to ask people how they are.

**HOMEWORK HAND-IN REMINDER |** The student is reminded to hand in the **Homework** to the teacher.

#### Interactive Task

##### Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **Do you know the janitor? Can you help me find her? / My classmates are friendly and respectful. I like them. / I like the secretary and I want to help him. / You know this song by heart! I love it, too!**

**FLUENCY |** The student listens to the audio and reads the sentences out loud. When reading for the second time, he/she changes the sentences according to the model. To correct the student's production, he/she completes a read and match task. **Answer key:** a. They don't know anything about it. / b. She wants to talk to them. / c. He can sit between us. / d. You can meet him at the cafeteria. / e. They were impolite to her. / f. Can she help him?

**DRILLING PRACTICE 1 |** The student does the first drilling practice along with the audio material.

#### Interactive Task

##### Complete

The student drags the words in order to complete the sentence. **Answer key:** The school **counselor** and the **principal** are never **impolite** with **us**. / The **janitor** is very **friendly** and **respectful**. I like **him**! / I **know** this song by **heart**. I can't live **without** it. / Do the **secretary** and the **school counselor** need **help**? Let's talk to **them**.

**LISTEN AND TELL THE STORY |** The student describes the image and listens to a story to check if the words he/she said were used. Then he/she listens to it one more time to take notes of important information in order to retell the story to the teacher during Teacher Support.

**DRILLING PRACTICE 2 |** The student does the second drilling practice along with the audio material.

**GAME ON — HOT POTATO |** In this game, the student listens to a song. When it stops, the student listens to a question or a command. He/she answers it out loud and quickly, and writes the answers in his/her notebook.

**LET'S GET AROUND |** In this activity, the student says some words related to what and who they are seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK |** The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS |** The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

# LESSONS' INSTRUCTIONS

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. O orientador educacional é mal-educado? / temperamental / amigável
2. Você sabe o meu número de telefone de cor? / endereço / esta música
3. Vamos nos reunir com a orientadora educacional no recreio. / diretor / secretário

**QUESTIONS |** Read the questions in Portuguese and ask the student to say them in English. After that, ask the question in English and ask your student to answer. Encourage further conversation.

1. Você conhece o zelador amigável?
2. O diretor escolar é mal-educado. E a secretária?

**LISTEN AND TELL THE STORY |** Ask the student to retell the story using his/her words.

**GAME ON — HOT POTATO |** Play the game with the student or select another student to play with him/her. These are open answers. **Audio script:** Name some places in your school. / Name some school staff members. / Name some things you can do to help the environment. / Name some songs you know by heart. / Say how many classmates there are in your classroom.

**LET'S GET AROUND |** Check the student's production in his/her Student's Book.

### Should you have extra time

Ask the student to change the sentences into negative:

1. I know this song by heart.
2. I know the school counselor.
3. My study group can help the secretary.
4. My classmate can find the janitor.
5. The principal can sit next to us.

## LESSON 65

### LEARNING OBJECTIVES

- Can talk about learning new school subjects.
- Can talk about how they feel under some circumstances at school.
- Can ask and answer *Wh-* questions.

### GRAMMAR

- Review indefinite pronouns *something* and *anything*;
- Introduce indefinite pronouns *somebody*, *anybody*, *nobody*, and *everybody*;
- Review *Wh-* questions.

**HOMEWORK REMINDER |** The student is asked if he/she has done the **Homework** card on **Wiz.me**.

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**ASSESSMENT |** The student is asked questions in order to review the content of the previous lessons. **Audio script:** Do you know any song in English by heart? Which one(s)? / Do you like teamwork? Why? / When do you usually get together with your classmates?

**PICTIONARY |** The student is asked to choose two images from the **Pictionary** card on **Wiz.me** and write sentences about them. Teacher checks the sentences during Teacher Support.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

### Interactive Task Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation: **physics** / **chemistry** / **assignment** / **skill** / **nervous**

### Interactive Task

#### Put in order

The student puts the words in the order he/she hears them, according to the conversation. They practice with four sentences in total. **Audio script:**  
**A:** We need to do the **geography essay** for tomorrow! **B:** Yes, and for Wednesday we need to finish that **chemistry assignment**. / **A:** Oh, I hate **physics**! I want to learn, but it's **hard**! **B:** I can help you. My tests **results** are usually good, so I'm **confident**. / **A:** Do you have **art** class on Mondays? **B:** No, I don't. I have **biology**, **geography**, and **chemistry** class. Why? / **A:** I don't have the **skill** to write **essays**! I need to learn. **B:** Don't be **nervous** about it. You need to be more **confident**.

**USEFUL PHRASES** | The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR** | The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1** | The student is guided to the **Workbook** to do the first sentence of the activity orally.

### Interactive Task

#### Choose the correct answer

The student listens to the questions and chooses the correct answer.

**Q:** Complete the sentence: ... in my study group skips classes.

**A:** Nobody.

**Q:** Complete the sentence: ... learns a lot in the biology classes. The teacher is great!

**A:** Everybody

**Q:** Complete the question: Does... want to learn how to write an essay?

**A:** anybody

**Q:** Complete the question: I know... wants to have a hard test next week. Who is it? Why?

**A:** somebody

**AUDIO RECAP** | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL** | The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ?** | The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and do the activity on **Wiz.me**. After that, the student answers the following question on the **Wiz.tab** out loud: **Right, can you make questions using What?, Where?, When?, Who?, and Why?**

**LEARNING OBJECTIVE CHECKING** | The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS** | The student listens to the **Homework** instructions for the **Workbook** activities. These instructions are in Portuguese and he/she is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

#### DRILLING PRACTICE

1. Onde está todo mundo? / seu colega de classe / seu professor
2. Não há ninguém aqui. / na sala dos professores / no refeitório
3. Alguém está nervoso com o resultado do teste? / confiante / feliz

**QUESTIONS** | Read the questions in Portuguese and ask the student to say them in English. After that, ask the question in English and ask your student to answer. Encourage further conversation.

1. Alguém quer cabular aula de geografia?
2. Alguém está confiante para saber o resultado da redação?

**PICTIONARY** | Check the sentences the student prepared with two images from the **Pictionary** card on **Wiz.me**.

**GET REAL** | Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING** | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

# LESSONS' INSTRUCTIONS

**HOMEWORK INSTRUCTIONS** | Check if the student has any questions about the **Homework**.

## Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. Does anybody like...?
2. There's always something...
3. Nobody likes...
4. Everybody supports...
5. Is there anything...

## Interactive Task

### Match

The student matches the sentences to the corresponding images. Then he/she listens to the sentences and reproduces them out loud. **Audio script:**  
**Everybody is confident about the chemistry essay.** /  
**Her mind always goes blank when she is nervous.** /  
**Nobody in my study group likes to do homework.** /  
**Is anybody nervous for the physics test result?**

## LESSON 66

### REITERATIVE LEARNING OBJECTIVES

- Can talk about learning new school subjects.
- Can talk about how they feel under some circumstances at school.
- Can ask and answer to *Wh-* questions.

**HOMEWORK HAND-IN REMINDER** | The student is reminded to hand in the **Homework** to the teacher.

## Interactive Task

### Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **Does anybody know the result of the biology test? / My mind always goes blank in geography tests. / Everybody in my classroom likes art classes, but hates the assignments. / Somebody in my study group feels confident writing essays.**

**QUESTIONS** | First, the student says what he/she thinks is happening in the picture. Then he/she listens to the audio and reproduces it out loud. In his/her book, he/she reads the **How can I say... ?** box and use it to answer the questions in his/her notebook to talk to the teacher during Teacher Support.

**DRILLING PRACTICE 1** | The student does the first drilling practice along with the audio material.

**MATCH, LISTEN, AND ACTION!** | In the Student's Book, the student matches the information from the left-hand column to the information on the right-hand column. He/she listens to the complete conversation to confirm his/her answers. To correct the exercise, the student completes the Read and match task on the **Wiz.tab**.  
**Answer key:** c / a / f / b / e / d

**DRILLING PRACTICE 2** | The student does the second drilling practice along with the audio material.

**GAME ON — STOP** | In this game, the student listens to a letter and writes as many words as he/she can in his/her notebook.

**LET'S GET AROUND** | In this activity, the student says some words related to what and who they are seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on Wiz.me and records his/her dialogue.

**UNLOCK** | The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** | The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. Ninguém em minha sala de aula gosta de Química. / Geografia / Física
2. Todo mundo quer aprender inglês com este professor. / espanhol / alemão
3. Por que ela está nervosa? / preocupada / triste

**QUESTIONS |** Read the questions in Portuguese and ask the student to say them in English. After that, ask the question in English and ask your student to answer. Encourage further conversation.

1. O que você aprende nas aulas de Geografia?
2. Você aprende alguma coisa nas aulas de Artes?

**QUESTIONS |** Check the student's answers for this activity. Answers may vary.

**GAME ON — STOP |** Play the game with the student or select another student to play with him/her. The letter is: C

**LET'S GET AROUND |** Check the student's production in his/her Student's Book.

#### Should you have extra time

Ask the student to change the sentences into interrogative. Use the words in parentheses:

1. I don't need anything, thank you. (What)
2. Everybody is in the cafeteria. (Where)
3. I learn many hard things in the biology class. (What)
4. Because I am confident. (Why)
5. I learn biology on Fridays. (When)

### REVIEW 1

**PINPOINT |** The student observes the images and says what he/she sees. Then he/she listens to the audio and reproduces all the sentences. After that, he/she chooses three sentences and rewrites them, replacing the words in bold for words he/she learned in the batch. In case the student has any questions, he/she takes notes to talk to the teacher during Teacher Support.

**PODCAST |** The student says what is happening in the picture, listens to the podcast and says which words were used in this batch's podcast. **Answer key:** help, learn, respectful. To finish, the student completes the Choose the correct answer task on the **Wiz.tab**:

**Q:** Alice is talking about accessibility at school.

**A: TRUE**

**Q:** Accessibility is not an important subject for Alice.

**A: FALSE**

**Q:** Alice and Mrs. Grissom are talking about American Sign Language (ASL).

**A: TRUE**

**Q:** Mrs. Ruiz is the ASL teacher.

**A: TRUE**

**CONVERSATION PRACTICE |** The student listens to some questions and says and answers them out loud.

**SELF-ASSESSMENT |** The student listens to the Self-assessment sentences and follows the audio instructions.

### SELF-ASSESSMENT - STUDENT'S BOOK

**HOW WELL DO YOU REMEMBER? |** The student listens to the **How Well do You Remember?** questions and follows the audio instructions.

**WHERE AM I NOW? |** The student is guided to check the **Where Am I Now?** self-evaluations and to show to the teacher during Teacher Support.

**WHAT DO I NEED TO GET THERE? |** The student listens to the **What do I Need to Get There?** explanation and follows the audio instructions.

**LET'S GET AROUND |** In this activity, the student watches the whole video on **Wiz.me**, reviews the previous dialogues he/she wrote, and rewrites the complete dialogue in the Student's Book. As a wrap-up, he/she role-plays his/her dialogue at the Teacher Support or at another moment of class chosen by the teacher. For this presentation, he/she may invite a classmate.

**LEARNING OBJECTIVE CHECKING |** The student checks the content he/she learned in this batch of lessons on the spread page.

**LET'S CHECK AND HOW AM I DOING? |** The student is guided to do the **Let's Check** and **How am I doing?** cards on **Wiz.me**.

**WIZ MOCK |** The student is guided to do the **Wiz Mock** in 10 minutes and to hand it in to the teacher at the end of the class.

**HOMEWORK INSTRUCTIONS |** The student listens to the **Homework** instructions for the **Workbook** activities. The instructions are in Portuguese. He/she is also reminded to do the cards **Wiz.battle**, **Listen Up!**, and **Getting Ready!** on **Wiz.me**.

# LESSONS' INSTRUCTIONS

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

**CONVERSATION PRACTICE |** Ask the student the following questions. Encourage further conversation.

1. Where can you find the principal in your school?
2. How many classmates do you have?
3. How do your parents support you at home?

**PINPOINT |** Check the student's answers in his/her notebook.

**WHERE AM I NOW? |** Check the student's answers in his/her Student's Book. If he/she did not check the smiling face, take this opportunity to reinforce or offer some extra support to him/her.

**THERE AND AROUND |** Have the student present his/her dialogue to you or to role-play with another classmate.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this batch of lessons. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

**WIZ MOCK |** Ask the student to hand in the **Wiz Mock** to you.

### Should you have extra time

Ask students to give examples of:

1. Places at a school.
2. People who work at a school.
3. Personality traits of people.
4. School subjects.
5. Things they know by heart.

## GRAMMAR

- Simple Past of verb *to be* in the affirmative and negative forms.

**SPREAD PAGE |** The student listens to the learning objectives of this batch of lessons.

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

### Interactive Task

#### Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
**different / inspiring / quiet / reliable / sincere**

### Interactive Task

#### Lead in text

The student observes the image, listens to the audio, and clicks only on the words they heard. **Audio script:**  
I'm reading this **inspiring** book. It's **different** from what I usually read, but I like it. / This site is **warm**, **quiet**, and **inspiring**. / Me and my friends are **different**, but we're **alike**! We are all **lazy** and **sincere**! / My brother is **lazy** and **selfish**, but he's **reliable** and is always **sincere** with me.

**USEFUL PHRASES |** The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR |** The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1 |** The student is guided to the **Workbook** to do the first sentence of the activity orally.

### Interactive Task

#### Choose the correct answer

The student listens to the questions and chooses the correct answer.

**Q:** What is your friend like?

**A:** He is **quiet** and **sincere**.

## LESSON 67

### LEARNING OBJECTIVES

- Can describe people and places.
- Can say how people and things were in the past.
- Can say when an action took place in the past.

**Q:** What's Rio de Janeiro like?

**A:** It's warm.

**Q:** Are you and your sister alike?

**A:** No, we are completely different.

**Q:** What were you like when you were a child?

**A:** I was a little bossy.

**AUDIO RECAP** | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL** | The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ?** | The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and does the following activity: *Last week, two days ago e yesterday* são palavras usadas para expressar quando alguma coisa aconteceu no passado. Fale frases em inglês sobre o clima usando-as.

**LEARNING OBJECTIVE CHECKING** | The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS** | The student listens to the **Homework** instructions for the **Workbook** activities. These instructions are in Portuguese and he/she is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. Nós não estávamos na biblioteca. / You / I
2. Ele era meu amigo na escola. / She / They
3. Meu irmão não era egoísta. / sister / cousin

**QUESTIONS** | Read the questions in Portuguese and ask the student to say them in English. After that, ask the question in English and ask your student to answer. Encourage further conversation.

1. Eu era preguiçoso quando eu era criança. E você?
2. Como é sua cidade?

**GET REAL** | Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING** | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS** | Check if the student has any questions about the **Homework**.

### Should you have extra time

Read the sentences and ask the student to change them into negative.

1. You were very different this morning.
2. She was selfish when she was a kid.
3. It was an inspiring class.
4. My sister and I were alike.
5. My friends were quiet in class.

## LESSON 68

### REITERATIVE LEARNING OBJECTIVES

- Can describe people and places.
- Can say how people and things were in the past.
- Can say when an action took place in the past.

**HOMEWORK HAND-IN REMINDER** | The student is reminded to hand in the **Homework** to the teacher.

### Interactive Task

#### Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: *Was your brother selfish when you were kids? / I was bossy this morning. / What's your family like? We're beautiful and happy. / We were warm last night.*

**FLUENCY** | The student listens to the audio and reads the sentences out loud. When reading for the second time, he/she changes the sentences according to the model. To correct the student's production, he/she completes a read and match task. **Answer key:** a. I was hungry two hours ago. / b. They were my school friends when we were kids. / c. Our classes were very inspiring last week. / d. It was rainy and chilly last night. / e. My friends and I were quiet in the math class this morning. / f. The day wasn't sunny, but the water was warm yesterday.

# LESSONS' INSTRUCTIONS

**DRILLING PRACTICE 1** | The student does the first drilling practice along with the audio material.

## Interactive Task

### Maze

The student sees four sentences out of order and drags the words or sentences to the correct order. After checking the answers, he/she listens to the sentences and reproduces them out loud. **Audio script:** She was quiet and different two days ago. /

What's your grandmother like? / It was rainy at school yesterday. / We were alike, when we were children.

**LISSEN, COMPLETE, AND ACTION!** | The student completes this task on the **Wiz.tab**. First, he/she listens to the dialogues to understand what they are about. Then he/she listens to it a second time dragging the words from the box to the correct gap. After checking answers on the **Wiz.tab**, he/she copies the answers to the Student's Book. **Answer key:** a. Who, is, sister, was, What, was, like, were, alike, was, quiet, bossy, like, were / b. last, week, what, like, sites, weather, yesterday, warm, sincere.

**DRILLING PRACTICE 2** | The student does the second drilling practice along with the audio material.

**GAME ON — MIME** | In this game, the student listens to the words and writes them in his/her notebook. After that, he/she mimes a word to the teacher.

**LET'S GET AROUND** | In this activity, the student says some words related to what and who they are seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK** | The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** | The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

## DRILLING PRACTICE

1. O meu professor estava muito quieto hoje. / different / bossy
2. Estava gelado na sala de aula ontem! / warm / quiet
3. Você e seu irmão eram muito parecidos! / cousin / sister

**QUESTIONS** | Read the questions in Portuguese and ask the student to say them in English. After that, ask the question in English and ask your student to answer. Encourage further conversation.

1. Como são os seus professores?
2. Eu era mandão quando eu era criança. E você?

**GAME ON — MIME** | Play the game with the student or select another student to play with him/her. The words are: chilly / warm / lazy / inspiring / cool

**LET'S GET AROUND** | Check the student's production in his/her Student's Book.

## Should you have extra time

Read the sentences and ask the student to say them using the words in parentheses.

1. I was lazy and quiet when I was a child. (They)
2. They were different. (She)
3. He was quiet, but reliable. (You)
4. She was sincere, but selfish. (I)
5. We were bossy and lazy. (He)

## LESSON 69

## LEARNING OBJECTIVES

- Can use some adjectives to describe past experiences.
- Can talk about school events.
- Can ask questions about past actions or events.
- Can use ordinal numbers to describe a situation.

## GRAMMAR

- Simple Past of verb to be in the interrogative form;
- Wh-questions.

**HOMEWORK REMINDER** | The student is asked if he/she has done the **Homework** card on **Wiz.me**.

**GETTING READY! REMINDER** | The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**ASSESSMENT** | The student is asked questions in order to review the content of the previous lessons. **Audio script:** What are you like? / Is today a warm day? / Do you live in a quiet place?

**PICTIONARY** | The student is asked to choose two images from the **Pictionary** card on **Wiz.me** and write sentences about them. The teacher checks the sentences during Teacher Support.

**VERBS** | The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS** | The student follows the Wizard methodology presentation and practices pattern.

#### Interactive Task

##### Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
field trip / awful / awkward / exhausting

#### Interactive Task

##### Listen and choose

The student sees four images on the screen. Then he/she presses the button to listen to the audio and chooses the corresponding images. **Audio script:** The festival was great, but exhausting. / The field trip was awesome! / There was an awkward moment in the science fair. / The journey by subway to my friend's house was easy.

**USEFUL PHRASES** | The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR** | The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1** | The student is guided to the **Workbook** to do the first sentence of the activity orally.

#### GRAMMAR CHECK - CHOOSE THE CORRECT ANSWER

The student listens to the questions and chooses the correct answer.

**Q:** Complete the question: Why... the festival awful?

**A:** was

**Q:** Complete the question: Where... you and Pam last class?

**A:** were

**Q:** Complete the question: ... the teachers in the science fair two days ago?

**A:** Were

**Q:** Complete the question: ... it your first time on a field trip?

**A:** Was

**AUDIO RECAP** | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL** | The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ?** | The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and answer the following question: *OK, so how can I say terceiro, quinto, sexto, nono e décimo primeiro in English?*

**LEARNING OBJECTIVE CHECKING** | The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS** | The student listens to the **Homework** instructions for the **Workbook** activities. These instructions are in Portuguese and he/she is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

#### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

#### DRILLING PRACTICE

1. Eles estavam na feira de Ciências ontem? / She / You
2. Onde os alunos estavam ontem? / last week / this morning
3. Quem estava na excursão? / lab / concert

**QUESTIONS** | Read the questions in Portuguese and ask the student to say them in English. After that, ask the question in English and ask your student to answer. Encourage further conversation.

# LESSONS' INSTRUCTIONS

1. O festival foi incrível?
2. Onde foi a feira de Ciências?

**PICTIONARY** | Check the sentences the student prepared with two images from the **Pictionary** card on **Wiz.me**.

**GET REAL** | Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING** | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS** | Check if the student has any questions about the **Homework**.

## Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. Why were you... ?
2. Where was... ?
3. Who was in... ?
4. Were... ?
5. Was... ?

## LESSON 70

### REITERATIVE LEARNING OBJECTIVES

- Can use some adjectives to describe past experiences.
- Can talk about school events.
- Can ask questions about past actions or events.
- Can use ordinal numbers to describe a situation.

**HOMEWORK HAND-IN REMINDER** | The student is reminded to hand in the **Homework** to the teacher.

#### Interactive Task Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **Why was the journey exhausting? / Was it your first time in a festival? / It was my third day at that new school. / Why was the science fair important?**

**QUESTIONS** | First, the student says what he/she thinks is happening in the picture. Then he/she listens to the audio and reproduces it out loud. In his/her book, he/she reads the **How can I say... ?** box and uses it to answer the questions in his/her notebook to show to the teacher during Teacher Support.

**DRILLING PRACTICE 1** | The student does the first drilling practice along with the audio material.

#### Interactive Task Complete

The student drags the words in order to complete the sentence. **Answer key:** **The first test was easy, but the second and the third weren't. / Were you and your friends in your first festival last month? / The field trip was awesome, but it was exhausting. / The chemistry classes were important, but were they great?**

**LISTEN, PUT IN ORDER, AND ACTION!** | The student looks at the picture and describes it out loud. He/she listens to the dialogues to check if the words used in the previous step were mentioned. On the **Wiz.tab**, he/she puts the dialogue in the correct order and writes it in the Student's Book. **Answer key:** **10, 2, 9, 7, 1, 3, 4, 6, 8, 5.**

**DRILLING PRACTICE 2** | The student does the second drilling practice along with the audio material.

**GAME ON — HOT POTATO** | In this game, the student listens to a song. When it stops, the student listens to a question or a command. He/she answers it out loud and quickly writes the answers in his/her notebook.

**LET'S GET AROUND** | In this activity, the student says some words related to what and who he/she is seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK** | The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** | The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. As respostas dele eram sempre embaraçosas./ questions / posts
2. Onde você estava na feira de Ciências passada?/ P.E. class / festival
3. Quem foi o primeiro estudante a falar?/ second / third

**QUESTIONS |** Read the questions in Portuguese and ask the student to say them in English. After that, ask the question in English and ask your student to answer. Encourage further conversation.

1. A excursão foi alegre?
2. Quem estava no festival?

**QUESTIONS |** Check the student's answers for this activity. Answers may vary.

**GAME ON — HOT POTATO |** Play the game with the student or select another student to play with him/her. These are open answers. **Audio script:** How do you say "embarrassed" in English? / How do you say "incredible" in English? / How do you say "exhaustive" in English? / How do you say "horrible" in English? / How do you say "excellent" in English?

**LET'S GET AROUND |** Check the student's production in his/her Student's Book.

### Should you have extra time

Ask the student to change the sentences into past.

1. The science fair is awkward.
2. The math class is important and joyful.
3. This isn't my third time at the festival.
4. My classmates aren't great in the geography tests.
5. Is the journey exhausting?

## LESSON 71

### LEARNING OBJECTIVES

- Can ask for permission.
- Can talk about possibilities and opportunities.
- Can say what is allowed or not allowed at a certain place.
- Can use some connectors to describe a story.

### GRAMMAR

- Review of modal verb *can* in the affirmative, negative, and interrogative forms for permission, opportunity, and/or possibility.

**HOMEWORK REMINDER |** The student is asked if he/she has done the **Homework** card on **Wiz.me**.

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**ASSESSMENT |** The student is asked questions in order

to review the content of the previous lessons. **Audio script:** When was your last field trip? / How was your last science fair? / Why is it important to go to museums?

**PICTIONARY |** The student is asked to choose two images from the **Pictionary** card on **Wiz.me** and write sentences about them. The teacher checks the sentences during Teacher Support.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

### Interactive Task

### Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation: leader / decision / relaxed / prohibited

### Interactive Task

### Put in order

The student puts the words in the order he/she hears them, according to the conversation. **Audio script:** Good leaders aren't rude to anybody, it's all about respecting people. You need to give respect if you want to get respect, but let's go upstairs and talk more about this. / A: You can't be chatty here at the library. Please, have some respect. People are trying to study. B: Let's go downstairs, it's not prohibited there. / A: This decision is important and I don't want any excuses. B: But there are some things missing and I can't do it during class. / A: My teacher thinks I'm a good leader for the project, but I think I'm rude to people. B: No, you aren't rude, you are relaxed and everybody has huge respect for you.

**USEFUL PHRASES |** The student follows the Wizard methodology presentation and practices pattern.

# LESSONS' INSTRUCTIONS

**GRAMMAR** | The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1** | The student is guided to the **Workbook** to do the first sentence of the activity orally.

## GRAMMAR CHECK - CHOOSE THE CORRECT ANSWER

The student listens to the questions and chooses the correct answer.

**Q:** Complete the sentence: I... be rude to anybody.

**A:** can't

**Q:** Complete the question: ... we meet downstairs? We can't talk here.

**A:** Can we

**Q:** Complete the sentence: Everybody ... a good leader.

**A:** can be

**Q:** Complete the sentence: Help me, please. I... this decision. It's too difficult.

**A:** can't make

**AUDIO RECAP** | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL** | The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ?** | The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and do the activity on **Wiz.me**. After that, the student answers out loud the following question on the **Wiz.tab**: **Tell me about your routine using some of these words; Me fale sobre sua rotina usando algumas dessas palavras.**

**LEARNING OBJECTIVE CHECKING** | The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS** | The student listens to the **Homework** instructions for the **Workbook** activities. These instructions are in Portuguese and he/she is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. Ela pode ser a líder de vocês. / He / I
2. Você pode me ajudar a encontrar meus livros desaparecidos? / backpack / jacket
3. Não é permitido comer aqui. / sit / play

**QUESTIONS** | Read the questions in Portuguese and ask the student to say them in English. After that, ask the question in English and ask your student to answer. Encourage further conversation.

1. Eu posso me sentar aqui?
2. Ele é grosseiro. E você?

**DICTIONARY** | Check the sentences the student prepared with two images from the **Dictionary** card on **Wiz.me**.

**GET REAL** | Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING** | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS** | Check if the student has any questions about the **Homework**.

### Should you have extra time

Ask the student to change the sentences into affirmative.

1. I can't play soccer today.
2. Can you help me with my homework?
3. Can she take the bus to school?
4. We can't eat now.
5. Can they use their cell phones in the classroom?

## LESSON 72

### REITERATIVE LEARNING OBJECTIVES

- Can ask for permission.
- Can talk about possibilities and opportunities.
- Can say what is allowed or not allowed at a certain place.
- Can use some connectors to describe a story.

**HOMEWORK HAND-IN REMINDER |** The student is reminded to hand in the **Homework** to the teacher.

#### Interactive Task

##### Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **The project was expected to be about respecting animals. / They can't go downstairs, it's prohibited. / My book is missing. Can you help me find it? / The leader of the project can't make excuses.**

**READ AND ANSWER |** The student guesses what the text is about by looking at the picture. He/she reads the text and the **TAKE A LOOK!** box and answers the questions on the **Wiz.tab. Answer key:** a. Each student can take five guests to the event. / b. No, they are not. / c. No, they can't. / d. No, they can't.

**DRILLING PRACTICE 1 |** The student does the first drilling practice along with the audio material.

#### Interactive Task

##### Match

The student matches the sentences to the corresponding images. Then he/she listens to the sentences and reproduces them out loud. **Audio script:** She's allowed to use her cell phone here! / I can't go to the science fair, I'm sick. / She can find the teacher upstairs. / You can't take your pet to the school.

**LISTEN, NUMBER, AND ACTION! |** The student looks at the images, describes in English what he/she sees, and listens to the audio to check if the words he/she used in the image description are related to the conversations. Then he/she listens to the audio one more time to number the images according to the dialogues. After that, to check if the answers from the book are correct, the student does the activity on the **Wiz.tab. Answer key:** a. 3 / b. 1 / c. 4 / d. 2

**DRILLING PRACTICE 2 |** The student does the second drilling practice along with the audio material.

**GAME ON — RUNNING DICTATION |** In this game, the student listens to a paragraph and writes it in his/her notebook. The challenge is that some words are missing, and the student has to guess what was not said.

**LET'S GET AROUND |** In this activity, the student says some words related to what and who he/she is seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK |** The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS |** The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

#### DRILLING PRACTICE

1. Animais de estimação não são permitidos aqui. / children / cell phones
2. Qual foi sua decisão? / his / her
3. O laboratório fica próximo daqui. / downstairs / upstairs

**QUESTIONS |** Read the questions in Portuguese and ask the student to say them in English. After that, ask the question in English and ask your student to answer. Encourage further conversation.

1. Você pode me ajudar com a lição de casa de matemática?
2. Você não tem permissão para correr aqui. E na sala da diretoria?

**QUESTIONS |** Check the student's answers for this activity. Answers may vary.

# LESSONS' INSTRUCTIONS

**GAME ON — RUNNING DICTATION** | Check the student's paragraph and if he/she was able to write the missing information. **Audio script:** The school event... expected... start in fifty minutes. I'm a little nervous because it's my turn to speak. Students... not allowed to read the texts. I need to know everything... heart. What can I... to be relaxed? **Answer key:** is, to, are, by, do

**LET'S GET AROUND** | Check the student's production in his/her Student's Book.

## Should you have extra time

Ask the student to reproduce and complete the sentences:

1. We're allowed to...
2. You can't be... to your....
3. Where is my notebook? I can't...
4. You're the leader. Can you... ?
5. I... meet you at the cafeteria, but I can... you at the library.

## REVIEW 2

**PINPOINT** | The student observes the images and says what he/she sees. Then he/she listens to the audio and reproduces all the sentences. After that, he/she chooses three sentences and rewrites them, replacing the words in bold for words he/she learned in the batch. In case the student has any questions, he/she takes notes to talk to the teacher during Teacher Support.

**PODCAST** | The student says what is happening in the picture, listens to the podcast, and says which words were used in this batch's podcast. **Answer key:** inspiring, leaders, sincere, rude, chatty, reliable, joyful, bossy, and lazy. To finish, the student completes the choose the correct answer task on the **Wiz.tab**:

**Q:** Jorge is an athlete and a teacher.

**A: TRUE**

**Q:** For Jorge, great leaders are friendly, rude, and sincere.

**A: FALSE**

**Q:** Some people are natural leaders because they are joyful and never reliable.

**A: FALSE**

**Q:** Good leaders aren't bossy, they respect teamwork.

**A: TRUE**

**CONVERSATION PRACTICE** | The student listens to some questions and says and answers them out loud.

**SELF-ASSESSMENT** | The student listens to the Self-assessment sentences and follows the audio instructions.

## SELF-ASSESSMENT - STUDENT'S BOOK

**HOW WELL DO YOU REMEMBER?** | The student listens to the **How Well do You Remember?** questions and follows the audio instructions.

**WHERE AM I NOW?** | The student is guided to check the **Where Am I Now?** self-evaluations and to show to the teacher during Teacher Support.

**WHAT DO I NEED TO GET THERE?** | The student listens to the **What do I Need to Get There?** explanation and follows the audio instructions.

**LET'S GET AROUND** | In this activity, the student watches the whole video on **Wiz.me**, reviews the previous dialogues he/she wrote and rewrites the complete dialogue in the Student's Book. As a wrap-up, he/she role-plays his/her dialogue at the Teacher Support or at another moment of class chosen by the teacher. For this presentation, he/she may invite a classmate.

**LEARNING OBJECTIVE CHECKING** | The student checks the content he/she learned in this batch of lessons on the spread page.

**LET'S CHECK AND HOW AM I DOING?** | The student is guided to do the **Let's Check** and **How am I doing?** cards on **Wiz.me**.

**WIZ MOCK** | The student is guided to do the **Wiz Mock** in 10 minutes and to hand in to the teacher at the end of the class.

**HOMEWORK INSTRUCTIONS** | The student listens to the **Homework** instructions for the **Workbook** activities. The instructions are in Portuguese. He/she is also reminded to do the cards **Wiz.battle**, **Listen Up!**, and **Getting Ready!** on **Wiz.me**.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

**CONVERSATION PRACTICE |** Ask the student the following questions. Encourage further conversation.

1. What's an inspiring movie or book, in your opinion?
2. What are your parents like?
3. What do you like to do after an exhausting day?

**PINPOINT |** Check the student's answers in his/her notebook.

**WHERE AM I NOW? |** Check the student's answers in his/her Student's Book. If he/she did not check the smiling face, take this opportunity to reinforce or offer some extra support to him/her.

**THERE AND AROUND |** Have the student present his/her dialogue to you or to role-play with another classmate.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this batch of lessons. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

**WIZ MOCK |** Ask the student to hand in the **Wiz Mock** to you.

#### Should you have extra time

Ask students to give examples of:

1. Exhausting activities.
2. Things we're not allowed to do at school.
3. Inspiring movies.
4. Things they can do at home.
5. An awkward situation.

#### GRAMMAR

- Introduce the Present Continuous in the affirmative, interrogative, and negative forms;
- Review the imperative mood of some verbs;
- Introduce the conjunction *while*.

**SPREAD PAGE |** The student listens to the learning objectives of this batch of lessons.

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

#### Interactive Task

##### Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation and follows the practices pattern: **chore / pile of clothes / laundry room / while / untidy**

#### Interactive Task

##### Lead in text

The student observes the image, listens to the audio, and clicks only on the words he/she heard. **Audio script:** My brother is doing the laundry **while** he's listening to music. / My bedroom is **messy** and my closet is **untidy**. I can't go to your house after class, sorry. / Our **closet** was **dusty**, so we're cleaning it. / The **dirty pile of clothes** is in the **hamper**.

**USEFUL PHRASES |** The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR |** The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1 |** The student is guided to the **Workbook** to do the first sentence of the activity orally.

## LESSON 73

#### LEARNING OBJECTIVES

- Can talk about household chores.
- Can say how a place or something is.
- Can talk about two activities happening at the same time.
- Can connect ideas.
- Can give commands.
- Can ask for a favor in a polite way using the modal verb *can*.

# LESSONS' INSTRUCTIONS

## Interactive Task

### Choose the correct answer

The student listens to the questions and chooses the correct answer.

**Q:** He's doing the dishes while... the laundry.

**A:** she's doing

**Q:** I can't do this chore now, I'm...

**A:** doing my homework

**Q:** Who is eating pizza while...

**A:** I'm cleaning the kitchen?

**Q:** Don't call her while she's...

**A:** doing homework

**AUDIO RECAP |** The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL |** The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ? |** The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and do the activity on **Wiz.me**. After that, the student answers out loud the following question on the **Wiz.tab**: **De quais formas você pode pedir ajuda educadamente?**

**LEARNING OBJECTIVE CHECKING |** The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS |** The student listens to the **Homework** instructions for the **Workbook** activities. These instructions are in Portuguese and he/she is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

## DRILLING PRACTICE

1. O que você está fazendo enquanto eu limpo a casa? / he / they
2. Quem está ligando para Jane enquanto ela faz a lição de casa dela? / write her essay / study math
3. Arrume o seu quarto, por favor. / bathroom / closet

**QUESTIONS |** Read the questions in Portuguese and ask the student to say them in English. After that, ask the question in English and ask your student to answer. Encourage further conversation.

1. O que sua irmã está fazendo enquanto você está estudando?
2. Seu melhor amigo está resolvendo algumas coisas enquanto você está estudando inglês?

**GET REAL |** Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

## Should you have extra time

Ask the student to read and complete the following sentences:

1. Help me with this...
2. Don't begin the...
3. What is your best friend... while your parents... ?
4. Is your teacher... while you... ?
5. I am... while my mother is...

## LESSON 74

## REITERATIVE LEARNING OBJECTIVES

- Can talk about household chores.
- Can say how a place or someone is.
- Can talk about two activities happening at the same time.
- Can connect ideas.
- Can give commands.
- Can ask for a favor in a polite way using the modal verb *can*.

**HOMEWORK HAND-IN REMINDER** | The student is reminded to hand in the **Homework** to the teacher.

#### Interactive Task

##### Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **What is she eating while I'm cleaning the bedroom? / I was eating while I was doing my homework. / My sister isn't running errands today, she's playing video games with her friends. / It drives our dad crazy when our bedroom is messy.**

**READ AND MATCH** | The student is guided to look at the images in the Student's Book and to say out loud words or sentences related to them. Then he/she matches the column in his/her book to make a complete conversation. After that, he/she does the activity on **Wiz.tab** in order to correct the answers from the book and says the sentences or questions out loud. **Answer key:** b / f / c / e / a / d

**DRILLING PRACTICE 1** | The student does the first drilling practice along with the audio material.

#### Interactive Task

##### Maze

The student sees four sentences out of order and drags the words or sentences to the correct order. After checking the answers, he/she listens to the sentences and reproduces them out loud. **Audio script:** I can't help you. I'm doing the laundry. / My cousin isn't messy. She cleans her bedroom every week. / What is he doing right now while I'm finishing the chores? / My bedroom is messy. It drives my mom crazy.

**LISSEN AND TELL THE STORY** | The student describes the image and listens to a story to check if the words he/she said were used. Then he/she listens to it one more time to take notes of important information in order to retell the story to the teacher during Teacher Support.

**DRILLING PRACTICE 2** | The student does the second drilling practice along with the audio material.

**GAME ON — SNOWMAN** | In this game, the student listens to a word being spelled. He/she needs to write the word in his/her notebook.

**LET'S GET AROUND** | In this activity, the student says some words related to what and who they are seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK** | The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** | The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

#### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

##### DRILLING PRACTICE

1. O meu primo está estudando enquanto eu leio um livro. / do the dishes / laundry
2. Esta casa está muito bagunçada! / smelly / bedroom
3. Eles estão fazendo a lição de casa enquanto eu almoço. / do the laundry / chores

**QUESTIONS** | Read the questions in Portuguese and ask the student to say them in English. After that, ask the question in English and ask your student to answer. Encourage further conversation.

1. Seu pai está lavando a louça?
2. Seu professor de matemática está começando a tarefa dele?

**GAME ON — SNOWMAN** | Check the words the student wrote in his/her notebook. The spelled words are: laundry / smelly / untidy

**LET'S GET AROUND** | Check the student's production in his/her Student's Book.

##### Should you have extra time

Read the sentences and ask the student to change them into affirmative.

1. Don't do the dishes, please.
2. Don't do the homework, please.
3. She isn't organizing the untidy bedroom.
4. They aren't running errands.
5. He isn't cleaning his room.

# LESSONS' INSTRUCTIONS

## LESSON 75

### LEARNING OBJECTIVES

- Can talk about an event in the past.
- Can describe ongoing situations in the past.
- Can talk about TV entertainment options.

### GRAMMAR

- Past Continuous in the affirmative and negative forms.

**HOMEWORK REMINDER |** The student is asked if he/she has done the **Homework** card on **Wiz.me**.

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**ASSESSMENT |** The student is asked questions in order to review the content of the previous lessons. **Audio script:** How do you begin your day? / What chores do you have to do after school? / Is your bedroom messy or tidy? Why?

**PICTIONARY |** The student is asked to choose two images from the **Pictionary** card on **Wiz.me** and write sentences about them. The teacher checks the sentences during Teacher Support.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

#### Interactive Task Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
**episode / finale / documentary / sitcom / TV channel**

#### Interactive Task Listen and choose

The student sees four images on the screen. Then he/she presses the button to listen to the audio and chooses the two corresponding images. **Audio script:** For me, that TV show is overrated. / Please don't give me spoilers of that miniseries. / I like watching sports documentaries, but they're underrated. / I'm watching the season finale of a very funny sitcom.

**USEFUL PHRASES |** The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR |** The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1 |** The student is guided to the **Workbook** to do the first sentence of the activity orally.

#### Interactive Task

##### Choose the correct answer

The student listens to the questions and chooses the correct answer.

**Q:** Complete the sentence: She likes to watch the miniseries about a family, but I think it's...

**A: overrated**

**Q:** Complete the question: Were you... a new TV show to watch?

**A: choosing**

**Q:** Complete the sentence: I wasn't... my homework. I was texting her.

**A: doing**

**Q:** Complete the sentence: I was... book that it's really cool and very underrated.

**A: reading an interesting**

**AUDIO RECAP |** The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL |** The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ? |** The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and do the activity on **Wiz.me**. After that, the student answers the following questions on the **Wiz.tab** out loud: **Give me some examples of TV programs. What do they talk about? What's your favorite TV program?**

**LEARNING OBJECTIVE CHECKING |** The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS |** The student listens to the **Homework** instructions for the **Workbook** activities. These instructions are in Portuguese and he/she is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. Eu estava enviando mensagens de texto para Pedro sobre a minissérie. / season finale / TV show
2. Eu não estava comprando tênis ontem à noite. / socks / books
3. Vocês estavam dormindo às dez horas da noite. / nine / eight

**QUESTIONS |** Read the questions in Portuguese and ask the student to say them in English. After that, ask the question in English and ask your student to answer. Encourage further conversation.

1. Você estava escolhendo um novo programa de TV?
2. Eles estavam enviando mensagens de texto ontem à noite?

**DICTIONARY |** Check the sentences the student prepared with two images from the **Dictionary** card on **Wiz.me**.

**GET REAL |** Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

### Should you have extra time

Read the sentences and ask the student to say them using the words in parentheses.

1. They were watching an underrated TV show. (I)
2. He was texting his best friend. (We - our)
3. She wasn't binge watching her favorite miniseries. (They)
4. We weren't watching the season finale. (She)
5. You weren't talking about the sitcom. (He)

## LESSON 76

### REITERATIVE LEARNING OBJECTIVES

- Can talk about an event in the past.
- Can describe continuous situations in the past.
- Can talk about TV entertainment options.

**HOMEWORK HAND-IN REMINDER |** The student is reminded to hand in the **Homework** to the teacher.

### Interactive Task

#### Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **My best friend always chooses underrated movies to watch.** / **Were you texting me any spoilers?** / **She was studying. She wasn't choosing a sitcom.** / **They were binge-watching that miniseries.**

**FLUENCY |** The student listens to the audio and reads the sentences out loud twice. When reading for the second time, he/she needs to pay attention to what changes from one sentence to the other and must apply the same patterns to the sentences a-f. To correct the student's production, he/she completes a read and match task.

**Answer key:** a. **The children were sleeping at 10:00 p.m.** / b. **I was doing the dishes two hours ago.** / c. **They were binge-watching the series some hours ago.** / d. **My sister was waiting for the new season to start last night.** / e. **You were talking about the end of the miniseries some minutes ago.** / f. **He wasn't watching a documentary about the Amazon forest last night.**

**DRILLING PRACTICE 1 |** The student does the first drilling practice along with the audio material.

### Interactive Task

#### Complete

The student drags the words in order to complete the sentence. **Answer key:** **We were binge-watching that sitcom last Saturday.** / **The end of the season finale was overrated.** / **He was telling me a big spoiler of one of the episodes of my favorite miniseries.** I have spoilers! / **We weren't watching the TV show, we were playing that underrated game you don't like.**

# LESSONS' INSTRUCTIONS

**MATCH, LISTEN, AND ACTION!** In the Student's Book, the student matches the information from the left-hand column to the information on the right-hand column. He/she listens to the complete conversation to confirm his/her answers. To correct the exercise, the student completes the *Read and match* task on the **Wiz.tab**.

**Answer key:** e / a / b / d / c

**DRILLING PRACTICE 2** The student does the second drilling practice along with the audio material.

**GAME ON — RUNNING DICTATION** In this game, the student listens to a paragraph and writes it in his/her notebook. The challenge is that some words are missing, and the student has to guess what was not said.

**LET'S GET AROUND** In this activity, the student says some words related to what and who they are seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK** The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. Eu estava dormindo porque estava cansada. / aunt / grandpa
2. Eu estava enviando uma mensagem de texto para você. / him / them
3. Posso escolher uma série hoje? / miniseries / TV show

**QUESTIONS** Read the questions in Portuguese and ask the student to say them in English. After that, ask the question in English and ask your student to answer. Encourage further conversation.

1. Eu estava escolhendo um programa de TV ontem à noite. E você?
2. Meu melhor amigo estava assistindo um documentário ontem. E o seu melhor amigo?

**GAME ON — RUNNING DICTATION** Check the student's paragraph and if he/she was able to write the missing information. **Audio script:** Last night, at this time, my friends and I... binge-... a series in my house. The first episodes were awesome, ... the last episode... boring. Let's wait for the new season.  
**Answer key:** were, watching, but, was, season

**LET'S GET AROUND** Check the student's production in his/her Student's Book.

### Should you have extra time

Ask the student to change the sentences into negative:

1. I was choosing a documentary.
2. He was binge-watching his favorite miniseries.
3. We were watching an underrated TV show.
4. You were waiting for the end of the movie.
5. They were telling me spoilers of the sitcom.

## LESSON 77

### LEARNING OBJECTIVES

- Can ask people what was happening at a certain moment in the past.
- Can say what they were doing at a certain moment in the past.
- Can talk about social media.
- Can use some acronyms to send text messages.

### GRAMMAR

- Past Continuous tense in the interrogative form;
- Wh-questions with the Past Continuous tense.

**HOMEWORK REMINDER** The student is asked if he/she has done the **Homework** card on **Wiz.me**.

**GETTING READY! REMINDER** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**ASSESSMENT |** The student is asked questions in order to review the content of the previous lessons. **Audio script:** Do you like binge-watching miniseries? Why? / How many episodes of a series can you watch in one day? / Do you prefer to call or text your friends? Why?

**PICTIONARY |** The student is asked to choose two images from the **Pictionary** card on **Wiz.me** and write sentences about them. The teacher checks the sentences during Teacher Support.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

#### Interactive Task

##### Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation: **settings / content / digital influencer / social media**

#### Interactive Task

##### Put in order

The student puts the words in the order he/she hears them, according to the conversation. They practice with four sentences in total. **Audio script:**  
A: Hey, Chad. Do you **follow** any digital **influencer**?  
B: Hi, Lisa. Yes, I do. I like **social media**. A: Nice! Check this video. It's **trending** now. / A: I need to update my **profile**, but I need help. Do I go to **settings**?  
B: No, you can change the **content** here. Ops, you have a new **notification**. A: Oh, my favorite digital influencer has a new photo in her **timeline**. / A: The **content** of this **digital influencer** is very nice and he's funny. B: Yeah, but his posts aren't **trending** and his videos don't have a lot of **views**. / A: Yesterday I was updating **profile**, but there was a **blip**! B: It's OK now. Hey! Your videos have many **views**. Do you have a lot of **haters**? A: Sometimes I see some bad **notifications**, but I don't mind.

**USEFUL PHRASES |** The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR |** The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1 |** The student is guided to the **Workbook** to do the first sentence of the activity orally.

#### Interactive Task

##### Choose the correct answer

The student listens to the questions and chooses the correct answer.

**Q:** Complete the question: ... you updating your cell phone last night?  
**A:** Were

**Q:** Complete the question: Why... your profile?

**A:** were you updating

**Q:** Complete the sentence: She... all her haters last week.

**A:** was unfollowing

**Q:** Complete the sentence: She was... errands last week.

**A:** running

**AUDIO RECAP |** The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL |** The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ? |** The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and do the activity on **Wiz.me**. After that, the student answers the following questions on the **Wiz.tab** out loud: **Why do people use acronyms? What acronyms were Matt and Jessica using? Do you use acronyms to send messages?**

**LEARNING OBJECTIVE CHECKING |** The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS |** The student listens to the **Homework** instructions for the **Workbook** activities and is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

# LESSONS' INSTRUCTIONS

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. Quem estava ajudando você? / texting / calling
2. O que você estava fazendo na noite passada? / morning / afternoon
3. Por que você estava seguindo aquele influenciador digital? / hater / singer

**QUESTIONS |** Read the questions in Portuguese and ask the student to say them in English. After that, ask the question in English and ask your student to answer. Encourage further conversation.

1. O que sua mãe estava fazendo ontem?
2. Quando vocês estavam atualizando sua mídia social?

**PICTIONARY |** Check the sentences the student prepared with two images from the **Pictionary** card on **Wiz.me**.

**GET REAL |** Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

### Should you have extra time

Ask the student to reproduce and change the following sentences into past:

1. She is updating her timeline.
2. Is he following that digital influencer?
3. What is she doing?
4. I am unfollowing him.
5. Who are they following?

## LESSON 78

### REITERATIVE LEARNING OBJECTIVES

- Can ask people what was happening at a certain moment in the past.
- Can say what they were doing at a certain moment in the past.
- Can talk about social media.
- Can use acronyms to send text messages.

**HOMEWORK HAND-IN REMINDER |** The student is reminded to hand in the **Homework** to the teacher.

### Interactive Task Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **I wasn't updating my cell phone while you were texting me.** / **I don't like social media. It drives me crazy.** / **She was unfollowing haters while he was studying.** / **The content of this digital influencer is trending.**

**QUESTIONS |** First, the student says what he/she thinks is happening in the picture. Then he/she listens to the audio and reproduces it out loud. In his/her book, he/she reads the **How can I say... ?** box and uses it to answer the questions in his/her notebook to talk to the teacher during Teacher Support.

**DRILLING PRACTICE 1 |** The student does the first drilling practice along with the audio material.

### Interactive Task Match

The student matches the sentences to the corresponding images. Then he/she listens to the sentences and reproduces them out loud. **Audio script:** **I disagree with you. Haters aren't good for us.** / **I was studying, I wasn't updating my profile.** / **He was reading a notification while I was eating.** / **While he was at school, his video was going viral.**

**LISTEN, COMPLETE, AND ACTION! |** The student completes this task on the **Wiz.tab**. First, he/she listens to the dialogues to understand what they are about. Then he/she listens to them a second time dragging the words from the box to the correct gap. After checking answers on the **Wiz.tab**, he/she copies the answers to the

Student's Book. **Answer key:** a. were, doing, was, taking, profile, was, tired / b. What, notification, update, follow, know, No, problem, text.

**DRILLING PRACTICE 2** | The student does the second drilling practice along with the audio material.

**GAME ON — HOT POTATO** | In this game, the student listens to a song. When it stops, the student listens to a question or a command. He/she quickly answers it out loud and writes the answers in his/her notebook.

**LET'S GET AROUND** | In this activity, the student says some words related to what and who they are seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK** | The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** | The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. Você está seguindo algum influenciador digital? / hater / singer
2. Eu estava atualizando a configuração do meu celular. / tablet / computer
3. O meu pai estava lendo as minhas mensagens de texto. / posts / books

**QUESTIONS** | Read the questions in Portuguese and ask the student to say them in English. After that, ask the question in English and ask your student to answer. Encourage further conversation.

1. O que você aprende nas aulas de Geografia?
2. Você aprende alguma coisa nas aulas de Artes?

**QUESTIONS** | Check the student's answers for this activity. Answers may vary.

**GAME ON — HOT POTATO** | Play the game with the student or select another student to play with him/her.

These are open answers. **Audio script:** What does BRB mean? / What does IMO mean? / What does LOL mean? / What does XOXO mean? / What does NP mean?

**LET'S GET AROUND** | Check the student's production in his/her Student's Book.

### Should you have extra time

Ask the student to change the sentences into interrogative. Use the words in parentheses:

1. I was updating my cell phone settings. (What)
2. Everybody was following that digital influencer. (Who)
3. She was unfollowing him because he was a hater. (Why)
4. I was updating my profile last night, after dinner. (When)
5. He was cleaning the house yesterday. (When)

## REVIEW 3

**PINPOINT** | The student observes the images and says what he/she sees. Then he/she listens to the audio and reproduces all the sentences. After that, he/she chooses three sentences and rewrites them, replacing the words in bold for words he/she learned in the batch. In case the student has any questions, he/she takes notes to talk to the teacher during Teacher Support.

**PODCAST** | The student says what is happening in the picture, listens to the podcast, and says which words were used in this batch's podcast. **Answer key:** chores, laundry, run errands, social media, messy, viral. To finish, the student puts the words in the correct order to make the sentences about the podcast. Harper was doing her chores. / Harper's dad was running errands. / The colored and white clothes were together. / Harper's video about her messy laundry was funny.

**CONVERSATION PRACTICE** | The student listens to some questions and says and answers them out loud.

**SELF-ASSESSMENT** | The student listens to the Self-assessment sentences and follows the audio instructions.

### SELF-ASSESSMENT - STUDENT'S BOOK

**HOW WELL DO YOU REMEMBER?** | The student listens to the **How Well do You Remember?** questions and follows the audio instructions.

**WHERE AM I NOW?** | The student is guided to check the **Where Am I Now?** self-evaluations and to show to the teacher during Teacher Support.

# LESSONS' INSTRUCTIONS

**WHAT DO I NEED TO GET THERE?** | The student listens to the **What do I Need to Get There?** explanation and follows the audio instructions.

**LET'S GET AROUND** | In this activity, the student watches the whole video on **Wiz.me**, reviews the previous dialogues he/she wrote, and rewrites the complete dialogue in the Student's Book. As a wrap-up, he/she role-plays his/her dialogue at the Teacher Support or at another moment of class chosen by the teacher. For this presentation, he/she may invite a classmate.

**LEARNING OBJECTIVE CHECKING** | The student checks the content he/she learned in this batch of lessons on the spread page.

**LET'S CHECK AND HOW AM I DOING?** | The student is guided to do the **Let's Check** and **How am I doing?** cards on **Wiz.me**.

**WIZ MOCK** | The student is guided to do the **Wiz Mock** in 10 minutes and to hand it in to the teacher at the end of the class.

**HOMEWORK INSTRUCTIONS** | The student listens to the **Homework** instructions for the **Workbook** activities. The instructions are in Portuguese. He/she is also reminded to do the cards **Wiz.battle**, **Listen Up!**, and **Getting Ready!** on **Wiz.me**.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

**CONVERSATION PRACTICE** | Ask the student the following questions. Encourage further conversation.

1. When did you binge-watch a season for the last time?
2. What were you doing yesterday at this time?
3. Which sci-fi series was trending two years ago?

**PINPOINT** | Check the student's answers in his/her notebook.

**WHERE AM I NOW?** | Check the student's answers in his/her Student's Book. If he/she did not check the smiling face, take this opportunity to reinforce or offer some extra support to him/her.

**THERE AND AROUND** | Have the student present his/her dialogue to you or to role-play with another classmate.

**LEARNING OBJECTIVE CHECKING** | Check if the student marked the content he/she learned in this batch of lessons. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS** | Check if the student has any questions about the **Homework**.

**WIZ MOCK** | Ask the student to hand in the **Wiz Mock** to you.

### Should you have extra time

Ask students to give examples of:

1. Chores.
2. Things to watch.
3. Things you can do on social media.
4. Acronyms they can use to send messages.
5. A video that was trending a year ago.

## CLASS PREPARATION LESSON

**Note:** Teacher, the next lesson will be a Class Preparation Lesson to help students with the shift to monolingual lessons. Check the section **Class Preparation** on the General Instructions in this guide for more information on the procedures for this lesson. From now on, class preparation is a mandatory step for students' lessons. They may prepare their lesson in their books or with the **Getting Ready!** card on **Wiz.me**.

## LESSON 79

### LEARNING OBJECTIVES

- Can say words and expressions related to ordering food.
- Can say what they ate and drank.
- Can recognize the verbs *to want* and *to like* in the past.

### GRAMMAR

- Simple Past tense in the affirmative form;
- Review prepositions *in*, *on*, and *at*.

**SPREAD PAGE |** The student listens to the learning objectives of this batch of lessons.

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

#### Interactive Task Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation and follows the practices pattern: **tip / today's special / stuffed crust pizza / tasty / crispy**

#### Interactive Task Lead in text

The student observes the image, listens to the audio, and clicks only on the words they heard. **Audio script:**  
**I really like today's special, it's really tasty and crispy!**  
**And you? Do you like it? / A: Hi, can I have the menu and some tap water, please? B: Well, I'll have combo 2 with extra cheese for the French fries. / A: Hey Matt, a pizza place near my house has stuffed crust pizza! They're very tasty! Do you want to go there with me? B: Yeah, do you know if they have crispy onions for the topping on their menu? / A: Combo 1 is my favorite! It's a chicken crispy sandwich, French fries with the onion dressing, and milkshake with a lot of toppings. B: I don't like chicken so much, let me see today's special!**

**USEFUL PHRASES |** The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR |** The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1 |** The student is guided to the Workbook to do the first sentence of the activity orally.

#### Interactive Task Choose the correct answer

The student listens to the questions and chooses the correct answer.

**Q:** Complete the sentence: We... at that all-you-can-eat restaurant near Jimmy's house last night.

**A:** ate

**Q:** Complete the sentence: She... tap water before class and now she isn't feeling well.

**A:** drank

**Q:** Complete the sentence: Last week he... his favorite stuffed crust pizza and yesterday he... his favorite hamburger combo!

**A:** ate, ate

**Q:** Complete the sentence: On Monday I... strawberry juice, yesterday I... soda and today I'm... water!

**A:** drank, drank, drinking

**AUDIO RECAP |** The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL |** The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud, and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ? |** The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and answers the following question: **Can you give me some examples of things you liked and wanted to do?**

**LEARNING OBJECTIVE CHECKING |** The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS |** The student listens to the **Homework** instructions for the **Workbook** activities. These instructions are in Portuguese and he/she is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

#### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

#### DRILLING PRACTICE

1. I ate a tasty hamburger last night. / sandwich / stuffed crust pizza
2. He drank milk yesterday. / tap water / soda
3. What's today's special on the menu, please? / dressing / toppings

# LESSONS' INSTRUCTIONS

**QUESTIONS** | Read the questions and ask the student to answer. Encourage further conversation.

1. I ate French fries for lunch. And you?
2. My best friend drank soda at lunch. And yours?

**GET REAL** | Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING** | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS** | Check if the student has any questions about the Homework.

## Should you have extra time

Ask the student to reproduce and change the following sentences into past:

1. I eat stuffed crust pizza for dinner.
2. I drink tap water every day.
3. She drinks milkshake.
4. He likes to go to all-you-can-eat restaurants.
5. They want to eat today's special.

## LESSON 80

### REITERATIVE LEARNING OBJECTIVES

- Can say words and expressions related to ordering food.
- Can say what they ate and drank.
- Can recognize the verbs *to want* and *to like* in the past.

**HOMEWORK HAND-IN REMINDER** | The student is reminded to hand in the Homework to the teacher.

#### Interactive Task Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: *I ate at an all-you-can-eat restaurant last night. / My cousin ate French fries and drank my soda, but I ate a hamburger. / My stuffed crust pizza is to go, please. / Would you like some topping on your ice cream?*

**FLUENCY** | The student listens to the audio and reads the sentences out loud. When reading for the second time, he/she changes the sentences according to the model. To correct the student's production, he/she completes a read and match task. **Answer key:** a. *I drank water yesterday morning. / b. They ate a tasty pizza on their birthday. / c. She drank orange juice for lunch last Monday. / d. My cat drank milk and ate fish when it was five. / e. You ate a lot of vegetables for dinner last night! / f. My friend ate French fries and drank soda last Sunday.*

**DRILLING PRACTICE 1** | The student does the first drilling practice along with the audio material.

#### Interactive Task

##### Maze

The student sees four sentences out of order and drags the words or sentences to the correct order. After checking the answers, he/she listens to the sentences and reproduces them out loud. **Audio script:** *Would you like to see the menu? / My brother ate vegetables for lunch yesterday. / I don't want today's special. I want to eat fish. / They drank milk and tap water last night.*

**LISTEN, PUT IN ORDER, AND ACTION!** | The student looks at the picture and describes it out loud. He/she listens to the dialogues to check if the words used in the previous step were mentioned. On the **Wiz.tab**, he/she puts the dialogue in the correct order and writes it in the Student's Book. **Answer key:** 11 / 2 / 8 / 1 / 6 / 9 / 5 / 3 / 4 / 7 / 10

**DRILLING PRACTICE 2** | The student does the second drilling practice along with the audio material.

**GAME ON — SNOWMAN** | In this game, the student listens to a word being spelled. He/she needs to write the word in his/her notebook.

**LET'S GET AROUND** | In this activity, the student says some words related to what and who they are seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK** | The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** | The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is

advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. I drank a large cup of coffee in the morning. / glass of milk / tap water
2. They liked the new all-you-can-eat buffet. / combo / French fries
3. She ate chicken and rice for dinner. / beef / a sandwich

**QUESTIONS |** Read the questions and ask the student to answer. Encourage further conversation.

1. I liked to drink juice when I was a kid. And you?
2. I wanted to eat the stuffed crust pizza last night. And you?

**GAME ON — SNOWMAN |** Check the words the student wrote in his/her notebook. The spelled words are: **dressing / menu / French fries**

**LET'S GET AROUND |** Check the student's production in his/her Student's Book.

### Should you have extra time

Ask the student to complete and reproduce the following sentences:

1. I ate... last night.
2. My mother drank... for breakfast.
3. I wanted to... last week.
4. My best friend liked to... when he / she was a kid.
5. My father ate... for dinner yesterday.

## LESSON 81

### LEARNING OBJECTIVES

- Can talk about some actions in the past.
- Can talk about places in town for entertainment.
- Can recognize the verbs *to want*, *to like*, *to love*, and *to hate* in the past.

### GRAMMAR

- Simple Past tense in the affirmative form;
- Review preposition of place *to* and *to + determiner the*;
- Collocation *to pay for*.

**HOMEWORK REMINDER |** The student is asked if he/she has done the **Homework** card on **Wiz.me**.

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**ASSESSMENT |** The student is asked questions in order to review the content of the previous lessons. **Audio script:**

*I ate rice, beans, and salad yesterday. What about you? / I drank juice for breakfast. And you? / What toppings do you like on your ice cream?*

**PICTIONARY |** The student is asked to choose two images from the **Pictionary** card on **Wiz.me** and write sentences about them. The teacher checks the sentences during Teacher Support.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

### Interactive Task Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation: **mall / planetarium / food truck park / coffee shop / ticket booth**

### Interactive Task Listen and choose

The student sees four images on the screen. Then he/she presses the button to listen to the audio and chooses the corresponding images. **Audio script:** *We need to get a ticket to go to the food truck park, but it's crowded because it's midday now. / I don't think there is an entrance fee for the skatepark or for the basketball court. / How much are the tickets for the museum? And is it empty now? / There is a great but expensive hair salon in the mall.*

**USEFUL PHRASES |** The student follows the Wizard methodology presentation and practices pattern.

# LESSONS' INSTRUCTIONS

**GRAMMAR** | The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1** | The student is guided to the **Workbook** to do the first sentence of the activity orally.

## Interactive Task

### Choose the correct answer

The student listens to the questions and chooses the correct answer.

**Q:** Complete the sentence: She... to the skatepark for the first time last weekend and... it a lot.

**A:** went, liked

**Q:** Complete the sentence: My brother... fifteen dollars... the movie ticket last night.

**A:** paid, for

**Q:** Complete the sentence: My mom was excited about going... coffee shop. She paid... everybody.

**A:** to the, for

**Q:** Complete the sentence: Everybody... to the game yesterday and... for the tickets in....

**A:** went, paid, advance

**AUDIO RECAP** | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL** | The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ?** | The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video. After that, the student is asked to give examples of things he/she liked, wanted, loved, and hated.

**LEARNING OBJECTIVE CHECKING** | The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS** | The student listens to the **Homework** instructions for the **Workbook** activities. These instructions are in Portuguese and he/she is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. Yesterday I paid ten dollars for the combo. / twenty / thirty-five
2. This time, we went to the planetarium. / skatepark / movies
3. I paid nine dollars for a chicken sandwich last week. / yesterday / a month ago

**QUESTIONS** | Read the questions and ask the student to answer. Encourage further conversation.

1. I went to the skatepark with my friends on Saturday. And you?
2. I'm excited about visiting a museum. And you?

**PICTIONARY** | Check the sentences the student prepared with two images from the **Pictionary** card on **Wiz.me**.

**GET REAL** | Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING** | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS** | Check if the student has any questions about the **Homework**.

### Should you have extra time

Ask the student to reproduce the sentence and then change one of its words:

1. I'm excited about going to the planetarium.
2. We paid \$2,00 for the museum ticket.
3. She went to the coffee shop with her family.
4. They were chilling out at the basketball court.
5. He paid for the entrance fee.

## LESSON 82

### REITERATIVE LEARNING OBJECTIVES

- Can talk about some actions in the past.
- Can talk about places in town for entertainment.
- Can recognize the verbs *to want*, *to like*, *to love*, and *to hate* in the past.

**HOMEWORK HAND-IN REMINDER |** The student is reminded to hand in the Homework to the teacher.

#### Interactive Task

##### Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: *I'm excited about going to the planetarium for the first time! / We paid \$2,50 for the cupcake at that coffee shop. / On Saturday, I went to the hair salon and to the mall with my mom. / I paid for the museum tickets in advance. Is it OK?*

**READ AND ANSWER |** The student guesses what the text is about by looking at the picture. He/she reads the text and the **TAKE A LOOK!** box and answers the questions on the **Wiz.tab. Answer key:** a. She wants to talk about her school field trip. / b. It was yesterday. / c. A long time ago. / d. No, it wasn't. It was a little expensive.

**DRILLING PRACTICE 1 |** The student does the first drilling practice along with the audio material.

#### Interactive Task

##### Complete

The student drags the words in order to complete the sentence. **Answer key:** *Last night my brother and I were chilling out. We went to the planetarium because it was empty. / I was so excited about going to the basketball court, but it was crowded. / We went to the movies and paid ten dollars for the tickets in the ticket booth. / I went to the coffee shop near the hair salon and it was very crowded.*

**LISTEN, NUMBER, AND ACTION! |** The student looks at the images, describes in English what he/she sees, listens to the audio to check if the words he/she used in the image description are related to the conversations. Then he/she listens to the audio one more time to number the images according to the dialogues. After that, to check if the answers from the book are correct, the student does the activity on the **Wiz.tab. Answer key:** a. 3 / b. 4 / c. 2 / d. 1

**DRILLING PRACTICE 2 |** The student does the second drilling practice along with the audio material.

**GAME ON — MIME |** In this game, the student listens to the words and writes them in his/her notebook. After that, he/she mimes a word to the teacher.

**LET'S GET AROUND |** In this activity, the student says some words related to what and who he/she is seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK |** The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS |** The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

#### DRILLING PRACTICE

1. He paid me in advance for the house cleaning. / They / She
2. I went to the coffee shop, but it was too crowded. / empty / messy
3. The planetarium entrance fee was cheap a year ago. / month / two weeks

**QUESTIONS |** Read the questions and ask your student to answer. Encourage further conversation.

1. I hated to go to the basketball court when I was young. And you?
2. I loved to go to the amusement park. And you?

**GAME ON — MIME |** Play the game with the student or select another student to play with him/her. The words are: **hair salon / basketball court / coffee shop**

**LET'S GET AROUND |** Check the student's production in his/her Student's Book.

# LESSONS' INSTRUCTIONS

## Should you have extra time

Read the sentences and ask the student to say them using the words in parentheses.

1. I went to the food truck park yesterday. It was empty. (crowded)
2. You went to the hair salon. Was it nice? (planetarium)
3. We paid \$3,00 for the ticket. (\$5,00)
4. I'm excited about going to the museum. (basketball court)
5. We paid in advance for the planetarium ticket. (museum)

## LESSON 83

### LEARNING OBJECTIVES

- Can use language related to camping.
- Can talk about a camping experience.
- Can talk about past experiences.
- Can recognize the verbs to want, to like, to love, to hate, to watch, and to talk in the past.

### GRAMMAR

- Simple Past tense in the affirmative form;
- Simple Past tense vs. Past Continuous tense.

**HOMEWORK REMINDER |** The student is asked if he/she has done the **Homework** card on **Wiz.me**.

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**ASSESSMENT |** The student is asked questions in order to review the content of the previous lessons. **Audio script:** Are you excited about anything today? / Is there a coffee shop near your house? / When are the malls usually crowded?

**PICTIONARY |** The student is asked to choose two images from the **Pictionary** card on **Wiz.me** and write sentences about them. The teacher checks the sentences during Teacher Support.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

### Interactive Task

#### Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation: **wildlife** / **waterfall** / **insect bite** / **survival kit** / **amazed**

### Interactive Task

#### Put in order

The student puts the words in the order he/she hears them, according to the conversation. They practice with four sentences in total. **Audio script:** A: Hey Marlon, do you enjoy things like **forest**, **woods**, **wildlife**? B: Yes, I went to a **campsite** last week for the first time and I loved it. Why? A: Do you want to go with my family and I this weekend? We really want to go to this **waterfall**! / A: Alan, you are taking your **survival kit** and ropes, right? B: Yeah, Mom. And my **bug spray**. I don't want any **insect bites**. A: Great! Don't forget your **hiking boots**. The **campsite** is in the **woods**. / A: I was a **camper** when I was young. I always went to the **forest** with some friends in the spring. B: But you didn't build a **campfire**, right? It's dangerous to do that in the **woods**, right? A: Wow, I'm **amazed**! How do you know that? Well done, dear! / A: The teacher knows so many things about going camping! B: Yeah, I was **amazed**, too. She knows everything about **wildlife** and **campfires**, and she is always prepared with her **survival kit**! A: I want to be a **camper**, just like her! But I need many **bug sprays** because I don't like **insects**.

**USEFUL PHRASES |** The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR |** The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1 |** The student is guided to the **Workbook** to do the first sentence of the activity orally.

### Interactive Task

#### Choose the correct answer

The student listens to the questions and chooses the correct answer.

**Q:** Complete the sentence: We... in the woods last month, but we... our cell phones there.

**A:** camped, lost.

**Q:** Complete the sentence: I don't know how, but I...

my hiking boots.

**A:** lost

**Q:** Complete the sentence: We... the chance to go near the campsite... they were... to find the woods.

**A:** took, while, trying

**Q:** Complete the sentence: My siblings ate a lot of chips... we were....

**A:** when, camping

**AUDIO RECAP** | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL** | The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ?** | The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and do the activity on **Wiz.me**. After that, the student gives some examples using *liked, wanted, loved, hated, watched, and talked*.

**LEARNING OBJECTIVE CHECKING** | The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS** | The student listens to the **Homework** instructions for the **Workbook** activities. These instructions are in Portuguese and he/she is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

#### DRILLING PRACTICE

1. Last year we camped in the woods. / forest / mountains
2. I lost my cell phone when I was walking my dog. / backpack / umbrella
3. She was climbing a mountain when we were exploring the forest. / wildlife / campsite

**QUESTIONS** | Read the questions and ask your student to answer. Encourage further conversation.

1. I lost my cell phone at school. And you?
2. I camped in the woods. And you?

**PICTIONARY** | Check the sentences the student prepared with two images from the Pictionary card on **Wiz.me**.

**GET REAL** | Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING** | Check if the student marked the content he / she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS** | Check if the student has any questions about the **Homework**.

#### Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. Take the chance to...
2. You lost your... in the forest while you...
3. They... when we were...
4. She... when she was...
5. I was... while I was...

## LESSON 84

### REITERATIVE LEARNING OBJECTIVES

- Can use language related to camping.
- Can talk about a camping experience.
- Can talk about past experiences.
- Can recognize the verbs *to want, to like, to love, to hate, to watch*, and *to talk* in the past.

**HOMEWORK HAND-IN REMINDER** | The student is reminded to hand in the **Homework** to the teacher.

#### Interactive Task Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: *Take the chance and try to enjoy the wildlife! / We got lost in the woods while we were camping. / I was amazed by how people cook in the forest! / I hate insect bites. Can I have your bug spray?*

# LESSONS' INSTRUCTIONS

**TIME TO TALK |** The student describes what he/she sees in the picture from the Student's Book. Then he/she looks at the sentences and the **How can I say...?** box, listens to them, and says them out loud. After that the student takes notes of his/her opinion about the sentences in his/her notebook.

**DRILLING PRACTICE 1 |** The student does the first drilling practice along with the audio material.

## Interactive Task

### Match

The student matches the sentences to the corresponding images. Then he/she listens to the sentences and reproduces them out loud. **Audio script:**  
*I lost my tent in the campsite. / You need your hiking boots and bug spray. / I went to a waterfall while I was on vacation. / She was amazed by the beautiful wildlife.*

**LISTEN AND TELL THE STORY |** The student describes the image and listens to a story to check if the words he/she said were used. Then he/she listens to it one more time to take notes of important information in order to retell the story to the teacher during Teacher Support.

**DRILLING PRACTICE 2 |** The student does the second drilling practice along with the audio material.

**GAME ON — STOP |** In this game, the student listens to a letter and writes as many words as he/she can in his/her notebook.

**LET'S GET AROUND |** In this activity, the student says some words related to what and who he/she is seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK |** The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS |** The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. I lost my cell phone while I was hiking an hour ago. / camp – beach / by the cave
2. My dad camped in that forest while my mom was studying. / woods / cave
3. I was wearing my hiking boots when we went to the waterfall. / woods / forest

**TIME TO TALK |** Check the student's opinion about the sentences from the book.

**LISTEN AND TELL THE STORY |** Ask the student to retell the story using his/her own words.

**GAME ON — STOP |** Play the game with the student or select another student to play with him/her. The letter is: B

**LET'S GET AROUND |** Check the student's production in his/her Student's Book.

### Should you have extra time

Ask students to give examples of:

1. Something you were doing last night.
2. Something your best friend was doing last week.
3. Something you were doing while you were at school.
4. Something your teacher was doing on vacation.
5. Something your parents were doing while you were studying.

## REVIEW 4

**PINPOINT |** The student observes the images and says what he/she sees. Then he/she listens to the audio and reproduces all the sentences. After that, he/she chooses three sentences and rewrites them, replacing the words in bold for words he/she learned in the batch. In case the student has any questions, he/she takes notes to talk to the teacher during Teacher Support.

**PODCAST |** The student says what is happening in the picture, listens to the podcast, and says which words were used in this batch's podcast. **Answer key:** food truck park, paid, fee, in advance, crowded, empty. To finish, the student completes the maze task on the **Wiz.tab:** The video Mrs. Grissom watched was inspiring. / The food truck park is important for Robbie and her family. / Her family works hard in a food truck. / The park is amazing, but it was crowded.

**CONVERSATION PRACTICE |** The student listens to some questions and says and answers them out loud.

**SELF-ASSESSMENT |** The student listens to the Self-assessment sentences and follows the audio instructions.

#### **SELF-ASSESSMENT - STUDENT'S BOOK**

**HOW WELL DO YOU REMEMBER? |** The student listens to the **How Well do You Remember?** questions and follows the audio instructions.

**WHERE AM I NOW? |** The student is guided to check the **Where Am I Now?** self-evaluations and to show to the teacher during Teacher Support.

**WHAT DO I NEED TO GET THERE? |** The student listens to the **What do I Need to Get There?** explanation and follows the audio instructions.

**LET'S GET AROUND |** In this activity, the student watches the whole video on **Wiz.me**, reviews the previous dialogues he/she wrote, and rewrites the complete dialogue in the Student's Book. As a wrap-up, he/she role-plays his/her dialogue at the Teacher Support or at another moment of class chosen by the teacher. For this presentation, he/she may invite a classmate.

**LEARNING OBJECTIVE CHECKING |** The student checks the content he/she learned in this batch of lessons on the spread page.

**LET'S CHECK AND HOW AM I DOING? |** The student is guided to do the **Let's Check** and **How am I doing?** cards on **Wiz.me**.

**WIZ MOCK |** The student is guided to do the **Wiz Mock** in 10 minutes and to hand in to the teacher at the end of the class.

**HOMEWORK INSTRUCTIONS |** The student listens to the **Homework** instructions for the **Workbook** activities. The instructions are in Portuguese. He/she is also reminded to do the cards **Wiz.battle**, **Listen Up!**, and **Getting Ready!** on **Wiz.me**.

#### **TEACHER SUPPORT - 5'**

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

**CONVERSATION PRACTICE |** Ask the student the following questions. Encourage further conversation.

1. What was the last thing/object that you lost?
2. I ate pizza last Saturday. What about you?
3. What are you excited about today?

**PINPOINT |** Check the student's answers in his/her notebook.

**WHERE AM I NOW? |** Check the student's answers in his/her Student's Book. If he/she did not check the smiling face, take this opportunity to reinforce or offer some extra support to him/her.

**THERE AND AROUND |** Have the student present his/her dialogue to you or to role-play with another classmate.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this batch of lessons. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

**WIZ MOCK |** Ask the student to hand in the **Wiz Mock** to you.

#### **Should you have extra time**

Ask the student to reproduce and change the following sentences into past:

1. I eat French fries and I drink tap water.
2. I go to the museum and pay \$4,00 for the ticket.
3. I camp in the forest.
4. I lose my backpack at school.
5. I lose my survival kit in the forest.

# LESSONS' INSTRUCTIONS

## LESSON 85

### LEARNING OBJECTIVES

- Can talk about science and technology related to school.
- Can talk about some school routines in the past.
- Can describe situations from the past.
- Can talk about U.S. education routine.

### GRAMMAR

- Simple Past tense in the affirmative and negative forms.

**SPREAD PAGE |** The student listens to the learning objectives of this batch of lessons.

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

#### Interactive Task Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation: **theory / fossil / equipment / artificial intelligence (AI) / extinct**

#### Interactive Task Lead in text

The student observes the image, listens to the audio, and clicks only on the words he/she heard.  
**Audio script:** I was reading about **artificial intelligence** and animal **extinction**. / I don't have a good **memory**, but I think the project is about an **experiment** using **robotics**. / I studied the **theory of fossils** and bones and she studied about **extinct animals** for the history class. / I like to read **theories** of different **scientists** in our country and I want to study **fossils** in the future!

**USEFUL PHRASES |** The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR |** The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1 |** The student is guided to the **Workbook** to do the first sentence of the activity orally.

#### Interactive Task

##### Choose the correct answer

The student listens to the questions and chooses the correct answer.

**Q:** Complete the sentence: I... any research last night.

**A:** didn't do

**Q:** Complete the sentence: She... the Portuguese test because she... a lot.

**A:** didn't fail, studied

**Q:** Complete the sentence: I... about how AI can change the world, but I... about robotics.

**A:** studied, didn't study

**Q:** Complete the sentence: My sister... books, studied, and... some research about memory last year.

**A:** read, did

**AUDIO RECAP |** The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL |** The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ? |** The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and answers the following questions: **What do you know about the students' routine in the United States? What do you think about schools there? Do you want to go to the United States and study there?**

**LEARNING OBJECTIVE CHECKING |** The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS |** The student listens to the **Homework** instructions for the **Workbook** activities and is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

#### DRILLING PRACTICE

1. We didn't live near the school. / mall / supermarket
2. I studied math, but I didn't study science. / geography / history
3. She didn't live in the United States, she lived in Brazil. / Germany / Japan

**QUESTIONS |** Read the questions and ask the student to answer. Encourage further conversation.

1. I didn't study science yesterday. And you?
2. I didn't live in the United States last year. And you?

**GET REAL |** Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

#### Should you have extra time

Read the sentences and ask the student to change them into negative.

1. You did the homework.
2. She read a good book about extinct animals.
3. He lived near the school.
4. My brother and I went to the museum.
5. My friends studied robotics last night.

## LESSON 86

### REITERATIVE LEARNING OBJECTIVES

- Can talk about science and technology related to school.
- Can talk about some school routines in the past.
- Can describe situations from the past.
- Can talk about U.S. education routine.

**HOMEWORK HAND-IN REMINDER |** The student is reminded to hand in the **Homework** to the teacher.

#### Interactive Task

##### Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **My mother studied artificial intelligence when she was at school. / I studied a lot to be a scientist, but I didn't pass the biology test! / I didn't live in front of the school. / My sister read an interesting theory about extinct animals yesterday.**

**FLUENCY |** The student listens to the audio and reads the sentences out loud. When reading for the second time, he/she changes the sentences according to the model. To correct the student's production, he/she completes a read and match task. **Answer key:** a. I didn't do any interesting research about lab equipment. / b. I didn't read three books about artificial intelligence last month. / c. They didn't study any great theory about fossil bones. / d. My brother didn't live with a famous scientist in 2019. / e. You didn't lose my book about extinct animals last week. / f. My sister and her friend didn't study robotics last semester.

**DRILLING PRACTICE 1 |** The student does the first drilling practice along with the audio material.

#### Interactive Task

##### Maze

The student sees four sentences out of order and drags the words or sentences to the correct order. After checking the answers, he/she listens to the sentences and reproduces them out loud. **Audio script:** **We read about the theory of fossil bones last night. / I lived near the school with my aunt in 2019. / I didn't like robotics, I studied it because I needed. / I lost my research about extinct animals.**

# LESSONS' INSTRUCTIONS

**MATCH, LISTEN, AND ACTION!** In the Student's Book, the student matches the information from the left-hand column to the information on the right-hand column. He/she listens to the complete conversation to confirm his/her answers. To correct the exercise, the student completes the read and match task on the **Wiz.tab**.

**Answer key:** e / d / a / b / f / c

**DRILLING PRACTICE 2** The student does the second drilling practice along with the audio material.

**GAME ON — STOP** In this game, the student listens to a letter and writes as many words as he/she can in his/her notebook.

**LET'S GET AROUND** In this activity, the student says some words related to what and who they are seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK** The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

## TEACHER SUPPORT – 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. They didn't do the project. / laundry / research
2. We read a book about fossils. / artificial intelligence / robotics
3. He didn't pass the test. / fail the test / study for

**QUESTIONS** Read the questions and ask the student to answer. Encourage further conversation.

1. I passed the history test. And you?
2. I failed the math test. And you?

**GAME ON — STOP** Play the game with the student or select another student to play with him/her. The letter is: R

**LET'S GET AROUND** Check the student's production in his/her Student's Book.

### Should you have extra time

Read the sentences and ask the student to change them into the past.

1. I don't live near the school.
2. She doesn't go to school in the morning.
3. He doesn't study fossils.
4. They don't do the chores.
5. We do the homework.

## LESSON 87

### LEARNING OBJECTIVES

- Can ask basic questions about what happened in the past.
- Can talk about places to go for entertainment.
- Can describe situations using a few adjectives.
- Can understand how students are named in each high school year.

### GRAMMAR

- Simple Past tense in the interrogative form.

**HOMEWORK REMINDER** The student is asked if he/she has done the **Homework** card on **Wiz.me**.

**GETTING READY! REMINDER** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**ASSESSMENT** The student is asked questions in order to review the content of the previous lessons. **Audio**

**script:** What's a good memory from your childhood? / Can you name one extinct animal? / Do you study a lot to pass your tests?

**PICTIONARY** The student is asked to choose two images from the **Pictionary** card on **Wiz.me** and write sentences about them. The teacher checks the sentences during Teacher Support.

**VERBS** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS** The student follows the Wizard methodology presentation and practices pattern.

### Interactive Task Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation: **picnic / castle / cultural tour / tiring / exciting**

### Interactive Task Listen and choose

The student sees four images on the screen. Then he/she presses the button to listen to the audio and chooses the corresponding images. **Audio script:**  
*We visited a castle on our last school trip and it was amazing. / The picnic we had yesterday at sunset was in the national park and it was fantastic. / The school trip to the museum was fantastic. / The bike ride I took at the national park in Canada was tiring but it was fantastic.*

**USEFUL PHRASES |** The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR |** The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1 |** The student is guided to the **Workbook** to do the first sentence of the activity orally.

### GRAMMAR CHECK - CHOOSE THE CORRECT ANSWER

The student listens to the questions and chooses the correct answer.

**Q:** Complete the question: ... a good time at the restaurant yesterday?

**A:** Did she have

**Q:** Complete the question: ... on your school trip last week?

**A:** What did you take

**Q:** Complete the question: ... to study for the math test?

**A:** Did you remember

**Q:** Complete the question: What castle... at sunrise last month?

**A:** did you visit

**AUDIO RECAP |** The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL |** The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has

learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ? |** The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and answer the following questions: **What other things do you know about high school in the United States? Would you like to study high school there? Where would you like to study?**

**LEARNING OBJECTIVE CHECKING |** The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS |** The student listens to the **Homework** instructions for the **Workbook** activities and is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

#### DRILLING PRACTICE

1. Did you have a good time with your family? / friends / classmates
2. Who did you visit in the countryside? / they / she
3. Why did they live in the United States? / Japan / China

**QUESTIONS |** Read the questions and ask the student to answer. Encourage further conversation.

1. Who did you visit last week?
2. Do you remember your last school trip?

**GET REAL |** Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

# LESSONS' INSTRUCTIONS

## Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. Why did you... ?
2. Where did they... ?
3. Who did we... ?
4. What did she... ?
5. Did he... ?

## LESSON 88

### REITERATIVE LEARNING OBJECTIVES

- Can ask basic questions about what happened in the past.
- Can talk about places to go for entertainment.
- Can describe situations using a few adjectives.
- Can understand how students are named in each high school year.

**HOMEWORK HAND-IN REMINDER** | The student is reminded to hand in the **Homework** to the teacher.

#### Interactive Task Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **We had the time of our lives during the trip yesterday. / When did your parents visit that fantastic castle? / Did she visit the museum and take a cultural tour on her last vacation? / Did you take your brothers on a bike ride yesterday at sunrise?**

**QUESTIONS** | First, the student says what he/she thinks is happening in the picture. Then he/she listens to the audio and reproduces it out loud. In his/her book, he/she reads the **How can I say... ?** box and uses it to answer the questions in his/her notebook to show to the teacher during Teacher Support.

**DRILLING PRACTICE 1** | The student does the first drilling practice along with the audio material.

#### Interactive Task

##### Complete

The student drags the words in order to complete the sentences. **Answer key:** The last time I **visited** my grandparents was **amazing!** We had our first **picnic** in their backyard and it was **fantastic.** / We **took** a bike **ride** to see the **sunset** near the city **castle**. It was **tiring**, but it was amazing. / The school **trip** to the **museum** was **exciting!** We took a **cultural** tour and we all had a good **time** there. / She **had** the **time** of her life when she lived in London. She **visited** **museums** and castles, and **went** to national parks.

**READ AND MATCH** | The student is guided to look at the images in the Student's Book and to say out loud words or sentences related to them. Then he/she matches the column in his/her book to make a complete conversation. After that, he/she does the activity on **Wiz.tab** in order to correct the answers from the book and says the sentences or questions out loud. **Answer key:** d / e / f / c / b / a

**DRILLING PRACTICE 2** | The student does the second drilling practice along with the audio material.

**GAME ON — HOT POTATO** | In this game, the student listens to a song. When it stops, the student listens to a question or a command. He/she quickly answers it out loud and writes the answers in his/her notebook.

**LET'S GET AROUND** | In this activity, the student says some words related to what and who he/she is seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK** | The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** | The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. Did you visit that castle? / museum / national park
2. When did you live in France? / Portugal / the United States
3. Did you take him home? / her / them

**QUESTIONS |** Read the questions and ask the student to answer. Encourage further conversation.

1. Did you have a good time on the school trip?
2. Did you remember to study for the test?

**QUESTIONS |** Check the student's answers for this activity. Answers may vary.

**GAME ON — HOT POTATO |** Play the game with the student or select another student to play with him/her. These are open answers. **Audio script:** Name a place we can go for a bike ride. / Name a place we can go on a school trip. / Name a museum you consider fantastic. / Say something we can take to a picnic. / Say something you didn't remember to do last week.

**LET'S GET AROUND |** Check the student's production in his/her Student's Book.

### Should you have extra time

Ask the student to change the sentences into interrogative. Use the words in parentheses:

1. The museum was tiring, but it was fantastic. (How)
2. They visited castles on their school trip. (What)
3. She remembered to take her cell phone. (Did)
4. We had a great time during the cultural tour. (Did)
5. Mark and Jenna read a lot about the national park. (Who)

## LESSON 89

### LEARNING OBJECTIVES

- Can tell somebody something about past events with family and friends.
- Can talk about past experiences.
- Can understand the differences between jokes and pranks.

### GRAMMAR

- Indefinite compound pronouns prefixed with *some* and *no*;
- Review of the Simple Past tense.

**HOMEWORK REMINDER |** The student is asked if he/she has done the **Homework** card on **Wiz.me**.

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**ASSESSMENT |** The student is asked questions in order to review the content of the previous lessons. **Audio script:** How can you have a good time with your friends? / Where are there famous castles? / Where can we go for a cultural tour?

**PICTIONARY |** The student is asked to choose two images from the **Pictionary** card on **Wiz.me** and write sentences about them. The teacher checks the sentences during Teacher Support.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

### Interactive Task

### Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation: **advice / frightening / unexpected / unforgettable / together**

# LESSONS' INSTRUCTIONS

## Interactive Task

### Put in order

The student puts the words in the order he/she hears them, according to the conversation. **Audio script:** A: Hi, Bryan! I'm in **trouble**, I got my first **detention!** I gave the answer of the test to a classmate. B: What? This is **unexpected!** You? Doing something wrong? Well, do you want some **advice**? Be **wise** next time! / A: Hey, Tina! Did anybody **tell** you about the concert? B: Yes! The rock concert! Can we go **together**? A: But, I need to go with my **siblings** and **relatives**. Is that **OK**? / A: ... that movie was **frightening** and the end was **unexpected!** B: Yeah, I know. I told my brother to watch it with me, but he was in **detention**, so I went alone. It was an **unforgettable** night. A: Oh, my God! Were you **OK** after the movie? Because I wasn't. B: It was **frightening** walking in alone on the street, so this is my **advice**: Never watch a horror movie alone at night. / A: Hi, John! Where were you last week? B: I started a new school, so it was my **orientation** week. I **didn't study**, but I **played** a lot of different sports. This new school is amazing! A: Wow, that's **unexpected!** My sister gave me some **advice** when she **studied** at a new school: Be **wise** and don't look for **trouble**.

**USEFUL PHRASES** | The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR** | The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1** | The student is guided to the **Workbook** to do the first sentence of the activity orally.

### GRAMMAR CHECK - CHOOSE THE CORRECT ANSWER

The student listens to the questions and chooses the correct answer.

**Q:** Complete the sentence: Alright, this is unexpected! ... knows where she is!

**A:** Nobody

**Q:** Complete the sentence: We played basketball in the park, so my T-shirt is there...

**A:** somewhere

**Q:** Complete the question: On your first day at school, did... tell you the principal is cool?

**A:** anybody

**Q:** Complete the sentence: We... here yesterday, but I think I lost my backpack... near the cafeteria.

**A:** played, somewhere

**AUDIO RECAP** | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL** | The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud, and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ?** | The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and do the activity on **Wiz.me**. After that, the student answers out loud the following question on the **Wiz.tab**: **What do you think about jokes and pranks?**

**LEARNING OBJECTIVE CHECKING** | The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS** | The student listens to the **Homework** instructions for the **Workbook** activities and is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. Nobody worked yesterday. / last Monday / last Friday
2. We were at home. We went nowhere. / They / She
3. Can somebody help me find my books? / equipment / tickets

**QUESTIONS** | Read the questions and ask the student to answer. Encourage further conversation.

1. Did you freak out this year?
2. Did you give advice to your friends?

**PICTIONARY** | Check the sentences the student prepared with two images from the **Pictionary** card on **Wiz.me**.

**GET REAL |** Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

#### Should you have extra time

Ask the student to reproduce and complete the sentences:

1. I was grounded for...
2. I freaked out...
3. She had nowhere...
4. Nobody studied...
5. Did anybody... ?

## LESSON 90

### REITERATIVE LEARNING OBJECTIVES

- Can tell somebody something about past events with family and friends.
- Can talk about past experiences.
- Can understand the differences between jokes and pranks.

**HOMEWORK HAND-IN REMINDER |** The student is reminded to hand in the **Homework** to the teacher.

#### Interactive Task

##### Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **Nobody told me about the test. / My sister is wise and always gives me some advice. / The movie was frightening, my siblings freaked out! / She told me unforgettable stories about camping.**

**TIME TO TALK |** The student describes what he/she sees in the picture from the Student's Book. Then he/she looks at the sentences and the **How can I say...?** box, listens to them, and says them out loud. After that the student takes notes of his/her opinion about the sentences in his/her notebook.

**DRILLING PRACTICE 1 |** The student does the first drilling practice along with the audio material.

#### Interactive Task

##### Match

The student matches the sentences to the corresponding images. Then he/she listens to the sentences and reproduces them out loud. **Audio script:** **Did anybody tell you that you're in trouble? / Nobody got a detention, but we were grounded. / Someone told me they were playing RPG together. / It's somewhere here, don't freak out!**

**LISTEN, COMPLETE, AND ACTION! |** The student completes this task on the **Wiz.tab**. First, he/she listens to the dialogues to understand what they are about. Then he/she listens to it a second time dragging the words from the box to the correct gap. After checking answers on the **Wiz.tab**, he/she copies the answers to the Student's Book. **Answer key:** a. **freaking, out, detention, unexpected, orientation, advice** / b. **grounded, did, do, yests, nothing, played**

**DRILLING PRACTICE 2 |** The student does the second drilling practice along with the audio material.

**GAME ON – RUNNING DICTATION |** In this game, the student listens to a paragraph and writes it in his/her notebook. The challenge is that some words are missing, and the student has to guess what was not said.

**LET'S GET AROUND |** In this activity, the student says some words related to what and who he/she is seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK |** The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS |** The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

# LESSONS' INSTRUCTIONS

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. I need to tell you something. / them / him
2. My mother worked hard yesterday. / relatives / uncle
3. Why were you grounded? / they / she

**QUESTIONS |** Read the questions and ask the student to answer. Encourage further conversation.

1. Was anybody rude to you?
2. Were you in trouble last week?

**TIME TO TALK |** Check the student's opinion about the sentences from the book.

**GAME ON — RUNNING DICTATION |** Check the student's paragraph and if he/she was able to write the missing information. **Audio script:** I had a big surprise last week. At home, all my relatives ... there ... my birthday. They gave me cool gifts, and we ... a good time together. I really ... know anything about the party. It was unexpected but .... **Answer key:** were, for, had, didn't, unforgettable.

**LET'S GET AROUND |** Check the student's production in his/her Student's Book.

### Should you have extra time

Ask the student to reproduce the sentence and then change one of its words:

1. My relatives gave me good advice.
2. The trip to the national park was unforgettable.
3. My siblings were grounded for a week because they were rude to my parents.
4. I had nothing to do last weekend.
5. My best friend was got into trouble and it was unexpected.

## REVIEW 5

**PINPOINT |** The student observes the images and says what he/she sees. Then he/she listens to the audio and reproduces all the sentences. After that, he/she chooses three sentences and rewrites them, replacing the words

in bold for words he/she learned in the batch. In case the student has any questions, he/she takes notes to talk to the teacher during Teacher Support.

**PODCAST |** The student says what is happening in the picture, listens to the podcast, and says which words were used in this batch's podcast. **Answer key:** studied, fantastic, amazing, junior, having the time of my life, freaked out, and national park. To finish, the student writes a short paragraph giving his/her opinion about what he/she listened to from the podcast.

**CONVERSATION PRACTICE |** The student listens to some questions and says and answers them out loud.

**SELF-ASSESSMENT |** The student listens to the Self-assessment sentences and follows the audio instructions.

### SELF-ASSESSMENT - STUDENT'S BOOK

**HOW WELL DO YOU REMEMBER? |** The student listens to the **How Well do You Remember?** questions and follows the audio instructions.

**WHERE AM I NOW? |** The student is guided to check the **Where Am I Now?** self-evaluations and to show to the teacher during Teacher Support.

**WHAT DO I NEED TO GET THERE? |** The student listens to the **What do I Need to Get There?** explanation and follows the audio instructions.

**LET'S GET AROUND |** In this activity, the student watches the whole video on **Wiz.me**, reviews the previous dialogues he/she wrote, and rewrites the complete dialogue in the Student's Book. As a wrap-up, he/she role-plays his/her dialogue at the Teacher Support or at another moment of class chosen by the teacher. For this presentation, he/she may invite a classmate.

**LEARNING OBJECTIVE CHECKING |** The student checks the content he/she learned in this batch of lessons on the spread page.

**LET'S CHECK AND HOW AM I DOING? |** The student is guided to do the **Let's Check** and **How am I doing?** cards on **Wiz.me**.

**WIZ MOCK |** The student is guided to do the **Wiz Mock** in 10 minutes and to hand in to the teacher at the end of the class.

**HOMEWORK INSTRUCTIONS |** The student listens to the **Homework** instructions for the **Workbook** activities. The instructions are in Portuguese. He/she is also reminded to do the cards **Wiz.battle**, **Listen Up!**, and **Getting Ready!** on **Wiz.me**.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

**CONVERSATION PRACTICE |** Ask the student the following questions. Encourage further conversation.

1. Which test did you fail at school last year?
2. What was the last book you read? Did you like it?
3. Who was the last person you visited?

**PINPOINT |** Check the student's answers in his/her notebook.

**WHERE AM I NOW? |** Check the student's answers in his/her Student's Book. If he/she did not check the smiling face, take this opportunity to reinforce or offer some extra support to him/her.

**THERE AND AROUND |** Have the student present his/her dialogue to you or to role-play with another classmate.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this batch of lessons. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

**WIZ MOCK |** Ask the student to hand in the **Wiz Mock** to you.

### Should you have extra time

Ask students to give examples of:

1. Things you didn't do last week.
2. Places to go on a school trip.
3. How you feel about things.
4. When you had a good time.
5. Advice you can give to a friend.

## LESSON 91

### LEARNING OBJECTIVES

- Can ask for permission.
- Can make suggestions and/or requests.
- Can talk about having friends over.
- Can talk about what to do when having friends over.

### GRAMMAR

- Review modal verb *can* in the affirmative and negative forms;
- Introduce modal verb *can* for suggestions, offers, and/or permission.

**SPREAD PAGE |** The student listens to the learning objectives of this batch of lessons.

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

#### Interactive Task

#### Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation and follows the practices pattern: **idea / session / acquaintance / busy / punctual**

#### Interactive Task

#### Lead in text

The student observes the image, listens to the audio, and clicks only on the words he/she heard.

**Audio script:** A slumber party is a great **idea!** We can have **snacks**, a movie **session**, and a lot of **fun!** / My **guests** and **neighbors** are **punctual**! The surprise slumber party is at 8 p.m., don't be late./ My siblings, my father, and I had a pillow **fight** yesterday. It was **fun**. / She's not my **neighbor**, she's just an **acquaintance** I met at the coffee shop. She's **fun** but she's very **busy**!

**USEFUL PHRASES |** The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR |** The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1 |** The student is guided to the **Workbook** to do the first sentence of the activity orally.

# LESSONS' INSTRUCTIONS

## Interactive Task

### Choose the correct answer

The student listens to the questions and chooses the correct answer.

**Q:** Complete the question: Can you... for dinner tonight?

**A:** come over

**Q:** Complete the question: Can we... at the planetarium?

**A:** meet / stay

**Q:** Complete the sentence: I'm sorry, I... because I have school tomorrow, but thanks!

**A:** can't stay up late

**Q:** Complete the sentence: Mom, ... I ask Blair to... to my slumber party?

**A:** can, come

**AUDIO RECAP** | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL** | The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud, and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ?** | The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and answers the following questions: **What activities do you usually do when you have friends over or go to a friend's house? What activities did Clarice and Jordan talk about that you want to do?**

**LEARNING OBJECTIVE CHECKING** | The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS** | The student listens to the **Homework** instructions for the **Workbook** activities and is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. You can meet your acquaintance at the slumber party. / your best friend / your friends
2. They can't come over tonight. / on Tuesday / on Wednesday
3. Can we start at 4:00p.m.? / five / six

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. I can't have a pillow fight. And you?
2. I can stay up late on weekends. And you?

**GET REAL** | Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING** | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS** | Check if the student has any questions about the **Homework**.

### Should you have extra time

Read the sentences and ask the student to say the sentences replacing any word.

1. The neighbors can come at 4:00p.m.
2. You can meet new acquaintances at the slumber party.
3. Can you come over for dinner on Sunday?
4. That was the best pillow fight.
5. I can't help you. I'm busy.

## LESSON 92

### REITERATIVE LEARNING OBJECTIVES

- Can ask for permission.
- Can make suggestions and/or requests.
- Can talk about having friends over.
- Can talk about what to do when having friends over.

**HOMEWORK HAND-IN REMINDER** | The student is reminded to hand in the **Homework** to the teacher.

#### Interactive Task

##### Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: *I'm sorry, but I can't stay to meet your neighbors. I need to study. / I can't meet the guests, I'm busy now. / We aren't friends. We're just acquaintances. / Can we stay up late for our spa night?*

**QUESTIONS** | First, the student says what he/she thinks is happening in the picture. Then he/she listens to the audio and reproduces it out loud. In his/her book, he/she reads the **How can I say... ?** box and uses it to answer the questions in his/her notebook to talk to the teacher during Teacher Support.

**DRILLING PRACTICE 1** | The student does the first drilling practice along with the audio material.

#### Interactive Task

##### Maze

The student sees four sentences out of order and drags the words or sentences to the correct order. After checking the answers, he/she listens to the sentences and reproduces them out loud. **Audio script:** *Can we have an at-home karaoke session on Friday, Mom? / We met your best friends at the party yesterday. / Monica can help us with good ideas for the slumber party. / The spa night starts at 9:00 p.m. Be punctual.*

**LISTEN, NUMBER, AND ACTION!** | The student looks at the images, describes in English what he/she sees, listens to the audio to check if the words he/she used in the image description are related to the conversations. Then he/she listens to the audio one more time to number the images according to the dialogues. After that, to check if the answers from the book are correct, the student does the activity on the **Wiz.tab**. **Answer key:** a. 3 / b. 4 / c. 1 / d. 2

**DRILLING PRACTICE 2** | The student does the second drilling practice along with the audio material.

**GAME ON — RUNNING DICTATION** | In this game, the student listens to a paragraph and writes it in his/her notebook. The challenge is that some words are missing, and the student has to guess what was not said.

**LET'S GET AROUND** | In this activity, the student says some words related to what and who he/she is seeing

in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK** | The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** | The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

#### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

##### DRILLING PRACTICE

1. Can you stay up late on Mondays? / Tuesdays / Sundays
2. When can your neighbor come? / guest / acquaintance
3. I have an idea: Let's have a pillow fight. / have a movie session / play a board game

**QUESTIONS** | Check the student's answers for this activity. Answers may vary.

**GAME ON — RUNNING DICTATION** | Check the student's paragraph and if he/she was able to write the missing information. **Audio script:** *I'm having some friends (over) tonight. We want to start the slumber (party) at 7:00 p.m., but we can't stay up late because today is Saturday. We can (eat) snacks, have a game night, and a Scream-A-Thon. I can't (wait) for them to come!*

**LET'S GET AROUND** | Check the student's production in his/her Student's Book.

##### Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. Can you...?
2. I have.... Let's have a slumber party.
3. Can you be...?
4. She can't stay...
5. I can't...

# LESSONS' INSTRUCTIONS

## LESSON 93

### LEARNING OBJECTIVES

- Can talk about impossibility or inability in the past.
- Can talk about abilities or skills people once had.
- Can ask questions about past abilities or possibilities.
- Can use the verb to go to talk about sports.

### GRAMMAR

- Introduce modal verb *could* in the affirmative, negative, and interrogative forms.

**HOMEWORK REMINDER |** The student is asked if he/she has done the **Homework** card on **Wiz.me**.

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**ASSESSMENT |** The student is asked questions in order to review the content of the previous lessons.  
**Audio script:** *Can you stay up late every day? Why? / Are you a punctual person? / How often do you meet your best friend?*

**PICTIONARY |** The student is asked to choose two images from the **Pictionary** card on **Wiz.me** and write sentences about them. The teacher checks the sentences during Teacher Support.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

#### Interactive Task

#### Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
*height / roller coaster / risky / scared / without*

#### Interactive Task

#### Listen and choose

The student sees four images on the screen. Then he/she presses the button to listen to the audio and chooses the corresponding images. **Audio script:**  
*I like to ride the roller coaster, but I was scared. / The horse was outside next to the pool. / We swam in the sea last week. / They don't like to ride a motorcycle, it's risky.*

**USEFUL PHRASES |** The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR |** The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1 |** The student is guided to the **Workbook** to do the first sentence of the activity orally.

#### GRAMMAR CHECK - CHOOSE THE CORRECT ANSWER

The student listens to the questions and chooses the correct answer.

**Q:** Where could we swim?

**A:** *We could swim in lakes and pools.*

**Q:** Complete the sentence: I'm sorry Julie I... you yesterday.

**A:** *couldn't help*

**Q:** Why couldn't they play outside last night?

**A:** *Because it was late and risky.*

**Q:** Complete the sentence: When I was a kid I... English.

**A:** *couldn't speak*

**AUDIO RECAP |** The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL |** The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud, and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ? |** The student says what he/she sees in the picture. Then he/she accesses the **Did You Know...?** card on **Wiz.me** to watch the video and answer the following questions: *Can you give some examples of sports with the verb to go? Do you usually go swimming? Why, or why not?*

**LEARNING OBJECTIVE CHECKING |** The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS |** The student listens to the **Homework** instructions for the **Workbook** activities. These instructions are in Portuguese and he/she is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

#### DRILLING PRACTICE

1. I could swim when I was four years old. / write / read
2. He couldn't stay in the Spanish class with me. / French / Portuguese
3. Could you try to help your friends? / siblings / teachers

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. I could ride a horse when I was a child. And you?
2. I could play outside when I was a child. And you?

**GET REAL |** Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

#### Should you have extra time

Read the sentences and ask the student to say the sentences replacing any words.

1. I'm afraid of heights.
2. The test was a piece of cake.
3. I could swim in the sea on my vacation.
4. She couldn't ride a motorcycle, now she can.
5. I couldn't live without books when I was young.

## LESSON 94

### REITERATIVE LEARNING OBJECTIVES

- Can talk about impossibility or inability in the past.
- Can talk about abilities or skills people once had.
- Can ask questions about past abilities or possibilities.
- Can use the verb to go to talk about sports.

**HOMEWORK HAND-IN REMINDER |** The student is reminded to hand in the **Homework** to the teacher.

#### Interactive Task Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **She couldn't swim last year, but now she can. / I'm not afraid of riding my motorcycle. / We prefer to swim in the lake. / Last night, we tried to talk to you.**

**FLUENCY |** The student listens to the audio and reads the sentences out loud. When reading for the second time, he/she changes the sentences according to the model. To correct the student's production, he/she completes a read and match task. **Answer key:** a. Could Daniel swim fast when he was young? / b. My mother couldn't come to my school presentation. / c. Could you speak Portuguese when you were a child? / d. Sally couldn't play in the pool with her friends yesterday / e. Could your grandpa ride a horse when he lived in the countryside? / f. My sister couldn't ride the roller coaster without our parents.

**DRILLING PRACTICE 1 |** The student does the first drilling practice along with the audio material.

#### Interactive Task Complete

The student drags the words in order to complete the sentence. **Answer key:** I couldn't swim in the lake last night. I was scared. / Sorry, I couldn't wait for you outside. I preferred to stay at home. / Could you see all the attractions in the park? I tried to go but I couldn't. / I'm not afraid of riding my motorcycle. It's a piece of cake.

# LESSONS' INSTRUCTIONS

**LISTEN AND CONTINUE THE STORY** | The student describes the image and listens to a story to check if the words he/she said were used. Then he/she listens to it one more time to take notes of important information in order to continue the story to the teacher during Teacher Support.

**DRILLING PRACTICE 2** | The student does the second drilling practice along with the audio material.

**GAME ON — MIME** | In this game, the student listens to the words and writes them in his/her notebook. After that, he/she mimes a word to the teacher.

**LET'S GET AROUND** | In this activity, the student says some words related to what and who he/she is seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK** | The student listens to the Unlock sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** | The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the Listen Up! card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. I could swim when I was four years old. / write / read
2. He couldn't stay in the Spanish class with me. / French / Portuguese
3. Could you try to help your friends? / siblings / teachers

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. Could you swim when you were a kid?
2. Could you ride a horse when you were young?

**LISTEN AND CONTINUE THE STORY** | Ask the student to tell the rest of the story using his/her words.

**GAME ON — MIME** | Play the game with the student or select another student to play with him/her. The words are: **scared** / **motorcycle** / **inside** / **to go swimming**

**LET'S GET AROUND** | Check the student's production in his/her Student's Book.

### Should you have extra time

Ask the student to change the sentences into negative.

1. They could go to the roller coaster.
2. My mother could ride a motorcycle when she was a kid.
3. The test was a piece of cake.
4. I could swim in the pool.
5. We could play inside and outside.

## LESSON 95

### LEARNING OBJECTIVES

- Can make offers and requests in a polite way.
- Can talk about a few free-time activities.
- Can use the verb *to do* to talk about physical activity.

### GRAMMAR

- Introduce modal verb *would* + verb to like

**HOMEWORK REMINDER** | The student is asked if he/she has done the **Homework** card on **Wiz.me**.

**GETTING READY! REMINDER** | The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**ASSESSMENT** | The student is asked questions in order to review the content of the previous lessons. **Audio**

**script:** Could you ride horses when you were a little child? Why? / What are you scared of? / Do you prefer to swim in a pool or in the sea? Why?

**PICTIONARY** | The student is asked to choose two images from the **Pictionary** card on **Wiz.me** and write sentences about them. The teacher checks the sentences during Teacher Support.

**VERBS** | The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS** | The student follows the Wizard methodology presentation and practices pattern.

#### Interactive Task

##### Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
**baseball / competition / free time / crossword puzzle / thrilling**

#### Interactive Task

##### Put in order

The student puts the words in the order he/she hears them, according to the conversation. **Audio script:** A: Hey, Luke. I bought two tickets for the tennis match. B: That's great! Tennis is so **thrilling**. A: Do you **like** it? B: Sure! I like tennis so much. / A: Mom, can you help me with this crossword **puzzle**? B: Sorry, Claire. I can't. But I can help you in my **free time**. A: That's OK! We can play a **card** game, too. / A: I like it here. It's a nice **spot** to watch the **baseball competition**. B: Yes, it is. I invited some friends. A: Great! Let's go, our team is the **winner**! / A: I knew her. She **bought** me a snack in our **free time**. B: Do you **like** her? A: Yes, we're friends now. We love to play **football** together.

**USEFUL PHRASES** | The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR** | The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1** | The student is guided to the Workbook to do the first sentence of the activity orally.

#### GRAMMAR CHECK - CHOOSE THE CORRECT ANSWER

The student listens to the questions and chooses the correct answer.

**Q:** Would you like to study together for the test after class? It's a walk in the park if we do it together.

**A:** I'd love to, but I can't. I need to do some chores.

**Q:** Complete the sentence: I... my friends to watch the match, Dad. Can I?

**A:** would like to invite

**Q:** Complete the sentence: She wouldn't like... with you. She doesn't like card games.

**A:** to play

**Q:** Complete the sentence: What would you... buy for her?

**A:** like to

**AUDIO RECAP** | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL** | The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ?** | The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and do the activity on **Wiz.me**. After that, the student answers out loud the following questions on the **Wiz.tab**: **Can you name some physical activities with the verb to do? Would you like to do karate? Why or why not?**

**LEARNING OBJECTIVE CHECKING** | The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS** | The student listens to the **Homework** instructions for the **Workbook** activities and is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

#### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

##### DRILLING PRACTICE

1. I would like to go to the mountains tomorrow. / beach / countryside
2. We wouldn't like to say what you need to do. / she / they
3. Where would she like to go?

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. Where would you like to live?
2. Who would you like to meet?

**PICTIONARY** | Check the sentences the student prepared with two images from the **Pictionary** card on **Wiz.me**.

# LESSONS' INSTRUCTIONS

**GET REAL |** Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

## Should you have extra time

Read the sentences and ask the student to say the sentences replacing any words.

1. I would like to eat out on Friday night.
2. I wouldn't like to learn how to play football.
3. She would like to buy me a gift.
4. Where would you like to study?
5. What sport would you like to play?

## LESSON 96

### REITERATIVE LEARNING OBJECTIVES

- Can make offers and requests in a polite way.
- Can talk about a few free-time activities.
- Can use the verb to do to talk about physical activity.

**HOMEWORK HAND-IN REMINDER |** The student is reminded to hand in the **Homework** to the teacher.

#### Interactive Task Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: *Who would you like to invite? / My sister likes to eat out on Fridays. But I prefer to eat at home. / I like to play football. It's so thrilling. Would you play with me? / If you invite me to watch a tennis match, I'm in!*

**READ AND MARK TRUE (T) OR FALSE (F) |** The student guesses what the text is about by looking at the picture. He/she reads the text and the **TAKE A LOOK!** box and answers the questions on the **Wiz.tab**. Then he/she listens to the false statements and corrects them in his/her book.

**Q:** a. Irene invited her friends to play video games.

**A:** FALSE

**Q:** b. They like to play card games in their free time.

**A:** TRUE

**Q:** c. When Irene is alone, she plays Solitaire.

**A:** TRUE

**Q:** d. Uno is a game for more than one player.

**A:** TRUE

**Q:** e. In Irene's opinion, playing Uno is hard.

**A:** FALSE

**Q:** For alternative a. Irene invited her friends to play card games or video games:

**A:** Irene invited her friends to play video games.

**Q:** For alternative e. In Irene's opinion, playing Uno is hard or a piece of cake:

**A:** In Irene's opinion, playing Uno is a piece of cake.

**DRILLING PRACTICE 1 |** The student does the first drilling practice along with the audio material.

#### Interactive Task Match

The student matches the sentences to the corresponding images. Then he/she listens to the sentences and reproduces them out loud. **Audio script:** *Would you like to study for the test with me? / I'd like to invite him to the baseball match. / Would you like to eat out tomorrow? / She would like to buy a game for her sister.*

**LISTEN, PUT IN ORDER, AND ACTION! |** The student looks at the picture and describes it out loud. He/she listens to the dialogues to check if the words used in the previous step were mentioned. On the **Wiz.tab**, he/she puts the dialogue in the correct order and writes it in the Student's Book. **Answer key:** 9/1/2/8/4/6/5/7/3/10

**DRILLING PRACTICE 2 |** The student does the second drilling practice along with the audio material.

**GAME ON — MIME |** In this game, the student listens to the words and writes them in his/her notebook. After that, he/she mimes a word to the teacher.

**LET'S GET AROUND |** In this activity, the student says some words related to what and who he/she is seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video

on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK** | The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** | The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. Would you like to play tennis with us? / baseball / football
2. Would you like some chicken pie? / water / cake
3. Where would you like to work? / stay / sit

**QUESTIONS** | Read the questions and ask your student to answer. Encourage further conversation.

1. When would you like to travel?
2. What would you like to sing?

**GAME ON — MIME** | Play the game with the student or select another student to play with him/her. The words are: **baseball** / **to do aerobics** / **crossword puzzle**

**LET'S GET AROUND** | Check the student's production in his/her Student's Book.

### Should you have extra time

Read the sentences and ask the student to say the sentences replacing any words.

1. Where would you like to...?
2. What would...?
3. I would like to...
4. I wouldn't like to...
5. Would she like to...?

## REVIEW 6

**PINPOINT** | The student observes the images and says what he/she sees. Then he/she listens to the audio and reproduces all the sentences. After that, he/she chooses

three sentences and rewrites them, replacing the words in bold for words he/she learned in the batch. In case the student has any questions, he/she takes notes to talk to the teacher during Teacher Support.

**PODCAST** | The student says what is happening in the picture, listens to the podcast, and says which words were used in this batch's podcast. **Answer key:** **tennis** and **outside**. To finish, the student matches the sentences to the pictures. **Audio script:** Louie Brown's favorite adaptive sport is table tennis. / The audience needs to be quiet while the athletes are playing. / Wheelchair tennis is an example of adaptive sport. / Goalball was in the last Paralympic Games.

**CONVERSATION PRACTICE** | The student listens to some questions and says and answers them out loud.

**SELF-ASSESSMENT** | The student listens to the Self-assessment sentences and follows the audio instructions.

### SELF-ASSESSMENT - STUDENT'S BOOK

**HOW WELL DO YOU REMEMBER?** | The student listens to the **How Well do You Remember?** questions and follows the audio instructions.

**WHERE AM I NOW?** | The student is guided to check the **Where Am I Now?** self-evaluations and to show to the teacher during Teacher Support.

**WHAT DO I NEED TO GET THERE?** | The student listens to the **What do I Need to Get There?** explanation and follows the audio instructions.

**LET'S GET AROUND** | In this activity, the student watches the whole video on **Wiz.me**, reviews the previous dialogues he/she wrote, and rewrites the complete dialogue in the Student's Book. As a wrap-up, he/she role-plays his/her dialogue at the Teacher Support or at another moment of class chosen by the teacher. For this presentation, he/she may invite a classmate.

**LEARNING OBJECTIVE CHECKING** | The student checks the content he/she learned in this batch of lessons on the spread page.

**LET'S CHECK AND HOW AM I DOING?** | The student is guided to do the **Let's Check** and **How am I doing?** cards on **Wiz.me**.

**WIZ MOCK** | The student is guided to do the **Wiz Mock** in 10 minutes and to hand in to the teacher at the end of the class.

**HOMEWORK INSTRUCTIONS** | The student listens to the **Homework** instructions for the **Workbook** activities.

# LESSONS' INSTRUCTIONS

He/she is also reminded to do the cards **Wiz.battle**, **Listen Up!**, and **Getting Ready!** on **Wiz.me**.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

**CONVERSATION PRACTICE |** Ask the student the following questions. Encourage further conversation.

1. What's a piece of cake, in your opinion?
2. Who did you invite to your last birthday party?
3. What would you like to do next weekend?

**PINPOINT |** Check the student's answers in his/her notebook.

**WHERE AM I NOW? |** Check the student's answers in his/her Student's Book. If he/she did not check the smiling face, take this opportunity to reinforce or offer some extra support to him/her.

**THERE AND AROUND |** Have the student present his/her dialogue to you or to role-play with another classmate.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this batch of lessons. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

**WIZ MOCK |** Ask the student to hand in the **Wiz Mock** to you.

### Should you have extra time

Ask students to give examples of:

1. Places they would like to visit.
2. Musical instruments they would like to learn how to play.
3. Things they could do as a kid.
4. Things they can do at a slumber party.
5. Something they're not afraid of.

## LESSON 97

### LEARNING OBJECTIVES

- Can talk about people's physical descriptions.
- Can ask about people's physical descriptions.
- Can use the verb *to look* in different ways.

### GRAMMAR

- Introduce genitive case;
- Questions with *how*: *How tall/big/long*, etc.

**SPREAD PAGE |** The student listens to the learning objectives of this batch of lessons.

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

#### Interactive Task

#### Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
**beard / freckles / eyelashes / eyebrows / mustache**

#### Interactive Task

#### Lead in text

The student observes the image, listens to the audio, and clicks only on the words he/she heard. **Audio script:** I don't have **dark** hair, but I have **bangs** and **freckles**. I want to have long **eyelashes**. / My hair is long, **dark**, and I like to use a **ponytail**. I have a **scar** near my mouth. / My grandfather is **fit**, has a long **white beard**, and **mustache**. / She's wearing a **ponytail**. Look at the **scar** on her skin. It's next to her **eyebrow**.

**USEFUL PHRASES |** The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR |** The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1** | The student is guided to the **Workbook** to do the first sentence of the activity orally.

**Interactive Task**

**Choose the correct answer**

The student listens to the questions and chooses the correct answer.

**Q:** Complete the sentence: My... hair is dark and long.

**A:** sister's

**Q:** Complete the question: How... is your father's hair?

**A:** long

**Q:** Complete the question: How... is your... friend?

**A:** tall, brother's

**Q:** Complete the question: How... is your... bedroom?

**A:** big, sister's

**AUDIO RECAP** | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL** | The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud, and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ?** | The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and answers the following questions: **Now, can you say some sentences using the verb to look, in different ways? What does your best friend look like?**

**LEARNING OBJECTIVE CHECKING** | The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS** | The student listens to the **Homework** instructions for the **Workbook** activities and is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

**TEACHER SUPPORT - 5'**

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

**DRILLING PRACTICE**

1. How big is your house? / bedroom / backyard
2. My mother's hair is curly. / wavy / straight
3. How tall is your mother? / father / brother

**QUESTIONS** | Read the questions and ask your student to answer. Encourage further conversation.

1. How big is your school?
2. How long is your teacher's hair?

**GET REAL** | Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING** | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS** | Check if the student has any questions about the **Homework**.

**Should you have extra time**

Ask the student to reproduce and complete the following sentences.

1. How long... ?
2. How big... ?
3. How tall... ?
4. My friend's mother...
5. My best friend's sister...

**LESSON 98**

**REITERATIVE LEARNING OBJECTIVES**

- Can talk about people's physical descriptions.
- Can ask about people's physical descriptions.
- Can use the verb to *look* in different ways.

**HOMEWORK HAND-IN REMINDER** | The student is reminded to hand in the **Homework** to the teacher.

# LESSONS' INSTRUCTIONS

## Interactive Task

### Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **How big is your grandmother's beach house? / I really like my brother's mustache and beard. / What's your family like? We're beautiful and happy. / My sister and I like to take care of our skin.**

**QUESTIONS |** First, the student says what he/she thinks is happening in the picture. Then he/she listens to the audio and reproduces it out loud. In his/her book, he/she reads the **How can I say... ?** box and use it to answer the questions in his/her notebook to talk to the teacher during Teacher Support.

**DRILLING PRACTICE 1 |** The student does the first drilling practice along with the audio material.

## Interactive Task

### Maze

The student sees four sentences out of order and drags the words or sentences to the correct order. After checking the answers, he/she listens to the sentences and reproduces them out loud. **Audio script:** Your sister's best friend reminds me of my cousin. / I want to keep my ponytail and my dark eyebrows! / I like to take care of my skin and my hair. / How tall is your best friend?

**LISTEN, COMPLETE, AND ACTION! |** The student completes this task on the **Wiz.tab**. First, he/she listens to the dialogues to understand what they are about. Then he/she listens to it a second time dragging the words from the box to the correct gap. After checking answers on the **Wiz.tab**, he/she copies the answers to the Student's Book. **Answer key:** a. girl, one, straight, hair, cousin, light, skin, long, eyelashes / b. meet, didn't, brother, look, like, skin, like, funny, smart.

**DRILLING PRACTICE 2 |** The student does the second drilling practice along with the audio material.

**GAME ON — HOT POTATO |** In this game, the student listens to a song. When it stops, the student listens to a question or a command. He/she quickly answers it out loud and writes the answers in his/her notebook.

**LET'S GET AROUND |** In this activity, the student says some words related to what and who they are seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK |** The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS |** The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. He is tall. / short / fit
2. Is your best friend tall? / short / slim
3. I'm looking for my glasses. / backpack / jacket

**QUESTIONS |** Read the questions and ask your student to answer. Encourage further conversation.

1. What does your best friend look like?
2. How tall are you?

**QUESTIONS |** Check the student's answers for this activity. Answers may vary.

**GAME ON — HOT POTATO |** Play the game with the student or select another student to play with him/her. These are open answers. **Audio script:** Say some people's physical characteristics. / Say two things we can do to keep fit. / Say five verbs in the past. / Say three things that remind you of your childhood. / Say what you are looking at.

**LET'S GET AROUND |** Check the student's production in his/her Student's Book.

### Should you have extra time

Read the sentences and ask the student to say them using the words in parentheses.

1. He reminds me of my father. (My best friend's father)
2. She has long eyelashes. (My sister's best friend)
3. He has a beard and a mustache. (My teacher's friend)
4. She is fit. (My mother's cousin)
5. He has freckles. (My father's brother)

## LESSON 99

### LEARNING OBJECTIVES

- Can understand simple comparisons between people.
- Can describe people using a few adjectives.
- Can recognize some members of a blended family.

### GRAMMAR

- Comparatives (*more + adjective + than*).

**HOMEWORK REMINDER |** The student is asked if he/she has done the **Homework** card on **Wiz.me**.

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the Getting Ready! card on **Wiz.me**.

**ASSESSMENT |** The student is asked questions in order to review the content of the previous lessons. **Audio script:** *What do you look like? / What is your best friend like? / What time did you arrive at school today?*

**PICTIONARY |** The student is asked to choose two images from the **Pictionary** card on **Wiz.me** and write sentences about them. The teacher checks the sentences during Teacher Support.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

### Interactive Task

#### Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation: **naive / attractive / distracted / extroverted**

### Interactive Task

#### Listen and choose

The student sees four images on the screen. Then he/she presses the button to listen to the audio and chooses the corresponding images. **Audio script:** *I can't walk on the street and use the cell phone. I get very distracted and it's not very responsible. / George is attractive. He seems to be very intelligent, easy-going, and extroverted. / I was very stubborn when I was a kid. I was extroverted, too. / It's important to have respect for everybody's differences and I prefer to have friends who don't behave badly.*

**USEFUL PHRASES |** The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR |** The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1 |** The student is guided to the **Workbook** to do the first sentence of the activity orally.

### GRAMMAR CHECK - CHOOSE THE CORRECT ANSWER

The student listens to the questions and chooses the correct answer.

**Q:** Complete the sentence: My sister is... responsible... me.

**A:** *more, than*

**Q:** Complete the question: You seemed to be more... your brother. But I was wrong. You are extroverted and more... him.

**A:** *introverted than, polite than*

**Q:** Complete the sentence: I know I am... and you are... than me, but I never told you a lie.

**A:** *introverted, more extroverted*

**Q:** Complete the sentence: I think some cats are... but... than dogs. Most dogs are... and naive.

**A:** *more intelligent, more stubborn, easy-going*

**AUDIO RECAP |** The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

# LESSONS' INSTRUCTIONS

**GET REAL** | The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud, and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ?** | The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and answers the following question: **What do you know about blended families? Do you have any friends who have a blended family?**

**LEARNING OBJECTIVE CHECKING** | The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS** | The student listens to the **Homework** instructions for the **Workbook** activities and is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. Jack is more responsible than his brother. / extroverted / introverted
2. The book isn't more inspiring than the movie. / underrated / interesting
3. Is the amusement park more attractive than the museum? / planetarium / skate park

**QUESTIONS** | Read the questions and ask your student to answer. Encourage further conversation.

1. Is your brother/sister more stubborn than you?
2. Is your best friend more distracted than you?

**GET REAL** | Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING** | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS** | Check if the student has any questions about the **Homework**.

### Should you have extra time

Ask the student to reproduce the sentence and then change one of its words:

1. I am more responsible than my sister.
2. Jack is more easy-going than Peter.
3. She is more distracted now, after the test.
4. They are more introverted than them.
5. I am not more intelligent than you.

## LESSON 100

### REITERATIVE LEARNING OBJECTIVES

- Can understand simple comparisons between people.
- Can describe people using a few adjectives.
- Can recognize some members of a blended family.

**HOMEWORK HAND-IN REMINDER** | The student is reminded to hand in the **Homework** to the teacher.

### Interactive Task Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **My brother is more extroverted than me. / When I was a kid, I was more stubborn than today. / My brother is more responsible than my sister. / This actor is more attractive than that actor.**

**TIME TO TALK** | The student describes what he/she sees in the picture from the Student's Book. Then he/she looks at the sentences and the **How can I say...?** box, listens to them, and says them out loud. After that the student takes notes of his/her opinion about the sentences in his/her notebook.

**DRILLING PRACTICE 1** | The student does the first drilling practice along with the audio material.

### Interactive Task

#### Complete

The student drags the words in order to complete the sentences. **Answer key:** I think my best friend is **more intelligent than me** when it comes to music and arts. / Is he OK? He **seems** to be **more distracted than** last week. / I know you are always **responsible**, but right now you are **being** very **naive** and stubborn. / My best friend **told me** a lie and she's behaving **badly** these past few weeks.

**LISTEN AND CONTINUE THE STORY** | The student describes the image and listens to a story to check if the words he/she said were used. Then he/she listens to it one more time to take notes of important information in order to continue the story to the teacher during Teacher Support.

**DRILLING PRACTICE 2** | The student does the second drilling practice along with the audio material.

**GAME ON — SNOWMAN** | In this game, the student listens to a word being spelled. He/she needs to write the word in his/her notebook.

**LET'S GET AROUND** | In this activity, the student says some words related to what and who he/she is seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK** | The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** | The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

#### DRILLING PRACTICE

1. My kids behaved badly today. / students / stepbrother
2. It seems that he is more responsible than his stepsister. / stepson / stepfather
3. He is being naive. / stubborn / sincere

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. Is your math teacher more extroverted than your geography teacher?
2. Are you more polite than your cousin?

**TIME TO TALK** | Check the student's opinion about the sentences from the book.

**LISTEN AND CONTINUE THE STORY** | Ask the student to tell the rest of the story using his/her words.

**GAME ON — SNOWMAN** | Check the words the student wrote in his/her notebook. The spelled words are: behavior, stubborn, responsible

**LET'S GET AROUND** | Check the student's production in his/her Student's Book.

#### Should you have extra time

Read the sentences and ask the student to change them into negative.

1. She seems to be more stubborn than her sister.
2. I'm angry because my best friend told me a lie.
3. Tell me the truth.
4. Aaron is more attractive than Henry.
5. Melanie is more easy-going than me.

## LESSON 101

### LEARNING OBJECTIVES

- Can understand simple comparisons between objects or people.
- Can make simple, direct comparisons between two people or things using common adjectives.
- Can use *because of* and *that's why* to answer questions.

### GRAMMAR

- Comparatives (adjective + *-er* + *than*).

**HOMEWORK REMINDER** | The student is asked if he/she has done the **Homework** card on **Wiz.me**.

# LESSONS' INSTRUCTIONS

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**ASSESSMENT |** The student is asked questions in order to review the content of the previous lessons. **Audio script:** Were you a stubborn child? / Did you get a good grade on your last English test? / How do you usually behave in your classes?

**PICTIONARY |** The student is asked to choose two images from the **Pictionary** card on **Wiz.me** and write sentences about them. The teacher checks the sentences during Teacher Support.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

## Interactive Task

### Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation: clumsy / anxious / optimistic / pessimistic

## Interactive Task

### Put in order

The student puts the words in the order he/she hears them, according to the conversation. **Audio script:** A: My best friend is **silly** and **brave**. She's usually talkative and very energetic. B: She seems to be fun to be with! A: Yeah, she's usually **optimistic** and when she's **anxious** she's pessimistic. She's my favorite person! / A: We need to be optimistic and **energetic** for this presentation. B: Don't be silly. We studied very hard! We need to feel **brave**! That's it. Let's go! A: I'm so **lucky** to have you in my work group! You know I'm **clumsy**, so can you help me if I need? / A: Louis is **anxious** for the festival. He's being silly about it and more **talkative** than last week. B: Come on! Don't be **angry** at him. He's just energetic and optimistic, it's his **personality**! / A: Hey, Dean. Be careful, the principal is coming to our class and I think she's angry at us. B: Will, don't be **pessimistic** or anxious about it. You know people are **talkative**. It's her **personality**! She works a lot, you know. A: You're right. I'm being **silly**. I always admired her. She's a good person.

**USEFUL PHRASES |** The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR |** The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1 |** The student is guided to the **Workbook** to do the first sentence of the activity orally.

### GRAMMAR CHECK - CHOOSE THE CORRECT ANSWER

The student listens to the questions and chooses the correct answer.

**Q:** Complete the sentence: In my opinion, you're... than me, but you're not much...

**A:** bigger, taller

**Q:** Complete the sentence: Mrs. Phillips is... than Mrs. Thompson, but they're... than Mr. Wilson.

**A:** sillier, more energetic

**Q:** Complete the sentence: This movie makes me feel... and... than the last movie we watched. And it makes me feel very...

**A:** angrier, braver, anxious

**Q:** Complete the sentence: In my opinion, the second episode of the series is much... and... than the first episode, but it's very..., right? What do you think?

**A:** longer, sillier, optimistic

**AUDIO RECAP |** The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL |** The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud, and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ? |** The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and do the activity on **Wiz.me**. After that, the student answers out loud the following questions on the **Wiz.tab**: Now, tell me, do you understand both expressions? Can you say something you like about your family because of their personality?

**LEARNING OBJECTIVE CHECKING |** The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS |** The student listens to the **Homework** instructions for the **Workbook** activities and is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

#### DRILLING PRACTICE

1. My stepfather is braver than my uncle. / calmer / older
2. Your house isn't bigger than my apartment. / smaller / cleaner
3. Do you think he is luckier than me? / us / her

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. Do you feel more anxious for parties or for tests?
2. Is your best friend more optimistic or more pessimistic than you?

**PICTIONARY |** Check the sentences the student prepared with two images from the **Pictionary** card on **Wiz.me**.

**GET REAL |** Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

#### Should you have extra time

Ask the student to change the sentences into affirmative.

1. I'm not older than you.
2. My sister isn't more talkative than me.
3. In my opinion, he isn't more energetic than us.
4. Rainy days don't make me feel more energetic.
5. I don't believe movies make people more anxious.

## LESSON 102

### REITERATIVE LEARNING OBJECTIVES

- Can understand simple comparisons between objects or people.
- Can make simple, direct comparisons between two people or things using common adjectives.
- Can use expressions *because of* and *that's why* to answer questions.

**HOMEWORK HAND-IN REMINDER |** The student is reminded to hand in the **Homework** to the teacher.

#### Interactive Task

##### Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **In my opinion, cousin Martha is angrier than Jenna, but Jenna is clumsier. / This song makes me feel lucky and energetic! / My mom believes my sister is more anxious than last year because of the final tests. / I admire her personality! She's brave, optimistic, and she accepts she's energetic!**

**FLUENCY |** The student listens to the audio and reads the sentences out loud twice. When reading for the second time, he/she needs to pay attention to what changes from one sentence to the other and must apply the same patterns to the sentences a-f. To correct the student's production, he/she completes a read and match task.

**Answer key:** a. I am more talkative than my best friend. / b. The T-shirt is cheaper than the blue jacket. / c. Maria is younger than Ann. / d. My brother is older than me or than I am. / e. Julia's sister is more extroverted than her. / f. Patrick is calmer than Mr. Smith.

**DRILLING PRACTICE 1 |** The student does the first drilling practice along with the audio material.

#### Interactive Task

##### Match

The student matches the sentences to the corresponding images. Then he/she listens to the sentences and reproduces them out loud. **Audio script:** How did the song make you feel? / The test was easier than the assignment. / I was sillier than my cousin when I was young. / I'm not much older than you. Our birthday is near.

# LESSONS' INSTRUCTIONS

**MATCH, LISTEN, AND ACTION!** In the Student's Book, the student matches the information from the left-hand column to the information on the right-hand column. He/she listens to the complete conversation to confirm his/her answers. To correct the exercise, the student completes the read and match task on the **Wiz.tab**.

**Answer key:** b / e / c / d / a

**DRILLING PRACTICE 2** The student does the second drilling practice along with the audio material.

**GAME ON – STOP** In this game, the student listens to a letter and writes as many words as he/she can in his/her notebook.

**LET'S GET AROUND** In this activity, the student says some words related to what and who he/she is seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK** The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

## TEACHER SUPPORT – 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. You need to be careful about what you write. / post / think
2. In my opinion, she is luckier than me. / braver / clumsier
3. It makes me feel more relaxed. / better / worse

**QUESTIONS** Read the questions and ask the student to answer. Encourage further conversation.

1. Can you tell me about your mother's personality?
2. Can you tell me about your father's personality?

**GAME ON – STOP** Play the game with the student or select another student to play with him/her. The letter is: F

**LET'S GET AROUND** Check the student's production in his/her Student's Book.

### Should you have extra time

Ask the student to reproduce and complete the sentences:

1. I... than my best friend.
2. My teacher... than my parents.
3. In my opinion, books... than movies.
4. The test... than the homework.
5. My best friend... than my brother.

## REVIEW 7

**PINPOINT** The student observes the images and says what he/she sees. Then he/she listens to the audio and reproduces all the sentences. After that, he/she chooses three sentences and rewrites them, replacing the words in bold for words he/she learned in the batch. In case the student has any questions, he/she takes notes to talk to the teacher during Teacher Support.

**PODCAST** The student says what is happening in the picture, listens to the podcast, and says which words were used in this batch's podcast. **Answer key:** **specialist**, **talent**, and **valid**. To finish, the student writes a short paragraph giving his/her opinion about what he/she listened to from the podcast.

**CONVERSATION PRACTICE** The student listens to some questions and says and answers them out loud.

**SELF-ASSESSMENT** The student listens to the Self-assessment sentences and follows the audio instructions.

### SELF-ASSESSMENT – STUDENT'S BOOK

**HOW WELL DO YOU REMEMBER?** The student listens to the **How Well do You Remember?** questions and follows the audio instructions.

**WHERE AM I NOW?** The student is guided to check the **Where Am I Now?** self-evaluations and to show to the teacher during Teacher Support.

**WHAT DO I NEED TO GET THERE?** The student listens to the **What do I Need to Get There?** explanation and follows the audio instructions.

**LET'S GET AROUND** In this activity, the student watches the whole video on **Wiz.me**, reviews the previous dialogues he/she wrote, and rewrites the complete dialogue in the Student's Book. As a wrap-up, he/she role-plays his/her dialogue at the Teacher Support or at

another moment of class chosen by the teacher. For this presentation, he/she may invite a classmate.

**LEARNING OBJECTIVE CHECKING |** The student checks the content he/she learned in this batch of lessons on the spread page.

**LET'S CHECK AND HOW AM I DOING? |** The student is guided to do the **Let's Check** and **How am I doing?** cards on **Wiz.me**.

**WIZ MOCK |** The student is guided to do the **Wiz Mock** in 10 minutes and to hand in to the teacher at the end of the class.

**HOMEWORK INSTRUCTIONS |** The student listens to the **Homework** instructions for the **Workbook** activities. The instructions are in Portuguese. He/she is also reminded to do the cards **Wiz.battle**, **Listen Up!**, and **Getting Ready!** on **Wiz.me**.

### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

**CONVERSATION PRACTICE |** Ask the student the following questions. Encourage further conversation.

1. What is your best friend like?
2. When do you feel more energetic: In the morning, in the afternoon, or at night?
3. When do you get anxious?

**PINPOINT |** Check the student's answers in his/her notebook.

**WHERE AM I NOW? |** Check the student's answers in his/her Student's Book. If he/she did not check the smiling face, take this opportunity to reinforce or offer some extra support to him/her.

**THERE AND AROUND |** Have the student present his/her dialogue to you or to role-play with another classmate.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this batch of lessons. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

**WIZ MOCK |** Ask the student to hand in the **Wiz Mock** to you.

### Should you have extra time

Ask students to give examples of:

1. People who are more extroverted than you.
2. People who are more easy-going than you.
3. Things that make you feel more anxious.
4. People who are more distracted than you.
5. People who have mustaches.

## LESSON 103

### LEARNING OBJECTIVES

- Can talk about people they love and admire and the reasons why.
- Can compare people or things.
- Can describe people using a few adjectives.

### GRAMMAR

- Review comparatives of superiority;
- Introduce comparatives of equality.

**SPREAD PAGE |** The student listens to the learning objectives of this batch of lessons.

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

### Interactive Task Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
**fan / fame / interview / glamorous / fashionable**

# LESSONS' INSTRUCTIONS

## Interactive Task

### Lead in text

The student observes the image, listens to the audio, and clicks only on the words he/she heard.

**Audio script:** That actor is **handsome** but he's not very well **known**. And he needs to respect the **fans**. / That **celebrity** won the **award**! He is known for his **interview** with that international chef! / I'm a **blogger** and book **writer**. It's not **glamorous**, but I like it. / The **fashionable** singer I like left the **interview** because the **fan** didn't respect him or his **writer**.

**USEFUL PHRASES** | The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR** | The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1** | The student is guided to the **Workbook** to do the first sentence of the activity orally.

## Interactive Task

### Choose the correct answer

The student listens to the questions and chooses the correct answer.

**Q:** Who is taller, your mother or your father?

**A:** My mother is taller.

**Q:** Is this movie as good as the book?

**A:** Well, the book is much better!

**Q:** Complete the question: Is this interview as... as the podcast?

**A:** funny

**Q:** Complete the sentence: Jack is... as you, Pam!

**A:** as extroverted

**AUDIO RECAP** | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL** | The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud, and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ?** | The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and does

the following activity: We can use the words **better**, **worse**, and **farther** to compare good, bad, or things that are far. For example: Books are better than movies. Milk is worse than juice. The school is farther than the mall. Now, it's your turn to compare things! Use **better**, **worse**, and **farther**, too.

**LEARNING OBJECTIVE CHECKING** | The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS** | The student listens to the **Homework** instructions for the **Workbook** activities and is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. My stepson is not as introverted as my stepdaughter. / distracted / easy-going
2. Is he as glamorous as his friends? / handsome / fashionable
3. She feels as lucky as her sister. / brave / confident

**QUESTIONS** | Read the questions and ask the student to answer. Encourage further conversation.

1. Is your favorite celebrity as glamorous as your favorite singer?
2. What are you a big fan of?

**GET REAL** | Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING** | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS** | Check if the student has any questions about the **Homework**.

### Should you have extra time

Ask the student to reproduce the sentence and then change one of its words:

1. I could listen to my favorite band over and over again.
2. I'm not a big fan of TV series.
3. My favorite celebrity is as fashionable as my favorite writer.
4. I am older than my best friend.
5. My brother is as optimistic as you.

## LESSON 104

### REITERATIVE LEARNING OBJECTIVES

- Can talk about people they love and admire and the reasons why.
- Can compare people or things.
- Can describe people using a few adjectives.

**HOMEWORK HAND-IN REMINDER** | The student is reminded to hand in the **Homework** to the teacher.

### Interactive Task

#### Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: *I respected this actor a lot, but he's as rude as this celebrity I don't like. / This woman is more glamorous and fashionable than Jackie. / I consider this documentary about artificial intelligence more interesting than that TV show. / My favorite actor is taller than me!*

**FLUENCY** | The student listens to the audio and reads the sentences out loud. When reading for the second time, he/she changes the sentences according to the model. To correct the student's production, he/she completes a read and match task. **Answer key:** a. I am as clumsy as my sister. / b. He is more naive than my little brother. / c. He is as silly as my brother. / d. My dog is more energetic than my cat. / e. She is as confident as me about the test. / f. This T-shirt is as fashionable as that jacket.

**DRILLING PRACTICE 1** | The student does the first drilling practice along with the audio material.

### Interactive Task

#### Maze

The student sees four sentences out of order and drags the words or sentences to the correct order.

After checking the answers, he/she listens to the sentences and reproduces them out loud. **Audio**

**script:** *My brother is shorter than my sister. / The interview was more interesting than the movie. / I consider this writer as known as this actor. / Is this award as important as fame?*

**LISTEN, PUT IN ORDER, AND ACTION!** | The student looks at the picture and describes it out loud. He/she listens to the dialogues to check if the words used in the previous step were mentioned. On the **Wiz.tab**, he/she puts the dialogue in the correct order and writes it in the Student's Book. **Answer key:** 5, 3, 2, 6, 1, 8, 4, 9, 7, 10

**DRILLING PRACTICE 2** | The student does the second drilling practice along with the audio material.

**GAME ON — SNOWMAN** | In this game, the student listens to a word being spelled. He/she needs to write the word in his/her notebook.

**LET'S GET AROUND** | In this activity, the student says some words related to what and who they are seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK** | The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** | The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

#### DRILLING PRACTICE

1. I think this park is bigger than Central Park. / more beautiful / older
2. I wasn't as nervous as my sister before the presentation. / anxious / confident
3. Is the mall farther than the coffee shop? / planetarium / hair salon

# LESSONS' INSTRUCTIONS

**QUESTIONS** | Read the questions and ask the student to answer. Encourage further conversation.

1. What do you like about your favorite actor?
2. Is hamburger better than pizza?

**GAME ON — SNOWMAN** | Check the words the student wrote in his/her notebook. The spelled words are: interview / fashionable / celebrity

**LET'S GET AROUND** | Check the student's production in his/her Student's Book.

## Should you have extra time

Read the sentences and ask the student to say them using the words in parentheses.

1. I was as nervous as my best friend before the test. (more nervous)
2. She was as fashionable as your brother. (more fashionable)
3. They weren't as quiet as your brothers. (quieter)
4. We weren't as confident as you. (more confident)
5. I am as tall as you. (taller)

you respect? / What's something you like to watch over and over?

**PICTIONARY** | The student is asked to choose two images from the **Pictionary** card on **Wiz.me** and write sentences about them. The teacher checks the sentences during Teacher Support.

**VERBS** | The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS** | The student follows the Wizard methodology presentation and practices pattern.

## Interactive Task

### Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
**daughter / loyal / honest / authentic / good-humored**

## Interactive Task

### Listen and choose

The student sees four images on the screen. Then he/she presses the button to listen to the audio and chooses the corresponding images. **Audio script:**  
My godmother is a good-humored person. / A respectable professional is honest with everybody. / I don't have a fancy computer. What about you, son? / We love this movie. It's authentic and respectable.

## LESSON 105

### LEARNING OBJECTIVES

- Can compare people and things to a group.
- Can introduce someone to somebody else.
- Can describe places and things using a few adjectives.

### GRAMMAR

- Introduce superlatives (adjective + est).

**HOMEWORK REMINDER** | The student is asked if he/she has done the **Homework** card on **Wiz.me**.

**GETTING READY! REMINDER** | The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**ASSESSMENT** | The student is asked questions in order to review the content of the previous lessons.  
**Audio script:** Who are you a fan of? / Who is someone

**USEFUL PHRASES** | The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR** | The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1** | The student is guided to the **Workbook** to do the first sentence of the activity orally.

### GRAMMAR CHECK - CHOOSE THE CORRECT ANSWER

The student listens to the questions and chooses the correct answer.

**Q:** Complete the sentence: I'm not... person in my family.

**A:** the tallest

**Q:** Complete the sentence: This is the... and... shirt I have.

**A:** fanciest, cheapest

**Q:** Complete the question: What is... song you know?

**A:** the oldest

**Q:** Complete the sentence: My dog... the... animal I know.

**A:** is, cleverest

**AUDIO RECAP |** The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL |** The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ? |** The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and answers the following questions: **Do you understand the adjectives presented in this Lesson? Can you say what is the best and the worst movie in your opinion?**

**LEARNING OBJECTIVE CHECKING |** The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS |** The student listens to the **Homework** instructions for the **Workbook** activities. These instructions are in Portuguese and he/she is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

#### DRILLING PRACTICE

1. My godmother is the cleverest person in my family. / oldest / bravest
2. Who is the youngest in your family? / laziest / calmest
3. This is the hottest day of the year. / coldest / chilliest

**QUESTIONS |** Read the questions and ask the student to answer. Encourage further conversation.

1. Who is the oldest person you know?
2. Who is the cleverest person you know?

**GET REAL |** Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

#### Should you have extra time

Ask the student to reproduce and complete the following sentences.

1. My grandfather is the... I know.
2. My mother is the... I know.
3. My best friend is the... I know.
4. My favorite band is the... in the world.
5. My favorite celebrity is the... in the world.

## LESSON 106

### REITERATIVE LEARNING OBJECTIVES

- Can compare people and things to a group.
- Can introduce someone to somebody else.
- Can describe places and things using a few adjectives.

**HOMEWORK HAND-IN REMINDER |** The student is reminded to hand in the **Homework** to the teacher.

#### Interactive Task Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **My father taught me how to be authentic. / My sister grew up really fast. / Yesterday I had the hardest test of the year. / They take my teacher as an example. She is awesome!**

**READ AND MATCH |** The student is guided to look at the images in the Student's Book and to say out loud words or sentences related to them. Then he/she matches the column in his/her book to make a complete conversation. After that, he/she does the activity on **Wiz.tab** in order to correct the answers from the book and says the sentences or questions out loud. **Answer key: b / c / d / e / f / a**

**DRILLING PRACTICE 1 |** The student does the first drilling practice along with the audio material.

# LESSONS' INSTRUCTIONS

## Interactive Task

### Complete

The student drags the words in order to complete the sentence. **Answer key:** My sister and I traveled to Brazil and we visited the nicest coffee shop there. / John is the tallest person in our family and he is always good-humored. / I would like to introduce you to my godfather. He taught me how to ride a bike. / She stands by you when you need her. She is a good-hearted person.

**LISSEN, NUMBER, AND ACTION!** | The student looks at the images, describes in English what he/she sees, and listens to the audio to check if the words he/she used in the image description are related to the conversations. Then he/she listens to the audio one more time to number the images according to the dialogues. After that, to check if the answers from the book are correct, the student does the activity on the **Wiz.tab**. **Answer key:** a. 3 / b. 4 / c. 2 / d. 1

**DRILLING PRACTICE 2** | The student does the second drilling practice along with the audio material.

**GAME ON — STOP** | In this game, the student listens to a letter and writes as many words as he/she can in his/her notebook.

**LET'S GET AROUND** | In this activity, the student says some words related to what and who he/she is seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK** | The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** | The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

## DRILLING PRACTICE

- I introduced my son to your daughter last week. / Thursday / Tuesday
- I'd like to introduce you to my stepbrother. / stepsister / stepmother
- This is the fanciest coffee shop in the city. / mall / hair salon

**QUESTIONS** | Read the questions and ask the student to answer. Encourage further conversation.

- Who is the most good-humored person you know?
- What is the cheapest thing you have bought?

**GAME ON — STOP** | Play the game with the student or select another student to play with him/her. The letter is: G

**LET'S GET AROUND** | Check the student's production in his/her Student's Book.

## Should you have extra time

Ask the student to change the sentences into interrogative. Use the words in parentheses:

- I think yesterday was the hottest day of the month. (When)
- My godmother is the fanciest person I know. (Who)
- The restaurant near my house is the most expensive in town. (What)
- The happiest moment of my life was when I traveled. (What)
- The best night of my life was at the slumber party. (When)

## LESSON 107

## LEARNING OBJECTIVES

- Can compare people or things to a group.
- Can give opinions on what to do in a certain situation.
- Can use punctuation in a sentence correctly.

## GRAMMAR

- Review of superlative: (*the most + adjective*).

**HOMEWORK REMINDER** | The student is asked if he/she has done the **Homework** card on **Wiz.me**.

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**ASSESSMENT |** The student is asked questions in order to review the content of the previous lessons.  
**Audio script:** Where did you grow up? / Do you take anybody as an example? If so, who? / What was the farthest place you ever traveled to?

**PICTIONARY |** The student is asked to choose two images from the **Pictionary** card on **Wiz.me** and write sentences about them. The teacher checks the sentences during Teacher Support.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

#### Interactive Task Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
tool / machine / power outage / sheet of paper / useful

#### Interactive Task Put in order

The student puts the words in the order he/she hears them, according to the conversation. **Audio script:** A: What do you think about this machine? B: I think it's useless. A: Why? B: Because it's old-fashioned. I want a modern machine now. / A: Can you help me? B: Sure, is this draft useful to you? A: Yes, it is! But I can't finish the drawing now because of the power outage. B: Don't worry. I have some ideas on this sheet of paper. / A: What an unusual machine! B: Yes, it is. But it's very useful. A: Is it modern? B: No, it isn't. But I like old-fashioned things. / A: I don't use notebooks to write my drafts. I use modern and useful machines like my cell phone and computers. B: Nice! But I like to write things in my notebook. I think I'm old-fashioned.

**USEFUL PHRASES |** The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR |** The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1 |** The student is guided to the **Workbook** to do the first sentence of the activity orally.

#### GRAMMAR CHECK - CHOOSE THE CORRECT ANSWER

The student listens to the questions and chooses the correct answer.

**Q:** Complete the sentences: This is the... trip of our lives.

**A: most important**

**Q:** Complete the sentences: What is... most modern tool you have? Is it the... useful tool, too?

**A: the, most**

**Q:** Complete the sentences: It's not the... movie, but it's the most famous.

**A: most, beautiful**

**Q:** Complete the sentences: Is this... machine you bought? I'm sad, I bought the... machine, and it was expensive.

**A: the most expensive, worst**

**AUDIO RECAP |** The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL |** The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud, and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ? |** The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and answers the following questions: **Do you understand how we use the correct punctuation? What punctuation do we use after a question? What if we want to emphasize something?**

**LEARNING OBJECTIVE CHECKING |** The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS |** The student listens to the **Homework** instructions for the **Workbook** activities and is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

#### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

#### DRILLING PRACTICE

1. In the worst-case scenario, she can stay here. / there / at school
2. The best option is to stay home. / leave now / buy a new cell phone device
3. What was the farthest place you traveled to? / calmest / coldest

# LESSONS' INSTRUCTIONS

**QUESTIONS** | Read the questions and ask the student to answer. Encourage further conversation.

1. What is the most useful app you have on your cell phone?
2. What is the most useless app you have on your cell phone?

**PICTIONARY** | Check the sentences the student prepared with two images from the **Pictionary** card on **Wiz.me**.

**GET REAL** | Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING** | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS** | Check if the student has any questions about the **Homework**.

## Should you have extra time

Ask the student to change the sentences into affirmative.

1. He isn't studying the most important subject for the test.
2. This isn't the most useful piece of advice I gave her.
3. This machine isn't the best option.
4. She isn't the kindest person I know.
5. We aren't the most energetic people in the world.

## LESSON 108

### REITERATIVE LEARNING OBJECTIVES

- Can compare people or things to a group.
- Can give opinions on what to do in a situation.
- Can use punctuation in a sentence correctly.

**HOMEWORK HAND-IN REMINDER** | The student is reminded to hand in the **Homework** to the teacher.

### Interactive Task

#### Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: *I began the project last week. In my opinion it's the most important thing now. / She thinks this machine is the best option to type the text. / My mom said that sheets of paper are not the most useless thing, people like to write on paper. / I love old-fashioned shoes.*

**READ AND MARK TRUE (T) OR FALSE (F)** | The student guesses what the text is about by looking at the picture. He/she reads the text and the **TAKE A LOOK!** box and answers the questions on the **Wiz.tab**. Then, he/she listens to the false statements and corrects them in his/her book.

**Q:** a. Sophia went to bed late last Friday.

**A:** FALSE

**Q:** b. She had to write a composition about someone she likes a lot.

**A:** TRUE

**Q:** c. She finished the composition that night.

**A:** FALSE

**Q:** d. She liked the composition she wrote.

**A:** TRUE

**Q:** For alternative a. Sophia went to bed late last Friday or last Wednesday?

**A:** Sophia went to bed late last Wednesday.

**Q:** For alternative c. She finished the composition that night or the next morning?

**A:** She finished the composition the next morning.

**DRILLING PRACTICE 1** | The student does the first drilling practice along with the audio material.

### Interactive Task

#### Match

The student matches the sentences to the corresponding images. Then he/she listens to the sentences and reproduces them out loud. **Audio script:** *My notebook is useless now, I need to buy a new one. / My father is the most good-hearted person I know. / This is an old-fashioned machine but it's so useful. / She said that writing love letters is the best option for a good relationship.*

**LISTEN, COMPLETE, AND ACTION!** | The student completes this task on the **Wiz.tab**. First, he/she listens to the dialogues to understand what they are about. Then he/she listens to them a second time dragging the words from the box to the correct gap. After checking answers on the **Wiz.tab**, he/she copies the answers to the Student's Book. **Answer key:** a. useless, useful, worst-case, scenario, best, option. / b. the, most, modern, unusual, expensive, cheapest, useful

**DRILLING PRACTICE 2** | The student does the second drilling practice along with the audio material.

**GAME ON — RUNNING DICTATION** | In this game, the student listens to a paragraph and writes it in his/her notebook. The challenge is that some words are missing, and the student has to guess what was not said.

**LET'S GET AROUND** | In this activity, the student says some words related to what and who he/she is seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK** | The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** | The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. I can't type as fast as you do. / write / swim
2. This is the most modern device we have in the store. / best / cheapest
3. There was a power outage yesterday. That's why I didn't finish my draft. / essay / homework

**QUESTIONS** | Read the questions and ask the student to answer. Encourage further conversation.

1. Who is the best digital influencer in your opinion?
2. Where is the best place to hang out with friends in your city?

**GAME ON — RUNNING DICTATION** | Check the student's paragraph and if he/she was able to write the missing information. **Audio script:** I was so afraid last night! There was a power (outage) and I was alone at home. The (best) option for me was to go to bed (early), and that was what I did.

**LET'S GET AROUND** | Check the student's production in his/her Student's Book.

### Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. The most important moment in my life was when...
2. The funniest TV series...
3. The worst episode...
4. The most beautiful place...
5. The most extroverted person...

## REVIEW 8

**PINPOINT** | The student observes the images and says what he/she sees. Then he/she listens to the audio and reproduces all the sentences. After that, he/she chooses three sentences and rewrites them, replacing the words in bold for words he/she learned in the batch. In case the student has any questions, he/she takes notes to talk to the teacher during Teacher Support.

**PODCAST** | The student says what is happening in the picture, listens to the podcast, and says which words were used in this batch's podcast. **Answer key:** blogger, digital influencer, and fame. To finish, the student writes a short paragraph giving his/her opinion about what he/she listened to from the podcast.

**CONVERSATION PRACTICE** | The student listens to some questions and says and answers them out loud.

**SELF-ASSESSMENT** | The student listens to the Self-assessment sentences and follows the audio instructions.

### SELF-ASSESSMENT - STUDENT'S BOOK

**HOW WELL DO YOU REMEMBER?** | The student listens to the **How Well do You Remember?** questions and follows the audio instructions.

**WHERE AM I NOW?** | The student is guided to check the **Where Am I Now?** self-evaluations and to show to the teacher during Teacher Support.

# LESSONS' INSTRUCTIONS

**WHAT DO I NEED TO GET THERE?** | The student listens to the **What do I Need to Get There?** explanation and follows the audio instructions.

**LET'S GET AROUND** | In this activity, the student watches the whole video on Wiz.me, reviews the previous dialogues he/she wrote, and rewrites the complete dialogue in the Student's Book. As a wrap-up, he/she role-plays his/her dialogue at the Teacher Support or at another moment of class chosen by the teacher. For this presentation, he/she may invite a classmate.

**LEARNING OBJECTIVE CHECKING** | The student checks the content he/she learned in this batch of lessons on the spread page.

**LET'S CHECK AND HOW AM I DOING?** | The student is guided to do the **Let's Check** and **How am I doing?** cards on **Wiz.me**.

**WIZ MOCK** | The student is guided to do the **Wiz Mock** in 10 minutes and to hand in to the teacher at the end of the class.

**HOMEWORK INSTRUCTIONS** | The student listens to the **Homework** instructions for the **Workbook** activities. The instructions are in Portuguese. He/she is also reminded to do the cards **Wiz.battle**, **Listen Up!**, and **Getting Ready!** on **Wiz.me**.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

**CONVERSATION PRACTICE** | Ask the student the following questions. Encourage further conversation.

1. Who do you consider an important celebrity in your country? Why?
2. When was the last time you traveled? Where did you go?
3. How often do you stick up for your friends?

**PINPOINT** | Check the student's answers in his/her notebook.

**WHERE AM I NOW?** | Check the student's answers in his/her Student's Book. If he/she did not check the smiling face, take this opportunity to reinforce or offer some extra support to him/her.

**THERE AND AROUND** | Have the student present his/her dialogue to you or to role-play with another classmate.

**LEARNING OBJECTIVE CHECKING** | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS** | Check if the student has any questions about the **Homework**.

**WIZ MOCK** | Ask the student to hand in the **Wiz Mock** to you.

### Should you have extra time

Ask students to give examples of:

1. The best TV series/show.
2. The worst school subject.
3. The most useful advice someone gave you.
4. Celebrities you think are funny.
5. The funniest actor.

## LESSON 109

### LEARNING OBJECTIVES

- Can talk about measures we can take to protect the environment.
- Can give advice and recommendations.
- Can talk about eco-friendly products.

### GRAMMAR

- Introduce modal verb *should* in the affirmative form.

**SPREAD PAGE** | The student listens to the learning objectives of this batch of lessons.

**GETTING READY! REMINDER** | The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**VERBS** | The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS** | The student follows the Wizard methodology presentation and practices pattern.

### Interactive Task

#### Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
**Earth / world / climate / reusable bag / wisely**

### Interactive Task

#### Lead in text

The student observes the image, listens to the audio, and clicks only on the words he/she heard.  
**Audio script:** People need to use energy wisely to contribute to the future of the world. / Reusable bags help the Earth to have a better future. / How do you contribute to a better world? I eat more organic food and use reusable bags. / Let's talk about climate change and how we can help nature build a better future.

**USEFUL PHRASES |** The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR |** The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1 |** The student is guided to the **Workbook** to do the first sentence of the activity orally.

### Interactive Task

#### Choose the correct answer

The student listens to the questions and chooses the correct answer.

**Q:** Complete the sentence: I think everybody... organic food.

**A:** should eat

**Q:** Complete the sentence: My friends think we should... more about climate change.

**A:** read

**Q:** Complete the sentence: My father likes to walk short distances every day. I think I should..., too.

**A:** walk

**Q:** Complete the sentence: Everybody... a better environment.

**A:** should contribute to

**AUDIO RECAP |** The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL |** The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud, and then reads the sentences out loud. As a

wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ? |** The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and answers the following questions: **Is it important to use eco-friendly products? Why or why not? Give some examples of eco-friendly products.**

**LEARNING OBJECTIVE CHECKING |** The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS |** The student listens to the **Homework** instructions for the **Workbook** activities and is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

#### DRILLING PRACTICE

1. My father thinks it's important to look after nature. / environment / Earth
2. I walk short distances every day. / on Saturdays / on weekends
3. They should think about the Earth. / take care of / look after

**QUESTIONS |** Read the questions and ask the student to answer. Encourage further conversation.

1. I should think more about the future. And you?
2. I should use more reusable bags. And you?

**GET REAL |** Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

# LESSONS' INSTRUCTIONS

## Should you have extra time

Read the sentences and ask the student to complete the sentences:

1. You should...
2. He should...
3. We should...
4. People should...
5. I should...

## Interactive Task

### Maze

The student sees four sentences out of order and drags the words or sentences to the correct order.

After checking the answers, he/she listens to the sentences and reproduces them out loud. **Audio**

**script:** Everybody in my family contributes to a better world. / We should always use a trash can. / Do you prefer to walk short or long distances? / I need to look after nature and use less energy.

## LESSON 110

### REITERATIVE LEARNING OBJECTIVES

- Can talk about measures we can take to protect the environment.
- Can give advice and recommendations.
- Can talk about eco-friendly products.

**HOMEWORK HAND-IN REMINDER** | The student is reminded to hand in the **Homework** to the teacher.

### Interactive Task

#### Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **We built a tool to save more energy. / How can I contribute to a better world? / She should eat more organic food. / I looked after my little brother.**

**FLUENCY** | The student listens to the audio and reads the sentences out loud. When reading for the second time, he/she changes the sentences according to the model. To correct the student's production, he/she completes a read and match task. **Answer key:** a. I should go home early. / b. She should build an eco-friendly house. / c. He should use a reusable bag. / d. My father should walk short distances. / e. He should eat organic food. / f. You should help save the Earth.

**DRILLING PRACTICE 1** | The student does the first drilling practice along with the audio material.

**LISTEN, NUMBER, AND ACTION!** | The student looks at the images, describes in English what he/she sees, and listens to the audio to check if the words he/she used in the image description are related to the conversations. Then he/she listens to the audio one more time to number the images according to the dialogues. After that, to check if the answers from the book are correct, the student does the activity on the **Wiz.tab**. **Answer key:** a. 1 / b. 3 / c. 4 / d. 2

**DRILLING PRACTICE 2** | The student does the second drilling practice along with the audio material.

**GAME ON — HOT POTATO** | In this game, the student listens to a song. When it stops, the student listens to a question or a command. He/she quickly answers it out loud and writes the answers in his/her notebook.

**LET'S GET AROUND** | In this activity, the student says some words related to what and who he/she is seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK** | The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** | The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

**DRILLING PRACTICE**

1. They should eat less stuffed crust pizza. / ice cream / chocolate
2. Climate change is something bad for the environment. / Pollution / Traffic
3. You should buy eco-friendly toothbrushes. / reusable bags / paper straws

**QUESTIONS** | Read the questions and ask the student to answer. Encourage further conversation.

1. I think my parents should drink more water. And you?
2. I think my best friend should read and study more. And you?

**GAME ON — HOT POTATO** | Play the game with the student or select another student to play with him/her. These are open answers. **Audio script:** Name some words related to nature. / Name some things we should do to achieve a better environment. / Name some eco-friendly products. / Name some things we should do/use less to help save the Earth.

**LET'S GET AROUND** | Check the student's production in his/her Student's Book.

**Should you have extra time**

Ask the student to reproduce the sentence and then change one of its words:

1. It's important to look after nature.
2. She prefers to walk short distances.
3. He should help us change the future.
4. We shouldn't use too much social media.
5. They should read more news about the world.

**LESSON 111****LEARNING OBJECTIVES**

- Can talk about ways to reduce waste.
- Can say what should be avoided in order to preserve the environment.
- Can talk about climate crisis and its consequences.

**GRAMMAR**

- Introduce modal *should* in the negative and interrogative forms.

**HOMEWORK REMINDER** | The student is asked if he/she has done the **Homework** card on **Wiz.me**.

**GETTING READY! REMINDER** | The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**ASSESSMENT** | The student is asked questions in order to review the content of the previous lessons. **Audio script:** How can we take care of nature? / How can people save water? / Name some eco-friendly products.

**PICTIONARY** | The student is asked to choose two images from the **Pictionary** card on **Wiz.me** and write sentences about them. The teacher checks the sentences during Teacher Support.

**VERBS** | The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS** | The student follows the Wizard methodology presentation and practices pattern.

**Interactive Task****Pronunciation practice**

The student reproduces the following words separately in order to reinforce the pronunciation: temperature / aerosol spray / biodegradable plastic / wrong / disposable

**Interactive Task****Listen and choose**

The student sees four images on the screen. Then he/she presses the button to listen to the audio and chooses the corresponding images. **Audio script:** I take the elevator but I prefer to take the stairs when I get to work. / My sister always recycles her waste. It's the right thing to do. / We use biodegradable plastic to avoid problems. / Everybody should avoid gas cars and disposable straws.

**USEFUL PHRASES** | The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR** | The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1** | The student is guided to the **Workbook** to do the first sentence of the activity orally.

# LESSONS' INSTRUCTIONS

## GRAMMAR CHECK - CHOOSE THE CORRECT ANSWER

The student listens to the questions and chooses the correct answer.

**Q:** Complete the question: ... more eco-friendly products?

**A:** Should we buy

**Q:** Complete the question: What... eat today?

**A:** should we

**Q:** Complete the sentence: Nobody... rude to their friends.

**A:** should be

**Q:** Complete the question: What... about this problem?

**A:** should we do

**AUDIO RECAP |** The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL |** The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud, and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ? |** The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and answers the following questions: **You know that climate crisis is very dangerous to our planet, right? What do you know about deforestation? What can we do to avoid it?**

**LEARNING OBJECTIVE CHECKING |** The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS |** The student listens to the **Homework** instructions for the **Workbook** activities and is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

## DRILLING PRACTICE

1. People shouldn't tell lies. / be pessimistic / be rude
2. Should I tell him the truth? / study more / be more extroverted
3. What should I do? / she / they

**QUESTIONS |** Read the questions and ask the student to answer. Encourage further conversation.

1. What should people do to avoid waste?
2. Should people take long or short showers?

**GET REAL |** Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

### Should you have extra time

Ask the student to answer the following questions.

1. What should you do to reduce the world's temperature?
2. Should people fix dripping taps?
3. Who should use biodegradable plastic?
4. Why should people use more stairs than elevators?
5. Should people use aerosol sprays?

## LESSON 112

## REITERATIVE LEARNING OBJECTIVES

- Can talk about ways to reduce waste.
- Can say what should be avoided in order to preserve the environment.
- Can talk about climate crisis and its consequences.

**HOMEWORK HAND-IN REMINDER |** The student is reminded to hand in the **Homework** to the teacher.

### Interactive Task

#### Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **We should talk more about climate change. / Should we take shorter showers? / You shouldn't drive gas cars. / Why do you waste so much energy?**

**QUESTIONS** | First, the student says what he/she thinks is happening in the picture. Then he/she listens to the audio and reproduces it out loud. In his/her book, he/she reads the **How can I say... ?** box and uses it to answer the questions in his/her notebook to show to the teacher during Teacher Support.

**DRILLING PRACTICE 1** | The student does the first drilling practice along with the audio material.

### Interactive Task

#### Complete

The student drags the words in order to complete the sentence. **Answer key:** I think we **should** read **more about** climate **change**. And you? / People **shouldn't** be disrespectful to the **Earth**. It's **wrong**. / What **should** we **do** to avoid the **waste** of water? / You **could** take **shorter** showers to help the **environment**.

**LISSEN, COMPLETE, AND ACTION!** | The student completes this task on the **Wiz.tab**. First, he/she listens to the dialogues to understand what they are about. Then he/she listens to it a second time dragging the words from the box to the correct gap. After checking answers on the **Wiz.tab**, he/she copies the answers to the Student's Book. **Answer key:** a. to, avoid, waste, shorter, showers, dripping, taps, turn off, should, Right, Earth. / b. future, right, could, we, environment, reduce, trash, problem, disposable, products.

**DRILLING PRACTICE 2** | The student does the second drilling practice along with the audio material.

**GAME ON — MIME** | In this game, the student listens to the words and writes them in his/her notebook. After that, he/she mimes a word to the teacher.

**LET'S GET AROUND** | In this activity, the student says some words related to what and who he/she is seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK** | The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** | The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

#### DRILLING PRACTICE

1. We shouldn't waste food. / water / energy
2. What should we do to reduce waste? / water / energy
3. What's your dream? / his / her

**QUESTIONS** | Read the questions and ask the student to say them in English. After that, ask the question in English and ask your student to answer. Encourage further conversation.

1. Should people always tell the truth?
2. Why shouldn't people use so many disposable products?

**QUESTIONS** | Check the student's answers for this activity. Answers may vary.

**GAME ON — MIME** | Play the game with the student or select another student to play with him/her. The words are: stairs / aerosol spray / problem

**LET'S GET AROUND** | Check the student's production in his/her Student's Book.

#### Should you have extra time

Read the sentences and ask the student to change them into negative.

1. I should take long showers.
2. She should use aerosol spray.
3. He should reduce trash.
4. They should avoid the problem.
5. You should call her.

# LESSONS' INSTRUCTIONS

## LESSON 113

### LEARNING OBJECTIVES

- Can talk about a few topics related to nature.
- Can talk about the solar system and its planets.

### GRAMMAR

- Review modal verbs *can*, *could*, *should*, and *would*.

**HOMEWORK HAND-IN REMINDER |** The student is asked if he/she has done the **Homework** card on **Wiz.me**.

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**ASSESSMENT |** The student is asked questions in order to review the content of the previous lessons. **Audio script:** What can we do to avoid power outages? / Who do you talk to when you have a problem? / What should we start doing to have a better future?

**PICTIONARY |** The student is asked to choose two images from the **Pictionary** card on **Wiz.me** and write sentences about them. The teacher checks the sentences during Teacher Support.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

#### Interactive Task

#### Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation: **air** / **risk** / **heat** / **essential** / **human beings**

#### Interactive Task

#### Put in order

The student puts the words in the order he/she hears them, according to the conversation. **Audio script:** A: I love sunny days, I think they're beautiful. B: Me, too. The **Sun** is **essential** for **life**. A: Yes! But it was very hot last week and now the **air** is **dry**. / A: I'm thinking about buying **another** piece of **land**. B: That can be **risky**. Do you have all the **information** you need? A: I'm not sure. I need to do more research. / A: She thinks it's **essential** to read **information** about the Universe. B: I agree. In my opinion, **human beings** are not alone. I believe there is **life** on other planets. / A: It's so hot today! B: Yeah, the **air** is very **dry**, too. A: I can't wait for the **sun** to go down. B: Me, too. I really don't like this **heat**!

**USEFUL PHRASES |** The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR |** The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1 |** The student is guided to the **Workbook** to do the first sentence of the activity orally.

#### GRAMMAR CHECK - CHOOSE THE CORRECT ANSWER

The student listens to the questions and chooses the correct answer.

**Q:** Complete the question: ... you like to reduce your waste?

**A:** Would

**Q:** Complete the sentence: I... do the chores, I was doing homework.

**A:** couldn't

**Q:** Complete the question: ... to the research? We have some ideas.

**A:** Can we contribute

**Q:** Complete the sentence: They... waste their time.

**A:** wouldn't like to

**AUDIO RECAP |** The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL |** The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud, and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she

has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ?** The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and do the activity on Wiz.me. After that, the student answers out loud the following question on the **Wiz.tab**: **Do you like to study about the solar system? What else do you know about it? How many planets are there in the solar system?**

**LEARNING OBJECTIVE CHECKING** The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS** The student listens to the **Homework** instructions for the **Workbook** activities and is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

#### DRILLING PRACTICE

1. We could live in another place. / city / house
2. I would like to move to Spain. / Portugal / Japan
3. We should use eco-friendly products. / take care of the environment / think green

**QUESTIONS** Read the questions and ask the student to answer. Encourage further conversation.

1. I would like to study abroad. And you?
2. I could go without fast food. And you?

**PICTIONARY** Check the sentences the student prepared with two images from the **Pictionary** card on **Wiz.me**.

**GET REAL** Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING** Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS** Check if the student has any questions about the **Homework**.

#### Should you have extra time

Read the sentences and ask the student to say them using the words in parentheses.

1. I can't take you to the lab. (should)
2. I should send her more information. (could)
3. Would you move to another country? (can)
4. I can't move. (shouldn't)
5. She would help me. (should)

### LESSON 114

#### REITERATIVE LEARNING OBJECTIVES

- Can talk about a few topics related to nature.
- Can talk about the solar system and its planets.

**HOMEWORK HAND-IN REMINDER** The student is reminded to hand in the **Homework** to the teacher.

#### Interactive Task

##### Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **I should move to a place with higher temperatures. / Where can I find more information about this? / You should read more about space trips. They're cool. / They couldn't go without healthy food.**

**TIME TO TALK** The student describes what he/she sees in the picture from the Student's Book. Then he/she looks at the sentences and the **How can I say...?** box, listens to them, and says them out loud. After that the student takes notes of his/her opinion about the sentences in his/her notebook.

**DRILLING PRACTICE 1** The student does the first drilling practice along with the audio material.

#### Interactive Task

##### Match

The student matches the sentences to the corresponding images. Then he/she listens to the sentences and reproduces them out loud. **Audio script:** **I couldn't find that post about space travel. / I should go home, it's getting late. / I would love to travel to space one day. / Can human beings go without air in their lives?**

# LESSONS' INSTRUCTIONS

**LISTEN AND CONTINUE THE STORY |** The student describes the image and listens to a story to check if the words he/she said were used. Then he/she listens to it one more time to take notes of important information in order to continue the story to the teacher during the Teacher Support.

**DRILLING PRACTICE 2 |** The student does the second drilling practice along with the audio material.

**GAME ON — STOP |** In this game, the student listens to a letter and writes as many words as he/she can in his/her notebook.

**LET'S GET AROUND |** In this activity, the student says some words related to what and who he/she is seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK |** The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS |** The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. The temperature here is usually high in November. / January / April
2. Would you like to travel to another planet? / go to / live in
3. We should tell them what happened to you. / to me / to us

**QUESTIONS |** Read the questions and ask the student to answer. Encourage further conversation.

1. I would like to move to Italy. And you?
2. I would like to take a space trip. And you?

**TIME TO TALK |** Check the student's opinion about the sentences from the book.

**LISTEN AND CONTINUE THE STORY |** Ask the student to tell the rest of the story using his/her words.

**GAME ON - STOP |** Play the game with the student or select another student to play with him/her. The letter is: H

**LET'S GET AROUND |** Check the student's production in his/her Student's Book.

### Should you have extra time

Ask the student to change the sentences into interrogative. Use the words in parentheses:

1. She would like to have more information. (What)
2. I would love to live in space. (Where)
3. I can give you more information. (What)
4. She should help other human beings. (What)
5. We should call his parents. (Who)

## REVIEW 9

**PINPOINT |** The student observes the images and says what he/she sees. Then he/she listens to the audio and reproduces all the sentences. After that, he/she chooses three sentences and rewrites them, replacing the words in bold for words he/she learned in the batch. In case the student has any questions, he/she takes notes to talk to the teacher during Teacher Support.

**PODCAST |** The student says what is happening in the picture, listens to the podcast, and says which words were used in this batch's podcast. **Answer key:** **food truck park, paid, fee, in advance, crowded and empty.** To finish, the student drags the words or sentences to the correct order on the **Wiz.tab:** **Some people believe that life on other planets is possible. / There are billions of galaxies in the universe. / Humans are the most intelligent species on Earth. / It's difficult to believe that we are alone in the universe.**

**CONVERSATION PRACTICE |** The student listens to some questions and says and answers them out loud.

**SELF-ASSESSMENT |** The student listens to the Self-assessment sentences and follows the audio instructions.

## SELF-ASSESSMENT - STUDENT'S BOOK

**HOW WELL DO YOU REMEMBER? |** The student listens to

the **How Well do You Remember?** questions and follows the audio instructions.

**WHERE AM I NOW? |** The student is guided to check the **Where Am I Now?** self-evaluations and to show to the teacher during Teacher Support.

**WHAT DO I NEED TO GET THERE? |** The student listens to the **What do I Need to Get There?** explanation and follows the audio instructions.

**LET'S GET AROUND |** In this activity, the student watches the whole video on **Wiz.me**, reviews the previous dialogues he/she wrote and rewrites the complete dialogue in the Student's Book. As a wrap-up, he/she role-plays his/her dialogue at the Teacher Support or at another moment of class chosen by the teacher. For this presentation, he/she may invite a classmate.

**LEARNING OBJECTIVE CHECKING |** The student checks the content he/she learned in this batch of lessons on the spread page.

**LET'S CHECK AND HOW AM I DOING? |** The student is guided to do the **Let's Check** and **How am I doing?** cards on **Wiz.me**.

**WIZ MOCK |** The student is guided to do the **Wiz Mock** in 10 minutes and to hand in to the teacher at the end of the class.

**HOMEWORK INSTRUCTIONS |** The student listens to the **Homework** instructions for the **Workbook** activities. The instructions are in Portuguese. He/she is also reminded to do the cards **Wiz.battle**, **Listen Up!**, and **Getting Ready!** on **Wiz.me**.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

**CONVERSATION PRACTICE |** Ask the student the following questions. Encourage further conversation.

1. What's your dream?
2. What are some of the most used disposable products?
3. What do you know about world climate change?

**PINPOINT |** Check the student's answers in his/her notebook.

**WHERE AM I NOW? |** Check the student's answers in his/her Student's Book. If he/she did not check the smiling face, take this opportunity to reinforce or offer some extra support to him/her.

**THERE AND AROUND |** Have the student present his/her dialogue to you or to role-play with another classmate.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this batch of lessons. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

**WIZ MOCK |** Ask the student to hand in the **Wiz Mock** to you.

### Should you have extra time

Ask students to give examples of:

1. Things we could do to save water.
2. Things you can do to help the environment now.
3. Eco-friendly products you and your family use at home.
4. Places you would like to live in / travel to.
5. Things people should avoid doing to help the planet.

## LESSON 115

### LEARNING OBJECTIVES

- Can name some extracurricular activities.
- Can use *will* for predictions about the future in the affirmative form.
- Can say when an action takes place in the future.

### GRAMMAR

- Simple Future with *will*.

**SPREAD PAGE |** The student listens to the learning objectives of this batch of lessons.

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

# LESSONS' INSTRUCTIONS

**VERBS** | The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS** | The student follows the Wizard methodology presentation and practices pattern.

## Interactive Task

### Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation: **routine / university / volunteer / language / photography**

## Interactive Task

### Lead in text

The student observes the image, listens to the audio, and clicks only on the words he/she heard. **Audio script:** Last week, I **enrolled** in a painting class. It's very relaxing. / My sister has a **degree** in geography. She **enjoyed** the years at **university**. / We help our **community**; we work here as **volunteers** and help with the **photography** course. / I need to change my **routine** because I want to study another **language**. I think I will **enroll** in another **course**.

**USEFUL PHRASES** | The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR** | The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1** | The student is guided to the **Workbook** to do the first sentence of the activity orally.

## Interactive Task

### Choose the correct answer

The student listens to the questions and chooses the correct answer.

**Q:** Complete the sentence: I'll... in an English course.

**A:** **enroll**

**Q:** Complete the sentence: Tomorrow, they'll... a lot about our trip.

**A:** **hear**

**Q:** Complete the sentence: I'm not sure I'll... to eat the same thing at this restaurant.

**A:** **always want**

**Q:** Complete the sentence: Don't worry. I... my jacket on and meet you there. I... you when I arrive.

**A:** **will put, will call**

**AUDIO RECAP** | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL** | The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud, and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ?** | The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on Wiz.me to watch the video and answers the following questions: **Do you know what words or expressions we use to say that things will happen in the future? "Tomorrow" is an example. Can you give some more examples?**

**LEARNING OBJECTIVE CHECKING** | The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS** | The student listens to the **Homework** instructions for the **Workbook** activities and is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. You need to keep your options open. / She – her / He – his
2. They are learning Japanese for a good cause. / German / Portuguese
3. I'll love you forever. / him / her

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. I will take photography classes next year.  
And you?
2. I will study after class. And you?

**GET REAL!** Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING!** Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS!** Check if the student has any questions about the **Homework**.

#### Should you have extra time

Read the sentences and ask the student to complete them.

1. I will... on the weekend.
2. My best friend will... tomorrow.
3. My parents will... next year.
4. My teacher will... tonight.
5. They will... next vacation.

## LESSON 116

### REITERATIVE LEARNING OBJECTIVES

- Can name some extracurricular activities.
- Can use *will* for predictions about the future in the affirmative form.
- Can say when an action takes place in the future.

**HOMEWORK HAND-IN REMINDER!** The student is reminded to hand in the **Homework** to the teacher.

#### Interactive Task

##### Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: *We will enjoy our next trip. / Let's enroll in the cooking class. / I'm a volunteer in my community program. I love it! / Do you have a degree in physics?*

**TIME TO TALK!** The student describes what he/she sees in the picture from the Student's Book. Then he/she looks at the sentences and the **How can I say...?** box, listens to them, and says them out loud. After that the student takes notes of his/her opinion about the sentences in his/her notebook.

**DRILLING PRACTICE 1!** The student does the first drilling practice along with the audio material.

#### Interactive Task

##### Maze

The student sees four sentences out of order and drags the words or sentences to the correct order. After checking the answers, he/she listens to the sentences and reproduces them out loud. **Audio script:** Would you like to enroll in the ballet class with me? / We need to help our community. It's for a good cause. / I can't make up my mind. But I want to work as a volunteer. / You can't put your TV here. My mother will put her laptop on the table.

**LISTEN, COMPLETE, AND ACTION!** The student completes this task on the **Wiz.tab**. First, he/she listens to the dialogues to understand what they are about. Then he/she listens to it a second time dragging the words from the box to the correct gap. After checking answers on the **Wiz.tab**, he/she copies the answers to the Student's Book. **Answer key:** a. make, up, my, mind, summer, course, volunteer, community, for, a, good, cause. / b. hear, university, painting, Ballet, craft, enroll.

**DRILLING PRACTICE 2!** The student does the second drilling practice along with the audio material.

**GAME ON — STOP!** In this game, the student listens to a letter and writes as many words as he/she can in his/her notebook.

**LET'S GET AROUND!** In this activity, the student says some words related to what and who he/she is seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK!** The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS!** The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

#### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

# LESSONS' INSTRUCTIONS

## DRILLING PRACTICE

1. I will meet my friends in two days. / three / four
2. I'm not sure they will come tomorrow. / next week / the day after tomorrow
3. I'll enroll in a painting class. / photography / ballet

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. I will travel on vacation. And you?
2. I will enroll in a ballet class tomorrow. And you?

**TIME TO TALK** | Check the student's opinion about the sentences from the book.

**GAME ON — STOP** | Play the game with the student or select another student to play with him/her. The letter is: C

**LET'S GET AROUND** | Check the student's production in his/her Student's Book.

## Should you have extra time

Ask the student to reproduce the sentence and then change one of its words:

1. My mother will enroll in university next year.
2. My father will take a new course this semester.
3. I will keep my options open.
4. My best friend will come to my house this weekend.
5. I will go to the park after class.

## LESSON 117

### LEARNING OBJECTIVES

- Can use *will* for predictions about the future in the negative form.
- Can use *will* to ask questions about the future.
- Can use a few words related to traveling.
- Can talk about some important areas at airports.

### GRAMMAR

- Simple Future with *will* in the negative and interrogative forms.

**HOMEWORK REMINDER** | The student is asked if he/she has done the **Homework** card on **Wiz.me**.

**GETTING READY! REMINDER** | The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**ASSESSMENT** | The student is asked questions in order to review the content of the previous lessons.

**Audio script:** What university course do you think you will take? / Would you like to enroll in a cooking course? / What activity is part of your daily routine?

**PICTIONARY** | The student is asked to choose two images from the **Pictionary** card on **Wiz.me** and write sentences about them. The teacher checks the sentences during Teacher Support.

**VERBS** | The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS** | The student follows the Wizard methodology presentation and practices pattern.

### Interactive Task Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
**luggage / passenger / aisle seat / exchange program / foreign**

### Interactive Task Listen and choose

The student sees four images on the screen. Then he/she presses the button to listen to the audio and chooses the corresponding images. **Audio script:** My flight is tomorrow and I can't find my boarding pass. / You should take the window seat so you can enjoy the view. / We hope we will receive an invitation to travel abroad. / I'm sure my children will sleep during the flight.

**USEFUL PHRASES** | The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR** | The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1** | The student is guided to the **Workbook** to do the first sentence of the activity orally.

## GRAMMAR CHECK - CHOOSE THE CORRECT ANSWER

The student listens to the questions and chooses the correct answer.

**Q:** Complete the question: ... long... this trip take?

**A:** How, will

**Q:** Complete the sentence: We... late for dinner.

**A:** won't be

**Q:** Complete the question: ... study for the test?

**A:** When will you

**Q:** Complete the sentence: They... here tomorrow. But they... here next week.

**A:** won't be, will be

**AUDIO RECAP |** The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL |** The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud, and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW... ? |** The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and answers the following questions: **Do you like to travel by plane? Well, when we're at airports, it's very important to know some words, expressions and the names of some areas, right? Can you give some examples?**

**LEARNING OBJECTIVE CHECKING |** The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS |** The student listens to the **Homework** instructions for the **Workbook** activities and is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

## DRILLING PRACTICE

1. How long did you stay in Paris? / she / they
2. I won't sit in this chair. It's dirty. / dusty / smelly
3. Where will you be in ten years? / two months / four weeks

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. Will you sleep during your next long flight?
2. When will you travel?

**GET REAL |** Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS |** Check if the student has any questions about the **Homework**.

### Should you have extra time

Ask the student to reproduce and answer the following questions:

1. Where will you sit during the flight?
2. How long will the flight to New York take?
3. What will you do tomorrow?
4. When will you go on vacation?
5. Will you travel abroad next month?

## LESSON 118

## REITERATIVE LEARNING OBJECTIVES

- Can use **will** for predictions about the future in the negative form.
- Can use **will** to ask questions about the future.
- Can use a few words related to traveling.
- Can talk about some important areas at airports.

**HOMEWORK HAND-IN REMINDER |** The student is reminded to hand in the **Homework** to the teacher.

# LESSONS' INSTRUCTIONS

## Interactive Task Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **I'm sorry but I won't book a flight for tomorrow. It's too late now.** / **Would you like to enroll in an exchange program?** / **Don't sleep during the class, please!** / **How long will this school trip take, Mr. Mosby?**

**FLUENCY** | The student listens to the audio and reads the sentences out loud. When reading for the second time, he/she changes the sentences according to the model. To correct the student's production, he/she completes a read and match task. **Answer key:** a. **Will Brenda be in Paris tomorrow?** / b. **David will call you later.** / c. **I won't tell them what happened.** / d. **Will you help him book his flight?** / e. **I won't put my passport in your backpack.** / f. **He will help me with my luggage.**

**DRILLING PRACTICE 1** | The student does the first drilling practice along with the audio material.

## Interactive Task Complete

The student drags the words in order to complete the sentence. **Answer key** **Will you help her with this carry-on luggage? / I will live abroad. I enrolled in an exchange program. / I won't accept your excuses. You slept in our class again. / – Will you take the aisle seat? – No, I won't. I prefer to sit by the window.**

**LISTEN, PUT IN ORDER, AND ACTION!** | The student looks at the picture and describes it out loud. He/she listens to the dialogues to check if the words used in the previous step were mentioned. On the **Wiz.tab**, he/she puts the dialogue in the correct order and writes it in the Student's Book. **Answer key:** 4/2/3/1/6/9/5/8/7/10

**DRILLING PRACTICE 2** | The student does the second drilling practice along with the audio material.

**GAME ON — RUNNING DICTATION** | In this game, the student listens to a paragraph and writes it in his/her notebook. The challenge is that some words are missing, and the student has to guess what was not said.

**LET'S GET AROUND** | In this activity, the student says some words related to what and who he/she is seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's

Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK** | The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS** | The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

## TEACHER SUPPORT – 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. How long will the flight take? / game / series
2. I won't sit here. / there / on this seat
3. She won't say anything. / eat / drink

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. Will you stay home on vacation?
2. What will you do on vacation?

**QUESTIONS** | Check the student's answers for this activity. Answers may vary.

**GAME ON — RUNNING DICTATION** | Check the student's paragraph and if he/she was able to write the missing information. **Audio script:** **I'm on the plane now. It's my first trip (abroad). The passengers are (sleeping), but I'm so anxious that I (can't) sleep. I think I (will) watch a movie.**

**LET'S GET AROUND** | Check the student's production in his/her Student's Book.

### Should you have extra time

Ask the student to change the sentences into interrogative. Use the words in parentheses:

1. I will book a flight to Italy tomorrow. (Where)
2. My parents will sit on the aisle seat. (Where)
3. During the flight I will sleep. (What)
4. No, I won't travel abroad. (Will)
5. Yes, she will travel to a foreign country (Will)

## LESSON 119

### LEARNING OBJECTIVES

- Can make polite requests.
- Can make decisions at the time of speaking.
- Can talk about the main cardinal points.

### GRAMMAR

- Review modal verb *will* in the negative and interrogative forms;
- Introduce the use of modal verb *will* for requests, offers, and decisions.

**HOMEWORK REMINDER |** The student is asked if he/she has done the **Homework** card on **Wiz.me**.

**GETTING READY! REMINDER |** The student is asked if he/she has prepared the lesson using the **Getting Ready!** card on **Wiz.me**.

**ASSESSMENT |** The student is asked questions in order to review the content of the previous lessons. **Audio script:** Where would you live abroad? / Which country would you choose for an exchange program? / How long does a flight from your city to Australia take?

**PICTIONARY |** The student is asked to choose two images from the **Pictionary** card on **Wiz.me** and write sentences about them. The teacher checks the sentences during Teacher Support.

**VERBS |** The student follows the Wizard methodology presentation and practices pattern.

**NEW WORDS |** The student follows the Wizard methodology presentation and practices pattern.

### Interactive Task Pronunciation practice

The student reproduces the following words separately in order to reinforce the pronunciation: **key / culture / rented / curious / entertaining**

### Interactive Task

#### Put in order

The student puts the words in the order he/she hears them, according to the conversation. **Audio script:** A: Taylor, I will **travel** to your country. It's very beautiful and I want to learn about your **culture**, too. B: It would be great. You won't **feel unwelcome** here. There are lots of **entertaining** events in my city. / A: Can you help me, Lee? I'm **curious** about this **slang** I read. B: Sure, I don't know if I'll be **helpful**, but I'll **try**. Where did you read it? / A: Well, this is my new **rented** apartment, guys. The local people are very **friendly**. B: Nice! Please, open the door. I'm **curious**. A: I will, but I can't **find** my keys. / A: I felt **unwelcome** at the party last weekend. B: Don't **worry**. They don't have good **manners**. A: I think it's because we're from a different country and **culture**.

**USEFUL PHRASES |** The student follows the Wizard methodology presentation and practices pattern.

**GRAMMAR |** The student follows the Wizard methodology presentation and practices pattern.

**WORKBOOK EXERCISE 1 |** The student is guided to the **Workbook** to do the first sentence of the activity orally.

### GRAMMAR CHECK – CHOOSE THE CORRECT ANSWER

The student listens to the questions and chooses the correct answer.

**Q:** Complete the sentence: It's ok! Everybody is late but they... to the show.

**A:** will come

**Q:** Complete the sentence: I... that bike, I don't like it. Will you?

**A:** won't ride

**Q:** Complete the sentence: I think the movie you chose isn't good. I...

**A:** won't watch it.

**Q:** Complete the sentence: Mark, ... book the hotel room for tomorrow, please? I... our clothes.

**A:** will you, will pack

**AUDIO RECAP |** The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Grammar** sections again and reproduces it out loud.

**GET REAL |** The student observes the images and says words or expressions related to three of them. He/she listens to the audio and reproduces all the sentences out loud and then reads the sentences out loud. As a wrap-up, the student chooses four sentences, substitutes some words for other words using the vocabulary he/she has learned, and writes sentences in his/her notebook to show to the teacher during Teacher Support.

# LESSONS' INSTRUCTIONS

**DID YOU KNOW... ?** The student says what he/she sees in the picture. Then he/she accesses the **Did You Know... ?** card on **Wiz.me** to watch the video and answers the following question: **What do you know about cardinal points? Do you think they're important? There are four main cardinal points. Can you give an example?**

**LEARNING OBJECTIVE CHECKING** The student checks the content he/she learned in this lesson on the spread page.

**HOMEWORK INSTRUCTIONS** The student listens to the **Homework** instructions for the **Workbook** activities and is advised to do the **Homework** right after class. Also, he/she needs to access **Wiz.me** to listen to the lesson's audio on the **Listen Up!** card, practice the sentences of Oral Practice on the **Speak Up!** card, and practice on the **What's More?** card.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

### DRILLING PRACTICE

1. Let's hit the road on the weekend. / during my vacation / summer vacation
2. I won't swim in this pool. / lake / natural pool
3. This hotel is dirty. We won't stay here. / expensive / smelly

**QUESTIONS** Ask the student the following questions. Encourage further conversation.

1. When will you hit the road?
2. Will you go sightseeing?

**PICTIONARY** Check the sentences the student prepared with two images from the **Pictionary** card on **Wiz.me**.

**GET REAL** Check the four sentences the student prepared.

**LEARNING OBJECTIVE CHECKING** Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS** Check if the student has any questions about the **Homework**.

### Should you have extra time

Ask the student to change the sentences into negative.

1. I will eat at local restaurants.
2. I will travel to a foreign country.
3. She will go sightseeing.
4. We will be unwelcome.
5. They will hit the road in ten minutes.

## LESSON 120

### REITERATIVE LEARNING OBJECTIVES

- Can make polite requests.
- Can make decisions at the time of speaking.
- Can talk about the main cardinal points.

**HOMEWORK HAND-IN REMINDER** The student is reminded to hand in the **Homework** to the teacher.

### Interactive Task Content review

The student listens to sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **I forgot to tell you about the trip. / I love this country. Let's go sightseeing. / Why are you so curious about the movie? / A: Will you help me find my shoes? B: I'm sorry Jill, I can't. I'm busy now.**

**QUESTIONS** First, the student says what he/she thinks is happening in the picture. Then he/she listens to the audio and reproduces it out loud. In his/her book, he/she reads the **How can I say... ?** box and uses it to answer the questions in his/her notebook to show to the teacher during Teacher Support.

**DRILLING PRACTICE 1** The student does the first drilling practice along with the audio material.

### Interactive Task

#### Match

The student matches the sentences to the corresponding images. Then he/she listens to the sentences and reproduces them out loud.  
**Audio script:** Will you show me your new rented apartment? / I would like to live abroad but I love my country. / Don't worry, you won't be unwelcome there. / Will you tell me about your culture? I'm curious.

**LISTEN AND CONTINUE THE STORY |** The student describes the image and listens to a story to check if the words he/she said were used. Then he/she listens to it one more time to take notes of important information in order to continue the story to the teacher during Teacher Support.

**DRILLING PRACTICE 2 |** The student does the second drilling practice along with the audio material.

**GAME ON — MIME |** In this game, the student listens to the words and writes them in his/her notebook. After that, he/she mimes a word to the teacher.

**LET'S GET AROUND |** In this activity, the student says some words related to what and who he/she is seeing in the Student's Book. Then he/she listens to the audio, reproduces the sentences out loud, watches the video on **Wiz.me**, and writes a similar dialogue in the Student's Book. As a wrap-up, he/she opens the **Recording** card on **Wiz.me** and records his/her dialogue.

**UNLOCK |** The student listens to the **Unlock** sentences and follows the audio instructions.

**HOMEWORK INSTRUCTIONS |** The student is guided to do the **Homework** on **Wiz.me**. Still on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, to complete the activities on the **Pictionary** card, and to prepare the next lesson using the **Getting Ready!** card.

### TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

#### DRILLING PRACTICE

1. I need to tell you something. / them / him
2. My mother worked hard yesterday. / relatives / uncle
3. Why were you grounded? / they / she

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. I need somebody to open the door for me. How can I ask for that favor?
2. I need somebody to help me with the homework. How can I ask for that favor?

**QUESTIONS |** Check the student's answers for this activity. Answers may vary.

**LISSTEN AND CONTINUE THE STORY |** Ask the student to tell the rest of the story using his/her words.

**GAME ON — MIME |** Play the game with the student or select another student to play with him/her. The words are: **key / curious / pack / flight**

**LET'S GET AROUND |** Check the student's production in his/her Student's Book.

#### Should you have extra time

Ask the student to reproduce the sentence and use **will** or **won't**, according to their life.

1. I go sightseeing on vacation.
2. I start a new course.
3. I forget something before hitting the road.
4. I study for the tests this year.
5. I learn about a new culture.

### REVIEW 10

**PINPOINT |** The student observes the images and says what he/she sees. Then he/she listens to the audio and reproduces all the sentences. After that, he/she chooses three sentences and rewrites them, replacing the words in bold for words he/she learned in the batch. In case the student has any questions, he/she takes notes to talk to the teacher during Teacher Support.

**PODCAST |** The student says what is happening in the picture, listens to the podcast, and says which words were used in this batch's podcast. **Answer key:** **volunteer, exchange program, abroad, look after, take care of, countries, and choose.** To finish, the student writes a short paragraph giving his/her opinion about what he/she listened to from the podcast.

**CONVERSATION PRACTICE |** The student listens to some questions and says and answers them out loud.

**SELF-ASSESSMENT |** The student listens to the Self-assessment sentences and follows the audio instructions.

# LESSONS' INSTRUCTIONS

## SELF-ASSESSMENT - STUDENT'S BOOK

**HOW WELL DO YOU REMEMBER?** | The student listens to the **How Well do You Remember?** questions and follows the audio instructions.

**WHERE AM I NOW?** | The student is guided to check the **Where Am I Now?** self-evaluations and to show to the teacher during Teacher Support.

**WHAT DO I NEED TO GET THERE?** | The student listens to the **What do I Need to Get There?** explanation and follows the audio instructions.

**LET'S GET AROUND** | In this activity, the student watches the whole video on **Wiz.me**, reviews the previous dialogues he/she wrote and rewrites the complete dialogue in the Student's Book. As a wrap-up, he/she role-plays his/her dialogue at the Teacher Support or at another moment of class chosen by the teacher. For this presentation, he/she may invite a classmate.

**LEARNING OBJECTIVE CHECKING** | The student checks the content he/she learned in this batch of lessons on the spread page.

**LET'S CHECK AND HOW AM I DOING?** | The student is guided to do the **Let's Check** and **How am I doing?** cards on **Wiz.me**.

**WIZ MOCK** | The student is guided to do the **Wiz Mock** in 10 minutes and to hand in to the teacher at the end of the class.

**HOMEWORK INSTRUCTIONS** | The student listens to the **Homework** instructions for the **Workbook** activities. The instructions are in Portuguese. He/she is also reminded to do the cards **Wiz.battle**, **Listen Up!**, and **Getting Ready!** on **Wiz.me**.

## TEACHER SUPPORT - 5'

**Note:** Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support.

**CONVERSATION PRACTICE** | Ask the student the following questions. Encourage further conversation.

1. How many pictures do you take when you travel?
2. Where would you like to go for an exchange program?
3. What are your plans for next year?

**PINPOINT** | Check the student's answers in his/her notebook.

**WHERE AM I NOW?** | Check the student's answers in his/her Student's Book. If he/she did not check the smiling face, take this opportunity to reinforce or offer some extra support to him/her.

**THERE AND AROUND** | Have the student present his/her dialogue to you or to role-play with another classmate.

**LEARNING OBJECTIVE CHECKING** | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS** | Check if the student has any questions about the **Homework**.

**WIZ MOCK** | Ask the student to hand in the **Wiz Mock** to you.

### Should you have extra time

Ask students to give examples of:

1. Courses you can take.
2. Things you need to take with you when traveling abroad.
3. Things you will do on vacation.
4. Things you won't do on the weekend.
5. Things you will do when you travel to a foreign country.

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