



3RD EDITION

INTERACTIVE TEACHER'S GUIDE

TEENS 6



Fast-track your progress

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TEENS 6

**INTERACTIVE
TEACHER'S GUIDE**

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GENERAL INSTRUCTIONS

HELLO, TEACHER!

INTRODUCTION

Hello, teacher!

It is an immense pleasure to present to you the Interactive Teacher's Guide. This material was designed to help you teach your best Interactive classes and stay aware of what concerns your students' steps and also yours. You will get to know the complete *Interactive Experience*, which includes: the five steps in each class, the detailed Teacher Support procedure, the lesson structure, the lesson steps for 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 students, and how you can help them master their knowledge by checking their performance.

So, let's get this journey started.

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 on a specific schedule. The Interactive teacher is a dynamic and attentive professional, able to deal with students at different levels, simultaneously. The **Wiz.tab** is a technological tool and it must be used by each student in the classroom. The class is organized into five moments, some of which 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 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 by speaking out loud. 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 their Teacher Support session according to the class schedule. At this moment, the teacher will have the opportunity to check the student's learning. See more information about this step in the next section of this guide.

PEER WORK | This is the moment of interaction among students. The teacher should choose beforehand the pair or trio of students who will work together and prepare an Output activity from the Student's Book, according to the students' necessities. Remember that the interaction aligns with the lower book level.

CLOSING | The purpose of this last moment is to provide students with the awareness of learning through oral activities, such as those 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

The **Wiz.tab** will inform the student that he/she finished the lesson and that he/she is ready to check the content with you. Use the Lesson Instructions to practice the most important sentences from the lesson. Ask if the student has questions, and check the Learning Objectives. Also, contextualize the sentences from **Language Functions** when needed. During your class preparation, make sure you know what else the student must show you, such as answers, sentences, etc., according to each lesson.

As for exercise correction, the student will correct most of the book exercises with the help and instructions of the **Wiz.tab** itself, which will provide the student with more autonomy and offer 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 goes through on **Wiz.tab**;
- audio scripts for the Interactive Tasks;
- the necessary answer keys for the Interactive Tasks;
- the drilling activities that have to be carried out 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 who performs exceedingly well. This is an extra section in the *Interactive Experience*, and it should 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.

TEENS 6 3RD EDITION STRUCTURE

There are four types of lessons in this edition of *Teens 6: Wizard Experience Lesson, Input Lessons, Output Lessons, and Review Lessons*. The Wizard Experience Lesson allows the students to have a general view of the soft skills they will work with throughout the lessons. The Input Lessons focus on the 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 a learning trail and also boost their awareness of content retention quality.

It is important to mention that the **Wiz.pen** is an optional resource.

CLASS PREPARATION

Before starting the first class in the book, the student must watch the Zero Class on **Wiz.me**. Make sure the video is prepared for the student to access, and check for any questions about the content. It is important to show the student that he/she should access the **Wiz.tab** on the tablet and enter their login and password information to then start their first class. The audio instructions for *Teens 6* classes are in English. Make sure the student is playing the **Wiz.tab** audio content at a volume that is audible to you and that they are focused on the screen or the lesson in their book. If the student does not reproduce the audio or does so in a quiet voice, immediately ask him/her to say it out loud so that you, the teacher, can hear him/her, as this is essential so that you can offer any necessary support regarding pronunciation or structure questions, for example. Furthermore, this is a necessary process for the internalization of content to happen naturally. Your guiding and motivational role is essential here, teacher, to ensure that the student understands the purpose of reproduction and can fully develop all language skills.

THE LESSON STEPS ON THE WIZ.TAB

This guide will describe all the steps, sections, and exercises the student goes through while engaging in 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.

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** on 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 for the Teacher Support moment.

WIZARD EXPERIENCE

After the warm-up with the whole class, the student must access the tablet to start the self-learning moment. Firstly, the student must read the text titled "*What Are Soft Skills?*" located in the book, and then he/she will do an interactive activity containing some facts related to the topic. After that, in the notebook, he/she will have to answer some questions. After watching the video on **Wiz.me**, he/she must write a role-play about a real situation in which the interpersonal skills presented in the video can be used.

INPUT LESSONS

SPREAD PAGE | Each batch of lessons begins with a spread page that contains: a theme, a picture for contextualization, and a list of the Learning Objectives to be presented. This section will only be presented once, at the beginning of the first lesson in the batch. The student will return to this page at the end of each Input Lesson to check the content learned.

SELF-ASSESSMENT | From Lesson 123 on, the student will go through the Self-assessment section before the lesson begins. The student will be instructed to give examples and answer some questions to revisit the content of the previous classes.

INTERPRETING THE PICTURE | After the Self-assessment, the student will answer questions to work with the picture of the lesson.

LISTENING | To check if the student prepared for the class, he/she will answer two questions using the content from the corresponding lesson.

VERBS | In this section, the student must bring the content they previously prepared. In class, the tablet will present the verbs so that the student can listen, read, and reproduce them out loud. The student is free to do this procedure as many times as needed.

GENERAL INSTRUCTIONS

NEW WORDS | In this section, the vocabulary will be presented through cards with words and pictures. When the student clicks on the word, he/she will see visual support and will hear that word pronounced. He/She can click on the word to listen, see, and read the content as many times as he/she wants. After that, he/she will reproduce the most difficult words from the lesson out loud, to practice pronunciation.

USEFUL PHRASES | At this point, the student is presented with phrases and will read the content, paying attention to the information in bold. The student will be guided by the audio, but he/she can read, listen, and replay it as many times as needed.

LANGUAGE FUNCTIONS | The student will read the sentences in this section out loud. He/She will follow the audio instructions and follow the content on screen. He/She can read, listen, and replay it as many times as needed.

In order for the student to practice and learn the content in a more dynamic way, he/she will be instructed to complete two interactive tasks:

Match: The student should drag each sentence to the corresponding picture.

Maze: The student should unscramble the sentences, moving the boxes vertically.

LANGUAGE PRACTICE | The student will listen to and reproduce the spoken sentences. Right after each sentence, the student will receive a word that has to be substituted in the original sentence. The student should always reproduce the full sentence. After finishing this step, the student will listen to the sections titled **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** without written support. He/She will practice the phrases again via listening and speaking. If you notice any difficulties or pronunciation mistakes, help or correct the student as soon as you can, using one of the correction techniques of the methodology.

GET REAL | At first, the student will be directed to the pictures in the section and will say which words or expressions come to mind when he/she sees them. Then, he/she will be guided to write sentences in his/her notebook that refer to the pictures and explore the content. At the end of the class, you will check the sentences the student prepared.

DID YOU KNOW... ? | First, the student will talk about what he/she sees in the picture. Then he/she will be instructed to watch the video on **Wiz.me** and complete the multiple-choice activity in the app. After that, he/she will answer a question and will have to write sentences using the content he/she learned. It is important that by the end of the class you, the teacher, be sure to check the examples the student wrote to make sure they are correctly produced.

LEARNING OBJECTIVES | The student will be guided to go back to the spread page for the batch and check which Learning Objectives were met. During Teacher Support, check if the student marked and understood the lesson Learning Objectives.

HOMEWORK INSTRUCTIONS | The student will open the Workbook and follow the audio instructions for each exercise for homework.

OUTPUT LESSONS

See below a list of all the activities the student will go through. You will find in the Lesson Instructions the order in which they appear in each lesson, the answers, and what the student should produce specifically.

It is important to mention that at the beginning of each Output Lesson, the student will be guided to answer some questions in order to remember the previous lesson's content.

QUESTIONS | In this activity, the student will be guided to listen to the sentences and reproduce them out loud. Then he/she will listen to the audio again in order to answer questions out loud. To finish, he/she should listen to the content, this time pausing to write the answers in their notebook. The student should show you the answers during Teacher Support.

ASK YOUR FRIEND IF | The student will see an example of a question based on a sentence and then will be asked to do the same. During Teacher Support, the student asks the questions to you or a classmate.

SPEAK RIGHT NOW | First, the student is guided to pay attention to the examples, then to listen again and reproduce them out loud. After that, he/she should create sentences using the information given. To finish, he/she completes a drag-and-drop activity on the **Wiz.tab**.

SPEED TALKING | The student should look at the picture and answer some questions. He/She should pay attention to the **Useful Language** box and reproduce it out loud.

SHARE IT | In this exercise, the student should express his/her opinion about a topic. For that, he/she will listen to the questions twice, and on the second time, he/she will write the answers in their notebook to share with you during Teacher Support. Finally, he/she listens to the audio one more time, focusing on the **Useful Language** box to improve his/her notes.

QUESTIONS IN TRIO | The student will listen to an example of what he/she has to do. Then he/she should change the sentences according to the model, and at the end of the class, he/she should pose them to you or a classmate.

CONVINCE ME | In this activity, the student should convince you or a classmate to agree with him/her. First, he/she will be instructed to read the text, paying attention to the **Useful Language** box. Then he/she should pause the audio and, in their notebook and using the content from the box, he/she should write arguments to defend his/her point of view. Finally, the student is instructed to argue with you. This last step must be done during the Teacher Support moment.

DISCUSSION | The student will read the questions and then read the **Useful Language** box out loud. Then he/she answers the questions in their notebook to discuss with you during Teacher Support.

FLUENCY PRACTICE | The student is instructed to pay attention to the model, focusing on the content in parentheses and in bold, to see what changed from one sentence to another. Then he/she reads the sentences and changes them according to the model. For correction, he/she is instructed to complete a read-and-match task.

TALK TO YOUR CLASSMATE | The student will listen to the models and, in the book, will complete the activity. At the end, he/she should read the answers out loud.

LISTEN AND ANSWER | In this activity, the student will be guided to look at the picture from the book and contextualize it. Then he/she should read the questions from the book out loud and listen to the audio. When listening for the second time, he/she should answer as many questions as possible; he/she can pause the audio, if needed. In order to correct the exercise, he/she will listen to the audio a third time. During Teacher Support, he/she will discuss the dialogue with you or a classmate.

LISTEN AND ORDER THE EVENTS OF THE STORY | First, the student will read all the events of the story and listen to the audio, for the first time, to imagine what will happen next. Then he/she will listen to the story attentively and, on the **Wiz.tab**, he/she should number the sentences accordingly.

LISTEN AND MARK TRUE (T) OR FALSE (F) | The student will look at the picture in the book and say which words or sentences come to mind. He/She will listen to the audio for the first time just to get the gist of it. Then he/she will read the sentences on the **Wiz.tab** and listen to the audio one more time to mark true or false.

LISTEN, CHOOSE, AND JUSTIFY | The student will analyze and answer questions about a picture. The **Wiz.tab** will play the audio twice. The first time is to get the general idea, and the second time is to choose which picture corresponds to what he/she heard. The student will be instructed to pay attention to the **Useful Language** box, take notes, and prepare to share their thoughts with you during Teacher Support.

LET'S TAKE A QUIZ | In this activity, the student is guided to look at the questions from the quiz on the **Wiz.tab** and choose one correct answer for each. He/She should then check their points and report them to you.

READ AND MARK TRUE (T) OR FALSE (F) | The student should look at the picture in the book to answer the question on the **Wiz.tab**. Then he/she will read the first sentence in the text to check if his/her answer is correct. The student should then read the **Take a Look!** box and the rest of the text. To complete the exercise, he/she should choose if the pieces of information are true or false, according to what he/she read, and correct any false information.

READ AND ANSWER | The student is instructed to read the text, paying attention to the words in bold and checking the **Take a Look!** box. Then he/she answers the questions in their notebook and shows them to you during Teacher Support.

READ AND ASK | The student should analyze the picture and say, based on what he/she sees, what the text is about. Then he/she will read the text to confirm his/her ideas, paying attention to the words in bold. The student is also instructed to read the **Take a Look!** box, which displays words from the text.

READ AND COMPLETE | In this activity, the student will describe a picture out loud. On the **Wiz.tab**, he/she will read a text and complete it with the words from the box.

LET'S GET AROUND | In this section, the student is guided to watch the video on **Wiz.me**. After watching it for a second time, he/she should take notes about the details of the scenery, clues, and tips he/she finds. Then the student should watch the video a third time to correct or add information to his/her notes, before answering comprehension questions about the video. Throughout the three Output Lessons, he/she should create one single dialogue with an enigma to be presented in the Review Lesson. The development of the dialogue must be divided into three parts as follows: In the first Output Lesson, the student has to decide the answer of their enigma and the level of difficulty. In the second Output Lesson, he/she has to use the notes from the previous lesson to start writing the dialogue, which must contain a hint that leads to the enigma. And in the last Output Lesson of the batch, he/she has to use the time to finish and refine his/her production. The student is guided to always refer to the audio script found at the end of his/her Student's Book as a model.

GENERAL INSTRUCTIONS

DRILLING PRACTICE | There are two types of Drilling Practice in the Output Lessons. In the first drilling practice, the student should listen to and reproduce the sentences out loud. After each sentence, there will be a word that must be substituted in the original sentence. The student should always reproduce the full sentence. During Teacher Support, you should follow the Lesson Instructions, where you can find the most important sentences of the lesson.

In the second Drilling Practice, the student will be instructed to change the sentences to the affirmative, negative, interrogative, or past tense forms.

UNLOCK | The student will listen to prompts or questions and should either answer or give examples.

HOMEWORK INSTRUCTIONS | At the end of the Output Lesson, the **Wiz.tab** will remind the student that the homework can be found on the respective lesson's card on **Wiz.me**.

REVIEW LESSONS

PINPOINT | The student will observe the picture and say what he/she sees.

PODCAST | The student will listen to the audio and say which content from the podcast was presented in the batch. He/She will listen to the audio one more time to answer some questions in their notebook. Check those questions during Teacher Support. Then the student will complete an activity on the **Wiz.tab** by dragging the words into the correct order and reproducing the sentences out loud. To finish, the student should write a paragraph giving his/her opinion about the content he/she heard.

CONVERSATION PRACTICE | In this section, the student will listen to six questions, which he/she will have to reproduce and answer out loud.

SELF-ASSESSMENT (Teacher's Guide) | The student listens to questions and prompts and should either answer or give examples out loud.

SELF-ASSESSMENT (Student's Book) | The student will be guided by the **Wiz.tab** to fill out the Self-assessment in the book. Be sure to include, in your class preparation, a moment to check the answers. It can be during Teacher Support, or if the student has not been able to finish the assessment, check it before you begin the Closing step. If the student is not confident about any of the topics, he/she should write down what they can do to improve his/her development. Take notes and share the information with your coordinator so that, together, you can define the best solution for the student. If, during Teacher Support, the student has already filled out the Self-assessment, remember to check and contextualize/model any questions they might have. Use the topic's Lesson Instructions to reinforce the content he/she mentioned as unclear or

difficult. Remember: if the student still has difficulties understanding the topics during Teacher Support, do not extend the time, as they will need much more than just a few minutes to receive the support they need.

LET'S GET AROUND (Review Lesson) | The student will be instructed to watch the three **Let's Get Around** videos on **Wiz.me** and review the dialogue he/she wrote in the previous Output Lessons. The student should join a classmate to present his/her dialogue to the teacher or the whole group so that they can find the answer to the enigma he/she created.

LEARNING OBJECTIVES | The audio will guide the student to go back to the batch spread page and mark the Learning Objectives. Next, the student will be instructed to complete the **Let's Check!** and **How Am I Doing?** cards on **Wiz.me**.

HOMEWORK INSTRUCTIONS | At the end of the Review Lesson, the student will be informed of what he/she has to do for homework in the Workbook and on **Wiz.me**.

WIZ MOCK | The **Wiz.tab** will redirect the student to the **Wiz Mock** page in the Workbook. He/She should answer the multiple choice questions and hand them in to you as soon as he/she finishes. Be aware that the **Written Part** was done as part of the homework for the last Output Lesson.

WIZ.ME CARD DESCRIPTIONS

To have the total visual of all the resources the student has at their disposal on **Wiz.me**, this guide presents to you the **Wiz.me** card descriptions. This description aims to be of help 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 is to know what *Teens 6* has to offer them.
- PRE AND POST DIAGNOSIS |** The student does some activities to assess his/her knowledge before starting the course. At the end of the course, the student does the assessment again to gauge 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 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 audio from the lesson is found on this card.
- **WHAT'S MORE?** | The student finds extra activities for further practice.

OUTPUT LESSONS

- **HOMEWORK** | The Output Lesson 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 viewed on this card.
- **LISTEN UP!** | All the audio from the lesson is found on this card.

REVIEW LESSONS

- **LET'S CHECK!** | The student recaps activities to review the most challenging content from the batch.
- **VIDEO** | This card shows the complete **Let's Get Around** video.
- **LISTEN UP!** | All the audio from the Review Lesson is found on this card.
- **HOW AM I DOING?** | The student uses this card to reflect on his/her performance.
- **WIZ.BATTLE** | A tournament with games to practice the content learned.

LESSON INSTRUCTIONS

On the following pages of this guide, you will find detailed instructions on the 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 carried out and information on everything that must be confirmed with the student during Teacher Support. The audio scripts from specific activities on the **Wiz.tab** and answer keys necessary for better student support are also available.

INTERACTIVE TEACHER'S GUIDE

WIZARD EXPERIENCE

PRESERVATION | The student is welcomed to the course and if he/she has questions throughout the lesson, he/she should take notes and ask the teacher during Teacher Support.

BEFORE WATCHING THE VIDEO 1 | The student is instructed to read the paragraph talking about soft skills.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** Interacting with people is important in many situations. / Some people are not good at social skills. / Some people can't communicate very well. / When we develop soft skills, we can build strong relationships.

BEFORE WATCHING THE VIDEO 2 | The student is instructed to take a look at the Some Soft Skills box, answer the questions in the notebook, and show his/her answers to the teacher during Teacher Support. **Audio script:** 1. In your opinion, why are soft skills important? / 2. Which soft skills from the list do you think you have? / 3. Which soft skills from the list do you think you need to develop? / 4. How hard would it be for you to develop some soft skills? / 5. How much do you think you would learn from this experience?

AFTER WATCHING THE VIDEO | The student watches the video twice and answers some questions. **Audio script:** Did you watch the Soft Skill video on your Wiz.me app? / Did you like it? Did you have problems understanding it? / Could you think of a real-life situation where one or more of the soft skills could be used?

Then he/she is instructed to write a role-play about a real situation in which a soft skill from the video would be used. To conclude the activity, he/she presents it to the teacher during Teacher Support.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

BEFORE WATCHING THE VIDEO 2 | Check the answers the student wrote in their notebook.

AFTER WATCHING THE VIDEO | Ask the student to present the role-play he/she wrote.

Should you have extra time

Ask the student to answer the following questions. Also, ask questions to encourage further conversation.

1. What soft skills do you think learning English can help develop?
2. How can you use your English classes to improve your soft skills?
3. How can you use your English classes to develop new skills?
4. How can these skills affect your everyday life?
5. Which soft skills are going to be good for your future career?

LESSON 121

LEARNING OBJECTIVES

- Can say when an action takes place in the future.
- Can describe an experience, giving some details of feelings and reactions.
- Can express decisions for the future at the time of speaking.
- Can tell others about unplanned future events.
- Can talk about moving to places and changes using a few phrasal verbs.
- Can talk about future or past experiences related to their place of birth.

GRAMMAR

- Review of Simple Future *will* in the affirmative, negative, and interrogative forms.

SPREAD PAGE | The student listens to the Learning Objectives of this batch of lessons.

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: *What is the girl probably preparing herself for? / How do you think she feels?*

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she has to answer two questions: *What is a neighborhood with good infrastructure like? / Is your hometown a good place to live? Why or why not?*

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 pronunciation: **neighborhood / infrastructure / everything / isolated / unfamiliar**

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** My aunt lives isolated in the middle of nowhere. / This city's infrastructure is great. It has everything we need. / Your neighborhood is very clean and colorful. / My dog doesn't stress over anything.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** My friend will miss his neighborhood because of its infrastructure. / People are usually pumped about their vacation at the beach. / Her family won't feel homesick because the country they are going to visit is familiar to them. / Will we return to our isolated village one day?

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: **Based on the video, why is it important to use our decision-making skills when deciding to move into a new house?** After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, and to watch the **Did You Know... ?** video in the app and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. Do you prefer to live downtown or in the suburbs?
2. When do you stress over schoolwork?
3. Do you live in your hometown, or did you move to another city?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using **move on**, **move in**, **move out**, and **move away**.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what the student has 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 the future tense, making any necessary changes.

1. He stresses over when we tell him about his hometown.
2. She feels homesick after one month living abroad.
3. I don't miss living in this neighborhood.
4. Does he return to his hometown often?
5. Does this village still feel unfamiliar to you?

LESSON 122

REITERATIVE LEARNING OBJECTIVES

- Can say when an action takes place in the future.
- Can describe an experience, giving some details of feelings and reactions.
- Can make predictions that are based on present and past evidence.
- Can tell others about unplanned future events.
- Can express decisions for the future at the time of speaking.
- Can talk about future or past experiences related to their place of birth.

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

OUTPUT CARDS REMINDER | The student is asked if he/she has any questions about the **Did you know...?, Speak Up!, What's More?,** and **Listen Up!** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **What are you pumped about? / What do you usually stress over? / What do you like about your city's infrastructure?**

QUESTIONS | The student listens to the questions from the book, reproduces them, and listens to them one more time in order to answer them out loud. Finally, he/she is instructed to answer them in his/her notebook and show them to the teacher during Teacher Support.

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

LISTEN AND ANSWER | The student says words or expressions that come to his/her mind when looking at the picture. He/She is instructed to read the question and listen to a conversation attentively, then to answer and finally, listen one more time to check answers. During the Teacher Support moment, the student is expected to discuss the conversation with a classmate or the teacher.

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

CONVINCE ME | The student reads the text paying attention to the **Useful Language** box and writes, in their notebook, some arguments to defend his/her point of view. He/She is supposed to convince a classmate or the teacher to agree with him/her during the Teacher Support session.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, as he/she takes some notes on details of the video. Then he/she answers some comprehension questions about the video out loud. After that, he/she should begin brainstorming ideas for the dialogue. In this lesson, he/she has to decide the answer of the enigma and the level of difficulty. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production. **Audio script:** *What characters are the avatars on the video? / What tip did they find out? / How can you describe the place they are in?*

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, and to prepare for 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 session.

DRILLING PRACTICE

1. Did you feel homesick when you lived abroad? / traveled alone / went on an exchange program
2. Is there good infrastructure in this city? / neighborhood / village
3. Will you miss us? / him / them

QUESTIONS | Orally, check the student's answers to the exercise.

LISTEN AND ANSWER | Discuss the conversation with the student.

CONVINCE ME | Let the student present his/her point of view and encourage him/her to develop his/her argument.

Should you have extra time

Ask the student to reproduce the sentence and then change just one word:

1. I felt homesick after some months living abroad.
2. I'll help you with everything you need.
3. Will he be alright living in the middle of nowhere?
4. She won't miss her neighborhood because she doesn't like its infrastructure.
5. I think I'll return here for the summer.

LESSON 123

LEARNING OBJECTIVES

- Can describe planned future events.
- Can talk about academic tasks and future academic plans.
- Can use adjectives to describe something or someone.
- Can briefly give reasons and explanations for opinions, plans, goals, and actions.
- Can write or understand a basic letter of application with limited supporting details.

GRAMMAR

- Review of *be going to* in the affirmative, negative, and interrogative forms.

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

ASSESSMENT | The student is asked questions in order to review the content of the previous lessons. **Audio script:** Why do so many people leave their hometowns? / What is your neighborhood like? / Who do you miss the most when you are away from home?

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: What kind of plans do you think the boy is making? / What makes you say that?

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she has to answer two questions: Who is the most forgetful person that you know? / What are the advantages and disadvantages of being a teenager?

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 pronunciation: **advantage** / **knowledge** / **creative** / **mandatory** / **outstanding**

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** My friend is very creative; he created this recipe. / What are the advantages of a scholarship? / My job is so demanding; I'm tired. / I want to apply for a scholarship next year.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** I don't have any special knowledge to solve this problem. / My family always encourages me to apply for a scholarship. / There are a lot of advantages when you have outstanding grades. / I'm going to write down every detail because I'm a forgetful person.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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: **Did you know that we can justify the reason why we do something using the expression: The reason (why) I did something is because/that...?** After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, and to watch the **Did You Know...?** video in the app and complete the exercise if they hadn't done it in class.

INTERACTIVE TEACHER'S GUIDE

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. What are you going to do tonight?
2. Where are you going to go after class?
3. What are you proud of?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using **The reason why... is because/that...**, justifying something that he/she hates.

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. Are you going to...?
2. Why are you going to...?
3. Who are you going to...?
4. Where are you going to...?
5. Is he going to...?

LESSON 124

REITERATIVE LEARNING OBJECTIVES

- Can describe planned future events.
- Can discuss academic tasks and future academic plans.
- Can use adjectives to describe something or someone.
- Can briefly give reasons and explanations for opinions, plans, goals, and actions.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!**, **Speak Up!**, and **Did You Know... ?** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **What are the advantages of a scholarship? / Do you encourage your friends to be more creative? / Are you going to make plans for the weekend?**

ASK YOUR FRIEND IF | The student creates the questions based on the sentences from the book. He/She asks a classmate or the teacher the questions during the Teacher Support moment.

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

READ AND ANSWER | Based on the picture, the student guesses what the text is about and then reads the text to confirm his/her answer. After that, he/she is instructed to read the **Take a Look!** box and read the text one more time to answer the questions on the **Wiz.tab**.

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

EXPRESS YOURSELF | The student listens to a quote related to the picture from the previous activity. Then he/she writes his/her opinion in their notebook and is instructed to share it with a classmate or the teacher during the Teacher Support moment.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, and answers some comprehension questions about the video out loud. After that, he/she should continue working on their dialogue. In this lesson, he/she has to use the notes from the previous lesson to start writing the dialogue, which should include a hint to the enigma. Even though there is one enigma for each video, the dialogue he/she will create must contain one single enigma. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production.

Audio script: *Are the characters in the same place they were in the first video? / Where are they and what does this place look like?*

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, and to prepare for 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 Teacher Support.

DRILLING PRACTICE

1. I'm going to apply for a scholarship at an English school. / a Spanish school / a German school
2. He is more forgetful than you. / creative / demanding
3. Are you going to encourage your friends to go on the school trip? / on a cultural tour / to a campsite

READ AND ANSWER | Check the student's answers for this exercise.

ASK YOUR FRIEND IF | Check the questions the student created.

EXPRESS YOURSELF | Check the student's opinion about traveling being the most intense mode of learning.

Should you have extra time

Ask the student to change the following sentences using *be going to*.

1. I encourage my best friend to follow her dreams.
2. Are you applying for the scholarship in Australia?
3. She is filling in the application form.
4. He is not making plans.
5. My mother is proud of me.

LESSON 125**LEARNING OBJECTIVES**

- Can use idiomatic expressions related to dreams.
- Can briefly give reasons and explanations for opinions, plans, goals, and actions.
- Can discuss dreams and future goals.
- Can describe future plans.
- Can express decisions and describe promises for the future at the time of speaking.

GRAMMAR

- Future tenses *will* vs. *be going to*.

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

ASSESSMENT | The student is asked questions in order to review the content of the previous lessons. **Audio script:** What are the advantages of having a scholarship? / Who should take a proficiency test in your opinion? / Would you like to go abroad on a student exchange program? Why or why not?

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: *How do you think the girl is feeling? / What makes you say that?*

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she answers two questions: *Do you feel confused about your future goals? / What subjects are you interested in?*

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 pronunciation: *opportunity / discipline / strength / interested / confused*

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK**Match**

The student matches the sentences to the corresponding pictures. **Audio script:** I promise I will achieve my goals. / Take this chance and find a new opportunity. / I'm a little confused about this exam. / Stop daydreaming and focus on your job interview.

INTERACTIVE TASK**Maze**

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** You will explain it to her because she is really interested. / I won't take this chance cause I'm unsure when the course starts. / They're going to help me decide which movie I should choose. / Are you going to decide when you will travel to Europe?

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

INTERACTIVE TEACHER'S GUIDE

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: **Based on the video, explain why there are many different expressions with the word "dream," and why they don't always mean a good thing.** After that, he/she writes sentences using the suggested content and shows them to the teacher during the Teacher Support moment.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, and to watch the **Did You Know... ?** video in the app and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. What is certain about your future?
2. What do you think you will achieve this year?
3. What are some of your strengths?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using **a dream come true**, **(in your) wildest dreams**, **(to be) living in a dream world**, **pipe dream**, and **sweet dreams**.

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 below using **be going to**.

1. I am taking this chance.
2. She is deciding about the project.
3. I can achieve my goals in the near future.
4. The reason why I am talking to you is that I have a great opportunity for you.
5. I am improving my discipline. I mean it!

LESSON 126

REITERATIVE LEARNING OBJECTIVES

- Can use idiomatic expressions related to dreams.
- Can briefly give reasons and explanations for opinions, plans, goals, and actions.
- Can discuss dreams and future goals.
- Can describe future plans.
- Can express decisions and describe promises for the future at the time of speaking.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!, Speak Up!,** and **Did You Know... ?** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **What are you interested in? / What do you usually do to achieve your goals? / What are certain things you are confused about?**

SPEAK RIGHT NOW | The student is instructed to listen to the examples and reproduce them. Then he/she creates sentences using the pieces of information provided on the **Wiz.tab**. To conclude the activity, he/she drags the words to place them in the correct order. **Answer key:** **I am going to achieve my goals. / We are not going to take the opportunity. / He is going to make something creative. / She is not going to apply for the scholarship. / They are going to be pumped about the news.**

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

READ AND MARK TRUE (T) OR FALSE (F) | The student analyzes the picture and says what he/she sees and what they think the text will be about. After reading the text and checking the **Take a Look!** box, he/she reads the sentences and marks True or False.

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

DISCUSSION | First, the student is instructed to read the questions in his/her book. Then he/she reads the questions out loud. To conclude the activity, he/she uses the **Useful Language** box to write answers to the questions in their notebook. He/She should give his/her opinion to the teacher during the Teacher Support moment.

REVIEW 1

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, and answers some comprehension questions about the video out loud. After that, he/she should continue working on their dialogue. In this lesson, he/she has to finish and refine his/her production. Even though there is one enigma for each video, the dialogue he/she will create must contain one single enigma, with a hint that leads to it. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production.

Audio script: Are the characters in the same place they were in the second video? / How is this place different from the one in the previous Let's Get Around video?

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, and to prepare for 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 session.

DRILLING PRACTICE

1. You need to work on your strengths. / studies / discipline
2. You will achieve your goal when you have discipline. / the skills / the opportunity
3. I'm very interested in this. / unsure about / confused about

READ AND MARK TRUE (T) OR FALSE (F) | Check the student's answers for this exercise.

DISCUSSION | Let the student give his/her opinion and incite him/her to explore his/her argument more.

Should you have extra time

Ask the student to give examples of:

1. something they need to improve in order to achieve a goal.
2. something they are unsure about.
3. a motivation to study English.
4. a good opportunity in life.
5. something he/she is interested in.

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

PINPOINT | The student observes the picture and says what he/she sees.

PODCAST | The student pays attention to the picture, title, and box. He/She 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 answers some questions about what he/she heard in the podcast in his/her notebook and shows it to the teacher during the Teacher Support moment. Also, he/she writes a paragraph giving his/her opinion about the podcast.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** I'll have to take a mandatory test. / I love my hometown and I think I'll be homesick. / This is one of my goals for the future. / My father got a new job opportunity.

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

SELF-ASSESSMENT | The student listens to the Self-assessment prompts 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 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 three videos on **Wiz.me**, reviews the dialogue he/she wrote, and makes any necessary adjustments before the presentation. If the student hasn't finished the dialogue yet, he/she should use this time to do it. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model to finish the dialogue. As a wrap-up, he/she role-plays his/her dialogue during Teacher Support or at another moment of class time chosen by the teacher. For this presentation, he/she should invite a classmate.

INTERACTIVE TEACHER'S GUIDE

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**.

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

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

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

1. What's your hometown like?
2. What would you take to an isolated place?
3. Are you proud of your results on the last examination you had?
4. Are you making any plans for next weekend?
5. Who is an outstanding person in your opinion?
6. What sports are you most interested in?

PODCAST | Check the student's answers in his/her notebook and ask him/her to share his/her opinion about the podcast.

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

LET'S GET 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 the **Wiz Mock** in to you.

Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. I won't miss...
2. I'm definitely not going to...
3. After class, I...
4. I mean it. I'm going to...
5. I'm unsure about...

LESSON 127

LEARNING OBJECTIVES

- Can talk about different food items.
- Can use modals to talk about probability.
- Can extract key factual information such as dates, numbers, and quantities from a written or oral text.
- Can scan short texts to locate specific information.
- Can use basic structures to talk about familiar topics.
- Can use fixed expressions to talk about quantity.

GRAMMAR

- Introduction of *may* and *might* to talk about probabilities (affirmative, negative, and interrogative forms).

SPREAD PAGE | The student listens to the Learning Objectives for this batch of lessons.

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud. **Audio script:** *What will the girl eat? / Is her food healthy? What makes you say that?*

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she has to answer two questions: *What can you replace sugar with to make something sweet? / What are your healthy habits?*

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: *scrambled eggs / sausage / smoothie / syrup / habit*

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** I love the taste of fresh blueberries in my smoothie. / The cherries on the top of the cake made it more delicious. / Mom prepared a delicious breakfast with scrambled eggs, bacon, and sausage. / The sweet aroma of honey filled the kitchen as I put it over my pancakes.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** The meal had scrambled eggs, bacon, sausage, and a blueberry smoothie. / She grabbed cherries to snack on later. / He used honey instead of syrup on his pancakes regularly. / After eating a lot, she said, "I'm full!".

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: **Did you know that we can use different expressions to talk about quantity?** After that, he/she writes sentences using the suggested content and shows them to the teacher during the Teacher Support session.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

- May I replace blueberries with cherries in a smoothie recipe?
- Do you usually grab a snack before class?
- How often do you eat scrambled eggs?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using a **big portion**, a **small portion**, a **bunch of**, a **couple of**, and a **close of**.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what the student has 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 using **may** or **might**:

- I will replace the bacon with scrambled eggs.
- I will grab some sausages at the supermarket.
- She said she'll be working.
- He will change his eating habits.
- I will start a diet.

LESSON 128

REITERATIVE LEARNING OBJECTIVES

- Can talk about different food items.
- Can use modals to talk about probability.
- Can extract key factual information such as dates, numbers, and quantities from a written or oral text.
- Can scan short texts to locate specific information.
- Can use basic structures to talk about familiar topics.
- Can use fixed expressions to talk about quantity.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!**, **Speak Up!**, and **Did You Know... ?** cards on **Wiz.me**.

INTERACTIVE TEACHER'S GUIDE

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **Why do you think it's important to work out? / Do you think it's important to have healthy habits? / What may you replace in a strawberry smoothie?**

FLUENCY PRACTICE | 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 might grab a snack before working out. / b. Anna may replace sugar with honey in her tea. / c. My mom might cook scrambled eggs for dinner. / d. He might be on a diet because of his health problems. / e. I might have healthier habits this year.

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

READ AND MARK TRUE (T) OR FALSE (F) | The student analyzes the picture and says what he/she sees and what they think the text will be about. After reading the text and checking the **Take a Look!** box, he/she reads the sentences and marks True or False.

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

SHARE IT | The student listens to the questions three times. The first time, he/she just listens. The second time, he/she is instructed to take notes in their notebook to give his/her opinion during the Teacher Support moment. The third time, he/she pays attention to the **Useful Language** box and tries to improve his/her notes.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, as he/she takes some notes on details of the video. Then he/she answers some comprehension questions about the video out loud. After that, he/she should begin brainstorming ideas for the dialogue. In this lesson, he/she has to decide the answer of the enigma and the level of difficulty. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production. **Audio script:** *What characters were chosen as avatars in the video? / What was the tip they discovered? / What is the place they are in like?*

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, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. He may grab a snack after school. / the English class / working out
2. My best friend may be on a diet. / My sister / My father
3. I need a couple of cherries. / a bunch of / a small portion of

SHARE IT | Let the student give his/her opinion and encourage him/her to explore the topic.

Should you have extra time

Ask the student to reproduce the sentence and then change just one:

1. She may not get anything else because she said she's full.
2. I'm on a diet to gain some weight.
3. He's working out and replacing fast food with more healthy meals.
4. I always put honey in my smoothies.
5. May I replace blueberries with cherries? I like them better.

LESSON 129

LEARNING OBJECTIVES

- Can talk about obligations and strong advice.
- Can identify the main purpose of an oral text.
- Can follow the main points of short dialogues on familiar topics if delivered in clear, standard speech.
- Can enter a discussion about health and dieting, giving opinions and advice when necessary.
- Can use different words to describe a variety of cooking methods.

GRAMMAR

- Modal verb *must* in the affirmative, negative, and interrogative forms.
- Modal verb *should* in the affirmative, negative, and interrogative forms.

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

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

Audio script: Which of these may be more difficult to prepare, scrambled eggs or a smoothie? / Why might a person be on a diet? / How often should a person work out to be healthy?

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud. **Audio script:** What is the boy holding? / Do you think he has a healthy routine? What makes you say this?

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she answers two questions: What should we do to add a more nutritious diet to our daily routine? / What are the advantages and disadvantages of cutting down on carbs?

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 pronunciation: vitamin / gluten / vegetarian / nutritious / intolerant

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK**Match**

The student matches the sentences to the corresponding pictures. **Audio script:** I added more vegetables to get extra vitamins. / They cut down on carbs and calories for a healthier diet. / Vegans avoid gluten and lactose in their food choices. / She has a sweet tooth, so she should eat fewer sugary snacks.

INTERACTIVE TASK**Maze**

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** Add more vitamins to your diet for better health. / Cut down on carbs for a balanced meal. / Choose nutrient-rich foods for energy. / Avoid lactose if you're intolerant.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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: Did you know that there are different ways in which food can be prepared? After that, he/she writes sentences using the suggested content and shows them to the teacher during the Teacher Support session.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

- Do you need to cut down on anything?
- What should a person do to burn calories?
- Do you have a sweet tooth?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using cooked, raw, fried, steamed, grilled, undercooked, and overcooked.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. Take

INTERACTIVE TEACHER'S GUIDE

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. He is on a diet, so he should...
2. I want to burn calories. I should...
3. I must cut down on carbs if I want to...
4. She's lactose intolerant; she should...
5. They want to have a nutritious diet, so they should...

LESSON 130

REITERATIVE LEARNING OBJECTIVES

- Can talk about obligations and strong advice.
- Can identify the main purpose of an oral text.
- Can follow the main points of short dialogues on familiar topics if delivered in clear standard speech.
- Can enter a discussion about health and dieting, giving opinions and advice when necessary.
- Can use different words to describe a variety of cooking methods.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!**, **Speak Up!**, and **Did You Know...?** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **How can we increase vitamins in our diet? / What is something you would like to cut down on? / Would you say you have a sweet tooth? Why or why not?**

TALK TO YOUR CLASSMATE | The student listens to the model first, makes the changes to the sentences in his/her book, and reads the sentences out loud.

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

LISSTEN, CHOOSE, AND JUSTIFY | The student answers the questions from the book out loud and then listens to the audio to get its general idea. He/She listens to it a second

time to choose the correct picture and take notes on his/her ideas to support his/her choice. He/She will share this with the teacher during Teacher Support.

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

DISCUSSION | First, the student is instructed to read the questions in his/her book. Then he/she reads the questions out loud. To conclude the activity, he/she uses the **Useful Language** box to write the answers to the questions in the notebook. He/She should give his/her opinion to the teacher during Teacher Support.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, and answers some comprehension questions about the video out loud. After that, he/she should continue working on their dialogue. In this lesson, he/she has to use the notes from the previous lesson to start writing the dialogue, which should include a hint to the enigma. Even though there is one enigma for each video, the dialogue he/she will create must contain one single enigma. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production. **Audio script:** *Are the characters in the same place they were in the first video? / What is the place they are in like?*

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, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. Is she intolerant to lactose? / gluten / honey
2. You must add more water to your diet. / fruit juice / milk
3. She should have nutritious food. / good / healthy

LISSTEN, CHOOSE, AND JUSTIFY | Check which picture the student chose and his/her evidence to support the answer.

DISCUSSION | Let the student give his/her opinion and encourage him/her to explore his/her argument more.

UNLOCK | Check the student's answers from this section.

Should you have extra time

Read the questions and have the student answer them out loud, giving reasons to support his/her ideas:

1. Should vegetarian people increase the amount of calories in their diet?
2. Should people eat carbs if they want to lose weight?
3. Should you add more vitamins to your diet?
4. Must vegan people cut down on nutritious food?
5. Must people know if a product has lactose?

LESSON 131**LEARNING OBJECTIVES**

- Can talk about basic symptoms of an illness.
- Can express necessity, recommendation, and possibility.
- Can understand the main points of a simple podcast.
- Can say kind words to make sick people feel better.
- Can write get-well wishes and messages, giving advice.

GRAMMAR

- *There + modals* in the affirmative, negative, and interrogative forms + *to be*.

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!**, cards on **Wiz.me**.

ASSESSMENT | The student is asked questions in order to review the content of the previous lessons. **Audio script:** Why should we have a diet rich in nutrients? / What foods should we cut down on to stay healthy? / What's a nutritious food, in your opinion?

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud. **Audio script:** How do you think the boy is feeling? / Why do you think he is feeling like that?

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me**, and then he/she answers two questions: What food do children usually refuse to eat? / What symptoms might there be when you have celiac disease?

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 pronunciation: **food poisoning / symptom / disease / celiac / nauseous**

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK**Match**

The student matches the sentences to the corresponding pictures. **Audio script:** To avoid food poisoning, don't eat expired or undercooked food. / If you feel dizzy and nauseous, you should rest to prevent passing out. / If you're allergic to gluten, don't eat wheat to avoid the symptoms. / She had pain but refused treatment for her disease.

INTERACTIVE TASK**Maze**

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** Avoid food poisoning: don't eat undercooked food. / You should rest to prevent passing out if you feel dizzy. / Allergic to gluten? Avoid wheat to prevent symptoms. / There might be another treatment for his disease.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: Did you know that there are some nice words we can use to help people who are feeling sick feel better? After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

INTERACTIVE TEACHER'S GUIDE

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know...?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. What kinds of food may someone be allergic to?
2. What did you eat the last time you felt nauseous?
3. What do you do when you don't feel well?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using *Wishing you a speedy recovery*, *Feel better soon!*, *Get well soon!*, *Sending lots of love/hugs*, and *It's not a big deal; you'll be fine in no time*.

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 with his/her ideas:

1. There should be more...
2. There must be more...
3. There couldn't be more...
4. There might not be...
5. There should be more...

LESSON 132

REITERATIVE LEARNING OBJECTIVES

- Can talk about basic symptoms of an illness.
- Can express necessity, recommendation, and possibility.
- Can understand the main points of a simple podcast.
- Can say kind words to make sick people feel better.
- Can write get-well wishes and messages, giving advice.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!**, **Speak Up!**, and **Did You Know... ?** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: *What do you do if you feel dizzy?* / *What should we do to prevent diseases?* / *What are the symptoms of food poisoning?*

SPEAK RIGHT NOW | The student is instructed to listen to the examples and reproduce them. Then he/she creates sentences using the pieces of information provided on the **Wiz.tab**. To conclude the activity, he/she drags the words to place them in the correct order. **Answer key**: *We should find a solution for different diseases.* / *We must find a way to prevent food poisoning.* / *Can we help some students with celiac disease?* / *Could we find more people with these symptoms?* / *May we have a guide to understand food poisoning?*

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

READ AND ANSWER | Based on the picture, the student guesses what the text is about and then reads the text to confirm his/her answer. After that, he/she is instructed to read the **Take a Look!** box, read the text one more time, and then answer the questions on the **Wiz.tab**.

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

EXPRESS YOURSELF | The student listens to a quote related to the subject discussed in the previous activity. Then he/she writes his/her opinion in the notebook and is instructed to share it with a classmate or the teacher during Teacher Support.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, and answers some comprehension questions about the video out loud. After that, he/she should continue working on their dialogue. In this lesson, he/she has to finish and refine his/her production. Even though there is one enigma for each video, the dialogue he/she will create must contain one single enigma, with a hint that leads to it. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production.

Audio script: *Are the characters in the same place they were in the second video?* / *How is this place different from the one in the previous Let's Get Around video?*

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, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. Are you allergic to any medicine? / food / vegetables
2. He is nauseous. / dizzy / anxious
3. There might be some treatment for his disease. / some medicine / some prevention

EXPRESS YOURSELF | Check the student's opinion about traveling being the most intense mode of learning.

Should you have extra time

Ask the student to reproduce the sentence and then change just one word:

1. There should be more information about treatment for celiac people.
2. There could be more space for people to get some rest here.
3. There must be important information about food poisoning.
4. Should there be a restaurant around here?
5. How many people might there be in this place?

REVIEW 2

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

PINPOINT | The student observes the picture and says what he/she sees.

PODCAST | The student pays attention to the picture, title, and box. He/She listens to the podcast and says which words were used in this batch's podcast. **Answer key:** prevent, symptoms, cut down on, celiac, refuse to, throw up, replace with, gluten, prevention, and treatment. To finish, the student answers some questions about what he/she heard in the podcast in his/her notebook and shows it to the teacher during the Teacher Support moment. Also, he/she writes a paragraph giving his/her opinion about the podcast.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** Celiac disease can cause symptoms such as diarrhea and abdominal pain. / Celiac people must avoid food items such as bread and pasta. / For celiac disease, it's more about prevention of symptoms than treatment. / When you have celiac disease, it's important to be careful when choosing where and what to eat or drink.

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

SELF-ASSESSMENT | The student listens to the Self-assessment prompts 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 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 three videos on **Wiz.me**, reviews the dialogue he/she wrote, and makes any necessary adjustments before the presentation. If the student hasn't finished the dialogue yet, he/she should use this time to do it. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model to finish the dialogue. As a wrap-up, he/she role-plays his/her dialogue during Teacher Support or at another moment of class time chosen by the teacher. For this presentation, he/she should 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**.

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

INTERACTIVE TEACHER'S GUIDE

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

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

1. How many times a week should people work out?
2. What do you usually refuse to eat?
3. Are you or would you become a vegan? Why or why not?
4. What must people intolerant to lactose avoid?
5. What would you say to someone who is feeling sick?
6. In what situations can people pass out?

PODCAST | Check the student's answers in his/her notebook and ask him/her to share his/her opinion about the podcast.

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

LET'S GET AROUND | Have the student present his/her dialogue to you or to role-play it 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 the **Wiz Mock** in to you.

Should you have extra time

Ask students to give examples of:

1. Things celiac people cannot eat.
2. Carbs.
3. Lactose free alternatives for milk.
4. Good eating habits he/she has.
5. Things he/she or someone close to him/her are allergic to.

LESSON 133

LEARNING OBJECTIVES

- Can say how a painting makes them feel using simple language.
- Can discuss the arts and give opinions using fixed expressions.
- Can use the interrogative negative form to check if a piece of information is correct.
- Can identify speakers' opinions in conversations on familiar everyday topics.

GRAMMAR

- Interrogative negative with the verb *to be* and auxiliary verbs in the Present and Past tenses.

SPREAD PAGE | The student listens to the Learning Objectives for this batch of lessons.

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud. **Audio script:** *What do you think the girl's hobby is? / Why do you think she likes painting?*

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she has to answer two questions: *When was the last time you created an artwork? What was it? / Do you know any painters? If you do, give a few examples.*

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 pronunciation: **photographer / art gallery / sculptor / contemporary / colorful**

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK**Match**

The student matches the sentences to the corresponding pictures. **Audio script:** The artist created and improved his colorful artwork. / Was the photographer inspired by the art gallery? / Does talent matter to being a painter or a sculptor? / Have you seen any graffiti created by this artist?

INTERACTIVE TASK**Maze**

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** The artist's improved talent created stunning and colorful artwork. / The photographer was inspired by the contemporary art gallery's colorful displays. / The skilled painter and sculptor created beautiful artwork, admired by all. / The graffiti artist's talent was evident in the colorful and contemporary murals.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: **Did you know that we can use different expressions when we share our ideas and opinions?** After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. Who is a photographer you like?
2. Were you inspired by any artists as a child?
3. What talents do you have?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using **I guess...**, **I would say that...**, and **From my point of view...**

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what the student has 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 the past tense, making any necessary changes.

1. I don't like contemporary art at all.
2. I'm inspired by Zendaya's talent.
3. She improves her graffiti artwork every day.
4. That photographer is kind of famous.
5. He creates very colorful artwork.

LESSON 134**REITERATIVE LEARNING OBJECTIVES**

- Can discuss the arts and give opinions using fixed expressions.
- Can use the interrogative negative form to check if a piece of information is correct.
- Can identify speakers' opinions in conversations on familiar everyday topics.

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

OUTPUT CARDS REMINDER | The student is asked if he/she has done the **Listen Up!**, **Speak Up!**, and **Did You Know... ?** cards on **Wiz.me**.

INTERACTIVE TEACHER'S GUIDE

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **Do you think art is important? Why or why not? / Would you like to be an artist? Why or why not? / What do you think about contemporary art?**

TALK TO YOUR CLASSMATE | The student listens to the model first, makes the changes to the sentences in his/her book, and reads the sentences out loud.

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

LISTEN AND ORDER THE EVENTS OF THE STORY |

The student listens to the first event and tries to imagine what comes next. Then he/she reads the other events before completing the exercise. To correct the exercise, he/she does the activity on **Wiz.tab**.

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

EXPRESS YOURSELF | The student listens to a quote related to the picture from the previous activity. Then he/she writes his/her opinion in their notebook and is instructed to share it with a classmate or the teacher during the Teacher Support moment.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, as he/she takes some notes on details of the video. Then he/she answers some comprehension questions about the video out loud. After that, he/she should begin brainstorming ideas for the dialogue. In this lesson, he/she has to decide the answer of the enigma and the level of difficulty. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production. **Audio script:** *What characters were chosen? / What is the tip? / What kind of artist do Adam and Leah find out about?*

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

- He used his talent to improve the graffiti. / photography / drawing
- Weren't they photographers? / graffiti painters / contemporary artists
- Didn't you find him to be a great artist? / photographer / sculptor

EXPRESS YOURSELF | Check the student's opinion about Oscar Wilde's quote "Life imitates art far more than art imitates life."

Should you have extra time

Ask the student to change the sentences into the interrogative form.

- He was inspired by his favorite painter's talent.
- That photographer is kind of famous.
- You were at the art gallery yesterday.
- The sculptor improved his artwork after 20 years.
- That artist creates different types of contemporary artwork.

LESSON 135

LEARNING OBJECTIVES

- Can write a simple review of a movie or TV program.
- Can discuss movies, books, or plays in simple terms.
- Can express their thoughts in some detail on cultural topics (e.g., music, movies, etc.).
- Can extract key factual information from a phone conversation on a familiar topic.
- Can recognize simple expressions of agreement and disagreement in discussions, if conducted in clear, standard speech.
- Can use negative questions to check if a piece of information is correct.
- Can use words and expressions to agree or disagree.

GRAMMAR

- Negative questions with modals.

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

ASSESSMENT | The student is asked questions in order to review the content of the previous lessons. **Audio script:** *Do you usually remember the names of artists? / Do you have the talent to be a photographer? / Are you inspired by art?*

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud. **Audio script:**

What is the boy holding? / What do you think he likes doing?

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me**. Then the student listens to the audio and answers the questions out loud.
Audio script: Would you like to go backstage to meet your favorite band? / What's your opinion about movie or book sequels?

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 pronunciation: **comedian** / **sequel** / **audience** / **premiere** / **author**

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** That comedian was criticized for his jokes during the premiere. / Wouldn't you suggest watching the sequel of that exciting trilogy? / I can't stand reading negative reviews of my favorite authors. / Mustn't you call off the backstage access?

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** The audience criticized the comedian's performance at the premiere. / Can't you suggest a good role for the actor in the sequel? / I can't stand reading negative reviews of the trilogy. / Wouldn't you call off backstage access to protect the artist?

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: **Did you know that there are some expressions we can use to agree or disagree with people?** After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

- How do you feel when you must speak in front of a big audience?
- Is going to the movies better than streaming? Why or why not?
- When did you last watch a reality show?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using **Exactly!**, **That's a good point!**, and **I'm not sure about that**.

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:

- Won't you...?
- Wouldn't you like to...?
- Shouldn't we...?
- Mustn't you...?
- Why can't people...?

LESSON 136

REITERATIVE LEARNING OBJECTIVES

- Can write a simple review of a movie or TV program.
- Can discuss movies, books, or plays in simple terms.
- Can express their thoughts in some detail on cultural topics (e.g., music, movies, etc.).
- Can extract key factual information from a phone conversation on a familiar topic.
- Can recognize simple expressions of agreement and disagreement in discussions, if conducted in clear standard speech.
- Can use negative questions to check if a piece of information is correct.
- Can use words and expressions to agree or disagree.

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

OUTPUT CARDS REMINDER | The student is asked if he/she has done the **Listen Up!**, **Speak Up!**, and **Did You Know...?** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **Do you usually call off plans? / Can you suggest a trilogy? / What is something that you can't stand?**

FLUENCY PRACTICE | 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. **Shouldn't they broadcast the premiere? /**
b. Mustn't he call off the concert because of the weather? / c. Won't they suggest a new role for him? /
d. Couldn't he write a better review for the book?

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

LISTEN AND ANSWER | The student says words or expressions that come to his/her mind when looking at the picture. He/She is instructed to read the question and listen to a conversation attentively, then answer, and finally, check answers. During Teacher Support, the student is expected to discuss the conversation with a classmate or the teacher.

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

CONVINCE ME | The student reads the text paying attention to the **Useful Language** box and writes some arguments to defend his/her point of view in their notebook. He/She is supposed to convince a classmate or the teacher to agree with him/her during Teacher Support.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, and answers some comprehension questions about the video out loud. After that, he/she should continue working on their dialogue. In this lesson, he/she has to use the notes from the previous lesson to start writing the dialogue, which should include a hint to the enigma. Even though there is one enigma for each video, the dialogue he/she will create must contain one single enigma. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production.

Audio script: *Are the characters in the same place they were in the first video? / What is the place they are in now like? / What is the tip this time?*

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. I can't stand bad performances. / trilogies / sitcoms
2. She didn't like the movie sequel. / review / premiere
3. Shouldn't they watch the movie premiere? / first season / news

LISTEN AND ANSWER | Discuss the conversation with the student.

CONVINCE ME | Let the student present his/her point of view and encourage him/her to explore his/her argument more.

UNLOCK | Check the student's answers from this section.

Should you have extra time

Ask the student to change the following sentences into negative questions:

1. You will criticize every movie you watch.
2. The teacher can suggest books to read this semester.
3. The singer should be backstage now.
4. Your friend must invite you to the premiere.
5. She would be a great author.

LESSON 137**LEARNING OBJECTIVES**

- Can generally understand descriptions of what is going on.
- Can write about experiences, feelings, and reactions in a simple, connected text.
- Can talk about dreams and ambitions using simple language.
- Can understand how prefixes change the meaning of words.
- Can generally understand a short conversation.
- Can use tag questions to check if a piece of information is correct.

GRAMMAR

- Tag questions with *to be*, auxiliary verbs, and modals.

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

ASSESSMENT | The student is asked questions in order to review the content of the previous lessons. **Audio script:** *What is one of your dreams? / How important is ambition to achieve success? / What should we do to achieve happiness?*

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud. **Audio script:** *What do you think the boy is doing? / What does his action represent?*

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she has to answer two questions: **Audio script:** *Would you like to work with information technology? / What's your favorite form of entertainment?*

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 pronunciation: **entertainment** / **technology** / **success** / **imaginary** / **serious**

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK**Match**

The student matches the sentences to the corresponding pictures. **Audio script:** *She dreamed of becoming a successful entertainer, didn't she? / He became a technology expert, didn't he? / They don't owe you an apology for their success, do they? / Keep up with your hard work and you will find happiness.*

INTERACTIVE TASK**Maze**

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** *I often dream about becoming a successful entertainer. / The ambitious entrepreneur became a technology expert in no time. / He owes an apology for the serious ad, doesn't he? / To achieve real success, you must take responsibility for your happiness.*

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she writes sentences in his/her notebook to show to the teacher during Teacher Support.

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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 question: **Did you know that there are groups of letters that we add to the beginning of a word to change its meaning?** After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. How good are you with technology?
2. What are your greatest ambitions?
3. Who should take responsibility for what you do or say?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using **unsuccessful, unreal, impossible, disconnected, disrespectful, and dishonest**.

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 statement and complete it with a question tag to check if the statement is correct.

1. He owes you an apology, ...?
2. You dreamed about the moment your song would be a success, ...?
3. You will keep up the good work you have done so far, ...?
4. He doesn't take responsibility for his actions, ...?
5. This ad wasn't a success in your country, ...?

LESSON 138

REITERATIVE LEARNING OBJECTIVES

- Can generally understand descriptions of what is going on.
- Can write about experiences, feelings, and reactions in a simple, connected text.
- Can talk about dreams and ambitions using simple language.
- Can understand how prefixes change the meaning of words.
- Can generally understand a short conversation.
- Can use tag questions to check if a piece of information is correct.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!, Speak Up!, and Did You Know... ?** cards on **Wiz.me**.

INTERACTIVE TASK Content Review – Assessment

The student listens to words or sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **What is important to be successful in the future? / How is entertainment important to you? / What are your dreams for the future?**

QUESTIONS | The student listens to the questions from the book, reproduces them, and listens to them one more time in order to answer them out loud. Finally, he/she is instructed to answer them in his/her notebook and show them to the teacher during Teacher Support.

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

READ AND COMPLETE | The student describes the picture, listens to the words to fill in the gaps in the text, and completes the exercise on **Wiz.tab**.

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

SHARE IT | The student listens to the questions three times. The first time, he/she just listens. The second time, he/she is instructed to take notes in their notebook to give his/her opinion during Teacher Support. The third time, he/she pays attention to the **Useful Language** box and tries to improve his/her notes.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, and answers some comprehension questions about the video out loud. After that, he/she should continue working on their dialogue. In this lesson, he/she has to finish and refine his/her production. Even though there is one enigma for each video, the dialogue he/she will create must contain one single enigma, with a hint that leads to it. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production.

Audio script: Are the characters in the same place they were in the second video? / What is the last tip?

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. I'll take responsibility for my ambitions. / behavior / decision
2. She will be proud of her success. / talent / journey
3. This ad made me unhappy. / uncomfortable / confused

QUESTIONS | Orally, check the student's answers to the exercise.

SHARE IT | Let the student give his/her opinion and encourage him/her to explore the topic.

Should you have extra time

Ask the student to briefly talk about:

1. an ambition he/she has.
2. a dream that he/she wants to become reality.
3. someone he/she owes an apology to.
4. his/her favorite type of entertainment.
5. an ad he/she remembers.

REVIEW 3

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

PINPOINT | The student observes the picture and says what he/she sees.

PODCAST | The student pays attention to the picture, title, and box. He/She listens to the podcast and says which words were used in the podcast for this batch.

Answer key: graffiti, kind of, criticize, artwork, contemporary, inspired by, create, art galleries, colorful, entertainment, happiness, keep up with. To finish, the student answers some questions about what he/she heard in the podcast in his/her notebook and shows them to the teacher during the Teacher Support moment. Also, he/she writes a paragraph giving his/her opinion about the podcast.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** They talk about graffiti, a polemic type of art. / There is a new trend called graffiti art, though. / Why is graffiti still considered vandalism by many people? / My idea is always to make art for people's happiness and not to make them angry.

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

SELF-ASSESSMENT | The student listens to the self-assessment prompts 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-evaluation and to show 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 three videos on **Wiz.me**, reviews the dialogue he/she wrote, and makes any necessary adjustments before the presentation. If the student hasn't finished the dialogue yet, he/she should use this time to do it. The student is

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guided to refer to the audio script found at the end of his/her Student's Book as a model to finish the dialogue. As a wrap-up, he/she role-plays his/her dialogue during Teacher Support or at another moment of class time chosen by the teacher. For this presentation, he/she should 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**.

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

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

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

1. What's a type of contemporary art?
2. What can artists do to improve the creation of their artworks?
3. Why isn't success easy to achieve?
4. Isn't ambition something good? Why or why not?
5. How do you react when people criticize you?
6. What is one of your dreams?

PODCAST | Check the student's answers in his/her notebook and ask him/her to share his/her opinion about the podcast.

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

LET'S GET AROUND | Have the student present his/her dialogue to you or role-play it 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 the **Wiz Mock** in to you.

Should you have extra time

- Ask the student to reproduce the sentences and then change just one word in each:
1. Isn't he the photographer from your city?
 2. Shouldn't this trilogy be on that famous streaming platform?
 3. Won't the audience criticize this comedian?
 4. Your ambition is to become a successful person, isn't it?
 5. You don't want to work with technology, do you?

LESSON 139

LEARNING OBJECTIVES

- Can point out solutions when talking about accessibility.
- Can show a basic direct relationship between a simple problem and a solution.
- Can enter a discussion about accessibility giving opinions and advice when necessary.
- Can identify specific information in a text about accessibility.
- Can make comparisons between two things or people.
- Can say the position of a thing or person in relation to another thing or person.

GRAMMAR

- Interrogative negative with the verb *to be* and auxiliary verbs in the Present and Past tenses.

SPREAD PAGE | The student listens to the Learning Objectives for this batch of lessons.

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud. **Audio script:** *What is special about this girl? / Can she do things like other people? Why or why not?*

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she has to answer two questions: *What pieces of equipment help people who can't walk? / Does your school have accessibility for students with disabilities? Give examples.*

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 pronunciation:
wheelchair / sign language / mobility / disability / deaf

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** The new building has handrails for people that need support while standing. / The guide dog assisted the blind woman at the park. / They used sign language for the deaf audience. / They took action and now the building is more accessible for wheelchair users.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** She stood, holding onto the handrail for support. / The guide dog had the blind person's trust and guided him safely. / Sign language helped the deaf audience understand the show. / Making the building more accessible made it easier for people with disabilities.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: **Did you know that we can use different words to describe the position of a person or thing in relation to another person or thing?** After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. How can you make your school more accessible?
2. How can a crutch help different people and not only people with a disability?
3. How can you take action to help people with disabilities?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using **above**, **below**, **under**, **top**, and **bottom**.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what the student has 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 just one word.

1. Public places are a little more accessible to wheelchairs nowadays.
2. Guide dogs make people's lives a lot better.
3. This mall is far less accessible than the other ones.
4. Life is much more difficult for people with disabilities. Be kind.
5. Learning sign language is far less complicated than you imagine.

LESSON 140

REITERATIVE LEARNING OBJECTIVES

- Can point out solutions when talking about accessibility.
- Can show a basic direct relationship between a simple problem and a solution.
- Can enter a discussion about accessibility giving opinions and advice when necessary.
- Can identify specific information in a text about accessibility.
- Can make comparisons between two things or people.
- Can say the position of a thing or person in relation to another thing or person.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!**, **Speak Up!**, and **Did You Know...?** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **Why is a guide dog important? / How accessible is your school? / What do cities need to do to help people with disabilities?**

ASK YOUR FRIEND IF | The student creates questions based on the sentences from the book. He/She poses the questions to a classmate or to the teacher during Teacher Support.

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

READ AND ANSWER | Based on the picture, the student guesses what the text is about and then reads the text to confirm his/her answer. After that, he/she is instructed to read the **Take a Look!** box and read the text one more time to answer the questions on the **Wiz.tab**.

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

DISCUSSION | First, the student is instructed to read the questions in his/her book. Then he/she reads the questions out loud. To conclude the activity, he/she uses the **Useful Language** box to write answers to the questions in their notebook. He/She should give

his/her opinion to the teacher during the Teacher Support moment.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, as he/she takes some notes on details of the video. Then he/she answers some comprehension questions about the video out loud. After that, he/she should begin brainstorming ideas for the dialogue. In this lesson, he/she has to decide the answer of the enigma and the level of difficulty. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production. **Audio script:** *What is the name of the fourth stage of the game? / What question do the characters have to answer to go to the next stage? / Can you use sign language to communicate with deaf people? If not, would you like to learn it?*

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. Can you hold my crutch, please? / guide dog / wheelchair
2. Can they get the book on the bottom shelf? / top shelf / table
3. The classroom is above the library. / below / near

ASK YOUR FRIEND IF | Check the questions the student created.

DISCUSSION | Let the student give his/her opinion and encourage him/her to develop his/her argument.

Should you have extra time

Ask the student to create a sentence using:

1. crutch
2. disability
3. handrail
4. sign language
5. take action

LESSON 141

LEARNING OBJECTIVES

- Can speak in general terms about environmental problems.
- Can express their points of view regarding agriculture.
- Can make comparisons regarding agriculture and products.
- Can talk about measures we can take to protect the environment.
- Can talk about eco-friendly products.
- Can understand the main points of a talk.
- Can identify ways to turn cities green.

GRAMMAR

- Comparative of inferiority: *less/fewer (than)*.

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

ASSESSMENT | The student is asked questions in order to review the content of the previous lessons. **Audio script:** Where can we find wheelchair-accessible places in your city? / In what situations must people use crutches? / How can we help disabled people?

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud. **Audio script:** How can you describe the picture? / How many vegetables and fruits can you name?

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me**. Then the student listens to the audio and answers the questions out loud. **Audio script:** What are the advantages/disadvantages of pesticides? / What are the main crops your country cultivates?

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 pronunciation: **quality / pesticide / mushroom / cauliflower / peas**

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** The farmer produced a crop of fresh mushrooms with fewer pesticides. / The gardener cultivated fewer cauliflowers this season. / We aim to produce high-quality broccoli with less pesticide use. / The farmer cultivated a variety of fresh peas with less impact on the environment.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** The farmer produced a fresh crop of broccoli with fewer pesticides. / They cultivated a few types of mushrooms in the garden. / High-quality peas were grown with fewer pesticides. / The farmer cultivated fresh cauliflower with less environmental impact.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: Did you know that we can make our cities greener to reduce pollution, improve our health, and live happier lives? After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

INTERACTIVE TEACHER'S GUIDE

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. What crops would you like to cultivate?
2. How do you like the idea of cultivating green roofs on buildings?
3. How can you help make your city greener?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the suggestions the student wrote about making cities greener. The sentences could be either suggestions Mark gave, or a suggestion of his/her own.

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 students to give examples of:

1. food we can use with *less*.
2. food we can use with *fewer*.
3. something farmers should use less.
4. something farmers should use fewer of.
5. something your country should produce less.

LESSON 142

REITERATIVE LEARNING OBJECTIVES

- Can speak in general terms about environmental problems.
- Can express their point of view regarding agriculture.
- Can make comparisons regarding agriculture and products.
- Can talk about measures we can take to protect the environment.
- Can talk about eco-friendly products.
- Can understand the main points of a talk.
- Can identify ways to turn cities green.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!, Speak Up!, and Did You Know... ?** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **Why is it important to produce or cultivate our own products? / Do you know any people who produce their own products? If so, what do they produce? / Do you like mushrooms or broccoli? Why or why not?**

SPEAK RIGHT NOW | The student is instructed to listen to the examples and reproduce them. Then he/she creates sentences using the pieces of information provided on the **Wiz.tab**. To finish, he/she drags the words to place them in the correct order. **Answer key:** **You should buy fewer fertilizers this year. / You should use less food with pesticides this time. / You should plant more broccoli this season. / Should we eat more fresh vegetables this time? / Should we produce more peas this season?**

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

LISTEN AND MARK TRUE (T) OR FALSE (F) | The student says words or expressions based on the picture they see. Then he/she listens to the audio and then they listen to it again in order to mark T or F. To conclude the activity, the student listens to the audio one last time to confirm his/her answers and prepare to discuss them during Teacher Support.

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

EXPRESS YOURSELF | The student listens to a quote related to the picture from the previous activity. Then he/she writes his/her opinion in their notebook and is instructed to share it with a classmate or the teacher during Teacher Support.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, and answers some comprehension questions about the video out loud. After that, he/she should continue working on their dialogue. In this lesson, he/she has to use the notes from the previous lesson to start writing the dialogue, which should include a hint to the enigma. Even though there is one enigma for each video, the dialogue he/she will create must contain one single enigma. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production. **Audio script:** **Where are the characters and what do they see? / What do farmers use to protect crops from insects?**

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. We should use fewer plastic bags. / bottles / pesticides
2. They produced fertilizers. / reusable bags / bamboo toothbrushes
3. They spent less money shopping during their trip. / time / energy

LISTEN AND MARK TRUE (T) OR FALSE (F) | Encourage the student to discuss the conversation with you.

EXPRESS YOURSELF | Check the student's opinion about Bob Brown's quote "The future will either be green or not at all."

UNLOCK | Check the student's answers from this section.

Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. Farmers should use fewer...
2. He wants to produce less...
3. It's not a big deal. Just use less...
4. Could you add less...
5. We can use fewer...

LESSON 143

LEARNING OBJECTIVES

- Can speak in general terms about accessibility and how to help immigrants and refugees.
- Can scan short texts to locate specific information.
- Can enter a discussion about helping people, showing contrasting ideas.
- Can follow the main points of short talks on familiar topics if delivered in clear standard speech.

GRAMMAR

- Getting/Becoming + comparative.

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

ASSESSMENT | The student is asked questions in order to review the content of the previous lessons. **Audio script:** What should we do to make our cities greener? / What should farmers stop using on their crops? / Where can you buy fresh vegetables in your city?

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud. **Audio script:** What is the boy doing? / Why do you think he is doing that?

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she has to answer two questions: **Audio script:** Are there many immigrants in your city? If so, where are most of them from? / How many people live in poverty in your country?

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 pronunciation: refugee / citizen / poverty / prejudice / homeless

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** The homeless man begged for food in front of the park. / The refugees crossed the border, hoping for a better life. / The country is dealing with the challenges of illegal immigration and prejudice. / The conflict in the region is getting worse, and we now have more refugees.

INTERACTIVE TEACHER'S GUIDE

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** He begged for help when crossing the border as a refugee. / Dealing with poverty is never easy for anyone. / This citizen had to leave everything behind. / Many immigrants face prejudice in their new home.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: **Did you know that there are groups of letters that we add to the end of a word to change its meaning?** After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. Why are there so many homeless people in big cities?
2. How do countries usually help homeless people?
3. How can people cross their countries' borders?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using words that end with *-less*.

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. Poverty is becoming...
2. Prejudice is getting...
3. Refugees are becoming more...
4. My family and I care about...
5. International conflicts are getting...

LESSON 144

REITERATIVE LEARNING OBJECTIVES

- Can speak in general terms about how to help immigrants and refugees.
- Can scan short texts to locate specific information.
- Can enter a discussion about helping people, showing contrasting ideas.
- Can follow the main points of short talks on familiar topics if delivered in clear standard speech.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!**, **Speak Up!**, and **Did You Know... ?** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student listens to words or sentences to review what he/she learned in the previous lesson. He/she reproduces these sentences out loud: **Why is it important to deal with poverty? / Is the number of homeless getting higher in your city? / Do you know any immigrants?**

QUESTIONS | The student listens to the questions from the book, reproduces them, and listens to them one more time in order to answer them out loud. Finally, he/she is instructed to answer them in his/her notebook and show them to the teacher during Teacher Support.

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

LET'S TAKE A QUIZ | The student reads the quiz questions and chooses one correct answer for each one. Then he/she checks the score in the score table and at the end of class, he/she shares the score with the teacher during Teacher Support.

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

CONVINCE ME | The student reads the text paying attention to the **Useful Language** box and writes some arguments to defend his/her point of view in their notebook. He/She is supposed to convince a classmate or the teacher to agree with him/her during Teacher Support.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, and answers some comprehension questions about the video out loud. After that, he/she should continue working on their dialogue. In this lesson, he/she has to finish and refine his/her production. Even though there is one enigma for each video, the dialogue he/she will create must contain one single enigma, with a hint that leads to it. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production.

Audio script: Where are the characters in the third part of the game? / What problems do refugees have to deal with? / What is the third tip?

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. It's getting easier to find handrails in buildings. / bathrooms / malls
2. It's not easy to deal with careless behavior. / people / drivers
3. Refugees are becoming less optimistic about the future. / Immigrants / Citizens

QUESTIONS | Orally, check the student's answers to the exercise.

LET'S TAKE A QUIZ | Check the student's score on the quiz.

CONVINCE ME | Let the student present his/her point of view and encourage him/her to develop his/her argument.

Should you have extra time

Ask the student to briefly talk about:

1. something he/she cares about.
2. something refugees have to deal with.
3. places in his/her city/town that are getting more crowded.
4. things immigrants might leave behind.
5. things homeless people might beg for.

REVIEW 4

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

PINPOINT | The student observes the picture and says what he/she sees.

PODCAST | The student pays attention to the picture, title, and box. He/She listens to the podcast and says which words were used in the podcast for this batch. **Answer key:** care about, homeless, go through, get higher, fewer, begging, poverty, cultivate crops, cauliflower, broccoli, peas, produce, pesticide, citizen, worth it. To finish, the student answers some questions about what he/she heard in the podcast in his/her notebook and shows them to the teacher during the Teacher Support moment. Also, he/she writes a paragraph giving his/her opinion about the podcast.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** It seems that the number of homeless people is getting higher. / We give shelter to people who, for some reason, don't have food or a place to live. / We won't stop until every person is respected as a citizen. / There were fewer people living or begging on the streets in the past.

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

SELF-ASSESSMENT | The student listens to the self-assessment prompts and follows the audio instructions.

INTERACTIVE TEACHER'S GUIDE

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-evaluation and to show 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 three videos on **Wiz.me**, reviews the dialogue he/she wrote, and makes any necessary adjustments before the presentation. If the student hasn't finished the dialogue yet, he/she should use this time to do it. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model to finish the dialogue. As a wrap-up, he/she role-plays his/her dialogue during Teacher Support or at another moment of class time chosen by the teacher. For this presentation, he/she should 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**.

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

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

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

1. In what language do deaf people communicate?
2. What vegetables can we have in a vegetable garden?
3. What is becoming more and more expensive?
4. What do homeless people usually beg for?
5. What can help a blind person?
6. Why is it a good idea to turn parks into orchards?

PODCAST | Check the student's answers in his/her notebook and ask him/her to share his/her opinion about the podcast.

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

LET'S GET AROUND | Have the student present his/her dialogue to you or role-play it 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 the **Wiz Mock** in to you.

Should you have extra time

Ask the student to reproduce the sentences and then say them again changing only one word in them.

1. Deaf people go through many challenges.
2. The government needs to take action to make public places more accessible.
3. My uncle is able to communicate using sign language.
4. Access to wheelchairs in my school is a lot better now.
5. My new crutch is a lot better than my old one.

LESSON 145

LEARNING OBJECTIVES

- Can contrast present and past generations and give opinions.
- Can talk and write about situations in the past that are no longer true.
- Can scan short texts to locate specific information.
- Can identify details in a conversation about family members.

GRAMMAR

- Past habits with *used to*.

SPREAD PAGE | The student listens to the Learning Objectives for this batch of lessons.

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: *How do you think these people are related? / In your opinion, who does the girl take after? How can you tell?*

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she has to answer two questions: *Does your family have any traditions? If so, what are they? / Did you use to visit your grandparents often when you were younger? What was it like?*

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 pronunciation: *great-grandparents / trait / heritage / influence / elderly*

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** *The tradition of storytelling was preserved by our great-grandparents. / He didn't use to quit easily; he always persevered. / She takes after her conservative grandparents in her political views. / Respect for the elderly is a trait that runs in our family.*

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** *Family heritage influences our beliefs. / He used to be conservative but now he's liberal. / Some traditions are kept in the family for generations. / Our great-grandparents didn't use to quit easily.*

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: *Did you know that we can use different words to refer to the decades and talk about the past?* After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. What are some of your family traditions?
2. What did you use to do for fun when you were a child?
3. Who used to have a lot of influence on you when you were a child?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using **eighties**, **nineties**, **two-thousands** or **aughts**, **twenty-tens**, **twenty-twenties**, and **back then**.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what the student has 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 using *used to* or *didn't use to*, so each sentence is true for him/her.

1. My parents had a great influence on me.
2. It was a tradition in my family to have Christmas dinner.
3. I played outside as a child.
4. My best friend studied with me.
5. My parents were liberal.

LESSON 146

REITERATIVE LEARNING OBJECTIVES

- Can contrast present and past generations and give opinions.
- Can write and talk about situations in the past that are no longer true.
- Can identify details in a conversation about family members.
- Can scan short texts to locate specific information.

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

OUTPUT CARDS REMINDER | The student is asked if he/she has any questions about the **Did You Know...?**, **Speak Up!**, **What's More?**, and **Listen Up!** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **Who do you look up to? / What is something that runs in your family? / What game did you use to play when you were younger?**

TALK TO YOUR CLASSMATE | The student listens to the model first, makes the changes to the sentences in his/her book, and reads the sentences out loud.

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

LISTEN AND ORDER THE EVENTS OF THE STORY |

The student listens to the first event and tries to imagine what comes next. Then he/she reads the other events before completing the exercise. To correct the exercise, he/she does the activity on **Wiz.tab**.

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

DISCUSSION | First, the student is instructed to read the questions in his/her book. Then he/she reads the questions out loud. To conclude the activity, he/she uses the **Useful Language** box to write answers to the questions in their notebook. He/She should give his/her opinion to the teacher during the Teacher Support moment.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, as he/she takes some notes on details of the video. Then he/she answers some comprehension questions about the video out loud. After that, he/she should begin brainstorming ideas for the dialogue. In this lesson, he/she has to decide the answer of the enigma and the level of difficulty. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production. **Audio script:** *What characters were chosen as avatars in the video? / What was the tip the players discovered? / What is the place they are in like?*

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. Did your parents' generation use to preserve their traditions? / grandparents' / great-grandparents'
2. Did you use to play games at school when you were young? / younger / a child
3. She didn't use to quit what she was doing. / He / They

DISCUSSION | Let the student give his/her opinion and encourage him/her to explore his/her argument more.

Should you have extra time

Ask the student to reproduce the sentence and then say it again changing just one word in it:

1. I look up to my great-grandparents.
2. I don't think I take after my mother.
3. My mom used to tell me everything about her background.
4. I believe we have to preserve the cultural heritage of the family.
5. A family tradition that runs in mine is to give birthday gifts to everybody every year.

LESSON 147

LEARNING OBJECTIVES

- Can report what someone has said or asked.
- Can make tense changes (present to past) in reported speech.
- Can use vocabulary to talk about relationships.
- Can skim a short text to identify its main purpose.
- Can make simple inferences about the speaker's feelings or motives in a short conversation or passage.

GRAMMAR

- Reported speech – present tenses to past tenses.

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

ASSESSMENT | The student is asked questions to review the previous lessons' content. **Audio script:** *What traditions did your great-grandparents use to have? / Why is it important to preserve our heritage? / Who did you use to look up to when you were a child?*

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: *In your opinion, how are the boy and girl related? / What can they do to keep a healthy relationship?*

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me**. Then the student listens to the audio and answers the questions out loud. **Audio script:** *Why is it important to have close friendships? / What is necessary to keep a healthy relationship?*

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 pronunciation: *relationship / gossip / serious / casual / lonely*

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** *They realized their relationship was becoming more serious. / Their friendship helped them not feel lonely as they got older. / Gossip about their crush spread quickly among the popular kids. / She is sad because her boyfriend broke up with her.*

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** *He realized he had a crush on her when they traveled together. / Their close friendship lasted for all their lives. / Gossip about their relationship spread, but they didn't care. / He told me that he felt lonely after she broke up with him.*

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: *Did you know that we can use one word with different meanings?* After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

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TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. Where can people go on a date in your city?
2. What's the latest gossip you heard?
3. Who do you get along with very well at school?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using *last* with various verb tenses.

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 briefly talk about:

1. a relationship he/she learned a lot from.
2. the importance of friendship.
3. a popular person at school.
4. what he/she does when he/she feels lonely.
5. the oldest friendship he/she has had so far.

LESSON 148

REITERATIVE LEARNING OBJECTIVES

- Can report what someone has said or asked.
- Can make tense changes (present to past) in reported speech.
- Can use vocabulary to talk about relationships.
- Can skim a short text to identify its main purpose.
- Can make simple inferences about the speaker's feelings or motives in a short conversation or passage.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!**, **Speak Up!**, and **Did You Know... ?** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **In your opinion, what is important in a friendship? / How important is it to have close friends? / How do you feel about gossip?**

QUESTIONS IN TRIO | The student listens to the example, and then he/she changes the sentences according to the model. At the end of the class, he/she should ask the same questions to a classmate or the teacher.

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

READ AND COMPLETE | The student describes the picture, listens to the words to fill in the gaps in the text, and completes the exercise on **Wiz.tab**.

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

SHARE IT | The student listens to the questions three times. The first time, he/she just listens. The second time, he/she is instructed to take notes in their notebook to give his/her opinion during Teacher Support. The third time, he/she pays attention to the **Useful Language** box and tries to improve his/her notes.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, and answers some comprehension questions about the video out loud. After that, he/she should continue working on their dialogue. In this lesson, he/she has to use the notes from the previous lesson to start writing the dialogue, which should include a hint to the enigma. Even though there is one enigma for each video, the dialogue he/she will create must contain one single enigma. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production. **Audio script:** **Are the characters in the same place they were in the first video? / What is the place they are in now like?**

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. He said that he felt lonely for a long time. / sick / popular
2. I told you I had a crush on your step-sister. / sister / classmate
3. They said they had a crush on each other for some weeks. / a long time / a few months

QUESTIONS IN TRIO | The student should choose three of the following questions to ask you. **Audio script:** When did you last see your crush or closest friend? / Who did he/she get along with when he/she was a child? / What did he/she give to his/her closest friend on his/her birthday? / Where did he/she hear that terrible gossip? / When did he/she realize they were friends? / Why did he/she feel lonely at school?

SHARE IT | Let the student give his/her opinion and encourage him/her to explore the topic.

UNLOCK | Check the student's answers from this section.

Should you have extra time

Ask the student to report on the following situations.

1. Anne is in a casual relationship.
2. Josh has a new crush.
3. She is on a date with Daniel.
4. They are not close.
5. That is a popular destination.

LESSON 149**LEARNING OBJECTIVES**

- Can describe possible future outcomes of a present action or situation using the first conditional.
- Can describe a scene in detail.
- Can express views clearly and evaluate hypothetical proposals in informal discussions.
- Can identify basic information in a listening passage.

GRAMMAR

- First Conditional.

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework, Listen Up!,** and **Speak Up!** cards on **Wiz.me**.

ASSESSMENT | The student is asked questions to review the previous lessons' content. **Audio script:** When did you last hear a piece of gossip? / What makes a person popular? / How can we make our friendships last?

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she has to answer two questions: **Audio script:** Do you have any half-brothers or sisters? / Who is the kindest person you know?

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 pronunciation:
marriage / half-brother / twin / adopted / kind

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK**Match**

The student matches the sentences to the corresponding pictures. **Audio script:** In a marriage, trust is essential. / Her careless actions broke her stepbrother's trust in her. / I had a hunch their dream of having an adopted baby would come true. / Open communication can help twins build trust more easily.

INTERACTIVE TASK**Maze**

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** If he's kind, his twin sister will trust him. / Her hunch about her stepsister was true. / She freaked out when she heard the news. / Their adopted baby is really cute!

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

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GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: **Did you know that when people get married, their family increases and they get new relatives?** After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. What is the importance of being kind?
2. Why is trust important in a relationship?
3. What is one dream that you wish would come true?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using the new vocabulary introduced in the video, connecting it with his/her family relationships.

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. If you don't trust me, ...
2. If you bring that subject up in conversation again, ...
3. If they come here tonight, ...
4. I will freak out if...
5. I will only trust you if...

LESSON 150

REITERATIVE LEARNING OBJECTIVES

- Can describe possible future outcomes of a present action or situation using the first conditional.
- Can describe a scene in detail.
- Can express views clearly and evaluate hypothetical proposals in informal discussions.
- Can identify specific information in a listening passage.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!, Speak Up!,** and **Did You Know... ?** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **Would you freak out if you discovered you were adopted? Why or why not? / Do you have any friend who is a twin? / Why is it important to be kind to others?**

FLUENCY PRACTICE | 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. Your stepbrother will stay with me if you go to school today. / b. My grandmother will feel lonely if the twins travel abroad. / c. She will feel uncomfortable if her mother-in-law is conservative. / d. Her friend will trust her if he really likes her. / e. You won't use the laptop anymore if you are careless. / f. Her daughter-in-law will move to England if she gets a scholarship.

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

LISTEN AND ANSWER | The student says words or expressions that come to his/her mind when looking at the picture. He/She is instructed to read the question and listen to a conversation attentively, then to answer, and finally, listen one more time to check the answer. During the Teacher Support moment, the student is expected to discuss the conversation with a classmate or the teacher.

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

SPEED TALKING | First, the student is instructed to answer the questions about the picture. Then he/she reads the content from the **Useful Language** box and says it out loud.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, and answers some comprehension questions about the video out loud. After that, he/she should continue working on their dialogue. In this lesson, he/she has to finish and refine his/her production. Even though there is one enigma for each video, the dialogue he/she will create must contain one single enigma, with a hint that leads to it. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production.

Audio script: What clue did the characters find? / How can you describe the place they are in?

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. I don't know if they are sisters. / cousins / half-sisters
2. If she realizes her mother-in-law is here, she will be more nervous. / happier / more anxious
3. He's getting careless with his friends. / family / studies

LISTEN AND ANSWER | Discuss the conversation with the student.

Should you have extra time

Ask the student to give examples of:

1. a wish that came true.
2. reasons to freak out.
3. reasons for trusting a friend.
4. reasons for not trusting a friend.
5. how a person can be kind.

REVIEW 5

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

PINPOINT | The student observes the picture and says what he/she sees.

PODCAST | The student pays attention to the picture, title, and box. He/She listens to the podcast and says which words were used in the podcast for this batch. **Answer key:** adopted, first child, marriage, twin, backgrounds, get along, stepfather, liberal, relationship, and half-sister. To finish, the student answers some questions about what he/she heard in the podcast in his/her notebook and shows the answers to the teacher during the Teacher Support moment. Also, he/she writes a paragraph giving his/her opinion about the podcast.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** I was adopted by a couple from San Francisco. / We are three siblings from different backgrounds living together. / My biological grandma comes to see me whenever she can. / I have liberal parents, but I don't do everything I want.

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

SELF-ASSESSMENT | The student listens to the self-assessment prompts 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-evaluation and to show 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 three videos on **Wiz.me**, reviews the dialogue he/she wrote, and makes any necessary adjustments before the presentation. If the student hasn't finished the dialogue yet, he/she should use this time to do it. The student is

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guided to refer to the audio script found at the end of his/her Student's Book as a model to finish the dialogue. As a wrap-up, he/she role-plays his/her dialogue during Teacher Support or at another moment of class time chosen by the teacher. For this presentation, he/she should 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**.

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

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

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

1. Does your family have any traditions?
2. What do you think about gossip?
3. How long do your school classes last?
4. What did the teacher say before starting this exercise?
5. Who told you the last gossip you heard? What was it about?
6. How will your parents react if you are not kind to them?

PODCAST | Check the student's answers in his/her notebook and ask him/her to share his/her opinion about the podcast.

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

LET'S GET AROUND | Have the student present his/her dialogue to you or role-play it 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 the **Wiz Mock** in to you.

Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. When I was a kid I used to... and I loved it.
2. I didn't use to..., but now I do it all the time.
3. My best friend told me that...
4. If you're kind, people will...
5. If you don't trust people, your life will...

LESSON 151

LEARNING OBJECTIVES

- Can write a description of a real or imagined event.
- Can follow a chronological sequence in a structured text.
- Can carry out a conversation about trips.
- Can identify a simple chronological sequence in a recorded narrative or dialogue.

GRAMMAR

- Review of Simple Past with time markers such as *yesterday*, *last week*, *last month*, and *last year*.

SPREAD PAGE | The student listens to the Learning Objectives of this batch of lessons.

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: **What does the girl have on her hand?** / **Where do you think she wants to work?**

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she has to answer two questions: **What do we take with us when we travel?** / **What do we need to take with us when we travel to other countries?**

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 pronunciation: **flight attendant / overhead compartment / in-flight entertainment / passport control / customs officer**

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK**Match**

The student matches the sentences to the corresponding pictures. **Audio script:** *The plane landed smoothly after a long flight. / I requested a glass of water from the flight attendant. / He put his luggage in the overhead compartment. / The baggage was carefully inspected by customs officers.*

INTERACTIVE TASK**Maze**

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** *The flight landed safely. / She requested a blanket. / Fasten your seat belt. / The flight attendants served some snacks..*

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: **Did you know that we can use different words to describe the sequence of events of a story?** After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. What kind of in-flight entertainment is the most interesting, in your opinion?
2. How do people usually feel when they need to talk to a customs officer?
3. What do people usually put in the overhead compartment?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using **later**, **afterward**, **before (all) that**, **next**, and **while**.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what the student has 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 to the past tense, adding a time marker to them.

1. The airplane lands here.
2. The airplane takes off at five.
3. It takes me some time to request a blanket.
4. The flight attendant requests that we fasten our seatbelts.
5. I request space for my luggage in the overhead compartment.

LESSON 152

REITERATIVE LEARNING OBJECTIVES

- Can use some connectors to tell a story.
- Can describe situations using a few adjectives.
- Can follow a chronological sequence in a structured text.
- Can carry out a conversation about trips.

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

OUTPUT CARDS REMINDER | The student is asked if he/she has any questions about the **Did You Know...?**, **Speak Up!**, **What's More?**, and **Listen Up!** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **Do you request a blanket when you're on a plane? / Why is it important to have passport control in airports? / Do you usually consume in-flight entertainment?**

QUESTIONS | The student listens to the questions from the book, reproduces them, and listens to them one more time in order to answer them out loud. Finally, he/she is instructed to answer them in his/her notebook and show the teacher during Teacher Support.

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

READ AND ASK | The student interprets the picture, saying what he/she sees and tries to predict what the text is about. Then he/she reads the questions, paying attention to the words in bold, checks the **Take a Look!** box, and writes questions in his/her notebook to show to the teacher during Teacher Support.

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

CONVINCE ME | The student reads the text, paying attention to the **Useful Language** box, and writes some arguments to defend his/her point of view in their notebook. He/She is supposed to convince a classmate or the teacher to agree with him/her during Teacher Support.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, as he/she takes some notes on details of the video. Then he/she answers some comprehension questions about the video out loud. After that, he/she should begin brainstorming ideas for the dialogue. In this lesson, he/she has to decide the answer of the enigma and the level of difficulty. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production. **Audio script:** *What characters were chosen as avatars on the video? / Where were the characters? / Where can you put your bag inside a plane?*

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. Did you fasten your seat belt? / talk to the flight attendant / request in-flight service
2. Her flight landed three hours ago. / half an hour / 15 minutes
3. Later, I talked to the flight attendant. / Next / Before all that

QUESTIONS | Check the student's answers to the exercise.

READ AND ASK | Check the student's answers to the exercise.

CONVINCE ME | Let the student present his/her point of view and encourage him/her to develop his/her argument.

Should you have extra time

Ask the student to reproduce the sentence and then say it again changing just one word in it:

1. The in-flight service was excellent.
2. I hate waiting in line.
3. I requested a blanket 20 minutes ago.
4. It took us some time to find passport control.
5. At what time did your plane land?

LESSON 153

LEARNING OBJECTIVES

- Can talk about experiences that have happened sometime in the past.
- Can introduce a conversation topic with the Present Perfect and provide details in the past.
- Can make simple inferences based on the information given in a short article.
- Can use some food-related idioms.

GRAMMAR

- Present Perfect with *ever*, *never*, and *already* in the affirmative, negative, and interrogative forms.

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

ASSESSMENT | The student is asked questions in order to review the content of the previous lessons. **Audio script:** Why must people go through passport control when they travel abroad? / What do people keep in the overhead compartment on a plane? / What does a flight attendant do?

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: What is the woman eating? / Do you think it tastes good? How can you tell?

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me**. Then the student listens to the audio and answers the questions out loud. **Audio script:** What ingredients do we use to prepare a pizza? / What might happen if you do not follow a recipe when making a dish?

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 pronunciation: *recipe* / *ingredient* / *exotic dish* / *smoked* / *unbelievable*

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** The recipe I've chosen has already been baked to perfection. / Exotic dishes I've tried have always been smoked or baked. / I've burned the meat when trying to cook it from scratch. / I have chosen all the ingredients this time.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** Am I supposed to use this recipe? / It doesn't smell good; did you burn anything? / I've never eaten any exotic dishes. / I don't like using many ingredients when I'm cooking.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: Did you know that food-related idioms have figurative meanings? After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

INTERACTIVE TEACHER'S GUIDE

DRILLING PRACTICE

1. When was the last time you tried a new dish?
2. What smell makes you hungry?
3. What food doesn't usually agree with you?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using some of the idioms taught in this section.

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. I have never...
2. I have already...
3. Have you ever...?
4. Has your best friend ever...?
5. My best friend has never...

LESSON 154

REITERATIVE LEARNING OBJECTIVES

- Can introduce a conversation topic with the Present Perfect and provide details in the past.
- Can describe images in detail.
- Can give opinions on a topic.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!**, **Speak Up!**, and **Did You Know... ?** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **What's your favorite recipe? Why? / Have you ever eaten smoked salmon? / Do you usually eat baked potatoes? Why or why not?**

TALK TO YOUR CLASSMATE | The student listens to the model first, makes the changes to the sentences in his/her book, and reads the sentences out loud.

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

LISTEN, CHOOSE, AND JUSTIFY | The student answers the questions from the book out loud and then listens to the audio to get its general idea. He/She listens to it a second time to choose the correct picture and takes notes on his/her ideas to give evidence of his/her choice. He/She will share it with the teacher during Teacher Support.

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

EXPRESS YOURSELF | The student listens to a quote related to the picture from the previous activity. Then he/she writes his/her opinion in a notebook and is instructed to share it with a classmate or the teacher during Teacher Support.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, and answers some comprehension questions about the video out loud. After that, he/she should continue working on their dialogue. In this lesson, he/she has to use the notes from the previous lesson to start writing the dialogue, which should include a hint to the enigma. Even though there is one enigma for each video, the dialogue he/she will create must contain one single enigma. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production. **Audio script:** *Where are the characters in the second part of this story? / Where do they find the tip they need to go to the next stage? / What is the figurative meaning of It's a lemon?*

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. I have already eaten smoked fish. / mushrooms / baked potatoes
2. She has never tried any new recipes. / ingredients / dishes
3. The smell of this dish is unbelievable. / taste / color

LISTEN, CHOOSE, AND JUSTIFY | Check which picture the student chose and listen to his/her evidence to support the choice.

EXPRESS YOURSELF | Check the student's opinion about what real food is according to Jamie Oliver.

UNLOCK | Check the student's answers from this section.

Should you have extra time

Ask the student to change the following sentences using *ever* or *never*.

1. I have tried exotic dishes.
2. Has she burned anything while cooking?
3. She has eaten smoked salmon.
4. Have you invented a recipe?
5. I have made a recipe from scratch.

LESSON 155

LEARNING OBJECTIVES

- Can talk about recent facts and facts that haven't happened yet.
- Can describe an event in writing.
- Can identify the main points of short, clear factual talks or presentations on familiar topics.
- Can add detail to descriptions of everyday topics (e.g., people, places, experiences) using a range of nouns and verbs.
- Can extract information from a text.
- Can give their opinion on a topic.

GRAMMAR

- Present Perfect with *just* and *yet*.

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

ASSESSMENT | The student is asked questions in order to review the content of the previous lessons. **Audio script:** *What exotic dish have you eaten? / What ingredients do you usually add to your favorite pizza recipe? / What dish did you last choose at a restaurant?*

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: *What do you think the boy is doing? / What does he have in his hands?*

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me**. Then the student listens to the audio and answers the questions out loud. **Audio script:** *Have you ever had a face-to-face interview? If so, how did you feel? / How is your attendance at school?*

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 pronunciation: *stage / conclusion / registration / attendance / collaborative*

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** *He skipped a slide during his presentation. / The microphone has been placed on the stage. / The registration process has been completed for the event. / She experienced stage fright before her introduction to the subject.*

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** *They have presented their show on the main stage. / The teachers have registered for the conference. / I have skipped the most important slide in my presentation. / Despite her stage fright, she gave a great introduction to the topic.*

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

INTERACTIVE TEACHER'S GUIDE

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: **Did you know that speaking in public might be frightening, but with some help, you can do it?** After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. When was the last time you presented a school project?
2. What subject have you studied most lately?
3. When was the last time you participated in a collaborative project?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using the suggested content from the section.

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 below using yet.

1. I have just presented the subject in a face-to-face meeting.
2. I have just presented the conclusion.
3. She has just presented the introduction.
4. I have just tested the microphone.
5. She has just gone on stage.

LESSON 156

REITERATIVE LEARNING OBJECTIVES

- Can talk about recent facts and facts that haven't happened yet.
- Can extract information from a text.
- Can give their opinion on a topic.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!**, **Speak Up!**, and **Did You Know... ?** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **What was the last thing you presented at school? / Have you ever had stage fright? / What is your favorite subject at school? Why?**

FLUENCY PRACTICE | 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. **She hasn't replaced the slide yet.** / b. **They haven't skipped the registration yet.** / c. **He hasn't grabbed the microphone yet.** / d. **I haven't presented the conclusion yet.**

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

READ AND MARK TRUE (T) OR FALSE (F) | The student analyzes the picture and says what he/she sees and what they think the text will be about. After reading the text and checking the **Take a Look!** box, he/she reads the sentences and marks True or False.

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

SHARE IT | The student listens to the questions three times. The first time, he/she just listens. The second time, he/she is instructed to take notes in their notebook to give his/her opinion during Teacher Support. The third time, he/she pays attention to the **Useful Language** box and tries to improve his/her notes.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, and answers some comprehension questions about the video out loud. After that, he/she should continue working on their dialogue. In this lesson, he/she has to finish and refine his/her production. Even though there is one enigma for each video, the dialogue he/she will create must contain one single enigma, with a hint that leads to it. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production.

Audio script: Where are the characters? / What is the answer to the last question?

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. They have just started a difficult test. / task / subject
2. We haven't chosen the slides yet. / stage / computer
3. He had cold feet before the presentation. / stage / fright / a problem

SHARE IT | Let the student give his/her opinion and encourage him/her to explore the topic.

Should you have extra time

Ask the student to give examples of:

1. something he/she hasn't done yet.
2. something he/she has just done.
3. something he/she has presented recently.
4. situations where he/she can say *break a leg*.
5. what people can do when they have cold feet.

REVIEW 6

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

PINPOINT | The student observes the picture and says what he/she sees.

PODCAST | The student pays attention to the picture, title, and box. He/She listens to the podcast and says which words were used in the podcast for this batch.

Answer key: took off, it took me a while, passport control, face-to-face, microphone, recipe, exotic dish. To finish, the student answers some questions about what he/she heard in the podcast in his/her notebook and shows it to the teacher during the Teacher Support moment. Also, he/she writes a paragraph giving his/her opinion about the podcast.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** I bet embarrassing situations happen to everyone! / The plane took off much later than expected and landed in Dallas at 1:45 p.m. / I would be face-to-face with the program hostess. / There was a moment when I felt a strange smell coming from the oven.

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

SELF-ASSESSMENT | The student listens to the self-assessment prompts 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-evaluation and to show 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 three videos on **Wiz.me**, reviews the dialogue he/she wrote, and makes any necessary adjustments before the presentation. If the student hasn't finished the dialogue yet, he/she should use this time to do it. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model to finish the dialogue. As a wrap-up, he/she role-plays his/her dialogue during Teacher Support or at another moment of class time chosen by the teacher. For this presentation, he/she should 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**.

INTERACTIVE TEACHER'S GUIDE

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

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

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

1. What baggage items do you take when you travel?
2. Who is responsible for in-flight service?
3. What food has never agreed with you?
4. What do teachers always request that students do?
5. Which is more difficult: writing the introduction or the conclusion of a presentation?
6. Have you ever been face-to-face with a famous person? If so, who?

PODCAST | Check the student's answers in his/her notebook and ask him/her to share his/her opinion about the podcast.

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

LET'S GET AROUND | Have the student present his/her dialogue to you or role-play it 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 the **Wiz Mock** in to you.

Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. It took me some time to...
2. Today, I am supposed to...
3. They have skipped...
4. ... never agrees with me.
5. I have already burned...

LESSON 157

LEARNING OBJECTIVES

- Can exploit a wide range of simple language to deal with most situations about traveling.
- Can talk about trips they have taken and places they have been to.
- Can make a written or oral description of some past events, activities, or personal experiences.

GRAMMAR

- Present Perfect with *ever*, *never*, and *been*.

SPREAD PAGE | The student listens to the Learning Objectives of this batch of lessons.

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: **How can you tell that the girl is a traveler? / What is she doing?**

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she has to answer two questions: **What does affordable mean? / What are your favorite accommodations like?**

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 pronunciation: **accommodations / vacancy / leisure / historical / affordable**

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK Match

The student matches the sentences to the corresponding pictures. **Audio script:** I've rented accommodations in a stunning hotel for my leisure stay. / The travelers have set off to historical destinations to explore them. / It took me three days to find an affordable place to stay. / My stay in the hostel has been canceled without an explanation.

INTERACTIVE TASK**Maze**

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** I've rented a cozy cabin in a secret spot for a peaceful stay. / The travelers have gone backpacking to explore affordable destinations. / The stunning views at this historical site have amazed many visitors. / Unfortunately, my plans to stay there had to be canceled as they had no more vacancies.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: **Did you know that there are many tips that, if followed, can make your trip easier and better?** After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

- Has your family ever canceled a trip? If so, why?
- What stunning places have you been to?
- What historical places have you visited?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using **start saving up**, **look for information**, and **create your itinerary**.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what the student has 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 according to the word given.

- We have never gone backpacking. (He)
- I have been to some historical places and secret spots in this city. (She)
- She has traveled to some stunning places. (We)
- He has never canceled a stay. (They)
- Have they set off yet? (He)

LESSON 158**REITERATIVE LEARNING OBJECTIVES**

- Can exploit a wide range of simple language to deal with most situations about traveling.
- Can talk about trips they have taken and places they have been to.
- Can make a written or oral description of some past events, activities, or personal experiences.

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

OUTPUT CARDS REMINDER | The student is asked if he/she has any questions about the **Did You Know... ?, Speak Up!, What's More?, and Listen Up!** cards on **Wiz.me**.

INTERACTIVE TASK**Content Review – Assessment**

The student answers questions to review what he/she learned in the previous lesson: **Do you usually rent accommodations when you travel? / What is a historical spot in your city? / Have you ever tried backpacking?**

QUESTIONS | The student listens to the questions from the book, reproduces them, and listens to them one more time in order to answer them out loud. Finally, he/she is instructed to answer them in his/her notebook and show the answers to the teacher during Teacher Support.

INTERACTIVE TEACHER'S GUIDE

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

LISTEN AND ANSWER | The student says words or expressions that come to his/her mind when looking at the picture. He/She is instructed to read the question and listen to a conversation attentively, then answer, and finally, listen one more time to check answers. During the Teacher Support moment, the student is expected to discuss the conversation with a classmate or the teacher.

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

DISCUSSION | First, the student is instructed to read the questions in his/her book. Then he/she reads the questions out loud. To conclude the activity, he/she uses the **Useful Language** box to write answers to the questions in their notebook. He/She should give his/her opinion to the teacher during the Teacher Support moment.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, as he/she takes some notes on details of the video. Then he/she answers some comprehension questions about the video out loud. After that, he/she should begin brainstorming ideas for the dialogue. In this lesson, he/she has to decide the answer of the enigma and the level of difficulty. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production. **Audio script:** *What characters were chosen as avatars on the video? / What was the first tip they discovered? / How can you describe the place where they are?*

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 audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. Can I rent accommodations in this city? / a house / an apartment
2. Have you ever rented a hotel room with a stunning view? / breakfast / pool
3. He has canceled the trip. / show / class

QUESTIONS | Orally, check the student's answers to the exercise.

LISTEN AND ANSWER | Discuss the conversation with the student.

DISCUSSION | Let the student give his/her opinion and encourage him/her to explore his/her argument more.

Should you have extra time

Ask the student to reproduce the sentence and then say it again changing just one word.

1. I've never stayed at shared accommodations.
2. It will take us two hours to get to the destination.
3. Have they set off yet?
4. She's gone backpacking a few times in her life.
5. I've never rented a car to travel.

LESSON 159

LEARNING OBJECTIVES

- Can speak in general terms about natural disasters.
- Can give details of a situation based on a picture.
- Can express possibility using fixed expressions.
- Can ask questions about past experiences.

GRAMMAR

- Question words with Present Perfect.

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

ASSESSMENT | The student is asked questions in order to review the content of the previous lessons. **Audio script:** *How long does it take you to get ready for school? / What leisure activities can people do in your city? / What's a nice historical place to visit in your city?*

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: *What (planet) does this image represent? / Why is the boy holding the planet?*

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she has to answer two questions: *Where may people seek protection when experiencing a natural disaster? / What do we call a long period when there is little or no rain?*

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 pronunciation:
blizzard / earthquake / drought / damage / disaster

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** Many have survived the destruction caused by natural disasters. / Communities have protected their homes from floods and blizzards. / Some strong earthquakes can result in significant damage. / Staying up to date with hurricane information has helped people survive.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** Surviving disasters requires protection and preparation. / Staying up to date with the news helps get protected. / How many have survived the hurricanes and floods? / Droughts can cause significant damage to communities.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: **Did you know that there are expressions we can use when we are not sure about what to do or about what will happen?** After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

- When did you last hear of a natural disaster?
- What's a common natural disaster in your country?
- What are some countries that have had major earthquakes?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using **possibly**, **it's possible**, **there is a chance**, and **perhaps**, justifying or adding more information to his/her answers.

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 question and then say it again changing just one word.

- How much damage has the blizzard done?
- How long has the drought lasted?
- How has your town survived the disaster?
- How have the shelters helped people?
- How many times have you had earthquakes in your country?

LESSON 160

REITERATIVE LEARNING OBJECTIVES

- Can give details of a situation based on a picture.
- Can speak in general terms about natural disasters.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!**, **Speak Up!**, and **Did You Know...?** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **What can we do to protect people from natural disasters? / Is there any shelter in your neighborhood? / What are the risks of an earthquake?**

QUESTIONS IN TRIO | The student listens to the example and then he/she changes the sentences according to the model. At the end of the class, he/she should ask the same questions to a classmate or the teacher.

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

READ AND COMPLETE | The student describes the picture, listens to the words to fill in the gaps in the text, and completes the exercise on **Wiz.tab**.

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

SPEED TALKING | First, the student is instructed to answer the questions about the picture. Then he/she reads the content from the **Useful Language** box and says it out loud.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, and answers some comprehension questions about the video out loud. After that, he/she should continue working on their dialogue. In this lesson, he/she has to use the notes from the previous lesson to start writing the dialogue, which should include a hint to the enigma. Even though there is one enigma for each video, the dialogue he/she will create must contain one single enigma. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production.

Audio script: Are the characters in the same place they were in the first video? / What is this new place like?

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. How many people have returned? / survived / come
2. It has taken her two hours to unpack. / one hour / 15 minutes
3. How many times have the floods brought destruction to this city? / droughts / blizzards

QUESTIONS IN TRIO | The student should choose three of the following questions to ask you. **Audio script:** How many times has he/she seen a hurricane? / How has he/she helped to protect nature? / How many secret spots has he/she visited? / What stunning places has he/she been to? / What has he/she done lately to stay up to date with the news? / How many times has a natural disaster affected his/her city?

UNLOCK | Check the student's answers from this section.

Should you have extra time

Ask the student to reproduce and complete the following sentences.

1. Why has he ...?
2. How many times have they...?
3. How much damage...?
4. How long have you...?
5. How has she ...?

LESSON 161

LEARNING OBJECTIVES

- Can talk about facts that started in the past and continue until the present time.
- Can understand and speak in general terms about environmental problems.
- Can talk about measures to protect the environment.
- Can scan short texts to locate specific information.
- Can explain the main points of an idea or problem.

GRAMMAR

- Present Perfect with *for* and *since*.

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

ASSESSMENT | The student is asked questions in order to review the content of the previous lessons. **Audio script:** Have you ever been in a natural disaster? / What problems can we have because of droughts? / What should we do when we're in a blizzard?

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: **What idea is presented in this picture? / How is his idea good for the environment?**

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she answers two questions: **Why is it important to use renewable energy? / What should people do with their garbage?**

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 pronunciation: **source / carbon footprint / consumption / species / renewable**

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK**Match**

The student matches the sentences to the corresponding pictures. **Audio script:** They have fought tirelessly to protect endangered species. / Efforts to decrease carbon footprint have been ongoing for some years. / Many have come up with innovative ways to use renewable resources. / The fire caused smoke to spread, affecting air quality.

INTERACTIVE TASK**Maze**

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** Our community has fought to save species from becoming endangered. / Over the years, initiatives have decreased the carbon footprint significantly. / Researchers have come up with solutions to decrease garbage production. / The smoke had a deep impact on the air quality.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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: **Did you know that because the environment has an extraordinary role in our lives, words were created to talk about it?** After that, he/she writes sentences using the suggested content and shows them to the teacher during the Teacher Support moment.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

- What species have become endangered?
- In your opinion, how can we fight for a more eco-friendly world?
- What environmental problems can affect our health?

GET REAL | Check the sentences the student prepared.

INTERACTIVE TEACHER'S GUIDE

DID YOU KNOW... ? | Check the sentences the student prepared using ecosystem, eco-friendly, eco-bag, eco-housing, ecotourism, eco-warriors, and ecocide.

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 below using the words given and making any necessary changes.

1. Carbon footprints have been debated for ages. (nineties)
2. Some cultures have been using renewable energy since 200 bc. (ages)
3. This garbage has been here since yesterday. (two days)
4. I've studied at that school for 5 years. (2019)
5. I've been awake since 7:00 today. (12 hours)

LESSON 162

REITERATIVE LEARNING OBJECTIVES

- Can talk about facts that started in the past and continue until the present time.
- Can talk about measures to protect the environment.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!**, **Speak Up!**, and **Did You Know... ?** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **Why is it important to use renewable energy? / Why do we have to take care of all species? / Why are some species endangered?**

FLUENCY PRACTICE | 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. She has fought ecocide for 10 years. / b. He has reduced his energy consumption for 30 days. / c. The carbon footprint has decreased in some countries for 12 months. / d. The company has used renewable energy for one year. / e. These fires have been a problem for this village for three years.

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

LISTEN AND MARK TRUE (T) OR FALSE (F) | The student says words or expressions based on the picture they see. Then he/she listens to the audio and then they listen to it again in order to mark T or F. To conclude the activity, the student listens to the audio one last time to confirm his/her answers and prepare to discuss them during Teacher Support.

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

EXPRESS YOURSELF | The student listens to a quote related to the picture from the previous activity. Then he/she writes his/her opinion in their notebook and is instructed to share it with a classmate or the teacher during Teacher Support.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, and answers some comprehension questions about the video out loud. After that, he/she should continue working on their dialogue. In this lesson, he/she has to finish and refine his/her production. Even though there is one enigma for each video, the dialogue he/she will create must contain one single enigma, with a hint that leads to it. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production.

Audio script: *What can you notice about the place where the characters are? / What do you think has made the place look like this?*

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. They have decided to protect endangered species since the last disaster. / sources of water / animals
2. We should have a deep understanding of endangered species. / the environment / renewable energy
3. The blizzard has caused a lot of damage. / earthquake / hurricane

LISTEN AND MARK TRUE (T) OR FALSE (F) | Encourage the student to discuss the conversation with you.

EXPRESS YOURSELF | Check the student's opinion about the good man being the friend of all living things.

Should you have extra time

Ask the student to give examples of:

1. something he/she thinks people need to be more aware of.
2. something he/she could start doing to decrease carbon footprint.
3. some types of renewable energy.
4. examples of endangered species.
5. something he/she hasn't done in ages.

REVIEW 7

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

PINPOINT | The student observes the picture and says what he/she sees.

PODCAST | The student pays attention to the picture, title, and box. He/She listens to the podcast, and says which words were used in the one for this batch. **Answer key:** *since, traveler, secret spots, leisure, natural disasters, hurricanes, floods, earthquakes, droughts, shelters, endangered species, renewable*. To finish, the student answers some questions about what he/she heard in the podcast in his/her notebook and shows the answers to the teacher during the Teacher Support moment. Also, he/she writes a paragraph giving his/her opinion about the podcast.

INTERACTIVE TASK**Maze**

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** *I've met a lot of people in need of everything due to wars or natural disasters. / What have you seen around the world? / The future of our planet is in our hands. / We have to take care of each other and the world.*

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

SELF-ASSESSMENT | The student listens to the Self-assessment prompts 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-evaluation and to show 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 three videos on **Wiz.me**, reviews the dialogue he/she wrote, and makes any necessary adjustments before the presentation. If the student hasn't finished the dialogue yet, he/she should use this time to do it. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model to finish the dialogue. As a wrap-up, he/she role-plays his/her dialogue during Teacher Support or at another moment of class time chosen by the teacher. For this presentation, he/she should 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**.

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

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

INTERACTIVE TEACHER'S GUIDE

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

1. How long does it take you to get ready for school?
2. What historical places have you already visited?
3. Where would you like to go on a backpacking trip?
4. How long can a person survive without water?
5. What kind of garbage can we recycle?
6. What's a good reason to start saving up money?

PODCAST | Check the student's answers in his/her notebook and ask him/her to share his/her opinion about the podcast.

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

LET'S GET 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 the **Wiz Mock** in to you.

Should you have extra time

Ask the student to briefly talk about:

1. a trip he/she has been on.
2. a historical destination in his/her country.
3. natural disasters that have happened in the last few months.
4. a reason to stay up to date with the news.
5. something he/she has come up with this week.

LESSON 163

LEARNING OBJECTIVES

- Can talk about someone's behavior or lifestyle, suggesting and expressing opinions when necessary.
- Can talk about pieces of clothing, style, and accessories.
- Can generally understand details in a short text.

GRAMMAR

- Review of Present Perfect with *just, ever, never, already, yet, for, and since* in the affirmative, negative, interrogative, and interrogative negative forms.

SPREAD PAGE | The student listens to the Learning Objectives for this batch of lessons.

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: *What is the girl wearing? / What is your opinion about her clothes?*

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she has to answer two questions: *What is a hoodie? / What's your favorite outfit like?*

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 pronunciation: *printed clothes / attitude / accessories / barefoot / unfamiliar / acceptable*

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** *She has lent me her trendy printed hoodie, which goes well with my sporty outfit. / I have always enjoyed being barefoot at home. / Over time, her attitude has matched her sporty lifestyle. / The accessories she has chosen look good with her trendy printed clothes.*

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** *Do you think these accessories match her sporty lifestyle? / Printed clothes are a must-have for a trendy look. / The hoodie I've lent her goes well with her outfit. / It's not acceptable to walk around barefoot at school.*

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: **Did you know that there are many clothing slang words we can use to describe an outfit?** After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. Why isn't it acceptable to wear sporty clothes to formal events?
2. Have you ever gone barefoot? If so, where to?
3. When was the last time you lent someone an accessory or outfit?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using **tee**, **PJs**, **kicks**, **comfy**, **sunnies**, and **fit**.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what the student has 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. I have just...
2. I have already...
3. I haven't... yet.
4. Have you ever...?
5. My best friend has never...

LESSON 164

REITERATIVE LEARNING OBJECTIVES

- Can talk about someone's behavior or lifestyle, suggesting, and expressing opinions when necessary.
- Can talk about pieces of clothing, style, and accessories.
- Can generally understand details in a short text.

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

OUTPUT CARDS REMINDER | The student is asked if he/she has any questions about the **Did you know... ?, Speak Up!, What's More?, and Listen Up!** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **Do you usually lend your accessories? / What type of outfit do you usually wear? / What attitude is not acceptable, in your opinion?**

SPEAK RIGHT NOW | The student is instructed to listen to the examples and reproduce them. Then he/she creates sentences using the pieces of information provided on the **Wiz.tab**. To conclude the activity, he/she drags the words to place them in the correct order. **Answer key:** **I have already bought accessories at the store. / Has she ever lent you her sunnies? / We have never tried on printed clothes. / They have already had printed clothes. / Have you ever been to a hoodie store?**

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

INTERACTIVE TEACHER'S GUIDE

LET'S TAKE A QUIZ | The student reads the quiz questions and chooses one correct answer for each one. Then he/she checks the score in the score table and at the end of class, he/she shares the score with the teacher during Teacher Support.

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

CONVINCE ME | The student reads the text, paying attention to the **Useful Language** box and writes some arguments to defend his/her point of view in their notebook. He/She is supposed to convince a classmate or the teacher to agree with him/her during Teacher Support.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, as he/she takes some notes on details of the video. Then he/she answers some comprehension questions about the video out loud. After that, he/she should begin brainstorming ideas for the dialogue. In this lesson, he/she has to decide the answer of the enigma and the level of difficulty. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production. **Audio script:** *What characters were chosen as avatars on the video? / What was the tip the players discovered? / How would you describe the place they are in?*

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. I look good in hoodies. / PJs / sunnies
2. Accessories are a must-have. / Sporty outfits / Kicks
3. Have you ever lent an outfit to a friend? / your sister / your cousin

LET'S TAKE A QUIZ | Check the student's score on the quiz.

CONVINCE ME | Let the student present his/her point of view and encourage him/her to explore his/her argument some more.

Should you have extra time

Ask the student to reproduce each sentence and then say it again changing just one word.

1. He looks good in that hoodie.
2. These trendy pants go with any printed piece of clothing.
3. These accessories are a must-have.
4. I have already tried these sporty shoes.
5. I have just tried three different outfits. I didn't like any of them.

LESSON 165

LEARNING OBJECTIVES

- Can confirm information using Present Perfect tag questions.
- Can talk about activities to do in the free time.
- Can talk about experiences that have happened somewhere in the past.

GRAMMAR

- Tag questions with Present Perfect.

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

ASSESSMENT | The student is asked questions in order to review the content of the previous lessons. **Audio script:** *What accessories or clothes have you already lent to a friend? / What clothes do you think you look good in? / What are your favorite PJs like?*

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: *What is the boy holding? / Why does he have these things?*

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she has to answer two questions: *What is the most difficult challenge you have ever faced? / Why do people visit historical sites?*

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 pronunciation: historical site / exhibition / duration / sight / breathtaking

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK**Match**

The student matches the sentences to the corresponding pictures. **Audio script:** Have you ever faced a challenge during a walking tour of a historical site? / Have you seen that breathtaking exhibition this season? / Have you taken a break and enjoyed the sights during a trip to the desert? / Have you visited historical sites and exhibitions during your travels?

INTERACTIVE TASK**Maze**

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** Have you enjoyed your historical site walking tour? / Have you ever faced challenges during your trips? / Have you taken a break and relaxed this season? / What have you done to recharge your batteries?

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: **Did you know that everybody should take a break sometimes?** After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. What is the most breathtaking place you have ever visited?
2. What challenges may people face in the desert?
3. What exhibitions have you been to?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using **to be in the mood for**, **to have a day off**, and **to go away**.

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. They haven't visited the historical site, ...?
2. She's accepted the challenge, ...?
3. They've gone on a walking tour, ...?
4. He has been traveling around the desert, ...?

LESSON 166**REITERATIVE LEARNING OBJECTIVES**

- Can confirm information using Present Perfect tag questions.
- Can talk about experiences that have happened sometime in the past.
- Can talk about recent experiences.

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

INTERACTIVE TEACHER'S GUIDE

HOMEWORK REMINDER | The student is asked if he/she has done the Listen Up!, Speak Up!, and Did You Know...? cards on Wiz.me.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: *Do you usually take a break when you're tired? / What's the duration of your course? / What's something breathtaking in your opinion?*

FLUENCY PRACTICE | 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 their production, he/she completes a read-and-match task. **Answer key:** a. You have faced many challenges lately, haven't you? / b. Your sister hasn't relaxed since she arrived from the United States, has she? / c. They have already visited the art exhibition, haven't they? / d. He has been to many famous historical sites, hasn't he? / e. We have never gone on a walking tour, have we?

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

LISTEN AND ANSWER | The student says words or expressions that come to his/her mind when looking at the picture. He/She is instructed to read the question and listen to a conversation attentively, then to answer, and finally, listen one more time to check the answers. During the Teacher Support moment, the student is expected to discuss the conversation with a classmate or the teacher.

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

DISCUSSION | First, the student is instructed to read the questions in his/her book. Then he/she reads the questions out loud. To conclude the activity, he/she uses the **Useful Language** box to write answers to the questions in his/her notebook. He/She should give his/her opinion to the teacher during the Teacher Support moment.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on Wiz.me, and answers some comprehension questions about the video out loud. After that, he/she should continue working on their dialogue. In this lesson, he/she has to use the notes from the previous lesson to start writing the dialogue, which should include a hint to the enigma. Even though there is one enigma for each video, the dialogue he/she will create must contain one single enigma. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production. **Audio script:** *Are the characters in*

the same place they were in the first video? / What is this new place like?

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. They haven't faced many challenges yet, have they? / been to a desert / visited the exhibition
2. She has faced some challenges, hasn't she? / diseases / problems
3. You have taken a break, haven't you? / relaxed / recharged your batteries

LISTEN AND ANSWER | Discuss the conversation with the student.

DISCUSSION | Let the student give his/her opinion and encourage him/her to explore his/her argument more.

Should you have extra time

Ask the student to change the following sentences using the words given.

1. She has gone on a walking tour. (I)
2. She has just started the trip. (They)
3. He has been all around the world. (We)
4. We have been to the desert. (She)
5. They have made me think about so many things. (It)

LESSON 167

LEARNING OBJECTIVES

- Can talk about experiences that started somewhere in the past and are still happening.
- Can discuss some extreme sports.
- Can identify the main topic and related ideas in a structured text.
- Can use reflexive pronouns as objects or complements.

GRAMMAR

- It's been + since;
- Reflexive pronouns.

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

ASSESSMENT | The student is asked questions in order to review the content of the previous lessons. **Audio script:** How long is your school break? / What do you like to do to relax? / What's the hottest season of the year?

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: What sport is the man practicing? / Where do people usually practice this sport?

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she answers two questions: Why should we never be reckless? / What is your worst fear?

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 pronunciation: skydiving / rafting / comfort / parkour / courageous

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK**Match**

The student matches the sentences to the corresponding pictures. **Audio script:** He has risked himself by choosing parkour as his sport. / She has hurt herself while participating in skydiving championships. / They have taken courageous steps to experience the thrill of rafting. / A person must be out of their mind to do extreme sports like bungee jumping.

INTERACTIVE TASK**Maze**

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** He has hurt himself while practicing parkour. / How did you face your fear of skydiving? / I like sports, but I am not into championships. / Being reckless while practicing, she has risked getting hurt.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: Did you know that there are some activities or feelings that make our hearts beat faster? After that, he/she writes sentences using the suggested content and shows them to the teacher during the Teacher Support moment.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, and to watch the **Did You Know... ?** video in the app and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. Would you risk practicing an extreme sport?
2. What is your favorite extreme sport?
3. When was the last time you hurt yourself?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using to love the adrenaline rush, to keep up the good work, and to play it safe.

INTERACTIVE TEACHER'S GUIDE

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 according to the words given.

1. I hurt myself when doing parkour. (You)
2. He really enjoys himself when he's doing extreme sports. (She)
3. We should be proud of ourselves. (They)
4. I convinced myself to go skydiving. (He)
5. They hurt themselves in a rafting championship. (We)

LESSON 168

REITERATIVE LEARNING OBJECTIVES

- Can talk about experiences that started somewhere in the past and are still happening.
- Can discuss some extreme sports.
- Can identify the main topic and related ideas in a structured text.
- Can use reflexive pronouns as objects or complements.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!**, **Speak Up!**, and **Did You Know...?** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: *Would you like to try parkour some time in the future? / What do you think about extreme sports? / Have you ever been to a championship?*

QUESTIONS | The student listens to the questions from the book, reproduces them, and listens to them one more time in order to answer them out loud. Finally, he/she is instructed to answer them in his/her notebook and show them to the teacher during Teacher Support.

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

READ AND ASK | The student interprets the picture, saying what he/she sees, and tries to predict what the text is about. Then he/she reads the questions paying attention to the words in bold, checks the **Take a Look!** box, and writes questions in his/her notebook to show them to the teacher during Teacher Support.

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

SHARE IT | The student listens to the questions three times. The first time, he/she just listens. The second time, he/she is instructed to take notes in their notebook to give his/her opinion during Teacher Support. The third time, he/she pays attention to the **Useful Language** box and tries to improve his/her notes.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, and answers some comprehension questions about the video out loud. After that, he/she should continue working on their dialogue. In this lesson, he/she has to finish and refine his/her production. Even though there is one enigma for each video, the dialogue he/she will create must contain one single enigma, with a hint that leads to it. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production.

Audio script: *Are the characters in the same place they were in the second video? / How is this place different from the one in the previous video segment?*

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. It's been half an hour since I finished my soccer practice. / lost the chess game / the in-flight service started
2. I was reckless and hurt myself. / careless / distracted
3. We shouldn't risk our lives by doing extreme sports. / swimming in this lake / going up that mountain

QUESTIONS | Orally, check the student's answers to the exercise.

READ AND ASK | Orally, check the student's answers to the exercise.

SHARE IT | Let the student give his/her opinion and encourage him/her to explore the topic.

Should you have extra time

Ask the student to give examples of:

1. something he/she is really into.
2. something they've given up on.
3. extreme sports.
4. people he/she thinks are courageous and why.
5. an experience that made them grow.

REVIEW 8

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

PINPOINT | The student observes the picture and says what he/she sees.

PODCAST | The student pays attention to the picture, title, and box. He/She listens to the podcast, and says which words were used in the podcast for this batch. **Answer key:** *parkour, exhibition, historical sites, breathtaking, courageous, risk, extreme, accessories, comfy, hoodies, and tees*. To finish, the student answers some questions about what he/she heard in the podcast in his/her notebook and shows the answers to the teacher during the Teacher Support moment. Also, he/she writes a paragraph giving his/her opinion about the podcast.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** In parkour, we move from place to place in the quickest and most efficient way we can. / When I found parkour, I fell in love with it. / Doing parkour barefoot can get you hurt. / You will probably see traceurs wearing comfy hoodies, tees, and kicks.

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

SELF-ASSESSMENT | The student listens to the Self-assessment prompts 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-evaluation and to show 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 three videos on **Wiz.me**, reviews the dialogue he/she wrote, and makes any necessary adjustments before the presentation. If the student hasn't finished the dialogue yet, he/she should use this time to do it. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model to finish the dialogue. As a wrap-up, he/she role-plays his/her dialogue during Teacher Support or at another moment of class time chosen by the teacher. For this presentation, he/she should 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**.

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

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

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

1. What is there in your closet that is sporty?
2. What's something you wouldn't lend to anybody?
3. What historical sites in your city haven't you visited yet?
4. You have never been to a desert, have you?
5. What kinds of challenges have you already faced?
6. Where do you like to walk barefoot?

PODCAST | Check the student's answers in his/her notebook and ask him/her to share his/her opinion about the podcast.

INTERACTIVE TEACHER'S GUIDE

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

LET'S GET 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 the **Wiz Mock** in to you.

Should you have extra time

Ask the student to briefly talk about:

1. something in life he/she hasn't done yet, but would like to.
2. something he/she has already done today.
3. something he/she does to recharge his/her batteries.
4. a place with a breathtaking view that he/she has been to.
5. a fear he/she has.

LESSON 169

LEARNING OBJECTIVES

- Can talk about inventions and inventors.
- Can discuss and write about innovation and technology.
- Can identify details in a conversation.
- Can give opinions about time spent using technology nowadays.
- Can identify key information from a video, if the speakers use clear standard language.

GRAMMAR

- Passive voice (*to be + participle*) in the Simple Present and Simple Past in the affirmative, negative, and interrogative forms.

SPREAD PAGE | The student listens to the Learning Objectives of this batch of lessons.

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: **What does the girl have in her hands? / What do you think she is doing?**

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready** card on **Wiz.me** and then he/she has to answer two questions: **What is a device? / What's a great invention of modern times?**

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 pronunciation:
device / robot / gadget / innovation / wireless

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** He is the geek who was asked to figure out the wireless device's innovative feature. / He is the inventor responsible for developing the new robot technology. / Instead of a traditional gadget, he invented a revolutionary wireless device. / The development of the new invention is being handled by a team of skilled engineers.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** The inventor was asked to develop a gadget with advanced wireless features. / She is responsible for the invention of a groundbreaking robot. / Instead of a traditional device, the geek invented a wireless gadget. / The device's innovative feature was developed by a talented inventor.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: **Did you know that there are many expressions and phrasal verbs that we can use to talk about creations and innovations?** After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. What was developed in a science class that you remember?
2. Why are robots invented?
3. What wireless devices do we use today?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using **to give life to**, **to put together**, **to bring about**, **to work out**, and **to make something up**.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what the student has 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. This gadget was developed...
2. You are responsible for...
3. This feature was developed...
4. I don't know when this robot...
5. This device is used by...

LESSON 170

REITERATIVE LEARNING OBJECTIVES

- Can talk about inventions and inventors.
- Can discuss and write about innovation and technology.
- Can identify details in a conversation.
- Can give opinions about time spent using technology nowadays.
- Can identify key information from a video, if the speakers use clear standard language.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!**, **Speak Up!**, and **Did You Know... ?** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **What is a really helpful device for you? / Do you consider yourself a geek? / What new gadget would you like inventors to develop?**

TALK TO YOUR CLASSMATE | The student listens to the model first, makes the changes to the sentences in his/her book, and reads the sentences out loud.

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

LISTEN AND ORDER THE EVENTS OF THE STORY

The student listens to the first event and tries to imagine what comes next. Then he/she reads the other events before completing the exercise. To correct the exercise, he/she does the activity on **Wiz.tab**.

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

DISCUSSION | First, the student is instructed to read the questions in his/her book. Then he/she reads the questions out loud. To conclude the activity, he/she uses the **Useful Language** box to write the answers to the questions in the notebook. He/She should give his/her opinion to the teacher during Teacher Support.

INTERACTIVE TEACHER'S GUIDE

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, as he/she takes some notes on details of the video. Then he/she answers some comprehension questions about the video out loud. After that, he/she should begin brainstorming ideas for the dialogue. In this lesson, he/she has to decide the answer of the enigma and the level of difficulty. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production. **Audio script:** What characters were chosen as avatars on the video? / What tip did the players find out? / How can you describe the place they are in?

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. The geeks loved this new invention. / feature / device
2. His invention was criticized by the people. / students / teachers
3. Some old gadgets were replaced by new inventions. / devices / phones

DISCUSSION | Let the student give his/her opinion and encourage him/her to explore his/her argument more.

Should you have extra time

Read the sentences and ask the student to change them into the past tense.

1. That inventor is paid fifteen thousand dollars a month.
2. The power is controlled by the government.
3. The innovation is studied by the team.
4. She is responsible for checking the new devices.
5. This gadget is only used by some geeks.

LESSON 171

LEARNING OBJECTIVES

- Can react to surprising information.
- Can discuss the main points of news stories about familiar topics.
- Can talk about the advantages and disadvantages of telemedicine.

GRAMMAR

- Future Passive Voice (*will be + past participle*).

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

ASSESSMENT | The student is asked questions in order to review the content of the previous lessons. **Audio script:** Name a device most people have today. / Who was the telephone invented by? / What are geeks interested in?

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: **How is the girl feeling? How can you tell? / What is the girl wearing?**

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she has to answer two questions: **What's the metaverse? / What do we call a person who has great knowledge in a subject?**

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 pronunciation: **telemedicine / vaccine / health care / society / surgery**

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK**Match**

The student matches the sentences to the corresponding pictures. **Audio script:** In the future, telemedicine will be used in most health care consultations. / Vaccines will be readily available for patients to experience improved health. / Experts predict that the metaverse will be a significant part of our society's experience. / Surgical procedures will be more often performed by robots as technology advances.

INTERACTIVE TASK**Maze**

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** Patients' experience will continue to be transformed by telemedicine. / How does globalization affect health care data studies? / Some experts will collaborate in the metaverse for healthcare improvements. / Telemedicine techniques will be adapted to society's evolving needs.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: **Did you know that we can express surprise not only through body language but also with words?** After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. How will society continue to be affected by globalization?
2. When was the last time you took a vaccine? What was it for?
3. How do you save your files?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using **How interesting!**, **Are you serious?**, **I can't believe it!**, and **I can't believe it either!**

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 the future tense.

1. Metaverse is used for everything.
2. Society is not prepared for technology.
3. Telemedicine is not used by many people.
4. Surgeries are performed by robots.
5. The patient is checked by an expert.

LESSON 172**REITERATIVE LEARNING OBJECTIVES**

- Can react to surprising information.
- Can discuss the main points of news stories about familiar topics.
- Can talk about the advantages and disadvantages of telemedicine.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!**, **Speak Up!**, and **Did You Know... ?** cards on **Wiz.me**.

INTERACTIVE TEACHER'S GUIDE

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **What is your opinion about the metaverse experience? / How do you see the future of surgeries? / How do you think telemedicine will be experienced in the future?**

ASK YOUR FRIEND IF | The student creates questions based on sentences from the book. He/She asks the questions to a classmate or the teacher during the Teacher Support moment.

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

READ AND COMPLETE | The student describes the picture, listens to the words to fill in the gaps in the text, and completes the exercise. He/She shows the answers to the teacher during Teacher Support.

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

SHARE IT | The student listens to the questions three times. The first time, he/she just listens. The second time, he/she is instructed to take notes in their notebook to give his/her opinion during the Teacher Support moment. The third time, he/she pays attention to the **Useful Language** box and tries to improve his/her notes.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on Wiz.me, and answers some comprehension questions about the video out loud. After that, he/she should continue working on their dialogue. In this lesson, he/she has to use the notes from the previous lesson to start writing the dialogue, which should include a hint to the enigma. Even though there is one enigma for each video, the dialogue he/she will create must contain one single enigma. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production. **Audio script: Where are the characters now? / What are they looking for?**

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. Better treatments will be developed in the future. / computers / equipment
2. The data you need will be downloaded in a few minutes. / uploaded / checked
3. More vaccines will be offered to the population. / health care / treatments

ASK YOUR FRIEND IF | Check the questions the student created.

READ AND COMPLETE | Check the student's answers to the exercise.

SHARE IT | Let the student give his/her opinion and encourage him/her to explore the topic.

UNLOCK | Check the student's answers from this section.

Should you have extra time

Ask the student to change the sentences to start with the word(s) given.

1. I will use the metaverse. (The metaverse)
2. Engineers will download the data. (The data)
3. She will take the vaccine tomorrow. (The vaccine)
4. I will make the cake. (The cake)
5. I won't do the homework. (The homework)

LESSON 173

LEARNING OBJECTIVES

- Can ask someone to clarify or elaborate on what they have just said.
- Can point out the subject of an action or conversation using relative pronouns.
- Can understand descriptions of future jobs in a video interview.
- Can understand the main idea and some details in a talk.

GRAMMAR

- Relative clauses using *who*, *that*, *which*, *when*, *where*, and *whose*.

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on Wiz.me.

ASSESSMENT | The student is asked questions in order to review the content of the previous lessons. **Audio script:** How did you prepare for this lesson? / What subject would you like to be an expert on? / What can we do to live in a better society?

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: What is the boy doing? / What do most kids of his generation like?

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she has to answer two questions: What is freedom to you? / What is the best advertisement you have ever seen?

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 pronunciation: advertisement / digital age / efficient / technological / among

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** Companies share efficient tech solutions for job satisfaction. / Advertisements help discover job opportunities. / What do you mean by technological company? / What can we tell about the digital age?

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** In the digital age, companies have discovered efficient technology to improve production. / I am a little confused about this company's job advertisement. / What do you mean by job satisfaction in this context? / The digital revolution brought about these technological advancements.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: Did you know that a lot of new jobs were created in the digital era, and many others will be created in the future, too? After that, he/she writes sentences using the suggested content and shows them to the teacher during the Teacher Support moment.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. What's a famous company in your country or city?
2. What job would you like to have in the future?
3. What is one of the most important gadgets of our time?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared, talking about whether he/she would choose one of the careers presented and explaining why they would or wouldn't choose it.

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 make a single sentence out of the two sentences given.

1. This is the place. I lived as a kid.
2. That's the moment. You think about your actions.
3. This is the man. I told you about him.
4. This is the information. It was missing.
5. She is the woman. Her kids live abroad.

LESSON 174

REITERATIVE LEARNING OBJECTIVES

- Can ask someone to clarify or elaborate on what they have just said.
- Can point out the subject of an action or conversation using relative pronouns.
- Can understand the main idea and some details in a talk.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!**, **Speak Up!**, and **Did You Know...?** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **How efficient are job advertisements, in your opinion? / What brings you satisfaction in life? / How do people share information in the digital era?**

FLUENCY PRACTICE | 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. She is the teacher whose daughter is looking for a job. / b. He is the scientist who discovered a new medicine for this disease. / c. This is the device that helps me clean the house. / d. That is the company where I work. / e. He is the engineer who invented this interesting gadget.

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

LISTEN AND MARK TRUE (T) OR FALSE (F) | The student says words or expressions based on the picture he/she sees. Then he/she listens to the audio and then they listen to it again in order to mark T or F. To conclude

the activity, the student listens to the audio one last time to confirm his/her answers and prepare to discuss them during Teacher Support.

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

EXPRESS YOURSELF | The student listens to a quote related to the picture from the previous activity. Then he/she writes his/her opinion in their notebook and is instructed to share it with a classmate or the teacher during the Teacher Support moment.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, and answers some comprehension questions about the video out loud. After that, he/she should continue working on their dialogue. In this lesson, he/she has to finish and refine his/her production. Even though there is one enigma for each video, the dialogue he/she will create must contain one single enigma, with a hint that leads to it. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production.

Audio script: *Where are the characters now? / What do they have to find out this time?*

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. You need to work on your strengths. / studies / discipline
2. You will achieve your goal when you have discipline. / the skills / the opportunity
3. I'm very interested in this. / unsure about / confused about

LISTEN AND MARK TRUE (T) OR FALSE (F) | Encourage the student to discuss the conversation with you.

EXPRESS YOURSELF | Check the student's opinion about the idea that the best way of predicting their future is by creating it themselves.

Should you have extra time

Ask the student to give examples of:

1. people who he/she trusts.
2. places where he/she feels comfortable.
3. things that he/she does to make himself/herself feel better.
4. YouTubers that they follow.
5. a gadget that he/she cannot live without.

REVIEW 9

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework, Listen Up!,** and **Speak Up!** cards on **Wiz.me**.

PINPOINT | The student observes the picture and says what he/she sees.

PODCAST | The student pays attention to the picture, title, and box. He/She listens to the podcast and says which words were used in the podcast for this batch.

Answer key: geek, among, inventions, innovation, inventing, expert, society, inventor, wireless, and gadgets. To finish, the student answers some questions about what he/she heard in the podcast in his/her notebook and shows it to the teacher during the Teacher Support moment. Also, he/she writes a paragraph giving his/her opinion about the podcast.

INTERACTIVE TASK**Maze**

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** I have studied the most important technological inventions and innovations of the last few years. / Elon Musk is the owner of Tesla™, which is an American company that makes electric cars, among other things. / In 1884, Nicola Tesla started working as an electrical engineer for Thomas Edison European Telephone Company. / Today, people believe that the real inventor of the radio was Tesla.

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

SELF-ASSESSMENT | The student listens to the self-assessment prompts 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-evaluation and to show 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 three videos on **Wiz.me**, reviews the dialogue he/she wrote, and makes any necessary adjustments before the presentation. If the student hasn't finished the dialogue yet, he/she should use this time to do it. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model to finish the dialogue. As a wrap-up, he/she role-plays his/her dialogue during Teacher Support or at another moment of class time chosen by the teacher. For this presentation, he/she should 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**.

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

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

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

1. What gadget will be replaced soon in your opinion?
2. What soft skill helps us organize our time effectively?
3. Do you remember a really bad advertisement? What was it about?
4. How could a robot help you at home?
5. What will our society be more prepared for in the future?
6. Can you name a company that makes electronic devices?

PODCAST | Check the student's answers in his/her notebook and ask him/her to share his/her opinion about the podcast.

INTERACTIVE TEACHER'S GUIDE

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

LET'S GET AROUND | Have the student present his/her dialogue to you or role-play it 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 the **Wiz Mock** in to you.

Should you have extra time

Ask the student to reproduce the sentence and say if it is true or false, justifying their answer.

1. The telephone was invented by Alexander Graham Bell. (T)
2. TikTok™ was launched in 2017. (F – 2016)
3. The book Da Vinci Code was written by Jane Austen. (F – Dan Brown)
4. Harry Potter was played by Daniel Radcliff. (T)
5. The Eiffel Tower was finished in 1889. (T)

LESSON 175

LEARNING OBJECTIVES

- Can talk about experiences that started in the past and are still happening.
- Can talk about some hobbies.
- Can identify details in oral descriptions.
- Can write about personal interests in some detail.
- Can understand a text on a familiar topic in detail.

GRAMMAR

- Present Perfect Continuous in the affirmative form.

SPREAD PAGE | The student listens to the Learning Objectives for this batch of lessons.

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: *Why is the boy wearing these clothes? / What sport is he practicing?*

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she has to answer two questions: *What are you planning to do next weekend? / What activity would you like to take up?*

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 pronunciation: *leisure / volunteering / styling / drone flying / thrift shopping*

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** *I've planned a relaxing weekend of leisure and meditation. / She has recently taken up thrift shopping as a new hobby. / They've been streaming martial arts videos for hours. / He's gotten into volunteering and has found it quite rewarding.*

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** *I've planned to start reading more books during my leisure time. / She has recently taken up meditation to relieve stress. / They've been streaming acting tutorials online to improve their skills. / He's gotten into drone flying and loves capturing aerial views of his city.*

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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

question: Did you know that there are many benefits of having a hobby? After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, and to watch the **Did You Know... ?** video in the app and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. What are some of your leisure activities?
2. Why do people take up volunteering?
3. What have you been doing lately to feel more relaxed?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using **stress**, **mental health**, **social connections**, and **happiness**.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. Take this opportunity to reinforce what the student has 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 sentence according to the word given. Follow the model.

I plan to take up volunteering. (for three months)
I have been planning to take up volunteering for three months.

1. My sister streams her acting classes to her followers. (since July)
2. My friends and I thrift shop on weekends. (for the past few months)
3. My friend does a lot of reading for his final exams. (lately)
4. We practice martial arts. (for a year)
5. They plan to start acting. (since last month)

LESSON 176

REITERATIVE LEARNING OBJECTIVES

- Can talk about experiences that started in the past and are still happening.
- Can talk about some hobbies.
- Can understand a text on a familiar topic in detail.

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

OUTPUT CARDS REMINDER | The student is asked if he/she has any questions about the **Did you know... ?**, **Speak Up!**, **What's More?**, and **Listen Up!** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **What do you plan to do in the future? / Do you like to go thrift shopping? Why or why not? / What is your opinion about meditation?**

FLUENCY PRACTICE | 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 have been spending more time doing leisure activities with my family lately. / b. Sarah has been taking acting classes at school since January. / c. We have been having martial arts classes for two weeks. / d. He has been doing meditation recently.

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

LET'S TAKE A QUIZ | The student reads the quiz questions and chooses one correct answer for each one. Then he/she checks the score in the score table and at the end of class, he/she shares the score with the teacher during Teacher Support.

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

CONVINCE ME | The student reads the text paying attention to the **Useful Language** box and writes some arguments to defend his/her point of view in their notebook. He/She is supposed to convince a classmate or the teacher to agree with him/her during Teacher Support.

INTERACTIVE TEACHER'S GUIDE

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, as he/she takes some notes on details of the video. Then he/she answers some comprehension questions about the video out loud. After that, he/she should begin brainstorming ideas for the dialogue. In this lesson, he/she has to decide the answer of the enigma and the level of difficulty. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production. **Audio script:** *What characters are the avatars on the video? / Where are they? / How can you describe the place they are in?*

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, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. He has been reading many books lately. / They have / I have
2. We've been planning this trip for more than two months. / since last year / since we first met
3. Volunteering is good for our mental health. / Reading / Acting

LET'S TAKE A QUIZ | Check the student's score on the quiz.

CONVINCE ME | Let the student present his/her point of view and encourage him/her to develop his/her argument.

Should you have extra time

Ask the student to reproduce each sentence and then say it again changing just one word.

1. I've been studying a lot to get into college.
2. My mom has been acting weird lately.
Something is going on.
3. My friend has been watching lots of content about drone flying.
4. My brother took up volunteering.
5. I got into martial arts because of this movie.

LESSON 177

LEARNING OBJECTIVES

- Can say that something is not being done in a period of time.
- Can talk about experiences that started in the past and are still happening.
- Can find and understand information in a short text about a sporting event.
- Can talk about sportspeople and sporting events.
- Can identify details in a conversation about a sports team.

GRAMMAR

- Present Perfect Continuous in the negative form.

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

ASSESSMENT | The student is asked questions in order to review the content of the previous lessons. **Audio script:** *What is your favorite leisure activity? / What are the advantages of thrift shopping? / How often do you see drones flying around your neighborhood?*

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: *What does the person in the picture do? / What is she holding in her hand and why is she doing that?*

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she has to answer two questions: *What is the difference between a T-shirt and a jersey? / What does a goalie do in sports?*

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 pronunciation: *referee / goalie / jersey / foul / talented*

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK**Match**

The student matches the sentences to the corresponding pictures. **Audio script:** The players have been making too many fouls. / The team's captain is a very driven athlete. / Have they been wearing the same jersey for the entire championship? / The goalie has been catching all the balls, so the game is tied.

INTERACTIVE TASK**Maze**

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** I can see that the team referee is a very talented professional. / The talented player has been making the best decisions. / The new goalie has been injured for a month. / The match is tied and the players are starting to look anxious.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: **Did you know that when it comes to sports, we can use some particular words and expressions to be more specific?** After that, he/she writes sentences using the suggested content and shows them to the teacher during Teacher Support.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. What sportsperson do you consider talented?
2. What losses have we suffered in sports recently?
3. In what sport do the players need to throw the ball over a net?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the sentences the student prepared using the new vocabulary and naming a few sports that have referees or umpires.

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 the negative.

1. The players have been training a lot lately.
2. The referee has been working for ten years.
3. The captain has been doing a good job.
4. The jerseys have been selling quickly.
5. The talented player has been getting a lot of attention.

LESSON 178**LEARNING OBJECTIVES**

- Can talk about experiences that started in the past and are still happening.
- Can say that something is not being done in a period of time.
- Can identify details in a conversation about a sports team.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!**, **Speak Up!**, and **Did You Know... ?** cards on **Wiz.me**.

INTERACTIVE TASK**Content Review – Assessment**

The student answers questions to review what he/she learned in the previous lesson: **When was the last time you got injured? / How many jerseys do you have? / Do you have any friends that are talented at sports?**

INTERACTIVE TEACHER'S GUIDE

SPEAK RIGHT NOW | The student is instructed to listen to the examples and reproduce them. Then he/she creates sentences using the pieces of information provided on the **Wiz.tab**. To conclude the activity, he/she drags the words to place them in the correct order. **Answer key:** The captain has been encouraging the team. / The players haven't been playing well in today's match. / The athlete has been wearing the same jersey during all the competitions. / The goalies have been catching all the balls in this match. / The referee hasn't been performing as he usually is.

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

LISTEN, CHOOSE, AND JUSTIFY | The student answers the questions from the book out loud and then listens to the audio to get its general idea. He/She listens to it a second time to choose the correct picture and take notes on his/her ideas to support his/her choice. He/She will share this with the teacher during Teacher Support.

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

DISCUSSION | First, the student is instructed to read the questions in his/her book. Then he/she reads the questions out loud. To conclude the activity, he/she uses the **Useful Language** box to write the answers to the questions in their notebook. He/She should give his/her opinion to the teacher during Teacher Support.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, and answers some comprehension questions about the video out loud. After that, he/she should continue working on their dialogue. In this lesson, he/she has to use the notes from the previous lesson to start writing the dialogue, which should include a hint to the enigma. Even though there is one enigma for each video, the dialogue he/she will create must contain one single enigma. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production. **Audio script:** Where are the characters now? / What was the answer to the enigma they had to solve?

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, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. The captain has been encouraging the team. / They have / We have
2. The players haven't been playing well in today's match. / throwing / catching
3. The athlete has been wearing the same jersey in the competitions. / The players / The goalie

LISTEN, CHOOSE, AND JUSTIFY | Check which picture the student chose and his/her evidence to support the choice.

DISCUSSION | Let the student give his/her opinion and encourage him/her to explore his/her argument more.

UNLOCK | Check the student's answers from this section.

Should you have extra time

Ask the student to give examples of:

1. something he/she has been studying lately.
2. something he/she hasn't been doing so much lately.
3. beautiful team jerseys.
4. talented sportspeople.
5. talented singers.

LESSON 179

LEARNING OBJECTIVES

- Can talk about experiences that started in the past and are still happening.
- Can ask about ongoing activities that started in the past.
- Can buy a ticket for an event over the phone or at the venue.
- Can understand information in an advertisement for a sports event.
- Can give their opinion on what is needed to be a good athlete.

GRAMMAR

- Question words and Present Perfect Continuous in the interrogative form.

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

ASSESSMENT | The student is asked questions in order to review the content of the previous lessons. **Audio script:** What's the role of a captain in a team? / What talented player do you look up to? / What goalie would you like to see in your national team?

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: What sport do you think the picture represents? / What color is the player's jersey?

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson using the **Getting Ready!** card on **Wiz.me** and then he/she answers two questions: How do coaches feel when they lose a match? / What is someone called when he/she plays a sport for fun?

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 pronunciation: amateur / stadium / cheerleader / sports commentator / dedicated

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

LANGUAGE FUNCTIONS | The student follows the Wizard methodology presentation and practices pattern.

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** That dedicated rugby coach deserves your attention. / How long have the cheerleaders been practicing? / If the tickets are sold out, I'm not going to purchase them from scalpers. / Why has the player been sitting on the bench?

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** Did the rugby players deserve to win last season? / Has the coach been focused on improving the team's performance? / How have you purchased tickets for the sold-out matches? / The cheerleaders have been practicing non-stop for a week.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she hears a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it.

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

GET REAL | The student observes the pictures and says words or expressions related to them. He/she 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 question: Did you know that there are some expressions we can use when purchasing tickets or reserving a spot somewhere? After that, he/she writes sentences using the suggested content and shows them to the teacher during the Teacher Support moment.

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** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **Listen Up!** cards, to watch the **Did You Know... ?** video in the app, and complete the exercise if they hadn't done it in class.

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

DRILLING PRACTICE

1. What sport have you been playing lately?
2. What have you been doing to stay focused?
3. What have you been putting a lot of effort into lately?

GET REAL | Check the sentences the student prepared.

DID YOU KNOW... ? | Check the experiences the student shared when booking or buying tickets for an event.

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 the interrogative form.

1. I've been working as a coach for 10 years.
2. The cheerleaders have been practicing here.
3. They've been waiting for us at the stadium.
4. I've been focused on improving my skills.
5. She's been practicing non-stop for the last few days.

LESSON 180

REITERATIVE LEARNING OBJECTIVES

- Can talk about experiences that started in the past and are still happening.
- Can understand information in an advertisement for a sports event.
- Can give their opinion on what is needed to be a good athlete.

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

HOMEWORK REMINDER | The student is asked if he/she has done the **Listen Up!**, **Speak Up!**, and **Did You Know...?** cards on **Wiz.me**.

INTERACTIVE TASK

Content Review – Assessment

The student answers questions to review what he/she learned in the previous lesson: **What do you think about your team's coach? / Do you have any friends who are twins? / Why is it important to be kind to others?**

QUESTIONS IN TRIO | The student listens to the example, and then changes the sentences according to the model. At the end of the class, he/she should ask the same questions to a classmate or the teacher.

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

READ AND ANSWER | Based on the picture, the student guesses what the text is about and then reads the text to confirm his/her answer. After that, he/she is instructed to read the **Take a Look!** box and read the text one more time to answer the questions on the **Wiz.tab**.

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

SHARE IT | The student listens to the questions three times. The first time, he/she just listens. The second time, he/she is instructed to take notes in their notebook to give his/her opinion during Teacher Support. The third time, he/she pays attention to the **Useful Language** box and tries to improve his/her notes.

LET'S GET AROUND | The student says some words related to what and who he/she sees in the Student's Book, watches the video three times on **Wiz.me**, and answers some comprehension questions about the video out loud. After that, he/she should continue working on their dialogue. In this lesson, he/she has to finish and refine his/her production. Even though there is one enigma for each video, the dialogue he/she will create must contain one single enigma, with a hint that leads to it. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model for the production.

Audio script: *What sport do the players mention in this scene? / What is the answer to the enigma?*

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 audio on the **Listen Up!** card, practice the pronunciation on the **Speak Up!** card, and prepare for 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 session.

DRILLING PRACTICE

1. How long have you been playing rugby? / soccer / sports
2. Why has the most talented player been sitting on the bench lately? / dedicated / focused
3. I have never bought concert tickets from a scalper. / game / movie

QUESTIONS IN TRIO | The student should choose three of the following questions to ask you. **Audio script:** *What has he/she been doing for fun recently? / How often has he/she been surfing the Internet these days? / What has he/she been doing to improve his/her English? / What has he/she been thinking about lately? / What kind of music has he/she been listening to recently? / Where has he/she been buying his/her clothes?*

SHARE IT | Let the student give his/her opinion and encourage him/her to explore the topic.

Should you have extra time

Ask the student to answer the questions out loud.

1. Where have you been studying lately?
2. What have you been studying?
3. How long have you been studying English?
4. Who have you been talking to lately?
5. Why have you been studying English?

REVIEW 10

HOMEWORK REMINDER | The student is asked if he/she has done the **Homework**, **Listen Up!**, and **Speak Up!** cards on **Wiz.me**.

PINPOINT | The student observes the picture and says what he/she sees.

PODCAST | The student pays attention to the picture, title, and box. He/She listens to the podcast and says which words were used in this batch's podcast. **Answer key:** talented, captain, coach, focused, referee, martial arts, took up, meditation, leisure, jersey, and purchase. To finish, the student answers some questions about what he/she heard in the podcast in his/her notebook and shows it to the teacher during the Teacher Support moment. Also, he/she writes a paragraph giving his/her opinion about the podcast.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** Our team has been playing across the country and we are getting to the end of the championship. / A good captain needs to get along well with the coach and the whole team. / Meditation has helped me improve my concentration and control my emotions. / At the end of the season, I will take some days off with my family.

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

SELF-ASSESSMENT | The student listens to the self-assessment prompts 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-evaluation and to show 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 three videos on **Wiz.me**, reviews the dialogue he/she wrote, and makes any necessary adjustments before the presentation. If the student hasn't finished the dialogue yet, he/she should use this time to do it. The student is guided to refer to the audio script found at the end of his/her Student's Book as a model to finish the dialogue. As a wrap-up, he/she role-plays his/her dialogue during Teacher Support or at another moment of class time chosen by the teacher. For this presentation, he/she should 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**.

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

TEACHER SUPPORT – 5'

NOTE | Teacher, you do not need to wait for your student to finish the whole lesson to start the Teacher Support session.

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

1. What can help people stay focused?
2. Who was the captain of your national soccer team in the last World Cup?
3. What does a goalie have to do in a game?
4. How dedicated have you been to your studies?
5. What have you purchased recently?
6. In your opinion, what's the most beautiful stadium in your country?

PODCAST | Check the student's answers in his/her notebook and ask him/her to share his/her opinion about the podcast.

INTERACTIVE TEACHER'S GUIDE

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

LET'S GET AROUND | Have the student present his/her dialogue to you or 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 the **Wiz Mock** in to you.

Should you have extra time

Ask the student to reproduce and complete the following sentences.

1. I've been...
2. I haven't been...
3. How long have you been...?
4. Where have you been...?
5. Why have you been...?